



مدرسة البكالوريا - عمان
Amman Baccalaureate School

ANNUAL REPORT 2016-2017

التَّزْيِيَّة



AL TARBIYEH

Arab Heritage	التراث العربيّ
Lifelong Learning	التّعلم مدى الحياة
Team Work	العمل الجماعيّ
Achievement	الإنجاز
Responsibility	المسؤوليّة
Bilingualism	ثنائيّة اللّغة
International Mindedness	الأفق الدّوليّ
Youth Empowerment	تمكين الشّباب
Excellence	الامتياز
Holistic Education	التّعلّم الشّموليّ



مدرسة البكالوريا - عمان
Amman Bacculaureate School

That the Amman Bacculaureate School is recognised as a leading pioneer school in the region for fostering a stimulating learning environment based upon the International Bacculaureate philosophy and enhanced by appropriate educational technologies and a rigorous differentiated curriculum.

أن تعتبر مدرسة البكالوريا - عمان مدرسة رائدة في المنطقة تهيب، بيئة محفزة للتعليم، قائمة على فلسفة البكالوريا الدولية ومعززة بتقنيات تعليمية مناسبة ومنهاج متميز غني.

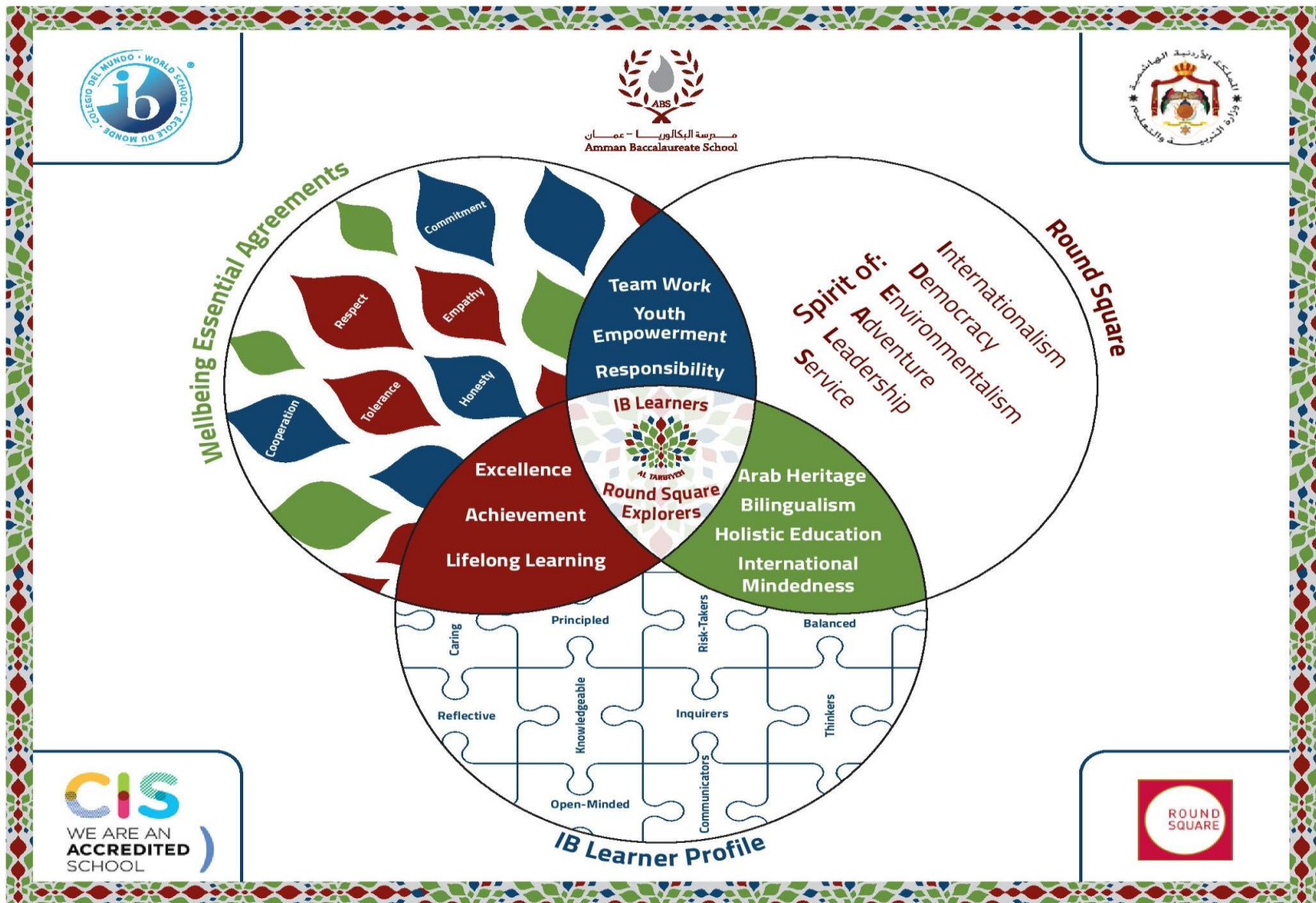
Vision
الرؤية

The Amman Bacculaureate School is an IB World school that provides a bilingual education in Arabic and English, which, whilst meeting the highest international standards, remains firmly rooted in the Arab heritage. The School is a Jordanian, non-profit, institution that promotes international understanding, communication and awareness through embracing other cultures. The Amman Bacculaureate School works towards developing well rounded responsible world citizens.

مدرسة البكالوريا - عمان هي إحدى مدارس منظومة البكالوريا الدولية، تقدم نظاماً تربوياً باللغتين العربية والإنكليزية، بينما يطمح للوصول إلى أعلى المستويات العالمية يبقى متجذراً في تراثه العربي. المدرسة مؤسسة أردنية لا تستهدف الربح، تعزز التفاهم الدولي، والتواصل والوعي من خلال تقبل الثقافات الأخرى وتسعى نحو تطوير شخصية متكاملة لدى الطلبة ليكونوا مواطنين عالميين مسؤولين.

Mission
الرسالة

The Amman Bacculaureate School Experience



Contents

Principal’s Introduction	5
Primary School Achievements 2016-2017	8
Middle Years School Achievements 2016-2017	10
IB College Achievements 2016-2017.....	13
University Destinations.....	15
Student Wellbeing and Achievement 2016-2017	20
AEND Annual Report 2016-2017	23
Co-Curricular/Annual Report 2016-2017	24
Athletics Department Annual Report 2016-2017	26
The Booster Club Annual Report 2016-2017	29
Parent Teachers Association (PTA) Annual Report 2016-2107.....	30
Overview of Income and Expenditure 2016-2017.....	34
Staff Professional Development Annual Report 2016-2017	35
Fundraising Capital Campaign/Annual Report 2016-2017	38
Master Plan & Premises Report 2016 – 2017.....	40
Whole School Strategic Plan Objectives 2014–2019-Academic Year 2016–2017.	42

Principal's Introduction

It gives me great pleasure, once again, to say a few words of introduction to our Annual Report for the 2016–2017 academic year, which includes a full review of all our achievements and accomplishments throughout the year.

The start of the year was marked by a major structural reorganisation of the Kindergarten and Junior School into one ABS Primary School, which made sense in terms of vertical articulation of the International Baccalaureate (IB) Primary Years Programme curriculum and consistency in terms of student procedures throughout the entire Primary phase.

Moreover, throughout the year, in all sections of the school there was a consistent focus on all aspects of the 'AL TARBIYEH' acronym to ensure that wherever possible the school was fulfilling the aspirations of its guiding statements, which culminated into a whole school review of 'AL TARBIYEH' towards the end of the academic year. This was further developed into the "ABS Experience Model" which visibly highlighted all the experiences that an ABS student can expect to embrace during their educational journey from KG1 to Grade 12. As well as providing an important focus on the IB Learner Profile attributes, the model shows the important links between the whole school essential agreements, which support student wellbeing, and the Round Square IDEALS and Discovery Framework attributes.

With regards to the latter, the school has been pioneering the incorporation of the Round Square Discovery Framework into its curriculum and strategic planning, as well as the life of the school, with the Principal and Assistant Principal (Development) being invited to give a presentation at the Round Square Head Office in Windsor in June 2017 and at the Round Square International Conference in Cape Town in September 2017.

Following a very successful Preparatory Visit in May 2016 from the Council of International Schools (CIS), the past school year also witnessed a concerted focus on school improvement and development, with CIS opinion surveys being sent out to all sections of the community and a full CIS (and IB for the Primary School) Self Study being completed. These endeavours included a rigorous self-evaluation of all sections of the school. The CIS/IB Self Study process was very beneficial in terms of enhancing our drive for continuous improvement and, in particular, resulted in the updating of our Strategic Plan for 2014–2019 in line with the revised CIS International Accreditation Domains and Standards and the ABS Experience Model. We look forward to the first-ever, worldwide synchronised IB and CIS revised accreditation protocol evaluation visit to the school, which will take place towards the end of September 2017.

As I have mentioned in every report for the last few years, however, in the end "any school is evaluated upon the quality and level of its students' academic achievement and, in particular, its performance in external examination results". In this respect, 2017 represented, once again, a truly outstanding year for ABS. Our Grade 10 students made us very proud indeed by their diligent approach to the IB Middle Years Programme eAssessments, which resulted in superb results with no less than a 98.5% pass rate

compared to a worldwide average of just 67% (2016) and an average IB score of 43 out of 46, which is also highly commendable. It is thus no coincidence that our Grade 10 students were able to join virtually all the subjects and courses that they wanted to study in the IB College.

In addition, our IB Diploma Programme results were also close to being the best ever in the history of the school, with only the 2016 results being even better. As a largely non-selective school, our students' performance overall was exceptional, with one student earning 44 points, nine students over 40 and no fewer than 34 students over the 35 points mark, which really signifies the watershed for gaining entry to the most competitive tertiary institutions worldwide. Indeed, as ever, it is the large number of students that ABS enters for the full IB Diploma Programme, which really marks the school out from other IB schools in the country and wider region. No fewer than 69 students were awarded the full IB Diploma which represents an amazing 100% pass rate compared to the usual worldwide average of just 79%. As a largely non-selective school, it is a fine achievement for ABS students and staff to achieve a perfect pass rate for the past three consecutive years. Moreover, although the entire IB Diploma Programme cohort achieved a very credible overall score of 35 (second highest in ABS history), it is more than interesting to note that the ABS top-ten achieved an average of no less than 41 and the top thirty of 39, which places the school amongst the top performing IB DP schools in the world.

Furthermore, we were also delighted that the 2016 Graduating Class contained the first-ever graduates for the school and Jordan for the IB Career-related Programme, with the students progressing to tertiary education. Indeed, the entire graduating class did us proud with their superb university placements. As ever, in spite of increased levels of competition worldwide, we had students enroll in the most competitive institutions globally, including "Ivy League", "hidden Ivy League", "Russell Group", and the best Canadian universities. A full list of the 2016 destinations is included within this report.

As the content of this narrative reveals and as is demonstrated even more vividly in our wonderful thirty-fifth celebratory edition of our Yearbook, an ABS education is so much more than just examination results, no matter how important these might be. We strongly believe in and promote the "H" for Holistic Education of our 'AL TARBIYEH' acronym and the students, as ever, were involved in a myriad of activities, events and trips. Our major theatrical productions in both the Primary and Secondary phases of the school continue to be real hallmarks of the ABS experience. Our Round Square, Creativity, Activity and Service and Model United Nations programmes remain of the highest order, with the latter being awarded a shared second place in 2017 for the "El Hassan Award for Scientific Excellence". We were also delighted with the enhanced developments in our Athletics programme throughout the year, including the school being selected to be the venue for the first-ever FC Barcelona Escola Camp to be held in September 2017.

I am also delighted that we are continuing to make substantial progress with both our Five Year Strategic Plan (see whole school goals in this report) and our Facilities Master Plan for the redevelopment of the campus. Of course, teaching and learning is the most important aspect of our work, but we are delighted to facilitate this, wherever possible, by

continued investments in the best possible learning and teaching facilities. In this regard, the refurbishment of our track and field and total renovation and transformation of our Design Technology area have been real success stories. A big thank you to all who have led, managed and supported these initiatives, including the Booster Club and generous benefactors who made the students' dreams come true.

A sincere thank you to HRH Princess Sarvath El Hassan, Chairwoman of the Board of Trustees, and all the distinguished Board members for their leadership and wisdom over the past year, to all the staff for their commitment and dedication, and to the parents for their involvement and commitment to a positive home-school relationship.

All these ingredients make ABS the special place that it is today and allow our students to flourish as role models of an IB education, loyal subjects of their country and compassionate, well-rounded, global citizens.

Yours sincerely,
Stuart Bryan MA (St Andrews), PGCE (Oxon), ACE (Leicester)

Primary School Achievements 2016-2017

Leadership and Overall Direction

The 2016-17 academic year saw the inauguration of the new Primary School structure. The newly formed Primary Leadership Team have developed positive relationships with all stakeholders in order to move the Primary School forward into a new phase of its development.

In preparation for the joint CIS / IBPYP visit, the Primary School has involved students, teachers and parents in order to complete the self-study process documentation. Self-study focus groups were established and the IBPYP Self-Study Questionnaire was completed collaboratively and has been shared with the Leadership Team and the Board of Trustees for their consideration. There has also been a comprehensive review of the PYP Standards and Practices.

Planning for Improvement

All planning for the Primary School is now mapped on Atlas Rubicon curriculum mapping software and used as part of the regular weekly collaborative planning sessions. The software has also allowed for the effective monitoring and vertical articulation of the written curriculum throughout the school.

A key focus area and part of the Primary School action plan involved adapting the existing scope and sequence curricular documentation in English, Maths, and Arabic, into end of year expectations for all grade levels that were rigorous and would meet standardised international comparators. These curricular documents will be used and applied in all planning from the start of 2017-18 academic year.

The PYP Framework emphasises the need for inquiry teaching to deliver conceptual learning in an authentic manner. To this end, staff have used and been evaluated using an inquiry indicator rubric, this self-assessment and leadership feedback will be ongoing into the next academic year to further embed key inquiry strategies.

Management of Staff & Resources

There has been an excellent retention rate in the Primary School, this academic year, with only two members of staff leaving; this has meant that staff expectations and planning for change can be more efficiently achieved.

The management structures across the Primary School have been reviewed and revised to allow members of the Primary Leadership Team to concentrate on specific school improvement focus areas. From 2017-18, there will be an Early Years Specialist, who will be responsible for monitoring and evaluating teaching and learning across the Early Years Phase. **Figure 1**, shows the Primary Leadership Team (PLT) roles and responsibilities for the 2017-18 academic year.

Fiyaz Ahmed, Vice Principal (English Programme and Head of Primary) BSc, PGCE

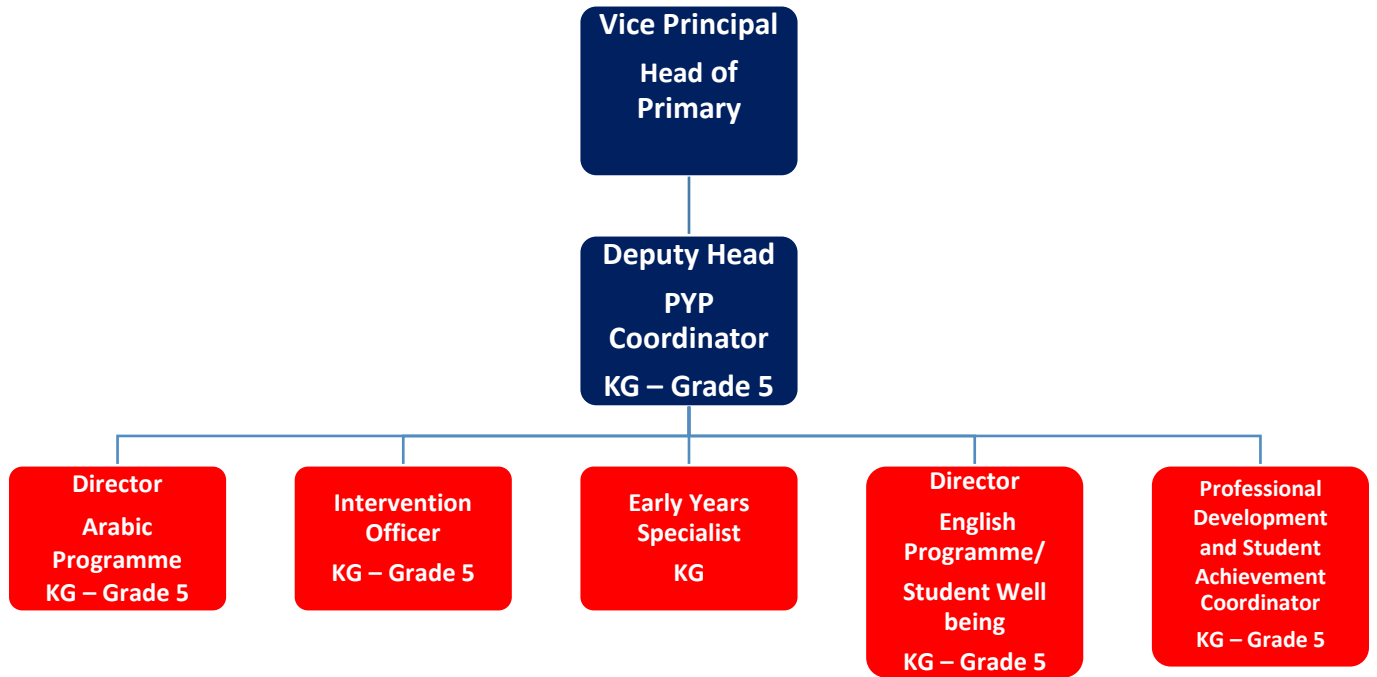


Figure 1: PLT Roles and responsibilities for the 2017-18 Academic Year

Middle Years School Achievements 2016-2017

The MYS placed great emphasis on promoting the attributes of **'AL TARBIYEH'** throughout the wellbeing and academic programme, in order to align our practices with our core vision.

We had fantastic expeditions for Grades 6-10, which were great examples of team work, and focused on **'Arab Heritage'** by visiting some of the outstanding natural sites in Jordan.

Showing the attributes of **'Lifelong Learning'**, MYS teachers were active in piloting new educational technologies in different subjects, such as using One Drive, Sway, OneNote and Padlet to enhance the teaching and learning and collaboration among students. Staff also greatly enhanced their knowledge and use of ATLAS as a tool for documenting our practices and collaborative planning.

As an example of **'Team Work'**, the MYP Team initiated a very well-run and engaging Continuum Day to promote the complementary and common elements between all 4 IB Programmes through a series of activities where students and staff from different school sections worked together on a variety of projects related to several IB elements.

A great example of **'Achievement'** was the way the Grade 10 students successfully negotiated their IBMYP e-assessments. Everything went smoothly, with no technical issues, with the support of our excellent IT team. We were very happy with the outstanding results from our students, with many exceeding expectations, through their effort and determination, and with the support of our dedicated teachers. The results were even better than last year, with the MYS being above the world average overall and our students achieving excellent totals.

IB MYP Certificate Results 2016-2017

MYP Certificate Results:

Number of MYP Certificate Candidates	70
% MYP Certificate pass rate	98.5%
Average MYP Certificate points	43
Highest MYP Certificate points	53
% of MYP Certificate Students receiving 50 or above	16%
% of MYP Certificate Students receiving 41-49 points	51%
% MYP Certificate candidates receiving 28 or above	33%
Number of Bilingual Certificates awarded	79%

In addition, Grade 9 got a taste of what they will experience in Grade 10, by successfully taking many assessments as e-exams, in preparation for Grade 10.

Our Personal Project students did an outstanding job, with very successful final results, and one of the best Exhibitions we have ever had. Everyone who attended commented on the amazing level of creativity and effort shown by our students, reflecting their sense of **'Responsibility'** in their commitment to this challenging process.

Our MYS students also participated in a variety of Arabic competitions, such as the General Knowledge Competition, the Arabic Speech Competition, Spelling Bee and Reading Challenge. Arabic teachers also continued to help students to improve their Arabic touch typing skills. The emphasis on languages highlights our commitment to **'Bilingualism'**, though many of our students aspire to be at least trilingual!

As part of our commitment to **'International Mindedness'**, students took part in a very successful cultural exchange with American students, whereby they came to Jordan and then hosted our students in return. It was a great experience, which helped foster a better understanding between the two countries and cultures.

Demonstrating **'Youth Empowerment'**, the MYS Student Council were very creative and hardworking, helping to organise enjoyable and community-minded activities such as House Week, Spirit Week, Sports Day, Appreciation Day, Independence Day, Christmas lunches, and bake sales for charity. We also held a Memorial Service for victims of violence in the region. The MYS Care Group were very engaged in service activities, such as giving gifts to the elderly.

We focused on **'Excellence'** throughout our academic programme. In English, the Spelling Bee Challenge did not defeat the excellent contestants, who amazed us with their knowledge of some very difficult words. In French, our students again achieved excellent DELF results with every one of the 64 candidates passing and 4 students achieving laureate status. In addition, the artwork of one of our students will be used in the French Embassy calendar for 2018. The Modern Languages Department will also be providing Spanish for students from Grade 6. We have expanded our Language Acquisition provision to include English, so we can cater for a wider range of linguistic abilities. We will also be introducing Language Clubs as an activity in Spanish, Chinese and German.

The MYP Arts Department had a busy year. They were involved in several outstanding celebrations of the performing arts, including the major production, 'The Real Inspector Hound' and the Festival of the Arts. The Music Department enhanced several assemblies and other events with the performances of the acapella group, and other individual and group performances from singers and musicians. We also have to thank the Visual Arts staff for their efforts in decorating our walls and making the MYS look more beautiful, with all the wonderful artwork contributed by students. The Art Exhibition was a further example of the talent and creativity of our Grades 6-10 students. With regard to another

of our creative departments, we are also looking forward to a completely redesigned Design area, which is being totally revamped into an exceptional Maker Space, further emphasising our dedication to '**Excellence**'.

The MYS had a comprehensive programme of wellbeing-related awareness sessions on issues of importance to our students. These involved outside experts and the MYS Wellbeing Team. Some of the activities included: Addiction Awareness, Stress and Time Management workshops, Growing Up Days, Friendship Day, and Digital Day; all of which highlighted our commitment to '**Holistic Education**'.

Sarah Byham, Head of Middle Years School, BA, PGCE.

IB College Achievements 2016-2017

The IB College has experienced another successful year and has achieved **outstanding IBDP results** thanks to the graduating class of 2017 who with the support of the IB College faculty exceeded all expectations. This resulted in a 100% pass rate for the third year running and an average total of 35 points. Consequently, the graduates of 2017 are set to join previous Alumni in many of the top universities around the world and leave us to begin their future studies with a secure foundation in a top IB education.

IB Diploma Results

	2017
Number of Diploma Candidates	69
% Diploma Awarded	100%
Average Diploma points for candidates awarded the Diploma	35
Highest Diploma points	44
% of Diploma students who receive 40-45	13%
% of Diploma students who received 35 or above	49.27%
% of Diploma students who received 30 or above	87%

Diploma Course Results:

	2017
Number of Diploma Course candidates	20
Average Diploma Course Points	27

This year also saw the graduation of our first cohort of students who took part in the **IB Career-related Programme**. These students, the first in the Kingdom, were successful in securing firm places at universities in the United Kingdom and Europe with one achieving a D*D*, the highest possible score in her BTEC course – Creative Media and Production.

We also saw the enrollment of our second Olympic hopeful following our authorisation as a **World Academy of Sport Athlete Friendly Education Centre**. This young man will join our current athlete, who has completed the first year of his DP programme, in joining a handful of talented sportspersons around the world given the opportunity to balance

intense Olympic training with rigorous academic study and complete his IB diploma over a three year period.

In the area of the Arts, **student examined work for DP Literature and Performance and DP Theatre** was showcased to wider audiences and resulted in truly memorable performances. In some cases these took place in the IB College Drama studio taking full advantage of the new lighting system which was installed this year.

Similarly, the **Visual Arts Exhibition** demonstrated student use of the newly built kiln facility and reached new heights in both the quality of work on display and the visual impact of the exhibits. The annual trip to **Cambodia** for the fulfillment of the HYA Gold Award proved once again to be a stimulating and adventurous experience for its participants. As students reflect on this often life-changing experience we expect it to be a popular source of inspiration for upcoming student Artwork, ToK essays and further CAS activities.

CAS projects involved students in a variety of services to their local community, whether by fundraising or direct assistance, and resulted in remarkable achievements brought about by student interaction with both young and old. By sports training, facility renovation, food distribution, promotion of local artists and the return of the fashion show, IB College students actively engaged in making a difference in the lives of others.

In the area of co-curricular activities, **The Spine** digital magazine with its new team of budding journalists continued to afford IB College students the chance to develop their creative writing and graphic design skills, the annual **Amman Model United Nations Conference** proved to be as popular and was as successful as ever, and the **Group 4 Science Project** engaged students and visitors in the proving or otherwise of the feasibility of film stunts often with graphic displays backing up impressive scientific know-how.

We look forward to building on our successes and engaging our students in more enriching academic and co-curricular initiatives during the new academic year.

Cathy Souob, Head of the IB College, MA, BEd

University Destinations

2017 Graduates		Final Destinations
1. Abdul Aziz Hidayeh	Business Management	King's College London (Foundation year)
2. Ahmad Sawan	Software Engineering	Bahcesehir University, Turkey
3. Alex Bryan	Philosophy	University of St Andrews
4. Basit Ali	Management	University of Southern Utah
5. Ali Hussein	Business Management	Girne American University - Cyprus
6. Ameen Shabaneh	Medicine	Jordan (university pending)
7. Amir Kanaan	Business Management	University of Portsmouth (Foundation year)
8. Amro Hudhud	Law	University of Nottingham (Foundation year)
9. Aya Ayoubi	Industrial Design	Georgia Institute of Technology, Atlanta
10. Aya Hakeem	Undecided	Santa Monica College, California
11. Bana Biltaji	Theatre	Simon Fraser University, British Columbia
12. Banayot Hosh	Medicine	Plymouth University
13. Celine Saifi	Media and Communication	New York University, New York
14. Dana Haddad	Medicine	University of Central Lancashire (Foundation year)
15. Elea Taffett	Biotechnology	McGill University, Montreal
16. Emilio Pascarelli	Artificial Intelligence	King's College London
17. Faisal Abu Irshaid	Business Management	Woodbury University, California
18. Faisal Al Oun	Politics	University of Portsmouth (Foundation year)
19. Faisal Karadsheh	Architecture	University of Toronto

20. Faris Zubeidi	Industrial Engineering	Concordia University, Montreal
21. Ghassan Abu Hassan		Will not attend university. Has joined the Bristol Rovers Football Team.
22. Ghazal Bustami	Forensic Investigation	Nottingham Trent University (Foundation year)
23. Hala Abu Dayyeh	Events Management	Glion Institute of Higher Education, Montreux
24. Hala Abu Samra	Architecture	IE University, Segovia
25. Hamza Gokashaw		IB external exams in Business and Economics.
26. Hamzah Nasser	Industrial Engineering	University of Toronto
27. Hana Abu Dayyeh	Business Management	McGill University, Montreal
28. Haney Haddadin	Mechanical Engineering	University of California, Davis
29. Hashem AlSharif	Business Management	Wheaton College , Illinois
30. Hashem Tahboub	Business Management	University of West of England (Foundation year)
31. Haya Haddad	Business Management	Pepperdine University, California
32. Hussein Sweiss	Aeronautical Engineering	Purdue University, Indiana
33. Ibrahim Masri	Civil Engineering	German-Jordan University, Madaba
34. Issa Kawar	Medicine	University of Birmingham
35. Janine Al Hadidi	Journalism	University of Toronto
36. Jude Bawalsa	Broadcast Journalism	University of Leeds
37. Jude Kalbouneh	Marketing	University of Reading
38. Jude Marji	Economics	University of Exeter
39. Kareem Mujali	Engineering Management	University of Exeter
40. Karim Dahdaleh	Business Management	University of Iowa
41. Karim Mango	Cyber Security	DePaul University, Chicago

42. Khaled Bustami	Business Management	Concordia University (Foundation year), Montreal
43. Kynda Loyola	Artificial Intelligence	University Nottingham (Foundation year)
44. Maha Al Kurdi	Music	Berklee College of Music, Boston
45. Maria Habbash	Business Management	Concordia University, Montreal
46. Mazin Hashim	Business Management	Harriot Watt, Dubai
47. Mika Taffet	Media and Communication	Concordia University, Montreal
48. Mohammad AlTalib	Mechanical Engineering	Worcester Polytechnic Institute, Massachusetts
49. Munir Habaybeh	Business Management	University of British Columbia, Vancouver
50. Murad Balkar	Law	University of Bristol
51. Mustafa Sharkatly	International Relations	University of Exeter
52. Nadera Layyous	Medicine	University College Dublin, Ireland
53. Nadine Rifai	Fashion Business	Ryerson University, Toronto
54. Najeeb Qubein	Business Management	University of North Carolina, Wilmington
55. Nawin Khoram	Economics	University of Reading
56. Nazifa Rahman	Business Management	University of Bristol
57. Omar Sharif	Medicine	Brighton Sussex Medical School
58. Rand Ramini	Accounting and Finance	University of Edinburgh
59. Rania Khatib	Interior Design	Parsons School of Design, New York
60. Ranya Ariqat	Media and Communication	American College of Greece, Athens
61. Rasheed Hattab	Business Management	German-Jordan University, Madaba
62. Saad Nasr	Architecture	University of Toronto
63. Saif Sartawi	Business with Politics	University of Reading

64. Saif Tadros	Computer Science	University of Toronto
65. Salma Hijazi	Business Management	University of Nottingham
66. Salwan Joudi	Medicine	Royal College of Surgeons, Ireland
67. Samir Badaro	Social Policy with Criminology	University of Bristol
68. Samir Qourah	Electrical Engineering	University of California, Davis
69. Sanad Abu Hassan		German-Jordan University, Madaba
70. Seema Darwazeh	Psychology	McGill University, Montreal
71. Shakeeb Habbash	Business Management	Bentley University, Massachusetts
72. Soliman Al Lozi	Business Management	University of Manchester
73. Talal Masannat	Civil Engineering	University of Sheffield (Foundation year)
74. Tara Farkouh	International Relations	Emory University, Georgia
75. Tareq Al Sharif	Business Management	Suffolk University, Boston
76. Taya Aklouk	Psychology	University of Kent (Foundation year)
77. Thia Hanania	Medicine	University of Birmingham
78. Yanal Qushair	Cognitive Psychology	Stanford University, California
79. Yara Abu Khadra	Business Management	University of Bath
80. Yara Saket	Psychology	University of Nottingham (Foundation year)
81. Yasmine AbdelHadi	Neuroscience	University of British Columbia, Vancouver
82. Yasmine Ayoub	Health Sciences	University of California, San Diego
83. Yasmine Houry	Architecture	University of Reading
84. Yasmine Masri	Industrial Design	Northeastern University, Boston
85. Yousif Abuatia		University of Tennessee, Knoxville

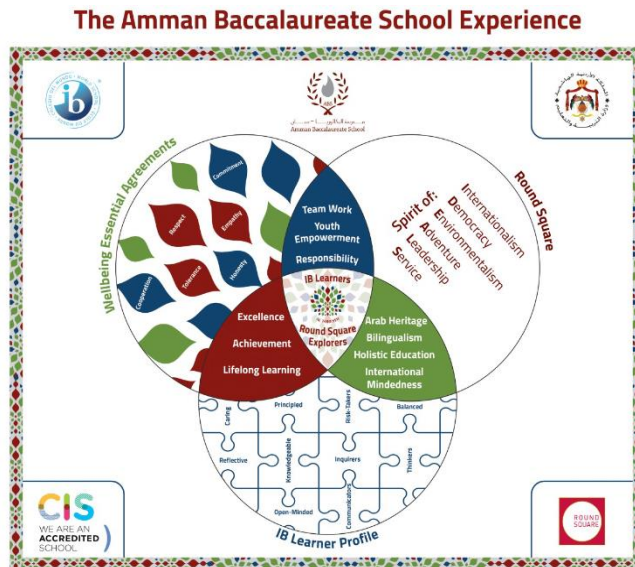
86. Zaha Mango	Product Design	New Academy of Fine Arts (NABA), Milan
87. Zaid Rahhal	Computer Science with Business	University of Surrey
88. Zeid Shehadeh	Business Management	University of Surrey (Foundation year)
89. Zein Abu Dayyeh	Culinary Arts	Culinary Arts Academy, Lucerne
90. Zein Abu Jaber	Business Management	Bentley University, Boston
91. Zein Al Oun		Staying in Amman
92. Zeina Saliba	Psychology	McGill University, Montreal

Student Wellbeing and Achievement 2016-2017

The year 2016/17 was a very busy and immensely productive year for the newly established Whole-School Wellbeing Team. The Wellbeing Team continued to work towards a Wellbeing Development Plan 2015-2019. A number of achievements were outlined in the 2015/16 report, and I am delighted to again outline more achievements for 2016/17.

Strategic Goal One: School Culture

- The concept of wellbeing was better established this year. The Wellbeing Model progressed into a wider concept, which led to the ABS Experience Model. This shows what a typical student at ABS will go through from KG1-G12 and, in the process, will contribute towards the overall wellbeing of the child.



- The Wellbeing Policy was developed and ratified by the Board of Trustees. The policy outlines the key aspects of wellbeing at ABS. These include:
 - Healthcare Provision
 - Catering
 - Wellbeing Curriculum
 - Wellbeing Decision-making / Team Structure

- The Wellbeing Team and Student Council spent a lot of time drafting and re-drafting a set of ABS Essential Agreements. These are now being designed by TactiX to be printed and placed in all classrooms, corridors and learning spaces ensuring we all remember what our Essential Agreements are.
- Student voice was as strong as ever. The Primary, Middle School and IB College Student Councils were re-elected, and had a chance to revise annually their Student Council constitutions. They made many decisions in the School to benefit everyone. Further to this, students contributed to a large variety of School committees. They served on CIS committees, Discipline Councils, Essential Agreement Committees, Health and Safety, Catering and they voiced their opinion through a number of surveys; for example, the guiding statements review survey.
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Health and Safety

- In partnership with SAFEcic in the UK, we developed the first safeguarding training in Arabic in the world, and now 288 members of staff are internationally certified in safeguarding children with a professional qualification.
- Everyone can, again this year, have the peace of mind that every single employee at ABS has passed a Criminal Reference Check and that all new members of staff must be checked. This means we continue to adhere to our own Safer Recruitment Policy.
- The School has completed a major review regarding entrance and exit points at ABS, and after a successful feasibility study, we have options to consider regarding further security improvements.
- Attendance records were 100% digital this year thanks to our DoubleFirst Engage platform, and we are pleased to announce that we beat our Key Performance Indicator (KPI) of 95% attendance in School.

Wellbeing Curriculum

- In the Primary School, we audited the Units of Inquiry to ensure wellbeing is fully embedded within the written curriculum.
- In the MYS and IBC, the Wellbeing Team constructed a new specialised unit planner for wellbeing, and we completed a written wellbeing curriculum for grades 6-12 which highlights the strong links to AL-TARBIYEH and the ABS Essential Agreements.

Student Achievement

Firstly, we would like to take this opportunity to remind the community that we support and celebrate all types of student achievement. This may be athletic, artistic, co-curricular and of course academic. We take great pride in ensuring we celebrate international mindedness, role model conduct, contribution to school life and these are all evidenced in our Grade 12 Graduation Awards.

Academic progress is taken very seriously. Indeed, it should be part of the annual culture now to report that at the start of year students take Computer Adapted Baseline Tests (CABTs) from the University of Durham to assess baseline data for literacy, maths and non-verbal skills. From this, we can monitor and track the progress your students are making.

KG1 took the BASE test, while in Grades 1-5 students sat the InCAS test. In Grade 6, students took the MIDYis Test, Grade 9 took the YELLIS Test and in the IB College, Grade 11 took the IBCEM baseline test. Due to a discussion regarding wellbeing, the school took the decision to only share the results with students if parents request a copy. This was a change to previous years where we automatically shared the results.

Each year, the baseline results are analysed by Heads of Departments, the Leadership Team and the Board of Trustees. Students are clearly making good progress in maths and literacy throughout the School. On an annual basis, curriculum changes can take place as a result of the baseline scores. Furthermore, the AEN Department review baseline scores to better facilitate student support if and when needed. Each September, ABS produces a separate report analysing projected scores against actual scores for both the eAssessment and IB Diploma results.

Russell Peagram, Director of Student Wellbeing and Achievement & Accreditation
Coordinator (Safeguarding Officer), BSc, PGCE.

AEND Annual Report 2016-2017

This academic year, the Additional Educational Needs Department (AEN) has witnessed further growth in its functions – provision and the services it offers within the school.

Exceptional Learners

In order for the department to continue offering the best possible provision to exceptional learners, members of the AEN team have been offered a number of Professional Development (PD) opportunities, further developing their skills and expertise in the field. We now have members of staff who are certified educational assessors specialising in a number of testing protocols.

The growth of the department has allowed the addition of two more specialists; one for Maths and one for English language.

Whole School

Perhaps our biggest undertaking at the whole school level has been the collaboration, review and restructuring of the admissions testing protocols. In line with the admissions policy, new standardised assessment processes have been implemented to ensure that students admitted to the school will be able to cope with the rigour of the programmes offered. This being inclusive of those learners with additional educational needs, which could be catered to through the school's Additional Educational Needs Department.

The AEND team also collaborated with the different sections of school and the Parent Teacher Association to deliver PD and information sessions on topics related to the field of exceptional learners. To that end, sessions covering Attention Deficit Hyperactivity (ADHD), Dyslexia, Synthetic Phonics and Differentiation were offered to a number of stakeholder groups throughout the academic year.

The AEND policy and handbook have also been reviewed, with the handbook now being a comprehensive document detailing all department procedures and functions. The goal was to support teachers through a document that would enable them to effectively identify and refer students of concern.

Planning for the Future

Looking ahead to the expansion of the department as an assessment centre a new department logo was commissioned and will be used on all department issued documents beginning September 2017.



قسم الخدمات التعليمية الإضافية
Additional Educational Needs Department

Dima Masri, Director of Additional Educational Needs, BA

COMMUNITY SERVICE AND CAS PROGRAMME

Project Background and Description:

ABS strives to expand students' learning experiences by offering a variety of service projects within the curriculum, after school, Saturdays and during free time. ABS collaborated with many local, regional and international organisations to successfully accomplish this.

El Hassan Youth Award

The Bronze, Silver and Gold Award expeditions are as strong as ever. Participation in physical activity, community service and demonstration of required skills account for the majority of the award, while expeditions make up the remainder. Students record their reflections on ManageBac.

Cambodia Gold Award Expedition

Our annual two-week El Hassan Youth Award/Gold Level Expedition with Grade 11 students to Siem Reap and Phnom Penh, Cambodia was a huge success. The 38 students experienced the culture, traditions and history firsthand as they cycled 120 km, hiked Kulen Mountain, boated through a floating village, built 2 huts on Widows Island and taught at a primary school. It was a life-changing experience for all.

Round Square Club

MEMBERS: Approximately 50 students were involved in the RS Club during the academic year. They held weekly meetings.

LEADERSHIP SUMMIT: ABS hosted approximately 100 students in the Leadership Summit from ABS and local schools.

ADULTS WORKSHOP: ABS Principal and Assistant Principal (Development) led a workshop at the RS Headquarters in Windsor. The workshop focus was how the newly introduced RS Discovery Framework is being incorporated into all facets of ABS's purpose and direction.

FUNDRAISING: Over JD 810 was raised for the Prince Alexander Fund, which supports RS global service projects.

INTERNATIONAL CONFERENCES: Six students from Grade 10 and 11 participated in the RS International Conference in Aiglon College, Switzerland.

REPORTS: The annual activity/reaffirmation reports were submitted to RS Headquarters.

Model United Nations

THIMUN HAGUE: ABS students held significant student leadership positions at THIMUN, demonstrating that they are well-versed and equipped with debating skills.

INTERNATIONAL CONFERENCES: ABS sent 14 delegates to THIMUN in The Hague.

LOCAL CONFERENCES: Approximately 93 ABS MUN students attended conferences at local schools.

AMMUN XV 2017 was an outstanding conference organised by the AMMUN Team. Approximately 430 students participated from 4 international and 12 local schools.

IN-HOUSE: Weekly MUN training took place for grades 7-10 to prepare them for local and international conferences and AMMUN.

MAJLIS AL ARAB: Students from ABS, IAA and Al Assryah conducted a MUN training session in Arabic. Students from different local schools participated.

EL HASSAN BIN TALAL AWARD GRANTED: ABS received 2nd place for its AMMUN initiative.

Sandy Abu-Arja, Assistant Principal (Development)

Athletics Department Annual Report 2016-2017

The year 2016/17 was very busy, but also immensely successful year for the Athletics Department.

Structural changes

- Football pitch and athletics track
 - In this year we begun exciting renovations to the facilities we provide. We have in place a new football field with artificial turf that meets FIFA PRO standards. The athletics track has been re-surfaced which meets IAAF standards for international track meets at ABS. We have also re-surfaced the concrete “D” areas so that we can better serve high jump and pole vault. The stadium seats have also been replaced.
- Staffing
 - We bid farewell to George Lewellyn who has proved to be a tremendously positive force in the Athletics Department. He will be sadly missed and we wish him well in his future endeavours. Replacing George is Ruba Shunnar, who we know will also be an excellent Deputy Director of Athletics.
- The Stallions Academy
 - The Stallions Academy again grew and included all-year practice across a number of sports, which included gymnastics, taekwondo, dance and football (known as the Little League). This year saw a record number of students sign up, and we received immensely positive feedback about the academy. Next year, we will continue this growth.

New Partnerships

- FC Barcelona
 - 2017 is the year we signed a historic partnership with FC Barcelona. With this, we became the “Official Venue” for the FCBEscuela Football Camp in September. This is a pre-requisite to becoming a fully operational FC Barcelona Academy.
- Tennis Academy
 - Tennis continues to thrive at ABS, and our partnership with Modern Tennis Academy Jordan continues, and will develop in 2017/18 to form an ABS Tennis Team.

Programme Developments

- All-year practice is back at ABS!
 - The Athletics Department is delighted to announce, that for 2017/18, ABS will return to all-year practice, as opposed to seasonal practices. This significant decision was recently made after conducting a SWOT analysis of comparing seasonal vs all-year practices.
- Tennis in 2017/18
 - Coaching has again expanded to expand our teams and what we offer. In 2017/18, we will be partnering with Modern Tennis Academy Jordan to train an ABS tennis team and we hope to enjoy an ABS Tennis Open Tournament in Spring 2018.

Memberships

- Amman Athletics Conference (AAC)
 - ABS continues to be a leading member of our local league, the Amman Athletics Conference.
- Middle East Triangle Schools Conference (METS)
 - ABS will continue to be a member of the Middle East Triangle Schools (METS). Further to this, so as to ease the situation with travelling, the METs organisation agreed to use a specialist sports facility in Greece which will provide consistency and improved sporting standards for everyone involved.
- OASIS Activities Conference (OAC)
 - ABS was reinstated a full member of the international OASIS Conference in May 2017, and will host two OASIS tournaments next year in basketball and badminton. We will be inviting OASIS schools to join a tennis tournament at the same time as the badminton tournament.

Fundraising

- In partnership with the Booster Club, the Athletics Department raised over 12,000JD from the 8Hour ABS Marathon.
- In partnership with the Wings Of Hope Society, we supported by hosting the Wings of Hope Basketball Tournament which helps their programme of social and welfare assistance to underprivileged people in Jordan.

2016/17 Performance Review

- We offered over 38 teams across six sports: football, basketball, volleyball, track & field, badminton and gymnastics
- More than 400 students again showed commitment to various ABS teams
- ABS was present in 40 tournaments locally and internationally
- Below are our major results:

Team	Competition	Rank
U18 Boys Football	METS	1 st
U16 Girls Volleyball	OAC	1 st
U16 Girls Volleyball	AAC	1 st
U14 Boys Football	AAC	2 nd
Track and Field	MOE	1 st
Track and Field	OAC	1 st
Badminton	OAC	3 rd
U18 Boys Volleyball	METS/AAC	3 rd

Russell Peagram, Director of Whole School Achievement and Wellbeing and Whole School Accreditation Leader, BSc, PGCE

The Booster Club Annual Report 2016-2017

- **The Booster Club 2016/17**

- The year 2016/17 was a very busy and productive year for the Booster Club. It was formed as an advisory body so as to assist the Athletics Department in tournaments and fixtures and also provides support for fundraising activities. The Booster Club is a voluntary organisation and so we would like to thank its members for their time and commitment for such an important part of our Home-School Partnership at ABS.

- **Major Achievements**

- Providing continued support and guidance to expanding the Stallions Academy. The Stallions Academy again grew and included all-year practice across a number of sports whilst seeing a record number of students sign-up.
- Organising and running the Annual ABS 8-Hour Marathon which raised over 12,000JD
- Supporting the Athletics Department with guidance and support for the Wings Of Hope Basketball Tournament
- Supporting a plan to increase the number of sports provided by ABS, whilst developing a Tennis and Basketball Improvement Plan
- Providing money towards a new outdoor cover for the Stallions Café and for an extension to the overhead cover down the spine towards the sports car park

On behalf of the entire ABS community, we would like to express our sincere gratitude and thank all parent volunteers in the Booster Club, who generously gave their time to ensure that ABS continues to improve.

Russell Peagram, Director of Whole School Achievement and Wellbeing and Whole School Accreditation Leader, BSc, PGCE

MONDAY MORNINGS WITH THE PTA

Monday Mornings with the PTA continued through 2016-2017 and featured:

- ADHD Talk

On 17 October 2016 to mark Attention Deficit (Hyperactivity) Disorder month, the PTA hosted Dima Al Masri and Eliane Dahdaleh from the Additional Educational Needs Department (AEND) for an ADHD awareness talk.

- Drug Awareness Talk

On 4 December 2016 the PTA hosted Captain Saif Al Raqad from the Anti-Narcotics Department for a talk on drugs in general (types of drugs, definition of addiction and its symptoms, the role of Antinarcotic Department in rehabilitation, and the legal and social consequences of drugs) and 'Joker' in particular.

- Relational Needs and Parenting

On 16 January 2017 (immediately following the PTA Elections for PTA Representative to the Board of Trustees), Dr. Aida Beirouti, Psychological Counsellor and Head of Training from Ithraa Centre, gave a talk to parents about relational needs and parenting.

- The Psychology of Communication

On 15 February 2017, Dr Salem Shareef the Dean of Students at MEU, Doctorate in Psychology and recognised media personality, presented a dynamic talk on the Psychology of Effective Communication to a group of parents.

- Dyslexia Workshop by the AEND

On 13 March 2017, the PTA hosted three members of the Additional Educational Needs Department (AEND) for a workshop on Dyslexia and its influences on children's languages and mathematics.

- Counselling Department Talk

On 8 May 2017, the PTA hosted the Counselling Department for an informational session on counselling at ABS. Alizar Tawil (Primary School Counsellor), Hala Hammad (MYS Counsellor) and Rasha Jazi (IB Counsellor) led the group of parents and staff in a dynamic discussion.

ITHRAA COURSE

After another successful talk by Dr. Aida Beirouti, Psychological Counsellor and Head of Training at Ithraa Centre, and based on parent demand the PTA arranged with Ithraa to hold a course on the ABS campus at a discounted price for parents. The Relational Needs Course began on 15 February 2017 and is held once a week until 3 May 2017.

BINGO NIGHT

Over 200 members of the ABS community attended the PTA Bingo Night on 28 April, bringing great enthusiasm and excitement to the event. Five Bingo games were eagerly played with participants vying for the great prizes, which included overnight stays at the Marriott Dead Sea and the Marriott Petra, Virtual Reality gadgets from Orange and many vouchers for restaurants, spas, toy stores and more! Ninth-graders Jood Farkouh and Ann-Marie Kattan artistically provided face-painting for the children and Nabil Food Products provided a selection of choices for the buffet dinner. It was a fun and exciting event for all!

FACILITIES ENHANCEMENTS

The PTA paid for 50% of the project cost in order to cover the walkway outside of the Sports Complex outside the Stallions Café.

SUPPORT OF SCHOOL EVENTS AND ACTIVITIES

- The PTA continued providing **free printing** as well as a **small stationery store** for students to purchase needed items on an honour basis. This initiative was originally started in March 2016. Due to lack of funds, the free printing service will be stopped for the coming academic year; however, the PTA has lobbied to ensure that students are able to print free of charge on the school's printers. The Stationery Shop will continue to run and we hope parents will encourage their students to use this service responsibly.
- The PTA turned out in full force to support the 8-Hour Marathon including fundraising through t-shirt sales
- Support as required for **CIS Accreditation Visit**, including committee participation
- As part of the PTA tradition, provided the **Graduation Caps** for Grade 12

LOBBYING EFFORTS

In addition to the above activities, the PTA presented, discussed and lobbied for various issues of concern to parents, including:

- Input given for Academic Calendar
- Relayed Uniform Concerns and Issues
- Communicated Concerns and Issues related to Class Lists
- Communicated Issues related to MYS Transition
- Discussed Issues related to Teacher/Parent Communication
- Discussed Issues related to Growing Up Week
- Shared Issues related to the Parent Charter Implementation
- Discussed Issues related to Athletics and Little League
- Raised various Academic Issues related to Classroom Policies and Teaching
- Discussions specifically focused on Sciences across ABS
- Issues related to Discipline and Bullying

PARENT CHARTER

The Parent Charter was an initiative launched by the PTA to integrate the 'AL TARBIYEH' concept in a series of guidelines to help facilitate communication between parents and the school and help outline the ways that parents can best support their children through positive exchanges. The Parent Charter was distributed to all parents.

DONATIONS

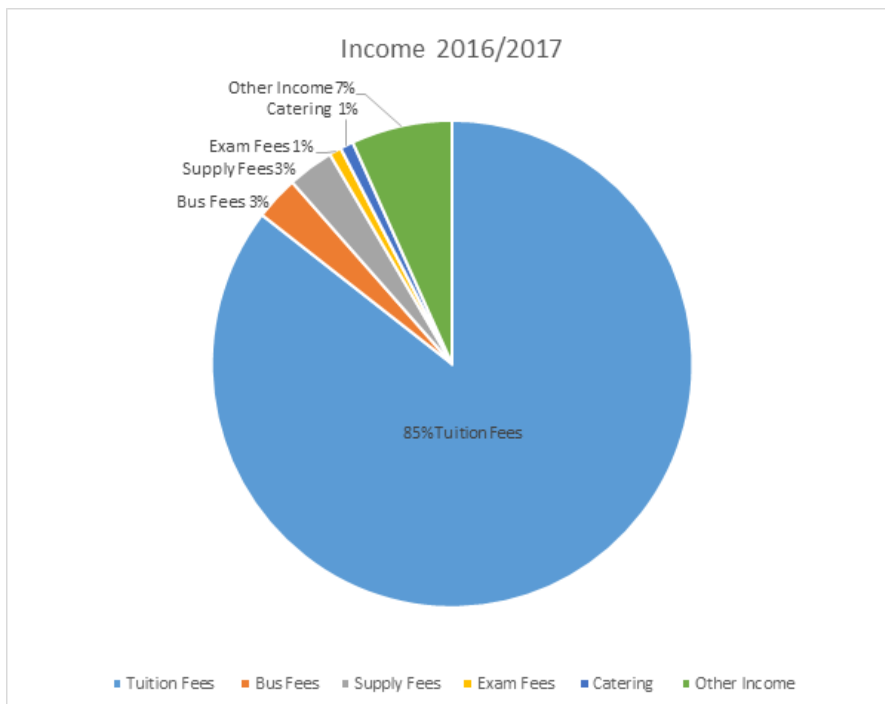
In October, the PTA supported the Anglo Jordanian Society by donating JD 1,000 towards its winter fundraising campaign. Held under the patronage of HRH Prince Hassan bin Talal and HRH Princess Sarvath El Hassan, the Campaign aimed to provide essential assistance to underprivileged members of the Jordanian community. The JD 1,000 donated by the PTA was used to purchase winter coats for those in need.

IFTAR

On the occasion of the holy month of Ramadan, the PTA Committee organised a Charity Iftar with the ABS Community Engagement Committee for 120 orphans on Sunday 18 June 2017 in the Middle School Cafeteria. The event was designed to

encourage students to appreciate the gratification that volunteering and charity instills in individuals over focusing on earning monetary gain and plant the seeds of the sense of responsibility towards giving back to our community especially supporting the less privileged.

Overview of Income and Expenditure 2016-2017



The Hashemite Society for Education

We were greatly honoured by the presence of HRH Prince El Hassan bin Talal who chaired the ordinary meeting of the Hashemite Society for Education that was held on 24 April 2017 in the main Media Centre. HRH Princess Sarvath El Hassan, HRH Princess Sumaya bint El Hassan and other distinguished members of the general assembly also attended this important meeting in the presence of a representative of the Ministry of Social Affairs and Auditors. During this meeting, the school's administrative and financial reports were discussed and approved. Agenda items included appointing new members of the society in addition to appointing auditors for the next financial year.

Arabic Programme Across the School

As part of the consistent school-wide focus on raising student achievement in Arabic Language in particular, ABS Arabic teachers throughout the school promoted inquiry-based teaching and learning, and implemented educational pedagogies that will increase students' enjoyment in the language. Several events that promote the use of the Arabic language took place throughout the school.

In the Primary and Middle Years School, students continued to participate in local and regional reading competitions. Students were challenged to read no less than one Arabic book for every month of the academic year. Students presented their books to their classmates and wrote book reports. We were very pleased with the big number of students who each read no less than 50 Arabic books throughout the year. In addition to the above, students in the Middle Years School participated in book clubs that were supervised by teachers and librarians to discuss books of interest to them. Students became far more knowledgeable and their Arabic language skills greatly improved in the process.

The Middle Years School's Arabic Department continued to organise a variety of events that promote Arabic language such as General Knowledge House Competition, Arabic Spelling Bee and the Arabic Speech competition. In addition to those events they invited several speakers and Arabic authors who came to ABS to discuss their books with our students. Students in the IB College attended some of these interesting sessions. MYS students continued to be trained in Arabic keyboarding skills that have become inevitably a necessity for them to cope with continuous contact with the keyboard. Not only will this skill help them in their future lives, but will also enable them to cope with the demands of the MYP eAssessment exams in Arabic Language at the end of Grade 10 and for their Arabic work in the IB College.

Professional Development for ABS Staff

In line with our strategic plan to “investigate the feasibility of enhancing the educational qualifications of new and existing staff through the provision of internationally recognised professional development opportunities”, 17 ABS teachers continued with the second and third units delivered by professors from the University of Bath who came specifically to the Amman Study Centre at ABS. After finishing the requirements of these units and with one more unit to be delivered during the 2017/2018 academic year, teachers will be able to achieve the Post Graduate Certificate in Educational Studies and IB Educator Certificate. Participating teachers greatly appreciate the fact that the school is paying the cost of these units from its professional development budget. It is worth mentioning here that the Amman Study Centre also attracts teachers from other schools who benefit from this amazing opportunity.

In addition to the above amazing educational opportunity, ABS continues to ensure that the staff is kept abreast of the latest educational practices and curriculum updates. Ninety-six members of staff across the whole school benefitted from 48 professional development opportunities in 2016-2017. These opportunities included the following:

- Several IB PYP, MYP, DP workshops organised by IBAEM in Europe, TAALEEM and IBicus in Dubai and QRTA in Jordan
- Several IB PYP, MYP and DP online workshops
- Teachers Skills Forum – Organised by QRTA- Hyatt Amman March 2016
- Round Square Conferences in India and Switzerland
- IB Heads Conference in The Hague and Barcelona – October 2016
- Safeguarding Training, London, United Kingdom – September 2016
- The Arab Thought Forum (TAMAM Project) in Beirut and Amman
- IB Curriculum eAssessment Authoring Committees’ Meetings - IB Assessment Centre, Cardiff, UK
- English Language Courses, British Council, Amman
- Teaching ESL Students in Mainstream Classroom’ course run by the Primary School Director of English Programme for 26 teachers at ABS
- Typing courses, Sight and Sound, Amman
- Accounting courses

Our educators continue to be highly regarded by reputable educational organisations and their expertise continues to be sought after in a variety of roles:

- Council of International Schools: Throughout the academic year, 2 senior administrators and 2 teachers were invited to lead or serve as members on accreditation teams.
- Queen Rania Teachers Academy: Invitations were sent to 3 senior administrators and 3 members of staff to lead IB workshops in Amman, Jordan
- International Baccalaureate: Invitations were sent to 13 members of staff to:
 - lead IB workshops
 - be trained as IB workshop leaders
 - evaluate IB workshops through the programme field representative role
 - train other workshop leaders, consultants and team leaders

The Media Centres

Throughout the different sections of the school, the Media Centres (MC) continued to play a leading role in teaching students information literacy skills that will enable them in all year levels to become independent lifelong learners. Media Centre specialists worked closely with students to help them acquire new skills in both Arabic and English. This year also witnessed great collaboration between departments, teachers and Media Centre specialists.

The Primary School and Middle Years School's Media Centres continued to promote the school acronym 'AL TARBIYEH' throughout the year. This was accomplished by creating activities and sharing videos and articles with students and stressing on the attributes embedded in the motto. In addition to that, many other activities were organised such as the Arabic book clubs and the chess tournaments that were held in the Media Centre with the participation of other local schools. Students were very enthusiastic and were extremely interested in the different activities that took place. Their active engagement in the different activities reflected a high level of awareness for 'AL TARBIYEH' attributes.

Community service has always been and will continue to be a priority for the Media Centres stemming from the school's core values. For that purpose, the Media Centre team has worked with some wonderful parents and donated the weeded books and resources to the public local schools.

The IB College Media Centre has been an active place for learning and collaboration. Students used it as a hub for studying, working, researching and reading. Support has been provided in finding resources both online and print, researching and especially referencing. Academic honesty and referencing still take central stage with one-on-one support sessions given this year to Grade 12 students as they worked on extended essays, Theory of Knowledge essays as well as internal assessments. Referencing sessions have been integrated with subjects such as mathematics when working on internal assessments to give context to the skill. All documents have been uploaded on ManageBac for easier access with Grade 12 following MLA7 and Grade 11 following MLA 8. The Media Centre also facilitated the trial of **Kognity**, a subscription to interactive online IB Diploma books which reinforces teaching and learning, includes videos and graphs and a database of questions, provides teachers and students with instant feedback of student progress and helps the teacher to cater to the students' learning needs. The Media Centre helped set up the trial for 3 months and supplied **Kognity** with student data. Based on the feedback of student usage through a questionnaire, the administration reached a decision to require that all students in the IB College subscribe next year.

Bassma Marji Nimri, (Vice Principal/ Arabic Programme and Secondary), BSc

Fundraising Capital Campaign/Annual Report 2016-2017

At ABS, we believe that team work is the secret to achieving success on all fronts, and we are adamant about instilling this value in our students. Through its long track record of achievements, the school has earned the attention from stakeholders as a support-worthy investment, hence, ABS launched several fundraising campaigns to further develop its facilities.

The Board of Trustees established the Baccalaureate Endowment Fund (BEF) in 1987. The BEF aims to promote the School's guiding statements to implement its strategic plans and to maintain and enhance the school's extraordinary buildings and grounds, allowing the school to uphold its exceptional education, athletic achievements, and empowering culture.

Fundraising activities are in line with the school's philosophy and guiding statements, and actively fulfil the school's priorities in sponsoring and supporting its projects. All projects are first and foremost channeled to support the Capital Campaign, Scholarships or BEF Awards.

Furthermore, our Baccalaureate Endowment Fund strives to raise, seek, and secure funds by way of donations, voluntary payments, investments, return on investments, proceeds of events and other sources to assist funding major projects. In addition to that and as part of the 2016-2017 Fundraising Action Plan, ABS offered a vast array of events on campus (Marathon, Staff Spirit Days, Bingo Night, etc.) and in our local community (U17 Women's FIFA, IBC Student-led Fashion Show, Snow White on Ice, concerts, etc.) that catered to our school community's interest. These funds are immediately invested to promote, enhance, and maintain high levels of quality education in the face of modern and technologically-advanced educational methods. According to the school's 10-year Master Plan, the funds raised during this academic year went toward the renovation of the design technology area and the stadium, track and field.

Naming of the IB College University Counselling Centre

In recognition of a generous donation to the ABS Capital Fundraising Plan, a ceremony was held for the naming of the University Counselling Centre in the IB College in honour of Dr. Michel Layyous. The ceremony was attended by members of the administration, university counsellors and the Layyous family, including ABS students: Nadera, Mirna, Jad and Maya. We would like to thank the Layyous family for their continued support.

The value of our actions, small and big, is measured by the impact they make. Given the growing importance of education as an integral tool with which we impact our community, the importance of supporting this sector has also grown. All gifts, no matter their size, will make a difference. We would sincerely like to thank those who supported and made a difference over the past 35 years and encourage those interested in contributing to do so in the coming years.

The value of our actions, small and big, is measured by the impact they make. Given the growing importance of education as an integral tool with which we impact our community, the importance of supporting this sector has also grown. All gifts, no matter their size, will make a difference. We would sincerely like to thank those who supported and made a difference over the past 35 years and encourage those interested in contributing to do so in the coming years.

Sandy Abu-Arja, Assistant Principal (Development), BSc, MA.

Master Plan & Premises Report 2016 – 2017

The 2016-2017 year has been another very busy year with three major projects being implemented plus a wide range of smaller projects. Some work has to be done just to maintain the facilities whereas others will really enhance what we already have. As always, there is a high degree of attention to health & safety and where issues are identified we endeavour to resolve them at the earliest opportunity. The list below highlights major and minor projects over the course of the year although there are numerous small jobs that have not been listed.

Project	Notes
Phase 2 of the Photo-Voltaic System has started with completion expected in December 2017 (Note: Phase 1 was completed in May 2015)	When Phase 2 is operational, the combined electrical output from both systems will result in our entire annual electricity costs being covered!
Renovate the track, field and seating in the stadium	The seats and surfaces were around 15 years old and in need of replacement. The new artificial turf will be at FIFA PRO standard; the track will meet IAAF standards. The two 'D' areas are also being covered which will make the area much safer.
Renovate the Design Technology floor	Complete renovation with new rooms and all new infrastructure – will create some amazing spaces plus bring natural light and good ventilation into the area.
Replace three boilers	Three boilers that are very old are being replaced over the summer – will result in higher efficiency and more reliable heating.
Shading outside the Sports Complex	Shading will be added at the front of the Sports Complex and outside the Sports Complex Cafeteria – will create more pleasant areas during intense sun or when it rains.
New AEND classroom	To provide more capacity for AEND.
New air-conditioning in the Main Media Centre	Old air-conditioning unit is very old and inefficient.
Install strobe-light type emergency alarm sounders across the campus	Upgrades our fire alarm system to a higher standard and ensures consistency across the campus.
New fume extraction system in IB College Science Preparation Room	To improve ventilation from the fume cupboard.
Replace flooring, fencing, new signage and general refurbishment work	Routine maintenance & upgrading learning & teaching spaces.

Landscaping improvements and new drip feed system	Improves landscaping and the general look of the campus.
Solar powered flashing warning signs on ring-road crossing	To improve traffic safety.
Build a kiln room for IB College	Provide a protective outdoor area to house the new kiln.
Installation of an elevator in the IB College building	Primarily to move resources between the four floors.

Chris Webb, Assistant Principal (Administration), BSc, MSc, PGCE.

Whole School Strategic Plan Objectives 2014–2019-Academic Year 2016–2017

- To successfully implement and monitor the school’s definitions of International Understanding and Arab Heritage as per CIS and IB expectations (Vice Principal Arabic) **A3 – completed**
- To implement efficiently and effectively the curriculum of all programmes of inquiry, specialist subjects and student wellbeing expectations (Head of Primary and Deputy Head Primary) **C1 - ongoing**
- To efficiently and effectively implement the concept-based curriculum and student wellbeing expectations (Head of Middle Years School) **C1 – ongoing**
- To efficiently and effectively implement the concept-based curriculum and student wellbeing expectations (Head of IB College) **C1– ongoing**
- To continue to implement the Whole School Learning and Teaching Policy, including whole school, divisions and departmental self-reviews and audits (Director of IB Continuum) **D3 – ongoing**
- To ensure effective vertical curriculum articulation through the school, including the introduction of appropriate curriculum mapping software (Director of IB Continuum) **C2 – ongoing**
- To review the roles and responsibilities of the Extended Management Team and all posts of responsibility to ensure effective distributed leadership and the collaborative working of all four schools (Principal) **B1 – delayed to 2017-2018**
- To investigate the feasibility of enhancing the educational qualifications of new and existing staff through the provision of internationally recognised professional development opportunities (Vice Principal Arabic) **F1 – completed**
- To broaden student access to individual guidance and support, including academic mentoring (Director of Student Wellbeing and Achievement) **E8 – ongoing**
- To create and implement a whole school “Safeguarding” policy based upon the latest international standards (Director of Student Wellbeing and Achievement) **E2 – completed**
- To develop a whole school House System that creates an ethos and sense of belonging to the ABS community (Assistant Principal Development) **H2 - completed**
- To ensure the effective mapping of all school co-curricular programmes and that they meet the highest international standards (Assistant Principal Development) **C5 - delayed to 2017-2018**
- To ensure that the school implements best educational practices and incorporates the most innovative educational thinking in its programmes as appropriate (Assistant Principal Administration) **D2 - ongoing**

- To enhance and develop Human Resource procedures through the development of a cogent and comprehensive HR handbook for all staff (Principal) **F7 – completed**
- To ensure that all school "outreach" events, conferences, meetings, media and publication materials are of the highest possible standard in English and Arabic (Assistant Principal Development) **H2 – ongoing**
- To ensure that the school's support services meet the highest international standards in an environmentally-responsible manner (Assistant Principal Administration) **G3 – ongoing**