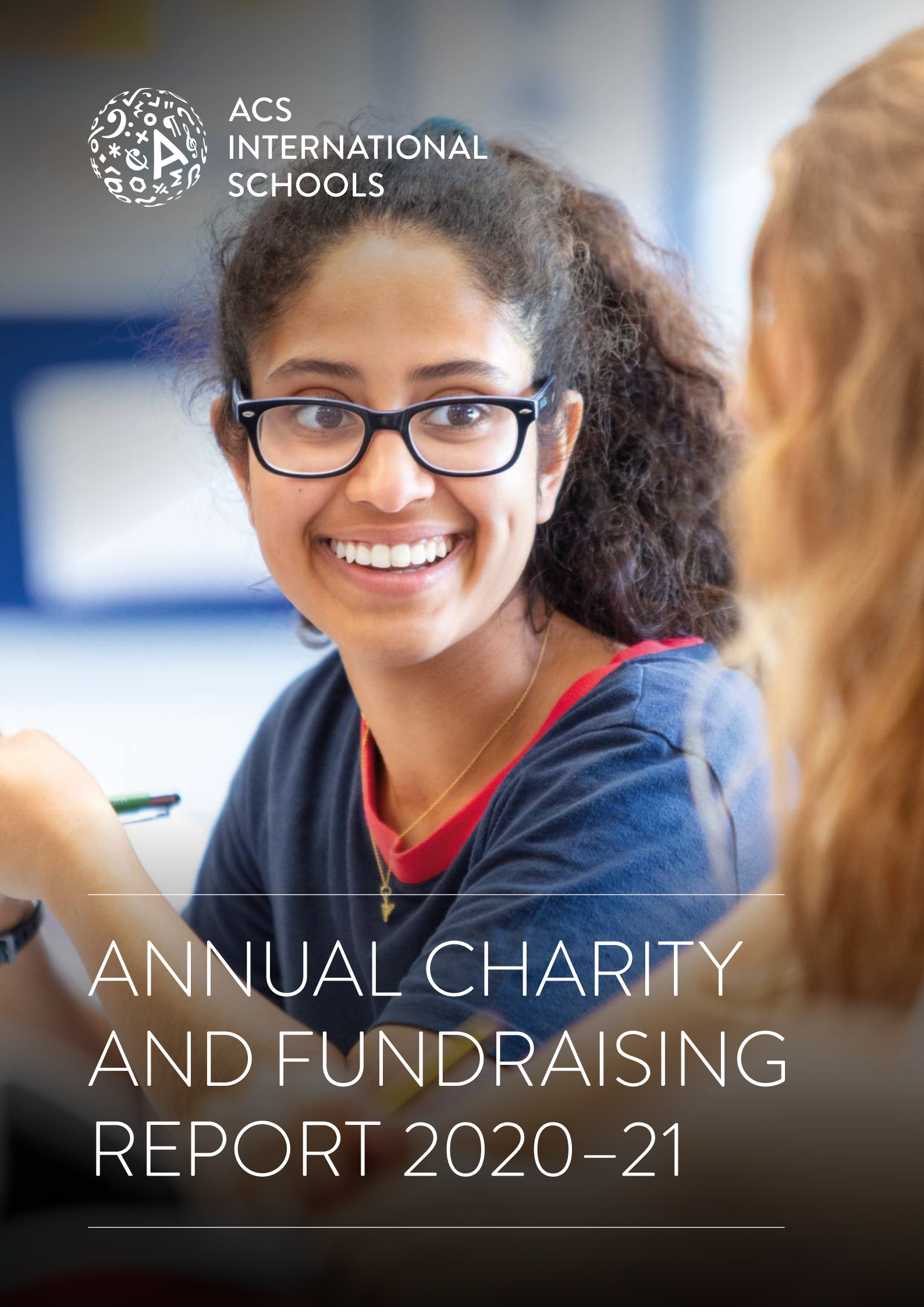


ACS INTERNATIONAL SCHOOLS

ANNUAL CHARITY AND FUNDRAISING REPORT 2020–21

READY FOR THE REST OF THEIR LIVES.

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BOB MACNAUGHTON
CHAIR, BOARD OF TRUSTEES

Dear Friends

The last year has been an exceptionally difficult time for everyone dealing with the challenges arising from the global pandemic. Our priority at ACS has been to keep everyone safe whilst maintaining a high-quality education. The year has been characterised by an ever-changing situation, with the need for the whole organisation to be agile and adapt to new guidance and regulations, to handle the practical difficulties of education in a lockdown, and to ensure the wellbeing of our community. I am proud of the way our community has reacted to these challenges. The responses from our faculty, from our support teams, and from our parents and our students, have all been amazing. There is no better illustration of this than seeing the success of our graduating students achieving record results. I think a big thank you is deserved to the whole of our community.

Our community spirit is reflected in how we support each other at ACS and beyond, during this challenging year, which epitomises our charitable purpose. This support continues apace through our partnership activities. You can read more about the fantastic work we are doing with local schools later in the report, for which we recently won a silver award at the Pearson National Teaching Awards. And, as the United Nations' COP26 climate change summit comes to the UK this autumn, sustainability is a big theme for us. Many members of our community are already making changes that are having a positive impact, on our doorsteps and beyond. Thinking globally and acting locally.

At the very foundation of community is diversity, equity and inclusion, and this remains a major priority for ACS. As a Board, we are absolutely committed to supporting the work of the recently-formed DEI council, and the work our schools are doing in this important area.

As a charity, our commitment to providing financially-assisted places remains a key theme for our fundraising and investment activity. Our UK campuses are currently accepting applications for the 2021–22 bursary programme and over 50 have benefited from bursary places worth almost £1m during the 2020–21 academic year. Our financially-assisted places and partnerships activities are key to how we deliver public benefit as a charity.

On behalf of the Board, I would also like to acknowledge and thank all the donors who generously gave to our fundraising activities this year. We have made real progress and the impact of our fundraising is making a difference now. This simply would not be possible without the gifts of all the donors. Thank you for your support.

Ensuring good governance is essential to serving on a Board, and I would like to take this opportunity to thank all our trustees for their continued work. I would also like to formally welcome our new trustee and board members, Tedd Moya and Hugo Pinto.

Through another challenging year, we have every reason to remain positive and optimistic, with lots to celebrate and opportunities that will help us grow. And, within our valued community, I would like to particularly thank parents and our staff, for their continued support.



TIM CAGNEY
CHIEF EXECUTIVE

Since my message to you in our last annual report, we have started the return towards what some people have been calling a 'new normal'. Our schools were open for face-to-face learning for the majority of the academic year, although some of this time involved blended learning, with our students at home, as the pandemic continued its global impact. I recognise the additional challenges blended learning brings to so many in our community. One of the positive outcomes of an otherwise difficult time, however, has been how it has fuelled such innovation, creativity, and a real sense of community, which has greatly impressed me. Thank you to my colleagues across ACS, who have strived to ensure continuity and innovative opportunities for our students and their learning.

Our school year ended with our Grade 12 students graduating in person, together, with the ceremonies live-streamed to their family and friends, which felt like a big step forward. I would like to extend my appreciation to every one of our students, staff and parents, who have adapted to rapidly changing and challenging circumstances with positivity and resilience.

Congratulations to everyone at ACS Doha, who recently celebrated a special milestone of their own: the first year in their landmark new campus. There are more details later in this report.

This last year has seen staff volunteers forming a Diversity, Equity and Inclusion (DEI) council, and developing a charter. Of course, actions are critical to its success and each of our schools have taken proactive steps to identify opportunities to promote change. While we have already made a great start, this vital work is evolving and we will continue to review our progress.

Another important area of work is ensuring that we look to the future, and so the ongoing work focussing on our Education, People and Partnerships strategies underpinned by a strong vision and values set are key. In parallel, our work around wellbeing, not only for our students, but also for our staff, is vital. Our wellbeing strategy is now in place and you can read more about what we are doing in this report.

Through fundraising activity, we have been able to expedite work on inspirational spaces at our UK campuses, which our students will start enjoying when they return this autumn. This could not have been achieved without the generosity of our community and I would like to thank parents, alumni and all the donors in our community who gave to these and other projects. Your gift really makes a difference. These new facilities will help create exceptional learning environments for our current students sooner than planned and will create an outstanding legacy for tomorrow's global thinkers and doers.

Thank you to everyone across our wonderful community for your support.

WORKING TOWARDS A SUSTAINABLE FUTURE

As the United Nations' COP26 Climate Change Conference comes to the UK in autumn 2021, sustainability continues to be on the global agenda. ACS has been working to build a more sustainable future for its communities, locally and globally. It recognises the role it has to play as an educator, with responsibility for equipping its students with the knowledge to understand the global challenges facing the world and the skills to overcome them, and preparing them to play their part in ensuring a sustainable future for all.

ACS is committed to supporting the UN's 2030 agenda to make the world more sustainable.

Education is at the heart of what ACS does, and in addition it has chosen three main sustainable development goals (SDGs), which continue to help the organisation drive its actions and commitments:

- Climate action
- Responsible consumption
- Good health and wellbeing

Work is already underway to take steps towards these goals, and towards the ultimate objective of becoming carbon net neutral. This academic year, an ACS-wide sustainability council will help drive this important work across each school and Head Office.

ACS HAS IDENTIFIED THREE STRANDS OF SUSTAINABILITY ACTION: STUDENTS, ORGANISATION AND COMMUNITY

One: Its students

ACS students are educated through a high quality, holistic education programme that prepares them to be responsible global citizens and equips them with the knowledge and tools to make the world a better place. The diverse student body at ACS and wider community, green spaces, outdoor learning activities and curricula inspire its students to think globally, care for the planet and communities in which they live and become active in the fight to live more sustainably.

An ACS education cultivates curiosity and natural cultural empathy and mindset for finding future global solutions in a multicultural world. Some examples of how this is happening include:

- Outdoor learning spaces and teaching on campus
- Evolving education strategy to build deeper and richer understanding of future sustainable challenges and solutions amongst students
- STEM [science, technology, engineering and maths) focus on the science behind our environment
- Diversity and inclusion engagement with student initiatives
- Empowering student-led projects to make a difference on campus, locally and internationally

Two: Its organisation

ACS is committed to operating sustainably as an organisation. Its headline goal is to be carbon net neutral, and it will always strive to maintain that through all its actions. Its focus is to:

- **Procure responsibly** for all its needs and manage its supply chain responsibly, and encourage its community to procure more responsibly e.g. travel to school, re-usable lunch/water containers
- **Responsibly consume** everything it requires to operate, from water and energy usage to packaging waste management and recycling
- **Sustainably develop** its campuses, leaving a legacy for future generations. This involves careful re-use of buildings, materials and furniture and includes investing in its environment, such as outdoor learning spaces, bio-diversity of the grounds, and planting trees to offset energy consumption

ACS has issued a charter for its commitment to diversity, equity and inclusion and commits to operating under this and upholding its pillars. ACS commits to upholding the modern slavery policy, and the London Living Wage, to ensure that no staff members are treated unfairly. Its Board of Trustees governs its commitment to a sustainable strategy.

Three: Its community

As a charity, ACS contributes to reducing inequality in education through the bursaries it offers, with over 50 students benefiting from means-tested financial assistance. Through its collaboration with partner schools and organisations, ACS schools promote and action sustainable-thinking and learning across a wide range of activities. It is committed to sharing its resources, expertise and ideas with partner schools and participating in important local sustainability movements and events. Read more examples of ACS's partnership activities in the school sections of this report.

ACS commits to playing a wider role in ensuring future generations understand and engage with the world's sustainability goals beyond its community, by participating in wider conversations through movements, Government policy and working with international schools and partners, including the Namibia and Nepal partner school projects.

Sustainability in catering

Over the last five years, ACS has been making its catering operations more sustainable. Initiatives include:

- Switching from single-use serving packaging and cutlery to plant-based compostable or bio-ware items
- Replacing plastic milk bottles with milk pergals (boxes in chilled units), for self-service. This saved a staggering 96,000 plastic bottles a year
- Collecting all waste oil to use as fuel
- Composting all kitchen food waste
- Reducing food waste by 40%
- Upgrading equipment to run on less power and produce less wastage in the cooking process
- Using local suppliers
- Using seasonal and local produce with sustainable packaging

Animal welfare is another important area of sustainability. ACS ensures that all its produce can be traced back to its origins, through to storage, preparation, packing and delivery.

ACS only uses Red Tractor-assured meat, MSC [Marine Stewardship Council]-certified fish and free-range eggs.



LOCKDOWN LEARNINGS: REFLECTIONS FROM ACS

Last year's annual report spoke of the incredible achievements of both staff and students throughout the COVID-19 pandemic. One year on, there have been plenty more challenges overcome and lessons learned, and the ACS school community looks ahead to a better future with a new kind of resilience and a host of new perspectives and bright ideas.

The pandemic provided teachers, staff and students with a valuable opportunity to re-evaluate the critical importance of wellbeing. ACS Egham's Director of Co-Curriculum and Athletics, Jamie Johnston, embraced the period of uncertainty as a chance for a reset. "In the absence of upcoming tournaments and fixtures, we had a rare moment to step back, go back to basics, and think what it is we really should be doing with our sports programme. In my view, sports for young people should be approached in a way that is fun and enjoyable.

When this happens, sports not only support physical health, but mental health too, and also offer important opportunities for students to grow as individuals. For us, participation is now the number one priority."

For many people – adults and young people alike – the extended period of lockdown resulted in a new appreciation for the time that they are able to spend outdoors; whether playing sports or otherwise. As a result, outdoor learning and Forest School have taken on a new level of significance across ACS campuses, providing both students and teachers with a literal breath of fresh air. "Outdoor learning has value at all stages of education and is now more relevant than it has ever been", says Barnaby Sandow, Head of School, ACS Cobham.



> Outdoor learning provides students of all ages with a place to push themselves in a non-judgemental environment that naturally encourages risk taking, helping learners to expand their abilities while solving real-world issues and building self-belief and resilience.
>
> BARNABY SANDOW, HEAD OF SCHOOL



SOPHIE MAZAZ, MIDDLE SCHOOL PRINCIPAL ACS EGHAM



MARTIN HALL, HEAD OF SCHOOL ACS HILLINGDON

Indeed, increased resilience has become a common theme when talking about the positive outcomes of the pandemic. Sophie Mazaz, ACS Egham's Middle School Principal, reflects: "The resilience in young people I have witnessed is phenomenal. Children have had to keep going with their learning and I think they have coped tremendously well.

In addition to building resilience, students have gained a variety of other academic and personal skills. "Their flexibility and creativity is amazing; they have tried new things and have had to continuously think outside the box to keep themselves entertained and to continue learning", Sophie continues.

"As well as mastering the difficult art of learning online and independently, we've heard about students learning to cook and to juggle. Some students have taken on coding while others have perfected their music through more practise. Some have even built sheds or started DIY projects. They have also learnt that when faced with a problem, there is always a way around it."

For both teachers and students, online learning has provided many key learnings about effective education delivery, and use of technology in the classroom is something ACS will be embedding more going forward. But, one realisation the pandemic has provided above others is the value of on-campus learning. Martin Hall, ACS Hillingdon's Head of School, summarises: "The best part about the return to school is seeing children active and energetic, running around on the sports pitches rather than cooped up in their houses. Hearing children's voices in the corridors and the joyful expression on parents' faces as they deliver their children in the morning and realise they are someone else's responsibility for the day!"

Although the pandemic has been enormously disruptive to everyone, it has also provided fresh perspectives across the board, with ACS working as a school community to come back positively stronger, experienced and ready for the next challenge.

DIVERSITY, EQUITY AND INCLUSION

Over the last academic year, ACS has been making good progress to ensure Diversity, Equity & Inclusion is embedded across the organisation. Since the journey started, there have been achievements and, importantly, actions to take to realise this vital commitment.

DEI Council



DOMINIQUE DALAIS
DEI COUNCIL, ACS EGHAM

Led by Dominique Dalais from ACS Egham, and comprising staff across ACS, the Council meets monthly to ensure this agenda moves forward. They developed a charter, which has been approved by the Leadership Team and the Board, with a set of commitments and actions which will be adopted across all of ACS.

Networks

Employee networks are being developed across ACS, where any interested staff members are encouraged to join, or can set up a new network if it is not currently covered.

Current networks are:

- Gender Equality
- Racial Equity
- Omnist Society
- LGBTQ+

Events and training

A range of events and training have taken place throughout the year, including the student-led Show Racism The Red Card and UTCAI (United to Change and Inspire) webinar, to Dr Crystal Cooper's keynote entitled DE&I: Restoring Hope In Our Schools, and training sessions for staff on using inclusive language.

DEI in action across ACS

Increasing diversity and training in staff, so that the organisation has the widest possible representation in its staff community, is amongst the many commitments ACS is making to promote DEI across its schools. Additionally, the schools are reviewing their curriculum and literature, to reduce cultural bias and promote intercultural understanding.

School communities have been taking further initiatives, including:

- Implementing policies that enable students to form groups and ensure that our community is an inclusive safe space for minority groups (Cobham)
- Running disclosure/consent and harassment workshops in grades 9-12, facilitated by faculty but led and driven by students (Egham)
- Opportunities for student voice and action, with Student Council and other groups across ACS schools. Students designed Black Lives Matter hoodies, tote bags and 'Our school welcomes…" posters (Hillingdon)
- Arabic department creating the first ACS Cultural Awareness Course to upskill the faculty about Arabic-Islamic culture (Doha)

What's next?

This is a journey. While good progress has been made over the last year, there is more to do. The education strategy priority for 2021/2022 is diversity and inclusion, and personal development training for staff will be an area of ACS continuing focus.



WELLBEING FOR OUR COMMUNITY

EDDY SCHLACHTER, HEALTH, SAFETY & WELLBEING (ACS EDUCATION STRATEGY SERVICES TEAM) / **DR ROBERT HARRISON,** EDUCATION STRATEGY DIRECTOR

Good health and wellbeing are essential for effective education. This long-standing truth that has come sharply into focus over the past 18 months and has helped highlight that, as coronavirus restrictions recede and we look forward to brighter days, wellbeing must continue to be at the forefront of a robust education recovery strategy.

Research into the educational after-effects of other natural and human disasters suggests that children and young people are amazingly resilient, and are able to make up for 'lost time' surprisingly well. But their ability to bounce back will depend on their overall wellbeing. And we - as parents, siblings, teachers and friends - will need to remain vigilant in identifying those who need greater levels of support. With the right kind of help, every child will be able to integrate what they have learned from this strange experience in their developmental years, into healthier and more productive lives.

Throughout the pandemic, ACS has been prioritising health, safety and wellbeing, and strengthening mental health policies and practice, which all feed into our wider Education and Wellbeing strategies. To ensure we can support every student with their wide variety of needs and different aspects of overall wellbeing, our Wellbeing Strategy - based on Public Health England's "Promoting children and young people's emotional health and wellbeing" and the Anna Freud Centre's 5 steps to mental health and wellbeing programme – takes on a holistic, whole-school approach. This goes beyond the learning and teaching in the classroom, to pervade all aspects of the life of a school.

This focus extends to members of our broader school community who play a significant role in influencing student wellbeing - teachers, school staff members, trustees, parents and carers. We are creating coalitions to support health, safety and wellbeing for parents, students, teachers, school leaders, senior managers and trustees. This involves extending the already-established community of counsellors, safeguarding leads and our wellbeing partners, such as those at the Family Wellness Practice, who look after the wellbeing of our community every day.

We recognise that students' own voices are essential to all aspects of this work, as are the voices of school staff and the wider ACS community. Working together, we're confident that we can use the rich internal and external resources available to the ACS community to ensure that every staff member, parent and student thrives.

In 2021, ACS's Employee Assistance Programme was extended to benefit its partner schools.



Student voice

Students from across ACS were involved in the writing and implementation of their own Student Wellbeing Charters. They were nominated by their division or volunteered to take part in the process, and met with Khalil Rener, Director and Wellbeing Consultant at Rener Wellbeing (another of our ACS Wellbeing partners) to write a charter for them and their peers.

Our students will be encouraged to join their school's whole-school wellbeing team to give their input into health and wellbeing issues and initiatives across ACS, and develop drop-in centres/safe spaces, which will provide a supportive and comfortable environment for their peers to share their thoughts, to help identify and address issues before they escalate further.

Wellbeing mentors at each school will encourage students to contribute to the wellbeing of their peers. Students will be encouraged to help organise presentations on health and wellbeing subjects that matter and are affecting them, and will help develop the wellbeing section on their school website.

This will include details of wellbeing programmes, policies and procedures, a directory of staff at each school that students can contact with concerns, and a library of resources for students to be able to access.

Further details of Health, Safety and Wellbeing at ACS can be found at: **www.acs-schools.com/wellbeing-health-safety**

FUNDING FUTURE MINDS

Bursaries

ACS has invested more than £1million in financially-assisted places for 50 students in its ongoing commitment to increase access to an ACS education to young people from a wide variety of backgrounds. It recently opened applications for the 2022–23 academic year, which will enable a number of young people to receive subsidised or fully-funded places at its UK schools.

The schools are offering Middle School bursaries for students aged 11 or 13 entering Grades 6 and 8, as well as High School bursaries for students aged 16 entering Grade 11. High School applicants will have the opportunity to study the highly regarded IB Diploma Programme (DP).

Hardship Awards

During a challenging year, ACS doubled its budget to recognise the extraordinary circumstances affecting members of its community. By providing short-term means-tested awards to support families facing sudden or temporary financial hardship, many current students were able to continue their studies without interruption.

Funding Future Minds

There was a strong appetite across the ACS community to do even more to support others during the pandemic. The parent and alumni community raised £40,000 during 2020–21 to support ACS's Funding Future Minds campaign. The first fundraising appeal was able to build on existing support ACS was able to offer families facing drastic financial difficulties, enabling more students to continue their studies uninterrupted. Donations were directed to specific campuses in line with donor wishes.





CREATING INSPIRATIONAL SPACES

From the moment our students step over the threshold, we want them to think what's that? What can I make it do? This space will enable our students to not just think and dream, but to go further and do and make. We want them to take the responsibility to harness their imaginations. We want them to be excited. We want them to gain the skills and the confidence to be ready to tackle whatever challenge comes next.

BARNABY SANDOW, HEAD OF SCHOOL, ACS COBHAM

WITH YOUR HELP



*Images shown are conceptual at this stage.

ACS COBHAM: **PROJECT TOMORROW**

The generosity of parents and alumni through fundraising has enabled ACS Cobham to bring forward its plans to create a brand-new inspirational teaching space for Middle and High School students to explore STEM subjects. The school is updating and remastering the study area in Marble Hall and supporting the recruitment of a dedicated Technology Mentor-in-Residence. Project Tomorrow is the first phase of ACS Cobham's plans for a STEM centre.

With the new Innovation Centre right at the heart of the school, it will signal the value ACS Cobham places on forward-thinking and creativity across the STEM curriculum.

This space will allow students to nurture innovation, problem-solving and entrepreneurship, so they can flourish as the next generation of global thinkers and doers. They will have the opportunity to imagine, formulate and build solutions to real-world problems using exciting equipment, such as a state-of-the-art 3D printer and digital design tools, with a focus on what is most impactful, sustainable and scalable when developing their ideas.

To maximise this opportunity, a Technology Mentor-in-Residence will work alongside teachers to spark students' creativity and help them to develop their skills in areas such as coding, robotics and computer-aided design. The mentor will also up-skill teaching staff and run workshops with the wider community. This adds an extra dimension both to teaching excellence and students aspirations; to re-frame their idea of what's possible. Keeping ACS Cobham at the cutting edge of innovation requires investment. In addition to what ACS is able to reinvest through its school fees, the generosity of the school's parent community has been crucial to expedite these fantastic facilities, getting them ready for the new academic year.

Sustainability

Sustainability continues to be a priority, with staff embedding this into the curriculum in creative ways – including through Forest Schools, community gardens for children of all ages, and beekeeping – and students showing initiative through an Eco Club and playing active roles in SEEDers.

Partnerships

ACS Cobham has developed its own partnership hub of 36 local, mainly primary schools, which have been particularly impacted by the pandemic. In addition to these schools benefiting from sharing resources and expertise, ACS Cobham students have been gaining service learning experience. High School students have worked with younger children at these schools to offer peer support and tutoring via Zoom, developing empathy and experience working with people from different backgrounds.

The partnership hub model is also being adopted across ACS's other campuses, with the appointment of a Partnerships Manager in each school to lead this work.

ACS EGHAM: **PROJECT NARNIA**

With the help of fundraising, generous gifts from its parent community have enabled ACS Egham to transform its libraries into dynamic hubs of learning, inspiration and collaboration. All students will benefit from brand new spaces – places where imagination and technology meet.

Exciting things happened over the summer. A series of inspiring indoor and outdoor spaces have been created, designed to nurture imagination, collaboration and independent learning.

These new hubs will also be equipped with the latest technology, providing new ways for students to think, learn, create, innovate, and interact as humans in a digital world. Evolving ACS Egham's libraries has been essential to keep students up-to-date with the way that information and literature is now consumed, used, and shared.

They will also give teachers the opportunity to enhance key approaches to learning, in areas such as digital literacy, research and communication. ACS Egham's overall aim is to nurture 'responsible citizens', able to negotiate an age of misinformation and with the ingenuity and critical thinking skills to reimagine their world.

Keeping the school at the cutting edge of innovation requires investment. School fees can only take ACS Egham so far and to really excel, the school needed to call upon the generosity of its wider community. It has raised sufficient funds from its parent community.

Wellbeing

Wellbeing continues to be a major focus and ACS Egham has identified areas that have an impact on its students and staff, including sleep, diet and workload. Dedicated Wellbeing Action Groups have been set up for staff and students. ACS Egham PSO (Parent School Organisation) has raised funds to create trim trails and outdoor gyms within school grounds.

Sustainability

ACS Egham was awarded the Eco-Schools Silver Award, recognising their achievement in working towards a more sustainable lifestyle. Eco-Schools is a charity that engages over 19 million young people globally in environmental education and action, and operates in 67 countries. They demonstrated examples of learning linked to environmental issues, and involving their school community in at least one Eco-Schools action or project.

Partnerships

The school has hosted Action for Carers Surrey, of whom some of its members are children who are looking after sick family members. ACS Egham hosted a series of summer events, from bug hunts and virtual reality experiences, to a petting zoo and board games. Many of these young people have been unable to get out during the pandemic.

> Hubs for imagination, innovation, creativity and research...inspiring the world's next global thinkers and doers.
>
> JEREMY LEWIS, HEAD OF SCHOOL, ACS EGHAM

ACS HILLINGDON: **PROJECT SHINE**

ACS Hillingdon community fundraising success has enabled the school to bring forward exciting upgrades to its auditorium space, bringing it from the analogue era into the digital age and creating an environment where students can truly shine. The previous space was well-used yet not as well-equipped as it could have been to meet the wide range needs of the school's drama and PE departments, or those of students and visitors.

Key improvements include a state-of-the art sound system, energy-efficient stage and house lighting, and audio-visual monitors that will allow for on-stage action to be viewed backstage.

In addition, new flooring will enable the school to move props and staging more easily and pave the way for dance and movement to be more of a feature in productions. It also plans to refresh the wall coverings and stage curtains to create a much more attractive and professional setting for school performances and other events.

With these enhanced facilities, students will enjoy a much better environment in which to practise and polish their skills in areas such as movement and communication, as well as performance. ACS Hillingdon will also be able to expand its theatre design curriculum to include modules on lighting design, set design, sound design and costume design.

To enable this reimagined auditorium to be ready in time to welcome and inspire students when they return after the summer break, the school is extremely grateful to the generosity of its parents who donated to its first fundraising campaign.

Diversity, Equity and Inclusion

ACS Hillingdon is developing a 'Living Library', collecting stories and photographs from its own community, to celebrate diversity and making it an integral part of the school.

New programme

The school has introduced a new International Baccalaureate Career Programme in visual effects and gaming, drawing on its existing strong links with Pinewood Studios and other creative partners.

Partnerships

ACS HIllingdon has partnered with the Vanguard Learning Trust, incorporating five local schools including Vyners School, Ryefield Primary School and Ruislip High School. Working with the Vanguard Learning Trust, ACS Hillingdon will extend its Model United Nations and debating programmes to students from these schools.

During the summer, the five schools in the Trust pitched ideas in a Dragons Den-style event hosted by ACS Hillingdon, and went on to receive funding to make their ideas a reality.



> Incredible learning can be done when students develop their skills and creativity, movement, performance and learning to communicate.
>
> MARTIN HALL, HEAD OF SCHOOL, ACS HILLINGDON

CELEBRATING ONE YEAR IN OUR NEW LANDMARK CAMPUS

In June 2021, ACS Doha held a ceremony to mark the completion of the first year at its new landmark Al Kheesa school campus. A commemorative plaque was unveiled at the school, in the presence of Robert Cody, Head of School, with parents from the Parent School Organisation in attendance.

Mr Mohammed Sultan Al Jaber, Chairman of Al Jaber Group W.L.L., ACS sponsor, heads up the Group which managed the development and construction process. Speaking prior to the event, Mr Al Jaber stressed the importance of the new campus within the context of Qatar's ambitious growth plans:

"This new campus benefits the existing school community and also serve emerging districts such as Lusail and The Pearl. I am proud to have partnered with ACS Doha to deliver an international school that enhances Qatar's educational offering and resonates with the National Vision 2030."

Partnerships

ACS Doha has partnered with Paragon One, a US-based company who have spent many years cultivating rich relationships with industry-leading companies. Their programmes have allowed students to undertake remote internships, or 'externships' with these companies, working on real projects.

Paragon One externships were eight-week remote, part-time experiences. Students spent a minimum of 10 hours each week working on their projects, using an online platform to manage their work, connect with other students and to check-in with their managers.

Thirteen students from Grades 9 to 12 have already participated in the programme this year. A cohort of 31 more students from Doha and the UK started their externships in May 2021.

Students were placed with a company, based on their areas of interest that they included in their application to the programme. Once they started their externship, they logged into their Worker Platform to learn skills and complete their assigned projects. They attended meetings to review work, ask questions, and receive support from their manager and host company throughout the eight weeks, and had round-the-clock access to their student community.

Universities and employers are increasingly looking beyond exam grades, seeking real-world experiences in students' applications and resumés. Completing an externship will not only add enormous value to a student's university application; it will provide them with invaluable experience and help them to develop the skills they will need as they enter the world beyond education.

The companies that Paragon One work with include Facebook, HP Tech Ventures, RallyCry Ventures, Thematic, Younity and Crafted Capital. Depending on the company that a student is placed with, they could be working on a variety of projects, such as product development, PR and marketing campaigns, statistical analysis, and financial management. All of the projects are designed to develop students' skills in time management, critical thinking and general business understanding.





“

We were excited to welcome back our school community to our state-of-the-art campus. Amazing facilities, combined with a nurturing yet rigorous approach to teaching and learning, will continue to help our students gain entry to some of the very best colleges and universities around the world.

ROBERT CODY, HEAD OF SCHOOL,
ACS DOHA

ACS ALUMNI AND FRIENDS

An exciting alumni programme continued throughout 2020-2021, with the pandemic creating even closer bonds between alumni and their former schools. Virtual events have seen a significant increase in alumni participation, with an opportunity to reach a much wider audience. This has allowed alumni to reconnect with each other and their school.

Over the last academic year, ACS:

- Received its first gift from a former parent to its first capital campaign. Project Tomorrow (Cobham)
- Re-engaged with 273 'lost alumni' through virtual school reunions
- Increased members of its exclusive online alumni platform Global Connect to over 3,100, thanks to online events and monthly e-newsletters
- Held a diverse range of virtual events for all ages of alumni and friends across a wide range of topics with record levels of participation.

Long-standing member of Cobham staff, Craig Worthington, accepted an honorarium. After 38 years of service, he became Honorary Alumni & Development Ambassador, helping ACS reconnect its alumni back to their schools.

Third Culture Kids



Ruth Van Reken, co-author of Third Culture Kids, was keynote speaker at two events, one for former parents, and another for alumni, former staff and current staff.

An ever-topical subject for ACS, participants were able to share their own Third Culture experiences following Ruth's engaging presentation. Over 100 people attended the events, which also led to a conversation with a former parent that resulted in a generous five-figure gift, and further donations in support of scholarships in lieu of ticket charges.

Life at University

Recent ACS graduates, who are now at university, shared their higher education experiences with fifty of ACS's current High School students. They were joined by keynote speaker, alumna Ivy Zelman (Cobham, 1984), who is considered one of the most influential women on Wall Street. Ivy talked about the importance of networking.



Decade reunions

Alumni Chapters and Directors of ACS in America hosted three new virtual decade reunions events, which provided a great opportunity for former classmates and former staff around the globe to reconnect. The 1970s reunion brought together 67 alumni, with 103 attending the 1980s reunion and 69 joining the 1990s reunion.



ACS IN AMERICA

During 2020-2021, ACS in America welcomed new chapters, along with new leaders. Mike Messerle (2000, Cobham) became the VP Marketing & Outreach for ACS's new Atlantic Coast Chapter, which replaces New York. Additionally, new chapters have been established, thanks to the growth of alumni engagement within the last year. These are the MidWest (replacing Chicago) and Texas (replacing Houston). Through chapter presidents and US alumni directors, ACS in America has identified new pools of supporters and donors.

ACS Hillingdon's Project Shine received a donation from one of its Alumni Directors, which is the first alumni gift to an inspirational teaching and learning space campaign.

British Studies Summer Programme 2022

Meanwhile, plans are underway for the 2022 cohort of the British Studies Summer Programme (BSSP). In a change to the existing programme, which saw US scholarship recipients spending two weeks at ACS Cobham while learning about British heritage and culture, next year's scholars, from Houston, Grand Rapids (Michigan) and Chicago. will benefit from a virtual year-long personalised scholarship. Each student will have their own mentor and access to webinars, with opportunities to participate in peer projects.

ACS honoured two previous BSSP scholarship recipients, Ngoc Nguyen and Diana Olmos, who became inaugural BSSP Alumni Ambassadors, supporting its ongoing fundraising campaign.

ACS in America has also been developing new partnerships with the British American Foundation of Texas (BAFTX), British-American Business Association (BABA) (Washington DC), British American Business Council (Charlotte, North Carolina), Horizons for Youth (Chicago), City High School (Grand Rapids, Michigan), and Norton High (Kansas) to increase number of deserving scholarship recipients.

ACS in America is also looking to develop a new programme in New York, led by Jeff Axford, Atlantic Chapter President and scholarship donor, as well as one in San Francisco Bay area, working with alumni in the region and developing a new chapter. Fundraising continues for BSSP 2022, with provision for up to 40 young people from economically challenged backgrounds. ACS was grateful to three Alumni Directors who donated to its scholarship programme.

Events

Dawn Scheirer Yeung (Alumni Director and Texas Chapter President) held the first face-to-face social event of the Texas Chapter in Houston on 25 June, with plans for another in-person social in New York City and October fundraisers in Houston and New York.

Ryan Hartman (Egham, 2014), now software engineer at Microsoft US, gave an insight into his time at ACS and his fascinating career, when he spoke at 'The World Needs...Tech-Savvy Learners' virtual ACS Egham event, alongside Susie Hargreaves OBE, CEO of the Internet Watch Foundation.



L-R BRIAN KUJALA, JOE NIENER AND JEFF AXFORD (ALL 1998, COBHAM)

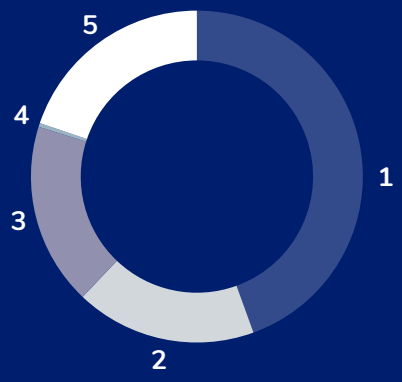
FINANCIAL STATEMENT

ACS International Schools has enjoyed another satisfactory year of operation, despite the challenges associated with COVID-19, which resulted in 4% reduction in total income mainly due to credits given for tuition, boarding and bussing fees. As with most schools, ACS's main source of income is school fees, which represents 91% of total income. ACS works hard to ensure income is wisely used, to get students ready for what comes next and to ensure investments for the future and continued long-term sustainability. The maximum amount invested is directed to areas that matter most: students' teaching and learning. Operating effectively is vital to ACS's success and it is proud to invest significantly in its teachers and staff to deliver a world-class education for tomorrow's global thinkers and doers. Staff costs represent 66% of its total costs and 60% of its total income.

TOTAL INCOME	£79.3M

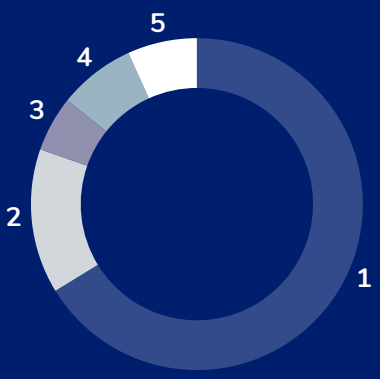
INCOME BREAKDOWN

1	Cobham	£35.3m
2	Hillingdon	£14.0m
3	Egham	£14.1m
4	UK Group income	£0.3m
5	Doha	£15.7m



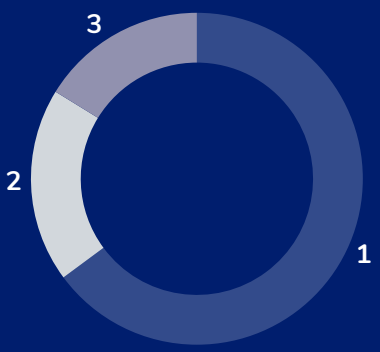
COSTS BREAKDOWN

1	Staff costs	£47.9m
2	School operating costs	£10.2m
3	Estates and Facilities	£3.9m
4	Depreciation	£5.4m
5	Other Costs*	£4.9m



CAPITAL EXPENDITURE BREAKDOWN

1	Major projects	£4.8m
2	Campus improvements	£1.4m
3	IT	£1.2m



*Educational Services, HR, IT, Finance and Marketing

INCOME OVERVIEW

£72.4m is fee income, which includes tuition, application fees, capital and development fee, and boarding fees.

£6m is other income, which includes bussing fees, catering income and sports centre income.

£0.3m is fundraising income.

COSTS OVERVIEW

£47.9m includes all staff costs and staff recruitment.

£10.2m school operating costs include classroom books and supplies, educational apps, catering supplies, exam, trips and activities, sports, bussing, IT repairs.

£3.9m estates and facilities, include building and grounds, maintenance and repair, utilities, rates and insurance.

£4.9m other costs include Education Strategy Services, Finance, HR, IT, Estates & Facilities and Marketing costs.

CAPITAL EXPENDITURE OVERVIEW

£4.8m major projects include spend in the year on:

New school in Doha £2.7m

Cobham astroturf pitch £0.6m

Cobham Lower School Village £0.5m

Refurbishment of the Fields Boarding House £0.2m

Refurbishment of Pavilions at Hillingdon £0.2m

Egham masterplan £0.2m

High School Library at Cobham £0.2m

FUNDRAISING STATEMENT

ACS has been inspired by the generosity of its parents and alumni supporters, in what is only its third year as a charity.

Without donations, ACS would not be able to progress our plans as quickly to support bursaries, teaching excellence and to create inspirational learning spaces that enable its students to collaborate, question and explore.

It values the relationships it has with each of its supporters, and so it is essential that it carries out all of its fundraising activity with the greatest care, transparency and accountability. Fundraising is vital for sustaining and generating income for its projects and ACS is committed to adhering to the CASE Statement of Ethics and the Institute of Fundraising Code of Fundraising Practice.







I'm delighted to be able to support deserving young learners to continue their education.

My children really benefitted from their time at ACS Egham and I'm pleased that my gift will help enable more students to share this wonderful experience.

NICK BOBAY, ACS TRUSTEE AND DONOR, WHOSE FOUR CHILDREN ATTENDED ACS EGHAM BETWEEN 2006 AND 2009

THANK YOU FOR YOUR SUPPORT

We are extremely grateful to our parents, alumni, former parents, friends, board, staff and students for their generous donations to Project Tomorrow (Cobham), Project Narnia (Egham), and Project Shine (Hillingdon) to develop new inspirational learning spaces and teaching resources for our students at our three UK schools this year.

We would also like to thank our community for their generous gifts to our Funding Future Minds Hardship appeal, which enables students of families experiencing temporary hardship to continue their learning during a challenging year.

Our international alumni and friends community have supported scholarships for American students to come to ACS in 2022 as part of the British Studies Summer Programme, and have made a huge impact on young people's lives, who would not otherwise have the financial means to benefit from an ACS educational experience.

Thank you to all those who have freely given their time and expertise and supported our programmes for families, teaching, inspirational campus facilities and the local community.

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ACS INTERNATIONAL SCHOOLS
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