



ACS  
INTERNATIONAL  
SCHOOLS

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# ANNUAL CHARITY AND FUNDRAISING REPORT 2023–24

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# READY TO DISCOVER...

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**Dear Friends**

**Welcome to our Annual Charity and Fundraising Report for 2023-24.**

In a year when the world continued to suffer great turbulence and unrest both at home and abroad, I was especially heartened by the many examples of positivity and mutual support shown by ACS students and their families.

Together, they have demonstrated what a connected, empathetic, and resilient community can look and feel like. And this is just one of our achievements that are well worth celebrating.

**In a year of great progress there have been many highlights.**

December 2023 marked an outstanding achievement for ACS as students from nine state primary schools and all three of our schools were able to participate in A Night at the West End, alongside the Royal Philharmonic Orchestra (RPO) and West End professionals. This was made possible by our partnerships with the RPO and with interactive learning specialists, Performing Perfectly.

Other notable successes include an inspirational SATROFest STEAM event at ACS Cobham, and the Destination Imagination STEAM challenge event at ACS Egham. This builds on the earlier success of our inaugural STEAM event in 2022 for 10,000 school children at Thorpe Park, which we reported on last year. I am pleased to say that planning for STEAM 2024 at Thorpe Park is already underway.

Successful partnerships such as these enabled us to over-reach our five-year target for facilitating one million hours of student interaction and 30,000 hours of teacher training a full year ahead of schedule. This demonstrates our commitment to delivering public benefit. And as you will discover in this report, we've continued to provide a wealth of opportunities for students who otherwise wouldn't have access to them.

**Impressive capital projects have been completed across all three schools.**

This year also saw the completion or advancement of several major capital projects that will provide our students and wider community with inspirational learning spaces to support their education.

This included completion of the Lower School at Cobham and the renovation of our historical Heywood House for use as a teaching and learning space for the first time in 20 years (see page 16). We also made huge progress on the new sports centre at Hillingdon (see page 18) and with the upgrade of the outdoor amphitheatre and science spaces at Egham (see page 20).

Plus all three schools took big strides towards the government's goal of being carbon neutral by 2030; important work that will continue in the months ahead.

**We've grown our community and nurtured a greater sense of belonging.**

Our three UK schools have continued to prosper. And while we were sad to say goodbye to our Doha community this year, with the sale of that school, our enrolment figures remain strong. This year we welcomed more than 500 new students, including 13 bursary students; beneficiaries of our long-standing financial award programme. We now have more than 2,400 students representing more than 70 nationalities; a true embodiment of the internationalism that is thriving at ACS.

Our Diversity Equity and Inclusion Council (DEI council) also continued its great work this year, leading an important initiative to define and understand the idea of 'belonging', which you can read about on pages 22 and 23.

**And all of this supports our driving purpose; to inspire the world's next global thinkers and doers.**

Finally, I'd like to thank the Board for their expertise, skills, and commitment. Our Trustees are a dynamic group of individuals who understand the powerful impact an ACS education can have, both on individuals and on our future society. They hold our aspirations close to their hearts and use their wise heads to steer our steady and impressive progress.

Sincerely,

**BOB MACNAUGHTON**  
CHAIR, BOARD OF TRUSTEES





**This has been another busy and rewarding year for ACS International Schools.**

I'm delighted that we maintained our impressive academic record, with excellent end-of-year results across all three schools. Plus another generation left us, equipped to succeed in their college and university courses, and inspired to become the globally-aware thinkers and doers who will go on to shape our world.

**ACS was awarded charity status in 2018. And in the short time since, we have become a charitable leader in the education sector, already surpassing our ambitious targets for partnership working.**

This means we've facilitated more than one million hours of student engagement; in fact, we're up to 1.6 million as well as having delivered an impressive 120,000 hours of teacher training against a target of 30,000 hours.

We set these goals back in 2019, in the first year of our five-year Education Strategy (which aligned with our Partnership Strategy). Now in the final phase, the emphasis in 2023-24 has been on renewing and expanding our commitment to high quality learning and teaching excellence, with the introduction of a new set of teaching standards documenting 'what good teaching looks like' at ACS (see page 6). This work means we're very well set up for the future.

**As we move forward, we will continue to showcase the best of teaching and learning, while building on work already underway to support our students in understanding future technologies, such as AI and augmented reality.**

Significantly, we will help our students to develop the human skills and competencies necessary to interact with these technologies; something of fundamental importance in our increasingly inter-connected world.

We are proud to have been a significant player in the Qatar education landscape for the last thirteen years. Our future international strategy is to be an operator of schools, which will take us in exciting new directions, hence our decision this year to sell our Qatar school. ACS Doha remains an important part of our history and we wish the new owners well.

On the subject of departures, I'd also like to thank Barny Sandow for the last five years of outstanding leadership at ACS Cobham. And to wish Rob Crowther, our current Head of Senior School, the best of luck as he takes the reins as interim Head of School.

While in post, Barny led ACS Cobham through the pandemic and a strategic restructure; he helped our boarding community grow to almost 200 individuals; and he was instrumental in creating a future vision for the school, with a 'Ready to Thrive' philosophy at its heart. And this year, the school was also recognised in the Pearson National Teaching Awards, picking up a Bronze in the Early Years Team of the Year category.

Finally I would like to say thank you to everyone in our community. Above all else, it's our people that make our schools so special. The way our educators interact with students every day, how they support their individual learning needs, and skilfully nurture their passions and talents; it really is remarkable. Our parents, alumni, Trustees, partners, and supporters are fantastic too. You each help to make ACS International Schools a beacon of excellence and creativity.

Long may we shine.

Sincerely,

**TIM CAGNEY**  
CHIEF EXECUTIVE





## OUR EDUCATION STRATEGY

### NEW PRINCIPLES, SAME PURPOSE

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**This year, as we approach the culmination of our five-year Education Strategy, our attention has been focused on renewing and expanding our commitment to high quality learning and teaching excellence.**

We have developed and implemented a new set of teaching standards in the form of ten Educator Principles, which document 'what good teaching looks like' in our schools.

These Educator Principles align with our purpose, our vision, and our values. And they also form a consistent and challenging framework for ongoing professional growth and development, and for transparent and supportive performance management.

### **Meeting the highest international standards**

While unique to us, our teaching standards are closely aligned to the New England Association of Schools and Colleges (NEASC) ACE Learning Principles.



The emphasis here is on ongoing whole-school improvement. And this year, our schools have been working together to extend our expertise in three focus areas.

## ACE focus areas for 2023-24

### Evidence of Learning

- To see that learners engage with feedback that promotes self-awareness, improvement, and proficiency. And that learners demonstrate growth and development in a variety of forms

### Learner Autonomy and Engagement

- To see that learners have age-appropriate, goal-oriented autonomy over their learning and make informed choices supported by guidance within and beyond the classroom

### Inclusion, Diversity, Equity, and Belonging

- To see that the learning community exhibits a culture of inclusiveness that enables the diverse needs, identities, and interests of all learners and community members to be acknowledged, actively celebrated, and proactively addressed. And that differing viewpoints and opinions are invited in pursuit of an informed and welcoming community

## Unlocking the potential of AI

Recent developments in AI and machine learning have presented extraordinary opportunities in areas of education that ACS has been reflecting on and developing for several years.

In 2023-24, we set up a year-long multidisciplinary study group to identify where we can expect to see the greatest benefits in the near future. The group considered two broad categories:

### Improvement in educational operations – e.g.:

- Automating workflows for teachers, such as scheduling, grading, and reporting
- Creating bespoke AI tools to improve parent experience
- And streamlining communications

### The use of AI to augment effective learning and teaching – e.g.:

- Adapting learning for individual goals, supporting wellbeing and providing personalised coaching
- Supporting students with learning needs through innovative assistive technologies
- And using AI to design learning experiences, to explore key concepts of intellectual property, creativity, and bias, and to build digital literacy and digital safety

While this is an exciting area, we will continue to take a measured approach to the adoption of AI and machine learning, while acknowledging that it is likely to play an increasingly important role in education.







## Achieving Global Competence

Understanding, designing, and using combined human and machine intelligence is now a fundamental Global Competence.

**Global Competence** is defined as ‘the skills, attitudes, and behaviours necessary to thrive in an ever-changing and complex world’. We consider this vital for a learning community focused on inspiring the next generation of global leaders.

Our aim is to equip ACS students with the means to become engaged members of their local and

global communities, to be lifelong learners, creative problem solvers, effective communicators across diverse cultures, and comfortable with ambiguity and change.

We will continue to work together to ensure that ACS graduates are ready for whatever comes next, drawing on our culturally diverse international community as a rich source of inspiration. To further support this, we are also undertaking research in association with Harvard’s Graduate School of Education, with the aim of identifying effective teaching practices that promote the development of Global Competence.

## A recap of our major strategic goals for 2020–25

To promote:

- A sharper focus on inspirational teaching that continually improves academic results
- Demonstrated public benefit and global competence through a greater range of educational experiences
- An expanded and carefully monitored notion of what it means to belong to a healthy international learning community
- Equitable, distinctive, and systematically implemented support for all students to achieve challenging educational goals



# OUR INSPIRING MINDS TEACHING RESIDENCY PROGRAMME

## SHARING EXPERIENCE, IMPROVING OUTCOMES

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**In August 2022, we launched our Teaching Residency Programme, part of our Education and People Strategy. The programme focuses on the critical early years of teaching. It aims to impact student learning outcomes and inspire lifelong learning through an innovative programme of educator support, talent development, and career progression. Now in year two, it is going from strength to strength.**



The ACS Teaching Residency pairs two early career teachers to work closely with an experienced Teacher Lead, with collective responsibility for a group of students in a single academic discipline. This means all three educators in a 'T-Res' teaching team are well positioned to work together in a variety of collaborative models.

For example, one teacher resident may support the teacher lead for a new lesson, then teach the next lesson on their own. Or two residents may work together, creating smaller groups for personalised learning. The team also meets regularly to plan instruction, design assessment, and improve teaching practice.

Essentially, the whole team is working together to understand and support the learning progress of every student in their care. At the same time, the teacher residents are gaining confidence and best-practice experience, while the Teacher Lead is developing new leadership skills.

Each resident commits for two years, after which they become very strong candidates for future teaching roles at ACS.

### **A sound investment in our future**

In August 2023, the first cohort of residents returned for their second year, taking on new responsibilities, including the opportunity to coach sport or to set up and run co-curricular activities.

An additional teaching team was also hired and the programme is fast becoming an essential asset to our school community.

“ Our Teaching Residency programme is an investment in the future of our schools and the wider teaching profession. It provides unparalleled support and development for early-stage teachers, informed by research in collaboration and high-quality learning. This job-embedded training will advance the careers of inspiring international educators, with both immediate and long-term results.

Robert Harrison, Director of Education and Integrated Technology

This programme complements our annual professional learning and growth cycle that brings all teaching staff into ongoing contact with a wide range of education leaders from around the world.

ACS invests significantly in the continuing professional development of teachers and school leaders, with learning designed around key aspects of our Education Strategy.

In this way, we create opportunities for teachers to exercise choice and autonomy over their learning and career development, thereby attracting, developing, and advancing talented educators who can inspire the world's next global thinkers and doers.

## ACS PARTNERSHIPS

### INSPIRING OPPORTUNITIES, IMPRESSIVE RESULTS

Impact achieved since 2020:

120

LOCAL SCHOOL  
PARTNERS



1.6 MILLION+

HOURS OF STUDENT  
ENGAGEMENT



120,000+

HOURS OF TEACHER  
TRAINING



**Every child deserves to be inspired. And at ACS, we are able to build meaningful educational partnerships that give school-age children experiences that ignite their imagination and intellectual curiosity; always with our distinctive global focus front of mind.**

Our charitable ambition is to become a valued partner to local state schools, their staff and students, and the wider community. We currently have a growing partnership community involving over 120 local schools and were recognised in the Global Good Awards as one of the top 10 schools in the World's Best School Prizes for community collaboration. So, the signs are extremely positive.

Through ACS Partnerships, we give students at partner schools access to a wide range of educational opportunities that will enhance their life skills and 'work readiness', while ACS students also gain useful skills and experience by engaging in community activities. We also support staff members to develop teaching excellence and enable schools to tap into a wider pool of ideas, expertise, and facilities. This is especially valuable as their own resources are often limited or overstretched.

#### **Here are just a couple of calendar highlights from a busy year.**

##### **In the arts... a thrilling Night at the West End**

In December 2023, students from nine state primary schools and all three of our schools took part in a celebration of musical theatre, held at G Live in Guildford. The students performed alongside West

End professionals and our much-valued partner the Royal Philharmonic Orchestra; an opportunity described by one of our Egham students as 'quite a life-changing experience!'

This event also marked a new partnership with interactive learning specialists Performing Perfectly who will continue to enhance arts education at ACS and in our partner schools by introducing students to industry experts and renowned speakers from across the performing arts.

This is part of our **Arts Pathway** initiative, which will also give students the opportunity to try a wide variety of activities from dancing to set design.







### **In STEAM subjects... an inspirational SATROFest**

In February, ACS Cobham welcomed 250 Grade 8 and 9 students from 21 schools to a fun-filled event showcasing the exciting pathways and career opportunities available in science, technology, engineering, art, and maths (STEAM).

On the day, students got involved in hands-on activities, attended workshops hosted by industry leaders, and heard from professionals.

### **Building a truly global network**

This year, students from our Egham and Cobham schools continued their long-standing support for schools in Namibia and Nepal. Students welcomed this opportunity to connect, collaborate, and learn from each other.

### **Supporting teaching excellence**

We also continued to facilitate the sharing of best practice and teaching excellence across our schools and partner schools, calling on this network and external experts to share their knowledge, skills and wisdom.

### **In AI... valuable new tools for teachers**

Following the success of our first docu-series on 'Hacking neurodiversity', we are working on 'The future of technology'; a series designed to help teachers understand and navigate the world of AI and to use technology purposefully to support their teaching.

We are also in the process of developing innovative AI-enabled badging software that will credit students with the skills they attain during community engagement activities outside of the curriculum. A pilot is underway, and once ready, our plan is to share the software across our schools as well as with partner and independent schools.

Looking ahead, our investment in gaming technology and a growing e-sports programme will offer further opportunities for all parties to further develop their skills, including live stream gaming.

“ Our mission is to work closely with local state schools in the wider community and share facilities, resources and educational expertise across our network so that we can broaden horizons and extend the boundaries of learning

Graeme Lawrie MBE,  
ACS Partnerships Director

# THE POWER OF BURSARIES

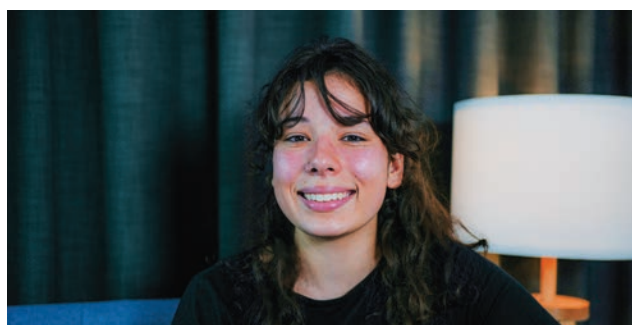
## TRANSFORMATIVE SUPPORT, LIFE-CHANGING RESULTS

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**This year, we welcomed 13 new bursary students into our community, bringing the total number of students on financially assisted places to 47 across our three schools.**

2023-24 marked our seventh year of offering financially assisted places. During that time, more than 90 students have benefitted from an overall investment of over £5 million. While this has mainly been funded by ACS International Schools, we would like to thank our generous parent and alumni community, who have also contributed towards the provision of bursary places.

### An insight from bursary student Vivienne



ACS Cobham Grade 12 bursary recipient Vivienne explains here what joining ACS has meant to her and how it has set her up for life.

Having visited a school open day “I said to my mum I would love, love to go here” says Vivienne. And she’s never looked back.

“If I hadn’t come to ACS Cobham I would have missed out on a life-changing opportunity. Because of everything that I have learned here that I can apply to the real world; through the way that everything is taught, through the people I have met, and the confidence I have gained... had I missed out on that, then I don’t think I’d be the person that I am today.”

### Confidently international

The international dimension of ACS has been hugely significant for Vivienne:

“The culture here, the diversity; it’s something I haven’t seen anywhere else. It’s been incredible, because of just how international everything is.”

Vivienne says she’s learned so much about different cultures, how to talk to different people, and how to approach different challenges: “It’s given me the confidence to try new things. And this is reflected into every aspect of my life, both inside and outside school.”

### Academically stretching

For Vivienne, the International Baccalaureate (IB) was one of the toughest but most rewarding challenges: “It’s a difficult diploma, and it’s one of the things I am most proud”, she says.

And when she compares her experience to that of friends in other schools, she is full of praise for the teaching style at ACS. Plus, Vivienne recognises that the IB has enduring advantages:

“The IB has definitely prepared me for whatever comes after ACS.”

### Consistently supportive

Vivienne also valued the ongoing support that she and her fellow students have received at Cobham:

“It’s a support system like no other I have seen in any other school, there have been so many teachers and counsellors who have been there for us... and that’s been really, really lovely.”

Now Vivienne is hoping to go to university to study electronic engineering. Previous ACS bursary students have also gone on to study engineering, as well as a range of subjects from law to international development.

Looking ahead, we remain committed to offering means-tested bursaries to local families whose children would benefit most from an ACS education.

If they follow in Vivienne’s footsteps, they will certainly thrive.







## CREATING A SUSTAINABILITY CULTURE

### RESPONSIBLE ACTIONS, REGENERATIVE FUTURES

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Education plays a pivotal role in shaping the future guardians of our planet. That's why we're committed to integrating sustainability into the very heart of our teaching and learning processes across all of our schools.

By fostering a culture of understanding, awareness, and action, we hope to nurture a generation of informed and proactive individuals, ready to usher in a more sustainable and regenerative future.

This year saw us initiate a series of actions that underscore our commitment to environmental responsibility. These included:

- ✓ Appointing a Sustainability Data Lead to coordinate our data capture against all sustainability measures, in order to **inform sustainability plans** and enable relevant and impactful change
- ✓ Partnering with experts, Sustainable Advantage, to capture data, record our consumption and use of resources, and make a plan, based on the key Sustainable Development Goals, with the aim of meeting the target for all schools to **achieve net-zero** by 2030
- ✓ Partnering with ecoDriver Solutions to monitor energy usage, initially at ACS Cobham. We will be extending this to our other schools in the months ahead, with a view to using ecoDriver analytics to **optimise energy usage**
- ✓ Working with our catering teams to find new ways to **reduce waste and recycle further**, wherever possible. Past actions have included the introduction of biodegradable cutlery, bottles, and cans; the use of water-refilling stations; having all waste oil collected to be used as fuel; reducing overall food waste and using local suppliers
- ✓ Embedding **Climate-Games** into the curriculum, allowing us to continue into our third year of being carbon neutral, thanks to carbon credits, earned through enhanced health education for our students and staff
- ✓ Ensuring all new capital building works are planned and designed with **minimum environmental impact** in mind. For example, at Hillingdon, the new sports centre will be net zero for carbon, with solar panels and an air source heat pump as key features, along with natural insulation and a living wall (see page 18).







## Engaging our students

ACS students are very involved in sustainability initiatives around our schools.

### At ACS Cobham...

We continued to grow our engagement with the **iDot (I Do One Thing) programme**, in partnership with the Surrey Wildlife Foundation. This initiative takes a holistic approach to repairing the damage done to wildlife and the wider environment, by inspiring children and adults to live more environmentally friendly lifestyles. The school's Sustainability Mission is also being advanced through actions led by **Eco-Committee SEEders**. And the **Beekeepers Club** is thriving too, and even producing its own award-winning honey.

### At ACS Hillingdon...

Lower School students have been busy tree planting with Dig Trees, the Community Conservation Volunteers, while the Lower School's Green Team club created an outdoor garden, tidied up the local environment, and also took part in Keep Britain Tidy's Plastic Challenge.

### At ACS Egham...

Lower School music lessons include special **'listening walks'**, where students listen to birdsong as they walk within the school grounds and identify the various species of birds the school attracts. In addition, Grade 1 students can often be found making musical instruments out of **recycled materials**.

### In partner schools...

In a bold move towards shared environmental responsibility, we assisted our partner schools in conducting comprehensive **sustainability audits**. This initiative was designed to identify areas for improvement and to foster a regional network of schools that are united in their commitment to environmental stewardship.

By extending our expertise and resources beyond ACS and into the wider community, we aim to catalyse positive environmental changes on a larger scale, amplifying our impact.

This year, we were able to offer 1,200 primary age children from partner schools the opportunity to visit the **Natural History Museum** in London, to kick start their year-long sustainability project, 'Oceans'.

## Winning awards and recognition

This year, ACS Cobham was shortlisted for the **Jane Goodall Award** for their Middle School Garden. Cobham is also an **Eco-Schools Green Flag Award School**; an internationally recognised achievement for schools who have shown their commitment to Learning for Sustainability.







## ACS COBHAM

### SCHOOL UPDATE AND HIGHLIGHTS FOR 2023-24

At the beginning of the year, the Middle School and the High School came together at Cobham to form a single combined Senior school, with three Senior School Principals, each overseeing two grades. We also appointed three Assistant Heads of School to oversee wellbeing, learning and teaching, and operations at Cobham. These actions are part of our 'masterplan' to bring greater coherence to what is now a very large and thriving school.

We were also delighted that this year, ACS Cobham was once again recognised in the **Pearson National Teaching Awards, picking up a Bronze** in the Early Years Team of the Year category.

#### Refurbishment and redevelopment

This year, we completed the refurbishment and redevelopment of the Lower School Village, with Heywood House, the original manor house being brought back into use as teaching space for the first time in 20 years.

The Lower School Village now has classrooms for all year groups, plus a Discovery Centre, the Hive digital learning space, specialist art and science rooms, dedicated playgrounds, and a forest school surrounded by wonderful woodlands. The entirety of these buildings and spaces now make up an outstanding Lower School Village.

Our 'Ready to Thrive' project, combining all student support services in one place, is also nearing completion, with a prototype space already in situ. We have now raised £800k towards our overall fundraising target of £1m to complete this project and we would like to thank everyone who has supported this initiative or would still like to do so.

This Summer will also see the development of a new Middle School building with its own Discovery Centre and cutting edge STEAM facilities. This elevation of science, technology, engineering, art, and maths (the STEAM subjects) marks the beginning of an exciting second phase of development at Cobham and we greatly welcome donations to help realise this ambition.





## Partnership highlights

Partnership activities have gone from strength to strength at Cobham.

### Participating in the arts...

- Through the **ART mural** project, our High School students had the opportunity to work alongside professional mural artist, Nathalie Scott, creating a mural for a local partner school. Our High School students helped with the design and painting of the mural.
- Our High School Fashion/Textiles teacher, Michelle Nadjj, worked with students in Grades 9-12, to produce **over 50 costumes** for two partner primary school nativity plays.
- Our Lower School students mounted a stunning performance of the musical **Frozen** for parents and the wider community. Over 300 students from local primary schools were invited to attend as well as a senior citizens group from Whiteley Village.



### Sharing our facilities...

We continued to share our facilities with partner schools and our local community.

- In June, we hosted Elmbridge Choir Festival in our **Performing Arts Centre**, welcoming over 200 children from schools. Students had the opportunity to perform together as part of a massed choir, and individual school choirs were also able to showcase their talent.
- In May, we hosted The Cobham Cup in our **swimming pool**. This local gala saw over 100 students from ACS Cobham and five partner primary schools participating. Our **swimming pool, athletics track, and fields** were also much appreciated by visiting partner schools throughout the year.
- In February, we once again hosted **SATROFest**, bringing together 250 Grade 8 and Grade 9 students from 21 local partner schools to meet employers from the world of STEAM. Participants had the opportunity to try some hands-on activities and to learn more about potential future careers in STEAM. We also hosted our own STEAM competition for 18 primary schools from the Xavier Trust supported by our Lower School students.

### Engaging with the wider world...

We extended opportunities for our students to engage with communities also further afield.

- In the Winter months a group of our Grade 12 students hosted a series of STEAM workshops for students from inner city London schools, alongside the charity **Solidarity Sports**. Completely student-led, this initiative offered three-hour workshops aimed at inspiring young people on their education journey and into the world of STEAM.
- In June, a group of 20 students from Grades 10-12 embarked on a **service learning trip** to our partner school in Namibia; an opportunity to support our global community while also learning valuable skills.

### Thank you...

Our thanks to everyone in the ACS Cobham community who contributed towards our initiatives.

The full investment required to match our facilities to our ambition would not have been possible without your generosity and we are very grateful for every gift.



## ACS HILLINGDON SCHOOL UPDATE AND HIGHLIGHTS FOR 2023-24

This was another excellent year for ACS Hillingdon.

The elite performance pathway entered its second year, with students eagerly awaiting the completion of the new sports hall, on schedule to open in the coming academic year. This will be a huge boon for students who are training and preparing for future sporting achievements and for the wellbeing of our whole school community.

Students continued to excel across a range of academic pathways too, and while the International Baccalaureate Diploma Programme (IBDP) and Advanced Placement (AP) qualifications remain the most popular, a growing number of students will graduate this year with the International Baccalaureate Careers Programme (IBCP) qualification.

Many of these students are moving on to pursue exciting studies in fields such as gaming, film and animation, and the performing arts. In addition, our Student Equity Club drove a number of impactful initiatives, ensuring our school remains a beacon of good practice in Diversity, Equity, Inclusion, and Belonging.

### Refurbishment and redevelopment

This year, we marked the next phase of our campus development plan with fast progress on our new sports and activities centre. We would like to say a very big thank you to all of the parents who donated to help make this happen.



The centre contains a large sports hall for PE and competitive sports, a fitness suite, and a coaching area. Once complete, it will double the school's sports hall facilities and free up the auditorium for performing arts. We will then refurbish the existing sports hall floor and upgrade the bleacher seating. Further donations to support this will be very welcome.

The centre has been designed to minimise environmental impact and complies with the London plan for net zero carbon new buildings. Key features include 190m<sup>2</sup> of solar panels, an air source heat pump, natural ventilation, mineral wool roof insulation and an external living wall.

Our Elite sports programme, which offers enhanced coaching and training support to students with outstanding sporting potential, is now in full flow



and several ACS students have benefitted from sports scholarships and exciting opportunities as a result. Away from sports, we have a creative, design and tech centre planned, which will unite tech and design facilities in one central space.

## On the international stage

In April, The College Board hosted its inaugural UK Advanced Placement (AP) Symposium at ACS Hillingdon, attended by representatives from more than 50 universities, showcasing the growth of the programme internationally and in the UK.

## Partnership highlights

Partnership events and activities continue apace.



### Collaborations with Hillingdon Council...

- **Sing! Primary Singing Festival** – 375 students from 18 primary across the borough took part in this event, held over two nights at the Beck Theatre in Hayes.
- **Designated Safeguarding Leaders (DSL) Conference** – A DSL networking event at our school hosted representatives from 100 borough schools.

### Other teacher-focused partnerships...

- **Hillingdon Learning Partnership** – We facilitated training for staff from 45 of the borough's schools to learn more about subjects such as history and special educational needs teaching.
- **Give Space** – We also facilitated the delivery of specialist training for teachers from 14 local schools who work with young carers. Delivered by specialists, this training focused on strategies to support young people, and having sensitive conversations around mental health and risk.

### Engaging with the wider community...

- **Reading Buddy Project** – 17 students from Grades 7 to 10 took part in a four-week project at Minet Infant School, offering one-to-one reading support to students facing a variety of challenges with their reading.

- **White Plains Care Home Partnership** – Lower School students continued to make regular visits to a local care home. They spent time getting to know the residents and engaging in a range of activities, from gardening to carol singing.



- **Irish Dance Club performances** – This year, our Irish Dance Club performed at a number of local libraries to celebrate St Patrick's Day.
- **Dog's Trust** – Grade 1 students showed their support for the Dog's Trust, while learning about the charity's work. For example, they invited the community to send in old bedding and towels, as well as balls and other dog accessories for onward donation.

### Sharing our facilities...

- 120 students from our partner schools visited our **Innovation Centre** to take part in STEAM, art, and confidence building workshops, delivered by ACS teachers and students.
- In July 80 reception class students from local schools visited us for a **Forest School** day, learning how to build a den and how to light a fire using flint and steel as well as the benefits of teamwork.

### Thank you...

We would like to express our thanks to everyone in the ACS Hillingdon community who generously supported the new sports hall project; not just donors, but also students who ran their own fundraising initiatives as part of their Duke of Edinburgh challenge during our first ever Giving Week in April,

Specific fundraising activity included a bikeathon, and a fundraiser in memory of our former Head of Sports, John Surguy, who many alumni remember fondly.

Looking ahead, support from the ACS Hillingdon community will continue to play a vital role. And we are very grateful for every gift.



## ACS EGHAM

### SCHOOL UPDATE AND HIGHLIGHTS FOR 2023-24

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In another busy year, ACS Egham launched the International Baccalaureate Careers programme (IBCP); an additional pathway to choose within the IB portfolio. The focus here is on giving students a competitive advantage in the workplace, by developing their knowledge and interpersonal skills in line with those that employers most look for.

At Egham, we are focusing on Business, Enterprise, and Entrepreneurship. As part of the wide-ranging course, IBCP students will work towards a BTEC Level 3 certificate alongside two IB Diploma programme academic subjects. They will also complete a course in British Sign Language to enable them to communicate with a wider range of people.

As well as gaining the necessary academic and theoretical knowledge, our IBCP students are encouraged to develop the personal and professional skills that will equip them to enter the workplace. This includes everything from CV writing and interview technique to the ethical aspects of business, including body language and cultural differences in communication.

Students also have the opportunity to gain real-life work experience by completing an internship.

### Refurbishment and redevelopment

Our campus development plan moved forward in leaps and bounds this year, with a number of projects completed and other exciting developments upcoming. And we would like to thank the PSO and our parent donors who have already supported these efforts.

Thanks to their generosity, all students are now enjoying our new modern dining hall facilities, and our outdoor performance amphitheatre will soon be upgraded, with new sound, lighting, and seating. This enhanced space will make a valuable contribution to our ongoing arts programmes.

The design and tech facilities in our Maple building have been upgraded with new gaming technology. And this summer, the science facilities in the Magnolia building will also be refurbished with modern labs and adaptable furniture, designed to foster creativity and collaboration. There will be five upgraded labs in total, as well as a central space - the Hub - to further facilitate group discussion and collaborative projects. And once again, we have much to thank our parent donors for in helping us towards these achievements.

The front of the school was also refreshed this summer.





## Partnership highlights

This year, ACS Egham has been involved in a diverse range of partnership activities.

### Involving the local community...

- **The partnerships farm visit** – Through this initiative, we offer partner schools the opportunity to support curriculum topics and wellbeing with a visit to our mobile farm. This year, 450 students from partner schools and young carer organisations came to our school to learn from and engage with our visiting farm.
- **Destination Imagination** - ACS Egham is the UK's lead facilitator for Destination Imagination; a STEAM initiative aimed at inspiring young people to imagine and innovate. This is facilitated through after school clubs and culminates in a one-day STEAM challenge event in February. 80 students from six schools attended, with a Grade 6 team from ACS Egham winning the 'pinball heroes' category.



- **Service learning collaborations** - This year, 'Jaguars in Action' has evolved to enable all Middle School students to experience collaborations with our community partners. Students have coordinated, planned, delivered, and supported

different groups within our local community, including young carers, care home residents, and partner schools.

### Engaging with the wider world...

- 2024 marks the tenth year of **Project Nepal**; a humanitarian and service project supporting partner schools. In 2024, a team of 29 students from ACS Egham will travel to Nepal with four students from the Football Family initiative to initiate a new project, repairing and refurbishing a secondary school just outside Kathmandu.

### Sharing our facilities...

- Egham hosts the South of England regional tournaments for the UK Wheelchair basketball organisation, providing **sports facilities** for 200 wheelchair athletes from 15 teams. ACS students, staff, and parents were able to support and participate in this event as athletes, officials, and coaches.
- In July, our **Forest School** day was attended by 120 reception class children from local schools. The students had a great day learning how to build a den, how to light a fire using flint and steel, and how to work together as a team.

## Thank you...

Our thanks to everyone in the ACS Egham community who generously supported our initiatives.

Our new and upgraded facilities have helped to create a dynamic future-ready learning space for our students. Your donations are always welcome and greatly appreciated.

## DIVERSITY, EQUITY, INCLUSION, AND BELONGING

### SUPPORTING STUDENT WELLBEING AND SUCCESS

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Since its inception in 2020, our Diversity Equity and Inclusion (DEI) Council has enabled us to work together to build and empower inclusive communities across ACS International Schools. Specifically, the Council has always sought to:

- Influence and drive positive change across the whole organisation by raising awareness of and seeking solutions for challenges in the organisation
- Provide information and recommendations on best practice
- Create initiatives to help our schools achieve the commitments outlined in the DEI Charter

This year, we added 'belonging' to our title and our remit, to reflect its importance alongside diversity, equity, and inclusion. The renamed 'DEIB Council' now comprises almost 50 students, staff, and community members, who meet monthly to drive progress towards our Diversity, Equity, Inclusion, and Belonging Charter. It's some of these members who are pictured on these two pages.

This year, our DEIB Council appointed individual network leads for LGBTQIA+, for Faith & Religion, and for Racial Equity. It has also supported a wide variety of professional development opportunities, in-house anti-bias and inclusive language workshops, a Parents in Partnership event, and external professional development opportunities for key staff members.

As well as developing our own DEIB Council, ACS International Schools is also proud to be a member of AIELOC (the Association of International Educators and Leaders of Color).

#### The importance of belonging

“We strongly believe in the power of the diversity of thought that comes from a range of lived experiences and cultures. To solve the challenges we face, we must welcome all voices into the conversation, and in order to do that, all of our community members must know that their ideas have value, that their voice is welcome, and that they themselves matter. This is perhaps the most vital benefit of belonging.

Lauren Kelley, ACS DEIB Council Chair



In listening to our community, we recognised that we could improve on how we promote intercultural understanding and foster a sense of belonging for all, so in 2023-24, we took active steps in this direction.

We increased our focus on identity education (the idea that identity and education are inextricably bound up together), both through a range of curricular and extracurricular programmes, and by inviting students and other members of our community to share their experiences and be involved in reflection and planning.



These examples show just how hard we've been working to put the best intentions into practice.

#### Across all schools...

- This year, every ACS student had the opportunity to record the correct pronunciation of their name via **NameCoach**; an initiative that recognises that names are central to our unique identities and that saying them correctly matters. This inspired useful conversations on identity, anglicised pronunciations, language, and more.
- We welcomed a number of **parents** into our schools to share their experience in areas such as migration and activism. Additionally, **International Women's Day** was marked with stories from female leaders from across our school and alumni communities.
- Students have planned and delivered identity-focused **advisory programmes** and a range of DEIB-related **passion projects** across all three schools. And Student Panels were introduced during staff meetings to provide the opportunity for student feedback.
- We made efforts to educate and celebrate differences through **Pride**. Students and staff attended an inclusive planning session and went on to develop

educational materials, a Pride Wear the Rainbow day, and a painted mural for each of our schools. Staff and alumni also attended Pride 2024 celebrations.

- We held **ACS International Days** and fairs across the organisation, offering powerful ways to celebrate our identities and cultures. **International Days** and **World Language Days** were also celebrated at every school.

#### In addition...

- 30 Egham staff and Central services leaders volunteered as Living Books in our second **Human Library** event at ACS.
- In April, members of ACS Egham's Jaguars for Justice student group and staff members of the DEIB Council gave a presentation at **ECIS & NEASC Leadership Conference**.
- ACS Egham's Parent Support Organisation translated our **core values** into 28 languages to further represent our international community.
- ACS Cobham hosted a **Community Iftar** - the evening meal for breaking the fast during Ramadan. This event was attended by over 150 people, including families from all three ACS schools.
- ACS Cobham's involvement with **Race to be Human**, an initiative that focuses on the importance of respect and trust, opened the discussion around the lived experience of racial diversity, marginalised groups, bias, and racial equity.

As an organisation, to 'act with kindness' is a core value that has served us very well across the Grades. Leaning into this has empowered our DEIB efforts. It has shone a light on where we need to focus our efforts and helped us to build community, trust, and resilience.



## SUPPORTER STORIES

On these pages, we hear from three families, who have each supported one of our schools with a generous philanthropic gift.

While their specific reasons for giving may differ, they are all committed to making an ACS International education as stimulating, rewarding, and future-focused as it can be, for every student.

**“ I personally would love more people to help and to be aware that it need not take up too much of your time; you don’t have to be physically present to be more involved. Lema Altamimi**

**Lema and Fahad Altamimi have made significant donations towards our library and science lab facilities at ACS Egham, where son Rayan is a Grade 11 student.**



It was the international dimension of an ACS education that first attracted the family, as Lema explains. “I had friends who’d been to International schools and they’d enjoyed opportunities unavailable in the classic route of UK schooling; not just on the academic side of things but the pastoral side too”. Then, when they visited ACS Egham the family agreed it was the right place for Rayan: ‘He loved the environment’

says Lema. “And like any parent, I was happy to know it was somewhere he felt he could do well’.

Since then, Lema has been impressed by many aspects of school life at Egham. From the forest school, which was “number one” for nature-loving Rayan when he was younger to the mutually supportive community spirit: “It’s the people, in a nutshell”, says Lema: “the understanding and respect they show to one another.”

Lema is also keen that ACS Egham has the opportunity to keep on improving. It was this, and her own love of reading that inspired the family’s first gift towards the reimagined library. And now, they are generously supporting new laboratory facilities, which Lema sees as essential.

“We’ve been so well looked after as donors. I feel more connected to the school. And I look forward to coming back and visiting the new library. Even after Rayan moves on I’ll be interested to see how the school continues to grow and maintain its standards.”

We’d like to take this opportunity to thank the Altamimi family for their fantastic support.

**“ What has impressed me most about ACS Hillingdon is the focus on each student’s entire wellbeing, not just their academic success but their overall development. We believe that sports is an integral part of that. Lauren and Nico Fourie**

**Nico and Lauren Fourie have made a generous gift towards our new sports centre at ACS Hillingdon.**

“We believe sport is integral to every child’s wellbeing”, says Lauren, who worked closely with the Sports for Good Foundation, founded by Nelson Mandela. The former President believed in

the power of sport to change the world and spoke of its power to unite people in a way that little else does.

“Sport is not just for those who are ‘sporty’ or capable of excelling. It’s a fantastic way to build resilience, to develop social skills, and to promote



teamwork... and it has such a positive benefit on mental health.”

“We are very supportive of the sports programme and feel that having facilities that can nurture a love for sports amongst all the children is very important to their wellbeing. It was really wonderful to see all the families come together to support the school and help to build an environment where all our children can thrive,” they said.

“Having such a rich and varied offering – from cutting edge sports facilities to a great careers programme – is certainly important. But what matters even more to us is the ACS approach

to every student’s wellbeing. The school is great at identifying strengths and helping students to develop, with a good balance of learning support and pastoral care.”

We’d like to thank the Fourie family for the generous support that they have also shown to us.



**“ We like to have fun with our philanthropy; rallying other people to the cause, making things happen, and making a difference to kids in the school, both now and in the future. And it’s not only fun, it also helps to build a community. Julia and John Hinshaw**

**John and Julia Hinshaw have been especially supportive of our new Ready to Thrive centre at ACS Cobham. Their children Anna and Gordon are both current students at the school, while daughter Lizzy has already graduated.**



Hailing from the US, John and Julia recognise that they are more familiar with fundraising campaigns than some fellow parents. But they also know that actions and beliefs can be contagious, and that so much can be gained when a school community pulls together.

“Even in the best of schools donations can help to make things happen faster. It’s all about encouraging people to give what they can, at a level that’s comfortable to them, and at their own speed.”

Their support for our Ready to Thrive centre has certainly inspired others. And for the Hinshaws, it’s a great match for their own priorities: “Education has always been part of our philanthropy” explains John, “Along with mental health, so the Ready to Thrive centre really hit on our objectives.”

The new centre will pull together a number of student services, including career and onward education opportunities, and help the school to support students with specific learning needs. “ACS really recognises that kids learn differently” says Julia. “They recognise the uniqueness and potential of every student and never take a cookie cutter approach.”

The Hinshaws also value the opportunity for their children to learn in a truly international environment. “I think our kids were international before we even left America”, says Julia: “Within their first week, all three of them felt so at home.”

We’d like to take this opportunity to thank the Hinshaw family for their wonderful contribution to school life at ACS Cobham.

**We are very grateful for every gift we receive to support our charitable purpose**

To see the many ways you can make a personal contribution,  
please visit [www.acs-schools.com/support-us](http://www.acs-schools.com/support-us)

**Thank you to all of our families, alumni, and friends who continue to give so generously.**

# ACS ALUMNI ROUND-UP

## CATCHING UP WITH OUR GROWING GLOBAL COMMUNITY

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2023-24 was a very positive year for reconnecting with ACS alumni, with a range of events and a number of in-person school visits.

We welcomed 31 alumni to Cobham, 11 to Hillingdon, and three to Egham, many with their loved ones alongside them. Despite some long absences, the memories soon came flooding back as alumni toured their former schools.

If you would like to visit your former school, please contact [acsalumni@acs-schools.com](mailto:acsalumni@acs-schools.com)

### Remembering John Surguy - Former ACS Hillingdon Athletic Director

Members of the Hillingdon community were saddened by the news that former Athletic Director, John Surguy who taught at ACS Hillingdon for 34 years, passed away on 9th August 2023.

In his memory, former Hillingdon parents Ron and Teresa Judd, whose five children all attended the school, brought the community together to fundraise in memory of John and to celebrate his contribution to the school.

### A year of celebrations



### ACS Alumni London Social, 2nd November 2023

A huge thank you to Felix Bollen and Michele Tieghi (Cobham class of 2013), who hosted this event at their brewery, German Kraft Beer, in Mercato Metropolitan, London. 50 former students, staff and parents attended. And seeing just how many of our alumni are still connected – and able to form new connections – was a highlight of the evening.

### Cobham Black Tie Dinner, 18th November 2023

Parents and staff from ACS Cobham came together in November for an evening of celebration at Mercedes-Benz World in Weybridge. The event kicked off with a champagne reception, accompanied by our students performing on the Marimbas. This was followed by dinner and dancing, and a great time was had by all.



### New York Alumni Social, 15th May 2024

13 ACS Alumni from Cobham and Hillingdon turned out for the spring New York alumni social at the Winslow pub, New York, thanks to the organisational skills of NY Chapter Leaders Jeff, Tade, and Mike.

### Cobham Class of 2014 Ten Year Reunion, 31st May 2024

27 alumni attended ACS Cobham for their ten-year reunion, with eight travelling from the USA, one from Norway and one from Latvia. The group enjoyed a tour of the school taking in the familiar sights as well as the new theatre, which was built a year after they graduated. A huge thanks to Mr Craig Worthington, Mr Luke Welch, and Cy and Linda Iravani for taking the time to reminisce with our students.

### Cobham Class of 2004 Twenty Year Reunion, 21st - 22nd June 2024

Over 50 alumni returned to ACS Cobham for their twenty-year school homecoming weekend. On Friday 21st, alumni met at the Bear in Esher, to catch up over a light meal and drinks. Then on Saturday 22nd, numbers topped 100 as they visited the school with their families for a delicious lunch and a stroll down memory lane. Alumni travelled from as far afield as Australia, Canada, the USA, Sweden and Chile to be there.



## ACS in America

In 2024 ACS entered a new partnership with the British Schools and Universities Foundation (BSUF). This enables our American alumni and friends to support us more broadly, through securities as well as cash gifts.

BSUF is a section 501c3 non-profit organization based in New York, with a 70-year history of supporting British schools and universities through alumni and other donors in North America. Jeff Axford (Cobham class of 1998), a long-time volunteer and supporter, becomes our New York Alumni Representative for BSUF.

This new partnership replaces ACS International Schools in America, which has been supporting us through scholarships and capital development projects since 2018. We would like to thank the Alumni board for their commitment and for their personal contributions to supporting ACS.

## Calling all would-be mentors

We are actively looking for ACS alumni and parents who are passionate about the field they work in to share their experiences with our current High School students.

Please contact [acsalumni@acs-schools.com](mailto:acsalumni@acs-schools.com) to volunteer your time and skills.

### Stay connected...

We are delighted to have an incredibly diverse and inspiring network of alumni. You can read about their experiences and career journeys - and share your own stories - at [www.acs-schools.com/alumni-friends/alumni-stories](http://www.acs-schools.com/alumni-friends/alumni-stories)

If you'd like to share your own story, just follow the link on the page.



## FINANCIAL STATEMENT

ACS Group has enjoyed another satisfactory year of operation. Fee income increased by 11% due to increase in enrolment during the 2022/2023 academic year. In addition, there has been an increase in catering and trip income.

As you may expect, and as with most schools, our main source of income is school fees, which represents 89% of our total income. We work hard to ensure we use our income wisely, to get our students ready for what comes next and to ensure

our investments for the future and continued long-term sustainability.

The maximum amount invested is directed to areas that matter most: our students' teaching and learning. Operating effectively is vital to our success and we are proud to invest significantly in our teachers and staff to deliver a world-class education for tomorrow's global thinkers and doers. Staff costs represent 56% of our total costs and 54% of our total income.

|              |        |
|--------------|--------|
| TOTAL INCOME | £89.2M |
|--------------|--------|

### INCOME

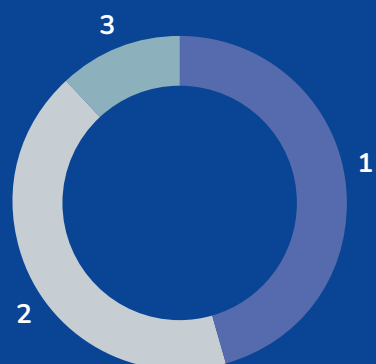
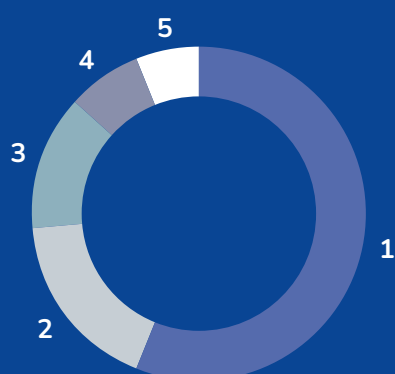
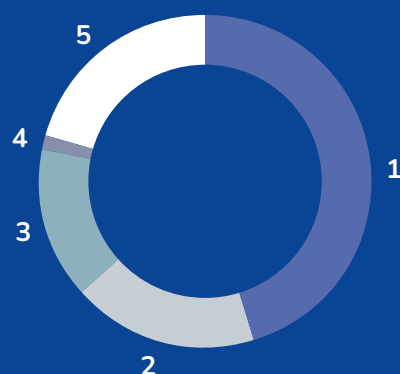
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|---|-----------------|--------|
| 1 | Cobham          | £40.4m |
| 2 | Hillingdon      | £16.2m |
| 3 | Egham           | £13.1m |
| 4 | UK Group income | £1.2m  |
| 5 | Doha            | £18.3m |

### COSTS

|   |                        |        |
|---|------------------------|--------|
| 1 | Staff costs            | £47.9m |
| 2 | School operating costs | £15.0m |
| 3 | Estates and facilities | £11.2m |
| 4 | Depreciation           | £6.2m  |
| 5 | Group services         | £5.0m  |

### CAPITAL EXPENDITURE

|   |                     |       |
|---|---------------------|-------|
| 1 | Major projects      | £4.3m |
| 2 | Campus improvements | £4.0m |
| 3 | IT                  | £1.1m |







## INCOME OVERVIEW

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£79.8m is Fee Income, which includes tuition, application fees, Capital & Development fee and boarding fees.

£9.1m is Other Income, which includes bussing fees, catering income and sports centre income.

£0.3m is Fundraising income.

## COSTS OVERVIEW

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£47.9m Staff Costs include all staff costs of the school and Head Office, staff relations, staff recruitment and staff development (£0.4m).

£15.0m School Operating Costs include classroom books & supplies, educational apps, catering supplies, exam costs, trips & activities costs, sports costs, bussing costs, IT repairs.

£11.2m Estates & Facilities include building & grounds maintenance & repair, utilities, rates and insurance.

£5.0m Other Costs include Education Strategy Services, Finance, HR, IT, Group Estates & Facilities team and Marketing costs.

## CAPITAL EXPENDITURE OVERVIEW

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£4.3m Major Projects includes spend in the year on:

- Cobham LS Village £1.6m
- Cobham Campus-wide Compliance £0.6m
- Cobham Masterplan Phase II £0.5m
- Egham Dining Hall Refurbishment £0.5m
- Cobham HS/MS Refurbishment £0.4m
- Hillingdon Dining Hall Refurbishment £0.3m
- Hillingdon Sports Hall £0.3m





# THANK YOU FOR YOUR SUPPORT

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We would like to say a very big thank you to parents, alumni, charitable foundations and corporate donors who have donated to our schools over the past financial year, many of whom wish to remain anonymous.



ACS  
INTERNATIONAL  
SCHOOL  
COBHAM

MR ABASOV & MS OSMANOVA THE ABOURAYYA FAMILY THE ACHTNER FAMILY MR ADHAMMU & MS MOHAMED MR MESTRONI & MS ADLER THE WHITTINGTON ALDERSON FAMILY THE ALIOTO FAMILY THE ANOKWURU FAMILY THE ARMSTRONG FAMILY THE ATILAY FAMILY MR JEFF AXFORD (ALUMNI) THE BATCHELOR FAMILY MR BELYAKOV & MS TOROPOVA MR BEN-GACEM AND MRS FRANK MR BEREZI & MS SPIFF MR BERTRAND & MS BURCH THE BESTMAN FAMILY MRS ANNE BIRD (ALUMNI) THE BJERG-NIELSEN FAMILY MR BJURGERT & MS NOVOHRADSKA MRS HILLARY BROWN (ALUMNI) MR BUKETOV & MS SHEGEBAYEVA MR DAVID BURNETT (ALUMNI) THE CESSAR FAMILY THE CATT FAMILY THE COLGATE FAMILY MR COPTY & MS JOURDI MR DAVID DANIELS (FORMER STAFF) THE DARWOOD FAMILY THE DAWSON FAMILY THE DECKER FAMILY THE DELANO FAMILY MR DIMITRIADIS & MS KOUTOUP DR DORIS & MS BOBOVA MR FAYED AND MS PARKER THE FLOYD FAMILY MR GELTINGER & MS PAUL THE GRIFFIN FAMILY THE GRONDIN FAMILY THE HAAS-EBERHARD FAMILY THE HABIB FAMILY THE HARLEY FAMILY THE HAYES-PAGET FAMILY THE HERBERT FAMILY THE HINSHAW FAMILY THE HOLLOWAY FAMILY THE HOTZ FAMILY THE HUANG FAMILY THE HUNTER FAMILY THE ICKSTADT FAMILY MR JABSHEH & MS AL LOZI THE KALUZHKA FAMILY THE KELLY FAMILY THE KOVOOR FAMILY THE KOVTUN FAMILY THE LARRAGUIVEL ESPEJO FAMILY THE LIM FAMILY THE MATHERNE FAMILY THE MCCALL FAMILY THE MCKENNA FAMILY MR MESSA AND MS REIS MR MIGONIS AND MS MIGONIENE THE MILLS FAMILY THE MORAN FAMILY THE MUNOZ FAMILY THE MURPHY FAMILY THE MUSTAD FAMILY THE MUTLU FAMILY MR NIGAI & MS TEN MR NOBLETT & MS DIAZ MOLANO THE NORTON FAMILY THE OGUNDARE FAMILY (ALUMNI) MR OLUTADE OLULADE (ALUMNI) THE OH FAMILY THE OSTER FAMILY THE PALMER FAMILY MR FERNANDEZ & MS PAMIES MR ERIC PHANNENSTIEL (ALUMNI) MR PIPEKE & MS POMMIER MR POYET & MS JOKIPII THE PRAGER FAMILY THE PUNATER FAMILY THE RAKHBARMADANI FAMILY THE RATNIKOV FAMILY THE RAVAL FAMILY THE REARDON FAMILY MR SINGH & MS REDDY THE REHMAN FAMILY MRS RICHARDS THE RICHARDSON FAMILY THE ROUX FAMILY THE SAGALAEVA FAMILY THE SALINI FAMILY THE SANCHEZ FAMILY THE SCANLON FAMILY THE SCHRAA FAMILY MR SHCHUTSKY & MS OSTROVSKA THE SHEPPARD FAMILY THE SIMON FAMILY THE SKINNER FAMILY THE SMOLLAN FAMILY MR STANDING & MS COSTIGAN MR STATON & MS SAUREL THE STEPNIIEWSKI FAMILY MR SUAREZ-RODRIGUEZ & MS PAPINNIEMI THE SURAJ FAMILY THE SZALAI FAMILY THE TAYLOR FAMILY MR TAYLOR & MS ZOURNATZIDI DR TELFER & MS REED MR DANIEL TEMPLE (ALUMNI) MR TETUSHEV & MS BUTUZOVA THE VANURINA FAMILY THE VAZQUEZ GUERRA FAMILY THE VELICU FAMILY THE VARMAELEN FAMILY THE VERRER FAMILY THE WEBSTER FAMILY THE YANG FAMILY THE YNESTROZA FAMILY MR BRATKOVSKII & MS ZAEVA THE ZHANG FAMILY



ACS  
INTERNATIONAL  
SCHOOL  
EGHAM

THE AKANAM FAMILY THE ALTAMIMI FAMILY THE BAINBRIDGE FAMILY THE BELHAJ FAMILY THE DANNATT FAMILY THE DUVAL FAMILY THE GHULAM FAMILY THE GRIFFITH FAMILY THE INSAROV FAMILY THE KASTNER FAMILY THE MCDAID FAMILY THE OTLUOGLU FAMILY THE PRESDEE FAMILY THE ROBERTSON FAMILY THE SEITENPESOVA FAMILY THE SINGADIA FAMILY THE SMITH FAMILY THE STOKER FAMILY THE SUTHERLAND FAMILY THE THAHER FAMILY THE VERNON FAMILY



ACS  
INTERNATIONAL  
SCHOOL  
HILLINGDON

MR MESTRONI AND MRS ADLER MR EMRAH AKSARAY (ALUMNI) MR ALBA AND MS RICO THE ALTOUN FAMILY MR GUSTAV ANDO (ALUMNI) MR NICHOLAS ATWOOD (ALUMNI) THE BATES FAMILY THE BELLAIS FAMILY THE BERGONZI PEREIRA DA SILVA MRS JENNY BICHSEL (ALUMNI) MR BOYLE AND MS BORBA THE BRIONES FAMILY THE CALIX FAMILY MRS SUSANNE CARLSSON (ALUMNI PARENT) MR WILLIAM CARLSSON (ALUMNI) MS LOUISE CARLSSON (ALUMNI) THE CARROLL FAMILY MR CHALARIS & MS KAZANTZIDI THE CHAMANDI FAMILY THE SIEGEL FAMILY THE COLEMAN FAMILY THE DE SÈGUR DE CHARBONNIÈRES FAMILY MR AHMET DOUAS (ALUMNI) MRS CHRISTINA DOYLE (FORMER STAFF) THE DUKE FAMILY THE EATON FAMILY THE ERMACK FAMIY THE FADER FAMILY THE FOURIE FAMILY THE GERSH FAMILY THE GIRICI FAMILY MR ROBERT AND MRS MAYA GROSS THE GUILLEMOT FAMILY MRS JENNIFER HALLIDAY (ALUMNI PARENT) MR HANGARI & MS LASWED THE HASHIM FAMILY MR HERAS & MS IGLESIAS SEIJO THE HOFFMEISTER FAMILY THE HUSSAIN FAMILY THE IBRAHIN FAMILY THE IGNATAVI IUS FAMILY MR IVANOV & MS NAGORNYAK MR RON & MRS TERESA JUDD (ALUMNI FAMILY) MISS ABBEY JUDD (ALUMNI) MR ALEX JUDD (ALUMNI) THE KNIGHT FAMILY MR AUGUSTO KNUDSEN (ALUMNI) THE KOLODZINSKI FAMILY MR OLSSON & MRS KRAVCHENKO THE KUMAR FAMILY THE KUSHMA FAMILY THE KYSLEYSKA FAMILY THE LAIBOW FAMILY (ALUMNI FAMILY) THE LAM FAMILY MR PAUL LAROCHELL (ALUMNI) MS ASHLEY LARSON (ALUMNI) THE LINDEMANN FAMILY MR HIROO MAKINO (ALUMNI) THE MARASCU FAMILY MR SIMEON & MS MARCOS-GUTIERREZ THE MATHUR FAMILY THE MCDANIEL FAMILY MS COREY MENDENHALL (ALUMNI) THE MONTEIRO FAMILY THE MUNK FAMILY THE MUNOZ FAMILY THE NAKAMURA FAMILY THE TUNDE FAMILY THE OGANESYAN FAMILY THE PANAGOPOULOS FAMILY DR PARRAS & MS ADAMELLI THE UPPAL FAMILY DR RANDEN & MS LARSEN THE RENNIE FAMILY THE ROBINSON FAMILY THE ROY FAMILY THE RUS FAMILY MR AHMED & MSYOSR THE SHAH FAMILY LEE SHALER (FORMER TEACHER) MR SHCHUTSKY & MS OSTROVSKA THE SKLAVOUNOS FAMILY THE STEINBERG FAMILY MR TODD STEPAN (ALUMNI PARENT) MS COURTNEY STERNER (ALUMNI) THE SUNDARALINGAM FAMILY THE TAL FAMILY THE TARHAN FAMILY THE TSUBUKI FAMILY MR ALEXANDER URBAN (ALUMNI) THE VAN DE VALL FAMILY THE MEISSNER FAMILY THE VERICA FAMILY THE WADSWORTH FAMILY THE WAISWA FAMILY DIANA WAKEFIELD (ALUMNI PARENT)

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