



School Annual Report

AIS-MBZ Campus

2024–2025

This Annual Report provides parents and the wider school community with a summary overview of teaching and learning, student development, wellbeing, enrichment, and school life during the **2024–2025 academic year**. The summary draws on information shared through school newsletters, program documentation, internal monitoring processes, and external assessment results. It reflects the school's ongoing work within international educational frameworks and UAE national priorities.

For detailed monthly and termly accounts of school life and events, parents are invited to refer to the newsletters published on the school website: <https://aisschools.com/school-newsletters/>

1. Teaching, Learning, and Academic Outcomes

Teaching and learning across all phases were guided by aligned curricula, consistent assessment practices, and structured instructional planning. Instruction focused on strengthening literacy and numeracy, fostering inquiry, and supporting the application of learning across subjects and real-world contexts.

AIS students participated in international assessments that provide external reference points for learning standards and achievement.

In **PISA 2022**, AIS achieved results significantly above the set targets and well above the average scores of Abu Dhabi Private Schools:

- Reading: 543
- Mathematics: 537
- Science: 532

In **TIMSS 2023**, Grade 4 and Grade 8 students achieved results above international standards and above the set targets in both mathematics and science.

- Grade 4 students reached the high international benchmark in science (567) and the high benchmark range in mathematics (561).
- Grade 8 students achieved the high benchmark range in science (571) and the upper end of the intermediate benchmark range in mathematics (548), approaching the high benchmark level.

All results exceeded the averages for both Abu Dhabi Private Schools and All UAE Schools.

In **PIRLS 2021**, AIS achieved a mean score of 547, placing the school within the upper end of the intermediate international benchmark range and above the averages for Abu Dhabi Private Schools (483) and All UAE Schools (460).

In the senior phase, students accessed multiple academic pathways. The **IB Class of 2025** achieved a **100% pass rate**, with an average score of **35 points**.

2. Assessment, Monitoring, and Student Support

Student progress was monitored through ongoing formative and summative assessments. Teachers used assessment evidence to identify learning gaps, provide in-class and small-group support, and adjust instruction as needed. These practices supported continuity of learning and ensured that students were appropriately supported and challenged.

3. Teaching Practice, Digital Tools, and Professional Learning

High-quality teaching remained central to classroom practice. Instruction emphasized differentiation, inquiry-based learning, and meaningful real-world connections.

Purposeful Use of Technology: Digital tools and physical resources were strategically used to support personalization, practice, and feedback. Platforms such as Abjadyat, HMM, IXL, and other learning tools supported diverse learning needs. Beyond classrooms, science and computer laboratories, makerspaces, and collaborative learning spaces extended opportunities for hands-on learning, creativity, and teamwork. Technology was used both in classrooms and for home learning to reinforce core skills.

Professional Learning: Teachers engaged in structured professional development focused on instructional quality, assessment literacy, and the purposeful use of digital tools to enhance student engagement and learning.

4. Student Wellbeing and Pastoral Care

Student wellbeing was supported through consistent routines, clear expectations, and structured pastoral systems. Counseling and social-emotional support were provided throughout the year, and wellbeing initiatives were shared with parents through regular communications.

Student voice was encouraged through leadership roles, Student Council initiatives, and structured feedback opportunities. These systems supported positive relationships, self-awareness, and responsibility among students.

5. Learning Skills, Personal Development, and Student Agency

AIS emphasizes the development of students as engaged, responsible, and collaborative learners. Across all phases, students demonstrated ownership of learning through goal-setting, reflection, and presentation of learning. These practices were evident during Student-Led Conferences, where students articulated their learning progress, strengths, and next steps.

Assessment practices included structured reflection at the end of learning units, supporting accountability and self-regulation. Learning frequently connected to the UN Sustainable Development Goals (SDGs), promoting global awareness and real-world relevance.

Student focus group feedback indicated that assessment practices, learning showcases, and Student-Led Conferences supported reflection, confidence, time management, and pride in learning. Parent feedback aligned with these findings. The AIS Parent Opinion Survey (Spring 2025) showed that 89% of parents agreed their child was provided with opportunities to engage in and take responsibility for learning. School monitoring data indicated that 98% of students were rated *Good or better* for the learner attribute “Responsible” during the 2024–2025 academic year.

To further support independence, middle and high school students used personalized learning plans and digital portfolios. A pilot Self-Directed Learning (SDL) time in middle school provided structured opportunities for students to manage schedules and work independently. This initiative was noted during the NEASC accreditation visit.

6. Collaboration, Communication, and Application of Learning

Classroom learning emphasized respectful dialogue, collaboration, and shared problem-solving. Students engaged regularly in discussions, group work, project-based learning, and presentations.

Communication and collaboration skills were demonstrated through activities such as Model United Nations (MUN), Presidential Debates, student-led panels during the AIS Career Fair, and the AIS Podcast Interview Series. School data showed that 97% of students were rated *Good or better* for the learner attribute “Collaborative” during the 2024–2025 academic year, supported by parent feedback indicating that 89% of parents agreed their child had opportunities to develop communication and collaboration skills.

Learning was applied across disciplines through authentic tasks and interdisciplinary projects, including sustainability-focused initiatives integrating mathematics, environmental science, and social studies, as well as participation in competitions such as Junk Kouture, ADIPEC, and LEGO Robotics.

7. Innovation, Inquiry, and Enterprise

AIS fosters inquiry, research, and innovation from Kindergarten through Grade 12. Students used research and learning tools such as JSTOR, Google Scholar, Padlet, Tinkercad, and simulation platforms.

Students participated in initiatives and competitions including:

- Artificial Intelligence National Championship (University of Sharjah)
- AI & Data Science Competition (Emirates Aviation University)
- Beaver Computing Challenge (University of Waterloo)
- First LEGO League and Canadian Computing Competition

8. Enrichment, School Life, and Community Engagement

AIS offered a broad range of enrichment opportunities beyond the classroom, communicated regularly through newsletters.

Clubs, Activities, and Events: Students participated in academic, arts, sports, sustainability, and service-oriented clubs. Key events included Reading Week, student learning showcases, cultural and national celebrations, and university and career-focused events.

Environmental and Sustainability Education: Sustainability was embedded across curriculum and school life. The Kappa Gamma Sustainability Team led initiatives such as Sustainability Week, the Green Corner, campus gardening, recycling drives, and participation in national sustainability campaigns. Students also engaged in community clean-ups locally and during overseas CAS trips.

Cultural Identity, Language, and Global Awareness: AIS supported cultural identity and global understanding through curriculum and enrichment activities. National Identity initiatives included heritage workshops, space-themed learning linked to UAE ambitions, and cultural programs. The Language of the Holy Quran Program engaged over 250 students through memorization, art, and cultural activities. Global engagement was further supported through DELF French certification, MUN participation, CAS overseas trips, and Act & Impact volunteering.

9. Senior School Pathways and Career Guidance

In Grades 11 and 12, AIS provides academic and career pathways through IB and advanced coursework. Guidance was personalized and shared with families through meetings, newsletters, and events.

Students were supported through university fairs, counseling sessions, and career panels, including Career Panel 2025, which connected students with alumni and professionals across fields such as engineering, medicine, business, and humanities.

10. Partnership with Parents and Continuous Improvement

AIS values parents as partners in learning. Regular newsletters, workshops, conferences, and information sessions supported shared understanding of learning expectations, wellbeing, and future pathways.

Guided by evidence, reflection, and feedback from students, parents, and staff, the school continues to review practices and maintain alignment with ADEK requirements, accreditation frameworks, and internal priorities. AIS remains committed to providing structured and balanced learning experiences that support academic learning, wellbeing, personal development, and preparation for future pathways, in partnership with families and the wider community.