



PREPARING STUDENTS FOR THE TECH FUTURE



ASIA INTERNATIONAL SCHOOL LIMITED

ANNUAL REPORT 2023/24

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# OUR VISION AND MISSION



## LETTER FROM THE FOUNDER

# CELEBRATING 25 YEARS OF EXCELLENCE



DANIEL CHIU  
FOUNDER

It is with great pleasure that we share with you that the academic year 2023/24 marked the 25th anniversary of the founding of Asia International School Limited (AISL) and the first Harrow-branded school outside the UK, Harrow International School Bangkok. During this time, nine AISL Harrow Schools also held their Harrow Seal Conferment Ceremonies, where governors from Harrow School in the UK presented the schools with the prestigious Harrow Seal, an emblem of Harrow's legacy of excellence.

Over the years, AISL Harrow Schools have received generous guidance and support from various governments, leaders, and parents. All of us at AISL are deeply grateful to them.

With a vision to promote 'Educational Excellence for Life and Leadership', AISL Harrow Schools strive to provide each student with a quality education that fosters academic and holistic growth. We are committed to cultivating their sense of responsibility and desire to learn, strengthening their academic foundation, while broadening their horizons and enhancing their character. Knowledge is a crucial part of every student's growth; therefore, we encourage each student to cherish every moment of learning and growth while in school. Through AISL Harrow's education, we hope to motivate our students to shoulder their future responsibilities with courage.

To date, AISL Harrow Schools have achieved remarkable results, both academically and non-academically. Our students have consistently been among the top performers in international examinations, gaining admission to the world's most prestigious Russell Group and Ivy League universities, such as Oxford, Cambridge, Harvard, Princeton, UPenn, and Yale.

In 2021, the AISL Group established the AISL Harrow Scholarships, which have expanded to include AISL Harrow International Schools and Harrow LiDe Schools in Beijing, Chongqing, Haikou, Hengqin, Hong Kong, Nanning, Shenzhen Qianhai, as well as Appi, Japan, and Bangkok, Thailand, in the 2023/24 academic year. Through this charitable programme, we have given academically talented students from diverse backgrounds the opportunity to study at an AISL Harrow School, enabling them to realise their dreams through our world-class K-12 education. Our scholars from the past four years have not only excelled academically, but have also demonstrated outstanding leadership skills, serving as role models who inspire their peers to embrace learning and life with passion.

Under the premise of ensuring the highest quality in education, AISL has brought Harrow's quality education to more places. Currently, we own 22 school licences across 12 cities in China (Mainland and Hong Kong), Bangkok, Thailand, and Appi,

Japan, with nearly 2,000 members of staff and over 8,000 students. Guided by AISL's *Five-Year Strategic Plan (2022-2027)*, we will continue to strive for excellence in five key areas—education, talents, corporate and school governance, finance, and innovation—to drive sustainable development and revitalise AISL and our schools.

In a globalised world, students need to broaden their global horizons and creative minds, understand and respect diverse cultures, and keep their finger on the pulse of the international stage, equipping their future selves with a competitive edge. AISL closely monitors the curriculum design of each school, and rigorously integrates global elements into the curriculum. We encourage students to explore other cultures and gain new knowledge and exposure to other parts of the world, while cultivating their global mindset and intercultural communication skills. The Harrow International Schools, Harrow LiDe Schools, and Harrow Hong Kong Children School in China provide a bilingual-learning environment tailored to the school's capabilities and cultural background to deepen students' understanding of the history, cultures, and traditions of their home countries. We encourage them to approach traditional cultures with an open mind and discover contemporary values therein, which can nurture them in a values-based education.

The Group is committed to supporting our staff members in their continuous learning journey through innovative educational initiatives. Our Group's strategic partners in education products and services—AISL Academy, AISL Outdoor, and AISL Mall—are now fully open to all Group and School staff. Through partnerships with the world's leading universities and organisations, we offer courses, talks, camp activities, and teaching resources to

support them in their various professional and personal needs throughout their educational careers. *AISL Education Matters* is a magazine that features perspectives and analysis from the world's leading education experts, as well as practical insights from our school teachers. I would like to take this opportunity to thank each and every member of AISL and our Schools for their dedication and hard work, also extend a warm welcome to new members of the AISL family and wish those who have left us well in their future endeavours.

Last but not least, I would like to express my sincere gratitude to the AISL Executive Committee, including Dr Rosanna Yick-ming Wong, our Chairman; Mr Eric Wing-cheong Leung, our Chief Executive Officer; Ms Louisa Yuk-king Ho, our Chief Financial Officer; Dr Ahmed Hussain, our Chief Education Officer; and Ms Clare Hsin-yao Chiu, our Chief Operation Officer, for their hard work and dedication in taking AISL and our Schools to new and greater heights. Meanwhile, allow me to welcome two new members to our Executive Committee: Mr Bryce Kwok-wai Wan, Chief Executive Officer of AISL Academy, AISL Outdoor, and AISL Mall; as well as my eldest daughter, Ms Valerie Chiu, Director of AISL.

Looking back on our journey so far, we should be proud of the sparks of growth and innovation in our education. As we look to the future, I am confident that we will forge ahead stronger than ever towards our vision of **"Preparing for the Future; Prepared for Life"**!

Mr Daniel Chiu  
Founder

“

AISL Harrow Schools strive to provide each student with a quality education that fosters academic and holistic growth.”



# DIGITAL EDUCATION: PREPARING STUDENTS FOR THE TECH FUTURE

In an increasingly digital world, preparing students for the future goes beyond teaching basic digital skills; it requires equipping them with the awareness, competencies and resilience needed to thrive in an artificial intelligence (AI) technology-driven environment. Given the significant amount of time students spend at school, much of their future will be shaped by their school experiences via the knowledge they gain and the exposure they have. Therefore, it is crucial to emphasise a student-centred digital education that empowers students to not only use technology but also master it in ways that enhance their critical thinking, adaptability and character development, helping them become the best versions of themselves in an ever-evolving technological landscape.

**AISL recognises that preparing students for the future goes beyond using technology; it demands a comprehensive and collaborative cultural approach to truly empower our students for what lies ahead. This approach extends beyond digital literacy to include engaging with smart systems, navigating efficient and effective workflows, acquiring up-to-date digital and AI competencies and collaborating with local and global partners to innovate tech-rich solutions for their future.**

Within this framework, AISL strives to cultivate an environment where students are confident and adaptable, ready to tackle unprecedented changes, equipped with the critical mindset to evaluate digital information and demonstrate digital resilience, ultimately preparing them to lead and innovate in their tech-driven futures. This framework is dependent on embedding four key aspects of digital education.

## 1

### Digital Transformation: Building Smart Schools with Students in Mind

The foundation of a tech-forward future starts with smart schools that create interactive, student-centred digital environments. Just as technology enhances our daily lives—through smart shopping or streaming services like Netflix and Spotify—schools are evolving to directly benefit students’ learning experiences and shape their futures. A core aspect of the AISL Harrow Group strategy is to build schools of the future. This includes investments in high-speed internet, cloud-based technologies, modern mobile devices and secure digital learning resources.

Through the implementation of efficient systems, AISL students gain the skills to navigate the rapidly changing tech landscape, develop critical problem-solving abilities and discern what is effective in IT. These hands-on learning experiences provide them with the building blocks to thrive in a technology-driven world. As online learning becomes more prevalent for the younger generation, AISL’s digital transformation focuses on embedding cybersecurity measures and digital citizenship education, preparing students to stay safe and navigate responsibly in the digital world.

By providing a tech-rich environment, AISL Harrow Schools create a safe space for students to explore, innovate and build confidence while using technology. This prepares them to lead and thrive in an uncharted tech-driven future, for, without this environment, these opportunities for growth and learning would not be possible.

## 2

### Digital Teaching and Learning: Empowering Student Learning

In today’s tech-driven world, equipping students with the skills to thrive involves integrating digital learning tools effectively. At AISL, this is achieved through the use of mobile technology in the classroom and by leveraging the Microsoft Ecosystem, a key component of our Microsoft Showcase status led by the Group. By incorporating mobile technology, students have begun to gain hands-on experience with cutting-edge digital tools that enhance their learning efficiency and effectiveness. Access to tools, such as Microsoft Teams, enables students to collaborate seamlessly on projects, share ideas and receive immediate feedback from both peers and educators.

The Microsoft Ecosystem provides a robust platform for students to develop essential technological skills, including working with collaborative software (OneNote), managing digital workflows (Teams) and utilising advanced and AI-driven educational applications (Insights). Students benefit from a learning environment that is both innovative and supportive and are encouraged to use technology to explore new concepts, streamline their study processes and become more effective learners.

This exposure to digital tools and workflows prepares them for future academic and professional endeavours, ensuring they are well-equipped to excel in a tech-ready world.

“

Our aim has always been to ensure that our schools and other educational provisions create a legacy that stands the test of time.”



“

By providing a tech-rich environment, AISL Harrow Schools create a safe space for students to explore, innovate and build confidence while using technology.”



**DIGITAL EDUCATION: PREPARING STUDENTS FOR THE TECH FUTURE**

3

**Digital Curriculum: Equipping Students with Future-Ready Skills**

At AISL, we aim to transform students from passive technology users into active creators and innovators. To achieve this, the Group has embedded a forward-thinking digital curriculum designed to prepare students for leadership in a tech-driven world. This approach extends beyond basic information communication technology (ICT) to include cutting-edge topics like AI, machine learning, ethical considerations and the societal impacts of digital decisions, addressing scenarios that can shape student futures.

The curriculum focuses on building essential skills for future careers, such as programming, coding, network management, productivity, multimedia proficiency and data analysis. It not only fosters problem-solving skills, critical thinking, creativity, data insights and adaptability but also enhances and builds skills through practical technology use, a key criterion sought in today's workforce. Through project-based learning and real-world applications — frequently in collaboration with local organisations — it is expected that AISL Harrow students will gain a deep understanding of how their digital education can offer a variety of career pathways in technology-driven fields that play to their strengths.

“

In AISL's STEAM-led education, students are encouraged to leverage technology to develop real-world solutions, particularly with a focus on environmental sustainability

4

**Digital Innovation: Inspiring Students through a STEAM-Based Approach**

Innovation is a key driver of progress in the tech world, and the Group has adopted this approach for students, encouraging them to think outside the box and solve problems. A STEAM-based (science, technology, engineering, arts and mathematics) approach provides an ideal platform for students to use technology in bold and inventive ways.

In AISL's STEAM-led education, students are encouraged to leverage technology to develop real-world solutions, particularly with a focus on environmental sustainability and community challenges. AISL Harrow Schools have worked on projects that involve developing conceptual smart homes, creating apps to solve local issues and working alongside robotic machines to assist with tasks. These hands-on projects not only brought learning to life but have encouraged our students to embrace a mindset of innovation and entrepreneurship, two essential skills required for tomorrow's creative workforce. By providing opportunities for students to FAIL (first attempt in learning), our schools are creating a culture of resilience and a growth mindset, cultivating qualities that are essential for success in the tech world. Encouraging students to take risks and think outside the box will help prepare them to be future leaders and innovators who are capable of driving positive change in the technology sector.

Preparing students for the tech future requires a holistic approach to digital education that focuses on the needs of students at every stage. From building robust school environments to empowering student learning, evolving the digital curriculum and fostering innovation through STEAM, each element plays a critical role in equipping students with the skills and knowledge they need to succeed in a highly rich and diverse technological future. AISL Harrow Group is continuously placing its students at the centre of digital transformation, with an education system that not only adapts to the changing technological landscape but also empowers its students to build a future where they are not just participants but shapers of their digital world.





# OVERVIEW OF THE AISL GROUP



# OUR EDUCATION OFFERINGS



## AI SL Harrow International Schools

**AI SL Harrow International Schools (“HIS”)** are world leading international schools that provide an education structured on the national curriculum for England, Wales and Northern Ireland. Students follow a pathway towards the study of IGCSE and A levels, both world leading qualifications recognised by all universities across the globe. Some of our Harrow International Schools are positioned in the top 1% of all schools for IGCSE and A Level outcomes. A HIS education leads to access to world leading universities including Oxbridge and Ivy League.



## AI SL Harrow Hong Kong Children School

**AI SL Harrow Hong Kong Children School (“HHKCS”)** affords an AI SL Harrow education to families with a connection to Hong Kong and the Greater Bay Area.

The educational offer is founded on the curriculum framework from Hong Kong and provides a dual pathway of the Hong Kong Diploma in Secondary Education (DSE) or the IB Diploma. The model of delivery is synonymous with all AI SL Harrow Schools and is founded on a holistic approach to developing the child at a personalised level through a broad and deep enrichment programme, structured pastoral care and a strong commitment to boarding.



## AI SL Harrow LiDe Schools

**AI SL Harrow LiDe Schools (“LiDe”)** offer Chinese families an internationalised education. For students from 6 to 15 years of age, LiDe provides access to a compulsory education that adopts an educational philosophy designed to deliver (A) academic excellence in international qualifications, (B) promote fluency in English language acquisition, (C) establish a Chinese identity that serves as a foundation on which to understand other cultures and (D) developing the students as learners, individuals and citizens. In high school, our students prepare for IGCSE and then A Level alongside being provided with access to compulsory curriculum elements. Ultimately, our LiDe education provides access to world leading universities including Oxbridge and Ivy League. Our LiDe schools, with the examination outcomes of their first cohort of IGCSE, establish themselves as the highest performing premium bilingual schools in China.



## AI SL Harrow Little Lions Early Years Centre

**AI SL Harrow Little Lions Early Years Centres (HLL)** provide an Early Years education to children between the age of 2 to 6 years. The Little Lions Curriculum is specifically designed to prepare students for transition to a HIS, LiDe or HHKCS and lays the foundations for academic success and sustained student development.





# OUR SCHOOLS



## 4 SHANGHAI



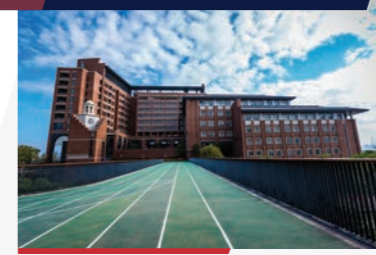
**AISL Harrow International School Shanghai**

ESTABLISHED IN **2016**

LOT SIZE (m<sup>2</sup>) **25,030**

GFA (m<sup>2</sup>) **37,873**

## 5 SHENZHEN QIANHAI



**AISL Harrow International School Shenzhen Qianhai**

ESTABLISHED IN **2020**

LOT SIZE (m<sup>2</sup>) **21,182**

GFA (m<sup>2</sup>) **61,924**

## 6 HAIKOU



**AISL Harrow International School and LiDe School Haikou**

ESTABLISHED IN **2020**

LOT SIZE (m<sup>2</sup>) **96,673**

GFA (m<sup>2</sup>) **71,365**

## 7 CHONGQING



**AISL Harrow LiDe School Chongqing**

ESTABLISHED IN **2020**

LOT SIZE (m<sup>2</sup>) **95,616**

GFA (m<sup>2</sup>) **45,117**

## 8 NANNING



**AISL Harrow LiDe School Nanning**

ESTABLISHED IN **2021**

LOT SIZE (m<sup>2</sup>) **66,660**

GFA (m<sup>2</sup>) **87,214**

## 9 HENGQIN



**AISL Harrow LiDe School Hengqin**

ESTABLISHED IN **2021**

LOT SIZE (m<sup>2</sup>) **38,500**

GFA (m<sup>2</sup>) **47,303**

## 1 BANGKOK, THAILAND



**AISL Harrow International School Bangkok**

ESTABLISHED IN **1998**

LOT SIZE (m<sup>2</sup>) **160,000**

GFA (m<sup>2</sup>) **60,000**

## 2 BEIJING



**AISL Harrow International School and LiDe School Beijing**

ESTABLISHED IN **2005**

LOT SIZE (m<sup>2</sup>) **66,667**

GFA (m<sup>2</sup>) **46,583**

## 3 HONG KONG



**AISL Harrow International School Hong Kong**

ESTABLISHED IN **2012**

LOT SIZE (m<sup>2</sup>) **37,984**

GFA (m<sup>2</sup>) **56,976**

## 10 APPI, JAPAN



**AISL Harrow International School Appi Japan**

ESTABLISHED IN **2022**

LOT SIZE (m<sup>2</sup>) **99,530**

GFA (m<sup>2</sup>) **22,904**

## 11 SHENZHEN QIANHAI



**AISL Harrow Hong Kong Children School Shenzhen Qianhai**

ESTABLISHED IN **2023**

LOT SIZE (m<sup>2</sup>) **25,334**

GFA (m<sup>2</sup>) **77,316**

## 12 GUANGZHOU



**AISL Harrow International School Guangzhou**

ESTABLISHED IN **To be 2027 (est.)**

LOT SIZE (m<sup>2</sup>) **40,234**

GFA (m<sup>2</sup>) **60,382**



OUR STUDENTS

# EARLY YEARS

TOTAL NUMBER OF  
**EARLY YEARS**  
(PRE-NURSERY – RECEPTION)  
STUDENTS OF ALL AISL  
HARROW SCHOOLS:

**758**

Boys:



**396**

Girls:



**362**





OUR STUDENTS

# LOWER SCHOOL

TOTAL NUMBER OF  
**LOWER SCHOOL**  
(YEAR 1 – YEAR 5) STUDENTS  
OF ALL AISL HARROW  
SCHOOLS:

2,593

Boys:



1,337

Girls:



1,256





OUR STUDENTS

# UPPER SCHOOL AND SIXTH FORM

TOTAL NUMBER OF  
**UPPER SCHOOL**  
(YEAR 6 – YEAR 11) STUDENTS  
OF ALL AISL HARROW  
SCHOOLS

**3,604**

Boys:



**1,876**

Girls:



**1,728**

TOTAL NUMBER OF  
**SIXTH FORM**  
(YEAR 12 – YEAR 13)  
STUDENTS OF ALL AISL  
HARROW SCHOOLS

**653**

Boys:



**314**

Girls:



**339**



# OUR STUDENTS



TOTAL NUMBER OF STUDENTS OF  
ALL AISL HARROW SCHOOLS

# 7,608

Boys:



3,923

Girls:



3,685



# OUR PEOPLE



# 1,986

TOTAL STAFF  
NUMBER



# 1,360

NUMBER OF  
ACADEMIC STAFF



# 626

NUMBER OF NON-  
ACADEMIC STAFF



# 612

MALE STAFF



# 1,374

FEMALE STAFF



# 239

EARLY YEARS



# 375

PRE-PREP



# 50

PREP



# 607

UPPER SCHOOL



# 667

MANAGEMENT  
AND ADMIN



# 48

BOARDING



# OUR EXECUTIVE COMMITTEE

FRONT ROW (from right to left)

**Daniel Chiu**  
Founder

**Rosanna Wong**  
Chairman

BACK ROW (from right to left)

**Valerie Chiu**  
Director  
Executive Director of AISL Academy,  
AISL Mall, AISL Outdoor

**Ahmed Hussain**  
Chief Education Officer

**Louisa Ho**  
Chief Financial Officer

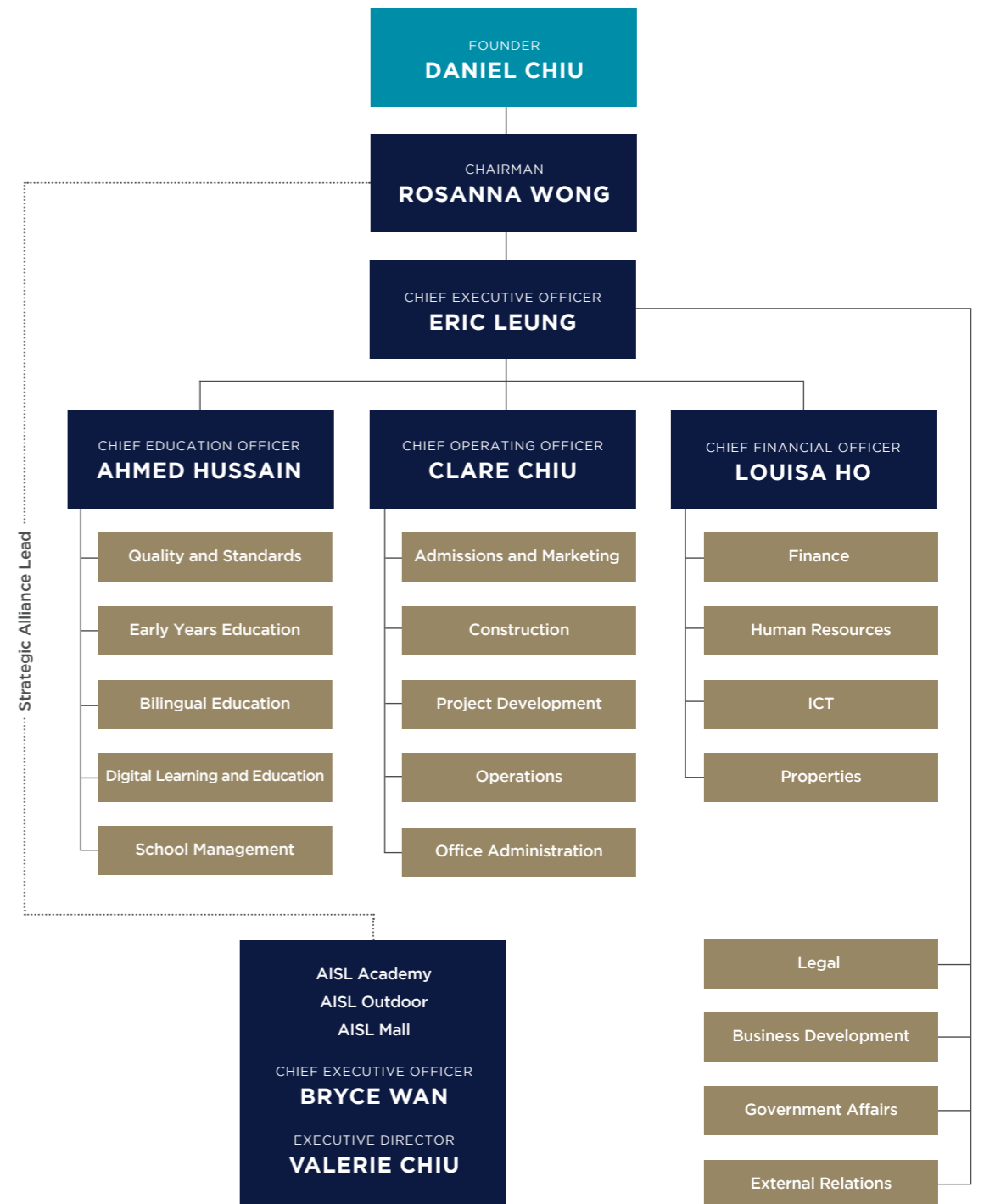
**Eric Leung**  
Chief Executive Officer

**Clare Chiu**  
Chief Operating Officer

**Bryce Wan**  
Chief Executive Officer  
of AISL Academy, AISL Mall, AISL Outdoor



# AISL GROUP ORGANISATION





## EXECUTIVE COMMITTEE MEMBERS OF THE GROUP



**DANIEL CHIU**  
FOUNDER

- Member, 14th Guangzhou City Standing Committee of the Chinese People's Political Consultative Conference
- Holds senior honorary positions with notable organisations such as GMC Hong Kong Members Association, Hong Kong Federation of Guangzhou Associations Limited, Guangzhou Overseas Friendship Association, China Overseas Friendship Association and All-China Federation of Industry & Commerce.
- Chairman of Fortune Oil Limited and Federal Asia Company Limited
- Nearly 40 years of experience in corporate governance



**DR ROSANNA WONG, DBE, JP**  
CHAIRMAN

- Former Member, National Committee of the Chinese People's Political Consultative Conference
- Senior Advisor, The Hong Kong Federation of Youth Groups
- Honorary Chairman, World Vision Hong Kong
- Former Member, the Executive and Legislative Councils, and former Chairperson, Education Commission of the Hong Kong Government
- Earned Doctor of Philosophy degree in Sociology from the University of California, Davis; with further earned degrees from Hong Kong, Canada and the United Kingdom
- Holder of five Honorary Doctorates and an Honorary Fellowship from the London School of Economics and Political Science



**ERIC LEUNG**  
CHIEF EXECUTIVE OFFICER

- Held key management positions in various Hong Kong-listed companies, prior to joining the Group in 2016
- A veteran investment banker with over 13 years of experience
- Nearly 35 years of experience in corporate governance
- Holds bachelor's degrees from the University of Hong Kong and University of London, and a master's degree from the Chinese University of Hong Kong



**LOUISA HO**  
CHIEF FINANCIAL OFFICER

- Former Finance Director and Deputy Chief Executive of Fortune Oil Plc.
- Certified Public Accountant of HKICPA
- Expert in managing financial and accounting operations, fundraising, investor relations and executing corporate strategy
- Holds a bachelor's degree from the University of Hong Kong and a master degree from the University of Ulster



**DR AHMED HUSSAIN**  
CHIEF EDUCATION OFFICER

- Associate Professor, School of Education, Durham University
- A rich experience in leadership of international school groups and education reform
- Held school leadership and university research positions in England, UAE and China



**CLARE CHIU**  
CHIEF OPERATION OFFICER

- Successful experience of leading strategic business development and organisational transformation in the education sector across geographies and cultures
- Chief Executive Leadership roles in educational organisations providing educational programmes and services for all age groups and for the entire learning cycle
- Proven experience of working with audience and stakeholders in education environment such as students, parents, educators, strategic partners, and government institutions
- Holds a Master of Education from The University of Manchester



**BRYCE WAN**  
CHIEF EXECUTIVE OFFICER OF AISL ACADEMY, AISL MALL, AISL OUTDOOR

- Expert in the financial industry, and leadership in strategic development
- With 25 years of experience holding senior leadership positions in global investment and private banks
- Made outstanding track records in building client franchise, creating new business units and driving strategic growth for global private banks
- Holds a bachelor's degree from the University of Hong Kong and an MBA degree from Harvard Business School



**VALERIE CHIU**  
DIRECTOR; EXECUTIVE DIRECTOR OF AISL ACADEMY, AISL MALL, AISL OUTDOOR

- Operates a start-up focused on nutritious plant-based foods dedicated to promoting overall well being and sustainability
- Leads real estate developments in Thailand
- Eldest daughter of Mr Daniel Chiu, Founder of Asia International School Limited
- Graduate of Arts of Central Saint Martins, the University of the Arts London in the UK





# CHAIRMAN'S STATEMENT



## CHAIRMAN'S STATEMENT

# PREPARING TODAY FOR TOMORROW'S TECH WORLD



**DR ROSANNA WONG, DBE, JP**  
CHAIRMAN

In this age where technology is changing rapidly, seemingly daily, the notion of preparation takes on an added urgency that all of us just cannot ignore.

For educators and students, this is especially critical and obvious: teachers are charged with preparing students, and students are expected to be prepared for the future.

This journey into new and exciting tech spaces in education requires a great deal of hard work, commitment and dedication on all our parts. We can see how, when applied responsibly, technology will lead to transformations that unlock doors to exploration, discovery, innovation and creativity.

Here at AISL, we take this situation very seriously, both in terms of present preparation, as well as to future-proof both our educators and students. This has been our commitment in the past and will continue to be our commitment for the future and our *Five-Year Strategic Plan (2022-2027)* will ensure sustainability for excellence for life and leadership.

So, as we look to the future, let us also consider what we have just completed.

Over the past academic year 2023/24, AISL, together with members of the AISL Harrow Schools community, has started the step of educational advancement in and beyond classroom education. We have our ongoing development of digital and AI literacy to newer learning for students from Early Years to Year 13/Grade 12. Some remarkable examples at our schools include, the STEM Conference for teachers and ICT members

from AISL Harrow Schools at Harrow Hong Kong; the parent expo at Harrow Bangkok where Lower School students and their parents physically walked through a 'timeline' of inspirational leaders, created by our younger students using AR and VR; and the Digital Citizenship Week at Harrow Hengqin to gamify the learning of responsible digital citizenship.

Our stress on continuous professional development opportunities in and outside AISL Harrow Schools remains paramount, as we encourage aspiring school leaders and teachers to further their competencies. We are also developing pedagogical research, in collaboration with top universities and international education organisations, to help us keep up with best practices. All these programmes take place through in-person and online shared events and workshops through our AISL Academy. We do not want to make this an "AISL-exclusive" platform, but by the academic year, 2024/25, we want to open up learning resources to all parents and students.

Of course, we do all this for our students – our primary stakeholders. Not content to keep them in the classroom, our summer and winter holiday educational camps were very well received, with over 3,000 students from our – and other – schools getting together to learn with enjoyment through intellectual, sports, arts and cultural exchanges via AISL Outdoor.

In further sharing our experiences with others and learning from them, we launched our quarterly magazine *AISL Education Matters*. This provides the opportunity for professionals and the world's leading corporations and institutions to share their insights into the growing field of educational development.

Going one step further, we are also collaborating with market partners to introduce new educational products and services through our AISL Mall. This is to encourage future employers to get involved with the growing and changing needs of ensuring that students develop the skills, with the knowledge, for what will be needed once they leave school.

Ultimately, the goal is to create a supportive environment where technology enhances education. By working together – educators, parents, business professionals, governments and of course students – we will really be able to start **Preparing Today for Tomorrow's Tech World.**

**Dr Rosanna Wong, DBE, JP**  
Chairman

“

The goal is to create a supportive environment where technology enhances education. By working together – educators, parents, business professionals, governments and of course students – we will really be able to start **Preparing Today for Tomorrow's Tech World.**”



MESSAGE FROM HARROW INTERNATIONAL  
SCHOOLS LIMITEDSTRENGTHENING  
TIES: A YEAR OF  
PROGRESS AND  
PARTNERSHIP

**MR M L MROWIEC**  
CHAIRMAN, HARROW INTERNATIONAL  
SCHOOLS LIMITED

The relationship between Harrow International Schools Limited (HISL) and its founding partner, Asia International School Limited (AISL), continues to go from strength to strength. Effective relationships and communication are key to this, as well as a clear purpose and strategic alignment.

**Our shared primary objective is, of course, focused on educational excellence and senior representatives from AISL and HISL meet regularly to discuss strategic, business development and educational matters at a group level to support the AISL Harrow Schools in their mission to deliver excellence.**

HISL has no ownership interest in the AISL Harrow Schools, but it has a responsibility on behalf of the Governors of Harrow School in the UK for oversight of the educational and operational performance and compliance of Harrow-branded schools outside the UK. This oversight aims to ensure that all Harrow-branded schools achieve the quality expected of the Harrow brand and reflect Harrow School's educational purpose, practice, strategy and philosophy, tailored to the needs of their students and their local environments.

“

There is much to be gained for teachers and pupils alike within the Harrow Family of Schools from such interaction in areas such as teacher recruitment and induction activities, best practice sharing and professional development for teachers, and interactions between pupils from different schools.”

2023/24 saw an ever-greater dovetailing of HISL's oversight of the AISL Harrow Schools and AISL's own quality assurance of those schools, which is undertaken by its Education team. Delivered in partnership, our combined approach aims to be seamless, supportive, rigorous and fair. The Harrow Standards, which outline HISL's expectations of Harrow-branded schools, help to differentiate those schools from their local competitors and to support them in external third-party inspection and accreditation through the British Schools Overseas (BSO) inspection regime. Over the past year, the Harrow Standards have been revised to reflect changes and developments in inspectorate frameworks in the UK, and the revised standards will be implemented in HISL's oversight visits to the AISL Harrow Schools from September 2024.

As part of its role, HISL also facilitates an annual programme of collaboration and support activities between Harrow School in the UK and the Harrow-branded schools outside the UK. There is much to be gained for teachers and pupils alike within the Harrow Family of Schools from such interaction in areas such as teacher recruitment and induction activities, best practice sharing and professional development for teachers, and interactions between pupils from different schools. Over the past year, AISL's Chief Education Officer, Dr Ahmed Hussain, has worked closely with HISL's newly appointed Chief Education Officer, Mrs Debra Price, to produce a focused programme, the objectives of which are derived from the strategic and operational outcomes of the unified quality-assurance process. Activities over the past year have included induction days for new AISL Harrow School members of staff, shadowing visits at Harrow School, virtual and physical conferences on higher education and boarding, and some excellent collaborative engagements for students. Pastoral and boarding practices in some of the AISL Harrow Schools have also received specialist support from Harrow School's Director of Pastoral Care, Simon Taylor, and Andrew McGregor, a former senior leader at Harrow School and now a member of HISL's oversight team for the AISL Harrow Schools.

The Harrow brand is a kitemark of quality and – through the continued focus on excellence in the AISL Harrow Schools – it is becoming ever stronger in Asia. We really could not value more highly the contribution of everybody involved in AISL HQ and in the AISL Harrow Schools as they continue to enlarge their footprint in the region.

**Mr M L Mrowiec**  
Chairman, Harrow International Schools Limited





# CHIEF EXECUTIVE OFFICER'S MANAGEMENT REPORT



# SECTION 1 INTRODUCTION

## EMBRACING THE NEW NORMAL—

### BUILDING ON RESILIENCE AND EDUCATIONAL PASSION



**ERIC LEUNG**  
CHIEF EXECUTIVE OFFICER

With the completion of our financial year 2023/2024 on 31 July 2024 (the “Review Year”) and as our AISL Harrow Schools (our “Schools”) embark on the new academic year of 2024/2025, we reflect on the remarkable journey of the past year and the lessons we have learned. Though the COVID pandemic has in the recent past posed considerable challenges for us, these have also transformed us and our schools, pushing us to further strengthen our culture of resilience and our passion for educational excellence.

**The Review Year, marked by the lifting of almost all pandemic-related restrictions in those cities where our schools are located, presented our schools with fully revived strength and resolve, allowing them to swiftly return to their full operational capacity, showcasing the remarkable agility of our students and staff.**

Across our school network, the Harrow Core Values of Courage, Honour, Humility, and Fellowship have been the driving force behind our collective commitment to taking the quality of our education to the next height. Our school communities have embraced the challenges, working tirelessly to ensure the continuity of education and the wellbeing of all. This dedication has been reflected in the outstanding academic and extra-curricular achievements of

our students, who secured impressive placements at top-notch universities, including 16 offers from Oxbridge, 7 from Ivy League institutions and 55 from the top 10 universities in the world, along with numerous academic, sports, music and art awards, as well as charitable and social recognitions.

In **Section 2 Page 42** of this Review, you will find out how our staff, both at the Group as well as school level, have worked together in the Review Year to provide our students, staff and parents with an optimal environment for them to learn, teach and to nurture their children respectively. You will also see how our AISL Harrow Schools have done collectively in the Review Year and what they and their children have contributed to society and the environment.

The Review Year also witnessed the opening of our new School in Southern China, the Harrow Hong Kong Children School Shenzhen Qianhai in September 2023, as we reported in the last Annual Report. This School has since attracted very strong interest from families in Guangdong Province as well as Hong Kong SAR in sending their children to this Hong Kong curriculum school. Our growth did not stop there. In the Review Year, we remained vigilant for high-quality opportunities to establish our AISL Harrow-branded Schools in the region and beyond. We continued our efforts in studying the business, market and financial feasibility and viability of prospective school projects in China, Hong Kong, Singapore, South Korea, the Philippines, Canada, etc., and these development initiatives led to the signing of our Harrow International School, Guangzhou project on 28 June 2024. Our growth momentum and commitments will carry on in the next financial year, and such growth includes not only school projects but also new offerings we will make available to our students to help them prepare for their university pathways. These are discussed in **Section 3(a) Page 66 and Section 3(b) Page 70**.

In our 2022/23 Annual Report, we laid out our environmental, social and governance commitment blueprint on how the Group is to embark on a sustainability journey to ensure the inclusion of its social responsibilities in its business operations and long-term growth. In the Review Year, we engaged a sustainability advisor to help

look at where we currently are in the sustainability landscape, and how we could put the blueprint into action and have it fully implemented by 2030. Details of this implementation plan are set out in **Section 3(c) Page 72** of this Review.

As we move forward, we feel obliged to embrace the technological development of the world and reimagine the future of education in this rapidly changing technology environment. In the Review Year, we have resolved to invest in the digital transformation of our schools and deploy data strategies to further improve the educational provision and operational efficiency, integrating technology into the academic and holistic development of our students. This is reported in **Section 3(d) Page 75** of this Review.

The Review Year marked the third year of operation of our AISL Harrow Scholarships Foundation, and we are pleased to report in **Section 4 Page 76** on the outstanding academic performance and university offers of our 2022/2024 AISL Harrow Scholars and the arrival of our highly talented 2024/2026 Scholars.

Our close and long-standing cooperation with Harrow School in the UK continued to thrive in the Review Year, details of which are discussed in **Section 5 Page 78** of this Review.

Our strategic alliance with AISL Academy, AISL Mall and AISL Outdoor during the Review Year has proven to create significant value for the professional development of our staff, the provision of education resources to members of our school communities, and the extra-curricular nourishment of our students. A report on this can be found in **Section 6 Page 79** of this Annual Report.

I hope you will find the ensuing sections of this Review informative in understanding the work that the Group has done for our students, our staff and our parents in 2023/2024.

“Our growth momentum and commitments will carry on in the next financial year, and such growth includes not only school projects but also new offerings we will make available to our students to help them prepare for their university pathways.”



## SECTION 2

# WHAT HAVE WE DONE IN ACADEMIC YEAR 2023/2024

## SECTION 2(A) FOR OUR STUDENTS

### Teaching and Learning

**The strategic priorities for our academic year 2023/2024 in relation to Teaching and Learning encompassed curriculum, pedagogy, and assessment. For Harrow International Schools, this involved:**

- Review and development of the curriculum by clarifying the desired outcomes in terms of skills and attributes for students, and planning for the experiences that enhance them. This process reviewed what was taught and how it was experienced, and established the optimal length of lessons and the structure of the school day in order to deliver the desired outcomes for students.
- Changes to the structure of the Prep School for some of our schools to enhance the transition between school phases and to establish a clear identity for this stage in education. There was clear evidence of a direct and positive impacts on student learning along with social and emotional development.

**For Harrow LiDe Schools, this comprised:**

- The development and launch of an updated overarching curriculum, informed by leading research in the field and the practical insights of LiDe students and their families. This curriculum was accessible to all through an online platform.
- Ongoing enhancement of teaching of English with the introduction of Intensive English language pathways.
- Exemplification of excellence in the LiDe pedagogical approach.

- The introduction of a specific assessment policy for LiDe, supported by a comprehensive suite of professional learning aimed at strengthening the rigour in assessment. The principles of this policy are founded on the outcomes of a research project conducted in collaboration with University of Hong Kong.

A cross-group team was formed to leverage research and exemplary practice from our schools to establish an AISL approach to accelerating English language acquisition. This policy and guidance document has resulted in a significant impact on language acquisition across all AISL Harrow Schools.

The Group demonstrated a relentless commitment to an evidence-informed approach to evaluating the impact of curriculum, pedagogy and assessment on student learning and development, thereby affording the best possible outcomes for our students and reinforcing our position as the leader in the field regionally and beyond.

Besides Teaching and Learning, priority was also given in the Review Year to improve opportunities for students through the sharing and exchange of knowledge between educators across the Group. AISL Connect comprises a number of important networks across all AISL Harrow Schools that have evolved into a series of conferences to celebrate and present student progress and development.

Furthermore, AISL Connect has extended to include school leaders undertaking peer review visits in support of self-evaluation and the development of policy and practice.



### Boarding

**Boarding is central to the AISL Harrow Schools' educational philosophy. The influence of boarding on the development of students and their preparedness for life beyond school is profound. Independence, interpersonal skills, and confidence, along with enhanced English language acquisition, are typically at a higher standard among our boarders. Being a boarder at our AISL Harrow Schools is one of the most immersive and authentic ways to experience Harrow's Holistic Education. Our boarders benefit from being part of a community and learning to live alongside others. They enjoy full access to the Schools' facilities, their teachers, and the delightful school environment.**

Each Boarding House is overseen by a House Master or Mistress, as well as other support staff members who foster a close-knit, family atmosphere in which boarders feel at home, secure, and cared for. Our Boarding Houses are staffed throughout the night, allowing students to call upon staff as needed.

The boarding facilities of our AISL Harrow Schools vary slightly by location; each Boarding House generally has bedroom accommodation across multiple floors, in addition to designated and well-resourced communal studying and socialising areas. For the lower-year students, there are four or five spacious shared rooms, as well as some double-occupancy and single-occupancy rooms, and there are en-suite facilities for our senior boarders. The Houses also accommodate our House Master/Mistress and a Deputy, as well as boarding staff and nurses.

Depending on the school and location, each boarding house generally conducts supervised study sessions as well as a full range of focused academic support, music, and sports activities with facilities and equipment available on campus.

In November 2023, we held our inaugural boarding conference, which brought together leaders of boarding from across the Group and representatives from Harrow School in the UK. This event aimed to share best practices and establish principles and practices needed for all schools within the Group. Consequently, the quality of boarding, as assessed by experts in the field, was reported to have improved across the Group.

During the Review Year, we had a total of 1,007 students boarding at 9 of our AISL Harrow Schools that offer boarding provisions.



## Admissions & Enrolment

**At the commencement of the 2023/2024 academic year, student enrolment at AISL Harrow Schools rose to 7,608, reflecting a net increase of 7.1% in comparison to the opening enrolment of the 2022/2023 academic year. Despite the ongoing repercussions of COVID, AISL Harrow Schools continued to be recognised as the school of choice due to its excellent educational provisions and outstanding academic results. An increasing number of parents are selecting AISL Harrow Schools as the preferred pathway for their children to gain admission to top universities worldwide.**

During COVID in 2020-2022, the majority of our admissions events had to adopt an online format, limiting prospective parents and students to learning about our schools and their provisions through online informational sessions and virtual school tours. In the second half of the 2022/2023 academic year, we were finally able to resume in-person admission events, allowing us to meet prospective families face-to-face, following the lifting of COVID restrictions in early 2023. From that point onwards, families could visit our schools and experience our holistic approach to education prior to making the significant decision to entrust their children to our schools.

To enhance prospective students and their parents' understanding of the ethos, traditions, and pedagogy of our Harrow education, our Group Admissions and



Marketing teams collaborated closely with the schools and their education teams to organise school tours, Open Days, seminars, mock classes, workshops, curriculum briefings, sports, and game days etc. These initiatives enabled children and their parents to participate in our thoughtfully designed academic and extra-curricular activities, which are unique and campus-specific. Such efforts have strongly enriched their first-hand knowledge and experience of the academic rigour and pastoral care of our Harrow education. All these efforts contributed to an 18% increase in our new student enrolment at the beginning of the Review Year. Among these new students, 270 of them joined our new Harrow Hong Kong Children School Shenzhen Qianhai in September 2023, our very first DSE school, which offers the Hong Kong educational curriculum. This School not only enriches the AISL Group's educational provision through the diversification of our academic curriculum into DSE and IB, but it also offers children and their families in China's Greater Bay Area a choice of different pathways under the Harrow-branded education.

Preparing for the arrival of our newly enrolled students is of paramount importance to us, as they embark on a new chapter in their lives with AISL Harrow Schools. We recognise the excitement and anxiety experienced by both students and their parents. To ensure all new students a smooth and well-informed transition into the upcoming AISL Harrow education, our AISL Harrow Schools' admissions teams carefully design and provide the following resources as part of the Onboarding Programme prior to the commencement of the academic year:

## Scholarships

**During the Review Year, our students continued to benefit from a broad and balanced approach to various disciplines of scholarships that we awarded. Ten students secured positions across AISL Harrow Schools as part of the prestigious AISL Harrow Scholarships Programme, which has proven highly effective in enabling talented students from around the world to benefit from a full scholarship. To date, these AISL Harrow Scholars have displayed exceptional academic achievements and have progressed to attend some of the world's best universities, including Harvard, Yale, Oxford and Cambridge. At the school level, numerous forms of scholarships were also awarded to students exhibiting talent and aptitude in the arts, sports, and academic areas of the curriculum.**

- A welcome letter from the School's Head Master;
- An exclusive regular newsletters and on-ground events for students and their parents;
- An English as an Additional Language (EAL) enhancing programme;
- A recommended reading list for summer holidays; and
- A well-prepared induction day to warmly welcome students and their parents.

With a series of carefully designed onboarding arrangements in place, over 2,000 new students seamlessly joined the AISL Harrow family in August and September 2023. Subsequently our Onboarding Programme has received highly positive feedback in the parents' survey.



## Health and Safety

The AISL Group is committed to ensuring that a safe and risk-free campus is available, an essential element for the wellbeing of our students and staff members. To achieve this, we have developed and rigorously enforce a robust Health and Safety Policy that outlines the necessary requirements and measures across the Group and schools to safeguard the health and safety of our campuses.

The policy covers:

- a. Policy statement on health and safety at work
- b. Roles and responsibilities
- c. Health and Safety Committee
- d. Supplier induction and management
- e. Accident/incident reporting, recording and investigation
- f. Fire safety
- g. First aid
- h. Risk assessment
- i. Disaster and crisis management

These requirements and measures are regularly tracked and monitored by the Group through our Health and Safety Inspection and Audit Policies and Procedures.

The Health and Safety Inspection and Audit is one of the core functions of AISL Group, with the aim of mitigating risks and incidents within our school campuses. During the Review Year, inspections and audits were conducted at each AISL Harrow School as follows:

AISL Harrow School	Health and Safety Inspection/Audit Date
AISL Harrow Nanning	October 2023
AISL Harrow Haikou	October 2023
AISL Harrow Chongqing	November 2023
AISL Harrow Hengqin	November 2023
Harrow International School Shenzhen Qianhai	November 2023
Harrow Hong Kong Children School Shenzhen Qianhai	November 2023
AISL Harrow Beijing	December 2023
Harrow International School Shanghai	December 2023
Harrow International School Appi Japan	April 2024
Harrow International School Bangkok	June 2024

These Health and Safety Inspections and Audits conducted scored an average of 8.5 out of 10. This commendable score reflects the robust health and safety systems and practices established across each of our AISL Harrow Schools. The suggested improvements primarily focused on record management and the need for additional first aid equipment in response to increasing student enrolment.

In addition to our Health and Safety Inspections and Audits, the Group places significant emphasis on the ongoing training of Health and Safety personnel, as well as various functional teams within the schools. These trainings aim to raise awareness of the importance of health and safety on the campus, enhance responder knowledge of well-developed skills and practices in these respects, and equip them with the ability to conduct regular self-monitoring and assessments. Opposite is a summary of training courses provided by the Group during the Review Year:



Training Topic	Objectives	Training Date
Food Safety Training (1)	Understanding and preventing bacterial food poisoning	January 2024
Health and Safety Audit Summary and Sharing	Auditing experience and best practice sharing	February 2024
Food Safety Training (2)	Food safety management practices	March 2024
Catering Self-Assessment Tool Training	Understanding the requirements and implementation of catering self-assessment	May 2024
Food Safety Training (3)	Framework introduction of HACCP and ISO22000 Framework	June 2024
Defensive Driving Training	Safe driving of school buses	June 2024

The AISL Group's aspiration for a risk-free and incident-free teaching and learning environment within our AISL Harrow Schools requires the support of Health and Safety-related staff at both the Group and school levels, as well as from different stakeholders within the school community. They include students, staff, and parents, as well as a range of service providers. Through setting up specific and measurable KPIs and objectives within the Health and Safety Management Framework, the responsibilities of each individual in safeguarding our students are clearly defined and monitored in accordance with the AISL Health and Safety Policy and associated procedures.

We remain steadfast in our highest commitment to providing our students with a Healthy and Safe environment for them to learn and grow in our schools.

## Safeguarding

**In the Review Year, changes were introduced to the AISL Harrow Schools to enhance the recording and reporting of safeguarding cases, with a particular focus on early identification of concerns. Early intervention has been widely demonstrated to have the most significant and quickest benefits in supporting students and families during safeguarding incidents. This has been evidenced in AISL Harrow Schools, particularly in AISL Harrow Beijing and Harrow International School Bangkok.**

The second AISL Harrow Safeguarding Conference took place at Harrow International School Bangkok in September 2024. This event welcomed participants from all AISL Harrow Schools, Harrow School in the UK, and schools beyond the Harrow Group. The magnitude of the event, along with the calibre of the speakers, underscored the growing expertise and commitment within the Group towards safeguarding students.



### School Facilities

**Providing a safe, healthy and enriching learning environment for our students remains the foremost priority of the AISL Group.**

The Group has been actively supporting and encouraging AISL Harrow Schools to upgrade our campuses and facilities to ensure the best possible experience for our students. Most schools have utilised the term break and summer period for essential repairs, maintenance and improvement work required.

The renovation and construction of the Sixth Form Centre at AISL Harrow LiDe School Hengqin were completed in April 2024, with a spacious environment for Sixth Form students to study and socialise in preparation for their entry into universities.

Harrow International School Appi has invested in a new boarding block to accommodate the increasing demand since its opening in 2022. A new Sixth Form Centre has been established to welcome the first classes of Year 12 students. In addition to the expansion of boarding and learning spaces, investments have also been made in outdoor leisure space, a basketball court, and shower facilities in the medical centre, etc.

During the Review Year, the Board of Governors of Harrow Bangkok also approved in principle an ambitious campus improvement plan for the School, which includes, among other initiatives, the construction of a Science & Technology Centre, a new four-storey prep building; refurbishment and expansion of the Early Years Centre; renovation of the multi-purpose sports and gymnastics centre; conversion of the 25-metre swimming pool into a 50-metre facility; and the expansion of dining facilities. The designing and costing of this campus improvement plan are currently underway, with the implementation of works expected to occur in stages, culminating in final completion anticipated in 2027/2028.



### Catering

**The health and wellbeing of our students and staff are always a paramount priority for our Group, and the supply of good and nutritious food is an integral aspect of our school operations. Consequently, upholding catering standards and ensuring food safety becomes an essential daily responsibility for the Group and the operational teams within our schools.**

During the Review Year, much effort was made at the Group and school levels to establish our capability and integrity as a true leader in catering provision. The table below sets out the tasks undertaken during the Review Year to ensure a safe and nutritious catering provision for our school communities:

In addition to the aforementioned tasks, the Group also collaborated closely with the schools' caterers to ensure their strict compliance with the various requirements in the catering contracts, which have a direct impact on the quality and quantity of food items, as well as their nutritional content. These stipulations included menu variety and diversity, source tracking of raw materials, restrictions on certain types of food and cooking products, and the minimum ratio of food cost within set meal prices, etc.

Throughout the Review Year, we maintained open and transparent communications with parents and caterers in our catering provisions, and have received strong support from them in our efforts to achieve the highest possible food quality and catering experience for the school communities.

Management Activities	Objectives	Frequency
Regular AISL Meeting and School SLT Meeting on Catering Services	Discussion and decision-making on matters related to catering services	At least monthly
Governance Meeting with Third-Party Caterer (e.g. operations meeting, KPI review meeting, kitchen inspection and audit)	Review supplier performance and share operational insights	At least monthly
Regular Service and Cost Assessment by Proper Tendering Procedure	Solicit competent service proposals from bidders and conduct evaluation based on pre-defined criteria	As and when required
Parent Engagement (e.g. in Food Committee's meetings and activities)	Collect feedback from parents and students to enhance school menu, quality assurance on food provision as part of the Whole School Community	As agreed with parent body
Food Safety Training	Provide insights and best practices from the Group or external F&B specialist	As and when required
Catering Self-Assessment Tool Training	Empower/enable schools to identify risks and continue the best practice through the adoption and implementation of the tool provided	Yearly



## SECTION 2(B) FOR OUR STAFF

At AISL, we believe that our people, at both the Group and School levels, are key to our success. We are committed to upholding the Harrow Values of Courage, Honour, Humility, and Fellowship, and we recruited talented individuals who share our core values. Our aim is to foster a value-driven environment that empowers our staff to perform at their best.

### Talent Acquisition

In the area of talent acquisition, we successfully recruited over 200 international teachers during the Review Year. Of these, approximately half were placed in our schools in China, while the remaining were distributed across our other schools in Asia. This resulted in an overall international teacher recruitment fulfilment rate of 98% in July 2024, surpassing the results of the previous year. Specifically, for our schools in China, the fulfilment rate increased from 92% to 99%, demonstrating our strong employee value proposition in attracting and retaining exceptional teaching talent from around the globe to deliver our high-quality educational programmes.



### Staff Retention

During the Review Year, we achieved a substantial increase of 19% in the contract renewal rate for our international teachers, resulting in a total rate of 71%. This improvement stemmed from a heightened focus on the health and wellbeing of our employees, addressing concerns identified in last year's engagement survey, which formed the foundation of the school's action plans. Furthermore, as part of the Group's commitment to governance, the review of market competitiveness, and internal equity of employee rewards, each AISL Harrow School implemented fit-for-purpose enhancements to its compensation and benefits programmes. These included adjustments to pay scales, as well as the provision of travel and housing allowances and retention bonuses.



At AISL, we believe that our people, at both the Group and school levels, are key to our success. Our aim is to foster a value-driven environment that empowers our staff to perform at their best.”

### Staff Wellbeing

Throughout the year, several initiatives were implemented to enhance staff wellbeing and cultivate a supportive community. Our Wellbeing Committees played a crucial role in organising health and social activities and resources. The emphasis on resilience and support was evident through new staff induction sessions and HR signposting for counselling and job-related discussions. Long-service awards also positively influenced staff morale.

Weekly surveys allowed staff to express their feedback, which was reviewed during the schools' senior leadership team meetings to facilitate actionable improvements.

The appointment of HR personnel dedicated to wellbeing, along with the launch of the schools' Wellbeing Site, underscored the significance attributed to holistic health. Financial and nutritional advice sessions, alongside social activities, addressed the diverse needs of staff.

After-school onsite activities each term, including social events, facilitated opportunities for staff to unwind and foster connections. Initiatives, such as cooking and art classes, as well as historical walks, offered enriching experiences. Annual events, including the Halloween HR event and a Sports Day for the staff, promoted cross-team interaction. Specialised training for CCAs and birthday workshops for non-academic staff further enriched the workplace environment.

Renovations planned for summer 2024 are intended to further improve the workplace atmosphere.

Overall, these measures have collectively contributed to an increase in engagement scores and retention rates, reflecting the positive impact of a comprehensive wellbeing strategy.

### Continuing Professional Development

The AISL Academy (AA) provides all staff within the Group access to more than 1,000 professional learning resources, courses, and certified programmes that benefit our employee practices. These offerings range from specific content aimed at improving skills, from structured courses designed for the application of new knowledge, to extended programmes that lead to certification, typically from a world-leading university, which help shape and develop careers. During the Review Year, more than 1,200 staff members have benefitted from the AA, which, for the first time, included school leaders from Tanglin Trust School in Singapore, Garden International School in Malaysia, and North London Collegiate School in Jeju, South Korea, all of whom participated in these AA-led leadership programmes. AA remains committed to providing opportunities for educators, beyond AISL Harrow Schools, to benefit from professional learning opportunities.

### Talent Development and Succession Planning

In alignment with our human resources strategies, which comprise three core pillars: “Engage and Retain”, “Inspire and Empower”, “Sustain and Grow”, we are committed to devising a new talent management and succession planning strategy. This initiative will help us unleash the potential of our talents and establish a robust leadership pipeline for the future growth of AISL Harrow Schools. We have identified around 10% who are high-performing and high-potential talents across the region, and each identified talent will be provided with a personalised development programme. We continue to utilise the structured continuing professional development programmes of AA and other internal resources to ensure our talents experience a promising learning journey along their career pathways.



## SECTION 2(C) FOR OUR PARENTS

At the AISL Group, we believe that a strong partnership between the School and parents is essential for the holistic development and success of our students. To this end, we have placed a strong emphasis on the cultivation of meaningful engagement with our parent community.

As part of the AISL Harrow Functional Operations Framework and Impact Model, which regulate the scope and types of support provided to the Schools and assess their performance, the Group started an audit of the AISL Harrow Schools during the Review Year, focusing on their Parent Engagement, Communications, and Commitments. To date, the audits have been completed for three schools – Harrow International School Shenzhen Qianhai, Harrow Shanghai, and Harrow Appi – with the remaining audits scheduled for completion in 2024/2025. The audit framework was developed with reference to relevant AISL policies, interviews with senior leaders across various school functions, industry best practices, and, most importantly, feedback collected from parents over the years, as well as through focus groups, interviews, and Parent Engagement Surveys.

During the audits, Head Masters, Communications Managers, and members of the Senior Leadership Team were interviewed to understand the current status, issues, and challenges schools facing, as well as the progress being made against each audit criterion. Evidence was presented to justify the



scoring. Friends of Harrow, parent representatives from all phases and randomly selected year groups were interviewed against each criterion, in particular, comparing their current experience against their original motives and reasons for choosing the School.

Schools were evaluated on Parent Engagement in the following specific areas:

- Home-School Partnership to support student learning and development
- Opportunities and Exchanges (social/community)
- Friends of Harrow and its sub-committees
- Utilisation of Class/Year Group Representatives
- Parent Education
- Parent Survey

Insights were gathered to inform subsequent actions and strategies for specific schools and for the Group as a whole. These audit reports were submitted to the Board of Governors of the Schools, which review, discuss, and endorse the School's strategy and development plan moving forward.

### Parent Communications

Through the audits conducted during the Review Year, the Group explored with the Schools on how to assess inbound, outbound, and urgent communications, how they are managed and should be channelled. The following areas were collaboratively explored with the Senior Leadership Team and parent representatives and have since been implemented:

1. A designated Senior Leadership Team Member has been assigned to lead parent communications with clear accountability and defined outcomes.
2. A clear communication protocol has been established, implemented, and promoted by the School, which is to be adhered to by parents.
3. A mainstream (parent-friendly) platform(s) is/are employed for timely, regular, and two-way communications.
4. A designated Parent Liaison/Communication Officer has been appointed as the primary point of contact, responsible for leading and

coordinating the information and required responses from parents.

5. Regular updates on student progress will be provided to parents.
6. We will proactively provide updates and communications to keep parents and the community well-informed of issues, solutions, and progress through both regular and ad hoc communications.
7. A complaint/grievance policy is in place, ensuring that complaints are logged and addressed proactively.

Most AISL Harrow Schools are now equipped with a Communication Manager, and parent-friendly, mainstream platforms have been adopted to provide timely and regular reporting and eventually ensure two-way communications with parents. Actions have been taken, and best practices have been shared among the AISL Harrow Schools. The Schools are committed to keeping the community informed of their strategic direction, and parental participation is encouraged, as much as possible, to ensure sustainable success.



### Parent Engagement: Strengthening the Home-School Partnership

Throughout the Review Year, our AISL Harrow Schools organised a range of interactive events and workshops that engaged parents with our educational ecosystem. From curriculum briefings and student-led conferences to parent-teacher meetings and social gatherings, these touchpoints enabled our families to gain deeper insights into their children’s learning journey and to collaborate closely with our educators.

Additionally, we empowered our parents to take an active role in shaping the School experience. Through various Home-School Partnership Initiatives, parents had the opportunity to provide valuable feedback, share ideas, and collaborate with the School Leadership Team to enhance the overall quality of our programmes.

To further strengthen our understanding of parent sentiment and needs, we introduced an Annual Parent Engagement Survey. This comprehensive survey allows us to gather valuable insights from our families, which we subsequently use to refine our engagement strategies and ensure that we are genuinely responsive to their evolving requirements. Past survey results indicated that our schools were performing exceptionally well in research and exploration when parents sought information about our schools. These findings underscored our strengths in providing families with comprehensive information and a seamless onboarding experience. Specifically, 87% of parents expressed positive sentiment towards the usefulness of our promotional channels:

- **Open Day and Experience Day Engagement (8.8/10)**
- **Information Sessions and School Tours (8.8/10)**
- **Alumnus and Families’ Word-of-Mouth (8.7/10)**
- **Consultations with admissions officers (8.9/10)**
- **Interview experience (8.9/10)**
- **Smooth and well-organised application and admission processes (8.6/10)**

Whilst the majority of parents expressed high satisfaction with various aspects of the School experience, the survey highlighted a few areas where we can build on our strengths. We will prioritise strengthening our processes and deepening our understanding of parent needs to deliver an even more exceptional experience. By addressing these areas and continuing to strengthen the Home-School relationship, we will be well-positioned to guide our strategic initiatives and operational enhancements in the future. The Parent Engagement Survey has provided us with clear direction on how to build upon our solid foundation and elevate the experience for all our families.

### Friends of Harrow and Parents Events

We take great pride in having Friends of Harrow at each of our AISL Harrow Schools. These parent-led groups serve as a platform for greater involvement within the School community, organising a diverse array of parent-led events and activities that enrich the overall school experience.

By fortifying this Home-School Partnership, we aspire to create a supportive and nurturing environment where students can thrive academically, socially, and emotionally. As we progress, we remain committed to the continuous enhancement of our parent-engagement strategies, ensuring that

our families are truly woven into the fabric of the AISL Group community.

During the Review Year, our *Friends of Harrow* at different AISL Harrow Schools organised numerous activities and events for the Schools, ranging from cultural celebrations, charity events and annual ball to parent academy programmes for parents new to the school.





## SECTION 2(D) FOR OUR SCHOOLS

### Fostering a Culture of Community Across Our Family of Schools

**At the AISL Group, we believe that fostering a strong sense of community is essential not only within each of our individual schools, but also across our entire family of educational institutions. To this end, we have placed a significant emphasis on organising family-wide events that unite students, parents, and educators from all of our campuses.**

These collaborative gatherings serve to reinforce the connections among our diverse communities, celebrate our shared values, and cultivate a deeper appreciation for the unique strengths and perspectives that each school contributes to the AISL Group. By nurturing this overarching sense of unity, we aim to inspire our students, families, and staff to view themselves as active members of a larger, interconnected educational ecosystem – one that is committed to excellence, innovation, and the holistic development of every learner in our care.

The following is a snapshot of events and activities the Group organised for the AISL Family of Schools in the Review Year.

## Harrow Seal Conferment Ceremonies & Celebrations

Date	Venue
11 October 2022	Harrow International School Hong Kong
11 October 2023	AISL Harrow Chongqing
12 October 2023	AISL Harrow Nanning
13 October 2023	AISL Harrow Beijing
14 October 2023	Harrow International School Shenzhen Qianhai and Harrow Hong Kong Children School Shenzhen Qianhai
16 October 2023	AISL Harrow Haikou
17 October 2023	AISL Harrow Hengqin
20 October 2023	Harrow International School Appi Japan
24 November 2023	Harrow International School Bangkok

In recognition of the exceptional achievements of AISL Harrow Schools in their pursuit of Holistic Education, governors from Harrow School in the UK presented each of the above ten AISL Harrow Schools with a prestigious Harrow Seal during the months of October and November 2023. The conferment ceremonies celebrated the purposeful collaboration between the AISL Harrow Schools and the esteemed 450-year heritage of Harrow School in the UK, while also highlighting the collective dedication of the AISL Family of Schools to advancing the vision of “Educational Excellence for Life and Leadership” across Asia.

In 1572, John Lyon was granted a Royal Charter by Queen Elizabeth I to establish Harrow School, marking the beginning of Harrow’s centuries-long pursuit of Educational Excellence. The commemorative seals presented at the ceremonies featured a replica of the wax seal from the original Royal Charter, showcased on a plaque engraved with prominent names from our family of Old Harrovians, inspired by the tradition of carving names in the Fourth Form Room. This serves as a timeless reminder and source of inspiration for

International Harrovians to emulate the achievements of their predecessors.

At AISL Harrow Schools, holistic education extends beyond the confines of the classroom. From a cappella concerts, musical instrument performances, and the performing arts to green-technology innovations, creative arts, hiking, skiing, and entrepreneurship, each student is encouraged to explore their passion and realise their full potential. Specifically, our commitment to music has become a prime illustration of Holistic Education.

In conjunction with the ceremonies, AISL brought together the world’s top musicians to perform alongside our International Harrovians from the two schools in Shenzhen Qianhai. The lineup featured renowned artists such as the Vienna Boys’ Choir, violinist Ms Jue Yao, the Hong Kong String Orchestra, and the St Paul’s Co-educational College Symphony Orchestra. Through music as a medium for the exchange of knowledge, experiences, and skills, the concert showcased AISL’s dedication to establishing a world-class centre for nurturing exceptional musical talents in the Greater Bay Area, driven by the principles of Holistic Education.





# AI SL Harrow Debate Championship

## AI SL 哈罗 华声杯

AI SL Harrow Debate Championship	
Date	Finale Venue
20 April 2024	AI SL Harrow Hengqin

The AISL Harrow Debate Championship is a distinguished event co-hosted by Zongheng, a renowned debate organisation that highlights the exceptional debating skills of students from AISL Harrow Schools across Asia. Through rigorous competitions and intellectually stimulating debates, our students are afforded the opportunity to showcase their communication prowess, critical thinking abilities, and intellectual acumen. This exciting event not only fosters healthy competition but also promotes the development of valuable skills that will benefit students as they pursue their academic and professional aspirations.

The Championship consisted of two exciting components: the Online Writing Challenge and Oral Debate. It attracted participation from over 450 students representing nine AISL Harrow Schools across Beijing, Shanghai, Hong Kong, Shenzhen Qianhai, Haikou, Chongqing, Nanning, and Hengqin. The debate topics were carefully selected to cover themes such as equality, technological and educational development, and globalisation. Students were encouraged to actively engage with important social issues, cultivating a profound sense of social awareness throughout their preparation and discussions during the competition.

The AISL Harrow Debate Championship serves as a platform for young minds to hone their debating skills, enhance critical thinking, and engage with pressing global issues, equipping them with the necessary tools to excel in their academic and professional pursuits.



# AI SL Harrow Games

AI SL Harrow Games	
Date	Venue
6-9 June 2024	Harrow International School Bangkok

The inaugural AISL Harrow Games took place at Harrow International School Bangkok in June 2024. This signature event convened over 300 young athletes from seven AISL Harrow Schools: Bangkok, Beijing, Haikou, Hong Kong, Nanning, Shanghai, and Shenzhen Qianhai. The three-day competition featured both individual and team events, including athletics, football, and basketball. It served as a remarkable occasion to showcase the exceptional athletic abilities of our talented students while embodying the four Core Values of Harrow: Courage, Fellowship, Honour, and Humility.

The AISL Harrow Games stood as a symbol of sportsmanship and provided an inspiring experience for all participants, forging invaluable connections and a powerful unity that permeated the AISL Harrow community.





## Overseas University Fair and Seminar

At AISL Harrow Schools, we are committed to providing personalised guidance to every student, enabling them to leverage their academic strengths and pursue their ideal future with confidence and determination. The AISL Harrow Schools Overseas University Fair and Seminar, held in April 2024, offered students and parents the opportunity to engage directly with representatives from overseas universities. This event allowed them to gather invaluable insights and make informed decisions regarding their future.

Overseas University Fair and Seminar	
Date	Venue
12 April 2024	AISL Harrow Haikou
21 April 2024	AISL Harrow Nanning
22 April 2024	Harrow International School Shenzhen Qianhai
23 April 2024	AISL Harrow Hengqin
27 April 2024	AISL Harrow Chongqing

The inaugural Overseas University Fair and Seminar in April–May 2024 successfully brought together over 50 top universities worldwide and attracted over 800 International Harrovians and their parents, who participated in the events online and offline.



## ASEAN Conference

The AISL Group held the 2024 International Education Development Conference at Harrow Nanning in China in March 2024, with the theme 'Innovative and Integrated Education for a Brighter Future'. The objective was to promote regional collaboration opportunities, explore innovative educational methodologies, and influence the future of internationalised education in China and ASEAN countries.

ASEAN Conference	
Date	Venue
30 March 2024	AISL Harrow Nanning Harrow International School Bangkok

Thought leaders from China and ASEAN countries, including educators, education group representatives, and consulate generals, gathered to explore innovative and integrated educational strategies. Following the conference, a group of over 30 participants visited Harrow International School Bangkok, alongside two other esteemed educational institutions in Bangkok, to facilitate the further exchange of experiences.



# International A Cappella Festival

## International A Cappella Festival

Date	Venue
28 March 2024	Harrow Hong Kong Children School Shenzhen Qianhai

In adherence to AISL's commitment to Holistic Education and the establishment of our schools in the Greater Bay Area as a hub for nurturing musical talent, we proudly served as the supporting organisation for the 'HSBC x HKFYG Vocal Vibrato @ Shenzhen' initiative. The 'Joyful Feast of the Voices,' an a cappella concert, was held at Harrow International School Shenzhen Qianhai in March 2024.

The event successfully introduced the captivating world of a cappella music to the region, offering AISL Harrow students the opportunity to perform alongside award-winning a cappella groups from the United Kingdom, Austria, Japan, and Hong Kong SAR.





## SECTION 2(E) FOR THE COMMUNITY

### Community Work and Social Services

**Leadership and Service are core to AISL’s definition of a Holistic Education. All our students engage in leadership and service activities, comprising projects for all age groups that involve engagement with the school community and beyond.**

During the Review Year, these initiatives included supporting less-fortunate students in the local community and those in other regions globally, as well as environmental projects within ecosystems in close proximity and those overseas, such as beach cleaning projects in Hong Kong and efforts aimed at preserving endangered mangroves in Malaysia.

The structured approaches to student leadership include roles such as Heads of School, Heads of House, prefects, ambassadors, student council members, class representatives, and leaders for specific areas such as student wellbeing. This leadership structure extends to sustainability leaders, who are accountable for developing policies and procedures to support the local environment. For instance, students at AISL Harrow Hengqin are actively working to reduce energy utilisation by 10% at the school.

### Helping the Underprivileged

Donations were raised and organised to collect daily necessities and educational materials for children residing in welfare homes to improve their living conditions and provide them with resources for learning. Some of our schools have committed to monthly volunteering activities at elderly welfare homes, and the staff and students provided emotional support and assisted with daily tasks for the elderly residing there.

Some of our schools worked with local schools in remote areas and supported the education provision of these schools by donating resources for students and classrooms, raising money for SMART whiteboards and computers, headship training on safeguarding guidance, and teaching and learning workshops to improve pedagogy.

### Inclusion

Our schools promote a positive culture among students and staff. They cherish kindness and friendship and anti-bullying. During the Review Year, groups of volunteer students were organised to celebrate acts of kindness and report acts of unkindness. They encouraged students to make friends outside of their normal groups and to develop the personal qualities needed in positive friendships. Our schools also adopted different measures to reduce the risk of bullying, from having a clear anti-bullying policy and framework to inviting guest speakers to talk to students about the impact of bullying, both on the victim and the perpetrator.

All our schools celebrate different cultures in our local communities with a number of events. During the Review Year, events were organised from which students learned about and participated in different cultural activities and traditions. These events not only helped our students learn about the diversity of the school’s communities, but also allowed them to learn from one another about their cultural differences.

### Animal Care

Voluntary works were conducted by our students for the welfare and wellbeing of sea turtles, dogs, cats, pandas, and other wildlife.

## SECTION 2(F) FOR THE ENVIRONMENT

### Sustainability in Action

**Sustainability and Biodiversity is a domain in the Harrow Standards which sets expectations for how our AISL Harrow Schools are to operate in a way to minimise our impact on the environment, and so our students are educated about and take action with regard to such sustainability and biodiversity initiatives. Our schools formulate their respective sustainable development goals every year, and their entire communities work towards them. The following are some pertinent examples of our schools’ sustainability efforts during the Review Year.**

### Environmental Consciousness in School

The Group’s *Five-Year Strategic Plan*, published in 2022, articulates a vision to establish a legacy that endures by embedding our sustainability objectives within the pedagogical framework we impart. This approach ensures that the curriculum and its subjects acquire new relevance and significance, tailored to the contemporary contexts of time, space, and location.

In February 2024, an external consulting firm was engaged by the Group to evaluate the initiatives undertaken by the Group and AISL Harrow Schools in this domain. The evaluation process included group discussions and one-on-one interviews with members of the Group and senior leaders from all AISL Harrow Schools, concentrating on aspects such as energy and water consumption, greenhouse gas emissions, learning for sustainability, professional development, and governance related to sustainability.

The report will further guide our objectives and actions across several areas, including the campus, the curriculum, the community, communications, and culture.

For further details on our sustainability initiatives and commitments, please see Section 3(C) on page 72.

### Raising Sustainability Awareness

At some of our schools, their sustainability development goals for the year were clearly and prominently displayed so as to heighten the sustainability awareness of all members of their communities.



Our schools formulate their respective sustainable development goals every year, and their entire communities work towards them.”



### Inclusion of Sustainability into the Curriculum

For instance, in Harrow Bangkok, air pollution, use of transport, and tree planting were included in the Lower School curriculum, and in Harrow Haikou, wetland-themed in-depth learning was an important part of its 2023 Super Curriculum Week to enable students to gain a better understanding of the harmonious coexistence of people and wetland ecology. At Harrow Nanning, students across the school monitored water, energy and food wastages, they considered the cause and impact of these wastages and formulated plans to mitigate them. They also researched renewable energy types, from Grade 1 making windmills to Grade 8 creating their own models of a sustainable city, and shared their research with parents and other students.

The Lower School of Harrow Bangkok was awarded the Primary Science Quality Mark in September 2024 in recognition of its outstanding science curriculum that includes sustainability.



### Environmental Projects

Our students conducted energy monitoring services at the school, checking on lights, air conditioning, and other electrical outlets. They championed less paper waste by designing reusable wrapping paper, formulated environmental action plans, and launched clean air campaigns. They also organised beach clean-up events which focused on removing plastic waste, debris, and other pollutants from the shores, contributing to a cleaner and healthier marine environment. They organised events such as World Earth Day, where students used old materials for classroom decorations and birdfeeders for Harrow Farms, and took part in litter picking challenges around the local areas.



## SECTION 3 OUR GROUP INITIATIVES

### SECTION 3(A) NEW BUSINESS INITIATIVES

#### Harrow International School Guangzhou 2027

On 20 May 2024, Asia International Education Development Limited (“AIEDL”), a wholly-owned subsidiary of AISL, signed a Memorandum of Understanding with Guangzhou Talent Education Work Group (“GZ Talent”), a state-owned enterprise under the Guangzhou Huangpu District government, regarding the establishment of a Harrow International School in Guangzhou (tentatively called Harrow International School Guangzhou (“HIS Guangzhou”)) to provide education to students from kindergarten to senior secondary school.

On 28 June 2024, a formal Cooperation Agreement was signed to implement the HIS Guangzhou project, which will be a K-12 international school offering a British curriculum, including IGCSE and A Level, to children in Guangzhou and other parts of the province with foreign nationalities.

As the provincial capital, Guangzhou is the political, economic, technology, education and cultural centre of Guangdong, covering an area of approximately 7,434 square kilometres. The city lies on the northern edge of the Pearl River Delta and is the central city of the South China region, as well as a key transportation and communications hub.



\* This photo is a computer-generated rendering and is for reference purposes only.

Guangzhou is a Pearl River port. It also has a good harbour for ocean freight. Besides, it is a railway junction and hub of civil aviation in southern China. Guangzhou South Railway Station is a comprehensive transport hub serving Southern Guangdong. The station is designed to cater for about 100 million passenger trips. There are five high-speed railways (Wuhan-Guangzhou High-speed Railway, Guangzhou-Shenzhen-Hong Kong Express Rail Link, Guiyang-Guangzhou High-speed Railway, Nanning-Guangzhou High-speed Railway and Guangzhou-Zhuhai Intercity Railway) and two metro lines.

The design stage of the campus has already begun; we expect to complete the handover by the end of 2026, with the school opening in August 2027.

This project is conditional upon HISL’s approval by 31 December 2024.



The Harrow International School in Guangzhou will be a K-12 international school offering a British curriculum, including IGCSE and A Level, to children in Guangzhou and other parts of the province with foreign nationalities.”





## New Academic Programmes

### Three-Year A Level Pathway

In recognition of the evolving educational landscape and the necessity for a personalised approach to creating pathways for students, it is essential to ensure their success. This is especially pertinent for students entering our schools in the examination year groups. Therefore, a pathway was developed and implemented during the Review Year to enable students entering AISL Harrow Schools in mainland China at Year 11 or Grade 10 to undertake a pre-A Level foundation year which allows students to address curriculum gaps, improve English proficiency and build the learning dispositions expected at an AISL Harrow School. This approach has proven to be well-received by many families of our students.



In recognition of the evolving educational landscape and the necessity for a personalised approach to creating pathways for students, it is essential to ensure their success.”

### Grade 13 University Preparation Programme

During the Review Year, the AISL Executive Committee approved the introduction of a new academic programme with the aim of facilitating the transition of high school graduates in China who have achieved a certain level of Gaokao examination results toward the pursuit of tertiary education in overseas countries or regions. Harrow Chongqing was selected as the AISL Harrow School to pilot the launch of this One-year Overseas University Preparation Programme (“UPP”).

The AISL Harrow UPP is designed to the following two categories of students in China:

1. Students who have passed the Gaokao examination but (a) have decided to change tracks to study at overseas universities, or (b) those whose grades do not meet the entry requirements of the domestic universities to which they have applied, yet those grades satisfy the minimum requirements of certain overseas universities, subject to their English proficiency.

2. Grade 12 students who will be undertaking Gaokao examinations at the end of the academic year but have chosen to change their path to study at overseas universities.

The key components of the UPP include:

1. University guidance for students and their families, providing a step-by-step process for applying to overseas universities that accept Gaokao results;
2. Improving study skills by researching, referencing, and utilising online libraries and essay writings;
3. Teaching life skills, such as budgeting, cultural awareness, personal safety, and personal organisation;

4. Preparing for TOEFL, IELTS, and/or English-language proficiency exams;

5. Embracing Harrovian experience through uniforms, the Sixth-form tie, Harrow Values, Harrow Houses, and leadership attributes; and

6. Visiting an international university.

The AISL Harrow School that offers the UPP will have dedicated university counsellors to assist the UPP students with university application preparation and guidance. There will also be a team of language-support staff to ensure the English proficiency of the students meets the entrance requirements of the overseas universities for which they apply.

Besides Harrow Chongqing, it is expected that in the forthcoming academic years, the UPP will also be offered by our other AISL Harrow Schools that deliver the China National Curriculum.

### Intensive English Programmes

Changes to the education sector in mainland China mean many more students are hoping to attend AISL Harrow Schools but have lower English language proficiency. Addressing this issue, some AISL Harrow Schools have launched intensive English pathways in the Review Year, providing new students extended periods in which English proficiency is prioritised. These programmes displayed significant success, with many students making 2 or 3 years of expected progress in English in a single term. This offer will be further developed for the academic year 2024/2025, reflecting the growing expertise and confidence in developing English language skills at AISL Harrow Schools.



## SECTION 3(B) CAMPUS IMPROVEMENT

At AISL, we are dedicated to offering a modern, safe, secure, and healthy teaching and learning environment that inspires students to reach their full potential. In addition to the regular repair and maintenance activities across our AISL Harrow Schools during the Review Year, the following schools made additional efforts to further improve the health, safety, security, and wellbeing of their school communities.



### Harrow International School Bangkok

The extensive renovation of the junior boys Boarding House during the Review Year resulted in aesthetically pleasing common areas and study spaces, well-appointed and homely bedrooms, and clean, well-furnished bathroom facilities at Harrow Bangkok. The building is equipped with fresh air ventilation control to ensure clean, filtered air throughout the newly renovated Boarding House.

Additionally, the Sports Hall was upgraded with new, high-grade timber flooring, and the multipurpose sports area was also resurfaced with quality flooring. The School's Fitness Centre was enhanced with the introduction of new equipment, including treadmills, free weights, and various machines that support our Strength and Conditioning programme. Additionally, the School also procured a wide range of new gymnastics equipment, including a new sprung floor, which is scheduled for delivery and installation early in Term 1 of the 2024/2025 academic year.

To ensure the wellbeing of its students and staff, the School also completed the procurement and installation of a fresh air purification system for its Boarding Houses. Furthermore, all the bathrooms in the Year 3 to 8 buildings have been fully renovated to provide clean, modern, and hygienic facilities. The School also installed the latest CCTV technology to improve overall campus security and safeguard its students.

In addition to the aforementioned projects, an extensive campus improvement plan for the entire school is currently being developed, with an anticipated completion timeframe of three years.

### AISL Harrow Beijing

Key campus improvement initiatives at Harrow Beijing during the Review Year included the enhancement of the running track, football pitch, and outdoor playground to provide advanced sports facilities for students. The School renovated the bathrooms and changing areas, while the Early Years Buildings, Lower School Education Building, Sports Hall, Swimming Pool, Theatre, and Residents Building were all modernised to create a more contemporary and comfortable environment. The theatre underwent the first phase of its upgrade, including the installation of a new LED screen, aimed at improving the appearance and facilities for admission events and student performances. Additionally, two new apartments were constructed on campus to serve as accommodation for teachers. Furthermore, the School's fire-fighting system was upgraded.

### Harrow International School Appi Japan

To accommodate the increased capacity of the boys' Boarding House, a section of the girls' Boarding House was repurposed at Harrow Appi. The air conditioning system in the student dormitories was upgraded to enhance climate control and improve overall comfort for residents. The signage and wayfinding throughout the campus were also upgraded.

With a mind toward safety, power supply sockets in the student dormitories were modified; access doors connecting the Science Laboratories and preparation rooms were modified; and emergency gas buttons were installed in the science laboratories. Additionally, the campus fire alarm system was upgraded, as were the shower facilities in the Medical Centre to provide a better environment for students residing in the sick bay. In addition, electric fencing was installed along the School's boundary to deter animal intrusion, in accordance with guidance from the local animal association.

### Harrow International School Hong Kong

The exterior of the School was revitalised with a fresh coat of paint, enhancing the aesthetics of the campus. Additionally, the Chinese Office and Modern Foreign Languages (MFL) Office were reconfigured to establish two additional teaching and learning rooms, thereby improving the operational efficiency of the language department. In the main kitchen, the flooring was replaced with slip-resistant tiles, and the damp-proofing layer was repaired, successfully passing water testing. Furthermore, the lighting and air conditioning systems in both the kitchen and dining hall were upgraded to improve kitchen safety and the dining experience.

### Harrow International School Shanghai

The performance space at AISL Harrow Shanghai underwent significant enhancements, including the installation of large LED screens, a new audio-visual system, blackout curtains, and a bleacher seating system. The heating system was improved through the addition of air conditioning units in various areas, while the weak-current system was also upgraded to improve security measures via a keypad system, gate access system, and visitor registration system. In addition, the mineral wool board ceiling was replaced with plasterboard in the Sports Hall for safety consideration. The lighting system was upgraded, as was the Swimming Pool's lighting system along with its starter blocks. The catering facilities were enhanced with the introduction of noodle bars on both floors and the relocation of the salad bar to the second floor. The Wi-Fi system has been upgraded on the third and fourth floors. Security measures have been strengthened through the renovation of the security guard houses and gates, as well as the upgrading of the fire system and gas alarm system.



## SECTION 3(C)

### OUR SUSTAINABILITY COMMITMENTS AND PLAN

In 2022, the Group's *Five-Year Strategic Plan* was published, building upon the solid foundation created by the *Three-Year Strategic Plan (2019-2021)*. The *Five-Year Strategic Plan* anticipates future directions and trends and will have an impact on education and students alike.



#### Overview

The *Five-Year Strategic Plan*, titled *Ensuring Sustainability: For Educational Excellence For Life and Leadership*, highlights the fundamental purpose of AISL, stating:

“Our aim is to make sure that our schools create a legacy that stands the test of time. Very obviously, this will be rooted in the pedagogical instruction that we impart, where curriculum and subjects take on new relevance and meaning to fit current contexts of time and space, context and location.”

*(AISL Five-Year Strategic Plan, p3 & 4)*

This Five-Year Strategic Plan includes a Sustainability Policy (HS8) in the AISL Harrow Standards, a sustainability-related Standard 4.6 in the AISL Quality Assurance Framework, and various ESG initiatives as mentioned in the *2022/23 AISL Group Annual Report*.

In February 2024, the AISL Executive Committee approved the engagement of an independent sustainability advisor to conduct a review of the Group's and our AISL Harrow Schools' sustainability. In addition to the independent report we commissioned, the advisor submitted a progression plan in July 2024, which aims at positioning AISL and our AISL Harrow Schools as one of the most sustainable school groups in the world by 2030.

#### The Sustainability Review (February - May 2024)

The review, conducted between February and May 2024, included group discussions and one-on-one interviews with members of the Group and senior leaders of all AISL Harrow Schools, with a focus on the Schools' energy and water consumption, greenhouse gas emissions, learning for sustainability, professional learning, and governance for sustainability.

AISL Harrow Schools were compared to the Advisor's benchmark group of 129 international schools around the world.

Key sustainability findings from different stakeholders and recommendations are categorised into 5Cs: Campus, Curriculum, Community, Communication, and Culture.

**1. Campus** - The five main sources of carbon emissions from our AISL Harrow Schools are energy, travel and transport, procurement, food, and buildings, and measures will be put together to mitigate them.

**2. Curriculum** - Eco-literacy and sustainability standards will be set within the school's curriculum, and teachers training on sustainability education will be strengthened.

**3. Community** - Active engagement with members of the school community to undertake sustainability initiatives.

**4. Communication** - Efficient communication channels with members of the school community on sustainability standards, KPIs, and opportunities will be established.

**5. Culture** - The school's missions and values of sustainability will be promoted, and a sustainability culture will be fostered within the school community so that sustainable behaviours as established norms and daily practices of members of the community can be developed.



AISL is committed to putting the vision and missions for Sustainability into practice.”



## Action Plan and Missions

**AI SL is committed to putting the vision and missions for Sustainability into practice.**

Building upon the review mentioned above, a roadmap has been developed with the recommendations consolidated into four strategic priorities:

- 1. Our Responsibilities** (Leadership, Governance, Policies)
- 2. Our Schools** (Energy, Travel, Food, Procurement, Buildings)
- 3. Our People** (Staff, Parents, Students)
- 4. Our Education** (Culture, Curriculum, Events)

The Group will work closely with the AISL Harrow Schools to formulate the **School Plan for Sustainability towards 2030**.

This School Plan will include an educational, operational, and financial assessment at the school level and an Implementation Plan with well-defined deliverables. The completion of this School Plan will position AISL and the AISL Harrow Schools as one of the most sustainable school groups in the world by 2030. By implementing the following sustainability attributes, by 2030 we will:

- be carbon neutral, and the Schools' existing buildings will have been certified to the LEED O&M Gold standard;
- have installed renewable energy sources on campus and be well-advanced in the implementation of the Schools' Environmental Management Plan, meeting environmental performance targets set out within such Plan;

- be communicating regularly about the importance of sustainability in the context of an AISL Harrow education;
- have a broadly representative Sustainability Council in place and a suite of sustainability policies, including green travel, and standards for the design and construction of new buildings;
- have staff with the professional knowledge and experience needed to lead curriculum development in the area of sustainability and biodiversity;
- have adopted an environmental literacy standard and integrated sustainability into classroom learning as well as extracurricular and co-curricular activities;
- have a significant percentage of students and members of the teaching staff who have been certified as 'carbon literate,' and the staff members will be recognised as 'Carbon Literate Teaching Professionals';
- be developing students' sustainability competencies as part of the AISL Harrow academic curriculum and Super Curriculum and Co-curricular Activities; and
- offer a range of learning opportunities related to sustainability and biodiversity for parents and members of the staff via the AISL Academy.

## SECTION 3(D)

### OUR DIGITAL TRANSFORMATION AND DATA STRATEGIES

**Technology has become an integral component of our K-12 education. At AISL, we recognise the transformative potential of data analytics in driving organisational insights and enhancing educational outcomes.**

While technology has advanced significantly, our current data landscape presents opportunities for enhancement. We are committed to developing a robust and sustainable data strategy that will unlock the full potential of our data, enabling us to make more informed decisions and drive meaningful improvements in student success. By centralising data management, aligning data definitions, integrating data across our systems, and minimising manual processes, we aim to create a unified and reliable data ecosystem that provides a comprehensive view of student performance, programme effectiveness, and resource utilisation. This will empower us to make data-driven decisions that optimise resource allocation, curriculum development, and student support services, ultimately leading to improved student outcomes.

The Group's data strategy will facilitate the measurement and tracking of key performance indicators across student demographics, academic progress, staff demographics, resource utilisation and operational efficiency. The insights obtained from this data will empower us to make more informed decisions regarding resource allocation, curriculum development, and student support services. Furthermore, a robust data strategy will enhance transparency and accountability by providing stakeholders with clear and accurate information on educational outcomes.

Our vision for data is to transform the Group into a data-driven organisation capable of leveraging data to improve student outcomes, optimise resource allocation, and drive innovation in education. Over the next five years, we will invest in the necessary infrastructure and resources to establish a sustainable data ecosystem that supports our mission of delivering high-quality education to our community.



# SECTION 4

## AI SL HARROW SCHOLARSHIPS

### THE 2022/24 AI SL HARROW SCHOLARS

Like last year, our 2022/24 cohorts of AISL Harrow Scholars graduated in June 2024 and achieved very impressive A Level examination results. They will now embark on a new educational and life journey, and we wish them every success and all the best in their future pursuits. We also take this opportunity to thank all members of the Selection Panel for selecting these highly talented students for the Scholarships.

In alphabetical order of their respective last name:



**E AINT AUNT AUW**

HARROW INTERNATIONAL SCHOOL BANGKOK

**University Offers:** Boston University, Pace University, University of Michigan-Dearborn



**KAIJUN CHANG**

HARROW INTERNATIONAL SCHOOL SHANGHAI

**University Offers:** Imperial College London, University College London, King's College London, University of Bristol, The University of Hong Kong, The Chinese University of Hong Kong, The Hong Kong University of Science and Technology



**KYAN KA HIN CHEUNG**

HARROW INTERNATIONAL SCHOOL HONG KONG

**University Offers:** University of Cambridge, University of Bath, Imperial College London, University College London, University of Warwick



**LAUREN SAUNDERS**

HARROW INTERNATIONAL SCHOOL SHANGHAI

**University Offers:** Imperial College London, King's College London, University of London, University of Bristol, University of Leeds, University of California Irvine, Baylor University



**PEONY PUI YAN SHAM**

HARROW INTERNATIONAL SCHOOL HONG KONG

**University Offers:** Imperial College London, University of Manchester, King's College London, University of Leicester, The University of Hong Kong, The Chinese University of Hong Kong



**YOON YATI**

HARROW INTERNATIONAL SCHOOL BANGKOK

**University Offers:** University of Leeds, University of Nottingham, University of Warwick, Boston University, Pace University, Stanford University, Tulane University of Louisiana

## THE 2024/26 AI SL HARROW SCHOLARS

In the Review Year, a total of 476 applicants from 35 countries/regions applied to the AISL Harrow Scholarships Foundation for the 2024/26 two-year A Level full scholarships to study at our AISL Harrow Schools starting August 2024. Thorough screening, rigorous academic assessments, and talent and leadership evaluations were conducted on these applicants by senior educators at both the Group and School levels, and after final interviews by our Scholarships Selection Panel, the following nine outstanding scholars were awarded scholarships to study A Level at the AISL Harrow School of their choice:

**ENERLEN BILIGSAIKHAN**

JOINING HARROW INTERNATIONAL SCHOOL APPI JAPAN

"I chose Harrow because I envisioned that it would allow me to journey down the path I've set for myself. Having been in a Cambridge school since primary, I was certain that I would continue my education in a similar setting, and Harrow was a perfect choice."

**TRINITY JUHOONG LEE**

JOINING HARROW INTERNATIONAL SCHOOL APPI JAPAN

"This scholarship is going to be a life-changing step towards fulfilling my change-maker dreams to create a lasting, positive impact within the school and the broader community."

**MARISSA ZIYI LEONG**

JOINING HARROW INTERNATIONAL SCHOOL APPI JAPAN

"The scholarship is a major steppingstone to an end goal, which hopefully will enable me to continue to pursue my aspiration for a sustainable future."

**GLORIA YING SHUEN LO**

JOINING HARROW LIDE SCHOOL HENGQIN

"Harrow not only has a deep and rich heritage, it also has widespread global influence with a group of wonderful schools around the world. Harrow's famed academic excellence and well-rounded education really fascinated me, and it had become an aspiration for me to study in Harrow."

**EANN SHAUN YI EN SOON**

JOINING HARROW INTERNATIONAL SCHOOL APPI JAPAN

"I am incredibly grateful that the Harrow Board has decided to give me this award. Regardless of future obstacles, receiving this award motivates me to always keep my head up and to continue being diligent on the road ahead of me."

**EARTH NATTHAPHAT SUBPHACHAISIRIKUL**

JOINING HARROW INTERNATIONAL SCHOOL BANGKOK

"This scholarship supports me in doing just that and is like a key to unlock a new path on my life's journey. It reminds me to stay determined, to never lose my passion, and to always be dedicated to what I do."

**PERSEUS YUNGKIT WAI**

JOINING HARROW INTERNATIONAL SCHOOL SHANGHAI

"To be awarded the scholarship is a surge of motivation that propels me beyond my comfort zone and urges me to continue pushing my boundaries, both academically and personally, as I strive to leave my own melody in the symphony of time."

**LAURA YIHAN WANG**

JOINING HARROW INTERNATIONAL SCHOOL BANGKOK

"Receiving the scholarship is an honour, and I am deeply grateful to AISL for giving me this opportunity. It has taught me that I should never stop being ambitious. I hope the AISL Scholarships continue to push students like me to chase their dreams and reach for the stars."

**TOMMYAHDoo KHANTMYATMIN ZIN**

JOINING HARROW LIDE SCHOOL CHONGQING

"I believe that I always have a choice to be happy, and this choice that I made in applying for the scholarship resulted in me being happy. I thank Harrow for the opportunity it gave me."

In alphabetical order of their respective last names



## SECTION 5

# OUR PARTNERSHIP WITH HARROW SCHOOL IN THE UK

The cooperation between AISL Group and Harrow School in the UK through its corporate representative Harrow International School Limited (HISL) continued to be strong and close throughout the Review Year. A total of 22 Harrow Education Oversight Visits (HEOV) were made to our AISL Harrow Schools by the HISL representatives and the AISL education team, providing a powerful quality assurance safeguard to the educational and operational standards of our schools.

Like in previous years, chair-to-chair meetings between the two Groups were conducted on a monthly basis, and educational strategy and business strategy meetings were held on a bimonthly and quarterly basis, respectively. Two Group-wide strategy meetings were also held between the directors of AISL and HISL during the Review Year, one online in November 2023 and the other in person in London in June 2024, followed by the AISL representatives meeting with governors of Harrow School in the UK at their governors meeting to outline the Group's business directions for the next five years.

Furthermore, a collaboration plan is in place that shapes the nature of the work between Harrow School in the UK and AISL Harrow Schools, with the strategic intention of improving performance. In the academic year 2023/2024, the main areas of collaboration were:

1. Enhancing provision of boarding;
2. Strengthening safeguarding practices; and
3. Recruiting high-calibre teachers and school leaders.

The collaboration plan for 2024/2025 academic year will be expanded to include teacher exchanges and increased interaction between students from Harrow School in the UK and their peers in AISL Harrow Schools across Asia.

Ms Debra Price, an HISL director and leader of the Harrow HEOV team, as well as governor on the AISL Harrow Schools board, has been redesignated by HISL as its Chief Education Officer with effect from 1 August 2024. Ms Price has been the key HISL representative overseeing the educational quality of our AISL Harrow Schools since 2018. After the redesignation, she will not be directly involved in the affairs of the AISL Harrow Schools, and her roles with AISL and our schools will be taken up by Mrs Lesly Tyler, Mr Andrew McGregor and Ms Megan Dixon, all highly experienced and regarded educators in the independent school sector in the UK. Mr Andrew McGregor will continue to be the pastoral care representative of HISL on the Harrow HEOV team and on the AISL Harrow Schools board of governors. We wish Ms Price every success in her new capacity with HISL.

## SECTION 6

# AWARDS AND ACCOLADES

During the Review Year, our AISL Harrow Schools and their students received numerous awards and accolades from around the globe in various categories, including sports, music, arts, innovations and inventions, as well as academic achievements. These accomplishments are set out in their respective School reports as presented in this Annual Report. The following achievements, in particular, are worth mentioning:

**Harrow International School Shanghai** was recognised as “Outstanding” in 7 out of 8 categories in an inspection by British Schools Overseas, the most rigorous inspection framework available to international schools.

**AISL Harrow Haikou** was awarded Candidate School status by the Council of British International Schools (COBIS).

**Harrow International School Shenzhen Qianhai, Harrow International School Shanghai, and AISL Harrow Beijing** are awaiting confirmation for their inclusion in the Microsoft Showcase Schools Programme.

**All AISL Harrow Schools in mainland China received accolades in the KingLead Awards.**

**Harrow International School Shenzhen Qianhai, Harrow International School Shanghai, Harrow LiDe School Nanning and Chongqing** received accolades in the Forbes China Awards for Education.

**Harrow Hong Kong Children School Shenzhen Qianhai** was awarded a gold medal at the 49th Geneva International Exhibition of Inventions in Switzerland, securing the first prize in 2024 Singapore Amazing Flying Machine Competition – an international innovation and design competition in Singapore.







CHIEF  
EDUCATION  
OFFICER'S  
REPORT



CHIEF EDUCATION OFFICER'S REPORT

# EDUCATIONAL EXCELLENCE FOR LIFE AND LEADERSHIP:

## PREPARING STUDENTS FOR A TECH FUTURE



**AHMED HUSSAIN**  
CHIEF EDUCATION OFFICER

Preparing students for a future in which technology will play an increasingly central role has deep implications for education across the globe. Never has technology been so powerful, enabling and pervasive within society and the world of work. Technology is now able to operate in a manner hitherto impossible; not only can it provide access to knowledge, but also generate it. Information can be analysed, synthesised and even evaluated to generate broadly accurate products that we can utilise. The capacity for technology to learn, predict and operate 'intelligently' is now inescapable in every sector – artificial intelligence (AI) is unequivocally upon us.

**For the education sector, schools must embrace advances in technology, make students aware of its possibilities and risks and model how its power can be effectively harnessed. There is a need for more systematic teacher training and appropriately developed curricula to achieve this.**

Deeper questions are being posed on the nature of knowledge students need to acquire and, most importantly, how they are to apply it. Furthermore, there is a need for students to become enabled to make moral and objective judgements on how technology is used. In conclusion, to prepare students of today for a tech future, education must provide:

- Awareness of emergent technology, how to use it, and, importantly, to make decisions about when it is advantageous to draw on technology and how it should be applied appropriately;
- A focus on the application of knowledge in creative, critical and practical contexts, with technology serving as a driver for thinking, not as the focus of learning;
- Opportunities to learn about making judgements on how and when it is appropriate to use technology;
- Access to emergent technology through partnerships with industry and academia; and
- Students with the values, attributes and characteristics to allow them to achieve the points listed above

Preparing students for the future is at the heart of an AISL Harrow education and is achieved by a commitment to an educational model that is designed around each and every child such that his/her journey is personalised, both as a learner and an individual. This enables students to acquire the values, attributes and characteristics needed for success in and beyond school through the core and extended curriculum, through boarding and a systematic approach to pastoral care. Holistic education is the term used for this child-centred approach to education – a tried and tested means of equipping students with the tools for life beyond school.

Preparing students for the future is also achieved through a bold and progressive educational model, a pedagogical approach that emphasises thinking and the application of knowledge, not merely acquiring it. It is an approach to learning that is open-ended and problem-based, one that involves collaboration, investigation and synthesising knowledge across subject areas. Confidence in applying knowledge to solve problems, link knowledge across subject areas and work collaboratively on a project are skills reflective of the world of higher education and work and, as such, requirements for preparation for life beyond school. This is what the core and extended curriculum provides at our AISL Harrow Schools.

Preparing students for a tech future does not change the points raised in the two paragraphs above, in fact, they are essential. It is strongly argued that the world into which our students emerge as adults will place less emphasis on knowledge acquisition and much more on applying it, with a requirement for higher-order thinking and cognitive processing of information and emphasis on evaluating evidence to make decisions and to operate with morality and kindness. Indeed, this is why we select the A Level as the qualification for university entrance. However, the core curriculum must build digital literacy and confidence in utilising technology to expose students to emergent technology and help them use it, whether it be via coding or applying AI to solve problems, and to make them aware of how technology is applied in industry, how it can be effectively managed and utilised, and also the limitations of it.

Our AISL Harrow education provides students with (i) a holistic and personalised approach to promoting student development and wellbeing, (ii) a curriculum and pedagogical model designed to extend the way students think about and use the knowledge acquired within the curriculum, and (iii) an AISL developed digital literacy and AI curriculum that promotes application of technology that is integrated across the core curriculum and extended. Together, these create the conditions to prepare students for success in school and beyond.

There is evidence that this educational approach is successful. Two important metrics to determine the success of a school are academic achievement and the growth of the student population. Academic achievement in terms of public exam outcomes for the academic year 2023/24 positions AISL Harrow Schools favourably in the region and beyond. Harrow International School Hong Kong achieved the highest-ever GCSE and A Level outcomes taken in full exam conditions, positioning it in the top 10 co-education schools across the world. Harrow International School Shanghai maintained its position in the top 40 of all schools globally for A Level whilst displaying very significant improvements in GCSE outcomes. These achievements are accompanied by improved outcomes at Harrow Beijing and Harrow International School Shenzhen Qianhai.

Most impressively, the first cohort of GCSE outcomes for Harrow LiDe Schools Hengqin, Chongqing and Nanning positioned the schools above similar schools in China and on par with the very highest performing international schools across the globe and above many independent schools in England. Pleasingly, outcomes for these schools in English at A\*-A were 75%, 73% and 50%, respectively, well above leading international schools in China, which is a strong testament to the growing expertise of AISL Harrow in accelerating English language acquisition. Pleasing public exam outcomes are accompanied by very pleasing university destinations for Year 13 students, with improved numbers of students attending the top 10 ranked universities in the world, including more than 20 students attending Imperial College London plus many more attending Oxbridge and Ivy League universities.



**CHIEF EDUCATION OFFICER'S REPORT**

Alongside academic outcomes, there has been a 10% growth in the student population across AISL Harrow Schools for the academic year 2024/25, which outperforms market norms significantly.

Personalisation of learning experiences and opportunities for personal development and growth have been important areas of progress in the academic year 2023/24. Curriculum pathways and experiences have broadened to more precisely match student needs, markedly with regard to English language acquisition programmes, which consistently results in students making multiple years of progress in a single semester. Alongside this, the establishment of the AISL English Language acquisition policy in 2023/24, co-written by a team of subject specialists across the Group, is having an impact across the core curriculum and delivering notable outcomes that include 72% of students in Pre-Prep in Harrow Haikou reading and writing at English National Curriculum Standards whilst all students in Harrow Beijing leave Sixth Form with IELTS 7.5 or higher, the standard required for accessing postgraduate courses at leading universities in the UK. The introduction of intensive English pathways, three-year A Level programmes and university preparation programmes will continue to impact students at a personalised level.

The introduction of the AISL Harrow Diploma provides a framework for structuring student development via a bespoke online platform that enables the collation of evidence of development for each student. Alongside a commitment to rigorous systems for pastoral care and student wellbeing, students are empowered to acquire the values, attributes and characteristics for success. The AISL Harrow Diploma extends to requirements for leadership and service and supports students in a wide range of activities, from sustainability projects locally and afar, for example, working with turtles in Bali, to providing learning resources to support young students in rural China, all resulting in students across all schools being recognised at regional, national and international level for their leadership and contribution to the community and environment.

Achievements in learning and student development are a product of the impact of school leaders, educators and non-academic functions. Students benefit from access to over 1000 professional learning resources, courses and university-certified programmes via the AISL Academy. This is strongly associated with improvements in the performance of people, teams and schools.

Improvement is enabled through effective quality assurance and governance. In the academic year 2023/24, progress has been made in strengthening coherence between AISL Group Strategy, Governance of AISL Harrow Schools, Quality Assurance Systems and School Improvement Approaches. Metrics are in place to determine performance in all functional areas across the Group, and a framework is in place to define what excellence entails in practice and set out how this can be achieved. IMPACT is the title of this structured approach to improving performance.



**Strategic priorities for the academic year 2024/25 comprise:**

- Embedding the IMPACT framework to achieve full coherence across key structures within the Group;
- Improving the impact of leaders, their leadership and the structures they put in place to improve performance;
- Enabling student academic success through increasingly personalised pathways through the curriculum for students of all ages;
- A focus on strengthening digital literacy and AI awareness by extending partnerships
- Enhancing the Group's commitment to sustainability; and
- Building the brand through the words of students and parents.



AI SL ACADEMY,  
AI SL MALL AND  
AI SL OUTDOOR





AI SL ACADEMY, AI SL OUTDOOR AND AI SL MALL

# ACHIEVEMENTS OF THE AI SL ACADEMY, AI SL MALL, AND AI SL OUTDOOR INITIATIVES

The Group believes that learning is for everyone, and it is only when we learn more, we matter more – as educators, as parents, as students and as citizens. Our purpose is to offer a range of opportunities through different platforms that enhance this learning for everyone. Through our strategic partners AISL Academy (AA), AISL Mall (AM) and AISL Outdoor (AO), we seek to engage the mind, exercise imagination, employ creativity, encourage innovation, energise productivity and embrace learning.

## AI SL ACADEMY: PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR STAFF, ONLINE AND ONSITE

**Upholding its mission to support the professional learning (PL) of staff at AISL Harrow Family of Schools, the Review Year saw both growth in the number of PL offerings online on the AA platform and onsite at our schools, and an increase in active participation in these PL opportunities by our academic and non-academic staff.**

On AA’s online learning platform, **45** additional PL courses were added, bringing the total number of offerings in this area to **511** (as of 1 August 2024). In addition, AA also hosted 254 courses for parents, and 313 courses for students. This academic year, the 1,978 staff across our schools and at headquarters collectively completed **8,707** hours of professional learning. Compared to the previous academic year, where **6,319** hours of professional learning were

completed, this is an increase of **37%** in the staff’s utilisation of PL resources available on AA’s online platform.

Additionally, AA provided a total of **33** onsite and hybrid courses in the last academic year, benefiting over **100** staff members. AA remains committed to delivering onsite training sessions, with plans to offer **31** training sessions in the upcoming half-academic year, thereby expanding the academy’s reach and impact.

AA’s dedication to providing high-quality learning content remains a cornerstone of our mission. By fostering a culture of continuous learning and growth, AA aims to empower our staff and students to reach their full potential and contribute meaningfully to our educational community. Going forward, AA will further enhance support for our academic and non-academic staff’s professional development needs with new initiatives such as those below:

- Developing and launching a series of signature programmes in the areas of Educational Technology, Safeguarding, and Sustainability;
- Launching leadership pathways – a collection of AISL programmes and courses to help staff gain skills and understand key leading areas;

- Building on last year’s internal success with our AISL Harrow Schools, continuing to implement and expand accreditation programmes for teachers and school leaders in collaboration with world-leading organisations such as Oracy Leadership by Voice 21, Artificial Leadership by UCL/ Educate Ventures, PG Certificate in Safeguarding by the University of Sunderland, Neurodiversity programmes and workshops with the Alpha Clinic, in collaboration with Hang Seng University and Chinese University, Hong Kong, The Counsellor Accreditation Programme with Times Higher Education, and Pastoral Care and Boarding Management by the Boarding Schools Association (BSA).





## AI SL MALL: A RISING STAR MAKING RAPID DEVELOPMENT

**AI SL Mall, a newly established online platform connecting educators, parents and students with a comprehensive array of quality educational offerings and resources, is rapidly expanding its product catalogue and enhancing its web content, delivering exceptional value to its user and partner base. The platform operates as an affiliate marketing website, featuring the latest educational news and trends, and a trusted directory of recommended products.**

Over the past six months, AM has published over 140 expert-vetted articles and expanded its product and service offerings from 48 to 151, with a focus on essential educational resources for teachers and parents. The platform aims to continue this growth and double its offerings to 300 by the end of 2024.

AM has already generated organic traffic, attracting 13,640 page views, 2,557 unique visitors, and 123 newsletter sign-ups ahead of its official public launch in September and major marketing initiatives in Q4 2024. The team is focusing on enhancing the user experience by improving product filtering and integrating an AI-powered chatbot to facilitate more efficient product searches. Further enhancements are planned for the user interface, including tailored and seamless user journeys designed for specific audience segments, as well as refined categorisation of products and services.



Looking ahead, AM intends to capitalise on web traffic growth by implementing various revenue models, starting with pay-per-lead in Q4 2024 and expanding to pay-per-click by the end of 2025 once the platform achieves critical mass in its monthly unique visitors.

## AI SL OUTDOOR: ACHIEVING MILESTONES

**In July 2023, AISL Outdoor launched its inaugural Summer Camp across six AISL Harrow School campuses, laying the foundation for its expanding educational offerings and showcasing its commitment to delivering learning beyond the classroom. Building on this success, the 2023 AO Winter Camp introduced diverse activities, including ski adventures, sports training, public speaking, STEM explorations and cultural learning, designed to cultivate skills in vibrant, nature-rich environments.**

In July 2024, AO celebrated another milestone with the successful launch of its second AO Summer Camp, expanding to AISL Harrow Schools in Appi, Hong Kong, Shenzhen and the United Kingdom. This Summer Camp offered 23 programmes catering to a broad spectrum of interests and students aged from 3 to 16.

It also formed strategic partnerships with Harrow School in the UK, including the introduction of the Duke of Edinburgh Award Expedition at AISL Harrow Haikou.

Looking forward, AO is dedicated to focusing and strengthening its camp programmes on several fronts:

- **STEM Curriculum:** develop new, hands-on, project-based STEM modules, leveraging partnerships with leading universities and tech companies.
- **Arts & Creative Expression:** introduce new visual and performing arts programmes, collaborating with arts organisations and artists to provide platforms for camp participants to showcase their talents.
- **Leadership & Life Skills Development:** create a comprehensive leadership development programme that emphasises experiential learning by partnering with local businesses.
- **Personalised Learning Pathways:** implement an assessment and counselling process to help students identify their interests, strengths, and learning preferences, leading to customised curriculum tracks and personalised learning journeys.





# SCHOOL HEADS' REVIEW





# AI SL HARROW INTERNATIONAL SCHOOL BANGKOK



**JAMES MURPHY-O'CONNOR**  
HEAD MASTER OF AISL HARROW INTERNATIONAL  
SCHOOL BANGKOK

James graduated from Oxford University with a degree in Modern History and then completed his PGCE at Cambridge University. He started his career in teaching at Stamford School. After four years there, he joined Sherborne School in Dorset, where he became a boarding House Master. In 2004, James was approached by GEMS to create Sherfield School, the only new school the group opened in the United Kingdom. In 2009, James was appointed as Head of Prior Park College in Bath, going on to become the Founding Principal of the Prior Park Schools, during which time he oversaw the opening of Prior Park School, Gibraltar. In 2019, James became the Founding Principal of the Haberdashers' Monmouth Schools and, in 2022, he was appointed Director of Educational Development for the Haberdashers group, working across their 18 schools. He began as Head Master of Harrow Bangkok in September 2023. In his first year at the school, which coincided with its 25th anniversary, he established a new vision for the community, aiming to lead the school towards an even stronger future.

## Vision

**Our vision is to be a world-class school and a flourishing community shaping truly outstanding young people.**

**We are committed to:**

1. **Strengthening the values that define our community.**
2. **Demonstrating authentic leadership that delivers clarity, consistency and meaningful communication.**
3. **Enhancing our inspiring learning culture.**
4. **Developing a teaching standard recognised as one of the best in the world.**
5. **Protecting and enhancing our beautiful environment while investing in facilities and support structures that are 'of the best'.**

## The Educational Offer

**Harrow Bangkok** is a day and boarding school for girls and boys aged 18 months to 18 years. Set in a 35-acre-garden campus, students receive world-class examination results, earning places at top-ranking universities worldwide. The school's co-curricular activities programme enables students to broaden their experiences and develop skills such as resilience, teamwork and leadership, ensuring they receive a holistic and meaningful education.

## Summary of Achievements

### Public Examination Results

Qualification	%
A Level A*	23
A*-A	51
A*-B	74
A*-C	87

IGCSE	%
A*	37
A*-A/9-7	65
A*-B/9-6	86
A*-C/9-4	96

### University Destinations

University	% of students
Russell Group	30
Oxbridge	1% (plus 1% Year 14)
Top London	16

## Non-academic Performances

- Ten national-team athletes in swimming, rugby, basketball and tennis
- Five SEASAC Swimming records broken
- FOBISIA Boys Tennis Champions
- Eight Gold Duke of Edinburgh's International Award winners
- Eight ABRSM top scores of the year in violin, trumpet, flute, piano and cello
- Two Carnegie Hall performances (first prize winners of the Golden Classical Music Competition)
- 335 students performed at the Jubilee Gala Concert
- National winners of the Kids' Lit Quiz
- 21 gold award winners in Physics, Chemistry, Biology Olympiads, CREST Awards and World Maths Championships







### Strategic Priorities in 2024/25

- Delivering the new school vision: laying the foundation for a truly world-class school
- Defining and embedding new leadership culture, standards and expectations
- Simplifying communications
- Designing next-level data analysis
- Reviewing our holistic education
- Embedding our EAL and oracy initiatives further
- Creating new Learner Profiles: going beyond HPL and integrating the best of digital learning
- Enhancing and integrating our Inclusion, SEND and EAL systems further
- Refining our procurement and trip organisation systems
- Improving our core system by replacing Engage with iSAMS
- Planning a new digital landscape for parents, students and staff
- Designing the next iteration of the Harrow Bangkok Model of Excellence
- Embarking on the next exciting phase of campus investment and improvement with the governor's support

#### Staff Overview



399

TOTAL STAFF NUMBER



294

NUMBER OF ACADEMIC STAFF



105

NUMBER OF NON-ACADEMIC STAFF



# AI SL HARROW INTERNATIONAL SCHOOL AND LI DE SCHOOL BEIJING



**PHIL AKERMAN**  
HEAD MASTER OF AISL HARROW INTERNATIONAL  
SCHOOL AND LI DE SCHOOL BEIJING

Phil secured a First Class degree in Chemistry after studying at the University of Liverpool and Freiburg (Germany). Phil has 20 years of educational experience in London and a track record of raising standards in middle and senior leadership roles. Following four successful years as Deputy Head Teacher, he was promoted to his first Head Teacher role in 2016 and served as Executive Head Teacher from 2018 to 2023. He helped drive his school's growth – from approximately 900 students to 1,870 (students aged 3-18) – becoming the most popular school in his district of London. In Sep 2023, Phil's last school was personally recognised by the UK's Minister of State for Education for its strong attainment. Phil has a real passion for delivering the highest quality education, which, for him, means seeing students fulfil their academic potential whilst also developing their character, confidence and skills through a variety of programmes and opportunities.

Phil joined Harrow Beijing in August 2023 and has relished the challenge of taking Harrow Beijing on to even greater success.

## Vision

**'Educational Excellence for Life and Leadership' guides all we do at Harrow Beijing, which yields a first-class academic and super-curricular experience. Our Harrow students are culturally aligned with Beijing and China whilst instilled with the core Harrow values of fellowship, honour, humility and courage. Our graduates are high-achieving, highly confident, articulate young leaders who, year after year, move on to top university destinations.**

## The Educational Offer

**Harrow Beijing** students experience the best of a British International Education whilst retaining deep roots in their Chinese context and language. Our students are renowned for their high levels of spoken and written English developed through our progressive curriculum model and Leadership in action activities. This education culminates with the Gold Standard A Level pathway, including Extended Project Qualifications, meaning our students are well placed to engage on a local and international stage through places at globally high-ranking universities, e.g. Russell Group & Ivy League.

## Summary of Achievements

### Public Examination Results

Qualification		%
A Level	A*	14
	A*-A	46
	A*-B	75
	A*-C	88
IGCSE	A*	37
	A*-A/9-7	59
	A*-B/9-6	79
	A*-C/9-4	96

### University Destinations

	% of students
Top 10	19
Top 50	49
Top 100	67
Russell Group	51
Oxbridge	2
Top London	34



## Student Talent Development

**A number of students** took part in science competitions throughout the year, such as the PhysicsBowl Contest, the Australian Biology Olympiad, and the UK and Australian Chemistry Olympiad; notable mentions include:

- Y10, Y11 and Y12 successes with one silver and two gold medals in the PhysicsBowl contest
- Y12 success with three gold Medals in the UK Chemistry Olympiad – with scores placing them within the top 3%+ worldwide

**Success with our students** in Mathematics; several were put forward to the final round of the Singapore Math Challenge, and two were awarded distinction and merit in the British Mathematical Olympiad. Three students scored full pass rate, 100% in their IGCSE.



**Upper School Student Success**

- Highest Mark in China for A Level Mathematics
- Highest Mark in Asia for GCSE Art and Design
- Highest Mark in the World for IGCSE Mathematics
- Highest Mark in China for GCSE Design and Technology
- Highest Mark in China for IGCSE Economics

**Harrow Beijing school life** remains rich with a continuous impressive 100% pass rate in LAMDA, offering a full suite of courses for students in every year group, in Acting, Speaking in Public, Prose and Poetry, Musical Theatre, The Shakespeare Qualification and The LAMDA Pcert Diploma. One of our students was the first in the world to achieve the Shakespeare qualification.

**Our Music Department** goes from strength to strength, and we have collaborated with the British Embassy and The Peking Sinfonietta Children's Choir on recent School Choir Performances. The School's orchestra and ensembles were selected to play at the King's Birthday Celebration at the British Ambassador's residence in Beijing. Muqi Y, a Year 6 student, won 2nd prize in Category 1 of the 16th Edition of the Arthur Grumiaux International Violin Competition, held at the Royal Conservatory of Brussels, Belgium. Despite having only played the violin for four years, she has attained remarkable results. She frequently performs at school and is an active participant in the school orchestra.

**Harrow Beijing** was proud to present an exceptional full-scale production of 'West Side Story' in April 2024. A huge cast of over 200 students took part, with actors, orchestral members, dancers, set design/lighting/sound technicians and stage crew all making a vital contribution.

**The 2023/24 sports year** was a successful one for the Harrow Beijing Lions, our students competing both nationally and internationally within our core sports and locally in our minor sports. The highlights of the year were successfully hosting and winning the U19 Boys Basketball ACAMIS Orange Division. Reaching second place overall at the U13 FOBISIA Games in Thailand and competing successfully at the prestigious Harrow Games. We are eager to embark on another successful year of physical education and sports.

**More than 250 students** are enrolled in Harrow Beijing's Aquatics Programme across four specialised courses – Learn to Swim, Competitive Swimming, High Performance Swimming and Water Polo. Harrow Beijing's talented athletes secured top-three finishes in major international school championships in Beijing. One of our standout swimmers was selected to represent Team Beijing at the prestigious Singapore Nationals, where she had the incredible opportunity to compete against some of the world's top Olympians – a testament to the high level of training and dedication. Harrow Beijing's Water Polo team made history at the first-ever Water Polo Championships in Shanghai, competing against both international schools and clubs. Our 11 and Under Boys team emerged victorious and undefeated.



**Strategic Priorities in 2024/25**

- Continue recent success by expanding the number of students achieving top-tier university destinations
- Expand Language Intensive Pathways for high-potential students to meet new demand for places
- Successfully deliver new three-year A Level Pathway
- Expansion of Kindergarten Provision at Hegezhuang Campus
- Strengthen School Community Connection with Parents (enhanced parent programme and celebration events, including 20th Anniversary)
- Pilot Harrow Diploma Programme
- Expand the offer for our newly formed Sports/Arts Academy

**Awards received in 2023/24**

- KingLead China International School Innovative Competitiveness Ranking 2024 **Top 4**
- KingLead China International School Research Characteristics Ranking 2024 **Top 30**
- KingLead China International School Leadership Characteristics Ranking 2024 **Top 3**
- KingLead China International School Artistic Characteristics Ranking 2024 **Top 10**
- KingLead China International Early Years 2024 **Top 30**
- Forbes China International School Ranking 2024 **Top 32**

**Staff Overview**



315

TOTAL STAFF NUMBER



226

NUMBER OF ACADEMIC STAFF



89

NUMBER OF NON-ACADEMIC STAFF



# AI SL HARROW INTERNATIONAL SCHOOL HONG KONG



**ANN HAYDON MBE** BSC, PGCE, NPQH  
HEAD MISTRESS OF AISL HARROW INTERNATIONAL  
SCHOOL HONG KONG

Ann graduated with a degree in Geography and Economics from the University of Surrey and completed her PGCE at the University of Nottingham. She was one of the first cohorts to complete the National Qualification for Headship from the University of London. In January 2024, Ann was named in the New Year’s Honours List and awarded an MBE for her services to education in the UK and Hong Kong. She was awarded a distinction in the Pearson UK, Headteacher of the Year Award and has received awards for teaching and learning, marketing, and governance.

Ann held the position of HMC London Division Secretary and was a member of the HMC Sports Committee. She is currently the International Schools representative on the HMC Communications Committee.

She was a member of the United Learning Heads Reference Group working on strategic developments across a group of independent schools and academies and she sat on the Governing Body of several independent schools. She is currently a Governor at Repton School in Derbyshire, UK, and is a regular speaker at education conferences across the world.

## Vision

**Our vision is to maintain the School’s position as a world-renowned school providing ‘Educational Excellence for Life and Leadership.’ by delivering a high-quality British education in Hong Kong based on Scholarship, an enviable Super Curriculum, Co-Curricular, and Personal Development programmes.**



## The Educational Offer

**AI SL Harrow International School Hong Kong** is a leading school in Hong Kong and Asia and has been recognised as one of the Top 150 Schools in the World for educational excellence. The School aims to provide a world-class education where students achieve consistently high academic results and develop all-important, essential 21st-century skills to ensure that they are ‘real world’ ready and prepared to lead in a complex, global market. The School embeds the ‘essential skills’ of creativity, critical thinking, digital literacy, cultural competency, leadership, collaborative problem solving, and effective communication into the curriculum and through an extensive Super Curriculum and Co-Curricular programmes for its character education programme, known as ‘Facing Challenges’. Harrow Hong Kong students consistently perform outstandingly well at GCSE and A Level, with the School ranking as one of the top schools in the world for GCSE and A Level results. The A Level Programme includes completing an Extended Project Qualification and involvement in ‘Beyond Harrow’, a bespoke Personal Development Course that prepares students for university and the world of work. Harrow Hong Kong students go on to study at high-ranking universities such as Oxford, Cambridge, Imperial College London, University of Hong Kong, Tsinghua in China, and Ivy League Colleges in the United States, such as Harvard, Yale, Princeton, Columbia, Cornell, and U Penn, as well as Stanford, Duke, and UC Berkeley.

## Summary of Achievements

### Public Examination Results

Qualification		%
<b>A Level</b>	A*	<b>35</b>
	A*-A	<b>71</b>
	A*-B	<b>91</b>
	A*-C	<b>97</b>
<b>IGCSE</b>	A*	<b>78</b>
	A*-A/9-7	<b>91</b>
	A*-B/9-6	<b>95</b>
	A*-C/9-4	<b>100</b>

### University Offers

	% of students
<b>Russell Group</b>	<b>93</b>
<b>Oxbridge</b>	<b>56</b>
<b>Ivy League</b>	<b>12</b>
<b>Ivy League Plus</b>	<b>44</b>

**93%** of Russell Group applicants received an offer, with students taking up Russell Group places (including UCL, Cambridge, LSE, Imperial College London and Durham).

**56%** of Oxbridge applicants received offers.

**12%** of students going to the US will attend Ivy League colleges.

**44%** of students going to the US will attend Ivy Plus colleges (including Stanford, Duke, Northwestern).



## Student Talent Development

### Upper School student leadership:

- a. Prefect Team led by Heads of School who are supported by a team of elected Prefects and Ambassadors with specific responsibilities for various aspects of school life. Student Wellbeing Ambassadors who have undertaken the Teen Mental Health Training and are available to students for peer-to-peer support.
- b. Upper School Student Leadership: leadership opportunities in House, in subject areas and via Sports and Music.
- c. Lower School Student Leadership: a Head Girl and Head Boy who are mentored by Sixth Form Prefects to promote students' voice.

### Upper School international and national awards for academic competitions include:

1. Hang Lung Mathematics Awards: gold prize winners for their paper "On the Properties of the Semigroup Generated by the RL Fractional Integral"
2. Royal Commonwealth Day Writing Competition: winner
3. British Mathematical Olympiad: winner of a certificate of distinction in the second round
4. VEX Robotics Championship Hong Kong National Final: a team of four won the Innovate Award
5. VEX IQ World Robotic Championship in Dallas, Texas: winner of the Amaze Award
6. Prince Philip Scholarship Scheme: a student won a scholarship to study at the University of Cambridge

### Lower School international and national awards for academic competitions include:

1. HK China Tennis Association: number 1 ranked tennis player for Girls Singles
2. Concours International de Musique de Versailles, French Competition premiere tour: first prize in Violin
3. Greater Bay Area International Arts Festival Chinese Instrument Competition: champion
4. Victoria International Youth Painting Competition: winners, resulting in two students having their artwork displayed at the National History Museum in London



### Awards received in 2023/24

- Awarded Council of International Schools (CIS) accreditation (May 2023)
- Top 125 Private Schools in the World & Top 15 Private Schools in China and South East Asia (2020-2024) for The Schools Index by Carfax Education
- Listed as 'Top Recommended' in the Spear's Schools Index 2024

## Non-academic Performances

Lower School offers 72 CCAs, 55 SCAs, and there are 260 SCAs and CCAs in total in the Upper School.

### Upper School:

- Compulsory Public Speaking course for Y8 and Y12, working towards a LAMDA Public Speaking examination;
- STEAM Carousel SCA, where Y6-8 students are introduced to computer-aided design, 3D printing, macro photography, etc., each term;
- Chinese SCAs and CCAs, including Chinese Chess, Chinese History;
- Large-scale productions that include Ensemble Concerts, Little Shop of Horrors, and Charlie and the Chocolate Factory performances, all supported by the SCA and CCA programme.

### Lower School:

- Music SCAs and CCAs have been developed to offer students more opportunities, using Visiting Music Teachers to support students in developing their skills and enjoyment;
- The STEAM centre continues to provide a base for a wide range of Lower School SCAs that are extremely popular, and we are now able to build programmes that build on prior learning, particularly in robotics; and
- Charity and Service remain a focus with the expansion of Make Money Grow and Make a Difference SCAs - service being key in this area.

The School's Strategic Development Plan is "In Pursuit of Excellence". Harrow Hong Kong aims to maintain its place as a leading school in the world and first choice of Schools in Hong Kong.

## Strategic Priorities in 2024/25

- Undertaking a curriculum review
- Continuing to ensure that all our students are engaged and inspired and that teaching is based on high expectations that encourage curiosity and enable students to flourish
- Developing our Sixth Form provision so that it is a time of self-discovery and development and enables students to gain a place at the university of their choice
- Developing our Early Years provision, including the Early Years environment, and fully embedding the Little Lions Curriculum
- Embedding STEAM fully into the curriculum and encouraging scholarship, collaboration, curiosity and creativity; and
- Enriching our Chinese Language and cultural programme

## Staff Overview



245

TOTAL STAFF NUMBER



184

NUMBER OF ACADEMIC STAFF



61

NUMBER OF NON-ACADEMIC STAFF



# AI SL HARROW INTERNATIONAL SCHOOL SHANGHAI



**ALEXANDER REED**  
HEAD MASTER OF AISL HARROW INTERNATIONAL  
SCHOOL SHANGHAI

Alexander (Alex) is an enthusiastic, experienced school leader who has enjoyed educating children for 30 years. His career has included working in a range of outstanding schools in both the United Kingdom and New Zealand, most recently as the Head of one of New Zealand’s top private schools, leading it to become one of the best academic schools in the country. He took his first degree in English Literature at Cambridge University, has a National Professional Qualification for Headship (NPQH) from the Institute of Education in London, and completed his master’s degree a few years ago on the work of the great Scottish novelist, Muriel Spark. He is passionate about literature, drama and music, and spends much of his free time enjoying cultural pursuits. He also likes to travel, exercise and keep fit – he needs to do this regularly because he loves good food!

Alex believes that a great education has academic excellence for all students at its core, supported by a broad programme of personal, cultural and social opportunities. A great school works with its parents and families to develop successful young people who are also good young people who will use their talents to make the world a better place for everyone.

## Vision

**Educational Excellence for Life and Leadership. To be a warm and wonderful school where children’s progress and attainment are exceptional.**

## The Educational Offer

**Harrow Shanghai** offers a holistic all-through educational journey from 18 months to 18 years. The academic pathway culminates in IGCSE and A Level public examinations. Students go on to study at universities across the globe, primarily in the UK, USA, Canada, Australia and Hong Kong.

## Summary of Achievements

### Public Examination Results

Qualification		%
A Level	A*	40
	A*-A	63
	A*-B	71
	A*-C	88

IGCSE		%
A*	35	
A*-A/9-7	67	
A*-B/9-6	86	
A*-C/9-4	97	

### University Destinations

	% of students
Top 10	46
Russell Group	65
Oxbridge	7





### Student Talent Development

- HarrowPlus sports provision
- 125 separate co-curricular activities, clubs and societies on offer throughout the year
- The Harrow Music School
- Strong emphasis on performing arts provision
- Provision of accredited academic awards schemes (e.g., CREST awards)
- Various national/international academic challenges and competitions

### Non-academic Performances

- Extensive musical groups/ensembles and choirs, ABRSM entries
- Substantial LAMDA programme
- The Duke of Edinburgh’s Award (bronze, silver and gold) and the Junior Award Scheme for Schools
- Student leadership service projects with numerous community partners

### Awards received in 2023/24

- British Schools Overseas (BSO)
- Curiosity Approach Accreditation
- Forbes China Foreign Passport School 2024 **Top 20**
- Forbes China Foreign Passport School 2024 **No 6 in Shanghai**
- Hurun Education International Schools in China 2024 **Top 30**
- KingLead China International School Innovative Competitiveness Ranking 2024 – 5A School **Top 10**
- KingLead China International School British Characteristic Ranking 2024 **Top 10**

### Strategic Priorities in 2024/25

- Increasing literacy, including oracy across the curriculum and in both English and Mandarin
- Providing structured, differentiated learning, including use of IEPs for teaching and learning
- Supporting, and challenging and extending to the more vulnerable in our community
- Sustaining and developing reciprocal relationships with parents: more parent involvement & support
- Promoting CCAs as an outstanding part of our curriculum: further development, with an emphasis on the arts and sports
- Offering richer bicultural context in every sense: further development
- Ensuring wellbeing and connectedness for everyone
- Expanding critical and creative thinking skills across the curriculum



### Staff Overview



**125**

TOTAL STAFF NUMBER



**97**

NUMBER OF ACADEMIC STAFF



**28**

NUMBER OF NON-ACADEMIC STAFF



# AI SL HARROW INTERNATIONAL SCHOOL AND LI DE SCHOOL HAIKOU



**OLIVER WELLS**  
HEAD MASTER OF AISL HARROW INTERNATIONAL  
SCHOOL AND LI DE SCHOOL HAIKOU

Head Master Oliver (Olly) Wells has a wealth of experience leading international bilingual schools in China, having also previously served as Executive Head Teacher at Sedbergh School Fuzhou, Head Teacher at Wycombe Abbey Changzhou and Deputy Head Teacher at Malvern College Qingdao. Prior to moving to China, Olly was the Associate Principal at Westminster Academy in London, an enterprise specialist academy offering the IB Diploma and IB Career-related Programme. As a COBIS Lead Improvement Partner, Olly has had the privilege of visiting many schools around the world, bringing the best ideas he sees back to Harrow Haikou. Olly studied at Sheffield University (BA), King’s College (PGCE, MA) and completed his National Professional Qualification for Headship with the National College of School Leadership. He is currently studying for a PhD in Education at Lancaster University.

## Vision

**Our vision at Harrow Haikou, which is the guiding principle of our work, is to provide a high-quality education that fuses British and Chinese educational philosophies and curricula while developing the next generation of leaders.**

## The Educational Offer

**The Harrow International School and Harrow LiDe School Haikou (Harrow Haikou)** are key projects for the Hainan government. Harrow Haikou is the first world-renowned educational brand in the province and will transform the understanding of high-quality education across the region. Harrow Haikou provides Pre-K to Y13 international and bilingual education for both foreign and local day and boarding students, with a maximum capacity of 1,800 students, including 210 boarders. The school’s design fully embraces Harrow’s requirement to put the students first when considering facilities. The generous campus space allows students to explore learning in a safe and clean outdoor environment, both within and beyond the taught curriculum. Harrow Haikou represents an extraordinary step forward in bilingual and international education for boarding and day students in Southeast China.

The school sets a new benchmark for innovative, holistic and values-based education in the region. The LiDe education is designed to cultivate learners who can utilise and transition between Chinese and English at a social, cultural and technical level to develop a bilingual mind. There are two pathways: LiDe and HIS students will at some points be on a common pathway (Early Years/Pre-Prep) and split at other points in Upper School, all of which lead to IGCSE and A Level.

Cathy Li has been deeply involved in the education industry for nearly 20 years. She holds an MBA from Hult International Business School and Beihang University (BUAA), formerly known as Beijing University of Aeronautics and Astronautics. Cathy has held education management positions in well-known international school groups for more than 15 years and has recently completed an International Professional Certificate in School Leadership at University College London.

At Harrow Haikou, she leads the team to foster students’ passion for Chinese culture via inspiring activities and cultivates the core values of Harrow for the next generation of Harrow students. This is achieved through teaching and learning, leadership projects and other activities that develop the Harrow Values ‘Courage, Honour, Humility and Fellowship’.



**CATHY LI**  
CHINESE PRINCIPAL OF AISL HARROW  
INTERNATIONAL SCHOOL AND LI DE SCHOOL HAIKOU





## Summary of Achievements

### Public Examination Results

Qualification		%
IGCSE	A*	13
	A*-A/9-7	40
	A*-B/9-6	64
	A*-C/9-4	81

### Student Talent Development

In Upper School, we offer a choice of 101 CCAs per week, and for Pre-Prep, there is a choice of 76 CCAs per week.

Our internal CCAs encompass a variety of activities, including academic support sessions, competition support, arts, music, sports (both recreational and competitive training), coding, languages, cooking, painting, international chess and service.

We also offer 21 external CCAs, which include options such as baseball, golf, Taekwondo, fencing, karate, coding, ballet, street dance, K-pop dance, cube, paddleboarding, the Peri Music band, landsurfing, skateboarding, cooking, guitar group, piano group, cello group, vocal group, guzheng group and ancient book restoration.

The Super Curriculum offers Chinese traditional culture courses, as well as technology, art, physical education, nature studies, legal courses, moral education and debate classes.

The Early Years Centres include a wetland learning trip, book-based activities (a diverse experience of global cuisines and woodworking), painting appreciation, experience in 2D and 3D creation and space exploration.

The Pre-Prep curriculum includes visiting the Yan Gallery, Volcano Park, residential trips, kite flying experience, a chance to study Li culture, and participating in the AISL Harrow Games.

The Upper School prepares our students for Chinese debates, the Duke of Edinburgh International Award, the World Scholar's Cup, maths and biology challenges and music competitions. It also features drama performances, university visits to Oxford and Cambridge and a visit to Dunhuang.

### Non-academic Performances

- Competitive coaching in badminton, football, basketball, fencing, golf, sailing, swimming and table tennis
- Peri Music lessons are offered during the school day and after school for boarders
- Day and evening concert performances across the school (i.e. CNY performance, Winter concert, the Mid-Autumn Festival, Peri concerts)
- House events include Ducker, music, spelling bee, Sports Day, debates, basketball, football and badminton
- Leadership and Service activities (i.e., beach clean-ups, Flamingo Sanctuary and serving on charity committees)
- Weekend Boarding activities

### Awards received in 2023/24

- KingLead China International School Brand Value Ranking 2024 **Top 44**
- KingLead China International School Innovative Competitiveness Ranking 2023 **Top 21**

### Accreditations Achieved in 2023/24

- Duke of Edinburgh International Award Centre
- International Computer Driving Licence (ICDL) Centre
- COBIS Candidate School status

### Strategic Priorities in 2024/25

- Enhance parent-school communication
- Raise academic and pastoral care standards
- Effective implementation of extended school day
- Meet all compliance requirements
- Effective implementation of enhanced boarding provisions
- Offer external competitions and event participation
- Exercise good bilingual education practices



### Staff Overview



172

TOTAL STAFF NUMBER



130

NUMBER OF ACADEMIC STAFF



42

NUMBER OF NON-ACADEMIC STAFF



# AI SL HARROW LI DE SCHOOL CHONGQING



**AARON LENNON**  
HEAD MASTER OF AISL HARROW LI DE SCHOOL  
CHONGQING

Aaron is Head Master at Harrow Chongqing, where he is responsible for the leadership and organisation of the whole school, ensuring that levels of academic success are matched by the personal development of each and every student.

Before joining AISL Harrow in 2022, Aaron worked in the UK and China in schools in London, Kent and Guangzhou, PRC. Aaron's education career spans more than 25 years, starting in Kent grammar schools and now in Chongqing. Aaron is a passionate educator, and this was recognised in the award of a National Teaching Award and national recognition in STEAM education.

Aaron graduated from UCL with an MBA in Educational Leadership and the University of Nottingham with a bachelor's degree in Geography. Aaron achieved the National Professional Qualification for Headship from the National College of School Leadership and a postgraduate teaching certification from Brunel University. Aaron is a keen musician, owning far too many electric guitars, and enjoys travel and photography in his spare time. Aaron is a member of the Executive Committee of the British Chamber of Commerce, South-West China.

## Vision

**Develop leaders through the union of bilingual and bicultural minds to create a better world.**

## The Educational Offer

Harrow LiDe Chongqing now extends to G11 for the start of the 24/25 academic year, with the introduction of the A Level academic programme.

## Educational Excellence for Life and Leadership

Harrow Chongqing takes the best of Chinese and British education, combined with unique Harrow family traditions, to support children in achieving their potential. Through a holistic academic approach underpinned by an individualised pastoral care system, the school fosters academic excellence in a bilingual and bicultural setting and promotes courage and confidence to lead in an ever-changing world.

The aim of a Harrow education is to develop:

- An International Harrovian who takes pride in Harrow traditions, presentation and behaviour, who can lead and be part of a team, who takes opportunities, shows compassion and strives to be part of a global community.
- Staff who are role models for leadership and teamwork, who exemplify presentation and empathy, demonstrate reflection and self-development and are integrated members of a bi-cultural community.
- Families who are partners in promoting school pride and traditions, who show interest in their child's development and who are active members of the school community.

Judy Kong holds a Master's degree in TESOL from Teachers College, Columbia University, an MBA from CEIBS and is currently completing a DBA at the HELP University in Malaysia. Twenty years of experience in teaching and international education has given Judy an in-depth understanding of international curriculum and education. She firmly believes that education is about one soul awakening another. She advocates nurturing children to become lifelong learners with noble values and preparing them for an ever-changing future world.



**JUDY KONG**  
CHINESE PRINCIPAL OF AISL HARROW LI DE SCHOOL  
CHONGQING

## Summary of Achievements

### Public Examination Results

Our Grade 10 students achieved an outstanding set of IGCSE grades, the first cohort to take these examinations at Harrow Chongqing.

Qualification		%
IGCSE	A*	50
	A*-A/9-7	67
	A*-B/9-6	91
	A*-C/9-4	100

- 73% A\*/A grades in English
- 100% A\*/A grades in Chinese





### Student Talent Development

- UK Junior Math Challenge: gold/silver/bronze certificates
- UK Intermediate Math Challenge: gold/silver/bronze certificates; 2024 IMC silver/bronze certificates
- UK Senior Math Challenge: silver certificate
- Australian Math Competition: second and third prizes
- Kangaroo Math Competition: super gold/gold/silver/bronze awards
- NEC (National Economics Challenge): individual silver and bronze, team regional gold, Hall of Fame for Macroeconomics full score.
- UK IBO (Intermediate Biology Olympiad): highly commended
- BMO (British Math Olympiad): round 1 merit
- World Scholar Cup: silver and gold individual in writing, debate, biology and team
- Ivy Cup International English Contest: silver, bronze, excellence
- American Mathematics Olympiad From Southern Illinois University STEM Education Research Center: silver award
- Hippo English: first/second/third prizes
- AISL Harrow Debate Championship: champion team of oral debate for junior group, best debater for junior group, champion individual for written debate, runner-up individual for written debate
- Chongqing Cricket match: runners-up
- Chongqing Public Taekwondo Competition: champions, runners-up
- Chongqing and Chengdu Area Swimming Club tournament: 100 metre first prize, 2nd prize and 3rd prize
- Chengdu Equestrian Super League: third prize for G8
- 7th Archery Invitation in Eastern and Southern China: first prize
- Chengdu and Chongqing Fencing “Happy Star” competition: first/second/third prizes
- Chongqing Youth International Chess Championship: fifth place
- Melbourne International Piano Competition: gold prize
- 4th Art exhibition “ China Youth Art Education” Cup: gold award
- 2nd Chongqing Painting Competition for Youth: first/second/third prizes
- UN 75th anniversary art exhibition: works of 36 students selected for the exhibition

### Non-academic Performances

- Student Ambassador programme
- Chinese Culture Week Spring Fair engaged the whole community.
- Active House system offers a huge range of ECAs and CCAs.
- Charity and service: Charity book donation; Temple Fair – Charity Fundraiser; Long Ducker – raising funds for Chongqing Charity Foundation for charitable projects; The Hill Shop – proceeds to charity; Environmental Art Exhibition; Charity Book/toy sale

### Awards received in 2023/24

- Forbes China Bilingual Schools Annual Selection 2024 **Top 100**
- KingLead China International School Research Characteristics Ranking 2024 **Top 100**
- KingLead China International School Humanities Characteristic Ranking 2024 **Top 9**

### Strategic Priorities in 2024/25

- Focused marketing and admissions plan to drive brand awareness, enquiries, event management and ultimately student enrolment in Chongqing; connect our school with our city
- Ensure ‘quality’ and ‘excellence’ are the keywords in every function of the school
- Improve student retention
- Establish Harrow Chongqing as the leading provider of post-16 education in the city. Launch A Level programme in September 2024 and completion of Sixth Form Centre
- Launch of one-year Foundation A Level (Grade 10) and Intensive English Programme (IPP) courses (Grade 6 – Grade 8)
- Use data to analyse trends and close gaps in internal performance
- University Guidance Programme providing individualised support for parents and students
- Boarding: developing extended English reading and fluency programmes (for Day Houses also); student voice and House prefect system
- Continue to develop and build upon the Action Research model of CPD with differentiated pathways for AY24/25
- Lower School: Successful implementation of intervention programmes to close the gap between low achievers and high achievers. All expat teachers are trained in Talk 4 Writing and Read Write Inc
- Ongoing LiDe curriculum development
- Establishment of the Pastoral Committee in Upper School and House and Lower School Pastoral coordinators
- Talent development – AISL academic; IPGCE pathways; leadership training for middle leaders; participation in and promotion of competitions and awards for students; career pathway for BCPs; recruitment and retention of high-calibre staff
- Continue to develop the successful Parent Engagement programme and profile of Friends of Harrow

### Staff Overview



74

TOTAL STAFF NUMBER



48

NUMBER OF ACADEMIC STAFF



26

NUMBER OF NON-ACADEMIC STAFF



# AI SL HARROW INTERNATIONAL SCHOOL SHENZHEN QIANHAI



**DANIEL BERRY**  
HEAD MASTER OF AISL HARROW INTERNATIONAL  
SCHOOL SHENZHEN QIANHAI

Daniel is Head Master at Harrow International School Shenzhen Qianhai. Daniel has been working in education for 30 years and has been a Head Master for nearly half of this time, a role that makes him responsible for all areas of the school with the support of an experienced and dynamic team. Before joining AISL Harrow, Daniel was Head Master of Kirkham Grammar School, a large independent day and boarding school. Daniel was also a member of the Headmasters' and Headmistresses' Conference (HMC) and served as a member of the national committee on school inspections.

Daniel graduated from Lancaster University with a degree in History. He has gone on to complete his PGCE, NPQH and Master's in Education. Daniel has had the unique opportunity of serving as a Head Master in public schools, private schools and international schools.

Kevin Qian is the founding Chinese Principal and Chair of the Board of Directors of Harrow International Shenzhen Qianhai. He graduated from Harvard University and boasts more than a decade of progressive leadership experience in education. This includes his roles in establishing two international schools and three bilingual programmes in China, where he actively manages operations and administration, committing himself to helping every student unlock their potential through the delivery of quality education.

Prior to joining AISL Harrow, he held leadership positions at a renowned public high school and a top private K-12 school in Massachusetts, USA. His contributions to the fields of international and bilingual education have earned him several prestigious accolades, such as the 'Outstanding Educator' award from Carleton College, '2021 Forbes China Top 10 Up-and-Coming International School Heads', '2022 Forbes China Top 10 Outstanding School Heads', '2023 Forbes China International Education Outstanding Contribution Award', and the 'RAISE 2023 Outstanding Principal Award for Post-80s'.



**KEVIN QIAN**  
CHINESE PRINCIPAL OF AISL HARROW INTERNATIONAL  
SCHOOL SHENZHEN QIANHAI

## Vision

**Educational Excellence for Life and Leadership. Where excellence permeates all aspects of a child's education within and beyond the classroom, enabling every child to achieve their academic potential alongside pursuing their individual passions and interests - a true holistic education.**

## The Educational Offer

Harrow International School Shenzhen Qianhai promotes academic excellence by finding the very best in every student. We encourage students to have high expectations of themselves, be ambitious and work hard to realise their potential in a nurturing environment. Our curriculum provides a full and comprehensive range of subjects delivered by high-calibre teachers in first-class facilities for learning.

## Summary of Achievements

### Public Examination Results

Qualification		%
IGCSE	A*	23
	A*-A/9-7	49
	A*-B/9-6	75
	A*-C/9-4	90
AS LEVEL	A*/A	60

### Student Talent Development

- **UKMT Senior, Intermediate and Junior Maths Challenge:** gold, silver and bronze awards
- **Inter-Harrow Maths Competition:** first place
- **AISL Harrow Debate Championship in Harrow LiDe School Hengqin:** first place in writing debate sections; second place in senior division
- **2023 AMC 8 mathematics competition:** Top 5% Honour Roll
- **Gauss Maths Contest:** top 25% of contestants
- **2023 World Scholar's Cup:** Shenzhen regional round
- **2024 World Scholar's Cup:** 21 students qualified for the global round in Malaysia
- **John Locke Institute Essay Competition final at Oxford University, UK:** shortlisted amongst over 19,000 registrants
- **National Science League 2023:** gold, silver and bronze awards and honourable mentions
- **European Economics Olympiad:** top 2% regionally
- **Chemistry Olympiad:** gold, silver and bronze awards
- **2023 British Physics Olympiad:** gold award





- **2024 British Physics Olympiad Round 1:** bronze award
- **CREST Awards:** bronze award
- **International Geography Spelling Bee:** gold and silver awards; second place overall
- **Harrow 451 Schools Sustainability Competition:** pathway 2 Winners
- The Junior Scholars' Programme was launched
- **2023 Forbes China Young Artists 100 Competition:** gold and silver awards
- **Summer LAMDA examinations:** 49 distinctions and 57 merits
- **LAMDA public speaking in boarding:** 9 distinctions and 2 merits
- **Harrow International School Hong Kong's Chinese speech competition:** group number 1
- **Singapore International Young Pianist Competition:** second place
- **Songwriting Academy UK Songwriting Competition:** top ten finalist
- Music performances held by 4 students for the Yale Alumni Association in Shenzhen
- **10th Steinway National Youth Piano Competition, South China final, and the 85th Steinway International Youth Piano Competition China Regional Competition:** first place in the Amateur Group
- **IPPA International Piano Competition:** winner
- Melbourne International Vocal Competition
- **2024 ABRSM Piano Competition:** second place

- **SISAC in Shenzhen:** girls and boys teams competed in volleyball, basketball and football
- **U19 Girls SISAC Basketball League:** second place
- **U19 Boys SISAC Basketball League:** first place
- **2024 AISL Harrow Games**
- **Shanghai Swim League (SSL) Competition U14:** second place
- **SISAC swimming competition:** third place overall
- **Guangdong Equestrian Association 2023 Open Tournament:** second place
- **2023 British Intermediate and Advanced Physics:** one global gold, 15 silver and 14 bronze awards
- **Australian Science Olympiad - Chemistry:** one credit
- **Shenzhen Short Story Competition:** one winner
- **Golf:**
  - GBA Regional Senior Boys: runners up
  - GBA Regional Senior Girls: champions
- **ACAMIS Volleyball:** first entry for the school in the Silver Division against schools across China
- **U11s Merchiston Sports Festival Cup:** overall winners and individual basketball champs
- **Swimming Tri-School Harrow Cup:** one win and one runner-up prize
- **SWIS invitational:** third place



### Non-academic Performances

- The Duke of Edinburgh's Scheme - Silver and Bronze International Award
- TEDx Harrow Shenzhen Youth hosted a weekend of speeches and music performances with four other AISL Harrow Schools
- Hosted an international acapella concert
- Student-led activities project launched in the Harrow Diploma Activities programme
- Three house charity days: busking, tuck shops, dancing; house competition events in various categories
- San Francisco Y10-12 STEM trip
- Beach cleaning
- Successfully held the first school production 'Shrek' and Battle of the Bands concert
- Book Week held successfully with dress up day, bookfair and author visits
- Fellowship ambassadors organised RUOK Week to promote anti-bullying and organised Mental Health Awareness Week walkathon to promote wellbeing
- Long Ducker: Shaftesburys committee set up game stalls to raise money for charity

### Awards received in 2023/24

- Forbes China Foreign Passport School Ranking 2024 **Top 11**
- KingLead China International School Innovative Competitiveness Ranking 2024 **Top 9**
- KingLead China International School Research Characteristics Ranking 2024 **Top 10**
- KingLead China International School Leadership Characteristic Ranking 2024 **Top 10**
- KingLead China International School Mathematical Characteristics Ranking 2024 **Top 10**
- KingLead China International Kindergarten Ranking 2024 **Top 20**

### Strategic Priorities in 2024/25

- High-quality teaching, supported by the COURAGE to deliver strong outcomes
- Modern facilities, built on traditional values, demonstrating pride and HONOUR
- A responsible school that works together in FELLOWSHIP
- A School that shows HUMILITY through a strong community
- A HOLISTIC approach focusing on Innovation and Leadership

### Staff Overview



183

TOTAL STAFF NUMBER



124

NUMBER OF ACADEMIC STAFF



59

NUMBER OF NON-ACADEMIC STAFF



# AI SL HARROW LIDE SCHOOL NANNING



**NEIL CLAYTON**  
HEAD MASTER OF AISL HARROW LIDE SCHOOL  
NANNING

Neil possesses 20 years' experience in the education sector and ten years of leadership experience in Asia. He has achieved the following qualifications: a Master's degree in Education (distinction), PGCE Secondary Science and a Bachelor of Science degree in Biology. Neil is a motivated and ambitious professional who achieves his goals by drawing upon more than 20 years of experience in middle and senior leadership roles in the UK and Asia. Committed to raising the standards of excellence, he endeavours to provide each student with the opportunity to be the best version of themselves.

## The Educational Offer

**Rooted in a culture of care and high aspirations**, Harrow Nanning empowers students with a values-based, holistic education that ignites a lifelong pursuit of becoming the best versions of themselves.

We cultivate confident bilingual leaders with authenticity, resilience and integrity through a broad curriculum and a focus on essential future skills.

Our vibrant Harrow Family fosters a strong service ethic and academic excellence, equipping students to thrive in any context and contribute meaningfully to the world.

## Summary of Achievements

### Public Examination Results

Qualification	%
IGCSE A*	25
A*-A/9-7	58
A*-B/9-6	73
A*-C/9-4	97

## Academic

- **2023 Continental Math League:** one silver and four bronze awards
- **2023 British Physics Olympiad – Junior Physics Challenge:** two silver and five bronze awards
- **2024 Math Kangaroo:** one gold, two silver and one bronze award, plus ten proficiency awards
- **2024 National Science League:** one perfect score award, two gold, one silver and one bronze award, with six honourable mentions
- **2024 American Math Challenge 8:** one Honor Roll of Distinction and Achievement Honor Roll
- **2024 International Science Bee National Round:** two qualifiers

Ms Li joined Harrow Nanning in April 2024 as its Chinese Principal. She holds a Master's degree in Child Development and Education from the University of Oxford, UK. She is studying for a PhD in Education at the University of Liverpool, UK. She is a member of the International School Operation and Management Programme at Peking University and a bilingual teacher/researcher at the China Institute of International Exchange. Ms Li has held management positions in many international schools, is responsible for the operation of primary and secondary education, and has participated in national education research projects in both China and the UK. In 2022, she was awarded the Forbes China Top 10 Up and Coming Headmasters of China International Schools.



**MEREDITH LI**  
CHINESE PRINCIPAL OF AISL HARROW LIDE SCHOOL  
NANNING





### Art and Music

- UN75 Art Exhibition (the celebration of the 75th anniversary of the founding of the United Nations). The works of 29 students from the school were included and exhibited.
- 2023 Forbes China Youth Artists 100 Competition: two students were shortlisted for the top 100, while eight students won the Outstanding Work Award.
- 2024 Paris Music Competition District Round: eight first prizes, 24 second prizes and eight third prizes.
- 2024 Paris Music Competition Global Round: five second place prizes.
- 2024 Singapore International Piano Competition: four first-, 15 second- and three third-place prizes.
- 2024 Asia-Pacific Open for Instrumental Music Performance: seven second- and two third-place prizes.
- 2024 Malaysia International Music Exhibition: one gold, two silver and one bronze award.
- 2024 Ivy Cup Asia-Pacific Finals: one gold award (qualified for the Asia-Pacific Top 10 Finals), seven silver and two bronze awards, plus two excellence awards.
- 2024 Ivy Cup Semi-Finals: three gold, six silver and five bronze awards.
- 2024 AISL Harrow Debate Championship: four debate champions.
- 2024 World Scholar’s Cup – Global Round: 11 gold and 16 silver awards, with one qualifier team (Yale University-World Round).
- 2023 World Scholar’s Cup – National Round: six trophies, 41 gold and 36 silver awards, with seven qualifier teams.

### Sports

- 2023 Ultra Gobi Youth Challenge (72 km): six Harrow Nanning students won three gold medals and one silver medal
- Nanning Fencing Open: U10 Girl’s Foil Team, Champion
- 2023 Guangxi Swimming Super League (Grand Final)
  - Girls 13-14 Group 50M Freestyle Champion
  - Girls 13-14 Group 50M Breaststroke Champion
- 2023 “Running Youth” Guangxi Youth Equestrian Championships
  - Dressage Group B – Team Competition Champion
  - Jumping Group B 50cm – Team Competition Champion
  - Field Jumping Group B 60cm – Individual Competition Champion
- 2024 AISL Harrow Games
  - U13 Boy’s Football – silver medal



### Awards received in 2023/24

- The Emerging International School 2023 awarded by NewSchool Insight
- Forbes China International School Selection 2024 **Top 38**
- Forbes China Outstanding International School 2024
- Forbes China Leadership Team 2024
- Forbes China Young Artist 100 Member Schools 2024
- KingLead China International School Brand Value 2024 **Top 60**
- KingLead China International School Artistic Characteristics 2024 **Top 10**
- KingLead China International School Humanities Characteristics 2024 **Top 10**
- The 4th Chinese Language Festival Excellent Participation Award

### Strategic Priorities in 2024/25

- **Being Values Driven**  
We will integrate core values into all aspects of school life, creating a foundation for responsible leadership and lifelong learning
- **Having a Culture of Care**  
We commit to a culture of care that ensures individuals receive the individual attention and guidance they need to reach their full potential
- **Pursuing Excellence in Teaching & Learning**  
We will pursue relentless improvement in teaching and learning
- **Having High Aspirations for All**  
We will foster a culture of high aspirations for all, leading to consistently strong academic and personal outcomes
- **Valuing Broad Educational Experiences**  
We will champion the enriching tapestry woven by the interstitial curriculum, including sports and the arts
- **Thinking Forward**  
We will embed the knowledge and skills needed to tackle the challenges and harness the opportunities presented by AI and sustainability
- **Strengthening through Community and Family**  
We will draw strength from our community and global network of schools so that every individual benefits from the wider Harrovian Family’s collective wisdom, experiences and resources

### Staff Overview



**124**

TOTAL STAFF NUMBER



**89**

NUMBER OF ACADEMIC STAFF



**35**

NUMBER OF NON-ACADEMIC STAFF



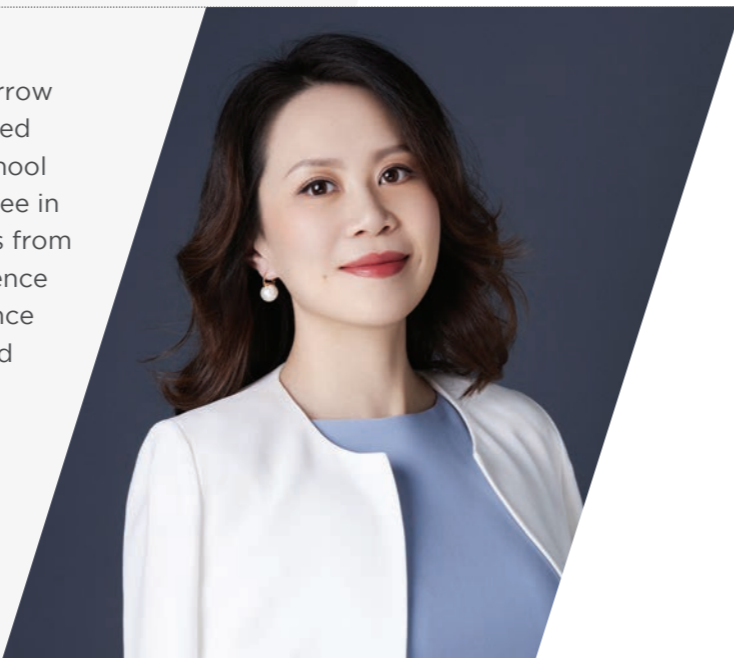
# AI SL HARROW LI DE SCHOOL HENGQIN



**LUKE BARTLETT**  
HEAD MASTER OF AISL HARROW LI DE SCHOOL  
HENGQIN

Luke Bartlett is the incoming Head Master of Harrow Hengqin. He has a proven record of leading in some of the most prestigious schools in the world and brings a deep understanding of high academic standards and a rich history of operating schools renowned for their holistic education and boarding programmes. Indeed, The King’s School, Canterbury UK, where Luke is serving as Deputy Head (Academic), was recently judged by Carfax Education as one of the best independent schools, alongside Eton College, Harrow School in the UK, Westminster School and St Paul’s School. As an Old Harrovian, Luke also brings a deep understanding of Harrow Values and tradition to his role.

Elise Li took up her role as Chinese Principal of Harrow Hengqin in February 2022, having previously worked as an academic leader in a prestigious bilingual school in Shanghai for 12 years. She holds a Master’s Degree in International Education and teaching qualifications from both China and the UK. She has 15 years of experience in bilingual and international education and was once a founding Head of School of a bilingual school and a Sixth Form centre.



**ELISE LI**  
CHINESE PRINCIPAL OF AISL HARROW LI DE SCHOOL  
HENGQIN

## Vision

**Educational Excellence  
for Life and Leadership.**

## Educational Excellence for Life and Leadership

Harrow Hengqin is a Boarding school, offering students, from the age of 2 to 18 years of age, a holistic and internationalised education that prepares Chinese students to become effective citizens with a global perspective. We are a school in which English language acquisition and academic rigour are a priority in all phases of education in the school.

An education at Harrow Hengqin prepares students for access to the world’s leading universities across the globe by providing access to the gold standard of international qualifications, GCSE and A Level.

## Summary of Achievements

Grade 10 students achieved an outstanding set of IGCSE grades, the first cohort to take these examinations at Harrow Hengqin.

### Public Examination Results

Qualification		%
IGCSE	A*	7
	A*-A/9-7	79
	A*-B/9-6	93
	A*-C/9-4	100

Achieving 79% A\*-A with the first cohort of exam outcomes represents a significant achievement for the students. These outcomes are aligned with the highest-performing international schools in Asia and beyond and similar schools in China. Impressively, students achieved 75% A\*-A grades in English, reflecting the growing confidence in and capability of the school for accelerating English language acquisition. Furthermore, 100% of outcomes for Chinese were A\*-A grades.

## The Educational Offer

From the academic year 2024/25, Harrow Hengqin has its first cohort of students in Grade 11, undertaking A Level programmes. At each stage of the education pathway through Harrow Hengqin, the offer will be:

- **Personalised**
  - We know our students and families deeply and draw on this relationship to shape educational pathways to enable students to thrive.
  - We recognise and celebrate the diversity of the school community and draw on it as a point of strength.
- **Challenging and aspiring**
  - The educational offer is academic in nature, with high expectations for student learning and development.
  - English language proficiency is a priority, as are high standards of performance in public exams and standardised assessment sets at all stages of the educational journey.
  - Students establish a passion for and understanding of the language, heritage, culture and history of China.
- **Inspiring**
  - Extended curriculum opportunities are designed to promote talents, passions and interests in the arts, sports and academic fields.
- **Boarding**
  - All of the points above are enhanced by placing the Boarding experience at the centre of the educational offer.



### Student Talent Development

- **American Mathematics Assessment (AMC):** silver prize
- **Australian Mathematics Assessment (AMC) National Math Skills Award**
- **National Science League Introductory Science Level 1 Award**
- **Hippo English Competition China Regional Round:** gold, silver and bronze awards
- **Hippo English Competition East Asia Round:** qualified
- **BPhO – British Physics Olympiad:** global silver, global bronze I and global bronze II awards
- **2023 the 6th Liszt International Piano Open:** silver award (China finals)
- **Speed skating 1,000 metre time trial junior men’s group award**
- **Youth Cultural Heritage Knowledge Competition - Calligraphy and Painting Special:** national first prize
- **2023 Zhuhai Xiangqi Chess Player Ranking Tournament Award (Group B)**
- **China-Europe Piano Competition National Selection Children’s Group B:** gold award
- **UNICEF – Use My Savings to Help Children in Need Certificate**
- **Guangdong Equestrian U Series Junior Dressage Level 3:** individual champion
- **Guangdong Equestrian Association:** the obstacle course 50cm individual first place
- **The 11th Hongkong International Youth Performance Arts Festival and Music Competition – Macau District preliminary round:** first place in the Piano Title Class
- **The 11th Hongkong International Youth Performance Arts Festival and Music Competition – Macau District preliminary round:** Piano Title Class first place and Piano Rising Star Class second place
- **Zhuhai Taekwondo Competition Individual Competition:** second place
- **2023 International Huale Cup China National Instrumental Music Competition National Qualifiers**
- **2023 National Youth National Instrumental Music Exhibition:** gold medal
- **2023 Global Youth Artificial Intelligence Competition:** second place in AI World Robotics Competition for Youth
- **VEX Asia Robotics Championship – Team Competition (International level)**
- **Guangdong Provincial Youth Swimming Championships:** first place
- **AI SL Harrow Schools Swimming Gala:** first, second and third place
- **2023 Hengqin Guangdong-Macao Deep Cooperation Zone:** primary school top ten “subject star” (District)

### Non-academic Performances

- The Student Ambassador programme.
- Chinese Culture Week Spring Fair, which engaged the whole community.
- Active House system for a huge range of ECAs and CCAs.
- Charity and Service: Charity book donation: Temple Fair; Charity Fundraiser: Long Ducker to raise funds for the Chongqing Charity Foundation for charitable projects; The Hill Shop with proceeds going to charity; Environmental Art Exhibition; Charity Book/Toy sale

### Awards received in 2023/24

- **KingLead China International School Brand Value Ranking 2024 Top 50**
- **KingLead China International School Research Characteristics 2024 Top 100**
- **KingLead China International School Sports Characteristics 2024 Top 10**
- **KingLead China International School Chinese Culture Characteristics 2024 Top 10**

### Strategic Priorities in 2024/25

- **Community –** Knowing our students and their families deeply, which helps us share the learning journey together
- **Student development and wellbeing –** Providing personalised opportunities that enhance student wellbeing and development so that they acquire the values and attributes to be successful as individuals, members of a community and learners
- **Academic excellence –** Accelerating English language acquisition so that students are prepared for public exams

Collectively, these three pillars are essential in delivering growth to Harrow Hengqin.



### Staff Overview



79

TOTAL STAFF NUMBER



52

NUMBER OF ACADEMIC STAFF



27

NUMBER OF NON-ACADEMIC STAFF



# AI SL HARROW INTERNATIONAL SCHOOL APPI JAPAN



**STEPHEN TONG**  
HEAD MASTER OF AISL HARROW INTERNATIONAL  
SCHOOL APPI JAPAN

Stephen joined Harrow International School Appi, Japan, in August 2023 after three years helping to establish and grow Harrow International School Shenzhen Qianhai as one of the new AISL Harrow Schools in China. Prior to joining AISL Harrow Schools, Stephen spent 32 years working in six different schools in the United Kingdom, 12 of these as Head Master of a large secondary school in South West England. Stephen is a graduate of Durham University, where he studied history.

Throughout his career, Stephen has held on to some heartfelt principles that guide his work and service as an educator. His philosophy has always been that to prepare young people to be citizens of the future, they first need to be known, cared for and guided, and then to be championed and have all of their successes celebrated.

## Vision

**In the pursuit of Educational Excellence for Life and Leadership we strike a balance between our unique traditions and heritage and the best of ‘doing things a little differently.’ We nurture society’s future leaders, equipping our students with the skills, knowledge and personal attributes needed to excel in a rapidly changing world.**

**We undertake the above vision and mission, knowing that it is our values that create our identity, focus, unity and drive. We also do so in the knowledge that our status as a full boarding school set in the environs of an Iwate mountainside makes us a ‘school less ordinary’ and with the determination to allow every student to develop their own strong self-narrative, a personal story of great things achieved, lessons learned and challenges overcome.**

## The Educational Offer

**Harrow Appi** promotes academic excellence by finding the very best in every student. We encourage students to have high expectations of themselves, to be ambitious and work hard to realise their potential in a nurturing environment. Our curriculum provides a comprehensive range of subjects taught by high-calibre teachers in a truly breathtaking setting.

Harrow Appi students experience the very best of a British international education while learning in a genuinely diverse and international community (with students of 27 nationalities), in which the understanding of one’s own culture, context and language is as important as learning those of everyone around you.

Typically, students study a full suite of IGCSE courses in the Senior School before following an A Level pathway as a gateway to the best universities around the world.

## Summary of Achievements

### Public Examination Results

Qualification		%
IGCSE	A*	30
	A*-A/9-7	51
	A*-B/9-6	72
	A*-C/9-4	90

**96% of all students** in this first examination cohort achieved at least one top (A\*-A) grade.

**Student progress** was very strong, with Value Added being +0.4 grade above the upper quartile prediction.



## Student Talent Development

### Academic Enrichment

**International Maths Challenge:** 13 students earned the title of International Maths Challenge Elitist by scoring between the 80th and 95th percentiles.

**Junior Physics Challenge 2024:** 7 students participated in the 2024 JPC with 5 students receiving gold medals and 2 receiving silver.

**Public speakers and dancers** from Harrow Appi became the first international representatives of the School at the TEDx Conference held at Harrow International School Shenzhen Qianhai.

**National Economic Challenge 2024:** 2 students received the award for Regional Overall Team Award and Qualifying Individual Distinction.



### Harrow Diploma

**100% of students** enrolled in the Harrow Diploma, where they reflect, record and are recognised for their talent development as part of their journey of personal development.

**15% of students** received a Harrow Diploma Distinction, 35% of students received a Harrow Diploma Merit and 50% of students received a Harrow Diploma Pass.

### Sports

**100% of students** developed sporting talent across golf, mountain biking and tennis by undertaking two sessions a week, coached by discipline specific coaches.

**Over 10,000** individual ski and snowboard participations took place in the 2023/24 academic year, coached by specialist instructors, with students attending three sessions each week.

**32 students participated** on the Harrow Appi Alpine Race Team.

**162 (72%) students** are affiliated with a Team Sports Squad with fixtures locally, nationally and internationally.

### Expeditions

**100% of students** have been on two overnight camping expeditions.

**50% of students participated** in a winter adventure expedition (including ski safaris, snowshoeing, off-piste skiing and cat tours).

**20 students** built and slept overnight in an igloo.

**100% of the students** in Remove enrolled in the Duke of Edinburgh Silver International Award.

### Performing Arts

**162 students (72%)** are affiliated with musical ensembles, including four flagship ensembles for jazz band, concert band, school choir and string orchestra.

**72 (32%) students** undertook individual peripatetic music lessons across eight instruments.

**120 (54%) students** performed in the annual winter pantomime production.

**162 (72%) students** performed in the annual spring concert.



### CCA/SCA

**There are 75** after-school Co-curricular activities/Super-curricular activities clubs for students to develop their individual passion and talent.

**100% of Fifth Form students** develop leadership and service skills when leading an after-school activity.

### Awards received in 2023/24

- British Chamber of Commerce Japan Finalist – Best British Company
- British Chamber of Commerce Japan Finalist – Best Company for Digital and Technological Innovation

## Strategic Priorities in 2024/25

- Secure the highest possible standards in our Educational Provision in all three pillars of our unique provisions: (i) academic excellence, (ii) close personal tutoring, full boarding and pastoral care, and (iii) enrichment programmes so that all students are able to ‘show and tell’ their own personal journey and self-narrative
- Embrace our diverse and international dimensions and ensure that our provisions allow all students to feel fully supported in life and learning
- Articulate an ambitious, exciting and deliverable Long Term Strategic Plan for the development of Harrow Appi
- Deliver a stakeholder strategy that successfully (i) attracts, (ii) engages and (iii) delights

### Staff Overview



85

TOTAL STAFF NUMBER



56

NUMBER OF ACADEMIC STAFF



29

NUMBER OF NON-ACADEMIC STAFF



AI SL HARROW  
HONG KONG CHILDREN  
SCHOOL  
**SHENZHEN  
QIANHAI**



**DR JOHN TAN, BDS, PCED (DIST), MED (DIST), PHD**  
HEAD MASTER OF AISL HARROW HONG KONG CHILDREN  
SCHOOL SHENZHEN QIANHAI

John graduated and practised as a dental surgeon before turning into education, completing his PCEd, MEd and PhD at the University of Hong Kong (HKU). He has been a Head Master since 1999, serving at Wah Yan College Kowloon and PUA Wah Yan Primary School in Hong Kong, except for a period during which he served as Chief Curriculum Officer of the Hong Kong Education Bureau (HKEDB), where he led the launch of a new core subject in the then new Hong Kong Diploma of Secondary Education (HKDSE) examination.

In the last decade, John has been active in the professional development of new principals in Hong Kong, functioning as the Chairman of the professional development-focused Hong Kong Principals' Institute (2018-2023), a mentor for newly appointed principals, and a tutor to aspiring principals in programmes run by the Chinese University of Hong Kong and the Education University of Hong Kong. He was awarded the Award of Excellence in Educational Administration by the HK Council for Educational Administration in 2015. By invitation, he served as a consultant/adviser in bodies, both within and outside HK, related to Gifted Education (HKEDB), Public Examinations (HK Examinations and Assessment Authority), Careers Advisory Board and Honorary Associate Professorship (HKU), Liberal Studies (Our Hong Kong Foundation, HKEDB), Hong Kong Museum of History (HK Leisure and Cultural Services Department), and school development (Xavier Jesuit School Cambodia).

**Vision**

**We provide students with holistic learning in personalised ways, helping them to achieve excellence in the HKDSE and IB Diploma Programme qualifications, in a spirit of mutual trust among staff, students, and parents.**

**The Educational Offer**

**AISL Harrow Hong Kong Children School Shenzhen Qianhai** is a Hong Kong-IBDP dual curriculum school operated with the Harrow Standards. The School aims first to cultivate internal academic excellence within each K-G11 student, i.e., attainment by self today is improved over attainment from yesterday, leading to external academic excellence to be achieved in the HKDSE and IBDP public examinations. The differentiated subject curricula at foundational, intermediate, advanced, and pre-foundational levels enable individual students with varying strengths and areas for improvement across different subjects to move towards excellence from different starting points. This development is accompanied by extensive Super Curriculum Activities and Co-Curricular Activities, through which the Harrow Values of Humility, Courage, Honour, and Fellowship and the Harrow Leadership Attributes are cultivated.

**Summary of Achievements**

**Student Talent Development (Kindergarten)**

- Significant progress is evident across all domains and disciplines, with notable advancements in all three languages of English, Putonghua, and Cantonese. Kindergarten students have shown improvement in each of the three languages.
- All kindergarten students embarked on their first Life-Wide Learning experience in Sai Kung, Hong Kong, in March 2024.
- Kindergarten enrolment increased by 55% during the second semester of its inaugural year.
- Whole School participation: Kindergarten students took part in their first Harrow Long Ducker and Athletic Day as the youngest students at the school.
- Collaboration with the external community: The HHKCS Kindergarten Section welcomed The Education University of Hong Kong for a school visit and future internship partnership.
- The Kindergarten provided a diverse range of CCAs, including basketball, football, golf, mindfulness, swimming, dance, robotics, science, languages, art, and music.
- The Kindergarten celebrated the completion of the Kindergarten journey for the first K3 cohorts during the Speech Day held in July 2024.
- Launch of the Parent Education Committee: The Kindergarten section collaborated with The Essential Learning Group and LIH Olivia's Place to offer valuable parenting workshops from March to June 2024.

**Student Talent Development (Primary and Secondary)**

**Student Academic Development**

- As a result of the improvement in their Semester 2 performance over Semester 1, 68% of the primary and secondary students received Best Improvement Awards (awarded to the top three students showing the most improvement in each subject) in at least one subject in Semester 2.
- 98.6% of the students are promoted to a higher grade in the 2024/25 academic year. Improvement is seen in different subjects among all grades. Students' feedback written in the post-summative reflection booklets, reviewing their performances in Semesters 1 and 2 in 2023/24, showed that they had a good understanding of their strengths and weaknesses in learning and were, in general, able to suggest ways to improve.
- Grade 6 students joined the week-long Beijing Historical, Cultural and Technological Experiential Learning Programme held in April 2024, and their feedback in the learning reflection book showed that they acquired a better understanding of China's history, culture, advancements, and achievements in infrastructure, science, and technology, as they saw in Beijing.
- Grades 4 and 5 students participated in a four-day 'Paper Airplane Exchange Competition and Aviation Experience' in Kumamoto, Japan, interacting with their Japanese counterparts and learning about aerospace engineering in the Kumamoto Airport and green engineering sustainable development in the city of Aso.





### Student Leadership and Other Non-academic Development

- The School took great strides in 2023/24 to develop an inclusive and effective body of student representatives to contribute to the strategic direction and day-to-day running of the School.
- In a robust process that involved student applications, teacher nominations, and one-on-one interviews with the Pastoral team, HHKCS chose a 12-member Student Prefect team and a 13-member Student Council team to represent the student voice and help develop student leaders that take on roles of responsibility within HHKCS.
- These students will have biweekly meetings with SLT and focus on the school development plan and new student-led initiatives in 2024/25, with sustainability across the school being a key focus.
- Prefects will also have a direct role in whole school assemblies and promoting Harrow Values and Leadership Attributes.
- The boarding Houses have established a student boarding committee with 'Boarding Ambassadors' helping to develop a more inclusive and activity-based boarding programme.
- House Cup: After many competitions between the six houses throughout the year, including Mathematics, the Talent Show, Sports Day, the Spelling Bee, Quizzes, and Swimming Gala, cheering and congratulations go to Song Qing Ling House for lifting the first annual House Cup of HHKCS.

- Musically orientated G5-G9 students took part in a 'Bel Canto Vocal Music Masterclass' in Castel Viscardo, Italy, taught by Italian Professor Roberto Abbondanza, and performed at a church at the end of the course.
- Parent-School committees in catering, CCA and parent education were established during the year, helping build positive relationships within the school community and encouraging regular bilateral feedback.



### Awards received in 2023/24

- In the 49th Geneva International Exhibition of Inventions held in April 2024, more than 1,035 inventions from 38 countries and regions were displayed, and participants included top universities like the University of Hong Kong and Tsinghua University. Our School's Science Innovation Team, comprising G6 to G8 students, took part as the only entry from a primary or secondary school from mainland China and won a **gold award** (as the youngest among all gold awardees this year).
- Three primary students participated in the international paper plane competition held in Singapore, the 'Singapore Amazing Flying Machine Competition' co-organised by the Science Centre Singapore (under the Ministry of Education, Singapore) and DSO National Laboratories of Singapore, where they stood out from more than 2,000 participants and 630 teams and won **first place** in the Primary School Long Distance event.
- Our School's Chinese Debate Team won **third prize** in the Oral Debate Tournament Senior Final; two of them won the Best Debater Awards in the AISL Harrow Debate Championship.

### Strategic Priorities in 2024/25

- Adoption of all group policies that are contextualised into school policies in ways that build mutual trust among stakeholders
- Students experience learning largely tailored to their individual needs through differentiated teaching, with improvement in assessment, while parents are regularly informed of students' progress
- Harrow Values and Leadership Attributes are understood by academic staff, evident in the students' academic learning experience and co-curricular environments, and demonstrated by students in age-appropriate ways
- Leadership of boarding is effective, and ensure that boarding structures meet the latest National Minimum Standards for Boarding Schools, with boarders' English language environment enhanced
- In light of the fast-changing landscape related to admitting Hong Kong students and the difficulty in hiring HKDSE-experienced teachers, market to sustainable sources of prospective parents with HHKCS strengths that are unattainable by most competitors and appoint HKDSE talents in mid-level leadership roles flexibly
- Establish the AISL Harrow Music Education Centre envisaged by the AISL Group

### Staff Overview



81

TOTAL STAFF NUMBER



54

NUMBER OF ACADEMIC STAFF



27

NUMBER OF NON-ACADEMIC STAFF



# CONCLUSION AND 2024/25 OUTLOOK





# CONCLUSION AND 2024/25 OUTLOOK



**Thank you for reading through this 2023/24 Annual Report of AISL, which hopefully has given you a good idea of what we and our schools have collectively accomplished for our communities over the course of the last academic year.**

While we are pleased with the results of our work, we are not complacent about them. There were still many areas of our operations where we could have done better. In the year ahead, with the lessons learnt from the last, we will continue to pursue excellence in our education provision. We will relentlessly build on the solid educational foundation and heritage of Harrow School on the one hand, and adapt to evolving educational trends and pedagogical approaches on the other to provide our students with a truly world-class learning experience. By staying true to our Harrow Values and leveraging on the opportunities presented by the technological era, we are poised to deliver exceptional academic outcomes and extra-curricular achievements that will prepare our students to thrive in this ever-changing world.

The upcoming 2024/25 school year will be important for the Group as we embark on our sustainability and digital education journey. Our AISL Harrow Schools and students are committed to contributing more to help the environment and being more tech-savvy to embrace the future. It will also be a year when we see the construction of our Harrow International School Guangzhou, as a role model for future technological improvements at our other AISL Harrow Schools.

The journey ahead may hold new challenges, but we are confident that our AISL Harrow Schools will remain at the forefront of innovation and sustainability pursuits, preparing our students and communities to embrace the uncertainty of the future and to reach new heights of their academic success. Together, we will navigate the new normal with unwavering determination, an innovative spirit, and a profound commitment to our mission of nurturing the next generation of global and environmentally conscientious leaders.

## GLOSSARY

### AISL

Asia International School Limited.

### AA

AISL Academy.

### AISL Group or the Group

AISL and its subsidiaries and associated companies.

### AISL Harrow Schools or the Schools

The schools and kindergartens under the brands of Harrow Bangkok, Harrow Beijing, Harrow Hong Kong, Harrow Shanghai, Harrow Shenzhen (HIS and HHKCS), Harrow Haikou, Harrow Chongqing, Harrow Nanning, Harrow Hengqin and Harrow Appi.

### AM

AISL Mall.

### AO

AISL Outdoor.

### CCA

Co-curricular activities.

### DSE

Hong Kong Diploma in Secondary Education Curriculum.

### HHKCS

Harrow Hong Kong Children School Shenzhen Qianhai.

### HIS

Harrow International School.

### HISL

Harrow International Schools Limited.

### HLL

Harrow Little Lions.

### IB

International Baccalaureate Curriculum.

### IBDP

International Baccalaureate Diploma Programme.

### LiDe

Harrow LiDe Schools.

### SCA

Super-curricular activities.





AISL  
HARRON  
GAMES

2024

AISL HARRON GAMES 2024

AISL HARRON GAMES 2024





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