



AISL Group Annual Report
2021/2022

PURSUING EXCELLENCE





Preparing *for* the Future; Prepared *for* Life



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OUR VISION AND MISSION



Letter from the Founder



MR DANIEL CHIU
FOUNDER

“An educated person stays strong and constantly strives for the betterment amidst the surrounding environment.” The classic Chinese Book of Changes (I Ching ; 易经)

This short saying is something that has had a profound impact on me. So much so, that since our Group opened its first school in 1998, I made it my personal and professional motto as a motivation to lead a team towards quality education.

Continuing this commitment and effort in education over the past 25 years, we are set to achieve our vision of “Education for Excellence” and establish a substantial presence in Asia and globally through both challenges and opportunities.

We are most proud that all of our eleven AISL Harrow Schools, over ten locations in Asia, have nurtured tens of thousands of students worldwide, providing them with a top-notch education and excelling to the highest international standards. Our students are able to complete a through-train education from K to Grade 12/Year 13, without travelling far away from their homes and families. I am confident that our education, with the support and encouragement of our well-qualified teaching professionals, nurtures each student to become a talented individual with well-rounded leadership skills, global perspectives and a good understanding of local cultures. We are committed to laying a solid foundation of academic excellence and holistic development, which prepares every student for higher education in world leading universities, and guides them to become contributing members to their own countries, and to the global society.

Education for Excellence

Our group remained solid and stable in our education provision to students amidst the pandemic. We were adaptive in maintaining quality of education, as well as caring for the well-being of our students. Our staff and members of the school community continued to uphold the highest standards of pedagogical practice, service, pastoral care and preparation for life after school, amidst the unique opportunities and challenges presented by different geographical locations and cultural contexts. Our group's vision statement, Education for Excellence, is an explicit statement of the four Harrow education values that sustain our promise of quality education, with:

Courage – so as to innovate and take risks, inspire change for the better; challenge adversity and complacency; make the most of opportunities; and put fear of failure to one side and stay the course, even when it is difficult.

Honour – so as to do the right thing; have the highest standards and lead by example; take responsibility; and, ultimately, be worthy of the trust of others.

Humility – so as to recognise that one's self is a work in progress and that struggling with weaknesses is essential to growth; and become increasingly aware that talent and achievement alone, however impressive, are not sufficient to succeed as a human being.

Fellowship – so as to build binding, constructive relationships that help all members of the School community to make a positive contribution; and to believe that the strongest relationships of all are based on faith, hope and love.

This is our expectation that will deliver educational excellence for life and leadership. While the younger students in our Little Lions and Lower Schools are well guided by loving and caring Early Years professionals, our older students demonstrate themselves as role models for the younger ones and take on the role as educated young people ready for the future.

Excelling Future

Since the establishment of our Group's first international school in Bangkok in 1998, our Group has been excelling through ups and downs, and growing into a larger family of schools in China and across the continent of Asia.

2022 marks the 25th anniversary of our Group. I have full confidence in our dedicated staff, our passionate young learners, and our supportive parents -- that our provision will continue to be a powerful motivator for delivering excellence in education.

I would like to sincerely thank each and every member of our Group and our school communities for their support and contribution to the ongoing realisation of our vision and mission.

DANIEL CHIU
FOUNDER
15 November 2022



OVERVIEW OF THE AISL GROUP





Preparing for the Future; Prepared for Life

Asia International School Limited (AISL) Group is a leading provider of education services in Asia. The AISL Harrow family of schools comprises Harrow International Schools, Harrow Innovation Leadership Academies and Harrow Little Lions Early Years Centres, which proudly draw on the 450-year heritage of Harrow School in the UK, embracing the Harrow Values of Courage, Honour, Humility, and Fellowship. We are committed to the highest standards and quality of education for all students, delivering educational excellence for life and leadership.

AISL believes in investing in how educators learn so that they may better teach, nurturing their students to their highest capabilities. We believe in sharing best practices and we believe that young people should be given opportunities outside the classroom as they augment their intellectual abilities to be ably prepared for the future.

Our Education Offerings



AISL 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. Harrow International Schools in Hong Kong and Shanghai are positioned in the top 1% of all schools for IGCSE and A Level outcomes whilst all HISs provide students access to world leading universities including Oxbridge and Ivy League.



AISL Harrow Innovation Leadership Academies (“HILA”) offer Chinese families a bilingual education rooted in the Chinese National Curriculum. For students between 6 to 15 years of age, HILA provides access to a compulsory education which includes undertaking compulsory examinations of Hui Kai and Zhong Kao. In high school, our HILA students study IGCSE and then A Level alongside providing access to compulsory curriculum elements of Chinese, history, geography and politics and ideology. The HILA educational philosophy is a research informed approach to promoting fluency in language acquisition and promoting learning and development to secure Chinese identity, Academic excellence, Leadership Attributes and Bilingualism.



AISL Harrow Little Lions provides an early years education to children between the age of 2 to 6 years. The AISL Harrow Early Years philosophy and curriculum is specifically designed to prepare students for transition into a HIS or HILA and lay the foundations for bilingualism.



Harrow International School Appi Japan

AIISL Harrow Beijing

Harrow International School Shanghai

AIISL Harrow Chongqing

Harrow International School Shenzhen Qianhai

AIISL Harrow Nanning

Harrow International School Hong Kong

Harrow Innovation Leadership Academy Zhuhai

Harrow Little Lions Xiangzhou

AIISL Harrow Haikou

Harrow International School Bangkok

Our Schools

	Established in	Lot Size (m ²)	GFA (m ²)
Harrow International School Bangkok	1998	160,000	60,000
AISL Harrow Beijing	2005	66,667	46,583
Harrow International School Hong Kong	2012	37,984	56,976
Harrow International School Shanghai	2016	25,030	37,873
Harrow International School Shenzhen Qianhai	2020	21,182	61,924
AISL Harrow Haikou	2020	96,673	71,365
AISL Harrow Chongqing	2020	95,616	45,117
AISL Harrow Nanning	2021	66,660	87,214
Harrow Innovation Leadership Academy Zhuhai	2021	38,500	47,303
Harrow Little Lions Xiangzhou	2021	2,963	4,188
Harrow International School Appi Japan	2022	99,530	22,904





HARROW
INTERNATIONAL
SCHOOL
BANGKOK

Designed Capacity 1,700

Founded in 1998, Harrow Bangkok is the first Harrow International School established outside of the United Kingdom, providing K-12 international education in Thailand. Located on a green, spacious and secure campus at Don Muang, Harrow Bangkok is a British day and boarding school providing holistic education to students aged from 18 months to 18 years. IGCSE and A-Level courses are followed and outstanding results ensure that students secure places in prestigious universities worldwide.

The Leadership in Action programme at Harrow Bangkok provides students with a great variety of co-curricular activities. From the youngest students to pre-university graduates, students are encouraged to develop resilience, to engage in community service, to display leadership and to work as part of a team. As a leading British international school in Bangkok, the school's Water Sports Centre also offers professional training and unforgettable marine experiences for students, with outstanding tennis and golf teams that have successfully nurtured students to become professional athletes.

Harrow Bangkok was awarded the Best Top International School in Thailand at the Asianparent Awards 2022.





AISL
HARROW
BEIJING 哈罗北京

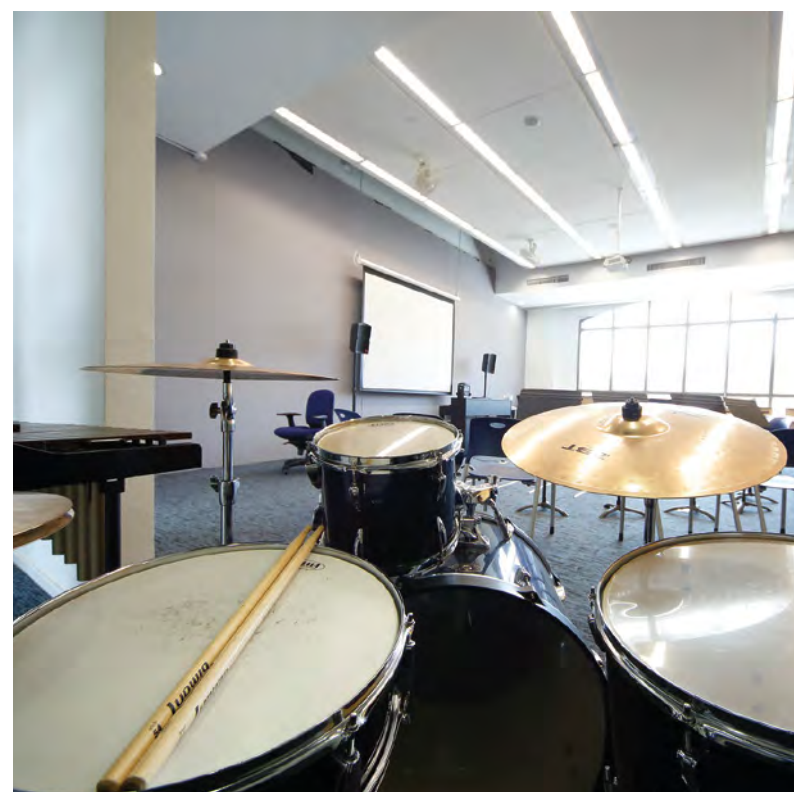
Designed Capacity 1,500

AISL Harrow Beijing is the first Harrow International School founded in China and is one of the first world-renowned British education brands introduced in the China region, providing a K-12 internationalised curriculum that nurtures students to become global citizens. Since its inception, Harrow Beijing has been expanding. The school acquired a City Campus in Anzhen Xili in 2019, designed to serve as a dedicated world-class Early Years Centre for young children aged 2-6 years old. Harrow Beijing is a school devoted to creating young people who have integrity and who can excel in all that they do. Students go on to study at some of the world's leading universities where they continue to harness the talents instilled by a Harrow-branded education.

In Y2021 and 2022, Harrow Beijing continued to gain notable awards and top rankings in China including but not limiting to:

- ◆ Top 10 International Schools in China by the Hurun Report (2021)
- ◆ Top 10 Outstanding International Schools by Forbes China (2021)
- ◆ British Schools Awards – Empowering Students Award (2021)
- ◆ "Echoing China" Tencent Education International School Forum 2021 – International School of Reputation and Influence in China (2021)
- ◆ Top 3 China International School Innovative Competitiveness Ranking by Kinglead (2022)
- ◆ Top 10 China International School Artistic Characteristics Ranking by Kinglead (2022)

Most honourable of all is that Rachel Dent, Head Mistress of Harrow Beijing, was awarded the Global Top 10 Leading Principals in China in 2022 by Kinglead.





HARROW
INTERNATIONAL
SCHOOL
哈罗国际学校
HONG KONG 香港

Designed Capacity 1,500

Located in a magnificent crescent-shaped building with custom-built facilities near the Gold Coast Tuen Mun, Harrow Hong Kong is the first and only British international boarding and day school in Hong Kong. The school integrates elements of educational philosophy, practice and traditions from Harrow School in the United Kingdom into the diverse international community of Hong Kong to provide a highly distinctive education. The vision, Educational Excellence for Life and Leadership, aims to equip and challenge students to use their knowledge, skills, and talents to make life better for others in their community and the wider world. The school opened in September 2012 and is celebrating its 10th Anniversary this year.

The school has a long-standing reputation of academic excellence. Students have secured places at some of the world's top universities including Oxbridge, Harvard, Imperial College and University College London, London School of Economics, Princeton, UPenn, Toronto, UC Berkeley, Tsinghua, The University of Hong Kong, and other leading universities in the UK, US and Canada.

Harrow Hong Kong has achieved remarkable achievements and is well recognised for its commitment and dedication in providing quality international education in Asia. The school has been awarded Top 100 Private Schools in the world and Top 15 Private Schools in China and Southeast Asia by the prestigious Spear's Schools Index in partnership with Carfax Education for 3 consecutive years since 2020. The school was also selected as a finalist in The Marketing Award for Effective Brand Communication category of Independent Schools UK for the Y2022.





HARROW
INTERNATIONAL
SCHOOL
哈罗国际学校
SHANGHAI 上海

Designed Capacity 1,500

Founded in 2016 as part of the AISL Harrow Family of Schools, a Harrow Shanghai education is based on the same ethos and identity that has characterised a Harrow-branded education in the United Kingdom for centuries. The school is located in Pudong area of Shanghai where the best of Western and Eastern traditions, history and heritage are seamlessly fused. As one of the top British international schools in Shanghai, the school is hugely aspirational and ambitious for children in Shanghai and the Eastern part of China. Students will make the very most of their potential not just in their studies gaining fantastic examination results at the end of their journey, but also that they will grow as happy and successful people. At Harrow Shanghai, the whole journey and experience of the school has been designed to ensure that students will be taken outside of their comfort zone, being challenged in a supportive environment to become a stronger person. Students will go into the wider world as leaders to make a genuinely positive difference with a deeply embedded bedrock of values to guide them.

The school has gained high academic achievements, with many leavers embarking upon higher education journeys to Oxbridge and Ivy League universities. The success of Harrow Shanghai is evident with notable achievements and top rankings in the past two years.

- ◆ Top 5 China Outstanding International School in Shanghai Area by Forbes (2021)
- ◆ Top 10 China International School Innovative Competitiveness Ranking by Kinglead (2022)
- ◆ Top 10 China International School Mathematical Characteristics Ranking by Kinglead (2022)

In recognition of the outstanding leadership, Charles Ellison, the Head Master of Harrow Shanghai was recognised by Forbes China as one of the Top 10 up-and-coming International School Headmasters in Y2021.





HARROW
INTERNATIONAL
SCHOOL

哈罗国际学校

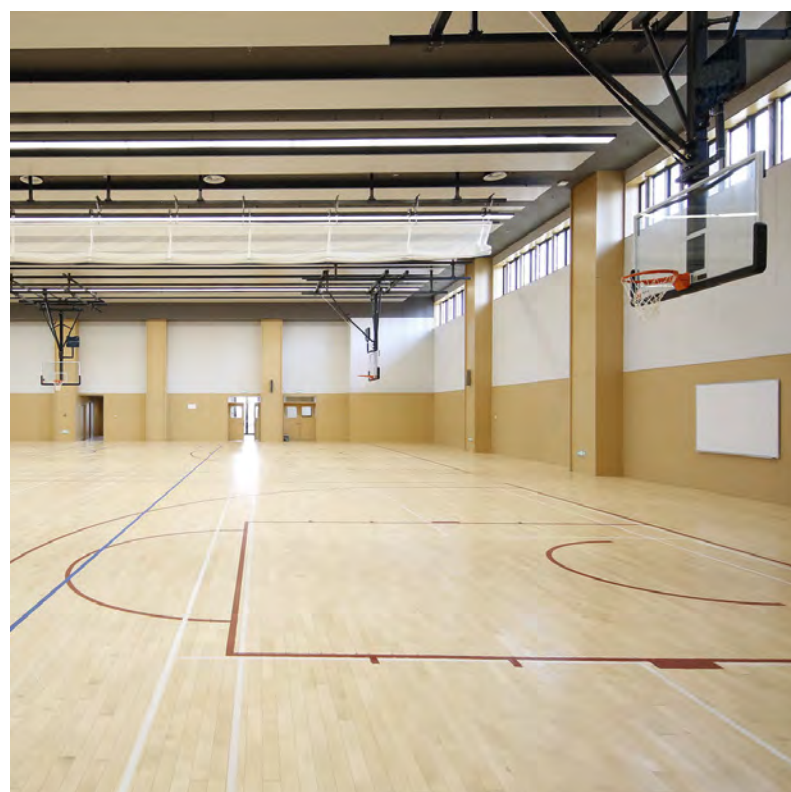
SHENZHEN QIANHAI 深圳前海

Designed Capacity 900

Opened in 2020, Harrow Shenzhen Qianhai is a strategic project created in collaboration between Qianhai Authorities and AISL Group. The school is located in the Qianhai Co-operation Zone with strong transportation links just located in the main urban roads adjacent to the metro line. As an international K-12 day and boarding school with outstanding facilities, the campus is designed for the requirements of a holistic education, with sports and leisure areas, library and break out spaces, and canteens and lecture halls that allows students to flow easily between the various teaching and activities areas, enabling them to learn, collaborate and socialise freely. Since its opening, the school has gained its recognition in Shenzhen region. In 2021, David Shinkfield and Kevin Qian were named within the Top 10 up-and-coming International School Headmasters and Top 10 up-and-coming International School Chinese Principals respectively.

- ◆ Top 3 China Outstanding International School in Shenzhen Area by Forbes (2021)
- ◆ Top 10 China International School Innovative Competitiveness Ranking by Kinglead (2022)
- ◆ Top 10 China International School Sports Characteristics Ranking by Kinglead (2022)

Harrow International School Shenzhen Qianhai will continue to lead in providing quality British international education in the Greater Bay Area focusing on innovation, creativity and holistic development of the student community.





AISL
HARROW
HAIKOU 哈罗海口

Designed Capacity 1,800

Strategically located in Jiangdong District in Haikou, AISL Harrow Haikou is the first world famous education brand introduced within Hainan province. It is also a key project for the Hainan government with the objective to develop Haikou to an internationalised education hub. AISL Harrow Haikou consists of a Harrow International School, a Harrow Little Lions Early Years Centre and a Harrow Innovation Leadership Academy. Together, the schools provide K-12 international and bilingual education for foreign and local day and boarding students, delivering a truly holistic education that aims to meet the potential of every student for educational excellence and all-round development.

Since the opening of school in 2020, AISL Harrow Haikou has successfully built its reputation with Kelly M Wailes, the Head Mistress, being awarded the Global Top 10 Leading Principals by Kinglead in 2022, in addition to the following awards

- ◆ Top 10 China International School Humanities Characteristics Ranking by Kinglead (2020)
- ◆ Top 10 China International School British Characteristics Ranking by Kinglead (2020 & 2022)

AISL Harrow Haikou indeed represents an extraordinary pioneer in delivering a high quality internationalised education in south-eastern China and sets a new benchmark for an innovative, values driven education in the region.





AISL
HARROW
CHONGQING 哈罗重庆

Designed Capacity 1,800

AISL Harrow Chongqing is located in the Liangjiang New Area of Chongqing, providing world class K-12 bilingual education to students aged 2 to 18 years old on an outstanding campus designed for both day students and boarders. Opened in 2020, the Harrow Little Lions Early Years Centre and the Harrow Innovation Leadership Academy in Chongqing provide internationalised holistic education that nurtures students to have a strong Chinese foundation with a global outlook through a unique bilingual curriculum.

The campus fully embraces Harrow's requirement to put the students first when considering design, emphasising the relationships between people, buildings, the wider environment and space. By carefully connecting these elements, it gives a sense of harmony, utilising green spaces to partition different functional areas, accentuating the uniqueness and creating the best possible learning environment for students.

In just a few years since its opening, the school has received recognitions from Kinglead as Top 10 China International School Language Characteristics Ranking (2020 & 2022). AISL Harrow Chongqing represents a benchmark for internationalised education in the region, achieving a new standard for schools in the south-west of China.





AISL
HARROW
NANNING 哈罗南宁

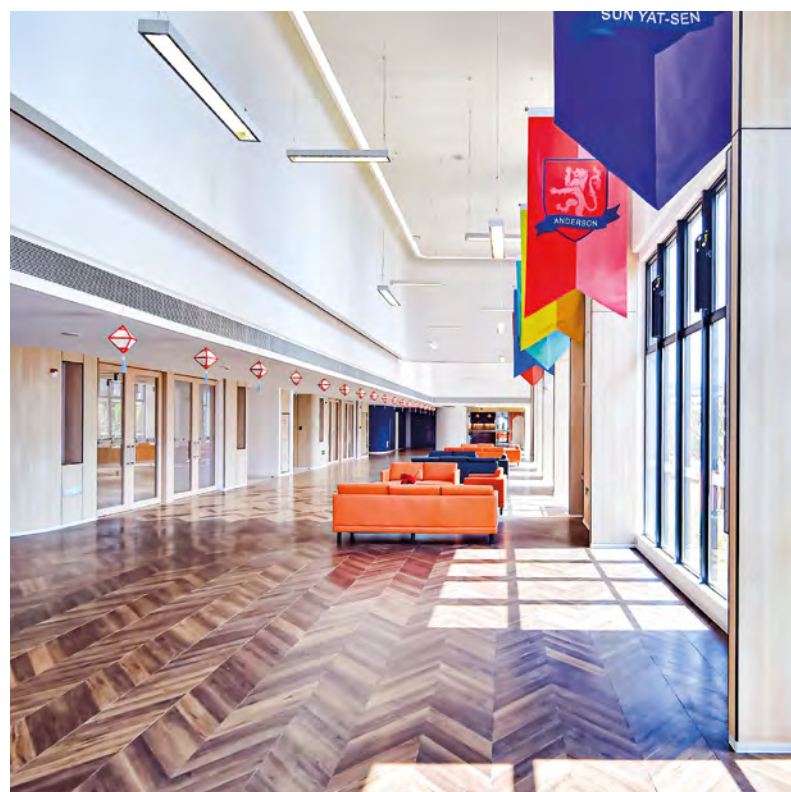
Designed Capacity 1,500

Bringing world-class British education to Nanning, the opening of AISL Harrow Nanning is a significant milestone in the history of the Guangxi province in China. The Harrow Little Lions Early Years Centre and the Harrow Innovation Leadership Academy in Nanning are located in the Longgang Ecological Business District, enjoying convenient transport links via nearby subway lines and major roads. Together, they offer a full K-12 internationalised and bilingual school experience to day students and boarders.

Central to the educational ethos to foster Harrow values of 'Courage', 'Honour', 'Humility' and 'Fellowship', AISL Harrow Nanning's holistic education ensures a strong Chinese foundation with a global outlook through a unique bilingual curriculum. In the past years since its inception in 2021, the school proudly received various awards including:

- ◆ Diversity and Inclusion Award Finalist by the British Schools Awards (2021)
- ◆ Top 10 China International School in Artistic Characteristics Ranking by Kinglead (2022)

Leveraging on Nanning's strategic importance to China-ASEAN cooperation, AISL Harrow Nanning has also become the preferred choice of school for diplomats, welcoming students from Vietnam, Malaysia, Indonesia, Thailand, Singapore, etc.





AISL
HARROW
ZHUHAI 哈罗珠海

Harrow Innovation Leadership Academy

Designed Capacity 900

Harrow Little Lions Early Years Centre

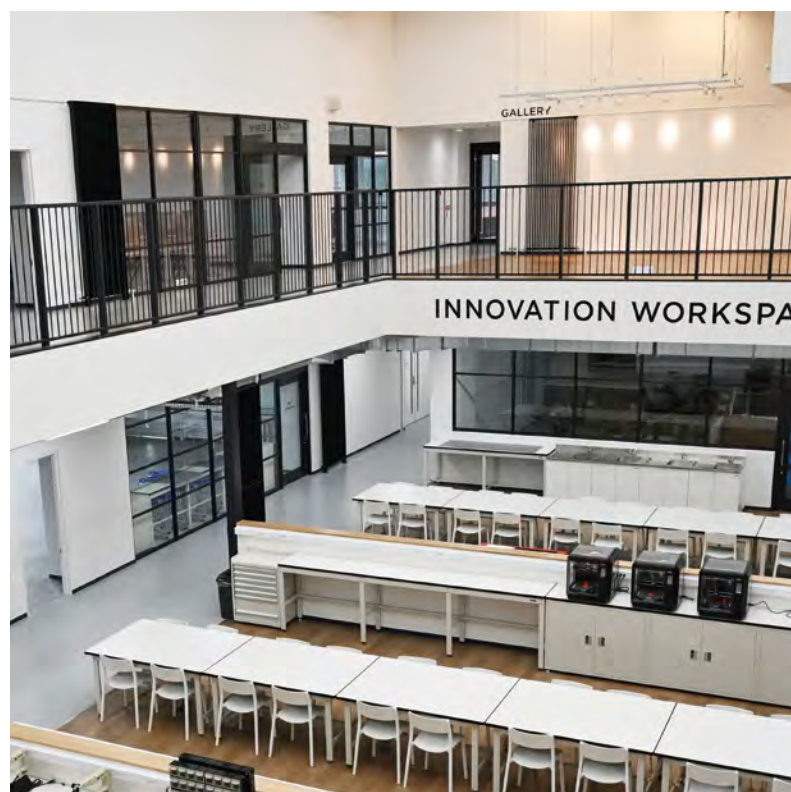
Designed Capacity 300

Bringing world-class bilingual education to Zhuhai, the opening of AISL Harrow Zhuhai marks a significant milestone for education in Zhuhai and the Greater Bay Area. AISL Harrow Zhuhai has two campuses: Harrow Little Lions in Xiangzhou and Harrow Innovation Leadership Academy in Hengqin, offering K-12 internationalised bilingual education to day and boarding students aged 2 - 18. AISL Harrow Zhuhai provides interactive outdoor learning spaces that encourage students to engage with a more natural educational environment; facilities linked by green pathways with a range of multipurpose spaces distributed across the campus, supporting learner collaboration and a sense of community.

Since the school's opening, AISL Harrow Zhuhai has achieved outstanding rankings from Kinglead:

- ◆ Top 10 China International School Humanities Characteristics Ranking (2022)
- ◆ Top 40 China International School Brand Value (2022)

AISL Harrow Zhuhai continues to nurture and develop young talents through a future-proofed education which is much needed in the Greater Bay Area.





HARROW
INTERNATIONAL
SCHOOL

APPI · JAPAN

Designed Capacity 900

Set amongst the mountains of Iwate Prefecture, Harrow International School in Japan is unique in Asia - a place where world-class education combines with stunning Japanese nature.

Surrounded by the great outdoors, high achieving students excel both academically and physically. Utilising Harrow's British international curriculum, teaching is highly effective, ensuring academic outcomes are outstanding and students have the opportunity to access the world's best universities. Our exceptional co-curricular programme ensures students are engaged in sport, creative arts and serving their community. There are sports academies offering particular specialisms in; skiing, swimming, tennis, golf, and cycling.

With dedicated 'close personal tutoring' alongside a commitment to educational excellence for life and leadership, students are provided with an outstanding, fully residential education. The safety of Appi Kogen, and the healthy lifestyle that mountain living provides, ensures that students thrive in preparation for successful adult lives.

The school, which opened its doors in August 2022, caters for students aged 11 to 14 (Year 7 to 10) and, as a full boarding school, closely replicates the experience of studying at Harrow School in the UK. Boarders from a wide range of countries enjoy comfortable boarding houses which provide a home from home.

Harrow Appi provides a one-of-a-kind learning experience in East Asia: high academic standards, the holistic development of each student and immediate and safe access to a sublime natural mountain environment.



Total number of
EARLY YEARS (Pre-K – K3)
students of all
AISL Harrow Schools

886

Boys: 481 Girls: 405

Our Students

Total number of
LOWER SCHOOL (Year 1 - Year 5)
students of all AISL Harrow Schools

2,591

Boys: 1,377 Girls: 1,214



Total number of
UPPER SCHOOL (Year 6 - Year 11)
students of all AISL Harrow Schools

2,837

Boys: 1,453 Girls: 1,384





Total number of
SIXTH FORM (Year 12 - Year 13)
students of all AISL Harrow Schools

536

Boys: 262 Girls: 274

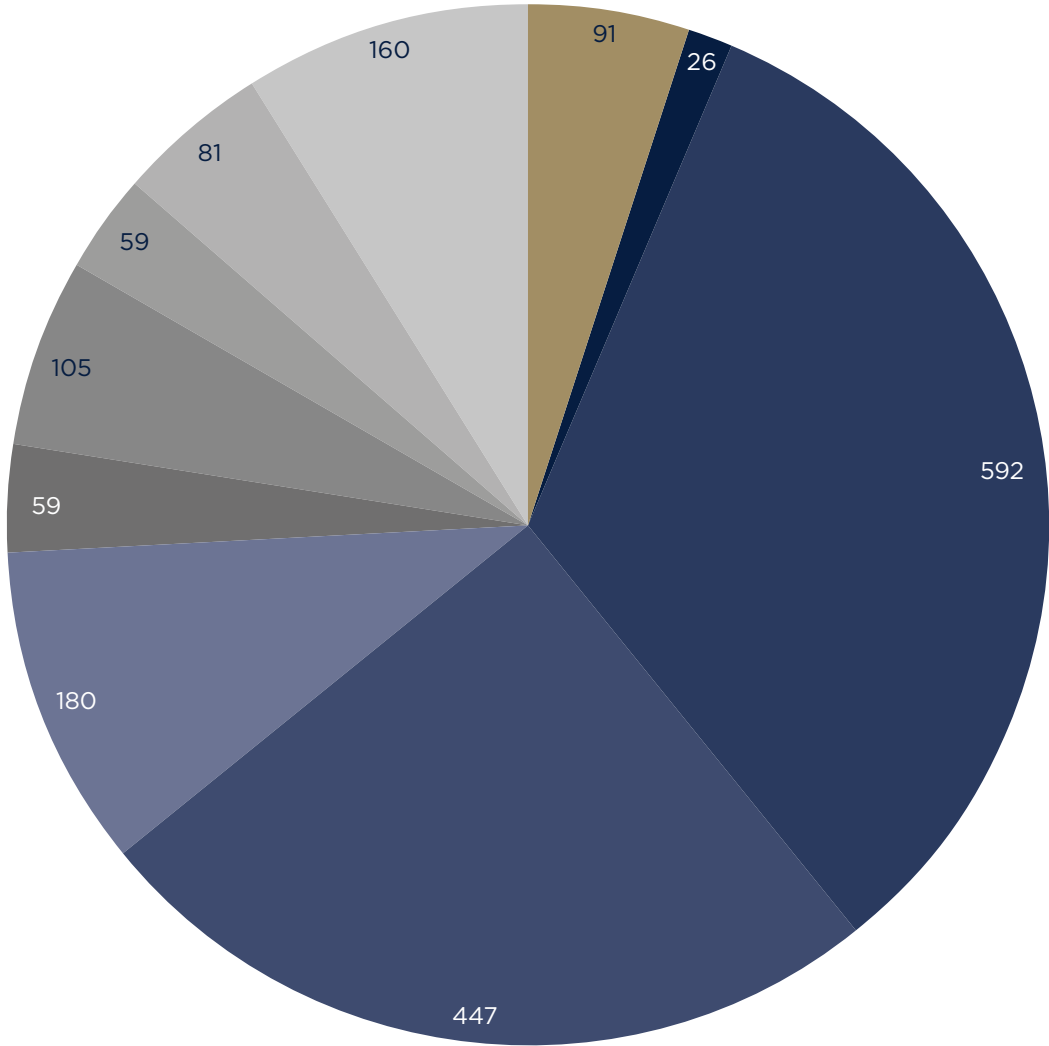
Total number of students of all AISL Harrow Schools

6,850 Boys: 3,573 Girls: 3,277

Our People

Total number of staff within AISL Harrow Schools* **1,800**

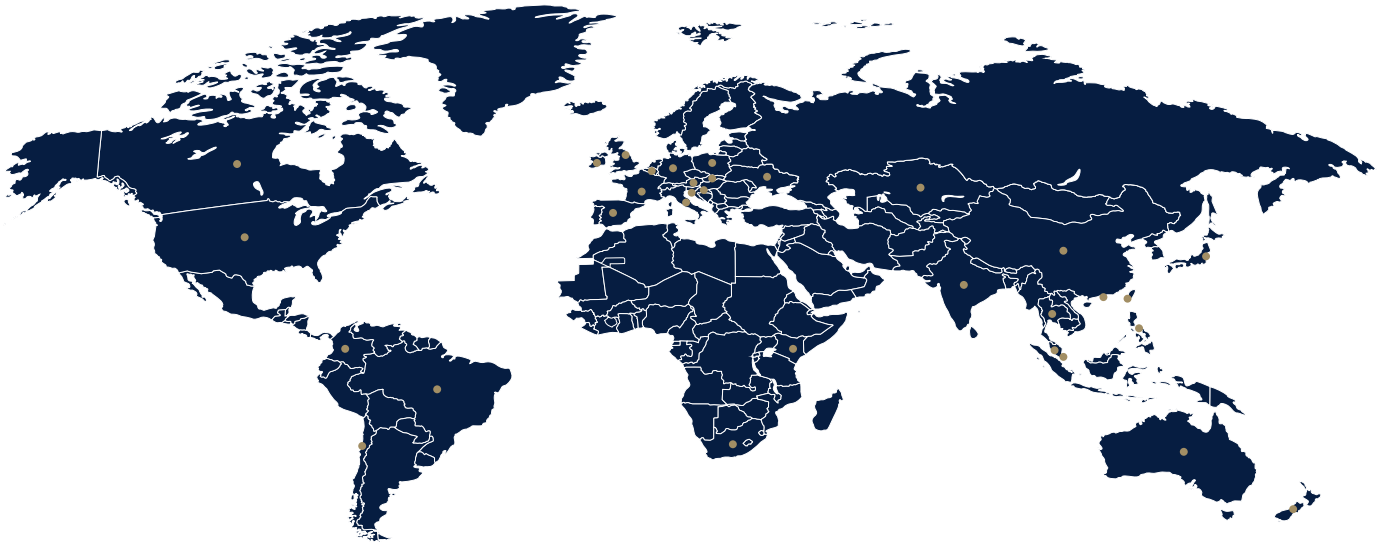
Male: **537** Female: **1,263**



- Corporate office
- Leadership (School Heads and Chinese Principals)
- Lower School teaching & academic staff
- Upper School teaching & academic staff
- Whole School teaching & academic staff
- Non-Academic staff - Finance
- Non-Academic staff - Operations
- Non-Academic staff - Human Resources
- Non-Academic staff - Marketing and Admissions
- Non-Academic staff - All Others

* Figures as of 31 July 2022

34 nationalities



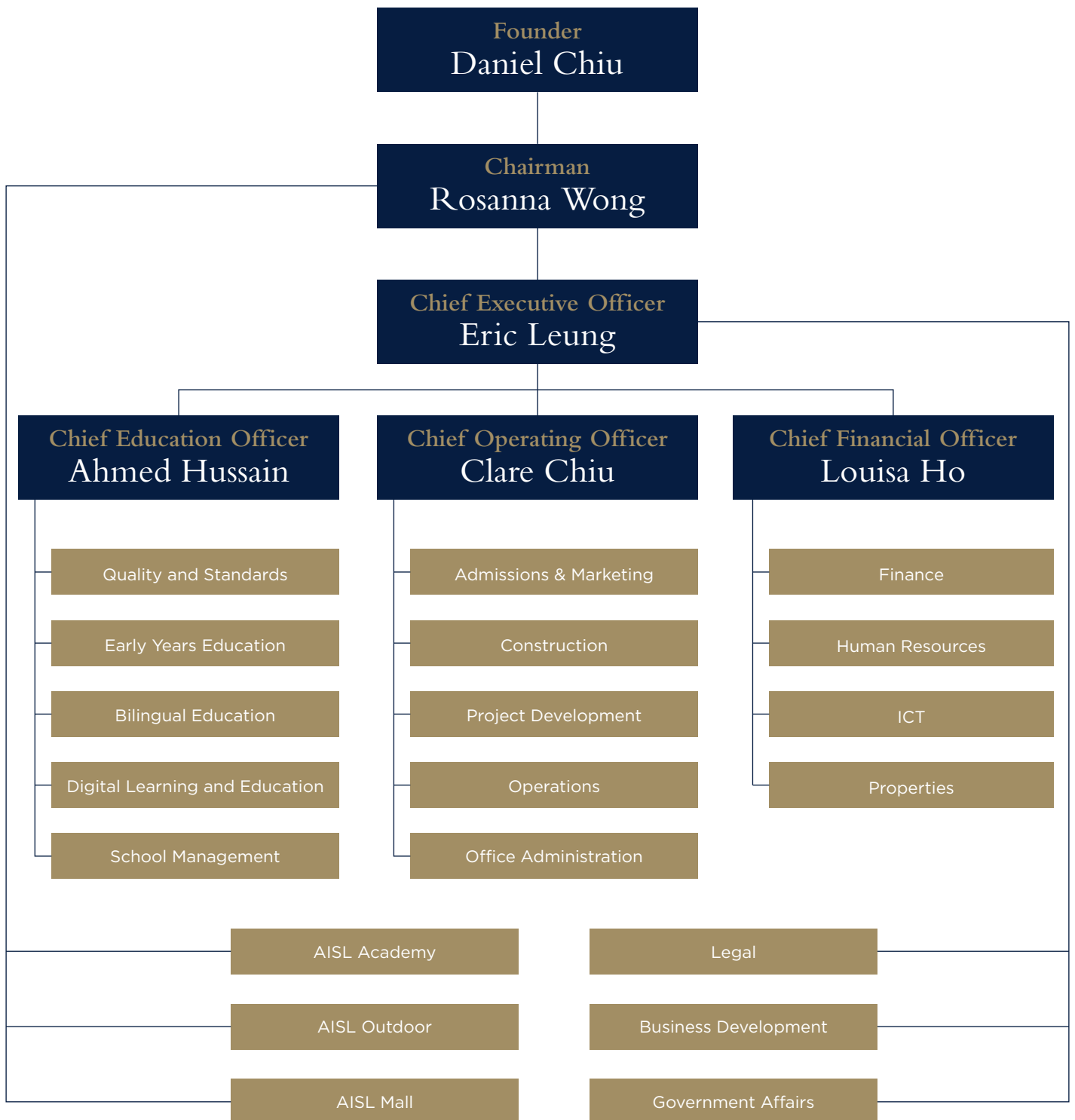
American	21	Chinese	772	Irish British	1	Singaporean	2
Australian	22	Chinese HKSAR	111	Italian	1	Slovenjia	1
Austrian	1	Columbian	2	Japanese	2	South African	17
Belgian	1	Filipino	19	Kazakhstan	1	Spanish	11
Brazilian	2	French	5	Kenyan	1	Taiwanese	7
British	533	German	2	Malaysian	2	Thai	185
British French	1	Hungarian	2	New Zealander	27	Ukrainian	1
Canadian	14	Indian	6	Polish	3		
Chilean	1	Irish	22	Serbian	1		

Our Executive Committee



From left to right: Ahmed Hussain, Louisa Ho, Daniel Chiu, Rosanna Wong, Eric Leung and Clare Chiu

Group Organisation Chart



Executive Committee Members of the Group



DANIEL CHIU *Founder*

- ◆ Committee Member, 13th Guangzhou City Committee of the CPPCC
- ◆ Holds honorary positions including Honorary Citizen of Maoming, Guangdong; Council Member of China Overseas Friendship Association; Executive Committee Member of All-China Federation of Industry & Commerce; and Deputy Director of the Professional Affairs Committee of the 8th Board of Directors of the Friends of Hong Kong Association
- ◆ Chairman of Fortune Oil Limited and Federal Asia Company Limited
- ◆ Nearly 40 years of experience in corporate governance



DR ROSANNA WONG, DBE, JP *Chairman*

- ◆ Member, National Committee of the CPPCC
- ◆ 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
- ◆ Holds bachelor degrees from the University of Hong Kong and University of London, and a master degree from the Chinese University of Hong Kong
- ◆ Nearly 35 years of experience in corporate governance



LOUISA HO *Chief Financial Officer*

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



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 MEd. from The University of Manchester

CHAIRMEN'S STATEMENTS





AISL Chairman's Statement



DR. ROSANNA WONG, DBE, JP
CHAIRMAN OF AISL

Why an Annual Report, especially for the first time? The reasons are simple. For our stakeholders, including students, parents, educators and partners, it provides, concisely and clearly, the targets both met and still to be achieved. It also sets out the accomplishments of the students, in and out of the classroom, that go beyond tangible measurables. Finally, it offers insight into the common values, amid the diversities of culture and tradition within the AISL family of schools across ten locations and with our 19 licences. We very much see this inaugural Annual Report, therefore, becoming a part of our own culture of open communication and accountability, as we share in the spreading of educational excellence around China and the Asian region.

In many ways, the past academic year, 2021-2022, was a continuation of the previous year, beset by the global pandemic and the numerous health and government protocols surrounding it. This was particularly challenging for the students, who found their class work and extracurricular activities disrupted. Within this scenario, we had to find new, creative and innovative ways to ensure that their education continued, whether through online, offline or hybrid methods of delivery. I cannot express how grateful I am to all the teachers, administrators and support staff who came together as a team to make sure that the welfare of the students remained paramount. With support from parents as well, we were able to engage our young charges to such an extent that our end of year exam results were outstanding. Of course, the hard work was put in by our students themselves, and they must be commended for their resilience and efforts, of which we are very proud.

What this past year has shown is that our commitment cannot be derailed by outside circumstances, no matter how unexpected. This is, we believe, because of our strong foundation that is built on our confidence in AISL's mission to educational excellence and our conviction that educational best practices must be pursued; on our trust in our partners, especially parents, to support us in our journey and on our belief in our educators who always strive for the best, in themselves and in their students.

With this in mind, and ever moving forward, AISL plans to establish the following platforms to keep our foundation strong for even more growth in the future.

AISL Academy (AA) : Educators for Excellence

To nurture and support continuous learning of teachers and educators to address changing pedagogic needs in a challenging and complex world through professional development and attainment. Launched online in August 2021, with a physical campus to be located in Bangkok Thailand from 2024.

AISL Mall (AM): Educational Resources for Excellence

To provide the latest in innovative and creative, as well as technological, educational resources for schools, teachers, students and parents to keep pace with the demands and requirements of 21st Century learning.

AISL Outdoor (AO): Holistic Education for Excellence

To take students out of the classroom for experiential and collaborative-based learning to widen perspectives, broaden horizons, build resilience and gain in maturity.

So, as we march into another academic year, we are prepared. We know that even if not a pandemic, we will have other challenges, but we know that with the support of all our stakeholders, we will be able to carry out responsibilities with passion and dedication.

Finally, a word to our students: you will grow up having experienced something unprecedented, but we at AISL are immensely proud that you always tried your best and never gave up. This life lesson will see you in good stead as you fly the flag of AISL Harrow as global citizens with a heart for others.



HISL Chairman's Statement



MR. M. L. MROWIEC
CHAIRMAN OF HISL

Harrow School's relationship with Asia International School Ltd (AISL) began in 1998 with an agreement with Mr Daniel Chiu to establish a Harrow International School in Bangkok. Harrow School is a full-boarding school in northwest London for boys aged 13 to 18, founded in 1572 by John Lyon, a local farmer. Today, 450 years later, Harrow School is part of an educational foundation, John Lyon's Foundation (the Foundation), which is committed to public benefit and consists of two educational charities: the Corporation, which owns two schools in Harrow-on-the Hill - Harrow School and the John Lyon School, an independent day school for boys and girls aged 3 to 18; and a separate charity, John Lyon's Charity, whose primary focus is grant giving for the benefit of children and young people in nine boroughs of North and West London. Both charities have their

own specific charitable objects, but both support the common mission of John Lyon's Foundation: "Inspiring Education and life enhancing opportunities for young people".

Harrow International Schools Limited (HISL) is the entity of the Foundation which sub-licences Harrow School's brand (in its widest sense to include the name and badge as well as the values unique to Harrow School) for use by franchise schools in return for a fee. Most of the Directors of HISL are "Foundation Governors" - charity trustees of the Corporation and Governors of Harrow School. The Corporation is the trustee of John Lyon's Charity. Since the first Harrow-branded international school in Bangkok, HISL has entered into further agreements with AISL to enable the establishment of further Harrow International Schools in mainland China and Hong Kong, and this year in Appi, Japan, as well as the more recently conceived Harrow Innovation Leadership Academies and Harrow Little Lions (Early Years Centres) in China, which may enrol Chinese nationals. All these schools are together referred to as the "AISL Harrow Schools". Monies generated from the Harrow-branded franchise schools are largely used to provide places at Harrow School and the John Lyon School for pupils who need financial support. Widening access to Harrow School and the John Lyon School by increasing bursary funding and supporting outreach projects, together with a belief of the benefit of spreading Harrow School's underlying ethos encapsulated in the Harrow School values of Courage, Honour, Humility and Fellowship, are the drivers behind the now long-standing agreements with AISL, HISL's founding partner, to establish Harrow branded schools.

The educational, administrative, financial, and other operational responsibilities of the AISL Harrow Schools are wholly separate from those of Harrow School and HISL and rest solely with AISL. Although HISL has no ownership interest in these franchise schools, it has a responsibility on behalf of the Foundation for educational and operational oversight, to ensure that they achieve the quality expected of the Harrow brand set by the Foundation Governors and reflect Harrow School's educational purpose, practice, strategy, and philosophy, tailored to the needs of the students and the local cultural and legal environment. These franchise schools are regularly evaluated, on behalf of the Foundation, through oversight visits by representatives of HISL, two of whom are members of each franchise schools' Governing Board.

The primary function of HISL's oversight visits is to report to the HISL board and the Foundation Governors on the performance of the franchise schools and their compliance with their licence agreements. This is achieved by physical or virtual visits to every school, at least twice a year. To aid continual school improvement, HISL shares its observations and findings with AISL; and through close collaboration with the AISL Education team, ensures that the franchise schools' experience of its visits and those of the AISL quality assurance team, is seamless, supportive, rigorous, and fair. The framework for all reviews is the "Harrow Standards", which outline HISL's expectations of Harrow-branded schools in any part of the world in delivering the core elements of a Harrow education in their local environment. The Harrow Standards help to differentiate Harrow-branded schools from their local competitors and are designed to support them in external third-party inspection and accreditation.

The last five years or so have seen a significant step change in the size and scale of the group of AISL Harrow Schools and, consequently, in HISL and AISL to ensure quality and consistent standards. The HISL and AISL partnership is strongly aligned and supported by a communications schedule with regular meetings to discuss education, business, and strategic matters. HISL recognises that AISL is committed to excellence in its franchise schools and to providing them with effective support in education as well as in finance, HR, IT, and marketing.

Harrow School, with the support of AISL, has developed increasingly strong links with the AISL Harrow Schools and collaboration is increasing all the time. They include support for teacher recruitment and senior staff induction at Harrow School itself, continuing professional development and the sharing of best practice between members of staff, and opportunities for interaction between students at Harrow School, the John Lyon School and the AISL Harrow Schools - most recently in celebration of the 450th anniversary of the founding of Harrow School.

COVID-19 has provided many challenges for the operation of schools across the world. It has also prevented HISL and AISL representatives from travelling to the AISL Harrow Schools. This has occurred at the same time as the opening of six new AISL Harrow Schools and a period of significant regulatory change in education in mainland China. The tireless work and commitment of the Heads and their teaching and support staff, supported ably by the excellent AISL team based mainly in Hong Kong, have been crucial in how well the schools and their communities have faced these challenges. The ways in which the AISL Harrow Schools, now educating 7,000 students, have responded through this challenging period to achieve such excellent public examination results and university placements in 2022 has been impressive.

Over the past 18 months, much work has been done by the HISL and AISL legal teams to draft a new and comprehensive Harrow International School Master Framework Agreement (to sit alongside the comprehensive agreement for the Innovation Leadership Academies and the Little Lions, concluded in 2020). This Master Agreement aims to reflect the nature of the current relationship between HISL and AISL in respect of the Harrow International Schools and to build in as much future proofing as possible. The much-anticipated signing of this agreement will be another significant step in consolidating the strong, valuable, and effective relationship between HISL and AISL - a relationship which provides wonderful educational opportunities for so many young people.



CEO'S MANAGEMENT REVIEW AND DISCUSSIONS



CEO's Management Review and Discussions



MR ERIC LEUNG
CHIEF EXECUTIVE OFFICER OF AISL

Our financial year 2021/2022, which started from 1 August 2021 and ended on 31 July 2022 (the “Review Year”), had been a very challenging year for the Group, as all our AISL Harrow Schools together with their respective communities had been subject to varying natures and degrees of impacts of the COVID-19 pandemic. Thanks to the resolve, dedication and hard work of our staff, school leaders and governors, we were able to emerge from such year with strength and resilience, and were able to achieve educational and operational results which are creditable and truly reflect the four Harrow pillar values of Courage, Honour, Humility and Fellowship. The following is a snapshot of work that we achieved for our students, for our staff and for the Group as a whole in the Review Year.

Student-Focused Initiatives

Teaching and Learning: During the Review Year, there were different degree of lockdowns and mandatory school closures in the cities where the Group has presence. Our Schools had to close and enter into prolonged periods of online teaching and learning. This was particularly hard for students of young age whose attention span may not work well for online learning. We were particularly thankful to our school staff who were able to develop and maintain a high quality of online offering custom-made to meet with the needs of our students during this difficult period of time. Many of them were able to continue with their rigorous studies with us, with many of our IGCSE and A Level cohorts ending their academic year with flying colours, achieving the best ever results in public examinations. A large proportion of our students were also able to participate in our co-curricular activities and super-curricular activities specially designed for them during such pandemic environment. More details on these can be found in the Chief Education Officer’s Statement on page 65.

Health & Safety: COVID-19 and its variants had also caused significant threats to the health and safety of our campuses and communities. Our Schools’ operations teams spared no effort to ensure that our school facilities were clean, safe and hygienic, and that they would pose no risks upon the students’ return to onsite learning when the government allowed it. School’s leaders also formulated very stringent policies and procedures to define precautionary measures against COVID contraction, and to stipulate detailed post infection action plan to control and contain possible spread. We are pleased to report that none of our Schools suffered any major COVID-19 or other epidemic outbreak during the Review Year.

Parents Engagement & Admissions: COVID-19 restrictions had also caused much disruption to the normal school and admissions activities of our Schools, and many school events such as Friends of Harrow gatherings, parents meetings and visits, and admissions events such as open days, mock classes, parents seminars etc could not be held in person. Nonetheless, we continued to stay close with our existing and prospective parents through a variety of online and offline communication channels to keep them abreast of the operations of the Schools and education and enrichment of their children. During the Review Year, the Group registered a total of 6,850 new students to add to the opening roll of the Schools as at 1 September 2022.



Finances: The pandemic had also adversely affected the finances of some of our parents. Some parents who experienced financial difficulties had found it difficult to meet with the tuition fees schedules of their children. Under such circumstance, our Schools offered different options to help these parents walk through such hard times so that the studies of their children with us were not disrupted. These options included scholarships and bursaries to their children, fees instalment plans, deferred payment schedules etc., and these worked very well in addressing the financial challenges faced by these parents.

When our Schools were closed as required by the local governments during the review year, we were able to make savings on some operating costs, and these savings were returned to our students and parents through fees and/or expense reductions or off-sets. In some cities, we also provided fees refund or discounts to students during school closures.

AISL Harrow Scholarships: To allow highly talented students around the globe access to the world esteemed Harrow education, the Group launched the AISL Harrow Scholarships in 2021 which offers full scholarships to successful applicants selected entirely on merits basis to join the Sixth Forms of our AISL Harrow Schools in Asia. In March 2022, six high-calibre students out of 484 applicants from over 90 nationalities were awarded with this prestigious scholarship, and are now with our Schools working towards their A Level examinations and university aspirations. We wish our AISL Harrow Scholars all their best in the pursuits for 'Education Excellence for Life and Leadership'.



Staff-Focused Initiatives

Our staff is the cornerstone to the success of our AISL Harrow Schools, and their quality and well-being are key to the maintenance of the high standards of our Harrow education.

Staff Retention and Hiring: Due to the stringent quarantine requirements practised by the cities where we have presence, a large number of staff members of our Schools there had for more than two years not been able to return to their home countries to see their families and relatives. This had presented much hardship to them and resulted serious risks for staff retention, and the situation was further exacerbated by the difficulty in securing entry visas for our newly hired expatriate staff and their dependents to join their Schools in Asia. The Group managed these challenges by coming up with a variety of counselling supports, special travelling subsidies and retention bonus arrangements, and these were very much welcomed and appreciated by our staff who felt the care and attention from the Group during these difficult moments. At the same time, we were able to attract 143 high quality staff to join our Group during the Review Year, taking our total workforce to 1,800 employees as at 31 August 2022.

Health and Well-being: During the pandemic, all our Schools implemented very stringent COVID control policies and procedures to combat the spread of COVID within the community. We encouraged vaccinations of our staff against the disease, and are pleased to report that as at the end of the Review Year, over 90% of all the staff within the Group achieved at least two-dose of vaccinations. We distributed rapid antigen test kits to our staff so that they could continually monitor their state of health against COVID. During serious waves of COVID infections, we implemented the work from home arrangement so as to minimise the infection risks of our staff during their daily commute. It is pleasing to note that during the Review Year neither the Group nor any of our Schools had reported major incidents of group infections of COVID.

During this difficult period of time, some of our school staff and their dependents occasionally required emotional support, and we put together all available resources to provide them with counseling support to ensure their overall well-being whilst far away from their home countries.

Staff Continuing Professional Development: Notwithstanding the many challenges we encountered during the Review Year, we successfully launched our own continuing professional development platform AISL Academy for our staff within the Group in August 2021 with the vision of “Educators for Excellence”. Its objective is to nurture and support the AISL Harrow Schools community’s academic and non-academic members in their continued pursuit of professional growth and development.

Guided by senior leadership and supported by colleagues from various departments across the Group, the 2021/2022 academic year has seen tremendous development at the AISL Academy which has resulted in a positive impact on professional learning and development in our community.

Today, the platform hosts a wide variety of professional development content in the form of courses, events and resources, covering three key areas: Harrow Core (78 offerings), Professional Development (100+ offerings), and Parent Education (50+ offerings). These courses and events have been well attended by our 1,718 staff members registered on the platform who have earned 3,993 certificates of completion.

Partnering with world-leading institutions and experts such as University College London's Institute of Education, robust programs have been implemented to develop various skills at AISL Harrow Schools. For example, the International Professional Certificate in School Leadership programme which is led by senior leaders on the AISL Harrow Education team in partnership with University College London, is currently enrolling nearly 30 senior leaders from our AISL Harrow family of schools.

Looking ahead to the 2022/2023 academic year, the AISL Academy team is committed to further enhancing the functionality of the platform, bringing in quality learning opportunities and offerings for our internal staff, international education professionals across the region, as well as parents who we see as vital partners in educating their children.

AISL Academy is expected to launch in a physical location in Bangkok, Thailand in 2024. State-of-the-art architecture with world class facilities and the latest technology will ensure that participants learn in an engaging and immersive environment. Learners will enjoy easy access to a wide range of multimedia and online resources housed in venues featuring purpose-built experiential learning labs that also showcase the latest in digital teaching and learning resources.

Corporate Initiatives

The AISL Five-Year Strategic Plan

After an early and successful completion of the Group's 2020-2023 Three Year Strategic Plan in 2022, the AISL 2022-2027 Five Year Strategic Plan – Ensuring Sustainability: For Educational Excellence For Life and Leadership was adopted during the Review Year to set the foundation for the Group's determination to achieve the following objectives by 2027:

- *Education Sustainability;*
- *Sustainability of People;*
- *Sustainability of Governance;*
- *Financial Sustainability; and*
- *Sustainability of Growth.*

As from this year, the Group will mobilise all its resources at both the Group and the school level to achieve the above objectives in order to fulfil its pledge to Educational Excellence For Life and Leadership, and to deliver the Purpose (to educate leaders for a life of responsibility, integrity and service for a better world), Values (Courage, Honour, Humility and Fellowship) and Attributes (making a positive contribution to the community while ensuring our responsibility to internal governance, to external service in the community and to the environment) of AISL and Harrow education.

Our Partnership with Harrow School in the UK

2022 marks the 450th anniversary of Harrow School in the UK and also the 25th anniversary of its partnership with the Group through its representative Harrow International School Limited (“HISL”). Drawing on the 450-year heritage of Harrow School in the UK and embracing its four longstanding education values, namely Courage, Honour, Humility, and Fellowship, the Group has in the past 25 years established the Harrow footprints in eleven locations in Asia, and the Harrow brand and heritage now covers all the age groups of our AISL Harrow Schools ranging from kindergarten, lower school, upper school to Sixth Form.



Despite the pandemic and travelling restrictions, representatives of HISL continued to assure the educational and operational quality of every AISL Harrow School during the Review Year through termly oversight meetings and governors meetings, and valuable advice and recommendations were given and implemented to empower each AISL Harrow School to attain its goal of educational excellence.

2021/2022 also witnessed a stronger partnership between the Group and HISL. During the Review Year, regular communication platforms were established to allow thorough dialogues between the two partners on education, operations and strategic directions of the AISL Harrow Schools and the Group, and a Master Franchise Agreement was crafted to govern how Harrow-branded international schools are to be designed, constructed, set up and operated by the Group in the next thirty years. Such an agreement is expected to be entered into by the two parties in 2022/2023.



Celebrating 25 Years of Excellence in Asia
Honouring 450 Years of Heritage in Education
卓領亞洲二五載 傳承光輝數百年



In this year of great significance, the global Harrow Family of Schools join hands to celebrate with full-year events to showcase Harrow's 450-year value-based educational excellence since Queen Elizabeth I granted a charter to John Lyon to build a School on Harrow Hill. This is a golden opportunity for us to reflect on multi-centuries of tradition and to look forward to a future of greater innovation and an environment fit for the 21st century.

We celebrate the legacy, building on Harrow's four core values, through three areas of focus - serving the community, making music and seeking innovative solutions.

1. 450 Hours of Service

Students across the AISL Harrow family, along with staff and families, are encouraged to undertake 450 hours of service, showing care for their communities and exemplifying the values of fellowship in building relationships and humility through high standards.



2. 450 Students making Music Together

A music concert will be held at Christmas 2022 joined by the AISL Harrow family of schools when students share their skills and accomplishments, illustrating the value of honouring their talents for the common good.



3. 450 Innovative Solutions for a Sustainable World

Nurturing creativity and innovation, using art, design, technology, coding, programming or scientific principles, students from all AISL Harrow Schools, across all age groups, are encouraged to come up with 450 solutions addressing sustainability in our world. Creative solutions, presented them through drawings, experiments, designs, programming, robotics or any other media and platform, highlight the value of courage to take risks and inspire change for the better.



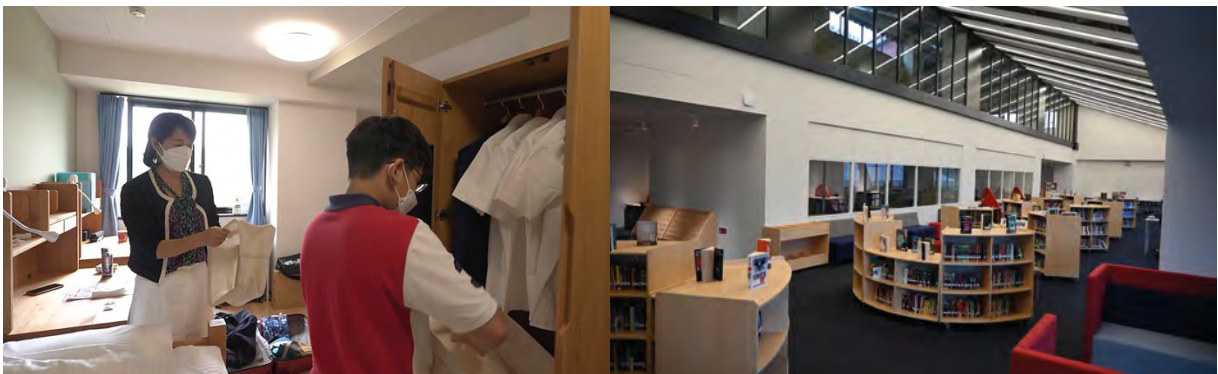
Harrow International School Appi, Japan Our New Full Boarding School in Asia



After more than three years of planning and preparation, we officially opened our first co-education school in Japan – Harrow Appi in August 2022. The School offers Year 7 to 13 world-class full boarding British education, and has a designed capacity of 900 students.

Harrow Appi is located in Appi Kogen, a renowned ski resort in the Tohoku Region, where its students can benefit from direct access to pollution-free air and clean healthy environment of the Nature while undergoing rigorous academic and holistic Harrow education. Bespoke outdoor facilities such as golf courses and ski resort are all readily available to our students as part of their co-curriculum pathways. We aim to provide students with a learning environment that will enhance their academic excellence and at the same time allow them to be close to Mother Nature.

In its first year of operation, Harrow Appi accepted 180 students from 12 different jurisdictions, who are supported by a faculty of 41 educators of 9 different nationalities. More details of the School can be found in the School Heads' review reports on page 91.



Business Development Strategies and New Projects

The Group has always been prudent in entering into new markets and will continue to be disciplined in committing capital expenditure to new opportunities. Nonetheless, the Group continues to seek meaningful opportunities which can add extra value to its current portfolio of schools.

PRC Strategy: In the past five years, the Group has been successful in establishing a number of Harrow-branded international schools, private-licence schools and kindergartens in different parts of China, with newly added presence in Shenzhen, Zhuhai, Chongqing, Nanning and Haikou, along with our schools in Beijing, Shanghai and Hong Kong. With a different education policy landscape now, the Group's expansion strategy in China has also been adjusted. We now focus more on setting up international schools in Tier 1 cities in China where we witness a strong demand for Harrow education by children and parents of foreign nationalities. During the Review Year, the Group evaluated two project opportunities of this nature and is in the process of agreeing on the terms of these projects.

Our business expansion strategies also take into account the value of diversification in terms of geographical locations and academic offerings.

Geographical Diversification: Currently most of our Schools are in North Asia. The Group considers it strategically appropriate to diversify its portfolio into other parts of Asia and the world where there is strong demand for high quality education of Harrow standards and values. During the Review Year, we reviewed a number of prospective projects in Southeast Asia, North America and Europe and have identified some promising opportunities to establish Harrow branded international schools there.



Academic Offerings Diversification: Besides geographical diversification, the Group also explored opportunities where we can offer academic pathways to our students in addition to the British curriculum which we have been offering in Asia during the past 25 years. During the Review Year, we worked with a partner to explore the possibility of setting up a school in China which will offer the Hong Kong Diploma of Secondary Education curriculum (“DSE”) to its students, who can then sit for the Hong Kong DSE examinations with the view to entering universities and tertiary institutes in Hong Kong or other countries which recognise the qualifications of DSE examination. If successful, such a school is planned to be opened in 2023. In addition, the Group entered into a contract during the Review Year to set up a Harrow Little Lions Kindergarten in Hong Kong separate from the Harrow International School Hong Kong, and this will mark the Group’s expansion strategy into the early years education on a stand alone basis. Such a kindergarten is now in the design stage and will commence construction shortly. It is expected to be opened in 2024.

International and National Recognition

In recognition of our outstanding teaching quality, learning environment and academic excellence, Harrow Hong Kong was, for the third time in three consecutive years, named by the Spear’s Schools Index on 31 August 2022 as one of the top 100 private schools in the world and among the top 15 private schools in China and Southeast Asia. Our Harrow Schools in China (including Harrow Beijing, Harrow Shanghai, Harrow Shenzhen and Harrow Haikou) were also placed in the KingLead China International School Competitiveness Rankings 2022 for the second year in a row. Such rankings are considered a “golden guide” for parents nationwide seeking the best international school to send their children to.



In May 2022, for the second consecutive year, our Harrow Shenzhen, Harrow Shanghai and Harrow Nanning were ranked as China’s Top 30 international schools by Forbes China, which evaluated numerous aspects of a school, including financial strength, academic achievement, faculty strength, academic characteristics, and the reputation of the school among overseas university admissions officers, to shortlist the top 100 international schools in the country. We are thrilled to see our AISL Harrow family receiving such recognition for their academic excellence.

Community Services and Charity

As a meaningful way to commemorate the 450th anniversary of Harrow School UK, the Group undertook a series of 450 community service events and charitable work throughout its school network during the Review Year. Harrow Beijing spearheaded this initiative and was supported by all other AISL Harrow Schools and their respective communities. Social services and charitable exercises our students, teachers, staff and parents participated in ranged from supporting local charities that provide service to children experiencing deprivation, or suffering from illness or charities that focus on the environment through to international projects for supporting children across the world by providing educational resources and contributing to the provision of clean water.



Harrow International School Bangkok led a Group-wide project in which students undertook a challenge to identify 450 service and leadership initiatives to prevent environmental damage in the local environment. This included designing water filtration systems, energy saving devices and instigating campaigns to clear plastic from the local environment.

As part of the Harrow tradition of undertaking the Long Ducker, all AISL Harrow Schools committed to raising funds for a wide array of charities. This took the form of the traditional Long Ducker run or creative strategies involving independent activity between families and friends or online events because of the restrictions of COVID.

CHIEF EDUCATION OFFICER'S STATEMENT



DR AHMED HUSSAIN
CHIEF EDUCATION OFFICER OF AISL

The 2021/2022 academic year comprised growing maturity and resilience of the AISL Group. HILA Nanning and HLL Chongqing displayed successful openings and all schools have exhibited sustained growth in student population in the face of challenging operational conditions. This also extends to 87% retention rates of staff which exceeds typical trends in the cities in which AISL operates. Both achievements reflect the strengthening leadership and maturing systems across the family of schools. These are positive achievements in the context of four AISL Harrow Schools facing extended periods of disrupted operations due to COVID.

The AISL quality assurance framework was introduced in the 2021/2022 academic year alongside the Harrow Standards and Success Descriptors. Furthermore, refined budget and recruitment cycles were implemented to support school operations and clarity in the line management and performance appraisal of the Head Masters/Mistresses established. Three new Heads were appointed for HILA Zhuhai, HILA Chongqing and HIS Shanghai in readiness for the 2022/2023 academic year, each experiencing a structured induction programme.

Despite the challenges of online learning, AISL Harrow Schools have achieved the best ever university destinations with a two-fold increase in students attending Oxbridge and a three-fold for Ivy League Colleges, including Harvard. Furthermore, it is anticipated that IGCSE and A Level outcomes in Harrow Hong Kong and Harrow Shanghai respectively will be positioned in the top 1% of all schools for a second year in succession.

Public Examination Outcomes 2022

Qualification	School				
	Bangkok	Beijing	Hong Kong	Shanghai	
A Level (%)	A*	44	54	34	58
	A* - A	69	75	70	79
	A* - B	84	88	88	94
	A* - C	95	98	100	98
IGCES (%)	A*	40	47	79	36
	A* - A / 9-7	65	73	92	70
	A* - B / 9-6	86	87	99	85
	A* - C / 9-4	97	97	100	97

Points to note from the summary data:

- ◆ Outcomes are derived from the first full set of public examinations since 2019 and have been accompanied with an overall decline in attainment for all students. For instance, the proportion of A* grades have decreased by around 4-8% relative to 2021
- ◆ Harrow Beijing attained highest A Level results to date and HIS Bangkok displayed improvement in A Level outcomes at A* and A grades.
- ◆ HIS Shanghai maintained high standards of achievement at A Level and recorded improved outcomes at IGCSE
- ◆ HIS Hong Kong has maintained very high standards at IGCSE although A Level outcomes have slipped relative to the two preceding years but remain higher at A* and A grades relative to 2019 when students last undertook public exams.
- ◆ All schools performed better at A Level than most international schools in the region and many independent schools in the UK.

University Offers 2022

Below is of the proportion of school leavers in 2022 attending a number of categories of university including Oxbridge, Ivy League and world top 10 institutions that have served as performance targets for the 2021-22 academic year. Notable outcomes include:

- ◆ More than a two-fold increase in students securing places at Oxbridge compared to 2021
- ◆ A three-fold increase in students attending Ivy League universities, including Harvard University, relative to 2021
- ◆ 12.5% increase in students attending world top 1 universities

University Category	Harrow International School (% of students)			
	Shanghai	Hong Kong	Beijing	Bangkok
2022				
Top 10	15	9	28	3
Top 50	50	47	68	28
Top 100	50	54	68	41
Russell	36	42	87	36
Oxbridge	7	6	4	3
Top London	21	17	63	15
Ivy League	0	3	4	1

Importantly, student attainment at all levels continues to improve:

- ◆ Prep school attainment in mathematics and English in Harrow Hong Kong and Harrow Shanghai exceeds similar schools
- ◆ Pre-Prep attainment in Harrow Bangkok likewise surpasses that of similar schools
- ◆ Progress in English proficiency for students in Harrow Beijing and Harrow Shanghai is beyond that expected of similar students

◆ Our HILA students have displayed significant improvement in student attainment:

- All Grade 9 students in HILA Haikou passed Zhong Kao and performed exceptionally well in English, such that they attained the highest scores in the city and province
- More than 80% of all students in Grades 1 to 6 are working at or above expected levels of attainment in English and mathematics and are on track to meet demanding levels for English at the end of Grade 8
- More than 90% of students are meeting expectations in Mandarin

◆ In HLL, a consistent curriculum and assessment framework is being introduced across all AISL Harrow Schools that will permit greater accuracy in recording and reporting of student attainment and progress. Highlights include:

- Highly effective assessment of student wellbeing and involvement in Harrow Shenzhen greatly facilitated a very smooth return of young learners after an extended period of online learning
- The leadership and development of HLL Haikou was recognised by the HEOV team

Pastoral care has been enhanced across AISL Harrow Schools as a consequence of a deliberate focus on assessing and tracking student levels of wellbeing. This is an example of highly effective collaboration across schools in the Group. All schools securely meet Harrow Standards for safeguarding which reflects significant improvement within the academic year.

Co-Curriculum and Super-Curriculum 2022

AISL Harrow Schools provide a truly holistic education that focuses on inspiring students to learn and develop passions and talents. To achieve this aim, our Schools offer a wide array of co-curricular activity (CCA) opportunities for students to select from along with super-curriculum activities (SCA) designed to extend and challenge learning. In the 2021/2022 academic year, unfortunately, CCA and SCA programmes were deeply impacted by changes to school operations as a consequence of COVID.



Nevertheless:

- ◆ 3,764 students engaged in CCA opportunities
- ◆ 3,456 students engaged in SCA sessions
- ◆ More than 50% of all students regularly engaged with opportunities beyond the core curriculum
- ◆ HILA Nanning, HILA Chongqing and HLL Zhuhai were able to engage 100% of students in co-curriculum activities
- ◆ Our AISL Harrow Schools collectively offered more than 2,200 different activities across the academic year that covered academics, sports, music, visual arts and performance. Pertinent examples include:
 - CCA opportunities in golf, equestrian, fencing, kayaking, paddle boarding, orienteering, hockey;
 - SCA opportunities in elite sports, an academy of music, STEM projects, entrepreneurial activities.
- ◆ More than 80% of students across all AISL Harrow Schools reported that our Schools offered a wide range of opportunities beyond the core curriculum and that they enjoyed CCA and SCA.

Phase	Early Years (Pre-K to Rec/K3)	Pre-Prep (Y1-5 / G1 -4)	Upper School (Y6-11 / G5 - 9)	Sixth Form (Y12-13 / G10-12)	Total
No. of students taking part in co-curricular activities in 2021/2022	547	1736	1351	130	3764
No. of students taking part in super- curricular activities in 2021/2022	276	1320	1717	233	3456

2022/2023 Strategic Educational Priorities

The following are key priorities of the Group to further enhance the quality of our AISL Harrow education in the 2022/2023 academic year:

- (i) Strengthening leadership
- (ii) Enhancing bilingual education
- (iii) Implementing the AISL early years curriculum and assessment framework
- (iv) Improving digital literacy and education
- (v) Maintaining a focus on strengthening safeguarding and safer recruitment



SCHOOL HEADS' REVIEW REPORTS



AISL Harrow Bangkok



Vision

As approved by our BoG, our vision statement is: “Educational excellence ensures Bangkok Harrovians flourish at school and beyond, enabling them to lead purposeful and meaningful lives, able to influence their chosen profession and the world around them.” We also refer regularly to our Harrow Values, and have increased the usage of Harrow terminology for the 22/23 year.

The Educational Offer

Harrow Bangkok offers a holistic-focused all-through educational journey from 18 months to 18 years based on the Early Years Foundation Stage Framework and English National Curriculum intertwined with a strong emphasis on the study of Thai language and culture. 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, Australia and Canada.

Staff Overview

Number of Academic Staff by 7/31	Number of non-academic staff by 7/31
277	98

Summary of Achievements

(i) Public Examination Results

A Level Grade	%	IGCSE Grade	%
A*	43%	A* / 9-8	40%
A*- A	69%	A*- A / 9-7	65%
A*- B	84%	A*= B/ 9-6	86%

(ii) University Destination

Oxbridge	Ivy League	Russell Group
3%	1%	36%

(iii) Non-academic performance

- a. Expeditions week
- b. Prep musical "Shrek"

Strategic Priorities in 2022/23

- ◆ Secure accreditation status with ISQM and BSO
- ◆ Drive up the quality of middle leadership
- ◆ Use data to analyse trends and close gaps in internal performance
- ◆ Increase student roll
- ◆ Develop the quality of teaching where gaps in performance exist through a "back to basics" approach
- ◆ Appraisal holds staff to account
- ◆ Improve education quality for EAL and SEND students
- ◆ Curriculum reviews to ensure fit for 21st century
- ◆ Development of digital education strategy
- ◆ Maintain and further develop our impressive pastoral and wellbeing provision
- ◆ Work with HQ to consider estate development priorities
- ◆ Plan for our 25th anniversary
- ◆ Finalise our school improvement plan at the present moment.

AISL Harrow Beijing



Rachel Dent

School Head of AISL Harrow Beijing



Vision

The vision for Harrow Beijing remains an ambitious one. It is to create one school which is fully compliant, providing the very best education for Harrow pupils who are culturally aligned with Beijing and China whilst instilled with the core Harrow values of fellowship, honour, humility and courage. Excellence remains our target in relation to examination performance, university entry and teaching standards. Recently, Harrow Beijing was ranked third in the KingLead International School Competitiveness Rankings 2022. We are Harrow but we are very much Harrow Beijing and we want to be the number one school in China.

The Educational Offer

International license and education for all eligible but also developing our private license provision. Greater emphasis on bi-lingual teaching, as well as retaining an excellent extra-curricular programme, where enrichment is the key ingredient. This year a key strategic area of focus will be bi-lingual provision and our mandarin teaching. The end goal remains a place at a globally high-ranking university, e.g. Russell group & Ivy League. This year has also been one of the significant additions to compulsory educational provision, mandatory inspections and reports superbly managed as always by our GA department.

Staff Overview

Number of Academic Staff by 7/31	255	Number of expats hired for 22/23	37
Number of Bilingual Teachers hired for 22/23	19	Number of expats hired within China for 22/23	19
Number of non-academic staff by 7/31	112	Number of expats hired outside China for 22/23	18

Summary of Achievements

(i) Public Examination Results

A Level Grade	%	IGCSE Grade	%
A*	54%	A* / 9-8	47%
A*- A	75%	A*- A / 9-7	73%
A*- B	88%	A*=B / 9-6	87%
A*- C	98%	A*- C / 9-4	97%
A*- D	100%	A* - D / 9-3	99%

(ii) University Destination

Oxbridge	Ivy League	Russell Group
4%	4%	87%

(iii) Student Talent Development

- LAMDA results were our best ever with 100% Merit and Distinction grades. Outstanding results included 33 Medalists all Distinctions. Lower School examinations for the first time in two years, Year 1-5, 130 students entered, 103 scored Distinction and 27 merits.
- First-time entry in China's Big Science Competition 50% received high distinction (top 10 % across China) 40% receive distinction (top 25% across China) also highest attainment in Beijing.
- Maths Challenge was also our best ever with Total Participants of 106 students. Gold Certificate - 51 students, Silver Certificate - 32 students, Bronze Certificate - 17 students.

(iiii) Non-academic performance

- 450th events including a service day in which pupils planted 45 trees, served tea to our catering staff, and created vegetable gardens
- Return of House Music, the Ducker, Annie The Musical
- First concert at the Steinway Centre in Beijing

Strategic Priorities in 2022/23

- ◆ Continue with our compliance journey but with a degree of consolidation over the next 12 months
- ◆ including reviewing the transition between year 5 & 6.
- ◆ Retention & recruitment of high-quality staff
- ◆ Explore the potential for satellite kindergartens
- ◆ Begin re-deployment of the Marie Curie Building
- ◆ Prepare tenders for a new astro-pitch
- ◆ Focus on establishing our bi-lingual teaching programme

AISL Harrow Hong Kong



Vision

Harrow Hong Kong is a leading school in Hong Kong and in Asia and has been recognised as one of the Top 100 Schools in the world for educational excellence. The School aims to provide a world class education where pupils not only achieve consistently high academic results but develop those all important essential 21st century skills to ensure that they are ‘real world’ ready and prepared to lead in a complex, global market. We do this through the provision of a world class Super Curriculum and Co Curricular Programme and through our character education programme, known as ‘Facing Challenges’ and through promotion of the School’s values, Honour, Fellowship, Humility and Courage. It is our aim to provide ‘Educational Excellence for Life and Leadership’ and to give our pupils from Early Years to the Sixth Form, opportunities to be the best they can academically and personally, by reviewing and developing our provision via our Strategic Development Plan “In Pursuit of Excellence”.

The Educational Offer

EARLY YEARS (K1 AND K2)

Pupils follow the Early Years Foundation Curriculum and staff have worked closely over the course of the last year to implement the AISL Early Years Curriculum.

LOWER SCHOOL (Y1-5)

The Lower School Curriculum is based on the National Curriculum in England with clearly mapped progression of skills and knowledge in every area. This progression is mapped horizontally across the year and vertically as a pupil moves through the School. We set pupils for classes in Chinese, French, Spanish and Maths. Each curriculum subject is taught discreetly and the Harrovian Values and Leadership Attributes are explicitly woven throughout the curriculum.

PREP SCHOOL (Y6-9)

Pupils in the Prep School follow a curriculum that is designed to manage the transition from the Pre-Prep School to a subject-specific approach in the Upper School. The aim is to foster a love of independent learning and promote the skills required to achieve very high academic standards in the Senior School, Sixth Form and beyond Harrow Hong Kong. The following academic subjects are studied in an integrated timetable that combines academic, co-curricular and sport periods per fortnight:

Art, Drama, English, Geography, History, Languages – Chinese, French or Spanish, Mathematics, Music, Philosophy & Religious Studies, Physical Education, Science and Computer Science and Digital Literacy.

SENIOR SCHOOL (Y10-11)

The Senior School curriculum follows GCSE and iGCSE syllabi with examinations taken in Year 11. The academic subjects taught in the Year 9 curriculum are the same as those in the Prep School, although the Sciences are taught as separate subjects (Biology, Chemistry and Physics). By the time pupils reach Year 10, they choose the subjects they wish to pursue for their GCSE examinations. The Senior School follows a mixture of different examination boards (AQA, CIE and Edexcel) and offers a variety of subject courses, including:

Core Subjects: English Language, English Literature, Mathematics, Biology, Chemistry and Physics.
Optional Subjects, Art, Chinese, Computer Science, Drama, French, Geography, History, Music, Philosophy & Religious Studies, Physical Education and Spanish.

SIXTH FORM (Y12-13)

The Sixth Form is structured to prepare pupils for further education and set them on the right path for their future careers. Most of our pupils study three A-Levels and an EPQ, with some pupils choosing to take four A Levels or Further Maths. The A Level subjects we offer are:

Art, Biology, Chemistry, Computer Science, Economics, English, Geography, History, French, Spanish, Mathematics, Further Maths, Music, Philosophy and Religious Studies, Physics, Politics, Psychology and Drama.

Staff Overview

Number of new hires for 2022/23	Number of existing employees retained in school
54	181

Summary of Achievements

(i) Public Examination Results

A Level Grade	%	IGCSE Grade	%
A*	34%	A* / 9-8	79%
A*- A	70%	A*- A / 9-7	92%
A*- B	88%	A*=B / 9-6	99%
A*- C	100%	A*- C / 9-4	100%

(ii) University Destination

Oxbridge	Ivy League	Russell Group
6%	3%	42%

(iii) Student Talent Development

- a. Upper school pupil leadership: established a Prefect team led by a Head Boy, Head Girl, Deputy Head Boy and Deputy Head Girl who are supported by a team of elected Prefects with specific responsibilities for various aspects of school life.
- b. Upper school pupil leadership: leadership opportunities in House, in subject areas and via Sports and Music.
- c. Upper school pupil leadership: Pupil WellBeing Ambassadors who have undertaken the Teen Mental Health Training and are available to pupils for peer to peer support.
- d. Lower school pupil leadership: established Head Girl and Head Boy who are mentored by Sixth Form Prefects and who represent the School at internal and external events and who walk with the Senior Leadership Team and Year 5 Leaders to promote pupil voice and suggest improvements to our provisions and environment.
- e. First Honours, HK Physics Olympiad
- f. Highly Commended, John Locke Economics Essay

-
- g. First Place, Specimen Drawing of Royal Society of Biology HK Branch
 - h. Top Mark, Chinese GCSE in Hong Kong
 - i. Distinction, British Maths Olympiad
 - j. Merit, British Maths Olympiad
 - k. Semi Final, Asian Regional Space Settlement Design Competition

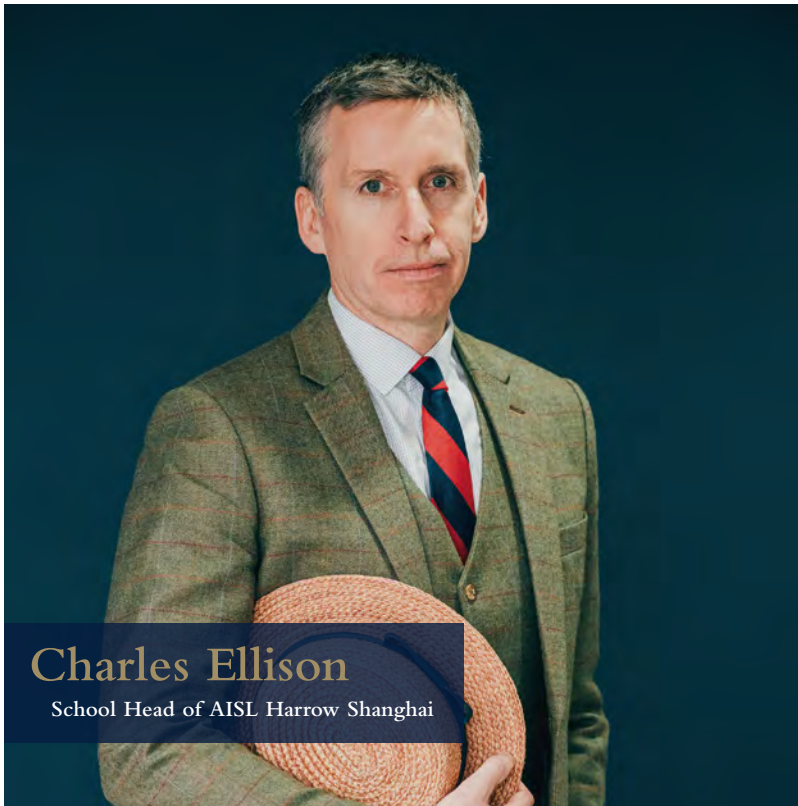
(iii) Non-academic performance

- a. Compulsory Public Speaking Course for Y8 and Y12 where they work towards their LAMDA Public Speaking examination
- b. Robotics, Debating, MUN and within new initiatives like our TEDx Youth Platform evidenced through success in local and global competitions, conferences, and platforms.
- c. Speakers' Forum and the Charity programme
- d. The newly introduced Young Mathematician SCA, Harrow Time Travellers and Where in the World is Barnaby Bear?
- e. Duke of Edinburgh and Mini Duke Awards which has seen many pupils achieve their bronze, silver and some gold awards
- f. Money Matters, led by St James Place and is a ten week course teaching financial literacy, has been introduced
- g. Digital Authors, Podcasting and Animation
- h. Lower School Charity Committee: Make a Difference

Strategic Priorities in 2022/23

- ◆ Implementation of computing in Year 6 and 9 and a Digital Literacy lesson in Year 7 and 8
- ◆ Focus on our Chinese Language and Literature Programme under the leadership of the new Director of Chinese
- ◆ Enhance the provision and standards in the Sixth Form as a result of the changing university landscape and growth in numbers
- ◆ Academic Excellence
- ◆ Pastoral Care & Pupil Wellbeing
- ◆ Leadership
- ◆ Values
- ◆ Business Operations

AISL Harrow Shanghai



Vision

To be a globally recognised leader in the delivery of high-quality British education within an international context.

The Educational Offer

Harrow Shanghai offers a holistic-focused all-through educational journey from 18 months to 18 years based on the Early Years Foundation Stage Framework and English National Curriculum intertwined with a strong emphasis on the study of Chinese language and culture. 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.

Staff Overview

Total staff	Number of academic staff (including 57 expat staff, 7 local staff, teaching and care assistants)	Number of supporting staff
128	98	98

Summary of Achievements

(i) Public Examination Results

A Level Grade	%	IGCSE Grade	%
A*	58%	A* / 9-8	36%
A*- A	79%	A*- A / 9-7	70%
A*- B	94%	A*=B / 9-6	85%
A*- C	98%	A*- C / 9-4	97%

(ii) University Destination

Oxbridge	Russell Group
7%	36%

(iii) Student Talent Development

- HarrowPlus sports provision
- Harrow Swimming Academy
- Harrow Theatre Academy
- 125 separate extra-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

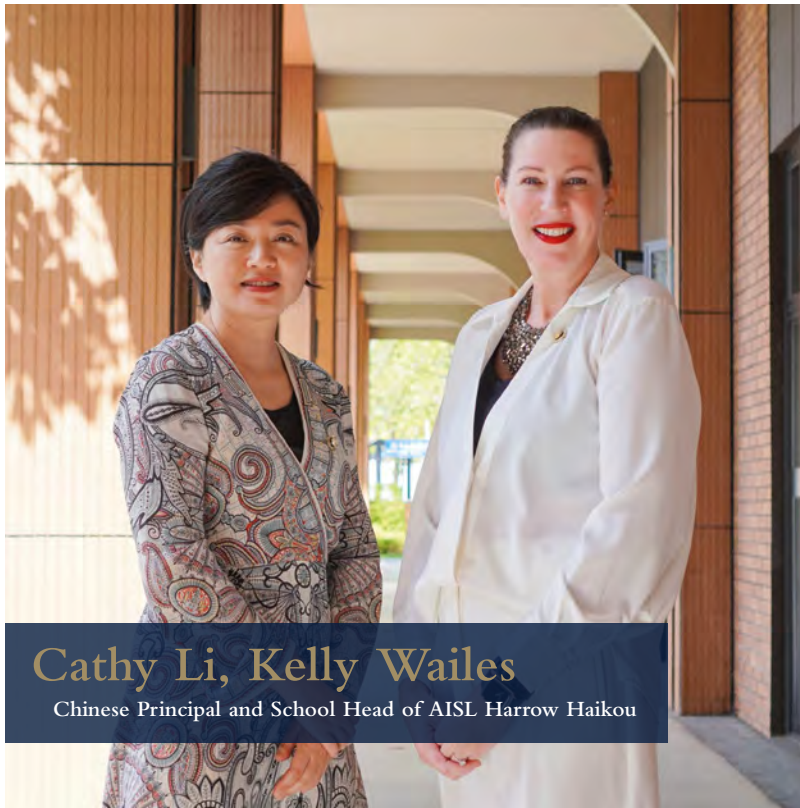
(iiii) Non-academic performance

- 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
- Two 'Honourable Mentions' in the Harrow 450 Sustainability Challenge

Strategic Priorities in 2022/23

- ◆ Increase of pupil roll through employment of adapted marketing strategy
- ◆ Digital transformation project and digital literacy
Harrow core skills/competencies framework
- ◆ Extension of the Chinese language and culture provision
Further integration of data within targeted strategic development of teaching and learning, and
- ◆ pastoral care
- ◆ Development of pupils' literacy
- ◆ Extension of opportunities for middle leaders to impact upon and influence strategic development
- ◆ Staff well-being and retention

AISL Harrow Haikou



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 whilst developing the next generation of leaders.

The Educational Offer

The Harrow International School and Harrow Innovation Leadership Academy 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 PK - Y13 international and bilingual education for 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 space of the campus allows the students to explore their 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 south-eastern China. The school sets a new benchmark for innovative, holistic and values driven education in the region. The product of HILA education is 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, and HILA and HIS students will at some points be on one pathway (EY/PP) and split at other points in US. All leading to iGCSEs and A levels.

Staff Overview

On Board Academic	On Board Non-academic
142	42
Not On Board Academic	Not On Board Non-academic
3	0

Summary of Achievements

(i) Public Examination Results

IGCSE results will be published in year as our first cohort of students complete their courses.

(ii) Student Talent Development

- a. US - choice of 60 EAs per week and PP - choice of 65 EAs per week.
- b. Internally run EAs include academic support sessions, arts, music, sports (recreational and elite training), coding, languages and service.
- c. 19 Externally run EAs include NBA Basketball, PGA Golf, Fencing, Karate, Golf, Boxing, Coding, Dance.
- d. Super Curriculum: Chinese traditional culture, Technology, Art, PE, Nature, Legal and Moral education.
- e. EY: Pony feeding, Bird Nest making, Drilling wood for fire, Camping tent setup, Kids Yoga, Dumpling making, drawing of "Double-Nine" diagram (A plum-blossom shape to count days from Winter solstice to Spring).
- f. Pre-Prep: Visit to appreciate the Yan Art Gallery, Learning in the Tropical Garden Maze, Chinese culture via solar terms, Music, PE and English stories.
- g. US: Tianyu flight training program for a flight captain's experience, photograph exhibition after visiting Yan Art Gallery, Recitation contest, Agarwood aroma appreciation, Legal education, Making three different art displays on campus (Wings of Dreams, Motivational wall and the House tree).

(iii) Non-academic performance

- a. Elite coaching in swimming and table tennis
- b. Peri Music lessons are offered during the school day and after school for boarders
- c. Day and evening concert performances across the school (i.e., CNY performance, Winter Concert, Moon Festival, Peri concerts)
- d. House events (i.e., Ducker, Music, Spelling Bee, Sports Day, International Week)
- e. Oral Language competition
- f. 'It Sounds Friday' concerts
- g. Sus 450 participation
- h. Leadership and Service activities (i.e., beach clean-up, Flamingo sanctuary, Charity Committee, support to local COVID medical staff)
- i. Weekend Boarding activities

Strategic Priorities in 2022/23

- ◆ SLT restructure
- ◆ ML development
- ◆ M&A strategy
- ◆ Compliance
- ◆ Bilingual education model, curriculum and good quality T&L practices
- ◆ Partnerships

AISL Harrow Chongqing



Aaron Lennon, Judy Kong
School Head and Chinese Principal of AISL Harrow Chongqing

Vision

Develop leaders through the union of bilingual and bicultural minds to create a better world, this vision statement was developed with staff in the summer term 21-22 and will be a key feature in ensuring that all systems, both academic and non-academic align with the vision of the school and AISL.

Harrow Chongqing takes the best of Chinese and British education, combined with unique Harrow family traditions, to support children to achieve 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:

- ◆ A 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, exemplify presentation and empathy, demonstrate reflection and self-development and are integrated members of bi-cultural community.
- ◆ Families who are partners in promoting school pride and traditions, show interest in their child's development, and are active members of the school community.

The Educational Offer

HILA now extends to G9 for the start of the 22/23 academic year

Staff Overview

Number of staff in total	HILA	HLL
54	15 expat, 48 local	2 expat, 8 local staff

Summary of Achievements

(i) Public Examination Results

Lower School	Term 2 %	Lower School	Term 2 %
GSE	86.5%	GSE	65.4%
English	69%	English	74.75%
Math	83.5%	Math	97.5%
Science	89.75%	Science	67.5%
Total English/Maths/Science	80.75%	Total English/Maths/Science	79.92%

(ii) Student Talent Development

- A G8 won gold medal in UKMT math competition March 2022.
- In Mathematics Kangaroo in Dec 2021 our students got Gold Medals, and many got honour certificates.
- Whole School STEM Week and 8 billion Ideas competition entered.
- PBL to be introduced in Boarding as well as guided reading programmes in Chinese and English.

(iii) Non-academic performance

- Chinese Culture Week in December & Spring Fair engaged whole community.
- Whole school events e.g., drama production, Long Ducker, sports day etc have already been scheduled.

Strategic Priorities in 2022/23

- ◆ Develop a much sharper focused marketing and admissions plan to drive brand awareness, enquiries, event management (closer liaison and working with academic departments) and ultimately student enrolment
- ◆ 'Quality' and 'excellence' need to be the key words in every function of the school
- ◆ HM to analyse in-year enrolment pattern with admissions and drive the revised marketing and admissions plan
- ◆ Boarding: developing academic and pastoral programmes to create a distinct Harrow Chongqing boarding offer. The Boarding Handbook has been rewritten by the HM and the Boarding development plan will be created
- ◆ Upper School (US): successful introduction and marketing of the Year 9 IGCSE programme
- ◆ Lower School: establish learning ladders and i-rules into pastoral structures - consistent standards; use of action bilingual education action research into pedagogy
- ◆ HILA curriculum development; bilingualism/ biculturalism
- ◆ Pastoral structures, programme, and leadership throughout the school; PSHE programme in LS and US; university guidance programme; PSHE to include units on tolerance and interpersonal relationships
- ◆ Talent development - AISL academic; IQTS; BSA training for boarding staff; leadership training for middle leaders; participation and promotion of competitions and awards for students
- ◆ Student retention, currently at 75%, seek improvement to 85%
- ◆ Framework for new Mentoring system
- ◆ Staff understanding and use of PASS data.
- ◆ Improve Parent Engagement Plan and parent communication systems

AISL Harrow Shenzhen



Kevin Qian, David Shinkfield
Chinese Principal and School Head of AISL Harrow Shenzhen



Vision

Educational Excellence for Life and Leadership
A “World Class” International Education

The Educational Offer

Harrow Shenzhen 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 and in first-class facilities for learning.

EARLY YEARS (K1 AND K2)

Our Harrow Little Lions Early Years Centre adopts the Early Years Foundation Stage (EYFS) of the English National Curriculum encouraging students to be curious, independent and happy. Children are able to develop creative thinking and essential life skills through an exciting, individualised curriculum that recognises that every child is unique. Children also benefit from lessons by specialists in Physical Education, Music, and Chinese.

PRE-PREP PHASE (AGE 5 TO 10)

In Pre-Prep, children continue to develop essential literacy, numeracy and commuting skills. Emphasis is placed on the enjoyment of books and the teaching of reading and writing along with Mathematics. As they progress through Pre Prep, children are introduced to more specialist subjects in Music, Physical Education, Drama, Computing, and Science.

PREP PHASE (AGE 10 TO 13)

Modelled on the best practices of British Preparatory Schools and international Middle Schools, our Prep Phase is a blend of specialist-taught core subjects such as English, Mandarin, Mathematics, Science and Coding, with additional subjects taught including; Art, Drama, Geography, History, Music and Physical Education.

THE SENIOR PHASE (AGE 13 TO 16)

Designed to build on the knowledge and skills developed in the Prep Phase, our Senior School curriculum is increasingly academically demanding, focusing students on national and international public examinations. Building towards their IGCSE examinations (usually taken in Year 11), students are intellectually stretched. Subjects taught include Art, Biology, Chemistry, Computing, Drama, English, Geography, History, Chinese, Mathematics, Physics and Physical Education.

Staff Overview

Number of staff in total	HIS	HLL
195	126 academic, 53 non-academic	9 academic, 7 non-academic

Summary of Achievements

Given the context of another disrupted year due to the COVID pandemic and school closure for the entirety of Term 2, students in all year levels made remarkable progress against academic targets

(i) Student Talent Development

Extra Curricula programs were suspended for two thirds of the year due to COVID school closure and related EDB regulations.

(ii) Non-academic performance

All non-academic departments performed to above expectations especially under extreme pressure of COVID closures and constantly changing EDB and local pandemic regulations.

Strategic Priorities in 2022/23

- ◆ Communication with and between all stakeholders
- ◆ Digital Transformation
- ◆ Developing our staff
- ◆ Student Academic Outcomes

AISL Harrow Nanning



Vision

Educational Excellence for Life and Leadership

The Educational Offer

To prepare students for a life of learning, leadership, service, and personal fulfilment, and who rely on their strength of character, formed in large measure by their forward-looking Harrow education, to adapt to and excel in a rapidly changing world.

Staff Overview

Number of staff in total	Number of Academic staff	Number of Non-academic staff
89	53	36

Summary of Achievements

Given the context of another disrupted year due to the COVID pandemic and school closure for the entirety of Term 2, students in all year levels made remarkable progress against academic targets

(i) Student Talent Development

- a. 31 annual scholarships awarded to returning and new students for 2022-23.
- b. ASEAN sponsorship also implemented successfully allowing us to develop talent from other countries

(ii) Non-academic performanc

- a. 39 CCAs are on offer for students to choose from - 10 vendors led (Golf, Fencing, Woodwork, Paddle Boarding, Swimming, Skateboarding, Orienteering, Brazilian Jujitsu, Choir and Drumming) and 29 teacher-led (Tie-Dye Art, Touch Rugby, Field Hockey, Computer Programming, Science Technology Innovation Guangxi Competition, amongst others)
- b. Harrow Academy of Music also allows 23 students to participate in peripatetic music lessons in the afternoon and evenings in piano, guitar, flute, clarinet, cello, and saxophone
- c. The summer concert allowed students to showcase their musical achievements held in late June

Strategic Priorities in 2022/23

- ◆ An education led by Harrow values that secures the school's position as one of China's leading institutes of excellence in the next three years and beyond
- ◆ Excellence in Leadership
- ◆ Excellence in Culture
- ◆ Excellence in Learning
- ◆ Excellence in Partnerships
- ◆ Excellence in Growth
- ◆ Excellence in People

AISL Harrow Zhuhai



Vision

AISL Harrow Zhuhai: As a boarding school, we deliver world class bi-lingual education to Zhuhai and the cities and environs that make up the Greater Bay Area. An education that is transcultural in nature, that is of culture, through culture, enabling nurturing of academic excellence, leadership and character.

The Educational Offer

Bilingual education currently G1-G9.

(IGCSE and A Levels in planning)

Staff Overview

Number of staff in total	Number of Academic staff	Number of Non-academic staff
83	55	28

Summary of Achievements

(i) Student Talent Development

- a. Season 3 saw an expansion in our SCA offerings. At present, the focus of SCAs has been on Academic Support.
- b. Season 3 also saw the introduction of a small number of after-school sporting activities.
- c. The majority of Season 3 and Season 4 has been heavily impacted by local COVID restrictions in Zhuhai.
- d. Season 3 SCA LS: Social Language Club, Mandarin, English, Maths and Science
- e. Season 3 SCA US EAL Support, Mandarin Support, English Extension, Science, Badminton, Basketball

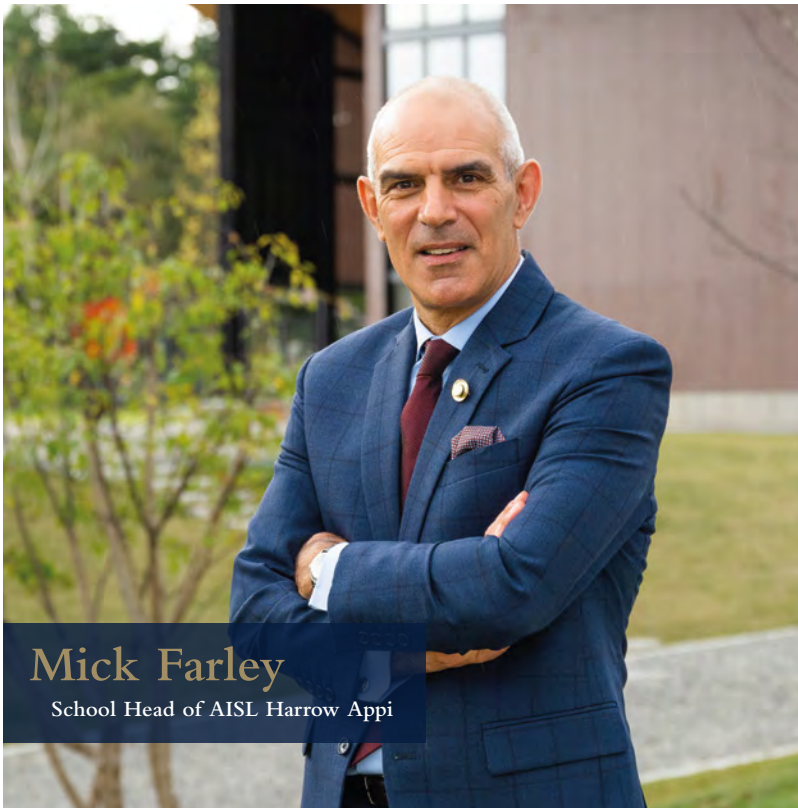
(ii) Non-academic performance

- a. Season 3 CCA US: Computer Coding, K POP Dance, Ultimate Frisbee, Marketing, Chinese Chess Club, Leadership Skills, Oil Pastels, Table Tennis, Badminton, Musical Theatre, Ivy Cup, Golf Simulator, Photography, Rock Band, US Boys Football, Debate, Learn the Guzheng, Basketball Singing Cantonese, Psychology, Fencing, Rock Appreciation, Italian, Chinese Celebrities, STEAM, Homework Club, Mental Arithmetic, Portuguese, Advanced Maths, Rowing Club, Intro to Weightlifting, Media Studies, Running club, Chinese Calligraphy
- b. Season 3 CCA LS: Sudoku, Drama, Football, Drawing Club, Science Experiments, Homework Club, Western Music Appreciation, STEAM Arts, Snag Golf, Lego and Construction, Mandarin Homework, Wednesday Young Pioneers

Strategic Priorities in 2022/23

- ◆ Raising the level of achievement in the CNC exams is a priority
- ◆ Expanding and implementing our EAL program across the whole of Lower School not just Grade 4. This will result in training and recruiting a local staff member
- ◆ Developing our assessment system (Learning Ladders)

AISL Harrow Appi



Mick Farley
School Head of AISL Harrow Appi



Vision

Harrow Appi prepares girls and boys from diverse backgrounds and abilities for a life of service, learning, leadership and personal fulfilment. We place particular emphasis on five key areas:

Scholarship – encouraging intellectual curiosity, independent thought and effective learning habits.

Opportunity – ensuring students perform to their potential, thereby increasing their educational and career opportunities.

Character – developing and maturing the individual, enabling girls and boys to uncover the talents, skills and values to be a good influence beyond Harrow Appi.

People – admitting girls and boys who will thrive and contribute at Harrow Appi, and recruiting and nurturing staff who facilitate excellence.

Operations – providing environments, infrastructure and functions that are outstanding.

Our purpose and these priorities are underpinned by our Harrovian Values: Courage, Honour, Humility, Fellowship

We commit to the motto of Harrow Appi - Educational Excellence for Life and Leadership

The Educational Offer

Timetabled lessons are the core of our offer. This is the golden time to ensure that students are educated to our core purpose and values and develop the behaviours we prize, as well as the curriculum content. We are committed to engendering a love for learning about the world around us. Lessons are inspirational, resulting in each student realizing their potential in the subject and enjoying their education.


Staff Overview

Number of staff in total
41

Strategic Priorities in 2022/23

- ◆ Draw on the Establishment Plan to create a Strategic Development Plan to guide school improvement in the next 18 months
- ◆ Secure of a school culture that supports the vision for excellence
- ◆ Embed policy, systems and processes that are the foundations for achieving sustained excellence





CONCLUSION AND
2022/2023 OUTLOOK

2022/2023 is the commencing year of our 2022-2027 Five Year Strategic Plan *Ensuring Sustainability: For Educational Excellence For Life and Leadership*. The goal this year is the pursuit for excellence. We will define in practical terms the meaning and value of Excellence, so that every member of the Group will know how to apply Excellence to all aspects of our students' education to benefit their life and leadership abilities in this ever changing world. Besides our students, we, as a company, will also pursue Excellence to be a socially responsible and sustainable company in terms of corporate governance and environmental consciousness, and also a valued employer of our staff. Through our AISL Academy platform, we will provide a wide range of continuing education provisions for our staff to pursue Excellence in their career development and their teaching of students. This platform will also be providing parental education to help our parents to pursue Excellence in the raising, caring and home education of their children.

With the gradual relaxation of quarantine controls in Asia, including Hong Kong and China, since September 2022, we see improvement of mobility of our students and staff, and hence better recruitment and retention of staff as well as more teachers and students exchanges among our AISL Harrow Schools. Starting the academic year of 2022/2023, our AISL Outdoors initiatives will include sports, cultural, leadership and STEM training camps for our AISL Harrow students in many of our campuses around Asia. Nine of our schools will also be organising intensive sport training programmes for our highly talented students across the AISL family of schools in the areas of swimming, fencing, golfing, rowing, football, rugby and badminton. In addition, we are working with a university of top reputation in the UK to organise an intellectual development programme in two of our schools in Asia which will focus on developing the public speaking, debating and creative skills of our AISL Harrow students in Asia.

Given the current economic and geo-political trends of the world, we expect 2022/2023 to continue to be challenging and full of changes. With the commitment, hard work and collective wisdom of all our staff in the Group, we embrace these challenges and changes, and will overcome them through our resolve to pursue Excellence for the best interest of our AISL Harrow students and every member of our communities.

15 November 2022

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 brand of Harrow Bangkok, Harrow Beijing, Harrow Hong Kong, Harrow Shanghai, Harrow Shenzhen, Harrow Haikou, Harrow Chongqing, Harrow Nanning, Harrow Zhuhai and Xiangzhou Harrow Little Lions, and Harrow Appi.
AM	AISL Mall.
AO	AISL Outdoor.
CCA	Co-curricular activities.
HILA	Harrow Innovation Leadership Academy.
HIS	Harrow International School.
HISL	Harrow International Schools Limited.
HLL	Harrow Little Lions.
SCA	Super-curricular activities.

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