

ANNUAL GENERAL MEETING – PRINCIPALS REPORT

It is with pleasure that I took over the leadership of a very successful school this year. My best wishes and commendations go to Dr. George Saadeh for creating BISAK!

My report summarises the achievements of last year, and also maps out the priorities for continued development over the next academic year.

Although we are all suffering with the weakness of the US dollar, and I am not an economist, the student roll averaged 385 in 2005/06 rose to 433 in 2006/2007. We are presently 467 rapidly moving to 500! This bodes well for the future of the school. The expanded school roll gives the board the fiscal flexibility to support the Introduction of the GCSE followed by the A level programme, GCSEs will be commencing in September 2008. We have managed to maintain the school's policy of only employing trained teachers which is necessary for the provision of high quality education. I must agree with Mr. Spedding observations last year that this is not an easy task as present with the currency fluctuations. As such the Board are considering the balancing act of maintaining the standards of education by recruiting good experienced staff, with the tuition fee income which enables recruitment.

The previous improvement plan was:

1. To adapt our curriculum to meet the school's mission more effectively
2. To improve parent/school relationships
3. To enhance personal, social and health education (PSHE)
4. To implement the administration software to improve efficiency/effectiveness of the staff/student administration function.

This was followed by the most recent School Improvement Plan,

1. To continue the adaptation of the existing NC-based curriculum to better meet the needs of BISAK students
2. To utilize classroom time and manage the timetable more flexibly to break down barriers between subjects
3. To integrate existing learning, teaching and assessment policies.
4. To target support for student with extra learning needs in Numeracy and Literacy

Mr. Spedding reported his success in the implementation of these objectives.

Having been in office for only three months, I am able to report to you our objectives for the next academic rather than provide a critique of Mr. Speddings good work.

These objectives will drive the school to its next phase of development.

I will list my personal objectives below, before looking at them in further detail.

1. Implement a culture of recognition and motivation amongst staff and students
2. Develop the curriculum and recruit the personnel for KS4 and A level provision
3. Review and improve the extra-curricular programme provision
4. Develop the appraisal system so that it further improves student learning.
5. Develop and implement a data base of key data and tracking of student achievement.
6. CIS accreditation

My first objective is one centred around motivation and recognition. A major function of leaders is to motivate other individuals and groups. From my previous research, it is clear to me that different people can have quite different motivators. For example, some people are motivated by more money, others by more recognition, promotions, opportunities for learning, etc. Therefore, when attempting to motivate people, it's important to identify what motivates them. Ultimately, though, long-term motivation comes from people motivating themselves. We would like a motivated workforce, and motivated students. We will review our recognition strategies both for students and staff.

My second objective is to implement, successfully, the introduction of GCSE, leading to A levels. Around age 14, your child will be able to make choices for study from 14 to 16 (key stage 4) here at BISAK.

This is the stage of your child's education which calls for more choices than at earlier stages:

Your child will have to make choices about subjects, and at the same time as studying for exams, you and your child will be thinking about the next steps: should they go on to advanced level study, training or work? BISAK will work on providing this service for our students and parents.

My third objective is based around developing the whole child. Already we have prioritized our activities programme by appointing an extra curricular activities coordinator. We will review the activities on offer to increase accessibility by all children. In addition we have already been recognized as Duke of Edinburgh Award Center and have students currently working on the bronze Award

My fourth objective is based on target setting and appraisals. Our teachers have now identified ways to improve student learning and differentiation in the

classrooms so that the curriculum is accessible to all. We will also be looking at ways of rewarding excellent teaching in the classroom.

My fifth objective is based around raising student achievement by tracking progress. Imagine a student named Jack. In kindergarten, he is the child itching for a break, the lone voice chattering through quiet time, the boy who is always not concentrating and chatting. The next years are no better... he is falling behind... he messes about out in class... he ignores directions... the principal's office has a seat with his name on it.

But the following September, things begin to change.

Jack starts to *listen* to his teachers. His hands grab for pencils instead of ponytails. Books no longer pose as enemies. Something, indeed, has clicked.

Let us assume we have a class full of Jacks, or a school full of them. Today we possess the tools to tell his success story. We can study his progress over long periods of time, examine the causes of his initial setbacks—developmental delays, a troublesome home life, or, perhaps, poor schools or teachers—and determine the reasons for his eventual triumph.

BISAK will look at ways of raising achievement by monitoring progress regularly and comparing to other schools internationally.

My final objective is to start the journey towards accreditation. In 2003, BISAK almost became accredited by CIS... however the political situation interrupted. The process has now recommenced and will be in full flow when the regional officer , Mr. Ray Davis, will visit BISAK next March. Since its establishment in 1970, ECIS School Evaluation and Accreditation has become the established norm for schools seeking international recognition. There are now about 540 member schools in 115 countries plus 420 Colleges/Universities. 235 schools have been currently accredited. 120 more schools actively seeking accreditation

On 1st July 2003 the Accreditation Service transferred from ECIS to CIS, with all schools in the process retaining their status as accredited or candidate schools.

CIS accreditation is

- an internationally-based evaluation for schools operating at elementary and/or middle and/or secondary levels
- an evaluation instrument designed specifically for international schools
- a sympathetic but rigorous evaluation of the highest professional standard

It aims to provide an effective global system of accreditation which:

- fosters excellence in all stages and aspects of school-based education

- encourages school improvement through a process of continuous self-study and peer evaluation
- assures a school, and the community it serves, that an accredited institution provides a quality education programme for students based upon a clearly defined philosophy and objectives that are appropriate for the school's unique population

What are the benefits of accreditation for BISAk?

Accreditation will show that:

- BISAk is devoted to its mission. We care enough about what it does to seek validation by a recognised accreditation authority.
- The school knows itself. We have thought deeply about the services we offers to ourstudents, family and community.
- The school is student-orientated. Our philosophy of education is suitable for the students on roll, and encompasses the development of the whole individual.
- The school keeps its promises. We promises only what it can deliver.
- The school accepts objective assessment. We are prepared to open our doors periodically to regular evaluation by the school community and by outside experienced evaluators.
- The school is constantly seeking to improve its performance in curricular and other areas.
- The school plans for the future. As part of the on-going nature of the evaluation process, accredited schools are continually planning future developments.

You as concerned professionals as well as parents naturally seek a quality education for children. Expatriate parents in particular face a strange environment which offers few guidelines on how best to select the most appropriate school for their child's needs. In Saudi there are few international schools available for the children of the expatriate community.

The fact that BISAk will be accredited provides members of the community with all the assurances outlined above.

The Evaluation Process improves the quality of education offered at the school the Award of Accreditation recognises the quality of the evaluated school.

THE MAIN FOCUS of accreditation will be quality of students' learning and/or well-being

This, then brings to an end my report on the future plans for the school. I believe all school improvement planning for 2007/8 will be carried out in the spirit of ongoing school improvement which, at the bottom line, means improved

conditions of learning for your children. It is my privilege to work for a school where the search for self-improvement is so evident, and I take this opportunity to thank the staff, Board and parent community for their support. As ever, the children of BISAK remain a joy to work with. Thank you.

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