



ACS
INTERNATIONAL
SCHOOLS



ANNUAL CHARITY
AND FUNDRAISING
REPORT 2022-23

READY FOR THE REST OF THEIR LIVES.

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DEVELOPMENT OFFICE
ACS INTERNATIONAL SCHOOLS
Heywood,
Portsmouth Road,
Cobham, Surrey,
KT11 1BL, England

+44(0) 1932 584239
development@acs-schools.com



**BOB
MACNAUGHTON**
CHAIR, BOARD
OF TRUSTEES

Dear Friends

The last year has seen ACS schools returning to something like normality following the hugely disruptive pandemic period. This successful transition is testament to the support of our entire community, and the unerring commitment of our staff and educators to prioritise the teaching and learning experience for all our students.

Our community has not been immune to the turbulence caused by the war in Ukraine and the wider economic problems in the world. I am pleased to report that ACS schools have performed well, in spite of external events. Our enrolment figures in the UK and Qatar are growing strongly, which we feel is in recognition of our great educational offer, our positive learning environment and our supportive and welcoming international community. If the 2021-2022 academic year was proof of ACS's ability to skilfully navigate uncharted waters, then 2022-2023 can be characterised by its determination to power ahead with cautious optimism against a backdrop of economic challenge.

The strong performance from our schools allows us to plan for the future with greater confidence. So, I am delighted to confirm that the Board has been able to approve exciting new capital projects, which had been deferred due to the pandemic. These include the new Lower School Village at Cobham, Hillingdon's sports centre, both of which are now in progress, alongside Egham's campus improvement works that took place over the summer. Fundraising ensures new projects can be realised faster than they would have with ACS resources alone. We are privileged to already have some generous and engaged donors who believe in and support our mission and values.

Amongst numerous highlights in the past year, the Board continues to be impressed by the work happening every day in our classrooms and beyond. We continue to be extremely proud of the excellent work taking place with our local partner schools, communities and charities through Partnerships. This year alone has seen just under 800,000 hours of student engagement in ACS-led opportunities – doubling last year's efforts – with 30,000 hours of partner schoolteacher training and 100,000 users of partnerships digital assets. Read more about the fantastic partnership initiatives in this report.

Diversity, Equity and Inclusion remains at the heart of ACS values, where everyone is welcomed. This is a fundamental part of being a group of international schools, comprising nearly 3,500 students and over 77 nationalities. Congratulations to ACS Egham, which was a finalist for a UK education marketing group Excellence and Innovation in Equality, Diversity and Inclusion. The DEI Council's work includes staff-led networks - LGBTQ+ Network, Religion and Faith Network, Gender Equality Network and Deaf & Hard of Hearing Network - which all seek to raise awareness of key issues that impact our school communities.

In amongst this fantastic work, I remain enormously grateful for the commitment, skills and expertise that our Board members bring to successfully steer ACS. This summer, long-standing member, Clare Ferguson, left the Board after nine years. I am indebted to Clare for her counsel and the vast experience she brought across risk, finance, sales and marketing. I am delighted to welcome Martha Whitmore to the Board. Martha brings experience from a long career at McKinsey & Company in strategic development, developing and coaching people and evolving organisations.

Finally, my thanks to every member of staff across ACS for living our values and making all this possible.



TIM CAGNEY
CHIEF EXECUTIVE

What a difference a year makes. This time last year, I reflected on a return to a 'new normal', as our students returned to face-to-face learning, with sporadic periods of blended learning, where they studied from home. Despite the positive learnings we gained through our collective experience during an otherwise challenging period, I know I was not alone in welcoming in a calmer, somewhat more predictable, academic year ahead.

Indeed, while it was predictable in respect of a full return to our campuses, our 2022-2023 academic year brought exciting new possibilities and optimism in equal measure.

A particular highlight has been our growing work and influence in the area of supporting our communities and meaningfully fulfilling our obligations of delivering public benefit, something that we are truly inspired by and proud of. One key area through which we deliver public benefit is our innovative and exciting partnerships with the wider community, a key part of our remit as a charity. In autumn, ACS hosted a STEAM (Science, Technology, Engineering, Arts, Maths) outreach event for our local partnership schools at Thorpe Park amusement park in Surrey. Ten-thousand students engaged with a wide range of exciting and interactive exhibits from leading industrial names in STEAM. Their learning was rewarded with an opportunity to enjoy the thrills of the theme park. You can read more about our partnership activities in this report.

The positive impact of our bursaries - another key part of our charitable remit - continues to be felt. In an economically turbulent year for many, we remain committed to increasing our reach to more families, while, importantly, broadening the diversity of our schools. I am delighted that even more students than ever are benefiting, thanks to the generosity of our community. Since our inception as a charity, we are proud to have offered over 70 students financially-assisted places. You can read more about the difference these bursaries are making on page 7.

And, finally, I take this opportunity to offer my sincere gratitude to Robert Cody, ACS Doha's Head of School, who leaves us this summer. A senior leader at ACS Doha for nine years, and as Head of School for six years, Rob oversaw the move to our state-of-the-art campus in Al Kheesa, which continues to go from strength to strength. I am delighted to welcome Dr Sue Borden, ACS Doha's new Head of School.

My thanks, as ever, to everyone across our wonderful community for your support.

FULL STEAM AHEAD FOR UNIQUE PARTNER SCHOOL EVENT

ACS Partnerships put on a spectacular show at Thorpe Park theme park, bringing together leading industry names in STEAM (Science, Technology, Engineering, Arts and Maths) with over 10,000 students from ACS partner schools and 1,500 from ACS schools for the unique event.

From Formula 1 cars to film and editing workshops and jet-powered human travel, speakers from diverse STEAM organisations revealed an array of exciting career ideas and opportunities. The interactive day saw students participating in STEAM-themed activities to earn their rides on Thorpe Park's rollercoasters.

Amongst the exhibitors were Airforce Air Cadets, Barclays Digital, Bloodhound Team, Endeavour Steam Engine, Intel, INTO Film, LEGO, Mercedes F1, the RAF, Royal Philharmonic Orchestra, Supersonic Car, TED Talks, Vex robotics and 18 professional science shows.

Awe-inspiring moments from Titan the Robot, the RAF Chinook helicopter, Gravity Jet flights and the RAF Central Band ensured the day was packed with educational fun.

The long-awaited event had been several years in the planning and previously had to be postponed due to Covid.

Graeme Lawrie MBE, ACS Partnerships Director, said: "We were overwhelmed with the calibre of individuals and organisations that supported and participated in STEAM 2022. Our ultimate goal was to make the educational activities more attractive than the rides. On occasion the ride queues were empty as the students engaged with the hundreds of activities on offer, thanks to our providers.

"This event was organised as part of ACS' charitable mission, which involves collaborating with state and independent schools across the region. Our shared goal is to enhance learning opportunities for all, through innovative, relevant, and accessible initiatives, with a focus on positively impacting children's education."

Coverage of STEAM 2022 featured on ITV News.



10,000

STUDENTS
ATTENDED

75

EXTERNAL
PROVIDERS

51,318

HOURS OF
STUDENT
INTERACTION

42,765

HOURS OF PRE- AND
POST-LEARNING

18

PROFESSIONAL
SHOWS



PARTNERSHIP HIGHLIGHTS

In another action-packed year for ACS Partnerships, which is on course to smash its target of 1 Million Hours of Student Engagement a year ahead of time through its dynamic programme of activities, here are some examples of the great work that has taken place.

In year three of its five-year strategy, ACS Partnerships activity has already accrued:

779,680

HOURS OF STUDENT INTERACTION

67,519

HOURS OF TEACHER TRAINING

91,128

HOURS OF OUTREACH BOX USAGE

Hacking Neurodiversity

Hacking Neurodiversity is a groundbreaking documentary series telling the unfiltered stories of people working with and learning with neurodiversity.

ACS Partnerships has developed, recorded and published the videos together with the help of students, teachers, parents and specialists, all of whom gave their time freely. Available on YouTube, all episodes were released for free via the ACS Partnerships website - www.acspartnerships.com - and the team hopes that this content will be shared widely. The video series hopes to go some way to raising awareness of the many people who find themselves on the spectrum and to raise awareness to improve the acceptance of inspirational people around the world.

British Studies Summer Programme 2023

In July, ACS Cobham welcomed 11 US students for the 2023 British Studies Summer Programme. This was a once in a lifetime opportunity for these students to engage in a British educational trip. The group explored Oxford, participating in a walking

tour of the city and enjoyed punting on the River Cherwell. In London, they immersed themselves in art at the Tate Modern and Shoreditch. Thank you to Cy Iravani, ACS Cobham's Head of Visual Arts, who led and provided the content for their day.

The group also spent time at a local high school where they participated in lessons, and enjoyed Six, the West End theatrical performance based on Henry VIII's wives. They discovered the world of British politics, religion, and Tudor and Shakespearean history with a trip to Hampton Court Palace. Other parts of this cultural educational programme in London included Buckingham Palace, St James Park, Westminster, and a British fashion workshop at the V&A Museum. Thank you to ACS's wonderful partners - BAFTX in Texas, Prep4Prep in New York, and ACS alumni donors - for making this possible.

Doing good globally

In a successful year of awards across the board at ACS, the Partnerships team was thrilled to win a silver award from the Global Good Awards in recognition of its partnerships locally, nationally and internationally. ACS Partnerships was also recognised as one of the top 10 schools in the World's Best School Prizes – Community Collaboration.



THE POWER OF BURSARIES

Extending the reach of its education is a key part of ACS' charitable remit. Supporting students through financial assistance is an area which has grown significantly since the schools group became a charity in 2018. In five years, ACS has welcomed 78 new students with financially-assisted places, totalling an investment of £5million. While ACS has funded the majority of these financially-assisted places, it is grateful to parent and alumni donors who enable the schools to support even more students through their generous donations to bursaries.

During this academic year, 42 students across ACS have benefitted from bursaries, totalling an investment of around £1million. Next year, 13 new bursary students join ACS; five at Cobham, five at Egham, and three at Hillingdon.

Students who received financial assistance and have since graduated from ACS are thriving. They have gone on to study at top universities including Bristol, Cardiff, York, Loughborough and Queen Mary universities.

Nicole is a recent Cobham graduate who benefitted from a bursary. Previously at a British school, she went on to follow the Advanced Placement (AP) curriculum and values the broad course options available, from film to psychology, which she credits with helping build her skills.

"The opportunities here were amazing and opened a lot of doors. It was really different to come in and see different types of people, get to know different cultures and mix with people you wouldn't normally have the opportunity to mix with outside of school. But I managed to do this at ACS."

Aside from her studies, during Grade 8, Nicole participated in Model United Nations (MUN). During High School she was part of Girl Up and Pass On Hope clubs, as well as being a member of the track team.

Nicole values the skills and connections ACS has provided, particularly through college counselling.

“ My College Counsellor has been amazing. Having his personal feedback when it came to my personal statement and his letter of recommendation helped build everything up for me.

Confidence in public speaking is another skill she values that will set her in good stead for university, along with the support she has received. Nicole is going on to study Public Relations

“ I've had support from so many teachers. I'd say that's the strongest thing at ACS; they really support students and understand your needs. They go above and beyond to meet your needs.

Meanwhile, Ben is a budding emissary for the United Nations. A current student and bursary recipient at Hillingdon, he values the acceptance of the ACS community and the nurturing environment – created by staff and students - which he credits as being not only "...focused on getting good grades; it's also about how to be a person globally." Likewise, Ben values the support of his university counsellor, and now has a clear idea of what he wants to take for his IB Diploma and the path to achieve his goal. "My aim is to be an emissary to the UN and anything in international relations is what I aspire to do".



LET'S GET THEM FUTURE READY

EDUCATION FOR A WORLD OF OPPORTUNITY

Robert Harrison, Director of Education and Integrated Technology, ACS International Schools

The pace at which the world is evolving makes it impossible to forecast the future workplace. New disciplines and previously unimagined job roles are continuously emerging, and the skillsets and abilities that employers value today, may or may not be valuable tomorrow. With this in mind, it is surely fair to ask: 'What is the purpose of education today?' and: 'How can I best prepare my child for an ever-changing, uncertain future?'

ACS collaborated with IBSCA to commission a piece of research – Education For A World Of Opportunity – to understand the views and opinions of Small and Medium Enterprises (SMEs) decision makers, which account for 99.9% of the UK's business population, and leading global companies, such as Amazon and Pepsi Lipton, to better understand the kind of skills and, more importantly, the kind of people that will be valued, in tomorrow's world.

The role of education

Over the last five years, students around the globe have witnessed a pandemic, learning behind screens, isolation, a climate crisis, wars and political events, which have had profound impact. This has led to conversations around the purpose of education. The report shows that, in order to thrive, students need a holistic well-rounded education that will allow them to emphasise and engage with tomorrow's issues.

Over two-thirds (68%) of SMEs surveyed said that they believe the purpose of education is to develop people into decent human beings rather than into efficient workers.

Key skills ranked by SMEs:

Communication **88%**
Open-mindedness **72%**
Inquiring mind **78%**
Critical thinking **76%**

These were all ranked as more important than subject knowledge (69%). It can therefore be

concluded that employers are looking for students with an education that provides a well-rounded approach and develops the whole person.

By developing these core competencies alongside knowledge, we can ensure that students are prepared not just for one occupation, but a lifetime of learning and employment.

International-mindedness

Our research also explored the importance of international-mindedness: to understand, respect and value different cultures, embrace diversity and know that different perspectives coming together make the world a better place. Our research found 40% of SMEs say a young person's demonstration of international-mindedness is "important" or "very important" in their recruitment of entry-level candidates. By enabling this through school, we are ensuring that young people are equipped with the ability to practise positive values and exercise cultural empathy – all while enhancing employment opportunities.

Recruiting parameters

Having subject knowledge in isolation is no longer enough to thrive in the world of work, but how important and valued is it generally? Surprisingly, only a quarter of SMEs believe that having subject knowledge is very important, favouring the development of personal and professional skills instead. That's why ACS offers the International Baccalaureate and US enquiry-based programmes for students and ensures that each ACS student engages in learning outside the classroom, offering real world experience and skills development.

As the results suggest, parents should look to ensure their child's education develops them into well-rounded human beings, who are equipped with personal and professional skills and can leave school to thrive in local and global communities. While I doubt that any school can deliver students who are future-proofed, we can certainly help to make them future-ready.

www.acs-schools.com/acs-future-skills-report



ACS COBHAM

It was an exciting year for ACS Cobham with a brand-new leadership structure in place, as well as Project Tomorrow plans to support the future vision for the school coming to life.

Investment in leadership and governance

During the academic year, ACS Cobham transitioned to a new leadership structure for its Middle and High School. This saw the introduction of school-wide specialist roles comprising:

- A Head of Senior School to oversee Middle and High School (Grades 5-12)
- Three new Assistant Heads across the school, with a focus on Learning and Teaching, Student Wellbeing, and School Operations.

With these exciting new plans, the school aims to ensure that every student is supported by a comprehensive team of expert educators and leaders. The next priority will identify how Cobham leadership can build on successes and new ways of working.

Award-winning year

ACS Cobham's programmes have swept the board during award season, with recognition across a range of fields.

They included:

Secondary School of the Year - Europe

Study Travel WINNER Voted for by Cobham's network of international boarding agencies that recommend ACS to families around the world, the school is particularly proud to receive such an award.

Boarding School of the Year

Times Education Supplement
SHORTLIST FINALIST

Most Innovative Technology-Led Teaching

Muddy Stilettos
FINALIST

Digital Innovator of the Year

Pearson National Teaching Awards
SILVER AWARD

Lyndsey Stuttard, Cobham's Digital Teaching and Learning Specialist, was shortlisted for the Digital

Innovator of the Year award. Every week, Early Childhood and Lower School students learn how to use different types of technology and digital tools, but also cover more advanced subjects such as 3D printing, augmented reality (AR), coding and robotics. Teachers also attend sessions to ensure the learning is passed on to colleagues.

ACS Cobham was recently named as a prestigious Apple Distinguished School for 2022–2025 in recognition of its focus on AR and for giving students the opportunity to use Apple technology to facilitate learning and understanding through creativity.

Thriving developments

This year saw Project Tomorrow coming to life exclusively for Cobham’s younger learners. The important re-development of Lower School and Early Childhood into a brand-new Lower School Village will see an inspiring and magical dedicated space in one of the most beautiful corners of the campus.

The original manor house, Heywood House – currently ACS International Schools’ Head Office – will return to a school building and become the showpiece of the new Lower School Village. Students will be able to live and breathe the history that stretches back to King Leopold II of Belgium, who bought the stately house in 1820 and entertained the likes of Queen Victoria. It was ACS Cobham’s original school when it opened in 1975 with just 35 students.

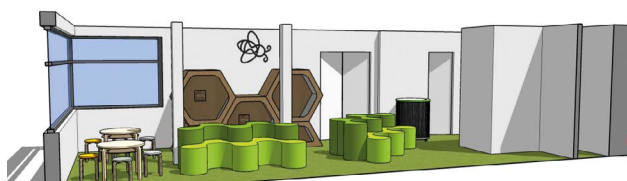
Along with the cluster of buildings that serviced and supplied the mansion and have been used as classrooms for years, Heywood House will provide a safe, inclusive and welcome environment for Cobham’s youngest students, complete with an unbelievable resource on the doorstep and phenomenal outdoor learning opportunities. The heart of the new environment will be a Discovery Centre that builds on the huge success that the Lower School library has developed into the catalyst for enquiry-based learning. These spaces will foster a love of reading for the purpose of exploring science, nature and documenting this in a digital world. The remarkable grounds that surround the Village will provide the inspiration for the themes and furnishings within each of the spaces.

Bringing the indoors outside

National Outdoor Classroom Day brought STEM

classes, gardening sessions and drama workshops into the open air. Students across the school used different areas of the extensive school grounds for at least one of their lessons during the day.

Gwendoline Sandow, Science, Outdoor and Forest School Educator, said: “All over the UK, young people are spending less and less time outdoors, which is having a negative impact on their mental health, wellbeing and development. By encouraging our students to learn outdoors we’re making them happier and healthier, all while equipping them with lifelong skills. Outdoor Classroom Day is always such a huge success and we’re so excited to explore how we can integrate learning and the great outdoors further together in the future.”





ACS EGHAM

Under new Head Mark Wilson's leadership, ACS Egham enjoyed a busy year with many students participating in exciting entrepreneurial initiatives. Many of these projects supported the local community.

Inspiring programmes and facilities

As he concludes his first year in post, Mark Wilson's vision is firmly focused on expanding the school's education programme and campus facilities, ready for the next era. Mark's vision is for a school that has modern collaborative interconnected learning spaces within its low-rise campus style architecture. A school that is quietly refined on the outside but exciting, dynamic and contemporary on the inside. Project Inspire includes the developing and improving science teaching spaces, and the expansion and development of the existing arts, design and technology spaces. Complementary programmes will give students more opportunity to collaborate, investigate and innovate in the field of visual arts, design technology, coding and robotics and a dedicated arts pathway.

Egham is the only all-four International Baccalaureate (IB) programme school in England. Plans are already afoot to evolve the least well-known of the IB programmes, the IB Careers-related Programme (IBCP). This becomes a full programme in 2023-2024, with the first cohort taking the Business and Enterprise pathway with exciting

partnership opportunities for students to work with Merlin Entertainments, BP and others.

Finally, Egham will see the development of more outdoor teaching and learning hubs to complement its already magnificent campus grounds.

In summer 2023, the school upgraded its dining hall, which was funded by school fees.

Destination: global finals

Egham hosted national STEAM [Science, Technology, Engineering, Art, Maths] competition, Destination Imagination UK, in March. Destination Imagination is a global community united by the belief that when students have the freedom to grow and collaborate, their confidence explodes and the world opens up to them in new ways. The project aims to inspire young people to become creative and collaborative leaders.

A group of Grade 6 students were crowned UK champions for building the longest rollercoaster (over six metres) with limited materials. The skills they gained, such as creative and critical thinking, collaboration and problem solving, are invaluable. These will help them feel empowered and stand ready for a future full of opportunity.



This means business

Another community initiative saw a team of budding Egham business students reach the international finals of the Business@School programme hosted in Vienna by consulting firm, Boston Consulting Group (BCG).

The team of 16-17 year olds were one of eight school finalists to present their business idea to a panel of expert judges from BCG and other international organisations. They reached the final round in the international competition.

The team was the first to represent ACS Egham in this business programme and was commended for its sustainable proposal for leisurewear made of bamboo. Ahead of the finals, the team developed their entrepreneurial skills by analysing a large company and a local business before developing their own business idea and business plan. More than 1,000 students take part in this opportunity each year.

New co-curriculars

ACS Egham launched a new co-curricular programme for all students, offering more after-school clubs. This voluntary extracurricular programme supplements students' academic curriculum and their development. It is designed to provide an exciting range of opportunities that will enable students to develop their skills, experience new challenges, as well as follow their passions.

The school also launched its High School Hub, which offers a collaborative space for the students to study, take time out and work with school leaders who are focused to support and challenge them as they prepare for university study.

Community collaboration

ACS Egham shares its facilities with local schools for sports and other events. A notable occasion was the Year 5 and 6 girls' football cup final between Cobham Free School and Cleves School on a beautiful sunny afternoon. Cleves School won 2-1.

Egham hosts camping trips for local schools, nature walks through the beautiful grounds, inviting over 200 local school children from five local schools for a farm animal experience. The school continues to host young carers for days of fun and relaxation in the calm campus surroundings.

“ So many of our pupils have gained transferable skills in terms of developing the confidence to take risks as well as the inspiration ACS Egham has provided to prepare them for the world of work. We cannot thank you enough and look forward to strengthening our partnership with ACS.

Jan Harvey-Davies
Assistant Headteacher, Colham Manor Primary
(ACS partner school)





Model United Nations RIA

ACS HILLINGDON

The year saw exciting developments starting on campus, partnerships in action and ACS Hillingdon hosting a regional Model United Nations conference.

Project Shine

ACS Hillingdon launched the next phase of its future vision for Project Shine, which supports the development of the campus. The first milestone is the building of a new sports centre, which Hillingdon received planning permission to build next academic year. The new centre will be built alongside the current sports hall, freeing up the current auditorium to focus exclusively on performing arts. The new sports centre will include a new fitness suite for students, staff and parents to enjoy and is a further step to enable the school to provide high-quality specialist teaching spaces catered to different disciplines. The sports centre will provide an additional dedicated sports and fitness space for the school to enjoy curriculum sports activities and after-school clubs and matches.

Future investment will see a new creative design and technology centre for Upper School students to study, collaborate and innovate in the fields of visual arts, design and technology including filmmaking, animation, VFX, coding and robotics.

Hillingdon's Grade II-listed heritage rooms will be renovated to ensure the historic green and red rooms can continue to be used as essential teaching and performance spaces.

Partnerships in action

Vanguard Learning Trust

ACS Hillingdon has played a pivotal role in the Vanguard Learning Trust's remarkable sustainability initiative. This year, ACS has taken a significant step forward by sponsoring each of the five Middlesex schools within the network to collaborate with another ACS partner, 'Sustainable Advantage.'

The primary focus of this collaboration has been to empower and educate the children of the Trust about sustainability through engaging programs. Together, they have embarked on an inspiring journey, delving into sustainability practices across all schools, meticulously analysing results, and formulating visionary plans for the future.

All ACS Hillingdon High School students undertake a Global Citizen Diploma (GCD) alongside their IB, AP or ACS High School diplomas. The GCD encourages students to move outside of their comfort zones and foster a sense of self-awareness



Model United Nations

and self-directedness in relation to their experiences locally and globally.

As part of their Personal Development Programme for the GCD, students worked at Bell Farm, a local community centre for displaced refugees, where they delivered care packages they had put together for young refugees. They also served food, sorted donations and ran a creche for visitors. Engagement with the local community is an integral part of the school's approach to learning, inspiring students to become caring contributors who are ready to make a difference.

Model United Nations

Hillingdon hosted over 100 students from four schools for its Model United Nations (MUN) conference. On this year's agenda was 'Protecting

human rights for civilians during the Russia-Ukraine conflict' and 'The question of repatriation of arts and cultural artefacts in a post-colonial age to their countries of origin'. A long-established event at Hillingdon, the school hosted ACS Cobham, ACS Egham and Alconbury.

Derek Johnson, Maths Teacher, said: "In today's world, the ability to come together and tackle important, global matters is becoming even more urgent, and MUN means our young people will be equipped with the emotional intelligence to achieve exactly that. The day was a real success and we can't wait to build on the event in the future."

MUN delegates were also fortunate enough to listen to and speak with Sky News Chief Correspondent, Stuart Ramsay, about his experiences reporting from Ukraine during the current conflicts alongside Senior Foreign Producer, Dominique van Heerden.

ACS Hillingdon will also be taking a number of students to Germany during April to participate in another much larger, global MUN conference.

Instant Challenge winners

A group of Grade 7 and 8 Hillingdon students were crowned champions of the Instant Challenge category at a national STEAM competition, Destination Imagination UK.

As part of the challenge, the winning students developed a non-verbal communication system to tell members of their team how to organise hidden materials. They were given five minutes to prepare and two minutes to complete the task. Their creative thinking and teamwork scooped the prize.

The Instant Challenge includes exercises that can be task or performance-based, or a combination of both. It encourages students to use their critical thinking skills and creativity that prompt advanced problem-solving skills like rapid ideation and implementation.

Jeremy Williamson, Film and Technology teacher, said: "The skills our students have gained, such as creative and critical thinking, collaboration and problem solving, are invaluable. We ensure they have access to these opportunities so they stand ready for a future full of opportunity and we hope to see even more students from ACS participate next year."

2040 FUTURE SKILLS



ACS DOHA

ACS Doha saw high profile events, the end of an era and beginning of a new chapter, and taking sports into a new league.

Sharing ACS expertise

In March, the school hosted the 2040 Future Skills Event at The National Museum of Qatar. This event attracted parents, students and industry leaders to explore the future of work and the essential skills required for success in 2040. Renowned keynote speakers and international experts shared their knowledge and experiences, and attendees took away valuable insights into the evolving job market and how to prepare for it. ACS also shared its joint

research with IBSCA at this event - Education For A World Of Opportunity.

ACS Doha continued to build on its role as a thought leader in innovation by hosting the EdTech Conference, which gave educators, school leaders, IT professionals, and cybersecurity experts an opportunity to explore digital learning and modern classroom technologies.

Farewell Robert

Robert Cody, Head of School, left after nine years at ACS Doha, where he led the school's growth and the move to its cutting-edge campus amongst many other achievements.

Under Rob's passionate leadership, he secured accreditations from NEASC (New England Association of Schools and Colleges) and WASC (Western Association of Schools and Colleges). Additionally, his efforts led to ACS Doha attaining the prestigious status of an IB World School, further strengthening the school's commitment to delivering a globally recognised education. The school has also expanded its academic offerings to new heights, under his tenure. The implementation of the Advanced Placement (AP) and Career-related Programme (CP) has allowed students to explore diverse pathways and challenge themselves academically.

Welcome Sue

Building on Rob's legacy is Dr Susan Borden, who has become the new Head of School. Sue brings over 30 years' education experience, including 13 years in school leadership roles, with a strong belief in the power of collaboration and the importance of a growth mindset that resonates deeply with ACS values. She is committed to fostering an environment where students can thrive, educators can excel, and families can continue to feel a true sense of belonging.



Dr Sue Borden

Under her leadership, Sue will grow the school's new Advanced Placement programme, which saw its first cohort this academic year. The popularity of the AP – which was once seen as an exclusively American examination – has grown internationally over the last decade. ACS Doha will offer five courses in the rigorous programme, in English Language and Composition, Spanish Language and Culture, Statistics, US History, and Biology. Sue's academic accomplishments include a PhD in Educational Leadership, which underlines her dedication to continuous learning. She firmly believes in the power

of professional development, constructive feedback, and research-based practices to enhance the educational experience for all.



Jason Montgomery

Jason Montgomery joined the school as Director of Athletics and Activities last year and has transformed provision for ACS Doha students and the local community. A former collegiate basketball coach before becoming Athletic Director for high schools in Florida, US, Jason is making the most of the school's exceptional sporting facilities. ACS Doha is forming a league with five other schools in the city and plans are afoot for students to travel overseas to international tournaments.

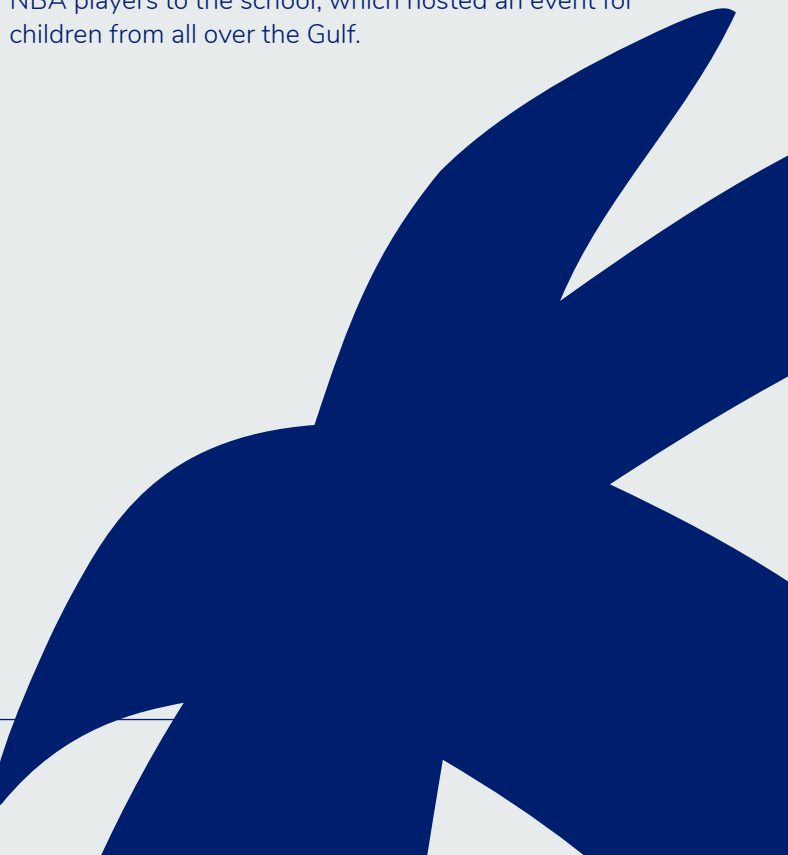
He leads the PE department, where he values not only his team's abilities within the classroom, but also their aptitude as talented coaches.

The local community also benefits from a range of activities hosted by the school, including a learn to swim programme.

Partnerships remain an important part of sport at ACS Doha. The partnership with BE Basketball, part of a unique sporting academy in Qatar, has brought NBA players to the school, which hosted an event for children from all over the Gulf.

Athletics Director takes sport into new league

Jason Montgomery joined the school as Director of Athletics and Activities last year and has transformed provision for ACS Doha students and the local community. A former collegiate basketball



ALUMNI ROUND-UP

It was a great year to reconnect with ACS alumni through a range of events. Schools were also delighted to welcome back families from overseas who had at one point called ACS their home – even for a short time – and relive their experiences. ACS would love to hear from alumni who would like to visit at www.acs-schools.com/stay-connected.

ACS alumni team grows

Welcome to Shauna Barron, who joined ACS in January as Alumni & Development Officer. Shauna has previous experience working in alumni events in Australia.

Hillingdon International Family Food Fair

In spring, ACS alumni and families were invited back to enjoy the ACS Hillingdon International Family Food Fair. Guests also had the opportunity to tour the school and reminisce about their time in their favourite classrooms.

London reception

In May, ACS hosted its first-ever London reception. This was a wonderful opportunity for former students from all UK schools, past and present, to come together for a fun and relaxed evening with drinks and canapés at the Brasserie Blanc on the Southbank.

Former students travelled from around the world to attend, including Panama, Finland, Australia, USA, Sweden and Switzerland. They were joined by Barney Sandow, Cobham's Head of School; Jeremy Lewis, former Head of School at Egham; and Cy Iravani, Head of Visual Arts at Cobham.

Augusto Knudsen (Hillingdon, Class of 1988) was instrumental in co-hosting the inaugural London alumni reunion weekend in May, which he flew from the US to attend.

Cobham reunion

Also in May, ACS Cobham welcomed alumni and their families back to school. Lunch was provided in Heywood House, and for many this was a memorable experience as it was where many former students remembered having their lessons.

Yearbooks were on display and the group was welcomed by Barney Sandow, Head of School, before they enjoyed a tour of the school. The Cobham reunion was combined with the school's annual summer fair, with fun activities, food stalls, a funfair and entertainment for the whole family.

Cobham Class of 2013

In June, ACS Cobham's Class of 2013 came together for their ten-year reunion on the grounds of Heywood House. Spearheaded by alumna Scarlett Lamb, 45 alumni spanned USA, Mexico, Sweden, UAE, Bulgaria and South Korea. ACS Chief Executive, Tim Cagney gave a speech and Head of Visual Arts, Cy Iravani, was one of ten teachers who attended.

It was a familiar affair for Oskar and Viktor, who joined ACS Cobham in 2006 and graduated in 2013. Their father Kristian Terling also attended ACS Cobham in 1982 and left in 1985.

More for 2024

Events planned for 2023-2024 include an alumni dinner in Florida, hosted by ACS trustee, Nick Bobay; an Egham alumni event; and London professional networking.

Alumni archives

ACS recently launched its digital history and archives website, which replaced ACS Global Connect in response to the schools' international alumni community wanting to see and experience their historic school lives in a dedicated archive. It is an ongoing project, and ACS would be delighted to hear from anyone who has photos or memorabilia that they may want to share with the Development and Alumni Relations team at alumni@acs-schools.com.

ACS Archives are available at www.acs-schools.com/alumni-friends/acs-history-archives





ACS IN AMERICA

Board appointments

ACS in America is delighted to welcome two new alumni directors to its US Board.

Jeff Axford, (Cobham, Class of 1998)

Currently President of the Atlantic Coast Chapter, Jeff is a long-time volunteer and supporter of ACS. "I'm honoured to lead the Atlantic Coast Chapter of the ACS Alumni Association. I have so many great memories from my time at ACS and I look forward to helping build the alumni network here with people who share the same sense of admiration. What stands out the most to me from my ACS experience is the international community and the lasting friendships I made."

Olutade Olulade, (Cobham, Class of 2007)

Joining Jeff, also from the Atlantic Coast Chapter, is Olutade, who serves as Vice-President, Development, and who has generously supported the school's Project Tomorrow campaign. "My time at Cobham not only prepared me for further education but I feel more so that it gave me the tools to live a fulfilling life. I am comfortable with interacting with people from different cultures, industries, age groups and backgrounds."

Prepped for a new BSSP partnership

The Atlantic Coast Chapter has joined forces with Prep For Prep to support a British Studies Summer Programme (BSSP) scholar from New York. BSSP is a residential educational enrichment programme

based at ACS Cobham. Scholars from around the US, who are academically able, but lack the financial means to fund an international summer education, have benefitted from this experience.

Since 1978, Prep For Prep has been developing future leaders by creating access for young people of colour to first-rate educational, leadership development and professional advancement opportunities.

Ziah was selected to attend BSSP this year.

"I'm a 15-year-old New Yorker. I enjoy science, Spanish, and history thoroughly, but I also like algebra. I like hanging out with my friends, reading, and going to the beach. I have only flown on a plane once in my life and that was to visit my parent's home country, Nigeria. I have never travelled to Europe and I want to broaden my horizons by going abroad."

"This opportunity caught my attention because of the impact that BSSP has made on former scholars. Many said the program helped them gain a sense of their own talents, and helped them come into themselves, which is something that greatly intrigues me."

Joining Ziah on BSSP this year were 10 scholars from Texas, one of whom was funded by alumni Zach Crowe and Rob Donnell.

FINANCIAL STATEMENT

ACS International Schools enjoyed another strong financial year. Fee income increased by 3% due to increase in enrolment during the 2021-2022 academic year. In addition, there has been an increase in catering and trip income as a result of lifting of COVID-19 restrictions. As with most schools, the main income source is school fees, which represents 91% of total income. We work hard to ensure we use our income wisely, to ensure our investments for the future and continued long-term sustainability.

The maximum amount we invest is directed to areas that matter most for our students' teaching and learning. Operating effectively is vital for success and we invest significantly in teachers and staff to deliver a world-class education for tomorrow's global thinkers and doers. Staff costs represent 58% of total costs.

TOTAL INCOME £79.2M

INCOME

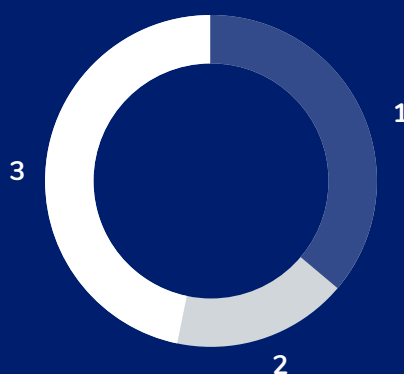
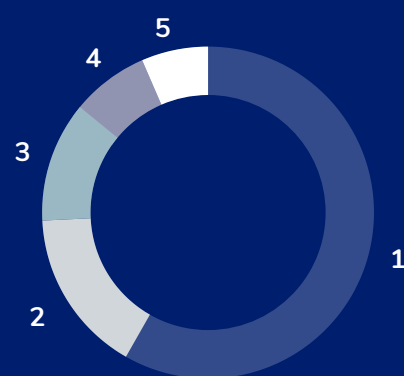
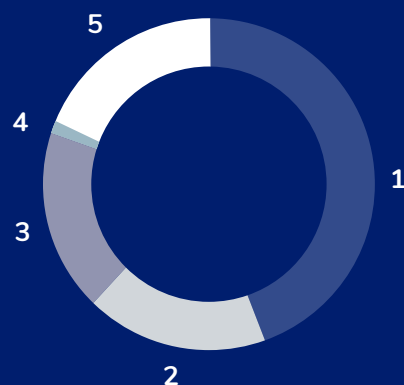
1	Cobham	£35.6m
2	Hillingdon	£14.6m
3	Egham	£13.1m
4	UK Group income	£0.5m
5	Doha	£15.4m

COSTS

1	Staff costs	£45.9m
2	School operating costs	£12.5m
3	Estates and Facilities	£9.0m
4	Depreciation	£6.1m
5	Group Services	£5.0m

CAPITAL EXPENDITURE

1	Major projects	£1.7m
2	Campus improvements	£0.8m
3	IT	£2.2m



INCOME OVERVIEW

£72.0m is Fee Income, which includes tuition, application fees, Capital & Development fee and boarding fees.

£6.7m is Other Income, which includes bussing fees, catering income and sports centre income.

£0.5m is Fundraising income.

COSTS OVERVIEW

£45.9m Staff Costs include all ACS staff costs, staff relations, staff recruitment and staff development (£0.3m).

£12.5m School Operating Costs include classroom books & supplies, educational apps, catering supplies, exam costs, trips & activities costs, sports costs, bussing costs, IT repairs.

£9.0m Estates & Facilities include building & grounds maintenance & repair, utilities, rates and insurance.

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

CAPITAL EXPENDITURE OVERVIEW

£1.7m Major Projects includes projects undertaken to enable masterplan.



WITH THEIR HELP

DEVELOPING A CULTURE OF GIVING

“It is our strong conviction that sports and extracurricular activities will play a vital role in students’ growth, social skills, leadership qualities and sense of camaraderie,” says Mohamed Abouchalbak, whose family have generously donated to Project Shine.

His daughters are in Grades 2 and 4 at ACS Hillingdon, and it was their love of sports and performance arts that inspired the Abouchalbaks to support the project.

“We hope that the development of the new sports facility will play a vital role in supporting ACS Hillingdon students’ physical, mental, and social development. Having access to well-equipped sports facilities hopefully will encourage students

to engage in physical activities,” Mohamed explains. “Promoting better health and fitness are key to students’ wellbeing and future success.”

He believes that having cutting-edge facilities for students to excel in sports can open doors for future athletic endeavours and can enhance their educational and future career prospects, and that parental support is essential to achieve this.

“We feel that donations from parents tends to strengthen the sense of community and pride in the school,” Mohamed says. “When parents actively contribute to school development, it sets a positive example for students, encouraging them to be more engaged in their school community.”

BRINGING A COMMUNITY TOGETHER



“Everyone needed a good pick-me-up after COVID and we decided that a gala would be exactly what the school needed,” explains Silver Klajnscek, President of Hillingdon’s Parent School Organisation (PSO).

Not only did the evening succeed in bringing the school community together in a spectacular way, but the PSO raised £27,000 for Project Shine.

Silver, whose youngest of five children Yulia is about to become a senior at Hillingdon, is an active volunteer for the school. Following her tenure as PSO President, she will become a grade level rep in 2023-24. Silver believes the PSO donation is just one of the many ways that the committee is able to support the school.

“Volunteering for the school, making auction donations for the gala, and being on the organising team are all ways in which we can support the school with our time. We were happy to do so and super proud of what we have achieved.”

“Families at the school who were involved in making this donation happen definitely want to help the school be the best it can be. Our students and families are so excited about the improvements that have already been made and those that are just around the corner because of Project Shine. The development of performance arts, music and sport are bringing out the best in our students!”

Silver believes parents can make a big difference by supporting school initiatives.

“The best reason to donate to Project Shine or any initiatives is because improvements to school facilities happen sooner. They benefit your children while they are still attending the school rather than long after they have graduated or you have moved away. With this financial support, changes can happen now!”

WITH THEIR HELP

INVESTING IN A BETTER WORLD



Griffith family

For Kate Griffith, Project Narnia represented a vision of what could be. “I was able to imagine how these spaces could revolutionise learning,” she explains.

Parents to Monaco-born sons Benjamin, in Grade 9, and alumnus Sam, now studying history at King’s College London, Kate and Gareth Griffith were keen to support Project Narnia.

Already an active volunteer at Egham, as a grade liaison and trained Forest School teacher working alongside Lower School educators, Kate could see the potential that Project Narnia could bring.

“I was aware that the libraries at that time were not as good as they could be,” she reflects. “The Middle School and High School library didn’t look like a place that was conducive to collaborative work, or that was comfortable or cosy. Then I saw a vision of something better, and that was inspirational.”

The Lower School Library and High School Hub have been transformed, thanks to the generosity of the Griffith family and other Egham parents.

“The Lower School Library strikes a good balance between playfulness, comfort and cosiness.

These spaces are infused with elements of play, for example the circle of cushions, which remind me of the fire circle at Forest School. Circle time is essential for storytelling with young children.”

“But there are also more collaborative spaces, and private spaces. Private spaces are great for children who need fewer distractions when they’re trying to think or read, who perhaps may have sensory needs.”

As a keen environmentalist, the redesign of the spaces particularly resonated.

“In the High School Hub, the windows are bigger, more natural light is coming in and you’re more aware of our exceptional campus. The effect of nature keeps you more serene and peaceful, which enhances wellbeing and productivity.

“ You have these collaborative spaces where a person can remove themselves alone or in pairs to be more productive. I like the wall decorations and thought-provoking mottos. By doing that, you transform an ordinary space into a more stimulating and livelier environment.

While Project Narnia will directly benefit their youngest son, for Kate the bigger picture is more important in her decision to support the school. It is the reason she would encourage other parents to get involved.

“As parents, we share a collective sense of pride in contributing to the school’s growth and improvement,” she explains. “Ultimately, I’m not just investing in Benjamin; I’m investing in the people that come after Benjamin, because I’m investing in a better world.”

THANK YOU FOR YOUR SUPPORT

ACS would like to take this opportunity to thank members of the schools' community who have donated to our schools over the past financial year, including many anonymous donors.



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ACS INTERNATIONAL SCHOOL
COBHAM

Heywood,
Portsmouth Road,
Cobham, Surrey,
KT11 1BL England

+44(0) 1932 867251

ACS INTERNATIONAL SCHOOL
EGHAM

Woodlee,
London Road (A30),
Egham, Surrey,
TW20 0HS, England

+44(0) 1784 430800

ACS INTERNATIONAL SCHOOL
HILLINGDON

Hillingdon Court,
108 Vine Lane,
Hillingdon, Middlesex,
UB10 0BE, England

+44(0) 1932 259771

ACS INTERNATIONAL SCHOOL
DOHA

Building no 10,
Street No 161,
Zone 70,
PO Box. 200568,
Al Kheesa,
Doha, Qatar

+974 4474 9000

DEVELOPMENT OFFICE
ACS INTERNATIONAL SCHOOLS

Heywood,
Portsmouth Road,
Cobham, Surrey,
KT11 1BL, England

+44(0) 1932 584239
development@acs-schools.com



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