MISSION

Challenging, inspiring and supporting all our students to fulfil their potential and improve the world.

VISION

IST will be a global leader in the education of internationally-mobile young people.

All students, regardless of their starting point, will think critically, achieve academically and develop the wisdom to make good choices. They will show curiosity and creativity in addressing authentic problems, local and global.

They will pursue their varied passions with enthusiasm, developing resilience, perseverance and confidence. Understanding the diversity of people and cultures, they will act kindly, fairly and responsibly.

All members of the IST community will work together to fulfil this Vision.

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It is my sincere pleasure to write this introduction to IST’s Annual Report for 2014-15. The School has made considerable progress over the past year and I encourage all members of IST, parents and teachers, to read this report in order to better understand the school’s performance in key areas: student achievement, finances, school improvement initiatives, staff development and facilities. The report is structured around the six aims in the school’s strategic plan and I’d like to highlight some of the key achievements that are featured in more detail in the report.

AIM 1

This year, we continued the focus at the heart of the IST mission: providing personalised challenge, support and inspiration to each one of our students. Our students achieved considerable success in response to this, in their academic learning and their broader education.

While “headline” figures do not capture the full richness of student learning, they undoubtedly point to IST’s success.

In the Diploma Programme, we achieved an average points score of 33 (compared with the world average of 29.8). The highest points score by an IST student was 44 and 33% of the individual subject grades achieved by IST Diploma entrants were either 6 or 7 (the maximum score possible).

Our MYP results showed a continuation of the rising trend seen at IST over the past few years. Our students achieved a 93% pass rate, with an average grade per subject of 5.5. 41% of our students achieved over 51 points in total (out of a possible 63) and the average total points per student was 50.

This year, the school’s new approach on performance management was implemented, with annual reviews for all, rather than the previous system which involved a periodic review process.

IT bandwidth increased (with more planned for next year), allowing our network to be utilised more extensively for teaching and learning.

The Secondary Library extended their hours, staying open later and now including Saturday mornings, in order to help students looking for a place to study or access resources.

AIM 2

After school activities flourished on both campuses this year, with an expanded programme including many student led activities. The Duke of Edinburgh’s International Award programme returned to IST this year providing additional opportunities for students to learn in challenging ways and develop strength of character.

Our students showed growing leadership qualities through these activities, as well as through the more formal structures of the campus Student Councils, by which our students made their voices heard clearly on a range of issues.

AIM 3

Building on the already wide range of service learning opportunities for our students, this much-valued aspect of our programmes advanced further this year. There were strong signs on both campuses that our newly articulated philosophy of service learning was taking hold, with more meaningful and student-driven projects as a consequence.

In addition, recycling programmes were launched on both campuses this year with students helping to set up and maintain the recycling of plastics, glass, paper and cardboard. Finally, while the school has reached out to counterparts working in education in Tanzania, the school’s goal to build influence over education in Tanzania remains a challenge.
AIM 4

The 2014/15 school year opened having received confirmation that IST had been re-accredited by the Council of International Schools (CIS) followed by re-accreditation through the Middle Schools Association (MSA). The process of self-reflection and school improvement does not stop, however, and the five-year IB programme evaluations for our Primary and Middle Years Programmes are now fully underway.

Our graduating class of 2014 gained admittance to a range of high-calibre universities worldwide. Our continuing students connected with students elsewhere in the world through our involvement in groups such as the Global Issues Network and the International Schools of Southern and Eastern Africa sporting and artistic conference.

Over the past year, our teachers took on roles as book authors, IB Diploma examiners, participants in IB working groups and IB workshop leaders.

AIM 5

The Elementary and Secondary Parent Networks continued to play an important role in fostering a community commitment to student learning. The EPN and SPN together with the school’s IB Coordinators held a variety of workshops to help parents better understand the International Baccalaureate curriculum, especially the progression from PYP to MYP to DP.

Improving campus security continues to be a focus and this year the closed-circuit television (CCTV) and public address (PA) systems were significantly upgraded on both campuses.

The Twiga Shop (also known as the Uniform Shop) began stocking a greater range of items promoting IST including hooded sweatshirts, swim bags and umbrellas.

AIM 6

Enrolment continues to be strong with a student body that is remarkable in its diversity. Enrolment at Elementary reached a record high in December (with 555 students); Secondary enrolment was also strong, reaching its highest level for many years. This situation helped to ensure that our reserve fund target levels were comfortably achieved.

Planning for construction projects continued throughout the year and we were pleased to see the start of work on our Elementary projects, with work expected to start on Secondary projects before the start of the 2015-16 school year.

A great deal achieved then, but plenty more to be done. As the school year draws to a close, security incidents in our region continue to cause great sadness and concern; inevitably, we must respond to those concerns.

Our community remains one in which there is transience as well as stability. Both create challenges for us, in avoiding disruption while also being receptive to new ideas and approaches.

The uncertainties of our environment make it all the more important that we stay true to our values and commit to providing world-class education here in Dar es Salaam.

As we close the 2014-15 school year, I would like to take this opportunity to thank Alan Lorenzini, Elementary Principal, for his work over the past four years. Alan has led the Elementary section of the school through considerable curriculum development, resulting in a balanced, consistent and robust continuum of learning. Alan leaves IST with the Elementary section in fine shape and we wish him and his family success and happiness in their new setting next year.

If you and your family are also moving at the end of this year, I hope you will keep in touch with IST. If you would like to register with the school to receive updates from time to time, you can do so via http://www.istafrica.com/alumniregistration.

The 52nd Annual General Meeting will be held on Thursday, May 21st beginning at 7pm on the Secondary Campus. I look forward to seeing you there.

MARTIN HALL
DIRECTOR
Jeffrey Smith, Principal
• Tom Triller, Vice Principal
• Lynley Russek, Vice Principal

Language and Literature: Claire Boulter, Rebecca Gillman, John Kernis, Katie Lyford, Dean Hill, Krista Quint, Peter Powell, Shane Rumbold
Mathematics: Anna Chandler, Gayathri Kumar, Jill Manchester, Joseph Collins, Peter Kovacs, Tami Triller, Vivienne Verschuren
Indians and Societies: Emma Baxendale, Christel D’Mello, James Elder, Rupert Hunt, Ciaran Fitzpatrick, Tunu Lukumbuza, Laura Hartel, David Veronesi
Counselors: Bernie Lenoue, Sheena Wright, Lylia Phillip
Design: Daniel Flynn, Vanessa Vanek, Patrick Lawther-Heard, Mark Henderson, Prisca Nkini
Student Services: Camilla Alexander-Watson, Anita Duhig, Gary Hartel, Lana Mahmoud, Eileen Moore, Tammy Roelse, Pooja Verma
Physical Education: Kaskella Mjovella, Anita Stansell, Rob Tate, Carrie Wood, Bahati Mgunda, John Belela
Language Acquisition: Hilda Banda, Cyrille Girardin, Begona Hernandez, Aimee Hill, Anja Maro, Innocent Mkuyuli, Claudia Mushi, Kathleen Paenhuysen, David Pallas, Isabelle Seigneur, Carrie Wood
Creative Arts: Gillian Ani, Adam Batty, Sitara Engelbrecht-Larkin, Stacy Giandalia, Gary Hartel, Aaron Kelly, Kathryn Lenoue, Vanessa Vanek
Science: Joseph Collins, Matthew Erdosy, Veronika Garga, Susan Henderson, Brad Kremer, Stephen Loschi, Lilian Nyombi, Peter Stanley
Coordinators: John Kernis (IB DPCoordinator), Shane Rumbold (IB MYP Coordinator), Rebecca Gillman (DP CAS Coordinator), Rob Tate (Athletics Director)
Library: Courtney Park, Joanita Ngaiza, Jesse John, Mohamed Ally
Office Staff: Juliana Karubi, Bertysheba Machura, Hadija Othumani, Margaret Mapembe
Admissions: Mwamy Sykes
<table>
<thead>
<tr>
<th>Department</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC</td>
<td>Jonathan Park, Jane Balisky, Lindsay Kanis, Daniel Fahy, Happy Luvanda, Sarah Andrew, Naishooki Solomon, Bhargvi Assar</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>Lisa Powell, Roselyn Antwi, Kate Gunn, Tabitha Silas, Clement Anderson, Nsia Nkini, Amanda White, Fatema Mullah</td>
</tr>
<tr>
<td>Grade 1</td>
<td>Kendra Johnson, Gillian Latiff, Sapna Kanabar, Jillian Walker, Patrick Mbughi, Arifa Kerawala, Susan Mboya, Catherine Kaswaka</td>
</tr>
<tr>
<td>Grade 2</td>
<td>Louise Perera, Shannon Gorse, Alefiyah Adamjee, Rehana Jasani, Stella Maganga, Nasson Mwakalambile, Florence Mlay, Stephen Mnubi</td>
</tr>
<tr>
<td>Grade 3</td>
<td>Joyce Bolyard, Melanie Wipf, Elaine Hall, John McPherson, Aida Felix, Winifreda Liboy, Irene Kiwanga, Mariam Karanje</td>
</tr>
<tr>
<td>Grade 4</td>
<td>Jamie Raskin, Michael Mansell, Tabitha Davis, Isaac Russell, Flora Shindika, Janet Mutashubilwa, Rose Mugunda</td>
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<tr>
<td>Grade 5</td>
<td>Anne McAra, Sarah Watson, Ian Marsh, Mike Nonato, Yusuph Sunga, Joyce Dotto</td>
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<td>Counselors</td>
<td>Klara Jaeger, Nicola Lorenzini</td>
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<td>ICT</td>
<td>Hannah Boughton (ICT Coordinator), Elif Raskin, Mary Mbuya</td>
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<tr>
<td>Learning Support</td>
<td>Grace Andrew, Pearl Barretto, Ellen Claessens, Emma Davies, Heidi Fitzpatrick, Ruth Lambeth, Cristin Loschi, Ndobosya Msokwa, Clairelyse Nazeer, Kelly Sallee, Shonali Sarkar, Tammy Schaapherder, Tamsin Tate</td>
</tr>
<tr>
<td>PE/Swim</td>
<td>Neil Cook (Activities Coordinator), Julie Strait (PE Coordinator), Marcelino Ngalioma, Casto Mkinga, Mwanahamisi Salum, Said Said, Mwinyi Mango, Aisha Salum</td>
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<tr>
<td>Modern Language</td>
<td>Joyce Dotto, Evans Haule, Rose Mugunda, Kelly Sallee, Shonali Sarkar</td>
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<td>Music</td>
<td>Natalie Kober, Peter Kowbel, Jeremiah Wami</td>
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<tr>
<td>PYP Coordinator</td>
<td>Leah Bortolin</td>
</tr>
<tr>
<td>Art</td>
<td>Minal Ramaiya, Mentzia Van der Linde, Kasanga Lyova, Anthony Mwango Katalyebana</td>
</tr>
<tr>
<td>Library</td>
<td>Karen Choan, Muyenga Malufya, Ruth Mammba, Edith Hubert</td>
</tr>
<tr>
<td>Office Staff</td>
<td>Sarah Daniel, Marystella Kaombwe, Fausta Matiko</td>
</tr>
<tr>
<td>Admissions</td>
<td>Linda Vaz</td>
</tr>
</tbody>
</table>
IST began its 51st year with good news and big plans for the future.

As Martin Hall mentioned in his introduction, IST opened in August 2014 with the welcome news that the school had successfully received re-accreditation with essentially no special conditions. Hundreds of IST faculty, staff, students, parents and Board members contributed two years of work and self-study to make this possible. This work will help IST improve and the Board thanks everyone who participated in this once in a decade endeavor.

The Board’s focus in the 2014-15 school year has been on planning and oversight on the school’s first year of its Strategic Plan. While the school leadership has the duty to manage and execute on the plan, the Board has the duty to make sure that the school has the resources it needs to be successful.

Like the US Congress, the Board conducts most of its work in committees. For the 2014-15 school year the Board committees were: Buildings and Facilities, Education, Governance, Finance and Human Resources. Following are some of the highlights from each.

BUILDING AND FACILITIES COMMITTEE

The 2014-15 school year constituted the “end of the beginning” for IST’s seven-year, $30 million development program. We are moving from the planning and discussion phase to the actual construction phase. The School has now contracted architects for most of the key projects and will select contractors over the next few months.

Construction of the new teacher-housing complex on the Elementary Campus is almost complete and a new staff parking lot adjacent to the housing area was completed this year (in the area formerly occupied by B Block housing).

The Board approved financing the refurbishment of the E and F Block housing units on the Elementary Campus. In addition, construction of the new Covered Court on the Elementary Campus has already begun and work continues to refine the flood defenses that are required to protect the Elementary Campus from future heavy rains.

In the next year, the community will see much more construction activity on both campuses as we begin work on several key projects in the first phase of the Site Master Plan.

EDUCATION COMMITTEE

The Education Committee led the development of two important policies this year.

After several years of discussion, the Board...
adopted IST’s first set of policies providing guidance for the goals and parameters of Student Support Services (Section 6.5). Many parents, teachers, Board members and school leadership participated in the development of the policy and the Board believes that IST will have a clearer strategy for this area as a result.

In addition, the Education Committee completed the development of policy Section 7.14 Child Protection.

HUMAN RESOURCES COMMITTEE

The Human Resources Committee led the development of a long-term human resources strategy to better plan for how IST will staff itself in the future.

The HR committee also continued its review of the personnel section of the School Policy Manual. It proposed the following policies that were adopted by the Board following community consultation: Section 5.18 Grievances and Section 5.19 Personnel Files. As of this writing, a policy regarding code of conduct is under review by the committee.

FINANCE COMMITTEE

The Finance Committee ensures that adequate policies are in place to provide for the long-term and short-term financial sustainability and stability of the school. Among other tasks, the Finance Committee recommends the school fees each year.

The Finance Committee succeeded again this year in keeping the increases to school fees in a measured, relatively predictable manner.

A second big achievement this year is that the school is on track to complete our planned for increase to the Emergency Reserve Fund. This finishes a three-year initiative by the Board to increase the school’s financial resilience. This reserve fund means that the school has sufficient cash on hand to handle most emergencies, even one that might require the closure of the school for up to a year.

I encourage you to read the Treasurer’s Report in the following pages for complete details.

GOVERNANCE COMMITTEE

In 2011, the Board began a comprehensive review of all school policies including policies related to the Board, the Director, education, personnel and finances. The Governance Committee has taken on the coordination of this policy review and has helped the other committees move their pieces forward.

In addition to facilitating the review of policies, the Governance Committee reviews the school’s Strategic Plan, monitors and reviews the school’s key performance indicators (KPI’s) program, manages Board nominations, elections and conducts Board evaluations.

This year, the Governance Committee undertook a review of the KPI’s in light of the Strategic Plan that was adopted last year. This was the first year of reporting against the KPI’s that were established towards the end of the last school year and the Governance Committee set up a working group to review the effectiveness of the KPI’s in measuring progress towards the Strategic Plan.

As we end the 2014-15 school year, I can say with confidence that IST is well-positioned for the future. We have the financial resources we need to build for the future. We have experienced and dedicated teachers working in innovative ways in the PYP, MYP and DP programs. We have a new IT network and significantly more technology resources available to students and teachers. We have students who enjoy school. And we have an experienced leadership team and Board committed to IST’s Mission:

“Challenging, inspiring and supporting all our students to fulfil their potential and improve the world.”

Have a great summer break and an even better 2015-16 school year.

Brent Chism
Board Chair
On behalf of the Board of Directors, it is my pleasure to present the Treasurer’s Report on the Audited Accounts of the International School of Tanganyika Limited for the year ended on 31st July 2014. The Audited Accounts and Schedules form part of this Annual Report. As there is a long time-lag between finalization of the audited accounts and the holding of the school’s AGM. In January 2015, copies of the audited accounts for the 2013-14 school year were placed in the Elementary and Secondary libraries and the link for a soft copy was e-mailed to parents. In addition to the audited accounts for 2013-14, I also wish to share key performance trends for this school year and the budget for the year 2015-16.

The International School of Tanganyika Limited (IST) was incorporated in Tanzania in 1963 under the Tanzania Companies Act as a company limited by Guarantee. IST is a private, “not for profit” school with the mandate of delivering top quality, international education. IST reinvests all realized surpluses into maintaining and improving the school’s physical infrastructure and buildings, advancing the delivery of curriculum offering and strengthening the calibre of its human resources.

REPORTING FRAMEWORK

The accounts for the year ended on July 31st 2014 have been prepared in accordance with the International Financial Reporting Standards (IFRS) and audited in accordance with the International Auditing Standards. Wherever required, certain comparative figures have been reclassified to conform to the current year’s presentation.

FUNCTIONAL AND PRESENTATION CURRENCY

Considering the circumstances and economic conditions in which the school operates, the school’s functional and reporting currency is the USD.

PERFORMANCE TRENDS

Enrolment Trend

Enrolment grew in the 2014-15 school year and a small increase is planned for 2015-16. Like most international schools, IST is extremely sensitive to enrolment numbers. Even relatively smaller fluctuations in numbers, as we have seen in the past years, can have a significant impact on the operating budget.

Operating Performance

The Operating position for the year under review shows a surplus of $1.1m. The revenue for the year is higher than that of the previous year due to revision in the tuition fee by an average of 5%, greater returns from short-term investments and the write-back of old unclaimed family deposits. On the other hand,
Expenditure is greater than in the previous year due to growth in personnel costs (salary & benefits revision), increase in educational materials (including ESP/field trips) and rising cost of amenities and utilities (professional fees including accreditation, internet connectivity, utilities and security). For the 2014-15 school year, a surplus of $0.5m (almost twice the budgeted/planned level) is anticipated. The revenue increase for 2014-15 school year is primarily due to an increase in tuition fees by an average of 5.5% and growth in the number of paying students. Relative to the previous year, expenditure is forecast to increase due to growth in personnel costs (salary & benefits revision) and rising cost of amenities and utilities (maintenance of buildings/assets, professional fees, utilities, security and insurances). With regard to the 2015-16 school year, we expect our bottom line position to be positive, but albeit just above break-even. Whilst revenue will grow considering an average 5% increase in tuition fees and a marginal growth in the number of paying students, expenditure growth is larger due to revision in salaries & benefits, increase in three full-time teacher positions (extra Grade 10 class and improved coverage for Learning Support) and general inflationary pressures.

In terms of the average cost profile over the period 2013-14 to 2015-16, Human Resource costs continue to dominate at about 75% of total costs, while overheads & educational supplies remain at about 19% and 6% of total costs, respectively. Tax on staff salaries continues to be a significant burden. This is expected to reach $3.3m in the 2015-16 school year, of which about $2.6m relates to non-Tanzanian staff. Inclusive of other taxes, the total tax bill is expected to be in the region of $4.2m, representing about 20% of our total operating costs.

In terms of ongoing cost optimization initiatives for the school year 2014-15, we are on target to achieve cost savings of about $110k resulting mainly from a change in the health care plan for support staff and restructuring of the Operations Department.

Whilst focus on cost management measures will continue in the 2015-16 school year, it has become necessary to increase tuition fees by an average of 5% across all Grades in order to plan for a marginal surplus position. Key factors that have influenced the tuition fee are a marginal growth in enrolment, commitment to maintain smaller class sizes to improve educational delivery, enhanced level of learning support, ongoing improvements to teacher salaries & benefits (to attract and retain quality faculty), continuous upgrades in technology and educational resources, recovery of inflation, and benchmarking with like schools in the region.

Capital Performance

During the year 2013-14, the Capital Budget recorded a deficit of $151k due to several necessary projects carried out during the summer break (New KG classroom, Swimming Pool/Pump House upgrades at both campuses, Art Room Ceiling replacement (ES), Renovation of Music Room at SS and Phase I Refurbishment of existing Elementary Campus housing). For 2014-15 SY, a deficit of $96k is expected. This shortfall is primarily due to the provision of $150k for improving flood defences at the Upanga Housing.

With regard to the budget for 2015-16 school year, a deficit of $158k is expected to be incurred. Major expenditures planned for the coming school year include re-roofing of the ES Admin Block and replacement of two motor vehicles. Capital shortfalls for all the three years are to be funded from the Operating and Capital Reserve Fund.
that is expected to reach about twice the minimum threshold of $0.5m (resulting from better than planned operating performance during the years 2013-14 and 2014-15) after absorbing these shortfalls.

Building Performance

Beginning the school year 2013-14, we have started incurring deficits due to increasing building commitments. This trend will continue in the foreseeable future as the pace of the Building Projects gains greater momentum. Based on preliminary forecasts, we plan to finance building projects using a mix of annual Building Income, Building Reserve Fund and Debt Finance. Building projects currently underway (construction is in progress or planning is at an advanced stage) include the Upanga Housing Scheme, New Covered Court (Elementary), swing space (Elementary), MPH renovations (Elementary), and renovation of Classroom Blocks/Commons at both Campuses and Athletics Centre (Secondary). As building project plans and costs are firm-ed-up, these would go through the Board scrutiny and approval processes.

Reserves Management

(Past years’ reserves have been restated to account for closure of IST Holdings Ltd & treatment of emergency flooding costs of 2011/12)

In line with the Reserves Management Policy adopted in the 2013-14 school year, Capital & Operating Reserves have been merged. In addition, the minimum reserve thresholds for Emergency Reserve Fund and Operating & Capital Reserve Fund have been revised to $2.1m and $0.5m, respectively. Based on our performance so far, we are on track to achieve these reserve targets by the end of July 2015. Whilst our spending on major building projects/property acquisition over the last six years (2008-09 to 2013-14) was in the region of $11m, these expenditures are expected to grow significantly in the coming years.

In terms of reserves as measured in the statutory accounts, as at the end of the year on July 31st 2013, the total net assets of the School stood at $60.6m, after taking into consideration the statutory net earnings of $11m, these expenditures are expected to grow significantly in the coming years.
$ 2.2m (please see note below on reporting differences between the statutory and management accounts). In line with the requirements of IFRS, all reserves (except revaluation) have been aggregated and referred to as “retained earnings”.

For the 2013-14 school year, though our net assets cover over total income (excluding exchange gain) has marginally decreased to 2.73 (last year 2.80), it is still quite favourable.

### VARIATIONS IN PRESENTATION BETWEEN MANAGEMENT & STATUTORY ACCOUNTS

Measurement of net earnings varies between the management and statutory accounts. Since the management accounts focus on cash inflows and outflows, depreciation is disregarded and capital and building costs are taken into consideration. In the statutory accounts, the opposite happens as depreciation is factored and capital and building expenditures are excluded from the Income Statement since they are treated as additions to fixed assets. In addition, whilst management reports attempt to separate operations, capital and building projects for planning and control purposes, statutory accounts are based on requirements of the International Financial Reporting Standards (IFRS). For internal accounting purposes, the management and statutory reports have been reconciled accordingly.

### External Auditors’ Appointment and Report:

**Appointment**

In line with the resolution adopted in the May 2014 AGM, Deloitte & Touche were appointed as the school’s statutory auditors for the audit of our accounts ending on July 31st 2014, and have expressed their willingness to continue in office in the 2014-15 school year.

**Report on the Audited Accounts for the Year Ended on July 31st 2014**

The auditors, Deloitte & Touche, have issued an unqualified report in respect of the audit of the school’s accounts for the year ended on 31st July 2014. The audited accounts for the year under review were approved by the Board of Directors on 3rd December 2014 and signed by Deloitte & Touche.

### Outlook:

While the near term outlook for IST is optimistic, the long term financial future of IST rests in the steps being taken now to put in place good governance practices in the area of financial and budgetary control, reserves planning, cost and fee management and ensuring optimal enrolment.

On behalf of my colleagues on the Board, I wish to take this opportunity to commend all members of the school community for their support and hard work that has positioned the school for a better and stronger future.

Lauren Hendricks

Board Treasurer
AIM 1

By ensuring high quality teaching and learning experiences throughout the school, we will ensure that all our students make a high level of educational progress.

To achieve this, we will:

a. Implement effective and consistent performance assessment programmes for all staff
b. Provide differentiated learning experiences for our students, so that all are appropriately supported and challenged
c. Improve the depth and rigour of student enquiry in our programmes, as well as the teaching of literacy and numeracy skills
In the June 2014 session, 63 IST students were registered for validated MYP documentation (Certificate / Record of Achievement). Of these, 46 students were eligible for the MYP Certificate.

The chart below summarizes and compares the results of the MYP exams taken by students in Grade 10 at the end of the 2013-14 school year.

The proportion of students in the final year cohort taking the full MYP is consistent with the trend of previous years. Of those who are not registered for the full certificate, the majority arrived at IST too recently to be entered under IB rules; the others did not have a Language B which is required for the MYP certificate. The proportion of students passing the full MYP is consistent with the pattern of the past few years; over the past five years, there has been a rising trend. The proportion of students attaining the highest levels of grades in 2014 is significantly higher than in previous years.

The average grade as well as the average total MYP score attained by students is at the highest level that we have seen at IST.

There is a need to improve curriculum documentation, through greater standardisation (using the ManageBac system) and more explicit learning objectives for units and assessment tasks. In addition, the school intends to address issues of assessment task design which was raised in IB moderation reports, especially in the Sciences and Design Technology. Finally, we would like to evaluate and propose possible structures to support students with relatively low levels of English proficiency.

<table>
<thead>
<tr>
<th>MYP COMPARISON OF OVERALL RESULTS IN KEY AREAS FOR THE PAST FIVE YEARS</th>
<th>2014</th>
<th>2013</th>
<th>2012</th>
<th>2011</th>
<th>2010</th>
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</thead>
<tbody>
<tr>
<td>Total number of students in Grade</td>
<td>63</td>
<td>66</td>
<td>52</td>
<td>69</td>
<td>83</td>
</tr>
<tr>
<td>Participation rate: % of students in Grade eligible for Certificate</td>
<td>73% (46/63)</td>
<td>67% (44/66)</td>
<td>90% (47/52)</td>
<td>65% (45/69)</td>
<td>76% (63/83)</td>
</tr>
<tr>
<td>Pass rate: % of MYP certificates awarded (of students eligible for certificate)</td>
<td>93% (43/46)</td>
<td>95% (42/44)</td>
<td>91% (43/47)</td>
<td>89% (40/45)</td>
<td>87% (55/63)</td>
</tr>
<tr>
<td>Average MYP points</td>
<td>50</td>
<td>48</td>
<td>49</td>
<td>47</td>
<td>46</td>
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<tr>
<td>Average overall grade</td>
<td>5.50</td>
<td>5.29</td>
<td>5.39</td>
<td>5.22</td>
<td>5.09</td>
</tr>
<tr>
<td>Highest MYP points (out of 63)</td>
<td>61</td>
<td>59</td>
<td>61</td>
<td>58</td>
<td>59</td>
</tr>
<tr>
<td>% of students eligible for the certificate who achieved 36-40 points</td>
<td>9% (4/46)</td>
<td>9% (4/44)</td>
<td>11% (5/47)</td>
<td>11% (5/45)</td>
<td>16% (10/63)</td>
</tr>
<tr>
<td>% of students eligible for the certificate who achieved 41-51 points</td>
<td>43% (20/46)</td>
<td>64% (28/44)</td>
<td>45% (21/47)</td>
<td>56% (25/45)</td>
<td>51% (32/63)</td>
</tr>
<tr>
<td>% of students eligible for the certificate who achieved over 51 points</td>
<td>41% (19/46)</td>
<td>23% (10/44)</td>
<td>36% (17/47)</td>
<td>22% (10/45)</td>
<td>21% (13/63)</td>
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</tbody>
</table>
IST aims to make the IB Diploma accessible to all students. While for some students it is educationally advisable for them to take individual courses rather than the full IB Diploma, we would like to see high numbers taking on the challenge of attempting the IB Diploma, even if their results are unlikely to be high. Over the past few years, there has been a steadily rising proportion of Grade 11 and 12 students who have attempted the full Diploma. This year’s percentage was the highest in the 10 years for which we have records.

Nonetheless, certificate (now called Courses) students choose to take the IST Diploma for a number of reasons. These students do not need to register for Theory of Knowledge or the Extended Essay, nor do they need to do three subjects at Higher and Standard level each.

The pass rate for the IB Diploma in May 2014 dipped below IST’s typical range. The average grade achieved was lower than the level we have experienced over the past decade. 73% of the 11 students failing to achieve the Diploma had joined IST in Grade 10 or 11. IST’s average points score of 33 was within our typical range and significantly above the world average of 29.8. A score of 33 roughly indicates a Diploma student scoring around an average of “5” in her / his subjects.

Department heads have met with the IB DP coordinator and Principal to analyse results from May 2014, identifying areas for improvement and setting goals for improving student results. This is in tandem with school-wide actions regarding improving assessment, communicating learning targets and on-going curriculum documentation.

The Grade 11 and 12 teams have reviewed their methods of identifying students needing additional support throughout the course. A thorough protocol has been set regarding interventions in the case of any student causing concern through relatively low achievement levels. There is a particular challenge in addressing the needs of students who have joined the school relatively recently, so as to ensure that we speedily understand and respond to their learning needs.

The chart summarizes and compares the results of the DP exams taken by students in Grade 12 at the end of the 2013-14 school year.

### DP COMPARISON OF OVERALL RESULTS IN KEY AREAS FOR THE PAST FIVE YEARS:

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2013</th>
<th>2012</th>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of students taking the Diploma (absolute numbers in brackets below)</td>
<td>94 (60)</td>
<td>86 (65)</td>
<td>84 (65)</td>
<td>81 (54)</td>
<td>82 (59)</td>
</tr>
<tr>
<td>% of students taking “Courses” (absolute numbers in brackets below)</td>
<td>6 (4)</td>
<td>14 (11)</td>
<td>16 (12)</td>
<td>19 (13)</td>
<td>18 (13)</td>
</tr>
<tr>
<td>Diploma Pass %</td>
<td>82</td>
<td>95</td>
<td>89</td>
<td>89</td>
<td>95</td>
</tr>
<tr>
<td>Average Diploma Score (out of maximum possible 45)</td>
<td>33</td>
<td>33</td>
<td>33</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td>Average overall grade per candidate per subject (maximum 7; minimum 1)</td>
<td>5.20</td>
<td>5.28</td>
<td>5.23</td>
<td>5.20</td>
<td>5.22</td>
</tr>
<tr>
<td>Highest Diploma points (out of 45)</td>
<td>44</td>
<td>43</td>
<td>42</td>
<td>41</td>
<td>45</td>
</tr>
<tr>
<td>% of Diploma entrants achieving 24-29 points (absolute numbers in brackets below)</td>
<td>22 (13)</td>
<td>29 (19)</td>
<td>35 (23)</td>
<td>28 (15)</td>
<td>29 (17)</td>
</tr>
<tr>
<td>% of Diploma entrants achieving over 35 points (absolute numbers in brackets below)</td>
<td>33 (20)</td>
<td>46 (30)</td>
<td>32 (21)</td>
<td>33 (18)</td>
<td>41 (24)</td>
</tr>
<tr>
<td>% of Diploma entrants achieving over 40 points (absolute numbers in brackets below)</td>
<td>5 (3)</td>
<td>2 (1)</td>
<td>5 (3)</td>
<td>4 (2)</td>
<td>8 (5)</td>
</tr>
</tbody>
</table>
AIM 2

By creating an ethos of high expectations for individual behaviour, we will develop positive character in our students.

To achieve this, we will:

a. Systematically develop authentic leadership qualities in our students
b. Provide a broad academic and extra-curricular programme, with stimulating, relevant choices
c. Provide a structured method for students to reflect upon and record their learning journey
d. Promote and reinforce high standards of behaviour among our students
The goals for the after school activities (ASA) programmes on both campuses have included increasing participation and providing more opportunities for student led initiatives.

ELEMENTARY CAMPUS ASAs

The Elementary Campus ASA programme continues to be popular with a large majority of students participating. The school continues to develop a framework to promote student-led ASAs. This year, students have led Fun Games, Girls Community Sport, Dancing Around the World, Poetry Slam and Kiva U.

SECONDARY CAMPUS ASAs

Students attending ASAs this year registered their enrolment in the activity through ManageBac. The system allows us to see how many students have signed up for different activities. Supervising teachers take registration in their activities, so we have been able to monitor the continued commitment of students in the activities.

STUDENT LEADERS WORKSHOP

A chance encounter on a hiking trip in the mountains around Morogoro between IST teacher Cyrille Girardin and Stephanie Ryan, a leadership development consultant on sabbatical in Tanzania, led to an opportunity for IST’s student leaders to attend a three hour workshop held in March on the Secondary Campus. Cyrille introduced Stephanie to Rebecca Gillman, IST’s DP CAS Coordinator, and the two planned a workshop for student leaders from each of the Take Action Tuesday groups as well as others involved in upcoming CAS projects were invited to attend the workshop. Participants had this to say about the experience:

LEADERSHIP TALK

“This workshop was extremely beneficial, because it answered all the subconscious questions I had about leadership. I was able ... to get an insight on the problems all of us collectively face. I learned about the SCARF acronym for leadership. Status, Creativity, Autonomy, Relatedness, Fairness... The age/grade hierarchy that comes with leadership in our school is quite limiting, even though it is slowly disappearing many leaders are still students in IB1 or IB2... This workshop cleared my head, and has made leadership an entity that I can now begin to grasp better, by implementing the “SCARF” in T-GO, and ... inspiring others....”

-Sakina Lalji, Grade 11

KNITTING A SCARF

“...After learning this acronym in a leadership conference last week, I’ve done some thinking. Am I currently a good leader? How can I be a better leader if so? What am I actually leading?... I’ve realized since this conference that we can’t always be leaders even if others give us that title... There are days when I become a human, and we tend to forget that all leaders are just human. I, to become a better leader, should remember that I, along with all other people involved, are just human. Yes, we all need to set high goals, but instead of getting angry with ourselves and other, just stop and think about how these emotions are getting in the way of succeeding... A group can only be successful if the people leading it are able to take into account everyone and themselves being human and wanting the same safety and security....”

-Tamara Baunsgaard, Grade 11
AIM 3

By establishing a coherent learning-based approach to community service, we will meaningfully engage, as individuals and as a community, with local and global problems.

To achieve this, we will:

a. Create and communicate a school philosophy of service learning and community engagement
b. Increase student participation and influence in the decisions affecting them
c. Build influence over school education in Tanzania
d. Reduce IST’s environmental impact
SERVICE LEARNING

In May 2014, the Board adopted a policy statement on service-learning and community engagement (Policy 6.008) which sets out the basic principles of our approach. Our CAS/Community Service Coordinators have used this as the basis of their work with students and staff, promulgating an approach based on student learning. Some examples of work in this area:

- We have developed a Community Engagement Handbook for staff at Elementary, providing guidance on our approach.
- The Final Exhibition, the culmination of the PYP, has been given an emphasis on community engagement and service-learning, with students working in groups on projects that address social problems in a spirit of social entrepreneurship.
- At Secondary, the CAS Coordinator was given additional release time this year to allow for the work of restructuring our approach and working more closely with staff on curricular links.
- Our Secondary, ESP trips (particularly in Grades 9 and 10) have incorporated service-learning themes, ongoing reflection, student involvement in preparation and planning and action. Two new ESP trips, rooted in community engagement and addressing authentic needs, have been included.
- IST’s long-standing link with Kindwitwi leprosy village (in Rufiji District) continues, with the IST Director sitting on the Board of the village development association and periodic visits taking place for staff. Funds were raised from the Elementary dramatic production to provide an additional classroom, so that different age groups can be taught at the same time at the village pre-school. An authentic learning task involving marketing the village guest house is under way with Secondary students.
- A Grade 7 student initiated a community ball hockey tournament, raising awareness and funds for the IST Scholarship Fund (see Aim 6 in this report for a summary of the IST Scholarship Fund).
- The Model United Nations group remains strong at Secondary, with leadership resting largely with older students and large numbers of students participating.

For the second successive year, confidential HIV testing and advice is being provided to IST staff, at the initiative of one of our Secondary teachers, as part of HIV/AIDS week.

The TWICAS website (https://gotwicas.wordpress.com) continues to provide an excellent forum for sharing service-learning opportunities and guidance.

Student reflection takes place in varied ways at Secondary, with students encouraged to use different forms of media. The culmination of this can be seen in the CAS celebration event which was held this year on April 14th. Student reflection on CAS learning is less developed at Elementary, where student portfolios are based more around learning done in class.

There are many examples in the curriculum of projects involving service-learning and engagement with community issues, including:

GRADE 10 DRAMA PROJECT

Based on Boal’s Theatre of the Oppressed and in partnership with Bethsaida School, IST students visited Bethsaida and used acting games (developed by Boal) with Form III girls, talking with the girls in small groups and hearing about some of the issues they have faced in their lives. Following this, students wrote their own plays exploring some of the issues the girls identified. Three plays were developed and Bethsaida students came to IST to watch the performances and engage in the forum theatre experience.

STUDENT DIRECTED SECONDARY GARDEN

The garden was promoted as a learning space for other subjects (with a video being made by the Grade 11 CAS video production group). Another CAS project is setting up leaf composting in recycled tyres to provide compost for the garden.
GRADE 10 DESIGN TECHNOLOGY

As a regular feature of the Grade 10 DT curriculum, students make toys for service partners (e.g. Cancer Institute and CCBRT).

DIPLOMA PROGRAMME LANGUAGE ACQUISITION

Students debate, in the language being learned, the pros and cons of homosexuality being legalized in Tanzania, with students being placed on the side that they disagree with, so as to develop their objective thinking skills and empathy.

STUDENT INITIATED CAS PROJECTS

At the Diploma CAS level, each Grade 11 student is initiating (usually in collaboration with a small group of peers) a CAS project. This has been optional in previous years due to lack of systems in place to support this. But this year, with scheduled mixed Grade 11/12 CAS sessions (once each 2-week cycle) and the CAS Coordinator having more release time for the role, this has been made possible.

Some examples of these new student-initiated and led CAS projects:

- Redefine Yourself - all girls’ health, fitness and nutrition group which meets once a week for training sessions and workshops (Grades 8-11)
- Changels - focuses on women empowerment by supporting young girls from Zanaki Secondary School, through micro financing and entrepreneurship workshops; encouraging them to become leaders of the future.

The students behind Changels, Alishah Janmohamed and Steffi Haldar, were awarded the 2015 Association of International Schools in Africa (AISA) Student Service Leader Award thanks to their extraordinary efforts. This is an incredible honour for both Alishah and Steffi as well as IST. In addition to this prestigious title, the award includes $1500 prize money to invest in their service project.

- Self Defense - weekly sessions teaching the basics (rooted in Judo and Karate).

STUDENT PARTICIPATION AND INFLUENCE IN THE DECISIONS AFFECTING THEM

The Secondary Student Council continues to be an active and highly constructive force on the campus. The Council meets regularly with the Secondary Principal to share areas of concern; the President and Vice President also attended meetings this year with the Support and Leadership Team. The Student Council hosted open forum events this year for students in different Grade groups, allowing a chance for them to question the school leadership and voice concerns directly.

Many Secondary teachers seek anonymous feedback from students about their experiences in the teacher’s class, so that teachers are able to reflect on whether changes in approach are needed. It is relatively unusual for such a system to be as well-established and valued as part of school culture as it is at IST.

Health & Safety committees on each campus have a student representative, who contributes a student perspective on issues around the campus.

The Director has initiated exit interviews for students who are about to leave IST, to glean information about the student experience at the school and to provide a means of maintaining contact with students as they move on.

ENVIRONMENTAL AWARENESS

This year, we introduced a recycling scheme on both campuses, using an outside organization to collect the sorted items and provide us with reports. The activity has a strong component of student involvement, with the Elementary Student Action group involved. The Secondary Design Technology club created bulk bag frames to hold...
the bags for collecting items for recycling

Our bus service started this year offering shared transportation between the two campuses before and after school. For parents who live near the Elementary Campus but whose children study on the Secondary Campus, and vice versa, this service has helped to reduce at least a few cars on the road and, perhaps more importantly, reduced the amount of petrol consumed by our collective community through cars idling while waiting in traffic jams.

Solar panels were installed on each campus. The system that we have purchased has been chosen partly due to the ease with which we can use it for educational purposes. We have started monitoring our consumption of water, fuel (for vehicles and generators) and electricity so that we can set ourselves some meaningful targets for reducing our consumption.

Our building plans are likely to mean that some of our trees will be destroyed. We are committed to planting at least one new tree, with an emphasis on indigenous species, for each one that is removed and have linked with a local tree specialist to facilitate this. Sustainability is a significant aspect of our construction planning, as we incorporate tropical solutions for climate control and water use. At Secondary, there is a leaf composting project and a bottle-cap collection, as CAS activities. We have reduced the use of small bottles of water at school events and meetings, using large, reusable containers instead. Our askaris have been instructed to report any incidents that they observe of lights or ACs being left on after-hours, so that those responsible can be reminded to turn them off.
By increasing IST’s visibility and influence, we will become a global leader in the education of internationally-mobile young people.

To achieve this, we will:

a. Provide opportunities for our students and teachers to connect with others throughout the world
b. Recruit, retain and develop excellent staff in all areas
c. Ensure that IST students gain access to their universities and schools of choice
d. Maintain excellent standing with accreditation agencies
When making their applications, students are encouraged to make “good fit” choices, based on thoughtful criteria: we want them to choose courses and universities in which they are most likely to be successful and happy. Students are encouraged to make stretch and security choices, as well as those that match their likely grades.

<table>
<thead>
<tr>
<th>UNIVERSITY</th>
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<th>NUMBER OF IST STUDENTS MATRICULATED</th>
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</thead>
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<tr>
<td>Charles University</td>
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<td>College of Saint Benedict</td>
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<td>Dalhousie University</td>
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<tr>
<td>Emirates Academy of Hospitality Management</td>
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<tr>
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<tr>
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</tr>
<tr>
<td>University of Waterloo</td>
<td>Canada</td>
<td>1</td>
</tr>
</tbody>
</table>
IST students continue to be placed in outstanding universities. As would be expected, this is especially true of our higher achieving students. We will continue to provide opportunities for students to stretch themselves in subjects of choice. This includes:

- concrete opportunities, such as extension reading lists, Extended Enquiry ASAs, internship/work experience,
- timely identification of high-achieving students who should be aiming high in their university applications,
- information and encouragement about summer school options,
- a structure for students to reflect on their “learning journey”, linking their experiences with the kinds of knowledge, skills and attitudes that are important in their chosen subject(s).

Providing specific and timely support to students and families aiming for challenging courses and selective universities, such as medicine, law, and Oxbridge, continues to be a priority. The Secondary counseling department offers interview practice and prep courses within IST for US-based SAT exams as well as the growing range of standardised admissions tests used by UK universities.

**OPPORTUNITIES TO CONNECT THROUGHOUT THE WORLD**

Within Aim 4, we have specifically stated that our students should have the opportunity to connect with others throughout the world. There are many opportunities for students to go abroad, often involving collaboration or competition with students elsewhere. For example, students may participate in:

- Model United Nations: Grades 9 – 12 (Amman and The Hague) and Grades 7 - 8 (Nairobi)
- ISSEA (International Schools of Southern and Eastern Africa) events including
  - Swimming: Grades 7 - 10
  - Basketball: Grades 8 - 12
  - Volleyball: Grades 9 - 12
  - Visual arts and Drama: Grades 8 - 11
  - Choir and Band: Grades 8 – 12
  - Football: Grades 9 - 12
- Middle School Choir: Grades 6 - 8
- ISTA (International Schools Theatre Arts)
  - Drama: Grades 6-8
- Language Immersion Trip Grades 9 – 11 (France in April 2015). This takes place in alternate years to Spain and France, allowing students in these two language acquisition classes to take part once in the two year period.
- Global Issues Service Summit: Grades 8 - 12. The AISA Global Issues Service Summit is a unique conference that builds student partnerships across the African continent. It provides an opportunity for students to learn about global issues, explore sustainable solutions, and share strategies to promote positive change through community action. It is also an opportunity for our students to lead workshops and share their own experiences and understanding of pressing issues that face us here in Tanzania. This year’s summit was hosted by AISM in Maputo, Mozambique and IST’s delegation consisted of 13 students from Grades 9-11.

ISSEA has a plan to increase the range of activities involved over the next two years, having already expanded the range to include the Arts. For example, new sports and STEM (Science, Technology, Engineering and Maths) subjects will also be included. In addition, membership in Round Square (application has been submitted) will provide opportunities for interactions with a wider range of schools internationally.
AIM 5

By developing strong collaboration between school community members, we will support student learning and well-being.

To achieve this, we will:

a. Ensure consistency of curriculum delivery within Grades and subjects
b. Develop shared understanding and protocols among staff regarding our Professional Learning Community
c. Increase community members’ understanding of the full IB curriculum
d. Establish a collaborative approach to community safety
Professional Learning Community

The Secondary Campus professional learning community (PLC) groups met on Wednesdays after school. The Wednesday PLC groups are composed of mixed grade level and mixed departmental groups. In addition, some academic department PLC’s also met to focus on assessment and curriculum documentation. PLC’s have been active on both campuses for several years and are an integral part of the school’s approach to creating a collaborative learning community.

Elementary and Secondary Parent Networks

Parents also play an important role in the school’s collaborative learning community. In addition to the many important social functions which are coordinated by the Elementary and Secondary Parent Networks, parents also attended presentations by the Director, Principals and IB Coordinators throughout the year. Attendance at these presentations is important because it helps us all to stay current with the International Baccalaureate curriculum.

The Secondary Parent Network introduced a Lecture Series this year which was well received. Speakers were invited to make presentations to IST students, staff and parents on topics such as recycling, protected species, geology and gemmology.

Child Protection and Community Safety

The Board adopted a policy on Child Protection (Section 7.14) this year. This policy reinforces IST’s commitment to safeguarding and promoting the welfare of children and young people. IST expects all staff, volunteers and third parties to share this commitment. In fact, candidates applying to work at IST must be willing to undergo child protection screening which includes checks with past employers.

Establishing a collaborative approach to community safety continues to be a focus of strengthening in the school. A whole school Crisis Management Group meets on a regular basis and reviews our arrangements to reduce risk, as well as rehearsing our responses to a variety of crisis scenarios. In addition, we have strengthened our security in various ways, including:

- making our guards more outward-looking, in patrolling the perimeter of the campuses,
- having periodic patrols by security vehicles,
- receiving patrols by the Tanzanian plain-clothes police, and
- strengthening our gates and limiting access points.

This year, we installed additional CCTV cameras around the perimeter of each of our campuses (as well in specific areas inside). Our guards monitor the images (which are very high quality) and we have in fact previously been able to thwart and apprehend intruders, whom we believe had the intent of theft, through the use of these cameras. We have also installed public address (PA) systems on both campuses.
AIM 6

By ensuring that IST remains accessible and desirable for internationally-mobile families, we will ensure the sustainability of the school into the future.

To achieve this, we will:

a. Strengthen the customer service focus of the school’s operations
b. We will control our spending carefully, so as to maximise its educational impact
c. We will develop a scholarship programme with clear and sustainable aims
d. Create buildings and facilities that are safe, environmentally conscious, inspiring and that match our philosophy of teaching and learning.
ENROLMENT

Total enrolment is markedly higher than in recent years, at both Elementary and Secondary. In fact, the Elementary Campus set an enrolment record in this year. Last year, the Board approved finances to provide for the addition of one more Kindergarten class. For the 2015-16 school year, the Board has approved finances to add one more Grade 10 class.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Enrolment*</th>
</tr>
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<tr>
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<tr>
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<tr>
<td>Grade 11</td>
<td>75</td>
</tr>
<tr>
<td>Grade 12</td>
<td>67</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1050</td>
</tr>
</tbody>
</table>

* as of April 2015

IST SCHOLARSHIP FUND

The IST Scholarship Fund received Tshs 2,388,500/= in donations from the Tanzania Ball Hockey League in May and December 2014. The TBHL held tournaments on the Secondary Campus this year with proceeds benefiting the Scholarship Fund.

Each year, IST awards ten full tuition scholarships to Tanzanian students who wish to study at IST and have demonstrated academic achievement, financial need and a desire to pursue international education. Past scholarship recipients have gone on to study at universities around the world, many in the U.S., and are now respected professionals in areas such as biotechnology research, economics, and international business to name a few. The IST Scholarship Fund was established to help offset the non-tuition costs associated with studying at a secondary school such as IST. This year, a portion of the fund was used to support three scholarship students to enable them to attend the Global Issues Services Summit (GISS) with 10 of their peers from IST (see Aim 4 in this report for more information about GISS). In addition, one student also joined the ISSEA football group in Nairobi this year.

MASTER SITE PLANS

ELEMENTARY CAMPUS PROJECTS - PHASE 1

- Additional Covered Court - expected completion July 2015
- Elementary swing space - expected completion July 2016
- Renovated Multipurpose Hall - expected completion July 2016
- Grade 4/5 Classroom Renovations and New Learning Commons - anticipated construction from June 2016 to July 2017

SECONDARY CAMPUS PROJECTS - PHASE 1

- Indoor Athletics Center - anticipated construction from January 2016 - July 2017
- D Block Improvements and New Learning Commons - anticipated work from October 2015 - December 2016
- E Block Renovation and new Art Studio - anticipated work from October 2015 - December 2016

Nationalities of Students
Additional Covered Court
- Includes a climbing wall feature
- Will provide space for PE classes and after school activities while the multi-purpose hall is renovated

Above is an architectural sketch of the new covered court from the point of view facing the school entrance (the entrance near the swimming pool). Below shows the new covered court from the point of view with one’s back to the Music rooms and the Grade 4 building.
Elementary swing space
These structures will provide for a variety of uses as we proceed with development and renovations of other parts of the campus. The space will feature two raised buildings, one with two floors, as well as a commons area. These are permanent structures that will initially be used as classroom space while the Grade 4/5 learning area is renovated. The buildings will provide for eight classrooms.

Renovated Multipurpose Hall (shown at the top of the next page)
New features of the renovation include:
- New floor covering in main space
- Keep existing structure as is (no modifications)
- New doors and windows, to replace open screens with closable windows
- Roof vents
- New roof with thermal and acoustic insulation and panels
- New recessed lighting
- New air conditioning
- AV built in with large motorized screen in front of the stage, with back screen projection
- Forced ventilation, with operable windows for natural ventilation mode
- Renovated Stage Area with upgraded proscenium for improved visibility, new pipe grid for lighting and sets, lighting controls and A/V
- Under stage storage
- New resilient wood sprung flooring on stage suitable for dance performances as well as other performing arts
- Covered walkway around the new doors and around corner to ICT
Grade 4/5 Learning Commons
Design Principles:
• Increase usable outdoor learning space
• Create wider variety of space sizes and types for a wider variety of learning activities
• Create more opportunity for collaboration across classes and grade levels
• Create more opportunities for project based learning
• Provide a space for teacher planning and collaboration
Indoor Athletics Center

The Athletics Center will likely be the largest indoor sports facility in Dar es Salaam. The Center will feature:

- a main sports hall with two basketball courts (including central competition court), retractable seating, elevated running track and air-conditioned space for large events
- a multipurpose hall / large room with sprung flooring and room divider for use as a dance studio, judo, yoga and other activities
- weight room / gym
- general locker rooms and showers
- PE office and storage
- medical room / nurse’s room for use in case of medical emergencies
AIM – 6

D Block Improvements and New Learning Commons
Key features:
• Learning commons area, with zones for collaborative learning and digital media/ICT area (in the loft/upstairs). The area can also be easily used as a social learning zone, with seating for about 60 students.
• Easy access to the learning commons from all classrooms in D Block; direct access from two existing classrooms
• New metal roof is designed to reduce likelihood of leaks and includes insulation for improved energy efficiency
• Direct and indirect lighting sources
• BAF fan in commons area.

E Block Improvements and Art Studio
Key features:
• New Art building, with three studios, ceramics/display space as well as space that could be used either as teacher lounge or tutorial space for older students and storage
• Improved lighting – direct and indirect
• Covered outdoor learning space