

Experiencing
the future, today.



American
International
School of Zagreb

Annual Report

2021-2022



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Key facts

56

Years in Existence
opened in 1966

23958 m²
Campus area

3

Central & Eastern
European Schools
Association events

STUDENTS

346

Students
Whole year

337

Students
End of the year

233

Families

38

Nationalities

126

Elementary School

211

Upper School

24

Class of 2022

8

Croatian Young Leaders
Scholarship

15

Class of 2022
College acceptance

EMPLOYEES

74

Total Employees

49

Faculty Members

7

Nationalities

29

Bilingual/Multiple
Languages spoken

36

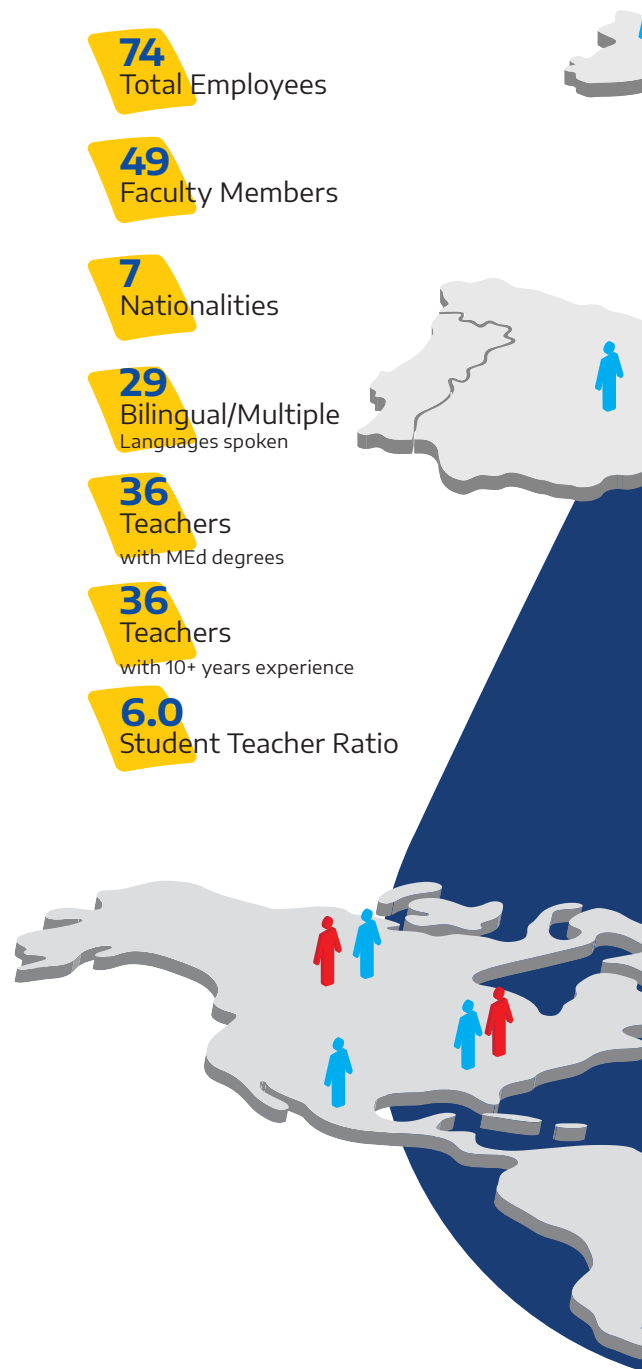
Teachers
with MEd degrees

36

Teachers
with 10+ years experience

6.0

Student Teacher Ratio





EMPLOYEES

- American
- Australian
- British
- Belgian
- Canadian
- Chinese
- Croatian
- Swiss
- Ukrainian



STUDENTS

- American
- Australian
- Austrian
- Belgian
- Bosnian or Herzegovinian
- British, UK
- Bulgarian
- Canadian
- Chinese
- Croatian
- Czech
- Dutch, Netherlandic
- Egyptian
- Finnish
- French
- German
- Greek, Hellenic
- Hungarian, Magyar
- Indian
- Irish
- Israeli
- Italian
- Japanese
- Lao, Laotian
- Lithuanian
- Mexican
- Polish
- Portuguese
- Romanian
- Russian
- Serbian
- Slovak
- Slovenian
- South African
- South Korean
- Swiss
- Turkish
- Ukrainian

Mission, Vision and Guiding Principles

With a fifty-six-years connection to beautiful and culturally rich Croatia, The American International School of Zagreb provides an excellent internationally focused education.

OUR VISION

Experiencing the Future, Today

The American International School of Zagreb offers an academically rigorous international curriculum from Early Childhood to Grade 12. Our learning engagements are future-oriented, focused on acquiring the interdisciplinary skills and character dispositions necessary for a successful future in the age of innovation. We look to what is to come and ground our actions on the belief that learning is for now as well as the future. We also believe that balance and fun should always be present.

OUR MISSION

We develop skills and character for futures rich with promise.

We believe in all our students. We believe that the future our students have before them is filled with remarkable opportunities. We believe that the attributes of a successful international citizen are empathy, the making of ethical choices, a service-minded attitude to others, a concern for our environment and resources, a commitment to integrity, and the personal resilience to learn from disappointments and failures.

OUR LEARNING PRINCIPLES

At AISZ we believe:

1. We can all learn and have the right to do so.
2. Learning is a personal and social, as well as emotional and cognitive activity.
3. Learning environments have a significant impact on our learning.
4. Transfer of learning happens best in rich and relevant contexts.
5. Common learning cultures need to construct common meaning through a common learning language.

KEY STRATEGIC INITIATIVES

1. A school community united around our Mission and Vision and more connected to the local and global community
2. Create learning opportunities indicative of a concept school for the future
3. Facilitate each student's growth through personal, self-directed, authentic learning.
4. Become a place that provides opportunities for emotional, physical and psychological balance.





Letter from the Board of Trustees

Dear AISZ Community,

On behalf of the American International School of Zagreb's Board of Directors, I would like to welcome you to the 2021-2022 Annual Report. As I conclude my first year in Zagreb and as AISZ Board Chair, I must first say thank you to my fellow board members, many of whom have a long history with the school and board. They routinely provided the necessary historical context and were actively engaged members of the board and the broader AISZ community throughout the year. And finally, as Travis Piper prepares to depart Zagreb, I would like to thank him for his three years on the board.

We continue building on previous progress in areas of modernization and professionalism, including continued financial security, a clear direction for Governance, and as we look ahead to reengaging the broader community, leveraging our beautiful facility in ways, we simply have not been able to do because of the pandemic.

Our strong financial position has given us the flexibility to pivot to meet the various challenges

of the year, including the war in Ukraine. We were able to welcome families from the International School of Kyiv and provide these families with a safe place to continue their learning with us. Rachel Caldwell, the Director of PSI Kyiv, expressed her and her Board's "absolute gratitude and appreciation for what you have done and are doing" to support their students.

We also enhanced board effectiveness and sustainability by continuing to review, update and align our policy manual and the board by-laws. As part of this ongoing process, our goal is to implement clear norms and procedures based on best practices to ensure a highly functioning Board-Director Relationship.

I also want to highlight the stakeholder survey conducted this year. Using this as a baseline, we hope to leverage the results as we look to build back our community and strengthen communication after three years of pandemic restrictions. We envision that our facility will play a key role and look forward to welcoming

parents to be a routine presence in the school. In fact, we witnessed this at the Spring BBQ, where over 200 members of the AISZ family enjoyed a beautiful day, listening to some wonderful music provided by our students.

We look forward to more of these events and building back a robust schedule of after-school opportunities for students in the coming year.

We have much to be grateful for as a community and even more to look forward to in the future. Despite the ongoing pandemic challenges, we had a successful year for AISZ. Achieving this success is not a foregone conclusion; it is the result of continued efforts by inspiring and hard-working teaching staff, support staff, leadership, and last but not least, supportive parents and a school community that cares for the children and each other.

Amy L. Lorenzen
Chair of AISZ Board of Trustees

AISZ SCHOOL BOARD COMPRISES

Consular Section Chief
Amy L. Lorenzen
Chairperson



John Gašparac
Board Appointee - Treasurer

Graciela Arroyo Nava
Parent Representative



Travis Piper
US Ambassador Appointee

Beverly Hickman
US Ambassador Appointee



Tomislav Matić
Board Appointee

Martin Walder
Parent Representative



Paul Buckley
AISZ Director, Ex-officio

Financial Review

HISTORICAL: 2020-2021

The Audited Financial report for the 2020-2021 school year is healthy and strong, with total revenues of €4.8 million as planned. Subsequent to June 30, 2020, the school's financial situation has been reviewed and decided to distribute part of last year's surplus to all full fee-paying families and organizations, either as a future credit to ongoing education at AISZ, or as a one time hardship payment to account, in recognition of the severe impact COVID-19 has on the community. This was a one-time payment and response in support of our Community during these unprecedented times. Total costs amounted to €192.175.

Operating expenditures were 6% lower than planned due to unrealized student activities and professional development travel, impacted by COVID pandemic. Total operating expenses of €4.265k with net financial expenses of €265k resulted in a surplus of €308k.

CURRENT: 2021-2022

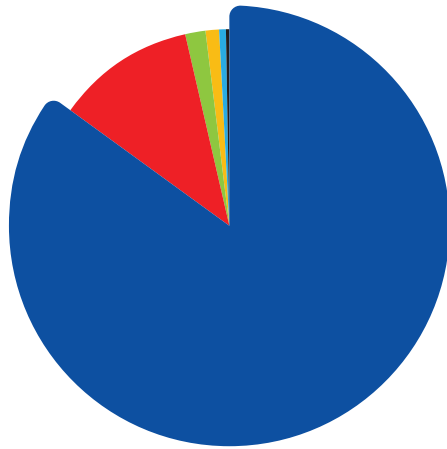
Revenues budgeted for 2021-2022 estimated that 310 students enrolled (5.8% increase) with a 1.5% tuition fee increase. The current student level (312) is generating stable revenue and enabling the possibility to maintain our Capital and Operational reserves at the same level we started the year with.

Personnel expenses represent 66% of total expenditures and the majority of our budgeted costs. Our fixed costs represent 87% of total costs, consistent with school benchmarks. Educational expenditures are planned at lower levels than in the years before the COVID pandemic and we are expecting additional savings in this regard as not all planned activities were undertaken.

With higher revenues than planned, we are again expecting to have another strong and healthy financial year with a surplus that will be used for student education and activities in further years.

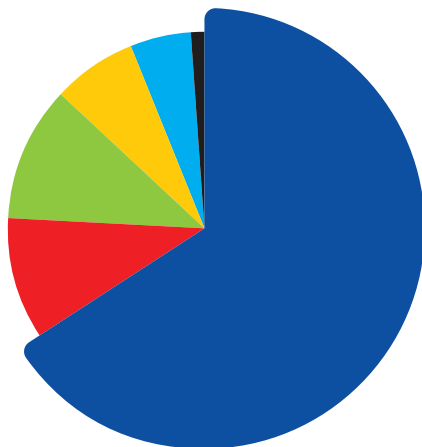
The Finance and Facilities Committee, along with the AISZ Board as a whole, is committed to serving the AISZ Learning Community and providing the best possible educational experience for our students.





INCOME 2021-22

- Tuition Fee 85.1%
- Capital Fee 11.6%
- Application Fee 1.7%
- Other Fees 0.1%
- Grant 0.6%
- Miscellaneous Income 1.0%



EXPENSES 2021-22

- Personnel 66%
- Depreciation 10%
- School Operation 11%
- Educational Expenses 7%
- Financial Expenses 5%
- Technology 1%

Extraordinary Care





Letter from the Director

As I am writing this letter, spring is returning to Zagreb and a certain sense of post-COVID normality is returning to the school.

Globally, the coronavirus pandemic has had a massive impact on education over the last two and a half years for students, teachers and families. Personally, this has been the hardest two years I have ever faced as a leader of an educational institution spanning an international career of over 30 years - so, it is with much joy - and admittedly a small sense of trepidation - that I look forward to our emergence from the devastating impacts of lockdowns, virtual and hybrid learning.

Recognizing this situation, we at AISZ have strived hard to maintain our mission-driven dedication to our school improvement plans and the delivery of quality education. It was inevitable that certain aspects of school life that previously were so rich at AISZ, such as the community involvement and student-based activities had been severely curtailed, due to the health and safety procedures we put in place to fight against COVID-19.

In the midst of the Omicron Wave - perhaps not the best time in hindsight - we surveyed all stakeholders in our community to assess whether we were continuing to meet our Strategic Objectives and Student Impact goals. The surveys gave us a great deal of information to help us plot our recovery trajectory into the new year.

Even still, we had a positive year from a growth in student numbers, a solid financial base, and academic success. Our AISZ Lego Robotics Club achieved outstanding results in national competitions, as did our French Language students. MathCounts and other CEESA student events were able to be conducted, albeit virtually.

We hosted two in-person Active Parenting Workshops which were resounding successes, a Stroll&Strudel Hike, workshops with a visiting author for Library Week, and student versus staff Quidditch, Volleyball and Novelty Football Games.

Coming into the final quarter of the year, we opened our gates for a celebratory community BBQ. Over 220 people were in attendance at the largest AISZ community gathering in the school's history. It just shows how much we are longing to be back together and enjoying student-based learning and fun.

Thank you for journeying with us.
Paul Buckley
AISZ Director

It promises a very successful 2022-23 but for now, thank you for being with us during the tumultuous COVID years, and especially 2021-22.

Leading School's Survey: Measuring Our Strategic Plan

At the height of a global pandemic, with large numbers of students isolating, half grade level classes at home and half at school, with maybe the teacher online whilst isolating or suffering COVID 19 is probably not the best time to measure whether a school is still able to meet its strategic targets and remain mission-inspired, BUT....

...earlier in the year we had planned to survey our stakeholders around March, so regardless of the impact of and at the height of the Omicron outbreak, we continued with our plan to gather this information.

On the whole, we achieved excellent survey return rates, which supported the validity of the data, however, 34 students in the upper school commenced the survey but did not complete it, and this had a slight effect on the results. However, the data we received is extremely useful and we will use these results to chart the trajectory for our post-COVID re-emergence as a community.

Each survey group was asked questions relevant to their perspectives as Grade 3-5 students, Grade 6-12 students, Parents, Teachers and Administrative Support Staff. Some of the questions were the same and others were worded differently to meet the developmental understanding and/or perspectives of the targeted group. A score of three (3.00) indicated that the school was meeting our target in each area as determined by the surveyed group. The surveys were designed to seek multiple points of data on our major strategic targets:

Our Vision

Experiencing the Future, Today.

Our Mission

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4. Become a place that provides opportunities for emotional, physical and psychological balance

And our strategic impact goals:

1. Every student will become an expert in his or her learning.
2. Every student is known, advocated for and supported.
3. Every student personalizes learning and pursues dreams.

COVID-19

We also wanted to assess our response to the epidemiological situation so we asked specific questions about our handling of the pandemic and maintenance of education.

INITIAL FINDINGS

The surveys brought forth a great deal of very important data, which at the time of writing is still being considered. There are, however, a number of very useful insights we can already see.

A score of **3.00+** indicated that we were meeting our targets. A score of **3.50+** indicated that we were meeting our targets very strongly. The top score was **4.00**.

Leading schools survey results

AVERAGE	STUDENTS Lower School	STUDENTS Upper School	PARENTS	FACULTY	ADMIN staff
Our Mission	3.44	3.06	3.11	3.19	3.37
Extraordinary Care	3.27	2.90	3.27	3.21	3.57
Expert Learners	3.24	2.83	3.13	3.07	3.44
The Imagined	3.42	3.03	3.18	3.11	3.40
Covid 19	3.51	3.11	3.44	3.56	3.60

Despite COVID-19 restrictions, our community indicated that we met most of the targets we had set ourselves. The two outliers were in the Upper School.

The targets of Extraordinary Care and Expert Learners missed their goal by **0.1** and **0.17** respectively. Whether these are statistically significant or as a result of incomplete surveys or a true reflection is hard to judge, but we will assume they are accurate for developmental improvement purposes. It is not surprising that these aspects were not where we wanted them as the pandemic controls have significantly impacted life in the whole school - but particularly in Upper School.

During this time, we could not organize school like we wanted, we could not have the community and mixed grade-level interaction we wanted, we could not host collaborative student teams, we could not sit, eat and work closer than 1 meter apart, we could not share lunchtimes, and teachers could not teach how they wanted. For two years we could only see

each other's eyes whilst working and learning in masks and making connections were difficult.

The whole school life has been impacted and our older students felt the loss of these parts of their schooling in significant ways. International research into how students have been impacted by COVID-19 is now emerging and we are seeing common traits regardless of school or country. Regardless of these outside factors, we are committed to addressing this in the coming year.

When we broke the data down and disaggregated Lower School and Upper School Parents, we found that the target of *Expert Learner* was missed by **0.03 in the Lower School** as perceived by Lower School parents.

Through initial investigation, it seems some Lower School Parents do not have a clear vision of what or how their children are learning. Since we have not had parents into our school building for two and half years, this sense of ambiguity is understandable. Again, we are committed to address this as we build back parent/school relationships with more parent education and interaction in school celebrations of learning and enhanced communication.

Leading schools survey results

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The Imagined	3.42	3.03	3.14	3.20	3.11	3.40
Covid 19	3.51	3.11	3.32	3.50	3.56	3.60

These findings, as well as others which we will determine with more in-depth analysis, will form the basis of our areas for growth and improvement moving into next year.

As I reflect on this, I am delighted that we managed to meet so many of our targets in such extraordinarily difficult circumstances and those we did not meet were not too far away. Although we are moving into a period of living with COVID-19, we cannot ignore the impact it has had on all of us. As we move into next academic year we look forward to striving towards more scores closer to 3.50+.



Strategic Plan

STUDENT IMPACT GOALS



Every student becomes an expert in his or her learning.



Every student is known, advocated for and supported.



Every student personalizes learning and pursues dreams.

KEY STRATEGIC INITIATIVES

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SYMBOLISM OF DESIGN

The values and essence of AISZ are intentionally incorporated into our image. Like the Olympic Rings, the colors on our logo are used on the flag of every nation in the world.







Letter from the LS Principal

LOWER SCHOOL: YEAR IN REVIEW

We have much to celebrate from the 2021-22 school year in the Lower School. The year began with many smiles and a lot of joy as we welcomed both new and familiar faces onto campus. In addition to new students, we also were fortunate to welcome five new faculty members and two new educational assistants to our division. We even had a special addition when Gus (a stuffed dragon!) joined the Grade 2 class so that he could learn phonics along with his second grade classmates.

In keeping with revised health and safety guidelines, we began the year with face-to-face learning on campus just as we did last year, and we were able to increase the capacity of the classrooms by shifting the social distancing requirements from 1.5 meters to 1 meter. Perhaps most exciting for many of our students was the return to the cafeteria for lunch in Grades 2-5. As the guidelines continued evolving and easing over the course of the year, we remained flexible and committed to creating a safer environment for everyone.

BRINGING THE AISZ STRATEGIC PLAN TO LIFE

Inquiry-based, authentic learning is at the core of what we believe makes for optimal learning. For more than a year, faculty in the Lower School planned a division-wide integrated learning unit for students from PreK to Grade 5. One overarching goal for the unit was to further bring to life AISZ Strategic Initiative 2: Create learning opportunities indicative of a concept school for the future. Through this unit students engaged in inquiry into concepts of broad scope and pursued personalized learning

that supported their ongoing development as international citizens with the personal attributes and transferable skills capable of finding significant success in an ever-changing and complex world.

After much thought and discussion, the theme of *Changes* was selected for the four week-long unit. The teachers designed learning experiences for students to explore changes in their lives and in the world around them. They also ensured that their plans were developmentally appropriate for each grade level and integrated across all subject areas.





Examples of the questions students explored in this unit included:

- How can we turn trash into treasure by reimagining the purpose of objects that have been discarded?
- How can movement and music represent changes and growth in plants?
- How might we use color to represent the changes that occur each season?
- How have I changed as a learner and how does that compare to how characters in stories change?
- How can I change a classic fairy tale into a modern story for modern audiences?
- What are some small, everyday changes we can make to create a better world?
- How can poetry and art be used to change the world?

Finally, to honor students' achievements, celebrations were held at the end of the unit and parents were invited onto campus to join in the festivities.

PROFESSIONAL LEARNING

As a school, we believe that it is important to model what it means to be lifelong learners, and we do so in many ways. Students learn and grow every day in our care, and our responsibility as a school is to ensure a guaranteed and viable curriculum as the basis for their learning. We do this through a curriculum review cycle that allows us to dive deeply into specific subject areas on a rotating basis. For this school year we focused on two specific areas: implementing new science resources and beginning the curriculum review process for social studies.

During the 2021-22 school year, the Lower School faculty identified FOSS (Full Option Science System), from Lawrence Hall of Science at the University of California, Berkeley, as the primary resource to support science learning for grades PreK to Grade 5. FOSS is designed to provide every child with the opportunity to develop the ability to think scientifically, and it integrates active investigation and multisensory learning. We began implementing FOSS this school year and will continue implementing new units for two additional years.

Our faculty began the curriculum review process for social studies this year to ensure consistency and coherency across our grades and to support a shared philosophy school wide. This year the faculty created a framework of

units and topics upon which they are enhancing our current curriculum and developing new units as appropriate. We will finalize and begin implementing the revised curriculum during the 2022-23 school year.

The following questions guided the social studies curriculum review:

- What do the AERO (American Education Reaches Out, US Office of Overseas Schools) and C3 (College, Career, and Civic Life, National Council for the Social Studies) frameworks and AERO standards say regarding social studies learning and outcomes?
- How does our current curriculum meet the frameworks and standards?
- Where are opportunities for modification or enhancement to the existing curriculum?
- What areas are not currently addressed in our curriculum?

In addition to these curriculum review areas, our faculty refine their practice and deepen their pedagogical understanding through professional

development opportunities. For example, as part of a school-wide focus on assessment the Lower School faculty had the opportunity to work with Tom Schimmer, a leader and expert in the areas of classroom assessment and sound grading practices. A major accomplishment was refining the Lower School report card achievement levels. We also studied best practices around assessment and reporting to ensure alignment with standards and the curriculum. One next step we've begun addressing is how to report ongoing student growth so that it is more accessible to students and parents.

Additional professional learning opportunities included working with math consultant Megan Holmstrom to further develop our mathematics curriculum; training on the MAP Reading Fluency assessment to monitor oral reading fluency, literal comprehension, and foundational reading skills in Grades K-3; and further developing leadership skills through the Transforming Schools Institute sponsored by the Central and Eastern European Schools Association (CEESA).



PARENTS ARE LEARNERS, TOO!

With the easing of COVID guidelines in the spring, we were excited to invite parents onto campus to learn about Active Parenting. The three-day course was led by international consultant Matthew Turner, an experienced international counselor, administrator, and teacher. Over the course of the program, the Active Parenting approach provided indispensable techniques and insights for overcoming obstacles to bring happiness and harmony into the home. The participants enjoyed activities and insightful discussions.

BUILDING COMMUNITY

Two years of living with COVID guidelines pushed us to rethink education and resulted in some new and positive approaches to learning. An unintended result, however, was some loss of the sense of community we work so hard to nurture. As we have been able to reduce the restrictions, we've also focused on rebuilding the meaningful relationships we enjoyed previously.

We continued holding Lower School Community Meetings for the past couple of years by transitioning them to virtual events using Zoom. While we were so grateful to be able to meet in this way, we missed the feeling of community that comes from being together. Therefore, we were all very happy to come together once again in the spring for our first in-person Community Meeting in two years. All students and staff from PreKindergarten to Grade 5 gathered outdoors on a lovely morning in April and just celebrated being together.

Bringing parents back onto campus was another important priority for us to rebuild the strong sense of community we all want and expect. In addition to the parent education opportunity, we also invited parents onto campus to celebrate the finale of the *Changes* unit. The students were so proud to share their learning with their parents. For many of our parents who joined AISZ recently, this was their first time to be on campus! The smiling faces all around were truly heartwarming.

So much rich learning took place this year in the Lower School, and we're looking forward to continuing to develop skills and character for futures rich with promise next year and beyond.



Focus on Lower School Learning: Growing Lifelong Readers

From recognizing and naming letters to selecting reading material based on their own interests, students in the Lower School are immersed in a world of English language early and often. Our goal is for them to develop a lifelong love for reading along with an appreciation and respect for literature, which we believe is fundamental to their academic success now and their future success later in life.

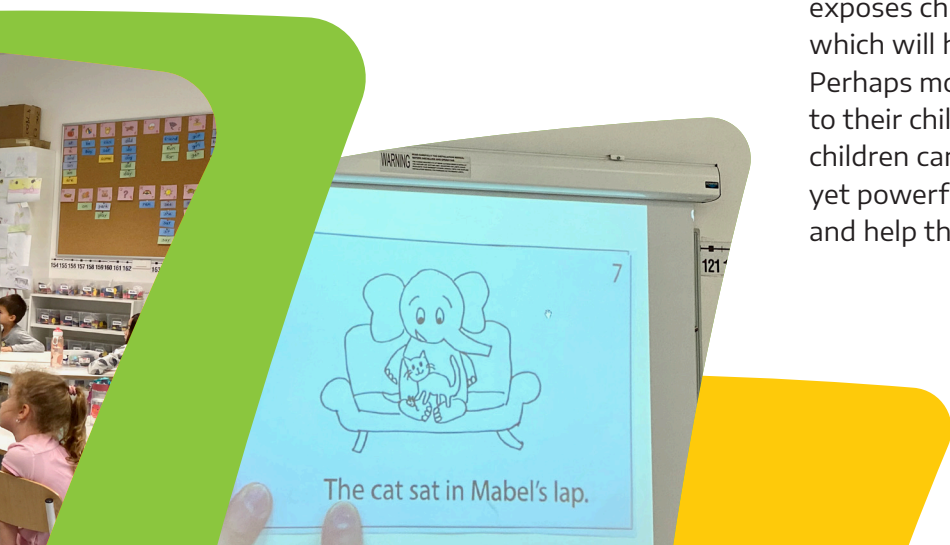
Reading is not a skill that children naturally develop without direct instruction. Unlike walking and talking, reading must be taught. Using a workshop framework, our approach to literacy is grounded in the *Units of Study* for phonics, reading, and writing that was developed at Teachers College, Columbia University, and our curriculum is guided by the AERO Common Core Plus standards. These resources reflect research-based best practices and offer opportunities to all students through individualized learning.

Our teachers engage in professional learning to stay on top of the latest research. This year they've been diving deeply into the *Science of Reading*. Specifically, they've been learning about the role of phonics and the importance of students being able to understand and work with words at the level of individual sounds. The research tells us that students who have a strong understanding of phonics are more likely to be good readers and spellers. Students learn to decode words and then make the connection to understand what the words mean, ultimately leading to reading comprehension.

The research also tells us that children with underdeveloped reading skills tend not to catch up academically to their peers. Therefore, we want to ensure that students learn the necessary critical skills in the early grades so that they become skilled readers. And if we have older students who are struggling readers, we identify ways to support them so that they are able to get back on track.

Teachers study student data and plan instruction that is responsive to each child's strengths and needs. Assessment data can tell us what a child has learned and what a child is ready to learn next. Some of the assessment tools we use include the Developmental Reading Assessment (DRA) for kindergarten through grade five, the NWEA MAP Growth for grades two to five, and the NWEA Reading Fluency for kindergarten to grade three.

As our partners in the education of students, parents play a pivotal role in their child's growth as a reader. We encourage parents to sit with their children and listen to them read the books that they bring home. Talking with children is also valuable as this can support fluent spoken language and increased vocabulary, and it exposes children to new information, all of which will help them become better readers. Perhaps most important is for parents to read to their children, especially those books that the children can't yet read on their own. This simple yet powerful act will expand the children's world and help them develop as lifelong readers.





Letter from the US Principal

From 2018 to 2022, our Upper School grew 54% (135 students to 207). That is a remarkable growth trajectory. For the first time in the history of AISZ, we split grade levels in 2019, and now we are facing the prospect of reaching our maximum capacity in four short years. The fact that this growth in enrollment continued during the pandemic, an earthquake, and now a war in nearby Ukraine is even more remarkable.

It is unimaginable that on the heels of a two-year pandemic, we are managing the educational needs of displaced populations from a distressed part of Europe. Thanks to our supportive community and exceptional teachers and students, the 12+ families that have joined us in February and March have experienced not the future that they had expected, but a future filled with hope. Whether or not these students and families continue on with AISZ next year, I am grateful that our teachers and students have provided a safe haven.

Looking forward, the future is promising for our learning community. Here are some of the highlights that have made this year special and what we look forward to next year.

2021-22

- Design of a hybrid (rotation between in person and virtual learning), hyflex (teaching students at home and in person simultaneously) delivery program.
- Virtual bake off, grade level parent meetings, and parent conferencing.
- Introduction of an “X” day focused on wellness programming.
- Rebuilding of community events like ski on Sljeme, Stroll and Strudel, and Unity Treks
- World Languages applying for MSA Excellence Accreditation status.
- Curriculum review in math, science and humanities to strengthen our criteria-based grading system.

2022-23

- Return Unity Trips to be overnight and include a more diverse offering of activities that are creative and engaging.
- Creation of competitive athletics that will compete internationally in volleyball, basketball, football, tennis, and cross country.
- Extra staffing for the math team and reallocation of classes to design a math center for mixed groupings of students and a team approach to math learning.
- Language & Literature/Individuals and Societies scheduled together to promote a more robust interdisciplinary curriculum.
- Arts and music moved from the electives rotation (once in the timetable cycle) to the foundation class rotation for middle school.
- A six-day timetable design to enable better collaboration opportunities for staff, increase our course offerings, and improve classroom allocations.
- Addition of Environmental Systems to the IB and high school diploma programs.
- Continuation of occasional 'virtual days' for high school students.
- Addition of a full time learning support teacher.
- Expansion of the visual arts space to the current MPR next to the wood design studio.



Focus on Upper School Learning: World Languages Program

AISZ WORLD LANGUAGES

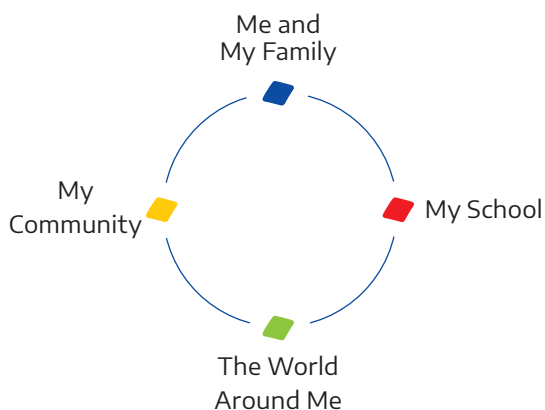
AISZ is proud of its established, long sequence World Language Acquisition Program which begins in Grade 1 and leads to high levels of proficiency in the IB Diploma Program. All students at AISZ take a language acquisition class which leads them to the development of communicative proficiency in multiple languages. In Lower School, students select either French or German. In Grades 3-5, students who do not speak Croatian fluently additionally take Croatian Language Acquisition. In Upper School, students are divided into phases (levels). As students progress through phases, they are expected to develop the competencies to communicate appropriately and effectively in an increasing range of social, cultural and academic contexts, and for an increasing variety of audiences and purposes.

World Language teachers collaborate within the school, nationally and internationally. The content of World Language units supports

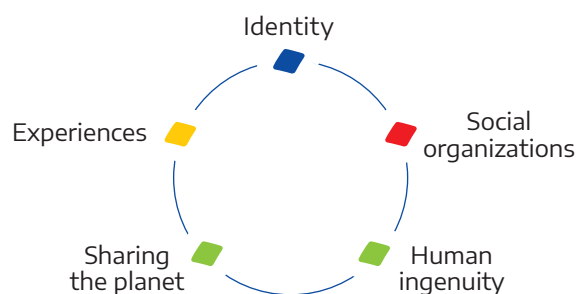
content taught in other disciplines at specific grade levels. At least one collaborative unit which covers all language phases is designed around a common theme. This year, for example, the Lower School unit is done on the concept of change, while the Upper School collaborative unit is done on the theme of wellness/well-being/social-emotional learning and it ties with other initiatives of the school (Advisory program and X-Day). In addition, students are encouraged to participate in national competitions and international language exams.

The World Languages program follows a spiral/sequential curriculum. Themes may be repeated from phase to phase but the depth and conceptual understanding of the themes develop. The units are regularly updated using current authentic materials and are designed in collaboration with language teachers around the globe. Language learning is focused around five interlinked conceptual standards: communication, cultures, connections, comparison and communities.

The Lower School units are designed around four themes:



The Upper School units of study are designed around five themes:





The program keeps in mind the development of each individual student in each of the four language competencies, including their metalinguistic connections. For this reason, the Languages and Culture class in Grade 6 was created this year as a bridge between the students' Home Language and culture, Croatian as the host country's language and culture, English as an academic (often second or third) language, and the World Languages. Students who are native speakers in different languages also have the option of continuing instruction in their Home Language with tutors arranged by parents during school hours.

Because of its established, long sequence World Languages program, AISZ was selected as one of the schools to participate in the project of building a model curriculum for World Languages in international schools based on AERO standards. This year, AISZ also began the process of applying for the MSA Program of Distinction which provides external validation of a school's accomplishments in specific areas of expertise, enhancing a school's prestige and promoting its reputation as a top-tier institution. Middle States Programs of Distinction serve as models for schools throughout the world.

(Source: <https://www.msa-cess.org/programs-of-distinction/>)



2021 Summary of IB Results

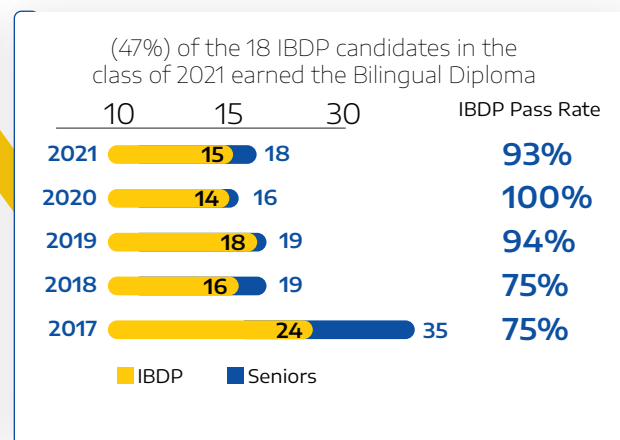
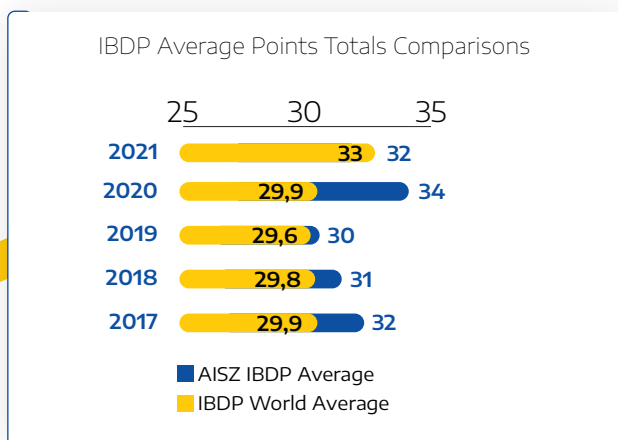
CURRICULUM

AISZ is a non-selective school, for both admissions and IB Diploma enrolment. AISZ offers AERO Standards based learning up to high school, and IB and college preparatory courses to international and internationally minded high school students living in Croatia. We offer Learning Support and English language support for identified students. In Grades 11 and 12, students may choose to take The International Baccalaureate (IB) Diploma Programme or IB Certificates, both requiring the successful completion of external IB exams. Students who choose not to enroll in the IB programme, follow IB Standard Level course content, without the expectation of completing and sitting external assessments and exams. All graduates earn the AISZ American High School Diploma.

2021 - 22 PROFILE COVID STATEMENT

Due to COVID19 and Croatian government health regulations, AISZ moved to a full virtual learning model from March 13, 2020 until the end of the academic year, June 12, 2020. School opened August 19, 2020 with Lower School, PreK-G5 in school full time, with face to face learning on campus as usual. For increased flexibility, Grades 6-12 have moved to a 4 day block schedule, with G6-8 and G9-12 alternating two consecutive days face-to-face followed by two consecutive days of virtual learning, creating a hybrid learning environment. Local SAT and IELTS test sittings were also canceled due to Covid restrictions and subsequent organizational closures, limiting opportunities from test practice and sitting from March 2020 to September 2020.

SUMMARY OF IB DIPLOMA RESULTS (2017-2021) - EXAM ROUTE TAKEN



Due to COVID19 and Croatian government health regulations, AISZ moved to a full virtual learning model from March 13, 2020 until the end of the academic year June 12, 2020. School opened August 19, 2020 with Lower School, PreK-G5 in school full time, with face to face learning on campus as usual. From increased flexibility, Grades 6-12 have moved to a 4 day block schedule, with G6-8 and G9-12, alternating two consecutive days face to face followed by two consecutive days of virtual learning creating a hybrid learning environment. Local SAT and IELTS test sittings were also canceled due to Covid restrictions and subsequent organizational closures, limiting opportunities from test practice and sitting from March 2020 to September 2020.

As of August 2021, health regulations were modified and reduced allowing AISZ to return to regular scheduled, face to face learning across all grades. Instead of full school closure, students and class groups were isolated on a case by case basis, based on epidemiological recommendations.

Class of 2022 AISZ Graduate Placement



Our students had been accepted to the following universities:

Asia

Chinese University of HK
(Shenzhen Campus)

United States

PACE

Croatia

Rochester Institute of Technology
Zagreb School of Economics and
Management
University of Zagreb

The Netherlands

University College Roosevelt (UCR)
Tilburg University
Utrecht University
University of Eindhoven
Technical University Eindhoven

France

Parson's Paris - The New School

Austria

University of Vienna
Design College

United Kingdom

University of Essex

GAP Year

Extraordinary Care

We are delighted that the AISZ School Board of Trustees led the way regionally in supporting displaced students impacted by the terrible Russo-Ukrainian War. Our hearts and support go out to all these families. I am very pleased and humbled that our small school was able to host the Anglo American School of Moscow's in-person European Graduation, the day after the AISZ Graduation on May 21. Congratulations and good luck to all graduates of both schools.

We asked these families to share their thoughts on their transition to AISZ and what it has meant to them. Their thoughts and excerpts from their quotes are below.

From the moment we reached out to Martina in Admissions we felt a warm Croatian embrace from the AISZ community and a great sense of relief that help was on its way. AISZ moved quickly and attentively to accept and integrate our two children into school, which has gone a long way to remove the uncertainty they are experiencing and allow them to finish the academic year in comfortable surroundings with new friends. AISZ was even able to admit our youngest child as well, so the whole family is now enjoying the AISZ experience and community together. Thank you!

- PK and G1 Parent

Our arrival to AISZ was in late February and from the first phone conversation with the school to the introduction visit and actual school, everything was great. There are no words to describe our satisfaction and happiness with the open and warm approach from school members and all kids. The security and safe environment that the school offers means a lot to our two daughters who initially were scared and afraid. But with the warm approach from all school members they overcame this quickly and feel as part of this great community.

- G2 & G11 Parent

"You are super welcome here" was one of the messages on a piece of paper containing my daughter's new locker number in the school in Zagreb. The American International School in Zagreb (AISZ) opened its doors to the kids who had to leave Ukraine fleeing from war. With one suitcase each, the children left Kyiv in February. They were missing their father, who stayed in Ukraine working for the UN, missing their house, the in-person schooling, and other children. They were hearing about the war happening where they yesterday played tennis, or looked forward to a ballet recital. After the very first day in the new school, with well-chosen buddies from their grades to help them find their way around the school, the children came back with smiling faces. Over the weeks, the smiles continued. The teachers supported them to join the classes, sometimes during the middle of an ongoing unit, the counselors offered support, and the other children accepted them wholeheartedly. We are incredibly grateful to the school to the other children for such generous support. "It's a wonderful school", my children said, and I agree. We do indeed feel "super welcome".

- Grade 6 and 10 Parent

First of all, again and again I want to thank you for such a warm welcome and all the kindness [our daughter] is receiving at school. All your efforts to make her feel safe, accepted, supported are invaluable. [She] told me that all her classmates are very nice, friendly and helpful. She is very happy to be part of such [a] community. The words are not enough to express all [the] gratitude I have for giving my daughter this opportunity and a sense of normal life.

- Grade 7 Parent

We were simply amazed how fast the transition was approved, and the kindness shown during the process. It was literally one week from initial contact and we were on our way to Zagreb. Everybody was very kind and supportive, giving us all the feeling of belonging, and our daughter found new friends and became part of the class in no time! Thank You AISZ!

- Grade 1 Parent

We are very grateful to AISZ for helping our family in the difficult times. We feel welcomed, well-supported, and excited with the education standards, community, and values of the school. Thanks to the school team who ensured their smooth admission and integration, shortly after relocating to Croatia our daughters are returning to their new normal life by learning, making new friends, and exploring amazing opportunities. Our younger daughter had never attended an international school. The AISZ primary school team is doing a great job to make her adaptation trouble-free and relaxed. The older daughter has been hesitating if the conventional western education is the right path for her. Excited with the high education standards of AISZ and ample opportunities of the IB Diploma she is now more determined than ever to challenge herself for the next two years to apply to one of the top universities of the world.

- Grade 3 & 10 Parents

At the beginning of March, everything looked hopeless for us. We needed to pack ten years of our lives into one suitcase and leave Moscow almost overnight. Puzzled and scared of what our future had in store for us, we left to Zagreb, to our home town. One would think everything would go smoothly; it is our hometown, after all, what can go wrong? But reality hits you quickly: working remotely, distance learning, five of us and not enough rooms, uncooperative Wi-Fi, and our pets out of their mind... Still, we considered ourselves lucky ones.

Quickly after we arrived, our school in Moscow informed us that we could transfer our kids to one of the CEESA schools, and there was no end to our happiness when we saw AISZ on the list. That same second, I contacted the AISZ admission department, and almost instantaneously, we were accepted and our girls were back to in-person learning in the new school. From that moment, we were positively overwhelmed by friendliness, care, and true understanding by everyone in AISZ.

You asked me about transition, and I can only ask in return: what transition? They moved from attending AAS one week to attending AISZ the next and it was all perfect. The level of support and empathy gave extraordinary results. We haven't felt any transition, we are just part of the AISZ family and we love it. We can only thank AISZ for taking us and leading us through this journey in such a professional yet friendly way. We feel like we are at home again.

- PK, Gr 1 & G10 Parents

[Our daughter] was in one school for ten years so this was a really new experience. When she came to school the change of schools was really easy. The kids were really nice, the teachers were supportive and overall everything was amazing. She found a lot of new friends that helped her forget the problems in Ukraine.

- Grade 7 Parent

Diversity, Equity and Inclusion

One way that we provide extraordinary care is by our commitment to diversity, equity, and inclusion. AISZ has adopted a new Diversity Charter and our DEI committee has been focused on finding ways to start the conversation about DEI in our community.

Approximately 30 of our teachers voluntarily signed up to participate in a Safe Space training focused on how to better support our students. These teachers are identified to students by rainbow lanyards, rainbow stickers on laptops, and posters around the school.



LIVE YOUR TRUTH.

Who you are is beautiful



NEED TO TALK?

Come see one of us, we are here to help



Advisory times in Upper School and guidance times in Lower School focus on a variety of social-emotional and well-being topics for students. February was dedicated entirely to DEI and the focus this year was really on becoming more inclusive and promoting a sense of belonging in our community.

With the help of our DEI student leaders, On February 28th we had our first “True Colors Day” where students could come wearing clothing that represents who they are and the places that mean something to them. Students in Upper School also brought in food representing their cultures to share with their homeroom peers.

In February students also participated in making a DEI paper chain, representing our interconnectedness and making a commitment to be more inclusive and caring towards one another.



TRUE COLORS

**Stay True
Stay You**

DEI TRUE COLORS INITIATIVE

Stay true to you!

- True Colors day
On the 18th. of February, we celebrate who we are.
- Dress your best, dress to impress!
Put on the clothes that represent the integral parts of you. Be it your culture home country or religion, show off your style
- Food, Family, Friends
Bring your favourite food for your favourite people. Introduce your homeroom class to the foods that define you.



Expertise: Focus on Assessment

Woven into the fabric of every school is the want to be better, to do better, to evolve for the better as an institution. AISZ is no different.

Part of our commitment to this evolution is to continually audit - or re-confirm - our educational practices. During this audit process, we take a deep dive into an identified area and look for opportunities to enhance our curriculum. Our lens through which we examine our practices is rooted in research, identified best practices, and the vast experience of our teachers and administrators. In correlation with our MSA Accreditation goal, our area of focus for the 2021-2022 school year has been assessment.

When I was a student, I never heard the word assessment. I heard 'tests' and 'grades' and 'averages'. The grades collected were averaged and that percentage determined what grade you received. It was never really clear what the criteria were for an A or a B. I memorized, regurgitated, turned in the work, and hoped for the best. When I was in school, it was about "earning" a grade. It had nothing to do with learning. Our world has evolved, education has evolved. At AISZ, we aim to change the focus on assessment from 'earning' to 'learning'.

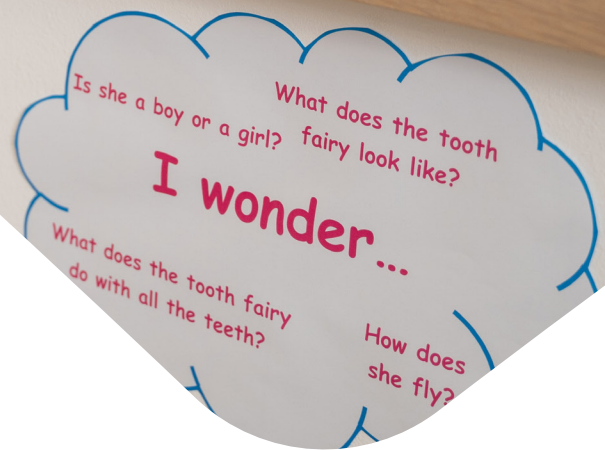
SCHOOLWIDE PROFESSIONAL DEVELOPMENT (PD): TOM SCHIMMER

This school year, we welcomed Tom Schimmer, a leader and expert in the areas of classroom assessment and sound grading practices, to jump-start our schoolwide journey of refining our assessment practices. His Essential Assessment workshop in October provided the groundwork for our school-wide PD day as well as subsequent collaboration sessions throughout the school year. He returned in March and met with groups of teachers throughout the day. He helped us refine our practices on articulating expectations, focusing on clarity in feedback, and finding more innovative and meaningful ways to capture students' learning as we assess. Together, we created an action plan moving for the 2022-2023 school year:

1. Make learning visible: Compile student examples that exemplify quality work.
2. Implement high-quality feedback: Feedback where students do the thinking.
3. Build common understanding: Continue to build a common language that will articulate to students and parents what learning looks like.

“Despite decades of research on sound assessment practices, misunderstandings and myths still abound.”

- TOM SCHIMMER



LOWER SCHOOL ASSESSMENT FOCUS

Over the last few years, our Lower School has implemented research-evidenced programs such as Units of Study: Readers and Writers Workshop, Units of Study: Phonics (K-2), Everyday Math, and FOSS Science. Our feet are firmly planted in the strong pedagogy of what we teach and how we teach. This year we took a deep dive into: “How do we know the students have really learned it?”

Other highlights of LS work this year

- Revised MAP Growth assessment protocols to ensure standardized implementation within every grade level,
- Collaborated to build a more robust understanding of our benchmark assessments used three times a year for reading, writing, word-work, and math,
- Extended MAP Growth to include Grade 2,
- Created a Report Card Task Force and revised achievement indicators to better align with school ethos,
- Implemented MAP Reading Fluency for Kindergarten through Grade 2.

The implementation of MAP Reading Fluency has been an incredible addition to our assessment tools. Teachers and administrators alike have been incredibly impressed with the information we are receiving. The students enjoyed the assessments as it was engaging and developmentally appropriate for our youngest learners. Armed with over-the-ear headphones and boom-mics, our early years’ students clapped out syllables, sounded out words, identified beginning and ending sounds, and read sentences and passages aloud. When completed, teachers received instantaneous data. That data lined up pedagogically and philosophically with how we teach reading skills. Most importantly, the assessment gave us another point of data in which to triangulate individual progress in order to move our students forward in their learning journey.

UPPER SCHOOL ASSESSMENT FOCUS

The Upper School has been humming with activity this school year. Our updated curriculum review cycle has given guidance to the disciplines of Math, Science, and Individuals and Societies. Science is in the second year of curriculum review - implementing newly integrated science units in Grades 6-9. Mathematics is in its first year of review and as a result, has drafted a revised philosophy of mathematics, articulated a more collaborative vision of mathematics instruction, and identified new resources that further support our program. The Individuals and Societies department is in the beginning stages of reviewing the program.

Other highlights of US work this year

- Revised and implemented MAP Growth administration protocols,
- Shared MAP Growth data with students and used data to set goals for improvement,
- Held AISZ Grading Criteria Crosswalk: The faculty worked departmentally as well as divisionally. Their vibrant conversations centered around commonalities and connections of the grading criteria between departments. This allowed teachers to begin working on a common language to describe the assessment criteria.
- Assembled an Assessment Task Force and determined priorities for the 2022-2023 school year.





The Upper School Assessment Task Force was an incredible learning journey. Eight teachers representing each discipline and administrators assembled with the goal to identify areas of strength and opportunities for growth. From the data, we categorized and identified priorities for moving the school forward. The priorities identified were:

1. Build a common understanding of our AISZ Grading Criteria and highlight the interconnectedness of each criterion between disciplines to enhance understanding.
2. Make learning visible by utilizing student examples to better understand expectations and learning outcomes.
3. Review and update current assessment philosophy, practices, and procedures. Create a clearly articulated Upper School Assessment Practices Handbook by January 2023.

AISZ is on a journey to refine existing practices, to create common understanding, and to develop a language on assessment of and for learning. We began with research, best practices, and the collective 1008 years of teaching experience of the AISZ staff. In the world of education, the curriculum is a living breathing dynamic document - it is never "done." We continually refine our practices to ensure our students' learning journey today will prepare them for tomorrow.





Rebuilding Community

Rebuilding community post pandemic has filled us with anticipation and excitement around experiencing the future today and how we can reconnect with parents, families and students after two years of social distancing, masking, and canceled events.

We were delighted to be able to welcome parents back onto campus in October for our second annual community tennis invitational. We were excited to share what students had to share with parents at the highly-engaging Celebrations of Learning events in Lower School. The first major all school event in two years in the form of our Community BBQ on April 30 was attended by over 300 parents, students and staff. In March, we held our first Spring Formal in many years at the Esplanade for Grades 11 and 12.

The opportunity to actually reconnect with people and see the joy in their faces as we came together again in person is something that has underscored the importance of community in AISZ.

We launched the in-person Active Parenting workshops in two separate sessions, one for Lower School parents and one for parents of pre-teens and teenagers led by Mr. Matthew

Turner, a distinguished international school counselor and consultant.

When the war in Ukraine prompted us to design an event that would get displaced people connected with one another in the beauty of nature surrounding Zagreb, we never expected to see such an outpouring of community. From our original estimates of 20 people, the Stroll 'N Strudel hike event grew to nearly 75 total participants in what we hope to be an annual event. Thank goodness we called a day in advance to order more strudel! It was a great opportunity to meet new families, see the old ones and provide an incredible showing of support for international families in distress.

On Saturday, April 30th, AISZ hosted the first community BBQ in two and a half years. The response has been amazing and is shaping up to be the largest gathering of the AISZ Community in the history of the school.

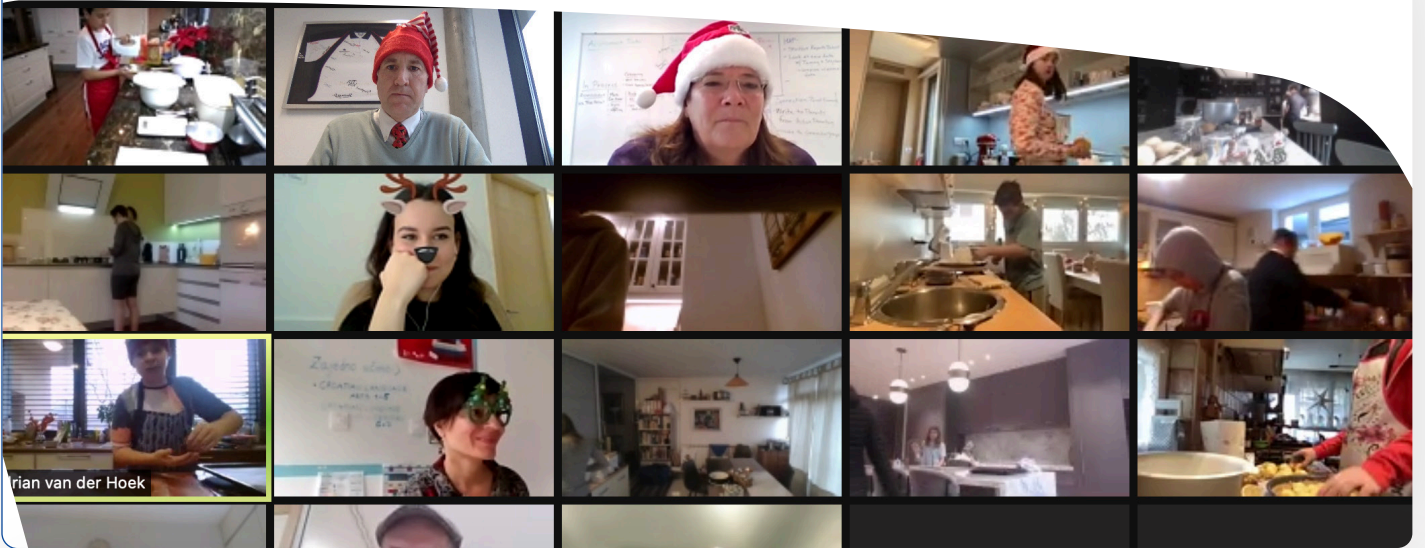


AISZ
Community
BBQ



MS STUCO - Pull 'n' Bear Battle

MS Virtual Bake Off

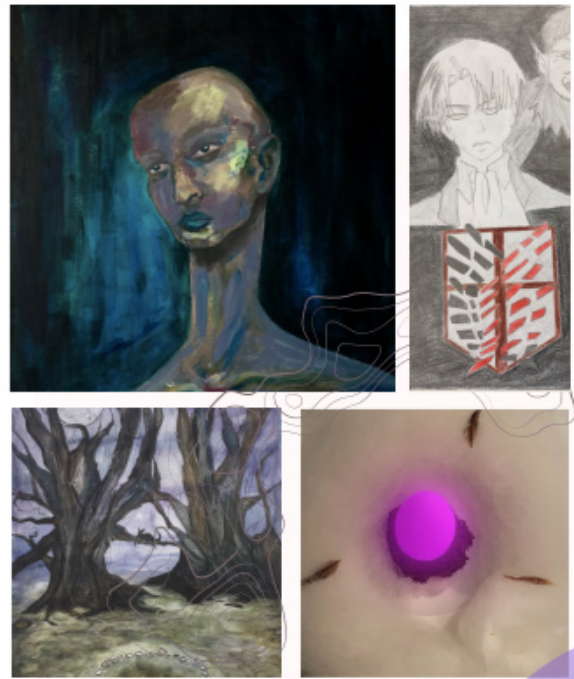


AISZ Stroll 'n' Strudel 2022



AISZ Spring Formal 2022

GRADE 12 EXHIBITION IBDP VISUAL ARTS 2022



MUZEJ SUVREMENE UMJETNOSTI

OPENING NIGHT
APRIL 6TH FROM 5 TO 7 P.M.

Grade 12 Exhibition - IBDP Visual Arts 2022



AISZ saying goodbye
to new friends from
Anglo American School,
Moscow

AISZ Library Week 2022

LIBRARY WEEK 2022

4 APRIL HYUGE DAY Visit your F1 library friends to study clubs!	5 APRIL AUTHOR VISIT Visit your F1 library friends to study clubs!	6 APRIL AUTHOR VISIT Visit your F1 library friends to study clubs!	7 APRIL AUTHOR VISIT Visit your F1 library friends to study clubs!	8 APRIL HARRY POTTER DAY Visit your F1 library friends to study clubs!
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VISITING AUTHOR - K.C. JULIUS -

APRIL 5 - 7

K.C. Julius's website: <http://www.kcjulius.com>

VISITING AUTHOR - K.C. JULIUS

THURSDAY, April 7
8:10, Session for parents

Perseverance & Possibilities: Author's Journey and How it Shaped Her Character-Driven Fiction
Location: Black Box

Join us for a Parent Session with the author where she will talk about her long, and sometimes arduous, author journey, and what lessons she learned about perseverance and possibilities along the way.

K.C. Julius's website: <http://www.kcjulius.com>

VISITING AUTHOR - K.C. JULIUS -

APRIL 5 - 7

In preparation for *Kristian* set in international education, teaching at the International School of Belgium, The American School in London, The International British American International School in Seoul, and Alaska International from International Chapel.

The two chapters being curriculum and conducted routine writing workshops for students, teachers, and the wider school community.

Behind the Green Door published under Kristian Julius is a YA fantasy set in a world in which water has become a precious commodity. A second edition is scheduled for its release under a new title, Beyond the Green Door, in July 2022.

The *Dancing Chandeliers*, her bestselling sci-fi medical fantasy series, was released in 2020 and is the culmination of a story that has been coming through her head for over a decade. A series of ailments, love & surgery, conflict, intrigue, and betrayal, the *Chandeliers* combines all of the elements of a hard-boiled, noir personality novel.

K.C. Julius's website: <http://www.kcjulius.com>

THURSDAY Apr 7, 2022 8:10 AM - 9:30 AM	WEDNESDAY Apr 6, 2022 10:30 AM - 11:30 AM	THURSDAY Apr 7, 2022 12:30 PM - 1:30 PM
8:10 - 9:30 AM Parent Session - Black Building Writing session - Black Building Location: Black Building (1000) Location: Black Building (1000)	10:30 - 11:30 AM Writing session - Black Building Location: Black Building (1000) Location: Black Building (1000)	12:30 - 1:30 PM Reading for pleasure - Black Building Location: Black Building (1000) Location: Black Building (1000)
9:30 - 10:30 AM Reading for pleasure - Black Building Location: Black Building (1000) Location: Black Building (1000)	11:30 - 12:30 PM Writing session - Black Building Location: Black Building (1000) Location: Black Building (1000)	1:30 - 2:30 PM Reading for pleasure - Black Building Location: Black Building (1000) Location: Black Building (1000)
10:30 - 11:30 AM Reading for pleasure - Black Building Location: Black Building (1000) Location: Black Building (1000)	12:30 - 1:30 PM Writing session - Black Building Location: Black Building (1000) Location: Black Building (1000)	2:30 - 3:30 PM Reading for pleasure - Black Building Location: Black Building (1000) Location: Black Building (1000)
11:30 - 12:30 PM Reading for pleasure - Black Building Location: Black Building (1000) Location: Black Building (1000)	1:30 - 2:30 PM Writing session - Black Building Location: Black Building (1000) Location: Black Building (1000)	3:30 - 4:30 PM Reading for pleasure - Black Building Location: Black Building (1000) Location: Black Building (1000)
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Athletics & Extra Curricular Activities in 2021/22

We believe that there is more to school life than academic study, therefore we at AISZ offer a diverse After School Activities Program to our students with opportunities for enrichment, skill development, and personal growth beyond those available in the classroom.

It was clear that after a whole year without After School Activities, our students needed some action, challenges, and activities outside of regular school classes.

As part of our careful easing of restrictions, we re-introduced After School Activities in September. As we wanted to keep our AISZ community as safe as possible, we were conducting these activities in grade levels so as

not to mix groups in any other way than they were currently configured in regular, everyday school life. Games and Arts & Crafts classes were offered to our Lower School students once per week, while the list of activities for Upper School students included Tennis, Table Tennis, Badminton, Wall Climbing, and Biking/Rollerblading. These recreational activities enabled us to keep physical distance and increase physical literacy for life. Activities, where students were able to express their artistic talents, were Gr 9/10 Pop Rock Band and Gr 9/10 Visual Arts.



Our ASA program got back to business in September, and we wanted to celebrate this first step toward rebuilding the connections within our community and getting back to somewhat normal circumstances again. Students were fully engaged in physical and artistic activities with their classmates and good vibrations were spreading all over the school. 158 students participated in 27 activities that were promoting character development and physical well-being, (which was much needed for our youth), along with 46 staff members as chaperones. We are looking forward to enriching our current program with more activities when the time for that comes and promoting character development, leadership, and the physical well-being of our youth.

AISZ sponsored the First Annual Tennis Open. Special thanks go to all of the parents that supported this event during challenging times and to the students who made a special effort to participate and show good sportsmanship.

Zagreb Advent Run works humanitarian every year, and this year they supported the association for the support of women suffering from cancer, "Nismo same" (We are not alone). More than 20 AISZ runners/walkers (students, parents, and teachers) joined this fun event and actively supported the noble initiative. Way to go Bears.



Semester 2 ASA Program continued with the same model as in Semester 1 with a few adjustments in the Upper School. In addition to extracurricular offers, Middle School students had the opportunity to choose one or two of their favorite athletics and practice once a week throughout the ASA Program. Apart from choosing the surveyed extracurricular interests, High School students also showed their interest in the athletics program that was run 2 sessions per week.



Other than the regular Games and Arts sessions in Lower School, we established some athletics in Upper School as well, such as HS Volleyball and Soccer. One of the new activities brought this year is Digital Photography. We were also happy to see a big interest in HS Writing Skills Club which we believe will help our students grow in their literacy and have a great chance to perfect their essay writing and prepare for higher education.

Our school's robotics team participated in the national robotics competition (First Lego League), held at FER, Faculty of Electrical Engineering and Computing, University of Zagreb. 21 teams from the whole of Croatia participated in the competition. For LEGO Bears this was the first time. They were especially proud to show the design solution for our robot. The team truly gave their best effort which was awarded with the fantastic 2nd place in the whole of Croatia! "We got there with big hopes; however, we didn't expect such great placement for our first year participating in the competition," said the students.

We were absolutely delighted to have participated in the CEESA Virtual HS Knowledge Bowl. Despite being the second smallest CEESA school, AISZ has fielded the largest number of

participants with three teams in the event. We were so proud of our AISZ representatives and their contributions to our School Life even on top of COVID restrictions, workload, and their normal commitments.

Our Middle School students competed in the MathCounts competition. These students practiced tirelessly, committing 1-2 times a week after school to collaborate and strengthen their Math skills for the competition. All students should be proud of the work and effort they put in, and the growth shown in Math class as a result of participating. Our HS Mathletes have worked very hard to get ready for the HS Mathcount competition held in April.

High schoolers competed in the CEESA Math Competition. The competition consisted of multiple different virtual rounds where students worked together to tackle some complex problems trying and beating the other mathletes and take home the title. The competition was held over Zoom so that a real competition environment is created whilst still respecting the COVID restrictions. The students were divided into two teams, the Junior Team and the Senior Team.





The Model United Nations (MUN) is something that a lot of schools around the world have been running for decades, even during the pandemic when they discovered that virtual conferences can be just as effective and include even more participants! This year's conference has been sponsored by an international school in Lebanon. What makes this year extra special is the extraordinary times we live in. Needless to say how critical it is for our young people to be able to engage in dialogue, listen actively rather than have minds made up, to reach across divisions, and to collaborate.



This year, the Athletic Department made some changes to the AISZ gym floor and placed the Zagreb Bears logo in center of the court as well as a few Bear PAWS floor stickers that promote our Upper School guidelines:



P Practice Respect
A Act Responsibly
W Work Diligently
S Stay Safe



Outdoor Education

The mission to develop skills and character for futures rich with promise is something we dedicate our resources and energy to well beyond the classroom.

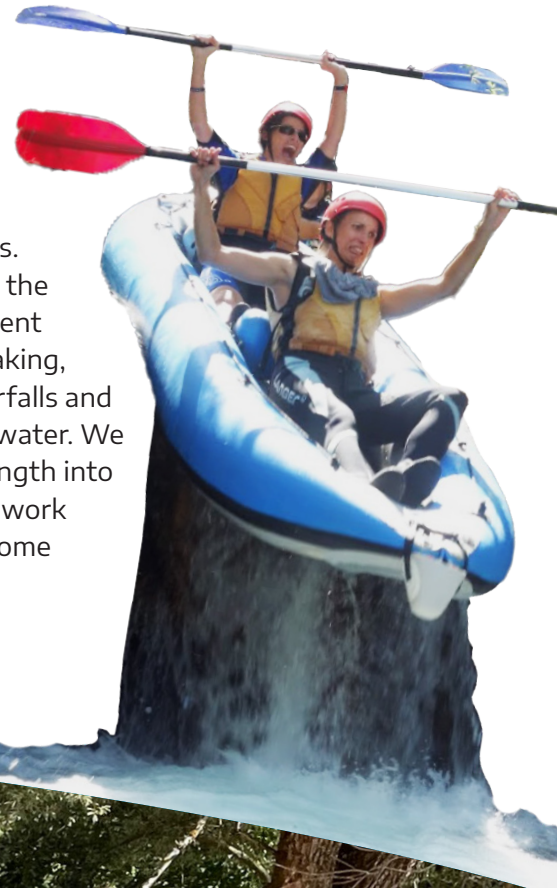
The pandemic truly impacted socio-emotional growth and wellness for our learning community. Although we designed innovative alternatives through virtual and hybrid learning, nothing could replace community, connections, and the environment.

Our Outdoor Education program connects the fundamentals of learning, from teamwork and appreciation of the outdoors, to planning around the unexpected and supporting one another.

When COVID interfered with our regular overnight trips, the team put their heads together. The decision was made to approach the problem from two angles.

We started the year with newly introduced Unity treks, in which we took our students for a day outdoors.

The focus was on the water so we all went on rafting or kayaking, braving the waterfalls and occasional white water. We put all of our strength into paddles and teamwork and ended with some sweet, wet fun.





The middle of the year was marked by reintroduced Ski on Sljeme day. This had been a part of life at AISZ many years ago and had been discontinued. Seeing what a positive impact it had on our students, and in order to build a sense of community with each grade level, last year we decided to reintroduce it as part of our normal school routine.

With the end of the year approaching, the idea of a final Outdoor Ed trip came up. As a final test for our students, we decided to take them to the Samoborsko gorje for a day of hiking and rock climbing, just for them to show what they learned during Outdoor Ed class.

This year, Lower School students continued with the Ice Skating Program as part of the P.E. curriculum. Some kids were struggling to keep their balance and some were experienced and confident skaters, but all of them had a lot of fun at the ice skate rink and cannot wait to go again. Ice skating is a great activity that our students will take with them throughout their whole life and it will hopefully become one of their lifelong outdoor activities.

Outdoor education in Lower School in the spring has continued with rollerblading and skateboarding. To crown the year, Grade 5 students also had the opportunity to go on a ski day trip.



Students from Grades 9 & 10 enjoyed the crisp March air by taking a bike ride down to the Vrtni Centar Zrinjevac to investigate & explore herbs to plant in the school garden. They were successful in finding several herbs like oregano, mint, basil, parsley, and sage which would be available for the cafeteria chefs to use for daily meals.





Alumni

Alumnae Interview with Ivona Vučenik, Class of 2021

How are you and what are you doing now?

I'm well - right now I'm at home, but I'll be going back to Vienna in a week or so because it's semester break now and I'm preparing for exams.

Which college/uni are you attending and where? Can you tell us a bit about your college? What's the community like?

The University of Vienna - it's a public college and I'm studying pharmacy. I kind of wanted to get away from the international community just to learn the language a little better so the community is mostly Austrian and German; and surprisingly not so many people that are Croatians actually speak Croatian and I thought they would because we are in Austria. There are 600 of us in my course, so it's a lot of people in a single lecture. That is why I don't get to see one person that many times. I do however have an international community in my dormitory.

There's people from all over the world; India, Nepal, Russia, etc., and many of them are in an exchange program, Erasmus, but most of them are in private colleges studying in English. There are so many cultures, so I have both an international and local community. Only in the beginning, in October, were we all allowed to come to lectures. At the end of November, because of COVID, only half of us were allowed to come to lectures so the first 300 who signed up could come to the lecture, so it was always different as to who came and who stayed home. That is also why communication was basically like talking to a neighbor, like hi, how are you, do you know this, oh I don't know this... just for the sake of a conversation. Classes are virtual right now until the end of the semester and I'm fine with it, except I kind of miss in-person classes like Math or Chemistry and all those related subjects where I can sit down and ask: How do I do this, please explain? But I hope we'll be able to go in person next semester.

In what way does your school and programme of study FIT you?

The biggest thing is the type of subjects, I only have sciences - so I am happy with that. No analytical English essays, no Economics or anything like that. So I'm basically just expanding knowledge in something I'm interested in. I couldn't wait for that in High School. My friends and I were always saying that we can't wait to go to college so we can do the things we're passionate about.

How has the move/transition to college been for you? Was it what you expected?

I had some experience with moving out of my house and not being with my parents before because I wasn't with them in High School. But the biggest challenge for sure was the language. I tend to be shy and I don't always speak up, so that hinders me sometimes from communicating the right way with people. It's fine now because I have all of my classes in German so I've gotten more used to it and it's gotten way better. And the city - it's so big! That was one of the surprises, I wasn't expecting this. Some basic things in the city that we don't have in Zagreb were a little challenging, like the subway. Also the people - I got to know different lifestyles that are maybe different from that of us living in Croatia. I was taking a walk with my roommate one Sunday and I always expect either at home or in Zagreb, that the cafes are full. And here - everything is empty! I don't think they even work then. My roommate is from Switzerland and to her that is also normal; so it's definitely different cultures.

Are you currently doing what you thought you would be doing at this time when you were graduating from AISZ? What has changed?

Yes, I'm doing what I thought I'd be doing. Fortunately, most of the things went according to how I planned them in High School.

What were the most useful skills that you developed at AISZ for the future?

In IB we had grades from 1-7 and there were no specific guidelines as to what exactly content-wise one needs to do to get the highest grade. We just had to work and work, and finish when we thought it would be good enough and hope that we get the grade we wanted. Well, that approach was very useful, because now you just keep working and hope that it's enough. It's good that they pushed each of us to do the best that we can.

What skills do you think were missing from your experience at AISZ that you now wish you had developed?

In some of the subjects, we didn't need to learn every fact and every little detail. The most important thing was to think critically and connect, but here it's mostly facts. That wasn't the thing we focused much on at AISZ, as much as we focused on thinking critically. Though, I think that, as this is the first semester, they're doing something similar to what Mrs. Sprljan did the first month she had us - motivating us with more workload than usual.

What advice would you give to current Grade 11 and Grade 12 students?

I would just suggest working hard. I know that a lot of people say that IB will make your college a lot easier. I've heard that a lot and relied on that quite a bit, but in reality, it just made it bearable for me. I think it is important to know that because I expected the first year or semester to be like: Oh, I did that in IB. But it's really not. Of course, it depends on the college and the course you take, but it's not a good thing to say - my hopes were crushed within a month, haha. The academics in college are more challenging and it's very different. The IB does help but doesn't make it that much easier - and that's my biggest takeaway. The school helped me a lot with organization and I really learned a lot from the way they taught us at AISZ.

Arriving Faculty

We welcome our new Faculty, arriving in August 2022.



Ms. Lauren Bastion

LS Counselor



Mr. Anibal Juan Bogliaccini

Upper School College Counselor/Registrar



Mr. Darin L. Fahrney

Upper School Learning Support & Coordinator of Strategic Initiatives



Ms. Kaylee MacKenzie

Upper School IB/DP Psychology and MS Humanities



Ms. Lindsey Baldwin

Upper School IBDP Economics



Ms. Heidi Sušec

Middle School Humanities



Mr. Jeffrey Scott Ormrod

Upper School Wood and Design Technology Teacher



Ms. Katie McNeil

Grade 1 Teacher



Ms. Veronica Freel

Upper School Science



Mr. Scott Raymon McLoughlin

Upper School Mathematics

Leaving Faculty

The end of the year always brings mixed feelings. In June, we say goodbye to some of our faculty and staff. We wish them all the very best in their future endeavors and look forward to seeing them either online or in person at one of our alumni functions. Our entire AISZ Community says thank you for your contributions.

Once a Bear, always a Bear.



2 years

Mr. Daniel Jenkins

Upper School Woodworking
& Design



1 year

Ms. Tracy Meyer

Middle School, Individuals and
Societies



2 years

Mr. Joseph Kimes

Upper School DP Economics and
Media / Communications



4 years

Ms. Andrea Diamant

Counselor



2 years

Ms. Muniba Kimes

Upper School Science



3 years

Ms. Sarah Box

Upper School Mathematics and
IB Psychology



1 year

Ms. Ann Montgomery

Upper School Science

AISZ social media



#aiszagreb



@aiszagreb



AISZ ZAGREB



@AISZagreb

A portrait of Lidija Bokan, a woman with short, wavy, light brown hair, smiling warmly. She is wearing a dark top and a necklace. The background is a soft, out-of-focus grey.

Lidija Bokan

Thank You for 24 Years of Outstanding Service

Lidija Bokan retired in September, but we cannot end a year without reiterating her contribution to the school.

Lidija worked with AISZ for 24 years and was a crucial part of the Leadership Team over this time. She was Business and Operations Manager in the past as well as holding both the Admissions and HR Manager roles simultaneously - which is no mean feat.

For all of us at AISZ, Lidija holds a very special place in our hearts. For many of us from outside Croatia, Lidija was the first person we made contact with either through the admission of families or the recruitment of teachers. For expatriate teachers, Lidija took all of us under her wing and cared for us during our transitions into AISZ and Zagreb, like we were the most important people in the world. But no matter where we call home and no matter whether we are a student, parent or staff, Lidija cared for us all over this time.

Lidija has enormous emotional intelligence, empathy and a ready sense of humor which never ceases to make us feel connected, welcome and cared about. In a Culture of

Extraordinary Care, Lidija continually went out of her way for others and made sure we are all in a good place. She is the very personification of many of our school values and will be sorely missed.

As hard as I tried to persuade her, Lidija insisted that she did not want a big farewell, but rather to move into retirement quietly and gently. All of us would like to celebrate Lidija and her contribution, but her wish was to be respected.

Lidija took the role as one of our invigilators for our IB Diploma Exams and it was great to have her in the building after this time.

On behalf of us all Lidija - at the end of a tumultuous year -, we thank you so much for all you have done over 24 years. Your contributions helped make the school what it is today and have contributed significantly to our growth.

With enormous gratitude and respect.

Paul Buckley,
Director AISZ.
June 2022



Contact Us

Phone: +385 1 7999 300 / +385 1 7999 306

Fax: +385 1 4680 171

E-mail: aisz@aisz.hr / admissions@aisz.hr

www.aisz.hr



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