



# ANNUAL REPORT

ISA WUHAN INTERNATIONAL SCHOOL

2024 – 2025



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# VISION & MISSION

ISA International Education Group (ISAIEG) was founded by senior education experts, educational leaders, principals and education directors from many of the world's leading international education groups. ISAIEG strives to build a multi-cultural ecosystem of international education, nurturing leading talents and pioneers for the future.

At present, ISAIEG has three campuses and 12 schools/programmes in both Guangzhou and Wuhan, including four international schools (ISA Tianhe, ISA Science City, ISA Liwan and ISA Wuhan), two K-12 ISA Wenhua Schools (ISA Wenhua Liwan and ISA Wenhua Wuhan) and two IBDP Programme cooperated with Guangzhou Foreign Language School and Wuhan No.2 High School.

## ISA VISION

Build a Multi-Cultural Ecosystem of  
International Education

## ISA MISSION

Nurture Leading Talents and  
Pioneers for the Future

## ISA LEARNER PROFILE

ISA graduates aspire to serve in international organizations, transnational institutes, succeed in the family industry, and promote cultural integration



# ISA INTERNATIONAL EDUCATION ECOSYSTEM

## 爱莎国际教育生态系统

10+

Schools and Programmes  
学校及项目

3

Self-owned Campuses  
大自有用地校区

400

Thousand Square Meters Building  
万平方米物业

700

Million Dollars' Investment  
7亿美元投资

40+

Countries / Regions  
国家/地区学生及教师

7+

Curriculum Pathways  
课程方向选择

3000+

Students  
在校学生

1000+

Teachers & Staff  
教职工团队



Dear Members of the ISA Wuhan Community,

It is with great pride and gratitude that I present to you the Annual Report for the 2024 - 2025 academic year. This report highlights the significant progress, accomplishments, and strategic developments that have taken place across our school over the past year. It reflects not only our commitment to academic excellence but also the strong, values-driven community we continue to build together.

At ISA Wuhan International School, we remain guided by the core belief that “Every Child is Unique.” This philosophy has been deeply embedded in our teaching, learning, and leadership practices throughout the year, helping every student discover and develop their individual talents and aspirations.

## HEAD OF SCHOOL MESSAGE

Our academic performance this year has been exceptionally strong. Across all phases, from Early Years through High School, we have witnessed consistent growth in student achievement. Our students excelled in external assessments, with many receiving national and international recognition in academics, sports, the arts, and innovation. ISA Wuhan International School students have once again demonstrated that they are not only capable learners but also compassionate global citizens.

We also expanded our leadership pathways and enrichment opportunities, enabling more students to take initiative, lead projects, and serve their peers and the wider community. Our commitment to student voice and agency has remained a cornerstone of our school's culture.

Behind every success stands a dedicated team of educators and staff whose passion and professionalism have been instrumental in shaping a thriving learning environment. I would also like to acknowledge the invaluable support of our parents and guardians, whose partnership and trust continue to strengthen the ISA experience for every child.

In this report, you will find detailed data on academic outcomes, programme growth, student life, and operational developments. It offers a transparent and comprehensive view of our journey this year and outlines key priorities as we look ahead.

As we plan for the future, our focus remains clear: to provide a world-class education that nurtures curiosity, courage, and character in every learner. I am excited about what lies ahead as we continue to grow and innovate together.

Thank you for being a part of ISA Wuhan's ongoing story of excellence.

With sincere appreciation,



Mahesh Selvaraj

Head of School

ISA Wuhan International School



# SCHOOL RECOGNITION & QUALITY ASSURANCE

At ISA Wuhan International School, we are committed to delivering world-class international education through our institutional affiliations, program authorizations, and accreditations. These recognitions validate our adherence to globally benchmarked educational standards and our dedication to continuous improvement.

## Memberships



**CIS (Council of International Schools)**

[www.cois.org](http://www.cois.org)

A global network promoting high standards in child protection, mental health, and university transition support.



**ECIS (European Council of International Schools)**

[www.ecis.org](http://www.ecis.org)

A collaborative platform for 500+ schools worldwide, offering cutting-edge resources and professional growth.



**ACAMIS (Association of China and Mongolia International Schools)**

[www.acamis.org](http://www.acamis.org)

A network of 100+ schools in Asia, ACAMIS fosters student connections through sports, cultural events, and professional development for staff.

## Authorizations



**IB World School** We offer the full IB continuum:

(Primary Years Programme):

Inquiry-based learning for ages 3–12.

(Middle Years Programme):

Real-world connections for ages 11–16.

(Diploma Programme):

Gold-standard pre-university curriculum.

## Accreditation



### Cognia

A globally respected US regional accreditation ensuring rigorous standards in leadership, learning, and student outcomes. Cognia accreditation is a stamp of approval that signifies a commitment to high-quality education and student outcomes. Schools that are Cognia accredited have demonstrated their dedication to providing a top-notch education for their students.

## Examination Center



### Cambridge IGCSE

<https://www.cambridgeinternational.org/>

The world's most popular international curriculum for ages 14–16, recognized by top universities.



### Pearson Edexcel IGCSE

[www.pearson.com](http://www.pearson.com)

Offers modular and linear assessment routes, accepted in 80+ countries.

Our memberships, authorizations, and accreditations demonstrate our commitment to providing an education that meets the highest international standards. These affiliations ensure our students receive globally recognized qualifications and preparation for success in higher education and beyond.

# UNIVERSITY DESTINATIONS

## Admission Results for the Class of 2025 (as of June 1st)

QS World Rank

Name of College in English	Number of Offers	World Ranking
University College London	3	G5 QS 9
University of Melbourne	5	QS 13
The University of Sydney	4	QS 18
University of Hong Kong	3	QS 17
University of Toronto	1	QS 25
The University of Edinburgh	1	QS 27
Australian National University	1	QS 30
The University of Manchester	1	QS 34
The Chinese University of HK	1	QS 36
King’s College London	2	QS 40
The Hong Kong University of Science and Technology	2	QS 47
University of Bristol	1	QS 54
HK Polytechnic University	2	QS 57
City University of HK	1	QS 62
University of Warwick	1	QS 69
University of Illinois Urbana-Champaign	1	QS 69
University of Washington	1	QS 76
University of Southampton	1	QS 80
Erasmus University Rotterdam	1	QS 158
Tongji University	1	QS 192, China 985
University of Nottingham Malaysia	1	/
City, University of London	1	/

# Admission Results for the Class of 2025 (as of June 1st)

## USNEWS Best National University Rank

Name of College in English	Number of Offers	USNESW Ranking
University of California, San Diego	1	29
University of California, Davis	1	33
University of Illinois Urbana-Champaign	1	33
Ohio State University	2	41
Rutgers University, New Brunswick	2	41
University of Washington	1	46
University of Minnesota Twin Cities	1	54
Northeastern University	1	54
The State University of New York at Stony Brook	1	58
Michigan State University	1	63
University at Buffalo, SUNY	1	76

**2024 graduate: 1**  
*Admitted by Johns Hopkins University (USNEWS Ranking 9) and University of Texas at Austin (USNEWS Rankin 32, full scholarship)*



# Celebrating the Class of 2025

## A Remarkable Year of Achievement

As of June 1, 2025, we're thrilled to share that ISA Wuhan International School's Class of 2025 has achieved exceptional results, securing offers from top-tier universities across the globe — including the United States, the United Kingdom, Canada, Australia, mainland China, and Hong Kong.

Highlights include offers from prestigious UK G5 universities, Top 30 universities in the US, Top 3 universities in Australia, leading 985 institutions in China such as Tongji University, and 100% acceptance rate of universities in Hong Kong.

We are also proud to celebrate our students' scholarship achievements — this year, they have collectively been awarded \$367,719, including \$327,719 from universities in Hong Kong. These numbers reflect both academic excellence and the recognition our students receive globally.

What makes this cohort truly outstanding is not just where they are going, but what they are choosing to pursue. Our students are aligning with global trends, stepping into high-impact, future-oriented fields such as Mechanical and Aerospace Engineering, Electrical Engineering and Automation, Actuarial Science, and Data Analytics for Business and Finance. Others have demonstrated deep humanistic insight through majors like International Relations and Psychology, showcasing their empathy, curiosity, and global perspective.

At the heart of these accomplishments is the rigorous and holistic IB curriculum at ISA Wuhan International School, which continues to empower students with the skills, mindset, and values needed for success in an ever-changing world. This year's results are a powerful affirmation of our commitment to whole-person education, and a reflection of the exceptional character, ambition, and global competence of our graduates.

As the University Guidance Counselling Center for school, we could not be prouder of what they've achieved — and even more excited about what lies ahead.

# STUDENTS AWARDS

Our students consistently excel in a diverse array of prestigious global competitions, showcasing their intellectual prowess and dedication.

The **John Locke Essay Competition** challenges critical thinking and persuasive writing on philosophical questions, significantly strengthening university applications for humanities. Similarly, the **China International School Chinese Writing Competition** celebrates literary expression, offering an advantage for bilingual students and those aiming for higher education in China.

The **World Scholar's Cup (WSC)** fosters interdisciplinary learning, research, and public speaking, preparing students for collaborative environments. In STEM fields, our students shine in the **British Olympiads** (Physics, Maths, Chemistry), demonstrating exceptional talent in advanced scientific and mathematical principles, crucial for top university admissions. These rigorous contests highlight superior problem-solving, logical reasoning, and experimental aptitude.

The **China National Spelling Bee** builds strong English language mastery and confidence. Finally, **Business Simulation** competitions provide hands-on experience in strategy and finance, developing vital entrepreneurial and leadership skills for future studies in economics and business. These achievements underscore our students' readiness for demanding academic pursuits and global leadership roles.



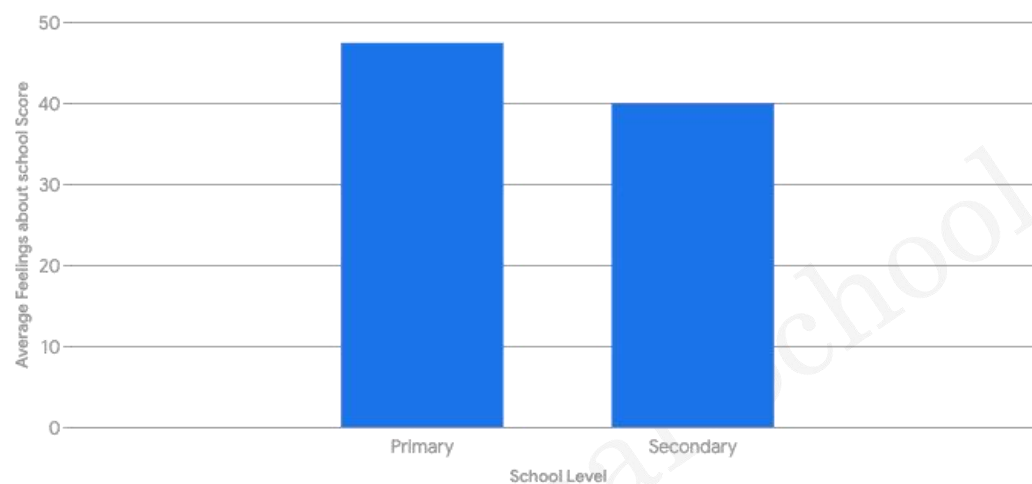
John Locke Essay Competition	1st and 3rd place
World Scholar's Cup (WSC)	21 Gold 32 silver 12 teams selected for the Goba l round
China International School Chinese Writing Competition	1st and 3rd place
British Olympiads (Various Subjects)	8 gold, 12 silvers 5 bronze
Physics Olympiad	5 gold, 21 silvers 4 bronze
Maths Olympiad	7 gold, 23 silvers 7 bronze
Chemistry Olympiads	9 gold, 8 silvers 14 bronze
China National Spelling Bee	3 gold, 5 silvers 3 bronze
Business Simulation	4 gold, 4 silvers 2 bronze
Kangaroo math's	11 gold,8 silvers 4 bronze

These end-of-year prizes are more than just accolades; they are a vibrant celebration of the incredible potential within each and every student. We believe every child is unique, possessing distinct talents, strengths, and a personal journey of growth. From academic triumphs and inspiring leaps in improvement, to exemplary leadership and profound embodiment of the IB Learner Profile attributes, these awards reflect the multifaceted brilliance found in our school community. Each prize is a testament to hard work, resilience, and the courage to explore, question, and contribute. They inspire us all to continue striving for excellence, embracing our individuality, and making a positive impact on the world.

IB MYP Learner Profile Distinction	Most Improved	Student of the Year	Head of School Award	Subject Award– Sciences	Subject Award - Maths
Subject Award - English	Academic Attainment: for each grade	Most Improved: for each grade	Language Arts Cup First Prize	Language Arts Cup Secont Prize	Leadership: Student Council
Leadership: Leadership Pathways	School Values (a student that exemplified the 5 school values)	Team Player (Exemplary School Team Athlete)	Thinker	Knowledgeable	Risk-taker
Caring	Open Minded	Balanced	Reflective	Principled	Communicator

# TEACHING & LEARNING

Average Feelings About School Score by School Level



## Student Feelings About School

Understanding how our students feel about their school experience is vital to fostering a supportive and effective learning environment. We are pleased to share insights from the recent GL PASS 'Feelings about school' measure. This assessment provides valuable feedback on our students' sense of well-being, safety, and connection within the school community.

The graph illustrates the average 'Feelings about school' scores for our Primary and Secondary students. These results reflect the impact of our dedicated efforts to enhance student well-being and create a nurturing atmosphere.

Initiatives such as our enhanced pastoral care program, initiatives to promote a positive school climate, activities fostering student connections, or curriculum enhancements focused on well-being have contributed to these outcomes.

We are encouraged by these findings and remain committed to building on this positive momentum, ensuring every student feels happy, safe, and valued at our school.

# Primary School

- ***Math***

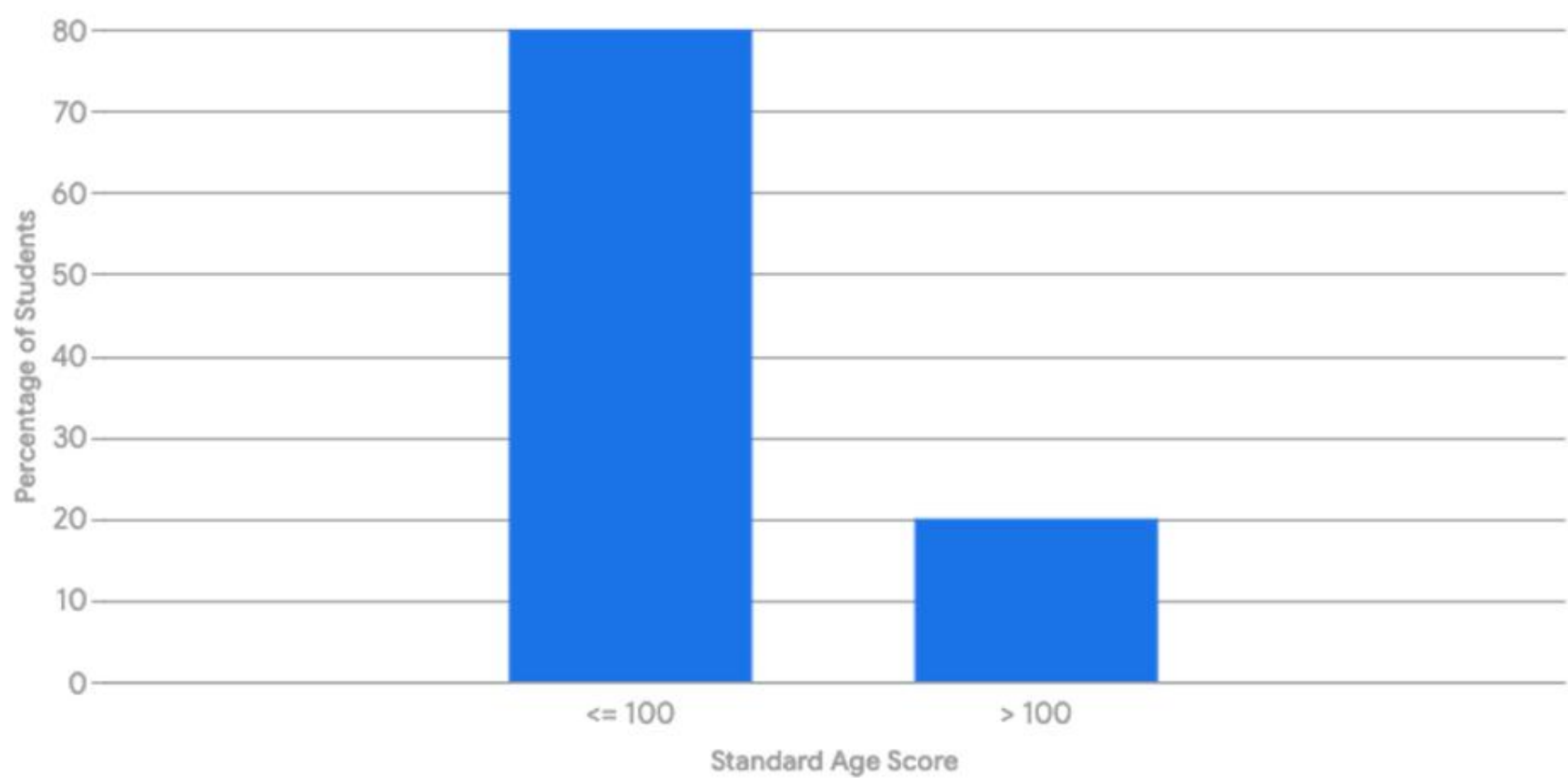
- Primary school students are demonstrating significant improvement in mathematics. There has been a substantial increase in the percentage of students achieving scores above the UK national average.
- In early 2024, approximately 20% of students achieved a Standard Age Score above 100 (the national average).
- By early 2025, this percentage rose to around 68%.
- This progress is attributed to the implementation of programs like White Rose Maths, engaging hands-on activities, and differentiated instruction to provide targeted support.

## **Looking Ahead:**

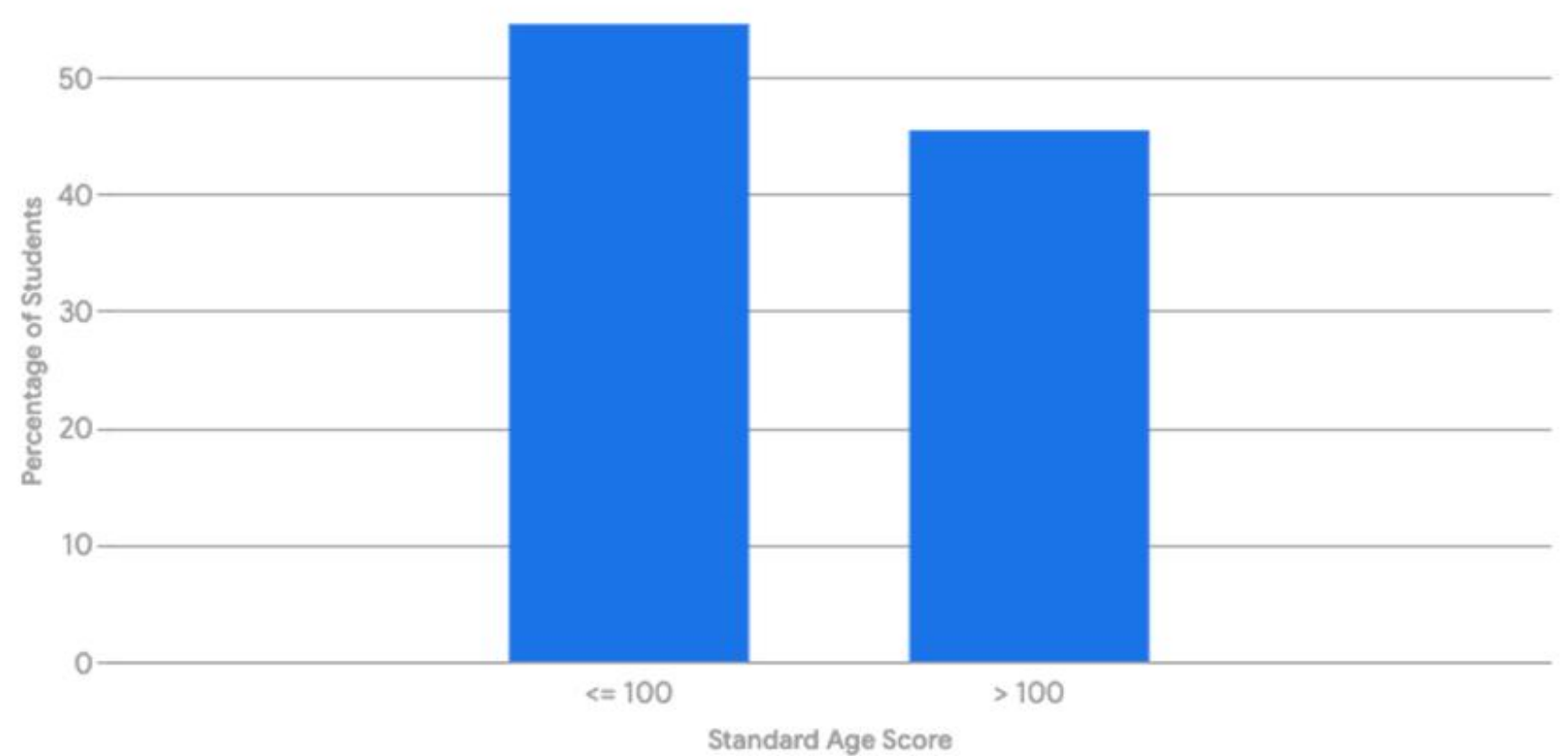
ISA International School will continue to foster a challenging yet nurturing environment to encourage further growth in mathematics.



Percentage of primary maths above and below 100 standard age, starting 2024



Percentage of primary maths above and below 100 standard age, starting 2025



# Primary School

- ***English***

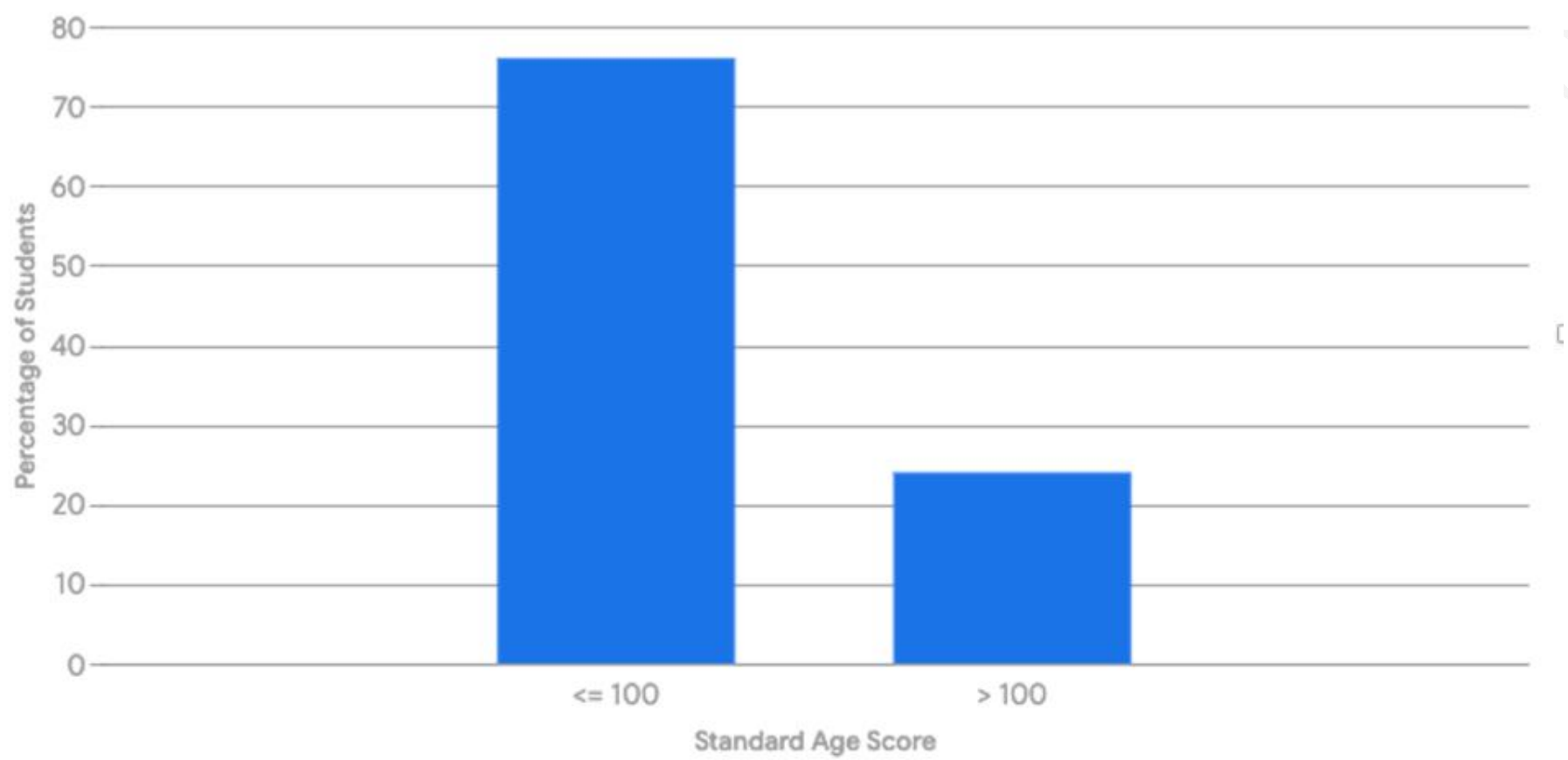
- Primary school students are also showing encouraging progress in foundational literacy skills. There's been an increase in the percentage of students achieving scores above the UK national average in English.
- In early 2024, approximately 25% of students achieved a Standard Age Score above 100.
- By early 2025, this percentage increased to about 38%.
- This improvement is due to initiatives such as ability-based grouping, a structured phonics program, guided reading sessions, creative writing activities, and timely early intervention support.

## **Looking Ahead:**

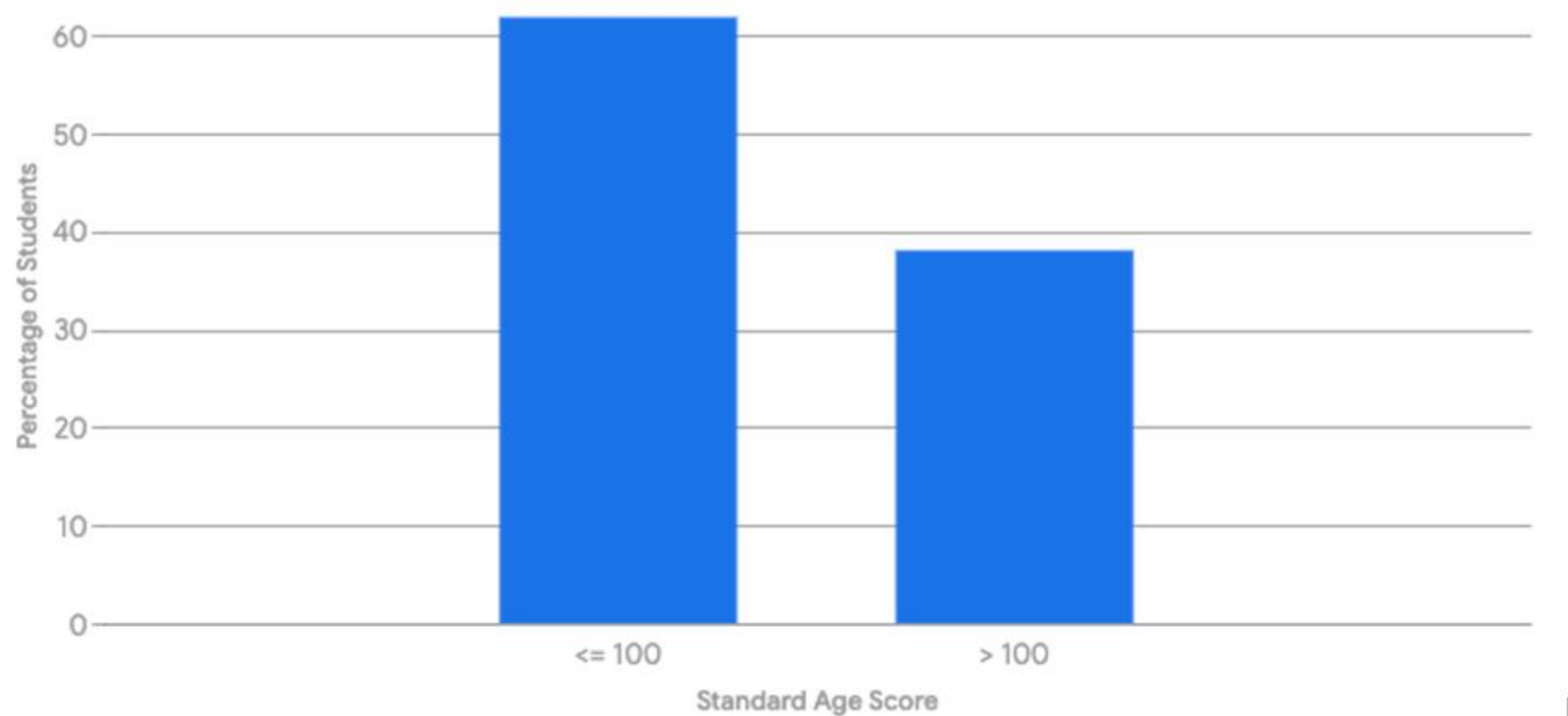
ISA International School will stay dedicated to ensuring every primary student develops strong reading, writing, and communication skills.



Percentage of primary English above and below 100 standard age, starting 2024



Percentage of primary English above and below 100 standard age, starting 2025



# Primary School

- *Science*

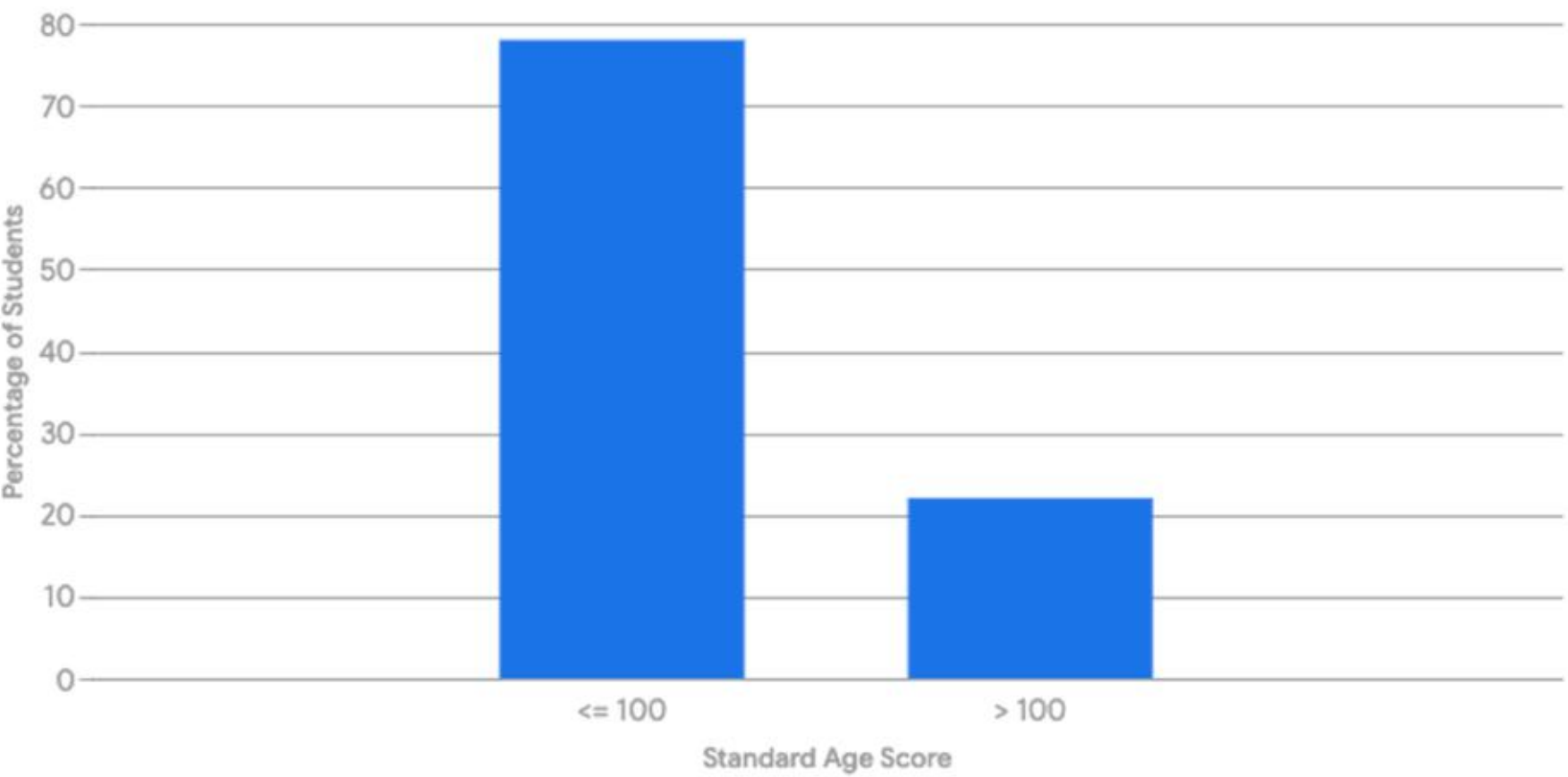
- Primary students are making substantial positive strides in science. There's a considerable increase in the percentage of students performing above the UK national average.
- In early 2024, roughly 22% of students achieved a Standard Age Score above 100.
- By early 2025, this percentage grew to approximately 38%.
- Key factors in this success include dedicated science classes with specialist teachers, incorporating engaging experiments and hands-on investigations, fostering critical thinking skills, and connecting concepts to the real world.

## Looking Ahead:

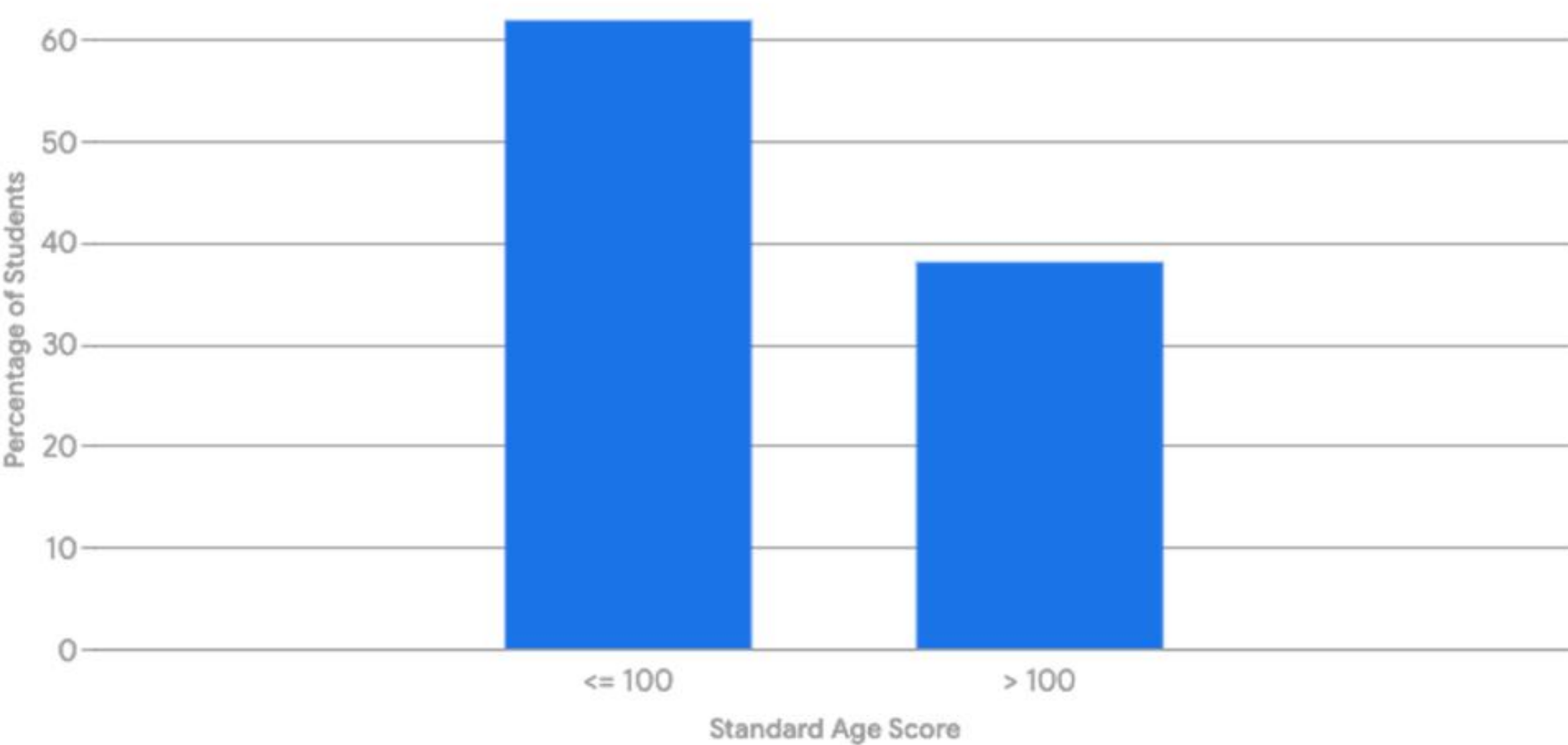
ISA International School will continue to inspire a passion for discovery and cultivate curiosity and critical thinking.



Percentage of primary Science above and below 100 standard age, starting 2024



Percentage of primary Science above and below 100 standard age, starting 2025



## Secondary Math

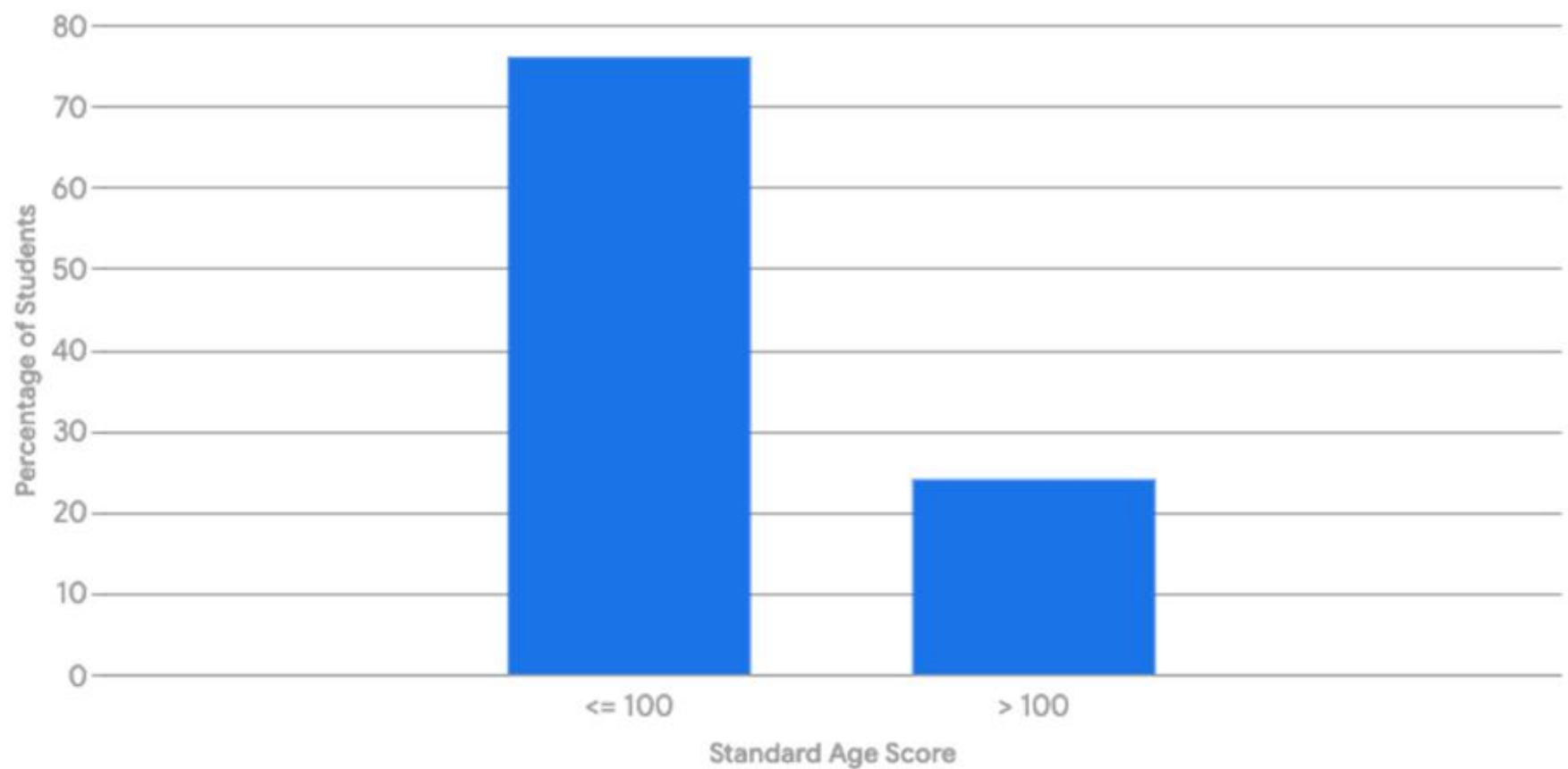


- Secondary school students are demonstrating remarkable progress in mathematics. There is a substantial increase in the percentage of students scoring above the UK national average.
- In early 2024, approximately 25% of secondary students achieved a Standard Age Score above 100.
- By early 2025, this percentage rose to around 57%.
- This improvement is attributed to the development of a tailored MYP curriculum and the use of IXL for targeted practice and support.

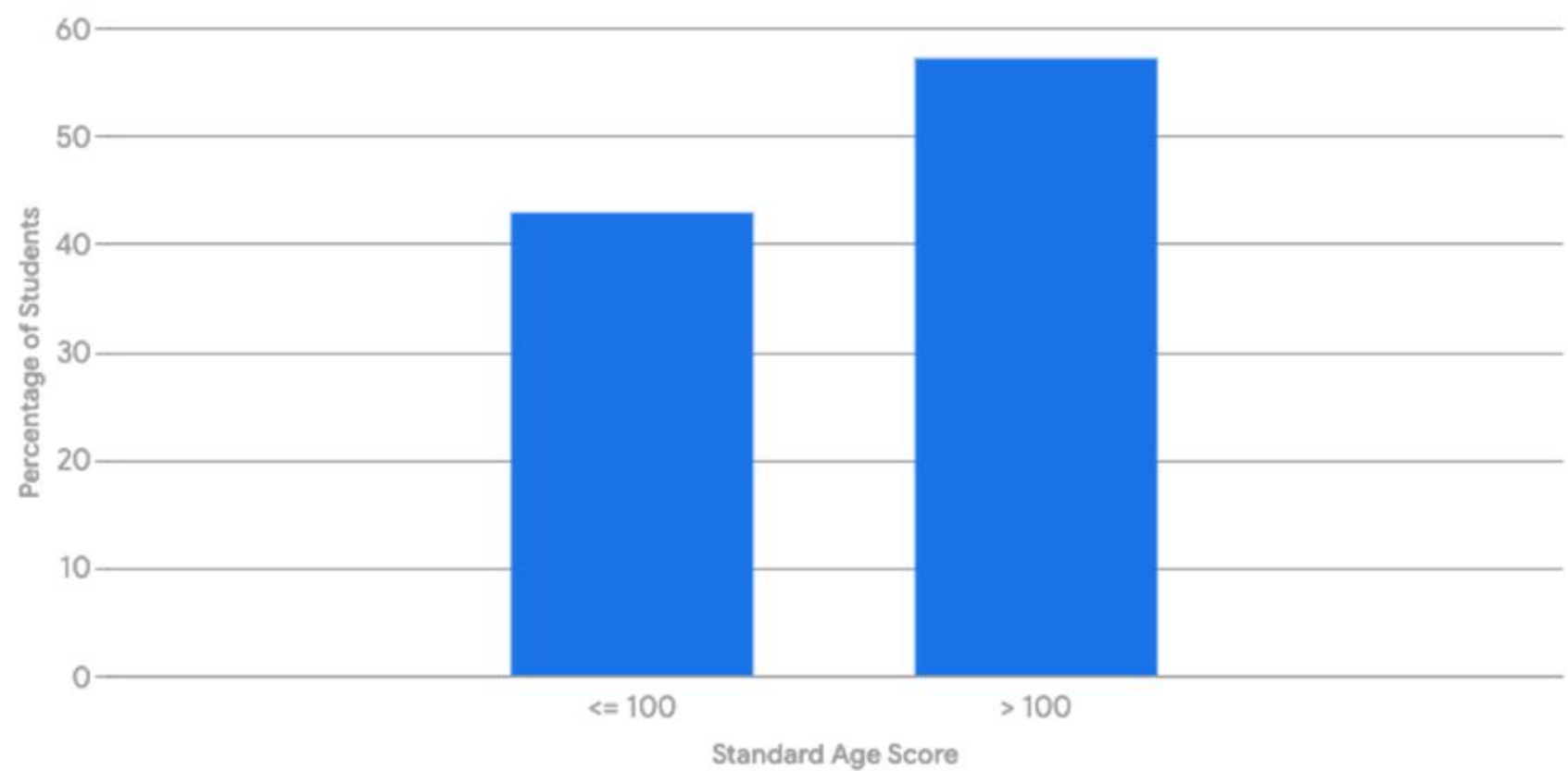
### Looking Ahead:

ISA International School will maintain its commitment to fostering a rigorous yet encouraging learning environment.

Percentage of Secondary Maths above and below 100 standard age, starting 2024



Percentage of Secondary Maths above and below 100 standard age, starting 2025



# Secondary English



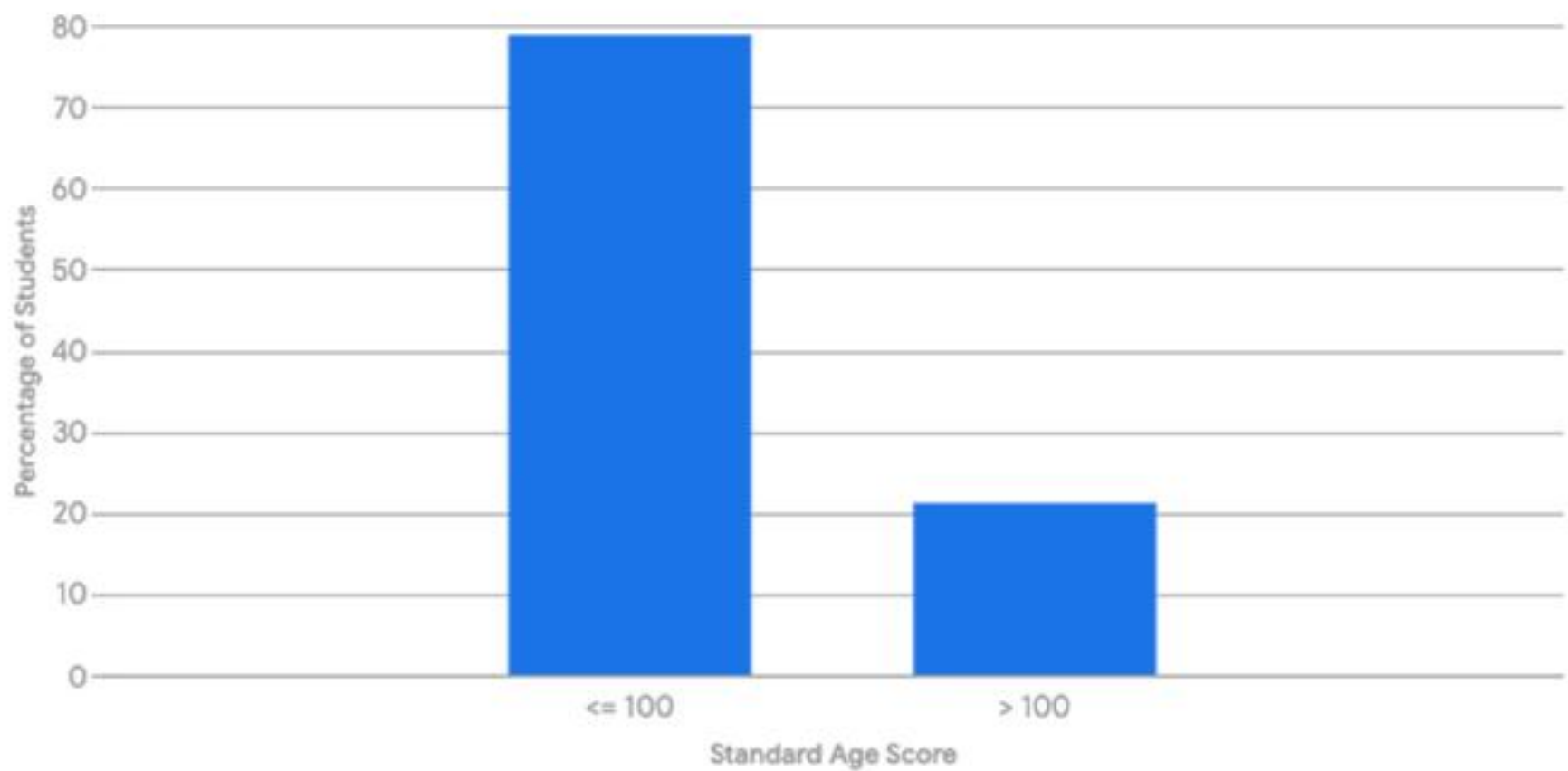
- Secondary school students are showing outstanding progress in English. There's a dramatic increase in the percentage of students achieving scores above the UK national average.
- In early 2024, approximately 22% of secondary students achieved a Standard Age Score above 100.
- By early 2025, this percentage soared to about 65%.
- Key initiatives contributing to this success include ability-based grouping for MYP 1-5 and dedicated support for ESL students.



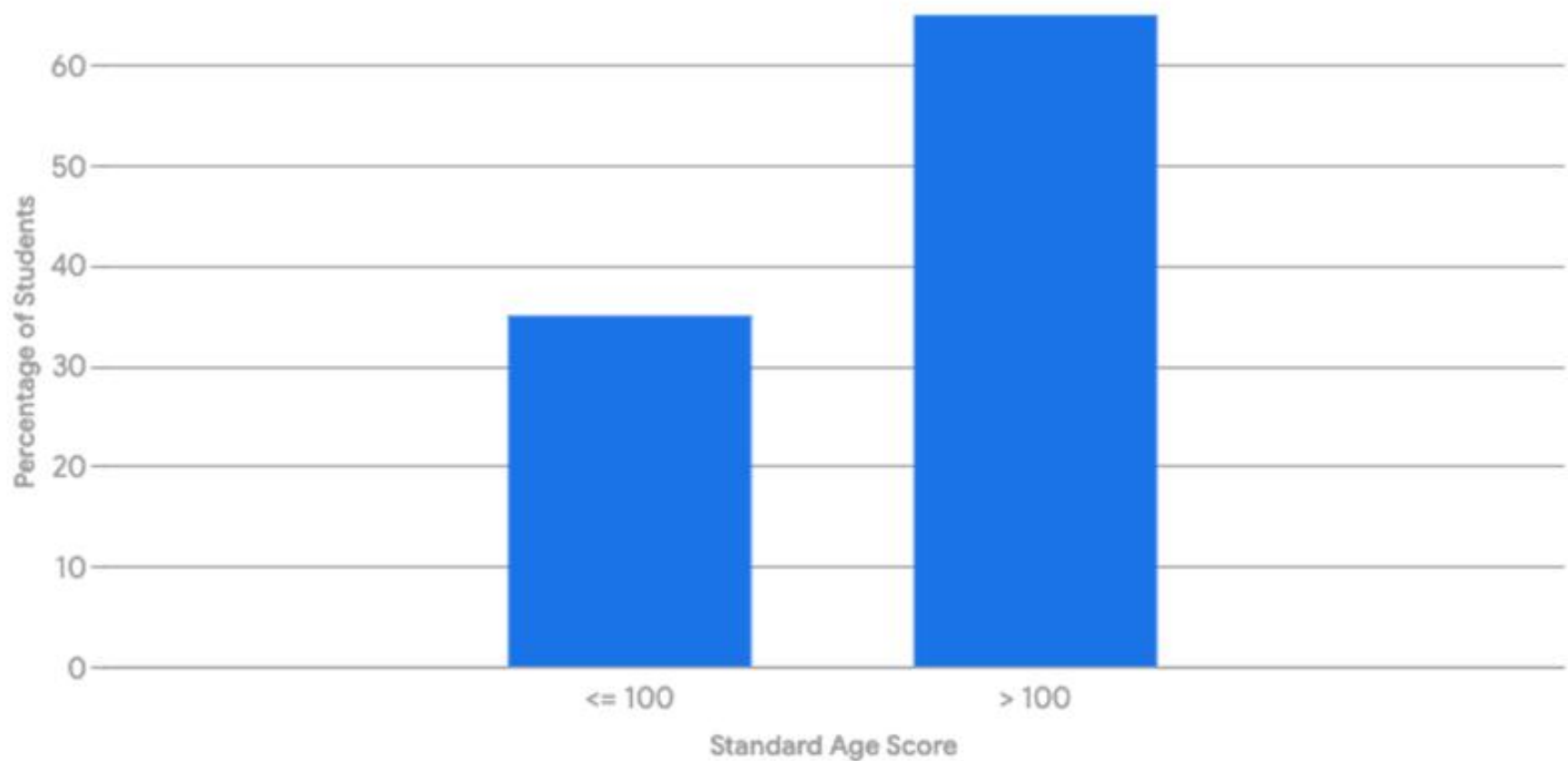
## Looking Ahead:

ISA International School will continue to focus on developing advanced reading, writing, and analytical skills.

Percentage of Secondary English above and below 100 standard age, starting 2024



Percentage of Secondary English above and below 100 standard age, starting 2025



# Secondary Science

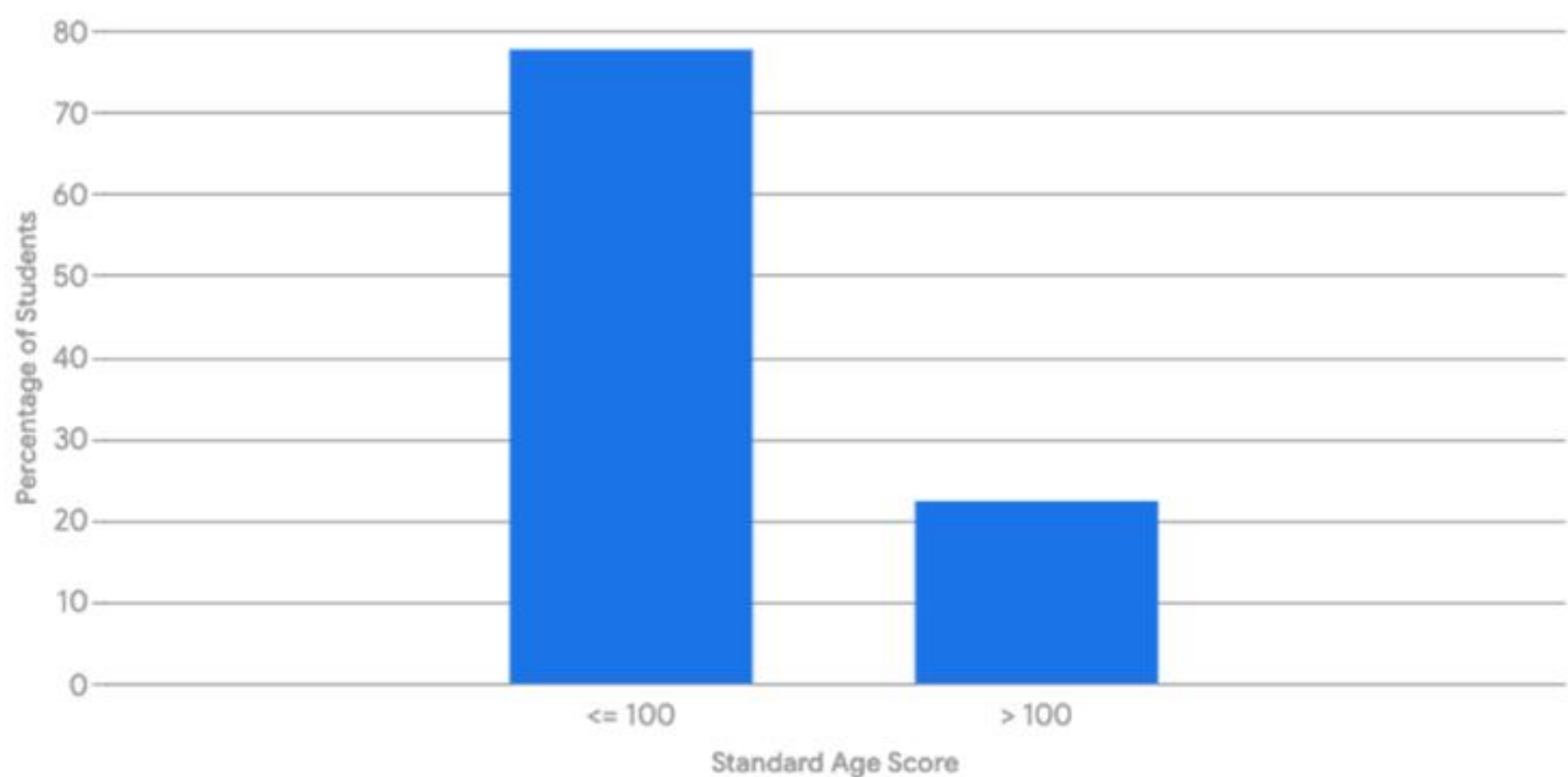
- Secondary school students are making significant progress in science. There's a substantial increase in the percentage of students achieving scores above the UK national average.
- In early 2024, approximately 22% of secondary students achieved a Standard Age Score above 100.
- By early 2025, this percentage increased to an impressive 65%.
- Effective strategies include the use of experiments to aid ESL students' comprehension, phased instruction for MYP 1-3 students, and curriculum alignment with IGCSE Science content.

## Looking Ahead:

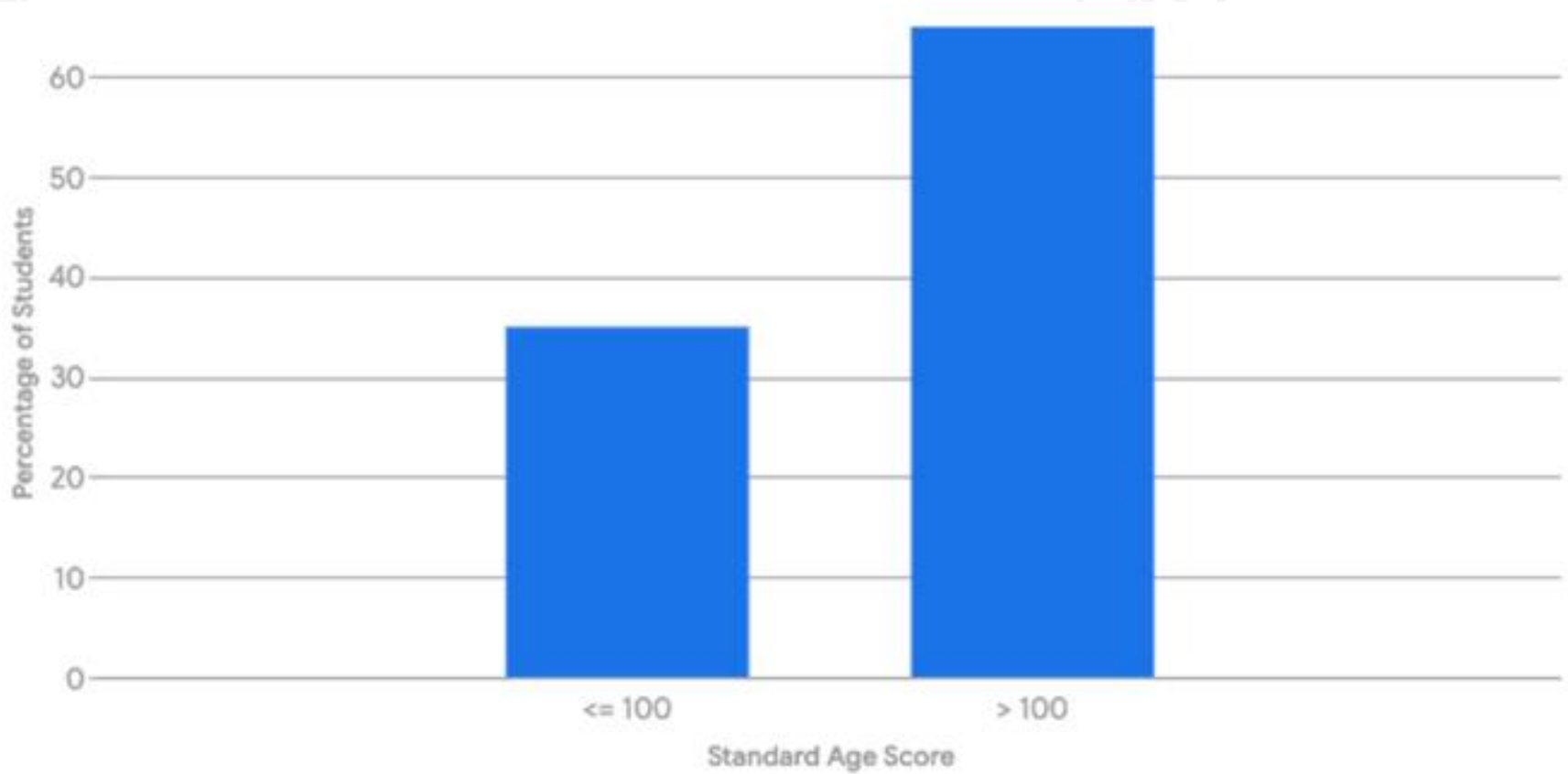
ISA International School will maintain its focus on scientific inquiry and critical thinking, fostering a dynamic learning environment.



Percentage of Secondary Science above and below 100 standard age, starting 2024



Percentage of Secondary Science above and below 100 standard age, starting 2025



# PROFESSIONAL LEARNING

## *A Year of Growth and Excellence:*

### **Our Professional Development Commitment at ISA International School**

At ISA International School, we believe that exceptional teaching begins with continuous learning. This year, our educators have engaged in **over 100 professional development sessions**, demonstrating our unwavering commitment to providing your children with the highest quality education. From world-class training to collaborative in-school learning, our teachers have embraced every opportunity to refine their practice and enhance student learning.

#### **Comprehensive PD Offerings**

Our professional development strategy combines expert-led training, hands-on classroom practice, and data-driven refinement of teaching methods. This year's highlights include:

- **100+ structured training sessions**, both in-person and online, covering curriculum design, instructional strategies, and student well-being
- **Specialist workshops** led by globally recognized experts, including:
  - ▶ Kath Murdoch (inquiry-based learning)
  - ▶ Janelle McGann (differentiation for diverse learners)
  - ▶ Lori Qian (literacy development and writing instruction)
- **International Baccalaureate (IB) certification** for all new teachers, ensuring rigorous implementation of our curriculum
- **Deep dives into assessment strategies**, including GL/CAT4 analysis and authentic assessment design

## Ensuring Teaching Excellence Through Observation & Feedback

As part of our teachers' professional learning, their lessons are regularly observed by line managers who provide precise feedback aligned with the **ISA Teaching Standards**. These standards, strongly implemented this year, define our expected teaching benchmarks across:

- **Curriculum** planning and delivery
- **Pedagogical** approaches
- **Assessment** practices
- **Professional** conduct

This academic year, our line managers have conducted over 70 lesson observations, providing teachers with specific, actionable targets to continually enhance their practice.



## On-the-Job Training: Learning in Action

Professional growth isn't limited to workshops—it happens daily in our classrooms. This year, we prioritized:

- **Live Demo Classes:** Master teachers modeled lessons in real time, allowing colleagues to observe and discuss high-impact teaching strategies
- **Peer Observations:** Teachers regularly visited each other's classrooms to share feedback, refine techniques, and align best practices across grade levels
- **Professional Learning Communities (PLCs):** Weekly meetings where teachers analyzed student work, planned interventions, and refined lesson designs
- **Collaboration with Other ISA Schools:** Educators participated in cross-campus training, exchanging innovative ideas and strategies with colleagues from our network

## A Focus on Personalized Growth

Every ISA teacher engaged in **individualized coaching**, setting and working toward specific professional goals. We have now trained an in-house expert in instructional coaching and will be working closely with members of the ISAIEG group to implement a structured coaching program next academic year. This will include:

- Systematic classroom observation and feedback cycles
- Targeted goal-setting for teaching practice improvement
- Collaborative reflection on instructional strategies

## Measuring Success: Impact in the Classroom

The results of this investment are clear in our classrooms through:

- More dynamic, student-centered lessons tailored to individual needs
- Stronger differentiation strategies to support every learner
- Innovative use of technology and research-backed teaching methods

We are incredibly proud of our teachers' dedication to growth—and even prouder of the outstanding learning experiences they create for your children every day. As we look ahead, we remain committed to excellence in professional development, ensuring that ISA continues to provide a world-class education.



# CURRICULUM DEVELOPMENT

## New Early Years Improvements

- Daily Wellbeing Student Book
- The new Lego Room
- New outdoor playground facilities
- New White Rose Maths Programme
- French and Japanese lessons for EY3 and EY4
- Swimming lessons on our campus every 2 weeks
- Celebration of Learning every mid-semester



# Curriculum Development at ISA Wuhan International Primary School

ISA Wuhan International Primary School uses Cambridge textbooks to create a vibrant learning environment through the International Baccalaureate (IB) Primary Years Programme (PYP) and the UK National Curriculum. Our inquiry-based learning approach inspires students to explore their interests and develop critical thinking skills.

## 1/ Comprehensive Curriculum Framework

Our holistic curriculum integrates various subjects, promoting a well-rounded education. The PYP framework fosters a love for learning while developing knowledge, 21st-century skills, and approaches to learning, including communication, collaboration, critical thinking, creativity, and self-management, in every grade. This approach ensures students acquire academic knowledge and cultivate essential lifelong skills, including adaptability, resilience, problem-solving, and ethical decision-making.



## 2/ Data-Driven Teaching and Learning

As an IB and Cognia authorized school, we use data to tailor our teaching practices, ensuring personalized attention through low student-teacher ratios. Most students meet or exceed UK national standards, benefiting from targeted support and guidance. We utilize GL assessments, IXL, and monthly reading assessments, alongside the IB PYP, the UK National Curriculum, and the White Rose Mathematics program, which is based on the Singapore Mathematics model.

# Curriculum Development at ISA Wuhan

## International Primary School

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### 3/ Authentic Learning Experiences

Learning at ISA Wuhan International Primary School incorporates real-life examples, enabling students to apply their knowledge in a meaningful way. This approach connects lessons to local and global contexts, preparing students for the real-world challenges they will face.

### 4/ Focus on Personal Development

Leadership and personal growth are central to our philosophy. Our Leadership Pathways Programme builds confidence and teamwork, while modern language courses in Japanese and French prepare students for a globalized world.

Grade Two students' quotes-

*"I think being the class recorder is great because I can record a lot of moments by drawing, writing, and taking photos. Then, other students at our school can see the great activities in Grade Two."*

*"It's amazing being the class organizer because it can help students be better, faster, get ready, and organize themselves."*

### 5/ Celebrating Student Learning

We showcase student achievements through events like science fairs, exhibitions, and our Writing Month Exhibition. The Grade Five PYP Exhibition allows students to present their inquiries, demonstrating readiness for the MYP.

### 6/ Exceptional Facilities & Extracurriculars

Our state-of-the-art facilities support active learning, with a wide range of Co-Curricular Activities (CCAs) and Extracurricular Activities (ECAs) enhancing student experiences.

In summary, ISA Wuhan International Primary School is dedicated to delivering an exceptional educational experience that equips students for success in a globalized world and empowers them to thrive as confident learners.

# Curriculum Development at ISA Wuhan International School

## Middle Years Programme

This report outlines the development, implementation, and impact of the International Baccalaureate Middle Years Programme (IB MYP) at ISA Wuhan International School. Over the past school year, our school has undergone a structured transition to the MYP framework, aligning with our commitment to holistic, inquiry-based education that fosters critical thinking, intercultural understanding, and real-world application of knowledge.

The curriculum development process involved collaborative planning among teachers, professional development workshops, and the design of instruction and assessment. Key challenges included ensuring teacher readiness, adapting assessment strategies, and securing stakeholder buy-in. However, through targeted training and iterative feedback, these obstacles were successfully addressed.



The International Baccalaureate Middle Years Programme (IB MYP) is a globally recognized framework designed to foster holistic learning, intercultural understanding, and real-world application of knowledge for students aged 11–16. At ISAWHIS, our adoption of the full MYP

1-5 curriculum marks a strategic commitment to cultivating leading talents and pioneers while nurturing responsible global citizens, aligning perfectly with our mission to deliver an education that blends academic rigor with transformative skill development.

This integration reflects our dedication to inquiry-based pedagogy, interdisciplinary learning, and the development of future-ready competencies, ensuring students emerge as innovative thinkers and ethical leaders prepared to address complex global challenges.



# Curriculum Development at ISA Wuhan International School

## Middle Years Programme

### Stakeholder Engagement

#### *Appointment of Subject Group Leaders and Coordinators*

To strengthen the implementation and development of the MYP, additional Subject Group Leaders were appointed prior to the academic year. Additionally, Coordinators for the Community Project and Personal Project were designated to ensure effective delivery of the MYP core.



### Tea and Talk Sessions

Throughout the year, parent engagement sessions were conducted both on-campus and online to foster understanding of the MYP philosophy and its approach to learning.

### Parent Sessions

*Held online and on-campus—covered key MYP topics, including:*

- The value of the MYP, assessment practices, and programme requirements.
- How parents can support learning (e.g., formative feedback, Personal Project preparation).

# Curriculum Development at ISA Wuhan International School

## Middle Years Programme

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### Curriculum Development

The curriculum for Grades 9 and 10 was designed to ensure rigor and depth, preparing students for IGCSE and CIE examinations. While alignment between MYP Criterion A and IGCSE/CIE assessments was clear, further development was needed to strengthen connections with Criteria B, C, and D.

The curriculum for Grades 6–8 combines:

- A teacher-developed inquiry-based curriculum (aligned with IB principles)
- The UK National Curriculum (providing content depth for IGCSE and DP readiness)

To optimize this structure, the school is redesigning MYP units around the UK National Curriculum while maintaining MYP assessment criteria.



# Curriculum Development at ISA Wuhan International School

## Middle Years Programme

### Assessment & Professional Development

Student in service increased collaborative planning time has allowed teachers to design authentic, IB-aligned assessments tailored to student needs.

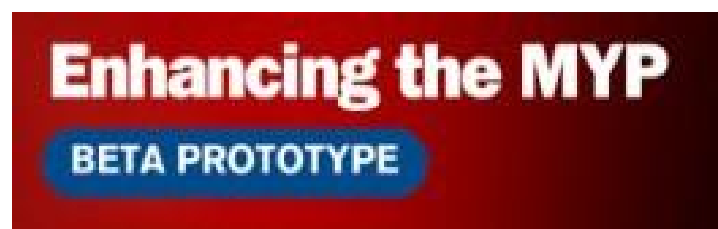
Service as Action has been successfully integrated into Units of Inquiry (e.g., PE sports day support, I&S global perspectives projects, Energy Consumption in I&S, EY storytelling in Theatre, etc).

Professional Development has enhanced MYP delivery:

- Faculty attended IB-endorsed workshops (Math, Arts, Languages).
- School-led sessions included:
  - ▶ Approaches to Learning
  - ▶ Integrating IGCSE & MYP Assessment
  - ▶ Assessment Moderation

### Improvements

The International Baccalaureate (IB) has initiated trials for the MYP Beta, with its official launch scheduled for 2027. In preparation, IS MYP has already started implementing enhancements in unit planning for the Academic Year 2025–26, ensuring alignment with the updated framework.



# Curriculum Development at ISA Wuhan International School

## Middle Years Programme

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### Improvements

For the upcoming academic year, the school will explore assessment designs, methods, and tools to ensure they evaluate rigorous content mastery and language development, equipping students with the skills needed to succeed in the Diploma Programme.

Additionally, there will be an increased emphasis on:

- Approaches to Learning (ATLs)
- Community Engagement
- Interdisciplinary Learning

This holistic approach aims to foster well-rounded learners prepared for future academic challenges.

To ensure teacher readiness, the school will initiate targeted professional development programs, covering key areas such as:

- IB Approaches to Teaching
- Designing Interdisciplinary Units
- Differentiation Strategies
- Assessment for Learning (or other relevant topics under "etc.")

These initiatives will equip educators with the necessary skills and knowledge to effectively implement the enhanced MYP framework.



## ISA Wuhan:

### *Shaping the Future of Education*

## A Rapidly Growing **Diploma Programme**

Since the authorization of the Diploma Programme (DP) in June 2023, ISA Wuhan has experienced remarkable growth in the number of DP candidates. In less than a year, the number of students enrolled in the programme has more than doubled—an indicator of both the success of our curriculum development and the trust placed in us by our learning community.

Despite being in the early stages of implementing the Diploma Programme and having a relatively small cohort compared to some of the more established schools, ISA Wuhan has consistently delivered a high-quality education experience. Guided by our team of experienced IB DP teachers, we have maintained a diverse range of course options to meet the unique needs of each learner.



### **Commitment to Excellence**

Our commitment to continuous improvement has already shown substantial promise. Based on data collected, we anticipate a significant increase in the average IB DP results for our 2026 May cohort. This projection reflects the concerted efforts made to enhance the quality of both the curriculum and its delivery.



## ISA Wuhan:

### *Shaping the Future of Education*

## A Rapidly Growing **Diploma Programme**

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### **Launch of Pre-DP Courses**

As part of our ongoing commitment to student success, ISA Wuhan launched its first-ever pre-DP courses this year. These courses are designed to bridge the gap for Grade 10 students transitioning from the Middle Years Programme (MYP) or other curricula, such as IGCSE. The pre-DP courses focus on providing:

- **Fundamental Content:** Ensuring a solid foundation in core subjects required for the DP.
- **Essential Skills:** Equipping students with thinking, research, communication, social, and self-management skills, necessary to excel in the DP.

By addressing these areas, the pre-DP courses fully prepare our Grade 10 students to confidently and competently join the Diploma Programme.

### **Looking Toward the Future**

ISA Wuhan remains dedicated to maintaining and improving the quality of teaching and learning. With the continued guidance of our experienced IB educators and the enthusiastic participation of our learners, we are building a strong foundation for academic excellence and personal growth.

We are excited to see the achievements of our future cohorts and look forward to celebrating their success on the global stage.



# ISA Wuhan High School Diploma

It has been a milestone year for the ISA Wuhan High School Diploma programme, marked by significant progress, global recognition, and outstanding student achievements. As part of our ongoing commitment to providing internationally benchmarked education, the High School Diploma programme continues to strengthen the foundation for students pursuing higher education around the world.

## Changes and Enhancements

In the 2024–2025 academic year, ISA Wuhan High School proudly received full accreditation from Cognia, one of the most respected accrediting bodies for educational institutions worldwide. This recognition affirms the academic rigour and quality of our diploma programme. As a result, all students graduating with the ISA Wuhan High School Diploma now receive an official transcript featuring the Cognia seal, validating their academic credentials globally and enhancing their competitiveness in international university admissions.

## Highlights of the Year

One of the unique strengths of ISA Wuhan is our integrated curriculum model. Students who pursue A-Level, Advanced Placement (AP), or the International Baccalaureate (IB) Diploma Programme also simultaneously fulfil the requirements of the ISA Wuhan High School Diploma. This dual achievement structure ensures that our graduates receive two diplomas upon graduation, their chosen individual curriculum credential and the ISA Wuhan High School Diploma, without additional coursework. This not only strengthens their academic portfolio but also offers flexibility and breadth in university applications.

## Notable Achievements

The global recognition of the ISA Wuhan High School Diploma is evident in the success of our students' university placements. Our graduates continue to receive offers from top-tier universities around the world, particularly in the United States. Among our recent graduates, we are proud to highlight:

- Livia Zhao
  - ✓ The University of Sydney
  - ✓ University of California, Davis
  - ✓ The Ohio State University
  - ✓ University of Washington
  - ✓ University of California, San Diego
  - ✓ University of California Santa Barbara
- Rosy Zhao
  - ✓ Baylor University
  - ✓ University of California Santa Cruz
  - ✓ University of Connecticut
- Mark Ma
  - ✓ University of California-Merced
  - ✓ Baylor University
  - ✓ University of California Santa Cruz
- Byron Yang
  - ✓ The University of Sydney
  - ✓ University of Melbourne

These success stories reflect both the academic excellence of our students and the strength of the ISA Wuhan High School Diploma in meeting the expectations of world-class universities.

As we look ahead, we remain committed to continuous improvement and to providing our students with a high-quality, future-facing education that empowers them to thrive in a global context. The High School Diploma programme at ISA Wuhan is more than a graduation requirement; it is a symbol of the excellence, ambition, and global mindset we cultivate in every student. Guided by our core belief that "Every child is unique, with the ability not only to learn but to excel," we ensure that each student's individual strengths and pathways are recognised and nurtured through our diploma programme. This philosophy continues to shape our educational vision and drive the success of our learners on the world stage.

We celebrate the achievements of this year and look forward to an even brighter future.

# HOLISTIC EDUCATION

At ISA Wuhan International School, we provide a diverse and holistic education that cultivates both leadership qualities and essential life skills. These values are seamlessly integrated into our curriculum and everyday school experiences. Our comprehensive approach is designed to develop confident, responsible, and socially conscious individuals.

Beyond academics, our Primary division focused on cultivating emotional and social well-being through:

- Transition programs that supported smooth progression between key stages, reducing student anxiety.
- Leadership opportunities such as classroom roles and the Student Council, which nurtured responsibility and teamwork.
- Pastoral care systems, including the use of Kelso's Choices for conflict resolution, promoting emotional intelligence and resilience.



# Holistic Education Highlights: 2024–2025

Area	Focus Skills	Key Facts & Figures	Impact & Outcomes
Student Union	Representation & Responsibility	<ul style="list-style-type: none"><li>Active for 2 years</li><li>Meets every <b>Thursday morning</b></li><li><b>11 members:</b> 1 President, 2 Ministers, 8 Class Reps</li></ul>	<ul style="list-style-type: none"><li>Provides a <b>platform for student voice</b></li><li>Planned and led multiple <b>school-wide events</b></li><li>Built skills in <b>hosting, coordination, and leadership</b></li></ul>
Prefectorial Board	Leadership	<ul style="list-style-type: none"><li>3-tier structure: 3 Head Prefects, Senior Prefects, Junior Prefects</li><li>Leads in 7 domains: Global Citizenship, UN SDGs, ATL Skills, Wellbeing, Charity, etc.</li></ul>	<ul style="list-style-type: none"><li>Led major initiatives like <b>Mid-Autumn Festival, Pi Day, Earth Day</b></li><li>Promoted <b>discipline, peer guidance</b>, and cross-grade leadership</li></ul>
PSHE Programme	Personal, Social & Emotional Development	<ul style="list-style-type: none"><li><b>30-week structured curriculum</b></li><li>Covers areas like Self-Discovery, Mental Health, Diversity, Ethics, Digital Citizenship, Financial Literacy</li></ul>	<ul style="list-style-type: none"><li>Students gained skills in <b>resilience, empathy, and goal-setting</b></li><li>Projects fostered <b>community engagement and sustainability awareness</b></li></ul>
Life Skills Through the Years	Foundational Skills & Wellbeing Development	<ul style="list-style-type: none"><li>Primary focus on <b>wellbeing and leadership</b></li><li>Transition support between key stages</li><li><b>Kelso’s Choices</b> used for conflict resolution</li></ul>	<ul style="list-style-type: none"><li>Reduced transition anxiety</li><li>Built teamwork and responsibility through classroom roles</li><li>Promoted <b>emotional resilience and early leadership</b></li></ul>

## Why Our Holistic Education Stands Out

- Whole-Child Focus:** Balances academic, emotional, and social growth.
- Real-World Ready:** Covers key life skills like digital safety and financial literacy.
- Student-Led Learning:** Adapted to students’ needs through interactive methods.
- Values-Driven:** Builds ethical, resilient, and socially responsible individuals.
- Future-Focused:** Develops confident, socially conscious graduates.
- Leadership-Oriented:** Supports 21st-century readiness and ethical leadership.

# EARLY YEARS

## Evidence of Success

In Early Years Wuhan, we employ **an age-appropriate, hands-on, and differentiated approach** to tailor assessments for our young learners. By considering students' developmental stages and utilizing **modern, practical, and diverse teaching methods**, we effectively capture and support their unique learning journeys.



For EY2 and EY3, we conduct **4 summative and 4 formative assessments** per school year, while EY4 undergoes **5 summative and 5 formative assessments across 5 core subjects**: English Language, Chinese Language, English Literacy, Math, and Unit of Inquiry (UOI). To ensure a comprehensive understanding of each child's progress, we monitor learning outcomes by evaluating these assessments and reflecting on them to better facilitate students' learning progress.

We also conduct **literacy trackers**, which include:

- **EY2:** Alphabet awareness,
- **EY3:** Letter names and sounds, CVC words, and frequently used words,
- **EY4:** More complex words, reading fluency, and reading comprehension.

Additionally, we implement **holistic student observation assessments** every unit of inquiry, which are documented in the **ManageBac portfolio**.

# Celebration of Learning

To further support our students, we use **IXL**, an external standardized diagnostic tool, for **EY3** and **EY4** to measure their English and Math proficiency. This assessment provides **real-time insights** into student performance, identifies knowledge gaps, and offers **specific next steps** to ensure every child continues to grow and thrive.

Based on assessment findings, **individual learning goals** are set for each student every semester. These goals are regularly communicated with parents through **3-way conferences** or during our **Celebration of Learning**. This collaboration ensures alignment between school and home, fostering a supportive environment for each child's development.



Literacy trackers: EY3

Date: 13th January 2025		Phase 2 Sounds and Tricky Words								
		Angela	Dylan	George	Liam	Maia	Remy	Romeo	Shaun	Tara
s										
a										
t										
p										
i										
n										
m										
d										
g										
o										
c										
k										
ck										
e										
u										
r										
h										
b										
f										
ff										
l										
ll										

Literacy trackers: EY4

Tricky Words 4		Nate	Mila	Yunus	Grace	Sybil	Jerry	Robert	Jayden
I									
and									
go									
the									
a									
mum									
to									
dad									
see									
can									
no									
look									
in									
am									
on									
my									
at									
went									
is									
like									
it									
come									
up									
me									
dog									
he									
cat									

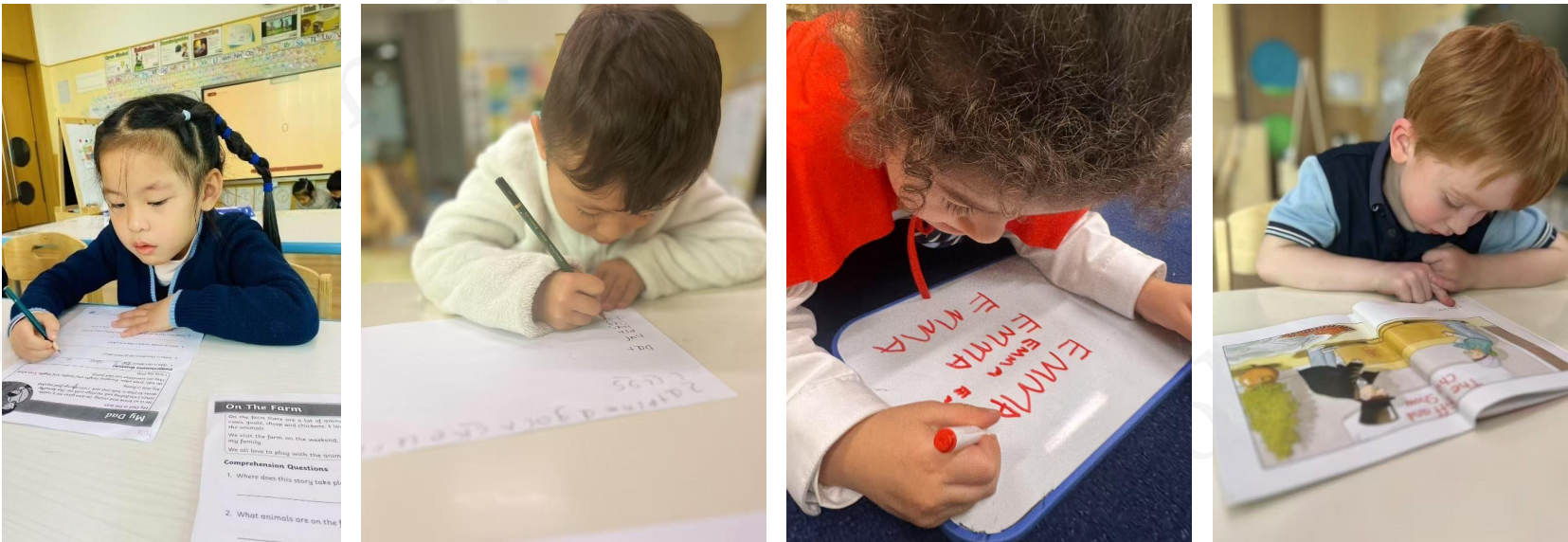
EY4 IXL Mathematics

Maths IXL												
Year	Overall Maths May 2023/2024	Overall Maths * September 2024/2025	Overall Maths * January 2024/2025	Number and place value level	Addition, subtraction, multiplication and division level	Fractions, ratio, proportion and rates level	Algebra level	Measurement level	Geometry level	Probability and statistics level	Readiness for Primary	progress in %
EY4	110	150	150	140	160	240	130	140	140	190	ME	WT- 0%
EY4	130	150	200	160	100	230	160	230	260	300	EE	AE-10 %
EY4	110	170	170	130	100	250	140	180	260	200	ME	ME- 50%
EY4	N/A	160	170	140	100	240	150	210	190	200	ME	EE- 40%
EY4	110	120	280	310	230	280	290	300	270	280	EE	
EY4	180	160	270	280	270	230	280	300	300	240	EE	
EY4	120	150	160	140	100	270	150	130	180	270	ME	
EY4	110	130	130	110	200	100	130	50	200	160	AE	
*The goal is to reach an overall math score of 150 by the end of this semester and 200 by the end of second semester to be ready for Primary												

EY4 IXL English

English IXL										
	Overall English	Overall English *	Overall English *	Overall	Reading strategies		Writing	Grammar and	Readiness	
Year	May 2023/2024	September 2024/2025	January 2024/2025	reading level	level	Vocabulary level	strategies level	mechanics level	for Primary	progress in %
EY4	100	190	220	210	200	250		210	EE	WT- 0%
EY4	120	190	240	230	220	250		240	EE	AE- 10%
EY4	110	170	200	200	170	250		170	EE	ME- 20%
EY4	N/A	90	170	160	170	150		190	AE	EE- 70%
EY4	50	170	250	270	280	250		220	EE	
EY4	150	170	260	290	290	260		230	EE	
EY4	100	130	150	150	170	100		190	ME	
EY4	20	110	160	180	160	220		120	ME	

Internal English Assessments:



Internal Math Assessments:



Internal UOI Assessments:



Internal Chinese Assessments:



# PRIMARY SCHOOL

This year has been one of tremendous growth and achievement for our students. Through targeted initiatives, individualized learning, and a commitment to excellence, our pupils have made significant progress across all areas of the curriculum..

## 1. English: Strengthening Language Skills

Our English program has empowered students to expand their vocabulary and refine their communication abilities.

- The spelling program led to noticeable improvements, with students confidently applying new words in daily writing and competitions like the Spelling Bee.
- Many children achieved outstanding success in spelling challenges, demonstrating enhanced confidence and precision in language use.
- Poetry exploration allowed students to analyze and appreciate literary expression, while sharing time helped them develop oral communication skills.





## Mathematics: Building Mastery and Confidence

The introduction of the White Rose Mathematics program transformed how students engage with mathematical concepts.

- The mastery-based approach encouraged deep understanding through small, interconnected steps.
- Students explored concepts visually, verbally, and practically before applying them to problem-solving.
- Increased fluency and resilience were evident, with pupils articulating reasoning and making connections across topics.

## Reading: Fostering a Love for Literature

Our structured literacy approach has helped students advance multiple reading levels.

- The Daily Five framework (Read to Self, Read to Someone, Listen to Reading, Work on Writing, Word Work) built reading stamina and comprehension.
- Guided reading sessions in small groups allowed for tailored instruction, ensuring steady progress.
- Many students now meet or exceed grade-level expectations, reflecting their dedication and the program's effectiveness.



## Writing: Encouraging Creativity and Expression

Students flourished in writing through focused initiatives and creative freedom.

- Writing Month provided daily tasks across genres (narratives, persuasive writing), helping students refine their craft.
- Journal writing allowed for creative and reflective expression, nurturing a passion for writing.
- Improved confidence in voice and structure was evident in students' work.



## Technology: Enhancing Personalized Learning

- Digital tools played a key role in supporting academic growth.
- MyOn expanded access to a vast digital library, encouraging independent reading.
- IXL offered adaptive practice in English and Mathematics, reinforcing classroom learning.
- Students progressed at their own pace, revisiting concepts as needed.

## Assessment and Progress Tracking

Regular testing ensured all students remained on track.

- GL progress testing in English and Mathematics identified areas for growth early in the year.
- Mid-year retesting for students below grade level allowed for adjusted support and celebrated progress.
- This proactive approach ensured meaningful academic strides for every learner.



## Holistic Development: Social and Emotional Growth

Beyond academics, we nurtured students' well-being and leadership skills.

- Transition programs eased moves between key stages, reducing anxiety.
- Leadership opportunities (classroom roles, Student Council) fostered responsibility and teamwork.
- Pastoral care initiatives, including Kelso's Choices conflict resolution, promoted emotional resilience.



## Looking Ahead

We are excited to build on this year's successes with new initiatives.

- Introduction of robotics and coding programs to enhance STEM learning.
- Further refinement of transition processes to ensure smooth progression between grades.
- Continued focus on individualized learning to support every student's growth.

This year's achievements reflect the hard work of our students, the dedication of our teachers, and the unwavering support of our community. Together, we have built a strong foundation for lifelong learning, and we look forward to even greater accomplishments in the year ahead.



The graphs below represent our student growth against the UK National Standards. 100 is equivalent to 1 year.

Grade 1



This graph shows the growth pinpointed by diagnostic testing.

Overall, Grade 1 made almost a year and a half's worth of growth in Mathematics and over a year and a half in English.

Grade 2



This graph shows the growth pinpointed by diagnostic testing.

Overall, Grade 2 made over a year's worth of growth in Mathematics and English.

The graphs below represent our student growth against the UK National Standards. 100 is equivalent to 1 year.

**Grade 3**



This graph shows the growth pinpointed by diagnostic testing.

Overall, Grade 3 made over a year’s worth of growth in Mathematics and over two year’s growth in English.

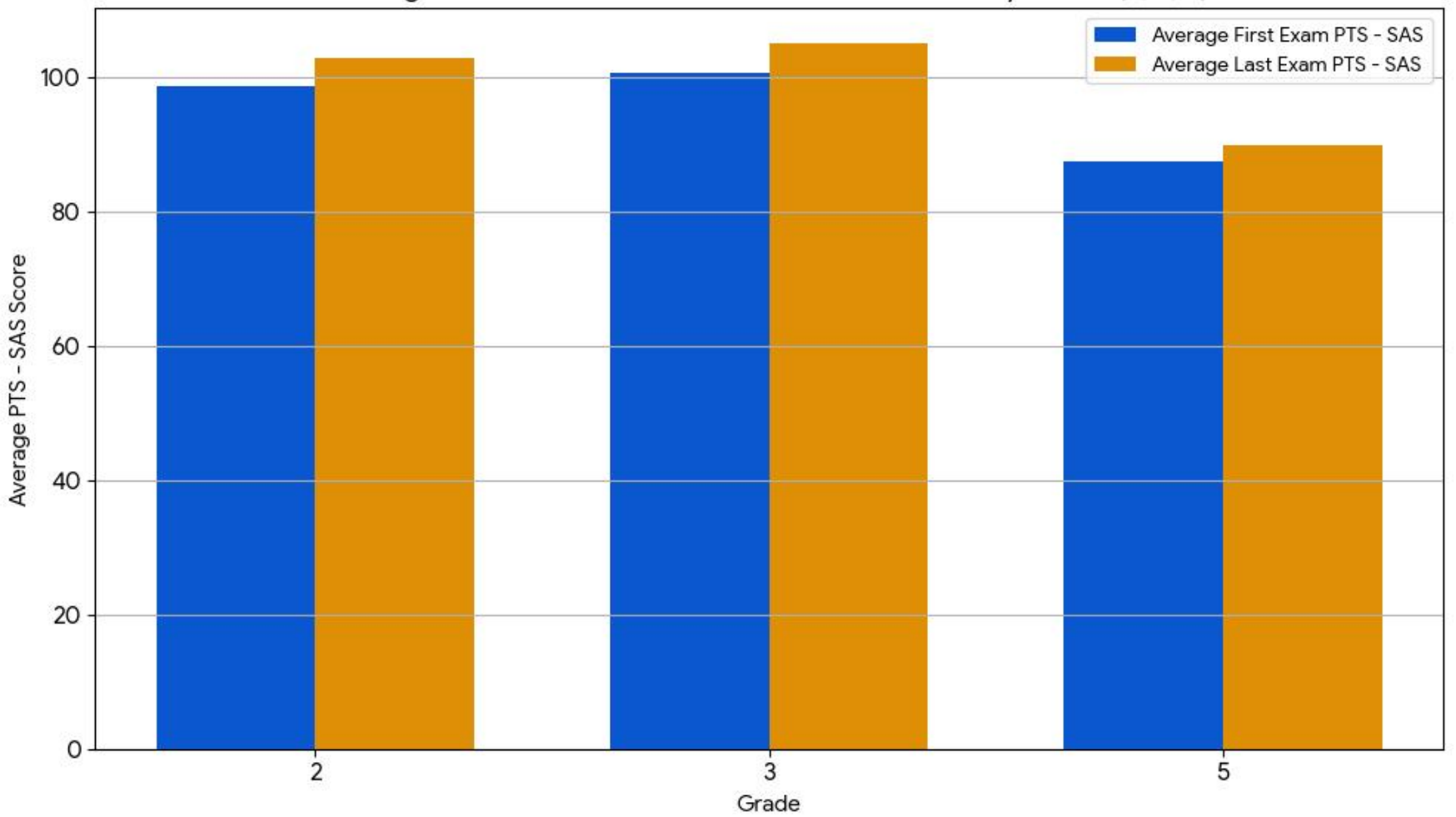
**Grade 5**



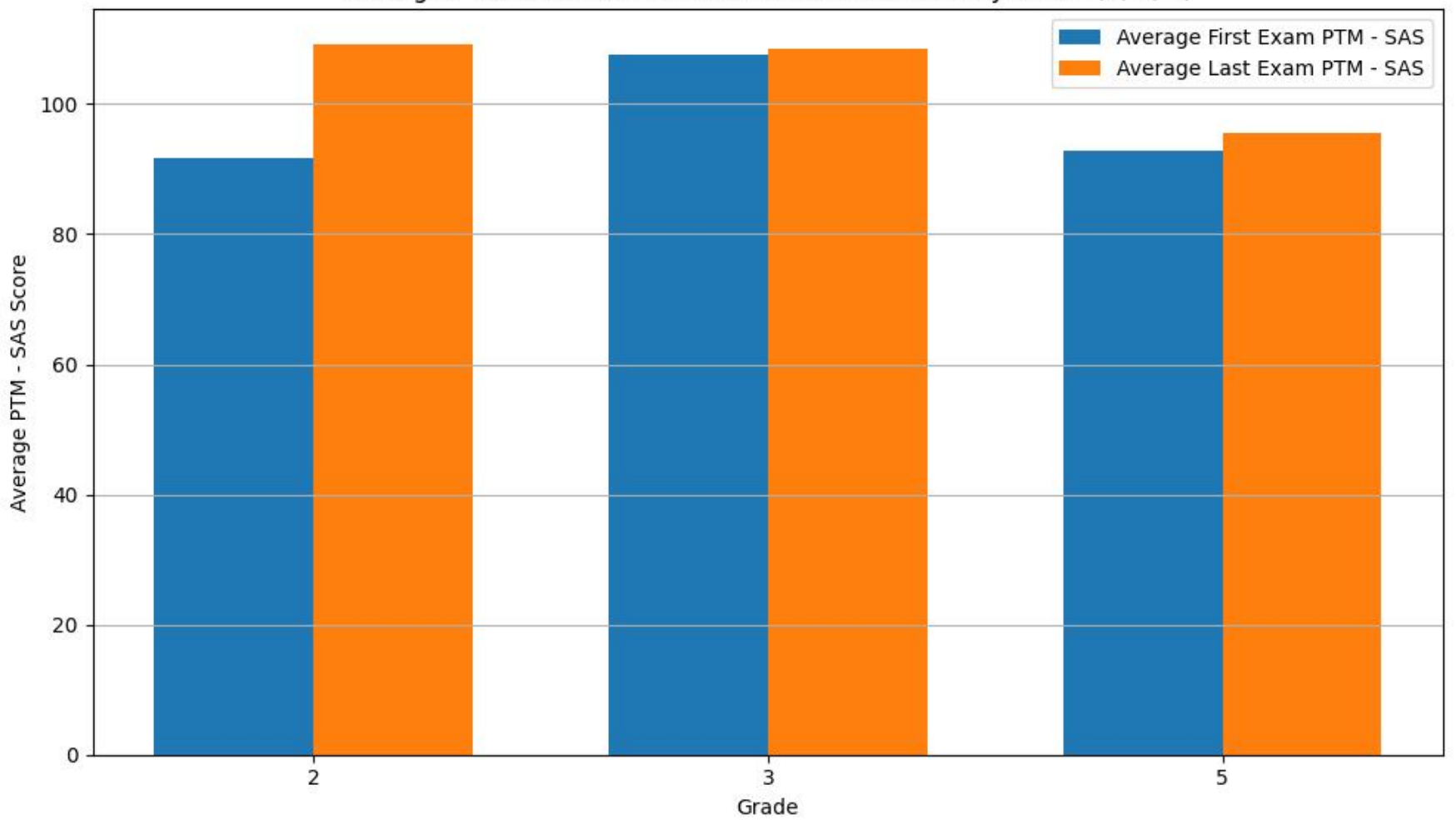
This graph shows the growth pinpointed by diagnostic testing.

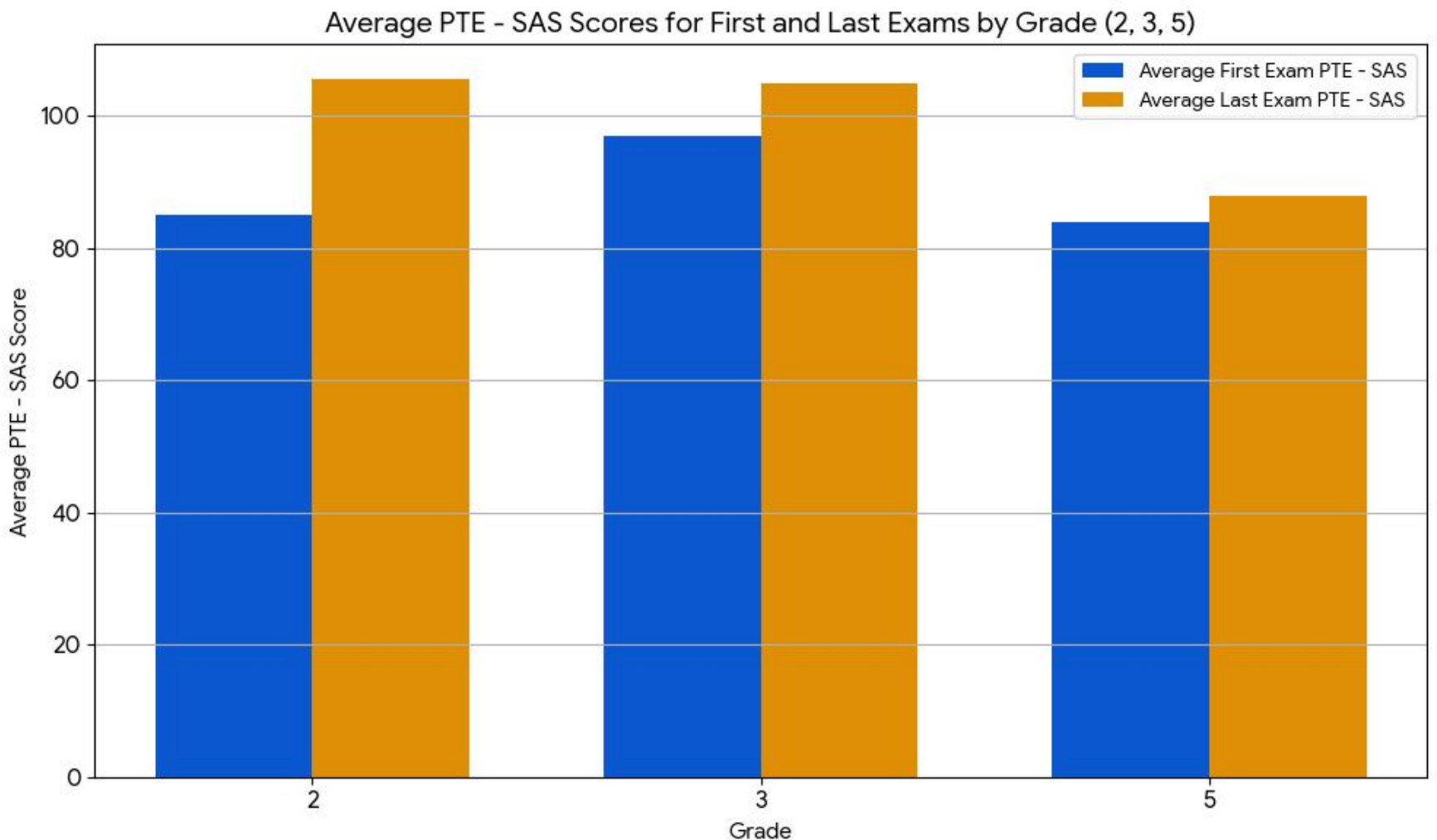
Overall, Grade 5 made over almost a year’s worth of growth in Mathematics and English over 9 months.

Average PTS - SAS Scores for First and Last Exams by Grade (2, 3, 5)



Average PTM - SAS Scores for First and Last Exams by Grade (2, 3, 5)





These three graphs track student progress in **GL standardized assessments** from the beginning of the year to now, showing improved performance in **English, Science, and Mathematics**.

The national average for students in the UK falls between 90-110, and our results demonstrate how our pupils are progressing in comparison to this benchmark.

# SECONDARY SCHOOL

## **Evidence of Success** on Division Goals for 2024-2025

### **Achievements especially external data**

ISAWHIS Secondary developed 5 goals for the division in 2024-25. Each goal was regarded as equally important.:

#### **Using ManageBac more effectively for setting assessments and giving feedback.**

- Guidance developed and issued making sure ManageBac became routine part of assessment and written feedback.
- Estimated +70% increase in tasks set on ManageBac.
- MYP Criteria has been assessed 570 times this year.

#### **Promoting the positive use of English in appropriate classrooms, CCAs and ECAS, and around the International School.**

- Take-out English as an Additional Language (EAL) courses begin supporting students without strong enough English.
- GL external English tests show that the Standard Age Score for English now scoring +65% over world average.

#### **Develop rigorous curriculum in terms of assessment and vertical alignment, with transitions from PYP to MYP, and IGCSE to DP a particular focus.**

- In November 2024 we became an IB Authorised Middle Years Programme (MYP).
- In June 2025 the school was accredited by Cognia.
- 1185 Inquiry questions asked across MYP and DP.

## Foster a diverse, equitable, and inclusive learning environment that celebrates individual differences and promotes respect for all.

- Student leadership draws from across the different cultures represented at ISAWHIS Secondary, including Chinese, Italian, Dutch, Malay, and Korean.
- Assemblies and house activities which promote inclusivity.
- ISA Festival day provides wider community participation celebrating many cultural groups at the International School.
- MYP Global Contexts have been investigated 313 times this year.
- IB Learner Profile has been discussed 495 times this year.

## Improve communication between ISA community members using better systems, and standards of procedure (SOPs).

- School Portal with calendar and team briefings that attract 100s of views.
- Academic and behavioural concerns are logged and tracked here to ensure interventions are completed.
- Expanded PTA which now has class representatives who work with teachers and the school to improve community activities and culture.
- Collaboration time now happening for each subject group every week.
- Whole section planning meetings, pastoral meetings and PD opportunities.



# WELLBEING SUPPORT

This report outlines the structure, services, and developments of the **Wellbeing Support System** at ISA Wuhan International School during the 2024/2025 academic year. The integration of counselling services across primary and secondary divisions, under the unified **Student Development Center**, has strengthened our capacity to address student wellbeing holistically. Key improvements include enhanced departmental coordination, staff training, and streamlined referral processes.



## 1. Wellbeing Support Structure

### 1. Counselling Team & Management

- Dedicated Wellbeing Counsellors:
  - ▶ Primary Division: 1 counsellor
  - ▶ Secondary Division: 1 counsellor
- Oversight:
  - ▶ Managed by the Co-Directors of the Student Development Center
  - ▶ Integrated into a whole-campus department for cohesive support



### 2. Key Improvements (2024/2025)

- Centralised Management: Counsellors unified under one department for clearer line-management and resource allocation.
- Referral Process: Streamlined system for students and staff to seek support.
- Staff Training: Ongoing professional development to address emerging wellbeing needs.

## 2. Counselling Services & Facilities

### 1. Primary Division

- Environment:
  - ▶ Warm, child-friendly space with pillows, carpets, and sensory tools
  - ▶ Designed to reduce stress and encourage open communication
- Support Focus:
  - ▶ Emotional regulation
  - ▶ Social skills development
  - ▶ Coping strategies for younger students

### 2.2 Secondary Division

- Environment:
  - ▶ Private office for one-on-one or small-group sessions
  - ▶ Open-door policy for immediate support
- Support Focus:
  - ▶ Academic stress & exam anxiety
  - ▶ Peer relationship issues
  - ▶ Safeguarding concerns (escalated to line managers when required)





## 3. Training & Community Engagement

### 1. Professional Development

- Counsellors participated in ongoing training to address:
  - ▶ Mental health first aid
  - ▶ Crisis intervention
  - ▶ Safeguarding protocols

### 3.2 Staff & Student Workshops

- Teacher Workshops:
  - ▶ Recognising signs of distress
  - ▶ Effective referral practices
- Student Awareness:
  - ▶ Promotion of counselling services
  - ▶ Wellbeing-focused assemblies

## 4. Impact & Outcomes

- Improved Accessibility: Students across divisions know how and where to seek help.
- Early Intervention: Streamlined referrals ensure timely support.
- Whole-School Approach: Unified department enhances collaboration between divisions.

## 5. Way forward - 2025/2026

- Expand Peer Support: Introduce student wellbeing ambassadors.
- Parent Workshops: Guide families in supporting student mental health.
- Wellbeing Curriculum: Integrate social-emotional learning into PSHE.

The 2024/2025 academic year marked significant progress in ISA Wuhan's wellbeing provision, with a stronger, more responsive support system. The counselling team's dedication to professional growth and student care remains central to our school's commitment to holistic education.

# STUDENT SUPPORT SERVICES

At ISA International School, we are committed to providing tailored, inclusive support to ensure every student reaches their full potential. Our comprehensive Student Support Services are designed to identify learning needs early, deliver targeted interventions, and foster academic and personal growth. Through a combination of specialized programmes, individualized support, and expert collaboration, we empower students to thrive in their educational journey.

## Comprehensive Support Services

Our multi-tiered approach includes:

### Targeted Academic Interventions

- **UFLI Intervention Programme:** A successful phonics-based pilot program that has significantly improved foundational reading skills.
- **Mathematics Support:**
  - ▶ Push-in support: In-class assistance to reinforce concepts during lessons.
  - ▶ Pull-out sessions: Small-group or 1:1 instruction for intensive skill-building.
- **ELA (English Language Acquisition) Classes:** Offered across **Early Years, Primary, and Secondary** to support non-native speakers in developing fluency and confidence.
- **60-Second Reading Programme (Primary):** A daily fluency-boosting initiative that enhances reading speed and comprehension.

### Specialist Services

- **Speech & Language Therapy:**
  - ▶ Engagement of a **specialist Speech-Language Therapist** to provide direct student support and staff training.
  - ▶ Workshops for teachers on identifying and addressing speech/language challenges in the classroom.
- **Learning Support Teams:** Collaborative planning with teachers to differentiate instruction and adapt curricula.

## Highlights of Success

- **Remarkable Growth:** Students receiving interventions have demonstrated **measurable progress**, with many reaching grade-level expectations faster than anticipated.
- **Early Identification & Tracking:**
  - ▶ All students are assessed at the start of the year to identify support needs.
  - ▶ Continuous progress monitoring ensures timely adjustments to intervention plans.
- **UFLI Programme Pilot:** Lauded for its structured, science-backed approach to literacy, with **90% of participants** showing accelerated reading improvement.
- **Holistic Development:** Beyond academics, we focus on **social-emotional growth**, ensuring students build confidence and resilience.

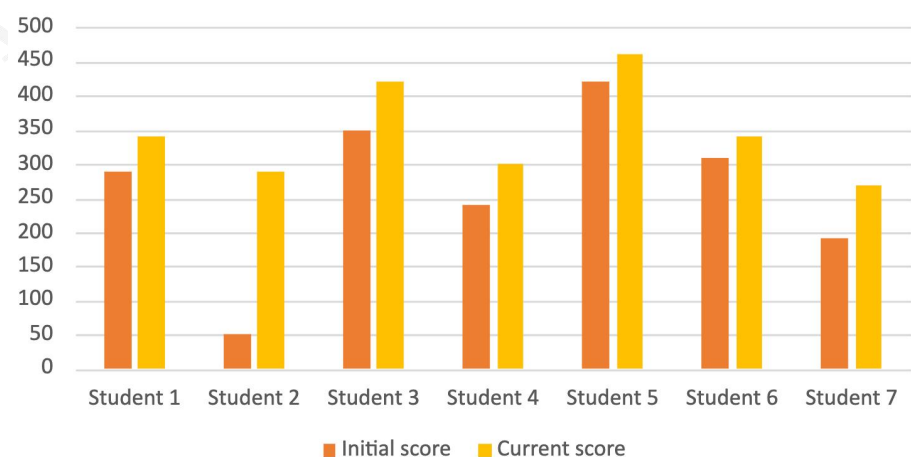
## Our Commitment

At ISA, we believe every learner deserves the tools to succeed. By combining **evidence-based interventions, specialist expertise, and a proactive tracking system**, we create a supportive environment where all students can excel.

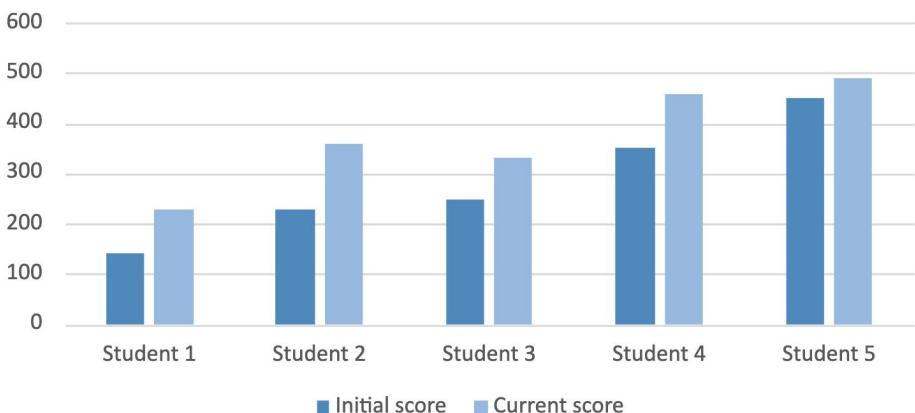


# STUDENT SUPPORT SERVICES

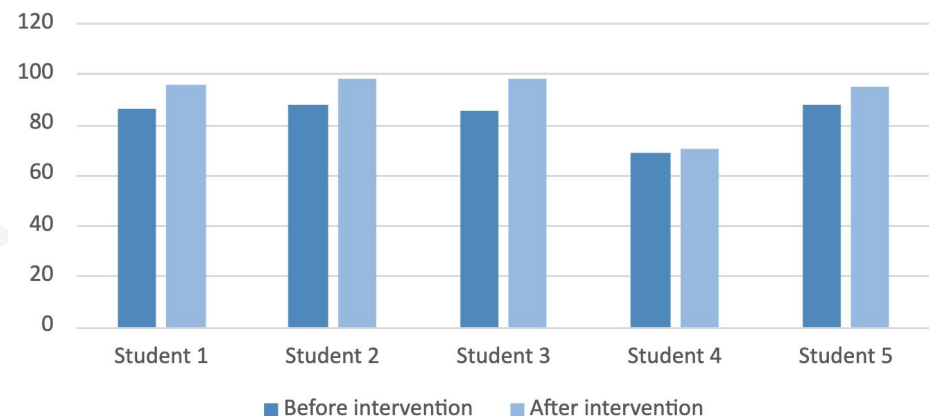
IXL English Skill Growth



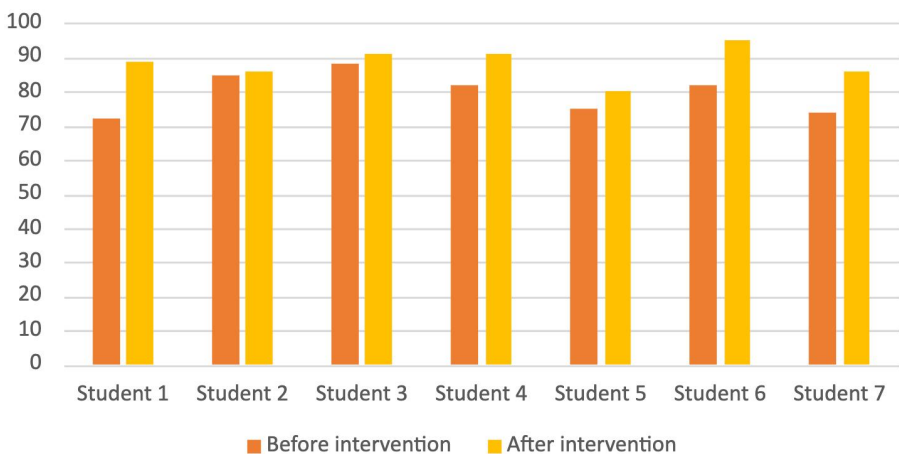
IXL Mathematics Skill Growth



GL Mathematics Assessment Score



GL English Assessment Score

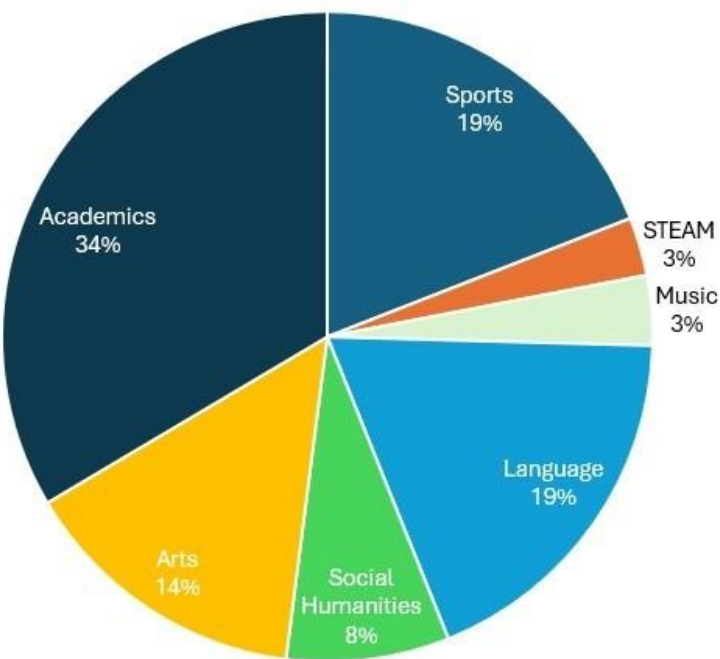


# THE CO-CURRICULAR ACTIVITIES

The Co-Curricular Activities (CCA) program at ISA Wuhan plays a vital role in enriching student life and fostering holistic development. In the 2024–2025 school year, we focused on enhancing our program structure, communication, and visibility while continuing to offer a diverse and high-quality selection of activities for students across all age groups.

## Course Categorization

There are over 110 courses offered across all age ranges, from Grade 1 to Grade 12. CCA is open to all students (over 700 students, including boarding students), and more than 400 students participated in ECA. Notable trends include:



Grade Level	Participation Trend
G1-5	Creative & Foundational
G6-8	Explorative & Club-based
G9-12	Specialized & academic

To enhance clarity and management of our offerings, all CCA courses were organised into seven distinct categories: Sports, Music, Languages, Social Humanities, Arts, and Academics.

This clear categorisation helped students and parents choose activities based on their interests and learning goals and provided a structured framework for program development.



# Attendance System Implementation

This semester, we introduced a roll-call attendance system for all CCA sessions. This new process significantly improved our ability to track student engagement and ensured accountability across all courses. Looking ahead, we aim to develop a more comprehensive absence tracking and follow-up system to further support attendance management.



## Communication Through WeChat Groups

To improve day-to-day operations, we created dedicated CCA/ECA WeChat groups for each weekday. These groups served as vital communication channels for:

- Sharing updates and schedules
- Reporting attendance and logistics
- Conducting informal class quality checks
- Sharing student highlights and excellent classroom moments

Teachers actively shared photos of student work and participation, creating a more interactive and connected CCA community.





## School Life Newsletter Features

The CCA program became a proud contributor to the ISA Wuhan School Life Newsletter. Each month, one or two standout courses were featured, offering a window into the exciting learning experiences taking place after school. These stories helped showcase the depth and creativity of our CCA program while fostering appreciation for the talents of both students and teachers.



# Celebrating CCA Culture

Throughout the year, the CCA program promoted an inclusive, creative, and student-centred culture. The students had opportunities to show themselves in ISA Day activity, Open Day activity, sports games with other schools, and so on. From performance showcases to art displays and competition results, we celebrated the passion, effort, and growth of our learners across all categories.

## Looking Ahead: 2025–2026 Goals

- Implement a more complete absence management and reporting system
- Continue refining our feedback and support system for course quality
- Increase opportunities for student-led initiatives and leadership roles in CCAs
- Expand collaboration with external providers to broaden activity choices
- Develop more public displays and events to celebrate student work

The 2024–2025 school year marked a period of thoughtful growth and renewed focus for the ISA Wuhan CCA program. With strengthened systems, a more transparent structure, and consistent communication, we laid the foundation for an even more engaging, student-focused program in the years ahead.



# BOARDING



## Boarding Course

- The International IB boarding school deeply integrates boarding curriculum design with the concept of holistic education.
- The curriculum covers diverse fields such as academia, art, sports, and social interaction, emphasizing the cultivation of students' academic abilities, independent living skills, cross-cultural understanding, and sense of social responsibility.
- Through boarding life, students learn self-management, teamwork and international perspective expansion in a 24-hour immersive environment, achieving all-round development in knowledge, skills, emotions and values, and laying a solid foundation for becoming global citizens in the future.



# Evening Study

- The evening self-study strategy emphasizes the combination of autonomy and guidance, arranging for mentor tutoring, group discussions and self-study to cultivate time management and independent thinking abilities.
- During the implementation, a quiet and orderly environment is created, and students' learning progress is regularly fed back to help them consolidate knowledge, improve their academic performance, and promote all-round development.



Students	English Name	Chinese Name	Grade	Class	Subject	Teacher	Time	Location	Status
1	Chenghui Gao	高成辉	10	1010	Math	Mr. Gao	18:30-19:30	Library	✓
2	Chen Yuxi	陈宇希	10	1011	English	Ms. Chen	19:30-20:30	Library	✓
3	Wang Yuxi	王宇希	10	1012	Science	Mr. Wang	20:30-21:30	Library	✓
4	Li Yuxi	李宇希	10	1013	History	Ms. Li	21:30-22:30	Library	✓
5	Chen Yuxi	陈宇希	10	1014	Art	Mr. Chen	22:30-23:30	Library	✓
6	Wang Yuxi	王宇希	10	1015	Music	Ms. Wang	23:30-24:30	Library	✓
7	Li Yuxi	李宇希	10	1016	Physical Education	Mr. Li	24:30-25:30	Library	✓
8	Chen Yuxi	陈宇希	10	1017	Computer Science	Ms. Chen	25:30-26:30	Library	✓
9	Wang Yuxi	王宇希	10	1018	Language Learning	Mr. Wang	26:30-27:30	Library	✓
10	Li Yuxi	李宇希	10	1019	Self-Study	Ms. Li	27:30-28:30	Library	✓

## INTERNATIONAL SCHOOL DAILY DUTIES

### SECONDARY DAILY DUTY ROTA - INTERNATIONAL

Time	Duty	Monday	Tuesday	Wednesday	Thursday	Friday
10:00-10:15	IS Hallway	Mizuho K.	Amanda	Paul J.	Adrian L.	Malachi
12:35-13:00	Canteen 2F	Daniel W.	James R.	John W.	John E.	Jiyeon M.
12:50-13:15	IS Hallway	Kevin F.	Mariana F.	Violet X.	Ernesto G.	SunKyung L.
14:45-14:55	IS Hallway	Lee B.	Wiki C.	Nayomi P.	Lee B.	Bernie F.
16:20-16:40	Afternoon Bus	Adam K.	Georgios A.	Junren Y.	Tim Y.	Thomas A.

### PRIMARY DAILY DUTY ROTA - INTERNATIONAL

Time	Duty	Monday	Tuesday	Wednesday	Thursday	Friday
7:50-8:10	Morning Bus 1	Lulu L.	Anna M.	Olga L.	Aizhi C.	Lulu L.
7:50-8:10	Morning Bus 2	Andrew A.	Amy R.	Adam S.	Amy R.	Ashley Z.
7:50-8:10	Gate 3 Person 1		Aizhi C.	Lenka L.	Lenka L.	Sander L.
7:50-8:10	Gate 3 Person 2	Sander L.	Sander L.	Sander L.	Sander L.	Tracy T.
7:50-8:10	Classroom Duty	Nicole X.	Nicole X.	Nicole X.	Nicole X.	Nicole X.
9:55-10:15	Morning Break 1	Ashley Z.	Ashley Z.	Lenka L.	Brandon G.	Brandon G.
9:55-10:15	Morning Break 2	Anna M.	Olga L.	Adam S.	Adam S.	Andrew A.
12:15-12:40	Lunch Break 1	Sharon Y.	Alex J.	Alex J.	Adam S.	Victoria
12:15-12:40	Lunch Break 2	Tracy T.	Sander L.	Adam S.	Tracy T.	Sharon Y.

# Student Activities

- The International IB Boarding School designs a wide range of activities for boarders, covering academic, artistic, sports, social and community service fields.
- The activities include sports competitions, cultural exchange nights, volunteer services, birthday parties, New Year's parties, etc., aiming to cultivate students' interests and hobbies and enhance their teamwork and leadership skills.
- Through these activities, students develop comprehensively in their boarding life, enhance their autonomy and sense of responsibility, shape a sound personality, and lay a solid foundation for their future growth.



# Assembly

- The International IB Boarding School regularly holds boarding student gatherings, aiming to enhance the cohesion and sense of belonging of the student community.
- The assembly was rich and diverse in content, including school affairs briefings, student commendations, keynote speeches, cultural exchange activities, and team-building games, etc.
- Through assemblies, students share experiences, exchange ideas, and enhance cultural understanding and communication skills.
- Meanwhile, assemblies are a platform for schools to provide academic and life guidance to students. Students learn respect, communication, and management in collective life and promoting their all-round development.



## Extracurricular Activities (ECA)

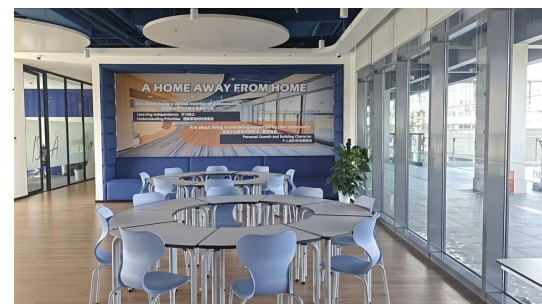
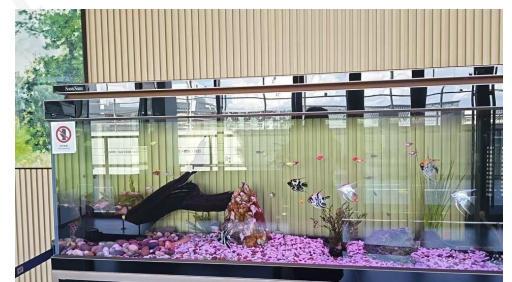
- The ECA (Extracurricular Activities) of IB International Boarding School is an important part of students' all-round development.
- Schools usually offer a wide range of activity options, covering areas such as art, sports, academic expansion, and community service.
- Students can participate based on their interests, cultivate diverse skills, and enhance teamwork and leadership.
- ECA not only enriches after-school life but also helps students better balance their studies and personal growth in the IB curriculum.



# Environment

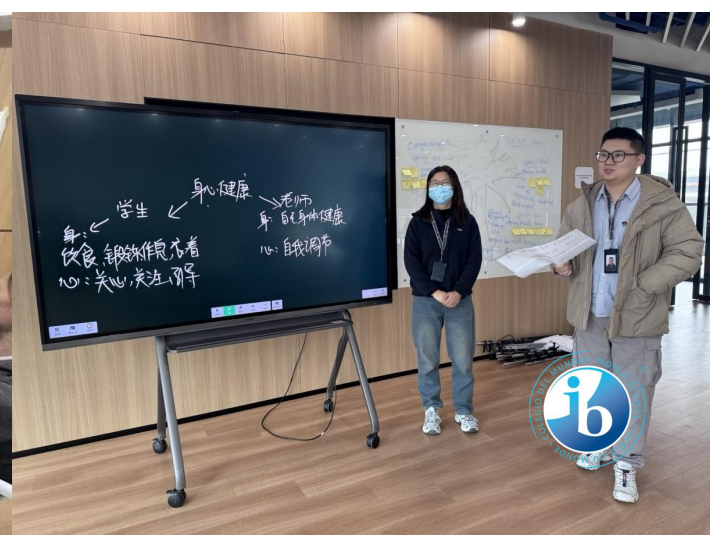
The International IB boarding School attaches great importance to the arrangement and creation of the boarding environment, creating a warm, comfortable and educational space.

- The dormitory is equipped with modern facilities to ensure the convenience of students' lives.
- Students' works, cultural posters and news are displayed in the public areas to stimulate diverse thinking.
- Through green plant decoration, theme and quiet study corners, a beautiful and harmonious living atmosphere is created, allowing students to feel the warmth of home during their boarding life and cultivate ability and international perspective.



# Advancement

- The International IB Boarding School attaches great importance to the learning and development of boarding teachers and provides systematic training and support.
- Teachers regularly participate in IB professional training to learn cutting-edge educational concepts and methods and enhance their academic guidance capabilities.
- Meanwhile, the school organized a special seminar for dormitory administrators to share experiences in student management and promote the growth of teachers in areas such as boarding life guidance and mental health education.
- Through continuous learning, boarding teachers can better meet the needs of students and help them develop comprehensively.





## Award

- The International IB boarding school attaches great importance to the reward and recognition mechanism to encourage students to develop comprehensively.
- The school has established a variety of awards covering academic, moral, community service, boarding life and other aspects to recognize students' efforts and achievements.
- Through regular commendation meetings, certificates of honor, MEDALS and public commendations, the outstanding performance of students in their boarding life is affirmed, their self-confidence and sense of belonging are enhanced, a positive campus cultural atmosphere is created, and all students are guided to pursue excellence and practice the IB holistic education concept.



# STUDENT LEADERSHIP TEAM

This report provides an overview of the **Student Leadership Pathway** at ISA Wuhan International School, highlighting the roles, responsibilities, and achievements of our **Prefects and House System** during the 2024/2025 academic year. The structured leadership framework empowers students to develop responsibility, teamwork, and initiative while contributing to school life and community engagement.



## 1. Student Leadership Structure

### 1. School Prefects



#### *Role & Responsibilities:*

- Oversee daily school operations and uphold discipline.
- Lead student teams in key school initiatives:
  - Global Citizenship
  - Student Wellbeing
  - UN Sustainability Goals
  - Digital Life & Communication
  - ATL (Approaches to Learning) Skills
- Sports & Teams
- Charity Initiatives

#### *Leadership Hierarchy:*

- 3 Head Prefects (Overall leadership)
- Senior Prefects (Year-specific roles)
- Junior Prefects (Developing leaders)

#### *Key Achievements (2024/2025):*

- Organized Mid-Autumn Festival celebrations (October)
- Led Pi Day assembly & activities
- Coordinated Earth Day initiatives
- Supported charity drives and wellbeing campaigns

### 3. Way Forward for 2025/2026

- Expand leadership training workshops for prefects and house captains.
- Introduce a House Points System to track year-round participation.
- Increase student-led charity initiatives linked to UN Sustainable Development Goals.



The Student Leadership Pathway at ISA Wuhan International School continues to thrive, providing meaningful opportunities for students to lead, inspire, and contribute to a positive school culture. The dedication of our Prefects and House Leaders ensures a dynamic and inclusive environment for all.





## Student Union

The Secondary Division's Student Union has been an active and integral part of our school community for the past two years. Serving as the voice of the student body, the Union meets every Thursday morning to address current student concerns and help organize school-wide events.

### Structure & Leadership

The Union is composed of 11 members, including:

- A Student Union President (who also serves as the Senior Prefect and represents the Union in weekly prefect meetings)
- Two Ministers
- Eight Seated Members



### Contributions & Events

Beyond advocating for student interests, the Union plays a key role in enhancing school spirit.

Below are some examples of their contributions throughout the year:

- Supporting admissions events
- Organizing Gratitude Day (November 28, held in the school canteen)
- Hosting the Chinese New Year celebration (in the Admin Building lobby)

During these events, members took charge of hosting, activity coordination, booth management, and prize distribution, ensuring an engaging experience for the entire student body.



## Primary Division Student Union

Our Grade 5 Student Union leads the Primary Division's initiatives, most notably by planning and hosting the weekly Friday afternoon assemblies in the school library. With guidance from their homeroom teacher and pastoral coordinator, these young leaders:

- Design themed PowerPoint presentations
- Manage all aspects of the event, from setup to execution
- Present to the entire primary school, faculty, and visiting parents

Through their creativity and dedication, both the Secondary and Primary Student Unions exemplify leadership, collaboration, and school pride.

# FIELD TRIPS & COMMUNITY ENGAGEMENT:

## *Expanding Learning Beyond the Classroom*

### *Early Years & Primary*

At our IB Early Years and Primary School, field trips and community engagement initiatives play a vital role in enriching our inquiry-based experiences bridge classroom learning with the real world, fostering curiosity, creativity, and global awareness while instilling a sense of responsibility and compassion in our young learners.

Number of PYP field trips	Hours of community-based inquiry
28	100+

- Field Trips: Deepening Inquiry Through Experience**

This academic year, our PYP students participated in **28 field trips**, accumulating **over 100 hours** of hands-on inquiry and exploration. Each excursion was carefully designed to enhance students' understanding of their units of inquiry while developing essential skills for the future.

#### Innovation & Technology:

Our visits to a **self-driving car factory** and **the AI Dream Center** immersed students in the world of artificial intelligence and automation, sparking discussions about future careers and ethical technology use.



### **Cultural & Historical Learning:**

Trips to the Hubei Provincial Museum and Gude Temple brought history to life, while the TaShuo Pottery Workshop and Wuhan Art Museum encouraged artistic expression.

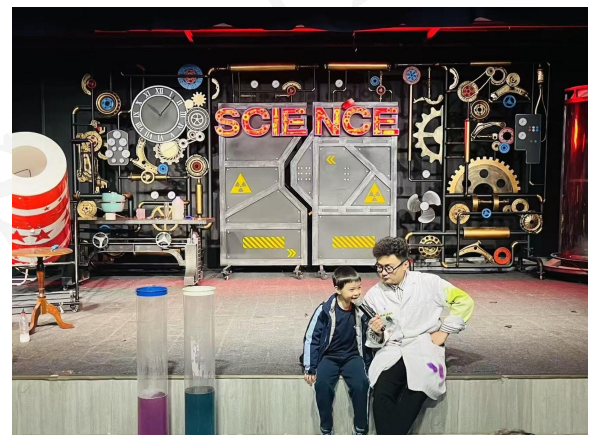
### **Nature:**

Explorations at the Wuhan Zoo and Botanical Gardens allowed students to investigate biodiversity firsthand, observing animal behaviors and plant ecosystems to deepen their understanding of life sciences and environmental stewardship.



### **Science Exploration:**

Our budding scientists conducted hands-on experiments at Ran Ye Theatre, bringing classroom concepts to life. Through engaging demonstrations and interactive activities, students developed critical thinking skills while exploring fundamental scientific principles. Many students discovered a renewed enthusiasm for STEM subjects through these practical investigations. This excursion perfectly complemented our inquiry-based curriculum by making science tangible and exciting





### Literacy & Imagination:

Visits to Luxun Bookstore nurtured a love for reading, while the National Architecture Museum inspired storytelling and creative thinking.

These experiences reinforce the IB's emphasis on exploration, critical thinking, and transdisciplinary learning, helping students develop confidence, social skills, and a deeper appreciation of the world around them.

## • Giving Back: Building Compassion Through Action

Beyond field trips, our PYP community demonstrated a strong commitment to social responsibility by organizing four charity events this past academic year.

A highlight of these initiatives was our students' leadership in teaching English to peers from a nearby primary school with fewer English resources. Through interactive lessons and cultural exchange, our learners not only shared their language skills but also developed empathy, communication abilities, and a deeper understanding of educational equity.



These meaningful experiences, combined with our other charity efforts, provided students with authentic opportunities to engage with real-world issues and take action as caring global citizens.

By connecting learning to the world beyond the classroom, we empower our students to become lifelong learners, critical thinkers, and compassionate leaders—ready to make a positive impact in an ever-changing world.

— A Year of Exploration, Growth, and Impact —

# FIELD TRIPS & COMMUNITY ENGAGEMENT:

## *Expanding Learning Beyond the Classroom*

### ***Secondary***

ISA Wuhan International School is proud to report on a highly successful and enriching program of student trips and expeditions throughout the 2024-2025 academic year. These initiatives, totaling 19 distinct opportunities, have significantly contributed to our students' holistic development, fostering personal growth, academic exploration, and global citizenship.

A cornerstone of our commitment to experiential learning is the inaugural Educational Adventure Program, launched for Grades 10 and 11. A highlight of this program was the CAS (Creativity, Action, Service) Trip to Yangshuo. This essential component of the International Baccalaureate (IB) program provided students with invaluable opportunities for personal growth beyond the classroom. Through hands-on activities and community engagement in Yangshuo, students were challenged to test existing skills, strengthen new ones, and develop new abilities outside their comfort zones, embodying the core principles of CAS.

Beyond the CAS trip, our students engaged in a wide array of educational excursions designed to broaden their horizons:

#### **Academic and Competitive Trips:**

Our students demonstrated their intellectual prowess and collaborative spirit at the World Scholar's Cup (WSC) in Shenzhen. This prestigious competition provided a platform for interdisciplinary learning and critical thinking, allowing students to engage with global issues. ISA Wuhan International School is also listed as a host for a World Scholar's Cup round in Wuhan in June 2025, further solidifying our commitment to academic excellence.

## Cultural and Scientific Immersion:

To deepen their understanding of local culture and scientific principles, students participated in a variety of engaging outings, including visits to a Boat Museum and a Science Museum. These trips offered tangible connections to their classroom learning and encouraged curiosity and exploration.

## "A Week in Residence" Program:

This unique residential experience provided students with an immersive learning environment, further developing their independence and collaborative skills within a focused academic or experiential context.

## Local Chinese Culture Trips:

Throughout the year, students embarked on numerous local Chinese culture trips. These expeditions offered authentic encounters with the rich heritage and traditions of China, promoting cross-cultural understanding and appreciation.

## Global Summer Camps:

Expanding our commitment to international exposure, ISA Wuhan International School also offered students the opportunity to participate in Summer camp trips to the USA and UK. These international programs provided an invaluable chance for students to experience diverse cultures, enhance their language skills, and explore renowned educational institutions, preparing them for future global opportunities.

*In total, these 19 carefully curated trips and programs for 2024-2025 underscore ISA Wuhan International School's dedication to providing a comprehensive and globally-minded education that extends far beyond the traditional classroom setting. We believe these experiences are vital in shaping well-rounded, resilient, and globally aware individuals ready to make a positive impact on the world.*

- *Collaborative farming activities*



- *Volunteering at a nursing home, including games, portraits, stories and cooking dumplings for the elderly*



- *Creative workshops, such as crafting silk balls with the Zhuang Minority*



- *Adventure-based learning, scaling the karst mountains of Yangshuo and exploring cave systems*



By the trip's end, students gained a deeper appreciation for **Zhuang culture** while applying their **ATL skills** and **IB Learner Profile attributes** in real-world contexts. The experience underscored the transformative power of service and experiential learning.

## ISA Earth Day celebration at the Wuhan Botanical Garden:

**Grades 6–11 students** explored the intersection of beauty and science. Guided by **renowned scientists from the Chinese Academy of Sciences** (including collaborators from Africa), they engaged in hands-on learning about:

- Aquatic plants and ecosystems
- Microplastics' environmental impact
- Molecular biology in plant breeding
- Sustainability and conservation practices

These trips exemplify ISA's commitment to holistic education, blending adventure, cultural exchange, and scientific inquiry to inspire lifelong learning.



# ISA ACADEMY

## Key Achievements

For the past academic year, ISA Wuhan International Academy has achieved a comprehensive development of its academic service.

We have diversified course offerings and teaching formats, implemented more rigorous quality control, and refined parent-school communication mechanisms – exemplified by more frequent and detailed regular communication and tracking reports.

Over the past year, Academy has:

- **Launched 54+ distinct courses** delivering 70+ weekly sessions
- **Served 354+ student enrollments** with 25% boarding student participation
- **Provided multidimensional academic support** in academics, arts, STEAM, and competition training

We maintain **95% parent satisfaction**, with **78% committing to long-term learning plans**.

Additionally, we have established an **International Arts Center** and **Sino-Japanese Program** in the first half of 2025, with a Music & Performing Arts Center currently in development – expanding personalized pathways for every learner.





# What to Expect

In the new academic year, Academy will pioneer deeper initiatives:

## 1. Curriculum Advancement

We will continue refining our academic framework through diversified, rigorous courses that support interdisciplinary exploration – always responsive to our learning community's needs.

## 2. Language & Competition Excellence

By expanding multilingual programs (language as the key to civilizations) and enhancing competition coaching, we create platforms for students to challenge themselves and spark their intellect.

## 3. Compassion in Action

Education extends beyond classrooms. Through purpose-driven service projects, we cultivate social responsibility and empathy, empowering students to shape our era with compassion.

## 4. Global Connections

We will bridge our campus with global academic and social landscapes while sharing ISA's educational philosophy worldwide, showcasing our dynamic learning environment.

# LIBRARY

## ISA Wuhan Library: *The Heart of Holistic Learning*

As a high-tech, whole-person education school, ISA Wuhan embraces the IB definition of a library as "a dynamic interplay of people, space, collections, and services that collaboratively fuel learning." Centered on our learners, we cultivate information literacy and reading passion across our community, providing expansive spaces, rich resources, and dedicated academic support.

### A Treasure Trove of Knowledge

- 4,200 m<sup>2</sup> space across two floors, housing 40,000+ multilingual books (preschool to high school) and 100+ periodicals.
- Digital databases and cross-cultural collections foster global understanding.
- Connects ISA International School Wuhan and all departments.



### Academic Excellence & Lifelong Learning Hub

#### Structured Library Curriculum:

- PYP (Primary): Thematic reading, research skills, and nurturing lifelong reading habits.
- MYP (Middle): Theory of Knowledge (TOK) foundations—exploring truth, evidence, and cultural perspectives.
- DP (High School): Academic integrity, research strategies, and database mastery for extended essays.



## Cultural Conduit & Community Nexus

### Initiatives that unite:

- "Love in Books" Donation (2023): 2,000+ books gifted to a rural school in Shandong.
- Parent Speaker Series:
  - ▶ Prof. Su Jun (April 2024): Classic Films, Authentic English.
  - ▶ Dr. Sara (June 2024): Self-Discovery and Dream-Chasing.
- Author Visits: Chris White's poetry workshop (April 2024).
- Student Volunteer Team (May 2024): Service and skill development.
- Thematic Events:
  - ▶ Fantasy World with Nezha (March 2025).
  - ▶ Sunshine Reading sessions (April 2025).
  - ▶ Blossom & Books Fair (April 2025), reigniting love for print.

## An Oasis of Inspiration

Step into our library—a warm, inclusive sanctuary where the scent of books meets tranquil ambiance. Here, students, staff, and guests find space for deep reflection, intellectual growth, and cultural connection.

*At ISA, our library isn't just a resource center—it's where learners dialogue with the world and embark on global journeys.*

# COMMUNITY ENGAGEMENT

At ISA Wuhan International School, we are deeply committed to fostering meaningful connections within our vibrant and diverse city. Throughout the academic year, we organise a wide array of community events that bring together not only our students but also partner schools, local organisations, and international institutions. These initiatives reinforce our ethos of collaboration, cultural exchange, and social responsibility.

## Sports and WISSA Participation

As an active member of the Wuhan International Schools Sports Association (WISSA), ISA Wuhan plays a pivotal role in promoting friendly inter-school competition and sportsmanship. Our students participate in—and frequently host—a variety of tournaments and matches, including:

### High School & Middle School Competitions:

- Football
- Basketball
- Volleyball
- Tennis
- Badminton
- Chess

These events not only nurture athletic talent but also strengthen bonds between Wuhan's international school community.





## Charity Initiatives

Giving back to the community lies at the heart of our values. Our students and staff enthusiastically support a range of charity events, including:

- 24-Hour Basketball Run (raising funds for a local hospital's cancer ward)
- "Care for Autism" Charity Marathon
- Local School Volunteering (PYP students teach English at Junshan Elementary School)

These efforts reflect our commitment to social responsibility and youth leadership.

## Music & Cultural Outreach

Our talented musicians and performers regularly showcase their skills at events across Wuhan, fostering cultural exchange and community spirit. Highlights from the past year include performances at:

- Modena Apartments
- Tang Hu Park New Year's Celebration
- HKCC Gala Event
- Musical Bridge Concert (Jingkai District's Education Bureau Summit)
- China ICAC Conference
- Tini Melon Outreach Event

These performances not only celebrate artistic excellence but also strengthen ties with local and international audiences.

## Community Celebrations

We take pride in hosting events that bring together families, local vendors, and the wider community, including:

- ISA Festival
- ISA Carnival
- ISA Anniversary Celebrations

These occasions provide opportunities for shared joy, cultural appreciation, and support for local businesses.



## Collaborative Partnerships

Through these initiatives, our students have engaged with a broad network of organisations, including:

- Local Education Bureau
- Hospitals
- Local Schools
- International Schools (Maple Leaf, WYIS, BASIS, WCCC, Haidian, WBS, and others)
- Local Community Groups

By nurturing these relationships, ISA Wuhan continues to enrich both our students' experiences and the wider community. We look forward to another year of meaningful engagement and shared success.



## House System

### *Structure:*

- Four Houses: Dolphin, Dragon, Phoenix, Tiger
- Leadership Roles per Division:
- Secondary Division: 1 Captain & 1 Vice-Captain per house
- Primary & Early Years: 1 Captain & 1 Vice-Captain per house
- Total Leadership Positions: 8

### *Responsibilities:*

- Organize house members for inter-house competitions (Sports, Maths, Science).
- Lead preparations for Sports Day (team sign-ups, house cheers, mottos, and songs).
- Deliver one annual assembly on core school values:
- Respect | Responsibility | Perseverance | Integrity | Kindness

### *Key Events (2024/2025):*

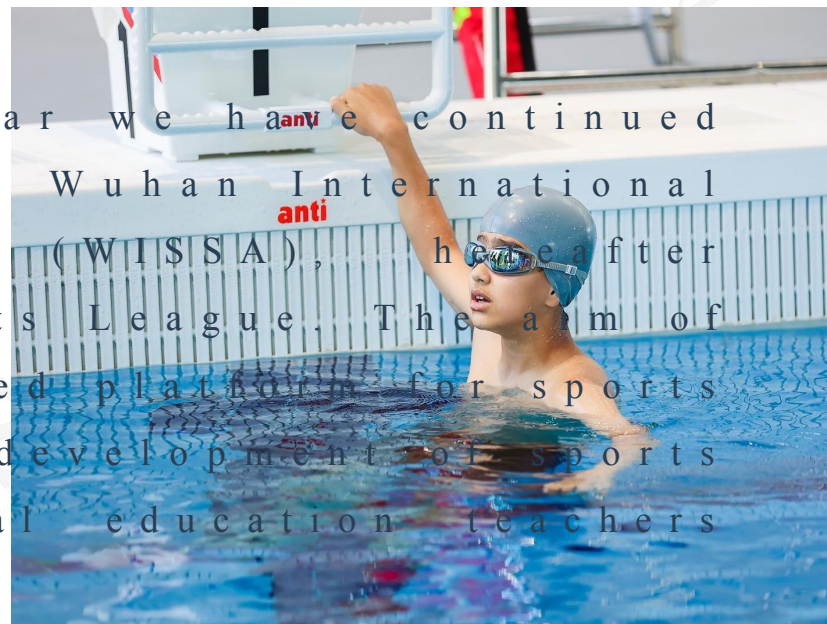
- Sports Day: Captains coordinated team participation and spirit activities.
- House Assemblies: Each house presented on a selected school value.
- Academic & STEM Challenges: Facilitated student engagement in competitions.



# SPORTS



As part of our commitment to holistic student development, this academic year we have continued our active participation in the Wuhan International Schools Sports Association (WISSA), hereafter referred to as the WISSA Sports League. The aim of WISSA is to provide a structured platform for sports competitions and professional development of sports directors, coaches and physical education teachers from member schools across Wuhan.



## Tournaments and competitions

During the 2024–2025 academic year, our students enthusiastically participated in a variety of inter-school sporting events, including:

- Basketball:
- 3v3 tournaments
- Basketball tournaments for the entire Middle and High School
- Volleyball:
- Middle and high school tournaments
- Friendly matches with various WISSA schools
- Football (Football):
- Tournaments for middle and high school boys and girls
- Several friendly games throughout the city
- Swim Galas:

For the first time, we held two major swimming events — one at the BASIS campus and another at our own campus in Wuhan.

These events were a milestone in the development of our aquatics programme.



### - Badminton:

We celebrated another first this year by participating in a badminton tournament organised by WISSA.

### - Chess Festival:

Our chess festival was a remarkable success. We were proud of two first places — one in Chinese chess (Xiangqi) and one in international chess.

## ISAIEG and ISA Cup events

We also had the privilege of co-organising the ISAIEG tournaments for the second consecutive year. Highlights included:

- ISA Cup (November – Science City):
- Students from ISA Science City, ISA Liwan and ISA Wuhan competed against each other in volleyball and football tournaments.
- Both boys' and girls' middle and high school teams took part in the tournaments.
- PYP ISA Cup (February -Tianhe):
- Our primary school team won the championship in a tournament involving ISA Tianhe, ISA Science City and ISA Liwan.



All our sports facilities are well maintained and continue to serve as the cornerstone of our extracurricular programme. We constantly evaluate utilisation to ensure that our facilities are used efficiently and strategically, in line with our goals for student engagement, health and team spirit.



# ARTS

The Performing Arts programme at ISA Wuhan International School has continued to flourish, offering a rich, well-structured curriculum that nurtures artistic talent and builds technical excellence across Dance, Drama, and Music. With a focus on creative expression, collaboration, and reflective thinking, our curriculum ensures students are meaningfully engaged in the arts at every stage of their development.

A highlight of the year was ISA Day, our flagship celebration of the Performing Arts. With over fifty diverse performances, this large-scale event showcased our students' artistic growth and commitment across disciplines, with memorable moments in choral singing, classical and contemporary dance, dramatic scenes, and instrumental music. Students took pride in their work, delivering performances of high quality that reflected their hard work and dedication.



Throughout the academic year, ISA Wuhan offered a wealth of ensemble opportunities tailored to varying age groups and skill levels, including Junior and Senior Choirs, Chamber and Junior Orchestras, Wind Band, Rock Band, Drama Club, Beijing Opera, Chinese Traditional Instrument Ensembles, and a range of dance groups. These experiences not only foster musicianship and stagecraft but also promote teamwork, confidence, and leadership.

A significant strength of our programme lies in community engagement. Students have performed in a wide array of small- and large-scale events both within and beyond the campus, including:

- ISA Day
- Musical Bridge Concert for Jingkai District's Education Bureau Quintennial Summit
- Reception of the Former Ambassador
- Opening Ceremony of the ISA Union
- ISA 3rd Year Celebration: Grand Open Day opening ceremony
- ICAC Opening Ceremony
- ICAC Evening Gala
- Tini Melon Marketing Outreach
- Spring "Music Picnic" Open Mic featuring ISA Voice
- Hong Kong Chamber of Commerce Gala Evening
- Annual Government Chinese New Year Celebration
- ISCMS (International Schools Choral Music Society) Festival
- Arts Month – featuring twelve pop-up concerts across the campus
- Canvas and Cadence – a full-campus interdisciplinary showcase of Performing and Visual Arts
- ISA Carnival for Children's Day

These performance opportunities not only allowed students to present their progress and creativity to authentic audiences but also elevated ISA's presence in the regional and international arts landscape.



All Primary School students at ISA Wuhan receive foundational music education, learning instruments such as the violin while also developing skills in singing and movement. The emphasis on early instrumental learning has laid the groundwork for more advanced ensemble work and helps support the growing school orchestral programme.



Our students achieved impressive success in competitions this year, including:

► **China-Foreign International Communication Ambassador Competition:**

- ISA Orchestra won First Place in the Jingkai District.

► **Little Messengers of Humanities Exchange – China International Cultural Activity in Hong Kong:**

- ISA Orchestra and Choir were invited to perform, representing the school with distinction.

► **ISCMS Festival:**

- ISA violinists were selected as the first three chairs of the Festival Orchestra, a remarkable recognition at an international level.

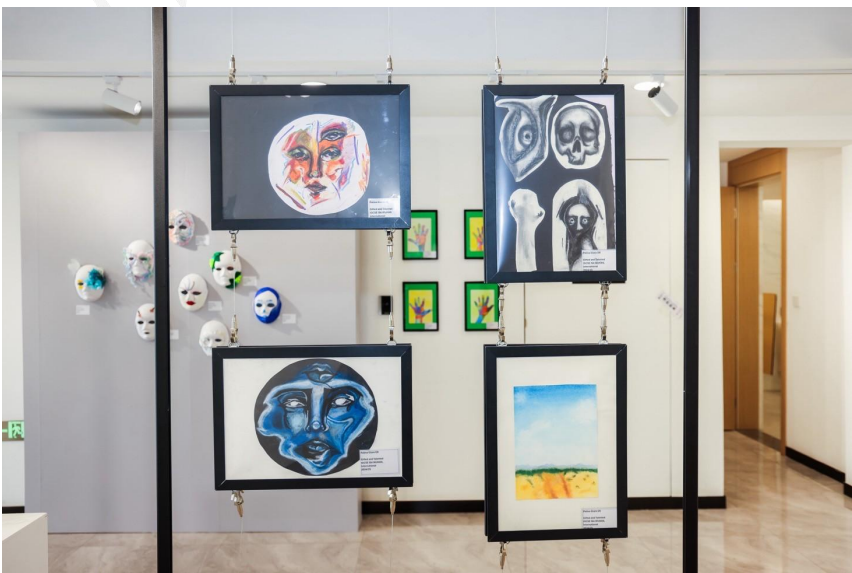
► **International Competition Wiesbaden 2025 (Asia-Pacific Division):**

- Pop (Professional) – First & Second Prizes
- Violin (Professional) – First Prize
- Flute (Professional) – Second Prize
- Piano Solo and Four-Hand – Multiple First and Second Prizes
- Bel Canto (Professional) – Multiple First and Second Prizes
- Drumkit – First Prize
- Chinese Traditional Instrument – Third Prize



Academically, the school continues to offer a rigorous and well-regarded music curriculum. The AP Music Theory course offers college-level instruction and is well-subscribed. Our Pre-DP programme launched with six music students, while the IGCSE Music cohort completed the year with strong performances and high academic expectations.

Finally, the continued acceptance of our students into top universities with arts-related programmes underscores the strength and quality of our arts provision. ISA Wuhan remains deeply committed to providing an inclusive, high-calibre performing arts education that inspires passion, builds discipline, and nurtures future artists and arts leaders.



# TEACHER PARENT ASSOCIATION (PTA)

## Building a Connected Community

At ISA Wuhan International School, the Teacher-Parent Association (PTA) is a cornerstone of our school community, fostering collaboration, cultural exchange, and meaningful engagement among families, students, and staff. Comprising elected representatives from diverse backgrounds, the PTA plays an active role in shaping a supportive and vibrant school environment.

### Strengthening School-Family Partnerships

This academic year, the PTA worked closely with school leadership to enhance communication and address parent feedback. Regular meetings were held to discuss academic programs, extracurricular activities, and student well-being initiatives. Through open dialogue, the PTA ensured that parent perspectives were integrated into school decision-making, reinforcing our commitment to transparency and inclusivity.

### Celebrating Diversity & Community Events

One of the PSG’s key achievements was organising successful multicultural events that brought our international community together. Highlights included:

- Parents initiate the canteen food taste session.



ISAIS Canteen Food Tasting Session 爱莎外籍家长食堂膳食品鉴会

**Entrée and Salads 主菜和沙拉**

- Burmese Pickled Tea Leaf Salad Laphet  
Sliced round white cabbage, Tomato, Nut and Bean Mix, garlic, oil, fish sauce, pickled tea leaves.
- Thai Seafood Salad with Glass Noodles Yum Thalay Woonsen  
Mung Bean Noodles (dangfen) Mixed Seafood, palm sugar, garlic, fish sauce, lemongrass, lime leaf, Galangal, Chili Powder
- Hummus Chickpea Dip with Crudités  
Chickpeas, sesame paste (can use the same sesame sauce as local hot dry noodle), garlic, olive oil, lemon juice, Carrot and celery sticks.

**Mains 主菜**

- Turkish Lamb Doner Wraps  
Marinated Lamb (plain yoghurt, oregano, garlic powder, onion powder, cumin powder, Salt) Sliced red cabbage, sliced onion, sliced tomato, Pita bread or flat bread, Garlic yoghurt sauce – garlic, plain yoghurt, salt and black pepper
- Beef Shepherd's Pie  
Mashed Potato, Beef Mince, Onion, Demi-glacé powder, corn, carrot, peas, butter, milk, egg.
- Zaru Soba Noodles  
Soba (buckwheat noodles) Dashi stock, mirin, shoyu, spring onions, shredded seaweed, sesame seeds
- Butter Chicken with Naan  
Naan flatbread/Pita Bread, Chicken Thigh Cubes, Tomato Paste, garam masala, cumin, plain yoghurt, Cream, Butter.

**Dessert 甜点**

- Almond Soya Milk Jelly  
Almond essence, Soya Milk, Agar powder;
- Seasonal Fruit Platter



- Parents support the Market Day /Mother's Day



- Parents invite professors from famous universities to give lectures.



- Supporting School Initiatives

- ▶ The PTA also contributed to school improvements by volunteering to assist with school trips and supporting teacher appreciation events.
- ▶ Students trip to Guangzhou for a football tournament.



- Parents support the staff appreciation.
- Parents join the ISA Festival
- Parents together with the students visit Nitori Factory in Qingdao and Qingdao University





## A Message from the PTA Chair

*"Being part of the PTA has been a rewarding experience. Together, we've strengthened the bond between home and school, ensuring every child thrives in a nurturing environment. We look forward to another year of collaboration and shared success."*

*– Jianzhang Xu, PTA Chair*

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## Looking Ahead

As we move into the next academic year, the PTA aims to expand mentorship programs, enhance parent-teacher partnerships, and introduce more family engagement activities. We extend our deepest gratitude to all PTA members for their dedication and passion.

Together, we shape a brighter future for our students.

# ISA CHARITY FUND



The "ISA Charity Fund" is a charitable fund legally established by Wuhan ISA School under the Wuhan Charity Federation. Adhering to the philanthropic principles of "supporting the elderly, aiding children, providing educational assistance, and helping the underprivileged," the fund carries out various public welfare initiatives.



ISA has been cultivating an open and inclusive international education ecosystem that integrates multinational and multicultural elements. We believe education is not merely the transmission of knowledge, but more importantly, the awakening of social responsibility.



The ISA Charity Fund is committed to ensuring that academic inquiry always carries the warmth of social commitment - "Cultivating the Power of Goodness for the Destiny of Humanity." At ISA, public welfare is never just a slogan, but the practical implementation of our mission.

As global citizens, ISA students build upon academic excellence, utilizing intercultural wisdom to seek solutions for common social challenges. By integrating social innovation projects into curricula, ISA is transforming every "small yet meaningful" action into ripples of change that reshape our world.

# CAMPUS OVERVIEW & GENERAL FACILITIES

The campus boasts a variety of modern and well-maintained facilities designed to support a comprehensive educational experience.

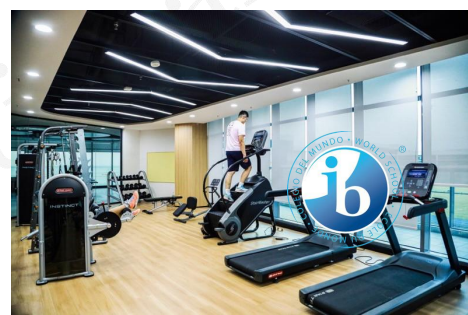
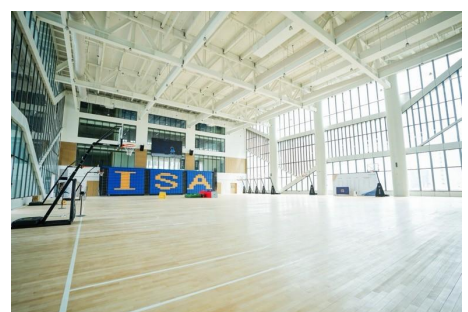
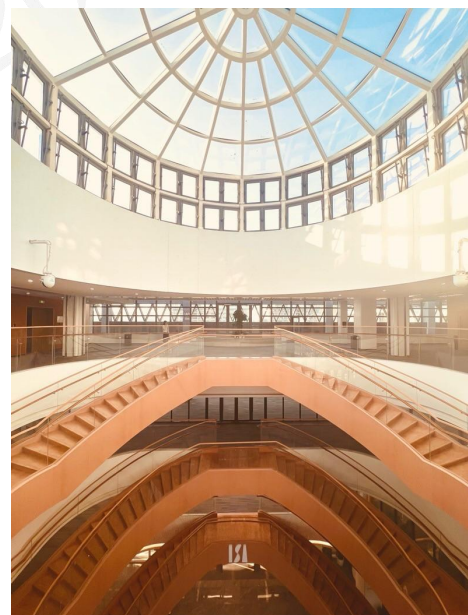
## Academic & Learning Facilities

- Classrooms: Dedicated learning spaces for all grades.
- Laboratories:
  - Science Labs (Physics, Chemistry, Biology)
  - Food Technology Lab
- Libraries: A well-resourced learning hub to support research and reading.
- Art Studios: Dedicated spaces for visual arts exploration.
- Music Rooms: Specialised rooms for musical instruction and practice.
- Drama Rooms: Spaces for theatrical performance and training.
- Design & Technology (D&T) Rooms: Fostering innovation and practical skills.
- Shared Learning Spaces: Promoting collaborative and flexible learning environments.

## Sports & Athletics Facilities

ISA Wuhan offers extensive sports facilities to encourage physical activity and competitive spirit:

- Gymnasium: Indoor space for various sports activities.
- Sports Hall: Large indoor area for multiple sports.
- Football Pitches: Outdoor fields for soccer.
- Basketball Courts: Dedicated courts for basketball.
- Tennis Courts: Outdoor courts for tennis.
- Volleyball Courts: Courts for volleyball.
- Badminton Courts: Courts for badminton.
- Table Tennis Tables: Indoor tables for table tennis.
- Swimming Pool: An indoor facility for swimming lessons and recreation.
- Track & Field: Outdoor area for athletics.



## Performance & Event Spaces

- Auditorium/Theatre: A central venue for school performances, assemblies, and events.
- Performing Arts Studio: Additional space for rehearsals and smaller performances.

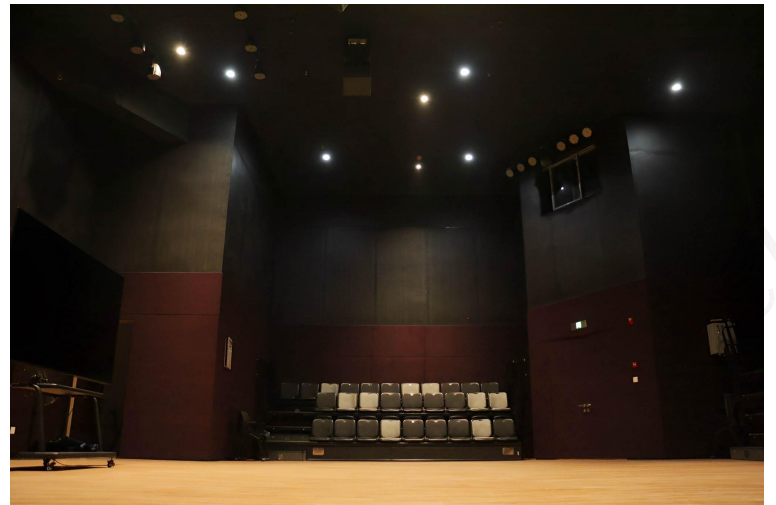
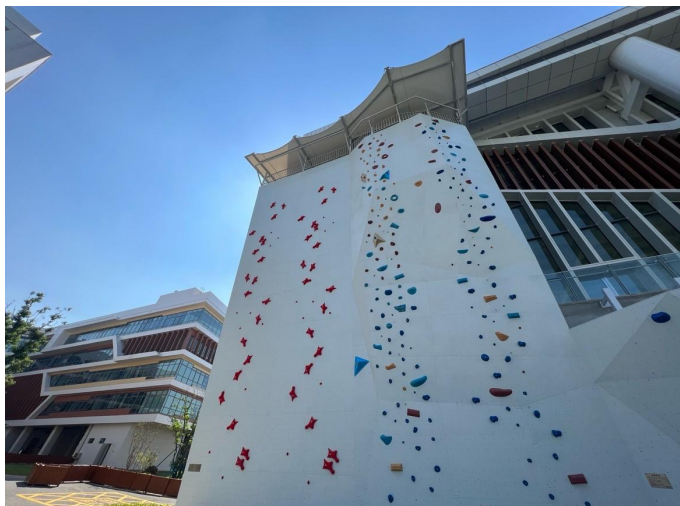
## Health & Well-being Facilities

- Medical Centre: On-site provision for student health and first aid.

## Other Important Facilities

- Dining Hall: A dedicated space for student meals.
- Playgrounds: Outdoor areas for younger students to play and socialize.
- Multi-functional Rooms: Flexible spaces that can be adapted for various purposes.
- Reception: The central point for welcoming visitors and inquiries.
- Main Entrance: Secure and welcoming entry point to the campus.

These facilities demonstrate ISA Wuhan's commitment to providing a rich and diverse learning environment that supports academic, artistic, athletic, and personal development for all students.



# ISA UNION



## About ISA Union

### *Positioning*

- International Education Companion Residence
- Fully-furnished serviced apartments
- For elite families, educators, researchers, and charity contributors



### *Academy Involvement*

- Offering tailored academic service with Academy
- Language service, Culture integration program, Personalized Learning Support



### *Advantages*

- Top Facilities: First-class hardware and customized furniture.
- Membership System: 1v1 concierge, personalized dining, multilingual support, and 24/7 butler service.
- Academy Programs: Priority access to exclusive courses, masterclasses, and global family trips for members.



Room Type

Room Type 房型			Room Size/Amount	
Wings	房型	Type	面积 Size	数量 Amount
West Wing-J	双人宿舍	Twin-bed Boarding	69	108
	单卧室公寓	One-bedroom Studio	69	27
East Wing-K	双卧室套房	Two-bedroom Suite	138	36
	三卧室套房	Three-bedroom Suite	205	9



# ISA Wuhan International School

## STRATEGIC PLAN 2030

### Vision 2030:

Inspiring Every Unique Learner to Lead with Purpose in a Changing World

### Our Mission:

At ISA Wuhan International School, we empower every student to thrive academically, socially, and emotionally through a personalised, inquiry-driven international education. We are committed to nurturing curious minds, compassionate hearts, and courageous leaders.

Strategic Pillar	Key Initiatives by 2030
<b>1. Excellence in Learning &amp; Teaching</b> <i>Ensure high-impact teaching and personalised learning for every child.</i>	<ul style="list-style-type: none"> <li>• Introduce AI-supported learning analytics for targeted interventions.</li> <li>• Establish a Centre for Teaching Excellence with peer coaching and professional growth.</li> <li>• Raise IBDP average to above global standards; increase top-tier university acceptances.</li> </ul>
<b>2. Holistic Student Development</b> <i>Develop the whole child-mind, body, and character.</i>	<ul style="list-style-type: none"> <li>• Priorities wellbeing, social-emotional learning (SEL), and mental health.</li> <li>• Strengthening leadership, service, and global citizenship programmes.</li> <li>• Cultivate resilience, empathy, creativity, and intercultural understanding.</li> </ul>
<b>3. Innovation &amp; Future Readiness</b> <i>Prepare students to lead in a rapidly changing, tech-driven world.</i>	<ul style="list-style-type: none"> <li>• Expand the Future Learning Lab into a full Innovation Hub.</li> <li>• Establish student incubators and sustainability clubs.</li> <li>• Introduce AI-integrated project work.</li> </ul>
<b>4. Inclusive &amp; Global Community</b> <i>Build a compassionate, inclusive and globally-minded school culture.</i>	<ul style="list-style-type: none"> <li>• Launch bilingual education Excellence Pathway.</li> <li>• Expand international partnerships and cultural exchange programmes.</li> <li>• Establish a DEI (Diversity, Equity, Inclusion) Council and cultural celebration calendar.</li> </ul>
<b>5. Organisational Excellence &amp; Growth</b> <i>Strengthen leadership, operations, and facilities to support long-term vision.</i>	<ul style="list-style-type: none"> <li>• Reach full capacity with a balanced student population from diverse backgrounds.</li> <li>• Develop a Leadership Institute for internal succession planning.</li> <li>• Earn and maintain international accreditations (CIS, Cognia, ECIS, IB, ACAMIS, etc.).</li> </ul>

# *ISA Wuhan International School* STRATEGIC PLAN 2030

## **Our Commitment to the Future**

By 2030, ISA Wuhan International School will be recognised as a model of innovative, inclusive, and transformative international education, where every child's uniqueness is honoured, every voice is valued, and every graduate is ready to make a positive impact on the world.



# PARENTS TESTIMONY

*“Since joining ISA Wuhan, we have seen tremendous growth in our children - academically, socially, and emotionally. A varied curriculum and on-campus activities make going to school an enjoyable experience. “Every child is unique” is not a marketing slogan here. Teachers genuinely care about their pupils, making children feel loved, respected, and valued. At the school, educating is not just teaching but listening, supporting, and adapting approaches to meet the needs of each student.*

*The small-group environment is highly beneficial to the students. They are encouraged to be risk-takers, ask questions, make mistakes, and take initiative to find solutions. Likewise, the group projects effectively foster children’s sense of teamwork and promote their communication skills and interpersonal skills. The interaction between different year levels and actively involving parents in school events enhances the cohesion of the learning community. It is a delight to see my children acquire new abilities, grow in confidence, take pride in their progress, and thrive in school. “*

– Geni

*Ryan's (G1) and Romeo's (EY3) mother*

# PARENTS TESTIMONY

“ISAでの9か月間、1番の成長はやはり英語の上達です。息子の場合、そのカギになったのは友だちの存在と算数。友だちと遊びたいから、英語を使うし、相手の英語を聴く。友だちの英語を真似することで、親の私も驚くようなフレーズや発音をどんどん身に付けています。言語の壁ゆえのトラブルも大分減ってきました。算数についても同様で、「算数が好きなのに、問題文が読めなくて解けない」と泣いた日から、宿題のワークブックを’声に出して読む’練習を始めました。今では胸を張って「算数が好き！得意！」と言っています。もう一つ大きな変化としては、出来ないことにヘルプを出せるようになったことです。「分からない」と言うのが苦手な息子でしたが、ISAでは、出来ない分からないことがあるのも当たり前で、悪いことではないと思えるようになったよう。生きていく上で、大切なスキルのうちの一つを身につけられたと思います。”

*“During his nine months at ISA, the biggest growth has been in his English. In my son's case, the key to this was his friends and maths. He wants to play with his friends, so he uses English and listens to their English. By imitating his friends' English, he is learning phrases and pronunciations that amaze even me as a parent. Troubles caused by the language barrier have also decreased considerably. The same applies to maths. On the day she cried that she couldn't solve problems because she couldn't read them, even though she loved maths, he started practising reading his homework workbooks out loud. Now he proudly says: "I like maths! I'm good at it!" I am good at maths! Another big change is that he is now able to ask for help when he can't do something. He was never good at saying 'I don't know', but at ISA, he has come to think that it is normal and not a bad thing that there are things he can't do or don't understand. I think he has acquired one of the most important skills in life. “*

– Jotaro (Jo) Hosoi G1

# PARENTS TESTIMONY

## 藤田円佳ISAでのチャレンジ

日本では、円佳は英語の「授業」に苦手意識を持っていました。

そのような中、去年2024年8月から親の仕事の都合でいきなり日本語ではなく、英語中国語が耳に入る中国武漢に住むこととなりました。

中国行きは親たちが家族一同行くしかないという勢いの中、昨年8月に初めての転校・引越しが海外中国になりました。

円佳は日本では引越しはしたことがなく、保育園から小学校、移動保育、中学校とずっと相模原で住んでいました。

しかし、親の私たちは転勤族の子どもで学生時代色々と転校をしてきました。

母親は大阪枚方、広島、神戸、大阪...、父親は広島三原、福岡...

今はそれぞれの地域の方言、美味しいもの、友人に出会えて、とても転校はいいことと思っています。ただ、娘は生まれてからずっと神奈川相模原にいて、代わる契機は入学、クラス替えのみで、生活圏は周りが知っている人のみの生活でした。

その中、親の仕事の都合でいきなりの転校、それも日本語ではない、英語中国語の中に住むこととなった昨年2024年8月が一番の大きな転機でした。

親の私たちは勝手に「いいチャンスだ!」「世界を視える!」と学生時代に日本国外、中国に行けることを羨ましがっていました。

ただ、円佳は特に考えたり意見を言う時間もなく、そのままここ中国に来ることになりました。

考えると親たちの子ども時代の転校よりも凄い生活の大転換をよく受け入れてチャレンジしたと思います。

必ず「何かあれば日本には帰るから!」と言ってきた言葉を信じ、週末には日本の友人と連絡をお喋り時間を楽しみながら、今ここにいることを楽しんでいると思っています。

だから、日本にも中国武漢にもいる場所がある今を、自分の趣味（音楽・料理等）を楽しみながら、苦手な英語を駆使し、そこに中国語も頭に入った日中英の三重唱を頭に奏でて生活をしています。

そして今、最近は学校では英語生活でコミュニケーションに必要なことも分かっているので、苦手な英語も前向きに身に付けたいと英語の『勉強』に取り組んでいる毎日です。

大変とは思いつつ、親としてはやはり羨ましいと思います。

一直線ではなく、いろんな方向から人と関わり物事を視ることができる環境で、これからも大きくチャレンジしていただきます。

— Madoka Fujita parent G9

## *Challenges at Madoka Fujita ISA*

*In Japan, Madoka used to feel that English was one of her weakest subject at school. Then, last August 2024, due to us, her parents' work, she suddenly found herself living in Wuhan, China, where she only hear people speak English-Chinese instead of Japanese.*

*As our business, we had no other choice but going to China with the whole family, and this was the first time for my daughter to change school and move abroad to China in August last year.*

*My daughter had never changed school in Japan and had lived in Sagamihara all through nursery school, primary school, Ido(mobile) nursery school and junior high school.*

*However, we, her parents, have been transferred from one school to another during her school years when we were students.*

*My mother went to Hirakata, Osaka, Hiroshima, Kobe, Osaka..., my father went to Hiroshima Mishima, Fukuoka...*

*Now I think that changing schools is a very good thing because I have met the local dialect, delicious food and friends from each region.*

*However, my daughter has been in Sagamihara, Kanagawa since she was born, and the only opportunities to replace her were entrance to school and changing classes, and the only people around her in her living area were those she knew.*

*The biggest turning point was last August 2024, when she suddenly had to change schools due to her parents' work, and had to live in an English-Chinese environment instead of a Japanese one.*

*As parents, we thought to ourselves, 'What a great opportunity!' I can see the world!" and envied the fact that we could go outside Japan to China when we were students.*

*However, Enka didn't have time to think about it or express her opinion, and decided to come to China.*

*When I think about it, I think she did well to accept the challenge of a major change in her life, which was greater than the change of schools in her parents' childhood.*

*I used to say, 'If anything happens to you, we will go back to Japan!' However, my daughter is now enjoying being here now, also still keep in touch with her friends in Japan chatting on weekends.*

*So now that my daughter has a place to be both in Japan and in Wuhan, China, she is enjoying her hobbies (music, cooking, etc.), making full use of her English and playing a Japanese-Chinese-English trifecta in her brain.*

*My daughter now accepts that English is an essential part of communication, and she is positive and firmly committed.*

*Although I think it is hard work, as a parent I am still envious of her life. I hope you will continue to take on great challenges in an environment where you can interact with people and see things from many different directions, rather than in a straight line.*

*– Madoka Fujita parent G9*

# PARENTS TESTIMONY

“我是六年级学生的家长 来到爱莎这个大家庭近两年了。在这两年里我们从刚到学校时性格内向到现在愿意主动组织学校的社团活动，同时学校提供的领导力课题及实践环节 让孩子的思维 and 意识得到了成长！IB课程的探究学习，也让她产生了浓厚的兴趣，这是传统课堂难以实现的国际化教育！看到孩子的成长轨迹正在国际教育框架下呈现上升的欣喜！在这充满爱与关怀的国际大家庭中，我们见证了孩子成长的每一个精彩瞬间。衷心感谢爱莎为孩子搭建了一个多元化、开放包容的成长平台。在这里，孩子们不仅收获了知识，更学会了尊重、合作与创新，用积极的态度拥抱世界，绽放出无限可能！感恩相遇！”

*As parents of a 6th grader, we've been part of the ISA community for nearly two years now. Reflecting on this journey, we're amazed at how much our child has grown—from being shy and reserved when she first joined to now confidently initiating school clubs and activities. The school's leadership programs and hands-on learning experiences have truly shaped her critical thinking and self-awareness, while the IB curriculum has ignited her passion for international education—something rarely fostered in traditional classrooms.*

*It's incredibly rewarding to see her thrive within this framework, embracing challenges and opportunities with enthusiasm. At ISA, we've found more than just a school; we've found a warm, inclusive community that celebrates every step of our child's growth. Thank you for providing such a diverse and dynamic platform where children don't just acquire knowledge but also learn values like respect, collaboration, and innovation. Here, they're encouraged to approach the world with curiosity and confidence, unlocking endless possibilities.*

*We're deeply grateful for this wonderful experience and the bright future it's helping to create.*

*— Madam Wu , mother of 6th grader*

# PARENTS TESTIMONY

感谢学校给予我们分享教育体验的机会，我们深深感受到Cheyenne和Austin在武汉爱莎学校茁壮成长，这要归功于培育环境和敬业的工作人员。

Cheyenne对小提琴和阅读的热爱得到了Miss.Amy的鼓励，Miss.Amy让图书馆成为一个欢迎的空间。母亲节集会上分享她的才华后，她也获得了自信——这是一个我们永远珍视的特殊时刻。

在Mr.Javier和Mr.Andy的鼓励下，奥斯汀在吹小号和踢足球中找到了乐趣。Mr.Javier和Mr.Andy培养了他的技能和团队精神。我们特别欣慰他从中获得的友谊，这帮助他感到在学校里像在家里一样。

我们对武汉爱莎学校最看重的就是归属感和关怀。教师和工作人员不遗余力地支持每个孩子的成长，无论是在学术上还是在个人方面。看到Cheyenne和Austin在这样的积极环境中茁壮成长，让我们确信我们为他们的教育做出了正确的选择。

*Thank you to the school for giving us the opportunity to share our experiences. We truly believe Cheyenne and Austin are thriving at Wuhan ISA International School, thanks to its nurturing environment and the dedication of the staff.*

*Cheyenne's passion for the violin and reading has been wonderfully encouraged by Miss Amy, who has made the library a warm and inviting place. Her confidence grew even more after performing at the Mother's Day assembly—a moment we will always treasure.*

*Austin has discovered a love for playing the trumpet and soccer, thanks to the guidance of Mr. Javier and Mr. Andy. They've not only helped him develop his skills but also fostered his teamwork and friendships, making him feel truly at home at school.*

*What we appreciate most about Wuhan ISA International School is the strong sense of belonging and care. The teachers and staff go above and beyond to support each child's academic and personal growth. Seeing Cheyenne and Austin flourish in such a positive environment reassures us that we made the right choice for their education.*

– Cheyenne and Austin parents

# PARENTS TESTIMONY

我が家のグローバル革命、着々と進行中。ISAに通い始めて1年。二人の子どもたちは、まるで“海外版ポケモン進化”のように、それぞれの個性を活かして大きく成長しました。上の子（G5）は、もともと高めだったコミュ力に、英語という新たな武器を装備！ 初対面でも気後れせずに話しかけ、あっという間に友達ネットワークを築いていく姿はまさに“外交官系小学生”。家でも突然英語が飛び出し、家族は気づけばルー大柴状態（古？）。「ママ、これマジでunbelievableだったよ！」いや、すごさは伝わるけど、和訳してくれ。そして下の子（G1）。最初は「言葉が分からない！ 行きたくない！」と朝から泣き叫んで玄関で座り込み、たまのずる休みをしていた彼女が最近は大変身。授業や国際色豊かな友達との会話を“耳”で吸収し、気づけば「Good morning, teacher!」と自然に発言、努力というより“生き延びる本能”で英語を会得。最近では、「“来週”ってなに？ ああ、next weekのことか」と日本語のほうが難しいみたいです。時には親のほうがネイティブ力強めな発音についていけないことも…その発音どうやるの？ この一年で、2人は語学だけでなく、異なる文化や価値観の中で過ごす強さとしなやかさを手に入れました。親としては、驚きと感動と、子供の進化に置いて行かれているちょっとした焦りを感じながら見守る日々です。素晴らしい環境で子どもたちを育ててくださった先生方、スタッフの皆さん、そして友達みなさんに、心から感謝いたします

– Haruka and Saki parents

# PARENTS TESTIMONY

*Our family's global revolution is steadily underway*

*One year has passed since they started attending ISA. Our two children have grown up, making the most of their individuality, as if they were an overseas version of Pokémon evolution. The older child (G5) has added a new weapon, English, to her already strong communicative skills! She is a 'diplomat primary schools student' in the way she speaks to new people without hesitation and builds a network of friends in no time. At home, too, she suddenly bursts out in English, and the family finds themselves in a Lou Oshiba situation (old?). "Mom, this is really unbelievable! 'Mum, this was really unbelievable! No, I can feel the awesomeness, but please translate it into Japanese. And the younger child (G1). At first, "I don't understand the language! I don't want to go!" and she used to cry and sit at the door in the morning and have the occasional sneaky day off, but recently she has made a big difference.*

*She absorbs lessons and conversations with her international friends through her 'ears' and finds herself saying "Good morning, teacher! Recently, she has been asking herself, "What is "next week"? Oh, you mean "next week"?" It seems that Japanese is more difficult. Sometimes it's hard for parents to keep up with the strong native accent... how do you pronounce that? Over the past year, they have gained not only the language, but also the strength and flexibility to live in a different culture and set of values. As a parent, I watch them with amazement, excitement and a little impatience, feeling that I am being left behind in their evolution. I would like to thank all the teachers, staff and friends for bringing up my children in a wonderful environment!*

*– Haruka and Saki parents*

# PARENTS TESTIMONY

*Наша семья искренне благодарна школе за те прекрасные возможности, которые она предоставляет ученикам! Анастасия с большим удовольствием ходит на занятия, и мы видим, насколько она мотивирована и увлечена учебой. Особенно ей нравятся такие предметы, как химия и биология — она с интересом погружается в эксперименты и исследования, а дома с энтузиазмом рассказывает о новых открытиях. Также ей очень близки творческие направления: драма помогает раскрыть ее артистичность, а изучение английского и французского языков открывает двери в мир международного общения.*

*Одним из главных достоинств школы, помимо качественного образования, мы считаем внимание к воспитанию важных жизненных ценностей. Дети учатся ответственности, уважению к окружающим и заботе о близких. Особенно ценно, что ученики вовлекаются в волонтерские программы — это не только развивает эмпатию, но и дает бесценный опыт для будущего, в том числе для поступления в университет.*

*Отдельно хочется отметить разнообразие внеклассных активностей. Благодаря школьным секциям и клубам Анастасия открыла для себя любовь к футболу! Теперь она с радостью тренируется не только в школе, но и в парке рядом с домом, а иногда даже отрабатывает удары во дворе. Это увлечение принесло ей не только физическую активность, но и новых друзей, а также уверенность в себе.*

*Мы очень рады, что наша дочь учится в такой атмосфере — где поощряют любознательность, поддерживают инициативу и помогают каждому ребенку найти себя. Спасибо педагогам и всему школьному коллективу за ваш труд, терпение и вдохновение!*

*Мама Анастасии,  
Ольга Вильямс*

# PARENTS TESTIMONY

*Our family is truly grateful to the school for the wonderful opportunities it provides for students! Anastasia enjoys going to class and we can see how motivated and enthusiastic she is about learning. She particularly enjoys subjects such as chemistry and biology - she immerses herself in experiments and research and talks enthusiastically about her new discoveries at home. She is also very close to creative areas: drama helps her to discover her artistry, and studying English and French opens doors to the world of international communication.*

*One of the main advantages of the school, in addition to quality education, we consider attention to the upbringing of important life values. Children learn responsibility, respect for others and care for their neighbors. It is especially valuable that pupils are involved in volunteer programs - this not only develops empathy, but also provides invaluable experience for the future, including university entrance.*

*We would like to emphasize the variety of extracurricular activities. Thanks to school sections and clubs, Anastasia discovered her love for soccer! Now she happily trains not only at school, but also in the park near her home, and sometimes even practices kicks in the yard. This hobby has brought her not only physical activity, but also new friends and self-confidence.*

*We are very happy that our daughter is learning in such an atmosphere - where curiosity is encouraged, initiative is supported and every child is helped to find themselves. Thank you to the teachers and the whole school staff for your hard work, patience and inspiration!*

*Anastasia's mom,  
Olga Williams*

# PARENTS TESTIMONY

我们是一个非常重视教育的家庭。从孩子出生前就一直在了解学习国内外各种前沿的、符合时代发展的教育，对于孩子的择校肯定也不马虎。后来，在众多的教育资源中，我们选择了爱莎。

最吸引我们的是爱莎从幼儿园到高中一贯制的IB课程体系和全人教育的办学理念，我们觉得这个就是符合未来的教育。

结果证明：我们的选择是正确的。孩子在爱莎一年半的学习时间里，各方面都取得了我们期望中的进步。

首先，学业上，我们一开始是对低年级没报太大期望的，因为在大多数家长的认知中，国际学校的低龄段孩子就是玩耍居多。但结果证明，这种玩耍式的、体验式的学习方式恰好是符合这个年龄孩子的最好的学习方式。孩子不管在阅读、英文和数学上都打下了很好的基础，后来因为孩子爸爸工作重心的转移，我们不得不转学来到了北京第一梯队的国际学校。现任老师们都对孩子的学业给予了很高的评价，这真的是我之前没有想到的。我想，IB的教学就是“润物细无声”的教育吧，孩子学业上的收获一定是老师们把IB的教学法践行得非常好。

然后，IB中的UOI探索课程是孩子最喜欢的，也受益匪浅。不仅锻炼了她自主学习与批判性思维、跨学科整合能力、社交与协作技能，更是培养了孩子的耐心与专注力。记得一年级时因为一个探究任务，孩子一个人在房间弄了几个小时，我当时都惊叹一个一年级孩子的专注时长。我想，这应该是源于对主题的喜悦，和与这种探究方式的完美融合吧。

除了上述进步，由于爱莎包容性的校园环境以及丰富多彩的校园生活，也使得孩子性格非常的阳光开朗、有主见、有同理心、有上进心.....

虽说离开爱莎近半年了，但孩子还是特别想念学校、想念这里的老师和同学们，还期盼着下次回去能进到校园再去上几天课.....

真心祝愿武汉爱莎越来越好！

– FORMER G2 Rica parents

*As a family deeply committed to education, we began researching cutting-edge educational approaches—both domestic and international—long before our children were born. When it came time to choose a school, we were meticulous in our selection. Among the many options, ISA stood out to us.*

*What drew us most was ISA's consistent IB program spanning from kindergarten through high school, along with its holistic education philosophy. We believed this was the future of learning, and time has proven us right. Over the past year and a half at ISA, our child has made remarkable progress in every aspect we had hoped for.*

*Academically, we initially had modest expectations for the lower grades, as many assume international schools prioritize play-based learning in the early years. Yet we discovered that this experiential approach is actually the most effective way for young children to learn. Our child built a strong foundation in reading, English, and math, so much so that when we later transferred to a top-tier international school in Beijing due to my husband's work relocation, the teachers were highly impressed by her academic readiness. This was beyond what we had anticipated. I believe IB education works subtly but profoundly, and our child's growth is a testament to how well ISA's teachers implement the IB methodology.*

*The UOI (Units of Inquiry) program, in particular, has been our child's favorite. It has nurtured not only independent learning, critical thinking, and interdisciplinary skills but also collaboration, patience, and focus. I'll never forget watching my first-grader spend hours immersed in an inquiry project—his concentration was astonishing. That level of engagement speaks volumes about how well ISA fosters a love for learning through exploration.*

*Beyond academics, ISA's inclusive environment and vibrant campus life have helped shape our child into a confident, compassionate, and motivated individual. Even though we left ISA nearly six months ago, she still fondly recalls her time there—the teachers, the friends, the experiences—and hopes to revisit the campus someday.*

*We sincerely wish Wuhan ISA International School continued success and growth!*

*—FORMER G2 Rica parents*



ISA Wuhan School  
武汉爱莎学校