Lincoln Community School
Learn · Lead · Connect
EST. 1968



ANNUAL REPORT

2025-26

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Message from Head of School

As we draw the 2025–26 school year to a close, I am filled with immense gratitude and pride as I reflect on the remarkable journey our Lincoln Community School family has shared. This year, our community has lived and breathed our theme of Nkabom, a Twi concept meaning 'seeing each other as members of a community' and the depth of care, connection, and collaboration it inspired has been truly extraordinary. "Nkabom reminds us that belonging is not passive, it is an active, daily choice to see one another fully and to build community with intention."
This year marked the culminating chapter of our three-year strategic plan, a journey centered on our three big rocks of Agency, Service, and Belonging. What began as aspirational pillars has, over these three years, grown into the living fabric of our school culture. To witness how deeply these values have taken root in the way our students learn, lead and connect has been inspirational.

Perhaps one of the most significant milestones of this year has been the community-wide process of revisiting and renewing our school's guiding statements. Through thoughtful dialogue involving students, staff, and parents, we have collaboratively crafted a new articulation of the LCS mission, vision, and values, one that reflects who we are today and who we aspire to become. This is not merely a revision of words on a page; it is a renewed covenant with our community, a shared declaration of purpose as we move forward together.

Our students have continued to astonish and inspire. From the heights of academic achievement to the stages of the performing arts, from the sports fields where our competitors have shown extraordinary determination and sportsmanship, to service learning projects that have touched lives far beyond our campus, our young people have consistently demonstrated that excellence and compassion are not competing values, but deeply complementary ones.

The sense of community that has flourished this year speaks to the collective commitment of every family, every staff member, and every student. In our assemblies and celebrations, in our classrooms and corridors, in our outreach and partnerships, we have shown, time and again, what it means to truly see one another. At Lincoln Community School, community is not merely our middle name, it is the animating force of everything we do. The 2025–26 year has been a testament to the extraordinary power of this community: its warmth, its commitment, and its capacity to create something together that none of us could create alone.

"We are not a school that happens to have a community. We are a community that happens to have a school."
As this strategic cycle closes, I look ahead with excitement. The foundation we have built together is strong, and the possibilities before us are limitless. To every member of our Lincoln Community School family, thank you. Thank you for your trust, your partnership, and your unwavering commitment to learning, leading, and connecting. Together, we are making a meaningful and lasting impact on our world.

Lesley Tait
Head of School



Mission

When we ***learn,*** *we grow*

When we ***lead,*** *we empower*

When we ***connect,*** *we thrive*

Vision

We are a vibrant and inclusive learning community rooted in Africa, where learning is co-designed to be joyful, challenging, and innovative, inspiring every learner to belong and make a meaningful impact in the world.

Values

Don't just tell me how it's done. Let me try.
We don't dream of success. We work hard for it. Learning is about trying things out for yourself, not just being told about them.

Whatever happens, it's what you do next that matters. Life is an adventure and learning should be, too.

Choose kindness: it opens hearts and minds.
It means everything but it costs nothing. Let's look after ourselves, each other and surroundings, so that the world we live in is better than when we found it.

The more we do together, the more we achieve.
There's unity in diversity when we share a purpose.



Message from the Board

On behalf of the Lincoln Community School Board of Trustees, I am pleased to present our 2025–2026 Annual Report. This was a year of transition for Ghana and for our community. LCS came through it steady and, in several ways, stronger.

Ensuring the school's long-term financial health is one of the Board's central responsibilities. Ghana's economy stabilized this year. Inflation fell to its lowest level in decades, and the cedi strengthened sharply against the dollar. These are welcome developments for Ghana and for the LCS community, though they brought pressures of their own. Changes in the international development and diplomatic community affected many LCS families. The Board monitored the budget closely and worked with the Head of School and her leadership team to keep the school on firm footing. The results in this report reflect a year of careful, steady management, and they leave LCS stable and well positioned.

Our Strategic Plan entered its third year with progress across its three pillars of agency, service, and belonging. Service had a particularly strong year. LCS received the AISA Service Award for a service learning program that is woven into our curriculum and includes every student. The Board also approved the school's first Learner-Centered Education (LCE) classroom. Recruitment occurred during the year and the classroom opened this fall. It expands the support services available to students with a wider range of learning needs, and it is one of the clearest expressions yet of our commitment to belonging.

Guided by the long-term facilities plan approved last year, the Board oversaw a series of practical campus improvements. The pool has been retiled, the nearby bathrooms renovated, the Akyedee building repainted, and a new waiting area added at Gate 4. These are modest projects, but each one is used by our community every day.
Looking ahead, the Board endorsed the school's revised guiding statements and key commitments, which will shape our next strategic plan. We have also made enrollment a strategic priority. Every student who joins LCS strengthens the diverse, international community that makes this school what it is, and we are supporting the school's refreshed strategy to grow it.

I want to thank my fellow trustees, who give this school far more time than most people realize. To those who completed their service this year, thank you. Board service is a substantial commitment, and LCS is better for yours. To our new trustees, welcome, and thank you for taking on that same commitment.
A school is really just people who choose, every day, to make a little magic happen together. I am grateful to our Head of School, Lesley Tait, and to our administrators, teachers, and support staff, who do the daily work that keeps LCS running. And thank you to our families and students, for their creativity, their energy, and their trust that good things happen when we do them together.

We look forward to the year to come.

Emily Slota
Chair, Board of Trustee



Strategic Plan Update - Agency, Service, Belonging

Our Commitments
(The following are the promises we make to ourselves and our community, for each and every year.)

- A complete focus on the academic growth of each individual student.
- A focus on equipping each student so that they can excel in one of the three pathways in our senior secondary program.
- Meeting the physical, social and emotional needs of each student.
- Attracting, recruiting and retaining the very best educators and staff.
- Intentional professional development so that the best teaching practices are used in each subject across all grades.
- An intentional focus on the creation of a caring, inclusive community.
- Support for all students, especially those who find learning challenging.
- A commitment to continuous improvement.
- Financial sustainability.
- Ongoing improvements to facilities that will enhance learning.





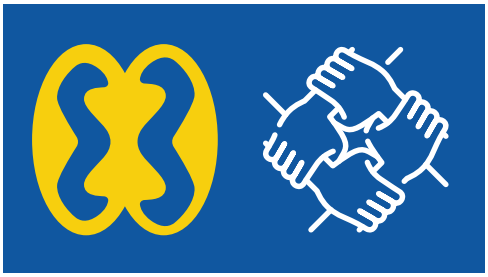
Agency

At LCS, we are invested in the growth of our students. We know that to become a lifelong learner one needs to develop agency. Agency includes the self-belief and the capacity to take purposeful initiative, to develop a plan and follow it through.
We believe that when each student has a strong sense of agency, then their capacity to be a learner is greatly enhanced.



Service

Service is a means by which members of the LCS community recognize the value of, build connections with, and contribute to their communities. A commitment to service learning enables individuals to understand and apply our values. We will focus on the development of each student's leadership skills, through the context of service learning.



Belonging

At LCS, we know that students learn best and develop as global citizens when all community members belong.
We believe a sense of belonging means we are included, safe, accepted, understood, trusted, and part of something bigger than ourselves.





Parent Teacher Organization (PTO)

This year, the LCS PTO continued to focus on the strong partnership between parents and the school.

- We celebrated students' academic milestones with parties, treats, wellness sessions, craft activities, and gifts.
- We worked closely with students throughout the year, supporting their initiatives and personal projects. We don't just give them money or treats, but ensure that they have active roles in our events to help them develop leadership skills.
- We engaged parents through a variety of events and activities, combining social connection, hands-on activities, and meaningful discussions around common topics and concerns.
- We worked closely with the school leadership and advancement office to organize large-scale events that brought the LCS community together, including International Festival Day and the LCS museum, the garage sale bazaar, the staff appreciation event, the PTO bazaar, and the WAISAL social events.
- We have collected feedback from the community to improve the range of activities and topics available at the monthly PTO Coffee Morning, and observed an increase in parents' participation and involvement in PTO events.
- I am honored to have worked with such a dedicated team.

Noha Domloge

PTO President 2025-2026.


































SCIENCE+ART




LEBANON




CHINA

Elementary School

The 2025–26 school year in the Elementary School was defined by student agency, community engagement, and meaningful inquiry-based learning. Throughout the year, students increasingly took ownership of shaping school life through initiatives that brought learners, families, and staff together. Village Square continued to grow as a cornerstone of community life, becoming even more student-led as children facilitated discussions, celebrated one another's contributions, and strengthened our sense of belonging. Appreciation cards remained a valued tradition, ensuring that every child in the ES was publicly recognized and celebrated.

Community connection was a highlight of the year. We launched a reimagined Community Picnic at the beginning of the school year, creating a welcoming opportunity for families to connect and build relationships. Students also initiated and organized a variety of events, including the ES Talent Show, basketball tournaments, book quizzes, and airplane-making workshops. These experiences provided authentic opportunities for leadership, creativity, and collaboration while bringing joy and energy to our community.

Student voice remained central to teaching and learning. Student-Led Conferences gave learners the opportunity to reflect on and share their growth with families, while co-created learning experiences across grade levels empowered students to help shape inquiries and learning experiences. These approaches strengthened engagement and reinforced our belief that students are active partners in their own learning.

This year also marked important curriculum developments. We introduced a new phonics program aligned with best practices in early reading instruction, strengthening our approach to foundational literacy skills. In mathematics, we implemented Illustrative Mathematics, an inquiry-based curriculum that promotes deep thinking, problem solving, and conceptual understanding. Both initiatives reflect our commitment to research-informed, student-centered learning.

A continued emphasis on our local context and the belief that "Africa is not optional" helped students develop a stronger understanding of the place in which they live and learn. Across grade levels, learners engaged with local perspectives, cultures, environments, and issues, making learning more relevant and meaningful.

Whether through student-led initiatives, curriculum innovation, or community-building experiences, this year demonstrated the power of student voice, belonging, and authentic engagement. Together, students, staff, and families continued to build a learning community where every child is known, valued, and empowered to make a difference.



Natalie Kramer

Elementary School Principal


PHASES
SPRT DEPT


Open-Minded
Risk-Taker
Principled















Moving Forward: Becoming a School for Everyone

Over the 2025–26 school year, the leadership team and Board of Trustees took a close look at how LCS could better serve students with diverse learning needs, including those whose needs cannot be fully met in a regular classroom. After exploring a range of options, the Board approved the creation of our own Life Centered Education (LCE) program, to open in August 2026. LCE is a specialized learning pathway for students who need intensive support, designed so that they remain meaningfully connected to the wider school community. Its focus is each student's growth, dignity, and well-being, and the practical skills that support a full everyday life. The program's home will be called Adidoe, the Ewe word for the baobab tree, a name drawn from the proverb: "Wisdom is like a baobab tree; no single person's arms can embrace it all." It fits a program built on the belief that every learner belongs here, and that it takes all of us to help them thrive.



Secondary School





The 2025–2026 academic year at Lincoln Community School (LCS) has been a period defined by strategic programmatic growth, rigorous curriculum development, data-driven pastoral care, and high-profile regional recognition. Through collaboration among faculty, coordinators, counselors, and support teams, we have expanded academic pathways, prioritized student well-being, and celebrated extraordinary individual student achievements. Our commitment to data-driven instruction continues to yield measurable results, with Measures of Academic Progress (MAP) scores maintaining a consistent year-over-year upward trajectory. To bolster academic stamina, we successfully implemented a school-wide, scaffolded MLA research framework from Grades 6 through 12, ensuring research and citation mechanics are taught progressively.

Using the Enhanced MYP framework to highlight core curricular elements for teachers, the Middle Years Programme saw significant consolidation this year. Four subject areas successfully completed a formal curriculum refinement process—specifically Mathematics, Language and Literature, Physical and Health Education, and Design—while Science, Arts, Individuals and Societies, and Language Acquisition are slated to begin this process next year. Furthermore, we finalized five Interdisciplinary Units (IDUs), formally teaching three this year, and expanded Community Engagement threads directly into academic units, anchored by two new Mini-Community Projects in Grades 6 and 8. Grade 10 End-of-Year exams successfully helped students consolidate their MYP learning as they look toward their final two years of secondary education, while we simultaneously onboarded teachers to the Personal Project capstone and piloted a new student Portfolio Process. Alongside these achievements, the secondary school has expanded inclusive academic pathways, with higher numbers of students choosing between IB Courses, Blended, or the specialized LCS Pathway. All specialized "LCS" courses are now fully aligned with Common Core, NGSS, and/or New York State standards, backed by a separate LCS Level syllabus. We also celebrated a year of scheduling firsts, introducing on-campus lessons for Psychology and Business Management—which instantly became our most popular DP Individuals and Societies options—and supported four students completing School-Supported Self-Taught (SSST) literature courses in Hebrew, French, Dutch, and Hindi.

Believing firmly in a personalized student experience, the secondary school celebrated multiple unique graduation timelines tailored to individual student needs. We honored students navigating unconventional academic trajectories with personalized ceremonies, including our first mid-Grade 12 graduation and an end-of-Grade 11 graduation pathway. This year also featured our first-ever live music performance to open the graduation ceremony, alongside the hosting of the first-ever LCS MYP Grade 10 Promotion Ceremony, anchoring our students as they transition to upper secondary.



Jennifer Hager

Secondary School Principal



Our students' commitment to global citizenship and sustainable service was recognized at the highest level across the continent by the Association of International Schools in Africa (AISA). Samaira De (Grade 12) received the AISA Outstanding Community Engagement and Learning Award, alongside a $2,500 grant, for her brilliant work with her Ecofem initiative. Samaira learned plastic upcycling, constructed a functioning plastic extrusion machine herself, and ran a community-impact project teaching local children how to process plastic waste while providing vocational skills to local women. Additionally, the prestigious AISA Award for Excellence was awarded to Vansh Bundhun (Grade 12) as the single final-year student across Africa who best exemplifies leadership, service, academic achievement, intercultural empathy, and purposeful innovation, celebrating him as a leader who remains globally informed yet deeply grounded in the local context.



On campus, we successfully led the school through a full change-management cycle to establish a phone-free environment, significantly improving face-to-face student engagement. We also collaborated with counselors, coordinators, and Grade 5 teachers to lead a comprehensive, transition program ensuring continuity of care as students enter Middle School. To elevate student voice, we implemented Inclusive Circles (Grades 1-10) to gather feedback on wellbeing and belonging, while simultaneously restructuring student-led clubs to drastically increase student participation and leadership opportunities. Aligning intentionally with the International School Counselor Association (ISCA) best practices, the counseling department transitioned to a highly preventative and student-centered model. We successfully continued our weekly Pulse check-in system for all secondary students, with advisors taking direct responsibility for monitoring and follow-up. Counselors also collaborated with the Student Support Services Coordinator to strengthen Tier 2 intervention clubs, enhanced student-of-concern identification through consistent presence in targeted leadership meetings, and hosted our first Teachers Teaching Teachers session focused on addressing Non-Suicidal Self-Harm. To bridge the gap between home and school, counselors facilitated two accredited 6-week parenting courses and significantly increased their presence at PTO parent coffee mornings to boost community visibility.

The university counseling department took admissions exposure to new heights by moving university engagements out of private offices and directly into high-visibility student spaces, such as the new Nilee canteen and stage area. The department hosted 84 in-person university visits spanning 10 countries this year and partnered with the Advancement office to sync all visits booked via MaiaLearning directly onto the LCS Mobile App for real-time parent visibility. These efforts culminated in our graduating students earning acceptances to 171 unique universities across 17 countries. Global engagement was further enhanced by supporting and executing a successful two-way academic and cultural exchange program with the International School of Boston. This specific initiative provided our participants with a truly immersive cultural exchange experience as they spent an entire month living directly with their assigned exchange families. Beyond the daily cultural integration, the program delivered significant academic value by allowing students to learn firsthand about major historical events that shaped the region. The program has already proven to be immensely popular with both students and parents; in fact, the secondary office is already receiving numerous queries from families regarding the application and selection process for next year's cohort. Finally, we maximized operational and administrative efficiency by conducting a comprehensive audit and clean-up of student Task Specific Clarification outlines (TSC) and Task Specific Rubrics (TSR), while introducing the AI Assessment Table, an innovative administrative framework designed to guide, regulate, and safely map the integration of Artificial Intelligence tools in formative and summative assessments.

The 2025–2026 school year has successfully elevated both our academic and student care systems. By expanding our pathways, stabilizing our MYP/DP structures, and grounding our pastoral care in data and counselor visibility, the secondary school has fortified its position as a leading international institution on the continent.




Lincoln
Community School
VIDEO EDITING




Woodshop




Lincoln
Community School








Lincoln
Community School
GHANA


Lincoln
Community School
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LINCOLN
LIONS
84




HOME














Moving Up
ceremo
Congra





Class of 2026 Achievements

63% *well above world average

of our students scored 30 points or better
(worldwide it was 59.2% of all students)

over
$4.5
MILLION USD
total Scholarships

HIGHEST DIPLOMA POINTS AWARDED
42
by 2 students

AVERAGE POINTS SCORED
34
*well above world average

WORLD AVERAGE POINTS
30.88

Diploma Programme

96%
PASS RATE
*well above world average



Well done!

Matriculation & College Acceptances 2025-26



North America
Occidental College - USA
Carleton University - Canada
Ontario Tech University - Canada
Rhode Island School of Design - USA
McGill University - Canada
Macalester College - USA
Stanford University - USA
Cornell University - USA
University of Dayton - USA
Skidmore College - USA
NSCAD University - Canada
Saint Joseph's University - USA
Eckerd College - USA
Howard University - USA
Drexel University - USA
University of Toronto - Canada
Virginia Commonwealth University - USA
The Pennsylvania State University - USA

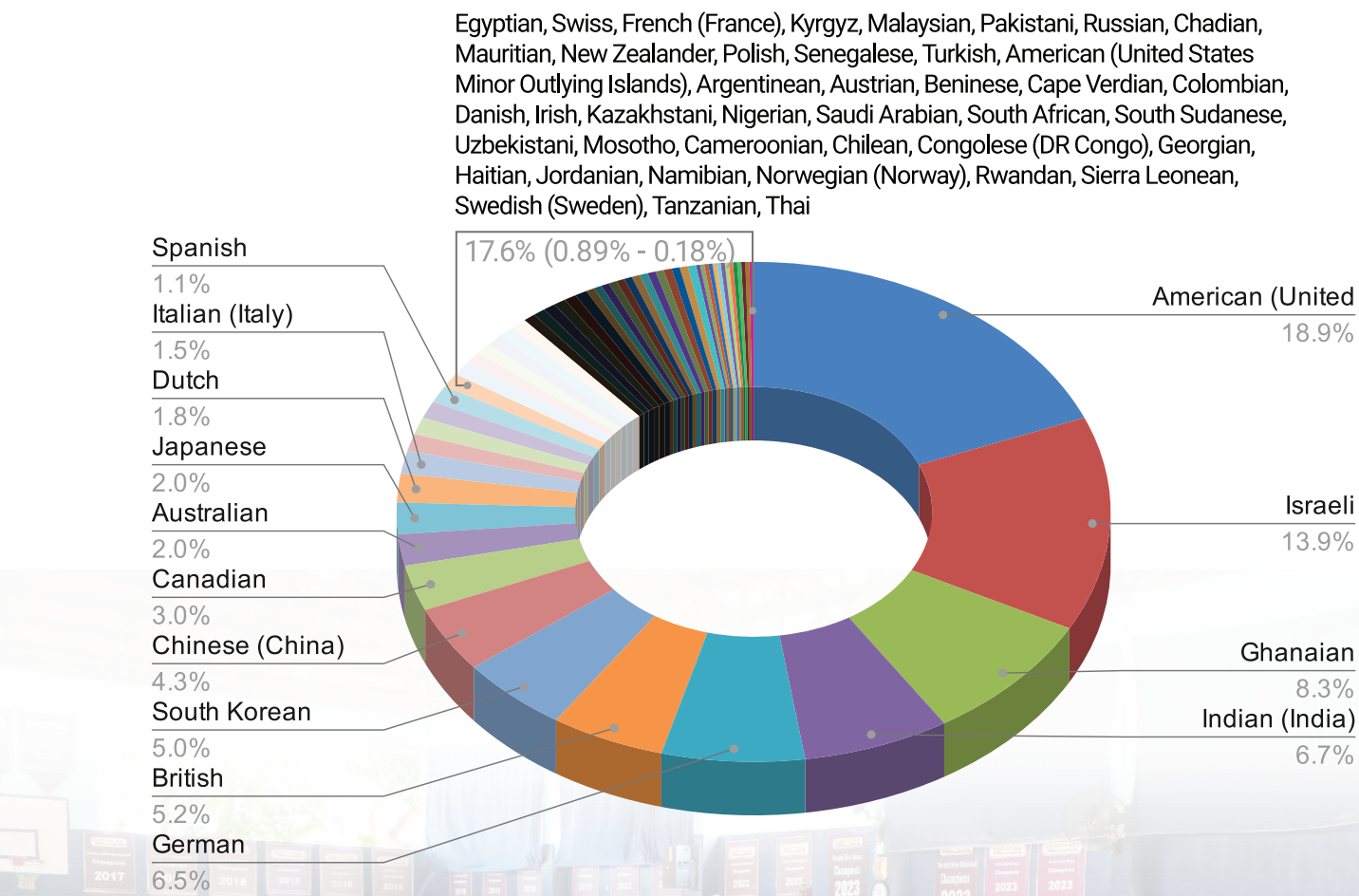
UK & Europe
University of Navarra - Spain
Semmelweis University - Hungary
BI Norwegian Business School - Norway
EDHEC Business School - France
University of Nottingham - UK
Frankfurt School of Finance and Management - Germany
Eötvös Loránd University - Hungary
SITAC - Svendborg International Maritime Academy - Denmark
Tilburg University - Netherlands
Robert Gordon University - UK
King's College - UK (2)

Africa, Asia & Middle East
Ashesi University - Ghana
Temple University, Japan Campus - Japan
American University in Dubai - UAE
University of Ghana - Ghana



We are a Community

Lincoln Community School is a diverse learning community of students, their families, support staff, faculty, and school leaders. In the 2025-26 school year there are students from 60 countries and 14 countries represented among our teachers.



A Year of Awards. Awards & Recognition, 2025–26

This year, LCS and its students were recognised both across the continent and on the sports field. At the AISA Global Issues Service Summit in Lusaka, the school received the **Community Engagement and Learning School Program Award**, which honours a service learning program that is embedded in the curriculum, inclusive and impactful. At the same summit, Grade 12 student Samaira De won the **Outstanding Service Project Award** for her work on Plastic Extrusion and Ecofem. AISA also presented Grade 12 student Vansh Bundhun with its **Award for Excellence**, chosen from high-calibre students at international schools across Africa.



In science, Grade 11 student Dhruv Jain was named a finalist for Regeneron ISEF 2026, his second time representing Ghana, and was awarded **Most Outstanding Exhibit in STEM** at the MISE Research Program.

In the WAISAL (West African International Schools Athletic League) competition, our **Middle School Boys Football team was crowned league champions**, and our **Middle School athletes were named Overall School Champions at the WAISAL Multi-Sports event in Lagos**. Our **MathCounts team also won the Fair Play award in Abidjan**, voted for by the other competing schools. Again, the **High School Boys Volleyball team won 3rd place** in the boys tournament and **earned the Fair Play Award at the WAISAL tournament in Dakar**. Finally, the **High School Girls Soccer team won 1st place at the WAISAL High School Soccer Tournament that was hosted in Ghana** at Lincoln Community School in February, 2026.




Lincoln
Community School


JGOARS
AISL


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Facilities Developments

The 2025/26 school year involved many projects for our facilities:

- We update the Lion mural by the outdoor Basketball Court
- The 25m swimming pool was completely refurbished and re-tiled.
- We added several new solar panels, enhancing our already extensive solar supply.
- A new 'Home of the Lions' mural was put in place in the MPH
- We created a space to celebrate the destinations of our Alumni
- Therapy spaces for our new Life Centred Education (LCE) program were built and upgraded
- We constructed an on campus waiting room for students who arrive early in the mornings.



Swimming Pool



Solar Panels

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Life Centred Education (LCE)









Campus Waiting Room





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