



ANNUAL REPORT

2017 / 2018

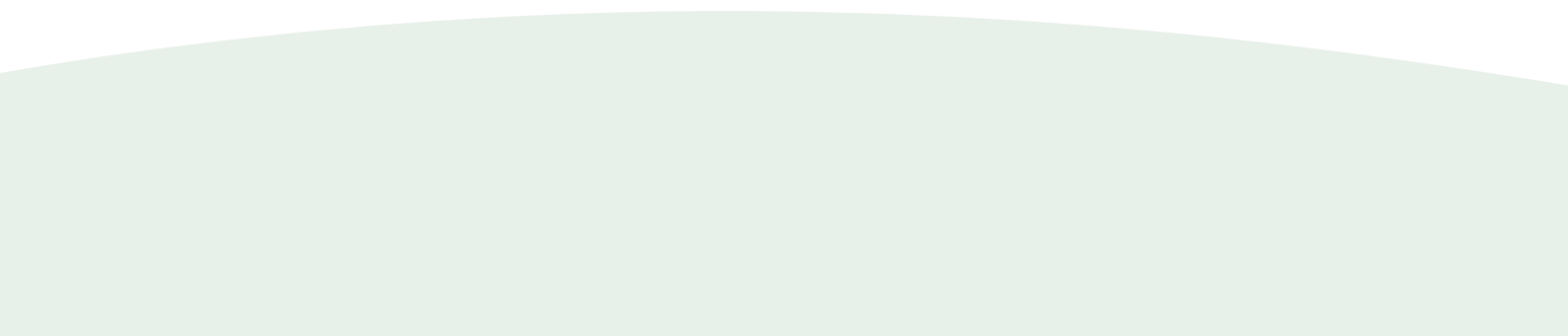


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2017 / 2018

The
British
School
Rio de Janeiro

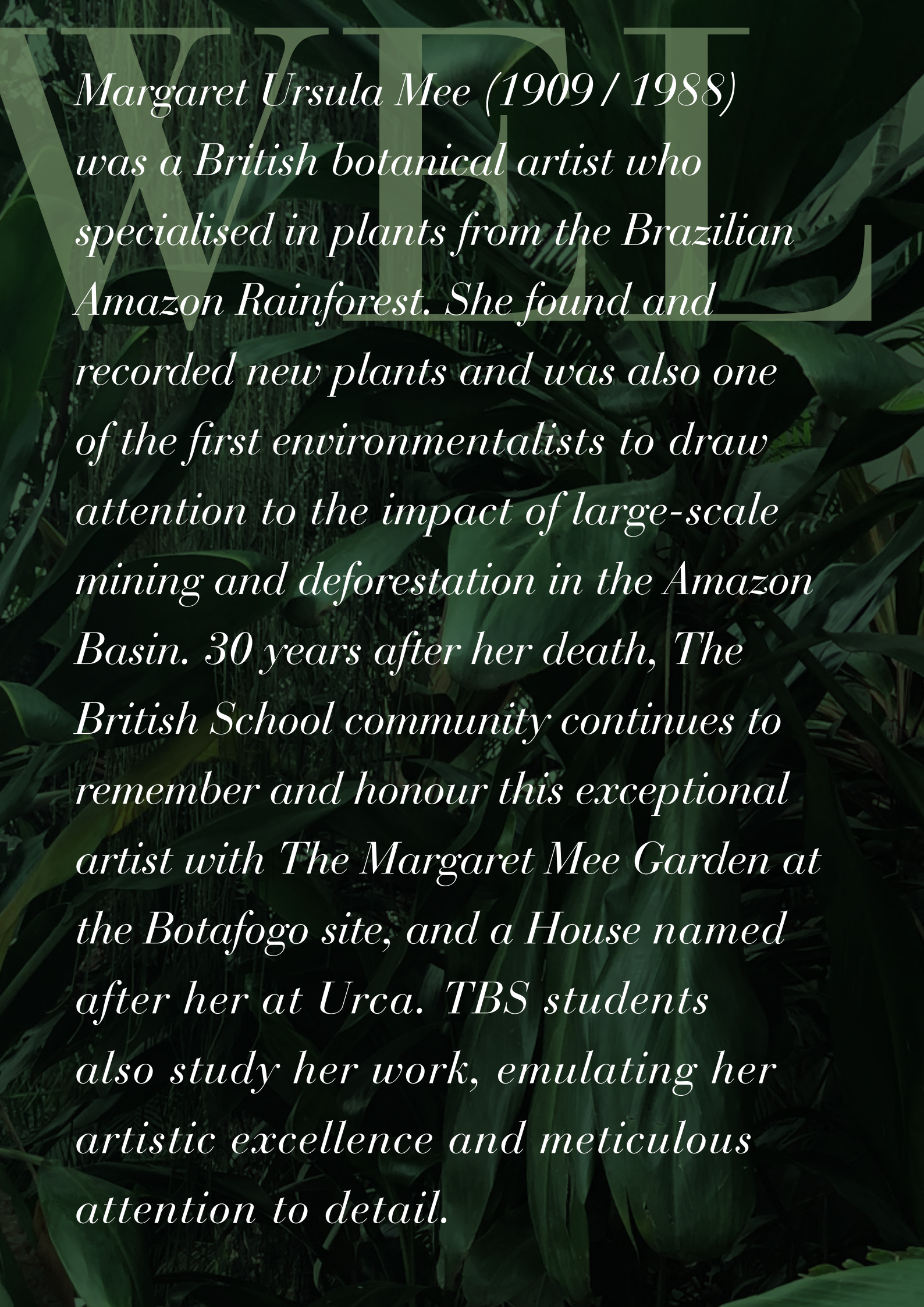
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determinat



*Orality
Classical
Education*



**The
British
School**
Rio de Janeiro



Margaret Ursula Mee (1909 / 1988) was a British botanical artist who specialised in plants from the Brazilian Amazon Rainforest. She found and recorded new plants and was also one of the first environmentalists to draw attention to the impact of large-scale mining and deforestation in the Amazon Basin. 30 years after her death, The British School community continues to remember and honour this exceptional artist with The Margaret Mee Garden at the Botafogo site, and a House named after her at Urca. TBS students also study her work, emulating her artistic excellence and meticulous attention to detail.

WELCOME

THE
MARGARET MEE
GARDEN



Urca has a House named after Margaret Mee

S U M M A R Y



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*Watercolour inspired by the work of Margaret Mee
by Pedro Azevedo (Class 2), Barra*

Pedro A





Margaret Chase

Unicea guttata
Serra dos Orgãos, Rio

LETTER FROM THE BOARD OF GOVERNORS

Welcome to the Director's Annual Report for the period April 2017 to April 2018.

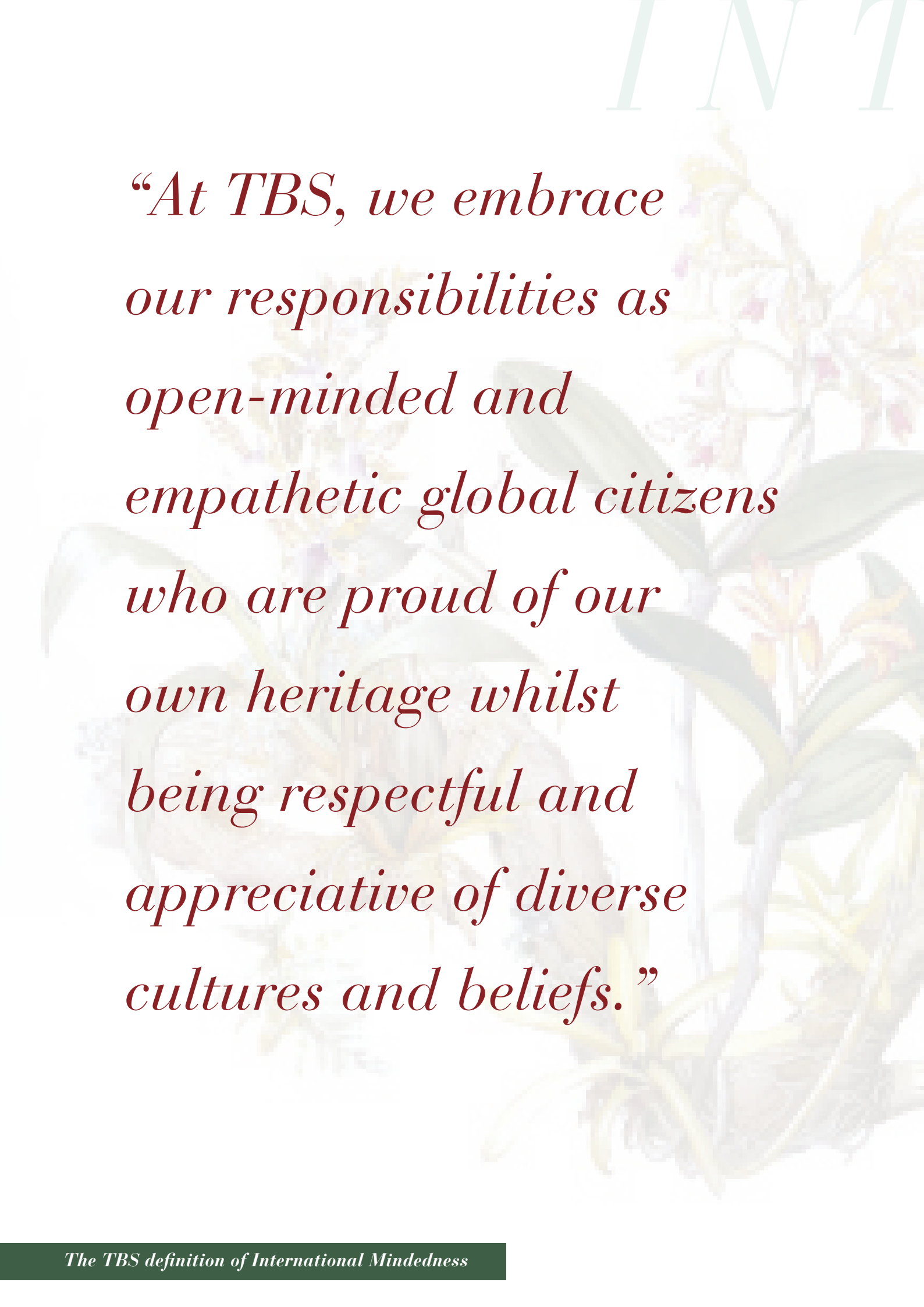
Another busy year has passed by so quickly and it is my pleasure to report on a wide range of activities and achievements throughout the year across the three school sites and the school as a whole.

A particular highlight of 2017 / 2018 has been the successful re-accreditation of TBS through the Council of International Schools (CIS). This lengthy and detailed process, part of a 10-year cycle, involved the whole school community of teachers, staff, students, parents and Governors. It was with a great deal of pride and satisfaction that we received a positive outcome through the Team Visit Report in early January, 2018, indicating that we had met or exceeded all 57 standards within the Protocol for the Evaluation and International Accreditation of Schools. Once again, I thank the various contributors to this report, which aims to provide a comprehensive summary of the successes of the year.

Chris McLauchlan, Class of 1973

Chairman of the Board of Governors





*“At TBS, we embrace
our responsibilities as
open-minded and
empathetic global citizens
who are proud of our
own heritage whilst
being respectful and
appreciative of diverse
cultures and beliefs.”*

INTRODUCTION

Welcome to our Annual Report for the period April 2017 to April 2018. It has certainly been another busy and exciting year for our school. Throughout much of this time, the school was preparing for the 10-year visit in relation to the Council of International Schools (CIS) re-accreditation process. As the Chair has reported in his introduction, we are delighted to have received re-accreditation status from CIS following the Team visit at the end of 2017.

As a result of the preparatory work for the CIS accreditation process, there has been a vast amount of collaboration from all sectors of the community in developing plans, policies and procedures to improve our school. We are now seeing greater consistency in all that we do across our three school sites.

Another highlight of the year was entering the design of the new Barra senior building in the prestigious UK Civic Award Trust. From over 230 entries, we were shortlisted amongst 40 other design projects and ultimately awarded a commendation in a special ceremony held in Manchester United's hospitality lounge at Old Trafford. A great honour indeed.

I hope you enjoy reading about the various aspects of our school and the great range of learning activities and opportunities for our children.

John Nixon MBE

Director



John Nixon with the Urca Student Council

ED



UCATC

EDUCATION





STUDENTS AND STAFF OVERVIEW

STUDENTS

At the end of 2017, a total of 2180 students were enrolled at The British School across the three sites.

Although the majority of students are Brazilian, many have dual citizenship and up to 50 other countries are represented within the student body.

Enrolment figures for each site are:

Barra	955 (from 2 to 18 years)
Botafogo	788 (from 2 to 12 years)
Urea	437 (from 12 to 18 years)

STAFF

TBS employs nearly 600 teaching, administrative and support staff across the three sites. The education staff comprises around 341 teachers and assistant teachers, all of whom are fully qualified either in Brazil or elsewhere in the world. Our local Brazilian teachers and assistants are fluent in English.

A total of 60 teachers have been recruited from overseas, mainly from the United Kingdom, but we also have staff from Canada, New Zealand, Australia, Ireland, France, Spain, Argentina and Iceland.



LEARNING TECHNOLOGIES

This year has seen significant work towards addressing our three interdependent key priorities from our school Learning Technologies Development Plan: Communication, Transforming Learning and Safeguarding. The vision, guiding our work, in our development plan is:

‘To promote the safe, efficient and responsible use of contemporary technologies to inspire a sense of wonder and transform learning’

Focusing on this vision from the school’s Senior Leadership Team, here are some of the steps taken and progress made this year:

C O M M U N I C A T I O N

Following a successful trial, the Primary section of the Barra site has continued their strategy of replacing paper agendas with online home/school communication. Edmodo (a VLE), Class Dojo (a parent App) and Google Apps for Education (online learning tools) have now replaced paper agendas. In Botafogo a similar approach has been adopted and a successful trial of Class Dojo has been well received. This has led to it being introduced for parents there, too.

Now in its third year, our school management system, iSAMS, continues to be developed and an extensive review last year led to additional new modules being introduced.

The school’s Intranet has received an upgrade. New versions of systems have been made available to improve usability. A full repository of the schools’ strategic plans, policies and procedures is now easily accessible along with a growing Help Centre area.

T R A N S F O R M I N G L E A R N I N G

Our team of students with an interest and a passion for using digital tools, who enjoy supporting fellow students and their teachers to develop the use of technology, continues to grow. These students are known as our Digital Leaders and meet regularly together as a ‘Digital Senate’. This year they have been involved in a wide range of projects: supporting Learning Technology policy development, advising on school hardware acquisition, school trips and supporting staff training.

S A F E G U A R D I N G

This year, with help from students from the Digital Senate, a suite of new e-safety policies for staff and students was introduced. These policies, accompanied by training for the school community, are aimed at maximising the potential of technology as an educational resource. Regular parent e-safety awareness raising meetings also took place, helping to ensure our children have a safe and healthy approach to using technology at home and at school.



Patagonia



Serra da Bocaina



Cachoeiras de Macacu

DUKE OF EDINBURGH

Proud to deliver



The Duke of Edinburgh's International Award is a prestigious and challenging qualification for which students complete Adventurous Journeys, practise new skills, keep fit via physical recreation and carry out service to the community from the age of 14 upwards. There are three awards (Bronze, Silver and Gold) to be accomplished throughout the scheme and at different ages. At Gold level, our students need to do all of the above as well as fulfilling a residential project. Over the past year, sixteen of our students completed the Bronze Award and one student achieved the Silver Award.

A total of 90 TBS students participated in Bronze and Silver Awards this past year with expeditions to Cachoeiras de Macacu, Serra da Bocaina and Patagonia, Argentina.

In addition to the Duke of Edinburgh's International Award, The British School offers the Pre-DofE programme to students from Classes 4 - 7, enabling them to build up the necessary personal qualities and technical skills to commence The Award itself from Class 7 onwards. On the Pre-DofE residential trips to Cachoeiras de Macacu, 167 students learnt skills such as horse riding and horse care, mountain biking and bike care, camp craft and archery. Important skills such as leadership, cooperation, communication, resilience and team spirit are an integral part of the award scheme at all levels.

For further information on The Award, please refer to www.intaward.org.



Barra & Urca DofE Bronze Final expedition





Urca trip to UK



Botafogo trip to Paraty



Barra trip to Foz do Iguaçu

FIELD AND CULTURAL TRIPS

More than 80 one-day and residential trips were undertaken by TBS students over the 2017 academic year. In both Primary and Senior Sections the trips are directly linked to the curriculum and give an indication of the commitment to making connections between what is studied at school and the real world. This is reinforced through the various cultural trips that are also run to places such as London, New York and California. In addition, there were more than 50 events and workshops where parents had an opportunity to come to school and understand more about their son/daughter's learning.

BARRA

Petrópolis Class 3 *November 2017*

Paraty Class 4 *May 2017*

Itatiaia Class 5 *September 2017*

Pantanal Class 6 *June 2017*

London Class 7 *October 2017*

Foz do Iguaçu Class 8 *May 2017*

New York Class 8 *July 2017*

California Class 8 *January 2018*

IB Biology Trip to Petrópolis *May 2017*

IB and CAS Induction Trip to Minas Gerais Class 9, 10 & 11 *November 2017*

Friendship Festival *May 2017*

ISSL *April and October 2017*

BOTAFOGO / URCA

Petrópolis Class 3 *September 2017*

Paraty Class 4 *May 2017*

Itatiaia Class 5 *August 2017*

London Class 7 *October 2017*

London Drama Trip *Class 7 March 2018*

Foz do Iguaçu Class 8 *October 2017 and April 2018*

California Class 8 *January 2018*

IB Induction Trip to Minas Gerais Class 9 *November 2017*

IB San Andrés Geography Classes 10 & 11 *June 2017*

Inter 6 *April 2017*

ISSL *October 2017*

Owing to circumstances beyond our control, the usual Class 6 Pantanal Trip was postponed until this year-group reaches Class 7, and will be taking place in June 2018.



PE lesson, Urca



PE lesson, Botafogo



PE lesson, Barra



Following the programme started in 2016 for Basketball and Football classes, as extra-curricular activities, for girls in primary classes 4 and 5, we have a genuine increase of girls' participants in the official Falcons practices. These activities have been a great motivation to join practices for the future Falcons teams. After our first experience, in November 2016, now it is possible to compose the Futsal and Volleyball teams for the Little 8 Tournament, in the first semester, with students under 15 years old, composing the Falcons' teams with the selection of students from Urca, Botafogo and Barra site.

Taking this opportunity to increase our Falcons programme in the first semester, we will be participating in the previous tournament, in which are played the same sports, switching the gender for each of them (boys' volleyball & girls' futsal).

This is an opportunity for those students that never had these opportunities to take part of the tournaments. Therefore, our teams will travel using the same schedule as the second semester, participating with one group from Sunday to Wednesday and the with the other group travelling on Wednesday and returning on Saturday. They will travel in two buses on different dates, with around 80 students, from all sections, and starting with the cheerleading programme at the Barra site.

S P O R T S D A Y

Once again, Urca and Botafogo Class 5 students enjoyed a highly successful House Sports Day in June. As usual, we were fortunate enough to be able to use the facilities at the Forte São João in Urca. Persistent rain on the day did not in any way dampen our students' spirits, and the majority of activities were able to be completed on schedule despite the weather. Barra Seniors students participated in the House Sports Day last October. Students were allowed to experience competing in the new Gym and represent their houses into multiple sports. To end this amazing Day, School was fortunate to count with the Lecture of Bernardinho, Brazilian National Volleyball coach highlighting many important aspects related to athletes background and how it plays a role model to everyone.



Barra High School soccer girls - 2nd place



Junior High soccer girls - 1st place



Junior High soccer boys - 2 place

2017 TOURNAMENTS RESULTS



DATE	TOURNAMENT	SCHOOL SECTION	SPORT/ACTIVITY	FINAL STANDING	STUDENTS AWARDED
APRIL 1 st / 12 th	Inter 6 Tournament	URCA	Boys Futsal	5 th PLACE	Alessandro Giuliadori (Sportmanship)
			Girls Volleyball	4 th PLACE	Helena Franco (Sportsmanship)
APRIL 9 th / 12 th	ISSL 2 Tournament	BARRA	Boys Futsal	4 th PLACE	Rodrigo Castro (Outstanding Player)
			Boys Volleyball	1 st PLACE	Pedro Dalbone (Outstanding Player)
			Girls Soccer	3 rd PLACE	Anna Victoria Meth (Outstanding Player)
			Girls Volleyball	4 TH PLACE	Carolina Araújo (Outstanding Player)
MAY 1 st / 12 th	Little 8 Tournament	URCA/ BOTAFOGO	Boys Futsal	3 RD PLACE	Claudio Chagastelles (Sportmanship)
			Girls Volleyball	5 th PLACE	Joana Camargo (Sportmanship)
SEP 27 th / OCT 1 st	ISSL 1 Tournament	URCA	Boys Soccer	4 th PLACE	Gabriel Andrade (Outstanding Player)
			Boys Basketball	5 th PLACE	Antonio B. Pereira (Outstanding Player)
			Girls Soccer	8 th PLACE	Carolina Parente (Outstanding Player)
			Girls Basketball	6 th PLACE	Beatriz Costa (Outstanding Player)
SEP 27 th / OCT 1 st	ISSL 1 Tournament	BARRA	Boys Soccer	5 th PLACE	Gabriel Souza (Outstanding Player)
			Boys Basketball	3 rd PLACE	Pedro Dalbone (Outstanding Player)
			Girls Soccer	2 nd PLACE	Carolina Araújo (Outstanding Player)
			Girls Basketball	5 th PLACE	Anna Victoria Meth (Outstanding Player)
OCT 29 th / NOV 1 st	Little 8 Tournament	BARRA/ BOTAFOGO/ URCA	Boys Soccer	2 nd PLACE	Claudio Chagastelles (Sportmanship) URCA
			Girls Soccer	1 st PLACE	Josefina Boschero (Sportmanship) BARRA
NOV 1 st / NOV 4 th	Little 8 Tournament	BARRA/ BOTAFOGO/ URCA	Boys Basketball	2 nd PLACE	Gavin Fuentes (Sportmanship) URCA
			Girls Basketball	8 th PLACE	Valentina Trota (Sportmanship) BARRA



Ballet class, Botafogo



Judo class, Barra

AFTER SCHOOL ACTIVITIES



The PTA organises and runs highly successful After School Activities (ASA) as optional extras within the safe environments of the Barra and Botafogo sites, with committed and professional teachers at competitive prices.

The activities currently being offered on our sites include:

B A R R A

<i>ARTISTIC GYMNASTICS</i>	<i>JAZZ</i>
<i>ARTS & CRAFTS</i>	<i>JUDO</i>
<i>BALLET</i>	<i>MUSIC *</i>
<i>BASKETBALL</i>	<i>RYTHMIC GYMNASTICS</i>
<i>BRIKS4KIDZ</i>	<i>SWIMMING</i>
<i>CAPOEIRA</i>	<i>TAP DANCING</i>
<i>COOKERY</i>	<i>VOLLEYBALL</i>
<i>FOOTBALL</i>	<i>YOGA</i>
<i>GAME DEVELOPMENT</i>	

B O T A F O G O

<i>ARTISTIC GYMNASTICS</i>	<i>COOKERY</i>
<i>ARTS & CRAFTS</i>	<i>FOOTBALL</i>
<i>BALLET</i>	<i>JUDO</i>
<i>BASKETBALL</i>	<i>MUSIC *</i>
<i>CAPOEIRA</i>	<i>ROBOTICS</i>
<i>CHEERLEADING</i>	<i>VOLLEYBALL</i>

** Musical activities are coordinated by the school's Music Department.*



PTA CONTRIBUTIONS



The year 2017 was very busy and successful for the PTA. Parents from both Barra and Zona Sul worked hard together and held some excellent events, as well as revising and legalising new statutes and by-laws. The legal processes involved with the new by-laws took almost two years to complete and approve according to rules of the new Civil Code – certainly a major achievement.

Some of the specific achievements in 2017 included: providing financial support to remodel the drama room in Urca; renovation of the common rooms in both Barra and Urca; a new multi-sports court in Barra and helping to finance the project of a new multi-sports court on the Mackenzie rooftop in Botafogo.

The PTA also created a new website that is currently in its final stages, as well as designing a new logo for the PTA. The PTA continues to play an important role in supporting charities. All the proceeds raised from the PTA bake sales, which are run in both Barra and Zona Sul, as well as from our International Festival, go to important charity projects. In 2016 the PTA created the first “Tea for Teachers” in order to show appreciation for the teachers’ work, and also introduced Children’s Day celebrations for our students. Both events promise to become true traditions for TBS and a legacy for our PTA.

After many years of association with the school through their children, sadly Patricia Correia and Gilza Velloso stepped down from their roles on the PTA executive committee as president and treasurer at the end of 2017, as their children graduated from TBS. The school is extremely appreciative and grateful for their enthusiasm, hard work and support. Claudia Britto is now the elected President of the PTA.



*Claudia Britto, Gilza Velloso,
Patricia Correia and John Nixon*

D



EVETO

STAFF DEVELOPMENT





STAFF DEVELOPMENT

The British School invests greatly in the continuing professional development of its staff. Aside from our weekly after school training for all education staff, our ongoing commitment to update teachers' knowledge of the IB curriculum and IGCSE syllabus, the funding of Masters in Education courses, as well as local and online courses, we also provide opportunities for staff to visit other schools and to reflect on their practice. Staff who attended a conference in São Paulo this March will, in turn, offer their colleagues training on the training that they themselves received so as to share their learning.

THREE - DAY TRAINING : MARCH 26TH TO 28TH, 2018

Our staff also have useful opportunities to work collaboratively with colleagues from other sites. Last August, senior school staff met in Barra to share good practice, ideas and the use of resources within specific subject departments. A survey of all staff following this sharing good practice day showed that it was overwhelmingly well received and that more cross-site meetings would be very much welcomed. Thus, we dedicated the first of the three days of Inset this April to a further opportunity for senior staff to work within departments again. All Barra senior staff travelled to the Urca site to write subject-based target setting comments for students' reports and to use the time profitably to share more ideas and resources.

The senior staff this April also received specific training in supporting students who have additional learning needs in the Three D's: Dyslexia, Dyspraxia and Dyscalculia from Dr. Marcio Vasconcellos, the neuro paediatrician. They also received workshops from speakers who were invited to discuss gender, sexual identity and sexuality during adolescence. The speaker for the Urca staff, Professor Edna Tinoco Ponciano, Doctor of Psychology at UERJ, described the theory and practical steps that schools and other institutions can take to integrate transitioning and transgender members of the school community successfully. At Barra, a transgender speaker, Raul Alvim Capistrano, described his journey as the first woman to transition legally to becoming a male in Minas Gerais, managing successfully to change his Brazilian identity card. He provocatively challenged assumptions and prejudice and invited staff to ask questions that were open and frank.





The British School, Rio de Janeiro, also boasted a first for Brazil in terms of providing Cambridge Examinations IGCSE training. This two-day workshop was offered to all of our senior school Portuguese teachers, from both Barra and Urca, with the aim of updating their teaching and assessment of Portuguese as a First Language.

M A S T E R S O F E D U C A T I O N

TBS offers local staff 100% funding and overseas' teachers 70% funding to undertake a Masters' degree in Education - should their application be approved by the school's Educational Leadership Team (ELT). At present, three members of staff are in the process of completing their Masters at the University of Bath and two others are studying with the University of Dundee. It is a huge commitment on top of a full-time teaching career, but one that all report to be highly rewarding, especially the action research that tests their theories in practice.

I B T R A I N I N G

In the past year, seventeen teachers from TBS received IB training, travelling within Brazil from Rio de Janeiro to São Paulo and abroad as far as New Mexico and Latvia. This coming year, that number will increase, with teachers new to the IB being given priority.

I G C S E T R A I N I N G

Although TBS hosted a face-to-face workshop for Portuguese teachers this year, many TBS staff also undertake the online Cambridge Examinations training that is available in order to update their knowledge, especially in terms of changes to the curriculum and assessment criteria. In July, TBS will host its second face-to-face IGCSE Cambridge Examinations' event, offering all of our history teachers training and the opportunity to liaise with history teachers from other schools in the region.



ONLINE COURSES AND TRAINING

Many of our primary teachers in particular are interested in learning more about inclusion and special needs. Staff development funds longer local courses of online study, including postgraduate qualifications, so as to increase teachers' understanding of the behaviours and strategies that can best support our students who have specific learning difficulties.

COMMUNICATIONS AND MARKETING

Recent strategic goals for TBS have focused on improved communications and marketing. In light of this an experienced PR Team of external consultants was formed to work in conjunction with key members of staff. These include the Marketing Department (Adriana Andrade'1994 and Livia Fonseca'2005) and a Communications Sub-Committee with two elected members from the Board of Governors. The PR Team members have complementary skills and experience and have been able to guide the development of key publications, such as: the Annual Report; prospectus; the launch of an Instagram profile; and combined whole school and site newsletters. Several promotional videos have been produced covering a wide range of activities at the school. The PR Team has also liaised with local media and journalists resulting in a number of positive news articles about the school's work and the community it serves.



INFRASTRUCTURE





*John Nixon and Robert Torday;
representing JMP Architects*



New courtyard and facilities for Early Years, Botafogo

FACILITY IMPROVEMENT

B A R R A

The new building for the senior section opened for students at the beginning of the academic year 2017. The official opening of the new Barra building took place on Friday 30th June.

The creative design of the Barra Senior building entered into the UK's Civic Trust Awards competition and, from a total of 234 entries, TBS was one of just 40 projects awarded a commendation. This prestigious award is recognition of the work of the school in partnership with our UK Architect, John McAslan (JMP).

B O T A F O G O

We were fortunate to secure a long term lease on a house and courtyard behind the Thompson building at the Botafogo Site. We drew up plans with a local architect to renovate the building and convert spaces into: a Lower Primary library, multi-purpose room, office space, and a teachers' workroom on the first floor. The courtyard will increase the outside play area for Lower Primary children.

Added to this, with the help of the PTA a new multi purpose court has been designed for the rooftop of the Mackenzie building, complete with multi-purpose sport surface, bleachers and surrounding netting to retain stray balls.

U R C A

We continue to consider adjoining properties to the Urca site for possible purchase or rent. As in all years, various items of routine maintenance have been carried out at the Urca Site throughout the year. This includes brightening up the Reception area, upgrading our elevator facilities, repairs to the large fire escape, repairs to façades (routinely due at this stage of the life of the Urca site), as well as the commencement of a rolling programme to replace all ceiling boards. The PTA also kindly funded a refurbishment of the IB Student Common Room.



Simon Wood, British Consul General in Rio de Janeiro, Barra

EVENT

EVENTS





TBS delegates



BRAMUN at the Costa do Sauípe

MODEL UNITED NATIONS

Once again, MUN has proved an exceptionally popular activity at TBS. During the past year, our students have been involved in four major MUN events:

TBS MUN 15

26TH - 28TH MAY 2017



The TBS conference attracted over 300 students from all sites to participate in the roles of delegates, chairs, senior officer positions and press. We also received a delegation from EARJ, the Pan American School of Bahia and the Maple Bear School from Macaé. It was the first time the event was held at the Barra site and it was agreed that the conference would alternate between Urca and Barra from now on.

SÃO PAULO MUN (SPMUN)

15TH - 17TH SEPTEMBER, 2017

Over the weekend of 15th to 17th September, a small number of experienced TBS delegates travelled to the American School of Campinas to participate in the São Paulo MUN. The conference was attended by around 250 young people from 14 schools and was a highly challenging but fulfilling experience. This was the first time the school has participated with delegates in a conference that is considered as a warm-up for next year's BRAMUN event.

SOUTH AMERICAN JUNIOR MUN (SAJMUN)

8TH - 10TH DECEMBER, 2017

Thirteen students from all three sites travelled to Graded School in São Paulo during the weekend of the 8th-10th December, to take part in the South American Junior Model United Nations Conference (SAJMUN). Like its senior counterpart, BRAMUN, this event attracts several schools from around Brazil and also Chile, but is only open to students from Classes 5-7. Hence it is truly a junior event.

BRAZIL MODEL UNITED NATIONS

7TH - 11TH MARCH, 2018

The 16th session of the Brazil Model United Nations (BRAMUN) Conference was held in March at the Costa do Sauípe resort in Salvador. With over 500 delegates from 15 schools taking part, this was the biggest ever BRAMUN to date and, once again, proved to be a marvellous experience for all those who participated.



Drama competition, Urca



Grease is the world, Barra

EVEN

SCHOOL PRODUCTIONS

URCA MUSIC AND DRAMA

For Music at Urca, 2017 has been a year to showcase many student talents. Highlights have included the annual House Music Competition, the inaugural Piano Concert, as well as some superb performances at the Prize Giving evening in December.

For Drama at Urca, 2017 highlights have included the annual House Drama Competition, the Moulin Rouge showcase performance, as well as the performance of 'Não tô entendendo nada' during our end of year programme. Drama is greatly increasing in popularity, and we are now building towards the 2018 production of *High School Musical*.

BARRA DRAMA ACTIVITIES

To put on an ambitious spectacle in the busy working environment of TBS requires hard work, courage and commitment, and this year's senior school production of *Grease* was no exception. From class 5 to Class 11, 60 young, talented and dedicated students came together after school as well as during weekends and holidays to create a show that would "wow" the audience. The celebratory sensation of achievement and family reaches far beyond a show and into all of our lives. This year's production of *Grease* was definitely Electrifying!



Festa Junina, Botafogo



Festa Junina, Barra



International Festival, Barra



Urca Gala Dinner



Barra Gala Dinner

PTA

PTA EVENTS

FESTA JUNINA'



The traditional Brazilian event of Festa Junina was celebrated at both Barra and Botafogo sites in June 2017. These festivals were bright, lively and well-attended parties, featuring students from Pre-Nursery up to Class 11 performing traditional square dances; lots of fun games and food trucks. Staff, parents and students were able to enjoy the day together, and the event brought together the entire school community.

INTERNATIONAL FESTIVAL

This is a celebration of the school community's diversity and was held in November 2017 at the Barra Unit. 38 families within the school community adopted and promoted the sixteen countries represented at the event. Each shared different features of their countries cultures. For the first time, the International Festival invited diplomats based in Rio, who gave lectures on various topics about their home countries. Our Senior students had the opportunity to test and exercise their own diplomatic skills by acting as Young Ambassadors, an initiative that we would like to see grow in the future.

GALA DINNERS

The PTA has established a tradition of organising Gala Dinners in December for the graduating Class 11 students, their families and school staff. The teachers chosen by the graduating class were able to attend at the generous invitation of the PTA. The Urca Gala Dinner took place at Gávea Golf Club and the Barra graduates celebrated at Itanhangá Golf Club. Both events provided a unique opportunity for students, parents and teachers to celebrate successes and the journey they made together throughout the school.

AC



Graduation, Barra

CHIEVE

ACHIEVEMENTS





Graduation, Urca





EXTERNAL EXAMINATIONS



IGCSE RESULTS

At IGCSE, there were some excellent individual results, with two students achieving 10 A* grades and several others coming close to this achievement. For the second year in a row, a TBS student was awarded the highest mark in the entire world for her Cambridge IGCSE Foreign Language Portuguese examination – with another TBS student also achieving this feat in Spanish IGCSE! Overall, results were acceptable with some room for further improvement.



IB RESULTS (URCA & BARRA)

2017 saw 71 IB Diplomas awarded in total at TBS, slightly less than in 2016. Special mention must go to the 4 students who scored 40 or more points, with a world-class 43 points the highest score. Overall, the average Diploma point score of 32 points compared well to previous years. The number of students who did not quite reach the Diploma pass mark of 24 points was a little disappointing; however these students achieved a number of valuable IB Course certificates.

FINAL UNIVERSITY DESTINATIONS – CLASS OF 2017

EUROPE

ERASMUS, NETHERLANDS	International Business, Media Studies
ESCP, FRANCE	Literature
GLION INSTITUTE, SWITZERLAND	Hospitality Management
GOLDSMITHS COLLEGE, LONDON, UK	Communications/Film
LONDON SCHOOL OF ECONOMICS, UK	Law (2)
LONDON (UNIVERSITY OF THE ARTS), UK	Art and Design
ROTTERDAM, NETHERLANDS	Visual Arts
SUSSEX, UK	Management and Marketing
YORK, UK	Chemistry

NORTH AMERICA

BERKLEE COLLEGE OF MUSIC, USA	Sound Engineering
BOSTON COLLEGE, USA	Communications
BOSTON UNIVERSITY, USA	Business
CALIFORNIA (LOS ANGELES), USA	Business
CALIFORNIA (SAN DIEGO), USA	Neuroscience
CHICAGO, USA	Economics (2)
COLUMBIA, USA	Architecture, International Law, Undecided
DUKE, USA	Economics, Undecided
FLORIDA ATLANTIC, USA	Business and Management
FLORIDA INTERNATIONAL, USA	Computer Science
GEORGIA INSTITUTE OF TECHNOLOGY, USA	Economics, Engineering (3), Mechanical Engineering
GEORGETOWN, USA	Literature
GEORGE WASHINGTON, USA	Economics
HARVARD, USA	Economics, Engineering
HARVEY MUDD COLLEGE, USA	Computer Science
IOWA, USA	Economics
MIAMI, USA	Sports Management
NEW YORK, USA	Business, Real Estate
NORTHWESTERN, USA	Communications/Journalism
PEPPERDINE, USA	Business and Management
PRINCETON, USA	Engineering
RICHARD BLAND COLLEGE, USA	Business
SAVANNAH COLLEGE OF ART AND DESIGN, USA	Design
SOUTHERN CALIFORNIA, USA	Business and Management, Film/Cinema/Communications
STANFORD, USA	Engineering
TORONTO, CANADA	Linguistics, Literature/History
VASSAR, USA	Undecided
WAKE FOREST	Business and Management

BRAZIL

ESPM	Communications/Advertising
ESTACIO DE SÁ	Medicine (2)
FGV	Law
IBMEC - RIO	Business Administration (5), Economics, Engineering, Law
IBMEC – SÃO PAULO	Law
MACKENZIE – SÃO PAULO	Architecture
PUC-RIO	Administration (8), Architecture, Business and Management, Communications/Advertising, Design, Economics (2), Engineering (2),
SOUZA MARQUES	Law (2) Medicine (2)

Additionally, our students received offers that they did not finally accept from: **UK and Europe:** Bath (UK); BI (Norway); Bristol (UK); Cambridge (UK); Edinburgh (UK); IE Business School (Spain); Imperial (UK); Queen Mary (UK); Royal Holloway (UK); Sheffield (UK); University of the Arts London (UK); University College London (UK); Warwick (UK); **North America:** American; Babson; Bentley; Bloomington; British Columbia (Canada); Brown; California (Berkeley, Davis, Santa Barbara, Santa Cruz); California College of the Arts; Caltech; Carnegie Mellon; Carolina; Central Florida; Chapel Hill; Chapman; Colorado; Cornell; Davidson College; Drew; Emerson; Emory; Fordham; Hofstra; Indiana; Illinois; John Hopkins; Lafayette; Lehigh; Loyola Marymount; Lynn; McGill (Canada); Michigan; Northeastern; Notre Dame; Pennsylvania; Pratt; Purdue; Rice; Ringling College of Art and Design; Rollins College; Rochester; Tufts; Villanova; Waterloo (Canada); Wisconsin-Madison; Yale; **Brazil:** Unigranrio.

UNIVERSITY ACCEPTANCE

UNIVERSITY APPLICATIONS OVERSEAS

Once again, our students enjoyed outstanding success in their international university applications this year. For the Class of 2017, the USA has been a very popular choice, with more than 40% of all students selecting an American university as their final destination. Prestigious final destinations this year include Columbia (three students), Harvard (two students), Princeton and Stanford, as well as a wide range of other very well-respected institutions.

A small number of students have also elected to study in the UK, Canada, France, The Netherlands or Switzerland, meaning that overall, more than 50% of the class of 2017 will be commencing degree courses overseas.

UNIVERSITY APPLICATIONS IN BRAZIL

Equally, this has been a very successful year for Brazilian university applications. As usual, PUC-Rio is the most popular destination in Brazil, with 18 students electing to study there. IBMEC was again frequently selected, and four students have elected to study Medicine, at either Estacio de Sá or Souza Marques. A small number of students have also elected to study at ESPM, FGV or in São Paulo at IBMEC or Mackenzie. At the time of publication, just 9 students remained undecided regarding their final destinations.

We are also very pleased to report an increasing trend of universities in Rio de Janeiro accepting students based solely on their IB Diploma grades, without the need for any additional entrance examinations. There are clear signs now that PUC-Rio, usually our most popular Brazilian destination, is considering making this change to their procedures. These changes of policy will be extremely helpful to current TBS students.

FINAL UNIVERSITY DESTINATIONS

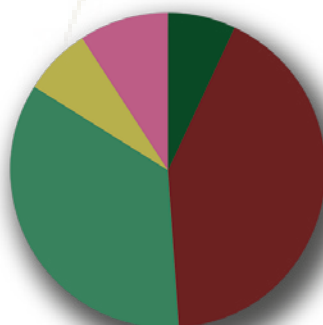
UK 7 %

USA 42 %

Brazil 35 %

Other 7 %

Undecided 9 %





Favela Brass at the 6th Annual musICA Band Festival, Urca

COMMUNITY PROJECTS





Barra students at Centro Cultural SEMEAR



Street Child United players and students, Barra

REINFORCING OUR SCHOOL VISION AS A CARING COMMUNITY



TBS encourages the active involvement of our students, parents and staff in charitable causes and community projects. Children from very young ages have opportunities to help and learn about people within our local or wider community who are less fortunate than ourselves. Our older students become more actively involved and engaged in projects through authentic action, and display admirable leadership, initiative and compassion. Our IB students are involved in Creativity, Activity and Service (CAS) as an integral part of their Diploma programme. Some of the projects in which our students are involved are:

B A R R A

Casa Arte Vida - Volunteering as English monitors or teaching History

Beach Clean-up campaigns along Barra beach

Volunteering as Sport or Dance monitors at Semear Centro Cultural in Recreio

Animal food and materials collection for Animal shelter

MovimentArte - Casa Arte Vida students came to TBS Barra to spend a day and participate in art, music and sport activities

Street Child World Cup exchange day at school

Weekly Bake sale that supports NGO One by One and Casa Arte Vida

Walkathon - Run by student led community service group Helping Hand to support the purchase of wheelchairs for One by One

Christmas Showcase to raise funds for NGO One by One

Helping Hand project - A student led initiative, running projects and campaigns throughout the year to support NGOs and the wider community



NGO Tênis na Lagoa with Urca Students



Shoebox Appeal, Botafogo

B O T A F O G O

Share the Warmth - Providing warm clothes and blankets for CELPI

Shoe Box Appeal - In 2017 a total of 650 boxes were donated

Bake sales and second hand uniform sales that supports NGOs

Food Boxes - Monthly food boxes containing essential food items are organised by each class and donated to families within the Dona Marta community

World Earth Day - Community outreach and awareness programme

U R C A

Chácara do Céu - Teaching English and organising a Children's Party

Beach Clean-up campaigns along São Conrado and Ipanema beaches

Mapathon - a project led by a student that uses software to map favelas

Teaching English to children from public school in Institute Pró-Saber

Teaching tennis lesson to children from different communities in Rio de Janeiro with the NGO Tênis na Lagoa

NGO Karanba - Donating footballs and organising soccer match.

Vila dos Sonhos with the NGO Onda Solidária

Working with the NGO, TETO, to build houses for families who live in extreme poverty in suburban areas of Rio de Janeiro

Tutoring Maths, chess, Portuguese and English to students from the public schools such as Escola Minas Gerais, Escola Dom Cipriano and Escola Sérgio Vieira.



NGO Onda Solidária with Urca students



Solar panels, Botafogo

GREEN

GREEN INITIATIVES





Composting waste

SUSTAINABILITY



The Administration Team at The British School has been involved in a sustainability programme of recycling for more than 10 years. It started by recycling paper, boxes, aluminium, metal, plastic cups and batteries. The collection occurs through special receptacles that are placed at each school site.

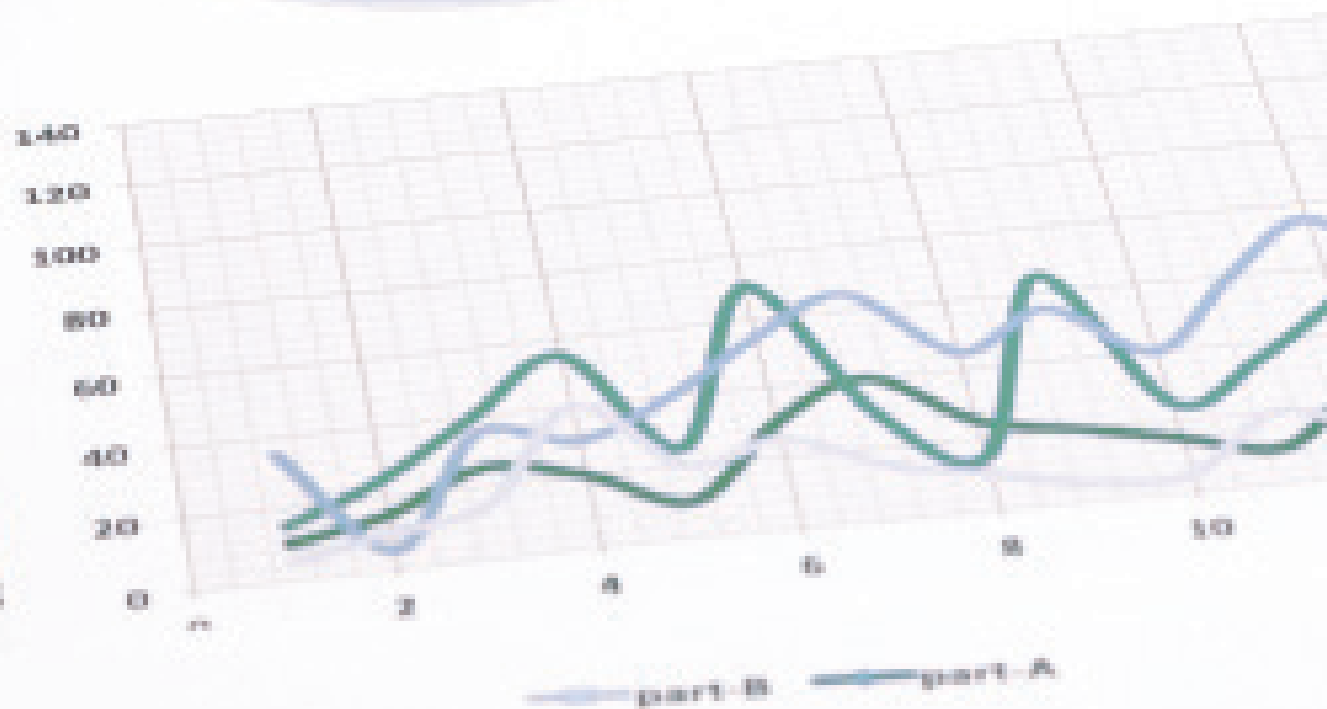
Recently, TBS has started arranging for the food leftovers in Zona Sul to be collected by a specialised company that is composting this garbage and turning it into 11.400 kilos of fertiliser which can fertilize an area of 5.700 m². Besides contributing to environmentally sustainable actions, this initiative also contributes to the creation of jobs and income. In Barra, the school has now its own machine and this is producing not only fertilizer but also clean water used to water plants and gardens.

On each site there is a special area to collect and store all the materials that are being recycled.

We are also focusing on saving electricity and water usage. We have campaigns within the school where we encourage employees and students to pay attention to the conscious usage of these natural resources. Barra is already using rain water in the toilets of the new building and to water the gardens. Additionally, we use a solar energy system to heat showers and the swimming pool in Barra, where we also collect rain water to be used in gardens and in the bathrooms of the newest Block H..

At Botafogo, on top of the Cashman Building, we have finalised the installation of a solar energy system for electricity and our expectation is that we will be able to cut at least 30% from the electricity bills. This is the first school building to have such a system. The idea is to extend similar systems to other buildings on all the three sites.

This year we also started using biodegradable cups made from manioc or wheat during receptions and small events. The cost is still very high and we continue to analyse this in the hope of being able to get to the point where all cups used at school will be biodegradable. Students at all sites have been encouraged to bring their own cups and water bottles - yet another initiative which has been well-received by our community.



EVENT

FINANCIAL OVERVIEW

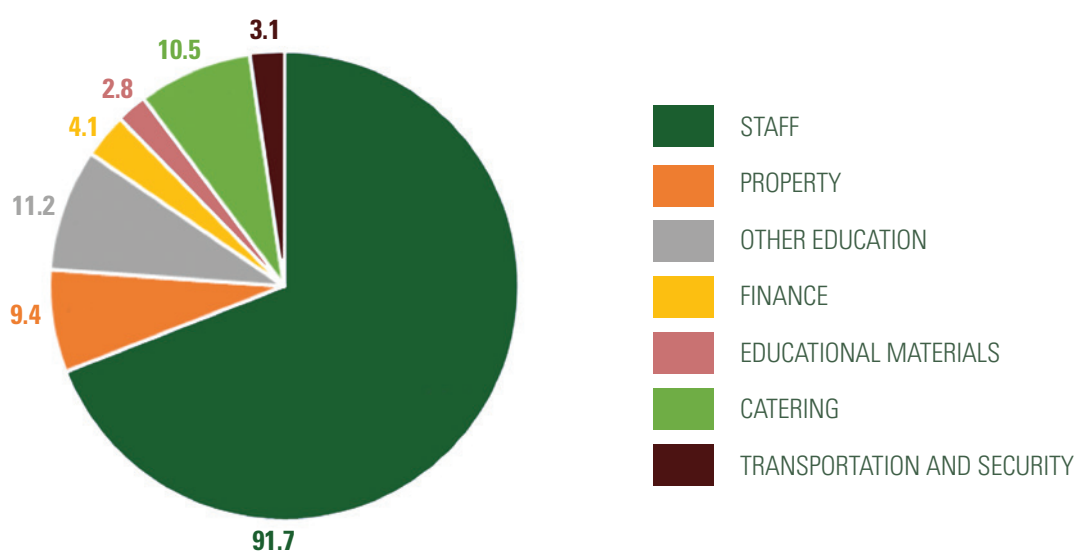


FINANCIAL HIGHLIGHTS

OUR FINANCE (R\$ M) - KEY NUMBERS

	2016	2017	2017	2018
	ACTUAL	BUDGET	ACTUAL	BUDGET
FEE INCOME (LESS BURSARIES)	121.1	133.9	137.5	139.4
DEVELOPMENT DONATIONS	3.4	4.9	4.4	3.3
INVESTMENT INCOME	7.6	5.5	6.8	6.4
TOTAL REVENUE	132.1	144.3	148.7	149.2
STAFF COSTS	89.6	97.3	91.7	99.9
FINANCE COSTS	0.7	6.7	4.1	6.5
OTHER COSTS	36.8	39.7	37.0	40.8
TOTAL EXPENSE	127.1	143.8	132.8	147.2
SURPLUS (DEFICIT)	4.9	0.5	15.9	2.0

OUR COSTS IN 2017 (R\$ M) - MAIN COMPONENTS



KEY BACKGROUND

The Associação Britânica de Educação (ABE), which oversees The British School, is a not-for-profit organisation – any surpluses we make must be spent on our educational objectives. The ABE and TBS operate within a framework established by Brazilian law, and in accordance with best practice for international schools and not-for-profit organisations.

Our key financial objective is to hold reserves equal to 25% of annual operating costs, following international best practice, which is at the minimum end of the range recommended for not-for-profit organisations. This level is sufficient to ensure the continued survival and operation of TBS in the event of an emergency or unexpected event which could impact on our income or costs.

In 2017, we moved to a new format of financial reporting, which presents our results in a consolidated way instead of distinguishing General and Development Funds (as we did in the past). The new format is required by accounting standards, and provides a more complete view of the School's finances. The new reporting format also affects the way we measure our reserves.

All development moneys are used exclusively for development purposes. From 2018, all development donations are paid into a separate bank account, kept apart from our general funds.

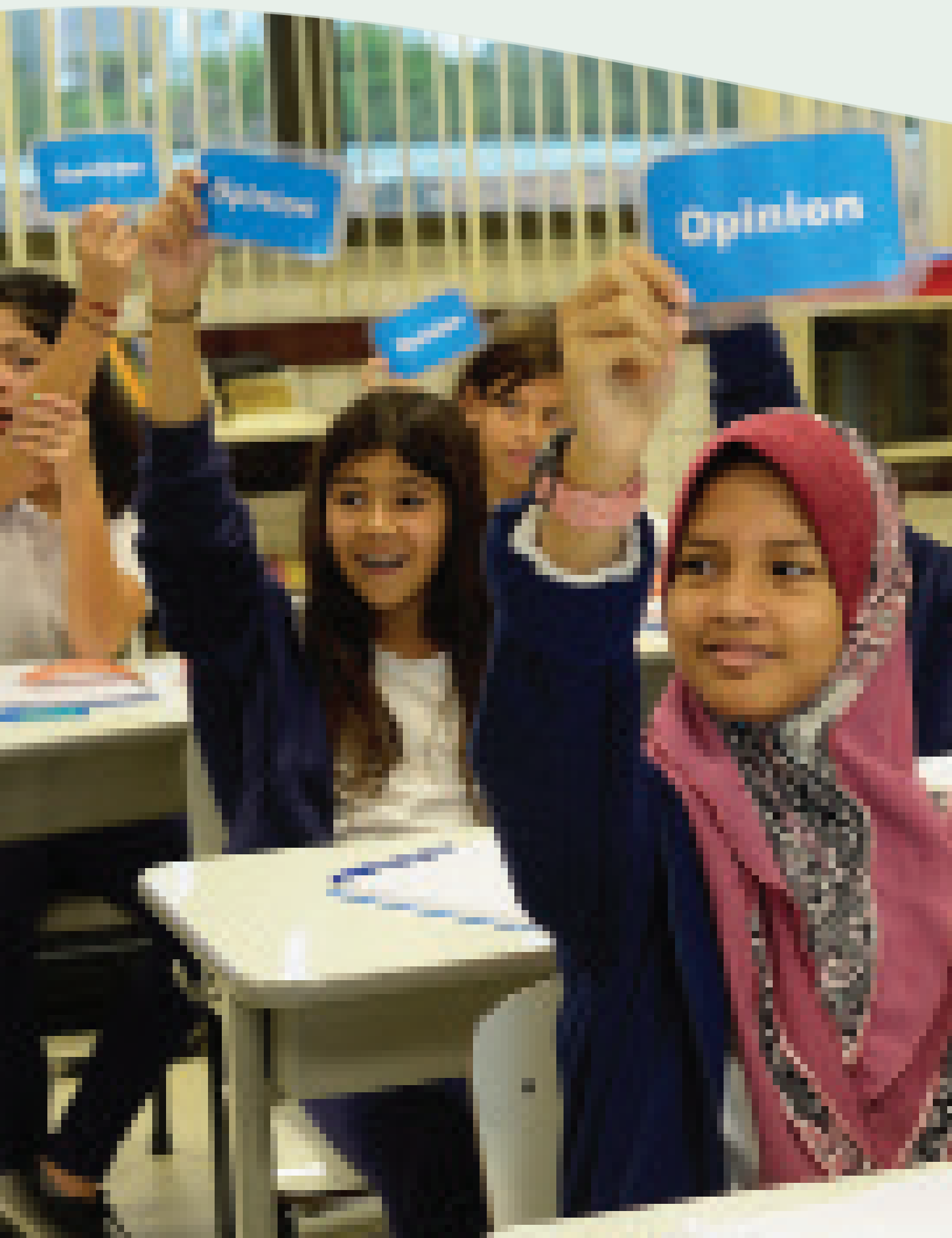
FINANCIAL RESULTS FOR 2017

Our 2017 finances were very much better than we had planned. At the start of 2017 we had expected a difficult year. Following a 4% fall in student numbers in 2016, we expected another 1% decrease because of the difficult financial situation in Brazil. We budgeted to make a small surplus and a fall in reserves by end 2017. However, through management efforts the number of students went up in 2017 by 2% and thus income was 3% higher than forecast. More significantly, our costs were 7.6% lower than budgeted through savings in many areas, helped particularly by a salary award that was lower than budgeted. All these contributed to a surplus of R\$15.9m. This unexpected surplus had a positive effect on our reserves. Instead of falling to 16.6% as budgeted, our reserves increased to 33%, as measured under our old accounting. This 33% equates to 24% under our new accounting – very close to our target level.

In 2017, staff costs represented almost 70% of our total costs. Our costs, and fees, also include some items for which other schools make separate charges (educational materials, catering, transport to one-day trips), which together represent around 12% of the total.

BUDGET AND FEES FOR 2018

Mid-way through 2017 it became clear that our finances were improving, and as a result, we were able to set a fee increase of just 3% for 2018. That fee increase, together with maintaining students numbers, should provide a small surplus (R\$2m) and an increase in reserves to 26.3%. Our aim is to maintain reserves at around these levels, in line with our financial objective.



GOALS

GOALS 2018/2019



VISION

A caring community, striving for excellence, where every individual matters.

MISSION

To cultivate an innovative, creative and inclusive community, growing principled, confident and internationally-minded citizens, who value personal, collaborative and intellectual challenge.



Following the annual review of the school's current Strategic Plan in 2016, specific goals and objectives for 2018/2019 were defined and approved at the Annual General Meeting in April:

G O V E R N A N C E A N D L E A D E R S H I P

Effective Governance

Monitor the appropriateness of the school's Guiding Statements.

Strategic Leadership

Develop established systems further to encourage greater use and consistency, for example: iSAMS and Rubicon.

T E A C H I N G A N D L E A R N I N G

Creative and Inspirational Teaching

Strengthen our understanding and practice in the focus areas of: differentiation, inquiry learning and STEM/STEAM.

Inclusive and Responsive Learning

Develop more explicit and widespread implementation of global citizenship and intercultural learning through professional development for teachers.

Informative, Authentic Assessment

Further develop data tracking systems to inform teaching and learning across the school, including examination result reporting systems.

P E R S O N A L D E V E L O P M E N T

Development of Staff

Provision of high quality professional development programme for staff to strengthen understanding and practice in the key areas of differentiation and inquiry learning.

P H Y S I C A L R E S O U R C E S

Ecological and Environmentally Friendly

Continue to explore the feasibility of solar panels, work with Student Green Councils on projects, and further develop composting food waste opportunities.

C O M M U N I T Y

Parent Community

Review and rationalize the ways in which parents access Parent Portals and facilitate training for parents in the use of the school's information platforms.

ACCREDITATION

CIS SCHOOL EVALUATION AND ACCREDITATION



The British School has been accredited through Council of International Schools (CIS) since 1997 and undertakes the re-accreditation process on a 10-year cycle. The CIS is a global non-profit membership organisation that provides services to schools, higher education institutions and individuals focused on international education. CIS International Accreditation is awarded to schools that have achieved a mark of quality and rigour and, therefore, provides quality assurance to the school community. The current cycle began with an invitation to TBS to be one of 8 pilot schools for the new Protocol for the Evaluation and International Accreditation of Schools. Following the Preparatory Report, undertaken by the school, and subsequent Preparatory Visit by 3 officials from CIS in 2016, the school embarked on an extremely thorough Self Study process throughout late 2016 and all of 2017. This involved a community-wide survey and working groups of teachers, administration staff, students, parents and Governors, investigating the school's ratings against the various accreditation criteria.

The Self Study process culminated in an Evaluation Team Visit by 11 CIS Accreditation Officers in October 2017. The Team spent a week at all three school sites assessing teaching and learning and our various policies and procedures. The Team compared their ratings against our own findings and then prepared the final Team Evaluation Report.

We received notification in January 2018 that CIS had awarded The British School, full re-accreditation status, with no conditions. This meant that TBS had met, or exceeded, all of the 57 standards set across the 8 Domains of the school's operations. This excellent outcome was the result of collaborative hard work and support of the school community over the past two years or so.

We have also received a comprehensive and very detailed final report which we are using to guide us with our strategic and development planning to further improve the school.

The school must now prepare a progress report, due to be submitted in February 2019 and also start to plan for a 5-year visit by a CIS team, which will take place in 2022.



LAHC

TBS was a founding member of the Latin American Heads Conference in the 1990s and the Director, along with a Head of each of the sites in rotation, attends the annual LAHC Conference, which is hosted by one of the 40+ member schools each year. In 2017 the LAHC Conference was held in São Paulo, and in April 2018 the Conference was held in Bogotá, Colombia.

Two senior students, one from Urca and the other from Barra, have been selected and attended the LAHC Student Conference which ran at the same time as the Heads Conference in Bogotá. During the conference, students from all over Latin America took part in activities which focused on project work addressing education and the harsh realities of inequality, injustice and intolerance in this part of the world.



CEM DURHAM

Building on our work in previous years with CEM Durham data, we are now in possession of full CEM data sets for all of the senior section. This has enabled us to develop a thorough examination results analysis system, allowing us to compare results from different year-groups very meaningfully, and triangulate apparent trends against many different indicators. This tool is now in place at both Urca and Barra Senior.









Vegetable garden, Barra



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Versão em português disponível no *Parent Portal* do site de nossa escola

www.britishschool.g12.br