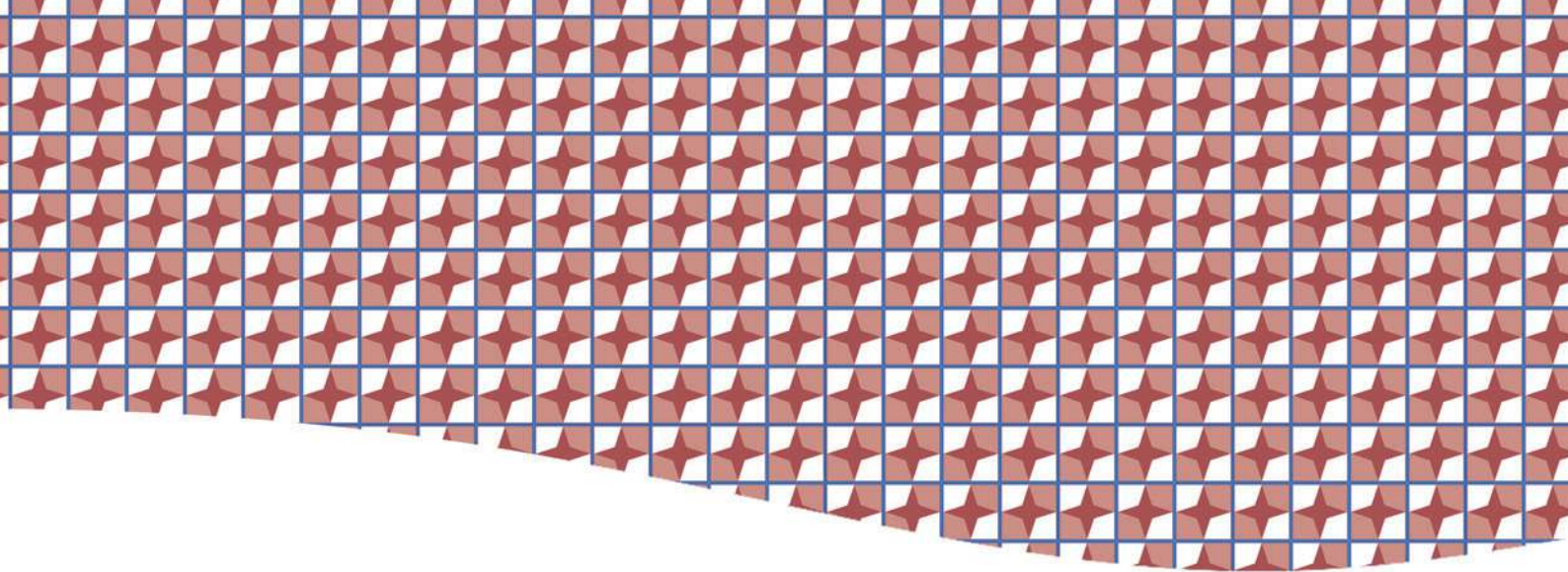




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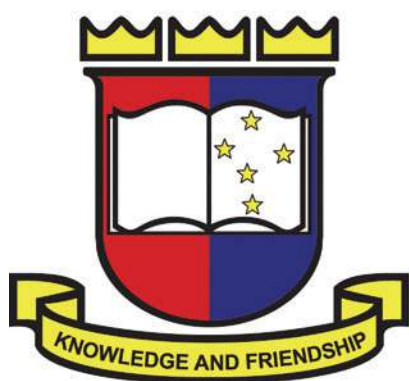
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The
British
School
Rio de Janeiro

*Inteod
determinatio*

Inspiring learning through compassion,
integrity and determination.

with
passion



**The
British
School**
Rio de Janeiro

PLEASE
REFLECT
ON
LIBRARY
BOOKS

WEI

WELCOME



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*Sir Alexander Mackenzie – Founder of The British School, Rio de Janeiro (1924).
Portrait painted by the students of Class 5 in 2011.*

LETTER FROM THE BOARD OF GOVERNORS

Welcome to The British School's Annual Report 2016 – 2017.

Our school is maintained by the Associação Britânica de Educação (ABE), a non-profit organisation overseeing the school's operations in three sites across the city of Rio de Janeiro. As Chair of the Board of Governors, I feel privileged to lead a group of six elected members from the ABE membership, along with five representatives from British institutions in Rio de Janeiro, and a number of co-opted members and invited guests. We meet regularly as a Board and through a number of Sub-Committees, overseeing such areas as: Education; Finance; Development; and Human Resources. Our Board members give their time freely as volunteers and I would like to thank them all for their hard work and support of our school.

During the ABE Annual General Meeting (AGM) in April 2017, the revised By-Laws were approved, along with the school's financial strategy and policy which will ensure the long term financial stability of the school.

This past year, between our Annual General Meetings each April, has been particularly dynamic with the achievement of some major milestones. Despite the economic situation in Brazil, the school has maintained its strength as a leading educational establishment. Throughout the pages of this report you will be able to read about the various achievements and successes of our students and our school. I thank the staff and parents for your continuing support.



Chris McLauchlan

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.”*

The TBS definition of international mindedness.

INTRODUCTION

This past year has been a very exciting and significant time of development and success for The British School. Certainly, completing the Barra project for the senior students, hosting Team GB during the Olympics, receiving two royal visitors, and presenting our second Educational Conference, have all made for an eventful and busy year. The highlights incorporated in this Annual Report serve as a testament to the hard work, loyalty and support of all sections of our school community.

Together, we may have achieved a lot but we continually strive to maintain high professional standards within the classroom. This is assured through a dynamic staff development programme, our performance appraisal system, and by addressing the rigorous demands of the accreditation standards expected by CIS (Council of International Schools). We anticipate that by the end of 2017, TBS will have affirmed its full accreditation status.

John Nixon MBE

Director





EDUCATION





STUDENTS AND STAFF OVERVIEW

STUDENTS

At the end of 2016, The British School had an enrolment of 2149 students across the three school sites. The students range in age from around 2 years in Pre-Nursery to 18 years in the last year of senior school. Although the majority of students are Brazilian, many have dual-nationality, and there are up to 30 other countries represented within the rest of the student body.

Enrolment figures for each site are:

Barra	943 (from 2 to 18 years)
Botafogo	774 (from 2 to 12 years)
Urca	432 (from 12 to 18 years)

STAFF

TBS employs nearly 600 teaching, administrative and support staff across the three sites. The education staff comprises around 250 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 Britain but we also have a few staff from Canada, New Zealand, Australia, Ireland, France, Spain, Argentina and Iceland!



Transforming learning with augmented reality.

THE CHA

LEARNING TECHNOLOGIES

This year has seen significant work addressing our three interdependent key priorities in the school's Learning Technologies' Plan.

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

We are enhancing information management across the school through centralised systems for monitoring, reporting, planning and tracking student progress in order to increase efficiency, improve parental engagement and reduce teacher time on administrative tasks. For example, through the use of: iSAMS; Edmodo; Class Dojo; and Google Apps for Education.

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

We are improving teacher confidence, understanding and access to contemporary technologies so they can effectively model good practice, which takes account of students' diverse learning styles and digital capabilities.

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

We keep our children safe on-line by raising awareness of e-safety and digital citizenship across the school community.







DUKE OF EDINBURGH



The Duke of Edinburgh's International Award is a prestigious and challenging qualification for which students from the age of 14 upwards complete Adventurous Journeys, practise new skills, keep fit through physical recreation and undertake service to the community.

A total of 54 TBS students participated in Bronze and Silver Awards this past year with expeditions to Cachoeiras de Macacu and the Joatinga trail near Paraty. TBS also offers the Pre-DofE programme to students of 11 to 14 years of age and had a total of 125 participants in 2016.

TBS recently went through the revised Licence Review process with The Duke of Edinburgh's International Award Foundation and was the first school in Latin America to be approved and granted the renewal of the Basic Independent Award Centre Licence.

Our school was honoured to receive a visit from HRH The Earl of Wessex, Prince Edward, on 12th September 2016. The Earl is the Queen's youngest son and was visiting Rio de Janeiro during the Paralympic Games. Prince Edward is taking over the patronage of The Duke of Edinburgh's International Award from his father, Prince Philip, who set up the Award. Prince Edward kindly agreed to present Gold Awards to our TBS students and we also invited 21 young people from the Mérito Brasil scheme for underprivileged youths to receive their Awards.

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









Foz do Iguaçu



Pantanal

FIELD AND CULTURAL TRIPS

Residential field trips and cultural visits are excellent opportunities to reinforce classroom learning and to encourage the students' social and emotional development. The major residential curriculum and cultural trips that ran in the last year include:

B O T A F O G O

Petrópolis Class 3 *June 2016*

Paraty Class 4 *May 2016*

Itatiaia Class 5 *August / September 2016*

U R C A

Pantanal Class 6 *July 2016*

Foz do Iguaçu Class 8 *October 2016*

IB and CAS Induction trip to Minas Gerais Class 9 *November 2016*

Ouro Preto (BSS) Class 10 *September 2016*

Curitiba Class 10/11 *June 2016*

B A R R A

Petrópolis Class 3 *November 2016*

Paraty Class 4 *May 2016*

Itatiaia Class 5 *June 2016*

Pantanal Class 6 *June 2016*

London Class 7 *May 2016*

Foz do Iguaçu Class 8 *April 2016*

New York Class 8 Trip *May 2016*

California Class 8 Trip *January 2017*

IB and CAS Induction trip to Minas Gerais Class 9 *November 2016*

Biology Trip Class 10/11 *May 2015*







Staff versus students basketball.

S P O R T S

SPORTS



To supplement the sports covered in our Physical Education curriculum, TBS continues to provide opportunities for both boys and girls to train and try out for the Falcons' Team in: football; volleyball and basketball, with additional options of futsal for boys and cheerleading for girls. The training is organised after school on most evenings of the week at Barra and Botafogo (Urca students are bussed across) and at off-site locations.

The preparation of the various Falcons' Teams culminates in a number of competitions with leading international schools in Brazil, held at a special sports' complex near Campos do Jordão in São Paulo state – or Rancho, as it is affectionately known. In 2016, there were a total of 7 residential trips to the Inter 6, Little 8, and ISSL tournaments. There was also an opportunity for 75 reserve players from TBS to take part in the “Friendly Games”, giving a wider opportunity for participation at competition level.

The various TBS Falcons' Teams have proved very competitive, winning in Futsal at the Inter 6 and gaining many 2nd and 3rd places in other tournaments. Individual students are also honoured for such attributes as: Sportsmanship; Outstanding Player; and All Star, and many of our players have proudly returned with medals.





AFTER SCHOOL ACTIVITIES



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

The activities currently being offered at our sites include:

B O T A F O G O

ARTS & CRAFTS

BALLET

BASKETBALL

CAPOEIRA

CHEERLEADING

COOKERY

FOOTBALL

GYMNASTICS

JAZZ

JUDO

MUSIC

VOLLEYBALL

B A R R A

ARTS & CRAFTS

BALLET

BASKETBALL

BRIKS4KIDZ

CAPOEIRA

COOKERY

FOOTBALL

GYMNASTICS

JUDO

MUSIC

SWIMMING

TAP DANCING

VOLLEYBALL

YOGA



INFRASTRUCTURE





PHOTO Marcio Louback



FACILITY IMPROVEMENT

B A R R A

The final phase of the development of the Barra Site was completed in July 2016 with the construction of the senior school building. The project was delivered on-time and under-budget – a remarkable feat! This building, along with other facilities, was used by Team GB during the Olympics for training and as a place to relax for the athletes and their families.

The final occupancy licences for the new building were granted in January 2017, ready for our senior students returning for the start of the school year. The facilities include: a large multi-purpose hall; a specialist learning resources centre (library); reception area and offices; ICT suites; faculty classrooms and offices; swimming pool; changing rooms; meeting rooms; and a bridge connecting Block D for science lessons.

B O T A F O G O

The cafeteria was extended and the facilities have been reorganised to provide more serving space and seating. This project was initiated and supported by the PTA.

U R C A

Refurbishment of the Drama facilities was carried out, with the installation of a permanent sound booth in the Drama Studio and with the rationalisation of a number of other Drama facilities. This project was kindly funded by the PTA.



DESSERTS

FOOD:
TASTE
LUNCH
Dinner

BREAKFAST

GOOD!
COFFEE

NUTRITION



Kid+ by sodexo



FOOD POLICY

The British School, Rio de Janeiro, promotes healthy and nutritious meals for all our students, teachers and staff. Thus, we have developed a Food Policy that aims to provide healthy foods with high nutritional value and food safety for all.

The menu is selected and analysed carefully, aiming to include seasonally fresh food, high in nutritional value, with a variety of colours, as well as an awareness and respect for the environment. As a result, organic fruits, organic vegetables and organic greens are used as well.

No refined sugar or salt is used in any food preparation.

Most food offered has a high nutritional value that brings a range of health benefits.

We provide Healthy Area options that offer specialised meals for vegetarians and vegans.

During the planning of the menu, the nutritionist aims to promote the growth and development of the students in terms of their physical, emotional and physiological well-being.

Students who have special diets, allergies and/or food intolerances require different and specific nutrition. Therefore, the school nutritionist supervises these students closely.

FOOD SAFETY

The school has strict sanitary control measures, and many food safety precautions. Food handlers are trained and use the appropriate equipment for each service. Each procedure is followed in accordance with Resolution RDC216 / 2004, which defines the Technical Regulation of Good Practices for Food Services.



EVENTS





EDUCATION CONFERENCE



In April 2017, the TBS Education Conference - Crossing Frontiers: Leadership and Language, invited twelve visiting speakers from as far afield as: England, Scotland, Ireland, the USA and São Paulo. Our speakers made presentations and ran workshops over three days for a total of 450 delegates, comprising all of our education staff, as well as guests invited from São Paulo, Brasília, Peru, and Mexico. This was our second biennial Education Conference and it was rated as highly successful through our feedback surveys. Our delegates had access to some of the world's leading educationalists and there was certainly a very positive atmosphere throughout the training days. As well as the three days dedicated to the Conference, staff at TBS engage in a range of professional development activities throughout the year, both in Rio de Janeiro and beyond.

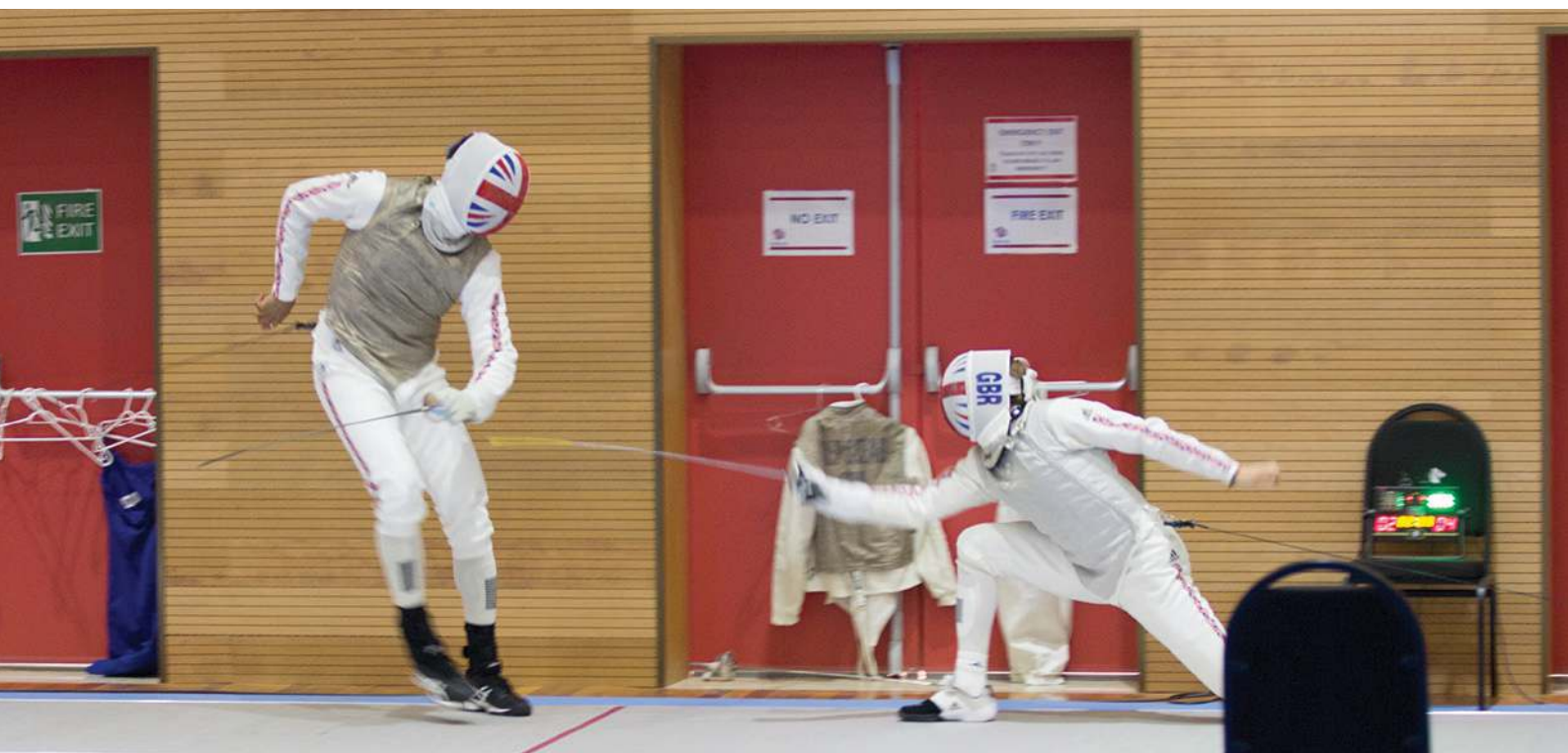
MODEL UNITED NATIONS



The Model United Nations (MUN) provides students with a better understanding of the inner workings of the UN through realistic simulations of how delegates deal with world issues, concerns and crises. The students develop such skills such as: diplomacy; negotiation; critical thinking; compromise; public speaking and research. TBS continued to offer many opportunities for our students from 11 to 18 years to participate in MUN conferences throughout 2016. For example: TBSMUN in June 2016 with over 300 delegates; Harvard MUN in January 2017; Brazil MUN in March 2017 in Salvador, Bahia, with 124 TBS students; and the South American Junior MUN in April 2017 in São Paulo.

DRAMA PRESENTATIONS

In addition to Class 9 IGCSE Drama and Class 11 Theatre Arts' performances, both the Barra and Urca Sites produce School Productions, which give students an opportunity to perform and sing, as well as being involved backstage with lighting, sound, set management, make-up and costumes. In 2015, Barra students presented "Hairspray" and, in 2016, the Urca students wrote and produced their own performance, entitled "Breakout".



TEAM GB



For a few years prior to the Olympic Games in July / August 2016, TBS had worked in partnership with the British Olympic Association and Team GB to organise opportunities for the British athletes to train with their coaches at the Barra Site during the Games. The Barra Site became a very important part of Team GB's strategy for winning as many medals as possible. In fact, Team GB broke a number of records with their medal haul by celebrating 67 medals in total – more than on home ground during the London Olympics. The School's positive role in this success was commended in the UK press as Team GB's "secret weapon".

A number of senior TBS students volunteered to help Team GB during their time at our school. Their roles varied, for example: setting up training equipment, furniture and displays; greeting and escorting visitors around the site; translation; supplying athletes with towels and water; and even organising a hairdresser!

During this time, TBS was very honoured to receive a visit from HRH The Princess Royal, Princess Anne, and her husband, Vice Admiral Sir Timothy Laurence, on 10th August 2016. Princess Anne is President of the British Olympic Association and was in Rio de Janeiro to support Team GB by attending various Olympic events and receptions. The Princess was also fully aware of the important role played by the Barra Site of our school.

During her visit, Princess Anne was introduced to our student volunteers and she talked to them individually about their school life and studies as well as their role as volunteers for Team GB. As always, our students are great ambassadors for our school and the Princess was very impressed with their attitude and enthusiasm.

The British School is very proud to have received this royal visit and it is interesting to note that Chris McLauchlan, our current Chair of the Board and former student of TBS, was present at the Barra Site to meet Princess Anne. As a young boy, Chris had also met Queen Elizabeth II (Princess Anne's mother) when she visited the Botafogo Site in 1968!





PTA EVENTS

FESTA JUNINA

The traditional event of Festa Junina was celebrated at both Barra and Botafogo Sites in June 2016. These festivals were very well-attended and featured: quadrilha, or square dancing; game stalls; and food trucks.

INTERNATIONAL FESTIVAL

This is a celebration of the school community's diversity and was held in October 2016 at the Botafogo Site. Food stalls representing different countries were staffed by parents and teachers. Students showcased some sports' tournaments and also sang and played instruments, along with performances from the Favela Brass Band charity and the Escola de Samba Mirim Beija Flor de Nilopolis. All profits were donated to CACCST (Casa de Apoio a Criança com Cancer Santa Teresa).

GALA DINNERS

For the past three years, the PTA has established a tradition of organising a gala dinner in December for the graduating Class 11 students, their families and staff. Initially, it was possible to hold a joint event but with the growth of the graduating cohort at Barra, two separate graduation galas were held at the Gávea and Itanhangá Golf Clubs.



ACHIEVEMENTS





EXAM RESULTS



At IGCSE, there were some excellent individual results, with one student achieving the perfect score of 12 A* grades and several others coming close to this achievement. Overall, the majority of students achieved their personal objectives. Special mention must also go to two students who each achieved the highest marks in the entire world for their Cambridge IGCSE Foreign Language Portuguese, and Foreign Language Spanish!



Our IB Diploma external examination results at both Urca and Barra were very impressive this year. Both sites achieved their largest ever number of IB Diplomas, with 63 at the Urca Site and 21 at the Barra Site, totalling 84 IB Diplomas.

Across both sites, our students achieved an average score of 33 points, and a very healthy 5.30 average points per subject. With a pass-rate of 89%, these are certainly the best IB Diploma results for many years.

A number of students also sat examinations in connection with their specific university entrances, including the Brazilian ENEM or Vestibular tests, and the USA SAT or ACT assessments. Overall, our students were highly successful in achieving places at the universities of their choice.

EUROPE

AMSTERDAM	Art, Computer Science
BATH	Economics, Engineering
BIRMINGHAM	Medicine
BRISTOL	Law
EAST LONDON	International Relations
EDINBURGH	Architecture, Economics
EXETER	Biochemistry
LONDON (KING'S COLLEGE)	Computer Science, Economics
LONDON (UNIVERSITY OF THE ARTS)	Design
OXFORD	Engineering
WARWICK	Economics

NORTH AMERICA

BABSON COLLEGE	Liberal Arts and Economics
BOSTON	Production Engineering
BOSTON COLLEGE	Liberal Arts and Economics
BROWN	History
CALIFORNIA (LOS ANGELES)	Economics
CALIFORNIA (SAN DIEGO)	Engineering, Production Engineering
COLORADO	Sports Business
COLUMBIA	Law and Theatre (John Jay Scholar)
DUKE	Economics
EMORY	Business and Economics
GEORGE WASHINGTON	Pre-Medicine
HULT INTERNATIONAL SCHOOL OF BUSINESS	Business
NEW YORK	Business, Business Administration, Business and Economics
NORTHEASTERN	Business
NOTRE DAME	Business, International Relations, Politics and International Relations
PARSONS	Design
PENNSYLVANIA	Business and Economics, Business and International Relations, Economics
SOUTHERN CALIFORNIA	Business
STANFORD	Economics
TORONTO, CANADA	Politics, Philosophy and Economics (Full Scholarship)
WASHINGTON	Engineering
YORK, CANADA	Art

BRAZIL

IBMEC	Economics, Law, Psychology
IBMR	Psychology
MACKENZIE SP	Architecture
PUC-RIO	Architecture, Business Administration, Communications, Design, Economics, Engineering, Law, Production Engineering
SOUZA MARQUES	Medicine

Additionally, our students received offers that they did not finally accept from:

Europe: Durham, East Anglia, Essex, Kent, Lisboa, London School of Economics, Loughborough, Manchester, Porto, Queen's Belfast, Queen Mary, Reading, Royal Holloway, Southampton, St Andrew's, University College London. **North America:** Arizona, Barnard, Bentley, Berkeley, British Columbia, Chicago, Claremont McKenna, Davis, Emerson, Fordham, Georgetown, Haverford College, Irvine, Miami, Northwestern, Oregon, Pitzer, Pratt, Princeton, Tufts, Tulane, Union College, Vanderbilt and Yale. **Brazil:** ESPM, FGV and Unigranrio.

UNIVERSITY ACCEPTANCES

UNIVERSITY APPLICATIONS OVERSEAS

This year, 24 students made applications to UK universities and 40 students made applications to USA universities – although in many cases these students also applied to Brazilian universities. A small number of students made applications to other countries such as Canada, Portugal and The Netherlands.

Once again, our students have enjoyed an outstanding acceptance rate overseas. This year, destinations include Oxford University, and a range of prestigious Ivy League universities. Special mention must be made of a student who received offers for five different Ivy League universities, as well as from many other USA and UK universities – before finally accepting a place at Stanford! Additionally, two students received major scholarships from the Columbia University and the University of Toronto.

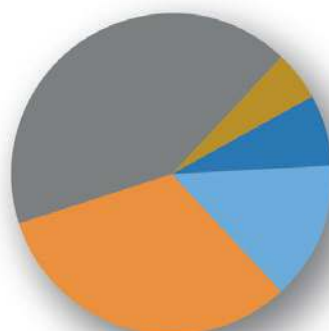
UNIVERSITY APPLICATIONS IN BRAZIL

This year so far, 62 students received offers for universities here in Brazil. PUC-Rio is once again the most popular university: 49 of our students received places, with 24 students approved in the very first round of offers. IBMEC was also a popular destination with 29 students obtaining places. Over the last few years, there has been increasing interest amongst our students in studying Medicine, with 4 students this year obtaining places at Souza Marques.

It is especially pleasing to report that IBMEC made offers to 3 of our students this year, based solely on their IB Diploma grades, without the need for any additional entrance examinations. This is the first time that this has occurred in Rio de Janeiro. However, already there are signs that other local universities are considering doing the same, a development that would clearly be very positive for our students in future.

FINAL UNIVERSITY DESTINATIONS

Europe 14%
North America 32%
Brazil 42%
Other 5%
Undecided 7%





COMMUNITY PROJECTS





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 society 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

One by One

Bake sales and second hand uniform sales

"Movember" Charity Appeal for Operação Sorriso

Helping Hand - Walkathon

B O T A F O G O

Share the Warmth

Shoe Box Campaign

Bake sales and second hand uniform sales

"Movember" Charity Appeal for Operação Sorriso

CELPI in Dona Marta

Instituto Todos com Felipe

U R C A

Projeto Dom Hélder Câmara

Escola Minas Gerais

musICA

Favela + Limpa

Casa de Apoio à Criança com Câncer

Ipanema beach cleaning project

Teto

Onda Solidária / Vila dos Sonhos

Instituto Todos com Felipe



25
38.60%
21.60%
37.60%
3.80%
1.60%
9.00%
1.10%
1.00%
4.40%
7.20%
4.40%
4.40%
4.40%



FINANCIAL OVERVIEW



GENERAL FUND RESULT - 2016 (R\$)

	BUDGET	OUTTURN
FEE INCOME	128,579,619	123,305,096
INCOME FROM INVESTMENTS	5,578,035	7,254,477
TOTAL INCOME	134,157,564	130,559,573
LESS EDUCATION EXPENSES	134,141,671	130,726,860
<i>SURPLUS / (DEFICIT)</i>	<i>15,982</i>	<i>(167,287)</i>

FIGURE 1

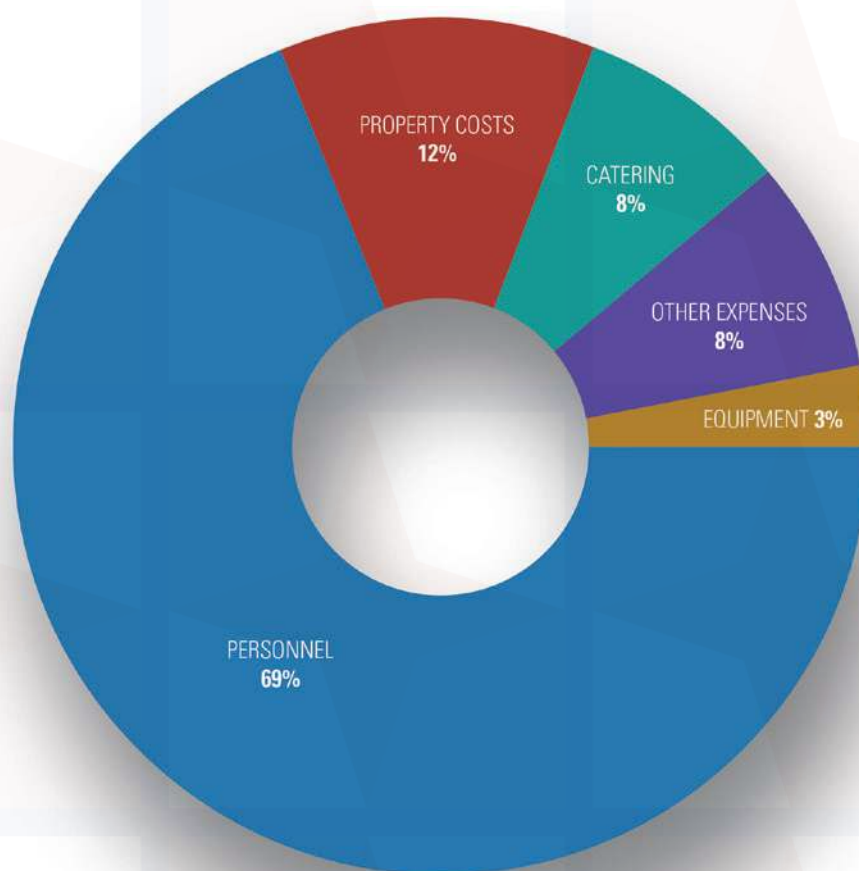


FIGURE 2

DEVELOPMENT FUND RESULT - 2016 (R\$)

	BUDGET	OUTTURN
DEVELOPMENT INCOME	12,483,984	7,473,308
DEVELOPMENT COSTS	8,221,618	2,367,228
<i>SURPLUS / (DEFICIT)</i>	<i>4,262,366</i>	<i>5,106,080</i>

FIGURE 3

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.

FINANCIAL STRATEGY

The School budget makes a modest surplus each year to maintain its reserves, whilst keeping tuition fees more or less in line with inflation over a period of years. With around 70% of our costs being personnel, and pay increases recently being typically higher than inflation, we cannot always guarantee to achieve this inflation objective.

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 organizations. This level is sufficient to ensure the continued survival of TBS in the event of an emergency or unexpected event, which could impact on our income or costs.

GENERAL FUND RESULT

The General Fund deals with all the income and costs associated with educational services. Annual fee decisions have been based on the finances of this Fund. For 2016, in the light of economic conditions and the impact on parents, we budgeted to break even on the General Fund rather than make a surplus.

In practice, however, student numbers were 4% lower than expected and our fee income correspondingly lower. This lower fee income was offset by reduced costs and higher financial income; resulting in a small deficit. Figure 1 shows a comparison of budget and outturn for the General Fund for 2016, and Figure 2 shows the breakdown of education expenses.

DEVELOPMENT FUND RESULT

The Development Fund finances major developments, including new facilities and upgrades/enhancements to existing ones. These include, in recent years, the purchase and development of the Urca and Barra sites; and improvements and expansion at the Botafogo site.

The capital cost of developments is spread by depreciation over 25-50 years depending on the type of development. In this way, each generation of parents benefits from the contributions made by previous generations, and in turn helps build facilities to be enjoyed by their children and future generations. For example, the recent Barra extension cost R\$44m, but through depreciation this cost is spread over the next 50 years. For 2016, both income and expenses were significantly less than budget but the net effect was to bring a slightly higher surplus than budgeted. Figure 3 shows the details.



GOALS 2017/2018



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 development of the school's Strategic Plan in 2016 (opposite), specific goals and objectives for 2017 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

Approve revised ABE By-Laws at AGM April 2017;
Succession planning for new, elected members and co-opted members;
Appropriate Governor induction and training.

Strategic Leadership

One School Policy – define the “non-negotiables”, map agreed differences;
CIS Accreditation.

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

Informative, Authentic Assessment

Implement the aims of the over-arching Assessment Policy;
Consistently implement Secondary and Primary assessment policies and procedures;
Finalise and develop homework, marking and feedback policies.

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

Quality Facilities

Well-developed, up-to-date and appropriate ICT infrastructure;
Intranet, iSAMS, Rubicon Atlas, Managebac.

C O M M U N I T Y

Effective Communication

Develop a communication policy, improve TBS's standing with the media;
PR strategies, particularly with parents;
Prepare for “crisis management” scenarios;
Media training for senior leaders;
Marketing materials and merchandise.

ACCREDITATION

As a leading international school, TBS maintains high professional standards across all aspects of the organisation, particularly in the classroom. Through a dynamic staff development programme, our performance appraisal system, and through the development of rigorous policies, procedures and guidelines, TBS strives for high quality and consistency across the school sites.

TBS undertakes a number of external evaluations in order to provide quality assurance to the school community:

CIS SCHOOL EVALUATION AND ACCREDITATION



TBS is fully accredited by CIS (Council of International Schools) and undertakes the full evaluation process in 5- and 10-year cycles in which the school's teaching and learning, along with operational processes, are compared to a large number of standards across eight Domains. TBS was first accredited in 1997 and is currently preparing for its second 10-year Team Visit.

CIS is a non-national, non-regionally affiliated organisation, and the status of CIS Accreditation confers international recognition to stakeholders all over the world. This is an evaluation process that drives a school's continuous improvement through:

*Rigorous evaluation against internationally-agreed standards
A blend of support and challenge, focused on a school's development.*

IBO WORLD SCHOOL



TBS is a recognised IBO (International Baccalaureate Organisation) World School authorised to deliver the IB Diploma programme, and the school is evaluated on 5-year cycles. The IB Diploma programme is studied by students in the last two years at TBS and is an excellent preparation for university.



CEM THE CENTRE FOR EVALUATION AND MONITORING AT DURHAM UNIVERSITY

The suite of assessments provided by CEM allows us to baseline each student's abilities and track their progress over time, ultimately providing value-added comparisons to measure how well the school, and individual students, are doing.



CAMBRIDGE INTERNATIONAL

Students study for the Cambridge iGCSE examinations, which are the most popular international qualification for 14 to 16 year-olds.

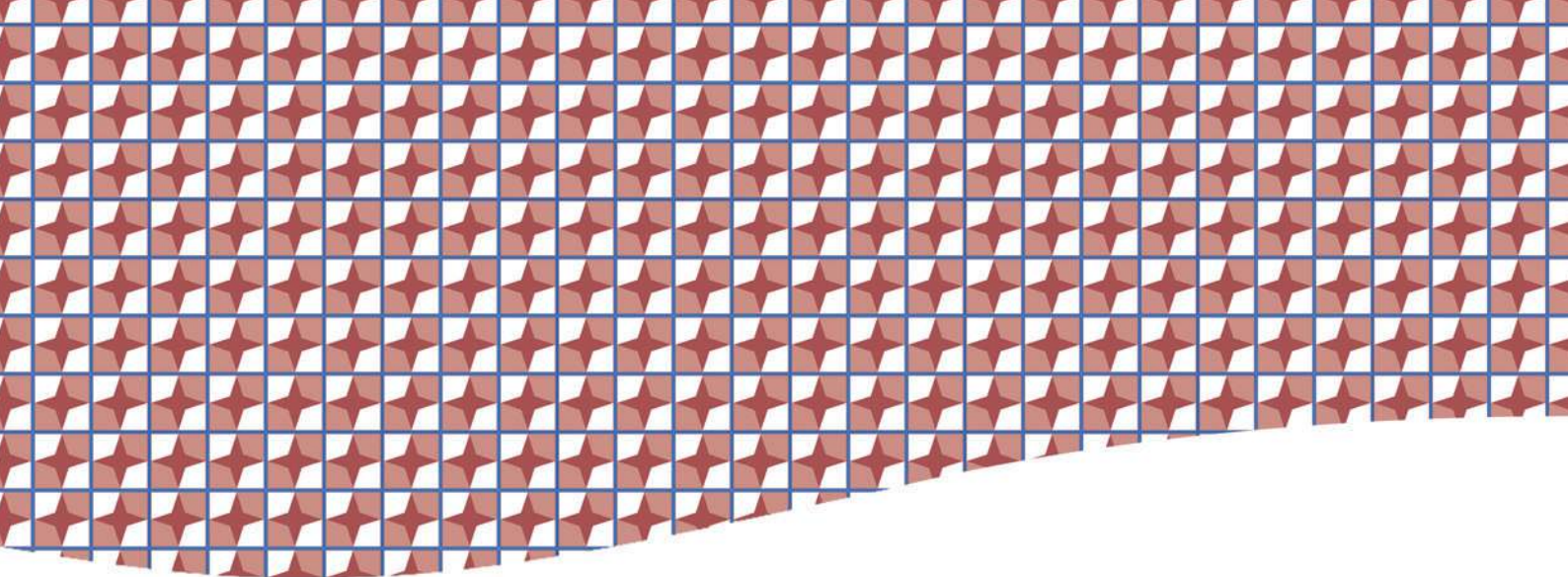
TBS is in the process of applying to become a CIE examinations centre.



LAHC

TBS is a founding school of the Latin American Heads' Conference and is visited annually by the Executive Officer. Members of staff and students have the opportunity to attend regional conferences and training workshops.





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