



Annual Report



Annual Report

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The
British
School
Rio de Janeiro



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The
**British
School**
Rio de Janeiro

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SUMM



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"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."

Letter from the Chair of The Board of Governors

Welcome to the 2019-2020 Annual Report.

Unfortunately, the focus at the time of writing this report is the impact which the COVID-19 pandemic is having on The British School. The Board of Governors is working closely with Mr. John Nixon, our Director, and Ms. Claudia Ribeiro, our Finance and Administrative Manager, to ensure we provide the best solutions for the whole school community. The day following the School's lockdown on 16th March 2020, we were able to implement our e-learning programme and have since then been working to improve it with the valuable feedback we receive from our community, and also from our global contacts. We have been liaising with schools around the world to gather information on how they are handling their lockdown issues. This is one of the many advantages of our school's membership of the Latin American Heads Conference (LAHC) and the Council of International Schools (CIS), as well as recruiting highly qualified personnel with international contacts.

Another important issue arising from this unprecedented crisis is the financial situation caused by this pandemic. Since day one, we have been striving hard to reduce our costs as much as possible and pass this reduction on to the parents. Less than 10 days after lockdown, on 24th March, we sent out a letter advising the school community that we would be giving a 20% discount on the tuition fees. We continued to analyse the cost reductions we were able to achieve and after reviewing the School's Financial Report for the month of March, we decided to further increase the discount on fees to 25%, as informed in our letter of 15th April. Besides this, and with concern that individual parents might be facing severe income reductions, we implemented a Temporary Financial Assistance scheme (TFA) whereby families might apply for an additional discount of 25%.

We hope that with these measures, we have met the great majority of our community's needs.

We are now undertaking the planning for the return of our students to classes at our various sites. This is obviously an extremely important and sensitive task involving the gathering of as much data and advice as possible, both locally and from overseas, so that we can be absolutely sure our students and staff will be able to safely resume classes at School.



Christopher McLauchlan, Class of 1973

Chair of the Board of Governors



INTRO

Introduction

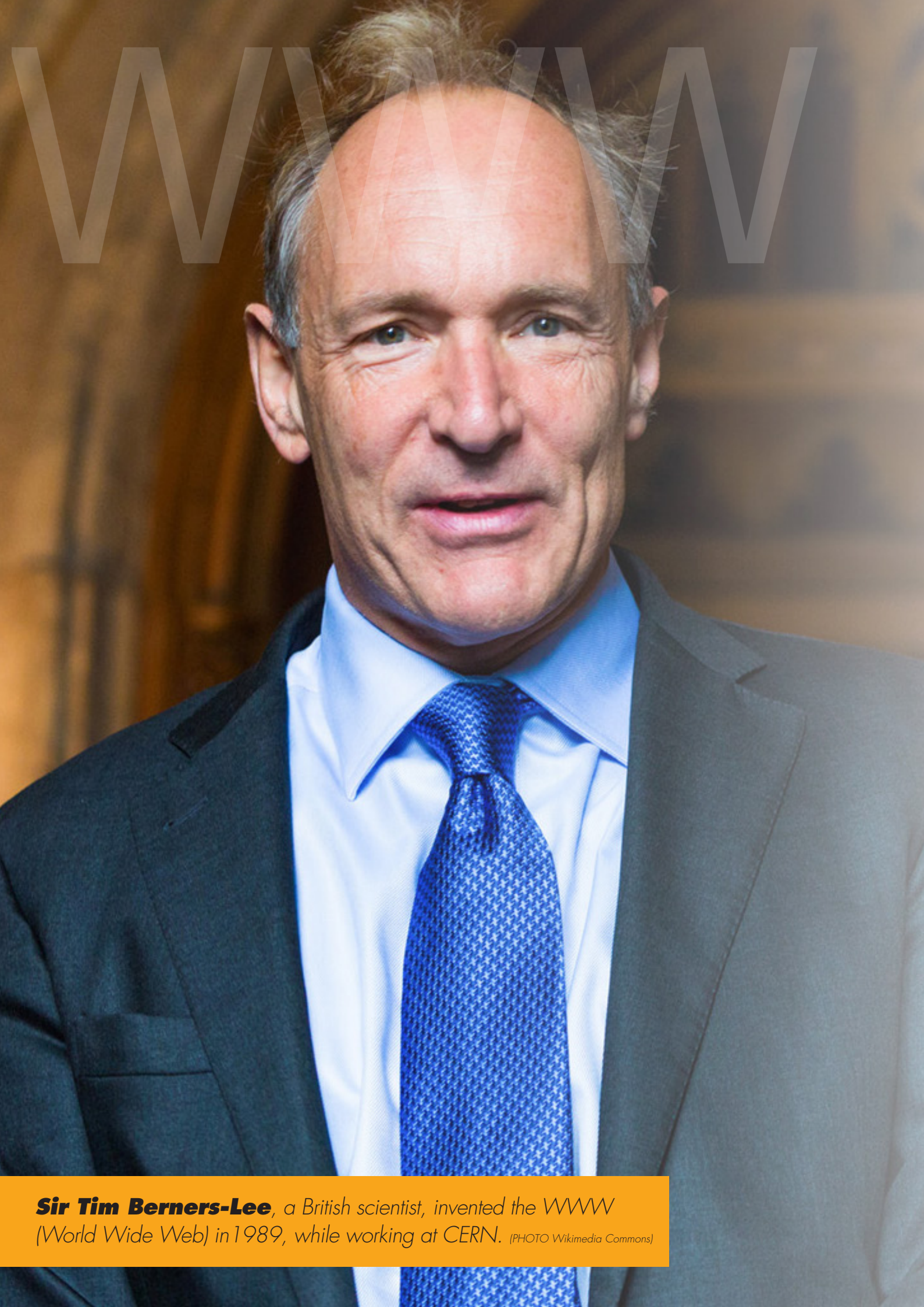
Welcome to the Director's Annual Report for the period April 2019 to April 2020. This report serves as an official record for the great variety of activities, events and achievements of our school, across three sites, over the past year.

As can be seen from the pages of this report, 2019/2020 has been another very busy and fruitful year for The British School. We constantly strive to enhance our facilities at all three sites and continue to seek accreditation from recognised external bodies to demonstrate our commitment to high standards and provision of quality assurance. The Class of 2019 at both Urca and Barra Sites have been offered most impressive university places in the UK, USA and Brazil.

Whilst our school has continued to grow and develop from strength to strength, at the time of writing, our community is facing a serious and unprecedented challenge due to the coronavirus crisis. A tremendous effort has been made by the teachers to provide stimulating and engaging lessons to ensure authentic learning. We thank the students and parents for adapting quickly to this style of learning in order to benefit as much as possible under very difficult circumstances.

John Nixon MBE

Director



Sir Tim Berners-Lee, a British scientist, invented the WWW (World Wide Web) in 1989, while working at CERN. (PHOTO Wikimedia Commons)

world wide web

We're in the age of information.

Since the very beginning of the 21st century the biggest asset one can have is information and easy access to the most data one can get, either by provision or exchange.

All this was possible due to the creation of an interlinked data access through the World Wide Web.

Through its broad range of accessibility, everyone can learn, question, research and provide information to others all around the world.

It became an important, if not the main venue for new businesses, cultural manifestations, educational programmes, etc.

Sir Tim Berners-Lee, a British scientist, invented the World Wide Web (WWW) in 1989, while working at CERN, the European Organization for Nuclear Research, one of the world's largest and most respected centres for scientific research.

The Web was originally conceived and developed to meet the demand for automated information-sharing between scientists in universities and institutes around the world. The basic idea of the WWW was to merge the evolving technologies of computers, data networks and hypertext into a powerful and easy to use global information system.

“In those days, there was different information on different computers, but you had to log on to different computers to get at it. Also, sometimes you had to learn a different program on each computer. Often it was just easier to go and ask people when they were having coffee...”, Tim says.

Tim thought he saw a way to solve this problem – one that he could see could also have much broader applications. Already, millions of computers were being connected together through the fast-developing internet and Berners-Lee realised they could share information by exploiting an emerging technology called hypertext.

In March 1989, Tim laid out his vision for what would become the web in a document called “Information Management: A Proposal”. This outlined the principal concepts and it defined important terms behind the Web. The document described a “hypertext project” called “WorldWideWeb” in which a “web” of “hypertext documents” could be viewed by “browsers”.

Believe it or not, Tim’s initial proposal was not immediately accepted. In fact, his boss at the time, Mike Sendall, noted the words “Vague but exciting” on the cover. The web was never an official CERN project, but Mike managed to give Tim time to work on it in September 1990. He began work using a NeXT computer, one of Steve Jobs’ early products.

(Source CERN)



"When something is such a creative medium as the web, the limits to it are our imagination."



"I hope we will use the Net to cross barriers and connect cultures."



"The Web does not just connect machines, it connects people."



"The important thing is the diversity available on the Web."

Sir Tim Berners-Lee



"Data is a precious thing and will last longer than the systems themselves."



CREATIVITY

EDUCATION





Student and Staff Overview

Students

At the beginning of 2020, a total of 2232 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 | 1091 (from 2 to 18 years) |
| Botafogo | 752 (from 2 to 12 years) |
| Urca | 399 (from 12 to 18 years) |

Staff

TBS employs 636 teaching, administrative and support staff across the three sites. The education staff comprises 363 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 64 teachers are from overseas, mainly from the United Kingdom, but we also have staff from Canada, New Zealand, Australia, Ireland, France, Spain, Greece, Argentina and Iceland.



Achievements

External Examinations

IGCSE Results (Urca & Barra)



The International General Certificate of Secondary Education (IGCSE) is a series of examinations sat in schools across the world and within the UK at the age of 16 years. Our TBS Class 9 students sit examination papers in up to 12 subjects.

A useful comparator for the performance of our school and students in the IGCSE exams is to analyse the percentage of the “pass” grades, A* to C for each subject and for the school cohort as a whole. Overall performance can fluctuate over the years due to differing profiles of the cohorts, as demonstrated in the tables below.

Each year the school carefully analyses the results in conjunction with internal data and external data from the CEM Durham baseline assessments, which are taken by all students at key stages throughout their senior years and provide a data-rich indication of student performance and potential. From this analysis, the profiles of the cohorts and individual students can be established, and our academic and pastoral teams can then coordinate action plans to address areas for development and improve student outcomes through target setting.

As in every year, there have been some outstanding subject performances, with results far surpassing world averages and outstanding individual student performances, with some attaining A* or A grades in all, or most, of their subjects.

| IGCSE Results URCA | 2017 | 2018 | 2019 |
|---------------------------|-------------|-------------|-------------|
| A* - C | 75% | 84% | 85% |
| A* - A | 31% | 35% | 40% |

| IGCSE Results BARRA | 2017 | 2018 | 2019 |
|----------------------------|-------------|-------------|-------------|
| A* - C | 68% | 81% | 59% |
| A* - A | 26% | 26% | 15% |



ACHIEVEMENT

IB Results (Urca & Barra)



The International Baccalaureate (IB) Diploma is examined at the end of Class 11 at TBS. The IB Diploma scores go up to a maximum of 45 points, with 24 being a pass grade, along with certain conditions. In each subject, the percentage of pass grades from 4 to a maximum of 7 points gives a useful measure of performance. The tables below show impressive percentages of pass grades for Urca and Barra over the past three years as well as the top-end percentages of 7 and 6 point grades.

As with the IGCSE, each year these results are analysed alongside internal and CEM Durham baseline data. Action Plans are then implemented throughout the school to ensure future students are best prepared for the challenge of the IB Diploma.

The average number of points achieved by our students in their Diploma scores, compared to world averages, also gives an indication of how well each cohort is doing. The tables below show that the TBS IB Diploma results for both Urca and Barra exceed world averages each year.

Every year, an encouraging number of students attain a Diploma score in excess of 38 points, generally seen as the cut-off for the top universities in the world. This year 11 students across the school achieved this feat with the highest grade being an impressive 43 points and an acceptance into Harvard University.

| IB Results URCA | 2017 | 2018 | 2019 |
|----------------------|------|------|------|
| 7 - 4s | 78% | 83% | 76% |
| 7 - 6s | 27% | 27% | 28% |
| AVERAGE POINTS | 32 | 33 | 33 |
| WORLD AVERAGE POINTS | 29 | 30 | 29 |
| 38+ POINTS | 11% | 9% | 16% |

| IB Results BARRA | 2017 | 2018 | 2019 |
|----------------------|------|------|------|
| 7 - 4s | 87% | 83% | 72% |
| 7 - 6s | 31% | 28% | 21% |
| AVERAGE POINTS | 31 | 31 | 31 |
| WORLD AVERAGE POINTS | 29 | 30 | 29 |
| 38+ POINTS | 15% | 10% | 7% |

University Applications

On the back of this IB Diploma performance, this has been an extremely successful year for university applications!

The following information represents the university applications for the graduating Class of 2019, from both Urca and Barra sites.

Offers Received

Our students have already received offers for all of the following universities:

BRAZIL



Albert Einstein
Estácio de Sá
FGV
IBMEC
IBMR
Inspur
PUC Rio
Souza Marques
UnigranRio
Universidade Anhembi Morumbi

ARGENTINA



Universidad de San Andres

AUSTRALIA



Griffith University

UNITED KINGDOM



Birkbeck
Bournemouth University
Central Saint Martins
Coventry University
Durham University, Exeter
Kent
Kings College
Lancaster
London College of Communications (UAL)
London School of Economics
Loughborough University
Newcastle University
Nottingham
Oxford Brookes University
Pearson College London
Queen Mary
Regents University
Richmond University
Royal Holloway

Southampton
Staffordshire University
Sussex
University College Birmingham
University College London (UCL)
University of Bath
University of Bristol
University of Greenwich
University of Hertfordshire
University of Nottingham
University of Roehampton
University of St. Andrews
University of Surrey
University of the Arts London
University of the West of England
University of West London
University of Westminster
Warwick
Westminster

UNITED STATES OF AMERICA



Babson College
Bard College
Belmont University
Bentley University
Boston University
Boston College
Case Western Reserve University
California State University
Claremont McKenna College
College of the Holy Cross
Columbia College Chicago
Columbia University
Drexel University
Duke
Emerson College
Emory University
Florida International University
Fordham University
George Washington University
Harvard University
Hult International Business School
John Hopkins University
Louisiana State University
Loyola Marymount
New York University
Northeastern
Notre Dame
Pace University

Parsons
Pepperdine University
Pomona College
Pratt Institute
Purdue
Rochester Institute of Technology
Saint Leo University
San Diego State University
San Francisco State University
Sarah Lawrence College
Savannah College of Art and Design
Southern Methodist University
Stanford University
Syracuse University
Tuft University
UC Berkeley
UC Davis
UC San Diego
UC Santa Barbara

UC Santa Cruz
UCLA
University of Massachusetts Boston
University of California San Francisco
University of Chicago
University of Colorado Boulder
University of Illinois
University of Miami
University of Michigan
University of North Carolina at Chapel Hill
University of Pennsylvania
University of Rochester
University of San Diego
University of Southern California
Vanderbilt University
Vassar College
Williams College
Yale University

FRANCE



Glion Institute of Higher Education

THE NETHERLANDS



Erasmus University Rotterdam
University of Amsterdam

SPAIN



IE University

SWITZERLAND



École Hôtelière Lausanne

Intended Courses

Our students are currently intending to pursue the following courses in the following broad areas:

Business
Communications (including Advertising, Film, Marketing and Publicity)
Computer Science
Economics
Engineering
Fashion
Finance
Hospitality Management
Law, Literature and Writing
Medicine
Neuroscience
Psychology
Social and Political Science
Sports Management

Confirmed Final Destinations - Class of 2019

While some offers are still being decided upon, so far our students have confirmed their study at the following destinations:

Argentina Universidad de San Andres

Australia Griffith University

Brazil Albert Einstein; FGV; IBMEC; PUC-Rio; Souza Marques; Insper;
Universidade Anhembi Morumbi and Estácio de Sá

France Glion Institute of Higher Education

Spain IE University

Switzerland École Hôtelière Lausanne

The Netherlands University of Amsterdam

United Kingdom Central Saint Martins; Lancaster; University of Bath;
University of Bristol and University of the Arts London

United States of America Babson College; Bard College; Boston College;
Claremont McKenna College; Duke University; Fordham University;
Harvard University; Hult International Business School; New York University;
Northeastern; Pomona College; Purdue; Southern Methodist University;
Stanford University; UC Berkeley; University of Chicago; University of Pennsylvania;
University of Southern California and University of Miami

CLAS



of 2019

Barra Graduating Class of 2019



CLAS



OF 2019

Urca Graduating Class of 2019





Learning Technologies

“To promote the safe, efficient and responsible use of contemporary technologies to inspire a sense of wonder and transform learning.”

There are three key priorities in our Learning Technologies Development Plan (2019-2020): Communication, Transforming Learning and Safeguarding. This Plan is currently under review and will be replaced in February 2021. This will provide a new 3 year strategy for achieving our vision for Learning Technologies. Focusing on this vision, here are some of the steps taken and progress made, this year:

Communication

Primary teachers at both sites have continued moving towards a 'paperless school' strategy so that online tools for home/school communication eventually replace paper agendas. This year the use of ClassDojo (school messaging App) was extended to the Early Years with teachers now using it to provide parents with short messages and photos about learning activities and information regarding homework. ClassDojo is also used by school leaders to provide school wide notifications. The introduction to parents in the Early Years has been well received, they like ClassDojo and enjoy the fact that they can access messages instantly from the teacher through a mobile phone App. In the senior section too, staff have been using the App successfully to keep parents notified during school field trips.

In Upper Primary we saw the introduction of Google Drive for students' work online, the new eportfolios enable students to archive their work over time. These eportfolios will store, in one place, all the students' work for the entirety of their life at school.

The decision last year to embrace Google Classroom as the senior school's official virtual learning environment has meant its use has extended beyond our first strategic target, for all homework tasks to be made available online, to it now being used for creating assignments and for tracking students' work. This has been well received by both teachers and students as it enables them to keep organised through one main point of contact.

Staff Training

Training sessions for classroom teachers and assistant teachers this year have included Google Apps for Education, the use of digital tools such as video production, iPad Apps and online learning environments like Discovery Education, Education City, Doodle Maths, BrainPop and Times Tables Rockstars.



Transforming Learning iPads for teachers

Following the successful introduction last year of iPads for some Primary school teachers the initiative was extended to even more this year. The majority of Early Years teachers, specialist teachers and Portuguese language teachers received a new iPad in February. With the iPads now at their fingertips, teachers can use systems such as ClassDojo and assessment tools, like Classroom Monitor, to capture evidence and track and monitor students' progress during lessons. In addition, with the Apple Classroom App installed on the iPads, teachers can share work easily and see which apps students are working on, they can mute student devices and when the class ends, see all students' interactions from the lesson.

Google Certified Educator (GCE) Certification

The GCE is a programme, designed and managed by Google, is for educators who use Google Suite for Education. The programme combines classroom experience with Google training resources and examinations that lead to certification. Having teachers Google certified will improve their expertise and their development and confidence with the use of Google's teaching and learning tools.

Since last year's Google Summit at our Education Conference many teachers have continued the Google training and successfully completed Level 1 and 2 certification. In addition, the Learning Technologies Assistant Teacher in Barra, Ana Paula Illiciev de Farias, is our first member of staff who has successfully progressed to the third level and achieved Google Trainer status. Hopefully more teachers will do this so we can improve the consistency of expertise amongst the staff which will ultimately benefit the learning experiences of our students.

Learning Technologies Assistant Teachers

Since the introduction of our new Learning Technology Assistant Teachers there continues to be improvements to the support provided to staff. Both Ana Paula Illiciev de Farias (Barra) and Giuliana Macedo (Botafogo) provide support for students and teachers to enhance their use of technology in the Primary classroom. Their support continues to be well received by teachers who are benefiting from improved expertise and confidence in the use of technology.

Digital Senate

Our team of student digital leaders with an interest and a passion for using and supporting others with technology are helping both students and teachers to make the most of the technology available in the school. This year they have been involved in a wide range of projects; supporting school policy development, advising on school hardware acquisition and supporting staff training.

Safeguarding

In addition to the regular e-safety training the focus this year has been on online safeguarding. All senior leaders attended an online safeguarding course. The purpose of which was to improve understanding of what students do online, why they take risks and how to respond to these risks, so leaders can develop strategies to safeguard their students.

In relation to safeguarding and data protection the focus is to ensure full compliance with the General Data Protection Regulations (GDPR) in Europe and Lei Geral de Proteção de Dados (LGDP) in Brazil. The goal this year has been to establish data protection policies and procedures for the school. The senior leadership team have identified the key roles for our data protection team with data leads representing each educational section in the school. The data leads are responsible for keeping a live register of all the student data currently shared and used across the school.

CRIFFIN





CO-CO



CURRICULUM

CO-CURRICULUM







Co-curricular activities

are an extension of the formal learning experiences in a course or academic programme.

They refer to activities, programmes, and learning experiences that complement, in some way, what students are learning in school. At TBS we develop broad and enriching co-curricular activities to provide a rounded education.



CURRICULUM

The Duke of Edinburgh's International Award



The Duke of Edinburgh's International Award is a prestigious and challenging qualification for which students complete Adventurous Journeys, practice a new Skill, 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, nineteen of our students completed the Bronze Award and four students the Silver Award.

In addition to the Duke of Edinburgh's International Award, The British School offers the Pre-DofE programme to students from Classes 4 to 7 to enable them to build up the necessary personal qualities and technical skills in order to commence The Award from class 7 onwards. On the Pre-DofE residential trips the students have learnt hard skills such as horse riding and horse care, mountain biking and bike care, camp craft and archery. Important soft skills such as leadership, cooperation, communication, resilience and team spirit are constantly learnt by TBS students throughout the trips.

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





Co-Curricular Enrichment Across All of Our Sites

Botafogo

2019 saw a wide variety of enriching and engaging school wide activities including Book Week, Poetry Week, Carnival Parade, Portuguese Folklore week, Mummy's Day, Daddy's Day, IPC Entry Points and Exit Points, along with Class Assemblies and presentations from our Arts programme (including dance, drama, music and visual art).

Robotics Club

Barra

Our club aims at getting students interested in engineering and computer science topics, under the STEM philosophy. As a motivating factor, students are introduced to a few Robotics competitions that happen throughout the year. Students are excited about solving new electronic and coding challenges, which start very soon after the introductory setup sessions. In 2019, the Barra club did several activities involving LEDs, such as warning lights, traffic lights, on/off indicators, and so on. Students were also encouraged to explore the use of ultrasonic sensors, using those to detect distances, helping the robot "understand" the world around them and process that data in order to do desired tasks, for example, follow, avoid, show distances in a LCD display, etc.

Library Week 2019: We Read Dead People!

Urca

In this year's Urca Library Week the activities committee decided not only to run our famous Book Quiz, but to feature other activities too, including Haunted House, Assassin, and games like Which Book Is This and Pictionary. Another highlight were the decorations, and even the small things like the silhouette taped onto the floor, which created a fantastic effect. The cafeteria was brilliantly decorated (many thanks, Sodexo!), with bright colours and cool screens with images that changed depending on the angle you saw them from. Everyone in the Library Committee gave 100%, creating a Library Week to remember!



Public Speaking Championship, 2019

Urca and Barra Senior

With climate change activists like 16-year-old Greta Thunberg delivering powerful speeches to the UN, never has it been more important for teenagers to find their voice. This is what the Urca House Public Speaking Competition is all about. Topics this year ranged from the devastating fires in the Amazon to the dangers of fascism, proving that our students are very much up to speed as global citizens, and sensitive to the world around them. Our winners this year were Luana Bogaert from Class 8 and Thiago Donato from Class 10 who moved both the audience and judges with their exceptional power of rhetoric. Congratulations to them, and to all who took part this year!

Banned Books Week 2019: Don't let censors take books out of our hands!

Barra

Every September, libraries, schools, bookstores and other locations around the world celebrate the right to read during Banned Books Week. At its heart, during this week we celebrate freedom to access ideas, a fundamental right that belongs to everyone and over which no one person or small group of people should hold sway. A celebration of reading is needed now more than ever! While books have been and continue to be banned, part of the Banned Books Week celebration is the fact that, in a majority of cases, the books have remained available. This happens only thanks to the efforts of librarians, teachers, students, and community members who stand up and speak out for the freedom to read. Throughout the Book Week, the Barra Senior Library showed students the importance of having the freedom to choose what to read and fight back against censorship, bringing readers together and not being afraid of ideas that challenge us!

Tedx Youth Talks

Barra

The Barra Unit was honoured to host the first TEDx Youth @ TBSRJ event on 14th June 2019, with the theme "Generation Us". Vitória Medina (Class 9), the event Organiser who came up with the idea, several students, teachers and volunteers developed the event together. Nine speakers presented ideas ranging from entrepreneurship, career choices, and the uses of social media and technology to bullying and the many perspectives and interpretations of History. Resilience, knowledge, questioning, empathy and collaboration were some of the recurring themes throughout an exciting night of reflections and insights, discoveries and connections, laughs, and emotional testimonies. A special well done to our four student speakers: Paula La Croix (Class 11), Felipe Morales (Class 11), Gabriel Magalhães (Class 10) and Maria Clara Santana (Class 6). They impressed everyone with such proficient talks - all their efforts during numerous lunchtime and after school rehearsals definitely paid off!





MUN

Brazil MUN Conference

Bahia - 20th to 24th March

The 17th session of the Brazil Model United Nations (BRAMUN) Conference was held in March at the Costa do Sauípe resort in Salvador. With over 550 delegates from 15 schools taking part this was the biggest ever BRAMUN to date and once again turned out to be a marvellous experience for all those who participated. The British School students represented a variety of diverse countries in debate across the ten committees and with 78 students in total from both the Urca and Barra sites present, TBS was once again the biggest delegation participating.

TBSMUN 17th Edition

17th to 19th May 2019

Once again the TBS conference attracted a large number of students (475 in all) from all sites to participate in the roles of delegates, chairs, senior officer positions and press. We also received delegations from EARJ, Eleva and the Maple Bear school from Macae. Students were fully engaged throughout and MUN continues to grow with an even greater number (145) of students participating from the lower school (classes 5-6). The conference was held at the Barra site for the second time.

Brasília Junior MUN 2

21st to 23rd November 2019

A small group of students representing Classes 5 to 7 from all three sites travelled to Brasilia over November's public holiday to take part in the second edition of the Brasilia Jnr MUN. Hosted by the American School of Brasilia, the conference was divided into three committees: ECOSCO, the Security Council and the League of Nations, with TBS students participating in all of them. Overall, there were around 100 students from four schools, but TBS students took the lead and were outstanding in both the debates and the resolution writing.

Yale MUN Conference

January 2020

Two Urca students, Isabella Sendas (Class 11) and Giovana Rabello (Class 9) travelled to New Haven, near New York during the Christmas holiday to represent the school at the Yale MUN. The trip was made possible by the enthusiasm of their respective parents who accompanied them to the conference to act as Advisors. The Yale MUN is one of the top MUN events in the USA and attracts experienced delegates from all around the world, so it was a real privilege for the girls to have participated.



Field and Cultural Trips

Through our diverse programme of trips, students have the opportunity to undergo experiences outside of the classroom thus engaging with the real-life implications of what they learn. Trips help to develop investigative skills and longer residential stays, in particular, encourage greater independence.

Overall there were more than 80 day and residential trips undertaken by the students over the 2019 academic year. All of these trips were linked directly to the curriculum and give an indication of the commitment to making connections between the curriculum and the real world. The major curriculum and cultural trips that ran in the last year include the following:

Botafogo Primary and Class 5

Petrópolis Residential Trip Class 3

Paraty Residential Trip Class 4

Itatiaia Residential Trip Class 5

Barra Primary and Secondary Residential Trips

Fazenda Ribeirão Class 3 *November 2018*

Paraty Class 4 *May 2019*

Itatiaia Class 5 *September 2019*

Pantanal Class 6 *August 2019*

Foz do Iguaçu Class 8 *October 2019*

Urca

Guanabara Bay Class 6 *August 2019*

Pantanal Trip Class 8 *March 2019*

Iguaçu Trip Class 8 *August 2019*

International Cultural Trips

BARRA

New York Class 8 *April 2019*

London Class 7 *October 2019*

WHOLE SCHOOL

California Class 9 *April 2019*

NASA Classes 7, 9 & 10 *January 2020*

URCA

Caribbean Trip Classes 10 & 11 *June 2019*

Russia and Poland Classes 10 & 11 *June/July 2019*



Sports

Due to the positive results through the participation of students in the tournaments in 2018, one main objective was to give sporting experiences to the youngest athletes and who were not selected for the official tournament. These friendly matches were then held in competition format in 2019. In the same period as the official tournaments, friendly matches were planned and played against teams from other schools, maintaining the limit and regulations determined in accordance with the official rules of each sport.

In this way, each school can participate with two teams in each sport, giving the opportunity to include a larger number of students in each trip. This change applies only to Little 8 tournaments (under 15 years old).

Another positive point was being able to invite and have the presentation of the two groups of Cheerleaders, representing Barra and Zona Sul. These positive changes should remain for the tournaments of the coming years.

For the tournaments in which the Senior students participate in (over 14 years old), we could observe a substantial increase in the number of students from the Barra Unit participating in the teams. At the same time, 2019 has shown to be the beginning of a period of renewal for the Urca site teams. The oscillation of results in this age group is very common.

There should be some changes in the sports calendar starting in August 2020, due to the organisation of the tournaments being made, mostly, by AASB (Association of American School of Brazil). We will be looking for the best solutions so that all TBS teams participate in tournaments every semester.

Continuing the extra activities with Basketball and Football classes for girls in classes 3, 4 and 5, in Botafogo, we continue to see an increase in the participation of this group, with the aim of promoting these sports among girls and being able to encourage new athletes for Falcons.

We would also like to highlight the excellent participation of teachers from the Physical Education department during Inset Week, in April 2019, when we had excellent development courses for activities in the primary segment, such as learning cooperative games, dancing, and with the revalidation of the First Aid course, in the biomedical area.



COLOR

2019 Tournaments Results

| Barra Tournaments Results 2019 | TOURNAMENT | DATE | SPORT/ ACTIVITY | FINAL STANDING | STUDENTS AWARDED |
|---|---|-------------------------|-----------------------|-----------------------------------|---|
| | ISSL 2 Tournament FOR STUDENTS OVER 14 y/o | APRIL 26 TO APRIL 30 | Girls Volleyball | 2 nd place | Lara Pinto OUTSTANDING PLAYER |
| | | | Boys Futsal | 1 st PLACE | Rodrigo Castro OUTSTANDING PLAYER |
| | | | Girls Soccer | 6 th place | Carolina Araújo OUTSTANDING PLAYER |
| | | | Boys Volleyball | 1 st place | João Victor Raimundo OUTSTANDING PLAYER |
| | ISSL 1 Tournament FOR STUDENTS OVER 14 y/o | SEPT 25/29 | Girls Basketball | 3 rd place | Anna Victoria Meth OUTSTANDING PLAYER |
| | | | Boys Basketball | 5 th place | Renato Rochinha OUTSTANDING PLAYER |
| | | | Girls Soccer | 2 nd place | Anna Victoria Meth OUTSTANDING PLAYER |
| Boys Soccer | | | 1 st place | Rodrigo Castro OUTSTANDING PLAYER | |

| Urca Tournaments Results 2019 | TOURNAMENT | DATE | SPORT/ ACTIVITY | FINAL STANDING | STUDENTS AWARDED |
|--|--|-------------------------|-----------------------|---------------------------------|-------------------------------------|
| | Inter 6 Tournament FOR STUDENTS OVER 14 y/o | MARCH 31 TO APRIL 03 | Girls Volleyball | 5 th place | Joana Camargo ALLSTAR |
| | | | Boys Futsal | 3 rd PLACE | Antonio Joaquim Araújo ALLSTAR |
| | ISSL 1 Tournament FOR STUDENTS OVER 14 y/o | SEPT 25/29 | Girls Basketball | 5 th place | Valeria Miraglia OUTSTANDING PLAYER |
| | | | Boys Basketball | 4 th place | Joaquim Lima OUTSTANDING PLAYER |
| | | | Girls Soccer | 8 th place | Valeria Miraglia OUTSTANDING PLAYER |
| Boys Soccer | | | 6 th place | Pedro Guedes OUTSTANDING PLAYER | |

| TBS Falcons' Combined Teams 2019 | TOURNAMENT | DATE | SPORT/ ACTIVITY | FINAL STANDING | STUDENTS AWARDED |
|--|---|---------------------|-----------------------|--------------------------------------|--|
| | Litte 8 Tournament FOR STUDENTS UNDER 15 y/o | MAY 05 TO 11 | Girls Volleyball | 2 nd place | Carolina Carlier SPORTSMANSHIP AWARD (B) |
| | | | Boys Futsal | 3 rd PLACE | Eduardo Andrade SPORTSMANSHIP AWARD (U) |
| | | | Girls Futsal | 6 th place | Rafaela Oliveira SPORTSMANSHIP AWARD (B) |
| | | | Boys Volleyball | 4 th place | Rodrigo Moreira SPORTSMANSHIP AWARD (U) |
| | Litte 8 Tournament FOR STUDENTS UNDER 15 y/o | OCT 27 TO NOV 02 | Girls Basketball | 5 th place | Rafaela Oliveira SPORTSMANSHIP AWARD (B) |
| | | | Boys Basketball | 1 th place | Eduardo Leal OUTSTANDING PLAYER (U) |
| | | | Girls Soccer | 2 nd place | Luiza Guterres SPORTSMANSHIP AWARD (U) |
| Boys Soccer | | | 5 th place | Gabriel Gomes OUTSTANDING PLAYER (B) | |

Performances and Exhibitions

Urca House Music - Another Epic Competition!

The dedication and enthusiasm of everyone involved made this year's Urca House Music Competition a very special event. The students spent several weeks rehearsing, and the final result was amazing! The September show involved many talented students from Classes 6 to 11. The quality of this year's music competition really raised the bar and made the judges' lives really hard! It was a difficult decision, but this year's winner was Pankhurst House!

Urca School Production "I Have a Dream"

After three months of intensive rehearsals, the cast and crew of this year's Senior school production "I Have a Dream" performed over three nights in May to a packed Urca auditorium. The show was an impressive mix of song, dance, comedy and sharp acting talent, which made all three nights hugely successful. The show tells the story of a young girl's wedding celebration and is performed to the songs of the pop group Abba.

Urca and Barra IB Art Exhibitions

Museu Internacional de Arte Naif do Brasil hosted the IB Art exhibition, where Class 11 Urca students displayed the artwork produced over the last 2 years and curated their exhibition as part of the IB Assessment. A wide range of media and resources were explored to express their personal views on different themes. The students guided the audience and explained the intentions of the work displayed, which included video projections and interactive pieces. The viewers were highly impressed with the artists' enthusiasm and engagement, and with the final outcomes and conceptual qualities underlying the art.

At Barra Unit, the school gallery hosted the IB Art exhibition for Barra Class 11. The students had deeply researched a variety of themes in order to create critical and provocative pieces for their exhibition. There were sculptures, drawings, paintings, collages, illustrations and animations addressing social and environmental issues such as the refugee crisis, self-identity and representativeness, consumerism, depression, child criminal exploitation and pollution. The exhibition was a very pleasant night, where students celebrated their achievements by sharing with visitors their experience throughout the IB Visual Art course.

Barra Music and Drama Activities

In 2019, the Music Department and the Barra Seniors organised a presentation of their music pieces, with dedicated stages and themed performances, at the school's main events of the year: the Festa Junina and International Day. Other notable highlights are the Class 5 Samba Band workshop with Mestre Mangueirinha; the annual Class 8 BCS Beatles Night performance at the Botafogo Site, the Class 9 Farewell Concert (where they played their own GCSE compositions) and the Class 10 IB Recital, where our IB Music High Level students recorded live their IB Music Performance submission entries.

Drama students had the chance to participate in four different workshops, watch three drama productions, including private backstage visits and chatting with the actors, and visit the Hitchcock Exhibition.



Community Service

Community Issues and Active Citizenship (CAS)



The CAS (Creativity, Activity, Service) requirement is a fundamental part of the IB programme and emphasizes the importance of life outside the world of scholarship, providing a refreshing counterbalance to academic studies.

CAS BARRA

| Creativity experiences and Projects | Activity experiences and Projects | Service experiences and Projects |
|--|---|--|
| Learning to play a musical instrument such as: guitar, piano, ukulele (online courses or with private tutor) | Falcons teams: Volleyball, basketball and football | Volunteering as English teaching assistants to the Casa Arte Vida's youth in Pedra de Guaratiba. |
| Singing lessons | Surfing | Beach Clean-up campaigns along Barra beach: Initiative set up by teachers and led by students |
| Online courses: Robotics, languages not offered by IB, Arts | Jiu-jitsu | Teaching English to economically less fortunate at Santa Ignez Church (Gávea) |
| Model United Nations Press and delegates | Tennis | Animal food and materials collection for Animal shelter: Initiative set up and led by students |
| STEM Club | Ballet | Volunteering at Aldeia Infantil in Itanhangá. |
| Falcons Press | Horse riding | Blood Drive campaign CAS Project: Initiative set up by students, where there was a blood donation campaign where the HemoRio came to the Barra site. |
| House System Music competition | Yoga/Pilates | Walkathon 2019": Initiative set up and led by students |
| Participating in the School band | Yoga lessons at a gym or at home using apps and youtube links | Christmas Showcase: Initiative set up and led by students to raise funds for One by One. |
| | Pilates | Teaching Assistance to students in UpperPrimary section. |
| | Dance lessons AND Cardio dance lessons at home using apps | Helping Hand CAS Projects: Initiatives set up and led by students with school teacher support. |
| | Working out at the gym and at home using apps | Green Council CAS Project: Initiative set up by students. |
| | House System - Football competition | Mathematics and Arts tutoring: Initiative set up by school teachers and students to help younger students. |



CAS URCA

| Creativity experiences and Projects | Activity experiences and Projects | Service experiences and Projects |
|---|--|---|
| Play a musical instrument such as: Drums, guitar, piano, saxophone | Muay Thai | Bio-construction using hyperadobe technique and planting trees in Vila dos Sonhos with the NGO Onda Solidária. |
| Singing lessons | Scuba Diving | Onda Esportiva in São Cristóvão |
| Video editing about CAS Projects | Skiing | Teaching tennis lesson to children from different communities in Rio de Janeiro with the NGO Tenis na lagoa |
| Acting, singing and back stage in the School production: "I Have a Dream" | Tennis | Blood Donation Drive with HemoRio |
| Model United Nations Press and delegates | House System-Football Competition | Literacy project in public schools "Era Uma Vez" |
| House System Drama competition | Dance lessons | Casa de Apoio à Criança com Câncer |
| Falcons Press | Yoga/Pilates | Go Mun Club: Set by students |
| House System Music competition | Sports Day | Working with the NGO TETO to build houses to families who live in extreme poverty in suburban areas of Rio de Janeiro |
| Participating in the School band | Participation in the Falcons Football, Indoor soccer, Volleyball or Basketball teams | "De Menina a Mulher": Project that empowers girls from public school and seeks to show how all fields can be accessible for women. |
| | Working out at the gym | Tutoring Maths, Portuguese and English to students from the public schools such as Escola Minas Gerais. |
| | | House and student council systems: Initiatives set up by students and school teachers and led by students to help improve school community well-being |

Other Charity Projects From All Sites

- Monthly House collection for Casa Arte Vida.
- Bake Sales for Casa Arte Vida, One by One and Casa de Apoio à Criança com Câncer.
- Urcathon for One by One.
- Helping Hand Walkathon.
- Street Child World Cup Brazil.
- Meias do Bem: 1817 socks donated from which 45 blankets were made. The blankets were donated to homeless people in Rio.
- Rodando com Tampinhas: 1075 kg of plastic bottle tops donated (400 kg equals one wheelchair).
- International Relief Day: Fundraiser for Mozambique, Malawi and Zimbabwe (countries affected by Cyclone Idai): R\$11,000 donated to Save The Children.
- Support for CELPI: Book sale: 1227 books sold, raising R\$7,470; Share the Warmth: 613 items of clothing donated; Foodbox appeal: 2022 items of food donated).
- Pink October: R\$15,000 donated to Todos com Felipe and Casa de Apoio à Criança com Câncer.
- Shoebox Appeal: 820 shoeboxes donated to CELPI and Casa de Apoio à Criança com Câncer.
- Our annual Poppy Appeal, with proceeds going to the families of those affected by war.



BAJU MELAYU

BAJU MELAYU

BAJU KUBUNG

KAIN PELIKAT

SAMPING

maLaaysia

APA KHABAR

LUPAT

LEMANG

MALAYSIA
Homeless
Experience

MALAYSIA

MALAYSIA

MALAYSIA

PTA

PTA



PTA Contributions



The Parents and Teachers Association (PTA) and the school work together to organise events and activities throughout the year for our school community. The main objective of the PTA (Parents and Teachers Association) is to promote integration and partnership among the school community. The Executive Committee of the Parents and Teachers Association of The British School comprises two elected representatives from four sections across the school sites. After recent section elections, the Executive Committee for 2019 is:

| | |
|-----------------------------|---|
| PRIMARY BARRA | Samantha Pantoja Carolina Mynssen |
| SENIOR BARRA | Claudia Britto Fabiana Martins |
| PRIMARY ZONA SUL | Rafael Frenandez Roberta Blatt |
| SENIOR ZONA SUL | Alexandre Donato Alexandre Rodrigues |

**2019
2020
PTA**
Claudia Britto
President



The Executive Committee of the PTA is composed of 8 elected representatives, with 2 from each school section (Botafogo, Urca, Barra Primary and Barra Seniors). They are divided into the representative positions of President and Vice, Secretary and Vice, Treasurer and Vice. For the 2019-2020 year, Claudia Britto was elected the President.

The organisation also has a number of sub-committees which aim to advise and support the school with various aspects such as nutrition, and careers guidance by the utilisation of skills and experience of parents and alumni.

PTA is very active in organising a variety of After School Activities (ASAs), based at the Botafogo and Barra sites. These activities have included: art; ballet; basketball; capoeira; cartoon; choir; cookery; drawing; football; gymnastics; jazz; judo; music and volleyball. PTA's revenue is supported mainly via these After School activities.

The highlights of every year's events are the Festa Juninas celebrations in Botafogo and at Barra, in the first semester; and the International Festival later in the year. In 2019, this event was held at the Barra Unit. The PTA also promotes fundraising, cultural, social, sports and leisure activities and supports projects for the wider community.

Throughout 2019, the PTA has supported and/or organised several other important actions such as:

- **The initiative to invite regular speakers to address audiences with various relevant topics**
- **Community service projects and supporting charities by holding regular bake sales, book and uniform**
- **Funding the conference fees for two Class 10 students selected to represent TBS at the annual IB Leadership Challenge in Chile (formally the IB Andes)**
- **Sponsoring students LAHC**
- **Kindly financially supporting teachers invitation to attend the Gala Dinners**

The PTA has also increased the frequency of their meetings in all sites and the number of parents involved has grown significantly. As ever, we are very grateful to the PTA for all of the ways in which they support us.



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:

Barra

ARTISTIC GYMNASTICS

ARTE CONECTA

BALLET

BASKETBALL

BRIKS4KIDZ

CAPOEIRA

CINEMA & VIDEO WORKSHOP (AS OF 2020)

CLUB CIRCUS (UNTIL2019)

CODE 4 KIDS

COOKERY

DRAMA (AS OF 2020)

FOOTBALL

GAME DEVELOPMENT (UNTIL2019)

JUDO

*MUSIC**

ROBOTICS (AS OF 2020)

RYTHMIC GYMNASTICS

SWIMMING

TAP DANCING

YOGA

Botafogo

ARTE CONECTA

ARTISTIC GYMNASTICS

ARTS & CRAFTS

BALLET

BASKETBALL

CAPOEIRA

CHEERLEADING

COOKERY

FOOTBALL

JUDO

*MUSIC**

ROBOTICS

STEAM

VOLLEYBALL

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



STAFF DEVELOPMENT



Safeguarding and Child Protection

Robin Watts.

Robin.watts@btinternet.com

RAW
TRAINING

25/07/17



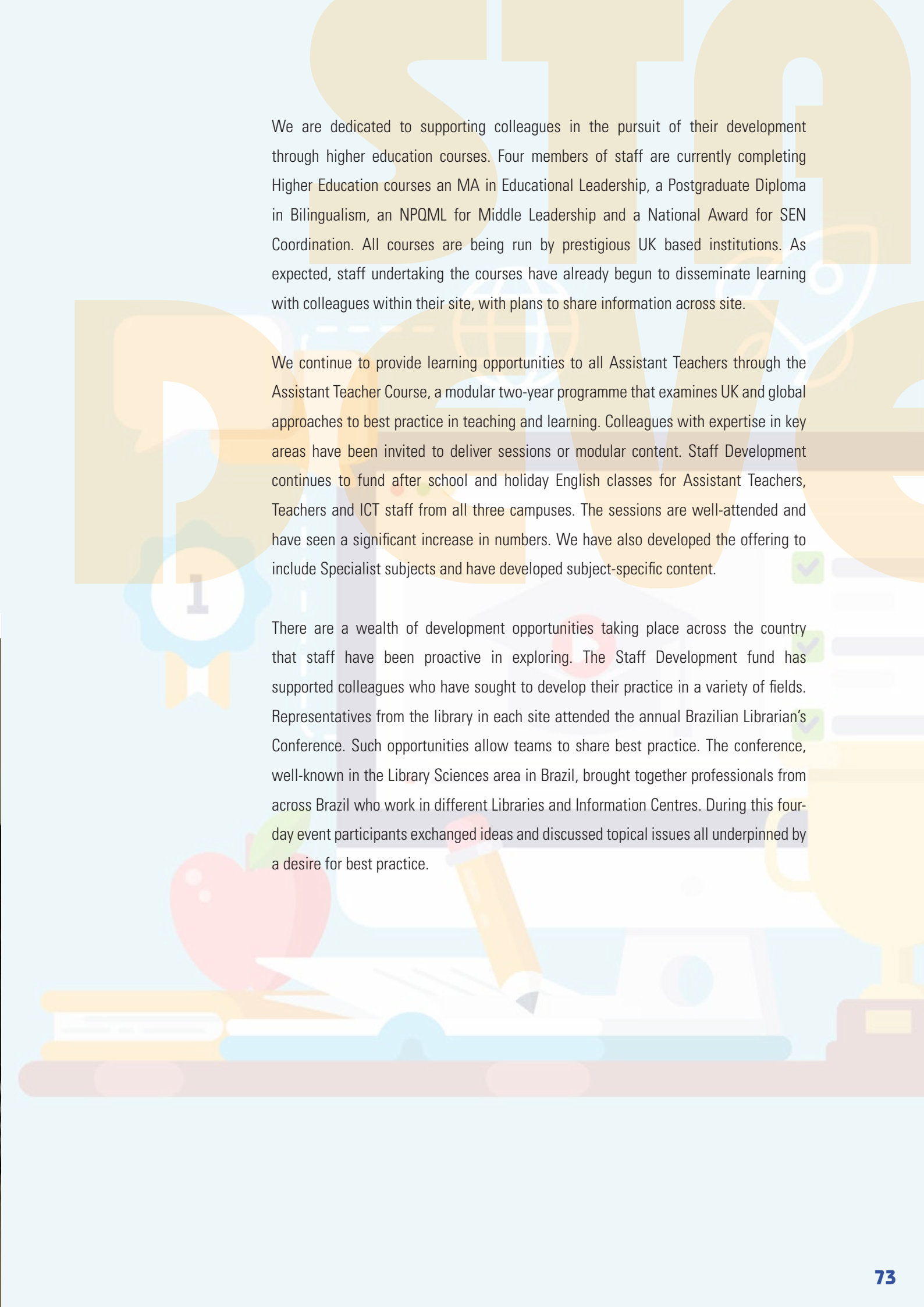
The Staff Development

team went through a period of change last year. Whilst the team may have changed, the school's enthusiasm for providing quality professional development opportunities continues to expand. The staff's enthusiasm, its desire to increase awareness of global pedagogical thinking and practice, leads us to the success of our advanced practice. And most important, this will all be reflected in our students' learning.

THE WORLD IS A DANGEROUS PLACE
TO LIVE NOT BECAUSE OF THE PEOPLE
WHO ARE EVIL, BUT BECAUSE OF
THE PEOPLE WHO DON'T DO
ANYTHING ABOUT IT.

Albert Einstein





We are dedicated to supporting colleagues in the pursuit of their development through higher education courses. Four members of staff are currently completing Higher Education courses an MA in Educational Leadership, a Postgraduate Diploma in Bilingualism, an NPQML for Middle Leadership and a National Award for SEN Coordination. All courses are being run by prestigious UK based institutions. As expected, staff undertaking the courses have already begun to disseminate learning with colleagues within their site, with plans to share information across site.

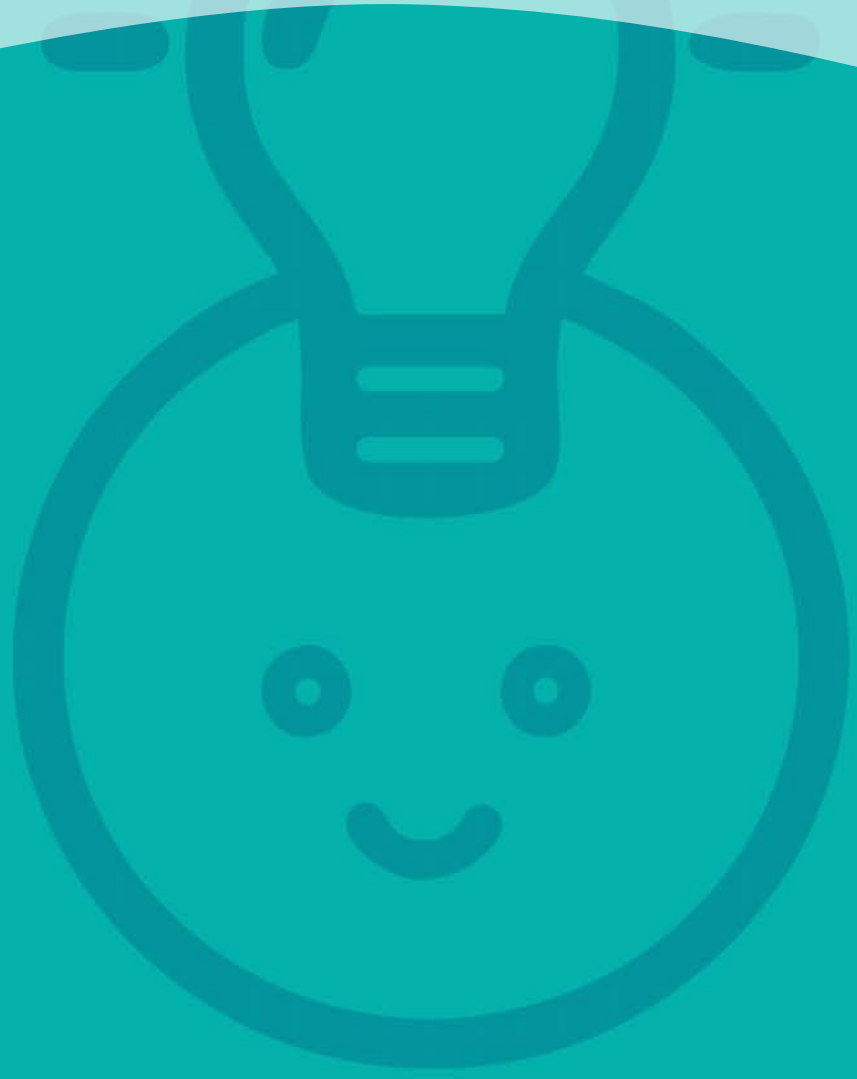
We continue to provide learning opportunities to all Assistant Teachers through the Assistant Teacher Course, a modular two-year programme that examines UK and global approaches to best practice in teaching and learning. Colleagues with expertise in key areas have been invited to deliver sessions or modular content. Staff Development continues to fund after school and holiday English classes for Assistant Teachers, Teachers and ICT staff from all three campuses. The sessions are well-attended and have seen a significant increase in numbers. We have also developed the offering to include Specialist subjects and have developed subject-specific content.

There are a wealth of development opportunities taking place across the country that staff have been proactive in exploring. The Staff Development fund has supported colleagues who have sought to develop their practice in a variety of fields. Representatives from the library in each site attended the annual Brazilian Librarian's Conference. Such opportunities allow teams to share best practice. The conference, well-known in the Library Sciences area in Brazil, brought together professionals from across Brazil who work in different Libraries and Information Centres. During this four-day event participants exchanged ideas and discussed topical issues all underpinned by a desire for best practice.

COMMUNITY



CARING



THINKING

Collaborative

CREATIVE



Knowledgeable

MUNICIPALITY

COMMUNICATION

Enquirers



MAKERS



PRINCIPLED



LEADERS

Communicators



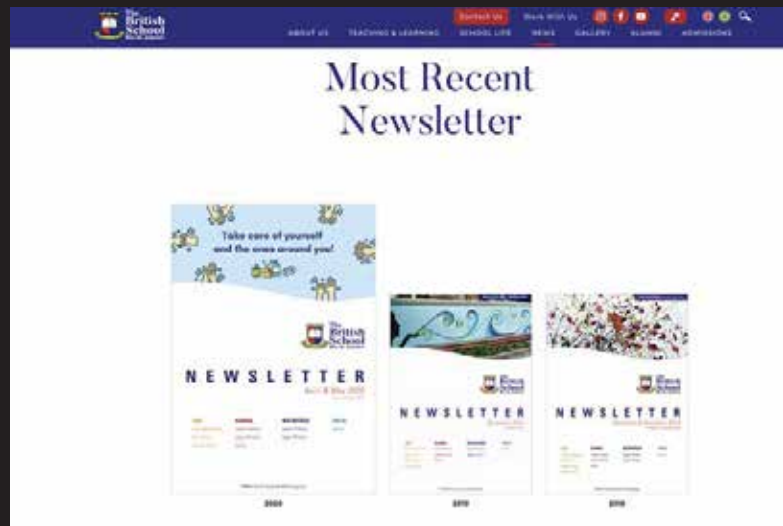
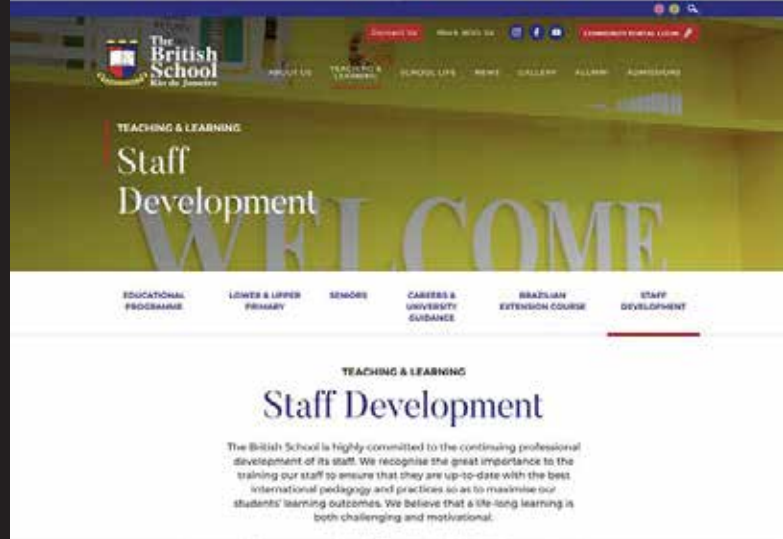
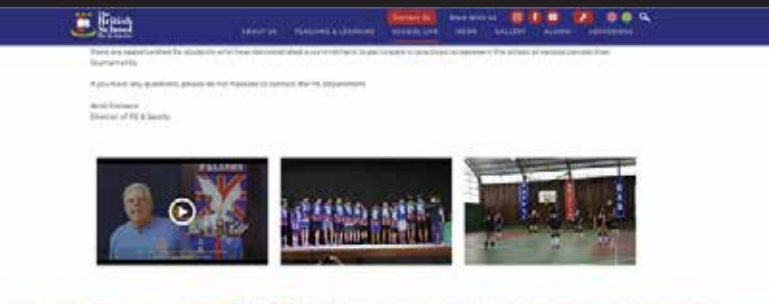
Resilient





ABOUT US
**Compassion,
 Integrity,
 Determination**

LEARN MORE



C O M M M M

The year of 2019 was a very busy and productive year for the Marketing area. Several projects were developed and finalised. While there is always room for improvement and changes, we believe that its main purpose, that of promoting the school's image and ethos; and bringing the community together have been addressed well. We look forward to the year to come.

New Website

A complete new website was designed and put into operation. It was developed in both languages: English and Portuguese; and created to be responsive for cell phones. A graphic design company called MG Studio was hired to develop the design view of the pages and technically programme the material. They also produced a website manager programme, especially for TBS, to maintain a high level of online security. For the technical programming and security areas, the school's ICT department was deeply involved and supported all steps of the process. The marketing team and SLT members worked on the definition of headings and sections of the new website. This was a massive project worked upon the entire year, and the result can be seen at www.britishschool.g12.br

Virtual Tours and Institutional Video

School Videos Virtual Tours and Institutional Videos Organised by the PR Team, the filming of the 3 virtual tours and the new institutional video took place at the end of 2018 and during 2019. Throughout this year, the virtual tour videos were edited and developed to show physical facilities and student life in each site; and the institutional video gave a wider view and overall information of the school.

Learner Profile Icons

During the development of the Botafogo Site mural the Marketing department also felt the need to update the icons used to represent the school's Learner Profile. The artist Daniel Nadi came up with a very universal simple and easy understanding family of icons. They are meant to describe: Caring, Enquirers, Knowledgeable, Thinkers, Communicators, Leaders, Resilient, Creative, Principled and Collaborative.

Social Media

The Marketing Team also manages and monitors all social media of the school. The school has profiles on Facebook, Instagram and YouTube. Content is carefully considered, organised and posted daily. The process includes: liaising with all staff in the 3 sites to collect material and information on activities, events, trips and other things happening in all year groups; producing material, images and promotional posts; working on photos and videos, organising posts that will bring positive attention to the school online; managing all comments of all posts and online social media when necessary.

INFERI



INFRASTRUCTURE





Key Development and Issues

Facility Development Progress

Botafogo

Strengthened glass in the windows of Cashman Building: The installation of bullet-proof glass in the windows of the Cashman Building was completed by January 2020. This was a recommendation by an external security company, as the classrooms and facilities of the Cashman Building are overlooked by nearby Dona Marta. There was concern at the possibility, albeit rather remote, of stray bullets from any violent disturbances within the favela, which had recently increased in frequency.

Mural development, Thompson House: We are very grateful for the work of the Art teacher at Botafogo, Claudia Fulchignoni, in developing designs and templates for a mural at the Botafogo Site entitled "Nurturing Values". Working with students at the site during December, and a small team of painters, the mural was completed in January 2020 and also incorporates new icons for the 10 Learner Profile attributes. The mural begins on a low wall outside of the Thompson House and has the three Core Values of: Compassion, Integrity and Determination, inscribed in different languages representative of our TBS families, and then "flows" onto the large space that forms the end wall of the former nuns' house.

Vicarage house A key focus for development was for TBS to take over the long term usage of the former vicarage and the plans for it to become the administrative hub of the Botafogo site. The visit of our UK architects provided guidance and a final plan will need to be drawn up.

Makerspace room The makerspace room created in 2018 was further equipped during the year. This facilitates school inquiry-based learning and the focus on STEAM (Science, Technology, Engineering, Arts and Maths). It is also regularly used for PTA after school activities.

Barra

Soft surfacing has been installed in Barra playgrounds, along with a number of patterns and templates for playground games.

Barra and Botafogo

Further installation of solar panels has been achieved on the roofs of buildings at Barra and Botafogo, increasing the production capacity at these sites.



Urca - Refurbishment of Classroom 2B

Previously, the room was poorly designed, making it difficult to teach in, but the refurbishment has opened up the space and streamlined the location of the computers, so that now the teacher can easily monitor the students' screens. The new 2B has been very well received. As a number of teachers have since commented, Classroom 2B has been transformed from the worst classroom at Urca to one of the best.

Overall Masterplan for All Three Sites

Following a number of years of development, including the construction of the Barra Campus, and opportunities for further development at Botafogo and Urca, it was decided to invite the UK architectural practice, JMP, to advise TBS on an overall vision for the 3 sites. For the weeks 21st to 25th October and 1st to 4th November 2019, British architects, John McAslan and Tom Angior visited all 3 sites of TBS in order to devise a masterplan and strategy for improving existing facilities and making recommendations for developments. Their work has focused particularly on the Zona Sul sites, investigating the possibility of an extra floor(s) on the subsidiary tower at Urca and improving student circulation around the site, and a complete refurbishment of the former vicarage at Botafogo. At Barra, John and Tom analysed the proposed improvements to Block A to enhance the provision for art, drama and music. The completed report was submitted to the Development Committee in February 2019 and a number of projects are being considered, and will be developed by local architects using JMP's concepts and designs.



John McAslan, Claudia Ribeiro and John Nixon

NUT



FRUIT & VEGETABLES

NUTRITION





The nutrition section

has gone through several positive changes, aiming to offer our students and employees better quality food with higher nutritional value and enjoyed by all.

We developed new campaigns and projects aiming to attract everyone to the canteens, transforming mealtimes into something special and pleasant. Important actions developed by the sector in these last 12 months:

Less consumption of industrialized foods. We developed handmade recipes to be produced in the units, without the addition of preservatives, such as homemade cereal bar, cookies, homemade nuggets. In case of school trips, we replaced crisps products with organic popcorn chips, with no preservatives and dyes.

Increased offer of coconut water and natural juices in the students' morning snack, lunchtime and afternoon snack.

Developed the project "no red meat Mondays", with the offer of white meat (fish or chicken), with eggs as an option.

Introduction of the Stand for Healthy Snacks, displayed in the cafeterias of Barra, Botafogo and Urca sites, for students who stay later for extracurricular activities or who simply wish to have a snack on their way home.

In October 2019, we developed a project together with Sodexo and Nutritionist and TV Presenter Gabriela Kapim, starting with a lecture on "The five commandments to eat well": students had the opportunity to gain more knowledge about healthy eating and on the work developed by the school in recent years regarding the promotion of good health. The second stage of this process began in March 2020 with the campaign "Try New Foods", when, for a week, a food item is selected and presented in various recipes in the cafeterias.

New nutrition campaigns were developed, related to commemorative dates, countries or cultures. Thus, through the meals we exposed everyone to typical and culturally different preparations, varying the taste and diversifying the customs.

We introduced the menu consultation through a QR code available at the cafeteria entrances, in addition to the menus being sent by e-mail and available on the school web platform.

An organic garden was created in 2019 at Barra unit, and it was being expanded at the beginning of 2020, providing us with the harvest of several organic produce, used in the preparation of meals. Food harvested in this last year: avocado, rosemary, leek, aubergine, chives, coconut, coriander, cabbage, mint, basil, marjoram, peppers, okra, parsley, celery, cherry tomatoes, thyme.



GREEN INITIATIVES





**RECYCLE
YOUR
BATTERIES!**



GREEN

SUSTAINABILITY PROJECTS



As an institution and a community, our School seeks to contribute in the most diverse ways with projects aiming at environmental preservation and conscious consumption.

We are constantly seeking new ways to contribute, in search of a prosperous future for the next generations. We have murals to promote our projects (described below) and a suggestions box, so that we can find more and more new goals and initiatives:

External Campaigns

Friendly Tabs

In partnership with our students, we managed to raise forty-one full bottles of can tabs to be donated for the project Solidarity Tabs, of NGO One by One. The money raised goes to the acquisition of wheelchairs to be donated to children and young people in need in poorer communities.

Socks for Goodness

For the past five years, socks manufacturer Puket has been collecting old socks used to produce blankets for those in need. During this time, apart from giving warmth during the winter to those with no other form of heating, the initiative also prevented more than thirty tonnes of textile scrap from going to waste. In 2019 our school contributed with 3.268 pairs of socks for the campaign.

Terra Cycle Campaign

Terra Cycle is a global leader in solutions for hard-to-recycle waste that has several collection and recycling programs. Two of its partners are:

- Faber- Castell, with a National Writing Instrument Recycling Program.
- Scotch-Brite, with the Household Cleaning Sponge Recycling Program.

The collected materials go through the recycling process and the residues are transformed into a new raw material, called Pellet. This raw material is sold and used for the production of other objects such as benches, garbage cans, etc. For each 12 grams of waste sent (average weight of 1 unit), 2 Terra Cycle points are received, equivalent to R\$0.02 which can be reverted in donations to non-profit organisations, or to the School itself. In 2019 we raised R\$539.20 for donation.

Wheeling with Caps

This campaign aims to collect plastic bottle caps that are sold to recycling companies. The money raised goes to the acquisition of wheelchairs donated to adults and children queuing for the equipment at the Associação Brasileira Beneficente de Reabilitação (ABBR). In 2019 we donated 777,30 kg in plastic caps as a contribution to this project.



Internal Campaigns

Composting

Composting is the recycling of organic residues: it is a technique to transform organic residues (fruit, vegetables food in general - leftovers, garden trimmings, textile scraps, sawdust etc) into fertilizers. It is a biological process that accelerates the organic material breakdown and its final product is the organic compost. In 2019 we produced the amount of 16.314 kg of organic residues, from which we generated 9.788 kg of fertilizer. We also cut down the emission of 12.561 kg of CO2 equivalent. At the Barra Unit we have a machine to help us care for our organic vegetable garden.

Conscious Printing

In all sectors, apart from raising the awareness to avoid waste at the time of printing, we have adopted the make of Eco Quality paper, made of 100% with sugar cane bagasse.

Solar Power

We have solar energy panels at some points of our units, generating energy derived from light and heat of the sun. It is a low environmental cost mechanism, whose maintenance is minimal. It does not make any noise, takes up little space and can be used in remote areas.

Adopt a Mug

We launched the internal campaign for the adoption of a mug, to reduce common disposables that can take up to 300 years to decompose. We replaced the disposable cups with cups made of cassava, a renewable biodegradable and compostable source, and manufactured through clean, emission-free production. In addition, at the end of the year we offer to our employees a celebration reusable mugs for use in the work environment.

Recycled Benches Campaign

Bottles marked with number 2 at the centre of the recycling symbol are separated and every 500 kg of bottles are transformed into a 100% recycled bench, reverted to the school.

Reused Water Taps and Economic Taps

Our Barra unit has several taps for reused water, spread out in the gardens between the blocks. These taps receive rainwater captured through pipes in the roofs of the buildings. The economic taps in our bathrooms are timed, collaborating with the rational use of natural resources and providing a 60% reduction in water consumption.

General Recycling

Through Selective Collection we can separate recyclable from non-recyclable materials. This means that part of the garbage can be reused, no longer becoming a source of degradation to the environment, turning into economic and social solutions instead. Our School collects and separates all types of recyclable material produced on our sites, redirecting them for sale and correct disposal. The amounts raised are converted into prizes for the general services team, responsible for separating the materials throughout the year. With this, we are able to raise awareness and motivate our team, not only in the work environment but also day to day with their families.

| ITEMS | Qty | | Qty |
|-----------------|----------|-----------------|--------|
| Cardboard paper | 5881 Kg | Tetra pack | 914 Kg |
| Mixed paper | 1910 Kg | Stainless steel | 66 Kg |
| White paper 1 | 8551 Kg | Motor | 67 un |
| Iron | 5052 Kg | Batteries | 12 un |
| Hard plastic | 1638 Kg | Cables | 61 Kg |
| Pet | 673 Kg | Window blinds | 1 un |
| Aluminum cans | 416,5 Kg | Copper | 11 Kg |

When I grow up I want to be
happy!

ALL ABOUT ME

Name: _____

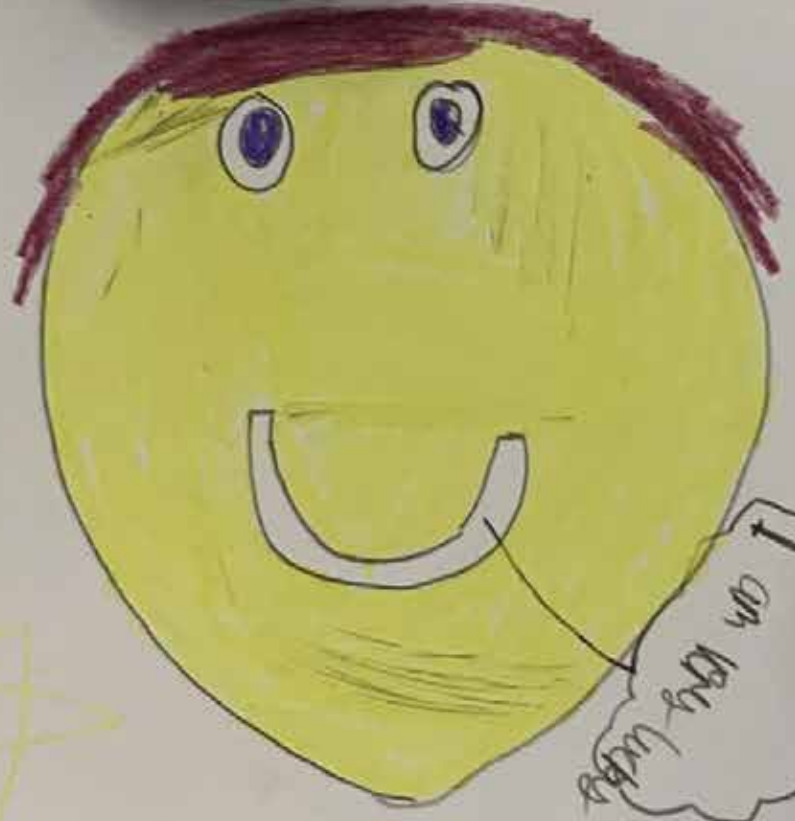
Favorite Color

Turquoise

Favorite Sport

Basket ball

ME



Birthday _____

Age _____

Favorite Color

Orange

Favorite Sport

Football

Favorite TV Show or Movie

Lion King

ACCREDITATIONS

Birthday _____

Age _____

Favorite Color

orange

Favorite Sport

skate

Favorite TV Show or Movie

Scooby Doo!

Favorite Book

Dog Man

When I grow up I want to be

a scientist

ALL ABOUT ME!

Name: _____

Birthday

06/11

Age 8

Duper



CIS School Evaluation and Accreditation



Following the successful CIS re-accreditation of TBS from the Team Visit in October 2017 and final report in January 2018, an annual update has been submitted to CIS each January, highlighting progress with targets and goals arising from the re-accreditation process. The most recent annual report was submitted in January 2020 and has been fully accepted, meaning that TBS remains a CIS fully accredited school. In their letter of 12th February 2020 indicating our report was accepted, CIS also explain that TBS will need to undertake a Preparatory Evaluation in early 2021, followed by a Self-Study exercise. An Evaluation Team will revisit TBS in 2022 as part of the 5-year cycle.

International Primary Curriculum (IPC) Accreditation



Due to changes in key personnel in July 2019, including the Head of Botafogo Site and Staff Development Coordinator who were both key staff in the accreditation process, it was agreed to postpone the IPC Accreditation Visit from the scheduled week in October 2019 until the middle of March 2020. Unfortunately, with the COVID-19 outbreak restricting international travel and visitors to our school, the accreditation visit has been postponed for a second time hopefully to new dates in October 2020.



LAHC

The annual LAHC Heads and Senior Leaders Conference was scheduled to be in Uruguay in early April 2020, but has unfortunately been postponed due to COVID-19. It will hopefully take place later in the year, in October 2020.

There are now 7 LAHC schools in Brazil - TBS in Rio de Janeiro, 5 schools in São Paulo and 1 in Brasilia, together forming the LAHC Brazil "Hub". The Heads of each school meet face to face twice a year: in early September 2019, the meeting was at St Nicholas' Alphaville Site, São Paulo; and in early February 2020, the meeting was hosted at the Barra Site of TBS. As the schools are often facing similar issues and challenges, the meetings are a very good opportunity to share experiences and expertise and to arrange for staff within each school to network and reach out to colleagues in similar positions. During the current COVID-19 crisis, the LAHC Brazil Heads have been meeting "virtually" once a week by Zoom.



RNING



FINN



FINANCIAL

FINANCIAL OVERVIEW

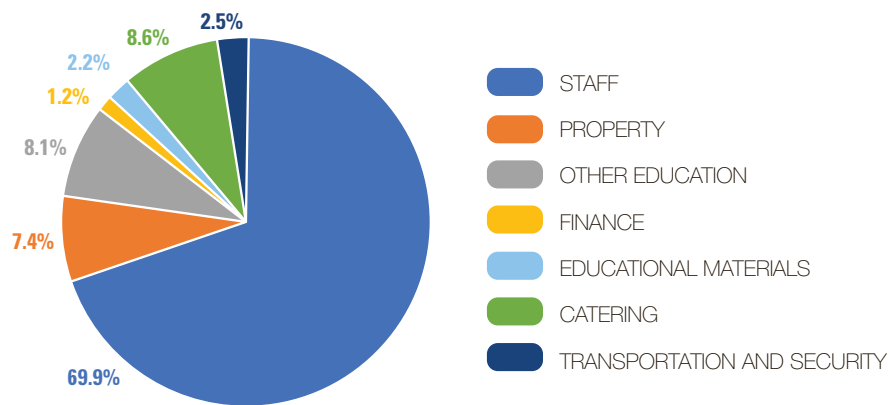


Financial Highlights

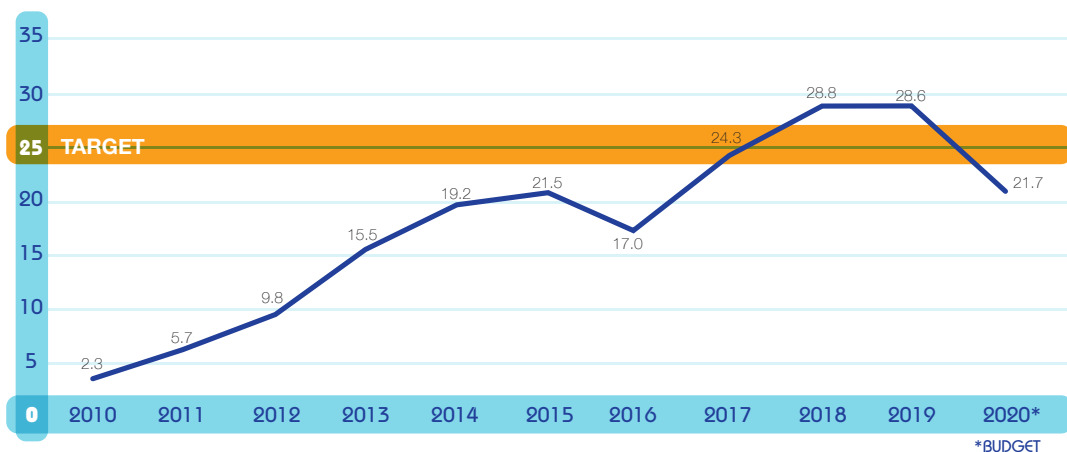
Our Finances (R\$M) - Key Numbers

| | 2018 ACTUAL | 2019 BUDGET | 2019 ACTUAL | 2020 BUDGET |
|-----------------------------|----------------|----------------|----------------|----------------|
| Fee income (less bursaries) | 140.2 | 145.8 | 149.3 | 153.6 |
| Development donations | 3.9 | 3.9 | 9.7 | 4.6 |
| Investment income | 6.1 | 4.9 | 6.0 | 4.3 |
| Total revenue | 150.2 | 154.7 | 164.9 | 162.6 |
| Staff costs | 96.8 | 109.1 | 102.9 | 114.0 |
| Finance costs | 2.6 | 2.0 | 1.8 | 1.2 |
| Other costs | 40.2 | 43.2 | 41.7 | 45.4 |
| Total expense | 139.6 | 154.3 | 146.4 | 160.6 |
| Surplus (Deficit) | 10.6 | 0.4 | 18.5 | 2.0 |

Our Costs in 2019 - Main Components



End-year General Reserves (as a percentage of annual operating expense)



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 general (that is, unrestricted) 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.

All development moneys are used exclusively for development purposes. From 2018, all development donations have been paid into a separate bank account, kept apart from our general funds, and excluded from the calculation of general reserves.

Financial Results for 2019

2019 was a very good year for the School's finances. We budgeted to make a surplus of R\$0.4 million but ended the year with a surplus of R\$18.5 million, with income and expense both being better than budgeted. Total income was R\$10.2m (6.6%) higher than budgeted: there was a one-time accounting adjustment of R\$5.5m to reflect a change in the accounting treatment of donations; and fee income was R\$3.5m higher because pupil numbers were better than expected. Total expenses were R\$7.9m (5.1%) lower than budgeted, through savings on staff and non-staff costs.

Budget and Fees for 2020

Our budget and fees decision for 2020 reflected the favourable forecast of our finances and reserves at end 2019. We set a fee rise of 4.9% - marginally higher than expected general inflation - which was expected to result in a small surplus (R\$2m) in 2020 and general reserves of 21.7% at end 2020.

We write this report some months into the COVID-19 pandemic and the closure of the School. Parents will be aware that we have given a general discount on monthly fees – initially 20%, later increased to 25%; and a discount of 50% to parents with children in Nursery and Pre-Nursery. In addition, we made available a Temporary Financial Assistance Scheme for parents with proven financial difficulties during the crisis. These discounts were given in full knowledge that they were higher than the savings in costs during school closure, thus causing a loss and a call on the school's general reserves. However, the Board thought this was the right thing to do, this crisis being the sort of extraordinary event for which we maintain such reserves.

At the time of writing, with the crisis and school closure still ongoing, it is too early to be confident about the final impact on School finances. We hope to finish 2020 with general reserves at somewhere between 15% and 20%, but it could be less if the closure lasts until later in the year.



GOALS

SCHOOL GOALS





GOALS

School Goals 2020

Five years ago, a task group of Governors and members of the leadership teams devised a format for our strategic planning culminating in the diagrammatic presentation of 7 coloured pencils to represent the “pillars” of our school development. Hence, the Strategic Plan 2016 was born and is intended to guide the school over a 10-year period to 2026.

This plan encompasses 30 Goals and a total of 129 Objectives across the main operational areas of the whole school as an entity. Each year, the Strategic Plan is considered carefully and priorities are selected to formulate specific objectives for any particular year. The prioritisation of goals and objectives is further guided by feedback from the various accreditation reports, such as from CIS, IPC and the IB.

Governance and Leadership

Teaching and Learning

Personal Development

Human Resources

Physical Resources

Finances and Operations

Community



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[@thebritishschoolrj](https://www.instagram.com/thebritishschoolrj)



www.britishschool.g12.br



GRAPHIC DESIGN GUSTAVO PORTELA

PHOTOS CAMILLA MAIA
and THE BRITISH SCHOOL PHOTO COLLECTION

We thank our parents for their contribution of images of students during home e-learning throughout the COVID-19 quarantine period.



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