



Annual Report

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Annual Report

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The
British
School
Rio de Janeiro



COMPANIA
INTEGRAL
DETERMINADA



MISSION COMMUNITY DIVERSIFICATION



SUMMARY

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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.



The TBS definition of International Mindedness

LETTER FROM THE CHAIR OF THE BOARD OF GOVERNORS

Welcome to our Annual Report. The objective of this report is to inform you what happened in the School between May 2020 and April 2021. We do hope you find this report helpful to understand how the School operated last year.

Due to the pandemic, the AGM of the Associação Britânica de Educação (ABE) had to be postponed to the 27th of July 2020 when Peter Tilley was elected as Chairman, Alan Maxwell as Vice-Chair, Joe Cavanagh as Treasurer, and Richard Wilson, Simon Wood and Andrew Haynes as Elected Members. Unfortunately, Peter stepped down at the end of the year when Alan Maxwell took over as interim Chair and Andrew Haynes also stepped down in the beginning of March. Alan co-opted Adam Reid as a Board officer in January 2021. Christopher McLauchlan was then reappointed Chair in April 2021.

The focus of this past year has been the impact of the COVID-19 pandemic on The British School. The Board of Governors worked 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. Unfortunately, we were only allowed to re-open the school on the 3rd of August 2020 with strict distancing rules that only allowed us to have 50% of the students back in class. We then focused on alternatives to gradually increase student numbers at School and we managed to get the full Primary sections back to class, whilst maintaining all security measures, with creative solutions such as hiring prefabricated units and transforming them into temporary classrooms. Our focus was, and always will be, to continue to have as many students as possible back at School with appropriate safety measures and following all the regulations.



Peter Tilley
*Chair of the
Board of Governors 2020*



Alan Maxwell
*Interim Chair of the
Board of Governors
from January to April 2021*



Christopher McLauchlan'1973
*Chair of the
Board of Governors
from April 2021*



The
British
School
Rio de Janeiro

WELCOME BACK! WE MISSED YOU!

BEM-VINDOS DE VOLTA! SENTIMOS SUA FALTA!



WALK
THIS WAY
CAMINHE
NESTA DIREÇÃO



CAMINHE
NESTA DIREÇÃO
WALK
THIS WAY

EDUCATION

INTRODUCTION

Welcome to the Annual Report which covers the year from April 2020 to April 2021. Certainly this period has been extraordinary and unprecedented in recent times due to the global impact of the COVID-19 pandemic. From mid-March 2020, our school was closed for face-to-face classes and there was a very quick response to switch to online teaching with both teachers and students working from their homes. This was enabled through the previous years of development of e-learning programmes and the widespread use of, for example, Google Classroom as a virtual learning environment (VLE) for most classes and year groups. Due to increased familiarity with learning technologies and platforms, the move to online learning was relatively smooth and most students were actively and enthusiastically engaged in the activities.

A lot of staff training was focused on improving technical skills and finding ways to make the lessons more interactive and engaging. Generally, it was felt that the e-learning programmes were more successful with the older students from Upper Primary upwards through Secondary. By early October 2020, it was possible to open classes by observing regulations from the relevant authorities which stipulated student percentage quotas and social distancing. The School's strategy was to invite full classes of the youngest students back to school first, by splitting classes and utilising the class teacher and assistant teacher for each half group, and have older children in school by rotation of year groups in order to comply with the ratios of students to classroom size.

Following the success of temporary classroom structures at the Urca Site, temporary units were constructed at both Botafogo and Barra sites in April 2021, which allowed all of the primary classes to attend school, all day and every day. We continued to strive for solutions to increase the presence of Secondary year groups at Barra and Urca.

The Year 2020 – 2021 has been a time when the School and its community of students, staff and parents have most definitely displayed many of the attributes of our Learner Profile, particularly: **Resilience**, **Creativity**, and **Collaboration**, as well as demonstrating our Core Value of **Determination**!



John Nixon MBE

Director

Alcohol Gel / Álcool gel

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The British School
Rio de Janeiro

The British School
Rio de Janeiro

Alcohol-gel
for hand sanitising
Álcool gel
para higienização



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ROTOCOLS

COVID-19

PROTOCOLS

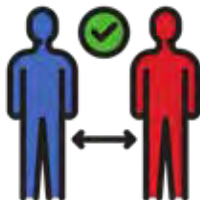
Certainly the period covered by this report has been extraordinary and unprecedented in recent times due to the global impact of the pandemic. From mid-March 2020, our school was closed for face-to-face classes and there was a very quick response to switch to online teaching with both teachers and students working from their homes.

By early October 2020, it was possible to open classes by observing regulations which stipulated percentage quotas and social distancing. Temporary classroom structures have been constructed at all sites by April 2021, which allowed all of the primary classes to attend school, all day and every day. We continue to strive for solutions to increase the presence of Secondary year groups at Barra and Urca.

Precautionary measures at each site:

Since early 2020, we have been ordering materials and preparing the sites since in anticipation of the need for school closures and subsequent re-openings at a later date. Some of our own staff had experience from the time of SARS, particularly in Asia, and we were increasingly following advice from schools and networks around the world. There were some very useful webinars run by organisations such as CIS and LAHC.

The health and safety procedures for students and staff entering the site are many and include:



- temperature checks in cars before entry or upon entry if arriving by foot or bicycle;
- thermal imaging cameras for further checks upon entry;
- disinfecting mats for footwear and sprays for shoes and bags;
- alcohol gel “totems” for hand cleansing upon entry and during the day;
- lots of signage advising on hygiene protocols, reminders about masks and visors, movement around the building, one way systems, etc;
- classroom kits for cleaning and sanitising;
- socially distanced desks and tables, with Perspex screens where necessary;
- procedures for bathrooms, play areas, cafeteria etc;
- staggered starts and finishes, possible shortening of the school day with time made up with blended learning.

Analysis of COVID-19 Cases in School:

In consultation with medical advisors, protocols were drawn up to deal with cases, close contacts and suspected cases of COVID-19 in school. Cases are carefully analysed and appropriate action taken to protect the school and the wider school community from spread of infection. Actions include:

- generating analytical data such as total number of cases in the school and in groups of students, moving averages and identification of trends.
- determining isolation periods for positive cases and close contacts;
- writing letters to parents;
- contact tracing of COVID-19 positive cases;
- deciding whether the closure of classes is required (so far this has not been necessary).



Our analysis of cases to date leads us to conclude that the hygiene and social distancing protocols the school adopted have been successful in containing infection in school.

General Services

Even before this pandemic crisis, we always work with the highest quality standards in terms of cleaning, the use of products and materials, as well as the training and instruction of our employees and procedures.

Since December 2019 we have been preparing and making some adaptations to our practices to combat and prevent this new threat. Strategic meetings were held with our healthcare professionals and we sought new information and methods to improve the fight against the spread of the virus.

All procedures were revised, updated and adapted to the pandemic. Our teams had been trained in theory and in practice and the school had made major investments to provide the best hygiene and safety equipment and technology to protect our community.

Gates

In the beginning of 2020 the procedures have been subject to review, with the aim of updating the actions and ensuring the adequate attendance to the increasingly complex demands due to the pandemic. On the Administration Intranet it was created a special area with all new COVID-19 procedures. This action helped all the employees to quick search for the changes that were happening very quickly. First action was to restructure the dynamics of entry and exit of students, suppliers, visitors and school staff.

Sick Bays

Sick Bays played an important role in 2020 in keeping the school safe, in addition to supporting other in-person activities, during the COVID-19 pandemic. Nursing technicians routinely assess students for symptoms or exposures. They have also assisted and continue to assist the school administration in implementing mitigation strategies; contact tracking; and support for students, families and employees. Nursing technicians received several training sessions with a focus on wards, directing them to new orientations due to COVID-19.





COVID-19 PREVENTIVE ACTIONS

AÇÕES PREVENTIVAS À COVID-19



Wash your hands with soap frequently.
Lave frequentemente as mãos com sabão.



Use alcohol and/or gel for hand washing is available.
Alcool em sabão e/ou gel disponível para higienização das mãos.



Mandatory use of protective mask.
Uso obrigatório de máscara de proteção respiratória.



Keep social distancing of 2 metres from other people.
Mantenha a distância de 2 metros em relação às outras pessoas.



When sneezing or coughing, cover your mouth and nose with a tissue or your forearm.
Cubra boca e nariz com lenço ou antebraço ao tossir ou espirrar.



Avoid touching your eyes, nose and mouth.
Evite tocar olhos, nariz e boca.



Wipe your shoes on the sanitizing mat at the entrance.
Limpe as solas dos seus sapatos no tapete sanitizante na entrada.



Bin for disposal of any potentially infected material are available in school.
Local disponível para descarte de material potencialmente infectado disponível na escola.



WELCOME BACK! WE MISSED YOU!

**BEM-VINDOS DE VOLTA!
SENTIMOS SUA FALTA!**






The British School

Alcohol-gel
for hand sanitising
*Álcool gel
para higienização*

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EDUCATION



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for hand sanitising
Alcool gel
para higienização



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STUDENTS AND STAFF OVERVIEW

Students

At the beginning of 2021, a total of 2219 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	1026 (from 2 to 18 years)
Botafogo	768 (from 2 to 12 years)
Urca	425 (from 12 to 18 years)



Staff

TBS employs 684 teaching, administrative and support staff across the three sites. The education staff comprises 387 teachers and assistant teachers, librarians and educational psychologists all of whom are fully qualified either in Brazil or elsewhere in the world. Our local Brazilian teachers and assistant teacher are fluent in English. A total of 52 teachers are from overseas, mainly from the United Kingdom, but we also have staff from Canada, New Zealand, Australia, France, Spain, Italy, Switzerland, South Africa, Greece and Argentina.



Eloise Tupinambá

"On the inside always looking out from the reflection of a twisted world."

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.

Two useful comparators in the analysis of IGCSE exam results are the percentages of the top grades A* and A, and the percentages of the pass grades A* to C, for each subject and for the school cohort as a whole compared with world averages. The tables below show the TBS students' performance for the past three years in the IGCSE examinations at both Barra and Urca. It is important to note that due to Covid-19, the number of students sitting the exams was significantly lower than in previous years.

The use of CEM Durham data can also help us to analyse exam performances in terms of individual and year group abilities, i.e. to assess whether a particular year group may be more or less able in comparison to other years. This data is based on a standardised test taken by all students at the start of Class 8 – and projections are made based on comparisons with a huge pool of student performance data. It is important to note, that CEM projections do not take into issues caused by the pandemic and the school's policy has been to enter all students for the examinations regardless of ability and motivation, so there will be variations, year on year in the general ability and therefore results of the cohorts.

As in every year, there have been some outstanding individual student performances with some attaining all or most subjects at A* or A grade.

IGCSE Results URCA	2018	2019	2020
A* - C	83%	83%	85%
A* - A	36%	39%	52%

IGCSE Results BARRA	2018	2019	2020
A* - C	81%	59%	91%
A* - A	26%	15%	51%





IB Results (Urca & Barra)

The IB Diploma scores go up to a maximum of 45 points, with 24 being the pass level, along with certain conditions. In each subject, the highest grade is a 7, with the percentage of grades from 4 to maximum 7 giving a measure of passes. Overall, the average number of points compared to world averages give an indication of how well each cohort is doing.

The tables below show the IB Diploma results for the Urca and Barra students from the past three years of graduating classes at both sites. It is important to note that due to the pandemic, IB results at both sites were largely based on coursework and did not include externally marked exams as in normal years.

As with the IGCSE, 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.

Overall IB results were very positive with 11 students scoring 40 or more points, and a total of 19 students across both sites scoring 38 or more points. The highest score this year was 42 points.

IB Results URCA	2018	2019	2020
7-4s	83%	74%	86%
7s	7%	8%	13%
Average Points	33	33	34
World Average Points	30	29	TBC

IB Results BARRA	2018	2019	2020
7-4s	83%	72%	81%
7s	9%	4%	5%
Average Points	31	31	31
World Average Points	30	29	TBC





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 graduation Class of 2020, from both Urca and Barra sites.

Offers Received

Our students have already received offers for the following universities:

 BRAZIL	 UNITED KINGDOM	
CEFET/RJ	Durham University	University College London
ESPM	King's College London	University of Bath
Faculdade de Medicina de Petrópolis	Lancaster University	University of Birmingham
Faculdade Israelita de Ciências da Saúde Albert Einstein	London School of Economics and Political Science	University of Bristol
Fundação Getulio Vargas	Royal Holloway, University of London	University of Exeter
Fundação Técnico Educacional Souza Marques	The University of Manchester	University of Nottingham
Ibmec	The University of Sheffield	University of Warwick
Instituto Mauá de Tecnologia		
PUC-Rio	EUROPA	
São Leopoldo Mandic	Erasmus University Rotterdam	University of Amsterdam
Unigranrio	IE University	University of St Andrews
UNINOVE	The University of Edinburgh	Utrecht University
Universidade Estácio de Sá	Universidade Luigi Bocconi	
 NEW ZEALAND	 CANADA	
The University of Auckland	McGill University	The University of British Columbia Okanagan
	The University of British Columbia	University of Toronto

U.S.A.



American University	Johns Hopkins University	University of California Santa Cruz
Babson College	Los Angeles College of Music	University of California, Berkeley
Barnard College of Columbia University	Loyola Marymount University	University of California, Davis
Bentley University	Michigan State University	University of California, Los Angeles
Berklee College of Music	New York University	University of California, Santa Barbara
Boston College	Northeastern University	University of Colorado Boulder
Boston University	Northwestern University	University of Miami
Clark University	Pace University	University of Michigan
Columbia College Chicago	Pepperdine University	University of Minnesota
Davidson College	Pomona College	University of North Carolina at Chapel Hill
DePaul University	Purdue University	University of Notre Dame
Duke University	Reed College	University of South Florida
Emerson College	Rice University	University of Virginia
Emory University	Syracuse University	USC Viterbi School of Engineering
Fordham University	The New School	Vanderbilt University
Georgetown University	The University of Chicago	Yale University
Georgia Institute of Technology	University of California Irvine	
Harvey Mudd College	University of California San Diego	

Intended Courses

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

Architecture; Art and Design; Drama; Music; Administration; Business; Computer Science; Economics; Engineering; Finance; Hospitality Management; Law; Medicine; Neuroscience; Social and Political Science.

Confirmed Final Destination

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

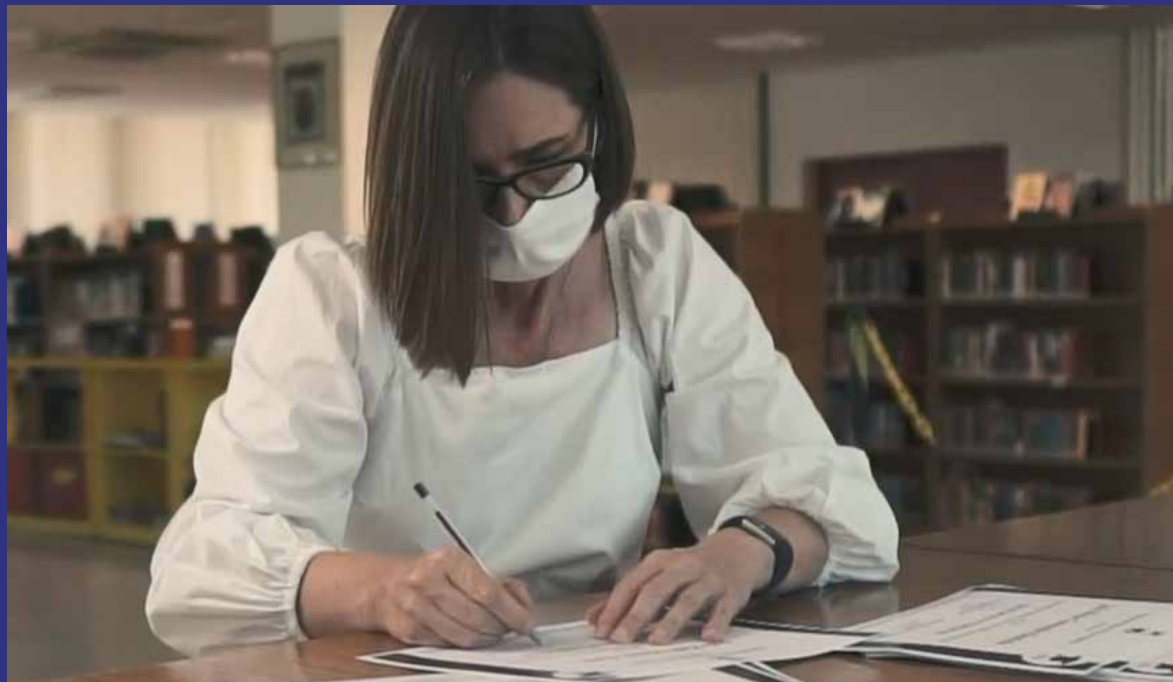
Rice University; University of Toronto; Instituto Mauá de Tecnologia; Estácio de Sá; Souza Marques; PUC-Rio; FGV; University of Miami; University of British Columbia; Albert Einstein; Reed College; Pomona University; Erasmus University; Johns Hopkins; UBC Vancouver; Northeastern; St Andrews; Berklee College of Music; Yale University.

Class of 2020

Virtual Graduation Ceremony



BARRA ***GRADUATING*** ***CLASS OF 2020***



Class of 2020

Virtual Graduation Ceremony



URCA GRADUATING CLASS OF 2020





LEARN

LEARNING

TECHNOLOGIES

There are three key priorities in our Learning Technologies Development Plan (2020-2021): Communication, Transforming Learning and Safeguarding. Given the social distancing and isolation experienced by many of our students during the pandemic, we have worked particularly hard to find innovative opportunities for children to practise their speaking and listening skills. Focusing on our whole school vision for Learning Technologies, here are some of the steps taken and progress made, this year:

Communication

With much of the face-to-face classroom time with students in school curtailed this year due to the COVID-19 pandemic the need for regular, timely and effective home/school communication has been more crucial than ever. The school has had to find new and innovative ways to communicate remotely using its existing systems.

In the Primary Section Class Dojo, the online communication tool which was introduced four years ago to enhance parent/teacher communication and reduce the use of paper provided a solid and reliable platform for communication during these difficult times. When students were learning from home the teachers posted activities and tasks in Class Dojo and supplemented them with video clips, pictures and weblinks to enhance the learning experience for students. Teachers have also posted videos of themselves introducing activities and greetings for their classes each morning. Class Dojo has also been used by school leaders and coordinators to provide school wide notifications about activities and events.

For Upper Primary students and for all our Senior school students Google Classroom is used extensively to streamline the process of sharing files, activities and assignments between teachers and their students. This has been well received by both teachers and students as it enables them to keep organised through one main point of communication which they can access on their home computers, mobile phones and other personal electronic devices. Teachers have used the resources in Google Classroom alongside video conferencing applications (such as Google Meet and Zoom) for home learning to teach remote, live lessons; and 'Google Sites', which enables teachers to create professional looking websites.

Staff Training

The focus during the staff Learning Technology INSET sessions this year has been on the effective, safe, legal and ethical use of contemporary technologies to support home learning. Training sessions this year included the Google Apps for Education suite, Google classroom, Google Meet and the video conferencing platform, Zoom. Other training sessions, for classroom teachers and assistant teachers, throughout the year, have included the use of digital tools for home learning such as video production, stop-motion animation and the use of online learning environments including Jamboard, Edpuzzle, Kognity, Kahoot, Education City, Doodle Maths, BrainPop and Times Tables Rockstars.

Transforming Learning

Throughout the year teachers have been finding new easy to use communication tools for home learning and have familiarised themselves with and adopted the use of a wide range of other online learning tools to transform home learning and to provide engaging and purposeful lessons for students. Within a very short period of time teachers developed new ways to teach by creating self-made video tutorials using video editing systems such as Loom and Screencastify, new ways to carry out students assessments using online systems such as Edpuzzle, Kahoot and Quizizz and new ways to present lesson content and activities (without the use of more traditional books) using online learning platforms such as Kognity, Bug Club, Abacus, Doodle Maths, Timestable Rockstars, Brain Pop and Education City. Teachers have moved rapidly from traditional teaching methods to innovative approaches to teaching and learning using cutting edge technology.

Distance and blended learning

The sudden change in teaching and learning to fully online posed challenges for staff, students and ICT technical support. Within a few days, ways in which to support staff and students during quarantine had to be in place. The return to School brought new challenges as we embarked on blended learning with some classes on site and others online. Even on site lessons have some students or even staff having to attend from home. The teams of technicians lead by Rodrigo Vieira (Barra), João Neto (Botafogo) and Marco Aurélio Silva (Urca), overseen by Jorge Luiz Santos have experienced a shift in the type of support requested by teachers or students and have successfully adapted. Rafael Dias and his team has provided invaluable support with systems for staff and students, also having to adapt to distance or blended learning.

LEARNING

Learning platforms & online resources

Google Classroom was already the school's choice of VLE. With the sudden changes, it became a much more vital tool for delivering lessons, providing student resources, and carrying out assessment. As it is integrated with Google Drive, Docs, Sheets and Slides, the increased use was rather natural for students, since these tools were already in use. The biggest change was the adoption of video conferencing tools, such as Zoom and Google Meet. Other online resources have been used over the last year, which include Screencastify, EdPuzzle, Kognity, Padlet and others. The Learning Technologies Assistants (Giuliana Macedo, Ana Paula Ilciev de Farias and Yuri Domeniconi) has been crucial.

Safeguarding

In addition to the regular e-safety awareness raising sessions with students and teachers, there has been a focus on digital citizenship. The purpose of which was to help teachers improve students' understanding of how to learn, communicate and collaborate safely and responsibly online. The organisation Common Sense Media and their website has been used by the school to provide high quality teaching and learning resources regarding digital citizenship. Common Sense media is an independent voice for students, families, and communities across the world. They combine original research with game-changing advocacy efforts to make the digital world work better for all students. Their work highlights legislation related to technology and identifies solutions that protect consumer privacy, push for better connectivity for students and families, and hold technology companies accountable to ensure a healthy internet for all. Topics covered include media balance and well-being, digital footprints and identity, relationships and communication, cyberbullying, digital drama and hate speech.

Welcome to the Interactive Live Lessons - Resource Hub!

We are excited to share some interactive tools and lesson ideas with you! Feel free to come here everytime you need some inspiration and support to make your lessons even more exciting for your students. We tried to collect some of the great tips we've had acquired in our trainings, webinars and other CPD. We look forward to connecting with you soon!

Dates: 29 June, 2020 - Monday at 1PM - 30 June, 2020 - Tuesday at 1PM

SESSION FACILITATORS







CO-CU



IB Virtual Exhibition

Barra Unit

RRICULLUM

CO-CURRICULUM





House Cooking Competition

Barra Unit



House Cooking Competition

Barra Unit

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.



 Blue November 1w

BLUE DAY!!

Blue November is all about raising awareness to prostate cancer!



In honour of Blue November, all senior students are invited to wear blue to school next thursday(19th)

Also make sure you don't forget to donate!

 Our proposal

OUR PROPOSAL

Quarantine

AND CHILL

We will be providing you with diverse ideas about what to do during quarantine. We are very much aware of the mental harm staying home could cause, so our main aim is to make your quarantine experience as nice and enjoyable as possible, and to encourage you to stay safe at home!

stay tuned for the team presentation tomorrow! good night 🌙

THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD



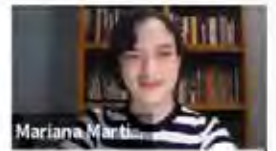
The Duke of Edinburgh's International Award is a prestigious and challenging qualification for which students complete Adventurous Journeys, practice a new Skill, keep fit via Physical Recreation and carry out Service to the community from the age of 14 upwards. There are three awards (Bronze, Silver 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. For further information on The Award please refer to www.intaward.org. The British School currently offers all three awards to students in the Senior school from the age of 14 upwards.

Due to the COVID-19 Pandemic, unfortunately it was not possible for our students to fulfill the Adventurous Journey Section of the Award. In 2020, The International Award Foundation put into place some temporary changes to the requirements of the Award, which has allowed the students to continue with their Award during such unprecedented times.

Nevertheless, the DofE Award students showed true resilience and have strived to continue with the other aspects of their Awards: Physical Recreation, Skills and Voluntary Service. Community Service has been by far one of the hardest aspects of the Award to accomplish due to social distancing measures. However, given the challenging circumstances posed by the current Pandemic sixteen DofE Awards were completed by our Barra and Urca students (one Silver Award and fifteen Bronze Awards) and many of the DofE students continued with their awards even though they were under quarantine. It is important to note that we also had nineteen new Awards which were initiated in 2020 (six Silver and twelve Bronze Awards).



RIO DE JANEIRO
RJMSMUN Opening Ceremony



Mariana Martins

MUN Director

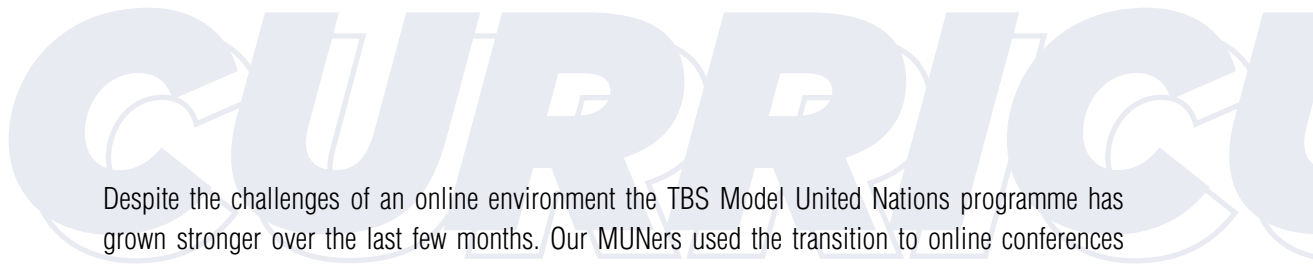


RIO DE JANEIRO
RJMSMUN Opening Ceremony





MUN



Despite the challenges of an online environment the TBS Model United Nations programme has grown stronger over the last few months. Our MUNers used the transition to online conferences as an opportunity to engage with the international MUN community, participating in a number of international MUN Conferences. Special congratulations to Nina Zamith and Giovana Rabello, who even received awards for their distinguished participation in the MITMUN Conference in January.

After a very successful first online edition of our own TBSRJ MUN Conference in December last year, students across the Barra, Botafogo and Urca sites have consistently engaged with a number of local and national conferences so far, namely SPMUN SE (organised by St. Pauls School, SP), Brasil MUN (BRAMUN, the largest MUN Conference for international schools in Brazil), and MUNicks (organised by St. Nicholas School).

We were also very proud to have hosted the first edition of the Rio de Janeiro Middle School MUN Conference between 9th and 11th April, founded by three Barra students aimed at creating a safe and nurturing environment for young delegates. With almost one hundred students involved from eleven international schools in Brazil, the RJMSMUN was a great success for our community; it was also the cornerstone of the consolidation between Barra and Urca GoMUN clubs, with students across both sites working closely together to put together this event.



Opening Ceremony

RJMSMUN





Saffy Wickes

Class 8



Luiz Felipe Horta

Class of 2020

TED^x Youth@TBSRJ

x = Independently organized TED event

Theme: Our fast-changing world

This event occurred on
July 31, 2020

Rio de Janeiro, Rio de Janeiro
Brazil



**OUR FAST-
CHANGING
WORLD**

[TEDxYouth@TBSRJ Official Website](#)

Something that is inevitable to all generations nowadays is the speed in which the world is changing around us, in relation to countless different aspects. The talks in this year's event will address the changes happening in our world, and how we should learn to adapt or adjust ourselves and our lifestyles to them.

GO SCHOOL CURRICULUM ACTIVITIES

Botafogo

Whilst the pandemic greatly curtailed the opportunities for schoolwide activities we were able to hold a virtual Sports Week and a Virtual Book Week. Children and parents were provided with opportunities to engage in at-home sports and also enjoy book-related activities. Class assemblies have continued online providing opportunity for students to join with each other and continue to learn about our core values and learner profile attributes.

Public Speaking Competition (Urca Site)

The House Public Speaking final took place in front of a packed virtual audience via the ZOOM platform. Despite the unusual format and lack of a live audience, the finalists performed exceptionally well, and kept the audience spellbound with very powerful. This year's winners were Saffy Wickes from Class 8, representing Mee House and Maria Claudia Bonaparte from Class 10, representing Pankhurst House. Congratulations go to them, and to all who took part and helped to keep the House Public Speaking competition alive this year despite the difficult circumstances.

TEDxYouth@TBSRJ (Barra Unit)

On the evenings of Friday 31st July and Saturday 1st August 2020 the second TEDxYouth@TBSRJ was broadcast via Youtube Premiere. A TEDxYouth event is a local gathering, independently-organised by students where live TED-like talks and performances are shared with the community. There were nine speakers in total, five outside guests and four students, with topics ranging from artificial intelligence to fiction, all based around this year's theme "Our fast-changing world". The TEDxYouth@TBSRJ 2020 was a great success, with more than 800 views over both days. Lead organisers Vitória Medina (Class 10) and Ian Lourenço (Class 10) did an excellent job alongside fellow Executive Team members in organising their second TEDxYouth@TBSRJ event.

International Philosophy Olympiad (Urca Site)

On 14th February 2020, 55 students from 38 public and private schools, located in 13 states around the country, took part in the contest to identify the two students from Brazil who would represent our country in the 28th edition of the International Philosophy Olympiad (e-IPO). Luiz Felipe Horta, Class 2020, Urca Site, had won first place in the competition and received the Gold Medal, earning the honour of representing Brazil and The British School in the event. The International Philosophy Olympiad saw students from 28 countries engaging in philosophical discussions and was a fantastic opportunity to attend amazing workshops, lectures and sessions led by well-respected philosophers. On Sunday, 31st May 2020 during the online Closing Ceremony we learnt that Luiz Felipe had won the second place in the e-IPO, having been awarded a Silver Medal. Our pride in Luiz Felipe increased further when it became clear that he had achieved Brazil's best result ever in the competition.



SCHOOL SPORTS

The Department of Physical Education, as well as other school subjects, faced constant challenges to develop the new methodologies, which were appropriate to apply to the learning of our students.

The challenges, in addition to adapting to the protocols adopted in the pandemic, are based on the basic trilogy of Physical Education, the development of Bio – Psycho – Social capacities, mainly for students of Early Years, MP1 and MP2. Working virtually need these challenges, apply activities for physical skills, develop cognitive learning and maintain social relationships. In this latter case, the socialisation is inevitable, and is usually in the opposite direction to the main protocol of the pandemic – the social distance.

Despite all phases (virtual, hybrid and face-to-face) the PE staff demonstrated its full flexibility and dedication so that we could obtain great results.

Counting with the collaboration of the coordinators of each school unit, follow an overview of the work developed during this period. It is worth saying that due to the moment, the participation of FALCONS TEAMS in international schools' tournaments were not possible.

Through this challenging and difficult year of 2020, we had the opportunity to improve our technological knowledge and consequently try to motivate our students to maintain a minimum of physical activity so important for our health. Planning virtual classes, events and challenges all for the physical and mental development of our students.

Students learnt and experienced Fitness components; Wellbeing content; Volleyball, Football, Basketball and Movement & Rhythm content though in a wide variety of physical activities to be practiced at home with limited or any equipment.

We know that children learn and develop their skills through experiencing dancing, playing and having fun. Without doubt these educational moments are happier for the children when we adults (teachers, parents and siblings) participate. In this way, it is possible to create a legacy of love, in a beautiful and inspiring way. The adaptations of resources and facilities from the online and face to face lessons were challenging and at the same time, amazing.



MUSIC, DRAMA AND ART

Music

The last year has been incredibly challenging and amazingly rewarding for The Music Department. A variety of possibilities to play and compose Music were offered whether the teaching was in person, online or blended thanks to our Music Staff's versatility. One of our targets for 2020 was to enhance our teaching practice by increasing the presence of music technology in our schemes of work. As the pandemic took hold, we realised we would have to accelerate our programme to maintain the standard of Music at TBS. The outcome of this endeavour can be seen in the activities of the KS3, GCSE and IB cohorts.

Drama

In light of the pandemic, the Drama Department had to adapt their teaching methods by creating a variety of innovative new tasks for students to complete while online. These varied from using popular TikTok, to recreating moments from TV shows, to creating abstract performances with IB Theatre students. Students and teachers became experts in the use of Zoom, Screencastify, Loom and experimenting with Prezi Video and Mote. These new online platforms greatly enhanced lessons, allowing for the production of some exceptional work and will become part of the Drama Department's pedagogy long after e-learning is a distant memory.

Visual Arts

When lessons were suspended, Art continued to flourish at TBS. During E-learning the Art teachers encouraged pupils to express how they felt about the pandemic. The Department understood the importance of using Visual Arts to help our community to manage this extremely difficult time.

There was a genuine fear that the quality of our students' art work would be compromised after the closure of the school. However, what we saw was quite the opposite. With constant support from teachers (weekly individual Zoom meetings and videos with feedback) pupils explored, developed, reviewed and refined their work, resulting in outstanding pieces.

This year, for health safety reasons, the school did not host our traditional Art Exhibition. The IB Art students had to adapt to the "new normal", but this did not prevent them from exploring a range of media and resources and expressing their personal views on different themes. The exhibition was set digitally, and the pieces were displayed as if they were in a real Art gallery.



Roger Xi

Class 9



Vitória Medina

Class 10

COMMUNITY SERVICE

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.

For most of 2020 C10 and C11 students had to adapt their CAS programmes in order to meet social distancing and even quarantine measures. This was and still is a challenging experience due to social distancing, however the IB students have been and continue to be incredibly creative when setting up CAS experiences and Projects.

Both Barra and Urca IB students' creativity and compassion during such unprecedented times was acknowledged by the British Chamber of Commerce and Industry in Brazil, who awarded the CAS Service projects and experiences with a 'Menção Honrosa' in their annual event 'Personalidade do ano 2020 BRITCHAM'.

CAS Barra:

Creativity experiences/projects	Activity experiences/projects	Service experiences/projects
Model United Nations Club – online	Curricular Physical Education lessons	Musical Project - Organising online concerts for elderly people who live in nursing homes in Rio de Janeiro and Espírito Santo (CAS project set up by students)
TEDxYouth@TBSRJ - online	Horse riding	Helping hand - Fundraising for several causes and social projects (CAS project set up by students)
Arte com Propósito - Producing Art and selling pieces via Instagram for to donate money to social projects (CAS project set up by students)	Tennis	Arte com Propósito - Producing Art and selling pieces via Instagram for to donate money to social projects (CAS project set up by students)
Gardening	Swimming	União Solidária - Fundraising for social projects in Rocinha Community (CAS project set up by students)
Song composing	Personal Training using apps, youtube links	Coração Solidário - Fundraising for families affected by the COVID-19 Pandemic (CAS project set up by students)
Guitar and Bass lessons	Cycling	Domingo Solidário - Cooking for the homeless
Online drawing and painting courses	Running	Costurando Vidas - Producing Masks for those in need (CAS project set up by students)





Piano Lessons	Working out at the Gym	SOS Corona - Fundraising to buy food and hygiene products for families affected by the COVID-19 Pandemic (CAS project set up by students)
Model United Nations Press Club – online	Horse riding	Mask production to be distributed to families which are supported by One by One (CAS project set up by students)
Novel Writing	Jiu Jitsu	Cooking for those in need for the Anjos em Conexão project
History Film Club	Surfing	AID – Aulas Interativas à Distância (CAS project set up by students)
The Critical Review - Increase awareness about reading amongst school community (CAS project set up by students)	Rhythm and dancing	The Critical Review - Increase awareness about reading amongst school community (CAS project set up by students)
Crocheting	Boxing	Cobertor do Amor - Fundraising to buy blankets for the homeless (CAS project set up by students)
Learning Italian	Hiking with family	Organising food donations (Cestas básicas) for those in need due to the COVID-19 Pandemic
Sewing	Muay Thai lessons	Volunteering for “Bees of love” project - Fundraising
Art Instagram	Yoga - online	Cleaning Marapendi Channel and promoting environmental protection awareness campaigns
Podcasting	Basketball	Ocean Protection Association (CAS project set up by students)
Online programming courses	Football	Student Council initiatives
Mandarin Lessons	Volleyball	English lessons for teenagers
Setting up an educational app		Route Brazil NGO
Vertical Farming		Guitar Tutor
Art Therapy (CAS project set up by students)		Art Therapy (CAS project set up by students)
Animation online course		Teaching French to younger students
Learning how to make Bead bracelets		Cadeira para Todos - Fundraising to buy wheelchairs (CAS project set up by students)
Illustrating Futures - Producing Art and selling pieces via Instagram for to donate money to social projects (CAS project set up by students)		Illustrating Futures - Producing Art and selling pieces via Instagram for to donate money to social projects (CAS project set up by students)
Interior design online course		Baking cakes for doctors and nurses who worked in hospitals
Ukelele lessons		Basketball coach
Photography competition		
Building a green wall at home		
Artistic make-up online course		
Cooking		
DJ Mixing		

CAS Urca:

<i>Creativity experiences/ projects</i>	<i>Activity experiences/ projects</i>	<i>Service experiences/projects</i>
Model United Nations Club "GoMun" – online	Curricular Physical Education lessons	Cestas de Amor - organising food donations (Cestas básicas) for those in need due to the COVID-19 Pandemic
Model United Nations – Press, delegates and charis - online	Horse riding	Movimente-se pelo bem -distribution of hygiene products and food for the families in the community Complexo do Alemão
Cooking	Tennis	Tenis na Lagoa - helping with tennis lesson and also English lessons for children
Gardening	Swimming	Divertena- Instagram promoting entertainment for young children during the pandemic
Song composing	Personal Training using apps, youtube links	Projeto Sem Fome - daily donation of meals, water and hygiene kit to homeless people
Guitar and Bass lessons	Cycling	Juntos -Instagram account promoting and encouraging paralympic sports
Online drawing and painting courses	Running	Corrente pelo Bem - cooking for homeless people
Piano Lessons	Working out at the Gym	Onda Solidaria
programming courses	Horse riding	Onda Esportiva in São Cristóvão
Food critics Instagram	Jiu Jitsu	AdaptaRio - build an adapted playground to promote social inclusion amongst children
Photography competition	Surfing	Plastic bottle caps collection and donation
Singing lessons	Rhythm and dancing	Vestibulantes and Alunos Contra Covid (ACC) - digital platform containing video solutions and lessons of past papers of University entrance exams.
Online programming courses	Boxing	Escrevendo o Futuro - offers support and free online essay lessons focusing on the Brazilian Entrance exam. Aimed to help students from public schools who did not have lessons during the pandemic.
Learning how to make Bead bracelets	Hiking with family	Talentos em Corrida - distribute food and other vital goods for the athletes who PRACTICES with this NGO.
Organising and publishing the school newspaper	Muay Thai lessons	Casa de Apoio à Criança com Câncer
Creating the online Orbit magazine	Yoga - online	Era Uma Vez um Cookie - raises money for social causes across Rio de Janeiro by selling cookies.



Organising Career talks to C10 students	Basketball	IGCSE Tutoring led by IB students
Ukelele lessons	Football	Masks for humanity - produce and distribute protective masks and alcohol to public retirement homes
Film photography	Volleyball	Student Council initiatives
Making and painting t-shirts	Scuba diving	Homework Relief - teaching English online to less fortunate children during the COVID-19 pandemic.

Other Charity Projects From All Sites:

- Be One Project
- Projeto DoeAmor
- Beads da Solidariedade
- Casa Arte Vida and One by One
- Assisting NGO's
- House Campaigns
- Helping Hand Easter chocolate collection
- Shoebox Appeal



C A S T





Leaders
Resilient
Collaborative
Enquirers
Caring

Maths

and explain what
in make a class people



DO NOT TOUCH
NÃO TOQUE

DO NOT TOUCH
NÃO TOQUE

DO NOT TOUCH
NÃO TOQUE

DO NOT TOUCH
NÃO TOQUE

DO NOT TOUCH
NÃO TOQUE





PTA







PTA

We continue to be grateful to the PTA for all of the ways in which they support the school. School protocols for dealing with the COVID-19 pandemic have meant that there has been limited opportunities for PTA activities over the course of the year. Communication with our representatives has been maintained and their advice sought when communicating with our parent body.

The PTA held their Annual General Meeting on 30th October 2020 – delayed from April due to the COVID-19 pandemic. The new Executive Committee was constituted with proportional representation across the sites and sections:

***Barra Primary
Representative:***

Carolina Mynssen
Raphael Roig

***Barra Senior
Representative:***

Daniela Pozzi
Claudia Britto

***Botafogo Primary
Representative:***

Marcelo Fortes
Chris Brisbane

***Urca Senior
Representative:***

Alexandre Donato
Sylvie D'Apote

The PTA, and indeed, the school community wish to thank Claudia Britto for her work as President of the PTA since 2018. Alexandre Donato has been elected as the new President of the PTA, although Claudia will remain as an Executive Committee member, representing Barra Seniors.

Alexandre has been instrumental in fulfilling the PTA's main function of communication by organising a number of large meetings for parents by Zoom in order to clarify the situation, as it evolves during the pandemic.

A stylized background featuring a light pink face with two white circular eyes at the top. The lower portion of the face is a large, solid orange-red shape. The text is centered on this orange-red area.

TBS 
EDUCATION
CONFERENCE

STAFF
DEVELOPMENT

'21



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Dr Daniel Becker

Daniel Becker



STAFF DEVELOPMENT

'Flexibility and adaptability' have been the cornerstones of our approach to the Continuing Professional Development strategic plan over the past year. As a Staff Development team we have strived to maintain quality professional development opportunities and make sure that these opportunities support the current needs and reality of our staff.

Highlights of the year:

Gustavo Artese, a data protection specialist - and TBS alumni delivered a training on recent data protection legislation.

Ross Morrison McGill - a UK-based teacher and ex-deputy headteacher who now works as a consultant - was invited to deliver a small series of INSET sessions firstly to Senior school staff and then to Primary staff. His series focussed on feedback and retrieval; exploring the importance of embedding retrieval practices in order to enrich the learning experience and assess students' understanding. He also explored the use of dual coding to improve memory and classroom performance.

Dr Daniel Becker was invited to deliver presentations to staff from all three sites to inform about the different types of stress commonly encountered during the pandemic. The presentations also focused quite significantly on some of the challenges specific to raising children during lockdown.

Some practical strategies were provided to support us all in managing the demands of remote learning.

Harvard GSE

During the mid-year break last year, a record sixty six members of staff, from all three sites and across all sections, signed up to complete online courses offered by the Harvard Graduate School of Education.

Dr Eliane Cavalleiro and Dr Andréia Johnson, two leading professors at Stanford University, delivered training to all staff on everyday anti-racism. Throughout this engaging session staff explored key concepts and their impact on schools and society as a whole. We also looked at characteristics of a classroom free of racial bias, and left the session with several resources to further deepen our understanding. This introductory session was followed by further training, delivered by Claire Harvey, a leading inclusion consultant. During this follow-up session staff continued to reflect upon the importance of actively creating our own culture, the different forms of biases and the role that privilege plays in this conversation.

Education Conference

In March 2021 the TBS education community came together for one of the school's most anticipated professional development events - the biennial TBS Conference, a three-day celebration of CPD. The pandemic restrictions meant that the Conference could not be presented in its traditional format. so it was only natural that we sought to deliver TBS's first virtual Conference.

As with previous TBS conferences, this year's event was an opportunity to engage with a fantastic host of national and international speakers who are leaders in their respective education-focused fields. It would have been remiss of the Conference not to focus on the global situation and how it has, and continues to, impact pedagogy.

Under the umbrella theme: 'Reflecting, Redefining, Reimagining', delegates were invited to:

- *Reflect* - look back at past experiences, consider what we have learnt and what we still need to learn;
- *Redefine* - look at our 'new normal', considered what has changed and what still needs to change;
- *Reimagine* - look forward to consider what is possible and the next level we can take learning to.

The theme fed into the keynotes, which explored technology, cognitive science and anti-racism, as well as the workshops themselves which addressed a variety of topics including emotional regulation, assessment in the IEYC, behaviour management and responsive teaching.

Conference delegates included education staff, administrative staff, school leaders, the PTA Executive body, Board of Governors and educators from other schools. We believe the Conference offered a moment of reflection and inspiration for all.



EDUCATION
CONFERENCE '21

REFLECTING REDEFINING REIMAGINING





SAÍDA

DO NOT TOUCH
NÃO TOQUE

Keep the table in this position.
Mantenha a mesa neste posição.
Maintain social distance.
Mantenha a distância social.



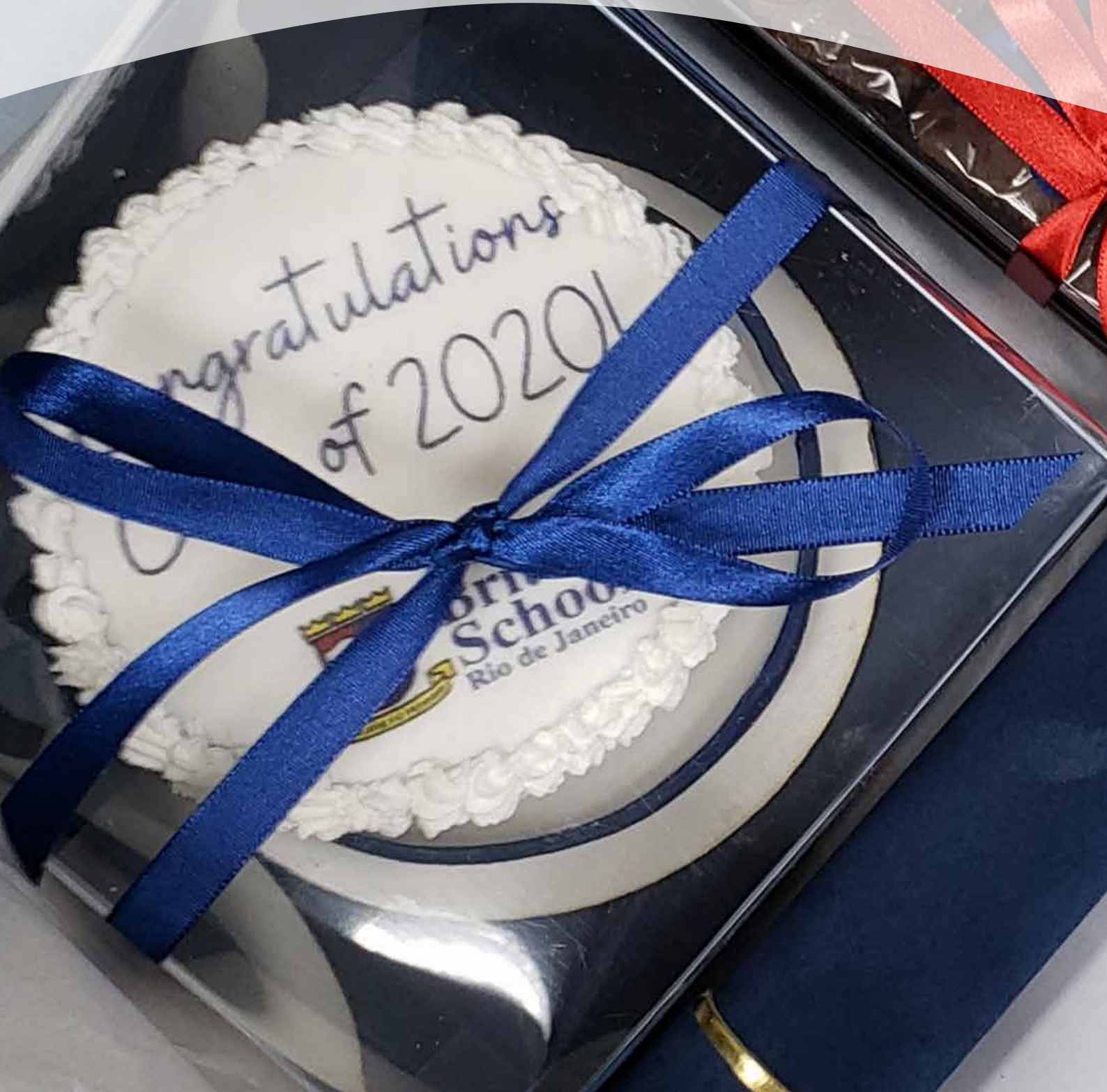
DO NOT TOUCH
WITH HANDS

DO NOT TOUCH
WITH HANDS

What
How

What
How

COMMUNU



COMMUNICATION



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

The British School
Rio de Janeiro

Stretch it Out

Meditate

Well-being tips whilst staying at home from the Educational Psychologists Team



thebritishschoolj

A message from our heroes.

A big thank you to all health care workers! Messages kindly shared by our school's parents, grandparents and alumni. #TBSRJ #Caring

1,810 views

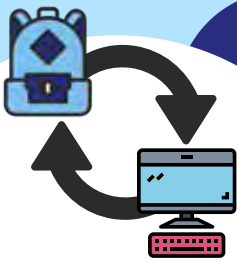


BOTAFOGO SITE

THE RETURN TO ON-SITE TEACHING

RETORNO ÀS AULAS PRESENCIAIS

PRODUCED 05 AUGUST 2020 / PRODUZIDO EM 05 DE AGOSTO DE 2020



PLEASE REMEMBER: POR FAVOR, LEMBRE-SE:

- Keep social distancing of at least 1.5 metres from other people.
- If you feel unwell or are suspected or confirmed COVID-19 case, please do not enter the school grounds. Contact the school via email only or telephone to verify any necessary procedures.

COVID-19 PREVENTIVE ACTIONS AÇÕES PREVENTIVAS À COVID-19

- Observe the minimum of 1.5 metres of social distancing.
- Wash your hands with soap and water for at least 20 seconds.
- Wear your face mask with the correct fit and use.
- Use hand sanitizer.
- Wash your face with soap and water for at least 20 seconds.
- Use hand sanitizer.
- Wear your face mask with the correct fit and use.
- Use hand sanitizer.

STAY SAFE

This brochure was published on 05th August 2020, and is a living document that we will be revisiting and changing sections from time to time, based on new medical advice and updated regulations. Este documento foi publicado em 05 de agosto de 2020, e será periodicamente revisado e modificado com base em novas orientações médicas e em conformidade com a atualização dos dispositivos legais.

Class of 2020 Online Graduation Ceremony – Barra Unit

"Nothing can dim the light that lives from within." — Maya Angelou

UNITY

This year may have required something different, but nevertheless meaningful.

We celebrated the resilience of the students in our student body and how they built and worked together.

Although the graduation ceremony format was not exactly what we all expected, it was presented with grace and dedication, for the part of our students and our school's history.

We hope you are able to enjoy this celebration close to your loved ones. Keep an eye open for a bulletin regarding the post-graduation online graduation week.

Congratulations Class of 2020!

Class of 2020 Online Graduation Ceremony – Zona Sul Unit

"Nothing can dim the light that lives from within." — Maya Angelou

LEARNING

This year may have required something different, but nevertheless meaningful.

We celebrated the resilience of the students in our student body and how they built and worked together.

Although the graduation ceremony format was not exactly what we all expected, it was presented with grace and dedication, for the part of our students and our school's history.

We hope you are able to enjoy this celebration close to your loved ones. Keep an eye open for a bulletin regarding the post-graduation online graduation week.

Congratulations Class of 2020!

Communications and Marketing

The year of 2020 was very busy for the Marketing area. Once schools were closed due to the pandemic, several actions began being developed to support and inform our staff, students and parents in social, emotional and psychological areas; as well as to promote voluntary work being developed by students to assist those in social vulnerability across the city.

Short Videos for Social Media

In April and May 2020, short videos were produced honouring all health care workers and for Mothers' Day. Parents and alumni contributed with their testimonials as part of the medical front line against COVID-19. Videos were posted in Social Media.

COVID-19 Communications Branding

A complete new branding identity and icons were developed to effectively communicate with parents, staff and children all information regarding COVID-19. Over 70 different posters, banners, stickers and signs were created and spread across the school in all 3 sites, with new information on protocols, directions, hygiene, healthy and prevention.

COVID-19 Re-Opening Strategies and Procedures Brochures

Brochures were produced, in English and Portuguese, showing all details on the strategies and procedures regarding COVID-19 for when staff and students were to return to on site classes. This brochure was adapted and updated a few times during the year, as needed. Every edition was shared with parents, staff and students as pdf file, by email, and made available in the Parent Portal.

School Videos for Re-Opening Strategies and Procedures after COVID-19 Quarantine

The filming of the 3 videos on Re-Opening Strategies and Procedures for TBS sites took place in July and August 2020. A hand full of staff and students were invited to come to each of the 3 sites for a morning. They were filmed to demonstrate new procedures and regulations for when children and staff were to return to on site classes. The filming company DoRioFilmes was hired to film, produce and edit the videos. Videos had a narrator in English with Portuguese subtitles. All COVID-19 safety measures were taken during filming, such as social distancing, use of mask and constant use of alcohol gel. The videos were placed in the school's YouTube channel and made available to students, staff, parents and the wider community via Instagram Facebook, email, Parent Portal and school's website.

All school videos can be found in the school's YouTube Channel.

Class of 2020 Virtual Graduation

In December we said goodbye to our Class of 2020. On both sites we marked this milestone with a virtual graduation ceremony. We recorded the usual speeches but in a departure from tradition, students were able to contribute to the ceremony with their testimonials. The event was broadcast through YouTube at a prearranged time and students with their families and friends were able to watch the event live. To mark the occasion students were also sent a gift box, with their formal graduation photographs, which had been taken prior to the ceremony, a certificate of completion and a small celebratory cake with brownies.

INFRAST



INFRASTRUCTURE





KEY DEVELOPMENTS AND ISSUES IN 2020 / 2021

Following the work of our UK architects, JMP, to produce a masterplan for the development of all three sites, various projects have been proposed but some are on temporary hold due to prioritising space to comply with social distancing and prevailing regulations during the pandemic.

Temporary Classrooms

The continuing COVID-19 pandemic has meant that work from the end of term 2020 and the beginning of 2021 was focused on adapting spaces to facilitate the return to school for greater numbers of students under social distance restrictions. Analysis of spaces in school led to the merging of a number of small offices and teaching spaces into larger classroom spaces.

A total of 12 temporary double-decked classrooms have been installed on the three sites and this, in conjunction with a re-organisation of the space already available, has allowed more students to attend school each day, complying with the COVID-19 regulations.

Vicarage on the Botafogo Site

As reported in last year's Annual Report, the former vicarage on the Botafogo Site is being developed as an educational administrative hub and an adjoining building will accommodate offices for Admissions and Marketing departments. Following JMP's conceptual designs, our local, executive architect has developed detailed plans for the renovation of the main house and construction of a new building. The development of the former vicarage is continuing in 2021 with the completion of the project planned for the second half of the year.

Barra Gates

The main project at the Barra site has been to install an enhanced security system at the entrance gates, incorporating turnstiles with digital registration using ID badges. The security offices have also been modified with strengthened glass.

Urca Site

The proposed redevelopment of Urca under JMP Architects is currently on hold whilst we await planning permission for the extension of extra floors on top of the 5th floor sports pitch. The 5th Floor sports pitch has been redeveloped temporarily to include socially distanced seating with umbrellas providing shade.

WU



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NUTRITION





NUTRI

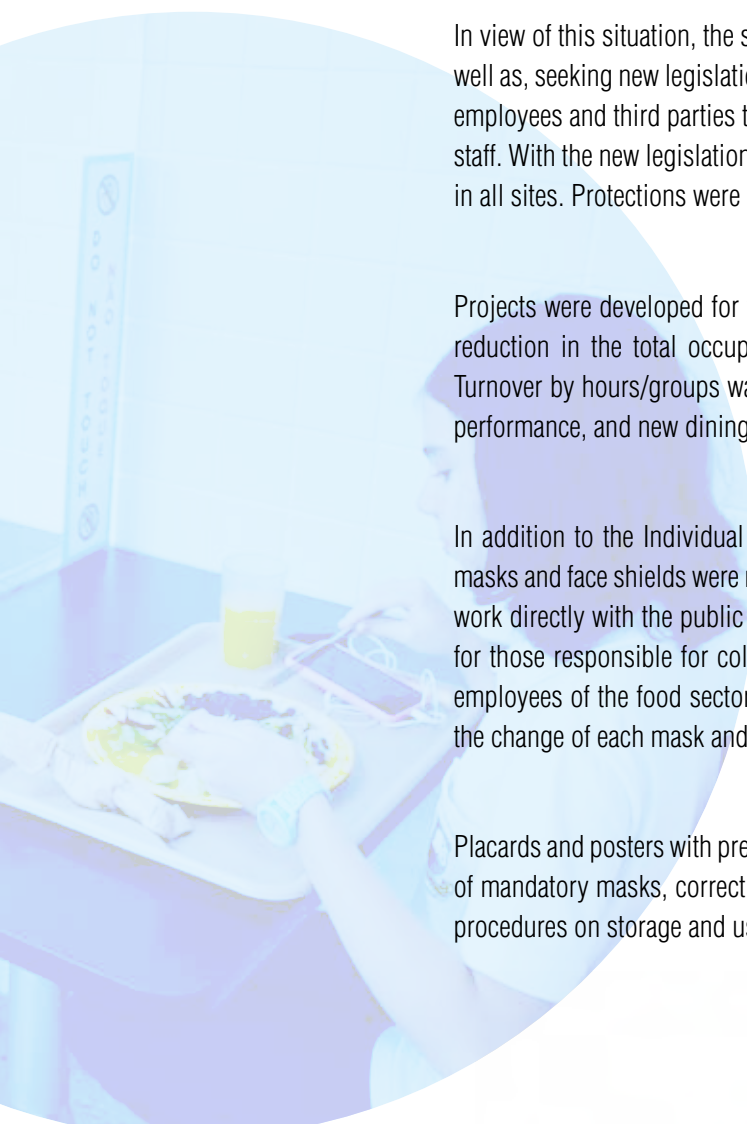
Due to the pandemic COVID-19 from March 2020, several restrictions were imposed by health authorities, among them, several aimed at the food and nutrition sector.

In view of this situation, the school's nutritionists participated in courses and conferences, as well as, seeking new legislation to update all internal procedures, and training was provided to employees and third parties that work for the school, allowing safe return of our students and staff. With the new legislation, the self-service moved to have an employee serving everybody in all sites. Protections were installing separating the public to the food.

Projects were developed for the three sites, aiming to meet the ideal social distance and the reduction in the total occupation of the cafeterias, established under the new guidelines. Turnover by hours/groups was calculated, and proposals were suggested to improve service performance, and new dining areas were created in all three sites.

In addition to the Individual Protection Equipment commonly used in kitchens, disposable masks and face shields were made available to employees in the food sector and for those who work directly with the public and with the receipt of goods. Also disposable aprons are used for those responsible for collecting snacks in the classrooms. The change of masks for the employees of the food sector is controlled through a spreadsheet where the employees sign the change of each mask and the schedules.

Placards and posters with preventive guidance for COVID-19 were placed in the cafeterias, use of mandatory masks, correct hand washing and adhesives in each booth guiding the correct procedures on storage and use of masks in the cafeterias.



GREEN IN



THAT GREEN INITIATIVES





GREEN **SUSTAINABILITY**

The impact of the COVID-19 pandemic demonstrated a scenario presented in this unprecedented period due to a combination of factors. We experienced an overwhelming public health issue that caused the school to close for almost 7 months. In this sense, it was up to us to take actions that could continue the work already carried out in recent years. Actions of great importance were carried out to maintain and expand the school's sustainable vision.

External Campaigns

Blankets from socks!

The Meias do Bem Campaign, by the company Puket, recycles socks and manufactures blankets, which are sent to more than 150 charities across the country. Through the initiative, which has been carried out for four years, the donated cotton socks are crushed, shredded and then compacted. After that, they are turned into blankets. It takes 40 pairs of socks to make a blanket! And along with it, the company donates a new sock. The British School collects these donations of socks in the three sites, at any time of the year.

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)*. The British School has collection points in its three sites and in 2020 we donated a total of 370Kg of caps as a contribution to this project.

Internal Campaigns

Conscious Printing

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

Recycling toner cartridges

Recycling toner cartridges is one of the actions carried out by the British School to contribute to sustainability. In 2020, we recycled 127 toners and 24 printer cartridges; this total is included in the use of the three sites.

Solar Power

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

Organic vegetable gardens

Organic vegetable gardens have already become a reality in several Brazilian companies that are aiming for sustainability, healthier food and improved quality of life. In Barra Unit, our organic vegetable garden was created in 2018 and since then we have been working on its expansion. In 2020 we made a good harvest and with that in some moments it was even possible to supply the use of herbs and spices in the kitchens of our Botafogo and Urca sites.

General recycling

In our three sites we have containers scattered and separated by type of item for garbage collection and subsequent recycling, after sorting these items, the school requests a visit from the supplier who performs the collection to proceed with the appropriate purpose for each type of material.

Rainwater collection

In our Barra Unit we have 3 rainwater collection boxes, totaling 208 thousand litres of water, this water is used for irrigating gardens, flushing toilets in the Block H and cleaning external areas. In 2020, we increased from 19 points of reuse water to 22 points in the external areas, enabling better use for irrigation and washing of external areas.

Our goals for 2021

Maintain the collection and sorting of recycles in the sites and encourage the engagement of everyone to participate, including items from home to recycle.

Expand the use of the organic garden.

Further reduce the use of cups, even if they are biodegradable, and encourage the use of own cups or bottles.



ACCREDITED



ACCREDITATIONS



ACCREDITED

CIS – Council of International Schools - Accreditation

Following the successful CIS Accreditation Report of 2018, annual update reports were submitted in January 2019 and 2020, outlining progress with recommendations and consequent targets and objectives identified in the original report. Through 2020 and the early part of 2021, CIS had been revising the International Accreditation framework and, due to the success of the 2017 Accreditation, invited TBS to consider a different pathway to the regular procedures. “Pathway 2”, allows us to undertake a more focused, in-depth study of our teaching and learning processes within the school, in addition to a broad overview of the school’s operations. After much discussion within the SLT, and involving CIS senior accrediting officers, a proposal was made to the Education Committee which subsequently gained approval to follow Pathway 2 for the next cycle of CIS Accreditation.

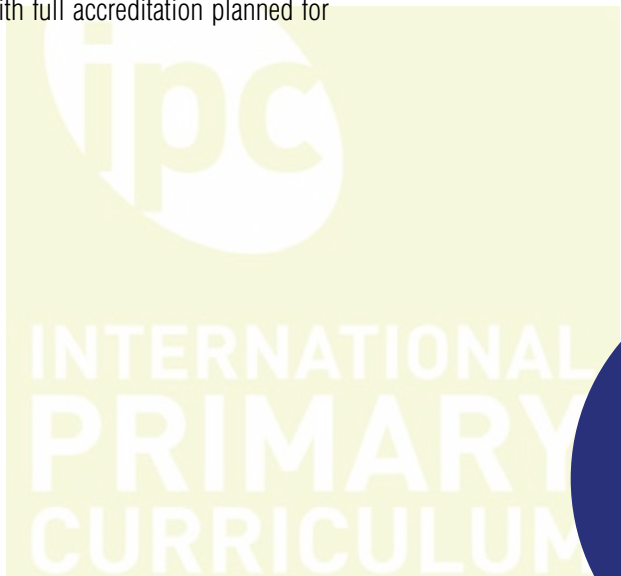


IPC – International Primary Curriculum Accreditation

TBS has been planning and preparing for IPC accreditation since 2019 but there have been postponements for the Accrediting Visit, more recently due to the COVID-19 pandemic. The focus of the IPC Accreditation is to improve learning and this ties in well with the decision to follow Pathway 2 of the CIS Accreditation, with its more in-depth focus on teaching and learning.



As there is a lot of compatibility between the IPC and CIS accreditation frameworks, it is possible that the two processes can be merged somewhat over the coming years, thereby making the work more streamlined and efficient. The IPC has offered TBS the option of becoming an “IPC Recognised School” in October 2021, with full accreditation planned for 2022.



ACCREDITATIONS AND INSTITUTIONAL LINKS

COBIS – Council of British International Schools

In late 2020, TBS was invited to consider membership of COBIS – a global network of British International schools, with 250 members in 80 countries. The schools are “British” in educational ethos, broadly following British and International curricula. An application for membership was submitted in late April. As there are clear criteria and standards for membership approval, this process will be greatly facilitated by our successful CIS Accreditation Report of 2018, as there is an agreement between COBIS and CIS.

IB Re-authorisation – Urca Site

The International Baccalaureate Organisation (IBO) requires schools delivering any of their programmes, such as the Diploma, to undertake a re-authorisation process on a 5-year cycle. Accordingly, the Urca IB Diploma programme was evaluated by relevant staff, with input from the school community, through a Self-Study in 2019 and a summative report was submitted at the end of that year. A detailed response was received from the IBO in June 2020 with great commendations and a few matters to be addressed, which are already in process.



LAHC – Latin American Heads Conference

During the COVID-19 pandemic, the LAHC network has proved very useful in sharing ideas and training through various webinars. The LAHC Brazil “Hub” now has 7 member schools, with 5 in São Paulo, one in Brasília and TBS in Rio de Janeiro. This group has met weekly since March 2020 and continues to do so in order to share information and strategies.

The LAHC 2020 Conference, originally planned to take place in Uruguay in April 2020, was postponed, although a number of very interesting virtual presentations and key note speakers were organised instead.

FINANCIAL



OVERVIEW

FINANCIAL OVERVIEW



FINANCIAL HIGHLIGHTS

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 between 25% and 35% of annual operating costs, following international best practice, which is at the minimum end of the range recommended for not-for-profit organisations. The first 25% is for our operational reserve, to cope with emergencies and contingencies; whilst any reserves above 25% help us finance developments without recourse to expensive external finance and interest 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 2020

The Covid-19 pandemic had significant impacts on school operations and finances. The total or partial closure of sites for most of the year meant that costs were R\$17.3m lower than budget. In view of the pandemic's impact on families, the School gave Covid-related discounts of R\$28m. That gap, between cost savings and discounts, was covered by drawing on School reserves. The net result of these and other budget variations was that the School made a deficit of R\$7.4m rather than the budgeted surplus of R\$2m, and our reserves fell from 29% at the start of the year to 19% at the end of the year.

	2019	2020		2021
	ACTUAL	BUDGET	ACTUAL	BUDGET
Fee income (less bursaries and discounts)	149.3	153.6	127.4	159.8
Development contributions	9.7	4.6	4.7	3.6
Investment Income	6.0	4.3	3.6	2.5
Total revenue	164.9	162.6	135.8	165.8
Staff costs	102.9	114.0	107.2	118.3
Finance costs	1.8	1.2	0.9	0.6
Other costs	41.7	45.4	35.2	46.9
Total Expense	146.4	160.6	143.2	165.8
Surplus (Deficit)	18.5	2.0	(7.4)	0

Budget and fees for 2021

Our budget and fees decision for 2021 took account of the forecast of our finances at end 2020. We set a fee rise of 4.2% - more or less in line with expected general inflation. That fee increase was expected to result in a breakeven result for 2021 (neither a surplus nor a deficit), and general reserves expected to be 19.7% at end 2021. Whilst a higher fee increase was needed to rebuild our reserves, the Board judged that the economic recovery was not yet a stage where a higher than inflation increase could be justified.

We write this report half-way through 2021. Parents will be aware that we have continued to give Covid-related discounts, but only for those year groups without the option of 100% presential learning. At the same time, the School has incurred Covid-related costs, in accommodation and related staffing costs, as we have opened up additional teaching spaces to maximise presential learning.

The good news for 2021 is that pupil numbers are now expected to be 2-3% higher than forecast, and the School will have more pupils than ever before. This means that we will generate extra income to offset the additional Covid costs and Covid discounts. We are cautiously optimistic that we will generate a small surplus by the end of 2021 and that our reserves will grow slightly to finish somewhere above 20%.

Our costs in 2020 (R\$m)

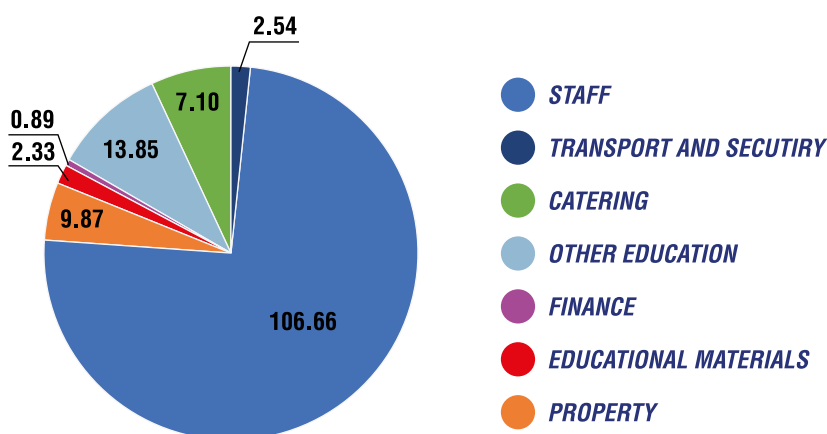
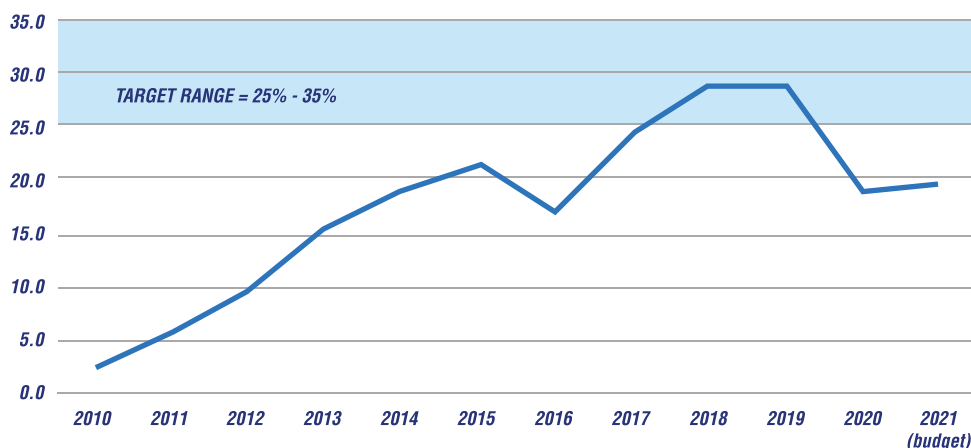


Table of end-year general reserves

2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
2.3	5.7	9.8	15.5	19.2	21.5	17.0	24.3	28.8	28.6	19.0	19.7

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







2020 GOALS 2020/2021





PERIGO
BIOHAZARDO

Disinfectant gel
for hand sanitizing
before and after
visiting
↓
Please follow the instructions
for correct use
↓
消毒
消毒
↓
Please follow
the instructions

416

STRATEGIC PLAN AND SCHOOL GOALS

Six 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.

The COVID-19 pandemic made a huge impact on the School. Yet, as can be seen from the Annual Report, significant progress and a wide range of achievements are apparent from the hard work and commitment of the whole school community of staff, students, parents and Governors.

Governance and Leadership

Teaching and Learning

Personal Development

Human Resources

Physical Resources

Finances and Operations

Community



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PHOTOS CAMILLA MAIA
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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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