



Annual Report

2 0 2 1 / 2 0 2 2



"O farol", Anita Malfatti



Annual Report

2 0 2 1 / 2 0 2 2

The
British
School
Rio de Janeiro



*COMPASS
INT
DETERM*



ION
LEGITIMACY
INATION



SUMMARY

09	<i>Letter From the Board of Governors</i>
11	<i>Introduction</i>
15	<i>COVID-19 Pandemic</i>
16	<i>Education</i>
19	<i>Students and staff overview</i>
21	<i>Achievements</i>
24	<i>University Applications</i>
31	<i>Learning Technologies</i>
34	<i>Co-Curriculum</i>
39	<i>DofE</i>
41	<i>MUN</i>
43	<i>School Activities</i>
45	<i>Sports</i>
47	<i>Music, Drama and Art</i>
49	<i>Community Service</i>
56	<i>PTA</i>
60	<i>Staff Development</i>
64	<i>Communication</i>
68	<i>Infrastructure</i>
72	<i>Nutrition</i>
76	<i>Green Initiatives</i>
82	<i>Accreditations</i>
86	<i>Financial Overview</i>
90	<i>Goals 2021/2022</i>



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

I would like to start this report by thanking all members of the Board of Governors who voluntarily give their time to guarantee the future of The British School, to be the custodians of the school's ethos and philosophy, and to ensure that the By-Laws are respected as well as monitoring, assessing and making recommendations on the activities of the school. I also wish to thank the school staff for their continued dedication and hard work. If it wasn't for them, we would never have managed to overcome all the difficulties which arose during the pandemic.

A special thank you goes to: Mr John Nixon who unfortunately decided to leave the school after 10 years with us; and Mr Jeremy Wong who accepted the challenge of leading the school in the interval between the departure of Mr Nixon and the arrival of Mr Mark Waldron, our new director.

Last year we gradually managed to increase the number of students attending classes in person and at the beginning of 2022, all our students are in school for classes. In October 2021, the CIS (Council of International Schools) made a Preparatory Evaluation Visit, which was the first step of our 5-year reaccreditation which is happening this year. The report we received at the end of the year was very favourable and will guide us in the reaccreditation process. In 2021, we also joined a separate organisation: COBIS (Council of British International Schools). COBIS offers many staff development opportunities.

This year we managed to progress the refurbishment of our facilities, mainly in Botafogo and Urca. We finished the Patio House in Botafogo. we bought and rented houses and obtained authorization from the municipality to add another 3 floors to one of the Urca towers, allowing us to create more space for our students.

The School is in a very comfortable position financially and we owe a special debt of gratitude to Ms Claudia Ribeiro, our Admin & Financial Manager, and her team for their sterling work.

Over the last 6 years Mr Joe Cavanagh has dedicated a huge amount of his time and wisdom to the school as Treasurer. Sadly, Joe is obliged to step down from the Board and therefore I would like to thank him for the fantastic job he has done these last 6 years.

I am also happy to report that we have two excellent new Board Members, Ms Selnise Meth, who is a Barra parent, and Mr Marcelo Esteves, who is a parent to alumni.

**Christopher McLauchlan,
Class of 1973**



INTRO



DUCTION

INTRODUCTION

Welcome to The British School's Annual Report, covering the period April 2021 to April 2022, and is a summary of the report presented at the Annual General Meeting (AGM) of the Associação Britânica de Educação (ABE).

This is my last entry for the TBS Annual Report as I stepped down from the role of Director at the end of January 2022, after serving 10 years in the post. During the past decade, it has been satisfying to have seen TBS grow from strength to strength in terms of educational provision and attainment, as well as the growth in student enrolment – a reflection of the confidence of parents in our school. The growth has been accommodated by various building projects and enhancements to all 3 school sites. There have been many challenges along the way and it has been interesting to note how the positive partnerships between the Board of Governors, staff, students and parents have provided great support to overcome any difficulties. I am particularly grateful to members of the Board of Governors and Senior Leadership Team for their unfailing support throughout my time as Director.

Whilst the last two years of the COVID-19 pandemic have been particularly challenging, I have been very impressed by the school community of students, staff, parents and Board in the way they have demonstrated great determination and resilience to overcome difficulties. As the school gradually transitioned from online learning to face-to-face classes it was very gratifying to appreciate how the students have coped and are committed to doing their best. In particular, there were very commendable results at IGCSE and IB Diploma level from our Class 9 and Class 11 students – quite remarkable when considering that these students undertook their respective two-year programmes wholly during the pandemic.

Finally, I would like to thank my colleague Mr Jeremy Wong for his great work and commitment as interim Director from 1st February to 31st July 2022, and to wish the new TBS Director, Mr Mark Waldron, all the very best future in his new role.



John Nixon MBE

INTRO

INTRODUCTION

Welcome to the Annual Report which covers the year from April 2021 to April 2022.

The beginning of 2022 saw a transition in the role of Director from Mr John Nixon who stepped down after ten years of loyal service to the school and the imminent arrival of Mr Mark Waldron in August. I would like to thank the school's community for their support throughout my time serving as Interim Director, during the first term of 2022.

February 2022 marked the beginning of a return to a more normal way of life in school. Whilst not completely free of the COVID-19 pandemic, the school was able to open for face-to-face learning for all students. This was certainly a milestone for the school.

The period between February 2022 and April 2022 saw a focus on the well-being of our school community and the continuing need for flexibility and adaptability. The enthusiasm for a full return to school tempered by the continuing need to be mindful of COVID-19. It was a pleasure, however, to see the return of some activities such as Falcons sports fixtures and trips to enhance the curriculum that we offer. In addition, the school used the CIS visit in October 2021 as a springboard for continued school development, which you will read more about in this report. This will feed into future School Development Plans.

To summarise the year, this was one of transitions where compassion, integrity and determination continued to be a platform from which to inspire learning.



Jeremy Wong

This is
a learning
space! ♡



PANDEMIC

COVID-19 PANDEMIC



For the first time since February 2020, all students returned to school at the beginning of Term 1. Whilst a number of restrictions remained in place, it was possible to accommodate all students. We continued to remain vigilant and some adjustments were still required in order to ensure that classes remained open.



Cases of COVID-19 in school continued to be analysed and appropriate action taken to protect students, staff and our wider school community. Numbers of infections and subsequent action were significantly lower than at the height of the pandemic.

Temporary Facilities (COVID-19) Contingency

The temporary classroom space brought in during the COVID-19 pandemic remained in place on all three sites. It is likely that this will be removed during 2022. Their removal will take place at a time that ensures minimal disruption to school.

General Services

With the easing of some of the COVID-19 restrictions, entry to the school sites has eased. We no longer required bags to be sprayed however we maintained temperature checks on entry and at lunch time as a continued precaution.

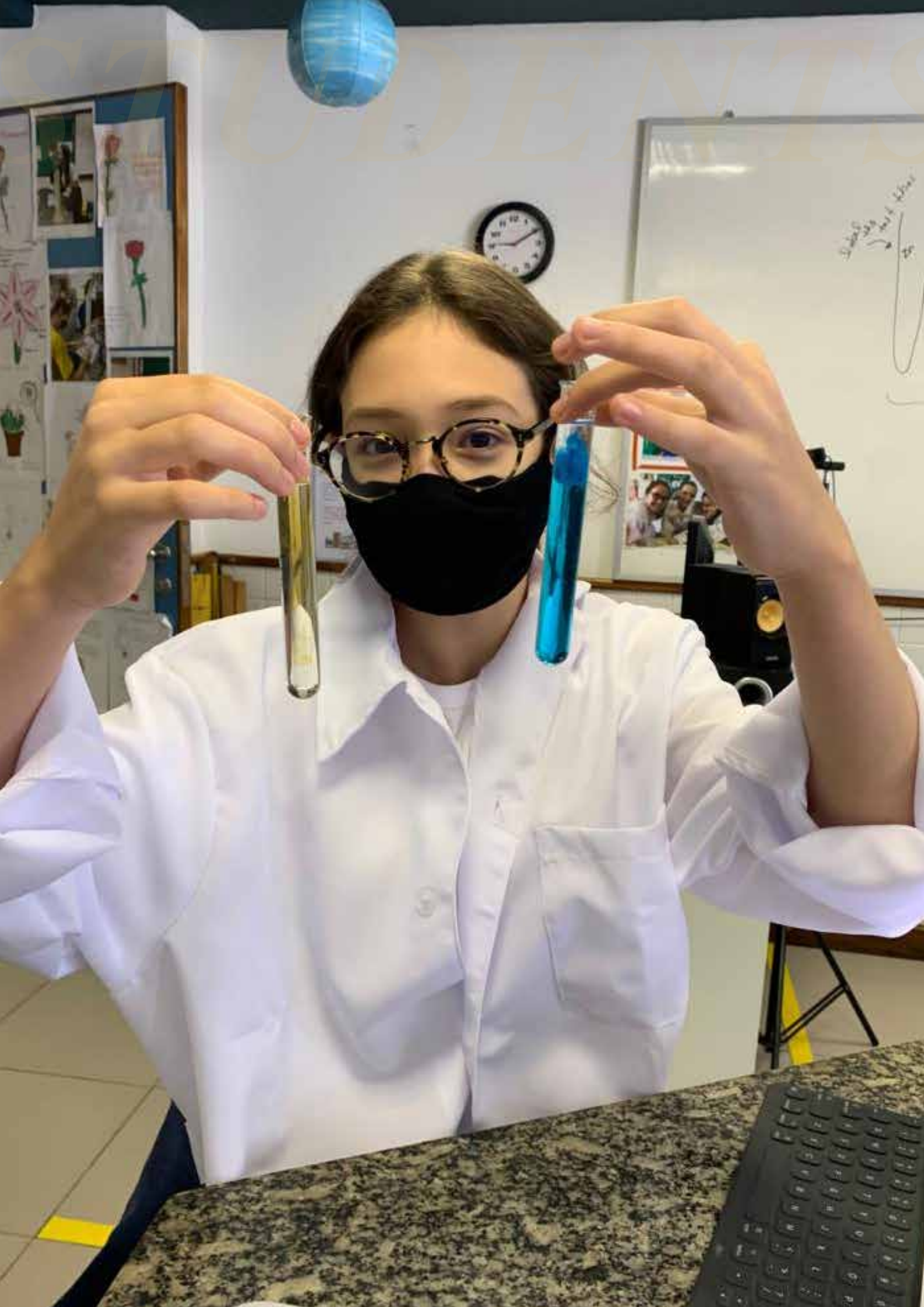
The school continued to be cleaned to a high standard and mindful of the COVID-19 protocols that remained in place.



UCATION

EDUCATION





S AND STA

STUDENTS AND STAFF OVERVIEW

At the beginning of 2022, a total of 2249 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.

Student figures for each site are:

<i>Barra</i>	1039 (from 2 to 18 years)
<i>Botafogo</i>	812 (from 2 to 12 years)
<i>Urca</i>	398 (from 12 to 18 years)

Staff

TBS employs 634 teaching, administrative and support staff across the three sites. The education staff comprises 416 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 teachers are fluent in English. A total of 47 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.



VIEW FROM THE PAST

ACHIEVEMENTS

External Examination



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.

The tables and graphs below show the TBS students' performance for the past three years in the IGCSE examinations at both Urca and Barra. It is important to note that due to COVID-19, the number of students sitting the IGCSE exams in 2020* was significantly lower than in previous years and so the results from that year are a less reliable tool for comparison.

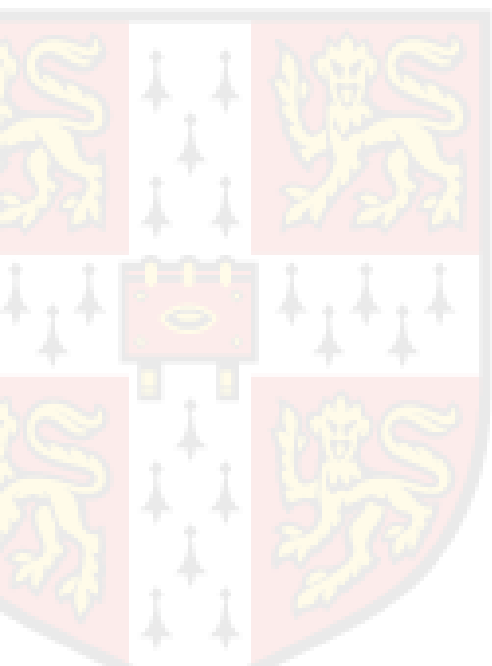
The overall IGCSE performances at Urca saw improvements in grades A* to C results compared to 2019 results and their A* to A results were the best in recent history. Barra saw a big improvement over the 2019 A* to C results and recorded their best A* to A results since 2015.

IGCSE Results URCA

	2019	2020*	2021
A* - C	85%	87%	87%
A* - A	40%	54%	47%

IGCSE Results BARRA

	2019	2020*	2021
A* - C	59%	91%	77%
A* - A	15%	51%	37%



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 along with the world averages where available for comparison.

Overall IB results were very positive, particularly at the top end with Barra seeing an improvement on 2019 and 2020 results for 7 to 4s and 7s and Urca enjoying the highest percentage of students achieving 7-4s and 7s compared to recent years.

It is important to note that IB grades around the world did see an increase in 2021 and a number of exams were modified due to restrictions brought about by the pandemic*. Despite this, we still see these results as a positive outcome for our students at both sites given the challenges they faced during the entirety of their IB programme.

2021 IB DIPLOMA – URCA

	2019	2020*	2021
7-4s	76%	86%	89%
7s	8%	13%	19%
Average Points	33	34	35
World Average Points	29	30	32

2021 IB DIPLOMA – BARRA

	2019	2020*	2021
7-4s	74%	81%	83%
7s	5%	5%	6%
Average Points	31	31	32
World Average Points	29	30	32



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 2021, from both Urca and Barra sites.

OFFERS RECEIVED

Our students have already received offers for the following universities:

BRAZIL 	UNITED KINGDOM 
FGV - Fundação Getúlio Vargas Ibmec Insper PUC-Rio Unigranrio UNIRIO Universidade Anhembi Morumbi São Paulo Universidade Estácio de Sá Universidade Presbiteriana Mackenzie Universidade Veiga de Almeida	Central Saint Martins City, University of London Durham University Goldsmiths, University of London Instituto Marangoni London King's College London Kingston University Lancaster University London College of Fashion Loughborough University Oxford Brookes University Queen Mary University of London Royal Holloway Swansea University
CANADA 	University of Bristol University of Chichester University of Essex University of Exeter University of Kent University of Leeds University of London University of Nottingham University of Reading University of Sheffield University of Southampton University of St Andrews University of Stirling University of Surrey University of Sussex University of the Arts London
AUSTRALIA 	University of Warwick University of York
Swinburne University of Technology University of Newcastle	The University of Manchester University College London University of Bath
EUROPE	
Brussels School of Governance EU Business School IE University Instituto Marangoni Milan Instituto Marangoni Paris	Tilburg University University of Groningen University of Twente Vrije Universiteit Amsterdam John Cabot University Maastricht University Nova School of Business and Economics Parsons Paris The New School

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:

Arts & Design, Business, Computer & Information Sciences, Dentistry, Design, Economics, Engineering, Fashion, International Relations, Journalism, Law, Math, Mechanical Engineering, Medicine, Music.

CONFIRMED FINAL DESTINATION

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

Barnard College of Columbia University, Belmont University, Bowdoin College, Brown University, Brussels School of Governance, Central Saint Martins, Clemson University, Columbia University, FGV - Fundação Getúlio Vargas, Fordham University, Georgetown University, Hult International Business School Boston, Ibmecc, IE University, Insper, Instituto Marangoni Milan, New York University, Parsons Paris, Pomona College, PUC-Rio, Savannah College of Art and Design, Stanford University, UCLA - University of California, Los Angeles, Universidade Anhembi Morumbi São Paulo, Universidade Estácio de Sá, Universidade Veiga de Almeida, University College London, University of Miami, Vanderbilt University, Wharton School of the University of Pennsylvania.

CLASS

Barra Graduating Class of 2021



OF 2021



CLASS

Urca Graduating Class of 2021



OF 2021





WINNING TECH

LEARNING TECHNOLOGIES

Back to School

In a short period of time we went from fully online lessons to hybrid and then fully on site lessons. In 2021 most lessons were blended or hybrid where some students were in school and others at home or in different rooms. Teaching required webcams and Google Meet for voice or video interactions and sharing of screens. Teaching resources and student assignments were submitted in Google Classroom, for Senior and Upper Primary. Google Docs, Sheets and slides allowed online collaborative work.

Connectivity

As usual there is a constant need for upgrading and improving connectivity. WiFi points were replaced and re-allocated in different areas during 2021 and this work is to continue in 2022 to ensure better coverage and simultaneous connections. Students have been relying on online platforms for accessing resources. Although we are shifting back to paper and pencil, there will always be plenty of room for technology. Assignments are set using Google Classroom for older students and many resources are online.

Devices

We moved closer to 1:1 devices for Senior School teachers. The aim is for every teacher to be allocated a laptop for planning and teaching. This is being completed now in 2022, once again with funds provided by the Board of Governors. These funds will also help to complete the 1:1 scheme with iPads in Primary.

Although there is a move towards 1:1 devices for students, traditional ICT labs still have their place mainly for ICT lessons but also in other subjects which require specific software or in libraries. We have been able to replace older computers in these spaces on the three sites. We managed to replace some in 2021 and will continue this in 2022. This is also happening for shared devices in trolleys like iPads and Chromebooks.

Interactive White Boards (IWBs) have been around for a number of years and are ubiquitous in Primary Classrooms. The traditional IWBs have the image coming from the ceiling or from wall-mounted projectors. Nowadays LED interactive touch screens are replacing both the projector and the IWB, with an additional advantage of better image quality. We have just begun this transition to LED interactive white Boards and will gradually replace the older IWBs over the next few years.

Learning platforms & online resources

In 2021 use of videoconferencing platforms like Google Meet, which is integrated with other Google Workplace Apps like Classroom and Mail was widespread as were other online resources. In 2022 with on site lessons, there was no longer the need for streaming/broadcasting every lesson. Such platforms are still necessary for meetings and events such as MUN where participants are mainly or exclusively online.



Lara

Rodrigo



Manuela



Yuru



Francisco



Lorena Kari



Rafael

CO-CUR



RICULUM

CO-CURRICULUM





THE BRITISH SCHOOL
RIO DE JANEIRO

Why do we eat?



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.



RI CULLUM

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.

Pre-DofE Programme

In order to prepare students for The Duke of Edinburgh's International Award, The British School has developed since 2004 a Pre-DofE Programme for students from Classes 4-7 which offers quality instruction in horse riding, mountain biking, archery and camping with the aim of building important life skills.

Due to the continuing COVID-19 health and safety restrictions and regulations, the school could not thus far resume the DofE and Pre-DofE Trips. Nevertheless, the DofE Award students showed true resilience and have strived to continue developing within other Sections of their Awards.

In 2021, The Duke of Edinburgh's International Award participants learnt hard skills invaluable for some of the challenges they must face when fulfilling their Award. The training sessions for the Adventurous Journey include how to plan an expedition menu, how to cook their own meals and how to put up tents. In addition, the students have also participated in meetings where they have discussed student-tailored activities within the Skill, Physical Recreation, and Voluntary Service Sections.

CO-CUP

Rio de Janeiro Model United Nations

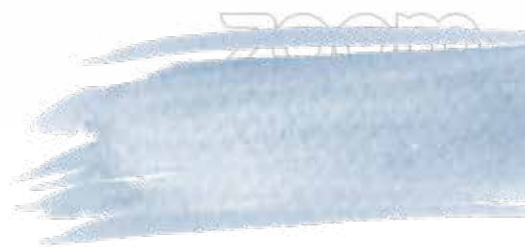
November 19th - 21st, 2021

To be held online



Opening Ceremony

RJMSMUN



R I C U L U M

MODEL UNITED NATIONS

2021 was an exciting year for our MUN community, with students across Barra and Urca actively participating in conferences throughout the year either as part of the school's delegation or on their own, such as Laura Binenbojm (Urca '23), who went on to receive the "Rising Star" award for her successful participation at the Columbia MUN.

The challenges posed by the online scenario clearly did not deter our MUNers, who took this as an opportunity to branch out and participate in several conferences in Brazil and worldwide, but we also saw a number of our students actually creating their own Model UN Conferences. In 2021 TBS actively participated in the founding and organisation of three new conferences: **RJMSMUN**, **YOUMUN** and **RioMUN**.

RJMSMUN

Led by Barra students Ana Louise Reis'2022, Bruna Guerra'2022, and Eduarda Barreto'2022 aimed to create a safe and nurturing environment for young delegates. The first edition of RJMSMUN was a great success, with almost one hundred students involved from eleven international schools in Brazil. The RJMSMUN also marked the cornerstone of the consolidation between Barra and Urca GoMUN clubs, with students across both sites working closely together to put together this event. The second edition took place in early 2022, once again to very positive results.

YOUMUN

Created and led by Urca student Giovana Rabello'2022, alongside a student from the International School of Curitiba, the first edition of YOUMUN was also a resounding success. Focused on senior delegates (Classes 8 to 11), the Youth Online Universal Model UN Conference counted on the participation of delegates and Leadership Team members across five continents and 14 different countries.

RioMUN

With the aim of bringing together two of the largest international schools in Rio, three of our top MUNers participated in the founding of the RioMUN in collaboration with students from the American School of Rio de Janeiro (EARJ). One of the first conferences after the quarantine period to have an in-person option, RioMUN was held at the EARJ Barra Campus for onsite committees and also with online committees for students from Rio and other states in Brazil.

Apart from these new and exciting events, we also hosted our traditional school conferences: **TBSRJMUN**, held online in June, and **BarraMUN**, in December, our first in-person conference since the start of the pandemic. Both conferences were extremely successful.



Gabriela Pires

TBS student

Lead Organizer

TEDxYouth

Yerin Cho

TBS student

Co-Organizer



Book Week



Talent Show

R I C U L U M

SCHOOL ACTIVITIES

TEDxYouth@TBSRJ

The third edition of TEDxYouth@TBSRJ was held online on the evenings of Friday 17th and Saturday 18th September, broadcast via YouTube Premiere. A TEDxYouth event is a local gathering, independently-organised by students where TED-like talks and performances are shared with the community. Since its first edition in 2019, TEDxYouth@TBSRJ has now become a full cross-site event, with students from both Barra and Urca participating as both event speakers and organisers.

With four student speakers and another four guest speakers, talks addressed a number of current issues from a range of different areas, all connected to the overarching theme of *“The power of an individual in an interconnected world”*. It was a resounding success, with many positive reviews both during and after the event.

The Falcon Times

Created in early 2021, The Falcon Times is a student-led initiative with an editorial and writing team of over ten students. *The Falcon Times* was founded with the aim of strengthening the Senior community at Barra, bringing together a range of different topics which would be of interest to both students and staff. With sections from global and school news to interesting recipes, study hacks and mental health tips to alumni interviews, games, charades and even a psychic corner, every edition of the Barra Senior newspaper has been a success, with students and staff members fully engaging with the content provided.

Some Other Activities

- Festa Junina
- House Photography Competition
- Book Week
- Talent Show



COMPASSION

INTEGRITY DETERMINATION

R I C U L L U M

SCHOOL SPORTS

Upper Primary Botafogo

The year 2021 was another great challenge for our Primary students from Botafogo in Physical Education classes. Following the protocols determined by the school and the PE department worked to make up for a lost time in the motor and sports development of all students.

We had the opportunity to do our Sports Day at the end of the year and it was extremely satisfying to see the engagement and participation of students in the event.

We move forward to continue to improve the social, psychological and motor/sporting aspects of our students!

Lower Primary Botafogo

In the past year of PE lessons, for Early Years and MP1, the children have participated in a broad range of activities and, through this, learnt many important skills with each activity bringing their own set of movements and challenges. Due to the nature of the physical education activities, the use of the masks has been a challenge for the students and staff, but nevertheless we have seen that they all have maintained a positive attitude towards the whole situation. Both groups have managed to turn these pandemic obligations into fun experiences and moments of bonding.

Senior School Urca

Due to the continuity of the Pandemic; and the continuing of remote classes, we had to continue to provide online content, where our students were able to carry on their learning processes. Having acquired theoretical and practical knowledge, they developed an understanding of the importance of the regular practice of Physical Education aiming for the balance of body and soul.

Classes were divided into practical and theoretical elements, with excellent participation by our Senior School students.

We also had, at the end of the school year, the opportunity to return to our face-to-face classes, where we re-established the traditional content.

Lower & Upper Primary Barra

Using the good facilities and a variety of materials, students from Lower and Upper Primary had a chance to develop their skills following the common Units developed by each year group.

Senior School Barra

In 2021 students gradually returned to their regular curriculum of PE. Activities offered included volleyball, basketball, soccer, fitness and athletics. These aimed to develop the technical aspects of the sport and develop social integration and gradual physical reconditioning. The enthusiasm of students was clear and demonstrated engagement with the return of Falcons late in November. In total, 73 boys and 66 girls experienced the process to become a student-athlete aiming to represent the School, many of those participating in more than one sport.



RAMAAN

MUSIC, DRAMA AND ART

Music

The period of May 2021 to April 2022 has been once more challenging and hard-work for the Music Department. This time, the challenge was in adapting the amazing teaching resources created during the pandemic to the classrooms. Fortunately, this enabled the music teachers to deliver our curriculum to its best in all KS3, IGCSE and IB cohorts.

We were able to resume some level of normality and get the students in contact with selected instruments and playing in groups again, after the long pandemic hiatus. A number of students voluntarily have been spending part of their spare time developing musical projects and composing during their break and lunchtimes, while others have frequently been requesting access to our practice rooms to play in groups or individually.

Drama

It has been another interesting year for the Drama Department. COVID-19 protocols limited our ability to operate in a traditional way but the Department was constantly adapting throughout the academic year and further embraced new teaching methods such as video editing, performances via Zoom and prerecorded revision booklets. It has led us to realise how we can improve and enhance student's digital competency skills alongside more familiar Drama skills such as oracy, teamwork, reading and public speaking.

Visual Arts

This year students and teachers were happy they could explore a wide range of media and resources.

In October, the school was able to host our traditional Art Exhibition on site again. Class 11 pupils were delighted to share their Art pieces not only with their parents and teachers but also with the other students.



"Tennis na Lagoa" Project



"Passion for Pets" Project

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.

Although the students were able to engage more in extra-curricular activities during 2021, as the COVID-19 health and safety protocols softened, the C10 and 11 Barra and Urca students still had to adapt their CAS programmes in order to meet social distancing measures. The IB students were incredibly creative when setting up CAS experiences and Projects and the usage of online resources for CAS became key for the success of many CAS Projects.

CAS Barra:

<i>Creativity experiences/ projects</i>	<i>Activity experiences/ projects</i>	<i>Service experiences/projects</i>
Model United Nations Club & Press – online	Curricular Physical Education lessons	<i>Projeto Solidarizar</i> (CAS project set up by students) - fundraising and collecting donations for Onda Solidária and Victims of the 2022 floods in Petropolis
TEDxYouth@TBSRJ- online	Horse riding	Helping hand (CAS project set up by students)
Cooking	Tennis	<i>Arte com Propósito</i> (CAS project set up by students)
Gardening	Swimming	SOS Corona (CAS project set up by students)
Song composing	Personal Training using apps, youtube links	<i>Cobertor do Amor</i> (CAS project set up by students)
Guitar and Bass lessons	Cycling	Passion for PETs (CAS Project set up by students)
Online drawing and painting courses	Running	<i>AID – Aulas Interativas à Distância</i> (CAS project set up by students)
Piano Lessons	Working out at the Gym	The Critical Review (CAS project set up by students)
Novel Writing	Jiu Jitsu	Project Decrease Hunger - Cooking for the homeless (CAS Project set up by students)
History Film Club	Surfing	Volunteering for “Bees of love” project

Drawing	Rhythm and dancing	Fundraising for Street Child World Cup (CAS project set up by students)
Crocheting	Boxing	<i>Um bolo de cada vez</i> - Organising food donations (Cestas básicas) for those in need due to the COVID-19 Pandemic (CAS Project set up by students)
Learning German	Hiking with family	Ocean Protection Association (CAS project set up by students)
Sewing	Muay Thai lessons	English lessons for teenagers
Art Instagram	Yoga - online	Cleaning Marapendi Channel and promoting environmental protection awareness campaigns
Podcasting	Basketball	Student Council initiatives
Online programming courses	Football	Crowdfunding for One by One (CAS Project set up by students)
Mandarin Lessons	Volleyball	ExataMente Maths Project for One by one (CAS Project set up by students)
Setting up an educational app	Stand up Paddle	Volunteering for Tennis na Lagoa
Animation online course	Tap dance	Beach Clean-up campaigns
Ukelele lessons	Ballet	Fundraising for Casa de Apoio à Criança com Câncer
CANSAT – ICT Project (CAS Project set up by students)		Helping with reading in the Upper Primary section of the school
LAHC Community Action workshop		Volunteering for Fundação Padre Pio – clothes and food donation campaign
Music can help – taking music to nursing homes (CAS Project set up by students)		Music can help – taking music to nursing homes (CAS Project set up by students)
Business Simulation Game		Volunteering for <i>Projeto Sem Fome</i>
Performing Arts Club (CAS Project set up by students)		
Falcons – school newspaper		
Singing classes		
Wharton Global High School Investment Competition		
Fashion Blog		

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	Tenis na Lagoa - helping with tennis lessons, English lessons and organising events such as movie theater to underprivileged children.
Model United Nations – Press, delegates and charis - online	Horse riding	Projeto Sem Fome - daily donation of meals, water and hygiene kit to homeless people (CAS project set up by students)
Cooking	Tennis	Juntos -Instagram account promoting and encouraging paralympic sports (CAS project set up by students)
Gardening	Swimming	De Nós para Elas - project to empower underprivileged girls from Onda Esportiva (CAS project set up by students)
Song composing	Personal Training using apps, youtube links	Women in STEM (CAS project set up by students)
Guitar and Bass lessons	Cycling	Online English lessons to Funcionários' children (CAS project set up by students)
Online drawing and painting courses	Running	BeOne (CAS project set up by students)
Piano Lessons	Working out at the Gym	Árvores para o Amanhã (CAS project set up by students)
Making and painting t-shirts	Horse riding	ProjeCt Menimática: maths support lessons to public schools (CAS project set up by students)
Online programming courses	Jiu Jitsu	Projeto ++ :robotic lessons in public schools (CAS project set up by students)
Photography competition	Surfing	Plastic bottle caps collection and donation
Singing lessons	Rhythm and dancing	Project Pintando o Sete: arts lessons to public schools (CAS project set up by students)
Film photography	Boxing	Organising food donations (Cestas básicas) to the NGO Luz, Lar e Amor (CAS project set up by students)

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. (CAS project set up by students)
Organising and publishing the school newspaper	Muay Thai lessons	Casa de Apoio à Criança com Câncer
Creating the online Orbit magazine	Yoga - online	IGCSE Tutoring led by IB students
Organising Career talks to C10 students	Basketball	Student Council initiatives
Ukelele lessons	Football	Homework Relief - teaching English online to less fortunate children during the COVID-19 pandemic.
Cycling	Volleyball	Producing a music album (CAS project set up by students)
Bodyboard	Scuba diving	Ondas da Inclusão (CAS project set up by students)

Other charity projects from all sites

- Passion for Pets
- Projeto Solidarizar
- CAS Couch Podcast
- Beach Clean-up Campaigns
- Helping Hand Project
- Donation collection for Fundação Padre Pio
- Projeto Sem Fome
- ExataMente Project with One by One
- Project De Nós para Elas
- Project ++
- Project Pintando o Sete
- Project Menimática
- Student Council Campaigns



CAS





special

fantastic

tiny

cozy

helpful

grumpy

moody

creative





FRIENDSHIP

RESPECT

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.

As the COVID-19 cases numbers decreased and local authorities loosen the protocols, certain aspects of school life were also changed. In 2022, the PTA was able to re-start the Extra Curricular Activities for all children. These activities are integral part of school life.

The new Executive Committee was constituted with proportional representation across the sites and sections:

Botafogo Primary Representatives:

Marcelo Costa Borges Fortes (Leader),
Christianna Galveas Brisbane (Deputy
Leader), Clara Feldman (1st Alternate)
and Sumara Abso Lacerda Matedi
Gouveia (2nd Alternate)

Urca Senior Representatives:

Alexandre Donato (Leader), Sylvie
Simone Yvonne Lambert D'Apote
(Vice-Leader), Sergio Carpenter (1st
Alternate) and Alexandre Rodrigues
(2nd Alternate)

Barra Primary Representatives:

Isabel C. Marujo Costa Pinto
(Leader), Raphael Lima Roig
(Deputy Leader) and Priscila
Cabral Perdigão Nascimento (1st
Alternate)

Barra Senior Representatives:

Claudia Britto Rodrigues da Silva
(Leader), Daniela Maria Pozzi
Guimarães (Vice-Leader) and Patricia
Cristina dos Santos Ferreira (1st
Alternate)

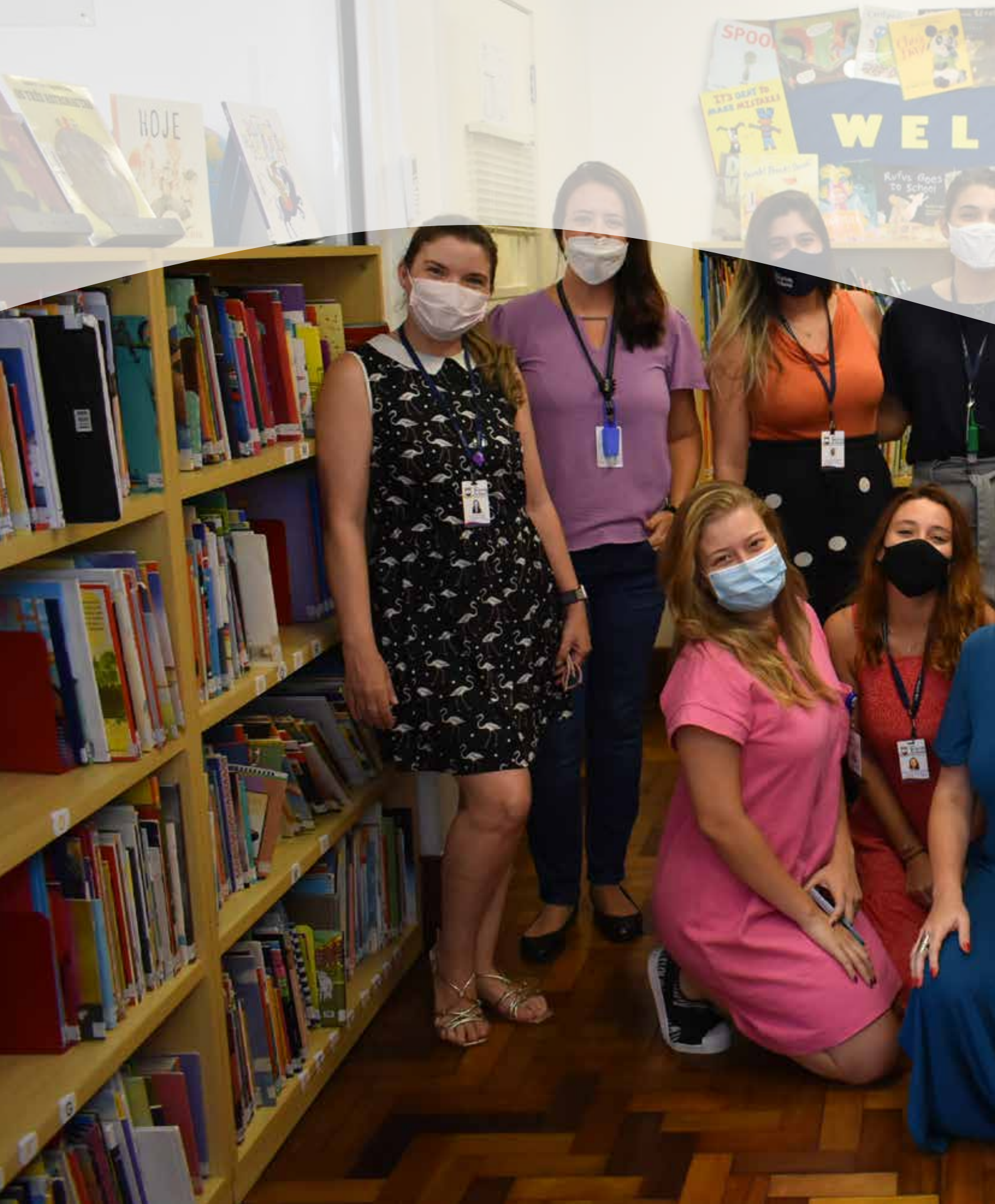
The PTA, and indeed, the school community wish to thank Alexandre Donato for his work as President, as well as all other representatives, who dedicate their time and efforts into supporting the school and the children's well-being.

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.

These were some of the meetings organised for parents, together with the school, bringing information and one more channel of communication between parents and school staff:

- Journey of Portuguese Teaching at TBS
- Journey of English Teaching at TBS
- Journey of Cienceh Teaching at TBS
- IGCSE 2021
- "Living with the unpredictable and the uncertainty: family in times of pandemic" – with Prof. Neyza Prochet, PhD and Master in Clinical Psychology from the Psychology Institute/USP and Family Care by the Centro de Orientação Juvenil/IFF/Fiocruz-RJ; and effective member of the Círculo Psicanalítico do Rio de Janeiro.

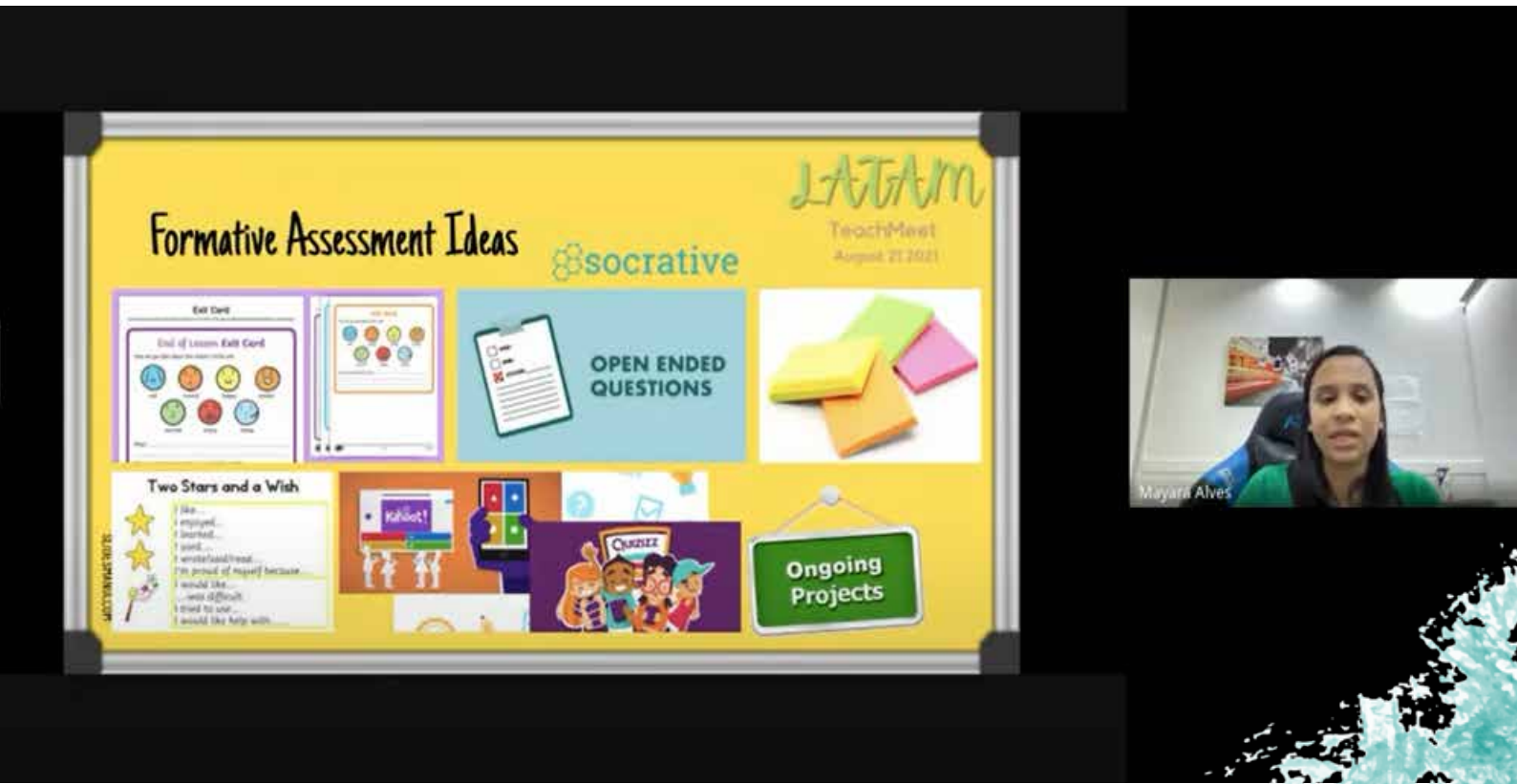
STAFF D





LEVEL 100

STAFF DEVELOPMENT



DEVELOPMENT

STAFF DEVELOPMENT



Collaboration

Good staff development involves lots of collaboration; this is something we have strived to make even more prominent this year. As we continued to navigate our way back to presential learning we saw excellent examples of collaboration, both “in person” sharing of ideas within departments, online sharing of ideas between sites and international sharing of best practice with colleagues in other South American schools through the Latin American Heads Conference and other notable organisations.

Curriculum

We consistently review our pedagogy to ensure it reflects international best practice. This year, both the Primary Maths and English curriculum went through a process of review.

Wellbeing

An important part of staff development is staff wellbeing. As such, workshops were organised to support staff with caring for the mind and body.

Inclusion

In addition, we will be continuing our diversity, equity and inclusion focus, broadening our scope to explore the theme of gender equality, specifically the role of educators in challenging perspectives and raising awareness.

Appraisal

Much of the work done over the past twelve months has been with the view to more closely aligning our staff development provision with the school strategic goals, and linking the two through an improved appraisal process.

This time next year, both Primary and Senior hope to feed back on the adapted and refined performance management process, reporting greater personalisation of CPD (Continuing Professional Development), even greater alignment between the school strategic goals, greater ownership and direction of INSET sessions and greater collaboration across sites.

COMMUNITY


PLEASE
RETURN
YOUR
LIBRARY
BOOKS!



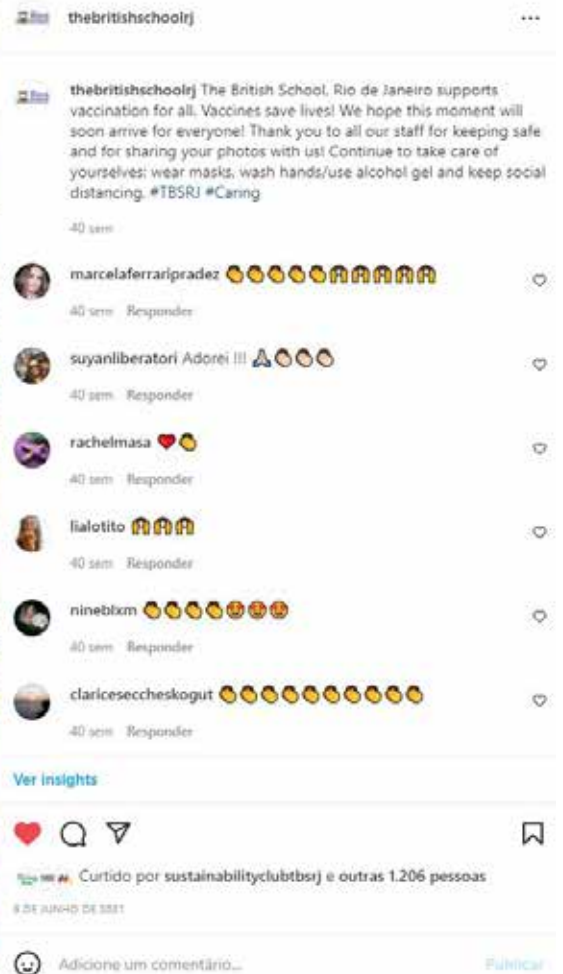
WEL

COMMUNICATION

COME

The Patio House

2021 Remodeling Project



Class of 2021

and The British School, Rio de Janeiro - Barra Unit
cordially invites you to the

Graduation Ceremony

WEDNESDAY, 8 DECEMBER AT 7:30 PM
MULTIPURPOSE HALL (GYM) - BARRA UNIT

- ➔ Face masks will be required at all times
- ➔ Social distancing will be maintained

Class of 2021

and The British School, Rio de Janeiro - Urca Site
cordially invites you to the

Graduation Ceremony

THURSDAY, 9 DECEMBER AT 7:30 PM
ADAM REID HALL - BOTAFOGO SITE

- ➔ Face masks will be required at all times
- ➔ Social distancing will be maintained

Parking will NOT be available inside the school.

COMMUNICATIONS AND MARKETING

The year of 2021 was a very busy and productive year for the Marketing area. Besides the ongoing work with Social Media and Publications (e.g. Newsletter, Annual Report and Yearbook), the focus continued to be put into communicating issues regarding the COVID-19 pandemic and protocols, as well as school's health, safety and well-being. The department also assisted in raising the school's community morale; while staff, students and parents adjusted to being back to on site learning.

School's Branding

The branding and visual identity continues to be developed to effectively communicate with parents, staff and students all information regarding school life. This includes plaques, adhesives, signs and other visual material to support life in school. It also includes material that supports education and wellbeing of students.

Patio House

Branding was also incorporated in the project development of the Patio House, including the drawings of waves, and of Rio de Janeiro and London Skyline seen on the glass walls of the meeting rooms. A video was produced showing the construction process and project development of the House and its annex. It can be seen at our school's official YouTube channel.

COVID-19

Brochures were produced in English and Portuguese, showing all details of the strategies and procedures regarding COVID-19. This brochure was adapted and updated a few times during the year, as needed. Every edition was shared with parents, staff and students, and made available in the Parent Portal.

School Institutional Video

In the light of 2020's events and sad consequences faced worldwide due to the COVID-19 pandemic, the Class of 2020 had a very different year in many aspects, including a 100% virtual Graduation Ceremony. Gathering some of their testimonials recorded during the virtual ceremony, a video was produced in mid-2021, portraying the Class of 2020 life experience at TBSRJ and their future aspirations; as well as, university destinations.

Class of 2021 Graduation Ceremony and Video

Graduating students of Class 11 in both Urca and Barra sites had a hybrid graduation ceremony, with testimonials and some speeches previously recorded, as well as, a short ceremony in person with some restrictions due to COVID-19 protocols. Participating staff and graduating students came to school for their graduation photos and testimonial/speeches recording, on what is known as the Gown Day. The Graduation Ceremonies took place at Botafogo and Barra sites, in the evening, with the presence of parents of the graduating students.

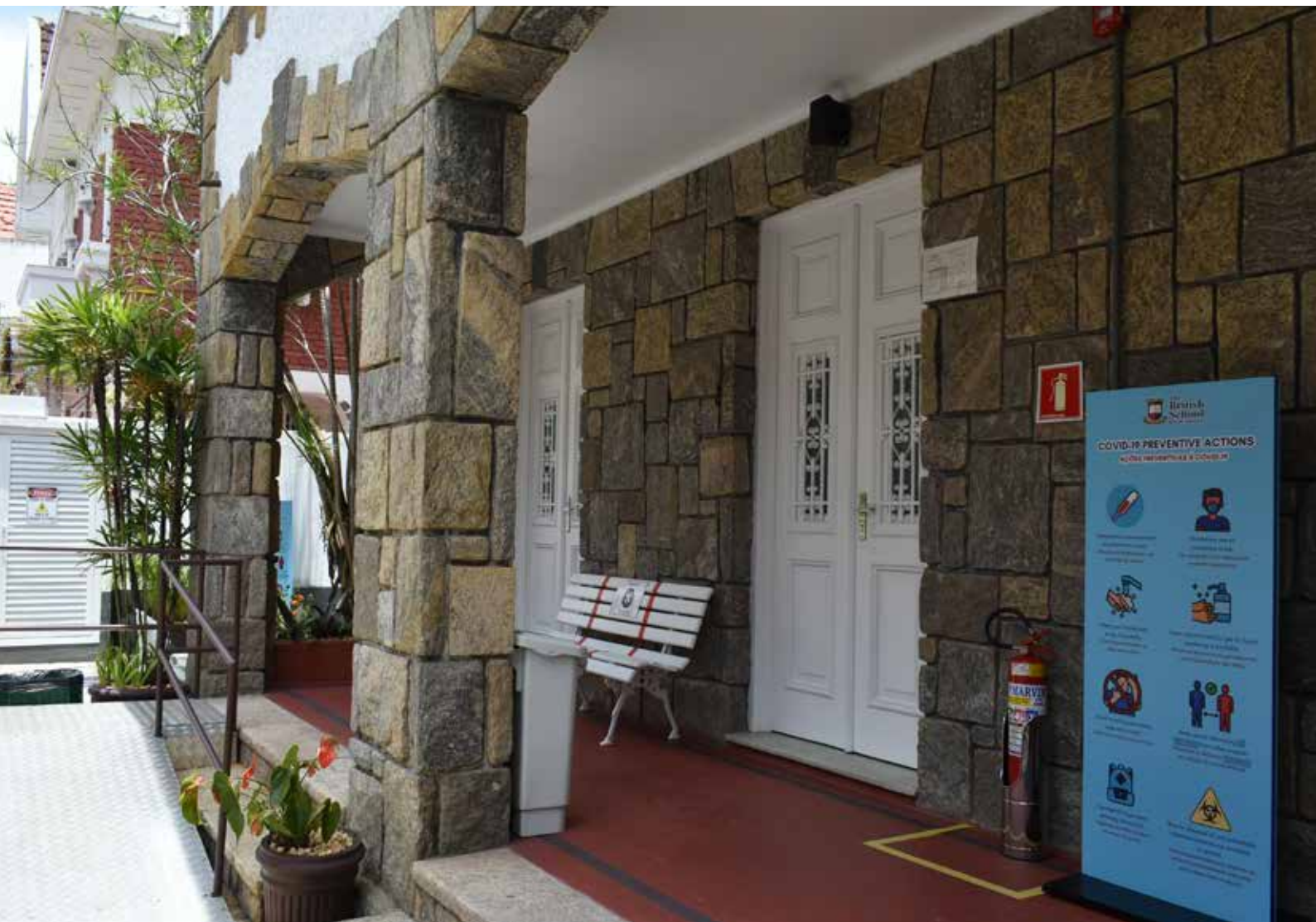
INFRASTRUCTURE



STRUCTURE

INFRASTRUCTURE





STRUCTURE

FACILITY DEVELOPMENT PROGRESS IN 2021 / 2022

Botafogo:

Following the work of our UK architects, JMP, the former vicarage on the Botafogo Site has been developed as an educational administrative hub and an adjoining two storey building now accommodates offices for the Admissions and Marketing departments. The interior design and furnishings reflect a corporate style which we intend to implement across all school sites in time. The adjoining gardens will be redeveloped into a high quality student recreation area once the temporary classrooms are removed.

Some of the classrooms that were adapted for use during the COVID-19 pandemic have now reverted to their original use as, for example, ICT facilities and the Drama Studio.

We are continuing to seek shade solutions for the Mackenzie building's rooftop.

Urca:

The proposed redevelopment of Urca under JMP Architects has now received planning consent and initial work is under way to plan and prepare for the redevelopment. This will add three more storeys to the subsidiary tower along with a roof space much enhancing the facilities of the site. Plans include classroom areas, science labs, multimedia and multi-purpose spaces.

An additional property on Rua Osório de Almeida was purchased in 2021. A short walk from the main Urca Site, this has been transformed into a space for our Class 11 IB students to study in. Recent ABE permission to add two more nearby properties will provide additional space for our older students and develop a campus approach to secondary study in Urca. We continue to analyse and assess opportunities for extra, external space in the Urca area, close to the school – especially for the development of sporting facilities.

Barra:

The Barra Unit features in our JMP master plan for the future development for the school although priority in recent years has been for our Zona Sul Unit. The temporary classrooms are likely to be removed in the near future.

NU



NUTRITION





Keep social distance
Mantenha a distância social.

NUTRITION

NUTRITION



The restrictions imposed by health authorities continued to be in place and the adjustments made to the cafeterias remained.

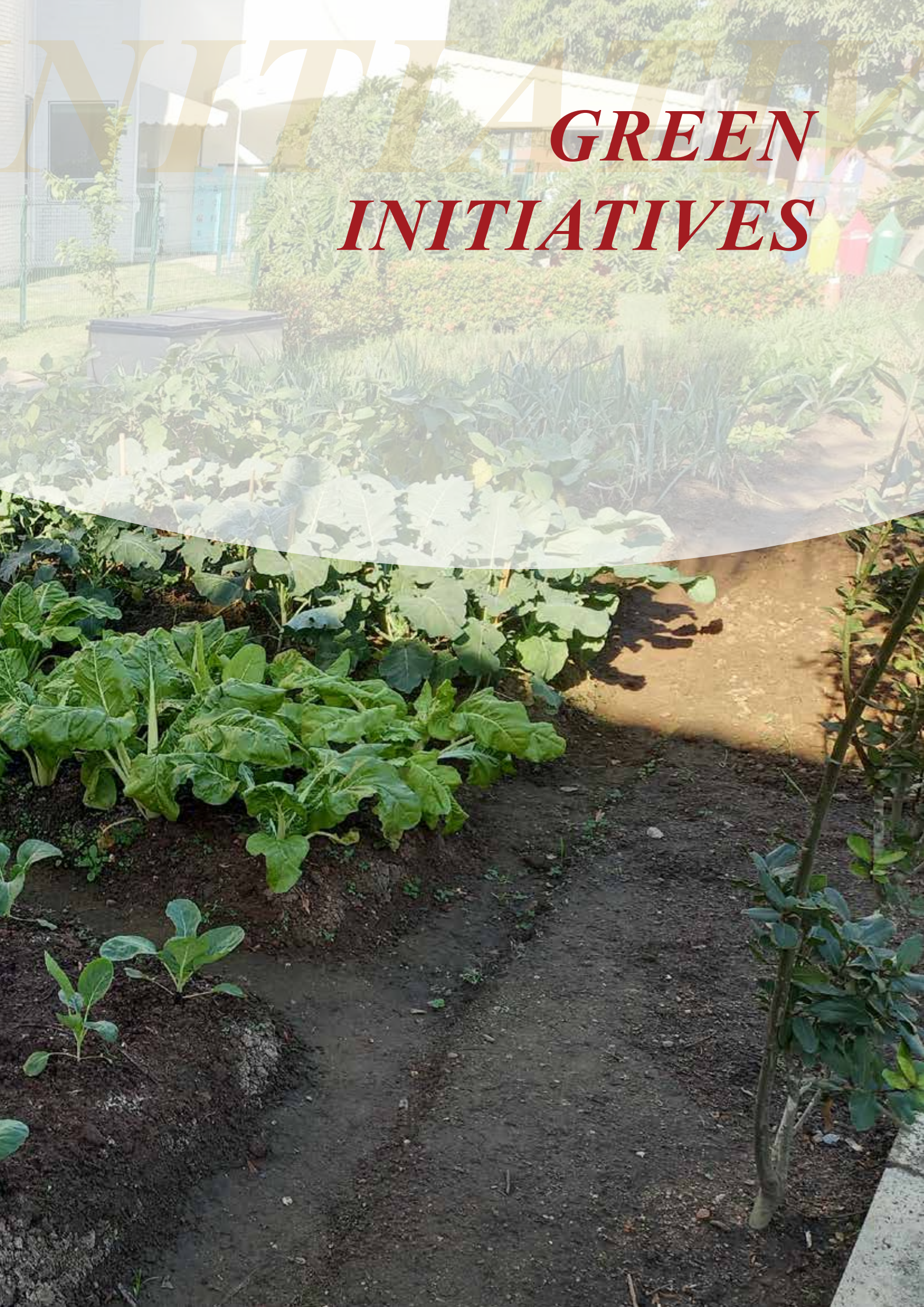
Where it was possible we began to make further adaptations, particularly with the view to eliminating waste. For example, individual juice cartons were replaced by larger jugs and bottles for sharing.

Further plans for the dining area at Urca will help to ease congestion at lunch times.



GREENAVY





UNITY

***GREEN
INITIATIVES***



INITIATIVES

GREEN INITIATIVES

The search for a more sustainable tomorrow requires our today's actions to be thought with a focus on the legacy we will leave for the next generations. At The British School, we are putting into practice our strategy for sustainable development and this discussion has become increasingly present in all the decisions we make. Furthermore, we invite everyone in our community to collectively build a new story aligned with a sustainable life.

External Campaigns

Meias do bem

The Project *Meias do Bem*, by the company Puket, is an ongoing campaign at The British School. Donated socks are recycled and turned into blankets, which are sent to more than 150 charities across the country. In 2021, our school contributions increased almost 50% when compared to 2020. This initiative also helps to prevent tons of textile waste from being discarded in the garbage. There are containers for collecting donations in the three school sites, available throughout the entire year.

Rodando Tampinhas

The campaign aims to collect plastic bottle caps that are sold to recycling companies in order to raise money to purchase wheelchairs for the Brazilian Association Beneficent of Rehabilitation (ABBR). This is also an ongoing campaign and, in the year 2021, our school contributed with 464 kilograms of bottle caps.

TerraCycle Campaign

TerraCycle is a global leader in solutions for waste that are difficult to recycle, which has several collection and recycling programmes. Two of their partners are:

- Faber-Castell, has the National Programme of Recycling of Writing Instruments.
- Scotch-Brite, with the Recycling Programme of sponges for household use.

The collected materials pass through the recycling process and the waste is transformed into a new raw material, called Pellet. This raw material is sold and used for the production of other objects such as benches, trash bins, etc. For every 12 grams of waste collected (average weight of 1 unit), 2 TerraCycle points are received which are equivalent to R\$0,02 which may be reverted in donations to a non-profit entity or to the school itself. In 2021, we accumulated the value of 6,028 points for donation.

Internal Campaigns

Organic Vegetable Gardens

Since 2018, we have created our own organic vegetable gardens. Following the same path as the Barra Unit, in 2021, the Botafogo Site also began its own vegetable garden. This project supports our initiative of maintaining a healthy and more natural diet. Another objective of our organic vegetable garden is to promote the cultivation without damaging the soil and the environment. In 2021, we introduced new produce such as napa cabbage, broccoli, lettuce, passion fruit and tomato. Our vegetable gardens produced 384kg, with a 90% increase when compared to the 2020 production.

Solar Power

Since 2016, with the inauguration of the Block H at the Barra Unit, we have been using solar panels for heating the water used in the employees' and students' basement locker-rooms and bathrooms. From then on, we performed several solar energy projects designed to save energy in our buildings, as a whole. We now have solar panels installed in the Cashman Building, in the Thompson Building, in the new Patio House (Botafogo Site). More panels were installed at Barra Unit, with 389 modules thus generating until the moment 225.12 MWh.

Selective Waste Collection

Through Selective Waste Collection, we separate the recyclable materials from the non-recyclable. This means that a part of the waste is reused, no longer becoming a source of degradation for the environment and becoming an economic and social solution. Our school collects and separates all kinds of recyclable material produced on our sites for the sale and correct disposal. In 2021, almost 26,000kg of waste were recycled in the three Sites.

Composting in the Botafogo Site and Barra Unit

The school has composting equipment in the sites of Botafogo and Barra. Through the composting, we manufacture organic fertilizer and reuse water. This process also contributes to the decrease of the global warming. When this material is transformed into fertilizers it ceases to go to the landfills; and thus does not generate the methane gas, which is one of the main causers of the greenhouse effect. In addition, it reduces the use of synthetic fertilizers in agriculture. Since 2019, we have performed the composting of the food remains of the dining halls at Barra and soon after, at Botafogo. In 2021, almost 900kg of waste were not sent to landfills.

Ecological Paper

There are warning posters and reminders throughout the school, raising awareness on waste of paper and environmental damages caused when printing. Since 2019, we have adopted the use of the Ream Eco Quality Paper – made from sugar-cane waste. In 2021, we spent 4,368 reams, which represents a quantity of almost 210,000 preserved trees.

Biodegradable Paper Cups

For more than 15 years, we have launched the internal campaign of adopting a mug, for the reduction of common disposables cups that can take up to 300 years to decompose. Since 2019, we have replaced the common disposables plastic cups with biodegradable ones, free of CO² emission and raw material from a renewable source. Students and staff are requested to use reusable water bottles or cups. In 2021, at our celebration of School Staff and Teachers Day, all staff received a nominated PVC cup and a folding cup for use at the work environment and outside the school, since 2019 the students are being invited to the use of reusable bottles.

Our Commitments for 2022 are:

New installations of solar panels and renewable power purchase.

Cultivation of new types of vegetables and fruits at our gardens.

Expansion of the rainwater collection for reuse.

Maintenance of solid waste recycling.



**Our school cares about the environment!
Collaborate sorting the material correctly for recycling! #Caring**

***A nossa escola se preocupa com o meio ambiente!
Colabore com a separação correta para reciclagem!***



ACCREDITED



ITATIIONS

ACCREDITATIONS



ACCREDITED

CIS – Council of International Schools

The British School had its first Team Visit of CIS accreditors in 1997 and has been a fully accredited school since 1999. The last Team Visit was in 2017 and a final report, published in early 2018, indicated that we had met or exceeded all 57 Standards, with a number of commendations and recommendations, yet no conditions set. This was an excellent achievement by the school community, involving input from Senior Leaders, Staff, Governors, Parents and Students.



Due to the success of the 2017 Accreditation, CIS 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. A proposal was made to the Education Committee which subsequently gained approval to follow Pathway 2 for the next cycle of CIS Accreditation.

The CIS previsit took place in October 2021 and the school was viewed positively. CIS therefore agreed with the Pathway 2 proposal. An interim report presented to CIS will be required in September 2022 and then a full evaluation visit in 2023.

ACCREDITED
MEMBER

IPC – International Primary Curriculum

TBS has been planning and preparing for IPC accreditation since 2019 but there have been postponements for the Accreditation Visit 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. The IPC has recently changed part of its curriculum and the school has begun the process of adopting new Learning Units.



Following discussion with IPC and CIS it has been agreed to bring accreditation for both of these bodies into alignment. The CIS evaluation visit in 2023 will therefore also become the IPC accreditation visit.



ITATIONS

ACCREDITATIONS



COBIS – Council of British International Schools

As of 2022, TBS has become a COBIS member school. Whilst COBIS has its own accreditation process, it works closely with other accrediting bodies and we have become members on the basis of our CIS accreditation.

Benefits of COBIS membership include:

- Opportunities for networking with similar schools across the world;
- Access to ConnectEd, various webinars and discussion forums each year;
- Attendance at conferences for Heads and Senior Leaders;
- Professional development opportunities for all staff;
- Involvement with a global community of students – music festivals, maths challenge, debating competitions, sports and games;
- Recruitment – COBIS jobs page;
- Checks associated with safer recruitment;
- Possibility to develop TBS as a training hub and centre for excellence;
- Lobbying the UK Government and other bodies, such as Examination Boards, on behalf of member schools.

TBS has already begun to benefit from membership with staff viewing the resources and training opportunities positively. It is clear that TBS is well-regarded by fellow COBIS schools.



IB Re-authorisation – Urca Site

The matters raised by the IB re-authorisation visit at Urca Site have been addressed and the re-authorisation process concluded. The re-authorisation visit for the Barra Unit will take place in 2023.



LAHC – Latin American Heads Conference

The LAHC network continues to provide a useful resource and an opportunity for schools to collaborate. The Heads of the LAHC Brazil “Hub” continue to meet online each fortnight in order to share information and strategies. The LAHC 2022 Conference, originally planned to take place in Uruguay in April 2020 will now take place in October 2022.

FINANCI



Region	Mar2021	Apr2021
CA	9194	9214
AZ	8159	8142
UT	7197	8048
HI	8117	2675
	8194	7139
		9112
		8135
		8234
		8102

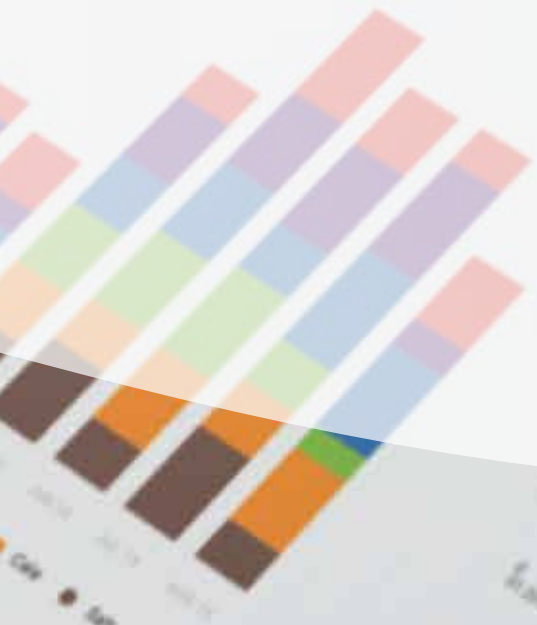
ANALYSIS 1

ANALYSIS 2

ANALYSIS 3

411 OVERVIEW

FINANCIAL OVERVIEW



YOUR TEXT HERE

FINANCIAL HIGHLIGHTS

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

Financial results for 2021

Although 2021 was a year that still had a major impact from the COVID-19 pandemic, The British School managed to perform well in the year and managed to reverse the previous year's drop in its bookings by 4.7 percentage points upwards (increase from 19% to 23.7%). The surplus in the year 2021, totaling 12.8 million, was mainly due to: (a) the number of students that closed above the budgeted at 66; (b) the positive variation in income from investments, due to the rise in the Selic rate; (c) refund of a 2007 IPTU process at Av. Pasteur 429 (Urca); (d) the reversal of the expense with the provision of collective union raise agreement for 2020 and 2021; (e) reduction in expenses with recruitment and selection; (f) reduction in expenses for school trips, non-contracting of travel insurance due to suspension of trips, no annual events; and (g) the reduction in expenses with student exams due to the cancellation of the registration of 10 students in 2021 who would perform the exams. Due to the COVID-19 pandemic in 2021, discounts were also granted to students who studied during the year in a non-face-to-face or hybrid regime.

	2020	2021		2022
	ACTUAL	BUDGET	ACTUAL	BUDGET
Fee income (less bursaries and discounts)	127.4	159.8	162.2	172
Development contributions	4.7	3.6	4.6	4.4
Investment Income	3.6	2.5	7.7	6.4
Total revenue	135.8	165.8	174.6	182.8
Staff costs	107.2	118.3	114.7	126
Finance costs	0.9	0.6	0.4	0
Other costs	35.2	46.9	46.8	56.7
Total Expense	143.2	165.8	161.9	182.7
Surplus (Deficit)	(7.4)	0	12.8	0.04

4. OVERVIEW

Budget and Fees for 2022

Our budget decision and tuition adjustment for 2022 took into account the forecast of our finances at the end of 2021.

An increase in tuition was set at 4.8% - below the overall inflation expected for the year. This rate increase was expected to result in a break-even point in the result for 2022 (neither surplus nor deficit), and so far general reserves point to closing 2022 at 20.5%.

We write this report in the middle of 2022. It is also expected that by 2022, the number of students will be slightly higher than in 2021 and that budgeted expenses will be supported by all the year's income without compromising the institution's reserves.

Our costs in 2021 (R\$m)

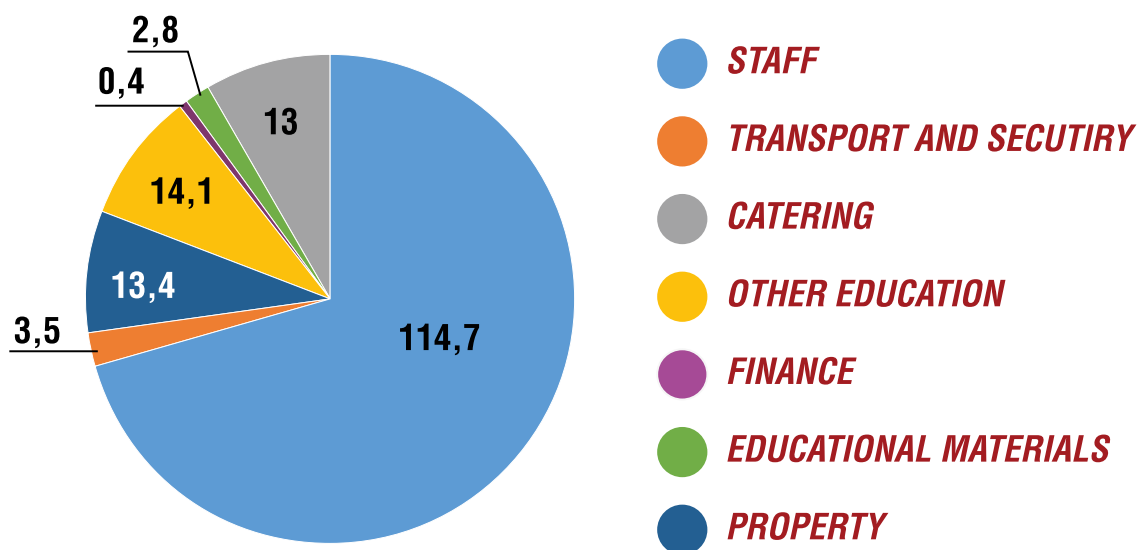
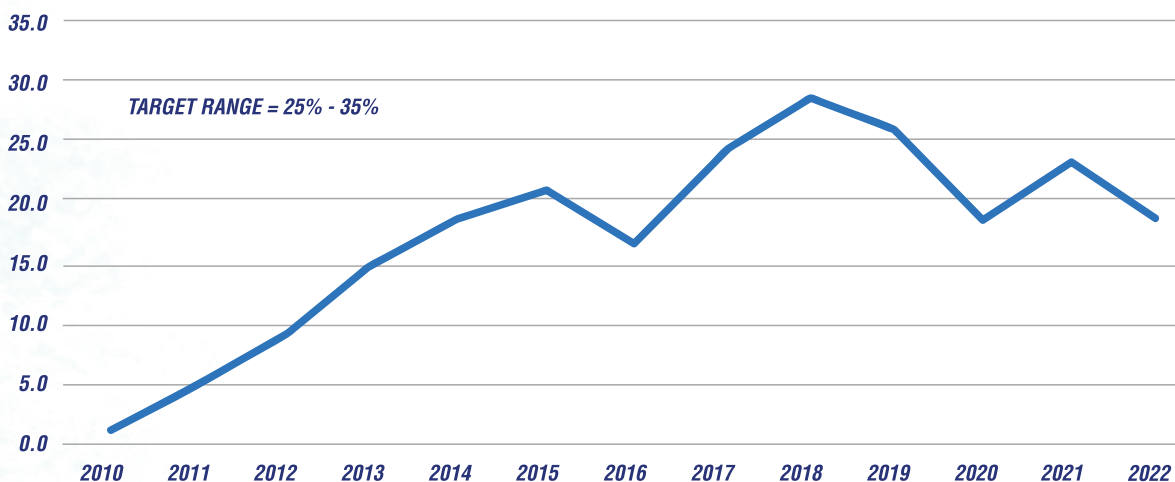
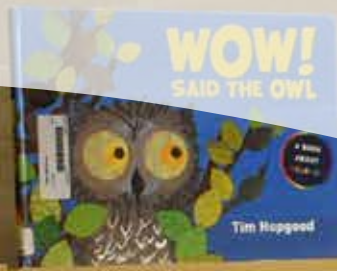


Table of end-year general reserves

2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
2.3	5.7	9.8	15.5	19.2	21.5	17	24.3	28.8	26.6	19	23.7	19.12

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





2021-2022

GOALS 2021-2022





2021-2022

STRATEGIC PLAN AND SCHOOL GOALS

The school Strategic Plan was originally implemented in 2016 and was 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. Each year, the Strategic Goals and Objectives are translated into actions through the school's Development Plans (1 to 3 years) and Tactical Plans (up to one year).

Some initial work has taken place to ensure that the strategic plan remains relevant and a rolling map of key objectives for the next ten years has been created. A review of the Strategic Goals 2021 was undertaken by Board members and the Senior Leadership Team at the end of 2021.

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. Where matters were adjudged to be incomplete or ongoing, they have been incorporated into the 2022 Development Plan.



FOLLOW US ON:



www.britishschool.g12.br



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



<https://www.facebook.com/TBSRJ>



GRAPHIC DESIGN: CAROLINA VALOIS

SUPERVISION: YELLOW UMBRELLA MARKETING

PHOTOS CAMILLA MAIA

ELAINE BALATA

and THE BRITISH SCHOOL PHOTO COLLECTION



Zona Sul Unit

BOTAFOGO SITE

R. Real Grandeza, 99
Rio de Janeiro RJ
Brazil CEP 22281-030
Tel: +55 (21) 2539-2717

URCA SITE

Av. Pasteur, 429
Rio de Janeiro RJ
Brazil CEP 22290-240
Tel: +55 (21) 2543-5519

Barra Unit

PAUL WISEMAN CAMPUS

R. Mário Autuori, 100
Rio de Janeiro RJ
Brazil CEP 22793-270
Tel: +55 (21) 3329-2854

Admissions, Communications & Marketing Department

admissions@britishschool.g12.br

www.britishschool.g12.br