

Annual General Meeting 28.4.10

Director/Senior Management Report

This report consists of 6 elements:

1. Key developments and issues in 2009
2. External examination results and University Entrance 2009
3. Report on progress with the 10-Year Plan's 'Special Areas for Development'
4. Success with Goals 2009
5. Development with Goals 2010 to date
6. Future plans and issues 2010 and beyond

1. Key developments and issues in 2009

(i) Facility Development Progress in 2009

We made impressive progress in meeting the targets of our school facility development plan across all three sites.

Barra

The new building in Barra opened on time in February despite very last-minute delivery by the builder. Initial challenges included a fire alarm problem, leaks after rainstorm, air conditioning adjustments, electricity breaks. All issues were quickly addressed. The development of new specialist classrooms in the Club House (Art, Music, Drama) also took place, creating most pleasing and effective spaces.

The Barra Road and Traffic and Parking Issue

The increase of pupil numbers on the site during 2009 created new pressure on parking, especially at pick-up. This has been further exacerbated in 2010 and we are investigating how we can make the situation more workable and efficient.

During 2009 we witnessed significant deterioration of the road leading to the Barra Site, especially after the July holidays and the breaking of agreements about the movement and speed of trucks serving the Alphaville project leading to a series of complaints from parents. Carlos Eduardo Palmier and I held a meeting with Barra parents on 31st August in which I outlined what the school has done/is doing and we listened to parental concerns and ideas. Claudia Ribeiro was (and continues to be) in constant contact with the chief engineer of the Alphaville project and in continuing and direct contact with the Sub-Prefeito.

A meeting was held (06.10.09) by the Sub-Prefeito who invited the school, the director of Faria Brito and residents from Santa Monica. I attended with Claudia, Helane and Vera from the school. The residents welcomed the presence of TBS but were reluctant to allow traffic to pass through their area. Sub-Prefeito is looking at alternatives and appears to be trying to keep on top of the situation.

In 2010, issues continue to revolve around (i) the state and upkeep of the road (ii) the speed and movement of the trucks (iii) accessibility to the area, including via the neighbouring condominiums (which have walled up the access roads). We continue to advise parents that the school will try to resolve things through proper, respectful negotiation with the Sub-Prefeitura, Alphaville Project and the condominiums. Some progress is being made and, at present, the parents appear calm. However, this is going to be a difficult, sensitive and long-term issue which will only become exacerbated as the school continues to grow. The traffic and accessibility issue does require a longer term solution.

Urca – the paperwork was finalized for the new rented **house on Avenida Pasteur** and renovation work began. In association with this project, plans for **an additional large Science lab** in the main building were finalised for development in January 2010. Both projects were ready and in use for the start of 2010. The **new house for the History Department** has created a fine new learning environment. The fourth floor Science suite now has six laboratories.

Botafogo - A **Pre-Nursery** class (11 children maximum intake) was successfully established in 2009. At the same time the previous unusual decline in Nursery numbers was being resolved. The numbers applying for **Nursery 2010** was already 74 at the start of 2009.

During 2009 the **Mackenzie Building** project progressed and while constantly some 3 weeks behind schedule it was opened on time for the start of year 2010. It is a fantastic facility with a gymnasium/auditorium, large library with two linked computer laboratories, an Art room, two Music rooms, a Science laboratory and eight excellent classrooms for Classes 4 and 5. The corridors are wide and spacious and the whole building has a roomy and airy atmosphere. One by-product is to open up new spaces in the existing Cashman Building, giving an instant sense of greater spaciousness there. Another advantage of the new building is that the children will no longer have to travel out of school for their PE lessons.

Regarding the Botafogo Site, two issues still need to be resolved:

- Outdoor space – it is difficult to see what we can do about this, and some of the site space pressure has been resolved by Mackenzie, but room to run around will continue to be an issue.
- The Canteen continues to provide a generally unpleasant dining experience because of the lack of space.

(ii) Pupil numbers at the start of 2009 were above budget, due mainly to Barra figures reaching the forecasted August 2009 numbers by the start of the year. Barra had an increase of 134 pupils on last year leading to a total of 567. While the end of Term 1 saw several departures, almost entirely to schools overseas, Term 2 started with a very positive increment in pupil numbers. **Barra** was perceived to be developing a more mobile international population but had a positive balance, rising to 569.

Zona Sul grew from 1178 at the end of Term 1 2009 to the long-term forecast of 1200 pupils. Of note: Nursery rose from 64 to 71 (and rose to the ceiling of 75 by the end of term); Botafogo had a positive balance of 14 pupils and Urca took in 8 additional pupils.

In total, the school population rose from 1740 to 1769 from July to August 2009 and reached 1779 by the end of 2009. We started the year 2010 with 1889 pupils, some 40 below forecast.

By site, the growth from 2009 to 2010 was: Urca +8; Botafogo +32 and Barra +71. Despite the growth, we are still some 40 pupils below budget forecast, This is mainly due to the start-up numbers of 22 in the new Pre-Nursery and an unexpected shortfall of 20 pupils from the forecast numbers for Reception in Barra. It is expected that both groups will receive more children during the year.

(iii) Staffing issues

The years 2009 and 2010 has seen the appointment of a sizable influx of new educational staff. This reflects the growth of the school and efforts to strengthen specific areas, particularly the SEN department. In 2009 at Barra, 23 new teachers and 16 educational support staff were appointed. The growth at Barra enabled several promotions for existing staff. The induction process worked well, meaning a remarkably smooth start to the term.

New overseas staff appointments

With the Strategic Intent in mind to increase overseas staffing, we have been steadily strengthening numbers. Ironically, with the growth of pupil numbers, the proportion of overseas staff so far has remained static.

Barra saw most development in the area of overseas staffing. In February 2009, Derek Suttie (Head of Upper Primary/Lower Seniors (C1 to C5), Emma Duncley (Upper Primary Class Teacher) and Debra Dale (Head of Science and also teaching at Urca) were appointed for Barra. Les Casey was appointed to the ICT Department at Urca and later succeeded Peter Napthine in the ICT Coordination (Education) role.

In August, Nyree Buckley joined the Barra team as Coordinator C3-4.

Two important appointments were made for February 2010: a Staff Development Coordinator (Craig Woollard replaced Del James) and a new Director of Studies (Barra). James Diver was appointed to this new post to lead the development of the Senior School curriculum with Robert Franklin in Barra. Craig Marston joined as Coordinator C3-4 Botafogo, replacing Michelle Speight.

At Urca, Eutália Roldão, who has ably served as Head of History and led the IB School-Based Syllabus since 1989, left the school for Portugal in December. Philip Briggs was appointed to replace her.

As part of the review of the management team at Urca during 2009 and a concurrent review of responsibilities and developments in the Senior School, four new roles were created for 2010, giving professional opportunities for a "new generation" of staff:

- **CAS Coordinator** - given the increase in the number of students in Classes 10 and 11, this role will be taken from Dave Williams. Flavio Senra of the Portuguese Dept. was appointed.
- **Curriculum Manager** – to assist the Urca Management Team (particularly the Director of Studies) in the ever-increasing complexity of timetabling, Darryl Lane of the Maths Dept. was appointed.
- **Global Citizenship** – this new area (which ties in the Global Perspectives IGCSE course, ICT, PSHE, Sociology and Philosophy) requires careful management and Jamie Bicker-Caarten was appointed.
- **ToK Coordinator** - with Nilza Masullo's appointment as Brazilian Vice-Director, and the growth in the number of IB students, Ros Scholes (already teaching TOK and now an IB TOK examiner) was appointed

We began **2010** with the induction of some **40 new educational staff**. Ten were replacements and the remainder mainly additional Assistant Teachers and SEN support staff. We now employ **65 Assistant Teachers** (29 at Barra and 36 at Botafogo) which places additional pressure on the Staff Development team to provide in-service training and teaching practice. Lynda Smith is now full-time in providing this support.

A whole **new university preparation teaching team** was appointed for 2010. An important development is that some of the existing school staff are now engaged in the programme as teachers.

A Brazilian Director's team was finally established during 2009 with two Brazilian Deputy Directors (Sonia Salgado at Barra and Nilza Masullo at Urca); an additional Educational Secretary was employed at Botafogo. These developments fulfil the legal requirements for a 3-site school and create opportunities both for sharing the increased load of work and for other members of staff to learn the required skills and abilities of this crucial and very specific area of management.

(iv) Accreditations and Institutional Links

CIS Accreditation

The CIS 'One Year Report on Progress and Planning' was sent to CIS Accreditation Services in Madrid in December 2008, a month in advance of the due date. During 2009 SMT delegated to individuals and groups the task of ensuring that stated plans are carried out. PW reported to the Board in June 2009 on progress. Work continues in meeting the plans for improvement laid out in the report.

IBO 5-Year Review

During 2009, the school underwent the IBO 5-Year Review required by the International Baccalaureate Organization. This proved to be a very useful exercise, involving the inputs of pupils, teachers, managers, parents and Board. The IBO returned with an encouraging response.

LAHC

During 2009 the LAHC Executive made the networking of LAHC schools more effective by delegating the LAHC development plan to member heads of the association and strengthening smaller regional associations (ours comprises Brazil, Colombia, Venezuela, Ecuador and Mexico). It also gave opportunities to teachers within schools to hold **delegated responsibilities** as official Coordinators in support of LAHC activities, especially in relation to **networking between teachers and students**. Our school's LAHC Coordinators are: Adriana Andrade (Communications); David Williams (Student Activities); Craig Woollard (Education).

A recent LAHC initiative is the development of the **Green School Award** and during 2010 we will be addressing the issues and standards set out in order to be considered for this 'certification'.

CIS Accreditation and LAHC Review

Following discussions at the LAHC Conference in Colombia in May 2009 between Paul Wiseman, David Bamford (LAHC Executive Officer) and John Heard (CIS Accreditation Officer for the Americas), the CIS is keen to liaise with LAHC over school improvement matters, perhaps combining forces for schools like ours which are both CIS and LAHC linked.

(v) Educational Issues

Much of this development is dealt with under the report on Goals. However, some key developments in 2009 were: 'Assessment for Learning' and 'Gifted and Talented' – these areas were defined as the foci for staff development and expectations for 2009 and 2010, linking in with the Whole-School and Site Goals.

Specific subject reviews across the Primary School (Botafogo and Barra) were carried out during 2009 for Maths, Social Studies and ICT.

The **Educational Management Team** addressed (aside from the above): Admissions and Abilities Served policies; the Portuguese departments and teaching of Portuguese; Staff Appraisal; school libraries; curriculum plans. For 2010, the EMT has been reorganized and the agenda for 2010 is elaborated later in this report.

The University Preparation Programme was revamped with all new staff and a better focus on purpose to become the *Brazilian Extension Course* which has taken a new, more coherent and robust form under the coordination of Carlos Lima. It is being used to not only compliment the IB programme but is starting to be integrated in that we have three IB teachers as part of the BRECO staffing. This communication between departments has enabled the courses to be tailored more specifically to pupil needs.

Key Stage 4 – Significant Developments:

Philosophy and Sociology – following government requirements that these two disciplines must be taught to Classes 9-11, the Senior School Curriculum was reviewed to accommodate them. The outcome was better than we had hoped:

- Small reduction of IGCSE options from the Class 8 programme.
- Introduction of new compulsory IGCSE subject “Global Perspectives” which now gives continuity from the “Contemporary Studies” in KS3 through to the IB TOK programme. The additional hard work of the Geography and ICT Departments has enabled us to design the course to meet all the requirements of the IGCSE ICT course so that *all pupils in 2010* will have an ICT qualification (before it was an option with only 10 or so pupils taking the course).
- In Class 9, Philosophy and Sociology are being taught in Portuguese.
- In 2009, pupils were provided with a dedicated “Study Skills” course that is an expansion of what has been done in Pastoral time in previous years (Learning Styles, Understanding the Brain, Multiple Intelligences, Time management etc).
- Some pupils opted to have after-school lessons of Philosophy and Sociology so they can continue with their two options. This will not be necessary in 2010 as IGCSE “Global Perspectives” will follow through from Class 8 and allow time for Philosophy and Sociology within the normal day.
- In essence, the pupils have less option of the Arts and Languages but gain IGCSE’s in ICT and Global Perspectives and also meet the Brazilian requirements (meeting our Mission / Curriculum model design)

New IB syllabuses: Class 10 and 11

Several departments started delivering the new syllabus of the IB last year and more have been introduced this year. This has required new resources and further professional development either in-house or on external courses. First examinations of the new syllabus in Sciences will be in 2009.

Class 2 Violin Scheme

During 2009 we made plans for the introduction, in 2010, of all Class 2 pupils to the violin. A small group of violin teachers will now ensure that all children in Class 2 have the opportunity to learn the violin. While we do not expect every pupil to take this forward into Class 3 in 2011 it is our expectation that many children will want to pursue the violin or take up another instrument in the future. Our aim is to encourage as many children as possible to learn a musical instrument and begin to build a British School orchestra.

PE facilities

From the beginning of June 2009 we were advised that we were not able to use Forte São João at Urca for PE. We were fortunate to be able to make use of the Clube Circular Militar in Praia Vermelha but this facility is not sufficient and the move has seriously jeopardized our PE programme at Urca. We are continuing to seek a more permanent solution to address this challenge.

IB Plans for Barra

As we now have Class 7 at Barra, we are making plans for both the introduction of the IGCSE and IB there in the near future. The IBO reported that we will need to regard Barra as a separate centre with its own IB Coordinator. IB examinations will be held separately on each site, unless the school receives authorization from the IBO to change the venue during an exam session. We are currently determining how the IGCSEs will function – we are assuming that we will have two centres as with the IB and appoint an additional responsibility post as Examinations Officer.

(vi) School Management Team (SMT) priorities

The key issues that were addressed by the SMT during 2009 were: Facilities Development Plan; Management structure review (SMT Goal 2009); One School Policy; Human Resources Development Plan; 3-Year Budget; long-term staffing plan; SWOT analysis; Whole-school Facilities and Finance Plan; CIS Report monitoring; Crisis Management Procedures; ICT development (Extranet, school management systems); Budget 2010; Goals and Specific Areas for Development review; communications.

(vii) Staff Development - some significant aspects during 2009

- During January 2009, as part of their 'Certificate of Professional Studies in Education', 4 Secondary staff went to Warwick University (Secondary Music, Science, English and PE) and 9 Primary staff went to Bishop Grosseteste College, Lincoln (Primary education).
- Leah Wilks and Jakki Saysell attended a CalArts Teachers' Conference in Los Angeles in January 2009 as part of our efforts to develop stronger links between CalArts and TBS.
- In January 2009 the school hosted the International Teacher Certificate (ITC) Workshops (run by CIS and University of Cambridge). A group of our own staff participated in this very useful course.
- Tom Gething and Derek Suttie attended an ASCD course on 'Assessment for Learning' in the US in March 2009.
- The 3-day inset in April 2009 was led by two lecturers from Bath University and a specialist in Gifted and Talented from Canada – the presentations were quite radical and provoked much debate. The focus was meant to be on meeting the needs of students with gift and talents but much time was spent focusing on teaching and the role of the teacher as learner and action researcher. It ended up creating a great amount of general reflection about what education is all about! There were two key outcomes:
(i) the formulation of a clear policy and guidelines regarding the issue of 'gifted and talented' at TBS and (ii) the formation of school-wide action research groups in the area of assessment for learning.
- Paul Wiseman was invited to carry out a Preliminary LAHC Review Visit to St Nicholas' School, São Paulo in April and Co-Chair the full Review at that school during October 2009. Richard Hughes and Monica Lanna were also on the Team.
- **Individual professional development / qualifications**
Julia Assis completed her Masters Degree in Geography; Carolina Barcelos completed Masters Degree in Education and Theatre Arts; Chris Blanch gained the NPQH (UK National Professional Qualification for Headship); Dave Williams completed a Masters Degree in Education; Richard Hughes completed the IMLP (International Management and Leadership Programme) run by the CIS.
- In January 2010, five members of the Senior School teaching staff undertook studies and school visits under the auspices of Warwick University, Department of Education.
- Six members of the Primary School teaching staff attended the course and school visits managed by Bishop Grosseteste College, Lincoln.
- Gloria Hughes (SEN) passed the International Teacher Certificate run jointly by Cambridge International Examinations and the ECIS.

(viii) Community issues

(a) **CalArts and project 'Social Transformation through the Arts'** – this project to send young artists to the Student CAP Summer Arts Programme at CalArts in Los Angeles took place over three weeks in July and was a great success. The group of institutions involved included the School, Grupo Mosaico, Instituto Bola Pra Frente, Celpi, Agencia de Modelos 40 Graus, CELPI, Companhia de Música da Polícia Militar, Grupo Renascer – the school held funds raised and hosted meetings.

The event is a well established, long-term serious community project designed to engage and develop the artistic talents of young people from disadvantaged backgrounds in the USA. This is the first time that CalArts opened the project to a small group of disadvantaged nationals from another country. The group was accommodated in the California State University, Los Angeles campus throughout the visit. Three TBS students - Pedro Leite, Carolina Menezes and Stephanie Whyte - were selected and went to assist and support the five young people from Bola Pra Frente, the Music Company of the Polícia Militar, RJ and the Comunidade Jesus Vive. Parents Wainer Guimarães and Ana Whyte coordinated and led the whole operation and Greg Young and Maria Gabriela Reis were the two TBS staff members who also accompanied the students.

The visit of Stephen Lavine, President of CalArts on May 27 strengthened our partnership with a shared interest in community transformation through the Arts. Stephen envisages our partnership to include teacher and educational training and exchanges, shared social work opportunities and greater openings for university entrance.

(b) The 'Association' idea and Community Service development

2009 saw real progress towards establishing an Association for fundraising for endowments and social and environmental projects. An exploratory meeting was held on Wednesday 25th March to discuss this concept and involved parents Wainer Guimarães, Ana Whyte, Gabriela Lobato and Mariana Albuquerque. At the PTA Executive Meeting on Friday June 19, Gabriela Lobato (Urca parent) proposed a structure for coordinating Community Service support by the PTA in the school. A clear proposal has been made which includes

designating a parent with the responsibility to oversee all community projects which seek PTA support. It is proposed that each site selects a particular local project (or projects) each year with other agreed whole-school projects. A series of fundraising events would be planned for the year. A whole-school walk of solidarity is being planned for the future. This is an important initiative by the PTA.

A meeting was arranged with Cristina Figueiredo of BP (Corporate Responsibility programme) on June 27.

Two meetings were held between PW, CR and Nick Walker with a specialist lawyer, Pedro Genescá on 07.08.09 and 19.10.10. Meetings of the Board with PTA (18.09.10) and Board members (04.12.09) defined final clarifications which Pedro Genescá took away to draft the first By-laws. These were finalized in a meeting of 26.04.10 in preparation for presentation to the ABE on 28.04.10.

(c) **Instituto Benjamin Constant (for the blind)**

Paul Wiseman wrote a letter to the Director of IBC offering our support (including CAS activity) in the preparation of athletes for the Para Olympics to be held in London between 29 August and 9 September 2012. The letter also requested their consideration of our school renting (and, if needed, improving) some of their very good sports facilities.

On Monday 19th April 2010 Paul Wiseman was invited to visit the Institute and had the opportunity to discuss mutual issues and future liaison, as well as undertake a full tour of the facilities. The outcome is that a team of some 15 school staff will now visit the Institute on 13th May 2010. There is a great range of learning and social opportunities if the school could develop a partnership with this fascinating and needy neighbor in Urca.

(d) **Escola Minas Gerais**

In partnership with Instituto da Criança (Hora da Leitura) and Biblioteca Publica da UFRJ, Ilma Lima initiated a 'Reading for Pleasure' project with our immediate next door neighbour, Escola Minas Gerais. On May 29, thirty-six eight-year olds from the Escola Minas Gerais joined our Class 7 for breakfast to launch the project.

(e) **The New Players** – During 2009 the British Community theatre development continued well under the leadership of TBS Director of Drama, Jakki Saysell. The excellent production of Alarms and Excursions (directed by Jakki Saysell and Michael Royster) involved students, ex-students, teachers, parents, Board members and ex-Board members – just the mix that had been hoped for!

(f) **Music and the Community** – During 2009 the **steel band** performed at **BCS Commonwealth Evening** and school musicians performed at forthcoming **BCS 'Beatles Night'**. **The Class 11 Music Festival** in March raised funds for Graduation and Charities supported by PTA.

(ix) **Admissions, Communications and Marketing**

This department set out a plan in 2009 and is making progress in addressing the following areas related to Communications: the **Ex-students association**; updating and redesigning the school's **website**; updating the **Handbooks (Staff, Parents/Pupils)**; redesigning the **school prospectus**; a new look for **The Falcon**. The department also had discussions with a press agent/PR company in relation to school image.

(x) **School Activities**

A huge number of activities take place throughout a normal school year. Most of these are written up in **The Falcon** and the **Yearbook**. Just to give as flavor, here are some comments on some of the highlights (successful and less successful!):

A **Saturday Sports** programme was set up for the year. Initially, 8 Saturdays were established to cater for a range of sports and open to all pupils. The events were to be organized by Alberto Campos, Head of Upper Primary PE, and were from 0900-1300hrs. PTA extra-curricular activities teachers were to be involved when their sport or activity takes place. The initial events were not very well attended and the weather affected others. It was a start but the whole area requires further planning and consideration if it is to become a permanent and successful part of the school's calendar of events.

International Schools Sports Tournaments – the usual programme of sports tournaments took place during 2009 and our school performed well throughout the year. For example, at the big ISS Competition at EA Belo Horizonte (with 9 schools participating) 21 boys and 21 girls (age14+) did very well. Our Boys were Champions in both Soccer and Basketball; our Girls gained Bronze in Basketball and 5th place in Soccer.

Brazilian Cricket Federation

Matt Featherstone visited Barra on May 2009 and gave a 'quick cricket' lesson to Class 6. Matt returned in August to provide inset for PE staff and run cricket activities during PE lessons. The plan is to introduce quick cricket and set

up a cricket net. Other team sports are being considered (touch rugby and netball) but they have not yet been established.

Visit of Prince Charles – five of our students met the Prince at Jardim Botânico in association with their work (sponsored by the British Council) as Climate Ambassadors.

Founder's Day Fête

This was extremely well organized and very well attended. The day raised R\$35.000 for PTA funds. Some people questioned the rationale, purpose and nature of the Fête.

Fashion Show – Class 11

It was an impressive show almost entirely set up and managed by Class 11 students. The “Paperama” component which involved the wearing of dresses made entirely of paper was spectacular. Great skill and creativity was evident in the design of these paper dresses. Betsy McAra won the competition.

School Theatrical Production ‘Night Crawlers’ (Term 2). This very successful production met with full houses on every night and had such demand that an extra performance was given as a Sunday matinee.

Model United Nations (TBS, Rio) Conference No. 7 2009

Some 180 delegates attended this conference at Urca from 15-17 May. About 120 came from our school. The others were made up of visitors from other schools, including a group of first year PUC students. The age range was from Class 6 to first year university. Students and ex-students ran the whole weekend conference.

Model United Nations, Harvard University

In January 2010, Dave Williams led, with the support of Phillip Briggs and Alison Farrell, a group of 32 students from Classes 8 to 11 to the Model United Nations hosted by Harvard University. Aside from a visit to Chicago and the MUN experience itself, the group had a special visit to the **Massachusetts Institute of Technology (MIT)** and, of course, **Harvard University** itself.

(xi) School Trips

As usual, the year offered a huge number and variety of day excursions and trips. We held the now traditional set of overseas trips. The year began with the very demanding **Patagonian Expedition** in January led by Richard Hughes and Sandra Salim with a group of 10 students.

The Duke of Edinburgh Award became increasingly popular during 2009. An additional weekend was opened up to cater for those pupils who had not managed to participate in the weekend events already established. The cross-site growth of DofE raises questions about its future organization and management. The concept of the development of a school-owned outdoor pursuits and fieldwork centre has emerged once again. This matter is being reviewed during 2010.

Term Trips were extremely difficult to coordinate during 2009, partly due to the effects of the H1N1 flu virus. Most were postponed and reorganized. The great difficulty with these decisions involved both diplomatically handling strongly varying parental opinions on risk and the many financial implications of cancellation and return of payments. The educational and administrative teams deserve thanks and congratulations for resolving these tricky issues.

The other pressure came from some parental concerns about the growing number of trips and the costs.

“Compulsory” trips that we see as part of the curriculum are:

Class 3 Petrópolis trips, separately for Barra and Botafogo pupils, went on as planned.

Class 4 Paraty - unaffected

Class 5 Itatiaia which went ahead as planned with Barra and Botafogo pupils going together.

Class 6 Pantanal (Barra and Urca) were postponed until 2010.

A new Geography trip for **Class 7 to Foz do Iguaçu** was postponed until 2010. While several parents felt that this expensive trip was just ‘one trip too much’ it went ahead very successfully in 2010 with some two-thirds of the year group in Urca attending.

Class 10/11 SBS Trip to **Ouro Preto**, IB **Mauá** Geography field trip, IB Biology field trips (eg., **Fernanda de Noronha**) and Physics **São Paulo Hopi Hari** Trip have become regular trips on the calendar.

In July 2009, the **IB Russia and Poland Trip** and **Class 7 London Trip** both went extremely well and without incident. A challenging **IB week-long ‘Gold Award’ expedition** in Serra da Mantiqueira (Itatiaia to Matutu), and organised entirely by the students, was a great success.

In October, the now established **New York trip for Class 8** went well and three students attended the **LAHC Student Conference in Lo Valdes, Chile**, with funding from the PTA

The staff who lead and support these trips are to be thanked and congratulated – they involve a great deal of work and significant responsibility.

(xii) H1N1 Flu (Term 2)

The decision to delay the start of Term 2 was broadly accepted by parents. It seemed both prudent and a mark of citizenship and solidarity to support the request and recommendations of the local authorities. The web-based learning experience was widely applauded as a positive outcome.

(xiii) ICT Vision and Strategy and related ICT Services

- Leslie Casey has been undertaking a renewed survey to update the ICT Vision and Strategy (Curriculum).
- One area for development is an extension of the web-based learning trialled during the start of term.
- During 2009 development of a school management system was being planned for introduction in 2010 (the *SchoolBase* system was trialled for admissions, staff cover, staff data base, attendance and reports). Unfortunately, SchoolBase was not able to meet our expectations and so we continue to seek alternatives.
- During 2009 we established a fixed Internet Provider (*RedeRio*) and we have been setting up for Extranet access to files and systems.

2. External Examination Results and University Entrance

(i) IGCSE Results

Once again, last year's Class 9 broke the school records in their IGCSE examination results. Following 2008's record of 86% of all IGCSE grades being A* - C grades, in 2009 Class 9 reached the very impressive achievement of **90% of all grades being A* - C**. The students and the teachers deserve our hearty congratulations for this high level of achievement.

The history of IGCSE and GCSE results can be seen in the table.

The British School IGCSE and GCSE Results (1995-2009)

Year	Number of Exams Sat	Number of A*-C grades per pupil	% A* - C Grades	Mean Points Score
1995	333	6.79	59.2	4.47
1996	323	6.37	53.3	4.26
1997	475	7.74	63.6	4.70
1998	387	8.10	64.9	4.68
1999	427	7.26	74.7	5.24
2000	499	8.51	76.8	5.26
2001	561	7.53	65.8	4.85
2002	622	8.62	72.0	5.24
2003	734	7.57	65.0	5.02
2004	584	7.65	68.0	5.17
2005	797	9.00	78.0	5.46
2006	790	9.44	77.7	5.46
2007	790	10.1	84.7	5.83
2008	808	10.5	87.0	6.00
2009	712	10.1	90.0	5.87

(ii) IB Results

Class 11 scored good IB results that maintain the levels attained over recent years. The group scored **an average point score of 31 and a record number of diplomas was achieved** with 55 of the 61 diploma students earning the full diploma. 16 pupils achieved 35 points or more and 34 pupils achieved 30 points or more.

While I believe we can be satisfied with our students' performance in the IGCSE, there is little doubt that we should be expecting greater value-added with the IB results and raising expectations and standards at IB remains a major

target for the school. Again, as we analyze the results we can see that many pupils had their focus on the ENEM or Vestibular and therefore have done very well to achieve what they did.

Chris Blanch and his team are developing methods to analyse the IGCSE and IB results (see update on progress with Goals 2009).

The British School IB Results (1992-2009)

Exam session	Total IB candidates	No. of Diploma candidates	No. of Diploma awards	Average Diploma Points Score	Diploma pass rate as %
1992	7	6	6	34	100
1993	8	8	8	31	100
1994	24	22	22	29	100
1995	19	14	13	33	92
1996	22	13	13	33	100
1997	22	17	12	32	70
1998	25	18	13	30	72
1999	36	25	21	33	84
2000	28	19	17	31	89
2001	31	24	23	31	96
2002	37	23	20	31	87
2003	37	28	23	32	82
2004	48	35	35	32	100
2005	60	53	46	32	87
2006	53	43	41	31	95
2007	58	49	44	31	90
2008	60	45	42	32	93
2009	62	61	55	31	90

(iii) ENEM (Exame Nacional do Ensino Médio) & Vestibular

We have not yet received the school's results for the ENEM from 2009. In 2009 we developed a more robust and integrated teaching programme, hopefully better serving the needs of students needing to perform well in the ENEM. While we have worked hard to create a package for Class 10 and 11 students, during 2009 the system of Vestibular and ENEM was changed yet again. The ENEM is now being regarded and accepted as the appropriate entry test for all universities. Carlos Lima has the responsibility to oversee this aspect of our *Ensino Médio* programme. In the INSET of April 2010 an expert on the ENEM provided a 2-hour workshop for all Senior staff on the philosophy, educational and learning aspects of the ENEM followed by a 2-hour workshop specifically for maths and Science teachers. The aim is to create eventually a seamless package in which the needs of the ENEM and the IB are met within a unified curriculum. The INSET workshop stressed the similarities between the learning aspects of the ENEM and the IB.

The majority of students have already been offered places at university for a range of disciplines. Both the students and parents of Class 11 (2009) were asked to support the school by sending us their personal ENEM result. Unfortunately, very few responded to date so we are unable to undertake analysis of results. We await the possible publication of the results.

(iv) University Preparation and Entrance

Specific action has been taken to improve this component as follows:

- The former 'University Preparation Programme' was revamped under the 'Brazilian Extension Course'. This included the introduction of specific additional History and Geography courses, additional after-school lessons, including *redação*) and mock ENEM examinations.
- Philosophy and Sociology have been introduced from Class 9
- The universities and careers advice team has been strengthened with the appointment of Kevin Lawrence to assist Garry Nash. New developments have already been introduced, including: the early identification and support of overseas universities applicants; mock interviews; an expansion of careers interviews; analysis of SAT performance and additional guidance; the training of two staff in fast-track student visa applications for the UK; and increasing the number of university visitors. A specific focus on supporting and encouraging students with high ambitions for overseas university entrance (from as early as Class 8) is also being developed.

A letter was sent to all parents in February outlining news on university entrance. Of our 62 Class 11 students, 19 students applied to universities in the UK and 16 applied to the USA. While it is still too early for us to know the final destination of the students who intend to study overseas, we have some promising initial feedback. Final decisions for the USA come in March/April and for the UK they can be as late as July. However, some students have already been offered - and have accepted - places at their first choice overseas universities.

We were extremely encouraged at the end of the year when **5 students** were invited to the **Universities of Oxford and Cambridge** for interviews. Alex Wedmore and Guilherme Baiardi were invited for interview at **Oxford**. Gabriella Rimmer, Luisa Valle and Hannah Steinitz were invited for interview at **Cambridge**. Hannah has already been offered a place at **University College London** to study Medicine. Camila De Meo and Natalie Richardson have both been awarded **IBEU Scholarships** for universities in the USA. The IBEU scholarship is worth **80% off tuition fees for all 4 years of study**. Both students are waiting for replies to their applications.

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4. Progress Report on the 10-Year Plan's 'Special Areas for Development'

For this Annual Report we decided to review progress in addressing the issues set out in the 10-Year Strategic Plan as 'Special Areas for Development' (SADs).

(i) Curriculum & Evaluation of School Performance (Education Committee)

NOTE: In the annual review of the 10-Year Plan in 2009 the Education Committee agreed to add two new SADs:

- (i) to encompass the review and development of the pastoral system and
- (ii) to point up the need to raise expectations and standards of English

The following wording was approved for these areas:

- Review the pastoral system across the whole school, identify all contributing structures and practices (and any evident gaps), develop a strategic plan for improvement of all services and devise a descriptive model of the system which can be communicated to all parents, pupils and staff. (S.I. 1, 2 & 3 – also 10 & 14)
- Raise expectations and standards in the use of the English language by both teachers and pupils (S.I. 1 & 3 and also 6 & 7)

The SADs:

Articulate the curriculum vertically and horizontally and encourage cross-curricular links with appropriate documentation and full implementation of the Curriculum Model. (S.I. 2)

Work has been ongoing regarding this issue, particularly since the CIS Report recommendations. A major step has been the purchase of the Rubicon Atlas license and the training of two members of staff (Richard Hughes and James Diver) to lead the implementation of this powerful piece of software. Rubicon Atlas package is a web-based piece of software that acts as an educational search engine for all our electronic resources. The service provided by Rubicon Atlas means they will upload each piece of our curriculum documentation into a template that we design. The facility then enables the links to be made vertically through the year groups and horizontally across the departments or subjects. It will not only serve as a tool to access or articulate our curriculum it will also be the most effective way of reviewing our curriculum. Access can be given to all staff at all sites. Pupils and parents can also be given access.

Apart from curriculum mapping we may decide to upload policies, manuals, minutes of meetings, review documentation, progress reports etc. The Rubicon Atlas package would then enable us to access information from anywhere in the world. It will also facilitate reviews of policies and developments (for example it could flag up all documentation dealing with say. "trips"). It is worth noting that Rubicon Atlas is now used in over 2000 schools worldwide.

At this stage Richard Hughes has presented to the Urca staff and invited staff to get involved in a "curriculum leadership" group to help manage the process. We have to be realistic, it is not a race, and the process will take 2-3 years. It is important to design the template to meet our needs then systematically identify what we on the site. We hope to have the template design by the end of Term 1 and start to upload documentation during Term 2, 2010.

Identify and plan for the acquisition of Information and Communication Technology which optimizes learning, enables 'anywhere and anytime learning' and develops appropriate skills. (S.I. 2 , 3 & 15)

This forms an integral part of the ICT Vision and Strategy which is currently being updated. The 5-Year Development Plan for ICT includes:

1. increased acquisition of projectors and interactive whiteboards for classrooms
2. Trials of new improved wireless technology with laptops and expansion of advanced Wi-Fi technology
3. Student and staff laptops and additional portable mini-labs across the school
4. New ICT labs in Mackenzie
5. New ICT lab for new Barra building
6. Implementation of Extranet for staff, then students, then parents
7. Development of Information Systems (MIS and trials and implementation of Learning Platforms)

Research into various e-learning platforms has been carried out. Following the H1N1 Virus episode some departments (ICT, Geography and Global Citizenship) have moved ahead with the free Moodle package. This has proved to be popular with the pupils in the classes. However, Moodle has a limited capacity and for the whole site and certainly the whole school to follow this route we will need to purchase a package. "**Blackboard**" is being considered as it is the most popular and used across the world.

At the same time online learning packages are being looked at that may help meet the needs of individuals who are at TBS. www.pamojaeducation.com supplies courses for IB pupils to meet their specific needs.

It is worth noting here that the school has subscribed to www.atomiclearning.com which is an online resource to help anyone in the TBS community learn about a whole range of software applications from the basic use of Excel to the Image manipulations techniques. All pupils and parents will have access to this site (user name and password will be provided).

Develop a clearly defined pupil assessment, recording and reporting system across the school which will include the implementation of a data-base. (S.I. 2 & 3)

This is in progress at various levels. At Urca departments are re-defining their internal assessment criteria, weighting for grades and the report system. An Urca-based working party was set up in 2009 to review reports. A parental survey was sent out in October 2009 which gave us a 20% response. The findings were consistent and on the whole very positive but the individual comments have given us more food for thought so the process continues. A proposal for a new format has been presented to the Urca staff and this is now to be shared with Senior teachers at Botafogo and Barra.

In the Primary School this is an ongoing project which is being developed over the next few years. GL Assessment online tests are being used to provide externally validated results in several areas. At the moment we have nothing which is externally validated and the results of tests we have used hitherto have been suspect. If the new online system we are using works as we expect it to, we will have test results which we know are accurate and can be used for a range of purposes including:

- 1) translate to National Curriculum levels
- 2) identify individual pupils' strengths and weaknesses
- 3) identify pupils year on year progress (over a period of time)
- 4) identify year groups / classes where the acquisition of knowledge and understanding in various areas is consistently very good / mediocre

Trialling is taking place during 2010 with a view to phasing it in over all year groups.

Review the school's policy, provision and practice regarding the range of abilities served within the school. (S.I. 3)

The policies on Pupils Not-Profiting and Abilities Served were reviewed and updated by the EMT during 2009. Provision and practice were addressed through the work on 'Gifted and Talented' and improvements within the SEN programme and additional staffing. The issue was the focus of the School Goals for 2009 (see later in this Report)

Review, identify and further develop the standardised pupil assessment procedures used within the school in order to evaluate school performance. (S.I. 3 & 5)

In the Primary School the main issue has been the demise of the UK SAT's. As discussed earlier, GL Assessment online tests are being used to provide externally validated results in several areas and the whole area is being reviewed and developed.

The Urca Goal in 2009 was to look at examination performance more critically. Using a DCSF link through the QCDA a tool was identified that takes our pupil performance at IGCSE and predicts performance at IB. This can be used for target setting and careers guidance with pupils. Once the IB results have been awarded the tool also enables value-added performance to be calculated. In 2010 the results of this analysis are being shared with all departments and teachers to enable them to become more involved in the target-setting process.

As Class 5 is definitively established at the Botafogo site, implement plans to define the year group's identity in that context. (S.I. 3)

This has been led by the Botafogo team although stronger links through the Pastoral system were established with Urca at the end of 2009. The Year Head from Urca and Coordinators are sharing information more readily. The C5 Coordinator from Botafogo attends UMT meetings.

In the other direction, Class 5 is now more closely aligned with Class 4 as the Lower Seniors and the two groups operate similarly in a pastoral way. Teaching organization for Class 4 has been modified to make the jump to Class 5 staggered. (Previously the gap between Classes 4 and 5 was considered too large or even unsatisfactory by many members of the community). This means that there is now a move to more specialism in Class 4 so that, as children come up from Class 3, more is expected of them in terms of their own organization.

Review policy and provision for language acquisition and development with specific reference to Portuguese and English. (S.I. 3)

A Working Party on 'Bilingualism and language acquisition' produced a report which was reviewed by the EMT during 2009. Some recommendations have been set down within the 5-Year Curriculum Plans. The EMT continues to place language acquisition and standards as a high priority on their agenda.

Review the pastoral system across the whole school, identify all contributing structures and practices (and any evident gaps), develop a strategic plan for improvement of all services and devise a descriptive model of the system which can be communicated to all parents, pupils and staff (S.I. 1,2,3,10 & 14)

This is a new SAD and was quickly established as the Whole-School Goal for 2010. Work has started and a working party established to lead the way. The area is being monitored by the EMT and the Education Committee. It will be a two-year process.

Raise expectations and standards in the use of the English language by both teachers and pupils (S.I. 1, 3, 6 & 7)

This is a new SAD and an EMT working party has started on this following previous work done in 2009 in which opinions of management teams were sought and an initial paper on the subject was presented to EMT.

The initial focus is on the standards of English of teachers as this has a vital impact on the standards of English of the students. Many agree that the standard of spoken English among staff is patchy and should be a priority for development. Bad habits formed early on in life are particularly difficult to eradicate. Questions have been raised about whose job it is to challenge poor English usage in school. This will probably be an issue for the Performance Appraisal implementation, 2011.

The current English language training provision offered to staff is being reviewed with a view to determining how it can be more effective and widespread. Currently, there is no test of English as part of the recruitment of new staff to TBS. We are considering establishing an English test prior to – or as part of – the recruitment process. Reception

and Infant teachers regard their teaching of phonics and Jolly Grammar as having had a beneficial impact on their own pronunciation and word order. Many Portuguese-speaking staff with good English believe that they could still benefit from lessons in vocabulary building so as to improve their teaching further. English language will probably become a component of the Assistant Teacher training course.

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(ii) Facilities

Within the 'One School Policy', seek to maximise the synergy between the different sites, encouraging specialist site-based provision where appropriate and allowing for declared exceptional variations in the delivery of the curriculum programme. (S.I. 1)

This is happening to some degree but a formalized plan itemizing how to address this is needed. SMT and HOS give regular review to One School issues in their weekly meetings. A short summary version of the One School Policy was submitted to the Education Committee in April 2010. It gives clear practical guidance on the issue which will help continued efforts to address this SAD.

Undertake a feasibility study for the further development of the Pre-Nursery at Botafogo. (S.I. 1 & 9)

This SAD has been completed and removed from the new 10-Year Plan

Ensure that adequate space is available for staff development activities on all sites. (S.I. 6)

This has been taken into account in both the Barra project and the Mackenzie Project. Urca is still tight for space although the meeting room in the house is used fully for meetings and workshops.

Explore opportunities to further expand the facilities on all sites. (S.I. 9)

The Development Committee has been reviewing this issue and meetings in 2010 are being held on each site with an agenda item focused on this SAD for that site. A review of neighbouring potential spaces/buildings both in Botafogo and Urca has been made. Neighbouring space in Barra is being explored, although this search can be extended. A major issue for all sites remains the search and acquisition of additional sports facilities.

Review the policy on class ceilings to ensure optimum teaching and learning conditions while also considering a sound financial balance. (S.I. 9 & 11)

SMT and EMT undertook a review of class ceilings during 2009 and agreed that the current policy serves the school well from a practical and educational point of view and is being followed. Each year, in association with budget planning, year groups and classes are reviewed from a financial point of view.

Ensure that school life and environment are developed along sound ecological principles. (S.I. 9 & 11)

Elements of the Barra project have ecological principles in mind and some progress has been made to address this issue across all sites. However, broadly speaking, this is an area requiring additional, formal analysis.

Plan for the continual upgrading of all facilities across the three sites (S.I. 11)

The broad principles of this are built into the 5-Year Facility Plan with inputs from Heads of Site.

Develop policy regarding the sharing of facilities with the wider community. (S.I. 14)

This issue has not yet been formally addressed.

Plan for appropriate office and storage spaces for the PTA (S.I. 14)

This has now been effectively addressed at Barra and Botafogo but not at Urca where space continues to be limited for the PTA.

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(iii) Finance

Within the financial elements of the 'One School Policy', ensure equality of resources and staffing across all sites, undertake ongoing analysis of the income and expenditure for each site and establish clear budget accountability. (S.I. 1)

This is being addressed in 2010. Site-based income and expenditure data is well-developed and forms part of the Finance Committee monthly review of documentation. The issue is also part of the revised role and job descriptions for the Heads of Site. Heads of Site will undertake the responsibility for analysing their site's income and expenditure and for generating greater accountability in all areas.

Review all planning, controls and procedures in relation to the budget with a focus on creating optimum conditions for teaching for learning. (S.I. 3)

This is happening in a piecemeal basis but it needs to be addressed by SMT , Heads of Site and EMT in a more coherent and planned way

Include provision for planned CIS Accreditation and potential LAHC Review costs and ensure that recommendations made are prioritized and budgeted for within the mid-and long-term plans. (S.I. 4)

Plans for future visits etc are in the long-term calendar and broad costs are known from historical experience. Details of costs will be defined in due course.

Develop a long-term staffing plan to ensure that salary costs are within an inflation-linked budget. (S. I. 7 & 13)

A three-year plan for staffing is in place but greater detailed analysis related to an inflation-linked budget needs to be made.

Review the role and status of the Entrance Fee, including the Corporate Entrance Fee. (S.I. 12)

The Finance Committee has discussed this but need to make a final decision and embed it in policy.

Ensure sound management of the Development Fund including the identification of the most economic and effective sources of external financing. (S.I. 12 & 13)

There have been ongoing discussions involving the Finance and Development Committee. The Development Fund and project costs are now being reviewed as an independent budget. Both committees, together with school administration, are constantly reviewing the sources of funding currently available.

Establish medium-term financial planning which incorporates the annual budget process within a 3-year scenario to ensure that inflation-linked fee income does not lead to decreasing investment in important, prioritized and planned areas of development. (S.I. 13)

A 3-Year Budget was prepared in 2009. What we have now needs greater development, detail and analysis

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(iv) Human Resources

Further enhance teaching for learning across the school, with special focus on the provision for secondary staff through the staff development programme. (S.I. 6 & 8)

As is evident from this Report, this has been a major focus throughout 2009 and into 2010.

Ensure the ongoing development of the staff appraisal and performance management procedures. (S.I.6)

The Staff Appraisal process has been completely reviewed and a new 'Performance Appraisal' package has been developed by the EMT. It will be implemented by educational managers from August 2010 and introduced to all staff from February 2011. Clarifying expectations and seeking accountability have been essential elements of the new programme.

Create opportunities to encourage effective liaison between staff and management to ensure that there is open dialogue regarding salary, conditions and fringe benefits. (S.I. 6)

This was carried out systematically in 2007 but there is currently no planned ongoing structure. Staff representatives are elected each year for each site and one attends all Board meetings. However, a more formal arrangement does merit development.

Explore and develop principles and procedures for voluntary retirement, in order to ensure a range of experience and skills within the staff body. (S.I. 6 & 13)

Initiation of the pension scheme this year is a start but formal, written principles and procedures have not been specifically developed.

Review the distribution and balance of overseas staff within the school and incorporate recommendations into future recruitment planning. (S.I. 7)

This area is being reviewed continuously as we plan our staffing needs over the next three years but we have not yet developed a formal system for defining "distribution and balance"

Review the contractual agreement and conditions of employment of overseas staff in line with Brazilian law. (S.I. 7)

This SAD has not yet been addressed.

Clearly define the school's management structure, key roles, responsibilities, line management and communication. (S.I. 10)

Review and definition has been ongoing throughout 2009 (see response to SMT Goal 2009) with some definitive changes in place for 2010.

Plan for the future development of administration in order to effectively support the functioning of two complete school units (S.I. 9)

Review has been ongoing throughout 2009 as part of the SMT Goal 2009.

Improve communication with, and actively seek the views of, all members of the community and encourage participation in decision-making. (S.I. 14, 6 & 3)

This has been defined as the core of the SMT Goal for 2010.

Review current policy and procedures regarding the induction and provision for expatriate pupils and families. (S.I. 3 & 14)

Robert Franklin led a working party to review this area and drew up some specific recommendations which are being attended to.

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4. Success with Goals 2009

Whole-School Goal

(Statement of Intent 3)

To define the four strands of the strategic Statement of Intent 3 in practical terms and set out specific strategies for the achievement of each one as follows:

- **place the individual pupil at the centre of all practice;**
- **endeavour to meet their needs;**
- **fulfil their potential;**
- **prepare them for entrance into university.**

There was a wide range of initiatives to address this Goal across the whole school. These included in-service training activities designed to clarify the meaning of the four components of the Intent and the introduction of strategies to achieve each. The Site Goals were expressly set up to address elements of this Intent and the activities on the sites, especially within the in-service training programme, went a long way in addressing this Goal. (Progress with the Site Goals is addressed below.)

Following the report from the 'Gifted and Talented' and 'Assessment for Learning' (AfL) working parties in 2008 and 2009, a major focus and achievement entailed a school-wide review of what is meant by "Gifted and Talented" which led to a clarification of the school's position and strategies. The school's position on "gifted and talented" education is *non-statistical and egalitarian*, being in line with the school's declared Vision, Mission and Philosophy and Curriculum Model.

Three Principles have been defined as:

1. Intelligence can be cultivated through effort and experience
2. Gifts and talents have recognisable characteristics but it is not helpful to label some pupils as gifted or talented. The school will not, therefore, maintain a "register" of gifted and talented
3. The school and its teachers will endeavour to help all pupils to identify their own strengths, abilities, gifts and talents and will provide them with the encouragement, stimulation and opportunities for extension and enrichment. (Note: in class, in school, out of school).

The British School believes that:

1. All pupils potentially possess particular strengths, be they abilities, capacities, intelligences, competencies or skills (all incorporated in the policy within the phrase 'gifts and talents').
2. Pupils with gifts and talents have the ability to excel academically in one or more subjects, in sport, in the arts, in leadership and in less easily measurable 'soft' skills and other elements crucial to thinking and learning (e.g. resilience, analysis, wise judgement and discernment, intuition and imagination).
3. All pupils have equal rights to the opportunities our education offers in developing those gifts and talents.
4. The identification* of pupils' gifts and talents should be a continuous, whole-school process which is fair, transparent and flexible so that it does not label or discriminate against particular groups, nor exaggerate the performance of others. NOTE: identification is not the same as "labeling"
5. Pupils with gifts and talents may not always demonstrate these characteristics consistently during their school career; gifts and talents may emerge as a relative strength or focus of energies.
6. Pupils with gifts and talents may also appear on the Special Educational Needs (SEN) register for behavioural, literacy or physical difficulties.
7. The support of gifted and talented pupils is the responsibility of all members of staff. The identification of gifts and talents is critical to personalising the learning experience.
8. A pupil's gifts and talents can best be cultivated through effort and experience and by learning from that effort and experience.
9. The involvement of parents and pupils in a partnership to support learning is crucial in determining educational outcomes. Where parents and pupils are actively involved in the development and planning of the pupils' education, inclusion is more likely to prove successful.

In order to fulfill these beliefs, the school is committed to providing all pupils with:

1. a broad and balanced curriculum which challenges, motivates and rewards pupils socially, intellectually, creatively and personally.
2. access to an enriched educational experience, leading to the highest possible level of personal achievement and fulfillment, through challenging, stimulating learning environments.
3. opportunities to develop the confidence and resilience to make the most of their gifts and talents, by encouraging pupils to exert effort, take intellectual risks, seek out challenges and new learning.
4. metacognitive learning opportunities for self-reflection e.g. stilling activities, guided visualisation, learning logs, thought journals and peer mentoring.

The school will, through its policies and practices:

1. support all staff in making appropriate high quality provision through staff development and training.
2. employ methods to include parents in the whole educational process.

Policy and practice regarding 'gifted and talented':

- **Teaching methodologies** – Teachers are being encouraged to develop such strategies as: TASC (Thinking in a Social Context); Dilemma-Based Learning; Building Learning Power.
- **Assessment for Learning** - Ongoing work with Assessment for Learning continues as AfL is strongly linked to 'gifted and talented' identification and provision.
- **Framework for Teaching** (the basic job description for teachers) - This has been reviewed and updated to take into account the principles of the school's policy and procedures for 'gifted and talented' education.
- **Action Research** – All teachers have been involved in action research related to assessment for learning. Individual action research will continue to be encouraged as an essential tool through which teachers can carry out reflective practice and shared professional practice, particularly with regard to providing classroom activities which promote the development of gifts and talents.
- **Staff Appraisal** – The current system has been reviewed and is now being developed on the lines of a 'performance management' model used widely in the UK and incorporating learning-centred targets. It will be initiated in August 2010 for all educational managers and in February 2011 for all teaching staff.
- **Teacher timetable and loading review** – a review of timetables has been undertaken with the aim to generate more opportunities for collaboration and sharing good practice.

The goal of personalizing learning continues to be addressed:

- Throughout 2009 all school staff worked on Action Research within "Learning Communities" towards addressing the areas of Effective Questioning, Self and Peer Assessment, Oral and Written Feedback and Learning Intentions as part of the AfL strand.

- Tom Gething and Derek Suttie (Heads of Upper Primary/Lower Seniors for Botafogo and Barra) attended the 'Association for Supervision and Curriculum Development' conference in the US in March this year. They brought back with them valuable information and ideas to help us address our goals for 2009.
- The 2009 3-day in-service training addressed the issue of how teachers might review their own practice in order to better develop all students' gifts and talents. This served as the "launch" a two year programme on this theme. Led by Jack Whitehead of Bath University, the in-service took a radical look at the role of the teacher, teachers' values and practice, "living educational theory", action research and enquiry-based learning methods. The basic principle allies with that selected by the school: that all teachers and pupils have gifts and talents which should be developed to the fullest degree.
- The school very much aspires to the definition of personalized learning and talents proposed by David Milliband, when he was Schools Standards Minister for the UK government:
"high expectations of every child, given practical form by high quality teaching based on a sound knowledge and understanding of each child's needs. It is not individualised learning where pupils sit alone. Nor is it pupils left to their own devices – which too often reinforces low aspirations. It means shaping teaching around the way different youngsters learn; it means taking care to nurture the unique talents of every pupil." (2001)
- In trying to align more closely with the best Primary practice two themed weeks were planned in 2009 during which timetables were suspended or augmented. In April we held Poetry Week and this was an enormous success with all pupils taking part in activities involving Poetry. We linked reading with poetry, and the library and Portuguese Departments effectively led the week. Later in the year we held Maths Week.
- The Primary School has built into the planning cycle regular subject reviews in order to ensure that what they are doing mirrors best practice and provides the best opportunities for the pupils. For 2009 the three subjects reviewed were Maths, ICT and Social Studies.
- The Urca Site Goal for 2009 (see below), together with the new developments in the Brazilian Extension Course, worked to address the last bullet point of this whole-school goal.

Preparation for entrance into university

In addition to the above, specific action has been taken to improve this component as follows:

1. The former 'University Preparation Programme' was revamped under the 'Brazilian Extension Course'. This included the introduction of specific additional History and Geography courses, additional after-school lessons, including *redação*) and mock ENEM examinations.
2. Philosophy and Sociology have been introduced from Class 9 and includes the development of the IGCSE course 'Global Perspectives' which itself incorporates IGCSE Computer Studies.
3. The university and careers guidance team has been strengthened with the addition of a new teacher responsibility during 2009. New developments have already been introduced, including: the early identification and support of overseas universities applicants; mock interviews; the training of two staff in fast-track student visa applications for the UK; and increasing the number of university visitors. A specific focus on supporting and encouraging students with high ambitions for overseas university entrance from as early as Class 8 is also being developed.

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Sites Goals

Botafogo and Barra

(Statement of Intent 3)

To enable teachers to meet the needs of individual pupils.

Besides the broad staff development issues outlined above, at Botafogo and Barra the following specific measures are being taken:

- the weekly in-service training focus during 2009 was on Assessment for Learning
- the Learning Support department increased the number of Assistant Teachers to support individual pupils
- the introduction of an on-line behaviour log by teachers and *inspetores* has provided a much better snapshot of individual children who have behavioural issues
- the new reporting structure allows us to provide much more useful and pupil-specific information
- in Foundation Stage and Lower Primary, reading has been organized differently to provide for more time for group reading, thus supporting individuals more effectively
- there is more specific discussion about individual pupils in teacher communication meetings so that issues are identified at an early stage

- in the weekly *inspetores* meetings a regular agenda item has been introduced for discussing individual students
- teachers have been encouraged to contact parents earlier rather than later so that they are more pro-active in contacting parents about potential issues.
- weekly meetings with the Head of Section in Upper Primary include discussion of specific strategies to meet the needs of the individual students
- extra support is being afforded to Lower Primary teachers by Coordinators to enable them to meet the needs of the individual pupils.
- a cross-site working party has been established to look into the issue of what the school can do to better help meet the individual needs of expatriate children.

BOTAFOGO SITE

- There was a strong focus on Assessment for Learning in our weekly INSET sessions. The aim being to ensure that individual pupils were properly supported and developed through teacher actions.
- Our report system was revised to ensure that issues from Assessment for Learning fitted well with how we reported on our pupils.
- There was an increase in the number of staff, particularly Assistant teachers, working in the Learning Support Department at Botafogo thus ensuring that individual pupils needs were met by the school.
- Our behaviour records were improved. In order to monitor the behaviour of individual pupils we created an on-line log which was completed by teachers, specialist teachers and inspectors. This gave us an overall snapshot of an individual child's behaviour.
- In the Foundation Stage and Lower Primary there was different organisation of the class reading time to take account of individual pupil needs and abilities.
- We have been encouraging our teachers to become more pro-active in regard to contacting parents about issues. Teachers have been requested to telephone parents sooner rather than later, and the initial feedback from parents who have been contacted has been very positive.
- Our meetings recognised the need to raise pupil issues :
 - In the BMT weekly meetings a standing item 'Pupil Issues' was put on the agenda.
 - In Class 5 in particular, more time was given in weekly communication meetings to discuss pupil issues.
 - In the Inspectors' meetings there was also time given for discussion about individual pupils

BARRA SITE

In the area of the curriculum there were many initiatives designed to help teachers to meet the needs of the individual student on the Barra site. The major focus of the INSET programme was on 'Assessment for Learning' and 'Gifted and Talented' (later to be called Enhanced Learning). The three day INSET in April led by Mr. Jack Whitehead, led to various research projects on the Barra Site aimed at enhancing the learning of individual students. This was reinforced by the Assessment for Learning INSET that mostly took place after school during the Tuesday INSET sessions. Many teachers carried out mini research projects with their classes related to different styles of questioning and feedback. There was an improved application of differentiation taking account of not only ability levels but also learning styles.

In both Lower primary and Upper Primary there were subject reviews in Mathematics and Social Sciences. INSET workshops focused on different teaching strategies in Mathematics and on improving assessment techniques to enable teachers to better address the difficulties faced by individual students. The Mathematics curriculum was reviewed and a logical sequence from one subject to another was established, thereby helping students to better understand the progression in Mathematics.

In the field of literacy there were some excellent sessions on the teaching of phonics for Lower Primary teachers as well as INSET on improving writing and reading for all students. A new assessment system in Foundation Stage enabled teachers to tackle individual differences and address the specific needs of each child. In Upper Primary the Nelson Comprehension Scheme was introduced, an Enhanced Learning scheme was pioneered in Class 4 to enable teachers to try to extend the performance of all students and a new approach to guided reading was adopted aimed at targeting the individual reader.

There were also many initiatives that were planned during 2009 to be implemented in 2010. For example, the keyboarding classes to be introduced in Class 3 (as a whole-school trial) to enhance the typing speed and accuracy

of each student. Violin Classes were planned for Class 2 so that every student as they pass through the school will have the opportunity to learn an instrument. A new Online Assessment System was selected to allow more accurate and objective tracking of the progress made by individual students.

In other areas there were also steps taken to help meet the needs of individual students. Transition from Infant 2 to Class 1 and from Class 4 to Class 5 was reviewed and a series of steps adopted to help students make the move in these year groups. The role of the UP Student Council was given more prominence and student voice was given a coordinator. New house coordinators were selected for the house system which was split into LP, UP and Senior to better meet the needs of each student in those sections. Inspectors were trained and behaviour management procedures were embedded to allow for a better quality of supervision at break and lunchtimes and to better equip Inspectors to meet the needs of the children. Links between SEN and UP were strengthened to enable the better tracking of progress made by students on the SEN register.

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Urca Site Goal

(Statement of Intent 5) *“review, and seek to enhance, school attainment and achievement by comparative analysis and benchmarking with other schools and institutions”;*

To establish benchmarking with UK schools in order to make a comparative analysis of students’ performance at IGCSE and IB with the aim to establish school and departmental targets and improve learning and performance.

The Department for Children, Schools and Families (DCSF) in the UK has published a paper whereby all approved qualifications, including GCSEs, NVQs, GCEs and IBs can be recognized on a scoring system. The use of this scoring system will enable us to look at our performance data from the past and present and identify the progress being made.

By August 2009, previous data of at least three cohorts that have completed both IGCSE and IB at The British School will have been analyzed. From this, our current cohorts of pupils who have completed the IGCSE will be analyzed with the goal of setting targets for the end of their IB programme. The current Class 11 data will be used as a trial of the system to share with departments. The Class 10 data will then be used to share with pupils.

Background

Each year we look at our results and analyse them within the context of The British School. We are able to compare with prior cohorts and observe trends, we can compare how similar pupils performed in different subject areas in the same year and we can make reference to IB performance compared to prior attainment at IGCSE for pupils that completed both courses. Instinctively, as a large group of experienced professionals, we are probably being quite astute in our analysis. However, the number of pupils at Urca has grown significantly in the last 10 years and hence the number of examinations sat by pupils has increased. Therefore it was felt that we could be more statistical in our approach and find a mechanism by which we could either confirm our instincts or modify them with reference to comparative evidence-based sets of data.

Phase 2 of the Performance Indicators Project conducted by the IBO in 2003 led to decisions being made about the comparability between IB and A levels and inclusion of the IB in Performance Tables. Significant progress was made comparing volume and depth of the courses and proposing a scale that recognized the top IB grade of 45 points being equivalent to 5 A levels at grade A whereas the pass of 24 points was seen to be equivalent to 3 A levels at grade C and an AS level at grade B.

In 2004 the DfES Secondary School Achievement and Attainment Tables (formerly Performance Tables) were developed by the QCA who adopted a new scoring system. This was the first move from the old points system for GCSE (A* = 8, A = 7, B = 6 etc) which is still referred to today, not only at TBS.

In 2007 the DCSF Test and Examination Point Scores had been updated to include all tests and examinations such that comparisons across levels within each Key Stage could be made. Post-16 Tables include GCE and VCE A levels, AS levels, BTEC National and BTEC Diploma as well as IB Diploma (not certificates). With the failure of the Key Stage 3 testing, the Achievement and Attainment Tables were updated again in 2009 but still with no recognition of IB certificates. Having researched the developments in this area it was reassuring to see that on 17th December 2009 the DCSF released an updated version of the “Guide to Key Stage 4 to 5 Value Added 2009 Model” which is based on statistical relationships drawn from a national dataset of some 350,000 pupils in around 3,000 institutions in England. Within this guide there are specific examples of IB Diploma scores being used and UK schools can access

a “Ready Reckoner” programme to calculate individual pupil and institution value-added performance. However, adopting this approach requires the use of the QCDA (Qualifications and Curriculum Development Agency) points score system rather than the UCAS tariff that has also been updated for 2010. The UCAS tariff does include scores for IB certificates that come into effect in 2010.

In summary, with the introduction of the new points system for all school qualifications in the UK we will be able to compare our IB grades directly with A levels and look at the progress made from IGCSE as UK schools do with GCSE. We can then make a genuine attempt (if we want to) to compare with UK league tables.

We should use this as a way to inform us of the learning process and enhance target setting within the context our of pupils diverse expectations.

Progress to date

During 2009, apart from the research into the systems mentioned above, existing school data of IGCSE and IB examination performance has been collated and reformatted to suit the needs of the analysis. We have electronic data going back to the beginning of the decade. However, it seemed reasonable to consider recent cohorts because a) they are considerably larger and therefore statistical analysis is more reliable such that leavers or new entries could be discounted b) the data would need to be put into context and some analysis of whether national or international university applications or destinations were chosen may be useful.

The data sets chosen were as follows:

IGCSE Examination Year	IB Examination Year
2005	2007
2006	2008
2007	2009

The first two sets of data were most readily available. These were used as a trial and all the new points scores from the 2009 Attainment and Test Score tables have been added for individual pupils. Using the “Ready Reckoner” program for a few individuals has shown that value-added data can be generated that qualify value-added performance. This is clearly a useful tool for internal analysis, setting targets and measuring progress against prior attainment. It is still doubtful whether useful comparisons can be made against other schools without knowing the socio-economic background of them.

With the most recent examination results also being included in the analysis, the sets of data are ready for presentation to Heads of Department ready to embark upon the **2010 Urca Site Goal** which states;

All departments to make use of assessment data at IGCSE level to predict and set targets for pupils entering the IB programme based on the analysis made in 2009.

Related outcomes

Other school data analysis packages have been presented and one in particular, Alis, (Advance Level Information System) seems to be particularly useful. Alis is the original member of the family of value-added monitoring systems run at the Centre for Evaluation and Monitoring (CEM) at Durham University. They now cover one third of all A level entries in the UK and have more recently developed studies on the IB. In both cases they use the GCSE (or IGCSE) as the baseline data as the best single indicator of post-16 performance. The UMT are currently considering whether the use of Alis and the adaptive test they provide is something worth investing in.

SMT Goal

(Statement of Intent 10)

To review and revise the structure and individual responsibilities at all levels of management in order to ensure the efficient and effective leadership and management of our three-site school and fulfil the range of expectations set out within the ‘One School’ Policy.

A review was undertaken throughout 2009 by the SMT leading to the following developments:

SMT

- The SMT will remain as it is. The earlier idea of an overall Human Resources person was shelved and the Staff Development Coordinator will not be on the SMT but will lead the Educational Management Team.
- There will be no re-employment of the Deputy Director role. Instead there will be a flatter structure with Heads of Site reporting directly to the Director and taking some defined whole-school responsibilities.
- The Administrative and Finance Manager has been reviewing the Administrative and Finance structure and a new role of Clerk of the Works was appointed for 2010.

Director and Heads of Site

- The roles and duties of the Director and Heads of Site have been reviewed and new job descriptions are being finalised based on the model recommended by the National College for School Leadership (NCSL) in the NPQH programme. The job description clarifies 6 Key Roles: Shaping the Future; Leading Learning and Teaching; Developing Self and Working with Others; Managing the Organisation; Securing Accountability; Strengthening Community. The aim has been to reduce the load of the Director, generate greater authority and autonomy of Heads of Site and give greater precision to the expectations of roles. The Key Roles are backed up with a list of Supporting Actions and defined Success Criteria which can be assessed through a planned new (streamlined, focused and rigorous) performance management scheme.
- Heads of Site will attend Development Committee meetings and present to Board meetings. They will also have defined *whole-school* responsibilities in addition to specific site responsibilities and be more directly responsible and accountable for staffing and budget matters for their site.
- Heads of Site have assumed new responsibility for line-managing whole-school area coordinators (SEN, Library, ICT services, ICT education, PE and Sports, Drama, Music and Staff Development Coordinator)
- Heads of Site secretarial support has been reviewed and being enlarged at Urca (at Barra from 2011).
- Heads of Site now have established weekly 2-hour meetings with the Director to develop strategies and policy and work on whole-school issues.

Urca Site Management

- The Urca Site Management Team has been redesigned and roles clarified with a Director of Studies (Academic) and Director of Pastoral. Some roles have been delegated to other staff eg., CAS Coordination, Curriculum Coordinator (timetable).

Barra Site Management

- The Barra Primary management structure was strengthened in 2009 to be more in line with the Botafogo model. The Senior School structure has been defined for gradual development over the next three years. A Director of Studies and, with the view to initially establishing a faculty structure, a Head of Science was appointed in 2009. A Head of Humanities has been appointed for 2011 and Heads of Maths, English and Portuguese will also be defined.

Educational Staff Job Descriptions

- All educational job descriptions are being reviewed in Term 1 2010 in preparation for the new Performance Management (Appraisal) scheme to be introduced at the start of 2011. These will be based on the structure: Key Roles – Supporting Actions – Success Criteria.
- The Framework for Teaching (the standard job description for all teachers) is being redeveloped in the light of the whole-school Goal issues.

Brazilian Directorship Team

- The Brazilian Directorship team has been enlarged to include a Vice-Director for each site in support of Da Therezinha as whole-school Brazilian Director. The Vice-Directors serve on the Site Management Teams.

Educational Management Team

- The Educational Management Team has been reorganised into a two-tier committee. The bulk of responsibility for curriculum development and teaching and learning is now with an expanded group of cross-site middle managers (Directors of Studies and Pastoral Director, four Section Heads, SEN Coordinator) and led by the Staff Development Coordinator. The EMT will meet at each site in rotation and the Head of Site of that unit will be present. An expanded group, discussing higher level matters, will meet less regularly and include all three Heads of Site and the Director.

Board Goal

(Statements of Intent 11 and 13)

(i) To continue the search, location and acquisition of the use of *alternative* PE and Sports facilities for Zona Sul and *additional* space for PE and Sports in Barra.

(ii) To establish alternative sources of funding to support school development, including the idea to set up an endowment fund.

(i) Good progress has been made, although nothing concrete has yet been established. Initiatives include:

- Liaison with UFRJ to assist with the development of their underdeveloped and underused site in Botafogo. Meetings have been positive and a plan for the site has been drawn up.
- An approach to Instituto Benjamin Constant to work with Paralympic competitors and assist with the development of their facilities.
- Ongoing search under the auspices of the Development Committee of potential sites In Botafogo

- Liaison with owner of BodyTech with a view to use of facilities for Class 10/11 students.
- Progress has been made in pursuing the right to develop and use a piece of empty land opposite the Barra site. We are waiting for the next stage of development which involves transfer of ownership to the Prefeitura and eventual approvals for the school's development and use.

(ii) A committee was established with representatives from the Board and PTA and a set of draft statutes – which includes the structure of the Association - have been drawn up by a lawyer specialised in this area. The association will be able to raise funds for a variety of causes (social and environmental) and school development. While independent of the school, the ABE/Board of Governors will be vested with the power of veto in all decisions made by the association. A proposal will be presented to the ABE for consideration and approval.

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5. Goals 2010

Whole-School Goal

To review the pastoral system across the whole school, identify all contributing structures and practices (and any evident gaps), develop a strategic plan for improvement of all services and devise a descriptive model of the system which can be communicated to all parents, pupils and staff.

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Sites Goals

- Botafogo and Barra Sites Goal

To implement the first phase of an assessment structure which provides externally validated quantitative data for tracking pupil progress and performance.

- Urca Site Goal

All departments to make use of assessment data at IGCSE level to predict and set targets for pupils entering the IB programme based on the analysis made in 2009.

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SMT Goal

To undertake a review and develop a strategic plan for the development and improvement of all school communications including the extranet, school information management systems, website, prospectus, manuals and daily and emergency communications between school and parents and between sites.

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Board Goal

(i) To continue the search, location and acquisition of the use of *alternative* PE and Sports facilities for Zona Sul and *additional* space for PE and Sports in Barra.

(ii) To establish alternative sources of funding to support school development and set up an endowment fund (*associação*).

(iii) To establish an effective succession plan in preparation for the planned retirement of the current Director in December 2011.

6. Future plans and issues 2010 and beyond

The Recommendations from the CIS Accreditation Report and the plans to address them still drive some areas needing development. These are set out in the CIS Accreditation First Report on Progress and Planning Key Focus Areas were identified as (most of which have been addressed in this Report):

Vision and Mission

Curriculum Articulation and Documentation

Class 5 issue (Botafogo)

Management Reorganisation and Clarification

Meeting the range of abilities; diverse learners; Gifted and Talented

Assessment and learning; curriculum review

Class sizes; space issues

Communications and Decision-making

Aside from these areas and the SADs in the 10-Year Plan, some important areas for development, or better definition, are:

- The role and development of ICT across the school.
- The development of an Extranet and whole-school information management system.
- With the demise of the UK SATs tests, we must investigate and define how we can benchmark and provide useful information for tracking the progress of pupils from entrance to exit. We are looking for an appropriate system which will provide reliable and externally validated information for us.
- A review of the Language Policy and establishing practical measures to raise standards of English across the school. (a cross-site working party has been established to develop strategies to address the need to improve the quality of written and spoken English across the school)
- For Botafogo in particular, following the opening of the Mackenzie Building we need to define how we can further improve space provision for teaching and learning and conditions on the site.
- Establish the degree to which the school should develop “institutional responsibility” for social and environmental matters and develop Core Policies for these areas
- A review of practice and the school’s *regimento interno* (by-laws) regarding *recuperação*, *conselho de classe* and reporting (to be led by the Urca Management Team)
- Assessment for Learning – a cross-site working party has been set up to develop the outcomes of the whole-school action research into this area which took place during 2009.
- Enhanced Learning (formerly ‘gifted and talented’) – a cross-site working party will design strategies for how classroom practice can be further developed.
- The review of the Pastoral System (the whole-school goal for 2010) – a cross-site working party has been established to lead this review.
- Review of all job descriptions (and the Framework for Teaching) – the EMT will be leading this throughout Term 1.
- Preparation of the move from the old staff Appraisal system to a Performance Management system.
- One School Policy – define further strategies to ensure common practice and standards in teaching across the three sites.
- Classes 4 and 5 – a review of how this transition can be better accomplished at the Barra and Botafogo sites.
- Curriculum mapping – the development of software (Rubicon Atlas) to assist the school with articulating the curriculum vertically and horizontally.
- A review of the role, salaries and conditions of Assistant Teachers.
- Primary curriculum review (by Heads of Section)
- The Goal regarding the improvement of communications at many levels will be a major focus for the School Management Team.
- Our initiative to set up a ‘school information management system’ through the UK system SchoolBase did not work out for a number of reasons, mainly of a technical nature. We are currently exploring local alternatives to find a system that meets our needs and is able to unite administrative and educational areas.
- Sports facilities at Urca
The loss of Forte São João for sports and PE is a major challenge. We are currently making use of the limited facilities at the Clube Militar on Praia Vermelha and seriously need to resolve this issue as soon as possible. We continue to explore possibilities.

- Barra Senior School Development - the Barra Site now runs from Pre-Nursery to Class 7 with some 640 pupils. We are now preparing for our Barra students to embark on the IGCSE and International Baccalaureate programmes. Our current Class 7 (19 pupils) will be sitting the IGCSE examinations (when they become Class 9) in November 2012. They will start the IB in February 2013. We are currently applying to be a centre for the Cambridge IGCSE (and related exam boards) and for the IB. The next phase of construction at Barra will be very significant in ensuring we have the facilities to run the IGCSE and start the IB.

Concluding Remarks

This is a very long report reflecting a very busy school that is proactively addressing a large number and range of issues in every area. The most important area is teaching and learning and progress in raising standards of teaching and learning is encouraging but there are still some significant areas for improvement. My colleagues are working very hard to address these issues. They are also working very hard to provide a wide programme of activities and opportunities for the students beyond the classroom. Much of this endeavour and commitment lies above and beyond the call of duty and is to be commended. I am particularly indebted to the three Heads of Site and their teams for leading these developments and making such evident progress.

The range and number of significant facility projects reported above involves a massive amount of additional work and dedication from my colleagues, in particular, Da Claudia Ribeiro and her team. Claudia's efficiency and determination in successfully undertaking and overseeing ongoing building and renovation projects is very impressive and I would like here to acknowledge and thank her for her leadership and resolve. Every new project requires considerable bureaucratic processes and inspections to ensure that the school meets all the exigencies of Brazilian educational law. In this respect, the efficiency, thoroughness and precision of Da Therezinha ensures that every requirement is met.

Finally, I would like to acknowledge the impressive role played by the Board of Governors in overseeing the whole development of the school. Many individuals play an extremely active and time-consuming part in the process in their entirely voluntary capacity. They carry very significant responsibilities. Their passion and commitment have gone a long way in ensuring the positive, healthy and successful development of The British School.

PW/SMT 28.04.10