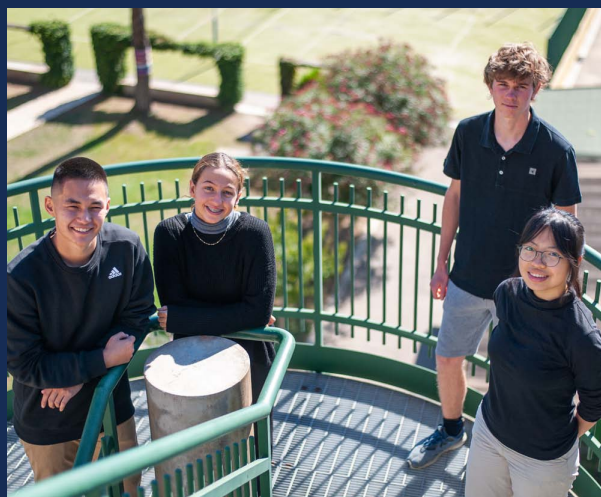




ST GEORGE'S
BRITISH INTERNATIONAL SCHOOL ROME

ANNUAL REPORT

2020 - 21







CONTENTS

04	Introduction from the Chair of the Board of Governors
06	Introduction from the Principal
08	The Board of Governors
10	The School Strategy Team
11	Vision, Mission and Values
13	The Year in Review
13	IB Results
16	IGCSE Results
18	Academic Results from the Lower School
19	Academic Results from the Junior Schools
21	Pupil Numbers
22	University Data
24	Pupil Demographics
26	Financial Data
28	Teacher Profile
32	International Profile
34	Objectives for the Year Ahead



INTRODUCTION FROM THE CHAIR OF THE BOARD OF GOVERNORS



We are very pleased to share with you this Annual Report for 2020-21, which provides a summary of the school's accomplishments over the past year. From outstanding IB and IGCSE results, down through to the Lower School and Junior Schools, our pupils have continued to thrive.

Enclosed within, you will find an overview of academic attainment from across the school, along with university data, admissions and enrolment statistics, financial data and staffing information.

You will also learn more about the school's objectives for the year ahead.

The past year has certainly been one that we will not easily forget. It has presented us all with challenges to overcome. It has also seen outstanding achievements in a number of areas for us to celebrate. As a community, we at St George's have come together strongly, learning along the way, supporting each other through these tough times and making the most of the opportunities we have been able to share together.



Parents, Pupils, Teachers, Staff, Governors and Trustees: a huge 'thank you' to each and every one of you for contributing to an exceptional St George's school year. To our pupils in particular, your hard work, perseverance, resilience and adaptability to varied methods of learning are of inspiration to us all. This of course could not be possible without the formidable support and involvement of your families.

A heartfelt thanks must go out to our Principal, Mr David Tongue, and the school's leadership team. It is thanks to them that the school has successfully navigated through the COVID-19 pandemic. They and all teachers have gone above and beyond in their exhaustive efforts to ensure that the school continues to be one of the leading British International Schools in Europe and an exemplary beacon of light within Rome's international community.

The hard work of our teachers and support staff must be applauded. The extra time put in to ensure that each child has continued to receive the support and the excellent education they need in order to become outstanding individuals, within a welcoming and safe environment, will forever be appreciated by all parents and guardians of the school.

I would also like to thank of all the Governors and Trustees who have dedicated their valuable time as volunteers to oversee the activities of the school and ensure that St George's takes its next steps into an ambitious and ever more prestigious future. It has been a true pleasure working with all of you.

I am hopeful that the coming year will bring to all of us the rewards and satisfactions that were lacking in these previous pandemic years. It is because of these hard times that we can be certain that, should there be any challenges to be faced, our community members now know that they will not be faced alone, and this is the source of pride that we all have in being part of the St George's community.

Congratulations to all on a most successful year and cheers to an even better year to come!

Dr Michael Carvalho
Chair of the Board of Governors



INTRODUCTION FROM THE PRINCIPAL



The last academic year was, of course, dominated by the COVID-19 pandemic. Whilst this has continued to create challenges for our pupils, it has also brought out the very best in them and their teachers.

Our pupils have continued to excel in their learning: results at IB and IGCSE were, once again, the best the school has ever recorded, and whilst it must not be forgotten that there were no examinations again this year, these students' considerable achievements must not be underestimated. The university profile of our graduating Class of 2021 is also one of our best on record, and its increasing diversity is testament to the broadening horizons that St George's pupils are developing.

Unlike many international schools around the world, the school has strengthened during this period in terms of its admissions position - with almost all year groups full with substantial waiting lists in place. We have also maintained and increased our wonderful international diversity with 92 different nationalities now represented on our pupil roll. Ensuring the school's sustainability, with a relentless focus on improving everything that we do as a school, has been a key priority during this challenging period, and our increasing drive to keep everyone safe whilst approaching normality has been welcomed by our community. As a not-for-profit school, our strong financial position ensures that we have sufficient resources to invest in improving the



school - whether this is through personnel, facilities or financial support for much-valued members of our community who have fallen on difficult times. It has also been wonderful to witness the return of a rich co-curricular programme and our expanding academies programme is helping to ensure that whatever a pupil's passions are, we will try to cater for them within the school.

The last academic year has continued to see the school achieving external validation - we have, for the second year running been named as one of the top ten private schools in Europe and one of the top 100 private schools in the world in the prestigious Spears Schools Index. We continue to be represented on the board of the Council of British International Schools and an active participant of the International Division of the HMC. Our recent designation as a Training School has also now culminated in our formation of Teaching Together in Europe alongside two other leading international schools and a number of top universities and providers of initial teacher training in the UK. Members of this group are the only institutions outside the UK that are offering placements for trainee teachers who are working towards official UK qualified teacher status.

Since 2019, the school has been working on the strategy outlined in *The Way Forward*. The culmination of this plan has seen the school recording record-breaking successes in terms of pupil numbers, financial returns for reinvestment, academic results at both IGCSE and IB, an outstanding inspection report and a significantly increased international profile. The closing stages of the plan have coincided with the pandemic and

the Brexit withdrawal agreement, both of which have required and will continue to require the school to proactively manage the challenges that these dual crises create.

An exciting new plan entitled *The Next Steps* has been approved by the Board of Governors. This updated plan, which covers the next two academic years, targets maximising the school's many strengths, overcoming and mitigating against the small number of systemic weaknesses, exploiting the numerous opportunities that exist to further develop the school and buffer the school from any threats to ensure that it continues to thrive as the school of choice for the international community in Rome. Central to the plan is the notion of the Triangle of Support. At the top of this triangle are our pupils and their needs must always be paramount. In order to support this, the parents and the school must work together in collaboration to ensure the best possible outcomes for all our pupils in all areas of the school's operation.

I would like to take this opportunity to thank all members of the school community for all they have brought to the school this year - our teachers, support staff, board members, parents, and, most of all, our pupils.

David Tongue
Principal



THE BOARD OF GOVERNORS

The school is owned by the St George's School Association, represented by the Board of Governors (BoG), which is elected by the members of the Association.

It acts as custodian of the school, with responsibility for the overall strategy and long term viability of the school.

GOVERNORS



MICHAEL CARVALHO
Chair



RICHARD DUNN
Vice Chair



CARLO BRAGAZZI
Treasurer



**MARIA TERESA
ANDERSON D'ECCELSIIS**
Member



NICK BROUGH
Member



AZZURA CALTAGIRONE
Member



SALVATORE CAROLLO
Member



RITA MARIA COVIELLO
Member



ALEXANDRA DE CURTIS
Member



LUISA GATTI
Member



ROB GUTHRIE
Member



HELENA LUNDGREN DOYLE
Member



FLAMINIA MURATORI
Member



HELEN ANDREW
Staff Association



JACO LUYES
Staff Association



ERICA LUISA SATTA
Clerk to the Boards
of the Association



COMMITTEES



SALVATORE CAROLLO
Education Committee Chair



NICK BROUGH
Governance and Risk Committee Chair



CARLO BRAGAZZI
Resources Committee Chair

THE ST GEORGE'S SCHOOL ASSOCIATION

The Association was established by parents, on a not-for-profit basis, to oversee the school. The aim of the Association, established in 1966 as a legal entity by Presidential Decree, is to encourage, support and provide education in accordance with the terms that organise education in the UK, whilst working within the framework of Italian law.

The Association holds an Annual General Meeting (AGM) to approve its audited accounts and to appoint members to the Board of Governors.

THE OPERATING COMPANIES (THE “SRL”)

The Operating Companies of St George's British International School are responsible for the management of the La Storta site (St George's School SRL) and the City Centre site (Piccolo Mondo Scuola Elementare e Materna SRL). “SRL” is the Italian equivalent of the British “Ltd”. The two SRL, through the Principal, annually present an operating plan and budget for the following year, together with annual revisions and updates to a multi-year strategic plan.





THE BOARD OF DIRECTORS OF THE TWO SRL

David Tongue (Chair)

Michael Carvalho (Vice Chair)

Salvatore Carollo (Member)

THE BOARD OF TRUSTEES

The Board of Trustees fulfils a vitally important role, overseeing governance activities from a distance, without direct involvement. Its key role is to watch over the Board of Governors to ensure that the statutes are rigorously adhered to, in letter and spirit in the best interests of the School, students and staff.

The three current Trustees are **Peter William Lloyd**, a former St George's Parent and Chair of the Board of Governors, Ambassador **Giovanni Castellaneta** and **Keith Hamill OBE**, Pro Chancellor of Nottingham University and company director.

THE SCHOOL STRATEGY TEAM

The Strategy Team is responsible for shaping the school's future development and developing the school's educational and commercial strategy. The core membership comprises of the following members:

David Tongue

Principal

Mary-Clare Startin

Vice Principal & Head of Senior School

(from January 2022)

Chris Williams

Head of La Storta Junior School

Matthew Woodhead

Head of City Centre Junior School

Lucio Rago

Director of Finance and Operations

Brett Kershaw

Head of Admissions and Marketing



VISION, MISSION AND VALUES

VISION

Our vision is to become one of the leading **British International Schools** with a global reputation for excellence and innovation.

MISSION

Our mission is to ensure that all pupils become the **very best version of themselves** so that they can excel today and into the future. We focus on the inspirational teaching of a broad, deep

and balanced curriculum leading to the holistic development of highly competent, knowledgeable, compassionate and committed pupils who are inspired by the best British International education within the rich cultural and historical context of Rome.

VALUES

Our three core values are:
**internationalism, inclusivity
and excellence.**







THE YEAR IN REVIEW

IB RESULTS

Analysis

- The IB average points score was the highest the school has ever achieved for the second year running.
- Value added on average was positive for all subjects and for all key groups within the school with almost two grades (1.76) being added to each pupil in each subject.
- When combining an analysis of raw attainment (APS), value added (VA) and comparison with world averages (WA) all subject areas were at least good with the overwhelming majority being either excellent or world class.





GRADE DISTRIBUTION FOR THE CLASS OF 2021

Summary

Number of Diploma candidates:	71	Average points:	37.24	% of students gaining 38+ points:	49
Number of candidates who passed:	71	Average subject grade:	5.88	Number of pupils achieving 45 points:	4

IB Grade	7	6	5	4	3	2	1	Average
Art History SL	3	1	1					6.40
Biology HL	3	9	2	4				5.61
Biology SL	2	2	3	1				5.63
Business Management HL	8	8	3	6	1			5.62
Business Management SL	3	2	1					6.33
Chemistry HL	3	3	2	1				5.89
Chemistry SL	1	4	2	1				5.63
Computer Science HL	2	1	1					6.25
Computer Science SL	2		1					6.33
Economics HL	4	10	7	1				5.77
Economics SL	3	3	2	1				5.89
English A Lit HL	1	3	2					5.83
English A Lit SL	2	3	1					6.17
English A Lang & Lit HL	7	15	8	3				5.79
English A Lang & Lit SL	2	13	7	1				5.70
English B HL	3							7.00
English B SL	2	1						6.67
ESS SL	2	4	7	6	4			4.74
French B HL	1		3					5.50
French B SL	3	4	1					6.25
Geography HL	2	4	3					5.89
Geography SL	2	1	1					6.25
German B HL	1							7.00
German B SL	1							7.00
History HL	6	5	2					6.31
History SL	3	1						6.75
Italian A Lang & Lit HL	2	3	2					6.00
Italian A Lang & Lit SL	3	6						6.33
Italian Ab In. SL	3	6	2	2				5.77
Italian B HL	5	4						6.56
Italian B SL	7	2						6.78
Mandarin A Lit SL	2							7.00
Mandarin B HL	1							7.00
Maths AA HL	6	6	2					6.29
Maths AA SL	5	8	6	2				5.76
Maths AI SL	7	12	9	8	2			5.37
Music HL	2		1					6.33
Physics HL	6	4	2		1			6.08
Physics SL	1	3	2	1	1			5.25
Russian A Lit HL		1						6.00
Spanish B HL	4	3	2	1				6.00
Spanish B SL	2	2						6.50
Theatre HL	2							7.00
Theatre SL	1		1					6.00
Visual Arts HL	5	3	3					6.18
Visual Arts SL	2							7.00
Overall Subject Average								5.88
Average IBDP Total Points								37.24





IGCSE RESULTS

Analysis

The percentage of 9-7 (A*/A) grades at the school equaled last year's record-breaking results.

- Value added on average was positive for all subjects and for all key groups within the school with almost two grades (1.81) being added to each pupil in each subject.

- When combining an analysis of raw attainment and value added, the performance of the overwhelming majority of pupils is either excellent or world class.

	2021
% A*/A or 9-7	67
% A*-C or 9-4	97
% A*-G or 9-1	100
Number of Candidates	70
% of pupils achieving 5 A*- C or 9-4	99
% of pupils achieving 5 A*- C or 9-4 inc English and Maths	97





IGSCE GRADE DISTRIBUTION 2021

Grade	9	8	7	6	5	4	3	2	1	Total	Av	%9-7	%9-4
Art	8	4	5	1						18	8.06	94%	100%
Biology	9	8	12	4	4	1	1			39	7.18	74%	97%
Chemistry	10	6	8	7	2	5				38	7.00	63%	100%
Computer Science	1	5	4	2	1					13	7.23	77%	100%
Design Technology	7	7	6	7	1	1	1			30	7.17	67%	97%
Drama	6	1	4	2	1	2				16	7.19	69%	100%
English Language	17	14	13	9	5	8	1			67	7.01	66%	99%
English Literature	18	11	16	8	6	7				66	7.09	68%	100%
French (early entry)	2	1								3	8.67	100%	100%
French	8	4	4	2						18	8.00	89%	100%
Geography	3	5	8	7	3	2		1		29	6.55	55%	97%
German	3	1			2	1				7	7.00	57%	100%
History	12	13	11	7	8	3	1	1		56	6.93	64%	96%
Italian (early entry)	26	11	5							42	8.50	100%	100%
Italian	4	3			1		1			9	7.56	78%	89%
Mandarin			1							1	7.00	100%	100%
Mathematics	16	10	9	12	14	5	2			68	6.69	51%	97%
Music		2	2		1					5	7.00	80%	100%
PE	1	2		1	4					8	6.38	38%	100%
Physics	16	5	8	3	2	3	1			38	7.45	76%	97%
Russian	2		1								7.67	100%	100%
Science Dual Award	3	6	2	6	9	7	5	2		40	5.43	28%	83%
Science Single Award			1		1	1	3	1	1	8	3.50	13%	38%
Spanish	11	3	4	4	1	1		1		25	7.44	72%	96%





ACADEMIC RESULTS FROM THE LOWER SCHOOL (YEARS 7, 8 AND 9)

Grade	4	3	2	1	NA	Av	%At/Ab	%Ab
KS3 Art Attainment	61	107	26	2	0	3,16	99%	86%
Y9 Biology Attainment	18	32	15	6	0	2,87	92%	70%
Y9 Chemistry Attainment	23	26	14	8	0	2,90	89%	69%
KS3 Drama Attainment	91	76	26	3	0	3,30	98%	85%
KS3 DT Attainment	47	125	22	1	1	3,12	99%	88%
KS3 English Attainment	59	89	43	4	1	3,04	97%	76%
KS3 French Attainment	28	34	34	10	0	2,75	91%	58%
KS3 Geography Attainment	35	97	48	16	0	2,77	92%	67%
KS3 German Attainment	18	8	7	0	0	3,33	100%	79%
KS3 History Attainment	57	109	26	3	1	3,13	98%	85%
KS3 ICT Attainment	54	128	14	0	0	3,20	100%	93%
KS3 Italian ADV Attainment	20	62	9	0	0	3,12	100%	90%
Y7-8 Italian INT Attainment	18	17	3	0	1	3,39	97%	90%
KS3 Italian BEG Attainment	10	21	14	5	0	2,72	90%	62%
KS3 Latin Attainment	5	8	1	0	0	3,29	100%	93%
KS3 Mandarin Attainment	5	8	4	2	0	2,84	89%	68%
KS3 Maths Attainment	37	82	54	21	2	2,70	88%	61%
KS3 Music Attainment	68	105	22	1	0	3,22	99%	88%
KS3 PE Attainment	4	97	85	9	1	2,49	95%	52%
Y7-8 Science Attainment	38	51	31	4	1	2,99	96%	71%
Y9 Physics Attainment	28	30	10	3	0	3,17	96%	82%
KS3 Average Attainment	724	1312	508	98	8	3,01	96%	77%

Descriptors: 4 = Excelling 3 = Advancing 2 = Securing 1 = Developing

Notes: Italian INT is a GCSE in Y9. Separate Sciences are taught in Y9

Attainment is high across the Lower School (Key Stage 3) with the majority of pupils in the majority of subjects and year groups exceeding the curriculum standards.





ACADEMIC RESULTS FROM THE CITY CENTRE JUNIOR SCHOOL

		Year 3	Year 4	Year 5	Year 6	Average
English (R)	Above	17.1	9.4	50	14.3	22.7
	At	62.9	62.5	50	81	64.1
	Below	20	28.1	0	4.7	13.2
	At/Above	80	71.9	100	95.3	86.8
English (W)	Above	14.3	12.5	37.5	4.8	17.3
	At	65.7	43.8	37.5	85.7	58.2
	Below	20	43.8	25	9.5	24.5
	At/Above	80	56.3	75	90.5	75.5
English (S&L)	Above	20	12.5	43.8	14.3	22.7
	At	57.1	53.1	43.8	81	58.7
	Below	22.9	34.4	12.5	4.7	18.6
	At/Above	77.1	65.6	87.6	95.3	81.4
Mathematics	Above	25.7	6.3	56.3	0	22.1
	At	51.4	43.7	31.3	90.5	54.2
	Below	22.9	50	12.5	9.5	23.7
	At/Above	77.1	50	87.6	90.5	66.3
Science	Above	8.6	12.5	50	19	22.5
	At	65.7	46.9	50	66.7	57.3
	Below	25.7	40.6	0	14.3	20.2
	At/Above	74.3	59.4	100	85.7	79.8
Average	At/Above	77.7	60.6	90	91.5	78





ACADEMIC RESULTS FROM THE LA STORTA JUNIOR SCHOOL

		Attainment				
		Year 3	Year 4	Year 5	Year 6	Average
English (R)	Above	21,1%	26,1%	33,3%	34,1%	28,6%
	At	63,2%	45,7%	40,0%	59,1%	52,0%
	Below	15,8%	28,3%	26,7%	6,8%	19,4%
	At/Above	84,2%	71,7%	73,3%	93,2%	80,6%
English (W)	Above	5,3%	13,0%	22,2%	18,2%	14,7%
	At	68,4%	39,1%	33,3%	54,5%	48,9%
	Below	26,3%	47,8%	44,4%	27,3%	36,5%
	At/Above	73,7%	52,2%	55,6%	72,7%	63,5%
English (S&L)	Above	10,5%	28,3%	26,7%	36,4%	25,5%
	At	78,9%	50,0%	44,4%	52,3%	56,4%
	Below	10,5%	21,7%	28,9%	11,4%	18,1%
	At/Above	89,5%	78,3%	71,1%	88,6%	81,9%
Mathematics	Above	5,3%	19,6%	37,8%	31,8%	23,6%
	At	68,4%	54,3%	37,8%	47,7%	52,1%
	Below	26,3%	26,1%	24,4%	20,5%	24,3%
	At/Above	73,7%	73,9%	75,6%	79,5%	75,7%
Science	Above	0,0%	23,9%	42,2%	34,1%	25,1%
	At	100,0%	56,5%	48,9%	54,5%	65,0%
	Below	0,0%	19,6%	8,9%	11,4%	10,0%
	At/Above	100,0%	80,4%	91,1%	88,6%	90,0%
Average	At/Above	84,2%	71,3%	73,3%	84,5%	78,3%

Attainment is high across both Junior Schools with the majority of pupils in the majority of subjects and year groups meeting or exceeding the curriculum standards.



PUPIL NUMBERS

For the third year running the school has achieved its highest ever pupil roll in history (peaking at 919 pupils in March 2021) with demand for places at the school remaining very strong. That this has been achieved against the backdrop of a global pandemic which has threatened huge numbers of fee paying schools with extinction is a reflection of the strong and growing reputation of the school both locally and internationally. The school is

now full in the majority of year groups and has waiting lists in most of these.

The 2020-21 school year also saw the opening of our City Centre campus expansion - the creation of an additional wing on the ground floor, adding three new classrooms. Two of these were used to house our Year 3 pupils, while a new, dedicated music space has been created. In addition, two rooms for individual music lessons have been created within the new wing.

EVOLUTION OF PUPIL ROLL

Data as at 1 October 2019 Data as at 1 October 2020

Year Group	2019-20	2020- 21
CCS RD	14	16
CCS GD	15	16
CCS Y1	22	33
CCS Y2	38	24
CCS Y3	34	36
CCS Y4	21	33
CCS Y5	22	19
CCS Y6	19	21
SUB-TOTAL CCS	185	198
LSJS RD	13	7
LSJS GD	11	17
LSJS Y1	20	20
LSJS Y2	17	27
LSJS Y3	38	19
LSJS Y4	30	46
LSJS Y5	40	45
LSJS Y6	38	44
SUB-TOTAL LSJS	207	225
LSSS Y7	62	64
LSSS Y8	62	64
LSSS Y9	67	72
LSSS Y10	69	70
LSSS Y11	79	70
LSSS Y12	77	80
LSSS Y13	77	74
SUB-TOTAL LSSS	493	494
SUB-TOTAL LS	700	719
TOTAL	885	917





UNIVERSITY DATA

DEGREE PROGRAMMES OF THE CLASS OF 2021



DIANA ABILA
Biomedical Science
Lancaster University



REBECCA LEONE
International Management
King's College London



ELIO PASCARELLI
Arts and Sciences
UCL



BINGFAN XU
Computer Science
Queen Mary University of London



LEONARDO BONANNO
Information Management
for Business
UCL



VALERIA LI
Management (Innovation,
Strategy and Entrepreneurship)
University of Manchester



BIANCA POZZI
English
University of Cambridge



JULIANA YONGA
Marketing and Management
with Psychology
University of Sussex



JOSHUA DA COSTA
Politics
City, University of London



NICOLA LIU
Information Management
for Business
UCL



RYEIKA REBELLO
Youth Work
University of East London



NICO ZHAO
Chemistry
University of Edinburgh



MATTIA D'AQUINO
Chemical Engineering
University of Manchester



CLEMENTE MANFREDI
Philosophy, Politics
and Economics
University of Warwick



ARYANE SEGURINI AREF
Fashion
Istituto Marangoni, London



LEGYAAN THAPA
Liberal Arts
Emerson College



MARIA DE LA POZA SICILIA
Psychology
City, University of London



MADDALENA MARTELLI
Digital Animation
Bath Spa University



JIMMY TRENCHARD
History
University of Exeter



UMMAR ANIMON
Engineering
Simon Fraser University



DAMIAN FLORE
Popular Music Performance
and Songwriting
BIMM Institute



VIOLA MARTIN
Physics with Scientific
Computing
University of Bristol



GIORGIO VALENTE
Business with Marketing
City, University of London



JACOB SSAMBA
Aviation and Business
Mount Allison University



MATILDE FULFARO
Human, Social and Political
Sciences
University of Cambridge



CATERINA MCNELLIS
Arts and Sciences
UCL



LEONARDO VALENTE
Physics
UCL



SARA ZIADAT
Pharmaceutical Chemistry
University of Toronto



GRACIE GOHN
Art and Design
University for the Creative Arts



LUPO MILLS
Textile Design
University of the Arts London



VALERIA VAN DER ZEE PARDO
English Law and Spanish Law
King's College London



ANASTASIA ELISEEVA
Media and Culture
University of Amsterdam



HEIDI HUGHES
Graphic Design
Falmouth University



ANASTASIA NAKOUZI
Philosophy
King's College London



NILUFAR VIANA
Law
University of Bristol



CHRISTOPHER FISICHELLA
Business
The Hague University
of Applied Sciences



MORIA KIHATO
Fine Art Mixed Media
University of Westminster



LIDIA PAN
Economics
University of Manchester



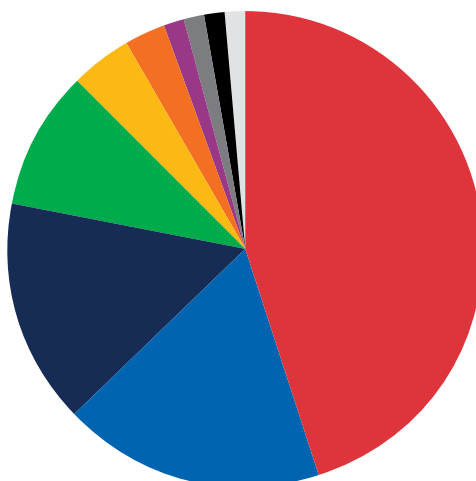
CRISTINA WANG
Physics
University of Manchester



GABRIELE GIOVANNOLI
Arts and Culture Studies
Erasmus University Rotterdam



DESTINATIONS BY COUNTRY



United Kingdom	33
Italy	13
Netherlands	11
Gap Year	7
Canada	3
Switzerland	2
Hungary	1
Malaysia	1
South Africa	1
USA	1



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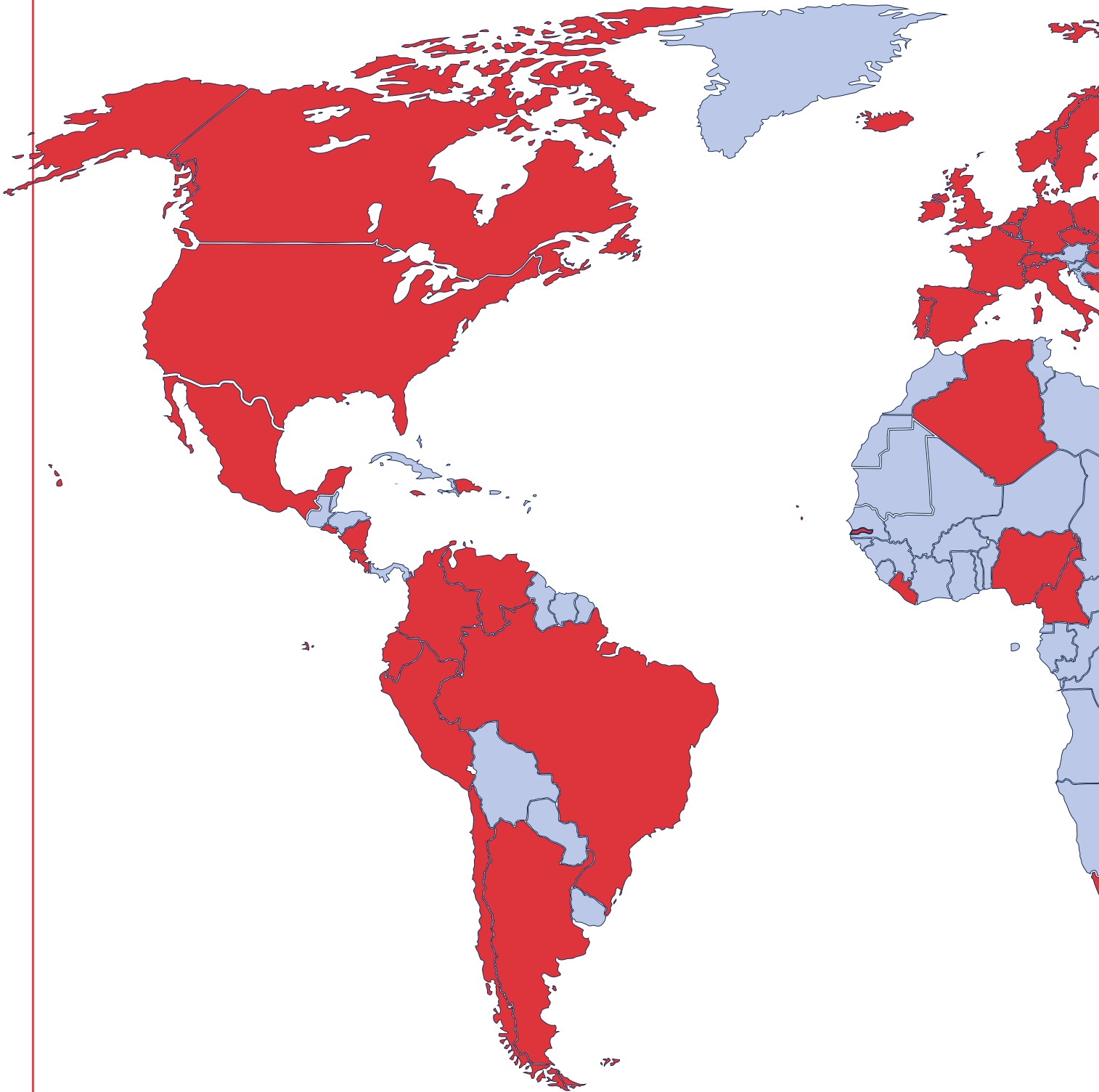
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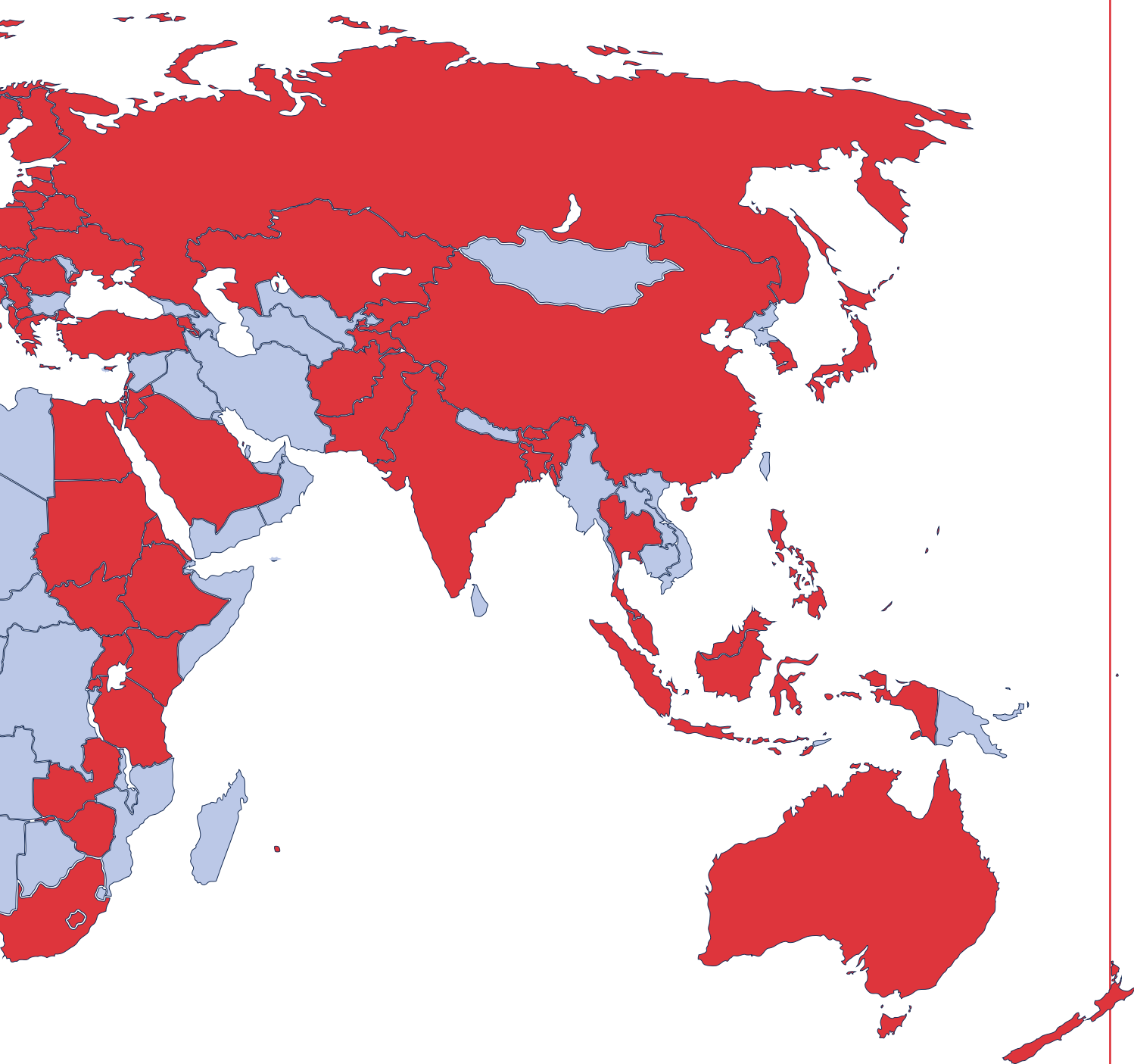


WILLIAM FRANK
Gap Year



PUPIL DEMOGRAPHICS





= THE 92 NATIONALITIES REPRESENTED AMONG THE STUDENT BODY



FINANCIAL DATA

The Consolidated Profit and Loss Statement for the financial year 2020-21 records a profit after taxes of Euro 983,371. Figures are detailed in **Table 1**.

Income from fees accounts for just under 90% of revenue, while two thirds of operating expenditures are personnel costs.

TABLE 1: CONSOLIDATED PROFIT AND LOSS STATEMENT

CONSOLIDATED P&L	2020-21
TOTAL REVENUES (A)	18,004,467
TOTAL OPERATING COSTS (B)	- 16,656,787
OTHER NON OPERATING COSTS (C-D-E)	22,489
PROFIT (LOSS) FOR THE FINANCIAL YEAR	983,371







TEACHER PROFILE

TEACHER/ACADEMIC SUPPORT
TO PUPIL RATIO:

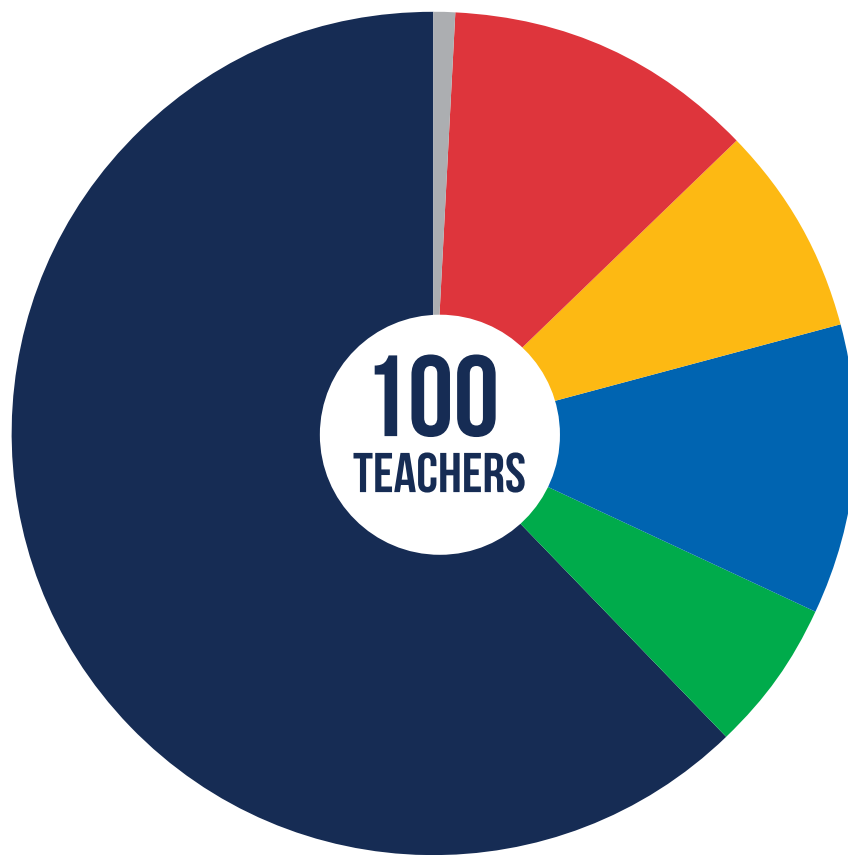
2020-21 **1:6.86**

STAFF TURNOVER:

2020-21 **4.7%**

NEW STAFF:

2021-22	TEACHERS	1	2	3	4	5	6
	SUPPORT	1	2				
	LIBRARIAN	1					



TOTAL TEACHING STAFF:

- 62** Senior school teachers
- 12** LSJS class teachers
- 11** CCS class teachers
- 8** LSJS subject specialist teachers
- 6** CCS subject specialists
- 1** Principal

Plus 35 academic support (TLAs, Librarians, Caregivers, Lab Technicians).
And 34 professional services / support staff (Finance, Operations, HR, Admissions and Marketing, ICT, Secretarial, Infirmary, Maintenance).



TEACHER RECRUITMENT CRITERIA

Education and Training

A	EDUCATION AND TRAINING
A1	Strong academic background identifiable through A-levels and GCSEs (or equivalent)
A2	Good honours degree in teaching subject and a PGCE or a BEd (or equivalent) from: <ol style="list-style-type: none"> 1. Oxbridge (or comparable) 2. Russell Group (or comparable) 3. Other high ranking universities
A3	Full QTS obtained through successful completion of an induction period
A4	Masters degree (or equivalent) in subject or education and/or significant evidence of continuing professional development

Experience


B	EXPERIENCE
B1	Rich and varied experience obtained through one or more outstanding and broadly comparable schools, including: <ol style="list-style-type: none"> 1. Similar British International Schools (e.g. those within the COBIS network) 2. High performing state schools within the UK 3. High performing independent schools within the UK
B2	Existing experience of living and working overseas and/or demonstrable internationalism
B3	Experience within the St George's curricula (IGCSE, IB, National Curriculum)

Skills, Knowledge and Personal Attributes

C	SKILLS, KNOWLEDGE AND PERSONAL ATTRIBUTES
C1	TEACHING AND LEARNING
C1A	Quality of teaching
C1B	Quality of planning
C1C	Quality of assessment
C1D	Quality of ongoing feedback provided to pupils
C1E	Quality of written reports
C1F	Quality of subject knowledge and/or ability within current year group
C1G	Quality of the learning environment created
C1H	Ability to differentiate learning
C1I	Ability to use technology to support pupil learning
C1J	Ability to use pupil data to inform planning and support learning
C2	PASTORAL CARE
C2A	Quality of relationships with pupils
C2B	Ability to create a positive pastoral environment
C3	INTERPERSONAL SKILLS
C3A	Quality of relationships with parents



C3B	Quality of relationships with other members of staff
C3C	Quality of relationships with the school leadership team
C4	COMMUNICATION SKILLS
C4A	Quality of written communication
C4B	Quality of public speaking
C4C	Ability to contribute positively to meetings
C5	ATTITUDE AND PROFESSIONALISM
C5A	Positivity
C5B	Willingness to work hard
C5C	Willingness to reflect on one's own professional practice
C5D	Ability to tolerate frustrations and ambiguity
C5E	Willingness to continually learn and develop
C5F	Willingness to contribute to the co-curricular programme
C5G	Willingness to support school events and functions
C5H	Meeting deadlines
C5I	Attendance
C5J	Timekeeping and punctuality
C5K	Attire and professional dress
C6	LEADERSHIP AND MANAGEMENT
C6A	Ability to lead a team and/or project
C6B	Ability and willingness to delegate to others
C6C	Ability to command the respect of colleagues
C6D	Self-confidence
C6E	Self-motivation
C6F	Initiative
C6G	Problem solving
C6H	Empathy
C6I	Persistence



**INSPIRATIONAL
TEACHING**

COMPASSION

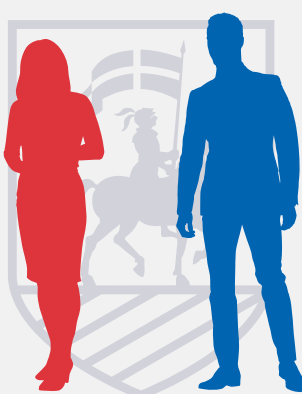
RESILIENCE


POSITIVITY

DEDICATION

CREATIVITY

**ST GEORGE'S
TEACHER**





ENTHUSIASM

PROFESSIONALISM

AMBITION

ATTENTION TO DETAIL

**INTERESTS OUTSIDE
TEACHING**

LINKS



INTERNATIONAL PROFILE



PRINCIPAL ELECTED TO COBIS BOARD

The Council of British International Schools (COBIS) is governed and advised by a Board consisting of international school Headteachers and Governors and education professionals. The Principal of St George's British International

School, David Tongue, was elected to the COBIS Board in 2020, becoming one of just two Heads of international schools based in Europe to be represented. The appointment enables St George's to further increase its international profile whilst being at the forefront of decision making and strategy for the British international schools sector globally.

ST GEORGE'S BECOMES DESIGNATED TRAINING SCHOOL

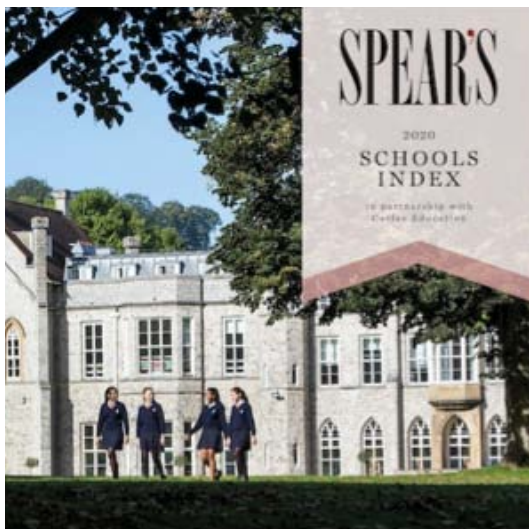
A badging and quality assurance scheme to enable schools to demonstrate the breadth and quality of their commitment to professional development, with an emphasis on Initial Teacher Training (ITT), career progression routes and whole school workforce development.

- Delivering Initial Teacher Training to grow the global teacher workforce
- Regional hubs for hosting CPD
- Enabling regional professional learning networks
- Sharing and modelling best practice
- Connecting and networking of CPD Leaders
- Internationally recognised kitemark



St George's is one of five COBIS Training Schools for the Europe region, alongside the British School of Brussels, The British School in the Netherlands, British School of Bucharest and The English College Prague.

The busy calendar for the upcoming academic year sees St George's hosting its first cohort of teacher trainers, as well as hosting the COBIS Programme for Middle Leaders (CPML) course and the COBIS Conference for Marketing and Admissions Staff.



TOP 10 RANKING IN SPEARS SCHOOL'S INDEX

"For an inclusive, non-selective school, the academic results compare favourably with many other top international schools."

The prestigious Spear's magazine, in association with Carfax Education, named St George's as one of the top 10 schools in Europe (non-UK and Switzerland) in its 2020 Schools Index.

The Spear's annual Schools Index highlights the best schools in several categories: UK, Switzerland and the rest of Europe. St George's has been recognised for the first time, and features alongside renowned international schools such as the British School of Brussels, International School of Monaco and International School of Paris in its category.

The calibre of schools in the UK category includes St Paul's School, Westminster School, Eton College and Sevenoaks School.

SPRING CONCERT GOES VIRAL

As the pandemic once again prevented the school from hosting its annual Spring Concert at the Auditorium Parco della Musica, plans were put in place by the Department of Music to hold a virtual Spring Concert which could be showcased to the community online.

Rehearsals took place throughout the early part of the Spring Term, gathering pace and ultimately moving towards two days of recording in the beautiful Spring sunshine at La Storta. The end result was spectacular, with over 200 pupils from all three sections of the school contributing to a musical extravaganza. Much to our surprise, within 24 hours of its publication



on YouTube, the concert had gone viral, racking up over 12,000 views! If you didn't get the chance to enjoy the show, log on to the St George's YouTube channel and click Spring Concert 2021.



OBJECTIVES FOR THE YEAR AHEAD

- 01** To ensure that all pupils become the very best version of themselves.
 - a.** To ensure that inspirational teaching leads to exceptional learning.
 - b.** To ensure that all pupils develop holistically, master future skills and are well prepared for the next stage of their education.
 - c.** To ensure that the needs of all pupils are put at the heart of all decision making and that pupil wellbeing is prioritised.
- 02** To ensure that all pupils benefit from state-of-the-art facilities and resources.
- 03** To ensure that community engagement, partnership and outreach work contribute positively to the ongoing development and international profile of St George's.
- 04** To ensure the sustainability of St George's so that the school thrives as the school of choice for the international community of Rome today and into the future.





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