



**Bavarian
International
School**

Annual Report

2020 | 21

Believe. Inspire. Succeed.

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Community is key



Looking back at the 2020–21 school year, I am once again struck by the resilience of our students and staff and the amazing support of one another by our BIS community.

When compared to many other schools around the world, we were fortunate to have so much onsite learning time. However, al-

most all of that time has been spent behind a mask. Has this significantly changed the culture of BIS? BIS has a reputation of being a caring community – when visitors first enter either campus, they describe the feeling they get as welcoming and truly interested. But does that feeling come across from behind a mask? Can staff communicate their passion for students’ progress with their smiles covered? Can we pick up on the cues of whether students are constructing their knowledge through little black tiles on a computer screen? What about collaboration, which is such a major factor in both our students’ learning and our teachers’ planning processes – how do we facilitate it while maintaining social/physical distancing? And how do we keep the sense of community, when we cannot hold our traditional community events?

We have all grappled with these questions and I believe the answer lies in the relationships we have built and continue to build within our community. Our attempts to increase transparency in our communications will always be a work in progress. The pandemic however, has forced us to focus more on clarity of messaging, since the quick ‘pop into the school office’ or have a quick coffee/tea with other parents wasn’t possible. The multiple feedback loops put in place have helped immensely as well. And, we became even more creative...

After a robust process spanning over 7 years from start to finish, our rebranding

and new website was launched to coincide with our 30-year anniversary. While not everyone was immediately enamoured by our new logo, the fact that our academic seal (the Schloss) remains preserved on our academic documents keeps current and past students and families connected to our BIS community.

That’s right – BIS turned 30 this year and we were able to provide a COVID-compliant community celebration, which was relished by the 2000 who attended and is reflected in the videos produced of the day.

“Unexpected events can set you back or set you up. It’s all a matter of perspective.”

Mary Anne Radmacher

Our relationship-building and creative out-of-the-box thinking with various German authorities, such as school and health, Alumni, donors and company partners has benefited our community. Ranging from allowing more students into onsite learning to strengthening our hygiene concept through extra masks, testing and air-filtration units, BIS has been able to be at the forefront of not only surviving the pandemic but also successfully providing the academic excellence our students deserve while continuing to move our institution forward.

As we continue to navigate this global pandemic and the associated anxieties, we still have little idea how long Covid will continue to impact our lives. I am certain, however, BIS will continue to move from strength to strenght and thrive!

Warm regards

Dr. Chrissie Sorenson

Head of School & Executive Board of BIS



**Pioneering a spirit
of discovery**



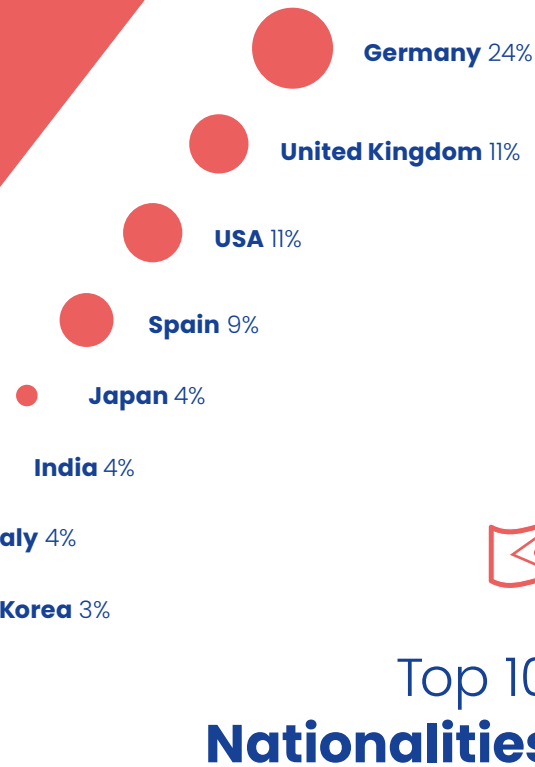


20 awardees for the “Duke of Edinburgh International Award”

7 Candidates for Gold:

Vivienne Holsman
Madeleine Phillips
Karis Koutsourelakis
Georgina Darbyshire-Jenkins
Robin van Wasen
Jerome Holland
Maya Michel

Plus 13 in Bronze



Academic facts

IB DP* students	74
IB DP passing rate of BIS	97%
IB DP passing rate worldwide	89%
IB DP average score of BIS**	37 points
IB DP average score worldwide	33 points
BIS Highest IB DP score	44 points
BIS students with 40 pts or more	28
BIS students with bilingual diplomas	29
IB CP*** students	2
IB CP passing rate	100%

* International Baccalaureate Diploma Programme (IB DP)

** Equivalent to the Abitur grade of 1.8 in the state system

*** International Baccalaureate Career-related Programme (IB CP)

General facts

1991 Foundation of BIS (30th anniversary in 2021)

1 School, 2 Campuses, 1 Spirit

1.150 students from more than **60** nations

210 employees from more than **30** nations



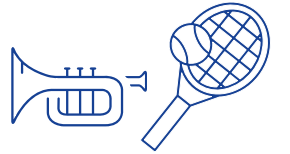
3rd largest international school in Germany

1 of 2 schools in Germany authorised by the International Baccalaureate Organization (IBO) to offer all four IB Programmes (PYP, MYP, DP, CP).



1 of 5.400 accredited

IB World Schools in **159** countries



After School Activities

approx. **80 per week** with more than **400 participants**

Languages

5 modern native languages are taught at BIS: **English, German, French, Spanish, Mandarin**

17 languages in the Home Language Programme

BIS Awards 2020 – 2021



Theory of Knowledge (TOK) Award:
Seán Jordan

CAS Award (Creativity, Activity, Service):
Salome Forchheimer

Service Award:
Zara Ilijas

Community Award:
Henri Winter

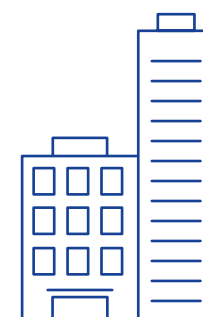
ECIS Award:
Maria Kammermeyer

Academic Excellence Award:
Eren Mitchell

BIS Students 1st choice of universities

(examples 2020-21)

Oxford University
Edinburgh University
King's College London
Imperial College London
University of Amsterdam
Riga Stradins Medical School
McGill University
Duke University
Osaka University
Ludwig-Maximilians-Universität München
Technische Universität München (TUM)



Top companies whose employees send the most children to BIS:

Eurofighter
BMW
Airbus
Samsung
Sandoz

Microsoft
Siemens
Amazon
Google
Linde

Eur. Patent Office
Eur. Space Observation
Infineon
Huawei
Nokia

Audi
Alianz
Essity

Building the future for learning

As we look forward to a new year after a restful Winter Break we can reflect on the previous (somewhat) still turbulent and challenging year it was due to the ongoing Corona Pandemic and its restrictions. Despite that, I feel it was still a successful and satisfying year.



Our community remained vigilant and, luckily, we were able to get through it as routinely as we could. It's not always easy to find the positive but it did bring out strengths in many of us we probably didn't know we had. I saw my colleagues pull together and tirelessly collaborate to plan, strategize and implement a digitally modern and effective way to continue teaching from Kindergarten to 12th grade during the first three months of 2021 when

"Education is for improving the lives of others and for leaving your community and world better than you found it."

Marian Wright Edelman

distance learning remained mandatory. Our only goal was to maintain the standard we pride ourselves on even in challenging times, if not especially then. I said in my message last year that education is not just about textbooks, projects and grades and

I can safely say that the Corona crisis has taught us a lot that we never imagined we would need to know. It taught us how much we need our family, friends, community and most of all our freedom and what it means to have that taken away, albeit temporarily, but it has changed the way we live now. One of the most positive aspects it has is the impact on the environment. With less traffic on the roads and planes in the air we were "forced" to be greener.

Developments for current and future students

Looking onwards and upwards in the first half of the year, we saw the Creativity and Innovation Centre (CIC) enter its conceptual design phase. The Haimhausen Campus, especially Secondary School areas, are located in old buildings dating back to 1998/99. Many special subject areas need a revamp e.g. Science, Design Technology, Fine Arts. The temporary pavilions were never intended to be permanent and are in place for too long already. The phase which was completed in 2019/20 resulted in a usable building according to the German building code. Efficiencies for optimal cost use balance were focused on and implemented. Both the required building budget as well as the building timeline were tightened. 2021/22 will be a milestone year as we need to secure the funding required on our own equity part. We launched our campaign which will need the support from all our BIS community members. We shall remember that parents from the past made today's BIS and its facilities possible. Now we look forward to continuing developments for current and future students.

Sincerely,

Marco Dahl

Business Director & Executive Board

More than just a school

The Bavarian International School is more than just a school and the 2020/2021 school year is proof of that. Despite difficult circumstances and an entire school year in the Corona pandemic, our students, teachers and staff have achieved first-class results. We on the BIS Supervisory Board have also been working hard to support the school.

The BIS Supervisory Board is pleased to mark another successful year of collaboration. We continue to build on the successes of the past years, working closely with the Executive Board to develop a comprehensive fundraising strategy, as well as refocusing our priorities and refining key performance indicators that will allow us to track progress over time.

Our strategic priorities for the next three years focus on:

- Quality of education
- Sound financial strategy
- Positioning the school as a school of choice for academic excellence

These priorities complement our mission, vision, and strategic plan, and provide clear goals to guide our future efforts. The quality of education focus means improving learning environments for students and teachers, professional development for all staff,

and doing more to recruit top educators. We are confident that we've made the right changes to support financial stability. We've done this without undermining quality of education, which remains our top priority. Keeping tuition increases to a minimum is also a top priority. Finally, we are taking action to support asynchronous students in new ways, recognizing the breadth of talents, learning styles and potential among our student body.

An unique community

The pandemic also highlighted that BIS is a digital frontrunner and has been able to implement distance and hybrid learning smoothly and at the highest level. And it was great to see how we stuck together and supported each other during the difficult times. The BIS community is a unique anchor for many families, creating networks and friendships that last a lifetime. Here families find a home away from home.



Two of nine members of the BIS Supervisory Board: Dr. Lynda Sagrestano (Vice Chair) and Marc Aghili (Chair). The 2020-21 Supervisory Board also includes: Stephan Bauer, Dr. Manuel Cubero, Marcus Fischbacher, Dr. Philipp Härle, Roger Hamada, Dr. Ralph Panzer and Silke van Wasen.

“Theme of the year: Resilience”



Dr. Rohan Skene has been working for BIS for 12 years.

For Dr. Rohan Skene, the BIS Secondary School Principal for Grades 9-12, one word in particular describes the challenges of the 2020-21 school year: resilience. In the interview, the 52-year-old Australian talks about the importance of human interaction, the benefits of the BIS Safety Net and learning effects through Corona. The father of three has worked at BIS for twelve years. His motto: “Never judge anyone’s path if you haven’t walked their journey.”

The school year 2020-21 was the first year that has taken place entirely in the ongoing Corona pandemic. What specific challenges did teachers and students have to deal with?

“A few months into the 2019-20 academic year with news coming from our Chinese colleagues, we became acutely aware that the corona virus could see us moving into home or distance learning. At that time we critically looked at our BIS Distance Learning Policy and upscaled its functionality and focus. This gave teachers and students the direction needed to upskill in already familiar and also brand new technology and to really look at the curriculum and the way it could be transformed and renovated so that the learning process did not falter.

The greatest challenge was uncertainty and thus the need for everyone to plan, operate and readjust in a changing landscape. From a management and leadership perspective this was very challenging, often requiring many short term plans, late nights, the need to make decisions quickly and the need to often act instinctively with a high degree of trust and vulnerability.”

How did teachers and students manage to complete this school year so successfully? The average IB DP score of 37 points alone is a huge success?

“Although our distance learning strategy had been very successful, we knew that there was no substitute for having lessons and learning on campus, face to face. Our

plea and push to have grades 10, 11 and 12 onsite, classified as Abschlussklasse and ability to get “bottoms on classroom seats” before other schools, helped with our senior secondary education immensely. Also I think that there was a heightened sense of urgency when we were able to get everyone back in school in early 2021 and the use of the new (and evolving) technology to augment this also helped. Our teachers and students showed great flexibility and versatility during this time and I believe that the growth mindset skills and virtues built up and exercised during this time will have positive impacts in the times to come. Our ability to maintain our resolve and high standards and to come out the other end with our highest IB DP average score ever, speaks volumes for why BIS is an amazing school.”

What other success indicators were you able to measure with your team?

“2020-21 was a watershed year for the secondary school where many signals, signs and revelations surfaced without the need for existence of quantifiable data. We were reminded about the importance of human connection and relationship building and that schools are not just places of learning but rather places where students and staff build meaning together. There was a new found appreciation by students that being in class with your peers, surrounded by all of the other unique influences provided by school, has its rewards. This was also noted by teachers and staff; no matter how advanced technology becomes there is no substitute for real face to face sustained human interaction. The successful work done by our learning support department and pastoral team in making sure vulnerable students were encouraged and catered for during this time, affirmed and strengthened our resolve to become a more inclusive school. Another key signal was the need to “carry on” despite the circumstances and try to offer as rich an experience for students as possible. For the leadership team it was essential to inspire the teachers and maintain a steady course with a focussed and openly communicated message. Our mantra became the 3 C’s, that is: keep Calm, be Clear and Communicate as much as

possible. As you can see there is a clear theme running through the year that centres on resilience.”

How important was the constant engagement of the counseling, pastoral care and wellbeing teams?

“The Pastoral and Counseling teams did an amazing job in ensuring that no children fell through any gaps during the uncertainty of 2020 and 2021. The main aim of these teams is to make sure that all students have access to the curriculum and are catered for no matter what their abilities and dispositions. We pride ourselves on having created a “safety net” that straddles the pastoral, counseling and academic aspects of the secondary school and enables students to succeed within their own gait and rhythm.”

What particular skills have students developed during this time that they might not have developed in non-Corona times?

“Other than enhanced technology skills, it is probably still a little too early to know what the longer term developments in student learning skills will eventuate from the pandemic but I feel it is likely to sit somewhere within the umbrella of flexibility and adaptability. The pandemic is likely to be nurturing a mind set among students that is more adaptive and fluid given the need for young people to operate under a changing educational and societal landscape.”





1. Magical moment: The classic group photo of the graduation class 2021
2. Dignified graduation ceremony in the BIS sports hall
3. Joyful car parade by the parents
4. Personalised education – science as an example



Top 15 in Europe

The 2019/2020 and 2020/2021 school years were the first years to be hit by the Corona pandemic. This fact makes the International Baccalaureate (IB) Diploma Programme (DP) exam results of the respective graduating classes all the more impressive. The class of 2020 achieved 36 points (worldwide average was 31) and the class of 2021 achieved 37 points (worldwide average was 33).

An IB DP score of 37 points corresponds to a German Abitur grade of 1.8 in the state school system. Students completing the Bavarian "Abitur" within the state school system achieved a median score of 2.25 in 2020 and 2.14 in 2021.

With these results, BIS was one of the top three international schools in Germany and one of the top 15 international schools in Europe in 2020, as compiled by the company Education Advisers in the United Kingdom.

Among the 84 students in the BIS class of 2020, 19 students scored more than 40 points (better than a comparable 1.3 in the German system) and 47% of the class graduated with a bilingual diploma. In 2020, our first cohort of seven IB Career-related (CP) Programme students graduated with a 100% passing rate.

"We are proud of our students and teachers, who demonstrate academic excellence every day," said Head of School Dr. Chrissie Sorenson. "We are also very proud of the



"We are proud of our students and teachers, who demonstrate academic excellence every day."

Dr. Chrissie Sorenson, Head of School

achievements of those students who may have struggled, who may have needed extra learning support along the way, and who persevered to pass with success."

Approximately 90 percent of BIS 2020 graduates received an offer from their top two university choices and almost 50 percent were accepted by one of the world's top universities such as the University of Oxford, Imperial College London, University College London, University of California (UCLA), Toronto University, Duke University, London

School of Economics, New York University, Edinburgh University or top German universities such as Ludwig-Maximilians University (LMU) or Technical University Munich (TUM).

BIS is a non-selective school, which means students are accepted who may not have the 2.33 grade point average (German system) typically needed for entrance to the Gymnasium (Abitur).

“We need to engage everyone!”

Emma Morris is getting more phone calls these days from other international schools. They’ve heard about what is happening at BIS and they want to know: How?

Emma Morris is a teacher at BIS and heads the European Eco-Schools project, working closely with colleagues Monica Godoy Hidalgo (City Campus), Andi Pichler and Kim Kermath (Haimhausen Campus). The Eco-schools project is closely linked to the International Baccalaureate (IB) curriculum and its Creativity, Activity, Service programme (CAS).

“It takes just one person to get the ball rolling, to sell the idea, to share the passion and the urgency. A true ambassador,” said Ms. Morris. “This ambassador needs to find a small group of equally-minded people, teachers and students, to take it to the next level. These people must be happy to be on stage and market the idea actively to the community. They have to be the role models for the rest of the school.”

Emma started working on the topic of sustainability at BIS in 2017. In 2019, BIS was given its first Eco-schools award and 2021 was the third year in a row that BIS has received this recognition.

“Going for accreditations, as well as participating in conferences, gives us structure and benchmarking,” said Ms. Morris. “It’s so important to involve all areas of the school, including facilities management, for example. We need to engage everyone on the journey.”

Connecting environmentalism to the curriculum

An integral part of being an Eco-school is by investigating, recognising and celebrating all the ways in which sustainability is studied within the curriculum, such as the 17

Sustainable Development Goals of the United Nations (UN).

“Sustainability and Eco-schools topics are embedded within the school curriculum and outside the classroom. All students of all grade levels study an element of sustainability each year within at least one subject area,” said Ms. Morris.

The BIS curriculum is full of examples where sustainability fits into the curriculum. Within the Primary Years Programme (PYP), there are units in grade 4 entitled “Essential resources are limited and use of them has consequences” and “Living Things” in grade 2. In secondary school, there are schemes of work studied in subjects such as Science, Design, Humanities, and German, to individual research in Grade 10 Personal Projects, the Grade 5 Exhibition, IB Extended Essays, and Service as Action MYP Mentor lessons on the 17 UN Sustainable Development Goals.

The biggest challenges to becoming an Eco-school

Even teachers have to do their homework sometimes, as Ms. Morris learned when first starting a focus on sustainability at BIS.

“Do the environmental review first,” said Morris. “This is a questionnaire students use to go around the school and gather data on issues of sustainability. You have to go back to the basics. You need to know exactly where the issues lie before you start.”

She also recommends making connections within the school at the start of the move-



Passionate Eco-schools coordinator of BIS: Emma Morris.

ment. “Don’t assume everyone gets what you’re doing and how they might be involved. You need to attend their meetings, spend time with your colleagues and get senior leaders engaged and on board,” she said.

Finally, Ms. Morris recommends involving the parent community. “Offer the parent community and other teachers an opportunity to be involved. Perhaps you form an Eco Council, for example. You need a forum for people who are not working at the school or attending the school to still be part of the movement and bring in new perspectives.”

“The point, of course, is about much more than running a successful and engaging programme,” said Ms. Morris. “The point is to make the school accountable and sustainable within the natural environment, to not do more harm than good and to inspire the whole community to develop a long-term environmental mind-set.”

With strong performances and engagement, BIS successfully defended its status as a three-star Eco-school.



BIS is a three-star Eco-school

- BIS focuses on three areas: Biodiversity, Sustainability and Waste
- BIS has three main student groups: The Eco-Agents in Haimhausen Primary (15 students), The Eco-Club in City Campus (9) and The Green Team (32) in Haimhausen Secondary.
- Additional student groups are: The BIS Renewable Energy Team (5), BIS BLOOMS (6), The Litter Team (49), The Permakulture Team (12), The Worm Team (11), The Coral Gardeners (12)

The challenge highlight

The Personal Project is the challenge highlight for all Grade 10 students at BIS – a significant achievement of the Middle Years Programme (MYP). The 15- to 17-year-old students choose a personal topic and a goal, work with support from a teacher/supervisor and must fulfill three components: the project documentation (process journal), the product (or outcome) and the reflective report of more than 3,500 words.

The topic can be freely chosen by the students, based on five global contexts: Identities and relationships, dimensions of space and time, fairness and development, globalisation and sustainability, and personal and cultural expression. The final report is the most important component of the Personal Project and also has the greatest impact on the final grade, for which there are four criteria: investigating, planning, taking action and reflecting.

The Personal Project is not only an academic highlight for all Grade 10 students, but in

addition, it is a wonderful example of acquiring extra skills outside of the classroom, such as self-management, project and time planning, research, self-confidence, communication, critical and creative thinking and collaboration.

"It is a significant body of work produced over the course of the year and is a work of a student's own initiative that reflects their experience of the Middle Years Programme", says Hermione Paddle, Head of Theory of Knowledge and Personal Project Coordinator of BIS.

"The Personal Project provides students with the opportunity to consolidate their learning and develop important skills they will need in both further education and life beyond the classroom. It also helps them develop confidence to become principled, lifelong learners."

International Baccalaureate Organization (IBO), 2021.



Chae Won Song (16) created a design of a house that incorporates features of modern and traditional Korean architecture

"The Personal Project excited me as it was the first project that was done fully by me and my choices and as the project didn't have limits on the themes."



Morgane Berg (16) became a vegan for a month to study the impacts on health and body

"Something that I learned while working on my Personal Project was how to organize myself and manage my time. I also learned how to be more independent. I think that the skills I have developed throughout this project will be useful in the future."



Raul Sanchez Zheng (15) built a computer

"I went from a rookie on computer components, to now having a brain filled with information about them."



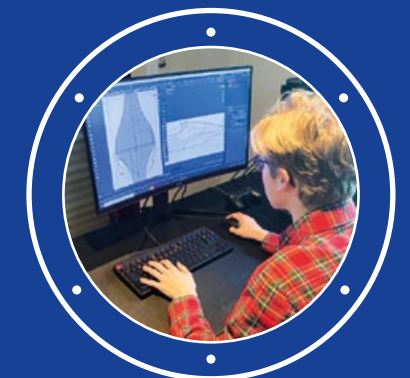
Matteo Pettinelli (17) photographed celestial objects

"I chose the theme of astrophotography because I am very passionate about it. The goal of my personal project was to make people aware of the fascinating objects in the night sky that a lot of people ignore."



Miray Celikoglu (15) created a sustainable greenhouse

"Sustainability and technical innovation are topics that are widely spread in today's society and are applied in a wide range of industries, such as the food industry."



Conrad Taylor (16) designed a virtual 3D Formula 1 car

"This project has given me an insight into how Formula 1 cars function. Additionally, I taught myself a new valuable skill. This skill was learning 3D modeling software. This will really benefit me in the future in my application to university and my future career."

Passion and experience

“Students first” is a guiding philosophy at Bavarian International School. In order to live this maxim, excellent teachers are needed. We are proud to have experienced, passionate, open-minded and innovative teachers who are among the best in the world. Here are just a few examples from our community of 170 educators from over 30 nations.



“There are endless possibilities”

Kirsty Grace, Grade 1 Teacher, Haimhausen

“I’ve been teaching the IB Primary Years Programme (PYP) for over six years. I love that the IB allows students to guide their own learning. As a visual, hands on learner I always struggled in a classroom with a teacher dictating what I should do. The PYP caters to all learners and allows the kids to enter a world where there are endless possibilities. I will never leave it, because with it I learn something from my students every day.

I believe young children and those with English as a second language can learn so much from music in the classroom. With that in mind, I play and write songs for the children wherever possible. I would love to eventually pursue this and write songs and stories for the PYP, especially younger learners.”

Ms. Grace is from Glasgow, Scotland. She taught in Qatar and China before coming to Munich in July, 2019. Even though she’s missed out on the Oktoberfest and Christmas markets, due to the pandemic, she still loves Munich.



“My approach to life is kindness”

Matt Dang, Primary School Physical Education Teacher, Haimhausen

“My approach to life is kindness. My religion is kindness. Don’t waste your energy on being negative. During the 2020/2021 school year, students were at home due to the pandemic. Online sessions were OK, but they would write to me and say, they missed their friends, they were getting sick of their parents, they couldn’t go to playgrounds. That was very difficult for them. I heard that all. It was sad. I had to create things that would motivate them to be hap-

py at home, to have a goal for that period of distance learning. I felt like a counsellor, which is part of why I decided to become a teacher in the first place. I want to help children grow up well.

This attitude overflows to the kids. Being around people in the sports and wellbeing community enlightens me to my life and my body. We only get one, and it’s a temple. I want to keep young at heart and in my body as well. I hope this situation has taught people to think about their lives. I’ve lost close friends and family during my university years. Those people taught me to live today, even when times are hard. It teaches me to love people more and to not take things for granted. When I meet people, I think of them as my friends already. If that’s your setup, then you are open to enjoy life.”

Mr. Dang has been at BIS Primary School Haimhausen since 2014. He is also a professional touch rugby player.



“One big positive was the perseverance”

Susie Stewart, English as Additional Language (EAL) Teacher at City Campus

“This is my 41st year teaching. I’ve taught EAL in lots of different settings: Zanzibar, Nigeria, Cairo, London, the UK, and Italy. I have a lot of international experience in lots of different roles. I’m lucky. My career has been split between teaching in the primary classroom and teaching English as an additional language. That combination of experience allows me to seamlessly marry language learning to the classroom curriculum, and this has been a very successful approach to student learning. It makes the language relevant to the students.

Teaching English with masks, virtually, is so challenging. You want to show them how to make sounds with the mouth and just can’t do it. So the distance learning was hard for me and my students. We had to try new things, we had to get creative. We have two

levels of the EAL programme: beginners and advanced. Last year, the kids took longer to move from the beginners group to the advanced group, because they were home much more, speaking their home language and not being immersed in English. However, one big positive was the students’ perseverance. They were always there 100% and were always willing to try.”

Ms. Stewart has been at BIS for six years. Her youngest son graduated from BIS and is now studying archeology.

“The students want the challenge”

Alissa Carter, Learning Support Teacher & Coordinator of the BIS Infinity Programme

“When I started at BIS three years ago, I took a close look at our data from the International Schools Assessment, which is based on the ‘Programme for International Student Assessment’ or PISA. I examined our BIS students and their patterns of growth over time. This thorough examination gave me a holistic picture of the value of a BIS education. In every grade level and every subject area, our students score in the highest point percentages, globally. These are very high deviations above the mean.

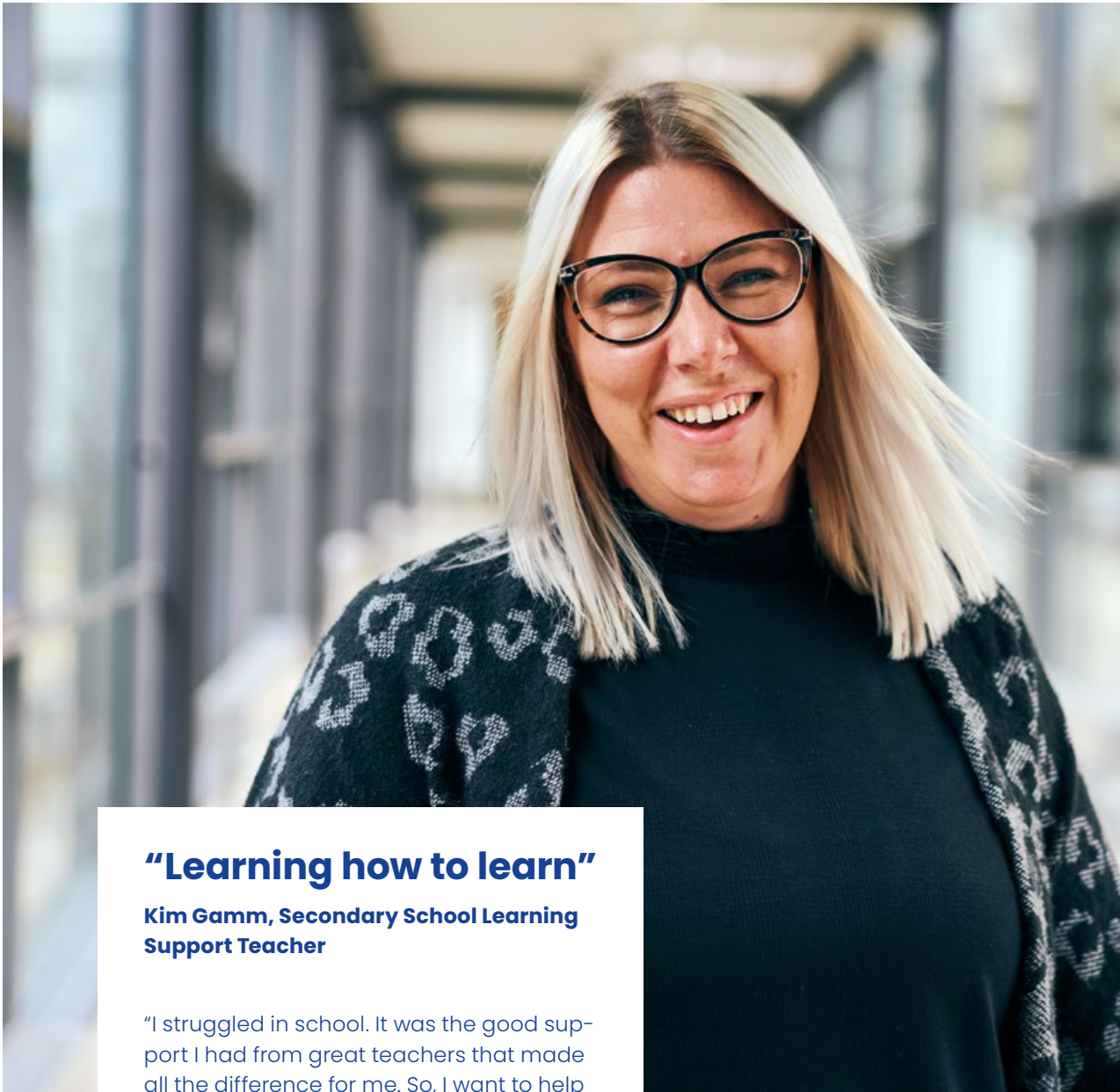
Asynchronous students have high abilities, but they may not be on the same wavelength as their peers, and that’s ok. While they may not get certain social cues, or may have a very different sense of humor than their peers, they all have the potential to excel in many other fields. And that’s why we designated Learning Support to help them keep growing their personalities and abilities both academically and socially.

When we analyzed the 2nd year of ISA results, we had hard evidence that large majorities of our BIS students are scoring in the top percentages of international students all over the world. This shows that the students wanted the challenge, and the school had to keep providing them with the right means to have further success. Looking at the initiatives and programmes the school has, we found that we didn’t have any programming for these students, other



than asking teachers to differentiate for them during a normal class. But as a teacher, you can’t focus on everything at the same time. We all know from our accumulated experiences that different students need different approaches.

That’s where we came up with Infinity, which looks at each student’s choice, voice, and challenge with different types of assessment and includes professional development for teachers to use. The programme took a lot of stakeholder management to get it up and off the ground. We had many meetings and conversations, preparation, and set ups. This was important, and it led to the official launch of the Infinity Programme in school year 21/22.”



“Learning how to learn”

Kim Gamm, Secondary School Learning Support Teacher

“I struggled in school. It was the good support I had from great teachers that made all the difference for me. So, I want to help students who learn differently, students who are not neurotypical. I have a unique position as a Learning Support teacher. I’m not teaching curriculum, I’m teaching skills. I don’t have pressure for grades and content. I’m looking at learning how to learn, skills in executive function, like time management, self-organization, cognitive working memory, self-regulation. I teach kids how to be a successful autistic learner, or dyslexic learner, or whatever their learning profile may be.

My goal as a LS teacher is to be an approachable advocate and support for students, families and teachers. I walk beside them. I’m the middle person, that extra level of support, in a non-traditional teacher

role. As a society, we are increasing our awareness of the range of factors that can impact student learning, for example, social emotional factors and trauma. The profile of students is changing everywhere. We, as a high-achieving school, have the opportunity to be inclusive in a new way. That’s exciting for me.”

Ms. Gamm is Canadian and has been at BIS since August 2020. She previously worked in Canada and at Munich International School. She has worked in the field of Learning Support for 14 years.



The value of “close reading”

Hermione Paddle, Head of Theory of Knowledge at BIS, was published in an academic journal for her study of close reading. The study involved a variety of lessons with students in Grade 1, Grade 6 and Grade 9, between BIS and St Leonards in Melbourne, Australia. Without context or background, students discussed and analysed Tupak Shakir’s poem ‘The Rose that Grew From Concrete.’ “Close reading is about being in the moment and analysing the words on the page,” said Hermione. “It is a critical and close reading of literary texts that asks students to give their own immediate perspective and interpretation without any contextual information.” Hermione and her co-author Oliver Woollett, concluded that close reading is a valuable teaching method to include in holistic literacy programs. “I have been teaching at BIS now for seven years and I came here from Melbourne, Australia,” said Hermione. “Learning German has been really useful for my teaching here at BIS – reminding me how challenging it can be to be a learner.”



Bestselling author as role model

Have you ever written an email to one of the world’s most famous children’s book authors? Our BIS City Campus Class 3 students have! And they received a prompt reply from Cornelia Funke. The 62-year-old author is a real star, having published books in 37 languages with a total circulation of over 20 million copies (including Die Gespensterjäger, Die Wilden Hühner, Drachenreiter). Cornelia Funke agreed to meet around 20 BIS German-language students for a Zoom call and answered all their curious questions. “She was very down-to-earth, kind and curious, and responded to each and every child – a really wonderful experience. And we already arranged to continue our contact,” says German-language teacher Birgit Hauke-Swain, who has been working for BIS since 2013 and previously taught English, German and Drama for 12 years at the International School Paris.

Digital pioneers

One picture speaks a thousand words: In this picture, science and chemistry teacher Laura Halcoussis teaches some of her students in the classroom, while others are digitally connected. “I have plugged the iPad into my laptop to create a whiteboard that I can write on with my stylus, that all students can then view in the Google Meet – the ipad and stylus are invaluable in this situation,” explained Laura Halcoussis. The students in the classroom were also part of the digital lesson. “They love being able to connect to and speak with those at home and it is wonderful for me to be able to check in with them and find out how they are.”

BIS is proud to be a digital pioneer and to have been able to offer professional, smooth distance and hybrid learning during the pandemic.



Excellence, no matter what

It seems there is nothing the BIS community of learners can't do. Under normal, non-pandemic circumstances, our teachers and students excel. During the school year 2020/2021, faced with another year of pandemic-impacted learning, they not only met expectations but exceeded them. Here are just a few success stories from our inspiring community.



A standout skiing talent

David Manhart knows how to combine high-performance sport and the academic demands of BIS. The 16-year-old Bavarian is a top skier in Germany. His dream: to make it into the German skiing squad and participate in the European Cup. He trains every day of the week for at least two hours. On top of that, there are competitions, organisation, and travelling. When others are still asleep, David does sports, when others go to bed, he still has to study for school. "I have learned that it is always worth fighting for something you love. A skill I also learned at BIS – just like time management, dedication and perseverance," said David Manhart, of TSV 1860 München.

BIS Careers Day, virtual version

The traditional Careers Day is a significant project at BIS. "Inspiration is a key element of our academic philosophy and an important part of our motto 'Believe. Inspire. Succeed,'" said BIS Head of School Dr. Chrissie Sorenson. In 2021, 180 students from grades 10 and 11 joined the virtual version of that event to learn about the professions and career paths of 14 personalities from a wide range of industries: start-up founders (like Ida Hemmingson-Holl of "Planet Plant-based/photo"), investment managers, medical directors, editors-in-chief, diplomats, psychologists, management consultants, radio directors, HR experts, designers and artists. Careers Day is part of the BIS counseling program for university selection and career guidance.



The toolkit for life

The Duke of Edinburgh's International Award, also known as "the toolkit for life", is a worldwide program designed to promote self-reliance, independence and perseverance for young people aged 14 to 24. In 2021, seven BIS students went on their final gold expedition through the wilderness of the National Park Bayerischer Wald: Vivienne Holsman, Madeleine Phillips, Karis Koutsourelakis, Georgina Darbyshire-Jenkins, Robin van Wasen, Jerome Holland and Maya Michel. It started with a long train journey to the edge of Bavaria in various small trains and an overnight stay. The next day saw participants starting their hike on small paths with an ascent of the "Rachel" (1.452 m) from where there is a view all the way to the Alps, Austria and the Czech Republic. "This was probably the scenic highlight of the trip", said Peter Weinig, International Award Coordinator of BIS, who was supported by Matt Dang (Physical Education Teacher). The next three nights were spent at local camp sites where students had to camp independently while cooking for themselves. With this expedition assessed by an outside specialist and successfully completed, the expedition section of the International Award has been completed.





Our Place production

In its European debut, BIS students performed “Our Place,” a poetic and comically tragic tale. The play, written by Terry Gabbard, was first performed in 2014 at the North Carolina Theatre Festival where it was named “Best New Play”.

Set on a dock, extending out onto a small lake, student actors from Grades 9-12 saw months of rehearsals pay off with their presentation of multi-faceted, emotionally diverse characters. A deep exploration of the script led students to deliver poignant performances which brought audiences to laughter and quiet awe. Artistic expression is a cornerstone of a BIS education.

Even with masks on, some cast members absent due to mandatory quarantine, and the inability to perform live for family and friends, the BIS student cast was committed to delivering a high-class performance. “We are very proud of them,” said Production Directors (and BIS Teachers), Connie Panagakis and Isabel Moraes.

BIS Sustainability Summit

On Oct. 9th, the BIS Sustainability Summit brought together all four 9th grade classes. The aim was to inspire young people to inform themselves, make their own commitments, and to push for positive change in their family, school, and community. Students listened to a number of external, expert speakers, and were then asked to work in teams to create and deliver an elevator pitch on a sustainability topic of their choice. The most well-researched and passionately performed presentations made it to the final four, but only one could win the prize.

Showing excellent delivery, collaboration and spirit, Louisa, Sophia, Mia, Ayotunde, Soyeon and Matheus convinced the judges and won the day. Congratulations!



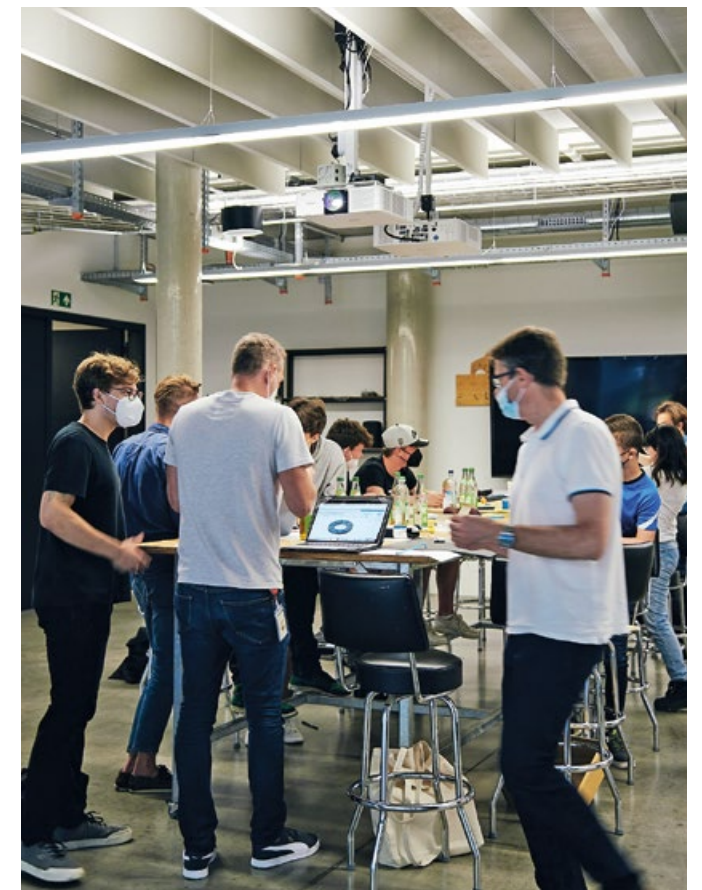
“Teamwork at its best”

The yearbook team had once again created a real masterpiece! On a record-breaking 328 pages in 24×30 cm format, the BIS school year 2020-21 was reflected in a unique way in pictures and texts. “Although this year may not be what we expected, it still happened. School life still went on. Memories were still made. Learning still happened. Technologies were discovered and implemented and even when we were not together, we were together,” said BIS Yearbook Coordinator Kim Kermath, who produced the great work together with Kim House (Educational Technology Specialist), Jayna Dahya (Academic Systems Coordinator), the Grade 12 Student Coordinators Seyeon Kim and Derin Mitchell, and 22 other students. Congratulations to the whole team, an incredible job in incredible times!



Working on the “big idea”

The Career-related Programme (CP) has a focus on project-based, experiential learning. One of the ways BIS achieves this is by forming close partnerships with the wider community. MakerSpace in Garching (a project of UnternehmerTUM) is a publicly accessible workshop, providing a wide range of tools, machinery and high tech fabrication equipment. Robert Clements, CP Coordinator at BIS, describes the MakerSpace visit: “Through our partnership with them, we are able to facilitate the “big idea” event in 2021. CP students from Grade 11 and 12 worked in teams to design the next “top toy”. Using the skills they have developed in the BTEC Business course they then pitched their products to a team of judges including Dr. Chrissie Sorenson. These types of experiences are extremely rewarding for our students, providing them with a broader perspective of the real world of work, while at the same time developing their confidence and skills.”





IB Art Exhibition

Despite significant challenges due to the Corona pandemic, eight BIS students presented a curated exhibition covering two years of artistic exploration and creation. Each student created a body of work in response to their individual intent, as their final assessment for the International Baccalaureate Diploma Programme or Careers-related Programme. The IB Visual Arts curriculum asks students to engage in theoretical practice, art-making practice, and curatorial practice.

"This group of students has been impacted twice by the pandemic, suffering the impacts of not one, but two lockdowns," said Sarah Proudler, Visual Arts Teacher at BIS. "These were major interruptions to their creation process, yet despite all obstacles, they have created, worked hard and been able to curate an exhibition of personal and meaningful art, which they now share with the world." Themes of the exhibition cover mental illness, love, the experience of being Black in our current society, childhood, identity, and societal beauty standards.

The eight students participating in the 2021 exhibition were: Emma (Germany / Peru), Jozhua (New Zealand / Germany), Amelie (Germany), Anneka (UK), Derin (Turkey / England / Jamaica), Alissia (Brazil / Germany), Shaun (South Africa), and Claire (Germany).

Interdisciplinary Unit

What special force brings together language, music, theatre and visual arts? BIS students! Despite many complications due to hybrid learning, our Grade 9 students presented and performed their interdisciplinary unit in June 2021, combining German language, music, drama and visual arts. The students applied a wide range of skills and techniques to create, perform and present their artwork which centered around a historical event, the fall of the Berlin Wall. Students reflected on the past – a Germany physically divided – in a personal, convincing and original way. Their unique interpretations brought the topic to life.



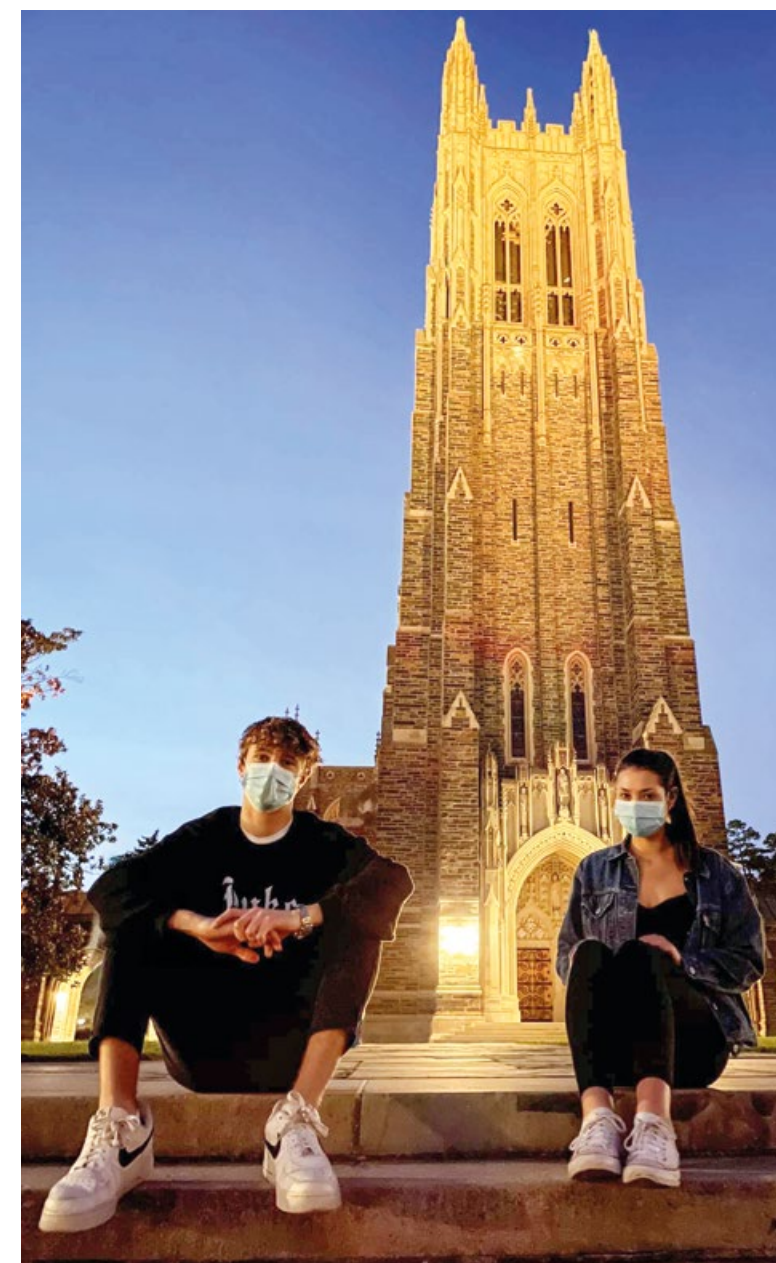
Literature award for Japanese student

Congratulations Saaya Nishi! The BIS student participated in the 41st edition of the Literary Work Contest for Japanese speaking students living abroad. Among 12,258 entries, the 13-year-old was among 498 students honored. She received the award in the essay category. "I am very happy that I got an award for my essay because it gave me confidence in myself," said Saaya, Grade 7. Her work dealt with the power of language and described her feelings and friendships when the language of study and communication changed from Japanese to English. Furthermore, the essay examined the interesting aspects of Japanese that Saaya has recognized since she started learning English. The traditional contest is organized by Japan Overseas Education Services.



BIS students at Duke University

Two students from the Class of 2020 have fulfilled their dream to attend Duke University in Durham, North Carolina: Maya Yelle and Max Holsman. Founded in 1838, the private university with 13,000 students and around 2,500 professors is consistently ranked among the most elite US universities. Due to the Corona pandemic, the start of their studies was anything but easy, but they managed it in the best possible way. "What I love most about Duke is the diversity of the students, whether that be academic interests, extracurricular passions, or ethnicity. I have yet to meet someone from whom I have not learned something new," said Maya.



Design and Art Intern, Oliver Czedkirda

Oliver Czedkirda (BIS graduate 2018) was a Design and Art Intern at BIS in the 2020/2021 school year, an experience which is part of his Product Design programme at Bournemouth University in the UK.

“While I was a student at BIS, I enjoyed everything about the art and design processes in both Design Technology – Middle-Years Programme and Visual Arts – International Baccalaureate. As an intern at BIS, I’m able to work with my own initiatives, understanding rapid prototyping technologies (3D Printing / Laser Cutting), liaising with staff and working with many great teachers. I’m excited to see the work involved in teaching art and design. I’d love to continue learning about curation, photography and sculpture.”

BIS teachers Sarah Proudler (Arts), Robert Clements (Design Technology), and Secondary School Principal, Rohan Skene,



helped organise the internship. Oliver gained working experience and hoped IB art students would benefit from his two years of university study in Product Design. Oliver joined BIS as a third-grader in 2009, after moving back to Germany, following four years in Shanghai, China.



A new star of women’s football

A surprise visit from two BIS alumni: Siblings Katriina (Class of 2019) and Pauliina Talaslahti (Class of 2017) visited our Haimhausen Campus. “It’s a great feeling to be back here. I have so many great memories of BIS,” said 20-year-old Katriina Talaslahti, who has decided to make a career as a professional footballer. The Finn plays goalkeeper for the national team and for one of the best club teams in the world, which has already won the Champions League seven times since 2011: Olympique Lyon. In 2021, she changed to the FC Fleury (France). Her sister Pauliina (22) studies at Fairleigh Dickenson University in New Jersey and also plays football for the university team “Knights”.

A Zuckertüte for the school start

Even though the German tradition of the Schultüte (or Zuckertüte) is a purely German invention from the end of the 18th century, it has long been a tradition at our international school. On their first day of school, Grade 1 students receive their Schultüte in the sports hall (City Campus) or in the auditorium (Haimhausen Campus – here in the photo handed over by Primary School Principal Angela Hölzl). At the assembly, children and parents learn about the history of the Schultüte and the first graders perform their first song rehearsed during the day – a heart-warming start to a new chapter of life.



A significant milestone in the Primary Years Programme

In June, Grade 5 Students at Haimhausen Campus presented months of hard work to their peers and to parents. The Grade 5 exhibition is a significant milestone in the Primary Years Programme.

“This year has been quite different to any we have ever experienced due to the global crisis,” said Ms. Hölzl. “Our students should be commended for their resilience and perseverance. Their positivity and enthusiasm were contagious, their creativity and innovative ideas in finding ways to share their learning has impressed indeed.”

The children managed to hear some feedback on their learning from Grade 4 and Grade 6 students who joined them in the cafeteria for the face-to-face feedback session.

“The exhibition is a powerful demonstration of student agency, as well as the agency of the community that has nurtured them through their years in the PYP. The learning community participates in the exhibition, supporting and celebrating the development of internationally-minded students who make a positive difference in their lives and the lives of others.” (IBO – Primary Years Programme – The Learner)



“Old School Day” in Haimhausen

Learning is creative and joyful at BIS! Grade 1 students at our Haimhausen Campus have a special way of learning about history and the influence of the past on our current society. To support their unit of inquiry, the children prepare for and engage in a role play day called “Old School Day.” The school day and classrooms were set up to reflect how schools were in the early 1900s, using slates and chalk, collecting wood for a fire, etc. Students came to school wearing clothes that children may have worn during Victorian times and teachers adopted historically-accurate characters for the day.

“It is always interesting to see how the children respond to the day. Some enjoy the change and the quiet, while others really empathise with children who went to school in that era”, said Angela Hölzl, Primary School Principal in Haimhausen.



Food drive for people experiencing homelessness

The Student Council started an end-of-term food drive initiative which was highly successful. Students from across the whole City Campus community brought in food and this was shared in the local community to help the homeless.

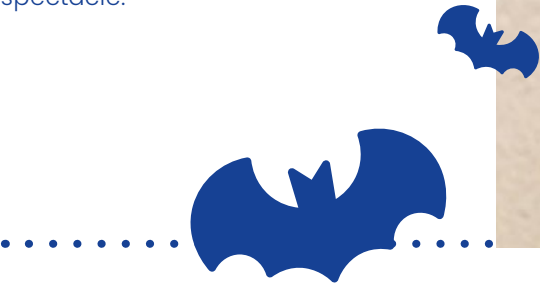


Chill and play in the new sensory room

BIS City Campus developed a sensory room this school year. The sensory room is a calming and safe space. It is quiet and filled with a variety of lights, calming sounds, soft blankets and a variety of blocks. It’s like a playground but intended for taking a breather instead of burning off excess energy. Everything in the space is carefully chosen and placed so that all students, including students who have difficulties integrating their senses, can chill and play in an engaging and calming manner.

Spooky Day

Especially in times like these it is important to keep a sense of humour, have some fun and be in good spirits. In the 2020-21 school year, we were therefore all the more grateful that we were able to hold our traditional Spooky Day, despite Corona. Students, teachers and staff showed off creative costumes – from superheroes to astronauts, scary witches to funny dolphins. The “Trunk or Treat,” organised by our former Parent Teacher Organisation (PTO) for all Primary School students, is a fantastic part of our Halloween spectacle.



Virtual field trips

With the pandemic limiting in-person field trips, BIS City Campus took the opportunity to avail of virtual field trips. Students thoroughly enjoyed museum visits, from Munich to Canada and beyond. A highlight for Grade 4 was Paul Mattin, a polar explorer, sharing his experiences in a Google Meet.



An enthusiastic Eco Club

In the BIS City Campus Eco Club, students enthusiastically worked to develop a more sustainable school community. Students were empowered to drive change by designing and implementing their own projects. They raised environmental awareness by increasing biodiversity in the playground, planting bulbs and installing bird feeders. Additionally they campaigned to reduce the copious amounts of paper towels being used.





The grand finale for Primary School students

In this year's Grade 5 Primary Years Programme (PYP) exhibition, students explored the UN Sustainable Development Goals, working independently and collaboratively. Students proudly tracked their process and learning journeys which entailed research, interviews and taking action. The reflection process definitely helped students become increasingly self aware and for the first time, the students hosted and ran a very successful live question and answer session for the Grades 3 and 4 students in Munich-Schwabing.

Green project with charity effect

For Hubertus, a primary school student at City Campus, his Grade 5 exhibition about "Green Transportation" had a great side effect. His family donated five bicycles of different sizes to City Campus in Munich-Schwabing. "Every family can borrow these bikes, for example when friends come to visit. It is important that we use more green transport and that everyone takes responsibility for the environment," said the 11-year-old BIS student, who varnished the bikes himself and even added the school's new branding.



Speaker and guest of honour at BIS: Prof. Streeck.

A signal of hope in difficult times

Again and again, outstanding personalities are guests at BIS and inspire our students – like Prof. Dr. Hendrik Streeck in September 2020. To have been able to welcome one of the country's most important virologists in the middle of the Corona pandemic is another reason why the Bavarian International School is much more than just a school.

Balance and hope instead of irrational fear – this was Prof. Dr. Hendrik Streeck's core statement regarding the Coronavirus pandemic. The virologist and medical doctor inspired around 170 BIS students from Grades 10 and 11 with a keynote and a Q&A session. Other classes and parents followed the event in the auditorium via livestream. Streeck, who is 43 years old, emphasised his proposal of a traffic light system – now the standard approach, but 'revolutionary' at the time – for dealing with COVID-19. He also called for more individual responsibility in society and for better funding for the World Health Organisation (WHO).

Instead of looking only at the pure infection figures, other criteria such as the availability of intensive care beds should be included in the reaction patterns. "The traffic light system is a pragmatic way to deal with the virus in a more sovereign, open and balanced way, instead of having to shut down an entire country again," said Prof. Streeck.

The head of the Institute of Virology at the Medical Faculty of the University of Bonn stressed that the virus would not simply disappear again and that people would have to be prepared to accept the virus as part of their lives for an unforeseeable period of time.

An exciting perspective

When asked what measures students should take when dealing with Corona, the renowned scientist explained: "You have to think of each person as a small spray bottle that constantly produces small droplets. Therefore, everyday masks, hygiene and distance are very good rules of conduct. The hygiene concept also includes regular airing of rooms." After the event, the virologist was enthusiastic about the dialogue with the BIS students: "I was impressed by the quality, depth and foresight of the questions – and in return, I also took away a lot of inspiration and an exciting perspective from the students' point of view."

"Diversity Rocks!"

Celebrating 30 years of BIS



**Bavarian
International
School**

Believe. Inspire. Succeed.



What a day we had!

The 4th of September 2021 will be kept as a special date in the history of BIS for years to come. Despite the significant pandemic-related hurdles to hosting a large-scale event, the community came together to create a day filled with special moments of diversity, community and excellence. And, a lot of fun!

"With our anniversary event, we made clear that we are a community that values diversity and inclusion. We also showed that we are a creative and innovative 'school of the future,' today. I am particularly pleased that our BIS community was finally able to come together again on this day and strengthen their bond," said Dr. Chrissie Sorenson, Head of School and Executive Board member of the Bavarian International School.

2,000 guests from our community and several guests of honour from politics and business attended the ten-hour open-air event on the spacious Haimhausen campus. The day covered so much of what makes BIS special: student performances on stage, demonstrations of Ed Tech and Design Tech projects, football games organized by our BIS Alumni, interesting panel discussions by experts in diversity, a keynote speaker from Apple who spoke about innovation, delicious food and drinks, perfect weather, and finally, a band that really rocked.

More anniversary content – video, magazine, feature:



**Bavarian
International
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**Many thanks to all partners and sponsors
& a big thank you to our great BIS community!**



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hygiene concept and corona
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Our main partner
for catering



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30 years of BIS as a topic in the first media talk of BIS in the prestigious PresseClub Munich (from left): Dr. Manuel Cubero, Marc Aghili, Dr. Chrissie Sorenson, Marco Dahl and Marko Mädge as organiser and moderator.

Communicating the future of BIS

When an institution brings innovations forward in times of crisis and an ongoing pandemic, it shows strategic vision and a clear focus on the future and development. For the newly formed BIS Communications Team, 2020–21 was a year of inspirations and innovations.

Right on time for the 30th anniversary of Bavarian International School, the Communications Team rolled out a new, revolutionary corporate design. The brand emphasises the innovative character of BIS and shows a fresh, cheeky take on the school’s identity. In parallel, the BIS website was relaunched – new look, reduced content, strong photography, clear structure and optimal user experience. Our web partner Finalsité commented, “This really blew my mind.” BIS received the 27th Annual International Communicators Award in the digital category for the website relaunch.

Almost simultaneously, preparations for the big anniversary event were high on the agenda: “Diversity Rocks – 30 years

of BIS”. Despite Corona, the Executive Board and the team were committed to marking this school milestone with 2,000 guests in the castle park of the Haimhausen Campus in September 2021. Thanks to passionate preparation, teamwork, strong partners and luck with the weather, the idea finally became reality – and a great success (see insert inside). “This event has been so beneficial to our unique community and has strengthened the bond all over again, especially in these difficult times. At the same time, we were able to showcase the quality of BIS to the outside world. I am sure that we have created BIS moments for eternity,” said Marko Mädge, Head of Communications at BIS, whose team includes Nicolette “Niki” Kalbfell (marketing, social

media, web, events), Jane Costley (fundraising, sponsoring, alumni) and the three Admissions colleagues Petra Douglas (City Campus), Katharina Lippacher (Haimhausen Campus Primary School) and Allegra Peruzzi / Nicki Jahn (Haimhausen Campus Secondary School).

In the 2020–21 school year, preparations were also made to put fundraising and sponsorship on a professional track (see pages 38 and 39). At the anniversary event, the capital campaign for the planned Creativity & Innovation Centre (CIC) was launched. As a highlight of the year, DEUTSCHE FINANCE GROUP donated the first scholarship in the history of BIS.

Another major focus of the integrated Communications, Fundraising, Admissions team (see task box) was to further increase the awareness, visibility and reputation of BIS. This supported the goal of stabilising student numbers. Not an easy task in times of Corona and crisis and therefore fewer expats ...

Our own storytelling (social media, website, PR) was pushed, local and international media co-operations were implemented (e.g. also with specialised portals for expats or international schools) and virtual open days were successfully launched. One focus was on digital communication and online marketing.



Dr. Chrissie Sorenson in an interview with Bayerischer Rundfunk.



The first double billboards in the history of BIS were strategically positioned at Hackerbrücke (photo) and at the Leopoldstraße/Petuelring intersection.

Special guests such as the well-known virologist Prof. Dr. Hendrik Streeck or the German member of parliament Daniel Föst (FDP) as well as the co-operation with the Augsburg laboratory diagnostics company SYNLAB supported a positive perception of BIS.

Areas of responsibility

- Communications
- PR & media relations
- Content & storytelling
- Online & website
- Social media
- Public affairs
- Corporate design & brand
- Corporate Publishing
- Fundraising & sponsoring
- Community relations
- Corporate events
- Admissions
- Alumni



Moving forward as a school and as a community



Our big goal: the construction of the new Creativity & Innovation Centre (CIC) in Haimhausen.

Built on the foundation of 30 years of tradition, BIS is shaping the future of education. In the past, BIS was mainly funded through school fees and state subsidies. To improve the financial stability of our school and help fund our most ambitious educational projects, a third pillar of income has been created, fundraising and sponsoring.

You can read more about the CIC on our website



Since the beginning of the school year 2020, we have placed particular focus on our fundraising, sponsoring and strategic partnership activity and we have a dedicated team working on these three areas. The vehicle which supports fundraising at the school is our non-profit association, Friends of BIS e.V.. It has the sole purpose of supporting the long-term sustainability and development of the Bavarian International School gAG (BIS). The Friends of BIS association aims to financially support the school in reaching its fundraising objectives.

Building the future for learning – The Creativity & Innovation Centre

Throughout the school year 2020/2021 our fundraising team spent a lot of time laying the foundations for our capital campaign – Building the future for learning: The Creativity & Innovation Centre. This involved putting a strategy in place, which would allow us to reach our goal of raising €1.5- 2 million through fundraising and sponsoring activities by the end of 2022. When this money is raised, we are able to begin building the centre

at the start of 2023 and hope to finish by 2026. The team also invested a lot of energy into preparing all communication for the campaign, carrying out prospect research for suitable partners and donors, starting a company roadshow (important for attracting new families through company partners & fundraising activity), donor management, introduction of a new donation platform, establishing a 501(c) 3 status through a company partner, (allowing American families to make a donation and claim it back from their taxes in the USA), running fundraising events and much more.

In the school year 2020 – 21, all the foundations were laid for the campaign to be launched on 4 September 2021 – just in time for the big anniversary event “Diversity Rocks – 30 years of BIS”. The beginning of a momentum that unites all stakeholders behind one big idea and showed first success with more than 150,000 Euros coming in through donations from various members of the BIS community by the end of 2021.

BIS Sustainability Fund

In addition an annual fund was created – The BIS Sustainability Fund, which is an ongoing fund that allows parents to make a donation towards smaller fundraising projects at the school. Our focus in this fund, in the school year 2020/2021 was raising money to go towards air filtration units, which were placed in all rooms across both campuses. We were delighted to raise around 20,000 Euros in donations towards the air filtration units and we also had a very generous donation from a father, which allowed us to rent two marquee tents for the Haimhausen campus, which in turn made it possible to welcome more grade levels back to the campus throughout the pandemic. Thank you to all of those parents who made a donation to this fund and to those parents who did not accept the refund that was offered to them in the pandemic and donated this amount to the school as a general donation. All the donations will be put to good use in the area of campus improvements.



An important ambassador for BIS: Dr. Manuel Cubero, top manager, BIS parent and member of the BIS Supervisory Board.

Scholarship & Financial Assistance Programme

Last but not least, the fundraising team were delighted to find a company partner, who was willing to offer a scholarship at BIS. The first ever scholarship in BIS history was awarded to a lucky student through Deutsche Finance Group & Friends of BIS e.V. The four year scholarship was awarded to the student in June 2020 and began at the beginning of the school year 2021 (read more on page 40).

In addition to our scholarship programme, the fundraising team also are looking for support through company partners and individuals for our Financial Assistance Programme, an important element of our school structure. The Financial Assistance Programme allows BIS to welcome families into the school, who could normally not have access to such an education. This will be a key focus of future fundraising activities.

To find out more about the fundraising goals at BIS, the Creativity or Innovation Centre, our Scholarship Programme, Friends of BIS or how you can support the school, please contact our fundraising team: fobis@bis-school.com

First ever scholarship in the history of BIS

In the 2020/2021 school year, BIS was delighted to find a company partner, who was willing to offer the first ever scholarship in the history of BIS. The four year scholarship is funded by our company partner, DEUTSCHE FINANCE GROUP and has provided the chance for one student to join BIS and complete their IB diploma.

In addition the student also has the chance to complete an internship at DEUTSCHE FINANCE GROUP, either during their time at BIS or once they finish school. The lucky student who won the scholarship started at BIS in grade 9, in September 2021.

The nurturing of knowledge serves as the basis for competence and has been promoted in the corporate culture of DEUTSCHE FINANCE GROUP for years. "For this very reason, we are particularly pleased to be a co-initiator of the first scholarship at BIS and to support it in the coming years," says Mirjam Ludwig, Head of Corporate Communications at DEUTSCHE FINANCE GROUP.

The student who was awarded the scholarship had to go through a detailed process, providing school reports, a motivational letter and video explaining why they should win the scholarship, reference letters and an application form, providing the financial background of their parents. The student was chosen to be in the round of finalists and 4 students had the opportunity to present to a panel of judges. The student, who was chosen in the end for the scholarship, impressed the judges with qualities that shone through in her presentation – determination, resilience and entrepreneurial spirit.

"The scholarship is a very good example of the continuous development of our school. We owe a great debt of gratitude to DEUTSCHE FINANCE GROUP for their outstanding commitment. At the same time, we very much hope that other companies from Munich will follow this example and that we will be able to further expand our program with additional scholarships and financial support," says BIS Head of School Dr. Chrissie Sorenson.



A strong partner: DEUTSCHE FINANCE GROUP, represented by Mirjam Ludwig (left).

Legally and organisationally, the scholarship is run by the school's fundraising association, Friends of BIS e.V. Learn more about our scholarship programme:



www.bis-school.com/support-bis/scholarship-programme



Values the academic quality of BIS and the school's meaning for the economic region: Daniel Föst.

"This is what a school of the future should be"

High-ranking politician visits BIS: Daniel Föst, member of the German Bundestag and head of the FDP political party in Bavaria, learned about the requirements, opportunities and chances for digitalisation in education, distance and hybrid learning models in times of corona and the importance of BIS for Munich and the Bavarian economic region.

"The Corona crisis clearly shows the deficiencies of our education system and how important digital learning opportunities are. The Bavarian International School is a front runner in the field of digitalisation and politicians have to do everything in their power to ensure that such concepts also be implemented in state schools", said Daniel Föst during his two hour-visit at Haimhausen Campus.

Important factor for international companies

Mr. Föst said he had experienced first hand how children learn interactively, with hybrid methods and in digital learning worlds. "This is how schools of the future should

be – for all students in Germany. Only with the world's best education available for all can children become architects of their own lives. Our state schools also need more funding, but above all more freedom to implement such concepts. Last but not least, such an educational program is also important for the international companies in Bavaria, which must be attractive to experts worldwide", said the 45-year-old Daniel Föst, who is also the father of two children.

Bavarian International School is committed to political neutrality and maintains good contacts with all democratic parties, especially in the areas of education and business.



“The school of the future”

Süddeutsche Zeitung, 29th January 2021



“BIS is a community that has taught me valuable academic and life skills that I will carry with me for the rest of my life.”

Karis Koutsourelakis (Grade 11, USA)



“BIS has played a huge role in our lives and was instrumental in us deciding actually to move to Germany and in us being so happy here. Not only were our daughters very happy in BIS from day one – instantly welcomed and quickly well integrated – but as a family we always felt part of a warm and caring BIS community.”

Jayne Phillips, BIS parent

“Promising pooling test phase at BIS”

FOCUS magazine, 20th February 2021



“BIS taught me that learning isn’t sitting in a classroom. It’s having breakfast with Michelle Obama, lunch with Shakespeare and dinner with π. If you don’t live it, you don’t learn it.”

Alejandra Monerri Revuelta (Grade 11, Spain)

“With gown and cap – BIS graduates celebrate their graduation”

Süddeutsche Zeitung, 16th June 2021



“Corona tests: School trials the saliva collection method”

Münchner Merkur, 13th November 2020



“Everybody in BIS, no matter if teacher, student or cleaner, belongs to the BIS family. I have never seen such a community in a school. I am so glad that I can go to see my friends and to get a brilliant education every day.”

Fabian Pletzer (Grade 9, Austria)



“Three stars for young eco activists”

Dachauer Nachrichten, 30th December 2020



“BIS – the place where children prepare the best for the challenges and also the chances of the future world.”

Ion Melnic, BIS parent



“Virtual school: Distance learning is not home schooling”

KITZ family magazine, December 2020

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Believe. Inspire. Succeed.