

Annual Report 2022-2023





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CEO INTRODUCTION

Welcome to the Taipei European School Annual Report for the academic year 2022-23. As you will see from the following pages, it was a very eventful year as we progressively moved from COVID restrictions back to the normality of everyday school life, both inside and outside of the classroom.

During visits to many classes across all sections throughout the year, it is impressive to see the high level of engagement shown by the students who clearly enjoy their lessons. The learning is well-structured, purposeful and challenging, with many opportunities for enquiry-based learning and project work. It has also been interesting to see how learning technologies are seamlessly integrated into many of the lessons.

During the latter half of 2022, the school's Guiding Statements were rationalised and agreed across all sections and both campuses. The TES Mission and Vision have remained unchanged but there has been a greater emphasis on the Community Values, with colourful posters in all rooms in four languages. Cross-section working groups also managed to finalise definitions of High Quality Learning and Teaching and Global Citizenship. The various TES Guiding Statements are highly visible in all areas of the campuses and our goal is to ensure they are embedded in our daily routines and teaching.

The academic year 2022-23 was also one for school accreditations. Not only was TES successfully re-accredited by the Council of International Schools (CIS) and the Western Association of Schools and Colleges (WASC) following a team visit in February 2023, but we also received confirmation of continued accreditation, or homologation, by the Ministry of Education for the French Section. In terms of our IB offering, the Diploma Programme (DP) was successfully evaluated in January 2023, the Middle Years Programme (MYP) was assessed by our MYP consultant in May 2023, and the Careers-Related (CP) programme was verified in June 2023. The German Section will undergo a German Government Inspection in November 2023. They have been preparing for the inspection throughout the year, included through the launch of a full peer review.

Finally, plans for developing a Middle School building on the site of the European Primary Campus were unfortunately delayed due to difficulties with the tendering process and obtaining realistic bids for the work. It is hoped that the project will proceed in 2024 following a re-design of the facilities and re-tendering.

I do hope you enjoy reading our Annual Report, which gives a comprehensive overview of the school's successes and achievements throughout 2022-23.

John Nixon MBE CEO – Taipei European School



STUDENT ADMISSION AND STAFF RECRUITMENT REVIEW

Whilst the last few years have been difficult for most international schools due to the COVID pandemic, Taiwan was very much seen as a safe haven due to the nearly two years of low COVID exposure and very controlled entry and quarantine procedures. Subsequently, the effect on student and staff turnover was actually reduced as parents and staff felt that remaining in Taiwan, and by extension TES, would mean less disruption for their children or in their work situation.

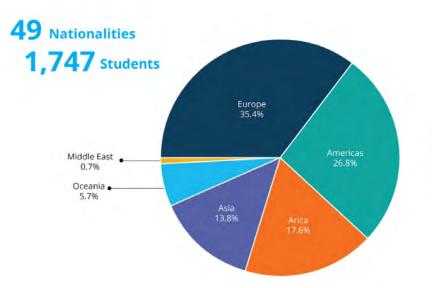
Coming out of the pandemic, we expected an effect and reaction with parents and faculty as the freedom of movement enabled both groups to reassess their international location. However, there has been a positive response in 2022-23, with an increase in student applications and a very low turnover of staff.

Student Admission Review

The 2022-23 TES admissions cycle saw a significant increase in qualified applicants across all campuses, sections, and year levels, culminating in a schoolwide application increase of 41%.

This increase follows a trend in many private schools in countries that had strict border controls, whereby enrolment remained high in the 2020-21 school year when borders were closed, followed by the dual challenge of increased outflow and reduction of inflow during the 2021-22 school year when travel restrictions eased. Looking deeper into the numbers, there was a marked increase in applications from locally-based international families. Additionally, the demographic of our European enrolment has seen a downtick of applications from Germany, France and the UK, with an uptick in applications from the Nordic countries and the Netherlands.

Enrolment has returned to pre-pandemic levels, with a healthy and stable enrolment across all campuses and sections.



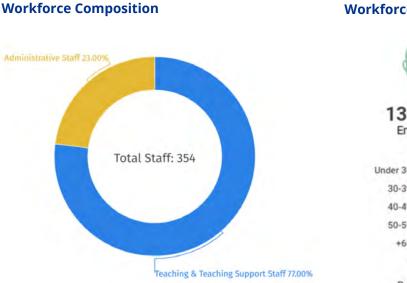




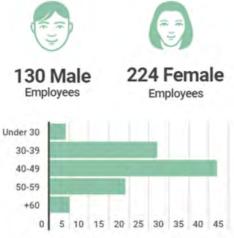
Staff Recruitment Review

At the leadership level, three key appointments were made: Mr John Nixon, MBE, who returned to TES as CEO after an absence of 13 years, Mr Stewart Redden, Head of BSHS, who similarly returned to TES for a second time, and Mr Andreas Hilsbos, Head of the German Section.

The emergence from the pandemic had little significant effect on the normal turnover of faculty at the school. Some overseas teaching staff left to return home after several years of being unable to see family, but this was not significant compared to previous patterns.



Workforce Breakdown by Gender and Age



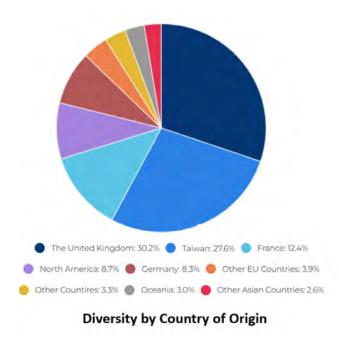
Percentage Distribution by Age Groups

Teaching & Teaching Support Staff Statistics



*Bachelor or above Educational or Specialist Degree

Teaching & Teaching Support Staff Statistics



In the recent CIS/WASC Accreditation Report, the following comments were made regarding our staffing:

"Overall, Taipei European School (TES) is well aligned with the standards for Domain F. Leaders and members of staff are sufficient in number, appropriately qualified, and aligned with delivering the school's purpose and direction, which was recently redefined after consultation with stakeholders. Staff are safely and effectively recruited within the school. Safeguarding procedures are embedded in school practice across the whole school.

The human resources team should be commended for its commitment to evaluating and enhancing the effectiveness of employee checks to ensure the safety of all stakeholders..."

So, in summary, the school has come through this period of upheaval in a strong position both in admissions and staff recruitment.



STAFF DEVELOPMENT

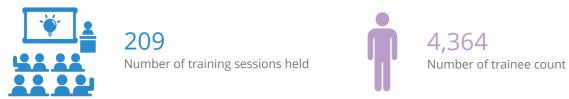
TES places considerable emphasis on resourcing the Continuing Professional Development (CPD) for education and administrative staff. This commitment to staff training and development is a major contributory factor to the continued success of the school, not only in terms of impressive academic performance but also in preparing staff in supporting students' social and emotional wellbeing.

The past two to three years had seen most CPD taking place online via platforms such as Zoom and internal training days, but with the opening up post-COVID we have finally been able to welcome visitors to our school for conferences and also allow staff to attend external training, either on-island or overseas.

In 2022-23 significant efforts were made, with the involvement of entire staff, to review and reintroduce the TES Guiding Statements, including the Mission-, Vision- and Community Values, the Primary Learner Profile, and the TES Graduate Attributes, as well as articulating the agreed definitions of High Quality Learning and Teaching and Global Citizenship. With section and departmental training on these TES core areas, coupled with highly visible posters of our Guiding Statements, we are hoping that these will inform all future work and planning.

Lifelong Learning

Taipei European School embraces the ethos of lifelong learning, a commitment that is palpable in our generous investment in continuous professional development. TES dedicates 2% of its annual salary budget to comprehensive training initiatives. We believe that CPD cultivates heightened employee motivation, confidence, and dedication to teaching and learning. This in turn enables the acquisition and application of new skills within the school, ultimately fostering a more effective and enriching teaching and learning environment.



Training sessions cover a diverse range of opportunities, both on-campus and off-campus, including overseas training experiences. Topics of training are aligned with the Mission and strategy of our school, including but not limited to curriculum development, child protection and safeguarding, and teaching skills enhancement.

TES also hosted a Council of Administrators of Taiwan Expatriate Schools (CATES) conference in April 2023, during which 14 international school leaders and managers from the main cities across the island come together to discuss important issues facing our organisations and to share practices. Amongst other things, several notable keynote speakers were invited and a seminar on Artificial Intelligence and Learning Technologies was held.

Some of the section-level Continuous Professional Development initiatives are highlighted below.





British Secondary and High School Section

There was a huge push to train the faculty that are teaching and will be teaching the newly introduced International Baccalaureate (IB) Middle Years Programme (MYP), which started with the new Year 7 year group from August 2022. As well as this key initiative, the BSHS published a quarterly Professional Growth Digest to keep everyone up-to-date and to recognise individual's lifelong learning efforts (e.g. external Masters studies, PhD studies, etc.).

British Primary Section

Our commitment to professional development has yielded exceptional results. Over the past four years, a significant number of learning assistants and staff members have pursued full qualifications as teachers, further enhancing the quality of education we provide. Additionally, we are proud of the numerous staff members who have achieved Masters qualifications, demonstrating their dedication to continuous learning and their unwavering commitment to our students' academic growth.

French Section

The professional development plan was inspired by the four pillars of the School Plan: linguistic excellence and plurilingualism, wellbeing, community learning, and collaborative pedagogical practices. Teachers, learning assistants, and staff members were eager to participate in a variety of training sessions, from inclusion, to digital skills and media, to information literacy. They also explored the newly introduced BFI and other curriculum changes from PS to Terminale. Trainees shared highlights from their training sessions at weekly meetings or through ad hoc materials, keeping everyone up-to-date on the latest trends and best practices. The atmosphere is one of mutual support and collaboration, fostering a spirit of continuous learning.

German Section

We were happy with some of the initiatives during 2022-23. All staff members took part in further training on language-sensitive teaching. Our coordinator had the great opportunity to gain new insights for our work on German as a Second Language at the network meeting of language coordinators in Chiang Mai and to pass these on to the team. We are particularly pleased that we were able to further develop the media concept in order to better prepare students for the digital world in future.



LEARN



STUDENT LEARNING OVERVIEW

The past couple of years during the COVID pandemic, have required great pedagogical innovation from educators across the world. The teachers and students at TES were able to adapt quickly to the situation and utilise the already embedded learning technologies and platforms to ensure a smooth transition to online learning at home and hybrid learning during school closures and reopenings under restricted conditions.

In 2022-23 an important achievement was to reach consensus across all four sections of TES on an agreed definition of High Quality Learning and Teaching at TES. This statement is now used as a basis for planning and delivery of teaching and learning across the school, and our task ahead is to embed this statement in all of our activities within and outside of the classroom.

Below is an overview of the highlights of Student learning across the sections.

British Primary Section

One of our main objectives during this period was to enrich the curriculum and provide our students with a diverse range of learning experiences. We have successfully diversified the curriculum, particularly in the areas of specialist physical education and music provision. By expanding these offerings, we have nurtured our students' talents, fostered their creativity, and instilled a lifelong love for physical activity and the arts, culminating in both national and international recognition.

British Secondary and High School Section

Since we introduced the IB Middle Years Programme to Year 7 in August 2022, students have embraced the challenge of a more independent, reflective, and inquiry-led style of learning, whilst staff have worked collaboratively to ensure this is a programme which includes learning opportunities we can be proud of. The school year 2022-23 saw us develop innovative pedagogical practices through internal and external training and ensure thorough planning for the expansion of the MYP programme into Year 8 for August 2023. The positive IB consultation visit in May 2023 verified and commended the work we have done so far to implement the programme successfully. We now look forward to full authorisation of the IB MYP in the second term of 2024 and continuation of efforts to develop the written, taught, and assessed curriculum for Years 9, H1, and H2 for the coming years. We are aspirational in our ambition to provide a world-class programme that prepares students for the school's well-established IB Diploma Programme and exciting new Careers Programme.

French Section

The 2022-23 school year has been a year of rejuvenation and innovation in the French Section. We have revived projects and interactions that seemed long gone, and we have launched new initiatives that are sure to benefit our students for years to come. One notable milestone was the relaunch of our highly anticipated field trips. These trips are an integral part of our multilingual education, and they provide our students with meaningful experiences beyond our school campuses. We have also been working to promote critical thinking and creativity with our students through projects such as meeting with French Members of Parliament and mock presidential elections, which gave students an authentic experience in debating and fact-checking.

We have organised interactive activities, for example Science Week and the Day of History, where students have had the opportunity to explore new ideas and develop their problem-solving using their creativity and innovation skills. We have also created a new sustainability space on campus, where students can learn about environmental issues and take action to make our school more eco-friendly. Students' dedication to environmental causes is another way to foster real-world engagement among our students.

Another highlight of the year was the approval for the *Baccalauréat Français International* (BFI). The BFI is a prestigious international diploma that is recognised by universities around the world. We are excited to offer this programme to our

students, and we are confident that they will be successful in achieving their academic goals.

Classes CM2, and 1ère (F1) and Tle (F0) met with members of the French Parliament to discuss democracy, and they presented their respective citizenship education projects and the model presidential election for the HS students, while our CM2 students presented the law proposal they wrote for the *"Parlement des Enfants"*.

German Section

We have made great efforts in the past year to provide the students with a holistic learning experience. In the kindergarten, we invited a lion dance group to the school that rehearsed little exercises and tricks with the children. In the primary school, a winter sports day was held again, where the children honed their motor development while ice skating. Furthermore, a class trip was organised during which the children were able to gain practical experience in rice cultivation. In secondary school, the students learned a lot about their host country in the Shung Ye Museum of Formosan Aborigines. The Student Council was able to successfully implement project days on the topic of nutrition, with interesting elements such as food blogging and vlogging and the connection between psychology and food in advertising.

Chinese Language and Culture

Great efforts were made to enable all year groups to undertake interdisciplinary learning, combining Chinese into other subject content, such as a Year 9 Chinese Master Chef event cooking popular Chinese dishes and the Year 7 Mobile Phone Design activity. Since the pandemic, the department has been able to re-establish efforts to reach out to the community with a wide variety of opportunities to connect with Taiwanese culture through field trips to Tea Mountain, Ding Tai Fung, Kuo Yuan Ye Museum of Bakery and Pastry, and notably the Year 9 visit to an Atayal tribal school.

Finally, TES was once again awarded the 'Best Participant Organisation' award (for the third year in row) at the Chinese Language Festival. Among 1,200 global participants from 200 schools worldwide, 164 TES students showcased their talents in singing, storytelling, composition, ancient/modern poem recitation, classic Chinese painting and Chinese brush calligraphy.

In the British Primary Section, the Chinese Enrichment Programme (CEP) is an innovative approach to the teaching of the Enriched Primary National Curriculum in English and Chinese. This approach involves a variety of collaborative teacher partnerships that ensure that students receive close teacher attention while also experiencing the two languages in a balanced and integrated way. Currently our CEP programme runs in Year 1 to Year 4 and will eventually encompass all year groups in the BPS. The efforts to raise literacy development through regular reading has led to the introduction of a Chinese Reading Diary using the *Chinese Story Website'* and more reading in Years 4 and 6 via curriculum adjustments







ACHIEVEMENT AND UNIVERSITY APPLICATIONS

The academic results for the external examinations across all the sections at IGCSE, Brevet, IBDP, GIB, and French Baccalaureate in 2023 were impressive. This continues a favourable trend of many years of exceptional academic performance from our students. This is particularly remarkable given that the school has an inclusive admissions policy and a wide range of assessed ability upon entry. The end of the pandemic enabled all students to take their examinations in the normal, in-person way, something the students and faculty were relieved to be able to do after two years of interruption.

The primary campus sections are continuing to set a high standard for foundation education, helping students develop skills and the ability to gain confidence with their learning, both academically and linguistically, in order to be able to progress up to the examination levels in secondary. Standardised assessments and feedback from evaluator visits suggest that TES students are making impressive progress in their learning, above the national averages of their home countries.

At the secondary school, the students graduating and moving to top-level universities across the world are demonstrating that they are seen as high-quality candidates with the attributes desired by these universities.

Our Class of 2023 received offers from some of the top universities worldwide. These university offers include the University of Pennsylvania Wharton School of Business, University of California - Los Angeles, Duke University, Northwestern University, London School of Economics, Imperial College London, Osaka University, Nagoya University, Leiden University, University of Mannheim, Aarhus University, University of Toronto, University of British Columbia, and many more. The UCC department worked with these students from the start of high school in H1 (year 10) on personal exploration projects, interest development, course selection and career guidance, internship offerings, making informed decisions on university destinations and application/essay revision work. We continue to support our students even after graduation and matriculation.

British Secondary and High School Section

IB DP/Courses Results

Our 2023 graduating students distinguished themselves in the International Baccalaureate Diploma Programme (IBDP) examinations. Our average IBDP points score out of a possible 45 points was 36, six points above the IB world average. To put this into context, 36 points is the average score required to access the University of London colleges, the University of California and Hong Kong University. Our pass rate was 98%, which compares extremely favourably with the world average of 80%. Our top-scoring student achieved 44 points, which only the top 1.3% worldwide achieved. We are very proud of all our students and impressed by the university places they have gained.

IGCSE

TES's Cambridge Assessment International Education (CAIE) International General Certificate of Secondary Education (IGCSE) results confirm that we have a very talented student body. Impressively, 96% of our students were awarded A* to C grades, and 56% of our students gained A*/A grades.

German Section

Our students in Klasse 3, 6 and 8 achieved above-average results in the competency tests of the state of Thuringia (Germany) in the subjects Mathematics, German and English. In high school, our first bilingual IB class ('GIB' in German and English) successfully graduated this year with 10 students and an average of 35 points. After conversion, this corresponds to an Abitur average of 2.14 and is thus significantly higher than in Germany (e.g. Bavaria 2.24, Hessen 2.25). Our graduates are now continuing their education at prestigious universities in Germany, France and Switzerland.

French Section

The Terminale students in the French Section have once again excelled in the French Baccalaureate exam, with 100% of students passing with honours. This is an incredible accomplishment and a testament to the hard work and determination of the students, as well as the dedication of the faculty. Of the students who passed the exam, 50% received the highest honours, TB, including two special commendations from the jury. The remaining 50% of students received honours, either B or AB. We are incredibly proud of the students' achievements. This reflects their hard work, dedication, and the high standards we set for our students. The school's success in the French Baccalaureate exam is a testament to the quality of education that it provides. The entire school's faculty is dedicated to providing students with the skills and knowledge they need to succeed in their future endeavours. The school's graduates are now well-positioned to continue their university education and their journey through life. They are all a credit to the school and their families..

British Primary Section

Our annual assessment results show that students in the British Primary Section (BPS) consistently achieve scores above the national average for England and Wales. This endorses that our programmes and delivery are of an excellent standard and are providing a high-quality education to our children.



HERO (3



LEARNING TECHNOLOGIES

Technology is an integral part of TES's daily life, from teaching and learning to the daily operations of school administration. It spans beyond our school walls to connect our community both within Taipei and beyond. To support our vision for the integration of technology in learning, we believe that we must enable our community of learners to become digitally literate to meet the needs of a constantly changing world; to be ethical learners who are self-monitoring, self-modifying, self-managing, self-evaluating, and self-directing; and that our technology is curriculum driven.

As we exit the global pandemic, it is likely that the greatest legacy of Covid-19 is how it has given more legitimacy to the role of technology in education, facilitating efficient learning and making it an essential element of learning and not just an add-on. We have concluded that learning technologies are most effective when they complement, not substitute, the work of teachers. Specifically, we have found that learning technology interventions are most effective when they play to one or more of its comparative advantages: (1) scaling up quality instruction; (2) facilitating personalised instruction; (3) expanding opportunities for practice; and (4) increasing learner engagement (making it more fun to learn).

Our students require seamless access to technology, ensuring that their learning needs can be met anywhereanytime. To support seamless technology access we have established section-specific one-to-one programmes that support personalised learning and increase learning engagement.

Our students are provided with opportunities to leverage, embrace and innovate through the use of technology across the curriculum that in many cases has redefined learning. Students use data loggers; create news reports in one of the recording studios; create and publish podcasts; design and create 3D models leveraging a variety of rapid-prototyping tools (3D printers, laser, and vinyl cutters); and code, develop, and bring digital products to life. Each learning pathway is carefully curated to bring value to the learning experience to ensure that our students are provided with opportunities to explore, create and have an impact. Our students have access to an array of supplementary resources to extend their learning opportunities, these include (1) dedicated graphics workstations for 3D modelling, (2) audio and video recording equipment to facilitate the creation of content for a global audience, (3) VR capture and viewing equipment to offer our students a truly immersive experience, and (4) music composition workstations to facilitate the love of creating and sharing music with the community.

To complement digital learning, we continue to nurture our students' understanding of digital citizenship with the goal of ensuring that they demonstrate both digital emotional intelligence and recognise the importance of the balanced and civic use of technology. As we embrace a world where AI is seen as the new digital revolution, we believe that our students will be able to leverage their understanding of data and AI literacy to ensure the ethical and balanced use of these new technologies in their daily lives.

British Primary Section

The use of technology to support learning is embedded across all curriculum areas from EYFS to KS2, beginning with the use of specialised cloud-based software and apps to support specific skills development. As children progress through the school, they learn to use an increasing range of devices, software, skills and applications. Our curriculum is designed to give children the opportunity to make the most of the technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment.

German Section

We revised our media curriculum for all grades last year and are constantly expanding our offerings during this period of digital transformation.





French Section

Technology is only one piece of the education puzzle and there is a need to ensure a rigorous, balanced and challenging curriculum that provides access to a range of learning tools. Encouraging the use of a 1:1 device allows for learning to be accessed anytime, anywhere and in a format appropriate to the individual and specific subject or progress-based requirements. In the French Section, our four major aims are to improve student achievement through technology, assure equity in access to digital resources, prepare students for their future, and enhance the quality of learning and teaching. In elementary years, technology has allowed our students to document their learning via the Seesaw app for several years. Not only does this provide parents with a window into the classroom, but it encourages children to reflect on what they are learning and how they are learning.

At the secondary level, digital technology is a powerful tool for learning and teaching. It helps students explore complex concepts in new and exciting ways and supports personalised learning. For example, in mathematics and sciences, students use digital platforms like Geogebra to visualise geometric shapes and transformations, or Anagene to compare genetic sequences. These tools help students develop a deeper understanding of these subjects and make learning fun and engaging. In addition, digital technology allows students to develop their digital skills, which are essential for success today. Students use a Pix platform to build their digital literacy, as well as coding and problem-solving skills. Students must pass an exam to earn a certification in these skills at the end of middle and high school. This certification, recognised in France, helps students to stand out in the college and job market.

Staff and students in the French Section use technology to provide a curriculum which is academically rigorous and provides greater levels of student agency. The integration of technology enhances the sequence of learning by being embedded in the curriculum and guided by our TES Community Values.

British Secondary and High School Section

Computing is an important part of the curriculum across all year groups and some of the areas covered include: Year 8 students learn how to animate using Blender, edit videos with Adobe After Effects, and design web pages using HTML, CSS, and JS in Replit. Year 9 students plan a holiday budget for a family of four, research a 1-2 week vacation and make a presentation. Programming a virtual robot using VEX VR, learning to record and produce high-quality podcasts and learning how to film short documentaries are all part of the use of learning technologies within the British Secondary Section. IGCSE Computer Science students learn to program using different algorithms and explore networks, databases and Al. IBDP Computer Science students look at computational problem-solving, computer organisation, abstract data structures and control systems.

Additionally, in the area of design, students use Photoshop, the laser cutter, and 3D printers to design and make their own board games and event posters. Using JavaScript, they programme visualisations. They also build wooden puzzles to learn woodworking skills.

Beyond the classroom, in the Vex Robotics CCA, this year's cohort compete at the Pacific American School in Hsinchu, making it to the quarter-finals, which was an outstanding achievement.



STEAM AND INNOVATION

The STEAM programme at the primary campus (EPC) has seen remarkable growth and collaboration among teachers across the three sections. This momentum reflects our commitment to fostering creativity and critical thinking skills in students all the way through from nursery to the oldest cohorts. Through engaging, hands-on activities and projects, we provide students with opportunities to develop problem-solving abilities and a solid foundation in collaborative teamwork.

In 2022-23, our three sections embarked on a diverse range of captivating projects, showcasing the depth and breadth of STEAM education at the EPC. These projects included constructing DC motor vehicles, crafting wooden toys, designing photo frames, and creating designs for laser-cut keychains. Students also explored the realms of circuitry by creating RGB LED night lights with paperclip switches, delved into history with Egyptian 'shadufs' made from LEGO, and ventured into the world of coding through game development. The programme has extended its reach into the realm of music with projects like making glockenspiels, zithers, and pan flutes. Our commitment to innovation is evident in projects such as making earthquake detectors, coding flyable drones, and understanding the workings of solar panels. With initiatives to create functioning models like self-driving vehicles, waterwheels, hydraulic bridges, and wind turbines, we aim to inspire young minds and equip them with the skills needed for a bright and sustainable future.

The diverse array of projects undertaken by our students reflects our dedication to a holistic STEAM education approach, encompassing Science, Technology, Engineering, Arts, and Mathematics. Our goal is not only to impart knowledge but also to nurture a passion for lifelong learning. These projects serve as a testament to the creativity and potential of our students. As we continue to expand our STEAM offerings, we look forward to further fostering innovation, collaboration, and critical thinking in our young learners. With the dedication of our teachers and the enthusiasm of our students, the STEAM program at EPC continues to flourish, promising a bright future for all.

British Primary Section

Our goal is to provide our students and teachers with access to a range of Education Technology that allows for the seamless integration into the learning and teaching process. In this way we hope to deliver genuinely transformational learning opportunities which are innovative and provide for an enhanced learning experience across the curriculum, very much a STEAM ethos. Learners in the British Primary Section (BPS) use technology and the process of 'design, make, and evaluate', to inquire, create, collaborate, communicate and safely take risks in order to arrive at solutions to meaningful, real-world problems. Students also have the opportunity to enter a range of competitions during the year, including robotics and coding competitions, as well as a range of STEAM co-curricular activities such as building flying aircraft, making radio controlled vehicles, creating stop motion animations and making wearable technology using the Microbit platform.

French Section

STEAM and innovation are embedded within our curriculum, so we give our students ample time to become inspired by various projects throughout the year. We seek to integrate the different components of STEAM when the opportunity arises, but we also designate a certain part of the year to our STEAM Month. This is a period of time when our junior classes focus on a STEAM project for a week or more. Our students designed cityscapes and islands using what they have learned about human and physical geography. Then, they coded a robot to travel around the cities and linked this journey to some narrative writing. They created mechanical hands, designed electric guitars that played tunes they had coded, and even made Harry Potter wands that could shoot spells into augmented reality. Last year, they continued to create and innovate by designing islands based on different habitats and then piloted drones from island to island. In the French Section, STEAM and innovation are very much part of our students' learning journeys.

We are also passionate about showcasing the digital skills of our students. For example, the Robot Sushi project in the 3ème class (H1) is an excellent example of how students can use coding to solve real-world problems. In this project, students work together to design and build a robot to make sushi rolls. This project is challenging and rewarding, and it helps students to develop their critical thinking, problem-solving, and teamwork skills.

British Secondary and High School Section

STEAM is covered in British Secondary and High School through interdisciplinary units in the International Baccalaureate (IB) Middle Years Programme (MYP) and interdisciplinary links in the IB Diploma (DP) and Careersrelated (CP) Programmes. Learning in IB programmes requires understanding the connections across the areas of science, technology, engineering, art, and mathematics. The IB also goes beyond this by including the subject areas of individuals, society, and languages in interdisciplinary work.













UNIQUE JOURNEYS

TES is a unique school, where not only are there varied national curricula being followed under the same roof, but at the school's core is the desire to give all students a set of options/choices and agency to take their own 'unique journey' through school. This is achieved by way of Co-Curricular Activities (CCAs) and opportunities to undertake leadership positions in student groups that play an important role in bringing innovation and change to the school. In addition, the opportunity to participate in trips is an important area that leads the students to unique experiences.

The efforts to maintain a wide range of CCAs during the pandemic were significant, in spite of physical constraints in all areas: sport without competition, music without in-person performances (online only); and drama with no performances at all. However, 2022-23 saw a return to almost every CCA that was previously offered.

Primary CCAs

At the primary campus, CCAs are offered to students from all three sections, with the teachers running the majority of activities, but with support from some paid music teachers and sports coaches. With the largest faculty numbers, British Primary teachers provide a balanced, supportive, and challenging co-curricular programme that offers students the opportunity to develop self-confidence, self-awareness, and life skills that will serve into the future. Our range of CCAs provides opportunities for students to try out new activities or develop existing skills in their fields of interest. The numerous CCAs cover areas such as: sports, dance, music, the arts, general interest hobbies, STEAM, languages, and local culture.

Sport at the Primary Campus

At the primary campus, the return to a more open community enabled the students to participate and compete against local and international teams once more. The FOBISIA Primary Games in Thailand in May 2023 was our flagship event and we achieved incredible success. With our 40-strong squad of girl and boy athletes, TES achieved first place in eight of the team competitions.

TES also ran the 'TES Cup' 5-a-side football tournament, with 50 local teams and 450 players attending the event at the EPC. TES teams also entered other local and national competitions and leagues. Aside from football, the primary sports offering expanded to include FOBISIA Tennis and TISSA Cross Country and Swimming competitions, as well as friendly basketball and football games with local schools, and our first ever external gymnastics competitions thanks to the development of primary gymnastics at TES in the basement area of the CRA building.

Music at the Primary Campus

The return to live performances has been invaluable to the primary students, and has given meaning to the practice and effort the students maintained during COVID. Friday Music Corner is a regular way for students to perform to parents and fellow students as they arrive at school. Many of the regular events were restored to the calendar, including the Autumn Festival, the Regent Christmas Tree Lighting ceremony, the Christmas Bazaar, and the 30th Anniversary and Europe Day event, at which the primary students got a rare chance to combine with the secondary choir and orchestra to perform the school anthem Ode to Joy in four languages – a truly inspiring climax to this special event.

The Arts at the Primary Campus

Art and craft projects aim to engage, inspire, and challenge the children at BPS. The students explore a variety of art materials and techniques. They learn to plan, experiment, and evaluate their own work. Students also learn about various artists and different cultures and how to appreciate art from around the world under the guidance of our specialist art teacher.

Art and craft projects in the German primary and elective lessons in the afternoon serve to promote creativity and manual skills and dexterity. In line with the history lessons, ancient Egyptian jewellery was made. In the elective lessons of the primary school, the handling of needle and thread, as well as the use of different materials, is practiced and objects are created.





Secondary CCAs

At the secondary campus, we were able to return to a full range of CCAs being offered to students. Club CCAs continue to develop and we offered a total of 55 club CCAs over the year, not including sport and music CCAs. These include the very popular mainstays such as Debate Club, Science Clubs, Robotics, and Chinese drumming and calligraphy. In addition, there were some new CCAs. Some of these are student initiated and led, and these tend to have a focus on service, such as Guardians of the Stars (Autism Awareness) and Madhatters, in which students knit beanie hats for premature babies born in Taiwan. We also introduced new CCAs such as Technovator: First Steps in Coding, the Mountain Peak Podcast and Green Thumbs Gardening. CCAs were offered by teachers from all three sections.

Some highlights from the year include the podcast CCA being highly commended at the prestigious SHINE Media Awards in London, the MUN CCA holding its first two-day TES MUN conference, and students entering competitions in robotics, debate, mathematics and more.

Sport at Secondary Campus

TES sports try to encompass the 'Sports For All' philosophy and nurture children's enthusiasm for sport so that we can develop this into skills they can use for competition in all our school teams.

TES are founding members of the Taiwan International School Sports Association (TISSA) and, of the 600 students participating in sports this year, over half represented the school in a competitive match. The highlight this year was delivered by the Middle School Boys & Girls Football Teams. Our Year 9 boys were crowned TISSA Champions for 2022/23. This has never happened before and is an incredible achievement for our younger athletes.

The Federation of British International Schools in Asia (FOBISIA) overseas trips restarted this academic year and TES successfully competed in three FOBISIA overseas sports events this year, including attending the tennis competition for the first time.

Familiarity with the new 'Bears' name (previously 'Titans') has been slow due to a lack of competitive sport during COVID but the students are now very proud of being known as the 'Bears' in our first full season of sport following the pandemic.

Music at Secondary campus

After two years of online performances during the pandemic, it was great to return to normal with 16 ensembles running weekly rehearsals during our lunchtimes and after school.

Our Music Leader programme meets once a week to discuss all aspects of music at the secondary school, to plan events, and to engage in training sessions. Their roles and responsibilities include overseeing sound and lighting engineers, producing advertising and communications, and organising a development team who focus on new opportunities and the development of our facilities.

We have held or participated in almost 40 events, with 200+ performances taking place. Students have performed regularly in assemblies and through our regular lunchtime concert series, which we host in the Phase 1 Recital Hall. Some of the other larger scale events include TES Parent Gala evening, Autumn Festival, Winter Concert, ICRT Radio show, Christmas Bazaar, a music tour to Yilan, 1st place in the Battle of The Bands and finally a Spring Concert. We also worked with the EPC music team to perform a combined Ode to Joy at the 30th Anniversary of TES and Europe Day event.

The year ended with a tremendous Sports and Music Awards evening with over 500 people attending. It was great to acknowledge the students' achievements at an in-person event.

The International Award

This year we had over 40 students in years H1 to H4 taking part in the International Award. With pandemic restrictions slowly lifted this year, our students showed strong commitment towards completing the requirements for their Bronze and Silver awards and were able to undertake all the outdoor expeditions. The Award is tough but it is about individual challenge, not about reaching specific standards set by someone else. Young people design their own award activities, set their own goals, and record their own progress. The only person they compete against is themselves, by challenging their own beliefs about what they can achieve. Many of the activities that students chose as part of their character strength development are offered as part of our CCA program at TES, including all manner of sports, music, art, dance, and service clubs, such as PEAK, Interstellar Yearbook, Red Cross and Amnesty International.

Section Trips

Day trips returned in the first semester of the year and by semester two we were able to re-establish residential trips. The Camp Taiwan residential trips were back in place and used for team building and learning. For students in their final year of primary school, the Kenting trips were reinstated.

Overseas trips were also back on the agenda. One very notable opportunity was a French Section trip in which the section partnered with the French American International School of San Francisco (FAIS) to offer a trip to San Francisco for our students. The students had a great time and learned a lot about American culture, history, and geography. They also had the opportunity to meet new people and make new friends. The trip was linked to the English language, literature, and civilization programme and the citizenship and social studies curriculum. The students had regular lessons in the morning, sometimes with their peers at FAIS, and then visited different places in the afternoon. They were particularly interested in the Haight Ashbury district, where they learned about the hippie culture and the beat generation. They also enjoyed visiting the Jack Kerouac Museum and learning about his life and work. The students also visited UC Berkeley and were impressed by the campus and the landmarks of the freedom of speech movement. These experiences help students to become well-rounded global citizens.





DOING WELL BY DOING GOOD

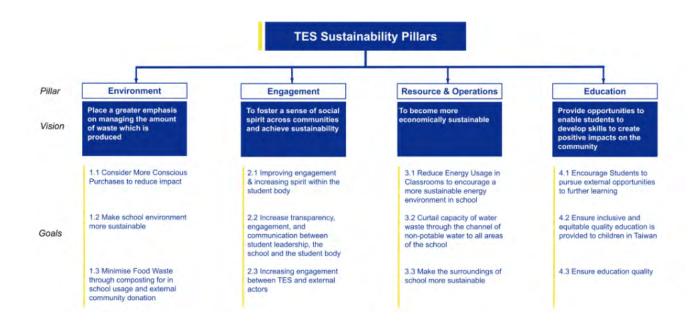
The concept of 'Doing Well by Doing Good' was introduced by TES Foundation Chairman, Dr C V Chen, and is intended to encourage the TES community to contribute to make the world a better place, whether it be by protecting the environment, undertaking community service projects, or simply raising money for charities. All these altruistic endeavours, similar to our *'Story of Love'* that brought the Taipei European School together 30 years ago, are things that benefit students, staff and the entire community to do well by continuously doing good things.

Coming out of the pandemic has enabled the school to return to these principles in a proactive and practical way, and the theme of this TES 30th anniversary year was to 'Do well by doing good' in as many ways as we could. The school utilised the main school events and activities to do this. Money raised from the Autumn Festival went to earthquake relief in Hualien; the Christmas Bazaar supported the Bunnan tribe children by helping them to raise money to fulfil their dream of going overseas; 'Coffee Kids' provided money to a Ukrainian orphanage in Poland; and money was raised for a dog shelter for the 'PACK' charity. These are but a few examples, as each section also undertook their own actions with their students to do similar charity work. Below are further highlights.

TES Sustainability Project

A group of students from both primary and secondary presented the sustainability strategy to TES stakeholders on Thursday, 8 June 2023. The strategy was officially endorsed at the meeting. To develop the school's approach, TES worked with CKP Sustainability Consultants to devise the strategy. The students consulted widely with numerous stakeholders to ensure the strategy would be relevant to our community. The aim of the strategy is to enable TES to move towards carbon neutrality and to play its part in addressing inequality issues related to sustainability in terms of socioeconomic, ecological and ethical factors.

In developing the Taipei European School Sustainability Strategy, the students were invited to HSBC Taiwan's offices in Nangang to receive feedback from the Chief Operating Officer, Chief Risk Officer, and Chief Sustainability Officer. The feedback the students received helped them to focus their strategy on goals that will make the most significant difference based on HSBC's experience of what has had the biggest payoffs for them as a service sector business.



British Secondary and High School Section

The BSHS students, with support from the Rotary Club of Taipei, have developed a link with Yonggang Elementary School in Pingtung County with the purpose of teaching English remotely every Friday afternoon. This project has been running for two years, with BSHS students teaching 33 Yonggang students each week. The programme is not only about teaching English but also about developing relationships and hopefully inspiring the students to be motivated academically and reach their full potential. We were fortunate to travel to Pingtung in October to visit the school in person so the students could make personal bonds to enhance the teaching experience. In addition, TES was able to donate 12 desktop PCs and 20 iPads to the school in order to support them with their curriculum education as well as their remote English training.

British Primary Section

Students are encouraged to embed service learning through our integrated curriculum approach. For example, Year 6 students held a vote to select a local charity to support and chose EAST, the Environment & Animal Society of Taiwan, a non-profit, non-governmental organisation campaigning for improvements for animals, people and the environment in Taiwan. Our Year 2 students designed jewellery which they then sold to the community to raise money to sponsor a turtle nest in the Philippines. As we emerge from the pandemic, plans are being developed to expand our service learning projects across our curriculum.

German Section

The holistic education of our students is very important to us. Under the motto 'Who moves, moves something', we held a charity run in the secondary school before the summer holidays. The students looked for a suitable charity beforehand and decided to support animal care through the charity PACK. This association supports street dogs and wild animals in Taiwan that have been injured.

Another highlight was the visit of Dr Chen-Yu Chiu, the director of the Taiwan Reyhanli Center for World Citizens, a community centre for Syrian refugees in Turkey, established by the government of Taiwan. In a joint event for the three sections, our students were able to gain important practical insights into refugee work from his lecture and the workshops.

French Section

Awakening awareness and a sense of common responsibility for environment protection are important pillars of French education. While that purpose runs through the entire curriculum and spreads into classrooms, some more visible projects have also taken place beyond classrooms.

Each year, one of our mathematics teachers runs a digital data cleaning campaign, during which students produce campaign videos to invite everyone in the school to clean up their cloud. We hold the Digital Data Cleaning Day as part of Environment Week in June.

Over the past two years, two faculty members from the French Section have also helped revive the garden that had been created behind Phase 1 in previous years. This has evolved into a CCA open to all students across sections. Here, students learn about soil and seeds, and harvesting a full range of vegetables throughout the year, from lettuce, to pumpkins, to peppers, and much more.

Last year also saw a unique project that bridges art and environmental reflection. After a student organised a second-hand clothes fair, the remaining items were repurposed in the art lessons as material for self-expression. This activity ended in a very fun and colourful catwalk show, introduced by a presentation on the dark side of fast fashion across the globe.

A last remarkable activity was the election of Eco Delegates – students who help to spread awareness and encourage their peers to take action. Last school year's focus was waste selection, with different rubbish bins being introduced into some classrooms. This term's new Eco Delegates want to expand this project, among others, in order to make our daily school life greener.





EMBRACING DIVERSITY

As a school with four distinct curriculum pathways within the British, French, German, and High School Sections, the school delivers its teaching using English, French, German and Chinese. 'Embracing Diversity' linguistically and culturally is deeply rooted in our school's 'DNA' and, with over 50 different nationalities within our student and staff bodies, this has always been a part of the uniqueness of TES. By promoting European culture and values, TES recognises the EU principle of 'united in diversity' and constantly strives for 'strength in unity' by following the concept of 'One school with common aims'. This directs us to work very closely together to live and breathe the Core Values of TES, whilst retaining the diversity of each section.

The work achieved in 2022 to align the notion of 'Global Citizenship' is a perfect example of this. All sections worked together to articulate something that would holistically permeate throughout the school. Now it can be focused in a more tangible and inclusive way. To make sure all faculty and staff have reference to this for class preparation and for general classroom life, the definition has been formally agreed and publicised in all classrooms.

There are many examples in our school of how languages bring us together, not only communicatively but also for intercultural understanding. With this dual role of languages in mind, the theme for the European Secondary Campus's Languages Week in 2022-23 was 'Diverse - Together'.

TES and the Nederlandse School Taipei signed an MOU to celebrate the partnership and to outline the long-term working details between the two institutions, with the common aim of offering quality mother language programmes for the Dutch-speaking students in our school.

TES embraces diversity in terms of student enrolment and learning inclusivity. We attempt to welcome students of all learning abilities and, where possible, will provide support and interventions both linguistically or also in terms of learning needs. The Special Educational Needs (SEN) team at the primary campus works with students in class and also during pull-out support sessions. Similarly, for students who need some learning support at the secondary level, the ASPIRE team ensures they are well prepared and supported for the more academic nature of the curriculum. With this structure in place, all students are able to perform at their best, not only academically but also in all other aspects of their school life. Of course, there are limitations to the level and breadth of support available, so the school may not always be able to offer places to all students.

BEYOND THE CLASSROOM: WELLBEING

One of the key areas of the school's 'Learn and Flourish' concept focuses on 'Beyond the Classroom'. This is intended to ensure that the wellbeing of students is regarded with equal standing to academic accomplishments. We know that feeling good and being confident is key to achieving success in all areas of education and life.

The COVID years were very difficult from a wellbeing perspective. Students, parents and teachers were all trying to maintain their own wellbeing – physically, mentally, emotionally and socially. In 2022-23, as we were emerging from the effects and restrictions of the pandemic, our efforts to support activities 'Beyond the Classroom' were reinvigorated, as a range of events and activities were able to take place.

We consider safeguarding as part of the wellbeing strategy for our students, and all faculty and administration staff undertake annual training in Child Protection. Quite simply, happy students who feel safe and secure are successful students!

In addition to the direct, individualised support from the Counselling team for students, the section staff provide curriculum-specific education programmes which focus on personal, health, social and emotional topics. Throughout the academic year 2022-23, the TES Counselling Department integrated social-emotional learning and wellbeing education through various activities for students, parents and staff. The students' emotional awareness benefited from interactive activities and diverse mediums such as a Welcoming Activity, Kindness Tree, Creative Open Groups and Book Exhibitions. Furthermore, counsellors promoted the wellbeing of students and parents through the Autumn Festival, Connect Articles, Physical Wellness Week, Cozy Corner, and parent workshops.

French Section

The Pastoral Care team plays a crucial role as a central element of students' educational experience. It offers much more than classroom lessons, actively encouraging students to engage in extracurricular activities, cultural events, and community projects. These enriching experiences foster social, emotional, and academic development, creating a dynamic and inclusive learning environment.

Various activities are organised to encourage student engagement. This includes but not only volunteer projects, educational outings, cultural events, and other sports activities. Students also participate in sustainable development projects enhancing their creativity and fostering a sense of belonging within the school community.

Moreover, as Pastoral Care, we play a vital role by providing personalised support to students, helping them overcome academic and personal obstacles. Through this active involvement in school life, students in the French section of TES are prepared to succeed both academically and personally, equipping them with confidence and determination for their future studies and careers.

British Secondary and High School Section

Post–Covid, the Pastoral Leadership Team (PLT) has worked hard to re-establish links with the community, develop learning opportunities, and find ways to share cultural experiences across the island. H1 students participated in a cultural exchange with Lai Yi High School in Pingtung (Paiwan Tribe) and the Year 9 students travelled to Yilan to work with the Datong School (Atayal Tribe). In addition, 32 of our students taught English via Zoom to students at Yang Gong Elementary School every Friday. Our students had the opportunity to visit Pingtung and students from Yang Gong visited TES in June.





British Primary Section

Pastoral care underpins social and personal development in the British Primary Section (BPS). We aim for everyone involved with our school to feel well supported. We believe that excellent pastoral support focuses on nurturing the individual needs of each child. Our staff aim to build trusting and empathic relationships with all the pupils in their care and our teachers know their students well; they understand the importance of wellbeing and the positive impact it has on learning and progress. If there are any concerns about individual students, they are quickly identified by classroom teachers and those concerns are passed to our Pastoral Care Team in which all staff at BPS have a role to play.

Social and emotional learning is a key part of our curriculum that goes hand in hand with our students' academic learning and begins with our very youngest learners. Social and emotional skills, such as being able to manage our own emotions, overcoming anxiety, and getting on with others are important life skills. In order to support these skills we use a range of tools, including PSHE lessons, circle time, role play, guided meditation, and breathing and core practice. In addition, our Learner Profile attributes are key drivers for developing these skills and these are evident in all areas of learning.

German Section

Wellbeing and pastoral care are important building blocks of our educational work in the German Section. We ask our learners weekly in the PULS survey about their feelings and opinions on current issues. We are particularly proud of our new BLU concept, a peer-to-peer support system, which aims to enable learners to moderate conflicts between learners or even teachers. We have given the BLU team mediation training to equip them with the necessary tools. In addition, liaison teachers, class teachers, and cross-sectional counselling teams support our learners.



COMMUNITY AND ENGAGEMENT

A great emphasis was placed on the 30th Anniversary of TES throughout 2022-23 and the end of the COVID pandemic enabled the community to come together in a way that had been greatly missed during the previous two years. Overall, there has been a significant re-engagement by TES families with the school as we have gradually been able to reopen the campus gates, initially to essential visitors only and finally to the whole community, albeit with very strict monitoring of campus access via extensive online registration programmes.

There were a number of very well-attended events within the school and certain events outside of school where our students performed and engaged with the wider community.

Key Events and Activities in 2022 - 2023:

- 30th Anniversary T-Shirt competition (September-October 2022)
- TES Parent Gala (September 2022)
- Autumn Festival (October 2022)
- Christmas Tree Lighting Regent Hotel (November 2022)
- ECCT Christmas Luncheon (December 2022)
- European Christmas Market (December 2022)
- Christmas Bazaar (December 2022)
- 30th Anniversary Fun Day (March 2023)
- Europe Day Art competition (March-April 2023)
- ETTO European Festival (May 2023)
- TES 30th Anniversary and Europe Day Celebration Event (May 2023)
- TES Secondary Music and Sports Awards (May 2023)
- TES High School Graduation Ceremony (May 2023)
- A Night at the Amusement Park 30th Anniversary Farewell (Postponed to 13 October due to inclement weather)

There were also numerous campus and section events which encouraged parents to return to campus to watch their children present and perform. The thirst to be back on campus and to be able to participate in events in-person, as opposed to online, has been somewhat quenched by the extensive efforts of the school to run so many events. This return to campus and in-person activities and events has been important to our parents, students and staff and has returned TES to a central position within the community, as indeed it had been a few years ago.

The Parent Support Council (PSC), and the constituent section Parent Associations have been very active and supportive and are key to making the school-wide events like the Parent Gala, Autumn Festival, Christmas Bazaar, Fun Day, and A Night at the Amusement Park wonderful and highly successful events.

COMMUNICATIONS

The 2022-23 year saw a reopening of the campus to parents, which enabled the spirit of the community to re-emerge from the webinar world they had been living in during the previous two years.

TES launched its new website just six months prior to the COVID pandemic and this enabled the school to set up easy-tofind locations to access information. However, community engagement is about what can be done together rather than just how information can be delivered.

In 2020 the school had also launched the new Mission and Vision along with its Community Values and Graduate Attributes, as well as the new TES Bears school mascot. In 2022-23 we were able to articulate these key messages more effectively as we undertook the CIS/WASC accreditation. The messages were visually relaunched within both ESC and EPC, with colourful posters in all classrooms and all common areas to serve as reminders. The themes have changed little but the message of how important it is that we as a community live and breathe these core values has been refreshed and reemphasised to all.

Global citizenship has always played a large part in our school's life and this year the concept has been fully articulated across the school so that there is commonality across all sections regardless of curriculum pathway.

Similarly, a definition of High Quality Learning and Teaching has been clearly established through a working group of faculty members from all sections. The definition strives to guide the work in our classrooms and beyond towards engaging our learners in exciting and purposeful activities, thereby increasing knowledge, skills and deeper understanding.

The school's main goal of 'One School with Common Aims' remains central to our planning and collaboration within and across the sections. This has been identified as an important tenet of TES.

There were also adjustments to the Graduate Attributes to ensure that they were genuine aspirations for our senior students as they conclude their High School studies. TES adopts a holistic approach to education, stressing that social and emotional development complements academic success. This results in well-rounded individuals who are well-prepared to face the rigors of life beyond school. Similarly, at the younger end of the school, the TES Primary Learner Profile has been adopted across all primary sections and provides model attributes for our students to aim towards with their learning.

Reaching out to the wider community to show the amazing learning and accomplishments of our students and teachers is largely achieved through the TES Facebook page, which has a very balanced approach to showing all parts of the school to the wider public. The largest viewed post of the year was our 30th Anniversary Europe Day event with 10,016 views, and the average views per month is between 2,100 to 2,500, with main events achieving 3,000 to 4,000 views.

Re-establishing connections to the wider community has also been a key focus post-pandemic, with many student performance groups attending events and activities such as the Regent Christmas Tree Lighting Ceremony, the ECCT Christmas Luncheon, the European Christmas Market and the European Festival.

As it was the 30th Anniversary of TES, there was an entire school competition to design our anniversary T-shirt, and this mobilised the entire student body with a winning design from each campus. The T-shirts were created and 400 were sold to raise money for charity in keeping with our slogan of 'Doing Well by Doing Good'.

Finally, working with the Primary Eco-Committee parent team, a TES vegetarian cookbook was created (with recipes contributed by the community) and produced by the parents to raise money for future eco-projects.





INFRASTRUCTURE

Our facilities across the Swire European Primary Campus (EPC) and Swire Secondary Campus (ESC), along with high-quality teaching and our supportive environment, are key to creating the unique learning experience that allows our students to flourish.

In the recent CIS/WASC Accreditation Report, the following comments were made regarding our facilities:

"The premises and grounds support the mission and direction of the school; its teaching and student learning; and contribute to student wellbeing. The premises are clean, freshly decorated, well-provisioned, and spacious, with open access directly from ground floor classrooms to the grounds. Students' needs and safety are well catered for. The use of technology is integrated throughout the school in operational and in learning resources. TES should be commended for implementing the sustainability initiatives from staff and students to reduce the carbon footprint of the school. These initiatives have been recognised by various independent bodies both in Taiwan and internationally."

Since the completion of our ESC Phase 3 building in 2021, modern learning spaces, including but not limited to 34 spacious classrooms, two indoor gyms and an outdoor basketball court, a fitness centre, and a dance/martial arts studio have been made available to our secondary campus students. In 2021, our Board of Directors approved the investment to build a new Middle Years Building to offer purpose-built facilities for the curriculum and to renovate the current ESC campus. The plans are currently underway.

The 2022-23 academic year saw ongoing investment to ensure a robust, scalable, secure, and sustainable ICT infrastructure across both campuses that meets the dynamic nature of learning, teaching and operations. The fifth year of the Systems and Infrastructure Action Plan focused on determining redundant systems and enhancing system capacity, thereby providing the learning community with an uninterrupted experience (this included the securing, cooling and power provisioning of data centres). High throughput intelligent Aruba wireless networks have been expanded across both campuses to ensure seamless anytime-anywhere connectivity and match ongoing device growth and the shift to a fully mobile teaching, learning and operational workforce. The final phase of provisioning all classrooms with managed interactive displays that encourage engagement was completed, ensuring a consistent experience for all learners. Significant enhancements were implemented in the ESC music and drama performance spaces with both facilities being equipped with managed digital sound and lighting systems, ensuring that students are provided with ways to showcase their talents. Similarly, enhancements were made to upgrade projection capabilities across the EPC performance spaces to support student performances and presentations.

An ongoing device replacement and sustainability strategy across all sections and departments ensures that our learning community is equipped with the tools that bring value to teaching, learning and operations.

STUDENT SERVICES

Transportation

TES offers school bus services within the metropolitan Taipei area to and from our EPC and ESC campuses for students aged seven and above. At the ESC, fixed route buses to designated areas of Taipei are also offered to cater to the diverse and independent needs of our older students. During the school year 2022-23, 43% of students opted for the school bus services.

Nutrition

TES is committed to the physical wellbeing of our students. Lunch at TES is more than just the food on the plate; it is developed from a real understanding of health and nutrition. Our seasonal balanced and nutritious menus, designed by professional chefs, certified nutritionists and school staff, are regularly refined following survey feedback and tasting events involving our students.

The core essence and value of our menu is to offer our students a healthy and nutritious meal to support their learning. Each meal consists of a main dish and two side dishes plus seasonal fresh fruits, covering a range of Western and Asian food. Vegetarian and sandwich options are also available daily.

As part of the process to continuously review and refince our menu, two feedback surveys, three new menu tastings, and a central kitchen visit were conducted in the school year 2022-23.





ACCREDITATION

The 2022-23 academic year proved to be a very busy year for the school in terms of accreditation, as we had multiple visits from various accreditation bodies, either reviewing the whole school or specific sections and programmes. The pandemic had delayed some of the planned visits, particularly the Council of International (CIS) / Western Association of Schools and Colleges (WASC) visit, which finally took place in February 2023. Other visits, either in-person or virtual, included reviews of the International Baccalaureate programmes we offer, including the DP (Diploma Programme), the CP (Careers-Related Programme) and the MYP (Middle Years Programme). A peer review was arranged to prepare the German Section for the upcoming inspection by the German government and the French Section was re-accredited by the French Ministry of Education.

CIS/WASC Accreditation

This is a very important accreditation process that provides quality assurance across the whole school in all areas of operations. The CIS / WASC Team Evaluation Visit took place in February 2023 and the final report was received in May, detailing a number of commendations as well as some recommendations to guide our planning and development. One overarching goal is to continue to strengthen our unifying approach with regard to 'One School with Common Aims' and to embed our various Guiding Statements in all of our practices. CIS / WASC accreditation is achieved through a series of five-year cycles, so we will be working through the goals and targets over the next few years before our next accreditation visit in 2028.



British Secondary and High School

Following an extensive self-study process in 2022, the TES IB Diploma Programme was assessed through a virtual visit with two experienced IB school evaluators. The school was commended for its "strong commitment to an IB education through its mission, vision and strategy to promote lifelong learning, international-mindedness, responsible action, open communication, mutual understanding and respect". Having reflected on the feedback from the evaluation, the school will work to implement and strengthen the Approaches to Learning (ATL) framework and raise awareness of ATL skills within the school community.

As a candidate school for the IB Middle Years Programme (MYP), our Year 7 students commenced the programme in August 2022 and have developed their inquiry skills throughout the breadth of the curriculum. We received a visit from a regional IB MYP consultant in May 2023, who confirmed TES's readiness to continue to develop the MYP with successive year groups.

Throughout 2022-23 we prepared for the launch of the IB Career-related Programme (CP) in August 2023. This programme provides an alternative to the IB Diploma and offers some interesting options of a more vocational nature, as well as a core of academic subjects.

German Section

In February 2023 the German Section successfully completed a peer review conducted by a team of three inspectors from Hong Kong, Sydney and New Delhi, in parallel with the CIS/WASC inspection. The peer review was an important snapshot of the continuous school development process in preparation for re-accreditation by the federal 'Länder' inspection in November 2023.

French Section

Following visits from Primary and Secondary inspectors, the French Section received official confirmation of re-accreditation through the French Ministry of Education. There will be a further follow up in three years' time. The school's strengths include: "a multicultural identity conducive to cultural openness and pedagogical innovation; committed and qualified teams; a favourable student-teacher ratio; a high-quality material environment; and appropriate facilities."

Suggested targets from the inspection process are to consider the way the school communicates with its various stakeholders, and how the French curriculum is mapped to other TES programmes.

Thanks to the TES community

All of the above accreditation processes have involved all of our school staff and a large number of parents, students and members of the Board of Directors. We would like to sincerely thank everyone for their time, effort and commitment to ensure the success of the evaluations.



ACCREDITATION

FINANCIAL REVIEW

The Taipei European School Foundation (TES) is a not-for-profit foundation established in 1994 in accordance with Taiwanese laws and regulations to provide the children of foreign nationals residing in Taiwan with opportunities to receive an accredited international education.

TES has been operating with a stable income and expenses, and aims to continue a balanced financial position. In 2021-22, 94% of income was generated from school tuition fees and the remaining from government subsidies and other activities. Personnel staffing costs accounted for 74% of total expenses, followed by depreciation at 12% and facility operations at 8%.



The stable financial situation over the past years has allowed for the accumulated fund reserves to contribute to the school's future strategic developments, including the Middle School Project at the EPC and the redevelopment of the ESC. The school is committed to continually managing the development fund reserves according to the school's financial policies in order to ensure the sustainability of the long-term strategic development plan.

Financial Audits

The Foundation appointed KPMG to be the Financial Reports Audit Accountant for the school in 2021-22. The 2021-22 TES financial report was audited and concluded by KPMG with a clean outcome.

Opinion Extract from KPMG's Report (10th January 2023)

"We have audited the financial statements of Taipei European School Foundation (the "School"), which comprise the balance sheets as of July 31, 2022 and 2021, and the statements of activities and cash flows for the school years then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the School as of July 31, 2022 and 2021, as in its financial performance and its cash flows for the school years then ended in accordance with the Foundations Act, the Regulations for the Establishment and Management of Private Elementary Schools, Junior and Senior High Schools, and Affiliated Preschools for International Residents promulgated by the Ministry of Education, Enterprise Accounting Standards and their related Interpretations announced by the Accounting Research and Development Foundation of the Republic of China."





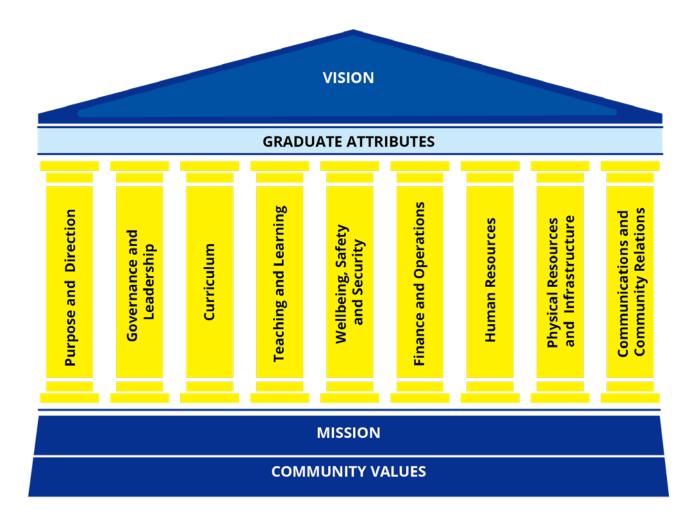
STRATEGIC PLANNING

The TES Strategic Plan 2022 – 2027 is a long-range overview of the Goals and Objectives for the school, guiding and setting direction in a number of areas for a 5-year period and beyond. The Goals and Objectives of the Strategic Plan are delivered through a series of shorter term Development Plans (1 to 3 years) and Action or Tactical Plans (1 month up to 1 year).

The Goals and Objectives are organised into 9 sections which reflect all of the school's philosophy and operations. These sections are often referred to as "Strategic Pillars" and are closely aligned with the policy structure of TES, as well as being similar to the "Domains" and associated Standards of the CIS (Council of International Schools) Accreditation model.

The school's strategy, aspirations and sense of purpose are driven by its Guiding Statements, such as: Mission, Vision, Community Values and Graduate Attributes.

The Goals and Objectives of the TES Strategic Plan have arisen from a variety of consultations and consequent documentation, such as: Board and Sub-Committee discussions and decisions; Leadership and Coordination team planning; Student Councils; meetings with parent groups, the CIS Accreditation process with its various consultative committees, and reports and feedback and the Community Survey.



















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