



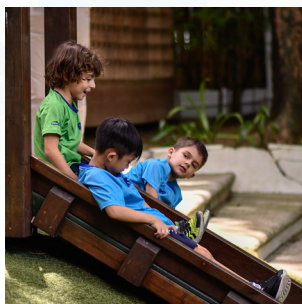
BRITISH SCHOOL
MANILA
ESTABLISHED 1976



ANNUAL REPORT

2023-2024

Contents



Guiding Statements	02
--------------------	----

Message from the Head of School	03
---------------------------------	----

Message from the Chairman of the Board of Governors	04
---	----

Message from the Chief Operating Officer	05
--	----

Faculty and Staff Profile	06
---------------------------	----

Finances	07
----------	----

Student Profile	08
-----------------	----

Well-Being	09
------------	----

After School Activities	10
-------------------------	----

Accreditation	11
---------------	----

Primary School	13
----------------	----

Senior School	14
---------------	----

IB Profile Results and Higher Education Placements	15
--	----

Service and Sustainability	16
----------------------------	----

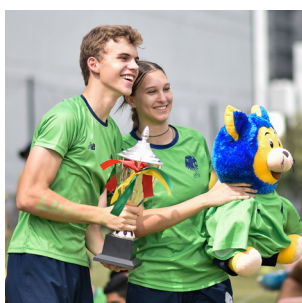
Women in International Schools Empowerment (WISE)	19
---	----

Alumni	20
--------	----

The British School Manila Taguig Scholarship Programme	21
--	----

Parents and Teachers Association	22
----------------------------------	----

Events	23
--------	----



Guiding Statements

Our Purpose

The British School Manila (BSM) provides an outstanding holistic British international education, empowering students to flourish as global citizens with the skills, understanding and values, to make a positive contribution to our world.

At BSM we commit to fostering a friendly family atmosphere that meets the needs of all our children and creates a true sense of belonging for all BSM community members.

Our students flourish by being:

- happy, healthy and capable of managing their own well-being
- reflective, self-assessing and proactive in driving their own learning
- resilient in adversity
- confident in expressing themselves



Our Whole School Drivers

- Global Citizenship
- Teaching and Learning
- Well-Being



Our Core Values

- Respect
- Integrity
- Kindness



Our Commitment to DEIB (Diversity, Equity, Inclusion and Belonging)

In fostering a true sense of belonging for all BSM community members, we commit to the following practices:

- *Respect* diverse experiences, to learn from them and develop our intercultural awareness
- Act with *Integrity*, promoting equitable practices, systems and structures to guide us
- Act with *Kindness* and advocate for and empower all members of our community

Message from the Head of School



Martin I. van der Linde
Head of School

It is with great pleasure that I present to you the fourth BSM Annual Report, covering SY 2023-2024. In this publication, we aim to share a detailed account of the past year, offering insights into our operations, achievements, developments, and progress. This report serves as a comprehensive reflection of the hard work and dedication that permeates every aspect of our school.

As with all our interactions, I believe in maintaining open communication with our engaged community of families, staff, and students. I would like to extend my deepest gratitude to our hardworking BSM staff, our vibrant PTA, and our hugely supportive Board of Governors for their ongoing efforts and passion for our school and our students. Their commitment has been instrumental in making this year a success.

I invite you to explore the various elements of this report, which captures the breadth of our activities throughout the year. While each school year is a celebration of our students, this report also acknowledges and celebrates the diverse operational elements that together provide a snapshot of the year gone by.

Our efforts remain firmly centred on our students, and this Annual Report contextualises their place within the broader school environment. Unlike other platforms, such as the school yearbook, this report highlights key functions including finances, enrolment, college placements, and After School Activities, among others. Documenting and presenting these aspects is not only vital but also deeply satisfying.



Our commitment to excellence was recognised with an outstanding outcome in the CIS/WASC accreditation of SY 2023-2024. This achievement is a testament to the collective efforts of our entire BSM team who have worked collaboratively to ensure the highest standards of education and student support.



This year we also took the decision to join COBIS, the Council of British International Schools, and look forward to developing positive relationships with British schools worldwide and leverage the wide range of collaborative opportunities COBIS offers.

I hope this report provides you with a broad and transparent overview of our school's endeavours over the past year, and I look forward to continuing our journey together, always with the best interests of our BSM students at heart.

Following a highly successful 2023-2024, we look forward to an exciting and prosperous school year in 2024-2025, upholding our purpose and core values. Together, we will continue to strive for excellence in all that we do.





Tim Daniels
Chairman of the Board
of Governors

Message from the Chairman of the Board of Governors

My congratulations to BSM on all-round success in SY 2023-2024! In all the areas that count, the School did well last year — academically, HE placements, international sports, local ASAs, holistic education, and the many community and external events that took place. As ever, credit for this goes to a lot of people: Mr van der Linde and the Leadership Team, our staff, teachers and student leaders, the active PTA and BSM families, to name a few.

From a governance perspective, I was pleased with the strong support and endorsement of BSM from our accreditation bodies, CIS and WASC, in their final multi-year reports last year. In addition, BSM was warmly welcomed into COBIS (Council of British International Schools) membership, which helps us further our British uniqueness and our ongoing standards of excellence.

Within the Board of Governors, we saw a number of changes. My thanks go to all involved last year, especially to the outgoing Governors. Alan Hearn and Stein Melsbo both stepped down with over three decades of unstinting support between them and having made major contributions towards the BSM we have today. Thanks also go to Rob Cook, Fatima Khan, and Agnes Garcia for their collaborative contributions in recent years.

Reading this Annual Report, there is much to be pleased with. Even so, we also continue to challenge ourselves to ensure the best School and strategy for our long term. I look forward to that future.

Council of Trustees



Alistair White
British Embassy Manila
Chairman



James Leather
Asian Development Bank
Vice Chairman



Ian Lutterloch
HSBC
Treasurer

Colin Townson
Embassy of Canada
to the Philippines
Trustee

Australian Embassy
Trustee

Board of Governors



Tim Daniels
Chairman of the Board
of Governors



Stein Melsbo
Vice Chairman and
Finance & Administration
Governor



Alan Hearn
Development and
Buildings & Maintenance
Governor



Paul Ingram
Health, Safety,
Environment and
Security Governor



**Juana Manahan-
Yupangco**
Communications and
Marketing Governor



Rico Gonzalez
Information &
Communication
Technology Governor



Macel Estavillo
Governance and
Compliance Governor



Sarah Boekel
Personnel Governor



Robert Cook
Service and
Sustainability
Governor



Agnes Garcia
PTA Governor



Fatima Khan
Community Governor
for Primary School



Nina Golamco
Community Governor
for Senior School



Brendan Egan
Special Adviser
to the Chairman of the
Board of Governors

Message from the Chief Operating Officer



Maïta Borromeo
Chief Operating Officer

With the numerous successes we have celebrated, I am proud to share our Annual Report which outlines our key accomplishments throughout the School Year 2023-2024.

Our continued success is marked by our collective commitment to excellence in education, innovation, and operational efficiency.

The School consistently maintains its healthy financial position and remains debt-free. The growth in our operational surplus not only enhances our financial resilience but also allows us to continue to invest in facility improvements and upgrades, teaching and learning resources, IT infrastructure, and staff development. Our student enrolment was at its highest at 968, with students representing 53 nationalities, the most culturally diverse we have ever seen.

Recognising the invaluable contributions of our staff, we have prioritised improving the compensation and benefits package for our support staff. We have also increased the number of staff members to address the growing needs of our school and to further strengthen our administrative, security and operational services.

This year, we have completed several facility development and renovation work, including the Medical Clinic, Lion's Den School Shop, and Procurement and Operations offices. These improvements are all part of our ongoing commitment to providing a safe, efficient, and comfortable environment that supports the needs of our students, staff and community.

With the ever-evolving digital landscape, a comprehensive assessment of our network infrastructure and systems was undertaken to enhance our cybersecurity posture and mitigate risks.

In line with our commitment to sustainability and reducing our environmental footprint, we have installed the first phase of our 99.76 kWp solar panel system. To ensure the effectiveness of our energy management, a thorough energy audit was conducted in collaboration with the Department of Energy. Both these initiatives are critical steps towards creating a greener, more energy-efficient campus that benefits both the community and the environment.

All the details and achievements presented in our Annual Report are a true reflection of the hard work, dedication, and collaborative spirit of our entire community. I extend my heartfelt gratitude and appreciation to all our students, staff, and parents who have supported us throughout this journey. We look forward to continuing to build on these successes in the years ahead.



Faculty and Staff Profile

Academic Support

86

Teaching Staff
(Full-Time)

3

Teaching Staff
(Part-Time)

5

Cover
Supervisors



6

For Teaching Staff
Average Years of Service

Support Staff

74

Student Support

74

Admin Support



7.6

For Support Staff
Average Years of Service

Nationality

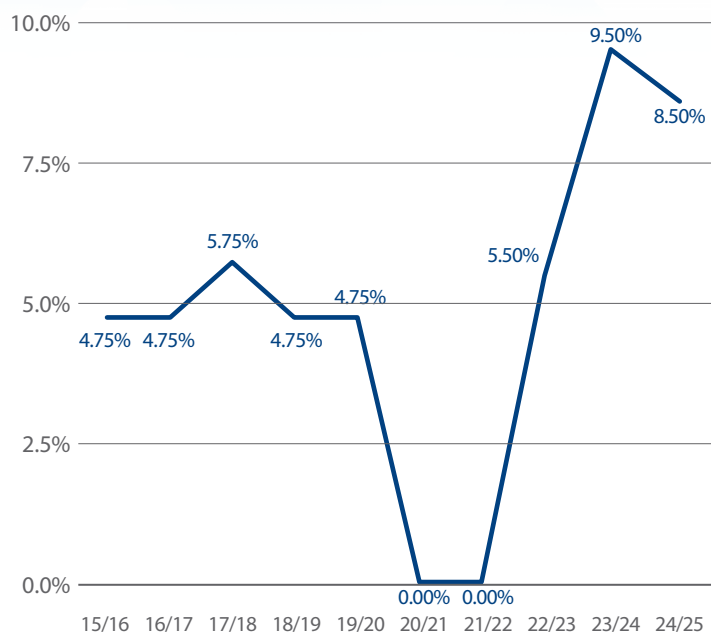
	American	3		German	2
	Australian	4		Indian	1
	British	61		Indonesian	1
	Canadian	1		Irish	1
	Chinese	2		New Zealand	2
	Colombian	3		South African	1
	Dutch	1		Swiss	1
	Filipino	2		Taiwanese	1
	French	2		Total	89



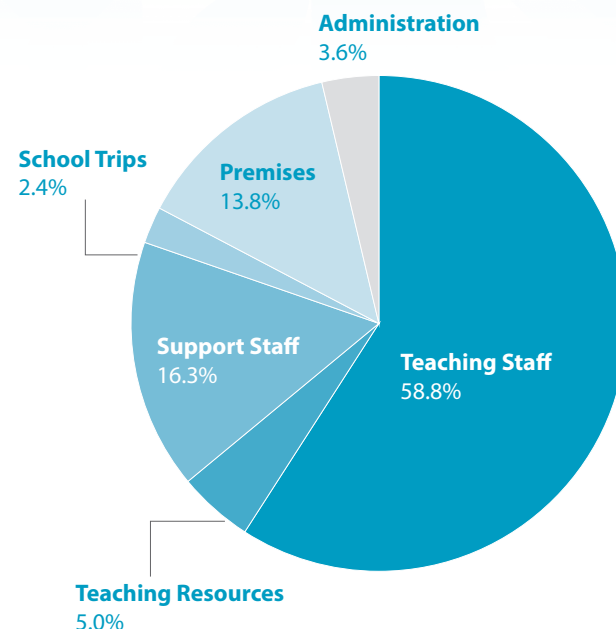
Finances

As a non-profit educational establishment, BSM does not seek to make a profit nor generate a dividend for any shareholders. The School's sole source of financing is the various fees it receives from its families. BSM has maintained conservative financial practices that have ensured it covers its costs, maintains a safe operating cash buffer and is debt free. Our auditors, SGV, have audited the School's financial statements for the year ending 31 July 2024. The School remains a financially secure and ongoing entity.

Fee Increase

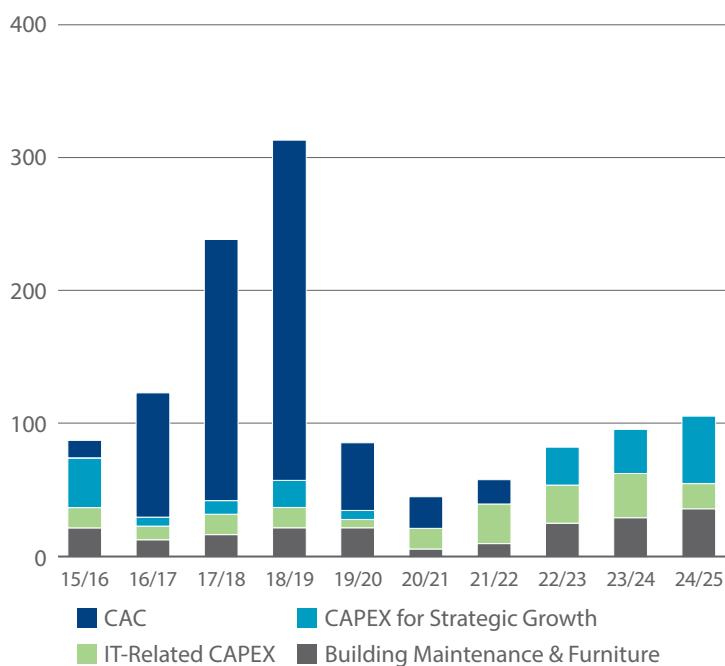


School Expenses



Capital Expenditures

Php'M



Strategic Growth spent for:

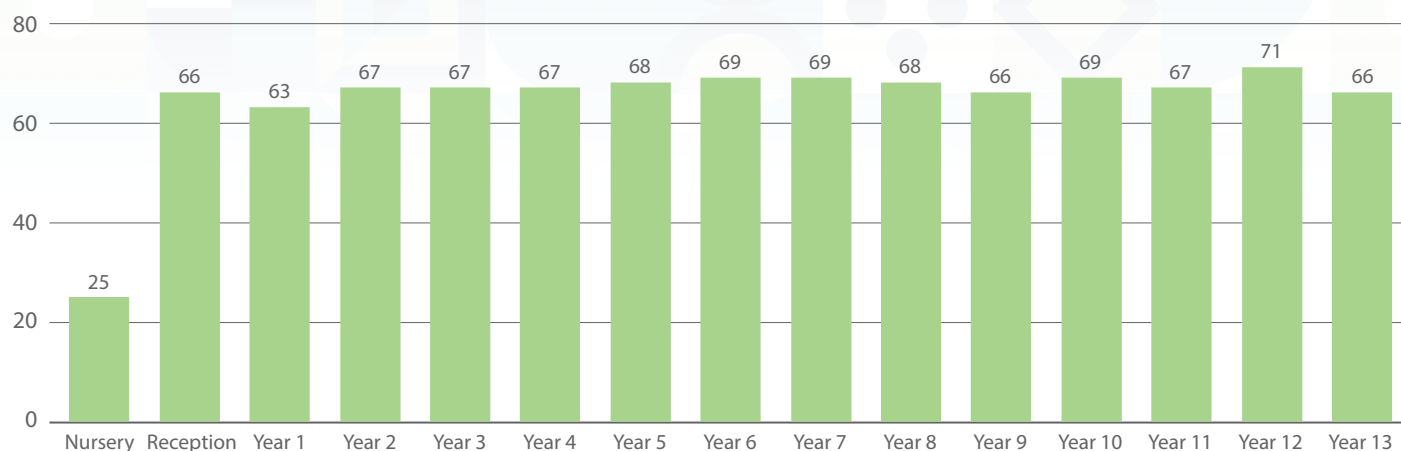
- 2015-2016 - Anilao Building renovation (P17.2M), Science classrooms (P15.6M), Offices (P2.7M), KS2 Playground (P1.9M)
- 2016-2017 to 2018-2019 - Creative Arts Centre (P541.9M), Playground Area
- 2018-2019 - Pool retiling (P12.4M), Floor retiling, Ramp, Space Planning
- 2019-2020 - Creative Arts Centre (P49.7M), Floor retiling, Toilet renovation
- 2021-2022 - Full payment Creative Arts Centre (P18.2M)
- 2022-2023 - Don Jones Field Rehabilitation (P24.8M), Toilet renovation (P3.4M)
- 2023-2024 - Clinic Renovation (P12.0M), Solar Panels (P5.4M), Operations Office (P3.7M), School Refurbishment, Renovation of Changing Rooms, LRC Ceiling, Uniform Shop, Procurement Office

2024-2025 CAPEX includes:

- Capital Development (P50.9M) - Primary and Senior Cafeteria, Rizal Hallway and Classrooms, Renovation of Changing Rooms, Rizal Prep Room, Senior School Assembly Hall, Toilets Renovation, Anilao Flooring Replacements, El Nido Building Hallway and ICT Service Area
- Year 4 of 5-year Network Infrastructure Development

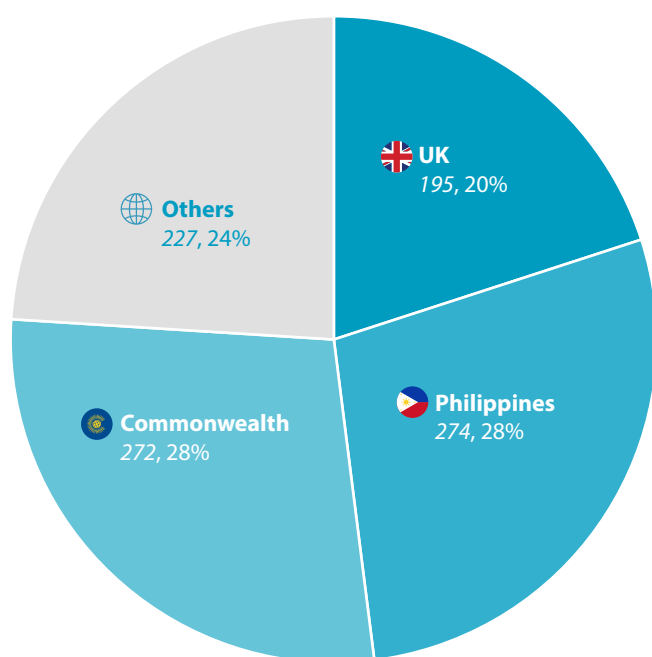
Student Profile

Enrolment by Year Level as of 14 June 2024



Nationality Breakdown

968 Total Number of Students **53 Nationalities**



Others:

Canada, 92	Argentina, 2
Australia, 73	Malta, 2
USA, 53	Turkey, 2
China, 49	Vanuatu, 2
India, 49	Vietnam, 2
South Korea, 24	Albania, 1
New Zealand, 18	Antigua and Barbuda, 1
Spain, 13	Bangladesh, 1
Japan, 10	Belgium, 1
France, 9	Czech, 1
Malaysia, 9	Dominica, 1
Singapore, 9	Fiji, 1
The Netherlands, 8	Hungary, 1
Germany, 7	Italy, 1
Indonesia, 7	Israel, 1
Brazil, 4	Jamaica, 1
Ireland, 4	Jordan, 1
Pakistan, 4	Kuwait, 1
Sweden, 4	Luxembourg, 1
Switzerland, 4	Nepal, 1
Taiwan, 4	Poland, 1
Ethiopia, 3	Saint Lucia, 1
Kenya, 3	Serbia, 1
Romania, 3	Uganda, 1
South Africa, 3	Ukraine, 1
Sri Lanka, 3	

New Students
SY 2023-2024

N	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	TOTAL
26	43	11	10	11	2	8	7	5	4	6	12	2	9	2	158

The school has achieved a record enrollment of **968 students** for the academic year 2023-2024, representing a highly diverse community with a total of **53 nationalities**, marking a historic milestone for the British School Manila.

Well-Being

At BSM we adopt the Positive Education approach. Positive Psychology engages in the scientific exploration of human wellness and optimal functioning. The field is founded on the research of Professor Martin Seligman and the belief that people want to lead meaningful and fulfilling lives, to cultivate what is best within themselves, and to contribute meaningfully to the lives of others.

Our bespoke **Well-Being Framework** promotes a whole-school approach to fostering positive physical and mental health. The framework sets out five key areas of well-being that we aspire to for all of our students.

- Self Acceptance
- An Active and Balanced Lifestyle
- An Ability to Self-regulate
- A Sense of Belonging
- A Capacity for Growth and Resilience



The academic year 2023-2024 saw the introduction of the school's inaugural 'Flourish Festival'.

Flourish Festival is a celebration of the school's Well-Being Framework. This community wide celebration included a visit from an inspirational guest speaker, Ross Jennings, and a fantastic House Spirit event, led by our wonderful Senior Student Leaders for PE, Health, and Well-Being.

Students in Senior School enjoyed an exclusive screening of the film 'Gratitude Revealed' by the groundbreaking Director, Louie Schwartzberg.

Flourish Festival is a complement to our holistic approach and our students' access to the Positive Education Enhanced Curriculum, the gold standard in well-being Education, developed by the Institute for Positive Education.

At the British School Manila we are proud of our status as a leading provider of well-being education.



Council of International Schools Team Visit: Summary

"The school environment is clearly an example of an institution that promotes student well-being. It is evident to the evaluation team that the community is healthy and happy. The overall campus is an environment which is open and inviting to all community members, promotes fairness, and champions values that have resulted in a respectful and congenial atmosphere. In addition, the evidence collected, and observations of team members shows BSM is an institution that listens to the inputs of the community in all aspects of the school's administration. Based on observations, evidence, and interviews, it is clear BSM has effective policies and procedures in place to protect the health, safety, and security of students, staff, and community members in general. Furthermore, the evidence collected strongly supports the narrative that the BSM campus is a warm, caring, and supportive learning environment for students."

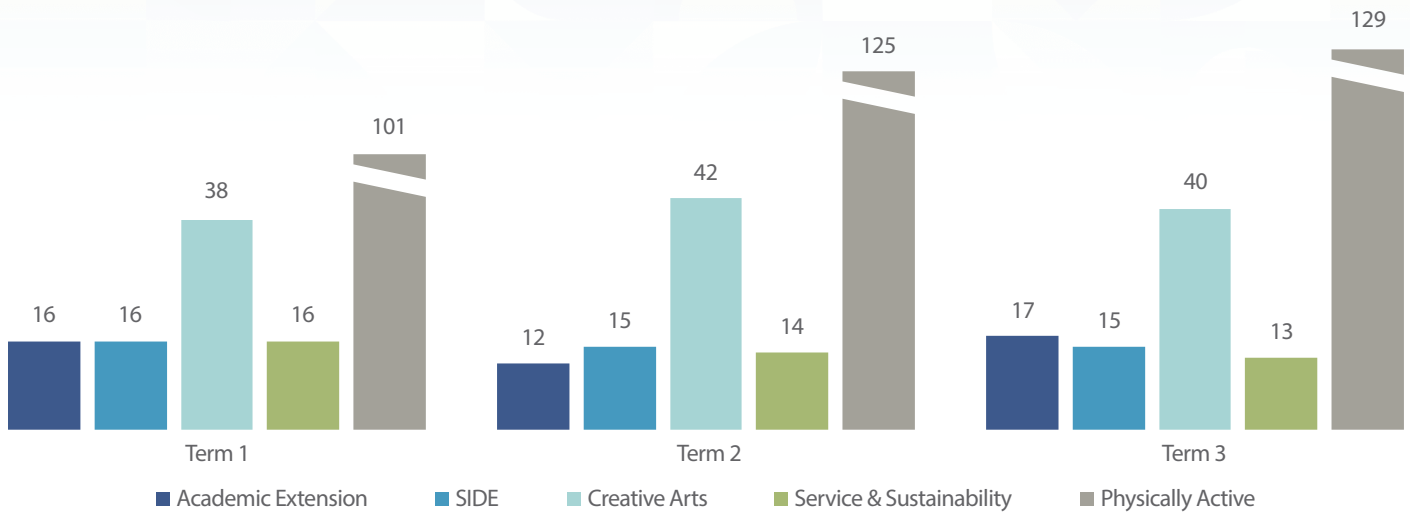
After School Activities

SY 2023-2024 ASA Statistics

187 Scheduled ASA Sessions

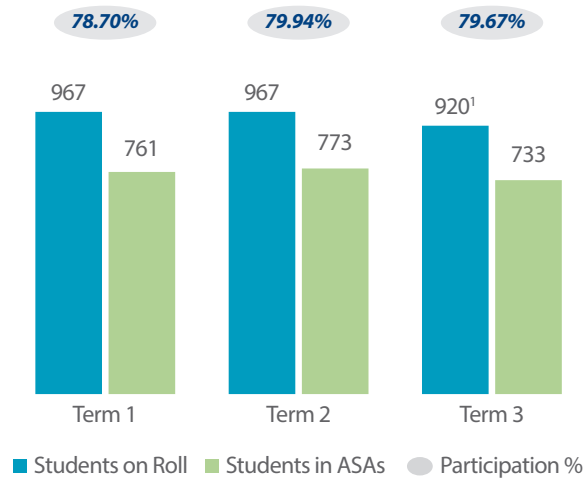
208 Scheduled ASA Sessions

214 Scheduled ASA Sessions



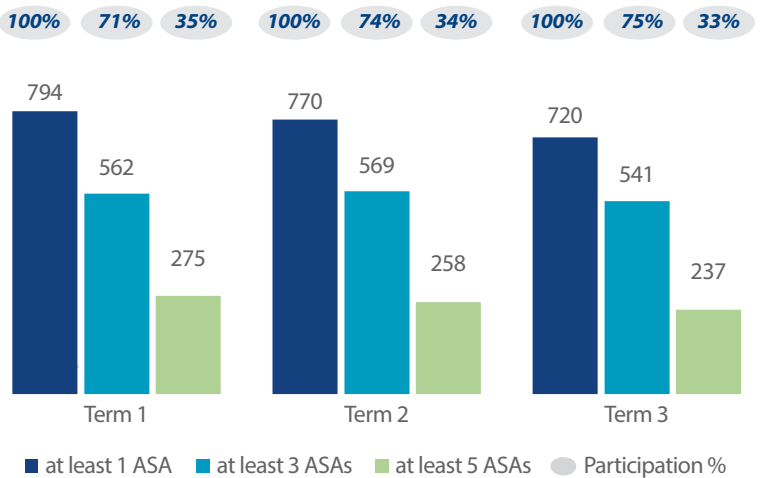
Participation Percentages

Reception - Year 12



Students in ASAs with 1 or More ASAs

Reception - Year 12



Most Popular ASAs per Strand

Academic	SIDE	Creative Arts	Service & Sustainability	Physically Active
Chess Club	Bloxels	Hip Hop	One Million Lights	Basketball
Model United Nations	BSM Programming Varsity	Junior Choir	Best Buddies	Football
TEDxBritishSchoolManila	Bricks 4 Kidz	Crochet & Textiles	BSM Seatizens	Volleyball
BSM Economics Guild	InspirED!	Watercolour Painting	ChildHaus	Swimming
		Tech Team	BSM Unified Club	Badminton

(1) Students on roll from Reception to Year 12 only

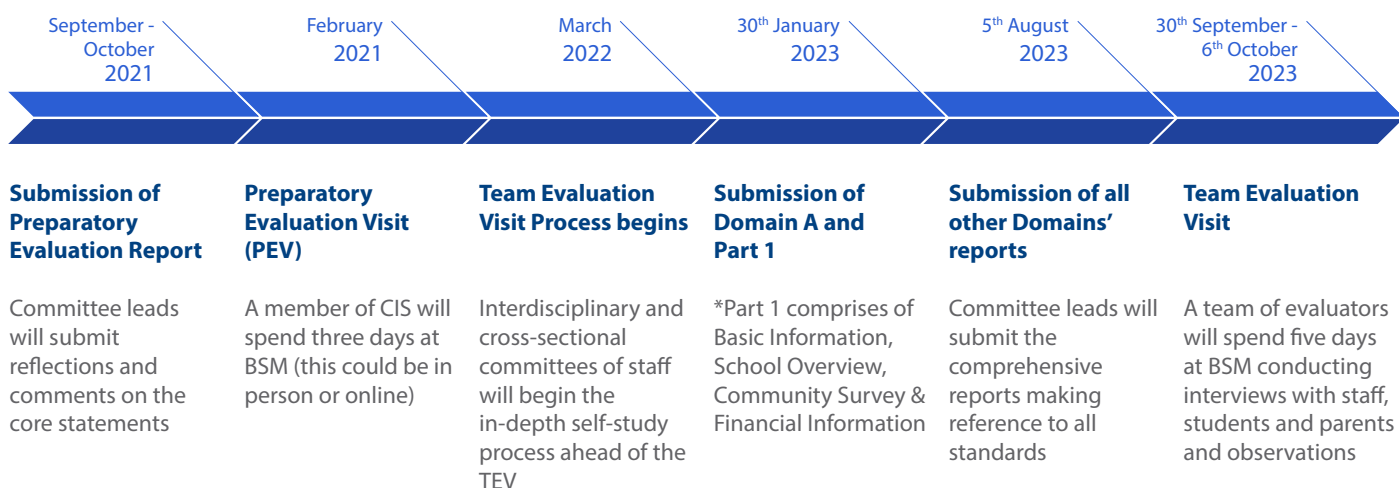
Accreditation



Council of International School Accreditation

We are delighted to announce that British School Manila has successfully completed the final stage of the five-year accreditation process with the Council of International Schools (CIS) and the Western Association of Schools and Colleges (WASC). The rigorous evaluation culminated in a highly successful team visit, and we are proud to have been awarded reaccreditation.

Accreditation Timeline



Characteristics of a CIS-accredited school

The award of CIS accreditation shows that the school has achieved a high standard of professional performance in international education and has a commitment to continuous improvement.

To achieve this at BSM we will always:

- Use the CIS accreditation process for evaluation, reflection and school development
- Use the process to evaluate and develop learning, well-being and the student experience at BSM



Accreditation

Key Achievements and Strengths:

Leadership and Governance

Our Board of Governors was commended for their strategic use of the school's guiding statements and their comprehensive policy handbook, which ensures high-quality learning and effective decision-making. The Head of School was recognised for his strong leadership and the positive working relationship with the Board, which promotes a culture of trust and collaboration.

Educational Vision

The school's leadership team was praised for their commitment to supporting and nurturing students, contributing significantly to their well-being and academic opportunities. Our clear five-year vision, though flexible, allows us to be innovative and fiscally responsible, meeting both immediate and long-term goals.

Curriculum and Learning Environment

Our curriculum supports the development of global citizenship and intercultural learning, with a focus on service and sustainability. The ICT program is integrated from Year 1, equipping students with digital citizenship skills and enhancing their learning experience through technology.

Assessment and Data Use

A variety of assessment methods are used to cater to diverse learning needs, with data systematically collected and analysed to improve teaching and learning outcomes. This data-driven approach ensures that our students achieve their full potential and that our teaching methods are continuously refined.

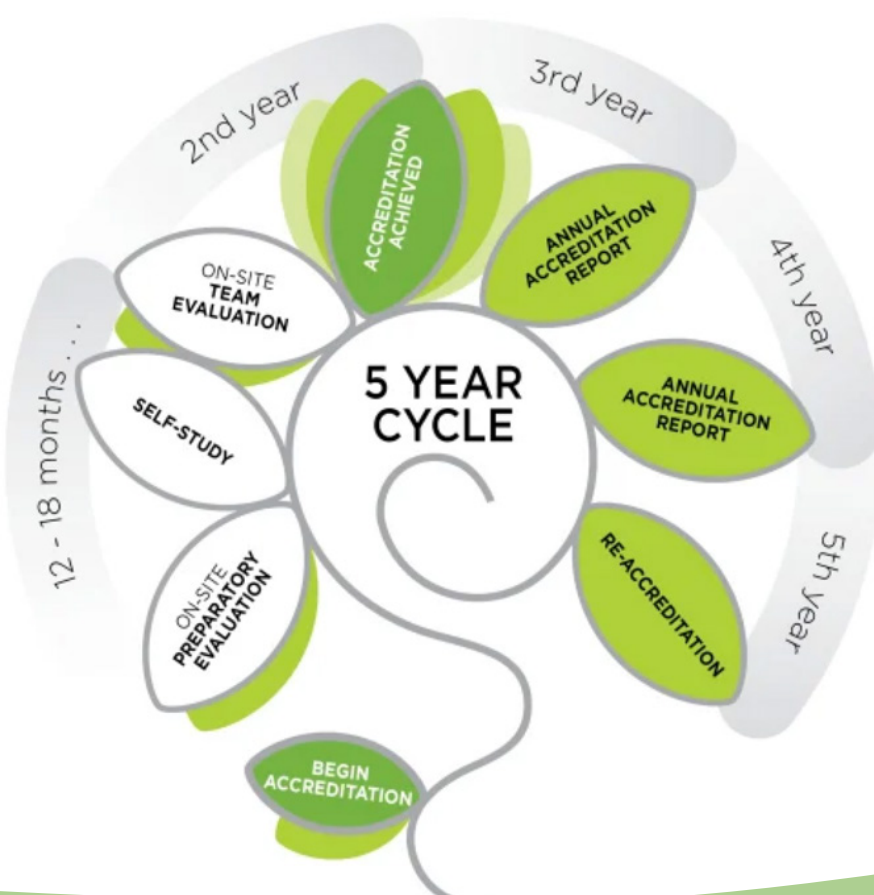
Community and Safety

The school community is dedicated to our core values, with staff and students working together to maintain a safe, secure, and welcoming learning environment.

Looking Forward

As we move into the future, we aim to enhance the vertical articulation of global citizenship and intercultural learning, ensuring these vital skills are strategically developed throughout the students' education. We remain committed to our mission of providing an exceptional international education that empowers students to thrive in a global community.

We extend our gratitude to the entire British School Manila community for their support and dedication, which have been integral to our success in this reaccreditation process.



Primary School

In Primary at BSM, we broadly follow the National Curriculum of England to support our provision in Reading, Writing, Maths and Science. However, there are some very unique aspects to our curriculum and provision within the primary section. Areas of difference which stand us apart is the intentional and focused curriculum work and experiences provided around well-being and global citizenship, as well as our approach to learning in Key Stage 1 which offers a play curriculum taught through play pedagogies.

Well-Being is a curriculum subject at BSM and as such is allocated direct teaching time each day. At BSM, we have developed a bespoke Well-Being Framework and also use the Positive Education Enhanced Curriculum. This curriculum is based on the science of well-being, underpinned by research. Children are taught mindfulness techniques, how to live a healthy lifestyle, to take risks and challenge themselves. They also consider their character strengths and lesser strengths. To complement the Well-Being Framework, we also use the Learning Power Approach from Year 1 onwards (using characters for these in younger classes) which help children to think practically about themselves and the skills they need to be effective learners.

Global Citizenship is also a unique part of our curriculum which structures learning into 2 areas: connecting with nature and connecting with communities. It encompasses elements of outdoor learning and Service & Sustainability as well as providing a platform for teaching and learning about Diversity, Equity, Inclusion, and Belonging (DEIB). Our drive towards DEIB is supported by our Autobiographical Approach. This is a journey of intercultural understanding, with children recognising and respecting the culture of our diverse community. All of our English work in the first 2 weeks of the school year focusses on this aspect and is part of building relationships so that we better understand each other as the year progresses. Learning through real life situations and context is important and as such, each Primary class is linked with a service learning partner. We have established relationships with a number of different partners including: Waves for Water, Rise Against Hunger, and Tahanan Orphanage.



The Early Years Foundation Stage (*Nursery & Reception*) and Key Stage 1 (*Year 1 and Year 2*)

In EYFS and KS1 we nurture children's curiosity and joy of learning to lay foundations which will continue throughout their education. We recognise that the best way to do this is to offer high quality opportunities for learning through play; following children's interests and facilitating for them in opportunities to become collaborators, explorers, problem solvers and investigators. Our classroom provision offers a curriculum taught through play pedagogies, until the end of Year 2. Phonics takes place from Nursery upwards, with more structured sessions taking place as children develop. We broadly follow the Letters & Sounds structure.

In EYFS, the UK Development Matters document is used to support the design of the curriculum and professional judgements. Children are assessed using the Early Years Foundations Stage Profile from the UK.

In Year 1 and Year 2, there are no formal assessments although staff use the UK Phonics screening materials to support judgements in this area. Maths, Reading, and Writing is assessed and tracked using internally developed tools. We also use 'No More Marking' comparative judgement for writing, PM benchmarking for Reading and PT Maths assessments.

Key Stage 2 (*Year 3, Year 4, Year 5, and Year 6*)

To support our Maths and Science learning we have developed maths and science 'mantras' where making mistakes, conscientious completion over speed, and asking questions are celebrated. Internal assessments and standardised tools are used to track progress and look for points of strength or areas which children may need support in.

Throughout Key Stage 2, we shift to teaching through concepts in order that children can connect their learning. The 'Learning That Transfers' and 'Concept Based Learning' approach continue through into Senior school.

Specialist Subjects

All children in Primary swim weekly from Nursery through to Year 6. On top of this they are timetabled each week for a further 2 sessions of taught PE. This is aligned with the high priority placed on physical and mental health. Children begin to experience Mandarin teaching from Year 1 onwards and as they develop in Year 2, they are also introduced to Spanish and French. Other specialist teacher taught areas are: Library, Information Communication (IT), Drama (Year 3 upwards), Languages, and Art. As with KS1, we also use a range of standardised assessments to support teacher judgements.

Senior School



What is Key Stage 3?

Key Stage 3 refers to Years 7-9, the youngest section of the Senior School. We teach a bespoke, enhanced version of the British National Curriculum designed to allow our Key Stage 3 students to flourish, to develop the skills, values, and understanding to consider how they might contribute to their local communities which should prepare them for future academic success. Part of this is ensuring they have a solid foundation of organisational habits which will serve them well in their futures. We also work with them to instill positive and proactive approaches to learning so they can make the most of the innovative and culturally-relevant curriculum. Year 7 students are guided carefully through a transition where the focus on well-being and global citizenship remains strong and the diversity of disciplines and experiences expands. Now taught solely by subject specialists, they are challenged to take new and exciting risks in their learning and build new and long-lasting relationships. Year 8 students continue their growth as global citizens and deepen their disciplinary knowledge and will increasingly be challenged to transfer their understanding and skills to new local and global contexts. Year 9 sees the start of their transition to Key Stage 4 during which we will focus on self-reflection and celebration to help them make some important subject choices ahead of their IGCSE years. They are now challenged to retain their knowledge and understanding from previous years whilst being taught to understand the deeper structural patterns not only of their subject disciplines but of the wider world around them.

What is Key Stage 4?

Key Stage 4 seeks to build upon the intellectual, social, and emotional development that our students experience during Key Stage 3. Key Stage 4 is composed of two year groups, Years 10 and 11 and represents the first period of time where their academic journey is one that is guided by international exam boards and rigorous global comparisons. Students follow the two year IGCSE programme that culminates in externally assessed examinations that are internationally renowned. At the start of Key Stage 4, the students have significant ownership over the subjects that they choose to study and begin the process of shaping an academic pathway towards university.

The IGCSE provides students with a superb breadth and depth of understanding in preparation for the IB Diploma. Our dedication to student well-being and the deliberate teaching of skills and behaviours to promote current and future well-being is paramount to the student journey through Key Stage 4. Our examination outcomes at the end of Year 11 are truly world class. This is because of a cross-school dedication to cognitive science, transferable understandings and delivering this pre-16 certificate via experienced experts in their subject field.



What is Key Stage 5?

Our Year 12 and 13 students follow the highly regarded International Baccalaureate Diploma Programme (IBDP), which we believe is the best and most rigorous pre-university course available in the world.

The programme develops students who have excellent breadth and depth of knowledge; the subject curriculum is designed to ensure that all students can flourish physically, intellectually, emotionally, and ethically. The curriculum is made up of six subject groups. This ensures that each and every IB Diploma graduate is academically well rounded whilst still acquiring specialist knowledge and depth of conceptual understanding in three Higher Level subjects.

IB Diploma students also follow a common core curriculum. The additional requirements are threefold. The Theory of Knowledge (TOK) course helps students develop their critical thinking. The Creativity, Activity, and Service (CAS) module involves our students in a range of practical activities that complement their academic studies. The Extended Essay requires students to produce a piece of extended academic writing which prepares them well for the challenges of higher education.



Service Learning Partners

- Bali Green Camp
- Bataan Turtle Sanctuary
- Best Buddies
- BSM Cares
- BSM Special Olympics Pilipinas
- Childhaus
- Gawad Kalinga
- Gifted Gamers
- Habitat for Humanity
- Holy Carabao Holistic Farm
- Kythe
- Mount Purro Nature Camp
- One Million Lights
- Pre-loved Devices
- Red Cross Youth Council
- Siniloan Tree Planting
- Springboard Foundation
- Subic Jungle Survival

IB Profile Results and Higher Education Placements

2024 Final University Destinations



USA

Azusa Pacific University
Bentley University
Brown University
Harvard University
Loyola University Chicago
Massachusetts College of
Pharmacy and Health Sciences
New York University
Northwestern University
Nova Southeastern University
Pasadena City College
Purdue University
Stanford University
Tufts University
University of California, Irvine
University of California, Santa Cruz
University of Michigan
University of Pennsylvania



United Kingdom

University of Southern California
University of Virginia
University of Washington, Seattle
Vanderbilt University
Brunel University London
Cardiff University
Kaplan University-Foundation Program
Nottingham Trent University
University of Bath
University of Birmingham
University of Bristol
University of Cambridge
University of Glasgow
University of Liverpool
University of Manchester
University of the Arts London
University of Warwick
University of West London



Canada

Concordia University
University of Toronto



Australia

The University of Sydney



Hong Kong

The Hong Kong University of
Science and Technology



Philippines

Ateneo de Manila University



France

Sciences Po/Columbia University



Singapore

National University of Singapore



South Korea

Yonsei University

IB Results

BSM average point score = **36**

World average = **30**

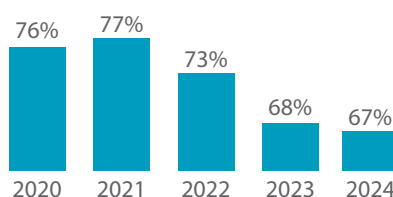
95% pass rate

23% students with 40+ points

IGCSE Results 2024

93% of our students achieved **5 or more A*-C grades**

UK comparable statistic:



44% of our students achieved **A*-B grades across all of their IGCSE subjects**

Service & Sustainability

Primary School

Reception - Being Part of Nature

Spending time outdoors became a part of the Reception students' daily routine. The jungle and garden became the areas for exploring and discovering. Time spent outdoors led the way for Reception students to develop respect for plants and creatures in the jungle. They spent most of their time in the jungle discovering creatures and looking for bugs and insects and also making sure they don't get caught by nets or thread on. It has also been a life cycle lesson as they discover dead bugs, plants, or animals - properly returning them to soil as part of nature. These discoveries also led them to develop and complete their own nature book, a compilation of things and creatures they discovered in the jungle.

As the process and importance of composting were introduced, the students have been more involved that it became a practice to drop by the composting area to put their fruits and vegetables scraps; some were even from their snacks or lunch. They fed and observed worms as it helps in vermicomposting. What they have done during their exhibit summarised what they loved to do throughout the year with *calamansi* as an example - drinking its juice, composting its peels, and planting its seeds! They showcased it as well through a song where one of the lines says, "Reception's planting seeds and so should you."

They also got involved in a lot of sustainable practices such as collecting egg shells and crushing them or collecting banana peels and cutting them into pieces to make vitamins for the plants. Taking part in stem cutting to propagate and eventually growing the garden more.

Year 1 - Connecting with Nature

Year 1 students developed a deep appreciation for nature through immersive, play-based learning. Partnering with Urban Farmers BGC, the students gained hands-on experience in growing vegetables and caring for soil, which they applied to revitalise the EYFS/KS1 garden. This project led to the successful cultivation of produce such as pechay, basil, and okra. In day-to-day life, the students engaged in sustainable practices, learning about composting by collecting food scraps from class and the school cafeteria and recycling scrap paper, which they turned into new paper through an outdoor recycling initiative. The garden project also saw students collaborating with head gardener, Jigs, to design and create a welcoming garden entrance.



Connecting with Communities

Year 1 students extended their learning beyond the school by building a meaningful connection with *Tahanan ng Pagmamahal*, a local children's home. Throughout the year, they had two playdates filled with play, food, and games, fostering a friendship and an understanding of diverse backgrounds. The students also embraced the principles of reduce, reuse, repair, and recycle by hosting a jumble sale of donated items, with proceeds benefiting their new friends at *Tahanan*. This initiative not only taught valuable lessons in sustainability but also strengthened the ongoing relationship with the children's home, which will continue into the next year.



Service & Sustainability

Year 2

In Year 2, students conducted an inquiry into how our actions affect the ocean, starting with questions about its current state and quickly transitioning into discussions on meaningful changes to be made. Our exploration covered topics like pollution, sustainability, and conservation, emphasising how increased awareness enables us to make small but impactful contributions. We were also visited by Plastics by Manila Automat, who shared valuable insights not only on recycling but also on upcycling and making the most of the resources we already have.



Year 3

In Year 3, the focus has been on our Service Learning partnership with Rise Against Hunger. Through exploring science and Global Citizenship topics such as plants and interdependence, nutrition, farm-to-fork processes, and food security and insecurity, the students connected these themes exploring them in the context of the Philippines. From planting and growing fruits and vegetables in the Year 3 garden to selling the produce in the Year 3 Bazaar, the students raised funds to sponsor a plot of land at Rise Against Hunger's Good Food Farm, where fresh vegetables are grown to supplement their school feeding program.

The students visited the Rise Against Hunger's Good Food Farm for their residential trip, where they participated in activities like planting and harvesting, learning about aquaponics, and practising sustainable farming, including raising chickens, ducks, and cows. They were also involved in packing nutritious food packs for the Rise Against Hunger school feeding program. Furthermore, Year 3 students visited a local school, where they helped prepare food for the feeding program, engaged in shared STEAM tasks with students from Bungkol Elementary School, and participated in cultural exchange activities, including reading and sharing stories in both Tagalog and English.



Year 4 - Responsible Consumption

In Year 4, students learned that an individual's decisions about clothing purchases can impact the environment, economy, society, and making sustainable choices benefits all. Through being mindful of what we buy and wear empowers us to make positive contributions to the circular economy. The students were enthralled with the visit from Reese Fernandez Luis, the founder of the social enterprise Rags to Riches (R2R), inspiring what we hope to be, the next generation of conscientious consumers.

Permaculture: A soil project with a by-product of food

The Year 4 students embarked on a transformational journey of connecting with nature through a regenerative sustainability, with an onsite service learning project. Using the outdoor space behind Cebu building, they learned about the differences between healthy and unhealthy soil, about the relationships between systems and nature, and together created a thriving ecosystem food forest based around the concepts of permaculture practice - earth care - people care - fair share.



Year 5

Year 5 continues to work with Waves for Water, a charity providing clean water for families in the Philippines. In the topic, Clean Water and Sanitation, students learned about the impact of contaminated water on health, women's empowerment and children's education. After Waves for Water visited BSM, outlining their work here in the Philippines, Year 5 created games and activities for other year groups to play at lunchtime, raising over PHP 63,000. This bought over 30 water filters to help 150 families access clean water in mountainous Filipino communities. These filters will reduce waterborne infections and allow children to attend schools and adults to stay at work.

Year 6

In Year 6, students explored sustainable farming methods and traced the journey of a banana from plant to shop, gaining a deeper understanding of the process. Banana Chief from Villa Socorro Farm gave a talk about their efforts to help local farmers to ensure they receive a fair price for their bananas. He also shared about his commitment to empowering farmers and promoting sustainable agriculture. During his visit, students also had the pleasure of trying some delicious local ice cream that he brought with him, making the experience even more memorable.



Service & Sustainability

Senior School

Year 7

The Maths curriculum continues to connect the conceptual ideas of Maths with transfers to the real world. Students used statistics to demonstrate and advocate for the challenges of a global issue (such as an endangered species), explored budgets for people on diverse incomes, used the concept of space to think about how the interior of a *Gawad Kalinga* home could be best used by a family and built mathematical education resources to share with partner schools.

In pastoral time students once again have connected with Chosen Children Village - interviewing them and finding out their needs. They made a visit to the foundation and formed bonds with the staff and residents learning about their lives, successes and challenges. They also invited them to join us here on site for both Guy Fawkes Night and Family Fiesta. Some students also chose to reconnect with the community during MAD Week and form deeper bonds.

Year 8

Maths, English, and Humanities continue to operate a cross-connected curriculum that works with *Gawad Kalinga* in supporting one of their villages. This builds on to the work from Maths in Year 7 and the planning aims to result in real world impact.

The pastoral team took the students to *Gawad Kalinga* in Taguig in March 2024 and they explored the challenges and strengths of the community as well as playing games and having deep conversations with community members to get to know them and their lives better.



Make A Difference (MAD) Week

Students from Years 7-10 participated in our first 'real world' MAD Week. They participated in 14 different experiences across 11 different locations. Some students were based on site working on themes such as sustainable fashion and waste management. Other teams did day trips out to nearby locations carrying out a whole variety of work in impoverished communities, nature reserves and a school for PWDs. Finally about 50% of students went on residential trips further afield connecting with tribes, organic farming a PWD village and carrying out nature bioblitzes around forests and rivers.

A major focus of the week was our new addition, Docathon, students were tasked with gathering stories about their communities and building short documentaries on the lives of those that live and work in the various places in which they were working. This then culminated in a Docathon film festival judged by various experts in documentary filmmaking and conservation work both here in the Philippines and around the world. It was hosted by our Service & Sustainability SSLT, included live red carpet interviews with Winston magazine and our star guests were the communities themselves including the UpSkills Choir.

Community member feedback was overwhelmingly positive both from within our own school community and those that we connected with via our Service Learning Partnerships.



Year 9

In Technology, students designed a piece of BSM merchandising to pitch to the Marketing team. As part of their pitch students have to consider the sustainability of the materials in their design. In Science students participated in a science fair where they investigated how science can solve real world problems such as health issues and climate change. In Geography, students looked at the importance of community voice when designing development projects and why the community is the expert in their own problems - from this they thought about how they might tackle supporting a slum in Manila and work with the people there following the impacts of a disaster such as a fire.

In pastoral time, students connected with the Silver Heights Community and also visited *La Mesa Nature Reserve* in September 2024. The forged connections with the community having taken a virtual pre-visit using the MAD Courses - Choose Your Own Adventure platform. The students loved meeting in real life the people they had seen virtually. At *La Mesa*, students carried out a bioblitz using a variety of scientific and geographical techniques learning the skill sets required and the challenges faced when gathering data in the real world.

Year 10 and 11

Brand new this year was a pastoral focus on examining the challenges of plastic waste pollution in the waters around Manila. Following some learning in school and a fantastic talk from Circular Economy Pioneer and UN Ambassador for the Environment - Antoinette Taus, they joined her organisation, CORA, at the *Las Pinas-Parañaque Wetlands Park* to carry out a waste survey along the shoreline contributing to the long term data set being collected there to support the scientific backing in persuading those in power about what needs to be done to manage our waste.



Women in International Schools Empowerment (WISE) is a resource base and network intended to support women working and learning in international schools in admin, support or academic roles.

WISE was established by British School Manila leaders, Katie Tomlinson and Thea Williams in September 2022 as a response to the needs of women who were current and aspiring leaders within BSM. Initially, the focus was mentorship, and connecting these women with others in the global community who could support them. However, early conversations with colleagues across Asia demonstrated a need for wider, more structured and intentional support and guidance for women within education. The initiative grew beyond the scope of mentorship and now WISE operates as a resource base and community to support women and girls in a wider sense.

Two highly successful and now established elements of WISE are: **WISE Round-tables** and **WISE Conference**.



WISE Round-table

This element is run by the Head students of BSM and invites upper Senior students as well as other members of the BSM community who identify as female to come and listen to women in various fields who are working towards building a more inclusive and equitable society both locally and globally. Participants are then prompted to discuss key takeaways from the presentations in mixed groups to challenge perspectives and develop innovative solutions to contemporary problems.

WISE Conference

120 delegates from across Asia gathered for a conference in February 2024 for the inaugural WISE conference. The conference was a vibrant mix of keynote speakers, workshops, networking activities, 1-1 coaching sessions and social activities which challenged and inspired attendees to push forwards as individual leaders and to rethink systems and structures of leadership within education to move towards greater equity for their own and future generations. Over the two and a half days, delegates had opportunities for reflection and personal growth related to themselves as a leader and the ability to empower others in their leadership role. The second WISE conference is scheduled to take place in February 2025 in Seoul, Korea.



Over the coming years, WISE hopes to further establish itself as a global resource base and network, founded by BSM, but steered strategically by an advisory committee made up of member schools.

Alumni

The 2023-2024 school year was a remarkable one for our growing alumni community, with memorable events and opportunities for meaningful connections.

In January, we kicked off the year with our annual Founders' Day Assembly, this year celebrating the 48th anniversary of the British School Manila. It was a joy to welcome BSM alumni back to campus, where we celebrated our rich history, vibrant future and the enduring spirit of our BSM community.



Founders' Day

Alumni Connect



Manila



London



Tokyo

March saw a number of updates to our alumni pages on the BSM website. These updates were designed to allow our alumni to register and update their details so they can easily stay informed about news, events, and opportunities to engage with the school.

April brought the inaugural BSM Alumni Connect event at the Manila Polo Club. The gathering was a resounding success, bringing together recent graduates, BSM Taguig Scholars, and business leaders from diverse industries. Supported by our dedicated BSM parents, Alumni Connect offered a valuable platform for networking, fostering new relationships and strengthening ties within our community.

In May, Alumni Connect extended to London, where we hosted a gathering attended by Head of School, Mr. van der Linde, who was in the city representing BSM at the COBIS annual conference. This event was a wonderful opportunity for our London-based alumni to reconnect with the school and with each other.

We wrapped up the year with our final Alumni Connect event in Tokyo in June, further solidifying our international connections and celebrating the global reach of the BSM community.

Each of these events underscores the strength and vibrancy of our alumni network, and we look forward to continuing to build these important connections in the years to come.

The British School Manila Taguig Scholarship Programme

The British School Manila Taguig Scholarship Programme (BSMTSP) has remained steadfast through the years with their mission to support excellent, but financially disadvantaged students; to let them continue to dream and achieve the very best for themselves and for their respective families. To reinforce this, the committee designs activities that can assist in their pursuit of their development, as students and future professionals. This also includes supporting them in discovering their untapped potential. In line with this, instead of the usual gathering, the committee organised an informative and interactive half-day conference for SY 2023-2024.



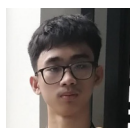
LEADING FROM WITHIN was facilitated by Ms Rory Catipon, BSM Guidance Counselor, with Ana Medina, CEO of Black Sheep Digital, and Irish Pagulayan, BSMTSP Batch 9 scholar. The sessions revolved around the 8 C's of Self Leadership: calmness, clarity, curiosity, compassion, confidence, courage, creativity, and connectedness.

New Scholars

Over 80 applicant resumes were received by the committee from 13 local high schools endorsed by DepEd Taguig-Pateros. After the shortlisting and pre-screening, 5 were selected to be part of the newest batch of scholars entering Grade 11.

Bagumbayan

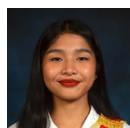
National High School



Khian Bangoy



Paul Benitez

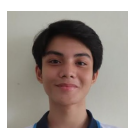


Alecza Marquez

Kapitan Jose Cardones Integrated School



Janica Cordero

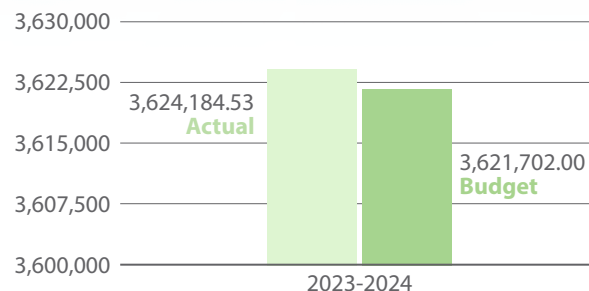


Brix Garnica

Napindan Integrated School

Financial Report

Budget and Expenditures for SY 2023-2024 beginning 1 August 2023, ending 31 July 2024.



New Committee Member



The committee welcomed its new member, **Zofia Rodriguez**, Finance Assistant. Being a former BSMTSP scholar (Batch 6), her experiences will be a great source of encouragement and inspiration to current and future scholars.

Achievement



The committee is proud to share that **Rochelle Abala**, a Batch 10 scholar and Third Year BS Civil Engineering at MAPUA Institute of Technology was voted as one of the *Sangguniang Kabataan Kagawad* (Youth Council Counselor) garnering the second highest number of votes. She was appointed to the Committee on Health and Committee on Youth Welfare. She attended a BSMTSP seminar Safe Space which inspired her to turn this into a project for the youth "Safe Kabataan Space".

Newly Graduated Scholars



Batch 7

Katrin Micaela Pascua

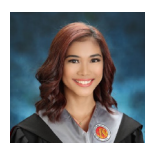
BS Physics with specialisation in Materials Science
De La Salle University - Manila
Magna cum Laude, Outstanding Thesis Award



Batch 8

Engr. James Ripalda

BS Civil Engineering
University of the Philippines - Diliman
Cum Laude



Batch 9

Daniela Castro

BS Aircraft Maintenance Technology
Air Link International Aviation College
Cum Laude, Rank 1, BSAMT Batch 2023, National Leadership and Service Awardee, Best in Aircraft Ground Operations

PTA Events SY 2023-2024



PTA AGM



Jumble Sale



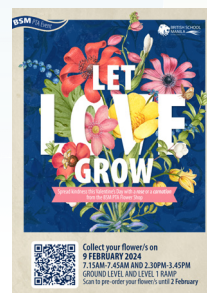
Guy Fawkes Night



Christmas Shop



Family Fiesta



Flower Shop

The school year 2023-2024 was, as always, a busy one for our BSM PTA. We held our key annual celebrations including our New Parents and AGM event, our Jumble Sale, Guy Fawkes Night, The Primary School Christmas Shop and a summer celebration which was this year - The BSM PTA Family Fiesta. We also held an additional Jumble Sale in the third term and our inaugural Flower Shop and Christmas Social events.



This year's committee also delivered an update to the BSM PTA Constitution. The changes will help to ensure that we can continue to serve the BSM community in the best possible way in the future.



PTA AGM



Christmas Shop



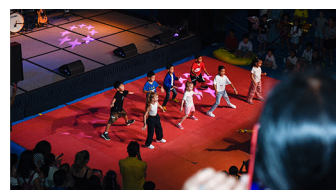
Jumble Sale



This year, funds were dispersed among a number of community building activities including, a dragon dance, Graduation, The Prom, a Merienda for our support staff and both the Christmas and end of year Staff celebrations. In addition to this, the 2023-2024 BSM PTA Committee has committed Php1 million to a school development project that will help to improve our students' experience on campus during the hottest months of the year. The project will also help to bolster BSM's resilience to climate change. This project is still in its exploration and costing phase.



Guy Fawkes Night



Family Fiesta



Flower Shop

PTA Sponsored Events



All Staff Family Christmas Party



Dragon Dance



PTA Community Contributions



IB Graduation



Seniors' Prom

Events

It has been another year full of exciting events and activities for BSM. Our commitment to fostering a friendly family atmosphere had been most evident in our Whole School Assemblies this year.

At Whole School Assemblies, students and members of our community have the opportunity to share their classroom and outdoor learning experiences including activities and initiatives they are embarking upon. We regularly celebrate academic, visual and performing arts, sporting and sustainability achievements and share the valuable lessons learned throughout the journey.



Zumba House Competition



Art House Competition



Eco Banner Competition



Carolling House Competition

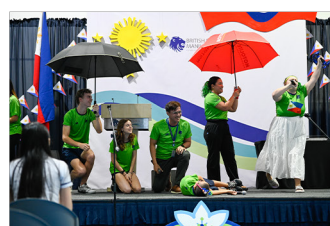


Dance Challenge



This year, we thought of boosting the climate in our Whole School Assemblies by introducing live house competitions to enhance students, parents, teachers and support staff engagement as well as promote collaboration across the whole school. We invited participants from our different houses, Luzon, Visayas and Mindanao to come together and complete house challenges within a time limit. The mechanics, criteria and participants from each house were introduced at the start of the assembly whilst scores and the winning team were announced by our Head of School at the end of the assembly. Imagine the adrenaline rush and excitement it brought to our hall!


Bounce Off: Minute to Win It



Philippine Independence Day: Karaoke Challenge

It was lovely to see members of our community join the fun and cheer for their respective houses, however, the real wow factor is the sportsmanship and the respect shown to the winning house by everyone in attendance. Thank you to all who participated this year and we are looking forward to more exciting house competitions in the future!





36th Street, University Park, Bonifacio Global City,
Taguig City, Metro Manila, Philippines
Telephone number: (632) 8860 4800