

AR

Annual Review
2024/25

BENJAMIN
FRANKLIN
INTERNATIONAL
SCHOOL

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About BFiS

BENJAMIN FRANKLIN
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BFIS MISSION

Stimulate Creativity & Curiosity

Motivate students to discover their own unique path and express their individuality, thus enabling them to develop into independent and collaborative thinkers and doers.

Create future-ready learners:

As a progressive school, it's important to equip students with the necessary tools and problem-solving mindset to comprehend the constantly evolving nature of society and how they can adapt to it. We must also set an example for them to follow.

Build a sense of community

Encourage students to develop both empathy and a social conscience by educating them about their role in a supportive learning community where they can contribute and benefit from its collective efforts.

Inspire joy

Teaching with joy can empower students to approach life positively, find happiness in their circumstances, and overcome obstacles with optimism.

BFIS VALUES

Adaptability

Welcoming challenges as opportunities for growth, learning, and reflection. It means being able to handle change or new situations easily.

Respect

The practice of recognizing and honoring another's inherent worth. Understanding others and recognizing their value. Being kind and inclusive to ourselves, others, and the environment.

Responsibility

Taking ownership of the impact of our actions.

Integrity

Doing the right thing, even when no one is looking.

Curiosity

Exploring with an open mind and heart; being excited to ask questions and discover.

Joy

A deep sense of gratitude, connection, and belonging. It is looking for the goodness in things.

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02.

Governance and Leadership

Letter from the President of the Board



Marquis Brown
President, Board of Trustees



The 2024–2025 school year was one of steady progress at Benjamin Franklin International School. Across our campus we continued to strengthen learning, progress toward our Vision for Learning, and our community. We also welcomed Lila Jorge into her first year as our new Head of School.

Academically, we continued to enhance the student learning experience across divisions. Experiential learning expanded through purposeful fieldwork, outdoor education, and global connections. These experiences are crucial in reinforcing the link between classroom learning and its application in the world beyond.

Creativity and innovation became increasingly visible in daily school life, with broader access to the arts and maker-centered learning. Supporting individual potential also remained in focus. Stronger family engagement, individualized learning approaches, attention to multilingualism, and expanded student voice continued to shape a culture of belonging and student agency.

Beyond the classroom, co-curricular programs played an essential role in supporting our commitment to whole-child development.

Athletics, arts, and after-school offerings fostered school spirit, teamwork, and student leadership, contributing to a particularly strong year for BFIS Athletics.

The 2024–2025 school year was also marked by significant progress on the construction of our Center for Creativity and Innovation (CCI) as the project moved even further from vision towards a visible reality. Amidst the construction, we have been deeply encouraged by the generosity shown by so many families within our community who have contributed financially in support of the vision which the CCI represents for our school.

This progress took place while continuing critical work in institutional strengthening where we advanced key initiatives in branding, communication, accreditation, and community engagement.

As a Board, we are grateful to our Head of School, faculty, staff, families, and our students for the care and commitment that made the 2024-2025 school year possible. On behalf of the entire Board of Trustees we thank you for your trust in BFIS and for being an essential part of our community.

Board Members 2024-2025



Aaron Barasz



Ana Zacapa



Claire Williams



Daniel Ripley



Manning Warren



Marquis Brown



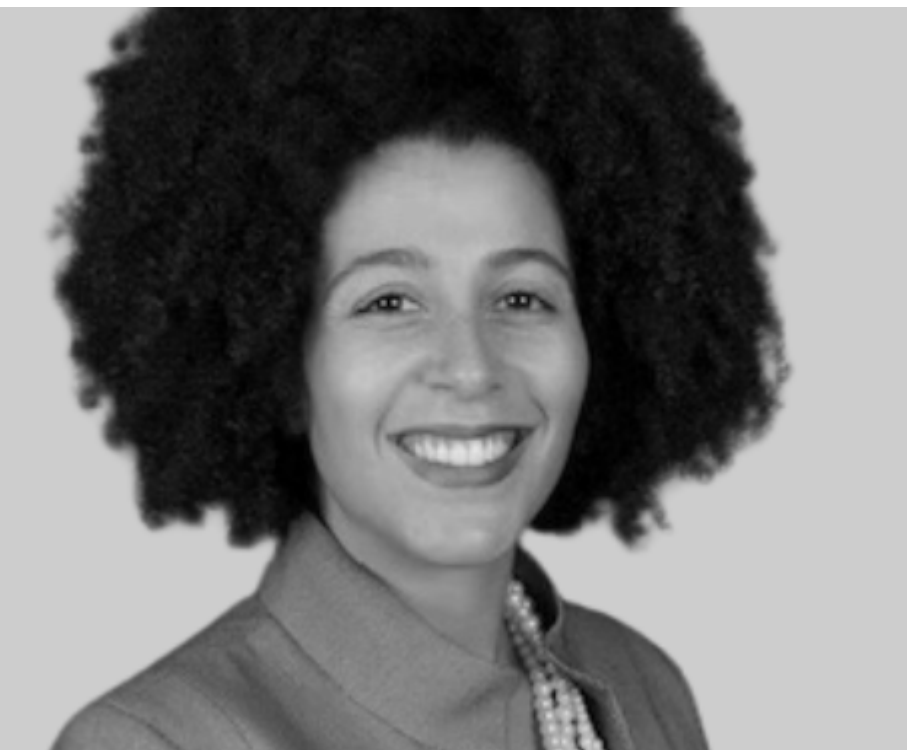
Montse Rius



Nadja Borovac



Paul Schulz

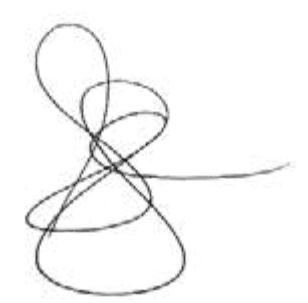


Tessa Henry

Letter from the Head of School



Lila Jorge
Head of School



As I write this year’s annual review, I’m doing so from a new place: my first year as Head of School. After years as Associate Head, I thought I knew BFIS well. I did, and I also learned how different the view is from this seat. You notice different details. You carry different questions. And you feel, more clearly, how much a school is held up by the people who show up for it every day.

In many ways, my time at BFIS has been shaped by building. I arrived as the Elementary building opened. We built the Secondary campus through Covid. And in 2024–2025 we were back in construction mode as the Center for Creativity and Innovation took shape. It was a year of shared space and constant adjustments. We collaborated more closely, simplified where we could, and kept the day working for students. In an unexpected way, the tighter spaces sharpened what matters most here: connection, care, and strong learning. This year also felt like a shift. Not an ending, but a change in rhythm. With the Center now in its final stage, we are already feeling more stability and more room to focus. Less energy goes to logistics, and more goes to learning, belonging, and what students carry with them when they leave us.

This annual review centers on two priorities at the heart of that work: our Vision for Learning and our commitment to child protection and safeguarding. Safeguarding is not a policy we file away. It is a daily practice and a shared responsibility. When students feel safe, they can take the risks real learning requires.

We were also in a period of leadership transition, as our Elementary and Secondary Principals moved on. I want to honor what they built and how they led, with care, clarity, and students at the center. I’m grateful for their contribution and the foundation they leave behind.

As this review goes to print, we are already well into our next phase of leadership. Katy Stack has joined us as Associate Head of School, bringing deep experience in student-centered learning and a strong background in special education. Tara Zielinski has stepped in as Head of Elementary, with a track record of leading with an equity lens and a commitment to deep learning. Damon McCord has joined as Head of Secondary, bringing more than two decades of leadership and a focus on strong student outcomes. At the same time, we have real continuity in the people who know BFIS from the inside. Jillian Zappia, Associate Head of Elementary, and Laura Blair, Associate Head of Secondary, bring institutional knowledge, steadiness, and a clear sense of who we are. That combination matters: fresh perspective alongside grounded leadership.

As you read the pages that follow, I hope you see what I have seen this year: a community that rises to meet what’s needed. Students who surprise us with their courage and creativity. Teachers who keep refining their craft. Families who partner with us. Staff who make the place run in ways that are easy to overlook.

Leadership Team 2024-2025

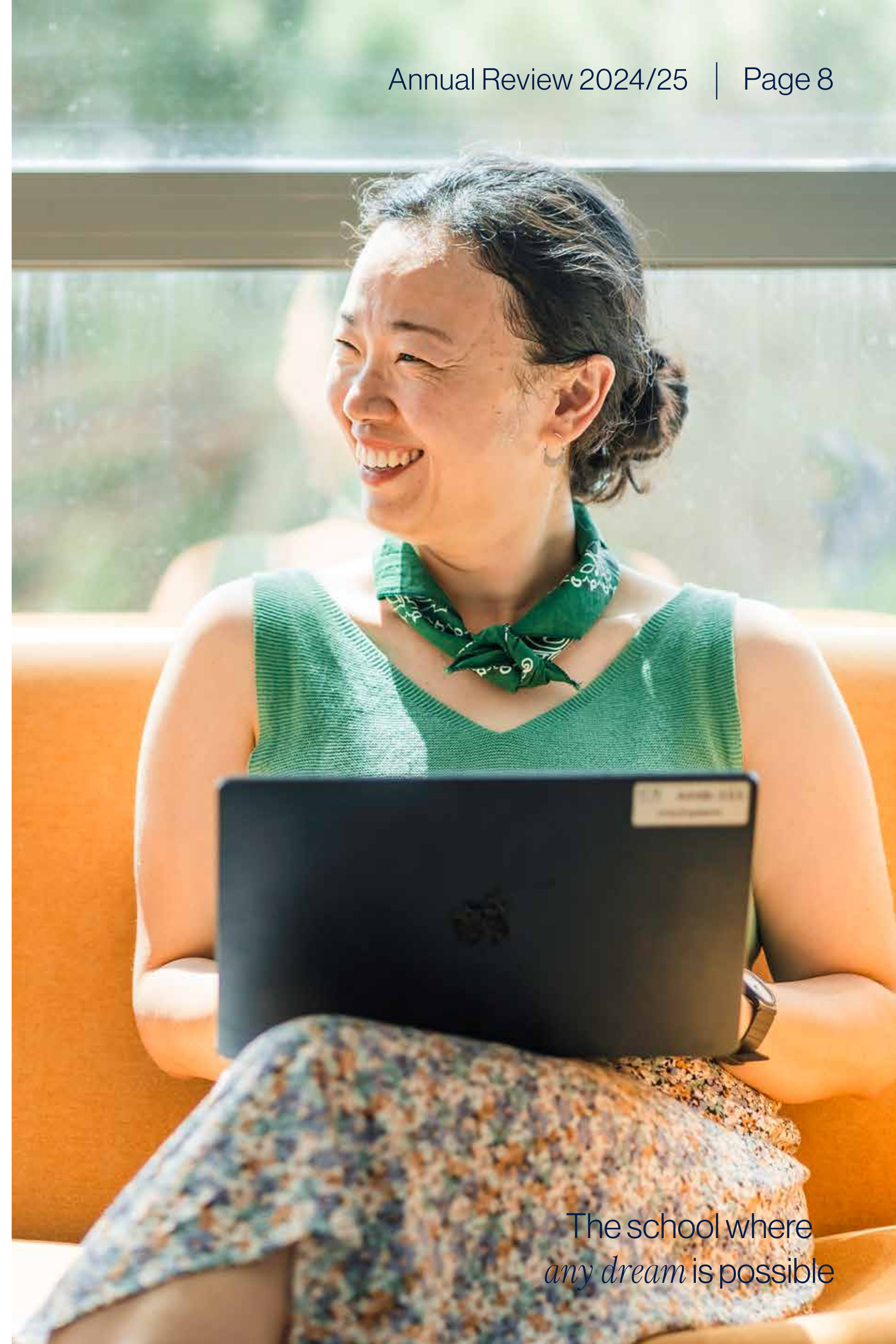
Following the strategic refinements initiated last year, the leadership team continues to build upon the organizational structure established during the 2023-2024 school year.

The introduction of Associate Head positions for both the Elementary and Secondary divisions has now moved into a phase of full implementation, providing the stable leadership support necessary to drive continuous improvement across all educational stages.

Having successfully transitioned from her previous role as Tech and Innovation Coach, Jillian Zappia continues her work as the Associate Head of Elementary. Jillian's background in integrating technology remains a vital asset as she leads ongoing initiatives to enrich our elementary curriculum and foster modern learning environments.

After her appointment in Spring 2024, Laura Blair continues to serve as the Associate Head of Secondary, moving from her former position as IBDP Coordinator to provide overarching divisional leadership. Supporting this transition, Michal Valente continues in his role as IBDP Coordinator. His deep connection with the IB program and strong rapport with students remain central to the success of our rigorous and rewarding IB Diploma Programme.

These leadership roles now represent the foundation of our commitment to fostering academic excellence and innovation at BFIS. We remain confident that this established team will continue to inspire our community, sustain our educational improvements, and deliver on our mission of providing a world-class, holistic education to all our students.



Vision for Learning

Deepening Impact Across the Three Pillars

Our Vision for Learning exists because the world our students are inheriting is changing fast, and it is bringing complex, borderless problems with it. The vision is our answer to that reality.

It commits us to a Nursery to 12 learning framework that helps students expand their thinking across cultural, linguistic, political, and societal barriers so they are ready for what comes next, not just what came before.

The outcomes we are aiming for are clear. We want students who are collaborative and connected to the world around them, empowered to design innovative solutions to complex problems to create a better world. We want learning that builds self-esteem, confidence, risk taking, “fail forward” resilience, empathy, and voice, alongside strong academic preparation.

This cycle was originally designed as three years, and we extended it by one additional year so we could move from intention into stronger implementation and collect more visible evidence of impact.

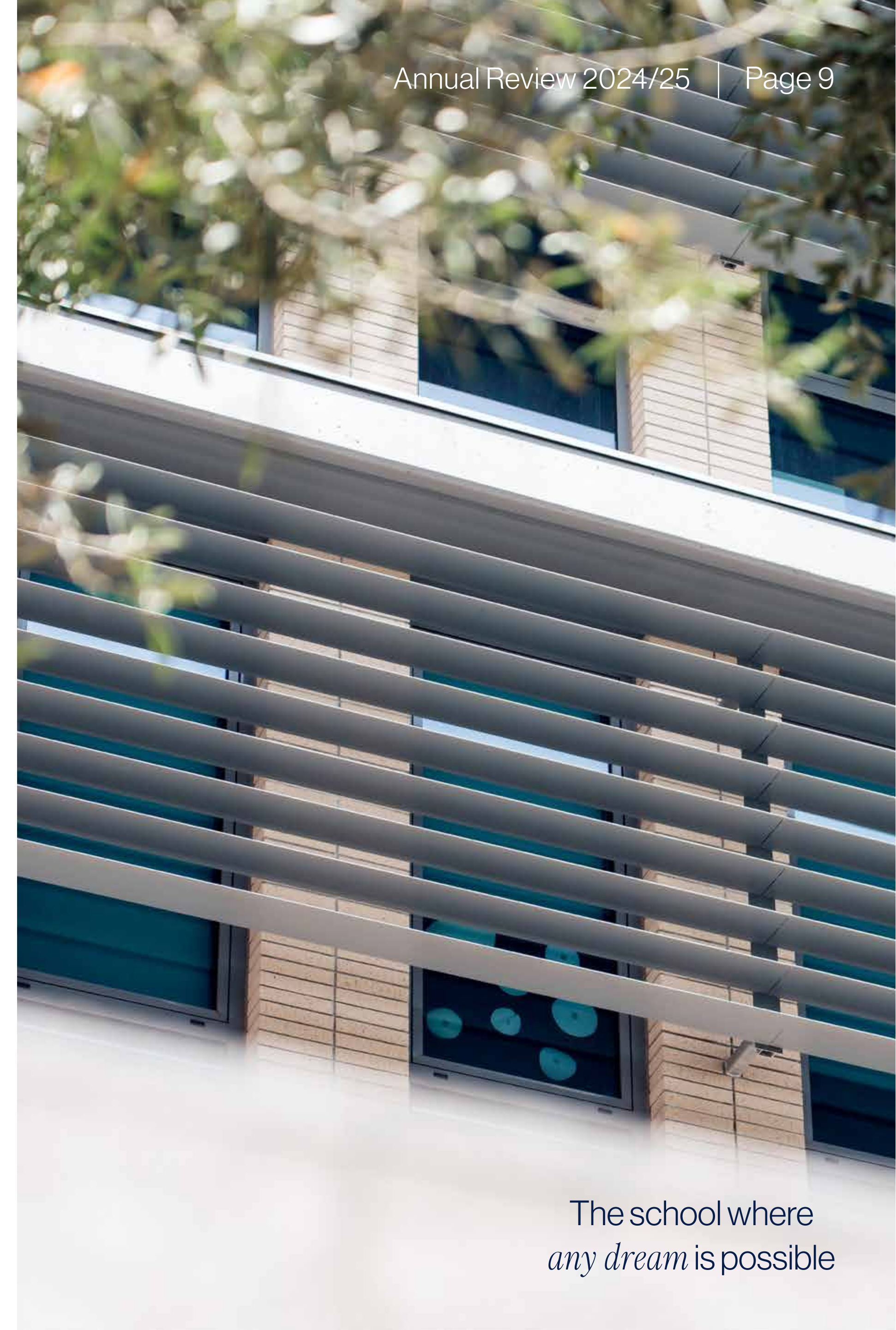
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With the extended cycle now complete, 2025-26 will begin the next phase by relaunching the process with clear guardrails around the three pillars where we are seeing the strongest traction: Experiential Learning, Creativity and Innovation, and Individual Potential.

A key enabler for this next phase will be our new Secondary building and the Center for Creativity and Innovation, planned around strategic learning concepts and program goals, with purpose-built spaces that enhance student learning opportunities.

The building allows us to do more, and to do it better. It is a chance to amplify momentum already underway by adding capacity and better-fit spaces for Creativity and Innovation, so more students can continue to tinker like thinkers: making, designing, prototyping, and experimenting more often, with stronger support to solve and answer real questions and challenges that connect to today's world and tomorrow's.

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Strengthening Child Protection Through Partnerships and Prevention

Our purpose is to ensure every student feels safe, seen, and supported, and that they know what to do when something does not feel right for them or for someone else.

Child protection and safeguarding work best when they are not treated as an “add-on” or a response to worst-case scenarios. This is everyday work: building trust, noticing early, and responding with care and urgency when concerns are raised. It is also about empowerment. We want students to have the language to name what crosses a boundary, the confidence to ask for help, and the skills to be upstanders for one another.

This connects directly to our wellbeing curriculum. Last year, we developed our Comprehensive Sex Education, Health and Wellbeing Scope and Sequence. This year, we have focused on strengthening how it shows up in practice, especially through advisory and counseling, so students have regular, trusted spaces to ask questions, build healthy relationship skills, and get support early.

Alongside this internal work, we strengthened partnerships with local agencies because keeping children safe is a shared responsibility. This year we partnered with La Policia de la Generalitat – Mossos d’Esquadra and their school-focused, trained unit, who led student workshops on being upstanders using real case stories to make the learning concrete.

The sessions prompted thoughtful discussion about identity-based harm, boundaries, and what it looks like to act when something does not feel right.

Sessions were planned with counseling support, clear guidance on privacy and reporting responsibilities, and follow-up spaces for students to process, ask questions, or seek help. Content was adapted by age, and we worked to ensure families could access information and support regardless of language.

In parallel, we deepened our partnership with local social services. They provide practical guidance, training, and resources that help us work appropriately within the systems and supports available in Catalunya. Their input strengthened the leadership team and counselors, improving consistency in decision-making and follow-through, and strengthening both prevention and response when concerns are raised. More broadly, we continued to build relationships with local providers and neighborhood organizations so we are not working in isolation and so we can connect families to the right support when needed.

Finally, we have focused on impact, not just activity. We gathered feedback through the counseling and leadership teams and paid attention to the questions students raised and the support they sought afterward. Those reflections are shaping next steps, including stronger delivery through advisory and continued work to make it easier for students to speak up early.

03.

Creativity and Innovation

3.1

Robotics

HIGH SCHOOL ROBOTICS

THE THUNDERKITES

The High School robotics team, the Thunderkites, competes in the FIRST Tech Challenge (FTC), a highly advanced robotics program with a new theme and engineering challenge each year. This year, students designed and created a robot for the season INTO THE DEEP.

Students design, build, code, and iterate complex robots while developing resilience, creativity, and leadership. This year the team competed in the Italian Championship, this was the first year of its existence and we got to meet, innovate and connect with numerous FTC teams from around Europe.

Beyond robotics performance, the FTC program strongly values innovation projects and community outreach, encouraging students to apply their learning beyond competition. Local connections with teams around Spain have been of huge importance to us this year, where we have had the chance to learn and share ideas in order to gain a deeper understanding of not only mechanics, but also the holistic approach of FIRST.

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Barcelona International Math Competition 2025

The Barcelona International Mathematics Competition (BIMC) is organized by the executive student members of the Benjamin Franklin International High School Math Club,

Along with the collaboration of students from other schools. The intent is to promote and encourage interest in mathematics, challenge students' problem-solving skills and recognize excellence.

During the 2024-25 school year, approximately 150 middle and high school students from BFIS, ASB, Kensington, St. George, and Europa International School were on campus participating in a three-round tournament.

SPECIAL RECOGNITIONS:

Third place out of all 9th and 10th grade students.

First place out of all 11th and 12th grade teams.

Third place out of all 9th and 10th grade teams.

* Third place out of all 11th and 12th grade students.

For the remainder of the school year approximately 60 students, both middle and high school students, participated in the online Purple Comet Math Competition. Results below:

MIDDLE SCHOOL

Team in first place in Spain, and finished in the top half of the international competition.

Teams tied for third place in Spain.

HIGH SCHOOL

Teams tied for fourth place in Spain, and finished in the top half of the international competition.



Design Technology

Design remained a cornerstone of the BFIS curriculum and student experience throughout this year.

The Makerspace continued its operations within the High School building as we look forward to the completion of our upgraded facilities. This transition will introduce two specialized environments tailored to our evolving program: a dedicated Robotics Lab for precision engineering and a Design Workshop equipped with a professional woodworking section and expanded project storage for large-scale builds.

The department made significant strides this year in consolidating a robust Design curriculum fully aligned with the IB Middle Years Programme (MYP). Built on a “learning by doing” philosophy, the program ensures every student engages in purposeful problem-solving by following the Design Cycle. This development sets the stage for the 2026-2027 school year, when Design will transition into a core subject under MYP guidelines; it will be mandatory for all students in Grades 6 through 8 and continue as a dynamic elective for Grades 9 and 10.

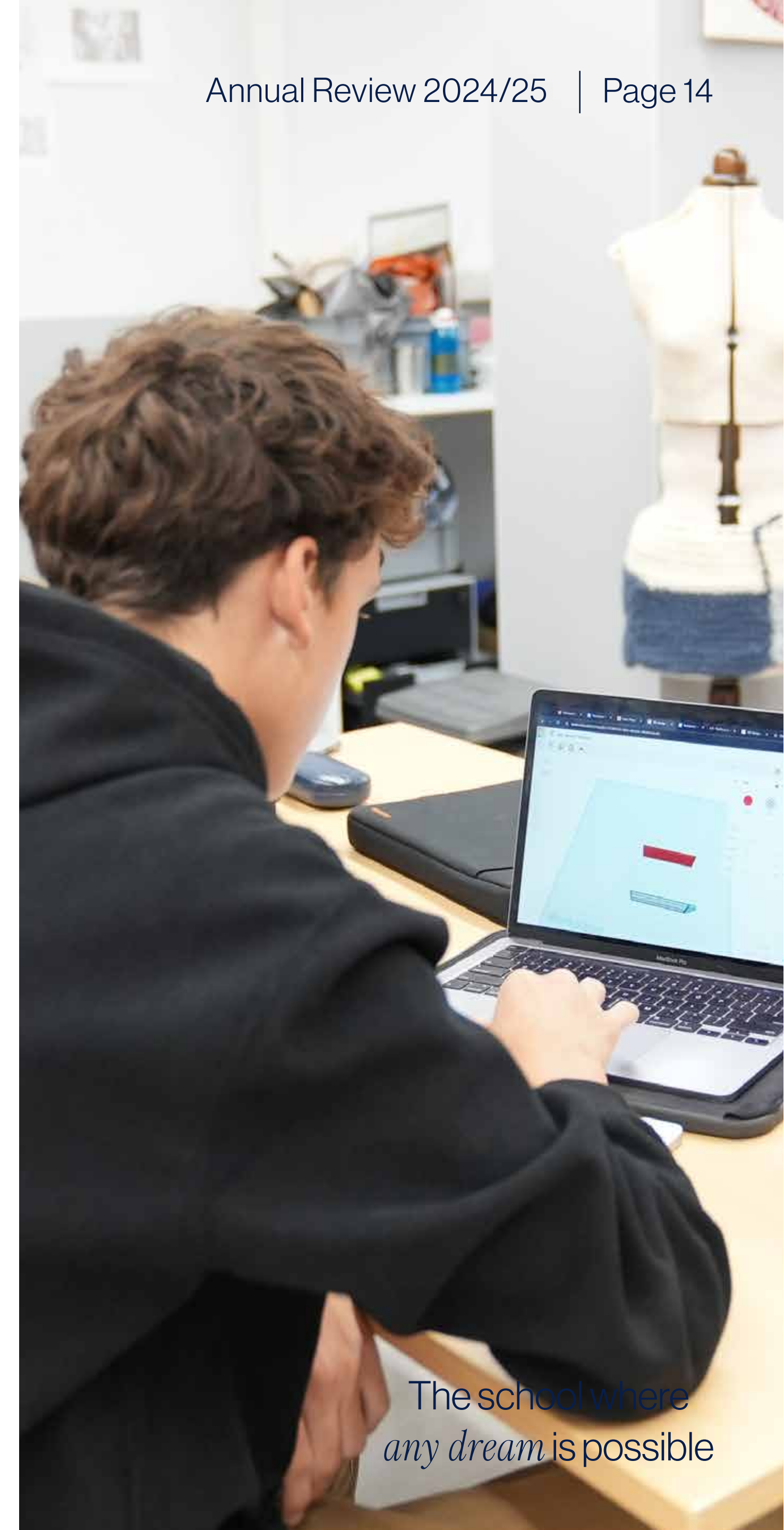
To support these academic shifts, the department updated its comprehensive Design document to fully align with MYP standards and integrated the official MYP Grade Rubric.

This tool helps students navigate their individual design journeys with clear, criteria-based feedback.

These programmatic updates ensure students can pursue both Computer Science and Design as electives throughout Middle and High School, as well as within the Diploma Programme. Notably, this year celebrated the graduation of BFIS's second IB Design Technology cohort, with performance expected to exceed global averages.

Our creative community has been further strengthened by the support of our Laboratory Technician and Design Assistant. In addition to proactive equipment maintenance, the team hosts open lab sessions during lunch, allowing students to advance personal projects with professional guidance. Technical capabilities saw a major boost this year with the acquisition of a new laser cutter and several BambuLab 3D printers, which have become centerpieces for high-quality student prototyping and independent innovation.

Student ingenuity was on full display at our 5th annual BFIS Makerfaire. This year's event was a resounding success, showcasing a diverse range of talents including sophisticated fashion projects and the construction of a custom electric guitar. The Makerfaire served as a fitting conclusion to a successful year, celebrating our students' achievements as we move toward our new state-of-the-art facilities.



Performing Arts

This year, the BFIS Performing Arts department reached new heights, increasing our total number of annual productions by two and placing a significant emphasis on student-led creation. From devised scripts to solo debuts, our students took ownership of the stage like never before.



AFTERSCHOOL HIGHLIGHTS: INNOVATION & ORIGINALITY

The season featured several groundbreaking “devised” works, written and directed through collaboration between students and staff. A standout was the 1890s Murder Mystery Dinner Theater, a fully immersive experience entirely scripted by the ensemble. In Summer 2025, the Middle School followed suit with Fangs, Wands, and Games, a clever Young Adult fantasy parody that poked fun at Twilight, The Hunger Games, and Harry Potter.

In early 2025, our afterschool performers presented Broadway Under the Stars. This cabaret-style homage gave seasoned vocalists and first-time singers alike the chance to shine in intimate duets and solos. Our younger performers also dazzled in the Spring 2025 Elementary production of The Rainbow Fish. To close the year with a bang, students from Middle and High School showcased their musical range in the high-energy BFIS Got Talent rock concert.

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IN THE CLASSROOM: FROM CLASSICS TO CONTEMPORARY

Curricular drama saw students tackling a diverse range of genres and complex themes:

Grade 6: Brought the laughs with vibrant, physical Commedia dell'arte performances.

Grade 7: Mastered the art of Reader's Theater and navigated the complexities of Shakespeare's Twelfth Night.

Grade 8: Explored modern-day relatable humor in the one-act play, A Day Without Internet.

Grade 9: Brought a popular literary favorite to life with their adaptation of The Summer I Turned Pretty.

Grade 10: Took on the heavy hitters of 20th-century drama, performing scenes from Waiting for Godot and Death of a Salesman.

DP Theatre: Our senior students delivered a powerful, original piece of theater exploring the ethical implications of AI in emergency services, proving that the arts are a vital tool for examining the challenges of the future.

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Elementary and Middle School Choir

ELEMENTARY SCHOOL:

The ES Choir had a vibrant and music-filled year! Meeting twice a week at 8:00 a.m., our young singers showed impressive dedication, arriving early, warming up their voices, and building a strong ensemble culture before their school day even began. Their commitment was evident in every rehearsal.

Throughout the year, the choir performed in both the Winter and Spring Showcases, bringing enthusiasm, expression, and growing musical confidence to the stage. Students also shared their voices in several internal school opportunities, helping to build a joyful musical presence across our community.

They performed at school assemblies as often as possible, Parent Council morning meetings, Winter and Spring Showcase events and the BFiS International Food Fair-very exciting.

A number of our singers also participated in the AMIS Elementary Honour Choir, rehearsing above and beyond their regular schedule. These students joined more than 100 choristers in Madrid for an inspiring multi-day festival that highlighted their hard work, teamwork, and love of singing.

Overall, the 2024–2025 ES Choir demonstrated dedication, musical growth, and a wonderful spirit of collaboration. We are incredibly proud of everything they achieved this year and look forward to more music-making ahead!

MIDDLE SCHOOL:

The MS Choir had a wonderful year full of music making! From singing while parents entered during the school day, to performing at the International Fair, our singers showed dedication and passion for music making. Additionally, our MS Choir had the amazing opportunity to travel to Lisbon, Portugal to participate in the MAIS Choir Festival.

This was an incredible opportunity for students to sing with students from other international schools and grow as performers!

Overall, the MS Choir showed joy, professionalism, and heart throughout the school year. We can ´ t wait to see all that they will do in the years to come!

04.

Experiential Learning

Field Trips

Our students embrace learning beyond the classroom, engaging with the world through purposeful field trips and a variety of enriching educational experiences.

The field trips took students beyond the classroom and into the world, through forests, museums, factories, markets, and coastlines. Each outing was thoughtfully connected to units of inquiry, enriching academic learning while nurturing curiosity, environmental awareness, cultural understanding, and a sense of community. These are some of the activities made this year.



FOREST SCHOOL AND OUTDOOR LEARNING

Students made frequent visits to the Collserola forest behind the school and to the Jardins de Can Sentmenat, engaging in team and community building activities, reading and writing in nature, and hands-on ecological exploration. One example is when a hike through Collserola tied to the Earth's Geography unit gave students first-hand experience of erosion and its effects on the landscape. These regular outdoor sessions strengthened students' connection to the natural environment while fostering collaboration and well-being.



SCIENTIFIC AND TECHNOLOGICAL LEARNING

Trips to CosmoCaixa offered students a variety of interactive science experiences, including workshops on energy, forces and motion, and light and shadow. One such trip allowed kindergarten students to explore simple machines before building their own, sparking curiosity and problem-solving skills. The CosmoCaixa space exhibition launched a second grade inquiry unit into the universe, bringing science to life beyond the classroom.

Field Trips

ENVIRONMENTAL AWARENESS AND CONSERVATION

Students visited the CRAM Marine Animal Rescue Centre to learn how human behavior impacts ocean wildlife. Through guided tours and hands-on activities, they gained an understanding of marine conservation and ecological responsibility.

CULTURAL AND HISTORICAL EXPLORATION

Visits to Poble Espanyol and the History Museum of Barcelona (including the Entrem en Política! exhibition) enriched students' understanding of Spanish architecture, political history, and diverse cultural heritages. A trip to the Calella Lighthouse Interpretation Centre and the Museu de la Colonia Vidal deepened students' appreciation of industrial heritage and local history. Students also visited the Maritime Museum to explore Barcelona's seafaring past.

ARTISTIC ENRICHMENT

A visit to the MNAC museum invited students to engage with self-portraiture through the lens of fine art. The Mercantic antique market provided a unique setting for artifact exploration, connecting students to history through objects. Students also visited the Atelier Little Makers session at Camp de Sarrià to develop creativity and craft skills in a hands-on environment.

INDUSTRY AND CRAFTSMANSHIP

A guided visit to the Simon Coll Chocolate Factory in Sant Sadurní d'Anoia gave students a behind-the-scenes look at artisanal food production. At Playcook, 5th grade students got hands-on experience exploring physical and chemical changes in cooking, linking science directly to everyday life.

COMMUNITY, ECONOMY, AND SOCIAL RESPONSIBILITY

Students walked through the Sarrià neighborhood to visit local markets, bakeries, and supermarkets, using real-world experiences to launch inquiry units on economy. A visit to L'Illa Shopping Centre had students explore the economics of fast fashion, working within a budget to reflect critically on pricing and consumer choices. Outings to the Plaça Joan Reventós and local stores brought classroom learning into authentic community contexts.

WILDLIFE AND NATURE

A trip to the Barcelona Zoo offered students the chance to learn about animal diversity and conservation. A visit to Granja Can Bordoi introduced students to farm life and agricultural practices, connecting them to the origins of food and the rhythms of rural life. These field trips have complemented academic learning, provided valuable real-world experiences, and helped students grow into curious, well-rounded individuals with a deeper understanding of themselves and the world around them.

Colonias

Our start-of-year overnight trips are designed to strengthen the fabric of our student community by encouraging new connections and lasting friendships.

Through shared activities and collaborative challenges, students cultivate the social intelligence and emotional resilience necessary for their personal development.

Following the success of last year's program, we have continued to build upon the sessions, refining and expanding our approach to provide even richer learning experiences.

This year, with some beautiful days and some very wet ones, we were able to show the students the forest in every beautiful way possible—highlighting its changing moods and the opportunities each season brings.

Our focus has been on deepening engagement, fostering greater independence, and responding to the evolving interests and needs of the children. Where possible, sessions were thoughtfully linked to the children's Units of Inquiry in class, allowing for meaningful connections between their outdoor experiences and classroom learning. The result has been a dynamic and rewarding year of growth, exploration, and connection.



Esperança Walk

As a key component of our experiential learning curriculum, the Esperança Walk represents a profound collaboration between the PTA and student leadership groups like the National Honor Society (NHS).

This initiative brings our community together one Sunday each month to support the unhoused population in the Raval neighborhood.

THIS PARTNERSHIP IS BUILT ON A SHARED COMMITMENT:

The PTA provides essential perishable goods, including fresh sandwiches, eggs, and fruit.

The NHS coordinates the collection and distribution of non-perishable items such as soup, juice, and snacks.

The core of the experiential learning happens through direct action. Small groups of 6 to 8 students commit to three to four hours of service, following a walking route to hand-deliver meals and other vital necessities, including clothing and hygiene products. This hands-on engagement allows students to move beyond the classroom, fostering empathy and a deep understanding of social responsibility through consistent, face-to-face community service.



4.4

Global Citizenship and Action

In our deeply interconnected modern world, a robust Global Citizenship and Action program is vital.

It cultivates cross-cultural collaboration and inspires students to take on pressing global issues such as social justice, inequality, and climate change. By fostering empathy and a sense of collective accountability, global citizenship motivates individuals to make meaningful contributions toward a fairer and more sustainable world.

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PHILOSOPHY OF GLOBAL CITIZENSHIP AT BFIS

At BFIS, we value diversity and the power of united action to drive meaningful change. This dedication is woven into our Vision for Learning, where hands-on, experiential projects encourage students to examine global topics through various lenses.

From our advisory sessions to student-led initiatives, we prioritize critical thinking and problem-solving to ensure our students are prepared for the challenges of tomorrow.

EDUCATION AND AWARENESS

Through education, global citizenship is nurtured by providing students with the essential insights and principles needed to interact with varied cultures and international issues.

By integrating inclusive lessons and community-based initiatives, students build empathy and a sense of social duty, giving them the confidence to take meaningful action toward sustainability, equality, and justice.

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Global Citizenship and Action

KEY PROJECTS AND INITIATIVES

Whole School SDG Focus:
Following a school-wide initiative where the Eco Committee and Going Green Club shortlisted potential targets, students voted to focus on SDG 14: Life Below Water for this academic year.

First Annual Eco Day:
Replacing previous upcycling events, this year we launched our first integrated Eco Day for both Elementary and Secondary campuses, featuring specialized workshops and learning sessions centered on marine conservation.

YouTutor and IBDP Support Network:
This student-led peer tutoring program provides academic mentorship and support for all students across the MYP and DP curricula.

BFIS Fun Run:
Our annual community fitness event returned with a specific mission to raise awareness and funds for development projects in Bangladesh.

Pep Rallies:
These high-energy gatherings served as a platform to celebrate our Athletics programs and various student-led organizations, with a special spotlight on the initiatives of the Going Green Club.

FemFest:
This dedicated event promoted gender equity within the school community, with a particular emphasis on encouraging female participation and leadership in the sciences.

CosmoCaixa Challenge:
Two teams of six High School students submitted innovative projects to this prestigious competition that connects directly to the SDGs.

- **Submissions:** One group developed an app to assist individuals with dementia and their caregivers, while the second group designed a platform to coordinate beach cleanups and reforestation efforts.
- **Achievement:** Out of over 2,000 submissions, our Dementia Support Project was one of only 100 selected to move forward into professional workshops to refine and present their solution.

The Gambia

Trip Summary 2025

During the Semana Blanca holiday, 9 high school students and three chaperones traveled to The Gambia to support the M-Bolo Association's reforestation efforts in Tujereng.

This was the second trip in collaboration with M-Bolo and Fandema, a skills development institution for women and an international school. BFIS students worked alongside the local community on various initiatives, including building a protective fence, planting palm trees, constructing beehives, and working on a collaborative art project. In addition to their environmental work, students immersed themselves in cultural experiences such as participating in a festival, taking drumming lessons, and playing a football match.

The trip also included educational fieldwork, such as exploring the region surrounding Tujereng, conducting marine biology research on the River Gambia, and touring the country's capital, Banjul. BFIS is fortunate to offer this invaluable experiential learning opportunity and proud of our continued collaboration with M-Bolo to support meaningful projects to benefit both our communities.

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Going Green Club

Our Sustainability Journey

During the 2024–2025 school year, the BFIS Going Green Club and Eco-Committee led a wide range of impactful sustainability initiatives across the school community.

All major projects were purposefully aligned with UN Sustainable Development Goal (SDG) 14: Life Below Water, with a strong supporting focus on school biodiversity, environmental education, and student leadership.

Together, both groups strengthened our EcoSchools portfolio, deepened student engagement in sustainability, and expanded hands-on learning opportunities across multiple grade levels.

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Going Green Club

MAJOR PROJECTS & COMMUNITY IMPACT

Beach Clean-Up Initiative:

The club organized a schoolwide beach clean-up, engaging students in direct action to protect coastal ecosystems and reduce marine pollution—explicitly supporting SDG 14.

Grade 1 Movie Night: The Lorax

Students planned and hosted a highly successful G1 environmental movie night featuring The Lorax.

Funds raised were used to purchase and build a new raised garden bed.

Intergenerational Vegetable Garden Project

Using proceeds from the movie night, the club designed, built, and installed a raised vegetable bed at the Residencia across the street.

Students collaborated with residents to plant vegetables together, fostering community connections and supporting local biodiversity and food-growing practices.

Seed Lending Library

Established the school’s first Seed Lending Library inside the BFIS Library.

Students could “check out” seeds to plant at home, return saved seeds, and request new varieties—promoting home gardening, plant diversity, and sustainable food habits.

Gardening, Biodiversity, and School Grounds

Rooftop Garden Expansion

Expanded the rooftop garden with:

- New fruit trees
- Pollinator-friendly plants
- Additional native species

These additions created a more biodiverse and ecologically resilient space used across multiple classes.

Hands-On Garden Stewardship

Gardening Flex members cared for the garden weekly, focusing on:

- Soil health
- Composting and nutrient cycling
- Planting cycles and seasonal care

These activities strengthened experiential learning and student ownership of the garden.

Going Green Club

SUSTAINABILITY EDUCATION & STUDENT LEADERSHIP

Elementary School Eco Day (First Ever!)

High school students planned and led the school’s first-ever Elementary Eco Day.

Grade 4 and 5 students rotated through workshops focused on:

- Biodiversity
- Marine conservation
- SDG 14: Life Below Water

The event was student-led, interactive, and tailored to the learning levels of younger students.

Early Childhood Outreach

High school Going Green students visited Early Childhood classrooms to:

- Read an SDG-aligned children’s book about marine life
- Lead a craft activity where children made turtles out of paper plates

This created joyful, age-appropriate sustainability learning.

Earth Day Assembly & HS Activities

Organized and delivered a schoolwide Earth Day assembly, focusing on the SDGs and responsibilities toward environmental stewardship.

Designed interactive activities for high school students that linked environmental actions to global goals.

Eco-Committee Leadership & EcoSchools Work

The Eco-Committee met regularly throughout the year to:

- Participate in leadership and planning meetings
- Develop and refine the EcoSchools Action Plan
- Monitor progress across waste, biodiversity, and climate action initiatives.

Achievements & Schoolwide Impact

Increased student participation in sustainability initiatives across grade levels, with more consistent engagement from both primary and secondary students.

Strengthened the EcoSchools portfolio, positioning BFIS to maintain our EcoSchools certification.

Expanded student leadership, with Going Green Club members mentoring younger grades and leading major school events.

Deepened the culture of sustainability across the school by aligning projects to SDG 14: Life Below Water, building environmental literacy, and connecting classroom learning to meaningful action.

Built strong community partnerships, especially through the residencia garden collaboration, showcasing the school’s commitment to local sustainability and intergenerational learning.

4.7 Summer Internship Program

As a core component of our Experiential Learning Pillar, BFIS continues to bridge the gap between the classroom and the professional world.

Our short-term, unpaid internships offer High School students a unique chance to consolidate their knowledge and gain first-hand insight into various industries and career paths.

We are incredibly grateful to the organizations and community members who have opened their doors to our students. The support from BFIS families and their professional networks remains the backbone of this initiative.

From exploring the complexities of medical research and non-profit advocacy to managing school operations and local commerce, every student walked away with a deeper understanding of their potential future career.

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PROGRAM IMPACT

Last summer, our program saw a diverse range of engagement:

9 professional internship offers were made available to our students.

11 students successfully completed placements across various sectors.

PARTNER ORGANIZATIONS

Our students gained invaluable experience at several prestigious institutions and local businesses, including:

Hospital Clínic / University of Barcelona Medical School

BFIS Admissions Department

FERO Foundation

NGO Foundation for the Promotion of Green Technology

Elementary Sports Day Camp

Artisanal Gelateria & Pastry Shop



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Model United Nations (MUN)

The BFIS Model United Nations (MUN) Club continued to strengthen its legacy this year through active participation in numerous conferences, remarkable student achievements, and the continued growth of its own school-hosted conference.

Throughout the year, students represented BFIS at two international conferences in Lisbon and The Hague, as well as four local conferences, where they demonstrated exceptional diplomacy, critical thinking, and public speaking skills. Many students were recognized with individual awards, reflecting their dedication, preparation, and ability to engage thoughtfully with complex global issues.

These experiences provided students with opportunities to collaborate with peers from schools across Europe, debate international policies, and deepen their understanding of global affairs. By stepping into the roles of diplomats, students strengthened their confidence while learning the importance of negotiation, cooperation, and informed dialogue.

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A major highlight of the year was the 4th edition of the BFIS MUN Conference, which was a resounding success. The conference welcomed students from BFIS, several local schools, and an international school from Germany, creating a vibrant and diverse forum for debate and collaboration. Participants took on the roles of global diplomats, addressing pressing international issues while developing leadership, teamwork, and communication skills.

This year's conference was further enriched by inspiring guest speakers who shared their perspectives on international cooperation and humanitarian work. A BFIS parent provided valuable insights from their professional experience, while UNHCR representative Juliette Meyekersoni spoke about the importance of global collaboration in addressing refugee and humanitarian challenges around the world.

Through thoughtful debate, teamwork, and diplomacy, participants demonstrated remarkable enthusiasm and commitment. The fourth edition of BFIS MUN highlighted the continued growth of the program and its role in empowering students to engage meaningfully with global challenges while developing the skills needed to become thoughtful and responsible future leaders.



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05.

Individual Potential

Middle Years Program

Building on the foundation laid during our first year of candidacy, the 2024–2025 school year was defined by a dedicated effort to consolidate the IB Middle Years Programme (MYP) framework in preparation for full authorization.

A major milestone was achieved this year as teachers deeply engaged with official MYP criteria to assess student work. This transition represents a significant cultural shift, moving toward a more transparent, criteria-based system that provides precise measurement of student skills and growth, better preparing them for the rigors of the Diploma Programme.

Throughout the year, our focus remained on aligning our community, students and teachers with MYP standards. We utilized this time to refine our internal assessment practices and documentation to meet the high standards required by the IB. As we prepare for our final authorization visit, we celebrate a year of resilience, deep learning, and a renewed community-wide commitment to excellence.



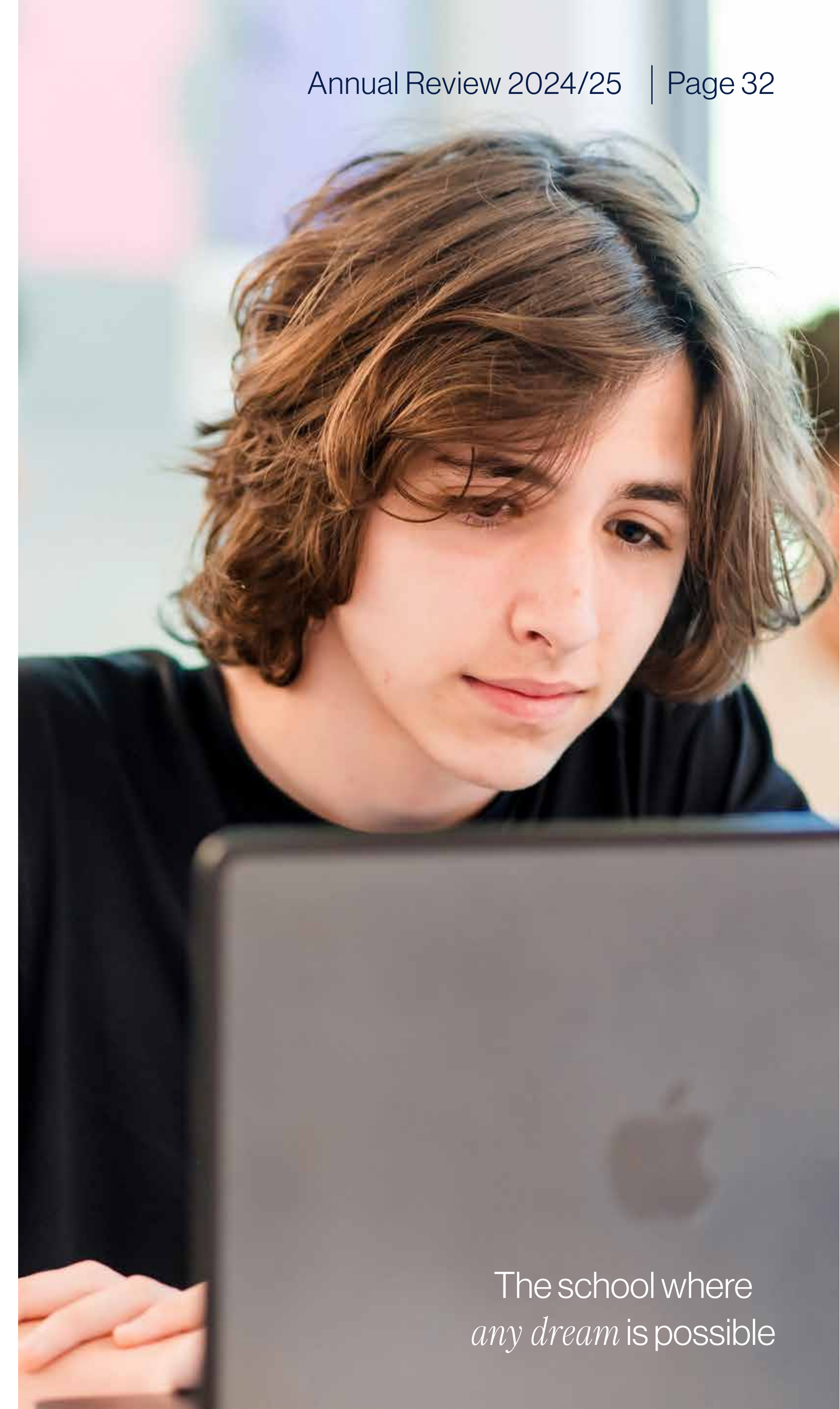
Global Online Academy (GOA)

BFIS's partnership with Global Online Academy (GOA) provides students with a unique opportunity to explore rigorous, fully accredited online courses that go beyond the traditional curriculum.

Students can pursue their academic passions by selecting one semester-long course every semester as a substitute for a BFIS elective, or by enrolling in summer courses, allowing for flexibility and personalized learning pathways.

Students can also earn Pathway Certifications by completing three courses within a specific field. Available pathways include:
Art, Media & Design; Business, Economics & Finance; Computer Science & Engineering; Global Studies; Health Science; Justice, Ethics & Human Rights; Mathematics & Quantitative Reasoning; Psychology & Neuroscience; and World Language & Culture.

Completing three courses across different pathways qualifies students for a Global Learning Certification. In the 2024–25 school year, BFIS students explored over 20 subjects through GOA, engaging in rigorous online courses that let them pursue their interests in depth. This year, 12 students earned a Pathway Certification, and 14 students achieved the Global Learning Certification.



Bilingual and Multilingual Learners

At Benjamin Franklin International School, we continued to strengthen support for students who speak multiple languages through a whole-school, collaborative approach.

Kindergarten families completed home language surveys, which provides the school with a more complete picture of the journey for each student. The Bilingual Multilingual Learners (BML) Committee worked with the admissions team to ensure students are placed appropriately along the language acquisition continuum. WIDA testing and other assessments helped guide these placements. Parent workshops were offered throughout the year to support families in fostering language development at home.

The BML Committee met regularly to guide the school's three-year plan for multilingual learning and worked on updating the BML policy based on current research. New staff received professional learning through the Centre for Educators of BMLs to strengthen their approaches to teaching multilingual learners.

Teachers were celebrated with BRAVO BML shoutouts for implementing strategies that support language development in the classroom. These initiatives reflect the school's commitment to equitable access, inclusion, and helping all students develop their language skills and confidence as global learners.



Student Clubs

Throughout the year, the Student Council (StuCo) played an active role in strengthening school spirit, supporting meaningful causes, and creating memorable experiences for the BFIS community.

Among the highlights was the much-anticipated Halloween celebration, which brought students together through creative costumes, themed activities, and a strong sense of community. Beyond organizing fun events, StuCo also focused on initiatives that made a positive impact beyond the school.

Students led fundraising efforts to support important causes, including raising funds for a local women's shelter, demonstrating compassion and social responsibility. Through these initiatives, StuCo helped foster a culture of engagement, empathy, and leadership within the school.

By combining community-building events with meaningful service projects, the Student Council continues to inspire students to take initiative, contribute positively to their community, and make their voices heard.



5.5

After School Activities

+100 +280

STUDENTS ENROLLED
IN CO-CURRICULAR
ACTIVITIES

STUDENTS
ENROLLED
IN ASA

This year, we made exciting strides across academics, arts, athletics, and extracurricular programs.

We expanded our After-School Activities by introducing Cooking classes, Archery, Start Up Academy, an early Elementary Theatre class, and a Girls' Elementary Soccer program to enrich students' skills and interests. To better support families, ASA and Athletics registration was moved up from September to June, allowing for earlier planning and smoother enrollment. Additionally, the Concertante music program was upgraded with streamlined registration and improved organization, enhancing the overall experience for more students and families.

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After School Activities

Students enjoyed two action-packed days of sports and team-building during the Dragon Experience during Parent Teacher Conferences, boosting school spirit and camaraderie. Our Cheer team brought even more energy than ever before, with increased performances that added excitement to pep rallies and a surprise show supporting our teams at the Iberia Volleyball Tournament.

Our performing arts programs dazzled audiences with memorable productions including the High School Musical Murder Mystery paired with a catered dinner, the enchanting Middle and High School ‘Broadway Under the Stars’ performance, the Elementary School’s charming Rainbow Fish musical, and the Middle School’s humorous parody Fangs, Wands, and Games!



After School Activities

Our annual Ski Trip was elevated with a major relocation to the stunning slopes of Andorra, complete with unforgettable après-ski activities. Our Middle School Choir proudly represented us at the prestigious MAIS Honor Choir in Portugal, while our Robotics teams competed with distinction—Middle School in Valencia and High School in Venice—showcasing innovation and teamwork on international stages.

We ended the year with a special Dragons Soccer Event for our Elementary students, who spent an afternoon training with our Soccer Coaches on grass fields near the school. This event was made possible through a fantastic collaboration between our After School Program and Athletics Program, bringing football fun to all elementary students!



Athletics Program

At BFIS, athletics are an integral part of our school life, providing students with opportunities to develop teamwork, resilience, and school spirit.

This year, the BFIS Dragons fielded 14 active teams across the divisions and sports, with participation expected to increase for the 2025–26 school year. To continue supporting the growth seen from year to year, the number of coaches was increased to 18 (up from 14 last year) ensuring students receive the guidance and support needed to thrive.

Our middle and high school teams participated in the BISA Baseball Tournament on November 5, 2024, and we proudly hosted the Iberia Volleyball Tournament at BFIS, welcoming over 150 students from five schools.

Benjamin Franklin International School teams won two league championships this year: the boys’ soccer team repeated their title in the Consell d’Esports de les Escoles de Barcelona, competing against more than 30 teams in their age category, and the 9th-grade girls’ volleyball team also captured their league championship. In addition, at the Festival of Sports organized by the American School of Valencia, both the middle school boys’ soccer team and middle school girls’ volleyball team won their tournaments.

Looking ahead, The Benjamin Franklin International School is excited to open our new Center for Creativity and Innovation in Fall 2026, featuring a state-of-the-art gymnasium. This cutting-edge facility will provide an exceptional space for training, competitions, and physical education, reinforcing our commitment to holistic student development.



2024–2025 ATHLETIC ACCOMPLISHMENTS

- BISA Volleyball Champions U14 2024
- BISA Football 2nd Place U18 Girls 2024
- BISA Football 2nd Place U14 Boys 2024
- Festival of Sports MS Boys Football Champions 2025
- Festival of Sports MS Girls Volleyball Champions 2025
- Iberia Volleyball Champions Jr Girls 2025
- Iberia Football Champions Jr Boys 2025
- Iberia Volleyball 2nd Place JV Girls 2025
- Iberia Basketball 2nd Place Jr Boys 2025
- CEEB League HS Girls Volleyball Champions 2025
- CEEB League HS Boys Football Champions 2025

Summer Programs

This summer, BFIS offered a Summer Sports Camp to Elementary students from school and the wider community.

The day camp ran for three weeks and focused on basketball, volleyball, football, and daily water games. Over 70 students were immersed in our school's three core sports under the guidance of the same coaches who lead our Athletics program. The camp strengthened fundamental skills, fostered teamwork, and inspired school spirit in a positive, community-centered environment.

Many new families traditionally attend our summer programs as a way for new students to become comfortable with our campus and meet future classmates. For the second year in a row and in partnership with our HS Guidance Counselor, the summer camp program mentored 10 BFIS high school students who interned as Assistant Coaches during the three weeks of camp.



Other Activities

For the annual Ski Trip during Semana Blanca, BFIS introduced a new provider, location, and incorporated new activities!

This year 40 BFIS students ranging from Grades 3 through Grade 9, traveled to Andorra for 5 days of skiing lessons and fun in the snow. Students were divided by age and skill level into 4 groups. and accompanied by ski instructors.

When students completed certain skills, they were able to move up to a higher level. In addition to the skiing lessons, students enjoyed fun activities every evening including a night at the cinema, some bowling and karaoke, an afternoon at a jump park, and shopping in the center! Our families were thrilled with the new program, the high quality snow, and the beautiful location.

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RACE AGAINST HUNGER

Leading the Race Against Hunger provided a fulfilling learning enrichment opportunity for student leaders Ava, Alicia, Ann, and Nini to bring the BFIS community together for a significant cause.

By spearheading this initiative, they demonstrated a proactive dedication to combatting hunger in both Cameroon and Barcelona, helping to provide essential nutrition to children in need. They expressed sincere appreciation for the dedicated involvement of both staff and participants.

Following a period of intensive preparation, the organizers were delighted to witness the successful realization of the event and shared their warm gratitude with all who participated in the BFIS Race Against Hunger 2025. This student-led effort successfully raised €2,200 to support their charitable fundraising objectives.



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06.

Graduates

Class of 2025

Making Time Count: Growth, Curiosity, and Action in an Uncertain World

The faculty address was delivered by Isid Spaho, whose speech, titled “Embracing the Unknown,” encouraged graduates to approach the future with curiosity, courage, and openness.

As she reminded students, “The unknown is not something to fear, but a space where new possibilities begin.” Her message inspired students to see uncertainty as an opportunity for growth, discovery, and new possibilities.

As students prepare to step into the next chapter of their lives, she encouraged them to embrace uncertainty, say yes to new opportunities, and trust that they belong even in unfamiliar spaces.

She urged them to seek meaningful conversations, welcome discomfort as part of growth, and remain open to paths that may unfold unexpectedly.

Spaho also challenged graduates to remain thoughtful and engaged citizens. Acknowledging the complexities of fairness, privilege, and opportunity, she encouraged students not only to question the world around them but also to act when they see injustice. Awareness, she reminded them, must be paired with action.

Ultimately, her message called on the Class of 2025 to value their time, stay curious, stand up for what is right, and approach the future with confidence and purpose, making every moment count as they begin their journeys beyond BFIS.

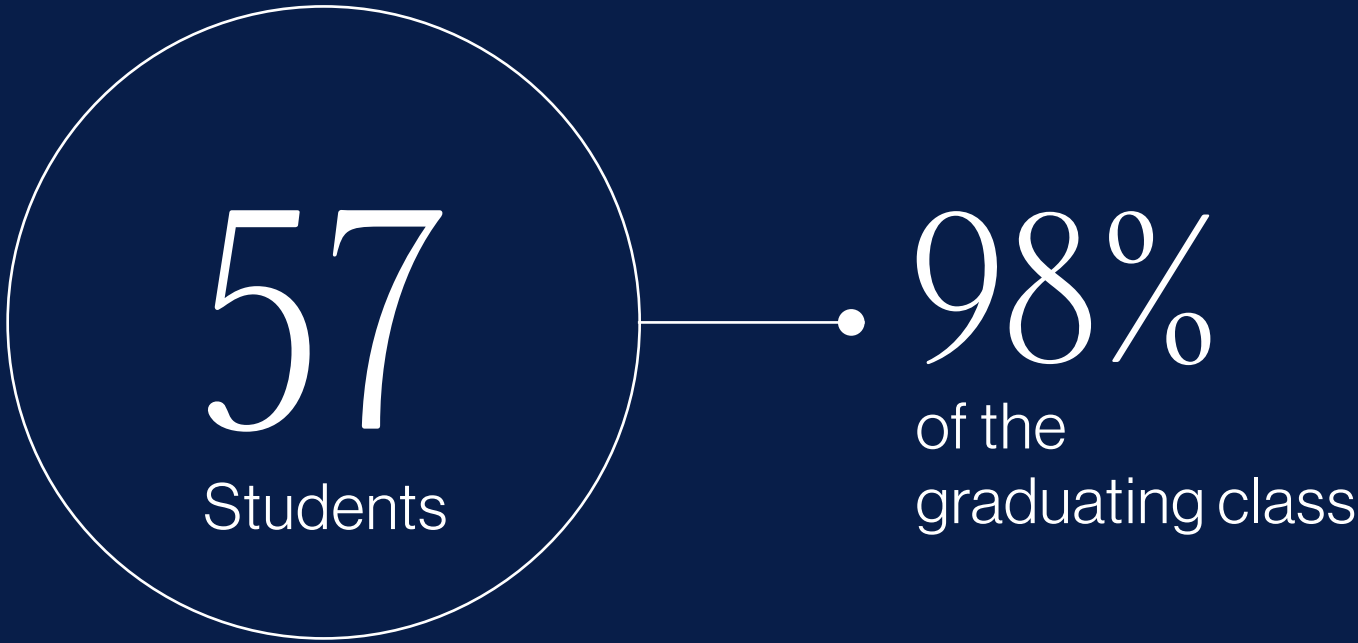
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IBDP Results 2025

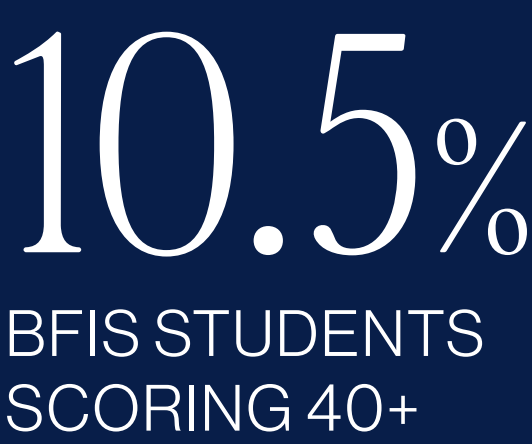
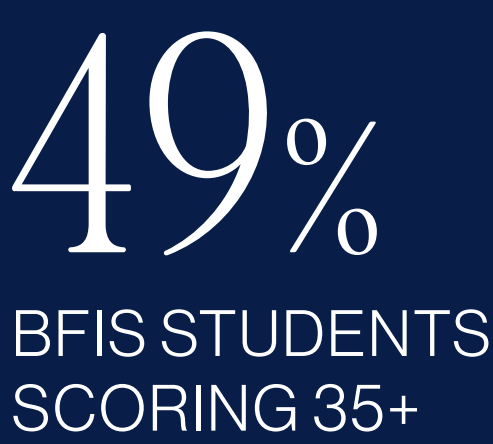
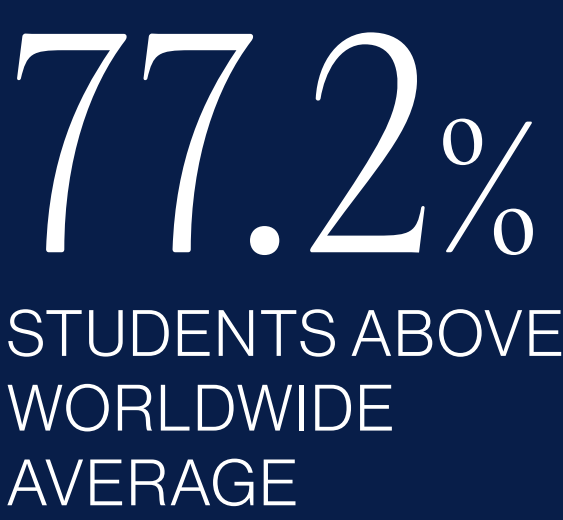
IB DIPLOMA
CANDIDATES:



SUCCESSFULLY ACHIEVED
THE IB DIPLOMA:



AVERAGE
SCORE:



*Pass rate reflects the final 2025 cohort results following the conclusion of the November examination session.

College and University Acceptances

IBDP University Acceptances (2022–2026)

USA

Boston University	Rollins College	University of North Carolina at Greensboro
Brown University	Santa Clara University	University of North Carolina Wilmington
Case Western Reserve University	Smith College	University of San Diego
Columbia University	Temple University	University of Southern California
Eckerd College	Texas A&M University	University of Wisconsin-Madison
Florida International University	The George Washington University	Vanderbilt University
Georgetown University	Tulane University	Vassar College
Georgia State University	University of California, San Diego	Virginia Commonwealth University
Harvard University	University of Chicago	Wellesley College
Indiana University	University of Colorado Boulder	Wesleyan University
Macalester College	University of Maryland	Yale University
New York University	University of Michigan	
Northeastern University	University of North Carolina at Chapel Hill	
Northwestern University		
Rice University		

UNITED KINGDOM

Birkbeck, University of London	Loughborough University	University of Glasgow
Birmingham City University	Northeastern University London	University of Kent
Bristol, University of the West of England	Queen Mary, University of London	University of Leeds
University of Bath	Regent’s University London	University of Manchester
Cardiff University	Royal Holloway University	University of Nottingham
Durham University	Sheffield Hallam University	University of Oxford
ESCP London	University College London - UCL	University of St Andrews.
Goldsmiths University	University of Birmingham	University of Surrey
Imperial College London	University of Bristol	University of Sussex
King’s College London	University of Edinburgh	University of the Arts London
Kingston University	University of Exeter	University of Warwick
London Metropolitan University		University of York
London School of Economics		

College and University Acceptances

NETHERLANDS

Amsterdam University College
Breda University of Applied Science
Erasmus University Rotterdam
Fontys University of Applied Sciences
HAN University of Applied Sciences
Leiden University
Maastricht University
Rotterdam University of Applied Sciences
TU Delft
TU Eindhoven
University College Maastricht
University College Roosevelt
University College Tilburg
University College Utrecht
University of Amsterdam
University of Utrecht
Vrije University

SPAIN

Basque Culinary Center
CEU Abat Oliba
CEU San Pablo
ESADE
ESCAC
ESCP
IE University
LaSalle University
LCI Barcelona
UIC
Universidad Alfonso X
Universidad de Navarra
Universidad Europea de Madrid

CANADA

McGill University
McMaster University
University of Toronto
York University

ITALY

Bocconi Univ/HEC joint program
Campus Biomedico of Rome
Istituto Marangoni
John Cabot University
Temple University Rome
Università Cattolica del Sacro Cuore

HONG KONG

University of Hong Kong
University of Hong Kong Science & Technology

FRANCE

EDHEC
ESCP Paris
ESSEC
LISAA
Paris College of Art
Sciences Po

IRELAND

Trinity College Dublin
University College Dublin

SOUTH KOREA

Catholic University of Korea
Soonchunhyang University
Yonsei University

SWEDEN

Stockholm School of Economics

SWITZERLAND

Les Roches
University of St. Gallen

BELGIUM

Université Libre de Bruxelles

07.

Community

Parent and Teacher Association (PTA)

As we prepare to celebrate BFIS's 40th anniversary throughout the upcoming school year, the PTA is excited to support the ongoing growth and development of our school community.

We are proud to continue our fundraising efforts in fulfillment of our pledge to the Café in the new BFIS Center for Creativity and Innovation—a space designed to bring parents together over coffee and refreshments. Looking ahead, this new gathering place will play an important role in strengthening community ties and fostering connections among families.

This key campaign is just one example of how the PTA remains dedicated to supporting projects that enhance the BFIS experience now and well into the future. This commitment defines who we are. By working closely with school staff and leadership, we strive to create a welcoming environment for all families, organize engaging community events, support school initiatives, and contribute meaningfully to the wider community.



Parent and Teacher Association (PTA)



Last November, the PTA launched a school-wide drive in support of the victims of the devastating DANA floods in the Valencia area. Through a series of thoughtful community events—including a Thanksgiving bake sale, an online auction, and a special holiday celebration—BFIS successfully raised funds for Fundació Horta Sud, an organization providing direct aid to those impacted.

This past school year, we were able to expand our partnership with Esperança, a Barcelona-based nonprofit dedicated to supporting the city's unhoused population since 2013. Once a month, BFIS families signed up to prepare food, which was then distributed on Sunday walks through central Barcelona when most soup kitchens are closed. Most importantly, our High School students play a leading role in this effort, walking the routes alongside trained Esperança staff to hand out food and supplies directly to those in need.

This initiative reflects the heart of the BFIS Vision for Learning—empowering students to engage with real-world challenges, connect with their community, and grow through meaningful, hands-on experiences.

The PTA has also continued its support for important school initiatives such as the Race Against Hunger and Kindness Week, while expanding its commitment to student clubs in more substantial and meaningful ways. This new level of support for student-led projects is designed to grow and flourish in the coming years, empowering our students to explore their interests and develop leadership skills.

The PTA works to enrich the educational experience of students, foster a welcoming environment for all families, and support the dedicated BFIS staff. Each year, the PTA is proud to honor our faculty on both the Spanish and U.S. Teacher Appreciation Days to show our gratitude for the outstanding educators who shape our students' lives.

Parent and Teacher Association (PTA)



The PTA also engages in school life by providing feedback and contributing to key processes and decisions, helping to ensure that the parent perspective is considered. In this context, Grade Representatives play an instrumental role as they offer direct support to parents at the grade level and participate in monthly meetings with Lower and Upper School leadership respectively, where they discuss ongoing projects, raise concerns, and share ideas to help improve the overall learning environment for our students. Grade Representatives also act as a communication bridge—sharing important information with class parents, often through class chat groups—to ensure that families stay informed, feel connected, and know their voices are heard.

BFIS families are truly the heart of our community. To ensure new families feel welcomed and integrated—whether they're joining from near or far—we have partnered with school leadership to further improve the onboarding experience.

While this project is ongoing, we continue to offer an orientation seminar and a New Families Program, as well as facilitated chat groups on helpful topics such as Second-Hand Sales and Real Estate.

A vibrant school community grows through active participation in school life and events, and the PTA helps make that possible by organizing opportunities for families to come together. From the spooktacular Halloween Party to the vibrant International Food Fair, where the whole school celebrates our diverse backgrounds, these events help build strong connections. The PTA also organizes monthly parent tours around Barcelona, offering a fun way for parents to explore the city and get to know one another.

Joining the PTA is a fantastic way to dive into your child's school experience, connect with fellow parents, and make a real difference in our community! We know life is busy, so there are plenty of ways to get involved—whether you've got a little time or a lot.

Want to help out at fun events, champion a cool project, or take on a leadership role? Whatever your interest, there's a place for you in the BFIS community!

PTA Activities and Events

During the school
year 2024-2025

Halloween Party

International Food Fair

New Family Day:

- Making Barcelona Home Seminar

- Guided Parent Tour of the Gothic neighborhood followed by a luncheon at the “A” restaurant at Hotel Neri

Monthly Parent Tours throughout Barcelona’s neighborhoods:

- El Born tour
- Horta Labyrinth tour + picnic
- Visit to Mesa Bonita
- El Raval tour
- Barceloneta tour
- Barcelona’s Port tour
- Modernista tour
- Glories & Poblenou tour
- Montjuïc tour

Family events:

- Street art tour for tweens and teens
- Calçotada at Can Travi Nou

- Spanish Wine tasting evening
- US and Spanish Teacher Appreciation Days
- Pancake Day

School Decoration for:

- Halloween
- Winter Holidays
- Kindness Week

Honoring Our Traditions

Honoring our school's traditions is a cornerstone of the BFIS experience, enriching our students' education by encouraging cultural awareness, school spirit, and personal maturity.

These meaningful occasions are essential to the growth of every student, helping to build a deep-rooted sense of identity and belonging within our halls.

This year, it was a pleasure to see the BFIS community come together once again to celebrate our most valued customs. Highlights included the imaginative Carnaval parade for our Nursery to Pre-K students, and a joyful Sant Jordi celebration for Nursery through Grade 5. Additionally, the community enjoyed castanyada i panellets cooked by the students. Furthermore, students in Grades 6 through 10 gathered for a special assembly dedicated to the Catalan tradition of Jocs Florals. These festivities, alongside our other annual events, highlight the strength of our diverse and connected community.

In reflecting on these events, our students consistently point to the powerful feeling of togetherness they inspire. These traditions do more than just unite classmates in the present; they bridge the gap between past and future BFIS generations, creating a permanent legacy of shared moments and lifelong memories.



Student Support Services

At BFIS, student support is not a separate initiative, it is central to how we create a learning environment where every student feels safe, valued, and equipped to thrive.

This year, our work across counseling, learning support, peer mediation, and community care initiatives focused on strengthening systems while deepening the culture of empathy and belonging that defines our school.



Student Support Services

COUNSELING

A major focus this year was continuing to build a comprehensive counseling program across all divisions. Our Elementary, Middle, and High School counselors provided direct support to students while serving as liaisons to families, staff, and faculty. They delivered age-appropriate lessons in sexuality, health, and well-being and collaborated closely with staff to ensure students were supported both proactively and responsively. Our full-time university and career counselor continued to guide students and families through global application processes, ensuring personalized and informed planning for post-secondary pathways.

An important milestone this year was BFIS becoming a SPAN school (Safe Passage Across Networks), a program developed in the Netherlands to support positive transitions for newly arriving and departing students, families, and staff, as well as those staying behind. The initial BFIS team, made up of counselors, parents, and admissions staff, was trained in the SPAN model. As part of the Positive Transitions Care Program, counselors connected students and families with a buddy to ease their transition, provided training on culture shock, and conducted regular check-ins across ES, MS, and HS during the first six months. This initiative reflects our belief that belonging begins with intentional transition support and ongoing guidance, and demonstrates BFIS’s commitment to nurturing the well-being of our entire school community.

LEARNING SUPPORT

At Benjamin Franklin International School, the Learning Support Team continued to strengthen support for students with diverse learning needs through a coordinated, whole-school approach. The team reviewed and updated the list of external service providers to ensure families are connected with high quality support beyond the school. The department invested in new resources including noise-cancelling headphones, reading pens, pencil grips, and timers. This allowed students to enhance access, independence, and engagement in learning. Ongoing professional development also remained a priority, with team members participating in workshops focused specifically on Autism and ADHD awareness. The entire Whole School Support Team became trained through the Crisis Prevention Institute (CPI), which focused on early recognition of distress, and proactive de-escalation strategies. This learning was shared with the wider staff to promote consistent, safe, and inclusive practices across the school.



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Student Support Services

PEER MEDIATION

We are fortunate to have a Peer Mediation Program at BFIS, with annual training sessions offered for secondary school students and for staff from all three divisions who are interested in becoming mediators. A Peace Table version of Peer Mediation for the Elementary division is also being planned. The program is led by High School Social Emotional Counselor, Rachael Gerbic, who facilitates a 16-hour training using the model outlined in Peer Mediation: Conflict Resolution in Schools by Schrumpf et al. Rachael has launched successful Peer Mediation programs in five international schools, including first establishing the program at BFIS 20 years ago, and has presented at regional educational conferences in Costa Rica and Ghana on how to develop Peer Mediation Programs in schools.

Peer Mediation is a structured process through which two people in conflict come together with the support of a neutral third party to resolve their conflict peacefully and find win-win solutions. Mediations are conducted in pairs, and mediators undergo extensive training to guide their peers through the six-step mediation process toward resolution.

Ongoing support is provided throughout the year, and following the initial training, students earn a certificate and become officially trained mediators, helping to maintain a peaceful and safe atmosphere at BFIS.

To date, BFIS has 22 trained student and staff mediators — including 6 staff members across the three divisions, 3 middle school students, and 13 high school students — ready to support conflict resolution within the community.

Mediations typically last 20–30 minutes, making them a convenient and efficient way to address conflict during morning or lunch breaks so students can remain focused on learning rather than social distress. Research and experience have shown that mediation programs reduce conflict and social stress, contribute to a safer school climate, and reduce referrals to administration, allowing for greater focus on proactive student initiatives rather than reactive disciplinary measures.

KINDNESS WEEK AND COMMUNITY ENGAGEMENT

Community care was further strengthened through our annual Kindness Week. Organized in close partnership with the PTA, this week plays an important role in bringing together all students, parents, and school staff, while also extending our engagement beyond the campus to the wider Barcelona and global community.

This year’s student-selected theme aligned with the Sustainable Development Goal “Life Below Water,” connecting acts of kindness with environmental responsibility. Activities included a beach cleanup initiative and cross-divisional participation, demonstrating that our shared values extend beyond the classroom and into our city.

Importantly, the week intentionally honored all members of our community, including maintenance, cleaning, and cafeteria staff, reinforcing that belonging extends to everyone who contributes to school life. In partnership with Esperança, students also organized a collection drive to support unhoused individuals in Barcelona, further strengthening ties between BFIS and the local community.

Together, these initiatives reflect our continued commitment to nurturing not only academic growth, but also empathy, resilience, and shared responsibility within the BFIS community and beyond.

Pep Rallies

The BFIS Elementary court was full of energy throughout the year as students gathered for our spirited Pep Rallies. Organized by the National Honor Society (NHS), these vibrant events served as a joyful tribute to our school values and the diverse talents of our student body.

We are incredibly grateful to the community members whose efforts made such dynamic and festive celebrations possible.

BENJAMIN FRANKLIN
INTERNATIONAL SCHOOL

FALL PEP RALLY:

This session brought together students from Grades 3 through 12 to highlight our student-led clubs and their impactful initiatives.

SPRING PEP RALLY

Shifting the focus to our Athletics Department, this event featured exciting sports challenges and trophy presentations for our Middle and High School teams.

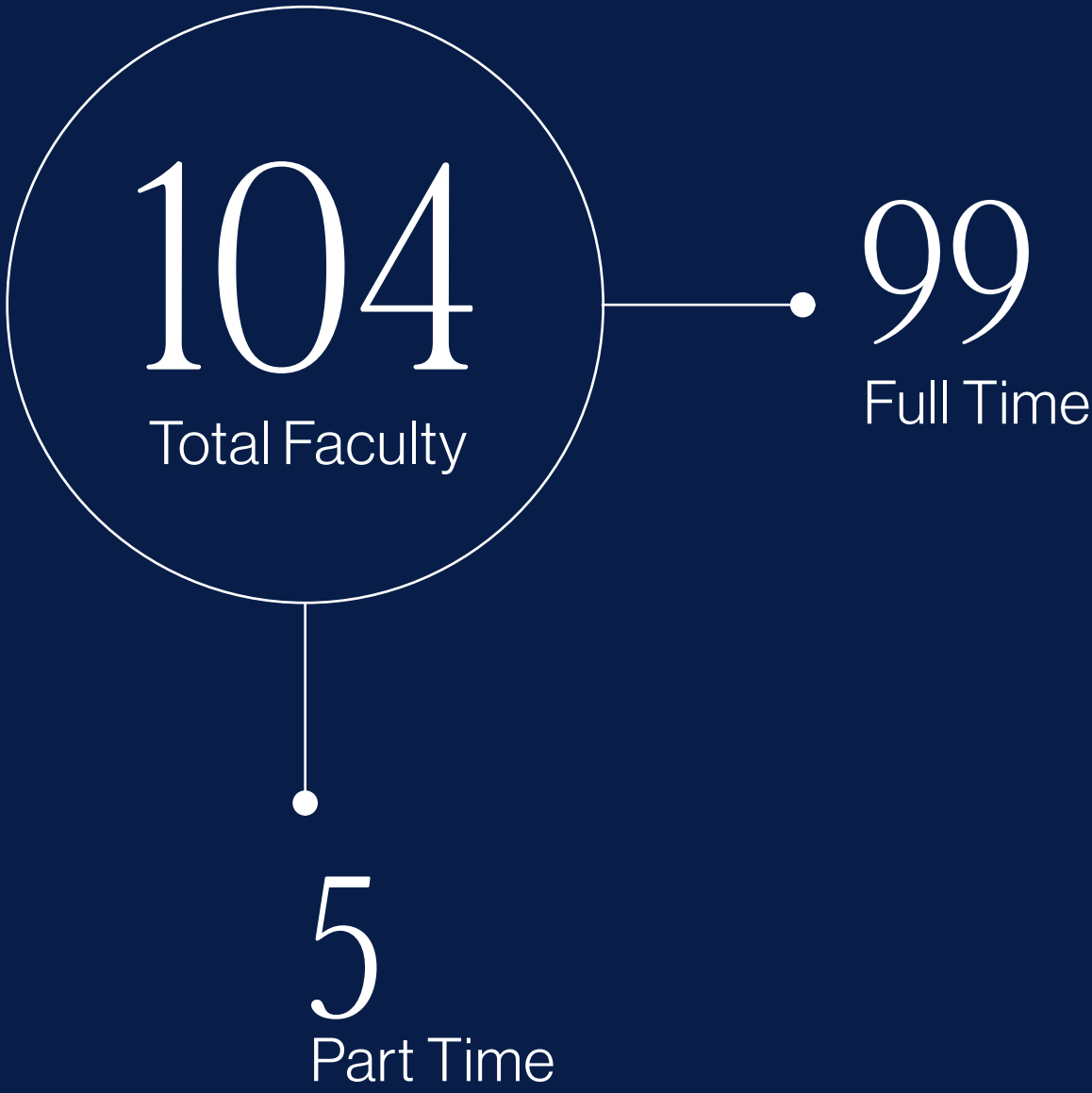


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Teacher Profile

2024-2025

TOTAL FACULTY



NATIONALITIES

American	40
Spanish	28
International	36
UK	12
Canada	6
Ireland	2
New Zealand	1
Albania	1
France	1
Belgium	1
India	1
Denmark	1
Mexico	1
Italy	2
Australia	1
Peru	1
Argentina	3
Croatia	1
South Korea	1

LANGUAGES

English Native	62
Spanish	34
Other	8
Albanian, French, Portuguese,	
Danish, Italian, Hindi	

MASTERS

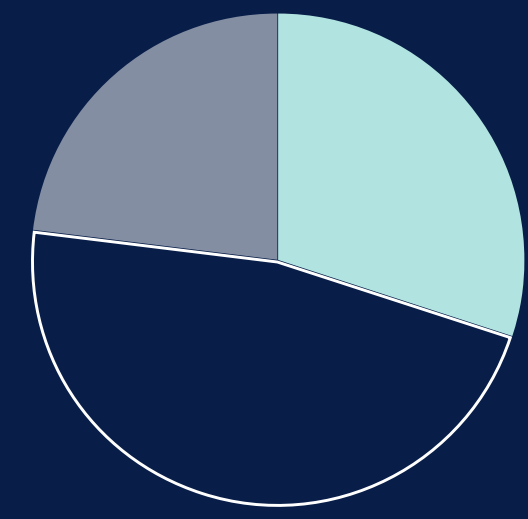
65



Student Profile

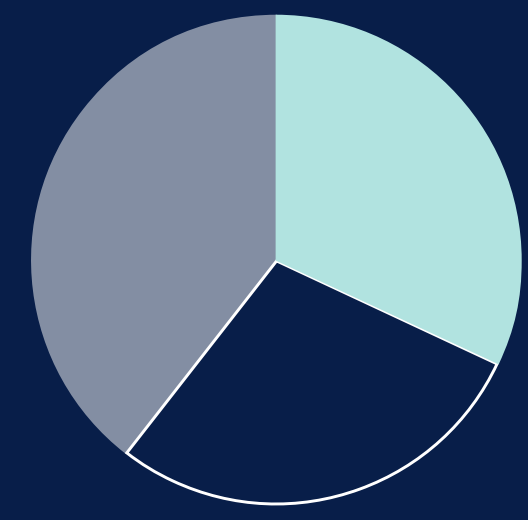
2024-2025

TOTAL ENROLLED



NATIONALITIES

- American 30%
- International 47%
- Spanish 23%



LANGUAGES

- English 32.14%
- Spanish 28.55%
- Others 39.31%

SCHOOLS

Early Childhood	32
Elementary School	237
Middle School	178
High School 9-10	129
High School 11-12	126



08.

Facilities

8.1

The Future is Now: Strategic Fundraising Campaign Update

We are delighted to report on our current strategic fundraising campaign – The Future is Now – an initiative embarked upon to help realize the full potential of our Center for Creativity and Innovation (CCI) building.

The purpose of this campaign extends beyond helping fund the construction of a building. The CCI is designed to support the kind of learning we value, where students tinker, test, and build as a path to deeper thinking. It brings to life our three pillars of creativity and innovation, experiential learning, and individual potential by giving students and teachers the space to collaborate, prototype, and solve real problems together. This campaign, therefore, involves our whole community in expanding what is possible for our students and establishes a legacy that will shape their learning for years to come.

BENJAMIN FRANKLIN
INTERNATIONAL SCHOOL

Over the course of our 2024/25 academic year, our Head of School, Lila Jorge; Board Chair, Marquis Brown; as well as members of school Advancement Committee have:

1. Held information gatherings to share detail on the CCI project, The Future is Now, and the importance of creating a culture of giving in support of key projects and programs of work
2. Commenced in-person meetings with parents to discuss the CCI in the context of BFIS's mission, and to provide detail on giving opportunities
3. Made very significant headway in raising the funds BFIS needs to ensure that the CCI is a truly best-in-class facility



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The Future is Now: Strategic Fundraising Campaign Update

This is an incredibly exciting time for BFIS – on a near daily basis we see evidence of CCI building progress and, in tandem, we generate huge fundraising campaign momentum. We cannot overstate our gratitude to those who, when invited to learn more, have responded with interest and taken the time to engage.

The generosity demonstrated so far gives us confidence that this campaign is not only a success but the foundation for a lasting culture of giving that will fuel BFIS advancement for decades to come.

Ensuring that all BFIS families have the chance to learn about and participate in The Future is Now remains a central goal of this campaign – this will be achieved through meetings, events, and activities planned and directed by BFIS leaders.

When we reach out to you, we encourage you to take the opportunity to learn more about the CCI, the potential for impact through giving; and ways in which you might get involved.



Facilities

This year has been truly significant for our educational community. We have completed numerous renovations and improvements both inside and outside the Orwell Building, all aimed at creating a more welcoming, natural, and accessible environment for everyone.



Facilities

We have completely transformed our outdoor areas to foster a sense of harmony and exploration:



Greener Spaces:

We introduced new plants and green areas that bring freshness and life to the campus.

Sensory & Creative Play:

We built new play zones designed specifically for our youngest learners, including a sensory sector with musical instruments to spark creativity.

Active Discovery:

New play platforms of various shapes and heights invite children to explore, while balance-focused equipment encourages movement and coordination.

The New Favorites:

The new slide has quickly become the star attraction, along with an enchanting forest playhouse in the sandbox—a magical corner where imagination runs wild.

Open Horizons:

By removing many of the old fences, we’ve created a freer, safer, and more open space for children to run, discover, and share.



Facilities

ENHANCING ACCESSIBILITY INDOORS

The interior of the building has also seen vital upgrades. The most significant milestone was the installation of an elevator, providing easy access to every floor. This improvement ensures the Orwell Building is now a more inclusive space where everyone, regardless of mobility needs, can move with total freedom and safety.

The Big Picture:
These transformations reflect our ongoing commitment to providing a modern, sustainable educational environment designed for the well-being and enjoyment of our entire school community.

THE CENTER FOR CREATIVITY AND INNOVATION

The new Center for Creativity and Innovation continues to grow and take shape.

This ambitious project will unite creative arts, science, design, engineering, and sports under one roof—an inspiring environment designed to spark creativity, foster collaboration, and develop the skills of the future.

BENJAMIN FRANKLIN
INTERNATIONAL SCHOOL

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The Center for Creativity and Innovation

VISIBLE PROGRESS: FROM STRUCTURE TO INFRASTRUCTURE

Each day, we see the project advancing step by step:

The Main Structure: Rising above Martorell i Peña, the building's skeleton is now fully complete. Its impressive scale offers a glimpse of the modern, functional space that will soon welcome our High School students.

Defining the Perimeter: The exterior walls are finished, clearly outlining the building's final silhouette.

Internal Works: While the exterior is taking form, work continues steadily inside on essential infrastructure, including electrical installations, plumbing, fire protection systems, and drainage.

KEY MILESTONES AND NEW SPACES

A major highlight has been the completion of the roof for the underground sports court.

This double-height space (reaching over nine meters) will offer endless possibilities for athletics. Remarkably, this roof will also serve as a new outdoor courtyard—an open, sunlit hub for students to gather and relax.

BENJAMIN FRANKLIN
INTERNATIONAL SCHOOL

DESIGNING FOR THE STUDENT EXPERIENCE

We are working closely with a team of designers, teachers, and directors to ensure every corner of the building reaches its full potential. Highlights include:

The Library: Featuring spectacular views of the city.

Specialized Hubs: State-of-the-art laboratories, innovation workshops, and music rooms equipped with recording booths.

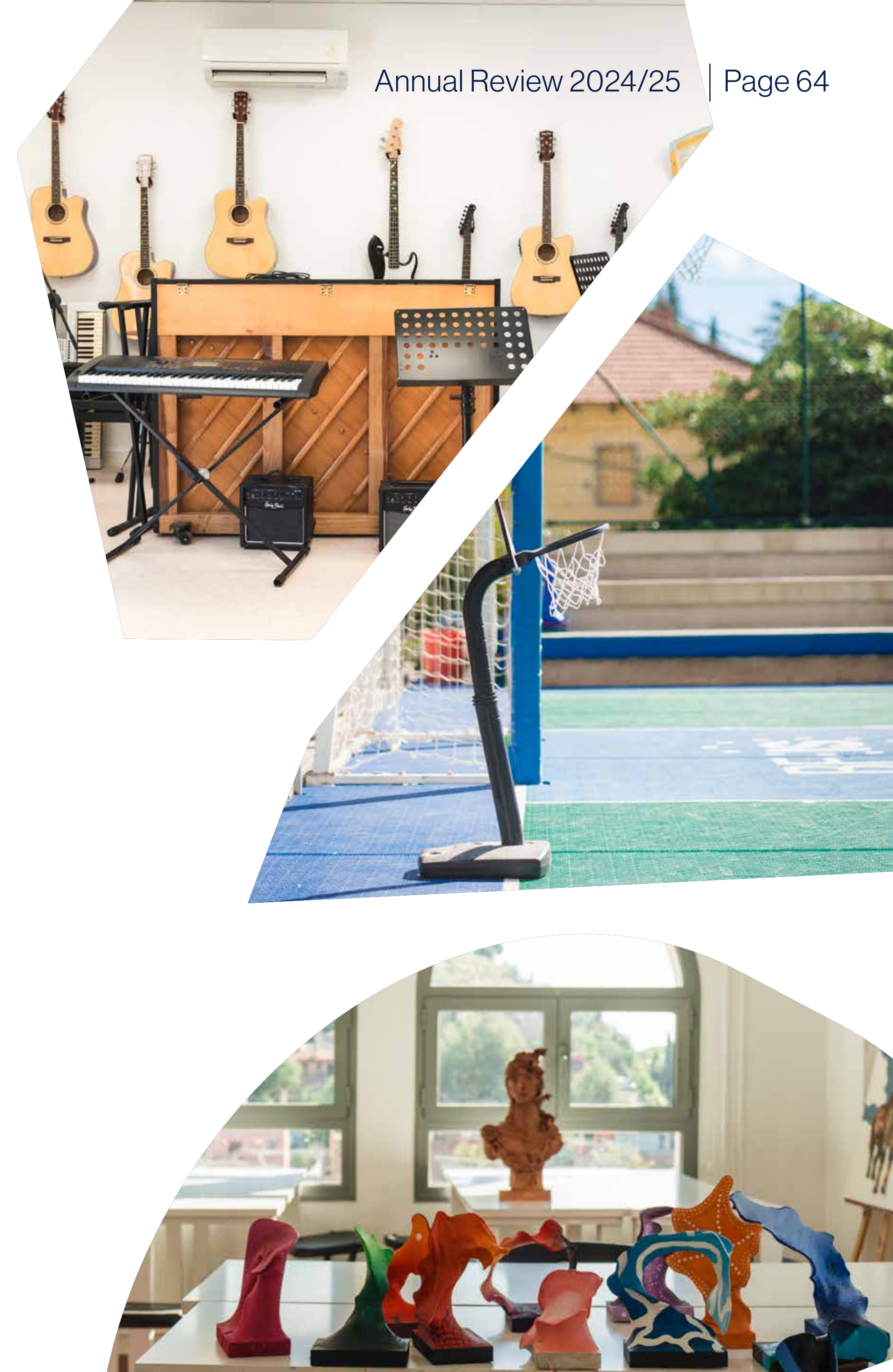
Performing Arts: A dedicated theater room destined to be a centerpiece of the facility.

Community Spaces: A small café in the reception area, designed as a spot for connection and breaks.

A UNIFIED CAMPUS

This past summer, we also finalized the renovation of the Agora, the main access point to the auditorium and laboratories. This was a crucial step in seamlessly connecting the existing building with the new construction, ensuring the entire campus functions as one integrated whole.

Looking Ahead: Our school is growing steadily. Every brick in this building represents a dream, and we are getting closer to the school of our dreams—a space of excellence where students can learn, create, and thrive.



09.

Finances

Annual Accounts

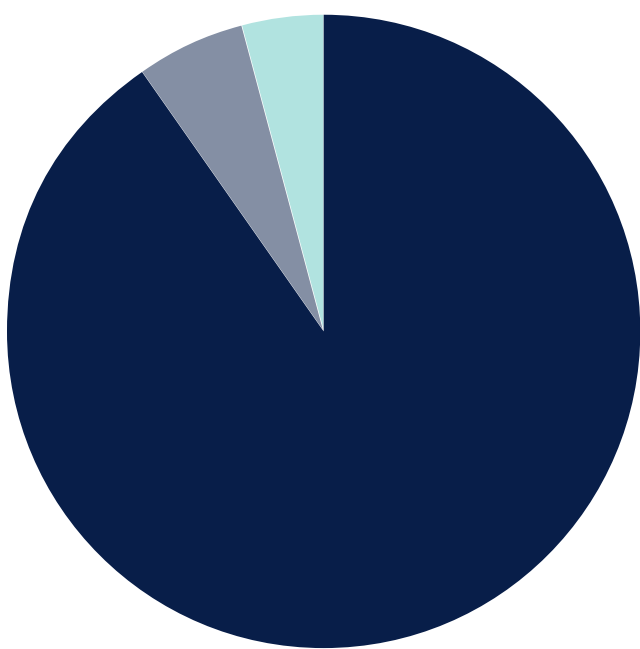
(Audited)

ASSETS		NET WORTH AND LIABILITIES		TOTAL INCOME		TOTAL EXPENSES		OPERATING RESULT		FINAL RESULT	
23.504.105		23.504.105		14.548.936		12.719.995		1.828.941		1.814.579	
Non-Current Assets	17.777.154	Net Worth	17.398.343	From Services Rendered	14.480.965	Personnel Expenses	8.355.492	Financial Result	14.362		
Fixed Assets	17.745.545	Foundational Fund	3.005	Grants and Donations	6.000	Procurements	1.775.762				
Financial Assets	31.609	Reserves	13.532.229	Other Income	61.971	Other Operating expenses	1.686.891				
Current Assets	5.726.951	Year Result	1.814.580			Depreciation	640.449				
Receivables	271.788	Grants & Donations	2.048.529			Others	261.401				
Short Term investments	500.000	Non- current Liabilities	1.527.645								
Cash	4.824.773	Long-Term Provisions	285.600								
Short Term accruals	130.390	Long-Term Creditors	1.242.045								
		Current Liabilities	4.578.117								
		Short- term Provision	250.000								
		Current Payables	1.067.640								
		Trade & Other Payables	1.060.275								
		Short-term Accruals	2.200.202								

Revenues and Expenses

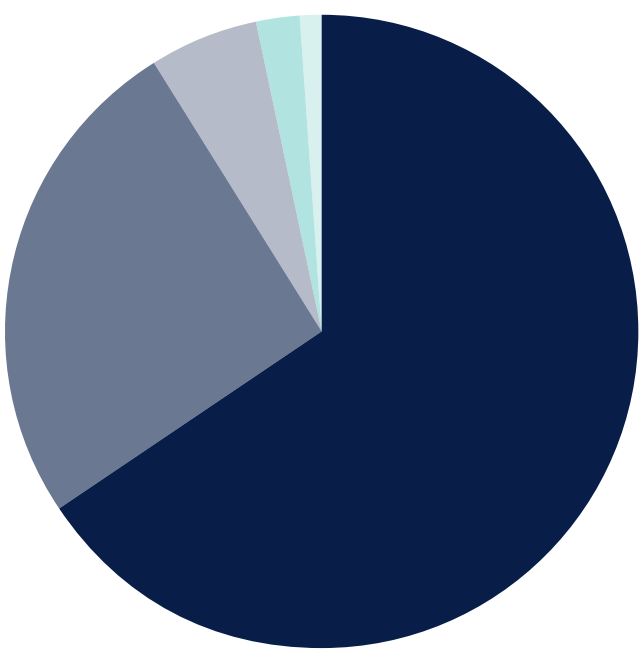
(Business Reporting)

REVENUES 2024-2025
TOTAL: 13,078,564

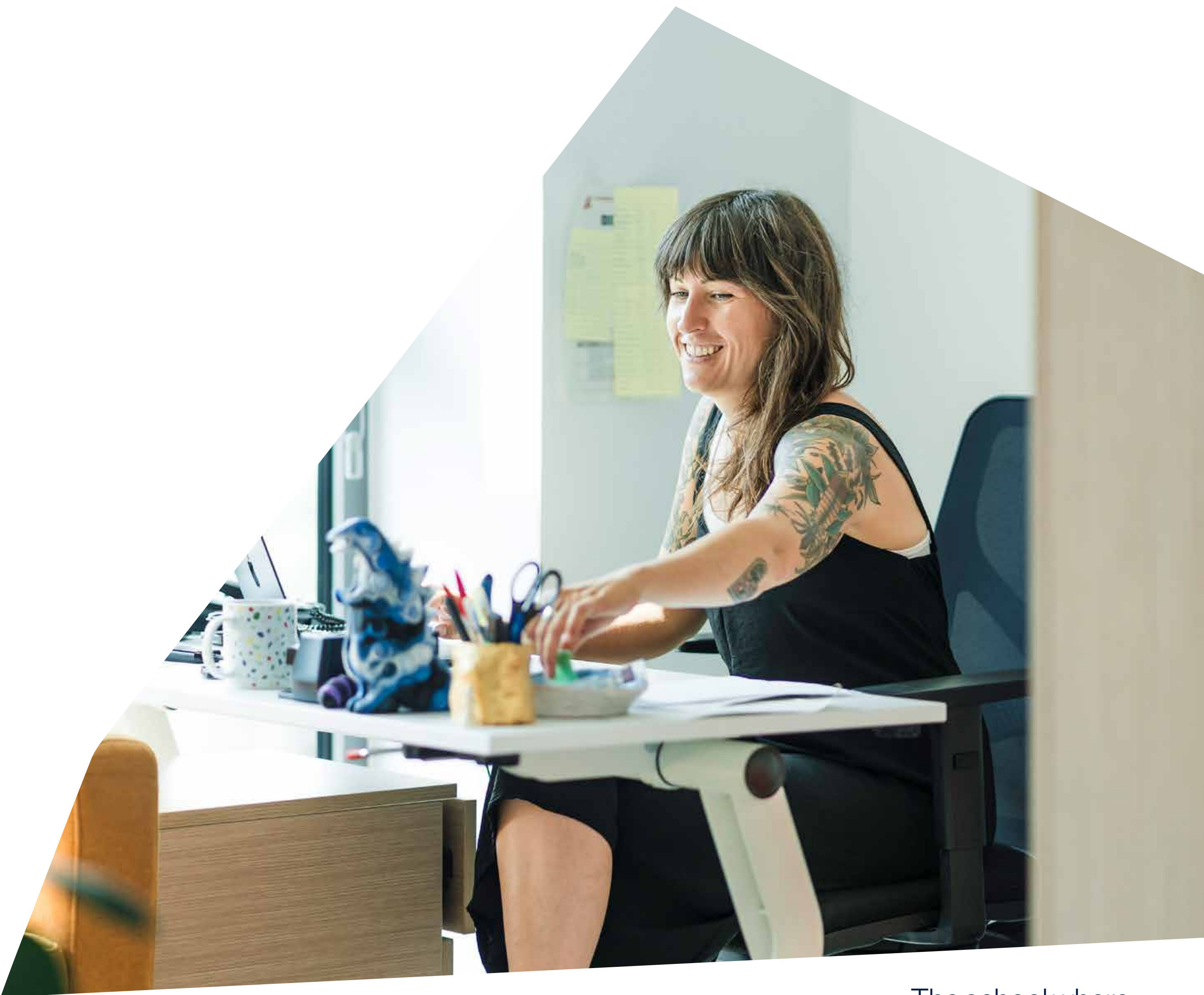


- Tuition & Matriculation 90.5%
- Entrance Fees 5.6%
- Other Revenues 3.9%

EXPENSES 2024-2025
TOTAL: 11,263,984



- Academic 65.7%
- Operations 25.5%
- Depreciation 5.5%
- Operation 2.2%
- Financial 1.1%



Annual Review Collaborators

- | | | |
|-------------------|---------------------|-----------------|
| Marquis Brown | Joanna Mopett | Sergi Gras |
| Lila Jorge | Scott Hemsey | Michal Valente |
| Mark Prendergast | Rose Scavato | Eva Gausa |
| Samantha Sullivan | Dina Rechani | Núria Bertomeu |
| Ryan Usher | Isid Spaho | Serena Washburn |
| Alicia Dean | Andrea McNamara | Ioana Dobrin |
| Lauren Jewell | Thomas Wolverton | Marco Milos |
| Jillian Zappia | Elizabeth Mahaffey | Ana Royo |
| Laura Blair | Beatrice Zimmermann | Ruby Bencosme |



AR
Annual Review
2024/25

Apply Inquire Open House