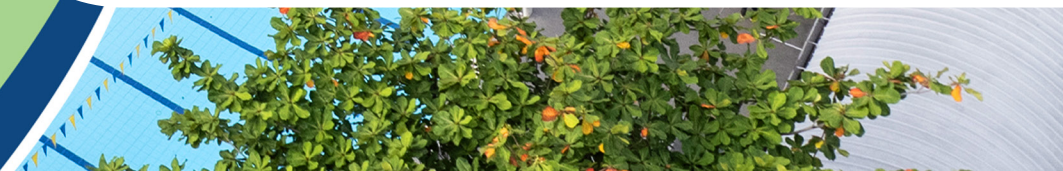
BRITISH SCHOOL MANILA
ESTABLISHED 1976



ANNUAL REPORT
2025-2026



















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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



Tim Daniels

Message from the Chair of the Board of Governors

My congratulations to the entire BSM community on another outstanding school year.

Reading through this Annual Report, it is clear that the breadth of achievement across the school continues to reflect what BSM stands for: strong academic outcomes, excellent university placements, sporting and creative achievement, Service & Sustainability, a vibrant international community, and continued investment in our people, programmes and campus.

At the heart of this is BSM's purpose: empowering our students to flourish as global citizens, equipped with the skills, understanding and values to make a positive contribution to our world. Results matter, but so too does the community in which they are achieved. Our values of Respect, Integrity and Kindness, together with our commitment to well-being and belonging, remain central to the school we aspire to be.

None of this happens by chance. On behalf of the Board, my thanks go to our Head of School, Martin van der Linde, and the Leadership Team, our teachers and staff, and the many parents and families whose commitment and support contribute so much to the school.

The Board and Leadership Team have continued to work closely this year on BSM's strategic priorities, long-term sustainability and future campus development, ensuring that we remain ambitious while carefully stewarding the school for the future.

Within the Board, my particular thanks go to Nina Golamco for her contribution and service as a Governor. I am also delighted to welcome back Devi Manjani, and thank all my fellow Governors for the time and expertise they generously give. My sincere thanks also go to our Council of Trustees, our PTA, and the wider BSM community for their continued support.

As we enter BSM's 50th year, we have an opportunity both to celebrate our history and to look confidently ahead. Generations of students, families, staff, Governors and Trustees have shaped the school we know today. We inherit their work and, in turn, have a responsibility to leave BSM even stronger for those who follow.

There is much to celebrate and much to anticipate. With a clear purpose, strong governance and a united community, I am confident that BSM will continue to flourish in the years ahead.

Council of Trustees



Michael Welch
British Embassy Manila
Chair, Council of Trustees



James Leather
Asian Development Bank
Vice-Chair



Ian Lutterloch
HSBC
Treasurer (2022-2025)



Will Clephane
HSBC
Treasurer (2025)



Peter Adams
Australian Embassy in the Philippines
Trustee



Vlad Ionescu
Embassy of Canada to the Philippines
Trustee (2024-2025)



Nitin Verma
Embassy of Canada to the Philippines
Trustee (2025)

Board of Governors



Tim Daniels
Chair, Board of Governors



Atty Macel Estavillo
Vice-Chair (2025) and Governance & Compliance Governor



Sarah Boekel
Vice-Chair (2026) and Personnel Governor



Paul Ingram
Health, Safety, Environment and Security Governor



Anthony Ruschpler
Finance and Administration Governor



Edgar Saavedra
Development and Buildings & Maintenance Governor



Trevor Morrish-Hale
Service and Sustainability Governor



Lisa Gokongwei-Cheng
Communications and Marketing Governor



Marthyn Cuan
Information and Communication Technology Governor



Atty Karlo Estavillo
Governance and Compliance Governor (2026)



Nina Golamco
Community Governor for Senior School (2022-2026)



Devi Manjani
Community Governor for Senior School (2026)



Dr Thea Gimenez
Community Governor for Primary School



Brendan Egan
Special Advisor to the Board of Governors Chair

Message from the
Head of School



Martin I. van der Linde
Head of School

Looking back over School Year 2025-2026 brings a mixture of pride, gratitude and reflection. As always, this Annual Report provides an opportunity to share something of the breadth of life at the British School Manila, offering insight into our achievements, developments, operations and progress over the year just passed.

As is our constant refrain, at the heart of all our endeavours sit our students. They are the reason for the decisions we make, the opportunities we create and the standards we continue to set for ourselves as a school. Seeing them learn, grow, contribute, and flourish remains both our greatest responsibility and our greatest privilege.

There is much to celebrate. Our students have again achieved excellent academic outcomes while benefiting from the extraordinarily rich educational experience that characterises BSM. Across sport, the arts, After School Activities (ASAs), Service & Sustainability (S&S), outdoor learning, leadership and countless other opportunities, our students have demonstrated curiosity, resilience, creativity and an increasing willingness to take responsibility for their learning and for the world around them.

What is particularly important to me is that excellence at BSM is not defined solely by examination results. We remain proudly inclusive and committed to ensuring that students with different strengths, interests and aspirations have opportunities to participate, contribute and succeed. Belonging remains at the centre of this endeavour: creating a community in which students feel known, valued, and able to be themselves.

Our commitment to Global Citizenship has continued to develop strongly. Across Primary School and Senior School, students have engaged meaningfully with Service & Sustainability partnerships and the communities around us. Recognition from both the Department of Energy and the Department of Education is encouraging, but even more significant is seeing our students understand that meaningful contribution begins with listening, empathy and thoughtful action.

The physical environment in which our students learn has also continued to evolve. Investment in the Adventure Playground, Technology spaces, classrooms, student support facilities and other areas of campus reflects our determination to ensure that BSM develops thoughtfully alongside the needs of our students and staff. At the same time, work around curriculum, technology, student support and our longer-term strategic priorities continues as we look towards the next chapter of the school.

None of these achievements happens without people. I remain enormously grateful to our teachers and support staff for their professionalism, expertise and care; to our PTA, parents, and families for their partnership and trust; and to our Governors and Trustees for their stewardship of the school.

As we conclude 2025-2026, we also stand on the threshold of an especially significant year. August 2026 sees the start of our 50th anniversary celebrations. It is an opportunity to look back with gratitude at all those who have shaped our school, while looking forward with confidence and ambition.

Fifty years on, our purpose remains steadfast: creating the conditions in which our remarkable students can learn, contribute and flourish.











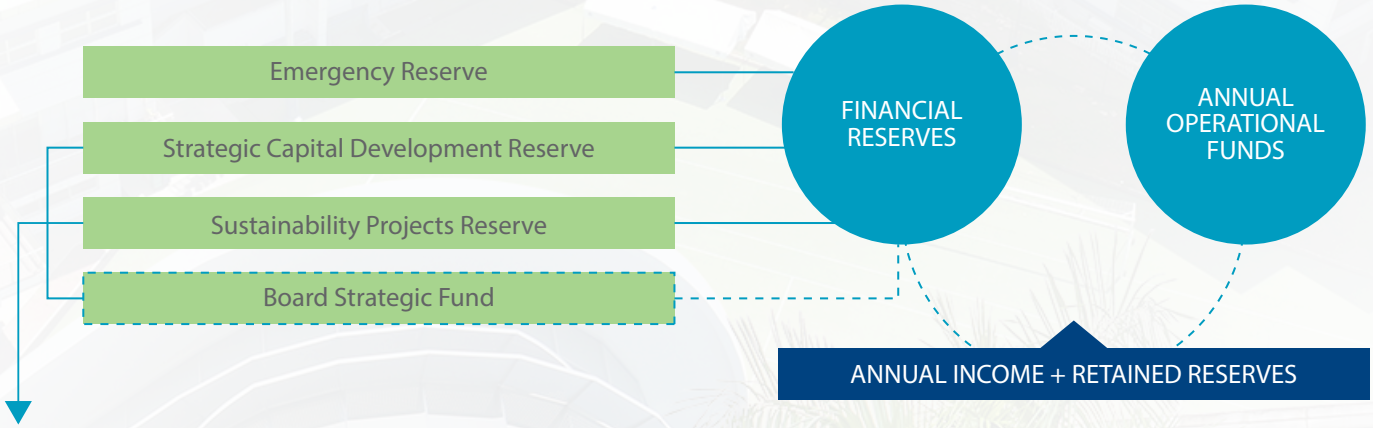
Framework and Process

Strategic Vision

GOAL

To develop and maintain a dynamic, inspiring, and world-class future-ready campus that enables outstanding learning experiences and demonstrates our commitment to our guiding statements.

1. Robust Financial Sustainability



2. Site Development

Campus Multi-year Strategic Development Framework

1. Development - *Building the Future*
2. Uplift - *Sustaining Excellence*
3. Upgrade - *Enhancing Appearance and Experience*

Sustainability and Climate Resilience

3. Provision for Best International Educational Standards

- Staffing provision
- Student academic and pastoral support
- Curriculum development *(including technology and outdoor learning)*
- Co-curricular provision *(ASAs, trips, etc)*
- Higher Education preparation

4. Provision for Best International Operational Standards

- Campus admin and operations management
- Educational resources
- Future-ready technology

Sense of Belonging | **Student Experience** | **World Class Campus**

Message from the
Chief Operating Officer



Maita Borromeo
Chief Operating Officer

School Year 2025-2026 has been another successful year, marked by the continued development of our campus, growing momentum in our sustainability commitments and stronger partnerships within and beyond our community.

The school's strong financial position continues to provide a solid foundation for both our immediate priorities and longer-term plans. This has enabled us to invest purposefully in our people, facilities, technology, and infrastructure, while maintaining the financial capacity to respond to emerging needs and future opportunities.

Our commitment to continually improve the campus is reflected in the range of renovation projects completed throughout the year. These include the new Adventure Playground, enhanced Technology spaces, upgrades to classrooms and offices, and the installation of misting systems in outdoor areas. Each improvement contributes to our broader goal of ensuring that the campus continues to evolve with the needs of our students and staff, providing a safe, welcoming and inspiring environment for our entire community.

Sustainability continues to be embedded in the way we operate and plan for the future. This year, our efforts received recognition from the Department of Energy, reflecting the School's sustained commitment to energy efficiency and responsible energy management. Working alongside our students through our Eco-Schools accreditation journey has provided a valuable opportunity to listen to their ideas and involve them in translating sustainability principles into meaningful action.

Our engagement with the wider community also continues to grow. Recognition from the Department of Education affirms the value of our ongoing partnerships and our contribution to supporting education and shared learning beyond the boundaries of BSM. These relationships reflect our belief that the school can make a positive impact not only within our own community, but also through collaboration with others.

The achievements highlighted in this report are the result of a collective effort. I extend my sincere appreciation to our teaching and support staff for their professionalism and dedication; to our parents for their continued trust and partnership; and to our students whose energy, ideas and aspirations remain at the heart of everything we do. As we look ahead, we remain committed to building on this progress and ensuring that BSM continues to evolve and thrive in the years to come.



















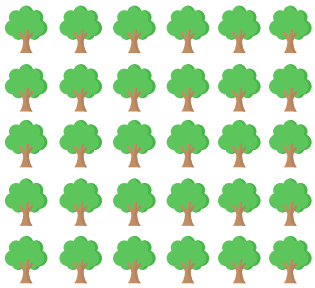
Whole School
Service and Sustainability

Solar Panel System

119,490
Savings in Kwh

1,684,675
Savings in Pesos

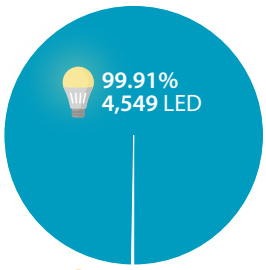
50,186kg
CO_2 Saved



1,498
Trees Planted
= 50 trees

LED Lighting

4,553 Total Number of Lights



0.09%
4 Non LED

108,784
Savings in Kwh

1,577,361
Savings in Pesos

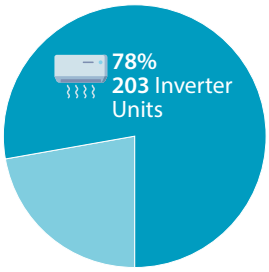
42,643kg
CO_2 Saved



1,273 Trees Planted
= 50 trees

Inverter Air Conditioning

261 Total Number of AC units



22%
58 Non-inverter Units

441,584
Savings in Kwh

6,402,971
Savings in Pesos

173,101kg
CO_2 Saved



5,167 Trees Planted
= 500 trees

Vehicle CO_2 Overview

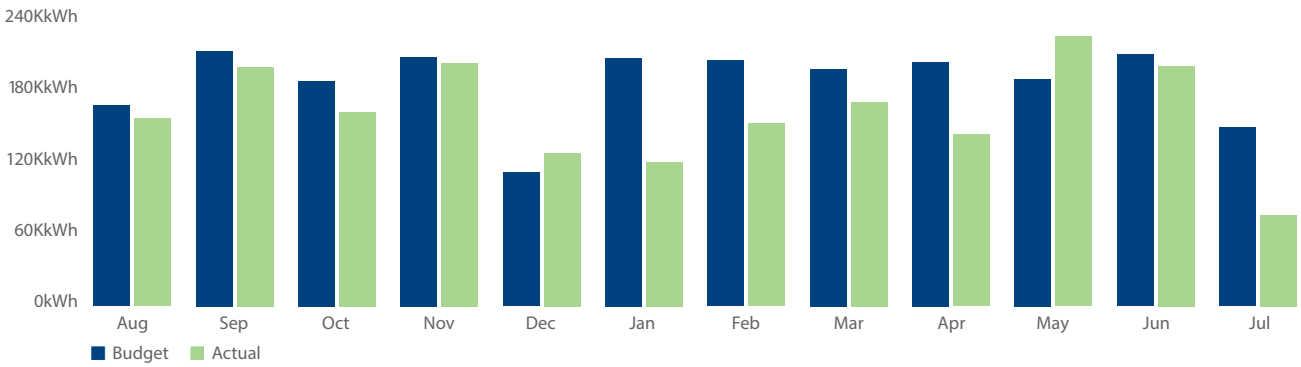
Estimated annual CO_2 emissions per student by mode of travel.



School shuttle travel produces approximately 39% less CO_2 per student than travel by private vehicle.

Electricity Consumption

Monthly electricity consumption for SY 25-26. Actual consumption was 307,900kWh below budget overall.



Source: BSM utilities monitoring data

Faculty and Staff Profile

Teaching Staff

89 Teaching Staff (Full-Time)

2 Teaching Staff (Part-Time)

6 Cover Supervisors

7 Average Years of Service **For Teaching Staff**

Support Staff

76 Student Support

80 Admin Support

8 Average Years of Service **For Support Staff**

Nationality

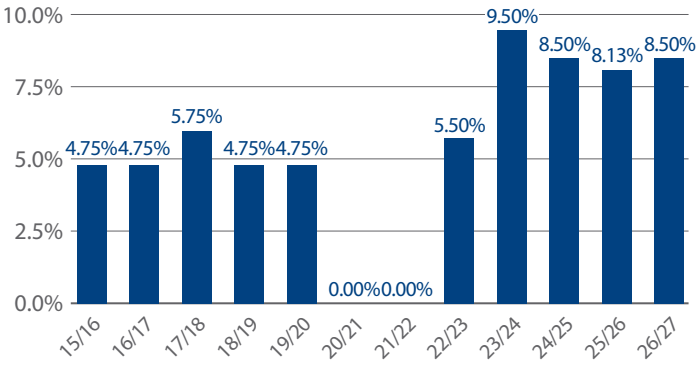
American	4		Indian	1
Australian	5		Indonesian	1
British	56		Irish	2
Canadian	3		New Zealand	2
Colombian	2		South African	1
Dutch	2		Spanish	2
Filipino	4		Swiss	1
French	3		Taiwanese	1
German	1		**Total**	**91**



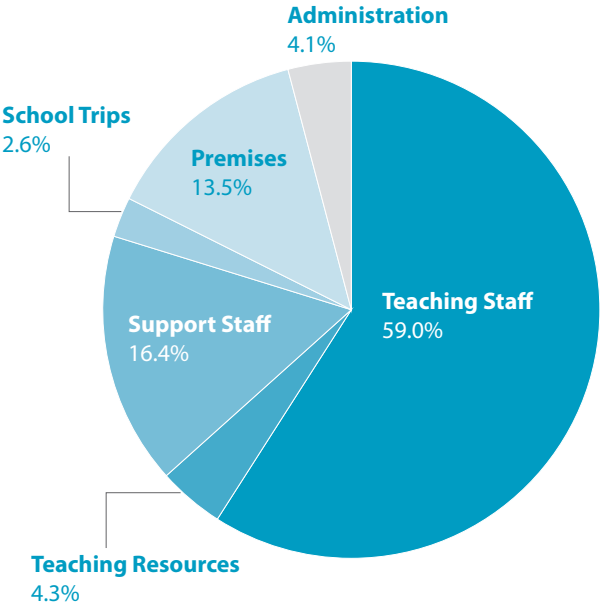
Finances

The following are based on the **unaudited figures** as of 31 July 2026.

Fee Increase

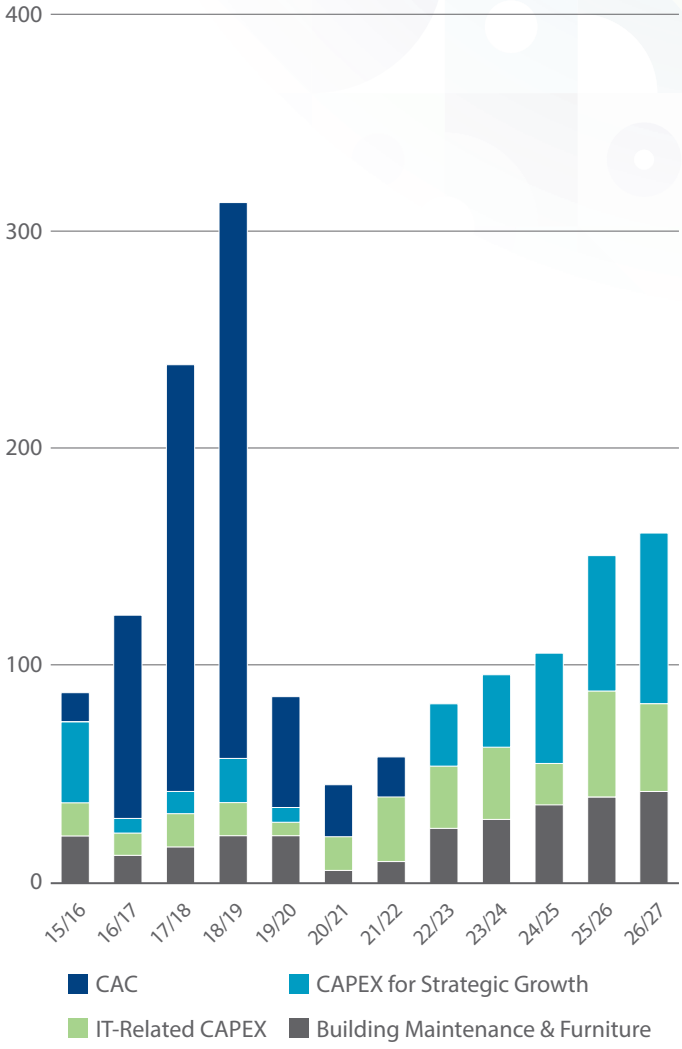


School Expenses



Capital Expenditures

Php'M



Strategic Growth spent for:

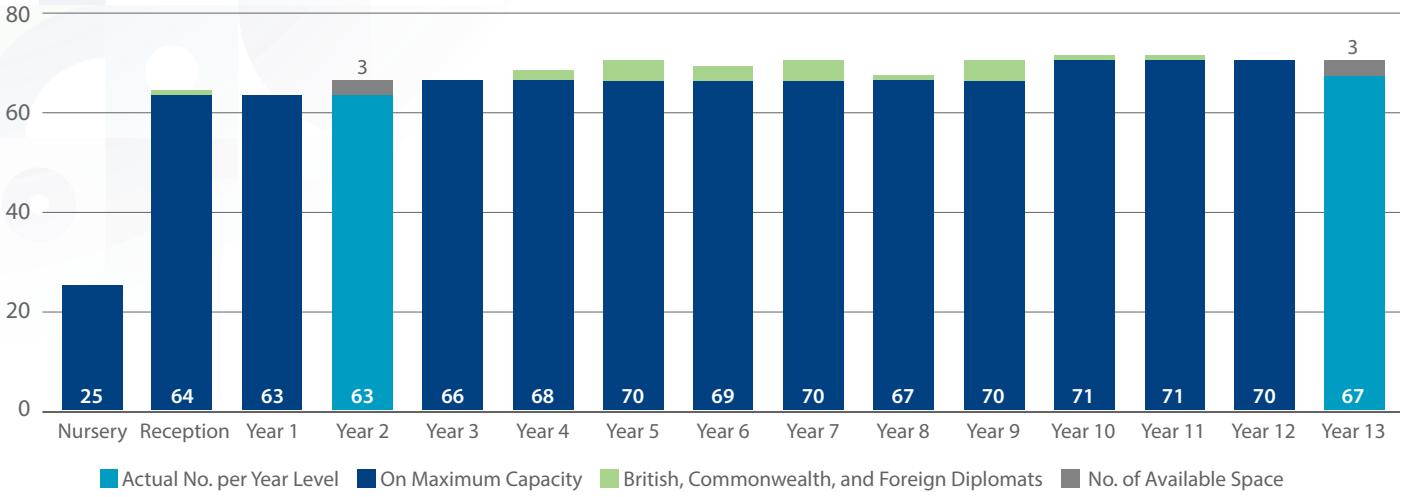
- 2015-2016 - Anilao Building renovation (P17.2M), Science classrooms (P15.6M), Offices (P2.7M), KS2 Playground (P1.9M)
- 2016-2017 to 2018-2019 - Creative Arts Centre (P541.9M), Playground Area
- 2018-2019 - Pool retiling (P12.4M), Floor retiling, Ramp, Space Planning
- 2019-2020 - Creative Arts Centre (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 - Capital Development (P47.9M) - Primary and Senior FoodiE Bistro, Rizal Hallway and Classrooms, Renovation of Changing Rooms, Rizal Prep Room, Kalayaan Hall, Toilets Renovation, Anilao Flooring Replacements, El Nido Building Hallway and ICT Service Area
- 2025-2026 - Capital Development (P62.8M) - Renovation of the Adventure Playground, Primary Buildings Flooring replacements, Technology Space Renovation (Phase 2), Nursery, PE and El Nido Student Toilets, Student Support Services (SSS) Upgrade, Canopy (Clinic and LRC), Renovation of Adult/Staff Changing Rooms (Main Hall and Fiesta Building Basement), Contractors' Changing Rooms

2026-2027 CAPEX includes:

- 2026-2027 - Capital Development (P78.2M)
  - Development of Technology Space, Classrooms, Security Office, Heads of Year offices, Laboratories, Events office and Walkway Canopy
  - Uplift of Primary Classrooms, Science Lab chairs, pebble wash flooring, Primary storage
  - Upgrade of Cafeteria kitchen, Student and bathroom in El Nido and Project Management QS/Structural
- Year 1 of 5-year Network Infrastructure Development

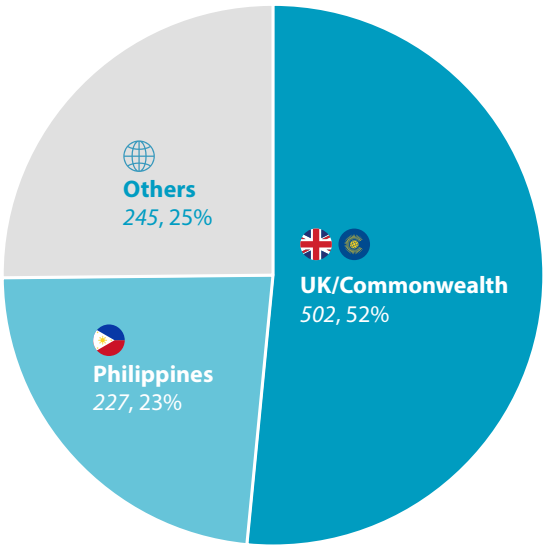
Student Profile

Enrolment by Year Level as of June 2026



Nationality Breakdown

974 Total Number of Students **55 Nationalities**



Others:

- **Australia**, *89*
- **Canada**, *76*
- **India**, *61*
- **USA**, *55*
- **South Korea**, *37*
- **China**, *32*
- **New Zealand**, *19*
- **Japan**, *19*
- **Spain**, *17*
- **Singapore**, *11*
- **Malaysia**, *9*
- **Germany**, *9*
- **Indonesia**, *7*
- **Pakistan**, *7*
- **France**, *6*
- **The Netherlands**, *6*
- **Brazil**, *5*
- **Taiwan**, *5*
- **Ukraine**, *5*
- **Slovakia**, *4*
- **Sweden**, *4*
- **Turkey**, *4*
- **South Africa**, *4*
- **Brunei**, *3*
- **Czech**, *3*
- **Ireland**, *3*
- **Italy**, *3*
- **Kenya**, *3*
- **Romania**, *3*
- **Argentina**, *2*
- **Dominica**, *2*
- **Ethiopia**, *2*
- **Kazakhstan**, *2*
- **Sri Lanka**, *2*
- **Tonga**, *2*
- **Vanuatu**, *2*
- **Antigua and Barbuda**, *1*
- **Belgium**, *1*
- **Denmark**, *1*
- **Fiji**, *1*
- **Finland**, *1*
- **Hungary**, *1*
- **Israel**, *1*
- **Jamaica**, *1*
- **Jordan**, *1*
- **Kuwait**, *1*
- **Luxembourg**, *1*
- **Malta**, *1*
- **Nepal**, *1*
- **Poland**, *1*
- **Russia**, *1*
- **Saint Lucia**, *1*
- **Vietnam**, *1*

New Students
SY 2025-2026

N	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	TOTAL
25	42	9	8	6	7	10	5	7	6	7	10	1	8	0	151

The 2025-2026 academic year was marked by exceptional collaboration across the Admissions, Primary School, and Senior School teams at the British School Manila. Through stable enrollment, stronger family engagement, seamless student transitions, and targeted recruitment strategies, BSM has solidified its foundation for sustained growth and excellence.

Well-Being at BSM:
Helping Every Student Flourish

At The British School Manila, well-being is central to our ambition for every student to flourish.

Our bespoke **Well-Being Framework** provides a shared language and whole-school approach, centred on five interconnected areas:

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



Our approach is grounded in Positive Education, bringing together academic learning, character development and the science of well-being. BSM partners with the Institute of Positive Education, drawing on practitioner expertise to strengthen an evidence-informed and proactive approach to student well-being.

INSTITUTE OF POSITIVE EDUCATION | PEEC

Through this partnership, BSM delivers the **Positive Education Enhanced Curriculum (PEEC)**. Grounded in research from Positive Psychology, PEEC provides developmentally appropriate learning from Early Learning through to Year 13. Its sequential approach enables well-being knowledge, skills and character strengths to be developed progressively as students grow. At BSM, PEEC is purposefully aligned with our own Well-Being Framework, helping us translate our aspirations for student well-being into explicit, meaningful learning experiences.



A highlight of the 2025–2026 academic year was our annual **Flourish Festival**. Under the theme "***The Ripple Effect: Flourish in Every Connection***," the 2026 festival placed Positive Relationships at its heart. The week was intentionally designed to enrich relationships, strengthen belonging and increase positive emotion, engagement and meaning, with learning explicitly connected to both the BSM Well-Being Framework and PEEC.













Across the week, students from Early Years to Senior School took part in relationship-focussed learning and reflection alongside team challenges, Well-Being and Kindness BINGO, music, dance, open-mic performances and whole-school House activities. The wider community was also involved through parent learning and staff well-being opportunities, while **Alisha Del Campo** of the **Philippine National Football Team** joined students as a special guest speaker.

Flourish Festival reflects our wider philosophy: well-being at BSM is not simply something we provide; it is something we intentionally teach, practise and embed throughout school life. Through evidence-informed curriculum, strong relationships and meaningful shared experiences, we aim to develop young people with the character, knowledge and skills to flourish at BSM and beyond.

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 School areas of difference which stand us apart is the intentional and focussed 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 curriculum primarily taught through play pedagogies.



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

In EYFS and KS1, we nurture students' 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 students' interests and facilitating opportunities for them to become collaborators, explorers, problem solvers and investigators. Our classroom provision offers a play-based curriculum taught through play pedagogies, until the end of Year 2.

In EYFS, the UK Development Matters' document is used to support the design of the curriculum and professional judgements.

In Year 1 and Year 2, we have developed our own curriculum framework designed using the 7 areas of learning within the UK EYFS Development Matters Framework. There are no formal assessments, although staff use the UK Phonics Screening materials to support judgements in this area.

Key Stage 2 (*Year 3-6*)

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 students may need support in.

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



Global Citizenship Education (GCE)

Global Citizenship, Sustainability, and Service are vital areas of learning at BSM. They foster empathy, critical thinking, and a collective sense of responsibility for the world. Our unique and bespoke GCE framework guides the curriculum so that BSM students understand diverse perspectives, address pressing global issues, and actively engage in their communities, shaping them into ethical, compassionate, and proactive leaders who can make a positive contribution to the world.

We deliver GCE by integrating this framework throughout the curriculum. We focus on the acquisition, connection and transfer of our Global Citizenship concepts. We link learning to real stories and develop it through engagement with local communities and organisations. We use cross and multidisciplinary subject integration and help facilitate experiential learning to engage children. We teach systems thinking tools to give students the skills they need to evaluate and solve complex problems. All of these experiences lead to engagement with communities and the natural world in order to make a positive contribution to the world.

Well-Being

Well-Being is a taught 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 use the Positive Education Enhanced Curriculum. This curriculum is based on the science of well-being, underpinned by research. Students are taught mindfulness techniques, how to live a healthy lifestyle, and to take risks and challenge themselves. They also consider their character strengths and lesser strengths.

Specialist Subjects

All students in Primary School swim weekly from Nursery through Year 6. They also are timetabled each week for a further two sessions of taught PE. This reflects the high priority placed on physical health and well-being.

Students begin to experience Mandarin teaching from Year 2 and are introduced to Spanish and French in Year 4. Other specialist teacher-taught subjects are: Information and Communication Technology (ICT), Drama (Year 3 upwards) and Art.

Senior School



What is *Key Stage 3*?

Key Stage 3 encompasses Years 7 to 9 and provides the foundation for academic life in the Senior School. Students follow a bespoke and enriched version of the British National Curriculum, designed to support academic excellence while developing the skills, values, and perspectives they need to thrive and contribute meaningfully to their communities.

Throughout Key Stage 3, students become increasingly confident, curious, and independent learners. Emphasis is placed on effective organisation, a proactive approach to learning, and engagement with an innovative, culturally relevant curriculum that connects classroom learning to the wider world.

- **Year 7** - The transition into Senior School is carefully supported, with particular attention to well-being, belonging, and global citizenship. Students encounter a broader range of disciplines taught by subject specialists, encouraging them to embrace new challenges, take thoughtful risks, and build strong relationships.
- **Year 8** - Students deepen their subject knowledge and become more confident in applying their understanding across local and global contexts. They make connections between subjects, think critically about the world around them, and continue developing as thoughtful, responsible global citizens.
- **Year 9** - Year 9 provides an important bridge between Key Stages 3 and 4. Through reflection, recognition of achievement, and careful guidance, students begin making informed subject choices for their iGCSE studies. They also strengthen prior learning, explore concepts in greater depth, and develop their understanding of the ideas and principles underpinning academic disciplines and the wider world.



What is *Key Stage 4*?

Key Stage 4 encompasses Years 10 and 11, building on the academic, social, and emotional foundations established during Key Stage 3. Students take greater ownership of their learning, making informed subject choices that reflect their strengths, interests, and aspirations while preparing for future study.

Students follow the two-year iGCSE programme, culminating in internationally recognised examinations. Combining breadth with academic depth, the iGCSE develops strong subject knowledge alongside the critical thinking, independence, and intellectual curiosity needed to flourish in the IB Diploma Programme and beyond.

Academic ambition is balanced by a strong commitment to student well-being. By developing effective study habits, resilience, self-management, and transferable skills, students are equipped to navigate rigorous academic study and the challenges of adolescence with confidence.

Our students' outstanding results reflect their dedication and the expertise of our subject specialists. Teaching is informed by evidence and cognitive science, with connections across disciplines helping students deepen their understanding and apply learning in new contexts. Students are challenged, supported, and inspired to achieve their best.



What is *Key Stage 5*?

In Years 12 and 13, students undertake the International Baccalaureate Diploma Programme (IBDP), widely regarded as a rigorous and respected pre-university qualification.

The IB Diploma develops exceptional breadth and depth of knowledge while encouraging students to flourish physically, intellectually, emotionally, and ethically. Students study six subject groups, combining academic range with specialist expertise in three Higher Level subjects.

All IB Diploma students also complete the **Core**, developing qualities essential for university and beyond:

- **Theory of Knowledge (TOK)** fosters critical and creative thinking about knowledge itself.
- **Creativity, Activity, Service (CAS)** builds character, leadership, and global awareness through meaningful experiences.
- **The Extended Essay (EE)** develops independent research and sustained academic writing skills relevant to higher education.

The IB Diploma is more than a qualification; it provides holistic preparation for life, developing adaptable, resilient, and reflective young adults ready to contribute confidently to a rapidly changing world.

Service Learning Partners

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

IB Profile Results and Higher Education Placements

2026 Final University Destinations

United Kingdom
Durham University (2)
Goldsmiths, University of London (1)
Heriot-Watt University (1)
Hull York Medical School (1)
Hult International Business School (1)
King's College London, University of London (5)
Robert Gordon University (1)
University of Edinburgh (1)
University College London (2)
University of Exeter (1)
University of Manchester (1)
University of Sheffield (1)
University of Warwick (2)

USA
Biola University (1)
Boston University (1)
Fordham University (2)
New York University (1)
Northeastern University (2)
Syracuse University (1)
University of California - San Diego (1)
University of Chicago (1)
University of Pennsylvania (1)
University of Southern California (2)

Canada
McGill University (1)
University of British Columbia (1)
University of Toronto (3)

Australia
Monash University (1)
University of Queensland (1)
University of Sydney (2)

Spain
IE University (1)
University of Salamanca (1)

Poland
Warsaw University of Technology (1)

Italy
Bocconi University (1)

Netherlands
Tilburg University (1)

Kenya
Strathmore University (1)

India
Christ University (1)

Hong Kong
Hong Kong Polytechnic University (2)
University of Hong Kong (5)

South Korea
Yonsei University (1)

Philippines
Ateneo de Manila University (2)
University of Santo Tomas (1)

IGCSE RESULTS

71 BSM STUDENTS RECEIVED:

62% A*-B Grades

97% A*-C Grades (the UK comparable percentage is 67.3% GCSE A*-C Grades)

26% A*-A Grades

IB RESULTS

16 (25%) CANDIDATES WITH 40+ POINTS

BSM **36** BSM AVERAGE **30** WORLD AVERAGE

100% PASS RATE (64 CANDIDATES)

Service & Sustainability (S&S)

Primary School

Nursery - *Connecting with Nature*

Nursery students will be given lots of opportunities to explore the outdoors and develop a connection with the natural world through play. They will explore plants, insects and wildlife, help care for our outdoor spaces, and taste fruits, vegetables and herbs growing around them. Through these hands-on experiences, students will begin to notice changes in nature, develop curiosity about the world around them and learn simple ways to care for living things and their environment.

Reception

Throughout the year, **Reception students develop a strong connection with nature through everyday experiences in our outdoor spaces**. They explore through nature walks, looking at plants and trees, observing the weather, and taking part in observing and watching moving creatures and habitat building such as bird and insect homes.

Students learn to **care for and nurture living things** through watering and planting herbs and vegetables, observing growth, harvesting and using what they have grown in garden-to-table experiences. They also develop an understanding of sustainability through **composting, recycling, reusing natural and loose parts, collecting rainwater and taking responsibility for caring for shared spaces**.

These experiences help students see themselves as **active members of their community and stewards of the natural world**. Through caring, sharing, investigating and making responsible choices—**not only to the plants, animals and environment around them, but to the wider world we all share**.

Year 1

Connecting with Nature

Year 1 students will develop their connection with nature through hands-on, play-based learning. Working with Mr Hunt, they will help develop a pond in our outdoor area, creating a habitat for tadpoles and frogs. They will also plant, grow and harvest produce while learning about composting, recycling and caring for our environment.

Connecting with Communities

Year 1 will continue our partnership with *Tahanan ng Pagmamahal* through shared playdates and experiences. Students will also run weekly market stalls, selling items they have grown, harvested or made, with money raised supporting our friends at *Tahanan ng Pagmamahal*.

Year 2

This year, Year 2 continued to strengthen our service and sustainability journey through community partnerships and outdoor learning.

We deepened our partnership with *Tahanan ng Pagmamahal* through shared playdates and experiences. Students also used their annual exhibition to sell items and raise money supporting our friends at *Tahanan ng Pagmamahal*.

Our outdoor learning continued through the development of the Year 2 Garden and our visit to Las Piñas Wetland Park, helping students build a stronger connection with the natural world.

In terms of community, we also continued to strengthen relationships with other year groups, particularly through our transfer of learning task, where Year 2 students shared their autobiographical learning with Year 5.

Year 3 - *Sustainable Action*

Building on the success of our Year 3 Garden, sustainability remains embedded in our weekly learning. Every Friday, students harvest and cook produce from the garden, making healthy dishes including air-fried turon, pesto and roasted eggplant. We will continue our partnership with Rise Against Hunger through food drives and funding equipment for projects in Tondo and Laguna. We look forward to seeing the harvest from Bungkol Elementary School's garden. Our visit to Good Food Farm will explore sustainable farming and "farm-to-table", while strengthening connections with our service-learning partners at Bungkol and helping students understand how their actions support sustainable communities.

Year 4

Year 4's Service Learning is rooted on-site, giving students opportunities to make a positive difference within their own school community. This year, they explored soil regeneration and permaculture through composting, developing the garden and planting the 'Three Sisters'. Using systems thinking, students investigated why some areas were not thriving, identifying soil health and limited sunlight as key factors, before using this learning to help redesign the space for 2026-2027. Through our Eager Explorers topic, students also considered how learning new skills can create wider community impact, including through a visit from Chef Lao, who shared knowledge about Filipino food heritage. In 2026-2027, our terrapin's new enclosure will become part of a permaculture system, with students identifying, growing and caring for plants she can eat.

Year 5

Community

Year 5 will share their learning about identity, culture and traditions with Year 2, focussing on Filipino New Year traditions.

We will also welcome Mr Jovan to our Inspiring Role Models topic. He will share how he overcame adversity to become an international rugby player.

Service Learning

Year 5 will continue supporting Waves for Water and learning how clean water improves health, education and lives. Over six years, Year 5 has raised nearly PHP 1 Million.

We will also continue fundraising to protect rainforests. Last year, BSM helped protect 25 m^2 of Australian rainforest, and we hope to protect even more this year.

Year 6

Our partnership with Upskills+ has given Year 6 a meaningful opportunity to learn beyond the classroom. Welcoming children from Tondo and continuing to work together has encouraged our pupils to think deeply about fairness, opportunity and the strength of communities. They have listened carefully, shared experiences openly and formed genuine connections built on kindness and mutual respect. Through this partnership, the students have seen how education can empower individuals and help shape brighter futures. Their empathy, curiosity and growing sense of social responsibility have been inspiring to witness, reflecting the values we hope they will carry with them beyond BSM.

Service & Sustainability ASA in Primary School

Last year, we established an Eco Club at BSM that met weekly to promote sustainability across Primary School. Pupils created recycling boxes for every classroom and conducted an energy audit, recording when projectors, lights and air conditioners were left on in empty rooms. We also launched a bottle-top collection competition to encourage recycling. The collected bottle tops will become part of an underwater mural, which pupils have already begun painting, before attaching the recycled tops. Finally, an Eco Code was written, with every Primary class voting for their preferred ideas. Parents were also invited to vote, strengthening our whole-school commitment to sustainability.

Service & Sustainability (S&S)

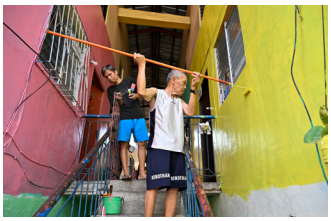
Senior School

Service & Sustainability (S&S) remained a visible thread across the Senior School this year, connecting curriculum, pastoral learning, ASAs, year-group experiences and MAD Week. Across these spaces, students were encouraged to understand their place in the wider world and to take thoughtful action through BSM's Global Citizenship pillars: **Sustainability & Regeneration, Social Justice & Equity, Intercultural Understanding and Diversity**. This aligned closely with the Oxfam Education for Global Citizenship framework, particularly the development of critical and creative thinking, communication, cooperation, self-awareness, empathy, concern for the environment and a belief that people can bring about change.

Year 7: *Empathy, Identity and Ethical Storytelling*

In Year 7, students explored identity, relationships, culture and responsibility through a range of curriculum links. In Personal, Social, Health and Economic (PSHE), they examined healthy relationships, bias and communication. In Art, they explored nature, place and identity. In English, students engaged with autobiography, Filipino myths and global issues, while Humanities invited them to consider political systems, the relationship between nature and humanity, national identity, globalisation and peace. In Technology, students developed media literacy and explored AI ethics, including how AI systems reflect human design, values and bias.

The Year 7 S&S trip to **Gawad Kalinga (GK) Taguig** focussed on cultural exchange, community voice and ethical storytelling. Students visited GK communities, listened to residents' stories and developed magazine-style narratives that honoured lived experience. This connected strongly with Sustainable Development Goals (SDG) **SDG 1: No Poverty, SDG 10: Reduced Inequalities, SDG 11: Sustainable Cities and Communities and SDG 17: Partnerships for the Goals**, while supporting Oxfam-aligned skills of empathy, communication and informed action.





Year 8: *Ethical Innovation and Sustainable Design*

In Year 8, students deepened their understanding of sustainability and social justice through urban systems, ethical innovation and design. Humanities explored urbanisation, trade, aid, equity and entrepreneurship, while English examined power, survival, responsibility and social values through *Macbeth and Mortal Engines*. PSHE focussed on identity, inclusion and digital citizenship, and Technology supported design thinking, prototyping and robotics.

The Year 8 sustainable housing project invited students to think about housing as both a design challenge and a justice issue. Working with ideas connected to **BillionBricks**, students explored solar energy, water conservation, insulation, green materials and disaster-resilient design before creating model eco-homes. This linked directly to **SDG 6: Clean Water and Sanitation, SDG 7: Affordable and Clean Energy, SDG 11: Sustainable Cities and Communities and SDG 13: Climate Action**. It also reflected Oxfam themes of global thinking, equity, reflective action and commitment to sustainable development.





Year 9: *Justice, Purpose and Systems Change*

Year 9 students engaged with questions of identity, privilege, power, ecology and systems change. In English, students explored race, identity, conflict and privilege through *Noughts and Crosses*. Science and Mathematics supported real-world problem-solving through sustainability-focussed inquiry, including links to UN goals and local environmental issues such as river pollution. In Technology, students applied ethical design thinking through 3D design and BSM product/trophy projects.

The Year 9 S&S trip combined human connection and ecological learning through **GK Silver Heights** and **La Mesa Eco Park**. At GK Silver Heights, students explored empathy, play, community and the concept of ***Ikigai***, reflecting on purpose and meaning in different contexts. At La Mesa, they engaged with biodiversity, plant studies, birdwatching and forest bathing. This connected to **SDG 3: Good Health and Well-being, SDG 10: Reduced Inequalities, SDG 15: Life on Land and SDG 4: Quality Education**, while developing Oxfam-aligned self-awareness, empathy, environmental concern and reflective action.





Years 10 and 11: *Responsibility, Advocacy and Inclusive Futures*

In Years 10 and 11, S&S experiences asked students to consider how systems, policy, design and dignity intersect.

Year 10 partnered with **Communities Organized for Resource Allocation (CORA)** at **Las Piñas–Parañaque Wetland Park (LPPWP)**, beginning with a talk from Antoinette Taus on waste, water pollution and environmental justice. Students then contributed to marine debris data collection and reflected on how local action can support policy advocacy and wider environmental change. This linked to **SDG 12: Responsible Consumption and Production, SDG 13: Climate Action, SDG 14: Life Below Water and SDG 17: Partnerships for the Goals**, while supporting Oxfam skills of critical thinking, cooperation and belief in collective change.

Year 11 visited ***Tahanang Walang Hagdan***, exploring inclusive, human-centred design and dignified livelihoods for persons with disabilities. Students considered how accessible spaces, urban farming, skilled trades and community enterprise can support independence and belonging. This connected to **SDG 10: Reduced Inequalities, SDG 8: Decent Work and Economic Growth and SDG 11: Sustainable Cities and Communities**, while foregrounding Oxfam themes of inclusion, human rights and participation.





Service & Sustainability (S&S)

Make A Difference (MAD) Week

MAD Week continued to be a whole-school expression of Service & Sustainability, offering immersive learning through residential, day-trip and school-site experiences. Students engaged with sites and partners including **Mount Purro, Costales Nature Farms, Mt Pulag, Lobo, Puerto Galera, Stepping Stones, LPPWP, GK Taguig, *Tahanang Walang Hagdan*, Upskills+ Foundation** and **Sustainable Fashion**.

Across the programme, students explored forest stewardship, river ecology, indigenous knowledge, regenerative agriculture, marine conservation, mangrove restoration, inclusive education, accessibility, circular systems and ethical production. The programme connected strongly to multiple SDGs, including **SDG 2, 6, 8, 10, 11, 12, 13, 14, 15 and 17**, while developing Oxfam-aligned capacities such as interdependence, critical thinking, equity, environmental concern, participation and informed action.

The **Docathon** remained central to the week. Students were challenged to document people, places and stories with humility and respect, moving beyond passive observation towards ethical storytelling. The emphasis was not simply on producing films, but on listening carefully, representing communities with dignity and reflecting on how experience can lead to responsible action.

Service & Sustainability ASAs

S&S ASAs continued to grow as spaces for student leadership, advocacy and long-term commitment. The updated ASA guidance reinforced that S&S is not about "helping" from a distance, but about listening, learning, building community and taking thoughtful action alongside people and places we care about. It emphasised student leadership, ethical service, realistic planning, reflection, impact and clear links to the Global Citizenship pillars.

Student leaders were encouraged to ask: *Are we listening before acting? Are we avoiding stereotypes? Are we working with communities, not just for them? Are our actions sustainable, inclusive, safe and appropriate?* This approach helped ASAs shift from charity-based action towards collaborative advocacy rooted in respect, integrity and kindness.

ASA work also connected with the EcoSchools programme, particularly through climate action, biodiversity, waste reduction, health and well-being, environmental justice, inclusion and equality.

Fundraising and Donations

Student-led fundraising continued to be a powerful expression of Service & Sustainability at BSM. Across S&S ASAs, councils, clubs and special initiatives, students raised **PHP617,416.01** in support of partner organisations, advocacy areas and community action projects.

One Million Lights	**PHP 147,940.00**
Roots for Change	**PHP 31,744.25**

Others environmental and sustainability-focussed groups:
Project Compost, Pawprints and Purpose, Plastic Bottle Weaving and SEAtizens

Cancer Care	**PHP 38,610.00**
Filipino Sign Language	**PHP 36,968.50**
ChildHaus	**PHP 36,333.25**
HerHealth	**PHP 23,512.02**
BSM Unified Club	**PHP 21,260.00**
Operation Smile	**PHP 20,875.00**
Best Buddies	**PHP 13,655.00**

S&S Senior Council	**PHP 75,021.87***

*with PHP 35,727.00 directed towards the Disaster Relief Fund

Events Team	**PHP 28,590.44**
Disaster Relief Fund	**PHP 278,988.92**



Other ASAs who showed strong commitment to health, inclusion and social justice:
Project Pearls, *Hawak Kamay*, Red Cross Youth Council, Medical Society, Enterprise Club and BPW Juniors

These funds supported communities affected by the fires in Tondo, working with Upskills+ Foundation, as well as those impacted by the Mindanao earthquake, in collaboration with Save the Children and the British Chamber of Commerce.

Looking Ahead

Looking ahead, S&S will continue to deepen authentic partnerships, strengthen student leadership and embed Global Citizenship across curriculum, pastoral learning, ASAs, trips and MAD Week. The aim is for students not only to act, but to understand the systems, relationships and responsibilities behind that action.

Across the year, students have learned that service begins with humility, sustainability requires imagination, and justice depends on careful listening. Through SDG-linked action and Oxfam-aligned global citizenship skills, BSM students are developing the confidence, empathy and critical understanding needed to help build a more peaceful, inclusive and regenerative world.





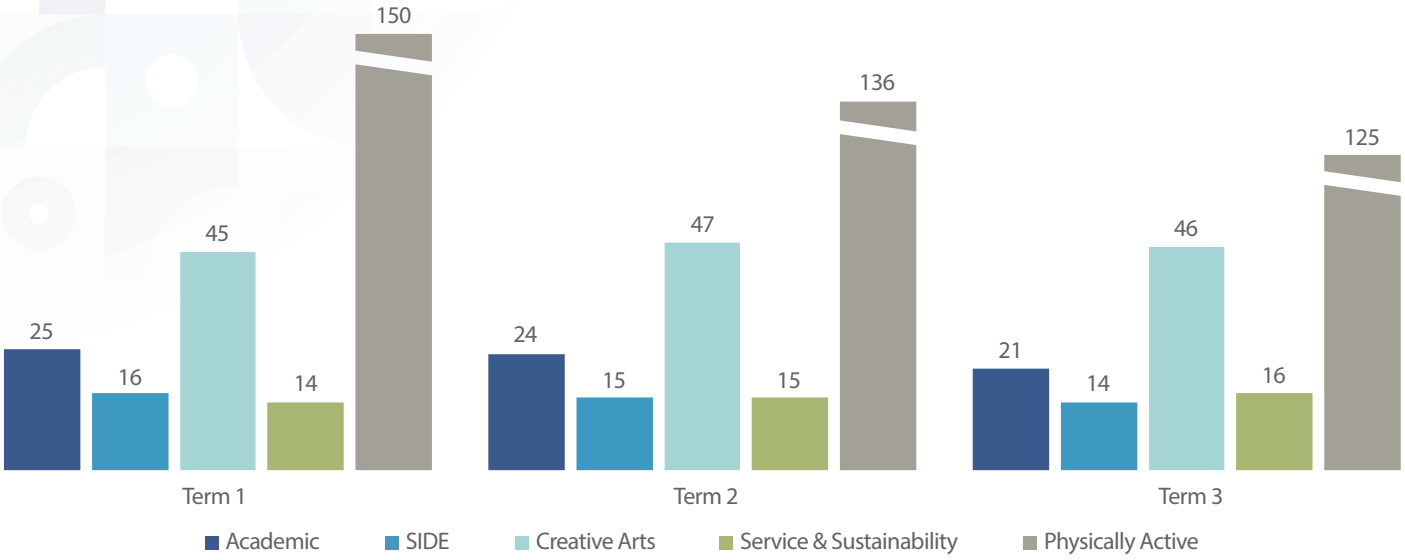




After School Activities

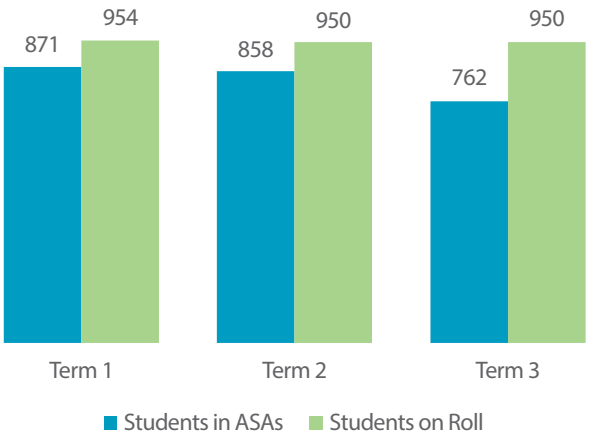
Number of Activities Available per week / per strand

SY 2025-2026



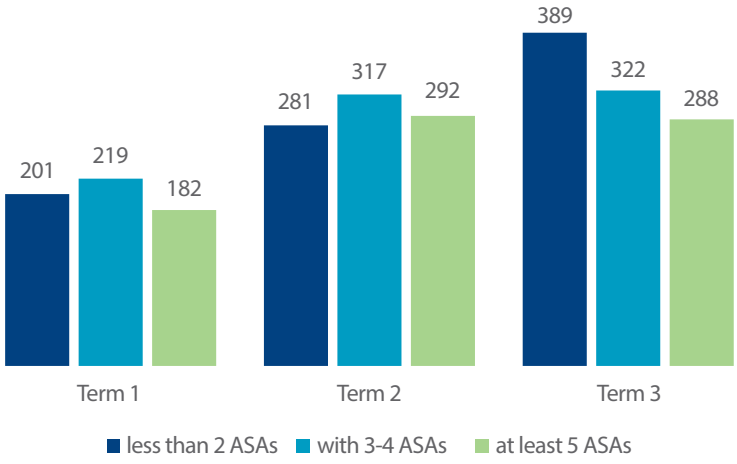
Participation Percentages

Reception - Year 13



Students in ASAs with 1 or More ASAs

Reception - Year 13



Most Popular ASAs per Strand

Academic	SIDE	Creative Arts	Service & Sustainability	Physically Active
Chess	Technology Club	Arts and Design	One Million Lights	Gymnastics
BSM Debate Varsity	Bricks 4 Kids	Clay Club	Pawprints and Purpose	Swimming
STEM Challenge	Bloxels	Hip Hop	Best Buddies	Tee Ball
Competitive Mathematics	AI Club	Fashion Club	Operation Smile	Football
Biology Club	Tabletop Gaming - *Dungeons and Dragons & Magic the Gathering* Board Games	Junior Choir	Project Compost	Badminton

PTA Events

PTA Events SY 2025-2026



PTA AGM



Jumble Sale



Guy Fawkes Night



Primary Christmas Shop



Great British Splash



Valentine's Day Flower Shop

Throughout the SY 2025-2026, the PTA has been actively involved in organising and supporting a wide range of events and initiatives, all aimed at bringing the BSM community closer together.

In September 2025, the **PTA AGM** welcomed a new committee comprising 11 parent volunteers and 3 teacher representatives. Working together throughout the year, the committee organised several much-loved community events. Highlights included the ever-popular **Guy Fawkes Night**, featuring fantastic student performances and traditional fireworks, and the festive **Primary Christmas Shop**. Other PTA-hosted events included the annual **Jumble Sale** and the **Valentine's Flower Shop**.

The PTA concluded the school year with the **Great British Splash**, a fun-filled evening featuring a variety of water-based games and activities, alongside a celebration of all things British. It provided a wonderful way to bring the community together and mark the start of the summer break.

The extraordinary level of participation and enthusiasm from the BSM community throughout the year was a testament to the importance of these events. They provided opportunities for families, students, and staff to connect, celebrate and create memorable moments together.

In addition to organising its own events, the PTA continued to support and contribute to a number of wider school activities. These included running a photo booth at the BSM Fun Run, funding a Dragon Dance for the Chinese New Year celebrations, and managing the bar at International Evening. The PTA also hosted pre-concert gatherings for both the Christmas Concert and End of Year Concert, while making contributions towards the IB Graduation, Senior Prom and annual BSM staff parties.

The PTA's main financial contribution to the school for the year will be close to PHP 1 Million. This funding will support projects focussed on sustainability and weather and temperature control, helping to create a healthier, more comfortable and enjoyable environment for students, staff and the wider BSM community.

The PTA is proud to continue playing an active role in supporting BSM and looks forward to building on this year's achievements and creating even more opportunities for the community to come together in the future.

















The British School Manila Taguig Scholarship Programme

BSMTSP: Turning Motion into Momentum

Each academic year, the British School Manila Taguig Scholarship Programme (BSMTSP) evolves to better support our scholars, balancing the demands of daily life with their long-term aspirations. As of 2026, BSMTSP Scholars, now on Batch 16, has 60 scholars in total—37 graduated, 23 currently enrolled. Building on our legacy of fostering mental fortitude—through initiatives like "Tambayan,""Safe Space," "Leading from Within," and "Sustaining the Path to Growth"—this year's initiative dedicated itself to leveraging these foundational experiences to empower and advance our scholars' long-term aspirations. Designed to pivot this learning outward and forward, the BSMTSP Scholars' Gathering for SY 2025-2026 framed momentum as the strategic energy transforming scholars' efforts and achievements into sustained progress toward higher education and professional success. This holistic growth is cultivated through four strategic pillars: we encourage scholars to move with intention by ensuring every choice aligns with long-term goals, to move with consistency by building the discipline necessary for unstoppable forward energy, to move with kindness by practising empathy for oneself and others, and to move with purpose by ensuring that every step is taken with a clear, impactful destination in mind. BSM's own School Counsellor, Ms Rory Catipon and CAC Manager, Ms Lesley Aldaba served as resource speakers.

Yesterday, foundation. Today, motion. Tomorrow, momentum.







Newly Graduated Scholars



Batch 07
Engr Rose May Galano
Bachelor of Science / Master of Science in Civil Engineering
Cum Laude



Batch 09
Irish Pagulayan, MD
Doctor of Medicine
University of Santo Tomas
Official Rank - 39/437



Batch 09
Abigael Recarro
BS Social Work
University of the Philippines Diliman
Cum Laude



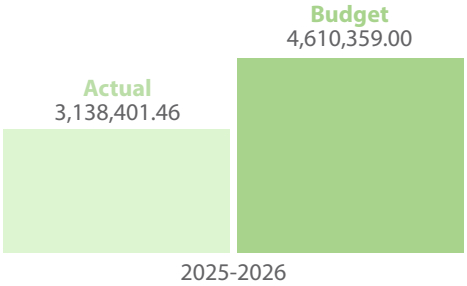
Batch 10
Erica Penera
BA Psychology
De La Salle University Manila
Cum Laude



Batch 11
Regine Menente
BS Biology
MAPUA School of Health and Science Makati
Magna Cum Laude; Gold Medalist; Best Paper

Financial Report

Budget and Expenditures for SY 2025-2026 beginning 01 August 2025 ending 31 July 2026.



New Committee Member



Sarah Contreras
Finance Assistant

New Scholars

We are proud to welcome Batch 16 scholars. All of whom have impressed the evaluators and committee during the screening process. They enter SY 2026-2027 as Grade 11 students.



Mary De Vera
Signal Village National High School



Andrew Rivamonte
Upper Bicutan National High School



Steven Sebastian
Taguig Science High School



Eugene Sinampaga
Sen. Rene Cayetano Memorial Science and Technology High School



Tonchee Ymballa
Taguig Science High School

Alumni

The 2025–2026 school year was another exciting chapter for our growing alumni community, marked by deeply meaningful events that brought our global network closer together as we look ahead to a major milestone in our school's history.



In January 2026, we began the term with our annual **Founders' Day Assembly**. This year held a unique significance as we prepare to celebrate BSM's 50th year, and our golden anniversary, starting in August 2026. The assembly was a beautiful celebration of past, present, and future, honouring the vision of those who established BSM in 1976. A true highlight of the morning was welcoming back to BSM our guest alumni speaker, Kyle Tinga (Class of 2013), Sustainable Transport Specialist at GET Philippines Inc. It was incredibly inspiring for our students to hear about her career path and successes, especially given how closely her professional passions align with BSM's core commitment to sustainability.







April saw the highly anticipated return of **BSM Alumni Connect in Manila**. Hosted once again at the Manila Polo Club, this annual event brought together former students, corporate partners, and business leaders from diverse industries. The evening offered a vibrant space for networking, exchanging industry insights, and reminiscing. We were also thrilled to welcome student representatives from the British School Manila Taguig Scholarship Programme (BSMTSP), who joined the gathering.





In May, the global reach of our network was on full display as Alumni Connect headed across the world for the **fourth annual BSM Alumni Connect in London**. Coinciding with the Council of British International Schools (COBIS) Annual Conference, Head of School Martin van der Linde hosted over 30 UK-based alumni. It was a deeply uplifting evening where past students shared their current aspirations and spoke passionately about how their time at BSM structurally shaped their futures, reinforcing the strength of our extended global community. As Alumni Connect enters its next stage, we will support our alumni in hosting not just more events, but also a more diverse selection of events to help our network continue to grow.

As the school year drew to a close, these gatherings remind us that the greatest outcome of a BSM education goes far beyond our campus, it lives on in the wonderful, empathetic global citizens our alumni have become. We look forward to building on this incredible momentum as we officially enter our 50th year.

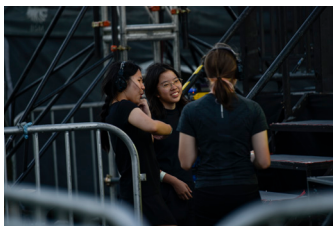
Events

The BSM Events and Support Teams are deeply honoured to have played a role in 87 school events this past year—whether leading whole school events directly or supporting hostings. Working behind the scenes to help our vibrant community flourish through seamless collaboration has been an incredibly rewarding experience.

87
EVENTS SUPPORTED

CATEGORY	COUNT	HIGHLIGHTS
Student Events	26	Assemblies • FOBISIA Drama Festival • Speech Day • Sports Awards
Parent Events	24	Parent Workshops • Information Series
Community Events	10	Fun Run • International Evening • PTA-led Events: Guy Fawkes Night • Great British Splash
Hostings	7	Education Outreach Teachers' Conference • Manila University Fair
Staff Events	20	Planning and Collaboration Week • Staff Amazing Race and Pinoy Fiesta • All Staff Family Christmas Party

Remarkably, these 87 events are just a piece of a much larger picture, an expansive calendar spanning both Primary School and Senior School activities. This reflects the richness of our school's offerings and the immense value we bring to cultivating the positive climate that defined School Year 2025–2026. None of this would have been possible without the incredible synergy and dedicated support shared across all our internal teams and departments.















Designing master plans and systems to secure project viability is only the beginning. Witnessing the quiet, tireless effort required before the curtain rises is truly extraordinary. Balancing backstage intensity, tight deadlines, endless revisions, strategic negotiations, and complex logistics all at once is where the magic really happens. We extend our sincere gratitude to the BSM teams for their outstanding collaborative spirit.

House Competition Results



















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