

BMIS Annual General Meeting

Tuesday 6th May 2025

Our Mission

We are a diverse and welcoming community in a joyful learning environment that promotes well-being, sustainability, and inclusivity and celebrates growth as success



Agenda

1. Welcome & introduction of Board members (Mr. Bouke Bijl, Board Chair)
2. Adoption of minutes & agenda (Mr. Adrian Moody, Director)
3. Update from the Board Chair (Mr. Bouke Bijl).
4. Finance Reports
 - a. YE July 2024 – Audited Financial Statements (AMG Auditors)
 - b. Management Accounts Year to date April 2025 (Mr. Adrian Moody, Director)
 - c. Budget for the forthcoming 2025-26 financial year (Mr. Adrian Moody, Director)
5. Financial Q&A
6. School 2024-5
 - a. Whole School (Mr. Adrian Moody, Director)
 - b. Secondary School (Ms. Lesley Peacock, Secondary Principal)
 - c. Primary School (Ms. Lisa Hughes, Primary Principal & Mr. Wayne Derrick, PYP Coordinator)
 - d. IB Diploma Programme (Mr. Jo McClenahan, IBDP Coordinator)
 - e. MYP Diploma Programme (Ms. Atu Bolokonya, MYP Coordinator)
 - f. Service Learning (Mr. Mayamiko Zainga)
 - g. Sport Update (Mr. Neil Black, Sports Coordinator)
7. Parent Teacher Association (Ms. Emily MacGuire, PTA Chair)
8. Future Development (Mr Adrian Moody, Director)
9. Q&A



1. Introduction of board members

Bouke Bijl	Board Chair, Finance Committee, Human Resources Sub-Committee (ad hoc)
Kristen Pohl-Munro	Governance, Policy and Personnel Committee
Ken McCarthy	Finance Committee
Clayton Swart	Facilities, Health and Safety Committee Human Resources Sub-Committee (ad hoc)
Mujobu Moyo	Governance, Policy and Personnel Committee
Limbani Kakahome	Finance Committee
Francis Sinama	Governance, Policy and Personnel Committee
Riz Khan	Facilities, Health and Safety Committee Human Resources Sub-Committee (ad hoc)
Heidi Schellenger	Facilities, Health and Safety Committee

2. Adoption of minutes and agenda



Finance Reports

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1.3 Our Opinion

We believe that the audit evidence we obtained is **sufficient and appropriate** to provide a basis for our audit opinion.

We have issued **an unqualified (clean) audit opinion.**



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3.0 Financial Highlights

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3.1 Income

	2024	2023
	K'000	K'000
Revenue	12,902,708	9,309,567
Other operating income	990,500	365,757
Other operating gains	1,017,407	139,683
Total income	14,910,615	9,815,007

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3.2 Expenditure

	2024	2023
	K'000	K'000
Personnel costs	11,285,860	7,779,338
Operating costs	2,588,586	1,668,373
Total Expenditure	13,874,446	9,447,711

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3.3 Statement of comprehensive income

	2024	2023
	K'000	K'000
Total income	14,910,615	9,815,007
Total expenditure	(13,874,446)	(9,447,711)
Surplus for the year	1,036,169	367,296

3.4 Statement of financial position

	2024	2023
	K'000	K'000
Assets		
Property, plant & equipment	2,524,962	1,873,678
Inventories	58,173	28,495
Trade and other receivables	158,575	112,266
Prepayments	546,056	150,281
Cash and cash equivalents	5,011,082	3,045,948
Total assets	8,298,848	5,210,668

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3.5 Statement of financial position

	2024	2023
	K'000	K'000
Equity		
Capital Development fund	584,159	477,230
Reserves	540,301	540,301
Retained income	2,973,070	1,936,902
Total reserves	4,097,530	2,954,433

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3.6 Statement of financial position

	2024	2023
	K'000	K'000
Liabilities		
Retirement benefit obligation	1,660,951	540,301
Trade and other payables	2,380,822	1,124,398
Deferred income	159,545	329,166
Total Liabilities	4,201,318	1,993,865
Total reserves and liabilities	8,298,848	5,210,668

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4.0 FINANCIAL STATEMENT COMMENTARY.

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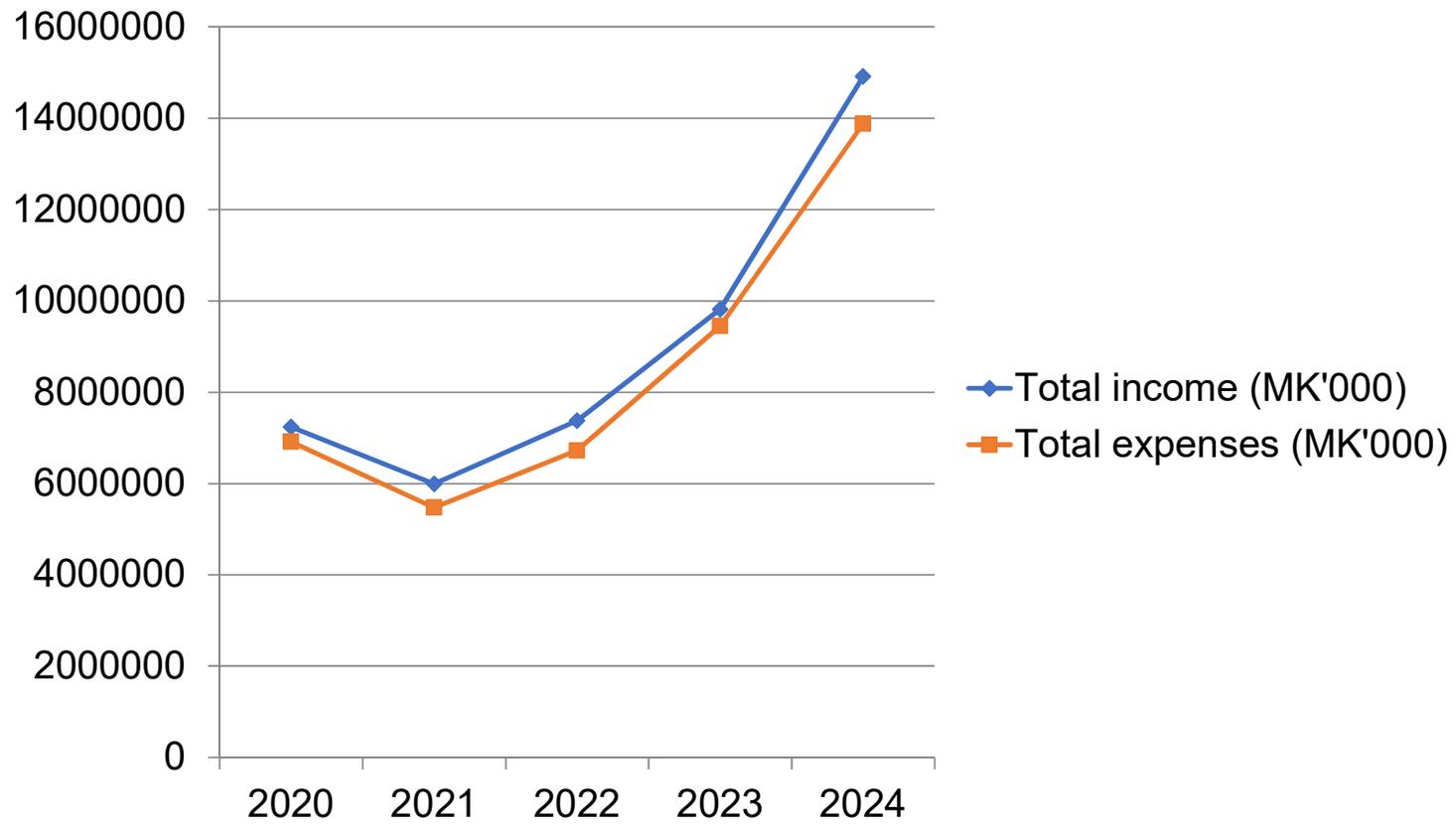


4.1 Performance - revenue and expenditure

Overall performance					
Year	2020	2021	2022	2023	2024
	K'000	K'000	K'000	K'000	K'000
Total income	7,235,781	5,988,671	7,373,124	9,815,007	14,910,615
Total Expenditure	6,909,427	5,472,898	6,721,008	9,447,711	13,874,446
Surplus	326,354	515,773	652,116	367,296	1,036,169

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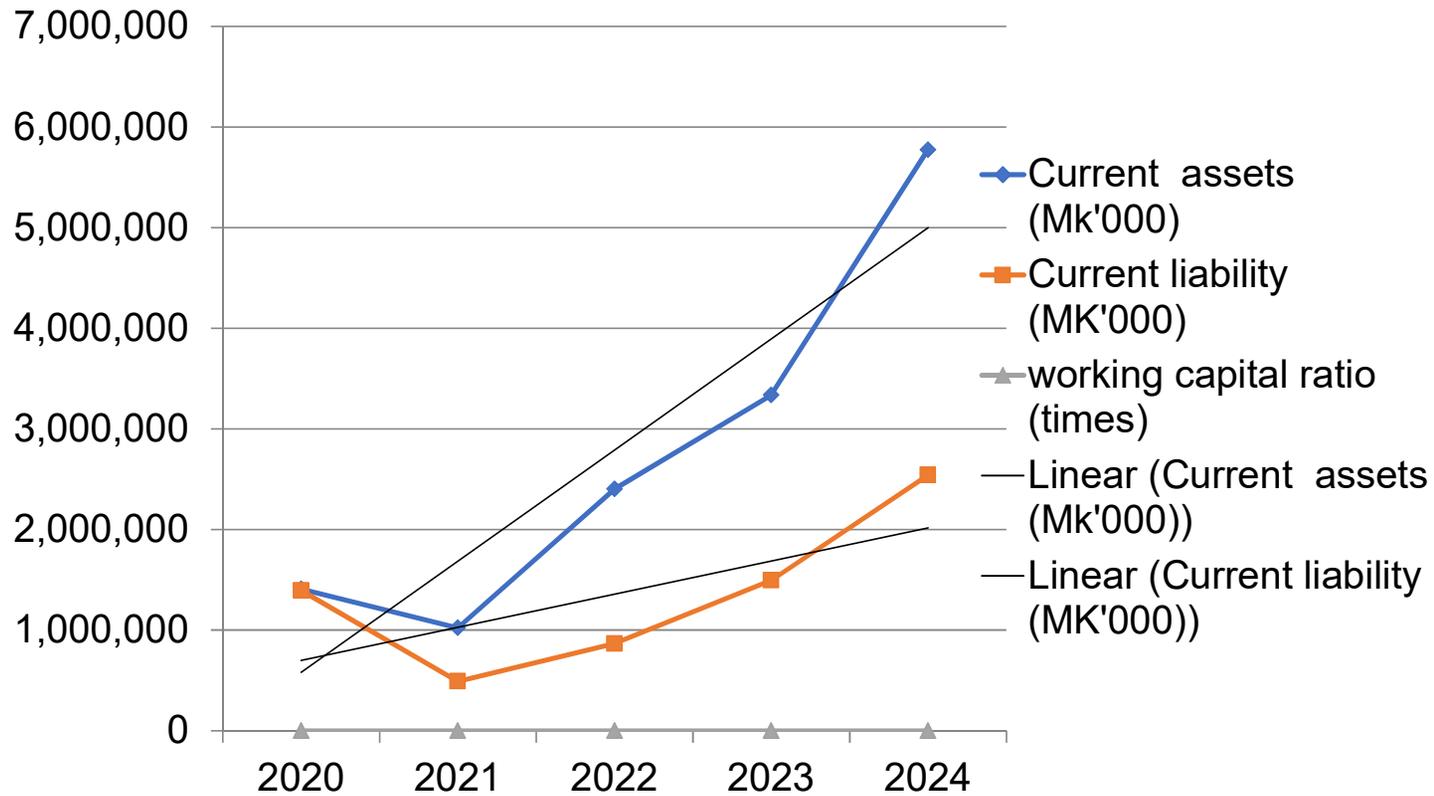
Performance



Liquidity

Liquidity-working capital ratio			
Year	Current Assets (K000)	Current Liability (K000)	Working capital Ratio
2020	1,409,589	1,394,207	1.01
2021	1,021,588	490,143	2.08
2022	2,403,751	866,175	2.78
2023	3,336,990	1,453,564	2.30
2024	5,773,886	2,540,367	2.27

Liquidity



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5.0 OTHER FINDINGS ... ACCOUNTING AND AUDIT ISSUES.



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5.1 Other findings accounting and auditing issues

Finding	Commentary
Accounting policies and disclosures	Accounting policies used and disclosures are in accordance with International Financial Reporting Standards.

Finding	Commentary
Laws and regulations	We did not note any material violations of laws and regulations

Finding	Commentary
Going concern	No going concern issues were identified for the year under review.

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5.1 Other findings accounting and audit issues

Finding	Commentary
Internal control system	We identified a few weaknesses in the system of internal controls which have been reported to management.

Finding	Commentary
Materiality	Materiality was MK64m (0.5% of income).

Finding	Commentary
Scope limitation	The audit was conducted without any scope limitation from management.

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5.1 Other findings accounting and audit issues

Finding	Commentary
Fraud	We did not identify any material fraudulent activities to do with fraudulent reporting or misappropriating of assets.

Finding	Commentary
Independence	We are not aware of any other relationship between the organization and AMG Global , its partner and staff that in our professional judgment may reasonably be thought to bear on our independence.

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5.1 Other findings accounting and audit issues

Finding	Commentary
Engagement risk assessment	We assessed the engagement risk as being normal.

Finding	Commentary
Adjusted and un-adjusted errors	All material errors identified during the course of the audit were adjusted. There are no material un-adjusted errors.

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Thank you!

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4b. Management Accounts Year to Date April 2025

Category	Approved FY25 Budget	YTD Budget (US\$)	Year to Date Actual	Variance	Variance	Expected Position for the year end
Revenues, grants and other support						
School tuition	9,300,408	7,233,651	6,764,752	-468,899	-6%	8,697,868
Other revenue	124,000	70,410	130,026	59,616	85%	226,520
Total Operating Revenue	9,424,408	7,304,061	6,894,778	-409,283	-6%	8,924,388
Expenses						
Salaries and Related Benefits	7,007,515	4,619,590	4,740,476	-120,886	-3%	7,052,895
Operating Expenses	1,645,748	876,535	823,014	53,521	6%	1,202,059
Educational Department Expenses	237,687	124,932	140,557	-15,625	-13%	134,717
Total Operating Expenses	8,890,950	5,621,057	5,704,047	-82,990	-1%	8,389,671
Deficit/surplus	533,458	1,683,004	1,190,731	-492,273	-29%	534,717

4c. Provisional Budget for the forthcoming year

Account number	Category	Previous Years Budgets			Current Year	Proposed Budget 25/26		
		Budget FY22	Budget FY23	Budget FY24	Budget FY25	Budget FY26	Variance	Var %
		Previous Year	Previous Year	Previous Year	Current Year	Next Year		
	Predicted student numbers		583	607	610	480		
	Revenues, grants and other support							
70	Schools tuitions	7,769,466	8,859,791	9,652,310	9,300,408	6,953,384	(2,347,024)	-25.2%
80	Other fees	203,191	124,300	172,400	62,000	58,600	(3,400)	-5.5%
90	Other revenue	135,445	238,218	184,000	62,000	237,000	175,000	282.3%
	Total operating revenue	8,108,102	9,222,309	10,008,710	9,424,408	7,248,984	(2,175,424)	-23.1%
	Expenses							
11	Salaries and related benefits	5,985,941	7,117,135	7,712,359	7,007,515	6,571,911	(435,604)	-6.2%
50	Operating expenses	1,496,429	1,521,639	1,548,782	1,645,748	1,404,721	(241,027)	-14.6%
60	Educational department expenses	214,580	195,282	193,836	237,687	127,988	(109,699)	-46.2%
	Total operating expenses	7,696,950	8,834,056	9,454,977	8,890,950	8,104,620	(786,330)	-8.8%
	Deficit/surplus	411,152	388,253	553,733	533,458	(855,636)	(1,389,094)	-260.4%

Note: Income is based on no tuition increase (based on the assumption only if there is no devaluation)

6. School Reports Whole School

Students

	FY23 budget	FY24 Budget	FY25 Budget	FY25 Actual	FY26 Budget	Variance
P TP	198	193	212	202	178	(34)
P NTP	96	114	123	108	86	(37)
M TP	126	117	105	107	94	(11)
M NTP	76	86	74	69	49	(25)
DP TP	31	33	26	38	25	(1)
DP NTP	13	20	24	12	7	(17)
Staff TP	43	44	46	43	41	(5)
Total	583	607	610	579	480	(130)

Human Resources

Faculty		
	2024	2025
Ending Contracts		
Primary	11	4
Secondary	6	12
Whole School	5	3
Total	22	19

Appointed		
Primary	9	1
Secondary	7	11
Whole School	5	4
Total	21	16

Attrition	2023-24	2024-25
Primary	40.7%	14.8%
Secondary	21.4%	40.0%
Whole School	45.5%	25.0%
Total	33.3%	27.5%

Teacher Nationalities	
UK	12
Canada	8
USA	7
South Africa	6
Australia	5
India	5
Malawi	5
Ireland	4
Colombia	3
France	2
Bolivia	1
Brazil	1
Indonesia	1
Jamaica	1
Malaysian	1
Netherlands	1
New Zealand	1
Scotland	1
Uganda	1
Zimbabwe	1
Total	67

CIS/NEASC Update

The Evaluation Team's recommendation must be made in one of four forms:

A. Award Accreditation or Re-Accreditation

B. Award Accreditation or Re-Accreditation with specific qualifications

[In cases where the school aligns with the Core Standards, but certain recommendations must be met within a given period of time. Under such circumstances, the school will be requested to address and report on these recommendations as "Areas to be addressed", and the report may be followed by a Supplementary Evaluation on site*]

C. Postpone Accreditation or Re-Accreditation for some specified reason(s)

[In cases where the school may align with many of the Core Standards but falls seriously short in certain specific areas which could be satisfactorily addressed within a specified time. Under these circumstances, the school will be requested to address and report on the "Areas to be addressed". This report will be followed by a Supplementary Evaluation on site before the school's accreditation

status is re-considered*]

D. Not award Accreditation or Re-Accreditation

[In cases when the school aligns poorly with a substantial number of Core and other Standards and has shortcomings of a relatively serious nature in one or more of the domains and in relation to one or more 'drivers'.]

Major Commendations and Recommendations

For commendations **Major:**

- When there is significance to the school in terms of positive impact on learning, well-being, global citizenship and delivering on its own stated purpose and direction very effectively.
- Where practice is very effective and would offer exemplary practice for others schools.

For recommendations **Major:**

- Where there is significance to the school in terms of impact on learning, well-being, global citizenship and not meeting its own stated purpose and direction effectively.

Standard	Major Commendation
Guiding Statements	The entire Bishop Mackenzie International School community for their involvement in the development of the guiding statements and the enthusiasm with which they have embraced them into every aspect of their decision-making in the school, ensuring their impact is felt across the entire school.
Governance	The board of trustees and director for clearly developing a positive, respectful, mutually supportive partnership where the director is empowered to implement the school's mission and vision.
The Students' Learning and Well-being	The senior leadership team and safeguarding team for spearheading the significant enhancements to child protection policies and practices to help establish and promote a safe and joyful learning environment for students.

Standard	Major Commendation
The Students' Learning and Well-being	The director, divisional leadership, and safeguarding team for strategically reviewing and developing supplementary child protection and safeguarding policies and practices to enhance the safety and well-being of all members of the learning community.
Premises and Physical Accomodation	The environmental projects volunteer, primary student council, and secondary eco-warriors for their dedication, commitment, and action in proposing and leading a range of impactful sustainability issues across the school thus serving as a beacon of good practice to other schools both nationally and internationally.

Standard	Major Recommendation
Teaching & Learning	The secondary school principal, MYP and DP coordinators, and teachers prioritise opportunities to focus on conceptual understanding and active student engagement in the classroom to ensure student agency and student voice are possible in the classroom environment as defined by the school's definition of high-quality learning.
Teaching & Learning	The secondary school principal, MYP and DP coordinators, and education support coordinator to formalise procedures for evaluating assessment data to identify the effectiveness of support and enhancement programmes available to students.

Standard	Major Recommendation
Teaching & Learning	The secondary school principal, and MYP and DP coordinators, develop criteria that can assess the use of technology to benefit all student learning.
The Students' Learning and Well-being	The board of trustees designate a safeguarding trustee with clearly described responsibilities to ensure strategic oversight of schoolwide safeguarding matters and ensure that appropriate actions can be taken if an allegation is made against a member of the safeguarding team.
Staffing	The senior leadership team ensures equitable, transparent, and well-monitored access to professional development opportunities across all sections of the school to ensure professional needs are met.

Next steps

- Review team report (complete)
- Assess recommendations (complete)
- Review operational plan to included recommendations (in progress)
- Next Step: Accreditation Check-in

The next stage of the accreditation cycle for the school will be the Accreditation Check-in. This takes place at approximately 12 and 24 months after a team evaluation. The pre-booked, virtual check-in takes place between the school leader/s and the CIS School Support and Evaluation Officer (SSEO). Check-ins are part of the CIS approach to continuous improvement.

Colleges

Australia	1 student applied	
	Monash University	Awaiting Decision
	University of Adelaide	Awaiting Decision
	University of Queensland	Awaiting Decision
	University of Sydney	Awaiting Decision

Belgium	1 student applied	
	KU Leuven	Awaiting Decision

Canada	4 students applied	
	McGill University	Awaiting Decision
	University of Alberta	Awaiting Decision
	University of British Columbia	Conditional Offer
	University of Ottawa	Positive Offer
	University of Tronto	Positive Offer
	University of Waterloo	Conditional Offer

France	1 student applied	
	American University of Paris	Awaiting Decision

Hungary	2 students applied	
	Budapest University	Awaiting Decision
	Semmelweis University	Awaiting Decision
	University of Pecs	Awaiting Decision

Italy	1 student applied	
	American University of Rome	Awaiting Decision

Japan	1 student applied	
	Sophia University	Awaiting Decision
	Temple University	Unconditional Offer
	Yamanashi Gakuin University	Unconditional Offer

Netherlands	6 students applied	
	ArtEz University of the Arts	Awaiting Decision
	Erasmus University College	Awaiting Decision
	Leiden University	Conditional Offer
	Maastricht University	Conditional Offer
	University of Groningen	Conditional Offer
	University of Twente	Awaiting Decision
	Utrecht University	Conditional Offer
	William de Kooning Academy	Awaiting Decision

South Africa	1 student applied	
	Stellenbosch Univeristy	Awaiting Decision
	University of Cape Town	Awaiting Decision

Sweden	1 student applied	
	Karolinska Institute	Awaiting Decision
	Lund University	Awaiting Decision

UK	16 students applied	
	Aston University	Conditional Offer
	BIMM London	Conditional Offer
	Bournemouth University	Conditional Offer
	British & Irish Modern Music Institute	Conditional Offer
	Cardiff Metropolitan University	Conditional Offer
	Coventry University	Conditional Offer
	Institute of Contemporary Music	Conditional Offer
	Keele University	Conditional Offer
	Kingston University London	Conditional Offer
	Leeds Arts University	Conditional Offer
	Leeds Beckett University	Conditional Offer
	Machester Metropolitan University	Conditional Offer
	Newcastle University	Conditional Offer
	Point Blank Music School	Conditional Offer
	Queen Mary University of London	Conditional Offer
Swansea University	Conditional Offer	

UK	University of Birmingham	Conditional Offer
	University of Brighton	Unconditional Offer
	University of Bristol	Conditional Offer
	University of Dundee	Unconditional Offer
	University of Edinburgh	Conditional Offer
	University of Essex	Conditional Offer
	University of Exeter	Awaiting Decision
	University of Glasgow	Conditional Offer
	University of Leicester	Conditional Offer
	University of Manchester	Conditional Offer
	University of Nottingham	Conditional Offer
	University of Plymouth	Conditional Offer
	University of Portsmouth	Conditional Offer
	University of Reading	Unconditional Offer
	University of Sheffield	Conditional Offer
	University of Strathclyde	Unconditional Offer
	University of Surrey	Unconditional Offer
	University of Sussex	Conditional Offer
	University of West of England	Conditional Offer
	University of Westminster	Conditional Offer

USA	8 students applied	
	Barnard College	Awaiting Decision
	Berea College	Awaiting Decision
	Cleveland State University	Awaiting Decision
	East Tennessee State University	Awaiting Decision
	East Illinois University	Accepted
	Florida Gulf Coast University	Awaiting Decision
	Florida Institute of Technology	Accepted
	Florida State University	Awaiting Decision
	George State University	Awaiting Decision
	Illinois Institute of Technology	Awaiting Decision
	Michigan State University	Awaiting Decision
	Missouri State University	Awaiting Decision
Pennsylvania State University	Accepted	

USA	Saint Louis University	Awaiting Decision
	University of Akran	Awaiting Decision
	University of Cincinnati	Awaiting Decision
	University of Delaware	Awaiting Decision
	University of Iowa	Awaiting Decision
	University of Louisville	Awaiting Decision
	University of Memphis	Awaiting Decision
	University of North Carolina	Awaiting Decision
	University of San Diego	Accepted
	University of South Florida	Awaiting Decision
	University of Tampa	Awaiting Decision
	Vassar College	Awaiting Decision
	Wellesley College	Awaiting Decision
	Western Michigan University	Awaiting Decision

Whole School Developments 2024/25	
Board related responsibilities	CIS/NEASC/IBO evaluation visit visit
	Development of board strategic intent
	PTA Elections
	Strategic Plan
	Operational Plan
	Risk Assessment Analysis
80th Anniversary	Alumni Week
	Gala Dinner
	Family Fun Day
	History Museum
	Alumni Website
Academic responsibilities	Successful CIS/NEASC preparatory visit
	Recruitment of Secondary Principal
	Development of multi-tier learning support referral system
	Professional development for teachers for learning support
	Safeguarding & Child Protection Policy
	Inclusion Committee
	Well-being Committee

School administrative responsibilities	Admissions and marketing coordinator
	Performance management system for administrative and support staff
	Integrated Schoolbase school software implementation
	Admissions and marketing coordinator
	Malawi Teacher Internship Programme
Financial responsibilities	2023/24 audit
	2025/26 School Budget
Facilities responsibilities	Capital development plan
	New PreK classroom
	Visual Arts Centre
	Primary Administration
	Swimming Pool Touch Pads

6b. School Reports Secondary School



LEARNING & TEACHING

MYP

Diploma

Across Programmes

GROWTH AS SUCCESS

Service

Curriculum Development

Professional Development

Trips

INCLUSION

The Community

Global Citizens

High Quality Learning and Teaching

WELL-BEING

Tutor Groups

Sports

Support Services



Secondary Students

Our Mission Statement: We are a diverse and welcoming community in a joyful learning environment that promotes well-being, sustainability, and inclusivity and celebrates growth as success.

H/Q LEARNING and TEACHING



Learning how to be an inquirer
Embedding the definition of High-Quality learning
Making learning visible

GLOBAL CITIZENS



BMIS Profiles
Student leadership
Intercultural Awareness
Exhibitions and trips

CARING, ACTIVE & COMPASSIONATE



Taking action through Service
Sustainability
Student support
Connecting with the community



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Learning and Teaching

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IN THE MYP



- Parent Curriculum Connections
- Interdisciplinary Units-transfer of skills
- Personal Project Exhibition and results
- **IB MYP feedback**
- **Conceptual Learning**
- **Inquiry**

IN THE DIPLOMA



- DP Retreat-time management emphasis
- DP Core-TOK, CAS and EE Exhibitions
- DP Theatre Night
- Opening of the Arts Centre and DP Arts Exhibition
- **IB DP feedback**
- **College Counselling**
- **Examinations**

ACROSS SECONDARY



- MAP
- SAT's
- Transitions-Grades 5, 10, and 12
- Promoting the Arts
- CIS/NEASC programmes feedback



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Growth as Success

Our Mission Statement: We are a diverse and welcoming community in a joyful learning environment that promotes well-being, sustainability, and inclusivity and celebrates growth as success.

Building Growth



- Service-student lead activities and working with NGO's
- AISA Awards
- Local trips-sustainable farms, Bio/ESS

Leadership Opportunities



- STUCO Elections and Events
- Leadership seminar
- House Competitions
- EAMUN-Nairobi
- Duke of Edinburgh

Inquiring and Knowledgeable



- Library website-access to inquiry and research
- **Data collection and tracking**
- **Life skills in the DP**



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Inclusion

Our Mission Statement: We are a diverse and welcoming community in a joyful learning environment that promotes well-being, sustainability, and **inclusivity** and celebrates growth as success.

Global Citizens



- International Day
- Embedding Global Citizenship into the curriculum
- Mother Language Day

Community



- Mission
- WWW
- Coffee and connect-online
- School attendance
- Profiles-student, parent, teacher

High quality learning



- High Quality Learning and Teaching
- Professional growth appraisal guidelines, Department goals



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INTERNATIONAL SCHOOL

Well-Being

Our Mission Statement: We are a diverse and welcoming community in a joyful learning environment that promotes well-being, sustainability, and inclusivity and celebrates growth as success.

Tutor Groups and committees



- Move this World
- **PASS**
- Neurodiversity Week –focus on celebrating differences
- Well-being Committee

Sports



- **Quads**
- **SAISA Johannesburg**
- **SAISA Cape Town**
- **SAISA Lilongwe**
- **Malawi Nationals**

Support Services



- Additional Maths support
- Push in Learning Support Classes
- My Voice
- **Differentiation**
- **Read 180 Flex**
- Provisional Maps

6c. School Reports Primary School



PRIMARY

PRIMARY OVERVIEW

Purpose
Environment
Culture

LEARNING & TEACHING

Programme Developments
High Quality Learning and Teaching

GROWTH AS SUCCESS

Staff Professional growth
Student growth

INCLUSION

Local and Global Awareness
High Quality Learning
Community

WELL-BEING

Well-being programmes
Educational Support Services
Social Emotional Learning



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INTERNATIONAL SCHOOL

PRIMARY PYP OVERVIEW

Our Mission Statement: We are a diverse and welcoming community in a joyful learning environment that promotes well-being, sustainability, and inclusivity and celebrates growth as success.



PURPOSE

- Implementation of the Primary Curriculum
- Inbuilt collaborative planning meetings scheduled
- Primary leadership collaboration
- Defining High quality learning and connecting the learning to teacher planning
- Learning how to learn and learning how to be an inquirer

ENVIRONMENT

- Training provided for staff, all staff IB trained
- Education Student support services provided and expanding external access to support services
- Supporting social and emotional development
- Increased access to library, sporting and tech resources
- Pre-school and Kinder visits to support entry into Pre-k

CULTURE

- Inclusive Policy embedded in the programme
- Academic integrity embedded in the PYPX
- Holistic programme and development of international mindedness
- Using data to track student achievement and growth: MAP, PASS, WIDA, DRAs, UFLI.



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Learning and Teaching in the PYP

Our Mission Statement: We are a diverse and welcoming community in a joyful learning environment that promotes well-being, sustainability, and inclusivity and celebrates growth as success.

LEARNING AND TEACHING

- Approaches to learning visible through student Goal Setting, Student Led Conferences and other opportunities for students to share their learning
- Defining and implementing High Quality Learning
- Language Curriculum Review Complete and implementing Best Practice
- Maths continuing to implement Best Practice
- Reviewing the current Programme of Inquiry in line with new PYP Subject Continuums and Guidelines
- Embedding Community Connections within our Curriculum





Growth as Success

Our Mission Statement: We are a diverse and welcoming community in a joyful learning environment that promotes well-being, sustainability, and inclusivity and celebrates growth as success.

Student Growth



- Goal setting growth and student tracking connecting to Approaches to Learning
- Using MAP data to add to student profiles
- Promotion of agentic learning

Teacher Growth



- Professional Growth Plans
- Virtual PD for all staff
- Mentorship programme implemented
- Training for Teacher Assistants
- Maximising staff expertise - Staff leading PD sessions
- Positions of leadership for Language and Seesaw



Inclusion

Our Mission Statement: We are a diverse and welcoming community in a joyful learning environment that promotes well-being, sustainability, and **inclusivity** and celebrates growth as success.

Local and Global Awareness



- Reviewing POI for international mindedness
- Creation of a library website for increased access to global resources
- Access to a full library database
- International Day
- Embedding Global Citizenship into the curriculum
- Family Language Day
- Kindness Week
- Neurodiversity Week

Community



- Coffee and Connect sessions
- Parent events across the Primary School
- Use of the library for community sessions.
- Parents as guest speakers, chaperones on field trips.
- Parent assistance with lost and found.

High quality learning



- Primary Teachers reflecting on High Quality Learning and Teaching
- Teachers planning HQL to build on in the future
- Student choice, voice and ownership in their learning
- Professional growth appraisal guidelines shared with teachers



Well-Being

Our Mission Statement: We are a diverse and welcoming community in a joyful learning environment that promotes well-being, sustainability, and inclusivity and celebrates growth as success.

Well-being Programmes



- Move this World
- PASS - Social and Emotional support
- Well-being assemblies
- Counsellor led class/group and individual sessions
- Student Well-being ambassadors
- Staff Well-being Committee and creation of school-wide definition of well-being

Health and Physical Events



- KG-Gr 5 ECP Programme
- Football competitions
- Swimming Galas
- AIMS interschools football camp
- AIMS Netball and Tag Rugby
- AIMS/MBABZI Cross country
- AIMS Athletics

Support Services



- Social and emotional programme enhanced in units
- Continued growth of Ed support both internally and externally. 4 Trained Special Education teachers serving approximately 17% of student population
- Access to OT and speech and lang on campus
- Regular report cycle meetings with

6d. IB Diploma Programme

IB PROGRAMME EVALUATION REPORT:

DP EXAM INSPECTION

An incredibly rigorous online inspection. The online inspection process, was clearly laid out and carried out with professionalism and thoroughness

A CELEBRATION OF COMMUNITY AND COMMITMENT

We should be incredibly proud of our school and its community for the following outcomes, drawn directly from the IB Programme Evaluation Report.

COMMENDATIONS & PROGRAMME STRENGTHS

The IB evaluators identified 22 strengths across their key areas in BMIS—an exceptional affirmation of our shared efforts. Highlights include:

Purpose: Sharing an important mission.

Environment: Providing essential structures, systems and resources.

Culture: Creating positive school cultures.

Learning: Ensuring effective education.

REQUIREMENTS

No formal requirements were issued—a rare and remarkable outcome, and a testament to the integrity and effectiveness of our programme.

AREAS FOR CONSIDERATION

Evidencing and Analysing:

Incorporating interim milestones to help monitor, adjust, and celebrate progress in programme development. Strengthening existing structures to gather data and evidence over time.

Creating feedback loops that assess how new initiatives impact student learning and well-being.

Reflection:

Establishing clear protocols for reflection that include measurable indicators and clearly defined roles.

Using these to explore lessons learned and to inform the next cycle of programme growth.

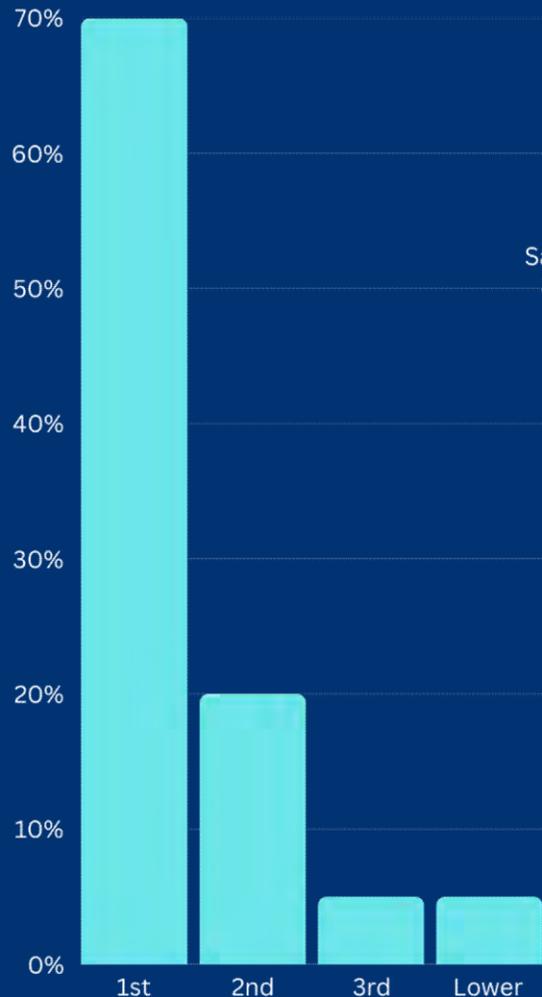
DATA INFORMED STUDENT SUPPORT STRUCTURES

At BMIS, our commitment to student well-being is both proactive and intentional. We continue to strengthen the structures that allow us to support the whole child—academically, socially, and emotionally.

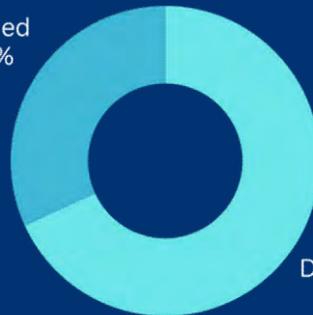
- We have implemented a **triangulated approach to student data**, enabling us to better identify students who may benefit from additional support.
- This approach draws together:
 - **Academic indicators**, such as MAP testing outcomes;
 - **Social-emotional data**, including insights from the PASS survey;
 - **Behavioural observations**, shared across staff and pastoral teams.
- Through this synthesis, we are better able to **spot patterns, intervene early, and tailor our support** whether academic, emotional, or behavioural.
- This work is driven by ongoing collaboration between the Learning Support team, the Counsellor, the Behaviour Support team, and the DP Coordination team, ensuring our students are seen, heard, and supported.
- In addition, we are now consolidating BMIS data to conduct a **critical analysis of the impact of our service and sporting commitments** on students' mental health, life skills development, and academic outcomes. This will guide us in ensuring that co-curricular involvement continues to **enhance not compete with student well-being and learning**.

UNIVERSITY ACCEPTANCES

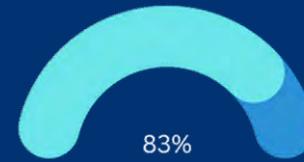
BASED ON DATE COLLECTED FOR THE
BMIS 2024 COHORT



Satisfied
31.8%



Delighted
68.2%



BMIS Key Statistics

- **70%** of BMIS graduates in the 2024 Cohort have been accepted into their first choice University course, with a whopping **95%** being accepted into a top three choice.
- When all BMIS graduates were asked how they felt about the courses they were accepted in, either; delighted, satisfied or disappointed, precisely **0%** were disappointed!
- When asked where the course they chose to attend ranked in the world, **83%** of students confirmed it was in the top 100 in its field.

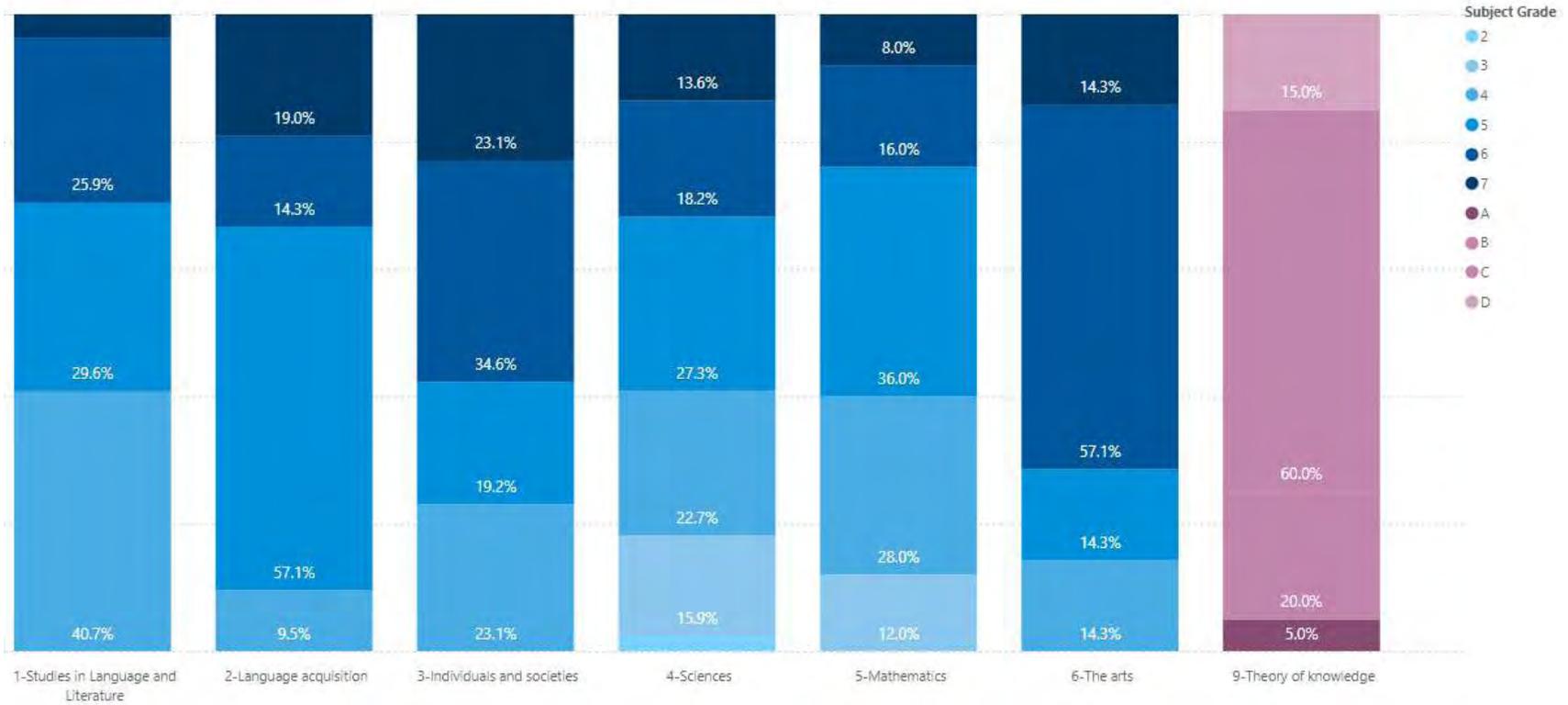
2024 Results

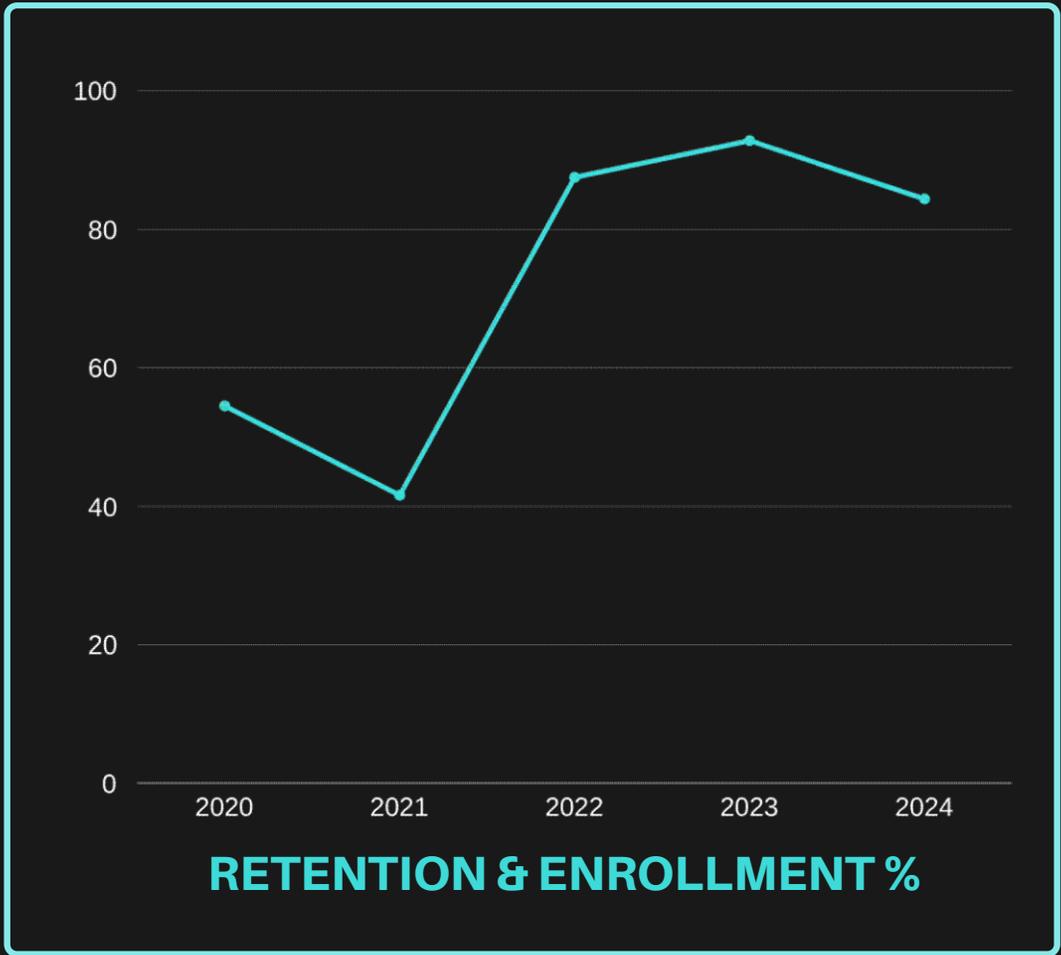
- Our 33.5 grade point average significantly improved last year's 30.7 or is exceptional compared to the World average 30.3.
- It should also be noted that our university-predicted grade point average was 33.65, demonstrating our overall accuracy in PGs of 0.25.
- Achieving a 90.5% pass rate! (the world average was 80.1%)
- We have four 2024 students achieving 40+ points and the top BMIS grade of 43 points.
- From the whole cohort, DP and DCP students in all the subjects BMIS offers were awarded grades 152 times. Over a third of these were 6 or 7 out of a maximum of 7.
- We had students achieving 7s in all six subject areas, demonstrating that regardless of where their strengths lie, we can support them to reach the highest academic standards.
- We had our first DCP student achieve honor roll

GRADE DISTRIBUTION

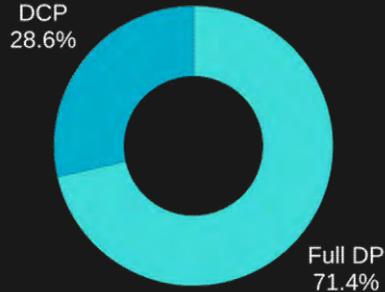
IB Diploma	BMIS	IB DP	BMIS	BMIS	BMIS	IB DP	BMIS	IB DP						
Student	G10	G11 T1 PG	Nov Exam	G11 Mid	G11 Exam	G11 End	Nov Exam	Uni PG	G12 Mid	IA/EA	Mock	DP PG	G12 End	DP Grades
Coh2021 Av				29.83		32.37		32.29	31.33	33.21	29.42	31.54	31.54	34.42
Coh2022 Av				29.46	28.46	30.08		34.31	33.85	35.31	32.15	34.77	34.15	34.46
Coh2023 Av				27.85	26.23	27.62		32.44	31.44	33.33	31.00	32.56	34.00	30.78
Coh2024 Av	33.76	30.10		28.43	28.67	29.90		33.43	33.35	33.90	31.85	33.05	34.85	33.45
Coh2025 Av	34.50	30.07		30.20	29.73	31.80	32.73	35.20	34.07	34.40	33.27	34.67	36.93	
Coh2026 Av	28.76	29.71	26.48											
Sum	32.34	29.96	26.48	29.15	28.27	30.35	32.73	33.53	32.81	34.03	31.54	33.32	34.30	33.28

SUBJECT GRADE DISTRIBUTION BY SUBJECT GROUP

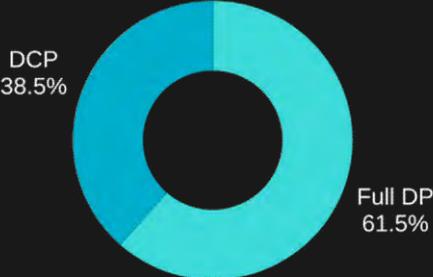




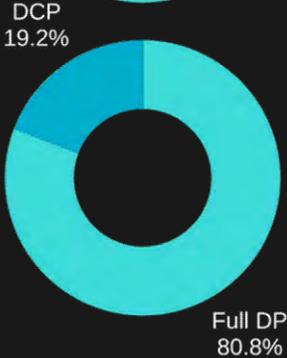
**CLASS OF
2024**
28
STUDENTS



**CLASS OF
2025**
26
STUDENTS



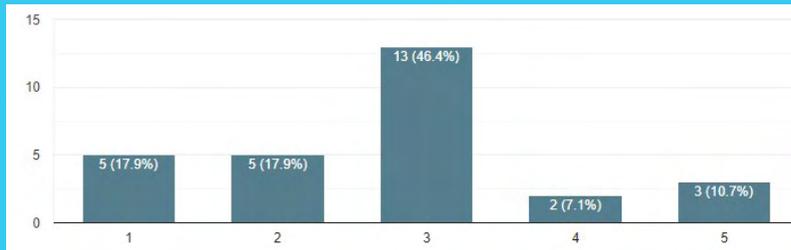
**CLASS OF
2026**
27
STUDENTS



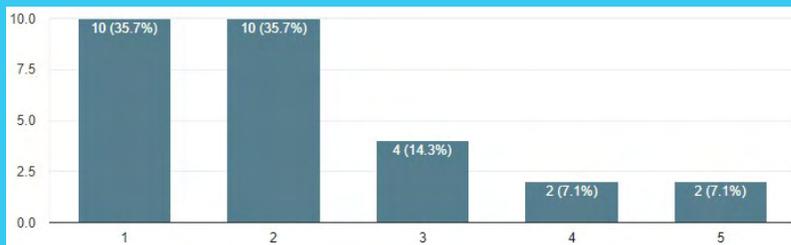
DP INITIATIVE EFFECTIVENESS: STUDENT RATINGS

After the DP exams, G12s are asked to fill out a reflective form including a rating of our DP supportive initiatives from 1. So important, incredibly valuable to success in DP to 5. Waist of time, (wish we had been in normal classes)

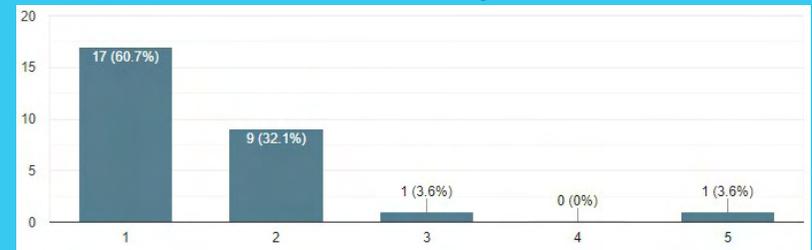
Grade 10 Family Meeting



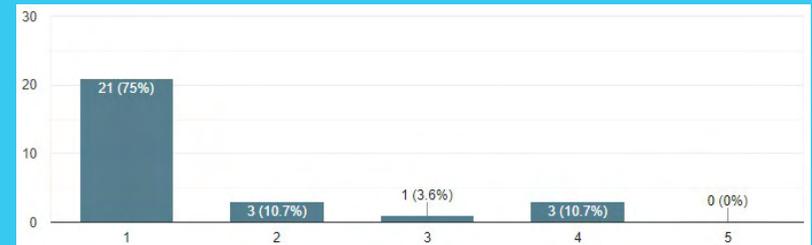
DP Retreat



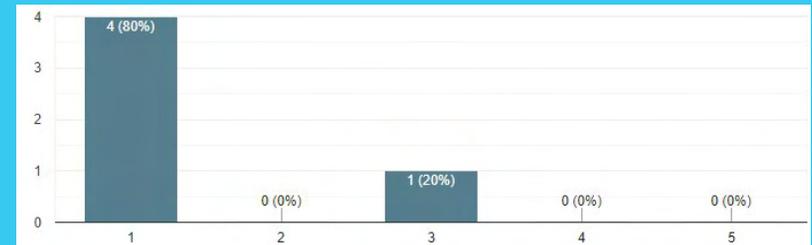
DP IA Days



2 weeks self-study



Introduction of HSD subjects



6e. IB Middle Years Programme

6f. Service learning



BISHOP MACKENZIE
INTERNATIONAL SCHOOL

Service Learning @BMIS

2024-2025

Service Highlights



Service Clubs in Secondary

1. Interact 2. Health Awareness 3. Eco-Warriors

4. Sports Sync

**5. Community
reading**

**6. Lilongwe
Outreach &
Community Tech**

**7. Community
painting**

**8. Student
Garden**

9. Umodzi

2. Interact

Interact began the year with great momentum. Our Grade 12 service leaders connected with students at Kawale Community Day Secondary School to deliver menstrual health education and distribute reusable pads through the *GAIA Pamodzi* project. They organized three visits to Kawale, engaging learners on menstrual hygiene practices. Over 500 reusable menstrual cups were donated. For the fourth event, students from Kawale visited Bishop Mackenzie International School for a "Fun Sports Day," where they participated in football matches alongside our students. The boys were very involved in the training as a way to curb Menstrual stigma against girls.



BISHOP MACKENZIE
INTERNATIONAL SCHOOL

Interact: GAIA Pamodzi Project



Interact: GAIA Pamodzi Project



Interact: GAIA Pamodzi Project



2. Health Awareness

UN Sustainable Development Goal 3: Ensuring healthy lives and promoting well-being for all.

The Health Awareness service club did their annual blood drive and had some community members donate blood. They then launched a fundraising campaign to provide healthcare packs for new mothers. Through their efforts, they raised enough funds to purchase packs, which they donated during a visit to Wandikweza Health Centre in Dowa. Fourteen women who had recently given birth received these essential supplies.

In addition to their work with newborn healthcare, the Health Awareness club donated hats to the children's ward at Kamuzu Central Hospital. They are now developing a partnership with Chisomo Children's Club through a project called *Community Crochet*. This initiative aims to teach crochet skills to Chisomo students, providing them with both materials and the opportunity to pass these skills on to others, supporting personal development and community empowerment.

Health Awareness: Mother Care Packs

project



Health Awareness: Mother Care Packs

Project/ Blood

BLOOD + DRIVE +



+ You need to be:
16 years old or more
45kg or more

5th

December

2024

Save someone's life with
a drop of your blood!



3. Eco-Warriors

The Eco-Warrior club, in collaboration with Communitech, undertook a project to design and establish a permaculture garden at the Kuthanga Education Facility in Likuni, under Traditional Authority Malili, approximately 27 kilometers from BMIS. The students sourced tree seedlings through their *Seeds for Sustainability* initiative, designed the garden layout, planted the trees, and donated vegetable seeds to support sustainable agriculture at the site.

Eco-Warriors

Seeds for Sustainability project



Eco-Warriors

Scaling up Seeds for Sustainability @Kuthanga Education Centre in Likuni TA Malili



Eco-Warriors

Scaling up Seeds for Sustainability @Kuthanga Education Centre in Likuni TA Malili



4. Student Garden

The Student Garden service club remained actively engaged throughout the year. Members worked diligently to transform the area behind the new Arts Building into a sustainable garden space with natural landscaping. They created a wood-chipped footpath and consulted with a representative from Four Seasons to select plant species best suited to the environment.

Student Garden



Student Garden



5. Community Reading

Our Grade 11 Community Reading leaders revitalized their service club with several new initiatives. They partnered with a school in Dzaleka to organize a book donation drive, collaborating with the PTA and Grade 4 students from the Primary School. An upcoming visit to Dzaleka toward the end of May will involve not only the donation of books but also a shared reading session, where club members and recipients will read 10 pages together as a way of promoting reading culture. Additionally, the club is seeking partnerships with local organizations to establish a bi-weekly *Reading Connect* program, where members will visit nearby schools to read with young students.

5. Community Reading



6. Sports Sync

The Sports Sync service club continued its partnership with Mbinzi Primary School, focusing on skills development through sports. This academic year, the club expanded its scope to include a wider range of sporting activities. Grade 10 girls are now leading initiatives in girls' basketball, rugby, and volleyball, encouraging more diverse athletic participation among the students.



BISHOP MACKENZIE
INTERNATIONAL SCHOOL

Student initiated Service In-school & Outside school

Service Spotlight

1. Stephanie & Zoe G8

Stephanie & Zoe has truly embraced the spirit of service by taking her initiatives beyond the school. Together with her family and friends, she organised a sports equipment drive, collecting a wide range of items to support young athletes. The collected equipment was later donated to girls at a local school, helping to promote sports participation and physical well-being among students who might otherwise lack access to such resources.

2. Nina G11

Through her CAS project ***Singers Night*** event, Nina raised approximately K278,000 to support student garden initiatives. Her event brought together talented performers from the school community, and the funds raised will help improve the garden's resources, allowing students to learn more about sustainable gardening practices and environmental stewardship.

3. Vanshikar G11

Did you know advocacy is a key part of service? Through her CAS project, *STEM Week*, Vanshikar worked to raise awareness about the importance of science in our everyday lives. Her goal was to promote a love for science within the school community. She organised a variety of engaging activities that demonstrated how science applies to real-world situations. Students actively participated in the activities, and primary students left feeling inspired and eager to move on to secondary school, where they could explore even more scientific learning opportunities.

3. Vanshikar G11



3. Vanshikar G11





BISHOP MACKENZIE
INTERNATIONAL SCHOOL

Last Straw on Service Learning

*In the 2024–2025 academic year, BMIS, through its service projects led by various service clubs, has won **two** AISA Awards, one of which comes with prize money amounting to **\$2,500**. The awards and the winners will be unveiled at the Grade 12 graduation ceremony.*

6g. Sport Update

7. Parent Teacher Association



BMIS PTA 2024-25

Presentation to AGM

Purpose of the PTA

- To promote understanding of, and involvement in, the work of the school by parents/guardians of students enrolled in BMIS, in the spirit of partnership.
- To generate ownership of the school among BMIS families, through organisation of social events, and through assisting with the organisation of meetings and consultations where the school and the parents/guardians come together. The PTA is guided by a constitution, and is represented by a PTA Committee, elected by the Parents Association.



Community building

- Family Fun Day/New family orientation
- Communicate through Classlist and bulletin board
- Monthly Coffee mornings
- Service committee
- Support for evaluation visit
- Bingo Night
- Swim Nationals
- Book Week
- International Day
- Teacher Appreciation
- Boot Sale
- Malawi Day



Funding

Main fundraisers: Bingo Night and Boot Sale

Purpose: To support community initiatives

This year, we have used funds to provide Wild Dogs stickers to new students and teachers, support World Teacher Day, fuel swimmers from all teams at Nationals with healthy snacks, and help Grade 12 celebrate with a bouncy house.

Main Project: Received proposals from family members, staff, and students. Focus is creative, quiet breakout space for Primary students.



Next steps

- Welcoming Committee
- Family Fun Day
- Continued work with Service Learning
- Community support



Welcome Committee



8. Future Development

Capital Projects

2023	2024	2025
Staff abulation block	Upper hall renovation	Dedicated Pre-K classroom
Extension of viewing area for field	Primary library renovation	Visual arts centre
Pavilion extension	Multi-sports courts	Primary administration
French drains	Renovation staff quarters	Extension of viewing area for field
	Lay down area	French drains
	Pool heating	Touchpad timing system
	Volleyball lighting	









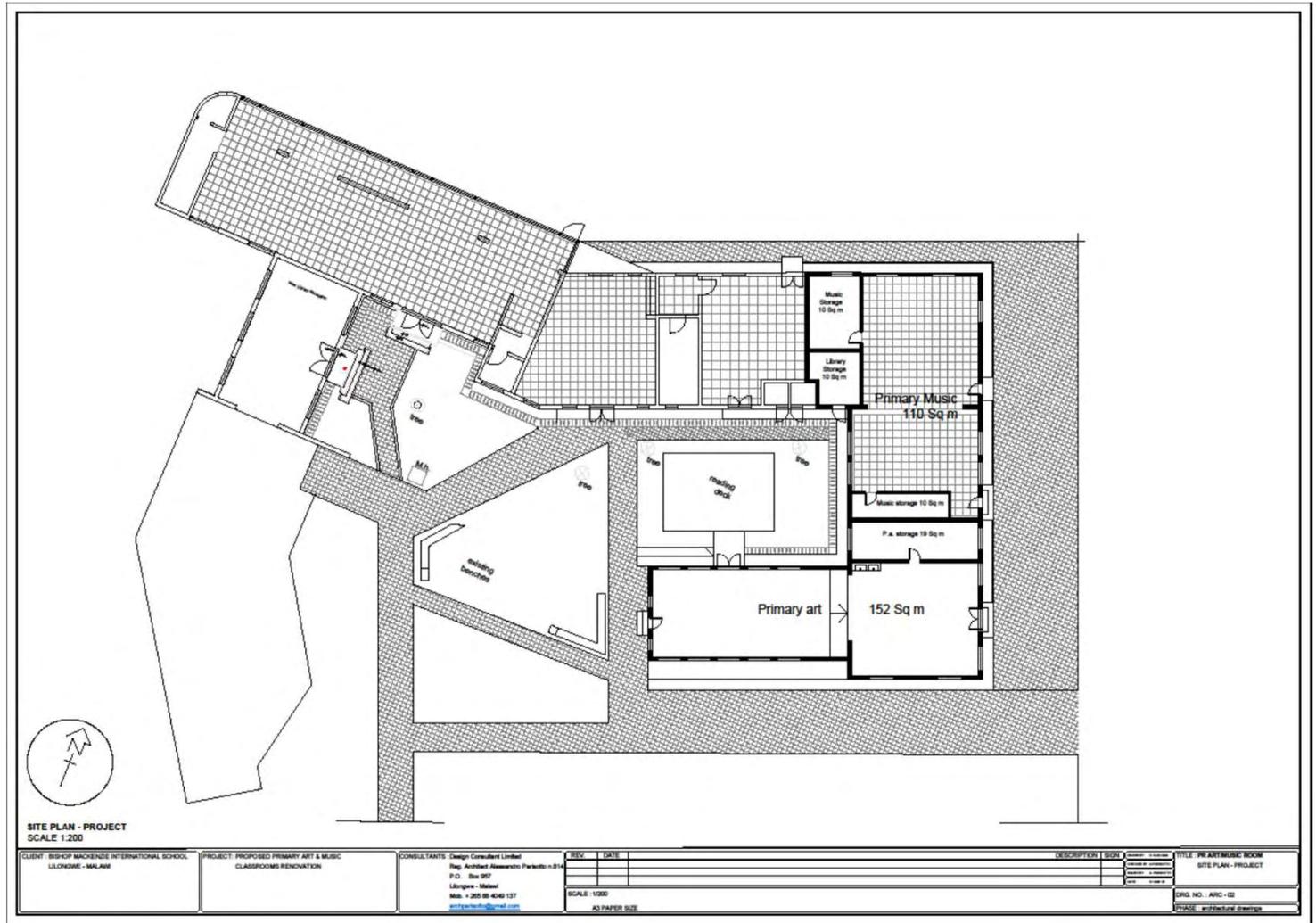


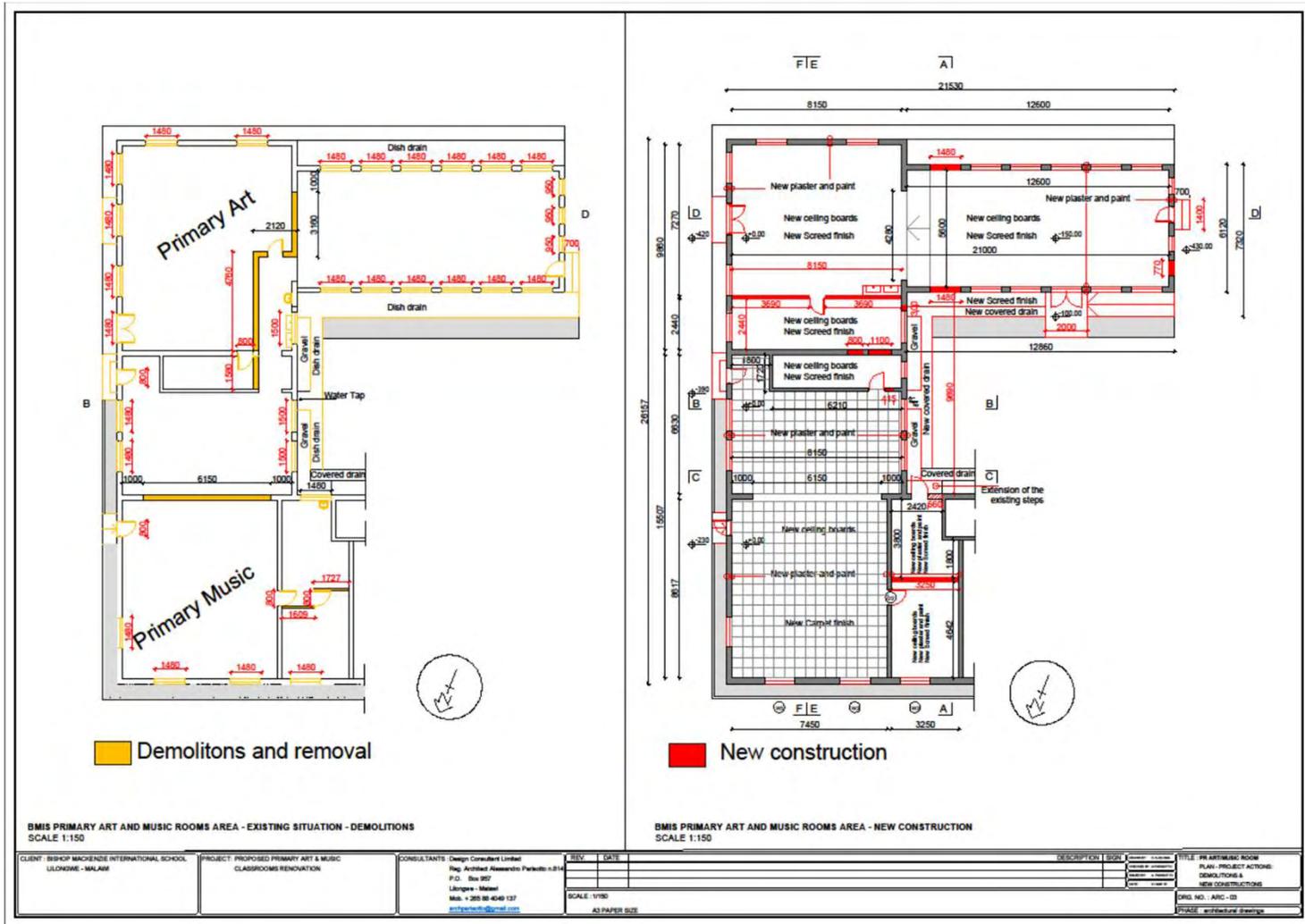
6. Future Concepts

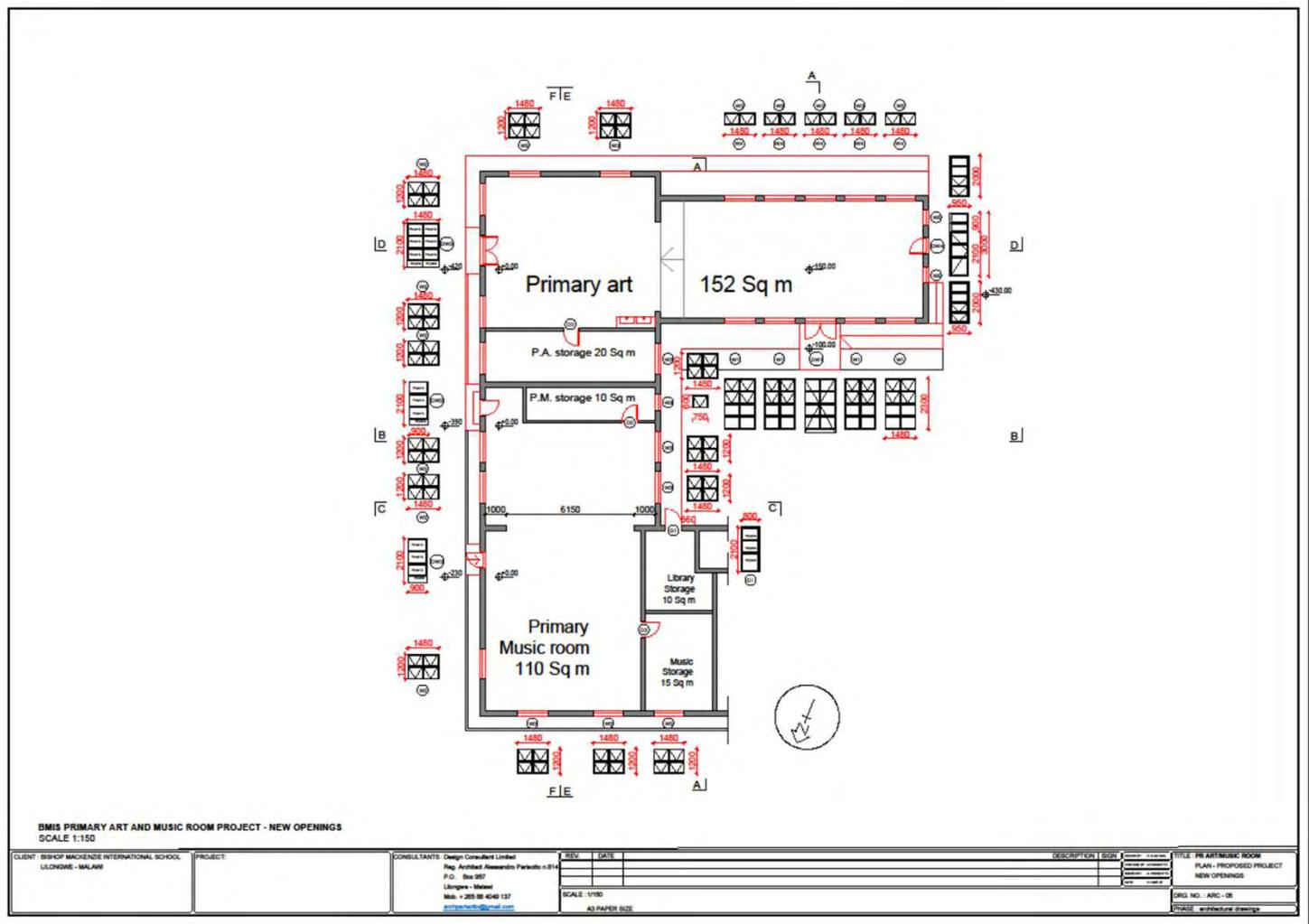


Furture development

2026	2027	2028	2029	2030
Primary Art/Music Renovation	Solar Panels Primary	Solar Panel Secondary	Science building	Music Centre
Carpark tarmac	Amphitheatre	Science building	Swimming complex	Staff housing
	Gym upgrade			
	Additional Bore Hole			
	Lower hall flooring and renovation			







9. Q & A





THANK YOU

www.bmis.mw