

BMIS Annual General Meeting

Tuesday 19th March 2023

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
2. Adoption of minutes & agenda
3. Update from the Board Chair
4. Finance Reports
 - a. YE July 2023 – Audited Financial Statements
 - b. Management Accounts
 - c. Year to date January 2024
 - d. Budget for the forthcoming 2024-25 financial year
5. School 2023-4
 - a. Whole School (Mr. Adrian Moody, Director)
 - b. Primary School (Ms. Eloïse Engel, Primary Principal)
 - c. Secondary School (Ms. Lesley Peacock, Secondary Principal)
 - d. Sport Update (Mr. Neil Black, Sports Coordinator)
 - e. Academic Pathways (Mr. Jo McClenahan, IBDP Coordinator)
 - f. IT developments (Mr. Chikondi Lifa)
6. Future Development (Mr Adrian Moody, Director)
7. Q&A



1. Introduction of board members

Bouke Bijl	Board Chair, Finance Committee, Human Resources Sub-Committee (ad hoc)
Ramzy Kanaan	Governance, Policy and Personnel Committee , Human Resources Sub-Committee (ad hoc)
Aboo Mahomed	Finance Committee
Uchechi Roxo	Governance, Policy and Personnel Committee
Arie Veen	Facilities, Health and Safety Committee
Heidi Schellenger	Facilities, Health and Safety Committee
Ken McCarthy	Finance Committee
Riz Khan	
Limbani Kakahome	

2. Adoption of minutes and agenda



Finance Reports

4a	YE July 2023	Audited Financial Statements
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See presentation

4b. Management Accounts Year to Date Jan 2024

Revenues, grants and other support				
School tuition	5,362,394	5,109,475	-252,919	-5%
Other revenue	178,350	430,346	251,996	141%
Total Operating Revenue	5,540,744	5,539,821	-923	0%
Expenses				
Salaries and Related Benefits	3,905,991	3,916,918	-10,927	0%
Operating Expenses	576,088	616,078	-39,990	-7%
Educational Department Expenses	65,042	72,784	-7,742	-12%
Total Operating Expenses	4,547,121	4,605,780	-58,660	-1%
Deficit/surplus	993,624	934,041	-59,583	-6%

4c. Provisional Budget for the forthcoming year

Account number	Category	Budget FY22	Budget FY23	Budget FY24	Budget FY25	FY24 Variance
	Revenues, grants and other support					
70	Schools tuitions	7,769,466	8,859,791	9,652,310	9,300,408	
80	Other fees	203,191	124,300	172,400	62,000	-110400
90	Other revenue	135,445	238,218	184,000	62,000	-122000
	Total operating revenue	8,108,102	9,222,309	10,008,710	9,449,408	
	Expenses					
11	Salaries and related benefits	5,985,941	7,117,135	7,672,171	7,007,515	-664656
50	Operating expenses	1,496,429	1,521,639	1,548,782	1,645,748	96966
60	Educational department expenses	214,580	195,282	193,836	237,687	43851
	Total operating expenses	7,696,950	8,834,056	9,414,789	8,890,950	-523839
	Deficit/surplus	411,152	388,253	593,921	558,458	-35463

5. School Reports Whole School

5a. Students

	FY23 budget	FY23 Actual	FY24 Budget	FY24 Actual	Variance	Mar-24	Variance
P TP	198	210	193	207	14	209	2
P NTP	96	115	114	124	10	119	-5
M TP	126	111	117	100	-17	105	5
M NTP	76	69	86	76	-10	71	-5
DP TP	31	26	33	35	2	36	1
DP NTP	13	12	20	16	-4	16	0
Staff TP	43	48	44	46	2	46	0
Total	583	591	607	604	-3	602	-2

5. Human Resources

Faculty

	Primary	Secondary	Whole school
Ending contracts	11	6	5
Appointed for Aug 2024	9	7	5

5. CIS/NEASC Update

Domain	Description
Domain A	Purpose & Direction
Domain B	Governance, Leadership & Ownership
Domain C	The curriculum
Domain D	Teaching & Assessing for Learning
Domain E	The Students' Learning & Well-being
Domain F	Staffing
Domain G	Premises & Physical Accommodation
Domain H	Community & Home Partnerships

Each domain has standards and criteria

Each domain has a set of standards and criteria		
Domain A	Purpose & Direction	
	A1	The school's purpose, direction, and decision-making are guided by clear and aspirational guiding statements that are appropriate for the needs of all constituent groups and the context of the school. (CORE)
	A2	The guiding statements provide clear commitment to high-quality learning and teaching, which is effectively implemented at each stage of a student's pathway through the school. (CORE)
	A3	The guiding statements provide clear commitment to developing global citizenship and intercultural learning. (CORE)
	A4	The guiding statements provide clear commitment to well-being, conform to the CIS Code of Ethics, and demonstrate commitment to the values inherent in the UN Convention on the Rights of the Child (1990). (CORE)
	A5	Monitoring, evaluating, and reviewing the school's stated purpose and direction takes place on a planned and regular basis with the school's constituent groups.
	A6	The school's approach to inclusion in its admissions procedures is aligned with its guiding statements.

Rubrics

A1. The school's purpose, direction, and decision-making are guided by clear and aspirational guiding statements that are appropriate for the needs of all constituent groups and the context of the school. (CORE)

Foundation Criteria	1. Preparatory Criteria	2. Team Criteria	Future Aspirations
<p>A1i. The school has appropriate guiding statements in place to provide clear purpose and direction.</p> <p>A1ii. The school's stated purpose and direction have been formally approved and are fully supported by the owners and/or governors.</p>	<p>A1i. The guiding statements inform the school and its decision-making.</p> <p>A1ii. The school's purpose and direction and their importance as drivers of strategic planning and decision-making are fully understood at both governance and school leadership levels.</p>	<p>A1i. The guiding statements systematically influence all levels of decision-making.</p> <p>A1ii. The owners and/or governors and school leadership can provide tangible evidence of how the school's stated purpose and direction drive strategic planning and decision-making.</p> <p>A1iii. The guiding statements are aspirational and well understood by the students, the faculty, and the parents.</p>	<p>A1i. How could the school's guiding statements be made more sustainable and adaptable for the future?</p> <p>A1ii. How could a diversity of perspectives from a range of groups be leveraged to improve the guiding statements? How could the school's guiding statements promote more inclusion, diversity, equity and anti-racism?</p>

CIS Community Survey

Response rates of each group to the survey	
Alumni	135 respondents
Board: 7 respondents	100% at the time of the survey
Faculty: 63 respondents	100%
Parents: 201 respondents	33%
Students: 366 respondents	100%
Support Staff: 19 respondents	82%

Main summary of survey

Your school's strengths as perceived by the constituents

A1 - 94.8% of faculty agree or strongly agree that the school's guiding statements (mission, vision, values, & strategic intent) are appropriate for this school. Further 93.4% of parents agree or strongly agree that the mission, vision, and values of my child's school guide the school in its decision-making and 86% of students understand my school's mission, vision, and values. The new mission statement is seen as a real strength.

Opportunities for improvement as perceived by the constituents

B3 - 62.3% of faculty disagree or strongly disagree that the school's programmes are appropriately funded in contrast to 80.7% of parents who agree or strongly agree that I believe the school operates in a financially responsible manner.

Significant differences among the perceptions of the constituent groups, and what may be concluded from them

A3 - 28.1% of faculty disagreed or strongly disagreed that the school puts into action its contextual definition of global citizenship. This is not unexpected as the school had not, at that time, developed a definition of global citizenship. This process was undertaken at the beginning of the 2023/24 academic year. In contrast 88.9% of students agreed or strongly agreed that the school has helped me understand how to develop as a global citizen and 90.7% of parents agreed or strongly agreed that the school has helped me understand how it is developing my child as a global citizen.

Trends identified in results of the Community Survey over multiple years

The CIS Community Survey suggests that BMIS demonstrates strengths in all domains. However, in domains D and G BMIS is under the aggregate in core standards. BMIS is perceived to be performing at or better than the aggregate in most standards. There are some standards where the school is perceived to be significantly below the aggregate. Below are some representative responses to statements related to all core standards; in each case the percentage figures refer to the combined Agree and Strongly Agree responses to the survey statements.

Stage		Status
Accreditation	2019	Complete
Accreditation check-ins	Yearly	Complete
Preparatory Visit	13 - 17 February 2023	Complete
Preparatory Visit feedback	21 March 2023	Complete
Self study	18 months	In progress
Early feedback	29 January 2024	Complete
Submission of self-study report	8 weeks before visit	In progress
Evaluation visit	28 September - 4 October 2024	Pending
Determination of re-accreditation	6 weeks later	Pending



5b. School Reports Primary School

LEARNING & TEACHING

Language Curriculum Review
High-Quality Learning
Malawi in Our Curriculum

INCLUSION

STUCO & Student Agency
Neurodiversity
Community

GROWTH AS SUCCESS

Professional Growth
Focus on Assessment
New Primary Library

WELL-BEING

SEL & Safeguarding
Attractive ECP
Sporting Events

Primary 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.

INQUIRING & KNOWLEDGEABLE



Learn how to ask questions & find answers, celebrate a growth mindset, collaborate, be a risk-taker

CARING, ACTIVE & COMPASSIONATE



Taking action, making the world a better place, connecting with the community

UNDERSTANDING & RESPECT



IB Learner Profile and ATL skills

Learning & Teaching

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LANGUAGE CURRICULUM REVIEW



- Curriculum team leaders
- Review of curriculum aligned with IB, Common Core, SOR
- Alignment across all grades
- DRA reading assessment
- Implementation of UFLI
- Ongoing assessment of phonics

HIGH-QUALITY LEARNING



- Differentiated instruction
- Student-centered & flexible
- Expansion of LS team
- Multi-Tier System
- Data Collection
- Progress Reports (LS)
- Focus on Tier 1 to support all learners

MALAWI IN OUR CURRICULUM



- Program of Inquiry
- Grade 5 Luwawa trip
- Field trips (conservation, our community, sustainability, service)
- PYPX 'Malawi, our community'

Inclusion

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STUCO & STUDENT AGENCY



- Active STUCO
- Organization of community events (Fun Run, Kindness Week, Dress-Up Days)
- New break time equipment
- STUCO hut to manage break time equipment
- Promoting Kindness & 3Rs
- Neurodiversity assembly

NEURODIVERSITY



- Neurodiversity week
- Celebrating diversity
- Focus on how to support all learners
- Raising awareness and spreading kindness
- Inclusive sport events (netball, touch rugby, Fun Run)

COMMUNITY



- Coffee and Connect
- Sport events
- International Day
- Book Week
- 80th Anniversary
- Unit celebrations
- Field trips
- Parent Choir

Growth as Success

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PROFESSIONAL GROWTH



- How to teach math for teachers - Stanford University
- Science of Reading
- *Shifting the Balance*
- Professional Growth Plans (high-quality learning and

FOCUS ON ASSESSMENTS



- Beginning- and end-of-year assessments
- Ongoing assessments (pre-, formative, summative)
- Growth mindset
- Learning Continuums
- Rubrics
- MAP

NEW PRIMARY LIBRARY



- Opening of new library
- More reading and teaching spaces
- Genre-fication
- Puppet theater
- Rotating art exhibitions

Wellbeing

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SEL & SAFEGUARDING



- SEL & Child Protection lessons
- Zones of Regulations
- Move This World
- Wellbeing assemblies
- Wellbeing focus during parent mornings (Coffee and Connect)
- Digital citizenship

ATTRACTIVE ECP



- KG to Grade 5 ECP activities
- Educational, creative, sports activities
- Teacher-led and outside providers
- Inclusive

SPORTING EVENTS



- Promoting sports
- Many swim events
- Touch rugby, football, netball
- Be part of the wider community

5c. School Reports Secondary School

Secondary

LEARNING & TEACHING

MYP

Diploma

Across Programmes

GROWTH AS SUCCESS

Service

Leadership opportunities

House competitions

INCLUSION

W.W.W.

BMIS Profiles

Drama Productions

Sporting events

WELL-BEING

Tutor and wellness classes

Support Services

Coffee Mornings

Secondary Students

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INQUIRING & KNOWLEDGEABLE



Learn how to be an inquirer. Share in the definition of High-Quality learning. Make learning visible. Student and parent voice.

CARING, ACTIVE & COMPASSIONATE



Taking action, through Service. Sustainability working with NGO's. Connecting with the community.

GLOBAL CITIZENS



BMIS Profiles, Student leadership Intercultural Awareness. Student initiatives CAS Exhibition.

Learning and Teaching

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.

IN THE MYP



- **High-Quality Learning-a shared definition.**
- Interdisciplinary Units-transfer of skills
- Unit Planning-Mathematics, English and Design
- MYP Art and Design Exhibition
- Personal Project Exhibition

IN THE DIPLOMA



- DP Retreat-academic emphasis
- DP Retention –students numbers increase
- Taster Week-Making choices
- College Presentations and Placements
- DP Theory of Knowledge Exhibition
- Mock Exams Grade 12
- Graduation and Prom Committees
- DP Theatre Night and DP Arty Exhibition

ACROSS SECONDARY



- MAP
- SAT's
- Leaders of Learning-a refocus on roles
- **Inquiry-Teaching**
- CHAT GPT and AI guidelines

Growth as Success

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Building Growth



- Service-student lead activities and working with NGO's.
- CAS Exhibition-Grade 12 students highlight their Creativity, Action and Service activities.
- Duke of Edinburgh, second trip

Leadership Opportunities



- STUCO Elections and Events
- AISA Student Leadership
- Leadership Seminar- DP Students
- EAMUN-Nairobi

Inquiring and Knowledgeable



- House Competitions
- South African Maths Challenge and Olympiad Second round

Inclusion

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Global Citizens



- **BMIS Profiles**
- International Day
- Identity and Intersection Groups

Community



- WWW review of activities and possible dates for next year
- Hamilton
- Pantos
- 80th Anniversary-Alumni presentations in the library

Sporting Events



- SAISA Swimming Championships
- SAISA Cape Town Competitions
- Other Highlights
- Bulletin 'Wild Dogs

Well-Being

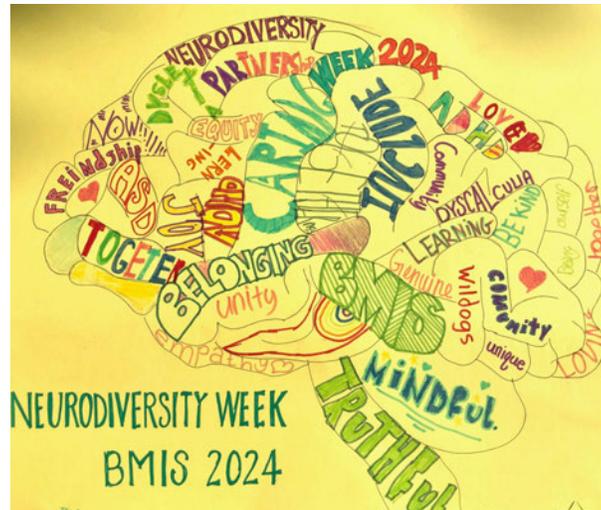
Our Mission Statement: We are a diverse and welcoming community in a joyful learning environment that promotes well-being, sustainability, and inclusivity and celebrates growth as success.

Tutor Groups



- Our Mission Statement –a fun activity
- Move This World-working in tutor groups
- SEL - Social, and emotional learning opportunities have been added to subject programmes.

The Community



- Support and Safeguarding lessons in Grades 6-10
- Child Protection Handbook completed
- Coffee Mornings-parent involvement increases

Support Services



- Support Service Team
- Push in Learning Support Classes
- WIN
- Neurodiversity Week –focus on breaking down stigmas and normalizing understandings

5d. Sport Update

- Rebranded as the Wild Dog's.
- Installed two of the best basketball courts in refurbished the gym and renovated the volle
- Increased sporting opportunities in both the school. 150 sports fixtures across the year.
- 90% ECP participation - 100+ Clubs Provided.





- Created an U19 Football and Netball league within Lilongwe - plans to extend this to younger years and more sports in the next 5 years.
- Increased community events: Triathlon, Volleyball league, Football and Rugby world cups.
- Helped form SAISA - BMIS first involvement in sustained international competition in Swimming, Volleyball, Soccer and Basketball.
- Regular hosts of Malawi National Football Team and the first ever NBA training camp in Malawi

BMIS Sport Update - Future plans?

- Aiming to maintain 90% ECP participation rate
- Aiming to participate in 100% of SAISA, AIMS, Quad Schools and LISL fixtures
- Improve facilities at the pool by purchasing semi-automatic starting system
- Improve underground irrigation of fields to improve pitch quality
- Increase opportunities for service learning: community events, rugby outreach in Johannesburg and Cape Town, using BMIS facilities and equipment for local Primary schools.
- **Where are we in comparison to other schools?**

5e. Academic Pathways

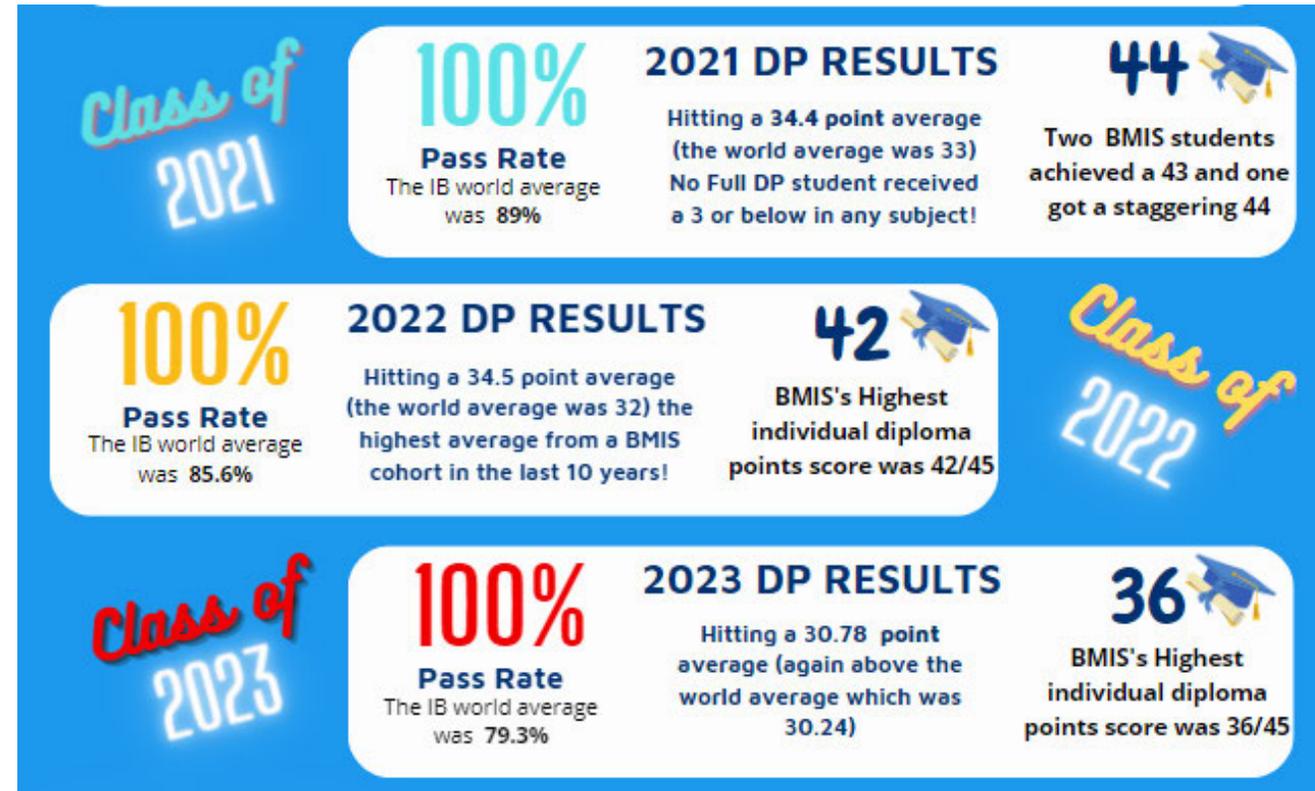
Firstly, and most importantly, we have another 100% pass rate, which is fantastic! Below is a brief summary of our DP results.

Congratulations to the Class of 2023 for:

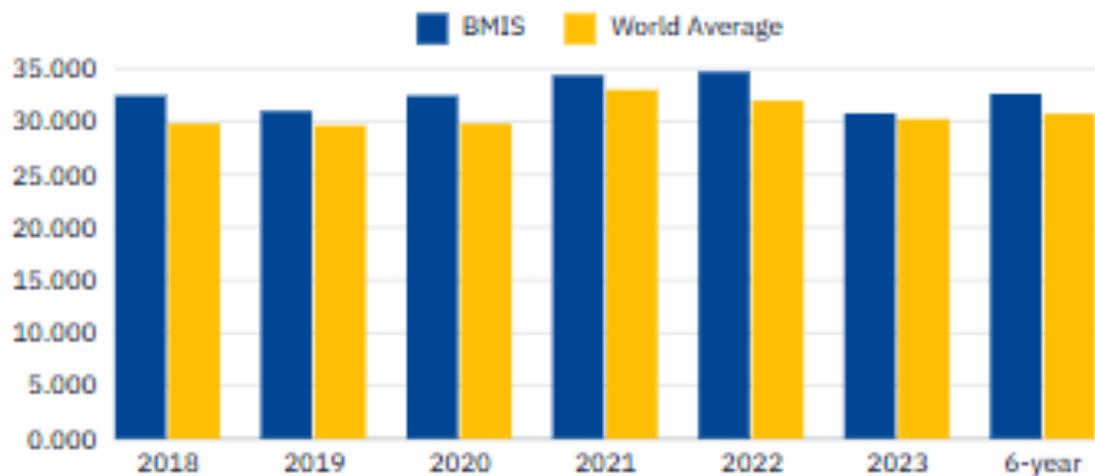
- Achieving a 100% pass rate! (the world average was 79.3%)
- This is BMIS's fifth 100% pass rate in the past six years!
- Hitting a 30.78-point average (again above the world average)

If you want to forward some results info to the Board:

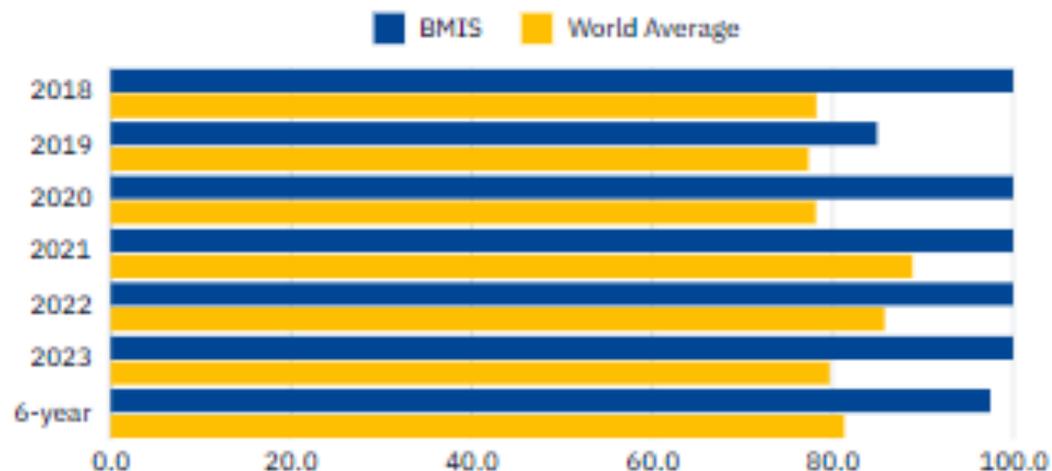
This is the year when the IB assured us that assessment practices fully returned to Pre-Covid norms. As such, the average points score awarded to students globally was 30.24, down from last year's average of 31.98. The 2023 global average pass rate is 79.3 per cent. This represents a significant drop of 6.3 percentage points compared to last year. With this in mind, I am happy to say it was another excellent year for BMIS.



Average IB Diploma Scores 2018-2023



IB Diploma % Pass Rate 2018-2023



Class of
2021

100%
Pass Rate
The IB world average was 89%

2021 DP RESULTS
Hitting a 34.4 point average (the world average was 33)
No Full DP student received a 3 or below in any subject!

44
Two BMIS students achieved a 43 and one got a staggering 44

100%
Pass Rate
The IB world average was 85.6%

2022 DP RESULTS
Hitting a 34.5 point average (the world average was 32) the highest average from a BMIS cohort in the last 10 years!

42
BMIS's Highest individual diploma points score was 42/45

Class of
2022

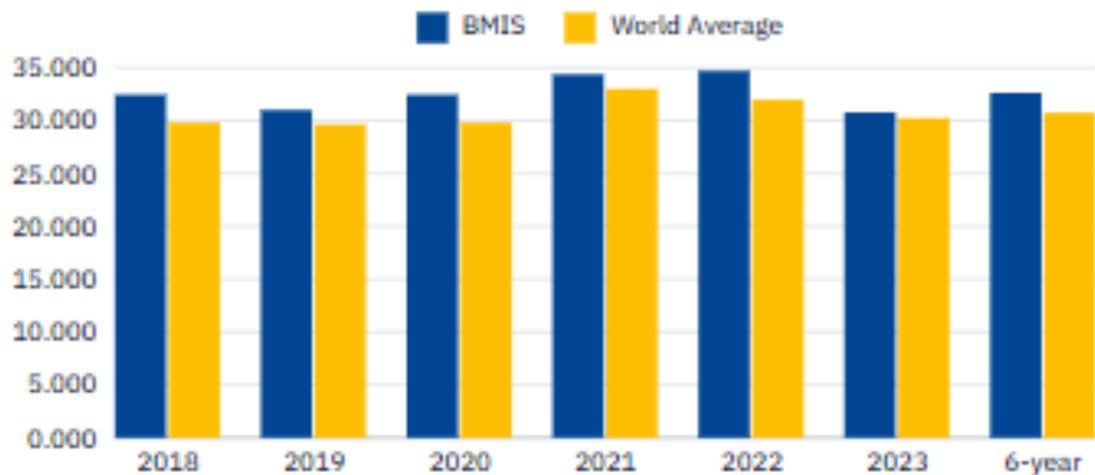
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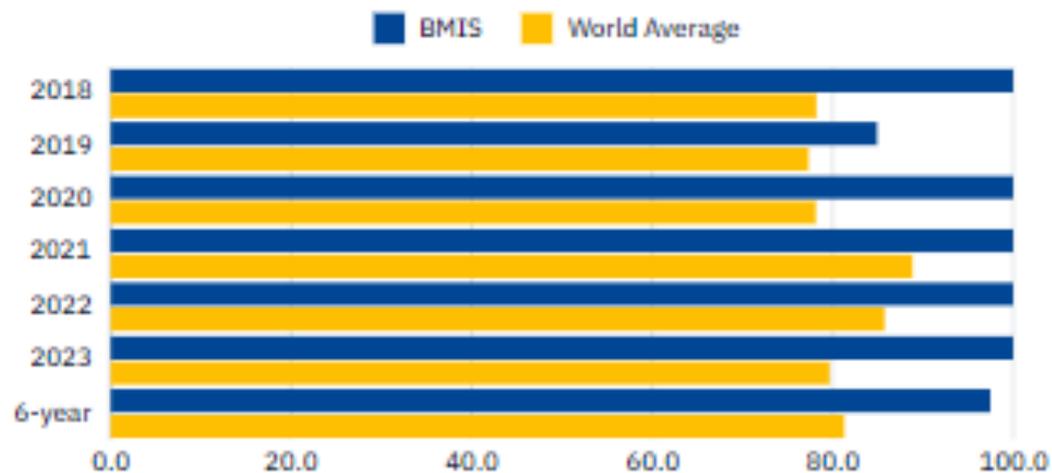
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Hitting a 30.78 point average (again above the world average which was 30.24)

36
BMIS's Highest individual diploma points score was 36/45

Average IB Diploma Scores 2018-2023



IB Diploma % Pass Rate 2018-2023



Class of
2021

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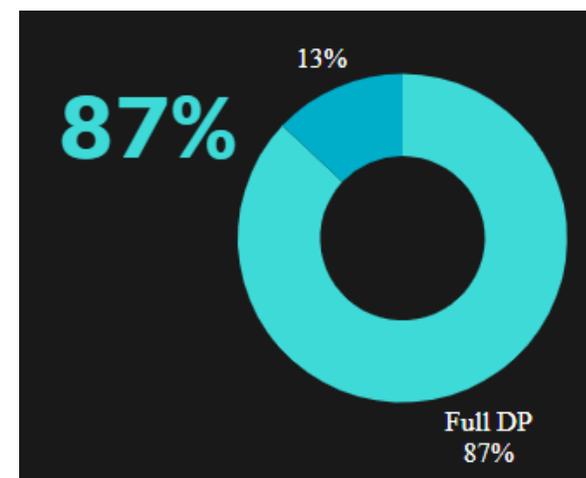
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It's not choosing the 'right' path that matters. It's knowing what ignites your passion. Once you've figured out what brings you joy, you don't have to worry about finding the right path. (Ron Shaich 2014)

BMIS Pathways

In BMIS, we have three pre-university pathways. The first is the BMIS High School Diploma which runs for four years, G9 to G12, except in the rarest of cases, all age-appropriate students will engage in this programme. On top of this, during G11 and G12, students may and usually do choose to take either the Diploma Courses Programme or the Full IB Diploma (outlined on pages 9-12). Within these programmes, students choose a selection of courses and core components that best suit their strengths and aspirations. What we want is for students' experience in the DP or DCP to be a healthy, positive experience while maximizing academic attainment. To this end, finding the best fit for each student is crucial.



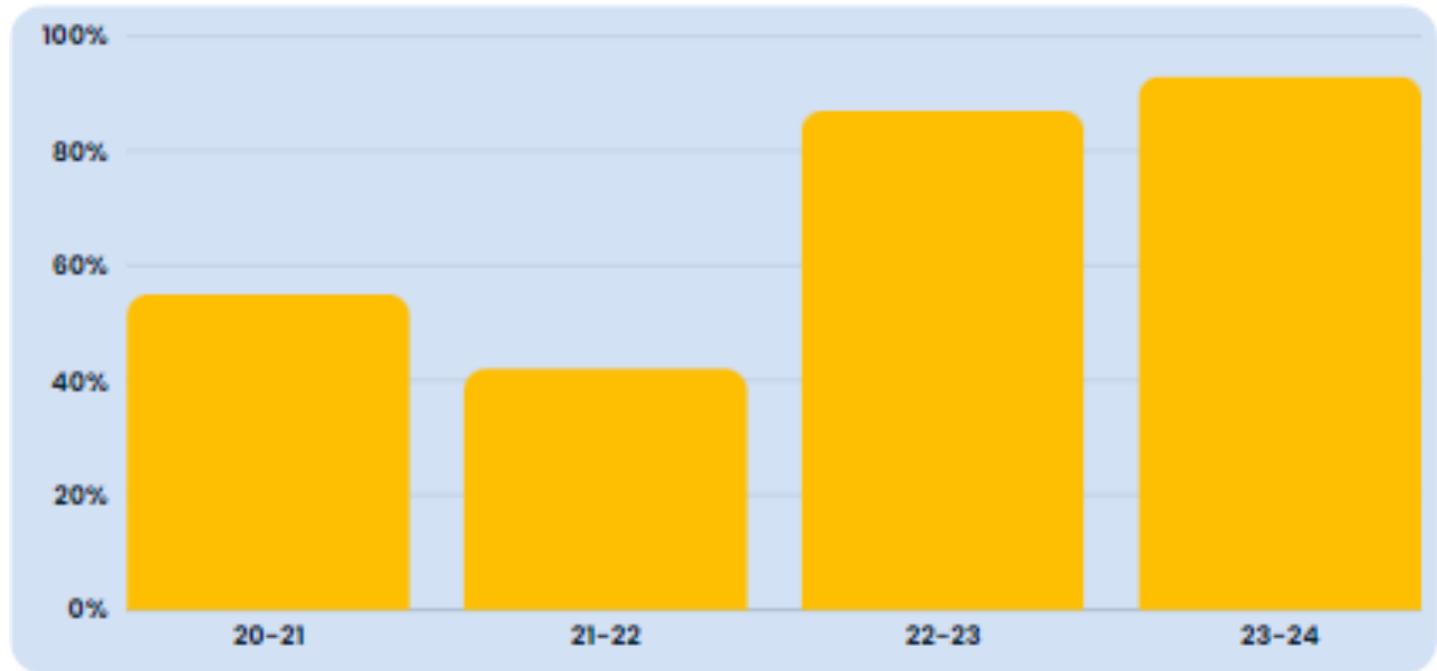
DP retention

I am pleased to provide a positive update on the recent developments within our school's DP, DCP, and HSD programs, which we believe have notably influenced student retention and enrollment. Over the past few years, we have observed significant improvements in these areas, particularly during the critical transition from Grade 10 into Grade 11.

In 2020 and 2021, we experienced a notable decrease in student retention, with the number of students transitioning from Grade 10 to Grade 11 dropping from 31 to 17 in 2020 and 36 to 15 in 2021.

However, through strategic initiatives and program enhancements, we have steadily reversed this trend. Despite external challenges, we witnessed a positive shift in student retention, with the number of students transitioning from Grade 10 to Grade 11 increasing from 32 to 28 in 2022 and 28 to 26 in 2023.

Retention and Enrollment



An Inclusive and holistic education.

44 medals 31-gold

Student 1

I've attended 11 Malawi National Swimming Championships in my life, doing at least 3-4 swim trainings each week during the DP program

- I achieved 6 personal best times at the Nationals this year (2024)
- I swam 9 races at Nationals this year (2024) and received 9 medals, of which 7 were gold medals
- By swimming throughout my life, specifically during the DP, I have been able to improve in my academics/grades

Student 2

Personally, I find swimming very therapeutic as when I swim, I often forget about all my summatives or IAs that I am constantly worrying about. Instead, I am able to shift my focus to achieving my goals in swimming, and inspiring the younger years.





AWARDS

AISA Student Awards

The Association of International Schools in Africa (AISA) is of Africa and for Africa. BMIS holds a prominent position as one of AISA's select associate school. During the last 4 years BMIS students have been among the best and brightest in Africa, been selected for the following prestigious awards.

Winner

2023 & 2022 & 2021: AISA Award for Excellence

2019: AISA Student Service Leader Award

Highly commended

2021: AISA Student Service Leader Award.

2021 & 2019: AISA Outstanding Service Project Award.

Service Learning Leadership Design Team: 2 BMIS students

MUN East Africa

Grade 9-12 BMIS students are given the opportunity to be a part of our yearly delegation to the East Africa Model United Nations Conference at the United Nations Headquarters, Nairobi. Due to covid we could not attend during 2021 & 2022 but we are up and running again in 2023. BMIS student has been awarded numerous accolades at the conference, including:

Best Speaker

2023: Historical Decisions

2020: Special Summit

2019: Ecology Committee

2019: Human Rights Committee

2019: Economics Committee

2018: Ecology committee

2017: Global Health Committee

2016: Global Agenda Committee

Best Resolution

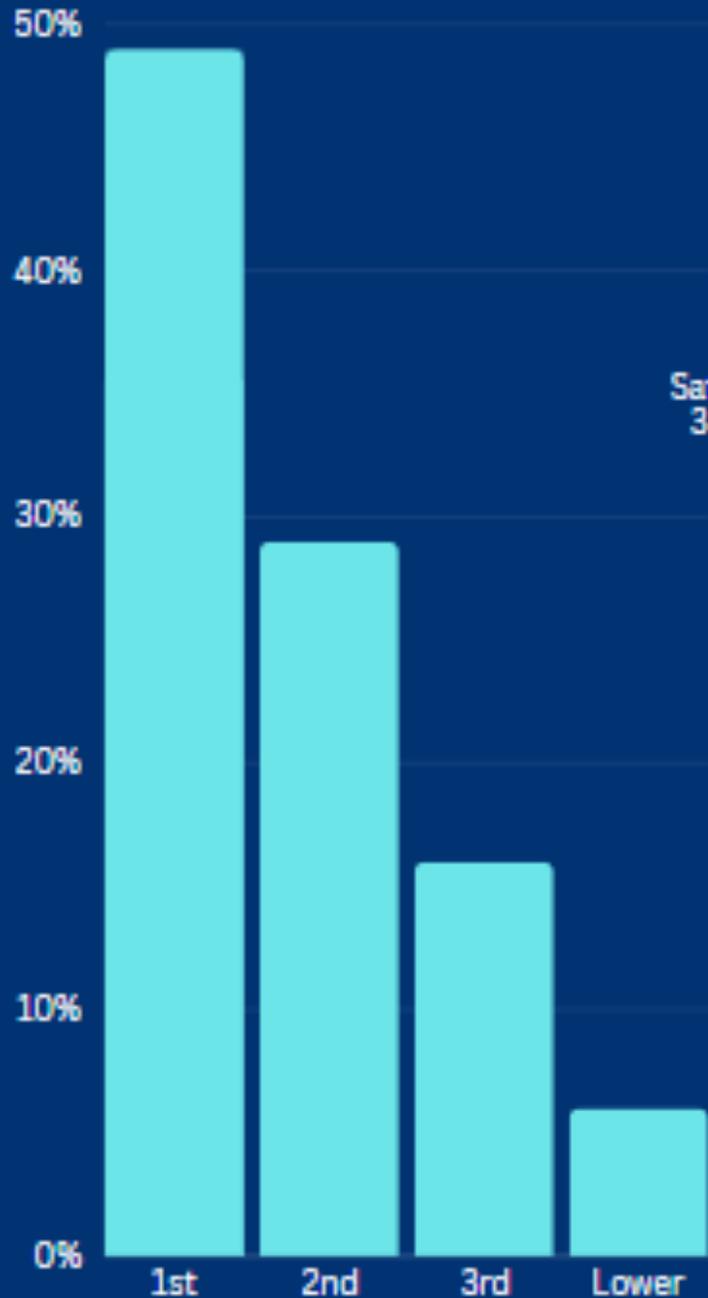
2019: Ecology Committee

2017: Political committee.

MODEL UNITED NATIONS

UNIVERSITY ACCEPTANCES

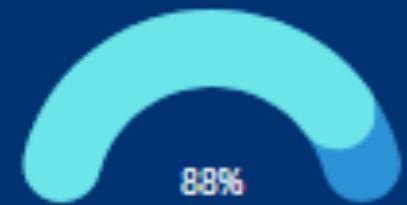
BASED ON DATE COLLECTED FOR THE
BMIS 2020-2022 COHORTS



Satisfied
35.5%



Delighted
64.5%



BMIS Key Statistics

- Over the last three years, **49%** of BMIS graduates have been accepted into their first choice University course, with a whopping **94%** 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, **88%** of students confirmed it was in the top 100 in its field.

5f. IT Update

Key Achievements – 2021 - 2023

- Campus Fiber Optic Network Upgrade
- Campus CCTV Installation
- SchoolBase Implementation
- ClassList Introduction
- Internet Connectivity Upgrade



Campus Fiber Optic Network Upgrade

- Upgraded campus network infrastructure for faster and more reliable connectivity.
- Improved access to online resources for students and staff.

Campus CCTV Installation

- Installed CCTV cameras across the campus to enhance security and monitoring.
- Increased safety for students, staff, and visitors.

SchoolBase Implementation

- Implemented SchoolBase, a comprehensive school management system.
- Streamlined administrative processes and improved data management.
- LINKED ADMISSIONS TO FINANCE

ClassList Introduction

- Introduced ClassList, a platform for managing parent communications and events information.
- Enhanced communication and organization within the school community.

Internet Connectivity Upgrade

- Upgraded internet connectivity to provide faster and more reliable access.
- Improved online learning experiences for students and teachers with faster and more reliable access.
- Ongoing upgrades to internet connectivity will significantly reduce our internet costs by almost 90%.

Future Projects

- **Campus CCTV Upgrade** - Expand CCTV coverage to include classrooms and more outdoor spaces.
- Enhance security and monitoring capabilities across the campus.
- **5-Year Device Purchase Plan** - Implement a plan to ensure classrooms have up-to-date technology.
- Provide students and teachers with the tools they need for effective learning and teaching.
- **Integration of SchoolBase with Managebac** - Integrate SchoolBase with Managebac, a leading IB curriculum management system.
- Improve data sharing and management for IB programs.
- **Power Systems Upgrade for Carbon Neutrality** - Upgrade our power systems to achieve carbon neutrality within the next decade.
- Migrate from backup generators to a hybrid solar system, ensuring uninterrupted, clean, and reliable power for the school.

6. 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





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NEW RECEPTION



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new Art room - external impressions





7. Q & A





THANK YOU

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