Board of Governors’ Annual Report to Parents
2014-15
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Overview
It is fair to say that events beyond anyone’s control made 2014-15 an extraordinary and unforgettable year. It is only right and proper that the earthquakes of April and May should overshadow the events of the year and I feel sure that the thoughts of the entire TBS community have been with all those affected by the earthquake.

TBS had a small but important role to play in the recovery efforts by being the first school in Kathmandu to safely reopen and to stay open throughout the subsequent months of the academic year. It was not an easy time for any of us but I was very proud to be a member of the TBS team during this difficult time and many of my colleagues went significantly beyond the call of duty. Parents were supportive at what must have been an incredibly anxious time and I believe that the children and students benefitted immensely from being back with friends and having fun learning. It was interesting to see the learning happening outside in a wide range of cases and it did support our existing belief that if you have creative staff, excellent learning environments do not have to be confined to a traditional classroom setting.

Yet despite the significant challenges that did emerge in 2014-15 there was significant progress over the year as we continued to implement the 2014-17 strategic intentions set out at the Annual General Meeting in 2014. In all areas of the school we remain forward thinking, positive, creative and keen to build on our successes to do even better in the future.

This report has been written in partnership with the Board of Governors committee chairs who have been particularly active over the last year, as you will read below. I would like to thank all our Board of Governors for their support. This is often a thankless task and all the time they devote to the school is in addition to their day jobs and given voluntarily. In a school where so much is happening, the role of the governor has become increasingly demanding and complex so it is important to recognise the contributions they have made.

My own summary of 2014-15 focusses on what has been achieved by the children and students in their learning and wider contributions. It is by no means all-encompassing and these are just the key highlights. I am already confident that 2015-16 will be another year of continued development. I hope we will all work together harmoniously to make sure that TBS does everything it possibly can to make the learning experience of our children and students challenging, rewarding and enjoyable.
A) Overview public examination statistics 2013-15

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>A*-A%</td>
<td>50</td>
<td>16</td>
<td>57</td>
</tr>
<tr>
<td>A*-C%</td>
<td>81</td>
<td>71</td>
<td>93</td>
</tr>
<tr>
<td>A*-E%</td>
<td>98</td>
<td>98</td>
<td>100</td>
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<tr>
<td>No of entries</td>
<td>52</td>
<td>51</td>
<td>48</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>A*-A%</td>
<td>44</td>
<td>46</td>
<td>51</td>
</tr>
<tr>
<td>A*-C%</td>
<td>82</td>
<td>91</td>
<td>86</td>
</tr>
<tr>
<td>A*-G%</td>
<td>95</td>
<td>99</td>
<td>99.5</td>
</tr>
<tr>
<td>No of entries</td>
<td>182</td>
<td>164</td>
<td>228</td>
</tr>
</tbody>
</table>

The most important aspect of A Levels is that students gain the grades to move on to their universities of choice. All TBS students achieved grades that meant they could successfully matriculate and move on to the next exciting stage of their learning journey. The class of 2015 gained entry to some excellent universities, including University College London (UCL), Warwick and Edinburgh in the UK and California, Indiana and British Columbia in North America. We wish them well!

Of course raw examination scores alone do not indicate success. Value added scores (the difference between a students’ ability when they arrive with us and their results when they leave) also indicate how well a school is performing. If a group of students in a subject all achieve their aspirational target (one grade higher than the expectations on entry to TBS) then the score for the subject would be zero which would be creditable. As you can see from the table below, with the exception of Travel & Tourism students achieved over and above their aspirational goals. We always scrutinise these results closely, plan for continued improvement and publish these results to parents and the tables for past years are available on the website. We are one of the very few schools to openly publish value added scores!
A LEVEL RESULTS 2015

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Candidates</th>
<th>A*/A %</th>
<th>C+ %</th>
<th>E+ %</th>
<th>Value Added (above Aspirational Target)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>42</td>
<td>57.1</td>
<td>92.9</td>
<td>100</td>
<td>0.89</td>
</tr>
<tr>
<td>Art</td>
<td>3</td>
<td>0</td>
<td>100</td>
<td>100</td>
<td>0.33</td>
</tr>
<tr>
<td>Biology</td>
<td>4</td>
<td>50</td>
<td>75</td>
<td>100</td>
<td>0.00</td>
</tr>
<tr>
<td>Chemistry</td>
<td>5</td>
<td>40</td>
<td>80</td>
<td>100</td>
<td>0.40</td>
</tr>
<tr>
<td>Economics</td>
<td>6</td>
<td>83</td>
<td>100</td>
<td>100</td>
<td>1.67</td>
</tr>
<tr>
<td>Geography</td>
<td>6</td>
<td>50</td>
<td>100</td>
<td>100</td>
<td>0.92</td>
</tr>
<tr>
<td>Mathematics</td>
<td>7</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>1.43</td>
</tr>
<tr>
<td>Physics</td>
<td>5</td>
<td>60</td>
<td>100</td>
<td>100</td>
<td>1.60</td>
</tr>
<tr>
<td>Psychology</td>
<td>5</td>
<td>40</td>
<td>100</td>
<td>100</td>
<td>0.10</td>
</tr>
<tr>
<td>Travel &amp; Tourism</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>100</td>
<td>-0.50</td>
</tr>
</tbody>
</table>

It is also worth noting the following key comparison statistics which place TBS results in context.

- At IGCSE TBS students achieved 51% A*-A grades against a national UK average of 21%
- At IGCSE TBS students achieved 31% A* grades which compares well to UK independent schools’ 32%. NB - These schools are often selective and accept the most able students whereas we are non-selective by ability.
- Our results compare extremely favourably to FOBISIA schools at all levels.
- At A Level TBS students gained 57% A*-A grades compared to a UK average of 26%
- At A Level TBS students gained 74% A*-B grades which is close to the top non-selective school in the UK which gained 87% - our score would place us towards the top of the tables and, on this measure, in the top 20. This is a significant achievement!

B) Numbers on TBS roll
The school remains popular with students and parents and inquiries for places remain healthy.

<table>
<thead>
<tr>
<th>Numbers on roll</th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16 (Sept 6th)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>219</td>
<td>272</td>
<td>260</td>
</tr>
<tr>
<td>Secondary</td>
<td>147</td>
<td>172</td>
<td>197</td>
</tr>
<tr>
<td>Total</td>
<td>366</td>
<td>443</td>
<td>457</td>
</tr>
</tbody>
</table>

C) Parent Survey
A professional survey was carried out by Kirkland-Rowlands in early April 2015 and a high number of parents responded. The summary was communicated to parents in early May but I have included the link here if anyone did not see the results. Thank you for everyone who filled out the survey because it has been very useful in forming priorities for 2015-16.

D) Health & Safety
Perhaps the most important success criteria of all is the safety and health of your children. This is an aspect of our work which we are never complacent about. The Health and Safety committee led by Mr. Priest meets
formally on a monthly basis but on a daily basis we review health and safety and are extremely careful about our risk assessments in all school areas. The school has been praised by all visitors, whether they are from the British Embassy or the British Ministry of Defence, for the quality of our planning, preparation and implementation of health and safety standards and we will continue to keep this at the forefront of all our day to day activities.
The Curriculum at TBS

a) Developments in the Primary curriculum
During 2013-14 the most significant development was the trialling of the International Primary Curriculum (IPC) which is a framework which helps structure the topic work in all primary classrooms. Many UK and British international schools have moved to this curriculum in recent years as it does provide more opportunities for exciting cross-curricular work, clever ideas about how to engage the children with a topic and more chances for parents to be involved in the exit and entry ‘wow’ days which are part of the process. Whilst our curriculum always had opportunities for cross-curricular topic work, the IPC has given a fresh focus to our work and all classes are now working on some really fascinating topics.

Reporting systems were also enhanced with the introduction of learning journals where the report is more closely related to the examples of work contained in the journal. Hopefully, seeing the children’s work beside the teacher comments is a more vivid and interesting way of parents seeing how far they have progressed over the year. We will refine these reports in 2015-16 and are currently trialling an online version (Tapestry) in Foundation 2 which seems to have been well-received by parents so far.

For teachers, the opportunity to plan collaboratively now that we have two classes in each year group (except in Foundation 1 and 2, who work closely together anyway) has led to an increased creativity and we will also continue to look for ways to build on this.

b) Developments in the Secondary curriculum
Constructive criticism of the secondary curriculum in 2013 may have highlighted the lack of subject choice and range. The essentials were always there but being a small school the subjects offered are dependent on teacher availability. Now the secondary section of the school is slightly larger in terms of numbers we have been able to increase the range of subjects across the Year 7 -13 age range. This means more students study subjects they enjoy and should result in even higher levels of engagement and enjoyment. In Years 7-9 we have introduced a basic Chinese course which students appear to be enjoying and we will look to expand this to IGCSE if there is demand. At IGCSE Design Technology and Economics are now being offered and rather than a choice of 3 subjects alongside the core curriculum (Maths, English, PE, PSHE etc) we now offer 7 choices (including single subject Sciences for the first time). Global Perspectives IGCSE was examined for the first time in 2015 and History, French, English Literature and Computing are now entering the A2 year which has expanded the subjects available at A Level.

The Curriculum Review working party is currently working on a review of the secondary curriculum and we would expect to introduce further refinements as a result in 2016-17.

c) Creative curriculum
i) Music & Drama
TBS is noted for the strength of its music and drama and the performances this year were no exception. ‘Return to the Forbidden Planet’ was superb and showcased the depth of talent we have in the secondary school, whilst the primary production of ‘Scheherazade’ and the two Christmas productions showed how even our youngest children are confident, articulate and accomplished performers. Over the years TBS has supported music and drama events across the city often hosting groups such as Kathmandu Chorale and I am sure we will continue to do the same for many years to come. For the first time last year, we had two full time music teachers (Mr. Cannon had juggled other roles - class teacher, French teacher - alongside his musical commitments before last year) alongside our three part time peripatetic teachers and various club & activity providers. This has enabled us to expand music provision, to offer free music tuition for those that want it, and there are a host of opportunities to perform in various groups or bands. We ensure all the children do perform and sing from the earliest opportunity and we strongly believe this aids confidence and expertise in public speaking so the Music department are involved heavily in assemblies and other events that require these skills.

ii) PE
The Physical Education (PE) department continues to increase the scope of activities and sporting opportunities on offer. Parents have asked for more elite opportunities to compete with other schools and we are entering more and more competitions in Kathmandu and across the region through FOBISIA Games
events. This is helped by the fact that we now have 5 full time members in the PE department and this increased capacity should lead to even more progress for our young sportspeople. Already this year we have competed impressively in the local competitions that we have entered but most importantly we are enjoying sport and have greatly increased the amount of sport on offer across the school.

iii) Art & DT
Creative Arts week was led by the Art department in liaison with the secondary Heads of Key Stages. Although the week was slightly abridged we still had some incredibly imaginative workshops alongside performances from an all-star staff band and plenty of busking throughout the week. The students working with the Art department staff produced some beautiful work such as the postcards on sale in the TBS community shop and we now have a full-time Design Technology teacher who will work with the Art teacher and technicians to further promote the creativity we have in the school.

d) Clubs and activities - Record numbers of clubs and participants in 2014-15!

The two graphs clearly show the continued increase in extra-curricular clubs and activities. The growth in secondary clubs in particular is partly through the increased appeal of clubs such as Model United Nations (MUN), Debating and Computing clubs which have all seen healthy numbers. Although the rise in the number of clubs on offer in primary seems less dramatic the increased attendance shows where we have been able to increase capacity with our new facilities. For instance where EYKS1 football used to be capped at about 22 children we used our full time football coach alongside other teachers to increase the capacity of the club to around 40. Similarly one of the most popular primary clubs is Lego club and by simply buying more Lego we could open the club to more children. There is some really good learning happening in these clubs and we will continue to ask for feedback regarding new clubs and how to improve existing ones.

e) Learning Support
The Learning Support team now comprises 11 dedicated Learning Support teachers and 20 Class Learning Support teachers. Mr. Daniel Swift joined the School Leadership team in April 2015 and he is responsible for line-managing colleagues who work in this important area of the school. We do not use the term teaching assistant anymore because it does not reflect the fact that the Class Learning Support teachers should have children’s learning as their key focus and they are not assisting a teacher but are working on children’s learning. It is a small change of emphasis but an important one as we all look to ensure learning is at the heart of all we do at TBS!

f) Pastoral Support
Pastoral support across the school has been enhanced by our new appointments and continued refinement of leadership roles such as those of Head of Key Stages and Heads of Departments in Secondary. As well as receiving skype support from counsellors in COBIS or FOBISIA schools, we have also appointed a school counsellor and this should strengthen how we support the wellbeing of all our children.
For our very youngest children in Foundation 1 we operated a more flexible start to the year with some children attending for half days for the first few weeks in 2015-16 and this seems to have been of benefit.

g) Wider extra-curricular opportunities
The Duke of Edinburgh’s International Award continues to go from strength to strength and the students again worked towards bronze, silver and gold awards. We were also invited to the British Embassy where a TBS student spoke about the value of the award and its impact on her own development. This is an area of great enjoyment and fulfillment for many students. We have over 50 students interested in taking the award this year!
Perhaps the highlight of the year for many people was Book Week. This included the assembly where we listened to JK Rowling read a passage from one of her books and then asked her questions about her writing. The children and students were mesmerised by the experience and some still talk about it now. We thank Colonel Sean Harris OBE, one of departing governors, for arranging the visit for us. TBS children were the envy of Kathmandu!
Expeditions week is now established as part of the calendar (although this year it has reverted back to February and we will only go then if it is safe to do so!). Students and children gain a great range of skills when they have to be independent and take on challenges outside their comfort zone.
Similarly, trips are also at a record high and we do make the most of all the opportunities that we can find in the vicinity of the school to allow students to place their learning in context. We start this from as early as Foundation 1 who visit local shops, the zoo, the cobbler’s etc. As they rise up through the school we encourage this linking of school studies to the wider world with virtually every topic.
Working party progress

At TBS leadership is shared across the school staff and as well as making progress in department areas and in pastoral teams different members of staff lead on the following working party areas.

a) TBS Learning Policy
The learning at TBS is at the heart of what we do. However it is important to try and articulate what we want our learners to be able to do and what we want our lessons to be like. This group looked at the most recent research by leading educationalists and created the policy that will help all new teachers quickly settle into their roles and in 2015-16 we will look to build on this by sharing it more explicitly with children and students and building this policy into the heart of all our routines.

b) TBS Community & Charities
I have remarked before on the range and depth of the wider community commitment of all the TBS community including parents, staff, students and children. In 2014-15 we did more than ever before and the TBS charity appeal (which has raised almost £300,000) will rebuild schools in Dhading and repair the Sungava building in Kathmandu. On a weekly basis our community links are strengthened and our students and children gain an immense amount from TBS being involved with our various community partners.
c) Awards, Reports & Assessment

The reporting working party looked at improving the visibility and impact of merits in the secondary section of the school, revamped the secondary reports to make them clearer and more consistent over the Year 7-13 age range and introduced a new learning journal style report for primary children. Parent feedback has been positive in the main and we will make some small adjustments this year to improve reporting still further.

With over 40 nationalities in the school, with many coming from non-British educational systems, we know how important it is that all communication regarding progress and achievement is clear and understandable.

d) Gifted & Talented

Perhaps a controversial area because it is much misunderstood, the Gifted and Talented (G&T) group reflected on what it means to be G&T and the efficacy of our existing G&T policy and practice. Our conclusions revolved around the ideas that at TBS we never ‘label’ students or children and we are inclusive in the widest possible way. Everyone is an individual who we try to support in whatever way is appropriate. However, just as some children will need some extra help at times when they are struggling, so some children need extra guidance when they are not finding enough challenge. We never use ‘gifted’ or ‘talented’ as a fixed term because we believe with hard work we can all make immense progress (similarly, a lazy genius will not be a genius for long!) but it is important to make sure we do give those who need it opportunity for high level challenge! As a result this group have monitored how children are working, what clubs we offer that will stretch those looking for some extra intellectual stimulation and how we can develop our curriculum to make sure it is truly inclusive.
e) ICT for learning and teaching
This group have implemented a wide range of ICT strategies in lessons and modelled these for other teachers. The group led training for other members of staff and also looked at how ICT could enhance learning in a transformative way. We have made immense strides in this area so that ICT is now so entrenched this working party can stand down for 2015-16.

f) Marketing
The TBS marketing has been an interesting group as we are terribly good at saying how good we are at times. Alongside the communication aspect of the group, we have opened the TBS community shop which stocks some TBS items and which will continue to be developed. This group also produced the calendar and held a review of the quality of other promotional literature.

g) What will we focus on in 2015-16?
For 2015-16, the ICT working group and marketing group were disbanded as they have completed their main tasks. ICT is now simply part of everything we do and will have a separate user group meeting cycle and training programme that is open to all staff. Similarly the marketing committee has set out a vision for development that Ms. Nancy Khetan alongside Mrs. Tumika Sthapit-Priest can liaise with the school leadership team on.
The following working parties will continue to develop their respective areas of focus in 2015-16 and the chair of each group is also detailed below.

<table>
<thead>
<tr>
<th>Gifted &amp; Talented Opportunities TBS Learning Policy</th>
<th>Community Group</th>
<th>Assessment For Learning</th>
<th>Curriculum Review Group (secondary)</th>
<th>Student Voice &amp; Well-being</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Philip Jackson</td>
<td>Ms. Anna Young</td>
<td>Mrs. Larica Wambeek</td>
<td>Ms. Alex Hands</td>
<td>Mr. Will Rigby</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Mr. Veer Shah</td>
</tr>
</tbody>
</table>
a) Mark Evans from Penta - Full BOS OFSTED inspection in February 2016
We had a very positive initial experience with the lead inspector of our inspection team, Mr. Mark Evans from Penta, an education consultancy. Mr. Evans spent some time in school, watched some lessons, talked to some students and carried out briefings with Governors and then with the School Leadership team. Amongst other positive comments, Mr. Evans said that the four words he felt characterised TBS were ‘creative, innovative, open-minded, and confident.’ We look forward to further feedback when he leads his team in a full inspection in February 2016.

b) Recruitment
Not unsurprisingly, recruitment was a challenging experience in 2014-15. However, we were able to return to the recruitment process in Term 4 and have been able to appoint a very strong team of teachers and non-teaching staff. The Human Resources report below outlines this further and it is worth noting that this is the largest cohort of new teachers the school has ever had so we will all need to support them as they settle into school and Kathmandu life.

c) TBS activities week - committee being set up for 2015-16
The TBS activities week was born of necessity in some ways. Despite it being a late addition to the calendar, the TBS team working on this week delivered some excellent sessions and it was a very enjoyable way to end the year. A number of parents expressed a desire to have a similar option in future years and we have set up a committee to begin to plan for this.

d) Nepali Cultural committee
We are a British School serving an international community alongside the local community. It is important that we do all celebrate the culture of the wonderful country we have the pleasure to be living, working and learning in. To this end, Mr Khatiwada leads the Nepali cultural committee to ensure we do not miss any opportunity to highlight the key events and dates in the Nepali calendar. We will continue to look for interesting ways to learn about Nepal and if any parents would like to join the committee they would be most welcome!

e) Communication between home and school
Primary class pages were suggested by some parents and are now up and running. Similarly, parent suggestions have led to refinements of the weekly newsletter which is hopefully clear and informative. We are now virtually paper free (which is good for our Eco School status) and will continue to work towards being 100% paper free in the coming years.

The Class representatives were very helpful in sharing information and being a contact for other parents in 2014-15. The Parent Liaison committee of Governors are working on refining this system for 2015-16 and liaising with parents on this.
Some key tasks for 2015-16

We will continue to work on all areas of the school development plan but there are always some key tasks that particularly stand out.

a) BOS OFSTED inspection in February

For many schools an OFSTED inspection is approached with trepidation and fear. We will put our best face forward in February 2016 and make sure all the preparatory work is done but we have nothing to worry about unduly. We are a good school, in some areas we are excellent and in others we know we want to do a little better. In my experience, the most useful inspections are when a school is as honest as possible about what they are working on improving. Inspections can then be a positive, collaborative and meaningful process. This is how we will approach it.

b) More pupil voice - including students on working parties

We are continuing to look at ways to be innovative in using our students. One area we are trialling is inviting them onto our working parties so they can have a voice in how the school develops. In some ways this is an obvious way to improve a school. Who better to ask about the curriculum or assessment or learning and its value than the people who have experienced it most closely?

c) Continued focus on the benefits of ICT to learning and administration

Some innovations such as Google Docs have transformed the way we collaborate and work at TBS. We have also benefitted immensely from our improved ICT infrastructure. We now use ICT everywhere as a matter of course with mobile technology such as laptops and ipads being a regular sight in all areas of the school. Every student in secondary has the option to take an iPAD (Years 7-11) or a Macbook (Years 12 & 13) on loan for the year and this has unleashed further innovation with staff and students using apps, websites, online learning platforms such as Google Classroom or padlet. I do not think this will ever stop being a focus for TBS staff learning.

d) More mixed age range projects and work in context

We regularly have interaction between different year groups and the primary reading morning, where older students go and read with the younger ones, is now an entrenched highlight of our week. Similarly regular special days such as Key Stage 3 Science days, Creative Arts events, Art & Music projects allow for a mixed project style experience to broaden the curriculum and this is something we want to enhance still further especially in secondary where the Key Stage 3 curriculum may benefit from greater cohesion and cross-curricular links between subjects.

e) Preparing for the school’s fiftieth anniversary in 2016-17

The school was given a letter of approval to operate as a school in July 1966 and opened in August 1966. It will be our fiftieth anniversary in 2016-17 so it would be good to have some celebration events to mark this milestone. Ms Nancy Khetan is leading the planning on this and we will consult the whole school community about this. It is also a pleasant coincidence that this coincides with the celebration of 200 years of Nepal and Britain’s bilateral relations.

f) Completing the retrofitting work and the new buildings

Obviously the work on retrofitting all our buildings will need careful monitoring and the school management team will focus on this throughout 2015-16.

g) Planning for Secondary building expansion

Our secondary spaces are now at capacity and we need to begin thinking about some building for 2016-17 alongside the retrofitting programme. This will not be as extensive as previous years (probably an additional two classrooms) but if the Governors decide this is a sensible option we will need to plan for it early so that we do not have to wait for buildings to be ready in August.
Conclusion

I hope that this report gives an overview of TBS as an exciting and vibrant place to learn and work. We want to offer ‘excellence at the top of the world’ in all areas but excellence is not permanent. We must constantly review, develop and refresh our approaches so that we do keep improving. I would like to end by thanking the children and students, parents, and, especially, all my colleagues at TBS for the incredible job they did in 2014-15.
B) Human Resources Committee Report 2014-15

During 2014/2015 the Human Resource Committee has carried on with its work of supporting the school leadership team in recruiting new staff, reviewing and setting policy, and dealing with staffing issues as they arise. It has also liaised closely with the Finance Committee to ensure that the school employs the best possible staff within the restrictions of the school budget and continues to offer staff a package that is competitive with other not for profit international schools.

Obviously the earthquake impacted on the final terms of this year and our staffing preparations for the coming year. The HR committee’s first priority was in staff welfare. Working closely with the Finance committee we reviewed a range of thoughtful proposals from the school leadership teams on how the school could best support staff in the aftermath of the earthquake, and ensure we were doing everything possible to be a good and considerate employer. Emergency grants for national staff were made available within a few days, and were taken up by the vast majority, and bonus payments were made to all staff at the end of term. Money of course is not everything but we hope and trust that this financial assistance helped our staff with their immediate concerns and went some way to acknowledging a fantastic performance in extremely difficult times. In addition to this we approved rotations during the working week so that staff could get some time off for rest and family time. A small number of teaching staff decided to leave shortly after the earthquake whilst others opted to take a break before returning for the new term. They did so with the school’s blessing and best wishes.

Inevitably and understandably, news of the earthquake caused some re-thinking for staff that had been secured earlier in the year and we did have some deciding that they would not take up their posts in 2015-16. However, the senior leadership team did an excellent job of re-recruiting and remaining in touch with incoming staff to provide as much information as possible so they could make informed choices. At the beginning of the first term of our new year, all positions had been filled. Given the circumstances this is a great achievement.

In other areas the committee worked on the following:
To complement the insights on parent views arising from the Parent Liaison Committee, the Chair met with teaching staff early in the year to gain a greater understanding of their views on how parent-teacher interactions and communications could be improved.
The committee endorsed proposals from the leadership team on increasing funding for staff development and a wide variety of activities are now in motion ranging from English language and ICT training for support staff through to contributions to Masters in Education studies for teaching staff.
The HR Committee’s annual Performance Evaluation of the Principal did not take place before the end of last academic year simply due to the post earthquake workload for all concerned. This will be revisited in the new term.
Exit questionnaires and interviews with the SMT (School Leadership Team) have continued to be arranged for all staff that leave, and for the first time this year departing staff have also met with HR committee members for an additional debriefing.

Staff Changes this year
Incoming staff: we welcomed the following staff:

Classroom learning support
Miss Erika Karki
Mrs Rangita Shah
Miss Ruby Karki
Miss Sheetal Subba

Administration team
Ms Anima Rajbhandary – Finance
Mr Isaac Robinson – Charity support

Beginning in January we recruited the following new UK trained teachers, who have taken up their posts this August. They are:

Primary teachers
Mrs. Fiona Shaw-Campeau
Internal Appointments were made to two middle management roles:
Ms. Alex Hands – Head of Key Stage 3
Ms. Patricia Butler – Head of Key Stage 4

Departing staff
We also said goodbye to some members of staff who left TBS. They are:
Ms. Alexandra Nadia Beech
Ms. Jessica Bloor
Mr. Jonathan Cannon
Ms. Maria Douglas
Ms. Jeanette Fanthome
Ms. Jennifer Grant
Mr. Christopher Phillips
Mr. Steven Zammit
Mr. Matthew Phillips
Mr. James Prodger
Ms. Ruth Anne Radlett
Mr. Matthew Rowe
Mr. Simon Rimmington
Mr. Philip Saker
Mrs. Susan Taylor
Mr. Alan Taylor

The staff leaving will be missed by us all, and we wish all of them every success in the future. On behalf of the parents, the governors would like to say a very big Thank-You to them for their excellent service to TBS and their commitment to our children. We are extremely proud of how the whole staff team responded to these most difficult times with compassion, professionalism and sense of purpose. We could not have asked for more.
C) Finance Committee Report 2014-15

The committee is responsible for financial Management of the School. It recommends financial policies and budget to Board of governor as per school’s goal and strategies. The committee also reviews the organisation’s financial performance against its goals and proposes.

Specific works in the past year have been summarised below:

● As per School’s financial policy the budget for academic year 2015/2016 was prepared and approved by the Board in April 2015. Detail review of financial policy and recommended necessary changes to BOG for approval.
● To improve financial reporting finance committee entrusted the Auditors to carry out a quarterly audit and monitor it.
● We are continuously monitoring our financial policies and making necessary changes to improve our accounting systems and practices to ensure that we can manage schools resources in an efficient manner and are compliant with rules and regulations.
● Reviewing and recommending capital expenditures and additional operating expenditures if necessary.
● The committee also reviews the organization’s financial performance against the budget and reports to the Board on periodic basis

The finance committee is also working together with:

● Human Resource Committee to update and review employment contracts and benefits of the employees.
● Land Committee to review and advice on financial implications of development of Greenfield Site
● Building Committee on regular basis regarding various repairs, maintenance and upgrades to the School Facilities.

We are also pleased to report that Auditors have completed the Quarterly Audit for the financial year 2014/2015 and a report will be presented to the Board for approval prior to Annual General Meeting. The school has maintained a good cash flow and sufficient cash reserves earmarked for deposit and other contingencies and is in sound financial health.
D) Properties Committee Report 2014-15

This time last year we were in the middle of a number of initiatives to improve the school, including the primary play area, two all-weather astro-turf areas, two additional classrooms on the roof of primary and the new sixth form centre across the road. As discussed at the last AGM, we also conducted a Structural Vulnerability Assessment of all school buildings and were in the process of developing the retrofitting plans and detailed designs when the earthquake struck.

The properties committee mobilised very quickly to conduct damage and rapid vulnerability assessments. This enabled the school to reopen having only missed two school days. Most buildings, especially in secondary, were unaffected. A few others had minor superficial cracks. The only classrooms really affected were those on the two wings of the primary building, both of which suffered some deep cracking at weak points (mainly at the windows on the ground floor). At no point was the building considered unsafe, but it was felt best to close these classrooms while the aftershocks continued and until the cracks had been repaired. Whilst all other rooms were considered safe to continue using, some of the children (and teachers and parents) were scared to spend time inside and it was therefore decided to continue lessons outside. Additional covered areas were quickly constructed to make this all a little more bearable, especially with the monsoon rains coming on.

Following the post-earthquake damage and vulnerability assessment, we further developed the plan for repair, retrofit and strengthening of the school buildings. These works are more complex than new construction and are more difficult to manage in terms of controlling noise and dust and maintaining safety standards while children are at school. It is also difficult to manage the logistics of temporary closure of buildings while they are being worked on. It is for this reason that the new resilient steel framed buildings have been constructed – to provide additional classrooms to accommodate the temporary closures.

By the time of the AGM, all the new buildings should be complete and in use. The contractors for the repair, retrofit and strengthening works should also have started work on the two primary wings. These primary wings are the main priority and may take a few months to complete. We have placed restrictions on some construction activities during school hours to minimise the disruption to learning from noise and dust. Other buildings will be retrofitted or strengthened during school holidays. No room has suffered any further damage since the first earthquakes, not even after May 12th, and they are considered safe. Please understand that the repair, retrofit and strengthening programme may mean that your children need to move classrooms at some point during the year. The school management team are trying to plan the works and classroom changes to have the least impact on the children. All works should be completed by the end of the summer holidays, so hopefully we’ll have a quieter year next year after these past two hectic years.
E) Legal Committee Report 2014-15

This year the Legal Committee has been dealing with several longer term issues. These include getting the school registered, smoothing the process of obtaining visas for teaching staff, tax liabilities, and securing title over lands purchased by the school.

The BoG decided to hire new legal counsel to advise us in order to ensure timely and useful legal advice on these important issues. The BoG of have signed a contract with Pioneer Law Associates and they are now on retainer.

The schools establishment and existence in Nepal was done so on an exchange of letters between the King of Nepal and Her Majesty’s Embassy. While this allowed the school a certain degree of flexibility it was no longer a clear and suitable documentation on how the school’s business could continue to run efficiently and effectively. The BoG requested the Nepal Ministry of Education to grant us status as an educational institution. This request was granted in March 2015. Now that the school has been recognized, The British School can now register as a not-for-profit company under Nepali law. Once this takes place, The British School will have a legal personality and be in a much stronger position to conduct its business.

A long standing issue for school administrators has been the difficulty in getting visa applications processed. This year the school took legal advice and in conjunction with the Ministry of Education’s recognition of The British School, visas have been processed much more smoothly than in the past. This has helped make the employment situation for new teachers more certain and has caused less stress. In the grant of recognition from the Ministry of Education, The British School was requested to begin paying taxes on teacher’s salaries. As the BoG knew that this would be a requirement, money was earmarked for this expenditure and the finance staff of the school registered all teachers with tax numbers. This step has brought us in compliance with Nepal law and also remove any personal liabilities teachers might have faced under the old system.

Lastly, the Legal Committee will be working with our lawyers to begin the process of making The British School a not-for-profit company. In consultation with our lawyers, this has been deemed the best solution for The British School to meet our current needs and address other possible legal issues in future. Once this step is completed, the BoG will work with our lawyers to obtain properly recognised legal ownership over land that The British School purchased some years ago, and the school can then move forward in planning for a new purpose built home in future years. In the meantime, we were pleased to have recently secured extended rental leases over our current site, and this has given us valuable breathing space to take forward the legal work.
F) Parent Liaison Committee Report 2014-2015

I. Some key achievements

- TBS Class Representative Forum set up to enable management and parents to interact about key issues affecting the education, social life and growth of children in TBS.
- First cohort of Class-Rep (CR) appointed for the school year contributed several volunteer hours engaging in discussions to define roles and responsibilities of CR.
- Supported with outreach among parents to complete the school feedback survey resulting in securing one of the highest survey response rate the school has received till date.
- Immediately rallied post-earthquake to raise funds for the school’s support staff.
- Organized an all staff and teachers appreciation luncheon, which was well received.

II. Purpose of the forum

The TBS CR Forum is to help foster a better community spirit between parents and teachers and to do so through representatives from both sides. The role of the CRs has taken shape with inputs from class nominated CR as well as TBS Board and management.

III. Appointment & Structure

- At present the CR forum will have at least one CR for each class in the school. CRs are appointed for the year by the parents of a particular class at the beginning of the school year.
- An appointed representative from the school sends out a request for volunteers for this role and then takes a more proactive approach if some classes have no-one stepping forward.
- If a CR has to stand down for whatever reason the parents of that class will be asked to choose a replacement.

IV. Roles and Responsibilities

- Primarily to act as an effective channel of parental feedback to the Board and school leadership team, informing and advising on all aspects related to the school.
- Represent the views of all parents in their class.
- Attendance at regular meetings of the CRs.
- Provide clarity to fellow parents on particular issues, stimulate support, helping to manage expectations in their conversations with other parents.
- Take a lead in/or assist the school with school events.

V. Meeting Structure and Frequency

- CR meetings should be held in a spirit of mutual respect and codes of good conduct must be observed.
- One meeting in terms 1 & 2, two meetings in terms 3 & 4.
- Primary meetings proposed at 2:30pm and Secondary at 3:30pm.
- One member to chair a meeting and coordinate with all CRs in advance of the meeting.
- One member to take notes and compile a simple record of the key discussion points, outcomes and actions and share with all CRs to be circulated with wider parent group.
- Request agenda points, questions and feedback from their fellow parents and collate this in advance of the CR meeting.
- If a CR is unable to attend a meeting, making contributions via email to the meeting chair would be helpful.
- Relevant Key Stage heads to attend meetings as needed.
- At least one PLC member to attend meetings to absorb feedback, address issues on the spot where possible, and inform the Board of key issues arising from the parents at regular Board meetings.
- Once confirmed will be integrated into the school calendar and will be notified through school newsletters and regular email reminders to the CR Chair.

Next Steps:

- Strengthening the current structure and functionalities in place.
- Establishing key committees within the CR.
- Taking an active role in some key school calendared events.