



BERLIN
METROPOLITAN
SCHOOL



Quarterly News

October 2019

Dear BMS Families,

The last six weeks of the 2019/20 school year have been an exciting and dynamic start for our school community. The start of school is always a very dynamic moment in the life of a student, as for many it marks the start of Grade 1, the beginning of transition to Grade 7 in Secondary School, the first year of the Diploma Programme, or even the start of what will be a final year of school. These transitions for our students are important milestones in the cycle of a school year and Semester 1 has already included many examples of our students successfully navigating their own individual learning with the support of our school program.

Our calendar of events has also been busy with the start of Semester 1 and I do hope that you have had the opportunity to attend one of our Primary School curriculum workshops, our information evenings and curriculum presentations, or simply seen your children thrive in their own personal academic success. Moreover, I hope that you have had the time to attend a community event, particularly our latest International Day, designed and organized by our active and dedicated Parent Group MET@BMS. The day is always a highlight for our community and this year we were able to put into action our commitment to practicing International Mindedness and celebrating the many dynamic cultures that call BMS home.

As with all our quarterly newsletters, we aim to provide our community with a detailed update regarding our school development. This edition will focus on our examination outcomes for the 2019 school year, our university placement data, newly hired curriculum leadership members, an overview on international mindedness practiced at BMS, as well as an update on our construction project.

University Acceptances

As pointed out in previous newsletters and presentations, the university placement success is for us the most important indicator to measure our own success. It is our overarching goal to enable every single student to realize their own personal dreams in terms of their further education as a next step towards a fulfilling professional future. It is very rewarding for us to develop together with students an idea for their future pathway, to watch them strive for success with their examinations, to support them during the application process, and to celebrate their acceptance as a result of hard work and a trustful collaboration. In cooperation with our university counselor, students begin the university acceptance process from the start of Grade 11, are counseled on subject selection and the requirements beyond grades, and are given 1-1 advice on providing a portfolio of experiences to secure their first or second university placement. This year 83% of our 43 DP students received their first or second university placement choice. Over the years, our students consistently choose universities within Europe and abroad and with the Class of 2019 declared studies including Economics, Technology, Engineering, Film, Media and Communications, as examples of our most popular majors. 11 students from the class of 2019 will enter into service-learning programs, internships, or volunteer work while others will enroll in university-preparation programs before their studies.

UNIVERSITY ACCEPTANCES 2019	UNIVERSITY ACCEPTANCES 2019	UNIVERSITY ACCEPTANCES 2019
UK	Canada	Germany
Anglia Ruskin University – Medical Sciences	Concordia University – Film Production	Humboldt-Universität zu Berlin (HU) – Business and Management
Arts University Bournemouth – Creative Writing	McGill University – Physics and Mineral Engineering	Technische Universität Darmstadt – Civil Engineering & Geodesy
Brunel University – Sport, Health and Exercise Sciences	Ottawa University – Theatre	Technische Universität Hamburg (TUHH) – General Engineering and Science
City, University of London – Investment and Financial Risk Management	The University of British Columbia (UBC) – Science	Technische Universität München (TUM) – Civil Engineering
Durham University – English Literature	University of Toronto - Industrial Engineering	University of Stuttgart – Civil Engineering
Loughborough University – Sport Management	USA	Europe, Asia, and the Middle East
Northumbria University – Sport Management	BARD College – Humanities, the Arts and Social Thought	Bocconi University, Italy – International Economics and Management
Richmond, The American University of London – Communications: Media Studies	Boston University – Communications	ESRA (International Film School in Paris), France – Réalisation (Directing)
Royal Veterinary College, University of London – Bioveterinary Sciences with Certificate in Work-based Learning & Research	Columbia College Chicago – Film Production	FAMU (The Film and TV School of the Academy of Performing Arts in Prague), Czech Republic – Cinematography concentration
University College London (UCL) – Physics	Lynn University – Liberal Arts	Future University in Egypt, Egypt – Computer Science
University of the Arts London – Fashion Management	Marist College – Liberal Arts	John Cabot University, Italy – Economics and Finances
University of the Arts London – Hair and Make-up for Fashion	Pratt Institute – Film	Royal Melbourne Institute of Technology (RMIT University), Australia – Industrial design
University of Bristol – Veterinary Nursing and Companion Animal Behavior	The University of Chicago – Physical Sciences	Xian Jiatong-Liverpool University, China - Bioinformatics
University of Cambridge – English	University of California (UCLA) - Physics & Astronomy	
University of Edinburgh – Physics	University of California, Santa Barbara (UCSB) – Physics	
University of Leeds – Communication and Media	Netherlands	
University of Leicester – Media and Communication	Breda University – Leisure and Events Management	
University of Liverpool – Psychology	Erasmus University Rotterdam – Arts and Cultural studies	
University of Surrey – Nutrition	Leiden University- International studies	
University of Sussex – Finance (with a professional placement year)	University of Amsterdam – Media and Information and Communication Sciences	
	University of Groningen – Chemistry	
	Utrecht University – PPE (Politics, Philosophy, Economics)	
	Vrije University Amsterdam (VU) – Psychology	

Over the course of the last three years, our students have secured university spots at competitive universities across the globe, reflecting the ambition to continue the international focus sparked during their time at an international school in the center of Europe:



Biology, Biomedicine, Business Administration, Business Computing, Business Management & Information Systems, Computer Science, Creative Computing, Economics, Engineering and Physical Sciences with Foundation Year, Engineering, Environment and Bio-Resources Management, Fashion Communication, Fashion Design, Fashion Photography & Fashion Design, Human Geography, Hotel Management, Industrial Design, International Business Administration, International Management and Marketing, Law, Liberal Arts, Management with Industrial/Professional Experience, Marketing with Psychology, Media and Information & Economics and Business, Medicine, Music Computation, Music & Sound Design, Physics, Photography, Product Design, Product Design Engineering, Psychology, Sociology and International Development, Theatre, Writing, Directing & Performance, Web Development

Examination Results 2019

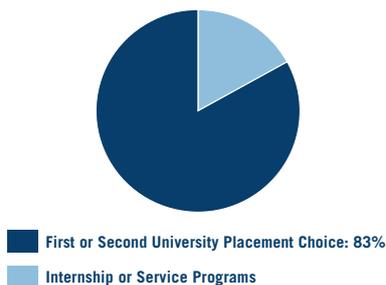
The 2019 exam results reflect our ongoing commitment in providing pathways to success for all BMS Secondary students. Over the course of many weeks, 62 students completed both the MSA and IGCSE examinations in Grade 10 and 43 students completed the DP examinations in Grade 12, culminating into school-leaving certificates for both cohorts. Consistent levels of results were obtained by our students, reflecting their hard work navigating the demands of multiple written assessments. Moreover, it represents the commitment BMS shows in supporting their best possible achievements through a non-selective (all students complete the full series of assessments), comprehensive support of their education.

IB DIPLOMA RESULTS 2019

DP RESULTS OVERVIEW	2019
Cohort Size	43
Full Diploma Students	43
BMS Average Score	31
World Average Score	29.6
BMS Highest Score	44
First or second choice University Placement	83%
Subject grade 4 or higher*	88%

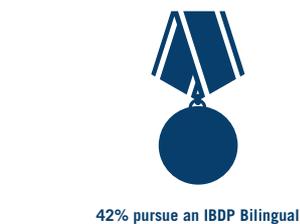
Over the course of 18 months, 43 students completed the full IB Diploma Programme, culminating into examinations during May 2019. Our students completed over 70 written examinations across six dynamic subject groups, as well as numerous verbal and internal assessments.

The IB Diplomme Programme students pass the program by collecting a minimum of 24 points and a maximum of 45 points, as an accumulation of obtaining a numerical grade from 1-7 for each individual subject. The scale of assessment is set a 7 as the highest level of achievement and 1 as the lowest level of achievement.

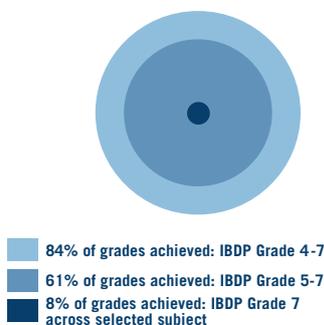


83% of our students received their first or second university placement choice. Our students choose universities within Europe and abroad, or choose service-learning and work-study programs before they enter a university course of study.

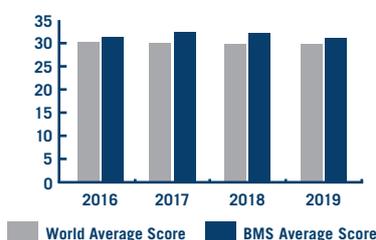
In the 2019, 11 of our students will enter volunteer, internship or service program, and the remaining cohort will study Economics, Technology, Engineering, Film, Media and Communications, as examples of our most popular majors.



42% of our 2019 cohort was awarded the bilingual diploma. The bilingual diploma opens doors for those students seeking direct entry into university or those taking part in a work-study or service-learning year. Universities within Europe, the Americas, and Asia seek out graduates with bilingual diplomas as they have already demonstrated fluency in two languages at the Diploma level. The world average for bilingual diplomas from the May 2019 results was 24%.



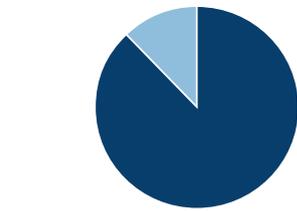
The Class of 2019 was able to show strong assessment outcomes across 20 subject areas, with an average of 4 written assessments per subject. As a whole, BMS students were able to show consistently high assessment outcomes on average as a cohort of 43 students. 84% of the grades achieved across all 6 subject areas were between the IBDP Grades 4-7, 61% of grades achieved were between the IBDP grades 5-7, representing intermediate to excelled levels of assessment outcomes, and 8% of the total marks achieved were the highest IBDP Grade 7, achieved across standard and higher level subjects.



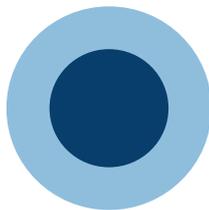
Over the course of 3 years with a non-selective program, BMS has been able to support a large cohort of students to obtain the full IBDP diploma. These outcomes represent a sustainable approach to support our students to succeed with rigorous assessments and produce sustainable outcomes, comparable with 5,139 IB schools worldwide in 156 countries.

IGCSE RESULTS 2019

A total of 62 students completed over 400 examinations as part of the Cambridge International General Certificate of Secondary Education (IGCSE), in languages, mathematics, sciences, arts, and humanities subjects. Cambridge IGCSE subjects are assessed on an eight-point grade scale: A*, A, B, C, D, E, F, G. Grade A* is for the highest level of achievement. The marking bracket from A*-C represents remarkable academic achievements and comprehensive understanding of the course skills and content.



88% Grade A* to C across subjects
12% Grade D to G across subjects



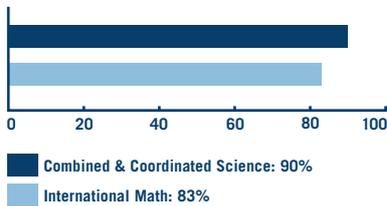
57% Grade A* to A in 20% or more selected subjects
33% Grade A* to A in 50% or more selected subjects

88% of total grades achieved for our IGCSE cohort were between the grades A* and C, representing outcomes in over 400 assessments in total, stretching over numerous weeks. IGCSE subjects include experimental sciences, Mathematics, Theatre, Music and Arts, German, English, French or Spanish, as well as History, Business Management, or Geography. Students select these subjects based on interest as well as academic achievements completed in previous grades.

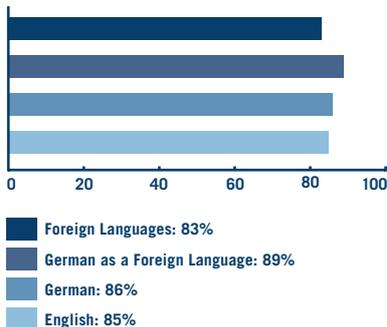
57% of total grades achieved in all IGCSE exams were between the grades A* or A in 20% or more of selected subjects. These outcomes represent advanced levels of assessment achievements across multiple subjects areas.

33% of total grades achieved in all IGCSE exams were between the grades of A* to A in 50% or more of selected subjects. These outcomes represent advanced levels of assessment achievements in over half of individual selected areas. Results of A* to A in over half of all exam subjects, represent sustainable academic achievement amongst our cohort.

IGCSE GRADES A*-C
IGCSE SCIENCE AND MATHEMATICS



IGCSE GRADES A*-C
IGCSE GERMAN, ENGLISH, AND FOREIGN LANGUAGES



Our science and math IGCSE assessment include rigorous written exams on Chemistry, Biology, and Physics in both the combined and coordinated sciences as well as Algebra, Geometry, Arithmetic, and Statistics in the IGCSE international Mathematics course. Our students are able to show consistent assessment outcomes in these areas, demonstrating comprehensive success over multiple examinations in these subjects but also a successful baseline for long-term achievement in the later years of their secondary schooling.

With 70 nationalities in our international community at BMS, the acquisition of language abilities is at the forefront of our curriculum program. 95% of our students choose to select the IGCSE first-language English course due to their proficiency and confidence with English. 85% of their cohort achieving A*-C for English represents solid academic achievements. Spanish and French remain sources of excellent achievement in the IGCSE course program and represent consistent outcomes after foreign language instruction from Grade 7 onwards.

MSA RESULTS 2019

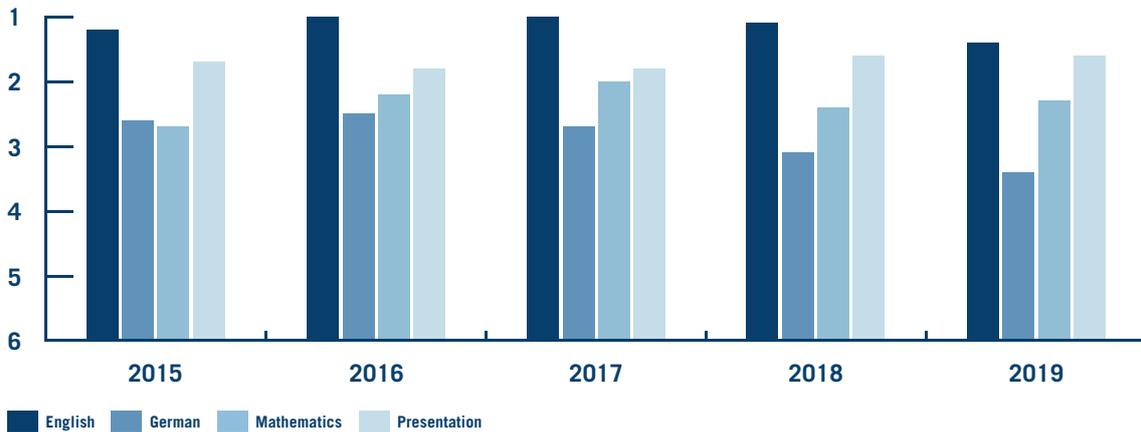
62 students completed examinations for the Mittlerer Schulabschluss (MSA) Examinations as part of the BMS Grade 10 curriculum program. Over the course of weeks of examinations, students completed written assessments in Mathematics, English, German, as well as oral presentations created by the students on a topic of personal choice. The written examinations are completed in German and all BMS students take these examinations.

With 70 different nationalities in our student body at BMS, we provide our international school community with the MSA diploma as an opportunity to complete a school-leaving certificate for eventual study within Germany and greater flexibility in their secondary schooling years. In doing so, we maintain our commitment to meeting the

individual potential of all our students, both native speakers of German and those with an exclusive international background. As of the 2019 school year, we currently have 40% of our families who identify as German and 51% with an exclusive international background, and 9% with dual nationality. How long these international families remain at BMS is also an important and positive development, as we now welcome many international students from all over the world for 1-2 years at BMS, increasing the transitory dynamic in our school community. These trends show us that BMS is truly becoming a sought-after institution for international families, offering them the best of local, German curriculum through the MSA and the international focus of IGCSE/IB Diploma as well.

In turn, we recognize the need to develop our language program further, to restructure our language support structures, and our mother-tongue language offers to support all students according to their individual needs.

In line with these long-term trends, we are happy to present the 2015-2019 data for our MSA results:



Curriculum

These academic results provide us with necessary data we will use to analyze our curriculum, to reflect on our methods across the school, and to challenge our structures we have created over the past years. As you may know from previous newsletters, the area of Curriculum Alignment and Development is one of our “7 Goals for School Improvement”; two key areas guiding our future agenda for comprehensive school development.

In line with our agenda, this year we will finish the process of curriculum articulation, which we began last year, and which is the next important step towards curriculum alignment from K-12. Special focus points will be the transition from Preschool into Grade 1 and from Primary School into Secondary School as well as internal benchmark tests, which we will develop and implement within the next month. These internal benchmarks are in alignment with the external evaluation points and represent important measurement points to increase the quality of teaching and learning consistently. They also provide us with necessary data to establish an enrichment program for students from Grade 1 - 10 to ensure that we can support students who show academic advancement capabilities.

Developing academic structures for our students in K-12 in order to support their learning has been at the forefront of our growth across all sections of our school program since BMS was established. The next 18 months will require our full attention in achieving and designing a next step in our curriculum development and the level of teaching and learning across school.



We look forward to shaping this next step in fulfilling our role as a strong, academic institution and are pleased to welcome many highly experienced academic leaders to our school this year:

Academic Leadership



Martina Santgiorgio



Gillian Evans

As part of our commitment to prepare for the upcoming evaluation of our Berliner Bildungsprogramm in the Early Learning Center as well as for the Primary Years Programme from the IBO, we are especially pleased to welcome two highly experienced educators and long-term members of BMS. Both Martina Santgiorgio and Gillian Evans will co-lead these important evaluations and continue to expand how the PYP and the BBR form a cohesive start to school in the Early Years.



Suzanne Tomlinson

The further articulation of what and how we teach the Primary Years Programme (PYP) in our Primary School and ELC is also a central focus for this school year. Suzanne Tomlinson, who joined BMS already in Spring 2019, is our new PYP coordinator and has already begun focusing on leading our teaching teams to further structure our program of inquiry, to provide greater detail on what and how we teach, and to align these critical components so that our parent community can understand and follow learning outcomes in a more coherent manner. In doing so, Ms. Tomlinson will focus on sustainable academic achievements from Grades 1-6. In addition, this critical work will form the backbone of our upcoming evaluation for our PYP program in Spring 2020. Her wealth of experience she gained in many international schools around the world is a great asset for our institution which we want to use to further improve our concepts and methods throughout the ELC and Primary School.

Academic achievement has been a central part of our growth in the Secondary School since the first graduating class of 2016. By offering both the MSA and IGCSE in Grade 9-10 and the IBDP as our university-entrance diploma program in Grades 11-12, sustainable academic achievement has been at the center of empowering our students for success. As we begin to navigate the shift from centering on developing the academic structures for our Secondary students, to providing strong structures for robust and long-term academic achievement, we are very fortunate to welcome two highly experienced educators to lead that process as members of senior leadership in our Secondary School.



Amanda Watson



Samantha Hearn

Amanda Watson has joined us as the Vice Principal for Teaching and Learning and Samantha Hearn will take on the post of Vice Principal of Student Engagement and Well-Being. Both Ms. Watson and Ms. Hearn will lead the Secondary School in supporting the best possible academic attainment for our students and safeguarding their wellbeing as they navigate these academic pathways. Both colleagues join BMS with valuable experience they gained in international schools in Germany and abroad. Their knowledge and dedication as well as their passion for learning will have a positive impact on our school and will allow us to provide authentic and consistent learning experiences for our Secondary students.

One of the most positive aspects of our school program and a source of continuous positive feedback from the external authorization bodies is our afterschool program. By understanding and supporting the important idea that learning does not stop at the classroom door, our intention each year is to offer our students engagement activities to help them discover their individual passion, hobbies, or simply to allow time for play. This also applies to our in-class assistance program—one of the key features of the holistic development of our students in the Primary years and a source of social and emotional support for our students.



Lina Le

Ms. Le will focus on these two critical aspects this year and will expand how our CCEP program not only supports learning, both pastoral and academic, but will manage a newly published afterschool program. Ms. Lee joined us this year with a wide-range of experience in Early Learning Education and a former PYP Coordinator. Based on her experience, she will be able to create productive, and meaningful links between our educational program and our afterschool program from K-12.

Construction Update

After completing our first phase of the building project on schedule we struggled last year with the completion timeline for phase 2. The delay was connected to a lack in the delivery of one of our main contracted companies who was responsible for all water, electricity, and data systems, as well as a market situation in which companies are not available, which in turn has made it difficult for us to replace this company in a suitable timeframe. As a result, we have lost an extensive period of time in which we could not resolve the situation. In May we have been able to contract a new company who has proven to be a reliable partner. Our building site is in full swing again and we are pushing hard to finish this important project as soon as possible.

Simultaneously, we also have to emphasize the complexity of this second half of the project, as it in this phase where we will culminate all media and infrastructure elements which have been newly conceptualized and reformatted for our building needs. The latter includes an onsite hosting server, larger internet bandwidth, a whole-school security system, heating and cooling systems, etc. Although this second half is indeed complex, we expect to finish our building work by the end of December. We expect that we will be able to take down the scaffolding during the course of March and in hopes of a milder winter, we will continue with the finalization of our yard to be completed by May 2020.



PYP Classroom with gather zone, reflect zone, collaborative, zone and explore zone



Library & Maker Space with book storage, collaborate zone, and gather zone



Maker Space with benches, storage and fixed-tiered seating

While we are working hard to push our building project forward, we also dedicate our efforts and time to define our new learning spaces for Primary School which we are creating in this new wing. The idea is to create “blue-print” classrooms to define the future standards for all classrooms in our Primary School. We hope that you like the new layout and design. Again, we have to apologize for the delay of this important project, equally want to reassure you that we do our best to push timelines to finally come back to normal operations as soon as possible, and finally want to thank you for your ongoing trust and support with this major project!

Besides the main building project, we continue developing our facilities to improve our learning and working environment on an ongoing basis. This year we have replaced all boards across the Primary School and the Early Learning Center with magnetic paint on key areas of our hallways and walls, in order to allow students and teachers to display even more learning examples across the school. We will trial how this works and if students and teachers are satisfied with this new feature, we will use this in our classrooms as well.

We hope you enjoyed reading the latest edition of our newsletter. I would like to note one final highlight regarding our upcoming Open House on October 26, 2019 and draw your attention to the day’s program featured on our website.

Finally, this year we will begin to establish what is called in German “Schulkonferenz” which we will use to work closely with all parent representatives from K-12 on whole-school developmental goals. I will send out an invitation soon and look forward to working with your elected representatives to ensure that BMS continues to develop in the best interest of our students.

I wish you a relaxing break with family and friends,
Sincerely,

A handwritten signature in black ink, appearing to read 'Silke Friedrich'.

Silke Friedrich