



BERLIN
METROPOLITAN
SCHOOL



Quarterly News

October 2020

Dear BMS Families,

We would like to use our first newsletter of the new academic year to provide you with an update regarding our school development, share with you which priorities we have set for this year, and what we aim to achieve during the next month. An important focus in this newsletter is the evaluation of our students' academic results from their final examinations, highlighting their core achievements, and sharing with you our own learnings from this set of important data.

We expect that throughout this year, we will be forced to dedicate a lot of our time to the management of the COVID-19 pandemic, but we also hope that this academic year will not only be determined by the health and safety management, but rather, will allow us to focus on academic achievement and on providing engaging and meaningful learning opportunities to our students.

To ensure that we are efficient as possible with our COVID-19 management and in order to dedicate time to highlighting important teaching and learning aspects, we have summarized all necessary information regarding how we manage the COVID-19 pandemic and now feature this information centralized on our BMS homepage. BMS families can also find additional and current information published by the Berlin Senate or the health authorities on this page, which will undoubtedly be helpful for you in navigating these uncertain times. In addition to the information regarding COVID-19 practices and procedures on this site, we have also summarized the most important aspect of school management during this period, which is our Distance Learning approaches for each individual cohort. Visit this site to review the health and safety documentation as well as to familiarize yourself with our Distance Learning tools.

Academic Year 2020/2021

Although the world is deeply impacted by the pandemic, BMS has had quite a positive start to the new school year and we have been very happy to welcome 32 new staff members to the team. With the support of our new relocation manager, we have been able to organize the successful relocation of our staff members smoothly and efficiently, even though the circumstances have been very difficult this year and less predictable because borders have been shut and offices for the application of visa and teaching permissions have been closed. Back-to-school week this year was special for our faculty and staff, as we were able to be together as a team!

Our back-to-school week activities and workshops always feature three core aspects: preparation, reflection, and training. This year, we focused on the aspect of distance learning during our training sessions, based on the experiences we gained from the distance-learning program last academic year. We evaluated your feedback, the feedback from our students, and also from our staff, and defined the areas in which we have to improve. In line with this, we have used the back-to-school week to define our standards further and to train our staff in how to teach effectively in a digital learning environment. The feedback from parents and teachers regarding the first distance learning experiences over the past days has been very positive, which of course is a great motivation for us to develop and improve further. We also decided that we will move all information sessions and parent meetings from Grade 1-12 to a fully online format. We are also motivated to offer a range of online training opportunities for you to keep you up to date with the newest approaches of teaching and learning. It is great to see that the attendance for online formats has been better than our onsite formats and information sessions. As a whole, digital tools aid us in this area as it is easily organized and the outreach is greater in an online format for our community.



We are also happy to welcome many new families to BMS this year as well. Although some families had to cancel their plans to move to Germany and attend BMS, we were still able to welcome 128 new families and 190 new students from different parts of the world. As part of our routine to collect important feedback, we asked our new families how they have settled into our school community and how happy they are with BMS. 75 Families took part in the survey and rated their happiness with 4.5 stars out of 5.



My daughter couldn't be happier!!

She loves everything about BMS, friends, teachers, subjects (even math!!), the food, the atmosphere, the diversity etc.

She comes back joyful and energetic home, excited to tell me everything she did and experienced (it used to be the opposite really).

This makes our family very happy and grateful to have chosen and been chosen to be a part of BMS.

In addition to the numerous positive comments and feedback, we would also like to thank our new families for information on how we can improve our onboarding process further to ensure that families have all the information available at the right time, in order to facilitate the best possible transition to BMS for their children. All the information gained from the survey has been shared with our leadership teams and is discussed as part of our leadership meetings.

Academic Program

The priority for this year is curriculum with the main focus on cohesive curriculum alignment from grade 7 - grade 12, as well as the preparation of the Bilingual Abitur as an alternative leaving certificate and the end of grade 12. We aim to submit our application to implement this diploma by the end of October, in order to be able to receive feedback in a timely manner, which, in turn, will hopefully provide us with the opportunity to get started in 2021/22.

Up until now, we have been very strongly committed to providing only the IB Diploma as the school-leaving certificate at BMS. It is important to reaffirm that we are still fully committed to the IB Diploma because it is a) a deeply enriching program, b) the best possible preparation for university and c) a very prestigious school-leaving certificate which in turn, creates a lot of opportunities for our students. Nevertheless, we also have to recognize that not all students are suited for this rigorously challenging program and that the future aspirations of some of our students does not require this internationally-recognized certificate. Over the past 5 years, we observed that students who are not fully suited to the program have performed under their academic potential, due to the continuously overstretched situation they experience. In addition, this dynamic also lowers our overall academic achievement in comparison to other schools who are highly selective or who offer alternative pathways for different types of learners. We also recognized that some of our students would have better opportunities in terms of university acceptance with a national diploma which better supports their learning style and future goals.

With the decision to implement the Bilingual Abitur, we strongly believe that our overall academic results will increase, because we can place students, according to their suitability and learning needs, in the right program with a more tailored support led by a clear focus on their future aspirations and career plans. This development will be also in line with the implementation of a more formal admission procedure into grade 11 and into grade 9, in order to set a higher bar already at the entrance point.

This decision will also directly impact our future years of preparation during grade 9 and grade 10, with a more focused approach towards the IGCSE subject selection choices. This step will of course in turn influence our transition from Primary into Secondary School in terms of academic priorities. As said, we currently focus on the foundation of our program to engage the mid-term as well as long-term development we want to see for our institution. Academic excellent as a result of modern teaching and learning approaches, supporting student choice and participation, and offering engaging subjects and certificates, has been and will remain an important cornerstone of who we are and what we stand for.

University Acceptances

Our core goal is to empower our students to lead an independent life after BMS and to choose an institution of higher learning that suits their passion and interests. Our students have consistently gained entrance to their first or second university choice, with the 2019 cohort achieving a 100% success rate and the 2020 cohort achieving a 97% success rate for top university choices. Please find here an excerpt of selected university acceptances and courses of study over the last 5 years:

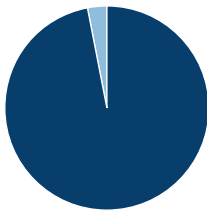
UNIVERSITY ACCEPTANCES	UNIVERSITY ACCEPTANCES	UNIVERSITY ACCEPTANCES
UK	Canada	Germany
Arts University Bournemouth – Creative Writing	Concordia University – Film Production	Humboldt-Universität zu Berlin (HU) – Business and Management
Brunel University– Sport, Health and Exercise Sciences	McGill University – Physics and Mineral Engineering	Technische Universität Darmstadt – Civil Engineering & Geodesy
City, University of London – Investment and Financial Risk Management	The University of British Columbia (UBC) – Science	Technische Universität Hamburg (TUHH) – General Engineering and Science
Durham University – English Literature	University of Toronto - Industrial Engineering	Technische Universität München (TUM) – Civil Engineering
Imperial College London – Physics & theo. Physics	University of Waterloo - Anthropology	Universität der Künste Berlin, Germany – Architecture
King’s College London – Modern Languages	USA	University of Stuttgart – Civil Engineering
Northumbria University – Sport Management	BARD College – Humanities, the Arts and Social Thought	Europe, Asia, and the Middle East
Richmond, The American University of London – Communications: Media Studies	Bryn Mawr College – Psychology	Basque Culinary Center, France – Degree in Gastronomy and Culinary Art
Queen Mary University of London - Politics and International Relation	Lynn University – Liberal Arts	Ecole Polytechnique, France – Physics
University College London (UCL) – Physics	Pratt Institute – Film	CEU Universidad Cardenal Herrer, Spain – Veterinary medicine
University of the Arts London – Fashion Management	Purdue University – Computer Programming	IE University, Spain – International Business
University of Bristol – Veterinary Nursing and Companion Animal Behavior	The University of Chicago – Physical Sciences	Royal Melbourne Institute of Technology (RMIT University), Australia – Industrial design
University of Cambridge – English	The New School – College of performing Arts	Hong Kong University of Science and Technology, Hong Kong – BBA Global Business
University of Glasgow – Computing Science Physics	University of California (UCLA) - Physics & Astronomy	Temple University Japan- International Business
University of Leeds – Communication and Media	University of California, Santa Barbara (UCSB) – Physics	Xian Jiatong-Liverpool University, China - Bioinformatics
University of Liverpool – Psychology	University of Colorado Boulder - Psychology Physics	Yale - NUS College, Singapore – Computer Science
University of Surrey – Nutrition	Netherlands	
University of Sussex – Finance Law with international relations	Leiden University - International studies	
University of Warwick – Politics, International Studies	University of Amsterdam - Psychology	
	University of Groningen – Chemistry	
	Vrije University Amsterdam (VU) – Psychology	

Examination Results 2020

IBDP RESULTS 2020

Our best IBDP results were achieved this year! Our biggest IB Diploma cohort of 52 BMS students achieved an average score of 34 points which is 4 points above the world average. These results represent tremendous determination from our students to persevere during the global pandemic and the challenging circumstances students around the world experienced. We are proud of our students who have navigated these circumstances and have built a successful transition to post Secondary School even in these challenging times. 49% of our students have been awarded with a bilingual diploma which is 25% above the world average and a testament to our bilingual approach from K-12.

DP RESULTS OVERVIEW	2020
Cohort Size	52
Full Diploma Students	51
BMS Average Score	34
World Average Score	30
BMS Highest Score	44
First or second choice University Placement	97%
Subject grade 4 or higher*	93%



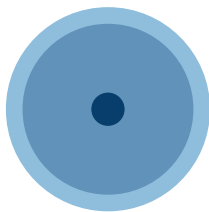
■ First or Second University Placement Choice: 97%
■ Internship or Service Programs

97% 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.



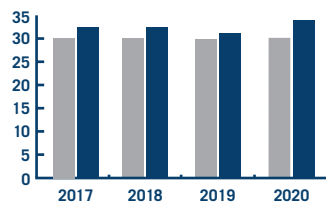
49% pursue an IBDP Bilingual

49% of our 2020 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.



■ 93% of grades achieved: IBDP Grade 4-7
■ 78% of grades achieved: IBDP Grade 5-7
■ 15% of grades achieved: IBDP Grade 7 across selected subject

The Class of 2020 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 52 students. 93% of the grades achieved across all 6 subject areas were between the IBDP Grades 4-7, 78% of grades achieved were between the IBDP grades 5-7, representing intermediate to excelled levels of assessment outcomes, and 15% of the total marks achieved were the highest IBDP Grade 7, achieved across standard and higher level subjects.

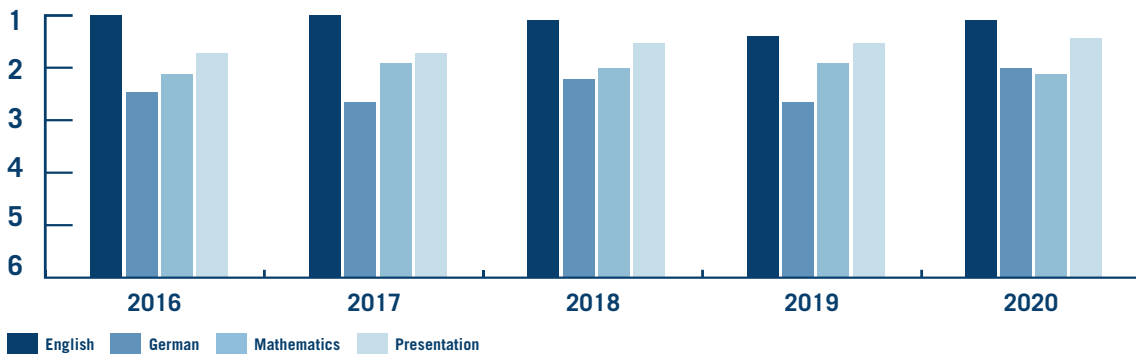


■ World Average Score ■ BMS Average Score

Over the course of 5 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.

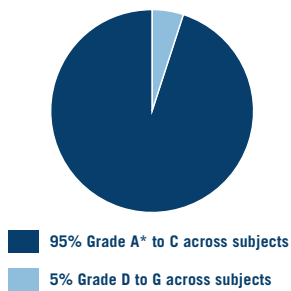
MSA RESULTS 2020

The examination results of the MSA (Mittlerer Schulabschluss) have again been in line with our consistent and stable achievements. Given the international nature of our student body and the bilingual approach of teaching and learning, we are quite pleased with the results that our students achieve consistently. Please find here the overview of our MSA results in comparison to the past five years.



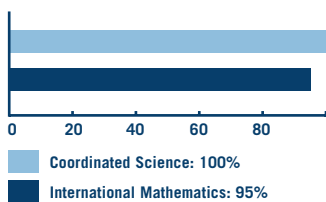
IGCSE RESULTS 2020

Our IGCSE (International General Certificate of Secondary Education) examination results improved this year compared to last year's results. Our students achieved consistent outcomes across all subject areas, with marked improved in the area of top marks:



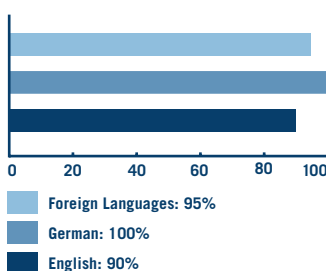
95% of total grades achieved for our IGCSE cohort were between the grades A* and C, representing outcomes in over 400 assessments in total, stretching over numerous weeks. IGCSE subjects include experimental sciences, Mathematics, Theatre, Music and Arts, German, English, French or Spanish, as well as History, Business Management, or Geography. Students select these subjects based on interest as well as academic achievements completed in previous grades.

IGCSE GRADES A*-C IGCSE SCIENCE AND MATHEMATICS



Our science and math IGCSE assessments include rigorous written exams on Chemistry, Biology, and Physics in both 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.

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



With 70 nationalities in our international community at BMS, the acquisition of language abilities is at the forefront of our curriculum program. 90% of the 2020 cohort achieved A*-C for English language examinations, representing solid academic achievements. German remains a strong source of achievement from our students, with 100% of the cohort achieving A*-C outcomes. Spanish and French also remain sources of excellent achievement in the IGCSE course program and represent consistent outcomes after foreign language instruction from Grade 7 onwards, with 95% of the 2020 cohort achieving A*-C outcomes.

Overall we see a positive trend in our achievements which is connected to a greater commitment from our students and an overall increase of the program quality we deliver, and of course a wealth of experience which we can now use to inform our decision making. We are of course continuously looking for opportunities to improve our practices, our support structures, and our infrastructure to create an inspiring learning environment and to build a strong academic culture at BMS. Those plans we have shared with you in this newsletter are long-term commitments but they are based on our observations from our daily operations and on data we collect throughout the year. Every benchmark exam, all the tests and assessments, and every final exam is evaluated and is used to provoke a discussion of reflection and debate about possible improvements.

Finally, I would like to use this opportunity to sincerely thank you for your patience regarding our building project. After achieving the first phase quickly, we lost one year in our timeline due to a change in one of our main contract companies. We have now finished the project – all classes moved into their new classrooms, our librarian is still busy setting up our new library space, and students enjoy and explore our new maker's space. It is truly wonderful to see how our students take over their new learning spaces! The biggest new asset is of course our new theater which provides us with space for school events, concerts, and information sessions. We hosted for the first time our Einschulung in our new location, which was a very fulfilling and special moment for all of us. Hopefully we will all be able to return to a more "normal" life soon to be able to enjoy this great space together!



We are currently finishing the final touches on our courtyard, which hopefully will be done when we are back from autumn break. If so, we will greet your children in the morning also at the Linienstraße gate again, which makes us feel that we have our school back again. Although the construction time was demanding and challenging for everyone, we are convinced that this project was very important to enable our institution to live up to our Mission Statement and to create a place in which children are inspired to grow into reflective, balanced, and knowledgeable young adults.

Thank you again for your support and patience!

With warm regards,

A handwritten signature in black ink, which appears to read "Silke Friedrich".

Silke Friedrich