

Fundação Anglo Brasileira de Educação e Cultura de São Paulo
Escola Britânica de São Paulo

PROPOSTA PEDAGÓGICA
English Translation

1. Foreword

This Proposta Pedagógica has been prepared in February 2005 by St. Paul's School, the Escola Britânica de São Paulo later referred to as 'the School'. It replaces the one approved on November 21st, 1998 and is presented according to the provisions set forth in Articles 12 and 13 of the Federal Law 9394/96 and as regulated by the Conselho Nacional de Educação and the Conselho Estadual de Educação of the State of São Paulo. This Proposta Pedagógica expresses the School's institutional identity in terms of its values, beliefs, objectives and educational methods. These are founded on the general principles of education in a free society. At the heart of it are freedom of thought, the plurality of ideas, the development of all human beings as individuals, the preparation of young people for higher education, work, citizenship and their role in an increasingly multicultural, competitive and rapidly changing world. Every school has a unique identity and character moulded by its origins, the community it serves, parents, present and former pupils, teaching and administrative staff as well as its governing body. The identity of St. Paul's School is intimately linked to the historic bonds of friendship and trade between Brazil and Great Britain. Although the School was originally established to cater for the children of British expatriate workers, it has evolved over the years to be a genuinely Anglo-Brazilian, bilingual and bicultural school, offering a high quality education for pupils of all nationalities. This document summarises the unique story of the School, its past, its present and its direction for the future.

2. History

2.1 Origins

St. Paul's School was formally opened in February 1926, as the Escola Britânica S.A. The concept of such a school can however be traced as far back as 1867, when thirty children of expatriate railway employees building the British-owned São Paulo-Santos Railway line were given education classes by Canon Morrey Jones at St. Paul's Anglican Church. The number of British families arriving in São Paulo then grew steadily from 1867 to 1926 as British engineers, accountants, bankers and industrialists came to work in the growing city. The Escola Britânica S.A. was established to run a non-denominational school along commercial lines, and to provide a sound education for the sons and daughters of British parents. The School began with facilities for sixty pupils and accommodation for twelve boys as boarders. The principal concern of the Board of Directors then became the purchase of land for the new school. Negotiations were successfully concluded early in 1927 with the Mahfuz Brothers, who owned a large amount of land in Jardim Paulistano. The Escola Britânica S.A. bought 18,000 square metres facing Rua Juquiá for 50 contos, which Mr. Jorge Mahfuz used to buy shares in the School and which he subsequently donated.

2.2 Development

During the early years of the School, a dual system of education was introduced, whereby boys and girls were taught separately. The following years saw the steady development and expansion of the School, with Portuguese language lessons and some Brazilian History and Geography brought into the curriculum. Later still, a modified form of co-education was introduced. Girls were allowed to become boarders, and boys and girls shared the same lessons. It became increasingly clear to the Headmaster that more British children would be completing their education in Brazil and not going to the UK, so the Brazilian Curso Ginásial was introduced in the School. This course was taught in the morning, and lessons in English were given in the afternoon.

In addition to the adaptation of the curriculum to meet Brazilian educational requirements, discussions were held from 1947 onwards between representatives of the British Community Council and the Board of Directors of the Escola Britânica S.A. about changing the legal structure of the School from a Limited Company (S.A.) to a Foundation (Fundação). This culminated in the unanimous recommendation in 1951 that the Fundação Anglo-Brasileira de Educação e Cultura (FABEC) should be set up in accordance with Brazilian law to be managed by a Board of Governors. The statutes of the new non-profit Foundation stated that its objective was to further the development of the education and the culture (intellectual, physical and spiritual) of young people of both sexes in the State of São Paulo.

During the 1960s and 1970s the School was run as a co-educational day school for pupils from the age of 4 to 16. As such it was essentially a preparatory school and the pupils would have to move to other schools in Brazil or overseas to complete their pre-university studies. It became increasingly apparent to the Headmaster and the Board of Governors that the School should extend its scope to include a Sixth Form where pupils up to the age of 18 would be prepared for university entrance. Accordingly in the early 1980s two important decisions were taken.

To meet the needs of the pupils who would be studying abroad the School introduced the International Baccalaureate Diploma. This was chosen in preference to the UK "A" level examinations as it was more suitable for the international nature of the School population. In addition to being accepted as an entrance qualification by UK universities it was also recognised in other European countries and the USA. The first six pupils to complete the two-year IB Diploma course in the Sixth Form did so in June 1987.

To meet the needs of those pupils who intended to go to university in Brazil it was important for the School to play its part in the São Paulo educational framework. Accordingly in 1983 the School was registered with the State of São Paulo Education Authorities under the name of Escola Britânica de São Paulo. This registration enabled St. Paul's School to offer an education suited to the needs of the whole Community whilst retaining its fundamental aims. Official recognition was further granted in 1985 for St. Paul's School to function as part of the Brazilian Educational System as Escola de Ensino de Primeiro Grau (up to 15 years) e de Segundo Grau (up to 18 years). (Autorização: DRECAP-3 de 4-1-1983, publicada em 6-1-1983; Reconhecimento: Portaria COGESP, publicada no DO de 10-9-1985.) This procedure led to the first Sixth Formers receiving the Segundo Grau certificate in 1984.

2.3 Present Day

Today St. Paul's School has evolved to be a genuinely Anglo-Brazilian, bilingual and bicultural school, still offering a high quality education for pupils of all nationalities. The School is maintained by a non-profit Foundation and is registered with the educational authorities of the State of São Paulo according to Federal and State legislation as the Escola Britânica de São Paulo. The Foundation and the School are under the responsibility of a Board of Governors whose members are appointed by representatives (or trustees) of the British community. The Board of Governors includes parents of current or former pupils, a representative of the British Commonwealth and Community Council, and ex-officio members. Her Majesty's Ambassador to Brazil is the Honorary President of the Foundation. The overall task of the Board of Governors is to ensure that the School runs successfully and smoothly in accordance with its stated aims. The Board of Governors meets approximately once per month and is responsible for overseeing general educational policy, development of infrastructure and financial control.

The School occupies the same 1.8 hectare site acquired in 1927 and is situated in the leafy residential area aptly named Jardins. It seeks excellence and modernity in all contexts, including the provision of all services and amenities. The School's facilities are constantly refurbished to the highest standards. Most recent improvements include: the creation of a self-contained Pre-Preparatory School on the ground floor of the main building; increased security arrangements including the redesign of the School entrances; a new administration block; the upgrading of IT infrastructure; and the creation of a media centre which integrates IT facilities with the School Library, which has over 32 000 items on its database including books, CD-ROMs, video and audio tapes, career brochures and a wide selection of magazines and newspapers.

The School also has an impressive Art Centre, a spacious theatre and drama studio, music rooms, a Sixth Form Centre, an ecumenical place of worship, two swimming pools, a multi-purpose sports court, a football pitch, seven science laboratories, a gymnasium, fully air-conditioned dining facilities, and an underground car park. The M. T. M. Casey McCann Centre and the ecumenical place of worship were inaugurated on 5th May 2001 by His Excellency, Her Majesty's Ambassador to Brazil, Sir Roger Bone KCMG, on the occasion of the 75th Anniversary of the School.

Today St. Paul's School is a busy and hardworking place for pupils up to 18 years old and over 200 academic and administrative staff. Standards are high, as are expectations, and these are maintained by regular visits by inspectors from renowned educational accreditation organisations such as HMC (Headmasters' and Headmistresses' Conference), IAPS (Incorporated Association of Preparatory Schools), LAHC (Latin American Heads' Conference) and MEC (Ministério da Educação) representatives.

The School has earned the reputation of being one of the foremost academic establishments of its type, capable of holding its own with the best in Brazil, Latin America and the UK.

3. Educational Philosophy and Mission Statement

3.1 Fundamental Principles and Values

Education influences and reflects the values of society, and the kind of society we want to be. It is important, therefore, to recognise a broad set of common values and purposes that underpin the School's philosophy, methods and curriculum.

The underlying principles and objectives of the Brazilian and British educational systems have much in common. The Brazilian system as expressed in the LDB 9394/96 and supplementary legislation, and the British system, summarised in "The Core Principles" published by the Department for Education and Skills, are both founded on the same principles of freedom of expression, equality of opportunity, and the development of the young person as an individual, a future citizen and a working professional. Foremost is a belief in education, at home and at school, as a route to spiritual, moral, social, cultural, physical and mental development, and thus the wellbeing of the individual. Education also implies inclusion, a route to equality of opportunity for all, a healthy and just democracy, a productive economy, and sustainable development. Education should reflect the enduring values that contribute to these ends. These include valuing the individual, the family and other relationships, the wider groups to which we belong, the diversity in society, and the environment. Education should also reaffirm the commitment to the virtues of truth, justice, honesty, trust and a sense of duty.

At the same time, education must promote interaction between individual and environment, responding positively to the opportunities and challenges of the rapidly changing world. In particular, young people need to be prepared to participate fully in society as individuals, parents, workers and citizens and be capable of dealing with economic, social and cultural change, the continued globalisation of the economy and society, new work and leisure patterns and the rapid expansion of information and communication technologies.

The School has a clear vision of its educational objectives and the principles and values on which they are based. Furthermore it has developed strategies and policies to achieve these aims. These are described below in the School's Mission Statement.

3.2 Mission Statement

3.2.1 Mission

St. Paul's School aims to provide pupils with a high quality British academic education and a balanced set of values, in a bilingual and bicultural environment based on the best of British and Brazilian educational principles, so as to prepare its pupils for higher education and thereafter for citizenship and professional life in a world of diversity, competition and change.

3.2.2 Strategy

The School aims to achieve its purpose by

1. Ensuring pupils encounter and master the core and relevant foundation subjects and skills of the Brazilian and British National Curricula and the IB Diploma Programme;
2. Preparing pupils for the successful completion of their academic studies for the award of the Certificado do Ensino Fundamental and the Certificado do

Ensino Médio, the International General Certificate of Secondary Education (IGCSE) and the International Baccalaureate (IB) Diploma;

3. Developing pupils as individuals and enabling them to fulfil their academic, artistic and sporting potential;
4. Providing all pupils with the enriching experiences of field courses, the Extra-curricular Activities Programme and Community Service;
5. Providing all pupils with possibilities for personal moral development, opportunities for individual growth and responsibility, and enabling pupils to emerge as well balanced and law-abiding citizens;
6. Providing a supportive and sympathetic pastoral care system looking to the needs and potential of each pupil as an individual.

3.2.3 Values

The School aims to instil:

1. A balanced set of values in pupils, so that by the time they leave the School they recognise and accept their responsibilities to the society in which they live;
2. The virtues of discipline, honesty, loyalty, co-operation and hard work, encouraging perseverance and patient study, a sense of pride in achievement, of self worth and respect for and the valuing of others;
3. A proper appreciation of the customs and traditions of Brazil and Britain and the virtues of cultural diversity.

3.2.4 Policies

A St. Paul's School education is a collaborative exercise between School and Parents and to this end the School regards:

1. The commitment, dedication and loyalty of a well trained, involved and hardworking Common Room as a first priority in the meeting of the School's purpose;
2. The active support of parents for the education of their children to be a fundamental ingredient in their relationship with the School;
3. The partnership of the Governing Body and the Headmaster as paramount in:
 - a. Establishing the objectives, policies and overall direction of the School to ensure the adherence to, and effective implementation of, these policies;
 - b. Ensuring the long term financial security and stability of the School;
 - c. Ensuring that the appropriate resources, human and physical (within the norms of financial prudence), are available for the continuous and planned development of the School.

4. Educational Aims and Strategy

4.1 Context and Approach

Although the School's name and its stated aim to provide a bilingual and bicultural education and learning environment might transmit the idea of two completely separate streams and curricula, there is in fact a single integrated approach. While the subject matter may vary in each year group between the Brazilian and British courses, the underlying skills and context are common to all.

The School provides the Brazilian Core Curriculum to prepare pupils for the conclusion of the Ensino Fundamental e Médio courses and the awarding the respective certificates. From the perspective of the British and IB authorities, there are also established curricula for the British National Curriculum Key Stages (leading to IGCSE examinations) and IB Diploma Programme examinations respectively. In order to prepare pupils for all these qualifications the School has an integrated curriculum and calendar, which together provide an annual number of hours of schooling which exceeds by far the minimum requirements on both sides of the Atlantic.

We pursue excellence by developing the enjoyment of, and commitment to, learning as a means of encouraging and stimulating the best possible progress and the highest level of attainment for all pupils. The curriculum builds on the pupils' strengths, interests and experiences and develops their confidence in their capacity to learn and work independently and collaboratively. It is designed to equip pupils with the learning skills essential for the full development of the individual.

4.2 Educational Aims and Methods

The School provides a carefully structured, integrated and diversified curriculum in which the skills of independent learning and co-operation with others are developed, and children's individual needs are of prime concern.

Our aims and methods, within the context of a bilingual and bicultural working environment, are to enable pupils to realise their full academic, artistic, cultural and sporting potential while promoting personal moral development, by:

Academic Development:

- benefiting from a broad-based education and developing knowledge and understanding of the world through language, mathematics, science, the humanities, the arts and sport;
- developing an awareness of academic rigour, the need for independent thinking, study and learning, and good organisational skills through research, observation and application of academic course content;
- developing the ability to co-operate and work in groups;
- monitoring their own progress through continuous assessment and examinations, ensuring close co-operation between pupils, parents and teachers;
- entering the best universities in Brazil and Britain or in any other country through participation in international public examinations.

Artistic, Cultural and Sporting Activities:

- developing creativity through music, drama, arts and crafts, and information and communication technology;
- participating in individual or collective sporting activities;
- developing their knowledge, understanding and appreciation of their own and different beliefs and cultures, and how these influence individuals and societies;
- developing a critical awareness of society and cultivating the desire to contribute to the wellbeing of others;
- making use of individual interests and talents by participation in a broad range of extra-curricular activities;
- developing their awareness and understanding of, and respect for, the environment in which they live, and securing their commitment to sustainable development at a personal, local, national and global level.

Personal Development and Pastoral Care:

- developing self-esteem and emotional wellbeing and forming and maintaining worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community;
- developing self-awareness, social skills and citizenship through tutorial sessions, talks, links with charities, Community Service, assemblies, etc;
- acquiring enduring values, developing integrity and autonomy and becoming responsible citizens capable of contributing to the development of a just society;
- developing spiritually, morally, socially and culturally and, in particular, developing principles for distinguishing between right and wrong;
- preparing themselves for positions of leadership through field courses, assemblies, public speaking, etc;
- responding positively to opportunities, challenges and responsibilities, managing risk and coping with change and adversity.

The School's curriculum contributes to the development of each pupil's sense of identity through knowledge and understanding of the spiritual, moral, social and cultural heritages of our diverse society and of the local, national and global dimensions of their lives. It encourages pupils to appreciate human aspirations and achievements in aesthetic, scientific, technological and social fields, and prompts a personal response to a range of experiences and ideas.

By providing rich and varied contexts for pupils to acquire, develop and apply a broad range of knowledge, understanding and skills, the School's curriculum enables pupils to think creatively and critically, to solve problems and to make a difference for the

better. It gives them the opportunity to become creative, innovative, enterprising and capable of leadership to equip them for their future lives as workers and citizens. It also develops their physical skills and encourages them to recognise the importance of pursuing a healthy lifestyle and keeping themselves and others safe.

The curriculum of the School is comprised of three main courses which are integrated into a single curriculum, i.e. the Brazilian Core Curriculum, the British National Core Curriculum and the International Baccalaureate Diploma Programme. These are supported by a wide variety of artistic, cultural and sporting extra-curricular activities, field courses and pastoral care.

5. Artistic, Cultural and Sporting Activities

5.1 Extra-curricular Activities ('ECAs')

Pupils in the Prep and Senior School are required to participate in one or more extra-curricular activities each term. At the beginning of term pupils receive a booklet detailing all the activities on offer. ECAs take place either at lunchtime or after School.

An extremely wide variety of ECAs is offered. Sporting activities are very popular, ranging from aerobics to volleyball. On the creative side, music, art and drama also provide many opportunities for pupils to participate outside the classroom. Other options include cooking, debating, Model United Nations and Internet-related ventures.

5.2 Music

The Music Department is a centre of dynamic and varied musical activity. At the helm are specialist Music teachers, who give music classes, as well as directing the School Orchestra and Pre-Preparatory, Preparatory and Senior School Choirs. Pupils at St. Paul's School also have an excellent opportunity to learn a wide variety of instruments at the hands of distinguished visiting professionals.

In this exceptional all-round musical environment the School boasts a full calendar of concerts, which serve as a regular platform for pianists, the string ensembles, woodwind, brass, percussion, guitar, jazz and rock bands. St. Paul's School has a wide range of instruments and six studios for practice purposes.

All kinds of musical styles can be heard in the Music Department: from Renaissance to Rock, from Baroque to Bossa Nova.

5.3 Art

The Art Department focuses on a broad cultural approach that transcends the teaching of skills in the traditional artistic techniques, such as drawing, painting and sculpture. Emphasis is given to the development of the pupils' understanding of artistic language and thought. From the Preparatory School onwards, pupils are encouraged to experiment with a range of media, from drawing and painting with different materials, to ceramics, papier-mâché and mixed media sculptures and assemblages. Practical studies are supported by art historical research and slide shows including the history of Western art, African and Asian arts and crafts, and native Brazilian craft and

folklore. Emphasis is also given to the study of modern and contemporary Brazilian and Latin American art.

The Art Centre is housed under the same roof as Music and Drama, integrating the creative arts in one department. An increasing collaboration takes place between the three subjects, where one may be a supporting field of expertise to the other, or the three may organise joint events.

Alongside workshops, visits are organised to temporary exhibitions of modern and contemporary art, and to museums and other permanent collections. Pupils are encouraged to visit as many exhibitions as possible, and to be exposed not only to art but also to the range of architecture and cultures in São Paulo. An End of Year Exhibition is traditionally organised in May, including the IB Visual Arts Final Examination displays, as well as works from all year groups. Other exhibitions are set up throughout the year at major School events and at the end of each term.

5.4 Drama

Drama fosters personal development, group co-operation, critical analysis and evaluation, as well as skills in expressive communication. Pupils are provided with an outlet for self-expression, helping the development of imagination and artistic awareness. They are encouraged to pose and seek solutions to questions of personal, interpersonal and universal significance through the use of language, movement and space, while developing a variety of roles during spontaneous and rehearsed improvisations.

School Plays are chosen with a view to engage pupils not only with acting, singing and dancing, but also with costumes, make-up, lighting, stage design and construction. Our past productions include: “Hay Fever”, “The Royal Hunt of the Sun”, “A Midsummer Night’s Dream”, “West Side Story”, “Arsenic and Old Lace”, “The Tempest”, “French Cabaret”, “The Importance of Being Earnest”, “The Silver Sword”, “Waiting in the Wings”, “Grease”, “Cyrano de Bergerac” and “Dracula”.

5.5 Sport

St. Paul’s School provides specialist Physical Education for all age groups, allowing continuation and progression during each stage of a pupil’s education. Distinct programmes exist for each of the three sections of the School, and the transition between them is smooth and logical.

The facilities are of an extremely high quality. Due emphasis is given to team sports such as football and basketball, as well as to individual pursuits, for example gymnastics and table tennis.

Pupils belong to one of three Houses (Stuart, Tudor, Windsor) which compete against each other in sports as well as in other non-sporting competitions. The main events are the Athletics Days and the Swimming Galas.

There are also Senior School teams, which participate in the local São Paulo High School League throughout the year and travel to residential tournaments in Brazil, in basketball, football, futsal (indoor football), handball and volleyball.

5.6 Field Courses

Pupils in various year groups undertake a very wide variety of field courses throughout the academic year. There are Science/Geography/History excursions of between one and five days to national parks, mountain areas, coastal regions, a power station, hydroelectric and chemical plants, the local zoo and hospitals, and towns with historical significance, as well as outdoor activity courses and visits to art exhibitions and museums.

5.7 Creativity, Action, Service ('CAS')

Sixth Form pupils are all involved in CAS activities. CAS seeks to develop a lifelong attitude of open-mindedness to the surrounding reality and personal commitment towards all members of the local, national and international communities.

Pupils are expected to devote a minimum of 150 hours to weekly activities during the two year IB Diploma Programme, distributed evenly over the three areas. Pupils must demonstrate quality, balanced content and genuine commitment, working independently in the three areas under the supervision of a CAS Supervisor.

Creativity includes all artistic endeavours outside the normal curriculum. Action involves participation in sports and outdoor adventure expeditions. Service engages pupils in interaction with others and doing things with and for them; they may do voluntary work in any institution of their choice.

6. Pastoral Care

The tutorial system at St. Paul's School is central to life in the Preparatory and Senior School. All pupils are allocated to a Tutor Group.

Tutors have overall responsibility for the pastoral, academic and social development of the pupils in their group. They act as guide, counsellor, philosopher and friend and offer positive criticism as well as a sympathetic ear. Pupils are encouraged to develop politically, culturally and artistically particularly as they approach Sixth Form study. Contact with tutees is not limited to the tutorial periods. A Tutor will often arrange to see a tutee at lunchtime, or before or after School.

Tutors also play a major role in the delivery of the Personal, Social and Health Education programme. This may involve assemblies, debates, visits from outside speakers and/or tutorial activities. Depending on the age-group the topics covered include self-esteem, friendship and relationships, responsibility, tolerance and respect, honesty and integrity, world religions and cultures, racism, keeping healthy, stealing, environmental awareness, study skills, career and university guidance and citizenship.

If parents have a concern about their child's development, the Tutor should be the first port of call. It is hoped that relations between Tutors and parents will be such that problems and concerns can be ironed out before real difficulties occur. Appointments with parents are arranged whenever necessary. Parents are informed of any serious problems, and Tutors relay to subject teachers any matters that may affect a tutee's progress.

Parents also have the opportunity to meet their children's teachers at Parents' Afternoons/Evenings. These are occasions to discuss progress as well as make plans for the future, be it the transition from the Preparatory School to the Senior School, the choice of subjects for IGCSE and IB, or university applications.

7. The Organisation of the School

7.1 Senior Management Team

The Senior Management Team is composed of the Headmaster, the Diretor Oficial, the Deputy Headmaster, the Bursar and Clerk to the Board of Governors, and the Heads of the Senior, Preparatory and Pre-Preparatory Schools. The overall responsibility for the School lies with the Headmaster and, in his absence, the Deputy Headmaster. The Diretor Oficial is responsible for ensuring that the educational arrangements of the Escola Britânica de São Paulo fulfil the requirements of Brazilian legislation. The Bursar is responsible for the finance and administration of all non-academic aspects of the School.

7.2 Academic Staff

For academic, pastoral and administrative purposes the School is divided into three sections: the Pre-Preparatory School, the Preparatory School and the Senior School. Each has its respective Head.

The Pre-Preparatory School has class teachers; the Preparatory School has class teachers and Tutors. In the first instance parents should make contact with class teachers or Tutors when necessary.

For pastoral and administrative purposes, the Senior School is further divided into Tutor Groups for Form 1, Forms 2 and 3, Forms 4 and 5 and the Sixth Form. For each grouping there is a Senior Tutor.

The Escola Britânica de São Paulo is divided into three sections: the Escola Infantil, Ensino Fundamental and Ensino Médio. In order to achieve the goals and objectives as stated at the School bye-laws (Regimento Escolar), the integration of the two educational systems has been carefully planned so as to offer a bilingual and bicultural education. Qualified teachers, fully registered with the MEC are part of the School's teaching staff.

The academic staff at St. Paul's School forms a team of committed and experienced professionals. Some, mainly in the Senior School, are recruited specifically for their recent experience of British-international education in the UK or elsewhere. Overall there is a ratio of approximately one member for staff for every 8-9 pupils, giving an excellent level of access to teaching, guidance and support.

7.3 Administrative Staff

The School is assisted by an equally committed and experienced ancillary and administrative team, which ensures that the services and facilities are fully operational. A School Nurse is on duty each day and for special events, and the School Counsellor is available for consultation by pupils, staff and parents.

A Registrar (Secretário Escolar) is employed to organize and manage official documentation, such as records relating to pupils, teachers, and the curriculum in general. The Registrar is responsible for all records kept at School and co-signs all official documents with the Diretor Oficial. These two members of staff act as the liaison between the School and the Diretoria de Ensino Centro-Oeste of the State of São Paulo, which is represented by the Supervisor.

7.4 School Rules

The School Rules are designed to ensure that the School provides a civilised, safe and secure working environment for the whole community, in which courtesy, consideration and respect for others are paramount. They are based on common sense and teach pupils the importance of exercising self-discipline, of fulfilling commitments and of behaving sensibly at all times. The School Rules relate to School Uniform, appearance and manners, absence and illness, bounds, welfare and safety, and safeguarding property.

7.5 Policy for Admissions

The Headmaster is responsible for all admissions to the School.

For all year groups we accept applications from pupils regardless of their religion, race, sex or nationality, provided that there are openings available.

- Candidates for the Pre-Preparatory School are observed individually during a simulated class activity held in English to ensure that they will be able to function in an English speaking environment. The child's emotional, mental, physical and psychosocial development are all taken into account when assessing readiness for the School. Records and letters of recommendation from previous schools are also considered, if applicable.
- There is an interview with the parents of prospective pupils to ensure that they are aware of the School's goals and objectives, in order to support the School in its academic and pastoral aims and ethos, as well as financially.
- The School takes into consideration the candidate's academic performance, previous school records and letters of recommendation.

Decisions concerning admissions are made by a committee of teachers and administrators appointed by the Headmaster, also bearing in mind the following:

1. Brothers and sisters of pupils already attending St. Paul's School;
2. Applicants from other English speaking schools;
3. Children of Old Pauleans.

The parents of prospective pupils are informed of the stated policy as soon as they show an interest in the School and come to visit. Individual interviews with parents are conducted by the Headmaster, who at the end of the process contacts parents with the final decision for each of the applications.

Enrolment takes place before the beginning of the academic year or during the year in the case of pupils transferring from other schools. Progression from one year to the next is dependent on pupils having fulfilled their commitments to honesty, good behaviour and respect for the School Rules, and this may be refused if, after full discussion between all involved, it is felt that it is not in the child's best interest.

8. Partnership with Parents

8.1 Communication and Feedback

One of the School's main policies in the Mission Statement is that the process of education is a partnership between the Parents and the School. Parents are encouraged to participate in many ways and the School is conscious of the need to communicate at all levels on a regular basis. Parents are informed of School activities through weekly bulletins and notices on specific events in which their children are involved.

On the academic side, the School issues regular Grade Sheets and Reports on pupils' progress, and there are Parents Evenings once a year to meet teaching staff.

The School has clear policies and rules on pupil discipline and expects Parents to support the decisions taken involving their children. Parents are welcome to contact the appropriate Head to discuss disciplinary matters.

8.2 Parent-Teacher Association ('PTA')

The main aims of the PTA, which has its own statutes, are to foster understanding between Parents and School and to promote events with the aim of raising money for charity and the School.

9. The School and the Community

9.1 Charitable Endeavours

The School's Mission Statement includes a commitment to promoting the participation of the School in community activities. One of the main activities is the support of charitable events. The Charity Committee is composed of members of the PTA Committee, teachers and pupils. Each term it elects a Charity of the Term, and all fund-raising events for that term (for example, Casual Clothes Days, concerts, International Day, PTA Charity Dinner, Biathlon, etc.) are donated to the chosen charity. An average of around US\$ 40 000 is raised each year.

9.2 Community Service

Each year five local institutions are selected to take part in our Form 5 Community Service projects. Pupils are expected to learn through interaction with the local environment, which brings them into contact with the reality of present-day Brazil and maximises the School's contribution to improving the quality of life in the wider community.

Small groups of pupils are in charge of one particular project at a time, led and monitored by a Community Service Supervisor. Pupils participate in two social projects during the First Term and one during the Second Term. Each Term pupils are introduced to a different institution.

This is a challenging, exciting and extremely rewarding experience for all involved, and helps promote in our pupils an ability to plan, implement and evaluate change through group reflection and self-criticism. They demonstrate a high sense of responsibility and are willing to actively engage with the wider community. Community Service offers pupils opportunities to be responsible, creative and to develop their team-building and leadership skills even further.

Opportunities for pupils to participate in Community Service also exist in other year groups.

9.3 Bilingual Workshop

Since 2002 the School has sponsored an annual Bilingual Workshop to discuss educational issues in two languages (English and Portuguese). Teachers from bilingual schools in São Paulo are invited to participate, with those from monolingual schools in the area, in workshops led by keynote speakers. The participants are welcome to choose the language in which to work, and even though they come from varying types of schools, the opportunity to share experiences contributes to the common goal of improving their work as teachers.

9.4 Old Pauleans' Society

The Old Pauleans' Society was officially instituted in August 2000. The first target was to create a database, and with this information the School brings Old Pauleans closer to the School. There are now more than 1600 Old Pauleans registered. Old Pauleans' Day coincides with the annual School Festival on a Saturday in April.

10. School Ceremonial

10.1 Annual Prize Giving and School Festival

The annual Prize Giving ceremony is held on a Saturday morning towards the end of April. Prizes are awarded to those pupils who have distinguished themselves academically, culturally or in sport throughout the academic year, with awards for effort as well as achievement. All prize-winners (from Prep 5 to Upper Sixth) receive their prizes on that day, and all parents are invited. There are declamations by various pupils and addresses by the Headmaster, the Captain of the School, the Guest of Honour and the Chairman of the Board of Governors.

The Prize Giving ceremony is followed by the School Festival in the afternoon, during which all parts of the School are open with displays, drama productions, science fairs, art exhibitions, as well as musical and sporting events. The Old Pauleans' Tea is served in the Dining Room in the afternoon.

10.2 Carol Service

We welcome all parents and children to the traditional Carol Service, which takes place on a Sunday in December.

This Festival of Lessons and Carols traces its history back over one hundred years, although it was first held in its present format on Christmas Eve, in King's College, Cambridge in 1918, and was first broadcast in the UK in 1928. Since then it has spread across the world, and St. Paul's School has maintained this tradition over the years. There are readings by representatives of the various constituencies of the School, the choirs and orchestra perform, and there are also congregational carols.

10.3 Chapel

At various key points in the religious calendars, regular services take place in the School Chapel, which was officially consecrated in an ecumenical service in September 2001. Representatives of all constituencies of the School community were present, with a rabbi, a Catholic priest and an Anglican priest participating in the celebrations.

11. The Pursuit of Excellence

Since its foundation St. Paul's School has been in constant pursuit of excellence in the success of its pupils, the quality of its staff and in the facilities of the School. We continue to provide a bilingual and bicultural education to rival the very best schools in the world, evolving with the times (as all good schools must) to meet new demands and new challenges. We are constantly investing in both our staff, through specialist training, and our facilities, through refurbishment and redevelopment.

The results of the pursuit of quality and excellence in education are demonstrated by our pupils' achievements. Former pupils have consistently been accepted for higher education at leading universities in Brazil, in the UK and in the USA, as well as at universities in other countries including Argentina, Australia, Chile and Japan.

We are successful in preparing pupils for the next steps in their education, training and employment, and in equipping them to make informed choices at school and throughout their lives, enabling them to appreciate the relevance of their achievements to society outside School, including leisure, community engagement and professional life in Brazil or elsewhere.

The Board of Governors and the School are committed to maintaining this record of excellence.