



Funda  o St. Paul's

ANNUAL REPORT ST. PAUL'S FOUNDATION 2024-2025

SCHOLARSHIP
PROGRAMME

FUNDAÇÃO ST. PAUL'S DE APOIO À EDUCAÇÃO

GOVERNANCE

The St. Paul's Foundation (Fundação St. Paul's de Apoio à Educação) is a non-profit organisation legally independent from St. Paul's School (Fundação Anglo Brasileira de Educação e Cultura, FABEC). Our Board of Governors is composed of members selected by the chairman of the FABEC Board and approved by the school's trustees.

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Communications & Selection Process Coordinator

Stephanie Sippli

Development Coordinator, Old Paulean

CONTENTS

03 WELCOME TO THE ST. PAUL'S FOUNDATION

05 CULTIVATING VALUES, SHAPING THE NEXT CENTURY

07 CELEBRATING 100 YEARS OF AN ENDURING IMPACT

09 THE YEAR AT ST. PAUL'S FOUNDATION

10 ABOUT US

12 SELECTION PROCESS

14 2024-2025 SELECTION PROCESS

16 THE PREPARATION COURSE

20 2025-2026 SELECTION PROCESS

22 CANDIDATES' ORIGINS

24 THE SCHOLARS

25 OUR SCHOLARS

35 LEARNING, INSPIRATION, AND EXCELLENCE

37 ACADEMIC PERFORMANCE

39 SCHOLARS AWARDS IN 2024-2025

40 BEYOND THE CLASSROOM

43 OPPORTUNITIES FOR THE FUTURE

46 ST. PAUL'S CLASS OF 2025 – SCHOLAR GRADUATES

52 INTEGRATION AND EVENTS

52 SCHOLAR INTEGRATION AND FAMILY SUPPORT

54 CELEBRATING COMMUNITY, FOSTERING CONNECTIONS

57 FINANCES

57 EXPENDITURE AND INCOME

58 ANNUAL SCHOLARSHIP COMPOSITION

59 COMMUNITY SUPPORT

60 JOINING FORCES: OUR VOLUNTEERS

61 OUR SUPPORTERS

62 OUR PARTNERS

65 FUTURE VISION

67 HOW TO DONATE

WELCOME TO THE ST. PAUL'S FOUNDATION

TONY JEZZI

Chairman of the
St. Paul's Foundation



As I look back on this year, I am reminded of how profoundly the Scholarship Programme reshapes our school every single day. Its true impact is not found only in statistics or milestones, but in the quiet, consistent transformation that takes place inside our classrooms. Scholars and pupils learning side by side bring out the best in one another. They challenge perspectives, broaden horizons, and create an environment that reflects the diverse, dynamic world our students will soon navigate. This daily exchange of ideas, experiences, and aspirations strengthens our community and underscores the programme's purpose.

My connection to this mission is deeply personal, as many of you may already know. I was raised within the St. Paul's community as the son of a teacher, and I know first-hand the power that education has to open paths and change futures. As a scholar myself, I experienced opportunities that shaped who I am. Later, as a parent, and throughout my years serving on both the School Board and the Foundation Board, I have witnessed how this school nurtures character, aspiration, and resilience in ways that last a lifetime. Leading these boards, including in my current role as

Chairman of Fundação St. Paul's, has been a privilege rooted in gratitude for all that this community has given me.

What moves me most is seeing the profound effect the programme has on the lives of our scholars and their families. For many of them, joining St. Paul's represents a turning point, a chance to access an education that broadens their possibilities and builds up their confidence in the future. Their families share this transformation as well, often expressing how this opportunity broadens their expectations, expands horizons, and brings a renewed sense of hope. As scholars grow academically, personally, and socially, they carry this positive change back to their homes and communities, creating a ripple effect that extends far beyond the school's gates.

I have no doubt that they will go on to build bright futures, and that all our pupils will be better prepared for university and beyond because of the perspectives shared within these walls.

As we celebrate the centenary of St. Paul's, reaching our goal of having 10% of its pupils as scholars carries special meaning. It reflects a long-term commitment to opportunity, diversity, and the values that have shaped St. Paul's

TRANSFORMING LIVES THROUGH A WORLD-CLASS EDUCATION



Tony Jezzi addressing guests at the St. Paul's Foundation Annual Cocktail

for generations. And it reinforces the legacy we are collectively building, one that will continue to open doors, widen perspectives, and prepare young people for a world that urgently needs thoughtful, compassionate, and well-educated leaders.

Lastly, I wanted to take a moment to express my heartfelt gratitude to each and every one of you - the Foundation Team, the FABEC Board, school staff, and every member of the St. Paul's community - for the unwavering support and dedication you've shown me over the past six incredible years supporting the Scholarship Programme as a member of the Foundation Board. It's been an absolute privilege to serve alongside such a talented and passionate group of individuals. I'm so grateful to have had the opportunity to contribute

to the school's growth and success, and I feel even more encouraged by what lies ahead. The Scholarship Programme is, above all, an investment in people, in their potential, their journeys, their families, and the lasting impact they will have on their communities and on the world. As I prepare to retire at the end of next academic year, I wanted to inform you that this will be my last year serving on the Board. I'm confident that the school will continue to thrive, and I'm excited to see the amazing things that lie ahead. Thank you again for your trust and support - it's this collective belief in our mission that makes everything we do possible. It has been an honour to serve.

CULTIVATING VALUES, SHAPING THE NEXT CENTURY



TITUS EDGE
Headmaster of St. Paul's School

As St. Paul's approaches its centenary, this moment invites us to reflect not only on our history, but on the enduring spirit of community that has shaped our school from its very beginning. When a small group of families, companies, and visionaries founded St. Paul's in 1926, they did so with a shared belief that education could open doors and strengthen society. Nearly 100 years later, I see that same belief alive in the work of our Scholarship Programme and in the generosity of those who support it.

When I arrived at St. Paul's six years ago, in the midst of a global pandemic, the programme was still in its infancy, with just one scholar. Today, we stand together having reached our centenary goal ahead of time: 10% of Senior School pupils are scholars, with 50 talented young people now part of our community. This achievement is far more than a number. It represents a collective effort from staff, parents, alumni, governors, and friends of the school, all

united by a shared vision of a more inclusive and forward-looking St. Paul's.

One of the greatest privileges of my headship has been witnessing how the presence of scholars strengthens the daily life of the school. They bring determination, curiosity, and perspectives that enrich the learning environment for everyone. Their success extends naturally to their families, who walk this journey alongside them with pride and hope. The opportunity they receive is significant, but what they contribute back to the school in character, ambition, and appreciation for every step is equally powerful. Their stories remind us why this work matters and why inclusion must remain at the heart of our mission.

As we enter our centenary season, I am struck by the sense of continuity between the school's beginnings and the moment we are living now. Just as the founders gathered in 1926 to build a school for future generations, our



From left to right: scholar Cláudia, Mr Edge, and scholar Gabriel at a St. Paul's Foundation donors' event

community is once again coming together, this time to support the Scholarship Programme and secure its place in the next century of St. Paul's. This shared endeavour reflects the best of our values: kindness, responsibility, resilience, and a deep commitment to shaping young people who will contribute meaningfully to the world around them.

Looking ahead, the Scholarship Programme will continue to be a central pillar of our vision for the school's second century. It ensures that

St. Paul's remains a place where talent and character are recognised, where diverse experiences strengthen our learning environment, and where every pupil benefits from being part of a community that reflects a wider world. Thank you for your support, your belief in our purpose, and your commitment to the next 100 years of St. Paul's.

CELEBRATING 100 YEARS WITH ENDURING IMPACT

PHILIP READE
Chairman of the FABEC
Board of Governors



This is a special year for Fundação St. Paul's. We have achieved, on schedule, our target of 50 scholars—and this milestone coincides with St Paul's centenary, making it doubly significant for our community.

With 50 scholars, representing approximately 10% of our Senior School pupils, we believe we have the critical mass to achieve much deeper integration. This breadth of experience and background is an enormous privilege—deepening empathy and broadening perspectives across our community and representing an extremely valuable element of a St. Paul's journey. Only by living and growing in an environment that fosters the harmonious coexistence of multiple viewpoints and backgrounds can our pupils be truly prepared to navigate the complex world in which we all live today.

Our four graduating scholars made us immensely proud: acceptances at the University of Chicago (full scholarship), Columbia University (full scholarship), the University of Notre Dame (full scholarship), and the University of Manchester. These results

matter not only for the level of achievement they represent, but because they serve as inspiration to all of our pupils—demonstrating what grit and dedication can accomplish. In the context of our Centenary, preparations are under way: moments to reflect on our values and moments to celebrate our achievements. The Foundation embodies both, and will play a central role this year.

The team has been working extremely hard to leverage this once-in-a-century opportunity—providing ways for our community to leave their mark and contribute to our goal of making the Fundação financially sustainable in perpetuity through our Endowment Fund. It is a chance for us all to unite around our values and make a lasting difference to our school, our pupils, and wider society.

I would like to congratulate our incredible team at Fundação St. Paul's for making this happen, and our whole community for making this possible. Your continued support is both deeply appreciated and absolutely essential.

Thank you very much.



On the left, the 28 scholars from the 2023-2024 year; on the right, the 40 Foundation scholars from the 2024-2025 year, accompanied by our team



Scholars entering in August 2025

THE YEAR OF THE ST. PAUL'S FOUNDATION

The 2024-2025 academic year was undoubtedly a milestone in the history of the St. Paul's Foundation. We reached the school's centenary goal: 50 scholars, representing 10% of the Senior School — a figure that symbolises not only growth, but also the consolidation of a clear and purposeful mission. With the admission of 15 new pupils, we closed the cycle with the joy of seeing our community become even more diverse, inclusive, and vibrant.

Today, it is impossible to walk through the school without feeling the transformative impact of this presence. Our scholars are present across all areas — classrooms, courtyards, sports facilities, and laboratories — actively participating in school and academic life. This integration reflects the maturity of a project that, over the years, has brought together opportunity, talent, and inspiring stories.

This year's Prize Giving offered a vivid illustration of that impact: more than 50% of the scholars were recognised during the ceremony, celebrating individual achievements that symbolise the collective effort of the entire community. By the end of the academic year, a further four scholars graduated, bringing an important chapter to a close and opening new pathways. Three of them secured full scholarships at universities in the United States, while one pupil will continue her studies in the United Kingdom, reaffirming the transformative power of education and the reach of the St. Paul's Foundation Scholarship Programme.

Within the preparation course, we maintained and further strengthened the good practices consolidated in recent years. The academic team and the socio-emotional support staff continued to ensure a welcoming envi-

ronment focused on the holistic development of candidates. At the end of the academic year, following a rigorous and thoughtful selection process, 15 new scholars were selected with the care and sensitivity that define the programme, ready to begin their journey in August 2025.

Our connection with the wider community also grew stronger. The St. Paul's Foundation once again took part as a beneficiary of International Day and promoted a series of events that reinforced engagement and a sense of belonging, such as Quiz Night, Old Pauleans' Day, Get to Know the Foundation, and the Annual

Cocktail. Each of these gatherings reaffirmed our collective commitment to inclusion and diversity — values that lie at the heart of our mission.

Ending the year with 50 scholars is more than achieving a target; it is the celebration of a historic milestone that embodies the spirit of St. Paul's centenary. We move forward confident that every new opportunity offered represents another step towards building a fairer, more inclusive, and inspiring community, where talent and effort find the space they deserve to flourish.



CAROLINA RIGHI
Superintendent of the
St. Paul's Foundation

ABOUT US

Established in 2008 as the institution responsible for the St. Paul's School Scholarship Programme, the St. Paul's Foundation has, since 2018, consolidated a structured and proactive selection process, consistently expanding its social impact. Since then, the Foundation has impacted approximately 1,000 families and awarded more than 60 full scholarships to talented young people from the State of São Paulo.

Currently, former Foundation scholars are continuing their studies and careers in countries such as Brazil, Canada, the United Kingdom, Germany, and the United States, reflecting the reach, solidity, and relevance of the programme.

MISSION

Our mission is to transform lives through a world-class education. We seek to be a catalyst for change in our candidates' and scholars' journeys, offering them access to a high-level academic curriculum, paired with consistent pastoral care, in a safe, welcoming, and stimulating environment. The St. Paul's Foundation strengthens the entire school community, which benefits from their unique perspectives, talents, and achievements.

VISION

Our vision is to broaden perspectives and empower futures. We believe that, by fully experiencing the educational journey at St. Paul's, our scholars actively contribute to building a more diverse, vibrant, and conscious school environment. We aspire to prepare them to play a transformative role in their communities and wider society, both in Brazil and across the world.

OBJECTIVE

The St. Paul's Foundation enables talented and dedicated young people residing in São Paulo to access an international education of excellence through full scholarships, directing its efforts towards families whose income is incompatible with the tuition fees of a school like St. Paul's. Our focus goes beyond academic performance: we seek to support pupils who demonstrate resilience, commitment, and the potential to excel in different dimensions of life. The support offered is holistic, preparing scholars for their next steps, whether entering universities in Brazil or abroad.

OUR HISTORY

2008

0 ENROLLED
SCHOLARS

The St. Paul's Foundation is created, offering scholarships for the IB Diploma. We welcomed two scholars a few years later — one in 2011 and another in 2014.

2019

2 ENROLLED
SCHOLARS

The first two scholars join St. Paul's in Form 5 following the launch of a proactive selection process the previous year. In parallel, the new selection process received more than 200 applications for entry in 2020.

2021

9 ENROLLED
SCHOLARS

The Foundation reaches a total of nine scholars. St. Paul's School announces the creation of an Endowment Fund and the Match-Up initiative to support the target of having up to 10% of Senior School pupils as scholars.

2024

40 ENROLLED
SCHOLARS

We welcome more than ten new scholars per year, totalling 40 pupils enrolled at St. Paul's. The Foundation becomes one of the main institutions supported by the school. With the R\$ 10 million match-up fund achieved, St. Paul's begins allocating 3% of its annual revenue to scholarships.

2025

50 ENROLLED
SCHOLARS

Fifteen new scholars join us, leading the school to reach its centenary target of 50 scholars in the programme, from Form 1 to Upper 6th. A new selection process opens for entry in 2026, with 140 candidates.

JUNE 2026

18 candidates compete for places at St. Paul's for August 2026.

SELECTION PROCESS



ALÍCIA, Scholar in Form 3

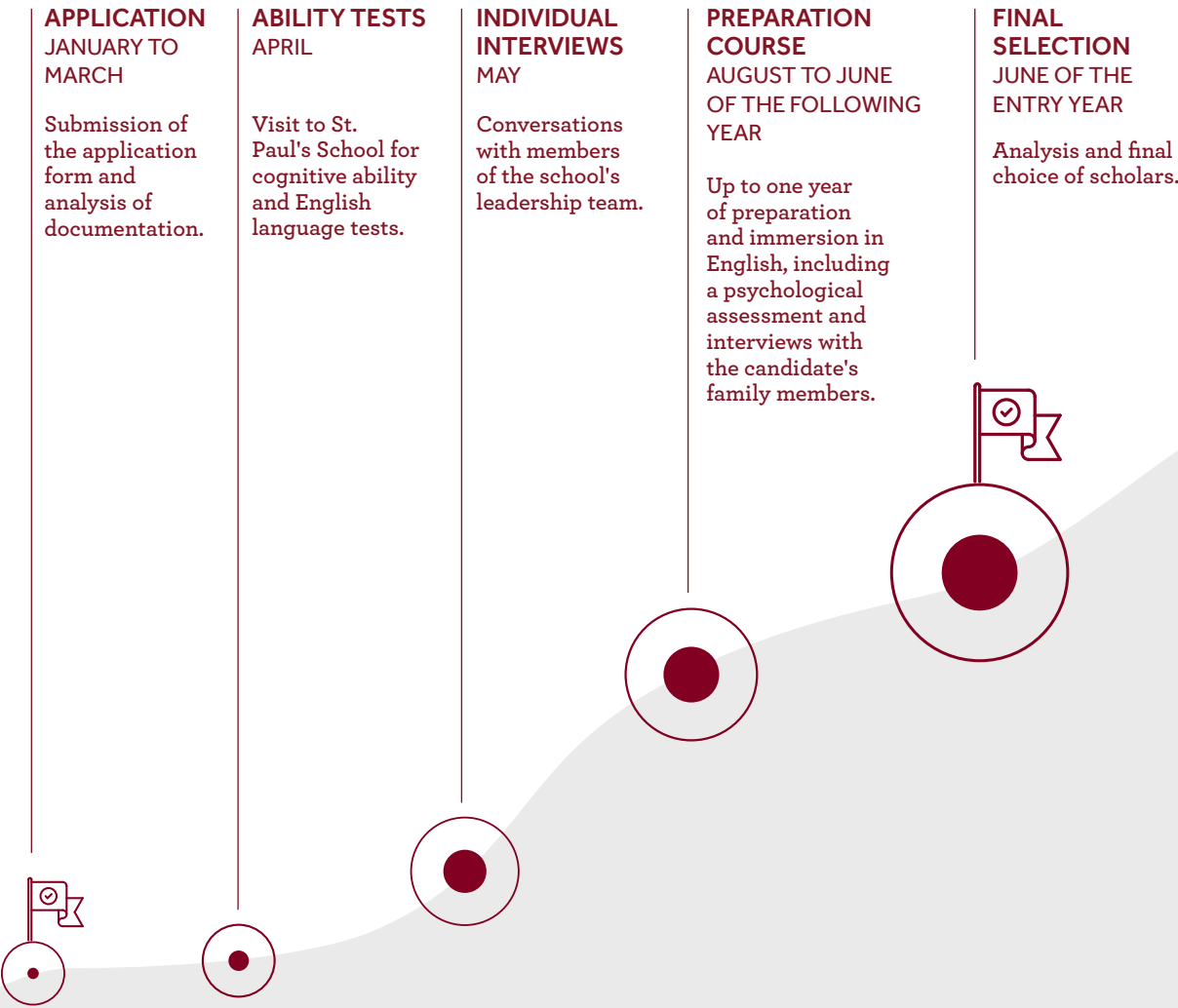
JOURNEY TO EXCELLENCE

THE SOURCING AND SELECTION OF SCHOLARSHIP CANDIDATES

The selection process for the St. Paul's Foundation Scholarship Programme is a journey dedicated to identifying and preparing young people with high academic potential, resilience, and the attitude necessary to thrive in an international educational environment. Furthermore, each stage seeks to bring a positive impact to the candidate, providing a unique learning experience.

Over 18 months, five main stages aim to more fully understand the candidate, encompassing not only their talents and aspirations, but also their socio-economic, family, and socio-emotional context. Everything is conducted with meticulous observation and within a rigorous selection framework.

In this edition, you can find more details about the two selection rounds that unfolded during the academic year.



CURRENT APPLICATION AND SELECTION CRITERIA

- ✓ Be enrolled in a state or private school
- ✓ Be between 11 and 13 years old completed in the year of application
- ✓ Live and study in Greater São Paulo by the start of the application process
- ✓ Have no record of academic failure or repeating a school year
- ✓ Have good knowledge of the English language
- ✓ Family income of up to four minimum salaries per capita
- ✓ A special talent in music, arts, drama, or sports is an advantage (not mandatory)
- ✓ Demonstrate attitude, determination, and commitment to their studies to make the most of the opportunities offered by the Scholarship Programme

SELECTION PROCESS 2024-2025

FROM JANUARY 2024 TO JUNE 2025

160

CANDIDATES

RESIDENTS IN

19

CITIES IN SÃO PAULO STATE

CANDIDATES' INSTITUTIONS AND PROJECTS OF ORIGIN

ASSOCIAÇÃO CEDRO DO LÍBANO DE PROTEÇÃO À INFÂNCIA
CIDADÃO PRÓ-MUNDO
CULTURA INGLESA
CULTURA INGLESA PARAISÓPOLIS
DA PERIFERIA PARA O MUNDO
EMIA - ESCOLA MUNICIPAL DE INICIAÇÃO ARTÍSTICA

FÁBRICA DE CULTURA
FUNDAÇÃO JULITA
INSTITUTO TIAGO CAMILO / ISMART
ONG NADA É IMPOSSÍVEL
PROJETO MASSIFICAÇÃO - REDE TÊNIS BRASIL

This round of the selection process reached candidates across the state, with 160 applicants from various cities registering. They discovered the selection process through their own research, our communication efforts, partner institutions, mentoring projects, and our work alongside the Regional Education Boards (Diretorias Regionais de Ensino).

Following the screening of applications, 83 pupils were invited to the testing stage, coming

to the school for the first time in April 2024 to take cognitive ability and English language tests. The CAT4 and NGRT are international assessments, the same ones that St. Paul's applies to pupils interested in entering the Senior School (Form 1 to Upper 6th) coming from Brazilian or overseas schools through the regular selection process, outside the Scholarship Programme.



Selection process candidates on Assessment Day at St. Paul's



Scholars selected in 2025 with Mr. Edge during the welcome sessions

The 41 pupils with the highest test scores were invited to attend interviews in English with members of the St. Paul's leadership team, and of these, 27 advanced to the preparation course, held from August 2024 to the end of May 2025. Following a year of immersion in the English language and dozens of lessons at St. Paul's School, alongside academic, psychological, and socio-economic evaluations, the final selection took place the following June. Scholarship offers from Form 1 to Form

5 were extended to 15 pupils who, upon acceptance, visited St. Paul's for three days during the orientation and welcome sessions before beginning their new academic chapter as Pauleans. With this group, we reached 50 Foundation pupils enrolled from Form 1 to Upper 6th (6th year of Ensino Fundamental to 3rd year of Ensino Médio), achieving the St. Paul's centenary goal of having 10% of the Senior School student body composed of scholars.

THE PREPARATION COURSE: IMMERSION AND LEARNING

It is no coincidence that the *Prep Course*, as it is affectionately known, is the stage that most excites the candidates: it offers up to two terms to get to know St. Paul's deeply. It is during this time that many of them report having their very first contact with a native English speaker and with an international education.

The Foundation and school teams mobilise to deliver an exclusive learning programme that connects candidates with the reality of a St. Paul's pupil, allowing the school to gain a refined perspective on each individual. Candidates deepen their skills in British English, the official language of the school, and can learn new content or revisit familiar topics in an entirely unprecedented way. Meanwhile, the Foundation and the school can more carefully observe the motivations, interests, and aptitudes of each aspiring scholar.

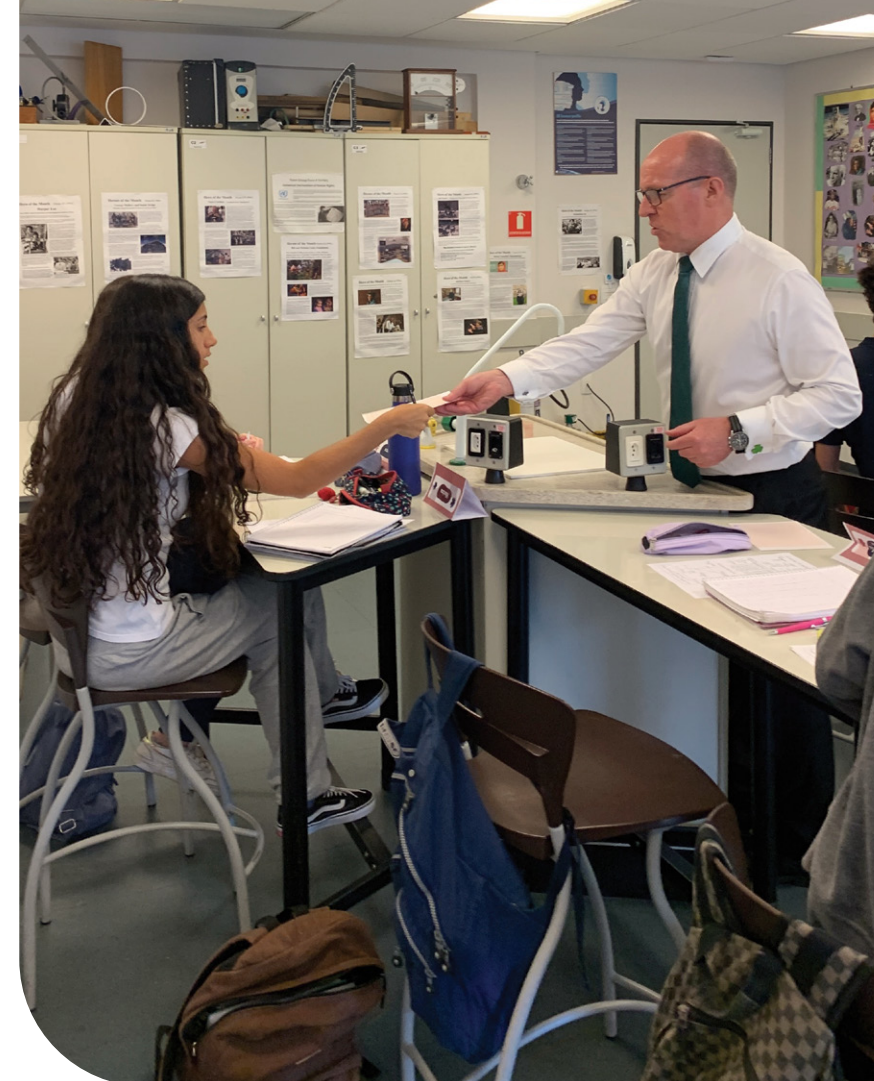
THE COURSE HAS TWO STAGES

AUGUST TO DECEMBER

Focus on the English language. Candidates have language lessons once a week at St. Paul's School and take lessons at Cultura Inglesa free of charge — a partnership between the association and the St. Paul's Foundation. In December, candidates are assessed based on their performance in class, and those selected advance to the second term.

FEBRUARY TO MAY

The most intense months of the selection process. Candidates have lessons three times a week with St. Paul's teachers, in a curriculum that offers a sample of the school's educational programme. Participants access content from core subjects and connect with the school's pastoral guidelines and values. The sessions are conducted almost entirely in English, including weekly discussions on UK culture and current affairs.



Scholarship candidates during a lesson in the preparation course

Throughout the two terms of the course, the St. Paul's Foundation also assesses the socio-economic and family context of the candidate, with a social worker visiting their home and conducting a detailed review of supporting financial documents. The selection process also includes a psychological evaluation during this stage, conducted by external psychologists and the St. Paul's Socio-emotional Education team.

At the end of the preparation course, the Foundation and the school compile and analyse all data from the home visits, interviews, and academic, socio-economic, and psychological assessments. Each volunteer teacher also provides feedback on the pupils' performance and behaviour during lessons. With all these

elements, it is possible to form a comprehensive and detailed profile of each participant and carry out a meticulous final selection.

Pupils who receive a scholarship offer are invited to join year groups in Senior School. The new Pauleans then participate in Induction Week, featuring an exclusive programme for pupils and parents designed to familiarise them with the most relevant information for their entry and adaptation to St. Paul's School. They become acclimatised to the school's daily routine, meet members of the academic staff, and learn more about school policies.

THE SELECTION PROCESS BY THOSE WHO LIVED EVERY STAGE

"Looking back at my journey so far, from the selection process onwards, I realise how much I have matured through the opportunities provided to me. The selection process itself was already a valuable opportunity for self-discovery and overcoming challenges. The values I developed through this experience continue to play an important role in my studies and personal life today."

FERNANDA,
Scholar



"It was a unique experience through which we learned and grew alongside Laura in terms of commitment, determination, and responsibility. The methods and challenges of the selection process, which involve not only the student but also the parents, brought our family closer together and strengthened our focus on the goals we wanted to achieve."

ELAINE AND PEDRO,
Parents of scholar Laura

"The experience of the selection process was extremely enriching. I discovered new things, new subjects, different ways of learning things I had already been taught, and, above all, my English improved immensely!"

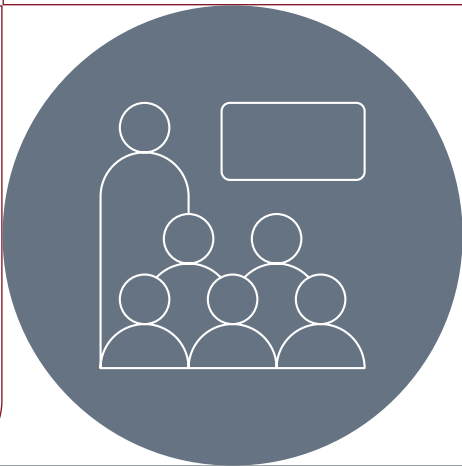
ISABELA,
Scholar

"I can say with absolute certainty that, from the selection process with its exams and interviews up to today, I have had one of the most important experiences of my life. I evolved not only as a person, but as a student and as an athlete. If I hadn't at least started the selection process, I wouldn't have experienced this."

ARTHUR,
Scholar

"The language immersion is something that made a real difference to my learning process, and the lessons with St. Paul's teachers were always challenging me and adding something new to it."

VALENTINA,
Scholar



"As a mother, I can say that St. Paul's School and the St. Paul's Foundation Scholarship Programme have transformed our lives. From the very beginning of the selection process, we were welcomed with great care and respect, which was especially important at a time full of expectations and uncertainties. Over time, it became clear that the Foundation's support goes far beyond the scholarship: there is monitoring, guidance, and ongoing support for the pupils' development, something I had never imagined. At St. Paul's, pupils have access to an education of the highest standard, encouraging learning, autonomy, values, and a sense of belonging, providing a schooling that opens doors and expands possibilities for the future. I am deeply grateful for the opportunity and for the real impact this programme has on our family's life."

ANA RUBIA,
Mother of scholars Lais and Lorenzo

SELECTION PROCESS 2025-2026

FROM JANUARY 2025 TO JUNE 2026



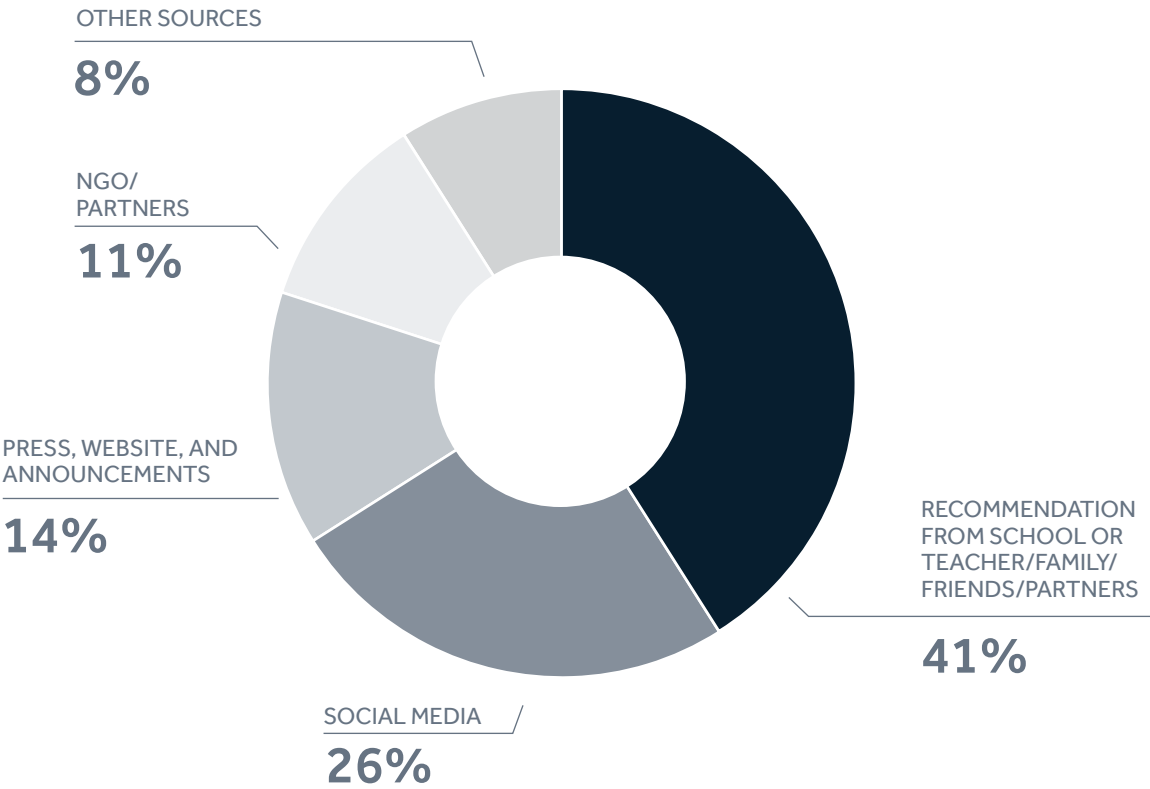
Still underway, this process seeks pupils for entry to St. Paul's School in August 2026, the year of its centenary. For this round of the Scholarship Programme, the registered candidates are between 11 and 13 years old, and the scholarships are available for pupils entering Forms 1 to 4.

The selection began in 2025 with 140 applicants. Following screening and evaluation

of each application, 75 were invited to take the CAT4 and NGRT at St. Paul's in April. Shortly after, in May, 33 pupils with the best test performance spoke individually with teachers who are members of the school's leadership. Following these conversations, 21 pupils advanced to the preparation course and competed for the chance to become Pauleans.

THE 2025-2026 CANDIDATES

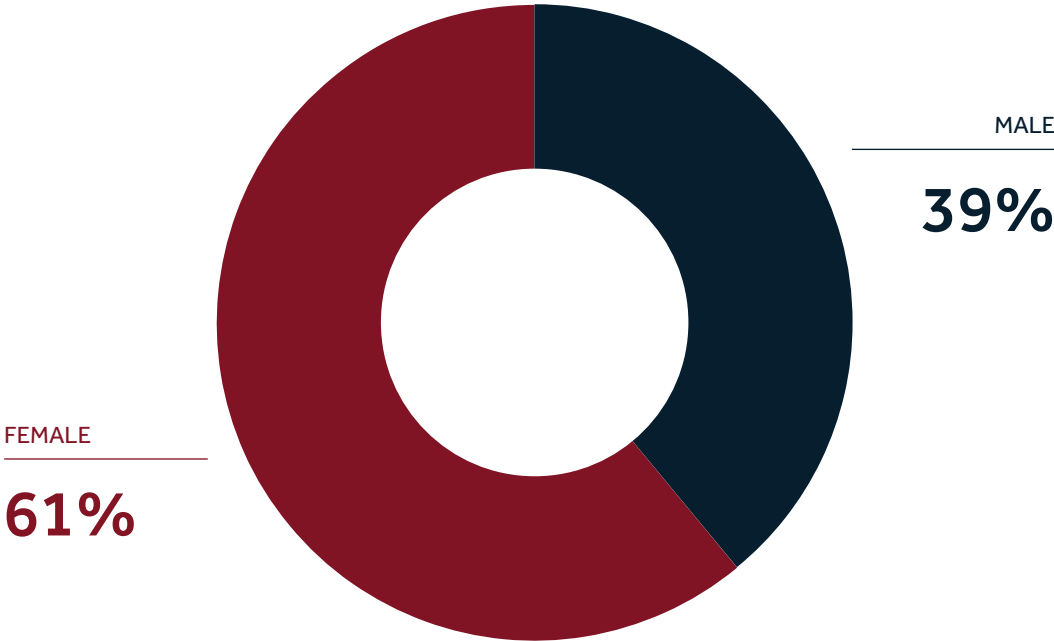
WHERE THEY FOUND OUT ABOUT THE SELECTION PROCESS:



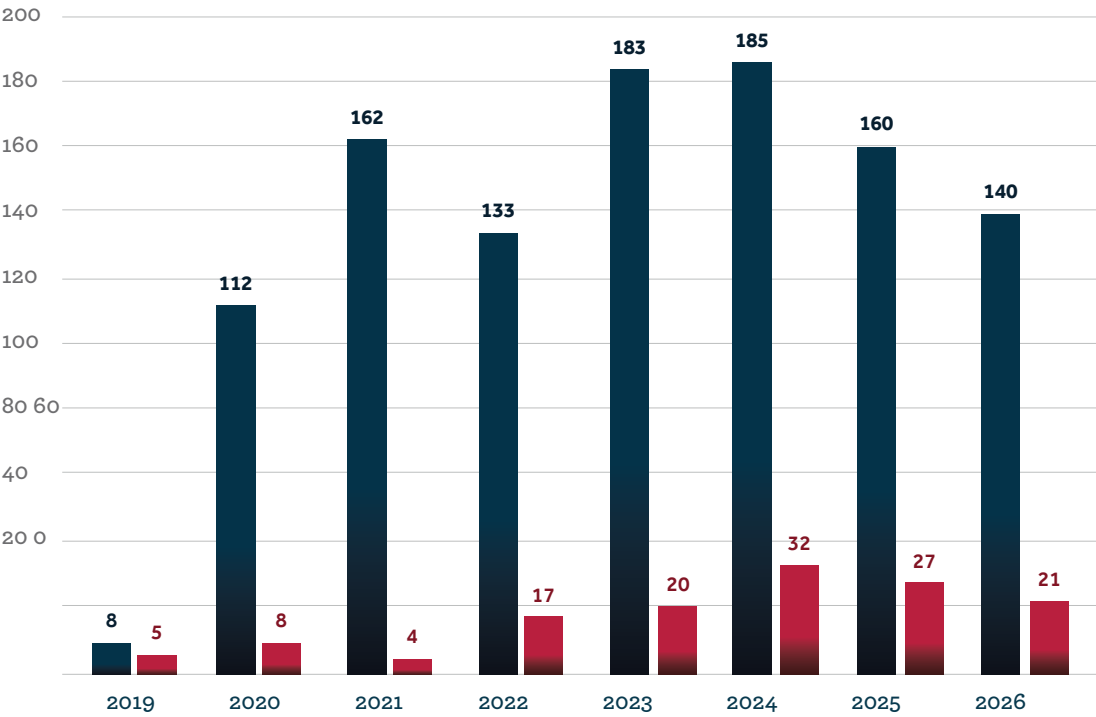
PERCENTAGE OF CANDIDATES WHO TOOK THE CAT4 AND NGRT AND EXCEEDED A HIGH CUT-OFF SCORE IN AT LEAST ONE OF THE TESTS

43%

2025-2026 REGISTERED CANDIDATES BY GENDER

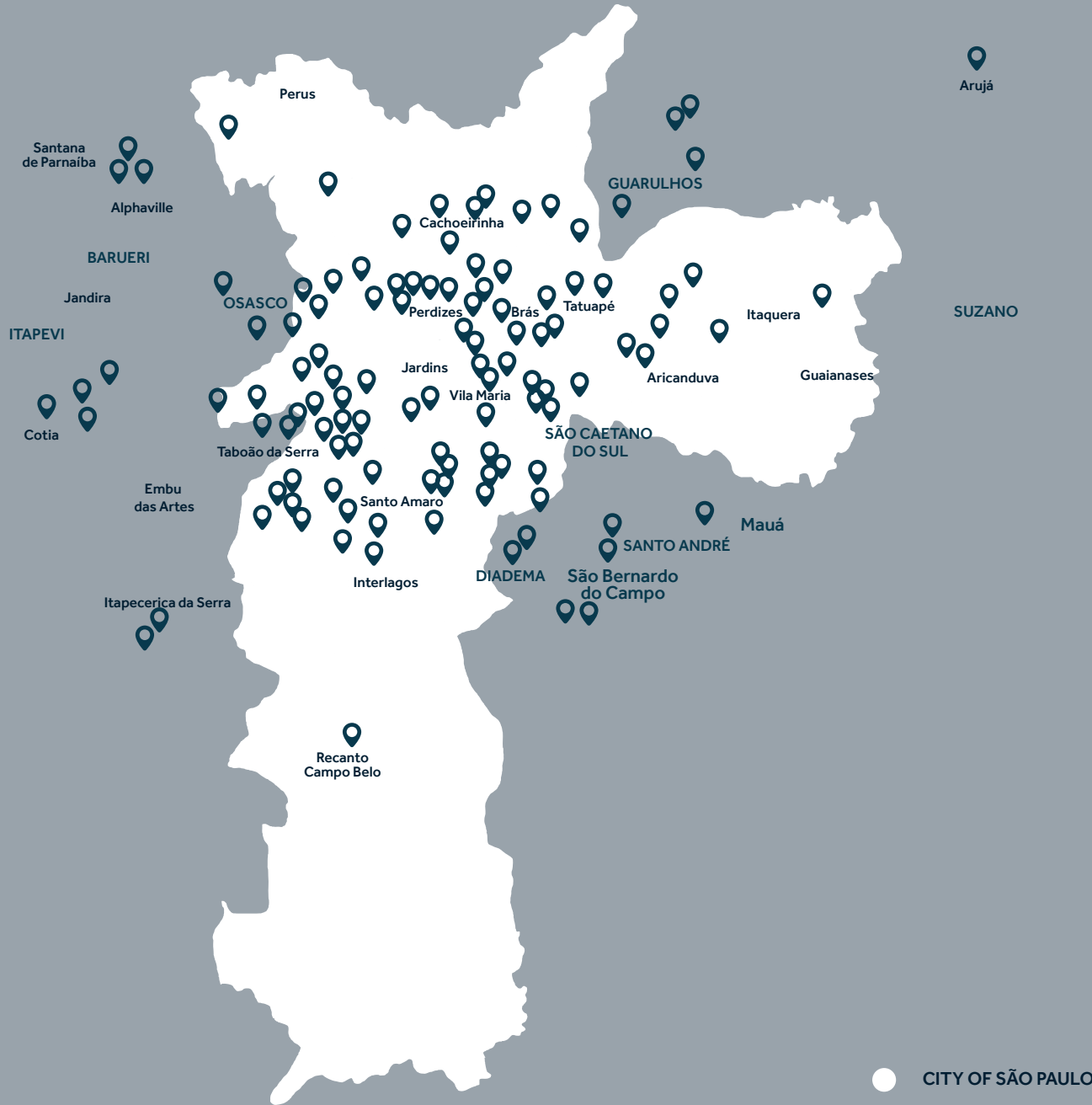


NUMBER OF APPLICANTS AND PARTICIPANTS IN THE PREP COURSE PER YEAR



● SELECTION PROGRAMME APPLICANTS
● PREP COURSE PARTICIPANTS

ORIGINS OF APPLICANTS TO THE 2025-2026 SELECTION PROCESS



THE SCHOLARS



LARA, Scholar in Form 3

OUR SCHOLARS

With each passing year come new stories to tell. St. Paul's Foundation scholars across various year groups share a little about what they experienced during the 2024-2025 academic year — from academic development to new skills and self-discovery. Read the accounts from some of our pupils.

EMILY MARINHO FORM 5

My first year at St. Paul's was a mix of emotions. I went through several unique experiences, met many interesting people, and stepped completely out of my comfort zone. As Uncle Ben [from *Spider-Man*] used to say, "With great power comes great responsibility", but the reverse is also true: with great responsibility comes great power. The past year was challenging and required a lot of effort from me, but the powers I gained are immeasurable. I became independent, more empathetic, and more courageous; I took on leadership positions and discovered a lot about myself.

The transition from the selection process to the life of a St. Paul's pupil was made much smoother by the Prep Course. Attending a school in a completely different language is a challenge, but I am certain that having the opportunity to interact with the teachers and experience the teaching approach firsthand was essential not only in easing some of the anxiety and uncertainty that come with something new,

but also in helping me adapt to the environment, particularly to British English.

The school's extracurricular programme immediately stood out to me. Both Sports and Arts are highly valued here. The annual school theatrical production is my favourite activity and is something I would never experience outside St. Paul's. Theatre helped me communicate better, feel more confident in front of others, connect with people from different year groups, share the best laughs, and discover a talent and a love: acting.

What I feel most grateful for on this journey is the connections I have made. Before the preparation course, I had never interacted with people from other countries. I remember the first time I heard one of the British teachers speaking English — it was unique and unfor-



gettable. Beyond the different cultures we encounter every day at St. Paul's, with teachers and classmates from other countries, the cultural background and the people I connected with were the greatest opportunities of my life.

My family and I have experienced a completely new world since I started studying at St. Paul's. It was also the first time they heard someone speak English. Today, everything seems possible, and the world has become much smaller as our horizons have broadened.

The greatest challenge was becoming fully confident in English. I spent my life in a Brazil-

ian public school before coming to St. Paul's, so my vocabulary in Portuguese is much broader than in English. But this is a challenge that only time helps us overcome. All of us scholars go through this at the beginning, and it is normal! The teachers understand our difficulties, and as the months pass, it becomes easier.

I am sure that the coming years will be even more special (and challenging), and I am eager to discover what the future holds for me and for all the other scholars, with whom I love sharing these experiences and whose success I wholeheartedly support.



Emily and Claudia performing in the St. Paul's theatrical production *Around the World in 80 Days*

CLAUDIA GONTIJO

UPPER 6TH

"I hope to make a global impact, both inside and outside the classroom, and build a story that inspires others — a story that only began because someone believed in me."



When I look at everything I lived at St. Paul's, it is impossible not to feel a mixture of gratitude and admiration for the journey I traced. I entered the school with modest expectations, without imagining how much my life would change; today, I leave with a bag packed with unique experiences, remarkable achievements, and a confidence I didn't even know I could have.

The final year was especially intense and transformative. I grew academically, immersed myself in projects that challenged me, and lived moments that marked me deeply. Being on stage as the protagonist of the play *A Monster Calls* and being part of the Secretariat for SPs-MUN were two major highlights — experiences that taught me about empathy, leadership, and expression. I also had the chance to represent the school at a MUN in The Netherlands and take a summer course in New York, studying Economics & Finance at Barnard College, where I was recognised with the Academic Achievement Award. These international experiences expanded my horizons in a way I never imagined.

Outside the classroom, I found my greatest passions. Project Humanise, which I founded and continue to lead, finally achieved goals that seemed distant at the beginning. I am a MUN advisor, editor for *The Lion*, a volleyball player, actress, project leader, and I have completed

the Duke of Edinburgh's Award. Each role I assumed taught me something new about collaboration, resilience, creativity, and purpose. Sport, in particular, brought me balance and joy. Being part of the volleyball team is one of my greatest sources of energy, and receiving the Most Improved Player award was a celebration of both collective and personal effort.

The transformation that the Foundation brought to my life goes far beyond school. It touched my family, rekindled hope, and opened doors that previously seemed locked. We went from a scenario of uncertainties to a reality where the future is one full of possibility, and that is immeasurable.

Now, I prepare for my final steps with the desire to leave a legacy. I want to be a support for the younger ones, especially other scholars, and show them that it is possible to dream high and achieve it. My biggest goal is to cultivate an environment of inspiration, empathy, and determination.

After St. Paul's, I dream of studying Economics and Political Science. I want to better understand the systems that shape our country and contribute to fairer public policies. I hope to make a global impact, both inside and outside the classroom, and build a story that inspires others — a story that only began because someone believed in me.

SUMMER ITABORAÍ

UPPER 6TH

"This school is a truly special place, and I will be eternally grateful to the St. Paul's Foundation for allowing me to live these past four years — they were the best years of my life."



This last school year was my absolute favourite of all the time I spent at St. Paul's. I decided to face the challenge of the IB and commit myself to having an excellent year across academic, social, and emotional spheres. I participated in the school play, *A Monster Calls*, playing the title role in a production that proved to be one of the most impactful in the school's history. In addition to rehearsals and performances, I also took on the leadership of Act Out, a project dedicated to introducing younger pupils to the world of musical theatre and preparing them for future participation in official productions. Participating in theatre — something I have done since I entered the school — not only enriched my school experience but also provided a safe space and a creative outlet for everyone involved.

Since the beginning of the selection process, I have changed completely for the better. I used to be a shy and closed-off teenager, but I lived so many incredible experiences at this school that I can confidently state that I am no longer the same person I was years ago. Earlier this year, I had the opportunity to travel to The Hague and Amsterdam, in The Netherlands, through Model UN; if someone had told me five years ago that I would be good enough at public speaking to be invited to travel to another country, I would never have believed them. I also lived an unforgettable experience by participating in a summer course at Har-

vard University, which allowed me to deepen my knowledge of International Law and US History, opening doors for my future career. I made many friends, not only within the school itself but also in these extracurricular activities — friendships that I will carry for life.

I cannot express in words how excited I am about the future. St. Paul's has prepared me exceptionally well for the years ahead, and without this school, I would never have realised that I want to pursue a career in International Law. The connections I have made, the knowledge I have gained, and the lessons I have learned will stay with me forever. This school is a truly special place, and I will be eternally grateful to the St. Paul's Foundation for allowing me to live these past four years — they were the best years of my life.



Summer on stage during the theatrical play *Around the World in 80 Days*

LORENZO GUEDES

FORM 4

"Having access to an international education made me believe that big dreams are possible and that I can use what I learn to generate a positive impact, both in my life and in the lives of the people around me."



From the moment I arrived at the school, I realised I was entering a place where learning goes far beyond the classroom. The selection process helped me greatly in the transition, not only because it allowed me to know the school and its values better, but also because it broadened my view of the world and showed me a new horizon, proving that determination and dedication can truly open doors.

I was very well received and supported by peers, teachers, and the pastoral team. Everyone always encouraged me to get involved in activities and seek my best. I made great friendships and found people who inspire me every day. Today, I am proud to hold leadership roles as PE Captain and House Captain, positions that taught me the value of listening, empathy, and teamwork. Since I enjoy sports a lot, I settled easily into the school community through volleyball and basketball.

I participate in extracurricular activities that marked my journey. Among them are MUN (Model United Nations), which broadens my view on global issues daily and teaches me to debate with respect and critical sense; Code Kids, a project in which I teach basic programming to public school students; and Finanças Sem Fronteiras, an initiative focused on financial education for the public school network. I also participate in the Duke of Edinburgh's Award, which has been an opportunity to develop discipline, resilience, and balance between study, volunteering, and personal goals.

In all these activities, I relate to different pupils, teachers, and staff, and I always learn from each of them, exchanging many experiences. In sport, I learned about respect and overcoming challenges; through social projects, I discovered the power to transform other people's lives; and in debates, I realised how important dialogue and empathy are for the world.

Throughout 18 months at St. Paul's School, I noticed how much I evolved and how much I can still develop as part of this great community. The Foundation transformed my life and that of my family. Having access to an international education made me believe that big dreams are possible and that I can use what I learn to generate a positive impact, both in my life and in the lives of the people around me.

I am immensely grateful to the entire St. Paul's School community and to the St. Paul's Foundation for all the support, welcoming, and investment in a quality education that trans-



Lorenzo's medal from the Little 10 sports tournament in 2025

forms lives. I know that none of this would be possible without the work and commitment of so many people who believe in the power of education and offer opportunities so that pupils like me can reach their full potential. This support network inspires me every day to give my best and to give back, in the future, everything I received.

I discovered my talents, learned to trust myself, and found a direction for the future. I want to continue taking advantage of every opportunity and growing in all areas. In the future, I dream of pursuing a career that integrates science, technology, and social impact, and being able to use what I've learned here to make a difference in other people's lives.

LORENA ROSCHEL

FORM 4

"This journey so far has shown my family and me how broad the future is and taught me that resilience and determination to learn and develop are worth it."



It has been nearly a year and a half since I became a St. Paul's scholar, a period that taught me much more than I could ask for or imagine. I am immensely grateful to the Prep Course for having guided me, so I didn't arrive completely lost on this new journey. It was because of this that I wove my results, the fruit of my preparation for the academic level, demand, and responsibility that the school requires. The course also helped my parents gain a broad understanding of the school and the British educational system, enabling them to help me with the adaptation, which, in my opinion, was a success.

Along with this, I understood that the scholarship goes far beyond the academic aspect. At St. Paul's, I built friendships that make me laugh every day, and that will certainly be part

of the rest of my life. I was able to join the school swimming team and perfect my technique, performance, and endurance in the sport, participating in numerous competitions and meeting people who share the same interests as me. In addition to swimming, I had the opportunity to participate in strength and conditioning activities in the school gym. I also started participating in MUN, which helped me improve my oral communication in English, relate to various people, and learn about complex global issues.

Furthermore, I involved myself in volunteer projects, participated in several national and international Academic Olympiads that helped me expand the logic learned in classes, and recently joined the Duke of Edinburgh's Award, which provided me with learning outside the classroom with teamwork, appreciation

of nature, and much more. Moreover, I had the opportunity to practice something I love: art, because the lessons represent not just a grade on the report card, but a process of evolution that demonstrates how we can always learn more.

This journey has shown my family and me how many possibilities the future holds and taught me that resilience and the determination to learn and grow are always worthwhile. The support the Foundation gave us is akin to an adoption, as it differs from everything I've ever

seen: a combination of true affection, support, respect, and trust, which propelled me to continue pursuing my dream of studying Architecture abroad. What was once a doubt about whether or not it would happen has become just a matter of time. I intend, with all my effort, to be able to give back to the Foundation one day, since it completely changed my life. I am deeply grateful for everything I have experienced up to here and remain motivated to honour the opportunity I received, carrying forward the commitment to excellence, responsibility, and transformation.



Lorena and the medals won in swimming competitions through the Liga Água na Caixa

FERNANDA ALVES

LOWER 6TH

"I want to use the opportunities I had to generate a positive impact, to give back the support I received, and to be able to provide opportunities as incredible as the ones I had for my community."



From the beginning, I was constantly challenged to step out of my comfort zone and assume more responsibilities within the school, keeping in mind my development as a pupil and that of St. Paul's as a community. Adapting to such an exacting academic environment was challenging, but I feel I have been making the best use of this unique opportunity. After a long year of adapting to the new environment and new routine, in Form 5 I finally felt like an integral part of St. Paul's.

I was actively involved in a wide range of extracurricular and enrichment activities, including serving as Production Director for the school's annual theatre production, leading the Speak Up project, and founding St. Paul's first sports-focused newsletter, Lion's Den News. I also progressed within the Model United Nations (MUN) community, taking on increasingly senior leadership roles, and completed my first Duke of Edinburgh's Gold Award expedition. These experiences allowed me to pursue interests beyond the classroom while strengthening key skills such as leadership, collaboration, and communication.

The transformation, which is the central goal of the Foundation, is something I feel not only in my life, but also in that of my family as a whole. There was a major shift in how we view the future, the possibilities, and the value of education. My journey as a student at St. Paul's broadened our horizons and brought new references of what my future could look like from

now on. However, this journey also brought me challenges. I faced academic difficulties, challenges adapting to the intense pace, and some moments of insecurity. Nevertheless, each challenge was accompanied by great learning. I learned to ask for help, to persist, to deal with mistakes and frustrations, and to recognise my own progress. The support of the school, the Foundation, the teachers, and my peers was fundamental for me to be able to move forward with confidence and cross barriers I believed were impossible.

The summer course was a landmark and transformative experience in my journey. It prepared me not only academically but also emotionally for what lay ahead. It gave me the opportunity to develop my independence in an unfamiliar country and to cultivate skills that have stayed with me ever since. Living this experience within the Scholarship Programme made me feel welcomed, prepared, and even more committed to everything that was ahead. It was there that I began to understand, in practice, what it means to be part of the St. Paul's community, where learning goes far beyond classrooms.

For the IB years, my expectations are high. I hope to deepen my knowledge, as well as continue growing as an individual. I know it will be a demanding period, but I am motivated and prepared for the challenges that will come. This is only possible thanks to the constant support of the entire school team and, in par-

ticular, the Foundation, which was present at each step of my journey. Since the beginning of my school life at St. Paul's, I received guidance, incentives, and opportunities that were essential for my development as a pupil and as a person. I am immensely grateful for all this support, which propelled me to dream higher and had an impact that goes far beyond what I can express in words.

My dreams for the future go beyond St. Paul's. I wish to enter a university abroad that allows me to continue learning, growing, and making a difference. I want to use the opportunities I had to generate a positive impact, to give back the support I received, and to be able to provide opportunities as incredible as the ones I had for my community.



Fernanda participates in an activity during the summer course in the United States, offered with the support of the St. Paul's Foundation

FELIPE TERAMURA

FORM 5

"There was a very positive transformation for all of us, being a unique opportunity that changed and continues to change my life every day."



My first year at the school was very good and productive, and everyone was very welcoming, assisting me with all my needs. The subjects are quite challenging, but the teachers are great, so you manage to learn quickly. Having a place at St. Paul's is a unique and extraordinary experience that provided me with good moments

of learning and personal growth. I made new friends, learned to handle challenges better, and realised how much I can evolve with dedication and effort. I am very excited to continue this journey, making the most of everything the school still has to offer.

The selection process prepares you extremely well because it prepares you with immersive lessons that simulate what life is like for a student at St. Paul's. In the Prep Course lessons, you have direct contact with the school and the teachers, which facilitates the connection between teacher and pupil. It is a journey that truly transforms you, perfecting your English and your way of learning.

In my first year of school, I explored my possibilities extensively. I practised volleyball for most of the year; I also participated in the STEAM Competition 2024, in which my group placed second, having the opportunity to explore Applied Physics in everyday problems. Participating in the Duke of Edinburgh's Award also gave me valuable opportunities to connect with nature and build stronger relationships with my peers.

My journey so far here was not easy, but with the support of the school and the Foundation since the beginning of the selection process, it became very smooth and a path of learning and growth. Studying at an international school and having access to possibilities of studying abroad are opportunities I had never imagined living. The school became a true community for my family, providing a support network. There was a very positive transformation for all of us, being a unique experience that changed and continues to change my life every day.

I hope to be able to continue contributing to my class and the school in general, continue studying hard for the IGCSE and the IB, and participate in more extracurricular activities and clubs. In the future, I want to be able to go to university abroad, explore new interests, and provide better conditions for my family.



Felipe on an expedition trail for the Duke of Edinburgh's International Award

LEARNING, INSPIRATION, AND EXCELLENCE

SCHOLARS IN LEADERSHIP EXPERIENCES



RAFAELA RENZO,
Scholar in Upper 6th
Wellbeing Prefect

"For me, the role of Prefect is an opportunity to contribute in a positive way to the St. Paul's community. I applied as a way to give back the affection and care I received during my years at school, and to have a way to work with teachers and staff on ideas that could improve everyone's life. I have always been very drawn to questions of mental health and collective well-being. I participated in initiatives and presentations aimed at inspiring pupils to maintain a balanced life, and making them capable of dealing with stress and other complex emotions brought about by the changes of each academic stage. I worked to establish the Older Buddy Programme, which connects new pupils with others from older years and offers advice and guidance during adaptation. I hope my performance has inspired other pupils to try to contribute as much as possible to the collective well-being of the school community."



**VICTOR
LEONARDO MEDEIROS**
Scholar in Form 5
Tudor House Captain

"I decided to be Captain again because I felt I could contribute even more to Tudor House. I wanted to consolidate the team spirit, strengthen the motivation of the pupils, and make the house activities more dynamic and inclusive. My goal is to lead in an active and close manner, basing myself on three pillars: planning, supporting, and inspiring participation. I organised initiatives such as the Maths Question of the Week and the table tennis tournament, which helped increase enthusiasm and engagement in competitions. Another important milestone was the first Pupils' House Survey in the school, which allowed us to better understand what pupils value and transform those ideas into real improvements. This journey has shown that leading is, above all, creating opportunities for others to grow and believe in their potential. Leading in this way has taught me a lot about organisation, resilience, and motivation. It is gratifying to feel that I can contribute to making Tudor a space where everyone feels inspired and involved."



CATARINA MURO,
Scholar in Lower 6th
Stuart House Captain

"Since I joined St. Paul's, I have come across a competitive spirit among the pupils that was healthy, fun, and motivating. This feeling came from the House competitions: each pupil proud to belong to their own House, wearing their shirt and representing a group to which they belonged. The moment I noticed this drive, I knew I wanted to be part of it; I wanted to lead something like that, and I wanted to make the pupils' day a bit brighter — especially considering that the most active participants were the younger pupils, something I wanted to change. My mission was to get more people to participate in competitions, increasing the sportsmanship in the school. I know my purpose was fulfilled because I inspired other pupils to not only be active in competitions between Houses but also to sign up to be captains. I won the Stuart House Prize at the end of Form 5 and was thus recognised for my devotion to the House system at St. Paul's."



FERNANDO NUNES,
Scholar in Upper 6th
STEM Prefect

"There is a deeper connection with the St. Paul's community every time we are part of some activity or project. This feeling was my driving force in applying to become a Prefect and was already something I felt since my first steps here. My main objective in the areas of Mathematics and Technology was to increase community participation in STEM (Science, Technology, Engineering, and Mathematics) events. I helped lead the week on this theme (the first with Prefects leading the Assemblies); with the help of teachers, I managed to register the school again in Science Olympiads, and we took pupils to the final phase of the Brazilian Informatics Olympiad. My role as Prefect changed me deeply. Being a role model for younger pupils and being able to represent my peers in meetings with the school's Leadership brought me a sense of importance and of being part of a centenary legacy. Seeing younger pupils inspired and being able to guide them through their school life, even if indirectly, was crucial to my personal growth. To me, being a Prefect means being able to be a pupil and a leader at the same time; it means being a role model while learning the true meaning and impact of that responsibility."

ACADEMIC PERFORMANCE



ARTHUR, Scholar in Form 5

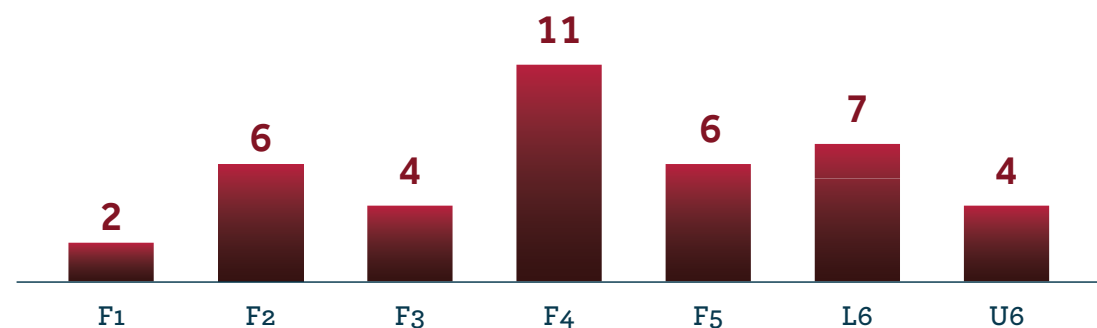
SAM BISHOP
Assistant Head of
Learning and Teaching



The Scholarship Programme at St Paul's has raised the bar for academic excellence. As Assistant Head for Learning and Teaching, I have had the privilege of educating many scholars and overseeing their academic progress over the last five years. It is wonderful to witness scholars achieving not only as individuals, but also contributing to the intellectual, social, and emotional growth of all pupils at St Paul's. This can be seen in classrooms every day through group work, collaborative projects, and peer support programmes, where pupils from all backgrounds work together, share ideas, and achieve their learning objectives together.

At St Paul's, one of our goals is to develop lifelong learners. We understand that learning requires explicitly developing the habits of taking ownership, discovery, collaboration, and perseverance, which we refer to as Lion Learning. Our scholars have embraced the Lion Learning mindset and continue to strive to develop these habits. In this way, they truly embody what it means to be a Paulean: to strive not only for academic excellence, but also to act every day with kindness, respect, and integrity.

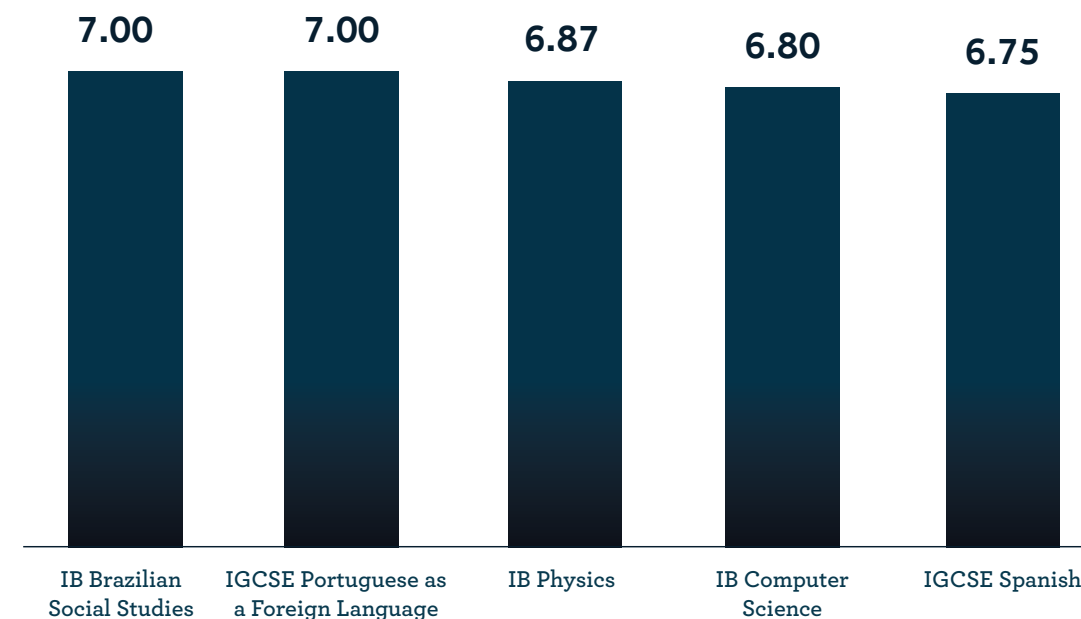
NUMBER OF SCHOLARS PER SCHOOL YEAR



AVERAGE SCHOLARS GRADE



SCHOLARS' BEST-PERFORMING SUBJECTS IN THE IB



IN THE IB, OUR
SCHOLARS ACHIEVED
AN AVERAGE SCORE OF

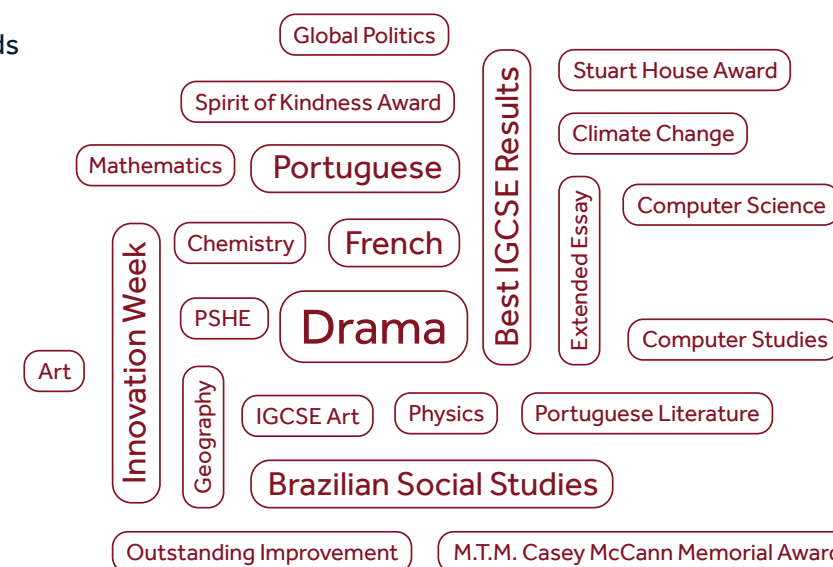
38.7 POINTS

In comparison, the global average was **30.5 points**.

SCHOLARS AWARDS

Within the school, 20 scholars received 30 awards for their development and performance during the 2024-2025 academic year.

Discover the awards received at the Prize Giving Ceremony:



BEYOND THE CLASSROOM

A striking characteristic of our scholars is their curiosity and engagement in St. Paul's activities. They seek to make the most of the diverse opportunities of an international education and an environment like that of the school. Therefore, they challenge themselves and develop skills not only in the academic universe but in initiatives — and even leading several of them — that expand learning and connections far beyond the classroom. The extracurricular programmes, clubs, and Enrichment projects make our pupils' experience much richer. Take a look at what our pupils experienced this past year.



SPORTS AND PHYSICAL ACTIVITY

VOLLEYBALL
BASKETBALL
SWIMMING
PHYSICAL CONDITIONING
AND STRENGTH TRAINING



Medals won in a swimming competition by our scholar Lorena



ACADEMICS AND OLYMPIADS

BRAZILIAN MATHEMATICS OLYMPIAD (OBMEP)
BRAZILIAN INFORMATICS OLYMPIAD (OBI)
BRAZILIAN PHYSICS OLYMPIAD (OBF)
UNICAMP MATHEMATICS OLYMPIAD (OMU)
MATHEMATICS COMPETITIONS CLUB
IGCSE CATCH-UP
STUDY SKILLS ENRICHMENT
FRENCH
FINANCE AND INVESTMENTS CLUB

ARTS, MUSIC AND CREATIVE EXPRESSION



ARTS
SCHOOL PRODUCTION
SCHOOL OF ROCK
BATTLE OF THE BANDS
ORCHESTRA
CELLO
VIOLA
VIOLIN
PIANO
CROCHET
DESENHE UM SORRISO



Pupils from the Senior Orchestra performing at school

“Engaging in these activities was very good because the people are very welcoming and friendly, and these activities helped me to be more confident.”

JULIA PASSOS,
LOWER 6TH



TECHNOLOGY, ENGINEERING, AND INNOVATION

ST. PAUL'S ENGINEERING SOCIETY
CREATIVE SKILLS DEVELOPMENT
WITH ARTIFICIAL INTELLIGENCE
PYTHON & MACHINE LEARNING
COMPUTER SCIENCE WORKSHOPS
CODE KIDS PROJECT
JUNTOS NA TECNOLOGIA
SWENEXT CLUB
ARCHITECTURE CLUB



OPPORTUNITIES FOR THE FUTURE

COMMUNICATION, DEBATE, AND CRITICAL THINKING

MODEL UNITED NATIONS (MUN)
MEDIA AND JOURNALISM
THE LION MAGAZINE
(INCLUDING SPORTS EDITOR)



“In all these activities, I interact with different pupils, teachers, and staff, and I always learn from each of them, exchanging many experiences. I discovered my talents, learned to trust myself, and found a direction for the future.”

LORENZO GUEDES,
FORM 4



LEADERSHIP, SOCIAL IMPACT AND CITIZENSHIP

DUKE OF EDINBURGH'S AWARD
JOY/JOY DO GOOD
HUMANISE PROJECT
PROJETO FLUIR
MÃOS NA MASSA
ONE GOAL
SPEAK UP PROJECT
AMIGOS DA BRILHO
ST. PAUL'S MCCANN
SCHOLAR'S SOCIETY



St. Paul's pupils in action
for the NGO Projeto
Mãos na Massa



JULIA, Scholar in Lower 6th

ACADEMIC EXPERIENCES BEYOND THE CLASSROOM

The education provided to St. Paul's Foundation scholars goes beyond the school curriculum. Throughout their journeys, we seek to provide complementary academic experiences — in Brazil and abroad — that broaden horizons and strengthen pupils' autonomy. These experiences contribute to more conscious and well-founded choices about their academic and professional paths.

INTERNATIONAL EXPERIENCES

In 2025, scholars participated in summer courses at leading international universities, such as Jesus College (University of Cambridge), Barnard College (Columbia University), Johns Hopkins University, and American University. These experiences enabled direct contact with different university environments, the exploration of areas of academic interest, and the development of essential competencies, such as critical thinking, independence, and adaptation to new cultural and educational contexts.



Catarina, a scholar in Lower 6th, during a summer course at the University of Cambridge

EXPERIENCES IN BRAZIL

In Brazil, participation in Inteli Camp provided an immersion in topics such as innovation, technology, and entrepreneurship. Through practical and collaborative activities, pupils developed fundamental competencies for higher education and the 21 st-century job market — such as teamwork, problem-solving, and communication — broadening their vision of academic and professional possibilities in the country.



Foundation scholars receive certificates after participating in Inteli Camp, a course generously donated by one of our supporters



Manoela (left) and Gustavo (right) participated in MLAB, a programme promoted by the Harvard University DRCLAS office in Brazil

MENTORSHIP AND PERSONAL DEVELOPMENT

For the second consecutive year, the Foundation supported the participation of scholars in Mentorship and Language Acquisition in Brazil (MLAB), a mentorship programme of the David Rockefeller Center for Latin American Studies at Harvard University. The initiative connects pupils with international mentors and promotes meaningful exchanges that broaden their aca-

demic, cultural, and personal repertoires. These experiences reaffirm the commitment of the St. Paul's Foundation to a holistic education, which surpasses the boundaries of the classroom and prepares scholars for the next steps of their journeys with greater confidence, repertoire, and a clearer vision of their future.

SCHOLARS GRADUATING FROM ST. PAUL'S CLASS OF 2025

FOUR PUPILS FROM THE ST. PAUL'S FOUNDATION GRADUATE AND COMPLETE THEIR SCHOOL JOURNEY

As the Scholarship Programme grows, the St. Paul's Foundation also witnesses a larger number of scholars concluding their cycle as graduates of St. Paul's School. After years of study, they leave the school with two qualifications: the IB Diploma and the Brazilian Ensino Médio Certificate. In June 2025, four scholars who entered the school in 2021 and 2022 said goodbye to St. Paul's following successful journeys. Now, Old Pauleans, they are living a new chapter of their lives abroad: Claudia, Enzo, João Gabriel, and Mariana have become university students in the United States and the United Kingdom. Read on to find out more about each of them.

MARIANA SCHOLAR FROM 2021 TO 2025

Mariana always knew what she wanted and where she wanted to get to. Still in Ensino Fundamental and a public school student, she set the goal: to study Aerospace Engineering at a university outside Brazil. Receiving an international education was an important step towards achieving this goal, and her determination, focus, and ability were proportional to the size of the challenge. Then a resident of Diadema, in Greater São Paulo, Mariana sought additional academic support and joined Ismart Online, one of the programmes of the Instituto Social para Motivar e Reconhecer Talentos, a non-profit partner entity of the St. Paul's Foundation that works with young talents from low-income families.

Mariana applied to the St. Paul's Foundation selection process for the first time in 2019, but did not advance through all the stages. She tried again in 2020, and the new endeavour required even more persistence than she imagined, as her selection process took place in the middle of the first year of the COVID-19 pandemic. Along with João Gabriel, Claudia, and other



pupils, she completed a fully online preparation course during a period full of uncertainties, but her hard work paid off: Mariana received a scholarship offer and entered St. Paul's in August 2021, in Form 4 (9º ano EF).

"I was always very shy, very quiet, and reserved. Having my first contact outside that closed world [of the pandemic] at St. Paul's was a very good way for me to develop and gain more confidence," says Mariana. Her parents are full of praise for her: "She was always dedicated, hard-working, courageous, always pursued what she wanted, right? And, wow, we are very proud of her" say Patricia and Marcio.

During her four years at the school, Mariana stood out for her excellent academic perfor-

mance and her engagement in various extracurricular initiatives, supported by the Scholarship Programme. She represented St. Paul's on the football team in several tournaments and completed the Bronze, Silver, and Gold levels of the Duke of Edinburgh's International Award. Mariana was also part of Mãos na Massa, a project led by St. Paul's pupils that renovates and builds houses to support people with disabilities and in situations of social vulnerability. A lover of science and the STEM fields, Mariana obtained an Honourable Mention in the Brazilian Mathematics Olympiad (OBMEP), a silver medal in the UKMT (United Kingdom Mathematics Trust) Intermediate Mathematical Challenge 2023, and served as Science Prefect in her penultimate year of school.

With the support of the St. Paul's University Guidance team and the St. Paul's Foundation, Mariana dedicated herself to university applications, and during the first semester of 2025, she

received the news she had worked so hard for: an offer to join her dream course in Aerospace Engineering at the University of Notre Dame in the United States, with a full scholarship. For a pupil who has always looked beyond, she now reaches a new universe full of opportunities.



Claudia (left) and Mariana (right) were School Prefects in the same year

ENZO SCHOLAR FROM 2022 TO 2025

Enzo's horizon was always marked by curiosity, the search for challenges, and the desire to develop. Then a scholarship student at a private school, he felt the lack of new stimuli and a more challenging curriculum that would expand his learning. In an active search for opportunities that were compatible with the family's income and would bring unique educational experiences for Enzo, Mirian, Enzo's mother, found the St. Paul's Foundation Scholarship Programme and registered him in 2021.

He was able to get to know St. Paul's more deeply in the preparation course, which returned to in-person format after the COVID-19 pandemic for the first time that year. Enzo had to balance the selection process lessons, the demands of the school he attended, and

near-daily basketball practices at a club, but motivation was not lacking. In August 2022, he received an offer to enter St. Paul's in Form 5, joining now-veterans Mariana, Claudia, and João Gabriel. "You have this purpose, and you know how enriching the experience is. When we received the news of the scholarship offer, it confirmed that all the hard work had paid off," Enzo explains.





Enzo receives his academic recognition diploma from Mr Edge during the graduation ceremony

His journey at St. Paul's was very active, with participation across various areas of the school. To begin with, basketball was a sport in which he was a major standout on the St. Paul's team — some of the school's medals bear his signature on the court. Enzo was also very strong academically, and liked both learning and sharing what he knew. He says he was transformed during his years at St. Paul's, particularly in his love for studying Physics. "I saw myself with a much more present, much stronger passion, and with a sense of purpose." When he started in the Sixth Form, Enzo was an assistant teacher in workshops for the subject for Form 4 and Form 5 pupils. In addition, he taught Programming (Java and Python) to children and youth from Paraisópolis

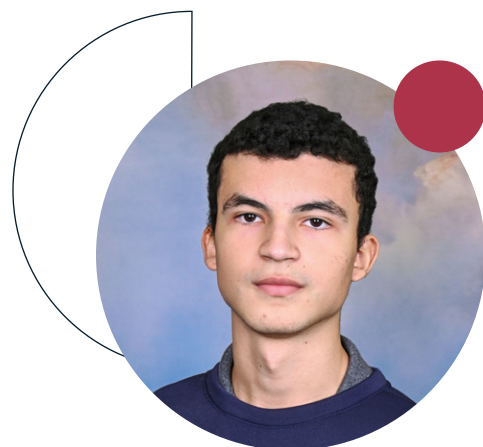
through the NGO Juntos na Tecnologia and was one of the participants in another NGO, Mãos na Massa, both led by St. Paul's pupils.

Enzo also won a silver medal in the Brazilian Physics Olympiad and a gold medal in the UKMT (United Kingdom Mathematics Trust) Intermediate Mathematical Challenge 2023, competing alongside schools from all over the world and positioning himself among the best at St. Paul's in the competition. He continued to dedicate himself to these fields of study with great determination and, after participating in a highly competitive selection process for the Yale Young Global Scholars academic programme, he secured a partial scholarship for a summer course at Yale University in the United States, in the area of Innovation in Science and Technology. Supported by peers of various nationalities, he presented a comparative study between protons and photons in the treatment of brain tumours.

In the Upper 6th, with the support of the St. Paul's University Guidance team, Enzo received offers of places and scholarships from several universities abroad. Then came the news that he would be returning to the United States, but now as a university student. He joined the prestigious Columbia University with a full scholarship to study Physics.

JOÃO GABRIEL SCHOLAR FROM 2021 TO 2025

A pupil who always loved learning, but who discovered during his years at St. Paul's a love for teaching: this is an example of the impact that the journey as a student in the Scholarship Programme had on João Gabriel. Studious, João attended a private school on a scholarship, focused on academic Olympiads and the Brazilian university entrance exam. Upon applying to the Foundation's selection process, he saw a new horizon of possibilities open up with the British curriculum, the IGCSE, and the IB.



After passing all selection stages, João received an offer from the St. Paul's Foundation in 2021 for Form 4. He moved back one school year to better adapt to the curriculum and follow the

IGCSE from the very beginning, which proved to be a wise decision: "It was a year I gained, in the grand scheme of things," he says. This extra period allowed him not only to improve his English and his knowledge of St. Paul's curriculum and routines, but also to mature, strengthen his collaborative skills, and build close friendships with his new peers.

Passionate about Mathematics and interested in challenges, João remained focused on his studies and used his aptitudes to expand his peers' and the school's participation in inter-school academic challenges. With the support of teachers, he boosted the culture of Mathematics Olympiads at St. Paul's, impacting the community by organising study groups — including an Enrichment programme focused on competitions — and winning medals that motivated other pupils to join the challenges. To name but a few, in 2023 he won a silver medal in the OBMEP and a gold medal in the UKMT Mathematical Challenge, achieving one of the best results in the school that year.

However, more than learning, his journey at St. Paul's led João to discover the charm of sharing knowledge and dedicating himself to giving back what he had achieved. "I sought help from peers to develop projects outside

the school, and with them I was a volunteer mathematics teacher at the Instituto Unidos de Paraisópolis. I discovered a love for teaching that I never thought I would have," he says. His lessons helped children gain entry into private schools in São Paulo. "I was able to use a bit of this opportunity I had [to study at St. Paul's] to help other children have similar opportunities," says João.

With the support of the St. Paul's Foundation, João Gabriel took a summer course in Mathematics at the University of Oxford. The experience gave him the certainty that a degree in the field was indeed the path to follow. In his final year at St. Paul's, after much dedication and consistency, João received an offer to enter the prestigious University of Chicago in the United States, for the course of his choice. He secured a full scholarship and funding to conduct scientific research during his degree, opening doors to new discoveries. The transformation that began with the Scholarship Programme in 2021 is now entering a new phase. His parents are deeply moved and proud of his achievements: "I have seen my son's journey from being so tiny to reaching where he is today and achieving what he has achieved. It wasn't easy, but he made it with everyone's help," says his mother, Cibele.



João excelled in a summer Mathematics course at University of Oxford

CLAUDIA SCHOLAR FROM 2021 TO 2025

Claudia begins her story at St. Paul's School in a curious way and with a case of love at first sight. A pupil at a small private school, she visited the campus for the first time during an inter-school basketball championship. Her school's team lost, but the experience of being at St. Paul's and the way they were welcomed left a deep and positive impression. Upon noticing the welcoming atmosphere and the values of St. Paul's, she decided right then and there that she would try to join the school, which represented the materialisation of a dream that was previously distant and abstract: the desire to study outside Brazil. She describes discovering the school as the "key" that made this objective something concrete and tangible, changing her perspective on what was possible to achieve.

Claudia discovered the St. Paul's Foundation Scholarship Programme through social media and applied in 2020. The selection process occurred in the middle of the most acute moment of the pandemic, with almost all stages taking place remotely. She successfully completed every stage of the 18-month admissions process and received a scholarship offer for Form 4.

Despite initial uncertainties about socialising after the isolation, Claudia's integration at St. Paul's proved to be very smooth and natural, and strong friendships were forged right at the beginning of the journey. Through the Scholarship Programme, Claudia was able to experience the challenging, inspiring environment of excellence that she had always aspired to for her education. In the teachers and the



school's well-being team, she found consistent academic and human support.

Seeking to experience life at St. Paul's to the absolute fullest and with an eye on the dream of attending university abroad, Claudia built a comprehensive profile. She always sought to interact with pupils from different groups and soon joined various extracurricular activities and clubs, such as the Duke of Edinburgh's Award, MUN, basketball, music lessons, and theatre — eventually occupying leading roles in the school's annual production. She received recognition for her development at the Prize Giving ceremonies, and in the Sixth Form, she entered student leadership as a Wellbeing Prefect.

With the support of the Foundation, in 2023 Claudia took a summer course at Cambridge College, England, in the area of Business. There, she had the opportunity to create her own enterprise and concluded the course with the "Businesswoman of the Year" award. Two years later, a dream came true, and she was able to return to the country she visited — this time, for longer: Claudia received an offer to enter the University of Manchester for the Philosophy, Politics and Economics (PPE) course.

For Thais, Claudia's mother, seeing her daughter occupy this new space represents not only academic success, but a step up for the whole family, thanks to the opportunities and the transforming environment of the school. "I have clarity that the school prepared her with excellence. I feel very secure about this new step she is taking. Claudia is firm and resilient; she already knows what she wants. So I have certainty and clarity that the school managed to extract from Claudia all her potential," celebrates Thais.



Claudia during a performance in the annual school theatrical production at St. Paul's School

THE CLASS OF 2025 SCHOLAR GRADUATES BY MRS MARTINA OPARAOCHA, HEAD OF SENIOR SCHOOL

Mrs. Oparaocha witnessed the entire journey of the four scholars who graduated in St. Paul's Class of 2025 – from application to graduation – and was left with strong and positive impressions of them. "They were super ambitious all the way, their confidence was high, but at the same time they were

continuously giving to their community and to the school. So, those scholars are models, they are ones that you can look up to and all of our pupils, not just the other scholars in the school, but all of our pupils, understand what they can achieve through hard work and by enjoying their learning journey."



CLAUDIA

"Claudia is a superstar. Every time she met an obstacle, she would immediately ask for help, seek advice, and take it. She's someone whose energy is infectious."

ENZO

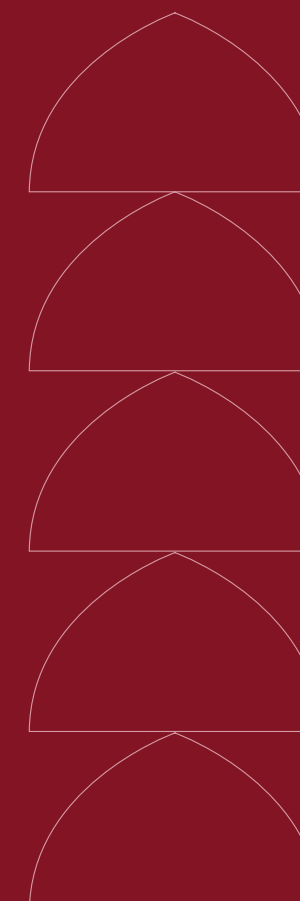
"Very businesslike. He was absolutely driven, understood exactly what he wanted to do, and identified how he needs to get there. He had a plan, and he executed it perfectly."

JOÃO GABRIEL

"He is a force of nature. He fitted in immediately, and he was into everything. He is somebody who I would class as a student who just loves to learn and loves to discover."

MARIANA

"Mariana had real confidence, and she was someone who also knew what she wanted to do. She explored so many options and was always ambitious and fearless as well."



SCHOLAR INTEGRATION AND FAMILY SUPPORT

The integration of scholars into the St. Paul's community is understood as an ongoing process that involves not only the pupils themselves, but also their families. To ensure a sense of welcome, belonging, and support from the very beginning of their journey, the Scholarship Programme relies on three complementary tools that strengthen relationships and promote a network of care and cooperation.

GUARDIAN ANGEL A WARM WELCOME FROM DAY ONE

Each new scholar is supported by a Guardian Angel: a peer from the same year group who has been at the school for longer and is responsible for offering guidance during the first weeks. This pupil acts as a close and approachable guide, helping with adaptation to the school routine, social integration, and everyday questions. The initiative fosters a welcoming environment grounded in empathy and collaboration, supporting the development of relationships and a strong sense of belonging from the outset.

OLDER BUDDY ACADEMIC GUIDANCE AND SHARED EXPERIENCE

The Older Buddy programme connects a new scholar with a pupil one or two years ahead, who provides academic support and practical guidance. Drawing on their own experience, the Older Buddy helps with study organisation, exam preparation, and understanding challenging subjects. This exchange between different stages of school life strengthens a culture of cooperation and encourages peer-to-peer learning.

BUDDY FAMILIES INTEGRATION THAT INVOLVES THE WHOLE FAMILY

The Buddy Families programme extends care beyond the school environment by promoting the integration of scholars' families into the St. Paul's community. In partnership with the PTA, each scholar and their family are paired with a family from the same year group, who support their transition into the school and introduce them to the community's traditions, events, and day-to-day life. The success of the initiative among scholars' families led the school to expand the model, which now also welcomes all new St. Paul's families, further strengthening a sense of belonging from the very start of the school journey. Integration begins with gatherings such as the St. Paul's Foundation Integration Barbecue — an informal opportunity to connect — and continues throughout the year, including support with language matters and access to English classes for interested parents.

Together, these three initiatives reflect the Scholarship Programme's commitment to promoting thoughtful, humane, and sustainable integration, strengthening relationships, and creating the conditions for the full development of scholars and their families.

Bianca Soares, Chair of the PTA, shares her perspective on the importance of these initiatives: "Programmes such as the Buddy Fami-

lies system and Guardian Angel go far beyond simply helping a new family or pupil settle in. By fostering connections, encouraging empathy, and creating a culture of welcome, these initiatives help all families feel more engaged with school life. A stronger, more connected community benefits us all."

MICHELLE DURHAM,
Assistant Head of Pastoral

"I believe it is absolutely vital that our scholars feel they have a friendly face to turn to during those first few days, weeks, and months of settling in. The Guardian Angel programme provides exactly that—a reassuring presence who helps new scholars feel welcomed, supported, and part of our community from the very beginning. We carefully train our Guardian Angels and Older Buddy team, ensuring that they not only understand the expectations but are also equipped with real, practical examples of how to offer meaningful support. This year, we have already seen the difference: scholars who feel more confident, more connected, and more at home thanks to these caring relationships.

We also know that the journey is not just about the scholars themselves—it's about their

families too. Transitioning into a new school can be daunting, and having informal channels of communication makes a world of difference. That's why our wonderful PTA pairs each new FSP family with a buddy family, offering guidance, reassurance, and a friendly ear. Whether it's answering questions about school routines or simply sharing experiences, these connections help families feel embraced by our community.

Together, these support systems—Guardian Angels, Older Buddies, and Buddy Families—create a network of care that ensures no one feels alone. They embody the spirit of our school: a place where every scholar and every family is welcomed, supported, and celebrated."



EVENTS



MARIA, Scholar in Lower 6th

CELEBRATING TOGETHER: FUN, ENGAGEMENT, AND PURPOSE

Throughout the year, the St. Paul's Foundation brought our community together through a series of events that celebrated connection, generosity, and shared purpose. These are occasions when we come together to create memories, celebrate achievements, and strengthen bonds, while simultaneously mobilising essential support for the Scholarship Programme. Sharing these relaxed moments with so many members of the St. Paul's community is inspiring. They are gatherings that reinforce the sense of belonging and demonstrate that, by celebrating together, we manage to unite joy and purpose, expanding the impact of our work and ensuring that more pupils have access to a transforming international education.

ANNUAL FOUNDATION COCKTAIL: GENEROSITY IN ACTION

Held in December at Iulia – Jockey Club, the Annual Foundation Cocktail Party brought together families, partners, sponsors, and supporters for an evening marked by collaboration and commitment to our mission. The event featured an auction, raffles, and special performances, creating an ideal environment for community engagement.

Coinciding with Giving Tuesday, all funds raised were allocated in full to the Scholarship

Programme, contributing directly to the entry of 14 new scholars in the following school year and bringing the school closer to its objective of supporting 50 scholars by 2026. The active participation of pupils reinforced the educational and collective character of the initiative, highlighting the impact of the programme not only on the direct beneficiaries but on the entire school community.



QUIZ NIGHT: TRADITION, ENGAGEMENT, AND CONCRETE RESULTS

The St. Paul's Foundation
team and the Headmaster
of St. Paul's, Titus Edge



In its third edition, the Quiz Night has become an eagerly awaited event in the Foundation’s calendar. Gathering more than 120 participants, including Old Pauleans, school families, and supporters, the evening combined a relaxed atmosphere, competitive spirit, and social purpose. The event achieved a significant milestone by raising nearly R\$ 100,000 for the Scholarship

Programme. The strong presence of Old Pauleans, the involvement of student volunteers, and the support of institutional partners reinforced the intergenerational character of the initiative, demonstrating how the bond with St. Paul’s translates into continuous support for widening access to a world-class education.

INTERNATIONAL DAY: INTEGRATION AND BELONGING

International Day 2025 reaffirmed its role as the largest charity event at St. Paul’s School and one of the most relevant moments of the year for the Foundation. In addition to its importance in fundraising, the event stood out, once again, as a space for genuine integration among scholars, their families, and the wider school community. With the active participation of representatives from 40 scholar families, the event high-

lighted the strengthening of a collaborative network, in which more experienced families welcomed and guided those participating for the first time. The British Fête activities, led by the Foundation, alongside the cultural stalls, created an environment of coexistence that reflects the values of diversity, inclusion, and belonging that sustain the Scholarship Programme.



Family members and pupils at
one of the British Fête stalls
during International Day 2025

PROGRAMME EXPENDITURE JULY 2024 TO JUNE 2025

Educational Expenses for 40 Scholarship Recipients

School tuition fees	R\$ 6,316,980.00
Transport, food, uniforms, school supplies, computers, and health insurance	R\$ 450,308.00
Educational trips, extra courses	R\$ 328,056.00
SUBTOTAL	R\$ 7,095,344.00

Administrative and Operating Expenses

Selection Process	R\$ 152,255.00
Operational Expenses (Transp., IT, Legal, Communications)	R\$ 153,338.00
Events	R\$ 189,147.00
People	R\$ 1,194,049.00
SUBTOTAL	R\$ 1,688,789.00

TOTAL	R\$ 8,784,133.00
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INCOME FOR THE PERIOD JULY 2024 TO JUNE 2025

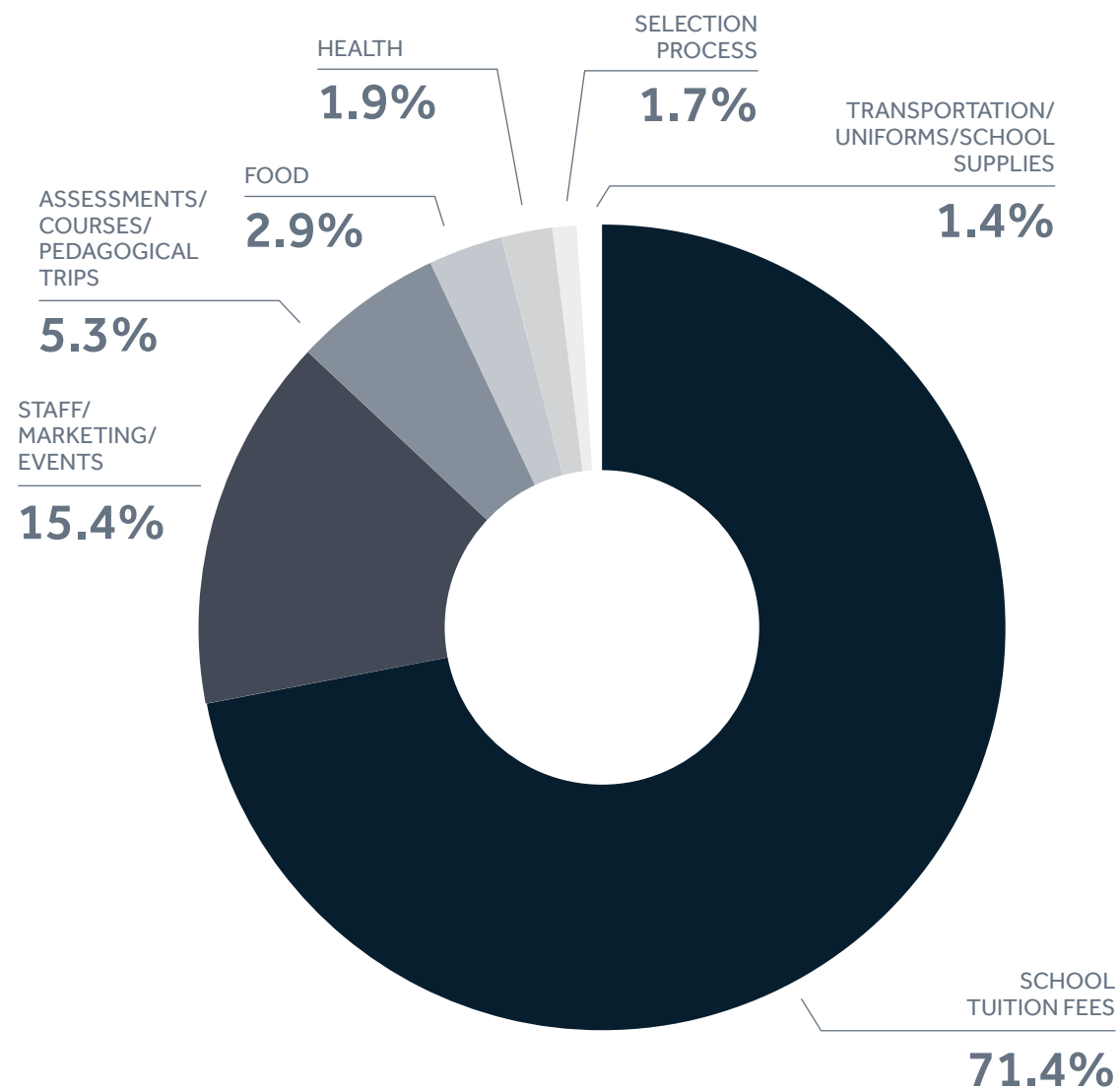
Operational

Direct Donations to the St. Paul's Foundation	R\$ 4,567,475.00
Donations from FABEC (3% of Revenue)	R\$ 4,293,327.00
TOTAL	R\$ 8,860,802.00

ENDOWMENT FUND
TOTAL AS AT 30.06.25: R\$ 28,180,000.00

ANNUAL COST COMPOSITION OF A SCHOLAR

Cost of 1 Scholarship Recipient per year: R\$210,000.00
(projected costs for 50 scholars for the 2025-2026 academic year)



COMMUNITY SUPPORT



LUCAS, Scholar in Form 2

Nothing we have achieved would be possible without the collective support of individuals and organisations who believe in the transforming power of education. Throughout the year, volunteers, donors, institutional partners, and supporters from diverse backgrounds walked alongside us, contributing time, resources, knowledge, and trust. This network of collaboration is essential for the continuity of the Scholarship Programme and for the strengthening of an education that generates impact inside and outside the classroom.

OUR VOLUNTEERS

The work of volunteers is a fundamental part of the daily life of the Foundation. Whether in the selection process, engagement actions, fundraising events, or institutional initiatives, their involvement strengthens our operations and extends our reach. We deeply thank every-one who dedicates their time.

Adriana Silva, Alec Conolly, Alexa Norena, Ana Carolina Belmonte, Ana Carolina Estefan, Ana Paula Muscari Lobo, Ani Sobral Torres, Anthony Wells, Athina Kissajikian, Augusto Neto, Barry Hallinan, Breno Belo, Bruna Lúcio, Camila Hartmann, Carolina Vantini Melles, Catarina Carbone, Claudia Gontijo, Claudia Schulter, Constantino Bittencourt, Crispin Rowe, Daniel Hall, Daniela Stipp, Dávinni Barboza, Djalma Neto, Douglas Jenkins, Elisa de Toledo Piza, Emma King, Enzo Visintin, Fabio Hirano, Fernando Lobo, Fernando Nunes, Florencia Azcune, Gabriel Dutra, Glen Trevaskis, Guilherme Costa, Iara Rembado, Isabella Soares, Isabela Doherty, Isabella Toledo, Ivan Dias, Ivana Lalovic, Jacqueline Souza, Jéssica Santos, João Bosco Feitosa, João Gabriel Machado, João Pedro Fornicola, Jonathan Tarrant, José Bastos, Julia Prado, Juliana Ferrari, Justyna Waszczytko, Karina e Frederico Pena, Kibuuka Mutyaba, Lais Espacini, Lana Romani, Laura Mack, Lauren Rae, Lev Wasiak, Louis Legare, Lucas Neves, Lucia Valeri Hernandez, Luiz Fernando Mussolini Neto, Magda Melo, Maria Beatriz Fornicola, Maria Cecília Bastos Levy, Mariana Eguti, Mariana Gurevich, Mariana Marchi, Marina Edge, Martina Oparaocha, Meire Goto, Michelle Durham, Natália Leoni, Nik Radia, Nicole Buzaid, Paula Fulchignoni, Patricia Birman Ferraz, Paula Rizzi de Souza, Paula Whitaker, Peter Green, Rafael Prado, Rafaela Renzo, Rafaela Silva, Rafaela Thomas, Raquel Paganelli, Renata Goldfarb, Renata Schiffer, Robert Best, Rodrigo Seidl, Roney Nascimento, Ronnie Gilchrist, Rosemary Lawrence, Rubia Gaissler, Sam Bishop, Sara Lawrence, Shellida Viegas, Simone Rebelo, Talula Santos, Thiago Aquino, Tiffany Bavington, Titus Edge, Valeria Berenguer, Vanessa Costa, Verena Ferreira, Victoria Hughes, Vitoria Oliveira, Zoe Sanger

OUR DONORS

Donors play a central role in the sustainability of the Scholarship Programme. Through recurring or one-time contributions, or by supporting events, they make it possible to offer comprehensive and excellent education to talented young people. Each donation directly contributes to expanding opportunities and building pathways with lasting impact. On the next page is a list of donors who contributed between July 2024 and June 2025.

LEGACY CIRCLE

Scholarship Endowment

The Birman Family
Karen and James Oliveira

Legacy

Maria Luiza Flaifel Lutfalla and
The Fabio Lutfalla Family

Platinum

The Bartunek Family, The Rigon Custodio Family

Gold

Bianca Corona and Eugenio Ermirio de Moraes, Breno Belo, Carol Goldfarb and Ricardo Goldfarb, Cartesia Capital, The Del Priore Family, Gabriela Verdeja Birman, The Habersfeld Family, Isabella Renwick Magano and Guilherme Luz, The Jezzi Family, Laura and Guilherme Forbes, The Maia Bruno Family, The Maluf Vasconcellos Family, Marcelo and Marina Passarelli, Marco and Ana Abrahão, Maria Rita Drummond and Rodolfo Barreto, Marina and Guilherme Nahas, Marina Vicintin Lopes and Arthur Vicintin, The Martinez Goldberg Family, The Miglioli Family, The Pessoa Family, Poliana and Rodrigo Storti, The Rinzler Mizne Family, Sanyuu Corretagem de Seguros, The Sommer Family, Tatiana and Eric Fonseca, Thais and Antonio Pereira, Tracy Francis and Philip Reade.

Silver

The Abucham Family, Adianet Correa Rodriguez, Alessandra and Henrique Cury, Aline and Diego Spinola, Alison Radford, Ana Carolina and Daniel Muro, Ana Cecilia de Paula Chade, Ana Guilhermina and Andrew Pacey, Ana Luiza and Gregory Reader, Ana Patricia Velloso and Roberto Lima Jr., André L'Abbate Manchon, Andre Meguerditch Arakelian, Andrea and Luiz Francisco Guerra, Anna Beatriz and Roberto Rodrigues Costa Filho, Anna Carolina and Theodoro Kastrup, Anna Karinna and Henrique Russowsky, Anthony Furmanovich, Anthony Martins Calfat, Antonella Glogowsky Alencar, Antonio Ferraz, The Bastos Family, Bernardino Tranchesi Neto, Bernardo and Fernanda Assumpção, Beto and Suzana Dantas, The Bodra Family, Bruna and Oskar von Treuenfels, Camila and Diogo Mariano, Cecilia Andrade, Clareana Quintela Colaço Dias Campos, Clarice Alvarenga Martins Costa, Claudia Regina Couto Bortoletto, The Cochrane Family, Craig Gordon Bavinton, Cristina Verona, Daniela and Rafael Baleotti, David Towse, Derek and Rosalind Barnes, The Doherty Family, Duncan James Melville Thomas, The Edge Family, Emiliano Leopoldino, Emily Perry and Renato Lulia Jacob, Fabiana and Gabriel Reis, Fabio Franchini, The Frussa Family, Fernanda and Alberto Meyer, Fernando Nogueira Nazarian, Fernando Szterling, Flavia and Rodrigo Terpins, Flavia and Edgard Schmidt, Flavia Leão Fernandes, Flavio Azer Maluf, Gabriel and Fernanda Rohonyi, Gabriela and Andre Couri, The Giannella Family, Gilberto Schincariol and Rebeca Graf, Giovana Queiroz, Guilherme Siepman Jr. and Giovana Contino, Helena Cecilia Whitelock Garcia and Mario Sergio Pereira Gomes, Henrique Zuppardo Jr., Huaibiao Chen, The Hughes Cardoner Family, Iryna Bak, Isabella Matturro da Cunha Bocchi, Isabella Pedroso and Jadyr Mendes de Oliveira, Jean Pierre Moreau, José Antonio Veiga Pereira, Juliana Celuppi, Juliana Lutfalla Zarzur de Carvalho and Alexandre Sandreschi de Carvalho, Juliana Pereira, Karina Mizusaki and Graziano Messana, The Kattar Truzzi Family, Larissa Bomfim and Luis Augusto Pacheco, Laura Queiroz and John Delaney, Liliane and Rodrigo Sancovsky, Livia Marques Chohfi, Lucas de Alcantara Machado, Luciana D'Angelo, Luciana and Bernardo Gattass, Luis Fernando Nardelli, The Mansur Family, Marcela Lucchesi, Marco Perlman, The Mari Family, Maria Andrea de Castro Melegar Janér, Maria Helena Bordon Meirelles, Maria Luisa and Pedro Espírito Santo, Marina and João Pedro Thompson, Marina and Fabio Soares, Marina and Jasper Carton, Marina Helena Cunha Pereira Santos, Maristela Romano, Mark Andrew Bishop, Mark Simon Kornel Lebl, Martha and Thomas Skinner, Maude and Caspar Davey, Mayra and Luis Gustavo Bichara, Melanie and Constantino Regis Bittencourt, Melina and Paulo Nogueira Batista, Melina Holanda Viana, The Melles Family, Mendel Schwarz, Michael Montgomery, Milene Neves Anjos da Silva, Monize Neves and Ricardo Vasques, Natalie and Ricardo Melare, Nelson Sapsezian, Nitasha Jaspal, Paula and Evan Meyer, Paula Whitaker Labuschagne, The Penchas Family, Poliana and Dimitri Moufarrege, The Pontual Family, Raquel Cabral Assad, The Rembado Gonçalves Family, Renata Arnhold Moura, Renata Goldfarb and Luiz Fernando Mussolini Neto, Renata Sampaio Paes Mendonca, Renato Cesar Vieira Araujo, Ricardo Tabacow, Richard Alexander Castilla Sippli, Rodrigo Calfat Yazbek, Rodrigo Chade, Rogerio Leão Figueiredo, Rosalind Arwas, Rosemary Nneka Lawrence, Saskia Saccomanno, The Schwarz Family, Silvia and Rodrigo Guerra Sa, Simona Deifta, Simone Krauss Dutra, Stella and Florent Dupui, Stephanie Bonduki Salem, Stephanie Sippli, Tatiana and George Kerr, Tiago and Carla Noronha, Tiago Carneiro dos Santos, Turim, Vanessa Nahas Couri de Gennaro, Vanessa Short, Victoria and Arno Schwarz, Victoria and Bruno Couri, Victoria Pacey and Carlos Eduardo Amato, Victoria Street Guimarães Barros, Vivian Feder, Viviane and Stephen Hood, The Weaver Family, Yasmine Stephan, The Yue Family

PARTNERSHIPS THAT GENERATE IMPACT

Throughout the year, we rely on the support of partners who share our vision and support us in various ways, whether through in-kind donations, pro bono services, or institutional support. These partnerships broaden possibilities, strengthen the Foundation's work, and reinforce the value of collaboration as an engine for social transformation.



ANA LUISA REIDER
PTA REPRESENTATIVE
AND SCHOOL PARENT

Being a parent of St. Paul’s students and a member of this community for almost 13 years has profoundly shaped how I view education and its power to build character and purpose. I often say that there isn’t a single day that I walk down the ramp of our campus without feeling deeply grateful for the opportunity to offer my children such an exceptional academic experience—but above all, for the incredible chance for them to develop their full potential, to learn to be better people every day, and to understand the impact this will have on the world they are building. Working with the Foundation and having the privilege of getting to know some of its scholars more closely has been a source of inspiration on many levels. I have always been fully aware of their exceptional intellect and remarkable learning capacity. What I didn’t know (and what they taught me) is the depth of their determination, motivation, effort, and dedication. Time and again, I have witnessed their willingness to sacrifice time with their family, rest, and personal moments to keep moving forward—not only in pursuit of their own success, but also to support their communities and help transform the world around them. Their willpower reminds us of the power of believing in our dreams and, above all, the courage needed to pursue them.



ALEC CONNOLY
VOLUNTEER AND ST. PAUL'S
PUPIL (HEAD BOY)

It has been very special to witness the evolution of the St. Paul's Foundation as an integrated part of the entire Paulean community. Being invited to volunteer last year was a remarkable experience that brought me transformative perspectives, very much aligned with my values of giving back and encouraging the best in everyone.

I have developed a deep admiration for the value that the Foundation adds to the academic and social lives of everyone. This project promotes a plurality of viewpoints and opinions, allowing ideas to gain strength—something that happens when they are tested, questioned, and discussed from different perspectives. At the same time, the Foundation supports local communities and encourages our students to develop a more open mind. I can safely say that, in working with the Foundation, no step has been easy. Persistence and commitment to our values in every action have been essential to achieving the positive results we have seen in recent years, mainly thanks to the extraordinary team that supports our even more extraordinary scholars and the donors who make it all possible.



MIGLIOLI FAMILY
DONORS AND SCHOOL PARENTS

As parents in this school community and proud donors to the Foundation, we recognize both the privilege we have and the responsibility we share. We see first-hand how an international education broadens horizons, shapes character, and prepares young people to build their own futures.

Through its Scholarship Programme, the Foundation extends these transformative opportunities to talented students who might otherwise not have access. In this way, it creates pathways that impact not only individual lives but entire families. By supporting this initiative alongside other donors, we strengthen the sense of community within the school and set a powerful example for our children—demonstrating values such as empathy, responsibility, and inclusion. Thus, we give back meaningfully and sustainably, contributing to building a more promising future that extends far beyond our own walls.

THE MIZNE FAMILY FOUNDATION BOARD, DONORS, AND SCHOOL PARENTS



Five years ago, the St. Paul's community set a rather ambitious goal: to reach 50 scholars, or 10% of the Senior School, by the school's centennial in 2026. Through a truly collective effort—involving teachers, staff, parents, and friends of the school, as well as donations from across the St. Paul's community—we can celebrate achieving this goal!

It has been incredible to witness the academic and extracurricular achievements of so many Foundation scholars, as well as the impact the programme has had on the school. It is, in fact, a two-way street, benefiting both the students individually and our entire community.

Congratulations to everyone involved!

RAQUEL PAGANELLI SEL AND PSHE COORDINATOR AND CURRENT SCHOOL PARENT



It is a true privilege to witness first-hand the difference our scholars bring to the St. Paul's community. Each one arrives with their own story, background, strengths, and questions; and it is precisely this uniqueness that enriches our school in such meaningful ways. Their perspectives deepen classroom discussions, challenge assumptions, and invite us to think beyond the familiar. They remind us that learning is not just about content, but also involves dialogue, empathy, and growth.

Diversity has always been at the heart of my work in education. I firmly believe that inclusion is not an add-on to excellence, but a driving force behind it. When students from different backgrounds learn together, they broaden each other's horizons, strengthen their values, and develop the socio-emotional skills that truly prepare them for life. As an educator and a mother, I feel proud and grateful to be part of a school that actively invests in expanding access and developing potential. The Scholarship Programme does more than open doors; it uplifts our entire community, shaping compassionate and thoughtful individuals, ready to create meaningful futures.

FUTURE VISION



MARTINA OPARAOCHA
Head of Senior School

I am in the privileged position of having arrived in 2017 and witnessed the Scholarship Programme grow from its earliest stages—from just two scholars to the fifty we have today. When the target of reaching fifty scholars by 2026 was set in 2021, it was undeniably ambitious, yet it was never out of reach, nor was its success ever in doubt.

For an IGCSE and IB Diploma school, St. Paul's was entering uncharted territory. It was, from the outset, a community endeavour. We soon reached our goal, and the unintended—and previously unimaginable—impact of this journey became clear. Hundreds of young people have taken part in the application process and the preparation course, influencing well over a thousand families. Participants have experienced a new style of learning in outstanding facilities, while many have been introduced to further scholarship opportunities as a result. To date, a total of sixty full scholarships have been awarded.

The strength of the programme lies in the community that supports it. That support extends far beyond financial aid. Parents, staff, and pupils have consistently given of their time, their homes, and their generosity to ensure that meaningful opportunities exist for more young

people. They help remove invisible barriers, reinforce the values of hard work and ambition, and demonstrate that talent and dedication are recognised and rewarded.

Now is a timely moment to review the programme and consider how it can be enhanced as we enter its next chapter.

Key topics for future development include:

- Understanding the benefits and the challenges of including even younger pupils in the selection process;
- An analysis of the sustainability around the fifty-scholar target and how ambitious the future horizon could be;
- A deeper reading of our selection criteria, considering their impact, robustness, and the attributes that matter the most to the programme and the school;
- A reflection on the effectiveness of the school practices in ensuring social integration, harmony, and the full inclusion of scholars within our community.

The decisions we take next are crucial. Our commitment to sustaining a thriving Scholarship Programme for the next century is front of mind, and I remain dedicated to exploring the options that will secure its future.

What is already clear is the immediate and profound impact the programme has on scholars. With the removal of financial pressures comes recognition, support, and belief. The confidence that follows is transformative—enhancing academic performance, leadership potential, and long-term aspirations. Scholars, in turn, elevate their peers, inspiring others to aim higher and persevere.

The Scholarship Programme enriches the entire school by strengthening a culture of merit, inclusion, and ambition. I am certain that all of our pupils are united by our values, which remain at the heart of our community, guiding them to learn with courage, act with integrity, and lead with kindness in an ever-changing world.

Pupils practise their skills and self-confidence through varied experiences as part of the St. Paul's School community



HOW TO DONATE

BECOME PART OF THIS LEGACY

The St. Paul's Foundation exists thanks to the support of people and organisations who believe in the transformative power of education. Every donation helps talented young people access an excellent international education, while strengthening the educational environment as a whole. Every contribution makes a difference. Donations of any amount, when combined with recurring donations and the support of other donors, generate a consistent and lasting impact.

HOW TO DONATE

ST. PAUL'S SCHOOL PARENTS

You can add a monthly donation to your school fees. To do so, access the form using this QR code:



DONATION VIA PIX

PIX key:
contato@fundacaostpauls.org.br

BANK TRANSFER

Bank: Itaú (341)
Branch: 9337
Account number: 07726-8
CNPJ: 09.624.241/0001-86
Corporate Name: Fundação
St. Paul's de Apoio à Educação.

For more information on how to support the Scholarship Programme, please contact Stephanie Sippli, Development Coordinator, at stephanie.sippli@fundacaostpauls.org.br

THE CENTENARY DONOR FUND SPECIAL CENTENARY CAMPAIGN

In celebration of St. Paul's School's 100th anniversary, we launched a special campaign to strengthen the future of the Scholarship Programme. All donations of R\$ 5,000 or more will be added to the Centenary Donor Fund, directly contributing to the sustainability and continuity of the Programme in the long term.

Scan the QR code to learn more about the campaign and its impact.





Scholars from the 2025-2026 academic year, across all year groups of the Senior School (Form 1 to Upper 6th)



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