



Message from Secondary Principal



Gary Crumbie
Secondary Principal

Dear SBS International School Bangkok Families,

What a spectacular way to conclude the first half of Term 2! It has been an incredibly busy, vibrant week that perfectly encapsulates the energy and spirit of our Secondary school. From environmental advocacy to cultural celebrations, our students have truly outdone themselves.

Before the festivities began, I had the pleasure of accompanying our swim team to the BISAL Swim Meet at BASIS International School. It was a proud moment to watch our athletes compete with such grit and sportsmanship. All our swimmers performed exceptionally well. A special congratulations goes to Vanya (Year 2), who had an outstanding meet, bringing home an incredible three Gold medals and one Silver medal. A fantastic achievement!

One of the week's major highlights was our very first Global Reef Day. Students across all year groups participated in immersive workshops. The day also served as the official launch of our Environmental Service Project. We are thrilled to announce our first whole-school competition centered on sustainability—a perfect way to channel the inspiration from the day's workshops.

At the start of the week, it was wonderful to see so many parents at our Coffee Morning with Amy Pothong and Peter Smith. The discussions were incredibly insightful, providing a great space for parent engagement. Following this, Amy and Peter led a separate workshop for our students. It was a pleasure to observe our young people in this environment; they approached the session with remarkable maturity and natural curiosity, asking thoughtful questions and engaging deeply with the material. These parallel opportunities for both parents and students to learn and grow are truly what make our school community special.



We ended the week on a high note with our Chinese New Year celebrations. To welcome the Year of the Horse, the campus was transformed by a day of rich cultural activities. The highlights included:

- **The Lion Dance:** A high-energy performance that brought luck and excitement to the entire courtyard.
- **CNY Assembly:** A stunning display of music and drama talent.
- **Creative Craftsmanship:** A special mention must go to our talented artists; the props used in today's performances were all student-made, showcasing the incredible technical skill within our Art department.

While these events take centre stage, I want to acknowledge the amazing work that continues to take place in the classroom every single day. The dedication shown by both staff and students during this first half of the term has been exemplary.



Highlights of the Week



Diving Into the Future: Global Reef Day at SBS Bangkok

Our campus was transformed into an underwater world on Wednesday as students from Reception through to Year 8 took part in our inaugural Global Reef Day. We were honored to host Piers Baillie, founder of Global Reef and a renowned marine biologist, for a series of immersive workshops that brought the wonders of the ocean directly to our students.

From the Classroom to the Conservation Frontline

Students spent the day fully immersed in the life of the ocean. Through Piers' firsthand photography and expert insights, our young conservationists explored:

- What is Coral? Understanding that these "underwater rainforests" are living animals, not just rocks.
- Their Value: Why reefs are vital for protecting coastlines and supporting 25% of all marine life.
- The Threats: Discussing the real-world impact of climate change, pollution, and physical damage on these fragile ecosystems.

The SBS Bangkok Artificial Reef Project

The highlight of the day was the launch of an ambitious, long-term collaboration. We are working directly with Piers and the Global Reef team to design and launch a custom artificial reef, which will be deployed on the ocean floor off the coast of Ko Tao.



This isn't just a school project—it is the beginning of a sustainable, years-long relationship. Our vision is for this reef to become a permanent part of the Thai marine landscape, eventually allowing our own SBS Dive Club to visit the site to witness the positive impact our school has made on this delicate ecosystem.



SBS International School Bangkok
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Global Reef

Artificial Reef Design Competition

Design an artificial reef to support marine life and help protect our oceans.

Things to think about:

- Stable structure** - your design needs to be strong and sturdy. Think about shapes which are wider rather than taller.
- Lots of Coral Space** - the more surfaces and branches your structure has, the more corals will attach.
- Clever Design** - can you include holes, tunnels or spaces for fish and other animals to swim inside and hide?
- Be CREATIVE** - thousands of divers will visit your structure - make it fun, exciting and unique.
- FINALLY** - can you incorporate the school logo into your design?

Launch:
Wednesday 11 February

Deadline:
Friday 13 March 2026

**Your design.
A real impact.**

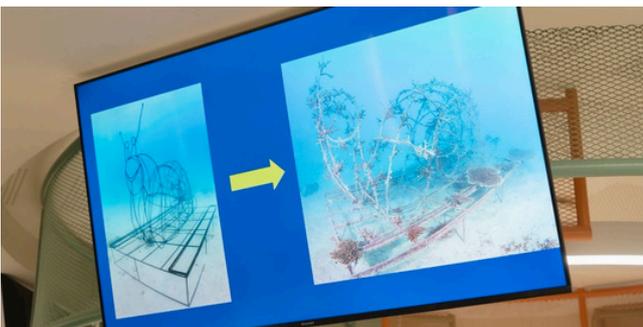
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We are calling on all students to help shape the future of our reef. We want your designs for the structures that will become home to thousands of fish and coral colonies.

- **How to Enter:** Check the competition flier (attached/below) for design specifications.
- **The Prize:** The winning design will be selected and made into our very first SBS Bangkok reef in Ko Tao!
- **DEADLINE:** Submissions must be handed in by Friday, 13th March.

"We don't just want to learn about the ocean; we want to help rebuild it."

This partnership represents our commitment to environmental responsibility and hands-on science. We can't wait to see the creative and scientific designs our students produce!





Virtual Reality: A Deep Dive Without Getting Wet



To bring our Global Reef Day to a thrilling conclusion, we hosted a VR Workshop after school that saw what will be our Secondary ICT suite transformed into an underwater observatory. The room was buzzing with excitement as students swapped their desks for virtual diving gear, plunging into the depths of the world's most vibrant oceans.

Face-to-Face with the Giants of the Deep

Using cutting-edge Virtual Reality technology, students were able to:

- Swim beneath the waves: Navigating 360-degree environments that felt incredibly real.
- Encounters with Apex Predators: The highlight for many was coming "up close and personal" with a Great White Shark, providing a safe yet heart-pounding perspective on these misunderstood creatures.
- Explore Biodiversity: From graceful rays to tiny, neon-colored reef fish, students witnessed the incredible variety of species that our artificial reef project aims to protect.

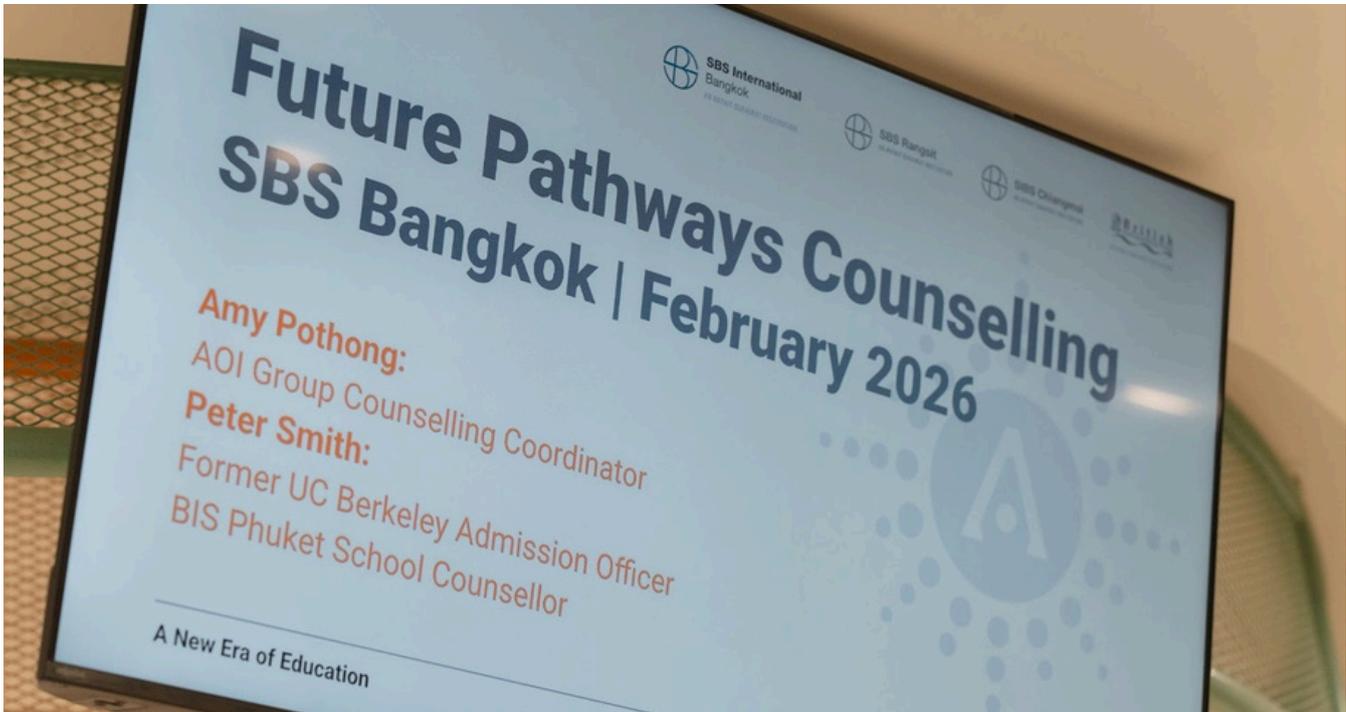
The Impact of Immersive Learning

- This wasn't just about the "wow" factor; it was about empathy and connection. By virtually visiting these delicate ecosystems, students gained a deeper understanding of why our work with Piers Baillie and Global Reef is so urgent. It is one thing to see a photo of a reef; it is quite another to feel as though you are floating alongside it.
- The laughter and gasps of amazement heard throughout the session were a testament to the power of immersive learning. We are thrilled to see our students so inspired to become the next generation of ocean guardians!





Charting the Path: A Focus on iGCSEs and Beyond



We started the week with a dedicated focus on the future, hosting a highly successful Parent Coffee Morning focused on the journey toward iGCSEs and University placement.

It was a pleasure to welcome our colleagues from BISP, Amy Pothong and Peter Smith, who shared their extensive expertise with our community. For over an hour, parents engaged with these experts to demystify the pathways that lead from secondary school to the world's leading universities.

Empowering Our Parents

The transition into iGCSEs can often feel like a daunting milestone. Our goal for this session was to provide clarity and peace of mind. Key takeaways included:

- **The iGCSE Framework:** Understanding subject choices and how they lay the foundation for future success.
- **University Pathways:** Mapping out how current academic decisions influence higher education options.
- **Strategic Planning:** Identifying the support systems available to students as they navigate these critical years.

We hope those who attended left feeling reassured and confident in the process, knowing that the pathway ahead is well-marked and fully supported. For those of you who were unable to attend please do refer to the presentations that were shared and please do get in touch if you have any further questions.





Student Spotlight: Sparking Career Conversations

While parents were gathering insights, our students were busy diving into their own futures. In a high-energy session, students had their first opportunity to complete an initial career survey.



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This interactive tool provided them with broad ideas on potential career paths based on their interests and strengths. The results certainly got conversations flowing! Our visitors from BISP were incredibly impressed by the thought-provoking questions our students asked, showing a level of maturity and curiosity that speaks volumes about their readiness for the challenges ahead.

Looking Ahead

This is just the beginning. As we move forward toward iGCSEs, we are committed to hosting more sessions that support both our students and their families. Building this bridge between school and home ensures that every student at SBS Bangkok has the tools they need to succeed.

A huge thank you to Amy Pothong and Peter Smith for their time, and to all the parents who joined us to make this such a collaborative morning.





Science Presentation to a special audience

A very special congratulations to August (Year 8) and Paula (Year 7) who were the first two students to present their Science presentations. There was no better way than exposing them to a real audience - our visiting parents!

I hope you will agree they spoke with confidence and clarity as they presented their personal perspective on the issue given to them - 'As a science student, you walk into the science lab and notice a spill on the floor. What should you do?'





Gong Xi Fa Cai

There really was no better way to end the week and first half of term 2 with our Chinese New Year celebrations. Students across the whole school spent the day immersed in Chinese Cultural activities, which were fun and engaging and provided students an opportunity to learn about their significance.

The day started loud and colourful with an amazing Lion performance in the Early years playground. Activities throughout the day included students preparing dumplings which were served as part of our special Chinese Menu at lunchtime.

The school came together for a showcase of music and performing arts where the amazing art work from our talented students in the secondary school were used as part of the Year 5 Dragon performance.





Highlights from Curriculum

Science

Year 7 scientists turned up the volume as they dove into the fascinating physics of Sound. To kick off the unit, students explored how vibrations create energy, working in teams to present crucial evidence that sound travels in longitudinal waves. The lab truly came alive during the "Vibrating Ruler" experiment, where students investigated the relationship between frequency and pitch, as well as amplitude and volume. By adjusting the length of their rulers and the force of their "twangs," our young researchers saw firsthand how changing physical vibrations can completely transform the sounds we hear.

Year 8 scientists stepped into the light to explore the fundamental principles of Reflection. The students began by investigating how light interacts with different surfaces, delivering insightful presentations that proved a core physical law: light always travels in straight lines. To put this theory into practice, the classes mastered the art of drawing precision ray diagrams. Following a rigorous stepwise process, students learned to use protractors and rulers to map the "path of light," ensuring they correctly identified the normal, the angle of incidence, and the angle of reflection. It was brilliant to see such focus as they visualized how we perceive the world around us through reflected light!





Thai Language

Students in year 7 learned about parts of speech and practised using words appropriately within sentence contexts. They then summarised their learning using Canva, developing skills in visual layout and the use of technology. They also presented their work in front of the class, building confidence, clear speaking skills, and engaging presentation techniques.

Our year 8 practised writing an impression-based travel essay, developing their ideas through story planning diagrams. They also practised spelling skills throughout the writing process. All students showed great effort and produced excellent work. Bravo! They then presented their writing in front of the class to develop speaking skills and build confidence.

Finally, our non-Thai students, learned about Thai currency and number terms in Thai, practised sentence construction related to buying, selling, and money amounts, and presented their work in front of the class to develop confidence and speaking skills.





PE

Students continued to build on their fitness foundation with a structured workout session, reinforcing key exercises and improving familiarity with the training format. The focus remained on developing strength, agility, coordination, and cardiovascular endurance, while encouraging consistency and proper technique.

Following the fitness component, students progressed further in our Handball unit. The lessons reinforced the rules and basic structure of the game, while placing greater emphasis on passing, movement, and teamwork during gameplay. Students participated in controlled team activities to strengthen their understanding of positioning and collaboration on the court.

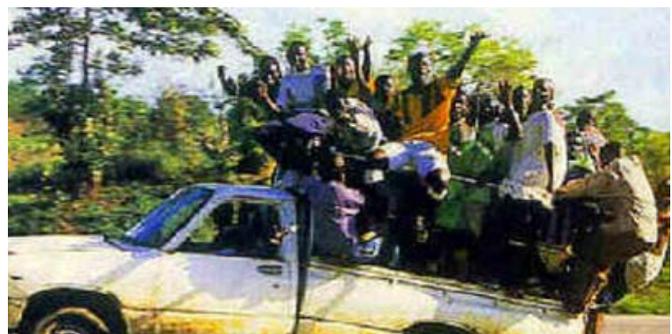
It was another productive and engaging week, with students demonstrating positive effort, growing confidence, and strong teamwork throughout the sessions.



Humanities

Students used the photos above to start thinking about the meaning of Development with some in-depth conversations about through which lens should this topic be viewed.

Students finished the work defining some very important development indicators before researching and compiling a data set for a range of countries at different stages of development.





Maths - Mastering Fractions (Year 7 & 8)

It's been a busy week in the world of numerators and denominators! We've shifted gears from basic addition to the more "efficient" side of fractions: multiplication and division. While these can look intimidating, most students discovered that they are actually much faster once you know the rules.

1. Multiplying Fractions: The "Straight Across"

Method

Multiplying is often the fan favorite because, unlike addition, you don't need a common denominator.

- **The Rule:** Multiply the numerators (top numbers) together, then multiply the denominators (bottom numbers) together. Example: $\frac{2}{3} \times \frac{4}{5} = \frac{8}{15}$

2. Dividing Fractions: Keep, Change, Flip (KCF)

Division might seem tricky because we don't actually "divide" in the traditional sense. We use a reciprocal (a fancy word for flipping the fraction upside down).

- **Keep** the first fraction exactly as it is.
- **Change** the division sign to a multiplication sign.
- **Flip** the second fraction (the divisor) upside down.
- **Example:** $\frac{1}{2}$ divided by $\frac{3}{4}$ becomes $\frac{1}{2} \times \frac{4}{3} = \frac{4}{6}$ (which simplifies to $\frac{2}{3}$)

3. Work Smarter, Not Harder: The "Cross-Simplify" method

To make calculations easier and avoid dealing with massive numbers at the end, we've been practicing cross-simplifying.

Instead of multiplying everything and then struggling to simplify a huge fraction like $\frac{48}{120}$, we look for common factors diagonally before we multiply. If you see a number on the top and a number on the bottom that share a factor, cancel them out.

Top Tip: Always check if you can simplify your final answer. If both numbers are even, you can at least divide by 2! Try to find a number that both the numerator and denominator both divide by.

Both year groups have reached the end of this topic and have taken the unit assessment.

After the holiday break Year 7 will be studying Sequences and functions and Year 8 will be working on Shapes and symmetry. All students should be encouraged to revise a little and often, using either MyiMaths or their workbook/digital learner book. They can also use the online resources placed on Google Classroom.



English

Year 7 has dived deeper into the Wizarding World as we continue our journey through Harry Potter and the Philosopher's Stone.

As Harry steps into Diagon Alley and eventually boards the Hogwarts Express, we spent time discussing his existential crisis. For a boy who spent ten years in a cupboard, discovering he is a famous wizard is a lot to process! The class had some fantastic insights into Harry's internal struggle—questioning his identity, his worth, and whether he can live up to the "legend" everyone expects him to be.

We've turned into literary detectives! We looked at how J.K. Rowling uses foreshadowing—dropping subtle clues and "Easter eggs" early in the story that hint at major events to come. The students analyzed the Hero's Journey to see how Harry's story is a true representation of this form of story telling.

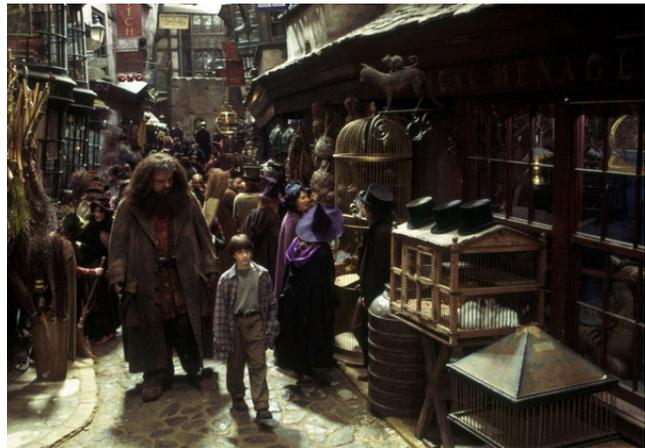
Our vocabulary training remains a top priority. We are focusing on high-level descriptive words found in the text to help students move beyond "nice" or "scary" in their own writing. Ask your student if they can use the word bewildered or ostentatiously in a sentence this evening!

Here are two discussion questions designed to help parents dive deeper into the themes of Chapters 5 and 6 with their Year 7 students. In Chapter 5, Harry enters the Leaky Cauldron and is overwhelmed by people wanting to shake his hand. At this point, Harry has done nothing "heroic" that he can actually remember, yet he is treated like a legend.

- **The Discussion:** How do you think Harry feels being famous for something he can't even remember doing? If you were in his shoes, would you find that fame exciting, or would it make you feel like a "fraud"?
- **The Goal:** This helps students explore identity and the existential crisis of living up to a reputation you didn't choose.

In Chapter 6, Harry meets two very different boys: Ron Weasley and Draco Malfoy. Draco talks down to Ron because of his family's lack of money, while Ron is kind and helpful to Harry despite having very little.

- **The Discussion:** Look at how Harry chooses his friends. Why do you think Harry chose to stick with Ron even after Malfoy offered him a chance to join the "right sort" of people? What does this tell us about Harry's internal moral compass?
- **The Goal:** This encourages students to analyze character motivation and the theme of social class within the book.





English

What an incredible week it has been for students in Year 8! We stepped away from traditional desks and moved into a forum of deep thinking and intense discussion as we explored the turning points of *The Outsiders*.

The classroom transformed this week for our very first Socratic Circle. The big question on the table: Was Johnny Cade guilty of murder, or was it a clear case of self-defense?

I was incredibly impressed to see how every student stepped up to the challenge. Despite this being a completely new learning environment for them, the level of engagement was 100% from start to finish. Instead of just "answering questions," students were:

- **Active Listening:** Building on each other's points.
- **Evidence-Based Arguing:** Flipping through their novels to find specific quotes to back up their claims.
- **Respectful Dissent:** Challenging each other's perspectives with maturity and poise.

The energy was so high that several students have already asked when we can do this again! I am immensely proud of the bravery and critical thinking shown by everyone in the room.

In addition to our lively debates, we've stayed consistent with our vocabulary training. Students have been working diligently on Membean, strengthening their word-memory and broadening their academic language. This focus on "word power" was clearly visible during the Socratic Circle, as students used increasingly sophisticated language to describe the social dynamics between the Greasers and the Socs.

As we head into the final chapters of the novel, we will begin looking at how these "labels" we've discussed in class affect the characters' fates.

Since the Year 8 students have been diving deep into the moral complexities of *The Outsiders* and practicing their high-level discussion skills, these questions are designed to move beyond simple plot points and engage with the "big ideas" they tackled in class.





Discussion Questions for Parents

In the Socratic Circle, the class debated whether Johnny's actions were murder or self-defense. This is a classic "grey area" in literature and life.

- **The Discussion:** "If someone does something 'illegal' to save a friend, does that make them a bad person? Based on what you've read, do you think the law would treat a 'Greaser' like Johnny differently than a 'Soc' who did the same thing?"
- **The Goal:** This helps students connect the social themes of the book to the concept of systemic bias—a major topic in Year 8 English.

2. The Power of Labels

The "Greasers" and "Socs" are defined by their clothes, their hair, and their neighborhoods.

- **The Discussion:** "Johnny and Ponyboy both struggle with the labels people put on them. Do you think it's possible for someone in the book to truly 'break out' of their social group? What 'labels' do people deal with today that might be similar to the ones in the novel?"
- **The Goal:** This encourages thematic synthesis, allowing students to relate the 1960s setting to their own modern-day social environment.

A Tip for Parents: The Socratic Method

Since the students just excelled in their first Socratic Circle, you can try the "Socratic" style at home! Instead of giving them an answer, try responding to their points with:

- "What evidence in the book made you think that?"
- "Is there another way to look at that character's choice?"

Mandarin

This week, our Mandarin classes focused on preparing for the upcoming Chinese New Year celebration. Students learned about traditional Spring Festival customs and the stories behind them, deepening their cultural understanding.

In addition, students actively participated in decorating the learning environment. They created Spring Festival couplets, lanterns, and festive banners, contributing to the classroom atmosphere while engaging hands-on with Chinese cultural traditions.

Through both learning and making, students strengthened their cultural awareness and connection to the festival.





Next Week

- ½ Term Holiday - wishing you all a restful break!

Looking Ahead

- Monday 23rd February - Staff INSET (Students not in school)
- Tuesday 24th February - Start of second half of Term 2
- Tuesday 3rd March & Thursday 5th March - PTC meetings
- Monday 16th - Friday 20th March - Book Week
- Friday 20th March - Book Week Character Dress Up day

Reminders

Teachers INSET Day - Monday 23rd February

Please be reminded that there is no school for students on Monday 23rd February as our staff will be participating in professional training. The first day of school following the half-term break will be Tuesday 24th February.

Personal Items of Food

If students feel the need to bring additional nutritious snacks into school to supplement their school meals then please can these be kept to a minimum and not be shared with others - children have different nutritional requirements and intolerances/allergies.

Uniform Standards

As we head into the half term holiday, please help us maintain our high standards by ensuring all students return back after the holiday in the correct uniform:

- **Footwear:** A reminder that **plain black school shoes** are required. Trainers, canvas pumps, or branded sports shoes are not part of the official uniform and should not be worn.
- **Outerwear:** Non-uniform coats, hoodies, and jackets must be **left at home or kept in lockers** during the school day. Only official school-approved layers should be worn.

Thank you for your continued support in keeping our community looking sharp and ready to learn!

Closing Note

As we reach the end of this incredibly vibrant first half of Term 2, I would like to thank you all for your continued support and engagement with our school community. It was a joy to see our campus come alive this week with cultural activities as we welcomed the Year of the Horse. Whether it was the energy of the Lion Dance or the stunning student-led performances, it was a wonderful way to head into the break. I wish you all a very restful and happy half-term holiday, and we look forward to seeing everyone back on **Tuesday, 24th February**.

Warm regards,
Gary Crumbie
Secondary Principal





SBS International School **Bangkok**

AN ARTHIT OURAIRAT INSTITUTION

Inspire Academic Success,
Nurture Holistic Wellbeing,
Cultivation Curiosity & Passion



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Contacts

-  Info@sbsbangkok.ac.th
-  www.sbsbangkok.ac.th
-  +66 (0) 81 577 8222
-  @sbsbangkok

Admissions

Monday - Friday
8.30am - 4.30pm

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