



SBS International School

Bangkok

AN ARTHIT OURAIRAT INSTITUTION

Message from Secondary Principal



Gary Crumbie
Secondary Principal

Dear SBS International Bangkok Families,

Today marks exactly 101 days of not only our academic year but our school in operation. While it's a fun number to celebrate, it carries significant weight when we look at how much our students and staff have poured into these months. It has been a time of immense growth, and I want to take a moment to reflect on the journey so far.

From the rigorous deep dives within our curriculum to the adrenaline of the sports fields, our students have shown incredible grit. Beyond the classroom, our commitment to service learning has seen our community impact lives outside our walls, while our student leaders have truly stepped up to shape the culture of our school.

Whether it was a breakthrough in a lab, a winning hoop, or a successful charity drive, these 101 days represent thousands of individual moments of excellence. Thank you for being part of this story.

As we approach the final week before the half-term break, we have a packed schedule to keep the momentum high.

I am looking forward to seeing all of you who have signed up for our session with Amy Pothong. This is a vital opportunity to demystify the IGCSE process and look ahead at the university landscape. Understanding these milestones early helps us support our students with confidence rather than stress.

On Wednesday, we turn our attention to the oceans for Global Reef Day, reflecting our ongoing commitment to sustainability. We will then transition into a festive spirit on Friday as we celebrate Chinese New Year. It's the perfect way to head into the break—celebrating heritage, community, and the promise of a new year.

This weekend, the spirit of competition takes us across the city and beyond! To our swimmers best of luck to our squad competing tomorrow at BASIS International School and to S (Year 8) who we wish the best of luck in his Music Competition in Hong Kong.

Finally - please take note of the 2026/27 Academic year calendar published here in this week's newsletter.



Highlights of the Week



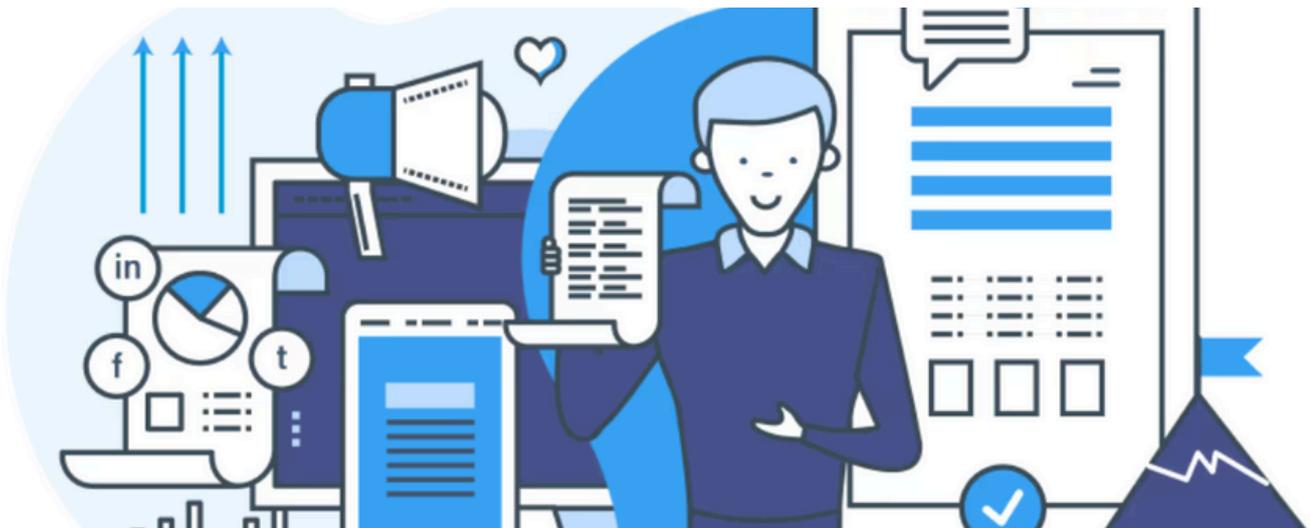


DT



This week, Year 7 and Year 8 students focused on formal drawing techniques in Design Technology. Students designed a wall feature that could be built using wood and developed their ideas through three-dimensional drawing. They explored how designs can be communicated clearly using accurate sketches, helping them visualise structure, proportion and construction before the making stage.

ICT



This week students explored databases by learning how to design and create tables, including selecting appropriate fields and data types. They collected real data through surveys and entered this information into a database using forms. Students practised accurate data entry, understanding the importance of consistency, and learnt how forms help reduce errors and save time. Students developed a clear understanding of how databases store information and how well-designed tables and forms support efficient data management skills across many subjects and real-world applications.



Mandarin

With Chinese New Year fast approaching, this week's Mandarin learning centred on Spring Festival culture and meaningful language use.

Students explored the Chinese Zodiac at differentiated levels. Beginner students learned the twelve zodiac animals and practiced asking and answering questions about zodiac signs through the story of the zodiac race. Intermediate students examined how the zodiac is used to indicate time and Chinese year classification. Advanced students extended this learning to cultural interpretations of the zodiac, including its connection to personality traits, age, destiny, and its influence on relationships, teamwork, and marriage decisions in Chinese culture.

Students also learned key Chinese New Year traditions, including the story of Nian, common festival activities, and greetings such as putting up couplets and "Fu" characters, hanging lanterns, giving red envelopes, cleaning the house, buying New Year goods, and wearing new clothes. Expectations and depth of understanding were adjusted according to student proficiency.

To consolidate learning, all key language points were transformed into learning cards, including question cards and language cards. Students reviewed and applied their Mandarin through interactive games inspired by card games and Chinese mahjong, reinforcing language accuracy, fluency, and engagement.

In addition, Year 8 Pathway B students completed their School Tour in Mandarin project, presenting through video recordings or photo-based explanations, supported by peer observation, feedback, and self-reflection.

Next Friday, we will officially celebrate Chinese New Year at school. Alongside continued language learning, students will participate in a range of cultural and experiential activities to deepen their understanding and enjoyment of Chinese culture.





Maths

It has been a high-energy week in the math department! Both Year 7 and Year 8 have been refining their "fractional fluency," moving from basic visual parts of a whole to the more abstract logic required for higher-level math.

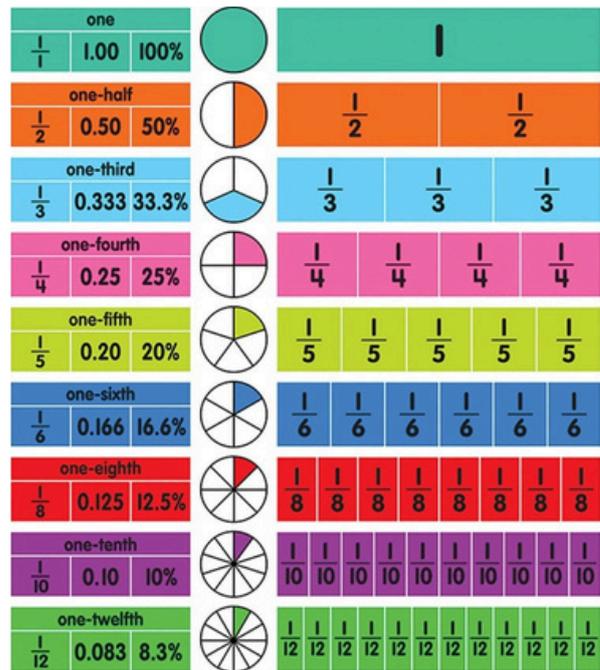
Year 7: Building the Foundation

Students focused on the mechanics of fractions—how to change their appearance without changing their value, and how to perform our first set of operations.

Equivalence & Ordering: We mastered finding the Lowest Common Multiple (LCM) to create common denominators. This is the only "fair" way to compare fractions like $\frac{2}{3}$ and $\frac{5}{6}$.

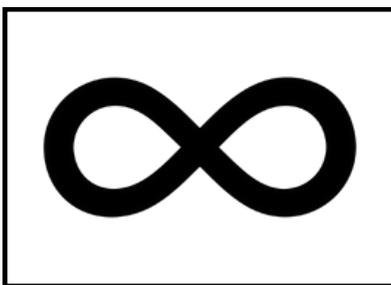
Improper Fractions & Mixed Numbers: Students practiced converting "top-heavy" fractions into mixed numbers (e.g., $1\frac{1}{4} = 2$ and $\frac{3}{4}$) by seeing how many whole units are "hidden" inside the numerator.

Multiplying Fractions: Interestingly, students discovered this is often easier than adding! We multiply the numerators and multiply the denominators:
 $a/b \times c/d = ac/cd$



Year 8: Extending to Logic

Students revisited the core concepts but applied them to more complex problems, specifically looking at how fractions live in the world of decimals.



Recurring Fractions & Decimals: We moved beyond simple decimals like 0.5. Students used short division to see why some fractions, like $\frac{1}{3}$ or $\frac{2}{7}$, create infinite repeating patterns. We introduced dot notation (e.g., 0.6 with a dot above the 6) to represent these.

Comparing & Equivalence: While Year 7 focused on small denominators, Year 8 tackled larger, more "awkward" numbers and compared fractions to determine which was larger (e.g., is $\frac{7}{8}$ bigger than $\frac{9}{10}$?).

Improper & Mixed Numbers (Fluency): For Year 8, this is now a tool used within larger multi-step problems, ensuring they can switch between formats instantly to make calculations easier.

The "Big Idea" of the Week - 'Value stays the same, even if the numbers change'

Whether we are converting $\frac{1}{2}$ to $\frac{4}{8}$, we are simply changing the "outfit" the number is wearing, not the number itself.



Key Skills Summary	Year 7	Year 8
Equivalence	Using visual bars and simple multipliers	Algebraic balance and simplifying large values
Improper/Mixed	Learning the conversion steps	Using conversions to solve complex equations
Comparison	Using the 'Common Denominator' method	Comparing across formats (Fractions vs. Decimals)
Decimals	Basic terminating decimals (0.5, 0.25)	Recurring patterns and dot notation.

Fraction Fusion: Weekly Challenge

The Quick-Change (Equivalence & Conversions)

Equivalent Pairs: Find the missing value to make these fractions equal:

i) $3/5 = ?/20$ ii) $42/70 = 6/?$

The "Top-Heavy" Flip: Convert these improper fractions to mixed numbers:

i) $17/5$ ii) $22/3$

Back to Basics: Convert 3 and $2/7$ into an improper fraction?

The Brain Buster

The Mystery Fraction....

I am a fraction. My denominator is a multiple of 3. I am greater than $1/2$ but less than $3/4$.

When written as a decimal, I am recurring. What could I be?

(Find at least two possibilities)



English



It has been a magical week in the classroom as our Year 7 students delve deeper into the wizarding world of Harry Potter and the Sorcerer's Stone. From ethical debates to the introduction of a classic literary rival, our young scholars are sharpening their analytical skills—and their wands!

Is Rubeus Hagrid a misunderstood hero or a liability with a wand? This week, students tackled this question in a lively mini-debate regarding whether Hagrid should be permitted to use magic despite his expulsion from Hogwarts.

The room was buzzing with energy as every student participated, using contextual evidence from the text to back up their claims. Some argued that his loyalty to Dumbledore earns him the right to magic, while others pointed to the "unregulated" nature of his pink umbrella as a potential safety risk!

As we transitioned back into Chapter 5, students witnessed a pivotal moment in the series: the introduction of Draco Malfoy at Madam Malkin's Robes for All Occasions.

We used this scene to explore how authors establish conflict. By analyzing the contrast between Harry's humility and Draco's entitlement, students identified the "seeds of rivalry" that will drive the plot forward. It was a fantastic exercise in characterization and predicting future tensions.

Dinner Table Talk: Harry Potter Edition

1. **The Ethics of Magic:** "If you were a member of the Ministry of Magic, would you give Hagrid his license back? Why or why not? Make sure to use one specific example from the book to support your decision!"
 - o Goal: This reinforces their ability to use textual evidence to support an opinion.
2. **The 'Malfoy' Impression:** "Harry meets Draco Malfoy before he even knows his name. Based on their conversation at the robe shop, what kind of person does Draco seem to be, and how is he the 'opposite' of Harry?"

Vocabulary Power-Up with Membean

Our vocabulary journey continues! Students have been working hard on Membean to expand their lexicon. Consistent practice is the secret ingredient to becoming a masterful writer and reader.

Note to Parents: To ensure steady progress, please check that your student completes at least 15 minutes of Membean training at home this week.



Year 8 English

It has been an intense and insightful week as we continue our journey through S.E. Hinton's *The Outsiders*. After finishing Chapter 3, the students have moved beyond the surface of the plot to uncover the deeper symbolic layers Hinton uses to highlight the divide between the "Greasers" and the "Socs."

This week, we explored two sophisticated literary devices that help define the world of Ponyboy and his friends:

- **The Allegory of Mickey Mouse:** Students analyzed the story of Soda's horse, Mickey Mouse. We discussed how this serves as an allegory for the Greaser experience: the idea that they aren't "allowed" to have nice things and that the world doesn't seem to care when their joys are taken away.
- **The Power of Synecdoche:** We introduced synecdoche—a figure of speech where a part represents the whole. In this case, the Blue Mustang isn't just a car; it represents the looming, wealthy, and dangerous presence of all the Socs.

To better understand our narrator, students examined stream of consciousness writing. We looked at how Hinton uses this style to give us a raw, unfiltered look into Ponyboy's deepest inner thoughts and anxieties, making the reader feel his fear and frustration in real-time.

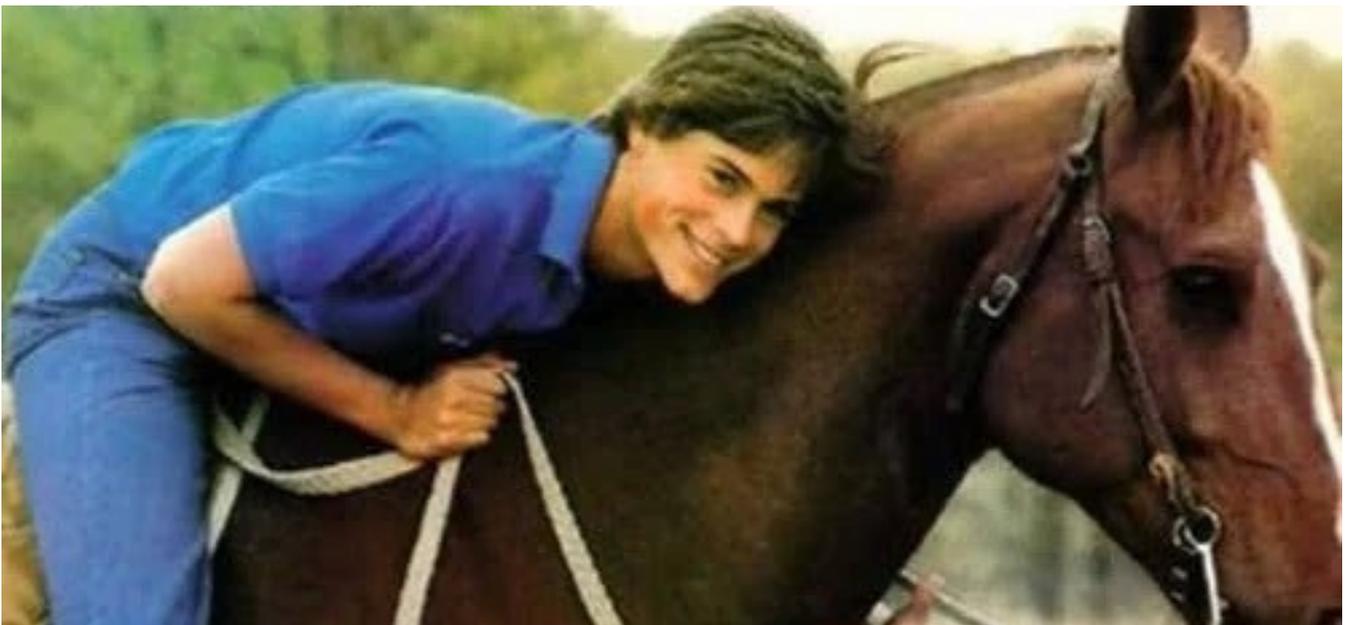
Dinner Table Discussion Questions

1. **The Mustang Menace:** "Why do you think the Blue Mustang is so much scarier to the Greasers than a specific Soc's face? How does that car represent the power the Socs have over the neighborhood?"
2. **The Loss of Mickey Mouse:** "We talked about allegory in class today. How did the story of Soda and his horse explain the 'unfairness' of life for the Greasers?"

Vocabulary & Home Training

We are seeing great progress with our Membean vocabulary building! These words are essential for the high-level analysis students are currently doing in class.

Parent Reminder: Please ensure your student completes at least 15 minutes of Membean training at home this week to keep their "word muscles" strong!





PE

Students are engaged in a Fitness Activity Unit designed to develop overall physical fitness through structured circuit training. Lessons focus on improving strength, core stability, agility, speed, and cardiovascular endurance, with an emphasis on correct technique, controlled movement, and sustained effort.

Following the fitness component, students participate in Chairball, where they are organised into teams and apply their movement skills in a game-based environment. This activity promotes teamwork, communication, spatial awareness, and strategic thinking, while encouraging positive participation and collaboration among students.

The unit provides a balanced approach to physical education, supporting both physical development and social interaction in an engaging and inclusive setting.





ACADEMIC YEAR 2026/27



SCHOOL YEAR 2026/2027

	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	SUN							
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Colour Code

 First day of term	 Weekend
 School Day	 New Staff Induction Day
 School Holiday	 Staff Inset Day

School Term Breaks & Holidays

- Term 1 - 17th August to 18th December
- Term 1 - Mid Term Break - 9th to 25th October
- Term 2 - 4th January to 2nd April
- Term 2 - Mid Term Break - 13th to 22nd February
- Term 3 - 19th April to 25th June

Contact Us

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🌐 sbsbangkok.ac.th



Upcoming Events



Wednesday 11th February - VR Sessions as part of our Global Reef Day - book your place before spaces run out

Closing Note

As we reach the 101-day mark, it is clear that our students are not just "attending" school—they are thriving in it. Whether it's in the pool, on a stage in Hong Kong, or in our classrooms, the pursuit of excellence remains our common thread.

I look forward to seeing many of you at the coffee morning on Monday. Have a wonderful weekend ahead.

Warm regards,
Gary Crumbie
Secondary Principal

Next Week

- Saturday 7th February - BISAL Swim Meet at BASIS International School
- Monday 9th February - Coffee morning with Amy Pothong - AOI Group Counselling Coordinator
- Wednesday 11th February - Global Reef Day
- Friday 13th February - Chinese New Year Celebration
- Friday 13th February - Report 2 Published and End of Half Term
- Friday 13th February - End of first half of Term 2

Looking Ahead

- Monday 23rd February - Start of second half of Term 2
- Tuesday 3rd March & Thursday 5th March - PTC meetings





SBS International School **Bangkok**

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



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Admissions

Monday - Friday
8.30am - 4.30pm

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