



## Message from Secondary Principal



**Gary Crumbie**  
Secondary Principal

**Dear SBS International Bangkok Families,**

It has been an incredibly productive and thought-provoking week across the Secondary School. From navigating complex global discussions to demonstrating leadership through service and science, our students continue to impress me with their maturity and dedication.

In our Humanities department this week, we took time to address the Middle East conflict that began last weekend. In an increasingly interconnected world, it is vital that our students have a safe, academic space to process current events. We engaged in open conversations regarding the multi-faceted impacts of such conflicts, not only on the people and geography of the region itself but also the ripple effects felt globally, including right here in Thailand. I was proud to see our students approach these sensitive topics with empathy, critical thinking, and a desire for deeper understanding.

Our students have been working tirelessly to launch this year's Ring Pull competition. This week, they took their message to our younger learners, visiting the Primary School assemblies to share the importance of this initiative.

Collection tubes are now officially stationed in the Early Years (EY) playground (in between the two Toddler classrooms). We look forward to seeing the community's contributions fill those tubes and to see which House will collect the most!

Our Secondary Science Talk Series continued this week with a fascinating focus on "The Importance of Food Webs in Ecosystems." While the scientific content was impressive, the real highlight of these sessions is the growth in our students' presentation and public speaking skills. Standing before their peers to explain complex ecological dynamics is no small feat, and the confidence being built here will serve them well in any future career path.

Finally, I want to express my sincere gratitude to the students volunteering for this weekend's Open Morning. We are thrilled to be welcoming over 100 visiting families to our campus!

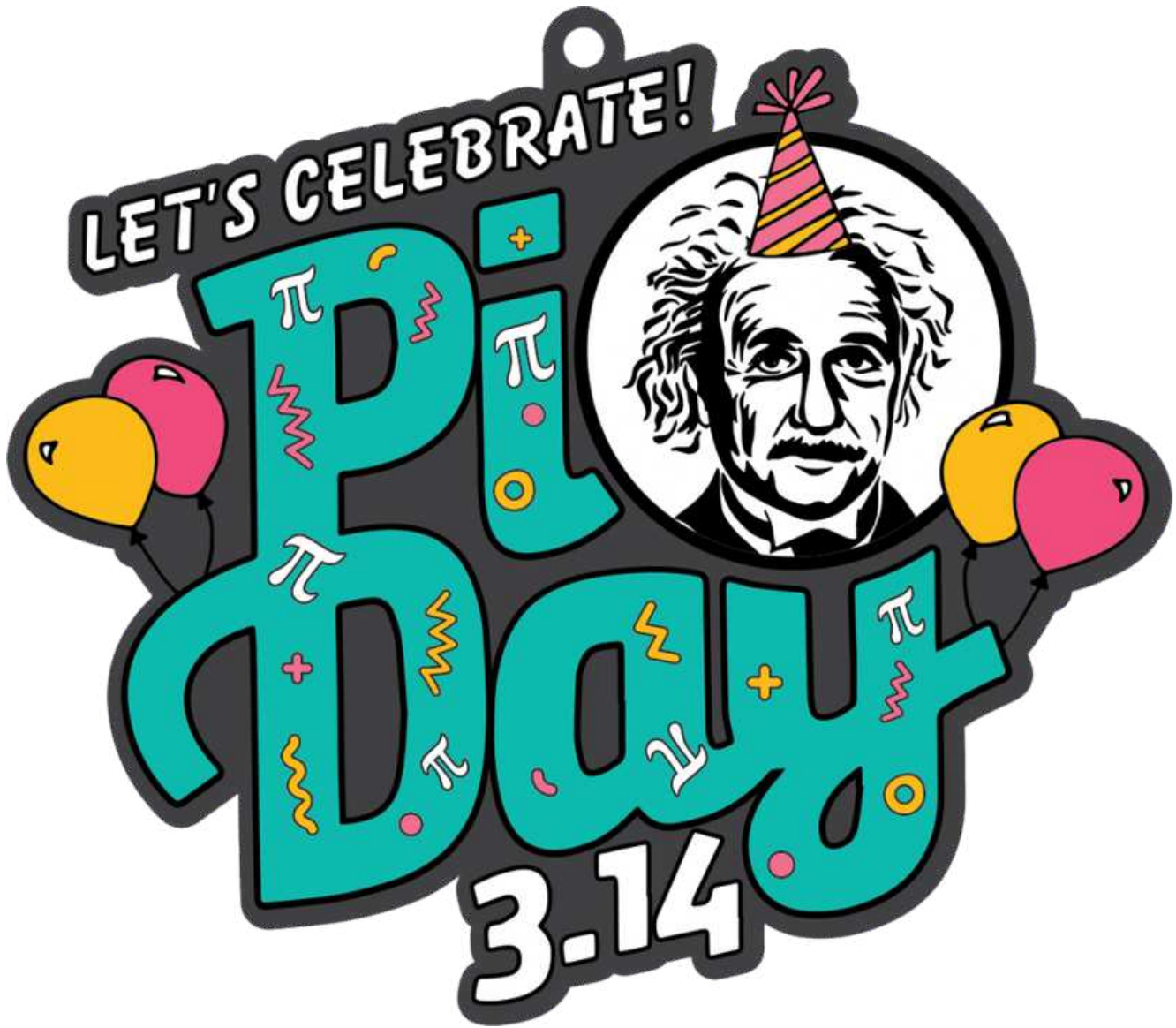
Whether our students are leading tours, acting as ambassadors, or participating in showcase lessons, their willingness to share their school experience is the best testament to the community we've built. We are excited to show our visitors exactly what makes our school so special.

Finally, thank you to everyone who joined us for this week's Parent-Teacher Conferences. It is always a genuine pleasure to welcome you into the school, and these conversations are truly a highlight of the term for our staff. We take great pride in sharing the diverse successes your children are achieving across the curriculum. These meetings serve as a wonderful reminder of the strong partnership between home and school that helps our students thrive.





## Did you know... Pi Day is Coming!



Calling all parents: have you ever wondered how a single number could fascinate humanity for over 4,000 years? From the ancient Babylonians to the high-tech supercomputers of today, the journey of  $\pi$  (Pi) - that infinite, "delicious" ratio of a circle's circumference to its diameter - is a testament to human curiosity and persistence. This Friday 13th, one day earlier, we will be joining the global community in celebrating International Pi Day which is actually on Saturday March 14th (3.14), a day dedicated to the beauty of mathematics and the joy of discovery. It's the perfect opportunity to show our kids that mathematics isn't just about equations on a page; it's a universal language that helps us understand everything from the orbits of planets to the architecture of our own homes.

Our students will dive into a world of circles! Toddlers to Year 8 will create colorful Pi hats, bookmarks, and hanging mobiles, while older students will craft collaborative posters and Pi-themed stories. From colouring to creative writing, it will be a day of hands-on math magic for every age!

So, grab a slice of your favorite pi(e) and let's make some "infinite" memories together!"



## Congratulations



A proud milestone for our SBS U11 Tigers Basketball Team as they competed in the U11 BISAL (Bangkok International School Athletics League) for the very first time and delivered an outstanding performance!

Facing 8 international schools; SISB, AISB, Anglo, BASIS, Raffles, D-Prep, and Ruamrudee International School, our young Tigers showed incredible determination and teamwork throughout the tournament.

### **Perfect Pool Stage Record (3-0):**

13-7 vs D-Prep    11-9 vs BASIS (Host School)    15-8 vs AISB

Advancing to the Finals, our Tigers battled bravely against a strong and experienced SISB team. Despite the tough matchup, they showed great heart, grit, and sportsmanship, finishing as Tournament Runner-Up, 2nd Place out of 8 schools.

For a young and growing programme, this achievement is a remarkable and proud moment for the entire SBS community. Our players demonstrated resilience, teamwork, confidence, and true Tiger spirit on the court and gained valuable experience that will help them grow even stronger.

A heartfelt thank you to our dedicated coaches, supportive parents, teachers, and staff for your continuous encouragement and support.





# Highlights of the Week

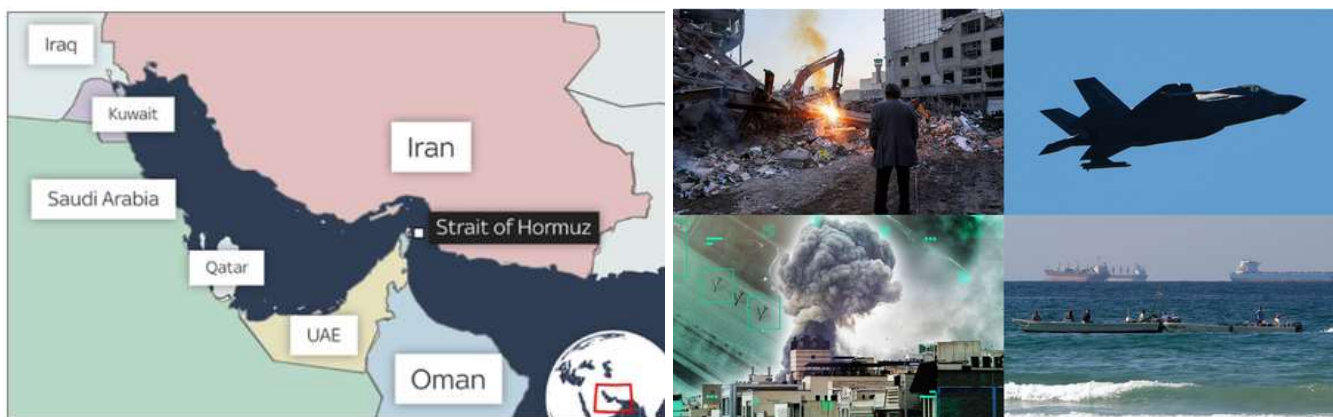
## Humanities - The impact of conflict

This week students discussed how the recent events unfolding in the Middle East have an impact on our lives here in Thailand. Students got to grips with understanding how modern trade is like a giant, invisible web. When one part of the web is tugged by port closures or shipping disruptions, Thailand feels the vibration. Students learned about three main "ripples":

- **The Energy Link:** Thailand imports roughly 60% of its oil from the Middle East (primarily the UAE and Saudi Arabia). Disruptions to the Strait of Hormuz, the world's most important "chokepoint" can cause global oil prices to spike, which eventually increases the cost of electricity and transport right here in Thailand.
- **The Shipping Detour:** We looked at how ships traveling between Thailand and Europe are being forced to avoid the Red Sea, taking a long detour around the bottom of Africa. This adds 10–14 days to the journey, making shipping more expensive and causing delays for the things we buy and sell.
- **The Tourism Factor:** High-spending visitors from the Middle East are a key part of Thailand's economy. Conflict can lead to flight cancellations and a drop in arrivals, impacting the local hotels and shops that rely on them.

This served as an excellent introduction to their group work projects on **'An analysis of the goods produced in Thailand'**. Students have been tasked with putting together a wall display that visually represents the main exports of Thailand, what the product is, where it is going and how much money is made.

Students have worked extremely well together in their groups and I look forward to seeing the end product next week.





## Maths

This week in mathematics Year 7 have been concluding the work on sequences and functions and have completed the unit assessment. They have worked on Myimaths and Kahoot to consolidate their learning and generate sequences using diagrams and numbers. Most students have mastered one and two-step input/output machines and can describe what a function is using mathematical terminology. They can find the nth term rule for a sequence of numbers in varying forms from basic to more complex.

Next week they will begin the topic on percentages finding percentages of amounts in both integer and decimal form. They will be able to calculate percentage increase and decrease and convert between, fractions, decimals and percentages. This unit is short and students should be ready for the unit assessment by the end of the week, Myimaths tasks will be used for practice and consolidation

Here is a summary of the prerequisite skills and knowledge needed to hit the ground running for the students, it could be very helpful to go through it with them at home for preparation

### 1. Conceptual Foundations

- **Understanding "Per Cent":** Students should know that "percent" literally means "out of 100."
- **Fraction Fluency:** Comfort with identifying parts of a whole and equivalent fractions (e.g., knowing that  $\frac{1}{2}$  is the same as  $\frac{50}{100}$ )
- **Place Value:** A strong grasp of tenths and hundredths in decimal form (e.g.,  $0.07 = \frac{7}{100}$ )

### 2. Core Calculation Skills

- **Division and Multiplication by 10 and 100:** This is the "engine room" of percentage work. Students must be able to shift digits quickly without relying on a calculator.
- **Finding Unit Fractions:** The ability to find  $\frac{1}{10}$  or  $\frac{1}{4}$  of an amount. If they can find  $\frac{1}{10}$  (by dividing by 10), they can find 10%, which is the gateway to almost all other mental percentage calculations.
- **Integer Arithmetic:** Confidence in adding and subtracting whole numbers to "build" percentages (e.g., finding 15% by adding 10% and 5%).

### 3. The "FDP" Connection

The most successful students are those who see **Fractions, Decimals, and Percentages (FDP)** as three different languages saying the same thing.

Fraction	Decimal	Percentage
$\frac{1}{2}$	0.5	50%
$\frac{1}{4}$	0.25	25%
$\frac{3}{4}$	0.75	75%



#### 4. Common Misconceptions to Clear

- **The "100%" Limit:** Students sometimes think percentages cannot go above 100. Introducing the idea of "double" being 200% early on helps prevent this.
- **Decimal Confusion:** Thinking that 5% is 0.5 (instead of 0.05).

**Pro Tip:** Mastery of the **10% rule** is the ultimate shortcut for Y7. If a student can find 10% of any number, they can find 5% (halving), 20% (doubling), or 1% (dividing by 10 again).

#### Year 7 Percentages: "Ready to Start" Quiz

##### Section 1: The "Out of 100" Concept

1. **Shaded Squares:** If you have a grid of 100 squares and 27 are shaded, what percentage is shaded?
2. **Filling the Whole:** If 65% of a bottle is full, what percentage is empty?
3. **Simplification:** Write  $50/100$  in its simplest form.

##### Section 2: Decimals and Place Value

4. **The Gateway:** Write 0.03 as a fraction.
5. **Comparing Sizes:** Which is larger: 0.4 or 0.15?
6. **Shifting Digits:** Calculate  $420/100$

##### Section 3: Fraction Equivalence

7. **Building to 100:** Fill in the missing number:  $3/10 = ?/100$
8. **Common Fractions:** Match the fraction to its equivalent percentage:
  - $1/4$  ( \_\_\_% )
  - $1/2$  ( \_\_\_% )
  - $1/10$  ( \_\_\_% )

##### Section 4: Mental Arithmetic (The "10% Rule")

9. **Unit Parts:** What is  $1/10$  of £80?
10. **Building Up:** If you know that 10% of a number is 6, what is 20% of that same number?

#### Year 8 Maths

Year 8 have completed the unit on Shapes and symmetry and have taken the unit assessment to check their progress. They can use examples of properties of quadrilaterals to name each of the 6 main 2D shapes from parallelogram, kite, trapezium, square, rectangle and rhombus. They know the difference between regular and irregular 2D shapes and have learned the rules of reflective and rotational symmetry for regular 2D shapes. They can label all 7 parts of a circle and can use the relationship between a circle and its diameter to describe pi ( $\pi$ ). They can draw diagrams of the plan, side and front view of 3D shapes to represent them in 2D. Students can use Euler's formula to find edges, faces and vertices of 3D shapes.

Next week they will begin the topic on percentages finding percentages of amounts in both integer and decimal form. They will be able to calculate percentage increase and decrease and convert between, fractions, decimals and percentages. Students will use a percentage multiplier to calculate more efficiently. This unit is fairly short and students should be ready for the unit assessment by the end of the week, Myimaths tasks will be used for practice and consolidation.



Students can be more ready by revising their knowledge and skills of fractions, decimals and percentages, here's a quick checklist of things to know in preparation for the next topic:

### Phase 1: The Foundations

Before you can do the "hard" stuff, you need to be able to move between different ways of writing the same number.

- [ ] **The Triple Threat:** Convert any value between a fraction, a decimal, and a percentage (e.g.,  $3/5 = 0.6 = 60\%$ ).
- [ ] **Decimal Basics:** Confidently multiply and divide decimals by 10 and 100 without a calculator (shifting the decimal point).
- [ ] **Equivalent Fractions:** Simplify fractions to make percentage conversion easier (e.g., knowing  $12/40$  is the same as  $3/10$ , which is 30%).

### Phase 2: Finding Percentages

This is about taking a slice of a whole number.

- [ ] **Integer Percentages:** Find a percentage of a whole number (e.g., 15% of 80).
- [ ] **Decimal Percentages:** Find a percentage when the amount or the percentage itself includes a decimal (e.g., 12.5% of £40 or 5% of £10.50).
- [ ] **Mental Strategies:** Use the "building block" method to find values quickly:
  - Find 10% (divide by 10).
  - Find 1% (divide by 100).
  - Find 5% (half of 10%).

### Phase 3: Change and Multipliers

This is the "Level Up" stage where you stop doing two-step math and start using the more efficient multiplier method.

- [ ] **Percentage Increase:** Calculate a new total after a value has gone up (e.g., a £50 item with a 20% price increase).
- [ ] **Percentage Decrease:** Calculate a new total after a value has gone down (e.g., a 15% discount on a £120 phone).
- [ ] **The Multiplier Method:** Instead of finding the percentage and adding/subtracting it, use a single multiplication.
  - Example: To increase by 12%, multiply by 1.12.
  - Example: To decrease by 12%, multiply by 0.88.
- [ ] **Contextual Problems:** Solve word problems involving profit, loss, and simple interest.

### Pro-Tip for Cambridge Exams

Cambridge often asks you to "Show your working." Even if you use a calculator, writing down the multiplier you used (like times 1.05, an increase of 5%) is often worth a "Method Mark" even if you accidentally type the wrong button for the final answer!

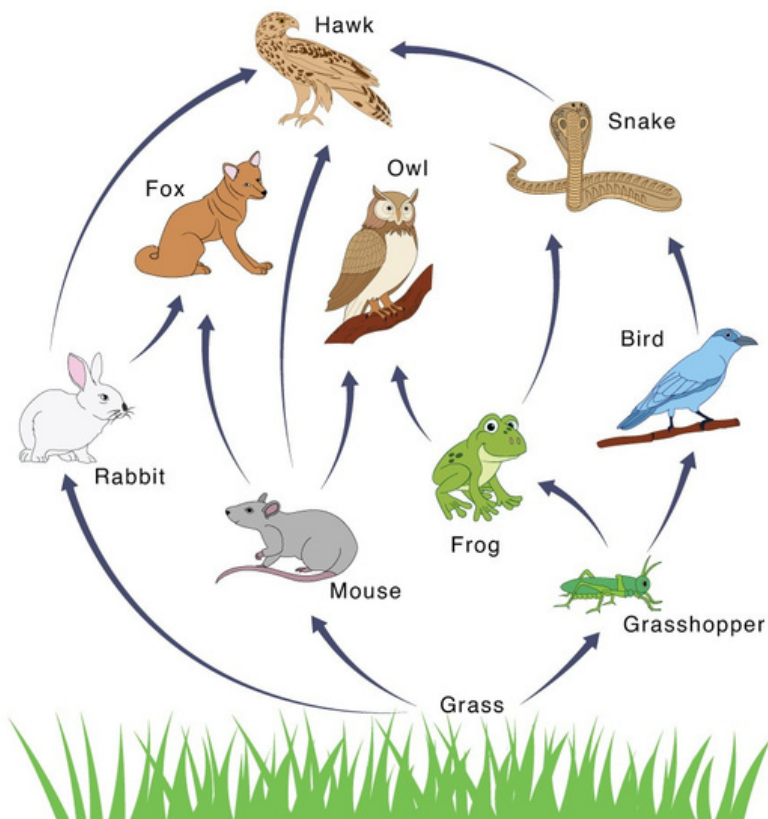




## Science

Our Science talk series continued today with Aalyah (Y8) and Meya (Y7) presenting on the Importance of Food Webs to ecosystems. It was great to see once again, students take to the floor and present with confidence and clarity.

### Food Web





## English

### English - Year 7

Hello everyone! We've had an enchanting week in English. We've been diving deep into J.K. Rowling's Harry Potter and the Sorcerer's Stone, and the excitement in the classroom has been palpable as we reached a major milestone in the story.



### Here is what we've been up to:

We've officially read up to Chapter 7, where the legendary Sorting Hat makes its grand debut. This provided the perfect opportunity to analyse the characteristics of the four Hogwarts Houses. We didn't just look at the surface-level traits; we dug into what drives characters like Harry, Hermione, and Ron, and discussed how those specific values

This week, we have officially rolled out Writer's Toolbox, our new AI-powered writing companion.

It is important to note that this tool is designed to be a "writing coach" rather than a shortcut. It provides real-time feedback to help students refine their sentence structure, vary their word choice, and tighten their arguments. We will be using this extensively in class, but I highly encourage students to use it at home as well - whether they are working on English assignments or writing for fun. It's an excellent way to turn draft writing into polished prose.

Our consistent efforts with Membean continue to yield results. By integrating these vocabulary sessions into our routine, students are beginning to acquire a more precise "lexicon of magic" to describe the scenes and character archetypes they are encountering in our reading.

To help everyone understand exactly what we're using in class, here is a breakdown of Writer's Toolbox and how it functions as a learning partner for your child.

### What is Writer's Toolbox?

Writer's Toolbox is an educational writing program powered by AI that acts as a "writing coach."

Unlike tools that might generate text for a student, Writer's Toolbox is designed to support the student as the writer. It provides feedback on sentence structure, word choice, and paragraph flow, helping students refine their own ideas and build their confidence. It's essentially a personalised editor that helps students "level up" their writing in real-time.

The tool provides guidance at the exact moment students are writing. Here is the process:

- **Targeted Feedback:** When a student hits "Feedback," the AI analyses their writing. It avoids overwhelming the student by focusing on their two greatest strengths (to build confidence) and two specific areas for growth.
- **The "Learning Journey":** Students follow a personalised digital map of modules. They watch short, engaging videos and complete interactive challenges that teach specific skills - like using varied sentence openers or better vocabulary - which they can immediately apply to their current piece of writing.
- **"Thinking Tools":** For students who get stuck on what to write, the program offers interactive "thinking tools." These help students organise their thoughts, connect ideas, and plan their paragraphs before they even begin typing.
- **A "Common Language":** Because the whole class uses it, we now have a shared vocabulary for writing. We can discuss "sentence variety" or "cohesion" in class, and students see those exact terms reflected in the feedback they get from the software.

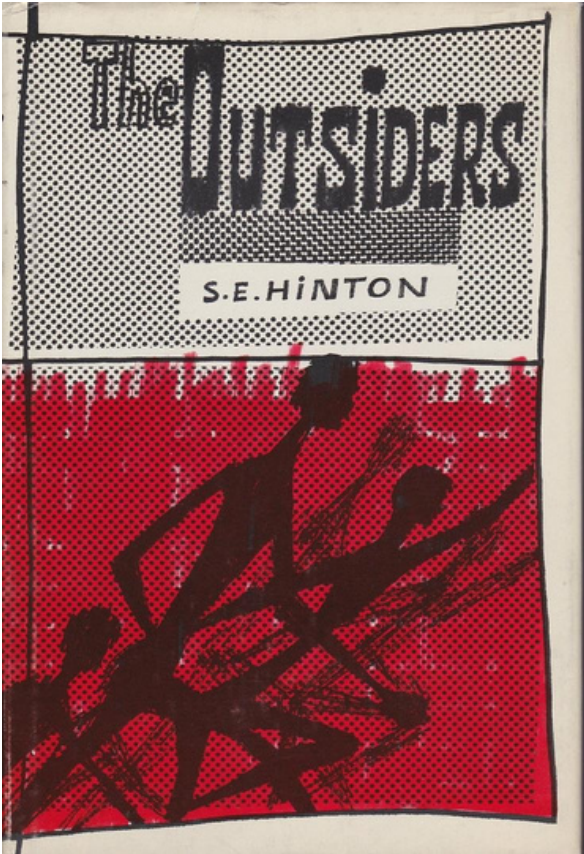
We use it in class to provide immediate support while students are drafting, but encouraging use at home helps students build writing autonomy.

Think of it like having a personal tutor available whenever they are working on a piece. Whether they are writing a story for fun or finishing a school assignment, Writer's Toolbox helps them bridge the gap between "I don't know how to say this" and "I can write this with confidence."



## English - Year 8

Hello everyone! This week in English, we've really leaned into the intensity of S.E. Hinton's *The Outsiders*. As the plot thickens, the class has been working hard to balance technical language growth with deep, character-driven analysis.



Here is a breakdown of our progress this week:

### 1. Diving into Chapter 5

We continued our journey through Chapter 5, which marks a significant turning point for Ponyboy and Johnny. We analysed the heavy symbolism of their physical transformations specifically, cutting and bleaching their hair and what that represents regarding the loss of innocence and identity.

### 2. Poetic Analysis: Nothing Gold Can Stay

To contextualise the boys' situation, we dissected Robert Frost's poem, *Nothing Gold Can Stay*. We focused on the transient nature of youth and goodness, and why the characters feel such a desperate urge to "stay gold" in a world that is hardening them.

### 3. Empathy Through Creative Writing

The highlight of the week was our journal entry assignment. Students wrote from the perspective of either Johnny or Ponyboy, aiming to inhabit the psyche of the character rather than just summarising the plot.

We emphasised:

- **Internal Monologue:** Capturing the specific fears and hopes of their chosen character.
- **Tone:** Matching the grit and uncertainty of the situation.
- **Character Motivation:** Explaining the why behind their recent, drastic decisions.

### 4. Vocabulary Power with Membean

In addition to our literary work, we have continued to build our "vocabulary power" using the Membean platform. By practicing these roots and context-based exercises, students are finding more precise ways to articulate their analysis of the text.

It's been great to see students begin to weave some of these more sophisticated terms into their journal entries and class discussions. Consistency here is key to long-term language retention!

Here are a few targeted discussion questions designed to bridge the gap between our literary analysis of *The Outsiders* and the vocabulary skills they are currently building.

#### 1. The "Nothing Gold Can Stay" Connection

These questions focus on the thematic depth of Chapter 5.

- **The Metaphor:** "Why do you think Ponyboy feels the need to recite Robert Frost's poem at the church? What is 'gold' in his life that he is afraid of losing?"
- **The Conflict:** "We talked about innocence versus experience this week. Do you think Johnny and Ponyboy are losing their 'gold' because they are hiding, or because of the crime they committed? Or is it something else entirely?"

#### 2. Character Dynamics & Identity

Encourage your student to compare the two boys' perspectives.

- **The Choice:** "If you were writing a journal entry from Johnny's perspective right now, what is the one word you would use to describe his state of mind? How does that word fit with the vocabulary you've been learning on Membean?"
- **The Transformation:** "The haircut is a huge deal. It isn't just about looks, it's about identity. If they could 'keep' one thing about their old selves, what do you think it would be?"



## Mandarin



This week, students helped decide the theme for our upcoming Mandarin Coffee Shop activity. After a brainstorming session and a student-led discussion, the class chose real snack and drink purchasing as the theme. Students selected a variety of snacks and beverages for the activity.

In preparation, lessons focused on food and drink vocabulary as well as several key language points. Students learned how to use different measure words for the same item (e.g., 一盒饼干 / 一包饼干 / 一袋饼干 – different ways of counting a box, pack, or bag of biscuits). We also explored flavour expressions, including specific flavours such as chocolate, strawberry, and barbecue, as well as general taste words like sour, spicy, sweet, salty, and bitter.

Building on previous shopping language, students practiced three new communication sentence patterns:

- 你要什么味的? (What flavour would you like?)
- 你要几盒 / 几包 / 几个 / 几袋? (How many would you like?)
- 还要别的吗? (Would you like anything else?)

During Thursday break time, Year 7 and Year 8 students had the opportunity to apply these language skills in a real-life practice scenario.

Our second focus this week was the “Daily Routine” project. Students learned how to express time in Mandarin and practiced the sentence structure “person + time + activity,” which differs significantly from English word order.

Next week, students will continue this project by reading short passages about daily routines and organising their own day in Mandarin. Based on student proficiency levels, four differentiated writing tasks will be provided to support different learning needs.





## Upcoming Events



### Book Week is coming - Monday 16th March!

We are delighted to be able to introduce Sarah Roberts (author of 'Somebody Swallowed Stanley') to our school community on **Friday 20th March**. This is our Book Week Finale where we invite students to dress up as their favourite book character.

Sarah Roberts is an eco-journalist, animal behaviorist, and author known for her environmental children's books. Her work focuses on teaching young readers about conservation and human impact on the planet. She has an amazing story and she will be running a parent workshop after drop-off followed by student workshops all day on Friday 20th March. She will then be staging a book signing where you will be able to purchase or order a signed book. Sarah's books have featured on the UK's BBC children's channel.

More information about our visiting Author can be found [here](#).



### Swimming is coming to PE

We are excited to share that swimming in PE will commence on **Monday 16th March**. The swimming curriculum has been structured around two 3 week blocks:

Block 1 - **Monday 16th March** for 3 weeks. Focus - traditional swimming (Freestyle, Backstroke and Breaststroke)

Block 2 - **Monday 11th May** for 3 weeks. Focus - lifesaving skills and water polo.

As with all sports in the PE Curriculum, swimming is a compulsory element and students will be assessed.

**Non-participation** - As with all absences, if your child is injured or unable to participate for a valid reason for more than one consecutive lesson, please provide your Homeroom Teacher with a medical certificate, so that this can be accounted for when we assess and report on progress.

What will students need to bring for PE (Swimming):

- Swim costume
- Swim hat (optional)
- Swim goggles (optional)
- A towel
- A separate bag to keep their wet costume and towel in for the rest of the day.



## Reminders

**RING PULL Competition**

- SUPPORT COMMUNITIES IN THE PHILIPPINES
- COLLECT RING PULLS
- EARN HOUSE POINTS

**SMALL PULLS, BIG IMPACT!**

SBS International Bangkok

**LOOSE CHANGE HOUSE COMPETITION**

BRING IN LOOSE CHANGE TO HELP RAISE 20,000 BAHOT FOR THE ARTIFICIAL REEF PROJECT

LEOPARDS SHARKS CROCODILES TIGERS

**DEPOSIT YOUR LOOSE CHANGE IN YOUR HOUSE TUBE TO EARN HOUSE POINTS**

SBS International School Bangkok

SBS International School Bangkok AN ARTHIT OURAIRAT INSTITUTION Global Reef

**Artificial Reef Design Competition**

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

Things to think about:

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

**Launch:** Wednesday 11 February

**Deadline:** Friday 13 March 2026

**Your design. A real impact.**

sbsbangkok.ac.th

## Looking Ahead

- Friday 13th March - International Pi Day
- Friday 20th March - Book Week Character Dress Up day
- Monday 16th - Friday 20th March - Book Week
- Friday 20th March - Book Week Character Dress Up day
- Friday 3rd April - End of Term 2
- Monday 20th April - Start of Term 3

## Closing Note

Whether it was the resilience shown by our U11 Tigers on the basketball court or the growing confidence of our students during the Science Talk Series, this week has been a true testament to the 'Tiger Spirit'. It is a privilege to watch our students tackle sensitive global topics with such empathy and maturity. As we look ahead to the energy of Book Week and the start of our swimming program, I want to thank you for your ongoing support of our students' diverse successes. Have a wonderful weekend.

Warm regards,  
Gary Crumbie  
Secondary Principal





**SBS International School**  
Bangkok  
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# SHARE! THE SBS BANGKOK EXPERIENCE

## REFERRAL PROGRAMME

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-  2 Submit the referral form before they register.
-  3 Receive **THB 20,000** for each successful enrolment.

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**Let's grow the SBS Bangkok community together!**



[admissions@sbsbangkok.ac.th](mailto:admissions@sbsbangkok.ac.th)



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# **SBS International School Bangkok**

AN ARTHIT OURAIRAT INSTITUTION





**Inspire Academic Success,  
Nurture Holistic Wellbeing,  
Cultivating Curiosity & Passion**



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## Contacts

-  [Info@sbsbangkok.ac.th](mailto:Info@sbsbangkok.ac.th)
-  [www.sbsbangkok.ac.th](http://www.sbsbangkok.ac.th)
-  +66 (0) 81 577 8222
-  @sbsbangkok

## Admissions

Monday - Friday  
8.30am - 4.30pm

[sbsbangkok.ac.th](http://sbsbangkok.ac.th)