



Message from Secondary Principal



Gary Crumbie
Secondary Principal

Dear SBS International School Bangkok Families,

I hope you all had a restful and restorative two-week break. I personally enjoyed some wonderful time with my family and had the chance to recharge during a trip to Australia. It was a fantastic reset, and I am excited to hit the ground running as we embark on Term 3.

It has been a bustling first week back on campus. It has been a pleasure to see the school filled with energy again, and I have been particularly impressed by how smoothly our students have transitioned into their new tutor groups. Settling into new routines can be a challenge, but our students have handled it with maturity and a positive attitude.

In true SBS Bangkok style, we have a very full schedule ahead of us, with plenty of opportunities for students to engage, grow, and have fun. Please keep the following highlights on your radar:

- **Science Week:** Next week! We have some exciting activities planned to bring science to life.
- **Bake Sale:** A delicious way to support our community spirit.
- **Heart and Sole Week:** A focus on wellbeing and connection.
- **Expedition Week:** An opportunity for personal growth and adventure.
- **Assessment Week:** A time to reflect on academic progress and consolidate learning.

Specific dates for these events can be found towards the end of this newsletter.

Finally, I would like to extend a huge, warm welcome to two new students and families who have joined the SBS community this term. We are delighted to have you with us, and we look forward to getting to know you as you settle into school life.

Over the course of this term the newsletter will feature a personal reflection of our amazing first year by each of our Secondary Staff - I hope you enjoy this addition to the newsletter!

Thank you all once again for your continued support as we kick off what promises to be a fantastic term and end to an incredible first academic year.



English

Welcome back! I hope everyone had a refreshing and joyful Songkran break.

This term, our Year 7 English program will continue to balance literary analysis with consistent vocabulary acquisition. We have focused on character psychology within J.K. Rowling's *Harry Potter and the Sorcerer's Stone*, specifically examining how external successes and new environments impact a protagonist's internal state.

Our recent focus has centred on Chapter 10: "Halloween." Beyond the plot beats of the mountain troll encounter, we delved into Harry's complex transition into the wizarding world.

- **Quidditch and Internal Conflict:** We analysed Harry's introduction to Quidditch. While his natural talent is evident, we discussed how this sudden thrust into the spotlight likely exacerbated his imposter syndrome.
- **The Weight of Expectation:** Students explored the idea that Harry feels like a "fraud" because his reputation (The Boy Who Lived) and his athletic selection are based on factors he doesn't yet feel he has earned or understands. We examined how this temporary dip in confidence is a relatable aspect of the "Hero's Journey."



To strengthen their linguistic precision and reading comprehension, students have remained dedicated to their personalised learning paths:

- **Membean Integration:** Students continued their structured vocabulary training via Membean.
- **Skill Application:** The goal of these sessions is to move beyond rote memorisation, encouraging students to recognise root words and apply advanced terminology within their own analytical writing about the text.

Our Year 8 students dove straight back into the world of the Greasers and the Socs this week, showing impressive focus as we entered the final acts of S.E. Hinton's classic.

We kicked off the week with a comprehensive review of Chapters 1–8. It was a great opportunity for students to reconnect with the plot and discuss the shifting dynamics between Ponyboy, Johnny, and the rest of the gang. Following the review, we moved into Chapter 9, exploring the high-stakes tension of the rumble and its emotional aftermath.

Students have been introduced to their latest creative endeavor: The Collage Project. This task challenges them to visually represent a core pillar of the novel. Students can choose to focus on one of the following:

- **Setting:** Capturing the divide between the East Side and the West Side.
- **Characters:** Exploring the internal and external traits of their chosen Greaser or Soc.
- **Themes:** Visualising concepts like "Loss of Innocence" or "Social Class Conflict."
- **Symbols:** Focusing on motifs like sunsets, gold, or the blue Mustang.

Beyond our literary analysis, students have been hard at work expanding their lexicon. We continued our consistent use of Membean, focusing on building a more sophisticated vocabulary range. It's been fantastic to see some of these new words already popping up in our class discussions!

As we wrap up the final chapters of the novel, please encourage your child to start gathering materials or images they might want to include in their collage project.



Year 7 Maths

Students transitioned from simple coordinates into the foundational world of linear graphs, mastering how to visualise equations and, more importantly, how to read the "stories" that graphs tell us about the real world.

1. Horizontal and Vertical Lines

The biggest hurdle this week was remembering which way is which! It sounds counter-intuitive at first, but here is the breakdown:

- **$x = c$ (Vertical Lines):** These lines are **parallel to the y-axis**. Every point on the line has the same x-coordinate. For example, $x = 3$ is a vertical line passing through 3 on the x-axis.
- **$y = c$ (Horizontal Lines):** These lines are **parallel to the x-axis**. Every point on the line has the same y-coordinate. For example, $y = -2$ is a flat, horizontal line.

2. Proportional Graphs ($y = mx$)

We explored graphs that pass through the origin (0,0).

- The letter m represents the gradient (the steepness).
- If $y = 2x$, every y value is double the x value.
- If $y = 0.5x$, the line is much shallower.

3. Real-Life Graphs & Interpretation

Graphs aren't just lines on a page; they represent real data. We looked at:

- **Conversion Graphs:** Changing Miles to Kilometres or Pounds (£) to Euros (€).
- **Distance-Time Graphs:** Interpreting speed. Remember: a steeper line means a faster speed, and a flat horizontal line means the object has stopped moving!

Y7 Homework Challenge:

Real-Life Scenario: Create a distance-time graph for a 20-minute walk to the shops, including a 5-minute break to buy a snack.

Axis Hunt: During lessons, label five different lines on a grid as either $x = c$ or $y = c$.

Year 8 Maths



This week students have been mastering the following:

Mastering the Linear Function ($y = mx + c$):

- We delved into the powerful equation $y = mx + c$.
- Students can now recognise and explain how changing the variable m (the gradient or steepness) and the variable c (the y-intercept) affects the line's graph.

Special Lines ($x = c$ and $y = c$):

- We explored these unique vertical ($x = c$) and horizontal ($y = c$) linear graphs.
- Students learned to efficiently recognise and describe these lines.

Connecting Concepts to Graphs:

- We practiced plotting linear equations by creating a table of values and correctly marking points on a Cartesian plane.
- Students also developed skills in finding the equation of a line given its graph or its gradient and y-intercept.

Real-Life Applications:

- Our understanding of linear relationships was applied to real-world scenarios.
- Students began using distance-time and distance-speed graphs, learning to create and describe them, interpreting the gradient as speed.



Y7&8 - preparing for end of year assessments

With end-of-year exams approaching, homework for the coming month is designed to move these concepts from your short-term memory into your long-term toolkit.

Your Task:

Complete the myimaths tasks given to you each day to improve your recall of facts, widen your mathematical methods and skills and practice your exam techniques.

The Secret to Revision: "Little and Often"

"Don't practice until you get it right; practice until you can't get it wrong."

As you prepare for your exams, avoid "cramming" (studying for 4 hours the night before). It's the fastest way to stress yourself out and forget everything by morning. Instead, try the 15-minute blitz:

- **Frequency:** Spend 15 minutes every other day reviewing one small topic.
- **Variety:** Do two $y = mx$ problems today, then read one distance-time graph tomorrow, break other topics up into smaller tasks to complete.
- **Active Recall:** Cover your notes and try to sketch a $y = c$ or $x = c$ graph from memory. If you can do it without looking, you've truly learned it! Try this approach with other topics too as part of your revision.

Keep up the great momentum - you're all building the mathematical muscles you'll need for Year 8 & 9 next year and beyond!



Mandarin

We were delighted to warmly welcome students back to school for the start of Term 3.

This week's Mandarin learning centred around two key projects, both designed to strengthen real-life communication and student agency.

1. Welcoming & Interviewing New Students

Students took on the responsibility of welcoming new classmates and conducting interviews entirely in Mandarin. They demonstrated strong confidence in asking and responding to a wide range of personal questions, including:

- age, nationality, and birthday
- Chinese zodiac
- family members
- hobbies, food preferences, sports, and favourite subjects

Students were able to sustain simple but meaningful conversations, showing clear progress in both fluency and accuracy.

2. Holiday Reflection & Sharing Project

Students organised and shared their holiday experiences in Mandarin, covering:

- travel destinations
- seasons, weather, and personal feelings
- food and activities
- recommended highlights and reasons

They presented their work through a variety of formats, including vlogs, slide presentations, podcasts, and written pieces, demonstrating both creativity and ownership of their learning.





Student Growth Beyond Language

Beyond their language development, what stood out most this week was how students supported one another. They showed genuine care, patience, and responsibility in guiding new students, helping them feel welcomed and included.

Their willingness to step forward, take initiative, and support peers reflects strong leadership, collaboration, and self-agency. These are qualities we are proud to see growing alongside their Mandarin skills.

It has been a wonderful start to the term, and we look forward to seeing students continue to develop both their language abilities and their confidence as active, supportive members of the learning community.

Physical Education

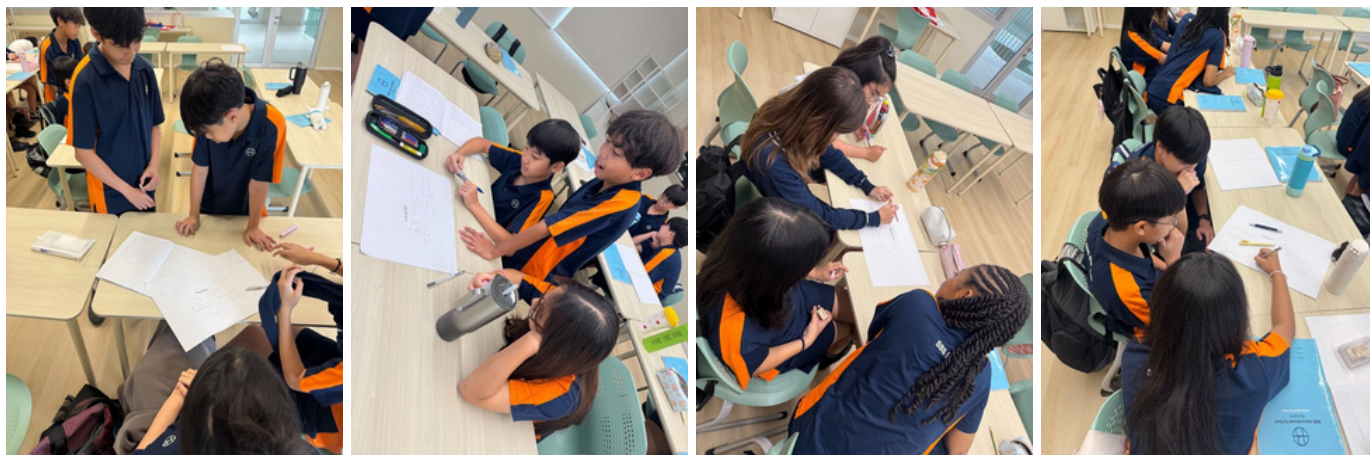
This week marked the start of Term 3, with students completing their final swimming session. The lesson concluded with a fun and energetic game of water polo, allowing students to apply their swimming skills in a team-based environment while promoting communication, teamwork, and enjoyment in the water.

In the second lesson, students began a new unit: Invasion Games, with a focus on Handball. They were introduced to the basic rules and gameplay, and had the opportunity to participate in team activities that encouraged movement, passing, and cooperation.

It has been a great start to the term, with students showing enthusiasm and active participation as they transitioned into a new unit.

Humanities

Students have started the final unit for the year - Leisure, Sport & Tourism - engaging with the key definitions linked to the unit, before looking at what Thailand has to offer tourists.





Art

In Art we are working on Onomatopoeia Action Art. This is a high-engagement bridge between Pop Art and Word Art where we utilize The Principles of Design.

The Task: Take a sound-effect word (CRUNCH, SLITHER, POP, SHATTER) and make the letters perform that action as an image.

Here students are working on Thumbnails (mini versions) for their upcoming project



Science TedTalk Series

Khaowhom (Yr 7) and Saipor (Yr 8) kicked off Term 3's Science TedTalk series with an insightful presentation on the importance of sunlight.



Superhero Readers

Navy - Y8 reading to Ms Ainsley's Year 1 class this morning as part of the student lead peer reading programme!





Liverpool Football Trials

Liverpool Football club held their Football trials on Tuesday which saw many of our secondary students in action on the pitch.





A Time to Reflect

The Equation of Our First Year: A Mathematics Reflection

To the amazing students and parents of SBS Bangkok's founding year,

What a tremendous, unpredictable, and ultimately rewarding ride it has been! Being part of a founding year means we are the ones setting the standard. I am thrilled to report that in our mathematics classrooms this year, you didn't just set the bar high - you calculated its exact trajectory, factored in wind resistance, and vaulted right over it.

Let's be completely honest: mathematics can be intimidating. It takes a remarkable amount of courage to stare down a chaotic algebra problem and say, "I have absolutely no idea what letters are doing inside my numbers, but I am going to figure this out." From the early days of mild panic over fractions to the victorious "Aha!" moments when complex equations finally balance, the progress and improvement we've seen in these cohorts have been nothing short of exponential.

But we didn't just sit at desks and crunch numbers in isolation. Mathematics this year was a contact sport. Through vibrant teamwork and daily collaboration, students quickly realised that two heads are often better than one (especially when someone forgets how to find the area of a trapezoid). This shared struggle is what paved the way for genuine mathematical understanding. You learned that mathematics isn't just about memorising arbitrary rules; it's about logical thinking, pattern recognition, and solving puzzles together.

Beyond the assessment scores and homework assignments, what stands out the most is the profound independent growth of our students. I have watched hesitant hand-raisers transform into scholars brimming with confidence. We saw natural leadership emerge as students instinctively stepped up to the whiteboard to guide their peers through difficult concepts, proving that the best way to test your knowledge is to teach it to someone else.

As we close the book on this founding year, we look toward the future with immense excitement. Next year, the formulas will undoubtedly get longer, the shapes will gain more dimensions, and the variables will become even more mysterious. But your foundation is rock solid.

From Myimaths to Times Table Rockstars, sometimes you've struggled but overcome difficult and new concepts in mathematics, through practice and hard work. Keep striving to improve and with enthusiasm and energy you can achieve in mathematics.

To the parents: Thank you for your endless support, patience, and for pretending you still remember High School geometry when helping with homework. To the students: keep your curiosity sharp and your calculators charged. If you can conquer the mathematical challenges of a founding year, you have already plotted the coordinates for a brilliantly successful future.



There is a distinct, almost intimidating thrill that comes with a "founding year." When I first stepped into the role of Lead Teacher of Mathematics at SBS Bangkok, there was no precedent, no archived lesson plans to fall back on, and no established departmental culture. I was presented with the ultimate mathematical blank slate - a zero coordinates starting point. Looking back at the past ten months, the journey from that blank canvas to an established, but noisy, ever developing mathematics department has been the most challenging and rewarding equation of my career here in Thailand.

In those early weeks, before the students even arrived, my primary focus wasn't just on ordering textbooks or finalising the curriculum map. It was about defining the ethos.



How do I build a culture where students aren't afraid to be wrong? How do I transform mathematics from a subject of memorisation into a language of inquiry?

Establishing this vision would require eventually building a team of educators who were not only fluent in their subject but adaptable to the inevitable chaos of a new school. I am incredibly proud of how the mathematics department (consisting of just me) has started to be assembled. I spent countless hours in the newly unpacked offices of the primary building, drinking too much coffee, debating pedagogical approaches with other teachers, and designing a curriculum that would challenge our diverse founding cohort, until I finally moved to the secondary building, where I now feel I'm rightly placed.

When the doors opened, the real work began. A founding student body is, by definition, a collection of unknowns. I had students arriving from various educational systems, bringing with them drastically different mathematical backgrounds, attitudes, and anxieties.

As a leader, my greatest learning curve was learning when to stick to the formula and when to abandon it entirely. There were days when beautifully crafted lesson plans fell flat, and days when a spontaneous detour into a student's question about sequences led to the best learning of the week. I learned to lean into the flexibility that a new school environment affords.

The moments that stand out most to me are not the administrative milestones, but the quiet victories on the balcony and classroom:

- **The shift in dialogue:** Hearing students argue passionately about the most efficient way to solve an equation, rather than just asking, "Is this on the test?"
- **Teacher collaboration:** Watching the secondary team instinctively support one another, sharing resources, stepping into each other's classrooms, and celebrating each other's pedagogical wins.
- **The resilience:** Seeing a student who entered the year with deep "maths anxiety" proudly present their final assessment score to their peers with newfound confidence.

As I sit at my desk reflecting on this founding year, the overriding emotion is immense pride, I have successfully established the baseline. I have begun building a future department that values courage over perfection, and logic over rote memorisation.

I am no longer starting from zero. As I look toward Year Two, I have a foundation of data, experience, and, most importantly, a shared mathematical culture in the school. The initial framework is built; now, the real fun begins as I scale, refine, and push the boundaries of what our students at SBS Bangkok can achieve.

It has been a privilege to be Lead Mathematics Teacher in the secondary department through its genesis, I wouldn't change a single variable. Thank you for a wonderful year of mathematics at SBS Bangkok!

Maths is everything - Mr Phillips - Lead Mathematics Teacher



Congratulations Jay Jay (Y8) - International Olympiad (Coding)



Jay Jay demonstrated exceptional skill and dedication when he participated in the International Coding Olympiad on March 14, 2026. Competing against 242 highly talented participants from around the world, he rose to the challenge with impressive problem-solving ability, precision, and creativity. His performance earned him a prestigious gold medal, a distinction reserved for top competitors, and secured him an outstanding overall rank of 36th.

Throughout the competition, Jay Jay tackled a series of complex algorithmic problems that required not only technical knowledge but also strategic thinking and time management. His ability to remain focused under pressure and efficiently translate ideas into optimised code set him apart from many of his peers. This achievement reflects not only his strong foundation in computer science but also countless hours of practice and perseverance.

Earning a gold medal at such a competitive international event is a remarkable accomplishment and highlights Jay Jay's potential for future success in programming and technology-related fields. His performance serves as an inspiration to others, demonstrating what can be achieved through determination, passion, and a commitment to excellence.



Congratulations August (Y8) - Kart Racing at the Rotax Max Challenge Asia Trophy 2026.

On Friday 3rd April, August (Y8) was out on the track competing in the Rotax Max Challenge Asia. Despite just missing out on a podium place the event was nonetheless truly meaningful. August continues to grow through every race that he competes, his dedication and willingness to reflect not only on his successes but his mistakes as well. In this particular race August demonstrated his grit and ability to improvise and adapt in the moment. All these experiences will serve him well far beyond the racetrack.

Well done August!





Upcoming Events

This weekend

Good luck to our U11 and U13 Mixed Basketball Teams who will be in action on Saturday at BASIS International School, participating in the **1st BASIS Basketball Festival 2026**.

Good luck - Go TIGERS!!

Service Reminders

Our loose change appeal continues - please continue to add all your loose change to the house collection tubes which can be found in the school's main reception.



We are into the final weeks of this year's Ring Pull competition!

Keep collecting - will the Green Cobras continue to dominate the competition?

Remember - every ring pull is so important in helping improve the quality of life of those living on the Tondo Dumpsite in Manila.

Next Week

- Monday 27th April - Active8 Term 3 starts
- Monday 27th April - Friday 1st May - SCIENCE Week 2026



Looking Ahead

- Friday 8th May - House Bake Sale
- Monday 11th May - Friday 15th May - Heart & Sole Week
- Friday 22nd May - Green Cobra's Birthday
- Monday 18th May - Assessment Week
- Monday 8th June - Expedition Week
- Monday 15th June - Report 3 Published
- Friday 19th June - End of School Year

Closing Note

There is so much to look forward to, and we are eager to see how our students will continue to grow, support one another, and achieve new milestones. Let's make the most of every opportunity this final term brings as we work together toward a successful end to the academic year.

Warm regards,
Gary Crumbie
Secondary Principal





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