



P R I S M

IBDP

# Message from Founder and Director



Dear Parents,

Our theme for this year is “The Power of Possibility.” Every child is born with an incredible sense of possibility or a natural belief that anything they dream of is achievable. This belief is powerful. It shapes how they see themselves, how they understand the world, how they face challenges, and how they grow emotionally, mentally, and socially. But today, there are many factors limiting this innate power and we as parents and teachers have to be extremely vigilant.

Children today are becoming increasingly emotionally sensitive, more anxious, more afraid of failure and in some cases as we are seeing in the news, they are even taking drastic steps when they are unable to cope. This makes it even more important than ever to build resilience, grit, and emotional strength in them from a very early age.

How we do this? What are some of the essential approaches that we can take?

Number 1. We must refrain from shielding our children from every discomfort they face and refrain from solving their social problems. Children must be guided, corrected, and intentionally groomed by the adults around them. They need to experience the full range of human emotions from a young age like embarrassment, resentment, disappointment, failure, frustration, rejection, hurt, fear, anxiety, and even boredom. They must learn to accept these emotions as a natural part of life, something every human being goes through.



# Message from Founder and Director

When we shield them from experiencing these emotions, we unintentionally weaken their ability to face real-life challenges. Today, many parents rush to protect their children from the smallest discomforts like forgotten homework, missed deadlines, conflicts with friends, or small failures. But every time we rescue them, we take away an important opportunity: the chance for them to feel the consequences of their choices, to cope with those emotions, and to learn how to take the next step forward. We must allow children to experience discomfort instead of constantly shielding them from it. Discomfort is not harmful, it builds character. In fact, experiences, especially the difficult and uncomfortable ones, are what truly shape emotional resilience.

Number 2. children need to be motivated to do hard things, even when they don't feel like doing them. They must learn that positive effort leads to positive outcomes through natural consequences. This is where real confidence is built and this will also lead to Discipline. Simple daily tasks like grooming themselves, completing homework on time, finishing what they started—may seem small, but they build mental strength, responsibility, and follow-through. A child who can function only when they are motivated will grow into an adult who crumbles under pressure. But a child who learns to do what is needed, even when it's difficult, grows into an adult who can persevere, take responsibility, and succeed. We, as parents and teachers, need to gently nudge children to take on difficult tasks according to their potential even when they don't feel like doing them.

Number 3. We must teach children to handle boredom. Today's children live in a world of constant stimulation—screens, entertainment, notifications, and instant gratification. The moment life becomes quiet, they panic. Give them space without screens. Let them sit. Let them think. Let them reflect. Let them build something with their hands or simply observe the world around them. This quiet space, this boredom is where emotional resilience truly grows. Children raised on constant stimulation cannot tolerate stillness. They mistake quiet for discomfort and rush to fill it. But children who learn to sit with boredom develop patience, creativity, problem solving, independent thought and inner strength. We, as parents and teachers, should encourage children to practice meditation, chanting, or any spiritual discipline that helps them to sit with themselves, think, reflect, and build the capacity to tolerate stillness.

Number 4, we must teach children to take responsibility for their actions. Owning their mistakes and learning to apologise sincerely teaches humility, reflection, and emotional maturity. When they admit mistakes without fear of shame and apologise with understanding, they learn humility, confidence, and emotional balance. This courage to own their actions will guide them throughout life. A child who can admit mistakes grows into an adult who does not run away from growth. Teaching responsibility builds emotional strength, self-awareness, and the courage to stand by one's actions.



# Message from Founder and Director

Number 5. perhaps most importantly they need to hear the word “No.” Children must learn that not everything will be handed to them. Life will not always go their way and they must accept it. They need to face rejection, failure, and disappointment and learn to understand why it happened. Why was I rejected? Why did I fail? What can I do differently next time? When children learn to process these emotions, they develop resilience, clarity, and inner strength. Saying “No” is not being harsh—it is preparing them for the real world. A child who learns to accept “No” becomes an adult who can handle setbacks without breaking.

All these approaches help children to believe in the power of their possibility that they can do hard things. They can handle discomfort. They can grow. They can try again. And that they can become more than what they are today. And most importantly, they stop getting shaken by small failures, insults, conflicts, disappointments, resentments, or setbacks. Instead, they learn to rise, reset, and move forward with strength.

As Educators and teachers, we are committed to reinforcing these values in school. But for children to truly benefit, it is vital that parents echo the same principles at home. We need to speak the same language, uphold the same boundaries, and model the same expectations. This is a partnership. Together, as co-parents in their growth especially since children spend nearly 60–70% of their waking hours with us.

Let us raise children who are not afraid of emotions, not afraid of effort, not afraid of failure.

Let us raise children who can stand strong, think clearly, choose wisely, and act courageously.

Thankyou!

**Ms. Kirthi Reddy**

**Founder and Director**



# Message from DP coordinator



Dear Parents,

As our students move closer to their final IBDP examinations, there is a strong and intentional focus on academic rigour. Teaching, learning, and revision are now more targeted, structured, and exam-oriented to ensure that students are well prepared and confident. At the same time, the IBDP continues to support the development of essential skills that go beyond examinations.

Recently, students successfully completed key programme components such as the Theory of Knowledge (TOK) Exhibition, the Collaborative Sciences Project, and ongoing CAS (Creativity, Activity, Service) experiences. These milestones play a crucial role in strengthening academic readiness while also nurturing transferable skills.

The TOK Exhibition encourages students to think critically, question assumptions, and connect knowledge across disciplines. These skills directly support examination preparation by helping students analyse questions deeply, develop well-structured arguments, and communicate their ideas effectively.



# Message from DP coordinator

The Collaborative Sciences Project develops research skills, collaboration, planning, and problem-solving. Working in teams mirrors the expectations of internal assessments and examinations, helping students manage time effectively and apply learning in meaningful ways.

Alongside this academic focus, CAS ensures balanced development. By continuing CAS commitments while managing academic demands, students learn time management, resilience, leadership, and self-discipline—skills that are particularly important during the examination phase.

*“As academic expectations increase, the IBDP ensures that students grow not only as learners but also as responsible, reflective, and confident individuals.”*

Together, these elements ensure that students are exam-ready while remaining skilled, balanced, and reflective learners. As they approach this important milestone, the combination of academic rigour and holistic development equips them to perform confidently in examinations and succeed beyond the classroom.

We thank parents for their continued support and partnership during this crucial stage of the IBDP journey.

**Dr. Jyoti Singh**

**Diploma Programme Coordinator**



# Message from Head of Department (Mathematics)



In my experience as an educator, I have observed that many children gradually develop a fear of Mathematics. This fear, commonly referred to as mathematics anxiety, can significantly interfere with a child's ability to think clearly, reason logically, and perform confidently in the subject. In many cases, the challenge does not arise from a lack of ability, but from repeated negative experiences that lead students to believe that they are simply “not good at maths.” The real concern emerges when this anxiety is viewed as permanent. Once students begin to believe that their mathematical ability is fixed, they tend to disengage from learning, avoid challenges, and lose confidence in their own potential. However, extensive research on brain plasticity offers a hopeful and empowering perspective. It shows that learning is not limited by age or past experiences. The brain—whether that of a child or an adult—continues to grow, adapt, and strengthen when it is meaningfully stimulated. This understanding reinforces the importance of cultivating a growth mindset, where mistakes are recognised as an essential part of learning rather than as signs of failure. Developing such a mindset requires supportive learning environments, thoughtful teaching strategies, and opportunities for students to experience success at their own pace. When students feel safe to explore ideas, ask questions, and make errors without fear of judgement, their anxiety gradually reduces and genuine understanding begins to take root. Over time, confidence replaces fear, and curiosity replaces avoidance. As the Head of the IBDP Mathematics Department, I find it encouraging to work in a school that actively empowers students by offering them meaningful choices in their mathematical learning. By allowing students to select mathematics at a level that aligns with their readiness, interests, and confidence, the school helps remove unnecessary pressure and promotes a sense of ownership over learning. As a result, mathematics becomes more accessible and enjoyable for many students. Encouragingly, the number of students engaging with mathematics positively and confidently continues to grow. Such an approach not only supports academic success but also fosters a lasting appreciation for mathematics as a subject that can be understood, enjoyed, and mastered.

**Karthikeyan B**

**Head of the department (IBDP)**



# Message from Inclusion and Diversity team

Finding your path while still in school can feel like standing at a crossroads with no clear signposts. Surrounded by expectations, grades, and constant comparisons, many students believe they must already have their future mapped out. Yet school is not merely a destination; it is a formative journey where curiosity is meant to be explored, not suppressed. The classroom offers more than academic instruction, it provides opportunities to discover personal strengths, uncover hidden passions, and question long-held assumptions. Every subject tried, every challenge faced, and every mistake made contributes quietly but meaningfully to the shaping of one's identity. True direction often emerges not from certainty, but from experience. By engaging in clubs, conversations, creative pursuits, and moments of self-reflection, students begin to recognize what resonates deeply with them. Finding your path does not require immediate answers; it requires courage—the courage to remain open, adaptable, and patient with yourself. School is the space where ambition is allowed to evolve and dreams are permitted to change. In embracing uncertainty, students learn one of life's most valuable lessons: your path is not something you find all at once, but something you build, step by thoughtful step.

I would like to conclude with a quote

“School is not where you are expected to have all the answers, but where you begin learning the right questions.”

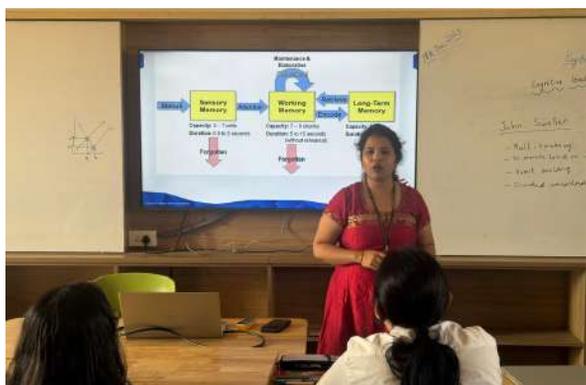
Leonie Marshall

ILD- HOD

Psychology Faculty



# Holistic Excellence: Understanding the Mind: Guest Lecture on Cognitive Load



# Holistic Excellence: Understanding the Mind-Guest Lecture on Cognitive Load

A guest lecture on the topic of Cognitive Load was conducted for DP1 Psychology students, offering valuable insights into how the human mind processes information and how learning can be made more effective. The session was led by Ms. Sudakshina Dey and proved to be both interactive and enlightening.

The lecture helped students understand the concept of cognitive load and its relevance to learning, memory, and academic performance. Through clear explanations and real-life examples, students were able to connect psychological theory with everyday learning experiences. The interactive nature of the session encouraged students to ask questions, share observations, and actively engage with the topic.

Ms. Dey effectively guided students to reflect on how managing cognitive load can improve focus, comprehension, and retention of information—an especially relevant discussion for DP1 students as they navigate the academic demands of the IBDP.

Overall, the session was highly informative and enriching, deepening students' understanding of cognitive processes while also equipping them with practical strategies to enhance their learning. The lecture was well received and added meaningful value to the DP1 Psychology curriculum.



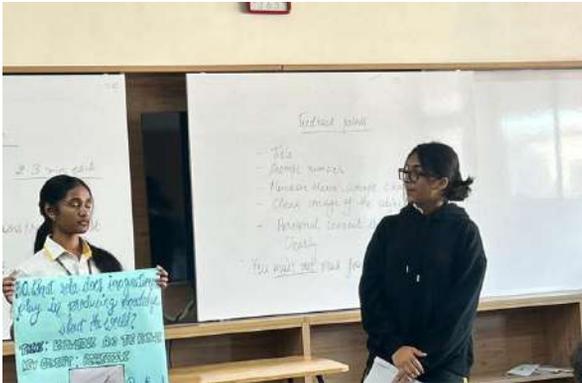
# Holistic Excellence: Exploring Biomechanics Through Physics and SEHS



IBDP 1 students participated in an interdisciplinary learning session combining Physics and SEHS, conducted in the school gymnasium, with a focus on biomechanics. The session aimed to help students understand how scientific principles are applied to movement and physical performance. During the class, students explored key concepts of biomechanics by observing and analysing physical activities in real time. Physics concepts such as force, motion, balance, and momentum were connected to human movement, while SEHS perspectives helped students understand how these principles influence efficiency, performance, and injury prevention. The gymnasium setting provided a hands-on learning environment, allowing students to actively engage with the concepts and make meaningful connections between theory and practice. Students found the session interactive and insightful, as it demonstrated how interdisciplinary learning enhances understanding and relevance. This collaborative approach strengthened students' analytical and observational skills while reinforcing the IBDP emphasis on inquiry-based and experiential learning. The session successfully highlighted the value of interdisciplinary teaching in making learning engaging, practical, and impactful.



# Holistic Excellence: Exploring Knowledge Through Objects- TOK Mini Exhibition



# Holistic Excellence: Exploring Knowledge Through Objects: TOK Mini Exhibition

DP1 students participated in a TOK Mini Exhibition designed as a preparatory activity to help them understand one of the most important components of the Diploma Programme—the TOK Exhibition. The activity focused on students selecting one object and exploring its connection to a knowledge question.

Through this mini exhibition, students practised identifying real-world objects, linking them to TOK concepts, and explaining how the object supports their thinking. This exercise helped students understand the expectations of the official TOK Exhibition, including object selection, justification, and clarity of explanation.

The mini exhibition provided a structured yet supportive platform for students to develop critical thinking, reflection, and communication skills. It also encouraged students to make meaningful connections between theory and real-life examples.

Overall, the activity served as an effective practice experience, giving DP1 students greater confidence and clarity as they prepare for the formal TOK Exhibition in the Diploma Programme.



# Holistic Excellence: CSP Orientation Session: Purpose, Process, and Expectations



The Collaborative Sciences Project (CSP) orientation was conducted in December, providing students with an opportunity to engage in interdisciplinary learning and develop essential research and collaboration skills. The project focused on helping students understand the importance of collaborative scientific inquiry and its relevance within the IB framework. At the beginning of the project, supervisors explained the purpose and significance of the CSP, outlining expectations and guiding students on how interdisciplinary thinking enhances scientific understanding. The concept of an umbrella topic was introduced and discussed in detail, helping students see how different science disciplines can contribute to a common theme. As part of the planning phase, supervisors met with subject teachers to discuss the structure, scope, and direction of the project. These discussions helped align objectives, clarify roles, and ensure that students received consistent guidance across subjects. The CSP process encouraged collaboration not only among students but also among teachers, fostering a shared approach to mentoring and inquiry. The project marked an important step in students' research journey, laying a strong foundation for future interdisciplinary work in the Diploma Programme.



# Holistic Excellence: From Ideas to Impact-CAS Project Exhibition



# Holistic Excellence: From Ideas to Impact-CAS Project Exhibition

DP2 students recently presented their CAS Projects, sharing their initiatives, experiences, and learning gained through this important component of the IB Diploma Programme. The CAS Project, carried out over a two-month period, is a mandatory and significant requirement of the DP and marks the culmination of the CAS journey for students.

During the presentations, students showcased the planning, execution, and outcomes of their projects, many of which were thoughtfully aligned with the United Nations Sustainable Development Goals (SDGs). By linking their projects to global goals such as quality education, good health and well-being, reduced inequalities, environmental sustainability, and community development, students demonstrated an awareness of real-world issues and their role as responsible global citizens.

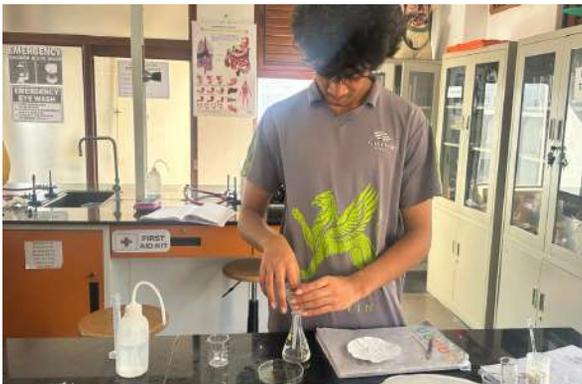
Students reflected on the challenges they encountered and the solutions they implemented, highlighting key skills developed through the process, including collaboration, leadership, communication, time management, and problem-solving. The sustained nature of the project encouraged perseverance and meaningful engagement, reinforcing the importance of commitment and reflection in CAS.

The presentations also provided students with an opportunity to articulate their personal growth. Many reflected on how the CAS Project helped them develop empathy, social responsibility, and confidence, while also strengthening their ability to work effectively in teams.

Overall, the CAS Project presentations were a meaningful celebration of learning and service. They highlighted how CAS, when connected with the SDGs, enables students to apply their learning beyond the classroom, make a positive impact on the community, and grow as balanced, reflective, and principled learners. The event marked a fitting conclusion to the DP2 students' CAS journey within the IBDP.



# Holistic Excellence: From Observation to Analysis- Biology Lab Investigations



# Holistic Excellence: From Observation to Analysis- Biology Lab Investigations

Biology students have been actively engaged in a series of science experiments aimed at strengthening their conceptual understanding while developing essential scientific and research skills. These practical sessions form an important part of learning in the IBDP and support students' growth as independent and analytical learners.

Although the IBDP does not include a separate practical examination for Biology, the learning gained through experimental work plays a significant role in student assessment. Practical experiences directly support the Internal Assessment (IA) and the Extended Essay (EE), where students are required to design investigations, analyse data, evaluate methods, and draw evidence-based conclusions. Through these experiments, students explored and identified potential IA and EE topics by observing variables, analysing results, and framing research questions.

Students also learned to critically evaluate their findings, consider limitations, and suggest improvements—skills that are essential for scientific inquiry. In addition, practical work prepares students for data-based questions in written examinations, where they must interpret experimental data, analyse graphs, and apply biological concepts to unfamiliar scenarios.

Scientific investigations are an integral part of biology education as they encourage curiosity, critical thinking, and problem-solving. Hands-on experimentation helps students understand how scientific knowledge is developed and applied, fostering confidence and a deeper appreciation for evidence-based learning.

Overall, these biology practical sessions provide students with a strong foundation for research-based components of the IBDP and prepare them effectively for both internal and external assessments.



# Mindfulness and Wellbeing: Session on Importance of Ethical behaviour



A session on the Importance of Ethical Behaviour was conducted for DP1 students as part of their personal and social development within the IBDP framework. The session aimed to help students understand the value of integrity, responsibility, and ethical decision-making in both academic and personal contexts.

During the session, students were encouraged to reflect on what ethical behaviour means in everyday life, including honesty, respect for others, accountability, and making informed choices. Special emphasis was placed on ethical conduct in academics, such as academic honesty, responsible use of information, and adherence to school policies—key expectations in the IBDP.

The session included discussions based on real-life situations, prompting students to think critically about the consequences of their actions and the importance of upholding ethical values, even in challenging circumstances. Students also explored how ethical behaviour contributes to building trust, self-discipline, and a positive learning environment.

The session was timely and impactful, supporting DP1 students as they begin their IBDP journey and reinforcing the programme's commitment to developing principled, responsible, and reflective learners.



# Mindfulness and Wellbeing: Celebrating the CAS Journey: A Culmination of Learning and Reflection



# Mindfulness and Wellbeing: Celebrating the CAS Journey: A Culmination of Learning and Reflection

Students of DP2 recently had a CAS Celebration following their CAS Project Presentations, marking an important milestone in their IBDP journey. The celebration provided students with an opportunity to reflect on their experiences and acknowledge the learning gained through CAS.

During the event, students reminisced about their CAS journey by sharing photos and videos, capturing moments from their projects and activities. These visuals highlighted their creativity, commitment, collaboration, and service to the community.

Students also shared their experiences and learnings, reflecting on the challenges they faced and the skills they developed, such as teamwork, leadership, time management, and empathy. The reflections clearly demonstrated how CAS has contributed to their personal growth and holistic development.

The celebration beautifully captured the spirit of CAS—learning through meaningful experiences and reflection—and served as a fitting conclusion to the students' CAS journey in DP2.



# Core Value: Spreading Kindness Through CAS- A Thrift Store Initiative



# Core Value: Spreading Kindness Through CAS-A Thrift Store Initiative

As part of the CAS (Creativity, Activity, Service) programme, our DP1 and DP2 students organised a meaningful Kindness Activity by setting up a thrift store for our female support staff. This initiative was aimed at expressing gratitude, care, and respect for the dedicated support staff who play an important role in our school community.

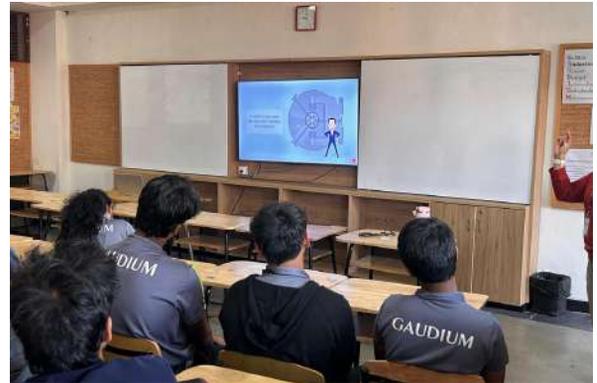
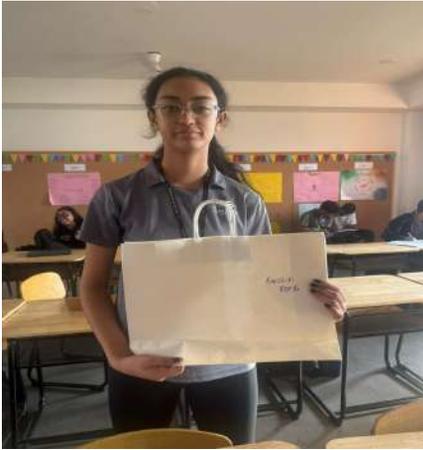
The thrift store was thoughtfully curated and included a wide range of items such as jewellery, clothes, snacks, books, and essential hygiene products. Students and teachers actively participated by donating items, ensuring that everything provided was useful, dignified, and of real value to the recipients.

What made this activity truly special was the collective effort involved. Students worked collaboratively to plan, organise, and manage the store, while teachers supported and encouraged the initiative. Care was taken to present the items neatly and respectfully, allowing the support staffs to choose what they needed, creating an experience rooted in dignity and kindness.

Through this CAS activity, students demonstrated empathy, social responsibility, and teamwork. It reinforced the importance of service with sensitivity and helped students understand the impact of small, thoughtful actions. The initiative reflected the true spirit of CAS—learning through meaningful engagement and giving back to the community with compassion.



# Core Value: Gratitude Day Activity – CAS Kindness Initiative by DP1 Students

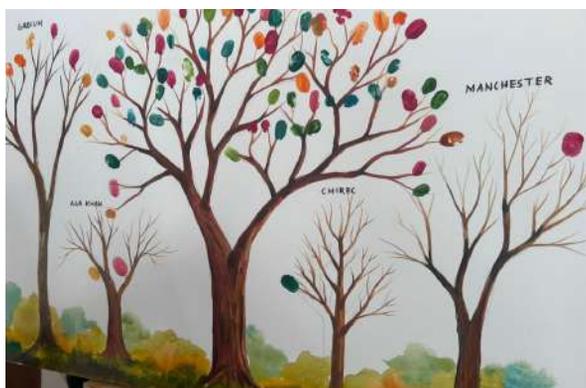


As part of the CAS programme, DP1 students observed Gratitude Day through a thoughtful Kindness Activity in which they created handmade bags using easily available household materials. This initiative encouraged creativity and sustainability, showing students how simple, everyday resources can be repurposed meaningfully. The activity was planned with care, ensuring that the bags were practical, presentable, and made with a genuine sense of appreciation and respect.

Through this experience, students actively engaged in the CAS process by collaborating, sharing ideas, and reflecting on their learning. The activity helped them develop empathy, teamwork, and problem-solving skills while reinforcing the importance of gratitude expressed through action. Overall, the initiative beautifully reflected the spirit of CAS by combining creativity with service and fostering a deeper sense of social responsibility.



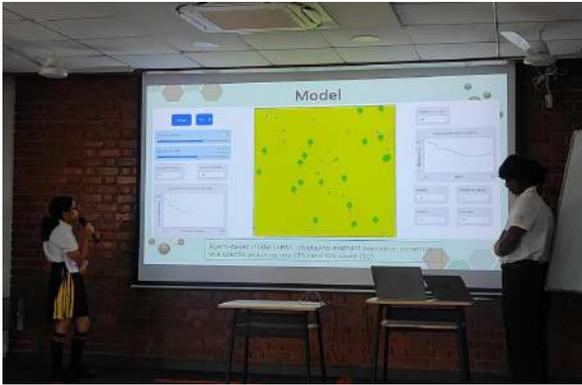
# Global Leadership: Understanding the Extended Essay-An Inter-School Learning Experience



DP1 students visited Sreenidhi International School to participate in an EE Café presentation, an enriching experience aimed at strengthening their understanding of the Extended Essay (EE). The visit provided students with an opportunity to gain first-hand insights into the EE process and learn how other schools approach research, planning, and execution. During the session, students were introduced to different EE topics and presentations, helping them understand the expectations of the Extended Essay more clearly. They gained valuable insights into how research questions are framed, how ideas are developed, and how academic writing is structured across subjects. An important part of the session focused on recent changes in EE criteria and marking, with discussions that helped clarify assessment expectations. Students benefited from understanding how EEs are evaluated and what examiners look for, enabling them to align their work more effectively with the assessment criteria. The interaction also encouraged meaningful discussions, allowing students to compare approaches, ask questions, and reflect on best practices followed by peers from another IB school. This exposure broadened their perspective and helped them approach their own EE journey with greater clarity and confidence. Overall, the EE Café presentation was a valuable learning experience that supported DP1 students in taking informed and confident steps towards their Extended Essay, reinforcing the IBDP emphasis on inquiry, research, and academic integrity.



# Global Leadership: Exploring Real-World Issues Through CSP Presentations



# Global Leadership: Exploring Real-World Issues Through CSP Presentations

The Collaborative Sciences Project (CSP) presentations were successfully completed by students, marking the culmination of an important interdisciplinary learning journey. This year, students worked under the umbrella topic SDG 15: Life on Land, focusing on real-world environmental issues and sustainable solutions.

Students presented their projects in groups, demonstrating meaningful and well-planned integration of all science disciplines. Each group identified a specific problem related to life on land—such as biodiversity loss, deforestation, soil degradation, or human impact on ecosystems—and analysed it using concepts from different scientific perspectives. This interdisciplinary approach allowed students to develop a deeper and more holistic understanding of the issues.

The presentations reflected strong research skills, critical thinking, and collaboration. Students explained the scientific background of their chosen problem, analysed causes and impacts, and proposed possible solutions. Their ability to connect theory to real-life situations clearly highlighted the relevance of science in addressing global challenges.

Students presented their work with confidence and clarity, using visuals, data, and well-organised explanations. The quality of the presentations demonstrated not only their understanding of scientific concepts but also their communication and teamwork skills.

An important part of the CSP was student reflection. Students shared insights into what they learned during the project, the challenges they faced, and how collaboration helped them grow as learners. Many reflected on the value of interdisciplinary thinking and how the project helped them see science as interconnected rather than subject-specific.

Overall, the CSP presentations were a meaningful conclusion to the project. By focusing on real issues around us and aligning their work with SDG 15, students successfully completed the CSP while developing essential skills such as inquiry, collaboration, analysis, and reflection—key attributes of the IBDP learner.



# Global Leadership: Showcasing Scientific Excellence-SCERT All India Science Exhibition



# Global Leadership: Showcasing Scientific Excellence-SCERT All India Science Exhibition

As we stepped into the New Year 2026, The Gaudium School had the honour of being selected by the Telangana Government to host the prestigious SCERT All India Science Exhibition, held from 19th to 23rd January 2026. This recognition followed visits by SCERT officials to several schools, and we are proud that our campus, facilities, and academic standards were acknowledged at a national level.

The exhibition was successfully conducted on our campus and witnessed enthusiastic participation from schools across the country. Outstanding projects from all science streams were showcased, reflecting innovation, scientific inquiry, and real-world application of concepts. Students presented a wide range of models and research-based exhibits addressing contemporary scientific challenges and solutions.

The event provided a vibrant platform for young minds to exchange ideas, demonstrate creativity, and apply scientific thinking beyond the classroom. Visitors and evaluators appreciated the depth of understanding, originality, and relevance of the projects presented.

Hosting the SCERT All India Science Exhibition was a moment of pride for The Gaudium School. The successful execution of the programme reinforced our commitment to promoting scientific temper, inquiry-based learning, and excellence in education



# Global Leadership: Exploring Pathways- Career Guidance Session



We were honoured to host an insightful session by The University of Hong Kong (HKU), led by Prof. John A. Spinks, Psychology Professor and Senior Consultant at the HKU Admissions Office. Prof. Spinks brought with him a wealth of international academic experience, offering students deep clarity on global education pathways, admission expectations, and diverse academic opportunities, particularly in Psychology and related disciplines. He was accompanied by Mr. Issac Wong, Program Manager, Admissions Office, who further enriched the session with valuable information about HKU's programs, student life, and application processes. The session was highly interactive, with students engaging actively throughout. A dedicated Q&A segment followed the presentation, where students received detailed responses to their queries, helping them better understand higher-education possibilities at a world-leading institution. Overall, it was an enriching opportunity for our learners to gain first-hand insight into studying at a globally ranked university and exploring future-ready academic pathways."



# Stakeholder Engagement: Vision, Values and Victory; Celebrating Annual Sports Day 2026



# Stakeholder Engagement: Vision, Values and Victory; Celebrating Annual Sports Day 2026



Our school's Sports Day was celebrated with great enthusiasm, energy, and sportsmanship, truly bringing to life this year's theme, "The Power of Possibility – Vision | Values | Victory." The event showcased not only physical excellence but also the spirit of discipline, teamwork, and determination that sports instil in young learners.

The day began with a colourful and disciplined march past, where students from different houses participated with pride and precision. Their synchronised movements, confident strides, and house unity reflected months of preparation and a strong sense of collective responsibility. The march past set the tone for the day, highlighting the values of respect, discipline, and teamwork.



# Stakeholder Engagement: Vision, Values and Victory; Celebrating Annual Sports Day 2026

This was followed by a series of track events and races, where students displayed speed, endurance, and unwavering determination. Each race was marked by excitement and encouragement from peers and teachers alike. Whether winning or participating, students demonstrated resilience, fair play, and a never-give-up attitude—qualities that extend far beyond the sports field.

One of the major highlights of the event was the gymnastics performance, which left the audience spellbound. The students exhibited exceptional coordination, flexibility, strength, and grace through a well-choreographed routine. Their performance reflected not only physical skill but also focus, courage, and confidence, perfectly aligning with the theme of striving for excellence.

Throughout the day, students' performances across events reflected the essence of our theme. Vision was evident in their clear goals and focused preparation, Values were displayed through teamwork, discipline, and sportsmanship, and Victory was celebrated not only in medals and positions but in participation, effort, and personal growth.

The Sports Day celebration was a powerful reminder that sports play a vital role in holistic education. It provided students with a platform to explore their potential, develop life skills, and experience the joy of collective achievement. The event concluded on a high note, leaving behind memories of enthusiasm, unity, and the true power of possibility.



# Stakeholder Engagement: Strengthening Teaching and Learning Through ATL Integration



# Stakeholder Engagement: Strengthening Teaching and Learning Through ATL Integration



A professional development session was conducted for MYP and DP teachers with a focus on the integration of Approaches to Learning (ATL) skills into classroom teaching. The session aimed to support teachers in designing lessons that intentionally embed ATL skills alongside subject content. Teachers explored the role of key ATL skills such as thinking, communication, self-management, social, and research skills, and discussed practical ways to integrate them into everyday lesson planning. Through collaborative discussions and hands-on lesson design, teachers reflected on how ATL skills can be explicitly taught, practised, and assessed within both MYP and DP classrooms. The session highlighted ATL integration as an essential part of an IB teacher's journey, moving teaching beyond content coverage to skill development. Teachers examined how a strong ATL focus enhances student engagement, promotes independent learning, and supports deeper understanding.

Overall, the session reinforced the importance of ATL skills in creating meaningful, student-centred learning experiences and strengthened teachers' capacity to design effective and purposeful IB classrooms.



# Upcoming Event

Date	Day	Event	Grade
6/2/2026	Friday	Mock 1 ends	DP2
14/2/2026 and 21/2/2026	Saturday	Working Saturday	DP1 and DP2
17/2/2026	Tuesday	Weekly Assessment 2 ends	DP1
21/2/2026	Saturday	Visual Arts Final Exhibition and DP2 TWC for Mock 1	DP1 and DP2

