

Beyond Boundaries

Year Book

2024 - 2025



The image shows the exterior of the DSB International School. A prominent blue awning with the school's logo and name is over the entrance. The building has yellow and white walls with large windows. A blue gate is partially open, and a red fire alarm box is visible inside the entrance area.

DSB
INTERNATIONAL SCHOOL

Welcome to
DSB

On this day, the 23rd of June 2010,
the foundation stone for the French
International School of Bontol was
laid by Mr. Vinod Tappa, Governor
of "Davao Estate" and Mr. Marc
President of the School Management
Committee in the presence
Mr. Alexandre Ziegler, Honorary
Ambassador of France to the
Philippines, Mr. Yves Pottier, the Consul
General of France in Manila, and
other dignitaries. The ceremony was
attended by many guests and
school staff.

Principal's Message

As another wonderful year comes to an end this year book gives us an opportunity to reflect on all that has taken place. We have continued to focus on important themes: working hard to give our young learners an ever improving experience. We have been making 'Empowering Individual Success' real in the Maths classroom, on the football pitch, and in performance spaces across south Mumbai. From Las Vegas to Tokyo, DSB students have been making a name for themselves on the international stage. I am blessed to have the privilege to lead this vibrant community where the voices of students are held in respect and their agency and positive self image encouraged.

Our students love coming to school every day. They know they are cared for and their happy smiling faces reflect young hearts open to learning. Few children learn well when stressed and unhappy. Few children learn well when the activities they do are without purpose. Conversely confident happy children will have a go when they are not sure; will try when the challenge seems great. These are the DSB children – these are our successes.

Young people live in a world in which they are bombarded with expectations, constantly corrected, constantly given unrealistic ideals to live up to. At DSB they can thrive through failure, they can try even if they don't succeed and they can be different from the crowd. This liberates their creative spirit; this strengthens their resolve and fosters their resilience.

Our happy DSB children whether in FS1 or finishing off their IBDP are a testament to the greatness of our community: our teachers, supporting staff and parents. I thank you all for the crucial part you play in bringing this all together and creating future ready citizens.

-Dr. Howard Gee



Chairman's Message

Dear Students, Parents, Faculty Members, and the DSB Community,

As another academic year draws to a close, we reflect with pride on a journey marked by perseverance, progress, and purpose. This yearbook, a cherished tradition, captures not only events and achievements but the values, spirit, and aspirations that define DSB.

As Mr. Steinruecke rightly mentioned in his message last year, the school has come a long way since inception and everything we do is to foster a bright future for the most precious things we have, our children, the Gen Next. In order to uphold the legacy and further strengthen the foundation, I believe we must continue to focus on the below imperatives:

1. Active Learning Environment
2. Breakthrough Innovations in Academics
3. Competence and Cultural Diversity
4. Development that is Holistic and 360°
5. Engagement with the Community

Active Learning Environment

DSB continues to distinguish itself as a dynamic and active centre of learning - one where academic excellence goes hand-in-hand with creativity, innovation, and holistic development. We seek to combine the best of both worlds - German liberalism of thought and awareness with Indian flexibility, resilience and perspective, while leveraging the finest pedagogies of English medium education from across the world. With this unique blend of curricula, the school remains committed to Empowering Individual Excellence while Cultivating Collective Success.

Throughout the year, DSB students have exemplified the qualities of global citizenship and intellectual curiosity. From securing placements at leading international universities - including

UCL, Warwick, Durham, Ashoka University, Boston University, and LSE - to publishing scientific research and earning international recognition at Diplomathons and STEM competitions, their accomplishments reflect both depth and diversity of learning.

Breakthrough Innovations in Academics

Innovation has continued to thrive at DSB. Notable achievements include consecutive appearances at the national finals of the F1 in Schools competition, a strong robotics programme in Primary School, and new milestones in research and scientific publishing. Beginning August 2025, we are proud to welcome two IIT-trained Scientists in Residence to further strengthen STEM education and research engagement.



Competence and Cultural Diversity

Professional development for educators remains a strategic priority. Faculty members have actively participated in the school's Teacher Research Programme, and all local educators are undergoing UK-standard international teacher training. These efforts reinforce DSB's commitment to pedagogical excellence and continuous improvement.

The arts and cultural programmes at DSB remain vibrant, with students showcasing their talents on national stages such as the NCPA and the Kala Ghoda Festival. Creative disciplines across drama, music, visual arts, dance, and film are offered through a structured and evolving performance programme, allowing students to express themselves meaningfully and confidently.

Development that is Holistic and 360°

In addition to academics, arts and culture, the fields of sports and physical education have seen renewed emphasis this year, with expanded participation and inclusive programming across all age groups. This holistic approach ensures that students grow not only in mind but also in body and spirit - building character, resilience, and teamwork.

Every student is given the opportunity to pursue ambitious academic pathways, including the IBDP and IGCSE, without restriction or exclusion. This approach has not only resulted in outstanding university placements but also in high completion rates of degrees overseas — far surpassing national averages. The school's ethos of belief in each learner's potential continues to transform lives.

Engagement with the Community

Another defining strength of the school is the spirit of partnership between faculty and parents. Through structured Parent-Teacher Conferences, curriculum insight sessions, and interactive workshops, the school has fostered meaningful engagement with the parent body. These touchpoints have enhanced collaboration and built a culture of shared responsibility in supporting each student's learning journey.

The Executive Committee is grateful for the tireless efforts of the school leadership, educators, administrative

team, and staff, who together sustain the high standards of a DSB education. The vision for the future includes not only academic rigour and global exposure but also a continued focus on values-based education that nurtures empathy, integrity, and responsible citizenship.

Infrastructure Upgrades & Enhancements

As we look ahead, DSB is also investing significantly in expanding and upgrading its physical infrastructure. Over the summer break, the Euro Campus will see the addition of an 8th floor, which will house a purpose-built IB section, staff offices, and conference rooms. Enhancements are also planned for the 1st floor to accommodate Grade 2, which will transition from Garden Campus from the next academic year. The 3rd floor will undergo a major revamp to create a larger, more efficient canteen space, capable of serving two grade levels simultaneously, along with an additional classroom.

At Garden Campus, all three garden-facing classrooms will receive a complete makeover, including the creation of a dedicated FSO (Sure Start) room, thoughtfully designed to cater to our youngest learners. These developments reflect our unwavering commitment to providing future-ready infrastructure that complements our academic ambitions.

DSB's evolution - from its roots as a German-language school to its present-day standing as a highly respected international institution - is a testament to the community's collective will and enduring commitment. With multiple campuses, a growing reputation, and expanding opportunities for students, the school is well-positioned for its next phase of growth. As the academic year concludes, sincere appreciation is extended to all stakeholders - students, parents, teachers, staff, and committee members - whose contributions continue to shape the DSB journey. The commitment, creativity, and collaboration witnessed throughout the year serve as powerful reminders of what is possible when a community shares a common vision.

May the stories, achievements, and reflections within this yearbook continue to inspire - today and for many years to come.

Kind Regards,

-Puneet Chhatwal

Deputy Consul General of Germany Message

„Alles klar, alles gut“ („All clear, all good“) — this is how Prime Minister Narendra Modi summed up Indo-German relations in polished German after both cabinets met in New Delhi last October. And indeed, the story of Indo-German collaboration continues to evolve — marked by a constant rise in Indian student enrollment at German universities, steadily growing bilateral trade, and deepening political ties.

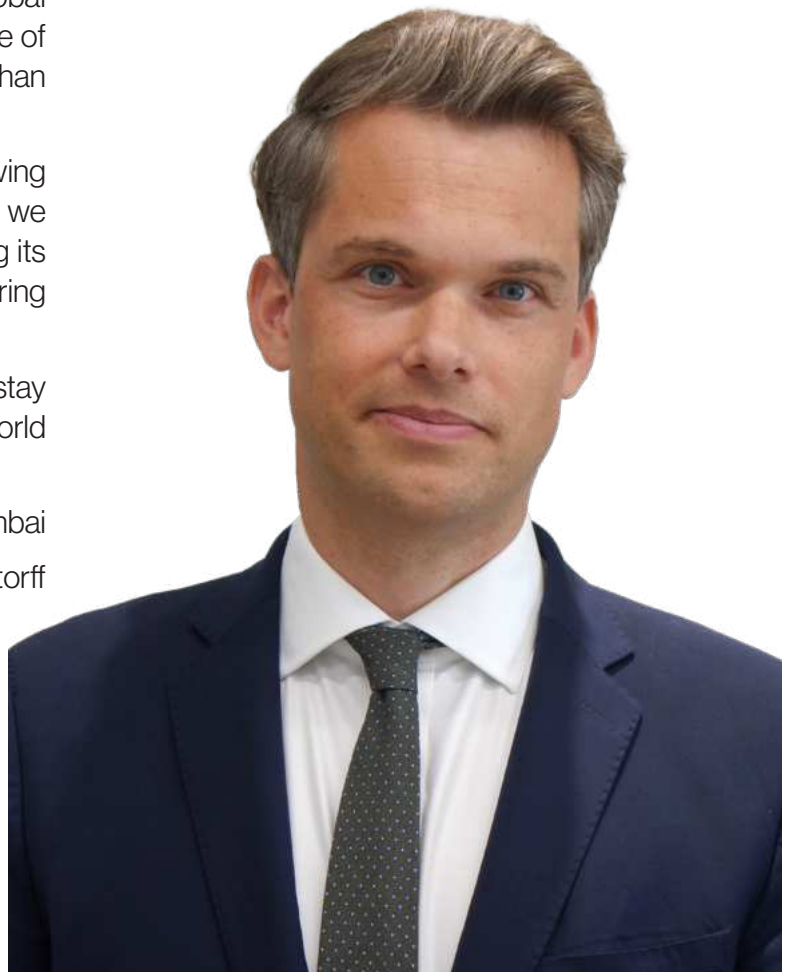
DSB International school is part of this journey, promoting not only Indo-German friendship but also global awareness, intellectual curiosity, and the importance of critical thinking. These principles matter now more than ever, as the world grows increasingly complex.

As Johann Wolfgang von Goethe wisely said: “Knowing is not enough; we must apply. Willing is not enough; we must do”. DSB takes this approach to heart, helping its students grow in an intercultural setting and empowering them with curiosity and a love for learning.

So, as you continue on your journey of discovery, stay curious. Be kind. And take responsibility for the world you are helping shape.

Deputy Consul General of Germany in Mumbai

-Christoph Rendtorff



August 2025						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

4 SMT and new staff induction
5-8 All staff induction days
11 First day of the academic year
12 Cone Day
15 Independence day Public Holiday
27 Ganesh Chaturti Public Holiday
13 teaching days
5 PD Days

September 2025						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

20 PD Day
26 AGM
22 teaching days
1 PD Day

October 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

2 Gandhi Jayanti Public Holiday
3 German Reunification Day/Navratri starts
13 First Day of Diwali Holidays
27 School reopens after Diwali
11 teaching days

November 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

15 Community Day
20 teaching days
1 PD Day

December 2025						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

19 Last day of semester
15 teaching days

January 2026						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

12 First Day of Term
26 Republic Day Long Weekend
14 teaching days

February 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

16 - 20 Project Week
23 Post Project Week Holiday
19 teaching days

March 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

4-6 Holi
1 PD Day
17 teaching days

April 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

30 - 10 Easter Holiday
13 First Day of Term
14 teaching days

May 2026						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1 Maharashtra Day
9 Community Day
20 teaching days
1 PD Day

June 2026						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

19 Last day of academic year
15 teaching days

July 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

	School Days	180
	Holidays	76 (excluding Saturdays and Sundays)
	Weekends	100
	PD	9

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Australia



Turkey



Hungary



India



Italy



Japan



Belarus



Belgium



Canada



Chile



Denmark



Finland



France



Germany

Student Name Nationality

Foundation Stage 1

Aaryan Kapoor	Indian
Agastya Dani	Indian
Anjali Lok	French
Arjun Kate	Indian
Erina Hoshino	Japanese
Flora Rendtorff	German
Ila Dia Toprani	American
Isla Hillier	British
Jasper Rae	British
Jia Milland Shahpuri	Danish
Keanu Arjun Mehra	German
Meera Saraf	Indian
Mirrانش Bhammer	Indian
Nirvaan Shah	Belgian
Nur Asfa Binti Mohamed Ashraf	Singaporean
Osman Lakdawala	Indian
Rehan Wadia	Indian
Reyaan Jain	Indian
Reyan Nawalrai Hundalani	Chilean
Rian Bhargava	American
Scarlett Walker	British
Vardhan Rai	Indian
Yugantar Jain	Indian
Zehan Khambatta	American

Student Name Nationality

Foundation Stage 2

Aarish Bhagchandka	Indian
Alia Mahajan	Indian
Amaan Thakkar	Indian
Ananya Sharma	Indian
Anokhi Shah	American
Ava Melaz	French
Avik Li Han Ashra	Malaysian
Ayra Chatterjee	British
Dhruv Chitkara	Indian
Elsa Eichelroth	German
Etienne Mohr	German
Ivaan Tikekar	British
James Bapasola-Kaskie	American
James Wurr	German
Marc Arjun Schröder	German
Mikhail Sanghavi	Indian
Miraaya Sanghavi	Indian
Mustafa Kerem Albayrak	Turkish
Neil Dalal	Indian
Niyara Hemang	British
Nyra Agarwal	Indian
Shahaan Sekhsaria	American
Suzanne Vergneau Melaz	French
Taarini Antriksh Raman	Canadian
Tavish Doshi	Indian
Theo Rendtorff	German

Rina Imai	Japanese
Xerxes Marker	British
Yanaa Chanchlani	Indian
Yuvraaj Bahal	Indian
Zayaan Shah	American
Zeus Marker	British
Zidane Thakkar	Indian

Student Name Nationality

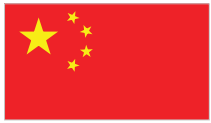
KG

Abhiraj Bhartiya	Indian
Agastya Shetty	British
Amala Mehra	Indian
Anamitra Jain	Indian
Anaya Agarwal	Indian
Aveer Shah	Indian
Isabella Sahni	Indian
Ishaan Mittal	Indian
Ivyaan Bubna	Indian
Kayyan Wadia Sengupta	Indian
Krishna Parekh	American
Kyan Kapur	Indian
Lyrach Kathpalia	Indian
Nitaara Bhuwalka	Indian
Raghuvir Shrinivas Gangal	Indian
Ranbir Sachdev	Portuguese
Reyansh Harchandrai	Indian
Rivaan Talwar	Indian
Shantanu Rege	American
Shlok Sancheti	Indian
Thea Dharnidharka	Indian
Ved Sancheti	Indian
William Hillier	British
Yuya Hoshino	Japanese
Zidane Thanawala	Indian
Zoey Singh	Indian

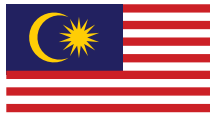
Student Name Nationality

Grade 1

Aamir Kachwalla	Indian
Araiya Agarwal	Indian
Araiya Hitkari	Indian
Ariana Mehta	American
Arjun Ahuja	Indian
Aryahi Rege	British
Aryan Choksi	Indian
Ayaan Shah	Indian
Bianca Merchant Shroff	Indian
Domenico Fasano	Italian
Ena Nishiyama	Japanese
Enya Kapur	Indian
Hamza Bachooali	Indian
Hanaiyaa Agarwal	Indian
Harrison Pedra	South African
Iman Parikh	Indian



China



Malaysia



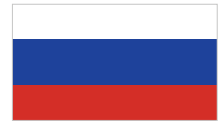
Norway



Poland



Portugal



Russia

Kabir Bhatt	Indian
Klaan Kundanmal	Indian
Krishna Kapoor	Indian
Leah Mehra	German
Mahir Mehta	Belgian
Maxime Mohr	German
Meher Samani	Indian
Raghav Shah	Indian
Rayan Saraf	Indian
Rishan Dastur	British
Saadhil Burman	Indian
Samaira Bhatia	Indian
Sawaivrr Chitkara	Indian
Shivraj Agarwal	Indian
Sitaara Khira	Indian
Siya Mehra	Indian
Tommaso Maria Ferrara	Italian
Veda Beheray	American
Viram Jain	Indian
Vivaan Patel	British
Vivaan Sundaram	Indian

Student Name	Nationality
Grade 2	
Aarya Kochhar	Indian
Aayra Li-Ann Ashra	Malaysian
Ahaan Rateria	Indian
Arjun Sheth	Indian
Aviraj Rana	Indian
Bernard Eugene Dafney Iii	American
Elaina Mohanani	Indian
Giaan Daswani	American
Hrehaan Kothari	Indian
Ira Moulik	Indian
Ishika Agarwal Dinodiya	Indian
Jayavardhini Chinai	Indian
Kiyaan Pandey	Indian
Krishn Keswani	Indian
Mahira Puri	Indian
Meera Taimni	Indian
Nikita Rao	American
Nirvaan Dalal	Indian
Ottavia Bordonaro	Italian
Parina Poddar	Indian
Rajbir Ray	British
Ranveer Bahal	Indian
Rei Hegde	American
Samara Naik	Indian
Samrith Shetty	American
Sawa Hideshima	Japanese
Shivaan Jain	Indian
Tanya Kapur	Indian
Vedika Gupta	Indian
Vivaan Irani	Indian

Viyana Shah	Indian
Yashoda Shrinivas Gangal	Indian
Yuri Kataoka	Japanese

Student Name	Nationality
Grade 3	
Ahaana Bhuwalka	Indian
Anna Maria Moschandreu	Italian
Antonio Bordonaro	Italian
Arjun Gupta	Indian
Arya Bhartiya	Indian
Avyaan Goyal	Indian
Ayaan Gupta	Indian
Ayan Sudhendranath Naredi	Indian
Bandile Khumoetsile Mahlangu	South African
Burak Dora Sezer	Turkish
Chaeah Kim	South Korean
Charles Wurr	German
Da-Ei Woo	South Korean
Hitoshi Nishio	Japanese
Huseyin Ata Sezer	Turkish
Ibio Cheang	Japanese
Iraa Sujan	Indian
Karamveer Mahtani	Indian
Kavir Jain	Indian
Keigo Nishiyama	Japanese
Krishiv Tantia	Indian
Krishnaraj Agarwal	Indian
Lamha Budhrani	Indian
Miraaya Sanghvi	Indian
Philippe Mohr	German
Raisha Jain	Indian
Reyansh Jariwala	Indian
Rhea Zaveri	Dutch
Shivang Tantia	Indian
Shivin Kapur	Indian
Tanay Jalan	Indian (Global)
Ved Choudhury	Indian
Yugveer Khanna	Indian
Yugvir Agarwal	Indian

Student Name	Nationality
Grade 4	
Aania Anand	Indian
Aira Mundargi	Indian
Aleena Juneja	British
Arjun Mota	Indian
Asahi Nakagawa	Japanese
Devraj Talwar	Singapore
Evaana Mohanani	Indian
Gautam Nawalrai	Chilean
Haavya Sheth	Indian (Global)
Ishaan Singh	American
Ishana Bahl	Indian
Jia Agarwal	Indian



Singapore



South Africa



South Korea



Spain



Switzerland



Netherlands



United Kingdom



USA



Australia



Turkey



Hungary



India



Italy



Japan



Belarus



Belgium



Canada



Chile



Denmark



Finland



France



Germany

Krishnav Daryanani	Indian
Lily Melichar	British
Lisa Assouli	German
Naavya Patnaik	Indian
Naina Choksi	Indian
Nainika Gala	Indian
Navyaa Mehta	Belgian
Radha Ray	British
Rana Parikh	Indian
Rebecca Thomas	Australian
Rishaan Shah	Indian
Robert Wurr	German
Sienna Merchant Shroff	Indian
Sol Lopez Aranda Llebres	Spanish
Thea Talwar	American
Yuchen Wang	Chinese
Yug Shinde	Indian
Zane Pereira	Indian
Zoya Randeria	Indian

Student Name Nationality

Grade 5

Aarav Goyal	Indian
Adya Upadhyay	Indian
Ah-Ei Woo	South Korean
Alaila Sahni	Indian
Amyra Soni	Indian
Ananthajeyshri Arunachalam	Indian
Azaan Mehra	Indian
Demira Routh	Indian
Doyul Kim	South Korean
Luca Vazifdar	British
Marcus Vazifdar	British
Maya Sophie Kowitz	German
Nareindhira Arunachalam	Indian
Noah Kareem Bader	German
Reyaansh Venkat	Indian
Seiichiro Shoda	Japanese
Siegrun Frickhinger	German
Soichiro Nishimura	Japanese
Thao Stella Panait	Canadian
Willow Waters	Australian
Yeashna Budhrani	Indian
Zoe Insha Bader	German

Student Name Nationality

Grade 6

Akari Shoda	Japanese
Anaisha Dharnidharka	Indian
Anneeka Khira	Indian
Arya Bose Krishnakumar	Indian (Global)
Daria Bedi	Indian
Divasha Thomas	Australian
Ha-Yun Lee	South Korean

Ibino Cheang	Japanese
Ishaan Talwar	American
Kabir Singh	Indian (Global)
Keevan Santhana Kumar	Malaysian
Mehar Sharma	Indian
Mrinali Agarwal	American
Nawabnabhya Budhrani	Indian
Nirvaan Mehta	Indian (Global)
Noor Al Haya Khan	Malaysian
Pari G. Swaminathan	Indian
Ranvir Singh	Indian (Global)
Rinsei Hirato	Japanese
Sebastian Littmann	German
Shayan Verma Modi	British
Shivaan Navlani	Indian
Udrith Shetty	American
Zara Patel	Indian

Student Name Nationality

Grade 7

Agastya Aggarwal	Indian
Amiar Dewani	Indian
Ashna Tripathi	Australian
Ayana Shah	Indian
Cooper Hipworth	Australian
Dhruvaditya Jain	Indian
Gautam Malik	Hungarian
Io Nara	Japanese
Ira Shinde	Indian
Kaira Bhansali	Indian
Kenichi Hasegawa	Japanese
Kian Chauhan	Indian
Kimaya Thakker	British
Matthieu Mennevee	French
Maximilian Thieme	German
Meher Singh	Indian
Misha Chakravarthi	Indian
Naadia Singh	American
Nanaka Nishinami	Japanese
Nozomi Nakagawa	Japanese
Sofia Elena Moschandreou	Italian
Taishi Nishio	Japanese
Vaidehi Kejriwal	Indian
Yuika Ito	Japanese

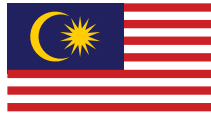
Student Name Nationality

Grade 8

Alana Hegde	American
Anaaya Narula	Indian
Anjali Mehta	American
Chinami Shoda	Japanese
Gardzey Matsukou	Belarusian
Hildegard Frickhinger	German
Linus Peters	Switzerland And Germany



China



Malaysia



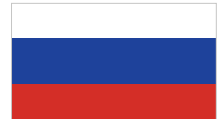
Norway



Poland



Portugal



Russia

Mfundi Mahlogonolo Mahlangu	South African
Mohmmad Umar Patel	Indian
Nushiika Patel	British
Prathamesh Phadnis	Norwegian
Yaahya Jasdhanwalla	Indian
Zhizhong Che	Chinese

Student Name Nationality

Grade 9	
Aaryan Gadoya	Indian
Aditi Shah	Indian
Adwita Rana	Indian
Amartya Lal	Indian
Ana Lopez Aranda Liebres	Spanish
Arhaan Mehta	Indian (Global)
Ari Gloster	Australian
Arjun Hermans	Belgian
Arjun Piyush Gadoya	Indian
Aryaveer Jain	Indian
Aya Nishio	Japanese
Azumi Nara	Japanese
Costanza Marri Gasque	Italian
Ehan Mallick	British
Eka Ahluwalia	American
Elijah Waters	Australian
Evan Hart	Finnish
Federico Maria Ferrara	Italian
Heqiong Zhang	Chinese
Kavya Bhansali	Indian
Mohammed Hamza Shariff	Indian
Myra Jain	Indian
Noah Nasar	German
Oliver Littmann	German
Tara Jhunjhunwala	Indian
Veer Singh	Indian
Vishakhraj Singh	Indian
Wataru Nakagawa	Japanese
Yadavi Rasiwasia	Indian

Student Name Nationality

Grade 10	
Aaysha Desai	Indian
Adea Quadros	Indian
Arjun Phoolka	Indian
Hyeonjae Chae	Korean
Hyeonseo Chae	South Korean
Ikuka Ito	Japanese
Krish Patel	Indian
Paula Naemi Kotas	German
Rian Sabharwal	Indian
Rishad Vandrevalla	Indian
Rudra Raman	Canadian
Saachi Pasari	Indian
Saira Singh	Indian

Taeahn Kim	South Korean
Tejas Sethi	German
Yan Ting Koh	Singaporean

Student Name Nationality

Grade 11	
Aadarsh Uke	Indian
Aarav Jain	Indian
Alekha Shastri	Indian
Aryan Shah	Indian
Avanti Poddar	Indian
Carolina Teresa Ferrara	Italian
Darshan Surajmal	Indian
Daye (Sarah) Ryu	Korean
Dharini Shah	Indian
Eli Wagner	American
Ha-Min Lee	South Korean
Iris Kapila	Indian
Ishaan Patel	Indian
Kabir Variava	Indian
Kavin Jaywant	Indian
Levan Sulin	Russian
Riya Kapadia	Indian
Sara Bedi	Indian
Siddhartha Raghavan	Indian
Siddharth Suhas	Indian
Simar Narang	Indian
Soh Nishinami	Japanese
Thendo Matamela	South African

Student Name Nationality

Grade 12	
Aarav Thapar Chakravarti	Indian
Ananya Krishnamurti	Indian
Avantika Verma	American
Chiara Albert	Indian
Elizabeth Holt	British
Hyeonjun Chae	South Korean
Ilisha Khokhani	American
Jehan Mehta	Indian (Global)
Krish Kundanmal	American
Luis Nicola Kotas	German
Nikhil Bery	German
Oliwia Janas	Polish
Rajveer Jain	Indian
Shell Sharma	Indian
Tia Vakharia	Indian
Veer Shah	Indian



Singapore



South Africa



South Korea



Spain



Switzerland



Netherlands



United Kingdom



USA

Senior Management



Dr. Howard Gee
Principal



Tejal Bhatt
Head of Secondary



Richard Holt
Head of Primary



Maneesh Singh
Chief Operating Officer



Jahn Peters
IB Coordinator, Maths G12 Tutor



Usha Hariharan
Deputy Head of Primary, Grade 1



Stephanie Holt
Director of Learning and
Teaching, English Language and
Literature G11 Tutor



Reema Ahuja
Foundation Stage Coordinator

Learning Leaders



Dr. Anushi Divan, Ph.D.
Secondary Teacher and
Extended Learning Coordinator



Bernard Daffney
Secondary Teacher



Bivash Chakraborty
IBDP CORE coordinator (EE,
TOK and CAS) and Computer
Science Teacher



Christoph Frickhinger
German Teacher



David Yeboah
Learning Leader Science
Secondary



Helswind Brockmeyer
GFL-Teacher, Learning Leader
for Modern Foreign Languages



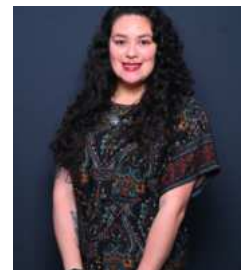
Keith John Morris
Teacher, Learning leader for
Maths in Primary



Maria Kurkova
GFL Primary LL Languages
Primary



Mohan Jaiswal
Head of Sports



Natasha Ailin Gomez
EAL (English as an additional
language) Coordinator



Philip Jones
Learning Leader Mathematics



Philip Rebbeck
Learning Leader English
(Secondary), Form Tutor



Richa Gokhale
Secondary Teacher, Learning
Leader for Group 3, Grade 7



Roshni Vaghela
Primary Teacher & Learning
Leader for Computing



Sakshi Jaisingh
Foundation Stage Teacher and
Learning Leader for Phonics



Sarah Montague
Art - Secondary LL Creative Arts,
Form Tutor Grade 9A



Stefanie Handschuh
GFL/Deutsch/ Geschichte/
Secondary; LL German
Enrichment

Teachers

Primary & Secondary



Alka Rana
Secondary Teacher History



Andrew Evans
Music / Form Tutor Grade 8



Avisha Shah
Primary Teacher, Staff Rep



Aquib Khan
Secondary Teacher, DT, Form
Tutor, Grade 9



Bhawresh Jain
Secondary Teacher, Maths



Camini Lacmane
Primary Teacher, Grade 4



Darshana Angane
EYFS Learning Support



Divya Daswani
Primary Teacher, Grade 1



Doreen Lwantale
Primary Teacher, Grade 2



Ellen Smart
Art and DT Secondary and GFL
Primary, Form Tutor Grade 9A



Falguni Sett
Primary Teacher, KG



Farida Poonawala
Shadow Teacher



Guy French
Primary Teacher, Grade 3



Haresh Golar
PE Teacher, GC



Jigna Shah
GLF Primary, Foreign Language



Kamaljeet Jaiswal
Hindi Teacher, Secondary



Kinjal Sheth
Foundation Stage 2 Teacher



Lakshmi B.
Maths Support Whole School



Mahesh Dharamkamble
Physics/Science, Form Tutor
Grade 10



Mark Snellgrove
Primary Teacher, Grade 4

Teachers

Primary & Secondary



Meenakshi Singh
Primary Teacher, Hindi



Maryam Khan
Shadow Teacher



Nanda Rane
Primary Teacher, KG / Child
Protection Officer



Neeta Shringi
Learning Leader - Design &
Technology - Primary



Nitya Gopaldas
ESL (English as a Second
Language) Teacher for Primary



Payal Shah
Primary Teacher, GFL



Pearl Madan
Primary Teacher, Foundation
Stage 1



Paul Goegebeur
Secondary French Teacher



Payal Dhanak
Primary Teacher, Foundation
Stage 1



Parul Sanghavi
Shadow Teacher



Ritu Jones
EAL Teacher



Rachel Waters
PSHE Educator & Youth Mentor



Shivani Patel
Primary Teacher, Grade 3



Siya Lund
Primary Teacher, Foundation
Stage 1



Surekha Kolhe
Marathi Teacher, Whole School



Swarda P Sawant
Secondary Teacher, Economics,
Form Tutor Grade 10,



Samantha Edge
Primary Teacher, Grade 5



Shaagrika Kohli
Foundation Stage 2 Teacher,
Learning Leader For Literacy



Sagar Patil
PE Teacher



Santosh Asari
PE Teacher

Teachers

Primary & Secondary



Suruchi Jain
Primary Teacher, Foundation
Stage 1



Shadrach Quainoo
Secondary Teacher, Chemistry
Form Tutor Grade 8



Theresa Thomas
DT Secondary, Form Tutor Grade 9B



Vanisha Karia
Secondary Teacher, GFL, Form
Tutor, Grade 6



Vasagie Hagroo
Secondary Teacher, Maths



Wendy Sequeira
Primary Teacher, Foundation
Stage 2



Yogendra Kounder
Upper Primary & Secondary
Teacher, PE



Zaeer Manerkar
Primary Teacher, Music

Operations



Amishi Ahuja
Office Coordinator



Anindita Ray
Head of Administration



Anisha Seth
Head of Admissions & Business
Development Manager



Anu Gujral
EA to Principal



Ashwin Parmar
Accounts, CA



Bonabelle Zuzarte
Senior Secretary - Garden Campus



Birgit Bery
University Guidance Counsellor



Dipeeka Kadam
Lab Technician



Foram Nandu
French Teacher and Deputy
Head of Admissions



Heena Ansari
EC Senior Secretary,
Examination Officer



Jagruti Parmar
Lawyer



Jennifer Pujari
Receptionist and Secretary



Karan Jain
Accountant



Lakshamina Verma
Nurse



Maria Anthony
Nurse



Nikita Tambe
Librarian Technician



Niharika Solanki
Secretary - Euro Campus



Pratik Chaudhari
Assistant Manager



Priyanka Khona
Accounts Assistant



Reetika Chatterjee
Manager, Marketing and
Communications

Operations



Ritesh Sarkar
Senior Manager - People
Operations & Employee Success



Rohinton Commissariat
IT Head



Sreelekshmi Panikker
Nurse



Sharan Salian
Operations Executive



Vidhi Mehta
Digital Systems and Marketing

Support Staff



Jayant Salian
Team Leader, Garden Campus



Pramod Gurav
Team Leader, Euro Campus



Ajit Monde
Support Staff



Aryan Shengale
Support Staff



Bharti Kadam
Support Staff



Ganpat Kharat
Support Staff



Kashinath Tervankar
Support Staff



Neha Zore
Support Staff



Rajkumar Pujare
Support Staff



Ravi Tirlotkar
Support Staff



Ravindra Ghadi
Support Staff



Pinky Wadekar
Support Staff



Prakash Gurav
Support Staff



Praveen Gurav
Support Staff



Sunil Shirke
Support Staff



Vilas Sogam
Support Staff



Vishal Soundalkar
Support Staff



Jayendra Raut
Electrician



Ranjit Yadav
Swimming Pool Life Guard (EC)

Security Staff



Vikas Vhadage
Head of Security (EC)



Sachin Raktade
Head of Security (GC)



Ashok Patil



Balu Gawade



Deepak Mudhalkar



Ganesh Kadam



Kumar Bhadange



Mahadev Kokitkar



Parshuram Sawant



Prakash Kalantre



Rajendra Desai



Rajaram Shinde



Ramachandra Shirke



Rajesh Singh



Rakesh Desai



Sajjan Virkar



Anand Tanawade



Sanjeev Naik



Sharad Patil



Sunil Patil



Primary - All Staff



Secondary - All Staff and Students



Welcome to

Primary

Head of Primary Message

Where to begin with describing the year?

We have been everywhere, done everything, challenged, succeeded, failed, reflected and grown. It has been a year to remember without a doubt! There have been highlights throughout the year in terms of events, and in terms of achievements. What stands out in my mind is the progress we continue to make in regard to teaching and learning. There are many members of staff working on research projects, with a UK partner or with COBIS partners, all of which helps to put DSB on the map and brings the most up to date ideas and practices into our classrooms.

The Primary team is quite simply incredible and have supported the children throughout the year with the academic, social and emotional twists and turns. They have supported the school and undertaken development work on top of their own duties. So to all of the Primary team, I am extremely grateful that my first year in the position as Primary Headteacher has been one shared with you all.

Our parents at DSB are the cheerleaders and the critical friends that we need to keep the progress coming and I thank you all for your support and for your candor across sensitive subjects. Our journey will always have better outcomes if we take the steps together.

And finally...

Welcome everyone to 2025/26! We are already planning the curriculum and the range of activities and excitement that 25/26 will involve. A lot of changes, a lot of progress and a great deal to look forward to.

Have a wonderful summer and we will all see you very soon

- Richard





Foundation Stage 1

A Year of Growth, Laughter, and Learning with Wonderful Whales and Beautiful Butterflies

Play is our brain's favourite way of learning. By Diane Ackerman

As we conclude this wonderful academic year, it's heartwarming to reflect that our young learners have blossomed in more ways than we could have ever imagined. This year has been filled with laughter, learning, and countless memorable moments that have shaped them into confident, independent individuals.

From the moment they arrived, our little ones embraced every new experience with enthusiasm and curiosity. Whether it was the joy of a fun-filled field trip or the excitement of a sports day, each event offered a chance for the children to learn, grow, and bond. The smiles and laughter were contagious as they cheered each other on, building friendships that will last a lifetime.

The classroom buzzed with creativity and hands-on learning. Fun choosing time activities such as painting and building sparked their creativity, while the sandpit and water wall provided hours of exploration and sensory play. From learning to climb trees and the treehouse to digging in the mud kitchen and playing on the climbing frame, we ensured great gross and fine motor development. Each day, the children became more confident in their abilities, taking on challenges with courage. They learned to solve problems, develop their independence, and make decisions with growing self-assurance.

As we look back on this incredible year, we are filled with pride for how far our little ones have come. Their laughter, learning, and friendships will be precious memories as they continue their journey into the next year.

Student Voice

What do you like to do best in DSB school?

Whales



Jasper Rae

Colouring the batman print outs. Play with Rehan and build with blocks



Jia Milland Shahpuri

I like to play with the beads and read books with Ila.



Keanu Arjun

I like to play with batman with Osman and play outside in the garden.



Ila Dia Toprani

I like most the slide and play on the climbing frame with Jia.



Meera Saraf

I like to learn how to be kind and get smarter.



Osman Lakdawala

I like to play football and basketball with the teachers.



Rehan Wadia

I like to play in the dollhouse with Jasper



Reyaan Jain

I like to play on the climbing frame



Rian Bhargava

I like to read books and play with toys



Scarlett Walker

Scarlett likes looking at Peppa pig books and to play on the climbing frame.



Yugantar Jain

I like to play PJ mask with Rehan and Jasper and run in the garden.



Zehan Khambatta

I liked playing with blocks and Scarlett.

Butterflies



Nur Asfa

I like doing activities.



Anjali Lok

I like playing with Isla. I like playing with Nur. I like playing in the dollhouse.



Mirransh Bhammer

I like playing playdough. I like playing with the new Ayra.



Agastya Dani

I like choosing time. Climbing up the climbing frame.



Aaryan Kapoor

I like to play outside and outdoor.



Osman Lakdawala

I like playing and read a book.



Hoshino Erina

I like to read a story.



Vardhan Rai

I like to play with Nirvaan in the climbing frame.



Reyan Nawalrai

I like to draw Nirvaan's face. I like to do painting



Nirvaan Shah

I like to play with Paw Patrol. And I like to stick stickers.



Isla Hillier

I like to read some books and I like to draw something.



Arjun Kate

I like to play in the climbing frame and make a tower with blocks.



Foundation Stage 2

A Rainbow of Smiles and Unicorn Dreams

The children embarked on their learning journey through a rich and engaging curriculum rooted in the principles of the EYFS and guided by the Development Matters framework. They nurtured their curiosity, confidence, and love of discovery through myriad themes across the seven Prime and Specific areas of development. Fun and hands-on learning activities, outdoor visits and trips, numerous events and special in-house weeks such as Book Week, Science Week, and Project Week, made the year truly exciting and enriching. The children made progress in different areas of learning through topics such as Minibeats, Extinct Animals, Space, Winter, Around The World, Books, and All About Me.

One of the most thrilling experiences was collaboratively building our very own solar system. The children worked together to design planets and bring the galaxy to life! During Book Week, authors visited and read to our children, who were all dressed as pirates! The kids loved the fun costumes and exciting pirate-themed stories. It was a fantastic way to inspire a love for reading and bring books to life!

Another unforgettable moment was the talent show, where children had the opportunity to showcase their talents. From playing the keyboard to singing, dancing, ballet, and much more, it was a fantastic display of creativity and skill that had everyone cheering and applauding!

We also travelled back in time to explore the world of dinosaurs. Through hands-on experiments and engaging discussions, the children discovered fascinating theories about how dinosaurs went extinct—combining science with excitement in a way that truly brought learning to life.

Journeying around the world and learning about different continents, countries and their respective cultures, monuments, cuisines, capitals, costumes and languages gave us a global perspective on the world we live in and appreciate the beauty of planet Earth and all that lies within it. We also enhanced our learning experiences through different festivals, celebrating them with zest and fervour!

It's been a magical year of learning, and we're so proud of our FS2 explorers!

Student's Voice



Yanaa

Magical Unicorns

I am a helpful girl. I like to do art and colouring. I love to play princess princess with Anokhi. In FS2 I learnt about planets and countries.



Nyra

Magical Unicorns

I am an artistic girl. I like drawing and colouring. I love playing piano. I have learned how to read.



Anokhi

Magical Unicorns

I am a caring girl. I like to do art. I love going on the climbing frame. I have learned about space.



Theo

Magical Unicorns

I am a helpful German boy. I like playing with my friends. I love my family. In learned how to respect everyone.



Elsa

Magical Unicorns

I am a German girl. I like playing with my friends and toys. I love my mumma. In FS2 I learnt numbers.



Kerem

Magical Unicorns

I am a kind boy. I like learning about space and playing with mud. I love Ms. Kinjal. I have learned how to do number bonds.



Avik

Magical Unicorns

I am a respectful boy. I like doing maths and playing minecraft. I love my sister. I learnt all of the combinations to make a number.



Yuvraaj

Magical Unicorns

I am a kind boy. I like doing maths and colouring sports cars. I love playing cricket and football. I have learned how to do number bonds and skip counting.



Zayaan

Magical Unicorns

I am a kind boy. I like playing outside in the garden with Dhruv. I love playing Ninja, I have learned about gravity and space.



Dhruv

Magical Unicorns

I am a kind boy. I like playing with Zeus, Aarish and Zayaan. I love making Ninja masks. I have learned world maps



Aarish

Magical Unicorns

I am a brave boy. I like eating chillies. I love playing with my pet dog and making houses with blocks. I have learned about about different types of books.



Zeus

Magical Unicorns

I am a Georgia boy because I was born in Georgia. I like playing with jewels. I love playing with Zayaan and going on the climbing frame. I have learned to read words and phonics.



Taarini

Magical Unicorns

I am a pretty girl. I like playing and drawing with Anokhi. I learnt about space.



Ava

Magical Unicorns

I am a good girl. I like colouring princess printouts. I love playing and dancing with Yanaa. I learned about space.



Tavish

Magical Unicorns

I am a kind boy. I like playing with mud. I love playing with Kerem. I learnt about space.



Mikhail

Magical Unicorns

I am a helpful boy. I like playing on the climbing frame. I love to play with Amaan, Zidane and Ivaan. I have learned about numbers.



Rina

Magical Unicorns

I am a happy girl. I like colouring. I also like animals. My favourite animals are rabbits, pandas and squirrels. I learned how to say some colours in English here at DSB.



Alia

Rainbows

I am a nice girl. I like to drink smoothies. I love to sing and dance. I learn about space and countries.



Amaan

Rainbows

I am a boy. I am very kind and like to play football. I love to play with my friends everyday. I learn how to make number bonds.



Ananya

Rainbows

I am a girl. I like to draw aeroplane. I learn about dinosaurs.



Ayra

Rainbows

I am a girl who can play with all my friends. I like to play catch in the garden. I learnt about South America.



Etienne

Rainbows

I am a boy. I like to do cutting. I love to make aeroplanes for my friends. I learnt about the T-Rex and the diplodocus.



Ivaan

Rainbows

I am a strong boy. I like to play Hungry Hippos with my mum and friends. I love cricket. I have learnt about the continents and I like the continent song.



James

Rainbows

I am a smart and strong boy. I like to read a full book and even make cards for people. I love playing with my friends. I learnt that Oceania can also be called Australia.



James

Rainbows

I am a big boy. I like to play with lego. I like to draw inventions. I learn about space and black holes.



Marc

Rainbows

I am boy. I like to play football with my friends. I love to read a book. I learn about Space, the Sun, and the Moon.



Miraaya

Rainbows

I am a princess girl. I like art. I love dancing and playing with my friends. I learn about Space and Earth.



Neil

Rainbows

I am a loving boy. I like to eat chocolates. I love to play. I learn about feelings.



Niyara

Rainbows

I am a happy girl. I like to do painting. I love to play with my friends and brother. I learnt about stories.



Shahaan

Rainbows

I am a good boy. I like to eat pizzas and ice cream. I love to make food. I learn about planets and space.



Suzanne

Rainbows

I am a happy girl. I like drawing princess. I love playing with my friends. I learn about continents.



Xerxes

Rainbows

I am a happy boy. I like clocks and I like to eat some fruits. I love to play with my friends and Zidane and Ayra. I learn about the continents.



Zidane

Rainbows

I am a good playful boy. I like to play with my friends. I love to eat and play football and basketball. I learnt about space and that Pluto is small and a dwarf planet.



Life long learners and Investigators



Foundation Stage Sports Day

A Colorful Celebration of Fun and Fitness

The much-awaited FS Sports Day was a vibrant celebration of energy, enthusiasm, and teamwork. The day began with a cheerful parachute drill, where tiny tots held a giant colorful parachute, giggling as it billowed into the air. Next, young learners displayed their agility and confidence in the skill showcase, impressing parents with their balance and coordination.

The excitement picked up with the cone and ball race, followed by the adventurous obstacle race, where children crawled, jumped, and ran their way to the finish line. Classic events like the lemon and spoon race brought laughter and suspense, while the relay race encouraged team spirit among the little athletes.

Adding to the thrill was the cycle race, where toddlers pedaled their way to glory. The fun wasn't limited to children – parents joined in too! The parent newspaper race had everyone cheering as moms and dads balanced their steps on fluttering sheets of paper. A crowd favorite was the children dressing up the parents



Foundation Stage Sports Day

with colourful costumes and accessories and beamed with joy to see them turn into unbelievable, wondrous characters!

The day also featured the traditional flat race, showcasing the children's pure joy of running. To wrap up the eventful day, teachers and parents came together for a lively dance performance, filling the field with music, movement, and laughter.

This Sports Day wasn't just about winning races – it was a celebration of bonding, fun, and learning. Everyone left with smiles, medals, and memories to cherish.





Field Trips in Foundation Stage

At DSB, we believe that learning extends far beyond the classroom, and field trips play a key role in enriching the Foundation Stage experience.

These carefully planned outings give our youngest learners the chance to explore the world around them in a hands-on, meaningful way. Whether it's a visit to a planetarium, museum, bookstore, or zoo, each trip is designed to spark curiosity, build language, and make learning come alive.

For children in the Foundation Stage, field trips support development across all areas—from personal and social growth to communication and physical skills. They offer opportunities to develop confidence, practise teamwork, and apply classroom learning in real-world settings.

Most importantly, they create joyful, memorable experiences that help foster a love for discovery and learning—something we value deeply here at DSB.





Kindergarten 2024 - 25

Big Dreams, Small Steps

From tiny learners to confident, curious explorers, this year's kindergarten class has blossomed into a group of unique individuals, each bringing something special to the table (sometimes literally—snack time was a highlight!).

Teamwork has been a big theme this year, whether they were building habitats, designing space stations, or simply figuring out who gets the last glue stick. They've learned to collaborate, respect each other's ideas, and embrace the wonderful diversity that makes their class so special.



Their love for learning knows no bounds! Whether it was cracking number bonds in math, spinning the most imaginative stories, or asking “why?” a hundred times a day, their curiosity kept us all on our toes. The carousel activities became a favorite, where they got to dive into sentences, writing, creativity, and problem-solving—all while having a blast!

Beyond the classroom, they've ventured on exciting trips, discovering more about the world and themselves along the way. With big smiles and even bigger hearts, they've grown into kind, empathetic individuals who know that learning is an adventure best shared.

Now, as they gear up for Grade 1, there's no doubt they're ready to take on the next challenge. Watch out, world—these kindergarteners are just getting started!

Let's hear what our Kindergartener's have to say about school:



Kyan

I have enjoyed Robotics, making the basketball because I love basketball. I really enjoyed Math because I love it.



Shlok

I have enjoyed Art because I learn new things and learn how to draw things. My favourite thing is colouring things.



Krishna

That school is fun because I get to do colouring and craft. I really enjoyed rhyming things, playing in the blocks area and making watches.



Ishaan

I enjoy school. I like learning Art and also craft. I also enjoy colouring and painting and learning new things like how to draw.



Thea

I really enjoy Maths because we learn fun stuff like number bonds. We learn how to make numbers.



Isabella

I really enjoy writing because it is fun. I really enjoy writing sentences and Maths because I like counting numbers.



Zidane

I really enjoy playing because I like to play. I enjoy reading because I like the quiet time.



Raghuvir

I really enjoy ECA because I get to do fun activities like games such as throwing a ring and getting points. Also, the beanbags are fun to throw!



Kayyan

I enjoy snack and lunch time because Shloky comes so I can play with him. I really enjoy reading because I get to read because I find it interesting.



Anaya

I really enjoy English because I like writing and we play English games. I enjoy school because I have lots of friends.



Ved

I really enjoy Maths because it is full of shapes, numbers and also equal and plus.



Ranbir

I enjoy DT because it is my favourite thing because I can check the tiffin boxes for the pirates.



Yuya

I really enjoy Maths because I like times and adding. I enjoy Phonics because I am learning new words.



Amala

I really enjoy DT because it is very fun because Ms. Neeta brings something fun to all DT classes.



Billy

I really enjoy school because I love it. I love the inside and come and see Ms. Avisha. I enjoy learning with my friends.



Shantanu

I really enjoy Humanities and Science because I really enjoyed the habitat making activity.



Ivyaan

I enjoyed learning about the history of vehicles in Humaities. I also enjoyed the PE classes.



Nitaara

I really enjoy Music because we get to sing songs. My favourite song I learnt was Love you Zindagi.



Rivaan

I enjoyed the teachers because I like them. I really liked the music classes and Robotics.



Zoey

I really enjoyed the science classes because we were doing experiments and it was a lot of fun.



Agastya

I enjoy Art because I like colouring and drawing. I learnt how to draw some pictures. I enjoy Maths as well because I get to count numbers.



Anamitra

I really enjoy playing, reading and writing because it is fun. We get to do fun things like Katie and the Sunflowers and making the number lines with the sunflowers.



Aveer

I enjoyed the PE classes as I got to play football, baseball and cricket. I also enjoyed creating different pictures during Art class.



Reyansh

I really enjoy DT because there are three projects like cooking and cutting and sticking and making aeroplanes with ice cream sticks.



Lyrach

I really like playing with my friends.



Abhiraj

I enjoyed the ECA's and Art class because I like Drawing and painting.



Grade 1

Class of 2025 Goes Swimming with Starfish & Jellyfish

Throughout the school year, the Starfish and Jellyfish classes worked together, forming a tight-knit team with a shared love for learning, respect, and helping each other out. They blended effortlessly, bringing their unique strengths and personalities to create a fun and lively learning environment. Whether they were teaming up for projects or having friendly competitions, the Starfish and Jellyfish showed how well they could collaborate, always supporting each other and making the most of their combined talents.



Mathematics:

In Grade 1, our lessons in maths were hands-on, collaborative, and full of discovery! We began with the basics—number bonds, addition, and subtraction—and gradually moved to more complex concepts like multiplication, measurement, and money. Starting with numbers in the classroom, we soon stepped into the real world to see how maths is everywhere—from measuring ingredients to understanding the value of coins.

Through group work, games, and practical activities, we

Grade 1

explored different ways to solve problems, learning that there's often more than one path to the same solution. We moved from using pictures, to numbers, to words, deepening our understanding step by step.

Most importantly, we learned that maths isn't just about getting the right answer—it's about understanding how and why, giving the reasonings behind our answers. A strong sense of numbers and value is something we'll carry with us always, because as we've discovered: life simply doesn't add up without maths!



Cross Curricular English and Humanities:

Our Grade 1 students embarked on an exciting journey through the world of storytelling, exploring both fiction and non-fiction texts. As they delved into 'The Tadpole's Promise,' they discovered a tale where emotions swirled and change sparkled with potential. Through the perspectives of a shiny black pearl and a graceful butterfly, they explored powerful themes of transformation, resilience, and the beauty that comes with accepting change.

The children were transported back in time to 17th century London, right into the chaos of the Great Fire of London. They found themselves in the bustling streets of 1666, just as the flames began to spread across the city's wooden buildings. Filled with excitement and curiosity, the children embarked on a journey of discovery, witnessing history unfold before their eyes. Inspired by Samuel Pepys, they created their own journal entries, weaving in key historical facts from the era. To bring their learning to life, the children wrote and reenacted the



story of the Great Fire for their parents, proudly sharing their knowledge through a lively rap about London and singing 'London's Burning.'

We explored the world of Mr. Men and Little Miss characters, enhancing our punctuation and spelling skills through fun activities such as matching letters to characters and writing a get-well-soon letter to Mr. Bump. The highlight of the topic was creating our own fictional characters and writing our own story inspired by the series.



History of India:

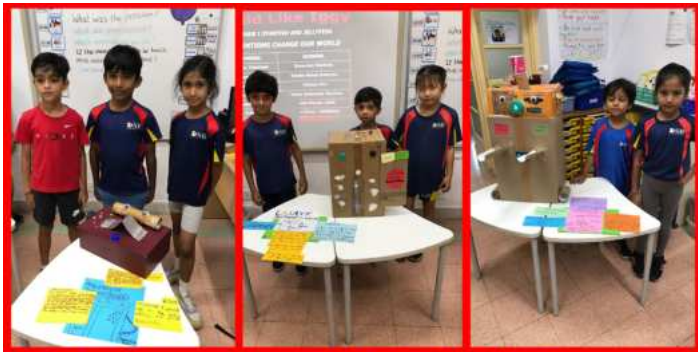
Students learned about India's struggle for independence from British rule, with a special focus on the role of Mahatma Gandhi and other important freedom fighters.

They explored Gandhi's principles of non-violence and peaceful protest, gaining a deeper appreciation for how one person's courage and determination can lead to significant change.



Global Warming:

In Grade 1, we learned about global warming—what causes it, how it affects our earth, and especially how it impacts our lives here in Mumbai. We discovered that rising temperatures, pollution, and cutting down trees hurt not just the planet but also our health and daily life. Working in small groups, we discussed solutions like saving energy, planting trees, and using less plastic. We spoke about how each of us can make a difference by making simple changes. To spread awareness, we created bright, thoughtful posters in groups, realising that sharing knowledge is a big step toward helping our Earth.



Science

We began by exploring animals and humans—learning about life cycles, balanced meals, and how our bodies work. We then discovered how living things adapt and thrive in their habitats, ending the unit by designing our own imaginative animals. Our final topic on inventions had us researching how inventions improve our lives, including inspiring stories of child inventors. We wrapped up by planning, designing, and building our very own inventions! Through hands-on activities and creative

thinking, we became curious scientists and young innovators, ready to explore the world with wonder and ideas that can make a difference.



Art

Grade 1 set off on a vibrant journey through the world of art—exploring, imagining, and expressing themselves in bold and beautiful ways.

We drew inspiration from the masters—L.S. Lowry, Van Gogh, Monet, and Miró—learning not just about their techniques, but the stories behind their iconic works. From swirling skies to playful patterns, their art sparked our own creative adventures. We built our artistic skills by experimenting with a single-point perspective, learning how to show depth and distance in our drawings. Our creativity came alive through a wide range of techniques: sketching, blending, watercolour, wax resist, collage, sponging, and even canvas painting.

Guided by the “greats,” we brought nature into our classrooms, painting lilies and sunflowers that bloomed with colour and imagination. This has been a year of artistic exploration, growth, and joy. Our walls are brighter, our hearts fuller, and our imaginations ready for the next masterpiece.



News Reporting:

Our young Grade 1 news reporters took on the world—one headline at a time! With facts on hand and curiosity leading the way, they explored a wide range of fascinating topics including Global Warming, Climate Change, Coldplay, the Kumbh Mela, Journalism, Donald Trump, Extreme Weather, Yashasvi Jaiswal, Animals, Culture and Traditions, and even Journeys through Space.

Through research, discussion, and reporting, students looked beyond their everyday surroundings to discover how events and people shape the world we live in. They learned to ask thoughtful questions, share ideas clearly, and communicate with confidence.

This exciting project not only sparked their interest in current events but also helped them grow as thinkers, speakers, and global citizens. Who knows—we may have a few future journalists in the making!



Field Trips:

This year, our Grade 1 students stepped out of the classroom and into the world around them, bringing their lessons to life through a series of enriching field trips. Our journey began at Mani Bhavan, the historic home of Mahatma Gandhi. Walking through the very spaces where he lived and worked gave us a deeper appreciation for his life, values, and the powerful legacy he left behind—not just in India, but across the world.

A visit to a Ganesh Pandal offered a vibrant glimpse into Indian culture and symbolism, helping us understand the traditions and stories that shape community celebrations.

Joining other grades, we explored the Nehru Science Planetarium, where the wonders of the universe sparked awe and curiosity, building on our natural fascination with space and science.

As we studied The Great Fire of London, we visited the Honey Bell Cake Factory, which gave us a behind-the-scenes look at modern baking and production. It was a deliciously fun way to compare past and present ways of life!

To celebrate our love for stories, we ended Book Week with a trip to Crossword Bookstore. We wandered through shelves of exciting titles, enjoyed quiet reading time, and came together for a joyful read-aloud session.

These field trips and more helped make our learning richer, more meaningful, and unforgettable.



Here is what our Starfish and Jellyfish have to say about their year in Grade 1:



Aamir Kachawalla

Grade 1 | Starfish

The highlight of Grade 1 was my News Reporting on the 'Ukraine and Russia War'.



Kiaan Kundamnal

Grade 1 | Starfish

The highlight of Grade 1 was learning how to play PickleBall.



Araiya Agarwal

Grade 1 | Starfish

The highlight of Grade 1 was our Key Stage 1 sleepover during Project Week



Mahir Mehta

Grade 1 | Starfish

The highlight of Grade 1 was visiting Honeybell Bakery and our unit on Mr Men and Little Miss in English.



Arjun Ahuja

Grade 1 | Starfish

The highlight of Grade 1 was taking part in the MSSA football matches.



Maxime Mohr

Grade 1 | Starfish

The highlight of Grade 1 was our Key Stage 1 sleepover during Project Week.



Aryahi Rege

Grade 1 | Starfish

The highlight of Grade 1 was our Science topic on 'Inventions and Discoveries'.



Meher Samani

Grade 1 | Starfish

he highlight of Grade 1 was our Key Stage 1 sleepover during Project Week.



Ayaan Shah

Grade 1 | Starfish

The highlight of Grade 1 was our Key Stage 1 sleepover during Project Week.



Raghav Shah

Grade 1 | Starfish

The highlight of Grade 1 was taking part in the MSSA football matches.



Bianca Merchant Shroff

Grade 1 | Starfish

The highlight of Grade 1 was our Key Stage 1 sleepover during Project Week.



Rayan Saraf

Grade 1 | Starfish

The highlight of Grade 1 was our Key Stage 1 sleepover during Project Week.



Ena Nishiyama

Grade 1 | Starfish

The highlight of Grade 1 was taking part in the MSSA football matches.



Saadhil Burman

Grade 1 | Starfish

The highlight of Grade 1 was visiting Gandhi ji's house called Mani Bhavan.



Siya Mehra

Grade 1 | Starfish

The highlight of Grade 1 was celebrating Holi with my friends.



Tommaso Ferrara

Grade 1 | Starfish

The highlight of Grade 1 was our unit on Mr Men and Little Miss in English and Global Warming in Geography.



Veda Beheray

Grade 1 | Starfish

The highlight of Grade 1 was our Key Stage 1 sleepover during Project Week.



Vivaan Patel

Grade 1 | Starfish

The highlight of Grade 1 was visiting Mahatma Gandhi's house- Mani Bhavan.



Araiya Hitkari

Grade 1 | Jellyfish

The highlight of Grade 1 was the sports time during. Project week because I learnt new things like lifting weights and lifting the medicine ball.



Ariana Mehta

Grade 1 | Jellyfish

The highlight of Grade 1 was the Holi celebration because I had fun playing in water with my friends.



Aryan Choksi

Grade 1

The highlight of Grade 1 was playing football in the MSSA tournaments because football is my favourite sport.



Domenico Fsano

Grade 1 | Jellyfish

The highlight of Grade 1 was the project week sleepover because we could sleep in school without our families.



Enya Kapur

Grade 1 | Jellyfish

The highlight of Grade 1 was the sleepover because I'm not allowed sleepovers usually.



Hamza Bachooali

Grade 1 | Jellyfish

The highlight of Grade 1 was participating in the MSSA football games because I got to try the defence position.



Hanaiyaa Agarwal

Grade 1 | Jellyfish

The highlight of Grade 1 was learning about Mr. Men and Little Miss because they are fun books and I like to read.



Harrison Pedra

Grade 1 | Jellyfish

The highlight of Grade 1 was participating in Sports Day because I love sports and it was a lot of fun.



Iman Parikh

Grade 1 | Jellyfish

The highlight of Grade 1 was the first morning I had early morning football because it was a new experience and it was lots of fun.



Kabir Bhatt

Grade 1

The highlight of Grade 1 was the Great Fire of London topic in English because I enjoyed performing the rap song and the play for my parents.

Grade 1



Krisha Kapoor

Grade 1 | Jellyfish

The highlight of Grade 1 was DT and Art because I made fun stuff like food in DT and learnt about different artists in Art class.



Rishan Dastur

Grade 1 | Jellyfish

The highlight of Grade 1 was playing in the MSSA football matches because we made it to the semi finals.



Samaira Bhatia

Grade 1 | Jellyfish

The highlight of Grade 1 was the project week sleepover because I got to spend the night with my friends.



Sawaivirr Chitkar

Grade 1 | Jellyfish

The highlight of Grade 1 was the Mr. Men and Little Miss unit in English because I got to create my own character and write my own story.



Shivraj Agarwal

Grade 1 | Jellyfish

The highlight of Grade 1 was the sleepover because I got to watch a movie and sleep with my friends.



Sitaara Khira

Grade 1 | Jellyfish

The highlight of Grade 1 was participating in the Chance to Shine Gymnastics because I love doing gymnastics and showing people what I know.



Viram Jain

Grade 1 | Jellyfish

The highlight of Grade 1 was the Honeybell Factory field trip because we got to eat Honeybells at the end.



Vivaan Sundaram

Grade 1 | Jellyfish

The highlight of Grade 1 was making the poster on Global Warming because I got to draw and spread awareness.



Grade 2

What an unforgettable year it has been! Our time together has been filled with rich learning experiences, cultural celebrations, and creative explorations that have helped us grow in so many ways.

We stepped into the world of storytelling during the Diwali Play, where students took on a variety of roles to bring the Ramayana story to life through music, dance, and drama.

At the Ramazan Market, we immersed ourselves in the beauty of Sufi music and experienced the warmth of community as we explored traditions and flavours of Islamic culture. The Christmas Market filled the air with festive cheer, as children showcased their creativity with



handcrafted ornaments and joyful melodies.

This year, we also deepened our understanding of cultural traditions. We were thrilled to welcome St. Nicholas, who highlighted our accomplishments from the Golden Book and reminded us of the joy of giving.

Holi was a vibrant celebration of color and friendship, where laughter and splashes of water filled the air. During the Garba festival, students twirled to lively beats in stunning traditional attire, uniting with the DSB community in joyous festivity. We also had the opportunity to learn about and honour Ganesh Chaturthi, gaining a deeper appreciation for its cultural significance.



Grade 2

Beyond celebrations, we took our learning beyond the classroom through educational visits. At the CSMVS Museum, students connected their classroom studies to real-world discoveries, solidifying their understanding of the transition from the Stone Age to the Iron Age and further exploring Rocks and Fossils in Science. Similarly, our trip to the planetarium expanded our knowledge of space, sparking curiosity about the wonders of the universe.

A true highlight of the year was Project Week in Karjat, where we embraced adventure and the beauty of the outdoors. From pottery and painting to rafting, zip-lining, rock climbing, and hiking, we developed new skills, tested our limits, and fostered a spirit of teamwork and independence.

Bringing history and creativity together, we transformed our classroom into an Ancient Market, crafting artefacts inspired by Humanities and Science. Students sculpted fossils from air-dry clay, designed ancient fabric prints, created Stone Age-inspired clothing, and moulded clay masks and pots using both coil techniques and pottery wheels.

Book Week was another adventure that brought stories to life! Our young pirates explored the theme through creative writing, instructional texts, and art projects, while mystery readers added a sense of wonder and excitement to our storytelling sessions.

During our Sharing Assembly, students proudly presented their learning through non-chronological reports, displaying their knowledge with handmade Stone Age



jewelry and volcano models after investigating different types of soil and their formation.

Our love for hands-on learning continued in gardening and cooking, as we nurtured plants in our school garden and used our harvest in DT, Marathi, and ICS lessons. Classroom games became a favourite part of our routine, strengthening our teamwork and problem-solving skills while having fun.



We also explored our artistic talents through Arts and Crafts, experimenting with a variety of mediums such as charcoal, pencil sketches, colored pencils, and paints to create unique masterpieces. Meanwhile, Sports Day gave students the opportunity to showcase their agility, endurance, and teamwork in a range of exciting challenges.

In ICT, we took our first steps into the world of robotics and explored key features of Microsoft Word, developing essential digital skills for the future.

Grade 2

This has been an incredible year filled with exploration, creativity, and growth. We are immensely proud of our students' enthusiasm and dedication. Here's to more exciting adventures ahead!





Grade 2 Student Thoughts



Aviraj Rana

Grade 2

Grade 2 has been fun because it was my first time going to Karjat without my parents. I have enjoyed English and Maths, and I think I have improved a lot in Art.



Aarya Kochhar

Grade 2

It was very exciting going to Karjat because of the fun activities we got to do. I have enjoyed football and pickleball this year. I also loved playing with my friends. Maths, Science, and PE have been great fun!



Giaan Daswani

Grade 2

I had a lot of fun this year, especially during my visit to Karjat. I really liked Art and enjoyed playing with my friends.



Hrehaan Kothari

Grade 2

I had a lot of fun in Karjat because it was my first time, and we did lots of exciting activities. I have enjoyed playing with my friends, especially Kiyaan.



Ahaan Rateria

Grade 2

I enjoyed our trip to Karjat and I loved my PE sessions. I also enjoyed the pickleball tournament.



Bernard Dafney III

Grade 2

This year has been fun, I really liked PE and football tournaments. I have had lots of fun playing during snack and lunch break.



Elaina Mohanani

Grade 2

I have enjoyed my trip to Karjat, especially the campfire. Art has been fun, and I have also loved playing and eating lunch with all my friends.



Ira Moulik

Grade 2

Book Week was great fun because we got to visit EC and dress up as pirates. Karjat was an amazing experience, especially the zip-lining activity. I loved Grade 2 because of the exciting artwork we got to explore.



Ishika Agarwal

Grade 2

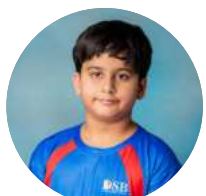
I enjoyed Book Week, especially dressing up as pirates and visiting EC. I have also loved playing with my friends, especially Samara. One of my favorite moments was playing with the cats during Project Week!



Aayra Ashra

Grade 2

I enjoyed my project week, especially spending it with Ms. Doreen. I loved Art and playing with my friends. I liked Science too!



Arjun Sheth

Grade 2

I enjoy being at DSB, especially the way we learn and the projects I've worked on this year. I am also happy to have made new friends.



Jayavardhini Chinai

Grade 2

I have enjoyed this year, especially project week and working on the rainforest topic. I have loved learning from Ms. Doreen and playing with Mahira.



Kiyaan Pandey

Grade 2

I have enjoyed playing with my friends, working on Math activities, and practicing spellings. My favorite experience was our trip to Karjat because it included various activities, and I had lots of fun with Hrehaan.



Tanya Kapur

Grade 2

I love Ms. Doreen! This has been the best year ever, and Project Week was so much fun. Math and Art were great too!



Krishn Keswani

Grade 2

I had fun in Karjat, especially the raft building. I have also enjoyed playing cricket with my friends.



Yuri Kataoka

Grade 2

I enjoyed Project Week and Book Week because of the fun activities. I have also enjoyed playing with all my friends, like Ishika and Samara.



Mahira Puri

Grade 2

I liked playing with my friends and doing fun activities in class. I have enjoyed my school life this year.



Meera Taimini

Grade 2

I enjoyed my project week trip to Karjat because I had lots of fun. I liked spending time with my MVO and TOM band at school. I also enjoyed spending time with Ms. Doreen.



Parina Poddar

Grade 2

This year has been fun! I've enjoyed playing tennis, singing, and dancing.



Leah Mehra

Grade 2

I enjoyed Grade 2 and loved being in school. I have had so much fun with my teachers!



Ranveer Bahal

Grade 2

I really enjoyed PE, as well as Art and Science. I have liked playing with my friends this year.



Rajbir Ray

Grade 2

I liked my Project Week in EC because I won the soccer match against the Grade 5s, and everyone called it a proper crash! I have enjoyed Maths, PE, and especially Art.



Nirvaan Dalal

Grade 2

I have really enjoyed Math and have had fun doing art. I have also loved playing with my friends.



Nikita Rao

Grade 2

I have really enjoyed my art lessons, especially drawing landscapes. I have also loved playing with my friends during lunch breaks. I'm happy to have joined DSB!



Ottavia Bordonaro

Grade 2

Ms. Doreen has been kind. I have enjoyed Grade 2, especially the trip to Karjat and Art.



Sawa Hideshima

Grade 2

I liked Grade 2 and enjoyed playing with Yuri and Ottavia. I loved the Karjat trip!



Samrith Shetty

Grade 2

I enjoyed going to EC during project week because I got to play football with my friends and some Grade 5 students. I also liked cooking this year and really enjoyed learning about the Stone Age.



Samara Naik

Grade 2

I enjoyed playing with the kittens in EC, and I also liked cooking and other activities during the project. I loved the Art and English classes. I love DSB because of the sports and PE classes. I've also enjoyed playing with my friends, especially Ishika.



Vivaan Irani

Grade 2

I liked the Karjat trip because I learned how to be independent. I have also enjoyed writing sets of instructions, and Maths has been fun too! It has been great playing with my friends.



Vedika Gupta

Grade 2

have enjoyed working with Ms. Doreen. I loved Art and playing with my friends, especially Meera. Karjat had fun with Ms. Doreen.



Yashoda Gangal

Grade 2

This year has been fun! I enjoyed being with Ms. Doreen and all my friends. I loved Project Week, and Karjat was quite exciting. I also loved Maths and Art.



Grade 3

A Year of Curiosity, Collaboration, and Creativity

Social Learning at the Core

This year, social learning shaped every experience in Grade 3. Whether through PSHE sessions, group work, or free play, students developed essential skills in communication, empathy, and resilience. Changing group dynamics and shared learning tasks helped students adapt, collaborate, and grow as individuals.



Highlights in Humanities

Our exploration of ancient civilizations came to life through immersive experiences. Students investigated the mummification process using the scientific method - with tomatoes! - and performed an original "Mummification Play," showcasing their creativity and understanding. They also wrote and filmed their own Greek screenplays, blending historical knowledge with storytelling and performance.

Cross-Curricular Creativity

Projects like our Halloween Haunted House and Indus Valley drainage systems highlighted critical thinking and teamwork. In art and computing, students used AI to design monsters and built 3D clay models, combining science, technology, and storytelling. They also created custom chess sets inspired by ancient civilisations.



Learning Through Play and Performance

From designing light wands at MuSo to stargazing at the Nehru Planetarium, our field trips linked science with history. Weekly Math team games and grammar challenges kept learning fun and collaborative, while our Fishbowl discussion on Tamarind and the Star of Ishtar helped students reflect deeply and speak with purpose.



Pirate Week & Project Week Adventures

Pirate Week saw Grades 3–5 co-author an 85-page book and perform scenes for younger students—a feat of imagination and teamwork. Project Week in Karjat was equally memorable, filled with adventure, community spirit, and unforgettable moments (including a poolside ambush on Mr Guy!).



Dreaming Big with a Growth Mindset

Students explored what it takes to pursue big goals by studying inspiring role models and designing personal improvement plans. From shooting football goals to writing stories, they learned that purposeful practice builds real progress.



A Year to Remember

In Grade 3, learning didn't just happen—it was lived. Through every challenge and celebration, students built knowledge, friendships, and the confidence to explore their world with curiosity and heart.

**Dora**

Grade 3 | Student

★ 3 things I liked this year

- I liked PE because we had to learn skills in basketball.
- I liked maths because you had to do the sums with your team.
- I liked music because it was very fun playing piano.

📈 1 thing I would like to improve

I can improve my English because I want to summarize Tamarind better.

❤️ My favorite thing this year is

It is music because we had done piano and I loved piano so I also went to trainings, that is why I always loved music.

**Rhea**

Grade 3 | Student

★ 3 things I liked this year

- I have enjoyed english because I love writing and i love reading interesting stories
- I have also enjoyed art because I love chess and sculpting.
- Robotics because I want to learn more about computers so when I grow up I will be better at it.

📈 1 thing I would like to improve

I want to improve maths because sometimes I get stuck in the hard ones

❤️ My favorite thing this year is

Making the atom story because I love drawing and learning about our water cycle.

**Tanay**

Grade 3 | Student

★ 3 things I enjoyed in school?

- I like playing basketball in pe because i learn new techniques and practice them at snack.
- I also like doing math because in math there is something called big math beat that is where you are timed and how many you get is your score.
- I like science because we have been learning about electronics and it's fun.

📈 Something I can improve on next year?

English because it is hard summarising the book.

❤️ My favorite thing this year has been?

Science because it was fun playing with the wires.

**Da-el**

Grade 3 | Student

★ 3 things I have enjoyed in school

- I enjoyed ESL because it was very fun doing activities like going to the post office.
- I enjoyed doing math because I like doing hard things.
- I enjoyed doing english because I like doing the thinking with Ms.Shivani.

📈 Something I can improve on next year?

I can improve on spellings next year because I keep have to ask someone for help every time.

❤️ My favorite thing this year has been?

My favorite thing was ESL because I like doing many things with Ms.Nitya.

**Iraa**

Grade 3 | Student

★ 3 Things I have enjoyed in school

- *DT weaving because I love arts and crafts and in DT we do arts and crafts and I liked putting the yarn.*
- *Math fractions because I am good at math and I like to solve different sums.*
- *Art chest peases because I like and do arts and crafts and playing with clay.*

📈 Something I can improve for next year.

Science because when we lit up the light most of us could not do it.

❤️ My favorite thing this year is

DT weaving because I love arts and crafts and in DT we do arts and crafts and crafts and I liked putting the yarn.

**Arjun**

Grade 3 | Student

★ 3 thing I have enjoyed this year

- *I enjoyed doing PE because it was fun doing basketball matches.*
- *I enjoyed art because it was fun making are own chess pieces.*
- *I enjoyed maths because it was fun doing math games and challenges.*

📈 1 thing I can improve next year.

I can improve doing art better because I am very slow

❤️ My favorite thing this year.

I loved Karjat because I got to wake up late.

**Chaeah**

Grade 3 | Student

★ 3 things I have enjoyed in school

- *Art. Because I like making chess pieces.*
- *Math, because I like to do DSB racer.*
- *Morning art, because I like drawing things from the board*

📈 Something I can improve for next year

Math, because I'm still a bit confused with math fractions.

❤️ My favorite thing we have done this year

Art, because I love to make chess pieces.

**Shivang**

Grade 3 | Student

★ 3 Things I have enjoyed in this year

- *I enjoyed learning about Fractions + we got to eat pizza.*
- *I also enjoyed making our own chess pieces. I enjoyed the inter school football because*
- *I got to play against my old school.*

📈 Something I can improve on next year?

I am going to improve my math because I want to be the best of the best.

❤️ My favorite thing this year has been?

My favorite thing in grade 3 was Karjat because the rooms were much much nicer. And the christmas market.

**Krishnaraj**

Grade 3 | Student

**3 things I liked this year**

- I liked Karjat specially when we did raft building.
- I liked pirate week because I got a chance to create a story.
- I also enjoyed playing 5v5 football tournaments because when DSB banned football we had another chance to play football.

**1 thing I could improve for next year**

I could improve robotics because I am slow in making projects from scratch.

**My favorite thing this year**

Karjat was my favorite because I loved the raft building as I got to build it which is a once in a lifetime experience.

**Charles**

Grade 3 | Student

**3 things I liked this year**

- I like connecting wires in Science because it is fun to figure out things.
- I like Art because I like making things with clay like the chess pieces.
- I like math because it is fun to do fractions.

**1 thing I would like to improve**

Getting better at connecting wires because it is confusing.

**My favorite thing this year is**

My favourite thing is Karjat because it was fun to do parties in the room.

**Keigo**

Grade 3 | Student

**3 things I enjoyed in school?**

- I like pe because we play many sports like basketball and in the warm up we play club game and is't lot of fun.
- I like music because we can sing and listen to music.
- I also like robotics because we can make games.something that i can improve for next year.

**Something I can improve on next year?**

I can improve on fraction in maths because i don't know that much about maths.

**My favorite thing this year has been?**

My favorite thing we did was project week because we did swimming and we had fun talking.

**Ahaana**

Grade 3 | Student

**3 things I have enjoyed in school**

This year are making the halloween room because we made it on our own, also the mummification process because it was very creative and the greek screenplay because we made our own dialogues.

**Something I can improve on next year?**

I can improving my fractions in maths by practicing everyday.

**My favorite thing this year has been?**

My favorite thing is the Karjat trip because we got to stay without our parents as that was brave for me.

**Yugvir**

Grade 3 | Student

★ 3 Things I have enjoyed in school

I have liked Maths, Music and English. Maths because maths i feel is my passion, Music because in music I play the guitar and can play it with my friends and I have a lot of fun in it and English because I have liked the book Tamarind and The Star Of Ishta it really has made me think what will happen next.

📈 Something I can improve for next year.

I want to improve my grammar with my full stops, Comma's, question marks and Capital Letters.

❤️ My favorite thing this year is

I loved the Karjat field trip because it was a great activity and it was fun staying away from our parents and staying with my classmates.

**Antonio**

Grade 3 | Student

★ 3 thing I have enjoyed this year

This year I enjoyed the halloween party because we built a haunted house and ate free food, I also enjoyed the Karjat Trip because we could be with our friends and no parents for three nights and I also liked P.E because we learned basketball and i really liked it.

📈 1 thing I can improve next year.

I could improve my handwriting for next year as it is sometimes not readable.

❤️ My favorite thing this year.

My favourite thing this year was Karjat as we did a lot of fun activities and we could sleep with our friends like a three night sleepover.

**Anna Maria**

Grade 3 | Student

★ 3 things I have enjoyed in school

I enjoyed dancing because the new teacher was nice to me and I also enjoyed robotics because we could do games and I enjoyed Tamarind as I understood more of the chapters.

📈 Something I can improve for next year

I wanna improve at maths because I struggle at division and multiplication.

❤️ My favorite thing we have done this year

My favorite thing I have enjoyed is when it was Holi because we got wet and we went swimming which is my favorite!

**Raisha**

Grade 3 | Student

★ 3 Things I have enjoyed in this year

I enjoyed reading the book Tamarind, making reading visible and Math.

📈 Something I can improve on next year?

I can improve to speak louder in class.

❤️ My favorite thing this year has been?

My favourite thing this year was the Greek screenplay.

**Miraaya**

Grade 3 | Student

★ 3 things I liked this year

Robotics because I enjoyed seeing my coding come alive. I enjoyed the Grid system setup in class as it was fun to build the city and work in groups. I enjoyed the Greek Civilization play in Humanities as we could be creative with our stories and used the laptops to type. I also enjoyed the acting.

📈 1 thing I could improve for next year

I can improve for next year because I sometimes get confused with when to use the apostrophe when using letters.

❤️ My favorite thing this year

My favourite thing I did is to go to Karjat for 4 days as it was a lot of fun with my friends and all the activities were a lot of fun. I learned how to take care of myself and my things.

**Arya**

Grade 3 | Student

★ 3 things I liked this year

- *Reading because I liked summarising & the thinking routine for Tamarind.*
- *Going to Muso because I enjoyed making the magic wand.*
- *The chess pieces because I liked carving them.*

📈 1 thing I would like to improve

Big Math Beat That scores by improving my speed.

❤️ My favorite thing this year is

the Karjat Trip because I liked to be with my friends!

**Lamha**

Grade 3 | Student

★ 3 things I enjoyed in school?

- *English: reading because of the 8 thinking skills I mostly liked Different viewpoints because stepping into someone's shoes helped me to understand their emotions.*
- *In math I enjoyed learning fractions as I practised a lot and understood them better.*
- *I enjoyed dance too.*

📈 Something I can improve on next year?

I can improve math because I need to learn fractions and get better at it.

❤️ My favorite thing this year has been?

I enjoyed muso because it was interesting in science and how we make things using circuits.

**Ayaan**

Grade 3 | Student

★ 3 things I have enjoyed in school

This year I enjoyed maths alot because we were getting challenged alot. I also liked doing Tamarind because it made us think. I liked PE also because we did new things that we never did before.

📈 Something I can improve on next year?

I want to improve my handwriting because it is messy and sometimes I can't read it myself.

❤️ My favorite thing this year has been?

My favourite thing we did this year was going to Karjat because we did lots of cool activities and had fun with our friends.

**Krishiv**

Grade 3 | Student

★ 3 Things I have enjoyed in school

I Enjoyed math because I learned division and fractions, and those things I wasn't good at but then I learnt division and fractions. I also enjoyed DT because we got to do weaving and I haven't done it since I was born. I enjoyed English when we did the reading of Tamarind as I felt I am learning to read better and understand more.

📈 Something I can improve for next year.

I need to improve my reading skills because when I read I sometimes skip the main part so that I need to improve on.

❤️ My favorite thing this year is

My favourite part of the year is Going to Karjat because we did rock climbing. I enjoyed ziplining and claiming the board also raft building cause I'd never done it since I was born also the rooms because that were like almost 4 star rooms.

**Ibio**

Grade 3 | Student

★ 3 thing I have enjoyed this year

- *I liked making a game in muso because I liked making things and also I enjoyed playing that game.*
- *I enjoyed science because we made a comic about atoms and states of matter and I like to make comics.*
- *I enjoyed the math game because I liked teaming up with people and I also liked the division.*

📈 1 thing I can improve next year.

NA

❤️ My favorite thing this year.

NA

**Ata**

Grade 3 | Student

★ 3 things I have enjoyed in school

- *I like doing robotics every time because I like computers.*
- *I enjoyed math in this school and I like multiplication and fractions.*
- *My favourite thing is dance as it is fun.*

📈 Something I can improve for next year

I want to improve in brainstormings ideas

❤️ My favorite thing we have done this year

My favourite thing this year is robotics when we made piano

**Reyansh**

Grade 3 | Student

★ 3 Things you have enjoyed in this year

Civilisation for Indus Valley where we did drainage system and when we did it together as I liked the teamwork. I enjoyed the Greek Civilisation when we did the screenplays and the toothpaste and the acting of the play for mummifications in Egypt Civilizations. My favorite thing we have done this year is

📈 Something I can improve on next year?

Practising for my homework and handwriting.

❤️ My favorite thing this year has been?

The Karjat trip as we did lots of activities like building rafts and playing with my friends and when we went to the museum of solutions which was fun.

**Philippe**

Grade 3 | Student

**3 things I liked this year**

- *I liked creative writing because i could make up a story and use new words*
- *I loved PE because we learnt Basketball*
- *I also liked the halloween party but i wasn't there for the day where my class presented it.*

**1 thing I could improve for next year**

I can improve my spelling.

**My favorite thing this year**

My favourite thing was the trip to Karjat because I could sleep with my friends.

**Yugveer K**

Grade 3 | Student

**3 things I liked this year**

- *I liked math because it was giving me a more creative way of doing it every time.*
- *I liked creative writing because every time I did it I learned a new word.*
- *I liked the pizza fractions because it was a very innovative way of doing fractions.*

**1 thing I would like to improve**

I can improve on my civilization packs by making better decisions

**My favorite thing this year is**

I loved the holi celebration because it was fun getting soaked with cold water.

**Ayan**

Grade 3 | Student

**3 things I enjoyed in school?**

I loved history because of the interesting facts about the Egyptian, Greeks and Indus civilization, I loved science because of the topic of sound and I loved project week.

**Something I can improve on next year?**

I think I need to improve a few spheres in math like my speed and accuracy and I also am determined to work hard and get in the school football team.

**My favorite thing this year has been?**

MUSO because of the games we built, I still play with it and it is so fun.

**Hitoshi**

Grade 3 | Student

**3 things I have enjoyed in school**

- *1.I like P.E because I liked baseball.*
- *2.I liked math because we played math games.*
- *3.I liked music because we did piano.*

**Something I can improve on next year?**

I can improve in English because I'm not good enough.

**My favorite thing this year has been?**

I liked morning football because I liked football

**Shivin**

Grade 3 | Student

★ 3 Things I have enjoyed in school

*Pe because it is physical and it will help me get stronger
gfl because it is a new language that i have never learned
Math because it educates us*

📈 Something I can improve for next year.

Reading because i need to go deeper into the book

❤️ My favorite thing this year is

the pirate play because it was my first play in the school

**Karamveer**

Grade 3 | Student

★ 3 thing I have enjoyed this year

- *I enjoyed English because I like learning more about tamarind.*
- *I enjoyed robotics because I learned coding and making my characters.*
- *I enjoyed maths because I learned about maths.*
- *I like PE because we can play crab games.*

📈 1 thing I can improve next year.

*I want to improve DT because I want to twist cardboard.
I want to improve my robotics because I don't understand coding.
I enjoyed science because we were making a giant goat horn because it can make sound.*

❤️ My favorite thing this year.

*I enjoyed karjat because we ate a lot of snacks and activities.
I enjoyed science because I am learning more about sound.*

**Avyaan**

Grade 3 | Student

★ 2 Things I have enjoyed in this year

- *I liked maths because it is intresting trying different sums and challenges.*
- *English because we wrote a book and got to present a play.*

📈 Something I can improve on next year?

Science because I am not good at writing.

❤️ My favorite thing this year has been

I enjoyed art because we get to make different things.

**Bandile**

Grade 3 | Student

★ 3 things I like this year

- *I liked to do science because I did fun electronics..*
- *And I liked to do art because we were building chess pieces.*
- *And I liked to do reading time because I liked to read.*

📈 1 thing I could improve for next year

I want to improve in english because I am not that good in english.

❤️ My favorite thing this year

I enjoyed playing sports.

**Kavir**

Grade 3 | Student

**3 things I liked this year**

- *In PE I've enjoyed crab game because It makes my legs strong and makes me faster.*
- *I like music because I like singing its my passion.*
- *I like robotics because It makes your creation more wild.*

**1 thing I would like to improve**

Maths because i think i need to pay attention more often.

**My favorite thing this year is**

I liked muso because It teaches you a lot of electric stuff and it's fun.

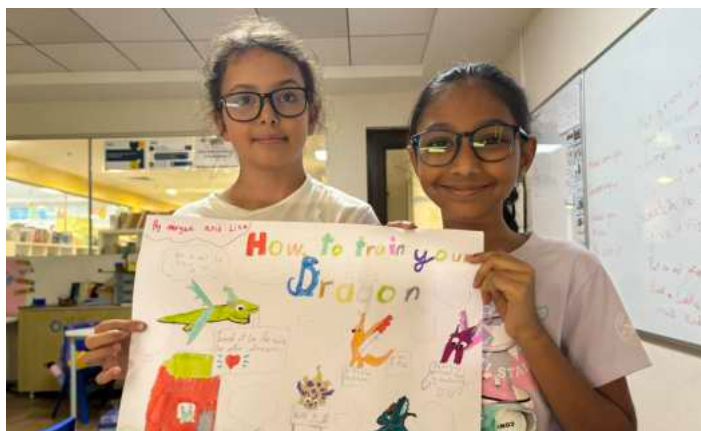




Grade 4

Learning in Class

This year, our class embarked on an exciting journey of discovery and creativity across various subjects. We honed our skills in crafting descriptive stories, weaving a range of language features such as metaphors, vivid adjectives, and rich imagery to bring our narratives to life. In History and Geography, we explored settlements and delved into the fascinating world of the Vikings, even bringing their tales to the stage through an engaging Viking-themed play. Science brought us closer to understanding the properties of materials, the forces that shape our world, and the intricate lives of animals



and living things through hands-on investigations. Each topic not only expanded our knowledge but also sparked curiosity and wonder.

These activities bridge classroom learning with real-world applications in various ways. Writing descriptive stories enhanced our communication skills, crucial for storytelling, marketing, and even persuasive advocacy in real-life scenarios. Studying settlements and the Vikings provides insights into societal organisation, migration, and cultural evolution, helping us understand current

Grade 4

events like urban planning and global connections. Science investigations nurture problem-solving abilities, essential for innovation in industries such as material engineering, environmental conservation, and biology. By engaging in these activities, we were not only able to grasp academic concepts but also develop skills and perspectives that prepare us to navigate and contribute to the world around us.



Holi water fight



Indian Independence Walk



Robotics



Growing plants from cuttings



Building settlement landscapes in Geography



Ramzan music performance



Adding trees and houses to the settlement landscape



The boys showing emotions in art



Water resistance / best boat experiment



Some of the girls showing emotions in art



Girls preparing for our G4 Viking assembly



Some of the girls sharing their emotions in art.



Boys ready for a Viking assembly



Girls football team (G3-5) finished 3rd



Lily at the Paradox Museum



Lily at the Paradox Museum



Rappelling down the hill



Putting up a tent



Raft building and testing



Teamwork games at Lonavala



Ziplining at Lonavala



Ziplining at Lonavala



Ziplining at Lonavala



Teamwork games at Lonavala



At the top of the hill after a long hike



Walking Through History:

The Indian Independence Movement Comes Alive

Classroom to City Streets: In Term 2, our curriculum centred on the Indian Independence Movement. While textbooks and classroom discussions laid the foundation, it was through walking the very streets where history unfolded that the past truly came alive.

A Journey through History: In order to deepen our understanding, we went for a guided heritage walk across significant landmarks in Mumbai. The tour brought historical events and figures to life through storytelling and site visits.

Tracing the Steps of Freedom Fighters: Our first stop was the Sheth Gokuldas Tejpal Auditorium, where we explored stories of key leaders and early revolutionaries. We then visited the birthplace of the Indian National Congress - an organisation central to India's fight for freedom.

As we walked, we paused at the site where the Indian flag was first hoisted in Mumbai and uncovered the hidden history of a secret radio station used by the resistance. Each location revealed a piece of the larger struggle.

Mani Bhavan A Quiet Force of Change: The tour concluded at Mani Bhavan Gandhi Sangrahalaya, the residence of Mahatma Gandhi during several critical years. Here, students gained a deeper insight into Gandhi's philosophy, strategies, and influence.

Learning That Lasts: This walk through history allowed our students to connect classroom learning with lived experiences. Standing where history happened gave new meaning to the sacrifices made - and reminded us all of the enduring value of freedom.





Aania

Grade 4

This year I enjoyed going to Lonavala because I liked to swim in the pool and do hiking. And I enjoyed writing the story about going on the trip. With that story, I tried my best.



Rana

Grade 4

This year I really enjoyed robotics, PE and Hindi. The trip to Bounce was also fun, especially the rock climbing. I also liked the MUN club ECA.



Aira

Grade 4

The three best activities at DSB I did this year included: Lonavala because we did fun activities; Bounce because I enjoyed playing dodgeball; The intraschool tournaments because I like sports.



Arjun

Grade 4

My favourite activities of this year were going to Lonavala, making my own story in English, and Hindi because we got to play kahoot. This year I enjoyed early morning football so DSB can have a better football team



Krishnav

Grade 4

Grade 4 has been fun this year because we have done lots of activities. Some of these activities were Project Week wherein my favourite activity was rappelling, the intra house football tournament and our trip to Bounce



Mila

Grade 4

My favourite learning experience here in DSB (G4) was in German doing the Easter table mat.



Gautam

Grade 4

In Grade 4 I liked going to Lonavala where my favourite activity was rappelling. I enjoyed the Diplomathon at our school. It was also fun playing Hindi kahoot.



Rishaan

Grade 4

This year I enjoyed going to Lonavala. I also enjoyed the Diplomathon which was held at our school. My favourite subjects were Hindi, PE and DT.



Aleena

Grade 4

The three best activities at DSB this year include The project week trip to Lonavala because it was very fun. I also liked going to Phantom of the Opera because I thought it was very enjoyable. I am looking forward to doing the Romeo & Juliet play because I think I have a good amount of lines.



Ishana

Grade 4

The best activities at DSB this year were in English, art and PE. In English, I particularly liked improving my vocabulary; in art, I loved sketching and drawing, and in PE I loved the physical activities of sports and games,



Lily

Grade 4

This year was fun as I got to do things I never thought I would do at school. I really enjoyed Lonavala as we did rappelling. I also liked this year as I got to bring my cello to school.



Rebecca

Grade 4

1. *Bounce (because we had a really good time and even played boys versus girls)*
2. *Xmas market (I loved listening to all the songs)*
3. *Holi (we got to spray the boys and got into the pool).*

Grade 4



Sienna

Grade 4

My favourite learning experiences were doing pottery (because we got to make things and sometimes paint them) and 'Best out of waste' (because we got to make stuff).



Thea

Grade 4

Grade 4 this year. First, our trip to Lonavala. It was so fun. I loved rappelling because I had never done it before! I was so scared at first but as soon as I saw all of my other friends do it, I became more courageous and I..... Did it!!!!!! I had so much fun!!!!!!!!!! Second, the tests in maths were great. Even though I didn't always do that well, I still had fun.



Sol

Grade 4

Doing maths tests because it was fun and I would learn more math so when I am older it will be useful. - I also like PE because we move around, we play games and Mr. Yogendra makes it fun.



Zoya

Grade 4

Our trip to Lonavala, because we experienced rappelling, ziplining and spending time with friends; Bounce - it was fun; Music – it's my passion and I like Ms. Zae. Group projects because I worked with my friends. Show & tell – I like seeing others achievements and sharing mine too!





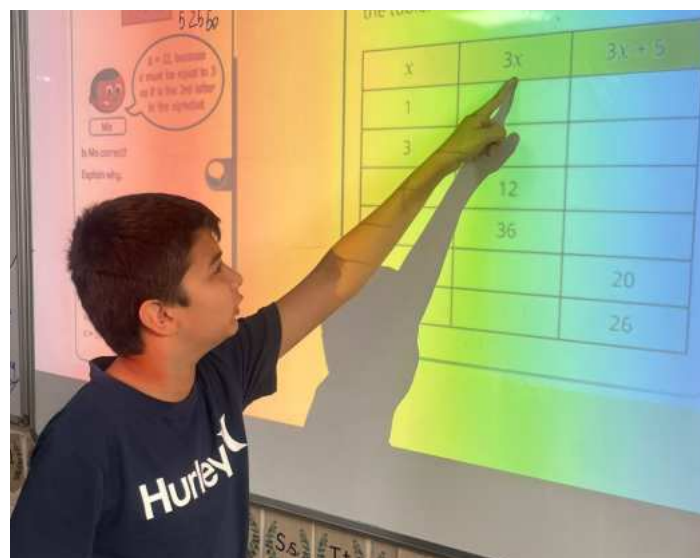
Grade 5

Memorable Moments

From the very first day, when we explored what makes each of us unique, I knew this was a special group of students. As I look back on this incredible year, what stands out most isn't just the learning (although your hard work and effort are very evident throughout), but the way each of you has grown, individually and as a team. It's been a year full of curiosity, creativity, and compassion. Thus, watching you develop your own voices and values has been a real privilege.

We opened our year with the concept of identity, thinking deeply about who we are, what we value, and where we come from. Your poems, stories and reflections were powerful. Sometimes funny, sometimes serious, but always authentic. That openness set the tone for everything that followed. You welcomed new students with warmth and grace, offering guided tours, birthday cards, and moments of genuine kindness. Whether someone joined in August or February, you made space for them. And that sense of belonging (created by you) defined our classroom culture.

In English, you became authors. 'Tales to Treasure',



your published class book, was a true highlight. With mysterious forests, time travellers and thoughtful morals, your stories revealed an enormous amount of imagination and care. It was inspiring to watch you move from first drafts to final edits, supporting one another through the process. That book is something to be proud of, and I hope you can keep it as a reminder of everything



you achieved.

History came alive during our Ancient Market, where you transformed into designers, potters, traders, and even persuasive salespeople. Some of you practically had queues at your stalls! The creativity in your pottery, shields and coins was matched by the way you negotiated and promoted your goods. And let's not forget the debates, which were focused and full of conviction. Whether you were arguing for or against, you were articulate, respectful, and fierce. (Perhaps we have a few future lawyers in our midst?!)

Another highlight was the Roman Sharing Assembly. You collaborated brilliantly to write the script and rehearse your scenes, and on the day, every single one of you shone. From powerful narrators and expressive actors to that now-famous line: "And I am Soichiro, the king of sleeping!", it was a celebration of your teamwork and learning. That same spirit carried into Cross-Curricular Week, where you worked alongside other year groups to



create meaningful murals inspired by values like respect and belonging. I was so impressed by your leadership, especially when guiding younger students through complex tasks with patience and calmness. Many of you acted as mentors and role models during that week, and it was beautiful to witness.

December brought the Advent Calendar of Kindness, where each day began with one of your motivational messages. What started as a seasonal tradition quickly grew into something more. Your words about gratitude and resilience became part of our daily rhythm... It even carried over into the Spring Term with our "quotes of the day." From "No mud, no lotus," to "everybody wants happiness, nobody wants pain, but you can't have a



rainbow without a little rain," your reflections helped create a supportive and encouraging classroom atmosphere.

Some of you had the opportunity to represent our school in Tokyo for Diplomathon - a truly unforgettable experience! Despite the long journey, you demonstrated poise, diplomacy and focus, speaking in front of an international audience and soaking up every moment of cultural exchange. Bringing home the award for Best Primary School was just the cherry on top; you made us all so proud. Not long after, we set off for Project Week in Lonavala. You cooked Maggie under the stars, pitched tents, shared hot cocoa, and worked through real-world challenges with maturity and good humour. You showed patience, adaptability, and supported each other every step of the way. That kind of learning, the kind that

Grade 5

happens outside the classroom, can stay with you for life.

Book Week was another moment to remember, as the whole of Primary came together for a pirate-themed adventure. With sea shanties, eye patches and plot twists, you helped create a cohesive story that stretched from Grade 3 to Grade 5. Your ability to collaborate across classes and keep the story flowing was impressive, and several of you stepped into leadership roles and acted as guides.

And then there was Sally the Snake. Oh, Sally. Whether we were revising algebra or looking at detailed word problems, you showed real mastery in explaining concepts, identifying misconceptions, and, on occasion,



correcting Sally's maths! You not only understood the content, but also understood misconceptions and the process. That's the sign of real learning.

Our circle times offered a different kind of growth. These sessions gave you space to reflect, to speak honestly, and to listen, really listen. Whether we were discussing gratitude, managing emotions, or thinking about friendship, your empathy and openness were evident. You didn't just learn how to use your voices, you learned how to apply your voice with kindness.

Science Week was filled with experimentation and excitement. You worked as scientists, testing hypotheses and building buzz-wire games using the scientific method. The creativity and cooperation during that week reminded me just how much you've learned about working together. And of course, there



was Romeo and Juliet. From rehearsals to curtain call, you gave it your all, learning lines, supporting each other, showing expression, and delivering a memorable show! (O, happy dagger!)

Beyond all of that, the obstacles, the challenges, projects, the plays, the poems, the maths... These are the things I will remember most:

You were a team. You celebrated each other's successes.

You asked thoughtful questions. You gave second chances. You grew.

Grade 5, you have shown resilience, joy, leadership, and kindness. Keep those qualities close as you head into your next chapter. Secondary school will bring new challenges and new adventures, but if there's one thing I'm sure of, it's that you're ready. Stay curious. Stay kind. Work hard. And continue to be exactly who you are.



**Aarav**

Grade 5 | Student

**My favourite thing about G5 class is**

my friends, because they are always there for me and they keep cracking jokes.

**Memorable lesson**

I learned this year is to never give up, and that eventually the answer will come to you.

**One thing I am proud of is**

how much I improved in academics and sports this year.

**Adya**

Grade 5 | Student

**My favourite thing about G5 class is**

Are the students in here; they have done nothing but make me feel welcome, and I am very grateful for that. Of course, some relationships have some ups and downs, but it has taught me a lot.

**Memorable lesson**

is how I grew, as in my old hometown, I felt like the laziest person ever. I never studied and I couldn't even do my homework, but now I have adapted to this environment and realised it's never too late to start again and improve myself, and I couldn't do it without my teacher, who has been very supportive of my hopes and dreams.

**A goal for secondary school**

is to reach out, be more social and interact more. I am so happy to be in this community, and I'm thankful for everyone who has helped me grow.

**Ah-el**

Grade 5 | Student

**My favourite thing about G5 class is**

That my friends and teacher are kind and helpful to me. Because I have trustworthy friends and teachers, I feel very pleased. And everyone in this class is funny and helpful to me.

**Memorable lesson**

Every lesson was very important and interesting to me. Because all the things I learned were fun and interesting.

**A goal for secondary school**

To make sure that I understand all the things that I have learned. Also, my English and math. And to always try my best.

**Alaila**

Grade 5 | Student

**My favourite thing about G5 class is**

So far has been basically everything! But if I had to choose one, I would say my favourite thing would be practising Romeo & Juliet! It's always so fun to act it out, and of course, what makes it even more fun is... I'm Juliet!

**A goal for secondary school**

I want to set for myself next year is practising self-love and positivity, looking forward, leaving the negative out and looking at the bright side, which is something that will help me mentally and academically.

**Amyra**

Grade 5 | Student

**My favourite thing about G5 class is**

My friends, because I made more new friends who are kind and helpful.

**Memorable lesson**

I also really liked Phantom of the Opera. I liked it because I thought it was very interesting.

**One thing I am proud of is**

My maths. I have improved in my math this year.

**Azaan**

Grade 5 | Student

**My favourite thing about G5 class is**

My friend's group because we're all good at football.

**Memorable lesson**

*Finally, the football tournament because Green came 2nd.
The trip to MuSo was because I enjoyed making the RC cars.*

**One thing I am proud of is**

this year is that I won 3 back-to-back diplomathons.

**Anantha**

Grade 5 | Student

**My favourite thing about G5 class is**

That we worked as a team, thanks to our teacher, Ms Samantha Edge.

**Memorable lesson**

DT stands for design and technology, and I liked it because in term 2 we got to do cooking, the food we made was delicious, and I can thank Miss Neeta and the other teachers for dealing with all the noise made on the third floor

**One thing I am proud of is**

that my P.E improved. When I was in Grade 4, I was not very good at sports, but then I saw a change in myself in Grade 5.

**Demira**

Grade 5 | Student

**My favourite thing about G5 class is**

English as I love to read and write. It gives a chance for all students to express their creativity in the form of words.

**Memorable lesson**

*The Tokyo Diplomathon trip
The Phantom of the Opera*

**One thing I am proud of is**

My grasp of Maths, as it has become a lot better.

**Kim**

Grade 5 | Student

**My favourite thing about G5 class is**

Everything in Grade 5, everyone is kind and helpful. I like English because I learned many new vocabulary words.

**A goal for secondary school**

Is to be better at English.

**One thing I am proud of is**

I made a lot of friends in class. I learned many things in class.

**Marcus**

Grade 5 | Student

**My favourite thing about G5 class is**

That the material we learn is fun; my two favourite pieces are the chronological reports about WW2 and the Newspaper report about Mt. Everest.

**Memorable lesson**

G5 could be making the drums in DT, and a lot of maths and English lessons throughout the year

**A goal for secondary school**

To get even better at maths and PE

**Luca**

Grade 5 | Student

**My favourite thing about G5 class is**

We are all very supportive and kind to each other.

**Memorable lesson**

Me was making the science week posters because it's fun to do it in teams.

**One thing I am proud of is**

To become better at football, maths and English.

**Maya**

Grade 5 | Student

**My favourite thing about G5 class is**

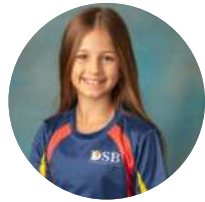
My friends because they all have different yet funny personalities, and they are always there for me. My favourite lesson was Robotics because I love coding!!

**Memorable lesson**

This is because at MuSo we had many activities, and like in Lonavala because I got to spend a lot of time with friends. And in Music, we made our songs on Bandlab.

**A goal for secondary school**

I want to keep improving next year is my handwriting.

**Willow**

Grade 5 | Student

**My favourite thing about G5 class is**

My friends, my classmates, and Ms Samantha because they have always been there for me. My favourite lessons were Maths and English because I improved a lot.

**Memorable lesson**

I could spend time with my friends, and they made me learn new things. Especially in Project Week with fun and interactive activities.

**A goal for secondary school**

I can continue to improve my handwriting. I am proud of myself because I went through some tough times, but I am glad they didn't affect me and that I had a fun year.

**Noah**

Grade 5 | Student

**My favourite thing about G5 class is**

We learn, interact, and most importantly, have fun while learning, but none of this could happen without our amazing teacher, Ms. Samantha Edge.

**Memorable lesson**

Me was writing our own books. It showed us how to write books and why books are so important to the world. And also practising Romeo and Juliet.

**One thing I am proud of is**

Being part of G5 and improving my language skills and my public speaking skills because of Diplomathon.

**Nareindhira**

Grade 5 | Student

**My favourite thing about G5 class is**

The end of the math unit test, because I got a much better score than in previous years. I am proud of this because I improved by a large margin.

**One thing I am proud of is**

One thing I want to keep improving next year is maths.

**Siegrun**

Grade 5 | Student

**My favourite thing about G5 class is**

I just wanted to take a moment to thank my teacher for being such an amazing teacher. Lessons are always made fun, and there is real care about helping us understand everything. It makes a big difference, and I feel lucky!

**A goal for secondary school**

A goal for next year is to have a little more time to get ready for tests.

**Stella**

Grade 5 | Student

**My favourite thing about G5 class is**

the material we learn, but the great friends and my teacher who makes every school day special. One of my favourite moments this year was going to the Phantom of the Opera. My class went there, and the show was good.

**Memorable lesson**

She's prodigious about us and cares about us. She makes learning interesting and easy.

**A goal for secondary school**

I also want to improve my listening skills next year, which is my goal.

**Soichiro**

Grade 5 | Student

**My favourite thing about G5 class is**

My friends and a wonderful teacher

**Memorable lesson**

The football tournament, because Green House got second place.

**One thing I am proud of is**

Diplomathon, because this was my very first one, and I got second place.

**Yeashna**

Grade 5 | Student

**My favourite thing about G5 class is**

that it's peaceful, energetic and fun! I have many friends already, and what I said above are facts!

**Memorable lesson**

All because they are all memorable in a different way! They are all really fun!

**One thing I am proud of is**

How far I've gone with Maths! In my old school, I felt really slow!

**Seiichiro**

Grade 5 | Student

**My favourite thing about G5 class is**

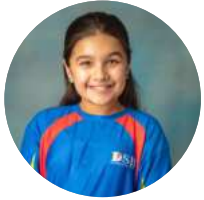
That they are kind, helpful and always there for me.

**Memorable lesson**

This year is PSHE because I was shy to speak, but I think I spoke with a loud voice.

**One thing I am proud of is**

I got a good score on the maths test.



Zoe

Grade 5 | Student



My favourite thing about G5 class is

our class, we have been through lots of things and we have mostly stuck together, and I found that really nice to have such a kind class, but it wouldn't have been such a great class without our amazing teacher, Ms Samatha. The way she teaches is just amazing, and I have only truly loved our year together because of our lovely Ms Samatha. She has brought the class to life in so many ways. So I thank her for everything she has done.



A goal for secondary school

keep up my focus and keep being the learner I have always been, and enjoy secondary as much as I can with my friends and my lovely new teachers.



One thing I am proud of is

since I have improved in all subjects, and especially in English and maths. I have made significant progress thanks to the teachers who have taught me since Grade 3, and I am grateful and want to show my gratitude to them. Since they have helped me with everything. They have been so nice and so amazing.





Physical Education at GC

A Super Sporty and Energetic Year with Our GC Learners!

It has been a truly action-packed and energetic year with our GC learners in both the Physical Education (PE) program and our ECA Sports sessions, with our sports team GIFA Sports and our dedicated GC PE teachers.

We began the year by introducing our learners to various props like bean bag, step up, loop hands and other fun fitness activities, a fun and engaging way to enhance their hand-eye coordination. As the term progressed, we developed various skills through invasion games such as basketball, handball and football, helping students grasp key concepts like teamwork, spatial awareness, and strategic thinking for scoring.

To celebrate their developing skills, we held a friendly basketball match at the end of the invasion games unit—a wonderful opportunity to highlight their progress and teamwork.

Following this, we moved on to racket sports, where students explored table tennis, pickleball, and badminton. They learned the basics of each sport, proper racket grip techniques, and had the chance to select a favorite sport to concentrate on. Pickleball, proving quite



Physical Education at GC

popular with our learners, led to an exciting Intra-House Pickleball Tournament!

Our aesthetic unit incorporated sports and activities such as kickboxing, yoga, gymnastics, Zumba, hula hooping, and even lezim dance. Learners developed their aesthetic performance skills while also learning about physical fitness, including muscular strength, muscular endurance, cardiovascular endurance, and flexibility.

Our physical education journey continued with a unit on striking and fielding games, where students gained practical experience in cricket and baseball. In cricket, they learned fundamental batting stances and practiced shots such as the straight drive, and back-foot and front-foot defensive shots.

To conclude the year, we celebrated with an Inter-Class Sports Challenge, where students participated in a variety of games including football, basketball, racket sports, relay races, and obstacle courses. This enjoyable event provided students with an opportunity to reflect on



the diverse sports and skills they developed throughout the year.

Our ECA program offered a diverse selection of sports, allowing our students to explore and participate in a variety of activities. From basketball and cricket to kickboxing and our lively Sportsnectic Fun Fitness sessions, students were introduced to many different sports. These sessions also included racket sports such as table tennis, pickleball, and badminton, as well as fitness activities designed to enhance muscle strength and agility.

Our school's basketball and cricket teams achieved remarkable success by hosting friendly inter-school competitions at the GC ground, inviting schools such as Finland International School, Lodha Oakwood School, Aditya Birla World Academy, and Fazlani School. These matches not only improved our students' athletic skills but also cultivated camaraderie and sportsmanship, boosting their confidence and encouraging continued participation.



Participating in the MSSA inter-school tournaments - where our teams reached the semi-finals - and hosting GC's inaugural Inter-School Cricket Tournament and Gymnastics Fest provided our students with rewarding experiences that demonstrated their progress and passion for sports.

We are immensely proud of their accomplishments and look forward to another exciting and active year ahead.





Primary DT

A Year of Creative Discovery

This year, Primary students have journeyed through a vibrant and hands-on Design and Technology (DT) curriculum that sparked creativity, innovation, and practical thinking. Structured around the DT cycle—research, plan, create, and evaluate—every unit encouraged students to explore real-world problems, design purposeful solutions, and reflect on their process. Projects were intentionally interwoven with other disciplines like Math, English, Science, Humanities, and Computing, making learning meaningful and connected.

Throughout all grades, DT has not just been about making—it's been about thinking critically, working collaboratively, and solving problems creatively. Whether sewing a button, baking bread, or constructing an instrument, our students have developed valuable life skills and the confidence to bring their ideas to life.

In DT this year, our young designers didn't just follow instructions—they imagined, innovated, and inspired.



Kindergarten

In Kindergarten, our youngest learners were introduced to DT through playful, skill-building experiences. They created colourful fabric bunting using scissors, ribbons, and stickers—strengthening fine motor control and patterning skills. They explored healthy eating by assembling sensational salads, learning to identify colours, textures, and food groups. In construction, they built lunch boxes and designed aeroplanes, developing an understanding of shapes, balance, and simple design.



Grade 1

Grade 1 students expanded their understanding of materials and mechanisms. They stitched expressive fabric faces, learning about symmetry and facial features while developing sewing skills. In food and nutrition, they prepared various dips and dippers, discovering flavor combinations and the basics of food hygiene. The construction unit had them design moving picture books, cleverly combining storytelling with mechanical levers and sliders—linking DT with literacy and science.



Grade 2

Grade 2 explored deeper connections with nature and history. Their textile unit saw them researching and making Stone Age costumes, linking closely to their Humanities studies. In food and nutrition, they planted seeds, tended their Edible Garden, and eventually harvested ingredients to create simple, plant-based dishes—experiencing the full seed-to-plate cycle. For construction, they created interactive working models for the Science Fair, exploring forces and

magnetism—demonstrating how DT supports scientific understanding. They also built popsicle stick ships, linking to their Humanities unit on Invaders and Traders. Through this, they learned responsibility, patience, and an appreciation for sustainable living.



Grade 3

In Grade 3, students took on more structured challenges. They learned the art of bread making, measuring and shaping dough while understanding the science behind rising and baking. Their textile unit introduced weaving techniques and the use of looms, followed by a hand-sewing project where they designed and stitched their own plush toys. In construction, they applied sound science concepts to create working musical instruments, blending innovation with functionality.



Grade 4

Grade 4 continued to build on their growing independence and skill. They designed and sewed personalised felt phone cases, practicing precision, decorative stitching, and pattern drafting. They also designed Viking costumes, exploring cultural aesthetics and functionality in their textile work. In their seasonal food and nutrition unit, students explored local ingredients and sustainable eating practices. This led to the organization of a student-run food market, where they served nutritious, seasonal dishes. To prepare, they applied their math skills to calculate ingredient costs, budgets, and profits. They also created informative posters highlighting the nutritional value of their recipes, demonstrating a strong link between science and health education. The project fostered teamwork, entrepreneurial thinking, and real-world application of classroom learning.



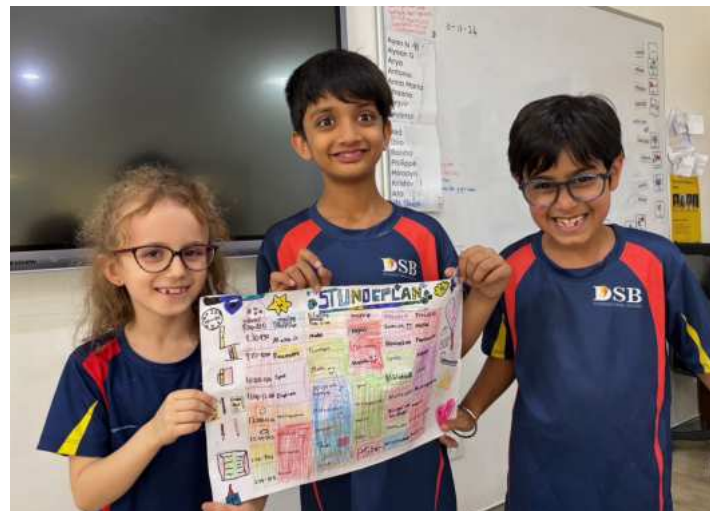
Grade 5

Grade 5 tackled their most ambitious DT projects yet. They researched historical fashion to design and sew authentic Ancient Roman costumes and created detailed Roman rag dolls, blending historical accuracy with fine sewing techniques. Their food and nutrition unit focused on global cuisines, with students learning to prepare and present dishes from around the world. This too culminated in a global food market, where they showcased their culinary creations. Using math, they calculated pricing strategies, developed cost and profit sheets, and created engaging posters that shared both nutritional facts and cultural insights. This authentic learning experience deepened their understanding of business, health, teamwork, and creative communication. Their construction unit involved building intricate working musical instruments, requiring them to combine knowledge of sound, materials, measurement, and teamwork.





GFL in Primary: Language, Laughter, and Letters!



This year, German as a Foreign Language (GFL) in Primary was bursting with creativity, confidence, and cultural connection. From joyful songs to handwritten letters, students brought the German language to life in vibrant and meaningful ways.

Across Cities and Cultures

Our Grades 4 and 5 students exchanged letters with pen pals from the German School in Delhi, building friendships and practising their writing with purpose. Grade 3 explored home life in “Mein Haus” and created personal timetables in “Mein Stundenplan”, while Grade 1 proudly shared their identities through mini-books.

Creative Classrooms

Role plays like “Im Restaurant” and “Beim Arzt” had Grades 2 and 3 speaking German in playful real-life scenarios. Grade 4 designed theme parks and sang catchy tunes in “Tut-tut-eins-zwei-drei,” while Grade 3 imagined their dream schools - labelled entirely in German!

A Taste of Germany

Through German Cultural Studies, students cooked Kartoffelsalat with a visiting alumna, explored festivals, and immersed themselves in life beyond the textbook.

From language to laughter, this year in GFL has been a truly unforgettable adventure!



Marathi in Primary

Marathi, the beautiful and rich language of Maharashtra, has been an integral part of our learning journey this year. Through engaging stories, joyful songs, expressive poems, exciting games, creative art and craft, role-playing and meaningful conversations, students explored the beauty of Marathi vocabulary, grammar, and culture.



Students learned to greet and express wishes in Marathi—whether for birthdays or various festivals - building their confidence in using the language in real - life contexts. Along the way, they discovered traditional games like Langadi and Pakadapakdi and expanded their vocabulary with topics like body parts, numbers, colours, and positional words.

During lessons on fruits and vegetables, students participated in hands-on activities such as identifying healthy and unhealthy food, making the learning experience fun and practical. Festivals like Gudi Padwa, Makar Sankranti, Holi and Diwali were joyfully celebrated, helping students connect language with cultural heritage.



From mastering basic sentence structures to confidently engaging in storytelling, class discussions and role-plays, each activity helped strengthen their love for Marathi. It was heartening to see students' growing confidence and creative expression throughout the year.

As we look ahead, we hope our students continue to embrace Marathi with enthusiasm, carrying forward the essence of this wonderful language and culture wherever they go.



Hindi at the Primary Level

Learning with Fun and Creativity

Hindi is an important and exciting part of our primary school curriculum, as it is one of the official languages of our nation.

Students begin by learning the Hindi letters (स्वर & व्यंजन), gradually progressing to reading and writing simple words and sentences. As they grow, they expand their grammar knowledge, build their vocabulary, and gain more confidence in using the language.

Our Hindi classroom is always full of smiles and cheerful voices. Every morning, students greet the teacher with a bright “नमस्ते!” (Namaste). Simple phrases like “शुभ प्रभात” (Good morning) and “धन्यवाद” (Thank you) have become part of our everyday classroom talk, helping students build confidence in using the language in real-life situations.

To make learning fun and interactive, we incorporated a variety of exciting activities:

Interactive language games like Hindi Bingo, Matra Hunt, and word-picture matching made learning engaging and hands-on.

Online games and quizzes were also a big hit. Students enjoyed playing fun language puzzles, vocabulary building games, and interactive matra exercises on tablets and computers, making learning more dynamic and enjoyable.

Role-playing activities brought language to life. Students acted out as community helpers and interviewers which helped them practice new vocabulary, improve their speaking skills, and express themselves in Hindi with confidence. These activities fostered teamwork, creativity, and a deep understanding of language in action.

Through these fun and engaging activities, our students have not only improved their reading, writing, and speaking skills but also developed a deeper connection to the Hindi language and culture. It was a year full of laughter, learning, and growth!



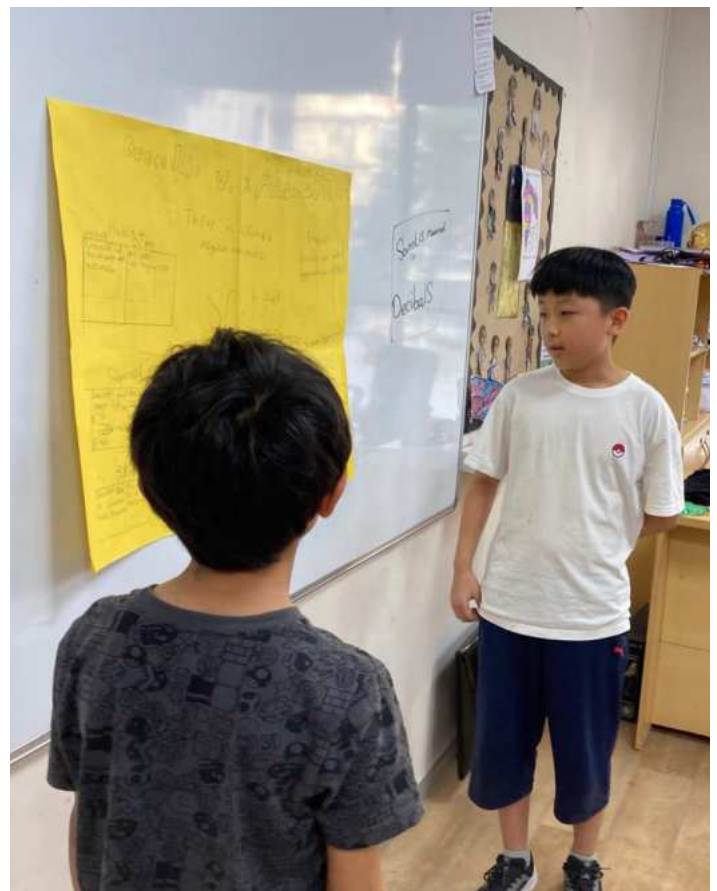


ESL and EAL in Primary

English as a Second Language for Primary

It has been an absolutely amazing year for the ESL/EAL department in Primary. I, Ms. Nitya, have been delighted and enjoyed every single day with every single ESL student, while seeing their happy and beautiful smiles in the lessons.

We have had many students who have started DSB this year from various different countries and have seen great progress with their English skills. ESL, however, is not only about teaching the children English- reading, writing, speaking and listening. It is also about getting the students to adjust to this new country, new environment, new school, new friends and so on. We have seen so many of the children, nervous to come to school at first, but now, so comfortable in their mainstream classes as well as with their peers and overall maintaining a healthy well-being. As one of my greatest passions, I will do my best to maintain this great progress in the ESL section here at DSB. I look forward to seeing many more new faces (students) coming to this school and learning English with me at Garden Campus and Euro Campus as well!







Science in Primary

This year's Primary Science Exhibition truly lived up to its theme—Science Beyond Limits – Bridging Curiosity and Creation. Across the school, young scientists took the lead in exploring topics: from the water cycle and shadows to the states of matter, sound, energy, forces, and even the design of houses using different materials. What made the day so special was how confidently students explained the science behind their models—identifying dependent and independent variables, demonstrating their inventions, and showing a deep understanding of how things work.

Adding to the excitement, Grade 8 students joined the event to share their own research, inspiring younger learners with engaging presentations on healthy energy bars, buoyancy, and density. It was a wonderful moment of peer-to-peer learning. The buzz in the room was infectious, and parents left full of pride, having witnessed not just what their children had made but how much they had learned and loved the process.



Music in Primary

Nurturing Creative Musicality

At DSB, music is more than performance—it's a process of discovery. This year, our focus has been on nurturing creative musicality: the ability to express, imagine, and connect through sound. Across grades, students have been encouraged to listen deeply, collaborate meaningfully, and create boldly.

From their earliest experiences with percussion instruments in Kindergarten to the collaborative songwriting in upper primary, students engaged with music as a living, evolving form of storytelling. Singing remained central across all grades, helping students develop not just musical skills, but a strong emotional connection to the art form and to one another.

Our performances celebrated diversity and creative expression. From festive school events to cultural celebrations, students brought energy and authenticity to every stage. A particularly moving highlight was the Sufi music performance at the Ramzan Market, where students sang devotional songs with a sense of reverence and unity—offering a powerful moment of cultural appreciation and musical connection.





This year's Primary Music Jam gave students a platform to perform as ensembles, learning to balance individual expression with group cohesion. The repertoire was broad and inclusive, featuring multiple languages and musical styles—from classic favourites to reimagined contemporary pieces. Performances at professional venues like the G5A warehouse further enrich their experience, giving young musicians a sense of purpose and significance.

In a proud step toward musical independence, Grade 5 students composed and presented their own original



songs in groups, some using BandLab, an online digital audio platform. These compositions, presented during the Primary Music Jam, reflected not just their musical skills, but also their creativity, storytelling, and teamwork—key aspects of nurturing a lifelong relationship with music.

Throughout the year, our goal has remained the same: to help each child grow as a confident, thoughtful, and creative musician. In every song and performance, our students reminded us that music is a living, evolving language - one they are learning to speak with joy and imagination.





The Ancient Market

The Ancient Market was a wonderful culmination of learning for Grades 2–5, designed to bring their Humanities studies to life. Each grade focused on a different civilization: Grade 2 explored the Stone Age, Grade 3 showcased Ancient Egypt, Grade 4 brought the Viking era alive, and Grade 5 recreated the world of Ancient Rome.

The purpose of the event was to deepen students' understanding by creating an interactive, hands-on experience that connected different subjects. Students used their Math skills while buying and selling handmade products, applied Design and Technology to create items inspired by their civilizations, and showcased their creativity through Art pieces. They also practiced English skills by engaging in meaningful debates based on historical facts and learned about ancient currencies through Math integration.

The market was vibrant and lively, with students, teachers,



and parents dressed in costumes representing their chosen civilizations. Students were excited to sell their work and proudly shared their learning with the school community. It was truly a meaningful and memorable experience that made history come alive!

The Ancient Market





Book Week

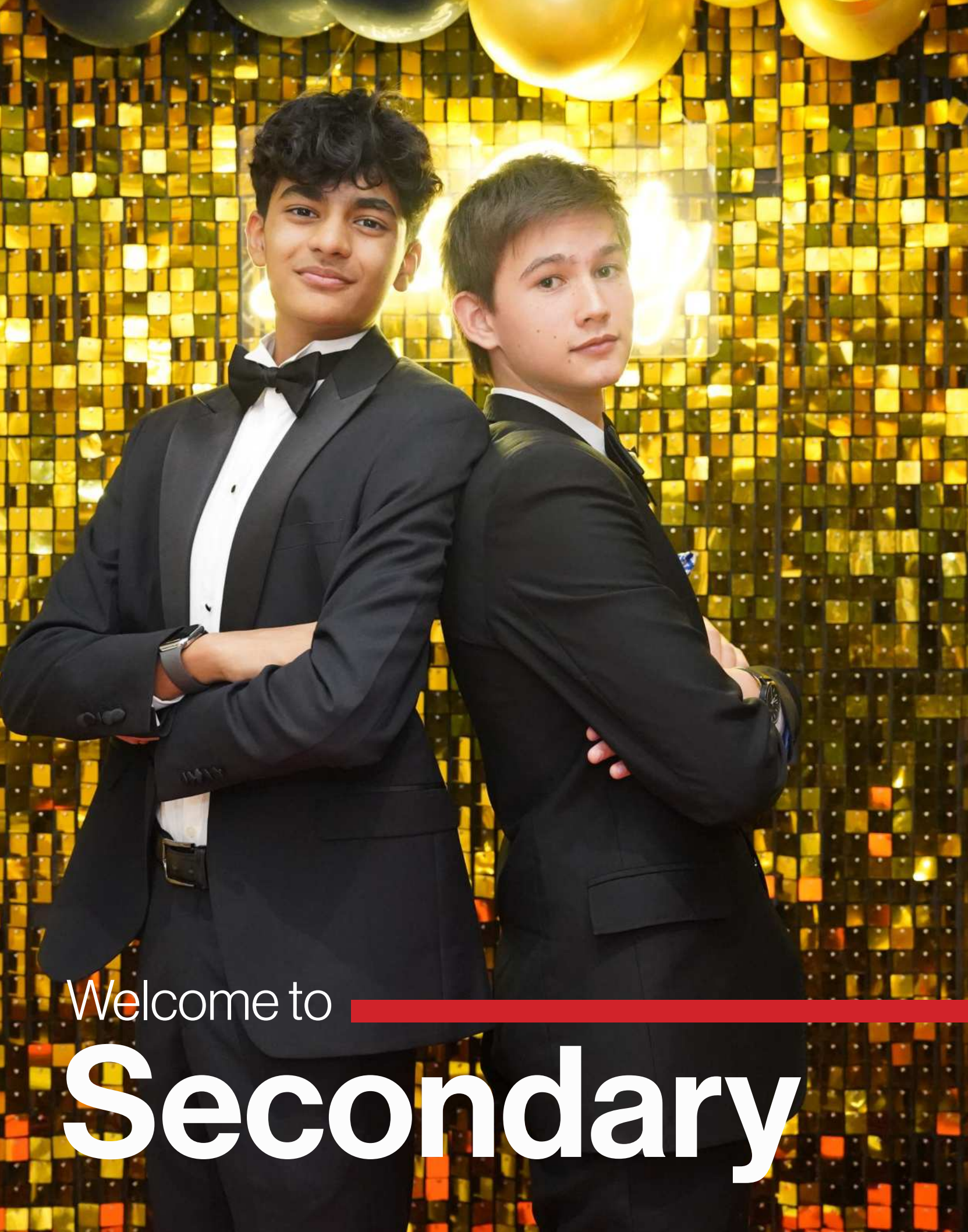
This year we invited authors from all over the country to present their books and lead workshops with the students from FS1 to grade 5.

We had a theme for the first time this year which meant everyone was enjoying books about pirates. From the classic RL Stevenson adventure, *Treasure Island* to our very own Captain Bertha the Cow, we enjoyed a whole range of stories and activities. The KS2 children created their own adventure epic and performed it as a living theatre to the children in Grade 2. Our imaginations were fully engaged and the live show was a highlight to a fun and engaging series of activities.

On a more serious note, our Readathon raised a significant amount of money which has been reinvested in library books for the two campuses. It is a brilliant example of helping ourselves to help each other. Creating the lifelong love of reading that we all know is so important.







Welcome to

Secondary

Head of Secondary

It has been a privilege to step into the role of Head of Secondary this year. From day one, I was met with such warmth and kindness from students, staff, and parents, and that welcoming spirit has only deepened my appreciation for the unique sense of community that defines DSB. It's been heartening to see the passion our students bring, not just to academics, but to the full spectrum of school life including co-curricular pursuits.

This year has been full of meaningful moments and milestones across the Secondary School. Whether in classrooms, on the stage, out on the sports fields, or representing DSB at events near and far, our students have shown resilience, creativity,



and a real commitment to growth. Celebrating these achievements has been a genuine joy, and I've felt privileged to work alongside a dedicated team of educators who are deeply invested in nurturing both the minds and character of our learners.

What has stood out to me most is the spirit of collaboration that runs through everything we do. From the DSB Symposium to Community Days, Garba Night, the Christmas Market, and Ramzan Market, to name a few, we've shared experiences that have brought us closer and made this year truly memorable.

I continue to be inspired by the potential of our students and their ability to shape a better future. My heartfelt thanks go to our teachers, staff, and administrators for their commitment, and to our wider community, parents, alumni, and friends of DSB, for your ongoing support.

Looking ahead, I'm excited about what's next for our Secondary School. We'll keep building on the strong foundation we've set, innovating in how we teach and learn, and making sure every student feels seen, supported, and empowered to thrive. I'm looking forward to strengthening our connections and continuing this journey together.

It's been a packed and fulfilling year. You've earned your rest, so please take the time to relax, recharge, and enjoy a well-deserved summer break with your families!

- Tejal



Grade 6

24 Wishes and a World of Wonder

This year in Grade 6 was nothing short of magical - each student brought their own spark of joy, curiosity, and kindness. As their form tutors, we were lucky enough to witness their journey as readers, dreamers, explorers, athletes, and, most importantly, friends.

From craving infinite wishes (yes, someone asked for that!) to chasing gold medals in Taekwondo and Diplomathon, and laughing out loud during family dumb charades, our classroom was always buzzing with stories and surprises.

Their favourite foods ranged from spicy pani puri to the sweet victories of mastering music in G5A. Books like Magic of the Lost Temple took them to faraway places, but nothing quite beat the real-life thrill of a scavenger hunt in Hampi or a delicious meal shared with villagers.

Many students wrote that their greatest learnings at DSB were to “be kind and helpful” — words that show wisdom beyond their years.

Their dreams for next year? It will be wonderful. And with the passion, heart, and creativity this group has shown,





we have no doubt it will be.

Here's to the unforgettable batch of Grade 6-24 incredible minds, each wishing, learning, and growing in their extraordinary way.

Our Science Fair was full of creativity, but so was every conversation in the classroom. Many students wished for "infinite wishes," but as their form tutors, we saw them living out many of their dreams already—learning new skills, showing compassion, and facing challenges gracefully.

As they look forward to another year at DSB, they leave Grade 6 a little taller, wiser, and forever special. Wishing some of the class members a world full of joy, opportunities and a newer, brighter life ahead, as they move on with their families to other countries

- Vanisha and Kamaljeet





Grade 7

Looking Back: Grade 7's Year in Reflection

As the academic year comes to a close, our Grade 7 students have taken a moment to look back and reflect on their journey. From milestones in the classroom to memorable moments with friends, it's clear that this has been a year of growth, discovery, and connection.

Many students expressed pride in their academic improvement and a growing sense of confidence. One student wrote, "I feel a sense of improvement," while another reflected, "I am proud of myself because I have made progress across multiple subjects." Whether it was mastering a new math concept, learning a foreign language, or pushing boundaries in the science fair, Grade 7 has truly been a year of progress.

There were plenty of highlights too! Sports, art classes, and collaborative projects brought joy and energy to their routines. From French lessons to Math challenges, students found passion in their subjects: "I loved studying French," said one, while another shared, "I enjoyed Maths and the science fair with my group."

Gratitude was a recurring theme — friends, teachers, and classmates played a big role in shaping their year.





Several students mentioned their friends as the ones they were most thankful for, showing the strength of bonds formed through laughter, teamwork, and shared experiences.

As they look to the future, many students are setting thoughtful goals. Some hope to “change their approach to learning” or “focus more on their studies.” These reflections show maturity and a readiness to take on new challenges in Grade 8.

Grade 7 has been more than just a school year — it's been a chapter full of memories, lessons, and personal growth. Here's to continuing the journey with curiosity and courage!

- Richa and David



Grade 8

Blossoming through Hurdles

As the Grade 8 form tutor this year, I've had the immense privilege of witnessing the ongoing growth and development of this exceptional group of students. It's been truly rewarding to support them on their journey, as they continue to demonstrate maturity, dedication, and a genuine enthusiasm for learning. Their ability to face new challenges with confidence and focus has been nothing short of admirable. This year, they've tackled a wide array of projects—from producing and filming their own cinematic works, to presenting impressive scientific investigations, and enjoying the enriching experience of our project week trip.

Nushiika consistently demonstrates quiet accomplishment and puts forth great effort in her studies. Anjali, a sociable and popular member of the class, has notably enhanced her work ethic and punctuality this year. Hildegard contributes meaningfully to discussions and consistently shows kindness towards her peers. Chinami continues to excel academically and played a vital role in the secondary musical, impressing with her intricate rhythms and dedication to improvement. Linus shines in both sports and academics, particularly when it counts the most. Gardzey has adapted smoothly and is making notable progress, especially in enhancing his spoken English skills. Yaahya approaches his tasks with silent determination, accompanied by a delightful sense of humor that brightens the classroom. Prathamesh has integrated well and has become a well-liked and diligent member of the class.

Anaaya has settled in well at school and has shown a positive attitude toward her work. Her cheerful demeanor and willingness to learn are appreciated by all.

We also welcomed new students this year who have enriched our community in meaningful ways. Umar has demonstrated a strong aptitude for mathematics and continues to excel in the subject. Mfundu brings energy and enthusiasm to our sports activities, showing great passion and team spirit. Zhizhong Che has settled in well, consistently demonstrating polite manners and a positive attitude, along with steady academic progress.

It has been a memorable and fulfilling year with this dynamic group of learners, and I look forward to seeing all that they will accomplish in the future.





Grade 9

What a fantastic year we've shared! Your creativity and energy have been truly inspiring. From compelling monologues in Drama to stunning sculptures at the Kala Ghoda Arts Festival, and unforgettable performances at G5A, your artistic talents have shone brightly. Each of you brings something unique to our group, and it's been heartening to see how you've supported and encouraged one another, embracing both your common interests and individual differences.

A special highlight has been our 'Tuesday Newsday' sessions with Coy, who has become an honorary member of our tutor group. Ms. Ellen and I have thoroughly enjoyed supporting you throughout the year. As you approach your final IGCSE year, we look forward to witnessing your continued growth and achievements.

With pride
Sarah and Ellen



Grade 9A

Grade 9A has been a year of growth, discovery, and unforgettable experiences. It marked the start of a new journey transitioning into the IGCSE. This journey was filled with challenges that helped us grow and moments that brought us closer as a class. From the first day to the last, this year has shaped who we are and who we're becoming.

We were delighted to welcome Aaryan, Aditi, Oliver, Heqiong, Evan, and Wataru into our class. It's been great to see how seamlessly they've become a part of our group. We also said goodbye to Azumi and Balaram who left us in the middle of the year, who have been with our DSB community for more than 2 years!

Academically, we were challenged to think critically and push ourselves. Socially, we found the people who stood by us, shared our laughs, and made tough days easier. Along the way, we learned lessons that extend far beyond textbooks.

Here's what some students from our year group had to say:



Elijah

Grade 9A

This year was a great year. There was a lot to like about it, and my favourite thing was everything leading up to the G5A performance. Our class worked really hard and were really happy with the result.



Oliver

Grade 9A

This was my first year at DSB. I am glad that I could make a lot of great friends, and looking back, I really enjoyed myself here. My favorite day of the week is Thursday. My favorite event of the year was the Meghalaya trip on project week. It was fun :)



Wataru

Grade 9A

This year was my first year, or 4 months at DSB. Though I was new and didn't experience a lot of things, I have made memories here. I took an exam for the first time and other hard tests. I'm excited to have another great year at DSB.



Evan

Grade 9A

Time you enjoy wasting, was not wasted.



Aditi

Grade 9A

My first year at DSB was a really interesting experience. Switching boards and having to readjust to a new exam system was challenging, but also exciting. I'm grateful for the opportunity.



Aya

Grade 9A

I had so much fun spending time with this year's 9th graders. I had a great time going to project week with our 8th graders this year and I enjoyed going to caves and climbing mountains.



Ana

Grade 9A

Grade 9 has been a great year, and it's been great to see the class grow closer even as we got split up and began our IGCSE. Between Garba, IAYP, project week and prom we have all made memories we won't forget. Though the lunch table was loud, something for which we constantly got in trouble, it was so much fun.

**Costanza**

Grade 9A

This year in grade 9 has been amazing. Despite the stress of choosing subjects and handling IGCSE, our class grew stronger than ever. We had our first prom, which was incredible, and project week took us to Meghalaya an experience I wouldn't have had without school.

**Adwita**

Grade 9A

I really enjoyed this year and all the events that took place! I loved seeing the performances during the Christmas market and G5A. The IAYP trip was also a highlight for me as I made a lot of memories and got closer to my friends.

**Heqiong**

Grade 9A

It was such a fun term and I really loved the project week, and it was even more fun how we got to stay in the same room with our friends and eat marshmallows by the campfire. We got to dance together on Garba night and prom. Looking to more events like this in the future

**Aaryan**

Grade 9A

This was my first year at DSB. From dancing on Garba night to roasting marshmallows and exploring caves during project week, every moment was exciting. Starting IGCSE was a big step and sometimes stressful, but I'm proud of how much I've grown. I'm truly grateful for all this year has brought.

**Hamza**

Grade 9A

The year was exhilarating! An opportunity to learn new things while having fun. Transitioning into the IGCSE, was a stressful yet smooth process. My favourite event of the year was definitely the Prom.

Grade 9B

Grade 9B has been a year of transformation, resilience, and meaningful connections. Stepping into the IGCSE programme, we entered a new phase of our academic journey. Through the moments, we grew not just as students, but as individuals and as a close-knit community.

We were excited to welcome Arjun G, Yadavi, Myra, Federico, and Noah into our class. Each of them brought their own unique perspective, quickly becoming part of the 9B family. We were also joined by Ehan, who transitioned from the year below with enthusiasm and confidence.

It's been inspiring to see how all our new classmates have contributed to our shared experience. Though we faced our fair share of academic challenges, we tackled them with curiosity and determination.

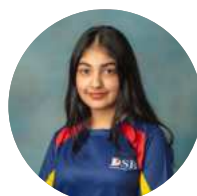
Outside the classroom, we built friendships, supported each other, and made memories that will stay with us. This year has proved how much can be accomplished if we work together.

Here's what some of our classmates had to share about their journey this year:

**Tara Jhunjhunwala**

Grade 9B

My favourite moment in Grade 9 was the IAYP trip because we learned new life skills, spent time with our friends, and explored new places. My favourite day of Grade 9 was Friday Funday because we used to play Pictionary, which was very fun.

**Kavya Bhansali**

Grade 9B

This year was a lot of fun as I was part of the student council and got the opportunity to plan prom. My favourite day of the week is Friday when we all played Pictionary and it got really competitive, my favourite event so far was prom where we all danced and had a lot of fun!

Grade 9



Myra Jain

Grade 9B

My favourite day of the week was Friday Funday, where we used to play pictionary. My favourite moment of the year was Prom, where we all danced and had fun.



Veer Singh

Grade 9B

My favourite day of 9th grade is Friday Fun Day because we play fun and interesting games that help enrich our educational pursuits.



Amartya Lal

Grade 9B

My favourite day of 9th grade is Friday fun day because we play fun and interesting educational games, like Pictionary in the morning that make my year fun and help us get through the rest of the day.



Ehan Mallick

Grade 9B

My favourite day of 9th Grade is Friday Fun Day because we play curious and amusing games, like Pictionary. I also enjoyed the interesting things I learned in school this year.



Aryaveer Jain

Grade 9B

My favourite day of 9th grade is Friday, cause it's the day where we play games like Pictionary. My favourite moment of the year was Prom because it was fun.



Eka Ahluwalia

Grade 9B

The transition to high school was challenging yet exciting, making Freshman year unforgettable. I enjoyed choosing my classes. Highlights included the Christmas market, Garba event, IAYP trip, and experiencing my first Prom - it was truly a memorable year!



Arhaan Mehta

Grade 9B

My favorite day of grade 9 is on the 21st February 2025. On one hand it was my birthday and secondly it was on our school trip. The highlight of the day



Yadavi Rasiwasia

Grade 9B

My favorite day of the week is Friday fun day. My favorite event of the year was Garba night and Christmas market.



Arjun Hermans

Grade 9B

My favourite day of the year was Prom. That's it.



Arjun Gadoya

Grade 9B

My favourite day of the week is Friday because we play fun and exciting games like Pictionary and Taboo. It's a great way to relax, laugh with friends, and end the week on a high note!





Grade 10

As we reflect on this exceptional year, we are filled with gratitude for the passion, resilience, and camaraderie demonstrated by our Grade 10 students. This year has been a journey of both academic rigor and personal growth, as many of you embarked on the demanding IGCSE examinations, showcasing your dedication and unwavering spirit.

From the electrifying moments on the sports field to the captivating performances on stage, every endeavour was a testament to your collective commitment and individual brilliance. Amidst the hustle and bustle, one shining aspect stood out—the warm embrace extended to our newly joined student Ikuka Ito. Your genuine efforts to welcome and integrate her exemplify the values of empathy, kindness, and inclusivity that define our community.

Your compassion and thoughtfulness not only enriched their experiences but also reinforced the importance of building a welcoming and supportive environment. Through your actions, you have shown the true essence of what it means to be a part of this school.

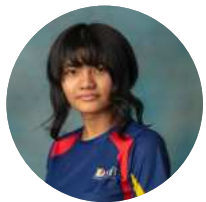
Amidst academic challenges, several of you undertook the formidable task of sitting for your Maths IGCSE exams this year. Hyeonjae Hyeonseo, Yan-ting, and Ines displayed remarkable perseverance and focus, setting a shining example for your peers and embodying the spirit of academic excellence.

Beyond the confines of the classroom, the magic of our Prom night was brought to life through the tireless efforts of our committee members. Special thanks to Harry & Chris for their invaluable contributions in organizing an unforgettable event that will be cherished for years to come.

As we prepare to turn the page to new adventures, let us carry with us the lessons learned, the friendships forged, and the dreams that lie ahead. Here's to the indelible mark you have left on our hearts and the bright futures that await each of you.

- Mahesh & Swarda

Grade 10 Student Thoughts

**Aayesha**

Grade 10

A model of quiet strength and respect, Aayesha approaches every task with a positive attitude and is willing to engage thoughtfully with her peers.

**Adea**

Grade 10

With her confidence, kindness, and deep understanding of her interests, Adea fosters an environment of mutual respect and collaboration.

**Yan-ting**

Grade 10

Gentle yet assertive, Yan-ting navigates class discussions with grace, always considering diverse perspectives and contributing thoughtfully.

**Paula**

Grade 10

A dynamic presence both inside and outside the classroom, Paula's self-motivation and sociability inspire her peers to embrace new challenges.

**Rian**

Grade 10

Mature, confident, and dedicated, Rian approaches every learning experience with enthusiasm and a steadfast commitment to excellence.

**Rudra**

Grade 10

With boundless creativity and energy, Rudra enriches class activities and exemplifies the spirit of teamwork.

**Hyeonjae**

Grade 10

A beacon of positivity and integrity, Hyeonjae's refreshing outlook on learning and impeccable conduct set a high standard for his classmates.

**Hyeonseoo**

Grade 10

Radiating warmth and curiosity, Hyeonseoo's cheerful demeanor and love for learning make him a valued member of our community.

**Saira**

Grade 10

Respected for her thoughtfulness and exemplary conduct, Saira leads by example, fostering a culture of mutual respect and cooperation.

**Rishad**

Grade 10

Sociable and adventurous, Rishad's infectious enthusiasm and active participation in extracurricular activities inspire those around him.

**Ikuka**

Grade 10

Confident, courteous, and ever-amiable, Ikuka embodies the essence of a true team player, promoting harmony and collaboration.

**Saachi**

Grade 10

A model of quiet strength, Saachi consistently demonstrates respect, positivity, and a genuine interest in her classmates' ideas.

**Krish**

Grade 10

With a passion for learning and a vibrant personality, Krish brought joy and infectious laughter to our classroom every day.

**Arjun**

Grade 10

Despite facing his own challenges, Arjun's quiet strength and compassion have been a source of inspiration, making our classroom a warmer and more welcoming place.



Grade 11

It is with a touch of sadness that I write this, knowing I won't be your form tutor next year. After four years as your form tutor, it's hard not to feel emotional writing this. This year, you embarked on the challenging yet rewarding IBDP programme. By now, you've likely realized that the IB Diploma is as much about mastering time management as it is about academic rigour, and I'm immensely proud of each and every one of you for rising to the challenge. Some of you I've known for six years, while others I've only had the pleasure of meeting this year. Yet, I'm truly inspired by how you've come together as a class, supporting one another with such commendable unity. I wish you all the very best for the year ahead, and I have no doubt you'll continue to shine. I'll always cherish the memories we've created together.

-Bivash





Grade 12

A farewell from your Form tutor

Grade 12, what an extraordinary journey it's been! While my time as your form tutor began almost at the end of this academic year, it's been an immense privilege to witness your incredible growth and the indelible mark you've each left on DSB. Your presence has enriched our community in countless ways.

I've been truly impressed by your quiet determination in the face of challenges, your vibrant creativity blossoming in various projects, and that unwavering spirit guiding you toward your goals. It's inspiring to see where you're all headed—whether pursuing rigorous studies in psychology, art, engineering, business, and literature, or venturing into exciting fields like international management, dance, architecture, and fashion.

Your diverse ambitions are truly remarkable, and you've approached every step with resilience, intellectual curiosity, and a clear drive to make a difference.

As you now step into your next exciting chapters, know that we are incredibly proud of the paths you've chosen and the futures you are shaping. May your journeys be filled with continued growth, purpose, and all the success you so richly deserve. Remember the lessons learned, the friendships forged, and the unique spirit of DSB that will always be a part of you. Keep exploring, creating, leading, and most importantly, keep being the remarkable individuals you've become.

Congratulations, Grade 12! We can't wait to see the incredible things you'll achieve.

- Ailin



EAL and ESL in Secondary

English as a Second Language and English as an Additional Language

At DSB, we take pride in being an inclusive community, welcoming students from around the world. Many of our students bring diverse language backgrounds, and English as an Additional Language (EAL) support plays an essential role in helping them settle and thrive. When students join us, we assess their skills in speaking, listening, reading, and writing to personalize the support they may need.





Supporting each individual is at the heart of what we do. Alongside language development, we have taught essential study skills - from writing in different text styles to preparing presentations and using AI tools to enhance learning - all aimed at empowering students as independent learners across subjects.

**The fox sleeps in the classroom.
Students and teachers were
surprised! By Akari**



In Grades 9 and 10, students prepared with dedication for the Cambridge IGCSE English as a Second Language 0511 and English as an Additional Language 0472 exams, while Grade 12 students worked hard toward their IBDP



A highlight this year has been the continued success of the English Lab, where students practise English after school with the invaluable support of parent volunteers. A heartfelt thank you to Ritu Singh, Kristina Glotova, and Shona Urvashi for making this possible.

Finally, collaboration with mainstream teachers has been key to enriching every student's educational journey. Together, we have created a supportive environment where all learners can succeed.

Thank you all for a fantastic year!

- Ailin Gomez, EAL Coordinator





Deutsch in Secondary

A Year of Achievement and Exchange

This year, the German programme in Secondary has flourished with a growing number of native speakers enriching the school community. Across Years 6 to 12, eight students now pursue German as their first language. Christoph Frickinger teaches students in Years 6 and 7, while Stefanie Handschuh leads those in Years 8 to 12.

Our students' pathways reflect both depth and ambition. One Year 8 student is studying German and History as mother tongue subjects, a journey he began in Year 6. Three students in Years 9 and 10 are studying German First Language within the IGCSE programme, and two students in Years 11 and 12 are enrolled in German A: Language and Literature at Standard and Higher Levels within the IB Diploma Programme. Additionally, four students prepared for the rigorous TestDaF exam, aiming to certify their language skills at B2/C1 level.

German culture has been vibrantly celebrated across the school through special events and exchanges. A major highlight was the second German Collaboration Day in November 2024, hosted by DSB, where 60 students from four schools collaborated on projects



Deutsch in Secondary

related to "Wildlife in the Metropolis." Students, ranging from beginners to native speakers, engaged in music, theatre, art, and documentary projects, using German authentically and building cross-school friendships.

The year also saw four successful student exchanges:

- A ten-day immersion in Germany at Ernst-Sigle-Gymnasium in September 2024;
- A visit from the German Embassy School New Delhi to DSB in November 2024;
- A return visit from Ernst-Sigle-Gymnasium to Mumbai in February 2025;
- DSB's reciprocal visit to New Delhi later in February 2025.

These enriching experiences have strengthened both language proficiency and intercultural understanding, leaving lasting memories for all involved.

-Stefanie Handschuh



DSD I - Deutsches Sprachdiplom - The German Proficiency Exam

The DSD I – the German proficiency exam at the B1 level provided by the Cultural Ministry of Germany and the Central Agency for German Schools Abroad – is an integral part of our German language programme at DSB. The B1 level certifies intermediate language skills. We have been conducting these exams successfully for 11 years. However, this year was special, as for the first time, 12 students sat the exam – a proud moment for the school, teachers, and students. So far, we have had at most 6 - 8 students per year.

Students from Grades 9 to 12 have been preparing for the exam since August 2024, meeting during lunch breaks and after school to practise the written papers as well as the oral presentation and conversation. They put in a lot of hard work, which culminated in the written exams on the 12th of March and the orals on the 7th and 8th of April. So far, we know that all of them have passed the oral component – a great achievement. We are eagerly awaiting the results of the Reading, Listening,



and Writing components, which we expect in the next school year. Keep your fingers crossed that all the hard work paid off!

Students who appeared in the written exams: Hyeonseo and Hyeonjae Chae, Avanti Poddar, Tara Jhunjhunwala, Costanza Marri Gasque, Adwita Rana, Ehan Mallick, Elijah Waters, Ana Lopez Aranda Llebres, Nikhil Bery, Iris Kapila, Siddhartha Suhas

One of our students shares her experience - in German:



"Ich habe das DSD-Programm gemacht und es war eine interessante Erfahrung. Am Anfang war es ein bisschen schwer, besonders mit der Grammatik und dem Sprechen. Aber ich habe mit der Zeit viel über die Deutsche Sprache gelernt. Ich habe auch gelernt, wie man bessere Präsentationen macht und bessere Texte schreibt. Ich liebe es, dass wir über viele verschiedene Themen sprechen. Insgesamt war das DSD eine gute Vorbereitung auf die Zukunft."

- Adwita Rana, Grade 9

During this school year, we also celebrated the DSD I diplomas of 2024 in a special Assembly. The Deputy Consul General of Germany, Mr Rendtorff, gave a short speech and handed over the certificates. Last year's candidates were Chiara Albert, Luis Kotas, Iris Kapila, Kabir Variava, Siddhartha Suhas, Paula Kotas and Inés Lopez Aranda Llebres.



DSD I Assembly with Deputy Consul General Rendtorff

Of course, there are stepping stones on the way towards the B1 level. We also conduct exams for the A1 and A2 levels - beginners 1 and 2. These exams are usually held at the end of the school year. Last year 34 students from

Grades 5 to 8 sat the A1 exams and 20 students from Grades 6 to 9 undertook the A2 exams. This is a great increase from the previous years and we hope this trend will continue!



A1 students receiving their certificates



A2 students receiving their certificates



Handover of A1 certificates

German as a Foreign Language in Secondary

At DSB, German is more than just a subject – it is a vital part of who we are. Founded as a German School Abroad, our roots are deeply connected to the German language and culture. Today, we continue to honour this heritage through a strong German programme that brings together students from diverse backgrounds. With the support of the German Consulate, the ZfA for the DSD diploma, the presence of many German-speaking students and German exchanges with Kornwestheim and the German school in New Delhi, German remains a living language on our campus – spoken, learned, and celebrated every day. Through our language teaching, we aim not only to build communication skills but also to foster intercultural understanding and a connection to our school's unique identity. Language lessons aim to be practical, fun, dealing with real-life topics and issues and incorporate mother tongue speakers wherever possible.



See some examples for yourself:

Grade 6's Creative German

Grade 6 enjoyed using digital tools to learn and play, but also do role plays, enact funny scenes or write imaginative stories. After having learned to describe the physical appearance and personality of people, students of group A presented their favourite cartoon characters to the class and the others had to guess who they were. Another time they collaboratively wrote the longest sentence possible with words all starting with



the same letter - thereby creating a tough tongue twister and learning to pronounce a difficult sound.

Grade 7 A German Students Lead the Way in Environmental Awareness

As part of their German language studies, our Grade 7 students from Group A took on a meaningful project focused on environmental sustainability. They created informative posters for a school-wide eco-friendliness survey, which were displayed on notice boards throughout the campus. The students also gained practical skills, learning how to use the photocopier machine and building their public speaking abilities as they presented their work to the entire school. This project has not only expanded their knowledge of environmental issues but also ignited important discussions about sustainability within our school community.



Grade 7 B in restaurants and asking for directions

When students in German Group B learned how to order food in a restaurant, cafe, or fast food street stall, they enacted these situations with basic self-made props and came up with some original ideas for their dialogues: Some restaurants offered free food whereas others were hugely expensive, some customers were extra



polite, but the waiters very rude and others invented new funny dishes. In another unit students enacted situations where they asked for and gave directions. So, they now won't go hungry nor lose their way in a German-speaking country!

Grade 11 German B Goes Digital - and Takes a Step Back

Grade 11 explored the topic of the digital world and its impact on our lives. They took the opportunity to interview the visiting German students from Kornwestheim about their use of digital media in daily life and at school, as well as the advantages and disadvantages they perceive. It was wonderful to see all the students speaking German and connecting with one another. As the IB requires students to write in various text types, they also produced written interviews based on their conversations.

Building on this, they examined how young people can become addicted to their phones and explored strategies for a digital detox. Finally, they created informative posters with tips for a digital detox, which are now displayed around the school.





French in Secondary

This academic year has been a dynamic and enriching one for French learners at DSB Secondary.

In **Grade 6**, students explored aspects of their everyday surroundings, including topics such as daily habits, cuisine, school routines, leisure activities, weather, and family dynamics.

This year, **Grade 7** students discovered French through exciting themes like En ville, Moi et la technologie, Les médias, La routine and Une visite de Paris. They learned to navigate a French-speaking city, talk about technology in their lives, share opinions on different genres of books and movies, and go on a virtual trip to Paris. With role-



plays, composing songs using AI, creative projects, and lots of enthusiasm, students brought the French language to life. Bravo à tous!

Grade 8 focused on global and modern-day issues such as my identity, school life and routines, my home and my surroundings, food and healthy lifestyles. Pupils continued to enhance their command of French verb tenses, enabling clearer communication across past, present, and future contexts. Hence these students are more than adequately prepared to enter the Grade 9

French in Secondary

IGCSE French programme next school year, if they so opted to!

Students in **Grades 9 and 10** dedicated themselves



to deepening their grammatical understanding and expanding their vocabulary in preparation for the demanding B1 IGCSE French exams. These assessments evaluate key skills like listening, reading, speaking, and writing through a wide range of themes.

For the IB Diploma students in Grades 11 and 12, the curriculum centered around the five core themes of the French B syllabus: Identités, Organisation sociale, Partager la planète, Ingéniosité humaine, and Expériences. These topics formed the foundation of



class discussions and critical preparation for the final IB assessments.

To support and enliven learning, French classes throughout the year incorporated a variety of interactive

and collaborative activities. These included games on Quizlet.live, oral and written presentations, board games, educational YouTube videos and music, group projects, creative poster-making, and fast-paced games like Kahoot and 'Flyswatter'. These engaging approaches made language learning enjoyable while reinforcing key skills.

Mr Paul Goegebeur and Ms Foram Nandu





Economics in Secondary

Grade 9 Economic - “From Scarcity to Success - We Make Cents of It All!”

This year, our Grade 9 Economics students embarked on an exciting journey guided by the Cambridge IGCSE Economics framework. With a class of 27 bright minds, we aimed to master economic terminology, develop skills in interpreting data, apply analytical tools, and express economic ideas with clarity and logic. Students engaged deeply with real-world issues, linking theory to practice with confidence.



Throughout the year, we explored fundamental economic thoughts around scarcity, sustainability, and well-being. Students critically analyzed the government's role in regulating markets, understanding the delicate balance between the private and public sectors in both domestic and international markets. This aligns perfectly with DSB's vision that learning should be meaningful, lifelong, and dynamic.

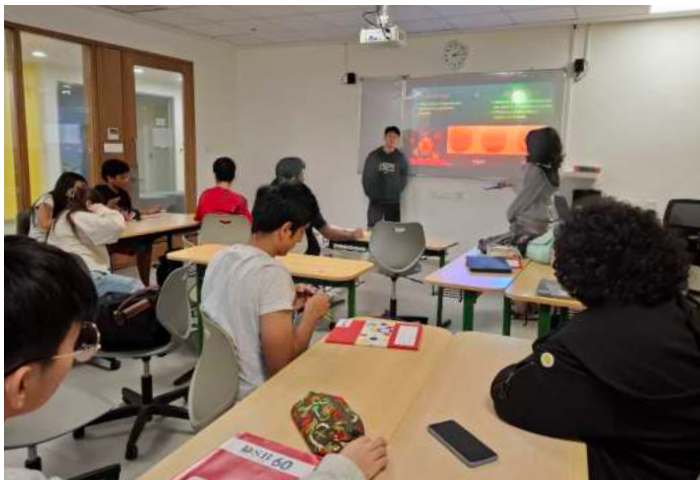
Group activities brought Economics to life. Students represented different sectors - consumers, producers,

Economics in Secondary

and governments - to debate issues like taxing pollution-causing production activities. Through lively discussions, they built well-rounded judgments by considering multiple perspectives. Key debates focused on questions like: "Is government intervention essential in free markets?" Students learned to value each other's views and ground their arguments with economic evidence.

Our young economists have shown great enthusiasm, respect, and critical thinking. We are proud of their achievements and look forward to seeing them apply these skills as lifelong learners

Grade 10 Economics - "Thinking Big on the World's Biggest Problems!"



This year, our Grade 10 Economics students have shown dedication, curiosity, and growth as they prepared for their IGCSE final exam. With a focused curriculum covering key topics such as Firms and Production, Macroeconomic Aims, and Demand and Supply Side Policies, students explored the challenges of real-world economic issues like unemployment, inflation, poverty, and population growth.

Our classroom was an active space for learning and collaboration. Students engaged in thought-provoking discussions, conducted research, delivered presentations, and participated in role plays to understand how different economic agents respond to policy decisions. Whether modeling a government



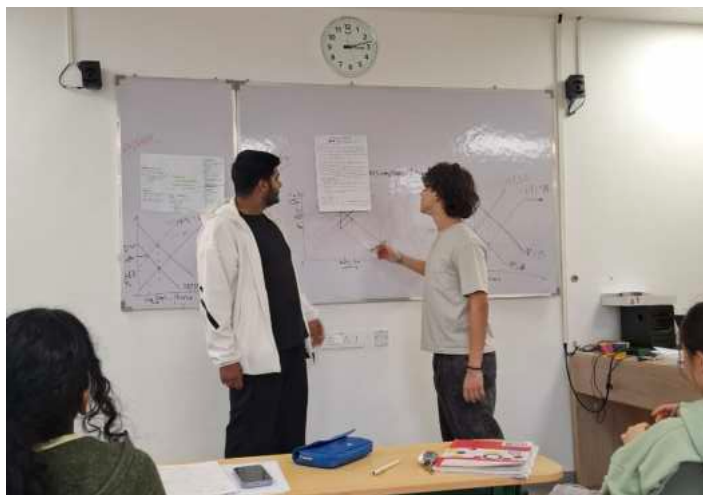
fighting inflation or debating how firms handle rising production costs, students brought textbook theory to life with creativity and enthusiasm.

To build assessment confidence, the class practiced past paper questions, created revision flashcards, and reflected on feedback to sharpen their writing and analytical skills. These activities not only reinforced core content but also helped students master the structure and expectations of the IGCSE exams.



Throughout the year, students demonstrated responsibility, critical thinking, and teamwork. As they move ahead, their strong foundation in economic understanding and problem-solving will support them both in further studies and as informed global citizens.

Grade 10 Economics - “Thinking Big on the World’s Biggest Problems!”

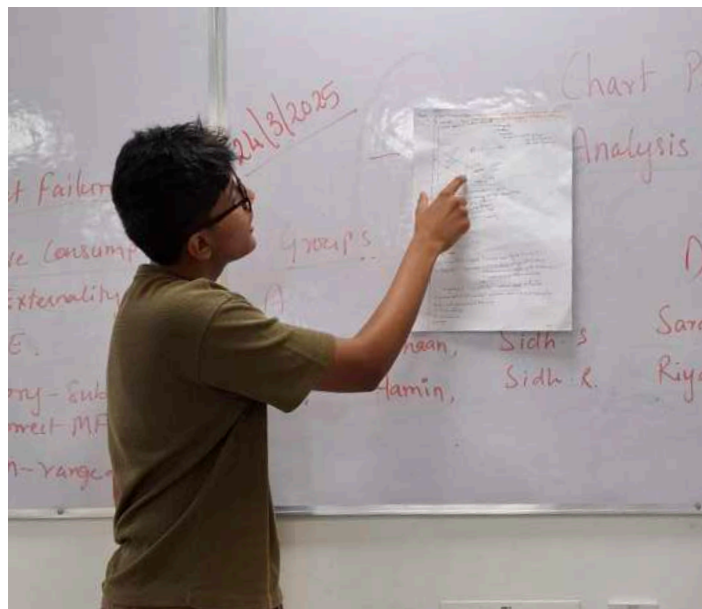


This year, our small but mighty batch of 13 IB DP 1 Economics students demonstrated exceptional growth as they worked towards learning and discussing the microeconomics, markets, equilibrium price and quantity, market failure, and mastering the skills.



At DSB, we deeply value every effort made by our students. Teaching and learning were enriched through economic case studies, news articles, and the interpretation of statistical data, fostering a problem-solving and inquiry-based approach. Every response, every research attempt, and every question was given due recognition, ensuring that students felt encouraged to think independently and critically.

Their ability to apply theory to rapidly changing real-world contexts showcased a maturity and depth of



understanding of the healthcare market and vaccinations, Carbon taxes, identifying the macroeconomic problems and strategies to overcome them. Through the study of Economics, Riya, Siddhartha, Levan and Alekha, were engaged to distinguish between facts and value judgments, enhancing their ability to make informed decisions not just academically, but in real-life scenarios for “positive consumption and production activities”.

Grade 12 - Economics - “Beyond the Numbers – Writing Our Economic Story”



Economics in Secondary

This year marked the culmination of a rigorous and enriching journey for our Grade 12 IBDP Economics students. With determination and insight, they refined their skills in writing and improving economic commentaries, mastering assessment techniques, and applying theoretical models to real-world situations. From drawing accurate diagrams to calculating complex indicators such as GDP, GNI, inflation rates, income tax, import tariffs, and exchange rates, our students demonstrated precision and a strong grasp of macro and microeconomic concepts.



Class activities focused heavily on critical thinking through essay writing, self-evaluation, and in-depth understanding of IB marking rubrics. Our HL students truly embraced the economist mindset. Rajveer, Jehan, Aarav, and Veer undertook extensive research for their 4000-word Extended Essays, each exploring unique topics of personal and economic relevance. HL students also applied their knowledge by recommending



economic policies to address real-world market challenges- an experience that sharpened their analytical and evaluative skills.

Beyond the numbers, the course encouraged students to think globally and reflect critically. They engaged with diverse perspectives, questioned assumptions, and made connections across disciplines, preparing them not only for exams, but to navigate a complex, interconnected world. Our economists leave with confidence, clarity, and curiosity - ready for whatever lies ahead.





Geography in Action

Exploring, Creating, and Connecting

Grade 8 Geography: Coastal Landform Exhibition

Our Grade 8 Geography students showcased their creativity and communication skills through an outstanding exhibition of coastal landform models.

As part of their study on coastal processes, each student designed a detailed model representing key features such as cliffs, arches, stacks, and spits. The exhibition highlighted not only the visual appeal of the models but also the students' ability to clearly and confidently explain the complex formation processes behind these landforms.

Using strong communication techniques, they described how erosion, weathering, and deposition continuously shape our coastlines. The project offered students a platform to combine artistic techniques with geographical accuracy - a perfect blend of creativity and academic rigour.

It was truly inspiring to see their enthusiasm as they presented their work to teachers and peers, growing both as geographers and as skilled communicators.





Grade 9 and 11 Geography: Field Visit to Goa

Exploring Geography Beyond the Classroom: A Memorable Field Visit to Candolim

Geography students from Grades 9 and 11 embarked on an enriching field trip to Candolim, Goa - an invaluable opportunity to apply classroom learning to real-world contexts.

The focus of the trip was on understanding the growth and development of tourism, providing students with practical experience in data collection, observation, and analysis.

Students conducted a wide range of surveys, including:

- Tourist and shopkeeper interviews
- Pedestrian and traffic counts
- Environmental quality assessments
- Observational studies with photographic documentation

These activities sharpened their research and communication skills, offering a comprehensive understanding of Candolim's tourism landscape.

Beyond the Classroom: Building Memories and Skills

Beyond academics, the trip fostered personal growth and camaraderie. Students explored historic Fort Aguada, interacted with tourists from around the world, and broadened their cultural perspectives. A visit to the Dr Salim Ali Bird Sanctuary on Chorao Island immersed them in Goa's rich mangrove ecosystems, deepening their connection with nature.

Evenings were spent unwinding on the beaches, building sandcastles, reflecting on the day's experiences, and strengthening friendships. Throughout the trip, their enthusiasm, teamwork, and determination were evident, leading to high-quality data collection and unforgettable learning moments.

This field visit was not just about Geography—it was a journey of resilience, curiosity, and global citizenship, leaving lasting impressions and life skills that students will carry forward.

What's Happening in Geography Classrooms?

Grade 6: Mastering Map Skills

Grade 6 students spent the year developing essential geographical and map skills, laying a strong foundation for future learning. They explored the fascinating world of rocks, studying different types, as well as processes like erosion and weathering that shape the Earth's surface. Students demonstrated creativity and understanding by designing their own maps, applying key concepts of scale, symbols, and direction. Collaborative group projects on continents and oceans further strengthened their teamwork, research, and presentation skills. This year sparked curiosity and built a solid base of geographical knowledge, setting the stage for exciting explorations ahead.

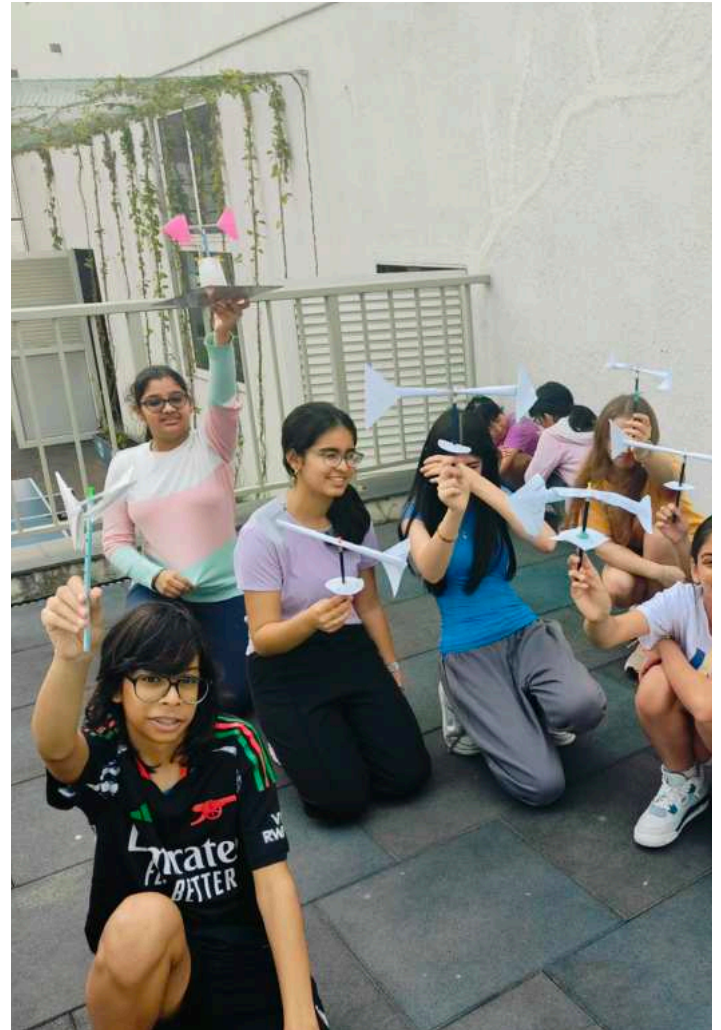


Grade 7: Investigating Weather and Climate

This year, Grade 7 Geography students explored tourism as a human activity, examining its positive and negative impacts and the importance of sustainability through various case studies. They then delved into climatology, studying weather and climate, climatic processes, and the impacts of extreme weather events. Students even created their own DIY weather instruments and analysed climate graphs to strengthen their understanding. In political geography, they compared India and China, while group projects helped them explore the diverse physical features of India. It was a year of active learning, building both geographical knowledge and essential research skills.

Grade 8: Tackling Climate Change

Grade 8 Geography students engaged deeply with physical geography and climatology this year, examining real-world issues such as the impact of human activity on coastal environments, climate change and its consequences, environmental refugees, and the role of AI in climate change. Students demonstrated their understanding by creating detailed models of coastal landforms, showcasing the processes that shape our coastlines. Throughout the year, they also strengthened key geographical skills, including map and graph interpretation, which enhanced their critical thinking and analytical abilities. It was a year of dynamic learning, connecting classroom concepts to global challenges.



Grade 9: Exploring Climate and Vegetation

This year, Grade 9 Geography students discovered that collaboration is their greatest strength. Working together, they collected reliable data for their coursework, developing key research and analytical skills. In the classroom, teamwork led to excellent presentations on topics such as TNCs and globalisation, geophysical hazards, tourist hotspots, and ecosystems. Students actively participated in discussions, enriching conversations with country-specific examples and personal experiences. Through shared learning and diverse perspectives, they deepened their understanding of global geographical issues, building skills that will serve them well in future studies and beyond.



Grade 11: A Year of Exploration and Learning

Throughout the year, Grade 11 Geography students honed key geographical skills, including graph and map interpretation, critical thinking, and effective communication. They developed the ability to link complex geographical concepts to real-world contexts. A highlight of the year was the field visit to Goa, where students collected primary data for their Internal Assessments (IA). Engaging in tourist surveys and interacting with local shopkeepers helped sharpen their language and interpersonal skills. Back at school, students created a range of presentations based on place-specific case studies, showcasing their research and analysis. It was truly a year of learning beyond the classroom!

Bringing Geography to Life

From mastering map skills to debating climate change, from exploring coastal landforms to investigating tourism in Goa, our Geography students are developing critical thinking, research skills, and global awareness—empowering them to better understand the world they live in.





Exploring History, Geology, and Culture in Chhatrapati Sambhajinagar

From 5th to 7th March, our spirited Grade 7 and 8 students embarked on a memorable educational expedition to Chhatrapati Sambhajinagar (Aurangabad). Braving the intense afternoon heat, they explored UNESCO World Heritage Sites, climbed ancient forts, and trekked through lush forests, bringing their Geography and History lessons vividly to life.

The visit to the Ajanta and Ellora Caves offered a profound insight into India's artistic and architectural legacy, as students marvelled at intricate carvings and the powerful storytelling captured in ancient sculptures and paintings. At Bibi ka Maqbara, they observed the elegance of Mughal architecture firsthand, while their ascent of the formidable Daulatabad (Devgiri) Fort revealed the ingenuity of medieval defence systems. A trek through the forested terrain surrounding Lonar



Exploring History, Geology, and Culture in Chhatrapati Sambhajnagar

Crater Lake proved a scientific highlight: students investigated the impact of meteorite collisions, tested the lake's alkaline waters, and extracted iron filings from the soil using magnets.

Beyond academic enrichment, the trip was a true test of resilience and adaptability. Sharing rooms, trying new local cuisines, and coping with challenging temperatures pushed students beyond their comfort zones, strengthening friendships and building life skills.

Through this immersive outdoor learning experience, students not only traversed extraordinary landscapes but also embarked on a deeper journey of personal growth, curiosity, and discovery — gaining a richer appreciation of India's cultural and geological diversity along the way.





DSB Historians at Work

A Year of Exploration, Creativity, and Discovery

From prehistoric tools to 20th - century politics, our student historians travelled through time this year with curiosity, creativity, and critical thinking.

Grade 6: A Journey into Prehistory

Students brought the Stone Age to life through hands-on projects - building prehistoric homes, recreating ancient tools, and solving archaeological puzzles. Their confident presentations showed a growing fascination with early human survival and innovation.



Grade 7: Designing the Perfect Manor

As medieval lords, Grade 7s designed their own manorial systems, thoughtfully balancing defence, community, and economy. Their intricate models and creative thinking reflected a strong grasp of feudal life.

Museum Learning: CSMVS Field Trip

Grades 6 and 7 visited the Chhatrapati Shivaji Maharaj Vastu Sangrahalaya, where they explored global ancient civilisations and handled Stone Age replicas. Interactive worksheets helped them reflect on how the past still shapes the present.

Grade 8: Renaissance Comes Alive

Blending history and art, students explored Renaissance ideals with Ms. Sarah. Analysing artworks through concepts like perspective and humanism, they gained a deeper appreciation for this cultural rebirth.

Aurangabad Adventure: Grades 7 & 8

In March, students explored Ajanta and Ellora Caves, Bibi Ka Maqbara, and Daulatabad Fort. They also hiked around the Lonar Crater, learning about meteorite impact, ecosystems, and medieval architecture - all while building independence and teamwork.

Grade 9: Debating the Paris Peace Treaty

In a spirited simulation, students acted as world leaders negotiating post-WWI peace. Debating the Treaty of Versailles deepened their understanding of diplomacy, conflict, and the roots of future global unrest.

Grade 11: Unpacking Mao's China

Grade 11s engaged in in-depth research into Mao Zedong's leadership. Presenting on policies from land reform to the Cultural Revolution, they showed analytical depth and a strong command of historical narratives and global consequences.



Looking Back, Thinking Forward

From ancient tools to modern treaties, our historians didn't just study history—they lived it, questioned it, and reflected on its lessons. Their journey this year was one of discovery, expression, and thoughtful engagement with the past.



Art in Secondary

This year, the art room has been buzzing with energy and imagination. From bold brushstrokes to intricate stitching, students have immersed themselves in hands-on experimentation, embracing both traditional methods and contemporary practices. Across every grade, the students have discovered new ways to express themselves, exploring everything from textiles, sculpture to photography and innovative mixed media. Along the way, they've drawn inspiration from famous artists, using these influences to inspire their own artwork. The older students in KS4 and the IB programme, have begun to tackle more thought-provoking themes, developing artwork that reflects both personal meaning and conceptual depth.

Grade 6 students were introduced to the fundamentals of the elements of art as they explored the vibrant world of Pop Art through an exciting project, recreating 3D fizzy drink cans in a bold, eye-catching style. As part of their preparation, they studied colour theory and experimented with striking combinations inspired by the iconic Pop Art aesthetic. They also developed their technical skills by using the gridding-up method to



Art in Secondary

accurately enlarge images, blending colours for smooth transitions. This project not only strengthened their artistic foundations but also nurtured their creativity for future artistic exploration.

Grade 7

Students continued their artistic journey by completing their imaginative 3D 'fantastical spectacles', which combined elements of their own personalities with influences from historical and contemporary figures. They then explored the work of renowned Indian artist S.H. Raza, spending time analysing key elements of art such as colour, shape, balance, and pattern. Drawing inspiration from Raza's symbolic style, students went on to design their own personal symbols and created vibrant artworks that reflected their individual identities. The results were fantastic, showcasing both their creativity and growing artistic confidence.

Grade 8

Students began the year by refining their technical skills through studies in line, tone, form, and colour, drawing inspiration from artists Georgia O'Keeffe and Karl Blossfeldt. They then embarked on an exciting textile project inspired by the Egyptian scarab beetle. Throughout this unit, they developed essential hand skills, including tie-dye techniques, iron-on appliqué, hand embroidery, pattern cutting, and using the sewing machine. These hands-on processes not only nurtured their creativity and attention to detail but also fostered patience, problem-solving, and practical skills transferable beyond the classroom. This year truly highlighted the diverse talents and capabilities of the Grade 8 students.

Grade 9

Our Grade 9 IGCSE Art students strengthened their understanding of the elements of art, with a focus on line, tone, and colour. Through exploring colour theory and practising mixing techniques, they developed greater confidence in using colour to convey mood and emotion. These foundational skills were put into practice during a unit on Fauvism, where students embraced bold colours and expressive mark-making to create impactful,



Art in Secondary

dynamic artwork.

A highlight of the term was visiting Gallerie ISA and Gallerie Mirchandani & Steinruecke in Ballard Estate. Seeing original artworks in person and speaking with artists gave students valuable insight into professional artistic practice and inspired new ideas for their own work.

As the year drew to a close, students began their IGCSE coursework, selecting personal themes based on the topic A Sense of Place. We look forward to seeing how their ideas and skills continue to develop in the coming year.

Grade 10

This year, the Grade 10 IGCSE Art students fully immersed themselves in their coursework, demonstrating commitment, focus, and creative growth. Their dedication and perseverance brought them closer to achieving their artistic goals as they prepared for the final stages of the course, including the 8-hour exam. We were also pleased to welcome two new students to the art room, who enthusiastically explored new techniques and developed their own unique artistic voices. It has been a rewarding year of exploration, hard work, and personal expression.

Grade 11

Grade 11 IB Visual Arts students began their creative journey with the challenge of producing a mini art exhibition made up of A5 studies. Using pencil, ink, and collage, they explored a range of techniques to develop depth and expression while investigating the theme of culture and place. Thoughtful discussions around the relationship between identity and environment enriched their understanding and laid the groundwork for future work. As the year comes to a close, students have shifted their focus to their comparative studies, analysing selected artworks in depth to inform their developing exhibition pieces for 2026. We look forward to seeing how their ideas and skills evolve in the year ahead.



Art in Secondary

Grade 12

IB Visual Arts students focused on developing their Process Portfolios, ongoing records of their exploration of ideas, materials, and techniques leading to resolved artworks. This vital component of the Visual Arts Diploma culminated in a public exhibition held in March, where students proudly showcased their creative journeys. Alongside the development of their pieces, they dedicated considerable time to curating the exhibition, carefully considering how to present their work with impact and intention. The final result was both impressive and inspiring. We wish our graduating students all the very best in their future artistic and academic pursuits.





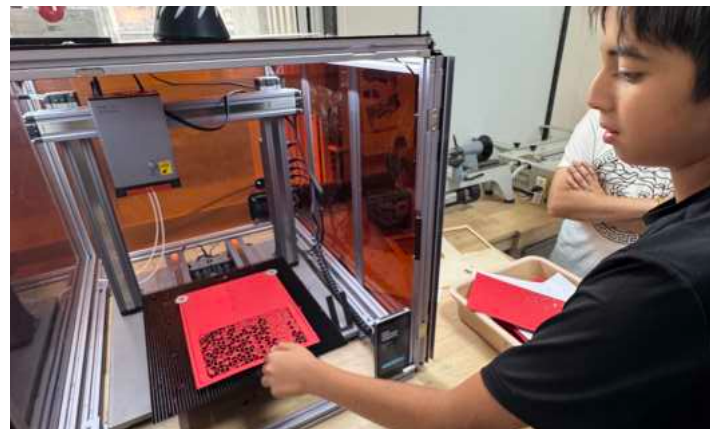
Secondary Design & Technology

Grade 6

Grade 6 students embarked on an exciting journey of creativity, design, and hands-on learning throughout the academic year. One of the first highlights was the pop-up card project, where students explored the fascinating world of paper mechanics and 3D structures. As they opened their cards, imaginative three-dimensional models popped up, creating a delightful surprise for viewers. This task improved their cutting, folding, and spatial planning skills while igniting their creativity.

In February, students celebrated Valentine's Day by designing thoughtful and beautiful cards for their loved ones. They experimented with color, layout, and decorative elements to convey heartfelt messages, showcasing not only design skills but also emotional expression through art.

Later in the year, students took on the challenge of creating night light boxes. This interdisciplinary project allowed them to combine design and functionality. They designed boxes with intricate cutouts that, when lit from within, cast beautiful patterns around the room. This



Design & Technology : Secondary

helped them understand concepts of light and shadow while appreciating the aesthetic aspects of everyday objects.

Through these projects, Grade 6 students developed a variety of skills, including basic crafting techniques, creativity in communication, and the ability to follow a design process. The year has built a strong foundation for their future in design and technology, inspiring confidence and innovation.

Grade 7

Grade 7 students had a vibrant and exploratory year, filled with a variety of creative and skill-building projects. They began the year by crafting paper lanterns in multiple geometric forms such as triangles, cubes, cuboids, pentagons, and hexagons. This hands-on activity helped them understand geometry through practical application, enhancing both their artistic flair and technical knowledge.

Another engaging project was a global monuments research task. Students delved into world architecture and chose an Indian monument to focus on. They generated four original design ideas for that monument and used the ACCESSFM (Aesthetics, Cost, Customer, Environment, Size, Safety, Function, and Materials) framework to compare and evaluate each design. This research-oriented activity nurtured their analytical thinking, comparative reasoning, and creativity in concept development.

To introduce them to the basics of woodworking, students created wooden tic-tac-toe board games. This not only made learning fun but also taught them essential skills such as cutting, sanding, joining, and finishing. Working with real materials helped students develop fine motor skills, patience, and precision.

The combination of research, design thinking, and hands-on craftsmanship gave Grade 7 a well-rounded experience in design and technology. They learned how to generate ideas, explore different forms, and bring their imagination to life with practical skills preparing them for more advanced projects ahead.



Design & Technology : Secondary

Grade 8

Grade 8 students expanded their design capabilities through a blend of artistic exploration, technical drawing, and digital modeling. The year began with a fun and practical project designing chocolate boxes. Students learned about packaging design, nets of 3D shapes, and the importance of visual appeal in product presentation. They also experimented with various fonts and lettering styles to brand their boxes, enhancing their understanding of typography and communication through design.

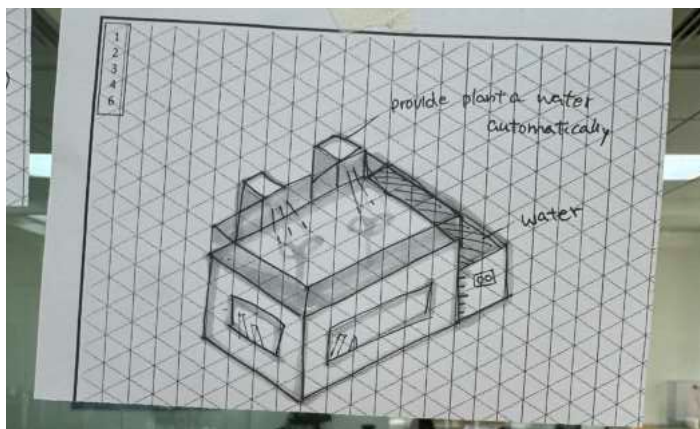
Moving into more technical concepts, students explored spatial visualization. They learned to interpret orthographic views and translate them into isometric drawings, and vice versa. These exercises strengthened their understanding of dimension, proportion, and perspective crucial skills in engineering and architectural design.

One of the key milestones this year was their introduction to Fusion 360, a powerful 3D Computer-Aided Design (CAD) software. Students learned to model objects digitally, gaining insight into how digital tools are used in modern design and manufacturing. This exposure to industry-standard software helped bridge the gap between hand-drawn sketches and professional-grade digital design.

By the end of the year, students were comfortable with both manual and digital methods of representation. They showed growth in creativity, precision, and spatial thinking, laying a solid foundation for future studies in product design, architecture, and engineering.

Grade 9

Grade 9 students had a dynamic year focused on developing their design thinking, technical drawing, and creative problem-solving skills. They began by refining their spatial visualization abilities through detailed technical drawings. Students completed a series of exercises involving 1-point, 2-point, and 3-point perspective drawings, learning how to accurately represent 3D objects on a 2D surface. This gave them



Design & Technology : Secondary

confidence in visualizing form and structure a skill vital to design, architecture, and engineering.

Another major component was the mini coursework project, which served as an introduction to the IGCSE Design and Technology curriculum. Students worked through the design cycle: identifying a problem, researching potential solutions, generating ideas, creating models, and evaluating outcomes. This hands-on experience helped them grasp the structure and expectations of formal coursework while encouraging independent thought and creativity.

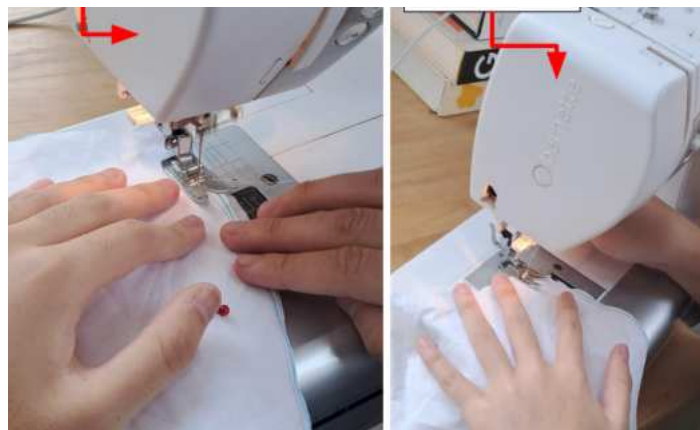
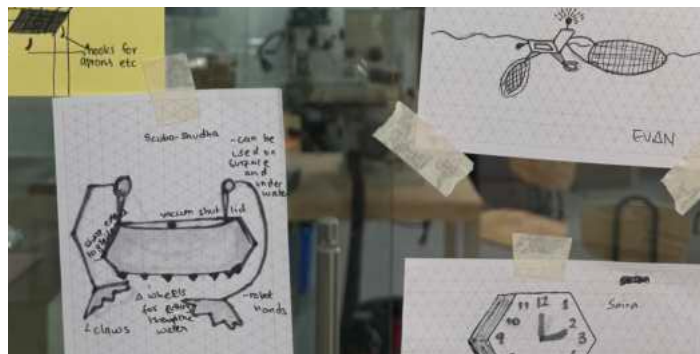
In addition, students studied product design principles, including materials, ergonomics, and sustainability. They also began preparing for Design & Technology Paper 1, learning how to read questions critically, apply design theories, and structure clear, well-justified answers.

Throughout the year, students were encouraged to think both like designers and problem solvers. They built on prior knowledge and moved toward more advanced applications. Their progress in drawing, critical thinking, and project development has prepared them well for the challenges of Grade 10 and beyond.

Grade 10

Students demonstrated remarkable growth this year as they engaged with the rigorous requirements of IGCSE coursework. They undertook a series of complex projects that involved designing, planning, modeling, and evaluating products. A major focus was material exploration. Students worked with a wide range of materials, including paper, cardboard, sunboard, wood, acrylic, metal, styrofoam, and rubber. This allowed them to understand the properties, strengths, and limitations of each material and select the most appropriate ones for specific design needs.

In tandem with material exploration, students learned and applied various joining methods, such as adhesive bonding, mechanical fastening, and interlocking techniques. They also explored manufacturing methods, including cutting, sanding, laser cutting, and bending. Safety, precision, and quality were emphasized in every task.



Design & Technology : Secondary

To support their design process, students mastered the use of Fusion 360, a CAD software, which enabled them to create 3D digital models of their ideas. They also used workshop tools like the 3D printer, laser cutting machine, and pillar drill to fabricate prototypes, connecting digital designs to physical products.

The integration of design theory, hands-on craftsmanship, and digital tools gave students a comprehensive experience in product development. They concluded the year with strong portfolios and deeper insight into the real-world applications of design and engineering.

Grade 11

Students transitioned into the IBDP Design Technology curriculum with focus and enthusiasm. The year was filled with challenging tasks aimed at refining their design thinking, analytical ability, and practical skills. Early in the year, students completed mini internal assessments (IAs), practicing the full design cycle from identifying a problem and conducting research to developing solutions, modeling prototypes, and evaluating their effectiveness.

A standout project was the creation of scaled models using Styrofoam. Students chose between designing a game remote control or a Dyson-inspired hairdryer. This task required them to combine form, function, and ergonomics in a meaningful way. They sketched ideas, developed prototypes, and critically assessed their designs through user feedback.

In the latter half of the year, students began their actual IBDP Internal Assessment projects. They selected real-world problems and started in-depth research, material testing, and modeling. The process encouraged independence, critical thinking, and real-world application of design principles.

In parallel, students revisited product design theories, material selection, and manufacturing processes. They deepened their understanding of sustainability, user-centered design, and innovation. Through their



Design & Technology : Secondary

dedication, Grade 11 students laid the groundwork for strong final assessments and demonstrated readiness for the demands of the IB board.

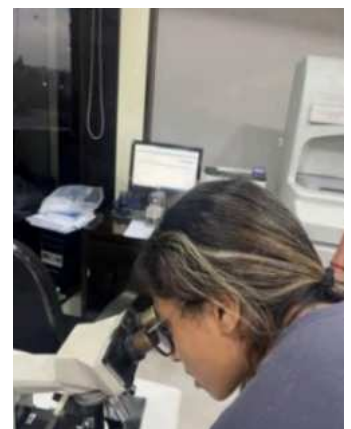
Grade 12

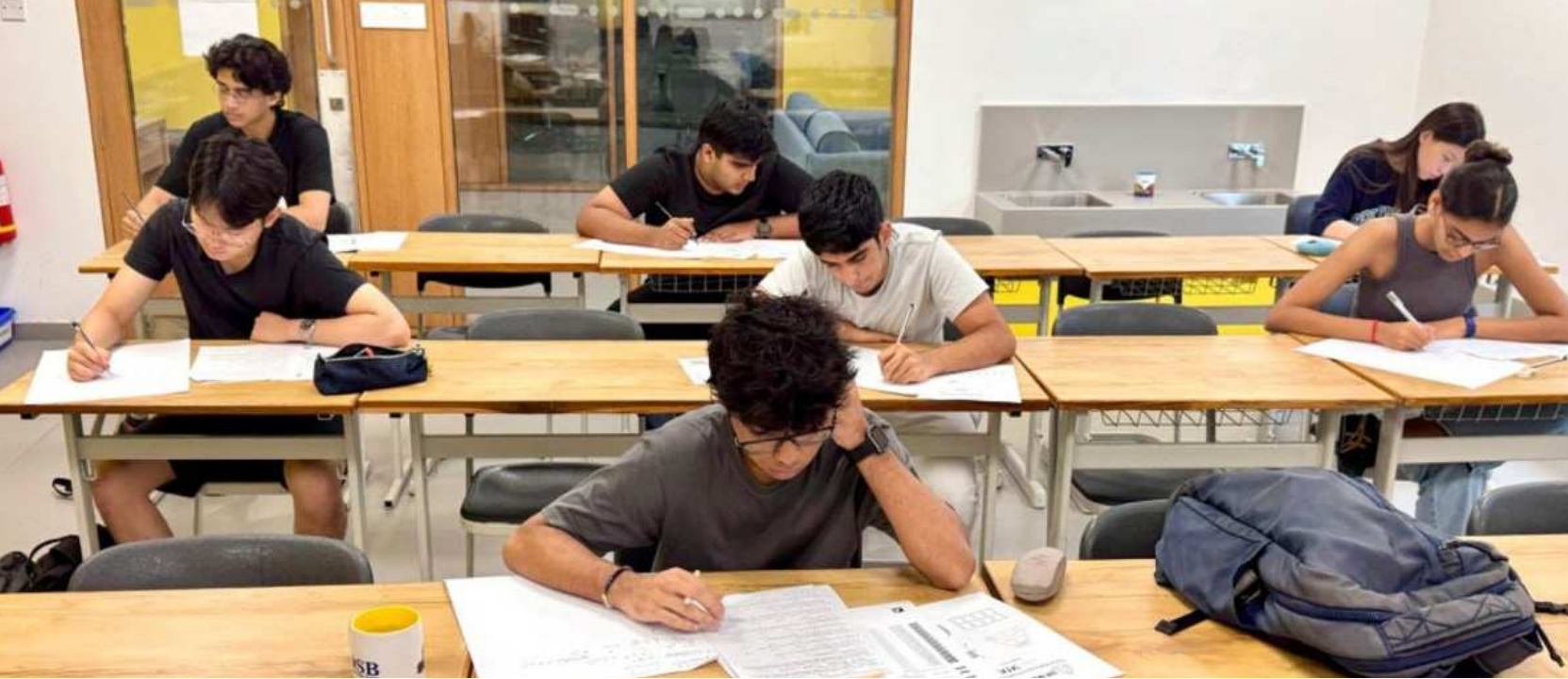
Grade 12 students capped off their design journey with maturity, creativity, and technical excellence. Focused on their IBDP Internal Assessments, they tackled complex real-world problems, designing solutions that were not only functional but also thoughtful and innovative. From the initial research to final evaluation, students showcased a deep understanding of the design cycle, including problem identification, stakeholder interviews, ideation, modeling, testing, and iteration.

Their practical work was equally impressive. Students engaged with a diverse range of materials paper, cardboard, sunboard, wood, acrylic, metal, rubber, and Styrofoam applying appropriate joining and manufacturing methods. They used tools and technologies such as laser cutters, 3D printers, Fusion 360 CAD software, and the pillar drill to bring their designs to life.

Throughout the year, they refined their ability to critically assess design decisions based on feedback, performance, and sustainability. Their mastery of technical drawing, project management, and documentation played a vital role in preparing them for their IBDP board exams.

Beyond the curriculum, students developed essential skills like time management, problem-solving, teamwork, and resilience. As they graduate, they carry with them not just academic success, but a genuine ability to think like designers, ready to innovate, build, and shape the world around them.





A Year of Growth and Achievement in Secondary Mathematics at DSB

Mathematics at DSB: Beyond Numbers, Into Possibilities

This academic year has marked an inspiring and transformative chapter for Mathematics in the secondary school at DSB. Driven by a clear mission - to help every student exceed their personal best - we have blended engaging classroom strategies with vibrant co-curricular opportunities, creating a dynamic culture of continuous growth.

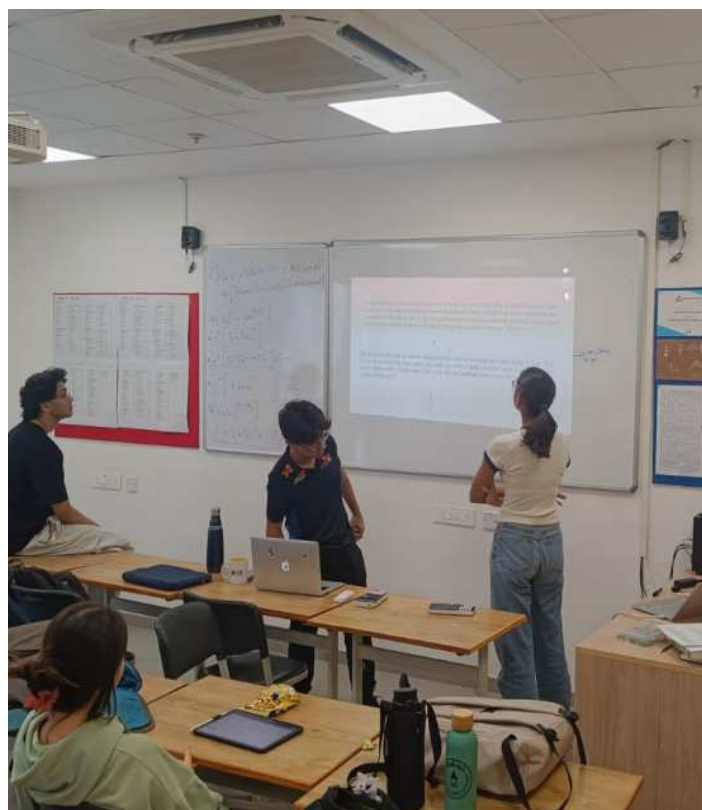
A major highlight of the year was our spirited celebration of Pi Day for Key Stage 3 students. Thanks to the creativity of Ms Lakshmi and Ms Vasi, students explored the magic of Pi through interactive activities such as "Rolling Circles," "Discovering Pi," and the imaginative "Pi Skyline Art." The day culminated in an energetic Kahoot quiz, blending serious mathematical thinking with excitement and fun.



A Year of Growth and Achievement in Secondary Mathematics at DSB

Our after-school Maths ECA on Thursdays has become a popular hub for students seeking homework support and deeper exploration. Equally inspiring has been our student-led lunchtime ECA on Tuesdays, where Grade 11 students have fostered an environment of collaborative problem-solving and advanced mathematical reasoning.

This year also saw an expansion of our participation in mathematics competitions. Beyond the UKMT events, we introduced the Canadian Maths Challenge and proudly competed in the inaugural Maths Premier League, reaching the semi-finals! With enthusiasm running high, we are excited to add the American Maths Challenges to our calendar next year.



With such strong momentum, Mathematics at DSB is no longer just about solving problems - it's about igniting curiosity, building confidence, and creating a community that celebrates every step forward.





Science in Secondary

Grade 8

Our Grade 8 students in Key Stage 3 (KS3) embarked on an exciting scientific journey, exploring the core concepts of biology, chemistry, and physics. They learned about the structure of matter, the properties of different states, and the dynamics of chemical reactions. In biology, they gained insights into human systems, including digestion, respiration, and circulation, as well as the principles of genetics. Through hands-on experiments and investigations, students developed crucial skills in scientific inquiry, data analysis, and presentation.

Grade 9

This year, our Grade 9 students exemplified extraordinary enthusiasm and intellectual passion for chemistry. Their journey through foundational concepts—from exploring states of matter and expanding their knowledge on chemical bonding. The Chemistry of the Periodic Table, Metals to investigating reaction rates through the precision of the HCl and sodium thiosulphate experiment was marked by curiosity and passion.

Students took ownership of their learning with remarkable initiatives, including in-depth personal projects on the periodic table's trends and the industrial



Science in Secondary

significance of the Haber process. Their engagement extended beyond textbooks, as they asked probing questions, collaborated on experimental designs, and presented findings with clarity and confidence.

Grade 10

This academic year, the Grade 10 Chemistry class demonstrated exceptional curiosity, diligence, and intellectual engagement. Their enthusiasm for scientific inquiry was evident through their rigorous participation in practical investigations, including the preparation of soluble and insoluble salts, systematic identification of ions and gases, and in-depth presentations on electrolysis and environmental chemistry and organic chemistry.

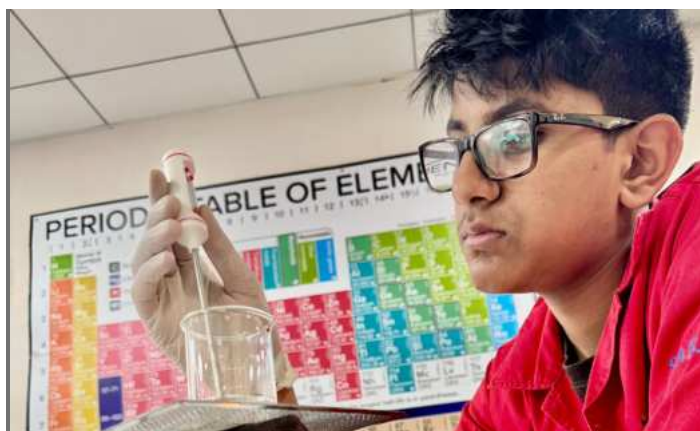
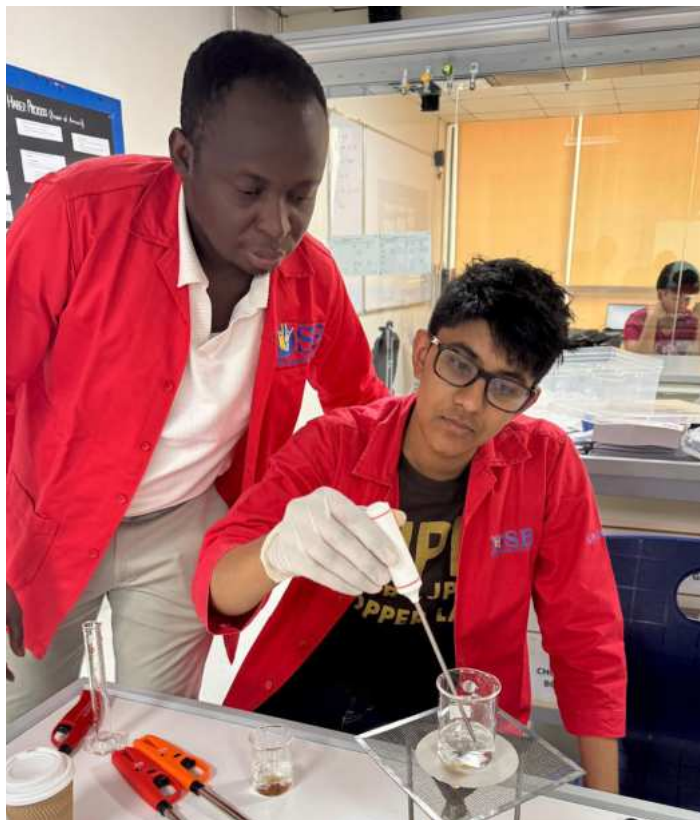
The students exhibited commendable collaboration and critical thinking during laboratory sessions, thoughtfully analyzing experimental outcomes and engaging in scholarly discussions. Their projects on environmental chemistry highlighted a mature understanding of sustainability challenges and innovative approaches to addressing them.

IB Grade 11

Grade 11 Chemistry students demonstrated exceptional skill and passion through a diverse range of advanced practical work, including the preparation of precise solutions, stoichiometric titrations to determine calcium carbonate content in eggshells, and thermodynamic investigations such as measuring enthalpy changes of reactions and combustion. Their analytical prowess shone in constructing pH curves from titration data, while their integration of modern technology—using sensors and Excel for real-time data analysis—highlighted their adaptability. The students pursued innovative personal projects, such as optimizing recrystallization techniques, and led thought-provoking discussions on eco-friendly fuels, blending scientific knowledge with sustainability awareness.

IB Grade 12

Andy's passion for chemistry shone brightly in the laboratory, where he excelled as a student. This year, he developed a keen interest in organic chemistry



Science in Secondary

and also delved into physical chemistry, specifically electrochemistry, conducting in-depth research on the impact of voltage on copper deposition.

Biology at its Best: A Year of Curiosity, Discovery, and Growth

What an incredible year it has been for Biology across Grades 9 to 12! Our students embarked on a fascinating journey through the living world—diving into the mysteries of genetics, the beauty of biodiversity, the complexity of ecosystems, and the marvels of the human body. From cell structures to evolutionary tales, every topic sparked curiosity and awe.

Grades 9 & 10

Our Grade 9s—an energetic and enthusiastic bunch—spent the year adjusting to the IGCSE style of learning and answering questions. Though the batch was big (and sometimes bubbly!), they showed determination and growth. By this time next year, we're sure they'll be seasoned Biology pros! Grade 10, our warm and close-knit cohort, stood out for their camaraderie and collaborative spirit. Whether it was lab experiments or group discussions, they helped one another thrive, making the classroom a vibrant space for shared learning.

Grades 11 & 12

The senior students immersed themselves in the IB Biology programme, where thinking critically, analyzing data, and solving real-world problems became second nature. From dissecting complex biological pathways to investigating field data, their scientific skills truly blossomed. A highlight of the year was our unforgettable Goa field trip, where students went knee-deep—sometimes literally—in muddy mangroves and breezy beaches to collect data. Grade 11 impressed us with their dedication—they've already submitted their first IA drafts and set the bar high for efficiency and hard work.

Adding to the excitement, a forensic expert visited the school and conducted a thrilling workshop for Grade 11. Students got to step into the shoes of crime scene investigators, using DNA profiling and fingerprinting to



Science in Secondary

solve real crime mysteries! It was hands-on, high-stakes, and totally unforgettable.

Across all grades, students learned the language of science—how to frame hypotheses, design experiments, interpret results, and communicate their findings with flair through reports and presentations. They didn't just learn Biology; they lived it.

It's been a year full of wonder, laughter, experiments gone right (and wrong!), and memorable moments in the lab and beyond. Here's to more discovery, more learning, and more Biology magic in the coming year!



Unfolding the Wonders of Science: A Year in Review with the 2024 - 25 Cohort

As we draw the curtains on yet another eventful academic year, it's time to reflect on the remarkable journey we've had in our Science lessons with the enthusiastic learners of the 2024–25 cohort. From igniting curiosity to deepening conceptual understanding, this year has been a celebration of hands-on learning, critical thinking, and collaborative exploration.

We began our scientific adventure by laying a strong foundation in lab safety and identifying health hazards related to laboratory equipment and apparatus. Students familiarized themselves with safety norms—an essential first step in becoming responsible young scientists.

Diving into the fascinating world of life processes, learners created vibrant concept maps that brought clarity to complex biological systems. Nutrition became more than just theory—it sparked a comprehension-led debate, encouraging learners to question, compare, and reflect on balanced diets and malnutrition across different socio-economic settings.

One of the year's highlights was our deep-dive into stem cells, where students engaged in research and ethical debates that mirrored real-world scientific dilemmas. Their critical perspectives were both mature and thought-provoking.

To bring biology to life, students crafted 3D models of specialized cells using play-dough—an activity that transformed abstract textbook diagrams into tactile, memorable experiences. This was complemented by a creative flash card initiative, where each learner drew, labeled, and displayed a unique cell type, transforming our classroom walls into a living cell gallery.

Using microscopes for observing plant and animal cells, both in permanent slides and temporary mounts, gave students a peek into the micro-world. These experiments honed their observational skills and deepened their understanding of cell structures.

The Stages of the Scientific Process were broken



Science in Secondary

down into keywords and formats, which students applied consistently across the year during our weekly experiments. From various chemical reactions and food chemistry to speed-distance-time graphs and force investigations, learners worked in teams to apply theory through experimentation, often guided by CLEAPSS safety guidelines.

A key highlight was our Science Fair, themed “Curiosity with Sustainability”. This event brought out the best in our young innovators. Students presented inspiring projects that beautifully merged scientific inquiry with environmental awareness. Team projects explored Harnessing Wind Energy, Oil Spill Clean-ups, Fruits Enabling LED Lighting, Effect of Sound with Amplifiers, Fireproof Clothing, and even Making Lip Balms with Natural Extracts. The variety and creativity on display were impressive.

What stood out even more were the skills on display—time management, responsible teamwork, and growing confidence in communicating learning. Every student rose to the occasion, presenting their work with poise, clarity, and enthusiasm. It was a moment of pride for both learners and facilitators.

But the fun didn't stop there! The weeks following the Science Fair were equally engaging, with exciting explorations such as Food Chemistry through baking, and a focused mini-project where Gautam led the inquiry on Nutrition in Sports and Factors Affecting Crystallisation. One of the most unforgettable moments came during our experiment on DNA extraction from fruits. Using mashed bananas as our sample, the process turned out to be surprisingly tricky, but immensely entertaining. Between scientific focus and squeamish reactions, it quickly became the most talked-about (and laughed-about!) session of the year!

Collaborative learning remained a core pillar of our lessons. Charts, postcards, and worksheets were used for think-pair-share activities, integrating translanguaging to support learners from diverse language backgrounds. These resources sparked dialogue and inclusivity, enriching the classroom dynamic.

We also introduced peer assessments as part of our

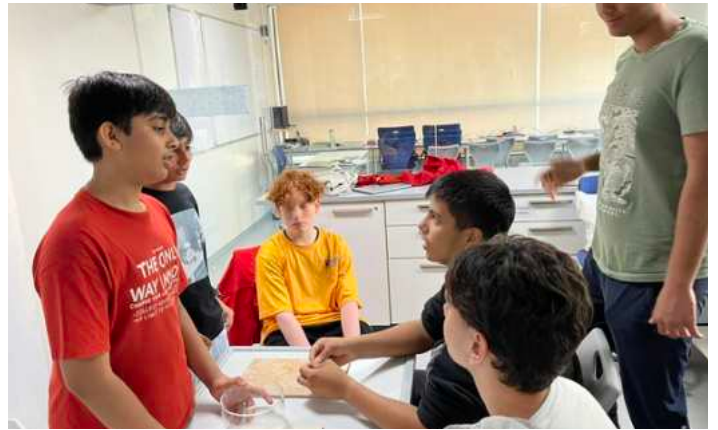


Science in Secondary

review strategy, empowering students to take ownership of their learning while building constructive feedback skills. To reinforce key concepts, learners engaged with quizlets, Quizziz, BBC Bitesize, Testbase-style questions, Checkpoint past papers, and AI-generated worksheets, including some curated through ChatGPT, for differentiated practice.

To the budding scientists of the 2024–25 batch, thank you for your energy, engagement, and endless questions. You've turned every science lesson into an exploration of ideas, and we couldn't be prouder of your progress.

Here's to staying curious and questioning the world - one experiment at a time!





Music in Secondary

A Year in Harmony

This year has been a truly vibrant and inspiring one for Secondary Music, marked by standout performances, creative compositions, and memorable collaborations across all year levels. From festive celebrations to professional stage venues, our students have brought energy, skill, and passion to every note.

We kicked off the season with a joyful and spirited Christmas Market performance, where students across the school contributed to creating a warm, festive atmosphere with well-rehearsed songs and ensemble pieces. The musical year reached new heights with the Grade 6 performance at the NCPA, a moment of pride that showcased the talent and composure of our youngest performers on a prestigious stage.

Another key highlight was our showcase event, Art in Concert, held at the stunning G5A venue.

Each grade has engaged with unique musical traditions and genres:

- **Grade 6** explored Latin American music, immersing themselves in the energetic rhythms and dance-inspired styles of Samba and Cha Cha Cha. Their spirited performances of *El Rico Vacilón* and *Mas Que Nada* demonstrated not only musical ability but also an impressive cultural appreciation.
- **Grade 7** brought the vibrant pulse of Jamaican music to life through their exploration of Ska, Rocksteady, and Reggae. They performed songs such as *Rivers of Babylon* and *Beautiful Girls* by Sean Kingston with confidence and style, capturing the laid-back yet powerful essence of the genre.



- **Grade 8** delved into Blues and popular music, presenting dynamic renditions of *I Got My Mojo Working* and *Can't Take My Eyes Off You*. Their work highlighted an increased understanding of musical structure, expression, and ensemble performance.

- **Grade 9** have truly flourished in popular music performance, making strong contributions to both the Christmas Market and Art in Concert events. Their cover performances of *Bittersweet Symphony* by The Verve and *My Hero* by Foo Fighters were delivered with emotional depth and technical precision.

- **Grade 10** turned their focus to composition, producing imaginative and well-structured works for chamber music ensembles. A standout was Yan Ting's original piece, which was selected for performance at Art in Concert—a testament to the quality and creativity of her work.

- **Grade 11** impressed with refined performances of Baroque music, particularly focusing on compositions from the reign of Louis XIV of France. Their interpretation of this historical repertoire displayed both musical maturity and a strong grasp of stylistic detail.

- **Grade 12** closed their musical journey with a powerful showcase of popular music covers and inventive fusion arrangements, blending diverse musical styles into cohesive and compelling performances. Their work reflects not only musical skill but also a thoughtful and creative approach to interpretation.

This year has shown us, once again, that **music** is not just an academic subject, but a powerful medium for creativity, collaboration, and expression. We are proud of all our student musicians for their achievements and look forward to many more performances in the future.

Drama in Secondary

The 2024-2025 school year was exhilarating for our students. The year was spent focusing on honing stage presence and live performances. Our drama students learned to express themselves, work as a team, and bring stories to life!



Our Grade 8 Students participated in The Connections Drama festival held at NCPA, in partnership with The National Theatre UK. They worked together to perform the 1-Act play, "The Blue Electric Wind" written by British playwright Brad Birch and co-directed by our grade students. Their performance garnered positive feedback and an invitation to participate in the festival for the 2025-2026 school year.



Grade 9 student Myra Jain, joined our grade 8 students Linus Peters Hildegard Frickhinger and Mohammad Umar Faruk Patel in a scene where the characters are sent to detention for mischievous behaviour.



Drama in Secondary

The Grade 6 students opened our Secondary Drama Performance by showcasing their best dance moves with an upbeat, hiphop fueled dance.



After their big dance number the grade 6 students showcased their news casting abilities by giving the audience a recap of each grade 7 scene.



Gautam Malik plays a snoozing teacher as his students tip top towards victory after finding their exam sheets.



Noor Al Haya Khan, Meher Singh, Kaira Bhansali, Misha Chakravarthi and Ira Shinde portray students devising a plan to steal the answer key for an upcoming exam.



Drama in Secondary

In preparation for their IGCSE Drama exam performances, our grade 9 students tackled classic and contemporary monologues ranging from Shakespeare to August Wilson. Each student performed a 3-5 minute monologue before an intimate audience of parents and peers.



Aaryan Gadoya performed a powerful piece from August Wilson's "Fences."



Myra Jain put a contemporary spin on the classic "A Doll's House" by Henrik Ibsen



Arhaan Mehta gave a gripping performance from "The Crucible" by Arthur Miller.



Elijah Waters was full of emotion during his confrontation scene from the pages of the stage play "Red" written by John Logan.



Yadavi Rasiwasia proved that Anton Chekov's, "The Seagull" is just as relevant today as it was when it was first performed 1896.



Hamza Shariff gave a tearfilled performance from Shakespeare's "Macbeth".



Physical Education at EC

Building Skills, Character, and Community

This year, the Physical Education (PE) curriculum for students in Grades 3 to 5 offered a broad and engaging range of activities, promoting discipline, teamwork, and the physical skills that sports nurture. Our diverse programme included Football, Basketball, Gymnastics, Cricket, Rounders, Swimming, and Yoga - each designed to support flexibility, focus, and mental well-being alongside physical development.



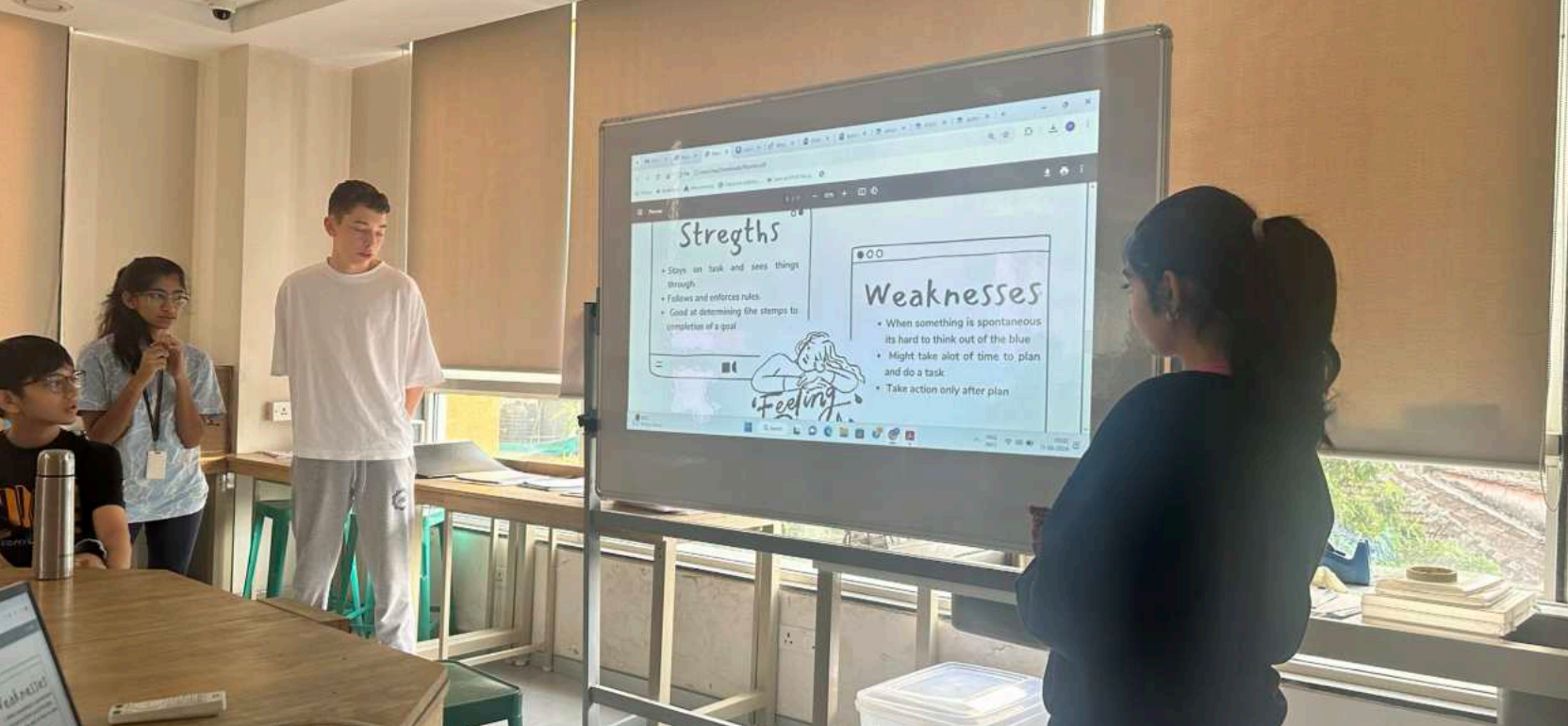
Throughout the year, Key Stage 2 students actively participated in various sports and proudly represented DSB in both intra- and inter-school Football tournaments. These events provided platforms to showcase their skills, teamwork, and competitive spirit. To further fuel their passion and progress in Football, we also introduced early morning sessions, offering committed players additional opportunities to refine their technique and build fitness.



A standout moment of the year was our Sports Day, where students represented their house teams in a vibrant celebration of athleticism and school spirit. Events such as sprints, long jump, whistler throw, and shot put filled the day with energy, excitement, and enthusiastic support. The strong sense of camaraderie and fair play was evident, as students displayed perseverance, sportsmanship, and a true love of competition.



Beyond the games, students developed vital life skills such as leadership, resilience, empathy, and collaboration. They learned that sport is not just about playing—it's a powerful tool for personal growth, character building, and community connection.



PSHE in Secondary

At DSB International School, PSHE (Personal, Social, Health Education) continues to be an essential part of our holistic approach to education. The 2024–25 academic year has built upon our commitment to nurturing confident, compassionate and globally aware young people. This year, our programme for Grades 6–12 continued to center around three core themes: Self-Efficacy, Connectedness and the Wider World

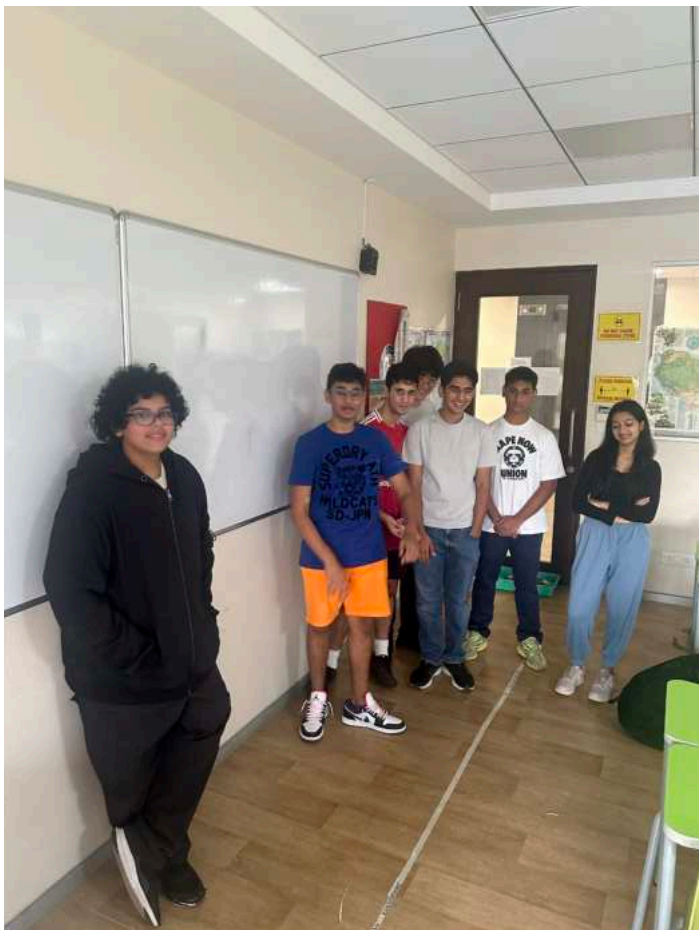
Self-Efficacy Owning My Story

Students explore what it means to know and manage themselves. Through reflections on identity and its echoing values, influences around them, they begin to articulate what matters to them. We also introduced clear discussions around personal boundaries, equipping students with the language and confidence to express their limits; emotionally, physically and socially.



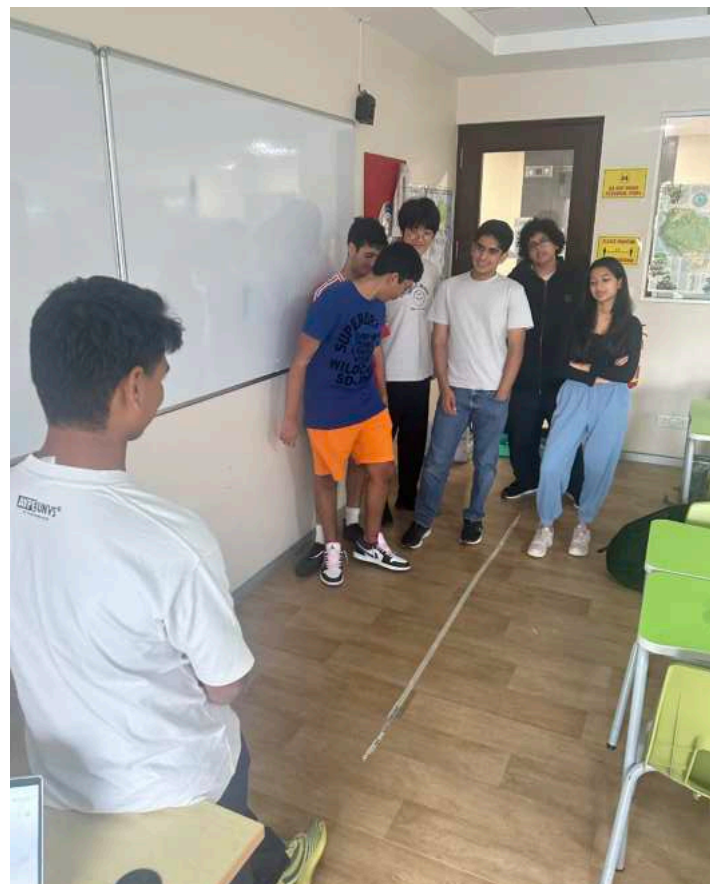
Connectedness: Building Relationships That Matter

A key focus this year was on developing emotional intelligence and the ability to build positive relationships. Students engage in discussions and role-play exercises that bring about real-life scenarios to life from resolving friendship issues, navigating peer pressure, perceptions or consent. These interactive moments foster empathy, demystify conflict and encourage open and respectful communication.



The Wider World: My Place in a Global Story

This theme helps students expand their worldview and connect their values to action. Through current events, cultural exhibitions and group debates, they explore concepts like equality, human rights and sustainability. Students learn to critically analyse media and reflect on how global issues intersect with their local lives.





Theory of Knowledge (TOK)

This year in Theory of Knowledge, students engaged deeply with some of the most fundamental questions about how we know what we claim to know. Through exploring the TOK Concepts, such as memory, emotion, logic, and reason, they reflected on the strengths and limitations of each in shaping personal and shared knowledge. From examining how memory can be both a source of insight and distortion, to evaluating the role of reason in ethical decision-making, TOK challenged students to think critically and make meaningful connections across disciplines.

Within the Areas of Knowledge, students investigated how knowledge is constructed in subjects ranging from the natural sciences and mathematics to history and the arts. Discussions around ethics encouraged thoughtful inquiry into real-world dilemmas, while logic provided the tools to question assumptions and build sound arguments. Through debating the reliability and analysing the ethical boundaries of historical cases and research, TOK encouraged curiosity, open-mindedness, and intellectual humility — skills that students will carry far beyond the classroom.

We ended the year with the Grade 11s' TOK Exhibition, where each student selected one of the prompts provided by the IB, chose three meaningful objects, and discussed their exhibition with the youngest members of our school (Foundation Stage: 5-year-olds). This was a delightful experience for both the presenters and their young audience, highlighting the power of ideas and knowledge to connect across ages and stages of learning.



IB Retreat

In the first week of the academic year, our IB students embarked on a memorable retreat to Deep Nature Resort in Khopoli, a trip that was met with enthusiasm and appreciation by both students and staff. Designed to introduce students to the ethos of the IB Diploma Programme, the retreat provided a unique opportunity to bond with new teachers, peers, and myself in an environment far removed from the classroom.

Nestled in the tranquil Western Ghats, the resort offered an inspiring setting for students to pause, reconnect with nature, and build connections within the cohort. The breathtaking landscape served as more than just a backdrop and it became part of the learning experience.

Students engaged in a variety of team-building exercises aimed at enhancing collaboration, communication and leadership.

From challenges to laughter-filled group games, the activities encouraged students to step out of their comfort zones, think creatively, and support each other, laying the foundation for a strong IB community.

One of the most memorable moments was the scenic hike through lush forest trails. This physical challenge fostered resilience and mindfulness while deepening students' appreciation for the environment.

A particularly impactful element of the retreat was the decision to go phone-free. This digital detox encouraged meaningful conversations and authentic social interactions, allowing students to truly be present and forge lasting friendships.

The retreat was not only a welcome break from academic pressures but also a powerful beginning to the IB journey.





CAS

Under the guidance of their teachers, our Grade 11 students designed and executed an innovative campaign that exceeded all expectations. The students not only met their financial targets but also demonstrated the essential IB values of empathy, service, and global citizenship.

A substantial amount of money was raised for the Greensole Foundation. They are a non-profit organisation based in Mumbai, India, dedicated to environmental sustainability and social welfare. Their primary initiative involves cycling discarded footwear and apparel into new products such as slippers, bags, and mats, which are then distributed to children in need. This approach not only reduces waste but also provides essential items to underserved communities, helping to prevent diseases caused by unprotected feet.

I must highlight the growth we have seen in our Grade 11 students as they undertook these projects. They showcased skills that go far beyond academics: leadership, teamwork, creativity, and resilience. They approached every challenge with maturity and a

willingness to learn, embodying the attributes of the IB Learner Profile. As their coordinator, I could not be prouder of how they have stepped up to the responsibilities placed before them!







Cross Curricular Week

Cross curricular week was created to showcase the creativity and critical thinking skills of our students. Using the theme of movement, the students completed various tasks which centered around creativity, critical thinking and communication with some breathtaking results.

Each task was very different from the next and tested the students in music, acting, art, teamwork, building, designing, and research skills. In addition to the tasks the students completed, they worked together in their houses to design, create and color a mural using their interpretation of movement. All of the houses really put their heads together to come up with some amazing interpretations with each house being very different from each other. Overall, the outcomes the students created were a fantastic representation showing what our students are capable of.





DSB Diplomats Rise

Victories, Firsts, and Hosting History at Diplomathon 2024-25

This academic year was a landmark one for DSB International School as our students took centre stage at three major Diplomathon conferences — held at Nahar International School (Mumbai), GIIS Tokyo (Japan), and, for the very first time, right here on our own DSB campus.

Our student delegations brought home a string of



DSB Diplomats Rise



exceptional achievements. We were awarded the Best Primary School Award at both the GIIIS Tokyo and DSB-hosted Diplomathon conferences — a rare and prestigious double win that highlighted the depth of talent, confidence, and global awareness in our primary students. To add to the celebration, DSB secured the Best Middle School Award at the Tokyo conference — a first-time victory that underscored the rising strength and commitment of our middle school team on the international diplomacy circuit.



One of the proudest moments of the year came when DSB hosted the Diplomathon conference on home ground for the very first time, welcoming over 250 student delegates from 20 schools across Mumbai. Our school was transformed into a vibrant, intellectually charged space filled with debate, diplomacy, and collaboration.

What made this hosting truly special was the incredible involvement of our secondary students, who stepped up not only as volunteers, ensuring the smooth coordination of the event, but also as members of the

Executive Board. For the first time, our students took on the prestigious responsibility of chairing committees, guiding discussions, moderating debates, and mentoring younger delegates — a clear reflection of their leadership, knowledge, and maturity.

At DSB, Diplomathon is a natural and powerful extension of our thriving Model United Nations (MUN) Club, giving students further opportunities to explore international relations, develop persuasive communication skills, and



think critically about global issues.

This year's journey with Diplomathon was not just about accolades - it was about making history, stepping into leadership, and amplifying student voices on a global platform. Congratulations to our exceptional delegates, executive board members, volunteers, and faculty mentors for making 2024-25 a Diplomathon year to remember!



DSB International

Project Week





Project Week at Foundation Stage

A Celebration of Good Health & Well-being!

At Foundation Stage, Project Week was a whirlwind of fun, learning, and action-packed activities. With an exciting schedule planned for FS1 and FS2 children, each day brought new experiences in tune with our Global Goal : Good Health and Well-being.

Our Monday started off with an energizing yoga session led by instructor Rashmi, who introduced children to different poses in a fun and engaging way. The session left them refreshed and ready for an outdoor picnic in the garden. It was heartwarming to see the children chatting away, nibbling on their picnic snacks.

Tuesday saw the much-anticipated Parent Carousel, for the second year in a row, where activities ranged from creating calming boxes with soothing textures, making your own potpourri, blending healthy smoothies, planting herbs, exploring healthy vs. unhealthy food, and crafting photo frames. The Thrift Store was a hit, where children shared their preloved toys and books. The day wrapped



Project Week at Foundation Stage

up with a relaxing Nada Yoga session—yes, we truly did it all! We extend a huge thank you to all the parents who participated with wonderful ideas!

The excitement continued on Wednesday, when FS2 children visited a home baker who goes by the name, 'Nikkis Desserts' to make their own healthy granola balls. They learned ingredient names, measurements, and the process of a 'no bake'. FS1 children had their turn on Friday, and their enthusiasm was just as delightful!

One of the week's major highlights was the Traffic Park adventure for FS1 children. Having Mr. Rathod, our traffic policeman, check the children's driver's licenses had them laughing away with excitement! The young riders carefully followed signals as they zoomed around on their bikes and trikes, demonstrating excellent road safety awareness.

The week concluded with two exciting days of Sports Day on Thursday and Friday.

- FS1 children showcased their developing strength and coordination through cone and ball races, obstacle races, and a fun parent dress-up challenge. Seeing the children giggle as they dressed their parents in mix-and-match costumes was truly priceless!
- FS2 Sports Day on Friday was just as thrilling, with children racing on their trikes, showing off their balance skills in the lemon and spoon race, and demonstrating teamwork in the baton relay race.
- A special mention to the FS2 parents, who took on the newspaper challenge with great enthusiasm, it was impressive!

As tradition goes, we wrapped up Sports Day with the much-loved Parent, Teacher, and Children Dance, filling the field with laughter and joy.

What an incredible week of learning, teamwork, and fun! Until next time!





KS1 Project Week

Good Health and Well-being (SDG 3)

This year's KS1 Project Week was a vibrant journey into Sustainable Development Goal 3: Good Health and Well-being. Across a week of hands-on creativity, movement, and reflection, our young learners discovered how to build a healthy, happy life.

The adventure began with a feast of flavours and imagination! Children rolled up their sleeves to make tacos, crispy potatoes, and mint lemonade, then unleashed their inner artists with bold, abstract foil paintings that celebrated colour, texture, and expression.

Emotional well-being took centre stage through dance,

storytelling, and sensory exploration. From icebreakers to brain-based stories, children learned to name and manage their feelings, understand empathy, and celebrate what makes them special. Their reflections - written and drawn - captured heartfelt ways to be a kind and supportive friend.

Next, it was time to get moving! Energetic fitness sessions introduced cardio, strength, and flexibility in a fun, gym-style workout. Calming yoga and mindfulness activities encouraged children to connect mind and body, finding moments of stillness in a busy world.





To boost self-regulation, children made their own squishy stress balls - a fun, tactile way to talk about managing big emotions and finding calm when it's needed most.

The week ended on a high with a family feast prepared by the children themselves, featuring a wholesome menu of pasta salad, fruit salad, date bites, and lemonade. The celebrations continued with a joyful sleepover packed with music, pizza, laughter, and a cosy movie night - leaving children with full hearts, happy memories, and a deeper understanding of health and well-being.





Karjat Project Week

Grade 2 and 3

Our days at Rivergate Camp were filled with creativity, adventure, and discovery.

We explored pottery techniques and brought our ideas to life through the intricate Madhubani art style. We challenged ourselves with rope courses, built rafts, worked as teams, and even learned to pitch tents.

A scenic hike to the historic Kondana Caves gave us a glimpse into the past, surrounded by nature's beauty.

Evenings were spent around the bonfire, sharing stories and music under the stars.

This unforgettable experience helped us step out of our comfort zones, build confidence, and grow closer as a community. We returned with memories to cherish, stronger friendships, and a deep appreciation for our teachers, friends, and families who made this journey possible.



Outdoor Camp, Lonavala

Grade 4 and 5

Grades 4 and 5 embarked on a thrilling and enriching outdoor camp at the scenic 7 Apple Resort near Lonavala. Surrounded by hills and nature, the students dived into a wide range of adventure activities, hands-on learning, and personal growth experiences.

One of the highlights of the trip was the true camping experience, students pitched their own tents, made steaming mugs of hot chocolate, and even cooked their own Maggi noodles. These simple tasks brought immense joy and gave them a taste of independence and responsibility.

Throughout the trip, students challenged themselves with a variety of adventure activities. They soared

through the skies on a zipline, rappelled down rock faces, and climbed rope ladders up tall trees, experiences that pushed them out of their comfort zones and helped build courage. Team-building games fostered collaboration and camaraderie, while slacklining tested their balance and focus.

The nature trail and a trek to a spectacular viewpoint deepened their appreciation for the environment and allowed them to connect with the beauty of the natural world. Kayak-building using inner tubes was another unique hands-on experience that blended creativity with teamwork.



Our Hampi Experience

Digging into the Past - Grades 6 & 7 Educational Expedition

This year, the students of Grades 6 and 7 embarked on an unforgettable journey—from the bustling city of Mumbai to the ancient, awe-inspiring landscape of Hampi. It wasn't just a school trip; it was an adventure into history, heritage, and human connection.

With our backpacks packed and curiosity in tow, we traveled to Hampi, one of India's most iconic UNESCO World Heritage Sites, where the stones whisper stories of empires past. But this wasn't just sightseeing—it was an immersive learning experience in archaeology, guided by a seasoned expert from the field. Through hands-on exploration and expert-led sessions, we discovered what it truly means to be an archaeologist—to observe, hypothesize, dig deep (literally and metaphorically), and handle history with care and wonder.

The ruins of temples, the majestic hills, and the fascinating museum were more than just beautiful backdrops. Each site became a living classroom. We touched the weathered stones, studied the intricate carvings, and imagined the lives of those who walked these paths centuries ago. Our notebooks filled quickly





with sketches, questions, and discoveries.

And then came the unexpected highlight—a sighting of a leopard on the hills! What started as a hot, balmy afternoon took a thrilling turn, as we witnessed nature at its wildest. Our visit to a nearby bear sanctuary was equally impactful, giving us a new understanding of wildlife conservation and the delicate balance between humans and nature.

Adding flavour to our expedition was a wholesome traditional meal with local villagers—an experience that introduced many of us to the warmth and simplicity of rural hospitality. Sitting together under the open sky, sharing food and stories, we felt a deep connection not only with history, but with people.





Our Hampi Experience



Back at school, the experience didn't end. We brought our learning into our history and geography lessons, proudly sharing presentations, reflections, and artifacts. The trip also left an imprint on our social and emotional selves. Long bus rides, shared meals, unexpected adventures, and quiet conversations under starlit skies strengthened our friendships and deepened our understanding of one another.

We returned home not only with souvenirs and sun-kissed faces, but with mature minds, awakened curiosity, and a deep respect for the past. More than anything, we came back a little wiser, a little closer, and incredibly grateful for an experience that will stay etched in our memories for years to come.



The Meghalaya Project Week Trip

Grade 8 and 9

Over three months have passed since the Grade 8 and 9 students, Ms Helswind, Mr Philip Jones and I embarked on our unforgettable journey to Meghalaya, and the memories from this incredible trip continue to resonate with all of us. The breathtaking beauty of the "Abode of Clouds," the adventures, the laughter, and the bonds forged among students and teachers have left a lasting impact that truly embodies the spirit of our DSB community.

Meghalaya, with its mist-covered hills, lush green landscapes, and beautiful people, was the perfect backdrop for a project week that was not only about learning but also about experiencing the essence of resilience, collaboration, and kindness. As the days unfolded, we encountered challenges, surprises, a few tears and moments of joy that strengthened our sense of unity as a group.





Resilience in the Face of Challenges

The trip was filled with unexpected twists, from navigating trekking down and up hills to dealing with the unpredictable. However, it was through these challenges that both students and teachers demonstrated remarkable resilience. Whether it was, scaling rocky terrains, or overcoming the occasional setback, everyone rose to the occasion. The sense of perseverance that defined the trip reminded us that challenges are not obstacles but opportunities for growth and learning.

A Sense of Humour that Brought Us Together

One of the highlights of the trip was the constant sense of humour that kept spirits high, even during the most physically demanding moments. Whether it was making light of an unexpectedly muddy hike or sharing jokes around the campfire, laughter became a powerful bond that connected us all. We laughed, shared stories, and learned more about one another as we all embraced the breathtaking landscapes around us. The ability to laugh together, even when things didn't go according to plan, highlighted the importance of staying positive and making the best of every situation—a true testament to the DSB values.





Kindness and Collaboration

Throughout the trip, kindness and collaboration stood out as key elements of our experience. From helping each other with heavy backpacks during a trek to working together on group projects, everyone embodied the values of cooperation and support. Teachers were not just mentors but also companions on the journey, offering guidance, encouragement, and fostering a spirit of teamwork. It was clear that, whether in the classroom or out in nature, collaboration was at the heart of our community.

Everyone added value to the adventures each day - students, teachers, and the Curious Hathi Team. Each person brought their own unique energy, ideas, and strengths to the table, making every moment of the trip a shared experience of learning and growth. The combined efforts of all ensured that the trip was not only successful but also filled with warmth and camaraderie.

In the words of an old saying from Meghalaya (Unknown author (n.d.) Meghalaya proverb): "You don't have to wait for the clouds to pass to see the beauty of the sky." Our time there showed us that, no matter where we go or what challenges we face, the beauty of our shared experiences will always shine through.





Grade 10 Hits the High

This year, our Grade 10 students swapped classrooms for coastlines as they set sail on an unforgettable 4-day adventure in Goa with a Yachting Academy. From learning the parts of a boat to mastering the art of sailing against the wind, students took on the challenge of both the Basic and Advanced Dinghy Sailing courses – earning official certifications along the way!

But it wasn't just about tacking and gybing. They capsized (on purpose!), tied a dozen knots, and learned to read the wind like pros. Sailing became a classroom for life lessons: teamwork, resilience, communication,

and learning to stay calm when the tides turn (literally!).

The Beach Sailing Fiesta brought pure joy, as students hopped onto catamarans, funboats, and kayaks, discovering the thrill of the sea. And the grand finale? A competitive Regatta that saw students racing in teams, navigating a real sailing course with strategy and spirit.

More than just learning to sail, our Grade 10s discovered confidence, courage, and the incredible feeling of harnessing the power of nature. It was a week of sunshine, sea spray, and serious growth—an experience that will stay afloat in their memories for years to come.



Adventure in Maldives

Grade 11 and 12

This year's Project Week was an unforgettable adventure as Grade 11 and 12 students embarked on an exciting journey to Rasdhoo Island in the Maldives. A group of 19 students participated in the trip, immersing themselves in the breathtaking underwater world while earning valuable diving certifications.

Of the 19 students, 12 from Grade 11, pursued their Open Water certification, while the remaining students took on the Advanced Adventurer course. Each certification involved mastering essential skills to ensure safety and confidence underwater. Open Water students practiced critical techniques such as clearing their masks, removing and reattaching their buoyancy control devices (BCDs) while in the water, and performing an out-of-air emergency simulation where they had to signal their buddy for air. These skills were put to the test on various dives to practice and refine them. They reached a maximum depth of 18 meters.

For those undertaking the Advanced Adventurer course, the challenge intensified with dives reaching depths of 30 meters and challenging themselves with a Night Dive. This certification provided an opportunity to refine navigation skills, improve buoyancy control, and experience deep diving under the guidance of experienced instructors as well as the Night Dive in a wreck. One of the most memorable dive sites we explored was Madi Gaa, also known as Manta Block.

Located approximately 12 meters below the surface, this site is famous for its cleaning station, where majestic manta rays glide gracefully around the block as cleaner wrasse and angelfish rid them of parasites. Witnessing these gentle giants in their natural habitat was a highlight for many students, reinforcing the importance of marine conservation.



Additionally, we visited Madivaru Corner and Madivaru, both of which provided incredible encounters with marine life. At these dive sites, we spotted stingrays, manta rays, white-tip sharks, grey reef sharks, pufferfish, turtles, and moray eels. Each dive was a new opportunity to observe the wonders of the ocean up close and gain a deeper appreciation for the vibrant ecosystem beneath the waves. Beyond the dives, our time on Rasdhoo Island allowed us to connect with the local community, appreciate the Maldivian way of life, and strengthen our teamwork and resilience

Whether it was navigating strong currents, perfecting buoyancy, or simply marveling at the vibrant marine life, every moment of this trip was an incredible learning experience. Project Week 2025 will undoubtedly be hard to top, but this journey has left us all with a newfound appreciation for the ocean and the adventures it holds beneath the surface. Until the next dive—happy bubbles!



DSB International

School Life



F1 in Schools

This academic year marked an exciting chapter for DSB International School as our students enthusiastically participated in STEM Racing™ INDIA, formerly known as F1 in Schools® India, a globally recognized STEM challenge endorsed by Formula 1.

Students took on the roles of engineers, designers, marketers, sponsorship and team managers to design, build and race miniature Formula 1-style cars powered by compressed air. The experience blended real-world STEM application with critical 21st-century skills such as teamwork, problem-solving, and project management.

We began the year with our team DSB Legends making us proud at the F1 in Schools National Finals 2023–24 in Noida, placing 8th out of 98 national teams and racing the 7th fastest car of the tournament. They were also nominated in the Top 3 for Digital Media.

After qualifying at the Western Regionals with the Chair of Judges Award, they fast-tracked to Nationals, gaining invaluable exposure to high-level engineering and business challenges. They've now been seeded directly into the 2024–25 National Finals!

The team worked tirelessly over months, including the summer break, navigating sponsorships, engineering



F1 in Schools

prototypes, branding strategies and presentation pitches. Their verbal presentations, engineering interviews and pit display all reflected the grit, resilience and excellence that define the DSB spirit.

To top the year off, we were so proud to celebrate the incredible achievements of our younger secondary students who participated in the F1 in Schools regional competitions this year. Their dedication, innovation and teamwork have not only inspired us but also earned them a well-deserved place on the National Stage!

Both of our junior teams qualified for the National Finals after an impressive performance at the Western Regional Round. Their hard work, creativity, and entrepreneurial spirit helped them raise all the necessary sponsorships to fund their projects, a true example of real-world learning in action!

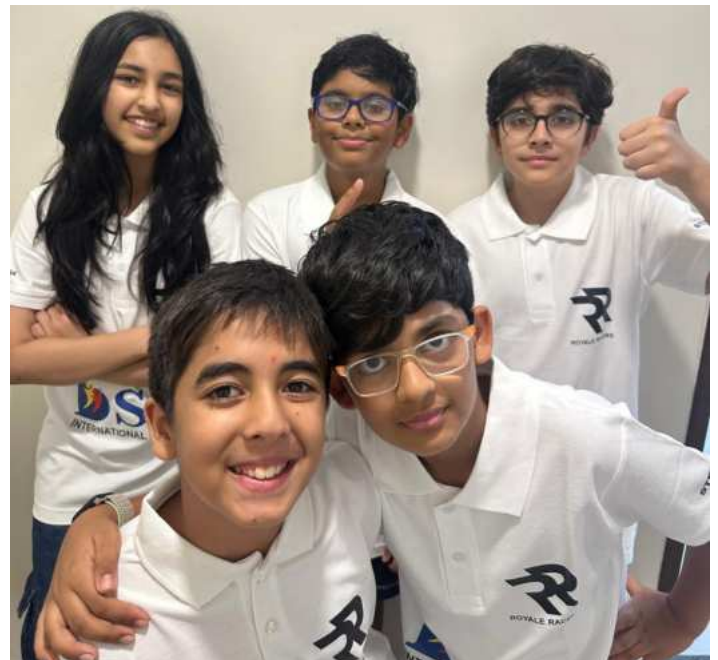
A special shoutout to Team DSB Dragons, who brought home two prestigious trophies: Best Verbal Presentation & 2nd Runner-Up out of 55 teams across the region

With this, we now have three DSB teams representing our school at the National Finals: DSB Legends, DSB Royale Racers and DSB Dragons. These teams will proudly represent our school at the National Finals in Delhi on 26 and 27 July 2025.

These students are not just building race cars, they're developing critical life skills: collaboration, time management, problem-solving and innovation. If any of our teams place in the top three at nationals, they will go on to represent India at the International Finals, the global stage of the competitions.

Let's rally behind our teams and support them all the way to the finish line!

- Aquib Khan & Rachel Waters





International Award for Young People (IAYP)

Empowering Growth Beyond the Classroom

The International Award for Young People (IAYP) program has become an integral part of our school's vision to nurture balanced, resilient, and socially responsible young individuals. This year, students from Grades 8 to 11 participated enthusiastically, embracing challenges that encouraged them to grow in character, develop new interests, and make a meaningful difference in the world around them.

With its four foundational pillars—Skill, Service, Physical Recreation, and the Adventurous Journey—IAYP guided our students to set personal goals and commit to long-term self-improvement. From baking, coding, and creative writing to organizing community clean-ups, conducting awareness drives, and working with animal shelters, the Skill and Service sections saw students discover new passions while giving back to society.

In the Physical Recreation component, students pushed their limits—be it through swimming, running, dancing,



Empowering Growth Beyond the Classroom

or team sports—demonstrating grit, discipline, and a growing awareness of health and well-being. The Adventurous Journey, perhaps the most anticipated part of the Award, saw students come together in teams, navigating treks, camping in the wilderness, and learning the essence of collaboration and survival. It became a space where digital distractions gave way to genuine conversations, reflection, and resilience.

The IAYP journey this year also strengthened peer relationships and fostered inter-grade collaboration. Senior students mentored juniors, offering advice on time management and goal setting, reinforcing a strong sense of community and support. Teachers who served as Award Leaders noted a marked improvement in students' confidence, empathy, and ability to reflect critically on their experiences.

This year, we also saw a record number of registrations and completions at the Bronze and Silver levels—an indication that the culture of personal challenge and purposeful action is growing steadily at our school.

The IAYP isn't just a program; it's a mindset. It empowers students to take ownership of their growth, builds a habit of commitment, and develops leadership grounded in compassion and accountability. As our young participants advance on their journey—some even eyeing the prestigious Gold Award—we look forward to seeing them continue to learn, lead, and leave a lasting impact both within and beyond our school.

IAYP Team



Students Today, Leaders Tomorrow – Inspired by HRH Prince Edward



A Global Moment with HRH Prince Edward



Dr. Anushi Divan and Daye Ryu representing our school



Student Council GC

Our Young Changemakers

Every Wednesday, a group of passionate 5–7-year-olds in GC have been coming together during their working lunch to share ideas and take action as part of our Student Council. With thoughtful hearts and curious minds, they've been paying close attention to what's happening around our school and across Mumbai.

This year, they led a beautiful donation drive during the Season of Giving, reminding us all about kindness and community. They also used their voices to speak during line-ups and assemblies, helping everyone understand and follow the playground rules with respect and care.

These young changemakers have shown us that leadership starts early—and that big ideas can come from small voices. We're so proud of their initiative, teamwork, and growing confidence!





Student Council EC

By Hamza Shariff and Kavya Bhansali

This year, the Student Council has taken great pride in fostering a spirit of community, leadership, and engagement across our school.

Some of our key highlights this year include the successful launch of rooftop access during lunch breaks offering an alternative sports space for when primary students have their PE lessons on the ground floor. Additionally, the much-loved Valentine's Day celebration, where roses, candy, and cards added joy and connection among everyone. The 2nd Annual DSB Prom was our most memorable occasion, filled with laughter, music, and lasting memories.

From The Representatives:

What was your favorite part of being in Student Council this year, and why?

Tanay & Philippe (Grade 3): I find it fun because you get to make your own decisions and work with others.

Ishaan Talwar (Grade 6): Being a leader, I enjoyed working with different people and getting opportunities to go outside my comfort zone.

Misha (Grade 7): As a member of the student council, I really enjoyed engaging in Valentine's Day because it allowed me to be creative.

Prathamesh (Grade 8): It made me particularly interested to organise activities for the entire student body.

Arjun Hermans (Grade 9): What I loved most about Student Council was the chance to grow through a meaningful and enriching leadership experience.

Ishaan Patel (Grade 11): Being a part of the Student Council, my favourite part was to address my class concerns to the student council and make our school a better place.

Student Council EC

Hamza (Co-Secretary): Being a part of the Student Council, I built skills like resilience, further leadership and advocacy becoming a better version of myself this year.

Kavya (Co-Secretary): Being a part of the Student Council helped me socialise and build skills like leadership, I also enjoyed organising and planning our DSB Prom because I got to do what I love most: bossing Hamza!

Ms. Tejal: I was particularly impressed by a few members of the Student Council for their leadership and execution styles. In the future, I look forward to seeing more initiatives involving our entire school, particularly students in younger grade levels.

I am also especially proud of the growing collaboration between the Student Council and both the secondary and primary school communities. These interdivisional connections will strengthen our sense of unity and shared purpose.

On behalf of the entire Student Council, we extend our gratitude to all students and Ms. Tejal for supporting our initiatives and look forward to building on this momentum in the coming year





Child Protection

At DSB International School, the safety, well-being and dignity of every student remains at the core of our mission. We are firmly committed to creating and maintaining a safe, supportive and inclusive environment where all children feel secure, respected and empowered.

We recognise that Child Protection is not just a policy, it is a shared responsibility and a vital part of a holistic education. This academic year, we took meaningful steps to strengthen our Child Protection practices across the entire DSB community. A comprehensive series of workshops and training sessions were conducted for all members of our school, including teaching staff, support personnel, parents and security teams. These sessions





were designed to build awareness, reinforce best practices to ensure that every adult on campus understands their role in safeguarding our students.

In addition, we placed a strong emphasis on student education. Through age-appropriate, interactive sessions, we equipped learners from FS1 to Grade 12 with the knowledge, skills and confidence they need to keep themselves and others safe. These conversations went beyond the basics, helping our students develop awareness around boundaries, respectful relationships and how to seek help when needed.

At DSB, we continue to evolve our child protection framework to reflect best international practices. We are proud of the collective effort made this year and remain dedicated to fostering a culture of vigilance, care and trust for every child under our care.

Jaipur Literature Festival 2025

The Indian Independence Movement Comes Alive

In late January, over twenty enthusiastic Grade 11 students had the unique opportunity to attend the world-renowned Jaipur Literature Festival in Rajasthan's vibrant Pink City. Accompanied by Ms Stephanie Holt, Ms Nina Stoneman, and Mr Philip Rebbeck, the group immersed themselves in five intellectually rich days of literary exploration, cultural exchange, and unforgettable memories.



Held on the grand grounds of Clarks Amer Hotel, the festival brought together some of the world's most celebrated writers, historians, journalists, and performers. Across packed schedules, students attended thought-provoking sessions on fiction, biography, and historical narratives. A particular highlight was hearing Tina Brown, acclaimed journalist and editor, speak with characteristic insight and wit about her book *The Palace Papers* and the complexities of the British Royal Family. Equally popular was the ever-entertaining David Walliams, whose shift from comedian to children's author captured the students' imaginations.

"I didn't expect to laugh so much and think so deeply in the same hour. It made me want to write more." – A Grade 11 participant

Beyond the speaker sessions, students took part in interactive workshops, engaging directly with authors and facilitators. The festival wasn't all talk, however—evening musical performances added a celebratory rhythm to each day, while Ms Stephanie Holt's cleverly designed literary treasure hunt on the final day tested students' observation skills and literary knowledge (she promises a tougher version next year!).



With Jaipur's cool January weather providing the perfect backdrop, the trip offered not only academic enrichment but also personal inspiration. It was a transformative experience that extended far beyond the pages of any book.

Plans are already underway to return in 2026 - because some experiences are simply too good not to repeat.



A Day at ISRO and AMUL

Exploring Innovation

As part of the Extended Learning Project at DSB International School, our Secondary STEM Club students embarked on a fascinating journey to two of India's most renowned institutions: the Indian Space Research Organisation's (ISRO) Vikram Sarabhai Space Exhibition Centre (VSSEC) and the AMUL Dairy Manufacturing Unit in Ahmedabad on January 15th. The goal of this trip was to provide students with a hands-on, real-world understanding of two vastly different yet equally important fields - space exploration and large-scale food production.

Vikram Sarabhai Space Exhibition Centre: A Journey into Space

The first stop of the day was at ISRO's Vikram Sarabhai Space Exhibition Centre (VSSEC), where our students were introduced to the wonders of space exploration. The exhibition centre provided an immersive experience into the rich history and achievements of India's space program. Students were guided through exhibits that showcased the incredible journey of ISRO, from its early days to its current position as a global leader in space

technology.

The highlight of the visit was a deep dive into the key milestones of ISRO's space missions. Students learned about the groundbreaking achievements of the Mars Orbiter Mission (Mangalyaan), the Chandrayaan missions to the Moon, and India's future ambitions in space, including planned missions to the Moon and Mars. They had the unique opportunity to see models of rockets, satellites, and spacecraft that have been part of these missions, which brought the subject matter to life





in a way that textbooks simply cannot.

The exhibition also included detailed displays of rocket engines and spacecraft components, providing students with insight into the complexities and precision

required in building technology capable of withstanding the extreme conditions of space. Experts at the centre shared fascinating information about ISRO's upcoming projects, sparking curiosity and excitement among the students about the future of space exploration.

This experience not only deepened students' understanding of space technology but also gave them a sense of pride in India's contributions to the global space community.



AMUL Dairy Manufacturing Unit: A Glimpse into Large-Scale Food Production

The second part of the day took our students to the AMUL Dairy Manufacturing Unit, one of India's most successful dairy cooperatives. This visit provided students with a hands-on understanding of how large-scale food production operates. Students were given a guided tour of the facility, where they observed the entire process involved in producing dairy products, from milk collection to packaging.

At AMUL, students saw how modern technology and meticulous quality control processes ensure the production of high-quality products like milk, butter, cheese, ice cream, and milk powder. The scale of operations was truly impressive, with machines and equipment that operate round the clock to meet the massive demand for AMUL's products across the country.

One of the most interesting aspects of the visit was

learning about the cooperative model that AMUL follows, which empowers local dairy farmers and helps them receive fair compensation for their milk. Students gained a deeper appreciation for the logistics and financial management required in large-scale production, and how supply chains are coordinated to meet consumer needs efficiently.

In addition, the visit provided valuable lessons in the areas of economics, entrepreneurship, and sustainability. Students learned how AMUL has managed to balance economic success with social responsibility, providing employment to thousands and supporting small-scale dairy farmers. The company's business model and the role of innovation in the dairy industry sparked many thought-provoking discussions among students.

Bridging Classroom Concepts with Real-World Applications

This trip allowed students to connect their classroom learning to real-world applications in a powerful way. At ISRO, they learned how cutting-edge space technologies are developed and tested, while at AMUL, they saw how a complex manufacturing system operates, from product design and production to distribution and marketing.

By experiencing both ends of the spectrum - space technology and large-scale food production - students gained a well-rounded view of the broad range of possibilities within the STEM field. It highlighted how diverse and dynamic the world of science and technology truly is, offering students insights into careers in aerospace, engineering, manufacturing, and entrepreneurship.

This day trip reinforced DSB International School's commitment to fostering curiosity, creativity, and a love for learning in all of its students. By connecting classroom lessons to real-world examples, we are helping students develop not only the knowledge but also the practical skills and mindset necessary for success in an ever-changing world.

Exchange with German Embassy School New Delhi (DSND)

Visit of DSND students to Mumbai from 12th to 15th November 2024 under the theme "Wildlife in Metropolis"

It was the second time that a group of students from the German Embassy School New Delhi (DSND), all of whom were German native speakers, visited DSB as part of the ongoing German exchange programme between the two schools. Last year's exchange programme was a big success, so this year it was extended to four days. The theme was 'Wildlife in Metropolis'. Mumbai and Delhi are both growing quickly, which means that the question of wildlife in these cities is more important than ever. Therefore, the programme focused on trips to explore different aspects of wildlife in Mumbai.

When the group from DSND in Mumbai arrived, the students got to know each other by playing games. The room was filled with laughter and excited chatter, and

it was clear that the students from both schools were getting along very well. After that, the students joined their exchange partners in their classes and spent the evening with their host families.

On the following days, the group went on different wildlife-related trips. They explored forest ecosystems in Sanjay Gandhi National Park and urban ecosystems in the Maharashtra Nature Park. The Maharashtra Nature Park was created on a reclaimed landfill site in the middle of Mumbai. On both trips, the students saw lots of different animals, including brightly coloured butterflies, plants, insects and snakes.



Learning about butterflies and plants at the Maharashtra Nature Park



Enjoying time together and having fun at Maharashtra Nature Park

On the second trip, the afternoon was spent at Juhu Beach, where it was possible to explore marine life. It was clear that a big city like Mumbai is closely connected to nature, as animals such as crabs and squid had made their homes on the beach.



Exploring marine life at Juhu Beach

On Friday, DSB organised a “German Collaboration Day” with the theme 'Wildlife in Metropolis'. You can read more about this in the article about German in secondary school.

On Tuesday, the 25th of February Mr. Christoph and a group of 3 Secondary students left the Eurocampus after lunch and went to Mumbai Airport.

We had an evening flight to Delhi where Joachim Krug from the German Embassy School picked us up with a big school bus and took the 3 students to their host families where they would stay the next 4 days.

The next morning we met at the Embassy School and went on a trip on the theme of wildlife and ecosystems in Delhi.

We went to Aravalli Biodiversity Park and had a chance to explore nature and wildlife in the middle of Delhi.

On Thursday morning we made a similar trip to see wildlife and ecosystems in Delhi.

This time we went to Yamuna Biodiversity Park and to a bird sanctuary in the outskirts of Delhi.

The students had a chance to learn about wildlife and animals.

On Friday, the 28th we were at school the whole day to prepare for the school festival and carnival that would take place at the school the next day.

On Saturday, March 1st there was a big school festival and carnival at the German Embassy School where students and teachers were all dressed up for carnival and did fun activities the whole afternoon and evening.

There were food and drinks from Germany and many other countries and everyone enjoyed and had a good time.

The next morning, March 2nd we all went back to Mumbai by airplane.

It was a great trip and we're planning to do it again next year.

Christoph Frickhinger



Exchange with Ernst Sigle Gymnasium Kornwestheim (ESG)

Visit of DSB students in Kornwestheim



Arrival at Kornwestheim station, meeting the host families and exchange partners

Nine excited students from Grade 8 to 10 went on our second German student exchange to Kornwestheim, a town near Stuttgart. The excitement was palpable when we stepped out of the plane in Stuttgart and one student exclaimed: "Wow, I am finally in Germany!" When we met all the host families and partners at Kornwestheim station it was heartwarming to see all the big hugs and smiles! All went home happily with their hosts, got along well with their partners and had a great time. In Yan

Ting's words: "My host family was super nice. We played games, went out a lot and they cooked good food for me. I got along well with my partner. I was surprised that German parents are easy-going and chill."

The next day, students joined their partners in school, visited lessons and spent the rest of the day and the weekend with their host families. Many visited nearby sightseeing places like the palace in Ludwigsburg with the biggest pumpkin exhibition in the world, the Black

Exchange with Ernst Sigle Gymnasium Kornwestheim (ESG)

Forest, an amusement park or enjoyed cycling in the town and fields.



Break in school



Ehan's weekend trip

Harry: We spent our weekend with our Gastfamilie and our Austauschpartner. On Saturday I have gone to Schwarzwald and had Deutsches dinner. On Sunday, I went to Tripsdrill and went to see the Bundesliga Basketball FC Bayern vs FC Ludwigsburg. I enjoyed the whole trip, and it was fascinating. It was sometimes challenging that my German was not at a higher level. But my exchange partner helped me in those cases. I liked the adventure and experiences on the trip, and it was joyful. I have learned the German lifestyle which was quite interesting.

On Monday, we went on a day trip to the medieval university city of Tübingen along with our exchange partners. We enjoyed a stroll through the beautiful city and a punting trip on the river Neckar, where even the students got a chance to punt.

Amartya: We arrived in the old city centre by boat, the view was amazing and the fun part of riding the boat was that we all took turns in punting the boat. In the narrow old town lanes, we saw multiple small shops and eateries and did some shopping.



Punting on the river Neckar



Harry is punting



Veer shops in German



Stroll through Tübingen

Exchange with Ernst Sigle Gymnasium Kornwestheim (ESG)

The next day, we visited the Mercedes Benz Museum in Stuttgart and got to see the first car of the world, all the old timers as well as the exciting F1 racing cars.



Mercedes Benz Museum



New palace Stuttgart



Town Hall Kornwestheim - before Reception of the Schoolympians

Schoolympics

From Wednesday to Friday, we participated in a really big sports event, which made our trip very special: The "Schoolympics". Our partner school in Kornwestheim organises this event every four years with all their partner schools. There were 7 schools, from Germany, France, Spain, England and of course Mumbai! Just like in the real Olympic Games, there was an opening ceremony with a parade, the lighting of the 'Schoolympic flame', the Olympic pledge read out in all the languages present, as well as dance, music, and performances. And then, the Games began!



Parade



Olympic Pledge



Olympians and spectators

Exchange with Ernst Sigle Gymnasium Kornwestheim (ESG)

The first day saw the athletics events, long jump, high jump, sprints and relays. Our students braved through all the events, giving their best and never giving up, showing care for athletes from other schools who struggled and supporting them. They can be really proud of themselves!

Adea: We ran 75m, 100m and 800m. There was also a long jump and a high jump. Long jump was really nice. I tried high jump for the first time and made it past the 1st level. All of us ran and it was a fun experience overall.



Long Jump



High Jump



Girls 100 m



Boys 800 M



Girls 4x100m Relay



Girls 800m

On Thursday, we had the handball and swimming competitions.



Chris: For me, handball was the highlight of the Olympics because it was exciting and dynamic. Every team played six matches. I was happy to score five goals in total. Although our team didn't reach the finals, I learned how important teamwork and communication are in sports.

Swimming was especially difficult because the competition was tough, and the other participants were very skilled. I took part in the 25-meter freestyle and the 8-person medley relay. I knew I wouldn't be in the top ranks, so I focused on enjoying the experience.



Girls 25 m freestyle



8-persons medley relay



Boys second basketball match

Ehan: We played 4 football matches against the other teams and we won one match which felt great. The matches were a lot of fun and it was super nice to meet many new people from different countries. All in all, it was a fantastic experience and I was very happy.



Our swimming team

On Friday, the basketball and football tournaments took place. In both sports, our students formed mixed teams with the host school which was a great experience.

Costanza: One of the various sports we had to play with the other teams was Basketball. Although we were outnumbered, and scared for what would come, with all the support we got from our host school, we managed to make some really great and interesting friends who I still keep in contact with today! All the other teams served as a really great experience to play with, and helped us build our teamwork skills and learn how to handle a situation even if it seems difficult!



Girls first basketball match



The party

Chris: After the Schoollympics, there was a party with loud music, colorful lights, and a dance floor where everyone celebrated together. We also got our Schoollympics t-shirts signed. It was a perfect way to end the event and meet other participants.



Farewell Song



Extinguishing the Olympic Flame



Party

Highlights

So, what were the highlights or best experiences for the students? "The greenery", "the weather", "the fresh air", "the trip to Tripsdrill, the amusement park", the freedom to walk around in the town on their own, "to cycle to school", through the fields or even the next small town, "spending time with my host family and how close we got", to meet so many new people, "make new friends", "practice German a lot"...



Yan Ting: For me, I had many highlights during this trip such as going to the top of the first TV tower in the world located in Stuttgart that is 217m tall, where I could see the whole city. I experienced the strongest wind of my life up there. Another highlight was playing Kegeln which is a German version of bowling with my entire host family. We had a lot of fun and chatted a lot. Lastly, the best part was going to Tripsdrill (an amusement park). I spent the whole day there with my partner going on different rides. We even got to feed deers in a nearby forest after.



Veer: My highlight was going on a cycle ride with my exchange partner, Linus and his father, Frederick, through the Black Forest. We stopped at an old-timey cottage-type restaurant, where we enjoyed pancakes. Later, we sat at the top of the hill, looking down on a town where we could see a large football field as we ate some pretzels. We then continued our journey along the 43-km road beside the hill and passed through a village with grand statues of people who played a significant role in the area's history. After that, we went through the dense forest where all we could hear were the birds in the trees. It was amazing.

Exchange with Ernst Sigle Gymnasium Kornwestheim (ESG)

All in all, we had a fun time, made so many new friends, and learned a lot. When it was time to say goodbye, we had grown closer to our host families and were sad to leave. But by then we knew that our exchange partners would come and visit us in Mumbai in February! That made it easier to go and we were looking forward to seeing them soon again.



Discussing Korean and German History



New friends



Farewell at Kornwestheim station

Return visit of ESG students and their teachers to Mumbai (6th to 15th February 2025)

After the second visit to Germany in September 2024, the first return visit from Ernst-Sigle-Gymnasium in Kornwestheim took place in February 2025. A group of 11 students, their teachers and the principal visited DSB. After attending classes with their host on the Friday after their arrival, the students from Germany spent the weekend with their host family. During the week, they went on a number of trips. These included a visit to CSMVS, a day in Sanjay Gandhi National Park, a trip to the Airoli Flamingo Sanctuary and a heritage walk in South Mumbai.



The group from Germany in front of Chhatrapati Shivaji Maharaj Terminus during the heritage walk



Visit to Sanjay Gandhi National Park

Exchange with Ernst Sigle Gymnasium Kornwestheim (ESG)

On Friday morning, the whole group was invited to a special event to mark the end of the exchange. First, the students wore traditional Indian clothes. Then they had a Bollywood dance class with a professional teacher. The room was filled with excitement as the group performed their final dance.



Dressing up in traditional Indian attire



Learning about Indian customs and traditions



Ms. Kamaljeet performing a small symbolic pooja ritual



Final performance after learning Bollywood dance

On Saturday evening, it was time to say goodbye to the group at the Eurocampus. From there, the German students, their teachers and the principal left for the airport. As the students hugged and cried as they said goodbye before the bus left for the airport, it was clear that they had formed a strong bond.



Extracurricular

Activities



Best Out of Waste

Creating with a Conscience

This year in our Best Out of Waste ECA, students explored how everyday discarded items can be transformed into something beautiful and useful. With creativity, care, and a strong message of sustainability, they turned waste into works of art - proving that imagination has no limits.

We kicked off the year by upcycling empty milk bottles into quirky containers and decorative pieces. Old t-shirts were creatively repurposed into stylish tote bags, giving worn fabric a brand-new purpose. Using newspaper, students crafted charming dolls, developing both fine motor skills and storytelling through art.

As we progressed, waste fabric scraps were woven into colourful mats and coasters, while popsicle sticks and cardboard were combined to create eye-catching wall hangings. Students also designed pen stands using cardboard rolls and crafted tabletop decorations that could brighten any space.

A highlight of the year was working with waste tissue paper — students used it to create handmade paper, learning about the recycling process in a hands-on



way. They also explored 3D art, using tissue textures to design layered canvases full of depth and creativity.

Through each project, students learned the value of reusing materials and reducing waste. The Best Out of Waste ECA was not just about crafting — it was about building a mindset of innovation, responsibility, and care for our planet.

- Neeta

Creative Cubs

Paper, glue, and scissors helped our creativity and imagination shine! We explored new ways to create and tried out different ideas with every project. The best part was creating festive decorations that we proudly took home to brighten up our spaces. While crafting, we learned how to share, talk to each other, and lend a helping hand. We also gave our fingers a great workout, building up our fine motor skills without even realizing it. Crafting was fun, festive, and full of learning!

- Payal D



DEL F Exam

This year, our French language enthusiasts took on the exciting challenge of preparing for the internationally recognised DELF exam, a certification awarded by the French Ministry of Education. Through weekly practice sessions and cultural immersion activities, students honed their reading, writing, listening, and speaking skills in French. Whether at the A1 beginner level or the more advanced B2, participants showed dedication, resilience, and a true passion for the French language. Félicitations à tous!

-Foram





Primary Football

The after-school football program has been a year-long journey of growth, excitement, and teamwork for our students. Throughout the year, children have actively engaged in structured sessions that not only focused on technical skill development but also fostered a deep love for the game.

Over the months, students have learned and refined essential football skills - dribbling, passing, shooting, defending, and positioning. They explored both individual techniques and team strategies through fun drills, partner work, and small-sided games. As their confidence grew, they were introduced to more complex match situations, learning how to support each other, make quick decisions, and adapt to the flow of the game.

A major highlight has been the match days, where students put their learning into action. These matches brought energy and excitement, helping students experience the joy of teamwork, competition, and fair play. The improvement in their coordination, game understanding, and communication was clearly visible as the year progressed.

Beyond skill development, the program provided a valuable platform for students to be part of an

enjoyable and inclusive Extra-Curricular Activity (ECA). It encouraged commitment, built friendships, and promoted a healthy, active lifestyle.

The year-long football ECA has been a rewarding experience for every child involved—where learning, laughter, and love for the game came together on the field.

-Yogendra





Football Core Team

This year, our early morning core football training program has been a cornerstone of excellence for our most dedicated student-athletes from Grades 3 to 12. Selected based on their skill, commitment, and potential, these students have embraced the discipline of arriving before dawn to refine their abilities and deepen their understanding of the game.

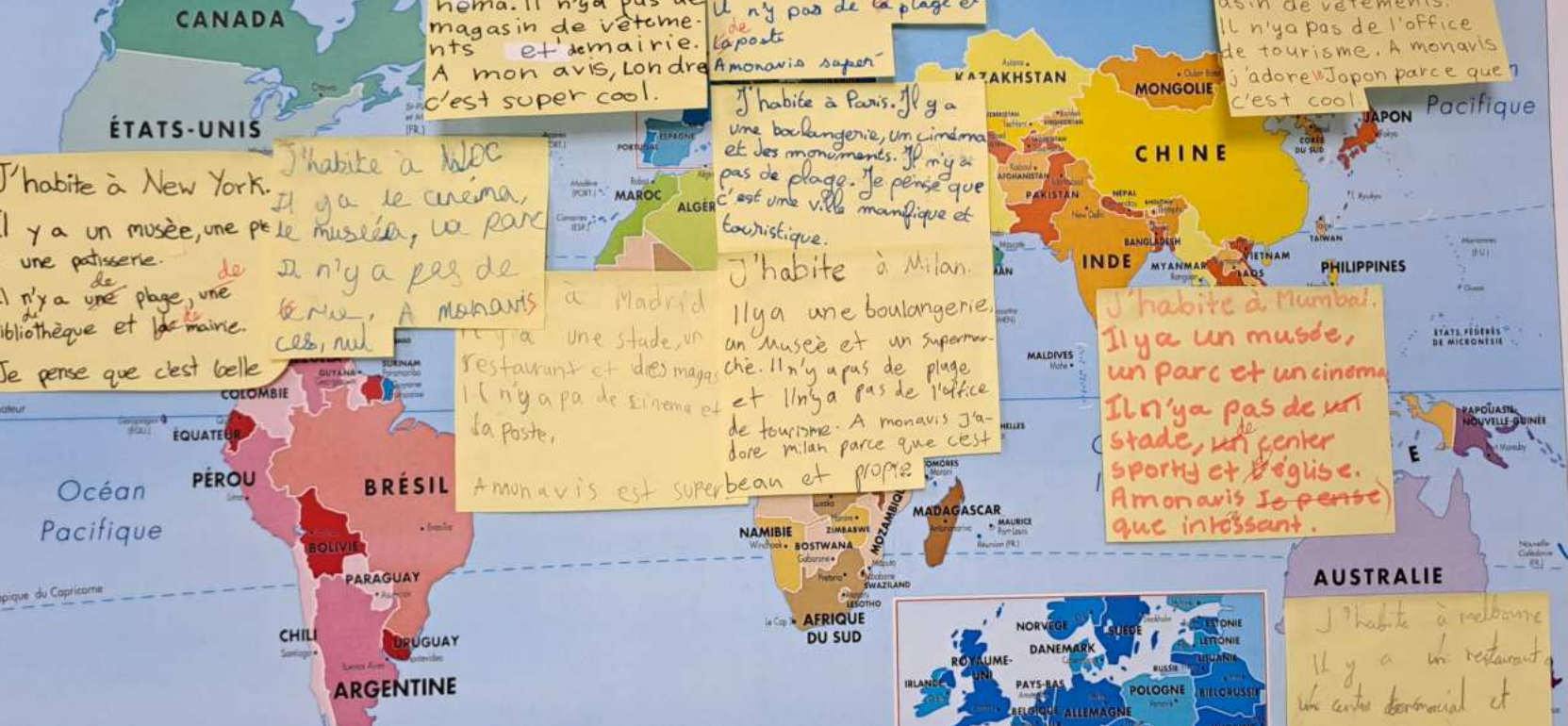
Each session begins with dynamic warm-ups and targeted drills designed to enhance agility, strength, and technical proficiency. Beyond physical conditioning, the program emphasizes mental resilience and strategic thinking. Players engage in scenario-based scrimmages that challenge them to make quick decisions, fostering adaptability and tactical awareness.

The dedication of these young athletes has yielded remarkable results. Their performance in inter-school tournaments has been exemplary, showcasing not only individual talent but also cohesive team dynamics and sportsmanship.

This elite training initiative has not only elevated the players' on-field capabilities but also instilled values of discipline, perseverance, and teamwork. As they continue to grow, these students exemplify the spirit of athletic excellence and are poised to achieve even greater milestones in the future.

-Mohan





French Toast Club

Bonjour! This year, our students took a journey through the vibrant world of French-speaking cultures - no passport required. From celebrating French holidays and cooking traditional dishes to watching French films and exploring music, fashion, and art, we embraced the rich diversity of the Francophone world. Whether you were fluent in French or just curious about the culture, there was something for everyone. Merci to all who participated for making this year full of creativity, connection, and cultural discovery!

-Foram





Gardening

Gardening is more than just planting seeds and watching them grow. It's a wonderful way for children to connect with nature, learn about the environment, and develop a sense of responsibility. At DSB, the gardening ECA was designed to inspire young minds, promote environmental awareness, and encourage teamwork. The children had fun composting, planting, making articles out of waste, creating nesting homes and water holders for birds. We aimed to foster an appreciation for nature and the importance of sustainability and spread the message to the community at large.

-Nanda





Japanese Language

It has been so lovely to see the hard work that the students have put this year in the Japanese Language ECA. It started off as a fun hobby, however, some of the students are taking this language learning so seriously that they even said they want to make it a career! The students have learned lots of vocabulary words, sentence making, writing in hiragana and katakana (Japanese scripts), some cooking, tea tasting and basic conversation. We have even had some Japanese mothers come in and support us! Thank you, Ryoko Nishio San. I am open and would love to see the students continue and progress at the pace they are going. Well done to all!

-Nitya





Little Builders - Fine Motor Fun

In Little Builders, our young learners strengthened their fine motor skills through a variety of engaging activities. From squishing playdough and drawing with focus to careful cutting and even simple cooking, each session was filled with hands-on fun. These activities helped children improve their hand strength, coordination, and control, all while boosting their confidence and creativity. Little Builders truly laid the foundation for strong, capable hands and curious minds!

-Sakshi and Pearl



Our Little Chefs

Our Little Chefs had a delightful time exploring the world of food and flavours! From decorating colourful Easter eggs and assembling yummy sandwiches to baking cheesy pizzas, whipping up refreshing buttermilk, mixing tangy chaat, and layering sweet strawberry parfaits - every session was bursting with excitement.

Along the way, the children developed essential life skills such as mixing, spreading, pouring, and safely handling ingredients. It was heartening to see their confidence grow as they prepared and tasted their own creations.

Little Chefs was truly a joyful, hands-on journey into the magic of cooking!

-Sakshi and Pearl



Mixed Bag

Mixed Bag provided children with opportunities to engage in activities that stimulated both their minds and their creativity. It offered children the chance to dive into a wide array of hands-on activities designed to enhance their cognitive, physical, and social development. From dramatic play to cooking, art, crafts, music, and quizzes, Mixed Bag was an exciting blend of learning and fun. At its core, it was all about variety. Children were involved in a series of activities that not only entertained but also educated them. These activities catered to different aspects of their development, from emotional and social skills to fine and gross motor abilities.

- Wendy



Messy Art

This year, our Messy Art ECA turned creativity into an adventure! From squishy textures to splashy colours, students explored art with their hands, hearts, and imaginations. It wasn't about staying inside the lines—it was about breaking them beautifully. Whether mixing shaving foam with paint or building sculptures with recycled bits, every session was a celebration of expression, exploration, and joyful mess. Here, every masterpiece told a unique story—loud, proud, and gloriously messy!

-Shaagrika





Music Together

Foundation Stage 2 children are amazing musicians and are enjoying singing and tapping to the beat! The Music Together approach develops every child's birth right of basic music competence (keeping a beat and singing in-tune) by encouraging the playful, spontaneous experiencing of music rather than the learning of concepts or information about music.

-Nanda





Painter's Club

What an exciting club it's been! We've explored so many different tools and techniques, and the results have been amazing. From dabbing with paintbrushes of all shapes and sizes to experimenting with fun tools like earbuds and even flowers, we turned every session into a colourful adventure! We also discovered how colours change - becoming lighter with white and darker with black - and that made our paintings even more magical. As we followed instructions carefully, we got better at colouring inside the lines, which was a big step forward! Throughout it all, we grew as young artists, boosted our skills, and most importantly, had a fantastic time creating together

- Payal D



Primary Newspaper & Journalism Club

The Primary Newspaper & Journalism Club was an initiative to give children the opportunity to make a primary-based newspaper. Its main aim was to share news especially relating to school events and achievements at DSB.

Initially, we started by learning some of the basics of journalism including interviewing, research and editing our work. As we progressed through the first term, we incorporated these ideas to create our own monthly newspaper. All members of the ECA were rewarded with their copy and some extra ones were distributed amongst the primary classes.

The children were excited to see the response of their articles with their classmates and some of those classmates were also equally excited to see if they had been included in the edition.

The writers were keen to share their interests as well. Therefore, in each edition we had different sections such as school life, sports news, opinions, art and culture, nature and puzzles. The children were able to share their interests of favourite computer games, books and singers, as well as share their love of art or animals for example.

Overall, we had a great time working together and enjoying the fruits of our labour in a printed form. Not only that, the ECA helped in building relationships across Grades 3 to 5, both through writers in the group and our primary readers.



The Primary Newspaper & Journalism Club was created to give students the chance to produce a newspaper focused on primary school life. Its main goal was to share news about events and achievements at DSB, with students leading the reporting.

We began by learning the fundamentals of journalism, including interviewing techniques, research skills, and the importance of editing. As the term progressed, students applied these skills to create a monthly newspaper. Every club member received a personal copy, and additional issues were shared with the wider primary school community.

The excitement among the young journalists was contagious. They eagerly awaited the reactions of their classmates—many of whom were thrilled to spot themselves featured in various articles. The budding reporters also embraced the opportunity to explore and share their own interests.

Each edition included a variety of sections, such as school life, sports news, opinion pieces, art and culture, nature, and puzzles. Students wrote about their favourite books, video games, singers, and even their love for animals and art, creating a vibrant and diverse publication.

Overall, the club was a rewarding experience for everyone involved. Not only did the students enjoy seeing their work in print, but the club also helped foster connections across Grades 3 to 5—among both the writers and the readers. With such a positive response, there's no doubt the club will continue to thrive in the years to come.

-Mark



Spanish ECA - Secondary

Spanish ECA - Yearbook 24-25

¡Hola a todos!

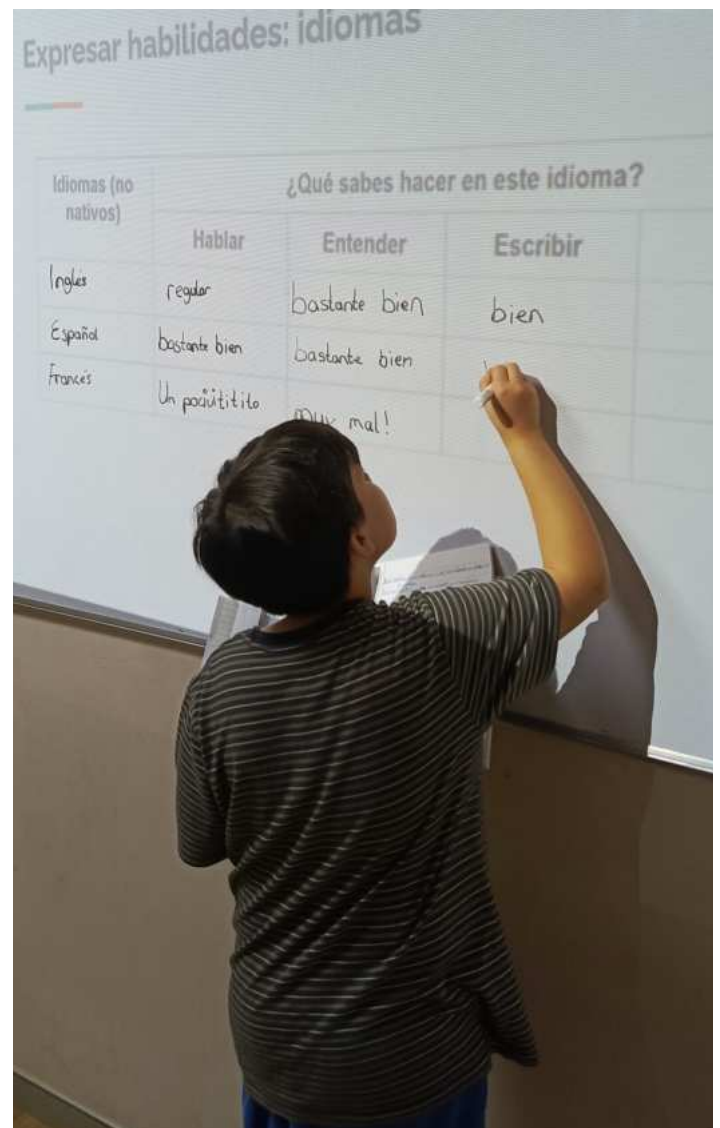
This year in our Spanish ECA at DSB International School has been full of energy, curiosity, and great progress. Through fun activities and lively discussions, everyone has grown so much as Spanish speakers. It's been amazing to watch!

At DSB, we're proud to celebrate different cultures and languages. Our Spanish ECA is a great example of how learning a language brings people together and opens up new ways of seeing the world.

I can't wait to keep exploring and learning with you all next year.

¡Hasta pronto!

-Ailín





Cooking without fire

Flavours of Learning

The Cooking Without Fire Club brought excitement and learning to our budding junior chefs in primary school! Through hands-on activities, students discovered the joy of preparing simple, healthy dishes using fresh, local, and seasonal ingredients. From cleaning and peeling to chopping and assembling, they developed essential fine motor skills and confidence in the kitchen.

Each session emphasized hygiene, safety, and teamwork while encouraging creativity and independence. More than just a culinary experience, the club became a cultural journey—students explored the stories behind traditional foods tied to festivals and special occasions, gaining appreciation for diversity and shared traditions.

The mouthwatering menu included mango mastani, strawberry milkshakes, sweet and multigrain pancakes, frankies, stuffed bread, brownies, cookies, pizzas, pasta, laddus and sev puri. Every dish stirred up curiosity, pride, and a sense of accomplishment. The club nurtured not just cooking skills, but a lifelong love for wholesome food, culture, and joyful learning.

-Lakshmi and Deepilka





Artful Expressions

Creating Magic with Heart and Hands!

Our Artful Expressions Expo was a joyful celebration of creativity, imagination, and sustainability by our talented primary students. Using simple tools like pens, paper, scissors, brushes, and paints, students explored various art forms while developing essential fine motor and visual skills.

The expo featured a vibrant range of artworks including paper animals, colourful posters, texture prints, and brush-paint creations. Students also showcased stunning collage art and eco-friendly masterpieces like photo frames made from old cardboard, CDs, and other recycled materials - demonstrating how waste can be turned into wonder!

Through these hands-on activities, students learned to express themselves freely while understanding the importance of reusing and repurposing materials creatively. The expo beautifully highlighted not just artistic growth but also environmental awareness, problem-solving, and a sense of accomplishment. Every artwork was a proud reflection of their effort, joy, and the magic of making something meaningful with their own hands.

-Lakshmi





STEM Skills

Through Extended Inquiry Mind

The Primary STEM Club offers a structured, inquiry-based environment where students engage in real-world applications of science, technology, engineering, and mathematics. Through hands-on activities such as estimating capacities, constructing Da Vinci bridges, launching projectiles based on Newton's laws, and conducting simple chemistry experiments, students develop critical thinking and problem-solving skills. This enriching program fosters curiosity and deepens understanding, igniting a sustained interest in STEM fields through experiential learning.

In addition to in-class investigations, the club also includes experiential learning opportunities through short field trips. These outings allow students to engage with scientific concepts in real-life contexts—transforming abstract ideas into tangible experiences and reinforcing the joy of learning by doing.

- Lakshmi and Anushi





Camps At DSB!

During the holidays, some families of course, travel around the world. Other families enjoy their time at their homes catching up on various activities. While some students are here in Mumbai, DSB offers some camps for them to engage in here at Garden Campus as well as Euro Campus. These holiday camps are open to non-DSB students as well! In 2024, there was a Mid Term Camp. This was all about Japan! We ate sushi, wrote our names in Japanese, looked at the Kimonos and lots more! We even had some Japanese families come and support us. Later on in October, there was a Brain Teaser Camp. This was for 2 days; One day being about Diwali and the other day being about Halloween. In April there was an Easter Camp! This was very exciting as the parents were invited here to taste the lovely Easter lunch that the kids prepared. I do enjoy having the camps during the holidays and hope to continue to have many more!

-Nitya





DSB International

Events





Cone Day

At DSB, the start of Primary School is marked with joy, tradition, and a touch of magic through our annual Cone Day celebration. Rooted in the cherished German custom of presenting a *Schultüte*, this special event warmly welcomes our youngest learners into the school community.

On their very first day, each child receives a colourful, cone-shaped gift brimming with school supplies, sweet treats, and small surprises – a symbol of encouragement and excitement for the journey ahead. More than just a festive moment, Cone Day is an important rite of passage that gently eases children into their new environment and celebrates the beginning of their academic adventure.

For families and staff alike, it is a heartwarming occasion that highlights DSB's commitment to cultural tradition, joyful learning, and meaningful milestones. Year after year, Cone Day remains a treasured highlight in the school calendar





DSB Secondary Garba Night (Season 3)

A Celebration of Culture, Community, and Connection

This year, our students came together to celebrate DSB Secondary's Garba Night (Season 3) - an evening bursting with music, dance, and cultural exchange. For many of our students and staff from around the world, it was their first time experiencing this vibrant Gujarati festival. True to the spirit of DSB, it became a shining example of how our global community embraces diversity, tradition, and new experiences with open hearts.

In the weeks leading up to the event, students across all year groups dedicated themselves to mastering traditional Garba dance steps - many even learning routines to songs in languages they did not speak. Their commitment culminated in spectacular, choreographed performances before an enthusiastic audience of over 200 parents, staff, and students. It was inspiring to see every participant step beyond their comfort zones, celebrating the power of perseverance, collaboration,



DSB Secondary Garba Night (Season 3)

and the sheer joy of movement.

Our IB CAS students took the lead in organising and promoting the event, gaining valuable real-world skills in leadership, teamwork, and event management. From designing vibrant posters to coordinating logistics and performances, they demonstrated how authentic experiences can extend learning far beyond the classroom.

Throughout the evening, a confident group of Grades 6–11 students hosted the event with poise and energy, keeping the audience engaged and maintaining the festive spirit. Their public speaking and leadership skills added a professional yet lively touch that elevated the night even further.

The celebration honoured tradition with a heartfelt Aarti ceremony and a delicious spread of authentic Gujarati food, giving everyone a true taste of Indian culture. The festivities continued with an energetic Garba session, followed by a lively DJ dance where students, parents, and staff danced together—breaking barriers and strengthening bonds across the community.

One of the most touching highlights of the night was the participation of our security and support staff, who also took the stage. Their involvement was a powerful reminder that cultural celebration belongs to everyone, and a testament to the inclusive, welcoming spirit we cultivate at DSB.

Garba Night at DSB is far more than a dance event. It is a celebration of learning, a bridge between cultures, and a





DSB Symposium 2024

Unlocking Success - Ideas, Innovation, and Inspiration

The DSB Symposium 2024 was a celebration of learning, leadership, and future-focused thinking. Held over three vibrant days at the Euro Campus, the event brought together students, teachers, educational experts, and industry leaders in a shared exploration of success in the modern world.

The Symposium opened with an educational research workshop led by Phil Whitehead, followed by thought-provoking keynote addresses from Dr Howard Gee, Amin Sheikh, and Lisa Chedda on finding success against all odds. Their messages set the tone for a weekend of insight, dialogue, and discovery.

On Saturday, the energy soared with Adrian Smith from Wolfram demonstrating how radical mathematics education can transform learning in the AI era. His session was followed by Phil Whitehead's introduction to creating a "Research-Rich School", inspiring teachers to become active researchers in their own classrooms.

Our very own Ms Stephanie Holt captivated the audience with her keynote on Moving from Learning to use AI to using AI for learning, sharing an exclusive preview of her





newly released book, *AI for Learning: 101 Assessments Unlocking Mastery of AI* (co-authored with Mr Alexander Harris), now available on Amazon UK.

One of the standout moments came from Calvin Eden, whose big personality and powerful message on the importance of teamwork left everyone energised and inspired. The Wolfram team also made a huge impact, showcasing the future of computational mathematics and officially launching Wolfram Computational-Based Mathematics at DSB – a true step forward for our school.

Sunday continued with engaging keynotes, including Lipi Mehta on grassroots activism and Dr Akash Raut on learning efficacy. The Symposium closed with a future-focused panel discussion, highlighting the skills and mindsets needed for success in a changing world.

Across panels, workshops, student talks, and networking moments, the DSB Symposium 2024 showed that success is not a single path, but a mindset – one built on collaboration, innovation, and resilience.

We left feeling empowered, connected, and ready to create our own definitions of success.



A Journey of Growth



What made the Teddy X event truly special was the opportunity for students to develop essential academic skills. From mastering time management and organization to honing their research and referencing techniques, students embraced the challenges of formal academic work. The process wasn't always easy—navigating complex topics, incorporating feedback, and meeting rigorous formatting standards tested their resilience. Yet, as Ms. Stephanie and Mr. Bivash noted in the journal's introduction, the students' commitment and engagement shone through, making this event a testament to their growth as scholars.

The event also fostered a sense of community, as students shared their findings with peers, teachers, and families. The presentations sparked lively discussions, encouraging everyone to think critically about issues ranging from art and culture to science and sustainability. For many, seeing their work published in the Teddy X Research Journal was a moment of pride, offering a tangible reminder of their hard work and a chance to reflect on areas for improvement.

Looking Ahead



The Teddy X Research Journal event was more than just a showcase of student research—it was a celebration of curiosity, perseverance, and intellectual discovery. As our students prepare for their future academic endeavours, the skills and insights gained from this experience will undoubtedly serve them well. The diversity of topics explored reflects the breadth of our students' interests and their potential to address global challenges through research and innovation.

Congratulations to all the participants for their outstanding efforts, and a special thank you to Ms. Stephanie and Mr. Bivash for their guidance and support. Here's to the next chapter of discovery at our school, where curiosity continues to light the way!

Interested in reading the full research papers? Check out the Teddy X Research Journal, available in the school library!





Teddy X Research Journal 2024

A Showcase of Curiosity and Discovery

On October 19th and 20th, 2024, our Grade 11 students took the stage for the Teddy X Research Journal event. This two-day celebration of student research marked a significant milestone for our young scholars, many of whom embarked on their first formal research projects in preparation for their Internal Assessments (IAs) and Extended Essays (EEs) in the IB Diploma Programme. Guided by Ms. Stephanie and Mr. Bivash, the event showcased the impressive work of students who explored diverse topics, from art history to environmental science, demonstrating their growing skills in research, critical thinking, and presentation.

The Teddy X Research Journal offered a window into the students' learning journeys, reflecting both their achievements and areas for growth. The event highlighted the importance of feedback, reflection, and perseverance, as students applied constructive critiques to refine their work.



A Spectrum of Inquiry



The research topics were as varied as they were thought-provoking, showcasing the curiosity and creativity of our student body. Aardarsh Uke delved into the world of Baroque art, exploring how the cultural and historical context of the 17th century shaped the interpretation of paintings. By analyzing works like Caravaggio's *The Entombment of Christ* and Hyacinthe Rigaud's *Portrait of Louis XIV*, Aardarsh revealed how religious and political influences, such as the Counter-Reformation and royal patronage, added layers of meaning to these masterpieces.

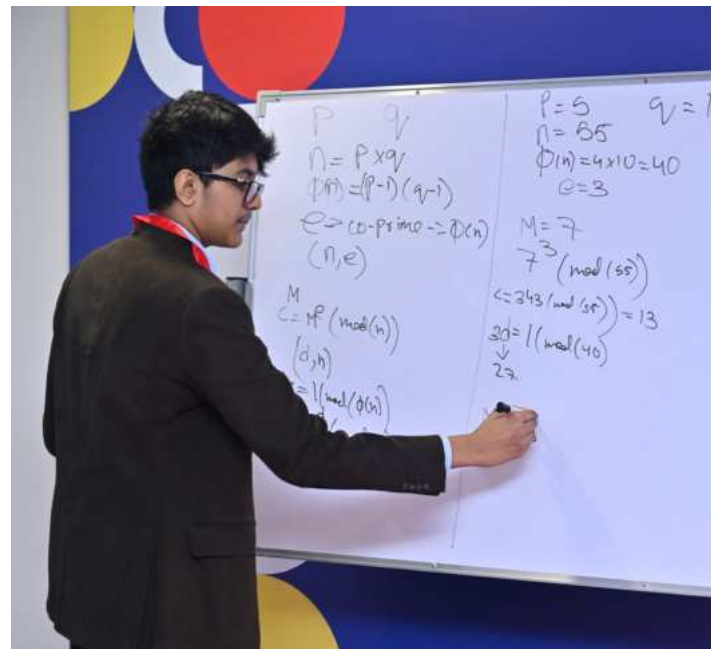
Aarav Jain tackled the pressing issue of renewable energy, comparing the environmental impacts of traditional sources like coal and nuclear energy with renewable options like solar, wind, and hydropower. Through primary research, including a Google Form



survey, Aarav found that 54.5% of his classmates supported a shift to renewables, despite their higher costs, highlighting a growing awareness of sustainability among students.

Alekha Shastri investigated the role of science and technology in improving crop yields in India amidst climate change challenges. Her case studies on Gujarat and Maharashtra revealed the mixed impacts of genetically modified crops and precision irrigation, offering insights into balancing agricultural productivity with environmental sustainability.

Other students explored equally compelling topics. Simar Narang examined how the structural design of



viruses like H1N1 and SARS-CoV-2 influences their ability to invade and replicate in host cells, shedding light on the science behind pandemics. Sara Bedi analyzed Bollywood's portrayal of women, using case studies of films like *Queen* and *Kabir Singh* to assess their impact on gender norms in India. Siddhartha Raghavan and Levan Sulin both explored the impact of digital communication on English grammar, revealing how texting and social media are reshaping language use. Finally, Thendo investigated the ethical and environmental challenges of cobalt mining for battery production, focusing on human rights violations in the Democratic Republic of Congo.



Diwali at DSB

A Radiant Celebration of Light and Unity

In a radiant celebration of light, unity, and cultural pride, this year's Diwali show - like every year - brilliantly reflected the spirit of our international school community. Rooted in our core values of diversity and inclusion, the event brought the essence of Diwali to life with grace, brilliance, and the warmth that only a united community can create.



A Radiant Celebration of Light and Unity: Diwali at DSB



Every child had their moment to shine - through dance, drama, music, or narration with each performance capturing the perfect balance of grandeur and simplicity. The stage came alive with vibrant colours, rhythm, and storytelling. More powerfully, it radiated joy, confidence, and a deep sense of togetherness.

More than just a festival, the show served as a heartfelt tribute to our shared values: respect, belonging, and the celebration of identity. Our students came together as one, lighting up the stage - and each other's hearts - with the spirit of Diwali.

It was an unforgettable evening and an uplifting reminder that when every voice is heard and every story honoured, the light we share shines even brighter.



St. Martin's Day

A Celebration of Light, Joy, and Community

This year's St. Martin's Day celebration was a heartwarming highlight of the Foundation Stage calendar. Filled with music, storytelling, and the soft glow of lanterns, it brought together families, children, and staff in a shared moment of wonder.

Our FS2 children took to the stage with confidence, acting out the story of St. Martin with great expression and enthusiasm. FS1 children added to the festive spirit with joyful songs that filled the air with happiness and warmth.



St. Martin's Day: A Celebration of Light, Joy, and Community

The evening culminated in a magical lantern parade, as children proudly carried their handmade lanterns through the twilight, lighting up the path with colour and hope. It was a beautiful expression of unity, tradition, and joy.

More than just a performance, this event was a meaningful learning experience. Our youngest learners developed confidence, teamwork, and communication through drama and music, while also nurturing a sense of belonging and connection to community and culture.





Christmas Market

A Celebration of Community and Creativity

The Christmas Market was a shining example of festive spirit at its finest. An event that brought together students, staff, and families in a joyful celebration of creativity, collaboration, and community. The entire campus was transformed into a vibrant marketplace, alive with the colours, sounds, and aromas of the holiday season.

From beautifully handcrafted goods to delicious seasonal treats, every stall reflected the effort and imagination of those behind it. At the heart of it all was the dedication of our Grade 11 students, whose energy and planning, in partnership with the administrative team, made this year's market more memorable than ever.

A special highlight was the festive song programme, thoughtfully curated by Ms Zae and Mr Andrew, which filled the air with music and cheer.

Parents also played a vital role, generously contributing to the food stalls and adding warmth and flavour to the occasion.

More than just a festive fair, the Christmas Market embodied the spirit of giving and togetherness. It reminded us all that the true magic of the season lies in the joy of shared experiences and the strength of our school community.









Ramzan Market

This year's Ramzan Market was bigger and better as the students of Primary and some guest singers from secondary entertained us through the evening with traditional Indian music. Hearing our younger learners' first steps into Qawwali Music was magical and added extra sparkle to this traditionally gleaming event.

DSB, like all true families, marks its year with special festivals that bring us all together - we are so lucky to have so many opportunities to celebrate here in Mumbai.





Janmashtami, Ganesh, Holi, Navratri

At DSB, our celebrations reflect our inclusive, open-minded ethos and deep respect for cultural diversity. Festivals are more than just events—they are opportunities for learning, joy, and togetherness.

Our corridors lit up with colour, music, and smiles as we marked Garba and Janmashtami with great enthusiasm. Students and staff dressed in vibrant traditional attire, joined energetic dandiya and Garba dance sessions, and shared festive treats, creating an atmosphere of unity and celebration.

Our Holi celebration brought a playful burst of colour, symbolising renewal and harmony. Students engaged in safe, joyful activities—exploring the meaning of Holi through storytelling, art, and music, and playing with water pichkaris.

The Ganesh Chaturthi festivities were filled with devotion and creativity. Together, we welcomed Lord Ganesh with beautifully crafted decorations and songs, fostering a spirit of gratitude and reflection.





Each celebration at DSB becomes a platform for students to appreciate different traditions, express themselves, and experience the joy of belonging to a multicultural community. Whether through dance, dress-up, or shared sweets, we embrace these moments as meaningful ways to learn from one another and to celebrate the rich tapestry of our world.



Enchanted Easter Garden

The Garden Campus transformed into a magical wonderland for our Enchanted Easter Garden celebration, beautifully decorated with colourful flowers made by FS1 to Grade 2, and Easter egg-themed artwork created by FS and KG children. Our Primary teachers came together to set up exciting game stalls for the children. It was heartwarming to see the little ones enjoying the activities, whether they were trying their luck at games like rolling a ball into a cup or guiding it into a hole, creating their masterpieces on canvas, getting face tattoos, solving the bunny puzzle, or making marks with both hands simultaneously—they gave it their all and had a blast. There were also a variety of outside vendors selling designer clothes for children, toys, books by a visiting author, healthy snacks, and coffee to keep us going.

The FS1 and FS2 children looked very cute as they performed on Easter-themed dances, growing in confidence and spreading lots of smiles. The celebration ended with a cheerful Easter egg hunt and a puppet show.

Fun, laughter, and 'hoppy' moments all around!







Prom Night

Hollywood Glam Prom Night

There are some nights that feel like a dream — our 2nd Annual Hollywood Glam Prom was one of them. With the red carpet rolling out, the lights dimmed just right, and cameras flashing like at a movie premiere, our students stepped into an evening that could easily have been a scene from a blockbuster.

This year, Prom was hosted at Imara by Canto. The entire space was transformed into a glamorous escape where students could laugh, dance, and make memories to last a lifetime.

This incredible evening wouldn't have been possible without the hard work and vision of the Prom Committee. From selecting the theme to coordinating the tiniest details, their dedication was unmatched. A huge thank you goes out to:

Dr. Howard, Ms. Tejal, Ms. Reetika, Mr Jahn, Mr. Karan, other teachers and DSB staff who supported this event behind the scenes.

Student Reflections:

We caught up with a few of our glamorous attendees and asked them to share their prom experience:

Myra Jain (Grade 9), what was your favorite moment of the night?

“My favourite moment of the Prom Night was when we all joined together to dance. It was fun.”

Arjun Gadoya (Grade 9), how did it feel to walk down the red carpet?

“Walking down the red carpet, I felt like I was a movie star. It was really elegant and something I have not

Prom Night



experienced before."

Alekha Shastri (Grade 11), what does prom mean to you personally?

"Prom is an opportunity for me to hang out with my friends! I loved Prom this year."

Costanza Marri Gasque (Grade 9), what made Prom unforgettable for you?

"Lowkey, my friends and the entire thing. That's it."

As the music faded and the stars twinkled above, we were reminded that prom isn't just an event — it's a celebration of journeys, friendships, and the moments that define our final year together. Thank you to everyone who attended Prom and congratulations to our departing Class of 2025!







IB Graduation

On the evening of May 21, 2025, DSB International School celebrated the graduation of the IB Class of 2025. Held at the Euro Campus in Lower Parel, the ceremony was a heartfelt tribute to the achievements, growth, and resilience of our graduating students.

The event commenced with opening remarks from the Principal and honorary guests, who reflected on the graduates' journey through the International Baccalaureate programme and their contributions to the DSB community. The valedictorian, Tia Vakaria, delivered an inspiring speech, encapsulating the spirit of perseverance and camaraderie that defined the cohort's time at DSB.

A highlight of the evening was the musical performances by students from the lower years.

Their renditions added a touch of warmth and showcased the unity and talent that permeate our

school. These performances were a testament to the supportive environment that DSB fosters across all grade levels.

As each graduate received their diploma, the auditorium resonated with applause, celebrating not just academic accomplishments but also the personal growth each student experienced. The ceremony concluded with a communal gathering, where families, teachers, and students shared memories, laughter, and aspirations for the future.

The 2025 IB Graduation Ceremony was more than a farewell. It was a celebration of a journey completed and the exciting paths that lie ahead. We extend our heartfelt congratulations to the graduates and look forward to witnessing the remarkable contributions they will make in the years to come!





A Night to Remember

The Primary School delivered a truly unforgettable performance this year. Every single student and member of the Primary School played a part in bringing the production to life, supported by an audience of nearly 1,000 friends and family members. The evening featured songs, dances, and a vibrant retelling of the timeless story Romeo & Juliet.

Noah and Alaila shone in the title roles, performing with a level of professionalism and maturity well beyond their years. The production reflected the very best of DSB's values: collaboration, commitment, and pride in personal achievement. Every participant contributed meaningfully, and each student's dedication was evident throughout the evening.

Whatever production we embark upon next year, it will certainly be a challenge to surpass this remarkable accomplishment.

Who says you can't do Shakespeare with Primary children?

Yes we can.

And it was a night we will remember for a very very long time!







Friends Events



This year's Friends' regular annual events have continued to provide some of the glue that sticks us all together. We started the year with our lovely welcome event: the Black and White party - welcoming new and returning families to the new academic year and a newly refurbished Euro Campus ground floor.

January saw the DSB family dancing under the stars at Praia whilst loud and gleeful would be the best adjectives to describe the school quiz in February.



Along the way we had a great evening of cricket on a sweltering Friday evening in May and finally we closed out the year with a party to celebrate another great one at DSB, and of course to say goodbye to close friends moving on. The Friends' community is always there to support the cohesiveness of the DSB family - thank you to all our lovely event organisers.



Admissions and **Guidance**



Admissions

As we look ahead to an exciting new chapter in the DSB journey, I am pleased to share that our small international school is poised for thoughtful growth.

While growth brings change, we see tremendous opportunities to enhance your child's educational journey. Expansion allows us to broaden our academic programs and invest in improved facilities and resources as we welcome new families from diverse backgrounds. These changes will further our mission of providing a globally minded, high-quality education in a warm and supportive environment. We are mindful that our strength lies in our close-knit community and the individualised attention each student receives. As we grow, our commitment to these values will remain unwavering, and high academic standards remain the foundation of everything we do.

Empathy is at the heart of our school culture. We seek students who are academically capable and demonstrate a genuine willingness to understand, connect and elevate one another. Success at DSB is not defined by individual achievement alone, but additionally, by how well students support one another, navigate challenges and celebrate each other's successes.

Beyond the classroom, it fosters a culture where students feel free to share their perspectives, listen with intention, and grow from the variety of ideas each individual brings to the table.

Inclusion stands as another fundamental pillar of our school's ethos. As an international school, our community is richly diverse, welcoming students from all corners of the globe, each with their unique culture, language, and worldview. We see these differences not as challenges, but as invaluable assets. When students engage with a broad spectrum of perspectives, they not only become more flexible thinkers but also develop into more compassionate individuals. At DSB International School, inclusion means providing every child with the opportunity to contribute, to be heard, and to find their place within the community. We are committed to ensuring that each student feels seen, respected, and celebrated.

Collaboration is the third essential component of our philosophy. We recognise that the world beyond school is one that demands cooperation, compromise, and the ability to work effectively with others..

At DSB, we actively encourage students to collaborate



in every aspect of their school life—through joint projects in the classroom or group activities in extracurricular programs, collaboration not only enhances academic learning but also strengthens personal connections. We value students who understand that collaboration is all about learning from others, exchanging ideas, and striving toward shared goals.

At the core of our admissions process is the belief that each child has something special to offer. We seek students who will not only benefit from the unique opportunities DSB International School provides but also contribute to the rich tapestry of perspectives that define our community.

Whether their strengths lie in academics, the arts, sports, or leadership, we provide an environment where all strengths are recognised and nurtured, and strongly be-

lieve that learning is most impactful when students feel valued and supported in their growth.

What makes DSB unique is the unwavering commitment to our ethos. Through our admissions process, we aim to cultivate a community of students who thrive not only academically but also develop into thoughtful, compassionate, and open-minded individuals, ready to engage with the world and make a positive difference. Our mission transcends academic success and prepares students to become agents of change, both within our school community, and in the broader world beyond.

- Anisha Sheth



University Counselling

2024 - 2025

Another year and application season has gone by, and this year we had 16 students applying to universities all over the world.

This academic year saw successful applications in the United States, the United Kingdom, India, and Europe (mainly Germany, the Netherlands, and the Czech Republic).

Once again, our students have found their best-fit universities through thorough research and commitment to our university application process. We assisted in essay writing, application form filling, and much more. DSB teachers contributed teacher recommendation letters for each student applying to universities in the United States, and a lot of these applications were successful.



Application statistics

16 students applied to universities in 6 countries, submitting a total of 125 applications, with an overall acceptance rate of 59.78%

United States

- 8 students applied
- 81 applications to 60 universities
- 36.54% acceptance rate
- 1 student got admitted to his ED2

United Kingdom

- 8 students applied
- 35 applications to 22 universities
- 91.43% conditional offers received



Germany

- 1 student applied
- 1 application to 1 university
- 100% acceptance

Netherlands

- 1 student applied
- 4 applications to 4 universities

Results:

- 1 waitlist, 1 acceptance, 2 pending

Czech Republic

- 1 student applied
- 1 application to 1 university
- 100% acceptance

India

- 1 student applied
- 1 application to 1 university
- 100% acceptance

School Events



The **Next Genius** group visited our school in September 2024 to conduct a mini university fair for our students.

The **Next Genius** program is a scholarship program for high school students studying in India.

Students engaged with the following universities:

- Beloit College, Beloit (WI)
- Capital University, Columbus (OH)
- Centre College, Danville (KY)
- Oberlin College, Oberlin (OH)
- Syracuse University, Syracuse (NY)
- Texas Christian University, Fort Worth (TX)
- Trinity College, Hartford (CT)
- Wheaton College, Norton (MA)



In November, we welcomed **Fulda University of Applied Sciences** (Fachhochschule Fulda), one of the few universities in Germany that offers bachelor's degree programs taught entirely in English.

Our students had the opportunity to understand the admission process in Germany and ask questions about application requirements.

German university visit in November 2024



Grade 12 attended a workshop by Namita Mehta from The Red Pen on How to write a UK Personal Statement/Motivational Letter, which helped the students understand how to write the application essays



Bridging the Gap Between Schools and Universities

Post-secondary transitions & international
student recruitment, success & well-being

November 2024



In July I represented DSB at the International Association for College Admission Counseling IACAC Conference 2024 at Western University in Canada. The conference was a great opportunity to meet university counsellors and admission officers from all over the world.

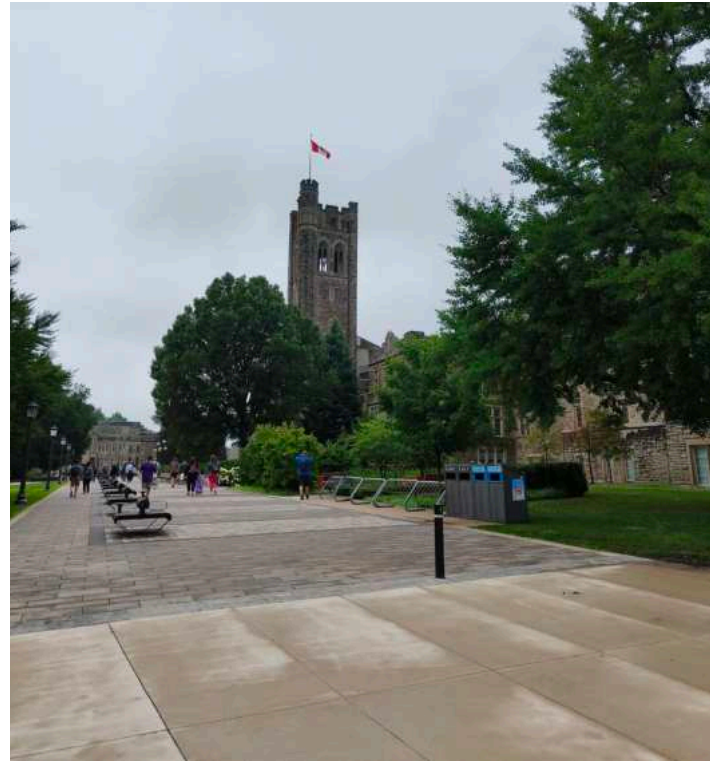
- I was invited to attend the **Times Higher Education BMI India International Schools Forum & Workshop 2024** in Goa in October.
- Following the workshop, I did the professional development course and received the **Level 2 THE Accredited Counsellor** badge.
- In November, I travelled to Switzerland for the **CIS Global Forum 2024** in Basel. Another opportunity to connect and network with counsellors and university admission officers.



Campus Tours - Canada



Mount Allison University is one of the top Liberal Arts Universities in Canada. It is located in Sackville, New Brunswick, about 2 hours drive from Halifax. The university has around 2000 students and offers a great variety of majors in humanities, social sciences and sciences. Students have the possibility to complete an undergraduate degree at Mount Allison and also become a professional pilot in Canada.



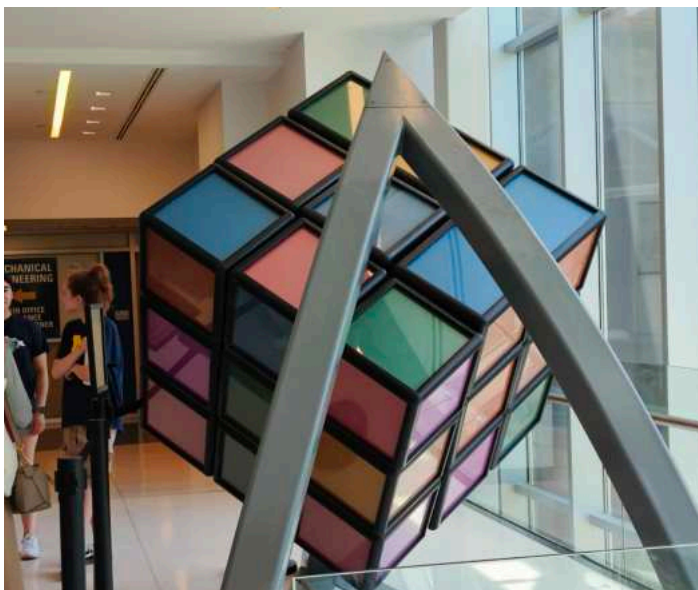
Western University is located at London, Ontario, and is a well-established comprehensive university with around 42,000 students. Western University is home to the prestigious Ivey Business School and the Huron University College, a living and learning community for undergraduate students.





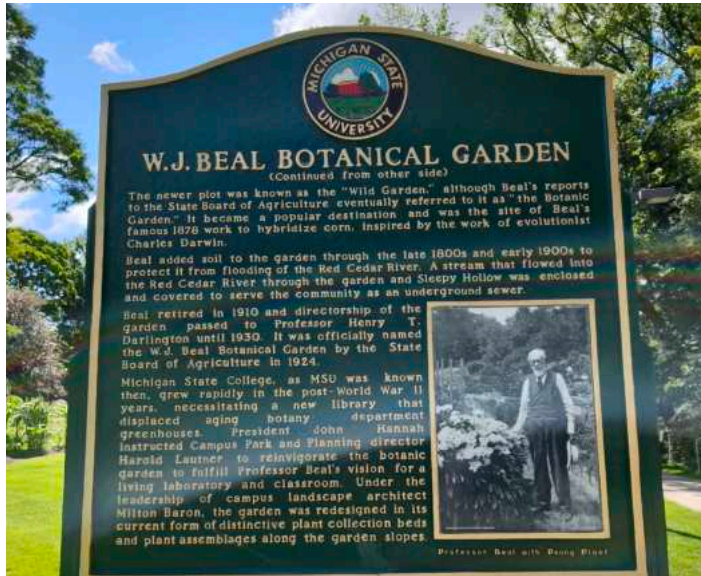
Brock University located in St. Catharines near Niagara, Ontario, is a public university with a student population of approximately 19,000 undergraduate and graduate students. Brock offers unusual majors like Applied Grape and Wine Science as the Niagara Peninsula is known for its mild climate and wine.

Campus Tours - USA

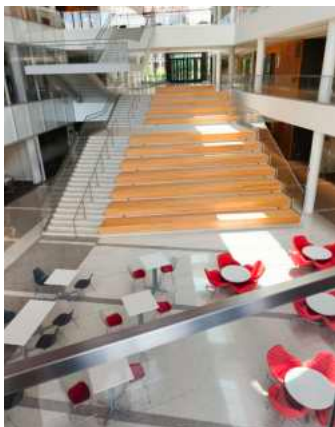


Michigan's flagship university, the University of Michigan at Ann Arbor, is located in a small college town near Detroit. The university is home to around 52,000 undergraduate and graduate students and boasts strong degree programs in Engineering, Sciences, Humanities, and Social Sciences.





Michigan State University, another public flagship university in East Lansing, offers more than 400 undergraduate and graduate programs at 17 different colleges. Popular majors are Business, Marketing, and Biological Sciences. The university has an amazing botanical garden in the heart of the campus, giving students a space to unwind and relax while enjoying nature.



Hope College is a private institution that was founded in 1866. It has a total undergraduate enrollment of around 3,400 students.



Saginaw Valley University is a public university in Michigan.



Calvin University is a religious university in Grand Rapids, Michigan



Oakland University is a public university near Detroit.

University Counselling



Central Michigan University is a public university in Mount Pleasant

Central Michigan University is a public university in Mount Pleasant.



Ferris State University is a public university in Big Rapids.



Switzerland - Glion



My visit to **Les Roches** in Crans-Montana was just exceptional. The beautiful campus, which has been set in a former winter sports resort, is welcoming and buzzes with hospitality. Les Roches graduates benefit from globally recognized qualifications, enhanced career mobility, seamless access to further education, and a curriculum that combines Swiss excellence with hands-on industry learning, preparing them to lead in hospitality, luxury, and beyond. I met Aneka (DSB IB 2022), who graduated from Les Roches this year, and she thoroughly enjoyed her stay in Crans-Montana.

Germany

Constructor University is a private research university in Bremen, Germany. I met Fanny (DSB IB 2024) and had a lovely time catching up with her. She and Zaara (DSB IB 2023) are enjoying their time at Constructor University. Constructor University offers an American-style liberal arts education with majors in Social Science, Natural Sciences, and Technology.





Lancaster University Leipzig is a branch campus of Lancaster University in the United Kingdom. The university is located in the heart of Leipzig and offers a select range of degree programs in Business and Computer Science.



UMCH Medical Campus Hamburg



UMCH Medical Campus Hamburg

Our Accreditations



Cambridge Assessment
International Education



GL International
Advocate Partner



COBIS | Council of British
International Schools



Ernst - Sigle -



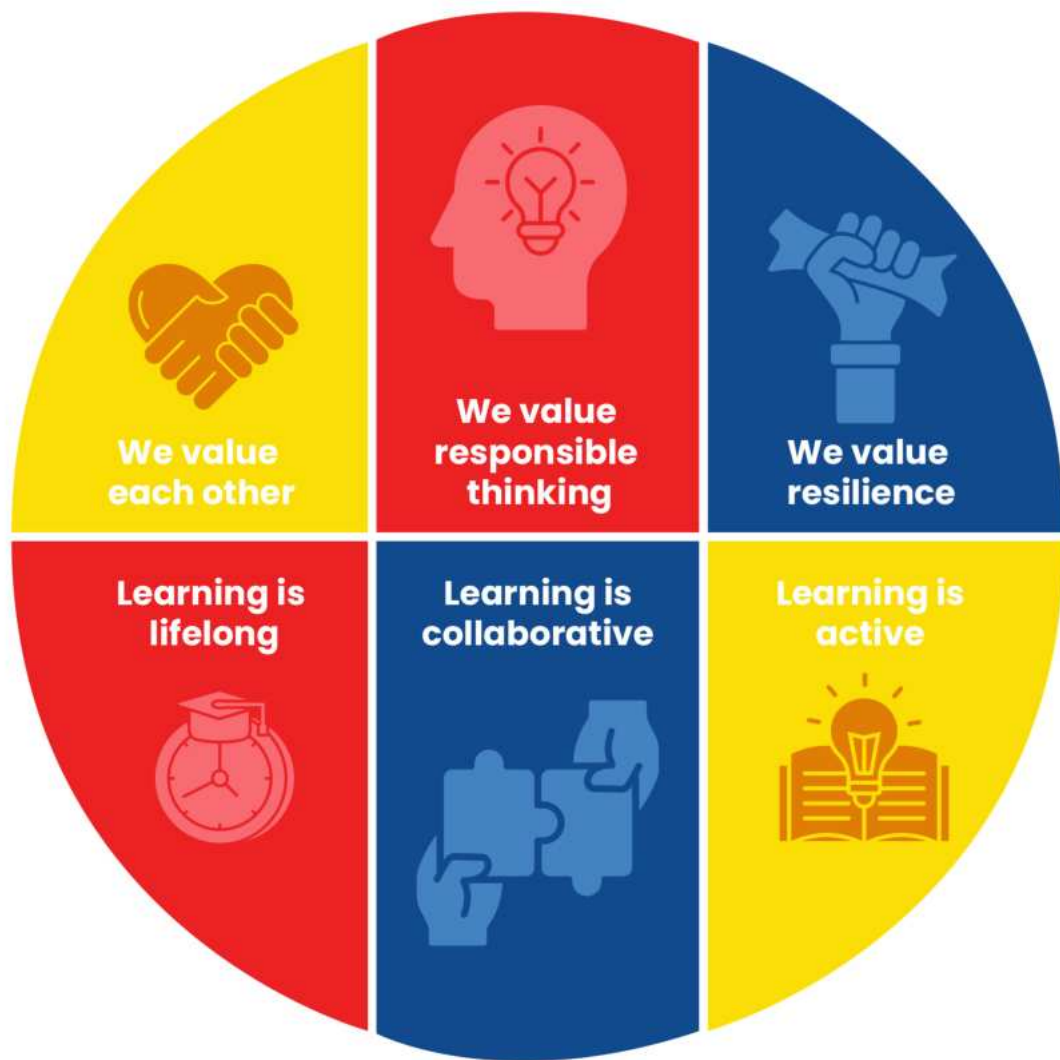
Gymnasium



We are
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Schulen:
Partner
der Zukunft



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www.dsbindia.com



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