INTERNATIONAL SCHOOL OF BUCHAREST

insight

HONESTY | EMPATHY | RESPONSIBILITY | OPEN-MINDEDNESS

SUMMER 2026 • ISSUE 26

International Baccalaureate

Top Scorers



Giorgio S.

44 / 45



Gabriel L.

42 / 45



Evelin I.

41 / 45



Rada T.

40 / 45



ISB Celebrates Another Outstanding Year of IB Diploma Results

pages 35 - 37

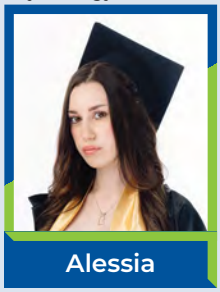
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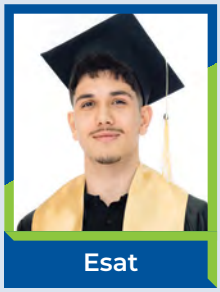
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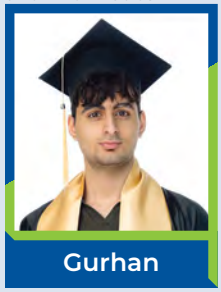
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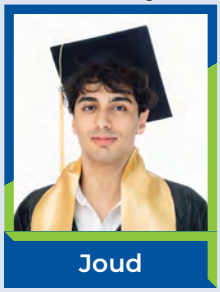
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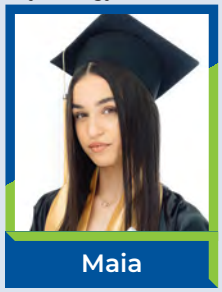
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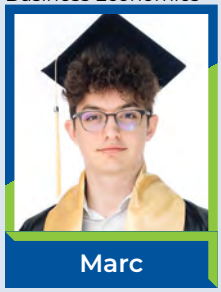
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Maria

Wishing you all the best for your university journey ahead.

UNIVERSITY COLLEGES LEUVEN-LIMBURG
International Business Management, Marketing



Mehmet

UNIVERSITY OF BUCHAREST
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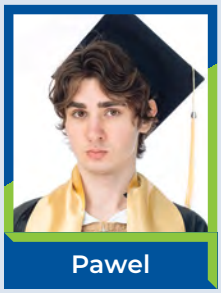
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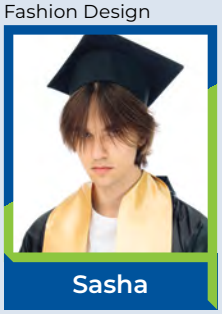
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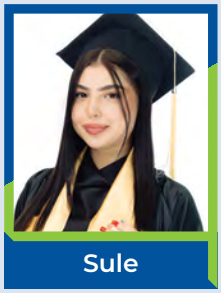
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Engineering Technology



Tahir

UNIVERSITY OF AMSTERDAM
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ROTTERDAM BUSINESS SCHOOL
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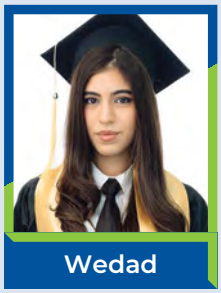
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CAROL DAVILA UNIVERSITY
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Wedad

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Looking Back with Gratitude, Looking Ahead with Hope

There is something special about the end of a school year. As the corridors become quieter and classrooms empty for the summer, the memories remain—the excitement of learning, the applause after performances, the pride of representing the school and the friendships that have grown stronger throughout the year.

As we reflect on the 2025–2026 academic year, we do so with great gratitude. It has been a year of learning, achievement and celebration, once again demonstrating the strength of the ISB community.

As many of you know, I had the privilege of taking on the role of Head of School from September 2026. I would like to express my sincere appreciation to my predecessor, Mr Serdar Sakman, for his dedicated leadership and the strong foundations he has built over the years. I look forward to working alongside our outstanding staff and continuing to serve this caring and diverse community.

Throughout last year, students participated in field and residential trips, the FirStep competition, science fairs, mathematics competitions, language events, art exhibitions, concerts and drama productions. Our sports teams proudly represented ISB in local and international competitions, while International Day celebrated the rich diversity that makes our school so special. The Winter Fair, Family Day and Summer Fair brought our community together in the true spirit of friendship and belonging.

Service learning remained an important part of school life. Through CAS projects, environmental initiatives, community partnerships and charitable campaigns such as Un Paște Mai Bun, students demonstrated compassion, leadership and a commitment to making a positive difference.

Student Council, Model United Nations and other leadership opportunities further helped them develop confidence, responsibility and teamwork.

The final months of the year were particularly exciting. Our DP2 students approached the May 2026 International Baccalaureate Diploma Programme examinations with maturity and determination, while our Year 11 and Year 12 students showed remarkable resilience throughout six weeks of Cambridge IGCSE and AS Level examinations.

I am delighted to share that our Year 13 students achieved an excellent set of IB Diploma results. These outstanding outcomes reflect years of hard work, the dedication of our teachers and the unwavering support of families. We congratulate every member of the Class of 2026 and wish them every success as they begin the next chapter of their lives.

We are especially excited to celebrate an important milestone—ISB's 30th anniversary. Since opening its doors in 1996, our school has grown into a vibrant international community, and we look forward to celebrating three decades of learning, friendship and excellence together throughout the 2026–2027 academic year.

Thank you to our students, parents, teachers, support staff and the wider ISB community for making the 2025–2026 academic year such a successful and memorable one. As we embark on the 30th year of ISB, I wish our entire community a successful and fulfilling academic year ahead. May this milestone year be one of reflection, celebration, and renewed inspiration as we continue to learn, grow, and shape the future together. I look forward to all that we will accomplish as a community in the year ahead.



Yusuf Suha Orhan
Head of School


INTERNATIONAL
SCHOOL OF
BUCHAREST
INTERNATIONAL DAY



Welcome to the Primary School

A Celebration of Growth and HEROic Milestones

As the final academic term reaches its conclusion, we reflect with heartfelt pride on the remarkable progress achieved by our youngest scholars.

The International School of Bucharest is defined by its identity as a HERO school, a philosophy that spreads through every level of our educational framework. Our mission goes beyond mere academic attainment; we are committed to cultivating empathetic global citizens who embody our core values, Honesty, Empathy, Responsibility, and Open-mindedness within our vibrant school community. By living these principles daily, our students have navigated new challenges and explored complex concepts with curiosity and grace.

Here, we highlight the creative triumphs, transitions, and meaningful milestones that have characterized this exceptional year.

Hands-on Minds: The Spirit of Innovation

In keeping with our commitment to inquiry-led learning, STEM initiatives became a focal point of innovation in our classrooms this spring.

Across Key Stage 1 and 2, students participated in immersive building challenges, logical problem-solving games, and introductory coding sessions. Our Year 4 classes synthesized concepts of mechanisms and sustainability by constructing models of future eco-cities. This project perfectly illustrated how technical exploration strengthens a student's sense of environmental Responsibility.

ISB Primary earned a prestigious award for achieving the highest percentage of student participation in the school round among all Lumina schools. Every student project was purposefully linked to a United Nations Sustainable Development Goal, bridging scientific research with real-world global challenges.

Sports Day: A True Celebration of Community Spirit

Our Primary School Sports Day proved to be about much more than sport, it was a true celebration of togetherness, bringing pupils, staff, and families together in a vibrant display of physical activity and joy. Fair play and integrity remained at the heart of every single event.

While our youngest pupils took their very first steps into Sports Day traditions with huge smiles, enjoying simple races and activities beautifully designed to build confidence and an early love for physical movement, primary learned the value of working together, encouraging one another, celebrating their shared successes and demonstrated incredible determination, resilience, and leadership acting as excellent role models for the younger students while fully embracing the healthy competitive spirit of the day.

Through these events, our children showcased our core values of Empathy and Responsibility by cheering for their peers, helping one another up, and showing immense respect. It is these valuable life skills, perseverance, cooperation, and sportsmanship that will leave a lasting impact long after the day is over.

The Arts: Creativity, Culture, and Expression

Much like our STEM projects, our Arts initiatives served as another vital channel for students to express the 'Open-mindedness' and 'Empathy' that are the cornerstones of their HERO identity. Celebrating the Arts, Crafts, and Design is a central theme fostering creativity and self-expression. Our youngest learners explored cultural artistry through Chinese New Year lanterns and red packets, while also hand-decorating flower pots inspired by nature walks. Primary students merged science with design to create miniature gardens and used printing techniques for shimmering "Out of This World" outer space scenes.

Year 5 students brought history to life by designing intricate Greek costumes, and specialized clubs like Crocheting and Drawing Discovery further enriched the experience through handmade plushies and realistic nature sketches. These projects demonstrate how art serves as a powerful bridge between academic concepts and creative innovation.

Stepping Up: The Moving Up and Transition Celebrations

The concluding weeks brought a spirit of joyous celebration as our learners prepared to embark on their next academic adventures.

Our Nursery and Reception students celebrated their social and emotional growth with special showcases. The team prioritized a supportive transition toward Key Stage 1, fostering the communication skills and social independence necessary for a confident start in primary school.

On the other hand, primary students spent a day exploring their future classrooms to cultivate Open-mindedness and ease end-of-term nerves. Meeting their new teachers and experiencing upcoming routines helped transform apprehension into genuine excitement for the journey ahead.

A Special Message for Our Families: The Power of Togetherness

At ISB, we view education as a beautiful, collaborative partnership between home and school. As we look forward to the summer holiday, we invite our families to reflect on the immense value of shared time, moments where the seeds of academic success and well-being are nurtured together.

While structured programs have their place, the simple, direct engagement you share with your children has a profound and lasting impact on their growth, bridging the HERO values we practice at school with the love they find at home.

- **Cognitive Advancement:** Developmental studies show that quality parent-child interactions such as storytelling, shared reading, and open-ended dialogue are powerful predictors of advanced literacy and mathematical reasoning.

- **Emotional Resilience:** Children who regularly participate in supportive family activities develop stronger executive functioning and self-regulation skills, which directly translate to improved focus and adaptability in the classroom environment.

- **Meaningful Connection:** Simple tasks like exploring nature, cooking together, or discussing daily events create cognitive pathways that help children retain academic concepts more effectively than passive screen-based entertainment.

This season, let us prioritize genuine connection. By stepping away from digital screens and engaging in shared reading or family walks, we build the foundation of love and curiosity upon which academic excellence is steadily built.

As we turn the final pages of this edition, I am truly moved by the extraordinary dedication our community has demonstrated throughout this term. I wish to express my deepest gratitude to our talented student contributors and our passionate team, whose tireless efforts and exceptional work have brought this edition of Insight to life. It is a distinct honor to collaborate with such a remarkable group. We also extend our heartfelt appreciation to our dedicated teachers, the PTA, and our supportive families, who have worked with such commitment to document and celebrate these wonderful achievements.

We wish all of the ISB community a safe, relaxing, and wonderful summer holiday!



Mustafa Soydemir
Head of Primary



Little Hands, Big Discoveries

Learning Through Play at the Age of Two

Each child begins this journey in their own unique way: some adapt quickly with excitement and confidence, while others may need more time, reassurance, and comfort. As educators, our role is to create a warm, safe, and engaging environment where every child feels welcomed, valued, and encouraged to explore.

At this age, children learn best through play. Play is not simply entertainment; it is the foundation of early childhood learning. Through playful experiences, toddlers develop language, social skills, emotional confidence, creativity, and independence. When children build with blocks, explore colours, sing songs, dance, or participate in simple games, they are learning important skills in a natural and joyful way.

"The age of two is a wonderful stage of discovery, curiosity, and rapid development. For many children, this is also their very first experience of entering a group setting and becoming part of a school community."

Sensory activities are especially important for two-year-olds because they support both cognitive and physical development. Activities such as playing with sand, water, playdough, textured materials, painting, or sensory bins allow children to explore the world using their senses. These experiences help strengthen fine motor skills, which are essential for future tasks such as holding a pencil, buttoning clothes, or using scissors. Simple actions like scooping, pouring, pinching, squeezing, and grasping help develop hand strength and coordination while also encouraging concentration and problem-solving.

Hands-on activities also play a very important role in helping children adapt to school life.

Young children feel more secure and connected when they are actively engaged in meaningful play. Through interactive experiences, they begin to build trust with their teachers, develop friendships with classmates, and gain confidence in a new environment. Daily routines filled with music, movement, sensory exploration, stories, and creative play help transform the classroom into a place of comfort and happiness.

Every child's adaptation process is different, and it is important to respect each individual rhythm. With patience, encouragement, and engaging activities, children gradually begin to feel safe and excited about coming to school.

Over time, tears turn into smiles, hesitation becomes confidence, and the classroom becomes a place where learning happens naturally through joy and exploration.

In Foundation Stage 0, learning through play is at the heart of everything we do. By providing rich sensory experiences, opportunities for exploration, and loving guidance, we help children build the skills and confidence they need for their future learning journey. Most importantly, we help them discover that school can be a happy place filled with fun, friendship, and endless opportunities to grow.



Cristina Guta
Foundation Stage 0 Teacher



Mini Beast Madness!

We have become real mini beast explorers, discovering creepy crawlies, fascinating facts, and some seriously cool science along the way.

So far, we have met hardworking ants, jumpy grasshoppers, slimy snails and slugs, colourful butterflies, hungry caterpillars, and super-skilled spiders. Every minibeast has surprised us with something incredible!

"This term, our classroom has been buzzing, wriggling, sliming, and spinning with excitement as we jumped into the amazing world of minibeasts! "

One of the most magical things we learnt about was the life cycle of a butterfly. We followed the journey from a tiny egg to a munching caterpillar, then into a chrysalis, before finally transforming into a beautiful butterfly. It felt like watching nature perform its own magic trick!

The ants amazed us with their teamwork and determination. We discovered that ants are super strong for their size and work together like tiny superheroes to carry food, build nests, and protect their colony. No ant is lazy in an ant kingdom!

Things got messy when we explored snails and slugs. We designed our own colourful snail shells and even made snail slime! Sticky, stretchy, squishy fun filled the classroom as we learnt how snails use slime to glide smoothly across the ground.



Our spider investigations were full of "WOW!" moments too. We learnt that spiders have eight legs and use special spinnerets to spin silky webs that trap insects for dinner. Some webs looked like giant sparkling trampolines!

Grasshoppers showed us their incredible jumping powers, while caterpillars impressed us with their enormous appetites as they munched leaf after leaf before changing into butterflies.

We didn't just read about minibeasts — we became mini beast detectives! We explored outdoors, searched in habitats, created art, carried out experiments, and shared exciting discoveries together.

And guess what? The adventure is not over yet! Next, we will continue discovering even more weird, wonderful, wiggly insects and uncovering the secrets of the tiny creatures living all around us. Who knows what amazing minibeast we will meet next?



Early Years Trip to Ferma Animalelor

Meeting the Farmer and the Animals

One of the first highlights of the day was meeting the farmer, who showed us how to milk a cow. The children watched closely as the milk was collected, learning where milk really comes from before it reaches the shops. It was fascinating to see the process up close, and many children were eager to talk about what they saw afterwards.

We then had the chance to feed some of the animals. Carefully offering food to goats, sheep, and other friendly farm animals helped the children understand how animals are cared for and what they need to stay healthy. It was a great way to build confidence and responsibility while interacting with nature.

Story Time by the Pond

A special moment of the trip was listening to the story of "The Ugly Duckling." The setting made it even more magical, as we later walked around the pond to see real swans, ducks, and geese—just like the ones in the story. Seeing the animals in real life helped the children connect the story to the world around them. They were excited to spot similarities and differences between the characters in the book and the animals in front of them.

Maths in Action: Tally Charts on the Farm

Learning didn't stop there. The children took part in a fun maths activity by creating a tally chart of the animals they could see around the farm. They carefully counted and recorded how many sheep, ducks, chickens, and other animals they spotted. This hands-on experience helped them practice counting, grouping, and recording data in a meaningful way.



Charlene Jones
Early Years Coordinator

"Our Early Years Foundation Stage trip to Ferma Animalelor was a day full of discovery, hands-on learning, and lots of laughter. From the moment we arrived, the farm felt like an exciting outdoor classroom where every corner had something new to explore."

Play and Physical Fun

The trip also included plenty of time for active play. The children absolutely loved jumping on the inflatable cushion, bouncing with excitement and laughter. They also challenged themselves on the climbing frame, developing their coordination, balance, and confidence while having fun with friends.

A Taste of the Farm

To end the day, the children had the opportunity to drink fresh milk from the farm. This was a special moment that brought everything together—seeing the cow being milked earlier in the day and then tasting the result made the learning experience complete and memorable.

A Day to Remember

The visit to Ferma Animalelor was a perfect blend of education and fun. The children explored nature, learned where food comes from, connected stories to real life, and developed important skills through play and observation. Most importantly, they returned with big smiles and wonderful memories of a truly special day.





Early Years Graduation Ceremony 2026

What a fantastic celebration our Early Years Graduation Ceremony was!

The event began with a showcase of everything the children have learned this year. Through a special adaptation of The Three Billy Goats Gruff, the children demonstrated their knowledge of 3D shapes, the life cycle of a butterfly and the importance of kindness and friendship. The performance was full of singing, dancing and acting, and the children spoke their lines confidently and performed beautifully.

"The performance was full of singing, dancing and acting, and the children spoke their lines confidently and performed beautifully."

Following the show, families enjoyed a video montage celebrating a year filled with learning, laughter and unforgettable memories. From baking and dancing to special events and friendships, it was a wonderful opportunity to reflect on all that the children have achieved throughout the year.

The children then proudly received their Graduation Certificates as we celebrated their achievements and growth. I shared how proud I was of all they had accomplished, and the children enjoyed talking about some of their favourite Early Years memories.

The ceremony ended with a truly special moment as the children threw their graduation caps into the air, officially marking the end of their Early Years journey.

The whole Early Years community was involved in the celebrations, with our FS0 and FS1 children joining the audience and thoroughly enjoying the performance.

A huge thank you to all our parents for your support throughout the year. Thank you for providing costumes, helping children learn their lines and being such an important part of their learning journey. Congratulations to all of our graduates—we are so proud of you!



Charlene Jones
Early Years Coordinator






Over in the Garden



Busy Bees @ ISB

Designed for toddlers aged 18 months to 3 years old, the weekly sessions have become a much-loved part of life at ISB and an excellent introduction to the Early Years Foundation Stage (EYFS).

Held every Friday from 10:00–11:00 am during the school year, the playgroup offers children opportunities to participate in creative play, songs, stories, messy play activities, and social interaction within a fun, safe, and stimulating environment. Parents and carers also benefit from the opportunity to meet and connect with other families in the community.

We are delighted that 16 families representing 5 different nationalities joined the playgroup this academic year, with several families already enrolling their children in the ISB EYFS programme for the upcoming school year.

"For more than eight years, ISB's Busy Bees Parents and Toddlers Playgroup has provided a welcoming space for young children and their families to connect with the school community, make new friends, and enjoy engaging early learning experiences together. "

It has been wonderful to see the positive connections and confidence that these sessions help to build for both children and parents alike.

We are excited to continue offering the Parents and Toddlers Playgroup during the 2026–27 academic year. Watch out for further information and updates regarding upcoming sessions and registration details!

For further information, please contact:

admissions@isb.ro



Tatiana Buyuklieva
Head of Admissions

Year 1 Students are Preparing for the Transition to Year 2!

"In support of the Earth Day celebrations at ISB, the children wrote letters to Mother Earth expressing gratitude and concern for the world."

They considered their role in helping keep our environment clean, healthy, and livable.

Their writing skills demonstrated usage of English through writing for a purpose, correct punctuation, and reasonable attempts at spelling unfamiliar words. We were particularly proud of how they used their discussions about recycling and social responsibility to inform their letters, with genuine emotion and attainable steps young students can complete independently in support of the environment.

The growth they have shown in this assignment is evident from the beginning of the year, when many children were new to English and formal writing processes.

As they move toward Year 2, our students will build on their knowledge to improve their independent writing confidence. They will continue to develop their spelling, handwriting, and self-correction abilities in line with the English National Curriculum standards, along with developing deeper vocabulary and considering the intended audience for their writing.

We hope that their enjoyment of expressing themselves through writing will help them experiment with tone, style, and topic through the remainder of Year 1.



Melissa Green
Year 1 Teacher and KS1 Leader





Hello Parents!

We began the year focusing on teaching basic phonics decoding skills, which are the building blocks of reading and writing in English. Students learned each phonetic sound needed to read or write simple sentences and how to apply those sounds in writing.

By mastering these sounds, students were then able to read short words independently, putting them together to make short sentences that matched pictures to tell a story.

Now, most of our Year 1 children are able to independently read their leveled books and discuss the story. They can identify the main character, the problem they face, and how the story ends.

As they move toward Year 2, the children are encouraged to use these new comprehension skills to begin writing their own stories, or make changes to known stories to create their own version.

"The Year 1 team is so proud of all the hard work our students have put in to develop their English skills over the year. Their enhanced ability to express themselves through writing and verbal English has been amazing to watch grow over time!"

They are able to participate actively in more in-depth conversations about details of characters, settings, and events as their vocabulary develops.

Of course, reading and writing is not only important for English lessons. The students are also applying these skills to math, science, Topic, and MFL classes. Independently reading and following instructions in these lessons, as well as writing their responses, will help their ongoing academic success.

We encourage you to continue working with your child at home to practice their reading and writing skills in your home language. This familiarity with the written word will help them become more confident in all aspects of their learning.



Melissa Green
Year 1 Teacher and KS1 Leader

The Great Habitats Mix-Up

A Year 2 Celebration

For many of the children, this was a big step. Standing up in front of an audience, remembering lines, singing, dancing, and performing together takes courage. But from the very beginning, they rose to the challenge. Every child played their part, and it was wonderful to see the pride they took in being part of something shared.

In the weeks leading up to the performance, the classroom was full of excitement (and a little bit of nervous energy too!). Lines were practised again and again, songs were sung on repeat, and dance moves were carefully learned and refined. Some children had a lot to remember, but they showed real determination and resilience, supporting each other along the way.

"Earlier this year, our Year 2 children took to the stage for their class assembly, The Great Habitats Mix-Up - and what a special moment it was."

On the day itself, they were incredible.

They walked onto the stage with confidence, remembered their cues, and supported one another throughout the performance. From start to finish, it was clear how much effort had gone into every detail. Their singing was joyful, their dancing full of energy, and their acting thoughtful and expressive. Most importantly, they worked together as a team, encouraging each other, smiling through any nerves, and truly enjoying the experience.





One of the most heartwarming parts of the day was seeing the effort that had gone into their costumes. Thank you to all the parents who helped bring the characters to life with such creativity and care - it made the performance even more special and memorable for the children.

"Moments like this are about so much more than the performance itself. They are about confidence, teamwork, perseverance, and a sense of achievement. For many of the children, this was a moment where they realised just how much they are capable of."

Looking back, *The Great Habitats Mix-Up* feels like a perfect snapshot of the year: children supporting one another, stepping outside of their comfort zones, and growing in confidence every day.

We are so proud of each and every one of them, and we know this is just the beginning for this class of superstars!



Daniella Marie Diovisalvi
Year 2 Teacher

Science in Year 3

Forces and Magnets

"This term, in Year 3, we have been exploring our Science topic on Forces and Magnets, following the White Rose programme of learning."

The lessons are well structured and engaging, supporting the children in building their knowledge step by step.

Throughout the unit, the children have been making very good progress. They are developing their scientific vocabulary, as well as their ability to think critically, plan investigations, and work scientifically. A strong focus has been placed on carrying out fair tests, making careful observations, and recording data accurately.

One of the highlights of our learning was an investigation into friction. The children worked in groups using ramps covered with different materials, such as sandpaper, rubber, wood, and carpet. They tested how far a toy car travelled on each surface, taking turns to measure the distance carefully and record their results. Through this, they were able to identify which surface had the most friction and which had the least.

The children thoroughly enjoyed this hands-on activity and showed great teamwork and curiosity. Through this investigation, they developed a deeper understanding of how different surfaces affect movement, while also strengthening their measuring and data-recording skills.

We are very proud of their enthusiasm and the progress they are making in Science.



Anthony Moore
Year 3 Teacher





Year 4 Highlights

A Year of Creativity, Discovery and Teamwork

A Day of Discovery at the Children's Museum

Year 4 enjoyed an exciting educational trip to the Children's Museum, where curiosity and creativity came alive. Pupils explored the experiments lab, taking part in hands-on scientific investigations that encouraged questioning, predicting and problem-solving. The visit inspired students to think like real scientists while having fun through interactive learning experiences.



Designing Kindness: Creative T-Shirt Project

As part of our wellbeing and values work, students designed their own "Kindness T-shirts." Children carefully planned positive messages and colourful designs that reflected empathy, friendship and respect. This activity encouraged creativity while reminding everyone about the importance of spreading kindness within the school community.



Bringing Art to Life

Art lessons this year were filled with imagination and hands-on creativity. Students explored sculpting techniques and developed skills in constructing 3D objects, including birds, musical instruments and mountain landscapes. They experimented with a wide range of materials such as cardboard, paper, masking tape, gypsum plaster and clay, learning how artists transform simple materials into detailed creations.





One of the most enjoyable art activities involved using scissors and scraping tools on black paper to reveal vibrant rainbow colours hidden underneath. This technique helped students practise control, precision and pattern-making while producing eye-catching pieces of artwork full of colour and creativity.



Inquiry-Based Learning in Maths and English

Year 4 students became active investigators in both Maths and English lessons through inquiry-based activities. Inquiry-based learning encourages Year 4 pupils to ask questions, investigate ideas, and solve problems through practical, hands-on experiences. Across subjects, children developed independence, creativity, and critical thinking while exploring learning in meaningful ways.

In Mathematics, pupils used British money in role-play shopping activities and explored measurement and geometry using practical resources. In English, drama, debates, and role play helped children understand stories and characters more deeply. Science lessons included exciting investigations such as building circuits, testing materials, planting seeds, and exploring sound and vibrations.

Our STEM activities encouraged students to think like engineers and inventors. Class 4A worked together to design marshmallow and toothpick buildings that could withstand the force of a fan, testing stability and teamwork skills.



Meanwhile, Class 4G took part in the exciting Egg Drop Challenge, carefully designing protective wrappings to keep their eggs safe during impact. Both activities promoted resilience, creativity and problem-solving.

In Geography and History, pupils used maps, artefacts, and research projects to investigate the world and the past. Computing lessons encouraged coding, debugging, and designing animations, while Art and DT involved creating 3D models, testing structures, and experimenting with materials.



Through group challenges, experiments, discussions, and collaborative projects, Year 4 students became more curious, confident, resilient, and independent learners while developing important lifelong skills.

Becoming Authors with Book Creator

Students used Book Creator to publish impressive booklets linked to our latest units in English. They learned how to organise information clearly, use engaging language and present their ideas creatively using digital tools. This project helped build confidence in writing while developing important communication and presentation skills.

The Grand Finale: Year 4 Class Assemblies

The highlight of the year was undoubtedly the wonderful class assemblies, where students proudly showcased their learning and performance skills. Both assemblies demonstrated confidence, teamwork and the incredible talents of our Year 4 students.



Guzel Mirasova
Year 4 Teacher



Class 4G presented *The Egyptian Cinderella*, linking beautifully to their English studies through drama, storytelling and performance.



Class 4A delighted audiences with *The History of Music and Dance*, combining historical learning with energetic performances and musical creativity.

Class Debate Inspired by Shackleton's Journey Book

Year 5 stepped into the world of debating for the very first time. Inspired by their class novel Shackleton's Journey, the students explored a powerful and thought-provoking question: Was it right to shoot the dogs?

The classroom quickly transformed into a lively debate hall. Pupils were divided into three groups: an affirmative team, a negative team, and a panel of judges. Each group had an important role to play, and everyone rose to the challenge with enthusiasm and determination.

The debate followed the format of the World Scholar's Cup, giving students a taste of real competitive debating. One by one, speakers delivered clear and structured arguments, doing their best to persuade the audience. Perhaps the most exciting part was the rebuttal round, where students had to think on their feet and respond to the points made by the opposing team. It was impressive to see how carefully they had listened and how thoughtfully they replied.

What made this experience truly special was not just the debate itself, but the skills the students developed along the way.

"Perhaps the most exciting part was the rebuttal round, where students had to think on their feet and respond to the points made by the opposing team. It was impressive to see how carefully they had listened and how thoughtfully they replied."

They practiced speaking in front of others with confidence, worked closely with their teammates, and learned how to build strong, logical arguments. Just as importantly, they learned to respect different opinions and discuss challenging topics in a calm and thoughtful manner.

For many students, this was their first time expressing their ideas in such a formal setting, and they did so with courage and maturity. The judges also took their roles seriously, listening attentively and considering each argument before making their decisions.

Overall, the debate was a great success and a memorable experience for everyone involved. It sparked curiosity, encouraged teamwork, and showed students that their voices matter. This is only the beginning of year 5 debating journey, and we look forward to seeing them continue to grow as confident and thoughtful communicators.



Dana Breitenhofer
Year 5 Teacher







Enterprise with Purpose

Year 6 Making a Difference

This year, our Year 6 students took part in a meaningful Enterprise project that went far beyond developing entrepreneurial skills — it was an opportunity to make a real difference in the community.

Through the Mărțișor Market, students planned, created, and sold handmade products, working collaboratively in teams and taking ownership of every stage of the process. From generating ideas and designing items to managing sales and interacting with customers, they demonstrated initiative, creativity, and strong teamwork. The excitement of the market was matched by a clear sense of purpose: raising funds to support others.

What made this project truly special was what came next.

Following the success of the Enterprise, our Year 6 students visited the Ruth School, where they donated part of the funds they had raised. The visit was a powerful and memorable experience. Students were warmly welcomed, had the opportunity to tour the school, and spent time interacting with the children there—sharing conversations, smiles, and moments of genuine connection.

"This experience helped our students understand the real impact of their efforts. What began as a classroom project became a lesson in empathy, generosity, and social responsibility."

This experience helped our students understand the real impact of their efforts. What began as a classroom project became a lesson in empathy, generosity, and social responsibility. It encouraged them to reflect on the importance of giving back and the difference small actions can make in the lives of others.

The Enterprise project and the visit to the Ruth School highlighted the values we strive to develop in our students—not only as learners, but as caring and responsible members of a wider community.

It has been inspiring to witness the maturity, compassion, and commitment our Year 6 students have shown throughout this journey.



Liane Moldoveanu
Upper Primary Leader



Joseph Edge
Head of Academics Primary

Building Confident Mathematicians at ISB

This year, one of those moments extended beyond the classroom and into our wider school community during our Primary Maths Workshops in February. Across Early Years, Lower Primary, and Upper Primary, we welcomed parents into school to experience mathematics the way their children do every day.

The workshops began with a simple goal: to open the door to our classrooms and share what makes our approach to maths so meaningful. As a school, we follow the British curriculum alongside the White Rose Maths approach, which focuses on deep understanding, problem solving, and building strong foundations. But more importantly, we focus on the how - encouraging children to explain their thinking, explore different strategies, and develop resilience when faced with a challenge.

"At the International School of Bucharest, mathematics is about so much more than numbers on a page. It is about curiosity, confidence, and those small but powerful moments when a child realises, "I can do this."



After an initial presentation and Q&A, parents were invited into classrooms to observe maths lessons in action. What they saw was not silent rows of children completing worksheets, but lively, engaged learners discussing ideas, using practical resources, and working together to solve problems. These moments gave a real insight into the rich, collaborative nature of maths at ISB.

Perhaps the most special part of the workshops came afterwards, when parents and children sat down together to play. Through PlayFact maths board games, families explored how fluency and reasoning can be developed through something as simple and joyful as a game.

There was laughter, friendly competition, and plenty of problem solving, all reinforcing an important message: maths can and should be engaging, accessible, and fun.

These shared experiences are at the heart of what we believe in at ISB. When children see that maths is valued not only in school but also at home, their confidence grows. When parents understand how their children are learning, they are better able to support, encourage, and celebrate their progress.

Moments like these remind us that learning does not happen in isolation. It is built through strong partnerships, open communication, and a shared commitment to helping every child succeed.

At ISB, we are proud to be nurturing a generation of learners who are not afraid to think deeply, take risks, and embrace challenges. Because ultimately, mathematics is not just about finding the right answer, it is about developing the confidence to keep trying, the curiosity to ask questions, and the belief that every child can succeed.

And sometimes, it all starts with a simple game, a shared smile, and the words: "Let's try together."



Daniella Marie Diovisalvi
Year 2 Teacher
Primary School Mathematics Coordinator



A Milestone Moment

From Year 6 to Year 13

There is something truly special about the final weeks of Year 6. A quiet shift takes place—one that goes beyond lessons, assessments, and routines. It is the moment when our students begin to realise just how far they have come.

Graduation is not just a ceremony; it is a celebration of a journey.

Over the years, our students have grown from curious learners into confident, thoughtful, and independent young people. They have faced challenges, taken risks, built friendships, and discovered their strengths. Along the way, they have learned not only academic skills, but also resilience, responsibility, and the importance of supporting one another.

As we prepare for the Year 6 Graduation, there is a mix of emotions in the air—excitement for what lies ahead, pride in what has been achieved, and a touch of nostalgia as they prepare to leave Primary behind.

Yet, this moment is also part of a much longer journey.

Across the school, our Year 13 students are preparing for their own graduation—marking the end of their time at ISB and the beginning of new paths beyond school. While separated by years, these two milestones are deeply connected. The confidence, independence, and curiosity we celebrate in Year 6 are the very qualities we see fully realised in our Year 13 graduates.

Year 6 is where foundations are strengthened—where students learn to take ownership of their learning, to find their voice, and to step forward with confidence. Year 13 is where these foundations come to fruition, as students leave as capable, reflective, and globally minded young adults, ready to make their mark on the world.

We are incredibly proud of them as they take this first significant step, and we look forward to seeing them grow, evolve, and return—years from now—as graduates ready to embrace the future.



Liane Moldoveanu
Upper Primary Leader



Our Year 6 Graduation Ceremony was a wonderful celebration of the Class of 2026 and all they have achieved during their time in Primary School.

Students and teachers shared heartfelt speeches, reflecting on special memories, friendships, and the journey that brought them to this important milestone. The graduates also performed Best Day of My Life and Sing, filling the theatre with energy, joy, and excitement for the future.

A highlight of the ceremony was the memory video, which brought smiles, laughter, and a few tears as students, parents, and staff looked back on the many moments shared over the years.

Thank you to all the families who joined us for this special occasion. We are incredibly proud of our Year 6 students and wish them every success as they begin their next chapter in Secondary School.

Liane Moldoveanu
Upper Primary Leader

Supporting Every Child to Flourish

At the International School of Bucharest (ISB), our approach to Primary education is shaped by a clear belief: children flourish when learning is purposeful, inclusive, and responsive to their stage of development. From the Early Years through to Upper Primary, we carefully build the skills, knowledge, confidence, and character pupils need to thrive.

Learning at ISB is not static. It develops year by year, as children move from playful exploration to increasing independence, deeper thinking, and greater responsibility. Across all areas of school life, academic, creative, physical, and personal, we focus on progression, ensuring every child is both supported and challenged at the right time.

"At ISB, every child is seen, supported, and inspired to grow academically, socially, and personally."



Early Foundations: Learning in EYFS

In the Early Years Foundation Stage, learning is play-based, language-rich, and carefully structured to support all areas of development. Children learn through stories, role-play, talk, movement, and exploration, building early communication skills, social confidence, and curiosity about the world around them.

Adult-guided activities sit alongside child-initiated learning, allowing teachers to observe, support, and extend understanding. Early phonics, number sense, and problem-solving are embedded naturally within meaningful contexts.

For children new to English, targeted interventions such as Box Clever support early language development, while regular assessment ensures progress is closely monitored.

From the very start, EYFS lays the foundations for independence, resilience, and a love of learning, preparing pupils for the more structured demands of Primary education.

High-Quality Learning Tailored to Every Child

As pupils move into Key Stage 1 and Key Stage 2, learning becomes increasingly structured while remaining practical, engaging, and inclusive. ISB recognises that no two learners are the same, and teaching is carefully adapted to meet individual needs.

- Phonics streaming in Lower Primary secures strong literacy foundations.
- EAL provision operates both through targeted support for those with greatest need and through embedded classroom practice, recognising that the vast majority of pupils are multilingual.
- Special Educational Needs provision ensures access to high-quality teaching and appropriate support for all learners.

Lessons are designed to stretch thinking while providing clear scaffolding. Live feedback, visual supports, flexible grouping, and structured talk ensure pupils are supported as expectations increase. A Primary learning walk noted that "lessons are structured, engaging, and adapted to challenge every student, including those who are more able."

Teachers collaborate across phases, using formative assessment, end-of-unit checks, and GL standardised data to inform planning and intervention. This evidence-informed approach ensures learning pathways remain personalised as pupils progress through the school.

Language Learning and Cultural Awareness

Language learning plays a central role in school life at ISB. From early exposure to spoken language in EYFS to more formal reading, writing, and grammatical awareness in later years, pupils develop confidence and competence in communication.

ISB offers Romanian, French, Spanish, Turkish, Arabic, and Chinese, enabling students to celebrate their linguistic heritage while engaging with new cultures. Target-language use in lessons promotes authentic communication, while discussion and collaboration help pupils develop cultural understanding, curiosity, and respect.

By embedding multilingualism into everyday learning, we support academic success alongside social and emotional development.

Reading, Libraries, and a Love of Learning

Reading underpins learning across the school. In the early years, shared stories, talk, and phonics-based texts develop vocabulary and comprehension. As pupils grow, they increasingly read independently for pleasure and information, building stamina, inference skills, and confidence.

Our library supports this journey, offering a wide range of fiction and non-fiction texts that encourage exploration, curiosity, and independent learning. Across Primary, reading becomes both a tool for academic success and a source of enjoyment.

Creativity in Music, Art, and Performance

Creative learning is woven throughout the Primary years, supporting confidence, collaboration, and self-expression. Pupils experience a broad arts curriculum that develops progressively in complexity and expectation.

In Music, children move from early percussion work to learning instruments such as violins, guitars, ukuleles, and child-sized string instruments. Regular performances, productions, and talent showcases give pupils opportunities to perform, reflect, and work as part of a team.

As our Art and DT Subject Leader, Ms Alice, notes: "Creativity is a core pathway to flourishing: it develops confidence, curiosity, and resilience."

Technology, Coding, and STEAM Learning

Technology is used purposefully to enhance learning and problem-solving across the Primary school. In the early years and Lower Primary, pupils develop confidence with basic devices and simple computational thinking. As they progress, lessons increasingly focus on coding, game creation, data collection, and analysis.

iPads support research, presentations, and creative outcomes, while our computer lab provides access to iMacs, Mac minis, Bee-Bots, and specialist software. Opportunities such as 3D printing clubs extend learning beyond the classroom, allowing interested pupils to explore design and engineering in greater depth.

Through STEAM learning, pupils develop logical thinking, creativity, and digital responsibility, preparing them for future learning without rushing age-inappropriate content.

Mathematics Excellence

Mathematics teaching at ISB is designed to build confidence, understanding, and curiosity. Using the White Rose Maths curriculum, pupils move from concrete and visual representations towards increasingly abstract reasoning.

Practical tasks, investigations, and discussion deepen conceptual understanding, while competitions such as Maths Without Borders, the Primary Maths Challenge, and Noetic provide additional challenge. In Upper Primary, weekly tutoring with Secondary colleagues supports high-attaining pupils in extending their thinking further.

As our Mathematics Subject Leader, Ms Dani, explains: "In Mathematics, we aim to challenge and engage every learner, supporting their individual growth and confidence."

Wellbeing, Character, and HERO Values

Wellbeing and character education underpin all aspects of school life.

Our HERO values, Honesty, Empathy, Responsibility, and Open-mindedness, are explored in age-appropriate ways as pupils grow.

In the younger years, this may involve learning to name emotions, share resources, and resolve simple conflicts.

As pupils mature, expectations increase around reflection, leadership, responsibility, and understanding others' perspectives. Structured opportunities for discussion and reflection help pupils take ownership of their learning, behaviour, and relationships.

By prioritising emotional intelligence and wellbeing, we ensure pupils flourish socially and personally alongside academic success.

Sport, Physical Development, and Enrichment

Physical development plays a vital role in supporting confidence, resilience, and wellbeing. In Lower Primary, pupils work with a specialist tennis coach, developing coordination, teamwork, and fundamental movement skills. In Upper Primary, pupils attend swimming sessions at the World Class pool in MegaMall, building stamina, confidence, and water safety.

Additional opportunities include football, gymnastics competitions, basketball festivals, and a wide range of clubs and enrichment activities. These experiences support physical health while fostering teamwork, perseverance, and self-belief.

Enterprise, Leadership, and Purposeful Learning

As pupils progress through Primary, learning becomes increasingly connected to real-world application. The Year 6 Enterprise Project develops creativity, communication, and problem-solving, while encouraging pupils to consider social responsibility through charitable giving.

Leadership opportunities such as prefect roles, Eco Council membership, and house leadership allow pupils to contribute meaningfully to school life. Programmes like the World Scholar's Cup and student-led initiatives further develop collaboration, critical thinking, and confidence.



Inclusion, Support, and a Safe Environment

ISB provides a safe, welcoming campus where every child feels valued. Coordinated EAL and Learning Support services ensure pupils receive appropriate support, while early identification and data-informed intervention help remove barriers to learning.

Structured transitions between phases support confidence and independence, ensuring pupils are well prepared for each new stage of their education.

A Curriculum That Grows With the Child

At ISB Primary, flourishing is the result of thoughtful progression. From playful beginnings in EYFS to confident, independent learners in Upper Primary, we carefully build knowledge, skills, character, and wellbeing over time.

Academic rigour sits alongside creativity, enquiry, and care for others. HERO values guide behaviour and relationships, while inclusive practices honour each child's identity, language, and strengths.

We aim not only to help pupils know more, but to help them do more, care more, and become more. This is how ISB Primary supports every child to flourish, preparing them to move forward as confident, compassionate, and capable learners in an ever-changing world.



Joseph Edge
Head of Academics Primary

Year 4–6 Pupils Shine at firSTep Grand Final

This year has been a remarkable one for the Primary School at the International School of Bucharest, with our pupils achieving outstanding success in the prestigious firSTep competition. firSTep is an international educational platform that encourages students to think creatively, solve real-world problems, and present innovative ideas through project-based learning. It gives young learners the opportunity to develop confidence, communication skills, critical thinking, and independence while exploring topics they are passionate about.

We are delighted to share that an incredible 23 pupils from Years 4–6 qualified for the firSTep Grand Final this year. Reaching the final stage of such a respected competition is already a tremendous accomplishment, but our pupils went even further by representing the school with maturity, enthusiasm, and professionalism throughout the entire process.

"Each participant demonstrated creativity, determination, and a commitment to excellence. However, beyond the medals and awards, this competition celebrated something even more important — the courage to share ideas, take risks, and believe in their own abilities."

During the Grand Final, pupils presented their innovative projects and answered questions from a panel of judges via Google Meets. What stood out most was the confidence and self-belief demonstrated by our students. They spoke clearly about their ideas, explained their research thoughtfully, and responded maturely to challenging questions. Their ability to communicate with such poise reflected not only the hard work they had invested in their projects, but also the growing independence and resilience that we strive to nurture within our school community.



We are especially proud to celebrate the pupils who were awarded medals for their exceptional achievements. Gold medals were achieved by Andrei, Aise-Azra, Omar, and Rares. Silver medals were awarded to Alex, Victor, Matei, Ema, and Alexandru. Bronze medals were earned by Talha, Matei, Lara, Emma, Nicole, Luca, Sophie, Tudor, Ariadna, Lara, Andrii, Matei, and Emir.

Each participant demonstrated creativity, determination, and a commitment to excellence. However, beyond the medals and awards, this competition celebrated something even more important — the courage to share ideas, take risks, and believe in their own abilities. The success of our pupils at firSTep reflects the supportive learning environment within the Primary School and highlights the exciting opportunities our students are given to grow as confident, innovative learners.

As a school community, we are immensely proud of every pupil who took part. Their achievements have been an inspiration to others and a wonderful reminder of what can be accomplished through curiosity, perseverance, and teamwork.

Congratulations to all of our firSTep participants on this fantastic success.



Cathryn Quinn
Primary School
Science Coordinator



Enrichment at ISB

Learning Beyond the Classroom

This year, the enrichment programme at ISB has once again provided students with a wide and exciting range of opportunities to explore their interests and develop new skills. From creative activities such as cooking, sewing, crochet, drawing, and craft, to more active and collaborative options like football, badminton, and choir, every student has had the chance to discover something meaningful and enjoyable.

In addition, clubs focused on coding, STEM, and eco projects have encouraged students to think critically, solve problems, and engage with real-world challenges. These activities not only extend learning beyond the classroom but also allow students to apply their knowledge in practical and innovative ways.

The enrichment programme plays an important role in supporting the development of well-rounded young learners. It provides a space where students can build confidence, collaborate with peers, and take initiative in a less formal environment.

"From creative activities such as cooking, sewing, crochet, drawing, and craft, to more active and collaborative options like football, badminton, and choir, every student has had the chance to discover something meaningful and enjoyable."

Whether they are learning how to follow a recipe, working as part of a sports team, or creating something with their hands, students are constantly developing essential life skills such as communication, resilience, creativity, and responsibility.

Importantly, enrichment activities allow students to both discover new passions and further develop existing talents. For some, it is the beginning of a new hobby; for others, it is an opportunity to refine and deepen their skills.

At ISB, we believe that education goes beyond academic success. The enrichment programme is a key part of this vision, supporting students in becoming confident, capable, and well-balanced young adults, ready to embrace future challenges with enthusiasm and curiosity.



Ingrid Stanciu
Head of Enrichment Primary

"The Lower Primary students are learning the basics of crochet and knitting in a relaxed, welcoming, and team oriented environment. They are practicing making slip knots, casting on knitting needles, creating chains, and completing simple stitches. Some children have been so enthusiastic, they have bought their own materials and are practicing at home! Our group is happy to be engaging with fine motor skills, project planning, problem solving, and collaborative learning."



Melissa Green
Primary Teacher

"Our badminton club is a fun and friendly place where Year 5 and Year 6 students can learn new skills and stay active. Students practise important techniques such as serving, rallying, and improving their coordination. We focus on teamwork, fair play, and encouraging each other to do our best. Everyone is welcome, whether they are beginners or already enjoy playing badminton. The club helps students build confidence, make new friends, and enjoy sport in a positive environment."



Cristina Sandu
Teaching Assistant Primary

"Our cooking club introduces students to simple recipes, helping them build confidence in the kitchen while encouraging creativity and teamwork.

Each session typically focuses on preparing easy, age-appropriate dishes such as wraps, salads, non-baked desserts or simple baked goods. Students learn important skills like measuring ingredients, following instructions, using kitchen tools safely, and maintaining good hygiene.

There is often an emphasis on healthy eating, teaching children about balanced meals and nutritious choices.The club also helps develop life skills beyond cooking.

Students practice cooperation by working in small groups, improve their communication skills, and gain a sense of responsibility. It can also introduce them to different cultures through food, broadening their understanding of the world."



Andreea Toma
Teaching Assistant Primary

"In our Drawing Club, pupils in Years 2 and 3 have been enthusiastically developing their artistic skills while exploring a range of creative techniques. They have been practising key drawing skills such as line control, shading, and proportion, alongside experimenting with both observational and imaginative work. Through these activities, the children are learning to express their ideas more confidently and thoughtfully. The club supports the development of fine motor skills, concentration, and attention to detail, while also nurturing creativity and independence."



Alice Asmarandei
Primary Teacher

"In our Sewing Club, the children have been developing their sewing skills while exploring creative ways to design and make their own pieces. We have been practising different techniques, with a particular focus on cross stitch. Using this method, the children are creating beautiful pictures by carefully stitching patterns onto fabric. This activity helps to improve their concentration, patience, and fine motor skills, while also encouraging creativity and pride in their work. We are very proud of their progress and the lovely pieces they are producing."



Andreea Bacalu
Primary Teacher

"Playtime is key to growth! Caboodle Craft Club is brilliant for building our students' social skills and physical confidence"



Veronica Damian
Primary Teacher

"I love Caboodle Craft Club because I play a lot and make new friends. I love my club teachers" "

Teodora - FS2 Student

"Our Eco Club, open to children in Years 1, 2 and 3, gives students the opportunity to explore how they can care for the environment through fun, hands-on activities. From planting seeds and creating bird feeders from recycled materials, to learning how to sort waste correctly, the children are developing a real understanding of sustainability in a practical and meaningful way.

The club also encourages students to take responsibility within the school by promoting simple eco-friendly habits such as saving water, reducing litter and turning off lights. Through teamwork and shared projects, they are building confidence, curiosity and a sense of pride in making a difference.

We are very proud of their enthusiasm and the positive steps they are taking to help protect our world."



Monica Ilie
Teaching Assistant Primary

Leadership Beyond the Badge

Reflections from ISB's Student Leaders

This year, our student leaders have played an important role in helping shape the positive and supportive community we have at ISB. Through their responsibilities as House Captains and Prefects, they have shown leadership, teamwork, responsibility, and resilience every day across the school.

From organising events and supporting younger students, to representing their Houses with pride and setting an example for others, these roles have given students the opportunity to grow both personally and socially. Leadership is not always easy, but it is through these experiences that our student leaders have developed confidence, communication skills, and a deeper understanding of what it means to support a community.

"Throughout the year, our House Captains and Prefects have demonstrated maturity, kindness, and determination while balancing their responsibilities alongside their studies and everyday school life."

Below, some of our student leaders reflect on their experiences and share what these roles have meant to them throughout the school year:

"Being a prefect at my school has been a journey full of challenges and growth, one that has shaped me in ways I never expected. At times, the responsibility has felt overwhelming—balancing leadership duties with my own academic work, making difficult decisions, and being someone others look up to isn't always easy. Yet, it's precisely these complexities that have made the experience so exciting and rewarding. I've learned how to communicate better, lead with confidence, and handle pressure with resilience. Every obstacle has pushed me to grow, and every success has reminded me why I took on this role in the first place.



Looking back, I can honestly say that despite its complications, being a prefect has been one of the most fulfilling and memorable parts of my school life." - **Alexandru Matei H**, Prefect 6J

"The house captain role has been a learning experience for me.I have learned that the house captain role is about doing my duty and planning events for the house team and these things are really important abilities for the future.

I never thought that planning an event for the school would be so complicated and hard to do. It takes a lot of thinking to make sure everything goes well in the events.I am getting better at being the house captain role every day." - **Alexandru O**, Foxes House Captain 6J

"Getting the Prefect role at ISB has been a really meaningful experience for me because it's taught me how to take responsibility not just for myself, but for others around me too. I've learned how to stay calm in situations where I need to guide or help younger students, and it's made me more confident when speaking and making decisions. It has also helped me become more organised and aware of how my actions affect the school community. Most importantly, it has changed the way I see leadership , not as being "in charge," but as setting a good example and supporting others." - **Talha A**, Prefect 6L

Reading these reflections shows that leadership is not simply about wearing a badge or holding a title — it is about commitment, growth, and the willingness to support others. Throughout the year, our House Captains and Prefects have demonstrated maturity, kindness, and determination while balancing their responsibilities alongside their studies and everyday school life.

As House Teams Captain, it has been a privilege to work alongside these students and watch them develop into confident role models within our school community. Their dedication and positive attitude have made a real difference across Primary, and they should all be incredibly proud of what they have achieved this year.

We thank all of our student leaders for their hard work, enthusiasm, and leadership, and we look forward to seeing future students continue this important tradition at ISB.



Ana-Maria Bratu
Teaching Assistant Primary



Beyond the Classroom

Becoming Who We Are Meant to Be

As we begin the 2026/27 academic year, there is a natural sense of anticipation about the year ahead. A new school year brings new opportunities, new challenges and, most importantly, new possibilities for our students to grow, discover and achieve.

At the International School of Bucharest, we are proud to be a leading, world-class international school and an established IB World School. Academic excellence is at the heart of what we do. Every year, dozens of our students take the next step towards some of the world's leading universities, continuing their education at institutions that reflect their ambitions, talents and aspirations. These outcomes are a source of enormous pride for our students, their families and our entire community.

"Our responsibility as a school is not simply to help students achieve excellent grades and secure places at prestigious universities. It is to prepare young people for a world that will ask much more of them than academic knowledge alone."

But university destinations, important as they are, are only one measure of a successful education.

Our responsibility as a school is not simply to help students achieve excellent grades and secure places at prestigious universities. It is to prepare young people for a world that will ask much more of them than academic knowledge alone.

We want our students to leave ISB as confident, curious and capable young adults who can think independently, communicate effectively, work with others and make thoughtful decisions. We want them to be prepared not only for the next stage of their education, but for the opportunities and challenges that will follow it. **This is why school has to be more than a classroom.**

Some of the most powerful learning experiences our students have do not happen behind a desk. They happen when a student takes on a leadership role for the first time, performs on stage, competes for their team, travels somewhere unfamiliar, works with students from a different background, contributes to a service project or simply discovers a new interest.

These experiences matter because they develop qualities that cannot always be measured in an examination.

A student may remember the content of a particular lesson for a few years. They may remember a difficult examination for a little longer. But they are much more likely to remember the moment when they discovered that they could lead, the teacher who encouraged them to believe in themselves, the friend who supported them through a difficult time, or the experience that changed the way they saw the world.

This is also where our HERO values of Honesty, Empathy, Responsibility and Open-mindedness become particularly important.

Values are not something we simply display on a wall or mention in an assembly. They are expressed through thousands of small decisions that our students make every day.

These qualities are especially important in an international school. Our students come from diverse cultural, linguistic and national backgrounds, and this diversity is one of our greatest strengths. Learning alongside people who may see the world differently prepares our students for a future in which collaboration across cultures will be increasingly important.

As an IB school, we have a particular responsibility to develop this broader understanding of education. The IB is not simply about academic rigour. It challenges students to become reflective, principled, knowledgeable and open-minded learners who understand that learning extends beyond the boundaries of individual subjects.



This is why our enrichment, leadership, service, sporting, artistic and experiential learning opportunities are not simply extras added to an academic programme. They are an essential part of the education we provide.

Of course, we will continue to celebrate outstanding examination results. We will continue to celebrate students gaining places at the world's most respected universities. We will continue to set ambitious academic expectations because our students deserve nothing less.

But alongside those achievements, I hope we will also celebrate the less visible successes.

The student who found the confidence to speak in front of an audience.

The student who learned to accept failure and try again.

The student who discovered a passion they had never known they possessed.

The student who supported a classmate when nobody else was watching.

The student who became more independent, more reflective and more willing to take responsibility for their own learning.

These achievements may not appear on a university application in quite the same way as an examination grade, but they are every bit as important in shaping the person behind the application.

As we begin this new academic year, our ambition is therefore twofold: **to maintain the academic excellence for which ISB is known, while continuing to develop the character, confidence and capabilities that our students will need long after they leave us.**

Because ultimately, our goal is not simply to prepare students for their next destination.

It is to prepare them for the journey beyond it.

And if, years from now, our graduates look back on their time at ISB and remember not only the university they attended, but the person they became here, curious, compassionate, responsible, courageous and open to the world, then we will know that we have done something truly meaningful.

That is what a world-class education should be.



Oytun Pekel
Head of Secondary



Giorgio S.

44 / 45



Gabriel L.

42 / 45



Evelin I.

41 / 45



Rada T.

40 / 45

ISB Celebrates Another Outstanding Year of IB Diploma Results

For every IB Diploma student, results day is more than a collection of numbers. It is the culmination of two years of curiosity, perseverance, late nights, ambitious goals, and personal growth. At the International School of Bucharest (ISB), the May 2026 IB Diploma Programme results once again tell a story of excellence—one that reflects not only academic success but also the strength of a community committed to helping every student thrive.

This year, ISB's top score reached an outstanding 44 out of 45 points, with four students achieving 40+ points, 18 students scoring 35+, and 29 students earning 30 or more points. The school average of 33.0 points stands well above the global IB Diploma average of approximately 30.6 points for the May 2026 examination session, continuing ISB's tradition of academic excellence and consistently strong performance.

These achievements are not isolated successes—they are part of a sustained record of outstanding results. Over the past three years, ISB students have earned two perfect IB scores of 45/45, while 17 students have achieved exceptional results of 40 points or higher.

This remarkable consistency reflects the dedication of our students, the expertise of our teachers, and a learning environment that encourages every learner to reach their full potential.

The results also open doors to some of the world's most prestigious universities. In recent years, ISB graduates have gone on to study at institutions including the University of Oxford, Sorbonne University, Cornell University, the Technical University of Denmark (DTU), University College London (UCL), King's College London and many other leading universities across Europe, North America, Asia and beyond.

Among this year's graduates is Giorgio S., who scored 44/45p and will continue his academic journey at the University of Oxford. Reflecting on his 13 years at ISB, he shared:

"After spending 13 years at this school, it's hard to put into words how much it has meant to me. Looking back, I realise that what made my experience so special wasn't just the academics, but the people and the environment around me. My teachers always went above and beyond, giving their time, energy and support whenever I needed it and I'm incredibly grateful for everything they've done.

Football was also a huge part of my school life. Some of my best memories came from representing the school, training with friends and creating memories I'll always look back on.

As I move on to Oxford, I'll carry with me the values, friendships and lessons this school has given me. I'll always be proud to have been part of this community and I'm excited to see what the future holds."

Reflecting on this year's achievements, IB Diploma Programme Coordinator, Mr. Yusuf Suha Orhan, said:

"These results are a testament to the dedication, resilience, and growth our students have demonstrated throughout their IB journey. The Diploma Programme is designed to challenge students academically while helping them develop into compassionate, reflective, and internationally minded individuals. We are incredibly proud of what the Class of 2026 has accomplished, not only in their examination results but in the character, confidence, and lifelong learning skills they have developed along the way. I would also like to thank our exceptional teachers and supportive families, whose commitment has been instrumental in our students' success."

For top scorer Gabriel L., who will study Mathematics at Sorbonne University Paris, the greatest achievement was not the number on his results sheet.

"Looking back, though, my final grade is not my most defining achievement... We've become critical thinkers and driven writers, shaped by curiosity."

His words perfectly capture the essence of the IB Diploma Programme: resilience through challenges, intellectual curiosity, meaningful friendships, and personal growth that extends far beyond the classroom.

Yet, as every IB graduate knows, the Diploma Programme is about far more than examination scores. It is a journey that shapes confident learners, thoughtful leaders, and compassionate global citizens.

Reflecting on her experience, Evelin I., one of ISB's top scorers, who will study Biochemistry at King's College London, shared:

"Looking back, choosing the IB Diploma Programme was one of the best decisions I could have made. The IB encouraged me to continue pursuing my love for sports while also strengthening my leadership and volunteering skills."

She also credits her success to the people around her, explaining that her results reflect not only her own hard work but also "the constant support of my teachers" and the collaborative spirit of the ISB community.

Another member of the Class of 2026, Rada A., reflected on how her years at ISB transformed her confidence and shaped the person she has become. Looking back on her journey from joining the school at the age of twelve to graduating with the IB Diploma, she shared:

"When I first walked through ISB's gates as a shy twelve-year-old who was barely fluent in English, one of the first independent assignments I was given in English class was to write a poem answering the question, 'Who am I?'. Looking back now, I realise that this assignment became the catalyst for my own journey of growth. That poem unexpectedly won first place, and, more importantly, it gave me something I hadn't had before: confidence. From then on, I made it a habit to say yes—to competitions, leadership opportunities, projects and every experience that genuinely interested me. The greatest thing I developed at ISB wasn't a particular academic skill, but the habit of approaching the things I chose with genuine passion. The shy twelve-year-old who walked through these gates is leaving ISB as someone who has learned to pursue what truly excites her, even when it feels difficult."

Her story reflects a central aim of the IB Diploma Programme: helping students grow not only academically, but also in confidence, resilience, and self-belief as they prepare for the next chapter of their lives.

These reflections remind us that an IB education is measured not only by points, but by the people students become. The programme encourages learners to think independently, embrace complexity, communicate with confidence, and develop the knowledge and character to make a positive difference in the world.

As ISB celebrates another successful graduating class, these results stand as a testament to the school's core values of Honesty, Empathy, Responsibility, and Open-mindedness. They also reinforce ISB's reputation as a school where students are challenged to excel academically while being empowered to discover their passions and prepare for life beyond school.

Congratulations to the IB Diploma Programme Class of 2026, their families, and the dedicated teachers who supported them every step of the way. Your achievements inspire the entire ISB community, and we look forward to seeing the impact you will make at the world's leading universities—and in the world beyond.



Giorgio S.

After spending 13 years at this school, it's hard to put into words how much it has meant to me. Looking back, I realise that what made my experience so special wasn't just the academics, but the people and the environment around me. My teachers always went above and beyond, giving their time, energy and support whenever I needed it and I'm incredibly grateful for everything they've done.

Football was also a huge part of my school life. Some of my best memories came from representing the school, training with friends and creating memories I'll always look back on.

As I move on to the next chapter, I'll carry with me the values, friendships and lessons this school has given me. I'll always be proud to have been part of this community and I'm excited to see what the future holds.



Gabriel L.

I've been anticipating results day since before I even began the IBDP. I thought that after two years of hard work, good results would be my greatest accomplishment. Looking back, though, my final grade is not my most defining achievement. Coming out of the IB, I have watched my classmates and myself develop a true thirst for knowledge. With that also came a resilience to unexpected outcomes, like a bad test or dead-end research for our essays and internal assessments. In turn, and in true IB fashion, we've become critical thinkers and pointed writers, driven by curiosity. Looking around on graduation day made me realise how far we've come across these two years. We've grown into the most self-actualised versions of ourselves to date, all excited by the individual passions we are about to pursue. For that, we should all be endlessly proud of ourselves. I'm overjoyed to have come out of the IBDP with the friendships I've made, the knowledge I've acquired and the person I've become.



Evelin I.

Looking back, choosing the IB Diploma Programme was one of the best decisions I could have made. Its interdisciplinary approach, from chemistry to literature, showed me that learning goes beyond individual subjects and that my future does not have to be defined by just one field. Beyond academics, the IB encouraged me to continue pursuing my love for sports while also strengthening my leadership and volunteering skills.

These results are a reflection not only of my hard work but also of the constant support of my teachers, who taught me the value of feedback, resilience, and, above all, teamwork. If my IBDP journey has taught me one thing, it is that no meaningful achievement is ever accomplished alone, and for that, I will always be grateful to the entire ISB community.



Rada T.

When I first walked through ISB's gates as a shy twelve-year-old who was barely fluent in English, one of the first independent assignments I was given in English class was to write a poem answering the question, "Who am I?". I argued that people cannot be confined by definitions because we are continuous beings, always adapting while being influenced by the world around us. Looking back now, I realise that this assignment became the catalyst for my own journey of growth. That poem unexpectedly won first place. While most of my classmates didn't think much of it, I was over the moon. More importantly, it gave me something I hadn't had before: confidence. From then on, I made it a habit to say yes. Whether it was competitions, extracurricular activities, leadership opportunities, internships, or projects, I wanted to throw myself into everything that genuinely interested me. Looking back, I think the greatest thing I developed at ISB wasn't a particular academic skill, but the habit of approaching the things I chose with genuine passion. So, who am I? I still don't have one defining answer, but I do have certainty in what I wrote five years ago: people are shaped by the environments they grow up in and the experiences they choose to embrace. The shy twelve-year-old who walked through these gates is leaving ISB as someone who has learned to pursue what truly excites her, even when it feels difficult. Thank you!

The Courage to Be Uncomfortable



"Learning, by its very nature, is not always comfortable. It asks students to stretch beyond what they already know, to make mistakes, to try again, and sometimes to sit with not yet having the answer."

As adults, we often notice a familiar pattern: when students experience discomfort, whether through challenge, mistake, or uncertainty, the immediate response is to see it as something that has gone wrong. It is natural to want to step in, to reassure, to remove difficulty. Parents, too, carry this instinct with great care and love.

Yet, what if discomfort is not a sign of failure, but a sign that something important is happening?

Learning, by its very nature, is not always comfortable. It asks students to stretch beyond what they already know, to make mistakes, to try again, and sometimes to sit with not yet having the answer. Emotionally and socially, growing up brings similar experiences: navigating friendships, managing pressure, and developing independence all involve moments of uncertainty.

From a pastoral perspective, these moments are not problems to be eliminated, but opportunities to be supported. Our role in school is not to remove all difficulty, but to help students develop the language, resilience, and reflection needed to move through it with confidence.

When we reframe discomfort in this way, we begin to see it differently. Rather than something to avoid, it becomes part of the learning process itself.

As a school community, in partnership with parents, we aim to create an environment where students feel safe enough to struggle, supported enough to persist, and encouraged to grow from experience. This requires trust in the process, even when it feels uncomfortable to watch.

Perhaps the most important lesson we can offer our young people is this: growth rarely happens in comfort, but in the courage to stay with challenges long enough to learn from it.

Adina Iacob
Head of Pastoral Care

Investing in Our Students, Celebrating Their Success

This year's IGCSE results have given our whole school community much to celebrate. We are incredibly proud of the achievements of our students and of the determination, commitment and resilience they have shown throughout their studies.

At the International School of Bucharest, we are committed to providing our students with opportunities that reflect their individual strengths, interests and aspirations. Offering a broad range of 22 IGCSE subjects allows our students to make choices that best support their interests and future ambitions. Such a wide and ambitious programme may sometimes appear overwhelming, both in its scope and in the level of organisation and dedication it requires. However, seeing our students rise to the challenge and achieve so much has made every effort worthwhile.

"These results represent far more than examination outcomes. They show that our students have developed a strong academic foundation as they prepare for the challenges and opportunities of the IB Diploma Programme."

Their achievements are a powerful reminder of why we invest so much in creating a rich and diverse academic experience. Our students have responded to the opportunities and challenges presented to them with commitment and determination, and their results are a wonderful reflection of the effort and dedication they have shown throughout their learning journey.

We are particularly delighted to recognise the outstanding achievements of our students. Their success reflects years of learning, perseverance and a genuine commitment to doing their best. Each student should feel enormously proud of what they have accomplished.

These results represent far more than examination outcomes. They show that our students have developed a strong academic foundation as they prepare for the challenges and opportunities of the IB Diploma Programme. The knowledge, skills and confidence they have gained during their IGCSE years will serve them well as they move forward.

Our students deserve tremendous credit for these achievements. Their results are a reflection of their hard work, perseverance and willingness to challenge themselves throughout their learning journey. At the same time, these accomplishments have been supported by the dedication and expertise of our teachers, who have guided and encouraged our students at every stage, and by our parents, whose constant encouragement and partnership have played such an important role. We are fortunate to have a school community in which students, teachers and families work together with a shared commitment to helping every young person reach their full potential.

As our students take the next step in their education, we do so with great confidence in their potential. The academic foundation they have built will provide an excellent starting point for the IB Diploma Programme. Their future success will continue to be shaped by the effort, curiosity and determination they bring to each new challenge.

I have no doubt that our students will continue to excel in their studies. With their commitment, the guidance of their teachers and the continued support of their families, they are well placed to make the most of the opportunities ahead.

To all our students, congratulations. We are immensely proud of you. You have embraced the opportunities offered to you, met challenges with determination and shown that the effort invested in your education has been truly worthwhile. We look forward to seeing where your hard work, ambition and potential will take you next.



Oytun Pekel
Head of Secondary

TOP PERFORMANCE IN THE SCHOOL

9/9
A* RECORD

The highest number of A* grades achieved by a single candidate this session.

32.2%
A* - A rate

75.5%
A* - C rate

99.1%
A* - G rate

63 candidates - 26 subjects - 457 grade entries





















From Data to Curiosity

Leadership and Learning in Practice

Stepping into the role of Head of Academics was less about taking on a title and more about bringing together experiences built over more than twenty years in education. Returning to the International School of Bucharest (ISB), after twelve years working across other international schools, felt both familiar and quietly clarifying. Along the way, I have worked as an Economics teacher, Head of Department, Head of Sixth Form, and Education Consultant with UNICEF, roles that have shaped how I think about classrooms, systems, and the learning journeys of students.

I came into this role with a growing unease about overly simplistic answers to complex educational questions. Why do some students flourish while others stall, despite sustained effort? Why do well-intentioned initiatives fail to translate into meaningful change? And how do we build systems that value evidence without losing sight of humanity?

My work is increasingly centred on cultivating coherence: intentionally integrating research, data, professional learning, and student experience so they inform and reinforce one another within a responsive ecosystem.

Research-informed, Data-led

One of the earliest shifts we made was to reframe how data is understood and used within the school. Data, I believe, should never be a verdict; it should be a conversation starter.

Making that shift is slow and deliberate work. It begins with accurate interpretation, but it also requires acknowledging our own biases as educators. Behaviour, confidence, or fluency can easily be mistaken for ability, while quieter students or those who struggle to articulate their thinking can be underestimated. Without care, data risks reinforcing assumptions rather than challenging them.



This is where structured, research-informed tools matter. Through CAT4 and PASS, combined with exam analysis and progression data, we have worked to distinguish what students do from what they can do, and to open up more precise professional conversations about teaching approaches. The emphasis is not on labelling students, but on understanding them more accurately.

"Target grade" setting, for example, is no longer a mechanical exercise. It takes place through joint discussions with teachers, where profiles are explored alongside classroom strategies already in place. We ask not only where a student is now, but what conditions would allow them to progress further. These conversations are iterative and continue to evolve as our collective understanding deepens.

What matters most is that data informs practice rather than drives pressure. When teachers feel confident interpreting evidence, data becomes a tool for professional empowerment, enabling earlier intervention, greater precision, and a sustained focus on growth.

Making Learning Visible and Purposeful

Attending educational conferences has been an important source of reflection since stepping into this role. At the Dare2Learn conference, listening to voices such as John Hattie, Peter Senge, Sugata Mitra and others, one message surfaced consistently: learning improves when it is made visible to students, teachers, and leaders. The challenge lies in translating powerful ideas into everyday practice.

To bridge insight and action, I have led staff presentations focused on demystifying our academic systems: why and how we track progress, how 'learning walks' support improvement rather than surveillance, and how recurring themes reveal patterns across classrooms. The aim has been to make these processes transparent, purposeful, and rooted in professional trust.

For readers familiar with public education systems, learning walks may resemble lesson observations. While there are surface similarities, their purpose in our context is different. Learning walks are not merely evaluative, but designed to make learning visible across classrooms by focusing on challenge, clarity, and student thinking, and feeding that insight back into professional dialogue.

Our approach to learning walks has evolved into a more collaborative process, with teachers increasingly involved as observers. This shift has been intentional, embedding shared reflection and collective ownership of improvement.

Earlier this year, I delivered a session at the EduZ conference, using gamification as a lens to explore how intentional design can increase engagement, deepen learning, and make practice more transferable across contexts.

Looking ahead, we are placing greater emphasis on inquiry-based learning and learner agency, not to prescribe practice, but to deepen reflection and move from observing learning to collectively questioning it.

Professional Growth as a Collective Responsibility

A school's academic culture is only as strong as its professional learning structures. Over recent years, ISB has invested deliberately in CPD, with allocated budgets for each teacher and a clear expectation that learning feeds back into classroom practice.

Staff attendance at conferences has been more than symbolic. Ideas encountered there, whether around cognitive science, assessment design, or student motivation, are shared, debated, and adopted where they are a strong fit for our context. Practice changes because understanding changes.

We are now building on this through the introduction of Professional Learning Communities, a developing initiative designed as a supportive, non-performative space for deeper pedagogical dialogue. Improvement accelerates when reflection becomes collective rather than private.





Alongside this, I have recently begun my own leadership development training, an eighteen-month CPD programme that I am at the early stages of. Through this process, I am sharpening my understanding of systems leadership, guided by the belief that schools improve fastest when leaders remain learners.

Curiosity as the Engine of Learning

Ultimately, systems exist to serve students, and students are not spreadsheets.

Being part of a wider network of schools allows us to offer experiences that extend beyond the classroom: FirstSTEP, Destination Imagination, debate competitions, robotics, and MUN events. These opportunities expose students to challenge, uncertainty, and collaboration in ways traditional lessons often cannot.

I have worked directly with students in preparing for debate competitions and supervising FirstSTEP, guided by a principle I value deeply: structured guidance paired with independent growth. When students are given the tools and the trust to pursue what draws their curiosity, learning becomes intrinsically motivated. Our role as educators, I believe, is to feed and sustain curiosity.

A Living System, Not a Finished Product

None of this work is complete, nor should it be. What we are building is a responsive academic culture: research-informed, data-aware, professionally generous, and deeply human.

One that recognises progress as nuanced, learning as non-linear, and improvement as a shared endeavour.

If there is one lesson my journey as Head of Academics has reinforced, it is this: sustainable improvement does not come from grand gestures, but from thoughtful systems, honest reflection, and a collective commitment to doing better for teachers and for students.



Blessy Savu
Head of Academics

Andromeda Robotics in FTC Season 10

DECODE

A Journey of Innovation, Impact, and Community

The 2025–2026 FIRST Tech Challenge (FTC) Season 10, themed DECODE, has been a defining chapter for Andromeda Robotics: a season of competitions, a story of growth, collaboration, and meaningful impact both within and beyond the robotics field. From hosting large-scale events to launching international initiatives, the team demonstrated that robotics is not only about building machines, but also about building connections, communities, and futures.

"From hosting large-scale events to launching international initiatives, the team demonstrated that robotics is not only about building machines, but also about building connections, communities, and futures."

We kicked off our community outreach early with the inclusive "Robotics For All" interactive event at Iris Titan Shopping Center, followed by the global launch of our Apollo Mission Project, an online series connecting FTC teams from Romania, the US, China, and Thailand. By January, we transitioned to the competitive stage, co-hosting the "Future at High Speed" League Meet, which brought over 200 participants from 20 teams together for a high-energy day of collaboration and innovation. In June we hosted the South Performance League, an event that gathered 12 different teams that played on altered rules.

Beyond the arena, we remained deeply committed to education and sustainability. Our team hosted the IceBreaker Scrimmage, led school STEM assemblies, and advocated for electronic waste awareness at the ISB Eco Fair and the Bucharest Schools Science Fair. While opening the recruitment process, and saying goodbye to our graduating Year 13 seniors, we carry the honor of being recognized at the Duke of Edinburgh Awards Ceremony. This accolade serves as a proud reminder that our journey is about far more than building robots - it is about shaping character, leadership, and a better future.

FTC South League Tournament

At the end of January, Andromeda Robotics made their mark at the FTC South League Tournament.

The team's efforts were recognized with the prestigious Reach Award, given to teams that go above and beyond to promote STEM/STEAM education and robotics to different communities. This award celebrates meaningful outreach, educational initiatives, and inspiring others to engage with science and technology.

Andromeda's achievement was the result of a truly international and collaborative effort. The team brings together members and volunteers from 10 different countries, united by a shared spirit of Gracious Professionalism®, the core FIRST value emphasizing respect, collaboration, and learning. Our team organized many events in the DECODE season, some of which are South League Performance, Offline Sessions, Future at High Speed League Meet, launched the Apollo mission, with a series of interviews about STEM connecting FTC teams around the world, teams from Romania, but also from USA, China, Thailand, and Australia; they continued with Meals on Wheels charity program to DAS Pantelimon, Robotics for All, FTC Leadership Academy, and they even managed to set up an NGO - such a busy schedule!

Each department contributed to the team's success:

Hardware: Designed, built, and maintained the robot to ensure the team performed at the top level.

Software: Created precise control and automation for the team's matches during the competition.

3D Printing: Created custom parts and rapid prototypes to test and improve the team's design.



Marketing: Recorded the team's journey and shared their story with the community.

PR: Facilitated partnerships to increase the scope of the team's outreach to the world of robotics and STEAM education.

Over two days of matches, the Andromeda Robotics team demonstrated their skills and teamwork on the field, as well as the true meaning of FIRST: inspiring others and making a positive impact on the world.

Andromeda Robotics' winning achievement is an outstanding example of the power of collaboration, creativity, and hard work to bring something amazing both on and off the field.

Looking back, FTC Season 10: DECODE has been an extraordinary journey for Andromeda Robotics. It was a season defined by technical achievement, and by connection between teammates, between communities, and across continents as success in robotics is measured by scores or rankings, but also by the impact created along the way.

Andromeda Robotics leaves this season stronger, more experienced, and more motivated than ever. If this season has shown anything, it is that when passion meets collaboration, the results can truly be out of this world.



Monica Tele
Andromeda Robotics' Mentor

Having the opportunity to have been part of FTC is something that I am truly grateful for. There are not many other ways to have a realistic experience of how the STEM community works as a high school student. It showed me how it can be fun and interactive, but also challenging.

"It was honestly difficult to overcome the many challenges Andromeda faced. The biggest challenge as the team leader was inclusion and assimilating new members into the workflow of the team. The competition posing a challenge does not mean I regret it though, as I learned a lot during my term as team leader and my years as a member. I urge students interested in STEM related fields who believe they have the time and are willing to put in the effort to learn to participate. I was once also a new student joining Andromeda, and the more senior members taught me all I needed to know, and I am sure the new leadership is more than willing to show new students the ropes."

Adrian I. - Season 10 Team Leader





ISB Team Awarded Honourable Mention in the NASA Space Settlement Contest

After months of research, design, and collaboration, the ISB NASA Club's COLUMBUS team achieved international recognition, earning an **Honourable Mention in the NASA Space Settlement Contest**, organized by the National Space Society (NSS). Competing against nearly 29,000 students from 31 countries, their project stood out among approximately 4,900 submissions in the Large Team category.

Beyond the award lies a deeper story—one of teamwork, persistence, and discovery. What lies behind this recognition? What does it take for a group of students to design a fully functional space settlement orbiting near Saturn? We sat down with members of the team, Year 12 students and their teacher—to uncover the story behind—we explore how an ambitious idea turned into a sophisticated vision for humanity's future in space.

What Was the COLUMBUS Project About?

"We weren't just designing a project—we were building a system."

Ianis D., in charge of Life Support: We designed a space settlement that could function as a sustainable environment for humans. It wasn't just theoretical—we had to think about how people would actually live there, from atmosphere and water systems to daily life and health.

Sergiu V, in charge of Life Support: The goal was to create a scientifically grounded concept. We explored artificial gravity, energy generation, life-support systems, and long-term sustainability, while also considering the social aspects of living in space.

At the heart of their concept lies a rotating habitat positioned at the Saturn–Sun Lagrange Point 1, capable of supporting approximately 25,000 residents.

The structure integrates living areas, agriculture, and research facilities into a unified, self-sustaining system.

Dividing the Mission: Roles Within the Team

One of the defining strengths of the COLUMBUS team was its organisation into specialised roles. How did you divide the work?

Safa K. (Physics and Communication and Team Leader): We structured the team around subsystems. I worked on radiation shielding, energy systems, and communication systems, while also coordinating the entire team. Keeping everyone aligned required constant communication—sometimes daily.

Andrei E. (Engineering and Thermal Manager): I focused on heat management and impact shielding, but I also helped wherever support was needed. It was important that we stayed flexible.

Ianis D.: I was responsible for the Life Support system—things like atmosphere, water recycling, and basic medical systems to ensure survival.

Sung C.D and Kamel A. (Concept Designer & designer Integration): I handled the 3D design using Blender. I translated 2D plans into full models, working closely with teammates and our supervisor to refine the design.

Tudor N. (Infrastructure and Mining): I worked on energy storage, thrusters, and mining subsystems. My role was to research solutions and evaluate how these systems could function together.

Alex Z. (Construction and Planning): I was responsible for designing the physical structure and layout of the space settlement, including habitats, infrastructure, and expansion plans. I ensured the settlement can support long-term human life while adapting to environmental challenges and future growth.

Alexandra D. (Social): I was in charge of the social systems within the settlement, including governance, culture, education, and community well-being: creating a stable, inclusive society that supports mental health, cooperation, and quality of life to ensure harmony and long-term success of the population living in space.

This division allowed each student to specialise while still contributing to a cohesive final design—a reflection of real-world engineering teams.

"Competing against nearly 29,000 students from 31 countries, their project stood out among approximately 4,900 submissions in the Large Team category."

What Challenges Did You Face Along the Way?

"At the beginning, it was chaos—but that helped us grow."

Kamel: Honestly, at the start, it was chaos. We didn't know exactly how to organize ourselves. But through trial and error, we improved our coordination and communication.

Sung: There was some miscommunication at times, and coordination could have been better. But we adapted and improved as we went.

Safa: Maintaining consistent engagement across the team was a challenge. But as deadlines approached, everyone became more focused, and collaboration improved significantly.

Sergiu: One major difficulty was integrating different subsystems. Everything had to work together, which required constant adjustment and collaboration.

Despite early obstacles, the team gradually developed a structured workflow, learning to manage time, responsibilities, and expectations more effectively.

While the technical achievement is impressive, the learning experience proved equally valuable. What did you gain from this project?

Andrei: I learned how to write scientific-style papers and improved my critical thinking and communication skills. I also built strong friendships with my teammates.

Ianis: We gained a deeper understanding of how complex problems require interdisciplinary solutions. It wasn't just one subject—it was everything combined.

Tudor: I developed stronger technical research and problem-solving skills. I also learned how to evaluate trade-offs between different engineering solutions.

Sergiu: The project improved our ability to structure large-scale work, manage information, and present complex ideas clearly.

Safa: For me, leadership was a major learning experience. I improved my communication, time management, and ability to coordinate a team under pressure.

From technical writing to advanced research, the project pushed students far beyond the traditional classroom experience.

The Power of Collaboration: How Did Teamwork Evolve Throughout the Project?

Ianis: At first, we had to figure out how to divide tasks effectively. But over time, we improved our communication and supported each other more consistently.

Sergiu: We assigned roles based on strengths and maintained regular communication. This helped us integrate all components into a cohesive design.

Kamel: Every mistake helped us improve as a team. That's how we became better coordinated.

Safa: Leadership required constant adjustment. But by the end, the team worked much more efficiently and collaboratively.

The experience highlighted a crucial lesson: success in complex projects depends not only on knowledge, but on collaboration and adaptability.

How did it feel to receive the Honourable Mention?

Safa: It was incredibly rewarding. Being placed in the top 50 out of nearly 4,900 projects shows how much effort the team put in.

Andrei: It made all the hard work worth it.

Sergiu: It validated our approach and showed that our ideas could stand at an international level.

Beyond rankings, the recognition served as a powerful motivator, reinforcing the value of their work.

Their Teacher's Reflection

As their teacher reflects on the journey, one thing is clear—the project was transformative.

Ahmet Aki: What impressed me most was their perseverance. They worked across physics, chemistry, biology, engineering, and economics, developing a truly interdisciplinary understanding. More importantly, they grew as thinkers, collaborators, and problem-solvers.

Looking back, what stands out most for the team is the range of experiences they gained throughout the project. Sung highlighted the challenge of learning something completely new, like using Blender, and applying it in a real context. Tudor emphasized understanding how complex systems are built and how everything must work together, while Ianis noted the importance of connecting different ideas into a single, functional system. For Safa, however, the relationships built along the way stood out most, with friendships and teamwork proving just as important as the final result.

Looking ahead, this project has sparked a deeper interest in science, engineering, and space exploration for many of the students. As Safa explained, the experience showed them they can take on complex challenges and succeed, influencing their future goals, while Sergiu noted it offered a real sense of what working in science or engineering is like. The COLUMBUS project is more than an award-winning design—it represents a vision of future human space habitation. Through innovation, teamwork, and determination, these students have shown that the next generation is already thinking beyond Earth. Their story is not just about earning an Honourable Mention in a global competition, but about curiosity, resilience, and the courage to imagine life among the stars.

ISB Students Achieve Outstanding Success in International Chemistry Competitions

The 2025/2026 academic year has been one of exceptional achievement for our Year 12 Chemistry students, whose outstanding performances in prestigious international competitions have placed them among the world's top young chemists.

Competing against tens of thousands of students from across the globe, our students demonstrated not only academic excellence but also the curiosity, resilience, and passion for science that define the ISB learning experience.

Competing against tens of thousands of students from across the globe, our students demonstrated not only academic excellence but also the curiosity, resilience, and passion for science.

Excellence at the British Chemistry Olympiad

The British Chemistry Olympiad (UKChO) Round 1 attracted 17,241 participants worldwide, including 11,115 Year 12 students. With 38 points required to achieve a Gold Award, the competition is recognised as one of the most challenging chemistry contests for pre-university students.

ISB Students AchievedRemarkable Results

Safa K. – Gold Award, ranking in the Top 8% of all participants worldwide and the Top 3% among all Year 12 participants.

Alex L. – Silver Award, scoring 36 points, placing in the Top 10% of all participants and the Top 5% among Year 12 students.

Ianis D. – Silver Award.

Andrei E. – Bronze Award.

These outstanding performances reflect months of dedication, advanced problem-solving skills, and a deep understanding of chemistry beyond the classroom curriculum.

Global Recognition at the University of Waterloo

ISB students also excelled in two internationally recognised competitions organised by the University of Waterloo.

In the Chemistry 13 News Exam, Safa K. achieved an exceptional result, finishing 12th out of 1,511 participants worldwide, placing among the competition's highest-performing students.

In the Avogadro Exam, the following students earned Distinction: Alex L., Ianis D.,Andrei E. and Tudor N.

Their achievements demonstrate the breadth of scientific talent within our Chemistry programme.

Top 10% in the International Chemistry Quiz

The Royal Australian Chemical Institute's International Chemistry Quiz (RACI ICQ) welcomed approximately 100,000 students from around the world.

ISB celebrated an impressive clean sweep of High Distinction awards, placing each student in the Top 10% globally: Safa K., Alex L., Ianis D., Andrei E. ,Tudor N.

International Team Chemistry Olympiad Success

In the International Team Chemistry Olympiad (ITChC), which brought together approximately 1,000 participants worldwide, ISB students once again demonstrated their competitive strength.

The following students were awarded Bronze Awards: Safa K., Ianis D., Andrei E.



A World-Class Performance in the International Chemistry Contest

Another exceptional highlight came from Alex L., who reached the Final Round of the International Chemistry Contest (IChC) after successfully progressing through all three stages of the competition.

Alex finished in the Top 2% of more than 4,500 participants worldwide and achieved the highest score in Romania, an extraordinary accomplishment that reflects both talent and perseverance at the highest international level.

Inspiring the Next Generation of Scientists

These remarkable achievements are a testament to our students' commitment to academic excellence and their willingness to challenge themselves on the international stage. Their success showcases not only individual talent but also the strength of ISB's Science programme and the supportive environment that encourages students to pursue their passions beyond the classroom.

We warmly congratulate Safa K., Alex L., Ianis D., Andrei E., and Tudor N. on their exceptional accomplishments. We look forward to seeing where their passion for chemistry and scientific discovery will take them next.



Lavinia Andora
Chemistry Teacher



InfoMatrix 2026 at ISB

Celebrating Student Innovation

InfoMatrix is an international computer and technology project competition that celebrates creativity, innovation, and problem-solving through technology. It is a global event for secondary and high-school students who want to make a difference using technology.

ISB School Round had a strong start, we registered 31 students with 21 projects and all qualified for the national phase.

The Romanian Final took place online in April, bringing together talented students nationwide. Our students participated across Digital Storytelling and Software categories and earned a full range of medals from Platinum to Bronze out of which, 6ix projects qualified for the InfoMatrix World Final.

"InfoMatrix is an international computer and technology project competition that celebrates creativity, innovation, and problem-solving through technology."

InfoMatrix World Final From 14–17 May, students from more than 40 countries gathered at the InfoMatrix World Final hosted at ICHB Pallady, celebrating innovation, creativity, and excellence in technology and digital storytelling. The international competition brought together talented young minds who presented projects across a wide range of software, hardware, robotics and multimedia categories. Our school proudly participated in this year's finals and achieved remarkable success, earning several medals for outstanding projects developed under the guidance of dedicated mentors.

The journey to the world final was not an easy one.

Students began working on their projects back in January, dedicating months of effort, creativity, and teamwork to prepare for the competition. Before reaching the international stage, they successfully passed both the school round and the national round, demonstrating determination and perseverance throughout the process.

Software (Mentor: Enejan Hayytjanova)

- Silver: Study Coach (Bekir B)

Digital Storytelling (Mentor: Monica Tele)

- Silver: Last Tomorrows (Sophia A, Maria N)
- Silver: The Pressure to Be Perfect (Kinanti A, Denisa M)
- Silver: One Night in Switzerland (Azaria L, Sofia E)
- Bronze: Two Words Too Late (Alexey K, Stefan V)

Beyond competitions, the World Finals offered rich cultural exchange — evening events, shared traditions, and lasting friendships. ISB students returned inspired, motivated, and eager to participate again.

ISB Participants' Reflections in InfoMatrix World Final

"One thing I learned from the event is how important teamwork, communication, and staying open to new experiences can be. I came away feeling more confident and motivated, and I'm grateful to have been part of it. Throughout the event, I realized that even small moments, conversations, and activities can teach valuable lessons and help people grow. Overall, it was both fun and inspiring, and I would definitely love to take part in similar events again in the future." **Denisa M.**

" This experience taught me that digital storytelling can be a powerful way to raise awareness about important issues, such as student pressure and mental well being. I learned how much effort, planning, and collaboration go into creating a successful project, from the first idea to the final presentation. Overall, InfoMatrix was much more than just a competition for me, it was an opportunity to grow creatively and personally, gain confidence, and connect with people from different backgrounds who share the same passion for innovation and creativity." **Kinanti A.**

"My experience at InfoMatrix was one of the best experiences in my life. I am so glad I qualified for the World Finals - this was such a wonderful experience. I met so many people in different countries, like Mexico, Ukraine, Kazakhstan, Azerbaijan, Chile, Brazil and many other more. I can't even describe perfectly how much I liked it at InfoMatrix. I will surely participate next year too, with my colleagues. I'm so happy I lived these moments, I didn't even expect it to be such a wonderful experience and I'm fully honest. I'm proud and sad at the same time because it ended, but I have to learn that I always have to live the moment. Thanks to Miss Monica, without her and her support, I don't think I could've entered InfoMatrix. You will surely see me next year too." **Azaria L.**





Monica Tele
Computer Science teacher

From Rehearsal Room to Stage

Year 11 Drama Showcase Brings Scripts to Life

Every year around April, as the Year 11 students are finishing up their courses, preparing for their final revision sessions and taking a break before the slog of exam season, the Drama students have one last piece of business to clear up. On top of everything else on their academic plate, they have to fix their hair, wear bizarre clothes and take to the ISB stage. Their final coursework pieces consist of three shows: two group performances (one scripted, one devised) and a solo piece. After eighteen months of hard work and creativity, our students have become a tight performance unit.

This year, they showcased their versatility by presenting monologues from A Streetcar Named Desire, Two and Shirley Valentine, as well as a delightful extract from Daisy Pulls It Off, a rollicking girls' school adventure story.

For their devised piece, they presented The Magic i, a play about device use, aimed at Primary students. Snow White finds a mirror with magical powers, unaware that it's also being sought by an evil queen and her deadliest hunter. We will be using the Year 11 script to stage this later in the year for an actual Primary audience. The actors will be different, the original cast being needed in an exam room elsewhere. Whilst all other subjects reward solo effort, it's always exciting to see our students' endeavours as a group. The world needs good team players, and our talented students have proven themselves up to the task.



Ian McShane
Drama Teacher







Placing Humanity at the Heart of Education

Reflections from the Arts

In January, I was fortunate to attend a reading by the Director General of the IBO upon the publishing of his book, 'Learning as if Life depended on it'. Olli-Pekka Heinonen is an ex-politician and public servant, and significantly he is from Finland; that much praised bastion of equity, high-quality teacher training and child-centric approach that prioritizes student well-being over standardized testing. Like the IB, the focus is on creativity, collaboration and practical life skills with equal weight given to all subject areas, including of course the Arts.

The ISB Arts team aspires to this and throughout the year, we have facilitated inquiry-based learning approaches through Visual Arts, Drama and Music across the secondary school. Through these disciplines, learners foster and develop empathy, human connection and self-expression, amongst other vital human traits. Humanity is very much at the core of these experiences and I invite you to read more about them here. (Olli-Pekka's book is a good read too).

"We need more humanity in education. Sometimes there's a tendency to think we need more technology, when what we really need is more humanity."

Olli-Pekka Heinonen, IB Director General



Jane Barnett
Head of Arts



Exploring Music Around the World in Year 9

This year, Year 9 students explored global musical traditions through their Worldwide Music unit, focusing on India, Indonesia, and regions of Latin America. They researched key features, instruments, and cultural contexts, gaining a deeper appreciation of music from around the world.

Each student presented their findings to the class, developing both their musical knowledge and confidence in public speaking. The photos highlight some of their engaging and creative presentations.

Through this unit, students not only expanded their understanding of music but also built important skills in research, collaboration, and communication, skills that will support their learning across all subjects.







Adina Iacob
Music Teacher
Head of Pastoral Care

Welcome to the Artificial Garden

A Powerful Student Installation

I've never quite trusted a clean art room. In a science lab, clinical neatness makes sense - you don't exactly want stray drops of "kryptonite" or volatile chemicals mingling on the counter. But an art room? An ideal art room should be a studio, not a surgery room. It's a sanctuary for experimentation, and if the primary focus is on keeping the floor pristine, the creative spark never stands a chance.

Welcome to the Art Room Chaos

Bottlecaps scattered like confetti, glue guns at the ready, PVA glue everywhere, and cardboard structures rising from the desks. Students are huddled over prototypes, students are drawing on papers, on their iPads, students drawing on the floor, students spray painting outside on the corridor. The place is filled with amazing energy. A creative spark that often reminds us art teachers why we got into this, in the first place.

"The recipe was simple: our Year 8s needed a project to build group cohesion, and our KS5 students needed impactful artwork for their Green Steps Eco-event. "

It's noisy. It's messy. It's a bit overwhelming. But look closer and you'll see the magic: students are entirely self-governed. They are focused, engaged, and working with a level of independence that would make any educator proud. This is a student agency in its purest form. So, how did we get here?

The Teaching Strategy

The recipe was simple: our Year 8s needed a project to build group cohesion, and our KS5 students needed impactful artwork for their Green Steps Eco-event. By putting "two and two" together, we didn't just get a result—we made a very fine omelet.

The secret wasn't micromanagement or rigid control. It was giving them a creative task, clear objectives, a heap of resources, and, most importantly, the space to fail. So don't freak out if they spill glue, or if they put too much paint on their palette, if the contour isn't perfectly drawn or if the cutout isn't perfectly cut out. Allow them to make mistakes, and take advantage of that opportunity to show them that mistakes are often learning experiences that help their critical thinking.

The result will definitely impress you.

"What happens when that unbridled creativity meets environmental awareness? The answer is now living in a corner of our school gallery."

Over the last month, the students of 8S transformed "trash" into a message. Using nothing but PET bottles, caps, cardboard, and tape, they built a vibrant, repurposed ecosystem. The installation features a towering tree, a curious cat, darting koi fish, and a turtle—all caught in a single, dynamic moment.

A Warning in Plastic

Beyond the visual appeal, the Artificial Garden carries a weightier message. It asks a haunting question: If we fail to protect the natural world, will we eventually be forced to replace it with imitations?

It's an ecosystem of substitutes—a reminder that trees made of plastic and animals reconstructed from waste could be our future if we don't act now.

The Result

As their coordinator, watching them take ownership of this vision was the real highlight. They didn't just build sculptures; they solved problems collaboratively and supported one another's wilder ideas.

The Artificial Garden has transformed a simple corner of our school into a thought-provoking space. It stands as a testament to the fact that when we step back and let the "chaos" happen, young voices emerge with the power to inspire real change.



Teodora Varzaru
Visual Arts Teacher

CREDITS:

"Tree" Created by: Ada C., Diana W., Ana C. Helped by: Irene A., Sonia S., Esin S., Dina A., Berrin D.

"Cat" Created by: Maria P., Berrin D.

"Turtle" Created by: Esin S., Dina A.

"Koi Fish" Created by: Mikael H., Ibrahim A., Muhsin C.

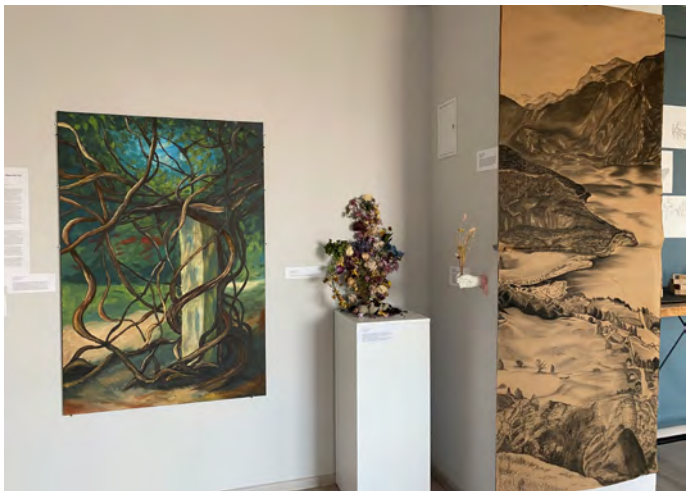
"Gecko" Created by: Martin S., Sedat A., Bekir B., Robin S.

"Puppet Show" Created by: Irene A. & Sonia S.



The Art of Growing Minds

How Creativity Shapes Learning, Identity and Success



Are you an art enthusiast? Maybe you are just curious about the role of arts in education? Research increasingly shows that engagement with music and the visual arts supports cognitive growth, creativity and emotional regulation. Studies in neuroscience have found that artistic activities stimulate multiple areas of the brain simultaneously, strengthening neural connections associated with memory, attention, problem-solving, and empathy. The arts are used in youth education, as well as in adult education, and in art therapy.

The arts provide students with unique opportunities to explore ideas in their cultural and (art) historical context, analyse them from different perspectives, communicate complex experiences, and develop their own voices. Art-making builds resilience, confidence while writing about art in a comparative study deepens knowledge and supports critical thinking.

As an example, our Year 9 art students finished school in style, with one project exploring the function of masks in different cultures and then making their own masks in clay, plaster and mixed media expressing their own ideas. The very last project in June was a fantasy box inspired by surrealist assemblage artist Joseph Cornell. Working in pairs, art students put in their creative boxes their views on identity.

They communicated these ideas visually, in writing and verbally, via class presentations.

Our second example comes from Year 13 artists. Ask our recent graduates about the tremendous growth they experienced while moving through the IBDP Visual Arts course. Their final art exhibition, a mandatory DP component, showcased their conceptual understanding in both visual and written forms. Each candidate assembled a personal display of several art pieces demonstrating thematic and stylistic coherence supported by a curatorial rationale.

Some students exhibited on campus, at ISB, completely transforming the Common Room. Others chose special venues, in line with their own themes: Maia exhibited in a horse riding center while Gemma set up her show in the empty apartment of her childhood years. Authentic work aligned with global contemporary art movements, it all felt like our own IBDP Venice Biennale.





Diana Barabas
TOK and Art Teacher

Humanities Week

Building Great Weeks Through Curiosity, Collaboration & Creativity

At ISB, we always encourage students to think beyond the old saying, "one day at a time." Instead, we promote the idea of building a good week through planning carefully, taking positive action, and reflecting on learning experiences together. Humanities Week in April captured that philosophy, as students and staff across multiple year groups came together to celebrate curiosity, creativity, critical thinking, and collaboration.

The Humanities Department was proud to organise a wide range of engaging activities that extended learning beyond the classroom and encouraged students to connect their studies to the wider world. Throughout the week, students explored history, geography, economics, sociology, psychology, business, and global issues in exciting and practical ways.

"Throughout the week, students explored history, geography, economics, sociology, psychology, business, and global issues in exciting and practical ways."

One of the highlights was the Year 7 Castle Construction Competition, where students applied their understanding of Medieval history to design and build impressive castle models. Their creativity, craftsmanship, and imagination were terrific. At the same time, students in Years 7 and 8 tested their geographical knowledge in a fast-paced Kahoot quiz competition filled with energy, teamwork, and enthusiasm.





Humanities Week also celebrated strategic thinking and intellectual challenge. Mr. Mihai's Blitz Chess Tournament brought together students who demonstrated remarkable concentration, patience, and tactical awareness.



In addition, Year 9 students in Mr. Quinn's and Mr. Wall's classes presented projects exploring which type of government is best for humankind. Over four weeks, students researched political systems, drafted laws, and designed flags and propaganda posters before presenting thoughtful three-panel displays to judges and classmates. Their work showed excellent understanding of peace, justice, inclusion, and global challenges.



Across the week, daily Humanities Google Quizzes encouraged both students and staff to engage with general knowledge and friendly competition, helping to create a genuine sense of community across the school. Among the students, the top quizzers were Ilariia B. (9B), Emily J. (10B) and Barbara T. (10B). The Staff responses weren't too shabby either. Ms. Jane Barnett finished with a 94.4% success rate, whilst Mr. Alex Asgari and Mrs. Marilena Bigu tied for second with 89.1%.

Collaboration between departments was particularly evident in projects that combined Humanities with creativity and design. Year 10 Sociology students created powerful digital peace posters inspired by ongoing global conflicts. Working with Canva and drawing upon ideas linked to empathy, cooperation, and global citizenship, students produced thoughtful



displays that now brighten our school corridors. Their work reflected the important partnership between Humanities and the Arts in encouraging students to express ideas visually and emotionally.

In Year 11 Sociology, students also participated in a Mini Talk Series on propaganda across Sociology, Psychology, History, and Politics. They analysed persuasive techniques such as emotional appeal, authority, and bandwagon messaging while developing critical thinking and media literacy skills through short presentations.

Similarly, Year 10 Global Perspectives students worked collaboratively to investigate major world issues including migration, law and crime, and digital privacy. Their display projects showcased excellent teamwork, research skills, and creativity. The projects encouraged students to consider multiple perspectives and think critically about the challenges facing modern societies.

Innovation and future thinking also played a central role throughout the week. Year 10 Economics students designed ethical humanoid robots, balancing technological advancement with important ethical questions about automation, fairness, and privacy.

Year 12 Business Management students explored the future of humanoid robotics and discussed how innovation may reshape industries and workplaces in the decades ahead.

IBDP Psychology students also participated in a research proposal workshop using American Psychological Association (APA) standards. Through collaborative activities linked to Learning and Cognition, Health and Well-being, Human Development, and Human Relationships, students developed both academic research and practical analytical skills.

Beyond the classroom, students benefited from valuable real-world learning opportunities. The Year 12 Business Management workshop with entrepreneur Mihnea Rădulescu introduced students to Management Information Systems and modern business technology, while the IKEA marketing trip allowed students to apply classroom theory directly to a real business environment through observation, teamwork, and analysis.



Ultimately, Humanities Week reminded us that education is about much more than examinations. It is about developing thoughtful, informed, creative, and compassionate young people who can engage confidently with the world around them. The Humanities Department is proud to provide opportunities that challenge students intellectually while also inspiring collaboration, innovation, and reflection. It truly was a wonderful week of learning, discovery, and community spirit.



Thomas Quinn
Head of Humanities



Have You Ever Wondered What It is Like to Be a Delegate at the United Nations?

ISB MUN offered a truly enriching opportunity to experience international diplomacy through engaging UN simulations and debates. Opening at the Romanian Parliament, ISB MUN hosted more than 200 young delegates from across the country.

It was not just a simulation. It was an opportunity to debate relevant international issues, such as the Maduro case and the Mercosur Agreement, giving delegates a unique chance to reflect on the work of international policymakers.

But for our community, this was more than a simple project. It was a vivid example of what ISB can accomplish when we collaborate. Alongside our coordinating teachers, we worked for months to plan the event, ensure academic integrity, and maintain communication with school leadership and sponsors. For us, as students, it was a unique opportunity provided by our school to develop our organizational skills and take on real leadership roles.

"For us, as students, it was a unique opportunity provided by our school to develop our organizational skills and take on real leadership roles."

This was strongly reflected in the experiences of the student organizers themselves. Iulia C. explained: "I feel like I have grown as a person from taking part in the conference and helping organize it. I simply cannot wait for the next edition of ISB MUN, as it is a conference that has truly become dear to me."

Similarly, Mircea H. talked about the practical experience he gained, stating that "ISB MUN allowed me to enrich my perspective and provided me with the opportunity to collaborate with other people. As part of the finance department, I gained valuable insight into financing and accounting."

Now that the 4th edition of ISB MUN is officially over, we can only hope that this project will continue its journey in the years to come, encouraging younger generations to actively engage in our school community.



Alexandra D.
Year 12 Student

From Ideas to Impact

Students Lead Sustainability at ISB Eco Fair

The recent student-led Eco Fair organised at the school brought together students, teachers, and partner organisations in a vibrant celebration of sustainability, creativity, and community action. Organised by the school's Eco Committee, the event featured 17 interactive stands, offering hands-on activities designed to promote environmental awareness and responsible living.

From recycling challenges and eco-crafts to soil observation and educational games, the fair transformed learning into an engaging and meaningful experience. Students took the lead in designing activities that were both fun and impactful, showing how small actions can contribute to a greener future.

"Beyond creativity, the Eco Fair carried a strong educational message. Students explored real-world environmental issues and learned the importance of recycling and sustainability. "

Sasha (Year 11) explained the inspiration behind their initiative at their stand: "We thought of reinventing board games using recyclable materials, because we are an eco school and we care deeply about the planet."

The project was designed to involve as many students as possible across all age groups, encouraging collaboration and creativity. As Daria V. (Year 12) one of the organisers shared, "We wanted something more eco-friendly and useful… transforming activities into interactive and educational experiences."

Beyond creativity, the Eco Fair carried a strong educational message. Students explored real-world environmental issues and learned the importance of recycling and sustainability.

"It is very important for people to understand the importance of recycling, because it can help us have a better future. Through practical activities, students can see the real impact on the environment and learn how to reuse materials," added Alan G. (Year 12), one of the organisers.

Teachers played a key role in guiding and supporting students throughout the process. As Teodora Varzaru, Secondary School Art teacher proudly reflected on the students' art project, "Artificial Garden":"providing students with encouragement and resources allows them to develop creative ideas and "perhaps one day… save the planet."

The event also had a charitable purpose, with funds raised directed towards environmental initiatives supported by Greenpeace, reinforcing the connection between awareness and real-world action.

Representatives from Greenpeace Romania highlighted the broader significance of such initiatives, noting that educating young people about environmental protection is essential not only for the present but "for future generations."

The Eco Fair stands as a powerful example of student-led action, demonstrating how education, creativity, and collaboration can inspire meaningful change and build a more sustainable future.

"The Eco Fair was a highly rewarding and impactful event that brought together students, staff, and the wider school community in a shared commitment to sustainability. The level of student engagement, creativity, and ownership was particularly encouraging, as they confidently presented their ideas and initiatives. The event provided an excellent platform for raising awareness, promoting collaboration, and showcasing the meaningful work carried out through the Eco Schools programme. Overall, it was an inspiring experience that reflected the values and goals of our Eco initiatives.", Ingrid Stanciu, Head of Primary School Enrichment

Thank you to all involved, especially to our partners for this project: Greenpeace Romania and Salvati Copiii Romania. Last but not least, thank you to our sponsor Professional Recycle.




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confident
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WE BUILD ROBOTS
WE BUILD DREAMS

Primary School Contribution to ISB Eco Fair

Walking into the school hall during the Eco Fair didn't feel like entering a typical exhibition — it felt like stepping into a world of ideas, creativity, and purpose. Everywhere you looked, there were students explaining, building, experimenting, and most importantly, caring for the environment.

The Eco Fair was a celebration of global awareness days brought to life through interactive stands, each one focusing on important environmental, social, educational, or health-related issues. From sustainability to mental health, the message was clear: *change starts with each one of us*.

What made the event special was how hands-on everything felt. At the recycling stand, students played a game inspired by bean bag toss, aiming paper balls and plastic bottles into the correct recycling holes.

A few stands away, the upcycling craft station was buzzing with energy. Tables filled with recycled materials turned into mini workshops where imagination took over. Old items became toys, decorations, and even small pieces of art. It was messy, creative, and surprisingly inspiring, proof that waste can still have value.

One of the most fascinating stops was the World Soil Day stand. With microscopes set up, students had the rare chance to observe different types of soil up close: dry, overwatered, and healthy. Seeing the difference firsthand made the importance of soil health much more real than any textbook could. Nearby, leaf samples revealed plant cells, reminding everyone just how complex and delicate nature really is.

The fair also highlighted wellbeing and education. Another activity encouraged physical health through a simple Walk for Your Heart challenge, showing how even a minute of movement can make a difference.

Creativity played a huge role, especially in the primary section. Younger students designed colourful mandalas on recycled CDs and records, turning old objects into meaningful art. Beyond being fun, the activity also carried a deeper message, taking care of your mind is just as important as taking care of the planet.

Science also had its moment to shine. Inspired by the International Day of Women and Girls in Science, students experimented with colour diffusion in water and even grew their own crystals using simple materials. These activities blended art and science beautifully, showing that learning can be both educational and exciting.

"One of the most fascinating stops was the World Soil Day stand. With microscopes set up, students had the rare chance to observe different types of soil up close: dry, overwatered, and healthy. "

Another highlight was the mini eco-system project for World Planting Day. Students layered sand, soil, and plants inside transparent containers, creating small, self-sustaining environments. Watching these ecosystems come together helped everyone understand how nature works as a system, where every part matters.

Along the walls, an exhibition of artworks made entirely from recyclable materials added a quieter but equally powerful touch. Each piece told a story, not just of creativity, but of responsibility. Seeing names and year groups next to each project made it clear: everyone had contributed to something bigger.

What truly stood out about the Eco Fair was the sense of unity - both primary and secondary students were involved, learning from each other and working towards the same goal. It was about awareness, effort, and participation.

In a time when global challenges can feel overwhelming, the Eco Fair showed something important — small actions, when shared by a community, can lead to real change.



Dana Breitenhofer
Eco Coordinator for Primary School


Eco-Schools
aces
Plastic
Paper
Made by the Eco Club
Organic
Eco Primary Artwork
REDUCE
REUSE
RECYCLE




Board Games


World Planting Day

Duke of Edinburgh's International Award

A Year of Growth, Leadership, and Adventure

This academic year has marked a significant step forward for the Duke of Edinburgh's (DofE) programme at our school. With a clear goal to expand participation, enrich opportunities, and strengthen student development beyond the classroom, the programme has continued to flourish in both scale and impact.

By July 2026, the ambition was to grow the programme to at least 15 registered participants, introduce new partnerships and experiences, and ensure consistent support for students throughout their journey. I am pleased to share that we have exceeded this target, with 32 students registered so far, reflecting a growing enthusiasm for the Award and its values.

"As the programme continues to grow, it remains a powerful platform for shaping well-rounded, capable, and compassionate young people, ready to take on challenges both within and beyond school."

A key highlight of this year has been the establishment of a valuable partnership with Academia de Prim Ajutor. In the March session, a remarkable group of 62 students participated in a comprehensive first aid course designed to prepare them for their adventurous journeys. Delivered by experienced resident doctors, the training combined expert instruction with hands-on practice, equipping students with essential life-saving skills such as CPR, wound care, and emergency response. Beyond technical knowledge, the session fostered teamwork, communication, and confidence, qualities that are central to every DofE expedition.



Later that month, on 26 March, we celebrated the achievements of our students at the ISB DofE Award Ceremony. This inspiring evening brought together our school community to recognise the dedication and resilience of participants across all levels: 3 Gold, 21 Silver and 26 Bronze Awardees . We were honoured by the presence of Mrs. Cristina Tirulnic, Advisory Board Member of the Duke of Edinburgh Foundation Romania, to celebrate the students' achievements.

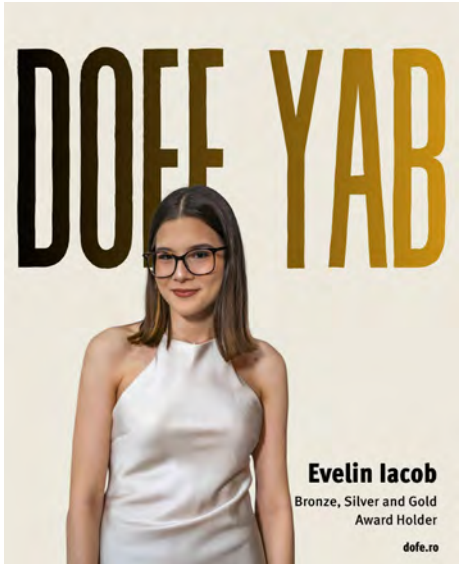
The ceremony also showcased the strong connection between the DofE programme and wider school initiatives like Andromeda Robotics, whose team members are predominantly DofE participants.



This year also saw the introduction of the Young Award Leaders programme, offering students aged 16+ the opportunity to mentor and support younger participants. We are proud to recognise our first Young Award Leaders: Cezara SB (the youngest one), Alex Xuan Yang Z, and Livia Jing L, who have already shown outstanding commitment to leadership and service.



At the end of March, after a couple of interviews, our school has proudly received the news that Evelin I. has been appointed as one of the 6 students in Romania to join the DofE Romania Youth Advisory Board; this is an exceptional achievement that reflects her dedication and impact in our community with her voluntary service in Hands of Hope - the student organisation that she has founded, but also as ISB Head Girl.



This April student initiative has been equally inspiring. A group of Silver and Gold participants independently organised and completed a practice expedition in Breaza. Their journey demonstrated resilience, teamwork, and adaptability as they navigated challenges, reflected on their experiences, and grew in confidence.

Looking ahead, the programme continues to expand with new and exciting opportunities. The Potigrafu Bootcamp in May, organised in collaboration with Outward Bound, provided further preparation for expeditions, while the Sovata Outward Bound trip in June promises to be another important milestone in students' adventurous journeys.



On a professional level, I am honoured to have been selected as one of three Award Leaders from Romania to attend the EMAS Conference in Malta this May. This opportunity allowed me to exchange best practices from our school with international colleagues and further strengthen the quality of our programme.

The year culminated in the prestigious DofE Gold Award Ceremony at Elisabeta Palace in Bucharest, where eight of our students will be recognised for their outstanding achievements at the highest level of the Award. Congratulations to Evelin I, Gemma C, Eva A, Nizo Yijia Z, Alex Xuan Yang Z, Livia Jing L, Tudor N, Vlad C. and some alumni as well.



Beyond numbers and events, the true success of the DofE programme lies in the personal growth it inspires. Through service, skill development, physical challenges, and adventurous exploration, our students are building resilience, confidence, and a lifelong sense of purpose.

As the programme continues to grow, it remains a powerful platform for shaping well-rounded, capable, and compassionate young people, ready to take on challenges both within and beyond school.



Monica Tele
Duke of Edinburgh Coordinator

Adventure, Endurance, and Team Spirit in Breaza DofE Practice Trip

Four determined students from the Silver and Gold levels of the Duke of Edinburgh's Award, Vera M, Carol R, Andrei E and Daryus C, took on an exciting practice expedition last weekend in Breaza, independently planning their journey from start to finish. As they explored the scenic hills, they pushed their limits and worked together every step of the way.

Over three action-packed days, they navigated their routes to key landmarks like "Fagul Prințesei" and "Poarta Breaza," relying on teamwork, decision-making, and strong navigation skills. Along the way, they documented their progress with photos and videos, capturing both the landscape and their achievements. They also cooked some delicious dishes, carefully choosing the ingredients according to each members' dietary restrictions. With favorable weather, they also pitched tents and spent the night outdoors, fully embracing the expedition experience.

Some reflections of the students for this trip:

"I am most proud of my teammates' collaboration and my involvement, even though I am not exactly good at hiking and I get tired easily, I pushed through. For my qualifying journey I will be better prepared with a thicker sleeping bag and get a larger water bottle for the hike. Success looked like pushing through our mistakes and having fun together." Vera M.

"The most difficult moment was when we realised we had to circle back when we went off-route, with my team overcoming it with calmness. I would think more before about unexpected events that may come up making sure we are 100% prepared. When we made fire to cook our meals, it started raining, making maintaining the fire a little difficult. We made sure not to litter and create any disruptions in our environment following Leave No Trace principles. I was most proud of the navigation skills I offered and the food we prepared. Personally, I found the hike the most difficult, making me realise I need to practise endurance more. It made me more confident to work in a team." Carol R.

This practice expedition marked an important step toward their qualifying journey, building confidence, resilience, and a lasting appreciation for independent adventure.



Monica Tele
Duke of Edinburgh Coordinator





My Journey to Become a DofE Junior Award Leader at ISB

My name is Cezara, and I am proud to say that being part of The Duke of Edinburgh's Award program has been a defining experience for me. After attending the Award Leader Course this weekend, I am proud to say that I have become a Junior Award Leader, and I am the youngest Junior Leader from the International School of Bucharest. During this course, I learned the most important qualities of a leader, such as communication, organisation, and mentoring. I learned that a leader is someone who helps others, who supports them, and who helps them to keep a positive attitude, both by giving them information and by giving them examples from personal experience.

Now, I will use my experience in the Award to help other students succeed, whether by advising them on their sections or encouraging them during difficult moments. At the same time, I am still working on achieving my own goals, as I am currently working on achieving the highest level of The Duke of Edinburgh's Award, the Gold Level. It is not always easy, but it helps me to become a better person and to help others to achieve their goals.


THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD
ROMANIA

PARTICIPATION CERTIFICATE

Presented to

Cezara-Maria S.

For completing the

Award Leader Online Training

Offered by

THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD ROMANIA FOUNDATION

28 March 2026

ISB Year 10 Student, Cezara B. Celebrates Success in Global News Challenge

I am proud to share that I was one of only three students from the International School of Bucharest who successfully completed the News Challenge, organised by the famous American newspaper Financial Times and AverPoint and I achieved the maximum number of points. This global competition brought together 276 students from 72 schools across 22 countries. The challenge encouraged us to improve our reading habits, engage with high-quality journalism, and develop stronger critical thinking skills through structured tasks based on real-world news articles. Throughout the challenge, I had to read carefully selected articles, answer analytical questions, and reflect on different global issues. It pushed me to think more deeply about bias, evidence, and how information is presented in the media. Completing all the reading goals required consistency, focus, and curiosity.

Out of all participants, only 40 students successfully completed the challenge and received the certificate and the Letter of Merit. I am especially happy that alongside my two peers, I helped ISB stand out as one of the schools with the highest number of completions worldwide.

This experience was both demanding and inspiring, and it strengthened my confidence in interpreting news and forming informed opinions about the world around me.



Cezara B.
Year 10 student



FT FINANCIAL TIMES AverPoint

Certificate of Merit

This certificate is proudly awarded to

CEZARA-MARIA S

INTERNATIONAL SCHOOL OF BUCHAREST

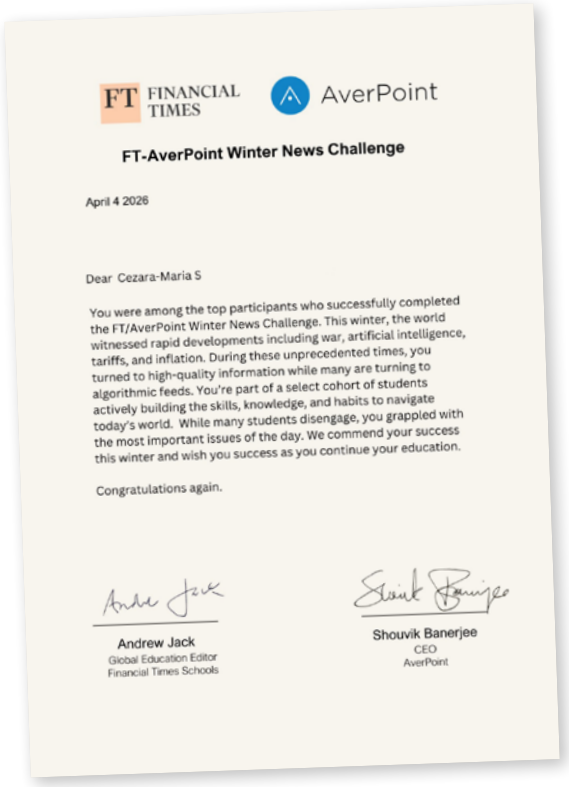
in recognition of outstanding achievement in the

FT-AverPoint Winter News Challenge

April 4 2026

Andrew Jack
Director
Financial Times Schools

Shouvik Banerjee
CEO
AverPoint



FT FINANCIAL TIMES AverPoint

FT-AverPoint Winter News Challenge

April 4 2026

Dear Cezara-Maria S

You were among the top participants who successfully completed the FT/AverPoint Winter News Challenge. This winter, the world witnessed rapid developments including war, artificial intelligence, tariffs, and inflation. During these unprecedented times, you turned to high-quality information while many are turning to algorithmic feeds. You're part of a select cohort of students actively building the skills, knowledge, and habits to navigate today's world. While many students disengage, you grappled with the most important issues of the day. We commend your success this winter and wish you success as you continue your education.

Congratulations again.

Andrew Jack
Global Education Editor
Financial Times Schools

Shouvik Banerjee
CEO
AverPoint

Growing Together

Building Awareness and Resilience

From February to June, our PSHE sessions have covered a series of topics designed to deepen students' understanding of themselves, their habits and the world around them. We explored Neurodiversity and Mental Health, Healthy Routines and Personal Hygiene, Addictive Behaviours, Personal and Online Safety, and Reflection and Growth.

Each of these themes has played an important role in expanding students' awareness and strengthening their sense of responsibility - towards themselves and towards others. At Key Stage 3, learning about mental health, digital safety and healthy habits is not just relevant; it is essential. The world our students are growing up in is complex and fast-moving, and equipping them early with knowledge and critical thinking skills gives them a real advantage.

Throughout these months, I have witnessed continued and inspiring growth. During workshops and discussions, students have shown a genuine openness to exploring topics that are often considered difficult or sensitive. They have spoken thoughtfully about neurodiversity, challenging stereotypes and showing real empathy for peers who experience the world differently. They have reflected honestly on their own habits, from sleep and hygiene to screen time, and shown a willingness to make small but meaningful changes.

It has been especially encouraging to see how seriously students engage with topics like addiction and online safety. Rather than shying away from these conversations, they ask sharp questions, think critically about the information they encounter online and show an awareness of how their choices (both on and offline) can have real consequences.

"It has been especially encouraging to see how seriously students engage with topics like addiction and online safety. Rather than shying away from these conversations, they ask sharp questions, think critically about the information they encounter online and show an awareness of how their choices can have real consequences. "

This kind of psychoeducation helps students develop not only knowledge but also judgment: the ability to pause, reflect and make decisions that align with their values.

As we close this school year with sessions on values, purpose and looking ahead, I am struck by how much our students have grown. They are more self-aware, more empathetic and more equipped to face the challenges that come with adolescence. Watching them connect what they have learned to their own lives and to each other is a reminder of why this work matters so deeply.

When we give children the tools to understand their minds, protect themselves and live with intention, we are not just teaching life skills. We are helping them build the foundation for a healthy, thoughtful and fulfilling life.





Ana Nas
Secondary School Counsellor



Is Theory of Knowledge Still a Mystery or a Puzzle?

Select a Knowledge Question and try to answer it using a specific object with its real world context to support your reflection. For example, "To what extent is certainty attainable?" could be reflected upon with objects such as "your DNA ancestry report", "a screenshot of a text exchange that led to a misunderstanding" and maybe, "a photograph from a meaningful event". Each and all of these objects can be used to delve into scientific, linguistic and interpretive uncertainty.

This question is worth asking because human beings constantly make decisions without complete certainty. We often act on the best available evidence that sometimes we do not fully understand or that is not absolute or complete either. It also raises awareness on the pitfalls of blind trust and unquestioned assumptions. Can you think of a medical treatment or a social or political "truth" that later proved to be prejudicial?

In the TOK course students choose one such knowledge question from 35 prompts and use it as a basis for critical thinking with three objects of choice.

In mid May of every year, anybody on our campus, students of any age, teachers and parents could ask questions about knowledge guided by our Year 12 exhibitors who presented their inquiry in the IBDP TOK Exhibition. All of our IBDP teachers were engaged in viewing and interviewing our Year 12 TOK students. We would like to make it even bigger next year, so more members of our community will attend and enjoy the inquiry ride!



Diana Barabas
TOK Coordinator
Visual Arts and TOK Teacher

Growing Together On and Off the Pitch...

Our Girls Football Enrichment Club continues to be a shining example of teamwork, dedication, and school spirit. More than just a football club, it has become a place where friendships flourish, confidence grows, and every student is encouraged to become the very best version of herself.

From the very first whistle at training, the girls demonstrate an incredible sense of unity and support for one another. They work together with determination and positivity, creating friendships that resemble the bond of sisters both on and off the pitch. Every practice session is filled with encouragement, laughter, and a shared passion for the game, helping to create a truly special team environment.

The progress the girls have made throughout the year has been remarkable. Not only have they developed as football players by improving their technical skills, tactical understanding, and match awareness, but they have also grown as a team, as individuals, and as young ladies. Through sport, they are learning resilience, leadership, communication, and the importance of supporting one another through both challenges and successes.

"What makes this group particularly inspiring is their constant desire to improve. The girls thrive on learning new skills, challenging themselves, and pushing their abilities even further with every training session and match they play. "

What makes this group particularly inspiring is their constant desire to improve. The girls thrive on learning new skills, challenging themselves, and pushing their abilities even further with every training session and match they play. Their determination to grow and their willingness to step outside of their comfort zones reflects the outstanding attitude they bring to every aspect of school life.

The club is filled with confident, passionate students who proudly uphold the school's values at all times. Whether celebrating victories with humility or facing setbacks with courage and respect, the girls consistently demonstrate excellent sportsmanship and maturity. Their commitment, enthusiasm, and positive attitudes make them wonderful role models for others within the school community.

We are incredibly proud of everything the Girls Football Enrichment Club has achieved. Their journey is about far more than football- it is about friendship, character, teamwork, and empowering young people to believe in themselves and each other. We look forward to watching this talented group continue to grow, succeed, and inspire both on and off the field.



ISB Girls Football Teams

1st Place Champions for Every Lumina Cup this School Year!

This year's Lumina Cup was a huge success for our girls' football teams. Our U16 team won first place back in October 2025 along with winning best player (Victoria), top scorer (Esra) and Maia who is the Captain for our Open age team winning best goal keeper, and now both our Under 11 and Under 13 teams have proudly brought home first place themselves!

Although they compete in different age categories, our girls continue to support one another as one team, building a strong and positive football community across the school no matter the age.

"Across both teams, every player showed determination, teamwork, and sportsmanship while representing the school with pride."

All of our girls' teams are Lumina's first-place champions this year! The Under 11 team began in September through our enrichment club. Once the girls had their consistent, dedicated, official players they became a fully united team in April… We welcomed Ecaterina, Ingrid, Zehra.D, Maya, Diana.P, Eva, Ana.B, Firdevs, Rania, Zumrut, Delia, Dorotheea and Ema as our official U11 team for this school year. Despite being a new team to the girls football competitive tournaments, they were outstanding in their very first tournament, winning 4–0 in their first match ever played against another school team and proceeding to win 2–0 in the final. Congratulations to our U11 team Captain Ana for winning both Top Scorer and Best Player.

Not only that, our Under 13 team had an excellent tournament, bringing home their own first, first-place trophy. Their continual training, hard work, and dedication shone through in every performance, and their growth in confidence and teamwork has been fantastic to watch, both individually and as a united team. We would like to welcome the following ladies to the team… Ana.C, Diana.W, Zehra.C, Zehra.D, Busra.P, Ecaterina, Ingrid, Maya, Julia and a huge congratulations to each of them and the rest of our U13 team on their successful beginning for this team to continue next year! Congratulations to our U13 Captain Ada for winning both Top Scorer and Best Player.

Across both teams, every player showed determination, teamwork, and sportsmanship while representing the school with pride. We could not be prouder of what the girls have achieved this year, and we are excited to welcome new members as all of our girls' teams continue to grow. The teams, and I as their coach, would also like to say a huge thank you to everyone who came to support and cheer throughout the tournament. We felt your encouragement, energy, and belief in our girls from the very beginning all the way to the pitch, and it truly made a difference — to us, you are just as much a part of the team too!

Please keep your eyes open as for the next school year we are going to start and welcome our first ever U9 girls football team!

One very proud Coach as always!





Victoria Foster
PE Teacher



Under 11 age group team.



Under 13 age group team.



Under 11 and under 13 age group teams.

A Small Contribution for a Big Change

For many of us, clean water is something we rarely think about. We simply turn on a tap, fill a glass, or take a shower without giving it a second thought. Yet for millions of people around the world, clean water is not a basic convenience but a daily struggle.

Something that literally falls from the sky remains out of reach for entire communities. While social media often surrounds us with images of comfort and luxury, it is easy to forget that many families still walk for hours every day, risking their health and safety simply to collect water that is often unsafe to drink.

> *"Thousands have lived without love, not one without water."*
> — W. H. Auden

Recognising this reality, we—four Year 12 students, Safa K., Alexandru L., Alexandra Elena D., and Alex Z.—decided to make a meaningful difference. Rather than accepting the problem as too large to solve, we took action by creating this project, an initiative supporting communities across Africa.

After researching humanitarian organisations and communicating with potential partners, we established a partnership with a verified NGO in Uganda, Nile Humanitarian Development Agency. Through this collaboration, we have supported its safe water, hygiene, and health programme for female students and surrounding rural communities.

We raised nearly fifty thousand lei through school fundraising activities, outreach to businesses, meetings with potential donors, and support from the wider community. Our work required months of planning, presenting our ideas, maintaining communication with our partner organisation, and ensuring that the money we raised funded sustainable projects.

Through this partnership, we funded the construction of two wells in two different villages in Uganda. One of the 2 wells, situated in Kakira Village, Uganda is now the only source of safe water in its' village. We also distributed 400 reusable sanitary pads, designed to last for up to two years, to 100 teenage students, helping them manage their menstrual health with greater dignity and consistency.

Together, our initiative has directly supported more than 3,000 people and indirectly benefited thousands more. Access to safe water can reduce waterborne disease, improve sanitation, support school attendance, and reduce the time families spend travelling to collect water. It also allows schools, households, and community facilities to operate in safer conditions.

However, our vision does not end here. We are currently raising funds to build a third well in Africa and hope to expand our work by providing food, sanitary products, hygiene supplies, and other essential resources.

If you would like to support our initiative or learn more, please contact us at: safa.kartal@isb.ro

"The work we are doing provides people with essential resources: water, sanitary products, food, and hope. Every donation, no matter how small, makes a difference. Through our work and collaboration, we can help transform the lives of thousands of people."

— Project Members

We hope this initiative will continue to grow, with future generations of ISB students joining us in expanding its impact.

Safa K. Year 12 Student





World Scholar's Cup Bucharest Round @ISB

This year, ISB once again proudly hosted the World Scholar's Cup Bucharest Round, welcoming more than 330 guests and participants from schools across București, Constanța, Ploiești, Málaga, and Istanbul. Over two exciting days, students came together to celebrate curiosity, teamwork, creativity, and academic excellence through one of the world's most engaging international competitions.

The World Scholar's Cup challenges students across a wide range of subjects including art, music, history, literature, science, and technology. Inspired by this year's theme, "Are We There Yet?" students explored complex global ideas through collaborative writing, debating, and problem-solving activities.

"Over two exciting days, students came together to celebrate curiosity, teamwork, creativity, and academic excellence through one of the world's most engaging international competitions."

ISB was represented by 40 talented scholars, who demonstrated exceptional determination and enthusiasm throughout the competition. Students competed in team debates, collaborative writing, and the Scholar's Challenge, where they tackled thought-provoking questions requiring both critical thinking and creativity.

In addition to the academic events, ISB students also participated in the lively and entertaining Scholar's Show, where they showcased courage, talent, and school spirit in front of a large audience. Highlights included Aise B, who amazed spectators by solving a Rubik's Cube in under 90 seconds, and Ariadna R, whose piano performance captivated the audience.

One of the most memorable moments of the event was the Debate Showcase on the second day, where the top debaters of the Bucharest Round presented their arguments on stage in front of over 360 people. ISB student Alex C proudly represented the school as part of this elite debate panel, demonstrating confidence, eloquence, and outstanding public speaking skills.

ISB's success continued throughout the awards ceremony. We are proud to announce that all ISB teams qualified for the upcoming Global Rounds, taking an exciting step closer to the prestigious Tournament of Champions at Yale University. Our scholars returned with three team trophies, recognizing excellence in debate, collaborative writing, and overall performance among 100 competing teams. In addition, ISB students earned over 100 gold and silver medals in individual categories, reflecting the incredible talent and dedication of our participants.

Hosting and participating in the World Scholar's Cup was a remarkable experience for the entire ISB community. The event celebrated not only academic achievement, but also international friendship, teamwork, confidence, and the joy of learning together. Congratulations to all our scholars for representing ISB with such passion and excellence!

A special thank you to our Hands of Hope volunteers, whose support, guidance, and enthusiasm throughout the two-day event helped create a welcoming and successful experience for all participants and guests.



Our Scholars Shine on the Global Stage!

This July, our students proudly represented our school at the **World Scholar's Cup Global Round in Prague**, Czech Republic, joining nearly **1,000 students from 25 countries** for an unforgettable international academic competition.

Throughout the event, participants competed in challenging **debates, collaborative writing**, and **general knowledge** events, showcasing not only their academic excellence but also their teamwork, creativity, and communication skills.

Outstanding achievements:

Gold Medals: 11
Silver Medals: 35
Trophies: 2

Congratulations to our incredible scholars:

Vera M. – 1 Gold, 1 Silver
Diana P. – 5 Gold, 8 Silver, 1 Trophy
Giulia O. – 1 Gold, 6 Silver
Sofia E. – 2 Gold, 6 Silver, 1 Trophy
Ingrid I. – 4 Silver
Nicole E. – 1 Silver
Ana C. – 2 Gold, 7 Silver
Ada C. – 6 Silver

We are especially proud that several of our students have **qualified for the prestigious Tournament of Champions in the USA**:

Team 1: Ana C., Ada C., Ingrid I. (qualified with a Silver Team Medal)

Team 2: Giulia O., Diana P., Sofia E.

Mixed International Team: Vera M. (together with two students from another country)

Congratulations to all our students for their dedication, resilience, and outstanding performance. You have made us incredibly proud, and we can't wait to cheer you on in the Tournament of Champions in the USA!





Graduation Night 2026

Celebrating Achievement, Community, and New Beginnings

Graduation Night 2026 was a truly memorable occasion—an evening filled with emotion, reflection, gratitude, and celebration. As we gathered to honour our 57 graduating students, the event marked not only the culmination of years of hard work and perseverance but also the beginning of exciting new journeys ahead.

Surrounded by family, friends, and teachers, our graduates celebrated a significant milestone in an atmosphere that was both joyful and inspiring. Throughout the evening, there were moments of laughter, applause, and heartfelt reflection as we looked back on the experiences, challenges, and accomplishments that have shaped the Class of 2026. The ceremony served as a powerful reminder of the strength of our school community.

The success of our graduates is the result of their dedication and determination, supported every step of the way by committed educators and caring families. We extend our sincere appreciation to our students for their resilience and ambition, to our teachers for their passion and guidance, and to our parents for their unwavering encouragement, trust, and partnership. As our graduates turn the page to a new chapter, they carry with them the knowledge, values, and friendships forged during their time at ISB. We are immensely proud of all they have achieved and confident that they will continue to make meaningful contributions wherever their paths may lead.

Congratulations to the Class of 2026! Your journey is just beginning, and we look forward to seeing the impact you will make in the world.





INTERNATIONAL SCHOOL OF BUCHAREST

2026 SCHOOL CALENDAR 2026-2027

August

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
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23	24	25	26	27	28	29
30	31					

September

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December

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27	28	29	30	31		

15 Aug: Public Holiday
17 - 19 Aug: SLT Meetings
19 Aug: New Teachers Induction
20 - 28 Aug: All Teachers Induction
28 Aug: New Students Induction Day
31 Aug: First Day of Term 1
5 Oct: Teacher's Day
19 - 23 Oct: Half-term Break
30 Nov: St. Andrew's Day
1 Dec: National Day
18 Dec: End of Term 1 (Half Day)
21 Dec - 8 Jan: Christmas and Winter Break
25-26 Dec: Christmas

LEGAL HOLIDAYS | STAFF INSET / INDUCTION WEEK | FIRST DAY OF TERM | SCHOOL BREAKS | LAST DAY OF TERM

2027

January

Sun	Mon	Tue	Wed	Thu	Fri	Sat
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February

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March

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30	31					

June

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July

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18	19	20	21	22	23	24
25	26	27	28	29	30	31

176 ½ School days
4 Legal Holidays + 2 Eid Holidays during School Calendar
(30 Nov, 1 Dec, 1 Jun, 21 Jun)
8 Days Staff Inset
1 Day New Student Induction
1 Day Teacher's Day

1 - 2 Jan: New Year
6 - 7 Jan: St. John's Baptism and St. John
8 Jan: Inset Day
11 Jan: First Day of Term 2
24 Jan: Unification Day
22 - 26 Feb: Half-term Break
10 March: Eid al Fitr
28 March: Catholic Easter
23 April: Last Day of Term 2 (Half Day)
26 April - 3 May: Easter and Term Break
1 May: Labour Day
30 April: Orthodox Good Friday
2 - 3 May: Orthodox Easter
4 May: First Day of Term 3
17 May: Eid al-Adha
1 June: Children's Day
4 June: Graduation Day
20 June: Whitsuntide
21 June: 2nd day after the Whitsuntide
25 June: Last day of school (Half Day)

LEGAL HOLIDAYS | FIRST DAY OF TERM | SCHOOL BREAKS | STAFF INSET / INDUCTION WEEK | LAST DAY OF TERM

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