



May 2026 Newsletter

Highlights of the month:

- **PYP Prep2 Graduation**
- **PYP Grade 5 Graduation**
- **Annual PAC meeting**
- **Central Leadership Retreat**

"The roots of education are bitter, but the fruit is sweet." – Aristotle

Dear Parents,

As we step into the final pages of yet another extraordinary academic year, May has unfolded as a month of deep reflection, celebration, and renewed purpose. It has been a time to pause, look back with pride at how far our students and staff have come, and look ahead with clarity and conviction at the journey still before us.

This month, our school community came together in meaningful ways both within our walls and beyond. Our leadership team gathered for the 39th Central Leadership Retreat, reaffirming our collective commitment to reimagining the role of education in a world that is changing at an unprecedented pace. We were reminded, with great force and clarity, that the true purpose of schooling is not the filling of minds with information, but the shaping of human beings who are wise, purposeful, and capable of creating their own futures.

Events:

PYP Graduation:

Grade 5

The Grade 5 Graduation Ceremony was a moment of immense pride and joy as learners marked the culmination of their Primary Years Programme and stood on the threshold of an exciting new chapter the Middle Years Programme. The school community gathered to honour not just academic milestones, but the growth, resilience, and character each student has built along the way.

Over the years, these young learners have blossomed into confident, caring, and reflective individuals ready to meet new challenges with curiosity and courage. The ceremony was a celebration of the values, skills, and attitudes they have carried with them throughout their PYP journey, and a reminder that these qualities will continue to guide them in the years ahead.

The event was elevated by a deeply inspiring address from Deputy CEO, Dr. Rao, who left the audience with much to reflect upon. Drawing on the powerful concept of the 20-Mile March, she spoke about the importance of consistency over intensity showing up every day with steady effort rather than chasing bursts of brilliance. She encouraged students to focus on what they can control, to build resilience in the face of setbacks, and to avoid the trap of extremes in both action and thinking. Her message was grounded and practical: success is not about doing everything at once, but about taking purposeful, measured steps forward. She urged every graduate to set SMART C goals backed by a clear, thoughtful plan so that their ambitions are not just dreams, but destinations with a roadmap.



Prep2:

The Prep 2 Graduation Day marked a proud and joyful milestone as young learners celebrated their transition from the Early Years into the Primary Years Programme. The occasion was a heartfelt reflection of the curiosity, confidence, and compassion these students have nurtured throughout their Early Years journey growing not just as learners, but as thoughtful, caring individuals.

the Vice Principal's address reminded the gathering of the four core values that lie at the heart of the Indus experience love, respect, discipline, and empathy. Her words deeply resonated the note that the world needs more *kind* people than *smart* people a powerful reminder that true success is measured not only by academic achievement, but by the warmth and humanity we bring to the world around us.



Central Leadership Retreat:

Our leadership team gathered for the 39th Central Leadership Retreat on 20 to 22 May 2026 for two days of deep reflection, learning, and planning centred on one question: how do we best prepare our children for a rapidly changing world? The retreat was spearheaded by Gen Ray, who conducted the entire two-day workshop, guiding our leadership through rich and challenging conversations about the future of education. We also had the privilege of hearing from Dr Rao, who spoke powerfully about how great leaders build a lasting legacy.

Day 1 opened with a compelling picture of the world our children are growing up in one being reshaped by artificial intelligence, shifting labour markets, and unprecedented social change. Gen Ray challenged us to confront an uncomfortable truth: that schools today risk being the weakest link in preparing children for this future. We explored what the purpose of education truly means in this context, arriving at a shared conviction that it must go far beyond delivering content. The

day focused deeply on the reimagined role of the teacher from knowledge provider to wisdom worker and mentor and what it means to teach not just a subject, but a child. We examined how AI will increasingly guide the academic side of learning, freeing teachers to focus on the most human and irreplaceable work: building agency, character, and wisdom in every child. The afternoon sessions turned to mentoring in the age of superintelligence, exploring what genuine mentoring looks like, what it demands of a teacher personally, and how it must be built into the structure of school life rather than left to chance.

Day 2 shifted the focus inward to each leader and teacher as an individual. Gen Ray led us through a masterclass on creating your own future, a powerful reminder that in a world of rapid disruption, those who cannot create their future will be overtaken by it. We explored the concepts of identity, deep work, self-reflection, and antifragility the ability not just to survive challenges but to grow stronger through them. Leaders were invited to reflect on their personal vision as educators: who they are becoming, what their students will remember them for, and what will be different in their classrooms because of them. The day also addressed the practical architecture of mentoring at the school level, including how to select and form teacher-mentors, how to build a three-layer mentoring system into school life, and how succession planning and professional growth are shared responsibilities between the individual and the institution. We closed with a renewed sense of purpose that the transformation of education will not begin with policy or technology, but with the identity and inner life of the teacher.

Day 3 of Central Leadership Retreat, our Deputy CEO Dr. Sarojini Rao delivered a deeply inspiring session on *Building the Indus Legacy* a vision that goes well beyond day-to-day schooling. Dr. Rao reminded us that legacy is not about individuals, achievements, or systems alone; it is about shaping the values, culture,

and identity of our institution so that they endure and grow stronger over time. The legacy we are committed to building at Indus flows directly from our purpose: *to empower students through agency, purpose, innovation, wisdom, and humanness so they can create their own future*. In practice, this means nurturing academic excellence, fostering a spirit of innovation and entrepreneurship, developing teachers as mentors and barefoot counsellors, and deepening our engagement with our parents as essential partners in this journey. It also means preparing our students to be independent, lifelong learners and future nation-builders. As a school community, we are actively working on the practices, pipelines, and measurable outcomes that will make this legacy real and lasting.

We leave the retreat energised and united in our commitment to ensuring that every child in our school grows not just in knowledge, but in character, confidence, and the capability to shape their own future.

Annual PAC Meeting:

On 29th May, we were delighted to welcome our parent community for the Annual PAC Meeting, a gathering that truly reflected the spirit of parents as partners in education. The meeting was a collaborative and constructive effort bringing together school leadership and the Parent Advisory Committee to work toward one shared goal improving the overall functioning and performance of our school. We presented new initiatives planned for the upcoming academic session, giving parents an early and transparent look at the direction the school is heading. The PAC raised important concerns that are close to the hearts of many families, and we are grateful for the trust and openness with which these were shared. Parents offered thoughtful feedback and valuable suggestions that will meaningfully inform our planning going forward. We believe that a school thrives when its parent community is engaged, invested, and heard and this meeting was a wonderful reflection of that belief. In

addition, the PAC has created its annual magazine, imPACt 2025–26, themed 'How to Thrive in Indus & The Changing World', which highlights the various ways Indus children are contributing to their own growth and the society around them.

Achievements:

Lumiere Scholars Essay Award

We are thrilled to celebrate two outstanding achievements that have made our school community incredibly proud. The Lumiere Scholars Essay Award is a prestigious global competition that this year received over 2,100 essays from students across 104 countries making these recognitions truly exceptional.

Sreelekha of Grade 9 has won the Rising Scholars Award, earning a \$500 scholarship to join any Lumiere Research Scholar Program. To have her essay stand out among thousands of entries from across the world is a remarkable testament to her intellect, her writing, and her ability to think and express ideas beyond her years.

Atharv Guru of Grade 11 has won the Excellence Award in the final round of the Spring 2026 Lumiere Scholars Essay Award, earning a \$1,000 scholarship to join any Lumiere Research Scholar Program. Atharv's essay was first shortlisted from an extraordinarily competitive global pool before going on to claim the top honour in the final round a truly outstanding accomplishment.

Singapore & Asian Schools Math Olympiad (SASMO) 2026

Lashika Lehek of Grade 6 has won the Bronze Medal at the 2026 Singapore & Asian Schools Math Olympiad (SASMO), representing both India and Indus International School Bangalore on a prestigious international stage. SASMO is one of the most respected mathematics competitions in Asia, drawing some of the

brightest young mathematical minds from across the region, making Lashika's accomplishment even more remarkable. In recognition of her outstanding performance, Lashika has also been awarded a coveted entry to SIMOC 2026 the Singapore International Mathematics Olympiad Challenge a truly rare honour that opens the door to an even higher level of global mathematical competition. We congratulate Lashika and her family and look forward to cheering her on at SIMOC 2026.

Life Entrepreneurship

PYP:

For the month of May, the students participated in a series of Imagination Retreats that encouraged them to explore transformation, possibility, and intentional decision-making through imaginative thinking.

The month began with *Mondrian Effect: Same Pieces, Many Possibilities*, for all grades, where students experimented with arranging and rearranging the same set of materials to create entirely different outcomes. As they reflected on balance, space, and focus within their compositions, they discovered how small changes could significantly alter meaning and attention, learning that creativity often comes not from adding more, but from reimagining what already exists.

This was followed by *The Sixth Element for Grade 1-2*, where students imagined an entirely new element beyond earth, water, fire, air, and space. Through drawing, construction, and discussion, they developed original ideas independently, considering how their imagined element might function within the real world. The activity encouraged students to move beyond familiar concepts while building confidence in extending and communicating their own ideas. Students then participated in *The Missing Animals Mystery*, where they entered an imagined safari mystery in which missing animals had transformed into something entirely new.

Using visual clues, storytelling, and symbolic thinking, students developed imaginative explanations for these transformations and communicated them through detailed drawings and discussions. As they shared and interpreted one another's clues, they demonstrated growing confidence in reasoning, imagination, and flexible thinking.

Students from Grade 3-5 then participated in *The Message from an Unknown Sender*, an open-ended exploration centered around a mysterious request to preserve a disappearing imagined place. Through drawing, construction, and reflective writing, students gradually developed environments that felt less like inventions and more like remembered worlds. As they expanded these imagined spaces through sensory detail, naming, and internal logic, they demonstrated increasing comfort with ambiguity and independent meaning-making, while recognizing imagination as a way of preserving ideas, memories, and possibilities. This was followed by *The Alien Archaeology Lab*, where Grades 4 and 5 students stepped into the role of intergalactic investigators studying artifacts left behind by a vanished human civilization. Rather than identifying objects directly, students were encouraged to reconstruct meaning through close observation, inference, and speculative reasoning. As they developed theories about the purpose and significance of everyday objects, they explored how interpretation changes depending on perspective, while strengthening their ability to build conclusions from incomplete information.

The month concluded with *Rain Olympics for all the grades*, where students imagined a hidden world above the clouds in which raindrops gathered for extraordinary Olympic events before falling to Earth. Through open-ended storytelling and visual representation, students explored unusual possibilities connected to nature, imagining unique raindrop abilities, competitions, and roles within this imagined universe. As they expanded and explained their ideas, they demonstrated increasing confidence in original thinking and imaginative expression.

Students of Grade 3-5 concluded their LE journey with a final reflection activity, where they revisited the various experiences and explorations they had engaged with throughout the year. Through these reflections, students identified the ways in which the sessions had helped them grow as individuals by strengthening their confidence, independent thinking, adaptability, and willingness to approach ideas with curiosity and openness.

Across all sessions, students showed increasing independence in idea generation, greater adaptability when revising their thinking, and stronger confidence in expressing imaginative possibilities. These experiences continued to deepen their understanding that ideas can evolve, transform, and take on new meaning through exploration and perspective.

Student Reflections:



Junior and Senior School

Following the field immersion and empathy-building journey undertaken over the past months, students across Grades 6 to 11 concluded the first phase of their Design Thinking process through a comprehensive summative assessment in May. Students presented their learning journeys through thoughtfully designed Canva deck presentations, showcasing not only what they observed and researched, but also how their thinking evolved throughout the process, captured through documentation of reflections.

The assessment focused on multiple dimensions of learning and human-centred inquiry. Students were evaluated on the depth of their field immersion, including the quality of their observations, interactions, questioning, active listening, empathy, and

situational awareness. Their ability to conduct meaningful primary and secondary research, analyse patterns, and translate insights into empathy maps formed another key component of the process.

As students progressed from broad observations to identifying focused problem areas, emphasis was placed on problem framing and the development of meaningful problem statements rooted in real-world contexts. Students also demonstrated how they integrated AI as a thinking companion, using it for empathy mapping, validation of assumptions, pattern recognition, and insight generation, while continuing to apply human judgment and critical thinking throughout the process.

The final presentations reflected not only research and documentation quality, but also creativity, clarity of communication, teamwork, leadership, initiative, and individual reflection. Through this experience, students showed visible growth in their ability to think critically, collaborate effectively, engage empathetically with real-world challenges, and communicate their ideas with greater confidence and purpose.

What stood out most strongly through the end-of-year student feedback was how students valued the real-world human interactions and field immersion experiences. Many reflected on how these experiences helped them move beyond classroom assumptions and develop a more meaningful understanding of people, perspectives, and lived realities.

A proud highlight for the LE department this month was Ms. Aditi Bhargava, Lead School Designer, IISB, being recognised as the Blue Ocean Teacher Super Champion for her approach and mindset towards nurturing entrepreneurial thinking in children, grounded in real-world needs, sustainability, empathy, and meaningful

problem-solving. This recognition reflects the programme's larger vision of helping students become thoughtful changemakers who are deeply connected to human realities while building innovative and responsible solutions for the future.

Boarding

May was a month of purpose and celebration. Students approached their board and final examinations with remarkable focus and discipline — a testament to their hard work and dedication throughout the year. Grade 10 and 12 students successfully completed their board examinations, and as the month drew to a close, our Grade 12 students bid a heartfelt farewell to boarding life, marking a cherished milestone in their journey.

Beyond the classroom, weekends came alive with a thoughtful blend of creativity, recreation, and skill-building. Photography, baking, Western dance, and chess kept students engaged and inspired right through mid-month. A lively barbecue dinner and an exciting mall outing rounded off the weekends, creating memories that students will carry long after they leave.

Each activity offered its own spark. In photography, students explored their campus through fresh eyes during the mobile photography workshop and contest

"My Campus, My Perspective" and *"My Campus, My Stories"* weaving creativity with storytelling. Baking sessions brought a dash of international flavor, as students rolled up their sleeves to master Mexican tortillas, discovering the joy of teamwork along the way. Western dance pulsed with energy, helping students find their rhythm, sharpen their coordination, and step into their own confidence. Meanwhile, the chessboard became an arena of strategy, with students tackling puzzles, refining tactics, and gearing up for tournament play.

THEME 1 – 1ST PRIZE – VIDUR ARUN THEME 1 – 2ND PRIZE – ABHINAV C



THEME 1 – 3RD PRIZE – ANSH BHUVA THEME 2 – 1ST PRIZE – AMAIRA T



THEME 2 – 2ND PRIZE – PRAKUL G THEME 2 – 3RD PRIZE – KEVAL S M



IICS

Teacher Orientation Marks the Beginning of the New Academic Year:

An orientation session for teachers was conducted by the Principal, IICS on 18th May 2026 to mark the beginning of the new academic year. The session focused on familiarising teachers with the school's rules, professional expectations, and academic practices.

The Teachers' Orientation Programme for the new academic year was conducted successfully to prepare educators for the smooth functioning of the academic session. The orientation focused on school rules and regulations, punctuality, classroom management practices, AI literacy, and expectations for effective teaching practices.

Detailed discussions were also held on lesson planning, implementation strategies, and maintaining consistency in classroom practices. The session provided teachers with clear guidance and direction for the upcoming academic year.

The session also included a recall of the 5E Learning Model and Inquiry-Based Learning, emphasizing the importance of student-centred and engaging teaching practices for the academic year ahead.

Professional Development Session on Advanced Inquiry-Based Classroom Learning
A Professional Development session on Advanced Inquiry-Based Classroom Learning was conducted by Ms. Monica for the teaching staff on 19th May 2026. The session focused on enhancing classroom practices through student-centred and inquiry-driven learning approaches.

Teachers were introduced to advanced strategies to encourage critical thinking, curiosity, collaboration, and active participation among students. The session highlighted the importance of creating engaging learning environments where students explore, question, and construct knowledge independently.

Practical examples and classroom applications were also discussed, helping teachers understand how inquiry-based methods can be effectively integrated into everyday teaching practices. The session served as a valuable learning experience and encouraged educators to make classrooms more interactive and meaningful.

Professional Development Session on Collaborative Learning Model (CLM)

A Professional Development session on the Collaborative Learning Model (CLM), a valuable tool for Inquiry-Based Learning, was conducted on 19 May 2026 by Dr. Akshaya and her team for the teaching staff.

The session focused on how collaborative learning strategies can enhance inquiry-

based classrooms by encouraging teamwork, active participation, critical thinking, and student engagement. Teachers were guided on creating interactive learning experiences where students learn through discussion, exploration, and peer collaboration.

Through practical examples and interactive discussions, the facilitators helped teachers understand the effective implementation of CLM in everyday classroom practices. The session provided meaningful insights into making learning more engaging, student-centered, and inquiry-driven.

Professional Development Session on SEN and SEL

A Professional Development session on Special Educational Needs (SEN) and Social Emotional Learning (SEL) was conducted for the teaching staff on 20th May 2026 by Behavioural Counsellor Ms. Shraddha and Career Counsellor Ms. Khushboo.

The session focused on helping teachers identify students with special educational needs and understand the importance of empathy, inclusion, and supportive classroom practices. Teachers were introduced to incorporating the CASEL framework into classrooms and developing a Universal Design for Learning (UDL) model to better support SEN students.

The facilitators also emphasized the importance of avoiding labels in front of peers

and creating a safe, respectful learning environment for every child. Practical strategies were shared on effectively handling hyperactive students and promoting positive classroom behaviour through understanding and structured support. The session was interactive and insightful, encouraging teachers to build more inclusive, emotionally supportive, and student-centered classrooms.

Reopening Day of the New Academic Session

The school reopened on 25 May 2026 with great enthusiasm and excitement as students returned to campus for the new academic session. The day began with a warm welcome for the students, creating a positive and cheerful atmosphere across the school. During the assembly, the new teachers were introduced to the students, helping everyone begin the year with familiarity and connection. The Principal also addressed the students with an inspiring motivational speech, encouraging them to start the new academic year with confidence, positivity, and determination.

Students were motivated to learn with enthusiasm, make the most of new opportunities, and strive to perform better than the previous year. The reopening day marked a joyful and energetic beginning to the academic year ahead.

Professional Development Session on Classroom Management Strategies

A Professional Development session on Classroom Management Strategies was conducted by Ms. Sunita and Ms. Rachel from ITARI for the teaching staff on 26th May 2026.

The session focused on creating inclusive classrooms by addressing the diverse learning needs and abilities of students. Teachers were guided on adapting instructions and modifying activities according to different learning levels while ensuring that all students actively participated in the same classroom activity.

The facilitators shared practical strategies to simplify tasks, provide differentiated

support, and make learning more accessible and engaging for every learner. The session emphasised the importance of inclusion, flexibility, and student-centred teaching practices in building a positive and effective learning environment.

Professional Development Session on “Mentoring – Teaching the Child”

A Professional Development session on “*Mentoring – Teaching the Child*” was conducted on 27 May 2026 by Dr Mala, Head of ITARI, for the teaching staff. The session highlighted the difference between Artificial Intelligence and Human Intelligence in the field of education. Dr Mala explained that while AI can provide content and information, it cannot create meaningful context, emotional connection, or real-life application for students. She emphasised that Social Emotional Learning (SEL) and human interaction remain essential aspects of teaching and learning.

The session encouraged teachers to focus not only on academic content but also on ensuring students feel happy, understood, and emotionally supported in the classroom. Teachers were guided on helping students connect concepts to daily life experiences and understand the relevance of learning in different contexts.

The session was insightful and thought-provoking, reinforcing the importance of human connection, empathy, and mentorship in education beyond the role of technology.

Warm regards,

Lakshmi Chetan

Important Dates – June 2026

Date	Event
3rd June	PYP -Term 3 report publish
5th June	PYP student led Conference
6th June	Summer Break Commences for Students
11th June	Grade 9 and 11 report publish
12th June	Grade 6-8 report publish

12th June

PTM for 6 to 9 and 11