



TAIPEI EUROPEAN SCHOOL

台北歐洲學校

EUROPEAN SECONDARY CAMPUS NEWSLETTER

Edition 4.0 Friday 19th October 2012

From the Head of British Secondary and High School Section

Christmas Bazaar.

The Christmas Bazaar is without doubt one of the highlights of the TES calendar. This year the Christmas Bazaar will occur on Saturday, November 24. Please make an entry in your diary as it would be great to see you there. The Christmas Bazaar takes a great deal of work and many parents are already working hard to prepare for this year's event. I encourage you to keep an eye out for details of how you can support this event. Various sub committees have been organized and are eagerly looking for more volunteers to help prepare for the day and/or assist on the day itself. I encourage anyone that can help to do so.

Parent Teacher Events.

All parents should have received a letter from me on Thursday October 18 regarding details of early school closure for all BS and HS students next Thursday October 25. The early school closure is for High School Parent Teacher interviews. Please contact the relevant school office if you did not receive this letter. Parents of High School students will receive progress reports on Friday October 19.

Thank you to parents who attended the Year 8 and 9 Parent Teacher evening on October 18. The afternoon/evening went extremely smoothly and I thank Mr Woodall for his organization of the event.

Pop Idol

Congratulations to all contestants who participated so enthusiastically in this year's Pop Idol. The night was a huge success with well over 200 people in attendance. The event is conducted and organised by students as part of the TABITHA project and the H3 students involved should be extremely proud of what they achieved. Well done to all concerned.

Warm regards,
Stuart Glascott

SCHOOL WEBSITE: www.taipeieuropeanschool.com



Deutsche Sektion



British Section



Section Française



TES High School

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From the Deputy Head

Dear Parents,

Last half term came to a glitzy finale on Friday 5th October with a Pop Idol competition with money raised to support the Tabitha project. Students surpassed themselves in their performances and impressed the audience and judges alike with their cover version of rock, pop and jazz classics. Well done to all involved – it takes courage to stand up in the spotlight and we admire both your confidence and your musical abilities!

As you will see below, the Mathematics Department gave Pop Idol a run for its money in the razzamatazz generated one lunchtime by the Maths Relay. With loud music pumping through the Atrium and the young mathematicians being cheered on by older students from the sidelines – it felt more like a House sporting fixture than a Maths exercise! Congratulations to all those that took part.

The new High School reporting template will be published this week with academic targets being streamlined to enable students to focus on one specific target for each of their subjects. This target should identify a specific goal for students to work towards to continue to improve. We hope that you appreciate the new look reports and welcome your feedback.

Results are now in from the student survey on homework. I have met with Heads of Department to discuss the feedback from the survey and the latest available research on homework. As a result, we will be revisiting our Key Stage 3 Homework policy. I will keep you up to date as this develops.

News from the Mathematics Department



Before the break, teams of Year 7 Mathematicians competed for their Houses in the Maths Relay and after a tense, action packed event cheered on by noisy crowds, the Mistral team came out as winners. Congratulations to Qi Heng, Timmy, Scarlett and Hannah, (pictured), and to all the competitors. Year 8, it's your turn next!

Here's one of the questions for you to try at home:

I have a sum of money. I spend one-third of it. I lose three-fifths of what remains. I am left with £12. What sum of money did I start with?

MyiMaths – Guidance for Parents

Library

Number	Algebra	Shape	Data
2D and 3D Shapes	>	8 Matrices Introduction Understand matrix notation and order. Addition and r	
Angles	>	8 Identity and Inverse Understand the identity matrix, and calculate the inve	
Area and Perimeter	>	8 Reflection and Rotation Matric Use matrices to represent and apply reflections and ro	
Circle Theorems	>	8 Enlargement, Stretch and She Use matrices to represent an enlargement, a one way	
Construction	>	8 Transformation Matrices Use base vectors to find a transformation matrix. Com	
Converting Units	>		
Matrices	>		

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for international schools



More >>

If your child is in Year 7 to H2 they have been registered on to the maths website www.myimaths.com. This should help them to structure their maths work and enable you to see how they are progressing. Your child has already been given a letter explaining how to access the materials at home.

You can see all their results by clicking MyResults and track their results by Level by clicking MyLevels. There is a system of Traffic Lights for each of the Tasks to indicate how successful your child has been.

If a **green light** appears next to a topic, they have good skills in this area. If an **amber light** appears they still have difficulties.

If a **red light** appears they need to go back and relearn the topic. Try the Lesson again or get them to ask their teacher for help.

It will also tell you which questions your child could and couldn't do, how many times they have attempted the worksheet and when they last tried it.

We hope you will find MyiMaths a useful extra resource. As well as completing the tasks set by the teacher your child can play mathematical games, study additional topics, revise for exams and complete investigation tasks.

FROM THE DRAMA DEPARTMENT

How do you create a good live performance ?

Well H3 and H4 students at TES may well be a little closer to understanding the complex mixture of factors that go into it.

The basics : You need to be very organized. Time, when you are an IB student, is a precious thing and there is so much else going on in an IB student's life. You need to share and delegate tasks effectively. A company of performers is not unlike a company in business, everyone is working towards an objective and everyone has a key role to play. You need to understand your material by researching it and creating your own sense of ownership over it. This is true in both work that has been written by someone else and work that is self-generated. Once these elements are working in harmony only rigorous rehearsal will enable you to produce something which will engage your audience. There is no middle ground when it comes to going to the theatre. The stakes are always very high. It pays to 'never' under-estimate your audience - the question you should ask, (whether there is a charge for tickets or not) is: is it worth the ticket price?

The performance of extracts from Chekhov's *Three Sisters* performed and directed by the IB H4 theatre arts students on weds Oct 3 was the first performance of the year for TES secondary drama. The devised piece entitled 'The Ovaljaw' performed by H3 students was the finale to the evening.

Chekhov is often misinterpreted. 'People staring out of windows' as one mentor of mine once jokingly described it. The atmosphere of these great great plays has become part of our language; 'chekhovian' is all about pathos, lost dreams, snatches of memory, feelings of the futility of existence and of trying to claim a meaning for oneself in a world of drab circularity and disappearing hope. Of course, on the surface, the plays sound and are depressing, but unwrapping one of these again

with very willing H4 students reminded me of the dark comedy of this playwright, like an expensive box of chocolates, full of exotic soft centres, where the comedy is the toppling, the precariousness of the human condition, trying to mount some kind of carnivalesque counter-attack against...LIFE.

In the end, with the application of some highly disciplined stanislavskian practical exercises and a good understanding of how the performer needs to follow very clear objectives in terms of motivation, before-time etc... The H4 group managed to get right into the inner lining of this particular theatrical 'overcoat'.

This was quite an achievement really, all things considered and I am sure that those who saw the show, felt irresistibly drawn into the world that these brave but never gung-ho students created, flicking as they did, the 'dimmer' on the haunting terror of the trapped middle classes in fin de siècle Russia. Chekhov would have been proud.

In the end the stimuli that made it somewhere into the H3 piece, were an ever dominant motor-cycle helmet, a sword which had been brought in by a student (amongst other objects) around which stories had been developed and the trace of a song by Lana Del Rey called 'video games'. What makes the final cut of a devised original piece is never easy to predict but the key to successfully creating a show where material is self-generated is about learning to be free-flowing in the process and being unafraid to discard material which may well have been interesting initially.

There comes a point when playful creative collaboration must become rigorous scene building and another point when that too must become small modification and polish. Perhaps it is the way of working that is most difficult to grasp at first. However, audience reaction to the ovaljaw left us all in no doubt that the H3 group had created something very engaging : this piece which enacted Viking stories from a young American boy's youth and which then gave way to a disaffected adult version of the boy, complete with snarling Harley and worried, protective and always ill-fated sister, who survived the whole of her family - had some accomplished physical sequences as well as a commitment to telling a clear story, with Artaudian flourishes as would befit a piece of theatre influenced by that particular obscure French theorist-cum -'lunatic'. The end result was fifteen minutes of creative endeavor which showed the potential of these students who are, let us be honest, right at the start of their theatre arts journey. No doubt we will be seeing more of these students in performances to come. A big thankyou to the small band of loyal supporters who attended the evening. We hope that word will spread.

Rob Morris (Head of Drama)

Students in rehearsal



From the Assistant Head (High School)

High School Progress Reports: NEW LOOK!

Today High School Students were given their Term 1 Progress Reports. These reports provide students a snapshot of their performance, as well as targets for improvement across subjects. This report has been redesigned to give a clearer overview of each student's progress. All subjects now appear on one sheet with colour to enhance readability. It is now easier to compare progress and target areas across subjects. This new one page report is also much better for our environment as we have drastically reduced the amount of paper used – saving nearly 1200 sheets of paper! A similar format will be used in upcoming reports as the British Secondary and High School Reporting Committee works hard to review and enhance our academic reporting systems. A sample of the new progress report format is below.



Taipei European School High School Progress Report Term 1 2012/2013



Name: _____

Year: H04

Form: _____

SUBJECT	Performance Indicators				Current Grade	TEACHER
	Participation in lessons	Contribution To Group Work	Personal Organization	Approach to Homework		
H4 Economics HL	Excellent	Excellent	Excellent	Excellent	6	Mr Labuschagne
Target						
H4 Mathematics SL	Excellent	Excellent	Good	Excellent	7-	Mr Lee
Target						
H4 Chinese Literature HL	Good	Good	Needs Improvement	Needs Improvement	5+	Ms. Sung
Target						
H4 Theory of Knowledge	Good	Excellent	Good	Excellent	A	Mrs Papps
Target						
H4 English B HL	Good	Good	Good	Good	6	Ms Thompson
Target						
H4 Biology SL	Good	Excellent	Fair	Fair	6	Ms Beacock
Target						
H4 Business and Management SL	Excellent	Excellent	Excellent	Excellent	5-	Mr. Greene
Target						

SECONDARY VALUES



IB

Despite having an 'Autumn Break' (which for IB students is really an extended study period!), IB students have been characteristically busy since the last edition of the newsletter. The last week before the break was a busy time for the Arts (Group 6 subjects), with the Music performances and Theatre performances, both before live audiences. Below, IB Productions writers Bryan Goh and Aidan Lee give their thoughts and reflections on an impressive evening of IB drama.

H4 students will be very busy in the coming weeks on a number of externally assessed assignments. In the week commencing 22nd October, Chinese A: Language and Literature students will sit their final Individual Oral Commentaries and on the 9th November Mathematics students will be issued their Portfolio Tasks, which they will have ten days to complete. Please help us to support them during this busy time – and help them to be balanced. Perhaps a nice dinner and some family 'down time' will help them manage their stress levels!

Darren Latchford
IB Co-ordinator

IB Theatre Performance Evening

On October 3rd, IB Theatre students in H3 and H4 performed in front of friends, parents and teachers in a spectacular evening filled with talent and showmanship. Performance evenings are regular events for IB Theatre students as it is an IB requirement that all assessed performance work is done before a live audience. These evenings take a lot of preparation and, with the support of their teacher Mr Morris, this one looked impressive, sounded impressive and in the stark differences between the two performances provided the audience with a genuinely stimulating theatre experience.

The H4s opened the evening with four excerpts from Anton Chekhov's 1900 play Three Sisters, confidently directed by Grace Tsai and Alison Chan. The deep themes of the play are of a forlorn hope to go home to Moscow after the three sisters' father passes away. Inexplicable love was also explored, as one of the sisters, Masha (played by Jessie Merz), falls madly in love with a Battery Commander named Vershinnin (played by Max Klemm), despite the fact that she is married. There were many memorable performances in the play, but a few truly stood out. Benson Wang chose to portray Baron Tuzenbach, a General who arranges a Marriage with the youngest Sister Irena, as a whimsical and comical man. However, it was clear that his character was much more than first perceived as he turned into a man of philosophy and culture as the play continued. The three sisters themselves were rendered as diverse characters showing a range of emotions with faults, doubts and dreams. Jennifer Fang's powerful performance as a broken and tired Irena stole the show with a breathtaking breakdown and cry for help near the end of the play. The whole ensemble cast worked fantastically together, each character serving to complement or challenge another. Visually and technically, the H4s chose to reuse as many costumes and props from previous performances where they could, showing a commitment to resourcefulness and environmental concern. The set itself was thoroughly researched and painstakingly recreated a nineteenth century upper class living room, with appropriate wallpaper and furniture and a window view.

The H3 performance was very different. These students, rather than staging an established play, reacted to a range of stimuli (a snare drum, a motorcycle helmet and a dustpan) and created an original piece of work. The odd assortment of stimuli would have been a challenge to any actor, but the H3s pulled off a wonderfully abstract performance with the stimuli, each student portraying many characters and effects. Entitled The Oval Jaw, it provided an

aggressive, loud, and wondrous contrast to the calm and structured performance from the H4s. While there could be many different interpretations of the performance, one can view it as the ritualistic rite of passage for a Viking man, the receiving of his sword, and helmet, the journeys across an unforgiving ocean and the founding of colony across the seas. The story rapidly focuses on a character named Tommy, who could be one of the descendents of the Vikings, who hears this story from his grandfather. However, instead of being invigorated and motivated by the stories, Tommy falls into a cycle of drinking and bike gang culture (portrayed physically by the H3s forming a living motorcycle). One could choose to perceive this as the modern Viking, living out his days with debauchery and travel. Velvet Revolvers' Slither was used to emphasise this period of debauchery and sadness with heavy riffs and a dark solo from Slash. Even though this was the H3 students' first public IB performance, they did not show any nerves – it was a consummately professional performance.

Both years performed marvelously, being meticulous and detailed when it came to their individual performances. Mr Morris's expert guidance and direction helped the night to a success for the H3s and H4s. He concluded that the student performances were "exquisite".

Bryan Goh and Aidan Lee (H4) IB Productions

UCC Update

Futurewise: This week, Mr John Broadbent, Regional Director for the INSPIRING FUTURES FOUNDATION (more familiarly known as ISCO (the Independent Schools Careers Organisation) has been visiting TES to carry out psychometric profiling (Morrisby Test) of the students in H2/3 who will be enrolled into IFF/ISCO's FUTUREWISE programme. FUTUREWISE is designed to provide on-going guidance to help students make crucial, but often difficult choices for their Higher Education and subsequent Careers. Each student who takes the Morrisby Test is thereby enrolled into the Futurewise programme and receives a detailed Report and their own personal webspace on the Futurewise website. In addition, they receive a personal interview focussing on their Report and the Higher Education/Careers options that the Report recommends. Continued guidance is offered via the Futurewise website until each student reaches their 23rd birthday. Mr Broadbent will return to TES in February to conduct interviews for the present H2 students who have been profiled this week.

Mr Broadbent has also conducted a number of whole-year workshops at TES this week to help students gain some insight into the world of work and help them analyse their strengths and limitations in preparation for writing their CVs. These workshops are part of the broader services that IF/ISCO – a not-for-profit educational foundation – has been able to offer schools over the last 68 years.



November Calendar: There are visits and events, plus a Taipei-wide university fair taking place next month. Also there are important deadlines. See below for details:

November	1		Deadline for Early Decision in US Colleges UC application window opens till 30th November
	1	1300	UC Davis, US
	4	1300	St Andrews, Scotland
	5	1500	Waseda, Japan
	9	9.00-11.00	TES University Mini-Fair (MPR)
	10/11	13.00-1800 each day	EHEF and British Council Fair, World Trade Centre, Hall 2
December	1		UCAS applications deadline and some US colleges (school deadline)

Graham Bean
University and Careers Counsellor

Life, the Universe and Everything.

Rather an ambitious title it is, nonetheless, the name of the Andy Fletcher's recent book investigating the New Physics. The Amazon.com page describes it with the following quotation: "Written with the non-scientist in mind, this exploration of Big Bang, Schroedinger's Cat, the Chaos of 9/11, the Complexity of the mimic octopus and the blister beetle, and the strong Anthropic Principle is accessible to anyone bright enough to be interested."

"Bright enough to be interested" is a good adverbial phrase to describe the TOK students at TES. For the third time in 6 years they will be visited by Andy on November 6th and 7th as he tours this part of Asia on another cycle of his world-wide outreach to TOK classes in IB schools, something for which he has become famous amongst TOK teachers. He will also be working with TAS here in Taipei and with TOK students in I-Shou International School in Kaohsiung. Sadly this year KAS has been unable to join us in hosting Andy. He will also be visiting IB schools in China and Japan.

Not everyone likes all that he says (sounds familiar,) but when I was recommended that he visit TES back in 2008/09 it was by none other than the TOK Chief Assessor at the time, Nick Alchin, and he said that while he didn't agree with some of Andy's approach he re-invited him to his school because he got the students talking about science like no one else ever had. That is quite a recommendation, and so I shared the information with the 3 other IB schools here on the island.

Some of you might remember that when Andy first visited we celebrated the bicentennial of the birth of Charles Darwin (12th February 1809,) author of the theory of evolution, with an evening lecture in which Andy explored 'neo-Darwinism,' the new thinking that Darwin's disciples are doing two centuries later.

He also spoke in a second evening "workshop/lecture" about the phenomenon of "Third Culture Kids", children being educated in a culture that is not the one of their birth and perhaps not where their parents were born, either. Andy has agreed to lead a day time workshop/lecture on TCK this year, and parents will be receiving more details later. We hope many of you can attend. Such is the transient nature of the ex-patriot community that many of the families present in TES in 2009 are no longer here, and it's time for a new set of parents to share Andy's insights.

Andy is not a professional mathematician (although an ex-Maths teacher) nor a professional scientist. I am not a qualified historian, and I don't think that Ms Papps is a qualified sociologist, or that Mr. Thomas is a qualified ethics philosopher, but we all facilitate Theory of

Knowledge which is the examination of how these domains of knowledge validate and assemble their factual content. It's fascinating!

Andy's web page is always worth a visit.

<http://www.tokseminars.org/lifeandallofthat.org>

Sean Kenny
TOK Team Leader.

Extra Curricular Activities (ECAs) at ESC

If you take a walk through the corridors of TES at the end of a school day, I am sure that you can't help but notice some distinctive sounds reverberating around the atrium walls. There's the unmistakable sound of the Chinese drums, the pounding from the feet of cross-country runners, the wise words from our debaters, the parp from a trumpet, the excitable chatter from the mathematicians as they solve another seemingly impossible question and of course, the unmistakable thudding from basketballs in the gymnasium. Yes, these are the many sounds of our extra-curricular activities.

At TES, our students are strongly encouraged to participate in these activities so they can experience something new, learn and develop useful and fun skills and interact with students and staff that they would not otherwise interact with in their academic subjects.

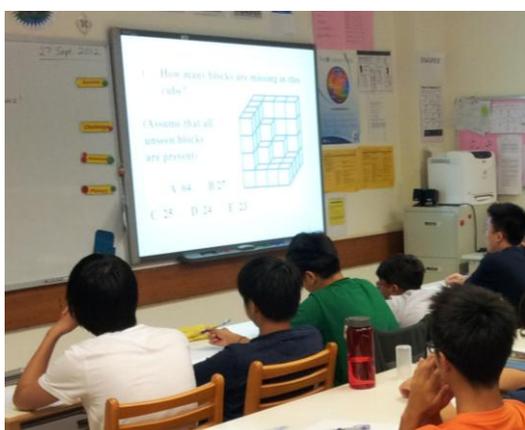
This year's ECA programme is bigger and more varied than ever and has seen a large increase in the number of student attending many of the activities. I know that students appreciate the extra effort that teachers and other staff put in to make these activities happen. Below is just a snippet of what has been going on this term:



Chinese Drummers



Digital Art ECA



SEAMC problem solvers



Hip-hop and free jazz dancers

From the Assistant Head (Key Stage 3)

TARGETS/GOALS

Having targets in life is important if you are to push and challenge yourself to be the best you can be. This obviously applies to our students as they strive to make academic success here at TES. Without specific (SMART) targets it is very easy for us to 'cruise' through life and not achieve to our full potential.

The SMART acronym is shown in the diagram below.



How many of us set targets regularly? For students it is often the case that they wait for a reporting period and then act on the specific targets set by the teachers. I would like to encourage all KS3 families to sit together this week and set a SMART target to work towards this half term. This does not necessarily need to have an academic focus. It could be;

- 'to try out for the softball team this season',
- 'to audition for a part in the school play',
- 'to spend less time playing computer games on an evening',

The Key Stage 3 pastoral leaders have decided to take on what we are calling the 'Taroko Target' as a way of promoting targets and show that we as teachers also need to set targets in our lives.

On November 3rd Mr Imbleau (HOY 7) and Mr Sing Key (HOY8/9) will be challenging themselves in the Taroko Gorge Half Marathon. They will run 21km in the beautiful but very challenging surroundings of Taroko. This is a huge challenge and it meets the requirements of being Specific, Measurable, Attainable, Relevant and Time – Bound.

A week later on November 10th when Mr Imbleau and Mr Sing Key are hopefully celebrating success (and probably nursing sore legs) Mr Woodall heads to Taroko to take part in the Taiwan KOM bike challenge which is a 103km bike race from Hualien at sea level, through Taroko and to the summit of Mt Hehuan at an altitude of 3275m above sea level. Another big challenge.

In line with the **Secondary Values** the teachers will need to show a lot of **perseverance and respect** (for the challenge), firstly in training for the events and definitely on the day when they are **participating!** Some people may say that these physical challenges are not SMART but all 3 are looking forward to the events. It is hoped by taking on these challenges and setting these 'SMART Targets' Key Stage 3 students will be inspired to set themselves some goals for this term and work hard to achieve them, whatever they may be. It is also hoped that parents will set targets with their children so that the whole community is working together to achieve something over the next 10 weeks.

Year 7 Service Project - Raised Garden Beds

Year 7's got off to a wonderful start with their Service Project on October 5th when the whole year group went outside to weed, clean and organise their own raised-garden beds. It was a

challenging afternoon as students were asked to coordinate their efforts and work together as a team in order to efficiently and effectively prepare their gardens for planting their seedlings in the near future.

TES Values were demonstrated across the board on this afternoon as students participated fully in their tasks. In terms of participation, it was amazing to see so many students working hand-in-hand pulling out many of the larger and deep seeded roots in the gardens.

Perseverance was also on display because as the weeding was in full swing, many insects came out to join us and some bit. Respect and responsibility was displayed as well as all students demonstrated accountability for weeding their beds as they were fully aware that the fruits of their harvest was their responsibility and without proper weeding and care for their garden, fewer crops would be yielded. Finally, creativity was required as all gardening teams were asked to come up with a personalized name for their raised-garden beds and their imagination was used vividly with names like: Secret Garden, Plants vs. Zombies and Superb Sunflowers. This was only the first day of their Service Project but a day that they should all be proud of nonetheless for actively promoting and representing the five TES Values.



**Mr Raymond Imbleau
Head of Year 7**

Perseverance gets you to the finish line

About 6 months ago I was invited by friends from the Harvard Kennedy School of Government to join them in a challenging event called Tough Mudder. The event was held during the half term break in the Nevada desert near Las Vegas, USA. Tough Mudder challenges are currently taking the world by storm in that they create a safe but out of the ordinary way for average people to test their all around strength, stamina, mental grit and camaraderie by attempting to complete a 10 – 12 mile military styled obstacle course designed by previous British Special Forces operatives. My friends and I managed to complete Tough Mudder in a respectable 3 hours and 55 minutes and earn our orange headbands. However, completing the challenge did not come easy as we were tested both physically and mentally by the course's obstacles, some aptly named the Electric Eel, Arctic Enema and Boa Constrictor!

During the time leading up to the event I was constantly battling with my mind as the “I want” thoughts were in conflict with the “I should” thoughts within. For example; I would say to

myself after a long day of teaching, “I want to wind down, eat and relax in front of the television.” However, there would be an instant inner opposition with a direct statement ringing, “I should be going for a run, doing some push-ups or something to prepare for the imminent challenges of the Tough Mudder race!” This can be applied to daily life as a student at TES. Are we taking into consideration what we want to do in the moment, or what we should be doing in order to achieve our goals, dreams and ambitions for the future?

Having the goal of finishing (or rather surviving) the Tough Mudder challenge set before me, I was then able to plan a schedule to help me achieve my goal. I would attend Cross Country ECA runs to maintain my fitness and stamina as well as build some strength through the Wednesday Cross Country fitness and circuit training sessions. I would also include some swimming and gym work in the evenings. That took care of the physical preparation needed. The hard part was overcoming the “I want thoughts” and putting into action the things I knew I should be doing to reach my goal.

Words cannot describe the satisfaction I gained from completing such a grueling challenge like Tough Mudder with my friends. That same satisfaction can be applied to school life at TES. Whatever your goals or ambitions may be, formulate a plan of action with smaller, measurable and attainable goals that can help you toward realising your main goal, be it an academic, social or sports related goal. Most of all try to keep a positive mindset and persevere even though it may seem that reaching your goal is impossible. You may be closer to reaching your goal than you realise!

Here are a few points that came to me from my participation in Tough Mudder which I think we can be apply to life in general:

- Life is not a race, it is a challenge.
- We all need people to help us overcome life's obstacles – teamwork and camaraderie will help you in life.
- Whining and complaining won't get you to the finish line, it will just make the challenge longer and harder than it needs to be.
- You will never know how strong you really are until you challenge yourself to overcome your fears.



Mr Sing Key
Head of Year 8 and 9

PSHCE Training

PSHCE is such an important subject and our high level of the delivery is something we are very proud of here at TES. To further enhance our programme Mr Sing Key and Mr Imbleau both flew to Kuala Lumpur this week to attend a PSHCE training course held at the Alice Smith School. The course was led by Mr Stephen De'Silva who is the leading PSHCE specialist in the UK. Mr De'Silva has visited TES on two occasions in the past and has a wealth of up to date knowledge in this curriculum area.

Both Mr Sing Key and Mr Imbleau found the course to be extremely useful and are excited to work with teachers to implement their training and to further enhance our PSHCE delivery.

Parent Teacher Interviews

I would like to thank all parents who attended the Key Stage 3 Parent Teacher interviews held over the last two Thursdays. It was wonderful to see so many parents taking an active interest in their children's education. Teachers really value the opportunity to feedback to parents in person and to give advice as to how learning can be further enhanced at home. A team approach between school and home is so important if we are to ensure that students have the best experience possible while a TES so 'Thank You' to all the parents who were able to attend.

Following on from this I would like to promote the use of our SENCO (Special Educational Needs Coordinator) Grace Kennedy. Parents can sometimes assume that Ms Kennedy is only involved with students who have specific learning difficulties such as dyslexia etc. Ms Kennedy is here to support all students and families in any way possible. If you have any concerns regarding your child and their learning please do not hesitate to contact Ms Kennedy and she will be more than happy to offer any advice and give strategies etc where necessary. Please feel free to contact her at grace.kennedy@tes.tp.edu.tw

Good Luck to the Volleyball Teams

This weekend we have boys and girls teams from Years 7,8 and 9 competing in the TEAMS volleyball tournaments in Taiwan. They have all been training very hard and I would like to wish them all the very best of luck and hope that they will fully embrace the Secondary Values of Participation, Respect, Responsibility, Perseverance and Creativity throughout the day. I have been involved in these tournaments for many years now and know what a fantastic experience they are and it is always wonderful to see our students competing and socializing so positively with students from so many other international schools. I am sure we will have lots of reports from the coaches in the next newsletter.

It's Better to Talk

People who handle emotions effectively have healthier immune systems, don't get sick as often. They are happier in general, adjust better in a new environment and eager to learn more. For many people, emotions are a scary thing. This article shows how we can learn to control our emotions, it is particularly helpful to our students.

How to Manage Emotions more Effectively

By Margarita Tartakovsky M.S. Associate Editor

Emotions are valuable, and offer a bounty of benefits. Once we're able to process and cope with them effectively, we can learn a lot about ourselves and our needs. Emotions send us important messages and help us connect with others and accomplish great things. Using unhealthy strategies can sabotage our relationships, job and even our health.

What is an Emotion?

Emotions as a "full-body experience," an interplay between our thoughts and physical sensations. Such as tight muscles and a pounding heart, what determines whether we feel happy or anxious are our thoughts.

Decoding Emotions

The first step is to figure out what you're feeling – and you just need to choose from four main emotions. All emotions fall into these categories: anxiety, sadness, anger and happiness.

With anxiety, your mind lights up with "What ifs?" What if I lose my job? What if I fail my test? You have thoughts of the future and everything that can go wrong. Your physical sensations include a racing heart, tight muscles and clenched jaw.

With sadness, you have negative thoughts about the past. You feel tired and heavy; you might cry and have trouble concentrating.

With anger, your thoughts are focused on how you or your values have been attacked. The physical sensations are similar to anxiety, including a racing heart and tightness in the body.

With happiness, your thoughts are focused on what you've gained. Maybe you passed a test, landed a great job, found a nice apartment or received a compliment. Physically, you feel light or calm, and you might laugh and smile.

The next step is to identify the message of your emotion. To do so, ask yourself these questions:

- Anxiety: What am I afraid of?
- Sadness: What have I lost?
- Anger: How have I or my values been attacked?
- Happiness: What have I gained?

Coping with Emotions

Ask yourself if there's anything you can do to solve the situation, if there is, consider what you can do. If there's nothing you can do, determine how you can cope with the emotion - meditating, getting social support, writing, exercising and seeking therapy.

Think of these strategies as an emotional toolkit. You simply reach into your kit, and pick out the healthy tool you need. In fact, you can create an actual tote, and pack it with comforting items such as sneakers, your journal, funny films, favorite books and a list of people you'd like to call when you're upset.

The strategies that work best will vary with each person, depending on your personality, physiology and other individual factors.

Emotions may seem confusing and threatening but applying the above practical and clear-cut approach reveals emotions for what they really are: useful, informative and far from murky.

Jenny Hsu
Counsellor

Teacher Success

We must offer our congratulations to Mr Richard Greaves (Year 9 Tutor and HOD Geography) who has just heard he has been selected to represent **Great Britain** in his Age Group at the **European Triathlon Championships** next June! This is a tremendous achievement and we wish Mr Greaves all the best in his preparations and look forward to hearing about his performance next June.

James Woodall
Assistant Head Key Stage 3

From the OHS Committee

Procedures for Visitors to TES at the Secondary Campus to follow.

- If you have an access badge, please ensure you wear it when you visit the school.
- If you do not have an access badge, please report to the Guards' station on entry to the school and ask for a visitor's badge.
- Please then report to the Section office relevant to your visit eg French, German, British Secondary, High School.
- If you are not coming to visit a particular Section, but are coming to, for example, attend a PA meeting, please be aware that you are responsible for your own health and safety.
- ALL visitors in school must follow any evacuation procedures that may be taking place. Eg. If there is a fire drill please evacuate the building with the staff and children and report to one of the Section Secretaries.
- When in school, all visitors must also follow any "lock down" procedures that may be taking place. A lock down procedure means all people stay in the building and remain as out of sight as possible until the drill is over.
- When you leave the school, please remember to sign out and return your badge to the Guard's station.

Can we kindly remind all parents and members of the community that the Secondary Campus is open between 7:30am and 6:00pm. There is NO supervision before 7:40am or after 3:30pm, and students should not remain on the campus after 3:30pm unless they are participating in an ECA.

From the Head of Sport

Varsity Football Tournament at MAC

TES Varsity girls Football team went to MCA (Taichung) on Saturday 29 September. The pitch at MCA is big, and during the first half it took us a long time to get used to their large pitch. Our girls tried to do their best to work as a team, however the big distance gave us difficulties and MCA scored 3 goals against us in the first half.

The 2nd half TES were much more organised, creating some opportunities to score, but MCA's goal keeper was outstanding. However TES also defended well, keeping a clean sheet during this half. It was a good practice day after all 😊



TES Varsity Boys team travelled down to Taichung with high expectations and they did not disappoint themselves. The team played very well against DIS winning 7-1. Kelvin Lee was very unlucky not to make the score much higher having hit the woodwork 5 times during the duration of the game.

The second game was against MCA who have a reputation that precedes them. They started off the game very strong, however the two central defenders, Max Klemm and Bo-Ren Hui, responded well maintaining a brick wall defence between the MCA strikers and the TES goal. The rest of the team played excellent football, communicating well, making many passes and demonstrating an excellent team spirit. Everyone was very pleased with the 0-0 score.

Fixtures:

Year 7 girls and boys volleyball versus MAB

The students travelled to Morrison Academy Bethany for their first ever ESC fixture. MAB are infamous for being very strong in volleyball and this year is no different but it gave our teams some valuable experience and the coaches were able to see what we need to work on ready for the tournament in October.



Volleyball versus GCA

Before half term we had three volleyball games against GCA for JVB girls, Year 8 girls and Year 7 boys. All teams played really well and were able to practice their tactics and game play for future games. All teams came away victorious so it was a very happy night in the TES Sports Hall.



Photos by Amit Agnani (H2)

JV Girls Volleyball versus TAS



Photos by Tiffany Wang (H4)

The JV TAS team is very strong this year but our girls did not let this defeat them. Coach AJ was very impressed with the team stating that the teams set plays were very impressive. We lost in 3 sets but only by 1 or 2 points each time. TAS thanked the girls for a really good practice as they had an important tournament the day after.

TAS Cross Country Meet

Students participate in a 5km race at the Tian Mu Baseball Park. The results are as follows:

1. (H4) Aidan Lee:	19:40 (6 th place overall)	6. (H3) Alex Chiang:	23:47
2. (H2) Henry Reynolds:	21:43	7. (H1) Nicolai Spreter:	24:41
3. (H1) Jonas Huber:	22:25	8. (H3) Stanley Wong:	25:35
4. (H2) King Munn Cheah:	23:05	9. (H1) Morris Chen:	28.44
5. (H4) Helfried Stoelzel:	23:45	10. (H2) Linus Lu:	29.00



Photos by Amit Agnani (H2)

JV boys football versus TAS

The boys were triumphant down at TAS, winning 4-1 in a well fought game.



House Competition

Chess winners

Over the past few weeks Mr Weng has run a House Chess Competition. The winners were:

- 1st place – **Mistral** QiHent Ng Y7
- 2nd place – **Sirocco** Timothy Chen H2
- 3rd place – **Mistral** Edward Tsai Y9
- 4th place – **Bora** Jimmy Yang Y8

Well done for winning your House some valuable points.

Year 7 Maths. Relay



The Year 7's competed in a House Maths. Relay during a Tuesday lunchtime. Each House had 4 team members, 2 girls and 2 boys. Each pair had to work together to complete Maths. problems and points were awarded for speed and correct answers.

After half an hour of problem solving the results are as follows:

- 1st place – **Mistral**
- 2nd place – **Sirocco** and **Marin**
- 4th place - **Bora**

Fitness – Beep Test

Here are some pictures of the students competing in the House Beep Test. The students will compete in this twice, before, and then again after a 5 week fitness Unit in Physical Education. The Maths. Department will carry out analysis on the data letting us know the winners of both Tests and also the winners of the Most Improved House.



The H1 students and the **Marin** girls running for their House.

The results of the first round are:

- 1st place – **Marin**
- 2nd place – **Sirocco**
- 3rd place – **Bora**
- 4th place - **Mistral**