

BACK TO SCHOOL



**Feeling
good
about the
first day** P2

A GOOD START

Healthy habits
after holidays

Include a balanced diet
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HIGHER EDUCATION

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STARTING THE NEW TERM WITH A SMILE

The attitude shown by parents is key to how younger children face their first day back at school after the long summer holiday

Parents are used to hearing general pieces of advice about how to get their kids back into school mode to lessen the shock of switching the beach for the classroom. Getting back into a daily routine a few days before the first day of term and returning to schoolday early mornings and bed-times help make the change more comfortable especially in southern Spain where the demands of the climate mean afternoon siestas and late nights during the summer.

However there other less obvious psychological tricks that can help get the youngsters off on their first day back with a smile on their

faces. This is where parents' attitude, intuition and information passed on to their children come into play.

"For certain age groups parents are role models and we sometimes transmit our own fears and phobias without realising it," says psychologist Pilar Dolz del Castellar.

"Nobody knows a young child as well as his or her parents do. As professionals we can offer a bit of practical advice to parents, but letting themselves be guided by their own intuition is often the correct thing to do."

To make the idea of starting back at school more attractive, the expert

offers a few simple pointers to bear in mind at home:

1. Don't complain about having to go back to work after a holiday. Children imitate their parents' behaviour and if they hear their moans and sense their dissatisfaction, they will copy them when their turn to go back comes. "We have to focus on an achievement, something we're satisfied with or a funny anecdote that has happened at work and tell the family about it," recommends the psychologist.

2. The child should play a role in getting together all the things they

need for the new term - stationery, pencil cases, uniforms, etc. They should learn to organise their things and be the ones to pack their school bag ready for the first day. "It's positive for them to take part in the organisation of their rooms, put their toys away and make room on their desks ready for homework," recommends the expert.

3. Children should also be given information about the new term. "When we are about to change de-

partments or start working with new colleagues or a new boss, we feel nervous, and children feel the same way about going back to school and what it might bring. "To help them we have to pass on all the information we have about their new year at school, without going into too much detail or giving opinions.

4. Remind them of the good moments of the previous year. Memories of a happy experience or enjoyable activity will encourage them to look forward to the coming year.

5. Make sure they have something brand new for their first day. Last year's uniform might still fit or they might be kitted out with perfectly good hand-me-downs, but at least one of their basic essentials needs to be brand new for the start of term: their school bag, pencil case, a jumper... something necessary, never superfluous.

Parents are advised not to complain about going back to work after a holiday; their children will imitate them and moan about school

QUALITY EDUCATION What a mixture of emotions there are for everyone involved when a new School Year begins!

WELCOME BACK TO LAUDE SAN PEDRO INTERNATIONAL COLLEGE

SAN PEDRO

Happiness - for many children and staff, this time will be a great pleasure. Being back with friends and colleagues who they may not have seen for several weeks. The opportunity to share stories of the summer holidays and what they have been doing.

Pride - for those who have achieved great results in recent examinations, and for those staff and parents who have made that possible.

Nervous Anticipation - for those about to join a new school. That great sense of excitement about when they will make new friends and get settled in.

Relief - for busy working parents who do not have to worry about summer holiday clubs and child care whilst juggling

the family activities with work commitments.

At Laude San Pedro, the "welcome back" that our pupils receive will certainly be as warm the recent weather! All of the pupils and staff will be welcomed by Mrs Amanda Hughes, our new school Principal, who just joined us from another international British school in Barcelona.

We are particularly looking forward to the Year 12 and 13 students beginning to work in the new Sixth Form Study Centre which has been created. We will also be celebrating the excellent exam results which were achieved by these students. At every level they have exceeded the UK national averages and we are delighted that all of their hard work and commitment has

Open Mornings will be taking place to demonstrate how and why our pupils love to learn.

Early Years and Primary: 25 September at 10am.

Secondary and Sixth Form: 24 September at 10am.

been rewarded.

Our aspiration at Laude San Pedro is that each child will achieve more than they dreamed possible, in a happy and inclusive environment where everyone is supported and encouraged to excel. We hope that you will share this vision for your children and that you will come and see us, to learn more about the bespoke



curriculum we offer and the amazing opportunities our students enjoy.

Appointments for personal visits can be made through our Head of Admissions, Mercedes

Colmenar who will be delighted to hear from you.

We all look forward to meeting you very soon!

ADVERTORIAL



Congratulations to our students for their outstanding A-Level, GCSE and Bachillerato results

A-LEVELS

82% A*-C
99% Pass rate

GCSEs

93% A*-C
25% A*
7% 9's

SELECTIVIDAD

100% Pass Rate

LAUDE IS PART OF
International
Schools
Partnership

**LIMITED
PLACES
2018-2019**

For a personalised School tour, please call 952 799 900 or email admissions@laudesanpedro.com
www.laudesanpedro.com

LAUDE
SAN PEDRO
INTERNATIONAL COLLEGE





A sports activity should be included in a child's out-of-school routine. :: SUR

THINGS TO LEARN THIS TERM: MATHS, ENGLISH... AND HEALTHY HABITS

To prevent illnesses and improve performance at school, paediatricians recommend a series of measures which should be included in the daily routine, ranging from food to exercise

SUR

For several years now paediatricians, through the AEP (Spanish Association of Paediatrics), have been promoting a ten-point guide to encourage families to adopt healthier lifestyle habits. This is more important now than ever as childhood obesity is on the increase, due in part to an unbalanced diet and sedentary lifestyle.

The start of the school year is an ideal time to incorporate these recommendations into the routine of children and adults alike. These are



A balanced diet is important. :: SUR

the most important pieces of advice from the paediatricians with regard to food, rest and preventing illnesses:

1. Eat breakfast at home: breakfast is the most important meal of the day and it should be eaten unhurriedly and without stress. A good breakfast can improve a child's performance at school and help to maintain a correct weight. "Breakfast should provide a child with between 20 and 35 per cent of daily calorie intake, and it should include milk or dairy products, cereals and fresh fruit or natural fruit juice to give them energy, proteins and vitamins," says Dr José Manuel Moreno, coordinator of the AEP's Nutrition Committee.

2. Bear in mind the lunch menu provided by school canteens when planning the evening meal. This helps to ensure that the child has a varied and balanced diet, and eats fruit and vegetables every day.

3. Reduce salt consumption. "Children under the age of seven should have no more than three grammes

a day; those between seven and ten shouldn't have more than four grammes, and adults should have five grammes a day or less," says Dr Moreno.

4. Include a sport among extracurricular activities selected for the new term: physical exercise prevents obesity, improves academic performance and makes children feel good. "At least one extra activity should be related to sport, because school-age children should do at least one hour's moderate-to-intensive physical activity a day," says Dr Gerardo Rodríguez, coordinator of the Health Promotion Committee of the AEP.

5. Make sure the children are properly equipped for sport - they need suitable clothing and shoes - and don't forget the relevant safety elements. "Although they complain they are uncomfortable, children have to understand that they are essential to prevent injury," says Dr Rodríguez.

6. Do we really need to go by car? It is best to walk whenever possible, to make the most of being outdoors and limit the time spent in front of the TV or technological devices. "Try walking to and from school, or walk to the shops," suggests the doctor.

7. Check the vaccination calendar: enclosed spaces like classrooms make it easier for some illnesses which are transmitted by contact or through breathing the air to spread. These include gastroenteritis, colds and conjunctivitis. "This is a good time to check the vaccination calendar and, if necessary, bring it up to date. That way we can avoid the children catching illnesses which can be prevented by vaccination," says Dr David Moreno, coordinator of the Vaccination Advisory Committee.

8. If a child suffers from asthma or diabetes, has a wheat or other type of allergy or a chronic illness it is advisable to tell the teachers and let them know what needs to be done in case any problems arise.

9. To prevent back pain, make sure the child's school bag weighs no more than 10 to 15 per cent of his or her body weight. Rucksacks should have wide padded straps, or wheels.

10. Children should sleep between nine and 11 hours a night. Sufficient rest helps their ability to learn, their assimilation of experiences and growth.

Experts advise that a child's school bag should not be heavier than 10 to 15 per cent of his or her body weight

AN EXCITING START FOR THE NEW TERM AT ST GEORGE, MALAGA

MÁLAGA

We are very excited to be starting the new term next week. St George Malaga is delighted to now be part of The International Schools Partnership, a prestigious regional Group and to be refocusing the educational message to one of amazing learning – something that is at the heart of every ISP school.

St George's School is a place where learning is innovative, aspirations are raised and lives are transformed.

Youngsters leave our school more rounded from the rich experiences they have encountered, confident and motivated in the pathway they are travelling and as a result happy, aspirational, independent and successful. We ensure we

develop a personalised experience of learning for every young person.

We are firmly rooted to the belief that learning can only take place when youngsters are happy, safe and curious and it is our job as teachers to ignite that learning. Designing learning that is purposeful and reflects the modern world, and that offers our young people the best chance of examination success is fundamental to our approach at St George.

Here at St George's Malaga, we pride ourselves on being positive and enthusiastic role models for all our young people to be enthused by. Our learner-centred approach to education, our passion for all young people to be ambitious and successful

and our dedication allows youngsters to feel valued, respected and supported. Building relationships with our young people, our families and staff are central to everything we do; we always aim to listen, learn and reflect together.

We are very proud of our school and look forward to welcoming you in the near future where you will see for yourself what a unique learning environment we offer.

For appointments to come and meet the Principal or to find out more, please contact Monica Gata, admissions -



Fiona Lee-Allan, Principal at St George Malaga. :: ST GEORGE

ADVERTORIAL

Back to School



At St. George Malaga we strive to provide a stimulating and motivating learning environment, helping and encouraging pupils to become confident, knowledgeable and prepared for the future.

Get in touch today and find out just how amazing our School is.

NOW ENROLLING!



A British
International
SCHOOL

PART OF  International
Schools
Partnership

FAMILY Swans is a happy school with children that want to learn and enjoy getting up in the mornings to see their friends

SWANS, A SCHOOL THAT ENCOURAGES THE GROWTH, HAPPINESS AND CREATIVITY OF ITS STUDENTS

MARBELLA

At Swans School you will always be met with a sea of smiling faces, a purposeful and creative atmosphere and an unforgettable feeling of family. The first day of a new academic year is no different!

There is a buzz of excitement in the air as children meet up once again with their friends, share stories of their holiday adventures and carefully organise their new desks and textbooks. Classrooms have been freshly painted and bright, welcoming displays adorn the walls. New interactive whiteboards have been installed and the playground surface has been freshly prepared for an intense workout from hundreds of pattering feet. The delicious smell of our famous homemade school lunches fills the air and everybody instantly feels at home and ready for the year ahead.

Some parents will be leaving their little ones with us for the first time, no doubt apprehensive about how their first day in a new environment will turn out. Will they make friends? Will they be happy? Will they like their new teachers? The answer to all of these questions is a resounding 'yes' because Swans has been welcoming new families for over 45 years, using a wealth of experience to ensure that all children are fully integrated from day one. The result is a happy school with children that want to learn and enjoy getting up in the mornings to see their friends.

Swans Primary School has always been located in central Marbella, in a privileged location. As soon as you enter the building, you are met with the sense of family; a feeling that stays with our students ensuring they always return to Swans, long after they have graduated and had families of their own. This welcoming atmosphere is one of the many elements which provides such an excellent environment for learning.

We place great emphasis on



physical well-being as an essential part of our Primary education, using the astroturf sports field and cushioned playground for our pupils to not only develop essential motor skills, but also resilience and a sense of personal and social responsibility.

A hallmark of our school and a key to its success is the longevity of commitment from our teachers, who provide the

backbone for our values and ethos. Some staff members have been with us for over 25 years, ensuring that our traditions continue to filter through from Early Years right up to Year 13.

We prepare children for their future by ensuring they are socially and environmentally aware. This academic year, for example, we are continuing our reduction on our use of plastics by introducing

a complete ban on plastic cups, straws and bags having already achieved success by prohibiting the use of plastic bottles in school.

We have always held strong traditional values at our core, but are always looking to enhance and broaden our children's learning through the use of the latest technology, including a fully equipped computer room, interactive whiteboards and class

sets of iPads, along with the most up to date Apple technology in every classroom.

We wish all of our new and returning families well and warmly welcome you to visit our school and experience for yourself the excellent educational experience that we offer to every child.

ADVERTORIAL

RESULTS 2018

IB & GCSE



SWANS
INTERNATIONAL SCHOOL

Established 1971

SWANS SIXTH FORM STUDENTS EXCEL AT IB

It is with great pride that we announce the best set of results in our school's history. Their achievement includes a 'full marks' score of 45 points, gained by Andrea Henderson de la Fuente. This is a feat managed by only 0.5% of all students worldwide.

Full marks also go to every student in the year group that completed the full diploma this year, as 100% of them passed. What makes us even prouder is the way in which the students have conducted themselves as Sixth Formers. They have embodied all of the values that we instill in the Swans community on a daily basis, of hard work, care and friendship and it is this that makes our school the wonderful family that it is.

Over 30% of students gained 36 points or more, equivalent to AAA at A'Level (UCAS Website).



45 points

Andrea Henderson de la Fuente

University of Edinburgh



44 points

Nicole Leonetti

University of Amsterdam



42 points

Carlos Casado Alba

Universidad de Navarra



41 points

Ines Benkirane

Ecole Hôtelière de Lausanne



40 points

Ignacio Casado Alba

Ecole Hôtelière de Lausanne



40 points

Sibó Hu

University of Edinburgh

AMAZING (I)GCSE RESULTS

We are also very proud of our Year 11 students who performed so well in their (I)GCSE exams. The students gained some excellent individual scores, with 41% of grades being A* or A and an overall pass rate of 92%, which is fantastic. These students will now make up an excellent IB cohort in Swans' Sixth Form, who have recently had a super new Common Room built especially for them.

Our congratulations go to the students, staff and parents of Swans on this excellent achievement.

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www.swansschoolinternational.es



10 A*/1 A grade

Bárbara

Láinez Millán



6 A*/3 A grades

Anfisa Suponitskaya

Borisovna



3 A*/7 A grades

Casilda Dopico Murga



7 A*/5 A grades

Alexia Collot

d'Escury Ariza



6 A*/3 A grades

Calum Naylor



4 A*/5 A grades

Christine Dekker



8 A*/3 A grades

María Moro

Bermudo



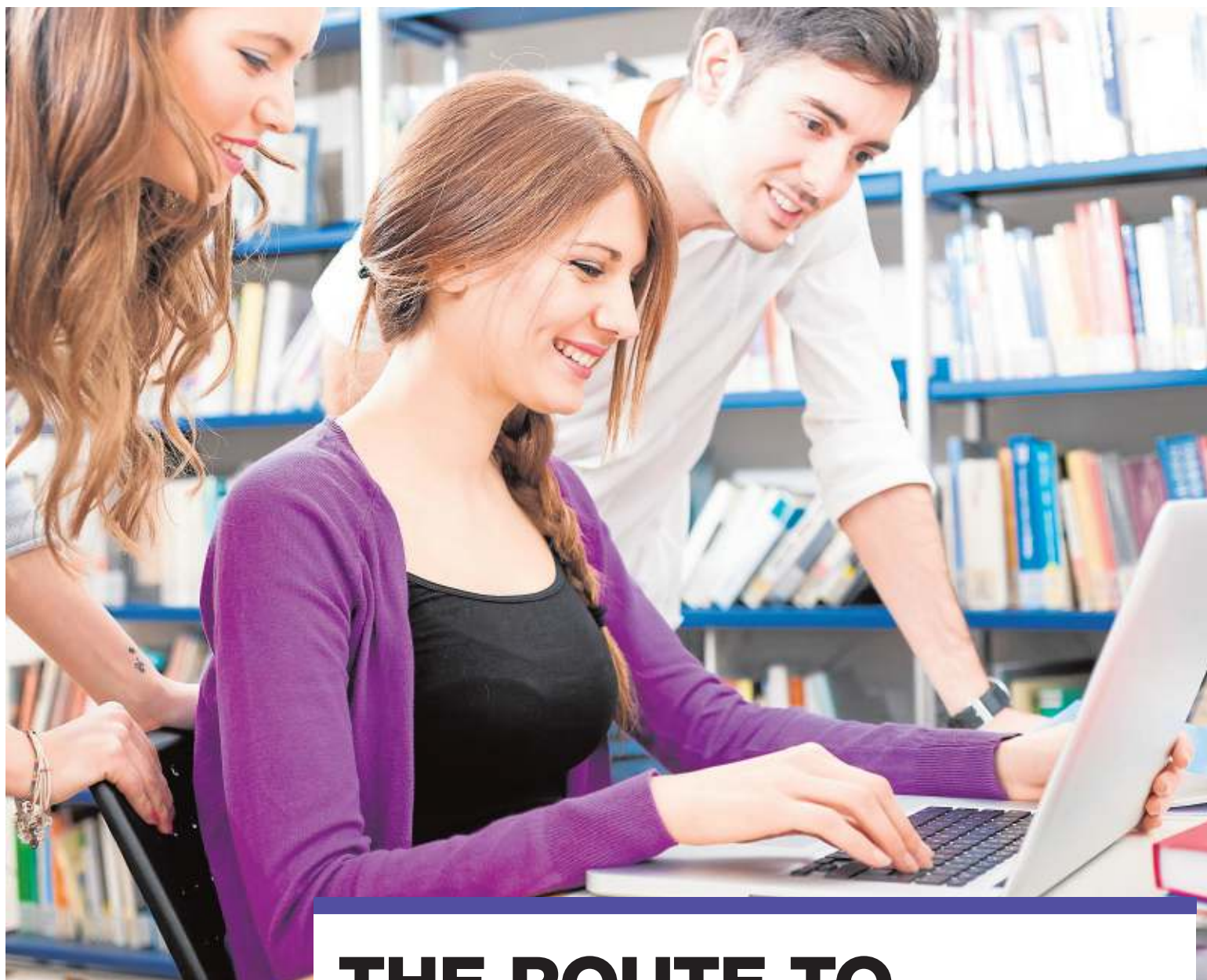
8 A*/2 A grades

Anahita Kasraei



1 A*/8 A grades

Aaron Yvel



THE ROUTE TO HIGHER EDUCATION - HOME OR AWAY

The Costa del Sol is one of the most international regions in Spain. With many British expatriates, it is natural that parents will consider giving a British education to their children. While the majority of students, both Spanish and British, who take A-levels at schools on the Costa del Sol tend to go to university in the UK, this is not always the case; some prefer to stay at home in Spain. The good news is that the education system that students opt for does not determine where they can study.

In 2017, 100 per cent of the British College's (Benalmádena) students taking A-levels gained places at university. While a majority of these students chose to study abroad, a quarter opted for universities in Spain, mostly the University of Malaga (UMA). But what is the admission process that these students coming from the British system have to go through? The main difference is that they do not have to take the Spanish university entrance examination (PAU), more commonly known as 'selectividad', which students coming from the Spanish system are required to take.

A-levels and 'specific' exams

Students who follow the British education system take exams (A-levels) that are marked externally. This means that their assessments are not made by the school, as they are in the Spanish 'bachillerato', but by the British tribunal system. Therefore A-level results are considered the

Many secondary students on the Costa del Sol have the advantage of opting for the British system and A-levels over the Spanish 'selectividad' - but will this decision affect their university destination?

REBECA BENTATA



Students take the Spanish 'selectividad' exam. :: SUR

Students with A-levels do not have to take the Spanish 'selectividad' but do have to do the extra 'specific' exams to meet the grades for certain degree courses

equivalent of the Spanish 'selectividad'. With these exam results alone, however, students can only obtain a maximum of ten points out of 14.

Then, students in both the Spanish and British systems are equally given the option to sit "specific" exams (known as the 'fase es-

pecifica') to increase their marks. Certain degree courses, such as Medicine, require more than ten points and so for many these extra exams are essential.

Lily Griffiths, a current Medical student at UMA studied in a British school on the Costa del Sol.

"I took five A-levels and they were worth 9.5 points out of 10 for 'selectividad'. I therefore had to sit 'specific' exams through UNED (Spain's Open University) so that I could reach the 12.6 points I needed to study Medicine at UMA. With hard work and sleepless nights, I proudly got 13.05 out of 14. I am now entering my second year of Medicine and very much enjoying the course," she explained.

Subject options

Year 10 (the equivalent of the Spanish fourth year of the 'ESO' secondary stage) is a critical year for students in the British system as they choose their subjects depending on the career path they would like to pursue. A medical student will have taken subjects such as biology, chemistry and maths, for example.

Students in the British system normally only take three or four subjects for A-levels, while in the Spanish system they opt for one of three broader specialisations for their last two years: arts, sciences or humanities and social sciences.

Just as English A-levels are accepted for entrance to Spanish universities, students coming out of the Spanish system can also use their 'selectividad' results to access universities in the UK.

"I wasn't sure whether I wanted to go to university in Spain or to university in London. Therefore, since I studied in a Spanish school, I took the subjects relevant to the degree I wanted to apply for in 'selectividad', and then took the English language exams I needed to get into university in London," explained Judith Benguigui, a recent graduate from the Limonar school in Malaga.

Brexit-a real concern

Negotiations between the UK and the EU are ongoing, and many EU students remain uncertain about what could happen to their university tuition fees.

Currently a Spanish student in a UK university is treated like a domestic British student, paying around 10,232 euros for a year of studies. Damian Hinds, the Education secretary, has confirmed that tuition fees for EU students will continue to be the same as those paid by British students for the 2019-20 academic year, despite the formal exit from the EU in March 2019.

However, a no-deal Brexit could lead to a significant rise in students from other countries leaving UK universities after next year. If EU students were treated like international students from India or China, for example, they would have to pay up to 20,000 euros on some courses, with no access to a student loan.



Sotogrande
INTERNATIONAL SCHOOL



At **Sotogrande International Day and Boarding School** our mission is to help students explore their unique gifts and talents, and through experiential learning find their passions. This approach to learning places the child at the centre of everything that we do. Our recent IB results reinforce that this approach not only helps children to be happy in their learning and passionate about what they do but also supports and encourages academic excellence.

 40 points Loreto Bordas	 40 points Herbie Hiles	 40 points Alma Tejedor	 40 points Nadina Castro	 41 points Elena Antolín
 41 points Harry Nicholls	 42 points Jaimie Ritchie	 42 points Carlota Sánchez	 45 points Carmen Pérez	 45 points Patrick Kobriger

The graduating class of 2018's IB results have been stunning, with an average point score of 34, **and 10 students achieving 40 points or more.** In addition to this amazing set of results, and for the first time in SIS history, two of our students **received perfect IB Diploma scores of 45.**

We are incredibly proud of all of our graduating students and feel that the results rightly reflect the hard work and determination to succeed shown by students and teachers alike. These results allow our students to access some of the best universities in the world. This year alone we have 4 students receiving full scholarships at top US universities.

If you want your child to access an approach to schooling that places them at the centre of the learning experience, helps them develop as people and achieves outstanding results, contact info@sis.gl

James Kearney, Head of Sotogrande International School

Member of **inspired**

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(+ 34) 956 79 59 02

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HOW TO PREVENT BULLYING IN THE NEW SCHOOL YEAR

It can take the form of social exclusion, aggression or cyberbullying, and we need to look at our society in order to prevent this serious problem

CARMEN ALCARAZ

The new school year is about to start and, as always, there are certain matters which worry society in general and the educational community in particular, such as the possibility of bullying.

This specific type of aggression is different from other types of violent behaviour that a pupil may suffer, or carry out, at a particular time, because it is part of a process with four characteristics that make it more serious: it is not limited to one isolated incident; it occurs in a context of inequality between the bully and the victim; it continues due to the ignorance or inaction of people around those involved; and it normally starts with verbal attacks and

then gets worse.

It is essential to be alert and look out for signs of bullying, at school and at home, because it can take different forms. These range from social exclusion to physical assault, including coercion, blackmail and threats.

Bullying at school shares many of the characteristics of violent behaviour between adults, such as sexual harassment or in the workplace. At school, the bullies use it in the same way, as a destructive method of demonstrating their power over a victim who feels defenceless because of the social context in which it occurs. That's why impunity, minimisation and silence have to be overcome in order to stop

this dangerous behaviour, which can affect not only a child's performance at school but also their development as a person.

Experts say there are two key factors in eradicating this behaviour in schools. The first is to act at the first sign of an attack, which is usually in the form of humiliation or insult, so it is not repeated. The second is by educating children about friendship, tolerance and integration, as a preventive method. At the same time, it is important to ensure that all pupils have a reference group in which to integrate and develop in a healthy manner.

The role of the school

To prevent this type of behaviour, teachers and other members of staff should supervise the way children relate to each other in the classroom, the playground and the canteen. The school should also establish rules to prevent bullying; deal with the subject through courses, conferences or tutorials; introduce and continue classes that educate pupils about values; and intervene swiftly, directly and firmly in every case of suspected bullying at school.

The role of the families

It is not always easy to know if children are being bullied because they hide it, either through fear or be-

cause they feel ashamed. That's why it is important to look out for signs that all is not well, such as sadness or worry, and other psychosomatic signs of bullying like headaches, prolonged stomach pain or insomnia.

As well as fluid communication with the child, it is also a good idea to talk to their teacher occasionally to find out how they are doing at school and how they relate to the rest of their companions.

If it turns out that a child is being bullied, it is important not to minimise or disparage the way he or she is feeling, thinking they are

just being childish or that the situation will sort itself out in the end. Equally, it is important to boost the child's self-esteem and confidence and, if there is no other way of resolving the situation, keep them away from the person who is harassing them.

If the bullying is occurring on social media, 'unfriend' that person from the sites and report them to the administrators. The platforms can put technical measures into place to make sure that the person in question will not be able to make contact with their victim again.

In a case of bullying, don't try to minimise the situation, thinking it is just childishness or will sort itself out in the end





School Matters

A SENSIBLE GUIDE TO SCHOOL SELECTION

Which school sends **all** of its Sixth Form graduates to university, regularly preparing students for Oxford, Cambridge; Imperial College and King's College in London; and also includes American, European and Spanish universities?

EIC ✓

Which school insists on teaching the **English Gold Standard** Advanced ('A') Level qualification, coveted by **all** British universities, and superior universities worldwide?

EIC ✓

Which school has won the COBIS World School's Debating Competition 2016 Mexico City, retaining it in 2017? **World Champions! Twice!**

EIC ✓

Which school also became **European Debating Champions** in Bucharest during the last academic year?

EIC ✓

Which school is the most 'English' of schools abroad, making easier transitions to UK universities?

EIC ✓

Which school's Year 6 consistently attain top UK SATs results (90%+ at levels 4 & 5)?

EIC ✓

Which school regularly attains **three times** the UK average of A/A* grades at (I)GCSE?

EIC ✓

Which school consistently attains top A*/A grades at A level across the academic range comparing favourably alongside **the elite schools in Britain?**

EIC ✓

Which school is renowned for the athletic vigour and success of its students?

EIC ✓

Which school holds the international record for achieving **the highest marks In The World** (41) in one academic year at (I)GCSE and A level?

EIC ✓

Which school regularly sends its pupils **worldwide** in pursuit of cultural understanding?

EIC ✓

Which school would you wish your child to attend?

?

School Matters? It really does!

Tel: +(34) 952 83 10 58

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29604 Marbella. Málaga (Spain)

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mayoral

making friends



children's clothing and shoes

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Av. Condes de San Isidro, 30 - Fuengirola
C.C. Miramar - Fuengirola

C.C. La Cañada - Marbella
C/ Espinel, 5 - Ronda
C.C. Rincón de la Victoria - R. de la Victoria
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