

EDUCATION & LEARNING

Schoolwork showcase. Another exciting selection of poems, stories and artwork this year, sent in by international schools **INSIDE**



Webinar. Local schools and colleges got together virtually this week to discuss their present and future projects **P8&9**



The journey to success

International education is transforming the creativity of youth into the talent of the future

Talent, creativity, youth and future are nouns we resort to year after year when it comes to putting together the SUR in English Education and Learning supplement.

Throw in a few adjectives, such as young, bright or inspired, and the feel-good factor builds up - as does material for the coming pages.

Fourteen international schools from Malaga and the Costa del Sol sent in examples of their students' work this year to be considered for publication.

As usual the panel of experts, who kindly offer their time and expertise to help select which works of art, poems and short stories deserve to be shared with readers, stressed the quality of the work submitted.

In the short story section, it will soon become evident that the students were given the theme of 'Home' to write about.

"In general I thought the standard was very high and the stu-

Schoolwork showcase.

A youthful journey into the art of creation

Participation. This year 14 international schools on the Costa del Sol, from Sotogrande to Almuñécar, answered this newspaper's call for examples of the impressive work their students are producing every day. The following pages showcase a selection of their submissions

dents had lots of original ideas about "home" which made for an interesting topic," said former editor of SUR in English, Liz Parry.

Also contributing her literary criticism skills to this year's selection was undergraduate student of English Literature, Lily Farrant.

The job of selecting poems this year was done with the help of singer-songwriter and SUR in English columnist Peter Edgerton. And there's no weird coincidence: the budding poets were asked to include the words 'tractor' and 'truth' in their creations.

Finally the artworks printed in this supplement were picked out with the help of art critic and culture journalist, Georgina Oliver.

Over the next few pages, you will find the results of their decisions. Thanks go out as usual not just to the judges, but also to the dedicated teachers who, once again, have helped make this supplement a success.

BEST PRIMARY ARTWORK



Sonya Golubeva , age 9
Swans Primary School

Art critic Georgina Oliver said she had "not a second's hesitation" in selecting this painting. "In my view this is the stand-out visual statement, in the primary category. The image fills the page, and retains our attention, beckoning us into a dual-faceted vision of nature, and beyond. To the world, the planet... trees and plants are 'born into', and have to 'grow into'. At once somber and fresh - hovering between timeless mystery, and the mood of the moment... An artist in the making."

BEST SECONDARY POEM

Family

The infinitely strong, protective force,

Somewhat rusty with the passing of time,

The old tractor ploughs and paves its life course,

A loving parent with purpose, sublime.

For its naive children it leads the way,

Shielding them from pain like a metal glove,

Striving always its message to relay,

Cultivating honesty, truth and love.

Unbreakable this bond of family,

Its harvest, abundant, unbridled bliss,

Parent roots take fresh branches tenderly,

And bid goodnight with a motherly kiss.

When comes the day the offspring disperse,

They're groomed for life's path, already rehearsed.

Vera Lukash, age 12
English International College

Singer-songwriter Peter Edgerton said: "The powerful language, strong overriding metaphor and pounding incessant rhythm evokes strength and purpose in every line. Plus, who could resist the phrase 'unbridled bliss'? Excellent."

BEST SECONDARY ARTWORK



Alexandra McBride, age 16
English International College

"I had never seen anything quite like this apparently tranquil domestic composition before. Every millimetre of space is filled with colourful multilinear subtleties. The more you look at this complex, if harmonious, composition, the more you get out of it. The family home is emerging as the most vulnerable of our former certainties, in the face of the present world situation, and this sixteen-year-old has created a highly atmospheric world-within-a-world that reflects this," said Georgina Oliver.

BEST PRIMARY POEM

My House

My home is now two houses,
Mom's and Dad's.
For me, it's just one.
They help me to be happy in each one.
We are still a family and will always be united.
They make it all special,
They are the tractor of my life,
Something without equal.
It's amazing
Without them I couldn't live.
The truth is
They are my home

Daniella Velarde Sánchez, age 7
MIT School

Singer-songwriter Peter Edgerton highlighted the "extraordinarily powerful opening line" of this poem, 'My home is now two houses': "It sets the scene for a very moving piece. Good pace, well-rounded. Excellent work."

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RUNNER-UP PRIMARY ARTWORK



P.J.P. age 10
Almuñécar International School

Art critic Georgina Oliver said: "Dead simple. What's on all of our minds now. War putting an end to the warmth of the family home. This entry stood out. It possesses two qualities I was looking for: the ability to suggest light and a sense of movement."

BEST PRIMARY SHORT STORY

There's No Place Like Home

It was 9pm at the end of a busy day. The sun was falling under the mountains and the moon shone bright like a flashlight with the stars. Inside a barn horses were chewing on the hay, pigs were snorting and snoozing on the hay barrels in their pens, and there were spider webs and dirty old cloths for cleaning. The bees and mosquitoes were buzzing and the cows were mooing as the crickets chirped.

Then, something strange happened... the pigs started floating! The hay barrels beneath them started rising and rising! Pig after pig went out the barn door! Ten pigs, twenty pigs... they all eventually left! When they made it outside, they started becoming

more nervous by the second! They zoomed off and thought, "Are we dreaming?"

They could see the city in the distance with lights twinkling. They glided into it and swooshed and wooshed until they made it to the ground where they splashed into a muddy puddle. It felt amazing as they all got dirty and gross like a football on a rainy day. The big, pink shooting stars were flying and looking around at where to go. There were so many options: Bakery, football stadium, schools! They finally made up their mind and picked the cinema! They sneaked inside and fet mischeivous! They went into a room and saw a lot of chairs lined up with people sitting on them, a huge screen with a

movie playing. The pigs had never seen anything like this before! They thought they should start heading out before everyone stood up. Right before they left, they heard crunching and laughing. "What could be so funny?" they thought.

As morning broke, something happened... the pigs fell out of the sky!!! "AHHHH!!!" They landed on a bouncy castle, one landed on a child! They were at a birthday party! Before the parents could turn them into bacon, they ran as fast as they could! The pigs made their way back to the farm and they were glad to be back. Although they had had quite a magical adventure, they had a feeling that there was nothing quite like home.

Emma Kirova, age 9
Swans Primary School

English Literature undergraduate Lily Farrant said: "This story is very well developed with a cyclical structure; it begins and ends in the tranquil home environment of the farm, with a creative adventure in between. There are great descriptions throughout the story, with clever use of metaphors such as 'shooting pink stars'."

Former editor of SUR in English Liz Parry added: 'It was 9pm at the end of a busy day' was one of the best opening lines out of all the entries, the start of a well-structured story which kept the reader's interest to the end. I enjoyed the humour, and the description of the barn was excellent; I felt I could see it, and hear all the farm noises."

BEST SECONDARY SHORT STORY

Home

It is the 29th of January. 2022. 1am in the morning. I feel like I have been dragging boulders the whole way. My mouth is dry. A deadly breeze wraps its cold fingers around me. My eyes are red and stinging. The path upon which we walk is endless, stretching towards a strange horizon.

Mother will not speak. She stumbles clumsily, my baby brother, Ragi, cradled in her arms. His huge eyes gaze at the twilight sky. Father's ghost jabs at my insides: the gunshot is still ringing in my ears.

We left everything and everyone behind in the place I once called home: Father, Grandfather, Grandmother, Cousin Ashima. My tears are infinite misery and sadness. No! I shouldn't cry. It'll only make walking harder.

Our destiny is clouded and difficult to see. I can only hope

for what awaits us behind the borders of Iran.

The trees around us shake with the cold. When I look down, I see the stony ground beneath me is a maze of pebbles and dust.

Finally, I can bear it no longer. My legs collapse under my weight and I fall helplessly. Is this the end? Is this how I depart this world? Am I to leave my corpse in this barren, arid place? This range of death?

It cannot be. I cannot leave Mother and Ragi alone. I slowly push my hands against the ground and haul myself back to my feet.

I look up. Ragi's cries have stirred hope back into my beaten body. The light of faith beams upon me. The sun is rising. A new day has begun.

Maybe today we will find a new home.

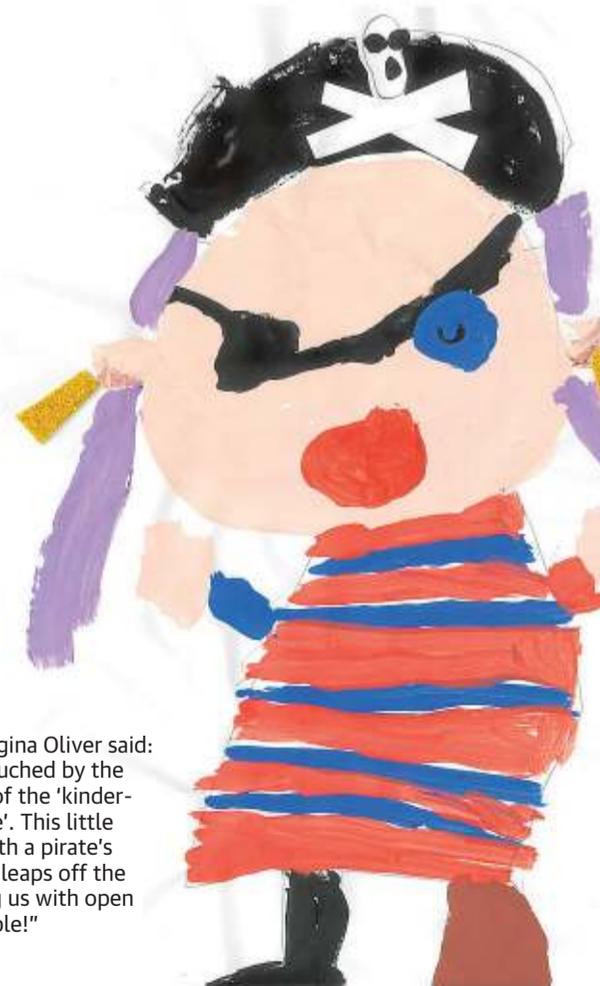
Nicolás Minguela Espinosa de los Monteros, age 13
Laude San Pedro International College

English Literature undergraduate Lily Farrant said: "This story is very moving, and feels ever more pertinent given the current climate. Through very powerful descriptions, the narrator conveys the situation that they are living through, without ever listing a series of events.

Former editor Liz Parry added: "A very impressive and moving account. The date at the beginning not only makes a good first line, but it coincidentally reminds us that the plight of refugees is ongoing."

SPECIAL MENTION PRIMARY ARTWORK

Mila, age 4
International School of Estepona



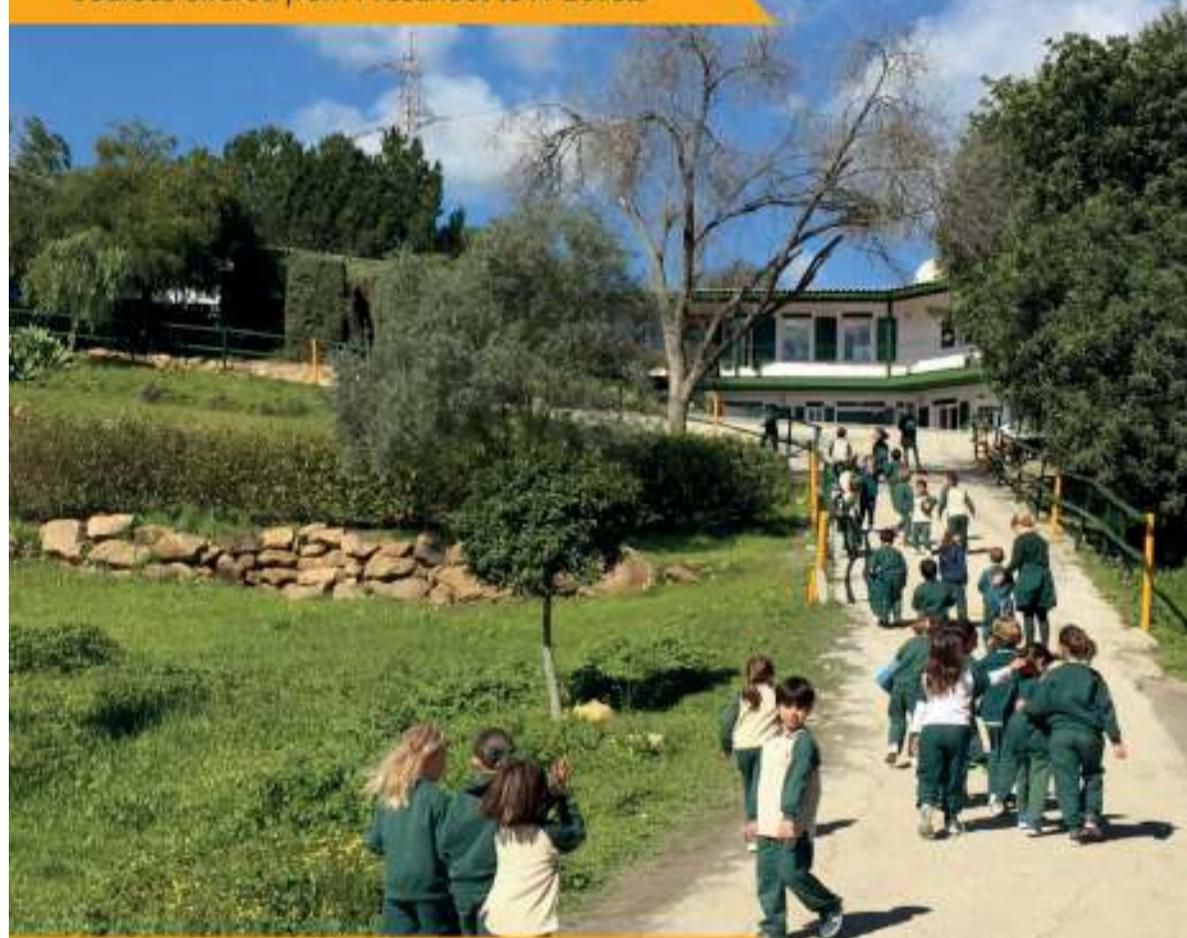
Art critic Georgina Oliver said: "I'm always touched by the sheer energy of the 'kindergarten brigade'. This little sweetheart with a pirate's patch and cap leaps off the page, greeting us with open arms. Irresistible!"

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RUNNER-UP SECONDARY ARTWORK



◀ Leonie Schweser, age 15
British International School of Marbella

Art critic Georgina Oliver said of this "engaging sea's edge-like abstract fantasy": "Depending on when and how you look at it, on where you're coming from, it could evoke tranquility, 'emotion recalled in tranquility', or tragedy (migrants, refugees...)"

▲ E. F. N. E., age 17
Almuñécar International School

Georgina Oliver said: "Tears for Fears. Close-up. The anti-thesis of its co-runner up. This would work on any scale: miniature or XXL canvas."

SPECIAL MENTION PRIMARY POEM

Scrap yard

The truth is the Iron man was excited because he had never seen such a beautiful, delicious scrap yard. There were.....

Metallic, magnetic tractors,
Massive, rusty railway engines,
Sharp, shiny guns,
Broken, old springs,
Circular, smooth buttons,
Big, black cars,
Enormous, thick bedsteads,
Thin, rusty spoons,
Round, bent pans,
Big, long gates.

F. H. O. age 8
Almuñécar International School

Singer-songwriter Peter Edgerton said: "Magnificent imagination seeing the scrap yard as a potential feast. Strong, earthy vocabulary evocative of the scene. Very Good."

SPECIAL MENTION SECONDARY POEM

Graveyard in springtime

Dewy at sunrise
Sun rise, sun blessed
Golden and aglow
The home of their rest

Catching the light
Of the soft rainfall
Weeping and cleansing
Of the gentle bird call

And the butterflies play
So the misery forfends
For a morning of peace
Beloved mother, and friend

Then it pours, and it shines
Wake up butterflies and bees!
Dance to the picked flowers
Or the bench once a tree

Engaged in engravings
On moss crept-up stone
Were heaven on Earth
Is among sunken bones

Where the beating rain
Embraces the sun
And the animals weep
To laugh play and run

To hum like a tractor
Spilling life, overflowing
The temporary temperament
That keeps us from knowing

There is truth in the sunrise
To grace the day dawning
Glowing gold, all behold
The blissful new of mourning

Sophie Newton, age 17
Swans Secondary School

Singer-songwriter Peter Edgerton said: "Enticing title, unusual, captivating vocabulary and lovely turns of phrase. Quality poem."

Amongst the 30 best international schools in Spain according to the "El Mundo" Ranking 2022

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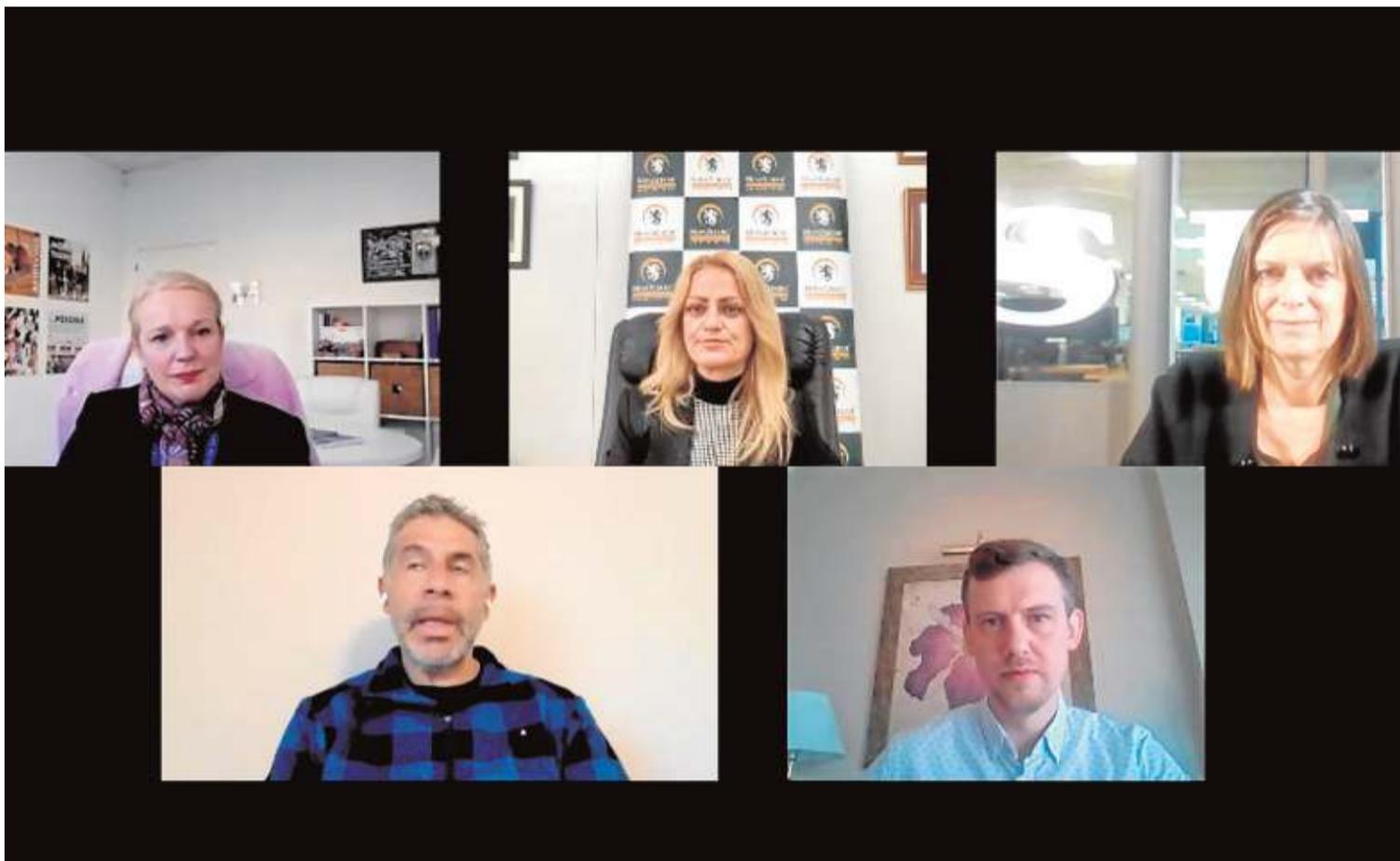
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SUR in English editor, Rachel Haynes, was joined by Amanda Hughes, Trevor Sargent, Francisco Campo and Rachel Evans in a webinar representing Laude International College, Atlas American School, The American College and Sunland International, respectively.

Developing a bigger and brighter future for children

Education. SUR in English hosted a webinar where some of the Costa del Sol's top international schools discussed their current projects

SHAY
CONAGHAN

The Costa del Sol has always been a melting pot of nationalities, offering a wide range of characteristics that has made it a perfect place for people to settle in, and for children to grow up in. Education is of vital importance for families and parents have a wide choice of international schools in this area.

To coincide with this special supplement, SUR in English organised and hosted an online seminar, where representatives of some of the Costa del Sol's most important schools participated in a discussion.

The headteachers explained their current projects and goals and discussed how the current academic year has gone so far, what plans are in place for the rest of the year, with one new school preparing to launch in September.

Participants were Amanda Hughes, the principal at Laude San Pedro International College; Rachel Evans, head of Novaschool Sunland International; Trevor Sargent, head of the Atlas American School; and Francisco Campo,

from the American College, based in Marbella.

Any discussion nowadays is not complete without mentioning the Covid-19 pandemic. However, this year the schools said that their curriculums or teaching plans and methods had not been affected.

At Laude, students are aged between three and 18 and represent 52 different nationalities. The school follows mainly the British, but also the Spanish systems.

"In secondary school, we have an ESO and Bachillerato line as well. So, in year eight, [students] could decide to swap into the Spanish system. Really, it's like three schools: early years in primary, secondary and sixth-form are the British system and ESO and Bachillerato," said Laude principal Amanda Hughes, who stressed that the pandemic has made student interaction a little harder, given that they are all in their respective bubbles.

Laude students, once they reach the ages of 15 and 16, can take their GCSE exams, the same

one as children in the UK.

"From there, they would move on to their A-levels, which would take them to universities all over the world," Amanda Hughes explained.

"The academic results are amazing. These children are working in their third or fourth language sometimes. Last year I was teaching an extended project qualification to children who were in year eight, so three years younger than they should be to take this exam. They got 100% A-star. They did incredibly well," she said, while also mentioning how A-levels are the gold standard and how they're allowing students to get into their university of choice, while also praising those doing the Spanish curriculum for achieving exceptional results. "There isn't a barrier for them."

Novaschool Sunland International also follows the British curriculum and students have the option to go to British, Spanish or international universities.

"We are a British school, part of NABSS, we follow from three

Participants agreed that green issues were of vital importance within education and discussed their projects towards sustainable schooling

Being there for the local and international community

Student involvement in their communities is an aspect no school wants to leave untouched.

For years, Sunland International has worked with a local charity, Fundación Madre Concha, to organise events and raise funds for it. Sunland has also collaborated with local public schools to participate in athletics tournaments.

Atlas American School has said that supporting the local communities will be a crucial element as well as student involvement in projects with the already established community, so much so that it's a requirement for graduation.

Laude also organises events, such as a recent cleanup that was praised by neighbours, who enjoyed and were thankful for the children's efforts to do something locally.

American College wants to go one step further and organise meaningful collaborations regarding the environment between the different schools and to engage young people of all ages.

years old through to eighteen with the English curriculum and the early years foundation framework," said Sunland head Rachel Evans. She also explained how most children get into their university of choice, with students spread around the globe, with some studying in Madrid or further afield in the United States and Japan.

"Every year we're successful with our students. I'm very pleased to say we have one or two students who have gone to Cambridge University. That's something we're very proud about," she said.

"If we instil in our students the sense of 'you don't have a limit, you can go where you want', we're going to facilitate that."

Novaschool has also taken a similar approach to Laude regarding student interaction and integration, though it has been doing something different to bring children together when they first arrive at the school.

"We started the year with a project that we've called 'Kick off'. The idea [behind it] is that stu-



Rachel Evans
Principal at Novaschool Sunland International

“Our philosophy here is reach for the stars, because it’s in your hands, you can do it”

“We instil in our students the sense of ‘you don’t have a limit, you can go anywhere you want’”

“Outdoor education has always been a part of our philosophy. The big drive is the move towards being a sustainable school”

students go together and spend a night in a purpose-built school,” Rachel Evans explained.

“There’s a big focus on team-building activities, collaborations or little projects. It’s all about integrating new students, getting them back together and bonding.”

The American College is an American learning centre that also wants to be known for being the gateway to the United States. Its typical American high school diploma offers students a chance at American education.

It has been very successful and, despite the pandemic, it hasn’t



Amanda Hughes
Principal at Laude San Pedro International College

“Education is about taking what you’ve got, taking something new and making it better”

“It’s not just about doing the act, it’s the message you’re giving to the children”

“[The students] move through the different education systems without a barrier, and that’s what they see in life”

seen a fall in student numbers, Francisco Campo of the American College Marbella explained. “It’s [a programme] fully accredited with the University of Missouri and recognised by the NCAA. Our students enrol in the United States, then all the programmes and all the teachers are chosen by the United States,” he said.

At the American College, students who finish high school can also choose to go through the 2+2 university programme, where they must spend two years in Spain and another two years in the United States. This programme, which was brought to the Iberian Peninsula eight years ago, has seen success in the other countries where it’s been implemented.

“The 2+2 is a programme fully accredited by the state of Florida through an alliance with Broward College,” said Francisco Campo.

“Our students can start their university studies in Spain, but



Francisco Campo
Director of Marketing and International Expansion at The American College

“[Climate change] is the most depressing issue our students will ever face and it’s time to act now”

“People that come to The American College are people that are looking for a true American education”

“It’s important that students become leaders in trying to change policies for the future”

then they must transfer to the United States to complete their degree,” he said, while also citing that the American College has alliances with nearly all universities in the States, having sent students to California, New York or Illinois.

The GED (General Education Diploma) is aimed at those who, for whatever reason, didn’t obtain their high school education. “It allows them in one semester to get the diploma, which will give them access to American universities,” he explained. Moreover, SAT preparations are also on of-



Trevor Sargent
Principal at Atlas American School Malaga

“We all have a similar goal, to push our students to be active learners, to question, to think, to be creative, curious and ultimately, to be empowered”

“I always ask my students one simple thing: please, solve more problems than you create”

“We communicate to students to think globally, act locally”

fer, which is something a lot of universities value.

Trevor Sargent has been working towards opening the Costa del Sol’s newest school in September. Located in Estepona, the Atlas American School had its launch event this week and offers the full American curriculum.

“Atlas is for three-year-olds all the way to the twelfth grade, offering an American curriculum, a Spanish degree for ESO and an intensive French immersion programme,” said Trevor Sargent. But for Atlas American School, the spotlight will be placed on other aspects of children’s development and it won’t be purely educational.

“There will be a strong focus on academics, but we’re going to have a very rigorous athletics programme for padel, tennis, golf and soccer,” he said, while also mentioning that the school wants to create an open, welcoming space which everyone is invited to form a part of, in a community

that they are hoping to form outside of the classroom.

Atlas will have a full range of core classes, ranging from the arts to sciences and also boasting impressive facilities, such as an auditorium and several sports fields. “Ultimately, it’s all about the people [who will be] in front of the students, day to day. We have assembled an incredible team of teachers, with over 95% of them coming from the United States, with years of experience and who are accredited with the common core curriculum,” said Trevor Sargent.

Environmentalists Sustainable schooling

Climate change is also a lingering problem in the 21st century. Schools have been taking steps to play their part in encouraging a more sustainable schooling model, as well as instilling better practices in children from an early age.

“We have a responsibility to make sure that [children] are well-informed and well-armed, to have the tools to be able to discuss these important issues, like climate change,” said Amanda Hughes. “It’s important that we demonstrate as a school, some of the practical things that children may look for in their own homes as they get older.”

Rachel Evans revealed a project Sunland International has been working towards for the last two years.

“One of the things I’m really excited about is our agro-sustainable farm. The idea is that every year group visits with their teachers and the activities are planned around sustainability, looking after the environment and taking care of the animals [on the farm]. It’s such a unique opportunity.”

Trevor Sargent said that Atlas will offer core classes and subjects dedicated to that topic, and that the most important thing is that students feel they have power to make a difference.

“We have a lot of student-led initiatives to bring about those changes that they feel empowered to propose and have them come to fruition,” said Trevor Sargent.

Francisco Campo said that he has a personal passion for protecting the planet and that it’s the most depressing issue students will face, though they can learn what’s really important in the fight against climate change.

“It’s extremely important that they become aware of the importance of protecting the environment, but also [that] they become leaders in trying to change policies for the future,” he said.

SUNNY VIEW SCHOOL



Sunny View School, 50 and thriving

TORREMOLINOS

SUR. One of the most important things a school can do is to create an environment which allows its students to truly thrive – academically, emotionally, personally and socially. Sunny View School in Torremolinos, which this year is celebrating its 50th anniversary, places a high value on its inclusive, caring and respectful atmosphere, a quality often commented on by visitors and newcomers to the school. This special environment, combined with quality teaching and modern resources and facilities, makes the school a place where students can, and do, thrive.

The school's academic success is evidenced by its students' examination results, which are consistently well above the UK national average. The majority of its A level students go on to study at universities in the UK, Spain, elsewhere in Europe or the USA.

Sunny View School firmly believes that the path to such success is as important as the results themselves. At each stage of the curriculum, from Preschool to A levels, the school's team of experienced, UK-trained teaching staff strive to make learning fun, interactive, engaging and inspiring, with students actively involved in their own learning and development.



This has continued to be the case during the pandemic, when the school has adapted its facilities and routines to ensure safety while maintaining a dynamic and stimulating learning environment.

As always – and working within the current safety protocols – a wide variety of activities inside and outside the classroom allow students to broaden their experience and take on new challenges in an inclusive and supportive environment that engenders confidence and an enthusiasm for learning. Sunny View is

Even as it celebrates its 50th anniversary, the school has its eyes set on the future and continues to expand and upgrade its facilities and resources

ders confidence and an enthusiasm for learning. Sunny View is



also a richly diverse school, with students representing some 35 different nationalities.

Even as it celebrates its 50th anniversary, the school has its eyes set on the future and continues to expand and upgrade its facilities and resources. Ahead of this academic year, the science building underwent a major renovation including improved layout and equipment in all the laboratories, while the school's music room was enlarged and outfitted with new instruments. The school also recently launched Little Sunny View, a daycare centre for children aged 1 to 2.

Yet while always evolving and advancing, Sunny View School has maintained its strongest fo-

cus on what it does best: delivering quality, British education here on the Costa del Sol. And doing it within an environment that allows its students to truly thrive.



MORE INFORMATION

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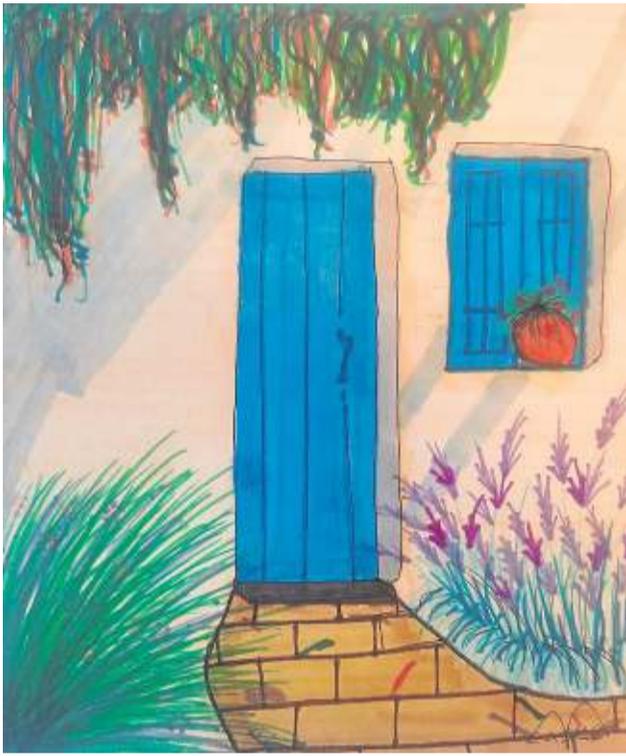
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SPECIAL MENTION PRIMARY ARTWORK



Carmen González Porcel, age 11
MIT School

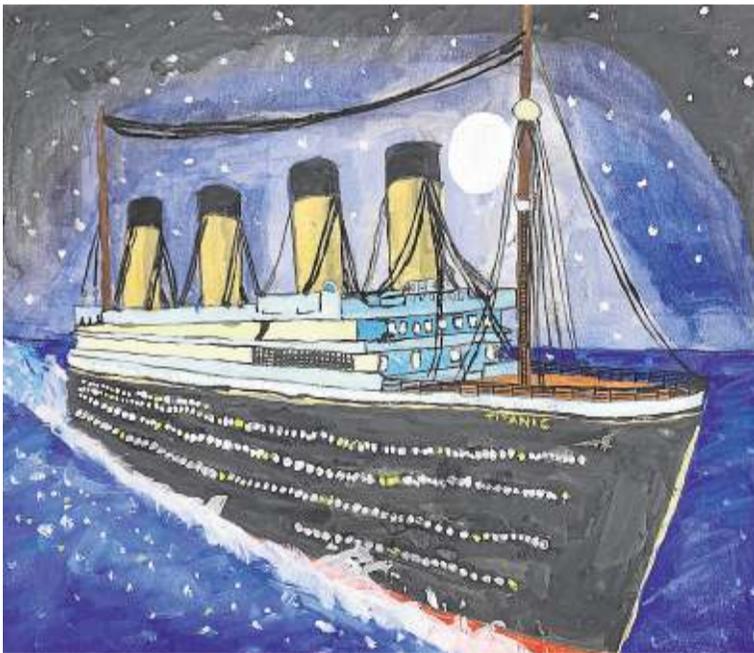
Light

Art critic Georgina Oliver said: "I picked these two because each in its own way projects the quality of the light in Andalucía, on a fine day - What it feels like to live 'in its company', on a daily basis. To have a sense of light is like having an ear for music: it's a gift."



Nela Haramiova, age 10
Benalmádena International College

SPECIAL MENTION PRIMARY ARTWORK



Movement

Georgina Oliver selected both these entries for the way the artists create the feeling of movement. "Having a sense of movement is like being able to convey a certain quality of light, having an ear for music, or a way with words... - and, to my mind, both of these entries reflect that," she said.

◀
Vasilii Tkachenko,
age 11
English International
College



◀
Mija Sodorovic,
age 10
Aloha College

RUNNER-UP SECONDARY STORY

The Train

Old noodle takeaway boxes were dismissed in a corner, not nearly important enough to be properly put away. The tracks stood still, though the dried leaves were jumping up and down with the wind. The sun had long set, and a dullish moon was settling in for the night.

Checking my wristwatch, it was way past 20:42.

Looking up from the pavement the arrival board seemed to be stuck at 20:42. Her train number was simple to remember: '2034A'. It was the only one on the board, but I checked her ticket again. Still 20:42. I was standing still, leaning on the crumbling brick wall.

Closing my eyes, I tried to swallow down my emotions. What was I feeling? Was I nervous? Or was I scared? I spent the whole day roaming around her house wondering

if I would make the right decision. She deserved to know.

Finally, after a long time, a monotone female voice announced the arrival of her train and apologised for the wait. I looked around. I was the only one here, if you didn't count the small black kitten, feasting on the spilled milkshake on the cement. I thought about the 20-40 people who bought the tickets with her. They will arrive, and they will leave. No one will greet them. No one will ask them about their trip. No one will drive them home, laughing at their stories.

At last the train tracks started quivering. Not a minute later the brownish grey train stopped in front of me. It was almost empty. I swallowed the lump in my throat and tightened my grip on the limp bouquet that I didn't even realise I was holding. She finally came out. My home, my world.

Elvira Samokhvalova, age 14
Swans Secondary School

English Literature undergraduate Lily Farrant said: "This story is very compelling because of the suspense which is built up throughout, for example with the repeated reference to the time, which invites the reader to ask why the narrator is so nervous, who they are waiting for, and what they have to tell her. There is an impressive attention to detail, such as the kitten lapping up the spilled milkshake."

RUNNER-UP PRIMARY STORY

Home

Today, when I came into my class, I saw an alien! The alien was small, purple and cute but she did not look happy.

So, I asked, "Are you ok?"

The alien sniffed, "I'm lost. I want to go home!"

"Where is your home? What is it like?" I asked her.

At that moment, she turned blue and began to sob. "I come from planet Jupiter and my house is all white. It looks like a cloud," she explained.

Just then I saw her jump onto the shelf and turn pink as she hid behind a book and disappeared.

"Come, come!" I called. Shyly, the alien came out. "I'll help you," I said, "I found a spaceship! Can you drive it?" She nodded.

Feeling brave, I shouted, "Let's go!"

Flying the spaceship was very exciting. After a while, I saw a huge, white cloud. "No, it's not a cloud!" screamed the alien as she turned a happy yellow colour. "It's my home!"

She jumped off the spaceship and ran across the area of ice and disappeared into the cloud. I waved. I was glad that I could help her.

Lyra Xiao, age 7
Laude San Pedro International College

English Literature undergraduate Lily Farrant said: "I really liked this story for the way that the characters were created. In such a short story, we get a clear insight into the narrator's mind, with her initial excitement at meeting an alien, her spontaneous moment of courage when she decides to go to space, to the joy she feels having helped. The changing colour of the alien according to her mood is an amusing and vivid portrayal of character, and also provides a sense of continuity throughout the story."

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SPECIAL MENTION PRIMARY SHORT STORY

New House!

Well well, guess what a new house... New crazy things... New WEIRD things and new surprises. Well, first day suffering by helping my mom with boxes and my dad? Huh? My dad doesn't help.

Well we finished the boxes and today is FRIDAY!! YAY!! Finally, pizza day!!! And my brother fought with my mom as always, meanwhile I was exploring a little bit more! And what?!?! I find a basement. SINCE WHEN DO WE HAVE A BASEMENT? As always I kept it a secret... I went to buy cameras... TO SET UP CAMERAS!!

Ok, should I go in?? Uhh, I'm scared. FINE I'LL GO IN. As soon as I'm in I see the lights going on and off. I think I'm going to stay there? I'M NOT GOING. Well as I freaked out I still managed to set up the cameras, well I can't check

what's going on because my phone is out of battery.

Before I charge it I hear dark noises, weird footsteps, as I blink I'm not in my room, I'm in the basement!! I see a creepy creature standing next to me, it was sticky, smelly and had no legs!!! I was so scared and thought, is this a dream? Might be, but I don't think so, as I hear footsteps behind me. What is it? I don't know, I can hear someone screaming help, am I scared? WELL YEAH, as I blink I'm in front of my mom... She wasn't acting normally, she was acting like she lost her memory it was so, so much more weird and it was so unexpected, I was so confused, I asked my dad but he didn't answer me... What is happening I ask myself again. I realise my brother wasn't home. He didn't go out so I am scared.

Ambra Milena Stanzani, age 9
Novaschool Sunland International

Lily Farrant said: "The unique narrative voice really immerses the reader into the action, and adds a sense of familiarity and sometimes humour into this otherwise scary story. The story ends on a cliffhanger, and I would be intrigued to see what happens next."

Liz Parry said: "I liked the conversational style and humour of this story, and the opening line 'Well well, guess what, a new house'. The scariness of the basement with its 'dark noises' and 'weird footsteps' is well described."

SPECIAL MENTION SECONDARY POEM

Tractor

I am my own formidable tractor,
Cultivating and harvesting my life;
The peaty, pebbly soil of each chapter,
Yields harvests both golden and full of strife.
Every day I plant my truth, absolute,
Ploughing my way through each challenging day;
To solve each struggle, I am my own sleuth,
Believing, overcoming all things grey.
I compost my soil with great hope and grace,
And delicate seeds of pure honesty;
Each crop blossoming and all is in place,
And my caring, sweet loved ones there for me.
The privilege to live a life so rare,
With that gift there is nothing to compare.

Irma Mercele
age 12
English
International
College

Peter Edgerton commented:
"Lovely vocabulary and some really clever rhymes. Very good indeed."

OFF THE GRID
JULY 2022
OVERNIGHT SUMMER CAMP
ALCORNOCALES NATIONAL PARK
AGES 7-11

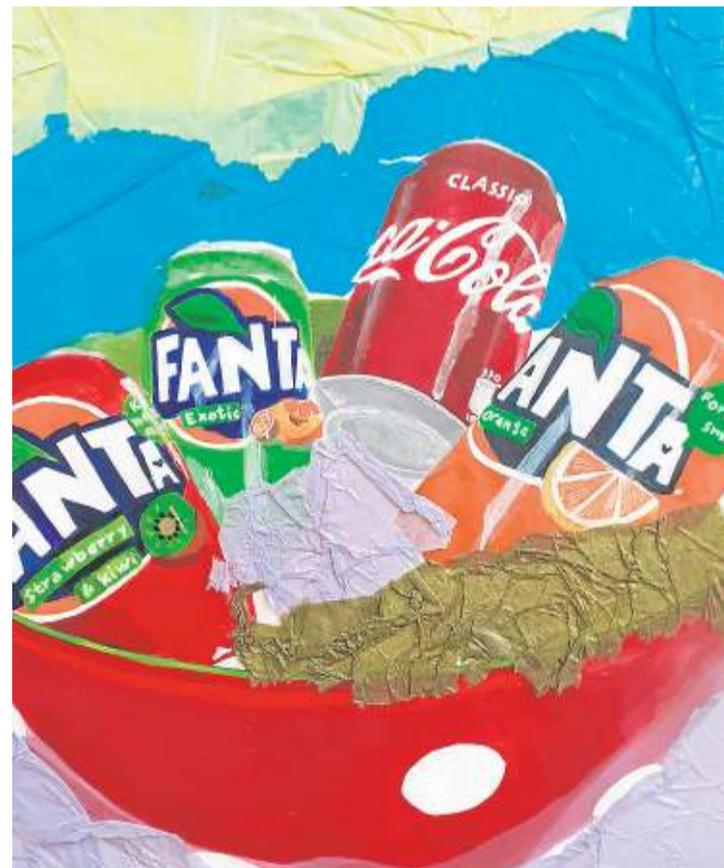
**ALMA FOREST
SUMMER
CAMP**

SPECIAL MENTION SECONDARY ARTWORK



Veronika Dobos
age 16
Benalmádena
International College

Art critic Georgina Oliver said:
"Total harakiri...! Completely creepy, yet extremely well executed... A shocker about the collective culture shock we are all being subjected to. Not mentioning it at all would strike me as unfair, like skirting away from the 'mondo anxieties' of this age group."



Sara Damiano
age 16
Benalmádena
International College

Art critic Georgina Oliver said:
"Sweet 16 ain't what it used to be. This is a deceptively bright take on major teen concerns: the environment, the plight of migrants. Living proof that scary comic-style imagery is not the only option."

SELECTED PRIMARY POEM

Where's my tractor?

Johnny lost his tractor
He looked.....
Under the bed
Which was red
Behind the curtains
He asked some merchants
He asked the fairy
Who took his tooth
(Will she tell the truth?)
He climbed a tree
Where he saw a bee
In the fridge

And over the bridge
He looked in the garden
He said to his cat, "I beg your pardon,
My tractor, where could it be?"
He asked Mary
"My tractor, where could it be?"
He searched all day and night
"My tractor, where could it be?"
I've been everywhere
Where I could possible be
Where could it be?"
"In the toy box," said mum.

William Thiem, age 9
Laude San Pedro
International College

The judges loved the way this poem evoked an all-too-familiar situation: after looking for something in all sorts of imaginative places, it rather disappointingly turns up where it was supposed to be.

PHOENIX COLLEGE

Phoenix College Málaga: an Oasis of Excellence in the Heart of Málaga

MÁLAGA

SUR. Students at Phoenix College Málaga are very clear about two of the advantages of studying at this College, found in calle Méndez Núñez, on the corner of la Plaza de Uncibay, compared with other institutions offering A-Levels. The first is small class sizes. "I'm studying three subjects, because with this system, you don't need to study more to access many universities in Europe," explains Justo, in Year 13. "In Physics, there are four of us, in Maths there are seven, and in English Language and Literature, I'm the only one – it's like private tuition!" Yuvi, in year 12, adds, "The level of individual focus that a teacher can give you is fantastic. I learn loads, but above everything else, I'm relaxed, because I have all the time and attention I need to learn the different concepts in my courses."

The other advantage is, without doubt, the importance the teach-



ers give to making sure that support is tailored to the students. "I'm the type of person who gets distracted easily," admits Yuvi. "Left alone, I tend to pick up my mobile, so studying at Phoenix

College has meant a great change for me. In our Study Periods between classes, we can study by ourselves in the Student Study Room, or choose to study alongside teachers who aren't in class.

Miss Ridyard (Co-Director) comes regularly to check that we are concentrating." "As well as this," adds Justo, "We have weekly sessions where we get different kinds of guidance, or we are given chal-

lenges, and the chance to reflect on how to focus our energies and take decisions, not just about studying but also things that we enjoy in life, and how we can get more from ourselves."

The other advantage is, without doubt, the importance the teachers give to making sure that support is tailored to the students

"The best thing is the freedom," states Kayla, in Year 13. "We are treated like adults. You are responsible for your work and making sure that everything gets done, so you learn to be self-disciplined. The teachers guide us, but are relaxed about letting us find our own way to manage our time." Diana, in Year 12, agrees that, "The atmosphere at Phoenix makes you feel totally independent, but at the same time, completely supported. It frees us from the stress that I see in other students of my age studying A-levels, or Bachillerato (in Spanish schools) with larger numbers of students."



SPECIAL MENTION PRIMARY STORY

Home

One night at my house I woke up to go to the toilet when suddenly I heard someone crying in the kitchen. I tiptoed to the kitchen and I saw a pea crying because he got out of the bag of peas that was in the fridge. So I said what's the matter little pea? I got out of my house in the fridge he said. Then I said I'll help you go back to your house in the fridge. So the pea used his powers to shrink me! Then I looked around and everything was enormous. I explained the plan to the pea that was, first we climbed to the oven then to the cup of water. Then I picked

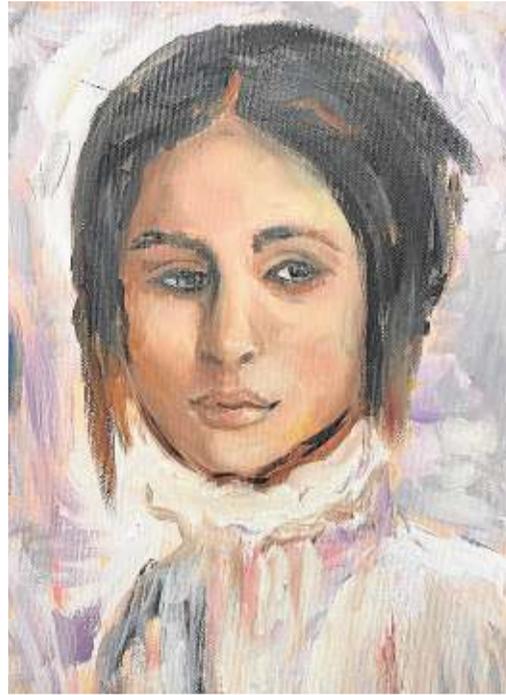
the pea up and throw him to the wardrobe from the wardrobe we went to a table and jumped to a bag of chips because we were hungry. After we had a sleep for 3 hours. When we woke up, we used a spatula to create a bridge. We jumped to the fridge and open it, and every single pea said thank you. So we did a feast but where was my friend? He just falled again so we had to do everything over again. The sun was shining more and more. Then my mum and dad woke up and saw the peas but they also became their friends and every single night we do a feast in the kitchen!

Pablo Godoy, age 8

British International School Marbella

English Literature undergraduate Lily Farrant said: "The action-packed plan in this story is exciting, and the descriptions of an adventure within the kitchen for two pea sized figures is very wonderfully creative. There is a build-up of suspense with the line 'The sun was shining more and more,' as the reader wonders what will happen when the day comes, but the ending and peaceful resolution celebrates the message of always being kind and helping others."

SPECIAL MENTION PRIMARY ARTWORK



Roman Sverzhin, age 12

British International School Marbella

Art critic Georgina Oliver said: "Portraits, self-portraits and portrayals of pets are a recurrent feature in both categories. There is a pre-teen vibrancy to this one, which is very communicative."

María Álvarez García
age 10Novaschool Sunland
International

Art critic Georgina Oliver said: "Hats off to this ten year-old, exploring well-trodden territory, with a gleeful sense of light and movement."

Lola Pringle
age 10British International
School Marbella

The judges commented on how this tree represents something man-made juxtaposed against something 'nature-made'.

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SPECIAL MENTION SECONDARY STORY

Home

Molly didn't quite like the feeling she got when being alone at her grandfather's house. He played old music on his gramophone that she never recognized. They were apparently holy songs from the Great Andamanese tribes in India. The intense drumming and the high pitched yelling sent shivers down her spine.

The whole house was filled with precious items, carefully selected throughout decades. Books, images and stories from all over the world, now in his massive house, just laying around.

She often found herself alone in the almost castle-like mansion. It was fully packed with various rooms with an extraordinary amount of decor detail. Yet, a still, hollow and sorrowful mood drenched her like a rainy cloud, while walking in its narrow hallways, entering colossal dining rooms, wandering about brimful libraries or ambling

through another grand and exhaustive wine cellar. Her grandfather was overly proud of his wide wine collection.

People she met told her how utterly grateful she must be to live with her grandfather. But she didn't really know what she felt.

After school, she explored the libraries, finding another golden gem, bringing it to her corner and reading it. She loved suddenly living in another universe, away from home, pretending to be someone else for a while.

She loved the conservatory the most due to the glass roof. That way she could look up at the stars as she fell asleep. Dreaming about the infinite stars and the billions of thrilling galaxies out there in space. It had always been something she found fascinating. Astrology.

It was like the stars called out to her. Like if they needed her, the way she needed them.

Erica Matsuda, age 16
Sunny View School

"This story is wonderfully multi-faceted, with a moving and lost narrator who longs for a sense of belonging," said Lily Farrant.

SELECTED SECONDARY POEMS

The Cannibal

I was on my way to become an actor
but got stopped and hurt by a tractor
This now means I'm unable to join the X-Factor
I am now in the hospital
eating nothing but popsicles
they call me 'The cannibal'
I don't know why but it sounds cool.
I thought of 'The ghoul'
but then I would have to start a duel
I wouldn't do that because the hospital is where
they rule
I am stuck here
And they have made it clear
That they will help me out of this fear
To tell you the truth it's fun to be cared for
but yet I cannot even close a door
I'm getting released next week
I now need money so I seek
For I have to pay in a month, my fee
I worry now that I may not have it
But my hope keeps me going a bit.
It has almost come there
With only a bit of money to spare

Marie Larsen, age 11
Benalmádena International College

Peter Edgerton said: "A clear gift for unusual rhyme - 'tractor/X-Factor' is nice work but 'hospital/popsicle' is tremendous. Very clever."

Antidote for artificiality

Falling autumn leaves lay on the path,
Rain clouds approach steadily,
Listen to the sparrows sing,
The day is still young.

Rose coloured shards of glass on the road,
The truth shattered before my eyes.
The night is bare and lifeless,
Yet darkness soothes my wounds.

Long walks in the cold,
The morning air, fresh and damp.
The tractor in the barley field suffers tirelessly,
The crop is dead.

Nightshade for breakfast,
Burning my memories to forget it all.
A colourful black hole appears,
Hallucinating a beating heart to stay alive.
I need to get out.

Drowning in false happiness,
Left the city and melted into the earth,
My tears water the land and,
The past is lost in the mud.

Evelyn T. age 14
Sotogrande International School

English Literature undergraduate Lily Farrant said: "There are some fantastic and really vivid imagery here to accompany the moving storyline. I liked the juxtaposition of sadness and hope, ending with a poignant final line."

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2021 95% | 2020 100% -> 5 A* - C. PASS AT I/GCSE

CONGRATULATIONS to Eva
who achieved a grade of 13.96 out of 14 for entry into Spanish University. She is currently studying Derecho y Ciencias Políticas y de la Administración at Pablo Olavide University in Sevilla.

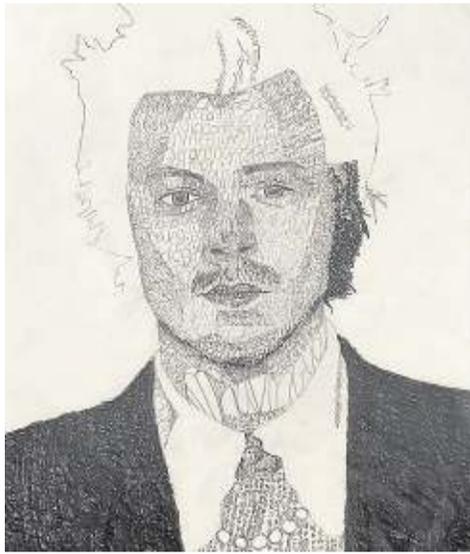
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SELECTED SECONDARY ARTWORK



Portraits

Art critic Georgina Oliver said: "Here are two entries highlighting an unexpected approach to the portrait. If you look at them closely you will see that both of them contain hidden 'secret messages': the writing within the portrait, instead of the writing on the wall."

◀ **Victoria Escartin Lam, age 14**
Sunny View School

▼ **Vlada Simakova, age 17**
Sunny View School



SELECTED SECONDARY STORY

Home

The clouds started to cover the sky. Everyone in the streets started to cover themselves with coats and scarfs. The wind started to blow. A cold, dry wind. It spinned around the street, making my hair get messy.

I saw some kids run towards their houses, looking for a warm place to play and rest. All the buildings had the chimneys burning already. The stone floor of the street was getting colder.

But where should I go? I don't have any place that I can call home. All I can do is wander around the city trying to find some dry place to spend the night. Whenever I try to go to hotels, normal buildings, hospitals, anywhere, I was never let in. I was treated badly and shooed away.

Ringing, the bells announced it was 7pm. The cold was unbearable. I had no coat or scarf like the others did. When it couldn't be worse, it started to

rain. Freezing cold water drops started falling on me, soaking me. But what could I do? I stopped, letting the water fall on me. I walked towards a wall and lied down beside it. I closed my eyes and tried to sleep.

It hadn't been much time when I saw two people with an umbrella walking towards me. They were the only people in the street - everyone was already safe at home. The people came nearer to me and started scratching my head.

"Look, Nikki, it's a puppy"

"Poor thing. It's probably an abandoned dog"

I looked up at the humans. They were smiling at me.

"Daniel, can we take it home? You know I always wanted a pet"

The man called Daniel looked like he was thinking, but ended up smiling and picked me up.

"Yes"

Since then I have a place to call home :)

Elma T. P. age 12
British School Malaga

"The clever twist in this story, when it is revealed that it is from the perspective of a puppy, makes for a unique narrative!" said Lily Farrant.

SWEDISH SCHOOL OF MARBELLA

A SWEDISH EDUCATION UNDER THE MARBELLA SUN

The Swedish School of Marbella offers a vibrant and engaging environment committed to Swedish-speaking children who wish to continue studying the Swedish curriculum whilst living on the Costa del Sol.



An excellent Swedish education in spectacular surroundings

Founded in 2003, the Swedish School of Marbella aims to ensure that Swedish-speakers don't miss out on any aspects of the education they would receive in the Scandinavian country. The school is certified by the Swedish National Agency for Education, and all the teachers are qualified in Sweden.

With capacity for 200 pupils, the Swedish School of Marbella provides a safe and productive teaching space with small classes that ensure excellent one-on-one guidance where necessary.

The school offers the Swedish curriculum from pre-school (3-5 years) all the way through to elementary year F6 (6-12 years).

Pupils aged between 13 and 15 receive a different type of education called 'Sofia Distans' - a virtual school based in Stockholm providing online education for years 7-9. With full time teacher support and guidance, pupils can take advantage of the excellent online studies provided by the Swedish curriculum in a social and involved school environment, while also receiving all the other

perks of the school including healthy, home-cooked lunches, PE and school trips.

The Swedish School of Marbella combines a warm social community, professional staff and excellent sports facilities.

Their goal is to provide a responsible, flexible and creative environment where the advantage of small classes creates a harmonious atmosphere to enable each child to receive the best possible education.

See www.svenskaskolanmarbella.com for further details.

OUT AND ABOUT



Learning on the beach with Alma Forest School. SUR

Beach exploration, one of Alma Forest School's educational journeys

Learning moved to the beach for children at Alma Forest School near Sotogrande during the autumn term. The seaside was the focus of the school's 'exploration', the educational journeys that form the core of their curriculum, explained the principal, Philipp Klaus.

This saw them spending two full days a week on the beach, "investigating, recording, observing and becoming immersed in that habitat", he said.

"There were encounters with octopuses, jellyfish dissections, countless discoveries of life in rock pools, observations of tidal patterns and water cycles, and much more. We generated a plethora of questions that led to further research in school about binomial nomenclature, sand pirates, tardigrades and abalone. Of course, we built a few sandcastles as well," he said.

Atlas American School to open in Estepona

The curriculum will balance academics with development of personal skills



Caroline Carpio, Antonio Arcones, García Urbano and Trevor Sargent. E. G.

Estepona will have a new international school as of September. The Atlas American School was launched on Tuesday and is set to open its doors in September, filling the increasing demand for international schools in the area.

It will be the first on the Costa del Sol with a United States accredited curriculum for all ages, from kindergarten to high school. They are also planning to implement the International Baccalaureate. The school will provide an intensive French programme and an entrepreneurship scheme for pupils aged 14 to 17. Sports, such as football, golf and padel will be "well integrated into the

school day".

Managing director and founder of the Mathema Educación group, Antonio Arcones, emphasised the importance of an education which successfully balances personal skills with the necessary knowledge and learning.

The group was founded in 2012, and manages two other schools in Spain: the Aquinas American School in Madrid and the British School of Navarra in Pamplona.

The headmaster of Atlas Inter-

national School, Trevor Sargent, noted the enthusiasm shown for the new school, saying they were interviewing 20 to 25 interested families each week.

The mayor of Estepona, José María García Urbano, said that the school will not only enrich the educational opportunities in the town, it will also create around 115 new jobs and boost the local economy.

Covering 14,000 square metres, the new institution will involve an investment of 12.5 million euros.

LEARNING NOTES



Sunland secondary school goes dotty for a day

Every secondary student at Novaschool Sunland International took part in a colourful event last year to mark International Dot Day. Held on 15 September, this is a celebration of creativity, courage and collaboration and is inspired by the story *The Dot* by Peter H. Reynolds.

Students painted their own dots which were put together to make up one rainbow brushstroke. "This whole-school display shows that while individually we are unique and different, together we make up one big, beautiful picture," said the school.

Cambridge highlights work of Marbella students

Five A Level students at the English International College Marbella were proud when they heard that Cambridge Assessment International Education wanted to feature them on its blog.

After Amiya Rana, Mia Mayne, Elena Ingram Medina, Chelsea Rea and Darya Soltani all gained A* in their International Project Qualification (IPQ), they were contacted by Cambridge to find out more about their experience.

The IPQ is a standalone qualification that enables students to carry out in-depth research in a topic of their choice and write a 5000-word report.

All of the students, whose topics ranged from serial killers to nuclear bombings and the dangers of social media, explained how they enjoyed the opportunity to do independent study in a subject they were interested in and how the course had helped prepare them for university.

Three female students in blue graduation gowns are celebrating, holding up their diplomas and smiling. The background is a dark blue gradient with a white brushstroke effect.

WE ARE THE SUCCESS STORIES

You can tell a Sotogrande International School student by their passion. We go beyond books, putting students at the centre of possibility. Our Elite Sports Programme forms a structured pathway for student-athletes.

Our awards recognise the best experiential learning and curriculum. We are one of the top 75 International Baccalaureate (IB) day and boarding schools in the world. And thanks to our International Boarding House, we are finalists in the The Boarding Schools' Association BSA Awards 2021.

New Open Days 2022

Virtual Open Day - Monday 14th March
On site Open Day - Saturday 19th March

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- Graphic Design & Media
 - Interior Architecture & Design
 - Fashion Design & Manufacture
- Validated and awarded by the University of Bedfordshire, UK.

Excellent Results for our 2021 graduates!

With over 25 years of experience, Marbella Design Academy follows a tutoring methodology that supports its students to reach their full potential as future designers.

Owing to our small class sizes, the tutor/students contact time and quality of interaction are higher than in most universities.



Marbella Design Academy Graduation Party 2021. SUR

Tuition is given in a friendly atmosphere and presented with passion and dedication by our highly professional tutors. The students are valued as individuals and each is encouraged in their own personal creative style.

The achievement and attainment

of our students improve year on year, and Marbella Design Academy is proud to celebrate that its students have achieved outstanding results, with 55% of its graduating Class of 2021 being awarded a Bachelor of Arts degree with a 1st Class Honours final grade.

Bachelor of Arts Degrees with Honours

On successful completion of their chosen programme, and when graduated from Marbella Design Academy, the graduates are awarded a UK BA (Hons) degree from the University of Bedfordshire.

Graduates then either embark on their own design careers as professional designers, or they can apply to enter a Masters programme at a university of their choice.

A Safe and Motivating Environment

The Academy is located in Monda, where 80% of the students live, within only a short walking distance from the Academy. Thanks to its location and building of approximately 2000 m2, the Marbella Design Academy students can work in the safest possible environment.

Tuition Given in a Friendly Environment

The learning environment is friendly, creative and passionate. Students are taught by highly educated and experienced professionals who support the students to reach their full potential as designers through encouraging each of them in their own personal style.

BA (Hons) Validated Programmes

Marbella Design Academy welcomes new students to the 3-year BA (Hons) validated programmes twice per year, with intakes in January and September.

Design Foundation Course

For applicants that do not fulfil the entrance requirements to enter the BA (Hons) validated programmes, the Academy offers a 3 months Design Foundation Course.

Satisfactory completion of this course qualifies students to continue onto one of the BA (Hons) validated programmes.

The Design Foundation Course starts in March, June and September of each year. The Design Foundation Course is also available online, with interactive virtual tuition given via Zoom.

MORE INFORMATION

For more information about Marbella Design Academy and its programmes we recommend you to visit the very informative website of the Academy:

www.designschool.com
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