

EDUCATION

& LEARNING

Webinar. Teachers from three local international schools get together to discuss how they are preparing young people for the future **P2&3**

Schoolwork showcase. A deluge of creativity, imagination and talent: poems, short stories and artwork by local youngsters **P4-22**



Nurturing enquiring minds

Empowering children to discover the real world for themselves, rather than just from a text book, is key to today's education, say schools



SUR in English editor Rachel Haynes was joined by Victoria Midmer, headteacher of Sunny View School; James Riley, co-director of Phoenix College Málaga; and Fiona Jacobs, headteacher of Almuñécar International School.

Shaping the international leaders of the future

Education. SUR in English brought together representatives of three schools to discuss how children are best prepared for university and the workplace

RACHEL HAYNES

Independence, social skills, critical thinking, responsibility, creativity, imagination, adaptability and, of course, academic excellence.

Those are some of the shared goals of the three committed professionals who got together on Monday morning this week for a webinar to discuss how their schools are shaping the leaders of the future, and, in the process, helping to create a better world

Sunny View School

Victoria Midmer is headteacher at Sunny View School in Torremolinos, a family school founded 55 years ago. Today, with some 800 students of around 40 nationalities and ages ranging between one and 18, the school offers a British education, teaching the English national curriculum as well as offering the Spanish secondary education certificate.

“We prioritise relationships between students, teachers and parents,” said the headteacher, adding, “The fact that many of the parents of our current students came to the school themselves is a re-

lection of the excellent reputation the school has.”

Sunny View is one of the original members of Nabss (National association of British schools in Spain) as well, as being accredited by the Spanish ministry of education, and stands on a spacious site in El Pinillo, just outside the town.

Almuñécar International School

Fiona Jacobs is headteacher at Almuñécar International School, a smaller British school with 255 students on the Costa Tropical, just across the Malaga-Granada provincial border. The school was set up in 1989 by a group of parents, some of whom are still involved today, this time, taking their grandchildren.

With children aged between three and 18, the school offers the British curriculum as well as Spanish language and Spanish culture. “We try to give a wide range of subject options to give maximum opportunities,” said Jacobs.

She added that the school uses the strong image of “roots and wings: roots to create a sense of

belonging, ideas, security, confidence; and wings where we encourage students to make choices.”

Phoenix College Málaga

James Riley is one of the three co-directors of Phoenix College Málaga, a small sixth form college in the city centre.

Formed in the 2017-2018 school year, this “bridge between school and university” is unique in Spain, explained Riley. The college offers British A-level subjects as well as the Spanish PCE courses, so that students can go on to universities in Spain, Britain, Ireland, USA and around Europe. The school’s directors and the rest of the teachers have all been in Malaga for more than 20 years, explained Riley, offering vast experience to their 35 to 40 students divided between Year 12 and 13, a number that “is perfect for us”, he added.

All three teachers taking part in this webinar explained how delighted they were to have returned to all the usual pre-pandemic activities this current school year after three years affected in one way or another by lockdowns, restric-

The teachers agreed that they have to embrace new technology such as artificial intelligence that can be used as a study aid

Academic success is a priority: students go on to universities in Spain, Britain, Ireland, USA and other European countries

tions and precautionary measures.

“It’s been great to be able to welcome parents again so they can see the work the children are doing,” said Midmer of Sunny View School, adding that this year the school will be holding its first spring fair since the pandemic in May, as well as a summer show.

Similarly, at Almuñécar International School, the students are preparing for their annual drama production, a musical involving a range of ages to be held in the local Casa de la Cultura in June.

An achievement this year at Almuñécar has been getting permission to install a lift for students and staff with mobility problems. The school has also been given permission by the Spanish authorities to increase its numbers.

One of the highlights of this school year at Phoenix College, explained Riley, is their support for Malaga’s bid to host Expo 2027, whose theme is centred around a sustainable city.

“We went to meet the mayor of Malaga to talk about the idea of the project,” he explained, adding that the experience and field trips are being integrated into the Geography A-level course where the students study an urban regeneration project.

Technology

For Sunny View School, this is a year in which technology has gained greater importance. For headteacher Midmer, a positive side to the pandemic is that it has encouraged the use of technology in preparation for a world in which remote working is becoming more and more common.

“We are preparing students for jobs that probably don’t even exist yet,” said Midmer. “Technology continues to advance at a phenomenal rate worldwide and the better we can equip our students now the more capable they will be of entering competitive job markets later on,” she said, adding that now the school takes a blended approach to learning, using a giant touch screen and laptops in the classroom.

Headteacher of Almuñécar International School, Fiona Jacobs, agreed that Covid had pushed schools into realising how much of a role technology is playing in lives today and in response to that all the school’s teachers are currently involved in a professional development project with Google to help improve teaching and learning.

“Technology is very important and we have to make sure we are adjusting to the changes to prepare for future careers,” said Riley



Victoria Midmer
Headteacher at Sunny View School

“We foster a positive challenging and stimulating environment where the children are confident, independent learners”

“The fact that many of the parents of our current students came to the school themselves is a reflection of the excellent reputation the school has”

Victoria Midmer, they have a visit from the police who talk to students about the safe use of internet.

With internet comes the use of artificial intelligence and the teachers discussed the use of ChatGPT, which can provide a perfect essay, a technological development that “we can’t avoid” according to Jacobs. While students should not use it for their course work AI could be used as a revision aid, she added.

Riley of Phoenix College agreed that “we have to embrace” this new type of technology. “Students might be able to use them as a base for essays but then they need to build on those essays,” he added. “The students have to do an exam and they won’t have that technology in an exam. Exams are based on merit, to examiners they are just a number.”

Midmer of Sunny View spoke of the importance for children to have interests outside school. “You have to enrich your life as



James Riley
Co-director at Phoenix College Málaga

“Many parents feel that Phoenix College is the go-to place for a sixth form education in Malaga, a bridge between school and university”

“Phoenix College gives students independence and freedom but with that comes responsibility for their own learning”

much as you can. You have to teach the children to balance their school and personal life,” she said.

“It’s hugely important to appreciate talents the students have outside school and praise them,” said Fiona Jacobs, adding that the school has seen musicians and sports people of a very high level and the school has wanted to promote that.

All of the three participants in the webinar were keen to stress how a variety of activities all helped stimulate students to make the most of their education. Almuñécar International



Fiona Jacobs
Headteacher at Almuñécar International School

“One of the main things is opening eyes to what is available, allowing them to have open-mindedness and preparing them for the world of work”

“Critical thinking is something we work very hard on so that students are not manipulated, they have their own ideas they can evaluate situations”

Sunny View School has just had a video exchange with a school in France to make the language learning more real, explained Jacobs.

Sunny View School has its own allotment where children grow vegetables, added Midmer, as well as chickens and rabbits. Outdoor activity is an integral part of the Early Years curriculum, added Victoria.

Trips are of course a vital complement to classroom work. Just last weekend, Jacobs said, a group of Year 13 students from Almuñécar International School had come back from an English literature visit to Dublin, where they had visited Trinity College to get a taste of university life.

“It’s important that children are seeing what they learn in the classroom in the real world,” said Victoria of Sunny View School.

James Riley stressed that, as well as field trips, Phoenix College students have a wealth of cultural experience on their doorstep in the centre of Malaga.

Riley of Phoenix College, where students and staff are currently busy analysing January’s exam results and preparing university applications.

Career paths

Guiding students in their decisions of what to study and which career path to pursue is one of the main challenges facing the world of education.

In the case of Phoenix College, Riley explained that the teachers have a wealth of experience in preparing students for UCAS applications to UK universities as well as those in Spain and other countries.

However, while some are pursuing a specific career path, such as medicine, for Riley the important thing is for students to be prepared to be flexible, as many may not go into a job that is specific to their studies. “Employers are looking for students who can adapt to the ever-changing world of work,” he said.

“One of the main things is opening their eyes to what is available,” said Jacobs of Almuñécar International School, who explained that students from the school had won sports scholarships to the US and Madrid, and that 95 per cent of the students went on to university.

Inviting former students and parents into school to talk about their progress and careers and help inspire children is a tool used by all three schools.

Midmer said that Sunny View School helps children decide what they want to do by showing them the options available to them. When children are choosing their GCSE, A-level and higher education options, visiting speakers and careers fairs as well as advice from the careers adviser are important.

Jacobs of Almuñécar International School said that it was important to “allow them to have that open-mindedness, giving them skills, preparing them for the world of work.”

Outside experiences

The webinar also looked at how students’ experiences outside school can be incorporated into the classroom.

Use of internet and social media is a big part of children’s lives and schools do their bit to offer guidance to families.

Fiona Jacobs explained that Almuñécar International School wants to ensure that internet use is a positive and safe experience and holds sessions for parents so they can understand technology to support their children, rather than being afraid of it.

At Sunny View, explained Vic-

“They have the independence to go to the local library which is two minutes away, to go for a coffee, to a gallery, and as teachers we can incorporate that into the lessons,” he said.

“Phoenix College gives students independence and freedom but with that comes responsibility for their learning. In that way students are preparing for university,” said Riley.

Giving the students the opportunity to do things they wouldn’t normally do to see what they might want to do in the future is also high up on all of the three schools’ priority lists.

Both James Riley of Phoenix College and Victoria Midmer of Sunny View School gave the example of sending debating teams to the European Youth Parliament event, which facilitates the acquisition of political and social skills.

“At Sunny View we have employed a programme which promotes debate, discussion, dialogue, role play, enquiry... so they leave school as confident and articulate adults,” said Midmer.

“Praising and motivating them is so key,” added Jacobs of Almuñécar International School. “They need encouraging. If you can’t do it today, you will be able to do it tomorrow.”

Critical thought

As well as making sure learning is interesting and fun, James Riley stressed the importance of practical classes, especially in sciences, and critical thinking. “It’s so important; students must embed it into the way they think and their education. We need to make sure they are always thinking, how can I improve?”

Jacobs agreed: “Critical thinking is something we work very hard on so that students are not manipulated, they have their own ideas they can evaluate situations.”

“I hope we are helping to develop students who are thoughtful, who are good citizens, who will be thinking of the planet, sustainability of all those key issues that we are presenting them with, so they are aware of areas of development in the world. We want students to be safe, secure, happy and ready to learn.

Midmer of Sunny View concluded: “We have to make sure we are fostering a positive, challenging and stimulating environment where the children are confident, independent learners, learning core values such as resilience, integrity, commitment to excellence in terms of academics, rigour, diligence, empathy.”

Encouraging students to be creative and nurturing their artistic and literary talents are priorities for the numerous international schools on the Costa del Sol. Once again, the SUR in English Education and Learning supplement bears witness to their success in the form of our annual schoolwork showcase.

As in previous years, international schools and colleges across the south of Spain were invited to take part by sending in poems, short stories and artwork produced by their students.

The selection submitted by teachers was then passed on to be analysed by the four members of the SUR in English schoolwork showcase panel of judges.

Chaired by former editor of this newspaper Liz Parry, three specialists enjoyed reading and examining the work created by children of ages ranging between four and 18.

Liz was joined this year by journalist and art critic Georgina Oliver, who offered her expert views of the artwork; British novelist and long-term Costa del Sol resident Joan Fallon, who focused on the short stories; and singer-songwriter and SUR in English columnist Peter Edgerton, who studied the poems.

As will become clear over the

Schoolwork showcase

Young minds alive with imagination

Quality. SUR in English received poems, stories and artwork from 14 international schools; a selection of the best can be found in the pages of this special supplement

Judges. Joan Fallon, Georgina Oliver and Liz Parry. **R. H.**



pages of this special supplement, the children were given two words that had to be included in their poems: 'mystery' and 'spaghetti', a challenge that the young poets rose

to with skill and imagination.

Similarly the schools were given a theme for the short stories: 'escape'. Joan Fallon said that in general she was impressed by the

young writers' sense of observation. "I thought they were very imaginative in their approach," she said. She explained that she used two criteria while she was

making her selection: the originality of the theme and the level of language used.

The showcase is divided into two categories: primary and secondary, although the judges stressed the big difference in the quality of writing between the older and younger primary children, making their decisions harder.

Joan Fallon said she found all of the secondary stories excellent and "creative in their interpretation of what they could escape, or not escape, from".

For the artwork, as well as in the other categories, the judges stressed that they were not just looking for technique, but also imagination and creativity in the submissions.

For this 2023 SUR in English schoolwork showcase, the newsroom received submissions from 14 international schools, whose teachers had already done the hard work of making a pre-selection of three entries per category.

The judges had words of thanks and congratulations for those teachers who once again encouraged their students to contribute to these pages. Unfortunately we do not have space to publish all of the work received, but look out for more of them in the Education section of www.surinenglish.com over the coming days.

BEST PRIMARY ARTWORK



Cyanne, age 11
Novaschool Sunland International

Journalist and art critic Georgina Oliver said, "Evoking a screen print representing an alternative Union Jack, perhaps... Who knows? ... salvaged from a shipwreck, this painting has a life of its own. It is at once structured and organic. Quite unique. Dark tentacular fragments set against a seabed-like background keep us guessing. We have no idea what it's about, but we can't take our eyes off it."

RUNNER-UP PRIMARY ARTWORK



Dominik, age 5
The Benalmádena International College

"Sunflowers in a vase à la Van Gogh. What could be more predictable? Yet this version is joyful and spontaneous. In a word: sunny. Each splodge enhanced by pencil-drawn petals and stems is different, and the blue-green setting adds extra shimmer to this lively still-life. Somehow, you can tell that this child lives by the sea," said art critic Georgina Oliver.

BEST PRIMARY POEM

The Rossetti Spaghetti

A short-sighted chef, whose name was Jeff,
Cooked some spaghetti for his wife Betty,
They ate and ate which increased their weight,
Kind Jeff and Betty Rossetti!

Their tangled pasta cooked faster and faster,
Feeling drained, was poured on a plate,
"The best food to eat, although it tastes sweet,"
Cried Betty, "it's great, great, great!"

But things were not right, because of Jeff's sight,
A mystery still unsolved,
For sugar he added instead of salt,
And into the pot it dissolved.

Now the wonder of Jeff's minor mistake,
Was actually a huge treat,
For all unsavoury people in the world,
Who ate his pasta turned sweet.

So all the nasty villains turned nice,
And goodness replaced evil deeds,
And everyone shared,
And everyone cared,
And looked after each other's needs.

So if ever badness you meet on the street,
Offer Jeff's sweet spaghetti for them to eat!

Katya, age 9
English International College

Singer-songwriter Peter Edgerton highlighted the "imaginative storytelling wrapped up in rhyme" in this poem. "Excellent work."

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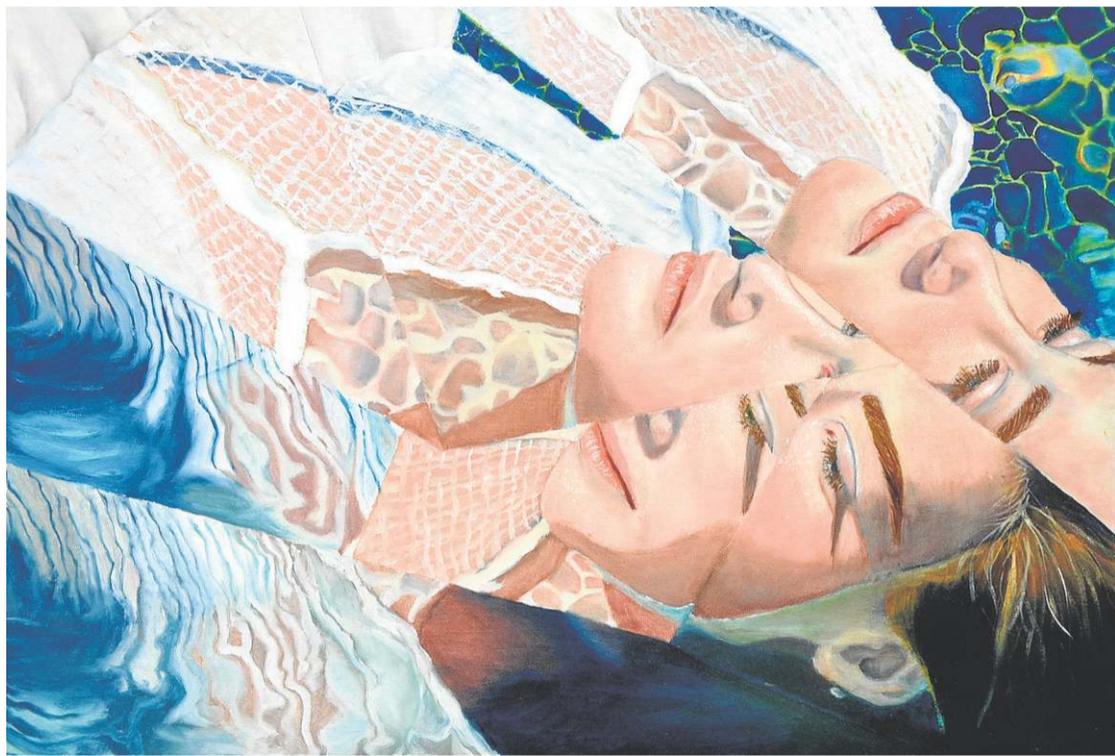
BEST SECONDARY ARTWORK



▲ Anita Burger, age 18
English International College

▼ Nicole T. age 15
Swans International School

This year art critic Georgina Oliver chose two works of art as joint best in the secondary category. She said: "Two totally different but equally magnetic approaches to an adolescent classic: the self-portrait, or portrait of a friend. The first is a brash 'in yer face' bathroom mirror image featuring stretched lips like those in Halloween tutorials - a snook at the on-looker... The oversized hands are possibly a reflection of the preoccupation with physical appearance many teenagers experience. The second is contemplative, a multi-faceted day dream."



BEST PRIMARY STORY

Escape Ukraine

Danger is close. Deathly close. I can see it. I can hear it. I can feel it. My heart is pounding up in my mouth.

I can hear the leaves of the remaining trees whispering frantically for me to leave. I won't. I realise that I am making a terrible mistake by staying, but what they did to my family is unforgivable. My blood boils hot in my veins. Anger is a monster that is hard to defeat. This time is no exception.

But suddenly everything stopped, everything was good, everything was perfect. Only for a second. Then I heard the screams of fear, the smell of war and the heart-breaking view of a place that once was my home. It all flashed before my eyes, my house, my little sister, my favourite shop where I used to go every day. Everything I loved was now a sad handful of grey ash. It was as sad and helpless as I felt now. Hot tears sprinted down my face, burning it like boiling water. In an instant, I heard the tanks moving slowly

through the ruins of Ukraine like a hunter ready to leap on its prey.

Looking for any survivors, the smell of damp moss and decaying life nauseated my nostrils. The tank stopped. All went silent. I heard a slight movement in the long grass. It was a fox limping and squealing for help. I wanted to help but I was not ready to sacrifice my life yet. Then, in a flash, people were shouting for me to run. The tank started shooting and a bomb exploded where I was standing. Everything went pitch black. Everything stopped. Everything was gone; good and bad everything. I was gone.

Not all stories have a happy ending.

Sonya Anakhasyan, age 10
Aloha College

Novelist Joan Fallon commented on how this story was extremely good for a ten year old child. "It's very observant; you really feel she is there, that she is caught up in the war in Ukraine, unable to escape. It was both emotional and expressive." Former editor Liz Parry was also very impressed: "The use of imagery was very good."

BEST SECONDARY STORY

It came unexpectedly. Could have happened to anyone, really. A misunderstanding. A last mistake.

The water was cool and fresh, an ocean of freedom.

With every swipe of my flippers, I was propelled forward, the pointy end of my scaly face calmly cutting through the surface. As I emerged, my nostrils were filled with sweet, salty air.

With the sun slowly sinking into the pink horizon, I dipped down, back under the waves, tranquillity flushing through my body, warming the soft skin beneath my sturdy shell.

A white thing bobbing up and down in the water caught my eye. Hunger overwhelmed me. Jellyfish! So strikingly tempting.

I could already taste it in my mouth, the soft silky flesh. The perfect meal for a hungry turtle.

I couldn't resist.

It was only when I had closed my jaws over the soft material that I realised this was no jellyfish. The texture was complex; flexible and most definitely not edible. It clamped around the insides of my throat, starving me of breath.

Panic took hold. I jerked around, struggling against the threat. But the more I wasted my energy, the stronger my need for oxygen. The unknown substance slowly wrapped itself around my head, getting tighter with every movement.

Gasping, I helplessly tried to paddle back to the surface. But

the plastic was everywhere. Dizziness was taking over. I didn't know which way was up. My veins pumped their last blood.

From the wrath of this plastic monster there was no escape.

N. M. E. age 14
Laude San Pedro
International College

Novelist Joan Fallon said: "I thought this was good as it is well-written and very topical; it draws attention to the widespread concern about the pollution of the oceans. It's quite moving at the end." Former editor Liz Parry added: "The descriptions are vivid and dramatic."

SELECTED SECONDARY ARTWORK



Mikella T. age 16
British International
School of Marbella



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BEST SECONDARY POEM

Food for Thought

Each one the same,
Yet different.
Some absorb the salty bitter-
ness,
Of what they've been given,
And it weakens them,
Making them softer,

They drop,
Twisting and turning,
Falling into,
And out of
Each other.

Arms intertwined,
They struggle for breath,
Thick and sticky,
They are becoming eroded,
By what they have been given.

They are drowning,
Losing their identity,
Their purity,
And yet,
They hold on.

They cling together,
Combined by,
The sameness of who they are.

The shining metallic tines
Enter.
Split, twist and turn,
Pulling a group of them apart,
Lifting them up,
Away, and,
Gobbled.

There is no mystery in life,
We're all just strands of spa-
ghetti,
Hanging on,
To who we are.

Isabel H. age 15
Swans International School

"Charmingly written, drawing in-
sightful parallels between a pot of
pasta and the human condition. No
easy task," commented singer-song-
writer Peter Edgerton.

RUNNER-UP SECONDARY ARTWORK



Lisbela S. age 16
**British International School of
Marbella**

Journalist and art critic Georgina Oliver
said: "The delicately depicted personal
belongings aligned here are filled with a
subtly contemporary sense of poetry,
suggesting human presence without
showing us the people behind the ob-
jects. 'Visual musicality' is the term that
springs to mind."

RUNNER-UP PRIMARY STORY

The Mystery Book

As the night broke in,
and the clouds started
drifting away, a light-
ning strike suddenly blasted
on the ground as if a bomb had
fallen from the sky (I was petri-
fied). I stayed up all night, hop-
ing it would end but it didn't.
But as I finally got some sleep,
I was woken by the sound of
my dog howling: what was
wrong? I asked myself and I
saw it. A book that was laying
open on the ground. I was

wondering where it came
from. My mom hates them and
I don't have time for that non-
sense but I was a curious little
girl so I started reading. I felt
as if I was actually in the story,
like actually in it. How could
that be possible? I think I like
books. And they're not as
childish as I thought they were.
Well in that story there was
this girl that was in an aban-
doned desert that was full of
pyramids there. Everywhere
you look you see a pyramid.
They looked so beautiful. As I
ran towards them the little girl

RUNNER-UP PRIMARY POEM

Spaghetti monsters

Mystery spaghetti monsters
Sitting in my seat.
They look so cute
Until they show their teeth.
They've got massive feet
To chase you away.
They're allergic to wheat

So they eat meat.
And now they want to eat
You-ou.ou!
BOO!

Luke R. age 7
Swans International School

Peter Edgerton praised the clever
idea behind this "fresh, funny and
punchy little poem".

SPECIAL MENTION PRIMARY ARTWORK



Judy, age 5
The Benalmádena International College

"Hats off to this 'junior Kandinsky'...! It takes a lot of concentration and
perseverance for a five-year-old to fill a page with concentric circles
'peering out' of a bright red background," said Georgina Oliver.

Blu, age 9
**British International
School of Marbella**

"I thought this was very origi-
nal," said novelist Joan Fallon.
"A very imaginative story. You
could read it on two levels. It
was a fantasy where this child
falls into the pages of the
book and can't get out, but
also people read books and
they're trapped in it and have
to read it to the end and the
book stays with them."

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RUNNER-UP SECONDARY STORY

The Path to Nowhere

On yet another spiritless Monday morning, Jack stared at the clock, wondering about skipping History while Mr Acker droned on about Winston's psychological escape from Big Brother.

"Another fail." Acker threw Jack's essay at him. "You'll go nowhere in life."

Hopelessness hovered over the halls as the day crawled on. Could he escape the secretary's beady eye? Waiting until she was distracted, Jack crept out.

Walking the buzzing city streets, Jack spotted a cat slipping into a barely perceptible alleyway tucked between buildings. Arching its back with matted black fur, the cat's pupils narrowed to slits. It turned away, tail twitching... beckoning the boy. Intrigued, Jack pursued it, yet when the feline vanished through a foggy window, darkness descended.

Peering into nothingness, Jack could just about make out a signpost with weathered arrows pointing in opposite directions. The one to the right read "Somewhere", leading to a passage paved with ancient manu-

scripts - a hive of activity. Loaded with books and briefcases bulging with papers, everyone looked productive, purposeful, driven.

To the left, "Nowhere" seemed much more alluring. Jack meandered through a forest of greenery where the soothing scent of lavender drifted on the breeze.

And there was that manky cat again... tail twitching, tempting him into the hollow of an ancient oak. And there he was. Nowhere.

A colourless concrete jungle where hollow-eyed folk were immersed in screens of all types, where clouds clung miserably to the oppressive grey sky. Nowhere: where nothing changed, nothing happened, and no one left (so rumour had it).

He was stuck there. Nowhere.

Jack finally understood what Acker had meant. "Nowhere" - where you end up when you do nothing in life. Jack was determined: he'd get back on the road to Somewhere.

That, or he'd make Somewhere out of Nowhere.

Maya Sequero Critchley,
age 17

Phoenix College Málaga

Joan Fallon liked the "clever theme" of this story. "This cleverly constructed story is about a day-dreaming teenager who finally realises which road he should take," she said.

Liz Parry liked the moral of the story: "The fact that he decides to make somewhere out of nowhere and do his own thing is very imaginative."

RUNNER-UP SECONDARY POEM

Broken Inside

The spaghetti junction of life is a tangled web,
Overcrowded, confused, aloof,
Human nature's a mystery yet to be solved,
Of which suffering's it's daily proof. All
bungled together on life's plate,
Smothered in a hot sauce of wrath,
Vying, non-complying and slowly dying,
Each trying to find his own path

Wearing a dark cloak of jealousy,
With emerald envy embroidered,
Hostility, inflexibility, unapproachability,
And the despair of being avoided.
A society of self-serving souls,
With kindness the exception, not the rule,
Cyber bullying our modern prison, How
did we end up such fools?

The loneliness of the human race,
Now a race of "just me alone,"
Yet to win we must destroy others,
and crush them to the bone?
Surely we can reach the finishing line,
Without a trophy on the shelf,
That's been won by manipulation,
And the price lost is our own self?

At the end of the day, we stand vulnerable,
Unhappy, unstable, unhealed,
A tarnished spirit is no way to end,
So let's all to compassion yield.

Irma, age 13

English International College

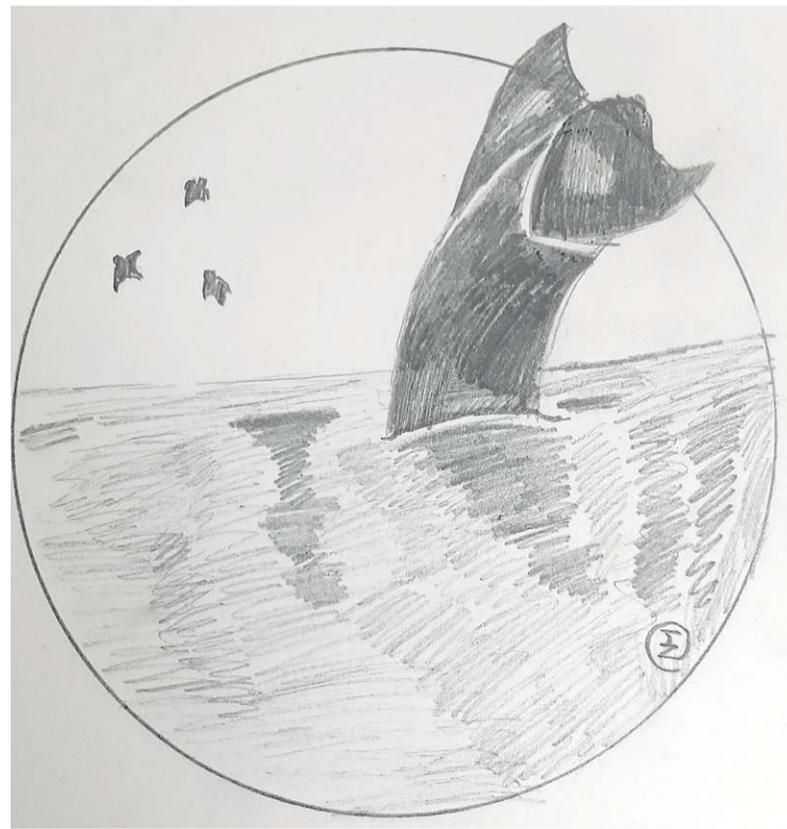
In this poem "rich vocabulary and striking imagery combine to convey a weighty message", said poetry judge Peter Edgerton.

SPECIAL MENTION PRIMARY ARTWORK



Matthew A. S. age 10
Sunny View School

"Whether based on a photograph or entirely imaginary, this drawing incorporating a multiplicity of sketching techniques is thoroughly evocative. You can hear and feel those gusts of wind blowing," said art critic Georgina Oliver.



Jiayan Z. age 9
Swans International School

"Intriguing. A periscope-like abstract seascape. 'What you don't see, is what you get...' We know the sky is there, because of the birds in flight... We know the fish is there, because of its tail. However, we need the visual information that's beyond the circle to be completely in the picture," said Georgina Oliver.



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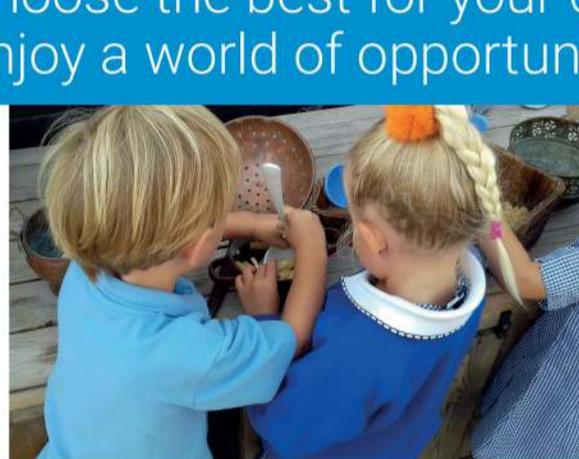
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Established British school, 33 years! 3-18 Years, Cambridge curriculum, I/GCSE & A Level, personalised learning, bus routes (Torrox to Velez de Benaudalla), small class sizes & 6th form groups, idyllic location, nutritious lunch. We aim to educate the "whole" child; emotionally, academically, physically and socially. Our school values of respect, resilience, relationships, readiness and responsibility guide our day-to-day school life.

OUR SUCCESS WITH YEAR 13 STUDENTS 2022

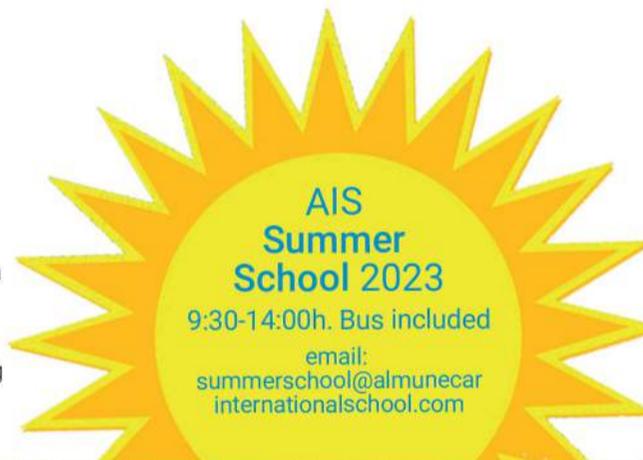
100% PASS AT A2 WITH 61% AT GRADE A*-B

96% PCE SUBJECT PASSES

100% ACCEPTED AT UNIVERSITY

Universities this year: University of Granada, University of West of England, Universidad Francisco Vitoria Madrid, Universidad de Loyola Sevilla, IE University Madrid, Nebrija Madrid, University of Limerick, Los Angeles University, University of East Anglia.

WE HAVE PLACES in most classes, including Year 12, due to increasing our numbers because of the demand.



AIS
Summer
School 2023
9:30-14:00h. Bus included
email:
summerschool@almunecar
internationalschool.com



Please contact: Tel: 958 635 911 | fjacobs@almunecarinternationalschool.com | www.almunecarinternationalschool.org



Academic Excellence

Small Class Sizes

We are proud of our small student to teacher ratio, with a maximum of twenty students per class. Children have the opportunity for their learning to be personalised and tailored to suit their individual needs; happiness and wellbeing are key components to their learning journey.

Our Teaching Excellence

Our high academic standards lie at the heart of our pedagogy. The vibrant engagement between teachers and students makes learning at The EIC a unique opportunity to shape a world full of possibilities.

Global Universities

Our consistent success at A Level over the last 40 years has seen students progress to university in the UK, (including Oxbridge, Imperial, LSE & UCL) the USA, Canada, Spain, Ireland, Belgium, Switzerland, the Netherlands and Sweden. A Levels continue to be the proven path to a global future.

Our Close Community

The EIC vision reflects the key values of our community. We believe learning does not happen in isolation but through the support of peers, staff and families. Trust becomes the foundation of meaningful relationships at The EIC. The English International College: where **Every Individual Counts**.

Outstanding Results

31 A* Grades from 22 Students

42% Grade A* at A Level

77% A*/A at A Level *UK Average for A*/A - 36%*

100% First Choice University

Year 12 70% Grade A at AS Level



Year 11

27% Grade 9 82% Grade 9-6

49% Grade 9-7 92% Grade 9-4

Congratulations to all our students who sat their **A Level and IGCSE examinations** early in **January**

86% Grade A*/A

Year 13 early entry A Level

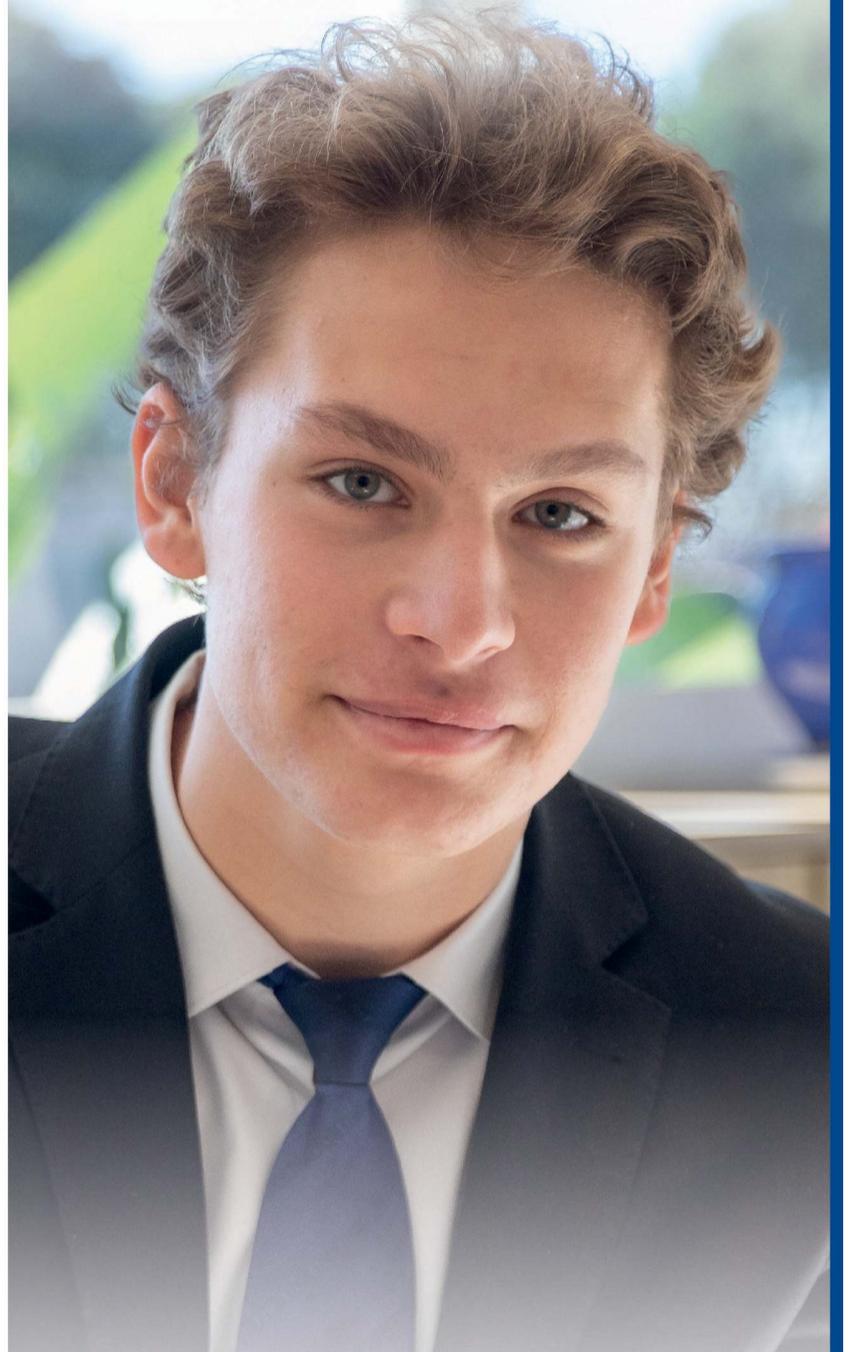
83% Grade A

Year 12 early entry AS Level

100% Grade 9

Year 10 early entry IGCSE

The **hard work** and **preparation** by both students and teachers was **rewarded with excellent grades.**



Open Day **Every Day**

Our open campus with extensive green areas, sporting facilities and purpose built outdoor spaces lends well to creative teaching outside the classroom. **You are very welcome to visit us by contacting the Admissions Team. We look forward to meeting you.**

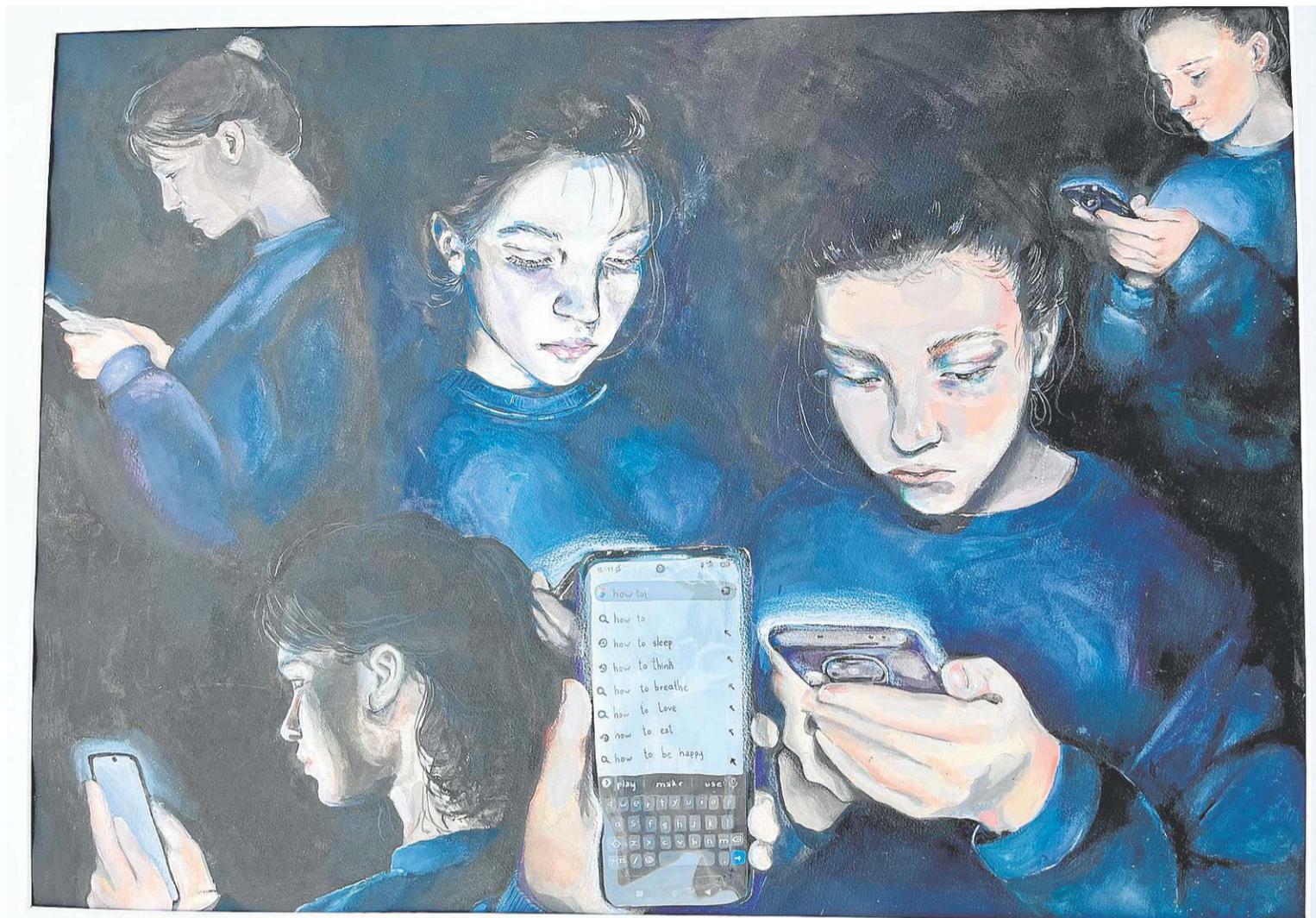
+ (34) 952 831 058 - eic.edu - admissions@eic.edu

THE **English** INTERNATIONAL
College "IN OMNIBUS EXCELLENTIA"

Accredited Members of:



SPECIAL MENTION SECONDARY ARTWORK



Andrea F.M. age 17
The British School of Málaga

"Stunningly topical, this striking painting of young 'women under the influence' of the meta universe, all glued to their mobile devices, all oblivious to each other... echoes the atmosphere of domestic scenes by the 'Master of Candlelight', Georges de la Tour. Absolutely riveting," enthused art critic, Georgina Oliver.

SELECTED SECONDARY STORY

Escape

Iron bars, durable as diamonds. Mindless guards, brains coded with 'ESCAPE = PUT IN CELL'. White gruel, no nutrients, no flavour. Together, invincible. Alone, pathetic. Just how to get them alone? Plan made.

A well-built man, with a poorly built mind. He is just minding his own business, oblivious of the bowl of gruel

metres from his feet. Seconds later, a loud CRASH reverberates through the cell. Two out - gruel and air-headed guard - one more to go.

Sharpening a titanium spoon on a stone wall is no easy task. Getting the perfect knife-like edge requires expertise. But I know how to knock out the bars. And the cell. And the WHOLE complex.

SEVERAL HOURS LATER

Nighttime. Every detail is in place. Steel vs Titanium knife + Applied force = A blazing prison. Or a gap big enough I can sneak through. The moment of truth. Y13 Athletics helps a lot. I concentrate all of my focus and energy into the tip of the knife. My family, my friends, my house ... my life. With my desire for escaping burning hotter than the prison will, I force all of my vitality into a single throw. I let go.

With the speed of a fighter

jet, my carved knife darts swiftly towards its target. Everything depends on this. I close my eyes. A screech echoes through the room. I open my eyes.

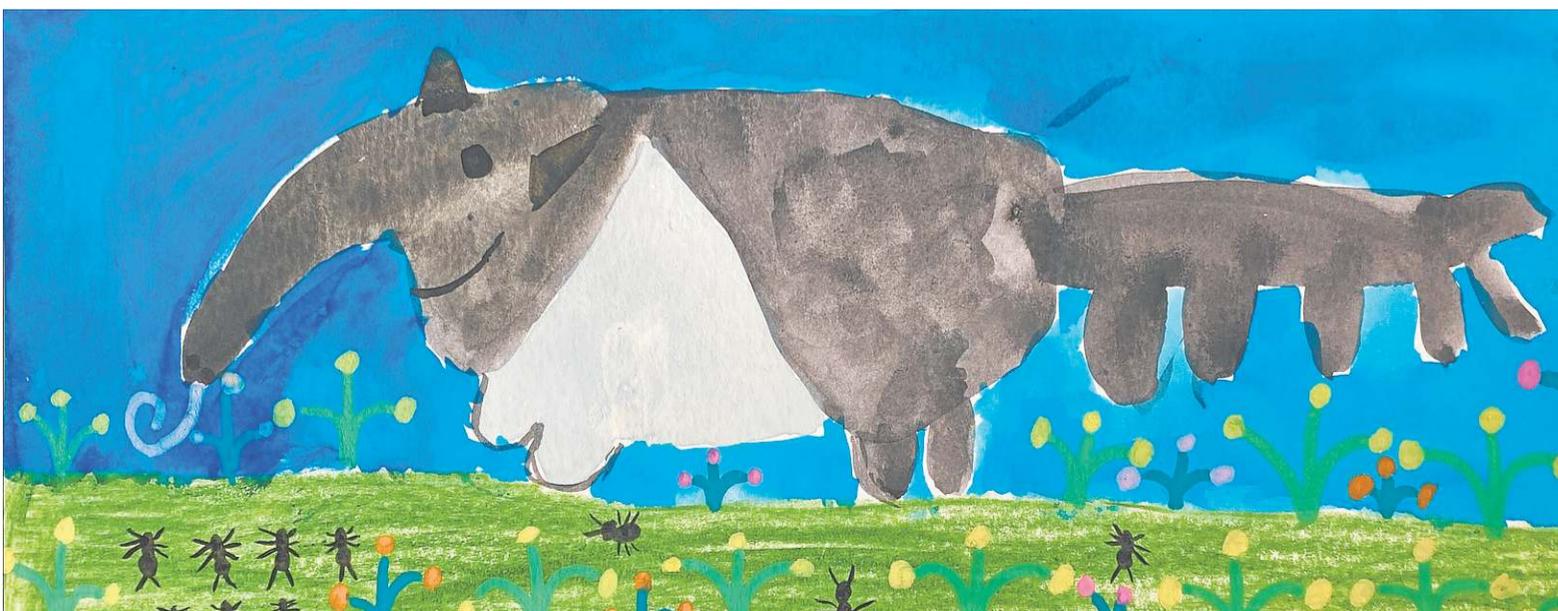
Clouds of smoke reap the cell. An intense, turquoise fire dissolves the metal bars. I take my portion of gruel and hurl at one of the flames, extinguishing it so I can crawl through. The next moments were a blur. Alarm bells ring, guards flood in, taking no notice of me. My goal is in my sight. The

exit. Adrenaline boosts up those final steps. I'm out. Operation Jailbreak success.

Yousef Toubah, age 12
Aloha College

Joan Fallon said: "I selected this because the style of writing is action-packed and it fitted with escape. He has short sentences, sometimes just phrases. You were pulled along by the language. "It's fun to read," said Liz Parry.

SPECIAL MENTION PRIMARY ARTWORK



Norah Mifsut, age 8
Novaschool Sunland International

Georgina Oliver said: "This whimsical long-nosed rodent also caught my eye. A procession of unidentified creepy-crawlies was in attendance, adding an amusing touch."

PHOENIX COLLEGE MÁLAGA



Students and teachers of Phoenix College Málaga. SUR

after Year 13 is not always an easy one. Some students seem to know their destiny from birth, but most arrive in Year 12 with little or no idea. It's important to start researching as early as possible, to find as many ideas as they can to give time to think things through. Many students find that their ideas become clearer through their investigations, using online tools to identify their interests and strengths, but some do need more help to get started. It's vital that these students receive the support they need.

Many of our students are applying simultaneously to universities here in Spain such as la UMA or Complutense for courses such as Medicine or Engineering, as well as private ones – and also further afar, in the UK or Ireland, for example. Business and Administration degrees are equally popular, with our students looking to gain places at IE or ESIC in Madrid, while trying for Granada as well as universities in the Netherlands. One exciting development of the last few years is the increase in the number of European universities now offering teaching in English (which enables our A-level students to consider

degrees in Spanish or English here in Spain, though mainly at private universities – for the moment). Germany, Finland, Sweden - our students this year have found and are applying for courses taught in English in various previously unavailable locations.

Our specialist teachers have much experience in guiding young people

Securing places at top universities needs dedication and quality support. Our specialist teachers have much experience in guiding young people through their A-levels and university applications, many of them having studied at institutions such as Oxford and Durham Universities or Trinity College Dublin. "We've more than doubled our number of students since our first year," shares Miss Ridyard. "It's exciting to think how many more courses and universities we'll be adding to our success list in the years to come."

For more information, contact: +34 952 22 02 75 / info@phoenixcollegemalaga.com / www.phoenixcollegemalaga.com.

A World of Choice

As a world-renowned qualification, A-levels are an excellent way to gain entry to top universities not just in Spain, but all over the world

MÁLAGA

SUR. "We always encourage our students to apply for a range of different courses and universities, and often countries," explains Kirsty Ridyard, Co-Director of Phoenix College Málaga. "I'm always so impressed by the variety of de-

grees they find! This way, when they get their A-level results, they aren't just limited to one option, but have a choice of courses and universities. It gives them maximum time to think about what they really want to do."

The decision about what to do



Phoenix College Málaga

IS PHOENIX COLLEGE THE RIGHT PLACE FOR YOUR CHILD? Find out more:

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EXCELLENCE IN EDUCATION TRANSFORMING LIVES



SELECTED PRIMARY ARTWORK



▲ **I. D. C. age 7**
Novaschool Benalmádena

"I have a soft spot for little beasties with a twinkle in the eye," said Georgina Oliver, picking out these two pieces of artwork. "Both come to life, using very simple means, crayon strokes, with unexpected patterns."

▲ **Mia Holm, age 9**
Sotogrande International School

"This fun portrait of a somewhat 'disheveled' owl relies on a variety of patterns not usually associated with plumage to suggest feathers. Delightfully creative," added the art critic.

SELECTED SECONDARY ARTWORK



Cristina A. N. age 16
The British School of Málaga

"Another example of a delicately executed entry, with a poetic musicality to it... I love this one!" said Georgina Oliver.

SPECIAL MENTION PRIMARY POEM

Mr Detective Inspector

Mr detective inspector,
Is a serious pasta collector,
He lives in an house in Rome,
In the garden here is a gnome,
He is solving a certain mystery,
That has an Italian history,
His work makes him extra tired,
Because his life is almost expired
His latest mystery was so great
Without it nobody ate
Spaghetti was his favourite choice,

That's how he gets his singing voice,
One Friday no pasta could he found,
However, he followed a familiar
sound,
He walked a little faster,
And fell in the cheesy pasta
Finally, the puzzle was resolved,
For all of the people inrolled,
At last he could well rest,
And the food he could digest,
He's still the best detective,
His inspectors were almost effect
The END

Elizabeth, age 8
British International School of Marbella

This poem had a sense of "humorous, breezy fun", said singer-songwriter Peter Edgerton, and a "good story idea".

SPECIAL MENTION PRIMARY STORY

Squeak's Great Escape!

7:32 pm

Alright. I've had enough. Up to about two months ago, I was happy; it was just me and Henry, and we spent all our time together. He would feed me, play with me and pet me until I fell asleep. Great. But now there is someone else, a terrorist. She yells ALL night long, throws food at me and pokes her fingers in my cage, yet when I bite her, they yell at me and she becomes a siren. I don't know why they love her so much, she's really just a troll with pink bows and pig-tails. Not so great.

So, I'm going to escape.

Ok, Ok I get this might not be the best idea, but put yourself in my shoes, It's really a life-or-death situation.

Hear me out.

Every day, twice, Henry lets me out to eat, that's when I'll make a run for it. But for now I'm tired. Goodnight.

6:58am

I've a good feeling about today, I can feel it in my nose, like a good smell. Actually, nevermind, I think that's my breakfast. Here's my chance!

Aha! Gotcha! I totally fooled Henry: a Bite'n'Run. Now I'm running, better take cover, he will only be shocked for a mo-

ment. Wait, oh no, The Troll is here! Gotta dash! She can't get me under the sofa, I'll rest there for now. I feel rather peaceful actually. Except I'm REALLY hungry, I should've eaten. Y'know, it wouldn't hurt if I went for a snack..

Oops. I went too far.

Quick! Run! Running through a kitchen-roll, over a tile, and under the coffee-table. I'm really tired... a tiny nap couldn't hurt, after all, no one will find me here. Yeah, just a nap. I've had enough escaping for one day...

Squeak.

Alexandra Blach Petersen, age 10
Aloha College

Novelist Joan Fallon said she found this story amusing as it is written from the point of view of an animal tormented by some new member of the family.

"Very observant on the writer's part, as every time [the animal] is going to escape he feels hungry or tired. So he is his own worst enemy in the end," said Joan Fallon. Former editor Liz Parry also picked out this story: "I loved the humour."

SELECTED SECONDARY STORY

The Madness

Bright light slamming into my eyes, cars honking, people yelling, so LOUD like a sledgehammer SMASH, SMASH. Need to escape, need to hide, I duck into an alleyway and press my hands on my ears. Deep breaths, I need to take deep breaths, in, and out, in, and out.

That's better, I shakily stand up and start making my way home taking deep breaths all the while. Keys out eyes forward, don't pay attention to the sounds or light. The door opens releasing grating squeaks and groans that hit me. Too much, it's too much I can't handle it. No, I can make it, just one more flight of stairs.

Children rush by me shrieking and yelling, I double over in pain slamming my eyes shut clamping my hands over my ears. No, stop, remember what the doctor said. In, and out, in, and out deep breaths, I exhale shakily. Eight more steps to go, now seven,

six, four more, now one.

There it is, my door at the end of the hallway, I'm almost there. I run to it and flip through my keys till I find the right one. I jam the key into the lock and turn the key, a blast of fresh air hits me, so refreshing and calming. My dog runs to me barking all the while, I hear music playing from the street below, tv playing in the background. These sounds are not overpowering or scary, they are calming and happy. These sounds are the sounds of home, my escape from the madness, my own little palace of peace.

Jack N. age 13
The British School of Málaga

Liz Parry said "This had good short, sharp sentences, followed by the calmness at the end. A good use of tempo."

THE AMERICAN COLLEGE IN SPAIN



Melissa Butler, director of ACS. SUR

INTERVIEW. Melissa Butler, Director of The American College in Spain

“ACS is perfect for students who prefer a small institution with flexibility and personalized attention”

MARBELLA

SUR. The American College in Spain (ACS) is the first American High School (ESO and Bachillerato) and University of Andalusia, offering a fully approved American curriculum. This year the center celebrates its tenth anniversary with a record number of graduate students.

This year the American College in Spain celebrates its 10th anniversary. How has the college evolved during this time?

The truth is that it has seen significant changes. When we first started in 2013, we concentrated solely on the university program (2+2), since this was our area of expertise. Nevertheless, my father, who is the actual founder of The American College, had been considering adding a high school to our program. After 4 years of offering university courses, we realized that there was a niche for a high school option, especially on my part since I had kids that were reaching that age. In 2016 we introduced our first year of high school studies.

Are you planning a special celebration?

We will celebrate our 10th year anniversary this June during our graduation ceremony for our high school students. It will also coincide with the fact that this year we have the largest graduating class, so it will be a double celebration. **Have you formed any professionals during these last 10 years?** Well, we have had many success stories. One of our students who completed her first 2 years of university studies with us, transferred to Madrid, completed her degree and has now been accepted to study International Law. She is also working concurrently for a political party while she pursues her law degree.

My daughter did her high school and first 2 years of university at ACS, transferred to Florida International University in Miami, to the Chaplin School of Hospitality and is now working as a human resources manager for one of the Marriot hotels.

One of our other students also transferred to Florida International University and graduated with honors in Psychology. She has now been accepted into the Masters program in the same university.

We also have had high school students who have been offered full scholarships to universities in the United States, specifically in golf and tennis.

For those people who still have not heard of The American College in Spain, what distinguishes your institution?

I believe that it is a combination of factors; evidently, we are a small institution, and this gives it a family environment. The classroom sizes are reduced which encourages good interaction and al-

lows teachers to be aware of each students' needs.

Another factor that distinguishes us is flexibility. The high school program allows students to join our school at any time of the year. Furthermore, students who need to travel for a variety of reasons are still able to follow the classes online. For this reason, our offer is ideal for athletes because they can follow their sports commitments without falling behind on their studies.

Another advantage of our sys-

tem is that students can finish their high school with us and continue into the university program without having to follow the tedious application process which most university freshmen must go through.

We also offer various options to students in accordance to their needs. This year, for example, we have incorporated the “Fast Track” option, which allows a student to complete high school and university in a shorter period.

Which types of students show interest in your program?

All types. As previously mentioned, our program was initially designed for athletes, however, ACS is perfect for students who prefer a small institution with flexibility and personalized attention.

Many of our students are from the Costa del Sol area and of different nationalities. Most want to finish their university studies in the United States, although they also have the option of finishing in Europe.

Apart from being flexible, the American system has other advantages; the focus is to welcome students and guide them to develop self-confidence and discover their talent whilst becoming academically successful. Having an American university degree is widely recognized and respected.

What do you think your students and their families value the most?

I think it is the availability and willingness of the teachers staff to reach out to students at any time.

- Flexibility
- Reduced class sizes
- Personalized education
- International, diverse, and familiar environment

And obviously the education received, as well as the many options of going into the workforce in the future.

What diploma do the students receive, and who is it accredited by?

Students who complete the high school program will receive a high school diploma directly from the United States. We are an international center of University of Missouri High School (Mizzou Academy) which is fully accredited by Cognia and the North Central Association Commission on Accreditation and School Improvement in the United States.

As for our university program, we are an international center of Broward College. Students who join our university program are simultaneously enrolled in Broward College in Florida and obtain an Associate of Arts degree after 2 years. They then transfer to the United States or any other American university in Europe to complete their degree. This is known as our 2+2 program.

Broward College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate and baccalaureate degrees.



Years of Excellence in Education

SELECTED SECONDARY ARTWORK



Julie, age 17
English International College

Art critic Georgina Oliver said: "An engaging combination of abstract patterns and figurative reptilian subject matter... Can't wait to see the stained glass version!"

SELECTED PRIMARY POEMS

The Lonely Spaghetti

There once was a spaghetti in a lonely plate,
He cried and cried until he decided
to escape,
the lonely spaghetti didn't know
where to go,
until he thought of an idea,
a mysterious one though,

the lonely spaghetti wanted to go
to the moon,
but when he got to the rocket he
became a
mystery of Doom

Clara Angulo Jimenez, age 11
Novaschool Sunland Int.

The Mystery of Spaghetti

It's slimy, wormy and thin,
what is it?
White, brown,
we need to boil it,
what is it?
Snap! Snap!
When it falls,
what is it?
Meatballs, Meatballs,
what is it?
Tomato, Tomato,
what is it?
Hard stick, Hard stick

when is not boiled,
wormy, wormy,
when we boil it,
what is it?
what is it?
Spaghetti
Spaghetti
that's what it is

M. B. M. age 9
Almuñécar
International School

The Match

Oh, look at the confetti,
Writhing up like spaghetti,
Oh, look at the chairs,
Going down the stairs,

The confetti keep growing,
And the stadium is flowing,
A trainer is jumping,
And another is crying.

Look at the other team,
Their hair going up like steam,
Look at the winning team,
Their faces in an eternal beam,

Oh, what a mystery,
The loosing players misery,
Oh, look at their streak,
All broken and weak,

Nico R. S. age 10
Sunny View School

SELECTED SECONDARY POEM

Spaghetti and mystery

I am sitting on the porch,
on the last day of March,
eating spaghetti and watching the sun,
watching the sun setting over the horizon.

I am sitting on the porch,
on the last day of March,
sipping black tea and thinking,
thinking about the old days
when I was just a kid.

I am sitting on the porch,
on the last day of March,
listening the birds singing,
singing about all the beauty around.

I am sitting on the porch,
on the last day of March,
feeling how the evening freeze
is spilling through my veins.

Jolana, age 16
The Benalmádena
International College

I am sitting on the porch
embracing last sunset of March,
mystery and beauty
watching around.

This poem "chugs along nicely",
said singer-songwriter Peter Edgerton.
"Steady rhythm and nice
use of repetition give this poem
its power."

CERTTESOL

What the Trinity CertTESOL could do for you

MÁLAGA SUR. Whether you're thinking of a career change, currently tutoring English or other subjects, or relocated and wondering what you can do, have a look at what the right TEFL (Teaching English as a Foreign Language) qualification, such as the Trinity CertTESOL can do for you.

A solid investment

The quality of the Trinity College London CertTESOL validated under the UK Government's Ofqual Regulated Qualifications Framework and the EU Government European Qualifications Framework makes it a sought-after qualification and only one of two qualifications recognised worldwide. As you'll be investing time and money, you'll want some assurance that you'll be making a wise investment just as you would with any other education and other things in your life.

Gain the skills, knowledge, and confidence to begin teaching effectively

The CertTESOL provides you with the techniques and knowledge to plan and effectively deliver a range of lessons – vocabulary, listening/reading, grammar, speaking, and writing. This will be achieved through live sessions, observation of experienced teachers, a reminder of what it's like to be a language learner, lesson planning, designing materials and teaching real learners. All this will be accomplished under the guidance and encouragement of experienced and qualified trainers.

Enhance and complement the skills you already have

You might be surprised to know that you can apply the skills and knowledge you already have to teach English e.g. for business, law, health care, tourism, aviation, sport etc.

Any training, qualifications, and experience that you have in other fields can be applied to help you to specialise in specific areas where English is used for business or study.

Endless job opportunities

When you've successfully completed the course, you'll have the initial skills to teach English to anyone anywhere in the world. Especially in Spain there's a big demand for English teachers!

Where to get your Trinity CertTESOL?

TEFL in Malaga is an accredited Trinity CertTESOL course provider offering 4-week and 6-week face-to-face courses as well as 10-week online (blended) courses. The courses are run at the premises of La Playa Idiomas, a well-known language school located on the beautiful beach of Rincón de la Victoria.



MORE INFORMATION

www.tefl-in-malaga.com
info@tefl-in-malaga.com
+34951936865
+34637965736 (Whatsapp)

MARBELLA DESIGN ACADEMY

Marbella Design Academy – the Best Choice for an Education in Design

MARBELLA

SUR. A unique and exclusive international design school in Southern Spain with tuition in English.

State Recognised and Offering BA (Hons) Validated Programmes

The academy is state recognised by the Spanish Ministry of Education and offers BA (Hons) validated programmes in:

**Graphic Design & Media
Interior Architecture & Design
Fashion Design & Development**

Degrees validated and awarded by the University of Bedfordshire, UK.

With over 27 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.

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 to develop their own personal creative style.

Excellent Results for our 2022 Graduates!

The achievement and attainment of our students is outstanding.

This year again, Marbella Design Academy is proud to celebrate that for the Class of 2022, over 50% of graduates were 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 awar-

ded 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 2.000 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 qualified and experienced professionals who support the students to reach their full potential as designers through encouraging each of them to be innovative and creative.

Academic Year

Marbella Design Academy wel-

comes new students to the 3-year BA (Hons) validated programmes twice per year, with intakes end of September and beginning of January.

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 February, May 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
Email: info@marbella-design-academy.com
Phone: +34 952 45 70 90.



Marbella Design Academy

International Design School - SPAIN

Study Design in English in sunny Spain at Marbella Design Academy!

BA (Hons) validated programmes:

**Interior Architecture & Design
Graphic Design & Media
Fashion Design & Development**

Our programmes are validated by the **University of Bedfordshire.**

WWW.DESIGNSCHOOL.COM

 www.instagram.com/marbella_design_academy/



in partnership with



SPECIAL MENTION PRIMARY STORY

Escape

Billy's head felt really strange - it was like someone was scrambling eggs in it. Gingerly, he opened his eyes, hoping to see his mixed martial arts posters but knowing deep down in the centre of his body that he wasn't in his bedroom.

As his eyes became accustomed to the darkness that surrounded him, he realised that he was in a cell. But not a jail cell. It was a dungeon, deep underneath the surface of the Earth. He was freezing, his pyjamas were damp from the cold, stale air; his fingers and toes were as cold as the frozen sausages in his mom's freezer.

Slowly, he reached up and pulled a tranquiliser dart from his neck and with the pain his memory returned - he was a prisoner of the Lares Rellik, feared all over the state of Ohio. He would become the latest victim of the killer.

He had to get away. Feeling his way along the wall which was as smooth as polished marble, he stopped when he reached the reinforced, metal

door which was sealed tightly.

Desperately, he tugged at the door but it was locked.

All of a sudden, Billy felt exhausted but out of the corner of his eye he glimpsed a flash of silver. He crawled carefully towards it and his fingers eventually wrapped around a sharp piece of metal - it was a knife.

Using the edge of the metal knife, he picked the huge complicated lock on the door and after what seemed like an eternity the door sprang open. Without thinking, he began to run up the stairs which stretched as far as his eye could see. There was only one thing on his mind: escape.

Danilo Lalovic, age 9
Aloha College

Joan Fallon said: "This was good because of the detail he went to. He really is observant about what's around him, explaining how he managed to get out."

Liz Parry added, "You could feel the sensation of him being somewhere cold and dark and damp."

SPECIAL MENTION SECONDARY STORY

Escape

I came alive the second the Brush caressed the canvas, staining her path with black ink, over and over again, in seemingly no pattern at all. An array of small, seemingly insignificant lines and shapes, different sizes and different shades. That is me, a small, thick, black line, beginning in a deeper tone before fading away into the surrounding canvas.

I can hear as the Brush moves around me, dancing tantalisingly as she paints, pressing lightly and then hard, and then lightly again, lifting periodically, sometimes to leave and return with freshly daubed bristles. I know not what the Brush is plotting, what her trail will illustrate when she dabs the cloth one final time. Her dance, I recog-

nise not by the pattern of her steps, but by the swift manner in which she executes them. Sumukhwa, that is what she is performing. Her intent is to tell a story nobody can foresee before she executes her final touches.

I wish only to escape the confines of the beauty she has painted to be able to witness the full story, but I am bound to my canvas for as long as it takes ink to disappear.

Mia Windhagauer, age 16
Aloha College

Joan Fallon said: "It was an interesting theme as she's not in control of her life as the painter is in control of it. It is very well-written."

SELECTED SECONDARY ARTWORK



A. G. age 16
Almuñécar International School

"Fluttering vivid contrasts, against a pastel backdrop... A gathering of distinct-hued butterflies unlikely to occur in their respective natural habitats, but what's wrong with letting our imagination run wild?" said Georgina Oliver of this piece of artwork.

SELECTED SECONDARY STORIES

The Escape

As the fog lifts from my mind, I take in my surroundings. I seem to be locked in some sort of prison. The smell of dampness and sewage in the air stings my nostrils. The sense of fear rises in me at the sound of scratching, is it a dog, rat or even a human? In the distance, I can hear shouting and bars shaking. I stumble forward with my arms out, I kick a bucket of water, it has not fallen over but it has splashed my shoes. I touch the crumbling walls. My eyes adjust

to the darkness and I can make out the graffiti on the walls, words written like H8TE, K1LL and FRE3DOM.

I'm so confused and scared; I can feel the sweat dripping down my back and can taste it on my lips. A phone rings and it is louder than my ears can take, there is a flashing red light at the corner of the cell, I stumble forward towards the noise. From the red light, I can make out a door with a clear tube running up the side of it and a keypad. I snatch at the phone; I hear a computerized voice saying "Everything you need to escape is in the room with you." I

put down the phone and I set to work.

This is what I'm good at, I scan the room, I see the bucket of water, I see the madman's writing, I pick up the bucket of water, I pour it in the tube next to the door, the key rises, I grab it, put the key in the keypad, and punch in the numbers 813 - the door clicks open! "Congratulations." said the man, "You completed the escape room in thirty-nine minutes and six seconds."

Freddy, age 13
Mayfair International Academy

A Miraculous Escape

The calm before the storm. I lay tranquilly on my bed on a cold, misty night and I vividly remember reading my mystery book and being so engrossed in it that I didn't even notice when tragedy struck the city. The ground shook and my little brother pounced onto my bed. Fear had spread on his face. "The ground just shook; did you not feel it?" he shrieked. Abruptly, the ground shook once again and my worst fears were quickly becoming a reality. Our parents grabbed us, and we ran down to our basement. I could feel

the tremble beneath my feet. Somehow, we all split up and took refuge under sturdy tables. Now, all I recall is sinking down as if the ground didn't exist. I felt like I was being sucked up into a black hole.

Suddenly, I hit rock bottom and could see the walls crumbling like a sandcastle. I went blank and then acknowledged that I was trapped like the British soldiers in their cells. My world had suddenly turned pitch black buried under layers of bricks. I started yelling for help because my life depended on that. There was no way I could possibly free my-

self. All I could hear were the echoes of my own howls. Tears rolled down my cheeks and I thought I would never see daylight again. I couldn't even shout anymore, my throat dry and my lungs empty; so, I decided to leave it to fate. After what felt like an eternity, out of the blues, I heard a scrambling noise and tried to shout without knowing if my voice was reaching the other end. I was pulled out and spotted my family in the distance, what a relief! My heart just skipped a beat! That was my miraculous escape.

Dylan H. P. age 11
Sunny View School

SELECTED PRIMARY POEMS

The Mystery of Life

Alone in this world,
not a wound I can heal,
a mystery that lies,
in this world so called real,
foods I once loved like spaghetti
and more,

aren't the foods that I once
adored,
people I cared for,
my family and friends,
whom I want to say sorry to,
and finally make amends

◀
Daniela L. R. age 10
The British International
School of Marbella

▶
Henrik S. age 11
The Benalmádena
International College

Italiano food

Spaghetti with chilli
Playing in a mystery town in Italy
Amazing parmesan cheese with bolognaise
Good Italian food
Heat wave through Rome in summer heating up my pepper-

oni
Eating Caesar salad and Italy's best mozzarella cheese
Take in the beautiful nature and say thank you please
Tumble off the trampoline
I'm the holder of catching the freshest sardine



WELCOME TO THE SWEDISH SCHOOL OF MARBELLA



Now in our 20th year and fully accredited by the Swedish National Agency for Education, The Swedish School of Marbella is one of the longest established and best known schools for Swedish expats living in Spain. We offer the Swedish National Curriculum taught in Swedish, starting with preschool from 3 years of age to elementary school grades 1-6, right through to online schooling with full time teacher support for older students. Our teachers are all qualified in Sweden and aim to offer students a safe and engaging study environment focusing on the development of each student's individual needs.

The Swedish School of Marbella also offers excellent outdoor and sports facilities including our own 3 court Padel Club, large green areas, pool, football pitch, volleyball and basketball amenities as well as dozens of other sporting activities. We are located in Urb. La Alzambra, Puerto Banus and look forward to seeing you soon for a visit.



We are expanding our premises with more classrooms, we can now welcome more students!



For more information contact:

www.svenskaskolanmarbella.com Phone +34 952 868 252 info@svenskaskolanmarbella.com
Urbanización La Alzambra, Centro Comercial Vasari, Local 1-D, 29600 Marbella (Málaga)

SELECTED SECONDARY POEMS

Just Four Short Days

Sadness finds her south of the black clouds,
Where the sun has fallen to the ground and rolled away,
Soft-petalled flowers have beheaded themselves,
And emerald blades of grass turned grey.
She lingers in caverns dank and dismal,
Throwing spaghetti at the wall and seeing what sticks,
As her mind plunges to depths abysmal,
And plays its heartless tricks.

Grief comes by to sit a while,
And she asks for how long he'll stay,
He says, "I've all the time in the world,"
As she clutches her wreath bouquet.
Then Grief explains, "I'm your unspent love,
The trickling tears in your eyes,
The lump in your throat, the hollow of your chest,
And the starkness that loss implies."

That loss - a life cut short with a scythe,
Sudden, brutal, unfair,
Just bundled up into four short days,
And a baby cradle laid bare.
Babygrows laid out in neat rows,
With miniature cotton socks,
A silent rattle discarded,
And unused baby blocks.

The mystery of why knows no answer,
But in time Grief's visits grow shorter,
And mid-winter leaves the mother's soul,
Caressing the memory of her daughter.

Vera, age 13
English International College

First Day

As I stood in the hallway, a bright
light inside of me,
A shiver went down my arms. Then
my body.
New beginning, it was destiny.
'Let me introduce our new student
Dottie!'
They snickered, pointed and stared
at me.
The sound of whispers contaminated
the air;
what they said, still remains a mys-
tery
I walked to my desk, old and dusty
managing not to trip.
I fell - my legs tangled like spaghetti
'Hey, I'm Sara. You're Dottie right?'
I gave her a little nod, she could tell I
was shy.
New Friends. New School. This year
will be a ride
I just hope these new friends will
stay by my side

Aimee, age 13
Novaschool Sunland
International

SCHOOL ACTIVITIES



The teachers from BSM at a school in Ethiopia. SUR

Ethiopian villages helped by fundraising

Two teachers from the British School of Malaga recently went on a trip to Ethiopia to see the various projects that the Fundación Harena carries out with help from the funds raised by the school.

They were pleased to see the impact of the new wells that had been drilled in some of the villages, giving the local people access to clean, fresh water. One tribal chief stated, "We now feel like humans because we do not need to drink from the same watering hole as the animals."

This basic necessity has meant hygiene has improved

and children are healthier. They are also spending less time fetching water for their families and can now attend school.

The wells have also helped the villagers to become self-sufficient and able to grow their own crops for food.

Another project by the foundation is to provide solar light packs to villagers with 30 homes helped by the support of the British School of Malaga. The teachers rounded off the trip with a visit to Mother Teresa's hospital in Addis Ababa, Missionaries of Charity, which is the largest medical centre in Ethiopia.

THE SWEDISH SCHOOL



Isabel Saunders Lagrillière, CEO and Co-founder. SUR

A Swedish education under the Marbella sun - 20 years of excellence 2003 - 2023

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

MARBELLA SUR. Now in its 20th year, the Swedish School of Marbella aims to ensure that Swedish-speakers don't miss out on any aspects of the education they would re-

ceive 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 275 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 - 18 receive a different type of education through 2 virtual schools in Stockholm called 'Sofia Distans' and 'Hermod's' who provide online education for Swedes residing abroad. 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. Facilities have recently been extended to accommodate more students.

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.



Officials and staff at the University Fair. SUR

BSM hosts the 2022 University Fair

The British School of Malaga hosted a University Fair organised by the British Council together with the British Embassy.

Malaga was one of three cities, together with Madrid and Barcelona, chosen by the

British Council to host this event during their 2022 tour. Attending the event was Mr Dominic Jackson, the vice-consul of Malaga as well as representatives from the British Council and the British Embassy.

REVIEW

Kiss the CASbah

Sotogrande International School's first year diploma students successfully organised and hosted their school's annual Moroccan themed event, 'Kiss the CASbah' for the first time in four years since the pandemic.

This fundraiser was inaugurated over a decade ago and became a tradition ever since. When considering the skills needed for the students' futures, transferable skills are undeniably of the utmost importance. Collaboration, problem solving, interpersonal communication, time management, to mention just a few. 'Kiss the CASbah' allowed students to explore that by permitting them to take on leadership roles such as ticket sales, finances, marketing, catering, waiting on tables or entertainment. Over 35 students volunteered to work in one of these many fields to cater for 240 people and provide a night full of live performances.

The event was entirely non-profitable for the school and organised by The Kindred Project,

the school's unique, student-driven organisation supporting charities all around the world, building facilities and providing children in need with an education. All the money raised this year was sent to economically fund the construction of a new classroom in Asni, with the school's partner association, Tiwizi. Those diploma students interested will take on a journey to the association in Morocco at the end of March, to help build the said classroom, learn more about the Moroccan culture and meet the children there.

Of course, this night wasn't without its challenges. The students spent long, tiring hours arranging meetings, contacting firms, scheduling and assessing auditions, selling tickets and decorating the school's canteen. However, through supporting each other and the excellent amount of resilience each individual displayed, they were able to push through and end the night with 7,000€ raised for charity, more than thirty live performances and over 300

tickets sold. The successes of the night were clearly showcased through the beaming smiles of both the students working and the people attending when the event came to an end.

There is nothing unusual or uncommon about a school-based event, however, what set Sotogrande International apart from the rest was their ability to exhibit their inertia in being a collective full of love and kindness. The level of acceptance and compassion present is what set the tone for this truly enchanting night. Whether the attendees were waitressing, eating, singing with a rock band or performing poetry, every person in the room willingly opened their arms, welcoming and including them to this beautiful and benevolent community the school calls its own.

Ines Bocanegra Hallin
Sotogrande International School



Images from the recent Kiss the CASbah event. sis

SUNNY VIEW SCHOOL



Success starts at Sunny View

TORREMOLINOS

SUR. Sunny View is a British, privately owned school. It was established in 1971 to provide quality, affordable education with attention to high academic achievement, personal care and support. The school caters for students from age 1 through to 18 years of age.

We are a vibrant community of students, staff and parents with a shared sense of purpose – to help each student achieve their best, both inside and outside the

classroom. At Sunny View School, we put a high value on the school's inclusive, caring and respectful atmosphere. Students thrive in this environment and are supported by excellent teaching and modern resources and facilities. It's this combination that makes Sunny View the best place for your child to get an outstanding education.

Recent developments include the opening of two fantastic new projects, Little Sunny View, a space dedicated to the care and development of 1 to 2 years olds

and, at the other end of the school, our new Sixth Form Centre including state of the art classrooms, study areas and recreational facilities including a swimming pool.

The development of students' academic, social and emotional skills is at the heart of everything we do. We believe that our happy, engaged students will ultimately make the world a better place. We recognise that each student brings different strengths and abilities to their learning and have put in place a unique curriculum that caters

to this diversity. Our student population represents some 35 nationalities, creating a language- and culture-rich environment.

The school is committed to providing a world-class learning experience that is both fun and engaging. The Team at Sunny View is deeply committed to the well-being of all students, and this means ensuring their safety and happiness is a priority.

Sunny View School has been educating students of all ages and abilities for over 50 years. Our staff comprises dedicated professionals who take a proactive approach to teaching; ensuring that students are engaged in their learning, progressing confidently and thriving academically, socially and emotionally while learning valuable life skills. This has enabled many previous students to secure places at prestigious universities around the globe - including Oxford, Cambridge and MIT. In 2022, three of our students were recognised by Pearson Examination Board for achieving the highest mark in Europe for IGCSE Information and Communication Technology and the highest mark in Spain for GCE A-Level Graphic Communication.

Sunny View School's educational philosophy is centred on the belief that all children can learn,

and that it is our responsibility as educators to give them the tools they need to succeed. Our comprehensive programme aims to foster a diverse and nurturing learning environment, where students are not only given access to all the advantages of modern technology but can use this technology in collaboration with their classmates. At each stage of the curriculum, from Preschool to Sixth form, our team of experienced, UK-trained teaching staff strive to make learning fun, interactive and inspiring for students of all abilities and interests.

Sunny View School offers an outstanding education in a caring and inspiring environment from early childhood through to A-Level. Built on 50 years of experience, our school provides a safe and secure learning environment where children thrive. Sunny View is inspected regularly by NABSS with our latest feedback being to, 'Maintain the many existing strengths of the school, especially in the quality of the best teaching and learning and the leaders' drive for improvement' or in simple terms, 'to keep up the fantastic work'.

Come and see for yourselves what makes Sunny View School so special. Contact us to arrange a visit, email admissions@sunnyview-school.com.

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