Dwardu's ScoopS

Headmaster says...

'Making' good people

Well, here we are again at another Carnival break. A time for us to have a well-defined 'fling' before the depravations of the period leading up to Easter.

As a young child in Ireland the common question was, "What are you giving up?" and, to a large degree, Lent does include sacrifice for Christians — abstaining from certain foods, gossip, laziness and the like — but the sacrifice is not for its own sake. It reminds us that we can exercise self-control and that Jesus underwent tremendous physical sacrifices during his Passion. It also spurs us to charity. One of the original goals of cutting back on consumption, after all, was to save money to give to the poor.

But, why do we need these periods to make us feel and remember that we need to do good? At college, our mission statement, I believe, can be narrowed down to one simple goal, 'We want to make 'good' people. Yes, successful achievers, academically and otherwise, leaders with an understanding of the world we live in, and of our responsibilities.

Last week we had our coffee mornings. Parents from each section were invited to meet with myself and the Head of Section and our Communications person, Ms. Debono. I picked up a lot from these informal meetings. One aspect that stood out was parents' appreciation for our approach to education – TUL. Do not *Learn* something until you *Understand* it and to understand something you must *Think* about it. TUL encapsulates all the catch phrases that we use in education. Critical thinkers, analytical thinkers, holistic learners and so forth.

The other aspect was parents' appreciation for our emphasis on core values. Respect, politeness, greetings in the morning and at day's end, being neat and tidy. The fact that our students know the basics of good manners, (at least whilst at college!), sets them apart.

An appreciation for what we have as individuals, our responsibility for taking care of those less fortunate, 'giving back/passing on', all these qualities and values make our students, 'good people'.

Turbo-charged empowerment

By Sylvana Debono

Have you ever heard of the Wärtsilä-Sulzer RTA96-C? Neither had I before I researched 'types of very powerful engines'. Apparently this is a formidable two-stroke turbo-charged diesel engine. I researched this not because I was yearning for machine oil but because the thought crossed my mind as I was interviewing three educators behind the King's Trust International initiative at St Edward's College.

A small detour to explain, dot the i's and cross the t's so to speak.

Children embody humanity's hope for the future. Time has shown that a one-size-fits-all curriculum does not serve all students effectively, irrespective of the abilities of the learners. That is where The King's Trust International came in. Originally The Prince's Trust, their stated mission is to empower young people to learn, earn and thrive. They seek to provide opportunities to develop the skills and confidence to succeed and deliver tangible employment outcomes. They blend their expertise with a global network of local partners and develop programs and interventions to help young people to build their own futures.

As one with St Edward's College, KTI's vision is to empower children to succeed. This is the fundamental reason why the College this year has started participating in the KTI program.

Cont page 2

> This has been a dream for a number of years
>
> Dawn Pace Asciak

From page 1

And we come back to the turbo-powered engines: Ms Dawn Pace Asciak, Ms Stephanie Wilkinson and Mr Robert Farrugia.

"This has been a dream for a number of years," said Ms Pace Asciak "since there have been many occasions when students need a more creative approach". The alert was flagged at Year 9 when students, at the tender age of approximately 13 years, choose particular subjects to study. These choices, made at such an early age, may well condition their life and career paths and are, of necessity, approached with the grave importance they deserve. Some families however, feel the need for options which are less constricting than those currently available in the mainstream.

"This program attracted me as an educator because it appeals to education in its wider sense, not just academia, something which seems to have been leeched out of education," observed Mr Robert Farrugia. Indeed the Latin roots of the verb 'to educate' come from 'e ducere' – to lead out of, in this case to bring out of the student innate skills and abilities. Ms Pace Asciak explained that using the King's Trust project as part of the curriculum enables educators to elicit out of the students skills which may not be academically assessed but may eventually lead not only to a development of life skills but also of marketable skills which can render success. "This option therefore places St Edward's College and its students on a higher plane as it increases the choices which the children can make for the future", explained Ms Pace Asciak.

This program is accredited, which means that there is an assessment and the grading is internationally accepted. "What is interesting here," chimed in Ms Stephanie Wilkinson, "is that the skills sets which one may choose are flexible as are the units taken. This helps to make sure that the choice is as personalised as possible." It has an added bonus. She explained that the course is followed at the pace of the student which means that the program ensures that the skill is truly inculcated. "There is something for everyone and the flexibility is enormous. If one child needs to spend a month on a skill while another grasps that skill in a week, both will eventually be accredited, having moved at their own pace," added Ms Wilkinson. "There are modules for every age-group and for every ability. This is not one of those programs for a specified sector: any type of student may approach KTI and find scope for improvement, whatever their learning profile," explained Ms Pace Asciak. Ultimately, the KTI course counts as a Level 3 course which is the equivalent of what is traditionally called 'O' level standard or MATSEC O Level standard for MCAST and ITS.

> It inspires a kind of learning that is not information centred
>
> Robert Farrugia

The KTI projects rely on an evidence-based approach to learning. The interpretation of evidence is wide, not limited to exams or homework. "They can be booklets with all sorts of information: pictures, videos, drawings, materials collected etc. There is no limitation" explained Ms Wilkinson.

Ms Pace Asciak pointed out that this year, the KTI courses were starting in January and they are being offered as a pilot project. This is an efficient way to check out if the logistics work out and how these may need to be adapted. And adaptation is a key issue. "This kind of project requires team-work and collaboration. It gets the educators out of the 'hermit mode' and looks beyond the classrooms into careers and life-skills," said Mr Farrugia. Indeed, he added this is very much a project which brings to mind the saying that it requires a village to raise a child since it is very much a community-based approach.

> There is something for everyone and the flexibility is enormous
>
> Stephanie Wilkinson

This new approach at St Edward's College is essentially learner-centred. "It inspires a type of learning which is not information-centred and has a good cause at its heart. This is not your standard, strict, one-for-all sort of syllabus," added Mr Farrugia. "While the program is structured, the students may 'compose' their own curriculum and flesh it out. This enables the educators to adapt their time, skills and resources. The KTI program provides the educators with all the resources required but leaves the educators free to interpret these resources as they feel is required". "I feel that when the students come to leave St Edward's, at the end of their scholastic career, they will leave with more than just an award, they are gaining very good independent skills which will take them on for life. An O level does not always give you that, unfortunately," observed Ms Pace Asciak.

And finally, Dwardu's curiosity could not be contained any longer: Are we looking at some sort of community activity as an outcome of the project. All I got was a collective laugh and wink!

Dwardu's ScoopS

Smashing Science: Students Collide with Discovery at CERN

By Ann Marie Cassar Torreggiani

If you ever thought booking a school trip was a simple matter of calling up and reserving a spot, think again! The planning for this adventure began over a year ago when Ms. Debono floated the idea of taking a group of physics-loving students to the scientific wonderland that is CERN. Enter Mr. Anastasopoulos, who swiftly booked our visit in February 2024—twelve whole months in advance! Because, as it turns out, securing a school visit to the world's leading particle physics lab is about as easy as discovering a new subatomic particle.

Fast forward to February 2025. Twenty-four students from Years 10 to 13 set off on an epic journey that started with a long school day followed by a late-night arrival in Geneva. Midnight saw us stumbling off the coach and straight into bed, exhausted but ready for a weekend of scientific discovery (and Swiss chocolate).

Friday: Plasma, Particles, and Pizza

Bright and early, we made our way to the Swiss Plasma Centre, where we learned that plasma is much more than just a fancy TV screen. We explored how plasma research is contributing to nuclear fusion, which might one day give us unlimited clean energy. If that sounds futuristic, it's because it is—think sci-fi, but real!

Then, the highlight of our trip: CERN! We began with a wander through the exhibition halls, featuring hands-on activities that let us experiment with electromagnetism, play with particle simulations, and pretend to be theoretical physicists (Einstein-level hair optional).

Our next stop was a lab workshop where we built our own cloud chambers—essentially mini particle detectors. These devices allowed us to witness invisible subatomic particles leaving trails in a misty, alcohol-filled chamber. Who knew that watching tiny electrons zoom past could be so thrilling? The evening was a relaxing affair: dinner followed by a moonlit stroll through Geneva, where we soaked in the city's charm (and the cold air).

Saturday: Deeper into the Unknown

Saturday saw us back at CERN, delving further into the mysteries of the universe. We toured two cutting-edge facilities and got a crash course in how high-energy collisions are detected. The sheer scale of data produced is mind-boggling—imagine sorting through petabytes of information to find a single clue about a new fundamental particle. Data scientists at CERN are basically the ultimate cosmic detectives.

After lunch, we shifted from the future to the past with a visit to the History of Science Museum. This hidden gem housed everything from ancient astronomical instruments to early medical devices (some of which looked more like torture instruments than scientific tools). The museum sits on the picturesque shore of Lake Geneva, so naturally, we took the scenic route, admiring the famous Jet d'Eau, feeding swans, and perfecting our stone-skipping techniques. The day wrapped up with a classic combination of pizza and bowling—because even future physicists need a little fun.

> We explored how plasma research is contributing to nuclear fusion, which might one day give us unlimited clean energy

Sunday: A Grand Finale with a View

Sunday morning was dedicated to exploring Geneva's natural and historical beauty. We took a walking tour through the Botanical Gardens and the old town, culminating in a climb up the 200+ steps of St. Pierre Cathedral's towers. The panoramic view from the top gave us a breathtaking perspective of all the places we'd visited over the past few days.

Finally, we grabbed a last meal before heading to the airport, reluctantly saying goodbye to Geneva. Tired but exhilarated, we returned home with our heads full of particle physics, fusion energy, and a newfound appreciation for the mysteries of the universe.

Until next time, CERN—we had a blast!

Dwardu's ScoopS

Birds of a feather

By Vanessa Attard

The students in Year 3X had an unforgettable day at the Birdpark, Salina, full of adventure and excitement. The boys were thrilled to get up close with a King snake, carefully petting it under the watchful eyes of the staff. Afterwards, they wandered over to the flamingo enclosure, where they had the chance to feed the graceful birds, marvelling at their bright pink feathers and elegant movements. The day continued with a tour of the park, where they saw a variety of exotic birds, each more colourful and fascinating than the last. From curious parrots to majestic owls, Year 3X students were captivated by the beauty and diversity of the bird species. It was a day filled with learning, fun, and unforgettable experiences!

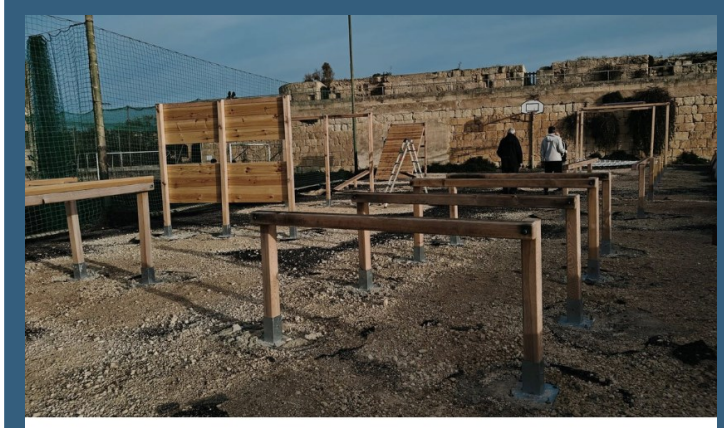


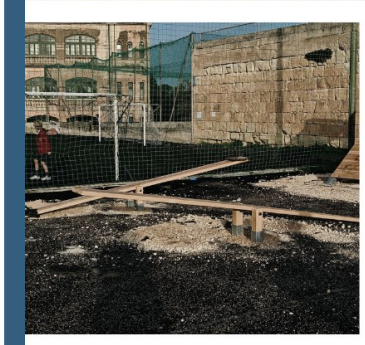





Obstacles to overcome

Slowly taking shape, what was once a dream will soon be a reality. In 2024 we walked and paid to do so (aka Sponsored walk) to gather funds for the Obstacle Course. Soon, this will be usable. At the moment it is actually in place but out of bounds to the students for health and safety reasons. The planning by Mr Ferrante, the carpentry by Gużeppi and Alan and the roping and netting by Charles Said have all paid off. Next: gravelling upthen, finally: Here We Come!

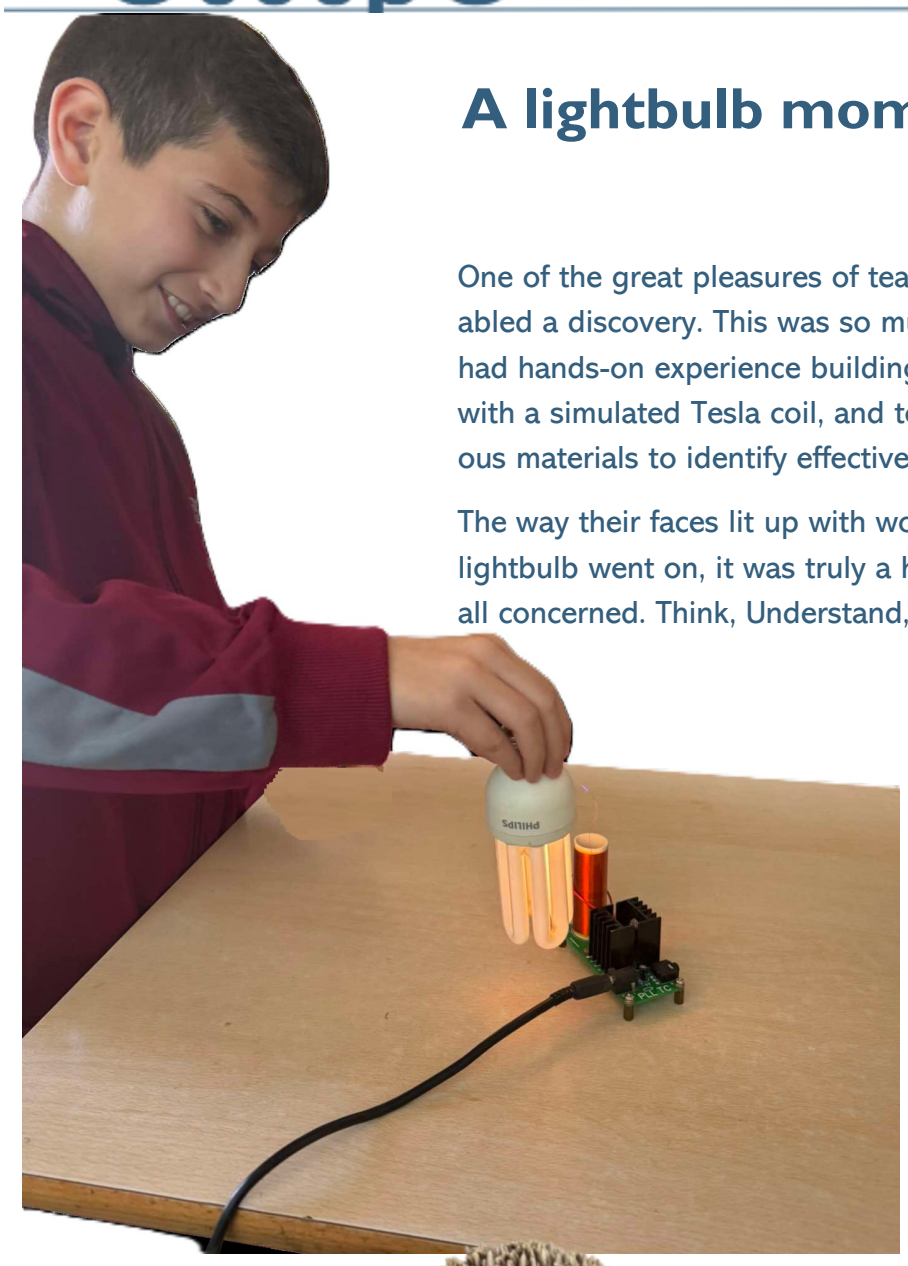





Sports

do not build character - they reveal it

St Edward's College Malta

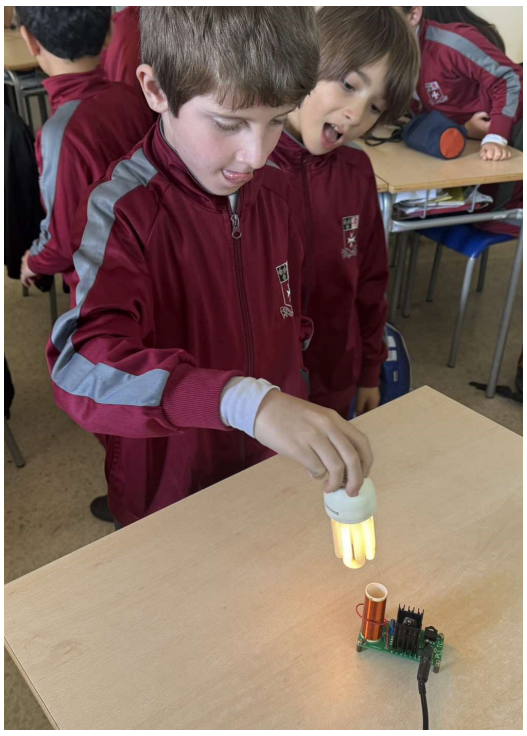


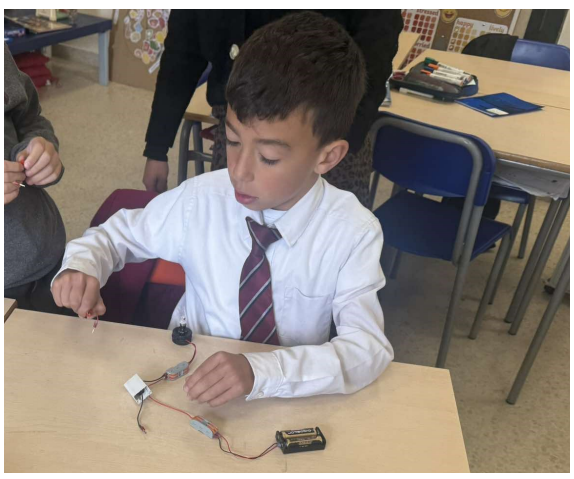
A lightbulb moment

By Roberta Camilleri

One of the great pleasures of teaching is the feeling that one has enabled a discovery. This was so much the case with Year 4X. The boys had hands-on experience building a complete circuit, experimenting with a simulated Tesla coil, and testing an open circuit by using various materials to identify effective conductors and insulators.

The way their faces lit up with wonder and achievement once the lightbulb went on, it was truly a heartwarming 'lightbulb' moment for all concerned. Think, Understand, Learn in action.





Virtually adopt a hedgehog / turtle campaign

Dear adopters,

We would sincerely like to thank you for your donation and virtual adoption of one (or more) of the wildlife currently in rehabilitation.

Donations given for virtual adoptions go towards the medical costs and food costs of the wildlife whilst they are in rehabilitation.

Some of them need only a few weeks, whilst other stay with us for months and even years, before our vets deem them healthy enough to be released back into the wild.

As adopters, we will keep your details on file, and when the animal/s you adopted are given the go ahead for release, we will notify you of when, where and what time the release is going to happen, in order for you to attend and witness this very special and emotional moment for us.

Our aim is to help as much as we can in the conservation of species, and when one of our animals is released, it's a very happy day for all of us.

Sincerest thanks for your support

Angelique Lofaro

Hon. General Secretary

Nature Trust – FEE Malta

angelique@naturetrustmalta.org

+35699441992

Nature Trust-FEE Malta

A hoglet called 'Ġiġi'

By Ritienne Bittigieg

In February we had an outing to Xrobb l-Għaġin Park, Delimara, where injured animals are looked after by Nature Trust Malta. The conservation of animals and to care for the environment around us is covered in Social Studies and Science. Thre boys donated money and so they could adopt Ġiġi. When they say him, they immediately fell in love with him and wanted to adopt him. Ġiġi was found injured in the wildlife and has been looked after by Nature Trust. Once he feels better, he will be released back into the wild. As adopters, Nature Trust will keep us informed on the go ahead for release, where and what time the release is going to happen, in order for us to attend and witness this very special and emotional moment. The purpose of such gesture was to help those animals that need care and to conserve the species of hedgehogs, which is becoming endangered in Malta. The boys learned more through this outing and by this gesture, hoping they will conserve what is around them, and to preserve the few endemic animals found in Malta. It also united more the class, as now we have an adopted baby to look after (virtually) !

WILDLIFE RESCUE

Nature Trust - FEE Malta carries out Wildlife Rescue Services in the Maltese Islands through its trained and permit holders volunteers. This includes rescues of injures turtles, dolphins, whales, hedgehogs, bats, chameleons, snakes, etc.

Injured wildlife are rehabilitated back to health with the help of vets and then released back into the wild.

Adoption funds go into rehab and medical care of the animals and for the Wildlife Rehabilitation Centre project in Xrobb l-Għaġin.

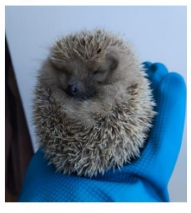
Wildlife Rescue Emergency Number: 9999 9505

Thank you for supporting this work.

CERTIFICATE OF ADOPTION

Of Hedgehog **GIGI**

(Hoglet found on his own)



Supported in its Rehabilitation by:

Year 6 St. Edward's College

Adopted January 2025

Vincent Attard

Executive President

Nature Trust – FEE Malta
Wied Għollieqa Environment Centre,
University of Malta,
Msida, Malta.
+356 21313150
info@naturetrustmalta.org
www.naturetrustmalta.org

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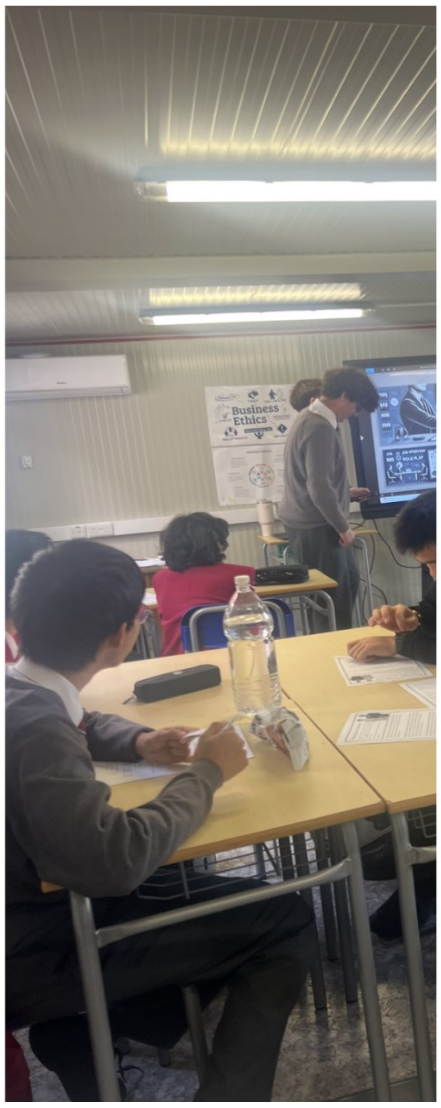
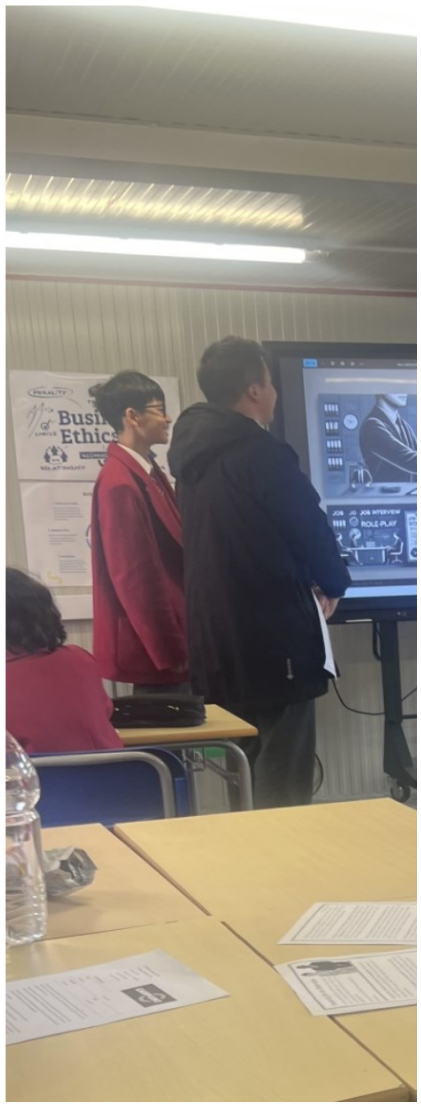




Preparing for an interview

By Tracey Bonnici

Year 10 students are on the cusp of the world of work. As such, the college prepares them for crucial activities such as job interviews. In this job interview role-play activity, the students practiced key interview skills, including body language, eye contact, manners, dress, and preparation. They really engaged with the exercise, and it was great to see them put these skills into practice. Whether applying for a job and being interviewed or interviewing others, this activity helps their transition into the world of work.

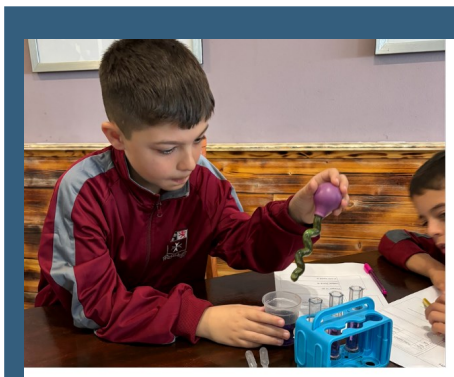
Beano experimenting

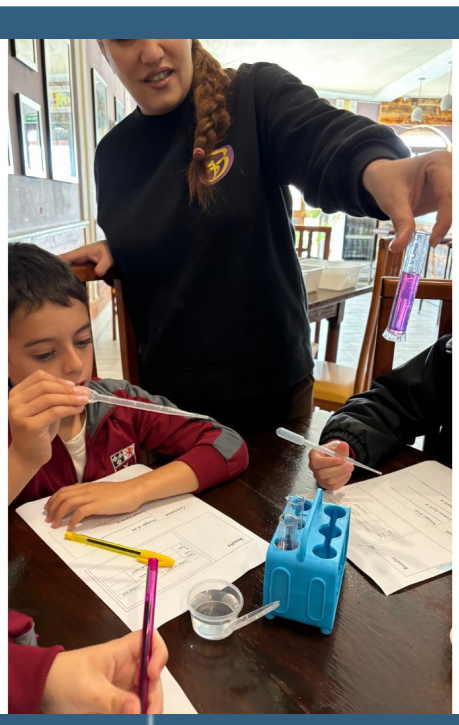
By Alessia Spiteri

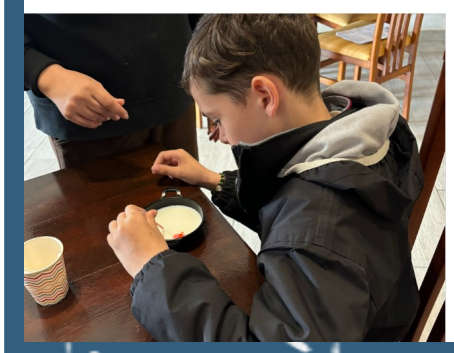
During this outing at Beano's, the boys had the opportunity to be scientists for the day and conduct various experiments. In the first experiment, they explored acids and alkalis. They mixed different items to explore the colour before and after the mixing such as soap washing liquid, vinegar and cabbage water using the pipette and the test tubes. Also, they filled in an experiment sheet with their hypothesis and outcome predictions.

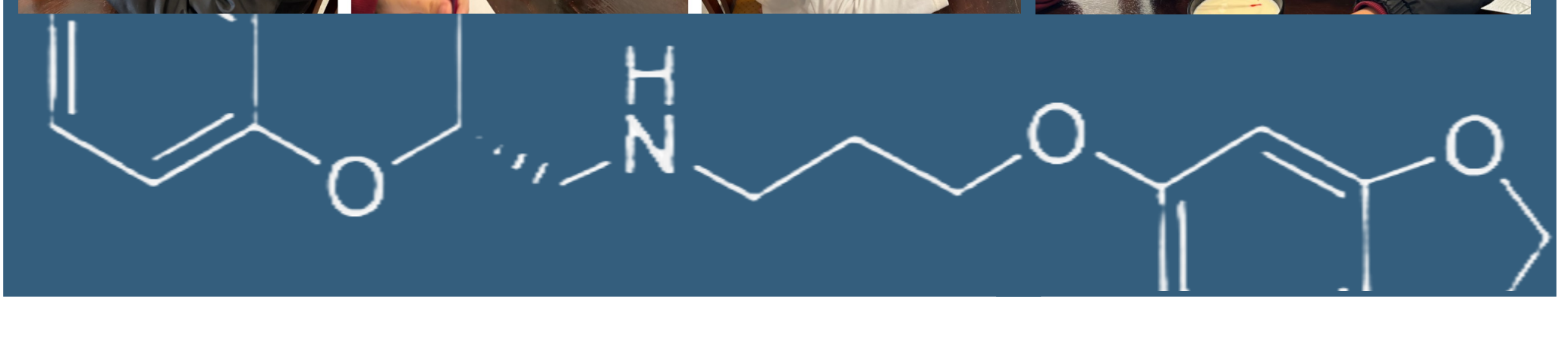
In the second experiment, they poured milk into a container and put 4 drops of food colouring using the pipette. Then, using a cotton bud they put some soap on the cotton bud and once this is touched with the food colouring in the milk, it disperses.

The third experiment was creating slime using glue and the activator.









As part of our emergent curriculum on the topic "Ġanni l-Bidwi," the children had the exciting opportunity to meet his wife, Ġanna. Their faces lit up with surprise and excitement as she arrived, with some pupils eager to ask her questions. Ġanna brought along a variety of fruits and vegetables that can be harvested from a farm. The children shared their likes and dislikes, discussing their favourite fruits, the different colours, and even had the chance to observe a lettuce plant. They enthusiastically named several other fruits and vegetables, expanding their vocabulary. This hands-on experience sparked even more curiosity, and we're sure the topic will continue to unfold with more interesting facts and activities in the coming days as the children's fascination grows.

Teaming up for Geography at Ġnejna

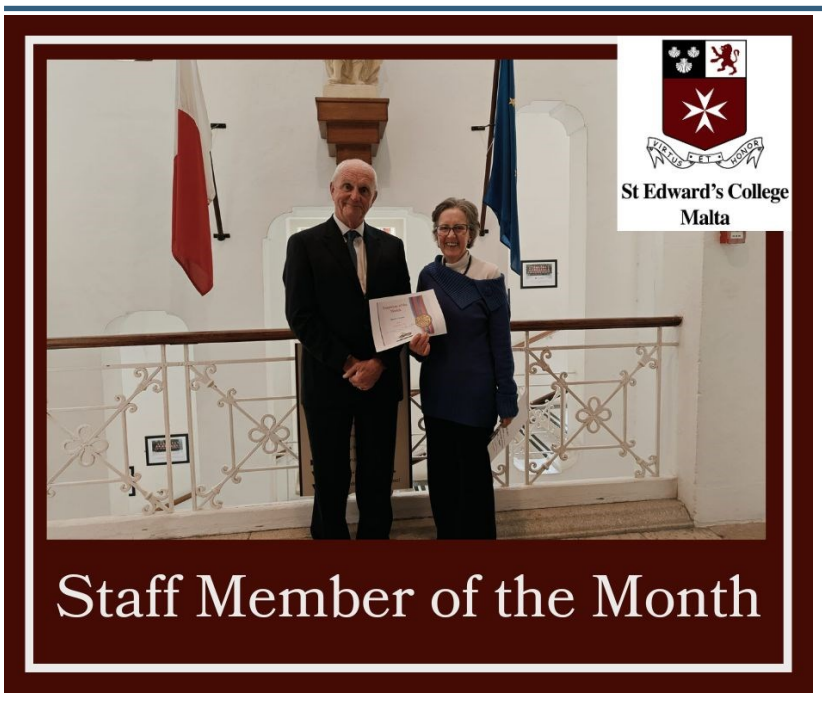
By Naomi De Lorenzo

A recent field trip by the Yr 9s took them to Ġnejna, where they had the opportunity to observe and analyse geographical aspects in action. The students engaged in hands-on learning, exploring a variety of coastal features, measuring a beach profile, and analysing the processes of erosion and deposition along the bay. They examined how natural forces shape the coastline over time and discussed the impact of human activity on these landscapes.

In addition to studying physical geography, the students also assessed the management of the bay, including erosion prevention measures, sustainable land use, and the balance between tourism, conservation, and local activities. This gave them a greater appreciation for the challenges of coastal management and the importance of protecting natural spaces while accommodating human needs.

Beyond the academic focus, the trip encouraged teamwork, collaboration, and communication skills. Students worked together to collect data, share observations, and present their findings, reinforcing their ability to apply classroom knowledge in a practical setting. Of course, no trip to Ġnejna would be complete without some fun in the sun, allowing students to enjoy the beauty of their surroundings while learning in an engaging and interactive way. The experience was both educational and enjoyable, leaving students with a deeper understanding of geography and a memorable day outside the classroom.

Big thanks to Ms Bonnici and LSEs.



The indomitable Ms Blanche

This month we honour an icon of St Edward's College: Ms Blanche Caruana.

In teaching the Early Years, Ms Caruana's blend of discipline, humour and tenderness is just the right balance for the children in her care. A teacher who actually listens to her charges and communicates effectively and lovingly, Ms Caruana is a firm favourite among students, parents and colleagues. Ms Caruana is the very embodiment of teaching as a profession and a vocation. For her, coming to school is not a chore or 'a job' but a daily adventure to look forward to with her pupils. This is clearly reflected in the faces of the little ones in her clas: faces shine and participation in class is exceptional.

A hearty round of applause for this gem of a teacher who carries proudly the college's institutional memory.

Dwardu's ScoopS

Science Fair 2025: A Celebration of Innovation and Discovery

By Stephanie Wilkinson

On Friday, 7 February, the school hall was buzzing with excitement as Year 7 and 8 students showcased their impressive projects at the much-anticipated Science Fair 2025. This annual event serves as a platform for young scientists to explore, experiment, and present their findings, all while fostering a deeper appreciation for scientific inquiry.

The Year 7 students embraced the theme of biodiversity, creating detailed projects that highlighted the richness of ecosystems, the importance of conservation, and the impact of human activity on various species. From intricate displays to interactive models, the students demonstrated a thorough understanding of their chosen topics and conveyed their research with enthusiasm.

Meanwhile, the Year 8 students tackled the theme of energy, presenting innovative ideas on renewable sources, sustainable practices, and the science behind different forms of energy production. Their projects ranged from working models of wind turbines and solar panels to creative experiments illustrating the efficiency of alternative energy solutions.

A major highlight of the event was the presence of two esteemed guest judges, Mr. Wilfred Kenley (CEO RIDT) and Prof Robert Farrugia. Both were highly impressed by the quality of work on display and commended the students for their deep understanding of scientific principles. The judges engaged with each group, posing thought-provoking questions, and were amazed by the students' ability to confidently explain the science behind their projects.

The Science Fair is more than just a competition—it is an opportunity for students to develop critical thinking, problem-solving skills, and a passion for discovery. By working on their projects, students not only expand their scientific knowledge but also learn the importance of teamwork, creativity, and perseverance.

The event concluded with the announcement of the winners, recognizing those who stood out for their creativity, research, and presentation skills.

Year 7 Winners:

1st place – **ESTT (Evolution of Species throughout time)**- Vasnins Gebriels, Falzon Peter, Spiteri Samuel, Chen Yiwei (Vincent)

2nd place – **Econopoly**- El Abdullah Mamo Deiyan, El Khazmi Isaac, Zak Barbara

3rd place –**Nature vs. Human**- Tomas Phoenix Camilleri, Serracino Inglott Oscar, Barbara Matthew, Saliba Zachary

Special Prize – **St. Edwards Ecosystem Biodiversity**- Aquilina Paul, Farrugia Francesco, Lungaro-Mifsud George, Brincat Matthias, Schranz Hugh

Year 8 Winners:

1st place – **Watt's Next** by Jan Fiorentino, Sloan Foster, Gregory Micallef, Andreas Scerri

2nd place – **Solar Energy** by Andreas Bray, Zachary Fisher, Ayden Galea Ancilleri, Matthias Manicolo, Benji Valentino

3rd place – **Solar Energy** by Jayden Grima Ceci, Matthias Sultana, Jinghao (Deven) Yang, Xieyi (Andy) Zhou.

Special Prize: **Marble Rollercoaster** by Thomas James Gatt, Joe Mifsud

Matthias Manicolo Year8X writes:

When we found that we had won the Science Fair, I felt really proud of myself and my team because I felt like we really deserved to win after all the effort we had put into researching our topic and building our model. We started preparing what we needed to do for the science fair from the day we found out about it. We were organised and although we had some setbacks, we managed to create a wonderful project. Some challenges we faced, were having to find the right day and time for everyone to visit each other's house as a full group to further work on the project, assigning people their individual tasks for those four weeks and making time for the science fair in addition to other homework that had to be also undertaken. We chose this project because it was interesting, and we wanted to explore the topic into more detail.

Samuel Spiteri Year 7X writes

I was sitting in the chapel nervously, they announced it. "The winner is ESTT". I jumped up with excitement. We won! I said to myself. We were all ecstatic and happy, but most importantly we were proud. I was proud, all of that effort I put in…that we put in, it had paid off!

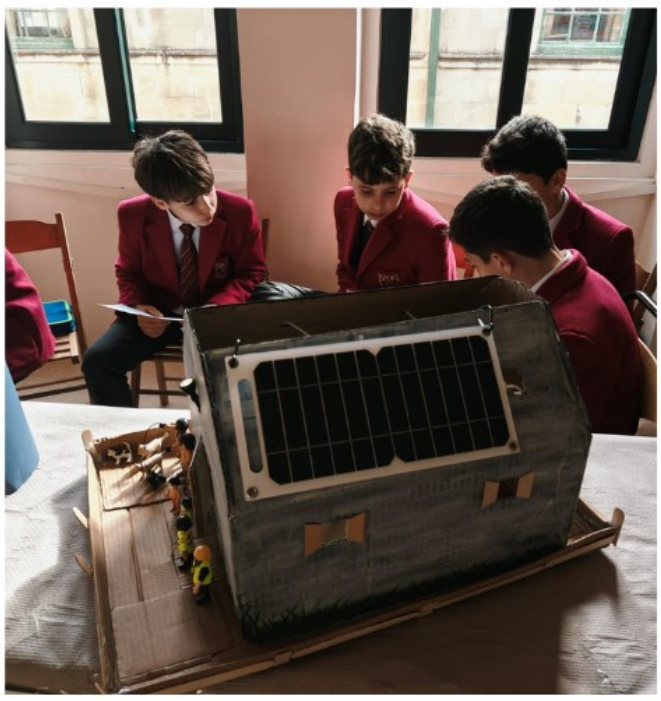
Samuel Spiteri with Gebriels Vasnins

Andreas Bray Year 8X writes:

The hype for the school's annual science fair is always on fleek. The positive vibes it instigates amongst the Middle School students are evident as from the moment the teachers communicate the details and requirements for the upcoming fair. Everyone rolls up their sleeves and gets to work on their team project. I was lucky to be part of a hardworking group with whom we created our Solar Energy project enthusiastically.

Jayden Grima Ceci, Matthias Sultana, Jinghao (Deven) Yang, Xieyi (Andy) Zhou Year 8Y write:

We finished third in the year 8 science fair, so we were really happy with our results and work that we put into it because we had worked hard for this moment. These were the thoughts about our group: Jayden said, "we deserved to win because we really put our time into it". Matthias said, "I think we deserve to win as in my opinion we had the nicest models and the most models". Andy said, "We deserved to win because Jayden was trying to answer all the questions the judge asked". Deven said the same as Matthias "We had better models than other groups". This is why our group deserved to win.



Jan Fiorentino Year 8Y writes:

Winning the science fair was incredible! Our project demonstrated how cow manure can produce energy, alongside models of wind, solar, and water energy, contrasting with dirty energy sources like pump jacks. Challenges included building and testing the water turbine and ensuring water flow to light an LED. Our hard work paid off, and we chose this project to showcase sustainable energy options for the Maltese Islands.

Tòmas Phoenix Camilleri' Year 7X writes

When our team was called for third place in the Annual Science Fair, my heart beat fast with joy. It showed our hard work paid off! Walking to the stage, hearing our friends cheer made the moment even better. This success makes me eager to keep learning and discovering new things.

Matthew Barbara and Oscar Serracino Inglott Year 7X write

At the end of the science fair, the results came out for who were the top three teams. Luckily enough, my team became third! It was the biggest achievement I ever had. I went crazy when I knew this because I was just too happy! In conclusion, it was an unforgettable experience that is rare to get.

Joe Mifsud and Thomas James Gatt Year 8Y write:

Our group made a thrilling marble run to demonstrate movement energy. During the Science Fair, we faced some challenges. Two people in our group could not make it, therefore, we had to make some last-minute changes. Since we had our own fair share of words to say, we had to divide it between two people, because the others were absent. Even though this project took some hard work and commitment, we couldn't be prouder! Our hard work earned us a special prize which made us feel very satisfied.

Cross Country 2025

Photos by Jeremy de Maria









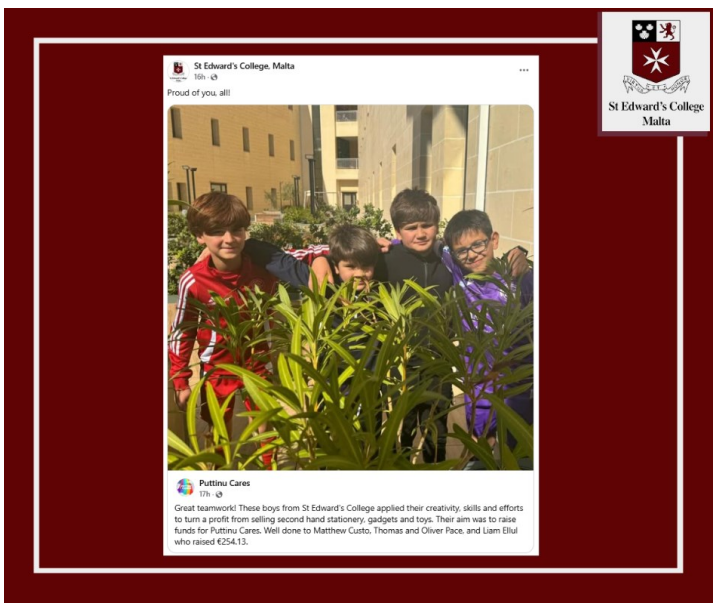




From the Social Media

Our students also took part in the TVM quiz Edukattivi where they showed their mettle and the competitive spirit that is part of the Edwardian experience.

TVM filming the students as they expressed their reactions to the SEDQA lectures on addiction

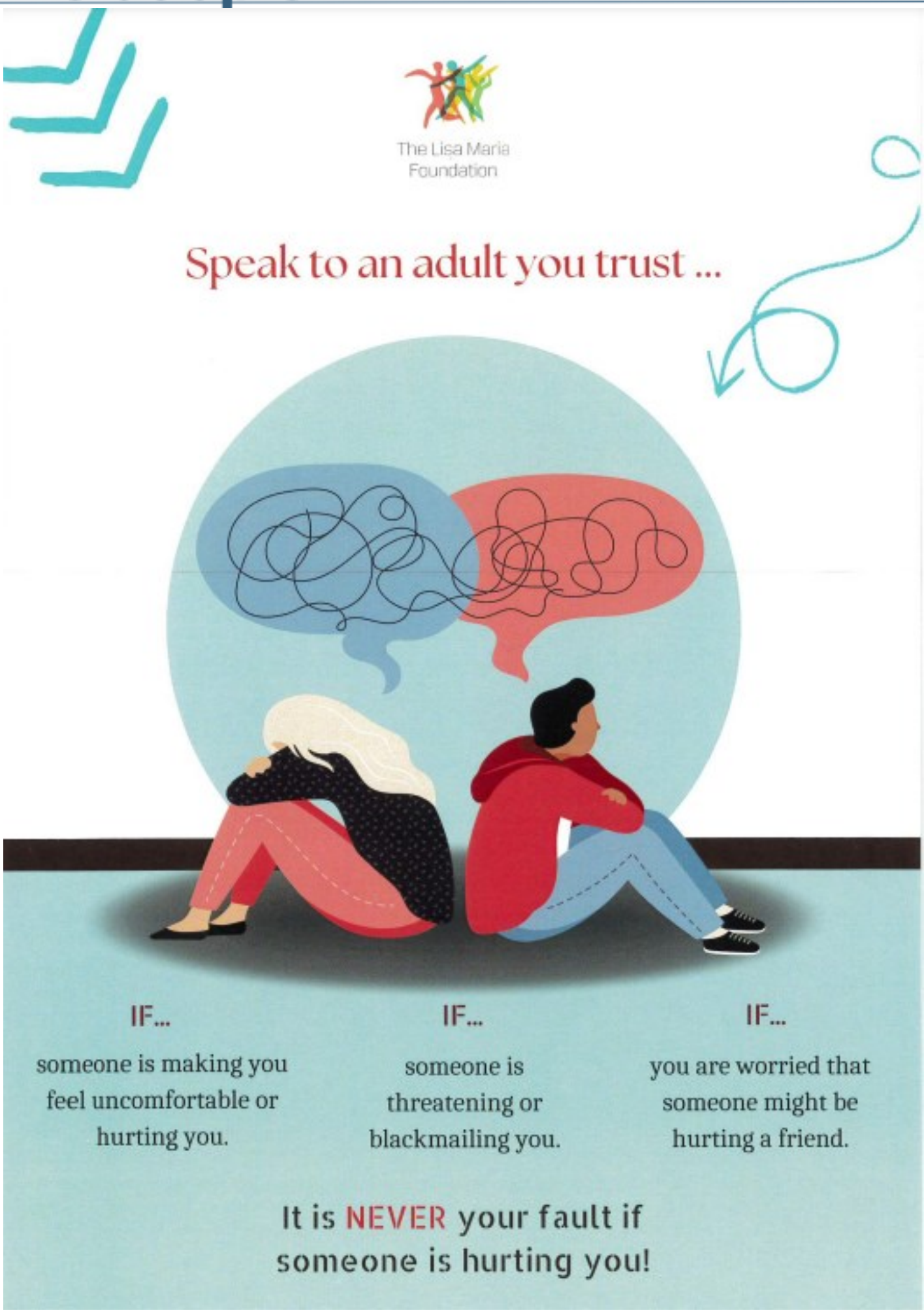


Puttinu Cares shows its appreciation not only for the sum collected but more so for the initiative.

Our cubs wearing the Scouting scarf and toggle, with pride for the birthday of Lord Baden Powell.

The VR in Education project was launched today at St Edward's College, Malta . Using material locally sourced from the portal Class VR, and supported by SOS Malta and Atlas Insurance, the students get to re-live an event rendering understanding and empathy for students that much easier. Linking imagination and sensory experience. We also hosted St Martin's college and St Jeanne Antide. More on this in the next Dwardu's!

The Edwardian version of a 'Coffee Morning' with the Headmaster—free and frank exchange of views with parents.



Bubble, bubble, toil and trouble...

By Stephanie Grech

Year 1 students have been exploring their English book revolving around a witch and spells. They brought this to life by creating their own spells with some extra magic and twists. Geared up and ready to go they once again brought the magic to College.

St Edward's College, Malta

Triq San Dwardu
Birgu BRG 9039
Citta Vittoriosa

Phone: +356 27 88 11 99
Editor: Sylvana Debono
Email: communications@stedwards.edu.mt

Founded in 1929, St Edward 's College is an all-boys college for both day and boarding students. Boarding is offered between the ages of 11 to 18. The college is co-educational. As a private educational college, St Edwards offers excellent teaching facilities, high teacher-pupil ratio, a very wide range of sports facilities and scrupulous personal attention to the students.

At St Edward 's College, students receive a well—rounded education ending up in the IB Diploma. Most of the students go on to study at world class universities. Our top students are leaders in society ranging from Science and Business to traditional professions and the arts. Most Edwardians retain a love and appreciation of sports throughout their lives.