



St Edward's Scoops



Headmaster says...

The quest for greatness

At St. Edward's College, our guiding motto, Virtus et Honor—virtue and honour—resonates, not merely as a tradition of the past, but as a living principle that shapes our daily actions and aspirations.

In a world that often rewards haste and compromise, we are called to stand for what is right, to lead with integrity, and to rise with resilience in the face of adversity. Our College is more than a place of learning: it is a community where values are not simply taught, but lived—where every lesson, challenge, and success becomes a stepping stone in the development of character.

This is what we believe in.

Each pupil, through perseverance in study, commitment in service, and respect in conduct, becomes a bearer of our proud legacy. 'Greatness', is not measured solely by achievements, but by the manner in which we pursue them. Virtue requires courage: the courage to choose kindness over ease, to act justly even when it is difficult, and to hold fast to one's principles regardless of the crowd. Honour calls us to live with dignity, humility, and a deep sense of responsibility—not only to ourselves but to our families, our College, and the wider world.

As we grow older, we can sometimes ignore our moral compass. But deep down I hope that we will remember the college mission statement and motto.

In classrooms, on sports fields, in music halls and beyond, we must not forget the spirit of virtus et honor, striving always for excellence with purpose and pride. We will continue to grow into individuals who not only succeed, but who uplift and inspire those we meet.

Wishing all students, parents, and staff a joyful and restful Easter break.

Nollaig Mac An Bháird

The evolution of co-education in early years at St Edward's College

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My memories of St Edward's College

By Richard Wismayer

From student to eminent surgeon, Richard Wismayer recalls some of his memories at the college. Richard Wismayer is an Old Edwardian who left St. Edward's College in 1994.

I can always recall that at St. Edward's College an emphasis is made to create exemplary citizens, placing strong emphasis on leadership skills and character formation. My years in the College conveyed an excellent holistic foundation for character building. The time I spent in the College was beneficial not only on an educational and academic level but were also formative years which

saw me lay the foundation of a successful career in Surgery. First and foremost, I feel that the College always provided a stable educational environment.

The College allowed us to form close relationships and receive individualized attention from our teachers. This nurturing environment helped me excel academically and also instilled a sense of leadership and responsibility. I did very well in my early school days at Ordinary level and excelled in the Science subjects of Chemistry, Biology and Physics having obtained three grade A's in one certificate at Advanced level upon exit from the sixth form.

My time at St. Edward's College was marked by a rigorous academic curriculum complemented by an array of extracurricular activities. The St. Edward's College administration insisted on its pupils dedicating a considerable amount of their spare time to sport and game activities. We ran cross-country and participated in various outdoor pursuits. These activities built physical endurance but also taught teamwork and resilience which are qualities essential for a successful medical career.

The College's emphasis on holistic education was crucial in shaping my character. St. Edward's College was not just about learning facts. It was about using knowledge effectively and developing leadership skills. Throughout my life, this philosophy resonated in me, influencing my approach to surgery and my role in publishing internationally in high impact academic journals and books.

I view my career as a testament to the values instilled in me at St. Edward's College. As a surgeon I have lead teams through challenging operations, often under high-pressure situations. The impact of a strong educational foundation on an individual's life needs to be stressed. Looking back, I realize, how fortunate I was by the choices my parents

“
My years in the College conveyed an excellent holistic foundation for character building.”

From my school days I learnt that Education is the kindling of a flame, not the filling of a vessel.
Socrates. Indeed.

He is also a member of the Faculty of Surgical Trainers of the Royal College of Surgeons of Edinburgh and examines candidates for the membership and fellowship examinations of the Royal College of Surgeons of Edinburgh and the College of Surgeons of East, Central and Southern Africa.



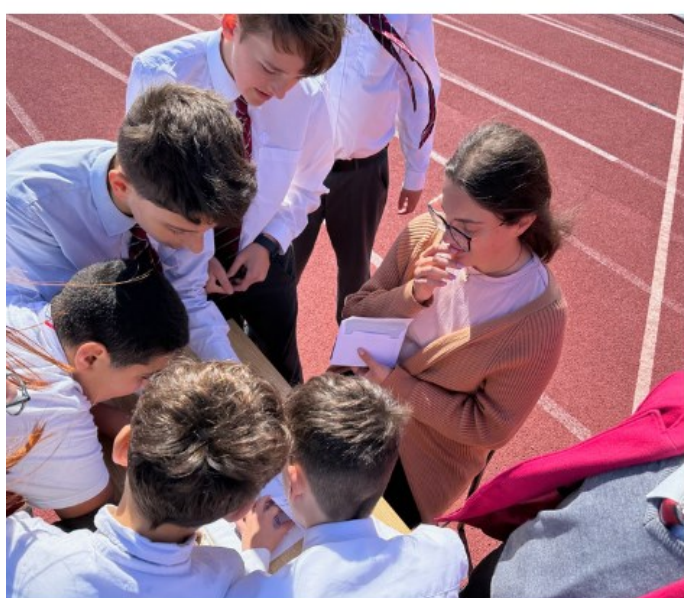
Mr. Richard Wismayer MD(Melit.), MRCSEd, MFSTEd, MRCSEng, MRCPSGlasg, MRCSI, ChM(Ed), PhD, FRCSEd, FRCSEng, FRCSGlasg Gen Surg, FCS(ESCA), FRCSI (Int) Gen Surg, FACS, FEBS, FRSB, FICS



This is not the only educational initiative undertaken by our resident medical specialist. Her weekly missives in the 'Did you know..?' series have been very well received by the students, particularly as they not only inform but also provide practical tips on issues like motivation, lack of energy, what to do when concerned and other teen and adolescent concerns.



Seeking treasure in a book



To kick off Book Week, middle school students at St Edward's College took part in an epic Treasure Hunt on Friday, March 21st. The event brought together ten teams of mixed Year 7 and Year 8 students, who worked together to conquer ten challenging stations. Each station presented a new puzzle, riddle, or code to crack, with points up for grabs at every stop.

The excitement was palpable as students and teachers alike enjoyed the activity, which took place on the school track. To top it all off, there were some special treats waiting for everyone at the end!

And the big winners were... Team 7! Congratulations to Andreas Bray, Zachary Fisher, Xavier Cauchi Aquilina, Alexander Mifsud, Tomas Phoenix Camilleri, and Thomas David Richards Marinelli! These guys showed us what teamwork is all about. Well done, boys!



Organising a business

By Tracey Bonnici

Year 9 students this month took the second big step in their business journey—building their organisation's structure! After coming up with their initial business ideas, it was time to get organised. They split up roles, decided who would oversee each department, and mapped out their reporting lines and chain of command (so there's no confusion about who's in charge!). To make sure they were on the right track, they researched real businesses to see how companies structure their teams. With their organisation now taking shape, they're one step closer to turning their ideas into a real, functioning business!



Discovering Science and Maths

By Roberta Camilleri

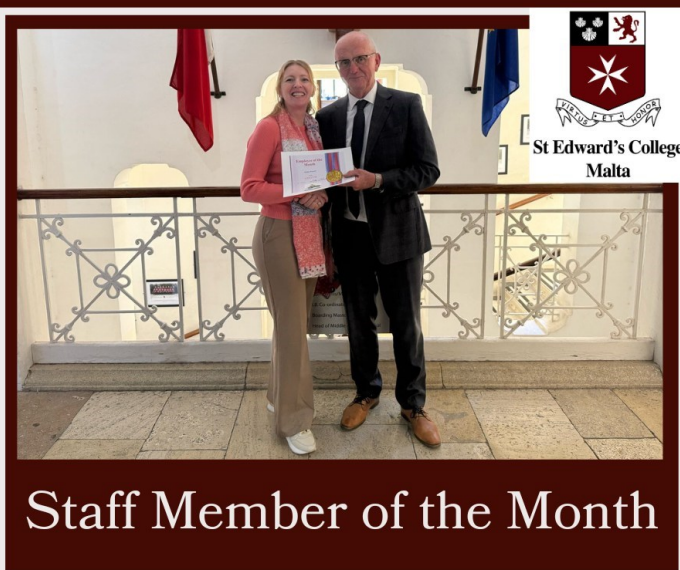
Last month, the Year 4x students engaged in a series of exciting hands-on activities to deepen their understanding of key topics in science and maths.

In science, we explored the fascinating concepts of sound and light through interactive experiments. Students played the 'telephone' game to observe how sound travels through solids and watched as a speaker in water demonstrated how sound moves through liquids. Using rice on a vibrating surface, they were able to see sound waves in action. They also experimented with everyday objects to create different sounds and even built their own musical instruments! To understand light, students used flashlights to explore how light reflects off different materials, discovering which objects produced the best reflections.

In maths, learning about fractions became a fun challenge with a bowling activity. Students knocked down pins and recorded the fraction of those left standing versus those that had fallen, making fractions more tangible and engaging.

During project time, creativity took centre stage as students built their own catapults. These activities not only reinforced key concepts but also encouraged problem-solving, teamwork, and curiosity.

It was a month filled with discovery, excitement, and hands-on learning, making each lesson memorable.



Staff Member of the Month

A hearty 'Well Done' to our Literacy teacher Ms Deidre Fenech.



Sunny days, soily days for our younger students...



Bounti-ful harvest!

...and ones 'ful' of hard work and satisfaction for



Amazing filters for Junior School Sports Day

The evolution of co-education in early years at St Edward's College



The transition has already begun in the Early Years section, marking a historic shift that aligns with contemporary educational trends. While the move to a co-educational model brings numerous benefits, it has not been without its challenges. However, the experiences in the Early Years section have demonstrated that these hurdles can be effectively addressed, paving the way for a seamless transition throughout the school.

Enhanced Social Development

"One of the most noticeable benefits of co-education in the Early Years at St Edward's College has been the improvement in social development among young learners," said Ms Stephanie Grech, head of the Early Years section. Children at this age, she explained, are highly impressionable, and exposing them to a mixed-gender environment from the start fosters natural and healthy interactions. Boys and girls learn to communicate, collaborate, and respect one another's perspectives, breaking down gender stereotypes early on. In the Early Years, Ms Grech said that teachers have observed that both boys and girls become more empathetic and adaptable when interacting with peers of different genders, equipping them with essential life skills for the future.



Ms Stephanie Grech,
Head of Early Years at
St Edward's College.

St Edward's College, a prestigious institution long known for its commitment to academic excellence, is undergoing a significant transformation by embracing co-education.

of social variety and interaction," observed Ms Grech.

The real world is not a single-gender world, and introducing children to this reality from an early age prepares them for future academic and professional environments. By learning to work and communicate with the opposite gender from a young age, students at St Edward's College are better equipped for teamwork and collaboration in their future careers. Mixed-gender activities, such as group projects and play-based learning help children build confidence in engaging with all peers, rather than being limited by gender divisions.

Challenges and Solutions

Change is often met with resistance, and the transition at St Edward's was no exception. With over a decade of co-ed experience in the Early Years, the proactive approach taken by St Edward's College has ensured that the initial obstacles were met with effective solutions. Some parents and staff members were initially hesitant, concerned about whether boys and girls would thrive equally in a shared environment. This came at a time when the move to co-ed was being undertaken nationwide across state schools and was also widespread in private and church schools. The College had adopted a conservative approach and introduced co-ed in the

Early Years, following the earlier introduction of co-ed at Sixth Form level. In so doing, it applied lessons learnt from the eldest cohort to the youngest in the College. "This is why, we are now confident that going co-ed across the board will be a logical and relatively seamless next step," added Ms Grech.

To build on this experience, St Edward's College has now introduced professional development sessions focused on gender-inclusive teaching strategies. Teachers are trained to create lesson plans that encourage equal participation and highlight the strengths of all students, regardless of gender. The integration of interactive and cooperative learning activities will further ensure that both boys and girls remain equally involved in their education.

Managing Social Dynamics

Young children are still developing their social skills, and the continuation of a co-educational setting requires careful management of classroom dynamics. To foster a more integrated environment and learning from over a decade of co-ed experience in the lower Early Years, educators will be implementing structured activities that encourage cross-gender teamwork. "From group storytelling to mixed-gender play areas, these initiatives will help promote friendships across genders," observed Ms Grech.

St Edward's introduced a variety of extracurricular activities that appealed to a broad range of interests, ensuring that both genders feel represented and encouraged to explore their strengths. From concerts to Capoeira, teachers make a conscious effort to promote inclusivity through sports, creative arts and leadership roles and across all other activities.

A Bright Future for Co-Education at St Edward's

The success of co-education in the lower Early Years section of St Edward's College serves as a promising indicator for the rest of the institution's transition. While challenges exist, the proactive and research-backed approach taken by the school has ensured a smooth and effective adaptation. The positive changes observed in academic publications such as enhanced social skills, a more inclusive learning environment, and better preparation for real-world interactions, augur well for the long-term benefits of this shift.

As the school continues its journey towards full co-education, the lessons learned from the lower Early Years will provide valuable insights for the future. With strong support from educators, parents, and the wider community, St Edward's College is well on its way to becoming a leading example of how co-education can foster a balanced, inclusive, and enriching educational experience for all students.

Improved Learning Environment

Research has shown that children learn better when exposed to diverse perspectives. At St Edward's College, the co-educational model has enriched classroom discussions and activities where children often approach problem-solving differently, leading to a more dynamic and well-rounded learning experience. For example, while some children may be more inclined towards verbal expression, others may excel in hands-on activities, creating a balanced classroom environment that caters to a variety of learning styles. "This, too, is diversity and reinforces the re-life model





Middle School Goes Back to the F(EU)ture!

By Samantha Abela

Over the past two Fridays, Middle School students at St Edward's College were given the exciting opportunity to learn more about the European Union through a series of hands-on activities and interactive experiences. This initiative was made possible thanks to the European Parliament Liaison Office (EPLO) in Malta and the Institute of European Studies at the University of Malta.

The experience kicked off with the College being invited to host the Institute's 20th Anniversary Exhibition, a fascinating ten-panel display that walked students through Malta's EU journey—from the 1970 Association Agreement all the way to Malta's present-day role as an active EU Member State. Prof. Jean Claude Cachia and his colleague delivered a guided tour of the exhibition, enriching the students' understanding with informative and engaging commentary. The visit concluded with a fun Kahoot quiz, where students eagerly competed for prizes, reinforcing their learning in an exciting way.

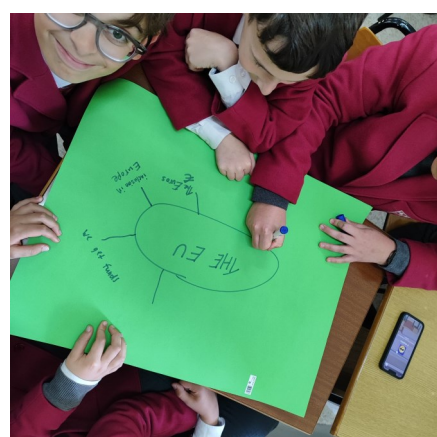
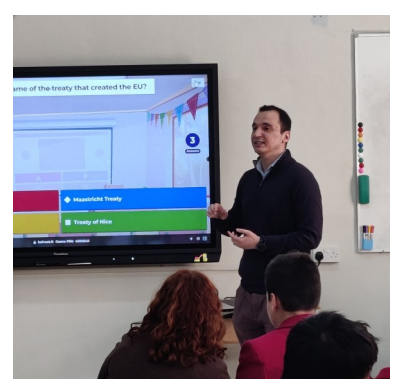
But that was just the beginning.

The following week, students took part in the "Back to the F(EU)ture" Simulation Game, facilitated by a trained EPLO educator. This activity provided a real-life scenario-based challenge, where students compared two Maltese families—one from the year 2000, before Malta joined the EU, and the other from 2024, post-membership. Both families were planning to move to another EU country, and students had to explore and debate the advantages, limitations, and challenges each family might face based on Malta's EU membership status at the time.

This game truly put into practice the College's TUL philosophy—Think, Understand, Learn—and got students critically reflecting on the real-world implications of EU policies, freedom of movement, job opportunities, and education across the continent.

A special highlight of the event was a visit from Mr Keith Demicoli, who interviewed several students for an upcoming segment on the TV programme Dot EU. Our students enthusiastically shared what they had learned and how the simulation opened their eyes to the realities and benefits of being part of the European Union.

We sincerely thank the EPLO and the Institute of European Studies for these fantastic opportunities, which brought the EU closer to our classrooms. We look forward to building on this collaboration in the future and continuing to create meaningful learning experiences for our students.



A visit to the Central Bank and Konnekt

By Tracey Bonnici



The Year 9 Business Studies students visited the Central Bank of Malta, where they attended a presentation on the functions and uses of the bank. They were also given a guided tour of the Money Museum, where they explored the history of money — from the barter system to its evolution through different periods in Malta's history.

The students were highly engaged throughout the visit and asked several insightful questions, showing a keen interest in the subject.

Meanwhile, Year 10 Business Studies students visited Konnekt where they participated in a highly informative workshop.

During the session, students explored the recruitment and interview process from both the candidate's and employer's perspective. They also reviewed examples of effective CV templates, learning what makes a CV stand out and the key information that should be included.

The workshop also covered insightful discussions on why people change jobs and the types of questions and information that are commonly exchanged during interviews.





COMMUNITY ACTION SERVICE

ST EDWARD'S COLLEGE

CRABAPPLE INVITES YOU TO THE

INTERNATIONAL BACCALAUREATE EXHIBITION

ON THE 4TH APRIL 2025 @ 19:00H



VISUAL ARTS EXHIBITION

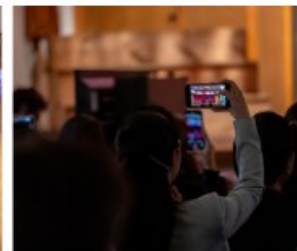


EXTENDED ESSAY

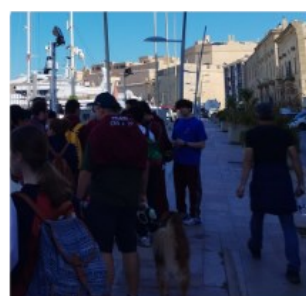
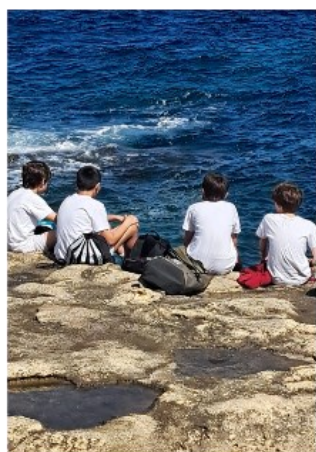
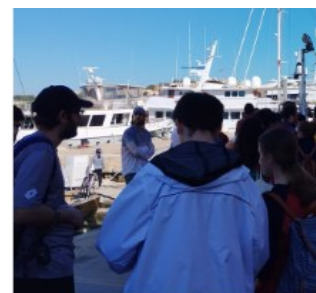
An International Extravaganza

The International Baccalaureate (IB) Students were in the spotlight in the first days of April. The head of IB, Mr Jolen Galea put together an eclectic mix of IB bravura: from art to dance, from research to debate, the program he put together showcased just how varied the talents of the students following this demanding course are.

St Edward's College offers this diploma program which is, in itself a qualification. In content it is varied and tests the mettle of the students not simply from an academic perspective, which in itself is rigorous. It also ensure that the students who undertake IB are well rounded citizens, with input in voluntary work, sports and the arts. True Edwardians!









CONGRATULATIONS

Dear Year 11s,

As you prepare to walk out of these school gates for the last time, I just wanted to pause and say — **Congratulations**. You've made it through a chapter filled with challenges, growth, laughter, stress, friendships, deadlines, and countless memories.

Whether you're feeling excitement, nervousness, or a mix of everything (which is completely normal), know this: you've done something incredible. You've kept showing up, even on the tough days. That kind of perseverance? It's a superpower. A few thoughts to carry with you:

- You don't need to have it all figured out. Life unfolds in unexpected and beautiful ways. Stay curious, stay open.
- Success isn't a straight line. Failing, stumbling, changing your mind — they're all part of finding what's right for you.
- You are enough — exactly as you are. You don't need to prove your worth to anyone.
- Rest is productive. Take breaks. Breathe. You're not a machine.
- Talk to someone. A friend, a parent, a counselor — it's okay to ask for help. You are never alone.
- Be kind to yourself. The way you speak to yourself matters. Be your own biggest supporter.
- Protect your peace. Choose people and environments that uplift you.

Wherever life takes you next — work, Uni, travel, new beginnings — I hope you remember the strength, heart, and courage that got you here. You are capable of so much.

We'll miss your energy in the halls. We'll be cheering you on from afar.
Go be brilliant!!

Nurse Flora



Bringing Europe Closer to the Classroom

By Samantha Abela

Last year, St Edward's College proudly became a European Parliament Ambassador School—a significant step forward in offering our students fresh opportunities to engage with the world beyond the classroom. This achievement came thanks to the dedication of several educators who continuously strive to broaden our students' horizons.

Since then, our students have been actively involved in exciting EU-related projects. A group of Year 11 students had the unique chance to visit the European Parliament in Strasbourg in December 2023, while another team prepared by Mr G. Spiteri took part in a Europe Day Quiz, both in May 2024 and the upcoming May 2025 edition. We were also honoured with an invitation to attend the prestigious Sakharov Prize Ceremony in December 2024, again in Strasbourg.

Personally, I was thrilled when I received an email inviting me to give feedback as an educator on the various European Parliament outreach initiatives in Malta, particularly those aimed at schools. After sharing my thoughts, I was delighted to be invited to Brussels to participate in a special Seminar for Formal and Non-Formal Educators. The aim? To explore new, dynamic learning materials designed to help students aged 11+ discover more about the history of the EU, its role in our lives, and its work across member states.

The seminar, held on 21st March in Brussels, brought together educators from across Europe. It focused on helping us better understand the new legislature and priorities of the European Parliament, and how we can effectively communicate its role to our students. It was an incredible platform for networking, exchanging ideas, sharing best practices, and contributing to the development of future educational resources.

We began by discussing what issues matter most to today's youth. Unsurprisingly, students across Europe are concerned about affordable housing, migration, job security, artificial intelligence, diversity, misinformation, climate change, and the future of democracy. These conversations were not only eye-opening, but they also confirmed just how interconnected our young people's concerns truly are.

Later in the day, we were introduced to seven new "Learning Trail" resources—interactive lesson plans currently being piloted to bring the EU closer to students. These innovative materials explore themes like the history of the EU, social justice, and European values through engaging tools such as games, timelines, and profiles of the EU's founding figures. The aim is to create a learner-centred, interactive experience that fosters active and informed European citizenship.

One of the highlights of the seminar was the opportunity to test these lesson plans ourselves and provide feedback based on our own school settings. Whether working with vocational students, middle school learners, or SEN students, we had valuable insights to share, helping shape the final versions of these materials before they are made publicly available online.

What made this event even more memorable was the sense of solidarity I felt. Meeting fellow educators from Italy, Ukraine, Poland, Portugal, and beyond, I realised that many of the challenges we face in our classrooms are shared across Europe. As teachers, we often feel isolated in our efforts—but forums like this remind us that we're part of a much larger community, all striving to make a difference for the next generation.

To top off the experience, I had the pleasure of visiting the office of Maltese MEP Thomas Bajada with another Maltese educator. We discussed the current educational landscape in Malta, student challenges, and Mr Bajada's own work in the Parliament—particularly his focus on water accessibility and sustainability.

This was truly an inspiring and energising experience. I hope to participate in more of these events in the future and am especially looking forward to introducing these new EU-based lessons to our students here at St Edward's. We are more determined than ever to continue bringing meaningful, real-world projects into our classrooms and to keep nurturing our students' roles as young European citizens.



The Lisa Maria
Foundation

Protect yourself and others

If you are receiving cruel and hateful messages you can ask an adult you trust to help you.

Think twice before sending that message to someone online. You might not realise how much it is hurting them or the damage that it might cause.

Never share private pictures of yourself. You never know where they could end up and how they might be shared.

You cannot take photos of anyone without their consent and they cannot take photos of you without consent either.



St Edward's College, Malta

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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.

