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"Dream Big and Never Give Up"

Timmy Ellul's Journey of Resilience and Belief

By Sylvana Debono

*From becoming the first student with Down Syndrome at St Edward's College to passing six O' Levels and pursuing his studies for a dream career in hospitality, Timmy Ellul's story is one of inspiration, determination, quiet courage, and a family's conviction that inclusion must open doors, not merely tick boxes. **Dwardu's Scoops** caught up with the ever-busy Timmy and his mother, Dr Louise Ellul Cachia Caruana.*

There are stories that make headlines because of spectacle, and then there are stories that matter because they quietly shift what we believe is possible. Timmy's story belongs firmly in the latter category.

At first glance, Timmy's achievements may appear straightforward: he completed his education at St Edward's College, sat for six O' Level examinations at the end of Year 11, passed every one of them, and has since moved on to further studies at the Institute for Tourism

Studies. Yet behind these milestones lies a journey shaped by determination, resilience, and a mother's unwavering belief that her son deserved not just access to education, but opportunity in its fullest sense.

Timmy himself speaks with a calm confidence that reflects this journey. He is most proud, he says, of having "done well at St Edward's" and of finishing school alongside the same classmates he began with in Kindergarten. That continuity - growing, learning, and belonging within one community - mattered deeply to him. Passing his O' Levels, however, stands out as a defining achievement, not simply for the certificates earned, but for what they represent: persistence in the face of doubt and challenges, and the courage to try when others advise otherwise.

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A full and rich student life

Looking back on his school years, Timmy recalls moments of joy that paint a picture of a full and rich student life. He fondly recounts his overnight live-ins at school, educational trips across Malta, and creative experiences such as recording Christmas carols in a music studio or crafting traditional Maltese tiles. He travelled abroad on school trips to Sicily, London and PGL, took part in concerts, and even abseiled down the school building on St Edward's Day - an experience he describes as scary, but ultimately empowering. "I overcame my fears," he says simply, capturing in a few words a theme that echoes throughout his story.

Art, religion, and English literature were among his favourite subjects, but what Timmy enjoyed most was being with his friends, sharing jokes and everyday moments that so many young people cherish. When asked about support, his answer is both expansive and telling: he names numerous teachers and staff members, but is quick to add that it was his friends who were "always there for me and helped me when I needed it." This sense of belonging, of being seen not as an exception but as part of a community, proved vital.



Groundbreaking

That sense of community did not happen by chance. For Timmy's mother, Louise Ellul Cachia Caruana, the decision to enrol her son at St Edward's was both hopeful and daunting. While the College was a natural choice for the family, with Timmy's grandfather having been one of the longest serving headmasters of the College and all his male relatives being Edwardians, Timmy's entry marked new ground: he would be the first student with Down Syndrome to attend St. Edward's College. Her concerns were human, honest and fundamental - would he be happy, and would he integrate well?

What followed was a leap of faith, grounded in values. Louise speaks openly of her belief in the inclusive principles upon which the College is built, but also of a deeper faith in human potential. On the night Timmy was born, she and her husband made a commitment to do everything necessary to ensure that his would be a success story. That commitment would guide every decision thereafter.

From the outset, their vision as parents was twofold: that Timmy would receive the education he deserved as a right, and that his journey would help pave the way for other students like him. "I believe that we achieved both," she reflects - a statement that speaks not only to her son's accomplishments, but to a lasting change this wrought in a distinguished and eminent educational institution.

Quiet support and an inclusion that was lived

Throughout Timmy's years at St Edward's, there were countless moments of quiet support. Some went unnoticed by many, Louise notes, but they mattered deeply: peers who always had his back, educators who challenged him, believed in his potential, and channelled his efforts carefully to help him flourish. Inclusion, in this sense, was lived rather than declared.

Resilience, however, is the thread that runs strongest through Timmy's story. His mother describes it as his greatest strength. Despite challenges related both to his condition and to societal expectations, Timmy perseveres. Just like any of us, he has bad days, moments of frustration, and times when he feels like giving up - but, as Louise says, "he soldiers on," supported by those around him and driven by his own determination.

Nothing illustrates this more clearly than his decision to sit for O' Levels. Many advised against it, doubting the likelihood of success. Timmy and his family refused to be defined by those doubts. Not only did Timmy attempt all six subjects, he passed them all. For his mother, the true achievement lies in the process - the sustained effort, discipline, and courage it took to get there. To her, Timmy is a "shining example of resilience," not because of a result alone, but because of how he reached it.

That resilience was carefully nurtured. From infancy, Timmy and his family were guided by a simple but powerful philosophy: "Always Building him up for Success." High standards, clear scaffolding, and consistent belief in his potential formed the foundation of his development. Timmy always had to work harder and dedicate more time than many of his peers, but his thirst to succeed carried him forward. At home, support was constant and collective - siblings pitched in, materials were prepared together - sometimes burning the midnight oil - and learning became a shared endeavour.

The College as a Community

The impact of St Edward's College on Timmy's confidence and independence is clear. Louise describes the school as a community where students are known as individuals, not numbers. Within this environment, Timmy grew into an independent young man who looks to the future with confidence, proud to call himself an Edwardian.





That future is already taking shape at the Institute for Tourism Studies. Timmy chose the path himself, drawn by his love of travel, languages, helping others, and the dynamic world of hospitality. The transition from an all-boys school to a different institution was not without challenges, but once again, Timmy adapted, surprised others, and found his footing. Today, he is settled, happy, performing well and passing assessments most often with flying colours.

His dream is clear and stated decisively and without equivocation: to work at the front office of a five-star hotel, welcoming guests, managing reservations, and ensuring people enjoy their stay. He hopes to train abroad, travel for work, and build a career that reflects both his skills and his

charismatic nature.

“Dream big, try your best, and never give up”

For younger students, Timmy’s message is simple and heartfelt: dream big, try your best, and never give up. For parents facing similar journeys, his mother’s message is equally powerful - believe in your child, walk alongside them, do not give up in the face of adversity, and do not accept limits imposed by others’ expectations.

Timmy Ellul’s story is not just about one young man’s success. It is about what happens when resilience meets opportunity, and when a family’s vision is matched by a community willing to grow. It is a reminder that true inclusion is not a slogan, but a commitment - and when honoured, it opens doors for many more to follow.



Planting with a purpose

By Stephanie Grech

Following their engaging outdoor learning experiences and nature-focused topics, the KG1 Daisies were inspired to take their learning a step further through a meaningful and thoughtful initiative for Earth Day. Having developed a growing curiosity about plants and how they are cared for, the children expressed a genuine desire for planting with the intention of gifting them to members of the school’s management and administration team.

With great excitement and care, the students immersed themselves in the planting process. This hands-on experience allowed them to make meaningful connections between their learning and real-life application, while also fostering a sense of responsibility towards nurturing living things.

Throughout the activity, the children demonstrated a range of valuable character-building traits. The act of preparing their plants as gifts encouraged kindness, generosity, and an appreciation for others, helping them experience the joy that comes from giving. The students eagerly coached the gifted adults on how to take care of their environment.

This initiative also reflected important developmental goals, as it empowered student voice by valuing an idea that originated from the children themselves, while promoting environmental awareness and a sense of stewardship. At the same time, it supported their social and emotional development, strengthening their understanding of gratitude and community connection.

The plants were warmly received and greatly appreciated by the management and administration team, making the experience even more meaningful for the children. This simple yet powerful activity highlights how young learners can take ownership of their ideas and contribute positively to their school community.





Four students from Junior School participated in their first Chess Inter-Primary tournament and came 2nd out of 27 participating schools. Leo Nagel 3Y did not lose a single game while Aaron Doyoon Park - 6X, Luca Cremona - 6X, and Tirril Saks - 6Y carried the St Edward's Name with honour. Well done students!



The Intrepid Ms Malani, assisted by Ms Mintoff, Mr Sultana, Mr Farrugia and Ms Caruana at work with her elves potting up for the Mother's Day Sale!. Honourable mention goes to master Gregory Micallef. This sale will take place on the 6,7 and 8 of May. Come ready to give our dear mothers a lovely surprise.



This week our Senior School Ballers were engaged in a competitive Basketball encounter between Houses. Congreve were crowned Champions followed by runners up Campbell.
 Games results:
 Campbell vs Congreve 19-21
 Ducane vs Congreve 12-20
 Ducane vs Campbell 5-16
 Matias de Flavia of Campbell was awarded the MVP (most valuable player) of the tournament.



At the MSG inter-schools Cross-Country at Pembroke, our boys had a good performance overall. In the U13 Category we had Nicholas Falzon placing 5th followed by 12th place Roger Ghio and 18th Luca Cioffi. Well done for your great effort!



"A Clash of Two Centuries" talk by James Hamberger held this week was very well attended, and it's easy to see why. James Hamberger delivered a captivating exploration of a transformative moment in Malta's maritime history. At the start of the twentieth century, the British Mediterranean Fleet stood at its height, with Malta thriving as its strategic headquarters and benefiting from major naval investment. But the world was changing fast. Shifting global politics and rapid technological advances soon altered Britain's strategic priorities, leading to the decline of the Mediterranean Fleet and significant economic repercussions for Malta. Hamberger expertly traced how these developments ultimately left the island reliant on former rivals for regional defence.

How Nature Functions

By Adam Caruana Yr 12

This month our Year 12 Environmental Systems and Societies class changed up our learning environment and headed to the Buskett woodlands. As one of the few remaining green areas in Malta, Buskett offered us the perfect opportunity to see nature function and learn how to protect our local environment.

We started our day by setting up transect lines, which are essentially 1-metre-long pieces of string set up in a straight line through the physical gradient. By observing this path, we could see exactly how the types of plants changed as we moved within the woodlands. This helped us understand how factors like light and soil moisture create different habitats for local wildlife.

Next, we used a tool called quadrat sampling. This is essentially a square frame that we placed on the ground in various spots. By looking closely at only what was inside that square, we could get a record of the biodiversity of the woodland floor. We made sure to choose our spots randomly to ensure our results were fair and represented the whole area, counting as much diversity in flora and fauna as possible.

To make sense of all the numbers we collected, we used a method called the Simpson's Diversity Index. Which is basically a value which represents the diversity of an ecosystem. Instead of just counting the total number of plants, this index looks at how many different species are living together. A high score means the woodland is diverse and stable, which is exactly what we want for Malta's environment.

Before returning to school, we discussed the human aspect of the woodland. We looked at how our own activities, like building paths or visiting for picnics, can change the landscape. It was a great reminder that even small actions can impact the survival of the flora and fauna we saw. This trip taught us that understanding nature is the first step toward saving it.



Consumption through the eyes of the future

Our students George Lungaro-Mifsud, Spark Xia and Chen Rui Wen took part in the essay competition organised by the Office for Consumer Affairs within the MCCA in connection with World Consumer Rights Day, celebrated on 15th March. The competition was open to middle and secondary school students in Years 7, 8, 9, and 10, and aimed to encourage students to reflect on consumer rights and responsible consumption. Participants were asked to write an opinion-based essay of approximately 250 words focusing on consumer rights in the context of sustainability, with particular emphasis on the advantages and disadvantages of purchasing eco-friendly products. Through this task, students were encouraged to critically assess how consumer choices can impact both the environment and society.

Reflect on what you buy

By George Lungaro-Mifsud Yr 8Y

When Covid hit the world in 2020, we were all shocked and it literally taught us valuable lessons. One of the most important is the need to live on a healthy planet with a healthy ecosystem. Climate change is real and caused by human action and so is biodiversity loss and air and sea pollution. All these contribute to unsustainability. Everyone needs to be accountable for their actions and habits.

Being sustainable means to be able to maintain a balanced level of give and take. At the moment, the planet is in an unsustainable state. We are currently using around 1.7 times what planet Earth can give. Overconsumption is a big player in this unsustainability and one of the forces driving the climate crisis. Many products are bought and consumed without thinking about a real need, for example during Christmas. It's a consumption race with the excuse of gifting and celebrating.

To be a conscious consumer means that you think before you buy. These questions must be asked: "Where was this made?" "How did it arrive here?" "Who made it?" "Who or what suffered so this product could be created?" It's important that we choose eco-sustainable products which means that these products were sourced, manufactured, produced, packaged and transported with respect to the environment. An eco-friendly product is a product that was made with sustainability as a priority.



What is good for the planet is also good for the people. Eco-sustainable products are those which provide environmental, social and economic benefits while protecting public health and the environment over their whole life cycle. If you care about what you put in your body and want to live a healthy lifestyle, choosing sustainable products is the way forward. And also shopping local is a huge factor for sustainability which should be encouraged all year round.



The wisdom of eating Chocolate

By Spark Xia Yr 7X

I am a chocolate fan; I love to eat chocolates, candies, and many other sweets. For me, buying chocolates is always simple. However, when I participate for this Consumer Rights Competition, I began to question myself, "Am I really a wise consumer?" Have I ever thought about how these sweets are harmful to the people of society?



I started researching how harmful sweets are. Firstly, sweets can be full of sugar, it can cause health problems like sugar diabetes and tooth decay. Secondly, their plastic packaging can create waste that harms the environment. Overall, this shows that sweets both harm us and the planet.

To be a wise consumer, we need to think before buying it. We should check the ingredients of the product and choose healthier foods. On the one hand, we can eat sweets, but we need to eat them less often. On the other hand, we need to eat more vegetables. They are a great example of food that we eat to become healthier and to strengthen our body. Additionally, buying packets or using reusable bags can make a big difference for the environment and society.



We also need to compare products and ask questions. Just because a product is expensive and nice doesn't mean it is the best choice. Some advertisements persuade consumers to buy the product to get a better sale monthly. To conclude, being smart and responsible helps us make better choices.

Now, I want to be a wise consumer, I will think before I buy any other sweets in the shop next to me, choose products that are useful and great for the environment, and always remember: "Am I a wise Consumer?"

Reducing Carbon emissions

By Chen Rui Wen Yr 7Y

Have you ever wondered how your shopping choices affect the planet? We should be sustainable consumers, that is, we should choose products that don't harm our planet or future .



One major advantage of choosing eco-friendly products is reducing carbon emissions. Eco-friendly products usually use less energy to produce. When using coal and fossil fuels to produce fast, cheap products with a lot of packaging, they emit carbon dioxide into the earth's atmosphere and cause global warming. We could reduce pollution by making responsible choices, read labels and choose to use eco-friendly products.

Another advantage is that eco-friendly products usually last longer than the normal ones because they rarely use undesirable materials to make them last longer so people don't have to dispose of them quickly. These products also tend to be biodegradable and thus don't harm the environment when they are thrown away.



Last but not least, when sustainable consumers invest in buying eco-friendly products, they are supporting companies that care about the planet by boosting brand reputation and increasing customer loyalty, which also aligns with corporate social responsibility (CSR) goals .

However, being a green consumer can be difficult because lots of companies use the method of greenwash claiming that they are eco-friendly, but they aren't. Thus, consumers might get confused. Also, the eco-friendly products tend to have higher prices than the normal ones because they are much more difficult and harder to produce .



Have you started planning how to study for your finals this year?

Finals may feel a long way off, but now is the perfect time to start thinking about how you'll prepare.

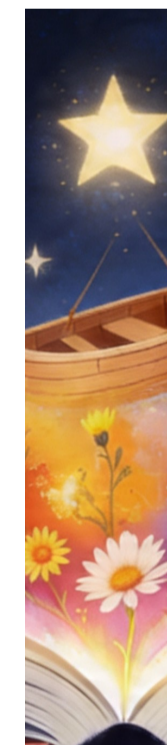
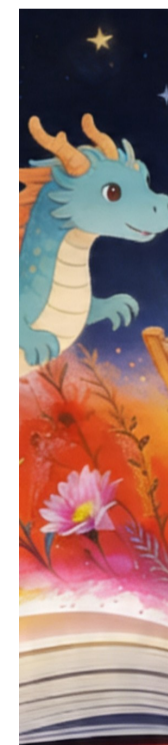
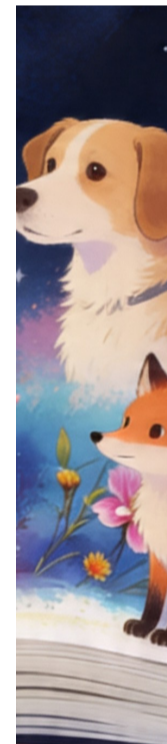
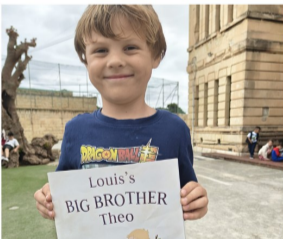
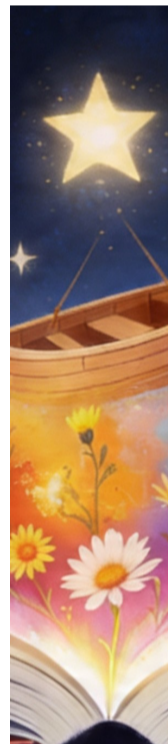
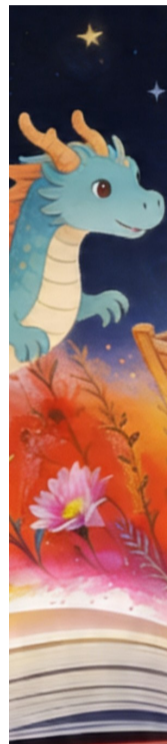
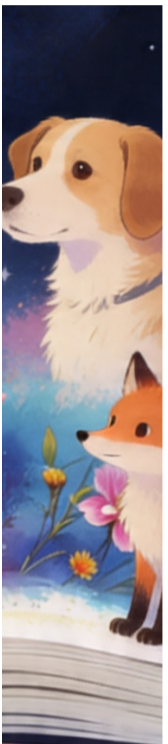
A clear plan can really reduce stress later and help you make the most of your revision time.

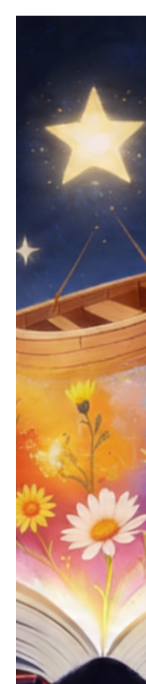
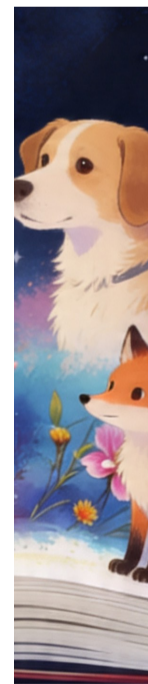
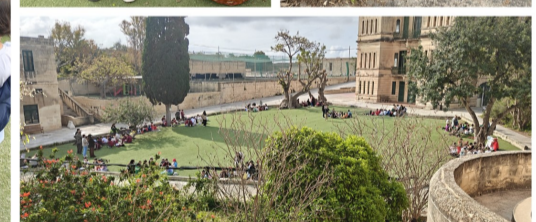
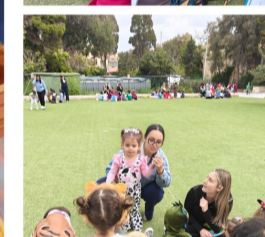
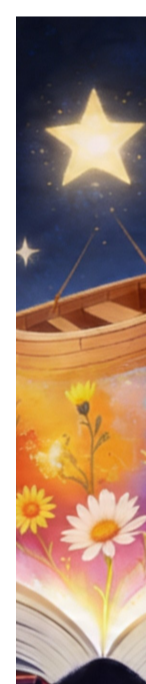
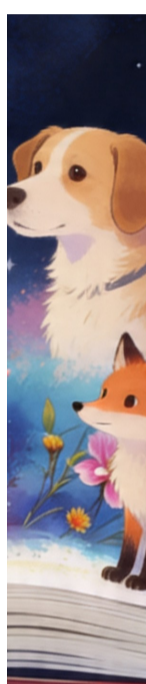
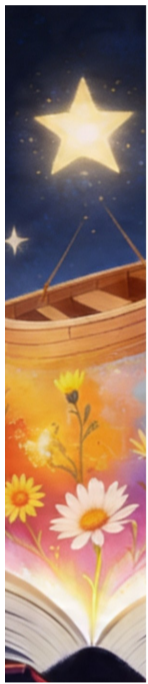
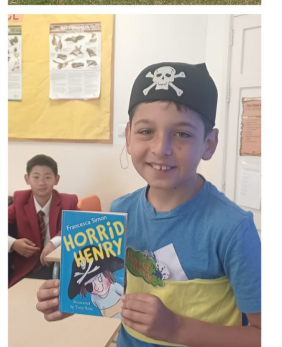
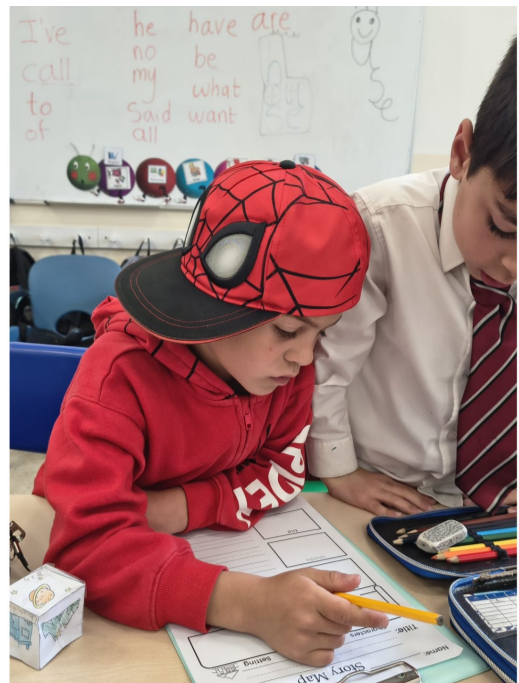
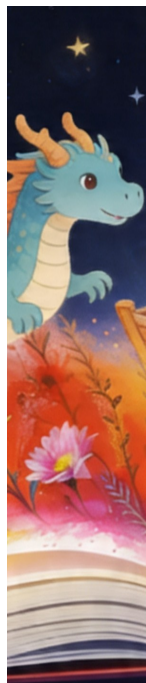
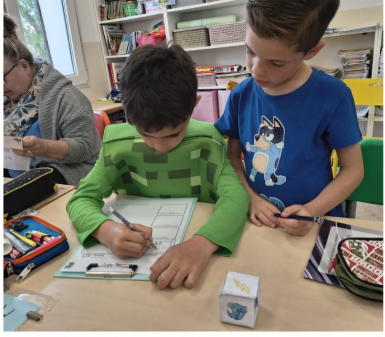
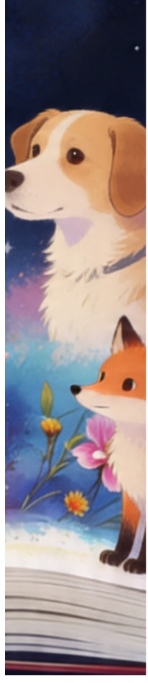


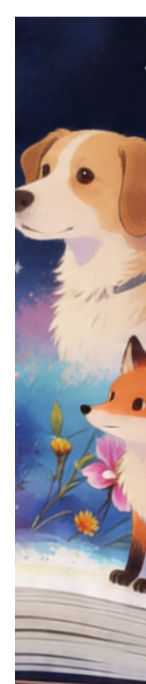
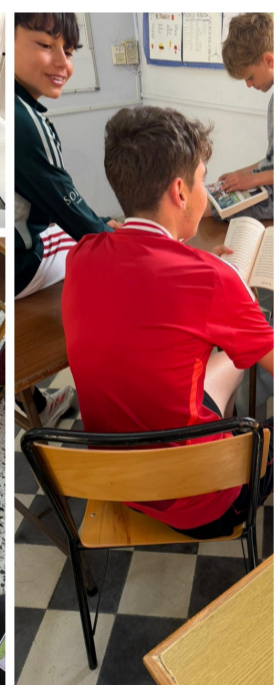
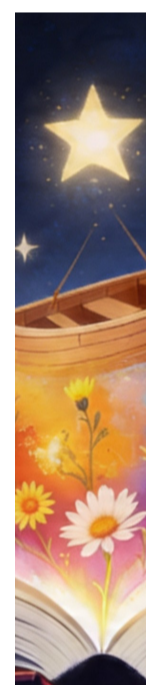
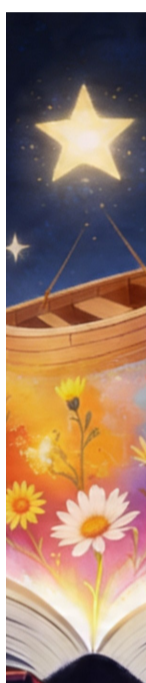
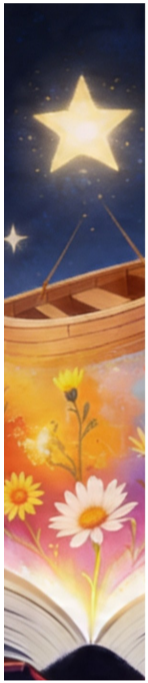
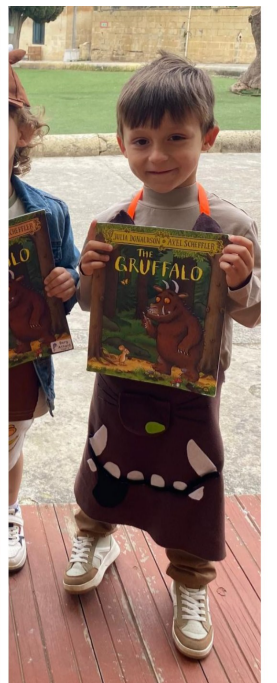
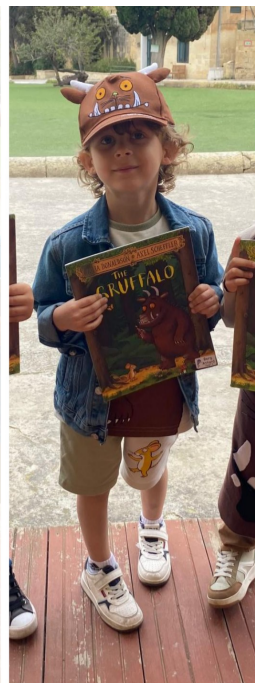
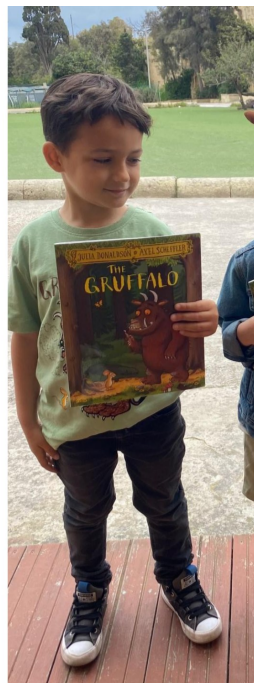
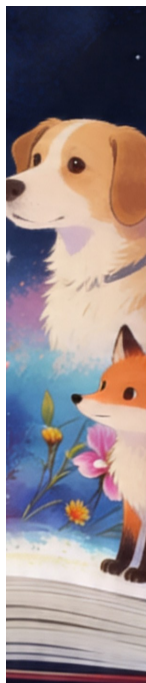
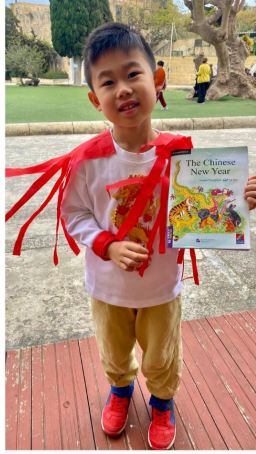
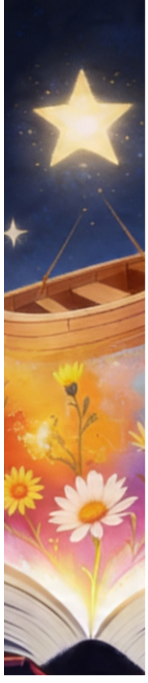
The Great St Edward's College

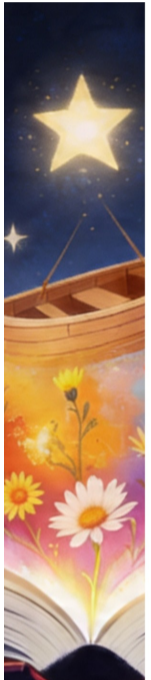
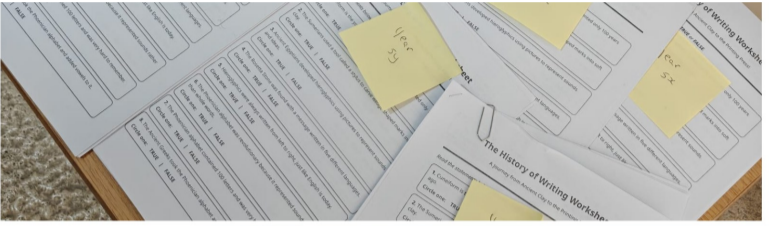
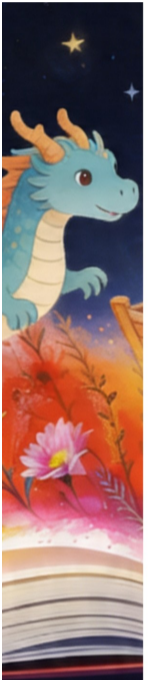
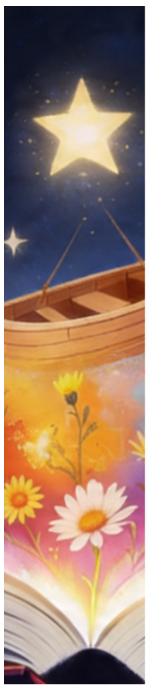
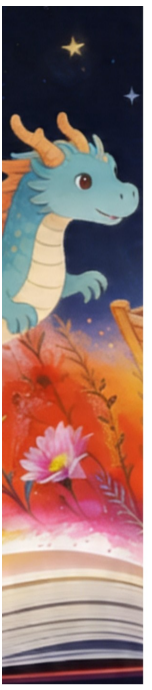
Book Day

The Photos







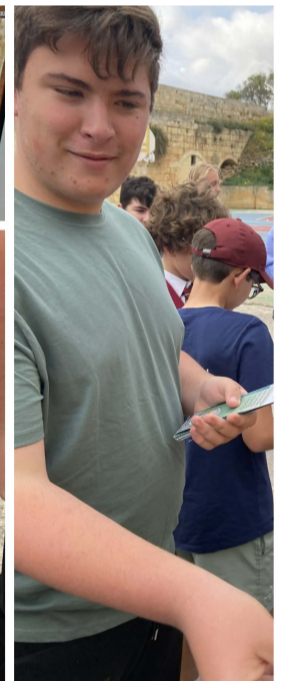
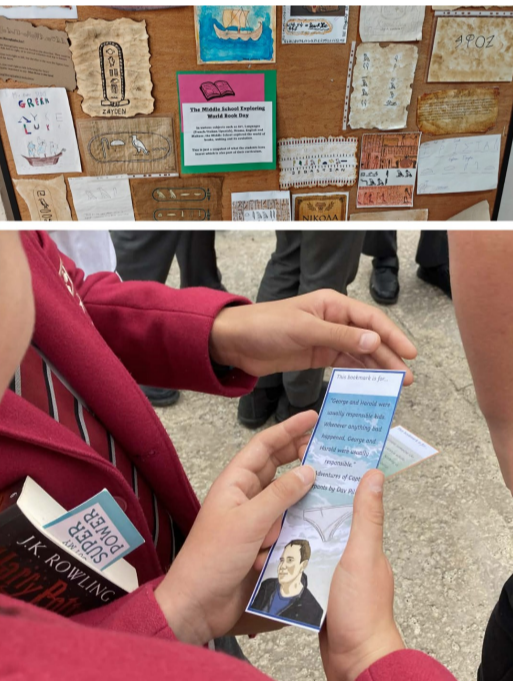
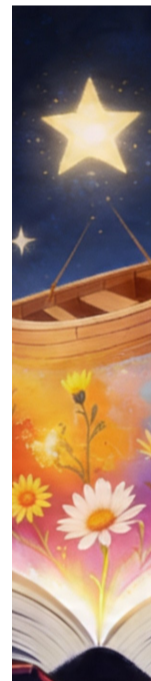
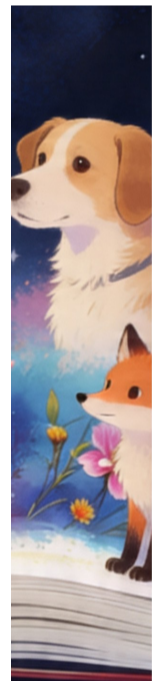
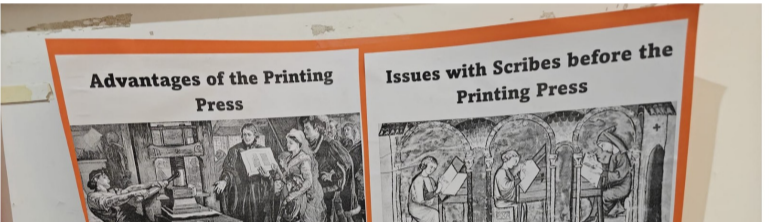


Celebrating the Journey of the Written Word

Every year, children and book lovers around the world dress up as their favorite characters to celebrate **World Book Day**. While it is a day filled with fun and costumes, its true purpose goes much deeper than just the stories on the page. It is a day to celebrate the magic of reading and the incredible history of how humans learned to share

The Link: Reading, Writing, and Evolution

We celebrate World Book Day to encourage everyone, especially young people, to discover the pleasure of reading. Reading is like a superpower—it allows us to travel through time, visit distant planets, and understand the feelings of people we have never met. However, we wouldn't have books to read if it weren't for the **evolution of writing**. For thousands of years, humans



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The Fantastic Mr Fox

Our Year 8 students, under the able direction of Mr Jeremy de Maria, recently delighted audiences with their vibrant production of *The Fantastic Mr Fox*, bringing Roald Dahl's much-loved story to life with energy, humour and confidence. The cast demonstrated impressive teamwork, clear characterisation and a strong sense of timing, supported by creative staging and thoughtful use of movement and voice. It was heartening to see such enthusiasm, commitment and growing theatrical skill on stage.

As an overture, Oscar Serracino Inglott, Tomas Camilleri and Matthew Barbara introduced the evening with some soothing notes.

Congratulations to all the students involved, as well as to the staff who guided and supported them throughout the process. A thoroughly enjoyable performance and a proud moment for our school community.



Drama Night at College

The world of books through languages

By Alvina Schwatz



To celebrate World Book Day this year, Year 7 and Year 8 students explored the timeless classic *Le Petit Prince*, written and illustrated by the French writer and aviator Antoine de Saint-Exupéry. This much-loved book continues to captivate readers worldwide, including our Middle School Head of Section, Ms Abela.



In Year 7, students engaged with a short, accessible text in French, focusing on both the story and its author. They developed their language skills by translating the text into English and further enriched their understanding by colouring some of the book's most iconic illustrations.

Year 8 students built on this foundation by exploring key vocabulary related to the book and its author. They read and analysed a paragraph in French about *Le Petit Prince*, as well as some of its most famous quotations, gaining insight into the themes and messages of this literary classic and those famous quotations:

« S'il vous plaît... dessine-moi un mouton. » "Please... draw me a sheep."

« On ne voit bien qu'avec le cœur. » "One sees clearly only with the heart."

« L'essentiel est invisible pour les yeux. "What is essential is invisible to the eye."

« Tu deviens responsable pour toujours de ce que tu as apprivoisé. » "You become responsible, forever, for what you have tamed."

The Art of the "Meme of 67"

By Paul Aquilina Year 8

In this exercise, the goal was to move beyond the textbook and actually *create*. By investing in *Scriptorium*, he produced illustrations that perfectly mimic the heavy linework and vibrant gold hues of the 13th century.

The real highlight, however, is the "Meme of 67." In a cheeky nod to modern internet culture, the game's authentic (and often absurd) art style was used to illustrate a "67" reference. It is a brilliant link between past and present; while we've traded goose feathers for digital sandboxes, the human desire to document, decorate, and share a bit of "medieval-style" humour remains exactly the same.



Bridging Centuries: From Parchment to Pixels

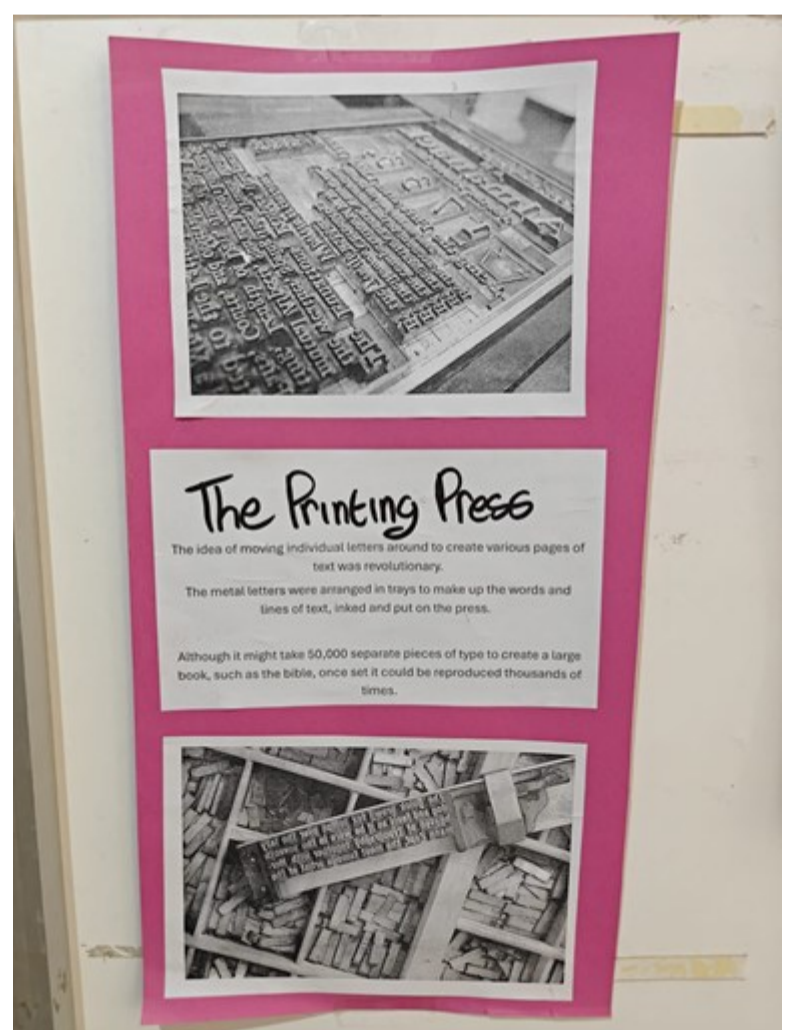
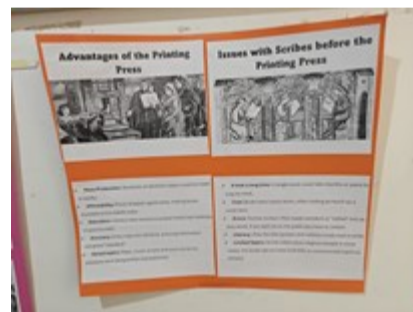
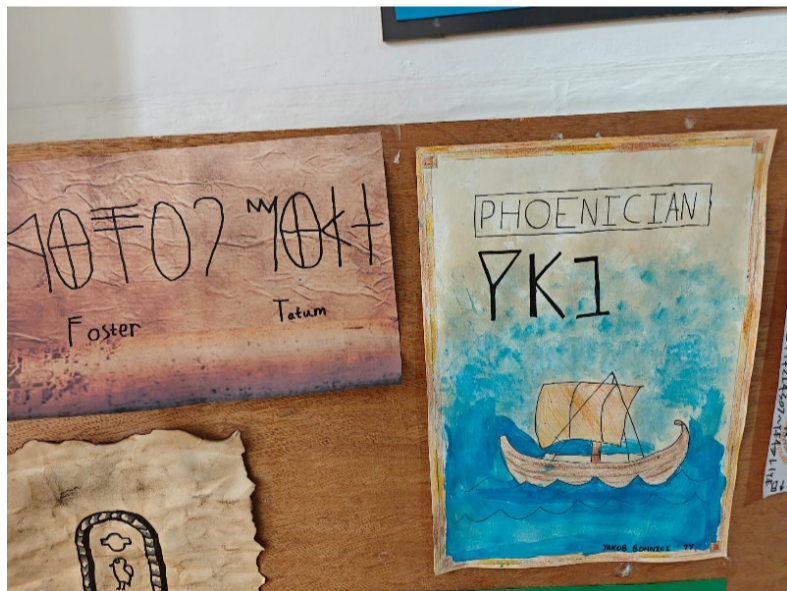
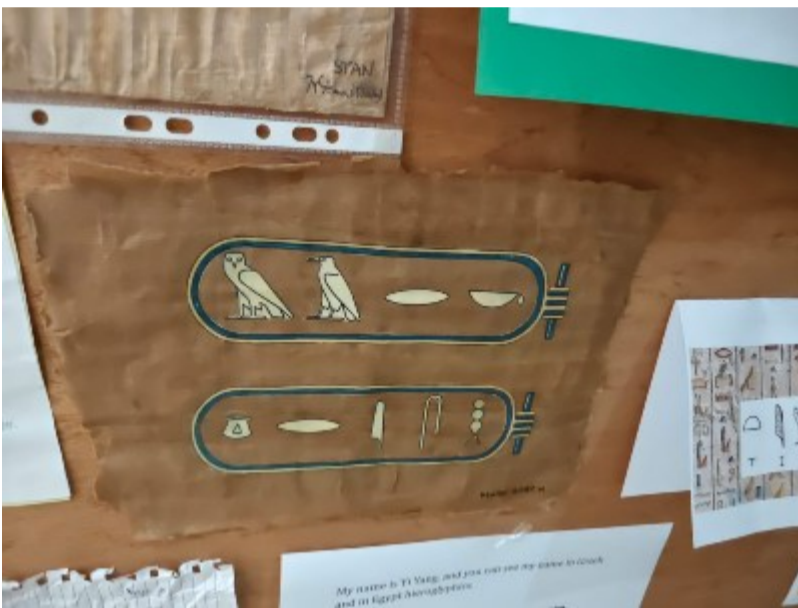
By Samantha Abela

In the Year 8 history classroom, the distant world of medieval scribes—with their painstaking precision and devotion to the written word—found a surprisingly modern heartbeat. Paul Aquilina bridged the gap between the Middle Ages and the digital age through his recent investment in a new creative sandbox game called *Scriptorium: Master of Manuscripts*.

What is Scriptorium?

Developed by Yaza Games, *Scriptorium* is a "cozy" simulation that functions like a medieval Canva. It allows players to manage a historical scriptorium without the pressure of timers, focusing instead on:

- **Authentic Assets:** Using over 2,000 elements inspired by genuine medieval art to decorate maps, letters, and manuscripts.
- **Creative Modes:** A Story Mode for fulfilling royal commissions and a Sandbox Mode for unrestricted artistic freedom.
- **The Bizarre & Humorous:** A focus on the quirky side of history, featuring the strange creatures and anthropomorphic animals often found in original margins.



Bringing Food to Life: Events and Themed Days



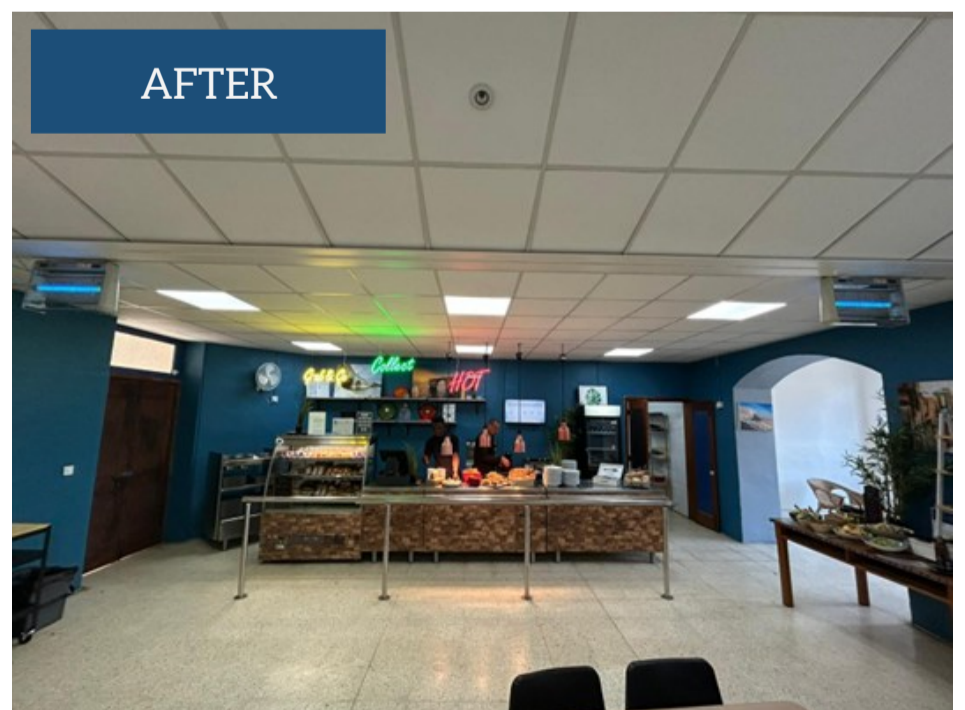
Food is about more than just eating — it is about experience, culture, and fun. Throughout the year, we host a range of themed events to bring excitement into the dining hall and introduce students to new cuisines.

Recently, we celebrated Christmas, Chinese New Year and Easter, where students enjoyed specially prepared dishes inspired by tradi-



Canteen Uplift

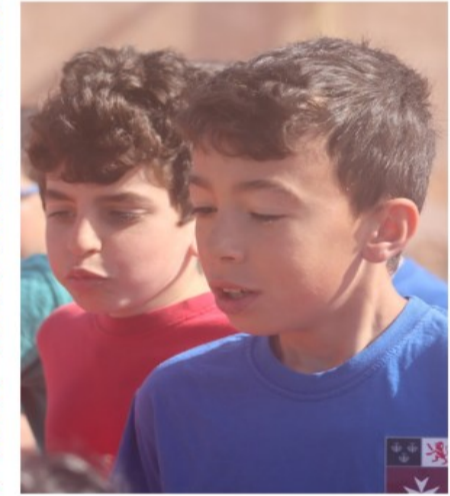
Alongside the food offer itself, the canteen space has also been significantly improved. The uplift has helped transform the area into a brighter, more welcoming environment for students and staff. The refreshed space now presents a much stronger sense of identity, with improved merchandising, cleaner presentation, and a layout that better supports the daily service. The updated counters, refreshed serving area, and overall finish create a more professional and inviting environment. These improvements support the wider goal of encouraging students into the space, helping them engage more positively with the food offer and creating an environment that feels cared for, fresh, and well presented. Our aim is to create a dining experience where students feel happy, comfortable, and excited about food. With Chef Nino's experience and passion at the forefront, we continue to deliver meals that are not only nourishing, but also enjoyable and engaging every day.





Junior School
SPORTS DAY 2026 Wednesday 28th April 2026

Photography: Paul Aquilina





Junior School
SPORTS DAY 2026 Wednesday 28th April 2026

Photography: Deiyan El Abdullah Mamo





Junior School

Photo Credit: Claire Borg

SPORTS DAY 2026 Wednesday 28th April 2026

Photography: Max Ghio





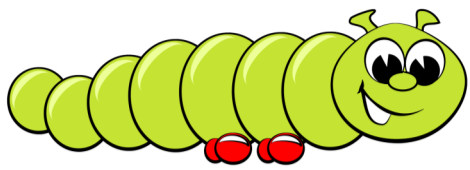
Junior School
SPORTS DAY 2026 Wednesday 28th April 2026

Photography: Michael Mifsud



It started with a walk

By Jessica Magro Butler



It all started with a walk in the college gardens. During our walk, the children noticed a bunch of caterpillars. We gently picked one up, and the students had the chance to observe it closely and hold it in their hands, learning how to care for the insects around us. Later, we brought two caterpillars into the classroom to observe them better. We collected green leaves for them and fed them in an airy box.

Three days later, the caterpillars began to build their cocoons. Our curious students were able to witness this fascinating process, taking turns to observe the caterpillars as they formed their cocoons. This was a wonderful opportunity to learn about the life cycle of a butterfly, and we discussed each stage together.

One week later, one of the cocoons hatched, and a beautiful, healthy butterfly emerged while we were in class. The students were overjoyed and amazed by the transformation. We then went outdoors and released the butterfly, watching it fly freely above our college garden. This hands-on experience was a meaningful way to explore and learn about the life cycle of a butterfly through firsthand observation.



A visit to the Eco-Hive

By Stephanie Grech



The KG1 classes are participating in a delightful and enriching outing to Eco Hive Malta, where the children are having a truly memorable experience.

Throughout the visits, the children are participating in a range of engaging, age-appropriate activities designed to introduce them to important environmental concepts. In particular, they are exploring the idea of waste sorting and learning how simple actions, such as placing items in the correct bins, can help protect our environment. The hands-on nature of the activities make the learning both meaningful and enjoyable, encouraging curiosity and responsibility from an early age.

They are then visiting the family park, where the children have the opportunity to explore the animal section. This part of the outing sparks great excitement, as the children observe different animals up close and share their thoughts with one another. Such outings provide a wonderful balance of learning and play, supporting the children's understanding of environmental awareness while also allowing them to explore and enjoy the world around them. In addition, they encourage life lessons we should all be actively practicing in taking care of our environment.



Happy Founder's Day 2026

By Jake Delia Yr 10 and Luke Delia Yr 7



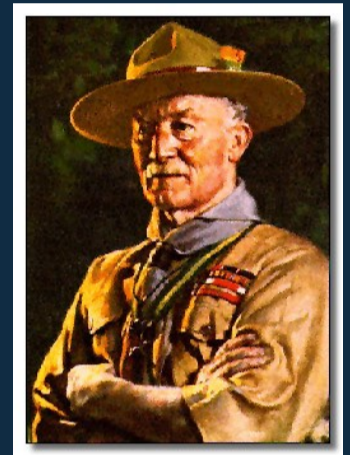
Founder's Day is celebrated on February 22, 2026, in Malta by Scouts and Guides to honour the birthday of Lord Baden-Powell, the founder of the Scouting movement. Local groups, including the Xghajra Scout Group, which my brother and I are part of, mark this day with ceremonies, investitures, and reflections on community service.

Key aspects of Founder's Day 2026 in Malta include:

- Celebration Date: February 22 is the main day for honoring the shared birthdays of Lord and Lady Baden-Powell, a global Scouting and Guiding tradition.
- Local Activities: Maltese scout groups hold special events and meetings to celebrate, such as investiture ceremonies and preparatory activities organized by Baden Powell Scouts Malta.
- Volunteering and Awards: The Scout Association of Malta held awards ceremonies for leaders, including long-service awards and recognition of training achievements, to mark the occasion in February 2026.

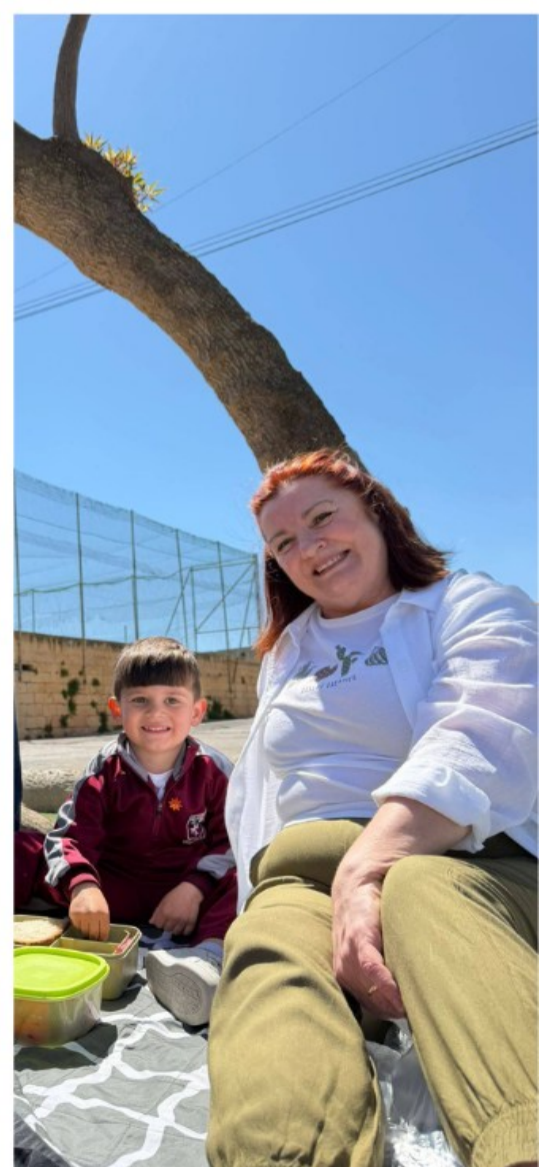
It is a time for renewing the Scout Promise, honouring volunteering, and reflecting on the movement's impact on young people's lives.

Happy Founder's Day 2026 to all Scouts and Guides in Malta!



Sunshine on Grandparents' Day

See following pages





The Ship of the Future

By Nina Dmytrivna Spiteri



I would like to share some wonderful news regarding one of our students, Xiaorui Chen (Year 7), and his excellent achievement in an art competition. A few days ago, I had the honour of accompanying Xiaorui Chen, a Year 7 student from St. Edward's College, along with his parents, to Cyprus to attend a ceremony celebrating the art competition "The Ship of the Future." His remarkable artwork was selected among the top four entries in the European Union. The European School Competition, which invited children from across Europe to envision the ship of the future, culminated in a special award ceremony on 29th April, held during the informal meeting of EU maritime affairs ministers in Cyprus. The competition was organised by European Shipowners as part of the association's 60th anniversary celebrations. The top four artworks were submitted by students from Greece, Poland, Cyprus, and Malta. To our great delight, Xiaorui's entry was awarded first prize—a wonderful and proud moment for everyone involved. He received congratulations from Marina Hadjimanolis, Shipping Deputy Minister of the Republic of Cyprus, as well as the EU Commissioner for Sustainable Transport and Tourism, Mr Apostolos Tzitzikostas, alongside other distinguished guests.



Plant Sale!



Fresh potted plants!

6, 7 and 8th of May
Find us near the chapel!

School Council

1 - 3 Euro

depending on the size



St Edward's
COLLEGE
FOUNDED. 1929

Founded in 1929, St Edward's College is a co-educational college for both day and boarding students. Boarding is offered between the ages of 11 to 18. 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 traditional professional leaders in society ranging from Science and Business to wardians retain a love and appreciation of @sions and the arts. Most Ed-

