



# DWARDU'S SCOOPS



## SPEAR'S 500

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## International Recognition for St Edward's College

Positioned Among Europe's Leading Schools: A Proud Milestone for St Edward's College

By Sylvana Debono

St Edward's College is proud to announce its inclusion in the prestigious Spear's Schools Index, placing the College among the leading independent schools in Europe.

Widely regarded as a trusted international guide to the world's most distinguished schools, the Spear's Schools Index recognises institutions that offer far more than strong academic results. It highlights those that combine intellectual rigour with outstanding pastoral care, rich co-curricular opportunities and a clear commitment to developing confident, well-rounded young people ready to succeed in a rapidly changing world.

For St Edward's College, this recognition reflects the strength of its educational offering—one that blends academic ambition with a deep focus on character, leadership and global awareness. It also reinforces the College's growing reputation beyond Malta, positioning it firmly within an international landscape of excellence.

Headmaster **Mr Nollaig Mac an Bhaird** welcomed the recognition: *"This is a significant moment for our College. To be recognised among Europe's leading schools affirms the clarity of our vision and the strength of our community. At St Edward's, we are committed to offering an education that challenges, supports and inspires—one that develops not only academic success but character, resilience and a genuine sense of purpose. This recognition belongs to our students, our staff and our families who bring that vision to life every day."*

The inclusion comes at a pivotal moment in the College's journey, as it continues to evolve into a fully co-educational school and strengthen its international outlook. It signals to families—both locally and overseas—that St Edward's offers a distinctive, high-quality education grounded in heritage yet confidently forward-looking.

Above all, it is a celebration of a shared commitment: to nurture thoughtful, capable individuals who are ready to make a meaningful contribution to the world.

# Champion swimmer speaks of career so far

By Paul Mifsud, Yr 6X



Hello name is Paul Mifsud and currently I am in Year 6X. I am going to give you a small description about my swimming career so far. At four years old I started swimming with a club named SW elite and I trained with them for 5 years. My coaches were Neil Aguis and Mark Buttigieg.



I stopped swimming for half a year because of an operation. Until one day I met with a friend of my mother's and she introduced me to a new team called Southwaves and I really enjoyed it and I made a lot of new friends.

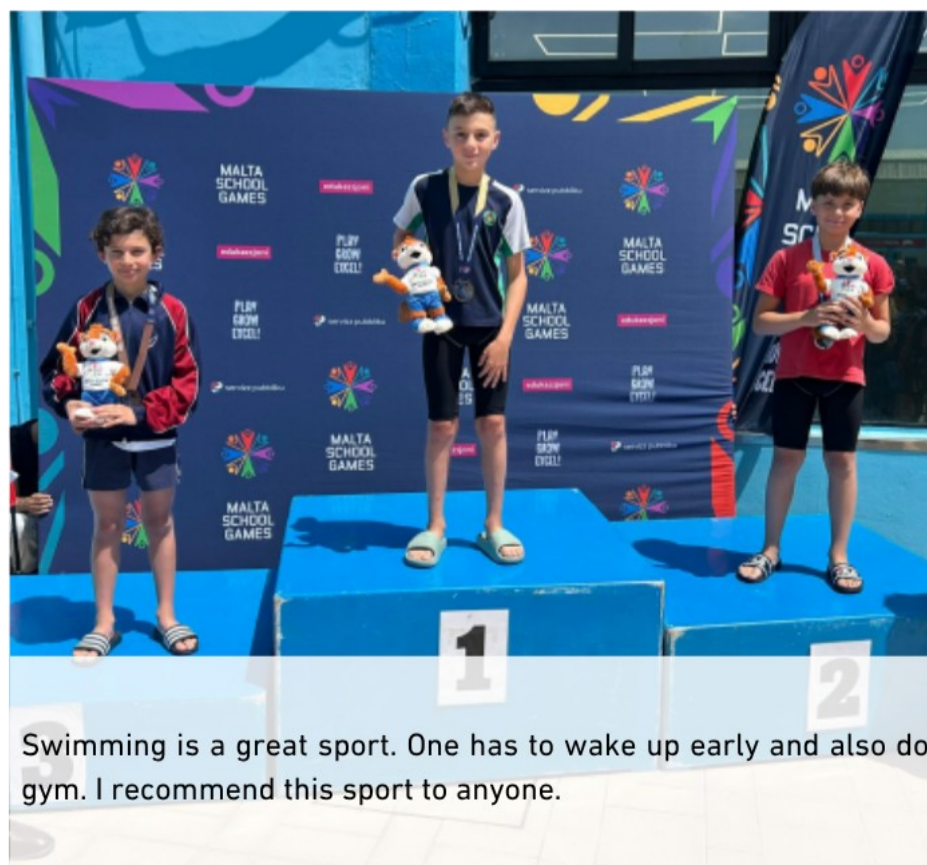
Then I started improving right away in all the 4 strokes that are freestyle, butterfly, backstroke and breaststroke.



At year 6, I got an invitation to represent my school in swimming and I was super excited because I had a chance to get my first medal. On the day I was ready to represent my school!



The event was 50m free style. I sprinted as hard as I could when I finished the race I saw the timing board and I saw that I came in 2nd I was so happy! I completed 50m in 34.74 seconds.



Swimming is a great sport. One has to wake up early and also do gym. I recommend this sport to anyone.

# Future Workers, Present Voices

## Students Weigh in on Malta's Employment Reforms

By Caterina Passariello

As part of their Economics School Based Assessment (SBA), students explored Malta's recent employment reforms and analysed their possible impact on workers, businesses, the government and the labour market. Through independent research and in-class article writing, students had the opportunity to connect economic theory to real-world policies currently affecting Maltese society. This activity encouraged students to develop analytical, communication and critical thinking skills while applying labour market concepts studied in class to real economic situations.

Below are some comments and reflections taken from the students' own articles, showing their understanding of how these reforms may affect young workers and the economy.



**Ethan Weis**

"Before the reform less young people wanted jobs due to the unfair wage, and less chance of getting a raise, promotion etc. Since the lack of young people caused vacancies in the labour market, the reform combats this issue and may soon help many inexperienced young workers start early and gain skills and experience, allowing them to get promotions, raises and better job opportunities."



**Michael Said**

"I think that the reforms have an overall positive effect on the young workers and businesses because there are multiple advantages for the young workers. For example, a high paying job may encourage more people to choose it."



**Zachary Fisher**

"This was a beneficial SBA. I believe that the reform will help the labour market, as there is more labour supply."



**Alexander Mifsud**

"I think that the reforms damage the labour market as it is more expensive to employ, so the demand has decreased. Due to this, the quality of the products supplied will be worse as there might be higher vacancies."



## Open Day 2026

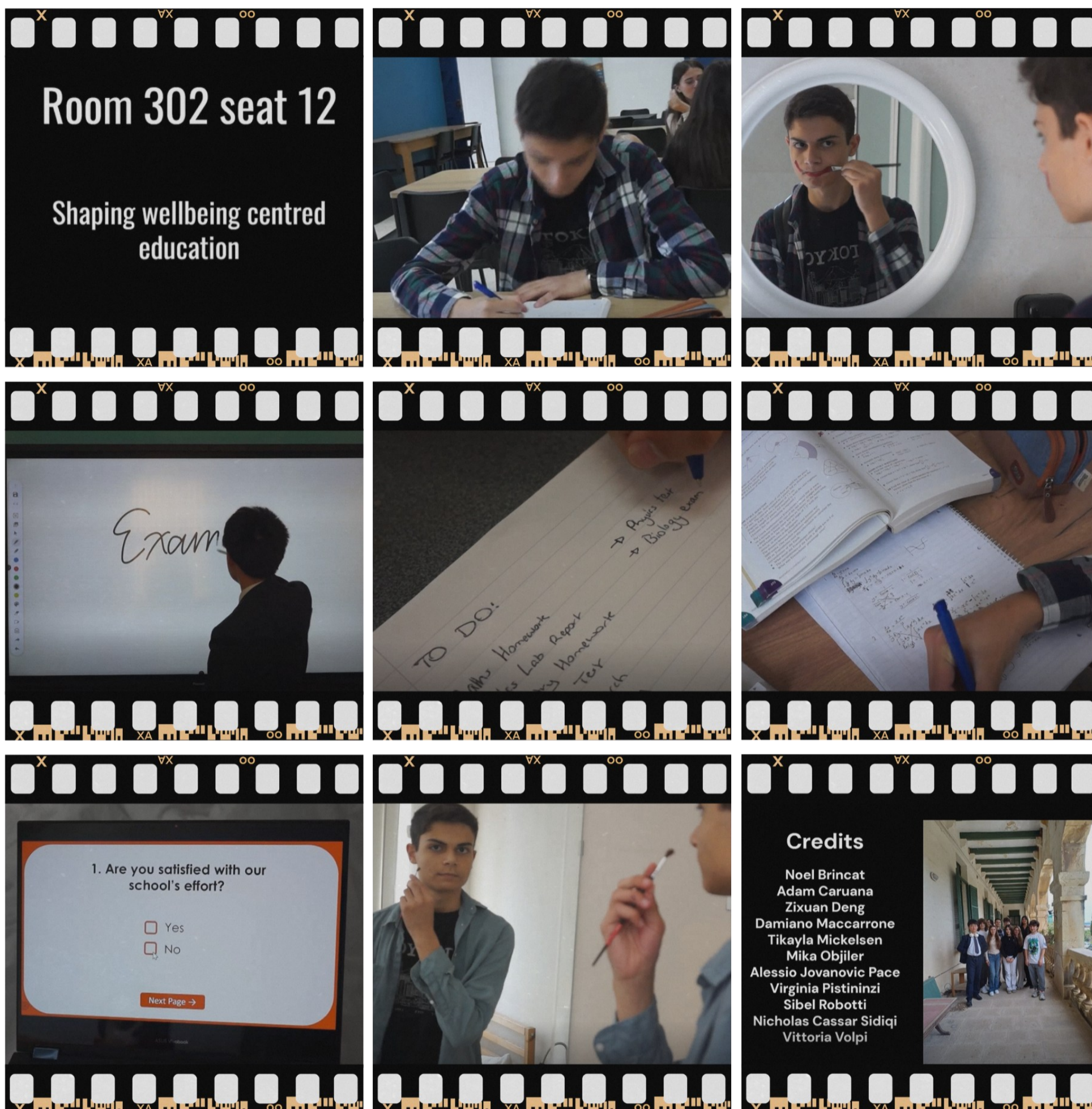
The College Open Day was a resounding success, warmly welcoming prospective families, students and friends of the community to experience life at **St Edward's College**. Visitors were given a vibrant insight into the breadth and quality of education on offer, with classrooms and specialist areas alive with engaging activities and student-led demonstrations. Highlights included interactive lessons, science experiments, creative workshops and sporting displays, all reflecting the College's commitment to a holistic and dynamic learning environment.

Parents appreciated the opportunity to meet staff, explore the campus and witness first-hand the enthusiasm and confidence of our students. The strong sense of community and the Edwardian ethos were evident throughout the day, leaving a lasting impression on all who attended.

We extend our sincere thanks to staff, students and families whose dedication and energy ensured the event was both memorable and inspiring. Special thanks goes to the young me who helped in making this event run smoothly, efficiently and with Edwardian panache.

# When Painting a Smile is not the answer

By Sylvana Sedbono



“Room 302, Seat 12 – Shaping Well-being centred Education” is a video production creative by a brilliant cohort of IB students. It narrates the story of a young person at sixth-form level faking a smile through a very stressful day. The thrust of this video is that if schools centre learning around well-being rather than treating it as an incidental, the smile would not have to be faked. The last shot in the video shows the protagonist going to the mirror, taking up the paintbrush to paint a fake smile, looking directly at the camera and putting the brush down with a genuine smile tugging at his lips.

This student-produced video represents a strong and thoughtful piece of work, demonstrating a clear understanding of both storytelling and the technical elements of filmmaking. For a group of 17–18-year-old creators, the production showcases maturity in concept, effective planning, and a commendable level of execution across several areas.

One of the most striking strengths of the video is its **storyboarding and overall planning**. It is evident that considerable time and effort were

invested in pre-production, as the final piece closely reflects a well-constructed storyboard. The narrative is coherent, with a clear message that is consistently maintained throughout the video. This alignment between planning and execution is particularly impressive at this level, as it demonstrates that the students were not simply experimenting, but rather working with intention and purpose. This is all the more remarkable given the limited time frame they had to work in as well as the limited resources. The structure of the video allows the audience to follow the progression of ideas with ease, contributing to a strong sense of clarity and focus.

The **editing of the video is another significant strength**, particularly in relation to how the visuals are paced in synchronisation with the music. The students have clearly developed an awareness of rhythm and timing, using the soundtrack to enhance the emotional and narrative flow of the piece. Transitions are generally smooth and purposeful, and the sequencing of shots reflects a thoughtful approach to storytelling. The ability to match editing rhythms to music is not a simple skill, and this aspect of the production stands out as both technically competent and creatively effective. It elevates the overall viewing experience and gives the piece a polished, cohesive feel.

In terms of **performance**, the acting within the video is highly commendable. The students display confidence and a convincing presence on screen, which is essential in maintaining audience engagement. The performances feel natural and aligned with the tone of the piece, avoiding the stiffness that can sometimes characterise student productions. Particular praise should be given to the final shot, where the protagonist looks directly into the camera. This moment is especially powerful and impactful, creating a strong connection between the subject and the viewer. It serves as an effective conclusion, leaving a lasting impression and reinforcing the central message of the video. This kind of deliberate visual choice suggests a developing understanding of how cinematic techniques can be used to convey meaning.

While the video is strong in many respects, there are also areas where further development would enhance the overall quality. The **stand-up (piece-to-camera segment)**, although creative in content, is less successful from a visual standpoint. The absence of cutaway shots limits the dynamism of this section, making it feel more static than the rest of the video. Cutaways are an important tool in visual storytelling, as they help maintain viewer interest, provide context, and create visual variety. Incorporating additional shots—such as reaction shots, related imagery, or alternative angles—would have significantly enriched this segment and brought it more in line with the otherwise engaging style of the production.

A further area for improvement relates to the **audio quality in the stand-up section**. While the content delivered is engaging, the sound recording lacks the clarity and consistency needed for a fully professional result. The use of a lapel microphone, or another form of dedicated audio recording equipment, would greatly improve the intelligibility and overall quality of the sound. Audio is a critical component of any video production, and inconsistencies or background noise can detract from even the most well-conceived visuals. Addressing this issue would elevate the technical standard of the work and ensure that the audience remains fully immersed.

Despite these relatively minor shortcomings, it is important to emphasise that they do not detract significantly from the overall quality of the video. Rather, they represent clear opportunities for growth and refinement. The students have already demonstrated a strong foundation in both creative thinking and technical execution, and with focused attention on these areas, they could easily take their work to an even higher level.

In conclusion, this video is an **excellent effort** that reflects a high level of commitment, creativity, and technical skill for students at this stage. The strength of the storyboard, the effective editing and pacing to music, and the convincing performances—particularly the striking final shot—combine to create a piece that is engaging and memorable. While the stand-up segment would benefit from more dynamic visual coverage and improved audio recording techniques, these are manageable areas for development. Overall, the students should be highly commended for producing a video that not only communicates its message clearly but also demonstrates a growing sophistication in the language of film.

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## *Smellscapes: Walking with Our Noses*

By Ryan Falzon

The project “*Smellscapes: Walking with Our Noses*”, led by artist Kristina Borg in collaboration with Senior School Art teacher Ryan Falzon, invited Yr9 and Yr10 Art Option students to rediscover their surroundings through the often-overlooked yet deeply evocative sense of smell. Moving beyond the dominance of the visual, students were encouraged to slow down, tune in, and notice the layered sensory narratives embedded within familiar and unfamiliar spaces alike. Through a series of carefully guided sensory walks, reflective observations, group discussions, and creative explorations, participants began to develop a more attentive and mindful relationship with their environment.

As students mapped and documented the scents they encountered—whether fleeting, nostalgic, pleasant, or challenging—they also began to reflect on how smell connects intimately with memory, emotion, and identity. Conversations emerging from these experiences opened up thoughtful dialogue about how places are experienced differently by individuals, and how scent can reveal hidden stories or overlooked aspects of everyday environments. These shared reflections fostered not only creative thinking but also empathy and curiosity about the diverse ways people inhabit and interpret space.

The project culminated in a range of imaginative artistic responses, with students translating their sensory experiences into visual and conceptual work. The project was supported by Arts Council Malta.





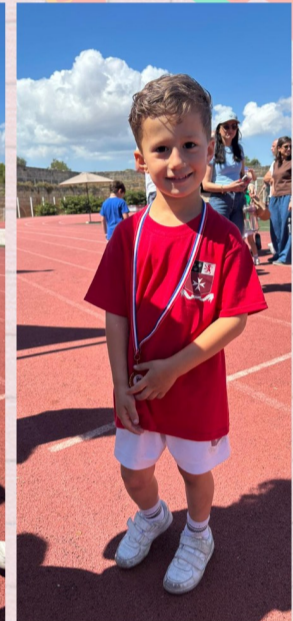
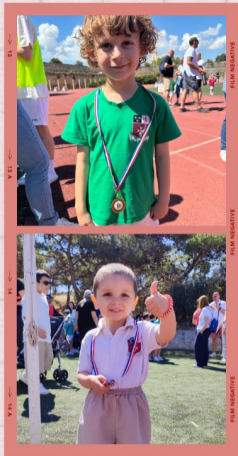
St Edward's  
COLLEGE  
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# EARLY YEARS SPORTS FEST 2026











# Exciting times ahead

By Stephanie Grech

Over the past four months, together with our project partners in Portugal, we have been carrying out a comprehensive needs analysis focusing on outdoor learning in early childhood and primary education. This phase included surveys and focus groups with educators, parents, and students in order to better understand the opportunities, benefits, and challenges related to outdoor learning. Monthly meetings with our partners continue to take place.

The collective findings highlighted several important points:

- Outdoor learning is widely viewed as beneficial for children's engagement, motivation, wellbeing, and development.
- Parents, educators, and students all recognised the positive impact of outdoor experiences on physical activity, curiosity, collaboration, and environmental awareness.
- Students described outdoor learning as enjoyable, interactive, and engaging.
- Educators expressed the need for more practical methodologies, structured resources, and guidance on how to integrate outdoor learning into everyday teaching practice.
- Safety planning, supervision, and clear organisation were identified as essential elements for successful outdoor learning experiences.
- Parents shared their trust in the pedagogy and educators.
- Communication between schools and families was highlighted as an important factor in building relationships and supporting outdoor learning initiatives.



The research also reinforced the importance of inclusion, adaptability, and sustainability within outdoor education approaches.

All findings, together with research and best practices, have been compiled into an extensive report.

In addition, the official website launch will take place in the coming weeks. We encourage you to follow us on the project's social pages.

Following the completion of this research phase, the project has now moved into the next stage, where SEC is assisting with the organisation and development of the educator training programme. Training modules are being created to support teacher training in implementing safe, inclusive, curriculum-linked, and meaningful outdoor learning experiences for students. This stage will see us through the coming summer months and conclude in the teacher training opportunity during the first term of 2026/27. Following the training, we will commence the next phases revolving around the educator toolkit.

**Government of Malta**

**Little Footsteps in Nature LIFENAT**

**FONDI.eu**

**Educators strongly support outdoor learning**

**St Edward's College**

**MEDITERRANEAN ACADEMY of Culture, Technology and Trade**

**AGRUPAMENTO de ESCOLAS D. JAIME**

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**Erasmus+ [SCHOOL EDUCATION]**  
Enriching lives, opening minds.

Co-funded by the European Union

## Bee-ing knowledgeable

By Stephanie Grech



students, and everyone truly enjoyed learning more about these amazing little creatures.

We would like to extend our sincere thanks to Mr. Gauci for taking the time to visit the class and provide such an engaging and educational experience for our students.

KG1W welcomed Old Edwardian and young Krista's father, Mr. Gauci, who enjoys collecting honey from his own fields as part of his hobby together with his daughter.

During the visit, Mr. Gauci shared interesting information with the class about bees and the importance of taking care of them. They spoke about the traditional Maltese bee as well as the bumblebee. One interesting fact he mentioned was that the female bees work very hard. He also explained that male bees cannot sting because they do not have stingers.

Mr. Gauci also taught us what to do if a bee lands on us. He explained that we should stay calm, walk slowly, or simply let the bee fly away on its own.

Another fascinating fact we learned was that although bees do not talk, they communicate by dancing! Bees perform a "waggle dance" to show their friends where to find nectar and pollen.

It was such a lovely and educational experience for all the

## Super Students

By Bianca Moore Mirino

We are proud to celebrate the fantastic results achieved by our students in the SuperTmatik competition!

This year, 37 students from St Edward's College took part in the competition, showing enthusiasm, determination, and a wonderful willingness to challenge themselves.

A special congratulations goes to Samuel Zammit, who achieved an outstanding result by placing 7th out of 50,004 participants in his category, an exceptional accomplishment.

We are also delighted to share that:

- 6 students placed in the Top 50
- 14 students placed in the Top 100

These results are a wonderful reflection of the students' hard work, perseverance, and love of learning.

Well done to all students who participated. Every boy who took part should be proud of his effort, commitment, and courage in taking on this challenge. We celebrate not only the high achievements, but also the enthusiasm and determination shown by everyone involved. Thank you to Ms. Muscat and Mr. Dragan for your commitment and effort, you are greatly appreciated.

Congratulations to all our SuperTmatik participants!



SuperTmatik Super Students

# Ippon for Edwardian Judoka

By Alistair Sammut Yr 9Y



I recently had the opportunity to take part in the Trofeo Memorial Sara e Dario Secco in Italy, held on the 9th and 10th of May. This was a very special experience for me, a 13 (almost 14!) year old, as I competed in the Under 38kg category and managed to win a gold medal.

This tournament is one of the more prestigious events for young athletes in Europe, attracting strong competitors from different countries. Taking part in such a high-level competition made me realise how important it is to challenge myself against the best. It was not just about winning, but also about learning and improving.

I am proud to say that I am considered among the top-ranked athletes in my category in Malta, and this competition gave me the chance to prove myself internationally. The matches were not easy, and I had to stay focused and determined throughout. Each fight taught me something new.

One of the most important lessons I learnt during this competition was to be more patient. In the past, I sometimes rushed into attacks, but this time I understood that it is better to wait for my opponent to attack first, study their movements, and then use them against them. This helped me stay more in control during my matches.

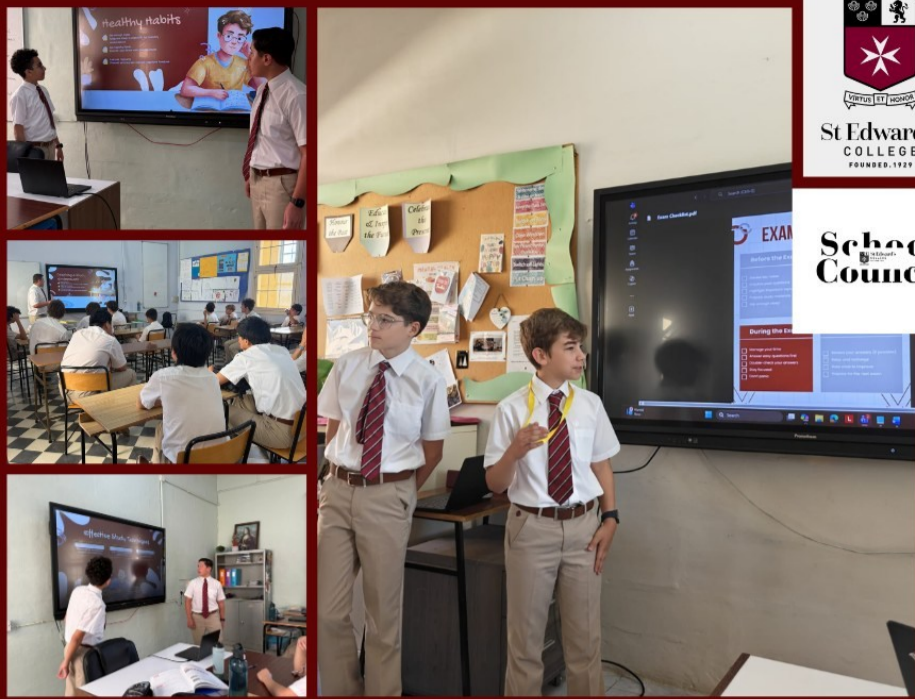
The experience in Italy was also very enriching for me personally. Traveling, meeting athletes from different countries, and competing in a new environment helped me grow in confidence.

I learned how to handle pressure, stay calm, and adapt to different styles of opponents. It also made me more independent and motivated to keep improving.

This was not the first international competition I have taken part in. I have already competed in Serbia, Poland, Italy, and Slovakia, and every tournament has helped me become a better athlete. Competing abroad gives me the opportunity to measure myself against other athletes and understand what I need to work on to reach higher levels.

Winning the gold medal in Italy was an amazing moment for me, but I know that this is just one step in my journey. I will continue training hard, learning from every experience, and aiming to do even better in future competitions.

I am grateful for the support of my coaches, family, and school, and I look forward to representing Malta again in upcoming tournaments.



## Study tips S2S

During registration, the Student Council focused on sharing study tips and exam preparation advice with students ahead of the upcoming assessments and exams.

Students were also provided with informative posters containing useful revision strategies, study techniques, and wellbeing tips to help them prepare effectively during the exam period.

A big well done to the Student Council members for continuing to lead and support initiatives aimed at helping students both inside and outside the classroom.



## Paws, Patrols & Pure Excitement

Our Nursery and Kindergarten students enjoyed an exciting visit from the Police Force K9 Unit. The officers and their highly trained dogs joined us at College and gave a demonstration showcasing their skills, discipline, and focus.

The children watched eagerly as the dogs followed commands with impressive precision. It was a wonderful educational experience that gave students an insight into the important work carried out by the Police Force and their canine companions. Experiences such as these help bring learning to life and allow students to connect with members of the wider community in meaningful ways.

We thank the Police K9 Unit for their visit and extend a special thank you to one of our KG2 parents for helping organise this memorable experience for our young students



### Black Water by D.J. MacHale:

Standing ten yards away from me was a beast. It was like nothing I had ever seen before. The first thing I thought of was a dinosaur. It stood upright on two legs, with a long, thick tail that whipped back and forth angrily. It looked to be around seven feet tall, with powerful arms and hands that were three-finger talons. Same with its feet. Its entire body was bright green, like a lizard, with scales covering it. But what I couldn't take my eyes off of, was its head. It was reptilian with a snout-like nose. It had bright green hair that swept back from its forehead and fell halfway down its back. But most hideous, was its mouth. It looked like a shark-mouth, with multiple rows of sharp teeth that were all about tearing flesh.

Students in Year 4x analysed the writing techniques of various authors, identifying aspects of an effective descriptive paragraph, preparing them to write descriptive characters and settings in their own writing of the Narrative Genre.

Amongst other texts, they had a close look at this excerpt taken from 'Black Water' by D. J. MacHale and translated the author's words into images.

This exercise also gives insight to how vivid imagination can be.



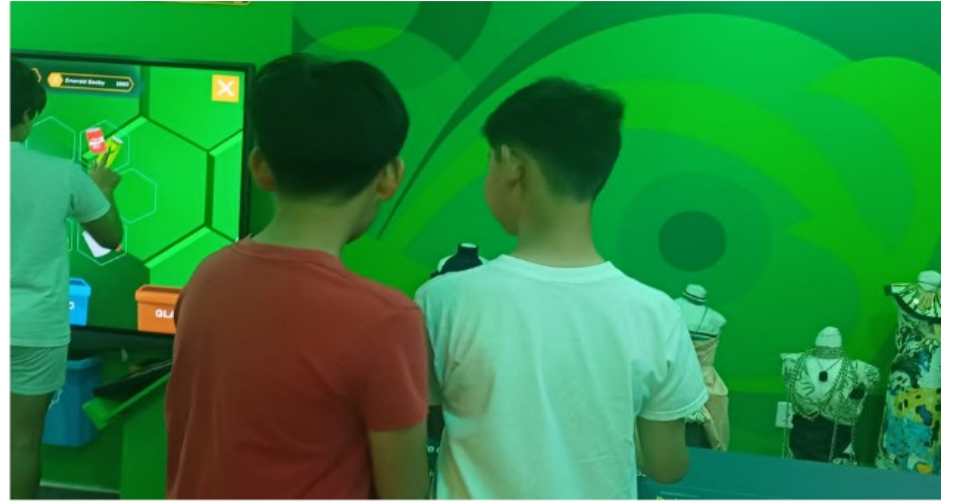
## Awed in the Silent City

Our Year 1s came back raving about their morning in Mдина visiting the Cathedral and engaging in symbolic literacy activities. Using their senses, equipped with their clipboards they paid close attention to paintings and artifacts. They discussed features and used their observation skills to further their thinking and debating skills.

A truly wonderful morning filled with culture and learning.

# Year 6 visit Wasteserv EcoHive in Marsascala

By Ritienne Buttigieg



# Salad bar innovation

By Cairan Ward

Thomas Franks



The salad bar continues to be developed as a colourful and accessible part of the lunch offer. The aim is to make fresh choices more appealing and easier for pupils to add to their meals, whether they are choosing a full lunch or topping up a grab & go option.

The refreshed approach focuses on vibrant presentation, seasonal ingredients and a wider mix of components. This may include fresh salad bases, portioned protein options, homemade dressings and crunchy toppings, helping pupils build a balanced plate in a way that feels simple and enjoyable.

Positioning the salad bar clearly within the lunch flow makes it easier for pupils to use before sitting down, supporting a smoother service and encouraging more pupils to include fresh ingredients as part of their daily routine.

## Responsible sourcing and local supply

Sourcing with care is key to serving the best possible food.

Thomas Franks has built its food approach around trusted supplier relationships, fresh ingredients and responsible sourcing. The company works with a network of local and family-run businesses wherever possible, while maintaining the reliability and standards required for school catering.

This sourcing model supports local communities, provides access to fresh and seasonal produce and helps ensure a consistent food offer. It also allows Thomas Franks to remain agile, responsive and focused on quality.

The Thomas Franks team is working closely with St Edward's College to continue improving the everyday dining experience for pupils and staff. This includes a stronger focus on freshly prepared food, improved variety, balanced choices and a welcoming dining environment. Our approach is simple: good food, served well, in a way that supports the school community and encourages pupils to enjoy mealtimes.



## Meet Toni...



With an impressive career spanning more than 35 years in the catering and hospitality industry, Anthony "Toni" Caruana is a valued member of the Thomas Franks Malta Ltd team, proudly serving as Front of House Assistant at St Edward's College.

Throughout his career, Toni has gained extensive experience working in several prestigious five-star hotels around Malta, as well as in busy restaurants where professionalism, efficiency and exceptional customer service were essential. His passion for hospitality and dedication to creating positive dining experiences have remained at the centre of his work for decades.

For the past 10 years, Toni has focused his experience within the educational sector, working in school catering services across Malta. During this time, he has developed a strong understanding of the importance of providing not only quality service, but also a welcoming and supportive environment for students and staff alike.

Over the last three years at St Edward's College, Toni has become a well-known and much-loved figure within the school community. Known for his cheerful personality, sense of humour and caring nature, he brings warmth and energy to the dining hall every day. Always ready with a smile, a joke or a helping hand, Toni has built wonderful relationships with the students, who genuinely enjoy his company and friendly approach.

At Thomas Franks Malta Ltd, we are proud to have dedicated team members like Toni, whose professionalism, experience and positive attitude reflect the values and standards we strive to deliver every day.



# What B Corp means for Thomas Franks



Thomas Franks is proud to be a B Corp certified company. B Corps are companies verified by B Lab as meeting high standards of social and environmental performance, transparency and accountability.

For Thomas Franks, B Corp certification reflects a wider commitment to responsible business. This includes how the company supports its people, manages its supply chain, works with communities, reduces environmental impact and delivers value for customers.

## A company approach built on responsibility

Thomas Franks achieved an overall B Corp impact score of 91.5 points, above the minimum 80 points required for certification. The company was recognised for areas including training and development, local recruitment, local supply chains, community and charity work through the Thomas Franks Foundation, and its commitment to tackling carbon, waste and water across operations and supply chains.

## Thomas Franks Foundation and community

### *Supporting communities beyond the dining hall*

The Thomas Franks Foundation supports community and charitable activity as part of the company's wider commitment to responsible business. This reflects the belief that food service can have a positive impact beyond the dining hall, supporting people, communities and purpose-led organisations through practical action and long-term partnerships.

For school communities, this approach aligns with a wider focus on wellbeing, education, sustainability and positive social impact.



## Young Minds, Big Wins: Edwardians Shine in High 5 Maths Competition

*By Bianca Moore Mirino*

Seven of our top-achieving Year 6 students have signed up to compete in the High 5 Maths Competition: Benjamin Camilleri, Jake Francis Caruana, Liam Ellul, Flavio Gigante, Kevin Hu, Murray Song, and Jake Vella

**Phase 1** of the competition took place on the 22nd of April and consisted of a qualifying test out of 50 marks. The questions were extremely challenging, and we were truly impressed that our students attempted even the most demanding, brain-busting questions.

We have now found out that three of the seven students – Ben Camilleri, Jake Francis Caruana, and Murray Song – have qualified for Phase 2. This phase consists of a two-day Maths Camp followed by a final test.

### **Phase 2: Maths Camp – World Cup Fever**

Ben Camilleri, Jake Francis Caruana, and Murray Song will now take part in an exciting **two-day Maths Camp** held at the **STEM & VET Curriculum Hub, Pembroke**.

This year's theme is World Cup Fever, and the camp has been designed to challenge, inspire, and deepen students' mathematical thinking.

During the camp, students will:

- o Engage in a variety of stimulating tasks and workshops
- o Tackle rich mathematical problems that go beyond simple computation
- o Develop analytical, spatial, and heuristic skills
- o Be encouraged to create their own questions and explore new mathematical concepts

Keep a portfolio of activity tasks throughout the camp

**The Maths Camps will take place on Tuesday, 30th June and Wednesday, 1st July 2026 .**

### **Phase 3: Final Phase**

Students who participate in the Maths Camp will automatically qualify for **Phase 3**, the **final stage of the challenge**. This will take place on **Thursday, 2nd July 2026** and the students will compete in **both individual and group challenges**

# Sounds that make a heart beat

By Abigail Brown



In the past days we had the pleasure of welcoming Sounds Like Me to our school — an interactive, school-based musical experience that explores the powerful connection between music and mental health in a fun and engaging way.

Through this inspiring initiative, our Year 3 and Year 4 students were encouraged to express themselves and reflect on their emotional well-being through music. Following the success of last year's Malta Philharmonic Orchestra Educational Children's Programme, it was wonderful to see the project return for its second year under the artistic direction of Daniel Cauchi.

Our students were fully engaged throughout and absolutely loved the experience — a truly meaningful and memorable session for all involved!





## Grandfriends & Giggles: A Day Filled with Hugs, Stories and Heart

*By Sharon Scerri*

There are special days at school... and then there are **Grandparents' Days**—the kind that fill every corner of the College with warmth, laughter, and just a little extra magic.

Our Junior School was positively glowing as we welcomed our treasured grandparents for a morning of smiles, stories and shared moments. There were proud little faces at every turn as pupils eagerly became tour guides, storytellers, and hosts—leading their grandparents through classrooms, playgrounds, and all their favourite spots. No corridor was too long, no display board left unexplained, and no achievement left uncelebrated!

From gentle chats over books to hands-on activities, games, and bursts of laughter, the day unfolded in the most heartwarming way. Grandparents brought with them not only their presence, but something even more special: time, love, and a lifetime of stories—some funny, some wise, all treasured.

And because no Grandparents' Day is complete without a little poetry, our young Edwardians captured the spirit of the day beautifully:

**Grandma's hugs are soft and warm,  
Grandad's jokes bring cheer and charm,  
Hand in hand, we laugh and play,  
What a happy, golden day!  
Stories old and smiles so wide,  
Grandparents walking by our side.**

There were shared giggles over childhood memories, proud moments as work was shown, and even a few happy tears along the way. The campus buzzed with a very special kind of energy—the kind that comes from connection, belonging, and love across generations.

For our students, it was a joyful reminder that they are supported by strong, loving roots; for our grandparents, a window into the vibrant, caring world their grandchildren are growing up in.

At St Edward's, we know that education is not only about lessons, but about relationships—and this beautiful day reminded us just how powerful those bonds can be.

A day of giggles, gratitude, storytelling and sweet moments... one we will carry in our hearts for a very long time.



# Three Primary Colours

All the hues of the world

# DIVERSITY 2026



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 wardians retain a leaders in society ranging from Science and Business to @sions and the arts. Most Ed-love and appreciation of

