INSIDE PRIOR

Prior Park
Gibraltar

ISSUE 18



MESSAGE FROM THE EDITOR

Welcome to the 18th edition of *Inside Prior!*

This term, we are focusing on the importance of making our own choices and thinking about our future. Students across the school are facing key milestones - whether it's Year 9s selecting their GCSE options, Year 11s deciding on their next steps in KS5, or Year 13s choosing where they would like to continue their learning journey.

These decisions can feel daunting, and even many adults will tell you they are still figuring out what they want to be! It's also important to remember that your path can change over time. Asking friends and family about the different jobs they've had is a great reminder of the many exciting possibilities that exist.

In this edition, we explore how Prior Park supports you through these stages of decisionmaking. Our goal is to help you make informed, confident choices about your future. It is never too early to start imagining where your journey might take you.

Thank you to the teachers and the students who have contributed articles and a huge thank you to the Magazine Team: Olivia, Luca, Gema and Mrs Rotimi.

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HEAD TEACHER'S WELCOME

By Mr Martyn

There is something quietly reassuring in reading the opening pages of this edition of *Inside Prior*. Not because they provide answers, but because they remind us that it is entirely acceptable not to have them yet. Across its opening pages, our students wrestle with a question that is as old as education itself: *What comes next?* And, perhaps more importantly, *how do I know?*

When I was younger, I did not know what I wanted to do. I knew the subjects I was passionate about, I knew where my strengths lay, but the destination itself was far from clear. In fact, if I am being candid, a career in teaching would have felt a million miles away from my ambitions at university. And yet, here I am.

It is a useful reminder, one echoed so thoughtfully by our Year 13 students on page 5, that keeping an open mind is not a weakness, but a strength. Futures are rarely linear. They are shaped, refined, and sometimes completely redirected by the experiences we have and the people who guide us.

What is immediately evident from the first part of this magazine is the time and care we invest beyond the classroom in helping our students explore those possibilities. Whether through work experience, workshops, conversations, or simply the encouragement to ask questions, we are intentional about supporting young people as they begin to consider what might come next.

And yet, as Miriam and Penny so wisely remind us: ***"This is your future, and you get to decide it."***

At Prior Park, we take that seriously. Our role is not to prescribe a path, but to walk alongside each child as they discover their own.

Because a profession, important as it is, is only one part of a much bigger picture.

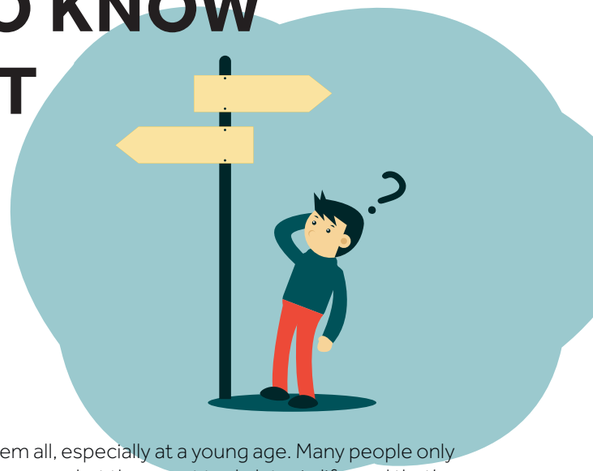
So what else do we invest in?

The answer is found throughout these pages. In the work experience placements where students step tentatively, and then confidently, into the adult world. In the Sixth Form conversations that open doors to possibility. In the workshops, the performances, the competitions, the adventures, the expeditions, and the moments of challenge and triumph that sit far beyond the classroom.
These are not add-ons. They are fundamental.

Because what you see here is a school committed not simply to delivering *information* to a child, but to the ***formation* of the child.** A school that understands that confidence, character, curiosity, and courage are built as much on a mountainside, a stage, or a sports field as they are in a lesson.

I hope you enjoy reading this edition of *Inside Prior* as much as I did. There is, within it, a great deal of wisdom, much of it from the young people we are privileged to serve.

IT'S OKAY NOT TO KNOW YOUR FUTURE YET



Thinking about the future can be exciting, but it can also feel confusing. There are thousands of different jobs in the world, across many industries, and new ones are being created all the time. With so many options, it's completely normal not to know exactly what you want to do yet. I don't know what I want to do in the future, and I know that many others in my year feel the same way.

Not having a clear plan doesn't mean you're unmotivated or behind. School is a time to learn, grow and discover your interests. Every subject, activity and experience helps us build important skills such as teamwork, communication and problem-solving skills that are useful in almost every career.

It's also important to remember that we don't know about every job that exists. With thousands of careers worldwide, it's impossible to be aware of them all, especially at a young age. Many people only discover what they want to do later in life, and that's completely okay. Interests change, new opportunities appear and plans naturally develop over time.

Everyone's journey is different. Some people have a clear idea of what they want to do, while others take longer to figure it out, both are completely normal. What matters most is staying positive, curious and open to learning new things.

LEARNING FROM OLDER STUDENTS

To help you better understand this, I spoke to a few Year 13 students about their experiences and how school helped them shape their future plans.

Esther explained that while she always had a general idea of what she wanted to study, school helped her feel more confident in her choices. Studying Spanish A-level allowed her to explore the social, cultural and political aspects of Spain, helping her feel more connected to her background. Alongside this, BTEC Science helped her understand how healthcare works and confirmed her interest in nursing. Taking part in school performances, such as the Winter Art Showcase and Speech Day, also helped her build confidence, which she knows will be valuable in her future career. She is now hoping to study nursing at a university in Madrid.

Eden shared that she did not have a clear idea of what she wanted to do until she reached A-levels, when she chose maths, physics and art, the subjects she enjoyed most. As she studied them, she realised that engineering combined problem-solving, scientific thinking and creativity, which appealed to her. While she does not yet know exactly where this will lead in terms of future jobs, she feels confident because she is studying a subject, she is passionate about.

David always knew he wanted to study business, so choosing the Business BTEC felt like the right decision. Although timetable restrictions meant he could not take all the subjects he originally wanted, this worked out positively, and he has really enjoyed his choices. He was particularly surprised to receive an unconditional offer from his first-choice university, the University of Brighton, to study Business Management with Entrepreneurship, which motivated him to make the most of the support provided by his teachers.

It's also worth remembering that this is true for adults too. Many people don't start out knowing exactly where they'll end up, and their careers often develop over time. Even some of the teachers at our school had other jobs before becoming teachers. Their journeys show that it's normal to explore different paths before finding the career that feels right, and that learning doesn't stop after school.

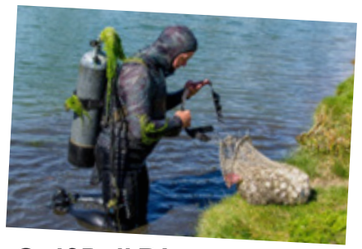
CAREERS YOU DIDN'T KNOW EXISTED

When we think about jobs, most of us picture the same careers we hear about all the time. But in reality, there are thousands of different jobs in the world, and many of them are ones we may never come across at school. Some careers exist because of new technology, some because of changing lifestyles, and others simply because someone found a creative way to turn a skill into a job.



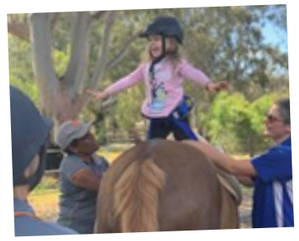
Water Slide Tester

A water slide tester tries out slides to make sure they are safe, fun and working properly before the public uses them. Although it sounds exciting, it's a responsible job that focuses on safety and design.



Golf Ball Diver

Golf ball divers collect lost golf balls from lakes and ponds on golf courses. The balls are cleaned and reused, helping reduce waste and keep courses tidy. This job shows how even unusual roles can support sustainability.



Hippotherapist

A hippotherapist uses horse riding as part of therapy to help people improve balance, coordination and confidence. It combines healthcare, psychology and working with animals, and shows how jobs can help improve people's lives.



Professional Sleeper

Yes, this is a real job. Professional sleepers are paid to test beds, pillows or sleep products, or to take part in sleep studies. Their feedback helps companies improve comfort and health.



Food Stylist

Food stylists prepare food, so it looks perfect for adverts, menus and packaging. This job combines creativity, attention to detail and design, and shows that creative skills can lead to unexpected careers.



Noise Consultant

Noise consultants measure sound levels in places like schools, offices and building sites. Their job is to help reduce noise pollution and make environments safer and more comfortable.

These jobs might not be ones we hear about every day, but they all exist because someone needed them. With so many different careers, and new ones being created all the time, it's impossible to know every job that's out there, especially while we're still at school.

This is why it's okay not to know exactly what you want to do yet. Staying curious, learning new skills and keeping an open mind are just as important as having a plan. Your future job might be something you haven't even heard of yet.

GCSE? MORE LIKE GCS'SEE' YOUR FUTURE!

By Miriam and Penny

This year is a challenging time for our Year 9 students who are choosing their GCSE options. It was just last year that I chose mine. I'm studying triple science, history and French. I couldn't have arrived at this decision without the advice and encouragement of my teachers. I was able to approach my teachers to ask about course content, as well as how far the choices I made would impact on my ability to pursue different career paths. I read all of the information they provided. Knowing what topics I would cover for history, for example, made me even more enthusiastic about the subject.

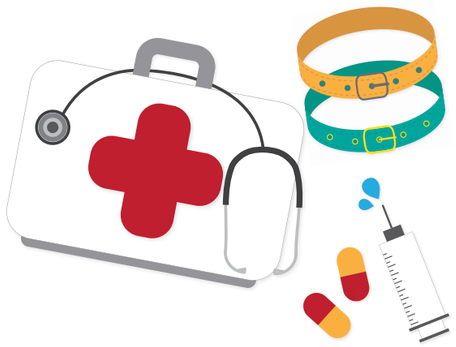
The GCSE Options Evening was particularly helpful as my parents were able to gain a better understanding of the different subjects on offer, the workloads, and how they might impact on my A Level options and future in general. This enabled us to discuss my options fully at home with real understanding of the different possibilities.

It was also extremely helpful to talk to students higher up the school who were already completing their GCSEs and could share their experiences of the different subjects with me. This consolidated the advice I received from teachers and helped to reinforce my decisions.

Choosing your GCSE options is a chance to shape your future, so think carefully about what you enjoy, what you're good at, and what might help you later on. Pick subjects that genuinely interest you, after all, you'll be studying them for two years. For example, I chose Art because I enjoy being creative, History because I think it's a useful subject that helps me understand the world, and Triple Science because it lets me go further into topics I'm really interested in. It's also a good idea to talk to teachers, parents, or older students for advice, as they can offer helpful insight. Most importantly, choose subjects that feel right for you, not just what your friends are doing. **This is your future, and you get to decide it.**



LEARNING BEYOND THE CLASSROOM



At Prior Park, one of our greatest strengths is the support we offer students as they prepare for life beyond the classroom, whether academically or in the workplace. This term, our Year 10 students stepped out into the world of work, gaining firsthand insight into what future careers might look like. Their placements span a wide range of industries, reflecting each student's passions and interests. To secure these opportunities, students independently contacted local businesses, demonstrating initiative and responsibility. Throughout the week, teachers will be visiting students at their placements to see how they are progressing and thriving in their chosen environments.

Words from Marie Huber: "I will be going to the vet for work experience. I have chosen to go to the vet because I have been interested in going into veterinary since a young age. I am interested in this field because I have a passion for science and love animals. Furthermore, I would like a career which will allow me to make a difference in animal's lives and people's lives. I hope that this experience will help me form a clearer idea of what I would like my career to be like. I also hope that this experience will allow me to learn more about what vets do on a daily basis. Finally, I hope that the experience will help me to further develop some skills which are important in the workplace, such as communication."

Some of our students had the exciting opportunity to complete their placements with the Royal Gibraltar Regiment, who generously opened their doors during their active recruitment drive. The four students threw themselves into the experience, showing real enthusiasm as they explored the impressive range of military vehicles used by the RG. Their week offered a rare, behind the scenes look at military life, from discovering how different vehicles operate, to spending time in the armoury, and even taking on a demanding fitness programme. It was an eyeopening insight into a world built on discipline, resilience, and mental strength.

SIXTH FORM OPEN EVENING

The Sixth Form Open Evening was a valuable opportunity for students and families to explore the subjects available and gain a real insight into what Sixth Form is like.

The hall was set up with stalls for each subject, where teachers stood alongside current Sixth Form students. This allowed visitors to hear about the courses from both perspectives, how they are taught and what it is genuinely like to study them day to day.

Across the BTEC stalls, including Applied Science, Business and Creative Media, visitors learned how the qualifications compare to A Levels, how they are assessed, and how they translate into UCAS points. Displays of coursework and student projects helped provide a clear understanding of the structure and expectations of each course.

The hall had a lively and welcoming atmosphere, with students moving between stalls and engaging in thoughtful discussions. There was a clear sense of curiosity as visitors explored different subjects and considered which pathways best suited their interests and strengths. Overall, the evening gave everyone a clearer understanding of their options and helped make the process of choosing subjects feel more manageable.

The evening also highlighted where each subject could lead, from university pathways to a wide range of future careers. A Level Mathematics can lead to careers in engineering, finance or data analysis, while History and Religious Studies develop critical thinking and analytical skills valued in fields such as law, politics, journalism and education. Applied Science provides pathways into healthcare, laboratory work and environmental research, while BTEC Business supports progression into management, marketing and entrepreneurship. Creative Media can lead to careers in film, digital marketing, photography and design.

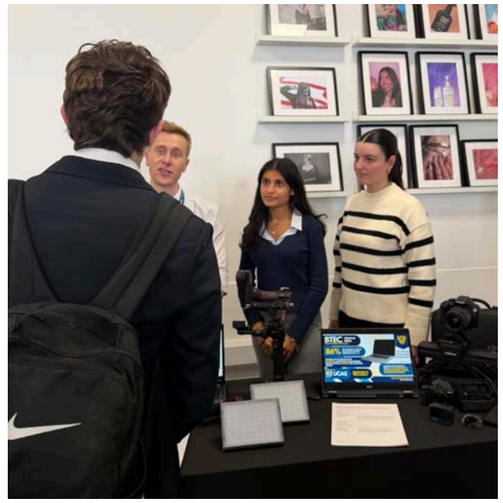
Overall, many Year 11 students said the evening was very helpful in guiding their decisions. Speaking directly with teachers and current Sixth Form students gave them a clearer understanding of what each subject involves and what studying it is really like. One student said,

"It was really helpful to speak to students already studying the subjects because they could explain what the workload is actually like."

Another added,

"I also found it useful to learn how different subjects can lead to certain careers in the future."

The Open Evening helped students feel more confident about their choices and gave them a better idea of the opportunities available to them in Sixth Form.









YEAR 12 WORKSHOPS

DRAMA



In December, Year 12 drama students got to enjoy a devising drama masterclass from movement director Naomi Said.

As part of our curriculum, we have to create 2 pieces of theatre based on either an object, a piece of music, or a literary work. For this workshop, we brought in 2 objects and made a short playlist for inspiration. We started by warming up and learning different building blocks. By experimenting with different forms of movement, we were able to step out of our comfort zone and explore being creative. A key part of this workshop was slowly adding on to the movement sequences, by starting off simple and slowly adding in more elements.

"My favourite part was seeing everything come together, even the warmups were somehow included in the final piece,"

said one of the students.

By the end of the day, we had a short, 10 minute piece, which included all the exercises we'd been working on during the day. We were also able to incorporate some of the objects and music that we'd brought in, making it even more personalised.

"She helped us hugely in learning how to work as an ensemble, and gave much needed advice on things we all struggled with,"

said another one of the students.

It was very helpful for us to recognise things we found more difficult, and being able to work through them in this workshop. We gained a new approach to devising, something that we will be working on for the next 2 years.

The session ended with an insightful Q&A, not only from us but also from Year 10 drama students who came to watch. It was extremely helpful getting first-hand advice from a professional in the industry, which some of our students are considering doing later in life.

We all really hope to work with her again for another workshop as it was so beneficial to our class seeing and trying new ways of devising drama.

INTERNATIONAL WOMENS DAY

How International Women's Day has spurred our students on:

Urban: I recently attended the Give to Gain workshop hosted by Hassans, and I believe it was an invaluable experience. The workshop was structured around what we as individuals could "give" or pledge in regards to contributing to a community. We were sorted into small groups with students from other schools and there was a carrousel of 6 tables all with different topics of discussion. I was able to interact with many lawyers who I am hoping I will end up working under in a summer programme this year at the firm. I learnt a lot about modern day issues regarding equality and fairness, with a lot of the discussions discussing gender in the workplace and everyday life. Talking points included "when jokes go too far", the issues in which young people face regarding beauty standards and expectations, and how to make a community a safe and welcoming environment. I would definitely attend again in the future as I feel I learnt a lot and the discussions were incredibly educating and interesting.

Kitsia Alsina:
The workshop at the firm in recognition of International Women's Day was an incredibly meaningful experience. It created a space for open and honest conversations around topics that aren't spoken about nearly enough in the legal profession and beyond. Hearing different perspectives, sharing experiences, and reflecting on both the progress made and the work still ahead was truly inspiring. It was a powerful reminder of the importance of continuing these conversations and supporting one another to create a more inclusive and understanding environment.

Darcey Auld:
It was wonderful to see all the schools come together, and I am really looking forward to participating in the mentoring scheme that I learnt about. Seeing such aspirational role models in real life has given me a great deal of motivation for my studies.

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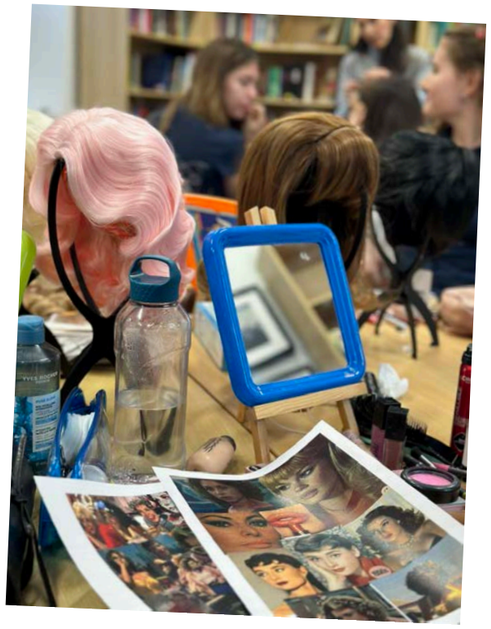
HAIR AND MAKE-UP

As all preparations are underway for Prior Park's production of Grease, some of the cast enjoyed a creative hair and makeup workshop with a professional artist. We received a hands-on experience from hair and makeup artist Kathryn Fa, where we experimented with different styles of 1950s makeup, how to prepare hair for wigs, and how to actually put them on.

We began by preparing mood boards, where each cast member took inspiration from different 1950's icons and makeup trends. Each of us focused on different styles that would be most suited to our character, so we would have a better idea of the makeup we would like to work on during the workshop.

Preparing wig caps was the most difficult part of the workshop, as none of us had any previous experience. It was very interesting to learn how to best work with the hair in order to keep it flat under the wig cap, as well as learning how to style the wig to make it look as realistic as possible. The most important thing we learnt was how to keep our wigs on throughout the whole show whilst keeping them comfortable.



"My favourite part was researching the 50s style and being able to apply this to our characters," said one of the cast members.

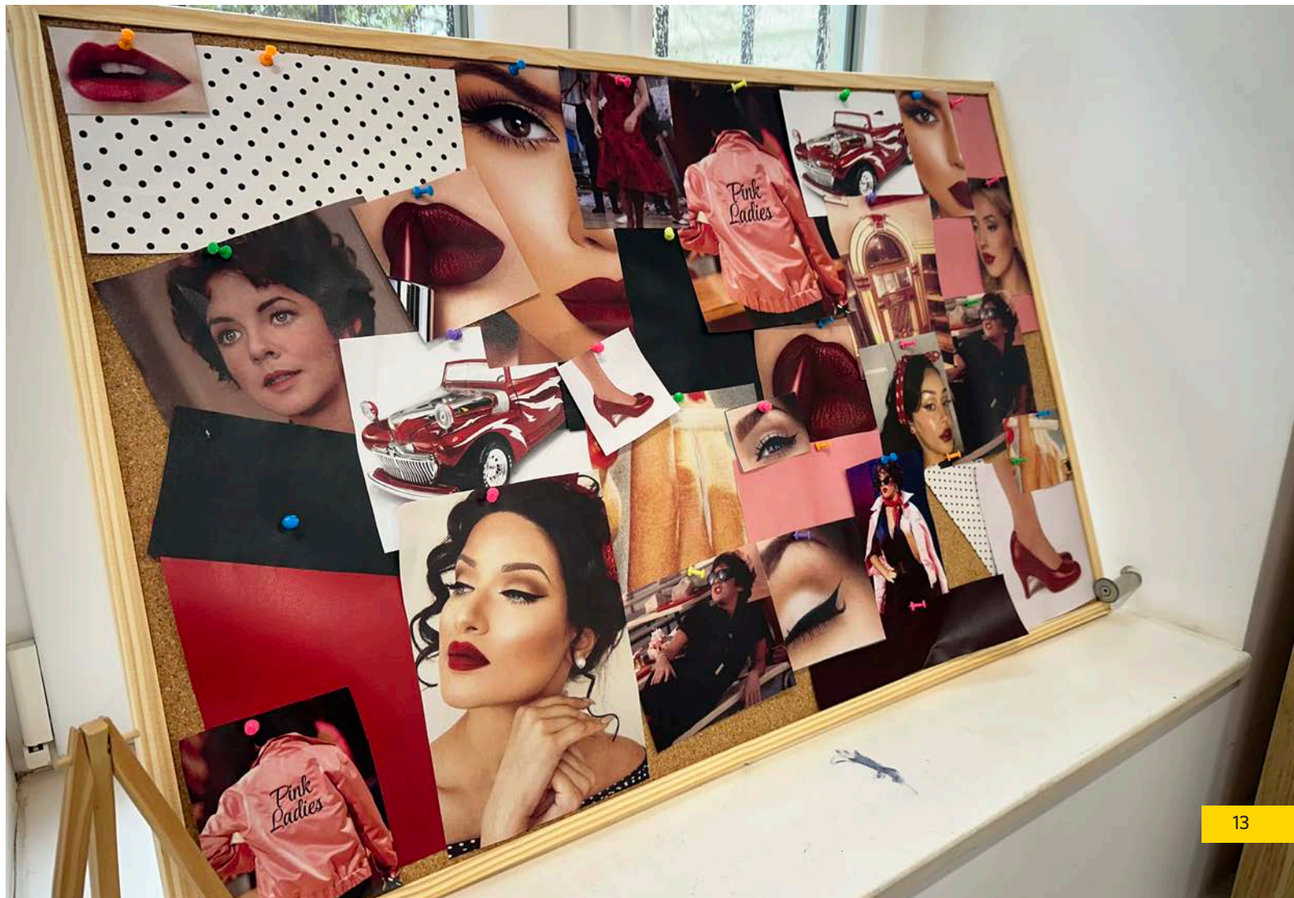
We are all thrilled to be able to bring these characters to life, and learning all these hair and makeup skills will make the show all the more fun!

A message from Miss Alborn – The girls playing The Pink Ladies and Sandy were very lucky to have the opportunity to work with a local hair and make-up artist, Kathryn Fa (Kat) who is from Gibraltar originally but went to Guildhall (one of the most prominent Arts Schools in the UK) to lecture in Hair and Make Up, specialising in wigs. Kat offered to come in to do a 3-hour workshop with the Pink Ladies focusing on the make-up styles of the 1950's, helping them to develop their own make up look suitable for their character and teach them how to handle, put on and maintain their wigs. In addition, learnt about her career, training and work within the industry.



This was a fabulous opportunity for the girls to work with someone with first-hand experience within the professional field as they were able to ask her about her path and work. In addition, how inspiring for our girls to work with a local Gibraltarian who now works internationally!





FORMER STUDENT INSPIRES SIXTH FORMERS WITH A LEVEL ADVICE AND UNIVERSITY INSIGHTS

Grace recently returned from the UK to speak with our students about preparing for their upcoming A Level exams and to offer a glimpse into what life may look like as our Year 13 cohort prepares to take their next steps.

Having achieved outstanding A Level results, Grace secured a place at her firstchoice university, The University of Sheffield, where she is now studying Chemical Engineering. She emphasised the importance of dedication in the months leading up to exams, sharing that by this time last year she was studying up to 12 hours a day and challenging herself with rigorous pastpaper practice. Her message to students was clear: hard work and perseverance truly pay off.

Grace also spoke about her transition to university life in the UK. She highlighted the value of stepping out of one's comfort zone, meeting new people, and joining societies to make the most of the university experience. Her visit left students feeling motivated, reassured, and inspired for the journey ahead.









HOW TECHNOLOGY IS TRAINING FUTURE HEALTHCARE STAFF

By Kendi

Ever since I was little, I've loved figuring out how things work. Even when I was a baby I used to take apart my toys just to see what was inside. Unfortunately, I wasn't always very good at putting them back together again, so my parents had to solve that part! Alongside this, I've always been fascinated by biology, and I watch lots of documentaries about the human body.

So, you can imagine how thrilled I was when an opportunity came up that combined both of these interests.

Recently I was invited to attend a specialist training day at the University of Gibraltar involving advanced medical simulation technology made by the company Laerdal. This wasn't a class for students, it was actually professional training for the university's staff (and me!). Experts from the company travelled here to show us how to use the equipment.

Mr Martyn kindly allowed me to attend the training as an educational visit and encouraged me to share the experience with the rest of the school.

My First Impressions

On the morning of the training I was very excited... but also a little bit nervous. I was going to be spending the day with university staff and the trainers. I was also expecting something quite simple, basically a full-body version of the Resusci Annie mannequin I had used when I did a CPR course with St John Ambulance. But I was very wrong.

The mannequins were called "Nursing Anne", and they were far more advanced than I had imagined.

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At first, they actually looked a bit creepy because they were so realistic! There were three of them, and one of the first jobs of the day was to name them. We decided on James (named after the Head of School of Health Sciences), Isabel and Geri (short for Geriatric, meaning old, as that mannequin had older skin).

Unlike the CPR mannequins I had used before, these ones were built to have the weight and feel of a real person. This allows trainee healthcare staff to practise lifting, moving and handling patients safely.

At one point the trainer lifted the mannequin's chest panel to reveal the inside. Instead of organs there were wires, tubes, bags, pumps and electronics everywhere. It was like opening a robot and a hospital machine at the same time.

Technology Behind the "Patients"

One interesting piece of equipment was something called a SimPad, which looked a bit like an iPad. Using it, the trainer could control the mannequins and change their statistics such as heart rate, breathing speed, pulse and blood pressure. The mannequins could even blink, cough, shout and make other sounds. A screen nearby displayed the patient's statistics just like a real hospital monitor.

Two of the mannequins (Geri and Isabel) simulated breathing by moving their chests up and down. But the third mannequin (James) did something even cooler, he could actually breathe using a machine acting as artificial lungs placed on the floor. Interestingly, this machine is real hospital equipment normally used to test ventilators. The designers cleverly reused it instead of inventing something completely new. I thought that was brilliant engineering, solving a problem using equipment that hospitals already have.

Practising Medical Skills

The mannequins can also be changed depending on what nurses are learning. Their skin, eyes, teeth and even limbs can be swapped for different ones to represent different types of patients, such as adults, children or old people. Some eyes even had cataracts so the "patient" could look realistic.

Some of the training equipment was fascinating... although also a little bit gross!
For example, there were wound simulation kits that showed injuries, infections and even something called necrosis (where tissue dies and turns black). Nurses need to recognise these conditions quickly in real patients.

Another interesting challenge engineers had to solve was how to help nurses practise finding veins, to take blood, with needles. After lots of practice, training equipment can become full of holes and stops feeling realistic. There was a clever solution to this. Inside the mannequin's arm there is a tiny special bead that feels like piercing a vein when a needle touches it. When it gets worn out, you only need to replace the bead instead of the entire arm. Simple but very clever!

There were also special sponge pads used for practising injections. They feel like real muscle and can easily be removed, washed and reused.

Why This Technology Matters

Watching the training made me realise something important. Medical staff have to practise these skills somewhere before they perform them on real people.

In the past, doctors and nurses usually had to learn on real people, which must have been quite painful and risky (and scary for the patient!). Thanks to technology like the mannequins, they can now practise procedures safely and as many times as they need before working in real hospitals (and it doesn't hurt!).

It's a great example of technology, engineering and healthcare working together to solve real problems.

What I Learned

By the end of the day I felt amazed, fascinated and very grateful to have been invited.

I also realised something about how I learn best. I understand things much better when I can touch, experiment and ask questions while something is happening. That's probably why this kind of training works so well for nurses too.

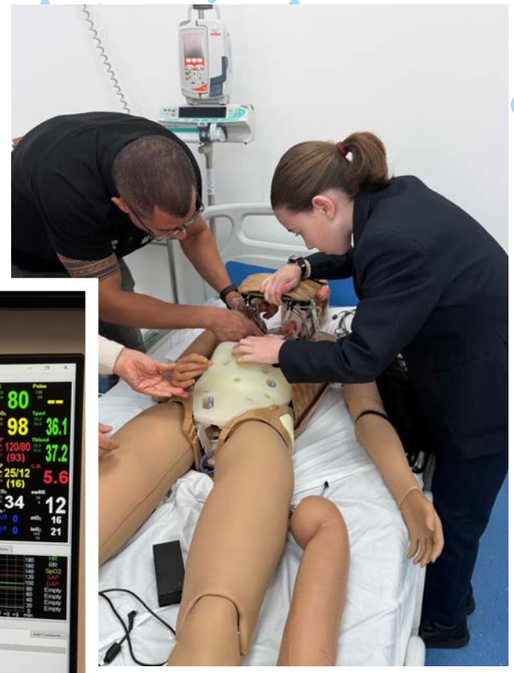
Although the technology looked complicated at first, I discovered that it is really a collection of smaller problems that engineers have to solve one by one, simulating: breathing, pulse, movement, skin, sound, and many more. When all these solutions are combined together, they create a very realistic training system.

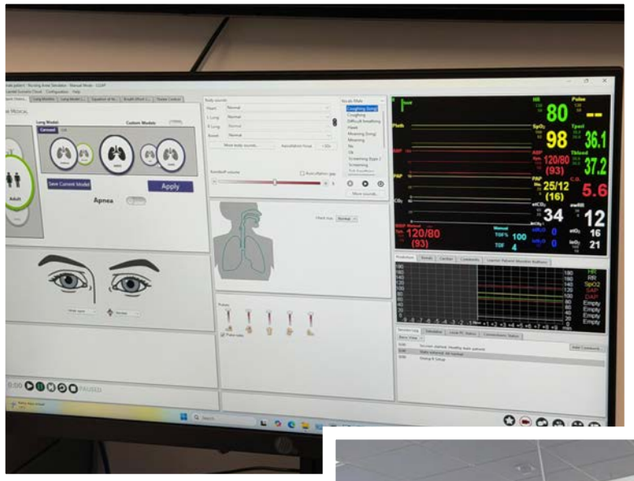
For one day I even got to feel like a member of the university staff, which was pretty cool.

The experience made me even more interested in both biology and engineering. In fact, it confirmed something I had already been thinking about...

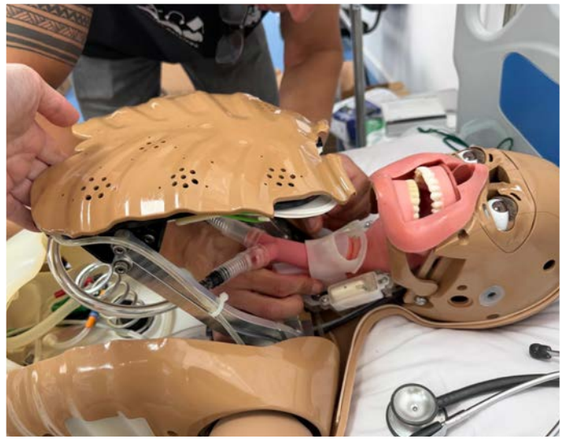
When I eventually finish my education, I would love to become a mechanical engineer and design clever solutions to real problems, just like the engineers who built these amazing medical simulators.

Lastly I would like to thank the School of Health Sciences at the University of Gibraltar for allowing me to join in the training.









YOUNG INNOVATORS OF GIBRALTAR: STUDENT ENTREPRENEURS LAUNCH *GIBERRISH* AND *GIBTHREADS* WITH IMPACT

Recently we saw the official Young Enterprise launch event for Giberrish and Gibthreads, where our students introduced our business to the local community. The evening provided an exciting opportunity to showcase our idea, engage with guests, and gain valuable early support for the platform.

'Giberrish is a review-style online platform designed to help people discover, navigate, and make the most of life in Gibraltar, bringing together local recommendations and practical information for residents and newcomers alike. Last night's launch was a great success and a really enjoyable evening for everyone involved; it was fantastic to see so much interest in our website, with lots of people engaging with the idea and several local companies signing up on the night. The event was very social and great fun, and it gave us the opportunity to speak to a wide range of people and receive helpful feedback on how we can continue to improve the platform. We also shared future ideas, including adding practical guides on Gibraltar procedures such as booking an MOT, applying for a driving test, completing tax returns, and applying for housing, which would make the website even more useful and help attract more traffic.'

Managing Director- Sophia Elliott

'GibThreads is an online marketplace run solely through Instagram targeted at Gibraltarians. It is for people buying and selling pre-loved clothes, aiming to reduce clothing waste and promote sustainability. Sellers can get in contact through Instagram, and must fill in form in order to submit their items. They will then send us the item and we will take photos and promote on our page. Buyers who are interested can contact us, also through Instagram and we will organise how to give them the item. Our product launch last night was a huge success, with people from various charities such as youth Gibraltar, showing an interest in our product. Our mains points of advice we received were using new drop boxes based in Gibraltar. We believe that GibThreads can thrive as a business and hopefully work long after the competition.'

Managing Director- Charlotte Peat





SCIENCE WEEK

This week, our school has been buzzing with the excitement of Science Week! Students from across the year groups have had opportunities to immerse themselves in handson activities, eyeopening experiences, and inspiring moments.

Highlights include planned educational trips to Alameda, Nautilus, and AquaGib, where students will have the chance to explore realworld applications of science in our local community. We were also delighted to welcome a guest speaker from the University of Gibraltar, who shared captivating insights into her research on the coral life found in our local waters and vital work being done to protect these species.

Students had the chance to create their own polyps, contributing to a collaborative coral colony, an engaging, handson activity that brought the topic to life. Carolin Zaffol's enthusiasm and passion for coral conservation shone throughout her visit, and it was inspiring to see students eagerly asking questions about her research, her experiences, and the incredible coral ecosystems she studies.

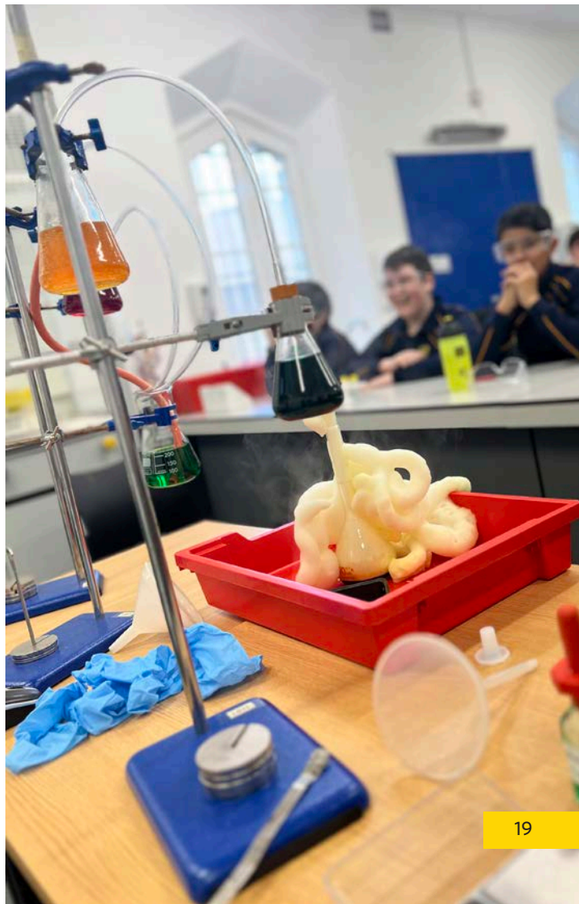
Another standout feature of the week was the meticulously designed Science Escape Room led by Miss Figueras. This challenging and interactive experience left students with memories they won't soon forget. Students shared that they found the experience exciting and enjoyable, especially the freedom to move between different rooms and stations as they discovered more about science.

Thursday's assembly offered a powerful reminder of the importance of representation in STEM. Miss Gillespie delivered a compelling talk about the historical contributions of women in science, many of whom never received the recognition they deserved. Her message sparked meaningful conversations about gender equality and encouraged students to investigate these issues through research, statistics, and thoughtful discussion.

And the week isn't over yet! With more activities still to come, it's clear that the Science Department has worked incredibly hard to deliver a memorable and inspiring programme. Their efforts have given students a fresh, engaging, and thoughtprovoking look at the world of science.

More photos over the page...



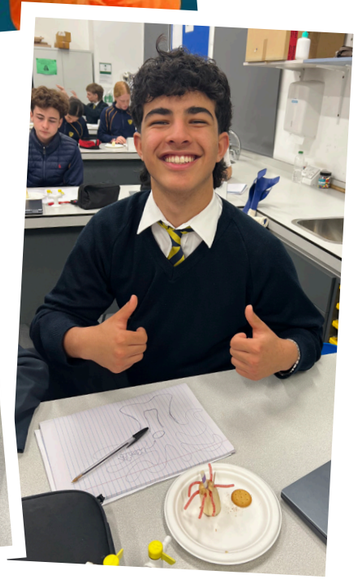



PROJECT CORA
UNIVERSITY OF GIBRALTAR
Diving into Science:
Saving Gibraltar's Corals


PROJECT CORA
UNIVERSITY OF GIBRALTAR
DARWIN PLUS
Diving into Science:
Saving Gibraltar's Corals
Working as a Marine Scientist in Coral Restoration















PYGAME CLUB

Python – A programming language. Used across the world for business, websites, applications and so much more...

Python is the foundation of this very online world. But... there is something else you can use it for... Videogames!

In Pygame club, you learn how to utilise python programming to make videogames!

With this club, you, yourself, can make your very **own videogame**, and then have a competition over the best one!

Not only is it beyond fun, but this club teaches you the vital skills that can get you a job in the real world.

Python Programming is the stepping stone to game development, and it gives you an opportunity to find out if you like it or not. If you do not, then do not continue. But if you enjoy pygame, and you are good at it... you can move up to the higher leagues in game development. Some jobs, for example a **Game Principal Programmer** can pay in excess of **£75,000**, and some others, for example a **Game Lead Network Programmer**, can pay in excess of **£130,000**, per year!

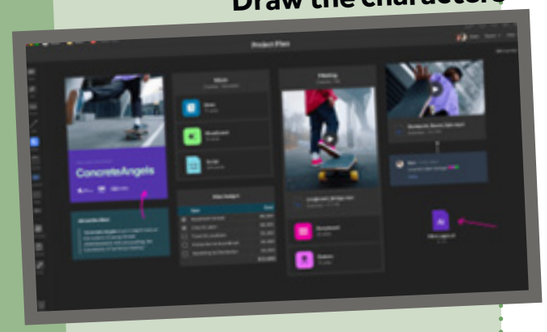
So, instead of spending an hour after school sitting around doing nothing, give python a go, and maybe, just maybe, one day you might get a job in it!

Join Pygame Club today!

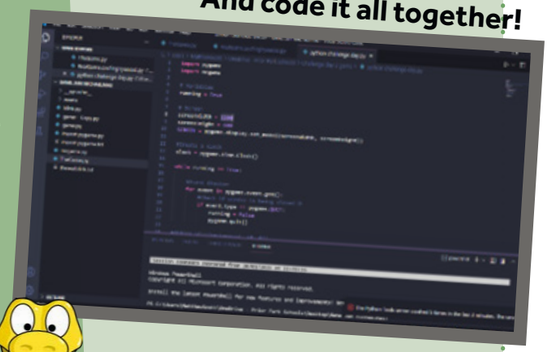
Plan the game



Draw the characters



And code it all together!





"Not only is it beyond fun, but this club teaches you the vital skills that can get you a job in the real world."

Random Jobs!

The world of work is full of surprises, and our teachers are no exception! Before stepping into the classroom, many of them explored a variety of unusual and exciting jobs. From lifeguarding to working with animals, from festival security to creating children's books, each experience has helped shape the skills they bring to school today. These stories remind us that every job—no matter how random it may seem—teaches valuable lessons and helps build confidence, resilience, and creativity. You never know where your own career journey might begin!

Guess which teachers had the random jobs below!...

1. Volunteer work in an aquarium cutting up fish to feed to the seals and participating in the daily seal show for the visitors
2. Party Princess
3. Car Airbag Sales
4. Camp counsellor and lifeguard in a kids summer camp in America
5. Lifeguard
6. Children's book publisher - written kids bath books
7. Delivering milk and working on a fruit & veg stall
8. Quantity Surveyor
9. Climbing on top of a huge grain lorries as they left the farms and digging in a long steel tube to get a sample for quality checking
10. Air Hostess
11. Butcher's Assistant
12. Swimming Teacher
13. Chef at Wetherspoons
14. Explosive Ordnance Disposal
15. Employability trainer - we helped people into work who were unemployed and upskilled people in work to help them progress in their careers
16. Optical Assistant
17. Security at local Outdoor Festivals

Answers:

1. Mrs Beadle 2. Miss Figueras 3. Mrs Rotimi 4. Miss Licudi 5. Mrs Gillingwater 6. Mrs Mor 7. Mr Martyn 8. Mrs Slater 9. Ms Easter 10. Mrs Down 11. Mrs Payne 12. Miss Ribbon 13. Mrs Rozario 14. Mr Thomas 15. Mr Harris 16. Miss Gillespie 17. Mrs Touchard

CHALLENGE DAY: WHERE STUDENTS RISE TO THE MOMENT

On challenged day everyone in our tutor group had to form teams with different people. The theme was after school club ideas. Each group from every house had to create a new club idea with only 80 pounds to start it. The teachers in each house judged the ideas and chose one group to present to the whole school. Then the school judges decided which club idea was the best overall.

My group came up with a club where students could come on Fridays after school to hang out with their friends. We planned for it to include video games, board games, music, snacks, and a relaxed space to spend a couple of hours together. Unfortunately, our group didn't win the House competition. The group that did win was the tie-dye club from a different tutor group. For the first time in a while, Wellington actually won something with their tie-dye idea!

Even though we didn't win, I think everyone learned a lot about money and businesses trying to create a club that people would want to join with only 80 pounds. It was much more challenging than it first seemed, it really showed us how difficult it can be to maintain a budget and still makes something successful.

After that we had one more lesson, which was for charity work. I went to a care home for elderly people we spend time talking to the residence, playing games with them, and just trying to brighten the day. I sat with one man for most of the time, and we played dominoes and did puzzles together. Later one of my friends brought a lady to join us. She told me that she used to play table tennis professionally, which was really interesting to hear about. It was lovely listening to her stories and seeing how lively and positive she still is now.

Overall, it was a really meaningful day where I learned about teamwork, budgeting, and also the importance of giving back to the community.

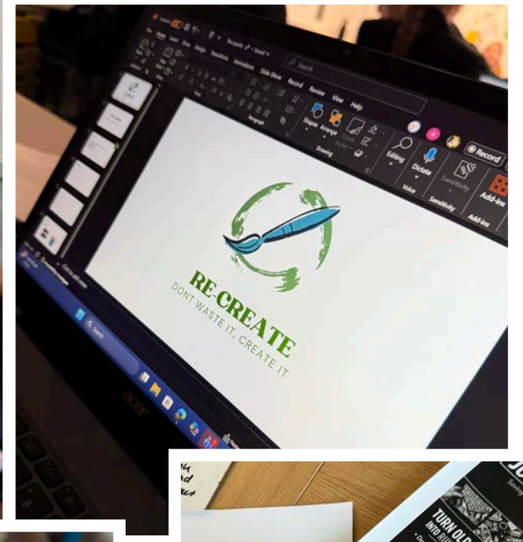
Words from the winning team:

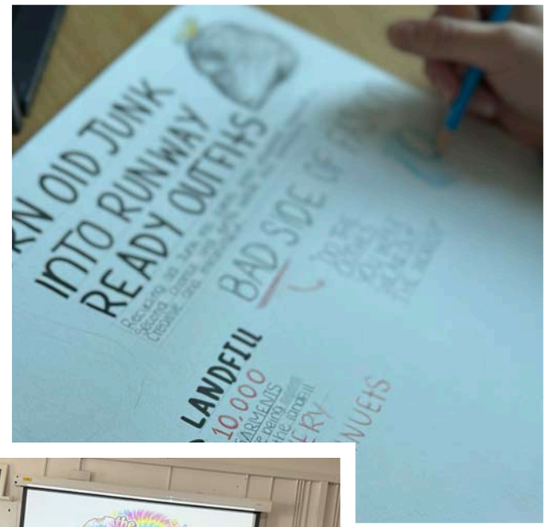
"We came up for the idea of a tie dye club as we wanted to do something creative but also unique, something that hasn't been done before in our school but something easy enough to be achieved with our facilities. We planned the foundation together so everything would be cohesive, then assigned roles and split off into different groups to begin working on it. We faced challenges like the sudden budget change where our budget got cut and we would have to change our supplies needed, we overcame this by having a look at the list and seeing what we could cut down or find a cheaper alternative too, overcoming the challenge with ease and having fun."

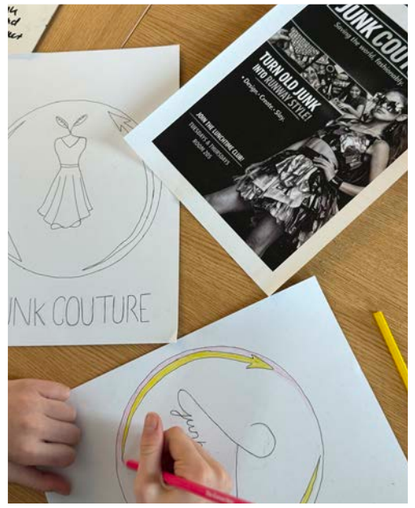




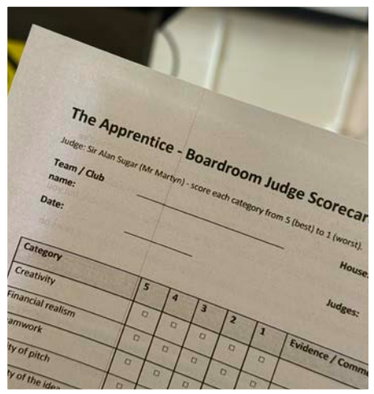














TOP 10 AGAIN: OUR LEGO ROBOTICS JOURNEY TO STEVENAGE 2026

On the 21st of January 2026 a select few elite students were sent from our school's LEGO robotics to represent us in Stevenage, England. These students were taking part in the robotics competition for the fourth time in our school's history, so they knew that when they got there they had to perform.

When they landed in England all of the brilliant students set to work, maximising our chances of winning the prestigious competition, but sadly our preparations were somewhat hindered by the antics of the Loreto children that they were forced to bring with them.

The day after we landed we were graciously gifted an evening at the O2's Activate experience by one of the Loreto student's parents, for which the entire team was incredibly grateful.

Their rigorous preparation was rewarded by the brilliant teachers with a west-end performance of The Lion King, which was called "Brilliant" by multiple students.

The next day was the all-important day. The day of The Competition. The team was given an early start in order to reach the competition early and obtain an advantage. This was our moment. It was our time to show the schools international dominance.

We finished in the top 10. For the fourth consecutive year mind you, so we aren't getting worse. In fact, during the competition we saw our largest ever increase in points from one performance to another, highlighting our brilliant team's ability to adapt to and overcome any situation, thanks to our brilliant sense of unity, formed by the school's tight-knit community.

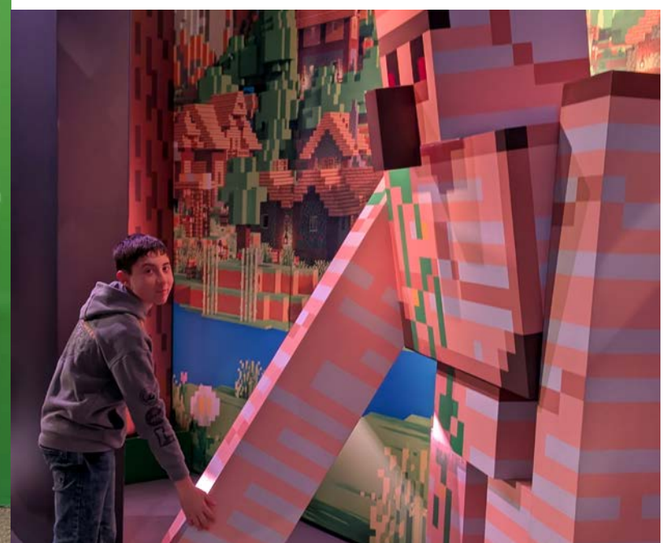














FROM WET WORKSHEETS TO URBAN WONDERS:
A GEOGRAPHY ADVENTURE IN SITGES & BARCELONA



People often say that the main part of geography they remember from school is the trips. The interesting locations, the activities that consolidate knowledge and the fun experience of being away with your classmates tend to stay with us. I'm not sure that trying to piece together data from a worksheet that was soaked in water and had started to crumble apart was what our geographers had in mind – but it will certainly stick in their memories for a long time!

In typical geography trip fashion, it started with a delayed flight, a weather warning and a halt to the construction of the Sagrada Familia due to high winds. Nevertheless, we arrived at the coastal town of Sitges and explored the fascinating history of the town before going through our safety briefing and preparing for the next day of fieldwork.

After a buffet style breakfast (an undoubted highlight of the trip) we set off with our excellent guide from the Barcelona Field Studies Centre and made for the Tordera River. The aim was to measure the characteristics of the river and see if they fitted with the idea of a 'typical river'. This was done using tape measures, velocity metres, clinometers and, of course, counting and measuring rocks. Unfortunately, despite the best efforts of many of the students to avoid the water as much as possible, the weather had other ideas. By the end of the first two sites, the worksheets for recording the data were wet. After a quick café stop and a third site to collect data, the ink was starting to run. By the fourth and final site, we had given up trying to write on the sheet completely and recorded the data digitally. We returned to Sitges to dry off, before piecing our data together in a classroom session and talking through our results.

Fortunately, the next day was much calmer and after another fantastic breakfast, we set out again for Barcelona. Our area of concern was El Raval – traditionally an area of compact housing neighbourhoods with a poor reputation. However, when Barcelona was awarded the 1992 Olympics, the Raval received investment. This came in the form of the Cultural Arts Museum, the Catalan Film Library, community gardens and a rather intimidating statue of a cat. Our students observed the area to see the impact of these changes and work out whether the investment had worked in all areas by carrying out land use and environmental quality surveys. After collecting the data, it was again back to the hotel for a classroom session, as the town of Sitges started to come to life with the atmosphere of the carnival.

After one final breakfast and a farewell to the Field Studies Centre staff, we departed for the airport and put an end to what I am sure will have been a memorable trip for all.















AUSTRIA SKIING TRIP 2026

Hello readers! Today's subject is going to be about an exciting school trip, skiing in the Alps mountains, more specifically the tundra region of Austria, where a portion of PPSG staff and students flew to ski at the Alpendorf skiing resort. Not only skiing but also several other activities during our time there, such as bowling, tobogganing, and visiting a city, it was quite an adventure. So, let us ski down this slippery slope of the PPSG 2026 ski trip!

So, first things first there was getting to Austria, which begins with waking up sharp at 5:30am in the morning and then without haste getting ready and crossing over the border into Spain, the only trouble was I was so excited I didn't actually sleep until after midnight the night before. So already I was feeling quite tired is an understatement, my dad almost dragged me out of the bed!

To complicate matters, we needed to get a coach to Málaga airport that I was almost late for. I could see visible signs of relief when I arrived on Mrs Oxley's face! Arriving just in time before they left (that was close). So, I said my goodbyes to my family and got on the coach where I met my friends. We chatted excitedly but I was so deliriously sleepy I couldn't really tell you a word of what was said and I am certain my friends where the same, I think I might have even nodded off!

When we arrived at the airport we headed off to Munich, Germany (and you may be asking isn't there an airport in Austria, and yes there is but the flight to Munich was much more convenient for our schedule) where then once again took yet another coach to our destination in Austria. The temperature difference between Gibraltar was easily noticeable, I think it was -6 degrees C at our hotel vs about +12 back home (where already my mum's been complaining about how cold she was). Anyway, we ate dinner quite late, played cards and rested up for the night as I would find out tomorrow would be a big day.

Next morning started in a military fashion at 6:30am with teachers banging on our doors to wake up. They had a busy day scheduled ahead of us as we went on yet another coach, thankfully this one was a short 15-minute hop. We then got ourselves into some ski gear such as skis, ski boots and helmets. Finally!

Let me tell you as this was my first time skiing so those ski boots were extremely stiff, honestly by the end of the week my lower legs became so much stronger than before, it was a weird sensation. We got our helmets and skis on and went up on scenic ride up ski lift were we then reached to our first skiing point, where we were sorted into 3 groups based on skill, those being beginner, intermediate and expert. Since this was my first time I of course went in the beginner group and met our ski instructor Hannah.

Hannah was extremely friendly and supportive all the way through the week and then my group set off to doing exercises and learning the basics of skiing, stopping for lunch up on the resort and then ending the day with going on a green slope, for me this day was my worst, as I had no knowledge of skiing and had fallen and fumbled a great number of times. Then the day ended when we had dinner and walked around the area our hotel was in where we visited a little supermarket and bought some treats (I bought an ice cream despite how cold it was!) then finally got back just to drift off into a slumber. The next day we did an exercise on the green slope before starting to ski down it several times and this started to get the hang of skiing not falling down as much, being better at moving sideways up the slope and stopping when I wanted to and bit by bit I started to gain a lot more confidence and got so much better, also there was a lot of comedic falls that day, my favourite of the whole trip being when we were skiing in a group and Itay (a guy from year 9) was about to fall and literally dragged me down with him to the ground, not only that he fell so many times that even other ski groups from other schools started to call him the fall guy as he fell a lot on the butt-lift which made them have to stop it a few times!. Then we got back for dinner and went bowling for the night as well as doing some other arcade games.

On Wednesday we went on the green slope did some exercises and skied on it a lot, after that Hannah thought we were ready for blue slopes, so we travelled up the mountain to go down them, it was so fun as they were so much longer, faster and gave a great adrenaline rush. Then we went to a city in Austria, Salzburg and went past it's monuments and got inside the shops and bought all kinds of stuff, like chocolate, clothes and souvenirs (I really wish I bought more here though I didn't because I saw something I wanted and wasn't sure if I was able to go back for it later, sadly not). Finally, we ended the day off by eating pizza and playing board games before heading off to sleep at the hotel.

Thursday hurled our way and my group spent the day doing a bunch of blue slopes with calm moguls (by the way moguls are little bumps in a slope that sometimes make you jump a bit but these ones were very nice and they caused no harm whatsoever) as well as having a speed competition for who was the fastest in the groups that was pretty fun, after we did a bit of (chaotic) tobogganing were I definitely didn't get crashed into twice and then went for another pizza night out.

On our final day we gazed upon the resort for the last time (well probably not) and for the most part did the same routine as yesterday though we did do a red slope (with help from Hannah) with some new blue slopes which was exciting! Then going to present awards for the winners of the competition as well as say our goodbyes to our ski instructors, it was a day that I will remember for the rest of my life. Then we headed back to rest for the long day of travel ahead of us, finally coming back to our homes. I will miss that trip, the people we met, the skills we learned, the things we experienced but that is what makes trips great, its not all centred around a single thing, its' like a cooking recipe the different tastes blend in to delicious recipe, just like all the parts of our trip blend together making a time of happiness and joy that is different every time, and sometimes we may feel it'll never be so good ever again, that our meal is inevitably over and it's hard to get out of a feeling like that and that is why we should cherish every bite of life instead of scarfing it down because of it's own deliciousness, because life is a buffet and your choices reflect it's taste. Goodbye everyone, I'll see you in the next one.

The teachers perspective:

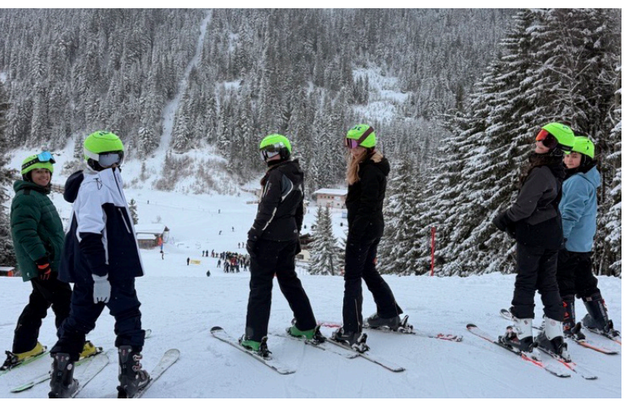
Our school ski trip to Alpendorf was an unforgettable experience that brought together students from Year 7 to Year 12. Many students arrived without close friends, but the mixed groups helped everyone connect with people they wouldn't normally spend time with. Each day was packed with skiing from morning until 3pm, with three ability groups pushing themselves on the slopes. Afternoons were filled with activities like bowling, competitive games, pizza nights in town, and even a visit to Salzburg. The week ended with a lively ski race, where instructors awarded medals for first, second, and third place. Evenings in the lodge were a highlight, with amazing threecourse meals and great service. Room inspections added fun competition, with the tidiest room earning overnight bootheater privileges. Early mornings, hot chocolate breaks, and daily socialmedia updates made the trip even more memorable. It was an incredible week with an amazing group of students!

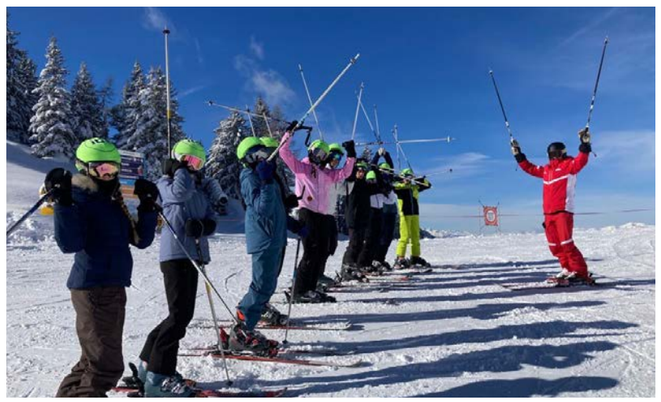


More photos over the page...











MUDDY BOOTS, MISREAD MAPS AND UNEXPECTED DISCOVERIES, THE PERFECT INGREDIENTS FOR A MEMORABLE DofE ADVENTURE!

This term, our students took part in their first Duke of Edinburgh practice expedition, and it was an experience filled with challenge, discovery, and more than a few muddy surprises. For many, it was their first night sleeping in a tent, which already felt like an achievement in itself. But soon after setting off, they realised that the real test would be navigating the landscape with nothing more than a map, a compass, and their growing confidence.

Paths that appeared straightforward on the map quickly became less obvious, and a few groups found themselves slightly misplaced more than once. Still, every detour brought its own lessons, memories, and plenty of laughter.

And what better than the protagonists' own words to talk about the experience:

Soggy noodles and even soggier boots: Our DofE practice

We started our hike with a level of confidence which could only be described as "delusional". Navigation skills? We don't know her. Well at least for the first 5 points. By some miracle and Hannah's expert-level knowledge of the 'Alcaidesa' cycling trails, we walked perfectly.

After some "gentle" guidance we quickly got the hang of it and the first walk went by in a flash and we managed to reach the camp in 2 hours and 45 minutes.

For dinner that night we had 'ramen', which is basically warm salt water with the occasional sad noodle. It's amazing how a packet of 30p instant noodles tastes like a five-star meal after walking your legs off, though we're pretty sure the "extra seasoning" was just dirt from our hands.

The terrain was less kind than the map. We took several "strategic naps" in the mud (we fell over)





except Reuben, who decided the mud was a personal insult to his pristine boots, forcing the rest of us to wait while he treated a puddle like a high-stakes obstacle course. But the MVP award goes to the student who decided to take an impromptu dip in a stream and spent the entirety of Day 2 squelching his way to the finish line. If you heard a rhythmic sloshcrunchslosh echoing through the valley, that was us.

We survived, we're mostly dry now, and we've learned two valuable lessons:

Always pack extra socks (especially if you're Javi).

Even if you don't know where you're going, at least look like you do.

Continued over the page...

Our beautiful accidental detour

Our DofE hike was a great learning experience. It taught us some navigational skills, even though we somehow managed to walk all the way to Sotogrande. There might've been a lot of setbacks for our group, but we always found our way back. Our favourite part was when we accidentally went off track and found a beautiful, tranquil place which was surrounded by tall, green trees and towering rocks. It led to a majestic open field that had cows and horses.

We also enjoyed spending time with each other in different settings and laughing at each other's accidents with lakes. We found out a lot about ourselves; for example, we cannot correctly identify what a house is, or where a bin is, honestly, where is the bin?!! Where was the bin??!!

Although our route may have been a little chaotic, we definitely made a lot of inside jokes and had lots of fun.











HAT/HORIZON STUDENTS SHINE IN 'ABSOLUTELY EVERYTHING' COMPETITION

On Tuesday, 14 HAT/Horizon students proudly represented the school in Christopher Lloyd's Absolutely Everything competition, a fastpaced quiz challenge inspired by his popular history book. Many of our students even dedicated part of their halfterm break to preparing revision notes, demonstrating impressive commitment and enthusiasm.

Four students - **Danielle Shamir, Marie Huber, Leah Teasdale,** and **Sveva Personeni** - excelled in the earlier rounds and secured their place in the final, held against teams from other schools across Gibraltar.

The final rounds were intense, filled with quick thinking and plenty of suspense. After a thrilling finish, **Leah Teasdale** emerged as the overall champion, earning a fantastic prize of **£250**. Close behind her were **Danielle Shamir** and **Marie Huber**, who secured runnerup positions and were each awarded **£100.**

The competition remained neckandneck until the very end, making their achievements even more impressive.

All participating students displayed remarkable dedication, teamwork, and resilience throughout the event. If you see any of them around school, be sure to congratulate them on their outstanding performance!







A DAY OF DETERMINATION AT THE LA LÍNEA TOURNAMENT

On 3rd March 2026, Prior Park proudly took part in a football tournament in La Linea de la Concepción, hosted by Sotogrande International School. Year 7 and Year 8 students represented the school with determination, refusing to let the poor weather affect their performance. Both a boys' team and a girls' team competed, showing resilience throughout every match. The boys delivered standout moments, including a remarkable longrange goal from the goalkeeper, while the girls demonstrated excellent teamwork and spirit despite having limited experience. It was a memorable and inspiring day for all involved.

Round	Boys	Score	Girls	Score
1	Prior Vs Laude B	3 - 1	Prior Vs Laude B	3 - 0
2	Swans Vs Prior	2 - 1	Swans Vs Prior	2 - 0
3	Atlas Vs Prior	2 - 1	Atlas Vs Prior	0 - 0
4	SISA Vs Prior	2 - 2	SISA Vs Prior	0 - 1
5	EAC Vs Prior	1 - 1	EAC Vs Prior	0 - 0
Semi Finals	Prior Vs St Ant	4 - 2	Prior Vs Laude A	0 - 2













STUDENT OF THE MONTH

NOVEMBER

2025



ARJUN JANI

Arjun is a student who embodies the community spirit of Prior Park. He is always kind and incredibly helpful no matter the task. His personality and work ethic make Arjun an integral part of the school community.

Mr Foreman (Head of House)

Arjun is kindness incarnate. His amiable personality shines in everything he undertakes, be it academic or pastoral. He is modest and humble, and rarely takes credit for any of his numerous wonderful achievements. A true spirit of Prior and a fantastic role model.

Mrs Ledesma & Mrs Gillingwater (Tutor)

Arjun is an all-round excellent student who always tries his best in lessons, seeks support when he needs it and works really well with other students too. He balances his time phenomenally well, completes his school work to a really high standard and has been attending clinics as often as possible. He is also taking part in the Winter Arts Showcase with the band, is in the cast of Grease AND is working towards his Silver Duke of Edinburgh. A phenomenal (and amazingly humble) young man!

Miss Gillespie

Arjun is an incredibly hard working and diligent student who contributes so much to the school community and never shies away from a challenge. He truly embodies the school's values of curiosity, generosity and courage.

Miss Ribbon

STUDENT OF THE MONTH

NOVEMBER

2025



LIHI AKAD

Lihi has always been a role model to her peers - so much so that I was a little disappointed when she decided to not be a House Captain again, and instead wanted to focus on her GCSE studies for Year 11 - who can argue with that? A very mature student, that always leads with kindness and is always generous with her time for school events and activities. She is precisely what Prior Park students should aspire to be!

Mr Cruz (Head of House)

Lihi shows complete dedication through her outstanding achievements, consistently surpassing expectations in my subject and across all school activities. She excels in every setting, including DOE and anti-bullying programmes, where she demonstrates exceptional leadership, maturity, and a strong commitment to creating positive change. Lihi maintains a positive attitude in all her interactions, showing genuine support, empathy, and respect toward classmates and teachers. Her caring personality, kindness, and dependable nature make her a standout student. Thank you, Lihi, for being yourself.

Mrs Debenham

Lihi demonstrates exceptional focus and determination in all aspects of her work. She consistently goes above and beyond expectations, working independently with confidence and resilience. When faced with challenges, she approaches them with persistence and never gives up. Her curiosity and eagerness to understand concepts deeply are truly admirable. Lihi is not afraid to ask thought-provoking questions, which shows her commitment to learning and keeps lessons engaging and dynamic.

Mr Tottman

STUDENT OF THE MONTH

DECEMBER

2025



ALLEGRA PROVASOLI

Joining the school midway through year 10 has meant that Allegra has had a huge amount of academic work to catch up on, but she has not let this faze her and always get with things with a smile and a positive attitude. Takes a leading role in tutor activities. An excellent role model for those in the tutor group and in the wider school community.

Mr Kennedy (Tutor)

Allegra has had an incredible start to Year 10, especially considering the big transition of joining Prior Park. She has worked hard to catch up on classwork while also navigating new routines, expectations, and friendships, all with a level of resilience and maturity that truly stands out. Every morning she greets me with a smile that genuinely brightens my day, and her enthusiasm to help with anything she can never goes unnoticed. I especially appreciate the way she takes initiative, often messaging with thoughtful ideas and ways to improve the school. Her Catholic faith is evident in her weekly commitment to attending chapel, and this dedication further reflects her strong character and values. She has quickly become a valued member of our school community and is already a role model to so many of her peers. I am extremely proud of her progress and feel very lucky that she is part of Wellington house.

Miss Martinez (Head of House)

Allegra joined the school in Sept and has taken every opportunity to get involved in tasks and help the wider community. She is an asset to Team Wellington and we are so pleased to have her.

Mrs Rotimi

Allegra has embraced life at Prior Park with admirable composure and quiet confidence, letting her natural strengths shine. She has shown remarkable dedication to her studies, attending after school chemistry clinics, being honest about concepts she hasn't yet mastered and consistently pushing herself to improve. I am eager to continue to see her grow and flourish here.

Miss Figueras

STUDENT OF THE MONTH

JANUARY

2026



MILLIE ENGLAND

Over the last 3 months as her tutor I have become amazed at her maturity, work ethic reliability and kindness. She totally embodies what we want all PPSG students to be like.

During 2 last challenge days she lead older and younger students to success despite several set backs she has shown real courage and resilience, even when badgered by the Headteacher 😀 in front of the school she stood her ground.

Her report was nothing short of fabulous and tries incredibly hard in all her lessons embodying the curiosity we seek. Despite her competitive streak she shows kindness and generosity when visiting the residential homes but also in the way she has taken 2 of my brilliant Year 7s under her wing. I am super lucky to have her in tutor

Mr Matthews (Tutor)

Millie comes into school each day eager to learn, ready to challenge herself, and always willing to help others. She consistently makes a positive difference wherever she goes and is a truly valued member of our Wellington community.
Her welcoming nature helps everyone around her feel included, and her confidence continues to grow. During Challenge Day, Millie led her group with confidence, empathy, and resilience, qualities far beyond her years. She regularly gives up her lunchtimes and breaktimes to complete extra work, simply because she wants to feel prepared and proud of her efforts.
Above all, Millie is a genuinely kind and caring person who goes above and beyond in everything she does. She embodies the spirit of our school, and I am incredibly proud to be nominating her as our star from Wellington house.

Miss Martinez (Head of House)

Millie is an excellent student who engages well in all activities in the classroom. She is always eager to offer answers to questions and also asks interesting and challenging questions in turn. Millie is always ready to do her best and is a pleasure to have in the classroom.

Mrs Auld (Teacher of History)

Millie eagerly volunteers for a wide range of activities at school and embodies a strong sense of community spirit. She has performed at both the WAS and the Book Festival. Recently, she won Challenge Day and led her team impressively, handling the judges' scrutiny with confidence. Throughout the school, Millie is easily recognised for being a supportive friend to others. She embodies many of the best qualities of a Prior Park student, demonstrating that maturity, kindness, generosity, courage and empathy are not solely characteristics of older role models in our school, but can also be found in someone her age.

Mr Martyn (Head)

STUDENT
OF THE MONTH

FEBRUARY

2026



BENJAMIN LEE

Ben is one of the beating hearts of the tutor group. Whether through his passion for football, geography and business, his appreciation of the occasional bad dad joke, or the way he quietly supports other tutees when needed (one more than others, which he will certainly understand), he brings a positive presence to the group. Rain or shine,

Ben commits fully to school life. From Young Enterprise to Challenge Days, he is always present and willing to get involved. He may not always win, but his willingness to participate, be present and represent the group speaks volumes. I particularly enjoyed seeing him hold his own against "Lord Sugar" Mr Martyn, during Challenge Day.

He is a strong example of a student who understands commitment, has a real "get up and go" attitude, and approaches school life with maturity, positivity, and good humour. Well done Ben, a fitting accolade!

Mr Worth (Tutor)

Everything we don't teach in a book; Ben has a character that we are proud to have within our school community. Ben is always smiling, friendly, polite and courteous despite facing a tricky commute these past few months.
He is a role model to his peers and a delight to speak to.
Mrs Richman (Health & Wellbeing Coordinator)

Ben, you are a dependable and friendly role model for our House, always ready to help with a smile.
Well done on getting SOTM!
Mrs Easter (Head of Elizabeth House)

Ben is a rare example of a young person who understands his responsibilities above his rights. Undoubtedly, Ben is a serious student and takes his studies and the effort required to be successful seriously. But he is not simply a good student; his responsibilities extend far beyond that. He consistently remembers to put the needs of others before his own, whether it's a friend in need or a younger student in his House whom he champions at events like Challenge Day - Ben is always looking to see what he can give to the community rather than take out of it. Ben is incredibly popular within the community, not simply for who he is or what he has, but most importantly for what he gives out: friendship, time for others, kindness and generosity. If you were looking for an older male role model in a school to lead the younger students along the right path, you would be hard-pressed to find a better candidate. Ben, the personal qualities that I mentioned above, will take you far in life!
Thank you for being you...
Mr Martyn (Head)

Prior Park Gibraltar

Sacred Heart Terrace, Old Town, Gibraltar

Tel: + 350 2006 2006
Email: office.ppsg@priorparkschools.com
priorparkgibraltar.com

11-18 Day Co-educational Catholic Senior School