VISIONARY
Planning the future with imagination & wisdom

ESCOLA PORTUGUESA DE MACAU

Academic Achievement
Premises & Facilities
Alumni
Last year, we took it upon ourselves to make a magazine, showcasing the best that the school has to offer. Needless to say, we didn’t expect to receive such a positive feedback from teachers and pupils.

This year we couldn’t pass up on the opportunity to continue this project.

Since last year’s edition, many things have evolved. First and foremost, we have a new administration board. Moreover, new opportunities have arisen, facilities have improved, new limits were reached.

However, some things haven’t changed, our values and work ethics have remained the same. We still stand for providing pupils with a broad variety of options and means to develop their skills and talents, assuring a lively student experience.

That being said, we chose to name this magazine “Visionary” in the sense that it reflects our predicate. We aim to teach our students core virtues such as hardwork, persistence as well as enable them to make their own decisions and to take responsibility for their lives and communities.

We’re excited to update you on our new and improved school.

In these pages we will approach topics such as our academic achievements, curriculum and facilities. and find out what our alumni, teachers as well as students have to say about this institution.

We hope to give you, with this edition, a glimpse into our school, devoted to excellence in teaching and learning.
Your school journey with us starts here and lasts a lifetime

The Portuguese School of Macau, located in Macau Special Administrative Region, was officially opened in the school year 1998-1999 and, since then, provides education and disseminates the Portuguese language and culture in the territory, continuing the work developed by the prestigious schools that preceded it, the Primary Official School Pedro Nolasco da Silva, the Primary and Secondary School Infante D. Henrique and the Commercial School Pedro Nolasco.

It is located in an area of great economic development and integrates the School Network of Macau Education System, operating as a non-profit private school with license granted by the Education and Youth Affairs Bureau (Direção de Serviços de Educação e Juventude - DSEJ), from Macau Special Administrative Region.

In the school year 2013-2014, the school population totals 521 students, 55 teachers, 25 members of staff (including a nurse and a psychologist).

The school has a Portuguese pedagogical and cultural matrix and it excels at flexibility and openness to different matrices that prepare the students for multilingualism, facilitating the continuation of studies in the Portuguese education system and abroad, as well as their integration into the local environment.

The school teaches from grade 1 through 12, with some curricular adaptations to the Macau's Special Administrative Region requirements, offering all students the possibility of taking Mandarin classes, along with English. Students from grades 7 to 9 can also take French as a foreign language. All other subjects are taught in Portuguese.

The Preparatory Year provides the opportunity for students from other schools and systems, to learn the language in an intensive way. Along with the twelve periods of Portuguese Language, they will also attend classes in Mandarin, English, Visual Arts, Music, IT and Physical Education. The goal is to prepare them to enroll in regular classes in the following school year.
The external evaluation of the school, carried out in December 2012 by the Inspeção Geral da Educação e Ciência focused on three main domains: results, provision of educational services, leadership and management, obtaining an excellent in all three domains. However, along with the strengths indicated, which should remain an object of continued monitoring/evaluation, the external evaluation has identified areas for improvement, namely:

**STUDENT PARTICIPATION**

Within this area, it is important to encourage students to organize themselves in a Student Association, making them understand that the development of their organizational skills will result in a greater representation in the school and, consequently, a greater capacity to intervene.

The importance and responsibility that the Association has in the student’s education should be strongly supplemented by:
- Sporting activities;
- Cultural activities;
- Solidarity activities;
- Leisure activities.

**DIFFERENTIATED INSTRUCTION**

Differentiated instruction has been a practice at EPM through the adoption of pedagogical practices appropriate to the potential of each student. Examples are:
- Tutoring classes;
- Study rooms, attended by teachers of all subjects;
- Reading room where the love of reading is fostered.

However, there is always room for improvement and as such we shall continue to focus on:
- an effective management of time and teaching space;
- the adequacy of the pace of learning needs of students;
- stimulate the interest and curiosity of students.

**PROFESSIONAL TRAINING**

In this area, we will continue to train teachers with their professional development in mind, essential to a continued enhancement of teaching and learning.

These pictures showcase cultural activities held by EPM on different occasions: Christmas Party (left) and Mandarin Day (right).
PAL is a language improvement programme for students who are studying in the 10th grade and who don’t have Portuguese as their mother tongue. Our students are sent to Portugal where they stay during summer holidays for about 4 weeks, accommodated in host families. The language improvement course takes place at the Faculty of Arts and Humanities of the University of Coimbra. The subjects taught include Portuguese Language, Portuguese Literature, Portugal in the World and Contemporary Portugal. Multiple activities and visits to famous monuments around the country are also part of this programme. In addition to acquiring new language skills, students take this unique opportunity to grow in responsibility, interpersonal relationships and to make new friends.

Every year, students from 9th grade are given the opportunity to travel to Beijing for three weeks to study Mandarin. This program provides the required language immersion that allows our pupils to excel and acquire new linguistic and meta linguistic skills. It is also a way to enhance understanding and appreciation for other cultures and ways of living, enabling youngsters to expand their horizons and explore various options at an early age. Students are accommodated in the Beijing Language and Culture University, where they have Mandarin classes as well as Chinese Culture classes on a daily bases.

During their stay in Beijing they also get to visit many famous sites such as: Tiananmen Square and the Great Wall of China.

On every near end of another school year, DSEJ offers the possibility for a couple of students, previously chosen, to embark on a trip to Australia, where they can develop a better knowledge of this country’s culture and language (English). The pupils that receive this opportunity have a chance to explore a country so peculiar and idiosyncratic compared to the one we find ourselves in, which is something people won’t want to bypass. In the year of 2013, one student from the 10th grade and another from the 11th launched themselves on this trip and after it, speculated on Australia being a somewhat refined place, where food, animals and accents are all so divergent to what they taste, see and hear in their home.
My University Experience

By Mário Sousa

I’m writing this to hopefully describe what my experience has been in the University of Manchester. Before I can begin relating the details about the university itself, I should begin by explaining how my time in E.P.M. has helped me prepare for a higher-level of education.

First off, the amazing English education I received allowed me to be fully capable of understanding what my lecturers are saying and what I am required to do during my course (not including the technical terms). It also helped me integrate more easily in the social sphere as I felt confident in being able to have a normal conversation with any other English-speaker in the city.

Another benefit from the E.P.M. educational system is the large amount of presentations I had to do during my time there. Be they individual or group, because of the frequency of projects over the school years, I now feel quite at ease when I have to present something to my peers and/or professors. This seems to put me at some sort of advantage as I have noticed that most if not all of my British peers didn’t have to worry about doing presentations until they got to university.

Now, about the education in the university I am currently studying at. The way the courses are taught really depend on the course itself, but in my case, Software Engineering, it really is quite different from what I was used to. Most of my weekly schedule consists of two things: lectures, where the lecturers talk us through technical material that is often necessary for the practical sessions (labs), which aren’t very interactive but you can ask them any questions you may have at hand; and laboratories.

Labs are where you actually get to use and practice what you’ll most likely be doing after you graduate. These are practical sessions where you are given a task with a specific deadline, which are then evaluated and are used to calculate your final grade. You are expected to work out-of-hours because the duration of a lab session is usually not enough to do the amount of work to fully complete the task. I know that I’ve worked more out-of-hours than my actual weekly schedule says.

As for the social life in Manchester, it’s not a really big city like London, but it’s big enough to have a large amount of choice and taste. Whether you want to go clubbing in a club or just have a beer in a pub with your friends after work, Manchester will probably have something that suits your taste. The large number of societies that you can join means you can find other people who enjoy that favourite hobby of yours.

I’ve honestly enjoyed my first year in Manchester. I am currently in my second year and I can say I am looking forward to my time while studying for my degree there.
Can you tell us about your college experience? What did you major in?

At first it was hard to adapt living by myself. Everything was new, the place and the people. The University life helped me grow in many different aspects such as: taking responsibilities, living by myself, making new friends and so on. Overall, it was a very good experience. I majored in Mechanical Engineering.

Why did you choose to study in the UK?

I chose the UK because compared to Portugal, the education is more practical and is more recognized worldwide.

How was the adaptation process?

In the beginning it was hard to make new friends and live on my own, because I had to do everything by myself, like cooking, doing my laundry and cleaning my room. But in the end I got used to it.

To what extent do you think EPM prepared you?

It gave me really good foundations for Maths and Physics, which helped me a lot to keep up with the modules that I took during my degree.

Any plans for the future?

After I finish my Masters, I plan on trying to apply for a job here in UK or in other European country.
Can you tell us about your college experience? What did you major in?
I studied Business at an undergraduate level and I am currently pursuing an MSc in Economics and Strategy for Business.

Why did you choose to study in the UK?
I chose to study in the United Kingdom because of its unparalleled reputation for quality higher education and because I believed it would open more doors for me career wise than if I studied anywhere else.

How was the adaptation process?
In the beginning it was very easy and exciting as everything was new. As time goes by you learn how to be responsible for yourself and to cope better with the university workload.

To what extent do you think EPM prepared you?
Academically I was extremely satisfied with how EPM prepared me. I believe that it provided me a strong basis of knowledge to succeed in university, particularly in Mathematics and in the English language.

Any plans for the future?
Once I finish this degree I will probably stay in the United Kingdom for a few years.
Paulo Chantre  
Sport Management, Manchester

Can you tell us about your college experience? What did you major in?
My University experience has been very positive.
I’m currently in year 3- BA (Hons) Sport Management at MMU.

Why did you choose to study in UK?
The UK is known for the high level of its education programmes which have reputation for providing work-ready graduates. I also wanted to study in an English speaking country so the UK was my option.

How was the adaptation process?
Adjusting to University life wasn’t hard in my case. If you live in halls of residence you have the opportunity to meet new people and you will feel at “home” faster.
In respect to the academic education, the learning is interactive, we are encouraged by our tutors to ask questions and make appointments with them if we want to run over anything again. It’s a very supportive environment to study in.

To what extent do you think EPM prepared you?
I believe that at EPM I was prepared for a successful transition to Postsecondary Education. In particular, IT and PE education has helped me keeping up with some specific subject areas of my course.

Any plans for the future?
I hope to find a career opportunity throughout the sport industry in the United Kingdom.

Cristina Clemente  
Hotel Management, Switzerland

Can you tell us about your college experience? What did you major in?
I’m currently studying hospitality management in Switzerland and everything is going very well, people and teachers are all amazing, it’s a very different experience from EPM.

How was the adaptation process?
Very easy, since no one knew anyone when they went there, people had to get to know each other very fast and find friends. During the first days you would find one dear friend that kept on helping you.

Any plans for the future?
Just to finish college and work in the hospitality industry.

“I believe that at EPM I was prepared for a successful transition to Postsecondary Education.”
“Music expresses that which cannot be put into words and that which cannot remain silent”

Victor Hugo

João Caetano
Music, London
I chose to study in the University of Chichester, which is just outside of London, to pursue a BA (Hons) in Arts, Music course.

The thing about my programme is that, in Music, you don’t need to have any qualification in order to be a musician. I go around and about doing shows all over the world and nobody knows or cares whether I took any course whatsoever.

In my area, it’s not necessarily important to have a qualification. There are people who become artists just by winning singing contests or by making videos on YouTube. I think that there are all kinds of people in this industry. Metaphorically speaking, there are people who crack eggs really well. But if that person doesn’t know where the eggs come from, how to manage the chickens that hold the eggs, where to put the chickens to obtain the best eggs, they’re not worth anything. Cracking eggs is just a small fraction of what there is to know about eggs.

And this is where, nowadays, the music industry loses its quality, due to the cult of sensationalism and lack of essence. There are three big music capitals, which are LA, New York and London. And as I wasn’t so keen on going to the States, I decided to pursue my career in London. As my long-term goal was to be a musician in this city, I wanted to go to the UK to study music and so I did.

My determination to become a musician, broke all the boundaries that I had in the first place, it was the highest priority. If I had to stay in Chile 4 years to become a musician, I’d do it without hesitation.

In my time at EPM, there wasn’t anything to prepare me for my music career, though there was a big resolve to establish something related to music that was in me and a lot of other students, so we created the first EPM band and Percussion group.

I believe my experience in EPM helped me a lot with the things I face every day, because I used to juggle innumerous activities in and off school and also all the schoolwork such as homework, tests and exams. I was obligated to manage time evenly. I had to do what I loved and balance it with the rest.

Having been the leader who had to overlook everything in the School Band and the Percussion Group made me grow as a person and face life with a different mindset.

Now, I work as a percussionist in a band named Incognito, but I think of myself as a well-rounded musician, I still play the drums and the violin, I work at the studio so I don’t feel as though I’m only a percussionist.

There are things that I think we need to accomplish at the right time. There are moments in life when people decide it is right to take the next step. The same happens in music.

I wish to continue evolving as a musician whilst still living in London, but I also want to come to Macau every now and then, to meet local and casino bands and talk about music in the Portuguese School... I want to help Macau open itself to the international music scene.

For the moment, London remains my base, but my music is headed for the world.
As of right now, 7 teachers have completed their master's degree, 5 are preparing their dissertation and 1 is preparing a doctoral thesis.
A DAY IN OUR LIVES

“ Our school uses the Portuguese curriculum with some adaptations to the Macau’s Special Administrative Region requirements, such as offering Mandarin classes to students. The fact students are taught English from the very first year also makes the curriculum different from the one in Portugal. Students can additionally take French as a foreign language. All other subjects are taught in Portuguese and most of the teachers are cadres of the Ministry of Education in Portugal. ”

The following timetable is a sample of what is lectured to students from 7th grade to 9th grade. Note that although the subjects are the same throughout these three years, the weekly distribution of subjects varies according to the respective grade.

Classrooms have an interactive board as well as a computer, providing students with the necessary equipment, catering to their learning needs.

We believe that the quality and breadth of a wider curriculum provide pupils with a set of interests and life skills that will serve them well in their future.

Extracurricular Activities

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<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>SATURDAY</th>
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<tr>
<td>MUSIC ART</td>
<td>COMPUTER GYMNASTICS</td>
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<td>SCHOOL BAND</td>
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<td>VOLLEYBALL</td>
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<td>FOOTBALL</td>
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VISIONARY OPENDAY: 2014
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<tr>
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<tr>
<td>8.00-8.45</td>
<td>P.E.</td>
<td>Portuguese</td>
<td>Natural Science</td>
<td>Mandarin/French</td>
<td>English</td>
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<td>8.45-9.30</td>
<td>P.E.</td>
<td>Portuguese</td>
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<td>English</td>
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<td>9.50-10.35</td>
<td>Maths</td>
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<td>Geography</td>
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<td>Portuguese</td>
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<td>10.35-11.20</td>
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<td>Geography</td>
<td>Maths</td>
<td>Portuguese</td>
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<td>11.30-12.15</td>
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<td>Mandarin/French</td>
<td>Portuguese</td>
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<td>History</td>
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<td>12.15-1.00</td>
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<td>Mandarin/French</td>
<td>Portuguese</td>
<td>Arts</td>
<td>History</td>
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**LUNCH**

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<tr>
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<th>English</th>
<th>Maths</th>
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<td>2.30-3.15</td>
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<td>3.15-4.00</td>
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<td>4.15-5.00</td>
<td>Geography</td>
<td>History</td>
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EXTRACURRICULAR ACTIVITIES
TEAMWORK AND LEADERSHIP

With an enduring dedication to the pursuit of excellence, we make it a priority to offer unparalleled opportunities. We provide students with a complete and vibrant student experience, fostering self-confidence, tolerance, integrity and leadership.

SPORT

As far as sports go, the best notorious for being the most popularly watched worldwide are the ones EPM provides in our school, particularly Volleyball, Handball, Basketball and of course, Football.

Each owns their place in the school’s gym and open-air fields, having no more or less than two practices a week. All sports took part in DSEJ’s tournament separately, having shaped two teams of different echelons for Volleyball and Football and one for Handball and Basketball. All students that remain in these four very well praised and distinguished sports endure both pleasure and euphoria in practicing them, all due to our professional and, moreover, friendly teachers.

SCHOOL BAND

Not only a few years ago, an initiative to create a band room, and of course a band to occupy it, was taken by our students, which later on was acknowledged and accepted. Over time, many band members have come and gone, having reached a point of not having a band at all or receiving so many pupils to join in that the decision of generating two sizeable bands as opposed to only one had to be taken.

As an extracurricular activity, the students integrated in it already possess few or many skills in managing the instrument that they have chosen.

The present members that stepped into this operation and have recently appeared in quite a few performances, namely the Lusofonia Festival and also the Recreational Energy Fair, are taught and guided by Luís Bento.

Anyone is allowed to enroll in the EPM school band, “anyone” being cognizant of how to handle correctly an instrument.
**PORCELAIN PAINTING**

Porcelain Painting is an extracurricular activity for students from the 5th to the 9th grade. In this activity, students are guided through every step of the painting of decorative porcelain ware and other glass objects. After choosing an image, they transfer it to the object with chemic paper, leaving the colouring step to the end. This is an activity which helps students practice their patience, hand stability and drawing skills.

**DRAMA CLUB**

Students are also encouraged to develop their artistic side. With drama club, Band’Art, they can not only acquire verbal and non-verbal skills but also develop a new perception about themselves.

This activity also enhances self-confidence, empathy, cooperation, voice projection, articulation of words, fluency with language, and persuasive speech.

Numerous studies have demonstrated a correlation between drama involvement and academic achievement.

**MUSIC**

We value music as a critical learning tool that keeps students engaged in school, helps develop well-rounded individuals and encourages skills that are vital for success in our time.

We provide students with a wide range of instruments and good acoustics, nourishing their talent.

**FOLKLORE**

We pride ourselves in our Portuguese roots, and therefore, foster an appreciation for our culture.

Folklore represents our essence and we appreciate the fact that students are keen to learn.
We provide a wide range of impressive facilities designed to enhance students’ learning from superbly-equipped classrooms to cutting-edge facilities. We have a fantastic staff and talented students who deserve the very best facilities that we can provide.

**LIBRARY**

Our School library is filled with lots of appetizing books in Portuguese, English, Mandarin and French. New books are selected for the library every month and they can be enjoyed either at home or at the recent and comfortable reading room. The enriching experience of reading in a room with modernist architecture winner of UNESCO’s Asia-Pacific prize for preservation of heritage, in the category for new interventions in historic buildings will never be forgotten by those who try it.

**LABORATORIES**

We work very hard to ensure that students have all the resources they need to make the best of their studies. In some subjects, learning consists of a mixture of formal lectures and practical classes. EPM offers two laboratories holding classes every day, ranging from subjects such as Geology and Biology to Physics and Chemistry. In the Biology lab, the school has an extensive variety of material equipment. As for Geology, a wide collection of fossils, minerals, rocks, corals and Vesuvius’s volcanic ashes are offered for practical activities every now and then. All compartments have tools necessary for the manoeuvring of laboratory experiments for example, knives and needles for animal dissections. Both Geology/Biology and Physics/Chemistry are equipped with state of the art technology.

**CAFETERIA**

Our cafeteria holds the responsibility of giving the school’s pupils a healthy and substantial nourishment and therefore selling a wide range of nutritious food and a well balanced amount of fruit, grains, meat, sweets, vegetables, water and so on. In order to do so, the canteen serves lunches every weekday.

**STUDY ROOM**

One of our facilities is the study room, best identified as Sala de Estudo. What the study room consists in is mainly helping out pupils with all the support necessary in their work from their daily classes. It has shown to captivate more pupils each year, given that there’s now a larger variety of teachers from each subject, something that wasn’t very dominant and noticeable a couple of years back.
MUSIC ROOM

Our school’s music room was designed in order to maintain a relaxed environment with good acoustics, not only to meet educational objectives, but also to help students view music as an exciting and enriching subject to learn. It has a wide variety of Orff instruments which are part of an entire learning approach for young students who experience their first contact with real music in our school. Their use helps students become sensitive listeners and considerate participants as they play together in a group, recreating the mood of an orchestra. Apart from Music lessons (which are mandatory from the 1st to the 6th grades), Orff lessons are held once a week as extracurricular activities destined for students from the 3rd to the 9th grades.

INFIRMARY

EPM offers a First Aid protection to students who get hurt during break time, physical education classes and other extracurricular activities. A nurse provides immediate help to hurt students, handling all first aid procedures before the arrival of the ambulance rescue team. Also, the nurse periodically performs an eye check-up to every student, verifying at the same time the students’ height and weight. Needless to say, the nurse plays an important part in the safety and welfare of our students.

GYM AND SPORTS FIELD

Sport plays a substantial role in our school life. Hence, one of the most popular facilities amongst students are the gym and sport fields. The former is equipped with a treadmill, exercise bike, punching bags, trampolines, etc. Every year new material is purchased, ensuring quality in physical education.

We believe in the importance of instilling in students, at an early age, the value of self-preservation and choosing a lifestyle that is good for both mind and body.

FACILITIES:

Library & Reading Room
Cafeteria
Laboratories (Biology/Geology & Physics/Chemistry)
Maths Room
Study Room
Music Room
Gymnasium
Sport Fields
Computer Rooms
Garden
Playground
Auditorium
Jamming Room (Band)
Reprography
Journalism Room
Infirmary

Note that we not only provide the best facilities catered to our students’ needs, but we also ensure that equipment is constantly updated and infrastructures preserved.
Q&A

We sat down with Rebecca to talk about her views and impressions of EPM. Here is her take on the subject.

Why did you choose to teach in our school?

That’s a good question, I wanted to try a different school environment in Macau and I wanted to see maybe what the difference was. I had been teaching in Asia for a long time, mostly in more traditional Chinese schools so I thought it’d be nice to try this environment. I wanted to teach younger children and there was an opportunity for me here to do that.

Compared to other students, what do you think of the level of English here?

It’s pretty good, they’re able to express themselves and they’re not so concerned about making mistakes, because I also taught in Taiwan and a lot of the kids were so scared to make mistakes, they didn’t want to speak. The kids here are just more comfortable. They’re able to just speak and try their best to say what they need to say, so you don’t get so many shy people here.

We’ve been told that you’re planning on making some changes. Can you tell us about ideas that you want to implement?

I don’t need to make any big changes; the English program here is already quite good. The teacher that’s been here for four years is great and we’ve worked together to do some small changes, for example, we’ve introduced an online management system called ClassDojo that can help students see how they’re doing in class, so it’s more about their behavior. They’re very excited students and therefore need to be reminded they should be in their seats at times or raise their hand. So, it’s a small change that gives quicker feedback to the children and helps us communicate better with the parents.

Also, we have new projects. One of the projects we did this year that I really enjoyed kind of came from the students. We were just doing a regular unit on weather, so I was teaching them weather vocabulary, and one of the kids brought up the typhoon in the Philippines that had just occurred, and they all started saying that it was terrible and that they wanted to help and so I decided it was a great opportunity to do a project.

Do you have any plans or upcoming projects?

Well, we’ve been talking a little bit. I’d like to get them to do a little volunteering at the local orphanage. I’m in discussion with the orphanage at the moment, but nothing’s set yet and we need to figure out how to do it properly.

Would you like to add anything else?

I really like this school. It’s a very nice school. I find the kids so warm and affectionate and so so sweet.
Our primary aim is to encourage each student to be a self-confident, inquiring, tolerant, well-rounded character with an independent mind and an individual who respects the differences of others.

By the time they leave the school, we want each student to have that true sense of self-worth which will enable them to stand up for themselves and for a greater purpose, and, in doing so, to be of value to society. We believe that the school plays an important role in assuring the best means for students to achieve success.

EPM fosters a multicultural environment, where every pupil can benefit from different perspectives and broaden their outlook on life.

Furthermore, a committed staff who share their passion and are at the forefront of their professional fields, are at every stage on hand to offer support and guidance.

To close this edition, we would like to thank everyone who helped us bring this project to fruition. All the teachers, students, and alumni who brought this issue to life.

We’re a group of young visionaries. Thank you for letting us share our vision.

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Catarina Almeida, 11th B
KEEP CALM AND STUDY ON