







COLEGIO
INTERNACIONAL
DE SEVILLA
SAN FRANCISCO DE PAULA

We build the education of the world to come.

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Mr. Luis teaching Science lessons



Letter to families

Dear Families:

Since the Colegio Internacional de Sevilla - San Francisco de Paula opened its doors in 1886, it has maintained the same vocation, that of helping students to enjoy learning, developing their abilities and having a full life in which they can collaborate to make a better world.

We have always educated with an ideologically independent approach; for some years now, the Foreign Centre Status has allowed us to anticipate future needs, incorporating the educational practices that have demonstrated the best research and experience results worldwide.

We exercise our responsibility by freely providing them with what guarantees a constant state of evolution, depending only on the demands of the new times. The first friendships of our students arise in this big family, growing in an environment of respect and security.

It will be an exciting journey, I assure you. We will all learn and enjoy ourselves along the way, but most of all, they will. Welcome to Colegio Internacional de Sevilla - San Francisco de Paula.

Welcome to your School,

Luis Rey Goñi

Director



Respect, work and tradition of progress





Our School

In a world that is evolving at breakneck speed, that is becoming increasingly interrelated, that presents major challenges for sustainable development and in which life expectancy has increased significantly, the ability of educational centres to keep up to date is essential. That is why **we are constantly innovating in methods, subjects and tools** to provide our students with an **education adapted to the world of the 2040s** in which they will enter adult life.

With more than 135 years of tradition of progress, we are well aware that the school stage is the foundation on which the lives of our students are built, and we face the challenge with the responsibility and commitment to the future that it entails.

We are independent, secular and open. We provide an education that contributes to happiness through responsibility, culture, innovation and ethical socio-economic progress.

Our conception of each individual student as a person made us commit to **the International Baccalaureate programmes**, which provide us with the educational framework for an international and individualized education, as well as the Foreign Centre Status, which gives us the freedom and agility necessary to decide, design and implement the best solutions for the different challenges that these times pose. This results in a **more personalized education, greater pedagogical innovation and a more diverse teaching staff.**

Our Educational Programme is structured around seven student-centred objectives, which provide learning opportunities throughout **all educational stages, from 0 to 18 years of age.**



The International Baccalaureate



The only 100% IB school in Seville.

The fundamental objective of the **International Baccalaureate (IB) programmes** is to develop internationally minded individuals who will contribute to creating a better and more peaceful world.

5800	162
schools	countries

IB student profile

As members of the IB learning community, we strive to be:

- Enquirers
- Open-minded
- Informed and educated
- Supportive
- Thinkers
- Audacious
- Balanced
- Good communicators
- Reflective
- Honest

Learning to learn

We focus the teaching in all IB programmes on students developing the skills necessary for them to be protagonists and agents of their own development, both inside and outside the school context.

Communication skills

We help them to master oral and written communication, effective listening and formulating of arguments.

Research skills

Students compare, contrast, validate and prioritize information.

Self-management skills

We encourage the development of organizational skills, such as time and task management, and affective skills, such as mood management and motivation.

Social skills

We encourage them to establish and maintain positive relationships, as well as listening skills and conflict resolution.

Thinking skills

We encourage critical, creative and ethical thinking among students.





7 objectives for the student

Seven student-centred objectives underpin the curriculum, which offers our students a multitude of age-appropriate opportunities.



1. Developing an international and multicultural mindset

Bilingualism

Our students learn English with **native teachers from the age of 12 months**, which allows them to acquire by imitation and in a natural way phonemes that we later lose the ability to repeat.

Our programme is bilingual and includes **preparation for the official Cambridge exams,** for which the School is an official preparation centre.

We prepare for Cambridge English Qualifications

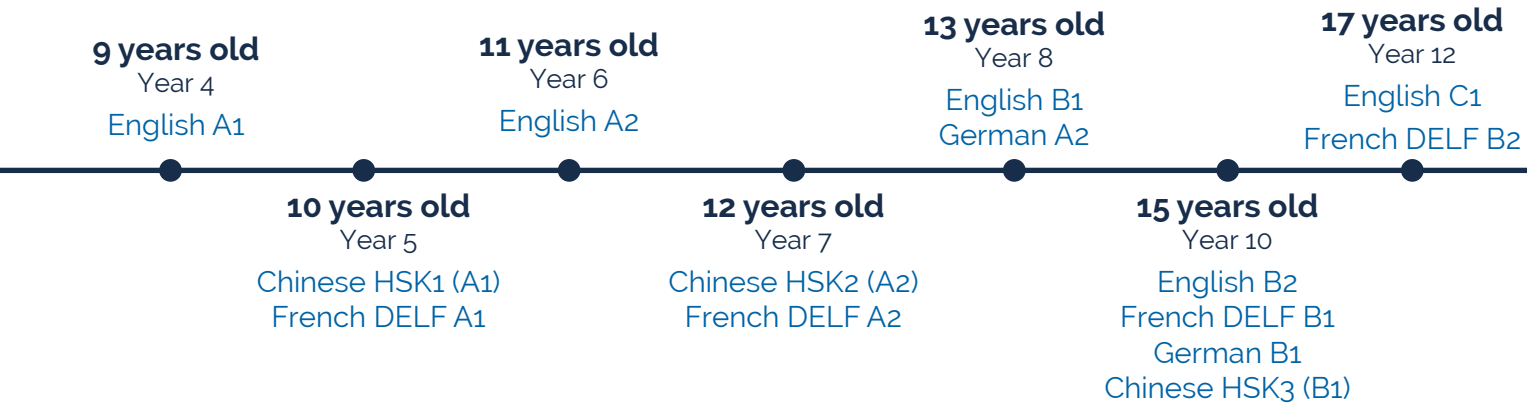
Most of our students finish school with at least C1 level of English.

Introduction to multilingualism

The benefits of learning a language are multiplied when the language in question is culturally and linguistically different. For this reason, we incorporate the **learning of Chinese** (at the choice of the family) at an early age.

In Primary we add **French and Drama in French** to study the language in a vehicular way.

We prepare our students for the following language levels during their schooling:



Multicultural

We have a multicultural and international educational community.

More than **50** Native teachers	Close to **16%** of the student body is foreign	**49** nationalities

Other international projects

We encourage our students to enjoy an international experience by living abroad for a period of time, whether it is a term transfer, an exchange or a stay abroad. They can also become hosts for foreign students studying at the school or university.



2. Creating new knowledge

Protagonists of their own learning

We have designed (and are constantly updating) our educational project so that students play an active role in their education, learning how to learn in order to continue generating new knowledge for the rest of their lives.

Our students enquire, reason, decide, share, conclude and expose in their daily lives.

Enquiry

In the PYP the approach to acquiring and assimilating learning is through Enquiring, that is, discovery about a topic of interest that serves as a common framework for acquiring knowledge, concepts and skills from traditional disciplinary areas.

The Enquiring model encourages students to actively participate in their own learning and to take responsibility for their learning.

Approaching of a real challenge

1

Researching through the formulation of hypotheses, the experimentation and the use of digital technologies

2

Concluding with a final product or result and a reflection

3

Information users

We have implemented **the most complete information literacy programme in Spain.** From the age of three, our students learn to become independent users of information resources, knowing how to autonomously find the information they need and transform it into new knowledge.

Our students...

- Verify the information
- Discard fake news
- Create new knowledge by integrating previous knowledge and understanding it
- Cite the sources used

Practical work in laboratories

The best school laboratories in Andalusia

300	150	40-120	2
of laboratory practice hours from the age of 8 to 16	laboratory practices in Primary and Secondary School	hours in Baccalaureate, depending on the chosen modality	full-time laboratory Teachers

The students attend occasionally from Pre-School onwards. **From the age of 8** they attend every two weeks, following a programme designed jointly by **Primary and Secondary School** specialists: measurements at 8, Bunsen burner, crystallization and friction at 9, organic solvents, extraction, distillation at 10; from 11 they have a weekly session of an hour and a half, including all the fundamental laboratory techniques, plus the experimental treatment of all the main physical quantities.



3. Acquiring and enjoying the value of culture

Deeply linked to our desire for knowledge, our passion for the arts **promotes skills and competencies of great value in their growth and maturity.**

Arts

In our School arts have a special importance, including curricular subjects such as **Visual Arts and Design.**

Our educational programme offers a wide range of elective subjects in both Spanish and English. In addition, we have Theatre and Sevillanas as extracurricular activities.

Promoting reading

The largest school library in Spain

100.000 volumes	More than **150** from loans on average per day
6 Library professionals Librarians and Historians.	**4º** largest antique bibliographic collection in Seville

Students develop a taste for reading thanks to the coordinated work between Teachers and Librarians: we have an ambitious reading promotion programme that includes curricular activities, extracurricular challenges, thematic exhibitions and family activities. They learn that reading opens up a world of possibilities to investigate and enjoy.

- Personalized book recommendations.
- Two hours a week in the library (from 3 to 10 years old).
- Free reading space during school hours (from 11 to 18 years old).



Special attention to music

The practice of an instrument and musical instruction promotes psychomotor coordination, creativity, imagination, flexibility and inventiveness; it also stimulates determination, perseverance, the value of teamwork and responsibility.

Europe's best-equipped school music facilities

More than 1.000 instruments of all specialties

More than 160
hours of instrumental practical classes
up to 11 years of age

More from 260
hours of instrumental practical classes
up to 16 years of age

Instrumental ensembles

Students play from the beginning in small instrumental ensembles.

The Sinfonietta de San Francisco de Paula is made up only of students from the school;

The Joven Orquesta Internacional de Sevilla (JOIS): includes students from Professional Conservatories.

The Joven Orquesta Sinfónica de Sevilla (JOSS): is the last pre-professional step, which collaborates with the Orquesta Bética de Cámara (founded by D. Manuel de Falla in 1924).

External collaborations

We have agreements with leading cultural entities: the **Teatro de la Maestranza** and the **Royal Symphony Orchestra of Seville**, projects managed by the **Goñi y Rey Foundation**.

Teatro de la Maestranza

ROSS
Real Orquesta Sinfónica de Sevilla

Instrumental Practice Programmes

Instrumental Diversification Programme

Included in curriculum

All our students practice the violin, viola or cello in small groups in Early Childhood. Later, some diversify to another instrument of the symphony orchestra.

Up to Year 6 (11 years old):

+ 160 hours of practical instrumental classes.

Level equivalent to 4th year of Elementary Conservatory.

Up to Year 10 (15 years old)

+ 260 hours of practical instrumental classes.

Level equivalent to 2nd/3rd year of Professional Education.

Integrated Music Plan (PIM)

Optional and mostly in school time

High-performance programme designed for those students who want to achieve a high musical level, **allowing them to reach the level corresponding to the entrance exams to the Higher Conservatory of Music at the age of 16.**

The PIM integrates most of the practice hours into the regular class schedule and establishes the school itself as the only study centre.

Music Special Classroom

Extracurricular

It allows students to learn a musical instrument from the age of 6 **with teaching staff linked to the Royal Symphony Orchestra of Seville.**

Originally promoted by the School itself in collaboration with teachers from the Royal Symphony Orchestra of Seville, this activity aims to **offer students of various ages and abilities a high-quality musical education. All symphonic instruments, piano and guitar are offered.**



4. Assimilating digital progress

We dedicate special attention to **learning how to use digital resources fluently and appropriately,** ensuring that our students are prepared for current and future world. We teach them to make responsible use of devices and media, both individually and in their interactions with others.

The largest school technology endowment in Andalusia

288 Steam hours between Pre-School and Primary School

360 Design hours in the subject-based MYP

In the Competence-based MYP

270 hours of Programming

260 hours of Design

In the HSD Baccalaureate of Technology

396 hours of Programming

140 hours of CAD for engineering

STEaM competencies
(Science, Technology, Engineering, the Arts and Mathematics)

We introduce **computational thinking and robotics (STEaM) from the age of three in** an integrated manner. Through an interdisciplinary approach, the learning of these five disciplines is done in an integrated way, replacing the traditional approach of separate areas of knowledge.

Learning tools

Our students learn with bee-bots when they are younger to the most advanced **LEGO robots and professional design and animation software,** through **Arduino, Raspberry-Pi** and a wide variety of other resources.

Communication tools

Our School has been selected, for the second consecutive year, among the 18 Spanish schools accredited as Microsoft Showcase School, being the only school in Seville to obtain such distinction. Microsoft Showcase School is a **recognition granted by Microsoft Education to pioneering schools** that are global leaders in technology. This distinction provides a **wide variety of benefits for students and teachers, such as interacting with Microsoft Education and the rest of the schools or attending in-person and online events**. This allows to deepen and broaden the transformation of education through the Microsoft Education Transformation Framework.



We accustom our students to the **professional use of email and videoconferencing**. To this end, each student has an Office 365 account, which allows them to use Teams as a collaborative work tool, as is the case in 93 of the Fortune 100 companies.

Digital technologies

From the age of eleven, they begin to work with digital technologies (**applications, video games, 3D printing, virtual reality and augmented reality**, among others) and incorporate the personal computer into their daily lives, as part of the technological tools for learning and regular use.



5. Developing autonomy, leadership and entrepreneurship

Why do we work on entrepreneurship?

The competencies linked to entrepreneurship are vital for the future professional endeavours of our students:

- Self-awareness
- Determination
- Responsibility
- Financial literacy
- Communication of ideas

We have entrepreneurship activities focused on problem solving and helping others. They learn to **conceptualise, design and prototype products and services, are able to identify customer segments and study ways to create attractive and useful value propositions.**

CIS-SFP Entrepreneurship Ecosystem

They can share your projects with our **CIS-SFP Entrepreneurship Ecosystem**, where students and alumni meet potential mentors and investors.

Year 5 (10 years old)

Eureka Connection

Following **the Design Thinking** methodology, students materialise a science experiment, a communication tool or a design project.

PYP Group Project Exhibition

Students carry out a **process of planning, research, product generation and reflection** that culminates in a **presentation** to the educational community.

Year 6 (11 years old)

EUREKA! Start-up days

Intensive **two-day programme** for the development of **business ideas framed around global challenges.**

Each group presents its idea to the jury, which is composed of business people and entrepreneurs.

Ignite
(Specific to the competence-based MYP)

Original presentation of five minutes' duration and twenty self-transitioning slides on a free topic, training public speaking and presentation skills.

CICE
(Specific to the competence-based MYP)

Communication, improvisation, creativity and entrepreneurship: development of entrepreneurial skills with biweekly guests: entrepreneurs, researchers and artists.

Year 7 (12 years old)

Eureka Connection
(Specific to the competence-based)

CICE
(Specific to the competence-based MYP).

Year 8 (13 years old)

EUREKA! Start-up days

CICE
(Specific to the competence-based MYP).

Ignite
(Specific to the competence-based MYP).

Year 9 (14 years old)

CICE
(Specific to the competence-based MYP).

Eureka Connection
(Specific to the competence-based MYP).

Year 10 (15 years old)

MYP Personal Projects

Students reflect on their learning and the results of their work at this stage, creating an individual work with a free theme.

TKS The Knowledge Society ('The World's Top Global Accelerator for Teens')
(Specific to competence-based MYP).

We are the first School to include this initiative in its programme, to which our students dedicate ten hours a week.

Year 11 and Year 12 (16 and 17 years old)

Monographs

Independent, student-led research work, culminating in an essay of up to 4000 words.



6. Acquiring personal and social health skills and their projection into the world

We complete the International Baccalaureate guidelines with our **Intervention Plan for Social, Emotional and Physical Well-being**, providing a quality education that contributes to the student's happiness through responsibility, culture, innovation and socioeconomic and ethical progress.

Coexistence at the School

We provide **special support to new students**, for whom we have prepared a support system with classmates of their age to help them integrate and feel part of our community from the first day.

Being a **delegate** in our School is a responsibility that our students know and value. They receive specific training to act as leaders of their group and as intermediaries between their classmates and the Tutors.

Led by a coordination team of several students from upper grades (Y9, Y11 and Y12), the **Counsellors, Mentors and Cicerones Programme** is aimed at improving school coexistence in aspects such as the integration of new classmates and conflict resolution. They also work with partners and is integrated into the Guidance Service.

Environmental and social awareness

Our students learn about **the importance of caring for the planet starting from Early Childhood Education (ECE).** In each class from PS to K there are **Environmental Captains** for Light, Recycling and Water, who help remind their classmates of saving measures and awareness.

The students lead the **Youth Community Action Group (AJAC)**, whose mission is to channel and globalize community and/or volunteer actions, **collaborating with more than 35 non-profit organizations.**

Physical health

We promote the early stimulation of students between 2 and 5 years old (from EPS to K) with the **Basic Development Programme (PDB)** by Glenn Doman, which proposes circuits of movements in homolateral pattern, cross pattern, limb relaxation techniques, crawling, crawling, brachiation and walking.

We have **two nurses**, who perform more than 8000 interventions per course. **We are a cardio-safe area and we give annual cardiopulmonary resuscitation courses** for the entire Educational Community.

Between the ages of 6 and 18 (from Year 1 to Year 12) , students take weekly physical exercise, adapted to the needs of each stage. In addition, they participate in complementary and extracurricular activities and can be part of the **San Francisco de Paula Sports Association.**

Pre-School (3-5 years old):

- Healthy living habits and hygiene
- Physical skills and abilities
- Base Development Programme
- Mini-Olympics

Primary School (6-10 years old)

- Students work on physical condition (endurance, strength and speed)
- Sports and athletic skills
- Games, alternative sports and corporal expression

Secondary School (11-15 years old)

- Creation of a training plan
- Sports practice
- Alternative sports

Baccalaureate (16 and 17 years old)

- Specific modality of HSD Sport Baccalaureate



7. Facilitating access to university

To choose the best job opportunity, check that it is the right one and study it in Seville or anywhere else in the world.

Vocational Guidance Programme

Educating people: learning to choose and to reach the chosen.

Our **Vocational Guidance Programme** focuses on students from **Year 8 to Year 12 (13-16 years old)** and aims to **support students to reach their full potential** through teamwork with their families. We help them to **develop a personal curriculum, establish goals and provide the necessary tools and resources to achieve them.**

What objectives do our students achieve?

- Knowing the different access systems (national and international).
- Having a defined horizon, with short and long-term objectives.
- Being academically and emotionally prepared to meet the challenges.

University Fair

Students and families from our School, as well as from across the city, are invited to **meet in person with representatives from various university institutions** and agencies specialized in overseas university studies.

Personalized follow-up programme

At the beginning of Year 11 each student completes a questionnaire about their university interests and their qualification prospects in each of the subjects chosen in Baccalaureate. This is used as a basis for personalized reflection with each student on how to approach the challenges so that they can achieve them. The follow-up is shared with the families so that possible deviations from the desired trajectory can be corrected.

Internship Programme in Organizations

Our students have the unique opportunity to experience a **first approach to the working world** (curricular Year 11, optional Year 10, Year 12 and alumni up to 25 years of age) through **two weeks of internships in companies** and a **series of meetings with professionals** from various sectors. This experience will help them to experience firsthand the reality of the professions that interest them most.

→ They learn about the operation of a company.

→ They become familiar with professional environments and are introduced to them.

→ They establish new relationships and expand their network of contacts.



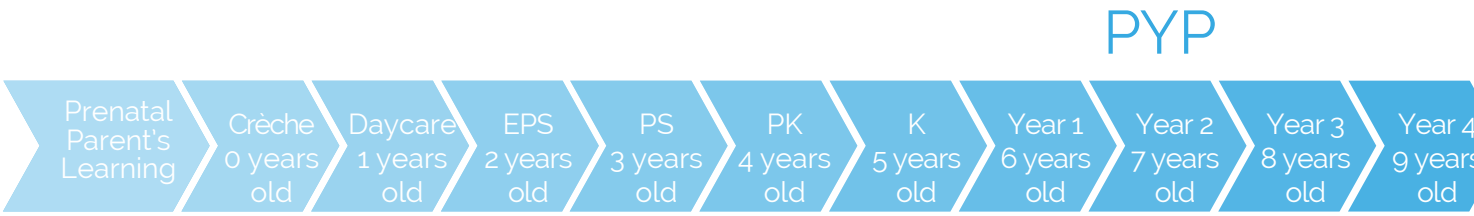
Educational stages

From the age of 0 to 18.

Educational model

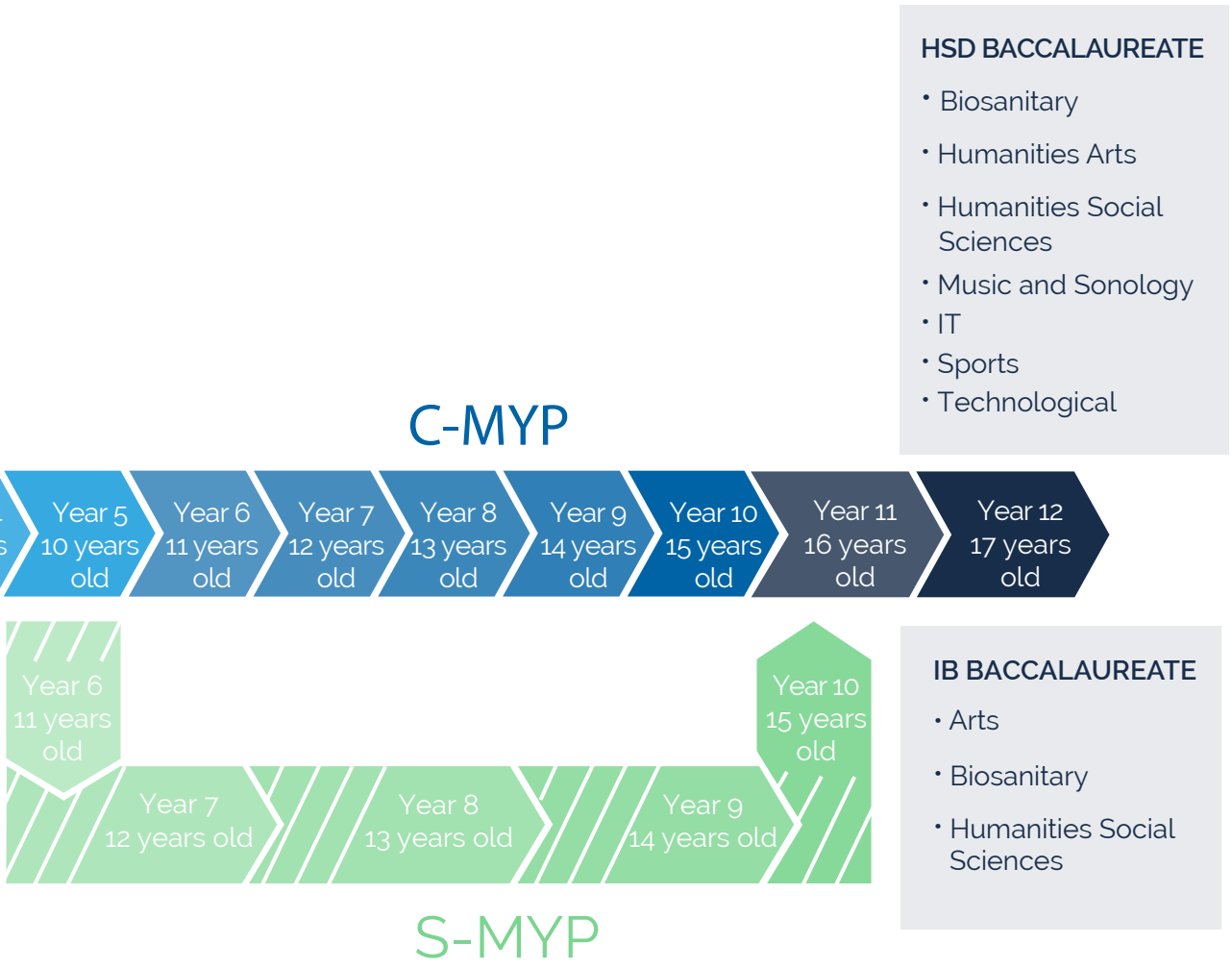
The **flexibility of designing our own educational model** allows us to enhance performance in each of the student's stages, **dedicating the early years to language learning through playful activities, while the later years are more focused on preparing them for their adult stage**, always maintaining a **balance between the major areas of general knowledge**.

Our Educational Plan is based on stable and permanent pillars, although it is adapted to the needs that arise each year, with the aim of continuing to improve.



Parent's Learning Centre

Education begins long before schooling, in fact, before birth. The family needs to be permanently involved in this process of upbringing, support and education, and to fulfil its role properly, it needs prior information and training.



HSD BACCALAUREATE

- Biosanitary
- Humanities Arts
- Humanities Social Sciences
- Music and Sonology
- IT
- Sports
- Technological

IB BACCALAUREATE

- Arts
- Biosanitary
- Humanities Social Sciences

Pre-School - From 0 to 5 years old

Our Pre-School programme has been **designed with the brain's own ways of learning in mind,** helping the pupil's personality, affectivity, well-being and cognitive growth to reach their maximum levels.

We include sensory exploration, development of language and problem solving skills, as well as opportunities for **socialisation**. We maintain independent play times and the development of self-management skills in order to encourage autonomy.

What sets our Pre-School apart?

- We ensure the best **personalized attention.**
- We offer a tailor-made **early stimulation programme.**
- We encourage the **development of one's own personality.**
- We have **balanced menus** daily prepared in our kitchen.
- All our staff has **extensive experience.**
- **Two registered nurses** are permanently available.
- **Native English staff from the age of 12 months and Chinese from the age of 2 years.**
- We **adapt the timetable** to each family.

Daycare
(12 to 24 months old)

Native English speaking staff, early stimulation programme and daily live concerts.

PS, PK and K
(3 a 5 years old)

Beginning of the PYP (International Baccalaureate Programme). Development of students' agency, learning and based Enquiring through Play, Integrated Music Plan/Instrumental Diversification, STEaM, and Personal, Social and Environmental Awareness.

Crèche
(1 to 12 months old)

Personalized attention, early stimulation programme and daily live concerts.

EPS
(2 years old)

Native English and Chinese speaking staff and introduction to multilingualism, early stimulation programme (pre-literacy), storytelling and Base Development Programme (PDB).



Primary - From 6 to 10 years old. From Year 1 to Year 5.

The educational project is designed on the basis of the seven objectives for the student, providing continuity and coherence between the stages, regardless of the student's choice of itinerary.

What sets our Primary Years Programme (PYP) apart?

Learning in a transdisciplinary way through **Enquiring** according to the the International Baccalaureate PYP framework.

We use the **TEKMAN method in Mathematics and Language and Literature,** fostering the development of competencies, contextualizationof knowledge and manipulative learning.

Bilingual programme with introduction to multilingualism. Our students learn Chinese and, since the age of six, French too.

Information Literacy Programme (ALFIN).

Experimental science skills programme for age 8 (Year 3).

Instrumental practice. Students begin with stringed instruments and diversify to the rest of the symphonics from 7 years old with the Instrumental Diversification Programme. Families can also choose the Integrated Music Plan for the instrument of your choice.

Introduction to Computational Thinking and Robotics (STEaM) Science, Technology, Engineering, the Arts and Maths.

Entrepreneurship skills programme (Y5 and above).

Dyslexia and High Ability Screening Protocol from 5 years of age (Year 1).

Wide selection of electives.

Group projects:

In the final year of the PYP, students are organized into groups **to work on group projects, an extensive and in-depth collaborative project** on real-life issues. This process culminates in the **PYP Group Exhibitions**, a presentation event to the School community.



Year 1 (6 years old)

Multilingual education (French, Chinese, English and Spanish), STEaM, and

Dramatization, beginning of the Wellness Plan and choice of electives.

Year 2 (7 years old)

Choice of new elective subjects (Chinese Fine Arts).

Year 3 (8 years old)

Scientific skills Experimental Programme.

Year 4 (9 years old)

English A1 (Movers) and start of the Entrepreneurship Programme: Eureka Connection!

Year 5 (10 years old)

A1 Chinese and French, Entrepreneurship Programme:

PYP Group Projects Exhibition and Eureka! Connection

Secondary (MYP) - From 11 to 15 years old. Year 6 to Year 10.

MYP Modalities: competence-based MYP (C-MYP) and subject-based MYP (S-MYP)

Based on the International Baccalaureate, we have two routes to study the MYP stage between Year 6 and Year 10: competence-based MYP (C-MYP) and subject-based MYP (S-MYP).

The student obtains the same degree in both options and is prepared for entry into the Baccalaureate stage, but the process is totally different from one structure to the other.

During the process of requesting information, our educational staff accompanies the student in choosing the best option for his or her characteristics and preferences for the future.

Competence-based MYP

The competence-based MYP is based on:

- The Middle Years Programme itself.
- The framework of the seven major competences defined by the UNESCO for the development of the curriculum of the future.
- A huge emphasis on exponential technologies.
- Our extensive experience in individualized attention.

The seven major competencies

1. Lifelong learning
2. Self-management
3. Interactive use of tools and resources
4. Interaction with others
5. Interaction with the world
6. Expression in multiple codes
7. Transdisciplinarity

What sets our competence-based MYP apart?

It avoids closed syllabus:

- Five major units of enquiring.
- Individual sessions for each subject.
- Individualized attention.

High exposure to technology.

- Creative use of technology.
- Drones, telepresence robots, virtual reality, augmented reality, Arduino and 3D printing.
- Weekly programming sessions.

It promotes storytelling, improvisation and contact with innovative people.

- Individual narration or improvisation sessions.
- Biweekly sessions with entrepreneurs, researchers and artists.

It involves self-evaluation and evaluation among peers, families and the Educational Community.

- Use of our own mobile application.

It encourages enquiring, analysis and creativity.

- Individual research sessions.
- Creation of a final product for each Unit of Enquiring.
- A field trip related to a Unit.

It includes a specific entrepreneurship programme:

- In Year 6 and Year 8: Startup Days and Ignite®.
- In Year 7 and Year 9: Eureka Connection!
- From Y6 to Y9: CICE (Communication, Improvisation, Creativity and Entrepreneurship)

Subject-based MYP

What sets our subject-based MYP apart?

Introduction to digital technologies.

- Applications, programming, video games, 3D printing, virtual reality and augmented reality, among others).
- Incorporation of the personal computer and use of the Office package.

Promotion of entrepreneurship.

- Eureka! CIS-SFP Start-up days and Eureka Connection.

Vocational Guidance from the age of 13.

Optional Internship Programme in Organizations (Year 10).

Language learning.

- B2 level in English, B1 level in Chinese/Arabic and French in Year 10.

Personal Projects:

In the final year of the MYP, both subject-based and competence-based MYP students carry out individual work, whose format and theme arise from their own initiative, allowing them to delve deeper into aspects of their interest and be the protagonists of their own learning. This process culminates with **the MYP Personal Project Exhibition**, an event in which students present their projects to the educational community.

- They do research on a topic of their interest.
- They receive support from a specialized mentor.
- They acquire research tools and techniques.
- They learn to plan their time, solve problems and make decisions.
- They present their results in public.
- They prepare themselves for the Baccalaureate.


ACIÓN DE DEPORTES EN
EQUIPO:
2.SALUD PERSONAL
Rendimiento,
3.RENDIMIENTO
Sueño,
Alimentación,
Refuerzos...
POSIBILIDAD

Baccalaureate – 16 and 17 years old. Year 11 to Year 12.

When they reach Baccalaureate, our students can choose between two degrees depending on their interests and objectives, **both of which are equally valid to the national degree** for University entrance in Spain: the International Baccalaureate Diploma Programme and the U.S. High School Diploma.

What sets our Baccalaureate apart?

- **Extensive Vocational Guidance Programme.**
- **Internship Programme in Organizations (compulsary in Year 11 and optional in Y12).**
- **Possibility of opting for the Integrated Music Plan and acquiring the equivalent level to the entrance exams for the Conservatory of Music.**
- **Emphasis on digital technologies.**
- **Ambitious information literacy programme.**
- **After a long trajectory in bilingual education, our students reach C1 or C2 level in English in Year 12.**

For those who wish to access any University in the *Distrito Único Andaluz* or nationally, we work in Baccalaureate on the Spanish University Entrance Exam (*PEvAU*) with excellent results year after year.

Baccalaureate Modalities

International Baccalaureate Diploma Programme

What sets our International Baccalaureate Diploma apart?:

- It focuses on the **development of skills linked to the students' later academic and professional careers.**
- A **practical method** that promotes Enquiring, scientific research, research work, and the development of analysis and processing of the information.
- The use of **new technologies.**
- **The development of a Monograph,** an independent, student-directed research paper, culminating in an essay of up to 4000 words.
- **The IB conducts its own tests** at the end of the cycle, the results of which are **valid for study both in Spain and abroad.**
- **Students who pass all subjects receive, in addition, the HSD Diploma,** which gives them **two Baccalaureate diplomas,** multiplying their access options at different universities.

High School Diploma.

What sets our High School Diploma apart?:

- A specific focus on the **exhaustive preparation for the PEvAU** (Baccalaureate and University Entrance Examination), without neglecting the essential work on critical analysis, presentation and reflection skills, which are the true intellectual development.
- A wider **variety** of professional fields.
- And the **methodology of the International Baccalaureate**, which our teaching staff uses in their classes.
- Students who opt for this modality need to take the complete PEvAU tests (both the Access Phase and the Admission Phase).

Specialties:

In our commitment to provide an education tailored to the individual needs of our students and to help them achieve their goals, we have several Baccalaureate specializations available for both the IB Programme and the HSD Diploma:

- Biosanitary
- Sports
- Humanities (Arts)
- Humanities (Social Sciences)
- Computing
- Music and Sonology
- Technological



Individuation

We are prepared to attend to each student in their diversity, personalizing and adapting the learning process to their own context, favouring equity in education.

Our **Head of Family Assistance** accompanies families from the time they formalize their enrolment until the end of their schooling, being the family's contact for any need.

In the Pre-School stage **a Welcome Day** is organized every year, which facilitates the **integration of the students in their group and in the School, with particular attention to the new students.**

Each new student who enrols in our Centre in the course of the academic year has a **personalized adaptation of our Welcome Plan**. We choose the group of the level that best suits the student's needs and **two peer mentors** are assigned, according to the student's personal characteristics, to facilitate their integration into the group.

If necessary, **we design a specific support programme for individuals or small groups** to facilitate their incorporation to the level of the class and the languages used in them.

Individuation

We have an **Individuation Programme,** led by a transdisciplinary team, coordinated and different, **unique to our School.**

The Individuation team **helps students to develop fully and happily, discovering their potential and creating their own path** in their school years.

More than **200** professionals	**8** students per teacher	**14,8** students per classroom
Classes divided by language levels and electives		
We have classroom assistants to promote linguistic immersion and the development of oral conversation		
3-4 students	Instrumental diversification and practice classes	

Individuation Programmes

Our School is prepared to meet the different learning needs, physical conditions and personal, social and emotional situations of the students.

Individual Adaptations

We cater to each student in their diversity in order to meet the **student's personal, intellectual, linguistic, social circumstances** and specific interests of the students.

Each of them is reflected in an action plan, contained in the individualized attention document (DAI), which includes specific enrichment, reinforcement and support actions according to the characteristics and needs of each student.

High capacities

We have a programme of attention to the specific educational support needs associated with a high capacity in which **activities that involve cognitive enrichment** are carried out, not being associated with subjects but with different abilities and skills, with special attention to **divergent thinking and logical problem solving.**

Reinforcement programme

The School offers reinforcement classes at no extra cost for those students who, by paying adequate attention in class and dedicating themselves in the indicated manner, do not reach the expected objectives in the subjects, helping them to achieve the abilities, skills and knowledge proper to the level.

This reinforcement system attends to the needs and peculiarities of each of the students and covers **from Pre-School to Y12** and constitutes one of the pillars of the School's educational project.

Language reinforcement

From the Pre-School, an assistant Teacher accompanies the head teacher in the language classes in order to favor linguistic immersion in the classroom (both in Spanish and foreign languages) and the development of oral conversation.

In higher courses, we carry out split courses to encourage practice and experimentation in small groups by level.



The Individuation Team

Our pedagogical method, based on Enquiring, favors individualized attention.

In different subjects there are group splits to favour practice and experimentation in small groups, as in instrumental practice, in which we work in groups of three or four students.

Tutors

Tutors play an essential role in the detailed monitoring of the personal and learning progress of each of their students. They are the representatives and interlocutors of the School with the family.

Tutors maintain constant communication with the Teaching Staff and the Educational Overseers in order to have an updated and complete view of the student's evolution.

They also ensure the maintenance of a respectful relationship among students and between each one of them and the rest of the educational community and society in general and towards the environment.

Guidance Service

The Guidance Service monitors students in their diversity.

Together with the Tutorial and Teaching Staff, the Guidance Service coordinates the monitoring and support of students and groups with academic and/or personal difficulties, as well as special attention to high intellectual abilities.

It provides personal and professional guidance to students and their families, in order to facilitate the correct integral evolution of all students in their quest for excellence.

4	**2**	**4**
Full-time Guidance Counselors	**Teachers for a programme based on group dynamics**	**Team Leaders of Individuation, a figure unique to our School**

Individuation Team Leaders

We designed this new figure, unique to our School, with the objective of guaranteeing optimal conditions for each student to reach his or her maximum potential, favoring the quantity and quality of learning.

In this way, the Heads of the Individuation Team direct and supervise the different tutoring groups and coordinate the actions with the Guidance Service to provide each student with the educational response he/she needs, according to his/her abilities, attitudes, motivations and learning pace.



Educational Community

Life at the School is richer when we are accompanied by the entire Educational Community, because as the African proverb says: to educate a child you need the whole tribe.

CIS-SFP team

We have the **richest and most varied staff of experts.**

More than **200** professionals	**8** students per teacher	**14,8** students per classroom

121 Teachers for regulated education

7,5% doctors	**55%** Degrees	**27,5%** Bacherlors	**10%** with the Higher Degree in Music

12
Teachers accredited as Microsoft Innovative Educator (MIE Expert)

We have a **careful selection process for our Teaching Staff** and a **solid training plan**. Our Teaching Staff participates in national and international congresses, training of other teachers and visits to centers to learn and share educational practices.

CIS-SFP families

Our School doors are always open to collaboration with families through:

- **AMPA:** Association that represents the interests of mothers, fathers or legal guardians in the Center for matters of general interest.
- **Family Learning Centre:** training workshops on various topics of interest from Pre-School to Year 12.
- **Mother and Father Delegates:** each class group has a mother delegate or a father delegate, who acts as an intermediary between the School and the families of that group.

From the School we encourage the creation of close ties with families through special events in which we can get to know each other better and make our school a second home.

Students from all over the world

The Mobility programme allows students from all over the world to study at our School. The experience is more complete when shared with a host family, allowing for closer bonds of great value to both students.

We have a foreign community representing approximately the 16% of the student body and a variety of 49 nationalities present in our Educational Community, the most international in the city.



Alumni

Our alumni also have a special place in our hearts, which is why we have the Rey Guerrero Association, which organizes activities and meetings after School, as well as training, mentoring and job placement options.

Approximately 27,08% of the current student body are children of former students, and their confidence is our greatest pride, with even third, fourth and even fifth generations of students from the same family. These families bear witness to the tradition of progress and continuous renewal of our school for almost a century and a half.

Universities around the world

We maintain relationships with universities around the world, which we connect with our students within the Vocational Guidance Programme.

Every year we celebrate the **University Fair**, a day of meetings with a wide selection of high quality national and international university education, as well as agencies specialized in university studies abroad to publicize the educational offer, scholarships, deadlines and access requirements.



Collaborating organizations

More than **75** organisations participate in our Internships in Organizations Programme

Pre-School students often visit local businesses to apply classroom content.

We collaborate with

More than **35** non-profit organisations

- " Health kilometres race " with Save the Children
- Annual Food Bank collections
- Educational inclusion sessions with ASAS – Inclusion Activa

International Baccalaureate Organization (IB)

Iberian Association of International Baccalaureate Schools (ASIBI)

The Educational Collaborative for International Schools (ECIS)

Schools Badge



Why our School?





Focused on the future.

The student learns with an eminently practical methodology and is trained in competencies and skills through real challenges.

Truly focused on the individuality of each student.

With resources, procedures and professionals to help you build and develop your personal, social and emotional life.

International mentality.

Our 100% IB, bilingual profile with an introduction to multilingualism and multiculturalism prepares students for an increasingly interconnected world.

Our educational community is waiting for you with open arms.

At the end of the day, we are like a second family to our students. We love to welcome new members and look forward to getting to know them.

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