

19

ANNUAL REPORT

20



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1. LETTER FROM THE PRESIDENT

I am pleased to present to you this first Arenales Annual Report, which aims to capture a glimpse of what happens every day in our school network, each of them in such different places and circumstances.

It is known that our educational proposal is based on a personal relationship with the students and their families, on the desire for each one of them to make the most of their talents, following the values of Christian humanism that are the pillar of our society. This is a permanent search in which we seek to foster the autonomy of individuals and their innovative development, always with a deep sense of collaboration and teamwork.

We adjust our work every day to a far-reaching educational mission, but always within a constantly changing environment.

More than ten years have passed since this network began. We are trying to adjust our work every day to a far-reaching educational mission, but always within a constantly changing environment. In the year 2020, the world has experienced and continues to experience an unprecedented crisis, both in nature and in its effects, which has come unexpectedly, and from which we are all trying to learn lessons. Our entire educational community has tried to respond as best as possible to this situation, and we have witnessed a shared culture of discipline, flexibility and collaboration, which are fundamental in the face of these adverse circumstances.

I believe it is particularly important at this moment for the school to play a relevant role, trying to be close to students and families, helping as much as possible in difficult times for so many people, maintaining its efforts so that no one is left behind, so that everyone feels supported and understood, so that society as a whole can best manage this enormous challenge. I am happy to see how we have faced a demanding and difficult scenario with the team spirit and dedication that are part of our DNA and our values.

I would also like to address a special word to those of you who have been affected by the illness, or by any other of the problems brought about by this situation, either personally or in your immediate environment, to express our affection and closeness.

Finally, I would like to end these lines by sincerely thanking the commitment and good work of all the people who are part of Arenales, who have given a great example of commitment, dedication and solidarity. All together you are the best guarantee that, united, we will emerge stronger.



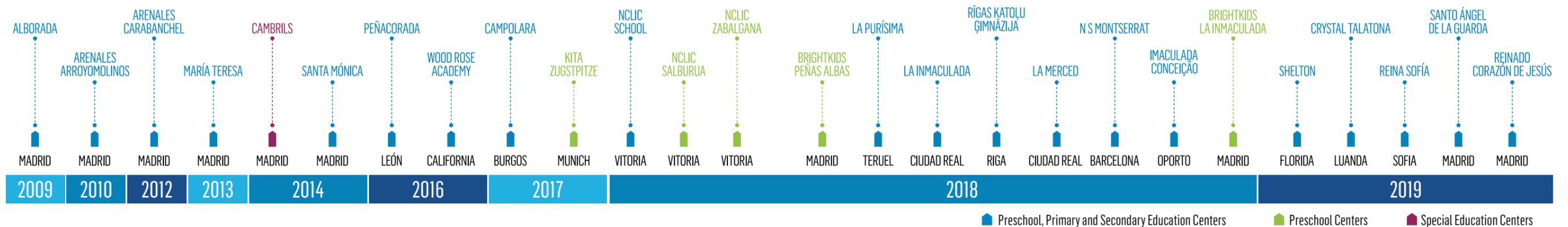
ALFONSO AGUILÓ
President

2. EVOLUTION OF ARENALES EDUCATIONAL NETWORK

Arenales is an international network of associated educational centers. We seek to provide students with high-level academic training and promote values that support hard-work and service to others.

The network integrates more than 25 educational centers: large and small, old and new, in large cities or small towns.

Madrid, Barcelona, Burgos, Ciudad Real, León, Teruel, Vitoria, Oporto, Luanda, Sofía, Munich, Florida, California.





3. ABOUT US

Our history: opening, integration, collaboration.

Being part of a network allows our centers to maintain their own identity and enrich themselves with the contributions from others. Everyone learns from each other and dedicates time to help spread a shared knowledge, allowing them to collaborate in the most effective way possible. Experiences and ideas flow from one center to another to create our close-knit community.

The ways of belonging to the network are varied. There are schools that have just gotten started while others were founded long ago by religious congregations or other institutions and have later joined the network.

The Christian identity of our schools brings unique characteristics and success to our organization. Schools are open to everyone, regardless of their beliefs. The values we promote are shared and valued by different peoples, cultures, religions and backgrounds.

The first school of the network opened its doors in 2009, in Alcalá de Henares. The oldest one was founded in 1898, in Teruel, and was incorporated in 2018. Throughout the years, very diverse schools have been added to the network, in large cities or small towns, in Spain or in other countries, with a few years or more than a century of experience.



3.1. MISSION, VISION, VALUES

Comprehensive and personalized education, with a christian vision of life.

MISSION

We offer a personalized and comprehensive approach to education, grounded in a Christian vision of the individual and of the world. The educational process is carried out in a context of absolute individual freedom as we teach lessons on responsibility, transcendence, social transformation, and personal development that seek continuous self-improvement for each individual.

VISION

We want to be recognized as an active and flexible educational community, oriented towards the service of diverse people and institutions, facilitating them to be creative and autonomous, and united in the task of building a better world.

VALUES

Our schools place a particularly strong emphasis on studying and working hard, doing one's work well, constantly striving to better one's self, maintaining a positive outlook on life, and encouraging personal freedom and responsibility. We believe traits such as loyalty, truth, justice, solidarity, and peace.

3.2. EDUCATIONAL PROJECT

Innovation, autonomy, mentoring

IAM is our transformation program, with which we seek to be cutting-edge educational centers in the 21st century. All of this because we are convinced of...

THE PROTAGONISM OF FAMILIES.

THE CORE VALUE OF OUR CHRISTIAN IDENTITY.

THE TRANSFORMING POWER OF EDUCATION AND TEACHING.



There is no fixed methodology in the Network; each school preserves its own history and identity. We share an open and inclusive educational model that favors diversity and equal opportunities. Thus, there are so many different people spread around the world who feel part of this project. **"IAM Arenales: Innovation, Autonomy, Mentoring"**.

INNOVATION

We educate for a changing world. We teach students skills and competencies that enable them to function in today's unpredictable scenarios. Personalized education requires constant adaptation: to different ways of being, learning styles and new sensibilities. We seek to move forward permanently, sharing every accomplishment and learning from others.

AUTONOMY

We help each person to take control of their own life, to become autonomous individuals, leaders of a reflexive and responsible construction of their own character, their emotional development and their professional career. We develop competencies that strengthen personal leadership, the ability to communicate and the sense of service.

MENTORING

Mentoring makes everyone – father, mother, teacher, student – the protagonist of their own education and, at the same time, a collaborator in the education of others. The result is a climate of trust and collaboration, as shared intelligence always implies a gain. Every time you collaborate, you add; every time you share, you multiply.

Human education that facilitates the pursuit of excellence.



3.3. OUR IDENTITY TRAITS

LANGUAGES

**In Arenales,
early learning
of English is
considered to be
fundamental.**

One of our main goals is to educate students that are bilingual in Spanish and English. From the beginning, at least one third of the weekly classes of Preschool, Primary and Secondary school are taught in English.

EDUCATIONAL INNOVATION

**For every teacher
and every student
to develop their
full potential.**

For us, innovation is the way in which we help people adapt to the present and help solve the problems of today. Innovation makes it easier for each teacher and each student to develop their full potential. Innovation is part of Arenales identity because each school has its own needs and poses new challenges to the network. We follow the global educational landscape, aware of any improvements that we can incorporate, both technological and methodological. This is our way of encouraging students to boldly address the great challenges that await them.

SCHOOL OF VALUES

**Our educational
and working
model is based on
a Christian vision
of the individual
and the world.**

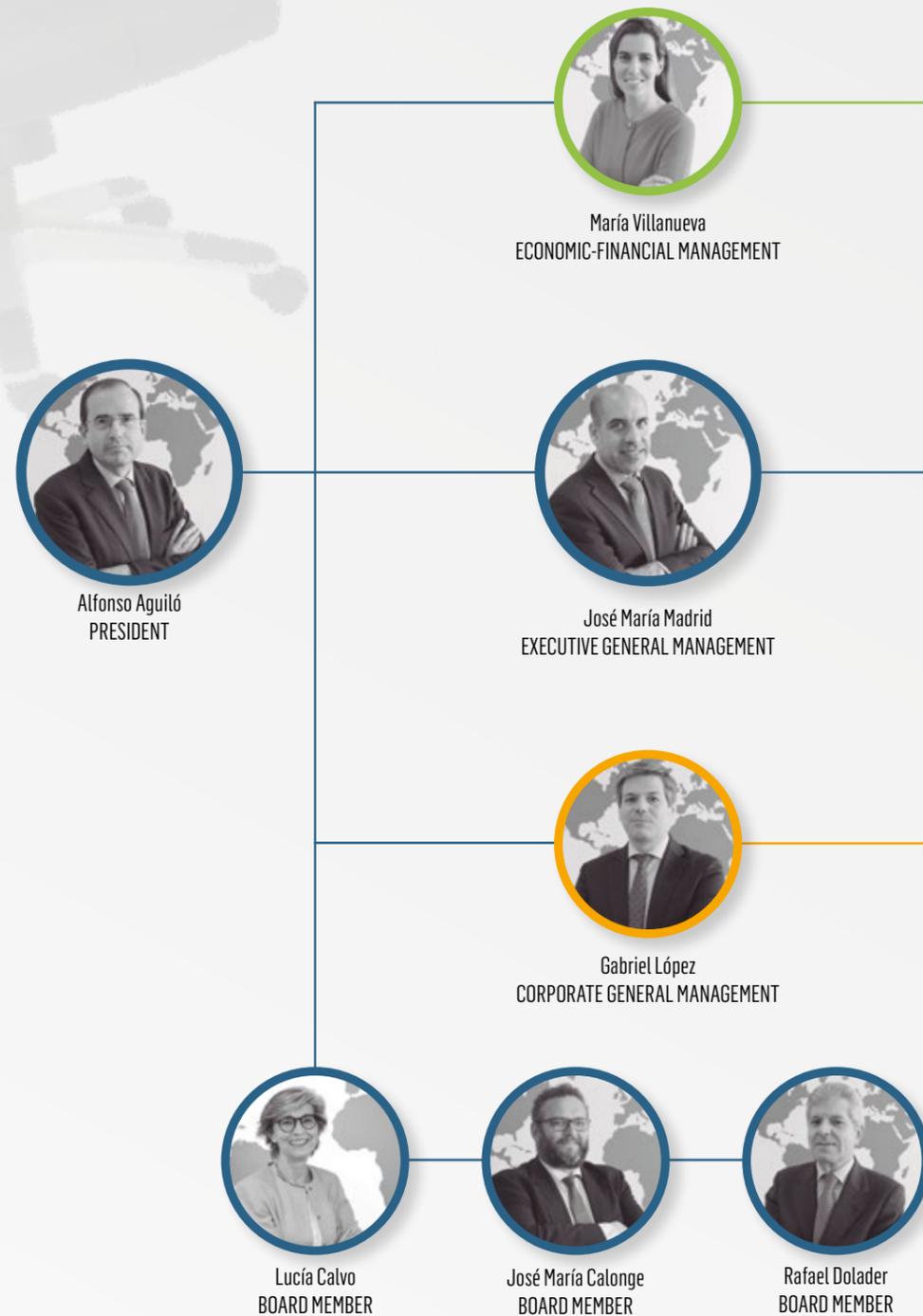
Arenales teaches its students moral and cultural values related to good work, the desire to improve and excel, a positive view of people and situations, respect for freedom, personal responsibility, companionship, sincerity, loyalty, friendship, selflessness and solidarity.

CHRISTIAN IDENTITY

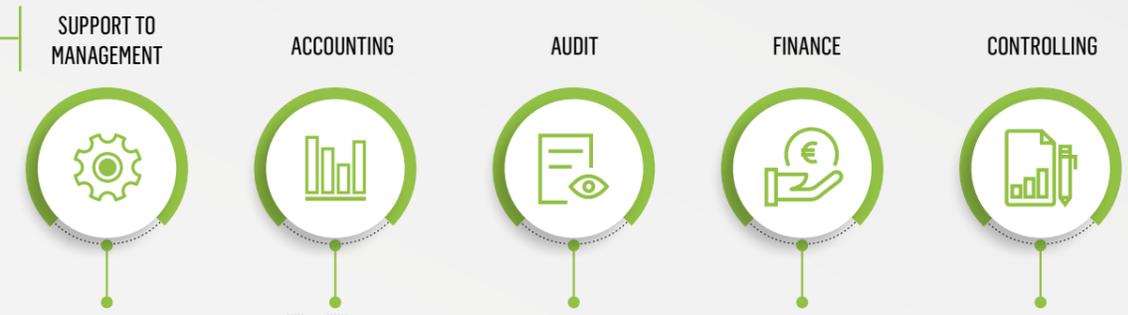
**We train people
able to justify
their principles.**

At Arenales, the Christian identity of schools takes many forms, which brings richness and personality to our organization. The schools are open to everyone, regardless of their beliefs. The values we promote are shared by people from a wide range of cultures, religions and backgrounds.

3.4. THE ORGANIZATION



MANAGEMENT SUPPORT



SERVICES

ARENALES EDUCATIONAL NETWORK is made up of 26 educational centers: preschools, regular schools and special education schools. These centers receive the services of the Network's Specialized Working Areas (financial, legal, human resources, marketing...) in order to accompany them in the performance of their local objectives and help them to professionalize their management tasks. The Working Areas and schools are managed by the Board, which sets the direction of the Institution. The Board also supports the management of each school to achieve its objectives, so that they are enriched by belonging to a Network while maintaining their own identity.



4. STUDENTS



We conceive education as a process that allows each student to create their own personal improvement project. We strive for each student to develop their personal abilities and talents, according to their age, with the motivation to learn autonomously.

PRIMARY AND SECONDARY EDUCATION

STUDENTS

6,923

PRESCHOOL EDUCATION

STUDENTS

2,868

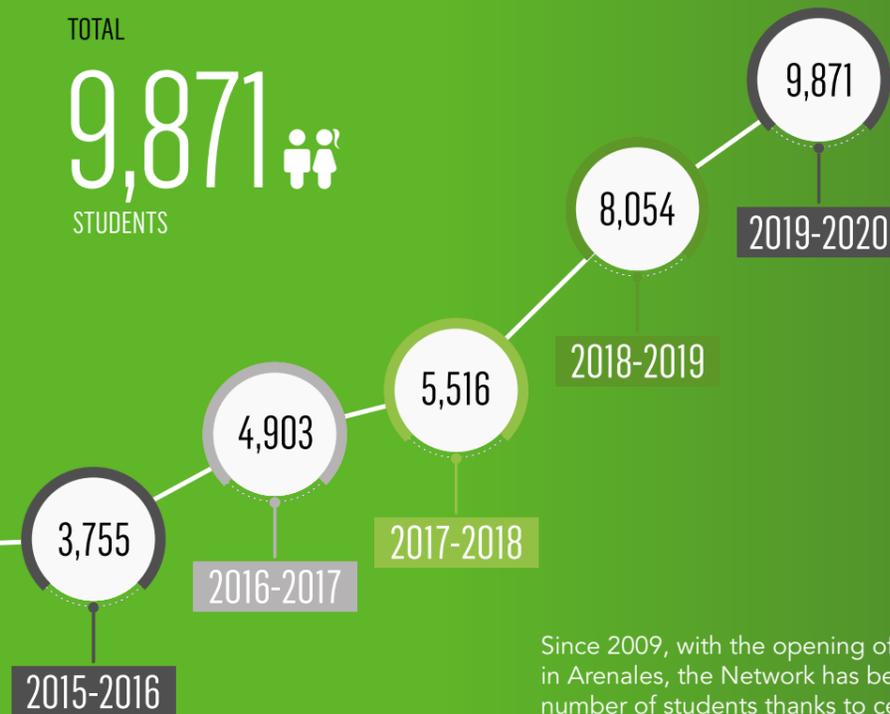
SPECIAL EDUCATION

STUDENTS

80

TOTAL

9,871
STUDENTS



Since 2009, with the opening of the first school in Arenales, the Network has been increasing its number of students thanks to centers that have just begun their journey and others that were founded by religious congregations or other institutions and that have later joined Arenales Network.



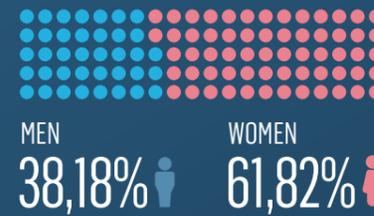
In the Educational Project of Arenales schools, equality between men and women, social responsibility and collaboration with others appear as key values, objectives and educational principles. They are essential pillars of the educational action of the schools.

5. PROFESSIONALS

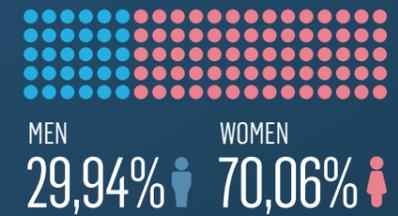


The professionals we have at Arenales are the driving force of the Network. They are the best asset of the schools; committed people in continuous personal, intellectual and professional training for the improvement of the centers.

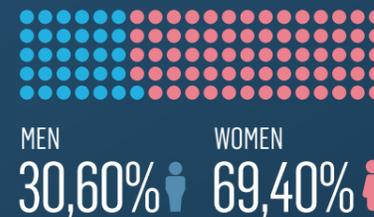
MANAGEMENT POSITIONS



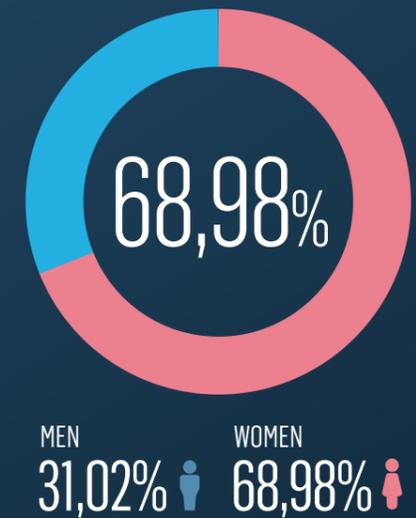
TEACHERS



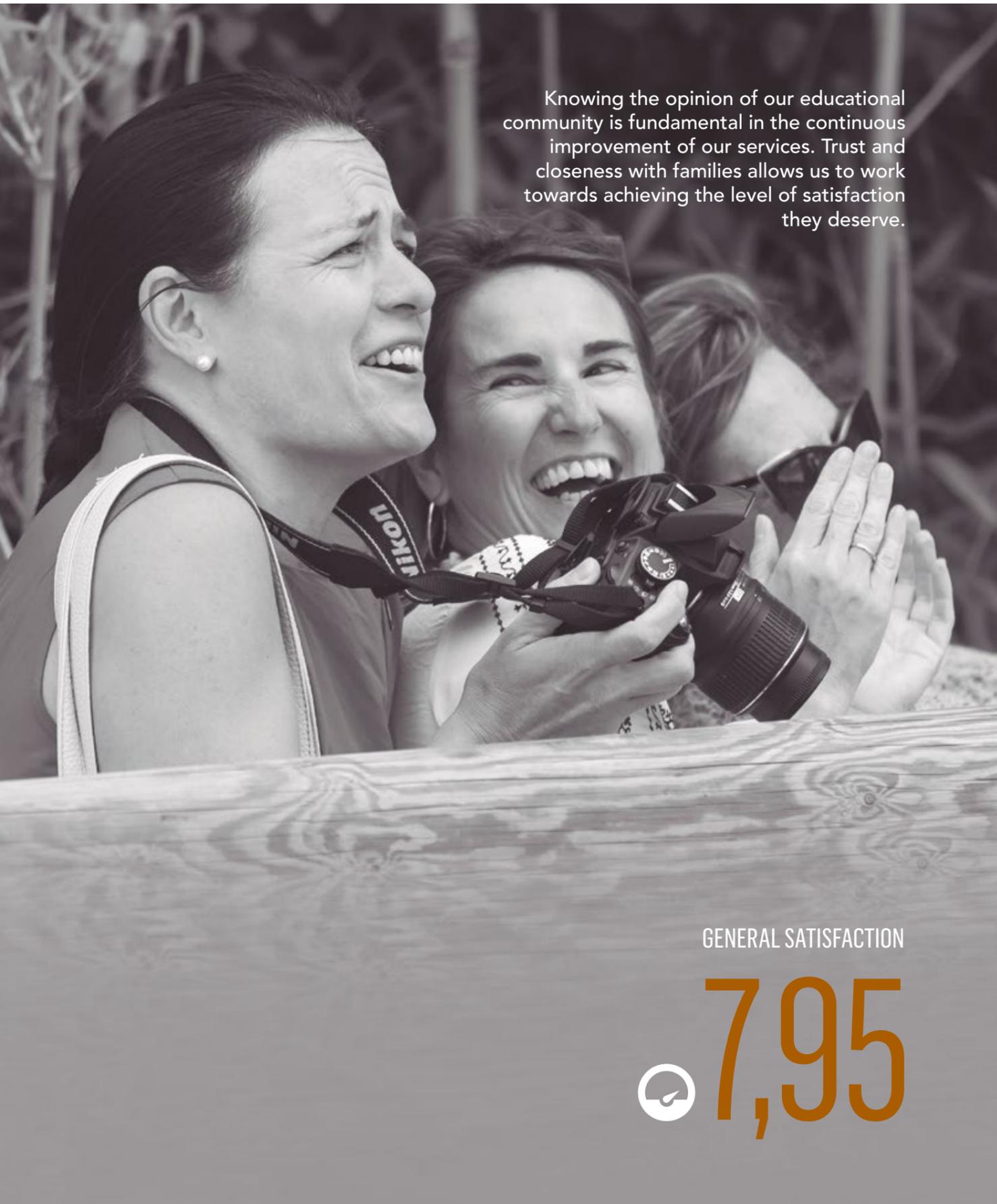
ADMINISTRATION AND SERVICES



WOMEN OVER TOTAL STAFF



951
PROFESSIONALS



Knowing the opinion of our educational community is fundamental in the continuous improvement of our services. Trust and closeness with families allows us to work towards achieving the level of satisfaction they deserve.

GENERAL SATISFACTION

7,95

6. SATISFACTION

PRESCHOOL AVERAGE VALUATION

8,26

PRIMARY SCHOOL AVERAGE VALUATION

7,97

SECONDARY SCHOOL AVERAGE VALUATION

7,78

HIGH SCHOOL AVERAGE VALUATION

7,95

FAMILIES WHO RECOMMEND OUR SCHOOLS

90%



7. 2019 MILESTONES



CAMBRILS

Winners of INCIBE's "Lights, camera... and record your cybersecurity ad!" Contest

On February 11, 2020 (#Safer Internet Day) Cambrils School was the winner of the "Lights, camera... and record your cybersecurity ad!" contest promoted and organized by the Spanish National Cybersecurity Institute (INCIBE). The students at the special education school CEE Cambrils filmed a video explaining the importance of not taking or posting photos of third parties without their consent on the Internet or social networks. From the school, we encourage a responsible and safe use of new technologies and social networks from an early age, so we are delighted to have received this recognition.

As a prize, the participating students received a 3D printer for the school, with which we have continued working on technological innovation projects. In addition, during the awards gala held at the Reina Sofía Museum (Madrid), the students had the opportunity to explain their project in person to Queen Letizia, who was delighted to hear about the importance of working on Internet safety.



ALBORADA

Alborada celebrates a decade

This year marks the 10th anniversary of Alborada School's opening. It was the beginning of a school and the starting point for an educational adventure such as Arenales Educational Network, made up of 26 schools around the world. It all began on September 14, 2009, when the center was inaugurated in Alcalá de Henares. The school celebrates its feast day on February 14 with the arrival of the image of the Virgin of Chestokova to accompany us in this project that was born. This year, the students of Alborada celebrated their feast day by organizing themselves in the different Houses and evaluating their performance. Finally, they were all encouraged to continue fighting for the victory of the house cup.



IMACULADA CONCEIÇÃO

The city of Maia recognizes students at the Education Gala

Three students from Imaculada Conceição School were recognized at the XI Education Gala at the Municipal Forum of the city of Maia.

School Excellence Awards were given to student Maria Clara Teixeira e Silva in the category of Primary Education, and to Maria Leonor Magalhães Teixeira Moreira in the category of Secondary Education.

The Merit Award was received by student Dinis Moreira Sousa, whose school career has been an example of the human excellence that characterizes the students of the center. The school's educational community has many reasons to be proud of its students and families, renewing its energies to consolidate the excellent work they are doing.

NCLIC

Recognized with the STEAM Euskadi Seal

This has been decided by the Technical Committee of the STEAM Euskadi Awards – composed by the Department of Education of the Basque Government, the Research Center for Scientific and Mathematical Education (CRECIM) of the Autonomous University of Barcelona, and the Basque Agency for Innovation, Innobasque –, and has evaluated the 133 applications submitted.

The project has been distinguished with the STEAM Euskadi Seal for initiatives oriented to the objectives of the STEAM Euskadi Strategy for having a marked STEAM character. The well-known innovative character of the school, with a unique robotics project in Vitoria, as well as the research capacity of teachers and students have been decisive in receiving this seal. In this way, NCLic contributes to make the schools of Arenales Educational Network, and the Basque educational community itself, more innovative year after year.

Diario de Burgos

EDICIÓN MIRANDA
12 RECUERDOS DEL 'INIESTAZO'

El boom de los móviles dispara las denuncias falsas para engañar a los seguros



CAMPOLARA

Marta Martínez, best grades at High School and Spanish University Access Test 2020 in Burgos

During this exceptional year in which students and teachers have had to make an extra effort at the educational field, Campolara School has been rewarded for all that work at the university access exams. Student of final year, Marta Martínez, got the best final grade at High School and Spanish University Access Test of 2020 in Burgos with 9.894 points. In addition, the school's students obtained a 7.80, the best average grade in Burgos at the Spanish University Access Test held last June, according to data from the Ministry of Education of Castilla y León.

8. INITIATIVES

All schools of Arenales are enriched by belonging to the same network and maintaining their own identity. Comprehensive and personalized education, the hallmark of Arenales, is reflected in the educational projects that the centers promote during the school year. We have seen this characteristic nexus represented in 26 different projects belonging to 26 educational centers around the world. We invite you to get to know them.

26 26 SCHOOLS UNIQUE PROJECTS



ALBORADA

Parents bring their work closer to Alborada's pupils

The last few months of the 19/20 school year have been lived through a screen. Alborada has taken advantage of this opportunity to continue working on the school of values, even from a distance. The center decided to program a Fantastic Week, four days dedicated to science, research and knowledge. To this end, they made it possible for parents to virtually participate explaining aspects of their work. With these sessions, students were able to delve into topics such as Marketing, Teleworking, sports scholarships in the USA, TV on demand, Engineering, Clinical Trials, the professions of the future, and many more topics. In short, a project in which the families and the center have been involved and which has been designed to help students in their professional orientation, to open horizons, to excite them and to inspire enthusiasm for a job well done.



ARENALES ARROYOMOLINOS

Class siblings

"If you try to make others happier, you will improve yourself and you will be happier". With this motto, Primary School students have been working on the **"Twinning Project"** linked to the IAM program of Arenales Educational Network. It seeks to encourage commitment to personal and collective development. Students work as "class siblings" and jointly carry out activities, challenges, tests and games. All of this is aimed at making the person next to them grow. In this way, and in accordance with the IAM educational methodology, students acquire a certain degree of autonomy and, above all, a great spirit of service. Monthly reports have made it possible to establish closer ties between the parents and the tutor.



CAMBRILS

Canals Project: building bridges to inclusive education

The key to the educational project of Cambrils School lies in the fact that, being an educational center specializing in the care of students with intellectual disabilities, it acquires the modality of inclusive education by sharing facilities with Arenales Carabanchel School (both part of Arenales Educational Network). This characteristic location allows the two centers to jointly develop educational projects and meetings in order to establish an adequate climate of coexistence based on the principle of educational attention to diversity. The Canals Project makes it possible for Preschool students of Arenales Carabanchel and Primary Education students of Cambrils School to be twinned, establishing a routine of coexistence between students with different abilities, who share playgrounds and moments of curricular work in the classroom on a weekly basis.



CAMPOLARA

Campolara promotes high abilities

Arenales' personalized education also seeks to enhance the talents of students with high abilities. This is how the **CRECE Project** was born, aimed at the extracurricular enrichment of high-achieving students. The Campolara program, aimed at boys and girls between the ages of 6 and 16, is also open to students from other schools in the city and province of Burgos. The sessions that make up the **CRECE** plan are duly scheduled. They work alternately on creativity, the activation of intelligence (multiple intelligences), critical and divergent thinking, training in values, and the realization of projects. All the educational projects in which Campolara is involved, including this one, are summarized in the slogan "Open your mind, open your heart".



KITA ZUGSPITZE

Promoting bilingualism from Preschool onwards

German and Spanish are the two languages KiTa Zugspitze Preschool uses to work on bilingualism with its students from 0 to 6 years of age. Spanish takes on special importance since pupils can practice it together with Spanish-speaking staff, learning the language through the principle of immersion in the nursery and kindergarten. The school, located in the city of Munich, pays special attention to the active participation of parents in their children's education, establishing a positive and trusting interaction.

ARENALES CARABANCHEL

Keep in Teach, a comprehensive online teaching plan

This project is the result of innovation in the face of an uncertain situation such as the coronavirus health crisis. Thanks to technology and the commitment of teachers, complete and integral education of students has been enhanced, even without being able to attend school. Keep in Teach is a comprehensive online teaching plan with classes, homework, tutoring, English conversation assistants, student follow-up and family communication based on Google Classroom. In their specific class, students had a daily routine posted with the important information for that day, and a fixed schedule of subjects to access online classes via the Meet App. For Physical Education (Daily Workout), Music and Art, they had different activities proposed in Google Classroom. Additionally, our guidance services (PT and school counselor) and nursing services continued to be active online for families.



8. INITIATIVES



IMACULADA CONÇEICAO

Let yourself be captivated by *The Little Prince*

In the current academic year 2019/2020, we chose to work on the *Príncipezinho* Project in all educational stages of the center.

The project was designed by the students, with the help of teachers and the support of families, and the objective of forming stronger, more humane, smiling and positive generations based on the work of Antoine de Saint Exupéry *The Little Prince*.

Families collaborated throughout the project, helping to build an airplane with their children to begin this beautiful journey.

The school invited one of the main Portuguese television channels to show them the work done in a Philosophy class and through various work dynamics with students from different grades. The project was recognized by the television channel, which gave the center an award for best practices.



CRYSTAL ANGOLA

Training Angola's future

During this academic year, an agreement was reached with Real Madrid Foundation to develop its International Clinics project at the center's facilities. This is a week-long intensive training program with coaches from Real Madrid Foundation, who normally instruct in the lower categories. We also took advantage of the opportunity to develop a technical training program for coaches in which coaches from the first division of the Angolan league participated. The activity was a great success and was very well received by both the school's families and other families. The local media also wanted to be present and give coverage to this sporting and educational initiative.

The future of this initiative will be the creation, in the medium term, of a Real Madrid soccer school in the school's facilities to provide a permanent and quality sports service throughout the year.



REINADO DEL CORAZÓN DE JESÚS

Training future researchers

The Scientific Method Project seeks to train young researchers who are excited about developing their personal skills and critical spirit. The project is based on laboratory practices with the voluntary support of Mr. Virgilio Lara, a retired teacher who, thanks to his experience, makes it possible to bring the practice of science closer to secondary school students. Throughout the course we aimed to awaken the interest of students so that they'd learn to apply the scientific method: check a fact, raise hypotheses, choose one of them, begin the investigation and see if the hypothesis is confirmed. This activity fosters students' critical sense and helps them to study a natural phenomenon as well as a historical, social or economic fact...

LA INMACULADA SANTA CRUZ

Kilometers for peace

The school of La Inmaculada de Mudela wanted to make the most out of the International Day of Peace to organize a Solidarity Run aimed at promoting the values of charity and solidarity among students. The entire educational community of La Inmaculada (teachers, parents' association, volunteers, D. María del Rosario Laguna Board of Trustees...) got involved in this project, which attracted a large number of runners. The invitation was extended to all local schools and to those who wanted to join UNICEF's cause, the global promoter of the day. The sporting event managed to raise 2,205 euros for solidarity initiatives. It is a project that has helped to raise awareness among students and the entire educational community for this type of causes.



REINA SOFÍA SPANISH SCHOOL

Twinning Arenales Network's schools

This year they have made the twinning with the school María Teresa de Alcobendas (Madrid), member of the Network. From time to time, the students of both schools exchange via e-mail presentations, videos and photos. They take advantage of the richness of belonging to a network of schools to share their experiences in several languages such as Spanish, English or Bulgarian. Furthermore, they have all developed their digital skills and shared personal and cultural experiences, showing their respective environments, their experiences with online education and their sense of belonging.

This exchange of experiences is highly valued by both the students and their families. It puts into real practice the use of foreign languages and new technologies, helps to create a sense of global family, and gives meaning to many of the activities prepared by the center.



8. INITIATIVES

LA INMACULADA PRESCHOOL

Stimulating learning from an early age

La Inmaculada Preschool has worked throughout the school year to maintain personalized attention to our students from 0 to 3 years old and to continue applying a globalized methodology. We offer our students learning by experimentation and psychomotor projects. During the course, cooking workshops in which the students have acquired small culinary skills have been developed, as well as painting workshops which have resulted in great works that are now decorating the corridors of the center. This way, we continue to stimulate learning, promoting socialization and respecting the integrity of the child, their interests and their learning rhythms. We also work to maintain a close collaboration between educators and parents in order to create a family atmosphere.

LA MERCED

Robotics as a driver of educational innovation

The introduction of technology in classrooms is proving to enhance a great number of competencies in students.

From Ntra. Sra. de la Merced they are working from kindergarten to high school in various robotics projects in coordination with Cumplobot, so they can motivate students in the development of computational thinking and in the correct use of Information and Communication Technology.

Such projects have led the school to be recognized as a STEAM (Science, Technology, Engineering and Maths) Educational Center and next year teachers from 3rd grade will be trained in the digital backpack.



LA PURÍSIMA Y SANTOS MÁRTIRES

Explorers of Aragón's ecosystem

Primary school students have put on their research suits with the project **Ecosystems of Aragón**. The objective was to learn about and distinguish the different ecosystems of the autonomous community and their relationships, all through a process of research and action with the collaboration of the students' families.

The project began with the selection and subsequent investigation of an ecosystem of the autonomous region of Aragón. Many of the students visited the physical environment to experience the components of the ecosystem and, in this way, shape their research work. Once the process was completed, the different working groups created a handbook of the ecosystem.

Once the process was completed, the different working groups created a craft using recycled material and plasticine. The study culminated with an oral presentation of the project accompanied by a metacognition activity to self-regulate the learning acquired.

MARÍA TERESA

Openness to diversity with "Aula Planetas"

This year, a PDD classroom has been opened in the center, known by everyone as Aula Planetas (Planets Classroom). It is a classroom that makes it possible for students with Autism Spectrum Disorder to attend school in a center like ours, benefiting from many features of ordinary schooling and specific resources to accompany them in their development.

The Aula Planetas experience has been extraordinary for everyone, starting with the students who have managed to progress in their personal goals, and followed by our entire educational community, which has found a different way of looking at and attending to diversity. This is a new perspective to enhance generosity, sympathy, creativity, and greatly enriching, in a natural way, the personal growth of all our students at María Teresa school.



NCLIC. NCLIC ZABALGANA. NCLIC SALBURUA

Promoting creativity through art

The **Art Project** of NCLic Preschools arises as a new proposal to work on Early Stimulation in the stage 0-3 years of age due to the importance of fostering creative and communicative capacities. In this sense, visual arts offer the children the opportunity to discover and experiment through the use of materials and simple techniques that bring them closer to the world of plas-

tic production. It begins with the pleasure of observing shapes, colors and textures in the baby stage, passing through the use of simple materials and techniques with which the child can express their emotions. Gradually, the student will perfect skills that will allow them to enter a more conscious stage of the artistic world and make even more elaborate productions.



NOSTRA SENYORA DE MONTSERRAT

Emotional Education School Project

Emotional Education is one of the most recognized projects by the families of the center. In this project, students learn the value of emotions and the proper way to manage them, for the good of themselves, of the team and, ultimately, of society. The project begins with kindergarten students (3 years) and continues up to the final year of compulsory secondary education. Through it, our students develop a set of skills, knowledge and attitudes that allow them to understand, express and regulate emotional phenomena appropriately. In this way, Emotional Education becomes for our school an indispensable tool for the comprehensive development of our Educational Community.



PEÑAS ALBAS PRESCHOOL

Adaptation to the student and their environment

We work to provide personalized attention to our students from 0 to 3 years of age, adapting to the needs of each child and their families, their schedules, nutritional needs and learning rhythms.

At such early ages we also seek to start the development of psychomotricity by providing neuromotor circuits designed to contribute to the development of motor skills. English learning is another of our priorities that we begin to work with students from 4 months. From the center we seek that children begin to have contact with nature and enjoy playing freely in our large playground areas.



8. INITIATIVES



PEÑACORADA

Work Experience: discovering our professional future

Being able to have a work experience while they are still in school: this is the objective of the Peñacorada "Work Experience", an initiative aimed at offering its students the possibility of doing real internships in a company under the supervision of the school. This is a non-work training internship for high school students under an agreement that the school has signed with several companies. This work experience allows them to gain professional knowledge and helps them to consolidate their personality and gain in maturity. It also becomes an excellent tool for university orientation, so that they have a better criterion when choosing their university studies.



SANTA MÓNICA

Bright Kids Santa Monica Nursery School opens

September 2019 was the date on which a dream of many families from Santa Monica has been fulfilled: the opening of the Bright Kids Santa Monica Nursery School. With much enthusiasm and joy, a new adventure began with two classrooms in the first cycle of Early Childhood Education, one for 1-year-olds and another one for 2-year-olds.

The aim of this great initiative was to implement an educational project that would include all our students. Therefore, it was considered that one of the key points was to promote autonomy thanks to the Montessori methodology,

which also naturally promotes socialization, respect and solidarity. We also wanted to integrate other aspects that were considered necessary for the comprehensive education of our students, such as the introduction of English as a foreign language, education in values, psychomotor skills – which are so important at this early age – and symbolic play, which helps children to understand their environment and develop their language and imagination. The valuation of the Nursery School in this first course has been very satisfactory and welcomed by everyone.



RIGAS KATOLU GIMNAZIJAS

Educating the critical thinking

In this global era of over-information, Rigas Katolu Gimnazijas (Latvia) is launching an educational program in Journalism, within the wide range of specialized training offered by the center. The aim of this training is to work on the students' critical thinking, acquiring skills in communications, information, and the media. Linked to this program is the Visual Communications program, which enables students to acquire basic knowledge of photography, graphic design, video editing and printing. These two courses will enable them to consume and generate information rigorously.



SHELTON ACADEMY

D.I.V.E.: Diving into Marine Biology

Shelton Academy & Preschool is a private school located in Miami (Florida), whose educational offer includes Preschool, Kindergarten, Lower and Upper Academy stages. In March 2019, it signed an advisory agreement with Arenales Educational Network. One of its most recognized educational projects is D.I.V.E. (Discover, Imagine, Venture and Explore). It is a unique experience in marine biology and life sciences. The goal of the program is to achieve academic excellence through experiential learning. To enhance the curriculum taught at Shelton, students participate in weekly hands-on study sessions that apply the scientific techniques of the marine science learning process.

SANTO ÁNGEL DE LA GUARDA

Service-learning: the educational dimension of service

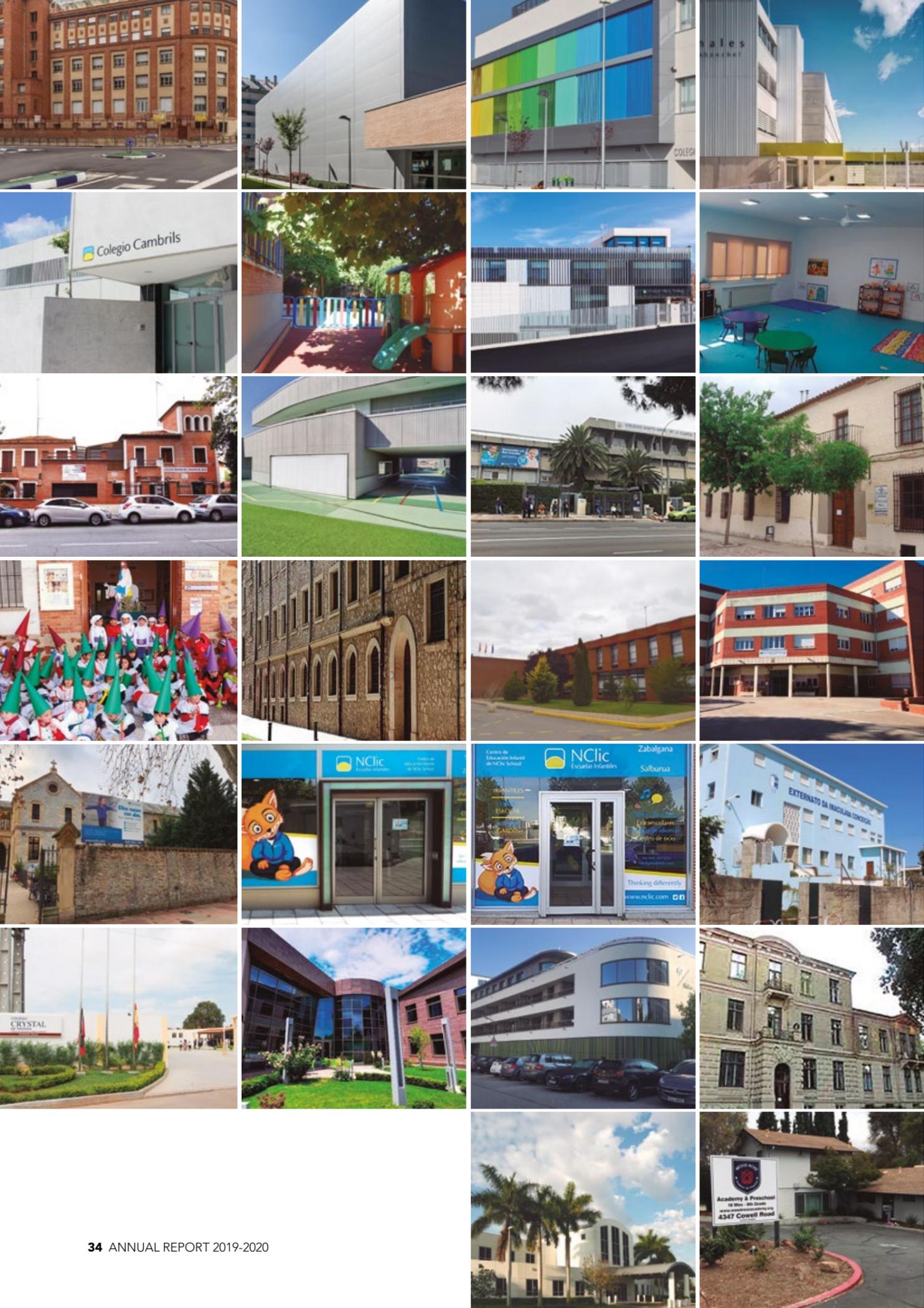
Leading their own learning: this is the reason for this methodology. Service-learning allows students to combine the learning of curricular content and the competencies of specific subjects with the performance of service tasks for society. In this way, students achieve meaningful learning and puts it into practice in their community. During October and December 2019, secondary education students developed an advertising campaign to the Great Food Collection of the Food Bank. From language to economics and plastic arts, they worked on the development of advertising slogans. This way, learning acquires a civic sense, service becomes a workshop of values and knowledge, and students become agents of change.



WOOD ROSE ACADEMY

Models to understand history

The primary school students at Wood Rose (San Francisco) have been working this year to build models of the different missions in the United States. These are settlements where missionaries from different religious orders lived and worked to convert Native Americans to Catholicism. The students had to gather information about the different Missions such as that of San Carlos Borromeo de Carmelo, San Luis Obispo, La Santa Cruz... and thus understand, through history, religion and architecture, the mark left by the missionaries in states such as California, Florida, Texas or New Mexico.



9. DIRECTORY

ARAGON

	PRESCHOOL	PRIMARY SCHOOL	SECONDARY SCHOOL	HIGH SCHOOL	SOCIAL NETWORKS	
COLEGIO LA PURÍSIMA Y SANTOS MÁRTIRES City: Teruel Calle Goya, 5 44001 (Teruel) www.colegiolapurisimatruel.es Foundation year: 1889. Se asocia a la Red en el año 2018.	●	●	●			

MADRID

COLEGIO ALBORADA City: Alcalá de Henares (Madrid) C/ Alejo Carpentier 27. 28806 Alcalá de Henares (Madrid) www.colegioalborada.es Foundation year: 2009	●	●	●	●			
COLEGIO ARENALES ARROYOMOLINOS City: Arroyomolinos (Madrid) Calle La Guardia, 1. 28939 Arroyomolinos (Madrid) www.arroyomolinos.colegioarenales.es Foundation year: 2010	●	●	●	●			
COLEGIO ARENALES CARABANCHEL City: Madrid - Barrio Carabanchel Avenida de los Poblados, 151. 28025 - Madrid www.carabanchel.colegioarenales.es Foundation year: 2012	●	●	●	●			
COLEGIO CAMBRILS City: Madrid - Barrio Carabanchel Calle Cazalegas, 1. 28025 Madrid www.colegiocambriels.es Foundation year: 1984. Se asocia a la Red en el año 2014.					Kindergarten (3-6 years), Basic compulsory education (EBO) Transition to adulthood program.		
ESCUELA INFANTIL LA INMACULADA City: Móstoles - Madrid Dirección: Calle de la Malvarrosa, 6. 28937 Móstoles. (Madrid) www.escuelainfantilainmaculada.es Joined the Network in 2018.	●						
COLEGIO MARÍA TERESA City: Alcobendas - Madrid Calle de María Teresa, 2. 28100 Alcobendas (Madrid) www.colegiomariateresa.es Foundation year: 2013	●	●	●	●			
ESCUELA INFANTIL PEÑAS ALBAS City: Villalbilla - Madrid Dirección: C/ Grecia, 4 Villalbilla (Madrid) www.escuelainfantilpenasalbas.es Joined the Network in 2018.	●						
COLEGIO REINADO DEL CORAZÓN DE JESÚS City: Madrid Calle Wafia, 21 28007 (Madrid) www.colegioreinadomadrid.es Joined the Network in 2019.	●	●	●	●			

9. DIRECTORY

MADRID

	PRESCHOOL	PRIMARY SCHOOL	SECONDARY SCHOOL	HIGH SCHOOL	SOCIAL NETWORKS	
COLEGIO SANTA MÓNICA City: Rivas-Vaciamadrid - Madrid Calle de las Trece Rosas, 3. 28523 Rivas-Vaciamadrid (Madrid) www.colegiosantamonica.es Foundation year: 2014.	●	●	●		   	
COLEGIO SANTO ÁNGEL DE LA GUARDA City: Barrio San Blas - Canillejas (Madrid) Calle de Alcalá, 587 (Madrid) www.colegiosantoangelmadrid.es Foundation year: 1966. Se asocia a la Red en el año 2019.	●	●	●		   	

CASTILLA-LA MANCHA

COLEGIO LA INMACULADA City: Santa Cruz de Mudela - Ciudad Real Av. Pío XII, 10. 13730 Santa Cruz de Mudela (Ciudad Real) www.colegioinmaculadasantacruz.es Joined the Network in 2018.	●	●			 	
COLEGIO LA MERCED City: Miguelturra (Ciudad Real) Plaza de la Virgen, 25. 13170 Miguelturra (Ciudad Real) www.colegiomercedmiguelturra.com Joined the Network in 2018.	●	●	●		   	

CASTILLA Y LEÓN

COLEGIO INTERNACIONAL CAMPOLARA City: Burgos Avenida de Palencia, 3. 09001 (Burgos) www.campolara.com Joined the Network in 2018.	●	●	●	●	 	
COLEGIO PEÑACORADA City: León Calle Bandonilla, 32 24009 León (España) www.colegiopenacorada.es Joined the Network in 2016.	●	●	●	●	    	

CATALUÑA

COL·LEGI NOSTRA SENYORA DE MONTSERRAT City: Parets del Vallés - Barcelona Carrer de Sant Gaietà, 10. 08150 (Barcelona) www.nsmontserrat.com Joined the Network in 2018.	●	●	●		   	
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BASQUE COUNTRY

COLEGIO NCLIC City: Vitoria-Gasteiz Paseo de la universidad, 15 01006 (Vitoria-Gasteiz) www.nclic.com Joined the Network in 2018.	●	●			    	
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9. DIRECTORY

BASQUE COUNTRY

	PRESCHOOL	PRIMARY SCHOOL	SECONDARY SCHOOL	HIGH SCHOOL	SOCIAL NETWORKS	
ESCUELA INFANTIL NCLIC ZABALGANA City: Vitoria - Gasteiz Avda. Naciones Unidas, 5-7. 01005 Vitoria-Gasteiz (Álava) www.ncliczabalgana.es Joined the Network in 2018.	●				 	
ESCUELA INFANTIL NCLIC SALBURUA City: Vitoria - Gasteiz Calle Varsovia, 1. Vitoria-Gasteiz (Álava) www.nclicsalburua.es Joined the Network in 2018.	●				 	

OTHER COUNTRIES

COLÉGIO EXTERNATO IMACULADA CONCEIÇÃO City: Maia - Oporto - Portugal Rua do Calvário, 307 Gueifães 4470-028 (Maia) www.colegioimaculadaconceicaomaia.com Joined the Network in 2018.	●	●			 		
COLÉGIO CRYSTAL DE TALATONA City: Luanda - Angola Rua Al Zona DR Talatona Luanda Sul. www.colegiocrystalatlatona.com Joined the Network in 2019.	●	●			 		
COLEGIO ESPAÑOL REINA SOFIA City: Sofia - Bulgaria ул. „5006-та“ №2 НПЗ „Искър“ София 1528 (бул. „Искърско шосе“) www.ispanskouchilishte.com Joined the Network in 2019.	●	●			   		
ESCUELA INFANTIL KITA ZUGSPITZE City: Munich - Germany Flößergasse 5 A - 81369 München (Sendling) www.kita-zugspitze.de Foundation year: 2017.	●						
RĪGAS KATOĻU ĢIMNĀZIJAS City: Riga - Latvia O. Vācieša iela 6, Rīga, LV-1004 www.rkgimnazija.lv Joined the Network in 2018.	●	●	●				
SHELTON ACADEMY City: Florida - USA 11300 NW 41st St., Doral, FL 33178 www.sheltonacademyschools.com Joined the Network in 2019.					Pre-School Kindergarten Lower Upper Academy	  	
WOOD ROSE ACADEMY City: California - USA Wood Rose Academy 4347 Cowell Road Concord CA 94518 www.woodroseacademy.org Joined the Network in 2016.	●	●	●		     		



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