



2019 Newsletter

From success  
in the past  
to hope  
in the future

A celebration of 25 years

**PACK mission statement:**  
to ensure thorough intellectual and emotional growth

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## Newsletter 2019 - Jubilee 25 years

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# School profile



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Founder Director Principal:  
Professor Jerzy Waligóra

School type: coeducational  
Age range of pupils: 6-18  
No. Of pupils enrolled as at 01/09/2019: 830  
Average class size: 15-20  
Teacher / pupil ratio: 1:5

PACK belongs to the group of most rapidly developing non-public schools in Kraków imparting holistic education to the students for over a period of 25 years.

The first school to open within the branches of Prywatne Akademickie Centrum Kształcenia (PACK) was VIII Prywatne Akademickie Liceum Ogólnokształcące, instituted in the year 1993. Afterwards, all the sister schools such as Friderick Chopin Private Academic Middle School (1999), Academos Private Primary School (2008), International Baccalaureate World School 006265 (2012), World Around Intercultural Middle School (2015), and World Around Intercultural Primary School (2015) began operating.

The vision of the Founder Director Principal Professor Jerzy Waligóra, is to ensure thorough intellectual and emotional growth. PACK aims toward academic excellence in order to educate and enable the youth leaders to be men and

women of character who pursue their individual passions with the help of internationally recognized and innovative academic, and co-curricular programme. Thereby, becoming valued representatives of their local, national, and international communities.

For several years the school has taken the leading place in the All-Polish Secondary Schools League Tables compiled and published by „Perspektywy”, „Rzeczpospolita” and „Gazeta Wyborcza”. It has been ranked among the first five school between the years 2015 to current year 2019 in the Małopolska region.

The academic programme benefits because of the teaching staff of the school, who are also academicians at Kraków universities, thus guaranteeing high standards of scholastic support.

The school offers the National Polish Curriculum for students of the primary and senior section. The

International Baccalaureate Diploma Programme welcomes students from diverse nationalities.

Learning from life is an integral part of the curriculum. The school provides international, educational and cultural opportunities through community service projects, exchange programmes and international engagements. Each year students participate in the Exchange Programme with India, Nepal, the USA, Norway and Germany. They also collaborate and participate in International Summits, International Model United Nations Symposiums and International Competitive Events. The School has also been accredited as UNESCO Associated School. The students participate in various global projects promoting peace and international understanding.

PACK's model of educational excellence and co-scholastic engagement enables and encourages its students to learn and discover and be mindful citizens of this millennium.





# Jubilee

**Professor Jerzy Waligóra**  
Founder Director Principal of PACK



The beginning was not easy, and even now we should not rest on our laurels, although – to be completely fair – we have had quite a lot of successes already. More than 25 years ago, on 1 September 1993, our high school came into being. At first it was known as Private High School No. 8 (VIII Prywatne Liceum Ogólnokształcące). Later it was named Private Academic High School No.8 (VIII Prywatne Akademickie Liceum Ogólnokształcące). Our school was brought to life by the academic community of the then National Higher Teacher Training College (Wyższa Szkoła Pedagogiczna). This enabled academic staff, to both train future teachers and to stay in direct contact with a contemporary school, be very close to students and know their expectations or problems. Private schools, having a certain level of flexibility regarding their organisation and the curriculum, created the opportunity to check various educational concepts and ideas. All of these could later be verified and modified in order to be released via methodological publications of the teachers working for a university, not only at the National Higher Teacher Training College (now Pedagogical University of Cracow), but also some other higher education establishments of Cracow (including University of Science and Technology or Jagiellonian University).

25 years operation may not seem a lot for a school, especially if one thinks of a historic city such as Cracow, where some of the high schools have existed for over several hundred years. However, it is enough for a new school, to prove its quality by enlarging its offer, improving teaching methods and competing in the educational market. It has been necessary to re-adjust due to continuously changing provisions regarding education as well as serious reforms of the Polish schooling system. One such example is the 1999 implementation of a new type of

school – middle school (gimnazjum) which also resulted in creating a shorter, three year high school. This is why we decided to open a new school, Private Academic Middle School No. 6 (Prywatne Gimnazjum Akademickie nr 6), later given the name of Frederick Chopin. At the moment, owing to further educational reforms, it is with deep regret that we are forced to close our Middle School (nota bene, with a lot of successful achievements) and the education in high school will once again, last four years.

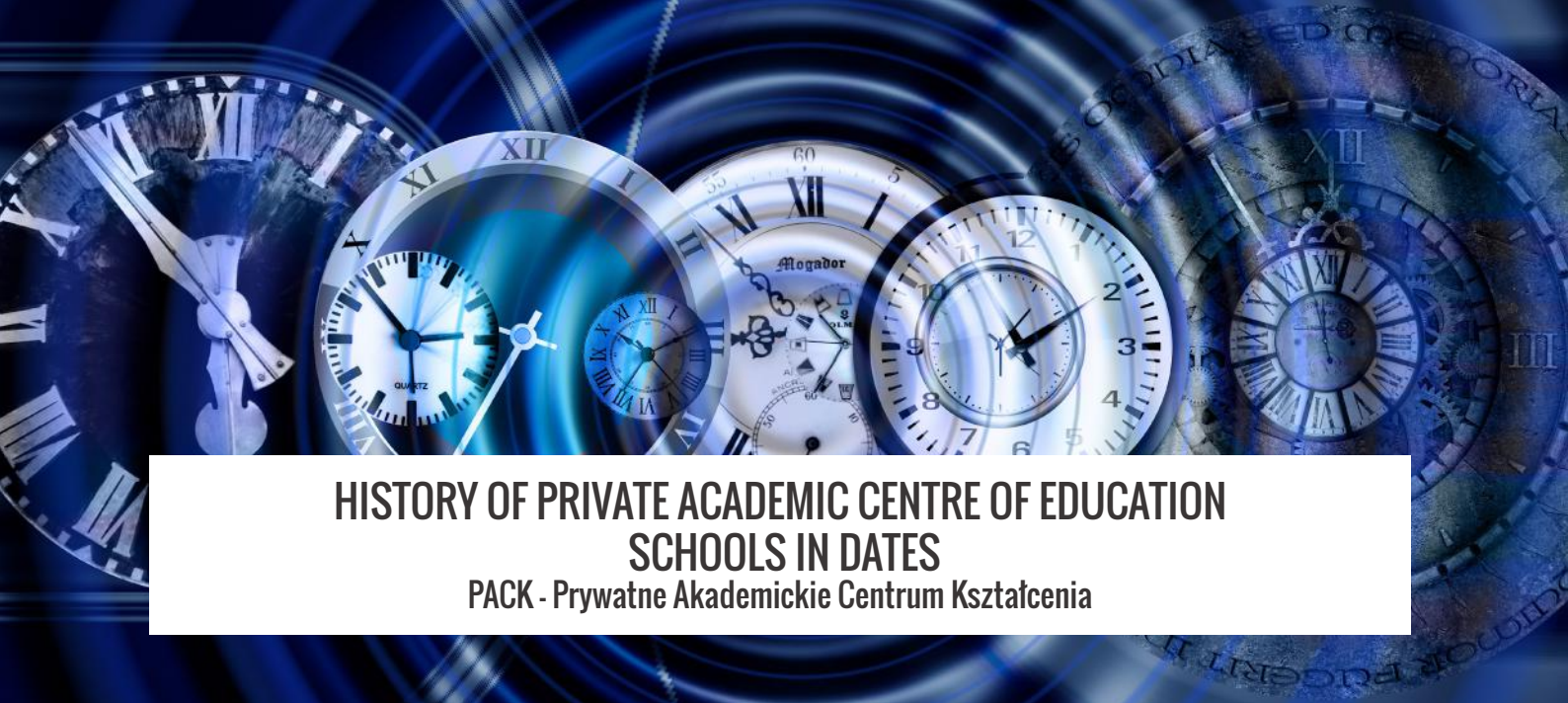
Middle School is not the only one for which Private High School No. 8 (today Private Academic High School No.8) served as a parent institution. Two schools for adults were created but no longer exist. These were Private High School for Adults which opened in 1995 and Private Post-Secondary Vocational College which followed in 1997. Further in time, primary schools were opened, which are still developing. Private Primary School „Academos”(named after E. Niziurski) opened in 2009 followed by the World Around Intercultural Primary School in 2015. All of the above-mentioned institutions became part of the Private Academic Center of Education (Prywatne Akademickie Centrum Kształcenia).

A lot of effort and creativity is needed when operating in a competitive educational market. Private schools balance conflicting expectations. They seek excellence through results whilst investing in providing ongoing help and support for the teenagers who need it. It should be noted that private schools are able to satisfy these competing needs. Such schools co-exist as part of the Private Academic Center of Education. The eldest one, Private Academic High School No. 8, was ranked highly on many occasions. This is mentioned in this issue of our Newsletter in the article entitled Short History of the Private Academic Center

of Education Schools. During the past 25 years our high school has managed to help students with certain learning difficulties, such as Asperger's syndrome, so that they were able to successfully graduate and pass their final exams. This example is followed in our younger schools, where a child in need is never left alone. This would be impossible if not for the professional psychological support and many knowledgeable teachers. They understand their position as administrators of the curriculum who maintain high educational results whilst referring to our schools' mission. They also see themselves as leaders and partners who take part in the broad intellectual and emotional development of an individual. In this regard, our teachers' provide support equally to those students in need and those of outstanding ability. Evidence is provided by the success of talented individuals, at various levels, and types of subject competitions.

It is without doubt that the leading role in the upbringing process is held by the family, yet the school cannot stay excluded from it. Charity work is an essential part of our school's educational activity when by working for the common good, the young are taught sensibility, empathy, openness to others as well as tolerance. These are values which we cannot stress enough. Similar attitudes may be shaped during our international exchanges which our schools are well-known for.

Last but not least, it is my wish not only to say thank you to the teachers for their efforts and to parents for a fruitful cooperation; but also to share a dream of a continuous creative development of Private Academic Center of Education Schools for the teachers', students' and parents' satisfaction. Ad multos annos!



## HISTORY OF PRIVATE ACADEMIC CENTRE OF EDUCATION SCHOOLS IN DATES

PACK - Prywatne Akademickie Centrum Kształcenia

01.09.1993

Private High School no. 8 (VIII PLO) was founded at 5 Studencka Street in Kraków.

03.1995

Educational cooperation with Johanneum Middle School in Luneburg, Germany was started.

01.09.1995

Private High School no. 1 for Adults was founded.

01.09.1997

Private Post-Secondary Vocational College "Graduate" was founded.

27.10.1997

The schools moved to new premises at 45 Karmelicka Street.

04.1999

VIII PLO made its first appearance in Gazeta Wyborcza high school rankings and it took the eleventh place.

05.05.1999

5th Student Panel on "Lesser Poland in the era of Renaissance" took place under the patronage of Ryszard Masłowski, the governor of Lesser Poland. The event was organised at the Main Market Square, which made it a big outdoor happening.

01.09.1999

Private Academic Middle School no. 6 (PGA nr 6) was founded.

16.04.2000

Delegation of students from VIII PLO and PGA nr 6 was granted a private audience with His Holiness Pope John Paul II.

18 – 23.09.2000

Students of VIII PLO participated in an international science camp in Johanneum Middle School in Luneburg, Germany as a part of a Comenius project on "Water Joins, Water Separates". Students visited World Expo 2000 in Hannover, Germany.

16.03.2002

The ceremony of granting the name of Frederick Chopin to PGA nr 6 under the honourable patronage of Teresa Starmach, the deputy mayor of Krakow, Jerzy Lackowski, the Superintendent of Schools in Lesser Poland, and Grzegorz Michalski, the director of the NIFC Frederick Chopin National Institute.

01.11.2002

Private Academic Educational Center (PACK) was founded as a civil law partnership joining all schools run by the Waligóra family.

23.11.2002

the 10th anniversary of PALO was celebrated with official presentation of a new school banner.

08.06.2004

VIII PLO changed its name to Private Academic High School no. 8 (VIII PALO)

04.2005

VIII PALO was placed fifth in a high school ranking run by Gazeta Wyborcza.

29.11.2005 - 07.11.2014

ISO 9001:2009 standard for Quality Management System certification was granted to all PACK schools by Polish Centre for Testing and Certification.

01.2006

VIII PALO was placed second in Lesser Poland high schools ranking run by the Perspektywy Foundation.

04.2006

VIII PALO was placed second in high schools ranking run by Gazeta Wyborcza.

01.2007

VIII PALO was placed fourth in Lesser Poland high schools ranking run by the Perspektywy Foundation.

01.2008

VIII PALO was placed ninth in Lesser Poland high schools ranking run by the Perspektywy Foundation.

01.09.2009

Academos Private Primary School was founded.

01.2010

VIII PALO was placed fifth in Lesser Poland high schools ranking run by the Perspektywy Foundation

26.03.2010

the ceremony of handing over the school banner to the Frederic Chopin Private Academic Middle School no. 6.

20.01.2011

VIII PALO was accredited a certification of International Baccalaureate Organization and licensed to run international classes with Diploma Programme by the Ministry of Education of Poland (the decision issued on 11.07.2011).



01.2013

VIII PALO was placed seventh in Lesser Poland high schools ranking run by the Perspektywy Foundation.

04. 03. 2013

the 20th anniversary of PALO was celebrated with honorable guests of Aleksander Palczewski, the Superintendent of Schools in Lesser Poland, and Teresa Starmach, the former deputy mayor of Krakow. The letter decorated the school with Polonia Minor Medal granted by the Lesser Poland Regional Assembly as a token of appreciation for the school's educational advancements in the region and the work for the region and its people.

04.2013

VIII PALO was placed third in high schools ranking run by Gazeta Wyborcza.

2013

the anthology of students' literary works entitled "The Modern Prose for the 20th Anniversary of Academic High School no. 8" edited by Bartłomiej Adler.

01.2014

VIII PALO was placed ninth in Lesser Poland high schools ranking run by the Perspektywy Foundation.

02.10. 2014

a certificate of International School Award of Full Accreditation for years of 2014-2017 was granted to VIII PALO by British Council.

03. 2014

VIII PALO started educational cooperation with Gjovik Videregaende Skole, Norway. The Polish - Norwegian exchange has been dedicated to IB diploma aims.

29.05.2014

VIII PALO started educational cooperation with Delhi Public School Gurgaon in India.

05. 11.2014

the celebration of the 5th anniversary of Academos Private Primary School and granting the name of Edmund Niziurski to the school. The ceremony was held with honourable participation of the Niziurski family as well as Tadeusz Matusz, the deputy mayor of Kraków and Aleksander Palczewski, the Superintendent of Schools in Lesser Poland. The new school banner was handed over.

06-16.12.2014

VIII PALO started educational cooperation with Pompano Beach High School, the USA and the delegation of students of VIII PALO participated in International Summit there.

01.2015

VIII PALO was placed fifth in Lesser Poland high schools ranking run by the Perspektywy Foundation.

27.03.2015

VIII PALO was placed first in the so-called educational value-added ranking of high schools run by Gazeta Wyborcza and Dziennik Polski.

04.2015

VIII PALO was placed fifth in a high school ranking run by Gazeta Wyborcza.

01.09.2015

World Around Intercultural Middle School was founded.

01.09.2015

World Around Intercultural Primary School was founded. The school has offered comprehensive intercultural educational programme with bilingual classes held in English and in Polish. The school has become an examination centre for Edexcel International GCSEs by Pearson.

2016

The publishing of "The School Theatre of Interaction. From Idea to Play" by Piotr Kołodziej, Janusz Waligóra and Jerzy Waligóra. The book that includes methodological and theatrical commentary is an anthology of dramas written for and performed by students of PACK on various occasions and celebrations.

19.09.2016

PACK schools became members of UNESCO Associated Schools Network.

27.03.2017

a delegation of students from VIII PALO won the prestigious 14th Oxford-style Debating Competition "The School of Debate". Marek Kołodziejczyk, one of our debating students, was granted the title of the Best Speaker.

2017

Karol Dudek-Różycki, PhD was voted Kraków's Top Notch Post-Secondary Teacher (Nauczyciel na Medal) in the contest held by the Gazeta Krakowska daily.

25.08.2018

VIII PALO's team, led by Karol Dudek-Różycki, PhD and Mateusz Jabłoński, MA, came third in the International Chemistry Tournament in Moscow.

17.11.2018

VIII PALO was placed second in an educational value-added ranking of high schools run by Gazeta Wyborcza and Dziennik Polski.

01.2019

VIII PALO was placed fifth in Lesser Poland and third in Kraków in a high schools ranking run by the Perspektywy Foundation. The ranking included only the high schools whose students were laureates and finalists of national school subject competitions.





# A Short History

## of the Private Academic Center of Education

Mr. Piotr Kołodziej, PhD, teacher of Polish language

It was the year 1993. Beyond our southern border, a country vanished and in its place rose two new ones: Czech Republic and Slovakia. A weapons convention was signed in Paris, outlawing chemical weapons. The Treaty of Maastricht was signed on the 1st of November and through it, the European Union was born. Across the ocean, Bill Clinton was selected the 42nd President of the US. Meanwhile in Cuba, Fidel Castro announced the abolishment of the law barring anyone from holding American dollars. In the same year, Nelson Mandela was awarded the Nobel Peace Prize. Also, supernova SN 1993J was discovered in the Bode galaxy, located within the Great Bear constellation.

At the same time, Poland was going through a transitional period after getting rid of communism four years prior. Big changes were occurring. For the first time since World War II, the Soviet occupying forces left the country. In Poland's former capital, Krakow, a young and dynamic professor, Jerzy Waligóra was determined to open his own school. Utilizing his knowledge of pedagogy and being a visionary of his time, Jerzy opened VIII Prywatne Akademickie Liceum Ogólnokształcące (Private Academic High School No. 8). Opening such a school breathed new life into the sphere of Polish education. Our high school, as can be read on the school's website, was created out of a necessity to have an alternative from the mundane and creativity-stumping system of public schools at the time.

From the start, our school worked against being held powerless and the dumbing down of education. We did not want to be restricted by formal limitations and bureaucracy which make it next to impossible to see the value of another human being. It was not easy to formulate educational goals, specifically at the beginning of opening a new school.

There was not even a chair yet! There was

nothing but sheer determination, and Jerzy had to serve as a school director, curriculum manager, recruiter, Polish teacher, and even custodian.

Today, Jerzy Waligóra is a professor and until recently, vice-rector of the Pedagogical University in Krakow. In addition to opening Private Academic High School No. 8, Mr. Waligóra has also opened Private Academic Middle School no. 6, Private Primary School "Academos", IB World School No. 006265, and World Around Intercultural Primary and Middle Schools. All of the above-mentioned institutions have become part of the Private Academic Center of Education (Prywatne Akademickie Centrum Kształcenia). These schools are unrivaled in a myriad of aspects and they are often regarded and ranked highly. Parents and students from the entire region are delighted that such schools exist where students can excel in a smaller and more demanding environment. Mr. Waligóra is quoted as saying, "Private schools create a sense of academic freedom. This great freedom constitutes, at the same time, a challenge to handle the most important problems in education. Freedom can be also linked with responsibility for proper intellectual and emotional development of students."

Our students are cared for in the widest sense possible, often under the guidance of professors who also teach at the school. Due to this, the term "academic" in our schools' titles is not just a gimmick but it describes teachers' competencies and quality of education. Our curriculum is developed in cooperation with Jagiellonian University, University of Mining, University of Economics, College of Management and Banking, as well as the Higher Institute of European Education.

Our students have great success annually in terms of academic competitions. Many of them have also been sports champions in both winter and summer

seasons. Regarding travels, our students partake in international school exchanges, conferences, and workshops. They have traversed the globe, looking to deepen their understanding of international cultures while growing as an individual. Our students have been to France, Norway, Germany, the Netherlands, USA (Washington DC, Los Angeles, Florida), India, and Nepal. In the coming year, we will be conducting a student exchange program with a new destination: the Republic of South Africa. Students that have graduated from our schools have become lawyers, doctors, architects, even commercial jet pilots.

Amongst them are also artists, painters, musicians, and actors. The artistic aspect should not be a surprise, as the School Interactive Theater has been an integral part of our school. The school has not only showcased many exhibits and performances on our school's premises, but also across the city of Krakow such as the auditorium of the Pedagogical University, Mikro Theater, Groteska Theater, and even the historical Market Square. The School Interactive Theater also has writers who produce beautiful pieces of literature mainly created for school events. There is even a published anthology of these texts with an introduction by the teachers from our school dr. Piotr Kołodziej and dr. Janusz Waligóra and a commentary by prof. Jerzy Waligóra, who is a well-known literature and theater expert (Szkolny teatr interakcji. Od pomysłu do przedstawienia, Kraków 2016).

In the anthology there is a legend about Queen Jadwiga, who was behind the restoration of one of the oldest universities in the world. 600 years ago the monarch had a premonition that along with the universities in Krakow, a private school called the Private Academic Center of Education (Prywatne Akademickie Centrum Kształcenia) would be created. After the fall of communism, in the year 1993, her premonition became a reality.



# Our Olympiad Champions

## YEAR 1999

**KATARZYNA HORAČEK**

finalist of the 22nd edition of Olympiad of the German Language

## YEAR 2004

**SABINA IMBURSKA**

laureate of the 14th Olympiad of Catholic Theology

**ŁUKASZ WALTER**

laureate of the 8th Olympiad of Knowledge of the European Union

**ŁUKASZ WALTER**

finalist of the 8th Olympiad of Knowledge of the European Union

## YEAR 2005

**SABINA IMBURSKA**

finalist of the 35th Olympiad of the Polish Language

**ŁUKASZ WALTER**

laureate of the national Olympiad of Knowledge of the European Union

**ŁUKASZ WALTER**

finalist of the 9th Olympiad of Knowledge of the European Union

## YEAR 2006

**JOANNA SUROWIEC**

finalist of the 37th Olympiad of the Russian Language

**DANIEL ZATORSKI**

finalist of the 30th Olympiad of the English Language

## YEAR 2008

**ANNA ŚMIAŁEK**

finalist of the 31st Olympiad of the French Language

## YEAR 2009

**JANINA ROCHOŃ**

laureate of the 32nd Olympiad of the German Language

## YEAR 2011

**ANTONI STANEK**

finalist of the 35th Olympiad of the English Language

## YEAR 2012

**WERONIKA KIEBZAK**

laureate of the 35th Olympiad of the French Language

**ANTONI STANEK**

finalist of the 36th Olympiad of the English Language

## YEAR 2014

**MAJA PIECZKA**

finalist of the 37th Olympiad of the French Language

**MIYUKI TATSUMI**

finalist of the 38th Olympiad of the English Language

## YEAR 2015

**MAJA PIECZKA**

finalist of the 38th Olympiad of the French Language

**MARTA TOPÓR**

finalist of the 33rd Olympiad of the Latin Language

## YEAR 2016

**MARTA TOPÓR**

laureate of the 34rd Olympiad of the Latin Language

## YEAR 2017

**KATARZYNA FRĄCZEK**

finalist of the 41st Olympiad of the English Language

**ILIA SMYRNOW**

laureate of the 38th Olympiad of the Russian Language

## YEAR 2018

**DOROTA BOJARSKA**

finalist of the 42nd Olympiad of Art

**KATERYNA FURINA**

finalist of the 49th Olympiad of the Russian Language

**PAWEŁ GRACZAK**

finalist of the 48th Olympiad of the Polish Language

**SEBASTIAN MACIAŚ**

finalist of the 20th Olympiad of Knowledge of Law

**SEBASTIAN MACIAŚ**

finalist of the national Olympiad of the State and Law

**YEVA RYBINA**

laureate of the 49th Olympiad of the Russian Language

## YEAR 2019

**ŁUCJA CZORT**

finalist of the Olympiad of Mathematic Linguistics

**SEBASTIAN MACIAŚ**

finalist of the national Olympiad of the State and Law



# The IB Diploma Programme in our school

Ms. Ewa Dudek, Deputy Head, IBDP Coordinator

*'If you are not moving forward,  
you are moving backward'*

The quotation above is often referred to by the headmaster of our school, professor Jerzy Waligóra, when he detects stagnation and inertia. The introduction of the International Baccalaureate Diploma Programme (IB DP) to VIII Prywatne Akademickie Liceum Ogólnokształcące was one of many examples of continuous improvement being introduced in our school.

The IB DP is an internationally recognised and demanding educational programme. In 2010 it was considered the obvious choice to widen our educational programme on offer and to develop more inquiring, knowledgeable and caring young people. The foundations of this programme were largely already in place in our school. These consisted of a wide network of international contacts; a clear focus on academic achievement; an environment where constructive feedback is valued and an appreciation of the role of voluntary work and service in young people's development.

We are in the 8th year of the IB DP in our school, long enough to reflect on this short yet rewarding time. The IB DP teaches students and teachers many things including being straight with facts, honest with assessments, cautious in conclusions and open to reflection on one's development. As the coordinator of this programme I report the key facts.

During the eight years of the IB DP being taught in VIII PALO:

- 118 students have taken their final exams (including 34 of this year's graduates),
- 98% of those whose results are known have been awarded the IB Diploma,
- the average total result has increased by 4 points,
- the average subject grade has increased by 0,56
- nearly 10% of the graduates have achieved 40 or more (out of 45) points on their diploma.

In September 2011 we offered 11 subjects in 5 groups, while in 2019 our students could choose from the following 19 subjects in all six groups:

- Group 1: Literature: Polish, English SL/HL  
Group 2: English B HL, German, Spanish, French (ab initio or B HL/SL)  
Group 3: History SL/HL, Geography SL/HL, Psychology SL/HL, Economics SL/HL,

Business Management SL/HL

Group 4: Biology SL/HL, Chemistry SL/HL, Physics SL/HL, Sports, Exercise and Health Science SL, Computer Science SL

Group 5: Mathematics: analysis and approaches SL/HL, Mathematics: applications and interpretations SL/HL

Group 6: Visual Arts SL/HL

Our experienced teaching staff have identified areas we need to focus on to further in developing the IB DP programme. This short overview may not be the most appropriate place to examine shortcomings but it is important to highlight that we are constantly reviewing areas for improvement.

Such examples include the need to further improve teacher/student interaction, writing skills, structuring presentations, improving critical thinking, restructuring our CAS system, promoting reflection, identification of developmental needs and improving formative assessment methods. I hope others will share my view that both the achievements and the challenges contribute to the diversity of our role.

Although eight years is a short time in which to formulate unbiased general statements, we have seen improvements in results and an increase in the number of students eager to take on the challenges of the IB DP. On a daily basis, we see our students develop and reach their potential as they work through the IB DP programme. But we also witness their growing openness to what the world has to offer both academically and socially. We will continue to do all we can to provide a springboard for our students to achieve success in their lives. I conclude with this reflective and positive note.

<sup>1</sup> According to some sources, this saying can be assigned to a variety of authors, from J. W. Goethe to M. Gorbachev, whereas other sources treat it as an example of popular wisdom.

## The IB Learner Profile

Inquisitive  
Knowledgeable  
Discerning  
Communicative  
Principled  
Open-Minded  
Caring  
Adventurous  
Balanced  
Reflective





# Prywatne Gimnazjum Akademickie nr 6 im. Fryderyka Chopina (Fryderyk Chopin Private Middle School No. 6)

Mr. Tadeusz Borucki, PhD, Deputy Head

Principal of Prywatne Akademickie Gimnazjum nr 6 im. Fryderyka Chopina in the years of 1999-2005.

When reflecting on the 25th jubilee of Private Academic High School No. 8, in Kraków (VIII Prywatne Akademickie Liceum Ogólnokształcące), one should mention Frederick Chopin Private Academic Middle School No. 6 (Prywatne Gimnazjum Akademickie nr 6 im. Fryderyka Chopina). The latter started operating six years later, on 1st September 1999, as a result of the education reform in Poland.

From the beginning, Private Academic Middle School No. 6 built on the experience gained by Private Academic High School No. 8. Most of the teaching staff were able to transfer their knowledge and best practices to those in Private Academic Middle School No. 6. An example to highlight this is the student panel during which students present educational projects they have worked on in small groups throughout the school year, the topic being chosen at the beginning of the school year. Furthermore, both junior and senior high school students have participated in joint camps and orientation retreats that take place before the beginning of the school year. In addition, both junior and senior high school students have gone on trips abroad. The first combined trip was to Italy and took place in 2000. During our stay in Rome we received an audience with Polish Pope John Paul II. Gradually, our junior high school students became involved in numerous international exchanges, originally intended for our senior high school students, to such countries as: the United States, the Netherlands, Germany, France, India and Nepal. Moreover, both our junior and senior high school students made quite a team during the educational programme, Comenius, bringing together students from seven European countries.

In the first academic year of Private Academic Middle School No. 6, 14 students enrolled in the school and gradually this number increased every year. It suffices to say that in the last year of the school's activity, there were as many as 92 graduates. In total in 20 years of the school's life 780 students received education in the Private Academic Middle School No. 6. Many of them went on to become laureates of numerous competitions and Olympiads. Graduates' junior high school examination results attest to the high standards of education in the school. And, despite the fact that these results enabled our students to be accepted by the most prestigious high schools in Kraków, most of our middle school students have decided to continue their education in our Private Academic High School No.

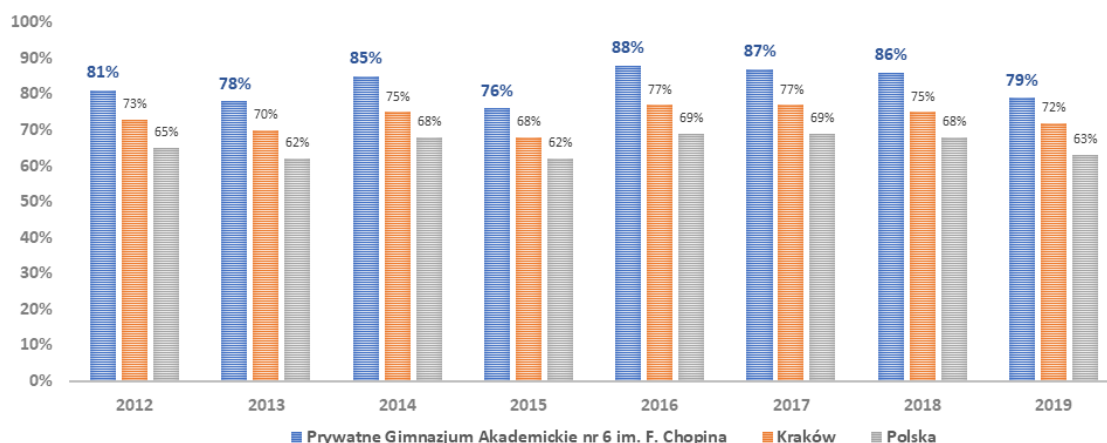
8. In fact approximately half of our secondary school students have come from our middle school. However, even the best statistics do not reflect the fact that many students, who could not settle in huge state schools, have excelled since joining our middle school. They have contributed enormously to our school community thanks to their excellent results, but as importantly they have developed in character and personality. I think we may safely boast that Private Academic Middle School No. 6 has proved itself as an educational force for good and therefore we were considerably disappointed with the decision of the educational authorities to abolish this type of education exactly twenty years after having introduced it.

The dedication ceremony to give the school the name of a renowned pianist and composer Fryderyk Chopin was a very important event in the history of Private Academic Middle School No. 6. When choosing the patron of the school, we were guided by his widespread authority and international renown. None of the students has ever questioned that choice. The dedication ceremony took place on 16th March 2002 in the Concert Hall of the Music Academy in Kraków with the participation of, not only educational and city authorities, but also the Director of the Frederick Chopin National Institute in Warsaw.

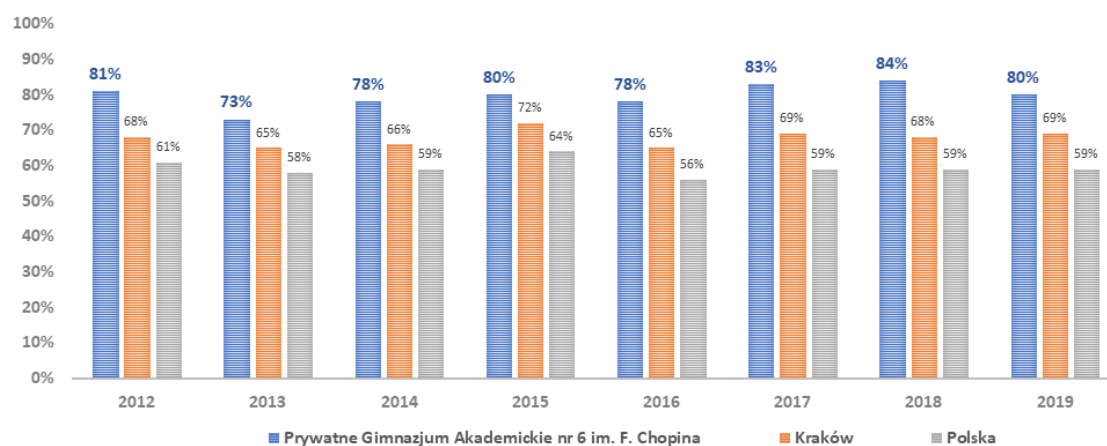
We decided to call our junior high school academic because many teachers employed there were also employees of different universities in Kraków. Our junior high school, in line with the senior high school, worked closely with the universities and our students and used their libraries and laboratories. Another interesting fact about Private Academic Middle School No. 6 is that students published a periodical entitled "Six". The title referred not only to the number of the school but the highest school grade (6 = excellent).

Lastly, it is worth mentioning that a special committee appointed by the school has awarded the most meritorious students of Private Academic Middle School No. 6 a special prize called: Golden and Silver Note (its name referring to the school's patron). The first Golden Note was awarded to the creator of the Private Academic Middle School No. 6 – Professor Jerzy Waligóra – who now celebrates the 25th anniversary of Private Academic High School No. 8. On behalf of our students, graduates and teachers, I would like to take this opportunity to extend to Professor Jerzy Waligóra our best wishes for the years ahead, and for further notable academic achievements.

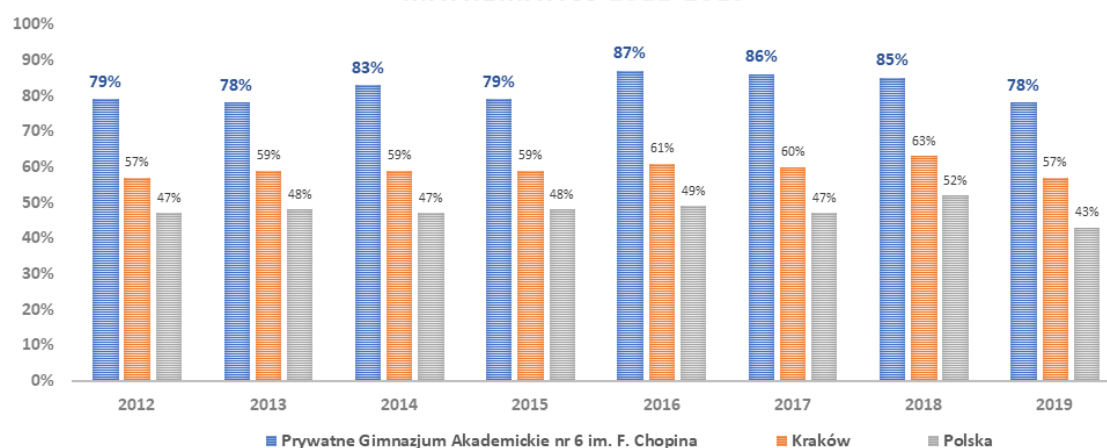
MIDDLE SCHOOL EXAM RESULTS  
POLISH LANGUAGE - 2012-2019



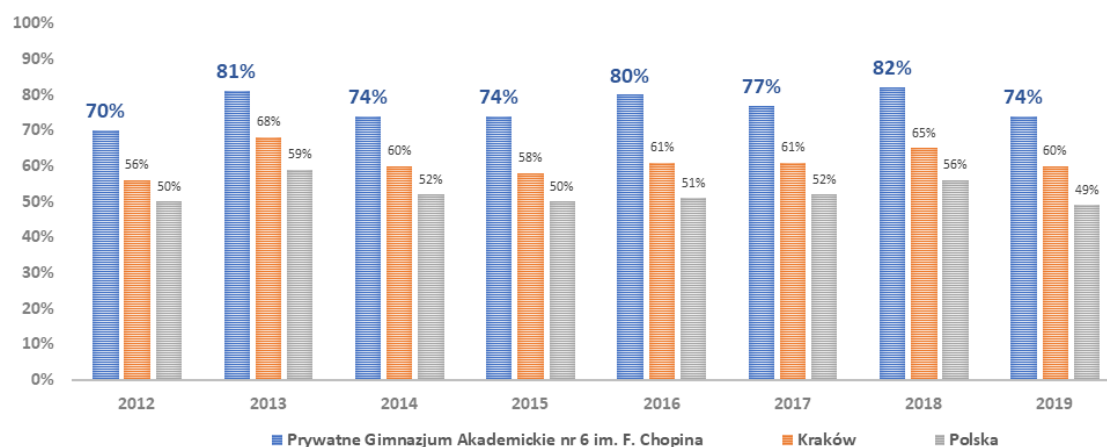
### MIDDLE SCHOOL EXAM RESULTS HISTORY AND CITIZENSHIP 2012-2019



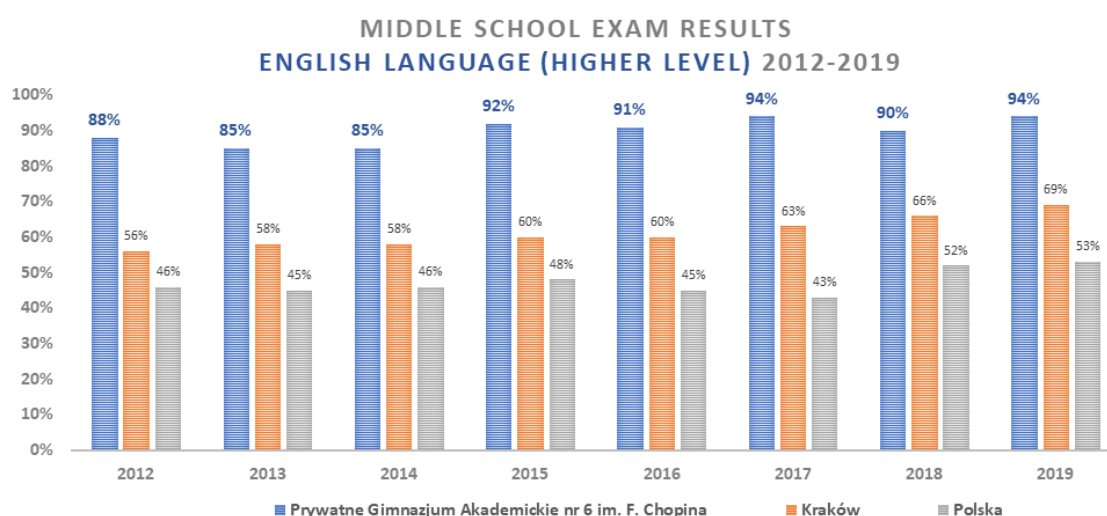
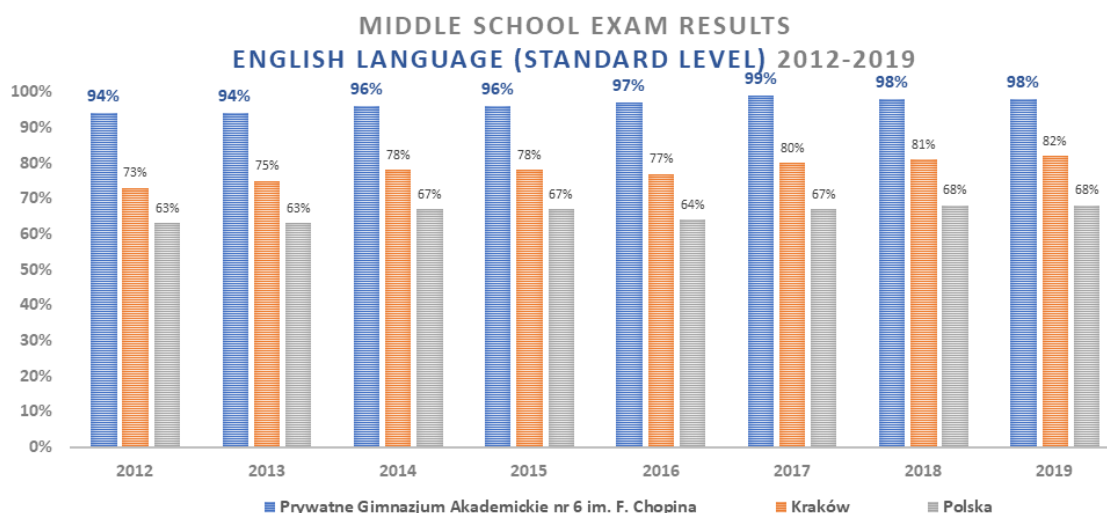
### MIDDLE SCHOOL EXAM RESULTS MATHEMATICS 2012-2019



### MIDDLE SCHOOL EXAM RESULTS NATURAL SCIENCES 2012-2019







Date collection and presentation by Mr.Tomasz Kozicki, maths teacher

## Tutoring as a form of educational work

### Mr. Tadeusz Borucki, PhD, Deputy Head

Since 2016 all students of VIII Prywatne Akademickie Liceum Ogólnokształcące (Private Academic High School No. 8) have participated in the one-to-one development tutoring programme which is conducted by one of the teachers teaching in a given class or group of students. According to the school rules, the class tutors cannot be one-to-one academic tutors of their own form students. Students are assigned to their academic tutors in an arbitrary manner – neither teacher nor student can choose who they work with (apart from exceptional well justified cases). Another requirement is for tutors to gain a similar number of students. Academic tutors have different responsibilities to form tutors. They are available, if required giving opportunities for contact and help.

In our school there are two kinds of mentoring: academic and developmental. In Private Academic High School No. 8 we have decided to provide mainly personalised, developmental support in order to enable students achieve their potential. Tutors provide encouragement, assistance and

guidance on how to develop competencies to successfully navigate the school journey. They help students to become aware of their talents and strengths, as well as the areas for improvement.

The main task of an academic tutor is to meet with students and actively listen to what they have to say. It is crucial for tutors to behave in such a way that their students do not feel judged. In some cases a student may want to talk about some difficult issues and a tutor may be the only person who will ever listen to them. Instead of being judgmental a tutor should assume a role of confidant, a person you can trust with your private thoughts and personal matters. It is vital to create an atmosphere of trust in the tutor-tutee rapport. Students should know that nothing they say to their academic tutors will be passed on to a third party. Confidentiality can only be broken by a tutor should they become aware of a criminal act or a danger to someone's health.

During meetings academic tutors should also help students focus on their unique

qualities. They may include the following questions: what is my life motto; what is my action plan; what is my system of values; how do I want to perfect myself; what goals do I want to attain and why; what holds me back from reaching my goals; what will happen if I am unable to fulfil my aims; what are the resources that I can use to achieve my aims, and what kind of support do I need and from whom?

Our tutors refer to a well-defined system of values when they interact with students. This assists students to make sound decisions about their development and help them follow the right path in our complex world. Our tutors respect students' freedom to make their own choices. They can only highlight consequences of certain decisions.

Whilst our experience of mentoring is relatively short the approach has demonstrated considerable benefit. It is well received by the majority of our students and we plan to further develop this technique to ensure they continue to be well supported.



Workshops at the Global Education Park.  
Photos by Kinga Rupslaukis

## World Around Intercultural Schools

Ms. Katarzyna Sawicka, Intercultural Schools Coordinator

As 2019 marks twenty-five years since the foundation of the 8th Private Academic

This required the school management to reorganize the structure and plan out a new curriculum for WA Intercultural Primary School, which in 2017 became an accredited examination center for Pearson Edexcel International GCSEs, a curriculum implemented in the middle school and culminating in an examination session in May and June 2019, which was organized in accordance with the UK-based Joint Council for Qualifications regulations. Twelve students sat examinations in twelve

VIII PALO or A levels at a different school. One student decided to change her profile and sign up for an art school. We wish them all the best in their future endeavors.

World Around Intercultural Primary School has enjoyed steady growth, as the number of students doubled in 2018/19 from the previous year. In addition to the Polish government curriculum, the school implements the Pearson Edexcel i-Primary Curriculum in Years 1 to 5, which later transitions into i-Lower Secondary Curriculum in Years 6 to 8. It attracts both Polish and international families, which inevitably results in a group of children with mixed ages and abilities in terms of language and general knowledge. Some children



Knitting and sewing after school.

High School (VIII PALO), it seems a perfect occasion to reflect on the four years that have passed since the foundation of our latest branches – World Around Intercultural Middle and Primary Schools – created to offer bilingual education from the earliest stage and to ensure smooth transition into the IB Diploma Program, which has successfully been implemented at our high school.

Following the educational reform of 2016, middle schools have gradually been closed down, and eight-year-long primary schools and four-year-long high schools have replaced the previous three-stage system.

subjects, including Human Biology, English Language, Modern Foreign Languages, English Literature, History, Global Citizenship, Science, and Mathematics, with Katarzyna Sawicka acting as Exams Officer. We are awaiting the examination results, but we are proud to say that all but one of the students have chosen to continue their education at the high school level following an international curriculum, either IB DP at



UNESCO Day – The Natural and Cultural Heritage of Africa.



are bilingual, not necessarily in Polish and English, some speak very basic English and native Polish, while others speak a different



Making mandalas with students from India.

language altogether, coming, for instance, from Brazil, Italy, Spain, the UK or France. Parents' expectations also vary. Some plan to stay in Poland permanently and wish their children to learn not only English but also Polish at a native level. Others will only stay a year or two, so English is definitely the top priority, but they still want their offspring to be able to speak Polish at a rudimentary communicative level.

Thanks to a team of amazing teachers and supporting staff we have been able to create a learning and teaching environment that promotes not only bilingual education but also cultural awareness. To cater for the needs of the former, we have fully integrated the i-Primary Curriculum with

old student from Brazil who started Year 1 in September, speaking only Portuguese. After ten months she now speaks, reads and writes in English and Polish, although it has to be said that she still finds speaking the latter a challenge and will only show her actual abilities with her Polish for Foreigners tutor.

Our second priority rests upon boosting cultural awareness among the largely homogenous Polish society. Our students come from different cultural backgrounds, both English and non-English speaking ones. In addition to having an American and a Korean student as volunteer class assistants, in the course

of the school year we have sought to organize and participate in a variety of events, two of which deserve mention here. As all our schools are a part of the UNESCO Associated Schools Network, every year World Around Primary organizes an event that seeks to focus on UNESCO's mission which "is to contribute to the building of peace, the eradication of poverty, sustainable development and intercultural dialogue

through education, the sciences, culture, communication and information." Concentrating on one of UNESCO's global goals, on June 3rd and 4th we organized African Cultural and Natural Heritage Days. During workshops conducted by Mr Papa Samba Ndiaye from Senegal, students had an opportunity to explore traditional African music and dances, while on the second day they took part in a workshop

organized at Villages of the World – Global Education Park, Krakow, where they learned about economic and social issues that so urgently need to be addressed for African countries to be able to successfully implement the idea of sustainable development.

Two other events deserve at least a brief mention here, each focusing on a

different objective. On May 24th a group of students from Delhi Public School from India visited the children at World Around Primary School as a part of the long-running international exchange program with VIII PALO. Under the watchful eye of Ms. Mamta Kumar, they spent a day with our students teaching them about mandala painting, Bollywood dancing, henna tattoos and other culture related topics. WA children were thrilled to make new friends and are really looking forward to taking part in the student exchange program when they are older. [Photo No. 4 & 5] The other event was the Earth Day, which World Around Primary students dedicated to endangered animal species. The project was a month-long initiative which also included extracurricular activities and self-study. As a result, over the past two months the children have been sewing cotton gloves for koala bears whose paws have been injured in forest fires.



Earth Day performance – We Don't Want Wild Animals to Die Out.

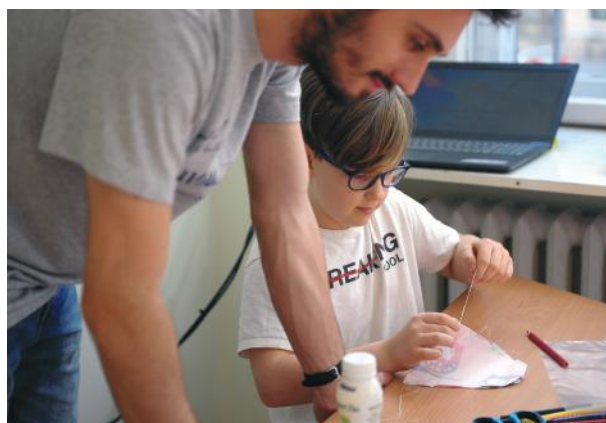
They have written a letter which was sent together with the gloves to the International Fund for Animal Welfare.

In the course of the past twenty-five years an enterprise that began with VIII PALO has developed into an educational institution that offers international education on both primary and secondary levels, withstanding the inevitable turmoil of educational reforms and successfully benefitting from the opportunities it has been given. It is with hope and enthusiasm that we look into the future that lies ahead.



Mrs Mamta Kumar and a WA student.

its Polish counterpart, so much so that they actually reinforce each other rather than causing a hindrance. For example a Science lesson in Polish about, say, states of the matter might be followed by an experiment session in English in which the children actually put their theoretical knowledge into practice. This, of course, requires close cooperation on the part of the teachers, which is greatly facilitated by the small size of groups and there being only one class per year. So far our objective to make the school truly bilingual has proved to be a success, as evidenced by our seven-year-



Gloves for koala bears.

# Congratulatory Notes from Around the World



CONSULATE GENERAL OF THE  
UNITED STATES OF AMERICA

On behalf of the U.S. Consulate in Krakow, I am delighted to extend congratulatory wishes on the 25th anniversary of the VIII PALO. This anniversary should serve as a great source of pride for the staff, students and school supporters, especially as you reflect upon the school's many accomplishments over the years.

The U.S. Consulate in Krakow has partnered with VIII PALO on numerous successful projects in the past. Together, we hosted prominent U.S. speakers, celebrated African American History Month and 100 years anniversary of diplomatic relations between Poland and the United States.

We applaud VIII PALO's teachers for their efforts to shape the minds of future generations, to expand students' knowledge about the world and promote universal values. We also encourage students to continue to set high goals for themselves and strive to meet those goals.

Please accept my sincere wishes to VIII PALO students and the teachers for their continued growth and success.

A handwritten signature in blue ink, reading "Amy Steinmann".

Amy Steinmann

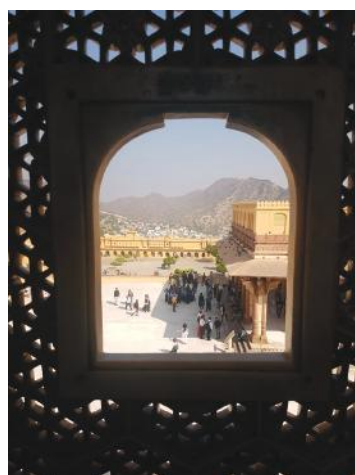
Public Affair Officer

U.S. Consulate General in Krakow





Participants of Indo-Polish Exchange from Delhi Public School and VIIIPALO with Head Mistress Ms. Aditi Misra, Deputy Head Mr. Tadeusz Borucki, Dean Student Welfare Ms. Sapna Dhawan, Indo-Polish Exchange Coordinator Ms. Mamta Kanti Kumar and Polish Leader Teacher Ms. Joanna Szydełko



14th July 2019

Having been to many schools across the globe, entering VIIIPALO was like entering a haven of learning!

The school resonates with love and respect. The Principal, Mr. Jerzy Waligóra and his team of dedicated teachers have created this school with amazing passion. The best teaching practices can be seen in action in this lovely vibrant school.

It has been an amazing privilege to be associated with this school. May it grow in size and stature in the years to come!

Aditi Misra  
Director Principal  
Delhi Public School  
Gurgaon, India



Polish-Indo Group in front of Taj Mahal in India



VIIIPALO Student, Natalia Tomczyk with her host Divita Gupta in front of Delhi Public School





Nepal / Photo by Emilia Kosiba



Great Welcome at Malpi International School

Dear Friends from VIII PALO, IB World School 006265 in Kraków, Poland

Dzień dobry! Gratulacje!

I feel highly honoured to pen down a few words on behalf of Malpi International School.

At the outset, let me extend warm greetings from Malpi International School, Nepal to all the faculty members, students and parents of VIII PALO, particularly Mr. Jerzy Waligóra and Ms. Helena Waligóra.

We are indeed highly indebted to VIII PALO for their visit to our School from 1-10 October 2018. Our thanks to Mr. Jerzy Waligóra, Founder Principal, for leading the group and inspiring our students. They were fortunate to learn so much about the culture of Poland from the interaction with their colleagues from VIII PALO. They developed a close bond in such a short period. It was truly a successful exchange program.

We are glad to renew the bond through our visit to Poland from 8-15 September 2019 and, once again, interact with the students and faculty of VIII PALO. We have heard a lot about the rich cultural heritage of Poland. We are sure it will be a meaningful and experiential learning to all of us.

We are anxiously looking forward to strengthening our cooperation. Long live VIII PALO and Malpi Friendship!

Warmest regards,  
Jyoti Man Sherchan  
Executive Director cum Principal  
Malpi International School  
Nepal



VIII PALO and Annapurna Mountain



Welcome to Malpi International School



Up to Himalayas trekking





Nepal / Photo by Maksymilian Mazgaj



Executive Director cum Principal Jyoti Man Sherchan with Polish students



Jeremi Matysek is celebrating his 18th birthday in Nepal



Principals of Malpi International School and VIII PALO



Mateusz Kwiecień is helping guiding the Pokhara Boat





Pompano Beach High School International Summit 2019

8th July 2019

Congratulations to VIII PALO as you celebrate your Silver Jubilee! I am very thankful for the partnership that has been created between Pompano Beach High School and VIII PALO, IB World School in Kraków, Poland. The outstanding support of Professor Jerzy Waligóra has made this exceptional collaboration possible. It has created a fertile environment which allows our students and teachers to increase their knowledge of global education, develop an appreciation of our cultural similarities and differences, and establish lasting ties between all participants. VIII PALO's involvement in our International Summits has created an invaluable alliance and our student exchanges have reaped a multitude of opportunities. It is my great wish that the Silver Jubilee of VIII PALO is an exciting and memorable event.

Hudson B. Thomas

Principal

Pompano Beach High School, Florida, U.S.

ACADEMIC EXCELLENCE – GLOBAL VISION – UNLIMITED FUTURE



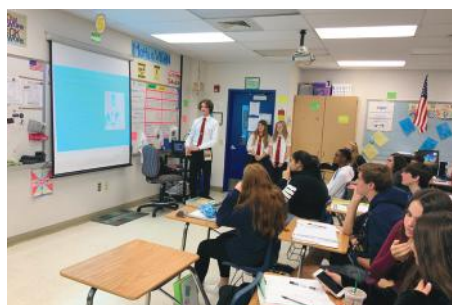
Polish students with host Family



Michał is presenting VIII PALO to Pompano Beach High School Students



International groups with Polish students



School Presentation



Time to say goodbye



VIII PALO students Cultural performance



Principal Hudson B. Thomas with VIII PALO representatives



Poland

# In PACK schools we trust

## In schools we trust - a word from Parents

Mrs. Beata Fortecka

I am a mother of a son who graduated from both your middle school (Prywatne Gimnazjum Akademickie nr 6) and high school (VIII Prywatne Akademickie Liceum Ogólnokształcące). My daughter is also your middle school's graduate and is currently going to VIIIPALO, IB World School 006265 (high school). If I were to decide which schools to send my children to once again, I am positive I would choose your school. The students in VIIIPALO are highly motivated as they take part in numerous contests and olympiads. The teaching staff along with the principal make their utmost efforts to help those students who lag behind in some subjects by, for instance, providing them with some remedial classes. The level of schooling is high, thanks to which the students get accepted by their dream universities. It is also worth noting that the school holds multiple student exchanges to India, the USA, the Netherlands and Norway among others.



## Jubilee Year Reveals School Is a Model of Diplomacy

Mrs. Allyson Daly, Wayne Community College, Goldsboro, North Caroline, U.S.

„Każdy z Was, młodzi przyjaciele, znajdzie też w życiu jakieś swoje Westerplatte,  
jakiś wymiar zadań, które musi podjąć i wypełnić, jakiś porządek prawd i wartości, które  
trzeba utrzymać i obronić, obronić- dla siebie i innych”

Jan Paweł II

“Each one of you, young friends, will find in your life your own Westerplatte, a task you  
must assume and complete, a certain order of truths and values you are obliged to maintain  
and defend, defend for yourself and others.”

Pope John Paul II

This year, 2019, marks a special 100 years of friendship between the Polish people and the citizens of the United States. I have personally found this friendship to be one of the most important of my life, for which I am profoundly thankful for your hospitality and continued goodwill. In 2011, your teacher Anna Krzemińska-Kaczyńska, invited me to come to see your lovely city, to meet the Polish people, and to teach in Kraków. On this first trip I learned even more about your history and resilience, and tasted your hospitality. A teacher I met then said, “On the first visit to Poland, we wave at you. Come back and we will grasp your hand.”

Returning in 2015, we worked together to help students sharpen their rhetoric, aiming to nurture “good people, speaking well,” thereby offering opportunities to practice English. Last year, Ms. Krzemińska-Kaczyńska guided me through the heartland, where we learned to make pierogi, sang the black Madonna to sleep in Częstochowa, stood in the spot where Saint John Paul II was born, climbed the hill at Westerplatte to look back at the free city of Gdańsk, and stood

with the last church wall at Trzęsacz. This journey reminded me that the virtues of a people transcend their time and place, and also that these places were reminders of lasting generosity, holiness, and courage.

Together we are part of a legacy of person-to-person diplomacy. A special thank you to the Wielgórski family, the Ślusarczyk family, and the Krzemińska-Kaczyńska family for opening your homes to us and showing us your beautiful country. Thank you all for your commitment to follow Saint John Paul II's wisdom from Westerplatte: There are “truths and values . . . that must be kept and defended in yourself and around yourself, to protect yourself and others.”

With wonder and gratitude, we celebrate your school's 25th Jubilee, an anniversary that distinguishes not only your years but also your excellence. We also wish the Polish people continued friendship with an extended, open hand.





## Our Little IBDP Community

### Mateusz Godlewski, student of IBDP Year 1

We – the IBDP students of VIII PALO, IB World School 006265 in Kraków – create a small community on Karmelicka street, No 45. We have our little kitchen where we share our food and a tiny living room where we spend time together. It is like a utopian world in which everyone is equal.

The International Baccalaureate programme engrains in pupils the need to create a brighter future. We the IBDP students are described as kalos kaghatos (in Greek - beautiful and good) as each week we do at least three to four hours of service, activity and creativity.

In our idyllic community language is a big deal. People who do not know our jargon might take us for some aliens. Words like “EE”, “IA”, “CS” and “SECHS” are used daily and stand for different types of essays or subjects. There is a Chinese proverb about language “To learn is to have one more window from which to look at the world”. It is the slang of our community that changes our mindset. After two years of listening about the negative aspects of plagiarism and the need to be knowledgeable, balanced and open-minded the students became a shining example of a valuable citizen.

This little world of ours despite its numerous profound aspects is also overfilled with deadlines and tasks to fulfil that one from outer world might not understand. We are the martyrs that try to build the new order. Together we share a great deal of pain, suffering and sleep deprivation that is unacceptable for an average teenager. However, through sweat and blood we get to know ourselves better and start to understand that our only limit is within our minds.

Due to the small class sizes our interaction with teachers and one another can be more intimate. Our relations grow much stronger and more durable than in regular schools. We all support each other in both school and personal life. In our IBDP community we understand that only as a group we have the power to change the world. We are like an organism consisting of small individual cells.

By learning only six chosen subjects, we have an amazing opportunity to understand each one of them better, without the need to participate in additional lessons, which would only consume our precious time. We can focus on things in the range of our interest. Thanks to learning about the matters that intrigue the IBDP students, we remember more from the lessons and very often investigate the topics on our own at home.

One thing that IBDP would be incomplete without is Theory of Knowledge Course (TOK). In those lessons we learn to question the world we live in. It is an implementation of critical-thinking into divine brains of IBDP students. After TOK Course classes one changes its mindset entirely. We become unsure of the reality and look at everything from thousands of different perspectives. After those lessons IBDP students are on higher intellectual level than most of their peers and they become destined to shape the future of our world.

Our little IBDP community is a wonderful group of people. We all strive for a better tomorrow. Having the privilege of being a part of this Genève-based educational system we can become the best versions of ourselves.



VIII PALO students / Photo by Elżbieta Oracz





VIII PALO students / Photo by Elżbieta Oracz

## Traditional school vs. VIII PALO, IB World School 006265 in Kraków

Leon Lauterbach, student of pre-IBDP class

Many people say that school inhibits children's imagination and creativity. Pupils are often required to follow an out-of-date curriculum based only on a lot of rote learning and solving of similar exercises. Such traditional system of education devalues self-expression, self-exploration, questioning and play. However, let us not generalize because not in every school we can observe this kind of phenomenon. In VIII PALO, IB World School 006265 in Kraków, the system of education is completely different, not only in terms of that it is international and gives students the opportunity to study abroad, but the way you learn and the relationship between a student and a teacher is also very different.

Our world is becoming more and more technologically advanced and many young people want to follow this trend to be better prepared for their future life in a world full of new technological solutions. The IBDP system of education keeps up with the progress. It requires students to work more on computers, to conduct advanced and detailed research for different types

of projects and assignments, as well as to learn to use knowledge acquired at school for practical purposes. It teaches study skills and independence since students are often asked to undertake their own research and draw conclusions. Moreover, in the IBDP programme students also have to learn how to cooperate with each other, especially when they have to work on different types of group projects. Teamwork and communication skills are vital when trying to achieve common goals. In addition, students learn how to make a good presentation, which contains important information, looks neat and holds the audience's attention at the same time. Furthermore, in pre-IBDP class there is a course on academic writing in which you learn how to write formal essays which are clear, concise, focused, well-structured and backed up by evidence. Another big difference between traditional and modern system of education is the fact, that in the IBDP system, students are required to talk a lot, have many discussions instead of just reading a text and answering questions using one sentence. I think that this system comprehensively develops

young people, making them better prepared to live in the modern world.

During only this year in VIII PALO, IB World School 006265 in Kraków I have learnt many important skills and I have observed the difference between a standard school and an IBDP school. The main difference is the relationship between students and teachers. When you have a problem and you want some help, you are not dismissed with the words that you should read the information in the textbook again in order to understand the problem. In this school, if you need help, the teacher will meet with you after lessons and will patiently explain everything to you.

When I found out about this school, the only thing I was worried about was the fact that every subject is taught in English language and there will be a lot to learn. After having completed pre-IBDP class this year, I can say that in fact there is quite a lot to study, but if you work systematically, you will manage to do everything on time.



VIII PALO students / Photo by Elżbieta Oracz

# School gallery



VIII PALO school uniform tie and hat  
Photo by Karolina Spyрка

## Being Selfless Pays Professor Jerzy Waligóra

The idea to reward meritorious students for their voluntary service was born ten years ago. For many years in our school educational programme, it has been seen as important to encourage students to undertake voluntary activities. These include helping the disabled people, the elderly, reading to children, charity bake sales, nationwide charity actions etc. After a few years of students being engaged in this form of activity, the school psychologist Elżbieta Hejmo and the school head and professor Jerzy Waligóra have decided that although charity per se is gratuitous, it is worth symbolically rewarding outstanding students. The Golden Karmel is an award. Its name refers to the name of the street where the schools' headquarters are located. The Latin maxim on the medal captures the essence of voluntary service: „Frustra vivit qui nemini prodest” (“He who helps no one lives without purpose (in vain)”). The medal is awarded by the decision of the Teachers Council.



The Golden Karmel award / Photo by Kinga Rupslaukis



## Mrs. Agata Twardowska

### the CAS coordinator at VIII PALO, IB World School 006265

"CAS enables students to enhance their personal and interpersonal development by learning through experience. It provides opportunities for self-determination and collaboration with others, fostering a sense of accomplishment and enjoyment from their work. At the same time, CAS is an important counterbalance to the academic pressures of the DP"

<https://ibo.org/programmes/diploma-programme/curriculum/creativity-activity-and-service/>

To complete the IB Diploma Programme, the students have to accomplish the CAS module, taking part in activities that involve creativity, physical exercise and voluntary work aimed at helping others.

As the CAS coordinator in our school, I supervise the students' work on the module, as well as read their reflections on the tasks accomplished. Thus, I have decided to let students speak for themselves rather than describe myself the effects of CAS experiences. Please read some of their reflections from 2011 to 2019.

*This experience was a challenge because I had never sewed before. That is why I had to learn how to use a sewing machine and how to plan every "design". First, I had to think about something that I would have liked to have sewn, then had to buy appropriate materials and had to create it step by step following the instructions from "Burda".*

*Along with my friend I have taken part in a charity run called KrwioBIEG. I was really satisfied with the outcome of my run, because I set a new record for my pace in a 10 km run. My pace was 5.00 minutes per kilometre, which is a really good result for me. The goal of the run was to raise awareness of the importance of blood donation and of running as the best and easiest way to exercise.*

*I do yoga twice a week. The whole workout includes strength exercises and stretching. After every lesson, we relax for about 5 minutes. In addition to keeping fit, yoga helps me to stay more concentrated and calm. I also try to train at home as it is very helpful for any pain in the muscles or spine.*

*One of the things I did, that I think is the most important, was helping a boy with Asperger Syndrome, who is the same age as me. I helped him to learn Polish, write essays, and answer exam questions. I felt I was doing something very important for others. The boy is really happy and I can see that I helped him a lot. It is a very enriching experience for me.*

*Even though it was suggested to me that I should change some of my activities, I decided not to. It is important especially in the case of service, where I watch over not only new but also old students who have accepted me as a close friend, not to leave them as this would impair their learning process.*

*I worked in St. Lazarus Hospice (Hospicjum Świętego Łazarza) for about 5 hours a day (holiday time). It was definitely a challenge for me, even though I was working in the office and not with the patients. My work required collaborating with others. My duties consisted in contacting different hotels and hostels in Cracow in order to organize fundraisers in them. It was definitely a challenge for me, since I am not used to talking to managers in an official manner, making arrangements and encouraging people to agree to participate. Writing official letters and emails was also a new thing for me.*

*Since writing my last reflection, I have managed to cope with the problems with my backbone thanks to extensive rehabilitation lasting from December till the end of March. Now, I am planning to swim every week in order to start getting into my old shape.*

*I am currently mentoring a Ukrainian girl who, coincidentally, is a volunteer herself. I'm supposed to help her adjust to her new environment and get to know Polish culture, so that she may become familiar with the customs and traditions in Poland. We will participate together in different workshops and activities which will be based on our shared interests. All European volunteers meet together and*

*we share personal experiences and opinions concerning different topics.*

*Personally, I think that CAS is a great opportunity for growth. One of my service activities was teaching English, and it was a very eye-opening experience. I found out how important it is to stay motivated, and to show a student how motivated you are. Additionally, it was connected with responsibility.*

*I had the opportunity to help in numerous events for children, ranging from helping out at a local elementary school, through volunteering at a non-profit organization where I could help with teaching, to partaking in an international conference in Cyprus where I was part of the child care crew. These opportunities were something I had never expected to experience, however, it was because of them that I discovered how much I enjoy working with children. Never in the past had I been responsible for kids to such an extent, so it was through these experiences that I found how much joy and fulfillment it brings me. The conclusions that I came to during the Service events played a significant role in helping me choose my path for the future, as I am currently planning on continuing my education in the field of pediatrics.*

*My task was to prepare a plan for a 2-3- day-long stay in Vienna, taking under consideration transport issues, sightseeing arrangements, etc. It took a lot of effort to prepare a good, reliable plan. The trip was successful and went fine, without any surprises. That is why I think that I did a good job.*





# Debate

**Mr. Łukasz Zych,**  
IBDP teacher of Economics, History, TOK;  
public speaking trainer

Probably most of you have heard about Greta Thunberg. This Swedish teenage climate activist became famous in Poland when she spoke to the audience during the UN Climate Change COP24 Conference Katowice in December 2018. During her emotional speech she accused the state leaders and politicians of being too scared of becoming unpopular to care about climate justice and the living planet. Her speech has become a symbol of care of the younger generation for the future of the Earth.

We read research showing social passivity of the younger generation living in Poland – their lack of interest in political and environmental issues and lack of belief in any possibilities of changes or shifts of paradigms in the local, state or world politics. In my opinion, one of the causes of the low level of teenagers' engagement in global issues may be the result of the very poor state of the political debate in our country. However, it may be assumed that the role of school and education may act as a positive or negative incentive in building up a social consciousness among high school students. Ken Robinson, a famous American theoretician of education, said: "Our task is to educate their (our students) whole being so they can face the future. We may not see the future, but they will and our job is to help them make something of it." It is for that reason that in the Private Academic High School No. 8 (Prywatne Akademickie Liceum Ogólnokształcące), we encourage our students to participate in Oxford Debates and Model UN Conferences where they can develop the skills of effective communication and argumentation. These projects are very popular among our students and they help to instil in them a conviction that what they

have to say matters.

In Oxford Debates native skills of argument are used in a structured manner with particular roles, rules and regulations. All logical fallacies (e.g. argument ad personam, ad ignorantiam etc.) are severely punished by the judges. To win the debate means to construct a logical and consistent line of argumentation, which is better than an opponent team's line. Group work is highly important. A team works together, taking up different speaking roles, supporting claims, formulating counterclaims and reacting to the opponents' questions. Time limits for speeches are also of great significance, therefore you need to be able to present your attitude briefly and to the point.

In Model UN Conferences students "play" the roles of countries involved in solving a given problem. The aim is to reach a compromise and to agree on a final resolution accepted by the majority of the countries. Usually the final resolution is sent to the UN headquarters in New York. These Model UN Conference simulations are based on the procedures and rules used during the official UN conferences.

Many students from our Private Academic High School No. 8 actively participate in both of the above mentioned activities. For many years the School of Debate (Szkoła Debaty) has organised the Oxford Debates Competition for all schools in Małopolska region. Our school won this prestigious and difficult competition in 2017. It was a big "double" success because our International Baccalaureate DP student Marek Kołodziejczyk was also chosen as the best

speaker of The Oxford Debates Competition. Our students get engaged in this event every year, and it may be said that the debates have become our school tradition. Our teams hold annually a very high level of motivation and since 2016 have always qualified for the final round of debates. The Private Academic High School No. 8 students also take part in various MUN conferences such as WrocMUN, KrakMUN and many more. What is positive, it may be observed that the number of students willing to get involved in these projects increases every year.

Therefore, our school wants to support the innovative educational ideas aiming to improve a social and political skills of students, their analytical and critical thinking, empathy and group work. Certainly it does not mean that all students will become politicians or social activists. But the skills they gain may be helpful in various activities undertaken in their future lives. It is obviously an individual choice as to what values to believe in. One of the roles of our school is to show that whatever we do, it is not possible to ignore the fact that we live in a global community. As Greta Thunberg said the responsibility for our planet belongs to all generations.

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# Our Creative Students (Nasi Kreatywni) - the follow-up

**Mrs. Agata Twardowska**  
Destination Imagination trainer, CAS Course Coordinator



Our Creative Students ...is the title of a tab on the website of our middle school. Constant and unchanging. For many years it has informed us about the Creativity Clubs meeting times, in both the middle and secondary school (yes, we do have secondary school, as well as primary school teams!) The classes last an hour and a half, every school week, from the middle of September till May. Before I present the phenomenon of voluntary participation here are some statistics:

11 years of activity, 77 teams participating in Destination Imagination Poland (Ogólnopolska Olimpiada Kreatywności), over 518 students participating in the programme, 9 trained and active in different years trainers, 12 tutorial retreats before the DI, 8 first places, 15 second places, 5 third places, 2 prizes of the Destination Imagination Spirit, 5 prizes for costumes and scenography, 3 teams representing Poland in the USA at Destination Imagination Global Finals, 5 teams representing Poland in China, a few press articles, 1 radio broadcast, 1 appearance on Chinese TV, contacts with the Polish Community Abroad in Atlanta and Ohio.

Why do so many students devote their time at school and at home to these activities? Why is it so that every year, once the enrolment lists for Creativity Classes are put up in the school corridors, they quickly become filled with names during? Why do we always have to tell some students: "There are no more places left. Next year maybe..." The Destination Imagination Programme, which originated in the USA, and was introduced into Poland by the Foundation for the Support and Development of Creativity, is based on several keystones: the cooperation of young people, making independent decisions, acquiring knowledge through experience and activity, good and clear communication. And all of this leads to attitudes like: I want to (though I don't have to), I have fun, I know there are no bad ideas (though there may always be better ones) and it was me who decided to do what I do.

The DI Programme enables students to solve in a creative way various problems: technical, scientific, structural, social, artistic and improvisational. Teams choose a task that interests them and for 6 months work on the problem, the solution to which they present in an 8-minute performance in front of the audience and panel of experts during Destination Imagination Poland (Ogólnopolska Olimpiada Kreatywności) taking place in different cities: once in Otwock, then in Józefów, and now in Wrocław.

Students simultaneously prepare for the "Instant Challenge", which involves solving problems with scarce materials, time and knowledge. I would like to thank all the trainers, those who have been cooperating

with me since the very beginning (2007) and those who joined us for a year or two. Thank you for the days spent on studying task instructions: Do our students understand everything correctly? Are all task aspects being worked on? Thank you for arguing (almost) about the interpretation of the instruction and scoring system. For your perseverance when things did not go that well in our teams, and for the joy accompanying your teams' success. Thank you for the unforgettable moments when we paid in the equivalent to the price of a car into a cash deposit machine before the flight to China, when we played " Orcas and Raccoons" and for the surprise at the tram stop in Wrocław. The atmosphere would not have been that great without you!

I also want to thank all the Creative students, both on my behalf and on behalf of all the other trainers, for the precious lesson that even the best prepared classes are less important than a talk about the litres of tea drunk during the classes, for the moments of impatience and stomach aches before the performances, for the joy when you succeeded regardless of the score, and for... creativity!

And I would like to remind everybody about the answer to every question in the DI Programme: Whatever is not forbidden, is allowed! And finally, an "Instant Challenge" for all who are reading it:

Recently a lot has been said about the harmfulness of plastic for the environment.

Save turtles! Don't use a plastic cup!

Your task is to build a utensil for drinking coffee out of non-plastic material. Invite others to join you: your friends, your family....

Time:

You have 5 minutes to design and make the utensil and 2 minutes to test its effectiveness.

Materials:

4 paper clips, 2 drawing pins, 1 sheet of paper, 2 rubber bands, a piece of aluminum foil, a piece of waxed wrapping paper, 5 post-its.

Scoring system:

If, using the utensil, you've managed to drink:

about a glass of coffee- 20 points,

about half a glass of coffee – 10 points,

at least a sip of coffee – 5 points,

for cooperation with the other members of your team – up to 20 points,

for creativity and efficacy of the tool – up to 20 points,

for creative use of the materials – up to 20 points.

Easy?

Our CreativeStudents would find a few ways of solving the problem. Wouldn't you?







Focusing on the UN Sustainable Development Goals at the International UNESCO World Cultural Heritage Youth Symposium in Greece

## Being a Part of the UNESCO Associated Schools Network

Mrs. Joanna Bajda  
Coordinator of UNESCO projects at VIIIPALO



United Nations  
Educational, Scientific and  
Cultural Organization

Member of



• UNESCO  
• Associated  
• Schools

Today, UNESCO stands for undisputable prestige of the Organisation which brings together 193 Member States and 11 Associate Members. Unesco Associated Schools Network (UNESCO ASPNet) is a driver for **innovation** and **quality** in education worldwide.

The main reason we are **proud** to be a part of this global network is that it focuses on the world of the **values**, as opposed to today's consumer culture. Students participating in the UNESCO ASPNet projects expand their knowledge of effective protection of our cultural and natural **heritage**, the development of **science** and **culture**, as well as learn to communicate and cooperate by **networking** with other member countries. The approximately **11,500 member schools** of UNESCO ASPNet in 182 countries work in support of peace and intercultural **dialogue**.

In the recent years much effort has been made to focus on **Sustainable Development**, linked to the **United Nations** Sustainable Development Goals, which came into force on 1 January 2016 as a part of the 2030 Agenda For Sustainable Development at a historic UN Summit.



Primary school students preparing for the UNESCO celebrations / Photo by: Joanna Bajda

### Timeline of key events and celebrations in our schools since we joined the UNESCO ASPNet:

2017

#### Ethical tourism

2017 has been proclaimed as the UNESCO International Year of Sustainable Tourism for Development. The native speakers of English in our schools prepared workshops on mass tourism and the ethical aspects of it. Students learned about sustainable tourism, green tourism, responsible tourism and ecotourism, as well as how to contribute to the economic prosperity and environmental and cultural protection of the countries they visit as tourists.



Our schools were represented at the International Conference "On the need for media education" in Warsaw, in 2018, (first on the right) prof. Sławomir Ratajski, Secretary-General, Polish National Commission for UNESCO, and (second on the left) Ms Malgorzata HERBICH, ASPnet National Coordinator, Polish National Commission for UNESCO / Photo by: Joanna Bajda



## 2018

### **Sustainable Development Goals: To eradicate the world hunger. Workshops and lectures in collaboration with Polish Humanitarian Action.**

Workshops conducted by the Polish Humanitarian Action, a well-known and highly respected organisation providing aid to people suffering in armed conflicts and natural disasters.

Organised as a part of the project raising the awareness of students on the UN Sustainable Development Goals which are promoted by UNESCO.

### **Annual World Cultural Heritage Youth Symposium in Greece in the context of the UN Sustainable Development Goals**

A delegation of students from our school participated in the Annual World Cultural Heritage Youth Symposium organised under the auspices of the Hellenic National Commission for UNESCO, on the occasion of the World Day for Cultural Diversity for Dialogue. The Symposium took place in Ancient Olympia, Greece, and was located on the premises of the International Olympic Academy.

### **Cultural Diversity. Women in Islam. Muslims in Europe - migration crisis. Lectures with prof. Górak-Sosnowska from SGH Warsaw School of Economics**

Prof. Katarzyna Górak-Sosnowska, an economist and religious expert, visited us at school to give lectures and presentations organized as a part of an educational project: Muslim minorities and the refugee crisis in Europe. The project was a response to the growing intolerance towards Muslim communities in the countries of Central and Eastern Europe.

### **International Mother Language Day (IMLD) – the works of Stanisław Wyspiański**

Stanisław Wyspiański (1869-1907) was a Polish playwright, poet, painter, and interior designer, and an artist strongly associated with Kraków, and one of the greatest personalities of Polish modernism. Students visited the exhibition of Wyspiański's art, took part in the competition making posters inspired by Wyspiański's works, and had literature lessons on the selected works by Wyspiański.



In Olympia, Greece at the International UNESCO World Cultural Heritage Youth Symposium in 2018 / Photo by: Joanna Bajda



In 2018 Polish UNESCO ASPNet organized a Seminar for the UNESCO ASPNet Polish School Coordinators, where Prof. Jacek Purchla, President of the Polish National Commission for UNESCO gave a speech about "The Future of the Past" in the context of the European Year of Cultural Heritage.

## 2019



Participating in the European transboundary UNESCO World Heritage sites project in Dresden, Germany, launched by Prof. Dr. Marie-Theres Albert from The Institute Heritage Studies (IHS) in Berlin in 2019 / Photo by: Joanna Bajda

### **Dresden and Berlin, Germany - Kick-off events of the project**

#### **"Transboundary European World Heritage - transboundary Czech - German - Polish UNESCO schools project**

A contribution to the European Heritage Year 2018 SHARING HERITAGE. A project of the International Heritage Studies supported by the German Federal Government Commissioner for Culture and Media and the Cultural Foundation of the Free State of Saxony, carried out jointly with the "Welterbekoordination Sachsen" and the coordination of the UNESCO project schools in Saxony. The theme of the transboundary European World Heritage workshop were the World Heritage Sites Muskauer Park - Park Mużakowski, Muskauer Faltenbogen - Łuk Mużakowa and Mining Region Erzgebirge / Krušnohoří. The workgroups focused on co-designing the bi-national student workshops as well as the objectives of the project.

### **Celebrating World Science Day for Peace and Development – „Time Crystals” lectures by prof. Krzysztof Sacha at the Jagiellonian University**

The aim of the lecture was to highlight the role of science in society and the need to engage the wider public in emerging scientific issues, as well as to focus the attention of students on the relevance of science in our daily lives. Professor Sacha from the Faculty of Physics, Astronomy and Applied Computer Science from the Jagiellonian University conducted some experiments and engaged in a debate with the students to help them understand this new field of science in quantum physics.

### **International Poetry Day**

To celebrate poetry in foreign languages, students made bookmarks with quotes from poems in French, German, English, and Spanish; the bookmarks were handed to the Teachers, Principals and school employees. In poetry workshops students, in groups, wrote poems in Polish, interpreted poetry in English, and made posters related to poems they read.



UNESCO International Poetry Day – bookmarks in foreign languages made by students / Photo by: Joanna Bajda

# Global Partners

Thank you

Dear International Friends

We greatly appreciate your presence.  
As always, stay updated,  
and please spread the good word!

## The essentials of education

Our schools understand the world we live

Education is what we need if we seek the answers to our 'whats', 'whys' and 'hows'. We are able to learn about the surrounding environment as well as the fascinating wonders of the world.

## Global Education

Student Exchange Partner Schools

Delhi Public School, Gurgaon, India

Gjøvik videregående skole, Norway

Johanneum Gymnasium in Luneburg, Germany

Malpi International School, Nepal

Pompano Beach High School, FL, USA

Royal Wootton Bassett Academy (RWBA), Wiltshire, England



## Fun statistics about global education in our schools



The Polish-German student Exchange with Johanneum Gymnasium in Luneburg prides itself on a **25-year-old rhythm**. It all started in 1995 with Dr. Ursel Kramer, who replied to an announcement issued by Schulverwaltungblatt about a newly founded school in Kraków that was looking for a German partner school.

WHAT'S LUCKY  
THIS  
SCHOOL YEAR?

278 of our students took part in international conferences, student exchanges, seminars, online courses in the school year 2018/2019.

## Keeping up with the world

*We live in an ever-changing world. New technologies are constantly invented and innovated - if we don't want to get left behind, we need to keep up and be able to adapt to changes.*

Alvin Toffler

## Study visits & educational programmes

Central Valley Christian School, California, USA

Kościuszko Foundation in New York, USA

Loudoun International Youth Leadership Summit, USA

Navrachana International School, Vadodara, India

The UNESCO Associated Schools Network (ASPnet), WORLD

Erasmus+ EU Programme, Europe

IREX, Washington D.C., USA



Education can help students become **independent** - but that is not close to all that it can offer. Education also makes them **wiser** and more independent in **decision-making**.

Education is what we require, to do away with the existing differences between cultures and timezones.

It presents **opportunities** to **ALL** and provides **our students** with an equal chance to achieve **successful lives and careers**.

by Anna Krzemińska-Kaczyńska, IB Development Manager





# Global awareness and international mindedness in IB education

**Ms. Joanna Pillans**  
teacher of IBDP English Course

Education has always been regarded as a national priority. It has been the means of defining and maintaining a nation's culture and identity from one generation to the next. In Polish turbulent history, this is especially true, what with so many years of fight to gain independence from the neighbouring empires of Russia, Prussia and Austria which partitioned our country, then from Germans and finally from the Soviet Union.

Moreover, the close relationship between education and economic prosperity cannot be ignored. What matters from a performative perspective are the skills that contribute to the efficient operation of the state in the world market. Thus schools viewed from this angle should teach students to become active, enterprising and productive individuals. However, education should also allow for the holistic development of students taking into account their intellectual, emotional, moral, social, physical, creative and spiritual potentials.

The world is changing fast, thanks to modern technology and common markets. We are now more globally connected than we have ever been. Interdependence between nations, institutions and communities, as well as nature and humans is increasingly more complex and rapidly changing.

Thus it becomes clear that complex and multi-faceted, often trans-national issues cannot be tackled by nations acting alone. Nations have to forgo their rivalries and collaborate to find common ground and build a safer and more stable world. For this reason being an IB World School must recognise the world in the broadest context for learning. Central in the IB Mission is the aim to develop young people "who help to create a better and more peaceful world through intercultural understanding and respect ...who understand that other people, with their differences, can also be right."

Students in IB schools are encouraged to both develop their knowledge of their own culture and nation but also to celebrate diversity around the world. Numerous exchanges and international projects in our school promote intercultural

understanding. We place a strong emphasis on our students realising how important it is to view the world as an interdependent whole and thinking in terms of "us and us" rather than "us and those strangers". At the same time, it is important to be mindful of the limitations of nationalism and be aware not only how we perceive the world, but also how the world sees us.

It is clear that internationalism in IB schools is not only connected with the body of students coming from different countries (since the programme is taught in English, it is easily available to expats in our country). In fact, it is not just about the nationality of students but about students becoming aware of what is happening across the globe, and experiencing it directly. Exchanges with schools on different continents, be it North America, Asia or Europe, means our students get to experience different cultures at first-hand. Moreover, students later on use technology to stay connected with their friends across cultures and geographical regions.

Curriculum content also matters, according to Robert Harrison, IB Curriculum Manager Continuum Development, IB tries "to infuse content that encourages students to think globally." The curriculum should stimulate curiosity about the world, provide opportunities for developing cultural self-confidence, build awareness and respect for human dignity and diversity.

Significant themes from a balanced selection of local and global issues (such as economic injustice, terrorism, migration, environmental pollution etc.) are to be covered in lessons. Students should also become internationalists in the context of the IB learner profile. There are ten qualities of the IB learner: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open Minded, Caring, Risk Takers, Balanced, and Reflective.

Apart from cultural exploration and classes centred around global themes, our students are given a chance to critically think about and debate world conflicts and issues during Model United Nations Conferences or Oxford Debates. UNESCO with its workshops, also raises students awareness of global

problems (a few examples of workshop topics our students participated in: ethical tourism; world hunger; migration crisis). All of these projects foster communication and dialogue and collaboration towards common goals. They also help develop multilingualism as using foreign languages for different purposes helps students to expand their understanding of them.

Finally, internationally-minded learners actively demonstrate responsibility for and commitment to making a difference in the world. As part of their Creativity, Action, Service programme, students can get involved in service activities that have a global impact. Sometimes acting on a local level can have a wider influence.

According to IBO "Global Engagement Good Practice Guide": "More than ever before, changing local circumstances can have repercussions around the world."

To sum up, IB schools strive to be internationally-minded in terms of values, attitudes, abilities and practices. IB aims at a more immersive international education that permeates the entire school experience and goes beyond the confines of nationality and culture. Students learn to appreciate both their own cultures and points of view on different matters but also become aware of the cultural diversity around the world and other nations different opinions. In addition, students become conscious of global issues that need to be solved on a global scale. Moreover, students are taught a sense of responsible citizenship and the importance of service to the community.

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5th Rhythm of Polish-Indo Exchange / Photo by Elżbieta Oracz



Designed by Mr. Artur Freyer

## Congratulations VIII PALO!

**Mrs. Mamta Kanti Kumar**  
Deputy Dean Student Welfare at Delhi Public School in India

VIII PALO celebrates its 25th anniversary! Congratulations to the Founder Director Professor Jerzy Waligóra, and the school community on the silver anniversary of the school.

Congratulations to Gimnazjum Middle School for Porcelain Jubilee and 'Academos' Primary school for the Tin Jubilee celebration! My joy knows no bounds when VIII PALO crosses different milestones with ease to reach the pinnacle of success.

Documented is my account of the vision of VIII PALO through the process of the International Cultural Exchange between two schools, countries and cultures. As the rapidly changing world is becoming more globalized, complex, diversified and economically, technologically and environmentally enmeshed, International Students Exchange become the need of the hour for any school which provides holistic learning. The Indo-Polish Cultural Exchange Programme between VIII Prywatne Akademickie Liceum Ogólnokształcące, Kraków, Poland and Delhi Public School Gurgaon, India is today in its fifth rhythm. The exchange pushes the boundaries and expands the horizons of internationalism under the dynamic vision of two educational leaders, Ms. Aditi Misra, Director Principal, DPS Gurgaon and Professor Jerzy Waligóra, Principal, VIII Prywatne Akademickie Liceum Ogólnokształcące. These two educationists belonging to different continents and different cultures, believe in the mantra



Radhastan





Polish Indo participants in Kasprowy Wierch

of internationalism. The exchange students of the two schools imbibe the cultural richness of the two countries by the immersion method. As part of the exchange, the students stay with the host family, understand, learn and experience the cultures of the country at very close quarters. They are taken for historical tours, visits to museums, cultural programmes, celebrate festivities and meet the extended families of their host. The fun element, the experiential learning, delving into the history of the countries, finding similarities, understanding differences, gives the students a sneak peek into the different cultures of both the countries thereby bridging the gap between geographical boundaries and breaking stereotypes.

The Indo-Polish Cultural Student Exchange programme between both schools has grown from strength to strength. A resultant of labour, of love and hand holding by Ms. Anna Krzemińska-Kaczyńska and Ms. Sapna Dhawan, the Exchange Coordinators who bring their wealth of experience and make learning transcend geographical boundaries. The students who are the beating heart of the exchange enthusiastically participate, become resourceful and critical thinkers. They learn to reach out to others across boundaries and celebrate differences.



Warsaw



Polish-Indo partners of the 5th Rythym / Photos by Elżbieta Oracz





## The first Anglo-Polish exchange

Mr. Paul Minshull, coordinator of Anglo-Polish exchange

In this 25th anniversary year of our school we are pleased to announce the establishment of the first Anglo-Polish exchange programme between our school and Royal Wootton Bassett Academy (RWBA), in Wiltshire England.

Fifteen pupils and two staff members accompanied me. We arrived at RWBA at 11am on June 10th. After introductions and lunch we headed over to see the famous stone circle at Avebury. On the way the skies opened, and we were treated to some typically unpredictable British weather. Nevertheless, we made it round without getting totally soaked.

Our friendly bus drivers took us over to our accommodation at Grittleton House. Unfortunately, we were not really able to enjoy the beautiful grounds as the rain kept us inside. However, I did manage to give everyone a tour of the magnificent Victorian

section that stood out for me. I was very impressed by the friendly way the teacher related to the pupils but at the same time making sure that the pupils understood what they were doing. We spent the next day in the Georgian City of Bath. In the morning we went to the Roman Bath museum and learnt why Bath became the religious and vacation centre of the occupying Roman invaders.

The final day was given over to presentations. For the history project our students had taken on the topic of the situation of the Jewish community in Krakow in post-holocaust times. Their presentation was outstanding showing a real depth of knowledge and insight. In attendance, was RWBA school's expert on the subject, and she had nothing but high praise for our students. I am very proud of them for their hard work and diligence.

dinner together with Principal Jerzy Waligóra and Vice-Principal Tadeusz Borucki.

The next day we organised a trip to Auschwitz. Unfortunately we experienced terrible weather and had to cut it short. On the last day of the visit we gave a short presentation about the perils of having to buy daily necessities during the communist period in Poland. Then we had lots of fun as we got our exchange students to play the Polish board game KOLEJKA (Queueing).



Some of our pupils at the Roman Baths

building and to recount the rather strange history of the place.

The next day our students attended lessons. The facilities at RWBA are superb, but it was our lesson in the DT (design technology)

The return leg of the exchange occurred approximately one week later. We organized a packed programme. On the first day we had an introduction to the Polish language and culture followed by a fun afternoon at the water park. In the evening we all had



Two of our pupils using a drill in DT dept

Perhaps the highlight of the visit by the pupils from RWBA was our visit to the Galicia museum where we were given a talk by a survivor of the Auschwitz camp. It was very moving and shocking to hear what atrocities people are capable of carrying out. I believe the programme was a big success with students from both countries learning about and appreciating what life and education is like in a culture that is different to their own. I have talked with the organisers of the exchange from RWBA and both them and us are eager to repeat the programme in the near future.





VIII PALO visit to Berlin

The Polish-German student exchange with Johanneum Gymnasium in Luneburg prides itself on a nearly 25-year-old tradition. It all started in 1995 with Dr. Ursel Kramer (the German school's deputy principal) who replied to an advertisement in *Schulverwaltungblatt* (a journal of local educational authorities) about a newly founded school in Kraków that was looking for a German partner school. In the same year, our students travelled for the first time to the beautiful Hanseatic city of Luneburg in northern Germany, which was then followed by a visit from their German friends to the legendary King Krak's Royal Borough.

Ever since then, at first annually and later on every second year, it has become a tradition for Polish students to go to Germany in the autumn to meet their partners and reciprocate their warm hospitality by hosting the exchange students in Kraków in the spring.

The aim of the exchange is to ensure the continual development of Polish-German relations. Moreover, through common experiences, the exchange promotes mutual understanding between these two nations.



Cultural exchange

# The Polish-German student exchange with Johanneum Gymnasium in Luneburg

Mrs. Katarzyna Kudla, Polish coordinator of the Polish-German exchange

Therefore, the exchange programme every time includes learning about each country's history, participating in lessons and workshops, going on excursions and sightseeing. The fact that not every student is fluent in German is not an obstacle in students' cooperating with each other. After all, everybody knows English!

There are at least two noteworthy moments in the history of the Polish-German exchange. The first was in September 2000, when Polish students took part in the

Krakow. The exchange program in Germany included sightseeing trips to Berlin and Hamburg whereas in Poland, apart from the unmissable visit to Auschwitz-Birkenau Museum, the program included a tour of Pszczyna Castle and Jewish dance workshops held by the Galicia Jewish Museum. Teary farewells assured the parents, the hosts and the guests that the exchange proved to be a success and an enriching experience.

"I would say the German exchange was one of my favorite school trips. I think we spent



Polish-German student exchange

international workshops "Water connects—water separates" held by Johanneum Gymnasium as part of EXPO 2000. Another significant moment was receiving the invitation to attend the celebrations of 600 years of Johanneum, one of the oldest schools in the whole Germany.

In 2009, the exchange was organized in conjunction with M. Rej Private High School No. 7 (VII Prywatne Liceum Ogólnokształcące im. M. Reja) in Kraków. Since then, the number of students going on the exchange has always been between 15 to 20.

In the school year 2018/2019, we organized another eight-day exchange with Johanneum. In October, 18 students from both schools along with their teachers of German went to Germany. In May 2019, our German partners visited us here in

quality time both in Germany and in Poland. We saw numerous places of historical significance and we worked on various educational projects but, most of all, we had an opportunity to meet wonderful people. What I really liked about the exchange was that each day was not fully packed with organized events, thanks to which we had enough time to really integrate with our German peers and truly get to know them. I can safely say on behalf of all the exchange participants that the exchange was an unforgettable experience" Julia Galos, pre-IBDP.

We owe a huge thank-you to all the parents involved in the exchange for their hospitality and willingness to provide transportation night and day. Their invaluable help has been a significant contribution to the success of the exchange.

# Teaching English in Poland Program 2019

**in the year of the 25th jubilee of VIII Prywatne Akademickie Liceum Ogólnokształcące  
and 100th Anniversary of Polish-American Diplomatic Relationship**



This is my third year participating in the Kościuszko Foundation teaching English in Poland Program, and my second year in Kraków. This experience goes beyond what words can describe. It has afforded students to benefit from language and culture lessons unique to our own regional surroundings, with crafts, games and daily communications activities that span well beyond the classrooms. As professionals, we are afforded the opportunity to work alongside the Polish Teaching Staff to share ideas and strategies

for the student and classroom instruction. Beyond the classroom, our opportunities to travel, explore and learn about the unique and fascinating history of Poland befits the goals and mission of the Kościuszko Foundation, to promote the relationship between the United States and Poland, to ensure that the history is shared, so as not to be repeated. Thank you for sharing your beautiful city and countryside with us, and for your amazing staff at Academos, World Around School and VILLPALO. We look forward to our next visit.

## The importance of the school exchanges

Katarzyna Łapczyńska, student of IBDP Year 1

In our school, exchanges play an important part. Not only do they give you a chance to experience something new and meet new people, but also the knowledge you gain from them is priceless. In our school there are exchanges to the United States, the Netherlands, Norway, Nepal and India. I was lucky enough to take part in the exchanges with students from Gurgaon in India and Arnhem in the Netherlands.

As it was the first time I was travelling to Asia, I was very excited to see a completely different culture. Upon arrival, I was shocked to discover how different everything is in India and how differently people behave compared to Europe. However, as I got used to their country and way of being, I became fascinated with their traditions and religion. I had an opportunity to travel to places, which left me in awe, such as the Lotus Temple, Taj Mahal or the city of Jaipur. I also spent a few days in a public school in Gurgaon and through that I could see what schools and education look like in India. We took part in art classes and special self-defense lessons were organized for us. Yet, the most pleasurable were the local markets in New Delhi and Jaipur where I had a chance to buy some traditional clothes and souvenirs. Furthermore, the food, which I tried was amazing. It tasted completely different from what I expected. Not only was it delicious, unlike Indian cuisine in Europe, but it was also not as spicy as everyone believes. On the

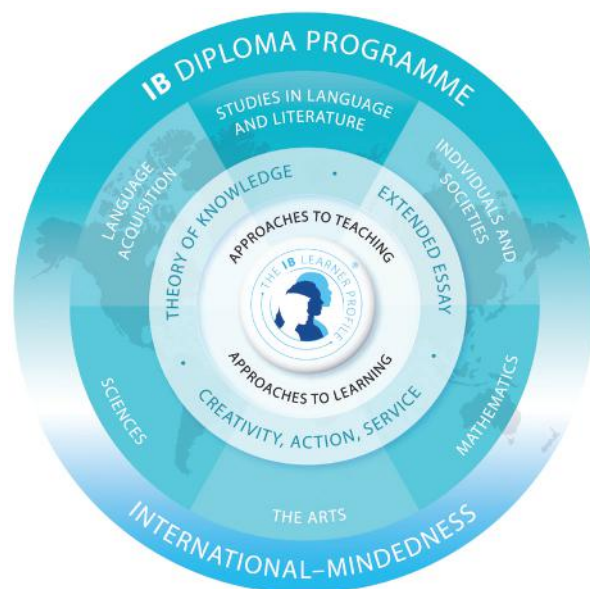
last day of the exchange, a goodbye party was organized for us, where I had a chance to spend time with everyone and enjoy the last day together.

I also had the opportunity to take part in the exchange with the students from the Netherlands. We stayed in a small village near Arnhem. During our stay we visited many historical places related to the Second World War and through this I learned about things not taught at school. Not only were the places historically significant but also the surroundings were breathtaking. Many places we visited were in small villages or cities, which were very quiet and secluded. Everywhere we travelled to, we travelled by bikes. Riding them was very relaxing as the green fields and trees that surrounded the streets created a very serene atmosphere. We also travelled to Amsterdam, where we spent one day. We went to a museum, where we saw an exhibition about Amsterdam's history. Later on, we were taken for a guided walk along the channels to see the beautiful architecture. Unfortunately, the exchange ended quickly and we had to go back to school!

Exchanges in our school give an opportunity to see new places and gain new knowledge. Not only are they well organized and planned but they also give you an opportunity to relax and take a break from your school.



# International Baccalaureate Programme at a glance



In the school year 2019/2020 our students can choose from the following 19 subjects in all six groups:

**Group 1:** Literature: Polish, English SL/HL

**Group 2:** English B HL, German, Spanish, French (ab initio or B HL/SL)

**Group 3:** History SL/HL, Geography SL/HL, Psychology SL/HL, Economics SL/HL, Business Management SL/HL

**Group 4:** Biology SL/HL, Chemistry SL/HL, Physics SL/HL, Sports, Exercise and Health Science SL, Computer Science SL

**Group 5:** Mathematics: analysis and approaches SL/HL, Mathematics: applications and interpretations SL/HL

**Group 6:** Visual Arts SL/HL



Business Management is an IB subject from group 3 (Individuals & Societies). In the course students learn how the business organizations function and operate. Each chapter focuses on different aspects of businesses. The topics vary from finances, operation management and marketing to the analysis of human resources departments. Such knowledge helps to understand the mechanisms that are present in everyday life, and can be helpful from the perspective of future employees, employers, as well as customers.

It is very beneficial that the process of studying this subject does not solely rely on theory, but also includes practical elements which allow for better understanding of the acquired knowledge. There is a strong emphasis on analyzing situations from real life. In addition to developing the ability of implementing relative theories through such activities, students start to read articles or case studies with more understanding..

Assignments such as Internal Assessment or Extended Essay, which are entirely based on practical usage of studied theories, show how important the skills of successful analysis of a particular situation are.

Another key feature of the Business Management course is the possibility of learning the basic ideas on how organizations work. It is hard to notice from the outside how complex the structures of businesses can be. But as someone is more and more aware of the mechanisms directing those structures, it can get very interesting.

The fact that every single component of the course is connected with other ones, creates a challenge of putting everything together. Learning about human resources brings up the topics of motivation and importance of the role people play in businesses. On the other hand, the chapter devoted to finances is oriented more

toward subjective and analytical approach. Therefore joining such different elements together allows for creating successful and balanced organization. The set of necessary tools needed to do this task are provided by the course of Business Management.

For me personally, studying this subject has helped me to understand how complex the business organizations could be. It not only results in better understanding of the surrounding world that I live in, but it also has contributed to the development of some useful skills. The ability to analyze in detail any situation and find solutions is something that I really appreciate, and the Business Management course has significantly contributed to my personal growth in this area. Therefore, Business Management is not just learning the theory, but it also is the subject thanks to which I started to think more critically, and recognize opportunities in which I can implement my knowledge in real life situations.



# IB DP Psychology Course in a nutshell

Oliwia Anioł, student of IBDP Year 1

Have you ever thought about becoming a psychologist? Are you communicative and do you care about other people? If your answer to both of these questions is yes, then Psychology is an IBDP subject you should choose. The IBDP programme gives you a unique opportunity to study this unusual subject that most high schools in Poland do not offer. In this short article, I will give a brief outline of the subject for any students who might be interested in studying it.

Psychology in IB consists of nine units - research in psychology, critical thinking in psychology, cognitive approach, biological approach, sociocultural approach, abnormal psychology, developmental psychology, health psychology and human relationships. Every unit introduces a different aspect of psychology. Thus to start with students are required to study about different research methods which is a basis for other units. Critical thinking in psychology is concentrated on evaluating research and

theories, discussing biases and uncertainties and providing contradictory evidence or alternative theories or explanations.

As most of the research is not perfect, it is important for students to recognize mistakes made in particular research. Cognitive, biological and sociocultural approaches to psychology explain behaviours. Cognitive approach focuses mostly on memory and thinking, as well as the impact of technology on human behaviour. Biological approach on the other hand is connected with exploring the role of the brain on behavior but also genetics and using animal models. Sociocultural approach focuses on how groups or culture might affect human behaviour. Abnormal psychology is concentrated on studying different disorders, like anxiety or eating disorders, while developmental psychology relies on studying cognitive development, social development and identity development of humans and how it affects them. Health psychology is exploring problems like

stress, obesity or addictions, while human relationships, as the name suggests looks at human interpersonal relationships and how people can help each other or get into conflicts.

Although all of the chapters seem difficult, studying them is actually enjoyable. In psychology lessons, we try to gain knowledge in many ways, including delving into interesting studies, watching videos, where psychologists from all over the world discuss different topics, or conducting experiments by ourselves. If you are really keen on psychology, you can write an extended essay. Writing, which forms the most important assessment will not be such a „nightmare“, if you write about something that you are really interested in.

I hope that I brought you a step closer to the IBDP Psychology Course and encouraged you to pick this subject. Psychology is really fascinating and I sincerely believe that you will see it with your own eyes!



# Secrets of Theory of Knowledge Course

Zuzanna Pieczka, student of IBDP Year 1

Theory of knowledge, most commonly known as „TOK“, is a special subject of the International Baccalaureate Diploma Programme. Why is so it special? Because it is only taught in the IB. Before starting the IBDP programme, everyone wonders what TOK is. Honestly, even after a whole year, I am still not a hundred percent sure how to define it, but I will try my best.

TOK is different from all the other subjects. There are no right or wrong answers, everyone is free to express themselves. In short, during TOK we learn about different ways to gain knowledge, how to process it and how to use it. It is helpful for the other subjects since the aim of school is to gain knowledge. We explore areas of knowledge

and ways of knowing, the meaning of these terms being quite obvious for IB students. It also helps us to understand what is important for us and to develop personally. For most subjects students have to listen to what is said, remember it and apply it. In TOK we do not just write down what a teacher says but we are encouraged to think, find arguments and dig deeper and deeper. If we have a different opinion than a teacher it is not a bad thing as we can discover different points of view. It is a very unique subject which will be truly useful for the future no matter which path you choose. In addition, the lessons are very interesting. The classes are very interactive, we mainly discuss different topics, but we also watch many videos such as TED talks or some

experiments. We also learn about some of the greatest thinkers and key philosophical terms and theories. Those classes enable us to compare our values and how we see the world.

Many students initially dislike this subject because it is different than any other subject they have had before. At first, students do not understand the aim of it, so it is normal that they do not see the use to do something that leads to nowhere. People like to have everything clearly defined and TOK can seem ambiguous at the beginning but with time it starts to subconsciously influence our way of thinking and working at school. Then students finally see the importance of TOK and most people start appreciating it.



Visual art course in IB has been designed for **creative** and **talented** young people

# VISUAL ARTS

**Zuzanna Kacperczyk**

Student of IBDP Year 1

„The visual arts are an integral part of everyday life, permeating all levels of human creativity, expression, communication and understanding.”<sup>(1)</sup>

In the IB Diploma Programme visual arts is a subject from group six „The arts”. Within itself it combines and teaches a great range of art techniques, giving the students a space to develop their skills and abilities

in the area of their choice. Everything that can be applied to its definition - „creative art whose products are to be appreciated by sight” - can be also developed further by the students in classes. That means if you are interested in painting, sculpture, film making or any other art of that sort, this subject can be for you.

As explained in the IB guide for the subject - „Theories and practices in visual arts are dynamic and ever-changing, and connect many areas of knowledge and human experience through individual and collaborative exploration, creative production and critical interpretation.” Visual arts can be seen as a hard subject to assess a student from. How can someone be graded from something that cannot be objectively judged and in which theories are constantly changing?

IBO manages to overcome this problem. Grades for the end of the IB programme are taken from

three components: internal exhibition, comparative study and externally graded process portfolio. It may sound confusing



A still from a movie I made for the pre-exhibition

at first but the process is quite simple. For the whole year of DP2 students prepare works of their choice for the exhibition happening at the end of the school year. The selection of artistic media and topics depends completely on

students, as they will be graded on their creativity and skills. Additionally, every student needs to do a presentation on some specific topic (50% text, 50% visuals), comparing three works of at least two artists. The formal qualities of the works, as well as their function and purpose, need to be discussed. Third



Painting from my pre-exhibition

component is everything that was done through the two years of the IB Diploma programme put into one file. It is a portfolio of our progress through those two years. It needs to compose of our sketch ideas, documentation of the working process and the final, polished works. Everything is later on graded by the external examiner so the way we compose our portfolio is also important, as the person looking at it is not present during the whole process of creating. Those three parts, in the end, give you the grade that is the most objective that it

could be in the subject of arts.

Each year DP1 classes take mock exams from every subject, but as visual arts courses cannot be assessed by just taking a test from our knowledge, this year we had to do a pre-exhibition, its curatorial rationale and a shorter version of the comparative study. Every work explored the topic „Nature in Art” - inspired by the MOCAR exhibition (Museum of Contemporary Art in Kraków). The whole experience of organizing an art exhibition taught me a lot about time planning. I realized that even if you plan everything perfectly, there always will be some last minute changes. I think the most important thing that I have learned through



Photo from my pre-exhibition photo series

that experience is that even if you think that you have a whole idea in your head, it is best not to try to stick to it at all costs. The number of times I have changed something in my work is uncountable. I was not happy with it at first, I ended up with something completely different

than I had originally imagined. And looking at my work now, all the changes had been for the better. Do not worry if something does not go the way you wanted it to, sometimes the mistakes are what makes your art special.

Visual arts course challenges students creatively and skills wise. It pushes the boundaries of their abilities, provoking them to look differently at the way of problem-solving. It not only develops students in their own areas of interest but teaches them about the history of art, different artists and techniques that they can take the inspiration from.

<sup>(1)</sup> IB Diploma Programme Study Guide

## Sport in VIIPALO and IB World School 006265 in Kraków

Christiana Gruning, student of IBDP Year 1



VIIPALO offers a wide range of sport disciplines for students. Everyone can find an activity suitable for them such as individual sports like archery, the gym, squash, swimming and wall climbing, and for those who prefer team sports, the school offers bowling, football, volleyball and Dance classes. All of these sport disciplines are practised outside of the school property, however, the entrance to most of them is free. Only the dance classes and squash need to be paid for out of the students' pocket.

Attending sports activities at school gives you an opportunity to meet students from other classes, as well as to get a wide spectrum of experience which you are going to need in the future. Remember that when applying for university, you need to be unique in order to be chosen from the thousands of applicants, therefore the sport

you choose could be the bulls-eye on the personal letter for the university.

### Sport in the IBDP programme

Choosing a high school and a type of class you want to attend is not easy. When you are about to become an IB student, things become even more difficult, since there is a varied range of subjects to select from. The IB program is not only different from the Polish educational system in that you have your classes and exams in English, but also because of the difference in the number of subjects, you can choose from. Probably every student struggles with the choice of subjects and there comes a moment when you start questioning if the IB program is right for you. The IB program consists of six subject groups and from each group you have to choose one subject. Group 4: Sciences is a tricky one for those who dislike

sciences. Fortunately, there is a subject called Sports, Exercise and Health Science (SEHS) which comes to your rescue.

The subject is a combination of biology (i.e. the nervous system and blood circulation), physics (i.e. Newton's Law of motion and acceleration), chemistry (i.e. Glucose molecule) and even psychology (i.e. the structure of the neurotransmitter and research methods) and nutrition, all of these disciplines being studied in the context of sport, exercise and health. SEHS is an excellent option for those of you who are not good at sciences but want to follow the IB programme. If you get cold feet hearing the word – sport – keep your head up. You do not exercise during the lessons! Nevertheless, in order to complete the IB Diploma Programme, you do need to take up some sports activities for Creativity Action Service.



## Sports and school

Igor Udaliszczew, student of IBDP Year 1

of practicing a sport is the progress you make. If I look at my tennis abilities at the beginning of my tennis adventure, I have to admit, it was not great. I could barely return the ball. Now, when I have had more than a year of training, I feel very satisfied with my playing performance and motivated to get better and better. One of the things that we learn in sports, which is also very important in school, is that to succeed, we need to have a lot of practice.

Both in sports and in school, if we want to have good results or grades, our practice needs to be consistent and intensive.

Another reason why I believe sports are very important in the life of a student, is the significance of physical exercise. Many scientists claim that physical exercise is beneficial to the acquiring of knowledge. Apparently, physical exercise stimulates our brain cells to the extent that they are more effective during the learning process. Therefore a simple exercise before studying, increases the efficiency of our work. But I do not mean by a simple exercise, that we need to go for a full training.

That could be very time consuming, and the one thing that an IB student does not have is time. This is why a short exercise in our room is just fine, jumping jacks, sit-ups or push-ups will stimulate your brain just as a full training would. So if you do not have time to go to the gym or to visit any Rother sports facilities, you can always exercise in your house.

Finally, another very important aspect of doing sports is the people we meet during practice. Socializing is a great way to reduce stress and to help us look at our problems from a different angle. Doing something we enjoy a lot and that is good for our health, while being around people that like us and share the same passions as us, raises our spirits. The sense of belonging to a group is very beneficial to us, it boosts our self-confidence and helps us to thrive in all areas of our lives.

In this short article, I hope I have brought to your attention many benefits of exercise, and I hope I have motivated you to start your experience with a sport.

As we all can imagine, students today have more responsibilities than ever. We spend most of the day in school, only to go back home and work on school assignments for the rest of the day. It is very easy to lose yourself in this daily routine. In order to prevent that, many people suggest that students should get more involved in sports. Not only are sports beneficial because they take our mind off school and studying for a little while and thus help us unwind but there are also other personal and health benefits of physical exercise for us, too.

For me the sport is tennis. It helps me to relax and to deal with stress connected with my school work.

In my opinion, the most satisfying part





# Sport Successes

## PRIVATE MIDDLE ACADEMIC SCHOOL NO. 6

SURNAME AND NAME	ACHIEVEMENT	LEVEL OF COMPETITION
<b>PLISZKA PIOTR</b> champion of Poland	1st place – 2nd Polish Private School Open Championships in Cross-Country Running - 2017	national
<b>GODLEWSKA ZOFIA</b> champion and runner-up of Małopolska region	1st place – swimming (50 m butterfly stroke) – Małopolska School Youth Games– 2018 2nd place – swimming (50 m butterfly stroke) – Małopolska School Youth Games – 2019	district
<b>BARTOSZUK JAN</b> 2nd runner-up of Poland	3rd place in a team – 3rd Polish Private School Open Championships in Cross-Country Running - 2018	national
<b>BARTMAŃSKA ZULA and WILANOWSKA JULIA</b> champions of Małopolska region	1st place – team snowboarding – Małopolska Middle School Olympiad – 2016	district
<b>BARTMAŃSKA ZULA</b> runner-up of Małopolska region	2nd place – snowboarding – Małopolska Middle School Olympiad – 2016	district
<b>DOBROWOLSKI PATRYK</b> champion of Małopolska region	1st place – athletics – (100 m) – Małopolska Middle School Olympiad – 2015	district
<b>STEC KACPER</b> champion of Małopolska region	1st place – swimming (50 m free style) – Małopolska School Youth Games – 2014	district
<b>NĘDZA ADRIANNA</b> two-time champion of Małopolska region	1st place – swimming (50 m breaststroke) – Małopolska School Youth Games – 2013 and 2014	district
<b>ŚLĘCZKOWSKA WERONIKA</b> two-time runner-up of Małopolska region	2nd place – swimming (50 m backstroke) – Małopolska School Youth Games – 2013 and 2014	district
<b>POLITAŃSKI MACIEJ</b> 2nd runner-up of Małopolska region	3rd place – snowboarding – Małopolska Middle School Olympiad – 2012	district

## PRIVATE ACADEMIC HIGH SCHOOL NO. 8

SURNAME AND NAME	ACHIEVEMENT	LEVEL OF COMPETITION
<b>DUDA FILIP</b> two-time champion of Poland	1st place – 2nd and 3rd Polish Private School Open Championships in Cross-Country Running -2017 and 2018	national
<b>MISZTAŁ MARTA, KOCHANIAK JAN, ŻUKIEWICZ FILIP, KALETA KATARZYNA, DROZD ALEKSANDRA</b> 2nd runners-up of Poland	3rd place as a team – 3rd Polish Private School Open Championships in Cross-Country Running - 2018	national
<b>ŻUKIEWICZ FILIP</b> runner-up of Poland	2nd place – 3rd Polish Private School Open Championships in Cross-Country Running -2018	national
<b>KALETA KATARZYNA</b> champion of Poland	1st place – 3rd Polish Private School Open Championships in Cross-Country Running - 2018	national
<b>DROZD ALEKSANDRA</b> runner-up of Poland	2nd place – 3rd Polish Private School Open Championships in Cross-Country Running - 2018	national
<b>WĄSIK JAKUB and KONOPEK SZYMON</b> 2nd runners-up of Małopolska region	3rd place team snowboarding – Małopolska High School Olympiad - 2019	district
<b>DUDA FILIP, PAŁKA HUBERT, ŻUKIEWICZ FILIP, OLENICZ GABRIELA, MOTYKA KACPER</b> champion of Poland	1st place as a team – 2nd Polish Private School Open Championships in Cross-Country Running - 2017	national
<b>STEC KACPER</b> champion of Małopolska region	1st place – swimming (50 m butterfly stroke) – Małopolska High School Olympiad - 2016	district

