



SURVAL MONTREUX  
GIRLS' SCHOOL IN SWITZERLAND



# Autumn 2023 News

Challenge, Own, Lead



## Warm Greetings from Surval Montreux

As we come to the end of another whirlwind term at Surval and I can see the lights of the fabulous Montreux Christmas market below and snow on the mountain peaks across the lake, our Welcome brunch on the terrace in the August sun seems just yesterday, and yet so much has happened in between.

It has been wonderful to watch the girls embrace every opportunity with enthusiasm and commitment and to see them grow and flourish in the process. Girls take so much away from their Surval experience - of course, we want them to achieve strong academics, but there is so much more to a Surval education which undoubtedly has lifelong impact.

I hope you will enjoy browsing this newsletter that will give you a glimpse of the busy life at Surval this term, framed by our four priorities for this year: Surval Culture, Student Voice and Leadership, COL curriculum, French Language and Culture programme.

At Surval, we talk a lot about our culture and ethos, which underpin the experience of students in all aspects. From time to time it can be helpful to take a step back to consider the key features which create our culture and to be deliberate in ensuring we are truly aligned in everything we do and say. It is pleasing to see our school values, launched last year, embedded and in evidence in the girls' engagement. We encourage students to Challenge themselves, to Own their voice, and to Lead their journey. We encourage strong commitment and participation so that the girls make the most of opportunities open to them in Surval and come to value the sense of belonging and community that comes from participating in shared activities, not to mention the wider perspectives, experiences and skills.

We aim to create a culture of ambition and achievement - we want them to challenge themselves and recognise the connection between setting ambitious goals, putting in the effort, and achieving.

The Student Council identified in a feedback session one of the strengths of Surval as: 'Being open to doing whatever activity we want and Surval makes it happen'. This is the personalisation on which we pride ourselves, with our intentionally small size enabling us to tailor each girl's programme, in academics, enrichment activities and pastoral care.

Our Grade 12 students along with French Language and Culture students have worked hard this term on their university applications and, under the guidance of our in-house team and international counsellors through our partnership with The Millie Group, are in the process of applying for a range of ambitious university pathways in the UK, US, Switzerland, France and the Netherlands.

Our Student Voices have gone from strength to strength and students have taken ownership of their areas of responsibility, including Etiquette and Events, Charity, Sustainability, and Communications. Particular mention must go to the hugely impactful work done by the Charity and Service Voice who have been supporting three chosen charity organisations: supporting and working with refugee children at Domaine Foyers in Vevey, supporting the local foodbank - both with donations and hands-on help - at Cartons du Coeur, and collecting clothing donations for Moldavian children.

The girls' commitment to service this term demonstrates that charity goes far beyond donating money or goods - an investment of time, care, compassion and commitment brings significant value to the people and organisations we are working with. The girls themselves have recognised equally the huge impact it has on them. On the note of service, I am delighted that a 12-strong team of girls will be joining the Tanzania service project in March and training this term has started to build the teamwork and leadership in the group, preparing them for this exciting new initiative.



Each Voice is led by a Student Ambassador. The Leadership focus for girls started with some joining the 'Inspiring Future Female Leaders' conference organised by the International Coalition of Girls' Schools of which Surval is a member. The conference included an impressive lineup of inspiring female speakers from varied walks of life and gave us plenty of food for thought on what leadership looks like and the power of women to impact society and global challenges. The Ambassadors have taken on the mantle of leadership and are all fulfilling their roles admirably.

During the school day, our newly shaped COL curriculum (representing our values Challenge, Own, Lead) has helped frame the wider aspects of the curriculum. Our COL curriculum gives due weight to Language Enrichment, the Arts and Sports alongside completion of The Surval Award (each girl's online portfolio of memories and reflections on her Surval experience) and Passion Project. To find out more about our approach to our COL curriculum please take a look at my [Principal's blog](#).

Our refreshed French Language and Culture programme has received fantastic reviews from the students and the impact on their level of French and wider development has been tangible. Intensive French language tutorials (3-4 hours per day), combined with immersive French experiences - in Culinary Arts, in service activities out in the community, in weekly cultural excursions, amongst other opportunities -

are certainly building the girls' confidence and competence in using French in authentic contexts.

The Surval experience continues to be enriching, holistic and rigorous, and of course a lot of fun! The strength of friendships remains at the heart of Surval. In one of my Principal:Student 1:1 check-ins recently, one girl articulated it so well; to paraphrase what she said: 'I am here to make it a year for life as I know these will be my friends for life'.

The Survalienne event hosted in Miami back in October certainly bore testament to this - it was a pleasure to meet former Survaliennes spanning 30 years of Surval generations who are all still strongly connected with friends from their time at Surval. In joining Surval, girls are joining a global network of empowered Survalienne women. We are looking forward to hosting a Survalienne reunion in Surval in June and hope many Survaliennes will be able to join.

It is hard to sum up everything that has happened in Surval this term and this provides just a snapshot. It has truly been a joy to be part of the buzz, energy and commitment the girls and staff have brought.

As the girls and staff depart for a very well-deserved Winter Break, I wish all our Surval families and friends a very happy and healthy festive period and look forward to seeing you all in 2024!

*Nicola Dudley.*

Nicola Dudley  
Principal, Surval Montreux





## *Our final week this Autumn Term was marked by...*



### **Our Celebration Assembly**

The culmination of our term was marked by an inspiring Final Celebration Assembly, a momentous occasion where each teacher took the stage to illuminate the exceptional accomplishments of our students. The assembly served as a spotlight on the girls' resilience and determination, showcasing instances where they triumphed over challenges and produced work that exceeded expectations.

### **Our Christmas Lunch**

After concluding the last classes of the term, the entire school gathered for a joyous Christmas lunch, skillfully orchestrated by our Senior Leadership Team, and our talented chefs, creating a festive atmosphere filled with warmth and happiness.



### **COL showcase**

Our recent showcase unfolded over two captivating afternoons, providing a vibrant platform for students to unveil the fruits of their first-term learning. In the language classes, creativity blossomed as students ingeniously crafted games and challenges to foster a dynamic environment for practicing Italian, French, and Spanish. Meanwhile, the Arts electives showcased a kaleidoscope of talents, with students proudly exhibiting stunning artworks and participating in a live culinary arts demonstration featuring the artistry of cake making.

# Achievement and Ambition

*By Mr Tom Byrne, Head of Teaching, Learning and Assessment*

From a young age, my father repeated a maxim to me and my siblings: “to raise the expectation is to raise the achievement.”

This particular line was uttered by a British football manager in the 1980s. However, the message rang true when I was a student and still rings true now in Surval.

At Surval, we have extremely high expectations of our students academically and are confident that these will result in outstanding outcomes. The high standards I see in classrooms every day are the direct result of this school-wide attitude and the girls are the best example of its success.

As Autumn Term draws to a close, I reflect with pride on the achievements of the students and the progress which they have made. In some cases, these achievements are easy to measure:

- Offers already received from universities in the UK and Europe by students from Grade 12
- Three students passed DELF A2 and B1 exams this term
- More students studying for challenging Advanced Placement courses than ever before
- Students rated their satisfaction with teaching and learning as “Very High”

I spend much of my working week analysing student outcomes, preparing older students for university and scrutinising academic data. In doing this, it becomes easy to focus on results and outcomes at the expense of processes and progress.

My greatest satisfaction this term is in witnessing the remarkable progress that so many of the students have made. For instance, 70% have improved their GPA between their October Report and their December Report. Every single returning student has improved their effort and attainment grades. Throughout the school, students embrace more challenging work and more exacting demands from their teachers.

This week’s Celebration Assembly marked the end of this term. In preparing my presentation for the occasion, I could have projected hundreds of pieces of outstanding work on the screen from every single subject. As it was, I only had time for a small selection.

But I reflected on my dad’s old maxim at the end of the Assembly. Surval girls are not relying on me, or Ms Dudley or their subject teacher to set ambitious expectations for them. They are raising expectations themselves.

The achievements are there for all to see.



# Survival Culture



## Adventure and Challenge Weekend to kick-off the year

*By Valeria, Grade 10 student and Student Ambassador  
for the Digital Communications Voice*

During the adventure weekend, we were challenged to do some activities such as sailing and hiking. None of us knew what to expect at first. "How much time will it take? Will it be difficult? Do I have to go?". Since not everyone is athletic, the prospect of a weekend hike seemed like a big deal to certain individuals. There were various ups and downs during the hike, the most difficult was the beginning because we just got started.

As we hiked to Lac de Taney, it got simpler as we started to get the feel of it. To get to the lake, each of us adapted different goals to motivate us to reach the end, such as: "I get to take a shower," "We get to eat smores", "I get to go to sleep." The accomplishment of finishing the hike after hours felt great! Sailing was also really interesting. Some of us were able to steer the boat and others relaxed and played card games.

Overall, the adventure weekend was a success!



*The girls made it to Lac de Taney after a steep hike.*



*Adventure Weekend is a great ice breaker for the girls!*



*They enjoyed sailing on Lac Leman on an afternoon.*



Challenge - Own - Lead

# The Role of Coaching in Surval

By Ms Shirley Mitchell, Vice Principal

The role of teaching evolves constantly within the ever changing landscape of education. One of the most impactful of these evolutions is the role of coaching in teaching. In 2023 (and beyond) we not only look to equip our students with the exam results and university pathways of old, of course, this is important, but we know there is more. Future proofing our young people for a world we do not yet know and to some extent can not anticipate, is crucial to the health, happiness, wellbeing and success of every student that walks through our beautiful, lake view, mountain top doors.

Coaching plays a large part in tapping into these skills. It allows students to take control of their own learning. To develop and internalise their critical thinking, emotional intelligence and self awareness.

By integrating coaching into our practice, we are able to guide and direct young people to navigate and explore their own path with confidence. They begin to understand that mistakes are a vital and valuable aspect of learning. By recognising mistakes as the opportunities they are, students develop a growth mindset which enables them to continually strive for improvement.

Two of the bedrock skills of coaching are open questioning and active listening. Open questioning encourages a course of reflection, analysis and gives coachees the confidence to challenge. In turn, coaches must possess the skills to actively listen; to understand the emotions of their coachees, tap into what they are not saying as much as the things they are, and lending weight to the experiences of their coachees. A key ingredient in successfully mastering active listening, is empathy, which makes teachers excellent candidates to embrace the coaching role.

By integrating this method into the very culture of Surval, we are able to strengthen our climate of trust and the excellent relationships which already exist between staff and students. The result is an openness which allows our whole community to express their thoughts and feelings without fear of judgement.

Armed with the character traits of trust, resilience, compassion and empathy that our Survaliennes develop during their time with us, they will leave us as lifelong learners and global citizens who value and respect the diversity and value of others.



*This term we have introduced coaches - each girl has a coach from within the staff team, who works with them 1:1 to support and guide them. A deliberate coaching approach focuses on encouraging the girls to come up with their own solutions to challenges and to take ownership of moving forward.*





# Life at Surval



*The artists of school creating a stunning mural as a team!*



*We celebrated Halloween with some spooky costumes!*



*On the way to Chamonix by train on the weekend!*



*Discovering Swiss culture and attending la Désalpe,*



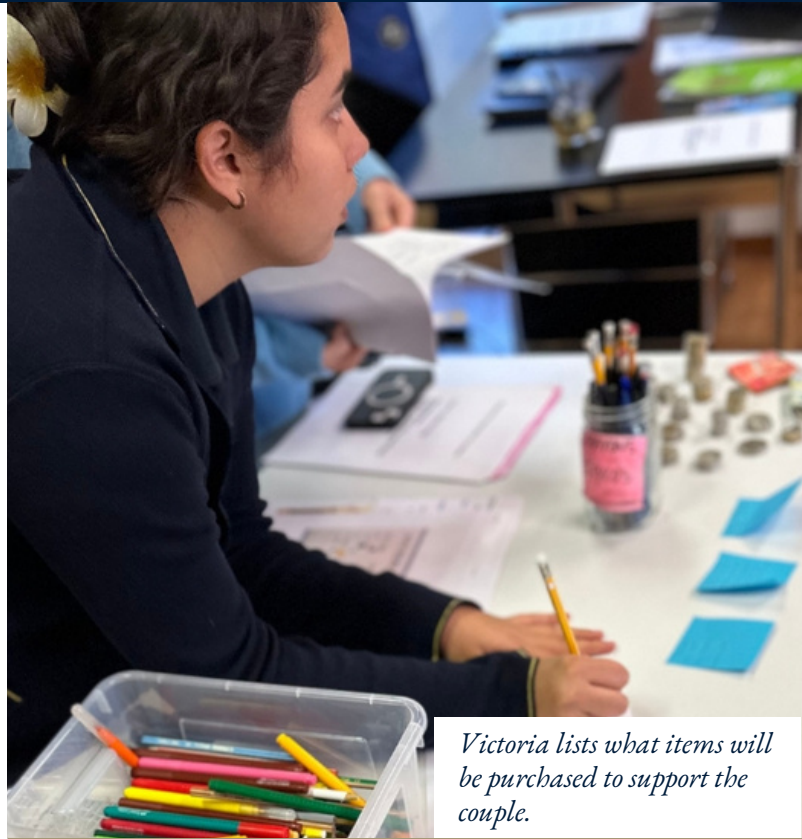
*Making new friends at the start of the year.*

## Survival's Charity Voice: Leading with the heart

*By Victoria, French Language and Culture Programme, Student Ambassador of Charity Student Voice*

I have been honored with the leader position of the charity society. I can not be prouder and happier to work with my team, the girls from charity, Ms. Gonzalez, Ms. Pelosi and Ms. Barret. Right before our mid term break we were asked by Domaine Foyers to help a Turkish couple who were expecting twins. We had little time to organize a fundraiser to buy baby items and give the items to the couple because Cigdem's due date was a week after we came back from break. With the team we brainstormed ideas of what fun activities we could do with the Survival community. At the end of the week we managed to raise 430.- CHF. With this sum we bought diapers, formula, baby bottles, bath items, breast pump, pacifier, wipes, creams for the mom. In addition, Ms. Mitchell generously donated baby clothes. Also, we were going to buy a stroller, and when Ms. Pelosi went to get it, she explained the case to the owner and he nobly gave it to us for free, he donated it.

At the moment, we are working with a Moldavian organization to gather Christmas gifts for refugee children who are in Moldavia. Personally, I couldn't feel more grateful to the Survival community for their support, students, teachers, boarding staff, thank you for supporting us in our first projects. I am sure we are changing lives, creating smiles where all they could think of was surviving. For our upcoming projects, I have big hopes and confidence that we are going to achieve big things. We are always grateful for help, advice, or just good faith. I truly see our purpose in this society this year and I am positive we are going to leave our mark.



*Victoria lists what items will be purchased to support the couple.*

*Read more about the incredible Charity Work done by the girls this term!*



*Ms Barrett and Ana-Sofia count money collected.*

# Impact

## Survival's Events and Etiquette Voice: Creating magical events as a team

*By Maiia, Grade 9, Student Ambassador for the Etiquette and Events Student Voice*

As the leader of the E&E (Etiquette and event) Society, I would like to share the results of our work this term. During this time there were many ups and downs, but we have learned to work as a team. In the end, the result of all our efforts impresses not only ourselves but also the guests of our events. Our previous event, Autumn Etiquette Lunch, took place on October 18th. We tried to hold the event at the highest level. I think that for a first effort, it was quite successful. However, of course, there were some shortcomings in the form of seating the guests, menu and a small number of decorations, all of which we are trying to prevent in the next event, which will take place on December 7th. We are almost completely ready. The invitations have been sent, the menu has been chosen, and the decorations are almost ready. I hope you enjoy our gala event, we look forward to seeing you. The result comes with experience. As a leader, I created the logo of our club, which you may have noticed on the invitation envelopes. I believe that such a distinctive sign will help girls feel involved in the team. In my opinion, we are doing a pretty good job, but our absolute weakness is communication, which we are trying to improve every day and I already see progress!



*On the 7th of December, the Events & Etiquette Society threw the traditional St. Nicholas Dinner here at Survival. It was a night filled with joy, festive spirit and the warmth of our incredible community.*



*Left to right: Maiaia, Victoria, Valeria, Rosie*

*Meet the team!  
Scan to view interviews with  
each Student Voice Leaders!*



## Environmental and Sustainability Voice: Inspired and inspiring

*By Rosey, French Language and Culture programme,  
Student Ambassador for Sustainability Student Voice*

Over the last three months I have been honoured to be the student leader of the environmental society and I am glad to say that I think we as a society are really looking forward to making Surval more sustainable. This term, our society has mostly been focused on two things, our vision for the garden space in Surval and the Swiss Schools Sustainability Summit.

The Swiss Schools Sustainability Summit, which we attended in Aiglon, allowed us to share our work to be sustainable with others and become inspired by the other schools' innovative ideas and projects they have used to become more sustainable. After attending the conference, we began to create more plans for the future, including the use of eco-bricks in future environmental projects, vegan and eco-friendly snacks in the canteen and world earth day to raise further awareness about our school's impact on the environment.

Along with these plans, we have begun to focus on Surval's garden space and our vision for it. Our plans for the space include: planting fruit and vegetables in the pots surrounding Surval that can be used in the kitchen, therefore reducing the food miles we create, food miles are the amount of carbon dioxide emitted when a certain food is shipped from its place of production to our school. We also plan to plant wildflowers that are specifically helpful to bees and wildlife in our area. And finally, for next term, we plan to set up birdfeeders around Surval, as with the cold it is increasingly difficult for animals to acquire water. Overall, I think as a small society we really have done well for our size and resources, and I think we all are looking forward to making Surval more environmentally sustainable.

# Our half-term Italy Trip



*The girls enjoyed a gondola ride in Venice.*



*400 steps later at the top of Giotto's Bell Tower in Florence, what a view!*



*After a nice dinner in the narrow streets of Rome.*



*Cremona, the birthplace of the violin, was our first stop.*

# Survival Award: The Power of Reflection

By Mrs Jessica Byrne, Head of Enrichment and Leadership

“Research shows the habit of reflection can separate extraordinary professionals from mediocre ones” (HBR, 2022). However, getting students to form this habit can be a challenge- it requires students to sit with themselves, to consider their choices (good and bad) and to be honest about what happened that day. It must be deliberate and challenging and go beyond the surface deep. It challenges students to work with little instant reward.

*“This year has been a lot of being pushed to do something I was not keen on, but appreciating it afterwards. The process has taught me to simply appreciate the whole of it. Reflecting has taught me to really consider my values, what I really want, and to allow me to consciously be in control of the person I want to become”*

When that statement landed on my desk in June last year in a letter from a student, I knew we were having an impact. Of course, I was confident that getting students to reflect on their actions, achievements and challenges would bring them great benefits, but I was of course always worried that the students would not realise these or feel them.

In a world of instant gratification, creating opportunities for delayed gratification teaches students to live with purpose and self-discipline without certainty of reward. The Survival Award challenges girls to work on themselves without the instant gratification of improvement. This delayed gratification enables girls to guide themselves, staying true to their aims, values and personal goals, without distraction from instant reward.

In practice, girls are simply asked to write short reflections in their personal Padlet, in line with the 5 core elements of their Survival education: Language and Culture, Service and Ambassadorship, Passion Project, Creative Pursuit and Physical Endeavour.

Each of these 5 elements draws on not just explicit curriculum links, but also works closely with the well-researched ‘5-ways-to-wellbeing’ (Mind.org) which enables students to identify areas which support their overall health by challenging them to think about how they are nurturing and fostering their own needs.

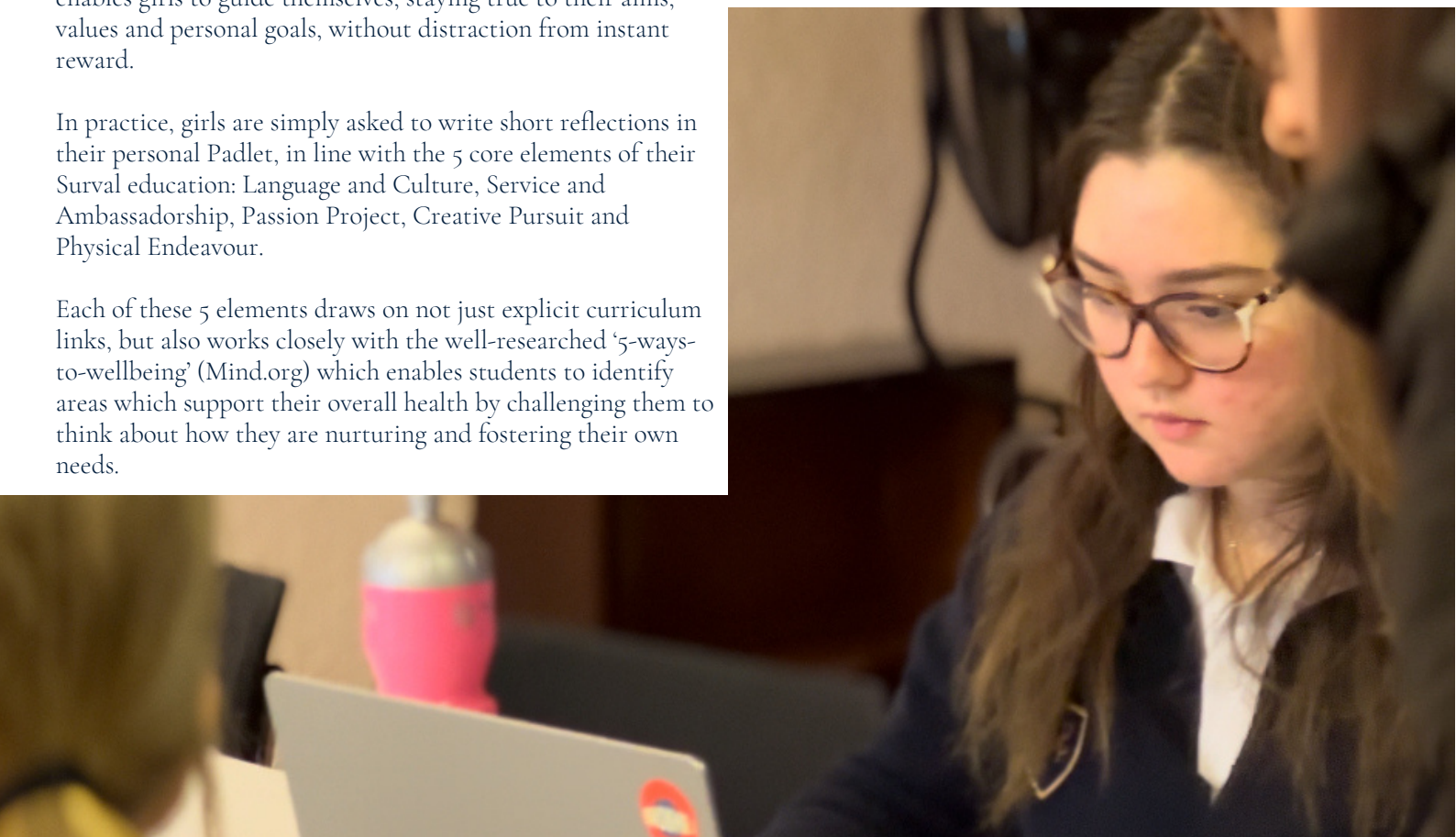
Survival students:

- ‘belong’ through their Language and Culture
- ‘give’ through Service and Ambassadorship
- ‘keep learning’ in their Passion Projects
- ‘take notice’ within Creative Pursuit
- ‘stay active’ in Physical Endeavour

As we enter the second year of the Survival Award, the engagement and progress the girls have made on their reflective habits makes for excellent reading. Many girls acknowledge the process of being encouraged to try new things, and how the process of such expands their horizons. In a recent reflection from the Italian Cultural Tour, one student wrote:

*“During this trip, I realized that I should visit more galleries and historical places because it really broadens your horizons and you get a lot of inspiration for your work. After a trip to Italy, I wanted to learn more about the history of art and visit more places related to culture.”* Maiia G9

With the habit of reflection well embedded into the culture at Survival, I continue to look forward to reading more of our students' reflections. Beyond this though, the greatest satisfaction comes when we see the students themselves realise the positive, lasting and impactful habit reflection can have in their own lives.



# Preparing for the Tanzania Service Project



In March 2024, a group of Surval students will be heading to Tanzania to work with a remote, local community, supporting them with the development of sustainable projects. We are working in partnership with True Adventure, and their charity partner, Better Lives, on this exciting new initiative which is certain to impact the community we will be working with and have a lifelong impact on the girls themselves. This term, the participants have taken part in several training activities, in particular, our training weekend up in a remote chalet. The sudden arrival of snow added to the challenge!

*'The training weekend was one of the best experiences to prepare us as a team for the Tanzania community aid project. We practiced various activities such as preparing dinner and breakfast as a team, getting to know more about the culture, traditional food, traditions, geography and some precautions to take to look after our health and safety. The most important thing we learned was teamwork, supporting and getting to know each other and that each one of us did her part to make the training weekend a learning experience. We gained a lot of knowledge for the experience that awaits us, how to remain strong, to give our best and know what we are capable of as a team and individually. In conclusion, we feel prepared and confident for the Tanzania Project.'* Arleen Gio



# Survival et la langue française

Teachers who sit at the registration desk on the first day of the year at Survival all hear the same statement from students:

“I really want to work hard to improve my French.”

As you know, sometimes the best intentions are not enough. Thankfully, Survival students spend much of their academic time developing their French language skills and much of their free time practising that French in Montreux and around Switzerland.

Every Survival student has the opportunity to study for DELF (Diplôme d'Etudes en Langue Française) examinations during their time at the school. These examinations allow them to gather a globally recognised qualification in French. The exams range from A1 for beginners to C2 for native speakers.

A small group of students worked hard during Autumn Term in preparation for their DELF exams. With the help of French teacher Mr Peltier, they improved their reading, writing, speaking and listening, as well as taking practice papers every week in the run up to November's exams.

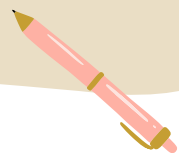
We are delighted that three students passed their DELF exam and secured the following levels:

- Alisa, Grade 12 - B1
- Rosalind, FLC - B1
- Anaeliz, Grade 10 - A2

The French department has already turned its attention to the next DELF exams, which take place in March and May. We will contact parents in the New Year about DELF opportunities for their daughter.

*Durant ce semestre à FLC, je peux vraiment dire que mon français s'est amélioré. Tant dans les cours que lors des excursions que nous faisons le jeudi, je pratique constamment mon français. En plus des cours de français, j'ai un cours d'étiquette où je développe et apprends continuellement sur différents sujets. En cours d'histoire de l'art, j'apprends l'évolution de l'art, j'utilise mes connaissances en dehors de la salle de classe et j'exprime ce que nous avons appris dans un musée. En cours de cuisine, nous avons exprimé toute notre créativité et l'avons transformée en pâtisserie, nous avons beaucoup apprécié et souri dans ce cours.*

Victoria



Before Survival, I didn't speak a word of French. When I came to Survival, my French improved a lot with the help of my two French teachers, Madame Gonzalez and Monsieur Peltier. I was able to learn a lot of useful things in French. Our courses are really interesting and immersive. We have fun and explore French culture. I always look forward to my French lessons because they are very interesting. The way of learning is different from what other schools offer. The teachers always pay attention to us in class. Thus, they guide us at each stage of our learning. We also have activities outside of class that help us a lot. I am really lucky to be part of the French Language and Culture programme because it has really helped me.

Joanne



# Life at Surval



*All students took part in a trip to Annecy for a French immersion day!*



*Our Art History students visiting the MAH in Geneva.*



*Ana-Sofia showing off her creative skills in Art Club.*



*The girls making the most of the weekend in Chamonix!*

# Universities and Careers

*By Mr Tom Byrne, Head of Teaching, Learning and Assessment*

Applying to university is a crucial stage in a young person's life. For better or worse, the decisions made in their final year of school will dictate many of their life experiences.

At Surval Montreux, we endeavour to make sure that the university application process has long-lasting positive impacts on our students. Indeed, offers of university places have already been received from universities in the UK and Europe.

During Autumn Term, students from Grade 10 and up have been extremely busy preparing for university life.

At the beginning of term, all Grade 11 and 12 students completed a seven-week programme of university study in Core. In this programme, they learned about different countries, types of universities, entry requirements and developing the profile of a competitive candidate. The objective was to ensure that Surval students were more knowledgeable, more prepared and more excited for university life.

One of the highlights of the term was a university fair held in Lausanne in October. 15 girls attended the fair, which had representatives from more than 100 universities from around the world, including some of the best institutions globally.

Girls spoke to guidance counsellors, gathered campus and course information and boosted their knowledge about intended destinations and courses.

Grade 10-12 students have also benefited from our expert Masterclasses from Millie, Surval's partner organisation for university guidance counselling. Girls have enjoyed Masterclasses on University Applications 101, Standardised Test Taking and A Guide to Personal Statements.

The provision at Surval for university applications starts years before students apply. We create a pathway for students to become the most informed and competitive candidates possible when they finally do apply in Grade 12.

We look forward to our returning Grade 10 and 11 students starting their 1-1 consultations in Winter Term. These students will have five hours of bespoke support from guidance counsellors, who will create a pathway document for them to give advice and targets on every area of the university application experience.

As the offers continue to arrive for our Grade 12 students, it reminds me that their good news is the result of many years of hard work. For our younger students, these university offers will act as inspiration for the hard work ahead.



*Millie Consultants present the difference between applying to the US and the UK.*

# Passion Projects: exploring new horizons

*By Mrs Joanna Premand, History Teacher and Passion Project Coordinator*

During this term, students began working on their Passion Projects. These projects allow Surval girls to pursue a particular field that interests them while adding depth and rigour to their coursework. For some students, projects also provide them with the opportunity to explore potential career paths. The Passion Projects have further had the added bonus of helping our girls with long-term planning, as they were first required to articulate their ultimate project vision and goal in a proposal that stretches the academic year.

The girls have made some exciting progress in their project work so far, with projects as distinct as learning American Sign Language to producing an artistic oeuvre of landscape paintings. Other students have built on existing skills, such as perfecting a piece of music on the piano or expanding their writing in the French language, while still other students volunteered to tutor schoolchildren at Domain Foyer. All of these projects took place under the supervision of a faculty and staff member who coached the students in bi-weekly meetings.

Shortly before the winter vacation, students were asked to write a brief reflection about their Passion Projects. Their comments captured both the thrill of achievement and the steep learning curve of unanticipated challenges. I commend the girls on their efforts and encourage their friends and family to ask them about their Passion Projects!

I love and look forward to learning more signs [of American Sign Language] and showing those signs to my family and friends or anyone. It was a bit hard in the beginning because I wasn't sure how to demonstrate the signs— if I wanted to animate it or what other ways I could show the signs. But through research of deaf creators and how they sign, I have been learning more about the culture of ASL and why it's important to learn the meanings behind it, where they came from and their history.

*Carmen, Grade 10*

I really liked learning to play the piano again and knowing how it works, also the history of the piano... I really enjoyed working with my supervisor and making great progress with the song that I am learning. I am also proud that I was able to play the piano with both hands at the same time.

*Mariana, Grade 8*

First of all I can not begin to explain how happy and fulfilled I feel with my Passion Project. It consists of tutoring the kids in Domain Foyer in Math, but since our only common language is French, I tutor them in French....I love it, I enjoy spending time with the kids, and each week I can not wait for Wednesday to come!

*Victoria, Grade 12*

It's been quite a journey improving my running distance this term... These achievements give me a feeling of accomplishment and motivate me to keep pushing. It's not just about the distance, it's about the feeling of achieving my own expectations. The effort I'm putting in my running is paying off, and as I approach my end of the year goal, I'm excited to see where my effort in running takes me.

*Marina Grade 9*



# The Surval Sports Programme: closing the gap between school sport and sport for life.

*By Mrs Jessica Byrne, Head of Enrichment and Leadership*

At Surval Montreux we have one mission; to equip girls with tools which support them for life, be this in Language, Culture, Creative Pursuit or Physical Endeavour. Regardless of the setting, a Survalienne should leave us feeling empowered.

We speak often about the benefits of a Surval education, highlighting the unique ways in which being in a small, all-girls setting can benefit your daughter.

When specifically looking at our sporting offering, it is often assumed that this somehow limits our ability to offer high quality, cutting edge provision. However, when considering the purpose of school sports, this is based on the assumption that the usual offering of team sports by the majority of other schools, is provided due to their superiority in developing a student's sporting engagement. An assumption which has, I believe, become outdated.

43% of girls in UK schools 'used to be sporty'- 15% were 'never sporty', and despite 9/10 girls knowing the importance of physical activity, more girls than boys continue to disengage from sport during puberty (Women in Sport, 2022, p6). Two key factors continue to hinder girls' participation in sport: a lack of relatable influencers, and irrelevant activities offered during school sports lessons (Women in sport, 2022, p18).

When considering the purpose of school sports, at its foundation, fostering a love of sport which continues beyond school years should be the priority. However, striving for lifelong participation requires schools to understand how sport is consumed beyond school, predominantly through 'lifestyle activities' (Ross et al., 1987, cited in Fairclough et al., 2002). Lifestyle activities are defined as activities which can be undertaken alone or with one other person, and which can be accessed without stringent time constraints. For our young globally minded women, this is fundamental; balancing a career around the potential pressures of family life, means that their activity choices need to be flexible, non-location or cultural specific. So while common in schools, team activities contrast with the activities that students are most likely to access as adults. Thus, if the role of school sport is to promote lifelong participation for every girl, in my opinion, lifestyle sports must be prioritised.



‘So if these types of sports are so key, why aren’t other schools doing the same?’

School sport has 3 major considerations: facilities, workforce and funding. When operating in a larger school, there is typically 1 PE teacher to around 25 students, so instead, these individual activities are often marginalised by the dominance of games, largely due to workforce expertise (Fairclough et al., 2002), and the inequitable staff-student ratios (Jones, 2016). Enter the Surval advantage.

In a small school, where all teachers can support provision with specialist external providers, we are able to facilitate a unique offering which allows girls a wider choice of activity in a selection of sports they are more likely to be motivated and able to access for life: Tennis, Fitness, Golf, Running, Horse Riding, Yoga, Sailing, Hiking, Climbing & Winter Sports. That said, of course, where there is interest, team sports are always offered, be that on a recreational basis with Saturday morning sessions, or in a more competitive forum.

Having administered sport in both UK all-girls Independent schools, and International co-educational schools, I have worked on many approaches to encouraging girls to participate in school sport. Notably, during my time in the UK, at a more traditional school, all girls were channelled into team sports, yet, 10 years on from this, of even the keenest games players, 87% had moved away from team sports and into individual lifestyle sports. Sadly,  $\frac{1}{3}$  of students had not continued with any participation beyond their compulsory 7 years, showing very little success in fostering a love of physical activity through compulsory games.

Naturally, there was a continued battle with many students over participation, something I am delighted to note which does not exist at Surval. Correspondingly, research from Allender et al., (2006) highlight the barriers to lifelong participation compulsory team sport can in fact create due to the likely absence of fun and thus motivation towards any physical activity.

The goal of lifelong participation in sport and exercise, as an outcome for every student is fundamental in my leadership of Surval sport; I believe it to be the priority, given school sport’s impact on the long-term health and fitness of children (Shepard and Trudeau, 2000). Guided by both theory and practice, we prioritise recreational participation for students, with competitive success as a supplementary benefit, and only where desired by the individual.

Student choice is something we continually seek to safeguard at Surval, knowing that where students have autonomy, relatedness and competence, motivation is likely to be fostered (How et al., 2013; Deci and Ryan, 2000). And the results speak for themselves; there is no queue outside the nurse’s office, instead, Thursdays have become a ‘buzz’ day where girls arrive on time and prepared for their sessions, and of course, staff are just as keen, knowing they are supporting girls who want to be there.

Students at Surval, I would argue, have a unique opportunity and freedom to experience the best version of school sport, which nurtures their confidence to participate in an activity they enjoy, available to them for life, closing the gap between the school sport experience and their lifelong physical endeavour.



# Survاليennes of the World, a Miami Reunion to share memories of Surval

*By Ms Dudley, Principal of Surval Montreux*

It was wonderful to connect with a group of Survاليennes in Miami in mid-October. The beautiful Biltmore Hotel in Coral Gables near Miami Beach formed the perfect setting - stylish and elegant, somehow reminiscent of Surval.

Spanning Surval experiences from 1978 to 2018 the group drew together Survاليennes now based in Miami and Mexico, but originating from further afield including Guatemala, Venezuela, Spain and Brazil. One single but important word sums up the event and Surval across generations: friendship. Friends of up to 40+ years came together whilst the event also provided the opportunity for new friendships to be established. Long-standing and more recently arrived Miami residents formed a new network which I hope will endure long beyond the event.

Many common memories were shared: learning French - and the reward of Toblerone chocolate for good work; Etiquette classes - practising walking upstairs, head held high, shoulders back; skiing in Andermatt, trips in Europe and further afield; the good food (sometimes too good!); pas de sortie for lateness (we still have this!). A surprise selection of photos from our Surval albums was the cause of much laughter!

And what was the consensus on the impact of Surval?: 'life-changing', 'one of the best experiences ever', 'the best lifelong friendships from around the world', 'growth in independence' and so on.

As Christina Ubing (1978) wrote in the event's Whatsapp group at the end of the day: 'Let me tell you that today was food for our souls! We all come from different backgrounds, we all are different ages but most important is that Surval unites us all! And this is something that we promised each other we will continue! And again as Ana Maria mentioned as the Seniors we are here always! Thank you for making our reunion so special!! Survاليennes ALWAYS!!'

It was clear that this event brought joy to those who were able to join. We would love to create more opportunities for Survاليennes to connect across the globe. If you would like to help set up a Survاليenne event in your country, please get in touch. We are keen to support networking and help reconnect/establish new connections to optimise the power of the truly global network of empowered Survاليenne women!

We have a database of over 7000 Survاليennes, but are very aware that some of this data is out of date. If you know of anyone who is not receiving our Surval news and would like to keep in contact, please encourage them to get in touch with us.

We plan to launch a Survاليenne platform to help Survاليennes stay connected/reconnect and we are brainstorming other ways to keep Survاليennes in touch with their Surval memories - we will be in touch with more details in due course!

In the meantime, we encourage you to join our Survاليennes specific social media groups: Facebook, LinkedIn

Nicola Dudley, Principal



← Update your details!

In June 2024...

Join a Survاليenne Reunion  
in Surval Montreux on 19-20 June.

Register today at [info@surval.ch](mailto:info@surval.ch)!







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GIRLS' SCHOOL IN SWITZERLAND

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