

St Johns Journal

Spring Term 2017

EXCELLENCE • LEADERSHIP • LEARNING
ST JOHNS & KING RICHARD
SCHOOLS FEDERATION



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Alumni Feature





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Message from the Principal

'Education' is a subject that everyone has a view about; I think because at some point we have all attended school as students ourselves, we all have an interest in it. We have a new section in the ST JOHN'S JOURNAL this term where we hear from alumni (ex-students); what they are doing now and what their time at SJS meant to them. One common theme is that they always look back on their time with us with great fondness.

There is currently hardly a day that goes by without Education; school funding, new GCSE exams or school league tables dominating the UK headlines. MOD Schools are unique; we are accountable in the same way as schools in England, our curriculum is in-line with schools in England and Wales and we are inspected by Ofsted. However, our community is very different with high-levels of mobility; we are much smaller than our UK equivalents and we are geographically isolated from our English counterparts. Despite this, our performance is, in UK terms, exceptional. We do not appear in the league tables for England, but if we did, King Richard School and St John's would be 357th and 472nd place out of 3482 schools. This is in the top 10% and 14% respectively. This highlights our commitment to always doing our best to develop 'Excellence, Learning and Leadership' in our students.

Most of you will be aware that King Richard School was inspected by Ofsted on 21 & 22 March. The report has just been published and I am delighted with the OUTSTANDING outcome. You can read the full report which is enclosed with this magazine, at kingrichardschoolcyprus.com or at <https://reports.ofsted.gov.uk>. I am proud of all the staff and students who, I can honestly say, did what they do every single day. The inspectors were impressed by the behaviour of our students, outstanding learning, progress, marking and feedback, range of enrichment activities, leadership of the school (including support from governors and the student PLT) and our focus to be the best that we can be. We look forward to St John's being inspected at some point in the coming months.

I hope that you enjoy reading about the successes and achievements of our brilliant students in the pages herein. Please do not forget to follow our Facebook pages and Twitter feeds (@KRSCyprus & @SJSCyprus) for regular, up-to-date news from our schools.

Best wishes and thank you for your continued support.

Dan Browning
Executive Principal



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Chair of Governors Lieutenant Colonel Martin Payne BEM RAMC

Lieutenant Colonel Martin Payne was born in Manchester in 1963. His passion for the Army began as a member of the Army Cadet Force at the age of 13 in Stalybridge as a Mercian. His career journey started at the Junior Soldiers' Battalion in 1980 with The Prince Of Wales Division, 22 Cheshire Regiment in Taunton; he then transferred to the Royal Engineers in 1982 where he qualified as a Combat Engineer, HGV Driver and Carpenter & Joiner; he spent 3 years with 59 Independent Commando Squadron in Plymouth and Arbroath, during his time he served as an instructor with the All Arms Commando Training Team. In 1989 his career took on another challenge and he cap-badged into the Army Physical Training Corps, where he served with 2nd Battalion Scots Guards in Hounslow and Edinburgh; Hong Kong Physical Adventure Training Centre as an instructor, he also advised on recruitment and selection in Nepal; 8 R IRISH in Armagh; JSSADC as the Army Diving Specialist in Plymouth; Royal Military Academy Sandhurst (RMAS) as the Training Warrant Officer and HQ 1(UK) Div & HQ 20 Armd Bde, as the SMI in Germany.



On commissioning from the ranks into the RAMC in 2003 he has served with 5 GS Med Regt as Ops and Trg Offr in Preston; 4 GS Med Regt as E (13) Sqn Officer Commanding (OC) and 2IC in Aldershot; SO2 J1/J4 Med in Bosnia and Afghanistan; RMAS as Old College Assistant Chief Instructor; Quartermaster (QM) 4 Med Regt in Aldershot; OC Sp Sqn and QM 22 Field Hospital in Aldershot; PJHQ Fwd SO2 and Mentor to the Afghan National Army Officer's Academy and Officer Commanding Phase 2 Training at Litchfield. His final post prior to promotion was as Officer Commanding Support Squadron and Quartermaster with 33 Field Hospital in Gosport. He has been deployed on various operations and exercises all over the world during his 35 years service.

Lieutenant Colonel Payne assumed the appointment of Episkopi Station Commander on 23 November 2015. He is married to Tanya and has two children, Sophie (23) an A&E Nurse and Benjamin (22) a Physiotherapist - not forgetting their loyal rescue German Shepherd dog Reggie.

His hobbies are spending quality time with the family, travelling, DIY and if the operational tempo allows ensuring soldiers have the opportunity to participate in a variety of challenging outdoor pursuits. The usual sporting and outdoor interests are steadily moving from player to spectator; however the heart & mind is stronger than the body! His main effort and focus is the duty of care and welfare of his staff, soldiers and families.

Make new Friends

Achieve new Skills

Experience new Adventures

Gain new Qualification's

Episkopi Army Cadet Force
Come along to the opening
on
Wednesday 26th April 2017

When it comes to action, excitement and adventure it's hard to find anything that beats the Army Cadet Force. Come along and experience what it's like to be a member of the Episkopi Detachment.
Every Monday and Wednesday at 1800-2000hrs in the Epi Centre, Dodge City. Contact Strn Comd on 2596 3593.
"If it doesn't Challenge you, it doesn't change you." - Fred Devito.





Message from the Chair of Governors

It has been a tremendous year as the Chair of School Governors, I have been proud and honoured to have been a part of the continuing success as the school encourages and supports all students and staff. As a governor I have been able to enjoy and participate in many events throughout the year which enables me and my team of governors to carry out the important duties bestowed upon the Governing Body.

The School Governors' Committee (SGC) works in accordance with the terms of reference provided by the Service Children's Education (SCE), its purpose is to enable the parent body to contribute to the "strategic direction and governance" of the school. The aim of this involvement is to improve educational provision and outcomes for pupils and families. There are three main roles that the SGC needs to fulfil in order to achieve this purpose:

- To help set, and continually review the broad framework within which the school is run, focusing particularly on raising standards, establishing high expectations, and promoting effective teaching and learning.
- To provide the Headteacher with support, advice and information, drawing on the SGC members' knowledge and experience.
- To ensure accountability for the school's performance and other matters.

There is no doubt that the challenging ethos and nurturing environment SJS endeavours to provide, gives opportunity for all students to do their very best and achieve beyond their expectations. The SGC provides link governors for all curriculum areas which provide challenge and support to all staff and links to the overall School Improvement Plan.

The array of extra curricular activities offered is testament to the dedication of the whole school staff. The governors have carried out training in Safeguarding and specific governor guidance. We have also supported many events such as Duke of Edinburgh Award Scheme, Comic Relief Charity initiatives, House system and the Extended Project Qualification (EPQ).

We are extremely proud to announce that an Army Cadet Force (ACF) is being set up for the first time in Cyprus. This is an exciting opportunity for students aged 12 to 18 to become part of a one of the UK's oldest, largest and most successful youth organisations that provide camaraderie, challenge, teamwork, diverse training, new experiences, career prospects, good citizenship and life skills. This is a purely voluntary run venture and any volunteers or people with specific skill sets who can offer the young people something different please contact me or the school.

Opening evening is **Wednesday 26 April 2017** at the Episkopi Lecture Theatre and Cinema Club, Dodge City, 1800 - 2000 hours. The ACF will run every Monday and Wednesday.

Please encourage and support

The quality of teaching and learning, safety and enjoyment for all students is of paramount importance to the SGC and we always welcome any constructive ideas and feedback.

Kind regards

Martin P Payne

'The best preparation for tomorrow is doing your best today.'

H. Jackson Brown, Jr





Science Club *by Isaac Glencross (Y8)*

Science Club on a Thursday afternoon gives the younger students of Episkopi Primary School an opportunity to experience more challenging (and more fun) science experiments. Year 8 also help as they act as science ambassadors and helpers to the children attending.

The children have experienced many interesting and more advanced experiments including Bunsen Burner work and alkali metals. The pupils have enjoyed their time in Science Club and are very fortunate to have such facilities on hand.

I have been lucky enough to attend Science Club for 3 years, and it has been interesting seeing how the Club has changed and developed. Then again this year I was fortunate enough to become a science ambassador. It was interesting seeing the club from a new perspective as I got to help the other younger students and enjoy the experiment and activities I had before.

This club is all thanks to the help of Mr Glencross the Head of Science in St John's School and Mrs Debock the lead Science teacher in Episkopi Primary School. The students have truly enjoyed Science Club, and I have enjoyed working with the other science ambassadors.

'I have enjoyed working with other science ambassadors'





A Level Biology Students Visit Lemmings Beach *by Jack Ford (Y13)*

A Level Biology students have visited Lemmings beach to investigate the biodiversity of the sand dunes. We used specialised equipment such as quadrats to randomly select different areas on the dune which we would then examine. We identified the species of plants which appear in the area. This helped me improve my knowledge and understanding of the processes which occur in Ecology and also improved my ability to show that I have a strong knowledge of these aspects for my Geography and Biology A Levels.



Students receiving their 2016 Spirited Arts Certificates

We are all looking forward to working for the new 2017 competition in the Summer term.





Letter from Dabaso School

Dear Mr Browning,

On behalf of the entire Dabaso School community we would like to say a huge thank you to everyone at St John's School for the truly amazing donation of €788:57. We understand that a great deal of work went into raising these funds; you can all be assured that the money will be very well spent. The immediate priority is the continuing purchase of books for the library and discussions will take place with Madam Esther Kutto (Head Teacher) regarding other priority materials.

We did manage to speak to Madam Kutto just before Christmas and despite the very poor quality of the telephone line we were delighted to learn about the continuing improvement at the school. Following the end of the academic year examinations last November which involves every student in the school the achievement, was greater than the previous year. The Standard 8, which is the Kenya Certificate of Primary Education, requires three days of examinations involving testing every subject in the curriculum. Six students (five girls and one boy) were awarded places at National Schools. These places are allocated by the Government Education Department and this frequently means that students have to travel considerable distances, which may take two/three days to reach their new school. For Dabaso students this means that at fourteen years of age they are likely to have to leave their immediate home environment for the first time. The students have to apply for a grant or raise funds themselves in order to purchase mandatory new uniform and text books. As these schools are boarding schools everything from bedding to plates, mugs etc. are required to be provided by students and their families/carers. The cost of education is considerable; however the students are so hungry for education, sacrifices are made to achieve their dream. Given the very high level of unemployment in the coastal region due to the lack of tourism, education is without doubt seen as the way out of poverty. Students attending other levels of secondary education can and frequently do succeed and like most young people have ambitions.

We continue to remain in regular contact with Madam Kutto who is very clear that the achievements at Dabaso School have occurred as the result of working in partnership with their 'well-wishers'.

We would like to thank everyone at St John's School for your continuing support for Dabaso School.

Best Wishes,

Graham and Ann Lawrence

'We would like to say a huge thank you to everyone at St. John's School'





Red Nose Day at St. John's *by Ms Cambridge*

Friday 24th March was Red Nose Day and once again students, staff and parents made a great effort to raise as much money as possible. Our cake sale was as popular as ever and many thanks go out to all of those who took the time to bake cakes and biscuits. The Station Commander was on hand to help with the sale and was impressed by the quality of the goods. Our students arrived at school in a range of fancy dress outfits or red clothes. We sold out of red noses! Thanks to Oscar Holden and his team who arranged a staff v sixth form basketball game at second break. I think it was a draw but the sixth form may dispute that!

But of course the best result was the amazing 625 Euros we raised, a magnificent amount for a small school. Thank you everyone!





Basketball for Comic Relief *by Mrs Dakin*

A fantastic game of basketball in aid of Comic Relief excellently organised by Oscar Holden. The six form boys took on an elite group of staff and guests in a close fought competition, the final score being 13-16 - victory to the staff / guests. Thank you to everyone involved.



Sports Leaders *by Mrs Delong*

Well done to all the Year 5 students from Akirotiri and Episkopi Primary who took part in the St John's Sports Leaders Multi Sports Festival. St John's students displayed excellent leadership skills having organised their own activities and they worked with motivation and enthusiasm, leading by example.





Digital Leaders Report *by Khadija Begum (Yr 12)*

I interviewed Corporal Berry who works for Cyprus Joint Security Unit (CJSU). I interviewed him about the Digital Leaders team at St John's School and the rising threat of identity theft on social media.

Over the past few years CJSU have noticed a growing vulnerability with regards to what people are uploading on social media as the public are not aware of the risk of uploading personal information and how easy it is to find out details about anyone with just a few clicks of a mouse. The consequences of this unawareness can have a devastating effect on personnel and their families' lives. Some of these consequences do include identity theft and being targeted by online trolls. A troll is a person who starts arguments and upsets people online by posting unpleasant messages to provoke their target into an emotional response. People are often targeted due to the massive digital footprint which people create by uploading on social media sites or being tagged in various things, such as photos or posts, by their friends and families.



The biggest threat to BFC is the well-known social media site, Facebook. Facebook allows anyone to easily access information on you, if your account is not securely locked down. From going out and doing social experiments at Coffee and Co, the Digital Leaders can see that many people from within the community of BFC think they have their accounts locked down, when in actual fact they do not.

The purpose of our social experiments and social media clinics in the HIVE are to educate people that the smallest amount of personal information can lead to their identity being stolen, and that they need to make sure that their accounts are securely locked down even if they think it is. We conduct our social experiments by asking members of the community if we could search for them on Facebook. Once we find them we view their profile to see how much of their account anyone can view. This is shown by the information displayed such as images and posts. Doing a search like this and then explaining how to lock down the account can take up to 10 to 15 minutes.

Here are some ways to reduce the risk of your identity being stolen:

- 1) Make sure that your accounts are locked down – on Google there are smartcards, which you can download or print off, that have a step by step guide on how to secure your accounts.
- 2) Secure your accounts with a long password that is a minimum of 18 characters – some software can crack passwords of up to 18 characters. It can be a phrase such as “snow white and the 7 dwarfs”
- 3) Do not use check-in functions on sites such as Facebook
- 4) Do not post personal information
- 5) Do not click on links as malware can be attached and used to hack the device you are on.

Overall CJSU are very pleased with the work the Digital Leaders have done as we have had a good response from the members of BFC.

The future for Digital Leaders is to raise awareness of how dangerous the internet can be but also how useful it is, if it is used correctly.

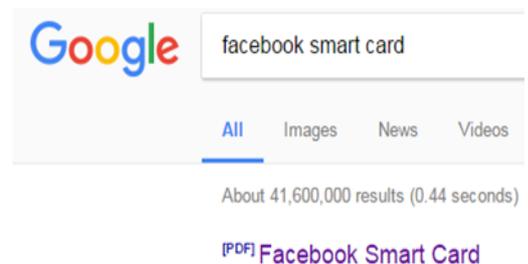
For any further questions visit the Facebook page: BFC-besafeonline

Or contact Cpl Berry : Christopher.berry716@MOD.UK

For any further information on Digitals Leaders please contact Amanda Wolanski

Telephone: 0035725963888

Email: awolanski@stjohnsschoolcyprus.com





GCSE Catering Exam *by Ms Lea*

The GCSE Year 11 Catering group did a fantastic job in February when they completed their final practical exam. Pupils toiled away for nearly 5 hours to produce 2 excellent dishes of International food. Pupils cooked dishes from all over the world, including India, China and Japan! The standard of presentation was "exceptional" stated one teacher and pupils surpassed themselves using a variety of cooking techniques, such as steaming, proving, baking and blanching. Pupils felt extremely proud of themselves, with two years hard work really paying off. Well done Year 11 Caterers!



"The standard of presentation was exceptional"





Netball Tournament by Mrs De Long

A great afternoon at the federated KRS/SJS netball event in Dhekelia. A win for Poseidon (5-1) in the KS3 game and a draw in the much fought after KS4 game finishing at 7-7. Well done girls, great effort and enthusiasm!



St. John's Students visit British High Commission Nicosia

On 9 March, three of our young musicians helped 4th Battalion the Duke of Lancaster's Regiment bid farewell to Cyprus as their current tour in support of Op TOSCA, the British contribution to the United Nations Peacekeeping Force in Cyprus (UNFICYP), draws to a close.

The three St. John's students, Carys Larwood, Owen Larwood, and Archie McVicar, all members of the RAF Akrotiri Voluntary Band, performed at a prestigious cocktail party held at the British High Commissioner's residence in Nicosia.

Band Musical Director, Jamie McVicar, said, "The band played superbly on the night, and the battalion really appreciated our help in setting just the right atmosphere for their event. The contribution our three youngsters made cannot be over-stated: quite simply, we couldn't have done it without them!".

As regular members of the RAF Voluntary Band, Carys, Owen and Archie will be busy performing over the next few months, at a number of engagements both on and off-base.





Duke of Edinburgh's Award Scheme *by Mrs Dakin*

During this term students have taken part in both their Duke of Edinburgh Practice and Qualifying Expedition in Akamas and Anogyra. All students have successfully completed the practical element of the expedition and their presentations, which parents will be invited to, will take place next term. It was a fantastic weekend in Anogyra - students were able to demonstrate and put into place the skills that they have learnt throughout the year. Congratulations to all and many thanks to all the staff and volunteers involved. Next term will focus on completing the other sections of the Award.



"All students successfully completed the practical element"





Designing Your Future 2017—Bigger and Better than 2017 *by Mrs Dixon*

Well, we have just returned from an action packed week in the UK encouraging our students to consider all their options post Sixth Form. The itinerary was packed and the students were fantastic throughout the week. I enjoyed every moment with the students but need a week to recover. Based upon the feedback from the students last year, we looked at improving the visit by having an independent day to allow students to arrange to arrange, travel and visit a university or business of their choice. We also wanted to ensure that in line with developments in the UK we had more information about Apprenticeships.



We didn't want to waste a moment whilst in the UK so there was lots of hard work before the visit. All the institutes were sent details of our students preferred subject areas and we asked if some would welcome our students on a Sunday. Keele and Staffordshire University both offered to host our students on the Sunday so we made the decision to hit the ground running and visit both institutes in one day.

Keele provided talks by three international students from the Cayman Islands, Italy and Canada who discussed their courses and reasons for choosing Keele. They highlighted that the unique selling point was the ability to combine subjects and to study overseas with no additional course fees. We were then shown the forensic house where students get to investigate crime scenes and finished with a tour of the accommodation.

Staffordshire University student representatives met our students and took them on a tour of their new accommodation which even boasts blue tooth in the kitchens! It was a far cry from the student accommodation of 20 years ago and was a bargain at £110 per week including all bills. Staffordshire University were able to guarantee work placements for all the students ensuring that when they left they had the perfect combination for employers – experience and a degree.

All this was before we had even checked into our hotel! Once we had checked into the Ibis Style we had a quick tour of the area, pointing out major landmarks, before the students were free to go and eat in Manchester City centre. Quite a task as they had to remember that they were on a budget of £15 per day!

Our second day maintained the pace set on Sunday, with a visit to the University of Liverpool. Despite the rail strikes; and an interesting and unplanned challenge to get 20 students and staff onto a train when the previous three trains had been cancelled; we did it - and we were only ten minutes late! Liverpool is the original red brick university and as part of the Russell Group prides itself on its research. In addition it has a campus in Xi'an Jiao tong where all students can go to study at no additional cost. We were also pleased to hear that many courses will provide a one grade lower offer if students achieve an A grade in their Extended Project Qualification.

After a quick lunch stop we travelled back to Manchester to visit Salford University. Having won Business school of the year in 2014 and with one of its campuses being based at Media City it is no wonder it has fantastic links with industry. We were also able to visit Media City to experience the fantastic facilities the university has to offer.





Before returning to the hotel our students were set a shopping challenge to see how aware they were of the cost of everyday items and to compare three leading supermarket prices. To develop this challenge further they had to cost the ingredients for three “student” meals from scratch – no pot noodles allowed here. The dishes impressed the staff and reassured us that our students would live on more than beans on toast – we hope!

Tuesday morning was the day we had planned for in Cyprus to ensure we could use our 150 minutes wisely; including squeezing in a 20 minute talk. With exhibitors from institutes all over the UK, companies offering apprenticeships, the tri-services and specialist talks going in without a plan would have been madness. We were one of the first schools in, so we 30 minutes before everybody else arrived which gave our students time to speak to representatives from their chosen institutes.

At midday we travelled across Manchester to Siemens to learn about the company and the opportunities they offer. I was more than a little apprehensive about the afternoon as this was an addition to last year’s itinerary. I didn’t need to worry, the afternoon was fantastic, engaging all our students and providing them with an opportunity to consider the different routes available. Talks were given by employees that had taken or were taking different routes including their graduate scheme, higher level apprenticeships and internships. The afternoon culminated in a speed questioning session with the students talking to six employees to find out all about their entry route into the company.



Our talks with students on the tram back confirmed the day had been a success. Many students said it had confirmed for them that they definitely wanted to go to university, others wished to explore the apprentice route more and others were pleased to realise there were a number of options for them to explore before coming to a final decision. Obviously, after such a busy day our students were delighted to be rewarded with an ‘all you can eat buffet’ that came in within budget and a visit to the Palace Theatre to see Grease.





On Wednesday we were going to Old Trafford to learn about the business that is Manchester United. A number of students and staff needed to be encouraged to see this as an educational opportunity to learn about the business opportunities available within sport! Our talk showed us how the sport of football offers many employment and training opportunities post Sixth Form.



In the afternoon our students joined hundreds of others to participate in a University Open Day at the University of Manchester. They were whisked off for

two hours to learn about the courses available and process of applying for courses. It also provided an opportunity for our students to further realise that the competition for places at university is stiff.

We used the evening to ensure students had all their arrangements in place for the next day and check they had a back-up plan if there were any problems with travel. We stressed the importance of regular contact with staff so we knew they were safe. Many had an early start the next day to travel to various locations such as, Newcastle, Loughborough, Leeds and York.

Thursday was a day of sitting on my phone with my recording sheet ensuring it was never more than an hour without contact with a student. Some students were fantastic with this, others needed a gentle reminder. However, the most important aspect of the day was that every student felt the whole day had been a useful experience.

At last, it was Friday and the end was in sight with our bags packed ready to return to Brize Norton but we still had another 10 hours in Manchester. So to start the day we went to a conference room to have talks about taking a Gap year, different entry routes into the Tri-Services and how to register to apply for apprenticeships. It was a long but informative morning with many students commenting that they now had even more to consider in the upcoming months.

After a short lunch break we walked to Manchester Metropolitan University for our final stop of the visit. The talk was fantastic as it had been tailored to our requirements focusing upon the apprenticeship degrees on offer and the scholarships available to students. We were amazed to find out that the university representatives earned over £9 per hour and the hours were flexible as the University realises you are a student first and foremost. MMU prided itself on its personal tutor support officer scheme to ensure all students feel supported academically and personally throughout their course.



Having only experienced one day of rain in Manchester over the five days, it was time to get on

the bus and return to Cyprus with lots of ideas and information for future plans. I am pleased to say that I have already had lots of conversations with students about their options and in tutor time students are creating possible plans for the future. In SMSC students are creating dream boards to keep where they want to be in the future, at the forefront of their minds .





*"I really enjoyed
visiting Liverpool
University"*

This week has been extremely beneficial for me, as it has really enabled me to work out what I am looking for from a university. The UCAS fair was very good, as most of the universities that I was interested in had not been present at the HE fair in Nicosia. It also meant I could get to speak to people from universities all over the country. The independent day was really good. I enjoyed the challenge of having to navigate around places I had not been before, and it really helped me to envisage what life will be like and what responsibilities I will have when I am at university. I also really enjoyed touring the university on my own, as it gave me a good opportunity not only to visit one of my choice, which I had previously considered, but also one on one time with prospective lecturers.

Iona McVicar

I really enjoyed seeing the different types of cities and Universities. I thought that it provided us with a good range of Universities and therefore it opened my mind up to what the Universities are like in the north.

I like the fact that we managed to have free time to ourselves and seeing Grease at theatre was very nice too.

I've also learnt what kind of University I'm looking for, in terms of the type of area and the fact that I like campus Universities better...

And I have a better idea of how money and saving works when it comes to being a University student.

Alexis Cimafranca

I really enjoyed visiting Liverpool University. I liked the atmosphere of both the university and the city. I liked speaking to the students about student life and how they approach the courses which they study. I thought having a range of universities to visit helped me decide the type of university I want to go to.

I thought the independent day was a good idea and I benefited from organising the meetings with Leeds University and also learned a great deal about the variety of the subjects available to study within each course.

Thanks for the trip!

Will Blackburn



The best bit:

The independent day, as it really taught us many practical skills including how to get the right trains and travel independently. It really made us think about time management and realise how important it is.

Even better:

If we could meet up with past students and get their experience on what that university is really like and how they transitioned into university from Cyprus.

Madi Ashley





Best bit

What I have learnt from this trip is how to assess key aspects from different universities comparing them against others, so being able to weigh up all the information that is provided in order to make decisions. This has aided me in making key decisions of courses and universities that I want to study at.

Next step

The next step for me is to do more research into other institutions that provide similar courses to the ones that I know I will be applying to when the time comes. Also, I need to weigh up where I want to be in regards to my family life and also personal preference.

Jemma Epps

The Independent Day was very useful for me as I was able to see a university I was interested in and the facilities available to students. It was also good for me because it gave me the chance to use public transport on my own and experience what it would be like to be a student in the U.K. I was also able to see the surrounding area and it made me realise that I want to go to a university that is a campus university but it is close to the city centre.

When I get back to school I will be looking at Staffordshire university as it interested me on the tour and I'm looking at the universities that are campus based but near the city centre, I am also going to look into apprenticeships as they interested me when we went to Siemens and they seem to be a good alternative to going to university.

Tegan Clive

The university I enjoyed visiting most was Staffordshire University. I found that the student ambassadors were extremely helpful and the campus on the whole a generally happy place. I found comparing universities great as it gave me a great perspective on how universities can be different from each other. I've found that I'd like to go to a university based in a city as you can experience a campus community feeling but also a city feeling.

Billie Jo Baker



I enjoyed getting a taster for what actually going to university will be like and life in the U.K. In particular I enjoyed looking at different courses and Campus Universities to reassure myself and confirm where I want to study and what type of University.

I am going to look over the Universities I particularly found interesting and that offer my course and begin to narrow down which ones I am going to apply to come January. I am going to try my best to make sure I get the sufficient grades that I need for my degree at the respective universities.

Sam Barber





'I really enjoyed the HE Fair as there was a range of different stalls including apprenticeships'

In the trip I have learnt a lot about the alternative methods of doing degrees (degree apprenticeships). I have also found what universities I like for example Staffordshire and Liverpool so it's given me a lot more options I had no clue about. The independent day allowed me to apply the knowledge I had learnt during the previous days into a university of my choice.

I would like to have more visits to actual departments to get a feel for the subject at different universities.

Owen Larwood



What I enjoyed: on the trip I really enjoyed the HE fair as there was a range of different stalls other than universities including Apprenticeships and military stalls.

This gave me a wider view of options that I could take after A-Levels.

Next step: to look into bursary schemes and scholarships before I apply to universities.

Callum Reid

During the trip I have experienced more universities than I anticipated and visited more than I would have, had I done this with family. For instance, I am now contemplating applying to Staffordshire University which I would never have considered. Hearing about Student Ambassadors experience at their respective universities which gives me a broader overview and how their each individual experience is. This is something you can't get from websites as Universities tend to only highlight the better parts.

On the independent day I visited a company in order to gain experience in a field I am interested in pursuing a career in - Accountancy. This allowed me to shadow each role within a small account business and be in a working environment. By doing this I now feel clearer about pursuing this career plan. I will now weigh up whether I wish to go down the traditional university route or an apprenticeship. *Chloe Williams*



There are many different types of university. Each university has a course based on the same foundations, but have built their own course using their own methods. I discovered that I prefer campus based universities because everything is more local and easily accessible. The Independence Day gave me the opportunity to improve my skills of navigating the country and cities by my self. I have learnt how bus and rail networks work. I went to Lancaster University to visit their engineering department am I am now certain that this is the career path for me.

Brandan Wigmore





What I enjoyed about the trip was seeing all the different universities and seeing the different options about an apprenticeship, a campus and a city university. Also I enjoyed seeing the students from the different universities and getting their perspective on their time at university.

Independent day: this was good to see a university on my own and see what the whole city was like. It also was good because it was good to feel what it was like to travel towards the university and get a feel for the entire area not just the university.

Tom Glencross



The best part of the trip was Staffordshire university. This is because the facilities that they had were a lot better compared to the likes of Keele and Liverpool. The location was also the most ideal for me to live away from home but return when I want as it's not too far. The funniest part of the trip has been when I spilt coffee down myself. The trip gave good insight in what to look for in universities and to compare them. The independent day was good for showing me how to be independent and how to be a responsible young adult. For the future I would say not to do so much in a day, as it is too much. My next step is to go off to a university close to home and study a course I have an interest in.

Khadija Begum

I enjoyed the majority of the trip; it was extremely interesting to see a wide range of Universities to give me a different range of courses and areas. I've also enjoyed seeing companies; for instance SIEMENS, where I was able to experience first-hand the different paths people have gone down to be in the company, whether through University or Apprenticeships.

The independent day gave me the chance to see a University which I've always been interested in and also to get a clearer experience of it on my own. It also challenged me as I haven't been in the UK for a long time and I'm glad I was able to handle the change in a lot of the systems. From my experiences I have now realised that I now really need to focus on getting my grades, because to get in my favourite University (Leeds) I'm going to need to attain high grades.

Billy Howard





U18 Girls Football Success by *Chloe Williams (Y12)*

An unbeaten season in the league! The U18 girls team this season ranged in year groups from year 7 to year 13. Within the league were 5 teams: St John's, Foleys, Logos, KRS and American Academy. We won the league with 21 points, winning all 7 games. Our biggest win was 7-0 away at Logos. However our toughest game was our 5-3 win against KRS. The 3 goals which we conceded against KRS were the only 3 goals we conceded throughout the league showing our successful season even without having a designated goalkeeper. Jamie-Leigh Baker scored an impressive 9 out of our 28 goals, with some quality goals, making her our top goal scorer. To end our season the team played in a tournament, where Jamie-Leigh received 2 offers from respectable clubs! The tournament saw the girls finish 2nd, on goal difference, to American Academy.

A successful season, and we are hoping for similar success next season too!



'An unbeaten season in the league!'

Music News by *Mrs Edwards*

SUNSET SERENADE

On Thursday 25th May, the Music Department will be hosting "Sunset Serenade" - an evening of music on the terrace overlooking the pool and the beautiful view of Pissouri whilst sipping a cool glass of something refreshing.

This will be an informal evening of instrumental and vocal performances given by our students to round off the half term.

Seats will need to be booked at tables for the evening, similarly to our Christmas Cafe Noel event, but more details will follow regarding this after the Easter holidays.

VOCAL COACH VISITING ST JOHNS

The Music Department is looking forward to welcoming the extremely talented Alice Ayvazian, a vocal coach based in Nicosia, in to school to do a workshop with our St John's Voices Singing Group. Alice will be coming in to school on Tuesday 2nd May to work with our students on voice production, breathing techniques and voice projection. Alice is a teacher and a performer herself and she is an extremely vivacious musician who is extremely passionate about music and singing. We are sure that our students will gain a lot from this session with her, and we hope to be able to invite her back on a more regular basis in the future.





Teaching and Learning Update by Mr Pointon

As teachers at St John’s and King Richard Schools, we are committed to continuously improving our practice and keeping up to date with the latest educational research and developments. For example, we have been investigating how Professor Carol Dweck’s research on ‘Mindset’ can lead to positive outcomes for our pupils. We encourage our pupils to have a **Growth Mindset** which means that they believe hard work is the key to success and *everyone* has the ability to improve. Pupils with a **Growth Mindset** continuously challenge themselves and are not afraid to fail, because they see mistakes as opportunities to learn and get better. On the other hand, Professor Dweck explains how people with a **Fixed Mindset** do not reach their full potential – they believe that talent/intelligence is ‘fixed’ and you can’t do anything to change it. Those with a **Fixed Mindset** do not challenge themselves because they are worried about being judged as incompetent or a failure and so they do not make improvements.

Here are some examples of how our teachers have been promoting Growth Mindset in their lessons.

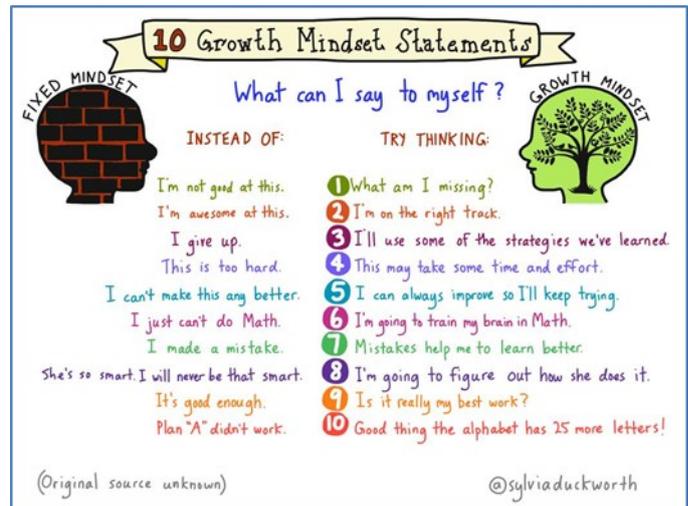
Mr Purdie

When I gave the Year 10 pupils their mock exam results, I wanted them to focus on their strengths and areas for development rather than the grade they had achieved. Before revealing their marks, we did an exercise in which the pupils had to ‘re-frame’ negative statements into Growth Mindset Phrases – (see the diagram)

As a result, the pupils were much more receptive to my feedback and they were able to make visible, tangible improvements instantly. It also made the students more supportive of each other.

Mrs Lea

Before completing design work, we talk about our success criteria linked to the Pathways. Pupils then verbalise which Pathway they are aiming for. They then give a 'growth mindset confession' to their partner and state where they might need to ‘up their grit’! It produces an increased quality of work and helps with their self-confidence.



Mrs Curran

I do starter and homework activities with 3/6 levels of difficulties and encourage students to attempt the work above their own pathway. I always award epraise points when a student has attempted a piece of work above their own pathway. I talk to students about how although their pathway across all subjects is fairly fixed, they can move up pathways in my subject and encourage them to extend their own work accordingly. As a result a high proportion of students achieve above their pathway in language assessments.

Mr Burvill

In Geography, there are set exam practice questions for Y13 students which I mark on content and accuracy without a grade. We go through the feedback together and the students redraft their answer to improve it. The exams are then resubmitted, marked and formally graded which allows them to make great improvements compared to their original answer and learn how to answer the question in relation to the mark schemes. Students also learn the processes of reflection which they will need in university projects and essays and the idea that we can always improve.



**Mrs Nevison**

At the start of the year I asked my students to each complete a growth mindset star point which asked them to consider the ways in which they can adopt a growth mindset to help them in their learning. I have made some up into stars like the one below and keep them on display.

I also asked students to complete a difficult task that was only loosely mathematical and wrote on the board what they were saying as they were working. We then reviewed this as a class to decide on what kind of mindset was displayed through them. We also linked this to observed tasks in job interviews and which type of mindset would be most likely to get you the job.

**Mr Pointon**

I give my pupils a choice of written tasks at the end of the lesson which vary in level of difficulty. I encourage them to try the more challenging tasks and explain that it is OK to make mistakes because this is how they will get better. Also, when giving feedback to pupils, I am careful that I don't use comments which reinforce a Fixed Mindset such as 'You are very intelligent'. I think it is more productive to praise pupils for their effort, so I try to say things like 'You did very well in the test which means you must have worked very hard.' I have noticed that this has led to a more positive attitude to learning in many of my pupils.

Mrs Downham

In RE, I draw more attention to the process of learning and achieving success rather than making summative judgement based on the visible outcome. Each time we refer to inspirational figures; from Jesus in the wilderness, to Mohammad Ali in the ring, to J.K. Rowling's eventual publication, I now emphasise the process of learning and the importance of resilience. True success is not instant and as a teacher I want to instil a sense that you can be empowered by the opportunity to experiment, take creative risks and receive quality feedback.

Mrs Dixon

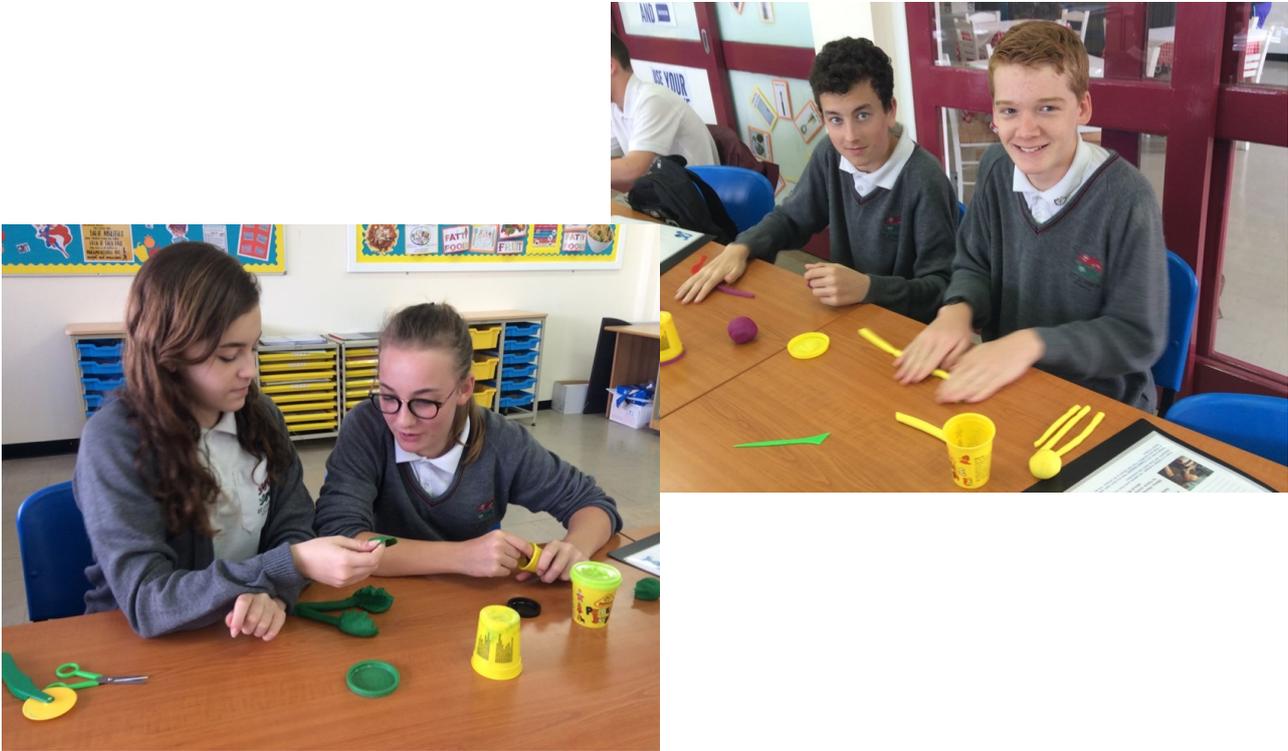
My lesson started with me providing a piece of text for the class to look at passively and try to memorise. Only 2 could do it and we discussed why, linking it to 'learning to learn'. They then had the chance to quiz and discuss before I retested them. Results improved and again we discussed why. We then talked about active learning and strategies to challenge and engage them with the information before setting the main activity. Students were allocated a plate boundary each that they knew nothing about. In their groups they needed to research, plan, deliver and assess understanding for their group and the rest of the class. In addition, to challenge the fixed mindset of my Year 8 top set, we discussed failure and what it is by looking at Scott's South Pole expedition (we are studying perishing poles). They were asked to assess if he failed - most thought he had as he died without achieving his goal! I then showed them a video clip from the centenary celebrations discussing the contribution Scott and his team made to Science and the challenges he faced that he couldn't have known about/prepared for. Most students changed their opinion and decided he wasn't a failure after all. We linked this to their learning, progress and a growth mindset.





Year 10 Graphics *by Ms Lea*

The Year 10 GCSE Graphic class recaptured their youth during a lesson prototyping Alessi products. Pupils designed their own kitchenware products suitable for the Alessi brand and then modelled them from play dough. Miss Lea said pupils enjoyed the lesson a little too much!



STEM HLP Club *by Ms Lea*

The Design and Technology Department gave Year 7 HLP pupils an exciting new opportunity to work with our Governor Link Mr Rob Cowin. Through the STEM initiative (Science, Technology, Engineering and Maths) we ran an Engino Club, where pupils were able to build modelling kits that ranged from helicopters to the Eiffel Tower! Amongst others skills pupils tested their knowledge on axles, pulleys, momentum and gears. Well done Year 7; an excellent effort!





GCSE ICT Visit to UK *by Mrs Wolanski*

In January GCSE ICT students visited the UK to trace the history of coding. Students were lucky enough to use an Enigma machine, reliving the story line of the Imitation Game and the impact this (and other de-coding machines) had on WWII. Codes were deciphered and buttons pressed to crack important messages helping to track down enemy plots and close on enemy lines.



Studying the life of Alan Turing and his impact on the Second World War and more importantly on the modern day technology which we are all so reliant on today, gave students a busy but reflective day in Bletchley Park. The day was concluded with a visit to the National Computer Museum where they were once again given first hand experience and information on the Colossus Computer which was rebuilt in 2007. As it's name implies this machine is magnificent in size and took 13-15 years to rebuild. Colossus was the first programmable electronic digital device. Students were able to talk to Margaret Sale, the wife of Tony Sale who lead the Colossus rebuild team. What an amazing experience!

Whilst in the U.K. students also visited the Warner Bros Harry Potter Tour in Watford, looking at computer animation and the use of technology in film making. If you have been lucky enough to take the tour yourself then you will know what an experience this is. If you haven't then we can highly recommend it.

A very busy couple of days in the UK gave the Year 10 group a vast amount of experience in the world of digital technology in today's society from its grounding back in WWII (and the secret lives of those involved) to the high tech animation, visual effects and the pure magic of the Harry Potter films.

Students even found themselves on BBC TV being interviewed as part of the 50th Anniversary of Milton Keynes!

'Codes were deciphered and buttons pressed'

Under 18 Boys Football Team *by Sam Barber (Y12)*



The under 18 boys football team have enjoyed a successful season of football, they are currently 2nd in the League Table with one more game to play. Unfortunately they are unable to win the league this season but will look for more success in the seasons to come.

However the team did find success competing in the end of season Cup Tournament. Winning their opening game 5-0, losing the

second narrowly 3-2 meant they finished second in group B and were able to play 1st in group A against Logos, seeing out the game 2-0 and progressing to the final where they played Heritage. Heritage is a team that they lost too twice during the league. It was a hard fought contest but ultimately Zach McKenzie scored the winning goal inside the second half to win the cup. The whole team fought hard and played great football, with Jack Ford winning most valuable player for the tournament which shows how well we played as a team.





Year 9 Budding Chefs *by Ms Lea*

Year 9 pupils are turning into budding chefs! They had 2 hours to produce a main meal of their choice from scratch in a GCSE style practical exam. Taylor did a fantastic job cooking a meal fit for a King.



Federated Cross Country Event *by Mrs Dakin*

There was a fantastic morning of sport at the Annual Cross County event at Happy Valley organised by Episkopi Primary School involving all the MOD schools across the Island. St John's came away winners in a close fought race against King Richard School Cyprus. Some fantastic individual performances with both Cara Branton and Oscar Henderson from St John's winning the races for the male and female Y7/8/9 category. Year 10 GCSE PE students acted as marshals for the event showing responsibility and leadership. A great event: well done to all involved.





Federated Ski Trip to Sestriere 2017 *by Chloe Powell (Y7)*

I have to say, this is one of the most fun school trip I have ever been on! There's me thinking, it's going to be like the ski trip in Austria, but this proves me wrong, 1,000,000 times more **AMAZING** that I thought it would be like! When I first set foot on the snow, it felt like a dream, I was going to have so much fun! The teachers were great entertainment e.g crazy fall overs (maybe just Mrs De-Long's laugh!).

Every day would always seem more exciting, like going down huge hills falling into snow mounds, or visiting places near France! I wouldn't doubt anything about this **AMAZING** trip, just being exhausted from a day of hard work! I kept going on about wanting to live here in Italy, non stop skiing every day, how fun it might be! I enjoyed these days so much that I ended up writing pages and pages of diary for every day!

I'm hoping maybe one day I could come back to Sestriere another time with my family, I'm sure I would be a pro skier by then! *Even better than dad ha!* The most fun part of the trip was not just skiing but meeting more people and getting to know them. Skiing wise I thought it would be watching the teachers fall over in the snow! When Mr Marsden was cutting round the corner he did a complete spin and toppled down the hill (I did too!) If I were to choose the skier of our group it would definitely be Carys as she was a great leader and a nice friend to talk to! The obvious 'numpty' would be Mr Marsden, as he was like a headless chicken! Overall this trip I'd say was 1500000/10, it was the best trip I've ever been on and always will be!

'The best trip I've ever been on and always will be'

WHAT A WEEK!

The ski trip was amazing, the learning was one of the best bits of the week. Most of us had never skied before but by the end of the week we had turned into professionals. The food was awesome, it was very enjoyable and the privilege to go would make you forever happy. The only bad thing was coming back to Cyprus.

Ellis McIlmoyle (Y10)





The Ski trip was a wonderful way to spend the half term. During the trip, I made lots of new friends, learnt new techniques and got to learn Italy in winter-time a little better. There were excellent accommodations, equipment, instructors and of course food. I gained some great memories during the trip. For example, myself doing a front roll while falling over and Carys wiping out while trying to do a ramp in the snow park. I couldn't honestly think of a bad thing that happened during the trip.

Daniel Leirer (Y9)



The students of St John's and King Richard have returned from their first federated Ski Trip to Italy. It was a fantastic experience and lots of fun was had by all. All the students showed a great growth mindset and overcome many challenges with many learning to Ski for the first time. The core values of Learning, Leadership and Excellence were displayed in abundance.

The ski trip was an excellent trip that teaches the non skiers how to ski and the advanced skiers new skills. I had an excellent time skiing with my friends also hanging out with my friends when not skiing. The funniest part of the trip was the last lesson when Mrs De-Long fell over and was doing the splits, also when Levi was getting told by Pierro to shut up (Pierro told me to get tape, so he could tape his mouth so he won't speak). The best part of the trip was just meeting old friends and making new ones. The hotel was good and the sledging but my mum wasn't happy because I didn't text her much. The only bad bit of it was travelling because I do not like traveling especially for a long time.

Joe Ruickbie (Y7)

The federated school ski trip to Siestiere in Italy, was AWESOME! After a very long journey we arrived at the ski resort hotel and quickly settled onto our rooms. The next day it was hard getting our boots and skis fitted, but after being allocated our ski instructors we soon hit the slopes! Along with skiing, during the week we did lots of sledging, team games, drinking hot chocolate and eating pizza with the most awesome views at the top of the ski lifts. It was an amazing week and I will definitely do it again!

Lucy Rowe (Y7)





AQA Extended Project Qualification *by Mrs Dixon*

We are into our fourth year of delivering the EPQ at St John’s School. Whereas in previous years the course was optional, we have decided because of the skills it develops and the feedback we have had from alumni, that it needed to be part of the curriculum offer in Year 13.

“You will be pleased to know that the fact that I could send a completed EPQ with some relevance to my chosen subject was what allowed me to change university & come here to Plymouth instead. So if no-one takes that part seriously, tell them it got even me into university!”

“When applying for my dental position I wasn’t asked for any qualifications or proof of education at all, the whole interview was based around me as a person and how confidently I interact with people and thanks to my EPQ I bagged myself the job!”

The Extended Project Qualification allows students to make a significant contribution to the choice and design of their extended project and take responsibility for an individual task.

Students develop and improve their own learning and performance as critical, reflective and independent students. They develop and apply decision-making and problem solving skills whilst extending their planning, research, critical thinking, analysis, synthesis, evaluation and presentation skills. It is a unique opportunity to develop and apply skills creatively, demonstrating initiative and enterprise. They can use their learning experiences to support their aspirations for higher education and/or career development developing transferable skills to other areas of study.



‘They develop and apply decision making and problem solving skills’





Student	Project Title
Eden Gerard	Organising a fund-raising event.
Joe Ball	Climate change in the polar regions and the impact on the animal kingdom
Anna Wilmott	How has criticism of Jane Eyre, in terms of feminist and psychoanalytic literary theory, changed over time?
Ollie Saunders	Steroids vs natural food supplements used in sports
George Byford-Muir	Why do you like the bad guys?
Jess Mansfield	The different types of violence (stranger, acquaintance, mugging, domestic) in Cardiff, London and Edinburgh and the best place to live
Lewis Palmer-Hunt	To evaluate if HE apprenticeships or degrees are better for entry into engineering?
Jack Ford	The causes and effects of the stigma around Islam in the UK – are the perceptions due to fact or ignorance?
George Beswick-Blake	Animated character creation
David Francis	To what extent have we learnt from the treatment of Prisoners of War in Germany in WW2?
Lauryn Dunn	To assess the treatment of animals across different industries in selected countries
Darcie Walbrook	Women in construction and the challenges they face





Year 7 Prehistoric Adventure – Visit to Khirokitia *by Mr Strang*

As part of our Year 7 History curriculum we study prehistoric life and are lucky enough to have the first farming village in Europe only 40 kilometres up the road at the UNESCO World Heritage Site of Khirokitia. So on a bright Friday morning in January all of Year 7, their History teachers and LSA's set off to visit the oldest village in Europe.

The setting of the village has changed quite a bit with the Limassol to Larnaca motorway rushing past at the foot of the hill and the river no longer flowing as its waters are stored in the mountain dams, however the site itself is amazingly preserved. The walls of the houses are clear to see and even the clay and straw mix used as primitive cement is in place. A huge cache of tools, jewellery and everyday objects was found and, as the students remarked, the similarities between us and the seven and half thousand year old Khirokitians is quite startling – having said this we don't bury our dead under the floors of our houses so there were definitely some differences to be identified too. It was particularly interesting to explore the reconstruction at the bottom of the hill to gain an idea of what it was like to be a Neolithic farmer all those years ago.

The visit was highly enjoyable, the students a pleasure to spend time with and we gained an invaluable insight into prehistoric life to add to our learning in the classroom.





St. John's Alumni

Sophia Pike (nee Davis) (1972-1974)

Just a bit of info on my time at St John's 72-74. I have attached a photo of me in my school uniform turquoise blue dress, and the school playground. (I think it was a 24hr sponsored event).

We started school at 7.30am - 1.00pm, morning assembly was in the playground, and there were often girls passing out in the playground due to the extreme heat. All lessons took place in Nissan huts with no air con. We didn't have a Sportshall July 74 and all games took part in the playground or down at Happy Valley. Swimming lessons took place at tunnel beach and the boys use to get change behind the bushes. My form teacher was Mr Colvin who taught RE. I played for the school netball team and the Army wives team and now work for England Netball as a Tutor for Umpires an assessor and mentor for umpires.



Nick Price (2004 -2008)

I attended St. John's for both GCSE and A Levels during 2004 to 2008 .

My time at St. John's and some of the very attentive teachers particularly Amanda Wolanski and at the time Matt Perry meant a lot to me. I would go as far as to say I can credit all of my success to them.

When I left in 2008 I went on to study Law with Hons at the University Of Kent in Canterbury. From there I went on to spend two years in shipping as a towage and salvage broker providing emergency response services arranging resucue tugs to ships in distress most notably I worked on the Costa Concordia Disaster and the Carnival Triumph fire in the Gulf of Mexico. Since then I moved onto my current employer when I work as a sale and purchase broker within the offshore oil and gas sector.

It was my time at St. John's and the encouragement of my teachers that mounded me and taught me to chase my goals and most importantly showing me that hard work pays off. As a result I have achieved things I never thought would be possible. I travel the world for work, I skydive for fun and have even become a published photographer, all through knuckling down and working hard.



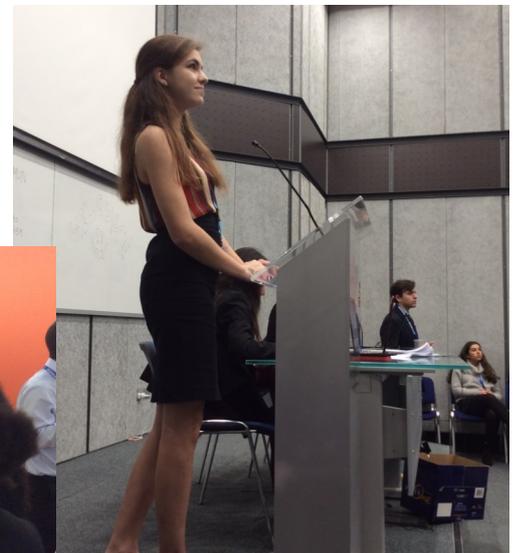


Medi MUN 2017

I participated in Medi MUN this year, and was in General Assembly 3, which is the assembly for humanitarian issues. Last year I was very nervous, however this year I was much more confident and eager to speak out on the three issues that were being debated. These were: The safety of journalists in the Middle East; The Zika Virus; and the food shortages in Somalia. None of these were issues which I had thought about before, and spending time researching them was very interesting and rewarding as I realised that there was a lot more going on in the world than I previously had known. I thoroughly enjoyed debating possible solutions to these problems, and made several attack speeches on other people's resolutions. A highlight for me would be being voted as Best Delegate by my GA, and making friendships which will outlast the conference. The conference also fed us very well, which, of course, is a bonus, and the cake during the breaks definitely made the evening's exhaustion worth it. I can already see the way my presentation and speech making skills have improved since the conference, and I'm already looking forward to next year.

Iona McVicar (Y12)

"I was much more confident and eager to speak out on the issues that were being debated"



This year in GA1, the topics discussed were the illicit trade of small arms; combating sexual violence in conflict zones; and preventing piracy in the Gulf of Guinea. Each of these caused heated debate and only three out of the ten proposed resolutions passed. The MUN visit allowed us to meet students from other Cypriot schools and engage in debate on serious world issues; we all developed our analytical abilities as well as our public speaking as many students gave speeches to Assemblies of over eighty people. The St John's students were able to defend their resolutions as well as engage with other students and therefore took full advantage of this weekend.

Anna Wilmot (Y13)





Before the three days in Nicosia, I had been assigned to GA4, representing Mali. This General Assembly focused on combating the glorification of Nazism, Racism etc. I learned a lot from the three days, such as how to express your ideas clearly to others and taking people's best ideas to make one strong Resolution Paper. You also improve on challenging different people's Resolution Papers with strong arguments of your own and gain confidence through doing this.

I would recommend Medi MUN to others because even if it is not something you may be keen on doing, but it can benefit you in the future.

Will Blackburn (Y12)

I was assigned GA2, to represent Costa Rica. In my general assembly (or GA) the discussion topics were youth unemployment, measures to combat the Zika virus and the Pink tax. I created, in a team with other delegates, a resolution paper to combat my area (youth unemployment) and made a speech to support my paper. From the experience I feel as though I gained a lot of knowledge in developing my communication skills and also built up confidence to speak in front of large amounts of people.

Billy Howard (Y12)

Taking part in Model United Nations gave me the chance to experience different cultural and political understandings that countries and individuals hold about geopolitics. Being in GA1 gave me the opportunity to discuss and develop my knowledge on issues such as sexual violence in conflict zones and piracy in the Gulf of Guinea. It was interesting to see how different countries hold and trying to uphold your own country's values when you do not totally agree with them as a useful skill to gain.

Joe Ball (Y13)

The MUN opening ceremony started as the flags of each nation in the United Nations were placed next to each other and we were given a speech from the director of MUN and the US ambassador to the Republic of Cyprus. I was in GA3 and we discussed humanitarian issues like the Zika virus and how to guarantee the safety of journalists in the Middle East. We had a speaker come in to my GA to talk about many topics, such as surveillance and the refugee crisis. The woman in charge of the buffer-zone also gave a speech during the closing ceremony.

Declan Mawer (Y12)





New Heads of Apollo and Poseidon House



I applied to be head of house as I thought it would be an excellent way to improve my leadership and presentation skills in preparation for university and the world of work. Even though I have only been in the position for about a month, I can already notice the progress that I have made in this respect. The process of being appointed as Head of Apollo was also very beneficial, as it gave me an insight into a formal application and interview process, and allowed me to think and present my visions for the house system, including the introduction of paper recycling and new house competitions. Working with the other Heads of House and House Captains has been a very rewarding experience already, considering our successes at Sports Day and Red Nose day, and I look forward to other chances where we can create further exciting opportunities for both houses. *Iona McVicar—Head Apollo House*



I applied for the position seeing it as a new challenge to develop myself and the house. I also thought I would be able to apply my new ideas to the new house system to improve it further. I personally want to push for everyone to be involved in the new house system. As this house system is new many of the current students do not feel that they have a stake in the new system. The way I wish to do this is through greater amount of inter house competitions, both sport and academic, to try and include everyone in the system. *Owen Larwood—Deputy Head Apollo House*



I applied for the position of Head Of House as I recognised it as being such a great opportunity to develop a variety of skills and it also provides me with an amazing example of showing my independence, leadership and organisation attributes. The skills that this role allows you to explore and develop are the aforementioned as well as; time management, presentation and communication and confidence among copious others. In my interview and presentation, I mainly focused on improving the student community that already exists here, and various schemes and ideas that will aid the Senior Leadership team in maintaining and building on this structure that is already in place. As well as this I also had the view of utilising the House Captains more this year, which is already being implemented as the whole of the team shares this view- also linked to this increased involvement is the idea of trying to explore new event ideas for various charities and organisations throughout the year.

Jemma Epps—Head Poseidon House



The position of Head of House is one that I applied for as it allows me to develop my presentation and organisational skills, both of which I believe will provide me with an expanded range of opportunities later on in working life. I have frequently had to display my presentation skills and the role of Head of House also allows me to experience the challenges and responsibilities of leadership within the school through things such as meetings with the Poseidon House Captains. I have been able to experience working as a member of a team in conjunction with the other Heads of Houses in order to make decisions. I am very grateful to be given the opportunity to fulfill this role.

Oscar Holden—Deputy Head Poseidon House





Messages from our outgoing Heads of House



The role of Head of House was assigned only after a rigorous process of CVs, letters of application, and interviews. Once appointed, this position required dedication and organisation for responsibilities such as managing the ePraise shop. Another demanding aspect of the role of Head of House included planning, preparing and presenting school assemblies which not only requires organisation but confidence as well. Other responsibilities included managing House charities and helping with school fundraising days. The position of Head of House encourages organised leadership and taking up independent responsibility in the school environment.



Anna Wilmot



The year I spent as the deputy Head of House for Poseidon was very enjoyable. I had the opportunity to run my own charity day for the World Wildlife Fund an area that I have a keen interest in so be able to support them in a small way was brilliant. The work that I did within the Head of House role mainly focused around charity and I was able to promote causes, that I find important, to younger members of the school. The fact that so many people support them made me feel like I achieved something. It was an honour to serve as one of the first Heads of House and I'm glad I could have some impact on the school community.

Joe Ball



Being the first Head of Apollo was both daunting and enjoyable at the same time, not having a previous leader to follow in the footsteps of made it hard to determine what to actually do as a Head of house. however the challenge it posed provided me with a new set of skills to which I will be using in my future career in the RAF. I developed the ability to present in front of audiences of 100+ and also developed the ability to lead people with fundraising and sports events.



The Head of House role is brilliant for enrichment of your CV. In my opinion, Leadership is the most important competency in the workplace as it provides you with an ability that is more rare than teamwork and commitment; wherever you work, teamwork is common. However it is Leadership that puts you a grade higher above the rest.

Jack Ford



Deputy Head of House was a great opportunity to take. It has showed me skills, such as public speaking, listening to others, organising events and much more which will benefit my future. By being Deputy Head of House, I have been able to put this on my University Application which looks good as it shows I have been involved with my school. This position in the school has given me much more confidence in leading a team of people, which will give me an advantage over others in the foreseeable future.

Darcie Walbrook





Year 10 Asian Cookery *by Ms Lea*

Year 10 students tested Asian cooking methods with a range of scrumptious main dishes as part of their International Food project. Thai chicken noodle salad and Lemon chicken and egg fried rice were among the delicious dishes made.

Well done Year 10 Caterers!



Hockey Festival *by Mrs Delong*

A fantastic federated Hockey Festival at Happy Valley with pupils from SJS and KRS offered a fantastic opportunity for KS3 students the opportunity to improve their skills, game play, as well as working in a team, making new friends and improving their learning. Core values of Excellence, Learning and Leadership were all on show. A great day: well done to all pupils involved.





Sixth Form Learn Exam Skills and Interview Techniques

Rachel Lambert from Studyflex visited the school to work with our Year 13 students providing sessions on exam preparations and then on employability skills and CV's. These skills will be invaluable in the future when they either return to the UK to join their University courses or to begin apprenticeships or employment.



The Year 12 students spent a day brushing up on study skills including, putting together a personal learning and revision plan, learning how to take notes effectively and exam techniques.



All the students who successfully completed the Chartered Management Institute Award were presented with their certificates by Mr Armstrong. Congratulations to you all!

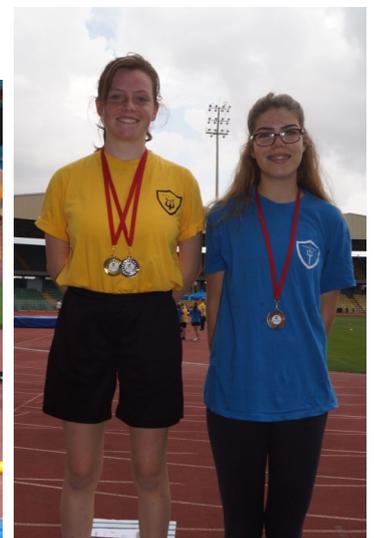




Federated Sports Day 2017

Sports Day 2017 was a highly fought competition between the houses of Apollo and Poseidon from both SJS and KRS, with Apollo narrowly taking the trophy. Students performed at their best, it was great fun and even the thunder storm didn't stop play.

Congratulations to all students for their achievements. The core values of excellence, learning and leadership were shown in abundance. Well done to all who took part



*'Even the
thunderstorm
didn't stop
play'*







Afternoon Tea with Ella Holley *by Ms Lea*

Year 11 pupil Ella Holley worked hard to complete her Afternoon Tea GCSE practical exam in March. She created a stunning array of tasty bites, including fresh strawberry and cream scones, cucumber and cream cheese sandwiches and coffee cupcakes. Well done Ella.



Federated Trampolining Competition *by Mrs Delong*

The annual hotly contested trampolining competition took place at SJS and involved students from both KRS and SJS. The standard was high, competition fierce with Apollo narrowly lifting the trophy. Some fantastic individual skills, great team work and leadership taking place. Well done to all competitors.



**St. John's School Uniform - Current Prices**

Uniform Item	Cost
Polo Shirt	€7.00
Skirt	€7.50
Shorts	€10.00
Boys Trousers (must be grey not black)	€15.00
Girls Trousers (must be grey not black)	€15.00
Jumper	€13.00
Cardigan	€13.00
Blazer (can be worn without a jumper)	€25.00
Fleece (must be worn over a jumper)	€13.00
Hoodie (KS4 & 5 only, must be worn over a jumper)	€15.00
New House PE shirt	€10.00
New Black plain PE shorts	€5.00
Black plain football socks	€5.00
White ankle socks	€4.00

ABSENCE REPORTING

If your child will not be attending school for any reason, please inform the school as soon as possible by calling (2596) 3888 after 0730hrs.

A copy of the "Request for Absence during the school term" form, is available to download from the school website:

www.stjohnsschoolcyprus.com

LEAVERS

As soon as you know your leaving date, we would really appreciate it if you could please inform the school straight away. The "Departure" form is available to download from the school website:

www.stjohnsschoolcyprus.com

Or, alternatively, please contact the school office on (2596) 3888, during school hours. This enables school records to be collated, ready for parents to collect (a signature will be required).





Date	Event	Details
24 April	School re-opens	First Day of Summer Term
28 April	Exam	PE Practical Exam
17 May	Exam	GCSE Music Practical Exam
18 May	Visit	Year 7 Geography Trip
19 May	Event	Digital theatre—Billy the Kid
23 May	Visit	Year 8 Geography Trip
25 May	Event	Sunset Serenade
26 May	Event	Civvies Day for E Praise
26 May	School closes	School Closes for Half Term
5 June	School re-opens	School re-opens after Half Term
12 June	Exams	Year 7—10 Exam period starts
12-17 June	Visit	Year 10 Geography Residential
15 June	Event	KS3 Festival of Sport
19 June	Exams	Year 7 –12 Exam period
21 June	Event	SJS Prizegiving Ceremony
22 June	Event	Film Club—Avengers Civil War
23 June	Event	Year 11 Prom (tbc)
27 June	Event	PE Celebration of Success
28 June	Event	Sports Leaders Festival of Sport KS2
30	Event	Year 13 Leavers Meal
3-4 July	Event	Sixth Form Induction Days
5-7 July	Event	Year 6 Induction Days
5 July	Visit	Year 9 Humanities Trip (tbc)
7 July	Event	Digital Theatre - Much Ado about Nothing
13 July	Event	Film Club– Zootopia
17-20 July	Event	Activities Week
21 July	Event	Civvies Day
21 July	School closes	Last Day of Summer Term
31 Aug—1 Sept		Sixth Form Admissions appointments
4-5 September		Staff INSET Days
6 September	School re-opens	First Day of Autumn Term 2017



St. John's Twitter QR Code



St. John's Facebook page QR code

ST JOHN'S SCHOOL, Episkopi, Cyprus, BFPO 53

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