

# St Johns Journal

Summer Term 2017

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

## IN THIS ISSUE



**Sunset Serenade**

**SSAFA**

**Prize Giving**

**Yr 11 Prom**

*"Goodbye and Good Luck"  
To Mr Browning*





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## Message from the Principal

We are almost at the end of the academic year and what a brilliant year it has been for us at St John's and King Richard Schools! Yet again, you will see in the articles in this magazine the range of educational activities and opportunities that our students have been involved with; from excellence in the classroom to leadership in the community. We pride ourselves on our students' excellent exam results, but also the work we do to support them on their journey to become well rounded adults with the skills that they will need in life to excel.

This year, we have welcomed Ofsted inspectors to KRS and SJS. We were delighted that in March, Ofsted rated KRS as 'Outstanding' and we are still awaiting the report for the June inspection of SJS. The outcomes are testament to our brilliant students and dedicated staff. I could not be more proud of all who make up our school community and my moral imperative to always do the best for Service children shone through in the reports:

*"Ambitious leadership permeates the culture of the school....The Executive Principal leads a high performing senior team...they are passionate about securing the highest possible standards of teaching and pastoral care...leaders' unwavering commitment to 'do the absolute best for every pupil.'" (Ofsted)*

At this time of year, we often have to say goodbye to colleagues. Ros Kelly, our 14-19 Skills and Participation Manager, will be leaving us at the end of term. Ros' work has often been 'off the radar' but none the less valuable to the many individual students that she has worked with; whether it be finding work experience places, vocational courses, liaising with JETS or helping to develop in house ideas to improve the provision of KRS and SJS.

Finally, this is my last time writing an article for our school magazine as I will also be leaving at the end of this term. After three years, I am returning to the UK to take up the position of Head at Wymondham College in Norfolk. So many people have supported me in my time here, both within the schools, from BFC and DCYP. I would particularly like to thank Lt Col Martin Payne and Lt Col Tony Donoghue, SGC Chairs who have offered unwavering support for service children, our community and the work of the schools. Our schools are exceptionally special places to enjoy learning, develop leadership and aspire to excellence. The support staff and teachers work tirelessly to ensure our students become the best that they can be and I will always look back with an enormous sense of pride on my time here. In the short term Alex Kerr and Richard Sproson will be in role as Acting Principals of each school until a permanent replacement can be found. I know they will be phenomenal leaders and our schools will continue to go from strength to strength with your support.

Dan Browning

Executive Principal

[dbrowning@stjohnsschoolcyprus.com](mailto:dbrowning@stjohnsschoolcyprus.com)



@mrdrowning





***‘Support  
challenge and  
maintain  
excellence  
throughout the  
Federation’***

## Chair of Governors Lieutenant Colonel Martin Payne BEM RAMC

On behalf of the Governing Body I would like to wish the Browning Family - Dan, Sarah, Holly and Daisy - all the very best for their future venture in Wymondham College, Norfolk. Mr Dan Browning has been the Executive Principal of St John's and King Richard School for the past three years and within that time he has made giant leaps forward to ensure the education of our service children and all who attend is always at a high standard. Dan is a passionate, professional leader and this has been demonstrated in the many improvements he has made during his tenure, including the rebranding of the Federation with a more modern contemporary feel, more opportunities for staff progression, increased participation of the student body through the Pupil Leadership Team and most importantly his work on developing Teaching & Learning. All of these attributes have ensured a positive impact on the students and it is this education principle of 'How can we make things even better for the students' that has motivated him to ensure that the students get the best possible deal. His clear vision for the school that the core values of Excellence, Learning and Leadership should underpin everything we do has permeated every aspect of school life and has helped students and staff in working towards our shared goals. Mr Dan Browning is a passionate teacher himself and always maintains that teaching his Year 9 History Class is the highlight of his week!



On a personal note it has been an absolute privilege to work with Dan over the past 18 months and Dan has made my baptism of all things educational much smoother with his guidance and wisdom.

The SGC look forward to working with Alex Kerr and the staff in the future to support, challenge and maintain excellence throughout the Federation.







## Message from the Future (Acting) Principal Mrs Alex Kerr

Firstly a great big THANK YOU to Mr Browning....

I have worked with Dan Browning as part of his senior leadership team for three years and have learned so much about school leadership during this time. He has been a great encouragement to me and I have found his personal commitment to ensuring our students get the best possible education an inspiration. His passion for teaching and learning is relentless, as is his concern for individual students. He often says 'it is not about me, it is about the students' but it is important to recognise that his vision for the shared Core Values of Excellence, Learning and Leadership now underpin everything we do in school. These help our students develop into happy, healthy and successful young adults. It will be a great loss to St John's when he moves on to his new headship and I would like to thank him on behalf of the staff and students for his leadership and guidance over the past three years.



Looking forward to my new role...

I was both excited and a little daunted when I was asked if I would like to be the Acting Principal of St John's School. I couldn't be more proud of the school, its staff and students and I feel honoured to represent the school in the BFC community. The School Governance Committee, Andrew Armstrong (Vice Principal), Richard Sproson (Acting Principal King Richard School) and George Burvill (Assistant Principal Assessment, Attainment and progress) and I will work very hard to lead St John's from strength to strength supported by middle leaders, teachers and support staff at all levels. I believe in working really hard and being kind and helpful. As I said to our future Y7 students this morning when I welcomed them to St John's, as a school we have two very important roles. Firstly, to nurture students as they grow and secondly to instil in them a life long love of learning and a thirst for knowledge alongside the skills to be able to use and apply what they have learnt. Developing GRIT is something I talk about often and I expect, at times, I will certainly need it in my new role.

A bit more about me ...

I may not need to introduce myself to many of our Parents and students as I have been a very long serving member of staff at St John's School.



I began working at the school in September 2001 as the Head of Design and Technology and have held a number of roles throughout the years including Head of Faculty, Data Manager, Assistant Principal in charge of Progress and Assessment and my current role which is Vice Principal in charge of Teaching and Learning. I am a mum of two boys, both born in Cyprus and my husband, Mr Kerr, is also a Design and Technology Teacher at St John's school. I love skiing, walking and travel in general. As a D&T teacher, I am at my happiest when I am being creative, making something or solving problems. My door is open next year to any students or parents who would like to talk about what we do at St Johns and my mind is open to ideas on how we can work together as a whole community to make sure all of our students can 'be positive role models and the best they can be'.





## Message from the Assistant Principal Mr George Burvill

Hi, I am George Burvill and I am delighted to announce that I have recently been appointed as 'Assistant Principal for Assessment & Progress' across the Federation of St John's and King Richard Schools.

**How have I got here?** Happily, I have got to this point in my career because I love teaching and what it can do for young people. I have worked in schools now for 11 years, in London, Italy and Kenya before moving to work for the MOD as Head of Humanities and more recently the Federation Educational Visits Co-ordinator. I love working in this setting and with our students and truly believe both schools and the people in them to be fantastic.



**What does this role deliver for the staff, students and communities that we serve?** Well, my main responsibilities are to ensure that our assessments of students at all ages in the school are challenging and prepare students for examinations and more importantly, their futures.

I then have a responsibility to praise and share excellence in attainment and ensure timely intervention is made to allow students who may not be meeting their targets to reach them, through additional support and hard work by themselves, staff and you as supportive parents.

Thirdly, I am responsible for reporting all of this to you throughout the year. These reports are a way to see how your son or daughter is progressing across their curriculum, extracurricular activities and their growth as a young person towards adulthood in line with our core values of 'Excellence, Learning & Leadership'. This reporting is not a passive process as the subsequent face to face contact at school parent afternoons should enable you to support us, in supporting your child to achieve great things.

Finally, I am responsible for analysing results as a whole for teachers, departments and the whole school and use this to report nationally to the government and OFSTED. More importantly however, to then review our practice and continue to be a self-improving institution for the young people and families that we serve.

**Is there more to it than data, reports and exams?** Absolutely, a position on the SLT within our Federation is so much more than just the job title. I am compelled to lead the school in collaboration with the other SLT members and our governing committee for the best interests of our pupils. My approach to leadership is to have an open door to all staff, students, parents and other stakeholders at SJS and KRS, ensuring that we continually strive to offer the best opportunities and outcomes we can for every student.

I am continuing in a line of excellent leaders that have taken both schools to be some of the best in the UK's education system for student outcomes, when compared to similar schools. Moreover, our schools have proven each time they are assessed by our community or official bodies such as OFSTED to be delivering and improving for the best interests of everyone in BFC.

I truly look forward to the new academic year as the new Assistant Principal for the Federation.





## Reflections from a School Governor

Mr Rob Cowin

When I arrived at RAF Akrotiri, with my wife Christine, on 1<sup>st</sup> September 1970, I had no idea how significant my involvement with my new place of work – St John's School – would prove to be. Now, almost 47 years later I retain the enthusiasm for the school and its community that I have been privileged to enjoy throughout the years, prior to my eventual retirement from the school in 2005. I was subsequently delighted to accept the role of Governor and to continue to assist in whatever way I can the further development of this wonderful educational facility.



In 1970 I joined a teaching staff of 110, and a pupil population of almost 1,500. The school was principally housed in Cyprus and Twynham huts and spread almost to the bottom of the current school car park. Construction of the new school commenced within a year of my arrival. Only the assembly hall of Episkopi Primary School and the South Playground remain of the previous St John's, and the buildings opened in 1975 had been somewhat modified to reflect the reduction in size that took place following the Cyprus turmoil of 1974 and the UK defence cuts that followed.

I was responsible for the administration of CSE examinations in 1974 and entered 254 candidates for more than 1,250 subject examinations. The School Magazine of 1975 saw the Headmaster, Mr Don Ellery, reflect on the fact that 'much of our energy this school year has been expended on placing over 1,000 pupils and 50% of our staff in schools in the United Kingdom and elsewhere.' A major undertaking, as you can imagine.

Early days of turbulence were followed by many years of happy stability, yet with the seemingly inevitable gradual decline in pupil numbers as MOD plans changed the nature of WSBA units and the numbers of personnel involved.

Throughout the years St John's has managed to offer a wonderful educational experience to those fortunate enough to live within the catchment area, and has enjoyed the unfailing support of the Service community - and access to the facilities available within Akrotiri and Episkopi. There have been many noteworthy successes – both personal and collective – yet the principal indicator of the quality of the school is the manner in which past pupils express their appreciation of their time here in today's social media. There are many groups who continue to enjoy, or renew, friendships through Facebook and their sentiments clearly reflect the original school motto – 'One day I shall remember this place with fondness.'

I have this year enjoyed working in support of Ms Lea in Design and Technology, with Mrs Dixon and Mrs McVicar in the Sixth Form; I have also had a great time helping a group of Y7 HLP pupils enjoy using the STEM materials of Engino in an after-school club.

Today's School Governance Committee strives throughout the year to support and extend the achievements of all those who work so hard within the school, and the atmosphere of focused endeavour that is so obvious within St John's creates a vibrant and exciting environment of which we should all feel proud.







*'Students  
lend a hand  
in the  
classroom'*

## St John's Students: Supporting Teaching & Learning *by Mrs Kelly*

Participation, Skills and Progression Partnership Manager

Congratulations to four students Christiana Innes, Darcie Walbrook, Matthew Geddes and Madi Ashley on completing their Level 2 Supporting Teaching and Learning qualifications. The students have successfully completed a number of units based on their experience of assisting in the classroom at St John's School and Episkopi Primary School.

Christiana and Madi were lucky to have the opportunity to work with Episkopi Primary School and take part in a variety of the school's activities. They both thoroughly enjoyed the experience and this has encouraged them to look at this as a future career. They are looking forward to continuing with a further NCFE Child Care qualification next year.

Hoping to follow a career in sport, Matthew Geddes has been working with the PE Dept. in St John's School, where he benefited from the encouragement and advice of his supervisors. He has now submitted his folder for the Level 2 Award in Supporting Teaching and Learning which he will be able to add as a further qualification to his CV.

Darcie Walbrook has successfully passed her Level 2 Certificate in Supporting Teaching and Learning. I had the privilege to witness her working with students in a Science lesson and was impressed by her excellent manner and patience. If she decides to take a break from her planned career as a Surveyor she has a great alternative to offer!

I would like to join the students in saying a huge thank you to everyone who has assisted them this year. The students would not have been able to meet their course requirement without the encouragement and support of all who have given of their time so generously.





## Oxford University Visits SJS to inspiring our HLP Students *by Mrs Dixon*

Catriona Woolhouse was representing Oxford University on the island of Cyprus for the first time in their history to encourage applications from students. We were lucky enough to hear her speak to 22 students about the unique selling points of Oxford University, including £2 billion worth of science equipment, having one of the seven copyright libraries in the UK and 160 miles worth of books. Catriona went on to discuss the Russell Group Universities and reasons to consider applying to them. The presentation was pitched perfectly as we had students from the age of 11-17 present. We were delighted to find Catriona was as impressed with our students as we were with her.

Catriona commented:

"Thank you for hosting me! It was great to meet your students and thought they were really engaged and asked some very insightful questions".

### Some of the Student feedback

"I found that the presentation overall was really interesting, however the thing that I found the most interesting was the amount of courses that Oxford had an option to; there were lots of courses needed that you could take to act on your dream in life."

"I have always wanted to go to university, however now I want to go even more. The talk was very informative and made me even more excited to try and get into university".

"I was unaware that a place to Oxford would be so available to me and I have the potential to aim to get that place."

"I had already spoken to my parents and to my sisters about universities but not in full depth because I didn't really understand much about what universities offered for students. I am aware now of the knowledge I hadn't come across because of the presentation."

"It has made me more likely to discuss it with my family, because I want them to know how much of a great opportunity this is and all the good things and benefits about this university."



Catriona speaking to HLP students





*Enjoying Stem  
Club 'Play to  
invent'*

## Engino STEM Club *by Rob Cowin*

As was reported in the Spring 2017 Newsletter, a group of Y7 HLP students has met on a Monday after school for eight sessions and had an additional two hour session, in order to allow the time required for the construction of a large Engino model of the London Eye.

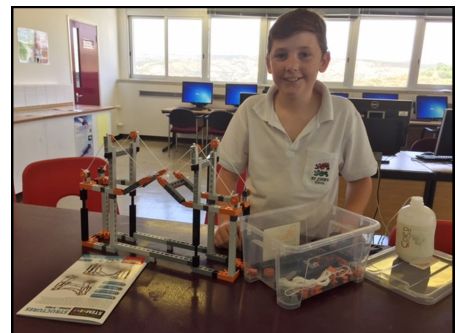
This model from the 'Discovering STEM 56 Amusement Park' kit represented quite a lengthy challenge for the group and only the additional two hours made it achievable. Fin Kerr and Diane Ratubuli, along with Luke Horsenail and Lewis Fearn commenced the task, and were joined by Jude Baker, Jenson Thackeray and Nathan Threlfall.

The group met from mid-March to the end of May, using the Science, Technology, Engineering and Maths kits STEM 01 to 07, designed and developed by Engino – a company established by Costas Sisamos in 2004. As a graduate Mechanical Engineer and a qualified and experienced Technology Teacher, he designed and developed the modular connectors in order to enable students to become better problem solvers and future innovators. His state of the art factory in Agios Silas, Ypsonas has established new standards for production by introducing vertical integration from conception to manufacturing and retail.

Each of the STEM kits includes a comprehensive workbook containing an introduction to the background theory of the topic, experiments, a quiz and the building instructions for a range of models. In addition all products are supported by materials available on the internet and through smart phone apps.



The theme of the one hour after-school sessions was in keeping with the Engino motto – 'Play to invent' – and focused very much upon the fun of interpreting the comprehensive assembly instructions and learning to link the component parts.







## The Engino Club - Construction of the model

Hence the focus of the sessions was to have a fun time learning the properties of a modelling system with which they had no previous experience and by building the models from each kit, to learn more about the STEM concepts covered.

The club members really enjoyed the sessions and as confidence in the use of the elements was gained, the potential of the students to become inventive started to become evident.

The final London Eye model was demanding, but greatly enjoyable for all concerned! The students worked in pairs and divided the tasks according to the elements covered in specific assembly graphics. The atmosphere was fairly competitive and 'quality control' to gain consistency in the replication of parts was an issue at times.

The full range of Engino, a highly successful product worldwide, introduces the user to programmable robotics, solar power and the use of CAD software. The Inventor Motorized range offers potential for great creativity and the use of powered models.

The Engino company provides challenging competitive problem-solving events for pupils from schools across Cyprus. Perhaps, in years to come, we will be able to take part. In the meantime, it is hoped to arrange a factory visit for the Y7 group in company with potential Y12 Product Design students.

The students really enjoyed discovering the potential of the unfamiliar Engino components and using their skills in interpreting graphic representations in order to create interesting and often amusing models to illustrate STEM concepts. A good fun end to the first day of the working week!





*'Geographers  
as explorers!'*

## The amazing Year 10 GCSE Geography visit to Wales

What a fantastic week of learning and weather with our first federated GCSE Geography visit to Pembrokeshire. Building upon the success of previous years we decided to return to Orielton Field Study Centre to carry out the compulsory element of our GCSE course relating to fieldwork and data collection. In addition, we planned to visit environments from the course and see many of the features up close and personal to aid our understanding.

After a long but uneventful journey to Orielton, Pembroke (via Asda) we arrived at our gorgeous location for the next 3 nights. We were introduced to our tutor, Steph and with only a moment to catch our breath we were off to Tenby (The Balamory of Wales) to carry out primary data collection techniques in an urban area. The only complaint from the students was that their time was limited to a couple of hours here.

Day 2 involved visiting the stunning Pembrokeshire coastline and walking through the Stackpole Estate. This time we were looking at different aspects of a physical environment in preparation for Day 3. Despite coming from Cyprus and being warned of the dangers of the sun in Wales we returned with many pink and red faces so After Sun and Aloe Vera were the order of the day for many.

Day 3 was a fantastic hands on and feet in day. A couple of feet even got stuck in the boggy areas near the source of the Afon Syfwyn. The teachers didn't laugh too much or take photos of the students in this position. The team work and leadership displayed by all the students was fantastic and they were an absolute credit to themselves, their parents and the school. We gained some fantastic results and the learning that took place will aid them in their examinations.







Day 4 was urban fieldwork in Birmingham with the reward of a visit to the Bullring for the outstanding effort over the week. Three wards were selected to collect contrasting data with Mrs Dixon opting for Egbaston – if you are familiar with Birmingham this might not surprise you. Again we are currently using this in class to look at fieldwork but it will also be the basis for one of our in depth case studies.

Returning home was not uneventful and started with three students having to be woken up (not an easy task) as they had not set their alarms correctly. Mr Burvill had the pleasure of walking them from Gateway to the terminal with their suitcases. They were wide awake by the time they joined the queue for check in. Fortunately on the flight we were all able to relax and enjoy the film.

Some excellent learning and fabulous memories were created on the visit. I would like to thank our bus driver, Richard, our tutor, Steph and the staff at the Study Centre who were fantastic. The food was amazing – who can complain about cake and biscuits three times a day?

I would also like to thank all of the students for being such a pleasure to be with and for making the most of this opportunity. Mrs Parkes, Mr Lister, Mr Burvill, Mrs Peters and I thoroughly enjoyed spending the week with you all.







## Year 10 Geography feedback

On arriving on Tuesday at the FSC centre we drove towards Tenby, a little town in Pembrokeshire, Wales. This day, personally, was the most enjoyable out of them all. When we arrived in Tenby, we got to see the bay and the "Balamory" style houses. We then got the chance to go around the town in small groups with instructing cards. These cards told us instructions from "follow a bird" to "follow a smell". This meant that we went to streets we might have not chosen to go down if we had the choice. As well as this, we got to ask the locals and tourists questions using the online questionnaire provided to us. The questionnaire allowed us to ask people about their experience with Tenby and what they would improve on. It was interesting to see the opinions vary between locals and tourists. Again, Tenby was a great experience and if I was asked to go on the visit again I would definitely do so.

Seeing everything that is in textbooks in real life, directly in front of me, made learning a lot more interesting and allowed my peers and I to fully experience and explore the landscape which is constantly changing around us.

Overall, I think the trip was very good. The best thing about the trip in Wales was visiting Tenby, over the whole week we learnt a lot about how to use different equipment to measure different things.

I learnt lots about the change in rivers' upper courses which improved my knowledge about changes of rivers and natural environments due to confluences etc..

Probably the best aspect of learning from the trip was on the Thursday when we were collecting data along a river, measuring the width depth and current. It was a great experience because we were gathering the data first hand, which will help us remember it when it comes to our exam next summer.

We learnt new things that we would not have been able to do in Cyprus. This gave us an opportunity to be taught different things about Wales and Birmingham.

When in Wales the best thing about the visit was going to Tenby and being able to experience the place, I also enjoyed it as we got to walk along the beach. My other favourite day was "rivers day". I enjoyed this because we got to experience what it was like instead of learning from a textbook. It gives you more understanding of what happens. It was also a very good day as we got to go in the river and have fun!

The best thing about the geography field trip for me was the afternoon in Tenby. This is because everyone that my group spoke to were really friendly. I also enjoyed the freedom we were allowed whilst there.



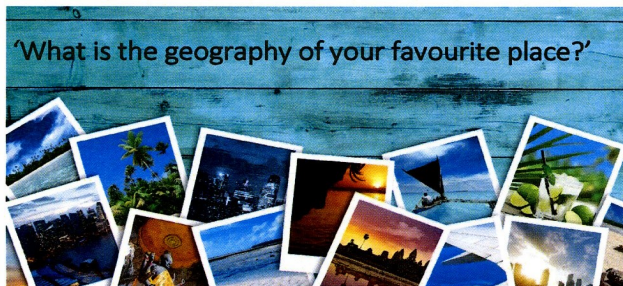


# Young Geographer of the Year Competition 2017

**Royal  
Geographical  
Society**  
with IBG

Advancing geography  
and geographical learning

**Geographical**



This year's Young Geographer of the Year competition encourages students to explore their **favourite place**. 'Place' is one of the most important terms used by geographers, allowing an exploration of the people, processes and connections that make a particular space meaningful.

Everyone's favourite place is different and unique. It could be somewhere everyday—such as a local space, a football stadium or a museum—or somewhere extraordinary—such as a holiday destination, a place that holds a special memory, or a place that you have read about or seen in a film. It could be found anywhere—local, national or international.

In an exploration of their favourite place, students should consider how their favourite place is shaped by local, national and global processes, and what these geographical processes—both physical and human—are; the people and connections that make this place meaningful; and the social, cultural, political and environmental geography of their favourite place.

## Entering the competition

The competition has four categories.

- Key Stage 2 (students aged 9-11)
- Key Stage 3 (students aged 11-14)
- Key Stage 4 or GCSE (students aged 14-16)
- Key Stage 5 or A Level (students aged 16-18)

The deadline for all entries is **9.00am Friday 13 October 2017**. All winners will be contacted after this date and invited to an awards ceremony at the Royal Geographical Society (with IBG) in South Kensington, London.

Students should enter the Key Stage category which they will be in as of 13 October 2017.

All entries should include an Entry Form. Submissions can be made by individual students or teachers. Teacher and school contact details must be provided. Please post your entries directly to the Society. Electronic entries may only be submitted for the KS5 category.

## General entry criteria

KS2, KS3 and KS4 students will produce an **A3 poster**. KS5 students will produce a **1,500 word essay**. All entries must clearly illustrate **the geography of your favourite place** and adhere to the following criteria:

- Excellent attention to spelling, punctuation and grammar
- Use of accurate geographical terminology throughout
- Clearly labelled and appropriately acknowledged sources, including diagrams, maps, photographs or other images
- Accurate use of symbols, scales and keys, where appropriate
- Use of original examples, independent research and personal memories, such as photographs, interviews and newspaper articles
- Original and independently produced; class sets of identical entries will not be accepted
- If produced electronically, please use a minimum font size of point 8.

## Key Stage 2 criteria

- Describe the physical and human geography of your favourite place

## Key Stage 3 criteria

- Describe the physical and human geography of your favourite place
- Consider how your favourite place is changing, alongside the processes behind these changes

## Key Stage 4 criteria

- Discuss the relationships and connections between the social, cultural, political and environmental geography of your favourite place
- Consider how your favourite place is changing, alongside the processes behind these changes
- Examine how your experience of your favourite place may differ from other peoples'

## Key Stage 5 criteria

- Discuss the relationships and connections between the social, cultural, political and environmental geography of your favourite place
- Consider how your favourite place is changing, the processes behind these changes, and any potential challenges that it may be facing
- Discuss the people and/or activities that make your favourite place meaningful
- Examine how your experience of your favourite place may differ from other peoples'
- Discuss the links and interconnectivity between your favourite place, the local and the global



The Royal Geographical Society (with IBG) is the UK's learned society and professional body for geography. Founded in 1830, we are a world centre for geography supporting research, education, fieldwork and expeditions, and informed enjoyment of our world. **W** [www.rgs.org](http://www.rgs.org) **E** [education@rgs.org](mailto:education@rgs.org)







**Competitions -  
Get your  
applications in  
by October!**

## Young Geographer of the Year Competition 2017

**Royal  
Geographical  
Society  
with IBG**

Advancing geography  
and geographical learning

**Geographical**

Please attach a copy of this form to your entry.

### Category

Please tick the relevant category:

☐

Key Stage 2 (students aged 9-11)

☐

Key Stage 4 or GCSE (students aged 14-16)

☐

Key Stage 3 (students aged 11-14)

☐

Key Stage 5 or A Level (students aged 16-18)

### Your details

Name

Email address

Home postcode

### Your Parent/Guardian(s) details

Name

Email address

### Your school details

School name

School address

Teacher's name

Teacher's email address

- The deadline for all entries is **9.00am Friday 13 October 2017**. All winners will be contacted after this date and invited to an award ceremony at the Royal Geographical Society (with IBG) in South Kensington, London
- Where a school has more than 10 entries, we suggest that teachers run their own semi-final and select the best 10 entries to be submitted into the national competition. A certificate of commendation is available to download from our website
- Please ensure your entry meets the relevant Key Stage entry criteria before submission
- Students should enter the Key Stage category which they will be in as of 13 October 2017
- Due to the high volume of entries we receive we regret that we are unable to contact unsuccessful students
- We are unable to return entries after the competition has closed or provide individual feedback
- Our decision is final

Please send your entry to the address provided below.  
Electronic entries may only be submitted for the KS5 category.

### Contact details

Young Geographer of the Year  
Education Department  
Royal Geographical Society (with IBG)  
1 Kensington Gore  
London  
SW7 2AR

T +44 (0)20 7591 3045  
F +44 (0)20 7591 3001  
E [ygoty@rgs.org](mailto:ygoty@rgs.org)  
W [www.rgs.org/YGOTY2017](http://www.rgs.org/YGOTY2017)



The Royal Geographical Society (with IBG) is the UK's learned society and professional body for geography. Founded in 1830, we are a world centre for geography supporting research, education, fieldwork and expeditions, and informed enjoyment of our world. W [www.rgs.org](http://www.rgs.org) E [education@rgs.org](mailto:education@rgs.org)







## Revised sixth Form Policies *by Mrs Dixon*



We met to discuss the issues with the current 6<sup>th</sup> Form policies such as behaviour and dress code. In this meeting we identified the different issues relating to the 6th Form and as a group we came up with different ways to resolve them. This included adding different options for boys to wear that met the dress requirements code, and clearly stating the different stages of the consequences for poor behaviour.

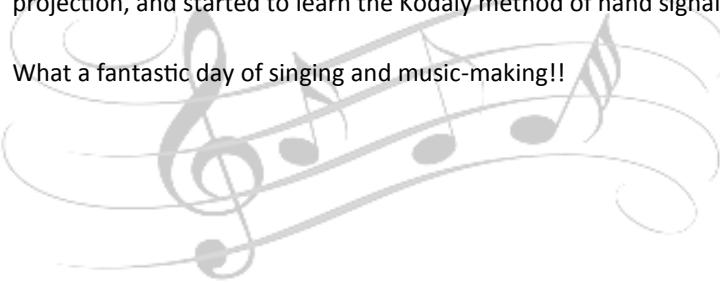
As well as this, we organised dates for the 6 events that the Sixth Form will have in the new academic year.

Overall, we achieved quite a bit as we feel the revised policies will improve them and we organised events for next year which hopefully everyone will enjoy. In this meeting we displayed all the Core Values of Excellence, Leadership and Team Work, as everyone who had volunteered to attend the meeting met and worked as a team to improve the Sixth Form.

## Vocal Coach Workshops *by Mrs Edwards*

St John's were extremely fortunate to welcome Alice Ayzasian, vocal coach from Nicosia, to work with them again as they improved breathing techniques, voice production and voice projection, and started to learn the Kodaly method of hand signals.

What a fantastic day of singing and music-making!!





**'Art Forgery,  
Tattoos and  
more!!'**

## Extended Project Qualification

On Friday the 30th of June, the year 12's spent the day with Mrs Dixon, Mr Francis and Mrs Edwards learning about how to structure our EPQ and how to decide what we should base our topic around. For example, Conor, Tom and Oscar have decided to base their topic around Tattoos, Art and Business respectively. On Friday, we were able to take part in activities based around planning and reading as a means of helping us decide how we would like to structure our EPQ- whether that be building something, writing an essay on our subject area or creating a video. This means that it makes it easier for people to tailor this course to what they're best at.



As well as activities within school, we also had the opportunity to visit the station library where we were able to sign up and (as you'd expect) borrow books containing the information that we need to be successful in our EPQ and hopefully gain the extra UCAS points that could help people get into their chosen universities or jobs.

*Callum Reid*



Friday 30th of June was spent by the St John's School Sixth Form gaining an introduction to the Extended Project Qualification. The EPQ is an opportunity for Year 13 students to research an area of their choice in a great amount of detail, learn to personally manage their time, and schedule work and progress. This qualification evidences responsibility and an ability to work independently in students as well as providing a series of skill. The development of these skills was the main focus of the designated EPQ day.

Students were given an introduction to the qualification followed by the projects of previous students before short lessons were given by Mr Francis, Mrs Dixon and Mrs Edwards on effective researching, using research sources effectively, time management and referencing sources. A trip to the Episkopi Station Library was organised and tasks set in order to allow students to improve referencing sources. A day designated to the EPQ was beneficial as it allowed students to develop an understanding of the qualification and its requirements as well as decide on project titles. Some of those chosen were 'How do different management styles affect businesses?', 'Is religion the cause for war?' and 'What are the physiological effects of incubation and institutionalisation?'

*Oscar Holden*

The Extended Project Qualification requires students to be able to work almost completely independently, collecting their own resources and information to construct their projects. The day showed us what kind of skills we have currently, and what we need to improve on to complete this qualification, for example, how to assess a situation in order to identify what aspects could be changed to benefit it. Personally, I've learnt that I will need to improve my time management, but mostly my research skills.

*Brandon Wigmore*







## Year 8 Geography River Kyros

On our river visit we collected data from Kyros river. We recorded the velocity and gradient of the river at different points in the river. We also measured the size and roundness of some of the rocks in the upper course and the middle course. I learnt that to select rocks you need to point your finger in the river without looking. This means it is a fair test as we don't pick up stones that we like or that only fit in our hands.

*Finley Simpson (Y8)*

The geography trip we went on to study rivers was amazing. We went to investigate whether the Kyros River fitted the Bradshaw model. This model predicts how a river should change over its course. Surprisingly, in May we received weather that was worse than the UK. We were hit initially by rain (frontal rainfall, might I add) followed by a hail storm at the first site. We ended up having to use the other group's results that survived to do our study in school as ours were destroyed by the rain. The coach was sopping wet with clothing hung everywhere in an attempt to dry it out. Fortunately at the second site the weather was perfect. We were able to get into the river to collect data about the depth, width, velocity and load. This was great as we got to use flowmeters, ranging poles, chains and clinometers. I enjoyed everything about the trip as it has really helped me with my understanding of features and processes along a river. Next time Mrs Dixon can you check the weather!

*Myles Dixon (Y8)*







***'An evening  
of musical  
talent by SJS  
students'***

## ***Sunset Serenade by Mrs Edwards***

Thursday 25 May was a beautiful, calm evening where our terrace was transformed into a outdoor cafe, with tables set around a stage with the fantastic backdrop of the Pissouri hills and the stunning sunset.

St John's students provided excellent entertainment throughout the evening, ranging from vocal items to instrumental solos to the singing group to the rock band.....a real variety of musical repertoire was performed to a very high standard.

St John's Voices opened the evening with their a cappella version of 'Lean on Me'. Iona McVicar performed her A-Level composition, 'Song for the Clouds' which was outstanding piece of music written for tenor horn, violin and piano. Alexis Cimafranca stunned the audience with her acoustic guitar and vocal performance of 'Sunday Morning'. Fin Kerr performed his violin solo, from memory - his first ever solo performance at St John's.

Performances continued with Hannah Armstrong, Keir Milligan and Tilly Webster's Trio, Ellie McDowell and Leah Young's duet, Jenifer Ndugire and Diane Ratabuli's duet, the Rock Band fronted by Seren Protheroe, vocal solos from sisters, Amelia & Lizzie Haines, another powerful vocal solo from Charlie Young followed by a GCSE composition written and performed by Katharine Skinner - 'Beautiful Disaster'.

The list just goes on and on, and shows the true talent that we have here at St John's. The audience were serenaded for almost 2 hours as they sipped their cool refreshments whilst watching the stunning sunset as a backdrop to the fantastic entertainment that was being provided by our talented and confident students.

A beautiful way to end the half term and lead us into summer.

Here's to the next one!



St John's voices





## Sunset Serenade







## Autism Awareness Day 2017 by Emma Whatley

On the 2nd of April 2017, St. John's School celebrated Autism Awareness Day by spreading knowledge throughout the school. We did this with the help of the teachers and PLT (Pupil Leadership Team).

Posters and presentations were sent to every tutor group to encourage learning about autism.



During Tutor Time, SJS students learnt more about what it was like to live with autism through materials provided by the National Autistic Society, and we discussed how we might support other students with autism better in the future.



Pupils learned more through the Autism Lottery competition. A teacher would secretly pick an interest and then students tried to guess which one the teacher had chosen. As people with autism sometimes struggle to recognise the moods of people based on facial expressions, we decided to try to raise money by

creating a giant smiley face on the playground using loose change. All of this money raised through the lottery and the smiley face went to the National Autistic Society.

All in all, €146.60 was raised for the National Autistic Society. We thank you all for your cooperation and for spreading knowledge around St. John's School.



*'Understanding Autism'*







## THE DUKE OF EDINBURGH'S AWARD

Monday 19th June was the St John's S Prize Giving Ceremony in which the following students were awarded their Bronze Duke of Edinburgh's Award: Congratulations to all.

Y10 - Hannah Webster

Y11 - Lauren Adamski

Lauren Bayliss

Garfield Bennett

Clio Bowater

Jordan Bullivant

Katelyn Dalzell

Matthew English

Bethany Gondelle

Oliver Horsenail

Billy John

Zach McKenzie

Toby O'Neill

Abigail Sargeant

Charlie Young



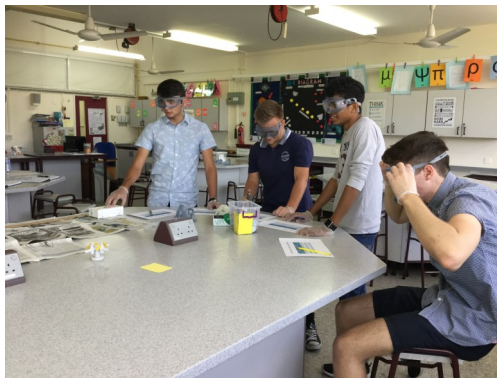


*'Induction  
Day'*

## Successful Sixth Form Induction *by Mrs Dixon*

On Monday 3rd and Tuesday 4th July St John's hosted the Sixth Form induction to students planning to join in September. It is a perfect opportunity to check that the courses chosen are right for each student and their future plans, so they arrive in September understanding the demands of studying post 16 and to meet other students. The two days included an introduction by the Head of Sixth Form, working with the Army on a range of communication tasks, access to current lessons with Year 12 students, giving them the opportunity to find out what it is really like to be a Sixth Form Student here at St John's.

The feedback from the students was extremely positive with them confirming that the experience had helped them make choices and confirm their plans. All they have to do now is wait for the results and meet with me on 31st August or the 1st September to confirm their place in the Sixth Form.







## Year 11 Prom at Crowne Plaza Hotel, Limassol *by Mrs Curran*

On 23rd June the Year 11 prom took place at the Crowne Plaza Hotel in Limassol. For the first time St John's students were joined by students from King Richard School making it a truly federated occasion. The evening was attended by the vast majority of Year 11 and they all looked amazing in their glamorous outfits. The event was also attended by many staff including Mr Browning, Mrs Kerr, Mr Armstrong and the year 11 tutors, Mrs De-Long, Mrs Lister and Mr Strang.

It was the first time that the Crowne Plaza had hosted the St John's Prom and it proved a worthy setting for this fabulous occasion. Photos were taken by Mr Barber with the spectacular backdrop of the Mediterranean Sea and a setting sun. Guests enjoyed a delicious buffet, followed by speeches, awards and thank yous. Music was provided by the fabulous guest DJ who managed to get everyone up dancing.

Special thanks to the prom committee; Rosie Favis, Katharine Skinner, Sam Francis and Carys Larwood, in particular, who worked extremely hard in the weeks leading up to the event, organising the table decorations and entertainment for the evening. A special thank you goes out to Mr Barber, Mrs Lister, Mrs Dakin, Mrs Dixon and Miss Ellis for their help on the evening.



If Year 11 students would like a disk of the photos taken by Mr Barber they should contact the school.











## Pupil Leadership Team (PLT) election

At the end of the Easter term, elections were held for the new PLT. The old PLT, made up of Isaac Glencross, Carys Larwood, Owen Larwood, Tia Rudman, Neeve Strang, and Emma Whatley, first delivered an assembly to the whole school explaining the role of the PLT, outlining previous successes and taking students through how to run in the election for the new PLT.



The PLT chose a new format for this year's election: each candidate was to prepare a manifesto poster that outlined their strengths, policies and priorities if they were to be successful. The entries were particularly strong this year, and this was reflected in the very close margins when votes were counted.

A very strong outgoing PLT now hands over the reins to a new PLT, consisting of Lizzie Haines, Kieran Hully, Diane Ratubuli, Ratu Ratubuli, Zeus Searle, and Emma Whatley. We wish them the best of luck.

*'Meet the  
new team!'*



*The new PLT*







## Prize Giving Ceremony *by Alex Kerr*

I always see St John's School Prize Giving as a highlight of my year and can't help but be full of pride for our students and their achievements. The musical performances add to the atmosphere and the organisation of the event is truly a team effort by our fabulous support staff and teachers.

I really enjoyed hearing the Head of Poseidon House, Jemma Epps, and the Head of Apollo House, Iona McVicar review the year's House activities with a special focus on Leadership which is a quality we always strive to develop in our students.

I have decided to put the speech they wrote in the magazine as it is a fantastic thank you to all those who work hard to make our school 'The best it can be'.

## Heads of House Speech at Prize Giving

This year, we have achieved so much under the house system, despite only having being appointed in February. From raising impressive totals for charities such as Comic Relief and Help for Heroes, to helping to run and organise school events such as the end of term quiz and sports day.

The house system has gone from strength to strength this year, allowing for students to develop their personal leadership skills and bring the school to another level of excellence. Our work has been made significantly easier not only by support from the senior leadership team, but also from our house captains who have come up with innovative fundraising ideas and always met the tasks with enthusiasm.

Personally, we are incredibly thankful for this opportunity to show and further develop our leadership abilities and also enable us to work closely with the talented students further down the school, being able to learn so much from them. We have found the experience very rewarding this year, and we are already looking forward to other projects in the future which the house system can initiate.

Our abilities to work in such a varied team has been extremely beneficial to us, and we would like to thank our deputies, Owen Larwood and Oscar Holden, for their support and dedication to their roles as well. We would also like to thank the Senior Leadership Team and other staff who have supported us four in our roles, whilst also allowing us to be independent and see our own ideas come to life.

As representatives of the student body, we would like to thank the school governors who have attended a variety of our events and have each been given a house to represent. Their continued support has meant a lot to us, and we thank them for their enthusiasm which has also inspired us. Also the teachers who work with us everyday to ensure we achieve to our highest potential, the admin and support staff who make sure the school runs as smoothly as it can and finally we would like to thank parents, as without their support, this unique school would not be half of the establishment it currently is without their dedication.

We hope that the next year can be just as successful and rewarding for all those involved.

Thank you.

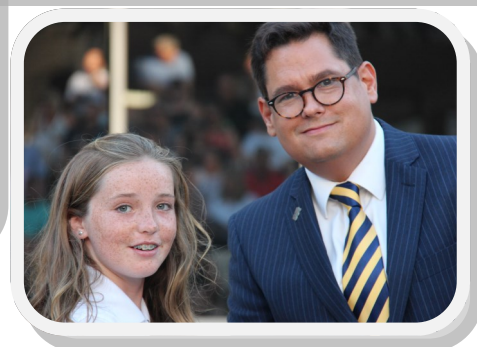
Heads of House

Jemma Epps & Naomi McVicar





*'Prize Giving  
Ceremony'*







## Prize Giving Ceremony





## SSAFA Young Achievers



SSAFA Young Achievers Awards were launched in March 2011 to recognise, celebrate and reward the achievements displayed by the children and young people in our community. This year there were 25 nominations with a large proportion going to students at both St John's and King Richard Schools. These students have demonstrated acts of overcoming personal difficulties, being young carers and working hard to make things better for others in the local community.

We are very proud of the young people who received awards from St John's and a huge congratulations go out to them all for their outstanding achievements.



**'Students  
Awards'**

### LAUREN ELLIOTT - AGE 17

In recognition of her resilience and strength of character.

### IONA MCVICAR - AGE 17

For excelling in her participation in MediMUN, academic studies and being a role model to other students.

### LAUREN ADAMSKI - AGE 16

In recognition of the valuable work she has undertaken in the RAF Akrotiri Youth Centre.

### JACK FORD - AGE 18

For his ability to fundraise by inspiring others through leadership and excellence.

### ANNA WILMOT - AGE 17

For her ability to inspire others through leadership and dedication.

### JOE BALL - AGE 18

For his ability to fundraise and inspire others through leadership and excellence.

### FINN KERR, SIENNA RUDMAN, MYLES DIXON, LEAH YOUNG, FINLAY ROSS, MORGAN WOLANSKI BONES, KHADIJA BEGUM, LEWIS PALMER-HUNT

For being first class ambassadors for MOD Schools and the help they have provided in protecting the Community, St John's School Digital Leaders are given a Young Achiever Award and working alongside the BSOI team.







## 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](http://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](http://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
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	Sixth Form Admissions appointments
4-5 September	Training	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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