

St John's **JOURNAL**

EXCELLENCE • LEADERSHIP • LEARNING
ST JOHN'S & KING RICHARD
SCHOOLS FEDERATION



In this issue:

- ***Art takes centre stage***
- ***Charity goes green***
- ***Sunset 'Sayonara'***
- ***Young Achievers***



Issue 21

Summer 2019





Acting Principal's Foreword - Mrs Alex Kerr	3
Governor's Corner - Lt Col Max Davison LANCS	4
Say Hello...	5
Mrs Emma Bryson - Headteacher	5
and Wave Goodbye...	6
Mr McKenzie	6
Mrs O'Sullivan	6
Mr Francis	7
Mrs De Long	8
Mrs Pendle	8
War of the Houses	9
Final Countdown	9
Meet the new boss(es)	10
High Days and Holy-Days	11
SSAFA Young Achievers	11
Prizegiving	11
Sunset Serenade	13
Orthodox Easter	14
Sixth Form	16
Design Your Future	17
Art	20
Hambis Print Museum	20
Art for the sake of...Charity	20
Arts Award	21
Enrichment	22
Mediterranean Model United Nations - MediMUN	22
Duke of Edinburgh's Award	23
DofE Silver Award	23
Orwell Youth Prize	26
Sewn Shut - by Elizabeth Tappin, Yr 11.	26
Environment Committee: Akrotiri Environmental Centre Visit	29
The Eco-Adventure!	29
Art and Geography Environmental Trip	30
PE and Sports Enrichment	31
School Uniform	38





Acting Principal's Foreword - Mrs Alex Kerr

This year has flown by for me and it has been fantastic to see the school go from strength to strength culminating in a lovely prize giving ceremony, a great Y11 prom and a really delicious and happy Y13 leavers meal.

What I am most proud of about this school is the fantastic sense of community. We have a great set of shared values about caring for each other and treating each other with respect. This combined with an understanding that if we work hard, listen and respond to feedback and keep trying even when it gets difficult then there is really no limit to what we can achieve.

This has been summed up really well in our NACE (National Association for Able Children in Education) challenge award report. We were very proud to receive the award in June and I have published some of the outcomes from the report later on in the news letter. We have worked to develop a culture of challenge over the past two years with a focus on making sure all students can achieve and exceed their potential. We have worked in partnership with a representative from NACE to assess our strengths and areas for development. This has helped us to 'practice what we preach' and respond to feedback from an external expert in ensuring that we are doing the best for our students. We will take forward the recommendations from the report we received to be even better next year. We are not a school that stand still, we are always looking for ways to improve.



Reading is something I am very passionate about. It helps students to develop their fluency in literacy but also to increase their understanding of the world, often from the perspective of others. It has been great to see so many students taking a greater interest in reading this year with the reading for pleasure book list. I hope to continue this next year with an opportunity for students to read some of the best teen fiction to be written over the past 5 years. Reading can be online, on a kindle, in a magazine or in a novel, fiction or nonfiction. It really makes a difference and any encouragement parents can give is a real bonus. It was fantastic to see Elizabeth Tappin's (Y11) writing selected to be a finalist in the George Orwell writing prize held at Oxford university. You can read her submission later on in the newsletter. I hope you enjoy it, it will really make you think!

Finally, a big thank you goes out to all the students, staff, parents and Governors and my VP Andrew Armstrong who have supported me in my Acting Principal role over the past two years. It has been a real privilege to be in the role and I look forward to seeing the school go from strength to strength under Emma Bryson's Leadership.

Alex Kerr





Governor's Corner - *Lt Col Max Davison LANCS*



I expect all of you are aware that St John's School has a School Governors Committee (SGC) but you may not know who or what the Committee are or do. As Station Commander, I am the *de facto* Chair of the Committee and have been in the post since September 2018.

My experience of School Governors prior to September last year was minimal; I knew they existed but was unsure what they were responsible for. The same can be said for my knowledge on schools; I left school in 1982 and to say there have been a few changes since then is an understatement! My initial response after my first tour of SJS was that this is very different from what I remember schools to be like. I was taken back by the positivity of both staff and students and by the amazing opportunities on offer. I can sense that everybody at SJS wants to be there, they are all working towards a common goal and it is a

real privilege to be involved.

The SGC is made up of about 20 volunteers from a variety of backgrounds and in my opinion, the more diverse the better. These are a mix of current and ex-teachers, parents and Regimental representatives (both 2 MERCIAN and Station) and a number of others who have simply shown an interest and volunteered to help. The SGC meets once or twice a term and has three main roles:

1. To provide a strategic view – the SGC should help set and keep under review, the broad framework within which the Principal and staff should run the school.
2. To act as a critical friend – the SGC provides the Principal and staff with support, challenge, advice and information, drawing on its members' knowledge and experience.
3. To ensure accountability – the Principal reports to the SGC on the School's performance and on other matters. The SGC has a right to discuss and question such matters, while always respecting the professional roles of the School's staff.

The commitment is much greater than attendance at the SGC meetings; Governors are expected to visit regularly and to provide feedback to the school. I have tried to visit at least once or twice a term, increasing my knowledge of the school and getting to know the staff and students. I have learned so much over this year and with help from the Principal and the other Governors I now have a reasonable understanding of my role and have a feel for when the school requires my assistance. It has been challenging but very rewarding. For anyone wishing to become a Governor the commitment and roles may seem a little daunting but I can assure you that the school eases you into the process. There is a structured induction and training programme in place which is run by the school; you will also get the opportunity to meet and chat with like minded individuals at SGC meetings. If you're someone who is interested in children's education, is open to ideas, likes working as a team and is willing to commit time and energy to the school, then please register your interest with Mrs Penny Demetriou, Secretary to SJS School Governors.

To finish off, I must express that I have the highest respect for the Principal and Staff and have seen an enormous amount of commitment, effort and extra work, go into the running of the school on a daily basis. It is my view that SJS is already a superb school and it is the aim of the School Governors to first of all help maintain that high standard and secondly to improve wherever possible. I am delighted to have been given the opportunity to keep you updated about the SGC and hopefully this will become a regular feature that I can build on. If you do have any questions or issues that you want to discuss with me then please raise them through the Secretary.





Say Hello...

This is when we welcome new members to the team. September will see a new Headteacher at the helm, relieving Mrs Kerr of her stewardship.

Mrs Emma Bryson - Headteacher



Mrs Emma Bryson was educated at Collingwood College in Camberley, Surrey, The University of Kent in Canterbury and Brunel University in Isleworth before attaining Qualified Teacher Status in June 2003 at Yateley School, Hampshire. She was at Yateley School as a teacher of English and Head of Citizenship for 5 years before relocating to Kingsbury, North London, to be a Head of English in one of the biggest schools in England. Whilst in London, she attained Charter London Teacher Status for her continued commitment to raising standards for children from ethnic minorities, particularly those from Somali and Black Caribbean communities.

In April 2013, she joined Prince Rupert School, Rinteln, as the Assistant Headteacher in charge of teaching and learning and subsequently transferred to King's School, Gutersloh, in September 2013. She successfully achieved her NPQH (National Professional Qualification for Headship) with the Surrey Teacher Network, collaborating closely with George Abbot School in Guildford, in June 2016.

Transforming teaching and learning to include regular TLCs (teacher learner communities) and becoming an accredited Olevi teaching and learning trainer, she has worked with all six remaining schools in BFG to maintain a consistent and effective drive on standards despite a drawdown situation. This was recognized in both Ofsted reports from January 2015 and February 2018. For the latter Ofsted, as Headteacher, she led the school to retain its judgement of Good with Outstanding features ensuring the school's last ever Ofsted report correctly reflected the excellent standards achieved to date. In addition, summer 2018 saw the school achieve its best ever GCSE and A level results with students, on average achieving half a grade higher per subject than their peers in the U.K. King's progress 8 score puts the school in the top 4% of all schools in England, including the private sector.

Mrs Bryson became Headteacher of King's School in January 2017 and is committed to staying until the school's closure in 2019. She is married to Fitzroy Burke who works for AWS and Haig School as a learning support assistant and has two children, Jasmine and Sophina, who both attend Haig School across the road from King's. She is an avid supporter of Arsenal Football Club, although not currently happy with their performance, and has varied hobbies involving film, travel and darts.





and Wave Goodbye...

As always, each year inevitably sees us saying adieu to members of the SJS family, pupil or staff. This term is no different, with five members of the teaching faculty moving on to pastures new, and our long-serving science Laboratory Technician, Koulla, taking a well-earned retirement.



Mr McKenzie

We are sad to see Mr McKenzie leaving this year to return to the UK to teach Maths part time. He has been a real advocate for Maths in the school making huge improvements to the GCSE pass rates when he arrived and always believing that students can and do achieve in Maths.

He has worked hard to offer extra support to students who need it throughout the year regardless of the class they are in. He has taught Maths and Further Maths at A Level, at times taking sole responsibility for these courses.

As a member of the St John's community he has been a support to teachers all over the island as a union representative and in school he can often be found behind the bar at school events, serving the drinks not drinking them! The McKenzie/O'Sullivan clan have been a big part of St John's for over a decade and we will all miss them but we are sure they may be back to visit in the not too distant future.

All the best for your next new adventure!



Mrs O'Sullivan

Margaret (Mags) has been at St John's School for 10 years in which her impact has been staggering in a huge number of ways.

Margaret's classroom and lessons are full of fun and colour and action. Margaret has had a huge impact at St John's; her classes are loved by huge numbers of students and her radical approach to learning has resulted in our students exceeding their expectations at all levels. Not only in examination results, which are always amongst the best in the school, but in UK wide competitions such as Spirted Arts in which students have succeeded at a national level. On top of this she has

voluntarily led learning in RE across both Cyprus and MOD schools generally for many years; arranging support for non-specialists and keeping MOD staff in touch with the latest ideas in RE. Finally, if this wasn't enough, Margaret is also the manager of the older football team.

Despite Margaret's great contribution to the academic side of school life it is perhaps her personal contribution for which she will be most membered. Margaret has an incredible enthusiasm and care for all human life and this shines through at all times in her concern for others whether child, adult, teacher, parent or general member of the





community. Linked to these qualities is a kind and thoughtful person always thinking about others and willing to give up her time on a grand scale to help to make sure that their experience are as good as possible and they know they are cared for. It is not possible to speak about every student Margaret has impacted on but it is not uncommon for students to genuinely state that she has had a vital impact on them at some of the most difficult times of their lives be it social, family or academically and often in all three areas at the same time. This impact is well demonstrated by the great sadness so many students have expressed at the news she is retiring and the number of students who remain in contact with her long into their adult lives.

On a personal note I will miss her enormous enthusiasm, her energy, her care, her willingness to always put the needs of others first and Margaret's willingness to stand up for what she believes is right. I know that a large number of staff and members of the wider community feel the same.



Mr Francis

It seems difficult to believe that Robin has only been at St John's School for four years. He has done so much and had such a positive impact on so many people that it does not seem to be long enough.

Robin's love of (obsession for) History shines through in every single lesson and indeed every encounter everyone has with him. This fascination with the subject filters is caught by all those taught by him. Alongside his academic enthusiasm Robin instils in all round him a desire to be the best at what they do, whilst at the same time making the whole process enjoyable, not an easy feat to accomplish. As a result alongside students achieving excellent results Robin's option classes are full because of the enthusiasm he generates for his subject and amongst the large number of

children who wish to be taught by him. Alongside his regular contribution to all of his students in all of his classes Robin has had a huge impact on the most able learners through the support and encouragement he has provided via his HLP position at St John's. These programmes have transformed lives giving students the confidence to aim high and succeed at the very highest academic levels.

Despite Robin's huge academic contribution it is Robin's personality and values that have benefited the students, staff and community the most. Robin is always willing to give up his own time and keen that others should benefit and succeed, whether it is; supporting the Duke of Edinburgh expeditions, teaching 6th formers to budget and cook as they prepare for the next stage of their life, designing and mapping cycle routes, helping set up a mountain biking club, accompanying school trips far and wide, providing guidance and training for Oxbridge interviews or simply regularly giving up his own time to support students learning after school and on the weekend. Students, staff and the community know that they can rely on Robin to help them at any time and that help will always be freely given and of the highest quality.

On a personal note I will miss Robin's endless enthusiasm, his energy, his care, his willingness to always put the needs of others first, his academic rigor and his willingness to stand up for what he thinks is right. I know that many members of staff and the wider community will agree with this.





Mrs De Long

Mrs deLong has been a force to be reckoned with in PE over the past 6 years and will be missed by many. Some of the great new events in PE have been her ideas and that innovation will be missed. She always encourages students to play their part and give their all in whatever they are involved in whether it is being a leader at a primary school event or taking part in a lesson or fixture.

She has had a huge impact on the wider life of the school, organizing the first ever SJS Ski trip, bringing golf, rock climbing, bowling and other weird and wonderful activities to core PE, and taking responsibility for Activities week over a number of years offering students a wide variety of opportunities in Cyprus to enrich the last week of the school year. The driving force behind the international swimming galas, big football tournaments and all the netball games against the 'teams on tour',

Lyndsey her passion and competitive spirit to St John's, always striving for excellence. She has been such a good teacher (especially in swimming and trampolining) and I have learnt a lot from her over the last four years together.

In her recent role as Head of Year 10 she has shown real passion for progress. This has not been an easy task at times, but she has done it with patience and real care for her students. Always focusing on what they have achieved and rewarding them on Fridays with hot chocolate and ice cream.

I know she will be missed and we wish her and her family a happy and prosperous future in the UK. Good luck!



Mrs Pendle

Goodbye Mrs Pendle

Mrs Pendle has worked as a Biology and Science teacher at St John's school for 10 years. During this time she has worked very closely with Ms Ellis to develop the A Level in Biology which has led to some really excellent results. I have had the pleasure of being in Mrs Pendle's lessons numerous times and I am always amazed at her creativity in planning lessons that bring the science alive. The students in her classes are enjoying the learning and feel supported to achieve their best.

She is also a well loved form tutor and there are many students who have really benefited from her pastoral care over the years. Students who needed that extra bit of TLC have found in Mrs Pendle a listening ear and positive encouragement. She always has time for the students.

She has two young children, both born in Cyprus. I know that, although she is sad to leave St John's, she will enjoy being close to family and relish a new challenge in a school close to her UK home.

We will miss you, and wish you all the best.

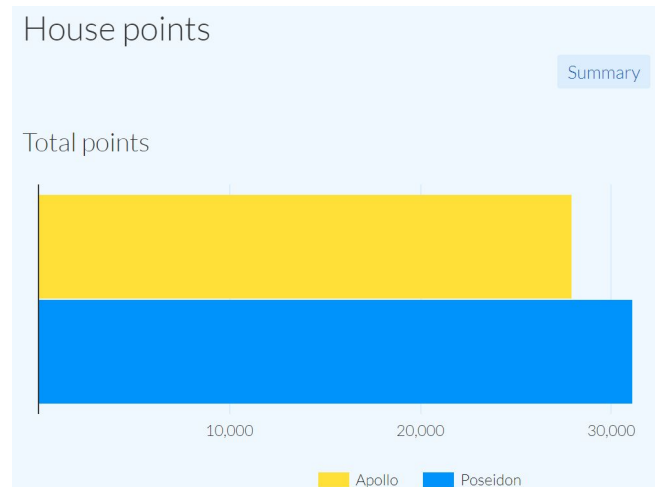




War of the Houses

The Final Countdown

We went into the final term with Poseidon nosing ahead by a whisker. However, a succession of victories in the inter-house competitions have opened up a clear gap between the Blues and Yellows, with Poseidon being accelerating away to be this year's Champion house.



It's not all just about the team events; individual merit goes a long way, too. This year has seen Year 7 and Year 8 students top the leaderboard, with most individual points awarded to Millie Dakin (Yr 7, Poseidon).

Points	House	Reason	Added
100	Apollo	Trampolining Competition Winners	24th May 2019
100	Poseidon	PE House Competition Winners	24th May 2019
425	Poseidon	PE House Competition	24th May 2019
325	Apollo	PE House Competition	24th May 2019
174	Poseidon	Trampolining Competition	15th May 2019
255	Apollo	Trampolining Competition	15th May 2019
100	Poseidon	Sports Day	11th April 2019
50	Apollo	Sports Day	11th April 2019
675	Poseidon	Inter House Sports Competition	18th December 2018
275	Apollo	Inter House Sports Competition	18th December 2018
50	Poseidon	Most gifts collected for Operation Christmas Child	26th November 2018
50	Apollo	Collecting the most loose change	19th November 2018
50	Poseidon	Winners of the House Badge Count	28th September 2018





#	Name	Year	Tutor	House	Points
1	Millie Dakin	7	7 ML	Poseidon	664 ↑↑
2	Lily Fazackerley	7	7 ML	Apollo	619 ↑↑
3	Eleny Kleovoulou	7	7 ML	Poseidon	535 ↑
4	Martha Curran	7	7 ML	Poseidon	534 ↑
5	Jack Lightfoot	8	8 AMK	Poseidon	496 ↑↑
6	Ava Jose	8	8 AMK	Apollo	466 ↑
7	Cassie Collo	8	8 AMK	Apollo	449 ↑↑
8	Emily Lill	7	7 HS	Apollo	441 ↑
8	Summer Smith	7	7 ML	Poseidon	441 ↑↑
10	Beth Gardiner	7	7 DK	Apollo	430 ↑↑

Meet the new boss(es)

This term has seen the annual exodus of the Heads of Houses, and the proverbial handing on of the baton. Back in March, interviews were held for the position of Head and Deputy of both Apollo and Poseiden, and applications for house captains were considered from each year group. Ben Glencross writes:

“Alongside Hannah Webster, Zoe Wilson (Poseiden, Head of House and Deputy) and Jack Smith, (Apollo, Deputy Head of House)) I applied for Head of House in February 2019. The application process required us to write our own CVs and prepare for a formal interview with Mrs Kerr, Mrs Curran (Head of Sixth Form) and the Chair of the Governors (Lt Col Davison). This pushed all of us, and allowed us to promote changes we want for the school.

One specific thing that I wanted to bring into St John’s School was a wider range of first aid knowledge. This is a key skill that benefits people both in and outside of school life. I did this by organizing a teacher in school to run a CPR class for year 12 during our SMSC lessons, with the result that we now have a number of First Aid qualified senior students, all of whom can use this experience on their own CVs.

Beyond this, the Head of House team have a number of other responsibilities, such as running the year 6 induction, where I gave 20 students a tour around the school and also ran a short session with them. We organise competitions (like the Rubik’s cube challenge), the E-Praise shop and help provide student mentoring services.”





High Days and Holy-Days

The summer term is traditionally chock-full of events as the academic year draws to a close, and this year is no difference. Awards season has been in full swing, with the annual SSAFA Young Achievers and Prizegiving ceremonies. We have also celebrated Orthodox Easter, an opportunity to build our relationship with the Cypriot community and immerse our students in the local culture. And, of course, the annual Sunset Serenade, always tinged with some sadness as we say goodbye to some of our performers.

SSAFA Young Achievers



Prizegiving

Prize giving was a lovely event this year with record numbers of parents, students and supporters of the school attending.





The musical performances from Ava, Elizabeth, Hannah and Jack were a real treat and the tone of the event was summed up really well by our Chair of Governors, the Garrison Commander, Lt Col Max Davidson LANCS when he commented that St John's puts community first and makes a positive contribution to the Episkopi and Akrotiri communities. This has been a real area of development and strength this year with so many of our students making both individual and collective contributions. Many of the students had their efforts recognized in the young achievers awards.

We have made close links with Trachoni school this year and this has enriched the students understanding of the Cypriot community. We have supported the Episkopi and Akrotiri primary schools in sporting events, science teaching, MFL teaching and D&T provision. We will continue to work closely with both schools in the future. We are so proud of our fundraising and have raised over £5000 this year for various charities.

We will continue to challenge all of our students to flourish both in their academic studies and in their character and relationships so that when they move on from St John's they are equipped for whatever next steps present themselves.





Sunset Serenade



Sunset Serenade





Orthodox Easter

By Hannah Webster, Yr 12, Head of Poseidon



Pascha (Easter) is the most important celebration in the Orthodox Ecclesiastical calendar. On the 8th of May 2019 students from a school from Trachoni village came up to St John's school for a special Easter celebration. As a school, we take as many opportunities as possible to be a part of the unique Cypriot culture and make links with schools in the local area. Other MOD schools were also invited and we were there with the children from Episkopi and Akrotiri Primary Schools. Festivities at this lovely event included: Greek dancing; egg decorating; egg bashing (hitting hard boiled eggs against each other and whoever is left with an uncracked

egg is the 'winner'. The breaking of the eggs is symbolic of Christ breaking free from the tomb); planting flowers and playing traditional Easter games. Katie Bougeard - Year 8 House Captain for Apollo - "I liked being able to support the Greek Easter celebrations, I was able to lead and support games, dancing and taking the greek students around our school.



This also included teaching other people. A highlight was learning and then helping to teach Greek dancing, which was a really fun skills to learn."

Of course, no Cypriot event would be complete without delicious food and Orthodox Easter is no exception! Tempting plates of

Cypriot potatoes, salad and *souvlá* were there for us to eat and enjoy. Izzie Bougeard - Year 6 from Episkopi Primary school - said "I got to learn about Greek traditions and play some games. I also got to try some Greek food which was really tasty, I did not know they had such a selection of food. I did not have a favourite bit because I loved it all!"

During Holy Week (the week before Easter Sunday) Cypriots are busy baking pastries and





sweets just for Easter Sunday. Chanting emanates from churches. Thursday of Holy Week is when the wonderful aromas begin to drift out into the streets as this is traditionally the day when they start preparing the '*flaounes*' (small loaves made of flour, eggs, cheese, mint and sometimes raisins). These are shaped into triangles, sprinkled with sesame seeds then baked in the oven. '*Paskies*' (small meat pies), '*koulouria*' (biscuits made of milk, flour, spices and sugar), and '*tiropites*' (small cheese pies in puff pastry) are also prepared. On the Friday morning before Easter (Good Friday or "Great Friday" as it is called in Greek) families carrying flowers gather in all the churches around the island. On Easter Saturday two services are held in the church – one early in the morning and another at 11 p.m. Before the 11 p.m. service, which is called "The service of the Resurrection," church bells sound out in all the villages and towns of Cyprus calling everyone to come and celebrate the resurrection of Jesus Christ. Every person carries a large unlit *lambada* (candle). Easter Sunday is when the celebrations really begin. Feasts of *souvla* (large pieces of lamb, pork, or chicken cooked on an open charcoal fire), salads, cakes and sweets are on the menu!

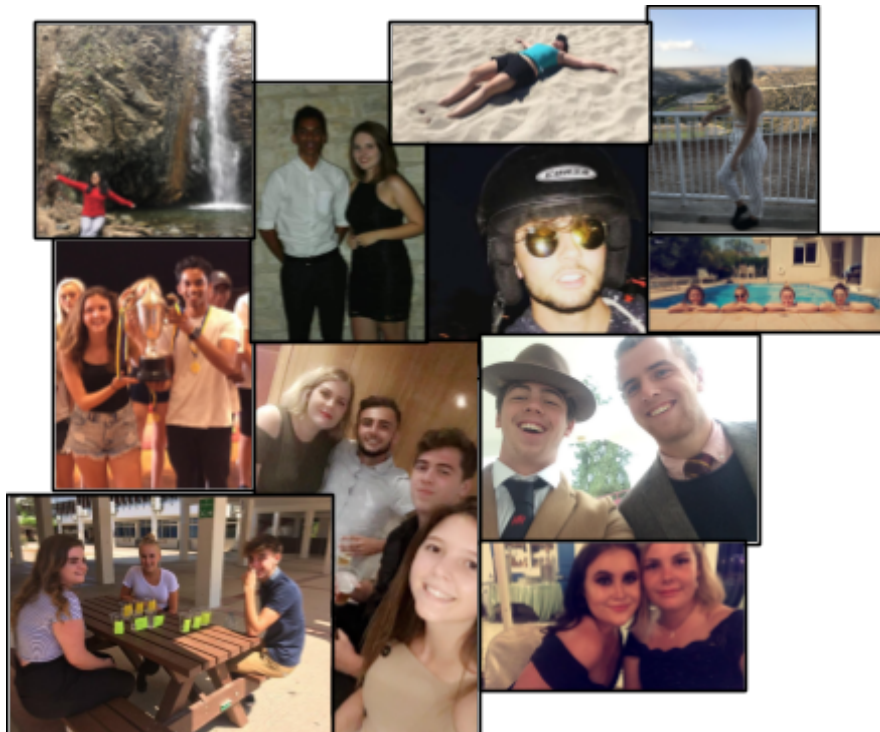




Sixth Form

Summer term is a time of adieu and farewells from the sixth form. Leaving us this year are a number of long-term stalwarts, and some who have been with us, seemingly, for less than a dog-watch! As always, their future paths are as diverse as the people themselves; Apprenticeships, Gap Years, University and assorted military training establishments beckon. Wherever you may go, and whatever the future may hold, we wish you all the best.

Ellie Burnside	- Criminology and Psychology, Liverpool John Moores.
Jack Buttery	- Officer Training, RAF Cranwell.
Alexis Cimafrana	- Child Nursing, Oxford Brookes University.
Kayley D'Aguiar-Roberts	- Psychology, Bishop Grosseteste / Manchester Metropolitan.
Taylor Dean (Yr 12)	- Engineering Apprenticeship.
Ushan Dissanayaka	- Electrical and Electronic Engineering, Manchester Metropolitan.
Rosalind Favis	- English Literature, Film and Television, Exeter University.
Tom Glencross	- Art, Dundee University.
Bethany Gondelle	- Primary Education, Winchester University.
Richard Hill	- Royal Electrical and Mechanical Engineers, MoD Lyneham.
Ella Holley	- Animal Welfare and Behaviour, Hartpury College.
Cole Hughes	- Engineering Apprenticeship.
Zeus Knight (Yr 12)	- Extended Science Diploma, St Petroc's College, Devon.
Zachary McKenzie	- Gap Year.
Eleanor Moore	- International Business Management and Marketing, UWE, Bristol.
Joshua Reynolds	- Geography, Liverpool John Moores.
Katharine Skinner	- Media, Communications and Social Media, Winchester University.
Michael Storey (Yr 12)	- Avionics Engineering, RAF Halton.
Brandan Wigmore	- Electrical Engineering, Staffordshire University.
Ellie Wycherley	- Diagnostic Radiography, University of Liverpool.





Design Your Future

Back in March, a combined group of KRS and SJS year 12 students descended on Manchester for the annual 'Design Your Future' visit. Over the course of five days, students were given access to expositions, universities and workplaces in order to get a feel for the opportunities available post secondary education. These included trips to the Anfield Wrap, Siemens, Manchester City's University Campus of Football Business (UCFB), and a self-directed day to visit a university or employer of their choice.

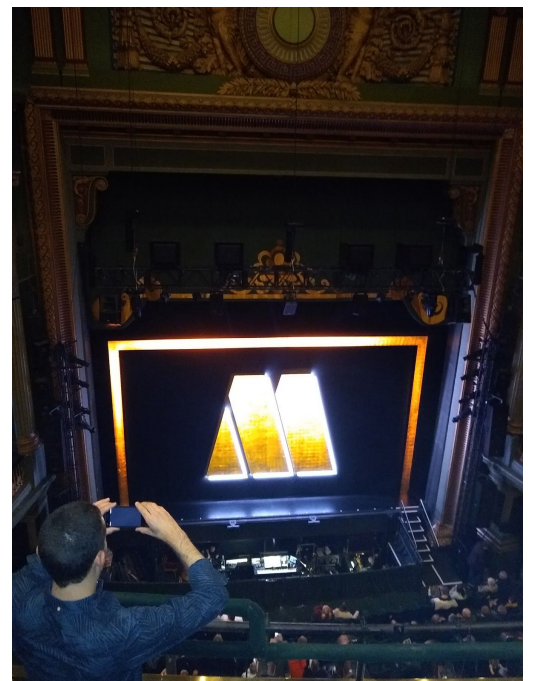
"The Anfield Wrap is a collective of podcasts, radio shows, videocasts, live shows, magazines and website articles predominantly about Liverpool F.C as well as the culture and music in the city of Liverpool, while members of the public can 'rent' the workspace instead of working at home. We spoke to a few of the team members and they discussed what their role in The Anfield Wrap is and how they got to where they are. We also got the opportunity to produce our own podcast about musicals and football, as well as discussing our future careers." - *Max Henderson*



"Our visit to Siemens [on Tuesday] was focused on another aspect of higher education, degree level apprenticeships, in which you could work within the company while being paid and working towards a degree at the same time. At Siemens, it was mainly focussed on engineering and business roles, however a talk with a member of staff showed us a few online resources which opened our eyes to the wide variety of degree level apprenticeships available. We were able to speak to six people in different

roles within the company and ask about the route to their job and the role they have within the company.

We then got the tram back to Picadilly Gardens and walked to the University place, for our tour of the University of Manchester, the largest single-site university in the UK. This gave us a good opportunity to see a city campus as well as a university in the Russell group, a list of the UK's 24 leading universities. We rounded off the evening with a trip to the Manchester Opera House and performance of *Motown - The Musical*." - *Sasha Bowden*



"Wednesday began with a presentation focused on degree-level apprenticeships, in which you can gain experience in the workplace, all while achieving a degree.





After the presentation, we walked to Manchester central for the UCAS Higher Education fair, which had over 170 stands representing universities from across the UK, Apprenticeships, the Army and companies such as Rolls-Royce. We were able to collect prospectuses and pens while talking to the ambassadors about the courses and the university.



We then took the tram to the Etihad stadium for a tour and talk about UCFB, which offers degrees in the sports sector, including management, coaching and recruitment with the Etihad stadium being on your campus.

Back at the Britannia hotel, we were given a presentation about gap years, the Army, Royal Navy and Royal Air Force. These talks showed us that there are many more opportunities than university.” - *Sam Jacobs*

“Thursday was an independent day, in which everyone went to university or higher education opportunity of their choice, mainly to have a tour and a talk with a of staff about the course they want to take. After a later breakfast at 8:45 am, I left the hotel for Manchester Piccadilly train station. From there, it was a 2 hour train journey to Leicester station. When I got to the station, I still had about 90 minutes before my appointment with Leicester University, so I went to the Cathedral where Richard III was buried and the New Walk museum to pass the time.

As the time to the appointment got nearer, I decided to head towards the University. When I arrived, I went to the archaeology department where I was given a tour and spoke to the staff about what their different roles were.

I acquired insightful information about university courses and what activities I could do in my free time which would help me in the future when I am choosing which university I am going to.” - *Harry Wycherley*

On the Friday we woke up, brought our bags down to the reception and had breakfast. We then walked to Manchester Metropolitan University where we split into two groups and had a tour of the campus by student ambassadors. We were able to look at accommodation and many facilities.

After the tour, we walked back to the hotel where we caught a coach to the University of Gloucester, Cheltenham. We had a tour given by a student ambassador who took us around the media and creative arts department; we had the opportunity





to go into some recording and filming studios. I found that they had great facilities and I liked it most because I was able to look at a department focused on what I want to study.” - *Zoe Wilson*





Art

Hambis Print Museum



The Hambis Print museum is situated in the village of Platanistia and it has now become a regular annual trip in the visual arts calendar.

Back in the autumn term, the Year 10 GCSE Art students travelled to the museum and school to meet and work with its founder Hambis and his wife Helene. After a guided tour of the gallery area and a brief history of print-making over the last 800 years, students got the opportunity to cut and print their own piece.

The museum is situated in some exceptional gardens with amazing views and the students used this as a source of inspiration. The students really enjoyed the day and learnt new skills and techniques, while producing some excellent quality prints.

Art for the sake of...Charity

Last year Justine Brianes a former Yr 11 student auctioned a piece of his GCSE coursework for charity. There was a lot of interest in the piece and it was finally purchased by Miss Pettit, Head of Year 11. The money raised was donated to Help the Heroes. Mr Bougeard the Head of Art recently presented the piece on Justin's behalf.



of





Arts Award

This term has seen the first four Arts Awards Bronze Students complete their qualification. The Bronze Arts Award is the first of three secondary age Arts Awards and is a recognised qualification from Trinity College. Students are assessed against a number of criteria based on their portfolio of work. They focus on four key areas which allows them to explore their interest in the Arts.

Section A encourages students to 'get involved' and this cohort has completed a variety of experiences including playing the violin and photography.

Section B allows students to share their views by 'being the audience' and in this section students used their experiences of the many artists that have visited our school and performed.

Section C asks the students to consider 'who inspires' them. This is often the most diverse section and this year was no exception with students investigating YouTubers, Dancers as well as the standard A-listers.

Section D presents the biggest challenge as the students are asked to 'share their skills'. These four candidates shared their skills most notably through a dance class for a group of Brownies and a ukulele lesson to a group of students from Episkopi Primary school.

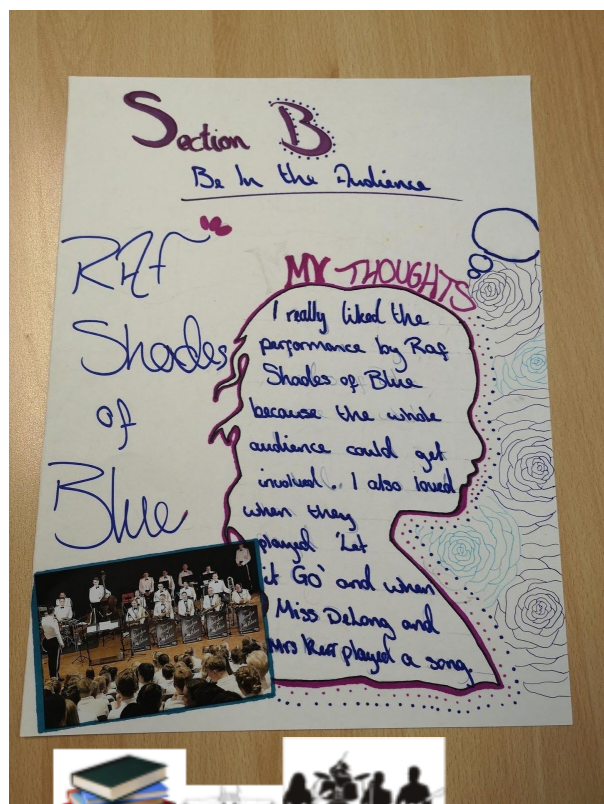
The students (Katie Bougeard, Erin Winslade, Genevieve Cotter

and Faith Ruddy) have done a wonderful job and spent a lot of their own time developing their skills. This is a qualification which is very much self taught and is almost entirely self motivated and therefore this really shows the hard work and resilience of the students involved.

After Easter I will be looking to take on new Bronze students from Y7 and Y8 so if you have

been involved in anything Arts based within or outside of school or feel you want to get involved more but need a little push, come along and find out more Tuesday, Wk1 in the drama room, after school.

If you are higher up in the school and also have an interest in the Arts a Silver Award is also available, feel free to come along to the sessions and have a chat about what is involved.



of



Get awarded for doing
what you love





Enrichment

Mediterranean Model United Nations - MediMUN

By Ben Glencross, Yr 12

Model United Nations (MUN) is a global simulation of the United Nations for students. Cyprus hosts an annual Mediterranean MUN conference replicating the UN General Assembly 'Parliamentary Procedure', during which students act as delegate representatives of a UN Member State.



"We began preparing for Mediterranean Model United Nations 2019 in October 2018, as we were assigned our countries (Afghanistan and Myanmar). We carried out some background research into the country's political and economic stance prior to November's initial conference, ahead of the full weekend in February.



This gave us a great opportunity to meet the different people in our General Assembly, from schools across the island, as well as other countries including Greece, Jordan and Turkey. We were taught how to take part in UN-style debates, and were set tasks to complete by the full conference weekend, in which we would need to prepare a position paper detailing our countries stance on three topical matters, including the impact of child labour and ocean dead zones.

Back at school, we conducted research into our countries, focusing particularly on different matters based on our General Assembly topic. My general assembly was based on environmental issues, so I researched how Afghanistan cooperated with other nations to help prevent environmental damage to the planet. We then produced our findings to the rest of the group and learnt more about other areas of our country as a result.

Having collated our research, we worked on position papers and began to draft resolution papers. Our position papers detailed how willing our countries would be to combat issues such as child labour (which focussed on throughout). The draft resolution papers proposed solutions to the issues posed, and we would have to convince the rest of our General Assembly to vote in favour of our resolutions.

When we arrived at the conference in February, we were tasked with splitting off into groups of seven or eight and compiling our resolutions to create our final resolution that we would present to the General Assembly. A few members from each group would give a speech to try and convince the General Assembly, and debates were held all day long on Saturday. This was a fantastic opportunity to meet other people from different schools of the same age and of different backgrounds.



On the final day, Sunday, there was a plenary session, where the most successful resolutions from each of the four General Assemblies were debated by the whole assembly. There were hundreds of young people attending and delegates representing over fifty different countries. Overall, Model United Nations is a fantastic way to debate key topics in today's society, and throughout the conference, there was a particular focus on the rights of the child. The experience was critical in realising how the United Nations works, and helped to show us how we can have an important impact on the world we live in.





Duke of Edinburgh's Award

Congratulations to all the students who have completed their Bronze and Silver Expeditions in the Akamas recently. Fantastic achievement. A huge thanks also St John's staff that support the Award and to Phil Dakin, Episkopi Youth Worker who works in partnership with the school to make this all possible.

DofE Silver Award

By Hannah Webster, Yr 12

Having successfully completed the challenge of Bronze Duke of Edinburgh Award in Year 10, I was eager to take the next step of the Silver Award in Year 12. I was fully briefed and prepared mentally and physically by Mr and Mrs Dakin, with the help of Mr Francis, for this award but I wasn't quite ready for the challenge to be as hard as it was! Thankfully the weather was nice and cool (it even rained on the first day!) and as a team we managed to persevere and pull through to complete it. There were times during the three days of walking and two nights of camping when I did wonder if we would make it.

Day one was the longest and most demanding in terms of the terrain we had to negotiate jagged rocks protruded out of the bedrock and balance was key (tricky when you were carrying approximately 15 kg). High spirits and a good supply of food kept us motivated at this point!

Day two took us along the scenic coast from the Blue Lagoon to just past Latchi harbor. We were able to enjoy more of the beautiful landscape as there was less navigating to do. Our evening campsite was on the Akamas peninsula alongside the bronze group.

Day three nearly broke us! Tired and exhausted, it was the hardest as we had already completed 40KM over the previous days as well as having to cook, camp and pack all of our kit. Predominantly uphill, team spirits started to dive but we all knew the end was in sight. Finishing the expedition was a great sense of achievement when we eventually arrived at Lara mast.

Duke of Edinburgh has taught me lots of life skills. There is the obvious awareness of my physical ability but also my mental ability to stay focused and believe in myself and the team I am a part of. I realised I could survive if I had to cook in the great outdoors (but I appreciated a home-cooked meal at the end!). I believe that taking part in Duke of Edinburgh enriches your life; it gets you out and about in a challenging way and has undoubtedly made me reflect on how I approach a challenge, deal with problems and believe in myself when things are tough!





NOT A DULL MOMENT ON D OF E

BEING RESPONSIBLE

DUKE OF EDINBURGH'S AWARD

LEADERSHIP

AKAMAS

SILVER EXPEDITION

EXHAUSTING

CHALLENGING

PIC•COLLAGE





BEING RESPONSIBLE



DUKE OF EDINBURGH'S AWARD



LEADERSHIP

BRONZE EXPEDITION



CHALLENGING



AKAMAS



TIRING

HARD

PIC • COLLAGE





Orwell Youth Prize

This summer, Elizabeth Tappin entered for the prestigious Orwell Youth Prize. Using the writing of George Orwell as a catalyst, the prize aims to inspire young people to write about their world and expand their talents beyond the curriculum; and for those who want to change the world, the Writing Prize offers a platform where their voice, through their writing, can influence power. Receiving feedback from mentors and peers, students from all backgrounds have the opportunity to discover and develop their talents and abilities. Elizabeth was successful in achieving a runner up prize at the George Orwell Youth Prize finals held at Oxford University. Thanks go to Miss Vance who encouraged her to write a submission and attended the Oxford event with her.



Sewn Shut - by Elizabeth Tappin, Yr 11.

"Walking swiftly into school, Morgan clutched at his papers, holding them so tightly that his fingers turned white. He trudged along with the rest of the student body: heads low and shoulders hunched.

Black irritating strands of thread fastened his lips together. His brown hair was long and hung limp in front of his face; the fringe obscured his fiery eyes. The boy's hands were littered with ink marks, giving them the appearance of being scarred and calloused.

It was just another day.

The morning passed without any noticeable incidents. Morgan joined his group of friends at break; they huddled in the corner of the playground. Communication was stilted as everyone stuffed their shaking hands in their pockets to





protect them from the biting wind. One of his friends gestured at him and Morgan took out his writings from the safety of his bag. He handed them over with little hesitation.

“These are my peers,” he thought, “equals in nearly every way. They will consider my views.”



Holding his breath, Morgan watched as his friend read the proposal. It was pointless of course, policies had to be discussed verbally and he wouldn't be permitted to speak until his eighteenth birthday. Even then, there were bureaucratic hoops to jump through and impossibly high standards to reach if he wanted more influence than a tick in a box.

Morgan's confidence rose when his friend smiled and started to hand the papers around the group. Everyone nodded and smiled in agreement. The threads tugged sharply as the corners of their mouths but they ignored the stab of pain.

Like a hive of bees, his friends flittered around and shared out the papers to those slightly older and slightly younger. The cold was forgotten as the flurry of activity and racing minds caused the young peoples' blood to boil.

Morgan looked on, pride and excitement flooding his body. His friends pointed him out and pushed him to the front of the growing crowd. Being recognised for his work made him stand taller, something he never thought he would be able to do.

They left the school as one, and marched on to the local government building. They felt like they could make their voices heard, despite their mouths being sewn shut, despite being young and naïve and despite the fact that they apparently hadn't had enough experience to be of value.

An electric atmosphere engulfed them, powering their fever and determination. Other young people joined them; the purpose was explained and still they stayed. Some had markers, which they passed around and used to write messages on their foreheads (the spontaneity didn't allow them time to bring signs). An ally approached Morgan and held the marker to his head; the sickly smell made him slightly dizzy but he nodded his consent. Biting their tongue, the person wrote in big bold letters:





ALSO OUR FUTURE

No one could speak but their march wasn't silent. Morgan joined the others in clapping and stomping their feet rhythmically. "Unstoppable," he thought, giddy with realisation, "we're unstoppable."

However, as they were closing in on the government building, outsiders' comments damped their atmosphere. Some of the older people looked on with disdain, muttering darkly about the "uppity children". "Go-getters" others called them, smiling patronisingly; their support was superficial as they immediately crumpled the papers they were given. Morgan felt his heart fall as his work was discarded like rubbish.



The group gathered outside the building. Hours passed and eventually news cameras showed up. The reporters spoke to the onlookers, asking for their opinion. Their voices were broadcast nationwide, contrasting views were given equal weight and debated by older people on the TV and Facebook.

"They didn't talk to us," Morgan noted sadly. He could see everyone else thinking the same as him:

"What was the point?"





Environment Committee: Akrotiri Environmental Centre Visit.

In Geography, Year 8 students recently shared their interest and passion about the environment and what they could do to raise awareness around school. Mr Vasconcellos proposed they form an Eco-Committee and investigate entering for the Eco-Schools Award, an internationally recognised scheme for excellence in environmental action.

The whole concept of promoting environmental awareness was presented as a cross-curricular Art/Geography initiative, including a Year 8 visit to the Akrotiri Environmental Centre. During a reasonably hot day in April, all the Year 8 students went to visit the Environmental Centre and received a variety of presentations about the diversity of wildlife in the 'wetlands' and the conservation initiatives shared by the local village and Aki camp.

The highlight of the trip was a visit to an area of the salt-lake, where students undertook a variety of different experiments in gathering various data about the condition of the salt-lake. While highlighting environmental concerns, the trip also encouraged students to work collaboratively with each other. The trip was a great success with students gaining a real insight into what they can do, to protect and promote Akrotiri salt-lake and its unique biodiversity.

For more information on the schools Eco-Committee or the Eco-Schools Award, please email Mr Vasconcellos: rvasconellos@stjohnsschoolcyprus.com

The Eco-Adventure!

By Genevieve Cotter Yr 8.

Recently, the year 8's visited the Environmental Centre (in Akrotiri), to focus on what type of biome live here in Cyprus and at the salt-lake.

When we first arrived we went to go watch a video on Cyprus wildlife and the different range of bio-diversity that exists. Then, we went outside onto the balcony and had a look through some telescopes at the wild, pink flamingos in their natural habitat on the Salt Lake. We learnt why different types of birds migrate to different places and why so many stop off at Cyprus.

Finally, we went to get some wellies fitted to go out onto the stinky mud and investigate what the pH of water was, what the temperature was and how clear the water was, to see if it's in good condition. Lastly, we went into the lab and used a microscope to look at the algae in the water and the minerals.

I really enjoyed the trip and it really highlighted the importance of looking after and preserving local habitats, if we want to encourage greater biodiversity.





Art and Geography Environmental Trip

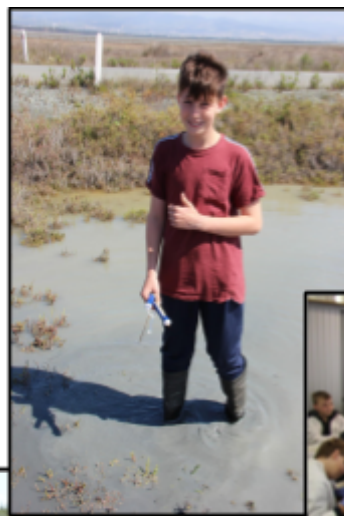
By Brandon Fletcher Yr 8

On Wednesday 10th April Year 8 went on a Geography and Art trip to the Environmental Centre, Akrotiri. We were told on how Aki became from a mini island to an island connected to Cyprus.

After that, we went down to the lake and collected a few samples to investigate in the laboratory. Also we just tried to walk as far as we could through the marsh, until our socks got wet because the water went above our boots!

When we got back from Aki marsh we went into the laboratory. We had loads of little insects in these containers. Some were big and others were small. When we looked under the microscope you could clearly see the insects moving around. They did look strange and at times it was hard to see them as they moved quickly. Later, we watched a video clip that showed all the wildlife around the Aki marsh. Some animals I have never heard off, but I did know that you can see flamingos, as you can see little pink dots at a distance.

I found that that day was fun and interesting, and I really enjoyed going to the lake and just looking around.





PE and Sports Enrichment

The summer term has continued to see SJS pupils indulge in sport, both for themselves and others, building their teamwork, leadership, communication and confidence. Supporting our wider community has seen teams of Sports Leaders facilitate Episkopi and Akrotiri Primary Schools' sports days, whilst the netball team has played host to local Cypriot and touring challengers.





Y8/10 SPORTS LEADERS

KS2 SPORTS

**Helping
Others**

**EPISKOPI
PRIMARY**

Fun

Leadership

**Team
Work**

Responsibility

PIC • COLLAGE





FRIENDSHIP



VISITING SCHOOLS FROM UK



NETBALL



HOME / AWAY MATCHES



PROGRESSION



LOCAL CYPRIOT SCHOOLS

TRAINING



TEAM WORK PIC • COLLAGE





FESTIVAL OF SPORT 2019

FUN



WINNERS



POSEIDON

LEARNING

ST JOHN'S

TEAM WORK



KS3



LEADERSHIP



EXCELLENCE

KING RICHARD





EXCELLENCE

SJS

LEARNING

**EXTRA CURRICULAR
ATHLETICS**

**LIMASSOL
LIZARDS
ATHLETICS
CLUB**

YEAR 6

YEAR 7

COMPETITION

**EPI
PRIMARY**
PIC • COLLAGE







**SHARED
EXPERIENCES**



FRIENDSHIPS

WORKING WITH



**TEAM
BUILDING**



LOCAL SCHOOLS



LEADERSHIP



COMPETITION

PIC • COLLAGE





School Uniform

St John's and King Richard Schools exist for one reason: to serve the needs of secondary age children in British Forces Cyprus. We understand that Service children may only be with us for a short period of time and for this reason we have ensured that our uniform is significantly cheaper than the UK average. We have also ensured that our uniform is befitting the climate in Cyprus.

We no longer have summer/winter uniforms. It is up to parents & students which items from the agreed list they wear throughout the year. Our only stipulation is that the items chosen are from the agreed list and are worn appropriately, as per our Uniform Policy. Items clockwise from top left:

Boys/girls trousers	€ 10,00
Skirt	€ 10,00
Shorts	€ 10,00
Jumper	€ 15,00
Polo Shirt	€ 7,00
Hoodie	€ 15,00
Cardigan	€ 15,00
Blazer	€ 20,00 (not shown)
Fleece	€ 10,00 (not shown)



PE Kit

House Shirt	€ 10,00
Black Plain Shorts	€ 5,00
White Ankle Socks	€ 2,00
Shin Guards	€ 4,00
Water Bottle	€ 5,00



All students also require a pair of shin pads and trainers (not sold in school).





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 0730 hours.

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

www.stjohnsschoolcyprus.com

Leavers Reporting

As soon as you know your leaving date, please inform the school as soon as possible by calling (2596) 3888 after 0730 hours.

A copy of the 'Departure' form, is available to download from the school website:

www.stjohnsschoolcyprus.com



EXCELLENCE • LEARNING • LEADERSHIP

ST JOHN'S SCHOOL

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