

A Welcome from the Principal

This term has flown by and we are fast approaching the summer holiday. We have said goodbye to our Y11 and Y13 students – I wish them all well for their next steps in education or training. I hope that the time they have spent with us here has helped them develop as effective learners and leaders. At the end of term we always see a number of students in all other year groups leave due to postings; I wish them all a smooth and productive transition to their new schools.

It has been a very busy year; we have seen trips to the UK, university talks, MediMUN, alumni return, a new approach to marking and feedback, field work visits in Cyprus, involvement in league football, Swim Gala in the Federation and with International Schools, launch of ePraise rewards, new House System, summer of sport, school Facebook groups, twitter feeds and new websites, liaison activities with our feeder primary schools, Y6 Core Values days, World Book Day, paddle boarding, knitting, civvies days, amazing musical performances, drama productions, lots of exciting training for staff such as 'Co-operative Learning' and a whole day promoting 'Challenge' which was led by our staff, launch of 'Growth Mindset', visits from other headteachers, UK experts (such as a Chris Smith, UK curriculum consultant) and our Link Inspector (Mrs Judith Rundle), in fact, there are simply too many brilliant things to list. I am so proud of our staff; they offer a broad, high quality curriculum along with extra curricula activities and can be relied on to go the extra mile for the benefit of the students in our care.

We will soon say goodbye to Mr John Eveson, Vice Principal, currently based at King Richard School. His 11 years service as VP at both secondary schools in BFC has been exemplary. His work ethic and humility will be missed by us all and, on a personal level, I will greatly miss his support. We all wish John and his wife, Helen, the very best of luck as they prepare to move to Kenya where John will be taking up his new post as Headmaster at a British International School.

It is hard to believe that Mr Dave Yates has worked at St John's School for 28 years; his youthful looks hide his true age! However, Dave is retiring from his post as Head of MFL at the end of this term and he will be missed by all of us. His passion for language, teaching, sport and for St John's School is second to none. We all wish him a long and very happy retirement, although we are glad and grateful that he will continue to teach A Level French and German for the first term when we come back in September.

In September we will be welcoming some new full time teachers to our team:

Ms A Hill – MFL, King Richard School
Mr J Greenwell – Music, King Richard School
Mr S Hill – History, King Richard School
Miss K Pettit – Science/Physics, St John's School

I thank you all for your continued support of St John's and King Richard Schools and I look forward to another exciting year when we return in September. I wish you all a happy, safe summer break.



Dan Browning
Executive Principal

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@mrdrowning



Inside this issue...





PARENT VOICE @ KRS

Many of you will be aware that we have had our annual parents survey open online since December inviting parental feedback on all sorts of issues and initiatives within the school.

The core of the survey used the Ofsted Parent View questions <https://parentview.ofsted.gov.uk/> Parents are also encouraged to access this survey online and offer feedback about the school in support of our efforts to be the best we can be. Other questions were added by Mr Browning to gauge responses to uniform and the improvements that we have made to communications through the new website and social media.

The survey promoted lots of dialogue between the school and parents where any concerns were raised and we are always keen to receive parental feedback in order to ensure we are continuously improving what we do at KRS.

Here is a snap shot of the survey results focusing specifically on the Ofsted criteria.

HEADLINE FIGURES

Almost 1 in 3 parents responded to the survey of those who answered the questions (i.e. did not select not enough information to answer):

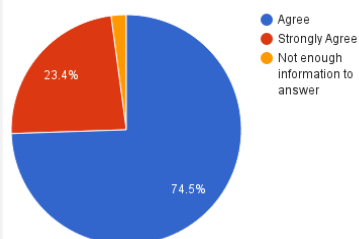
98% agree or strongly agree that their child feels safe at King Richard School

100% feel they make good progress and 96% agree or strongly agree that their child is well taught

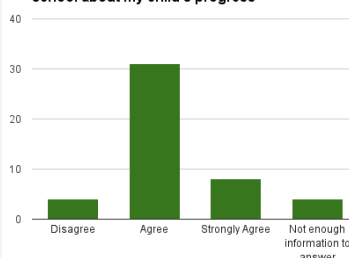
94% agree that their child is happy at King Richard School

99% would recommend King Richard school to another parent

My child receives appropriate homework for their age



Count of I receive valuable information from the school about my child's progress



The survey, whilst informing us about how well we are doing, also raised some areas for development and we have addressed these in the following ways:

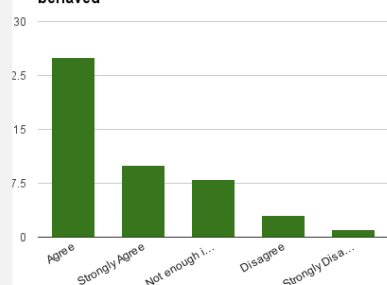
We have increased the number of parents afternoons adding in parent teacher meetings in the spring term and two written comments per year in school reports.

We have developed a home school communication protocol that increases the time scales between letters going out and events. It also ensures letters are more closely quality checked.

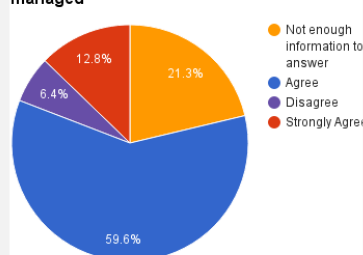
We have introduced a facebook page that celebrates lots of the events taking place in school.

All parents who supplied contact details were contacted about any individual issues raised. This was a valuable way of promoting dialogue and resolving problems to ensure all our families are supported by the school.

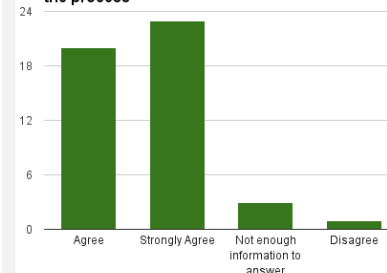
King Richard School ensures that pupils are well behaved



Count of King Richard School is well led and managed



My child's transition to King Richard School was managed well and they were supported through the process



If you have anything you would like to discuss with the school leadership team you are more than welcome to contact the school and set up a meeting at your convenience.





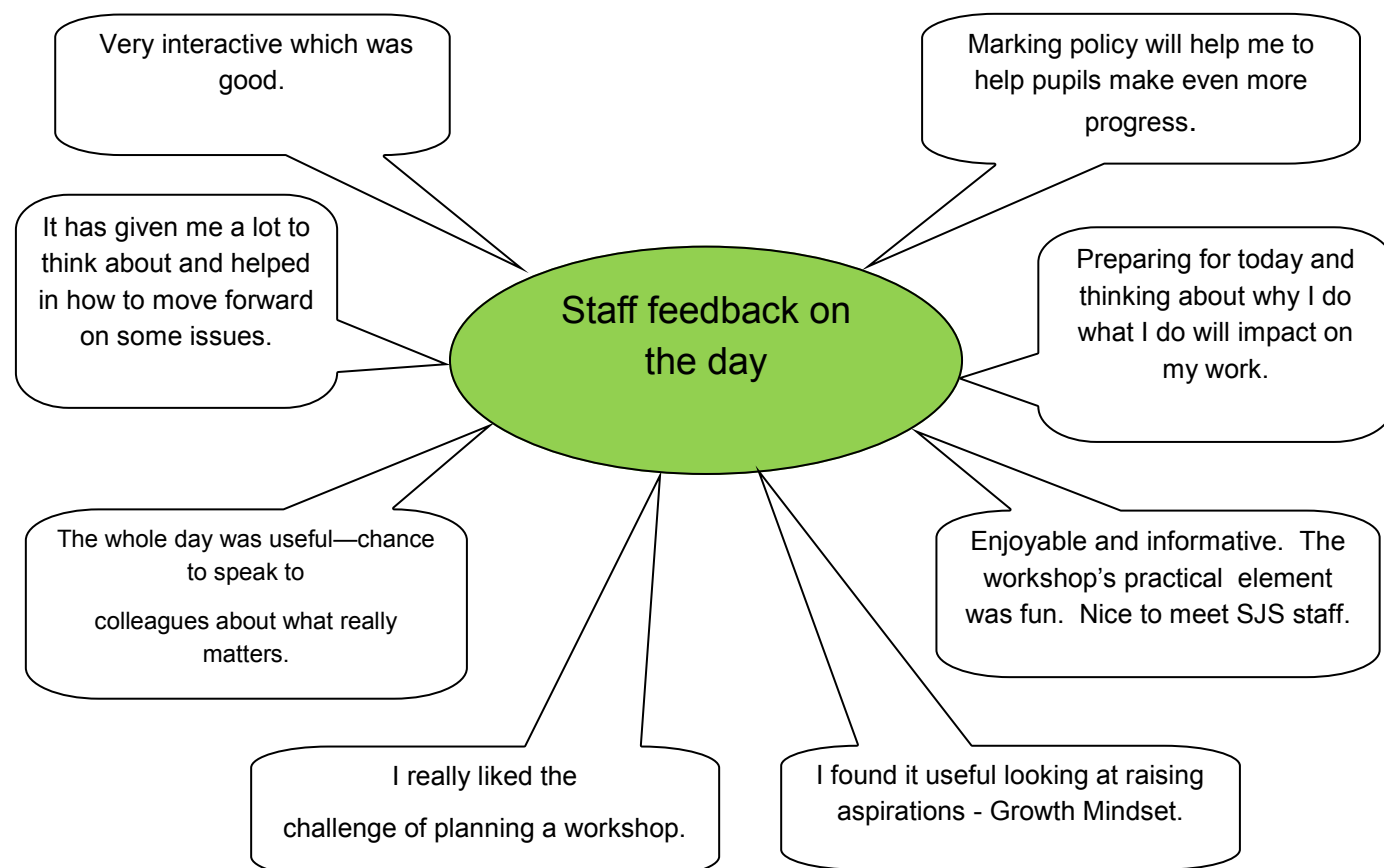
‘Those who aspire to teach must never cease to learn’

On Thursday 24th March teaching staff and learning support staff attended a Federated Professional Development Day (PDD) at the St Raphael Hotel. The theme of the day was ‘Challenge.’ The purpose of the day was to launch new initiatives and deliver innovative and creative workshops during which staff could collaborate and speak honestly. Thus allowing staff to walk away with initiatives/activities which they could use right away, which are relevant for our students and which have a positive impact on student outcomes.

What was covered?

The day included SLT presentations on ‘Improving Schools,’ ‘Growth Mind-Set’ and the launch of ‘Mark, Plan, Teach - Repeat’, the Federated marking protocol. Mr Pointon facilitated co-operative activities exploring ‘The Power of Coaching’ and we also had 8 workshops planned and facilitated by the LITT:

1. Creating effective challenging homework – Mr Pointon
2. Less is more: the challenge of improving our own efficiency – Mr Francis
3. Amazing Spaces: the challenge of creating an inspiring environment – Mrs Downham and Mrs De-long
4. Challenge for all: developing a mind-set – Dr Kelly
5. KS4 Assessment, feedback and student responses – Mr Burvill
6. Challenging students on their different pathways – Mr Devine & Miss Vance
7. Creating challenge during Kagan activities – Mrs O’Sullivan and Miss Massey
8. Challenging HLP – Heidi Nevison and Craig Balmer





Teachers evaluation of PDD;

What did you rate the day overall;

27 = EXCELLENT 17 = GOOD 2 = OK 0 = POOR



LITT PREPARATION



SELF IMPROVING SCHOOLS



CHALLENGE FOR ALL



ARRIVING TO PDD



GROWTH MINDSET



KAGAN WORKSHOP



MARKING & FEEDBACK



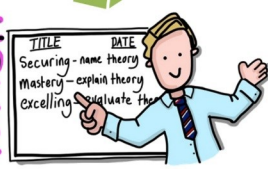
KAGAN

LAUNCH OF THE NEW MARKING & FEEDBACK PROTOCOL

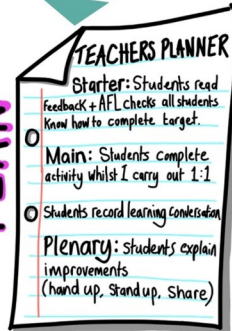


MARK

TEACH



PLAN



HLP WORKSHOP



INSPIRING ENVIRONMENT





An example of a Kagan activity used during PDD and then replicated in an English lesson at KRS

How to complete the 3-step interview

Students work in groups of 3 and are assigned an individual role

A = interviewer B = interviewee C = recorder/coach

Student A asks student B questions on a specific topic of the teachers choice.

Student B answers the questions and student C is responsible for recording the answers.

Works well if student C is the HLP student. This is because student C 's role as coach means they intervene if;

1. Student A cannot think of questions
2. Student B cannot think of answers
3. If they hear something incorrect

As a coach student C should support students in creating questions, answering questions or in discovering the correct information by the skilful use of questioning.

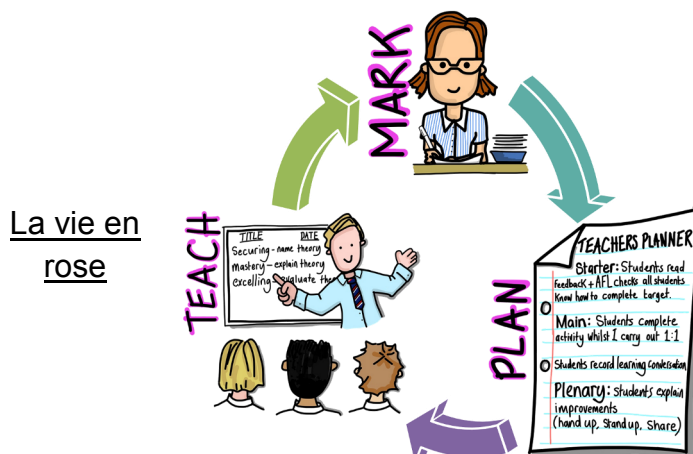


In Year 12 English Literature I used the Interview-Coach three student discussion structure to encourage the students to consider Hardy's Tess of the D'Urbervilles from a tragic perspective. This included detailed reference to the genre conventions and how they are used (or not) in the text. To set up the task and to ensure that students had a competent working knowledge – this was the first lesson back after the Easter holidays and students had just completed reading Tess – we set up the tragic conventions on sugar paper around the classroom and the students circulated and created mindmaps with the convention at the centre, essentially developing each others' ideas. After this starter activity, students were in a confident place to interrogate each other on the nuances of the text; the interviewer and coach model enabled the students to really develop their answers through questioning, helping them push to the advanced level that they require in the run up to their AS exam.



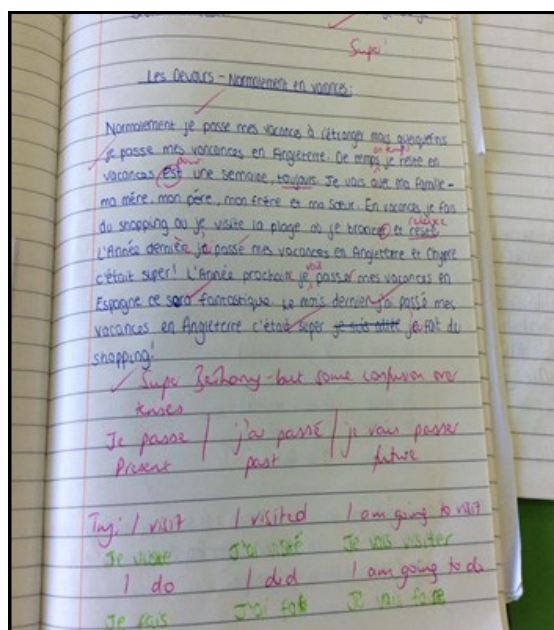
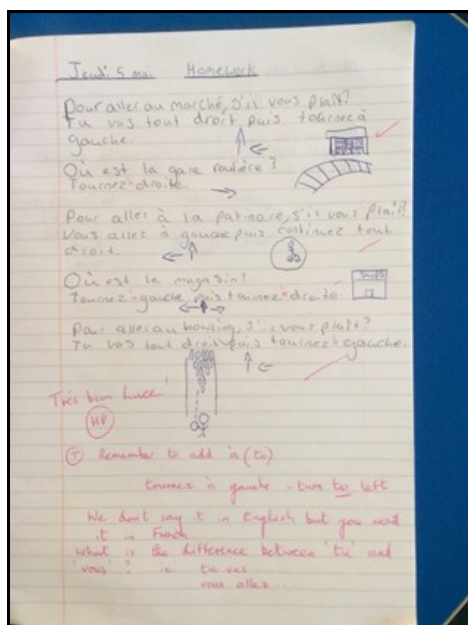


Our new Marking and Feedback Protocol was launched during PDD. Here MFL explain; more.



L'équipe MFL, après beaucoup d'années avec les stylos rouges, est prête pour corriger le travail avec les stylos roses!

Since its launch at the PD Day in March, much has been said about the new marking policy. Some people may have been marking in red (dark pink?) for a long time now. But ... no big deal; it is only a slight change of shade and the main thing is to ensure our quality marking remains quality marking or becomes even better. In MFL we do, as you might expect, mark very exactly and all errors are usually highlighted for pupils to see and take note of. But do they always look beyond the mark they have received and whether they have a house point before comparing their mark with the person sat next to them? Do they really look carefully at what was right and wrong and make a written or mental note so that the same mistakes don't happen again? Do they make the time we have spent marking their work worthwhile?



Setting them next steps or 'try this' with a small additional follow-up task (DIRT activity) will ensure that pupils move on from mistakes they have made. The fact that they do this in green will make it easier for both teachers and pupils (and other parties!!) to see at a glance where improvements are being made. Dialogue can take place too – it doesn't have to, but where it does, it can only be beneficial.

Hopefully, all we are doing is 'tweaking' our already good marking.

Alors, mes amis en avant avec la vie en rose!





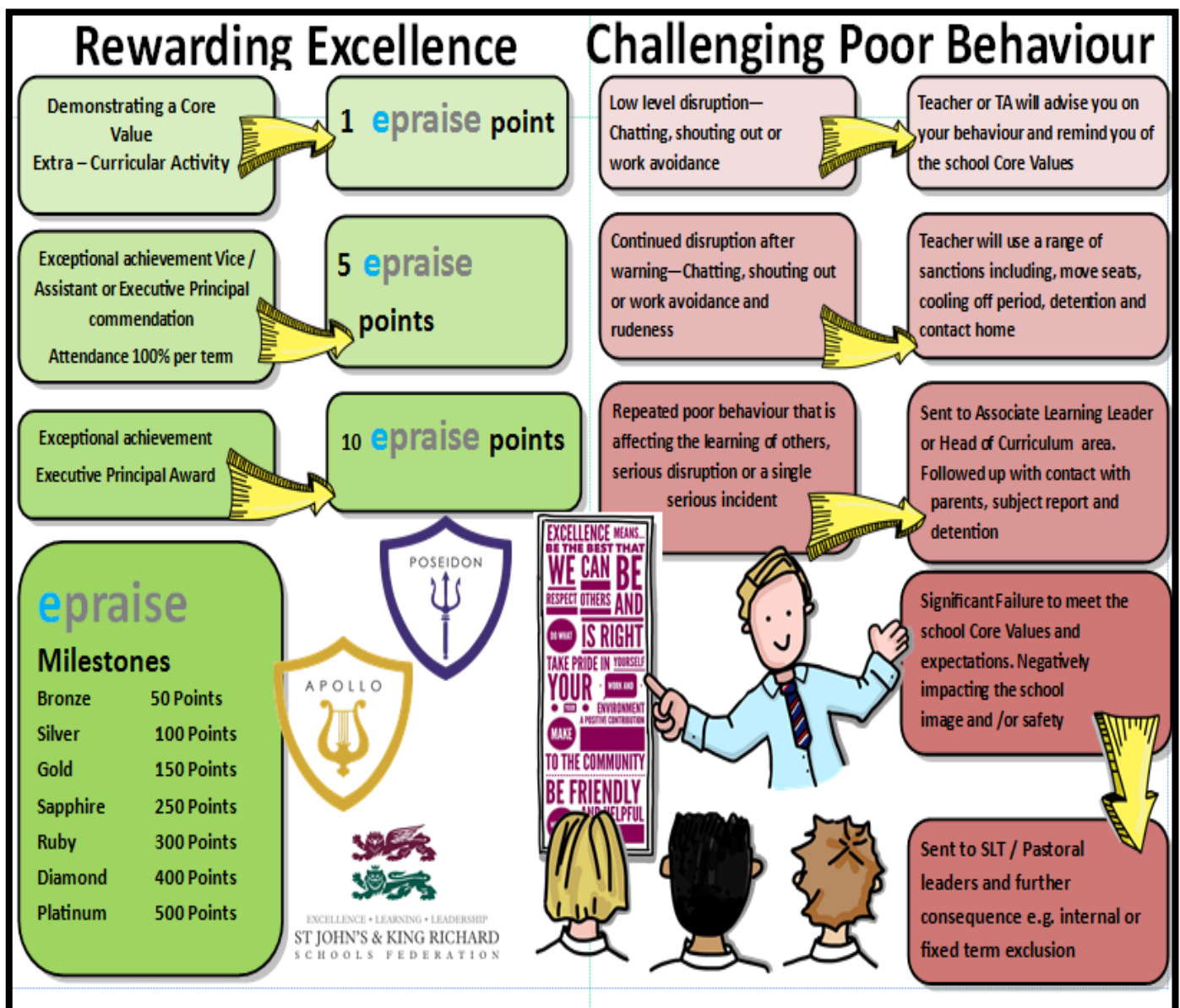
Rewards and expectations ladder

During the year we have been visited by many external experts who have enjoyed coming to King Richard School and observing the outstanding progress the students make and the positive relationships between all members of the school community.

During one such visit Gail Lewis spoke to students from all year groups and she asked how King Richard School could be even better. One of the things that students mentioned was a clear and transparent framework that makes the school's system for praise and expectations obvious to all.

This prompted the SLT and key members of Middle Leadership into action to produce the rewards and expectations 'ladder' pictured. After initial ideas were considered they were taken to the Pupil Leadership Team who made recommendations. It was then given over to staff for further points prior to being launched in assembly in June.

The ladder provides staff and students with a clear and consistent in-class policy for praise and a transparent framework for expectations and consequences.





Geography

In Geography this year we have made great progress through fun and engaging lessons that involved, for example, speeches and whole class debates on Sudan's future and the future use of the Amazon rain forest.

We have also been on many visits to the local areas around us such as; Troodos mountains and rivers, Karpaz sand dunes, Larnaca beaches and tourist sites in Protaras.

Finally we have also been using new style folders for all our work to be structured, organised and regularly and effectively given feedback to all to enable more learning and more progress. These have been a great success with the students despite their awkward A3 size!

We are looking forward to more exciting teaching and learning in Geography in the next academic year.



Jay Steel
Geography


Year 9: Tourism


A look at one of the worlds biggest industries.....

Name: Jay Steel

Last Pathway result: Excelling +

Target Pathway: Excelling +





KING RICHARD SCHOOL





DABASO PRIMARY SCHOOL NEWSLETTER 2016

During February we made our customary visit to Dabaso School and were delighted to see and hear about the continuing progress which is being made thanks to the hard work by all the school community.

Esther Kutto (Head Teacher) was very pleased to advise us that the 'Mean Score' following the end of academic year examinations for Standard (Year) 1 – 7 inclusive during November last year, had increased by sixteen points, which is a significant improvement. Eight Standard 8 (final year of primary education) students had secured places at National Schools, which is the top level of secondary school in Kenya. Equally important was the fact that more parents/carers are involved in the education of the children as they attend meetings and participate as requested. This is a huge step forward as many children originate from families who have not had the benefit of an education.

The focus of the practical support to the school was the provision of much needed and highly valued books for the school library. The picture below shows Esther Kutto in a book shop in Malindi (the nearest town) purchasing some books.

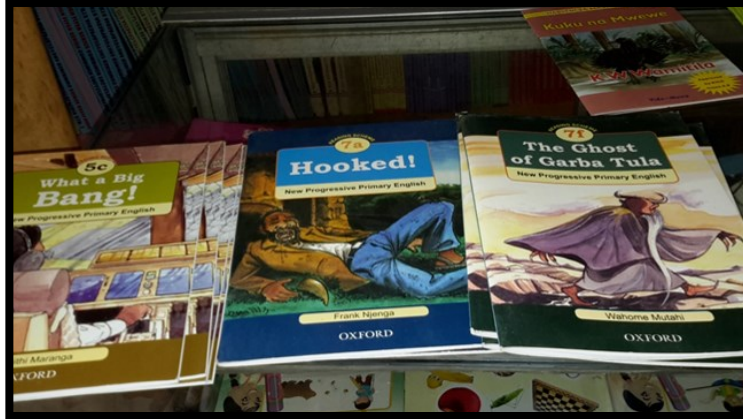


The priority for the book selection Esther advised was to support the Life Skills teaching for the final two years of primary education - students aged 13/14 years.





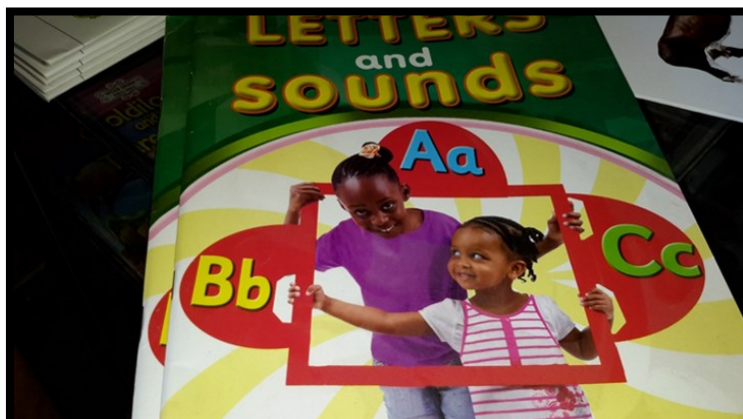
She said this was necessary given the importance of teaching people from different cultures and religions to live together with patience, tolerance and understanding.



In addition, the school wanted to focus on 'choices and consequences' hence a book with the title 'My Life in Prison' and another title 'A Criminal's Wife' as well as the implications of taking drugs were selected. Other chosen books were general story books for younger children and specific books for the Special Needs Class.

As can be seen the books are of a good quality with colourful illustrations. This together with the books being slim encourages the children to finish a book and then select another one which Esther views as a very important follow on. The majority of the books purchased were in English to encourage the children to improve their spoken and written English as all the examinations are in English.

The day before our departure one of the Standard (Year) Three teachers visited us to specifically thank us for the provision of the library books, which he said make a huge contribution to the vastly improved standard of written and spoken English. This was particularly important as the children come from families in which English is not usually spoken. He also showed us the much improved half-term test results for all the children.





There have been changes to the school day as the government recognizes the need to improve the standard of education. Children from Standard (Year 3) now register at school at 6:30am and begin with English composition. For students from Standard 4 to Standard 8 they now have an additional lesson from 4:30 – 5:30pm, which is Kiswahili (their native language) composition. Add to this walking time to and from school for many children one hour or more each way and yet they continue to smile and are desperate to learn.

Hemingways Resort, Watamu, is where we stay and our local charity trustee is the General Manager. Unfortunately the hotel is under a major refurbishment, which will not be completed until late 2017. This means that we are unable to visit in the autumn as usual. However, we will be visiting at the earliest opportunity the following year when work is completed and Esther Kutto is aware of these different arrangements.

We are confident that the school will continue to move forward throughout the academic year and we will be kept informed of progress during this time.

Graham and Ann Lawrence





UKMT Maths Challenge

Once again, our most talented Maths students from Year 7 through to Year 10 were entered for the United Kingdom Mathematics Trust Maths Challenge this year. Years 7 and 8 competed in the Junior Challenge and Years 9 and 10 were entered for the Intermediate Challenge.

The UKMT Challenge is open to all British schools across the globe and is widely recognised as one of the toughest competitions available to Maths students in Secondary schools.

Well done to all of the students who entered, as there were many excellent results throughout the school. As always though, some students excelled and the following pupils achieved certificates:-

Junior Challenge

Anais Becker-Voorbach	Bronze certificate
Alicia Pickard	Silver certificate, Best in Year 7 certificate and Best Overall certificate
Latanya Simmonds	Bronze certificate and Best in Year 8 certificate

Intermediate Challenge

Xenia Pazarou	Bronze certificate
Archie Platt	Silver certificate, Best in Year 9 certificate and Best Overall certificate
Charlotte Sutton	Bronze certificate and Best in Year 10 certificate

Congratulations once again to everyone who was chosen to enter and a special congratulations to the budding mathematicians who achieved certificates.

Maths Department





Core Values Week 2016

Core Values Week took place from 4th – 8th July 2016, and we invited the Year 6 pupils of our two feeder primary schools (Dhekelia Primary School and Ayios Nikolaos Primary School) to spend five days with us. The Year 6 and 7 pupils took part in a variety of different activities which were designed to give them a better understanding of our Core Values of **Excellence, Learning and Leadership**. The aims of the week were to show the pupils how they can demonstrate the Core Values every day at school and how the house system works.

Monday—Excellence

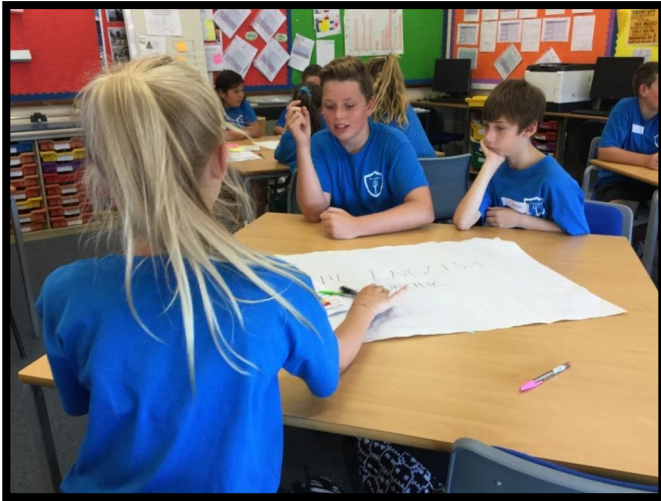


Tuesday—Learning





Wednesday—Leadership



On **Thursday** and **Friday** the Year 6 pupils were given the opportunity to experience what a real day at KRS is like and they took part in French, German, Maths, Computing, PE, Geography, RE, DT, Art and Science lessons.

Overall, the feedback from the pupils was overwhelmingly positive and they wrote things such as:

“I liked meeting the new teachers.”

“I liked the Year 7s helping us because we didn’t feel left out.”

“I liked working in our house teams.”

“I liked working together and trying things I hadn’t done before.”

“I liked making new friends from different schools.”

“I liked the opportunity to look around the school and find where all the classrooms are.”

We really enjoyed having the Year 6 pupils with us for the week and a number of staff commented on how well-behaved and polite they were. We look forward to working with them again, when they join KRS in September. I would also like to thank all of the staff who helped make this event such a success.

Mr Pointon





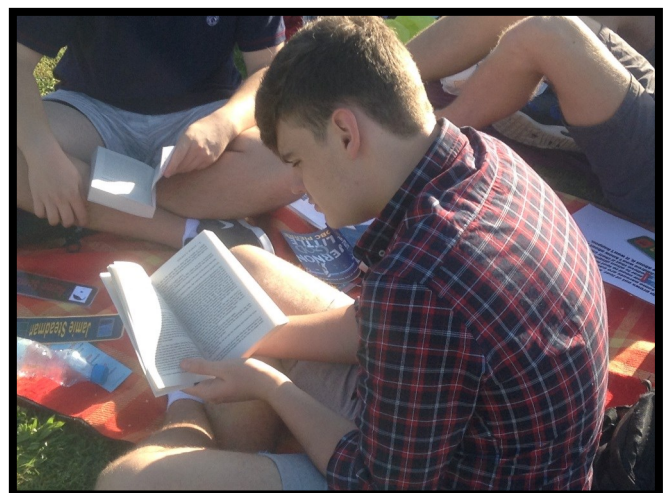
World Book Day at KRS

For World Book Day, the staff at KRS spent several months discussing books and interests with every single one of our students so we could plan a special surprise on the day. Unfortunately, due to the size of the project, not all our special gifts arrived in time, so KRS had our own book day in celebration after Easter. The whole school gathered on the field first thing, on picnic blankets, and the event was opened by a speech by myself: about how important books and reading are for everyone; how books can be dangerous, and illegal; how and why people burn books; how they are some of the most powerful things we will ever own, 'Words are ideas...and ideas change the world.'

The final message was this: we look forward to reading the book inside every single one of students, in expectation that they will write their own one day.

Then, the excitement began - each student unwrapped their own individually-chosen book, each one inscribed by a member of staff. Reading should always be an enjoyable and rewarding activity, and to this end it was very important for us to enjoy the sunshine, picnic, and talk together about what we were reading and what we loved about it. Very rarely do we sit down and just read for pleasure these days - it is something that is great to see, and can only benefit everyone's future: reading is knowledge; knowledge is power.

Mr Purdie





As part of the Teacher Training day on March 24th I was asked to deliver a 30 minute training session on improving the aspirations of our students. As a teacher I have always been very aspirational for my students and I firmly believe that there is no limit to a student's potential if they work really hard to develop their skills and understanding and are resilient to set backs. I just didn't know how to frame this in the context of a training session.

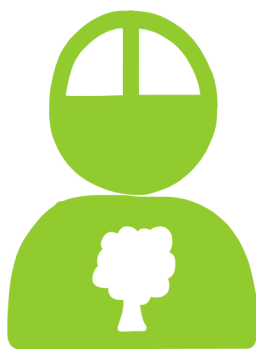
Then I discovered the work of Dr Carol Dweck and what is commonly called having a 'Growth Mindset'. I first watched a short TED talk (available on you tube) called 'The Power of Yet', I would encourage everyone to watch this 11 minute video. This put into words what I have always believed to be true about students and what I have seen so many times. I was hooked and went on to read her book. - Alex Kerr, Assistant Principal

The ideas are very simple, common sense in fact

They are essential for teachers, students and parents to understand

Growth Mindset

I believe intelligence can be developed
I have a strong desire to learn
I embrace challenges
I keep going even when it is challenging
I learn from feedback and criticism from others
I learn from my mistakes
I believe that hard work and effort leads to success



The development of scientific research into the brain supports the idea that your brain is like a muscle. The more you work it the stronger (or smarter) it gets. This is called Neuroplasticity. Your intelligence is not fixed at birth, like eye colour, it can grow through persistence, effort and learning from mistakes (watch 'your brain is plastic').

VS.

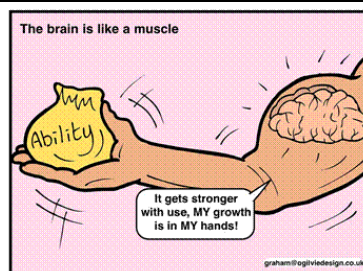
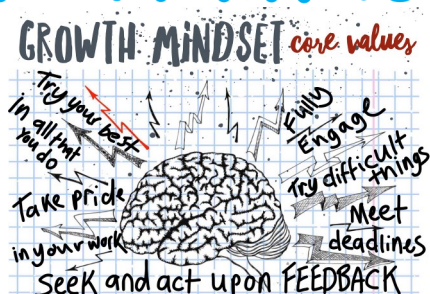


I believe intelligence is fixed
I avoid challenges
I give up easily
I ignore negative feedback, even when it is useful
I believe that hard work and effort is for those that aren't good enough
I feel threatened by the success of others

Fixed Mindset

Students who have a Growth Mindset do better in school. How can we develop a Growth Mindset in our students?

We have introduced growth mindset to students through assemblies, lessons and classroom displays. Our Core Values are actually great for re-enforcing Growth Mindset thinking. Next year all students will be learning about the brain and Growth Mindset in PSHE. We are encouraging all teachers and TAs to use the language of Growth Mindset.





ADVICE FOR PARENTS

So how can you, as a parent, help your child to develop a Growth Mindset and reach their potential in school and any other area of life they are pursuing? The language you use at home has a big impact on your child's belief about effort and achievement. Try thinking about how you phrase your praise when you are talking to them about their school work. Want to know more? Visit www.mindsetkit.org/growth-mindset-parents

STUDENTS WITH
A GROWTH MINDSET FLOURISH EVEN
WHEN CHALLENGE INCREASES.
THEY BELIEVE THAT
THEIR ABILITIES
GROW THROUGH TRYING NEW THINGS.
EVEN IF THEY FAIL.
they tend to see failure as
UNCOMFORTABLE BUT
useful and important



GROWTH *mindset*

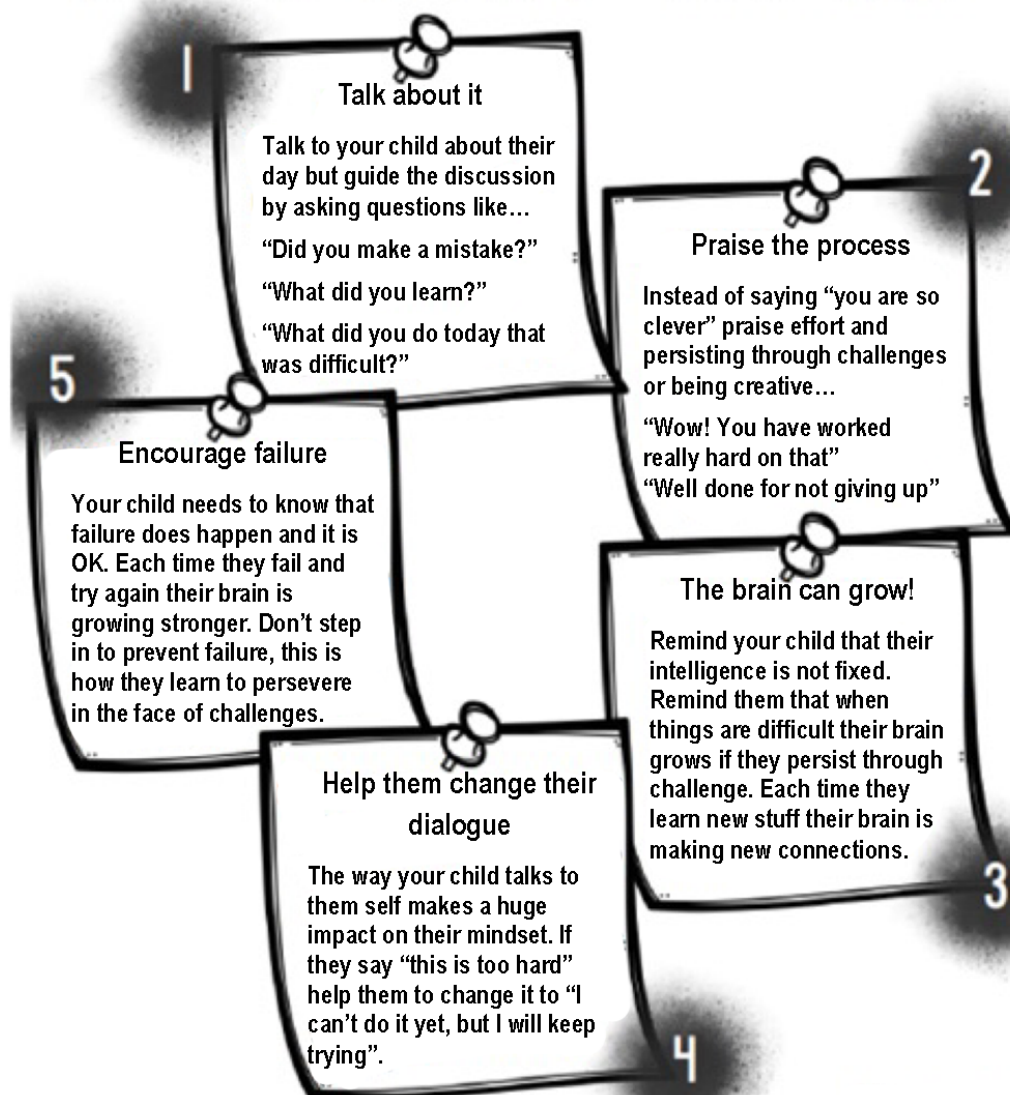
HOW YOU CAN HELP YOUR CHILD

FACT

Students who have been told that they are gifted or very clever and have found work in school easy sometimes have a fixed mindset.

As work gets more challenging they tend to give up. This is because they have not been used to failure and see it as a bad thing.

They forget that everyone finds things difficult as they get harder and then need to build their resilience and push themselves. This can happen when students transit to A'levels where the work is much more challenging.





High expectations at King Richard School

By Alex Ravoka

As part of my ASDAN qualification I was set a challenge to entertain a number of people to tea and coffee and so I decided to invite a helicopter crew from 84 Squadron and the 6th Form for tea and coffee.

It may seem easy to invite a group of people to tea and coffee but there is a lot of planning involved. My teacher, Mr McGilton had to ask the Headteacher for permission for 84squadron to come to the school. They would need a large clear space to land the helicopter and the rugby pitch was the most convenient, so I asked the PT instructors from the Lion's gym if they could keep the rugby pitch clear on that day. Most importantly, I had to ask the Station Commander for permission to let the helicopter land. Luckily all these people kindly said yes and now I was ready to organise my challenge.

I sent an invitation to the Officer Commanding 84Squadron to tea and coffee. I was filled with joy to find out a week later that a crew and helicopter from 84Squadron could come. Now I had to figure out how to invite the 6th form to the tea and coffee.

I asked Leon Bryon from the 6th form if he could make a poster telling them that they are invited to the tea and coffee. Leon made a great poster with all the information including a picture of an 84 Squadron helicopter. It was placed on display in their study room.

I already knew how to make tea and coffee but I wanted to serve some food, so Mr McGilton and I went back through some recipes that I had already learnt in other ASDAN challenges. I decided out of all of them to make fruit muffins.

Miss Andrews kindly let me use her classroom for baking the muffins and for entertaining the crew from 84Squadron and the 6th form. We set up the event for the first week back after the Easter holidays. Unfortunately, I felt very sick and I was off for that week and we had to postpone the event and set a new date. So the new date was the 14th of April. On the day of the challenge I was excused from maths and English so I could set up the class room that I could the bake muffins in preparation for the big event. When I was baking I was worried



that I might burn my muffins but I was confident that everything would turn out well and the muffins would be tasty.

The helicopter was due to arrive at 10:00 and I had arranged to meet the 6th Form at the pitch because two very important things needed to be done. We needed to clear the area of rubbish and make a perimeter in case anyone wanders into the landing area.

We were all in position 5 minutes before the helicopter was due to arrive. I was really excited waiting for the helicopter to land. I was just about to feel nervous because they were a bit late then I heard the sound of propellers and the helicopter came into view in the distance. Then out of nowhere it came over the annex and landed on the rugby pitch. I was surprised how much dust was blown around from the pitch blowing into our faces like a wave. Once the helicopter had turned off its engine the crew called us forward we went closer and everyone gathered around the helicopter. One of the helicopter crew explained what they do on





84 Squadron, what they wear and showed us around the helicopter letting us get inside and answering any questions.

Then I led them up to the venue for tea and coffee. During the walk up the crew asked questions about the school and my qualification which they said was really good. Some of the 6th form asked questions just about the helicopter a bit more. They explained how they would do a search for the jet and they would transport prisoners across because they could escape if they were in a car on a red light.

As we enjoyed our last muffin it was time for them to go. Just before they left they asked if I wanted them to hover around the annex one last time and I never felt so excited it was amazing. Then as we heard the helicopter we went up to clean all the dishes and I couldn't stop talking.



Photos taken by Rebecca Coughlin





Physical Education

Triathlon

A number of students took part in a children's mini triathlon at RAF Akrotiri. The students had to complete a 100 metre swim followed by a 2000 metre cycle, followed by a 400 metre run.

In difficult conditions all the students performed gallantly.

Jordan Cullen and Latanya Simmonds (Y8) both finished in first place for their age category. Ashleigh Bushell finished second in her category.

For all the students it was their first attempt at a triathlon and something they can all be very proud of.



Swim



Cycle



Run





Broxbourne School Cyprus Sports Tour 2016

In May, King Richard School had the opportunity to compete against Broxbourne School as part of their Cyprus Sports Tour 2016.

On Thursday 26th, King Richard fielded U14 and U15 teams to play against Broxbourne School at netball. This was a fantastic experience for the girls to compete against another school. Both schools displayed excellent attitudes throughout the event, producing some super netball.

Well done to all participants.

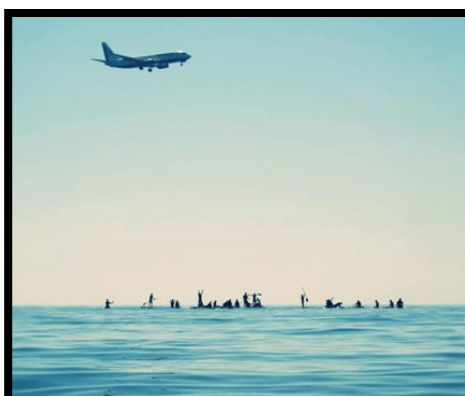


Stand Up Paddle Boarding

A group of 20 KS3 students took part in a Stand Up Paddle Boarding lesson at *WindsurfCity Cyprus* at Mackenzie Beach, Larnaca.

Stand Up Paddle Boarding (SUP), (Hoe he'e nalu in the Hawaiian language) is a sport originating in Hawaii as an off-shoot of surfing. It involves standing on a long board whilst using the long paddle to glide along the sea.

All the students were able to accomplish this and had a great day on the Mediterranean Sea. We look forward to returning next year.





Dodge Ball Tournament

King Richard School invited Xylotymbou Gymnasium to take part in a Dodgeball Tournament.

The tournament involved students from Year 7 and Year 8. There were 6 teams consisting of a mix of both KRS and Xylotymbou students.

All students from both schools behaved impeccably, displaying brilliant leadership and cooperation. The standard of play and level of competition were excellent.

It proved to be a very successful morning and a wonderful opportunity for students to work together from different cultures.



Y7 Cricket Tournament - American Academy Larnaca

The Cyprus Cricket Association tournament was once again held at the American Academy Larnaca. This tournament was only open to Year 7 students and each team had to be mixed with both girls and boys.

The students performed very well winning all bar one of their matches finishing runners up in the tournament. Sam Cox led the way with some big hitting and Mimi Story displayed great accuracy in her bowling.

Well done to all cricketers!





Summer of Sport Festival 2016

On Thursday June 16th, the Summer of Sport Festival took place at St. John's School. The festival combined students from St. John's School and King Richard School in a House competition across various sports. Every student in KS3 was involved in rounders, volleyball, water polo or ultimate frisbee.

The day was a huge success exhibiting a number of talented students. All participants from both schools displayed positive and motivated attitudes, and behaved impeccably throughout. Both Apollo and Poseidon Houses won various games and activities, but it was Poseidon House that took the overall victory.



Yr7's enjoying the Summer of Sport Festival



A close game of rounders



The overall winners—Poseidon House



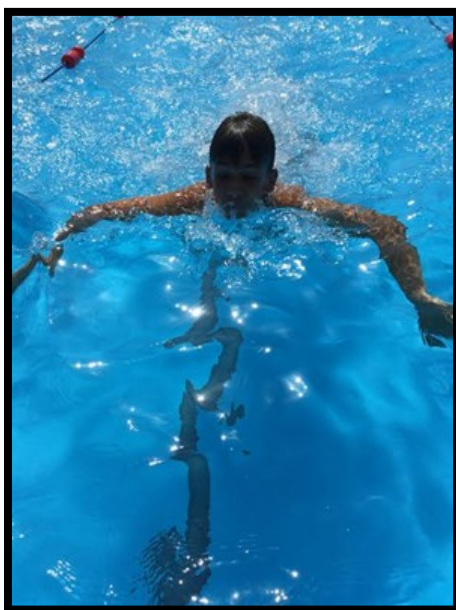


Cyprus Schools Swimming Gala



The Swimming Gala took place on Tuesday 21st June at St. John's School, Episkopi. Students from Years 7, 8, 9 and 10 represented the school in the annual swimming competition. The event was the first of its kind inviting teams from Episkpoi Primary, Heritage School and Foley's School.

The students were a real credit to the school conducting themselves admirably. Everyone performed brilliantly with some outstanding individual and team accomplishments. Tamara Coughlan and Xenia Pazarou both achieved 1st places in their 40m Backstroke races. Anais came 1st place in the 40m Breaststroke event. Benjamin Rayson achieved 1st place in the 100m Breaststroke, Riley Norman achieved 1st place in the 40m Butterfly and Katie Hamnett also came 1st place in the 40m front crawl.





Girls Football v St John's School

The girl's return football fixture between the schools took place at Happy Valley, Episkopi. A combined junior and senior team put in a strong performance beating SJS 1 – 0. Andrea Proven scoring the decisive goal.



Goal scorer Andrea Proven

Girls Football Tournament

The senior girls were entered into an all Island Competition with several other international Cyprus schools and St John's at Happy Valley.

Results

Foley's School – Lost 2-1

American Academy- Lost 2-1

St. John's School – Won 3-0

The girls improved as the tournament went on and there was very little difference between all the teams. We look forward to performing even better next year.





Under 14s Football Tournament

Our Under 14s boys football team also played in the all Island Competition at Heritage School, Limassol.

Considering that a number of the boys were much younger than the age limit they performed excellently. Sam Cox (Y7) and Archie Campbell (Y9) both scored two goals a piece.





Trampolining Competition

The trampolining competition took place at St John's school with a number of students from KRS ranging from Year 7 to 9 taking part. Prior to the competition, students prepared and practiced their routines in both PE lessons and extra-curricular sessions.

Each student had to complete a basic compulsory routine and then construct and perform a routine of their choice in front of the rest of the competitors and the judges.

Everyone performed well, but the stand out performer was Rhiannon Beeley of KRS who won the overall individual event in Year 8. Her routine was performed to a very high level and contained a high level of difficulty.



Some of our students were involved in coaching over 50 students from Dhekelia Primary School (DPS). They were able to share all the knowledge that they had gained through the year. They did a brilliant job with all the students from DPS making progress and having fun.





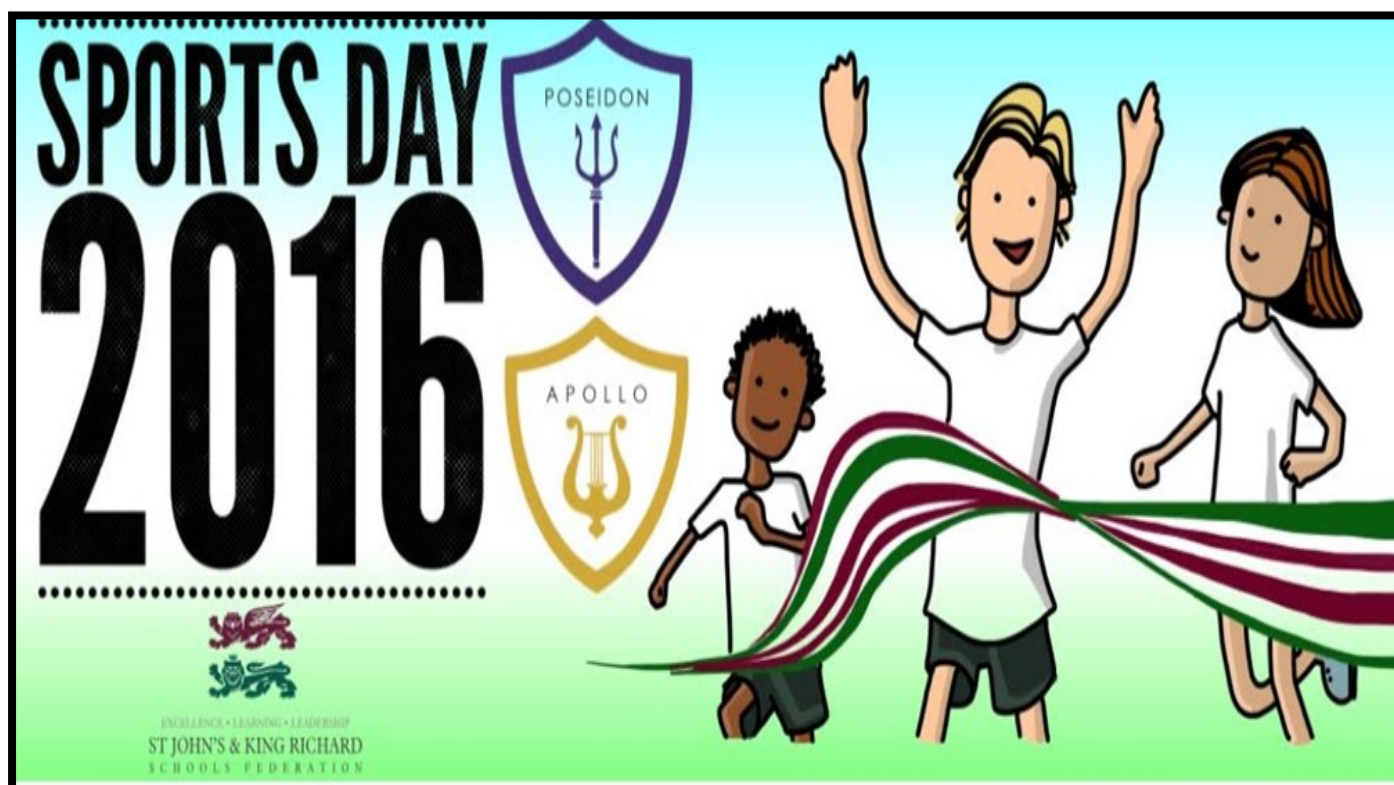
Federation Sports Day

This year's 'Sports Day' was the first federated athletics event held at the Tsirion Stadium in Limassol. The Sports Day was held on the 21st April 2016 and unveiled the two newly established federated Houses of Apollo and Poseidon across both schools in the competition.

The day was a great success with an array of outstanding performances from all year groups across the Federation, including personal bests and record breakers. In addition, awards were presented to one boy and one girl in each year group for their outstanding contribution and performance. A special mention goes to Jordan Cullen, Year 8, Xenia Pazarou, Year 9, and Lauren Carter, Year 10, for achieving those awards representing King Richard School.

Each student wore their House colours with pride. It was an incredibly tight competition between Apollo and Poseidon with regards to team points. It was all to play for until the very last events. The relays ultimately decided the overall House Champions. The final points were Apollo 1510, Poseidon 1565.

Well done Poseidon!





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House Champions—Poseidon



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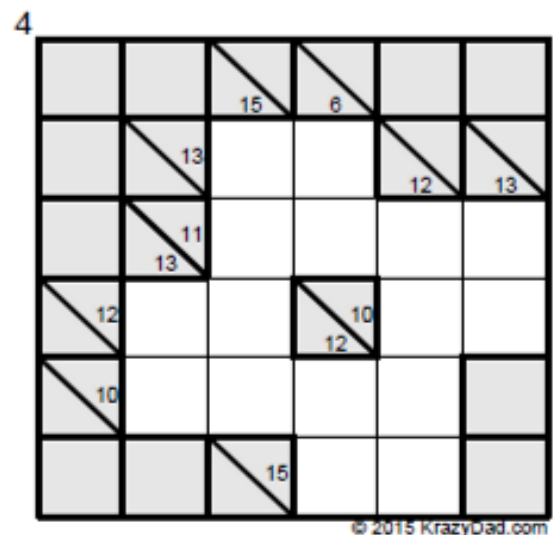
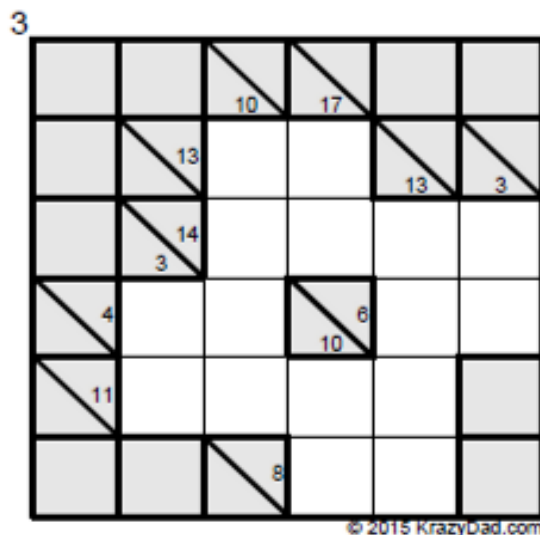
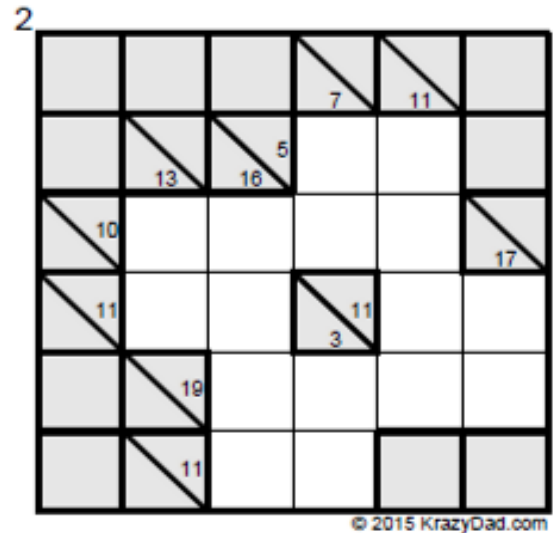
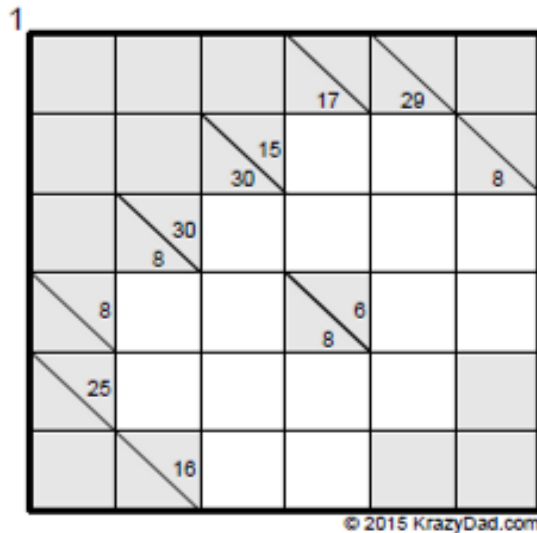




Summer Maths Challenge

Kakuro #1-4

5x5 Kakuro Puzzles by KrazyDad, Book 1



Kakuro puzzles are like a cross between a crossword and a Sudoku puzzle. Instead of letters, each block contains the digits 1 through 9. The same digit will never repeat within a word. If you add the digits in a word, the sum will be the number shown in the clue. Clues are shown on the left and right sides of "across" words, and on the top and bottom sides of "down" words.

Need some help? visit krazydad.com/kakuro

 **krazydad**
free puzzles and mazes





Maths

Below are the winners of the Maths Spring Award. The winners were treated to lunch with Mr Browning in his office and received either a pink or blue calculator or a geometry set.

Year 7	Alicia Pickard	Sam Cox
	Sheldon Glennon	Paige Welch
Year 8	Latanya Simmonds	Emma Cox
	Madeleine Picton-Finnigan	
Year 9	Jodie Welch	Libby Kyle
	Ben Rayson	
Year 10	Angel Norman	Fern Kyle





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Student Achievements



Outstanding achievement in Geography.



Displaying Excellence, Learning & Leadership over the year.



Outstanding attitude to learning.



Outstanding progress.



Outstanding video produced about mindfulness.



Reading at Somme 100 Service.



Outstanding progress across the curriculum.



Outstanding attitude to learning.





Outstanding attitude towards learning.



Outstanding performance.



Positive role model



Positive role model.



Outstanding progress over recent weeks.



Positive contribution outside the curriculum.



Outstanding effort.





Change to School Timings

Given the outcome of the recently published 'Working Time Review - changes to SBAA and BFC Business Opening Hours', we have been asked by BFC to consider making changes to the school day to support the move to new working times. We were fully included and represented in the consultation process during the last year and in line with feedback from the various representatives agreed that we would look to move the school day forward by 30 minutes.

The Headteachers and Governors across the island have been meeting and working together to agree the changes. We have also consulted the Senior Principal of MOD schools who is in full agreement with the changes. As a result, all of the MOD schools will indeed move the school day forward in its entirety by 30 minutes. The changes will take effect from Monday 5th September 2016.

For St John's and King Richard Schools this will mean that the school day will be as follows:

Tutor time/Assembly	08:00 - 08:15
Period 1	08:15 -09:15
Period 2	09:15- 10:15
Break 1	10:15- 10:35
Period 3	10:35 -11:35
Period 4	11:35 - 12:35
Break--2	12:35 - 13:00
Period 5	13:00 - 14:00
End of day	14:00

We hope that you will understand the need for us to change in line with BFC requirements and that this will allow you to make any changes to your childcare arrangements. All of the MOD schools will be continuing to provide the very best of opportunities for your children and we thank you for your continued support.





New Tuck Shop Menu

TUCK SHOP MENU

Monday

Pasta with tomato sauce

Bacon and Halloumi Roll
Bacon Roll

Tuesday

Pasta with tomato sauce
Pizza

Wednesday Fresh cream, ham and sweetcorn pasta
Pasty

Thursday

Fresh cream, ham and sweetcorn pasta
Sausage sandwich/roll
Sausage roll

Friday

Potato wedges and baked potatoes
Burger

Every Day

Rolls with
Cheese
Egg
Ham
Pork or Tuna



Salads

Whole Fruit
Fruit Salad

Cereal Bars

Water

Fruit juices

(with no added sugar)





AUTUMN TERM 2016

First day of term—Monday 5th September 16

Half term—Monday 24th October 16 to Friday 28th October 16

Last day of term—14th December 16

Christmas holidays—15th December 16 to 2nd January 17

SPRING TERM 2017

First day of term—3rd January 17

Half term—20th February 16 to 24th February 17

Last day of term—6th April 17

Easter holidays—10th April 16 to 21st April 17

SUMMER TERM 2017

First day of term—Monday 24th April 17

Half term—Monday 29th May 17—Friday 2nd June 17

Last day of term—Friday 21st July 17

Summer holidays—24th July 17—4th September 17



**2016/17 Planner – Tear out & stick it on your fridge!**

Date	Event
20th July 16	Last day of term
21st July—2nd September 16	SUMMER HOLIDAYS
18th August 16	A Level Results
25th August 16	GCSE Results
5th September 16	First day of term
8th—9th September 16	Yr10 Team Building Residential Trip
23rd September 16	KRS Swimming Gala
26th September 16	European Day of Languages
26th September 16	Yr8 Girls HPV Vaccination
6th October 16	KS3 Swimming Gala @ SJS
10th October 16	Yr7 Leadership Day
14th October 16	World Maths Day
21st October 16	Last day of term
24th—28th October 16	HALF TERM
31st October 16	First day of term
11th November 16	Remembrance Day
17th November 16	KS3 Cross Country @ SJS
28th Nov—7th Dec 16	Mock Exams
6th December 16	Christmas at the Annexe
6th December 16	Football & Netball @ SJS
13th December 16	Mock Exam results to students
14th December 16	Last day of term
15th Dec 16—2nd Jan 17	CHRISTMAS HOLIDAYS
3rd January 17	First day of term



Mission Statement:

We are a unique community where learning and leadership ensures excellence for all.

Our Aims:

- 1) To have outstanding learning in every lesson every day
- 2) To inspire responsibility, respect and enthusiasm in all
- 3) To provide a personal curriculum, that ensures all can thrive
- 4) To provide the tools to lead with confidence within a caring community
- 5) Empower and challenge all to achieve their full potential

Our Core Values:

Excellence

Be the best that we can be
Respect others and do what is right
Take pride in yourself, your work and your environment
Make a positive contribution to the community
Be friendly, welcoming and helpful

Learning

Excellent behaviour for outstanding learning
Fully engage and try difficult things
Be organised and meet deadlines
Seek and act on feedback
Try your best in all that you do

Leadership

Value team work and cooperation
Listen to others and make thoughtful decisions
Seek responsibility
Use initiative
Be a positive role model

