



The Lionheart

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

“High levels of student engagement and swift progress in learning”

Judith Rundle, Link Inspector Advisor

Y7 use iPads to take on international music competition

EXAM SUCCESS!

Celebrating the best year for A Level.

Parents join in the fun at ‘Christmas at the Annexe’

Challenges met head-on in the STEM Activity Day



A Welcome from the Principal

I am writing this in the final few days before we break up for the Christmas holiday; however, I am very conscious that you will be reading it in the New Year, so I hope that you had a joyful Christmas and I would like to wish all readers a very happy New Year!



Communication with parents and our community is something that we strive to continually improve; our Facebook pages have over 700 'likes' each and some of our videos have been watched over 20,000 times! After some research, we discovered that we could have our brilliant school magazines professionally printed for less than it was costing to produce them in-house. I would like to thank Claire McVicar and Lisa Sloan (who has taken over editing 'The Lionheart' from Claire Piercy) for their outstanding work bringing all the articles together and Christos Christofi for arranging the printing. We hope that you like the new format and enjoy reading about the many fantastic opportunities and activities that we have arranged for our students. Our magazines should also act as a keep sake for our students and the time that they spend with us.

As I have said before, King Richard and St John's Schools are both due to be inspected by Ofsted this academic year. We have worked closely with our Link Inspector Advisor, Judith Rundle, to ensure that we are prepared and ready to show our visitors what makes our schools great places for our students. In her last report to the MOD she commented that:

"The Headteacher and senior leadership team continue to drive initiatives and improvements across the two schools, bringing consistency and quality to all aspects of the schools' work."

"Teachers know students and their needs extremely well which results in excellent relationships, high levels of student engagement and swift progress in learning."

"High levels of independent work and cooperation in pairs and small group work seen in all lessons."

If you would like to share your views about our schools with the inspectors, please do so on the Ofsted Parent View website - <https://parentview.ofsted.gov.uk/>, you will need to use the following numbers to search for our schools:

King Richard School – 132420

St John's School – 132416

In my last letter to you, I asked for volunteers to become school governors on our School





Governance Committees. We had a great response and I would like to thank all of those to have offered to help us in this way; their work to support and challenge us is vital in our school improvement journey. The names and email addresses of all our SGC members are on our websites (About Us > School Governance Committee) for your information.

It is with great sadness that before Christmas we said goodbye to Laura Massey, Vice Principal. She is returning to the UK to marry her fiancé, Hugh, and start her new life in Suffolk. She has made a huge impact supporting Teaching, Learning and CPD across both of our schools and we all wish her every success for the future.

Finally, I would like to highlight the amazing exam results that our GCSE and A Level students at both schools achieved in the Summer. More details are included in this magazine or can be viewed on our websites (Information > Attainment). In many cases, they are the best results that we have ever had and this is down to the hard work of students and staff and the support that they have from parents.

Once again, happy New Year; I am sure that it will be another great one for our schools. Thank you for your continued support.

Dan Browning
Executive Principal

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INSIDE THIS ISSUE



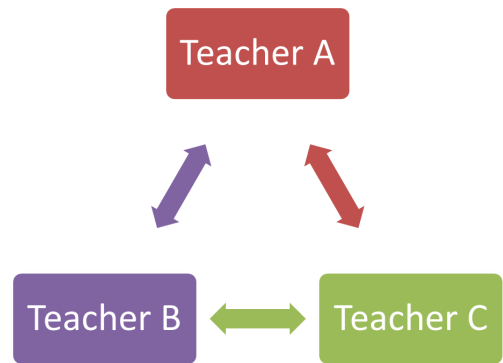


TEACHING & LEARNING UPDATE by Mr Pointon

At KRS, we consistently aim for 'Outstanding teaching in every lesson every day' and we are very proud that the quality of teaching at our school is rated as 'Outstanding' by Ofsted. We are constantly looking for ways to make our teaching even better, because we believe that even the very best teachers can make improvements in their practice. This term, we have introduced 'Coaching Threes' as a way to learn from our colleagues and reflect on our own teaching, to ensure the highest pupil outcomes.

How do 'Coaching Threes' work?

Teachers work in groups of three and jointly decide a focus - this can be any area of teaching which they would like to develop in their own lessons. These three teachers arrange to visit each other's lessons to see what the pupils are doing and how the activities help them make progress. Following the visit, the teachers get together for a discussion about the lesson. This is an important part of the process, because it gives teachers the opportunity to reflect upon their own practice and how they might adapt what they have seen in their own subject areas.



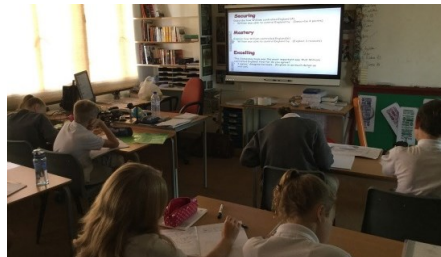
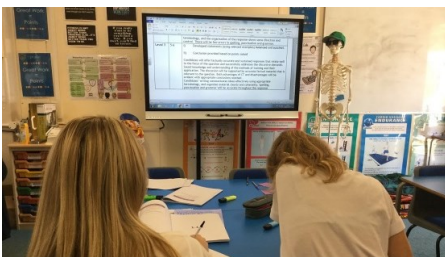
What has been the positive impact of Coaching Threes?

We have lots of outstanding teachers at our school, but we often don't make time to visit each other's classrooms. Coaching Threes are a great way to share good practice and learn from each other.

I found my visit to Mr H's classroom very interesting, especially the way he encouraged pupils to use higher order thinking skills to improve their responses. I will try to use this idea in my own lessons.

I picked up a couple of practical ideas which I will use with my exam classes. For example, how to make sure pupils achieve the highest marks when writing extended answers in exams.

The most useful part of the Coaching Threes process was the discussion I had with my two colleagues after the lesson—it gave me the chance to reflect on the theme of 'differentiation' and how to make sure pupils of all abilities make excellent progress.





Geography

by Mr Burvill

The highlight in Geography so far this academic year was Y8 visiting DPS to read their end of unit assessment stories to students in Y4&5.



They wrote a story to help explain the meaning of key terms such as immigrant, emigrant and refugee, as well as why we hear so many different opinions about multi cultural societies.



The DPS students then scored each story on its presentation and enjoyment to listen to and as a group decided on 3 joint winners who each received 10 e-praise points each!



Next ½ term it is Year 9's turn to enrich their learning outside the classroom in Geography when studying the effects of tourism in Cyprus...





Science

by Mr Reid

On Thursday 17th November the Science department was overrun with students and teachers from DPS and Ay Nik. Mr Grimes and I decided to take our KRS students on a learning journey. Over the years we found that the Science curriculum has increased in content and difficulty and we wanted to help the students really reach their potential. We devised an old method of revising by looking at what we did when we were at university which really helped our deep understanding of our subjects. We realise it is so important in the modern examination system that students have this understanding. We realise students learn new content and skills in lessons, but at home & revision they skip a huge proportion of information by going straight to flashcards. On Thursday we taught them how to take information from a text and simplify it into a small amount (bullet points or basic diagrams) into their own words. The next step they were taught was to reduce this simplified information they gathered and put it into an even smaller amount to aid retention. Below is an example of this process. Our hope is the majority of students will do this for homework and for revision in Science (as well as flashcards). We also hope to see an increase in class assessments and a huge increase in their deep understanding.

Particle model

Substance	Relative mass	Mass of 1cm ³
gold	197	19
water	18	1

Many materials are mixtures. Wood is a mixture, so is milk and air. But some materials are not mixtures. Materials are made up of tiny particles.

Gold = substance
Relative mass = 197
Mass of 1cm³ = 19

Water = substance
Relative mass = 18
Mass of 1cm³ = 1

Particle

Melting + Freezing

Freezing - Freezing is when you have a liquid and hits the Dew point and starts to get cold and gets harder.

Melting.

Melting - Melting is when something frozen like an ice cube starts to get hot and turns into a liquid.

Melting - cold to hot

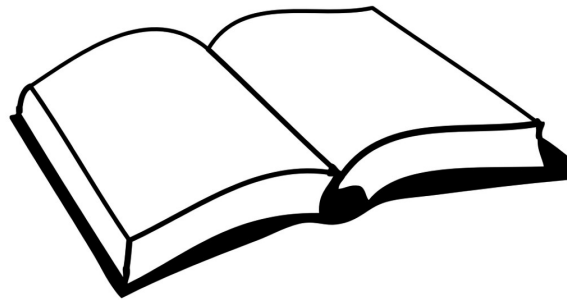
Freezing - hot to cold





Science

SIMPLIFY & REDUCE SCIENCE HOMEWORK



From certain pages of your textbook simplify into your own words.

The use and abuse of resources
 Growing pop. + increased standard of living - greater demands on worlds resources.

Quarrying (digging for land resources)

- 1) **Spoil** landscape sometimes for good.
- 2) **Rock**, sand, gravel - unusable material removed first
- 3) **Metal ore** - loads of waste rock, dumped
- 4) **Disused quarries** - geology education, important wildlife habitats

Conservation / recycling

- 1) **Reducing demand** - last longer, reduce harmful effects eg efficiency less heating
- 2) **Conserving soil** - preventing erosion - future food
- 3) **Recycling** (metals, paper) - use less raw material - use less energy to reprocess

Take your simplified work and now reduce it into a easy way to remember.

The use and abuse of resources
 Growing + standard = demands

Quarrying

- 1) **Spoil**
- 2) **Rock**
- 3) **Metal**
- 4) **Disused**

Conservation / recycling

- 1) **Reducing** (demand)
- 2) **Soil** (conservation)
- 3) **Recycling**



Try and do all this on one A4 page for each spread in your textbook
 If you're still struggling use the booklet you were given in Science on how to revise and succeed.





Physical Education

by Mr Thomas

It has been a busy start to the school year in the department. We have seen record numbers of students attending extra-curricular clubs, and the introduction of the new PE kit which has been positively received by the students.

For the very first time we have entered a boy and girl football team into the Victory football league (fixture list included), and students once again have been competing in several events for their new house, Apollo and Poseidon

DHEKELIA DASH 2016

It was fantastic to see so many students participating in the 50TH Annual Dhekelia Dash. Each student gave their all to run their mile in the quickest possible time. The fastest time was **Ben Rayson** in Y10 completing the mile in 5.07.

All students were awarded house points for their efforts.





SWIMMING GALA

All students from the school participated in the annual swimming gala. It was the first gala in the new houses, Apollo and Poseidon. Each and every student had been practicing hard in their PE lessons to try and set new personal bests.

The individual winners from each year were:

Year Group	Name	House
Year 7 BOY	Cameron Duncan & Anthony Rowe	Apollo & Poseidon
Year 7 GIRL	Millie Baxter	Apollo
Year 8 BOY	Sam Cox	Apollo
Year 8 GIRL	Caitlin Ladums-Brown	Poseidon
Year 9 BOY	Jordan Cullen	Poseidon
Year 9 GIRL	Katie Hammett	Apollo
Year 10 BOY	Xenia Pazarou	Apollo
Year 10 GIRL	Ben Rayson	Apollo
Year 11 BOY	Jakob Picton-Finnigan	Poseidon
Year 11 GIRL	Lauren Carter	Apollo

The main award of the day, the overall house competition was won by:



APOLLO TOTAL = 218

POSEIDON TOTAL = 215





Take your marks...go!



Deep breathe.



Nearly there.



Can I beat my PB?



Fantastic front crawl technique.



Apollo House Captain receives the swimming gala shield





YEAR 7 LEADERSHIP PROGRAMME

On Monday 10th October, all Year 7 students from St. John's and King Richard School competed throughout the day in team events with the emphasis on the Core Value; Leadership. The students were placed into 8 collaborated House teams, 4 Apollo and 4 Poseidon. Most activities were problem-solving tasks giving the students an opportunity to get to know each other and work together as a team. Activities included 'spider's web', 'blindfolded mine field' and 'tug of war' amongst others.

The scores for each event were based on qualities such as co-operation, communication, initiative and collaboration. The collated final scores were unbelievably close with approximately 10 points between the Houses. The winning House by a tiny fraction was Apollo. Well done to both Houses for their effort and outstanding attitude.

All students enjoyed the day, behaved impeccably and were able to reflect on the importance of Leadership.





VICTORY FOOTBALL LEAGUE FIXTURES 2016-17

BOYS U14 (Y7-10)

Game No.	Division	Week-Division	Day	Date	Kick-Off Time	Home	Score	Away	Score	Location
13	U-14 Boys	3_U-14 Boys	Tuesday	29-Nov-16	3:30	St. John's		King Richard's		Happy Valley
15	U-14 Boys	1_U-14 Boys	Monday	05-Dec-16	3:30	King Richard's		Foleys		Happy Valley
21	U-14 Boys	2_U-14 Boys	Monday	12-Dec-16	3:30	King Richard's		Logos		Happy Valley
32	U-14 Boys	5_U-14 Boys	Monday	23-Jan-17	3:30	Heritage		King Richard's		Heritage
43	U-14 Boys	6_U-14 Boys	Monday	13-Feb-17	3:30	King Richard's		Heritage		Happy Valley
51	U-14 Boys	10_U-14 Boys	Tuesday	28-Feb-17	3:30	King Richard's		St. John's		Happy Valley
56	U-14 Boys	7_U-14 Boys	Monday	13-Mar-17	2:30	Logos		King Richard's		Logos
60	U-14 Boys	8_U-14 Boys	Tuesday	28-Mar-17	2:45	Foleys		King Richard's		Foleys

GIRLS U18 (Y7-13)

Game No.	Division	Week-Division	Day	Date	Kick-Off Time	Home	Score	Away	Score	Location
12	U-18 Girls	9_U-18 Girls	Tuesday	29-Nov-16	3:30	St. John's		King Richard's		Happy Valley
16	U-18 Girls	1_U-18 Girls	Monday	05-Dec-16	3:30	King Richard's		Foleys		Happy Valley
20	U-18 Girls	10_U-18 Girls	Monday	12-Dec-16	3:30	King Richard's		Logos		Happy Valley
29	U-18 Girls	5_U-18 Girls	Wednesday	18-Jan-17	3:30	King Richard's		American Academy		Happy Valley
38	U-18 Girls	7_U-18 Girls	Wednesday	01-Feb-17	2:45	Foleys		King Richard's		Foleys
42	U-18 Girls	3_U-18 Girls	Wednesday	08-Feb-17	2:30	Logos		King Richard's		Logos
44	U-18 Girls	6_U-18 Girls	Monday	13-Feb-17	3:30	King Richard's		American Academy		Happy Valley
50	U-18 Girls	4_U-18 Girls	Tuesday	28-Feb-17	3:30	King Richard's		St. John's		Happy Valley

CROSS COUNTRY 2017

15 students from Year 7, 8 and 9 represented the school in a country competition at St Johns School. The course was just over 2 kilometres and took them alongside the Mediterranean sea and various other terrain.

Everyone performed well, with Molly Jobson (Y7) finishing second girl and Katie Hammett (Y9) finishing third girl.

The overall competition was won by SJS taking the trophy back from KRS.

Well done to everyone that participated.





NEW PE KIT

All students (Y7-13) are required to purchase the New PE Kit. **The PE shirts are only available through the school.** Both shorts and football socks must be plain black with no writing or logos, and white ankle socks. These can be purchased through school or elsewhere.

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





FEDERATED SWIMMING GALA 2016

The federated Swimming Gala took place on Thursday 6th October at St. John's School, Episkopi. Students from Years 7, 8 and 9 joined forces for the first collaborated House Swimming Competition.

The students were a credit to both schools conducting themselves admirably. Everyone performed brilliantly with some outstanding individual and House team accomplishments. The competition was extremely close throughout, but in the end the winning House was Apollo.

Well done to all competitors!





Music

by Mr Greenwell

INTERNATIONAL CHALLENGE AND COMPOSING COMPETITION

This term Year 7 students have been using Garageband on iPads to create their own pieces of music. They have been learning compositional approaches that focus on texture and structure plus sound manipulation skills such as layering, editing and filtering. Their finished pieces will be uploaded to SoundCloud and entered into the 'The Composition Challenge 2016' organised by *Transform Music* for all students aged between 9-15. The project aims to develop young people's love of music and identity as musicians as well as showing off the learning potential of Garageband.

One of the most exciting aspects of the project is that students will be able to listen to their peers' compositions from around the world. Watch this space

I'm looking forward to the creation and sharing of some amazing music!





History

STORMING LARNACA CASTLE by Mr Alex Ravoka, Year 11

As part of my ASDAN qualification I was set a challenge to plan two journeys using different maps.

For the first part of my challenge I planned a journey to London for my family visiting tourist sites including: London Zoo, Buckingham Palace and The Natural History Museum London. This journey involved me using two types of map one



was a tourist map of London and the London underground map.

For the second part of my challenge I decided to help Mr McGilton plan an educational visit to Larnaca castle for the Year 8 history class. I had to research Larnaca castle to see if it was appropriate for an educational visit and as Larnaca castle has an interesting history it was perfect for my challenge. To help me do this I checked google maps for the castle's location and looked at the castle's home page. This search let me see different pictures of the castle



and google maps told me it was about 5 minutes walk from the bus station to the castle, perfect for my requirements.

After I researched about the castle I had to find out the best way for the class to get to the castle. Normally, for an educational visit the school would book a coach this is expensive and would not really have been much of a challenge for me. So I decided to look at other alternatives and the local bus route seemed to offer the best solution as the local bus runs from Dhekelia to Larnaca.

I had to try and figure out the timing of when the buses left because to make sure that the Year 8 had time to see around the castle, have lunch and get back to school in time for the bus home. I needed to check the bus timetable carefully and make sure we had time to walk back from the castle to the bus stop with time to spare. I found the local bus time table on the internet, the bus runs every 30 minutes to and from Larnaca this fitted in with the school day.

The Day of the Visit

We left school at 08.00 and walked to the local bus stop it is 200m outside camp. This is me and Year 8 waiting to get the bus into Larnaca. As





you can see everyone was happy to be going on the trip.

When we arrived in Larnaca Bus Station I used my route planer to guide everyone along the sea front towards the castle. On the sea front there is a fitness walk and we took turns trying out the exercises. The Year 8 struggled to lift me! Then we arrived at the archway entrance to the castle.



top and different sizes.

Also in the grounds there are three old German cannons lined next to each other like they are ready to be used for war.

There were lots of rooms with tablets that had a picture of a knight chiselled on them and in the other rooms there were round cannon balls of different sizes and stone shields hung up.

And on the top of the castle was a nice view of the beach this was quite high then if you look on the other side you will see the beautiful garden inside the castle. It was fun and educational for me and Year 8 but it was time to go; we said thanks to the owner and left another day filled with fun.



Just inside the entrance there are three cannons lined up next to each other facing towards the sea.

Then all the Year 8 had to split up and draw a plan of the layout of the castle for their history lesson.

As they were doing this I went around the castle taking photographs. Upstairs in the castle is a museum with loads of things on display like old weapons, old china plates and pictures of the castle from the 1900s.

Outside in the castle grounds there were some stone tablets lined up next to each other written in Arabic all with different shapes on the





Design & Technology

by Mr Balmer



Healthy Lifestyle pop up poster competition Year 7

1st place = Molly Jobson

2nd place = Andrew Williams

3rd place = Grace Appleton

Commendations.

Ellie Walsh, Robert Emmott, Rhys Hatfield

Congratulations to Year 7 on the amazing results achieved in the Healthy life styles poster project, the student's posters will be going on display in the dental centre and medical centre at Dhekelia, this is their first Design Technology project. The students used a range of paper engineering techniques to make the posters interactive and 3D.





Creative Arts

CHRISTMAS IN THE ANNEXE

by Mr Westall

This is the sixth year that the Annexe has hosted this event, and every year it seems to be more rewarding. The evening started in the usual way, with carols and performances from our talented Music students. Once the introductions were over, the classrooms of Art & Design, Design & Technology and Music were open for students, parents and visitors to view our facilities, students' work on display and most importantly to take part in the various activities on offer. Cypriot design Christmas cards were printed and String Art Christmas tree decorations were made in the Art room. In the Technology workshop, Christmas key-rings and torches were designed and made. In the Design Room, excited children were busy writing letters to Santa and sending them skyward in home-made rockets. In the Music Department, a Christmas Karaoke booth was erected where you could sing your favourite Christmas songs and take away a video of your performance to impress your family and friends. During the evening, students were also working at tables, computers, keyboards and work-benches, engaged in a variety of activities. The feedback from parents and visitors was, as ever, very positive. One parent remarked to me during the evening, 'I have never attended a school event where parents are so actively encouraged to participate in so many brilliant activities'. Thank you to all the staff and students who made Christmas at the Annexe 2016 such a great success.





Religious Education

Katie Ellis, student of Year 10, is studying beliefs and viewpoints within Religious Education. Katie decided to conduct a survey to gather real data from both staff and pupils at KRS. A paper survey including nine questions was circulated throughout the school. After collating the results and analysing them, it was clear the feedback she received was very varies.

RESULTS

by Mr Katie Ellis, Year 10

KS4&KS5

Most people from KS5 do not believe in a supreme being, they would rate themselves in the category '0-3'. However, they do feel that religion plays a big role in society yet they don't attend religious buildings often. The answer for the view on politics is equally distributed between yes, no and not sure which prompts the question '**where in society is religion demonstrated so powerfully if not in politics or religious institutions?**' Mainly KS5 feel religious writings can be misinterpreted; this suggests that they feel religious messages have been corrupted. The future of religion predicted by KS5 is that religion may become more extreme or change.

	Yes	NO	NOT SU	No: ans
1				
2	0-3 	4-6 	7-9 	10
3				
4				
5				
6				
7				
8				
9				
10				

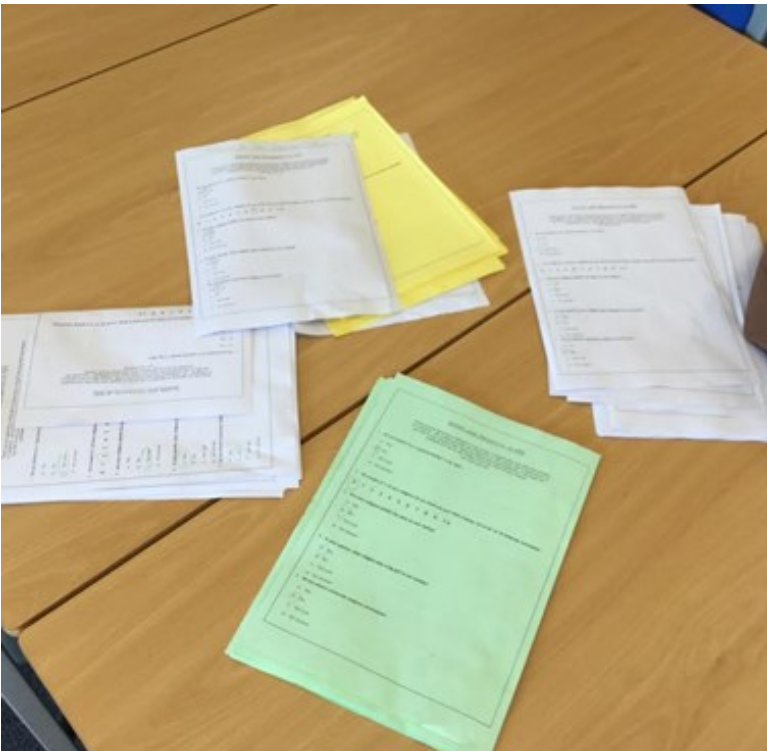
Teachers and School Staff

Many teachers and school staff believe in a God of some sort, the majority agree with the fact that religion plays a big part in society. All of the teachers agreed that religious writings can be misinterpreted. Most identify with a religion such as Christianity and they were more willing to specify each denomination for example Orthodox, Roman Catholic and Church of England. The future of religion predicted by the teachers was quite polarised; some believing that it should become 'illegal', while others felt it should remain a positive constant. Some participants had concern that religion may become more extreme or change altogether to a new, unfamiliar form.



**KS3**

Not as many people thought that the future of religion would disappear, whereas others thought it would either become more extreme or change. Many were unsure if politics plays a part in religion, although some would rate themselves very religious there weren't many people who attend religious ceremonies. Along with that there was a high number of people who don't believe in a supreme being, many also didn't identify with a religion; however, if they did it would be Christianity. The vast majority were atheist which reflects the general trend of the school.

**What surprised me during this process:**

- Some thought religion would change for the needs of society.
- That someone said they don't believe in God but they think miracles can happen.
- Some beliefs were really unique and different e.g. mentions of Scientology and Wicca

Some interesting comments would be:

- Some people were superstitious instead of having a belief.
- Others said that religion and belief could cause wars and segregation.

What didn't surprise me:

- That most of the school classed themselves as atheist.

What worked well in my survey:

- That many people understood what the question was asking.
- The fact that the survey was on paper so it was easy for people to answer and give back. Very speedy and thorough returns process; 95% whole school return within one week which is staggering.
- It was colour coded so I could clearly see where the survey had come from.
- Short questions and multiple choice answers which meant I could tally and compare quickly.





ASDAN UPDATE by Alex Ravoka, Year 11

As part of our ASDAN coursework **Rebecca** and I had to carry out an in-depth study of a foreign country. For this challenge we decided that an interesting country to study would be India.

It's Spicy at King Richard School

My teacher sent a letter to the manager of the Balti House asking if we could come to try some Indian cuisine and interview members of staff about living in India. The manager kindly said yes and the date was set for Wednesday 29 September 2016 at 12.00. Not only did he agree to cook us lunch he also opened the Balti House Tandoori restaurant especially for us.



The two weeks before the visit we worked on our in- depth study, the areas we covered were population, currency, language, religion, climate, capital city, public transport, imports & exports, tourism and food. We interviewed the members of the staff because we wanted to know a lot more detail about India from people who live there from their perspective about India. Rebecca produced a list of ten questions so we both agreed on dividing it so each of us asked five questions. The questions needed to be detailed, not personal but be broad enough to answer the challenge in our course book.





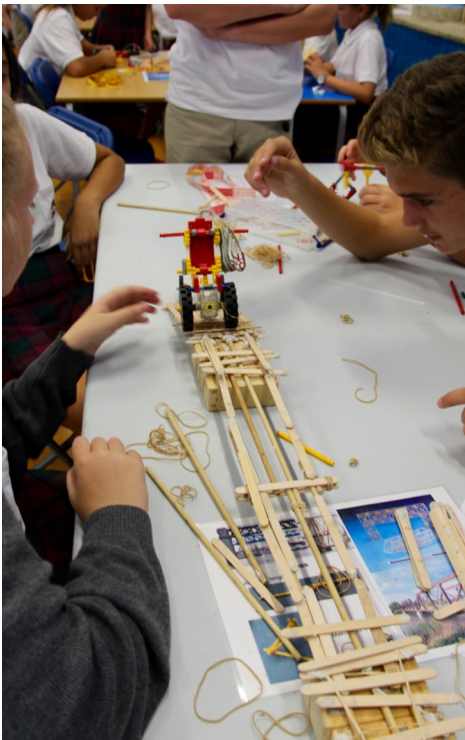
STEM ACTIVITY DAY

by Mr Peters

Back in September, King Richard School had the pleasure of hosting a day-long event presented by the First Edition RAF team based on STEM activities. STEM stands for Science, Technology, Engineering and Mathematics. Their team delivered a set of very enjoyable hands-on activities for the whole of year groups from Year 7 to Year 10, which is quite a daunting challenge.

to construct a protective encasement to drop an egg off a balcony without breaking the egg.

Every activity included designing, costing, within a budget and building projects, but what was great to see that our students worked in teams of mixed year groups, depicting our whole school core values of team work, listening to each other and



But our students were, as always, up to meeting this challenge head on. A great day was had by all.

We started off with Disaster Recovery, where the students had to design, build and operate a small vehicle to carry a load over a bridge. We then moved on to Helipad, to build the highest tower to support the greatest weight. The final activity was Aerial Delivery, where they designed the best way

most importantly learning from their mistakes and improving their designs.

I would like to thank the First Edition RAF team for producing and delivering these most engaging activities, but I must also thank the whole of the Year 7 to 10 students for their enthusiasm in approaching these tasks and hopefully they will take away the ideas and experiences and apply them to future projects.





HOUSE CUP & REWARDS

The introduction of the new House and reward system has been a massive success. In January 2016 we introduced the new House system across both St John’s and King Richard schools. All our students, from Years 7 to 13, are members of one of our two Houses: Apollo and Poseidon. The House structure promotes achievement as well as contributing to the development of our students. We acknowledge and reward the successes of our students in the form of House points. The House system has provided great opportunities for all students to receive House points both for themselves and their House.

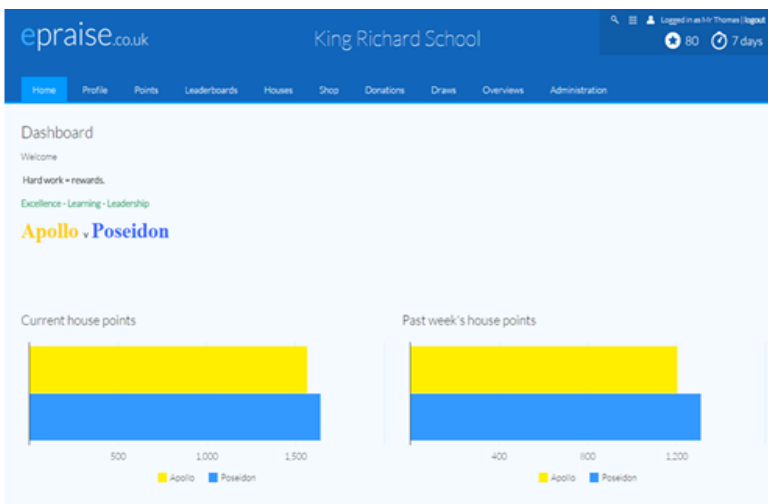
The House/reward points are awarded by staff using an exciting online rewards programme called Epraise. (Please visit www.epraise.co.uk/ to find out more information).

Each student is given a login and password so that they can monitor how many house/reward points they have been awarded, in what subjects, and for demonstrating which of the school’s Core Values. These points can be used in the rewards shop to purchase items including stationary, cinema tickets and amazon gift vouchers. Students are also presented with milestones certificates when they achieve a certain amount of reward/House points.

All parents are also provided with their own login so that they can monitor their own child’s/children’s progress in achieving House/reward points. If you are a parent and have not already done so then please visit the link: <https://app.epraise.co.uk/index.php?school=kingrichardcyprus&login=parents>

Select ‘Parents’ add your email address and click register/login and you will then receive an email from epraise which will contain a link for you to follow. You will then have access to your child’s epraise homepage.

If no children could be found in the ‘My Children section’ or the email address you entered is not recognised, it is probably due to your email address being different to the one on school file. In this case please contact the school to update your email address.

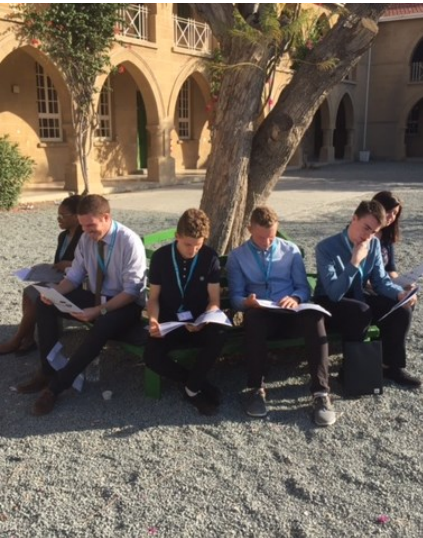




MEDIMUN by Shane Hulbert, Sixth Form

The Model United Nations is a gathering of students from schools all over Cyprus and other Mediterranean countries such as Israel and Lebanon. We come together to debate current real world issues and form resolutions to tackle these issues. Schools represent countries from around the world and work together to resolve problems and issues about their countries but also argue against other countries. King Richard School will represent Azerbaijan and Venezuela.

When we got to the event we were put together in our GAs from both schools and then we were led to different areas around the school. Once we were in our area we saw about 100 other students from other colleges there. We completed an activity where we would have to work collaboratively with students from other schools in order to find allies with our own countries. The skill needed to accomplish this was confidence and communication. You need confidence otherwise



On the Saturday 12th of November, King Richard School and St John's School attended a meeting with the Model United Nations organisation to have an insight on what the atmosphere and people would be like. Every Monday we meet after school so that we can gather more and more information about our country. As a group we separate into different areas of focus and these are represented in the different General Assemblies (GA) that the conference is split into. Overall there are 6 GAs and each one gives you a different area to focus on when doing your country.

you won't be able to communicate well with other students. Communication is also key in this because you need to be able to talk to other people about your country comfortably and listen effectively for areas of similarity. This event helps us to have a wider and deeper understanding of current world issues and deepens our knowledge of cultural diversity. Overall, this is a great opportunity to mix with people from all over the country and gain knowledge about world issues.





EXAM SUCCESS

KRS celebrated its best year for A Level results with students gaining the highest percentage of A and A* grades (29% of all qualifications taken) and the highest percentage (88%) of A*-C grades.

Students all accessed the university places of their choice and the Sixth Form team are working hard to prepare this year's Y13 and 12 students for their Higher Education applications and interviews.

At GCSE students achieved a staggering 83% A*-C including Maths and English and the percentage of students gaining 5A*-C was also 83%, 18% above the national average. Our value added Progress 8 score was a very pleasing +0.4.

We look forward to equally successful results in 2017.

WELL DONE TO ALL!

pupil:teacher ratio 8:1

Maths KS2-3 Levels of progress **100%**

English KS2-3 Levels of progress **91%**

KS4 Student profile over 5 years including this year.

Year	High Attainers	Middle Attainers	Low Attainers
2016	~65%	~45%	~10%

Progress **8 +0.40**

KS4 Attainment over 3 years including predictions for this academic year.

Year	EBAC	3A-A*	5A*-G	5A*-C inc. Maths/English	5A*-C
2015	~15%	~25%	~65%	~60%	~65%
2015 Nat Ave	~15%	~25%	~60%	~60%	~65%
2016	~15%	~25%	~65%	~83%	~83%

A or A* 29%

A Level Attainment 8 score **53.5**

A Level Attainment

- 64% A* - B
- 88% A* - C
- 100% A* - D

Military Community Network (Navy, Army, RAF, MOD)

CERTIFICATE





STUDENT ACHIEVEMENTS



Outstanding Progress over the term #Excellence



Students raised 420 euros for charity in fundraising week.



Winner of MFL Christmas Poster Competition.



Dash students donated to a local charity



Delighted to award prizes for outstanding effort and progress in maths.



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

Date	Event
3 January 17	First Day of Term
31 January 17	Y11 & 6th Form Parents Afternoon
15 Feb 17 - 22 Feb 17	Ski Trip
18 Feb 17 - 26 Feb 17	HALF TERM
11 Mar 17 - 18 Mar 17	Y12 University/Careers Trip
16 March 2017	Y13 Geography Trip
28 March 2017	Y8 Geography Trip
6 April 2017	Federated Sports Day
7 April 2017	Inset Day
8 Apr 17 - 23 Apr 17	EASTER HOLIDAYS
24 April 2017	First Day of Term
25 April 2017	Y9 Options Meeting
1 May 2017	May Bank Holiday
4 May 2017	Y9-10 Parents Afternoon
15 May 17 - 26 May 17	GCSE and GCE Examinations
27 May 17 - 4 June 17	HALF TERM
5 Jun 17 - 26 Jun 17	GCSE and GCE Examinations
12 Jun 17 - 23 Jun 17	End of Year Exams Y7-10 and Y12
21 July 2017	Last Day of Term
22 Jul 17 - 3 Sep 17	SUMMER HOLIDAYS

