

LIONHEART

December 2018



EXCELLENCE • LEARNING • LEADERSHIP

KING RICHARD
SCHOOL





Welcome from the Principal

Writing this article in the newsletter allows me the indulgence of reflecting over the term. This is invaluable for taking stock of the wonderful work the school community has been involved in and how we are all constantly striving to tweak and further improve what has gone before. It also highlights to me how difficult time is to evaluate. As I originally cast my mind back to the beginning of September it seemed like yesterday, however, after compiling notes to complete this article and considering all the things we have achieved it seemed like a world away. This is the fourth time I have written the 'Welcome' to The Lionheart whilst leading KRS and the first since I was appointed substantively as Principal of the school. I would like to thank you all for your support throughout my time at the helm and for the congratulations I have received from throughout the school community subsequent to my permanent appointment. I am extremely humbled and would like to publicly express that it is very much an honour to lead such a wonderful staff and student body and have such support from the wider community.

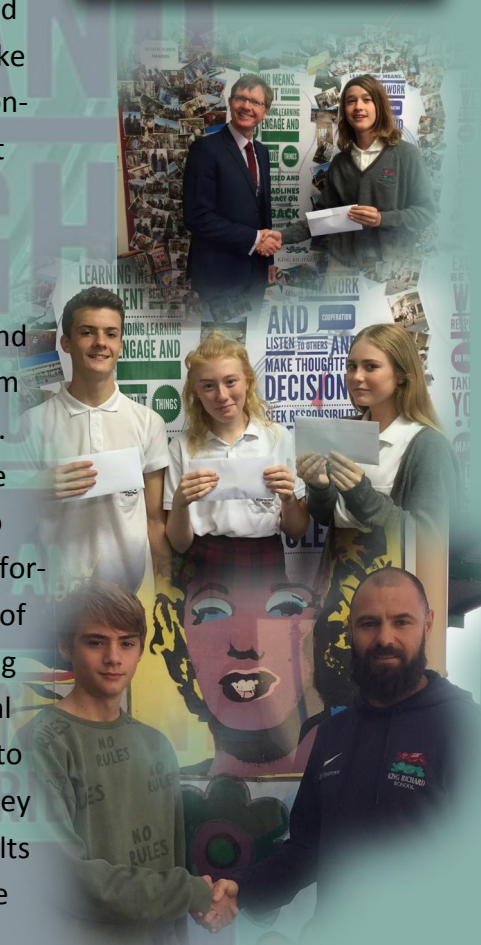
The school year began in earnest before we returned to full business. The 3rd and 4th Thursdays in August are always big days in the educational fraternity as exam results for Key Stage 5 (A-level/B-Tec) and Key Stage 4 are received respectively.



It is always pleasing to see our young people make fantastic progress and once again this year was no different. Aside from some amazing individual performances the students achieved a Progress 8 figure of 0.57 at Key Stage 4 (GCSEs). Progress 8 is becoming an increasingly frequent feature of the educational

vernacular but in a nutshell means that on average our Y11 students were able to achieve over a half a grade better than national expectations in every subject they sat. Once again this puts us in the top 5% of schools nationally. Key Stage 5 results were also fantastic and with attainment at 0.42 grades above expected, they are undoubtedly the best I have seen in my decade at KRS.

Whilst such plaudits from results are obviously welcomed, a great school is much more than an examinations factory. A look through this copy of The Lionheart will bear testament to the fact that challenge does not just exist for students in the older year groups of the school. Furthermore, it also highlights the fantastic enrichment opportunities that our students receive. The buzz phrase for this is 'cultural capital' and our students are always keen to take advantage of these opportunities. I am sure you will enjoy reading as I have about the Swimming Gala, numerous charity events, the Day of the Dead, MEDIMUN, sporting fixtures and Christmas at the Annexe, among many other activities. For such a small school in terms of students and staff, the level of opportunity never ceases to amaze me.



The Lionheart

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ST JOHN'S & KING RICHARD
SCHOOLS FEDERATION



Welcome from the Principal

It is always good to welcome external visitors into school and to see their reaction to our wonderful ethos. Among the visitors this term have been key figures from the Department for Children and Young People (DCYP) as part of my interview process, the National Association for Able Children in Education (NACE), the Headteacher from Xylotymbou High School and SSAT Leading Edge (who we use to moderate our continual progress). This helps us to ensure that our practice remains second to none and we look forward to continuing our work with these groups over the coming terms.



Something that is always pleasing for me on a personal note is to welcome our Alumni back to school. During a two month span we have welcomed back Nathan, Dylan and Lewis who left very recently and also Norma and Jackie who attended King Richard School in 1963! It is fantastic that our school retains such a lasting place in the hearts of nearly all who attend.



Our assembly programme has also evolved this year.

As part of our usual Theme of the Week we have invited a number of guest speakers and students to deliver assemblies. Among the guest speakers have been Padre Matt from Dhekelia, Padre John from Ay Nik, Cpl Booth from the Cadets and representatives from the British Legion and Chelsea Pensioners. These add a real depth and relevance to the experience of our students. The quality of our student assemblies goes from strength to strength. A new feature is our 1/2 termly assemblies led very ably by our Heads of House and their deputies. It is fantastic to see our Sixth Form students grow as they accept these responsibilities with relish. I would like to pay particular thanks this term of House. Casey and Courtney have taken the role to a new level and very clearly set the standard for when they pass on the baton in the New Year, in order to enable them to focus on their A-level examinations. I look forward to working with whoever is successful in replacing them and I will continue to work with the superb Pupil Leadership Team. Such student involvement is critical in the school's continuing success.



Finally, the end of a term often means that staff and students depart for pastures new. This term we have said goodbye to our librarian Sophie Thoma after a mere 40 years service! She has been part of the furniture for every member of staff in the school and her departure leaves a big hole to fill. Also, we say a very sad goodbye to Joe Pointon at Christmas as he leaves to take up a role on the Senior Leadership Team at Wymondham College in Norfolk. Joe has been a stalwart at KRS for ten years and has been Head of MFL for nine of those. Many will know Joe not just for his work at school but also for his support of Station generally, whether it be with the Station Officer's Mess or his numerous performances with the Dhekelia Theatre Club. I cannot extol Joe virtues highly enough as both a professional and as a person. Whilst we are obviously going to miss him, we congratulate him on his promotion and I know that he is destined to go very far in education.

I will close this welcome by wishing you all a fantastic Christmas, whether you be relaxing with family and loved ones, jetting off back to the UK to spend it with the wider family or enjoying a holiday in foreign climes.

Seasons greetings to one and all.

Head of House Speak!

Something that we strive to incorporate in our everyday school lives are the Core Values: Excellence, Learning, and Leadership. The role of Head of Poseidon House has allowed me to do this, whilst developing myself as a person and help others to use the schools Core Values to the best of their ability. I have been presented with a number of opportunities that have helped me develop a range of different skills; these opportunities include an interview process, whereby the Heads of House interviewed pupils for the Pupil Leadership Team at our school. We have also been involved with organising and helping out at school events, and worked with community events to raise money for charity. A recent event that we have been involved with is the Christmas shoebox organisation, whereby we helped wrap shoeboxes of donated gifts to send to those less fortunate at Christmas time.

Along with this we have held our own house assemblies where we discussed matters that concerned upcoming events, celebrating personal achievements within and outside of school and also addressing any concerns that the students have had or are having; this way it gave them an opportunity to talk to another student if they possibly were reluctant to speak to a member of staff about something. These assemblies have provided us with more information about how we can collectively as a school improve and also have allowed us to collaboratively celebrate the achievements of the students.

Whilst the houses are in competition with one another, what has been most rewarding about undertaking this role is the teamwork we have been involved with; how we have all come together as a school to achieve our goals and create great experiences for all. Being Head of House has allowed me to work with some incredible people and create some great memories, something that I hope will inspire people to apply for the role in the future.



By Courtney Duncan—Year 13

Head of House Speak!

Being Head of House of Apollo has been a rollercoaster ride. It has been such an experience working with the students and staff and it has developed me in many ways. One area we look at as Heads of House is charity work. This includes community events and school events, especially the students favourite, splat the teacher! Assemblies have been an important part of being Head of House as it allows the students to know what is going on within the school and keep up with the house competition. The house competitions are what brings the school together, competing in English challenges, sports challenges and a lot more. Students love it and so do the teachers. One thing that has helped me personally is the interviews for the pupil leadership team. This taught me interview skills and how to select successful candidates. One thing that is going to be hard for me is to hand over to the next Heads of House. Although they will do a fantastic job, I have loved every second of it and I loved being at the centre of helping the school and all the teamwork between both houses to make sure everyone is enjoying the House system. The best part is the teamwork with the other 3 Heads / Deputy Heads of House. It has brought us closer together as a unit and allowed us to develop our communication skills. Being Head of Apollo has been a great honour and I hope I can strive for more success.

By Casey Day—Year 13





One Term in!

INTERVIEW WITH MRS VAUSE



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Why did you choose to become a teacher?

I didn't always want to be a teacher. My original plan was to go to University, study Russian and become a spy! Needless to say that didn't quite work out. I got into teaching during my last year at university as a volunteer at a nearby secondary school helping out in both geography and business studies classes. I absolutely loved it and decided that teaching was the career for me. When I finished my degree I immediately began my PGCE and ended up teaching at my first school for 9 years, working my way up to become Head of Humanities. Teaching is the best job in the world. Every day is different and I love being able to help students achieve their very best. I am very passionate about both my subjects (business and geography) and enjoy being able to share that passion, although I appreciate not every one finds ox bow lakes as fascinating as I do!

What made you choose to teach here?

I was at a stage in my career where I wanted a new challenge. As a geography teacher I am a fan of travelling (and also warm weather) and so when I saw the advertisement for the KRS vacancy it made sense to apply. I had visited Cyprus before a few times and always loved being here. My partner was also in the Army based at Akrotiri for some time and he explained what life was like living on a base. During my interview here I spent time at KRS and thought it was the most amazing school. I am very lucky to teach here.

Tell us three things about you which might surprise people!

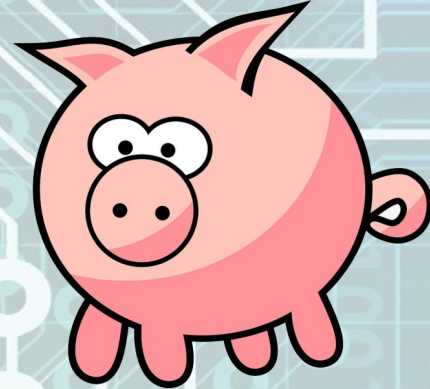
One of my claims to fame is that I appeared on BBC One's Bargain Hunt programme a few years ago! I was on the red team and unfortunately we didn't win....we lost too much money on a barometer! I have also been on Dragons' Den (a programme I am a huge fan of). Another fact about me is that I have a phobia of balloons. Its medical name is actually 'globophobia' which, for a geography teacher, is a little ironic.

Cross-Phase Teaching

As part of a cross phase project to ensure that primary pupils are ready for the transition to secondary schools in Computing, Mr Murphy (from KRS) and Mr Stokoe (from DPS) have been observing each other's teaching and have been teaching each other's pupils with the help of students from KRS.

Y7 have been working with Y6 and Y5 pupils from DPS to teach them the basics of programming for computer games. All the DPS pupils managed to create a playable game and then played it at least once, some pupils started to design their own characters for a new game.

"As part of our computing lesson we had to teach the Y5's and Y6's how to use Gamedesigner where they made a game called "Catch the Piggy". This is a game where you have to chase a piggy around the screen with your cursor, when you click on it, it will change direction, make a sound, increase your score and gain more speed as you go along. To make this game there are 10 tutorials downloaded on the computer, I will briefly tell you how to make it.



First, you make your piggy sprite. Then, you have to make your backgrounds and your objects. The default background is grass, but you can change it. The object is a wall. You then have to make the sprite bounce around by programming it. Before that, you make the wall solid so the piggy cannot pass through. Once they had finished the tutorials and completed the game, the Y5s and Y6s then designed their own, we had sweetcorn in a field with a wall of broccoli; we also had a unicorn in the clouds with a wall of rainbows.

I really enjoyed teaching the younger kids and my pair did really well, it was a fun and useful lesson because we were learning as well, how to be patient and how to teach people."

By: Kerensa Balmer

EXCELLENCE MEANS...
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

LEADERSHIP MEANS...

VALUE TEAMWORK
AND COOPERATION
LISTEN TO OTHERS AND
MAKE THOUGHTFUL
DECISIONS
SEEK RESPONSIBILITY
USE YOUR
INITIATIVE

LEARNING MEANS...
EXCELLENT BEHAVIOUR
FOR OUTSTANDING LEARNING
FULLY ENGAGE AND
TRY DIFFICULT THINGS
BE ORGANISED AND
MEET DEADLINES
SEEK AND ACT ON

KS5 students show Y3 students how computers work!

Y12/13 have been working with Y3s, to show them how computer systems are made up of different devices connected together and how they work.

“As part of our Computing course, we have to “demonstrate a range of effective interpersonal skills” and “communicate technical information to a specified audience”, so we prepared and delivered a lesson about the input, output and storage devices in a computer system. The lesson was for Y3s and so we had to adapt our language and resources so that they could understand them. To get an idea of the delivery and vocabulary we should use, we observed Mr Murphy teaching a different Y3 group. We realised immediately that our resources such as Quiz, Quiz, Trade cards were too advanced in terms of vocabulary and therefore they wouldn't be able to understand them.

Two weeks later, after having adapted our resources, we had to deliver our lesson as a team. This meant we split the lesson content between us so that one would cover input devices, another would cover output devices and the third would deliver the section on storage devices. Each one of us showed the pupils what the different devices looked like, what they did and we allowed them to hold them to see how they feel. We then tested their knowledge by making them cut out images of the devices to put them in the right groups which were colour-coded. To keep them engaged we then had them play Quiz, Quiz, Trade allowing them to learn from each other by testing each other's knowledge.



Following that, we did a whole group summary task involving all the pupils, one by one, picking a card from a tray, identifying the device and then sticking it onto the blank diagram, in the correct colour coded sections to show that they could recall what they had learnt.”



“On the 29th of November 2018, we were joined by DPS Y3 students in ICT 2; this is where we taught them about Input, Output and Storage systems. Keian Offord talked about Input systems, like a mouse and keyboard. He passed around examples of the devices making the DPS students feel involved. They were enjoying it. Then we got DPS to cut out and put on coloured paper the input devices that Keian taught them. Then it was Mr Murphy's turn. He taught them about output devices which led onto the same activity but for output devices. This then led up to me teaching the Y3s about storage devices. Showing them examples and getting them involved in telling me what they are. Then I led them onto the coloured paper exercise for storage devices to round off before their break. After their break, we did a task called Quiz Quiz Trade. This was a good way to test the pupils' knowledge with each other. We also got involved.

Archie Campbell then took on the activity of the pupils picking devices out of a box and sticking them onto a large block diagram using their new knowledge and their friends' help if needed. Archie made sure they were correct and made sure everyone took part.”



KO - “This was a worthwhile exercise, I really enjoyed teaching Y3s.”

AC – “It was a challenge to make my technical descriptions understandable to the young pupils.”

By: Keian Offord, Archie Campbell and Casey Day.

Take me to your Leader!

LEADERSHIP DAY

On October 8th, Y7 KRS and Y7 St. Johns took part in a 'Leadership Day' down at Happy Valley. We were split into groups and did many activities working together to achieve them.

We started with foot golf: you have to kick the ball into the hole and the least amount of kicks won, then we did orienteering: you find as many tags as you can and the group that found the most won, which led onto team building activities: we had to stack hula-hoops into a shelter position and the quickest person to build it and crawl through it won. Lastly, we did a fitness challenge: If I was given England, I would find England on a map that was hidden, and then I would see what it led to which maybe was Hungary. I would do it again until the time ran out and the person with the most won.

Overall, the Leadership Day was great fun and an amazing chance to meet the other Y7 pupils.

By Sadie Downham — Year 7

MAINS...
VALUE TEAMWORK
AND COOPERATION
LISTEN TO OTHERS AND
MAKE THOUGHTFUL
DECISIONS
SEEK RESPONSIBILITY
USE YOUR
INITIATIVE
BE A POSITIVE
ROLE MODEL

THE DAY OF THE DEAD

English Literacy Competition—October 2018

I was so lucky being one out of the several winners that had won the Day of the Dead creative writing competition. Even more so, one of over 50 entries. I believe that this competition was stimulating: there were few boundaries in terms of creativity, so writers were free to let their imagination roam free.

The winner's ceremony was one to recall: we all gathered in the library for a celebration. Once inside we gorged on a feast of pizza, crisps, sausages and more (thanks Mrs Ferris). The head teacher and various other teachers all congregated in the library to congratulate the victors from across the school: from Year 7 all the way up to Year 12. After the nibbles, Mr Purdie and Mrs Downham (hosts of the competition) announced how proud they were and gave out each and every winner a pack of goodies related to English (such as journals and novels), well some were: there were also some sweets!

It wasn't only the pupils that were being congratulated: two teachers were winners as well! Mrs Vause and Mrs Smith. We all shared our stories, reading as many as we could in the time we had. It gave me a sense of pride as well as a blissful feeling getting to hear the creativity, work and time put into these other stories, let alone the effort. It also made me think of areas I could improve.

Overall, the competition was very special: some of the winners were funny, some were emotional, all were thoughtful and well-written. Harry Artis from Year 7 had built a grave and gravestone to display his Halloween-inspired poem. The competition helped focus and improve my English skills. It was definitely a CHILLING challenge.

Abi Vause—Year 8



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SCHOOL



Tianná Ciéville.

Story by: Abi Vause—Year 8

3.am, the devils hour..

The obscure landscape was cocooned by the eerie dawn. The scene, immense. Seas were hostilely hammering the barrier, the cliffs. Electric light illuminating, flashing the pace of ammunition. Said, “She, Ms. Ciéville”.

Here, walking down the illuminous road. Body’s cherry. Thuds of laughter. Nothing seemed to know who lurked in the surge. The sand soaked. The road was caught on by a pub, stretched narrow. Her light illumined the dead shot night. Her supernatural face, glowing. She, was a ghost.

Death. It seems frightening. You lose people you don’t want to lose. It happens to everyone. Injustice comes upon those who were killed by someone else. Liah tianná Ciéville is one of those people. She, spoken true words, was an angel. Her beauty could pierce you the strength of a sword, the might of a pin. Her curly gold locks flowed every where she went. She was truly never to be lost, only she was.

Sweat dribbled from his red bulky nose. He, those call him. He was not a guy of pleasure. He winded the staircase of the lighthouse, full force. He was being.. hurtled. Whispers. His nightmare. His brain was falling. He slammed the door, only to see that there, she stood. His heart trembled. It pounded like a beat. His eyes, floods.

He was reunited..

By the devils law.

She floated, unseen by the affection. Mr. Ciéville paused. His illusion had been scarred. It was not his wife afloat, rather the devil in the night of dawn.

The spirit only gave three words.

News from the Pupil Leadership Team

As always, the PLT have been busy around school and the community. The year started with people applying to join the PLT for this academic year. The interview process was a success with many people joining or re-joining the PLT, ensuring we went from strength to strength. The first job of the PLT was to introduce the team to the rest of school in assembly, where the main aims and successes of the PLT were highlighted. Children in Need was the first of the major charities to receive support this year. The PLT organised a non-uniform day, cake sale and other fundraising activities to raise lots of money. The PLT also helped to interview for the post of Principal and were complimented for their interview style and the tricky questions they asked. We have also sent out a survey to all pupils asking their opinions about what they like about KRS and what improvements they would like to see in the future. In the run up to Christmas the PLT has been involved in ESBA carols and the Christingle service and there are several more events that are planned in the New Year for the PLT to support.



DEADLY TSUNAMI HITS



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In GCSE geography we have been studying Natural Hazards. We have been learning about different climatic and tectonic hazards including; earthquakes, volcanic eruptions, tropical storms and tsunamis. For each disaster we have researched in-depth case studies of various places in the world which have been devastated by one, two or sometimes ALL of these natural hazards!

Recently, we have investigated the Boxing Day tsunami which struck a number of countries in 2004. The disaster claimed the lives of over 250,000 people and resulted in huge economic, environmental and social impacts which are still felt to this day. After our initial research we asked if we could have a more creative way of presenting our findings. After much discussion, we decided on creating our very own TV news report!

Between us we had to decide on which characters we needed for the news report and who would play each role. We decided on having a news reporter, a tsunami expert, a survivor and a Red Cross Response Worker. We decided on these roles as it meant we could cover impacts and responses as well as including geographical theory on why tsunamis occurred.

Once roles were decided we then had to work independently researching our particular characters but also watching news reports from the time the tsunami happened all those years ago. We used our research to create a script on Google Classroom. This meant we could work on it collaboratively for homework too. Learning in this way was fun as it was more independent and we could be as creative as we wanted to!

We finished the script at home and came back to meet and talk about how it was going to fit together. After a few practice runs we were ready for filming. We shot the newsroom scenes in the classroom and then we went outside to complete the rest of the scenes.

Once we started we sorted out the tripod and started shooting. We had lots of failed attempts but finally got a good take! After that good luck we were on a roll and did a lot of recording. Behind the annexe there are some demolished houses which we are going to use to record our next scenes because it will look like the houses have been knocked down due to the tsunami. I am playing the role of a tsunami expert who is explaining what is happening at that current moment and what you should do if you hear a tsunami warning! After all the recording is done we will edit the video and add subtitles where needed as well as extra information about the tsunami. We will then be able to share the video via social media so everyone can learn about this fascinating but deadly tsunami.

Tsunami Reporter: Matt Wragg, - Year 10



Year 12

MediMUM Workshop

November 2018

Represent the World

On 17th November eight Year 12 students from KRS travelled to Nicosia to attend the annual preparation workshop for MediMUN – a conference which takes place in February next year.

Model United Nations (MUN) is a simulation of the United Nations for students. Around the globe, a large number of similar conferences take place. During these conferences, students become delegates, representatives of a UN Member State that has been allocated to them. After extensive research into their allocated country, delegates discuss, write and debate resolutions (documents detailing their suggestions and solutions to world issues). Directors, usually teachers, are responsible for training and leading their delegation of students. They ensure that debates take place in a formal manner in accordance to the 'Parliamentary Procedure' of the UN.

M.U.N. conferences are greatly beneficial to all participants. Young people gain knowledge not only on individual countries but also on the working and running of the United Nations. They role play international politics and gain in depth understanding of the difficulties, limitations and essentially, the opportunities involved. M.U.N. programs encourage tolerance and diversity. Last but not least, students develop important skills such as teamwork and public speaking.

Read on to find out about Jay and Katie's experience of the day....

"Upon our arrival, we were assigned lanyards and directed to individual rooms in which we were encouraged to interact with other students in our General Assembly. Following the initial roll call, which introduced us to the concept of representing our country, as opposed to our personal views and opinions, the chairs initiated an ice breaker by engaging a randomly chosen selection of students in a game of Two Truths & One Lie.

Once everyone had been introduced to each other, we were presented with a PowerPoint, in which the basic rules and etiquette of the final MediMUN Conference were delivered to the group. Although many of these conditions were new to us, since we had never been exposed to such formal political circumstances, the explanations were thorough and detailed, and helped to secure our understanding of the situation. We were later given a lobbying period in which we were advised to mingle with allies of our allocated countries in preparation for the mock debate which was to follow.

This debate consisted of a very strictly regulated series of speeches from a number of delegates, each discussing the inclusivity of religious education for ethnic minorities in schools across the world. Many delegates expressed their country's views on the quality of this education, and the diversity it encompasses. Most students showed both an in-depth knowledge and interest in their chosen topics, and presented their speeches with enthusiasm. To conclude the debate, every delegate in the room was required to vote for or against a discussed topic, keeping in mind the importance of representing the views of their country, rather than their personal opinions.

Between discussions, the group was provided with opportunities to engage and interact with both the chairs and other delegates outside of the conference, via Facebook, Instagram, and a variety of other social platforms. This has allowed students from KRS to communicate with those from other schools/colleges, thus developing our sense of teamwork and collaboration, both of which are absolutely necessary for the final debate.



LEADERSHIP # LEARNING

Getting Creative in French!

I am pleased to report that our Year 7 pupils have made a great start in their French lessons this term. We have been learning the basics such as how to introduce yourself, saying how old you are and when your birthday is, and saying what is in your school bag. In order to ensure a high level of challenge, I have been encouraging pupils to be creative, imaginative and humorous in their French work whenever possible. Here is what some of the pupils said:

"One of the best things about French is the way that we are challenged to do our best, so we learn faster and more efficiently."

"I enjoyed the creative French homework task because we had a choice of what to do."

"My favourite part of French is when we were asked to be as creative as possible and make something which reflected what we had learned so far - I made a board game!"

"The thing I have enjoyed most about French so far is when we were asked to do the creative writing task about celebrities because it was very funny."

"I enjoyed the French creative homework task because we were not told exactly what to do- we were allowed to choose whatever we wanted."



Challenge in French lessons
From Mr Pointon

DING DONG MERRILY ON HIGH Christmas at the Annexe

As you walk through the main door, the smell of mince pies and mulled wine hits you; it's officially Christmas time at the Annexe! With art and craft activities galore and some lovely stalls to top it off, there were plenty of things to browse or get involved in.

The evening was kicked off with some fantastic music performances from KRS pupils before the activities began. There were so many activities to do such as, making fridge magnets and keyrings, painting cards and singing in the Christmas karaoke video booth! The PTA provided tasty refreshments throughout the night.

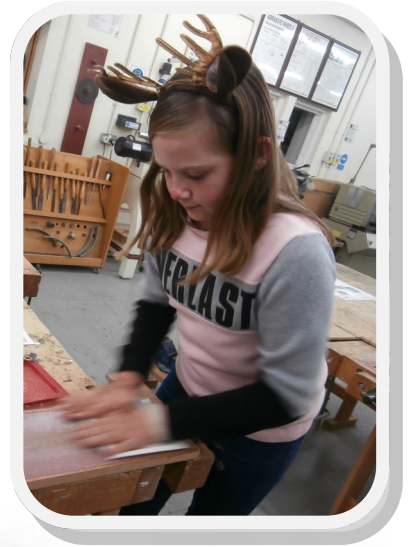
Half way through the evening, everyone was ushered to the music room for a mind blowing performance led by Cyprus Music Service, which included the ESBA band and the KRS Singing Club who supported the audience in some carol singing, which got everyone into the perfect Christmas mood!

The evening was rounded off with a grand raffle which got everyone excited! A grand amount of €589 was raised during the evening for the PTA fund to support trips. We hope that everyone who attended the evening enjoyed themselves and have a very Merry Christmas and a Happy New Year!

By Flo Remzi—Year 10



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KRS Maths Department Christmas Challenge

Every Christmas the Maths Department challenge KS3 students to a series of Maths challenges and this year is no different.

There will be prizes for the winners in each year group, so please encourage your children to get involved.

$$\begin{aligned} \text{🧸} + \text{🧸} + \text{🧸} &= 6 \\ \text{🧸} + \text{🎄} &= 13 \\ \text{🎄} - \text{📦} &= 4 \\ \text{🧸} + \text{🎄} + \text{📦} &= ? \end{aligned}$$

Easy

$$\begin{aligned} \text{🍦} + \text{🍦} + \text{🍦} &= 30 \\ \text{🍦} + \text{🍫} \times \text{🍦} &= 380 \\ \text{🍫} \times \text{🍦} + \text{🍦} &= 266 \\ \text{🍫} + \text{🍦} \times \text{🍦} &= ? \end{aligned}$$

Difficult

Just so you don't feel left out, we thought a 'Parent Challenge' would be in order!

Please email your answer to: sdevine@kingrichardschoolcyprus.com and you'll get a mention on our Facebook page if you've done well!!!

*Challenge

Solve This!



How Old is Santa Claus?

While you are visiting Santa Claus, he gives you a riddle to find out how old he is. He says, "I started work when I was 15. I spent 1/4 of my working life in a factory, then 1/5 of my working life in an office, and 1/3 of my working life as a school caretaker. For the last 13 years I've been working as Santa Claus. How old am I?"

ALL ABOARD FOR A JOURNEY OF MADNESS

Ahoy there shipmates! Year 8 have been studying 'The Rime of the Ancient Mariner', which is a poem by Samuel Taylor Coleridge and compared it to other poems and films. Students have taken part in a variety of activities reflecting the themes and events of the poem. This is an A Level text and we found it quite difficult and complicated but we enjoyed acting it out, and the activities we did to help us understand the poem.

The poem is about a man rushing to a wedding, who is stopped by an old sailor who then insists on telling him a story. The mariner and his crew were on a ship in the icy ocean until an albatross came and banished the fog and ice. In return, the mariner shoots the albatross! From then on, bad luck haunts the mariner. The sailors all died, one by one, leaving the mariner alone, with "water, water everywhere, nor any drop to drink". Eventually rescued, the mariner is forced to repeat the tale to all he meets, until death.

Before we began reading 'The Rime of the Ancient Mariner' we were given pictures that showed moments in the poem. Leah chose one of a girl holding hands with death on a boat and Eren had the picture with dead people strewn across a ship's deck. We picked a character from the picture and wrote a detailed description of the scene from their point of view. We then wrote a paragraph set minutes before the picture, one set minutes after and one about the background to the scene, each on different coloured paper, followed by an opening and an ending, using lots of scintillatingly scary words. We then mixed up our paragraphs to create the most interesting and spooky structure for the reader.

For reading our stories, we decorated Miss Field's classroom with Halloween-style decorations, electric candles and an old sailor's hammock, to create the perfect atmosphere for our nautical ghost stories. We read each, one by one, and we're given chocolate coins – or treasure – for the best. Delicious!

After reading the first part of 'The Rime of the Ancient Mariner' we made a parody of Crime-watch called Albatrosswatch. The show uses actors to do a reconstruction of the crime (the mariner shooting the albatross) and the police are interviewed. We wrote the scripts, rehearsed and then recorded our episodes of Albatrosswatch. You can find the sea-reously crabulous performances on the KRS Facebook page.

This poem is a blast to read, with lots of tension and twists. Our favourite part is when the mariner sees the ghost ship, which he describes like a skeleton. We also like how the sailors are so thirsty at one point that they bite into their arms and suck their own blood to wet their lips enough to allow them to cry for help. A thrilling read!

By: Eren Cogan, Ellie Jobson, Leah Phythian and Ruby Offord—Year 8



Great Effort in all Quarters

Federated Netball

December 2018



The Federated U14 and U18 Netball brought SJS and KRS students together again for a super competition. The U18's match was extremely close where by SJS just pipped KRS to the post 11-9 in the final quarter. The U14's all played with sporting etiquette. SJS fielded two teams against KRS' single team. It was a fantastic opportunity for the KRS girls to play a full match of 4 x 12 minute quarters. All players displayed excellent core values and were credits to their schools. Well done girls!

Reporter: Miss Sharpe



From the poolside FLOWING BOOZING

KS3 Inter-Schools
Swimming Gala 2018



On the 4th of October a Swimming Gala took place at St John's School in Episkopi. All of Foley's, St John's, Silverline and King Richards competed against each other in many races. In our schools, we all worked together as a team to try and do our best whether we won or not. We were being the best we can be : our lungs gasping for air, our arms stretching through the water, kicking our legs at our best ability and finally just having fun. Everyone was cheering for you no matter what school you were in and that is what made everybody carry on and achieve what they wanted to.

BY Ruby Taylor—Year 8

LEADERSHIP # LEARNING

KRS Swimming Gala September 2018



EXCELLENCE • LEARNING • LEADERSHIP
KING RICHARD
SCHOOL



You can guarantee that every new academic year, our school will hold the annual Swimming Gala and this year was definitely no disappointment.

I have competed in every Swimming Gala since attending KRS in Y7, unfortunately now I am in Y11 this was my last one. However, from participating in every gala, I can honestly say that this year has been one of the best.

Participation was outstanding especially in KS4. Sportsmanship on both an individual and team level was shown throughout the Gala, with every swimmer cheered on until the last race by students, teachers and very loud parents all of which contributed to the spirit of the Gala.

As usual the event was well organised by teaching staff, some of whom successfully won the relay race against the KS4 team.

Although the competition was fierce and Apollo were again the outright winners, I would just like to say that everyone who took part was a winner!

By Tamara Coughlan Y11.



Running to Success

Cross-Country Competition - 2018

It took about two-and-a-half hours to get to Happy Valley, and most of the schools were already there by the time we arrived. The junior schools ran first, completing the course once, but the Y6 and Secondary Schools had to complete it twice. The Year 7, Year 8 and Year 9 girls took to the course first. It took them fifteen to twenty minutes to all finish. Then it was the Year 7, Year 8 and Year 9 boys turn. The course went like this; the first part of the course was a small forest, then a beach, then a stone path to finish. There were a lot of talented runners from the other Secondary Schools, including Silverline, SJS and Foley's School. Everyone tried hard and did their very best. I was so pleased that I achieved 6th place out of the Year 7, Year 8 and Year 9 boys.

By Harry Artis—Year 7



Victory AFTER five years!

KRS Senior Football v SJS Senior Football

27th November 2018

KRS 4 - 2 SJS



Article by: Xander Taylor—Year 13

We departed from school at the end of second break at around 13:00; we arrived at Happy Valley in Episkopi at around 14:30 with a 15:00 kick off. After a good team warm up, our captain Archie Campbell went to the middle for the all-important coin toss, which we lost and this resulted in SJS kicking off. After a period of early pressure by the SJS midfield, and a slow start from the KRS line up, they won the ball in the final third and played a well-timed pass into the feet of their centre forward who was under no pressure and finished this attack with a well taken chip. Conceding early put the KRS team in a sticky predicament. After a period of back and forth in the midfield third, the KRS centre midfielder Luke Oliver-Wood won the ball and launched a piercing attack. The KRS centre forward Sam Cox made a well-timed run in behind the SJS centre backs. This run was met by a sublimely lobbed through ball by Luke Oliver-Wood; the ball was taken under control by Sam Cox and easily finished into the bottom corner. 1-1. After a dull period in the middle of the first half, more midfield battles, SJS started to put the pressure back on; the SJS attack pushed up putting pressure on the KRS defence. With the striker dropping back into a deeper role the central midfielder from the SJS line up started push up and took the ball in his stride beating the KRS centre backs with some slick footwork; this left the keeper one on one with the midfielder who calmly finished into the bottom corner. 2-1 SJS. Half time came moments after.

After an inspiring team talk from Mr Thomas, KRS started the second half quickly. Starting to out-battle the SJS midfield more chances were coming in the final third for KRS. KRS won a corner early in the second half which was well delivered into the area by Luke Oliver-Wood and was missed by the first SJS defender leaving Jack Wigston with an easy tap in which was taken well. 2-2. After the KRS second goal, the SJS team started to up the pace of play causing more battles to be lost in the midfield third. A lobbed through ball left the keeper one on one with the SJS striker but due to good positioning the goalkeeper made an excellent save using his face. This gave the KRS line up a breath of fresh air and more battles were being won in the midfield area. After a few substitutions, and the re-arrangement of the team, KRS were back on top winning everything in the middle and the defence were solid. Getting towards the business end of the match, Jack Wigston played an excellent ball over the top into the feet of running Sam Cox who finished off an exceptional move to put KRS 3-2 up with 15 minutes left to go. After a few good attacks from the SJS attack, and a few well stopped-shots, KRS found an opportunity to break away; again Jack Wigston cutting in from the left played a brilliant ball into Sam Cox who finished his chance for the hat trick with a magnificent chip. KRS 4 SJS 2, five minutes to go. After a few last-ditch efforts by SJS to salvage something from the game, the KRS team went defensive to hold on for the first victory over St John's School in five years. Congratulations to all who came on and played in a wonderful display of the beautiful game and school pride.

Man of the Match: Sam Cox for a wonderful hat trick.

Goals: Sam Cox (3) Jack Wigston (1)

Assists: Luke Oliver-Wood (2) Jack Wigston (2)

FAREWELL from Mr Pointon



As many of you are already aware, this is my final term at King Richard School. In January I am taking the role of Assistant Headteacher at Wymondham College near Norwich and I would like to take the opportunity to say thank you for everyone's support during my time here.

I arrived in Dhekelia in September 2008 having previously worked in secondary schools in Mansfield and Ellesmere Port. I first heard about MOD Schools (or SCE Schools as they were then called) from my sister and her husband who both work for the British Army. The reason I applied for the job was because it sounded like an interesting opportunity to work in a unique environment and support the families of the Armed Forces.

Over the last 10 years, I have seen many pupils come and go and I consider myself extremely lucky to have worked with such pleasant, well-mannered students. Many pupils attend KRS for only a relatively short period of 2 or 3 years and I have always been impressed by their ability to transition smoothly and make new friends quickly. As a teacher of French and German, I have also been impressed by the pupils' positive attitude to language learning and it has been a real pleasure to work with such motivated students. I wish them the best of luck with their continued studies and future plans.

One of the main reasons why pupils make such good progress here is because of the support we receive from parents. I would like to say thank you for working so closely with the school to ensure that the pupils get the most from their education in Cyprus. In my opinion, parental support makes a huge difference and I feel very fortunate to have benefitted from such positive home-school relationships.

I would like to thank my colleagues at KRS who have made my time here so memorable. I have always felt supported and I think the staff and governors do a fantastic job of providing the right environment for everyone to succeed academically and develop professionally. In recent years I have had the pleasure of working with the staff at St John's School and the MOD primary schools on the island, which has also been a rewarding experience. I am very grateful to everyone I have worked with, for their professionalism and encouragement.

I have thoroughly enjoyed living in Dhekelia and I have always been made to feel welcome here. I know I am going to miss so many things about Cyprus, and I'm sure I will be back to visit in the future!

Mr Pointon

