



Newsletter

20th September 2024 | Issue 81



Ministry
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Dear Families,

Fortunate to have the opportunity to call into lessons each and everyday this week, I have seen some outstanding teaching and learning across every area of the curriculum. Particular praise must be afforded to our Year 11 students, who this week have undertaken a series of individual public speaking presentations. Each has been of a quality comparable to tertiary education, with the topics covering everything from banned books to the power and potential of artificial technology. I have been impressed and I am equally impressed by the way Year 11, like all years, have started the year with a sharp focus and commitment to succeed.



On the theme of commitment to success, I was able to celebrate students who last year were placed in the Top 3 of their year group for effort as detailed in their end of year report. Together we enjoyed some cake and reflected upon their efforts and how this year has begun so positively.

On Friday, our Sixth Form enjoyed the opportunity to cement newly formed relationships at the Military Training Wing. Taking to the water, they enjoyed a wide range of sports and team building activities in what, at the time of writing, was unfolding as an extremely enjoyable day. Next week, we have been fortunate to take Year 9 on a visit to HMS Duncan as it docks following its recent and ongoing support for various regional security missions in the Eastern Mediterranean.

Upcoming School Events

Week Commencing 23rd Sept.

Week 2

Tuesday 24th September

National Reading Tests : Year 7-11

Wednesday 25th September

Meet the teachers : 1430—1530 @ SJS Courtyard

Thursday 26th September

SJS Coffee Morning 0900—1000 hrs

Bookings required via SJS.enquiries@modschoools.org

Week Commencing 30th Sept.

Week 1

Thursday 3rd October

RAF STEM Day for Key Stage 3

Head Teachers Surgery : 0900—1000 hrs @ Akrotiri Hive

Week Commencing 7th October

Week 2

Thursday 10th October

St John's School Swimming Gala

SJS Coffee Morning 0900—1000 hrs

Bookings required via SJS.enquiries@modschoools.org

Year 11 and 13 Parent Afternoon : 1430 — 1700hrs @ School Hall



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This week at St John's School



This week we welcomed our new School Nurse, Mr Craig Johnson, to St John's School. Craig will be present each and every Tuesday for students to drop in and discuss any health concerns they may have.



On Friday our Sixth Form students had the opportunity to visit the Military Training Wing to embark upon a wide variety of team building skills.



www.facebook.com/stjohnsschoolcyprus

Let's be friends!

Be sure to add us as a friend of Facebook to keep up to date with what is happening at St John's School



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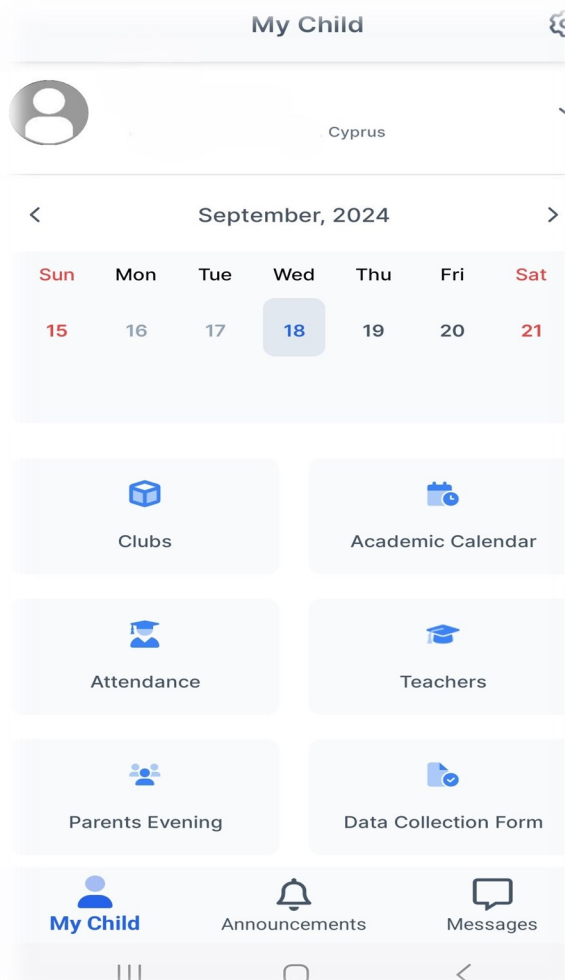
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My Child At School App

We have been mandated to use the My Child At School App to facilitate future communication with parents. This App is to replace our previous use of EPraise.

My Child At School (MCAS) is an online parent portal that allows parents to monitor their child’s progress and wellbeing at school with real-time information and instant updates. It can be accessed via any web browser or an app (available on iOS and Android devices) which offers parents the same features.

MCAS offers parents a wide range of capabilities, including the ability to monitor attendance and behaviour, book parents’ evening slots, see reports, and other important documents, receive communications from the school, make payments, and update any changes in details. And with the parent portal app, all these features can be accessed from a personal device, like a smartphone.



Using the MCAS App

You will be emailed an invitation that will include a link to download the MCAS App. Once the App is opened you will be asked to enter your email address and create a password. You will then be asked to enter a 5 digit pin and tick to confirm to be presented with your child’s dashboard.

Trouble registering?

Should you encounter difficulties it is possible the email address we have for you is out of date. To update your email address or to notify us of difficulties please email Mrs Twyford who will gladly assist you in logging on.

Mrs Twyford’s email is

Hayley.Twyford@modschoools.org.

Further Information

Further guides for parents on MCAS can be found at [MyChildAtSchool \(MCAS\) Parent Guides – Bromcom – Documentation Centre](#). Here you will find comprehensive information on what MCAS can do to support you.



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Meet the teachers - Wednesday 25th September 1430 - 1530hrs

You are cordially invited to meet our teachers at an informal event that will take place in the courtyard place on:

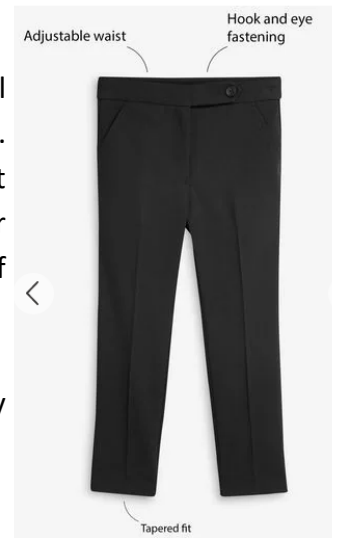
Thursday 15th September 2022 between 1430 and 1600hrs

It is hoped that this event will enable you, along with your child to meet their teachers, as well as other parents (new and old). A selection of complimentary drinks and light snacks will be available.

School Trousers

As per our uniform policy students are permitted to wear tailored school trousers to school. We request that these are either grey or black in colour. Students are not permitted to wear trousers that are of a stretchy and/or tight fitting material. Trousers should have a straight leg/tapered fit. Trouser material should be of a quality that does not provide any degree of transparency.

The school will strictly enforce this aspect of its uniform policy from Monday 30th September 2024.



School Photos

Parents recently received a letter regarding this year's school photographs. School photos, both group and individual photos, will be taken during the week of Monday 4 November, starting on Tuesday when the students return from the half term. The cost for the photographs will be €10, which will include 1 large and 2 small individual photographs, as well as a form tutor group photograph.

As payment is required upfront, we need to ensure sufficient interest to make class photographs feasible. To help us plan accordingly, please confirm your intention for your child to have a school photograph by completing the attached proforma and returning it to the school, along with the €10 or €14 payment by Friday 27th September.



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Annual Consent Form for school trips and other off-site activities

Last year, St John's School introduced an annual consent form which enabled you to give permission in advance for your child/children to take part in activities locally, such as outdoor learning, and school trips further afield. This was very successful and it helped to reduce the administrative burden on both parents and staff.

Following this success we would like to do this once more. Parents/carers will still be contacted in advance of school trips with fuller excursion details. This provides a further opportunity to withdraw consent if applicable. The trips and activities covered by this consent include:

- **All visits (including residential trips) which take place during the school day, during holidays or at the weekend**
- **Adventure activities at any time**
- **Off-site sporting fixtures outside the school day,**

You can, withdraw consent by informing the school at anytime and/or ahead of a specific school trip or activity. Further written parental consent will not be requested from you for off-site activities offered by the school. In completing the annual consent form you are signing to say you are happy for your child / children to:

- a) To take part in school trips and other activities that take place off school premises**
- b) To be given first aid or urgent medical treatment during any school trip or activity**

Please complete the consent form by scanning the QR below, if you agree to the above.
Please complete a form for each individual child.

For further information or to have any questions answered, please contact:

Mrs Ange Dakin

Tel: 00357 2596 8045

Email: Angela.Dakin@MODSchools.org

Annual Consent Form





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Goodbye to Mrs Knight

Today we say a very sad farewell to Mrs Danielle Knight. Mrs Knight joined St John's School over two years ago working with Mrs Bonar in our Sixth Form. Over the past two years Mrs Knight has been instrumental in reshaping our Sixth Form provision by supporting Mrs Bonar in raising expectations, forging excellent student relationships and establishing a bespoke Sixth Form Centre in its current accommodation.



Mrs Knight relocates with her family back to the UK, where she will return to the classroom as an English Teacher, and inspire future cohorts of students in their love for English language and literature. On behalf of everyone at St John's School, and the cohorts of former Sixth Formers who she has supported, we wish Mrs Knight and her family all the very best in settling back into life in England.

It's time for a Macmillan Coffee Morning and you're invited

Let's do whatever it takes to support people living with cancer.

Place: St John's School
Date: Friday 27th September
Time: Second Break: 12:35 to 13:00
Contact: Miss Dunmore



Best Baker

Award this to the best home-bake or make



Best Faker

Award for the best shop-bought entry – no baking skills required!



MACMILLAN CANCER SUPPORT

Calling all bakers and fakers, there will be a competition for the best home made cake and for the best shop brought for both students and staff!

The event relies on your generous donations of cakes, bakes and treats. Please deliver to the staff room before 8am on Friday 27th September.

As well as cakes and bakes to buy we will also have games and competitions, such as quizzes, word search and guess how many sweets are in the jar.

Colour in bunting is also available now from Miss Dunmore so your artwork can be on display on the day.

How we helped people living with cancer in 2023

A few highlights from our latest report



2.3 million

Our services reached and supported an estimated 2.3 million people affected by cancer.



730,000 people

Our Macmillan nurses, support workers and palliative care nurses reached approximately 730,000 people living with cancer.



£310 million

We helped to identify millions in benefits through the advice provided by our Macmillan Support Line and £310 million through our local Welfare Rights Services.



£226.8 million

Our supporters and fundraisers raised an incredible £226.8 million.



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Home Learning

Coinciding with the start of the new academic year, we have released a new policy that underpins our approach to home learning. Composed in consultation with students, parents and staff during the latter part of last year the policy compliments the different metacognition and self-regulation approaches to teaching. These approaches have a significant effective size, as evidenced by educational research ([EEF, 2024](#)). Employing metacognition and self-regulation in lesson and through home learning, students are supported to *“think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning”* ([EEF, 2024](#)). Essentially the aim is to encourage students to be more self directed in their learning and take greater responsibility in order to realise the potential positive impact of metacognition and self regulation of more than 7 months of additional progress ([EEF, 2024](#)).

Our policy towards home learning provides no expectation for teachers to set home learning tasks specific to their subject and/or lessons, however teachers will set specific home learning tasks as and when it is appropriate.

In the absence of specific home learning tasks being set, the expectation is that students should take responsibility for their own independent learning and develop their personal understanding of what is required to succeed ([EEF, 2024](#)). Students can be supported by parents to reflect upon what they have been taught in lessons to consolidate learning and expand their understanding through wider reading and associated study techniques. Students will be explicitly taught study habits and techniques within the curriculum in each subject, which can then be applied at home. Parents will also find suggested activities to support their child at home in each weekly edition of the Head Teachers Newsletter. It is suggested that students should undertake two thirty-minute periods of home learning daily.

Informed by [Tom Sherrington and Oliver Caviglioli’s Students and Parent Walkthru’s](#) book St John’s School has adopted eight core study habits that can be applied by students and supported by parents to enhance their learning. These habits are listed below:

1. Big Picture
2. Summarising big ideas and key details
3. Practice Explaining
4. Using flash cards
5. Mapping (for example mind maps)
6. Open Recall (Brain Dumps)
7. Spacing and Interleaving
8. Face it (fact – Apply – Connect - Exam)

Our home learning policy can be located with all of our policies on our website.



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Informed by [Tom Sherrington and Oliver Caviglioli's Students and Parent Walkthru's](#) students are encouraged to reflect upon their classroom learning by considering the 'big picture' and practice the examples and actions detailed below.

The Big Picture



Survey the whole
content



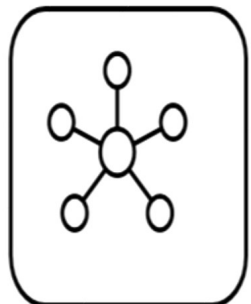
Connect to other
areas of study –
Zoom Out



Survey the topic
breakdown –
Zoom in



Identify key
themes/ideas and
concepts



Keep track as you
explore the detail

Examples or actions

1. Key questions: *What's it all about? What are the main ideas, themes, concepts?*
2. Where does this fit in? - *Zooming out and link learning to other topics – What is the main idea? How does it connect to previous learning and other topics I've already learnt?*
3. Where does this fit in? - *Zooming in and chunk it down. How does the main idea/theme/concept link to subtopics within this unit - how does it connect to previous learning?*
4. Key themes/ideas/concepts - *What are the main ideas? How do you know? What does it mean? Why are these main ideas being explored? What's an alternative? What's an example of the main idea/ concept/ theme? Where can this be found?*
5. Record learning: Create a visual of the Big Picture – mind-map, flashcards, lists/bullet-points, tables, time-lines, branching trees



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Halloween Disco



Key Stage 3 students will be offered the opportunity to attend a Halloween school disco on 24 October 2024 between 1800-2000 hrs.

The event will involve a disco, games and a tuck shop. Students will also be encouraged to take part in Halloween fancy dress on the night.

Students can be dropped at Episkopi Primary School car park but will need to be collected from the St John's School Hall at 2000 hrs promptly unless permission has been given through the QR code below for them to make their own way home.

The Disco will cost €2 for attendance and will take place in the St John's School Hall. Students can bring money to buy snacks and drinks from the tuck shop and to take part in games.

In order to confirm attendance, parents must complete the permission form via the QR code

(right) prior to the event. This form will close on 23 October.

For any queries or further information please don't hesitate to contact Mrs Gardiner on the email provided below.

Yours sincerely,

Mrs K Gardiner
Head of KS3
Teacher of Physical Education
Katie.Gardiner@modschoools.org

Halloween Disco 24th October
2024





INTEGRITY • COMMITMENT • RESPECT

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15:00 - 20:30 FREE ENTRANCE

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St John's School Writers

This week, Year 11 are nearing the end of their Spoken Language Presentations and students have maturely and impressively presented on a wide range of topics. This week's submission is from Wiktorija, who explores the difference between criminal convictions between men and women.

Have you ever wondered why men are convicted and suspected of more crimes than women?

According to the gov.uk Ministry of Justice, men commit approximately 75% of all violent crimes worldwide. This may seem shocking to you or maybe not, if you understand the true reasoning behind this. Gender plays a significant role in criminal behaviour and crime rates and you are about to find out why.

Men naturally have higher levels of testosterone inside their body than women. Which, briefly speaking, means they have higher rates of aggression and impulsivity. Crime rates and types of criminal activity vary greatly between males and females, because of a combination of biological factors like hormones and brain differences, but also social factors such as gender roles, cultural expectations like 'men should protect the family and be frightening and fearless', and economic conditions. These factors create different behaviour patterns and opportunities for men and women.

According to gov.uk, in 2021, 79% of individuals dealt with by the Criminal Justice System were male, and 21% were female. Furthermore, men are responsible for the majority of violent crimes as well as property crimes. From 2020, males made up around 80% of those arrested for violent crimes, including murder, robbery, and aggravated assault. For specific crimes like homicide, men were responsible for nearly 90% of arrests.



According to criminal justice and criminology textbooks, government and law enforcement reports, women are most commonly seen committing crimes like shoplifting, but also burglary and theft. Financial crimes, such as embezzlement also occur, particularly in professional environments, where women may have access to financial documents or resources.

As I mentioned earlier, men have higher levels of testosterone than women, and women have more oestrogen in their system than men. Testosterone controls many things, mood being one of them. Testosterone activates the subcortical areas of the brain (in simpler terms it's basically what you learn in biology like the pituitary gland), which produces aggression and increases the levels of impulsivity. Whereas higher levels of the hormone oestrogen in women (especially during certain phases of the menstrual cycle) are associated with more cautious behaviour, greater sensitivity to social approval and stronger responses to punishment or negative outcomes. This of course, if you're a fast learner, explains why men tend to commit more crimes or be suspected of them more than women.



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St John's School Writers

Although there are many biological factors that affect the differences in criminal behaviour, there are also social and cultural factors as I mentioned to you at the start. Women are often socialised towards caregiving and compliance, whereas men are often socialised to embody traits like aggression, dominance and competitiveness, which are culturally associated with masculinity. From a young age, boys may be encouraged to assert themselves physically and emotionally, often through sports, rough play and competitive activities. This emphasis on aggression can increase the likelihood of men engaging in violent behaviours, including criminal acts such as assault, robbery, and homicide. In addition, there is also a lot of pressure on men to provide and succeed which places significant pressure on them to achieve economic success. When means of this are unavailable or seem inadequate, some men turn to criminal activities. Of course, all of this does not mean for sure that men will turn to crime, it is determined by many different factors like upbringing (examples set by parents/loved ones/friends), social/economic status and a variety of different influences.

Furthermore, there is a significantly large difference between the social support networks for men and women as many of you can probably easily pick up on nowadays. Women often have stronger social networks like friends and family, which can provide emotional and financial support during difficult times and prevent them from committing any crimes. Whereas men commonly do not have as strong social networks as they are generally socialised to be self-reliant and less likely to seek help or support during times of economic or personal crisis. This isolation can lead to higher stress levels and a greater likelihood of engaging in criminal behaviour as a means of coping or escaping from their difficulties.

When you hear the name 'criminal justice system', what's the first thing that comes to your head? Professional? Unprejudiced? Although this should be true, it is not always the case. An additional possible reason for men's suspicions and convictions could be the gender bias in policing and sentencing. Men often receive harsher sentences and women sometimes are treated more leniently. The explanation for these decisions could be the flexibility towards women. They are less likely to be arrested or charged with certain crimes, particularly non-violent offences, due to gender stereotypes that view them as less dangerous or more likely to improve, especially if they are seen as first-time offenders or mothers leading to them being often offered diversion programs instead of going to trial. In contrast to this, men particularly those fitting certain racial or social class profiles are more easily arrested and charged with crimes, partly due to stereotypes that associate masculinity with aggression and criminal activity, leading to a perception of men as naturally more dangerous. This can lead to fewer plea deals and higher conviction rates for men, as seen in the evidence I spoke about before.

The final point that I wish to address, more relevant in this case, is how schools can prevent the development of negative mindsets among students towards crime. If they do not already, schools could consider introducing educational programs with case studies and discussion topics about current events that clearly explain the social, legal and personal consequences of criminal behaviour. There may be individuals simply not fully aware of the consequences and it could help students understand the real-world impacts of crime and the importance of making ethical decisions. While attempting to improve methods at school may not be effective for everyone due to various influencing factors, it can always be worthwhile to give it a shot.

To summarise, it is clear that both genders have it tough sometimes. Understanding all the points mentioned, not only could help people that are disadvantaged to improve, but also create fair and effective crime prevention and intervention strategies. If individuals could encourage further research and policy development that considers gender differences in criminal behaviour, they could improve the criminal justice system and help to avoid biased decision making. In the end who knows, hopefully not, but this could even help you in the future.