



Newsletter

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Dear Families,

On Monday our Year 11 students organised and hosted a school disco for pupils at Episkopi Primary School. It was a fantastic event, and one enjoyed by all, as our students tried to raise money to offset the costs of their upcoming end of year Prom. Elsewhere our Year 12 and 13 students benefitted from all important Careers information advice and guidance provided by the Forces Employment Charity.



On Wednesday our school participated in a peer review with a focus upon the implementation and embedding of our whole school culture and ethos. The review undertaken by colleagues from Episkopi Primary School, King Richard School, DCS and a Governor also looked to evaluate our processes surrounding the induction of new students joining our school at different times of the year. The findings of the peer review will assist in planning for our next steps, particularly as we end this academic year and plan for next.

Wednesday also saw our school host an interschool football tournament. Whilst Thursday saw students and parents of Year 9 begin to ponder their GCSE options for Year 10. The week ended with our annual talent show which generates support for Comic Relief.

Upcoming School Events

Week Commencing 17th March

Week 2

Monday 17th March

Year 11 Core Mock Examinations

Tuesday 18th March

Year 11 Core Mock Examinations

Thursday 20th March

Headteacher's Surgery : 0900—1000 hrs @ Akrotiri Hive

Post 16 Options : A Parent Information Event @ 1430 hrs

Friday 21st March

Duke of Edinburgh Bronze Expedition

Week Commencing 24th March

Week 1

Monday 24th March

Year 11 Core Mock Examinations

Tuesday 25th March

Year 11 Core Mock Examinations

Wednesday 26th March

SGC Meeting @ 1000 hrs

Thursday 27th March

SJS Coffee Morning 0800—1000 hrs

Bookings required via SJS.enquiries@modschools.org

Week Commencing 31st March

Week 2

Monday 31st March

Rewards Trip

Tuesday 1st April

Rewards Trip

Wednesday 2nd April

Year 8 Environmental Trip—Cohort 1

Thursday 3rd April

Year 8 Environmental Trip—Cohort 2

Headteacher's Surgery : 0900—1000 hrs @ Akrotiri Hive

Friday 4th April

Last Day of Term—School Closes at 1230 hrs



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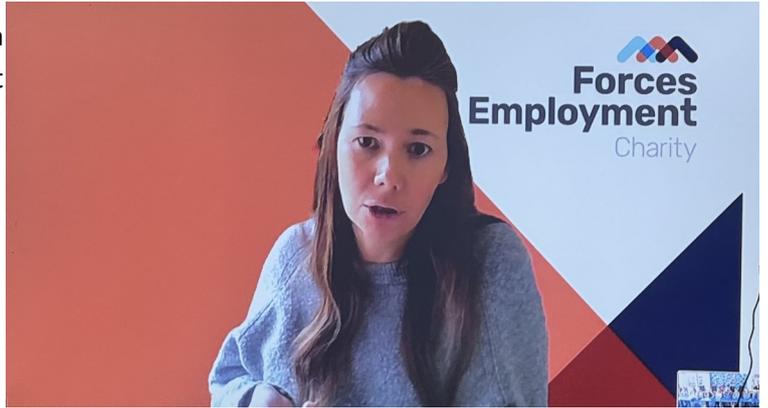


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This week at St John's School



Thank you to Kelly from the Forces Employment Charity who spoke to our students on Tuesday during their Careers Lesson and explored the bespoke career support available to them.



Monday ended with our Year 11 students organising a very well attended school disco at Episkopi Primary School. Sugar fuelled, dressed to party and decorated with face paint, it was an energy filled event that was enjoyed by all of the pupils in attendance and helped to raise money that will offset the costs of this year's end of school promenade dance (Prom).





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Post 16 Options : A Parent Information Event @ 1430 hrs

We would like to invite parents of students in Year 11 to attend a Post 16 Options Parent Information Event. Led by Mrs Bonar, the event will provide students and parents to find out more about Post 16 opportunities whether here at St John's School or further afield in the UK. Students and parents will be able to learn about the wide variety of Post 16 routes available to them, these include traditional A-Levels to vocational courses such as BTEC's and T-Levels as well as the wide variety of apprenticeship students may wish to pursue. Students and parents wishing to continue their education at St John's School will also be able to find out about our offer and facilitates to help inform and understand what happens next as students come to the end of their GCSE courses.



Leavers - Year 7 to 12

Sadly this academic year will see a significant number of students leave St John's School. We are aware that a number of you are starting to receive details of your next posting.



If you know you will be leaving us before the new academic year, please can you inform the School Office as soon as possible by completing a [Departure Form](#). This will help us ensure that your child has a smooth transition

to their new school and that all the information required is prepared and ready to send across to them. This also includes children in Year 11. If you are unsure of exact dates, or currently do not have a school confirmed, please still complete the form as these details can be added at a later time.

If you have any queries regarding this, please do not hesitate to contact Mrs Parkinson on 00357 2596 3888 or alternatively you can email at Kate.Parkinson@modschoools.org.



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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Parent View

Thank you for your ongoing willingness to provide our school with feedback detailing your views and observations, whether that is shared by email, in person on a Thursday or via our OFSTED Parent View feedback sheets provided during Parent Afternoons. DCS are keen to provide further opportunity and invite you to engage in providing feedback and you may do this via the QR Code displayed and/or by selecting the link provided which will take you to a Microsoft Form. Thank you in advance for sparing any amount of time to provide feedback in this way.

St John's School - Parental
Satisfaction Survey



<https://forms.office.com/e/mRuVg4hXLY>

Year 11 Examination Timetables

On Thursday this week our Year 11 and Year 13 students received their GCSE and A-Level examination timetables for the upcoming Summer Series. Should you have a child in Year 11 or Year 13 be sure to review their timetable to check the upcoming dates and times.

Year 11 Revision Enrichment Club



Each Tuesday after school students in Year 11 are invited to stay in school between 1400–1500hrs to undertake quiet revision and independent study. This time will be ideal for students who struggle to commit to their revision at home and would benefit from having the time and space to study under supervision at school.

Should a student in Year 11 wish to take advantage of this opportunity, please ensure they enrol into this extra curricular activity via the My Child at School (MCAS) App or via the BromCom Student App.



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Y11 Core Mock Examinations



10.15am	All year 11 students must be in school at this time. Buses arranged to bring students to school: Akrotiri Chaplaincy at: 9.30am Akrotiri 'Watering Hole' at: 9.35am South Paramali main gate at: 10.05am		
10.45am	Morning Examinations begin:		
	Mon 17th	English Language	Finishes 12.30
	Tue 18 th	Combined Science	Finishes 12.00
		Triple Science	Finishes 12.30
	Mon 24 th	Mathematics	Finishes 12.15
	Tue 25 th	Combined Science	Finishes 12.15
Triple Science		Finishes 12.30	
12.35-13.00	Second break as normal		
13.00-1400	Student attend period 5 (may be revision or continuation of course at teacher's discretion.		
14.00-14.45	Student break. Students may leave school during this time.		
14.45	Students assemble outside examination room		
15.00 onwards	Afternoon Examinations begin:		
	Mon 17th	Mathematics	Finishes 16.30
	Tue 18th	Mathematics	Finishes 16.30
	Mon 24 th	Combined Science	Finishes 16.15
		Triple Science	Finishes 16.45
	Tue 25th	English	Finishes 16.45
After pm exam	Buses arranged for Akrotiri and Paramali students.		



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Metacognition

At St John's School we are increasingly aiming to make our students aware of their own learning and how they learn best. Through metacognitive strategies students are given the chance to learn new knowledge and concepts and then apply, analyse and synthesise everything they have learnt and ultimately be able to evaluate outcomes. The diagram below illustrates the metacognitive processes we encourage in our students.

BLOOMS TAXONOMY



The most powerful learners are those who are reflective, who engage in metacognition – thinking about what they know – and take control of their own learning.



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Metacognition cont..

There are a number of strategies students can use to evaluate their own learning:

1. Self-Questioning

Self-questioning involves pausing throughout a task to consciously check your own actions. Without self-questioning, we may lack humility and awareness of our own faults. Most importantly, we would not be able to improve because we never took the time to ask ourselves important questions like:

- Is this the best way to carry out this task?
- Did I miss something? Maybe I should check again.
- Did I follow the right procedure there?
- How could I do better next time?
- Am I looking at this task the right way?
- How can I do a better job at thinking about what I'm doing?
- Good students question their actions both while they're completing the task and after finishing it

2. Awareness of Strengths and Weaknesses

Central to metacognition is a person's capacity to see their own strengths and weaknesses. Only through looking at yourself and making a genuine assessment of your weaknesses can you achieve self-improvement.

One way to start looking at your strengths and weaknesses is to use a SWOT chart.

A SWOT chart is a chart with four sections:

- **Strengths:** write down what you perceive to be your strengths as a learner.
- **Weaknesses:** write down what you perceive to be your weaknesses as a learner.
- **Opportunities:** identify opportunities you may have to improve your cognitive skills in the coming weeks or months.
- **Threats:** identify potential threats that may prevent you from improving your cognitive skills in the coming weeks or months.

3. Writing Down your Working

Most people will recall mathematics teachers saying: "I want to see your working so I know how you got to your answer."

This teacher is ensuring you are employing the right thinking processes and can show others how you went about *thinking about* the task.

When you become an expert at a topic you tend not to think about your thinking. We sometimes call this "unconscious competence" Writing down your working-out process will help you make sense of your learning and help to understand mistakes.



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57th

DHEKELIA DASH

29.03.25

TWO EVENTS

1 Mile fun run – 1000 hrs

DHEKELIA DASH 15 x 1 Mile loops – 1100 hrs

TEAM BRIEF – 1030 hrs

ENTERTAINMENT 1000 –1500 hrs

BFBS ROADSHOW, PARACHUTE DISPLAY,
BAR, FOOD VENDORS, BOUNCY CASTLES AND
MUCH MORE TO KEEP THE KIDS ENTERTAINED.

FOR MORE INFO CONTACT:

MAJ BAZ MITCHELL - 2IC DHEKELIA STATION

BFC-DHK-HQ-GpMailbox@mod.gov.uk

(00357) 2474 4807

94120 4807

We look forward to taking a St John's School Team to participate in the upcoming Dhekelia Dash.
Should students wish to participate in this year's Dash, please contact Mr Marsden.



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St John's School Writers

With the GCSE examinations just six school weeks away, Year 11 have been completing in-class practice assessments in preparation for the summer. This week, students had the choice to either analyse the presentation of Sheila or analyse the presentation of the effects of selfishness in the play.

How does Priestley present Sheila as a character who learns important lessons about herself and society?

In 'An Inspector Calls', Priestley presents Sheila as a character who learns important lessons about herself and society by exploring her character arc and how the Inspector may be a catalyst for this change. Perhaps, as a young woman, this is to show Priestley's view on how it is possible for the younger generation and women to make a change.

At the very start of the play, Priestley presents Sheila as an immature, submissive 'girl', who is a stereotypically privileged young woman. Priestley conveys this by presenting her in the opening stage directions as a 'young girl in her early twenties, rather pleased with life'. The verb 'pleased' conveys her mindset and



actions, possibly showing how she may not contribute much towards society and not have much input. This is further proven as she calls her mother 'mummy', which shows her immaturity and how she may still act like a child. Priestley also uses her naivety and submissiveness to set the foundation for her character arc, as she says 'sorry daddy, I'm listening now'. Her apologetic and immature tone conveys a sense of submissiveness towards her parents and possibly society as a whole. Priestley uses this to possibly reveal the stereotype that her privileged character represents in Edwardian society and how there needs to be a change in terms of women's assertiveness.



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St John's School Writers cont...

When the Inspector is introduced, Priestley uses this to catalyse Sheila's character arc through realisation as she starts her rebellion and opposition to her parents, which could represent female advocacy. When Inspector Goole 'interrogates' her, she starts off by questioning, 'so I'm really responsible?' which could show her moment of realisation and how she will now stand up for herself and others. Priestley supports the start of this as Sheila states to her father that 'these girls aren't just cheap labour – they're people'. Priestley uses the reference to 'cheap labour' to challenge the capitalist mindset that Mr Birling has and show his own opposing ideas to capitalism. This could be linked to the trade unions suffragette movement in the late 1910s and 1920s to show the power women could hold if they continue to fight for their rights. This part of the play shows Sheila fighting for her father's workers and standing up to her father, who was seen as superior and dominant in the play's setting.

After Sheila's character development through the play, Priestley highlights what she has learnt about the society she lives in and about herself as she now realises she has to be assertive, mature and strong to fight for women, against capitalism and the many who are less fortunate than she is. This is proven in Act 3 when she insults her parents by calling them 'childish' and how it 'frightens' her the way that they talk. Priestley uses the irony of 'childish' to show how she has detached herself from immaturity and now believes that her parents' views may not be correct. Priestley uses Sheila as a symbol for the younger generation and women to reveal the importance of standing up against those who may be treating others unequally in society. For example, the exploitative power of capitalism and men being seen as superior without women even having the right to vote. Crucially, Sheila also starts to make conscious decisions by herself as she thinks it's 'too soon' for her and Gerald to get married after she finds out his true character, which shows both rebellion towards Gerald and her parents.

In conclusion, Priestley uses the Inspector's influence, as his mouthpiece, on the younger generation to convey how they are they future and can have a societal impact for the better. The Inspector could also represent his criticism of the themes of the play as a whole with his use of Sheila's new-found important lessons and character arc, as many young people need a catalyst to make them realise that they can influence and affect change. This is also proven by the stubbornness of Mr Birling and Mrs Birling and how they refuse responsibility, whereas Sheila and Eric take responsibility once they come to the conscious understanding that they were in the wrong.

Sam D (Y11)