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contents

Learning to cope without the 'magic' of school

6

An opportunity for educational change?

14

Choosing the school with the right fit
for your child

20

Advantage of sports goes beyond
the field

26

Attracting all the talent out there
and keeping it in Cyprus

32

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Why education should start young

36

IB vs A levels: time for a rethink?

42

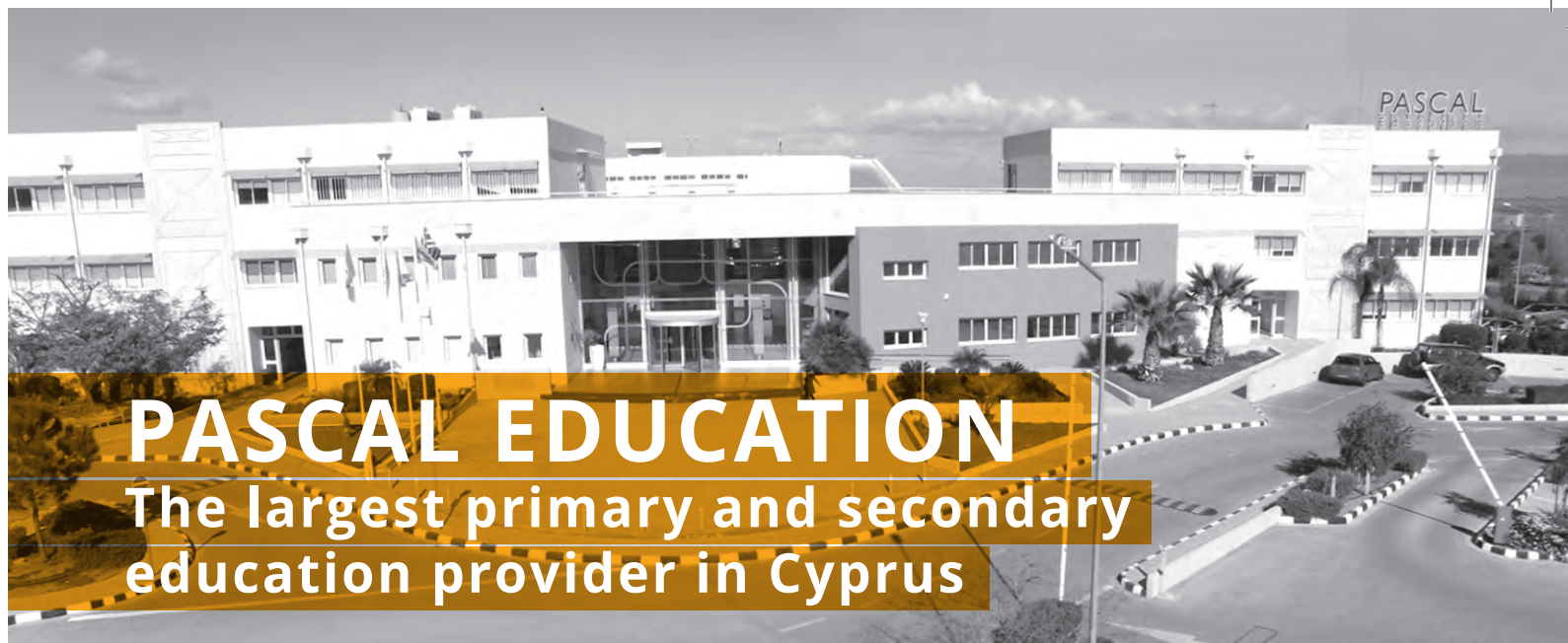
Complete guide to what each school
offers

45

Private education in numbers

76





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Learning to cope without the ‘magic’ of school

It may be too early to assess the impact of the pandemic on education, but anyone who has witnessed a child learning online since the closure of schools can see how it has affected their rounded learning.

“On one level it [the pandemic] has not affected us very much as we have managed to provide continuity of education online, even providing music, art and PE lessons. Some of the practical sessions, in the sciences for example, have been challenging, but we have found ways to work around the obstacles,” explains principal of The Junior & Senior School in Nicosia Paulo Duran.

“Like every school, we’ve tried to minimise the loss of learning by having remote teaching right from day one... we’ve had a big drive on remote teaching, online learning and we’ve done a lot of innovative kinds of practices to make sure that that works in terms of sharing resources, even having blended learning at times (simulta-

By Melissa Hekkers

neous online and in class participation)... we've really gone as far as we can to adapt to the ever changing needs," adds headmaster of The English School in Nicosia David Lambon.

Adapting to new circumstances has required schools to be supportive of groups that potentially face additional challenges. "We've had to become more flexible, particularly with exam classes and their preparation... we're trying to make sure that we support students fully through this stage of uncertainty by adapting the programme and being very clear with them about what will be expected in order for them to achieve a given level but also maybe give them a number of opportunities to reach that level," says Lambon. With some year groups not sitting exams, other year groups returning to school and others continuing online schooling, teachers have had to adapt their assessments. "Teachers have to be flexible and innovative in their thinking so as to give students ample opportunity to show how good they are but at the same time balance that with pressure of performance," adds Lambon.

But the stress has not been felt by the teachers alone. "Studying in your room, in front of a screen for hours can be tiring, and it can often be difficult to find the motivation to excel academically without the usual school routine," says 18-year-old student Sebastian Nikita. "I'm challenged by the loneliness and isolation of the space I'm learning in," adds his peer Georgia Economidou.

Adjusting the curriculum for younger children who aren't in a position to follow back-to-back lessons online, giving comfort breaks from the screen, making sure



'Studying in your room, in front of a screen for hours can be tiring, and it can often be difficult to find the motivation to excel academically without the usual school routine'

material isn't delivered too quickly leaving some students behind, have all had to be taken on board by the teachers.

On their end, parents too have taken on new responsibilities and worry about insufficient support. "Both my children are quite strong academically," says Alexia Panayiotou, mother of two. "That said, I worry for children who are less so - I really think that online education will leave them further behind and increase existing inequalities down the line."

"As parents we need to really commit to our own resilience, our own self-care habits, so that we can be fully present and respond sensitively to our children's emerging needs as the situation unfolds: both the needs we might have predicted, as well as those needs that catch us by surprise," adds Iole Damaskinos, a mother of three at junior, senior and university level.

Yet aside from managing the current challenges of online education, the long-term impact of children not physically attending school seems to be more alarming. The lasting effects can be divided into two main aspects: the curricular, education, academic and learning side of things, and most importantly perhaps the entire cultural and social front. Lambon estimates that "the effects of not having normal schooling and the activities that students have missed out on probably account for a year's worth of development whether its extra curricular activities, skills or foot-





'My older teen should be going out at this stage in life, meeting friends, even forming romantic relationships - all part of growing up. None of this is happening'

ball, music, school concerts... if you don't nurture those sorts of interests at the onset it's more difficult to try and get that interest at a later date. Education nowadays isn't just imparting knowledge, it's about experiments and learning from practice, it's about designing, exchanging views, being creative together, whether that's in music, art, indeed sports and being part of a team. These aspects are sadly very difficult to substitute online."

"Without the buzz of the classroom setting and the company of my friends in class, it is extremely difficult to remain positive and motivated while learning. Many of my subjects at A Level, such as Drama, involve a lot of group work, class discussions and collaborative activities, which are challenging to approach with online learning, as there is no direct contact or communication with others," says Economidou.

At The Senior School in Nicosia, PSHE sessions, online assemblies, interviews with students to decide on subject choices for GCSE, or simply reaching out and seeing how students are have been undertaken to address both the wellbeing of stu-

dents and to sustain the community spirit. Perhaps one of the biggest challenges pupils have faced is the lack of community and togetherness. "It's unlikely that they'll remember Pythagoras' theorem that they learned in class but they will certainly remember the musical that they did with their friends in Year 5 or the cross country event or the ski trip," says Lambon, "there's so much more than imparting knowledge, we can do that online, that's one of the things that the pandemic has shown us. But I don't think we do it as efficiently because learning is not just about reading an encyclopaedia and learning facts, it's about appreciating other people's point of view, being able to behave, being able to discuss, learn from your teachers and your peers, not being fixed in your ideas and being able to appreciate and respect the view of others and integrate them into your own thought process; you have to give them opportunities to make mistakes and learn from them, grow, and that's missing," he adds.

"My older teen should be going out at this stage in life, meeting friends, even forming romantic relationships - all part

of growing up. None of this is happening. She will most likely be off to university next year, in a bigger city somewhere else in the world without really having learned how to navigate being on her own or relating to people she doesn't know. These skills cannot be taught while being isolated at home," says Panayiotou.

Without the community spirit and interaction between students themselves and teachers, "the magic of schools", as Lambon puts it, online learning is often isolating for both students and teachers. The mental health of both has also come more into focus over the course of the pandemic. "A number of students have felt the impact and this has been exhibited through anxiety and stress regarding schoolwork and examinations as well as the physical isolation they may be experiencing," says senior assistant head at The English School responsible for pastoral care Yiannis Georgiou. "IGCSE/GCSE and GCE A Levels have been cancelled by the UK government; you'll appreciate the angst this will have generated among students but also members of staff who are working hard to support and guide students and deliver the curriculum to those they teach," he adds.

As far as mental wellbeing is concerned, Georgiou puts forward that even though children at different ages have different problems, the stress this can cause is the same across the board. "The graduating class will be most concerned about their A Levels that have now been cancelled as well as the social aspect of school life. Younger students will be more concerned with the uncertainties caused by lockdowns and the disruption to their school lives but also life in general," he says.

Panayiotou adds that the impact differs depending on children's personality and age. "My more introverted son is actually doing fine with online education; my older teen who is also more extroverted is having a hard time getting motivated and concentrating. I have no way of knowing what they are actually learning; I worry that being in bed in their pajamas while in class is not really 'engaging' with the material."

Damaskinos says her "youngest begs me for imaginative play with her toys... I'm anxiously aware that I'm a poor substi-

turn to page 10



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tute for friends her age. My teenagers are missing out on all the important bantering, socialisation, high-energy escapades, even the flirting, that goes with the territory of adolescence. My university student is stressed about the lowered quality of her Masters, and being short-changed. She's stressed about her job prospects next year in a tanked economy. All of the kids are missing out on the cumulative daily, essential, formative give-and-take that comes from normal three-dimensional interaction with their peer groups."

The physical aspects of online schooling are an additional challenge. Spending schooltime online "can naturally cause headaches and eye strain," says Georgiou. "My daughter had to miss school because her eyes were so dry, they hurt and both children have felt dizzy repeatedly," says Panayiotou. "About a month ago we had to take my son for an MRI and a migraine injection because he had non-stop debilitating migraines. I'm sure this is related to being in front of a screen for hours; it's not just classes from 8-2:30, it's also the additional homework, plus having all their social lives online - from texting friends to zoom calls with grandparents," she adds. Routine tasks are equally hard to address. "Teeth brushing that is tied to getting up at a certain time and getting ready has fallen by the wayside. The same with snack

times. Even our dentist has told us that she has seen a lot more cavities in children in the last few months than ever in her career," she concludes.

Yet the entire experience of living through a pandemic is a lesson in itself. "I think they're getting an 'education' in different things. They're getting a crash course in what happens in society when a crisis strikes. We speak a lot about the inequalities of the world, they've asked a lot of questions about health, chronic illness, what is fair... Only time will tell how significant the purely 'academic' learning loss is," says Damaskinos.

"Perseverance is perhaps one of the most prominent skills that we have to develop with online teaching; with such a sudden change in the way we're being taught, we have to learn how to make the most out of situations like these, and find ways with which we can stay positive and work harder," explains Nikita.

And now with the return of students to school campuses "we will need to be sensitive to the possible emotional effects of a lockdown and any gaps in learning that will need to be addressed," says Georgiou, something which Lambon estimates will be of prime importance, particularly for the young students who haven't had the opportunity to practice social skills.

From a positive perspective, resilience is perhaps one of the only benefits for this generation. "If you come through this strong, you've had to cope with a lot

of uncertainty and things that are beyond your control and that's a very important life lesson," says Lambon. "We're probably all a little bit more resilient and for students to learn that is a good thing. I would never choose it for them, I'd much rather their normality and the ability to interact with their peers and teachers every day," he adds. "But to be fair to this generation, I think they've done an incredible job in terms of sustaining the online learning, and despite of all the challenges, keeping up their spirits and humour. They're doing their best to do their best in the circumstances."

"This particular situation will of course pass, but what will be the aftermath? I think the greatest challenge is realising that I need to somehow do my best to raise my children to be adaptable human beings, able to find happiness and purpose in a world very different to the one in which I grew up," says Damaskinos.

"In a few years' time, once our students graduate from university or similar, we will start to see the impact of the resilience, need for problem solving, creativity and adaptability," adds Duran. "The last generation has seen the Steve Jobs, Bill Gates, Mark Zuckerberg stories of individuals or small teams that have created business empires almost from scratch thanks to technological advances and opportunities and I think the 'Covid years' will accelerate this trend. I also think we will see a more compassionate and community minded generation".

"Although home schooling has its benefits, such as having more time to focus during class time because of the absence of a full classroom full of people, I cannot wait to go back to school so that I can once again feel surrounded by a community of support, creativity, interaction and communication," concludes Economidou.

What is for certain is that online teaching and learning will be an integral part of the educational landscape from now on. "Ideas and approaches that were seen as revolutionary and daunting even a year ago are now part and parcel of what we offer," says Duran. "Much more will change, I'm sure, but it has also reminded us of how much a school depends upon human contact and the need to be part of a community".



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The uncertainty that defines recent years, the economic and health crises, the collapse of values and standards - all these have created doubts and a general feeling of disenchantment and insecurity. The schools of the future are assertive, creative, progressive, flexible and adaptable. These are elements at the core of The International School's philosophy. We embrace a holistic education that emphasises the bond between teachers and students which is defined by integrity, mutual respect, trust and reciprocity. In cooperation with all the stakeholders in the educational process- the community, the parents the staff and students- we have built a school community that functions as a second home; one that enhances the learning of essential values and respect for everyone. *"The school is equipped with both traditional and modern resources which ensure that we keep abreast of the ever-changing world of education. Within its excellent facilities, the school thrives on its ability to maintain a human and humane element in all its actions and interactions. We, as educators, are the foundation and leading force of change that our society needs and demands. As such, The International School of Paphos remains a school for the future."*

Nicholas Artemis - ASSISTANT DEPUTY HEAD

ONLINE Teaching and Learning

Distance education is possible. Teachers and families work hand-in-hand on effective practices for supporting children's learning. ISOP uses a blended approach, focusing on live streaming and pre-recorded lessons through Microsoft TEAMS. Live online lessons are synchronous events organised in a live, virtual meeting room where teachers and pupils meet to communicate.

To enhance the learning experience of our students, our school library has moved to the global world space of the internet, featuring an extensive eBook collection. Online education is changing. *'Technology will never replace great teachers, but technology in the hands of great teachers is transformational'* - George Couros, author of The Innovator's Mindset.



Elena Kotsovos
HEAD OF PRIMARY

HEAD STUDENT

An excellent education, accompanied by valuable life - lessons, is a fitting description of The International School of Paphos, this diverse and multi-cultural environment cultivates respectful and holistically-minded individuals. The commitment and dedication which the teachers have displayed towards their students has been highlighted due to the lockdown and we, the students of ISOP, will be eternally grateful to them.



Marianna Kyriacou
YEAR 13

HEALTH & SAFETY

In the midst of the ongoing COVID-19 pandemic, now more than ever, schools must balance the educational, social, and emotional needs of their students along with the health and safety of the school community. With this in mind, The International School of Paphos has adapted mitigation strategies which follow the protocols. It has adjusted and developed policies and procedures to meet the unique needs and circumstances of the situation. Leading by example and supported by ongoing training, staff have managed to keep children engaged. As a caring extended family, we have worked together to maintain a safe environment. Measures implemented include a "bubble system" to limit interaction between different classes, designated pathways for entering and exiting the school, measuring the temperature of every child staff and visitor upon arrival at the seven designated entry points. Meetings now take place online while new, appropriate furniture for the classrooms has been purchased and covered areas have been built to accommodate the different groups of students during breaks. Our nurse and counsellor, along with the Health and Safety Team, have been working tirelessly to alleviate the emotional and physical effects of the pandemic. As Benjamin Franklin said, *"An ounce of prevention is worth a pound of cure"*.



Savvas Charalambous
H&S/FACILITIES MANAGER

PTA



PARENTS AND TEACHERS
ASSOCIATION
The International School of Paphos
Anna Abramova
PTA PRESIDENT

At ISOP we have an active multi-national PTA. Our fundraising and social activities enrich the lives of our children and help families to adjust in our community. This includes fairs, carnivals, awards for outstanding students, Welcome mornings, financial support of students' projects, Christmas gifts, among others. Within our regular meetings, we provide a platform to discuss current issues and develop cooperation between parents and teachers. We are proud of the unity this environment creates, especially during these unprecedented times.

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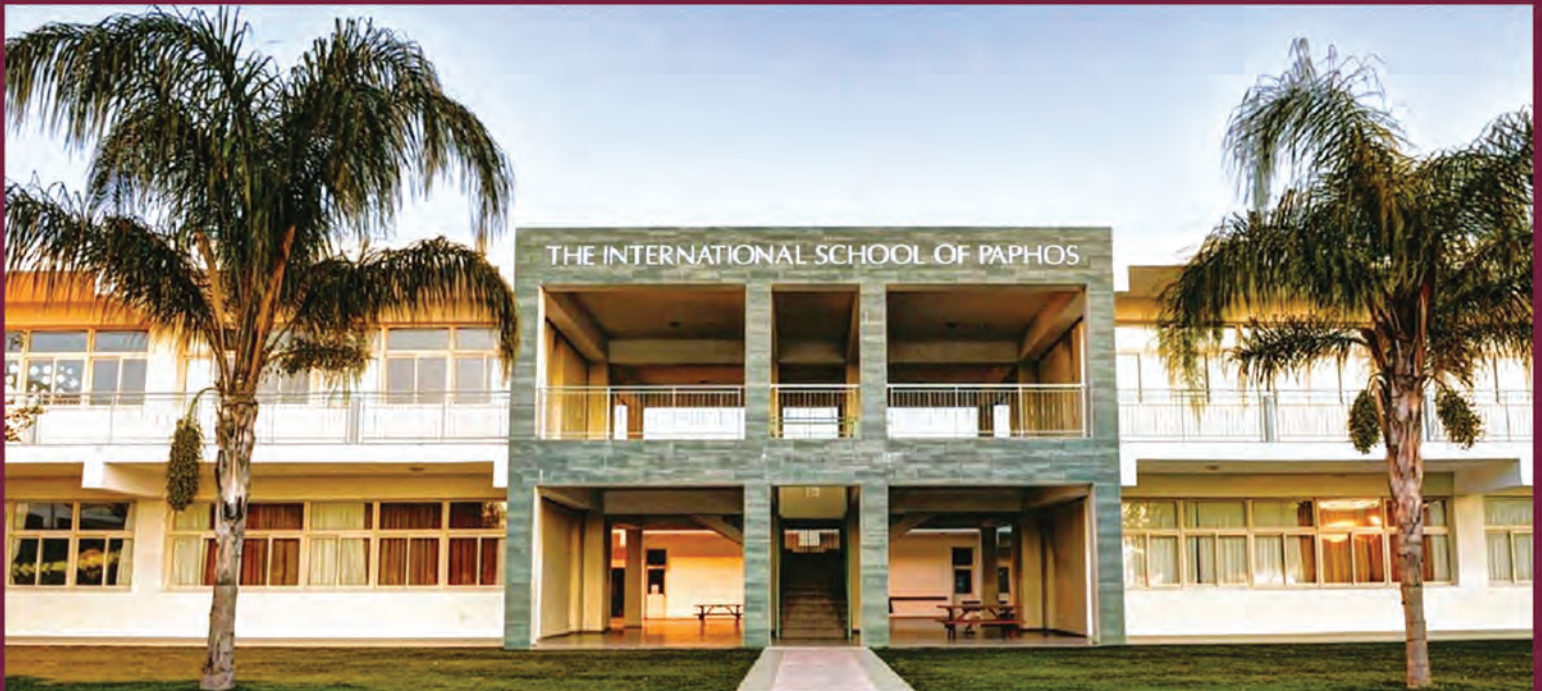
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(Ages 5 to 6)

(Ages 6 to 12)

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- State-of-the-art facilities

ADMISSIONS

In addition to Cypriots, ISOP accepts students from all over the world throughout the year. The Admissions Department will be happy to assist parents/guardians with the application process. All applicants are required to sit entrance assessments appropriate for their age. The process also requires an interview which can be held online or face-to-face.

ENTRANCE EXAMINATIONS

For Year 7 in Secondary School (1st Gymnasium) 2021-2022 will be held on Saturday 20th March.

For further information, contact the Admissions Department at **26-821700** or e-mail: admissions@isop-ed.org.

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An opportunity for educational change?

By Annette Chrysostomou

Despite problems being faced by all those involved in online learning, it is also an opportunity to look to the future

Online learning, employed on a large scale for the first time due to the coronavirus in Cyprus presented a challenge for teachers, parents and children alike. But it has also proved an opportunity for educational change, educators argue - if handled the right way.

Head of the government's pedagogical institute Athina Michaelidou, responsible for e-learning in public schools, is a firm believer in this, saying we are on the right track.

"Things are better now, we are more familiar with online learning, all of us, students, teachers and parents. We have got a better timeline and the syllabus has been modified, more videos have been added and TV lessons have been enriched for the first three years of primary school.

"We have learned that we cannot have

the same timetable, but a session should last a maximum of 30 minutes. Teachers have been asked to concentrate on what is the most important.”

One problem in the beginning was that students were absent and teachers did not realise, but monitoring systems were put in place, which Michaelidou believes is crucial.

She sees a future of blended learning, classroom and online, carrying forward what has been learned during the lockdowns. The important thing is that everybody is now convinced this is not a big obstacle, the rest are details, she concluded.

But any use of online learning faces one very obvious problem. “My son is 14 and currently attending a private English

‘The teachers try to ask questions to engage the pupils but they are quiet and probably ‘checked out’ as there is no control when cameras are switched off and the teacher can’t see what the pupils are doing or even if they are actually sitting behind the computer screen’

school. While it’s better than doing nothing, online teaching cannot even compare to the real thing! The teachers try to ask questions to engage the pupils but they are quiet and probably ‘checked out’ as there is no control when cameras are switched off and the teacher can’t see what the pupils are doing or even if they are actually sitting behind the computer screen,” Anna Miltiadou, 36, commented.

Something is being done about this as well, both in the private and the public sector, Michaelidou said. “Yes, some students are bored, and the teacher needs to find ways to make it more attractive. There is in-service training for teachers, there are sessions in the mornings and afternoons, most [public school teachers] are interested and more than half participate. NGOs and other institutions offer related training for all teachers, which helps with the broader plan.”

Senior official at the education ministry Nicolas Yiasoumis added technology is constantly being upgraded to help improve the situation. “The network in schools has



been upgraded. Also, the schools have been equipped with the hardware and software needed to ensure that the online lessons can take place. In the cases of students with limited access to online learning, the ministry ensured that they were equipped with tablets and internet access cards.

“Beyond taking measures to overcome the technical constraints, inspectors and teachers joined forces and managed to prepare teaching materials that were tailored for distance learning. In addition, seminars were organised for teachers’ pro-

turn to page 18



'At The Grammar School, we guide students according to global developments in areas such as technology, science and culture to prepare them for their chosen careers. The Grammar School's friendly, safe environment, along with a range of cultural activities and school events, provides the foundations for an academic, student-oriented, all-round education'

Akis Gregoriou, Director General

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Students attend lessons at the school premises which are located outside the city and away from the dangers and temptations which this entails. The spacious campus is designed to enhance the student experience, and modern facilities include a state-of-the-art Innovation Centre, Science, Robotics and Computer Labs, Cafeteria, extensive sports grounds and a swimming pool area. The school provides a bus service for the safe transportation of children to and from home.

education / advisors

The main objective of The Grammar School is to have a well-organised school community in which the teachers respect the students and the students respect their teachers and their peers as well as their environment. Special advisors offer their services to teachers and students and also undertake cases where counselling is needed.

teachers

At The Grammar School teachers not only teach their subject, but more importantly, they interact with students and assist where possible to resolve any issues that may arise. Their role is to guide students both morally and academically.

innovation

The Innovation Centre guides teachers to use technology and robotics in lessons. Thus students are taught through the use of innovative teaching technologies and methods which develop their abilities and enhance their academic, personal, social and cultural development. They learn to collaborate through

the use of technology and increase their critical thinking and leadership skills.

technology

The Grammar School Nicosia became the first Microsoft Showcase School in Cyprus in 2014 and is a pioneer in the use of technology as well as Robotics in the classroom through the school's Innovation Centre. Teacher-student-parent communication is facilitated through the use of technology. During the Covid-19 lockdown, The Grammar School went online through Microsoft Teams in just 24 hrs. Parents also receive immediate information about the work their children have been assigned through GSNETlife. The school through its continuous effort for individual and collaborative learning, introduced the Bring Your Own Device 1:1 Tablet programme to align with modern digital learning practices.

Stem Programme (Science Technology Engineering Mathematics)

The Grammar School was the first school in Cyprus to incorporate STEM into its curriculum and has been implementing this since 2015. STEM programmes provide students with an important advantage for admission to universities worldwide. Students wishing to apply for this programme are selected based on their academic performance and examinations. NASA Chief Scientist Dr JL Green visited the school and joined the STEM class and informed students about the importance of the STEM programme in general. He also gave an open lecture to students and parents of the school.



culture

The Grammar School has staged theatrical performances for decades and these have received awards in national competitions in Cyprus and Greece. The annual Grammar School Cultural Evening has become a strong tradition with two performances every year which are livestreamed. In 2017, to celebrate the School's 55th anniversary, The Grammar School hosted renowned Greek composer, poet and singer Dionysis Savvopoulos who performed with the students during the Cultural Evening. The School also organises other activities such as the Talent Show, the Music Festival and Literature Workshops.

athletic programmes

A competitive Football, Basketball, Swimming, Tennis and Track and Field programme for talented athletes is integrated into the regular school curriculum without affecting the high academic level of students. The Football programme is run in cooperation with Liverpool International Academy Cyprus. The Basketball programme is supported by Keravnos BC, one of the elite, professional teams in Cyprus. The Tennis programme operates in collaboration with the Eleon Tennis Academy - Photos Kallias. The Track and Field programme operates in collaboration with the Gymnastic Association Pancypria (GSP). Students of the Athletic Programme have the opportunity to enter the scholarship programme on the basis of their academic and athletic performance.

university - higher educational advisory team

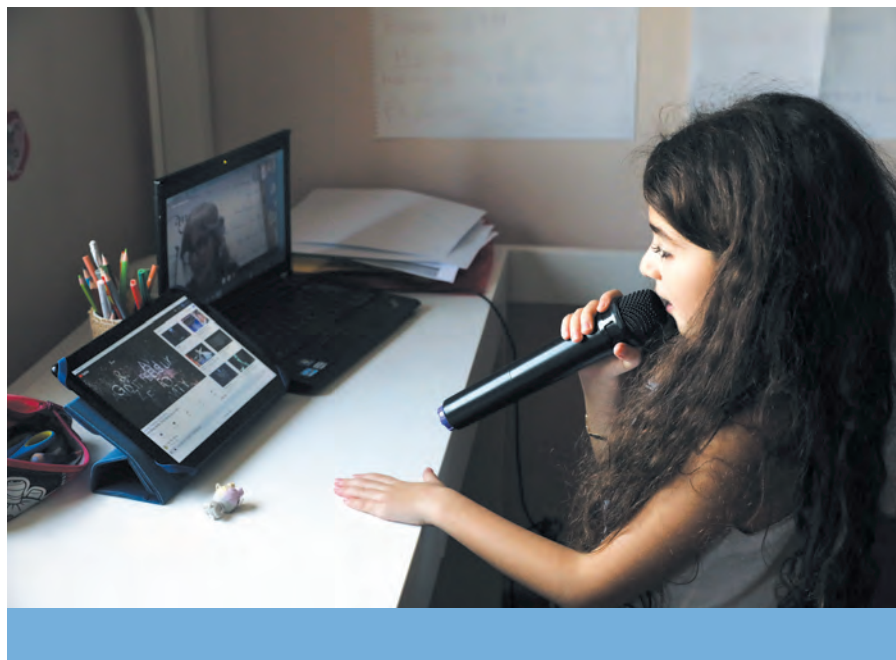
Through the large number of courses offered, students

are able to succeed and excel in their GCE Advanced Level examinations and enter top universities in the United States, Europe and the UK including Russell Group and LERU. The Higher Educational Advisory Team frequently visits universities in the UK and other countries to receive the latest information about admissions procedures. Furthermore, presentations by universities such as Cambridge, LSE, UCL, Imperial College, King's College, Nottingham, Manchester, Leeds, Southampton and many others are hosted regularly at the School.

From 2014 to 2019, a total of 16 Grammar School students were accepted by the University of Cambridge and the University of Oxford, while many more entered universities in the Russell Group to study Medicine, Dentistry, Vet Science, Engineering, Business, Arts and Science subjects. The Higher Educational Advisory Team utilise Unifrog, a leading university and careers platform which students and parents have access to in order to ensure that students receive up-to-date and impartial advice covering institutions from around the world. Grammar School students are well equipped for university life since they have the opportunity to participate in a wide range of committees, clubs, sports and are socially active and prepared for a dynamic and successful future.

Entrance Examinations for Greek and English speakers will be held at the School premises on Monday March 22 at 3.30pm.

**For more information Tel: 22-695695,
info@grammarschool.ac.cy**



fessional development regarding available online tools.

“Our next step is to equip school classes with projectors, mini-pc and laptops in the following months. The order for the equipment has already been made. However, due to the high demand in such equipment around the world, there has been delay.”

Others say much more needs to change.

“There is no doubt that Covid has caught the ministry of education, schools and teachers off guard regarding online learning,” dean of the school of education at the University of Nicosia Elena Papanastasiou commented. “So, although our educational system does have educators who are well trained in instructional technology and our universities do offer such programmes, teachers were rarely given enough opportunities to utilise these skills. With the onset of the pandemic and the lockdown that followed, teachers had to adapt to their new realities.”

She believes teachers have tried to do their best, but the ministry could initially have provided better guidance and support for teachers, something that needs to be improved further.

“Teachers need to be provided with a lot more support so that they can explore other ways of teaching online, even if that means straying away from the typical curriculum and supporting students in other areas that are essential to their wellbeing. It might even be to the student’s advantage if

teachers started focusing less on just covering content knowledge, and focusing more on 21st century skills. Student assessment methods also need to be reconsidered since the traditional methods of assessment, when done from home, have much lower levels of reliability and validity under these circumstances,” Papanastasiou said.

“Overall, I believe that everyone should refrain from focusing on typical curricula, or typical examinations, or typical grades, especially when we are dealing with school age children, since nothing is typical now. We should also keep in mind that student learning does not necessarily stop when they are away from school. Children learn in so many more ways than we are typically aware of. Therefore, schools need to find ways to support all these alternative ways of learning for all students, regardless of their backgrounds; in order to help them develop the necessary skills, knowledge and attitudes to thrive in their new normal.”

Vice-rector for academic affairs at the University of Cyprus Irene-Anna Diakidou adds to the debate by saying online learning has been a difficult adjustment but also presents a great opportunity. Educational technology has been out there, but we haven’t made much use of it until now, she argued.

“Of course, there are always difficulties with change but we have also become more flexible, it has opened minds and different

avenues for learning and teaching. For example, now the normal interaction is missing and students and teachers have had to find different ways of interacting such as chat boxes and posing questions online.”

For the university the biggest challenge was to take stock of existing technological systems available to the institution and see which new ones needed to be added. These systems then had to be made available to all key players.

Though this was a challenge for the tertiary educational institution, it is much harder for schools, especially elementary schools, Diakidou pointed out.

“The younger children not only need face-to-face interaction but also learn from their peers. It is lonely for them and difficult for teachers,” she acknowledged. “It is also beneficial for teachers and kids, they have had to learn, it is uncharted territory.”

The move online in general has turned ‘experienced’ teachers who before relied on their knowledge and their teaching methods over the years back into students, a good thing in her view. “For the students it is more tricky. They have ‘enforced’ freedom, no school bell to tell them when to come to classes but have to self-regulate.”

As Michaelidou and Papanastasiou do, Diakidou believes a new way to tackle education has already begun and is the way of the future, with online teaching being a growing part of learning, though not necessarily at home.

She is convinced children can learn many things from the internet on their own, so imparting knowledge is not done just by a teacher in class while at the same time the children learn to be independent by looking up sources of learning by themselves. This frees time for the educator, who can use this to add to the knowledge the pupils have already acquired on their own, answer queries and concentrate on developing the critical skills much needed for living in the 21st century.

In agreement with Papanastasiou, the vice rector also raised the question of assessment, which should never nowadays consist of a purely memory-based exams.

“Online feedback fits in well with this, used by the teacher to inform students about their progress and how to use the internet in an appropriate way to maximise learning and personal development.”



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Choosing a school can be a decision fraught with worry for a parent. How to choose? What differentiates one school from another? How have graduates fared? How balanced is the information given by a school keen to attract the next cohort of students?

And while private schools in Cyprus generally have a better reputation than their state counterparts, a recent US study, *More Than Scores: An Analysis of How and Why Parents Choose Private Schools* carried out by the Friedman Foundation, indicates that what parents must understand when balancing one school against another is that what is right for one is not necessarily so for another.

According to the study, the top five reasons given for going private were: 'better student discipline', 'better learning environment', 'smaller class sizes', 'improved student safety', and 'more individual attention for my child'. Although the study was conducted in the US, the results seem to reflect the concerns of parents everywhere.

When it comes down to exercising choice, private education can give parents what they want. Sometimes what they want is a highly competitive, exam and results driven environment. Sometimes it is something quite different – extra literacy support and the chance to take drama or art as a serious subject – or just better sports facilities.

But what of parents in Cyprus? What drives them to choose private or one school over another? The general view on the island, and one shared by all parents interviewed, is that private schools offer more in both an academic and social sense.

Andreas Antoniou said his motivation for sending his child to a private school was that quality in public schools has dropped in recent years, while Nicos Nicolaou suggested that private schools can offer a more well-rounded education by combining a child's interests with high standards and a push towards achieving high marks. Their children have graduated from The English School and The GC School of Careers respectively.

A family from Limassol decided to move their child from a public primary school to Foley's school. "We had the ability to compare what children of his age were doing in private as opposed to public schools during the lockdown last year and

on that basis it was a very simple decision to make," the father said.

And for many foreigners in Cyprus, it is the opportunity for their child to learn in English and get A Levels or IB with extra support to get to a UK or US university. All parents argued that since they follow an English curriculum, private schools help pupils develop a good grasp of the language, which is especially beneficial for those wishing to study abroad, particularly the UK.

At the same time, children attending private schools in Cyprus often come from families whose first language might not be Greek. "I am a native English speaker myself and as a result felt that I could better offer my children support with home assigned tasks," Freda Yiannitsas, whose children attended the American Academy, said.

Another factor all parents identified as important were the academic standards at private schools. Pupils are pushed to maintain high grades to later gain admission to reputable universities in the UK, or elsewhere.

Although some caution should be exercised here. Schools these days are very open about their exam results. They usually display them on their website. But this is not necessarily a great way to judge value for money. Many private schools select the pupils they want in the first place and only take those they consider academically able. Neither will the results reveal how many parents at the school are paying for private lessons on top of school fees.

For our interviewees, better chances at getting a UK education went hand in hand with improved career prospects for their children – especially for those who have seen it in practice. "My daughter graduated a few years ago, and she went to a very good UK university," Nicolaou said, "I definitely think going to a private school helped her with her subsequent career and life choices".

While the Cyprus high school leaving certificate (Apolytirion) is accepted by British higher education institutions, it is without question that being offered a place at a UK university, especially those in the Russell group, is much easier for those with grades from British examining boards.

State school pupils wishing to improve their chances at an education abroad often



By Antigoni Pitta

A lot of thought undoubtedly goes into schooling, but what led parents to decide on a school for their children?



Choosing the school with the right fit for your child

need to take extra private lessons to prepare for the relevant exams, on top of their school exams. Eleni Avraam, whose child is attending The Senior School, argued that private schools allow pupils to avoid this.

Continuing, she raised another important issue that occupies many parents – the ways in which a private school might treat their children differently than a state school. “I wanted a school that would give my children the support and attention that I wanted them to have,” Avraam said, “as opposed to a large and impersonal school”.

Although private secondary schools in Cyprus vary greatly in size, most have good student-to-teacher ratios, ensuring that pupils with weak areas are individually assisted while not being locked into a national strategy gives them the freedom to accelerate the learning of those with obvious strengths.

Other parents cited the accessibility of teachers as a big plus, with a mother saying that smaller class sizes gave the school “a community feeling,” and another that it was nice knowing that each of her children would be “considered an individual, not a number”.

Private schools can often provide more individual attention because the teachers are required to stay longer hours and provide extra support outside mainstream classes. They may also have more specialised training. This is the kind of individual attention that parents expect when they are paying school fees.

It also means that pupils develop close relationships with their teachers, allowing for more effective observation and control and hence more discipline and respect.

In addition, this allows for more creative approaches to teaching, which could

contribute to the variety of extra-curricular activities offered by private schools. A private school can offer children with potential in the fields of sports, music, and even public speaking, the opportunity to thrive and work towards wider career goals.

Most parents mentioned that they also paid attention to the school’s overall environment, particularly in relation to personal safety. This includes the premises and infrastructure, the location, the presence of a nurse and the pastoral care offered. “Everything is so well-organised in a private school, which allows the child to focus on his/her education in a more productive and friendly environment.

“I liked how the school (American Academy) was attended by children from diverse social and economic backgrounds and the homely feel of the school premises. I also liked that the school offered a range of extra-curricular activities and sports,” Yiannitsas said.

Of course, Cyprus being so small, a school’s reputation always precedes it and inevitably parents who attended private schools themselves seem more inclined to offer their children the same experience. “I had the experience of private education from day one and most importantly I knew and appreciated the benefits of English education,” Avraam said. “I graduated from The Junior School and wanted my children to attend the specific school,” she continued. “I had no doubt that they would continue in its own secondary school having the same philosophy and ethos”.

Nicolaou said that while he did attend a private school, it was positive comments from other parents that helped him decide on The GC School. Similarly, the father from Limassol said that having some insight from family on Foleys was valuable. “In fact, I graduated from a public school, but if there was an option for me back then to attend Foleys I would not have hesitated for a second to do so,” he said.

It is obvious that there are many factors at play when choosing a school. It is therefore important to be mindful of a school’s mission statement, facilities and curriculum to understand if it suits your child, and what will be expected of them. What is certain is that ultimately, it is all about choosing the school with the right fit for your child.

Private schools can often provide more individual attention because the teachers are required to stay longer hours and provide extra support outside mainstream classes





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The American Academy Larnaca opened its doors more than 113 years ago with a commitment to educate and develop the wonderful young minds of Cyprus. It continues to honour that commitment, focusing on academic achievement, community spirit and extracurricular activities, the result of which are our high achieving, determined, kind and well-rounded graduates. The American Academy Larnaca is not just a school, it is a family, that supports and nurtures its students, teaching them skills and creating bonds that will last a lifetime.

The American Academy Larnaca provides the firm foundations of high quality education from its Early Years curriculum all the way up to A Levels, as well as a recognised Apolytirion by the Ministry of Education and Culture. Students achieve very highly in both, gaining them access to top universities around the world.





BROAD CURRICULUM & PEDAGOGICAL APPROACH

The American Academy Larnaca promises an innovative and challenging academic environment in which the pursuit of excellence is balanced by kindness to support each individual to achieve his/her full potential.

The school provides a distinctive educational opportunity through its curriculum that is:

Junior School:

Early Years Classes: The English Early Years framework is followed.

Grade 1-6: The English National Curriculum is followed.

Senior School:

A broad and balanced core curriculum including English, Maths, Greek, the Sciences, Humanities and the Arts. Students' options further up the school also include subjects such as Law, Accounting, Economics, Media and Psychology.

Years 1-3: Broad and balanced curriculum. | **Years 4-5:** 11 GCSE (6 core and 5 electives).

Years 6-7: Choose 4 A levels out of 27 options.

All students graduate with an Apolytirion that is fully recognised by the Ministry of Education and Culture.

Our Facilities

Senior School: eight Science labs, four Computer labs (*fully equipped with the latest technology*), three Art Rooms, and a Music Room. All classrooms are equipped with interactive whiteboards. An Auditorium with a capacity of 400 seats on the floor and 125 on the balcony (*used for shows, speeches, lectures, celebrations, etc.*).

Junior School: The Junior School is well equipped with a library, specialist Greek Classrooms and an abundance of portal ICT which supports our friendly and family focused school.

Sports Facilities: State-of-the-art indoor and outdoor sports facilities, such as Basketball, Tennis and Futsal Courts.



Student Life & Extracurricular Activities

Senior School: There is something for everyone at the American Academy Larnaca; being the aspiring lawyer who participates in national and international Model United Nations, the budding journalist who is covering the news for the school magazine, or the next big computer scientist who is spending their free time designing an application that will give back to the community.

Junior School: The Junior School offers a comprehensive after school provision until 4pm. Activities include a wide range of sports, crafts, additional Greek lessons, and incorporates outside providers such as Teddy Tennis, UCMAS and Manners4Minors.

More than 30 Clubs

Sports, 3rd World 1st, Project Kindness, Model United Nation, Red Cross & Blood Donors, Art & Culture, Animal Welfare, Astronomy, Business, Computing, CooBa (*Cooking @ Baking*), The Duke of Edinburgh's International Award, Health & Ecology, English Society, Folklore Dance, Formula 1 in Schools, French, First Aid, German, Innovation Hub, Maths, Media, Modern Dance, Red Cross, Choir, Media, Music Technology, History, Geography, Theatre, etc.

Academic Counselling. Who do you want to be?

Life at the American Academy Larnaca is only the beginning of a series of successes. The philosophy of the Academic Counselling Department is a steadfast commitment to help students become who they want to be. Thus, the Academic Counsellors support students through their academic journeys from making academic subject choices to securing places at competitive Universities; motivating, strengthening and encouraging them every step of the way.

TO GROW AND TO SERVE

The American Academy Larnaca also believes strongly in keeping in contact with its Alumni, who are not only the guardians of its traditions but also uniquely provide its leadership into the future through its Board. The American Academy Larnaca aims to provide students with the intellectual and emotional tools to become the future citizens of the world who will fulfil the American Academy Larnaca's motto: "To Grow and to Serve"

Achievements

Mathematical Competitions	🥇 x3	🥈 x3	🥉 x3
Olympiads in Accounting, Economics, Mathematics	🥇 x4	🥈 x5	🥉 x12
Kangourou Results in Greek, English Linguistics, French, Mathematics	🥇 x5	🥈 x7	🥉 x9
The Duke of Edinburgh's International Award	229 Awards		

SPORTS COMPETITIONS

Pancyprian Handball Championship (Upper School Girls' Handball Team)	🥇 1st place
Pancyprian School Swimming Competition	🥇 1st Place – 100m Breaststroke
Pancyprian School Swimming Competition	🥉 3rd Place – 200m Medley
Pancyprian School Badminton	🥈 2nd Place
Pancyprian School Road Race	🥈 2nd Place – 3000m

OTHER COMPETITIONS

Student Photography Competition by "Orasis"	🥉 3rd Place
Immerse 2021 Essay Competition	Won a partial Scholarship
"I love my city" - Art Competition for children Larnaca Municipality	🥈 2nd Place
Formula One in Schools Team: Edge racing	🥈 2nd Place

Schools National Competition and the right to participate in World Finals

Admissions

JUNIOR SCHOOL

Head of Admissions: Fiona M Smith (Headteacher)

JUNIOR SCHOOL:

Early Years (3-6 Years old) and Grade 1: Play based assessment conducted by an Early Years Teacher and a Parent Interview.

Grades 2-6: Computerised Cognitive Ability Test and a Parent Interview.

Mid-term entry: Yes | **Applying from abroad:** Yes

SENIOR SCHOOL

Head of Admissions: Charoula Constantinou (Deputy Principal: Curriculum)

SENIOR SCHOOL:

Year 1: Entrance Exams either in Greek & Mathematics or English & Mathematics.

Years 2, 3, 4, 6: Placement Exams and/or GCSE results, depending on options.

Scholarships: Broad scheme of scholarships. Academic, Achievement Scholarships, Bursaries for needy students and Athletic Scholarships.

Mid-term entry: Yes. | **Applying from abroad:** Yes



Key Dates

Registrations are **now open** for both Junior School & Senior School.

JUNIOR SCHOOL

Applications for 2021-2022 for children age 2-7 years old are now being accepted.

Dates for appraisals for Grade 1-6: Saturday 27th March

**Other dates by arrangement.*

SENIOR SCHOOL

Date of Entrance Exams: Saturday 27th March

Date of Placement Exams: Ongoing. Please contact the school for more details.



Junior School

Address: Markou Drakou Street, 6011 Larnaca, Cyprus
P.O. Box 40112, 6301 Larnaca, Cyprus

Tel: +357 24 746 364 **Fax:** +357 24 651 046

Website: www.academy.ac.cy

Email: aajuniorschool@academy.ac.cy

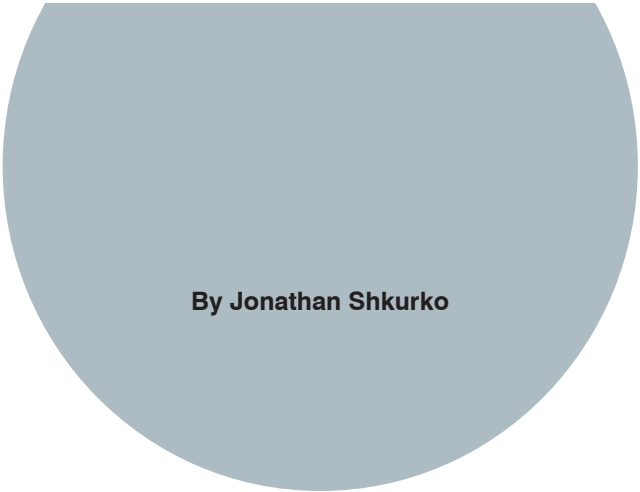
Senior School

Address: Grigori Afxentiou Avenue, 6011 Larnaca, Cyprus
P.O. Box 40112, 6301 Larnaca, Cyprus.

Tel: +357 24 815 400 **Fax:** +357 24 651 046

Website: www.academy.ac.cy

Email: info@academy.ac.cy



By Jonathan Shkurko

Advantage of sports goes beyond the field

Cutting across barriers, eliminating distances and acting as a tool to encourage and promote dialogue, sports is one of the most powerful instruments for bringing people together in today's society.

With its relevance to all aspects of our lives growing stronger, it doesn't come as a surprise that sports in schools is gaining recognition at every level of the education system. Cyprus is no exception.

Almost every private school on the island considers sports a fundamental aspect to every student's curriculum. And students are encouraged to take part in as many sporting activities as possible.

"The importance of sports in our students' growing process cannot be understated," sports coordinator and PE teacher at Pascal School in Larnaca Antonis Antonopoulos says.

"Whether they are athletes or not, our students need to take part in the sporting activities we offer. What we are trying to do is help them make the most of them, while

teaching them a number of things that will undoubtedly have an impact on their growth as students and as members of our society," Antonopoulos adds.

"Sport does not only help improve and shape the body, it is also useful to train the brain," he added. "Look at athletes, they need to take decisions in split seconds and they learn to do it after years of training. So sports is very useful to improve the level of concentration among students."

"Our school has invested heavily in sports, starting from the facilities. We have swimming pools, indoor gyms, football and futsal pitches, basketball and volleyball courts, and even an area dedicated exclusively to aerobics.

"As educators we all have the same goal. Every single student needs to participate in a sporting activity within school hours and enjoy it, regardless of his level of preparation, predisposition, ability or body type.

The inclusion of all students in their classes during PE lessons is a key aspect for teachers.

He adds that in this way every student finds a way to grow. Those who are more inclined to sports can increase their leadership skills, where others with less natural abilities can improve their overall coordination and, most importantly, their level of confidence.

"The students always respond well to this method. Good athletes are encouraged to help out those who might struggle, so that every party can benefit from the lessons. The method helps them build their characters and makes them better students and, eventually, better people."

Sports as a means to become a better student is increasingly seen as a central aspect of the education system. Over the years, studies have shown that taking part in sporting activities has a positive effect on students' academic achievements, as sports psychologist who collaborates with several

‘Whether they are athletes or not, students need to take part in the sporting activities, which teach them a number of things that will undoubtedly have an impact on their growth as students and members of our society’



schools in the country Alexia Skaridou underlines.

“Especially at an early age, PE lessons help students overcome their shyness, their initial doubts. They become more confident and build their maturity. These are important aspects in the children’s formation and PE lessons are the correct tools to encourage their growth,” she says.

“It’s not about the performance. Every student is different, they all have their personalities, their limits and their personal goals. It is about them and how sports can help them overcome difficulties along the way.

“From an academic point of view, based on my experience, I witnessed first-hand how students who are involved in sporting activities usually do well academically.”

Skaridou adds that parents too over the years have understood the role of sports in schools and they are now much more willing to see their children participate in sporting activities.

“They have recognised the value of sports in our school system. This is something relatively new in our country, but we are making strides and we are constantly progressing in this aspect,” she adds.

While every student can enjoy sports and PE at private schools in Cyprus, only a handful, based on their merits, eventually become student athletes.

Being a student athlete undoubtedly requires more discipline and balance.

The amount of work and sacrifice required for such young individuals is not to be overlooked, according to sports coordinator at The Grammar School in Nicosia Marios Pelekanos.

“Our student athletes train four times a week and they do so before the start of their classes. They skip the first two periods in order to train.

“On top of that, they also train in the afternoon, with their clubs or their academies outside the school. They have a packed schedule. It is very demanding and very impressive.

“However, as I keep telling my students, they are very lucky to have these opportunities at hand. Sports in schools is something relatively new in Cyprus and represents an opportunity that students in previous years did not have.”

Pelekanos said the sports programmes



‘All student athletes have personalised programmes that cater to their needs, their abilities, their schedules and their own club’s demands. We effectively make them better’

offered to student athletes at school not only help them become better academically, but they also help them build up special skills to use when competing for their clubs or academies.

“When they train at school in the morning, they focus on their fitness skills. Competition with other individuals or teams is something that they learn at their clubs. What our school actually offers them is a platform to achieve results academically and to improve in sports for their clubs.”

Pelekanos adds that the student athletes’ training is always decided beforehand with their trainers and coaches at their respective clubs.

“All student athletes have personalised programmes that cater to their needs, their abilities, their schedules and their own club’s demands. We effectively make them better.”

Discipline and a rigorous method of training are paramount to the students, according to Pelekanos, who also says that sports is one of the best tools available for young Cypriots.

“Sporting activities have an enormous benefit for our students. They become disciplined, goal-oriented and responsible, all traits that help them not just succeed in sports, but in life as well.”



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Russian Saturday School 'GNOSIS' - Kindergarten, Pre-School, Primary, Gymnasium, Lyceum

The protection of the Russian inheritance in an integrated society; Cyprus has been developing, especially with the mix marriages and business opportunities offered to Russian and CIS citizens to move and operate from Cyprus. A fully licenced school by the Russian Ministry of Education

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July & August - Speech development, Etiquette, Little Chefs, Environment; Health & Safety Lessons, Music and Rhythmic; Greek, Russian, English languages; Astronomy, Art and Crafts, Table Tennis, Mental Mathematics/Arithmetic, Robotics, Astronomy, Housekeeping, Theatre and Sports (Swimming, Sambo, Gymnastics)

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Supported by top professionals in theory and vocals as well equipped with 7 classic pianos, accordions, violins, drums, saxophones, guitars

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Robotics

Programming and building models

Mental Mathematics/Arithmetic

A unique methodology by top professionals

Interactive Astronomy

Our 6-axis planetarium gives in depth analysis of our planet and universe

Arts

Supported by top professionals

Sports

Supported by top professionals



Where every student shines



Silverline is a co-educational international private school, which is fully licenced by the Cyprus Ministry of Education. Located on the outskirts of Limassol, in Trachoni, it delivers an adapted UK National Curriculum to students from 3 to 18 years of age. It welcomes children from different academic backgrounds and abilities and aims to ensure the learning needs of all children are met in a safe, secure, happy and dynamic environment.

The curriculum is ambitious in its approach and is both purposeful and relevant to students. It not only meets the requirements of the 2014 UK National Curriculum but is adapted, differentiated and extended to meet the unique needs of the school's children. As reflective practitioners, it is one of the few schools on the island that implements the latest developments in UK education and worldwide best practice.

The pedagogical approach builds on the enquiry and skills-based learning developed in previous years. This engaging and creative approach to delivering the curriculum is what makes Silverline truly unique. The school mostly chooses not to use textbooks to underpin teaching and learning. Instead, highly qualified and experienced teachers use the curriculum objectives to design bespoke learning opportunities tailored to meet the needs and interests of students.

Through this unique approach to teaching and learning, the school is able to uphold high academic standards alongside a nurturing environment in which students shine.



Pre-Primary

Here children experience a safe, warm and engaging environment where they can thrive.

Early Years teaching specialists deliver the Early Years Foundation Stage (EYFS) Curriculum to the youngest students in Pre-Reception and Reception. Furthermore, the high adult to child ratio ensures children are fully nurtured and supported. The EYFS framework is the curriculum followed across the UK in all Early Years settings, putting play and exploration at the heart of a child's learning. Students in Year 1 follow the UK National Curriculum with a strong emphasis on personalised learning and building firm foundations for their entry into the Primary School.

Highly trained staff facilitate learning by encouraging the natural curiosity and inquisitive nature of the students, while providing a rich learning environment that supports their growing independence. The day consists of a range of whole-class teaching, small-group work, one-to-one targeted support and, most importantly, child-initiated play. Through careful planning and structuring of activities and resources students quickly adapt to their new surroundings, developing language at an impressive speed and gaining confidence in their social and emotional development.

Primary School

The Primary Department builds on the good practice established in the Pre-Primary setting. Silverline has single-form classes, each led by a passionate and dedicated teacher. All teachers have a UK recognised teaching qualification from a British university and most have trained and worked in the UK. With small class sizes and an experienced, full-time Teaching Assistant assigned to each class, the school offers the best possible opportunities for students to develop firm foundations through every stage of their learning journey.

Secondary School

Secondary students at Silverline are taught a broad, balanced and challenging curriculum in a small-class setting. Close personal attention, specialist teaching practice, advanced educational resources and facilities on offer at Silverline mean students are fully equipped to be able to achieve academic success during their school career, thus realising their full potential. All students follow the UK Curriculum up to Year 11, when they take GCSE or IGCSE examinations. During the final two years, in the 6th Form (Year 12 & Year 13), they can choose from a range of GCE A Level or IAL examinations. Additionally, all students graduate with a Ministry of Education approved School Leaving Certificate (Apolyterion).

The Secondary School offers a diverse selection of subjects catering to a wide range of career orientations. Excellent guidance and counselling ensure students are given every opportunity to follow a specially tailored programme of study. Many extra-curricular activities, including sport, music, drama, public speaking, as well as the International Duke of Edinburgh Award are also offered.

The school's examination results are proof of the high-quality education offered at Silverline, which is very proud of the academic achievements attained by its students, but equally as proud that they are well adjusted and confident. Having finished their journey with Silverline as mature young adults, they are ready to embark on their future and are well equipped to embrace all that life has to offer.

Contact info

4A Griva Digeni, Trachoni, Limassol, 4651

Tel: +357 25 716360/1

Website: www.silverlineschool.com

email: admin@silverlineschool.com



Attracting all the talent out there and keeping it in Cyprus

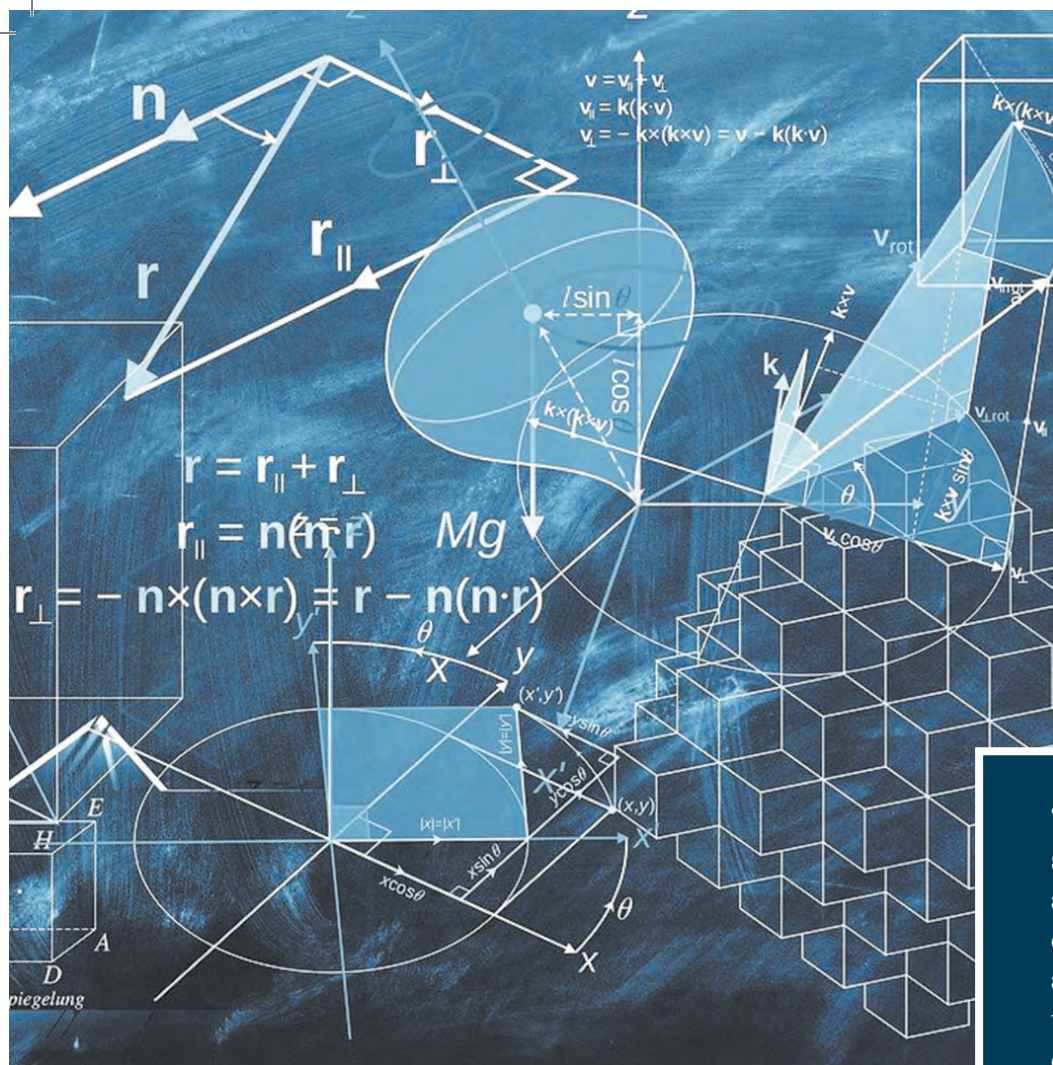
By Melissa Hekkers

Although prevented from doing so for many years, the island's state universities are now keen to attract students from private schools who only have A level qualifications.

In addition to accepting students who have sat the Pancyprian exams, the University of Cyprus (UCy) and Teknik now allow private school graduates to contin-

ue their studies within their walls, having put in place various paths through which private school students in particular can apply using their international exam results.

Recognising private high school students account for around 20 to 25 per cent of school leavers on the island, acting Director of Academic Affairs and Student



‘Candidates who have secured a place in another university, for example in the UK, can apply for a transfer to the university of Cyprus even before they start their studies abroad’

Welfares Services at UCy Kleanthis Pissarides asserts the university “is trying hard to offer solutions to children from private schools, we want to help, we want to attract the talent that’s out there... we want to keep these students in Cyprus and offer them a good place to study.”

There are now two avenues to applying to state universities: any student in Cyprus, regardless of whether they attend public or private high school, can sit the Pancyprian exams. These are in Greek. Or students can choose to apply through the results of their international examinations – A levels or the International Baccalaureate (IB). Here, specific requirements for each programme of study are required.

“With regards to international examinations,” says Pissarides, “there are actually three ways that one can get in.” The first applies for candidates who have a foreign or dual citizenship. “Children who have been residing in Cyprus for their whole life can get through this path given that they have at least dual citizenship,” adds Pissarides. Available places are

announced in April and interested candidates can apply online the same month to begin their academic year in September.

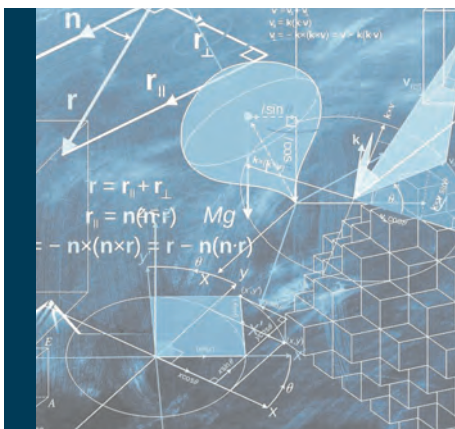
The second path is for students who regardless of their citizenship can get into local public universities as transfer students from universities abroad. “Candidates who have secured a place in another university, for example in the UK, can apply for a transfer to the university of Cyprus even before they start their studies abroad,” explains Pissarides. “Say I’m a student in the last year of my high school, and I’ve applied to the UK to study. If I get a place in a British university then even before starting my studies in that university, I can ask for a transfer to the university of Cyprus and if I get accepted I begin my academic year as of September, in Cyprus”. Applications for this path begin in the first week of July.

The third path, which is the most recent and perhaps least complicated offered by both universities is through international examinations. “Once we finish the allocation of places offered

through the Pancyprian Examinations, any places that remain available are offered to students who apply with the results of their international examinations,” explains Pissarides. Interested applicants can apply via this procedure at the end of August. Students are offered a place at the university if they are considered to meet the criteria set for each programme by each university.

These special paths, or special categories, as Director of Services for Academic Affairs and Student Welfare at Tepak Vasilis Protopapas says have been allocated a certain amount of seats above the amount for students taken in as a result of the Pancyprian Examinations. Offering interested students the opportunity to apply through international examinations is a mechanism put in place predominantly to assist students applying from private schools.

“These are two very different types of exams (Pancyprian vs international),”



The library at the University of Cyprus



‘As a criterion we ask for a good knowledge of Greek which can be certified through an O or A level in Modern Greek depending on the programme of study’

elaborates Pissarides. The Pancyprian exam is in Greek, whereas the A levels and the international exams are in the foreign language one is studying in... We appreciate that it's very difficult for students attending private schools and being taught in English to take the Pancyprian examinations and we want to give access to local public universities to these children as well," Pissarides said. "Pancyprian exams aren't based on the private school curriculum," adds Protopapas elaborating on the challenges of private school children sitting Pancyprian Examinations.

Having said that, both UCy and Tepak's academic programmes are offered in Greek and therefore a good understanding of Greek is needed. "As a criterion we ask for a good knowledge of Greek which can be certified through an O or A level in Modern Greek depending on the programme of study," says Pissar-

ides. At Tepak, Protopapas says an interview with his university can define and qualify a student's level of Greek. The only programmes currently offered which do not require Greek are the French, English and Turkish Studies programmes at UCy.

Acknowledging that to date few applicants have chosen to apply through international examinations, UCy and Tepak estimate the impact of Brexit and the pandemic may encourage a change in the demographics of applicants. "As one can imagine there will be an increasing demand for students to stay in Cyprus," says Pissarides. "Given that the largest percentage of students from private schools go to the UK to study, we do expect that it will have an effect. As far as the pandemic is concerned, we've seen some effect but it hasn't been very big in the sense that students and their parents appreciate the fact that the pandemic will be over eventually,

hopefully and we will return to our steady state," he adds.

Estimating how many seats are annually available after Pancyprian examination placement allocations are finalised is impossible, yet by law, 40 places are made available in addition to these places. "These are available to students with foreign or dual citizenship, and over and above those 40 we've got the seats available after the Pancyprian exams which depend on the year, the programme of study and vary quite a lot year by year," concludes Pissarides.

- *Announcements for calls for applications are made on the university websites and social media as well as through the press. Applications can be made online with relevant announcements outlining application procedures and requirements*



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- Russian language, Physics & Mathematics classes for Russian native speakers attending Greek or English schools





Why education should start young

By Maria Demosthenous

When parents get to the point of registering their children in a nursery or kindergarten they usually put as a priority the respect shown towards their child. But is this the only thing parents should be concerned about? Is the kindergarten just a place for children to pass their time while they are away from their parents or is it a fundamental investment in that child's future? What is special about early childhood education that parents should know and invest in?

Early childhood education covers all of pre-school education and care, referring to babies from a few months old up to the age of six when they attend reception class. The diversity of early childhood education includes:

- Nurseries and kindergartens
- Reception classes in public and private primary schools
- Playgroups
- Family groups
- Childminders
- Any activity that is appropriate for this age range

Three of the best-known approaches of early childhood education in Europe are Montessori, Waldorf and Reggio Emilia, and all three practices are offered by nurseries and preschools in Cyprus. All three are considered strong alternatives to tra-



ditional educational systems and inspire educators to reform their approach. Even though there are slight differences between them, all focus on helping children realise their full potential as whole people. Having these three early childhood education approaches recognised and serving as role models for many educational centres underlines how important early childhood education really is.

In Waldorf schools they believe in the unity of spirit, soul and body, focusing on the balance between thinking, willing and feeling. The educational focus is on bodily exploration, constructive and creative play, and oral (never written) language, story and song. Rudolf Steiner, the creator of Waldorf schools, believed that "It is important that we discover an educational method where people learn to learn and go on learning their whole lives".

In Montessori classes children choose their activities and explore them without interruption in a well-prepared environment that helps them choose well. The new curriculum is presented by educators to the children only when they show readiness to accept the new knowledge. Maria Montessori believed that "the education of even a small child, therefore, does not aim at preparing him for school, but for life".

The Reggio Emilia approach focuses
turn to page 38



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— Kindergarten —

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CURRICULUM

Our kindergarten follows the six core principals of the British Curriculum of the Early Years Foundation:

- Communication, Language and Literacy
- Mathematical Development
- General Knowledge and Understanding of the World
- Physical Development
- Creative Development
- Personal, Social and Emotional Development

OUR TEACHERS

Our highly qualified, friendly and experienced team of staff are dedicated professionals and have many years of experience. Teacher training is continuous at Angel's to keep up with current best practice. Continuous development for all our Teachers and assistants is our priority.

SUMMER SCHOOL

This engaging program delivers recreational, creative and fun activities designed to match the student's individual needs as well as keep minds stimulated throughout the summer and prepare them for the next academic year. During the summer school program, children will be taught the English language in a fun and interactive way.

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continued from page 36



Parents should invest in early childhood education and collaborate with professionals in different settings to help their little ones gain all the skills they need for their future life as students

on the child as a social human being who develops through relationships with others and the environment. Teachers support children to investigate and explore and do not provide focused instructions on reading and writing. Loris Malaguzzi, founder of the Reggio Emilia approach, believed that educators' task is "to help children communicate with the world using all their potential, strengths and languages and to overcome any obstacle presented by our culture".

Following the philosophies of these great pedagogues it is easy to see there are some very important skills to be gained in early childhood. Education starts from the date of birth, and nowadays, we find an increasing number of young parents participating in family playgroups, music groups or sensory groups. Early education lies in various areas and parents should invest in this even before registering their children at a nursery. All great pedagogues emphasise the importance of movement, music making, storytelling and free play in early childhood. Through all these children discover themselves and the world they belong to, preparing them to grow into independent adults in the future. In the words of Zoltán Kodály, one of the most famous music pedagogues who closely collaborated with Katalin Forrai, an early childhood educator who dedicated her entire professional life

to music education, 'only the best is good enough for our children.'

Parents should invest in early childhood Education and collaborate with professionals in different settings to help their little ones gain all the skills they need for their future life as students, adults, independent and creative citizens of this world.

The World Health Organization (WHO) emphasises the importance of early years in a child's life in building a foundation for optimal development. WHO head of child health and development Bernadette Daelmand says 'we must ensure young children and caregivers receive the early interventions they need to thrive, even in humanitarian settings.'

All forms of early years education should consider that 'every child is a competent learner from birth who can be resilient, capable, confident and self-assured'. Children learn from a very young age to be independent and strong from a base of loving relationships. Early childhood educators should secure an environment that will support children's development and learning. Children develop and learn in different ways and all areas of learning are equally important and interconnected. So, all forms of early childhood education, either in a kindergarten, with a child minder, at a playgroup, sensory or music group, should provide the opportunity for children to play and explore. They should engage children into active learning, offering opportunities for mental and physical involvement as well as decision making and creating an environment for personalised learning. Educators should guide children to develop creativity and critical thinking and invest in creating all areas of learning and development that include:

- personal, social and emotional development
- communication, language and literacy
- problem solving, reasoning and numeracy
- knowledge and understanding of the world
- physical development
- creative development

In conclusion, early years education matters and parents should invest in offering the best education to their children from a very young age in various and different settings.

• *Maria Demosthenous is a music educator specialised in early childhood education*





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Med High was established in 1995 as a multicultural international school based in Larnaca, Cyprus. Following the UK National Curriculum, it offers quality education to children from the age of 12 months to 18 years old. Med High consists of: Pre-School, Junior School, High School, Tutorial Centre and Summer School.

Pre-School

At Pre-School, a child's educational experience during its formative years lays down the foundation for all subsequent learning. Pre-School provides high quality education which will make a positive contribution to a child's early development and learning. We ensure that by the time they enter Junior School our children have established solid foundations which they can build on throughout their school years.

Junior School

At Junior School we provide our students with a broad and balanced English curriculum. Each child is seen as an individual and is given every opportunity to develop. A variety of educational approaches and resources are used to ensure each child achieves their maximum potential. Pupils are prepared for the challenges of high school and are expected to develop into knowledgeable young individuals who are conscious of real life social issues.

High School

On entering High School, students are prepared for external examinations including 22 I/GCSEs and 20 A-Level examinations.

We only aim to offer the highest quality education while producing excellent results, thus the class population per subject is up to 15 students per I/GCSE class and up to 10 students per A Level class. Our particular strength is that these qualifications can be achieved in 6 years rather than 7.

As a private English School accredited by the Ministry of Education and Culture, Med High graduates receive a School Leaving Certificate (Apolytirion) which gives students a head start in their subse-



quent career and educational goals. Over the years we have achieved for all Med High graduates to continue with their first University option!

Tutorial Centre

The Tutorial Centre complements and enhances the curriculum by offering afternoon tuition for all subjects. All Pre-School, Junior School and High School students have the opportunity to receive academic assistance either through group or personalised programmes to help enrich their learning and achieve their goals.

Anyone interested in acquiring further qualifications has the chance to choose from a wide range of subjects consisting of: English for 4-6 year olds, English (Young Learners, KET, PET, I/GCSE, TOEFL, IELTS) ECDL, SAT, Russian, French, German, Greek for Adults, Eng-

lish for Adults as well as all I/GCSE and A-Level qualifications offered by the Pearson Edexcel Examination Board.

Summer School

Summer School promises to be educational, diverse and full of fun and excitement. The programme runs during the months of June, July and August and is open to children from the ages of 2 to 15 years old. The activities include: Dance, Drama, Arts & Crafts, Basketball, Beach Games, Cricket, Dodgeball, trip to Waterpark, Kick-ball, Tennis, Martial Arts and Swimming.

We also offer to children who would like to develop further and enjoy the English language, an extra programme which will enhance their English skills in reading, writing, speaking and listening. It also incorporates all activities of the regular summer school programme.



Make the right choice!



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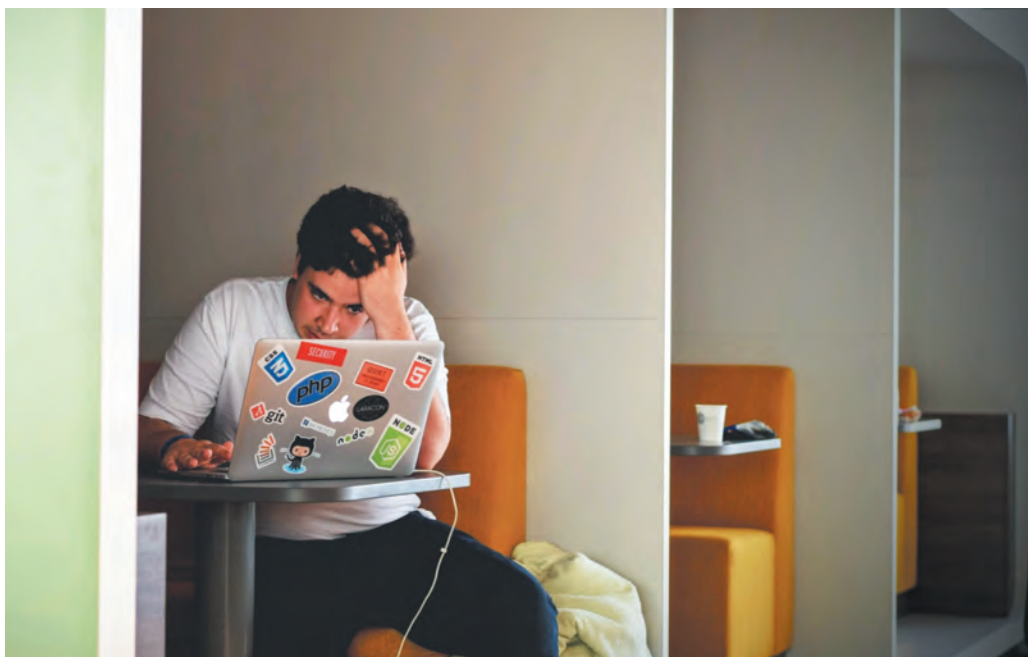


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IB vs A levels: time for a rethink?

By Karim Arnous



As the appeal of the UK for further studies takes a knock, is it time for schools to develop a different approach?

Among the private English senior schools in Cyprus the vast majority offer the General Certificate of Education Advanced Level, more commonly known as A-Levels. The alternative, the International Baccalaureate Diploma programme (IB) is growing quickly in popularity worldwide, yet in Cyprus is currently offered by just three schools.

The predominance of schools offering A levels may have some roots in the island's long history of British colonial rule and has undoubtedly been perpetuated by the tendency for Cypriot students to pursue further education in the UK. At a House education committee back in July last year, MPs were told that there were

nearly 10,000 Cypriot students studying in the UK. With the recent change in fee structure for EU students, this is unlikely to be the case for much longer.

Let's take a three-year degree in Accounting and Finance at the University of Warwick as an example. The course is very popular with Cypriot students, and currently costs £9,250 per year, meaning the full three years of tuition comes to £27,750. The Brexit-linked decision for EU students to no longer be eligible for annual home fees means that this course will now cost Europeans £27,060 per year. That gives a three-year total, excluding accommodation, living expenses and travel, of £81,180. Same teaching, same material,

turn to page 44

Entrance
Exam:
20th March



Year 1 Entrance Exams 2021-2022



Registrations:
22nd February
until
16th March



continued from page 42

same facilities. Put it this way, if Volkswagen tripled the price of their Golf without making any improvements to the actual product, I don't imagine it would sell too well.

So, with the almost certain development of students widening their options beyond the UK, is it time for English schools in Cyprus to rethink their curriculum?

The structure of A levels is relatively simple. Students choose three or four subjects to study in depth over a two-year period. They are graded A-E, with an A* being the highest grade achievable. The IB system is a little more complex. It is a newer format, developed in the 1960s by a group of Swiss educators, and requires students to take six subjects, three at lower level and three at higher level. There are also further demands for study alongside a student's subject choices including a dissertation and an evaluation of a student's creativity, activity and service, which involves artistic, sporting and voluntary work. The overall IB diploma is scored out of 45, with 29-30 being the world average and 39-40 the general entry requirement for Oxbridge.

One of the main advantages of the IB over A levels is that students are able to keep more career doors open by virtue of the fact that they are able to study more subjects. Take the example of Sebastian - having finished his IGCSEs, he did not know whether he wanted to study engineering or law at university. He was interested in both, but being totally different subjects, it was simply impossible to take enough A levels to allow him to later mount a strong application for either. A life-defining choice was forced upon him at 16 years old. The IB would have afforded the luxury of making this decision a whole two years later, which at that age is a long time.

For most sixth form students, university admission is an important matter, and therefore a good curriculum should offer qualifications recognised and accepted by many universities. No university will openly admit to having any preference between an IB student and an A level student, but there are some differences which are important to point out. The IB is recognised in more countries (90), and is rumoured to be preferred by US univer-

For most sixth form students, university admission is an important matter, and therefore a good curriculum should offer qualifications recognised and accepted by many universities



sities, as its holistic approach to education is more like the approach taken by the universities there. In the UK, on the other hand, the general consensus is that A levels are preferred, for two reasons. Firstly, they are the 'home' qualification, so are better understood by admissions officers and university staff, and secondly, they allow students to study individual subjects in more depth. If, for example, you aim to study medicine at Cambridge, A levels will allow you to study all-important subjects like chemistry and biology in depth, which is impossible with the IB.

Research commissioned by the UK Higher Education Statistics Agency (HESA) compared students entering UK universities who had studied A levels and the IB. Quite surprisingly, they found that students studying the IB had a 57 per cent higher likelihood of being admitted into a top-20 university. The IB also came out on top in terms of grades achieved at university and median salary afterwards. Critics have suggested that these results are influenced by the IB being a harder qualification, meaning schools that offer it tend to be more selective in their own admissions processes, but even so the results are impressive.

None of this is to say that A levels are no longer a good qualification. They are recognised by universities around the world and still constitute the curriculum of choice for four out of every ten international schools worldwide (double the number offering IB). What's more, for students wishing to study a maths or science related subject, the depth offered by A levels is unparalleled. Nevertheless, advocates for the IB argue that its approach offers students a more holistic, well-rounded education which might suit students who haven't got all their plans and aspirations nailed down by age 16.

The UK's move to increase tuition fees for EU students was a hard pill to swallow for parents with children currently in school, and one which we cannot do anything about. The silver lining may be a chance for schools to reassess their curriculum - to see this Brexit-born decoupling as an opportunity to instigate change in private education in Cyprus. Whether you'd prefer to do A levels or the IB, it's hard to dispute that students would benefit from at least having the choice.

45-58 Nicosia

59-67 Limassol

68-71 Paphos

72-75 Larnaca

76 Paralimni

2021

2021

CyprusMail

SchoolsGuide

CyprusMail

SchoolsGuide

The American Academy Nicosia



Established: 1922

Language: English

Type: Preschool, Primary and Secondary

Age range: 2 years 10 months to 18

Students: 486

Principal/Head: James Gillanders

Student/Teacher ratio: 8:1

Governance: Not for profit company

Board of Governors: Cypriot educationalists and businessmen offering their services on a voluntary basis

ADMISSIONS

Head of Admissions: Dimitra Hadjimichael

Admissions policy: Exams and interview

Scholarships: N/A

Mid-term entry: Yes

Applying from abroad: Yes

Tuition fees: Preschool: starting from €3,130, Primary: €4,855, Secondary: €5,0800–€6,670

CURRICULUM

UK with some additions to meet the requirements of the Ministry of Education of Cyprus. Students graduate with a Certificate of Completion of Secondary Education (Apolysterion) accredited by the ministry

Type of exams: IGCSE & A Level

Languages: English, Greek, French and German

Sports: Basketball, Football, Volleyball,

Self-Defence, Gymnastics, Badminton and Table Tennis

Music: Choir, Band, Rock Band

EXTRACURRICULAR

Preschool: Monkeynastix, Masterkids, Creative Movement Expression

Preschool and Primary: Smart Hands, Boomwhackers, tennis

Primary: Wood Wizards, Girl Guides, Show Time, modern/Hip Hop dance, football, self defence, Shukufuku, robotics

Secondary: Model United Nations, European Youth Parliament, Debating, Art, Choir, Theatre, Dance, Duke of Edinburgh, Junior Achievements, Basketball, Football, Volleyball, Table Tennis

FACILITIES

Laboratories: Physics, Chemistry, Biology, Computers

Library

Sports facilities: Basketball, Football (5X5), Volleyball, Long jump, High jump, Badminton and Table Tennis

Bus service: Yes

Boarding School: No

POLICIES

School hours: 07:25–13:40

Clubs: 14:00–14:45

Exams: Internal exams for Secondary department in February and June

Uniform: Charcoal grey trousers/skirt,

white polo-shirt, blue sweater

Parents' association: pta@aan.ac.cy

Student support: A group of professional educators and educational psychologists form the Pastoral Care Team. They offer support to all students regarding their mental, emotional and academic development by monitoring their progress, offering counselling, running a number of interactive programmes, as well as meeting with students on one to one basis, whenever that is needed.

HISTORY

The school opened on October 16, 1922. The founders, who had earlier started the American Academy in Larnaca for boys, established the school in response to local demand for an English language school for girls and it was named the American Academy for Girls. In its early years it was both a boarding and a day school and 13 students enrolled in its first year, two of them boarders. The teacher who headed up the work was Lola Weir with Ada Wilson as her assistant. School and boarding house were originally on the west side of the old city of Nicosia. Growth was quite rapid and by 1927 the enrolment had reached 89 students. Relocation to its present premises outside the city walls in 1955 provided more extensive grounds and larger buildings. In 1976 the school became independent from its founding mission with a board of Cypriot educationalists and businessmen set up to manage it. In 1977 the school became co-educational and in the years that followed, there was an expansion in both its enrolment and its grounds and buildings.

CONTACT INFO

3A Michael Parides Street, 1095 Nicosia
Tel: +357 22 664266

www.aan.ac.cy

info@aan.ac.cy

Academia Gnosis



Established: 2007–UMKA and 2016 Academia Gnosis

Language: (Core educational) Greek, Russian, English, Bulgarian, Turkish. (Optional) French, German, Chinese

Type: Pre-primary, Primary

Age range: 18 months to 12 years

Students: Mix

Cypriot/Foreigner ratio: 4:6

Principal/Head: Mrs Svetlana Mardapitta

Student/Teacher ratio: 8:1

Governance: 3S Academia Gnosis Ltd

ADMISSIONS

Head of admissions: Mrs Svetlana Mardapitta

Admissions policy: Depending on School

Scholarships: Yes, CDB Bank

Mid-term entry: Yes

Applying from abroad: Yes

Tuition fees: €3,200–€3,600 (including breakfast, lunch and snacks)

Registration fee: €120

CURRICULUM

Type of exams: End of year and mid-year exams

Languages: Greek, Russian, English, Bulgarian, Turkish

Optional: French, German, Chinese

Sports: Yes and Sambo School

Music: Academia Gnosis RIMS

Theatre: Triumph

EXTRACURRICULAR

Clubs: Young Chef, Academia Gnosis RIMS, Theatre Triumph, Sambo

FACILITIES

Laboratories: Robotics, Cookery, Mental Mathematics, Astronomy, Art

Sports facilities: Table Tennis, Sambo, Gymnastics, Climbing

Bus service: Public

Boarding School: N/A

POLICIES

School hours: 07:15–19:00



Exams: Yes, Saturday School, Primary School

Uniform: Primary School

Parents' association: Yes

Student support: Full time nurse, psychologist, logotherapist, contracted childrens' medical practitioner

HISTORY

Established in Nicosia in 2007, Academia Gnosis is a multilingual kindergarten, preschool and primary school whose main goal is to help children identify their strengths early by explor-

ing their talents and growing their skills from a young age. Following the EU's VIA LIGHT project disciplines, it was conceived with a focus on establishing a methodology for multilingual education and human integration to help develop language competence in bilingual children and create a strong foundation that will support them in their further education. It also operates as a Cultural & Educational Centre, offering 'Academia Gnosis RIMS' Music School, 'Triumph' Theatre and a Sambo School.



CONTACT INFO

Mrs Svetlana Mardapitta
1 Deligiannis Street, 1055 Nicosia
Tel: +357 99 753810

American International School in Cyprus



Established: 1987
Language: English
Type: Preschool, Primary and Secondary
Age range: 3 to 18
Students: 327
Cypriot/Foreigner ratio: 21:79
Principal/Head: Mr Misha Simmonds
Student/Teacher ratio: 6:1
Governance: Esol Education (Chair of the Board/Superintendent: Walid Abushakra)

ADMISSIONS

Head of admissions: Sandra Barakat
sbarakat@aisc.ac.cy
Admissions policy: Yes
Scholarships: No
Mid-term entry: AISC is an open, year-round admissions school
Applying from abroad: Yes
Tuition fees: Pre -school: KG3/KG4 €4,810, KG5 €6,315, Primary: €8,600, Middle School: €9,420, High School Grades 9-10: €11,345, Grades 11-12: €13,570 **Registration fee:** €510

CURRICULUM

US and International Baccalaureate Programme plus requirements of Cyprus Ministry of Education
Type of exams: IB, SAT, American Diploma
Languages: English, Greek, French, Spanish
Sports: Cross country, Football, Basketball, Volleyball, Swimming
Music: Band, Choir, Senior Choir, all instruments, Brass Ensemble, private music programme
Theatre: Yes

EXTRACURRICULAR

Primary: Fencing, Tennis, Soccer, Basketball, Chess, Robotics, Arts & Crafts, Choir, Harry Potter, Chinese Language & Culture, Drama, Eco Club.
Secondary: Basketball, Soccer, Tennis, Art Workshop, Drama, School Band, Choir, Art Competitions,



Robotics & Computer Programming Club, Model United Nations, Duke of Edinburgh Award, Eco Club (Comprehensive list of clubs and activities on website)

FACILITIES

Laboratories: Biology, Chemistry, Physics laboratories & IT
Sports facilities: Tennis Courts, Basketball courts, Volleyball courts, Futsal pitch, Swimming pool
Bus service: Yes
Boarding School: No

POLICIES

School hours: 08:05–15:05
Exams: International Baccalaureate Diploma Program

Uniform: Yes

Parents' association: Parents Advisory Council (PAC) & Parent and Student Network (PASNET)

Student support: Yes

HISTORY

The American International School in Cyprus, founded in 1987, is a fully accredited, private co-educational, English language, university preparatory program for students in pre-kindergarten (3 year olds) through grade 12. Studies culminate in an American High School Diploma or the International Baccalaureate (IB). The school serves children whose parents work in the diplomatic corps, international corporations, the United Nations, as well as local families. Our holistic approach encourages high standards of academic achievement, meaningful collaboration and personal development, while supporting the unique needs of each individual learner. Our expert educators guide students towards independent inquiry and investigations, helping them take responsibility for their own learning and wellbeing. AISC graduates develop the crucial skills and thinking strategies needed to find solutions to the complex challenges of developing a sustainable and peaceful world.

CONTACT INFO

11 Kassos Street, Agioi Omologites, 1086 Nicosia
Tel: +357 22 316345
www.aisc.ac.cy
aisc@aisc.ac.cy



The English School Nicosia



Established: 1900

Language: English

Type: Secondary

Age range: 11 to 19

Students: 1,083

Cypriot/Foreigner ratio: 10:1

Student/Teacher ratio: 9:1

Principal/Head: Mr David Lambon

Governance: The English School is governed by The English School Management and Control law of 1936 (Cap. 167) and its subsequent amendments. The Council of Ministers appoints a Board of Management (ten members and one ex-officio), which ensures the effective running and maintenance of the school

ADMISSIONS

Head of admissions: Ursula Pantelides

Admissions policy: Exams for all students Years 1 to 4. Interviews and examinations for Years 2, 3 and 4 entrants. For Year 6 entry, IGCSE scores and interviews.

Scholarships: Academic scholarships for Year 1 students. Bursaries available

Mid-term entry: For Years 2, 3, 4 and 6 only

Applying from abroad: Yes

Tuition fees: €8,000 per annum

CURRICULUM

The UK Curriculum is followed but students secure university places throughout Europe, US and Canada. School leaving certificate and Ministry of Education Apolyterion are issued.

Type of exams: GCSE, IGCSE, GCE,

International A-Level

Languages: English, Greek, Turkish, French, German and Spanish

Sports: Football, Basketball, Volleyball, Handball, Athletics, Field Hockey, Tennis, Futsal, Badminton, Table Tennis, Softball, Martial Arts, Yoga, Dance and Fitness

Music: Orchestra, bands, choir, musicals and Talent Night

EXTRACURRICULAR

Clubs: Over 50 clubs including Art Club, Drama Club, Mathematics Relay, Turkish Drop-in Club, Greek Creative Writing Club, French Drop-in Club, Astronomy Club, Science and Discovery, First Aid, DT Club, Radio Club, Band/String orchestra, choir, F1 in Schools, European Youth Parliament, Chess Club, Junior Achievement, Musical Theatre, MEDIMUN, THIMUN, Animal welfare, Robotics Club

FACILITIES

Science Building: five Chemistry Labs, five Physics Labs, five Biology Labs, two Computer Labs, one DT room, Library and Lecture Theatre

Newham building: new Music Room and Art Workshop plus 23 new classrooms, including large canteen area

Sixth Form Centre: this includes canteen facilities, IT Workspace, careers office, and pastoral offices

Sports Facilities: Fully renovated Sports Centre including changing rooms, Gym, Hockey pitch, Futsal

courts, Tennis courts and Athletic stadium, with further projects underway

Bus service: Yes

Boarding School: No

POLICIES

School hours: Monday, Tuesday, Thursday and Friday: 07:40–13:30, Wednesday: 07:40–3:20

Exams: Years 1-3 sit end-of-year exams. Year 4 sit IGCSE Maths and Greek/Turkish, and the rest of the subjects as end-of-year exams. Year 5 sit IGCSE subjects including English as a First Language, English Literature, and AQA Further Maths. Year 6 students currently follow four GCE subjects, and sit GCE Greek/Turkish. Year 7 students sit 3 GCEs, with the option of an additional A Level after school.

Uniform: Yes

Student support: The school has a fully staffed pastoral system led by three assistant heads, nurse and part-time professional counsellor.

Parents' association: The English School Parents Association (ESPA)

HISTORY

The school was founded in 1900 by Canon Frank Darvall Newham. It moved to its current location opposite the Presidential Palace in 1938. It became co-educational in 1962 when it merged with The English School for Girls. The school is currently an independent school, which is in trust to the government of Cyprus. It has built an enviable tradition of academic excellence and an outstanding range of out-of-class activities, which contribute to a well-rounded education.

CONTACT INFO

Presidential Road, PO Box 23575, 1684 Nicosia

Tel: +357 22 799300

www.englishschool.ac.cy

info@englishschool.ac.cy

Office working hours: 07:30–14:30



The Falcon School

Established: 1976

Language: English

Type: Preschool, Primary and Secondary

Age range: 4 years to 18+

Students: 360

Cypriot/Foreigner ratio: The school is multi-cultural and multi-racial in ethos and composition

Principal/Head: Anthony Balkwill

Student/Teacher ratio: 8:1

ADMISSIONS

Head of admissions: Lisa Georgiades

Admissions policy: Assessments (Primary); entrance examinations (Secondary)

Scholarships: Partial scholarships for outstanding academic performance are awarded in the Secondary department

Mid-term entry: Yes

Applying from abroad: Yes

Tuition fees: €4,000–€7,600

CURRICULUM

UK, adapted for Cyprus

Type of exams: GCSE, IGCSE, GCE A level, IAL

Languages: English, Greek, French, Spanish

Sports: A very wide range of sports of all kinds

Music: Vocal, instrumental, orchestral, music theory

EXTRACURRICULAR

Clubs and societies including Youth Parliament, Model United Nations, Toastmasters, Drama, Chess, Choir, Orchestra, Cookery, Sports, Science, First Aid and St John's Ambulance, School Magazine, Yearbook

FACILITIES

General Science, Chemistry, Biology, Physics, Computing and ICT Laboratories, full-size theatre, mini amphitheatre, Library, Ballet Room, Art Room, Pottery Room

Sports facilities: 25m solar-heated

indoor pool, training pool, multi-sport Gymnasium, Basketball/Volleyball, sports hall, full-size astroturf pitch, 400m running track, multipurpose courts, athletics facilities, Weights Room

Bus service: Yes

Boarding School: No

POLICIES

School hours: 07:30–6:30

Exams: Mid-year core assessments

End-of-Year Examinations: Pearson Edexcel and Cambridge, public examinations

Uniform: Yes

Parents' association: Falcon School Parents and Guardians Association (FSPGA)

Student support: Educational Counsellor, form tutor system, SENCO

HISTORY

The Falcon School was founded in 1976 by Mr and Mrs Ierides as a place where children of all nationalities and creeds could live and learn joyfully together in a spirit of mutual respect and tolerance. Over the past 40 years the school has continued to add to its impressive facilities and is in the middle of an ambitious renovation project. The school has always cherished traditional values but

also aims to prepare students for the challenges of the modern world.

Falcon graduates have high aspirations, aiming at Russell Group universities in the UK, the Ivy League in the USA, and top EU universities. In recent years Falcon students have taken up places at Oxford, Cambridge, Durham, LSE, Imperial and many other top-ranked universities to study a truly broad range of subjects including Medicine, Law, Natural Sciences, Mathematics and Modern Languages in addition to practical and vocational subjects. The Falcon School is very proud of the achievements of its alumni. One graduate was recently in the 2018 Forbes list of the 30 most successful entrepreneurs under 30; another was the only undergraduate in Cyprus to gain a place at Oxford University in 2016; others occupy high profile positions in universities around the world or in international business.

No matter where Falcon students go on to study or work, the school continues to offer support in the form of counselling or references.

CONTACT INFO

1 Nikos Ierides Street, 2034 Nicosia

Tel: +357 22 424781

www.falconschool.ac.cy

info@falconschool.ac.cy



French-Cypriot School



Established: 2012 (in its present form)

Language: French, Greek

Type: Preschool, primary and secondary

Age range: 2 to 18

Students: 310

Cypriot/Foreigner ratio: 50% Cypriots, 30% French and 20% other nationalities

Principal/Head: Jean-Marie Yhuel

Student/Teacher ratio: 12:1 (differs by class and age)

Governance: Parent's association

ADMISSIONS

Head of admissions: Mandalena Athanasiou

Mid-term entry: Yes (non-French speaking students take an oral examination with a French teacher)

Applying from abroad: Yes (the policy is the same as follows)

Admissions policy: Non-French speakers: It is highly recommended to register from preschool, since the main language of instruction is French. Exams only for 6ème (11 years old) and 5ème (12 years old). French speakers: Students coming from the French educational system may enrol without any test. Students who do not come from the French system have to take a language test

Tuition fees: Kindergarten: €3,750, Primary: €4,755, Secondary: €5,057-€5,730

CURRICULUM

France, two streams: French and Bilingual (French-Greek)

Type of exams: Baccalaureate examination

Languages: French and Greek. Students are also taught English from kindergarten and German or Spanish from the age of 11

Sports: Football, Basketball, Rugby, Ping-Pong

Music: Yes (music education)



EXTRACURRICULAR

Clubs: Tennis, Theatre, Robotics, Chess, Dance, Rugby, Piano

FACILITIES

Laboratories: Science and IT

Sports facilities: Football and basketball

Bus service: Yes

Boarding School: No

POLICIES

School hours: 07:55–14:30 (Primary), 07:55–16:30 (Secondary)

Exams: at the end of lower Secondary and the end of higher Secondary School

Uniform: No

Parents' association: Yes

Student support: Yes, assistance with homework for elementary students

HISTORY

The French-Cypriot School of Nicosia (EFCN) is the successor to the Arthur Rimbaud French school which had been operating in Cyprus since 1987, and in 2012 was transformed from a purely French school into a French-Cypriot school with the aim of promoting French and Cypriot cultures

and languages within a European and international context. The school is part of the International Association of the French schools abroad (AEFE). Education at EFCN is based on the humanitarian values on which French civilisation is based. Its fundamental characteristics include critical thinking, rationality and flexibility, as well as the cultivation of respect for cultural diversity, tolerance and co-existence. This approach aims at equipping students with the virtues and skills that will allow them to adapt smoothly to the modern, multicultural environment.

CONTACT INFO

20 Konstantinou Kavafi Street,
1517 Aglantzia
Nicosia

Tel: +357 22 665318

www.efcn.info

secretariat@efcn.info

The Grammar School Nicosia



Established: 1963
Language: English
Type: Secondary
Age range: 12 to 19
Students: 800
Cypriot/Foreigner ratio: 3:1
Principal/Head: Andreas Afamis
Student/Teacher ratio: 8:1
Governance: Board of Directors

ADMISSIONS

Head of admissions: Andreas Afamis, Examinations Committee

Admissions policy: Tests in English or Greek and Mathematics, facilitating interview

Scholarships: For each cohort, based on rank, 10 scholarships starting from 100% down to 20%

Mid-term entry: Yes, with placement exams

Applying from abroad: Yes, with placement exams

Tuition fees: Academic year 2020-21: Classes 1-3 €7,650, Classes 4 & 5 €7,925 and Classes 6 & 7 €8,100. Special discounts for second and third child and full payment in advance.

CURRICULUM

Type of exams: Internal tests throughout the year and end of year final examinations, IGCSE, GCE Advanced Level, LCCI (Accounting) mostly through EDEXCEL/Pearson examination board

Languages: English (formal medium of instruction), Greek (native speakers), French, German (electives)

Optional: STEM Programme for classes 2-3 (first school to introduce STEM since 2014).

Athletic Programmes: a Competitive Football, Basketball, Swimming, Tennis and Track and Field programme for talented athletes is integrated into the regular school curriculum without affecting the high academic level of students. The Football programme is in cooperation with Liverpool International Academy Cyprus. The Basketball programme is



supported by Keravnos BC, one of the elite professional teams in Cyprus. The Tennis programme operates in collaboration with the Eleon Tennis Academy -Photos Kallias. The Track and Field programme operates in collaboration with the Gymnastic Association Pancypria (GSP). Students of the Athletic Programme have the opportunity to enter the scholarship programme on the basis of their academic and athletic performance.

Sports: Including Football, Basketball, Handball, Volleyball, Swimming, Tennis and Track and Field, Beach Tennis and Survival Games.

Music: Choir and Orchestra, Cultural Evening, Talent Show

Theatre: Yearly theatrical performances under the school's competition in cooperation with Thoc and the Ministry of Education and Culture

EXTRACURRICULAR

Clubs: Sports, Educational (current affairs, mooted, environment, etc), Cultural (art, music, theatre, Annual Cultural Evening etc) and Social (blood donation, Red Cross, fundraising etc). Educational Programmes: Duke of Edinburgh International Award programme, Model United Nations (MUN), ERASMUS+ projects, European Youth Parliament (EYP), Euroscola, Toastmasters, public speaking

FACILITIES

Laboratories: Biology, Chemistry, Physics, Junior Science, three Computer Labs, STEM Lab, Innovation Lab

Sports facilities: Track and Field and Football with plastic turf, six-lane 25x13m Swimming pool, Basketball, volleyball, Handball, Tennis, Beach Tennis, Survival Games

Cafeteria: Yes

Bus service: Yes

Boarding School: No

POLICIES

School hours: 08:15-3.55

Exams: End of year

Uniform: Yes

Parents' association: Yes, various social activities and lectures

Student support: Pastoral care system, educational counsellor, university and career placement guidance, nurse

HISTORY

Ioannis and Iro Gregoriou founded the Grammar School in 1963 operating in privately-owned premises on a hill near the Nicosia airport. During the Turkish invasion in 1974 the school was bombed and consequently occupied by Turkey. In 1981 the Grammar School moved to new privately-owned premises in Anthoupolis. Premises include swimming pools, administration buildings, science laboratories, computer laboratories, cafeteria, sports grounds and the STEM and technology innovation laboratories. The Grammar School entered into a collaboration with Microsoft and has established an IT Academy and is the first school in Cyprus to become a Microsoft Showcase School and a Microsoft Office Specialist Testing Centre. It implements Microsoft Office 365, a virtual workplace which allows students, teachers and parents to keep track of their lessons, assignments and school activities.

CONTACT INFO

Anthoupolis Highway, Pano Deftera
 Tel: +357 22 695695
www.grammarschool.ac.cy
info@grammarschool.ac.cy

The Grammar Junior School



Established: 1970
Language: English
Type: Reception, Preschool, Primary
Age range: 4 to 12
Students: 292
Principal/Head: Sylvana Eleftheriadou
Student/Teacher ratio: 8:1

ADMISSIONS

Head of admissions:

Lower School: Maria Vorka

Upper School: Anna Koni

Admissions policy: Interview and assessment

Mid-term entry: Yes

Applying from abroad: Yes

Tuition fees: Reception Class: €4,600
 Preschool: €5,500, Classes 1–6:
 €5,800 Special discounts for second
 and third child and full payment in
 advance

CURRICULUM

The school offers a balanced and broad curriculum. It promotes the cultural, mental and physical development of all its pupils and prepares them for the opportunities, responsibilities and experiences of later life. Teachers use the outline of the curriculum to develop exciting and stimulating lessons that promote the development of pupils' knowledge, understanding and skills.

Type of exams: Written exams in Eng-

lish, Mathematics and Greek for Class 6 only at the end of the year. Classes 3 to 6 monthly tests.

Languages: English, Greek

Sports: Football, Track and Field, Swimming, Basketball, Volleyball, mini Football

Music: The school Choir and Orchestra participate in many events during the year

EXTRACURRICULAR

Clubs and extra-curricular activities are very important in the development of children. A wide variety of clubs relating to the environment, technology and the arts, among others, are offered each year. Music, Art, Dance, Drama, Sports and Athletics are part of the extra-curricular activities of the school.

FACILITIES

Laboratories: Innovation Centre, Computer laboratory

Sports facilities: PE fields, Swimming pool, mini Football, Tennis, Basketball, Volleyball and Football courts

Canteen & Cafeteria: Yes

Bus service: Yes

Boarding School: No

POLICIES

School hours: 08:15–13:55

Uniform: Yes

Parents' Association: Social activities

and lectures

Pupil support: Educational psychologist, school nurse and special education teachers

HISTORY

Ioannis and Iro Gregoriou founded the Grammar Junior School in 1970. In 1981 the school moved to its new privately-owned premises in Anthoupolis. Since then, the campus has progressed and expanded. There is a large swimming pool, sports grounds, cafeteria, innovation centre and computer laboratory. Classrooms as well as art and music rooms are equipped with the latest technology, making it a friendly and warm environment where pupils receive the best care. The Grammar Junior School has kept a strong tradition in culture and sports. Pupils participate in school and extra-curricular activities such as school plays, choir, orchestra, charity fundraising and sports events. The Grammar Junior School has successfully fulfilled the requirements and has been an Eco-school since June 2018.

CONTACT INFO

Anthoupolis Highway, Pano Deftera

Tel: +357 22 695600

www.gjs.ac.cy

gjs@grammarschool.ac.cy

The G C School of Careers



Established:

Secondary school: 1973, Nursery and Primary school: 2010

Language: Primary: Greek; Secondary: English

Type: Preschool, Primary and Secondary

Age range: 3 to 19

Students: Preschool and primary 256; Secondary 600

Cypriot/Foreigner ratio: Majority are Greek Cypriot

General Director: Emiliós Hadjipetris

Principal/Head: Primary: Panagiota Kalo-girou; Secondary: Despo Pambori

Student/Teacher ratio: 7:1

ADMISSIONS

Admissions policy: Primary: Admission into Form 1 is through personal interviews. Admission into primary forms 2-6 is through placement examinations in Greek Language and Mathematics; Secondary: Entrance exams for Form 1, school placement exams for all other forms

Scholarships: For Secondary: one full scholarship and four half scholarships based on entrance exam results; five partial scholarships based on overall year assessment

Tuition fees (2020-2021): Primary: €6,575, Secondary: €8,150

CURRICULUM

Primary: Curriculum prescribed by the Cyprus Ministry of Education, with advanced lessons in Greek, Mathematics and English and specialised classes in Computing, Robotics and Chess; Secondary: In Forms 1, 2 and 3: English language, Modern Greek, Mathematics, History, General Science (chemistry, biology and physics), Geography, ICT, Art & Design, Music, Religious Studies, Physical Education and French (Forms 2 and 3). In Forms 4 and 5 the curriculum includes seven or eight IGCSE subjects, and in Forms 6 and 7, four A Level subjects and one AS subject

Languages: English, Greek, French, German



Type of exams: iPrimary English – Pearson Edexcel (elementary); IGCSE, A-levels (secondary)

EXTRACURRICULAR

Clubs: Primary: The current club selection includes Music, Football, drama, PE, Arts & Crafts, Science & Discovery, Dance, Board Games, Cooking, Basketball, Table Tennis, Wall Climbing, Journalism, Creative Computing, Team Building Games and European programmes. Secondary: More than 30 afternoon clubs focusing on personal interests, career interests, community service and entertainment. Most school departments run their own clubs which encourage knowledge beyond the material taught in class. Many GCS students are also involved in various European and international programmes such as the European Youth Parliament, Model United Nations, the London International Youth Science Forum and the Oxbridge Academic Programmes.

FACILITIES

Primary: Computer Laboratories, Robotics, Art Room, Music Room

Secondary: Physics, Chemistry, Biology and Computer Laboratories, Library, Art & Design rooms, Auditorium, and a multi-



purpose cafeteria

Sports Facilities: Indoor and outdoor sports grounds

Bus service: Yes

Boarding School: No

POLICIES

Classes: 07:35–13:45, afternoon clubs or supervision for primary school until 15:00

Exams: Primary: Forms 4–6 final exams in Greek, mathematics and English

Uniform: Mandatory for all students

Parents' association: Membership is open to all parents. The AGM and elections are held in October.

Student support: Secondary School: Careers counsellors, school psychologists, heads of departments and heads of year work closely with the school management to help all students cope with any adversity and improve their overall performance. Most departments offer their students support sessions after school hours.

HISTORY

Founded in 1973, the school provides high quality secondary education in a supportive and disciplined learning environment. Both the academic and extra-curricular programmes encourage and guide students to excel academically, develop their critical, analytical and transferable skills, and become all-round personalities characterised by self-confidence and broad-mindedness. The achievement of this aim is ensured through continual supervision of each individual student. In 2015 the school management introduced The GCS Mathematics School and The GCS Sports School, both aiming to develop talented students' special abilities and enable them to acquire new skills.

CONTACT INFO

www.gcsc.ac.cy, info@gcsc.ac.cy

Primary school: 6-8 Terra Santa Street, 2001 Nicosia, Tel: +357 22 464420

Secondary school: 96 Steliou Hadjipetri Street, 2057 Strovolos



Marina's Playschool



Established: 1988
Language: English
Type: Private kindergarten
Age range: 20 months to 6 years
Students: 95
Cypriot/Foreigner ratio: 9:1
Principal/Head: Marina Shukuroglou Sparsis
Student/Teacher ratio: 7:1

ADMISSIONS

Head of admissions: Marina Sparsis
Admissions policy: N/A
Scholarships: N/A
Mid-term entry: Depending on availability
Applying from abroad: Yes, via email
Tuition fees: Three terms at €1,400 per term

CURRICULUM

The school believes that learning should be fun! In a relaxed, family atmosphere, Marina's Playschool provides guidance towards social and emotional development. It offers quality pre-school education with 100% success rate in entrance interviews to elementary schools.

Type of exams: N/A

Languages: English

Sports: Yes. Gross motor skills such as running, jumping, climbing, playing with



balls (throwing, kicking) are reinforced in the playground

Music: Yes

Theatre: Yes

EXTRACURRICULAR

Clubs afternoon activities: Dance, Sports, Science, Music

FACILITIES

Laboratories: N/A

Sports facilities: N/A

Bus service: No

Boarding School: N/A

POLICIES

School hours: 07:30–18:00

Exams: N/A



Uniform: Yes

Parents' association: No

Student support: Yes

HISTORY

Marina's Playschool is an English-speaking nursery school, established in 1988, that is recognised by the Ministry of Education. In September 2007, it moved to its new premises, a purpose built, state of the art kindergarten.

CONTACT INFO

29 Metochiou Street, Nicosia

Tel: +357 22 378901

info@marinasplayschool.ac.cy

www.marinaspayschool.ac.cy

PASCAL Private English School Lefkosia



Established: 1988
Language: English
Type: Secondary Day and Boarding School
Age range: 12 to 18
Pupils: 335
Cypriot/Foreigner ratio: 3:1
Head of School: Maria Ehrhartsmann

ADMISSIONS

Admissions policy: Entrance Examinations in Mathematics and Greek or English
Scholarships: Based on the entrance examinations: 100%, 50%, 25% discount on tuition fees
Mid-term entry: Yes
Applying from abroad: Applications are considered throughout the year
Tuition fees: Day: €6,600–€7,100 (International Baccalaureate Diploma Programme €7,900). Boarding: €26,000–€29,000

CURRICULUM

In Years–13 the school offers a high standard of general education and sets the foundations for more specialised learning in Years 4–6. In Years 4–6 the school offers a complete programme of study leading towards the Apolyteion (recognised national secondary school leaving qualification). Pupils in

Year 4 may take the IGCSE examinations in their optional subjects. In Years 5 and 6 they may take the GCE AS and A Level/International A Level examinations respectively. Alternatively, pupils may follow the two-year International Baccalaureate Diploma Programme.
Languages: English, Greek, French, German, Russian
Sports: Pupils are encouraged and given an opportunity to participate in various sporting events such as track and field competitions, swimming galas, football or basketball tournaments be it at national or international level.

EXTRACURRICULAR

Clubs: Archery, Water Polo, Swimming, Entrepreneurial, Drama, Sports, Cycling, Journalism, Photography, Arts & Crafts, First Aid, Sailing, Environmental, Music, Astronomy, Rock Climbing, Biomedical, Formula 1

FACILITIES

Three Computer Labs, two Physics Labs, two Chemistry/Biology Labs, Science Lab, two Design & Technology Rooms, Music Room, two Art Rooms, Cookery Room, Library, canteen, cafeteria, kitchen
Sports facilities: Gym, two Football courts (with real grass and artificial

grass), two Futsal courts, Basketball court, Volleyball court, Handball court, two Tennis courts and outdoor heated Swimming pool

Bus service: Yes

Boarding facility: Yes

POLICIES

School hours: 07:45–13:55

(All Day 15:45)

Uniform: Yes

Parents/Guardians Association: Yes

Pupil support: The school has an efficient system of pastoral care which reaches out to every single pupil in school

HISTORY

PASCAL English School Lefkosia is a private co-educational six-year English-medium secondary school. It was founded in 1988 and is fully recognised by the Cyprus Ministry of Education. It is a day and boarding IB World School as well as Cambridge Assessment International Education and Pearson Edexcel centre. The school belongs to PASCAL Education, the largest and one of the most reputable educational organisations in Cyprus, which comprises three English-medium kindergartens, three English-medium primary schools, three English-medium secondary schools and two Greek-medium secondary schools island wide.

CONTACT INFO

177 Kopegchagis Street, 2306
 Lakatamia, Lefkosia
 Tel: +357 22 509000
www.pascal.ac.cy
lefkosia.info@pascal.ac.cy

PASCAL Private Primary School & Kindergarten Lefkosia



Established: 2017
Language: English
Type: Kindergarten & Primary School
Age range: 4 to 12 years
Pupils: 164
Cypriot/Foreigner ratio: 1:1
Head of School: Antigoni Stylianou
Governance: Board of Directors

ADMISSIONS

Admissions policy: Assessment for admission to all Years, from Reception Year to Primary Year Six, is done individually for each prospective pupil

Scholarships: N/A

Mid-term entry: Yes

Applying from abroad: Applications are considered throughout the year

Tuition fees: €4,850–€5,850

CURRICULUM

PASCAL Primary School Lefkosia is proud to be part of the prestigious international community of schools; Cambridge International Schools. Cambridge Primary curriculum is offered by more than 1,800 primary schools in over 95 countries worldwide.

As a Cambridge Primary school, PASCAL Primary School Lefkosia starts learners on an exciting educational journey, setting out what they should be able to do at each stage of their primary education. The curriculum sets clear learning objectives and focuses on developing knowledge and skills in all subjects, providing excellent foundations for the next stage of education.

The PASCAL Primary School Lefkosia programme offers a broad curriculum with subjects such as English, Mathematics, Science, Digital Literacy, Environmental Studies, History, Art & Design, Music and PE. PASCAL Primary School Lefkosia also offers Cambridge Global Perspectives, an exciting programme that develops the skills of research, analysis, evaluation, reflection, collaboration and communication while it strengthens the links across, mathematics,



science and ICT. The Greek language programme offered follows the Cyprus Ministry of Education curriculum. The Reception Year follows a programme developed based on the British Early Years Foundation Stage with revisions to reflect Cypriot geographical and historical identity. The curriculum is broad and balanced in content and wide ranging in approach, helping to ensure future progress and success. The school creates a learning environment that is motivating, exciting and caring to contribute to the children's positive self-esteem and to inculcate a love of learning. The Kindergarten and Primary school curricula are consistently enriched with real-life and concrete experiences which are creatively planned, vibrant and exciting. Children with little or no English are given additional support through intensive English language lessons with the aim of enabling them to access the curriculum as soon as possible.

EXTENDED DAY

Homework Support and Activities

Extended Day Programme is provided on an optional basis after school. However, attendance is recommended for all pupils, from Year 1 to Year 6 as the purpose of Homework Support is to help pupils develop their study skills, become independent learners and to give an additional opportunity for them to resolve any queries they may have about the material taught during the school day. Activities, after homework support, run through the academic year to give pupils

the opportunity to develop their skills and talents outside academia. Activities are designed to support the physical and social development for all Years.

FACILITIES

The premises include Computer Lab, Music room, Art room, library, canteen, cafeteria

Sports facilities: Futsal courts, Basketball court, Volleyball court, Handball court, Tennis courts, outdoor heated Swimming pool

Bus service: Yes

POLICIES

School hours: 7:45–13:05 (Extended Day 16:00)

Uniform: Yes

Parents Guardians Association: Yes

Student support: The school provides a caring environment where individuality is celebrated and everyone is respected. With its caring approach, the school ensures that pupils feel positive and confident about themselves, their abilities, achievements and their power of decision making.

HISTORY

PASCAL Primary School Lefkosia is an English-medium primary school. It was founded in 2017 and is fully recognised by the Cyprus Ministry of Education. The school belongs to PASCAL Education, the largest and one of the most reputable educational organisations in Cyprus, which comprises three English-medium kindergartens, three English-medium primary schools, three English-medium secondary schools and two Greek-medium secondary schools island wide.

CONTACT INFO

177 Kopegchagis Street, 2306
 Lakatamia, Lefkosia
 Tel: +357 22 509210
www.pascal.ac.cy
primarylef@pascal.ac.cy

The Junior & Senior School



Established: 1944
Language: English
Type: Primary (junior) & secondary (senior)
Age range: 2 to 19
Students: 1,400
Cypriot/Foreigner ratio: 65:35
Principal/Head: Paulo Duran
Student/Teacher ratio: up to 24 children per class (smaller groups in exam years)
Governance: Governed by group of elected parents

ADMISSIONS

Head of admissions: Christie Kasapi
Admissions policy: Interview, written
Entrance exam (depending on the age)
Scholarships: Year 7
Mid-term entry: Available if there is space in the year group
Applying from abroad: Yes, and assessments possible in the home school
Tuition fees: €4,909–€7,604 (JS), €7,155–€7,427 (SS)

CURRICULUM

UK curriculum taught only in English. Plus, Greek language for all.
Type of exams: I/GCSE, GCE A level and Apolyterion
Languages: English, Greek Optional: French, Spanish, German
Sports: Football, Volleyball, Bas-

ketball, Squash, Tennis, Swimming, Athletics, Rugby
Music: Music and Recording studios (SS)
Theatre: Drama and Dance studios (SS)

EXTRACURRICULAR

Extensive extra-curricular activities on both sites at the end of the day (JS) (SS). Many sports, Choir, Orchestra, languages, booster classes, Homework Club, ICT Club, Drama, Dancing, Crafts, Art etc are offered.

FACILITIES

Laboratories: Three fully equipped Science Laboratories (SS)
Sports facilities: Running track (JS) (SS). Extensive sports grounds: Gymnasium, Tennis courts, a Squash court, a Swimming pool, Futsal, Basketball



and Volleyball courts (SS), Basketball courts, Futsal, Tennis courts (JS)

Bus service: Yes. Buses to and from city centre (for SS which is in Latsia), plus home buses by arrangement

Boarding School: No

POLICIES

School hours: 07:45–13:00 (JS KS1), 07:45–13:10 (JS KS2), 08:05–14:25 (SS)

Exams: Exam results published online

Uniform: Yes, green, white, grey and black (JS)(SS)

Parents' association: Active PTA on both sites

Student support: Pastoral support team, learning support department, Counsellor, Careers Advisor (JS)(SS)

HISTORY

The Junior School was established in 1944 by the British Council. The school remained under the direction of the British Council until 1948, when it became a non-profit making company incorporated in Cyprus, known as The Junior School.

In 2003 The Senior School was established, extending education from 12 to 19 years and incorporating study for I/GCSE and A level qualifications and an Apolyterion. Due to a rise in pupil numbers and a need for improved buildings, in March 2016 the school moved to a new site in Latsia adding a new annex with eight classrooms on The Senior School site.

CONTACT INFO

Junior school: Kyriakou Matsi Avenue, Ayioi Omoloyites, Nicosia

Tel: +357 22 664855

contact@thejuniorschool.com

www.thejuniorandseniorschool.com

Senior school: 2 Romanou Street, 2237 Latsia, Nicosia

Tel: +357 22 660156.

contact@theseniorschool.com

www.thejuniorandseniorschool.com

PASCAL Private English School Lefkosia



Established: 1988
Language: English
Type: Secondary Day and Boarding School
Age range: 12 to 18
Pupils: 335
Cypriot/Foreigner ratio: 3:1
Head of School: Maria Ehrhartsmann

ADMISSIONS

Admissions policy: Entrance Examinations in Mathematics and Greek or English
Scholarships: Based on the entrance examinations: 100%, 50%, 25% discount on tuition fees
Mid-term entry: Yes
Applying from abroad: Applications are considered throughout the year
Tuition fees: Day: €6,600–€7,100 (International Baccalaureate Diploma Programme €7,900). Boarding: €26,000–€29,000

CURRICULUM

In Years 1–3 the school offers a high standard of general education and sets the foundations for more specialised learning in Years 4–6. In Years 4–6 the school offers a complete programme of study leading towards the Apolyteion (recognised national secondary school leaving qualification). Pupils in

Year 4 may take the IGCSE examinations in their optional subjects. In Years 5 and 6 they may take the GCE AS and A Level/International A Level examinations respectively. Alternatively, pupils may follow the two-year International Baccalaureate Diploma Programme.

Languages: English, Greek, French, German, Russian

Sports: Pupils are encouraged and given an opportunity to participate in various sporting events such as track and field competitions, swimming galas, football or basketball tournaments be it at national or international level.

EXTRACURRICULAR

Clubs: Archery, Water Polo, Swimming, Entrepreneurial, Drama, Sports, Cycling, Journalism, Photography, Arts & Crafts, First Aid, Sailing, Environmental, Music, Astronomy, Rock Climbing, Biomedical, Formula 1

FACILITIES

Three Computer Labs, two Physics Labs, two Chemistry/Biology Labs, Science Lab, two Design & Technology Rooms, Music Room, two Art Rooms, Cookery Room, Library, Canteen, Cafeteria, Kitchen

Sports facilities: Gym, two Football courts (with real grass and artificial

grass), two Futsal courts, Basketball court, Volleyball court, Handball court, two Tennis courts and outdoor heated swimming pool

Bus service: Yes

Boarding facility: Yes

POLICIES

School hours: 07:45–13:55

(All Day 15:45)

Uniform: Yes

Parents/Guardians Association: Yes

Pupil support: The school has an efficient system of pastoral care which reaches out to every single pupil in school

HISTORY

PASCAL English School Lefkosia is a private co-educational six-year English-medium secondary school. It was founded in 1988 and is fully recognised by the Cyprus Ministry of Education. It is a day and boarding IB World School as well as Cambridge Assessment International Education and Pearson Edexcel centre. The school belongs to PASCAL Education, the largest and one of the most reputable educational organisations in Cyprus, which comprises three English-medium kindergartens, three English-medium primary schools, three English-medium secondary schools and two Greek-medium secondary schools island wide.

CONTACT INFO

177 Kopegchagis Street, 2306
 Lakatamia, Lefkosia
 Tel: +357 22 509000
www.pascal.ac.cy
lefkosia.info@pascal.ac.cy

The American Academy Limassol



Established: 1986

Language: English

Type: Kindergarten, Primary, Secondary and Athletic School

Age range: 2 years 6 months to 18

Students: 650+

Cypriot/Foreigner ratio: Varies by class

Principal/Head: N/A

Education Director: Samantha Bargilis-Beer

Principal Primary & Kindergarten: Kallia Rigas

Principal Secondary: Yianakis Tittiris

Student/Teacher ratio: 10:1

Governance: The governing body includes parents (elected by parents at the school), a staff member (elected by staff), a local counsellor and members of the local community (appointed by the governing body), as well as the head teacher.

ADMISSIONS

Head of admissions: Samantha Bargilis-Beer

Admissions policy

Kindergarten and Primary: interview;
Secondary: interview and placement test

Scholarships: Each case is reviewed by the board of directors

Mid-term entry: Yes

Applying from abroad: Online registrations, boarding school

Tuition fees: €5,130 (Primary)–€8,010 (Secondary)

CURRICULUM

British National Curriculum

Type of exams: GCSE, GCE & A Levels

Languages: English, Greek, Russian, Italian, French, Arabic

Sports: Sports School, Football, Tennis, Dancing, Swimming, Taekwondo

Music: Music department, Art department

EXTRACURRICULAR

Clubs: Languages, Physics, Biology, Chemistry, Duke of Edinburgh, Art, Maths, Literature, Charity, Drama, Music, Sports, ICT, Science Fair Club, and more

FACILITIES

Physics, Biology and Chemistry Laboratories, ICT, Art Lab, School Theatre

Sports facilities: Football pitch, Bas-

ketball, Volleyball, Handball

Bus service: Yes, door to door service

Boarding School: Yes, and summer school

POLICIES

School hours: 07:40–3:50, after school activities vary

Exams: Mid-term, end of year

Uniform: Compulsory

Parents' association: PTA active. Frequent parent–teacher meetings

Student support: Options advice, career counselling, SEN Support and UCAS applications

HISTORY

In 1986 the American Academy opened its doors on Despina Pattichi Street Limassol to both primary and secondary school children with an initial enrolment of 50 pupils. In 2000 the school opened its first nursery and reception classes. In the same year it successfully created boarding facilities to cater to international students. In 2001 it expanded its educational influence by creating an Educational Learning Centre to assist students with extra lessons and top-up subjects, as well as dealing with students who have learning difficulties, such as dyslexia. In 2001, recognising the demand for private Greek education, the American Academy in Limassol started a Greek secondary school. 2016 marked the creation of a full time secondary level Sports School.

CONTACT INFO

Primary School: 7 Lefkas Street, 3070 Limassol Tel: +357 25 382782

Secondary School: Despinas Pattichi Street, Limassol Tel: +357 25 337054

Kindergarten: 12 Xanthippis Street, Germasogeia, Limassol

Tel: +357 25 315933, +357 25 382782
www.americanacademy.ac.cy
admissions@americanacademy.ac.cy



Foley's school



Established: 1970

Language: English

Type: Preschool, Primary and Secondary; co-educational, independent and multi-national

Age range: 3 years 8 months to 18

Students: 1,100

Cypriot/Foreigner ratio:

Approximately 3:7

Principal/Head: Chris Bailey (Secondary), Lucy Georghiou (Primary)

Student/Teacher ratio: Varies considerably with age group

Governance: Privately owned

ADMISSIONS

Head of admissions: Chris Bailey, Lucy Georghiou

Admissions policy: Entrance exams and interview

Scholarships: N/A

Mid-term entry: Depending on circumstances and age group

Overseas applicants: Yes, via website

Tuition fees: €6,300–€10,800 per year (depending on year group)

CURRICULUM

Mainly UK. Greek (first language) follows Cyprus Ministry of Education syllabus.

Type of exams: IGCSE/GCSE, A level, Apolyterion

Languages: English, Greek, French, Spanish, German



Sports: Athletics, Gymnastics, Football, Netball, Basketball, Swimming, Volleyball, Cricket, Table Tennis, Tag Rugby, Unihockey, Handball and Softball

Music: Swing band, Brass band, Contemporary Music band, choirs

EXTRACURRICULAR

Clubs: Basketball, Football (boys and girls), Gymnastics, Hiking, Hockey, Handball, Netball, Tag Rugby, Swimming, Table Tennis, Public Speaking, Inventing, Robotics, Chess, Choir, Cookery, Dance, Drama, Debating, Maths, French Cinema, Spanish Cinema, Spanish Debating, Science, Photography, Swing band, Brass band, Marching band, Contemporary band,

Yoga, Duke of Edinburgh International Award

FACILITIES

Science Laboratories, library/study, Computer Room, Art Rooms, Music Rooms, amphitheatre

Sports facilities: Gym, Basketball courts, indoor sports hall, 25m Swimming pool, Athletics track, astroturf football pitch

Bus service: Yes

Boarding School: No

POLICIES

School hours: Academic lessons:

Primary: 07:45–3:55, Secondary: 8:10–4:15

Many extra-curricular activities and clubs until 15:30 (Primary) and 17:00 (Secondary).

Exams: iGCSE/GCSE and A levels, results published online

Uniform: Yes

Parents' association: No

Student support: Yes

HISTORY

The school was founded in 1970 by Ward and Pat Foley in Famagusta. In 1974, after the invasion, it moved to Limassol and both primary and secondary sections of the school were based in town (Homer Street). Four years ago, the primary school moved to new purpose-built premises in Ayios Athanasios (Nikis Avenue) and, in September 2019, the secondary pupils moved to the new site, reuniting the school. Last year was the school's 50th anniversary.

CONTACT INFO

2 Nikis Avenue, 4108 Limassol

Tel: +357 25 887777

www.foleysschool.com

admin@foleysschool.com



The Heritage Private School and Institute



Established: 1987
Language: English
Type: Early Years, Primary, Secondary
Age range: 2 to 19
Students: 1,260
Cypriot/Foreigner ratio: 1:3
Headteachers: Early Years and Primary Schools: Mr Gary Butcher; Secondary School: Ms Elena Smilas
Student/Teacher ratio: 13:1
Governance: Directors

ADMISSIONS

Head of admissions: Early Years and Primary Schools: Mr Gary Butcher; Secondary School: Ms Elena Smilas

Admissions policy: Dependent on age group, satisfactory report from previous school. Entrance examinations in English and Mathematics. Interview. Promising students whose English/Mathematics is not at the required level may be accepted if they attend additional intensive lessons.

Scholarships: Year 7 scholarship is awarded to the student who achieves the best combined overall academic results in Cambridge Primary Checkpoint Tests taken during Year 6. Year 10 scholarship is awarded to the student who achieves the best combined overall academic results in Cambridge Lower Secondary Checkpoint Tests taken during Year 9. Year 12 scholarship awarded to the student who achieves the best overall academic results in external examinations in Year 11. Year 13 scholarship awarded to the student who achieves the best overall academic results in external examinations in Year 12.

Mid-term entry: Yes

Applying from abroad: Yes

Tuition fees: €4,300–€9,400

CURRICULUM

Cambridge Primary Curriculum and the 2014 National Curriculum for England

Type of exams: Cambridge Checkpoint Tests in English, Mathematics and Science; IGCSE, GCSE, GCE, AS, A Levels,



European Computer Driving Licence; LCCI Examinations; Greek Certification Examinations; French DELF/DALF; German Goethe-Zertifikat; Spanish DELE; IELTS; SAT; EPQ; ABRSM, Trinity (performing arts)

Languages: English, French, German, Greek, Spanish, Russian

Sports: Basketball, Cricket, Football, Handball, Hockey, Netball, Rounders, Rugby, Track and Field events, Table Tennis, Tag Rugby, Tennis, Swimming, Volleyball

Music: Students may also take musical instrument and theory lessons, and participate in orchestra and ensembles, with encouragement to take formal examinations.

Theatre: Yearly school productions in both primary and secondary schools

EXTRACURRICULAR

Clubs: Over 100 clubs, clinics and Institute classes for all age groups, including numerous examinations, academic and non-academic lessons and homework supervision. The school also offers Choir, orchestra, rock band, annual musical productions, volunteering, European Youth Parliament, Model UN, European and international projects, Formula 1 in schools, eco initiatives, local and international competitions, Duke of Edinburgh International Award Scheme, and leadership development.

FACILITIES

Computer, Science and Innovation/

Makers Laboratories, Libraries, Learning Resource Centre, Art, Drama and Dance studios, 1,200-seat outdoor amphitheatre, indoor auditorium, multi-function hall, two cafeterias, fitness centre.

Sports facilities: Stadium, full-size FIFA Star 1 Football pitch, Cricket practice lanes, tennis, mini Football, Basketball, Volleyball and Netball courts, Track and Field facilities.

Bus service: Yes

Boarding School: No

POLICIES

School hours: Early Years and Primary Schools: 07:50–13.20 followed by clubs; Secondary School: 07:50–4:00 followed by clubs

Exams: Yes (internal and external)

Uniform: Yes

Parents' association: Parent volunteers

Student support: Very high level of support for students applying to higher education institutions worldwide. School counsellor and SEN support, including a Gifted and Talented Programme. After-school care facility for younger students, and annual summer school.

HISTORY

In 1987 the school began with six students, but with its strong academic ethos and staff dedication, numbers increased, additional buildings were acquired, and new departments were introduced. Land was purchased for creating a state-of-the-art campus and the school moved in 2007 to its current site on the Limassol to Troodos road. This award-winning school is the only school in Cyprus to hold current accreditation from the prestigious British Council International School Award.

CONTACT INFO

4549 Palodia, Limassol

Tel: +357 25 367018

www.heritageschool.ac.cy

admissions@hps.ac.cy

Kidsperience Preschool



Established: 2018
Language: English
Type: Preschool
Age range: 2 to 5 years
Students: 50
Cypriot/Foreigner ratio: 1:3
Principal/Head: Katerina Sazou
Student/Teacher ratio: 9:1
Governance: Directors

ADMISSIONS

Head of admissions: Katerina Sazou
Admissions policy: To enroll your child you will be required to fill in an enrolment request form, which you may receive during a visit to the school. The request to enroll your child will then be recorded and reviewed. You will be contacted by the head teacher, informing you if your child will be able to join Kidsperience. Following a successful request to enroll, you will be required to complete a registration form. The school also requires an enrolment fee along with a copy of the child's birth certificate and medical record from your paediatrician.

Scholarships: No

Mid-term entry: We accept enrolment request forms throughout the year and where possible accommodate new children at the beginning of each semester.

Overseas applicants: Yes
Tuition fees: €370–€490 per month

CURRICULUM

Type of exams: None
Languages: English
Sports: Students take part in sports and skills associated with a variety of sports during Physical Development.
Music: Music and Movement is part of the students' weekly schedule during which they receive the opportunity to experiment with different instruments and areas of musical development.

POLICIES

School hours: 7:30–17:30
(7:30–13:30, 7:30–15:30, 7:30–17:30)
Uniform: Yes
Parents' association: Parent volunteers



Student support: The school works closely with a learning support team for any and all student needs to be met at any point. In addition to this, an onsite team includes a SENCO (Special Educational Needs Coordinator) who observes the children regularly. If, for whatever reason, your child requires support, our SENCO is always on hand to help. This is put in place for the benefit of all the children, to make sure that their needs are appreciated and cared for.

HISTORY

Kidsperience Preschool began as a home nursery in 2016 with just six children. Soon enough, due to high demand, it opened its doors in 2018, welcoming families into Kidsperience Preschool as it is known today. In the first year of operation the number of students rapidly increased to 38 and then, in the second year it accepted an additional number of students, bringing the school to full capacity, with a total of ten staff members. Regardless of where it is located or how many students there are, the ethos and values always remain the same: great value is placed on the significance of a high level of early years education and the school strives so students leave as well-rounded little members of our society at the beginning of their exciting academic paths. Living a healthy lifestyle is a significant part of the school and in 2018 it became a proud member of the Eco Schools organisation, allowing students to learn how to live environmentally friendly lives.

CONTACT INFO

12 Nikou kai Despoinas Pattichi,
3071 Limassol
Tel: 7000 5437
www.kidsperience.com.cy
info@kidsperience.com.cy

L.I.T.C. Russian-English Private School



Established: 1993
Language: Russian
Type: Early Years, Primary, Secondary
Age range: 4 to 17
Students: 250
Cypriot/Foreigner ratio: 1:4
Principal/Head: Polina Elia
Student/Teacher ratio: 8:1
Governance: Privately owned and operated

ADMISSIONS

Head of admissions: Olga Staradubets

Admissions policy: Interview and/ or placement test. Contact the school to arrange an appointment. Although new pupils are expected to begin their studies in September it is not unusual for children to join the school mid-year. The school's admissions policy does not discriminate on the grounds of race, religion, gender or nationality.

Scholarships: 10% discount for siblings attending during the same period

Mid-term entry: Yes, with the provision of transcripts from previous school

Applying from abroad: Contact by email or telephone to provide you with information about the procedure

Tuition fees: €2,395–€4,300

CURRICULUM

Russian (Ministry of Education of the Russian Federation)

Type of exams: Internal school exams

Languages: Teaching language Russian. English and Greek as foreign languages

Optional: Preparation for IGCSE Math-



ematics, IGCSE Computers, IGCSE English, Cambridge Exams, MOS (Microsoft Office Specialist), final exams at the Russian Embassy School for forms 9 and 11

Sports: Basketball and Football court

Music: Guitar and Piano lessons available after school

Theatre: Drama Club

EXTRACURRICULAR

Clubs: Theatre, Music, Sports, Chess, Literature. Afternoon school open to school students as well as to students from other schools (Greek speaking & Russian speaking groups)

FACILITIES

Laboratories: Chemistry, IT, Physics and Biology

Sports facilities: Basketball and Football court

Bus service: Yes

Boarding School: To be announced

POLICIES

School hours: Pre School and Primary: 08:00–13:00; Secondary: 08:00–14:00

Exams: Semester exams in November, February and May. Finals are in May/ June.

Uniform: Yes

Parents' association: All parents and guardians of pupils are automatically members of the school's Parents' Association, which is a body of parents set up

to support the school.

Student support: Psychologist, Speech Therapist

HISTORY

L.I.T.C. Russian-English Private School was founded in 1993 and is approved by the Ministry of Education of Cyprus. The school traditionally welcomes migrant children from eastern European countries, mainly from Russia, Ukraine, Belarus, Estonia, Latvia and Lithuania. The school follows the curriculum of the Ministry of Education of the Russian Federation, with emphasis on the English language, as English is taught daily. Greek is also taught twice a week. Since the academic year 2014-2015 the subject of Mathematics is additionally taught in English giving the opportunity for students to get acquainted with the English mathematical terminology as well as to prepare for the International GCSE exams. The teaching personnel consists of Russian, English and Greek native speaking teachers who are carefully selected to match the standards of the education the school wants to provide our students with.

CONTACT INFO

340-342 Agiou Andreou Street, 3035 Limassol Tel. +357 25 343376 Fax. +357 25 343398

www.litcschool.com

admin@litcschool.com

Logos School of English Education



Established: 1973
Language: English
Type: Kindergarten, Primary, Secondary
Age range: 4–18
Students: 300
Cypriot/Foreigner ratio: 1:5
Principal/Head: Mr Nathan Moore
Student/Teacher ratio: 1:10 in total,
Average class size: 20
Governance: Independent governing board

ADMISSIONS

Head of admissions: Mr Nathan Moore

Admissions policy: Primary: reports & interview; Secondary: reports, interview and entrance test (Maths, English/English as a Foreign Language)
 Scholarships: Means tested bursaries available on request

Mid-term entry: Available on request

Overseas applicants: Open to application. No boarding facilities so students must be resident in Cyprus on admission

Tuition fees: €3,000–€7,500 depending on Grade and options

CURRICULUM

Type of exams: Apolytirion, IGCSE, AS, A-Level



Languages: Greek or French. English as a Foreign Language course in Primary and Secondary School.

Sports: Football, Volleyball, Netball, Rounders, Tag Rugby, Swimming (for primary off-site), Gymnastics (for Primary off-site)

Music: Singing for Primary

EXTRACURRICULAR

Clubs: After school club for KG2–Grade 6; Secondary Netball; Secondary Football; Primary carousel of clubs during term 2

FACILITIES

Laboratories: two Science Labs, two Computer Labs

Sports facilities: Astro-pitch and hard courts (Netball, Volleyball)

Bus service: No

Boarding School No

POLICIES

School hours: 07:30–13:30 (Primary) or 13:55 (Secondary)

Exams: IGCSE, AS, A-Level. Grades 7–2 sit end of year examinations in summer for the Apolytirion. Grade 11–13 also sit mid-year exams in January

Uniform: Mid grey trousers for boys and knee-length skirts for girls; baby blue school polo; navy blue school sweater; navy blue school fleece; navy

blue school tracksuit; yellow school PE t-shirt

Parents' association: No

Student support: Minor SEN classroom support for limited periods. No 1-to-1 support available.

HISTORY

Logos School was founded in Limassol in 1973 to provide a high standard of English Education with a Christian family ethos, near the Old Port. Now located on Gialousa Street, it is a small, single class entry school with a passion for pastoral care and a strong academic record. Its students consistently receive awards from the examination board for receiving top marks in their GCSEs and AS examinations.

CONTACT INFO

33-35 Gialousas Street,
 3071 Limassol

Tel: +357 25 336061

admissions@logos.ac.cy

principal@logos.ac.cy



Silverline Private School



Established: 2011
Language: English
Type: Pre-Primary, Primary, Secondary
Age range: 3–18
Students: 300
Cypriot/Foreigner ratio: 1:6
Heads of School: Pre-Primary: Nina Lawlor, Primary: Julia Lepine, Secondary: Juliet Coley-Irwin
Student/Teacher ratio: Pre-Primary 8:1, Primary 12:1, Secondary 4:1
Governance: Privately owned

ADMISSIONS

Head of admissions: Stephanie Gaylard
Admissions policy: Interview/assessment by appointment
Scholarships: Year 3–Year 13
Mid-term entry: Yes
Applying from abroad: Yes
Tuition fees: €4,200–€8,200

CURRICULUM

Based on the UK national curriculum and compliant with the rules and regulations of the Cyprus Ministry of Education.

Type of exams: GCSE, IGCSE, GCE AS and A Level, Trinity College London

Languages: All lessons in English with extra lessons in Greek and French optional

Sports: Specialist sports profession-

als allow Silverline to offer basketball, football, athletics and swimming as part of the curriculum. GCSE Physical Education is also offered.

Music: Music is offered within the curriculum by highly qualified teachers, leading to Edexcel and Trinity College examinations

Theatre: Drama is offered within the curriculum by highly qualified teachers, leading to Edexcel and Trinity College examinations

EXTRACURRICULAR

Clubs: Language, Art & Crafts, Drama, Sports, Public Speaking, Duke of Edinburgh and many more. School open until 4:30pm for supervised home-work support.



FACILITIES

Laboratories: Air-conditioned classrooms (all with interactive whiteboards), plus a dedicated Art studio, Dance studio, Library, Music Room, two Science Laboratories and a Computer Laboratory.

Sports facilities: All weather Football pitch, Basketball pitch, playgrounds.

Bus service: Yes, one route along the seafront starting from Pareklisia.

Boarding School: No

POLICIES

School hours:

Primary: 07:50–14:00; Secondary: 07:50–14:10

Exams: GCSE, IGCSE, GCE AS & A Level, Trinity College London

Uniform: Yes

Parents' association: N/A

Student support: Silverline School recognises that all students are individuals, and they all have different ways of learning. Students are taught using a variety of teaching techniques to keep them engaged and to maintain a high academic success rate.

HISTORY

Silverline Private School opened its doors in 2011 and is fully licensed and recognised by the Cyprus Ministry of Education and Culture. It is accredited by the UK examination bodies of Edexcel.

CONTACT INFO

4A Griva Digeni,
 4651 Trachoni
 Limassol
 Tel: +357 25 716360/1
www.silverlineschool.com
admin@silverlineschool.com

PASCAL Private English School Lemesos



Established: 2002
Language: English
Type: Secondary Day School
Age range: 12 to 18
Pupils: 405
Cypriot/Foreigner ratio: 3:1
Head of School: Victor Antoniou

ADMISSIONS

Admissions policy: Entrance Examinations in Mathematics and Greek or English

Scholarships: Based on the Entrance Examinations: 100%, 50%, 25% discount on tuition fees

Mid-term entry: Yes

Applying from abroad: Applications are considered throughout the year

Tuition fees: Day: €6,600–€7,100

CURRICULUM

In Years 1–3 the school offers a high standard of general education and sets the foundations for more specialised learning in Years 4–6. In Years 4–6 the school offers a complete programme of study leading towards the Apolyte- rion (recognised national secondary school leaving qualification). Pupils in Year 4 may take the IGCSE examinations in their optional subjects. In Years 5 and 6 they may take the GCE AS and A Level/International A Level examinations respectively.

Languages: English, Greek, French

Sports: Pupils are encouraged and given an opportunity to participate in various sporting events such as Track and Field Competitions, Swimming Galas, Football or Basketball Tournaments be it at national or international level.

EXTRACURRICULAR

Clubs: Archery, Water Polo, Swimming, Entrepreneurial, Drama, Sports, Cycling, Journalism, Photography, Arts & Crafts, First Aid, Sailing, Environmental, Music, Astronomy, Rock Climbing, Biomedical, Formula 1



FACILITIES

Three Computer Labs, Science Lab, Music Room, Art Room, canteen, cafeteria, theatre

Sports facilities: Football court, Basketball court, Volleyball court

Bus service: No

POLICIES

School hours: 07:45–14:05

(All Day 15:45)

Uniform: Yes

Parents/Guardians Association: Yes

Pupil support: The school has an efficient system of pastoral care which reaches out to every single pupil in school.

HISTORY

PASCAL English School Lemesos is a private co-educational six-year English-medium secondary school. It was founded in 2002 and it is fully recognised by the Cyprus Ministry of Education. It is a day school as well as Cambridge Assessment International Education and Pearson Edexcel centre. The School belongs to PASCAL Education, the largest and one of the most reputable educational organisa-

tions in Cyprus, which comprises three English-medium kindergartens, three English-medium primary schools, three English-medium secondary schools and two Greek-medium secondary schools island wide.

CONTACT INFO

40 Omirou Street, 3095 Lemesos

Tel: +357 22 509400

www.pascal.ac.cy

lemesos.info@pascal.ac.cy

PASCAL Private Primary School & Kindergarten Lemesos



Established: 2017
Language: English
Type: Kindergarten & Primary School
Age range: 3 to 12 years
Pupils: 309
Cypriot/Foreigner ratio: 1:4
Head of School: Jodi Rigas
Governance: Board of Directors

ADMISSIONS

Admissions policy: Assessment for admission to all years, from Reception Year to Primary Year Six, is done individually for each prospective pupil

Scholarships: N/A

Mid-term entry: Yes

Applying from abroad: Applications are considered throughout the year

Tuition fees: €4,850–€5,850

CURRICULUM

PASCAL Primary School Lemesos is proud to be part of the prestigious international community of schools; Cambridge International Schools. Cambridge Primary curriculum is offered by more than 1,800 primary schools in over 95 countries worldwide.

As a Cambridge Primary school, PASCAL Primary School Lemesos starts learners on an exciting educational journey, setting out what they should be able to do at each stage of their primary education. The curriculum sets clear learning objectives and focuses on developing knowledge and skills in all subjects, providing excellent foundations for the next stage of education.

The school delivers a broad and balanced curriculum that suits their context, culture and ethos. The PASCAL Primary School Lemesos programme offers a broad curriculum with subjects such as English, Mathematics, Science, Digital Literacy, Environmental Studies, History, Art & Design, Music and PE. PASCAL Primary School also offers Cambridge Global Perspectives, an exciting programme that develops the skills of research, analysis, evaluation, reflection,

collaboration and communication while it strengthens links across, mathematics, science and ICT. The Greek language programme offered follows the Cyprus Ministry of Education curriculum. The Reception Year follows a programme developed based on the British Early Years Foundation Stage with revisions to reflect Cypriot geographical and historical identity. The curriculum is broad and balanced in content and wide ranging in approach, helping to ensure future progress and success. The school creates a learning environment that is motivating, exciting and caring in order to contribute to the children's positive self-esteem and to inculcate a love of learning.

The Kindergarten and Primary School curricula are consistently enriched with real-life and concrete experiences which are creatively planned, vibrant and exciting. Children with little or no English are given additional support through intensive English language lessons with the aim of enabling them to access the curriculum as soon as possible.

EXTENDED DAY

Homework Support and Activities

Extended Day Programme is provided on an optional basis after school. However, attendance is recommended to all pupils, from Year 1 to Year 6 as the purpose of Homework Support is to help pupils develop their study skills, become independent learners and to give an ad-



ditional opportunity for them to resolve any queries they may have about the material taught during the school day. Activities after homework support run through the academic year to give pupils the opportunity to develop their skills and talents outside academia. Activities are designed to support the physical and social development for all Years.

FACILITIES

The premises include specially designed and equipped classrooms with interactive boards, heating and air conditioning, canteen, cafeteria, futsal court, basketball court, running track and a large playground with shaded areas for games and other sporting as well as recreational activities.

Bus service: Yes

POLICIES

School hours: 8:00–13:30 (extended day 16:00)

Uniform: Yes

Parents Guardians Association: Yes

Student support: The school provides a caring environment where individuality is celebrated and everyone is respected.

HISTORY

PASCAL Primary School Lemesos is an English-medium primary school. It was founded in 2017. The school belongs to PASCAL Education, the largest and one of the most reputable educational organisations in Cyprus, which comprises three English-medium kindergartens, three English-medium primary schools, three English-medium secondary schools and two Greek-medium secondary schools island wide.

CONTACT INFO

107 Yianni Kranidioti Street,
 3112 Lemesos
 Tel: +357 22 509240
www.pascal.ac.cy
primarylem@pascal.ac.cy

Aspire Private British School



Established: 2011
Language: English
Type: Primary and Secondary
Age range: 4–18
Students: 350
Cypriot/Foreigner ratio: 1:9
Principal/Head: Sharon Hadjiyiakoumi
Student/Teacher ratio: 7:1
Governance: Privately owned

ADMISSIONS

Head of admissions: Mrs Sue Hennessey

Admissions policy: Interview and entrance test (selective)

Scholarships: No

Mid-term entry: Yes

Overseas applicants: Yes

Tuition fees: On application as varies according to year group

CURRICULUM

Type of exams: GCSE, IGCSE, A Levels, International A Levels, Cyprus Apolyterion and IELTS

Languages: English/Greek

Sports: Yes, academically to A Level and extra-curricular also available

Music: Yes, academically to A Level and extra-curricular also available

EXTRACURRICULAR

Complimentary After School Clubs until 15:00. Afternoon Institute offering languages and extra English support. International Duke of Edinburgh Award, UCAS applications and more.

FACILITIES

Dance and Music Hall, Libraries, A level common room, two Science Laboratories and three Computer Science suites

Sports facilities: astro pitch, multi-purpose court (basketball, volleyball etc)

Bus service: Yes

Boarding School: No



POLICIES

School hours: 07:45–14:00

(Reception class 13:00)

Exams: Approved Edexcel and Cambridge Centre

Uniform: Yes

Parents' association: Yes

Student support: Yes

HISTORY

Aspire is an established Private English School in Paphos. It is a selective personal school that works on quality rather than quantity and prides itself on its excellent, qualified, experienced



English-speaking teachers and small class sizes. It is fully licensed by the Ministry of Education and Culture. Viewings and further information available.

CONTACT INFO

Tombs of the Kings Avenue, 8046 Paphos

Tel: +357 26 623606

info@aspire-school.ac.cy

The International School of Paphos

- Day and Boarding School



Established: 1987

Language: English

Type: Kindergarten, Reception, Primary, Secondary, Boarding School, Institute

Age range: 2 and 6 months to 18

Students: 770

Cypriot/Foreigner ratio: One-third Cypriots

Principal/Head: Dr Litsa Olympiou

Student/Teacher ratio: 10:1

Governance: Board of directors

ADMISSIONS

Head of Admissions: Admissions Officers: Mrs Sarah Walker, Mrs Lina Polemiti

Admissions Policy: Interview, on-line entrance test

Scholarships: 24 scholarships for high achievers. Scholarships for students entering first year of secondary school. Scholarships for high achievement in Greek.

Mid-term entry: Yes

Applying from abroad: Yes

Tuition fees: Primary: from €3,700; Secondary: from €6,000. Full Boarding package available on request

CURRICULUM

Enhanced English National Curriculum
Type of examinations: IGCSEs, A Levels (Cambridge and Edexcel), IELTS, Ellinomatheia, DELF/DALF, ECDL, LAMDA, Apolyterion

Languages: English, French, German, Greek. These languages are also offered at the Institute after school alongside Chinese, Russian and Spanish. Member of PASCH network of schools and a centre for the Goethe Institute.

Sports: Athletics, Basketball, Volleyball, Tennis, Swimming, Football

Music: Up to A Level, school band, choir

Drama: Up to A Level, school theatrical productions and competitions

EXTRACURRICULAR

Primary: Arts & Crafts, Badminton, Board Games, Cheerleading, Com-

puters, Drama, Music, Reading Club, Science, Writers and Editors Club
Secondary: Duke of Edinburgh Award, ECO-SCHOOL, European Parliament Ambassador Programme, EYP, football, basketball, Book Club, Drama, Greek Drama, Laboratory Skills, MediMUN, Music, Philanthropy, Recreational Sports, SEMEP, ISOP Football Academy

FACILITIES

Science Laboratories, Computer Labs, Multimedia-equipped classrooms, Library, Bookshop, multi-purpose performance centre, Arts facility with internal gallery, Music Rooms, Media Room for presentations and screenings, multi-purpose room for physical and creative activities, Drama studio and theatre, Recording studio, cafeteria.

Sports facilities: Indoor multi-purpose sport hall (volleyball, basketball, badminton, gymnastics), astroturf football pitch, running track and outdoor basketball, volleyball and tennis courts, archery, table tennis, indoor heated swimming pool.

Bus service: Organised by parents

Boarding School: Yearly, termly and flexi-boarding

Boarding Facilities: The Boarding House is situated on the school campus in a secure, calm, and peaceful environment. It offers en-suite bed/study rooms, central heating and cooling systems, dining hall with full catering and self-catering facilities, private courtyard with outdoor BBQ area, communal sitting rooms, and high-end security.



POLICIES

School Hours: Kindergarten: 07:30–14:00; Primary: 07:40–13:10; Secondary: 07:40–14:20

Examinations: Formative and summative assessments

Uniform: Yes

Parents' Association: Yes

Student Support: Nurse, Enhancement Learning Centre, counsellor, career guidance and university counsellor.

HISTORY

Since 1987 the school has offered sterling education with individual attention and care for each of its students. It provides a stable and positive environment for teaching and learning – one which recognises the values of self-discipline, diversity and cooperation. It consistently maintains the high expectations of its students and supports the objectives they set for themselves. Valuable partners in and contributors to this effort are not only the students and staff, but also their families and other members of the community. For over 30 years in education, continuous emphasis on professional training and development of teaching and support staff forms part of the school's success. Students frequently win awards from international examination boards and go on to study at renowned universities all over the world. The Boarding House opened to secondary school students in September 2019, providing full boarding, as well as flexi-boarding options. The school's commitment to the social wellbeing of each student and to high-quality education was rewarded with five prestigious awards by the Cyprus Educational Leaders Awards 2020.

CONTACT INFO

100 Aristotelous Savva Street,
Anavargos, Paphos

Tel: +357 26 821700

Fax: +357 26 942541

www.paphosinternationalschool.com

info@isop-ed.org

TLC Private School



Established: 2010

Language: English

Type: Private Pre-Primary, Primary, Secondary

Age range: 2 and six months to 18

Students: 250

Cypriot/Foreigner Ratio: 1:10

Principal/Head: David Lewis

Student/Teacher Ratio: 18:1

Governance: Private school licenced by the Ministry of Education and Culture

ADMISSIONS

Head of Admissions: Laura Wells

Admissions Policy: TLC is an inclusive school and admits both Cypriot nationals as well as international students.

Admission is via application and assessment of each student's needs in respect of English and Mathematics. The school also offers targeted English language lessons.

Scholarships: Scholarship allocations are at the discretion of the school's directorate

Mid-term Entry: Students can be admitted at any point in the year provided a place is available in the year group

Applying from Abroad: Yes

Tuition fees: €3,000–€7,500 per annum

CURRICULUM

Type of exams: IGCSE, GCSE, AS, A Level, BTEC, Extended Project Qualification, Apolyterion plus Anglian.

Languages: All lessons are taught in English. Students also receive Greek lessons. Cypriot nationals receive tuition according to guidelines of the Ministry of Education and Culture

Sports: Sailing, Softball, Football, Basketball, Athletics, Netball, Handball, Cricket, Hockey, Tag Rugby, Swimming

Music: Keyboard, Piano and Vocal lessons, Violin, Guitar, Choir, GCE including Composition and Music Technology

EXTRACURRICULAR

Karate, Rugby, Football, Netball, Arts & Crafts, Chess, Phonics, Reading, Maths



Fun Science, English and Maths Exam Clinic, Kids Meditation, Greek, Sailing

Music: Keyboard, Piano and Vocal Lessons, Violin, Guitar, Choir

FACILITIES

Laboratories: Science Laboratory, Computer Suite, Art Studio

Sports facilities: Astroturf Football pitch (off site), Athletics arena (off site), Swimming pool

Bus Service: TLC has three school buses and fully qualified PSV drivers. School buses offer student collection and drop off from surrounding areas and the wider Paphos district. They also enable travel to venues easily for educational visits.

Boarding School: No

POLICIES

School hours: 08:55–14:00 (Primary); 08:55–14:20 (Secondary), Clubs: 14:00–15:00 (Primary); 14:30–15:30 (Secondary)

Exams: IGCSE and GCSE examinations in Year 11 (or earlier if capable) and GCE or IAL AS and A Level and BTEC examinations in Years 12 and 13, along with the Apolyterion in Year 13.

Uniform: Yes

Parents' Association: Yes

Student Support: TLC Private School students benefit from being part of a small nurturing community where they are supported and challenged to meet their social, emotional and educational potential. The school embraces diversity and has a community of students with a wide range of interests, backgrounds and abilities. The school's motto, 'Every

Child Matters' ensures that each child's needs are catered for. Cognitive Ability Tests are used to measure student potential and advise on the most appropriate learning environment for the child.

HISTORY

TLC Private School is in its 10th year and has emerged as one of the premier private schools on the island. Its Founders, Jill and Chris Watts, originally came to the island to retire but, having been approached by expatriate families, decided to open a small school. Ten years on, the school has gone from strength to strength with students from the age of 2.5 to 18 and with a committed staff of over 60 experienced teachers. Having begun life in Peyia, the school moved to larger premises in Ayios Georgios and, after an extensive programme of improvements, is now able to offer a broad education with excellent facilities to students from the local area.

In 2019 the Directors were successful in acquiring the Baccarat Estate on Ayios Georgios Road, now known as The Parkland Estate, which includes an imposing main house and four adjacent teaching blocks set in large grounds with lots of natural grass and shade. This exciting development will enable the school to accommodate its rapidly increasing student roll. The expansion of the school's accommodation has included significant improvements in specialist facilities, including the establishment of faculties for languages, sciences and mathematics, sport, technology and the arts.

CONTACT INFO

TLC Primary

193 St. Georges Road, 8560 Peyia,
Paphos Tel: +357 26 910226
primaryreception@tlccyprus.com

TLC Secondary

The Parkland Estate, 47 St. Georges Road, 8560 Peyia, Paphos
Tel: +357 26 945940
secondaryreception@tlccyprus.com

American Academy Larnaca



Established: Senior School: 1908, Junior School: 1979

Language: English

Type: Nursery, Primary and Secondary

Age range: 2 to 19

Students: 1,700

Cypriot/Foreigner ratio: Junior School 6:4, Senior School 8:2

Principal/Head: Junior School: Fiona M Smith, Senior School: Georgina Michaelides

Student/Teacher ratio: Junior School 10:1, Senior School 11:1

Governance: The Board of Directors is elected by the American Academy Alumni Foundation

ADMISSIONS

Head of admissions: Junior School: Fiona M Smith, Senior School: Charoula Constantinou

Admissions policy: Senior School: Year 1: Entrance Exams in Greek and Mathematics or English and Mathematics Years: 2, 3, 4, 6: Placement Exams and/or GCSE results, depending on options.

Junior School: Early Years: play-based assessment conducted by an Early Years Teacher and a parent interview. Grades 1-6: Computerised Cognitive Ability Test and parent interview

Scholarships: Broad scheme of scholarships: Academic Achievement Scholarships, Bursaries for needy students and Athletic Scholarships.

Mid-term entry: Yes

Applying from abroad: Yes

Tuition fees: Junior School: Nursery €3,240, Pre-Junior €3,530, Primary €4,640 to €5,160. Senior School: €6,100 to €6,780. For both schools: Entrance/Placement Exams Registration Fee €75, Registration Fee €150

CURRICULUM

Senior School: Type of exams: registered centre for EDEXCEL, AQA, CIE

Languages: The language of instruction is English. Modern Greek is a core subject, French/German from Year 2



Optional.

Sports: Basketball, Handball, Volleyball, Football, Tennis, Cross Country, Track and Field

Music: School choirs and School Orchestra. Music Technology Club exposes students to the vast variety of digital software that allows for music mixing, editing, sampling.

EXTRA CURRICULAR

Junior School: Comprehensive after school programme until 4pm including sports, crafts and academic development

Senior School: 30+ clubs and teams for students to join

FACILITIES

Laboratories: Junior School: All rooms are equipped with an interactive whiteboard. The school has over 70 laptops and 50 iPads. Senior School: 8 Science Labs, 4 Computer Labs (fully equipped with the latest technology), 3 Art Rooms, and a Music Room. All classrooms are equipped with interactive whiteboards. An Auditorium with a capacity of 400 seats on the floor and 125 on the balcony (used for shows, speeches, lectures, celebrations, etc.).

Sports facilities: Junior School: A large auditorium is used for indoor PE and outside facilities are shared with the Senior School. Senior School: State-of-the-art indoor and outdoor sports facilities, such as Basketball, Tennis and Futsal Courts.

POLICIES

School hours: Junior School: 07:30-13:15 Senior School: 07:30-13:35.

Exams: Senior School: All year groups sit End of Year Exams. Year 4 sit early entry iGCSE Maths, Year 5 sit GCSEs, Year 6 and 7 sit AS and A2 level exams

Uniform: Yes

Parents' association: There is a close collaboration between the PTA and the school ensuring the welfare of the students.

Student support: The Heads of Years with the help of the Educational Psychologist support students in their academic and social development. The Academic Counselling team guides students in their academic decisions.

HISTORY

The AAL was founded in 1908, and is considered to be one of the oldest academic institutes in Cyprus. It is a non-profit making organisation with charitable status, run by its graduates (American Academy Alumni Foundation). It provides a comprehensive education for children aged 2-19. It has 1,700 students, on all levels, with more than 5,800 graduates. The school offers a wide range of GCSE and GCE A-Level courses. The graduates are holders of an Apolytirion fully recognised by the Ministry of Education and Culture. In addition to primary and secondary education, the school's activities also include the operation of an Afternoon Institute, a Sports Academy, a Summer School and a Summer Camp.

CONTACT INFO

Junior School: Markou Drakou Street, 6011 Larnaca

Tel: 24 746364

aajuniorschool@academy.ac.cy

Senior School: Grigori Afxentiou Avenue, 6011 Larnaca

Tel: 24 815400

info@academy.ac.cy

www.academy.ac.cy

Fax: 24 651046

PASCAL Private English School Larnaka



Established: 2003
Language: English
Type: Secondary Day School
Age range: 12 to 18
Pupils: 369
Cypriot/Foreigner ratio: 3:1
Head of School: Despina Lioliou

ADMISSIONS

Admissions policy: Entrance examinations in mathematics and Greek or English

Scholarships: Based on the Entrance Examinations: 100%, 50%, 25% discount on tuition fees

Mid-term entry: Yes

Applying from abroad: Applications are considered throughout the year

Tuition fees: Day: €6,600–€7,100
 (International Baccalaureate Diploma Programme €7,900)

CURRICULUM

In Years 1–3 the school offers a high standard of general education and sets the foundations for more specialised learning in Years 4–6. In Years 4–6 the school offers a complete programme of study leading towards the Apolyteion (recognised national secondary school leaving qualification). Pupils in Year 4 may take the IGCSE examinations in their optional subjects. In Years 5 and 6 they may take the GCE AS and A Level/International A Level examinations respectively. Alternatively, pupils may follow the two-year International Baccalaureate Diploma Programme.
Languages: English, Greek, French, German

Sports: Pupils are encouraged and given an opportunity to participate in various sporting events such as track and field competitions, swimming galas, football or basketball tournaments be it at national or international level.

EXTRACURRICULAR

Clubs: Archery, Water Polo, Swimming, Entrepreneurial, Drama, Sports,



Cycling, Journalism, Photography, Arts & Crafts, First Aid, Sailing, Environmental, Music, Astronomy, Rock Climbing, Biomedical, Formula 1

FACILITIES

Three Computer Labs, Physics Lab, Chemistry Lab, Biology Lab, Multi-purpose Science Lab, two Art Rooms, Library, canteen, cafeteria, amphitheatre, Apace Centre

Sports facilities: Four futsal courts, football pitch, basketball/volleyball/handball court, tennis court and outdoor heated swimming pool

Bus service: Yes

POLICIES

School hours: 07:25–13:35 (All Day 15:20)

Uniform: Yes

Parents/Guardians Association: Yes

Pupil support: The school has an efficient system of pastoral care which reaches out to every single pupil in school.

HISTORY

PASCAL English School Larnaka is a private co-educational six-year English-medium secondary school. It was founded in 2003 and it is fully recognised by the Cyprus Ministry of Education and Culture. It is a day IB

World School as well as Cambridge Assessment International Education and Pearson Edexcel centre. The school belongs to PASCAL Education, the largest and one of the most reputable educational organisations in Cyprus, which comprises three English-medium kindergartens, three English-medium primary schools, three English-medium secondary schools and two Greek-medium secondary schools island wide.

CONTACT INFO

2 Polytechniou Street, 7103 Aradippou, Larnaka

Tel: +357 22 509300

www.pascal.ac.cy

larnaka.info@pascal.ac.cy

PASCAL Private Primary School & Kindergarten Larnaca



Established: 2017
Language: English
Type: Kindergarten and Primary School
Age range: 5 to 12 years
Pupils: 230
Cypriot/Foreigner ratio: 1:3
Head of School: Denise Michael
Governance: Board of directors

ADMISSIONS

Admissions policy: Assessment for admission to all years, from Reception Year to Primary Year Six, is done individually for each prospective pupil

Scholarships: N/A

Mid-term entry: Yes

Applying from abroad: Applications are considered throughout the year

Tuition fees: €4,850–€5,850

CURRICULUM

PASCAL Primary School Larnaca is proud to be part of the prestigious international community of schools; Cambridge International Schools. Cambridge Primary curriculum is offered by more than 1,800 primary schools in over 95 countries worldwide.

As a Cambridge Primary school, PASCAL Primary School Larnaca starts learners on an exciting educational journey, setting out what they should be able to do at each stage of their primary education. The curriculum sets clear learning objectives and focuses on developing knowledge and skills in all subjects, providing excellent foundations for the next stage of education.

The school delivers a broad and balanced curriculum that suits their context, culture and ethos. The PASCAL Primary School Larnaca programme offers a broad curriculum with subjects such as English, Mathematics, Science, Digital Literacy, Environmental Studies, History, Art & Design, Music and PE. PASCAL Primary School also offers Cambridge Global Perspectives, an exciting programme that develops the skills of research, analysis, evaluation, reflection,



collaboration and communication while it strengthens the links across mathematics, science and ICT. The Greek language programme offered follows the Cyprus Ministry of Education curriculum. The Reception Year follows a programme developed based on the British Early Years Foundation Stage with revisions to reflect Cypriot geographical and historical identity. The curriculum is broad and balanced in content and wide ranging in approach, helping to ensure future progress and success. The school creates a learning environment that is motivating, exciting and caring in order to contribute to the children's positive self-esteem and to inculcate a love of learning.

The Kindergarten and Primary School curricula are consistently enriched with real-life and concrete experiences which are creatively planned, vibrant and exciting. Children with little or no English are given additional support through intensive English language lessons with the aim of enabling them to access the curriculum as soon as possible.

EXTENDED DAY

The Extended Day Programme is provided on an optional basis after school. However, attendance is recommended for all pupils from Year 1 to 6, as the purpose of homework support is to help pupils develop their study skills, become independent learners and to give an additional opportunity for them to resolve any queries about the material taught during the school day.

Activities after homework support run through the academic year to give pupils the opportunity to develop their skills and talents outside academia. Activities are designed to support the physical and social development for all Years.

FACILITIES

The premises include a Computer Lab, Music Room, Art Room, Library, canteen, cafeteria.

Sports facilities: Futsal, Basketball, Volleyball, Handball, Tennis courts and outdoor heated Swimming pool

Bus service: Yes

POLICIES

School hours: 7:35–13:15

(Extended Day 16:00)

Uniform: Yes

Parents Guardians' Association: Yes

Student support: The school provides a caring environment where individuality is celebrated and everyone is respected. With its caring approach, the school ensures that pupils feel positive and confident about themselves, their abilities, achievements and their power of decision making.

HISTORY

PASCAL Primary School Larnaca is an English-medium primary school. It was founded in 2017 and is fully recognised by the Cyprus Ministry of Education and Culture. The school belongs to PASCAL Education, the largest and one of the most reputable educational organisations in Cyprus, which comprises three English-medium kindergartens, three English-medium primary schools, three English-medium secondary schools and two Greek-medium schools secondary island wide.

CONTACT INFO

2 Polytechniou Street, 7110 Aradippou,
 Larnaca Tel: +357 22 509270
www.pascal.ac.cy
primarylar@pascal.ac.cy

Med High Private English School



Established: 1995
Language: English
Type: Pre-School to Secondary
Age range: 12 months to 18 years
Students: 562
Cypriot/Foreigner ratio: 35/65
Principal: Elena Mouzourou
Student/Teacher ratio: 10:1
Governance: Board of directors

ADMISSIONS

Head of admissions: Dana Photiou

Admissions policy: Pre-School: application form; Junior School: application form, entrance assessments in English and Mathematics; High School: application form, entrance assessments in English and Mathematics. Greek assessment is required for Greek speaking applicants

Scholarships: Scholarships offered to high academic performing students in financial need

Mid-term entry: Based on availability

Applying from abroad: Applications are reviewed throughout the year

Tuition fees: Pre-school: €3,490–€3,800; Junior School: €4,500–€5,500; High School: €5,700–€6,990 (6 years)

CURRICULUM

UK National Curriculum

Type of exams: High School: IELTS, TOEFL, GCSEs, IGCSEs, GCE A Levels, International A Levels

Languages: Greek, Russian, French, German

Sports: Basketball, Football, Handball, Volleyball, Badminton, Field Hockey

Music: Music, Music Technology

EXTRACURRICULAR

Clubs: Duke of Edinburgh, Newspaper, Running Club, Choir, MEDIMUN, Erasmus, Drama Club, Debate Club, Charity Club, Boxing Club, Camping Club, Fitness Club

FACILITIES

Laboratories: Science Labs, Computer



Labs, Music Technology Lab, Photography Lab, Design & Technology Lab, Recording Studio, Theatre

Sports facilities: Outdoor Basketball, volleyball and Futsal court

Bus service: Available within Larnaca city area

Boarding School: No

POLICIES

School Hours: 7:30–13:35

Uniform: Formal and informal uniform

Parents' association: Yes

Student support: Career counseling and pastoral care

HISTORY

Med High was established in 1995 as a multicultural international school based in Larnaca, Cyprus. Following the UK National Curriculum, it offers quality education to children from the age of 12 months to 18 years old. Med High consists of Pre-school, Junior School, High School, Tutorial Centre and Summer School.

At Pre-School a child's educational experience during its formative years lays down the foundation for all subsequent learning. Pre-School provides high quality education which will make a positive contribution to a child's early development and learning. The school ensures that by the time they enter Junior School children have established solid foundations which they can build on throughout their school years.

At Junior School it provides students

with a broad and balanced English curriculum. Each child is seen as an individual and is given every opportunity to develop. A variety of educational approaches and resources are used to ensure each child achieves their maximum potential. Pupils are prepared for the challenges of high school and are expected to develop into knowledgeable young individuals who are conscious of real life social issues.

On entering High School, students are prepared for external examinations including 22 I/GCSEs and 20 A-Level examinations. Med High aims to offer the highest quality education while producing excellent results, thus the class size per subject is up to 15 students per I/GCSE class and up to 10 students per A Level class.

The school's particular strength is that these qualifications can be achieved in six years rather than seven.

As a private English School accredited by the Ministry of Education and Culture, Med High graduates receive a school leaving certificate (Apolyterion) which gives them a head start in their subsequent career and educational goals. Over the years all Med High graduates have continued with their first university option!

CONTACT INFO

10 Kilikis Street, 6015 Larnaca

Tel: +357 24 664733

www.medhigh.com

info@medhigh.com

Xenion Education



Established: High School: 2001, Junior School: 2014

Language: English and Greek

Type: Preschool, Primary and Secondary

Age range: 4 to 18

Students: Junior School: 200, High School: 450

Cypriot/Foreigner ratio: 12:1

Principal/Head: Junior School: Xenia Phylactou Monoyiou, High School: Katelitsa Zouvani Phylactou

Student/Teacher ratio: 9:1

Governance: Board of directors

ADMISSIONS

Head of admissions: George Phylactou

Admissions policy: Entrance exams in English, Maths, Greek (for Greek speakers). For Junior School, see website

Scholarships: Top three performing students of each year group

Mid-term entry: Yes, with satisfactory score in entrance tests

Applying from abroad: Online application, entrance tests on arrival

Tuition fees: High School: €6,200–€6,800; Junior School: €4,650–€4,900; Preschool: €3,600

CURRICULUM

Junior school: Blend of Cypriot curric-

ulum and British Key Stages 1 and 2;

High school: UK and Greek curricula

Type of exams: High School: Two in-school term exams each year. IGCSE, AS Level, A2 Levels, IELTS in Year 7.

Also preparation for SAT, Test DAF, DELF, TOEFL etc if requested

Languages: Junior School: English, Greek, Russian, German; High School: English, Greek, German, French, Russian

Sports: Dance, Fitness, Games, Basketball, Gymnastics, Football, Volleyball

Music: Yes

EXTRACURRICULAR

European Youth Parliament (EYP), MEDIMUN (Model Mediterranean United Nations), CYP (Cyprus Youth Parliament), Duke of Edinburgh International Award, MERA (young researchers), Drama (full productions with all crafts)

Clubs: Computing, Chemistry,



Physics, Biology, Business, Robotics, Art, German, Russian, Greek Poetry, English Poetry, Workshop, Dance, Drama, Raising and Giving (fundraising), Basketball, Volleyball, Table Tennis, Football

FACILITIES

Laboratories: Biology, Physics, Chemistry, ICT

Sports facilities: Volleyball and basketball courts, Futsal (5-a-side) pitch

Library: Yes, Greek and English books, non-fiction, fiction and classics

Bus service: Yes

Boarding School: Yes

POLICIES

School hours: Monday, Tuesday, Thursday, Friday: 07:30–13:45; Wednesday: 07:30–14:00

Uniform: Maroon and navy blue

Parents' association: Yes

Student support: Yes

HISTORY

Xenion High School was established in 2001 and was the culmination of more than 20 years of hard work and development of expertise in education. The school has an excellent academic record with Xenion students among the best in the country, or even the world, every year. 100 per cent of year 7 students secure places at universities in Cyprus, Greece, the UK, the US and Europe. The Junior School was opened in 2014 in response to demand from parents for a private primary school in the area and since its opening the roll has grown each year.

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Private education in numbers: one fifth of secondary students attend private schools

By Kyriacos Nicolaou

Roughly one fifth of all secondary students in Cyprus attend a private school, ministry of education figures show, with the 11,546 students continuing the upward trend seen over recent years. These students represent 20.5 per cent of all secondary school students in Cyprus.

In the previous school year out of a total of 56,034 students in secondary school 11,122 went to private school, representing 19.85 per cent.

From 2005 to 2020 the number of children studying in private schools increased as both a percentage of the

total students and in absolute numbers.

In the 2005-2006 school year, 8,809 secondary education students attended a private school, representing 13.50 per cent of all secondary students that year, out of a total of 65,236. By 2019-2020 there was a rise of 6.35 per cent in terms of students attending private schools, a rise of 2,313 students in absolute terms.

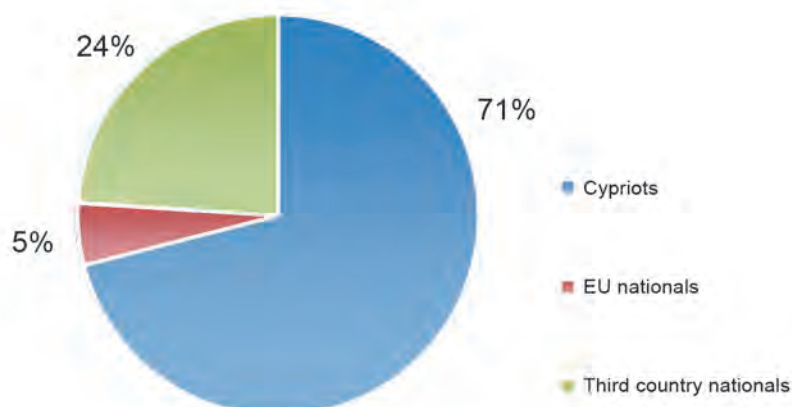
These students study at 40 different high schools, 37 of which offer a straight secondary school experience, while the remaining three offer a tech-

nical education or vocational training. In terms of their location, 17 are in the Nicosia district, 15 in Limassol, three in Larnaca, three in Paphos, and two in Paralimni.

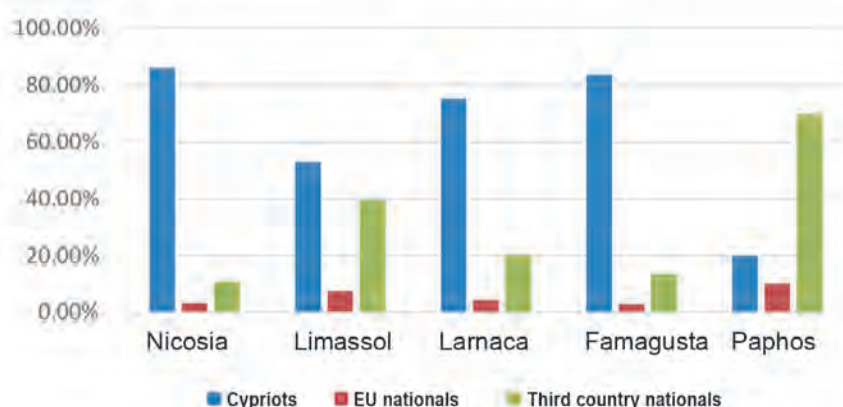
Twenty two of them are deemed to be of a similar type to public schools by the ministry, meaning that their curriculum includes the core syllabus provided by the ministry, with no less than two thirds of their teaching being identical to that of public schools. Six private schools are deemed identical by the ministry, meaning that they both follow the timetable and curricu-



Students by nationality



Students by district and nationality



lum of public schools, but implement them in a private setting. The remaining ten private schools are considered to be entirely different propositions to public schools, meaning they follow the educational format and system of a foreign country. Despite this, there is still cooperation between these schools and the ministry. The dominant language across the board is English although seven schools use Greek as their primary language, three Russian, and one each Arabic and French.

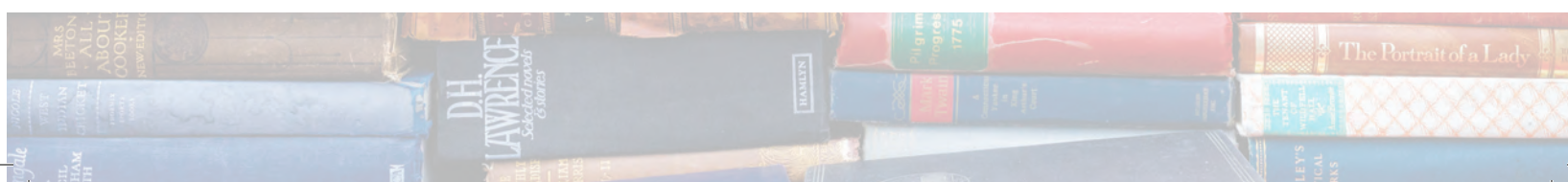
The makeup of private school pupils by nationality varies from city to city, reflecting both the types of private school on offer and the demographics of the city. In Nicosia, 86.1 per cent of private school students are Cypriots, 3.1 per cent are from other European Union countries, and 10.8 per cent are third country nationals. In Limassol, the percentage of Cypriot students falls to 53 per cent, with 7.5 per cent from the EU and 39.5 per cent third country nationals. In Larnaca, 75.3 per cent are Cypriots,

4.3 per cent from the EU and 20.3 per cent third country nationals. In Famagusta, 83.7 per cent are Cypriots, 2.8 per cent from the EU and 13.4 per cent third country nationals. Paphos, like Limassol, has a significant number of foreign students attending private schools, with Cypriots making up only 19.9 per cent of the total number, with 10.3 per cent EU citizens and 69.8 per cent third country nationals. It is important to remember however that will Britain's exit from the EU its citizens now count as third country national's rather than EU members.

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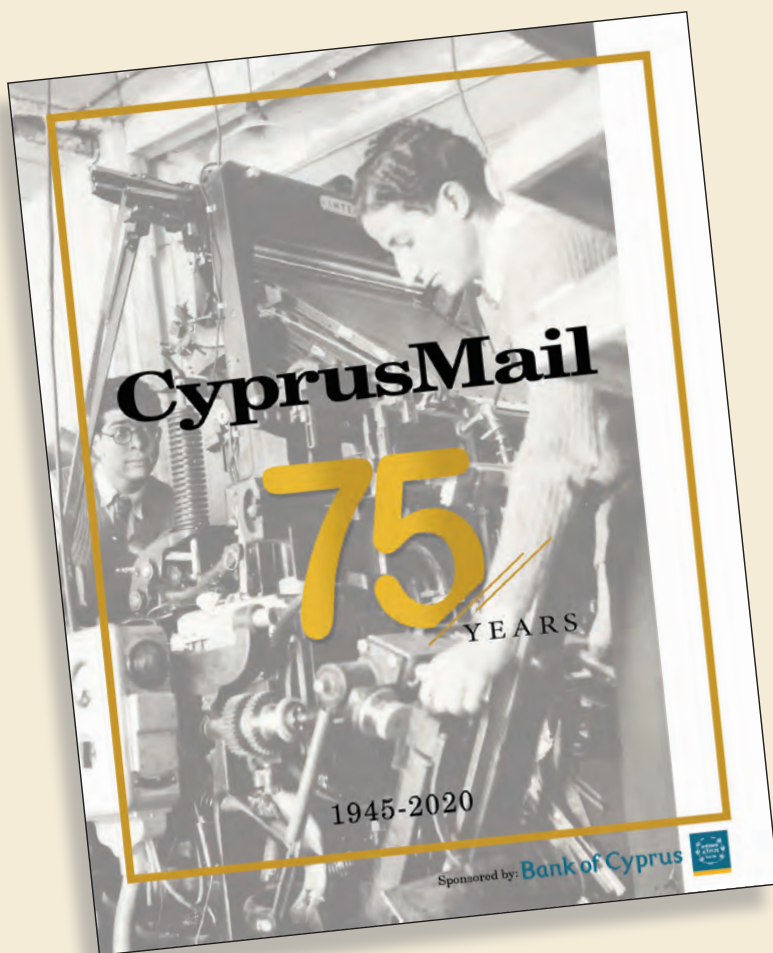


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