

**PASCAL PRIVATE
SECONDARY SCHOOL**
LEFKOSIA | LEMESOS | LARNAKA

STUDY GUIDE, RULES AND REGULATIONS 2024/25

APPROVAL DATE BY THE CYPRUS MINISTRY OF
EDUCATION, SPORT AND YOUTH: 17/05/2024

PASCAL Private Secondary School Mission Statement

PASCAL International Education aims to offer education that develops intellectually as well as physically active and creative young individuals who will leave school with an understanding that learning is a lifelong process in which they are active participants. Individuals who are able, with their acquired critical thinking skills, compassion and knowledge to work towards creating a better world in which awareness and understanding of different cultures is a prerequisite for progress and success.

PASCAL Private Secondary School aims for its pupils to know that in the today's rapidly changing world it is an absolute necessity to be able to anticipate change as much as to respond to it adequately and timely.

Pupils are encouraged to take an interest in issues of importance to the global community, such as human rights and the environment and to accept their shared responsibility as global citizens.

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Introduction

The Study Guide, Rules and Regulations document is written in full compliance with the Republic of Cyprus legislation that regulates the establishing and operating of private schools: “Νόμος που ρυθμίζει την ίδρυση και λειτουργία ιδιωτικών σχολείων και άλλα συναφή θέματα” Ν. 147(Ι)/2019. The document governs the operation of PASCAL Private Secondary School and it is binding for all the members of the School community, staff, pupils, parents/guardians.

The School reserves the right to make additions or amendments to the document when this is deemed necessary, in which case, once approved by the Cyprus Ministry of Education, Sport and Youth, the revised document will be made available on the School website, as well as on the school information system 4Schools, and it will stand in force from the date shown on the cover page.

The artwork used to illustrate the Study Guide, Rules and Regulations is by PASCAL Private Secondary School pupils. Their notable achievement is evident in the top grades that our pupils have received in their IGCSE/GCE A Level/IB Diploma Programme examinations. In order to find out more about our pupils' achievements, please refer to the School website and social media.



EIRINI-ZOI TATSI

The different colours and styles of the shoes represent how violence against women doesn't discriminate based on appearance or preferences. Eirini-Zoi painted the shoes realistically to reinforce the viewer's ability to be in "each other's shoes". This artwork was produced as part of her internal assessment of IB DP in Visual Arts.

Study Guide



ANTON LAVRENYUK

Anton explored how and why shape and colour in architecture and design affect the emotional perception of the environment. As a final product of this journey, he created this functional piece that has a direct purpose. The triangular structure of the lamp is heavily influenced by the work of Le Corbusier and the movement of modernism in architecture. This artwork was produced as part of Anton's GCE Art & Design.

School Profile

PASCAL International Education is a proud member of Globeducate, one of the world's leading K12 education providers, with 60+ premium bilingual and international schools, and online programmes, in 12 countries, educating more than 40,000 students.

PASCAL International Education, the largest primary and secondary education provider in Cyprus, comprises three English-medium kindergartens, three primary English-medium schools, three secondary English-medium schools and two secondary Greek-medium schools island wide, in the cities of Lefkosia, Lemesos and Larnaka.

PASCAL Private Secondary School is a private co-educational six-year English-medium secondary school whose graduates receive an Apolytirion (recognised secondary school leaving qualification). Moreover, in Years 4, 5 and 6, pupils may take the IGCSE, GCE AS and A Level/International A Level examinations in their major elective subjects. Alternatively, in Years 5 and 6 pupils may follow the 2-year International Baccalaureate Diploma Programme which also leads to the Apolytirion and The Diploma of the International Baccalaureate/Diploma Programme Courses Results. Another option available to pupils in Years 4, 5 and 6, is to opt for the Pancyprian Examinations.

PASCAL Private Secondary School Lefkosia was founded in 1988. It is a day and boarding IB World School. PASCAL Private Secondary School Lemesos was founded in 2002 as a day school. It is also an IB Candidate School (planning to offer the IB Diploma Programme as of September 2025). PASCAL Private Secondary School Larnaka was founded in 2003. It is a day and IB World school. PASCAL Private Secondary Schools are fully recognised by the Cyprus Ministry of Education, Sport and Youth (MoESY) as private schools of "Similar Type". They are Cambridge Assessment International Education and Pearson Edexcel centres.

School	MoESY registration no.	Legally responsible persons
PASCAL Private Secondary School Lefkosia	7.18.06.22	Marios Hadjivasiliou, Head Teacher PASCAL Education (Cyprus) Limited Board of Directors
PASCAL Private Secondary School Lemesos	7.18.06.39	Victor Antoniou, Head Teacher PASCAL Education (Cyprus) Limited Board of Directors
PASCAL Private Secondary School Larnaka	7.18.06.37	Despina Lioliou, Head Teacher PASCAL Education (Cyprus) Limited Board of Directors

Academic Year

The academic year is divided, for the purposes of teaching material and pupil grading, into two semesters. The First Semester starts during the first week of September and finishes around 15 January. The First Semester Examinations take place in December. The Second Semester starts around 15 January and finishes around 15 June, upon completion of the Final Examinations. External examinations, such as IGCSE/GCE A Levels/International A Levels/IB Diploma Programme examinations, take place as per the external examinations boards' calendar.

Each PASCAL Private Secondary School publishes its own specific school calendar, which is made available at the school reception and via the school information system 4schools.

Public and school holidays in Cyprus:

- 1 October 2024 (Cyprus Independence Day)
- 28 October 2024 (National Holiday, OXI Day)
- 23 December 2024 - 6 January 2025 (Christmas Holidays/Winter Break)
- 30 January 2025 (Three Hierarchs Day)
- 3 March 2025 (Green Monday)
- 25 March 2025 (Greek National Day)
- 1 April 2025 (EOKA Day)
- 14 – 25 April 2025 (Easter Holidays/Spring Break)
- 23 April 2025 (Archbishop's Name Day)
- 1 May 2025 (Labour Day)
- 9 June 2025 (Holy Spirit Day)
- 11 June 2025 (Apostle Varnavas Day)

Facilities

All PASCAL Private Secondary Schools operate in the premises licensed by The Department of Town Planning and Housing. The Schools strictly adhere to the health and safety regulations of the relevant authorities, ensuring a hygienic and safe environment for the pupils, staff and visitors. The average class size comprises 24 pupils and may rarely reach 28.

Each PASCAL Private Secondary School has a space centre, PASCAL Space Centre, which plays a crucial role in promoting education, extending its influence and commitment beyond traditional learning formats with hands-on learning that engages pupils and educators in a variety of innovative ways that combine science, technology, engineering, art and mathematics (STEAM). The Centre's use of modern equipment, including Raspberry Pi's, 3D printing technology, and robotics, further accentuates its commitment to a high-quality learning experience that fosters critical thinking and innovation. A series of strategically designed modules and activities take place throughout the academic year, weaving artificial intelligence into the fabric of our curriculum.

PASCAL Private Secondary School Lefkosia

PASCAL Private Secondary School Lefkosia operates on the modern purpose-built school campus in an area of 80,000 square meters of land in Lakatamia. The address of the School is: 177, Kopegchagis Street 2306 Lakatamia.

The premises (area of 10,000 square metres) include among other: 28 air-conditioned and centrally heated classrooms fully equipped with internet, a computer and a projector, 3 Computer labs, 2 Physics labs, 2 Chemistry/Biology labs, a Science lab, 2 Design & Technology rooms, Robotics lab, PASCAL Space

Centre, 2 Art rooms, a Drama room, Music room, Cookery room, canteen, cafeteria, kitchen, gym, 2 football pitches (with real grass and artificial turf), track, 2 futsal courts, a basketball/handball court, volleyball court, 2 tennis courts, beach volleyball court and an outdoor heated swimming pool purpose made for sports events such as water polo and swimming, changing rooms, sick bay and lavatories. The school library has a collection of a wide selection of documents in printed and electronic form. It uses the Library of Congress Classification System. It is managed by a qualified librarian and it is equipped with internet and computers. The premises also include teachers' staffroom, offices for the Head Teacher, Assistant Head Teachers, Heads of Department, Heads of Year, Careers Counsellor as well as conference rooms. There is full access to the premises for persons with restricted mobility. The school grounds have CCTV and a gated entrance with a security desk.

PASCAL Private Secondary School Lemesos

PASCAL Private Secondary School Lemesos operates on the purpose-built school campus in an area of 6,000 square meters of land in a central area of Lemesos. The address of the School is: 40, Omirou Street, 3095 Lemesos.

The premises (area of 2,500 square metres) include among other: 40 air-conditioned and centrally heated classrooms fully equipped with internet, a computer and a projector, 3 Computer labs, Science lab, PASCAL Space Centre, Art room, Music room, Multi-purpose indoor space area, canteen, cafeteria, mini football court, basketball court, volleyball court, changing rooms, sick bay and lavatories. The premises also include teachers' staffroom, offices for the Head Teacher, Assistant Head Teachers, Heads of Department, Heads of Year and Careers Counsellor.

The school will move to the new campus which is strategically located in Agia Fylaxis, Lemesos municipality in January 2025. The new learning facilities include 64 interactive, air-conditioned and centrally heated classrooms, 3 Computer labs, 2 Chemistry/Biology labs, a Physics lab, a Science lab, PASCAL Space Centre, Art room, Music room, a Multi-purpose lab, 2 libraries, 2 canteens, 2 cafeterias, kitchen, football pitch (with artificial turf), track, 2 futsal courts, 2 basketball/handball courts, volleyball court and outdoor heated swimming, changing rooms, sick bay and lavatories. The premises also include teachers' staffroom, offices for the Head Teacher, Assistant Head Teachers, Heads of Department, Heads of Year, Careers Counsellor as well as conference rooms. There will be full access to the premises for persons with restricted mobility, the grounds will have CCTV and a gated entrance with a security desk.

PASCAL Private Secondary School Larnaka

PASCAL Private Secondary School Larnaka operates on the modern purpose-built school campus in an area of 40,000 square meters of land in Aradippou. The address of the School is: 2, Polytechniou Street, 7103 Aradippou.

The premises (area of 8,000 square metres) include among other: 39 air-conditioned and centrally heated classrooms fully equipped with internet, a computer and a projector, 3 Computer labs, Physics lab, Chemistry lab, Biology lab, multi-purpose Science lab, 2 Art rooms, amphitheatre with a 400-persons seating capacity, canteen, cafeteria, 4 futsal courts, football pitch with artificial turf, basketball/handball

court, volleyball court, tennis court and heated outdoor swimming pool purpose made for sports events, changing rooms, sick bay and lavatories. The school library has a collection of a wide selection of documents in printed and electronic form. It uses the Library of Congress Classification System. It is managed by a qualified librarian and it is equipped with internet and computers. The premises also include teachers' staffroom, offices for the Head Teacher, Assistant Head Teachers, Heads of Department, Heads of Year, Careers Counsellor and School Psychologist. There is full access to the premises for persons with restricted mobility. The school grounds have CCTV and a gated entrance with a security desk.

Health and Safety

Health and Safety is of first and foremost importance. The premises are designed, built, equipped and maintained to the highest standards and in accordance with the relevant legislation and regulations. The policy and implementation are written by each school in line with the legislation, regulations and policies of the Cyprus Civil Defence (Ministry of Interior), Ministry of Labour and Social Insurance, Department for Social Inclusion of Persons with Disabilities (Deputy Ministry of Social Welfare) and Globeducate.

The School has a Civil Defence Plan (Σχέδιο Πολιτικής Άμυνας), a Health and Safety Coordinator, a Health and Safety Committee and a sizeable number of trained first aiders amongst its staff. The Civil Defence Plan is available to the School community (staff, pupils, parents/guardians) via the school information system 4schools (<https://www.edu4schools.com/Account/Login>).

Safeguarding

The School's Child Safeguarding Policy is in a separate document (Appendix 1), and it sets out to outline the actions that will be taken to ensure that all pupils are properly safeguarded in school and at home.

This Policy is based on the International Convention on the Rights of the Child legislation relating to the Rights of the Child (in particular Articles 19 and 24), the European Convention on the exercise of Children's Rights, the Cyprus Commissioner for the Protection of Children's Rights Law and Globeducate's Safeguarding – Child Protection Policy. The School's policy is also in line with the UK best practice and NSPCC guidelines <https://learning.nspcc.org.uk/safeguarding-child-protection> as well as the relevant Republic of Cyprus legislation at http://www.cylaw.org/nomoi/indexes/2019_1_147.html and http://www.moec.gov.cy/dme/programmata/scholiki_paravatikotita/nomothesia.html

The welfare of the child is at the heart of the School's Policy; it emphasises the need for good levels of communication between all members of staff and those with designated responsibility for child safeguarding and protection.

All members of staff are duty bound to help ensure the wellbeing and safeguarding of all the school's pupils.

School	Designated Safeguarding Lead	Designated Safeguarding Deputy
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	(DSL)	Lead
PASCAL Private Secondary School Lefkosia	Maria Vasiliou	Marina Spyrou
PASCAL Private Secondary School Lemesos	Georgina Miltiadous	N/A
PASCAL Private Secondary School Larnaka	Maria Papachristodoulou	Maria Papagapiou

Academic Programmes

In Years 1, 2 and 3 the School offers a high standard of general education and sets the foundations for more specialised learning in Years 4, 5 and 6. The curriculum contains a plethora of subjects ranging from natural to social sciences, mathematics, languages, arts and physical education.

All Day School is offered on an optional basis to the pupils in Years 1, 2 and 3 in order to help pupils to develop their study skills and to become independent learners. Moreover, All Day School aims to review the material taught in the morning school hours only in smaller groups, to offer additional practice and preparation for upcoming tests/examinations and to offer extension work to stronger pupils.

In Years 4, 5 and 6 the School offers a complete programme of study which consists of core subjects and major elective subjects. The wide variety of major elective subjects enables many subject combinations which in effect means that each pupil can best prepare for their university studies. The major elective subjects prepare pupils for IGCSE, GCE AS, A Level/International A Level or International Baccalaureate Diploma Programme examinations. Please refer to the individual School's booklet on major elective subjects for details regarding the subjects on offer, level (e.g. IGCSE, GCE A/AS Level), specific requirements and restrictions, syllabus and examination boards.

PASCAL Private Secondary School pupils graduate having completed Year 6. Since the school is a six-year secondary school there is no Year 7 (Year 13 of the UK educational system) which enables the pupils to gain a year in comparison to graduates of other English-medium secondary schools in Cyprus, UK and other countries.

The subjects taught are given in the below tables for each School. The tables indicate the number of weekly teaching periods as well. Each period lasts 40 minutes. Each day comprises a Form Period and 8 teaching periods until lunch time and, except on Wednesdays, optional additional 2 teaching periods after lunch. The school teaching hours are as follows:

- Lefkosia:
 - Form Period and 8 morning teaching periods: 07:45-13:55
 - 2 afternoon teaching periods: 14:25-15:45
- Lemesos (the hours may change as of January 2025 due to the relocation to the new facilities):
 - Form Period and 8 morning teaching periods: 07:45-14:00
 - 2 afternoon teaching periods: 14:25-15:45
- Larnaka:

- Form Period and 8 morning teaching periods: 07:25-13:35
- 2 afternoon teaching periods: 13:40-15:00

PASCAL Private Secondary School Lefkosia

PASCAL Private Secondary School Lefkosia – Years 1, 2 and 3				
	Subject	Year 1	Year 2	Year 3
Compulsory for all pupils	English	10	10	8
	Drama	1	1	1
	Mathematics	6	6	6
	Science (Physics, Chemistry, Biology)	3	4	5
	History	2	2	2
	Cyprus History	1	1	0
	Environmental Science	1	1	1
	Computing	2	2	2
	French or Spanish	2	2	2
	Music	1	1	1
	Art	2	1	2
	Physical Education	2	2	2
Compulsory for Greek native speakers	Greek	6	5	6
	Classical Appreciation	1	1	1
	Religious Knowledge	0	1	1
Compulsory for non-Greek speakers	Additional English (speakers of other languages)	2	2	2
	Greek as a Foreign Language	4	4	4
	Library Study or Russian (native speakers)	1	1	2
Weekly periods		40	40	40

In All Day School the subjects taught are Mathematics, Science and English. Mathematics is taught two times a week (4 periods in total) whereas Science and English are each taught once a week (2 periods each; 4 periods in total). Pupils may choose to follow all or some of them.

PASCAL Private Secondary School Lefkosia – Years 4, 5 and 6				
	Core Subjects	Year 4	Year 5	Year 6
Compulsory for all pupils	English	6	6	5
	Computing	2	2	2
	Physical Education	2	2	2
Compulsory for Greek native speakers	Greek	4	4	5
	Greek History	1	1	1
	Religious Knowledge	1	1	1
Compulsory for non-Greek speakers	Greek as a Foreign Language	4	4	4
	Library Study or Russian (for native speakers)	2	2	2
	Library Study	0	0	1
Weekly periods		16	16	16

PASCAL Private Secondary School Lefkosia – Years 4, 5 and 6				
	Major Elective Subjects	Year 4	Year 5	Year 6
Comprehensive list	Mathematics (IGCSE)	4	4	4
	Mathematics (International AS Level)	8	8	8
	Mathematics (International A Level)	8	8	8
	Biology	8	8	8
	Physics	8	8	8
	Chemistry	8	8	8
	Environmental Management	8	8	8
	IT	8	8	8
	Computer Science	8	8	8
	History	8	8	8
	Accounting	8	8	8
	Economics	8	8	8
	Business	8	8	8
	Art	8	8	8
	Music	8	8	8
	English Literature	8	8	8
	Psychology	4	4	4
	Drama	4	4	4
	Physical Education	4	4	4
Additional option*	Biology (together with Physics & Chemistry)	8	8	8
	French	4	5	5
Weekly periods		24	24	24

The School offers External Examination Support Lessons aimed at pupils who are either recommended for external examinations by their teachers or ahead of the external examinations registration period their teachers predict they will be recommended for external examinations. The purpose of these lessons is exclusively to maximize pupil performance on the examinations as they focus on the subject specific examination techniques, style questions and past papers.

PASCAL Private Secondary School Lefkosia – Years 5IB and 6IB			
	Core Subjects	Year 5	Year 6
Compulsory for all pupils	Theory of Knowledge	2	2
	Extended Essay	0	0
Compulsory for Greek native speakers	Greek History	1	1
	Religious Knowledge	1	1
Compulsory for non-Greek speakers	Library Study	2	2
Weekly periods		4	4

	Major Elective Subjects	Year 5	Year 6
Comprehensive list	Modern Greek Language and Literature A1	6	6
	English Language and Literature A1	6	6
	Russian Literature A1 (self-taught)	4	4
	Mother tongue A1 (self-taught)	0	0
	English B	6	6
	French B	6	6
	French ab initio	6	6
	Language B ab initio (online)	4	4
	Mathematics Analysis & Approaches SL	6	6
	Mathematics Analysis & Approaches HL	8	8
	Computer Science	8	8
	Physics	8	8
	Biology	8	8
	Chemistry	8	8
	Economics	8	6
	History	6	6
	Visual Arts	6	6
	Psychology	8	8
Weekly periods		32-44	32-44

PASCAL Private Secondary School Lemesos

PASCAL Private Secondary School Lemesos – Years 1, 2 and 3				
	Subject	Year 1	Year 2	Year 3
Compulsory for all pupils	English	10	10	8
	Drama	1	1	1
	Mathematics	6	6	6
	Science (Physics, Chemistry, Biology)	3	4	5
	History	1	1	2
	Cyprus History	1	1	0
	Environmental Science	1	1	1
	Computing	2	2	2
	French	2	2	2
	Music	1	1	1
	Art	2	2	2
	Physical Education	2	2	2
Compulsory for Greek native speakers	Greek	6	5	6
	Classical Appreciation	1	1	1
	Religious Knowledge	1	1	1
Compulsory for non-Greek speakers	Greek as a Foreign Language	4	4	4
	Global Perspectives	3	2	3
	Religious Studies	1	1	1
Weekly periods		40	40	40

In All Day School the subjects taught are Mathematics, Science, English and Greek/Greek as a Foreign Language (2 periods each; 8 periods in total) and pupils must follow all four of them.

PASCAL Private Secondary School Lemesos – Years 4, 5 and 6				
	Core Subject	Year 4	Year 5	Year 6
Compulsory for all pupils	English	6	6	5
	Computing	2	2	2
	Physical Education	2	2	2
Compulsory for Greek native speakers	Greek	4	4	5
	Greek History	1	1	1
	Religious Knowledge	1	1	1
Compulsory for non-Greek speakers	Greek as a Foreign Language	4	4	4
	Global Perspectives	1	1	2
	Religious Studies	1	1	1
Weekly periods		16	16	16

PASCAL Private Secondary School Lemesos – Years 4, 5 and 6				
	Major Elective Subjects	Year 4	Year 5	Year 6
Comprehensive list	Mathematics IGCSE	4	4	4
	Mathematics (International A Level)	8	8	8
	Biology	8	8	8
	Physics	8	8	8
	Chemistry	8	8	8
	Computer Science	8	8	8
	History	8	8	8
	Politics	6	6	6
	Accounting	8	8	8
	Economics	8	8	8
	Business	6	6	6
	Psychology	8	8	8
	Art	8	8	8
	English Literature	8	8	8
Additional option*	Biology (together with Physics & Chemistry)	8	8	8
	French	8	8	8
Weekly periods		24	24	24

PASCAL Private Secondary School Larnaka

PASCAL Private Secondary School Larnaka – Years 1, 2 and 3				
	Subject	Year 1	Year 2	Year 3
Compulsory for all pupils	English	11	10	8
	Mathematics	6	6	6
	Science (Physics, Chemistry, Biology)	3	4	6
	History	2	2	1
	Cyprus History	0	1	1

	Environmental Science	1	1	1
	Computing	2	2	2
	French	2	2	2
	Financial Literacy	0	0	1
	Music	1	1	1
	Art	2	2	2
	Physical Education	2	2	2
Compulsory for Greek native speakers	Greek	6	5	6
	Classical Appreciation	1	1	0
	Religious Knowledge	1	1	1
Compulsory for non-Greek speakers	Greek as a Foreign Language	7	6	6
	Religious Studies	1	1	1
Weekly periods		40	40	40

In All Day School the subjects taught are Mathematics, Science and English. English is taught two times a week (4 periods in total) whereas Science and Mathematics are each taught once a week (2 periods each; 4 periods in total). Pupils may choose to follow all or some of them.

PASCAL Private Secondary School Larnaka – Years 4, 5 and 6				
	Core Subject	Year 4	Year 5	Year 6
Compulsory for all pupils	English	5	6	4
	Computing	2	2	2
	Physical Education	2	2	2
Compulsory for Greek native speakers	Greek	5	4	5
	Greek History	1	1	2
	Religious Knowledge	1	1	1
Compulsory for non-Greek speakers	Greek as a Foreign Language	5	4	5
	Greek History (in English)	1	1	2
	Religious Studies	1	1	1
Weekly periods		16	16	16

PASCAL Private Secondary School Larnaka – Years 4, 5 and 6				
	Major Elective Subjects	Year 4	Year 5	Year 6
Comprehensive list	Mathematics (IGCSE)	4	2	2
	Mathematics (International A Level)	8	8	8
	Biology	8	8	8
	Physics	8	8	8
	Chemistry	8	8	8
	ICT/IT	8	8	8
	History	8	8	8
	Accounting	8	8	8
	Economics	8	8	8
	Business	8	8	8

	Art	8 or 4	8 or 6	8 or 6
	English Literature	8	8	8
	Psychology	4	6	6
	Physical Education	4	6	6
Additional option*	French	6	6	6
	Spanish	6	6	6
	German	6	6	6
Weekly periods		24	24	24

PASCAL Private Secondary School Larnaka – Years 5IB and 6IB			
	Core Subjects	Year 5	Year 6
Compulsory for all pupils	Theory of Knowledge	3	2
	Extended Essay	0	0
Compulsory for Greek native speakers	Greek History	1	1
	Religious Knowledge	1	1
Compulsory for non-Greek speakers	Greek History (in English)	1	1
	Religious Studies	1	1
Weekly periods		5	4

PASCAL Private Secondary School Larnaka – Years 5IB and 6IB			
	Major Elective Subjects	Year 5	Year 6
Comprehensive list	Modern Greek Language and Literature A1	6	6
	English Language and Literature A1	6	6
	Mother tongue (self-taught)	4	4
	English B	6	6
	French B	6	6
	French ab initio	4	4
	Spanish ab initio	4	4
	German ab initio	4	4
	Language B ab initio (online)	4	4
	Mathematics SL	6	6
	Mathematics HL	6	6
	Physics	6	6
	Biology	6	6
	Chemistry	6	6
	Digital Society	6	6
	Economics	6	6
	History	6	6
	Visual Arts	6	6
Weekly periods		35	36

Curriculum Overview – Years 1, 2, 3

Art

The aims are to develop the pupils' creativity, critical thinking, visual communication skills, and nurture aesthetic sensitivity and cultural awareness. The curriculum focuses on developing pupils' critical, innovating and adapting to change exploratory thinking. The School syllabus covers the Colour Theory, the Elements and Principles of Art, Academic Figurative and Perspective drawing.

Music

The aim is for the pupils to gain rich music learning experiences through practical music activities in the areas of listening, performing and creating. The curriculum focuses on to the following four Learning objectives: Developing Creativity and Imagination, Developing Music Skills and Processes, Cultivating Critical Responses in Music and Understanding Music in Context.

Computing

In Year 1 the aims are to learn to use ICT hardware and software safely, confidently and purposefully to communicate and handle information, and to support their problem-solving, recording and expressive work. Pupils are taught to reflect on, discuss and consider the implications of using ICT hardware and software.

In Year 2 the aim is to learn to extend the range of ICT tools they use for safe and effective communication, investigation and programming; they will be able to use ICT to safely select information, sources and media that are suitable for their purpose and assess the value of ICT in their work.

In Year 3 the aim is to learn to become critical and increasingly autonomous users of ICT, aware of the ways in which ICT tools and information sources can influence their life and work. Pupils will be able to understand the limitations of such tools and of the results they produce, and use the concepts and relevant technical terms associated with ICT systems and software.

English

The aims are to develop the pupils' mastery of the English language, their confidence and to introduce them to English literature in order to develop their understanding of and feel for the language. The curriculum focuses on the development of reading, writing, speaking and listening skills. The School syllabus covers English First Language and English as a Second Language in order to enable pupils to respond to a range of information, media and texts in a variety of context. At the same time the syllabus integrates active learning, develops thinking skills and encourages intellectual engagement.

Drama

The aim of the subject is to introduce pupils to the world of drama and theatre and to develop skills such as familiarity, teamwork, improvisation and role-playing. At the same time, pupils are given the opportunity to enhance their language skills and explore this literary genre in detail.

French or Spanish

The aim of the subjects is to introduce pupils to the language, to enable pupils to develop and practise skills of reading, writing, speaking and listening.

In Year 3 the subject, mainly, focuses on establishing the necessary foundations so that pupils are able to choose one of the languages as a major elective subject in Year 4.

Russian (for native speakers)

This curriculum is suited to the Russian native speakers as it follows the Russian National Curriculum and it aims to prepare pupils for the Russian National exams.

Additional English (for speakers of other languages)

The aims of this subject are to develop skills of speaking and presenting and to encourage the sharing of experiences within a multicultural environment. Individual work, in a form of personalised tasks, is given to pupils, in order to target key areas that require further attention and that develop confidence in the use of English language.

Mathematics

In Years 1 and 2 pupils follow a general curriculum in Mathematics. The aim is to get the fundamental knowledge of mathematics, which is necessary to prepare them for more specialised learning in Years 4, 5, 6 and external examinations. Pupils develop an understanding of the principles and nature of mathematics, they develop logical, critical thinking and problem-solving skills. In Year 3, parts of IGCSE curriculum are covered in preparation for the continued study in Year 4.

Greek (Ελληνικά)

Στόχοι στη διδασκαλία της Νεοελληνικής Γλώσσας είναι η άριστη κατάρκτηση της Νέας Ελληνικής Γλώσσας και ο γραμματισμός σε διάφορα περιβάλλοντα και καταστάσεις επικοινωνίας, η ανάλυση και κατανόηση γλωσσικών και μη γλωσσικών κειμένων (π.χ. εικόνων, συμβόλων, σχεδιαγραμμάτων) και η καλλιέργεια κριτικής στάσης έναντι των κειμένων αυτών. Η διδασκαλία της λογοτεχνίας στόχο έχει την άμεση συμμετοχή των μαθητών στη διαδικασία της γνώσης της ιδιαίτερης γλωσσικής και πολιτισμικής φυσιογνωμίας ενός λαού, τη διεύρυνση του ορίζοντα των εμπειριών και της ευαισθησίας των μαθητών, την όξυνση του γλωσσικού αισθητηρίου και του αισθητικού τους κριτηρίου. Ταυτόχρονα επιδιώκεται η ανάπτυξη της φαντασίας και της κριτικής-ερμηνευτικής τους ικανότητας.

Classical Appreciation (Αρχαιογνωσία)

Στόχος της διδασκαλίας του μαθήματος της Αρχαιογνωσίας είναι η γνωριμία των μαθητών με τα έργα των αρχαίων επικών και τραγικών συγγραφέων. Μέσα από το μάθημα της Αρχαιογνωσίας, οι μαθητές διδάσκονται παράλληλα τον αρχαίο ελληνικό πολιτισμό, την αρχαία ελληνική διάνοηση και τις διαχρονικές αξίες του ελληνικού πολιτισμού, ώστε να καταστούν κοινωνοί της ανθρωπιστικής παιδείας.

Religious Knowledge (Θρησκευτικά)

Στο μάθημα των Θρησκευτικών ζητούμενο είναι η γνωριμία των μαθητών/τριών με την Ορθόδοξη Εκκλησία και τα μεγάλα θρησκευόμενα του σύγχρονου κόσμου. Συγκεκριμένα, καλούνται να γνωρίσουν την εικόνα της Ορθόδοξης Εκκλησίας για τον Θεό, τον άνθρωπο και τον κόσμο, όπως αυτός εκφράζεται στην πίστη, στην παράδοση, στα σύμβολα, στα κείμενα και στα μνημεία της, καθώς επίσης την εικόνα των σύγχρονων θρησκευμάτων για τον Θεό, τον άνθρωπο και τον κόσμο. Παράλληλα στοχεύει στη διαμόρφωση ελεύθερων πολιτών με ανεπτυγμένη την κριτική άποψη.

Greek as a Foreign Language

Greek as a Foreign Language is taught in levels according to the knowledge of each pupil. Pupils in this subject acquire the communication skills and confidence to understand and use vocabulary and phrases about: daily life, presenting themselves and others, asking and responding to simple questions about their life and family, and to engage in simple conversations in Greek. Pupils are taught integrated language skills of listening, reading, speaking and writing, which are built on as pupils progress.

Physical Education

Physical Education curriculum aims to familiarise pupils with a variety of team and individual sports by developing their motor skills such as strength, speed, endurance, co-ordination, agility and balance that are essential in different sports and physical activities. It, also, aims to ensure pupils learn to love and enjoy physical activity as well as to develop social skills such as teamwork, fair-play and cooperation that are essential in group activities.

Science (Physics, Chemistry, Biology)

The aims of the curriculum are to introduce pupils to basic principles, theories, techniques, and processes in Science and to teach them how to apply each of these concepts to current issues and problems of the today's society. The curriculum focuses on the development of necessary scientific skills and the ethical awareness regarding their applications and use. In Years 1, 2 and 3, Biology, Chemistry and Physics are taught both as theory and via hands-on approach through the application in the experimental work. Thus, the curriculum enables the development of pupils' critical thinking skills and encourages intellectual engagement, all with an aim to enable pupils to progress to major elective subjects of Biology, Chemistry and Physics in Year 4.

Environmental Science

The aims of the curriculum are for pupils to understand the issues concerning sustainable development and how the Earth's resources are used. Pupils draw upon disciplines such as Biology, Earth Science, Geography, Economics and Demographics in order to investigate the interdependence of the Earth's natural systems and how people use natural resources. The subject curriculum aims to examine the impact of development on the environment considering issues such as environmental pollution and natural resources depletion. The curriculum allows pupils to explore ways in which we may change the

nature of future development making it sustainable. Environmental Science curriculum enables pupils to continue with Environmental Management as a major elective subject in Year 4.

History

The aim is to gain a coherent knowledge and understanding of the past events and to learn how to think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as to form their own identity and to recognise challenges of past contexts.

Cyprus History

It comprises a concise teaching of the Cyprus History from the Neolithic to the Contemporary period. The curriculum covers the Neolithic period and the Roman period. Further on, it focuses on Medieval Cyprus and covers the period until the Establishment of the Republic of Cyprus in 1960. Additionally, pupils learn the Cyprus History with special references to the different conquerors, the culture and the civilization of the people of Cyprus throughout the centuries.

Religious Studies

Religious Studies aims to raise awareness of the main religions that exist in our world today.

Curriculum Overview – Years 4, 5, 6

Art

In Year 4, pupils prepare for the Pearson Edexcel International GCSE in Art and Design: Fine Art (Pearson Edexcel paper code: [4FA1](#)). In Years 5 and 6, pupils prepare for the Pearson Edexcel Level 3 Advanced GCE in Art and Design: Fine Art (Pearson Edexcel paper code: [9FA0](#)). In addition to the Pearson Edexcel International examinations, pupils prepare their personalised Portfolio during Years 4, 5 and 6.

Music

The curriculum progressively engages pupils in Theory of Music (Associated Board of the Royal Schools of Music) with opportunities to pursue Grade 5, 6, 7 and 8. In Year 4, pupils explore key signatures, scales, rhythmic notation, intervals, and basic harmony. Year 5 advances into complex harmony, modulation, ornamentation, and 20th-century music study. By Year 6, the curriculum deepens with advanced harmonic analysis, 21st-century music exploration, stylistic interpretation, and extended composition skills, ensuring a comprehensive understanding of musical theory and practice.

Computing

In Years 4, 5 and 6 the syllabus covers topics which include the applications, uses and advanced features of computing networks, word processing, databases, spreadsheets, and websites. Creative technology

applications encompass a wide array of innovative uses of technology that blend artistic expression with technical prowess. Pupils are given an insight into creative technology through the understanding and use of a variety of applications which enable them to create digital audio, digital video, and digital graphics.

ICT/IT

In Year 4 pupils prepare for the IGCSE Information and Communication Technology (9-1) (Cambridge Assessment International Education subject code: [0983](#)). In Year 5 pupils prepare for the International Advanced Subsidiary (AS) in Information Technology Cambridge Assessment International Education subject code: [9626](#) Papers 1 & 2). In Year 6 pupils prepare for International Advanced Level (IAL) in Information Technology (Cambridge Assessment International Education subject code: [9626](#) Papers 3 & 4).

Computer Science

In Year 4 the IGCSE syllabus (Cambridge Assessment International Education subject code [0478](#) Papers 1 & 2) helps learners develop an interest in computational thinking and an understanding of the principles of problem-solving using computers. They apply this understanding to create computer-based solutions to problems using algorithms and a high-level programming language. Learners also develop a range of technical skills, and the ability to effectively test and evaluate computing solutions. The curriculum helps learners appreciate current and emerging computing technologies, the benefits of their use and recognise their potential risks. In Years 5 and 6 the International AS/A Level syllabus (Cambridge Assessment International Education subject code [9618](#) Papers 1, 2, 3 and 4) encourages learners to meet the needs of higher education courses in computer science as well as twenty-first century digital employers. It encourages learners to think creatively, through applying practical programming solutions, demonstrating that they are effective uses of technology. Learners develop computational thinking & programming skills to solve computer science problems. The syllabus will help learners develop a range of skills such as thinking creatively, analytically, logically and critically. They will also be able to appreciate the ethical issues that arise with current and emerging computing technologies.

English

During Years 4 and 5 all pupils prepare for the IGCSE First Language English or IGCSE English as a Second Language examination (Cambridge Assessment International Education subject codes: [0990](#) or [0991](#)). In Year 6, pupils prepare for the [IELTS Academic](#) examination (International English Language Testing System).

English Literature

In Year 4 pupils prepare for the IGCSE English Literature (9-1) (Pearson Edexcel subject code: [4ET1](#)). In Year 5 pupils prepare for the International Advanced Subsidiary (AS) in English Literature (Pearson Edexcel papers codes: [WET01](#), [WET02](#)). In Year 6, pupils prepare for International Advanced Level (IAL) in English Literature (Pearson Edexcel papers codes: [WET03](#), [WET04](#)).

Drama

In Year 4, the curriculum concentrates on laying the foundation of theatre literacy in order to prepare for the Drama IGCSE examination. In Years 5 and 6 pupils work towards the IGCSE Drama ([Cambridge Assessment International Examinations, subject code: 0411](#)). For Cambridge IGCSE Drama, pupils take Paper 1-Written Exam and Component 2- Coursework.

French

In Year 4 pupils are prepared for the [DEL F A2 \(CEFR level A2\)](#) examination. In Years 5 and 6 pupils are prepared for [the DEL F B1 \(CEFR level B1\)](#) examination.

Spanish

The curriculum enables the students to communicate using the language in a basic way in situations having to do with immediate needs or everyday situations. It ensures that the candidate can understand commonly used, everyday phrases and expressions related to areas of experience especially relevant to them (basic information about themselves and their families, shopping, places of interest, work, etc.) In Year 6, candidates should be able to understand the gist of clear texts, in standard language, if they involve well-known topics related to work, studies or leisure. It also certifies students' ability to deal with most situations that occur while travelling in areas where Spanish is spoken; to produce simple and coherent texts about familiar topics, or topics of personal interest; and lastly to be able to describe experiences, events, wishes and hopes, as well as to be able to briefly express opinions or explain plans. Students will be taking the Spanish DELE Exams: [Spanish Diploma Level A1 \(Breakthrough\)](#), [Spanish Diploma Level A2 \(Waystage\)](#) and [Spanish Diploma Level B1 \(Threshold\)](#).

Russian (for native speakers)

This curriculum is suited to the Russian native speakers as it follows the Russian National Curriculum and its aim to prepare pupils for the Russian National exams.

German

The subject enables pupils to communicate and understand the main points of information in conversations and texts on familiar matters relating to work, school and leisure time, etc. when clear, standard language is used, to deal with most situations typically encountered when travelling in German-speaking countries, to express yourself simply and coherently when talking about familiar topics and areas of personal interest, and to report on experiences and events, describe dreams, hopes and ambitions as well as make short statements and explanations. In Year 4 pupils take the [A1: Start Deutsch](#) examination, in Year 5 they take the [A2: Fit in Deutsch](#) and in year 6 they sit the [GOETHE-ZERTIFIKAT B1](#) exam.

Mathematics (IGCSE)

In Years 4, 5 and 6 the syllabus covers the IGCSE Mathematics (9-1), specification A examination (Pearson Edexcel examination board, subject code: 4MA1. Also, the syllabus may cover parts of International Advanced Subsidiary (IAS) examination in Pure Mathematics/Mathematics, subject code: XPM01/XMA01 (Pearson Edexcel examination board); specifically parts of P1 (paper code: WMA11/01) and P2 (paper code: WMA12/01) or S1 (paper code: WST01).

Mathematics (International AS Level)

In Year 4, pupils are prepared for the IGCSE Mathematics (9-1), specification A examination (Pearson Edexcel examination board, subject code: 4MA1. In Year 5 pupils are given the option of taking part of the International Advanced Subsidiary (IAS) examination in Pure Mathematics, subject code: XPM01 (Pearson Edexcel examination board); specifically P1 (paper code: WMA11/01) and P2 (paper code: WMA12/01). In Year 6 pupils are given the option of taking part of the International Advanced Subsidiary (IAS) examination in Pure Mathematics, subject code: XPM11 (Pearson Edexcel examination board); specifically FP1 (paper code: WFM01/01) or, alternatively, taking part of the International Advanced Level (IAL) examination in Mathematics, subject code: XMA01 (Pearson Edexcel examination board); specifically S1 (paper code: WST01/01).

Mathematics (International A Level)

In Year 4, pupils are prepared for the IGCSE Mathematics (9-1), specification A examination (Pearson Edexcel examination board, subject code: 4MA1. In Year 5 pupils are given the option of taking the International Advanced Subsidiary (IAS) examination in Pure Mathematics, subject code: XPM01 (Pearson Edexcel examination board). The IAS consists of three papers: P1 (paper code: WMA11/01), P2 (paper code: WMA12/01), FP1 (paper code: WFM01/01). In Year 6 pupils are given the option of taking the International Advanced Level (IAL) examination in Pure Mathematics, subject code: YPM01 (Pearson Edexcel examination board). The IAL comprise three papers: P3 (paper code: WMA13/01), P4 (paper code: WMA14/01), FP2 (paper code: WFM02/01).

An alternative pathway for Years 5 and 6 may be the following: In Year 5 pupils are given the option of taking the International Advanced Subsidiary (IAS) examination in Mathematics, subject code: XMA01 (Pearson Edexcel examination board). The IAS consists of three papers: P1 (paper code: WMA11/01), P2 (paper code: WMA12/01), S1 (paper code: WST01/01). In Year 6 pupils are given the option of taking the International Advanced Level (IAL) examination in Pure, subject code: YMA01 (Pearson Edexcel examination board). The IAL comprise three papers: P3 (paper code: WMA13/01), P4 (paper code: WMA14/01), S2 (paper code: WST02/01).

Greek (Ελληνικά)

Οι μαθητές του Year 4 προετοιμάζονται για την εξέταση του International GCSE Greek/First Language ([International GCSE – 4GK1, Paper1: 4GK2/01, Paper 2: 4GK1/02](#)), ενώ οι μαθητές του Year 5 για την εξέταση International Advanced Level ([International Advanced Level XGK01, YGK01](#)). Στο Year 6 οι μαθητές προετοιμάζονται για την εξέταση Ελληνομάθεια, επίπεδο Γ1, που διεξάγεται από το [Κέντρο Ελληνικής Γλώσσας](#) της Ελληνικής Δημοκρατίας (ΚΕΓ).

Greek History (Ελληνική Ιστορία)

Στόχος της διδασκαλίας της ελληνικής ιστορίας είναι να καταστούν οι μαθητές ικανοί να κατανοήσουν το παρόν και να προγραμματίσουν υπεύθυνα το μέλλον τους μέσα από τη γνώση του παρελθόντος. Επιπλέον, μέσω του μαθήματος της Ιστορίας, οι μαθητές αναπτύσσουν την κριτική τους σκέψη, αφού καλούνται να αναλύσουν αίτια και συνέπειες ιστορικών γεγονότων ή να σχολιάσουν συμπεριφορές ιστορικών μορφών.

Religious Knowledge (Θρησκευτικά)

Στο μάθημα των Θρησκευτικών ζητούμενο είναι η γνωριμία των μαθητών/τριών με την Ορθόδοξη Εκκλησία και τα μεγάλα θρησκευόμενα του σύγχρονου κόσμου. Συγκεκριμένα, καλούνται να γνωρίσουν την εικόνα της Ορθόδοξης Εκκλησίας για τον Θεό, τον άνθρωπο και τον κόσμο, όπως αυτός εκφράζεται στην πίστη, στην παράδοση, στα σύμβολα, στα κείμενα και στα μνημεία της, καθώς επίσης την εικόνα των σύγχρονων θρησκευμάτων για τον Θεό, τον άνθρωπο και τον κόσμο. Παράλληλα στοχεύει στη διαμόρφωση ελεύθερων πολιτών με ανεπτυγμένη την κριτική άποψη.

Greek as a Foreign Language

Greek as a Foreign Language is taught at different levels according to the knowledge of each pupil. Pupils in this subject acquire the communication skills and confidence to understand and use vocabulary and phrases about: daily life, introducing themselves and others, asking and responding to simple questions about their life and family, and engaging in simple conversations in Greek. Pupils are taught integrated language skills of listening, reading, speaking and writing, and these are built on as pupils progress.

Physical Education (Core Subject)

Physical Education curriculum aims to develop pupils' physical competence and knowledge of various forms of physical activity as well as of safety in sports. It, also, aims to develop the pupil ability to use the learnt motor skills when performing a wide range of fitness activities and sports associated ones. The development and appreciation of an active lifestyle is at the core.

Physical Education (Major Elective Subject)

Physical Education curriculum in Years 4, 5 and 6 aims to develop pupils' physical competence and knowledge of various forms of physical activity as well as of safety in sports. It, also, aims to develop the pupil ability to use the learnt motor skills when performing a wide range of fitness activities and sports associated ones. The development and appreciation of an active lifestyle is at the core. Pupils have the option of taking GCSE Physical Education Examination from Pearson-Edexcel examination board, subject code: 3PE0.

Biology

In Year 4, pupils prepare for the IGCSE Biology (9-1) examination (Pearson Edexcel Examination Board, subject code: [4BI1](#)). In Year 5 pupils prepare for the International Advanced Subsidiary (IAS) in Biology (Pearson Edexcel Examination Board, subject code: [XBI11](#)). In Year 6 pupils prepare for the International Advanced Level (IAL) in Biology (Pearson Edexcel Examination Board, subject code: [YBI11](#)).

Physics

In Year 4, pupils prepare for the IGCSE Physics (9-1) examination (Pearson Edexcel Examination Board, subject code: [4PH1](#)). In Year 5 pupils prepare for the International Advanced Subsidiary (IAS) in Physics (Pearson Edexcel Examination Board, subject code: [XPH11](#)). In Year 6 pupils prepare for the International Advanced Level (IAL) in Physics (Pearson Edexcel Examination Board, subject code: [YPH11](#)).

Chemistry

In Year 4, pupils prepare for the IGCSE Chemistry (9-1) examination (Pearson Edexcel Examination Board, subject code: [4CH1](#)). In Year 5 pupils prepare for the International Advanced Subsidiary (IAS) in Chemistry (Pearson Edexcel Examination Board, subject code: [XCH11](#)). In Year 6 pupils prepare for the International Advanced Level (IAL) in Chemistry (Pearson Edexcel Examination Board, subject code: [YCH11](#)).

Environmental Management

In Years 4 and 5, pupils prepare for the IGCSE Environmental Management examination (Cambridge Assessment International Education, subject code: [0680](#)). In Year 6 pupils prepare for the Advanced Subsidiary (AS) in Environmental Management (Cambridge Assessment International Education, subject code: [8291](#)).

History

In Year 4, pupils are prepared for the IGCSE History examination (Pearson Edexcel examination board, subject code: [4HI1](#)). In Year 5, pupils are prepared for the International Advanced Subsidiary (IAS) in History examination (Pearson Edexcel examination board, subject code [XHI01](#)). In Year 6, pupils are prepared for the International Advanced Level (IAL) in History examination (Pearson Edexcel examination board, subject code [YHI01](#)).

Accounting

In Year 4 pupils are prepared for the IGCSE Accounting examination (Pearson Edexcel examination board, subject code: [4AC1](#)). In Year 5 pupils are prepared for the International Advanced Subsidiary (IAS) in Accounting - Unit 1: The Accounting System and Costing (Pearson Edexcel examination board, subject code: [XAC11](#)). In Year 6 pupils are prepared for the International Advanced Level (IAL) in Accounting - Unit 2: Corporate and Management Accounting (Pearson Edexcel examination board, subject code [YAC11](#)).

Economics

In Year 4 pupils are prepared for the IGCSE Economics examination (Pearson Edexcel examination board, subject code: [4EC1](#)). In Year 5 pupils are prepared for the International Advanced Subsidiary (IAS) in Economics (Pearson Edexcel examination board, subject code [XEC11](#)). In Year 6 pupils are prepared for the International Advanced Level (IAL) in Economics (Pearson Edexcel examination board, subject code [YEC11](#)).

Business

Business focuses on nature and types of businesses in an economy. Pupils learn about nature and types of business administration, finance, marketing, and operations. Pupils have the option of taking IGCSE Business examination (Pearson Edexcel examination board, subject code: [4BS1](#), the International Advanced Subsidiary (IAS) in Business (Pearson Edexcel examination board, subject code [XBS11](#), and the International Advanced Level (IAL) in Business (Pearson Edexcel examination board, subject code [YBS11](#)). Pupil Booklet on Major Elective Subjects for each school offers more details.

Psychology

Psychology is a theoretical subject, taught so that pupils acquire fundamental knowledge of the subject. Further on, pupils study a combination of classic and contemporary studies, selected to suit an international audience, and develop an understanding of social and cognitive psychology, biological psychology, learning theories and development, applications of psychology and clinical psychology, and psychological skills. Pupils have the option of taking the GCSE examination (Pearson Edexcel examination board, paper code: [1PS0](#) and the [IAL and AS exam](#) subject codes [XPS01](#) and [YPS01](#). Pupil Booklet on Major Elective Subjects for each school offers more details.

Religious Studies

Religious Studies aims to raise awareness of the main religions that exist in our world today.

Politics

Pearson Edexcel GCE Politics introduces pupils to the key channels of communication between government and the people. It encourages them to evaluate the adequacy of existing arrangements for ensuring representative democracy and participation. It introduces pupils to the major governmental processes within the UK. It encourages them to develop a critical understanding of the role and effectiveness of key institutions, and of the relationship amongst them in the context of multi-level governance. At AS Level, pupils study UK politics and government, which gives them a set of core knowledge and understanding of politics. Pupils then develop this knowledge and understanding at A Level and study three core political ideas: liberalism, socialism and nationalism. Also, they study US politics. Pupils are prepared for the Pearson Edexcel examinations (9PLO/01, 9PLO/02, 9PLO/3A).

Greek History (in English)

In Year 4, the curriculum includes a study of the historic periods from the Mycenaean civilization to the age of Alexander the Great. In Year 5, the curriculum covers the period of British Rule in Cyprus,

examining the social, religious, political and economic aspects of the Cypriot society. Additionally, pupils cover the period in the early years of the Cyprus Independence from 1960s to 1980s. In Year 6, pupils examine the history of Greece and Cyprus from the Ottoman period to the 21st Century, with emphasis on the different factors that contributed to the shaping of today's society in Greece and Cyprus.

Curriculum Overview – Years 5, 6 (IB Diploma Programme)

Visual Arts

In Years 5 and 6, pupils prepare for the IB Diploma Programme Visual Arts – [Higher level](#) or IB Diploma Programme Visual Arts – [Standard Level](#).

Digital Society

Digital society is an interdisciplinary subject within the individuals and societies subject group. The subject is designed for young people interested in exploring the impact and importance of digital systems and technologies in the contemporary world. The curriculum integrates concepts, content and contexts through inquiry. In addition, HL students consider important contemporary challenges and digital interventions. [Digital Society brief](#)

Computer Science

The syllabus teaches the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. The syllabus is engaging, accessible, inspiring, and rigorous. Pupils become aware of how computer scientists work and communicate with each other and with other stakeholders in the successful development and implementation of IT solutions. While the methodology used to solve problems in computer science may take a wide variety of forms, the syllabus emphasizes the need for both a theoretical and practical approach. Detailed information can be found in [IBDP subject brief](#) for Computer Science.

English Language and Literature A1 or Modern Greek Language and Literature A1

This curriculum is taught at Higher Level (HL) and it is based on the study of a wide range of literary and non-literary texts in a variety of media. Pupils investigate the nature of the language itself and the ways in which it shapes and is influenced by identity and culture. Pupils are prepared for the Language A examination and it includes three assessment components: Paper 1: Guided textual analysis, Paper 2: Comparative essay, an Individual Oral presentation and the HL essay of 1,200-1,500 words.

Language A: Literature Standard Level (self-taught)

The curriculum introduces pupils to the analysis of literary texts in a chosen language. The chosen language is a pupil's mother tongue, and it can be any language with a sufficiently developed written literature. The study focuses on a comprehensive exploration of literature from a variety of cultures, literary forms and periods. The Language A self-taught examination includes three assessment

components: [Paper 1: Guided literary analysis, Paper 2: Comparative essay and an Individual Oral presentation.](#)

Language B English (Higher Level or Standard Level) or Language B French (Higher Level or Standard Level)

In Language B, pupils focus on five general themes that are: Experiences, Identities, Human ingenuity, Sharing the planet, and Social organization. Pupils study these themes to develop intercultural awareness and international-mindedness and at the same time to develop their linguistic abilities in the target language in reading, writing, listening and speaking. All four skills are formally assessed: [Paper 1 Productive Skills - Writing, Paper 2 Receptive Skills - Reading and Listening and an Individual Oral presentation.](#)

Language ab Initio French or German or Spanish or any another language (Standard Level)

Language ab initio is a language acquisition curriculum designed for those pupils with no previous experience in, or very little exposure to, the language. The curriculum focuses on receptive, productive and interactive skills and learning to communicate in the language in basic familiar and unfamiliar contexts. Pupils develop the ability to communicate through the study of language, themes and texts. The Language ab initio examination consists of [Paper 1 Productive Skills - Writing, Paper 2 Receptive Skills - Reading and Listening and an Individual Oral presentation.](#)

Mathematics SL/HL

The Mathematics Analysis and Approaches curriculum is covered at Standard Level and Higher Level and it contains a variety of topics aiming to provide a sound mathematical basis for pupils' future university study. Pupils must complete an Internal Assessment/Exploration component which gives them an opportunity to investigate mathematics beyond the scope of the taught curriculum.

Biology, Chemistry, Physics

The science subjects curriculum prepares pupils for the external examinations in IB DP Biology, IB DP Chemistry and IB DP Physics. All three subjects are available at both, Standard Level ([SL](#)) or Higher Level ([HL](#)). The curriculum of each subject comprises both, theoretical and practical work which includes the completion of the Internal Assessment ([IA](#)). The IA is assessed through a single individual investigation. This investigation may involve a hands-on approach, experimental work, use of databases and/or modelling.

Economics

The aim of the curriculum is to enable pupils to develop an understanding of microeconomics and macroeconomics theories and concepts and their real-world application. Also, it aims to develop an appreciation of the impact on individuals and societies of economic interactions between nations and to develop an awareness of development issues facing nations as they undergo the process of change.

Detailed information can be found in the [IBDP subject brief](#) for Economics Higher level and the [IBDP subject brief](#) for Economics Standard level.

History

The [curriculum](#) promotes an understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations. It helps students to gain a better understanding of the present through critical reflection upon the past. It aims for pupils to be fascinated with history and to develop a lasting interest in it. The syllabus provides both structure and flexibility, fostering an understanding of major historical events in a global context. It requires pupils to make comparisons between similar and dissimilar solutions to common human situations, whether they be political, economic or social. It invites comparisons of different cultures, political systems and national traditions.

Psychology

The curriculum covers mental processes and human behaviour. The study of behaviour and mental processes draws on concepts, methods and understandings from multiple disciplines and uses a variety of research techniques whilst recognising that behaviour is not a static phenomenon, but one that adapts as the world and societies change. This course introduces three different approaches to understanding behaviour (biological, cognitive, sociocultural) and the in-depth study of these will form the basis of a holistic and integrated approach to understanding mental processes and behaviour as a complex, dynamic phenomenon. This understanding will be used to explore other areas of applied psychology while all the while integrating the all-encompassing themes of research and ethics. Detailed information can be found in the [IBDP subject brief](#) for psychology.

Theory of Knowledge

The curriculum focuses on developing skills for critical analysis and thought. Pupils examine various cognitive tools and methods, ethics and scope in relation to knowledge and to 12 concepts of certainty, culture, evidence, explanation, interpretation, justification, objectivity, perspective, power, responsibility, truth and values. The curriculum examines the nature of knowledge in different areas of knowledge, particularly of Arts, Mathematics, History, Natural Sciences, and Human Sciences. In addition to the core component, which is called Knowledge and the Knower, the curriculum requires two optional themes to be covered out of the following five: Knowledge and Indigenous Societies, Knowledge and Language, Knowledge and Politics, Knowledge and Religion, and Knowledge and Technology. The assessment comprises Exhibition, which is a 950-word write up and a 1,600-word essay on a prescribed title. Detailed information can be found in the [IBDP subject brief](#) for Theory of Knowledge.

Extended Essay (EE)

The Extended Essay is an independent research paper of approximately 4,000 words in one of the subjects of the IB DP curriculum. Each pupil gets a supervisor from the school's IB DP teaching team who assists, guides and advises with the planning, development, and completion of the Essay. The EE provides an excellent preparation for the kind of work required at university level of study as pupils learn to

formulate a research question, carry out research, reference properly, manage their time and materials and how to analyse, communicate and debate their findings.

Careers Counselling

The School affords its pupils an ongoing counselling service regarding further studies, university applications and career opportunities. More specifically, the School:

- Organises presentations and meetings with pupils/parents/guardians regarding optional subjects and university study prospects
- Facilitates careers tests
- Organises university visits/fairs
- Advises pupils on other external qualifications (LNAT, BMAT, UKCAT, IMAT, SAT, Access Certificate/Panyprian Examinations, etc.)
- Advises pupils on summer school and volunteering programmes abroad (e.g. Oxford Royale Academy, Oxbridge Academic Programmes, Rustic Pathways, etc.)
- Handles university applications including reference letters and guidance on personal statements
- Advises pupils on accommodation and on scholarships and financial aid
- Organises career speeches/fairs
- Supervises a work experience programme which supports the pupil's portfolio

It is strongly recommended that pupils and graduates get guidance on their university applications through the School, given the fact that the School holds the relevant information regarding university destination trends and its pupils/graduates. Therefore, it is in the position to advise them accordingly and support as well as steer the application process. Regarding reference letters, the School will provide pupils and graduates with a (hard) copy of the non-editable reference letter in order to ensure that no alterations can be made or the School referee will upload the reference directly as requested by the university.

Staff

Academic qualifications, personality, character, teaching experience as well as commitment to teaching are the criteria upon which staff are recruited. Safe recruitment procedures are strictly adhered to.

Being aware of the need for and significance of continuous, high quality professional development as well as of the importance of guidance for those entering the teaching profession, the continuing PASCAL Professional Staff Development Programme is designed so that all the members of staff are equipped with up-to-date skills, knowledge, and expertise in order to provide the pupils with the high-quality education and support they require. The Programme ranges from the development of academic practice to the development of personal effectiveness, management development and ICT training. Additional training is delivered by the Cyprus Ministry of Education, Sport and Youth, Cambridge Assessment International Education, Pearson Edexcel, International Baccalaureate and Pearson LCCI.

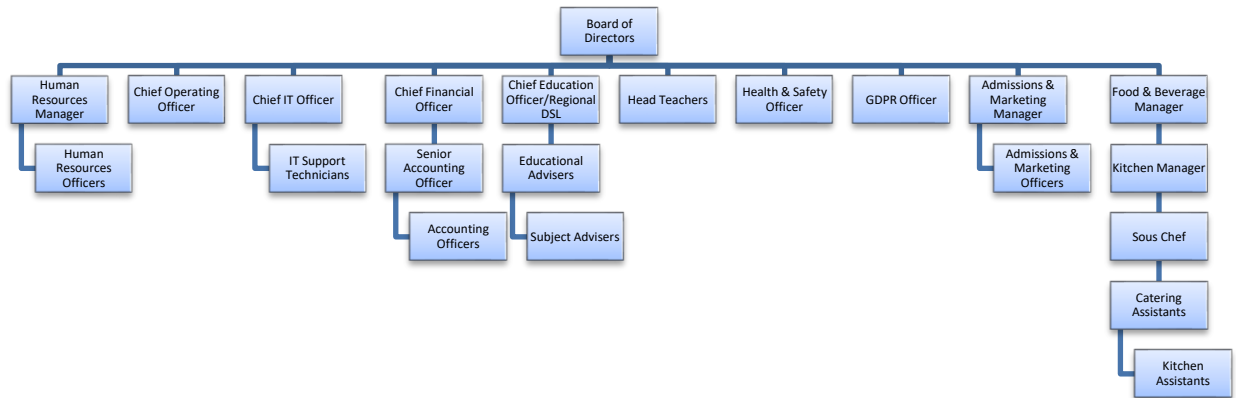
The employment of staff is governed by PASCAL Education (Cyprus) Limited Contract of Employment, which clearly defines the rights and obligations of staff. The Contract of Employment is in line with the relevant legislations of the Republic of Cyprus.

PASCAL Education (Cyprus) Limited Structure

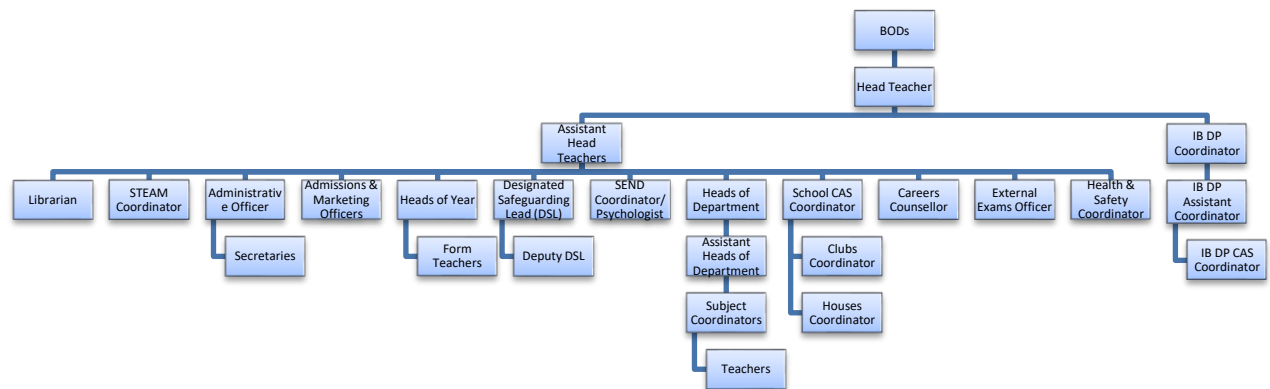
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PASCAL Education (Cyprus) Limited Structure



School Structure



Job titles appearing at the same level above do not necessarily correspond to the same level in the School's hierarchical structure.

Academic Departments and their subjects

- Arts Department: Art, Visual Arts, Music
- Computing Department: Computing, ICT, IT, Computer Science, Digital Society

- Languages Department: English, English Literature, Drama, French, Russian, Additional English, German, IB DP self-taught languages (e.g. Russian, Ukrainian, Spanish, Mandarin, Farsi, Arabic), IB DP ab initio languages (e.g. French, German, Spanish, Mandarin)
- Mathematics Department: Mathematics
- Modern Greek & Classical Studies Department: Greek, Classical Appreciation (Αρχαιογνωσία), Greek History, Religious Knowledge (Θρησκευτικά), Greek as a Foreign Language
- Physical Education Department: Physical Education
- Sciences Department: Physics, Chemistry, Biology, Science, Environmental Science, Environmental Management
- Social Sciences Department: Economics, Business, Accounting, History, Cyprus History, Psychology, Politics, Religious Studies (taught in English), Greek History in English

Interdisciplinary subjects: Theory of Knowledge (IB DP), Extended Essay (IB DP).

PASCAL Private Secondary School Lefkosia staff		
Name	Position	Qualifications
Hadjivasiliou Marios	Head Teacher	BA Byzantine and Modern Greek Studies, MA Modern Greek Studies
Efthymiou Christiana	Assistant Head Teacher	BSc Biology, MA Developmental Educational Psychology
Vasiliou Maria	Assistant Head Teacher, Designated Safeguarding Lead, English Teacher	BA English Language & Literature, MA American Literature & Culture
Yenovkian Caroline	Assistant Head Teacher, IB DP Assistant Coordinator, Mathematics Teacher	BSc Mathematics & Psychology, PGCE Mathematics
Hadjisergis Nektaria	Assistant Head Teacher, English Teacher	BA English Language & Literature & Classical Studies, MA English Literature
Spyrou Marina	Assistant Head Teacher, Deputy Designated Safeguarding Lead, English Teacher	BA English Language & Literature
Bowen-Athanasiou Andrea	Head of Languages Department, English Teacher	BA Linguistics & English Literature, MA Teaching English to Students of Other Languages
Manoli Elena	Assistant Head of Languages Department, English Teacher	BA French Language and Literature
Demetriou Ariadne	Head of Sciences Department, Biology Teacher	BA Teacher's Training in English and Biology
Katirtzi Yianoulla	Head of Modern Greek & Classical Studies Department, Greek Teacher	BA Modern Greek & Literature
Lambrou Savvas	Assistant Head of Modern Greek	BA History and Archaeology

	& Classical Studies Department, Greek Teacher	
Demetriou Poppy	Head of Mathematics Department, Mathematics Teacher	BSc Mathematics
Kokkoli Eleni	Assistant Head of Mathematics Department, IB DP Coordinator, Mathematics Teacher	BSc Mathematics, MSc Financial Mathematics and Computation, MA Educational Studies – Secondary Mathematics
Ioannou Loukas	Head of Computing Department, Computing Teacher	BSc Computer Science
Georgiou Panayiotis	Head of Social Sciences Department	BA Accounting & Finance, PGCE Accounting & Finance
Leonidas Andrea	Head of Arts Department, Art Teacher	BA Fine Art, MA Cultural Policy & Management
Skouridou Alexandra	Head of Physical Education Department, Physical Education Teacher	BA Sport Science & Physical Education, MSc Sport Psychology
Demetriou Elena	Administrative Officer, External Examinations Officer	BSc Management Information Systems, MBA
Hadjiyiannakou Nikolas	Health & Safety Coordinator	BA English Language & Literature
May Maria	SEND Coordinator, Psychology Teacher	BA English and Psychology
Zachariadou Niki	Careers Counsellor	BA Primary Education

PASCAL Private Secondary School Lemesos staff		
Name	Position	Qualifications
Antoniou Victor	Head Teacher, External Examinations Officer, English Teacher	BA English Studies, MA English Languages Studies & Methods
Mavrikiou Despina	Academic Coordinator, IB DP Coordinator Designate	BA English Language & Literature, MA English Language Studies & Methods
Kynigou Nikoletta	Assistant Head Teacher, Head of Sciences Department, Chemistry Teacher	BSc Chemistry & Physics
Miltiadous Georgina	Assistant Head Teacher, Designated Safeguarding Lead, Politics/History Teacher	BA History, MA Modern History
Charalambous Christos	Assistant Head Teacher, Mathematics Teacher	BSc Mathematics, MSc Mathematical Finance
Adamou Skevi	Assistant Head Teacher, SEND Coordinator, Greek Teacher	BA Philosophy, Pedagogy, Psychology, MA Educational Leadership & Administration
Stylianou Marina	Assistant Head Teacher, Greek/History Teacher	BA History & Archeology, MA Education

Karavella Thecla	Assistant Head Teacher, Greek Teacher	BA History & Archeology, MA Education
Constantinou Evanthis	Careers Counsellor	BSc Computer Science, MA Career Counselling, MA Educational Management & Leadership
Mariou Christina	Head of Languages Department, English/Literature Teacher	BA English & Literature, MA Literature
Ioannou Andria	Head of Modern Greek & Classical Studies Department, Greek/History Teacher	BA Philosophy & Social Studies, MA Special Needs Education
Pavlou Margarita	Head of Mathematics Department, Deputy Designated Safeguarding Lead, Mathematics Teacher	BSc Mathematics, MSc Statistics
Onoufriou Andria	Head of Computing Department, Head of Physical Education Department, Computing Teacher	BSc Computer Science
Papageorgiou Eleni	Head of Arts Department, Art Teacher	BA Fine Art Painting, MA Inclusive Arts Practice, MA History and Theory of Art
Pishiara Helen	Head of Social Sciences Department, History Teacher	BA Humanities, MA History
Gregoriades Gregoris	Health & Safety Officer/Coordinator	BSc Information Technology, MA Educational Leadership

PASCAL Private Secondary School Larnaka staff		
Name	Position	Qualifications
Lioliou Despina	Head Teacher, IB DP Coordinator	BSc Science Education, MA Applied Educational Leadership and Management
Costa Costas	Assistant Head Teacher, External Examinations Officer, Computing Teacher, Health & Safety Coordinator	BSc Mathematics and Computer Science, Global Career Development Facilitator
Evangelou-Ward Anastasia	Assistant Head Teacher, Theory of Knowledge Teacher	BSc Business Studies, PGCE Business and Economics Education, MA Educational Leadership
Dr Pavlidou Thomaidou Christina	Assistant Head Teacher, IB DP Assistant Coordinator, Economics Teacher	BSc Economics, MA Advertising and Marketing, Diploma in Public Relations, PhD Business Administration
Antoniou Antonis	Assistant Head Teacher, Deputy Designated Safeguarding Lead,	BSc Mathematical Studies, MSc Operational Mathematics and

	Mathematics Teacher	Applied Statistics
Athanasiou Panayiota	Head of Modern Greek and Classical Studies Department, Greek Teacher	BA Classical Studies and Philosophy, MA Classics, Diploma in Teaching Greek as a Foreign Language
Christodoulou Eleni	Assistant Head of Modern Greek and Classical Studies Department, Greek Teacher	BA Classical Studies, MA Classical Studies
Kantretti Florentina	Head of Languages Department, English Teacher	BA English Literature with Drama, PGCE Secondary English, MA Teaching and Learning
Panayi Soteris	Assistant Head of Languages Department, English Teacher	BA English and American Literature, MA Teaching English to Speakers of Other Languages
Pentari Andri	Head of Social Sciences Department, Accounting Teacher	BA Accounting
Dr Ioannou Lilianna	Coordinator of History, History Teacher	BA History and Archaeology, MPhil Modern and Contemporary Greek and International History, PhD Curriculum and Instruction
Demetri Andreas	Head of Mathematics Department, Mathematics Teacher	BSc Mathematics, MSc Financial Mathematics
Savva Demetra	Assistant Head of Mathematics Department, Mathematics Teacher	BSc Mathematics Science, MA Education
Karamani Photini	Head of Sciences Department, Biology Teacher	BSc Microbiology with Immunology, MSc Immunology & Allergy
Charalambous Flora	Assistant Head of Sciences Department, Chemistry Teacher	BSc Chemistry, MSc Medicinal Chemistry
Antonopoulos Antonis	Head of Physical Education Department, Physical Education Teacher	BSc Physical Education, MSc Teaching Physical Education
Anastasiou Rodoula	Head of Arts Department, Art Teacher	BA Fine Art
Theofanous Fanoula	Head of Computing Department, Computing Teacher	BSc Computer Science
Hadjioannou Vlasia	School Psychologist, SEND Coordinator	BSc Psychology, MA Educational School Psychology
Papagapiou Maria	Pastoral Care Officer, Deputy Designated Safeguarding Lead	BA Greek Language & Literature, MA Greek Language & Literature
Georgiou Demetris	Careers Counsellor	BA Business Administration, MSc Organisational Psychology, MA Career Orientation & Counselling

The complete list of staff is available from each School.

Job Descriptions

The overview of some job descriptions is given below. Please contact each School for detailed information and posts of responsibility.

Head Teacher

Head Teacher is responsible for the smooth running of the School in line with the School Study Guide, Rules and Regulations and with the legislation of the Republic of Cyprus. The Head Teacher is responsible for the curriculum delivery, the implementation of the aims and goals set out in the Departmental and Staff Handbooks and for achieving academic excellence. The responsibility extends to the wellbeing of pupils and staff and to the smooth cooperation with the Parents and Guardians Association.

Assistant Head Teacher

Assistant Head Teacher is responsible for assisting the Head Teacher in all matters relating to the effective running of the school and for supporting the staff members in their work. In case of absence of the Head Teacher, the Assistant Head Teacher stands in.

Head of Department

Head of Department is responsible for the academic leadership and supervision of teachers within the Department. Head of Department is responsible for achieving the aims and goals stated in the Departmental Handbook and has the general responsibility to coordinate the work of the Department in accordance with the School policies stated in the Study Guide, Rules and Regulations, Departmental and Staff Handbooks.

Designated Safeguarding Lead (DSL)

DSL is responsible for the implementation of the school's Child Safeguarding Policy as well as for safeguarding and promoting the welfare of children from abuse or neglect. DSL ensures good levels of communication between all members of staff and those with designated responsibility for child safeguarding and protection.

Pastoral Care Officer

Pastoral Care Officer is responsible for promoting high standards of behaviour, discipline, appearance, safety, well-being and attendance across the school. Pastoral Care Officer also monitors and coordinates the work of Heads of Year and communicates with parents/guardians regarding disciplinary issues.

Head of Year

Head of Year is responsible for the pastoral care of the pupils in the Year. In this capacity Head of Year's duty is to offer advice, encouragement and act as a problem solver when the need arises. Head of Year cooperates efficiently with the Form Teachers of the Year on developing, promoting and applying methods through which pupil behaviour, both academic and social, is enhanced.

Special Educational Needs & Disabilities (SEND) Coordinator

SEND Coordinator acts as a liaison person between the Cyprus Ministry of Education, Sport and Youth relevant district committee and private psychologists. Oversees the records of SEND learners, and ensures that relevant information is collected and updated when necessary. Liaises with parents and other professionals (school and/or educational psychologists, health and social services, voluntary organisations, etc.) regarding SEND pupils.

School Psychologist

The School Psychologist provides counselling services to pupils and their parents. Any counselling services to pupils are rendered only upon parental written consent.

Form Teacher

Form Teacher is responsible for pastoral care of the pupils in their Form and for delivering Form Periods. Form Teacher keeps in contact with parents/guardians about their child's academic and/or social development in consultation with subject teachers, Head of Year, Heads of Department, Assistant Head Teacher or Head Teacher.

Teacher

Teacher is responsible for teaching their subject to the high teaching standards as set by the School and for preparing quality teaching material in advance and delivering lessons efficiently and methodically as well as for striving for academic excellence and inspiring their pupils to aim high. The teacher contributes towards extra-curricular life of the School.

Health & Safety Coordinator

Health and Safety Coordinator is responsible for the campus health and safety, as well as for relevant inspections and audits. Moreover, the Coordinator investigates and advises on hazards and precautions and reports safety matters to the Head Teacher. The Coordinator is responsible for emergency procedures such as fire/earthquake drill, and has a general oversight of first aid matters such as ensuring that adequate number of staff are trained in first aid procedures.

Admission

Year 1

PASCAL Private Primary School pupils have priority when enrolling in PASCAL Private Secondary School and they need not take any entrance examinations unless they wish to compete for a scholarship. The School reserves the right not to enrol a pupil if it deems necessary (some reasons for refusing to register a pupil could be disciplinary issues, school fees default payment, coming to enrol after the enrolment deadlines). The School also reserves the right to invite pupils/parents/guardians for an interview and subsequently decide on the final admission.

Primary school pupils, from state or other private schools, applying to PASCAL Private Secondary School are normally required to pass the Entrance Examinations or undergo other forms of admission assessments. The Entrance Examinations comprise Mathematics paper (in Greek or English) and Greek or English paper depending on which of the two is the first language of the candidate. Candidates who are speakers of languages other than Greek or English, take the Entrance Examinations in Mathematics and the Diagnostic Test in English. Greek native speakers also take the Diagnostic Test in English. The Diagnostic Test in English is not a criterion for admission. The Entrance Examinations are usually scheduled in March/April. The School reserves the right to invite pupils/parents/guardians for an interview as well as to or not to register a pupil regardless of the Entrance Examinations result.

Years 2-6

If vacancies should exist in Years 2-6, the School will accept pupils from state and private secondary schools having examined the last progress report and/or having asked the pupils to take a placement examination in Mathematics and English and/or another subject and/or having invited the pupils/parents/guardians for an interview. The applications from candidates are considered throughout the year.

Scholarships and Prizes

Available to pupils coming to Year 1

The following scholarships, in the form of discount on the tuition fees, are offered to pupils who excel in the Entrance Examinations and, if invited for an interview, they satisfy the interviewing panel:

- One 100% scholarship
- One 50% scholarship
- One 25% scholarship

In order to qualify for the above scholarships, pupils must take the Mathematics paper (in Greek or English) and the Greek or English paper as the first language.

The scholarships will apply if the pupil achieves the below average grade at the Entrance Examinations:

- $\geq 95\%$ for a 100% scholarship
- $\geq 90\%$ for a 50% scholarship
- $\geq 85\%$ for a 25% scholarship

The above stated scholarships will remain in force for the entire school life of a pupil provided excellent academic performance and conduct are maintained and the Final Progress Report mark is as below:

- $\geq 95\%$ for the retention of a 100% scholarship
- $\geq 92.5\%$ for the retention of a 50% scholarship
- $\geq 90\%$ for the retention of a 25% scholarship

Available to continuing pupils in Years 2-6

- An honorary scholarship of €300, in the form of discount on the tuition fees, is given to the pupil who scores the highest mark in the Final Progress Report in their Year group and maintains excellent conduct during the year. The scholarship is awarded for the following academic year.
- An honorary scholarship of €200, in the form of discount on the tuition fees, is given to the pupil who scores the second highest mark in the Final Progress Report in their Year group and maintains excellent conduct during the year. The scholarship is awarded for the following academic year.
- Each pupil who excels and achieves minimum 92.5% in the Final Progress Report and maintains excellent conduct during the year, is awarded an honorary scholarship of €100, in the form of a discount on the tuition fees, for the following academic year.
- Pupils may win various monetary (not redeemable) or other prizes in academic and/or extra-curricular competitions/events, such as Science Fair, English Creative Writing Competition, Annual Library Reading Competition.

Pupils may qualify for only one of the above scholarships/honorary scholarships, provided they do not have any other special discount and they have not been recorded in the School's Sanctions Record.

The school has the right to withdraw scholarships/honorary scholarships, monetary or other prizes or discounts in case the fees are not paid by the applicable instalment deadline.

The Teachers Council has the right to withdraw scholarships/honorary scholarships, monetary or other prizes or discounts in case of serious disciplinary incident or disciplinary infringement.

Enrolment Procedure

Obligatory requirements for annual enrolment:

- Both parents/guardians must sign the below documents (Appendix 2) unless a death certificate or a court order is submitted.
 - Pupil application for enrolment
 - Enrolment form
 - Bond in customary form
 - Tuition and Other Fees
- A copy of a utility bill must be presented as a proof of home address. If parents/guardians reside in separate households then each must present a separate utility bill.

- Identity cards or passports for the parents/guardians and identity card or birth certificate for the pupil (passport is acceptable for non-Cypriots) must be presented for the verification of personal details.
- A Bond as a guarantee for the fees payment must be signed by one parent/guardian. Parents/guardians may sign two separate Bonds amounting to the total agreed amount upon enrolment. If the total agreed amount is paid in full on enrolment, then there is no need for a Bond to be signed.

Parents/guardians are given copies of all the above signed documents. The Study Guide, Rules and Regulations, as well as the Privacy Policy (GDPR), are available on the school website.

The School reserves the right not to enrol a pupil if it deems necessary (some reasons for refusing to register a pupil could be disciplinary issues, school fees default payment, coming to enrol after the enrolment deadlines).

Special Educational Needs and Disabilities (SEND)

SEND refers to pupils with individual learning needs such as Dyslexia, Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), who have the academic capacity to meet all curriculum and assessment requirements, but who require Special Arrangements to demonstrate their level of achievement. All pupils should be able to learn and demonstrate their knowledge under conditions that are as fair as possible. The School SEND Policy extends to pupils affected by a temporary, long-term or permanent disability or illness. Any information about SEND pupils is treated as confidential and is only shared with the appropriate School staff members who are instructed to treat such information as confidential.

The term Special Arrangements means changed or additional conditions during the assessment process of a SEND pupil. These Arrangements enable the pupil to demonstrate their level of achievement more fairly and are not intended to compensate for any lack of academic knowledge.

Special Arrangements for SEND pupils are made upon considering each case on its own merit. To this end, each SEND pupil needs to inform the School about the special educational needs and/or disabilities by submitting the supporting documentation. This supporting documentation must be a formal assessment from a medical or psychological service. It must be legible, on paper with a letterhead, signed and dated, stating the title, name and professional credentials of the person who has undertaken the evaluation and diagnosis of the pupil. It should state specifically the nature of the special need and/or disability, and the tests or techniques used to arrive at the diagnosis as well as recommendations for the School in terms of addressing the stated special educational needs and/or disability. The School reserves the right to reject a specific request for Special Arrangements as it may not be in a position to provide safe provision. The School allows an accompanying person to assist pupils with limited mobility. An accompanying person must be provided and paid by the parents/guardians of the pupil, vetted by the School and may not be present in class during lesson time.

For more details please refer to each School's SEND Policy and to the pertaining form for disclosure of special educational needs and/or disabilities.

Fees

There is a separate document Tuition and Other Fees (Appendix 3).

Pupil Rights and Obligations

The School fully respects and works in line with the below listed official documents:

- Convention on the Rights of the Child
- Council of Europe Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse, Lanzarote, 25.X.2007
- The Commissioner for the Protection of Children's Rights Laws, 2007 and 2014

Pupils' voice is heard via Class Councils, Central Pupil Council, Parents and Guardians Association and Disciplinary Committee.

The School teaches pupils that they have obligations as Cyprus citizens and, as pupils of the School, they are obliged to adhere to the provisions of the Study Guide, Rules and Regulations.

Policy on Academic Integrity

The school values intellectual integrity and the highest standards of academic conduct. To be prepared to meet society's needs as leaders and role models, as individuals who can shape the world one day, pupils must be educated in an ethical learning environment that promotes a high standard of honour in scholastic work. Academic dishonesty undermines personal and institutional integrity. Dishonesty is not an acceptable avenue to success. It diminishes the quality of education that is offered by the School, and which is valued because of its high academic standards. Results cannot be fair if some pupils have had an unreasonable and/or unfair advantage over others. Fostering an appreciation for high academic standards and ethical values is a shared responsibility among pupils, teachers, parents, and legal guardians. This policy outlines the responsibilities and expectations of different stakeholders of the school community. The policy applies to and should be read by the members of the school community which comprises pupils, staff, parents, and legal guardians of the pupils. The policy should be read in conjunction with the herein mentioned policies as it is based on the principles stated in the IB Policy on Academic Integrity, Pearson Qualifications Guidance and Administration (Malpractice), Joint Council for Qualifications (JCQ) policies on AI Use in Assessments: Protecting the Integrity of Qualifications, and Plagiarism in Assessments, as well as Cambridge Assessment International Education: Preventing plagiarism.

What is Academic integrity

Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic, and honest scholarly work.

School maladministration

School maladministration is an action of an individual associated with the School that infringe on the School policy on academic integrity rules and regulations, and/or on the policies of the following academic examination boards: IB organisation, Pearson Qualifications, Joint Council for Qualifications, Cambridge Assessment International Education.

Pupil academic misconduct

Pupil academic misconduct is a deliberate or inadvertent behaviour that has the potential to result in the pupil, or anyone else, gaining an unfair advantage in one or more components of assessment.

Academic dishonesty

The School prohibits dishonesty in connection with any school activity. Cheating, plagiarism, duplication, collusion or knowingly furnishing false information to the School are examples of dishonesty. Furthermore, the School believes that the commitment of the acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of unauthorized notes, plagiarism, and copying during examinations) is dishonest and will not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is dishonest.

More specifically, the following are a few examples of academic dishonesty which will not be tolerated:

- Substituting in an examination for another pupil or impersonating another pupil
- Substituting in a lesson for another pupil
- Paying someone else to write an assignment and submitting it as one's own work
- Giving or receiving answers by use of signals during an exam
- Taking unauthorised material into an examination room
- Copying with or without the other person's knowledge during an examination
- Doing class assignments for someone else
- Plagiarising published material, class assignments, or lab reports
- Turning in a paper that has been purchased from a commercial research firm or obtained from the internet, or made by the AI
- Padding items of a bibliography
- Obtaining an unauthorized copy of a test in advance of its scheduled administration
- Using unauthorized notes during an examination
- Collaborating with other pupils on assignments when it is not allowed
- Obtaining a test, completing, and submitting it later
- Altering answers on a scored test and submitting it for reassessment

- Altering of given grades wherever they may have been awarded on a computer, or on an assignment/test/exam
- Unauthorized use of computer or calculator programmes
- Use of unauthorised calculators or any other devices
- Having someone else write an assignment/test/exam
- Stealing class assignments from other pupils and submitting them as one's own
- Fabricating data
- Misusing AI in such a way that the work one submits for assessment is not their own
- Falsifying Creativity Activity Service (CAS) records
- Saving in a shared location with the intention of sharing work in the computing labs
- Unauthorised sharing of work in the computing labs
- Destroying or stealing the work of another pupil
- Sabotaging by disrupting, altering or destroying another pupil's work so that the other person cannot complete an academic activity successfully

Plagiarism is a special kind of academic dishonesty in which one person steals another person's ideas or words and falsely presents them as the plagiarist's own product. This is most likely to occur in the following ways:

- Using the exact language of someone else without the use of quotation marks and without giving proper credit to the author
- Presenting the sequence of ideas or arranging the material of someone else even though such is expressed in one's own words, without giving appropriate acknowledgment
- Submitting a document written by someone else but representing it as one's own

AI Misuse

AI misuse is any use of AI which means pupils have not independently demonstrated their own attainment. Pupils are expected to demonstrate their own knowledge, skills and understanding as required for their tests, examinations, set tasks, assignments, and assessment. This means demonstrating their performance in relation to the assessment objectives for the subject relevant to the questions or other tasks pupils have been set. Any use of AI (e.g., ChatGPT, Chatsonic, LaMDA, Socratic by Google to name a few) which means pupils have not independently demonstrated their own attainment is likely to be considered malpractice. Pupils need to develop the knowledge, skills and understanding of the subject they are studying.

Examples of AI misuse include, but are not limited to, the following:

- Copying or paraphrasing sections of AI generated content so that the work is no longer the pupil's own
- Copying or paraphrasing whole responses of AI-generated content
- Using AI to complete parts of the assessment so that the work does not reflect the pupil's own work, analysis, evaluation, or calculations

- Failing to acknowledge use of AI tools when they have been used as a source of information
- Incomplete or poor acknowledgement of AI tools
- Submitting work with intentionally incomplete or misleading references or bibliographies

Avoiding claims of academic dishonesty: Pupil Advice

Careful attention to your own academic duties is the best way to avoid allegations of academic dishonesty and infringement on the school and examination boards policies related to the academic integrity. If you are asked by someone to do something that you feel is wrong or unethical, it probably is. Aiding someone in committing an academically dishonest act is just as serious as receiving the aid. Make sure you understand your teachers' expectations and responses regarding academic dishonesty and infringement on the school and examination boards related policies on academic integrity. The following tips may help you to avoid problems:

- Do not look around, particularly in the direction of other pupils' papers, during an examination since it may appear you are trying to copy from others.
- When taking an examination, shield your answer sheet. If you feel someone is trying to copy from you, ask the invigilator if you may move. This will alert the invigilator to a potential problem and help to remove suspicion from you as aiding the other pupil if a claim of cheating arises.
- Should there be any doubt, clarify with your teacher/supervisor how much collaboration, if any, is permitted or expected when working on projects or assignments with other pupils.
- Keep track of sources and learn how to cite properly. Ask your teachers for guidance. If you paraphrase or summarise what someone else said, you still have to attribute this information to them.
- Since it is impossible to write everything with complete originality, use quotation marks, footnotes, and parenthetical textual notes to acknowledge other peoples' words or ideas employed in your paper/written assignments. Remember to properly reference AI use if you used it.
- Do not include sources in a bibliography or reference list if you have not used the sources in the preparation of your paper. To list unused sources is called padding the bibliography.
- Do not acquire previous papers, lab reports, or assignments used in a course with the intention of copying parts or all the material. Consult with your teacher on how such materials may be used as general guides.
- Keep rough drafts and copies of work submitted since other pupils may get access to your work and attempt to claim it as their own.
- Do not leave copies of assignments/practical work or your memory stick in classrooms, computer labs or library.
- Do not share your current or former assignments, projects, papers, etc., with other pupils to use as guides for their work. Such a practice could lead to claims of collaboration if part or all your work is lifted by another pupil. Sometimes friendly assistance may escalate into claims of blatant academic dishonesty.

- Do not share your assignments with others. If classmates have a question, try to help them as copying your assignment will not teach them anything and you might be accused of academic dishonesty as well.
- Check with your teacher before turning in an assignment or project you submitted in another subject.
- Do not give your homework papers, projects, or other assignments to other pupils to submit for you. They may use parts of your work.
- When completing work for external assessment, do not collaborate with persons other than your teacher who will know how to gauge the amount of guidance.
- Read the task and/or instructions carefully. Seek clarification from your teacher regarding class policies; whenever expectations about an assignment are unclear, do not rely on other pupils for information.

In the case of internally assessed components, the submission of work for assessment refers to the assessment of work by a teacher. In the case of externally assessed components (for example, Extended Essays, Literature A1 World Literature, Theory of Knowledge essays, International A Level coursework), the submission of work for assessment refers to the assessment of work by an examiner appointed by the examining bodies (for example, International Baccalaureate, Pearson Qualifications, Cambridge Assessment International Education).

Consequences for academic dishonesty/infringement on Academic Integrity policy

Pupils who cheat gain an unfair advantage over honest pupils. Observations or knowledge of academic dishonesty/any infringement on academic integrity policy rules and regulations should be reported immediately. Even if the observations are reported anonymously, such information may encourage teachers to do further investigation, detect patterns of cheating, or impose effective preventive measures.

Before any formal action is taken against a pupil who is suspected of committing academic dishonesty i.e. infringement on the School academic integrity rules and regulations, the teacher is expected to meet with the pupil to discuss the facts surrounding the suspicions. Pupils who are suspected of cheating or are caught cheating may be asked to give in writing their account of the event. The situation shall be resolved within the School. The pupil may be marked punitively; an assignment grade may be a failing one or a lower one or the teacher may decide to ask the pupil to write the assignment again.

Those pupils who are caught cheating in the tests or examinations will receive a mark of 5% as their test or examination mark and the Teachers Council may decide to lower the conduct mark.

For the IB Diploma Programme pupils, at the discretion of the IB DP Coordinator, one of two possible courses of action will be adopted:

- The candidate could be allowed one opportunity to revise and resubmit the work. This must be completed in time for the Coordinator to submit the work to the IB by the appropriate IB deadline

- If there is insufficient time to allow a revision of the work, no grade will be awarded for the subject concerned which consequently will result in the IB Diploma not being awarded.

GDPR and Privacy Policy

PASCAL Education Privacy Policy provides information about how PASCAL Schools use personal data about individuals including their current, past and prospective staff/pupils/parents/guardians. The Policy is available on the School website.



ATHENA KARAYIANNI

Athena's IGCSE Art & Design: Fine Art artwork looks into artworks that portray women from the Renaissance until today, raising questions on how women artists are addressing their rights and identities, in their work and beyond.

Rules and Regulations



NICOLETTA CHRISTOFI

Nicoletta's IGCSE Art & Design: Fine Art was inspired by Alfonso Mucha and Georgia O'Keefe in terms of line, colour and scale. Being born in April, Nicoletta explored the characteristics of flowers in numerous ways and angles because she believes that they define her personal identity.

Online Synchronous and Asynchronous Teaching and Learning

Online synchronous and asynchronous teaching and learning takes place via Microsoft Teams and/or the School information system 4Schools. Synchronous and asynchronous teaching and learning are important in maintaining not only learning and study habits but also in maintaining social connections and a sense of belonging to the school community. Pupils are expected to complete the set tasks/assignments/homework within a given deadline and submit to their teachers as requested via their personal device.

Synchronous teaching (live online lessons) follows a structured timetable delivered via Microsoft Teams. The access to the live lessons is strictly restricted to the pupils of a specific class, the teacher of that class and any member of the School teaching staff tasked with teacher peer observation or lesson evaluation. During live lessons pupil cameras must be switched off. Only the teacher is allowed to switch on the camera if the teacher deems it necessary for the purpose of lesson quality, such as demonstrating experiments or art techniques. The live lessons must not be recorded. A teacher can only be recorded, with their consent only, and without any pupils, for a specific purpose, such as teacher training or asynchronous teaching.

Any personal or school devices must be used in line with the PASCAL International Education ICT Acceptable Use Policy and the Use of Generative AI Policy.

The online synchronous and asynchronous teaching complies with the Cyprus Ministry of Education, Sport and Youth Data Protection Risk Assessment (Περίληψη Γνώμης Επιτρόπου υπό μορφή Απόφασης σχετικά με την Εκτίμηση Αντικτύπου Προστασίας Δεδομένων που υπέβαλε το ΥΠΑΝ αναφορικά με την εξ αποστάσεως εκπαίδευση σύμφωνα με τις διατάξεις του άρθρου 58(3)(α) και (γ) του Γενικού Κανονισμού για την Προστασία Δεδομένων (εφεξής «ο Κανονισμός»)).

Extra-Curriculars

The school runs a comprehensive programme of extra-curricular activities in order to give pupils a plethora of opportunities to develop their leadership skills, talents and interests. Moreover, as a Globeducate school, pupils participate in Globeducate Global Events. The activities promote healthy competition amongst the pupils while at the same time they encourage good behaviour, intellectual curiosity as well as creativity and compassion. As a result, pupils having stepped out of their comfort zone are ready for the challenges of life after school. Moreover, the deeply meaningful experiences enrich and strengthen pupil university applications to top universities. Examples of activities are:

Globeducate Global Events

STEAM PLC Meet, GlobeMUN, Outdoor Learning PLC Meet, Reading PLC Meet, Outdoor Classroom Day, STEAM & UNESCO Science Days, Globeducate Reads, EcoWeek: WWF Quiz, Earth Hour, Sports Olympics, Arts Competition, Globeducate International Music Festival, WWF: Wear It Wild Day, Academic Olympics.

Extra-Curricular Activities/Events

Fashion Show, The Hidden Talents' Evening, theatrical and musical performances, Science Fair, Art Exhibition, fundraising activities, Mediterranean Model United Nations (MEDI.M.U.N.), Junior Achievement Company Programme, European Youth Parliament (EYP), The Benjamin Franklin Transatlantic Fellows, debates/public speaking events, Erasmus+.

Clubs

Pupils choose a club each year and they attend 5 club sessions per year. Each club session takes place on a full school day. Please refer to each School's clubs specifics. Examples of clubs are: Archery, Water Polo, Swimming, Football, Fitness, Diving, Entrepreneurial, Drama, Sports, Engineering, Solar Car, Cycling, Journalism, Photography, Arts & Crafts, Self Defence, First Aid, Fire Fighting, Sailing, Environmental, Music, Astronomy, Rock Climbing, Biomedical, Engineering, Formula 1, Shooting, Decoupage Frenzy, Horse Riding.

The House and Housepoint System

There are four Houses: Apollo, Artemis, Demetra and Poseidon. Each pupil is allocated to one of the Houses for the duration of their life at School. They collect House Points for themselves and for their House at the same time. Pupils as House members elect House Captains and they jointly organise House Events, such as, ball games, academic quizzes, board games, music and art competitions, fund raising functions, go-karting, bowling.

Excursions/Trips abroad

During the academic year, the School organises educational and/or recreational excursions. These take place during normal School hours and, therefore, participation is compulsory for all pupils. The School also organises trips abroad in which pupil participation is optional. The School has the right to exclude pupils from participating.

Sports

Special attention is given to sports, individual and team, such as track and field events, swimming galas, participation in national and international tournaments. The School facilitates a wide range of sports such as: football, basketball, volleyball, handball, swimming, water polo, aerobics, tennis, martial arts, archery, gymnastics.

The International Award for Young People (The Duke of Edinburgh Award)

The International Award for Young People is a voluntary, non-competitive programme of physical, cultural and educational activities. The programme is designed to support the personal and social development of young people. It encourages young people to undertake exciting, constructive, challenging and enjoyable activities in their free time. The Award is regarded as beneficial for the pupil's portfolio.

Creativity, Activity, Service (CAS)

CAS embraces all the above activities and provides a systematic method of evaluating each pupil's participation and performance in the Extra-Curriculars throughout their school life. At the end of each academic year each pupil's descriptive mark for CAS is stated on the grades progress reports and on the Apolytirion.

As regards the International Baccalaureate Diploma Programme CAS core component, please refer to the individual school's IB CAS handbook.

Grading and Promotion

Grading

The grading scale is from 1 to 100. The pass mark in a subject is 50/100.

Progress Reports are issued two times a year, in January or February (First Semester Progress Report) and in June (Final Progress Report). Moreover, Progress Reports may be issued in November (Mid-Semester Progress Report).

The School Examined Subjects (internal examinations) are as below:

- Years 1, 2 and 3: English, Mathematics, Science and Greek or Greek as a Foreign Language
- Years 4, 5 and 6: English, all 3 to 5 Major Elective Subjects and Greek or Greek as a Foreign Language
- Years 5 and 6 IB Diploma Programme: Theory of Knowledge (in-class essay) and all 6 Major Elective Subjects (IB Diploma Programme subjects)

Breakdown of final mark per subject: Years 1, 2, 3 and 4

The Mid-Semester Progress Report is a preliminary indication of pupil performance. The mark for each subject (examined and non-examined) is made up of the pupil's daily work (40%) and the average of tests/written work that far (60%). The pupil's daily work and tests/written work also count towards the First Semester Progress Report.

The final mark for each examined subject in the First Semester is made up of the average of the pupil's daily work (20%), the average of tests/written work during the Semester (50%) and the grade of the First Semester Examination (30%). Therefore, the First Semester Examination grade is not shown on the First Semester Progress Report. The final mark for Art as an examined subject in Year 4 in the First Semester is made up of the average of the pupil's daily work (40%) and a set project and/or a portfolio and/or a product (60%).

The final mark for each examined subject in the Second Semester is made up of the average of the pupil's daily work (40%) and the average of tests/written work during the Semester (60%).

The final mark for the year in each examined subject is the average of marks/grades gained in the First Semester, the Second Semester and the Final Examination. The final exam grade is shown on the Final Progress Report.

The final mark for each non-examined subject in the First and Second Semester is made up of the average of the pupil's daily work (40%) and the average of tests/written work/product in case of Art in Years 1, 2 and 3 (60%) for each Semester. The final mark for the year in each non-examined subject is the average of marks gained in the First and Second Semester.

Note: Daily work assesses the following: participation, consistent positive attitude to work, homework, effort, short unannounced quizzes. Behaviour is not part of the graded assessment.

Breakdown of final mark per subject: Years 5 and 6

The Mid-Semester Progress Report is a preliminary indication of pupil performance. The mark for each subject (examined and non-examined) is made up of the pupil's daily work (40%) and the average of tests/written work that far (60%). The pupil's daily work and tests/written work also count towards the First Semester Progress Report.

The final mark for each examined subject in the First Semester is made up of the average of the pupil's daily work (20%), the average of tests/written work during the Semester (50%) and the grade of the First Semester Examination (30%). Therefore, the First Semester Examination grade is not shown on the First Semester Progress Report. The final mark for Art as an examined subject in the First Semester is made up of the average of the pupil's daily work (40%) and a set project and/or a portfolio and/or a product (60%).

The final mark for each examined subject in the Second Semester is made up of the average of the pupil's daily work (20%), the average of tests/written work during the Semester (50%) and the grade of the Final Examination (30%). Therefore, the Final Examination grade is not shown on the Final Progress Report.

The final mark for the year in each examined subject is the average of marks gained in the First and Second Semester.

The final mark for each non-examined subject in the First and Second Semester is made up of the average of the pupil's daily work (40%) and the average of tests/written work (60%) for each Semester. The final mark for the year in each non-examined subject is the average of marks gained in the First and Second Semester.

Note: Daily work assesses the following: participation, consistent positive attitude to work, homework, effort, short unannounced quizzes. Behaviour is not part of the graded assessment.

Final average mark on Progress Reports

When calculating the Progress Report final average mark, the subjects are weighted with weighting 1, 2 or 3 as follows:

- Weighting 1: Subjects taught for 1-3 periods per week
- Weighting 2: Subjects taught for 4-6 periods per week
- Weighting 3: Subjects taught for 7 or more periods per week

Breakdown of final mark per subject: International Baccalaureate Diploma Programme Years 5 and 6

The Mid-Semester Progress Report is a preliminary indication of pupil performance. The mark for each subject (examined and non-examined) is made up of the pupil's daily work (40%) and the average of tests/written work that far (60%). The pupil's daily work and tests/written work also count towards the First Semester Progress Report.

The final mark for each examined subject in the First Semester and Second Semester is made up of the following:

- Sciences (Standard Level and Higher Level): Biology, Chemistry, Physics
 - Daily work 20%
 - Lab work 10%
 - Tests/written work 40%
 - Semester Exam 30%
- Languages (Standard Level and Higher Level): English Language and Literature A1, Modern Greek Language and Literature A1, Russian Literature A1 (self-taught), mother tongue A1 (self-taught), English B, French B, Language B ab initio (online), French ab initio, German ab initio, Spanish ab initio
 - Daily work 20%
 - Tests/written work 50%
 - Semester Exam 30%
- Mathematics/Economics/History/Computer Science/Digital Society/Psychology (Standard Level and Higher Level)
 - Daily work 20%
 - Tests/written work 50%
 - Semester Exam 30%
- Visual Arts (Standard Level and Higher Level)
 - Daily work 20%
 - Portfolio 50%
 - Semester Exam 30%
- Theory of Knowledge
 - Written work 25%
 - In Class Essay per semester 15%
 - Effort and folder 20%
 - Exhibition 20%
 - Journal 20%

The final mark for the year in each examined subject is the average of marks gained in the First and Second Semester.

The final mark for each non-examined subject in the First and Second Semester is made up of the average of the pupil's daily work (40%) and the average of tests/written work (60%) for each Semester. The final mark for the year in each non-examined subject is the average of marks gained in the First and Second Semester.

Extended Essay (non-examined subject) is an independent research project done over a period of two years and pupils are expected to work as per the Extended Essay Scheduler and spend 40 hours on it. Pupils receive a mark in their Year 6 in the Second Semester only, which is also the subject final mark for the year.

Note: Daily work assesses the following: participation, consistent positive attitude to work, homework, effort, short unannounced quizzes. Behaviour is not part of the graded assessment.

Final average mark on Progress Reports

When calculating the Progress Report final average mark, the subjects are weighted with weighting 1 or 2 as follows:

- Weighting 1: Religious Knowledge, Greek History, Extended Essay
- Weighting 2: All 6 Major Elective Subjects, Theory of Knowledge

First Semester and Final Examinations

First Semester Examinations take place in December. Final Examinations take place from the end of May until mid-June. First Semester Examinations marked papers are shown to the pupils in class during lesson time, feedback is given, and all papers must be collected during the same lesson. The First Semester Examinations are on the syllabus covered in the First Semester. The Final Examinations are mainly on the syllabus covered in the Second Semester but may include syllabus covered in the First Semester. Revision notes and advice is given to pupils ahead of the Examinations.

During the Examinations Period there are no regular lessons (morning or afternoon). However, teachers are available for support in their subject. In Years 1, 2 and 3 the Examinations last from 1 to 2 hours. In Years 4, 5 and 6 the Examinations last from 1 to 2½ hours. Pupils are not allowed to leave the examination room for the entire duration of the examination.

In case of documented medical reasons for absence from the Examinations or inability to write, oral examinations or a second sitting might be organised.

Request for the remark of the examination paper per subject must be submitted latest within 5 days after receiving the Progress Report. The paper will be remarked by an appointed subject teacher but not by the original marker. The fee for the remark is €50. It is possible that the original grade be lowered. In

case the original grade is raised, the remark fee is refunded and the revised Progress Report is issued free of charge upon the return of the firstly issued one.

Promotion

The minimum mark required for promotion in each subject is 50 out of 100.

A pupil who fails one or two subjects at the end of the year is referred for written and oral re-examinations in June. Oral examination is conducted by two examiners and the oral mark is the average of the marks. The final mark for the year of the re-examined subject is the average of the written re-examination and oral examination. A pupil is deemed to have failed the June re-examination, if the average gained in the written re-examination and oral examination is below 50%.

A pupil repeats the year in September:

- If they fail in two examined subjects after re-examination in June, or
- If they fail in 3 or more subjects (examined or non-examined subjects) in June, or
- If without good reason they do not take the June re-examination, or
- If their attendance at School has been inadequate

Pupils who do not take the written examinations in June without good reason are referred for written examinations in June. The mark obtained in the examination is also the subject mark for the year.

Pupils who do not take the written examinations in June with a good reason, i.e. justified by the School, are referred for written examinations in June. In Years 1, 2, 3 and 4, the final mark for the year is the average of marks/grades gained in the First Semester, the Second Semester and the June examination. The June examination grade is shown on the Final Progress Report. In Years 5 and 6, the grade of the June examination counts 30% towards the Second Semester subject final mark, which is made up of daily work 20% and tests/written work 50%. Therefore, the June examination grade is not shown on the Final Progress Report.

Note: Year 6 pupils are also promoted in case of a failing final mark in an examined subject and/or a non-examined subject.

Apolytirion

Year 6 pupils graduate if they successfully pass the year and are awarded the School Apolytirion, which is a secondary school leaving qualification.

The School Apolytirion is recognised by the Cyprus Ministry of Education, Sport and Youth as equal and corresponding to the state schools' Apolytirion (Ισότιμο και Αντίστοιχο). It is accepted by universities worldwide as a sole entry qualification for matriculation purposes (together with the relevant language qualification).

Inadequate Attendance

Absences are recorded for each and every teaching period. Lateness to School is also recorded. Pupils must arrive at School on time. Pupils late on arrival at School must report to the School Reception for written permission to enter class. In case of systematic lateness on arrival at School or lessons during the school day, disciplinary sanctions will take place.

A pupil absent from school must, upon the day of return or no later than five school days after the return to school, provide the School with a note from a doctor or parent/guardian justifying the absence. This note must be handed to the School Reception. Parent/guardian may justify absences of up to 5 days per academic year and not more than 2 consecutive days. The School reserves the right to reject the justification from parents/guardians for the absences for the following:

- Excursions/Trips
- PSHE/Club days
- Sports days
- Internal examinations days
- One day or two consecutive days preceding the internal examinations, school or public holidays

Absence on the day of the external examination for those who have not registered through the School will be justified only if the examination entry slip is presented. For those registered through the School the absence will be automatically justified.

Referrals for examination in June (during the re-examinations period)

- Pupils who have registered 40 to 50 unjustified absences inclusive of the two numbers
- Pupils who have registered 100 to 150 absences (justified and/or unjustified) inclusive of the two numbers
- Pupils who have recorded in any subject, absences (justified and/or unjustified) that collectively amount to seven times the number of weekly teaching periods for a subject will be examined in the specific subject
- Pupils who have recorded from March to May, in any subject, 14 to 17 unjustified absences, inclusive of the two numbers, or who have recorded 51 to 54 justified and/or unjustified absences, inclusive of the two numbers

Year repetition

- Pupils who have registered more than 50 unjustified absences
- Pupils who have registered more than 150 absences (justified and/or unjustified)
- Pupils who have recorded from March to May, in any subject, more than 17 unjustified absences or more than 54 justified and/or unjustified absences

Important notes:

- Pupils who leave the School for whatever reason without permission from the School will get unjustified absences
- Absences on the day of internal examinations will be recorded as unjustified unless a note from the doctor is provided

The Teachers Council may exercise reasonable leniency regarding the above regulations, in deserving cases.

Teachers Council

The Teachers Council is the highest decision-making body in the School and every teacher is a member. The Council deals with matters such as disciplinary and punitive measures, grading, promotion, attendance. The Council also appoints Prefects, honorary members of the Central Pupil Council and two members of the Teachers Council as members of the Pupil Discipline Committee.

The attendance of teachers at the Council's meetings is mandatory. The regular meetings are timetabled throughout the academic year and extraordinary ones are scheduled as the need arises. The agenda is circulated at least two days ahead of the meeting. Any topics outside the agenda may be brought forward provided the majority of the participants agree. The Head Teacher chairs the meetings and in case of their absence, the appointed Assistant Head Teacher chairs. The quorum makes up at least 75% of the members. The teachers may vote for or against the proposed motion or they may abstain from voting. Decisions require majority vote and in case of a draw, the chair has the deciding vote. Meeting minutes are kept by the appointed note taker and they are approved either on the day or at the next meeting.

Pupil Discipline Committee

The Pupil Discipline Committee comprises the following members: Head Teacher or an appointed Assistant Head Teacher, two members of the Teachers Council, the Form Teacher, the Central Pupil Council President and the Class Council President. The Director of the School cannot be a member of the Committee. In case of any conflict of interest of any member of the Committee, the member must declare their interest and the member in question is replaced. The Head Teacher or the appointed Assistant Head Teacher chair the meeting. The Committee has the right to invite any other interested party, such as other members of staff, other pupils, members of the Parents & Guardians Association or a medical professional, to express their views. Only the members of the Pupil Discipline Committee have the right to vote and, in case of draw, the chair has the deciding vote. The Head Teacher cannot increase or decrease the sanction decided by the Committee.

Any suspension out of school in excess of eight days must be approved by the Cyprus Ministry of Education, Sport and Youth. During the Ministry's consideration of the approval of the suspension, the parents/guardians of the pupil have the right to express their views to the Ministry. The Ministry secures the right of a pupil to register in another school in case of an approved expulsion from School.

The School places a great importance on the views of the pupils and having heard the views of the pupils who are members of the Pupil Discipline Committee, the Committee may continue to convene without pupil presence.

Pupils and their parents/guardians are informed of the allegations against a pupil ahead of the meeting and are given the opportunity to respond to the allegations in writing. In case they do not respond, the Committee will be proceeding with their work.

Meeting minutes are taken and decisions are relayed to the Teachers Council within 15 days.

Class Councils, Central Pupil Council, Prefects, Parade

The purpose of Class Councils and the Central Pupil Council is to ensure that the voice of the pupil body is heard. The Councils give pupils an opportunity to develop leadership skills by organizing school activities and service projects. The work of the Councils, always within the framework of the Study Guide, Rules and Regulations, contributes to the development of the school spirit, pupil and community welfare. Prefects are reliable and responsible pupils who take pride in being helpful members of the school community. Marching in the official parades, organised by the Ministry of Education, Sport and Youth is an honour and a privilege for students as they embody the spirit of their school.

Class Councils

The Class Councils are elected by the pupils in each class at the start of each academic year. The Class Council consists of President, Vice-President, Secretary, Treasurer and Assistant Treasurer. The candidates for Class Council election must be pupils who achieved at least 80% in their Final Progress Report for the previous year and with a clean Sanctions Record for the current and previous academic year.

Class Councils work under the supervision of the Form Teachers and Heads of Year. Councils have regular meetings during which meeting minutes are kept, signed and made available to pupils. The decisions need to represent the views of the majority of the pupils and are subject to approval by the School.

Central Pupil Council

The Central Pupil Council consists of 12 pupils:

- One elected representative from Year 1 Class Presidents
- One elected representative from Year 2 Class Presidents
- One elected representative from Year 3 Class Presidents
- One elected representative from Year 4 Class Presidents
- Two elected representatives from Year 5 Class Presidents
- Three elected representatives from Year 6 Class Presidents
- Three honorary representatives appointed by the Teachers Council preferably from Year 6

In cases where there are fewer classes in a Year, additional honorary representatives from Years 4, 5 and 6 Class Councils will be appointed by the Teachers Council in order for the Central Pupil Council to consist of 12 members.

The Central Pupil Council elects the following: President, Vice-President, Secretary, Treasurer and Assistant Treasurer. Only Year 6 elected Class Presidents (excluding any honorary representatives) can be nominated for the President and Vice-President. All 12 Central Pupil Council members partake in voting.

Central Pupil Council works under the supervision of Assistant Head Teachers and Head Teacher. The Council has regular meetings during which meeting minutes are kept, signed and made available to pupils. The decisions need to represent the views of the majority of the pupils and are subject to approval by the School.

Prefects

Prefects are appointed by the Teachers Council. They should have a sound academic performance and not have any serious disciplinary record. Prefects assist teachers in break and other duties and during school events.

Parade

The first formation comprises 11 students ranked according to their overall grade point average. For the October parade, the ranking is based on the previous academic year's grades. The rest of the students march following the first formation. For the March parade, the first formation comprises 11 students ranked according to their overall grade point average achieved on the First Semester Report of the current academic year.

Good Behaviour Policy

The cohesive foundation of our School's shared core values, encapsulated by Passion (in Greek Πάθος-pronounced "pathos"), Purpose (in Greek Σκοπός-pronounced "skopos"), and Perseverance (in Greek Επιμονή-pronounced "epimoni"), serves as a guiding force to nurture and uphold exemplary behaviour among our pupils. These values are not mere words; they are the bedrock upon which we cultivate the personal development of our pupils, transforming them into exceptional global citizens. By instilling Passion, we ignite a fervent desire for learning and engagement. Purpose directs their actions towards meaningful goals, while Perseverance empowers them to overcome challenges and emerge resilient. Together, these shared core values create a supportive environment that fosters not just academic excellence but also the character and integrity necessary for a positive contribution to the global community. Pupil behaviour has to be exemplary within, as well as out of school. Regarding this issue the School requires the help and co-operation of the parents/guardians. The School reserves the right to intervene and, if need be, apply sanctions on all in-School and out-of-School occasions, including activities, trips, and transportation.

Pupils, who are in possession of a valid driving licence and insurance in accordance with the Cyprus law, may come to School using their own vehicles and park at the designated space at their own risk just as they can do with their e-scooters, motorcycles, bikes and similar. In order to enter the School campus with the vehicle, pupils need to obtain a written permission from the School.

Organising demonstrations at School or any kind of participation in demonstrations at School are strictly prohibited. Once pupils arrive at School and should they wish to leave the School in order to participate in any legally sanctioned demonstrations out of School, parents/guardians must provide the School with their written consent for pupils to leave the School just as they would on any other occasion of their child leaving the School grounds.

The School deems political and religious indoctrination, as well as racial, gender or any other kind of discrimination unacceptable. Therefore, any promotion related to the aforementioned, such as campaigning or circulating of the related material, is prohibited.

The rules by which the School operates are designed to ensure the health and safety of everyone and the efficient and smooth running of the School where safety, respect for people and property are of paramount importance. The following examples of anti-social behaviour are particularly serious and appropriate sanctions shall take place to address such behaviours:

- Any kind of bullying, e.g. verbal, written, physical, emotional or cyber
- Deliberate damage to property or belongings
- Racist, religious, ethnic, gender or any other discrimination
- Sexual harassment
- Possession, trafficking or use of cigarettes (such as electronic cigarettes, vape, etc.), any other nicotine products, alcohol, drugs, knives or other objects that can cause bodily harm
- Fighting or behaviour that is likely to cause injury to self or others
- Bad or derogatory language
- Disrespect towards the staff and pupils
- Theft
- Truancy

The following behaviours will result in immediate fixed exclusion from School, and possibly permanent exclusion:

- The possession, use or passing on of drugs or any other illegal substance in School or out of School
- The possession, use or passing on of alcohol in School or during out of School activities/events
- Taking an unauthorised video or pictures in School or during out of School activities/events
- Abuse of social media
- Being involved in activities which are the subject of police investigation or being found guilty of civil or criminal offences in a court of law

The abuse of any kind of electronic devices (such as mobile phone, smart watch to name a few) will lead to the School taking action, intervening and the devices may be withheld until collection by the parents/guardians. Equally, any object the School deems unacceptable on the School premises, may be confiscated until collection by the parents/guardians. The School bears no responsibility in case any damage/loss is reported regarding the devices.

The search of bags and personal belongings may take place in public or, if requested by the pupil or parents/guardians, in private with at least two members of staff present. The search of lockers may take place in presence of the pupil who rents the locker, or in presence of two members of staff.

Anti-bullying policy

The School is committed to its anti-bullying policy, which is based on the below 10 pillars for preventing bullying from the Anti-bullying Alliance UK ([Anti-Bullying Alliance | United against bullying](#)). The definition of bullying is taken to be from The Anti-Bullying Alliance whose members have an agreed shared definition of bullying based on research from across the world over the last 30 years: "Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online'."

As a Globeducate school we define bullying behaviour as repeated, intentional, malicious actions or words, which either directly or via other media cause distress, or make others feel unhappy, intimidated, humiliated, or insecure.

Bullying is not falling out between friends after a quarrel or disagreement nor is it a disagreement where both sides express their views.

Bullying hurts another pupil or group physically or emotionally. It can cause psychological damage and may be motivated by prejudice against particular pupils on grounds of race, religion, culture, sex, gender, gender identity, sexual orientation, SEN/Disability, or because a child is adopted.

Bullying can be carried out directly and indirectly through cyber-technology, often through social media, and may include photographs or video. We acknowledge bullying is damaging to those who experience it and those who perpetrate it and that there are criminal laws which apply to harassment and threatening behaviour or communication.

Bullying can become a safeguarding/child protection issue and in these circumstances, the School cross references its Child Protection and Safeguarding Policy. Pupils and their parents/guardians must note the School's responsibility to involve other statutory agencies where there is evidence of a crime having been committed or where child protection issues are involved.

Forms of bullying include:

Physical - being punched, pushed, or hurt; made to give up money or belongings; having property, clothes or belongings damaged; being forced to do something they do not want to.

Verbal - name-calling, sarcasm, teasing, insulting, making threats, spreading rumours, making comments which are racist, sexist, or homophobic in nature or which focus on special educational needs, disabilities or religious or cultural differences. Gender reassignment and transphobic bullying is also included.

Emotional - excluding, isolating, or ignoring, tormenting, being unfriendly, graffiti, chastising, teasing, name calling, making gestures, mimicking, mocking, being indifferent, spreading rumours, passing messages, and whispering.

Sexual - unwanted physical contact or comments of a sexual, sexist, or homophobic nature.

Electronic or 'cyber' bullying - bullying of any of the above types which makes use of electronic forms of communication e.g., messaging, posting offensive materials on the internet, sending pictures/video-clips, silent calls or abusive messages, emails, chat rooms, instant messaging and the use of personal websites or online personal polling sites.

Encouraging other to engage in bullying - manipulating a third party to tease or torment someone is considered to be bullying and it can involve complicity that falls short of direct participation.

Pupils who are aware of bullying taking place but who choose not to report it will be considered associates of the bully.

By integrating the below 10 pillars into the Good Behaviour Policy, the School aims to create a nurturing and secure environment where pupils feel safe and can thrive academically, personally, and socially. The 10 pillars for preventing bullying are:

Whole-School Approach: The School commits to implementing a whole-School approach to preventing and addressing bullying, involving all staff, pupils, and parents/guardians.

Leadership and Ethos: The School leadership sets a positive tone, promoting a culture of respect and inclusion, while actively preventing and addressing bullying.

Policies and Procedures: The School maintains clear and effective anti-bullying policies and procedures, ensuring that all members of the School community are aware of them.

Training and Professional Development: Staff members receive regular training on bullying prevention, sanction, and awareness, equipping them with the necessary skills to address incidents effectively.

Pupil Involvement: Pupils actively participate in the development and review of anti-bullying strategies, promoting a sense of ownership and responsibility among the pupil body.

Support for Vulnerable Groups: The School prioritizes support for vulnerable groups, taking into consideration the unique needs and challenges faced by specific individuals or communities.

Monitoring and Evaluation: The School regularly monitors and evaluates the effectiveness of its anti-bullying strategies, making necessary adjustments to ensure continuous improvement.

Effective Responses: Incidents of bullying are addressed promptly, with appropriate sanctions implemented to support both the victim and the perpetrator.

Cyberbullying Awareness: The School actively educates pupils on the risks and consequences of cyberbullying, emphasizing responsible online behaviour and digital citizenship.

Engagement with Parents/Guardians: The School fosters open communication with parents/guardians, involving them in anti-bullying initiatives and providing resources to support them in addressing bullying concerns at home.

What Constitutes Cyberbullying

The School understands the definition of cyber-bullying as given by the Anti-bullying Alliance UK: "Online bullying is often referred to as cyberbullying, meaning bullying via electronic means. This could be via a smart phone, computer, laptop, tablet or online gaming platforms. It can take place on a range of online or mobile services, such as text, email, social networking sites, video-hosting sites, messenger, photo sharing services, chat, webcams, visual learning environments and online games."

Guidelines to pupils regarding protection from cyberbullying:

Guard Personal Information: Be cautious about sharing personal information online, such as your address, phone number, School details, or any sensitive data that could be used against you. Limit the amount of personal information visible on social media profiles.

Configure Privacy Settings: Regularly review and adjust privacy settings on social media platforms and other online accounts. Restrict access to your personal information and posts to ensure that only trusted individuals can view your content.

Think Before You Post: Consider the potential impact of your online posts, comments, or messages. Avoid posting hurtful or offensive content and think twice before engaging in online conflicts. Remember that digital communication can have long-lasting consequences.

Online Etiquette and Respect: Practice good online etiquette by treating others with respect and kindness. Avoid engaging in negative behaviour, such as trolling or spreading rumours. Promote a positive online culture and report inappropriate behaviour when you encounter it.

Report and Block: If you experience cyberbullying, report the incidents to the relevant online platforms. Most social media sites and online services have mechanisms to report harassment. Additionally, use blocking features to prevent further communication with individuals engaging in harmful behaviour.

Educate Yourself and Others: Stay informed about the latest trends and tactics used in cyberbullying. Understanding potential threats and recognizing warning signs can empower you to take preventive measures. Share this knowledge with friends, family, and peers to collectively create a safer online community.

Remember that maintaining open communication with trusted adults, such as parents, teachers, Head of Year, Designated Safeguarding Lead in your School, is crucial if you experience cyberbullying. They can provide support and guidance in handling the situation effectively.

Conflict Resolution Between Pupils - Procedures for managing allegations of conflict or bullying behaviour:

Allegations of bullying or behaviour that falls short of the School's expectations will often initially be raised with a pupil's Head of Year. The Head of Year should inform the Designated Safeguarding Lead and/or Deputy DSL and ensure that the affected pupil feels safe and has been listened to. Other individuals involved in the incident should be interviewed separately.

We regard our pupils as individuals and acknowledge that they do not always want the same response when they raise concerns about unkind or disrespectful behaviour or make allegations of bullying. We make clear that the person they are talking to cannot keep what they are told to themselves and that they will have to share the information with specific persons such as Designated Safeguarding Lead, pastoral care team, parents/guardians or local authorities. Concerns raised by one child against another must be substantiated through investigation.

During the investigation, staff members will ascertain from an 'affected party' if they wish to be:

- Heard but not want action taken
- Heard and require advice or support or require support
- Heard and require immediate sanction and action by staff

Wherever possible, the affected pupil's wishes will be respected, and they should feel empowered by the School's actions to ensure that appropriate action will be taken to end the unacceptable behaviour or threats of bullying. Where direct sanction or action by staff is required, this will be explained to the pupil concerned.

The parents of pupils who are either affected parties or perpetrators of substantiated bullying will be fully informed of actions taken to ensure the ongoing support of their children; however, they are not invited to attend meetings between pupils or to observe any other discussions that take place.

Reporting incidents of conflict

Pupils can raise their concerns about unkind or disrespectful behaviour or make allegations of bullying, in a variety of ways, by talking to their Head of Year, Designated Safeguarding Lead, any member of staff they trust, School nurse or School, counsellor, a senior pupil or prefect or by sending an email to any trusted adult at the School.

Tracking and recording incidences of conflict and bullying

All allegations of bullying behaviour or serious conflict are discussed with the Designated Safeguarding Lead, who will record the incident and investigation. This enables a consistent and coordinated response,

as appropriate, while retaining the ability to deal with instances of bullying on a case-by-case basis. It also enables the School to maintain a record of all instances where a conflict between pupils has been investigated. Designated Safeguarding Lead identifies trends and appropriate action is taken.

All substantiated allegations of bullying are reported to the School Leadership Team for fullness of information.

Strategies for preventing bullying and conflict

As a Globeducate school, we use a range of measures and initiatives to promote a safe and caring School environment where difference and diversity are celebrated. Stereotypes are challenged by staff and pupils across the School. We promote an atmosphere in which 'telling' is safe and acceptable. As a community, we recognise and celebrate international days relating to tolerance and anti-bullying.

We place importance on offering support and assistance to younger and to vulnerable pupils. We also provide in-service training which allows staff to understand and identify bullying, appreciate its consequences, understand where and when bullying is most likely to take place.

The catering, maintenance, and administrative staff are all encouraged to share concerns directly with a member of the School Leadership Team, should they witness incidences of concerning behaviour or suspect that bullying is taking place within the School.

All staff have access to the MyConcern platform where they can express their concerns about the wellbeing of any pupil. Thus, MyConcern facilitates early action, and helps protect those at risk. It allows data tracking and analysis.

We receive feedback from our pupils through channels such as surveys, meetings, personal social and health education (PSHE) lessons, class councils, Central Pupil Council and other teams to determine whether pupils believe that bullying is an issue for the School. We use their feedback to help develop the ways we deal with incidents of bullying and in turn shape future School anti-bullying policy.

Pascal Education IT Department monitors the School's network and internet access. Certain sites are blocked by our filtering system and staff have to sign on the ICT Acceptable Use Policy (available on MyConcern) to indicate that they have read and understood its terms. The document lays down the way in which the computer network and associated technology should be used. The School imposes sanctions for the misuse, or attempted misuse of digital technology, including the internet.

We offer guidance on keeping names, addresses, passwords, and other personal details safe, through ICT and PSHE lessons, curriculum, e-safety presentations, form periods and assemblies. These sessions explain what cyber-bullying is, the law in relation to digital safety and how to report cyber-bullying, as well as the importance of maintaining the same standards of online behaviour as in other aspects of one's personal behaviour.

Proactive Classroom Management

Every member of staff should adopt a positive culture towards differing opinions, lifestyles, and attitudes to ensure that pupils see that discriminatory behaviour is not acceptable.

If members of staff see signs of tension or witness unkind behaviour, they should challenge the behaviour in a non-threatening manner on the spot, e.g., “that was nasty”, “that was unnecessary” “why is that funny?” Teachers’ duty is to ensure they report and record on MyConcern any incidents along with any action they have taken, including verbal reprimands.

We expect teachers to have in place an ‘open door’ policy with pupils, otherwise confrontations may not be reported if the teaching staff does not appear approachable or if pupils worry, they will not be taken seriously.

Support and Sanctions

Any sanctions will be applied fairly, consistently, and reasonably, considering any special educational needs or disabilities and the needs of vulnerable pupils. Regard will be paid to the individual circumstances in each case of all pupils involved, including the age of pupils, their ability to understand the consequences of their actions and previous behaviour. It may be necessary to draw up a welfare plan/risk assessment to support pupils concerned.

Depending on circumstances, a range of sanctions and support strategies may be utilised including:

- Reflective practice sessions to reinforce to the ‘aggressor’ that their behaviour is unacceptable
- Where appropriate, the pupils will be reconciled through restorative practice
- 1:1 sanction sessions with the Head of Year and/or Assistant Head Teacher in Charge of Pastoral Care
- Raised awareness of unintentional distress or hurt caused, resulting in modified future behaviour by the ‘aggressor’
- Acknowledgement of intentional distress or hurt caused, resulting in modified behaviour and cessation of actions that fall short of the School’s behaviour expectations
- An offer of genuine apology, either verbally or in writing or both, by the aggressor and its acceptance by the affected party
- Entry on a School behaviour log for the aggressor in order to dissuade against repetition or retaliation

In serious or repeated cases of bullying in addition to lowering the conduct grade, sanctions can be:

- A fixed term exclusion
- Permanent exclusion from School
- Permanent exclusion from boarding

We would expect to see in an ‘aggressor’ an acceptance of the seriousness of the situation, the need to avoid unkind behaviour and to demonstrate respectful behaviour at all times. In addition, we would ensure that the ‘aggressor’ is aware that any repetition is likely to be considered as bullying and would lead to more serious sanctions.

Pupil Conduct

Pupil Conduct may be marked as Excellent, Very Good, Good, Fair and Poor. The Conduct mark is shown on all the grades reports but not on the Apolytirion. Only the Teachers Council may change the conduct mark.

Pastoral Care

The School has an efficient system of Pastoral Care which reaches out to every single pupil. A central principle underlying the pastoral system is that young people are most likely to be successful academically if they feel secure in their School environment. To this end, the School places great emphasis on the importance of effective induction and on-going guidance for each pupil.

The Pastoral Care system of the School is highly efficient and effective in what it sets out to achieve: a secure environment in which all pupils are valued, and in which each and every pupil is seen as a whole person and it aims at developing pupils to their full potential - academically, personally and socially. Through the systematic in-depth approach to pastoral care the School believes that pupils are educated to have broad and balanced personalities, aware of the world around them. The aim is to send into the world, young adults who have self-discipline, who are prepared to work hard and are equipped to fulfil their own potential. All pupils are expected to be compassionate and well-mannered; to respect other people as individuals; to appreciate the richness of a multi-ethnic, multi-cultural community; to take pride in their appearance; to express themselves clearly; to be principled critical thinkers.

The main aims of the Pastoral Care system are:

- To provide the opportunity for all the pupils to develop social and personal skills. This will allow pupils to function effectively as responsible citizens at home, at School, out of School and when they leave school
- To support pupils in achieving their full academic potential and understanding that learning is a life-long process
- To create an environment in which all pupils are actively responsible for their own conduct and development, emotionally developed, in order to be able to deal effectively with difficult situations in their personal life and their education
- To provide emotional support when pupils need it

In addition to Form Teachers, the Pastoral Care system is divided into care per Year Group headed by a Head of Year for each Year. School Management team members are in charge of the Heads of Year.

Form Teachers are the first point of reference in matters of general welfare and discipline, with Heads of Year, Assistant Head Teachers and Head Teacher providing additional support.

The duties of every teacher of the School include:

- Promoting and safeguarding the health, welfare and safety of pupils
- Working in partnership with pupils, parents/guardians and teachers

In addition to the above duties Form Teachers are responsible for all the pupils in their form.

The duties and responsibilities of Heads of Year include:

- Co-ordination of the work of the Form Teachers, ensuring consistency and continuity
- Communication with parents/guardians and collaboration between home and the School
- Investigation of any sudden changes in the behaviour of pupils
- Investigation of any sudden or great changes in the academic performance
- Identifying pupils with special educational needs and ensuring that the School SEND Policy is implemented
- Assisting in producing PSHE schemes of learning and ensuring their coverage

Below is a brief outline of some of the methods through which the Pastoral Care aims are achieved:

Effective Studying: Pupils are provided with guidance and support in relation to effective studying through informative sessions for the parents/guardians and focused thematic class time organised by the School. These encourage pupils to be responsible for their learning. The guidance includes advice on issues such as self-evaluation, fighting stress, time management skills, reflection and evaluation of one's own studying and exam preparation techniques.

Supporting and Monitoring Individual Pupils: The purpose is to support and monitor pupils with difficulties in areas such as study skills or motivation, or those who have been through difficult circumstances or who are simply experiencing difficulties personally or emotionally. Low achievers are encouraged to set targets and work towards them.

Form Period: It takes place regularly. During this time Form Teachers inspect the uniform, tidiness and appearance of pupils as well as give out and explain letters, notices and announcements. The Form Teacher is the pupil's first point of contact when support is required. This time also allows further opportunity for the Form Teacher to identify pupils who may benefit from pastoral support.

Personal, Social and Health Education (PSHE): PSHE lessons take place during the first two periods on Clubs Days. During this time, various activities, in form of workshops, talks, presentations, lessons and similar, take place and some of the topics covered include racism, bullying, internet safety, healthy eating, drugs, alcohol, smoking, career planning and university applications.

Assemblies: Whole School Assemblies and Year Group Assemblies take place throughout the academic year. Assemblies are seen as opportunities for developing a sense of community and reinforcing the School ethos and values.

Parental Contact: The School regards effective and two-way communication with parents/guardians as vitally important. Pupils and their parents/guardians receive grades reports, and these are supplemented by parent/guardian-teacher meetings. At the start of each academic year parents/guardians receive details of specific weekly timetabled parent/guardian-teacher contact time. Parents/guardians are encouraged to contact the School at any point during the academic year when they are concerned about any aspect of their child's progress or welfare. The School organises additional informative sessions for

parents/guardians/pupils regarding the issues of importance such as choice of Major Elective Subjects, IB Diploma Programme, external qualifications and effective study skills.

Uniform and Appearance

In the interest of uniformity (material, colour, shade, style etc.) all pupils must purchase all uniform items from Victuar Uniforms seller. The uniform list along with the pricelist and the seller's contact details and ordering information are available from the School.

Uniform items list		
1.	Skirt	€21.90
2.	Skort	€21.90 - €22.90
3.	Trousers (regular/slim fit)	€26.90
4.	Bermuda	€18.80
5.	Shirt	€17.90
6.	Tie	€9.90
7.	Polo shirt (short sleeves)	€13.90
8.	Polo shirt (long sleeves)	€14.90
9.	Sweatshirt	€22.90
10.	Puffer jacket (removable sleeves)	€39.90
11.	Hoodie	€26.90
12.	Physical Education tracksuit bottom	€19.90 - €21.80
13.	Physical Education shorts	€13.50 - €14.50
14.	Physical Education t-shirt	€12.90
15.	House t-shirt	€12.00

Notes:

- Items 5 and 6 (shirt and tie) will only be worn at official school functions so only one piece per item is needed.
- Pupils in the Athletic Section do not buy items 12 to 14 (tracksuit bottom, shorts and t-shirt), instead they order the relevant compulsory training kit from the school.
- Year 1 pupils should buy the House t-shirt (item 15) once they are allocated to their House.
- Swimwear items are listed in the school letter sent out to parents/guardians prior to the commencement of the swimming lessons.

Appearance

In addition to being required to wear the School uniform, pupils are to be groomed and dressed appropriately for School and School activities. A pupil's dress and/or appearance are meant to support, not disrupt, the learning environment. They should constitute no threat to health or safety. Pupil appearance needs to reflect practices of good hygiene and cleanliness.

Hair must be kept neat, should not be obviously dyed such as platinum blonde or extreme highlights, no coloured decorations (flowers, fancy combs, etc.) are allowed. Excessive makeup is not allowed. Discrete and neat coloured nail-varnish is permitted. Earrings should be small. Strikingly visible piercing on the face, e.g. eyebrows, lips, tongue, etc. are not allowed. A religious symbol can be worn and should be discreet in size.

Belts must be plain and dark in colour. All black shoes are accepted.

Sanctions

The School makes every effort through the Pastoral Care system to instil in pupils a sense of self-discipline. Sanctions are seen as last resort, and their aim is to make pupils understand that negative actions have negative consequences.

Below is a list of sanctions:

1. Reprimand (verbal)
2. Referral to School Management (only in serious situations)
3. Written warning
4. Supervised break detention
5. After School or out of School hours detention
6. Placement on behaviour report
7. Doing of chores for the general benefit of the School
8. Exclusion from School for the rest of the day
9. Suspension on probation for 1-3 days (cumulative and applicable for any offences)
10. Compensation for damage caused to School or third-party property
11. Exclusion for 1 - 3 days from School
12. Signing of a written statement (agreement) by a parent/guardian as requested by the School
13. Change of class
14. Exclusion for 1 - 6 days from School
15. Exclusion for 1 - 8 days from School
16. Exclusion from local excursions/trips/activities/events
17. Withdrawal of School rank, position and/or other privileges (scholarship, participation in excursions/trips/activities/events abroad)
18. Exclusion for 1 - 30 days from School
19. Change of conduct mark
20. Withdrawal of the right to enrol in the upcoming academic year
21. Permanent exclusion from School

The above sanctions are given as follows:

- Sanctions 1 - 2 are issued by Teachers
- Sanctions 1 - 6 are issued by Heads of Year

- Sanctions 1 - 12 are issued by Assistant Head Teachers/Pastoral Care Officer
- Sanctions 1 - 14 are issued by the Head Teacher
- Sanctions 1 - 16 are issued by the Pupil Discipline Committee
- Sanctions 1 - 21 are issued by the Teachers Council
- Any exclusion in excess of 8 days from School as well as permanent exclusion from School must be approved by the Cyprus Ministry of Education, Sport and Youth.

Important notes:

1. Sanctions 11, 14, 15 and 18 apply to School days. During the exclusion period pupils are not allowed in School and responsibility for their safety rests with their parents/guardians or in case of boarding pupils, the safety rests with the Boarding Facility Supervisor. Pupils are also excluded from School activities/events for the duration of the exclusion. Only attendance at external examinations taking place at the School is allowed.
2. Absence due to exclusion from School is recorded as justified absence.
3. The following offences carry minimum 5 days of exclusion:
 - Possession, trafficking or use of cigarettes (such as electronic cigarettes, vape, snus, etc.), any other nicotine products, alcohol, drugs, knives or other objects that can cause bodily harm
 - The possession of dangerous/hazardous items, substances, illegal material
 - Sexual harassment
 - Repeated truancy
 - Repeated violations of uniform code
 - Repeated disruption of lessons
 - Disrespect towards the staff and pupils
 - Deliberate damage to property or belongings
 - Constant disregard for the school rules/regulations
 - Taking an unauthorised video or pictures in School or during out of School activities/events
 - Sharing of unauthorised video or pictures

Sanctions 9-21 are recorded in the Sanctions Record which is kept by the Head Teacher. Sanctions 1-8 are noted by the Heads of Year and this record is filed together with the Behaviour Log for each academic year. It is at the discretion of the Teachers Council to decide to disregard the entries in the Behaviour Log or the minutes of meetings that may negatively influence a pupil's future, provided that at least 75% of the present members vote in favour.

Pupils may not be accepted to register for the upcoming academic year if the Teachers Council takes such a decision for well-examined reasons. Some examples of possible reasons are reckless pupil behaviour, it poses a risk/danger to self, other pupils and staff, pupil has been unable to adapt to the School environment, pupil would benefit from a change of School environment. Other circumstances which could lead to permanent exclusion from School, include breaches of the law, or persistent attitude or behaviours which are inconsistent with the School's expectations.

There will be no refund of School fees following permanent exclusion of a pupil and payment of any outstanding fees and extras is required. In case of not accepting to register a pupil for the upcoming year, the refund of prepaid fees will be made.

Procedure for investigation of behaviour that may result in serious sanctions:

1. An investigation and any subsequent meetings will be conducted fairly and appropriately, in a way that supports all parties, without formal legal procedures.
2. The investigation of an incident, allegation or rumour of serious misconduct will normally be coordinated by a member of the School Leadership Team, preferably the one in Charge of Pastoral Care and its outcome will be reported to the Head of School. If the investigation is of a nature that could result in permanent exclusion, parents will be informed as soon as possible.
3. An appropriate search of a pupil's space, locker and belongings may be made as part of an investigation and, if deemed necessary, the local authorities be called. However, forced personal searches or intimate searches will not take place.
4. Pupils may be interviewed by a member of the School Leadership Team about an incident, allegation, complaint or rumour. In such cases, arrangements will be made for the pupils to be accompanied by a member of staff, such as a form teacher or teacher. If a pupil who is waiting to be interviewed needs to be in isolation for a short time, they will be accompanied or visited regularly by a member of staff and will be made as comfortable as possible.
5. The member of staff conducting the investigation will present their findings to the Head of School for consideration. Before deciding if a 'serious sanction' is appropriate, the following steps will have been taken:
 - a. An appropriate investigation will have been conducted
 - b. All the relevant evidence will have been considered
 - c. The pupil will have had an opportunity to be heard
 - d. Other relevant individuals will have been consulted, as required

Issuing of sanctions

The pupil's parents will be informed in writing about the nature and duration of the exclusion and any discussion of permanent exclusion will first involve a meeting with the Head of School. In making decisions about fixed term exclusions, the Head of School and Leadership Team will consider any special educational needs, disabilities, gender, and cultural differences that may be relevant to the case.

Permanent exclusion would only take place once all other options had been explored and exhausted, including one-to-one sanctions. Some circumstances may require immediate exclusion for the safety of others in the School community.

During a temporary or fixed-term exclusion, pupils will typically undertake some reflective work to reflect on and consider their actions. Pupil may also access homework and details about work missed.

Following any external exclusion, the Head of School will consider the evidence, the nature of the incident and the pupil's record in the School. If a temporary exclusion is deemed sufficient the pupil will normally meet with the Head of School before returning to lessons.

In no circumstances shall the School or its staff be required to divulge to parents or others, any confidential information or the identities of pupils or others who have given information that has led to serious sanctions.

Absence from School during disciplinary investigations

In some instances, the School may require parents to withdraw their child from School pending the investigation of an allegation, complaint or incident. This is a neutral, not disciplinary, measure to allow an unimpeded investigation and may also be taken for the good of the pupil by separating him or her from School pressures. The Head of School will make any such decision in consultation with School Leadership Team.

Permanent exclusion / withdrawal of a pupil from School

The decision to permanently exclude a pupil is not taken lightly and the best interests of all members of the School community must be given weight whilst making every effort to act with due regard for the future of the pupil who has engaged in significant misconduct. A pupil may be permanently excluded if, after appropriate consultation, the Head of School is of the opinion that:

- The pupil's conduct (whether on or off School premises, in or out of term time) has been prejudicial to good order or School discipline or to the reputation of the School.
- It is not in the best interests of the pupil or of the School, that the pupil remains at the School.

In making decisions about a permanent exclusion, the Head of School and the Teachers' Council will consider any special educational needs, disabilities, gender, and cultural differences or specific family context that that may be relevant to the case. Parents/Guardians may address the Teachers Council in writing with any input they feel is relevant.

Some parents, after due consideration, may choose to voluntarily withdraw their child rather than the School imposing permanent exclusion. However, it must clearly be understood that the Head of School reserves the right to insist on permanent exclusion. In addition, if a parent has treated the School, members or its staff or any member of the School community unreasonably to a point that leaving the School is in the best interests of the pupil or the School, the Head of School can ask the parents to remove their child from the School. This would also be considered as voluntary withdrawal, not permanent exclusion.

Following the permanent exclusion of a pupil or following their withdrawal from the School, the Head of School will write to the parents to communicate the following:

1. The pupil's status as a leaver
2. Arrangements for transfer of any course or project work to the pupil, parents or another School

3. The conditions under which the pupil may re-enter School premises in the future.

Teachers Council's review of a permanent exclusion on disciplinary grounds

Parents aggrieved at the decision to exclude their child permanently may make a written application for a Teachers Council review. In their application the parents must state the grounds on which they are asking for a review and the outcome which they seek. A Teachers Council review of the exclusion decision should take place within seven working School days. Head Teacher or the nominated member of the School Leadership Team will communicate directly with the parents prior to conducting the review. The Teachers Council has the authority to uphold the permanent exclusion, rescind the exclusion, convert the exclusion into a further fixed-term exclusion or change the leaving status to 'withdrawn'. Parents/Guardians will be informed in writing of the outcome.

Parents and Guardians Association

The School places great importance on close cooperation and communication with parents and guardians of its pupils. The aims of the Association are given in the Articles of Association relevant to each School. Any calls for alterations of the Articles must be approved by the School prior to the general/statutory meeting of the Association. In a nutshell, the Association is an independent body, recognised by the School, whose main purpose is to support the school and the well-being of the pupils.

Upon registration all parents and guardians become members of the Association by paying an annual subscription fee which is compulsory.



MELINA HADJIMICHAEL

Our IB DP Visual Arts Higher Level student produced this ceramic piece, inspired by traditional Cypriot art on clay pots. Melina intended to capture the essence of the movement of dancers on a 3D surface and add a new dimension to this perspective.

Boarding School

PASCAL Private Secondary School Lefkosia is a day and boarding school. The provisions of the Study Guide, Rules and Regulations apply to both, day and boarding pupils. There is a separate document that covers rules and regulations for boarding pupils at the boarding facility.



MAXIMILIAN HIRSCHMULLER

Maximilian states that vibrancy and consumption work together as an oxymoron, to create opposite perceptions. This IB DP Visual Art student is using vibrant colours in order to create contrast to the black substance. He explores the beauty of life from the inside by experimenting with unusual anatomical perspectives.

Athletic Section

The provisions of the Study Guide, Rules and Regulations apply to pupil-athletes as well. There is a separate document that covers rules and regulations for pupils in the Athletic Section.



MARIA KARADJIAS

As part of her IGCSE Art & Design: Fine Art, Maria explored the human lifespan from infancy to adolescence: Childhood. She produced a selection of paintings representing a nostalgic dialogue between herself and her childhood toys.

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NENO MAISURADZE

Covid 19 influenced Neno's artwork theme, produced as part of her IGCSE Art & Design: Fine Art. She hides herself in portraits behind her mask and she is using the magnifying lens symbolically, to describe the new reality she had to adapt to during the pandemic.

APPENDICES

Child Safeguarding Policy

Enrolment Documents

Fees

ICT Acceptable Use Policy

Use of Generative AI Policy



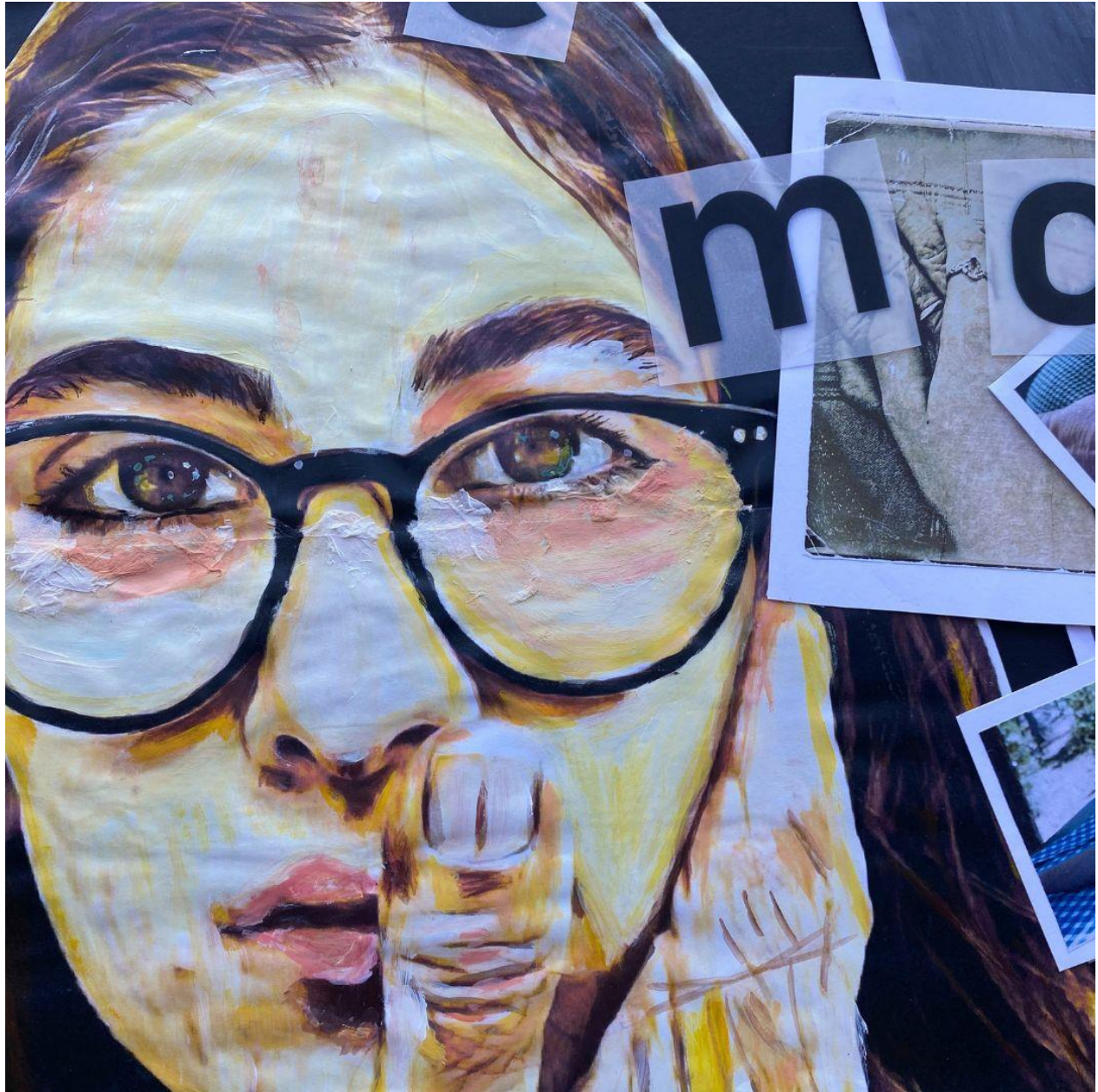
STEPHANIE ANDREOU

Stephanie examines the addiction to sugar through joyful, playful and bright colour artwork studies. Her artistic investigations are raising questions, whose answers could be quite bittersweet. This artwork was produced as part of her IGCSE Art & Design: Fine Art.



ANIS DIDEHVARFOOMANI

Anis recreated imaginary crime scenes and tried to solve them by analysing thoroughly the clues, studying close-up detailed paintings from different perspectives. As part of her IGCSE Art & Design: Fine Art she produced this atmospheric and cinematic final outcome inspired by her fascination with Agatha Christie.



SOPHIA THEODOROU

Sophia's artwork for her IGCSE Art & Design: Fine Art explored the impact of time upon her family. She considers the generational structure of the family to be a dynamic process that evolved over time. This is reflected in her studies of the wrinkled hands of her grandmother, her self-portrait and old photographs, bringing together private moments from three generations.



ASAL BAYRAMPOUR

Traditional Symbols and patterns are repeated throughout Asal's studies produced for for her IGCSE Art & Design: Fine Art. Jewellery designs, fruit patterns and Persian carpets are all combined together by the student who is making identity connections between her artwork and her culture.



Guide | Grow | Nurture | Soar



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