

# STUDENT GAZETTE

BOOM!

**American Academy Limassol**
**since 1986**

40 YEARS
AMERICAN ACADEMY LIMASSOL

# CELEBRATING

## 40 YEARS OF EXCELLENCE



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# 40 YEARS



40 YEARS
AMERICAN ACADEMY LIMASSOL




# 40 YEARS

## TRANSFORMING LIVES

# DIRECTOR'S INTERVIEW

**by Nataly Zeneddin (class 7)**

A 40th anniversary is more than a celebration of years - it is a celebration of a vision fulfilled, traditions established, and futures inspired. As our school marks this significant milestone, we are honoured to present **an interview with our School Director, Mr. George Bargilis,** whose insights offer a thoughtful perspective on the school's enduring mission, its evolving role, and the aspirations that will shape the next chapter of our journey.

**As our school marks its 40th anniversary, could you take us through some of the most significant milestones in its journey?**

Certainly. Our journey began in 1986, when the school first opened its doors on Despinas Pattichi Street in Limassol, welcoming both primary and secondary students, with just 50 pupils. By 1990, the primary school moved to its permanent premises on Lefkas Street to accommodate our rapidly growing community.

The year 2000 marked a significant expansion: we introduced kindergarten and reception classes, we opened a boarding school for international students, and established an institute / a learning centre to provide additional academic support. In 2001, we responded to community needs by founding a private Greek high school. Between 2006–2008, we expanded further by adding a new floor to the high school building to meet the demand for more classroom space. Finally, in 2008, we proudly opened a new kindergarten in Limassol.

Each of these milestones reflects our commitment to growth and innovation, and a dedication to meeting the educational needs of our community.

**What is the core philosophy of our school?**

The American Academy of Limassol is a multicultural community which provides quality education in a caring environment for children from kindergarten to university entrance stage. We provide a supportive environment which recognises each individual's talents, encourages students aspirations and creates opportunities for them to acquire the knowledge, skills and qualifications as well as to develop the personal qualities needed for life and work.



Our school recognises the central importance of each individual and ascertains that every child, independent of religious, racial or social background, has the potential to bring something unique to the world, and that our role as a school should be to try to create a unique and blossoming community of learners, enabling all pupils to achieve their full potential: spiritually, morally, socially, physically and intellectually.

"Σοφία πάντων κάλλιστον", "Wisdom above all" is our school motto. Our curriculum is based on a set of clear aims which reflect this statement.

# DIRECTOR'S INTERVIEW

**by Nataly Zeneddin (class 7)**

**Beyond celebrating the passage of time, what is the deeper significance of this anniversary? Why did you feel it was important to mark and celebrate this occasion in a special way?**

A 40th anniversary is more than just a number - it represents four decades of dedication to education, culture, and society. We see it as a moment to celebrate our rich legacy and to share our contribution with the wider community. It also represents four decades of nurturing young minds and preparing them for adulthood. Over the years, more than two thousand students have graduated from the American Academy - young men and women who have each made their own contribution to society, whether by attending some of the world's leading universities or by forging their own unique paths into the 21st century.

This is an opportunity to reconnect with our graduates, strengthen our bond with families, and reflect on the values that have guided us from the very beginning. For teachers and alumni alike, this school has been a place of formative experiences – the place where youthful memories were created, and where teaching reached its most meaningful impact. This celebration allows us not only to honour our past but also to evaluate our journey, to reflect, and to prepare for the exciting future ahead.

**What activities and events have been organised to mark this special occasion?**

We have designed a diverse programme of events throughout the year - each dedicated to, and celebrating our 40th anniversary, and the highlights include:

**An alumni reunion:** we are inviting graduates from across the decades to reconnect with classmates and share their successes. All graduates get recognised, and we warmly invite those we have not yet reached, to contact our school Secretary.

**Academic and cultural integration initiatives:** schoolwork at every level, from kindergarten to secondary, gets planned in a way that it includes projects to celebrate the anniversary; all school events reflect this milestone.

**Community involvement:** parents, students, and teachers get actively engaged in seminars, conferences, thematic symposia, and cultural activities. With families from over 20 countries, we showcase the traditions, music, dance, theatre and cuisines that highlight our multicultural community. In addition, special volunteering initiatives have been launched, including
collaborative projects with the Limassol Municipality.

**Public events:** broader society have been invited to participate in our cultural and academic events showcasing tradition, culture, music, theatre, visual arts, dance, and sports. Distinguished guests from the state, the church, local government, and the diplomatic corps will attend, and academics will be invited to deliver lectures and symposia. Our goal is to make these celebrations truly inclusive and well-publicised across the media.

The first event of this kind - our University Fair - took place on the 15th of October, 2025. Nearly 100 universities from across the world participated. It was the first University Fair of this size in Cyprus.

# DIRECTOR'S INTERVIEW

by Nataly Zeneddin (class 7)

**How do you see the school evolving over the next decade? What significant plans and initiatives can the school community look forward to in the future?**

We are immensely proud of our history, our achievements and, above all, our graduates who have excelled in sciences, the arts, and countless other fields across Cyprus and the world. But anniversaries are also about looking forward to the future. Equally important, we are focusing on the emotional well-being of our students. This year, we are introducing Emotional Education as a compulsory subject in primary school, with plans to extend it into secondary education. Training seminars for teachers and parents have already begun, underlining our belief that education must address both the mind and the heart.

**This milestone is also a tribute to the many people who have shaped the school over the years. How would you like to acknowledge their contribution?**

Our anniversary is also a moment to honour those who shaped our story. We pay special tribute to the educators and teachers who served the Academy with unwavering dedication, often placing the school's vision above personal interest. Their commitment to the American Academy and to its vision fostered a truly multicultural educational community - one in which children were not merely taught, but genuinely educated. Through tireless effort and perseverance, this shared vision has bestowed the gift of knowledge upon thousands of children, enriched the cultural life of Limassol, and provided livelihoods for many families.

**Before we conclude, is there a personal message you would like to share with the parents who are part of your school community? What would you like to say directly to the parents whose trust and support have been so important to the school?**

What I would like to say is that I am also a father, and all my children have attended the American Academy. As a father, I always want the best for my children. In the same way, I always try to do the best I can for every child in the American Academy.

# PRINCIPAL'S MESSAGE

As we reach the end of another successful academic year, I would like to take this opportunity to reflect on the journey we have shared and to express my heartfelt gratitude to every member of our school community.

To our students, I congratulate you on your achievements, perseverance, and growth throughout the year. Whether in the classroom, on the sports field, in competitions, performances, or community activities, you have represented our school with pride and distinction. Your enthusiasm, curiosity, and determination inspire us every day. Remember that success is not measured solely by examination results, but also by the values you demonstrate, the friendships you build, and the positive contributions you make to the lives of others. To our dedicated teachers and support staff, thank you for your unwavering commitment, professionalism, and passion.

Your tireless efforts have helped create a nurturing environment where every student can learn, develop, and thrive. The countless hours spent planning lessons, supporting students, organising activities, and going beyond the call of duty are deeply appreciated. The success of our school is a direct reflection of your dedication and care.

To our parents and guardians, thank you for your trust, encouragement, and partnership. Education is most effective when school and home work together, and your support has been invaluable throughout the year. Your involvement, understanding, and commitment to your children's education have played a significant role in their achievements and personal development.

I would also like to acknowledge the importance of the many opportunities that extend beyond the classroom. Through our science fairs, sporting events, house competitions, cultural celebrations, educational visits, and extracurricular activities, our students have developed confidence, leadership, teamwork, and resilience. These experiences enrich their education and help prepare them to become responsible, compassionate, and capable citizens who are ready to make a positive difference in the world.



# PRINCIPAL'S MESSAGE

As we reflect on the year, I would like to extend special appreciation to the teachers and students who worked so diligently to compile this annual magazine. Their creativity, dedication, and countless hours of effort have produced a wonderful record of our school's achievements, memories, and milestones. I also wish to thank all those who contributed articles, photographs, artwork, and reports. Your contributions have helped capture the spirit of our school community and preserve the many special moments that have made this year so memorable.

This year has been filled with memorable moments, remarkable accomplishments, and challenges that have strengthened us as a community. Together, we have celebrated academic excellence, sporting victories, creative talents, and acts of kindness that reflect the values we hold dear.

As we look ahead, let us take pride in what we have accomplished while remaining excited about the opportunities that await us. For those moving on to new chapters in their educational journey, I wish you every success and happiness. Carry with you the lessons learned, the friendships made, and the confidence to pursue your dreams.

I hope the holiday period provides everyone with an opportunity to rest, recharge, and enjoy precious time with family and friends. May it be filled with happiness, good health, and memorable experiences. Thank you for making this academic year such a rewarding and inspiring one. I look forward to welcoming you back for another year of learning, growth, and achievement.

With warmest wishes,
Ms Jodi
Principal



# HEAD BOY'S MESSAGE

## ARKADIY SHIROKOV



The American Academy Limassol has been my second home since 2010. It is crazy to think that after sixteen years, I am actually preparing to leave forever. This school has shaped me in so many ways, through the people I have met, the teachers who pushed me, and everyone who kept the school running behind the scenes.

Serving as Head Boy this year has been a true honour and a valuable learning experience. My duties, which included representing the student voice, organising events, communicating with the Student Management, and assisting younger pupils, have taught me that leadership is most effective when it is patient and practical. What I appreciate most are the simple, everyday moments of listening, offering encouragement, and helping out whenever I am needed.

Being Head Boy has confirmed a simple truth I first noticed years ago. Leadership is about service. Whether attending meetings, speaking at events, or listening to concerns, the role demands patience, humility, and a willingness to learn from others. Working alongside an incredible team, staff, and students alike has shown me how much we can achieve when we combine different strengths and perspectives. I am grateful for the trust placed in me and for the opportunity to help improve school life for everyone.

This year's 40th anniversary makes my final year here especially meaningful. It reminds us that every small act, whether it is helping a classmate, volunteering at an event, or simply showing respect in the hallways, builds the culture we inherit and pass on. The anniversary is an invitation to honour the past while thinking about the future.

To the teachers, thank you for your guidance and for creating an environment where students can grow. To my peers, thank you for your support, your honesty, and for challenging me to be better. To younger students, know that your voice matters and that you will shape this school's next chapter.

As I prepare to leave, I do so with gratitude and optimism. Thank you to the whole school community for trusting me with this role. Keep supporting one another, stay curious, and take pride in the legacy we share. I look forward to seeing how the next generation adds their chapter to our forty-year story.

# HEAD GIRL'S MESSAGE

## DESPINA ISABELLA ASIMAKOPOULOU



This year, our school celebrates an extraordinary milestone: 40 years of shaping minds, building character, and nurturing a community that continues to grow with each generation. Serving as Head Girl during such an important milestone year has been a privilege I hold with deep gratitude. It has given me the chance not only to represent our student body, but also to reflect on the legacy we are part of — one built by generations of students, teachers, and leaders who shaped the school into what it is today.

When I first joined this school, I always hoped that one day I would have the privilege of representing the student body as Head Girl. I was determined, but also unsure of myself — eager to contribute, yet still learning how to use my voice. Over the years, this school has played a central role in shaping who I am. It has challenged me academically, encouraged me to step outside my comfort zone, and taught me the value of perseverance. The confidence I have today is not something I arrived with; it is something I built here, supported by teachers who believed in me and friends who stood beside me. It was this same confidence that allowed me to pursue my interest in aerospace engineering and ultimately earn multiple university acceptances in the field — a milestone I owe in large part to the foundation this school has given me. I am deeply grateful for the environment that made this growth possible. Our teachers have guided me with wisdom and kindness, offering both challenge and support in equal measure. They have encouraged me to think critically, to question confidently, and to approach every task with integrity. Their influence has shaped not only my academic journey, but also my character.

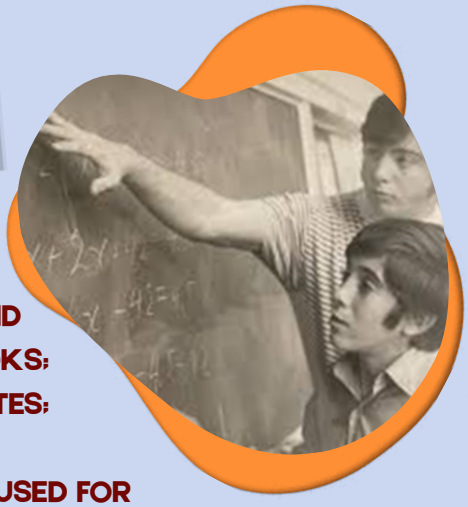
The responsibilities that came with this role shaped me more than I expected. Whether it was speaking at assemblies, guiding prefects, supporting younger students, helping coordinate events, or simply being someone others could approach, each task taught me something different about leadership. I learned how to manage my time, how to stay calm under pressure, and how to balance the needs of others with my own commitments. These experiences have helped me grow not only as a leader, but also as a person.

As I close this chapter, I do so with immense pride — the pride in what I have achieved, the pride in the person I have become, and the pride in having served as Head Girl during such a remarkable milestone in our school's history. This role has been an honour I will carry with me long after I leave these corridors. As we celebrate 40 years, I look ahead with confidence, knowing that the values, lessons, and the strength I gained in this community will guide me into the future. It has been a privilege to represent our students, to contribute to our school's legacy, and to be part of a story much bigger than my own. I leave with appreciation, determination, and excitement for what comes next — and with the certainty that this school will always be a part of who I am.

# THE EVOLUTION OF EDUCATION

## 1986 TO 2026

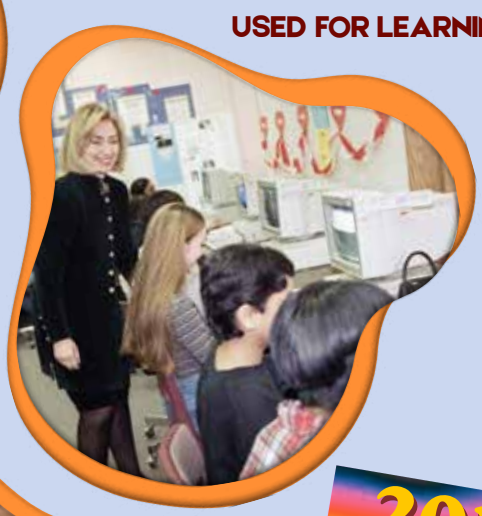
### 1986



CHALKBOARDS AND PRINTED TEXTBOOKS; HANDWRITTEN NOTES; LIBRARIES AND ENCYCLOPAEDIAS USED FOR RESEARCH.

### 1996

COMPUTER LABS APPEAR IN SCHOOLS; EARLY INTERNET AND CDS USED FOR LEARNING.



### 2006

PROJECTORS AND EARLY SMARTBOARDS INTRODUCED; SOME STUDENTS BEGIN USING LAPTOPS.



### 2016

TABLETS AND DIGITAL CLASSROOMS; ONLINE LEARNING PLATFORMS BECOME COMMON.



### 2026

AI LEARNING TOOLS AND PERSONALISED LEARNING; HYBRID LEARNING (CLASSROOM + ONLINE); VIRTUAL LABS AND INTERACTIVE SIMULATIONS.

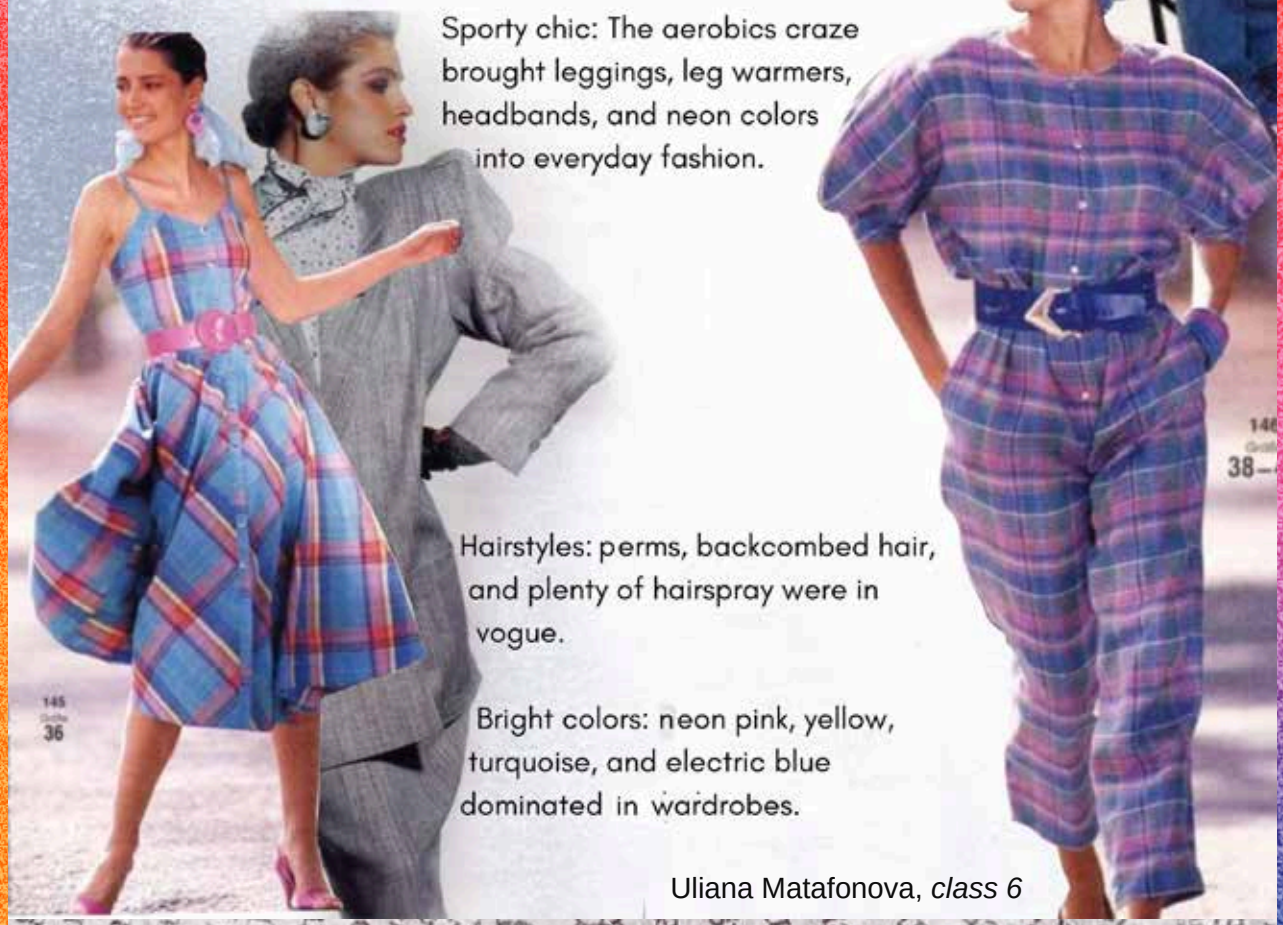
**Our anniversary year celebration inspired students to look back at changes that have taken place in the world since our school was established. One of our students chose to focus on fashion.**

# BACK IN TIME

## Fashion 40 years ago

*It's hard not to notice how fashionable it is to dress in '80s style, wearing old clothes and emulating the iconic looks of that era. Having opened 40 years ago, our school witnessed the birth of '80s style.*
*What was trendy back then and how to dress in retro style today?*

Shoulder pads were a must-have for everything from blazers to blouses and dresses. This created a powerful "inverted triangle" silhouette.
Acid-wash jeans, skinny-legged "banana" jeans, and high-waisted ones were at the peak of popularity.
The strong female executive style featured tailored suits with broad shoulders and bright accessories.



Sporty chic: The aerobics craze brought leggings, leg warmers, headbands, and neon colors into everyday fashion.

Hairstyles: perms, backcombed hair, and plenty of hairspray were in vogue.

Bright colors: neon pink, yellow, turquoise, and electric blue dominated in wardrobes.

Uliana Matafonova, *class 6*

# OUR GRADUATES

## AROUND THE WORLD

Anniversaries invite us to reflect on the past while looking confidently towards the future. As we celebrate forty years of excellence, innovation and achievement, we invite you to enjoy the following pages that reflect not only the talent and achievements of our students, but also the enduring tradition of high standards that has defined our school four decades.



# CAREERS CORNER

YIOTA SKITINI NICOLAIDES

# THE IMPORTANCE OF EDUCATION:

## A JOURNEY OF GROWTH, PURPOSE AND POSSIBILITY

As a Career Counselor in a senior school, I have the privilege of walking alongside students at one of the most important crossroads of their lives. The final school years are exciting, emotional, sometimes confusing, and full of questions about the future. At the centre of all these questions lies one powerful tool that shapes possibilities, builds confidence, and opens doors: **education**.

Education is much more than grades, exams, and diplomas. It is the foundation that helps young people discover who they are and who they want to become. It gives structure to dreams and direction to ambition. It teaches not only knowledge, but also discipline, responsibility, communication, and resilience. Through education, students learn how to think, how to solve problems, how to work with others, and how to adapt when life does not go exactly as planned.

We need education because the world is constantly changing. New industries are emerging, careers are evolving, and opportunities are becoming more global. Without education, navigating this world becomes far more difficult. Education empowers students to make informed decisions, to compete fairly in the job market, and to build independent and meaningful lives.

However, education is not only about professional success. It is also about personal growth. It teaches empathy, understanding, and respect for different perspectives. It strengthens character. It encourages curiosity. It builds confidence. Most importantly, it gives students the ability to shape their own future instead of leaving it to chance.





# CAREERS CORNER

YIOTA SKITINI NICOLAIDES

## NEVER GIVE UP ON YOUR DREAMS

**ONE OF THE MOST IMPORTANT MESSAGES I SHARE WITH STUDENTS IS THIS:**

**DO NOT GIVE UP ON YOUR DREAMS.**



The path towards any goal is rarely straight. There will be obstacles. There will be disappointments. There may even be moments of self-doubt. But setbacks do not define us. Our response to them does. Failure is not something to fear.

In fact, failure is one of the most powerful learning tools we have. Every mistake teaches us something. It shows us what needs improvement. It strengthens our problem-solving skills. It builds resilience. It teaches patience and humility. Most successful people did not achieve success without experiencing failure first.

What made them different was not perfection, but persistence. When students understand that failure is part of growth, they become stronger and more confident. They learn that one exam does not determine their future. One rejection does not close every door. One setback does not cancel their dreams. Growth happens when we reflect, adjust, and try again.

**Dreams are important because they give us direction**. They motivate us to work harder. They inspire us to continue when things feel difficult. Students should be encouraged to explore their ambitions fully, and to understand that dreams can evolve over time. It is perfectly acceptable for goals to change as we grow.



# CAREERS CORNER

YIOTA SKITINI NICOLAIDES

# WHY STUDENTS FEEL CONFUSED ABOUT WHAT TO STUDY

It is completely normal for students in their final school years to feel unsure about what they want to study. This confusion does not mean they are unprepared or incapable. It simply reflects the reality that they are being asked to make a significant life decision at a young age.

There are several reasons for this uncertainty:

- There are more career options today than ever before.
- They feel pressure to choose “correctly.”
- They may worry about disappointing family expectations.
- They may fear choosing a path that does not guarantee stability.
- They may not yet fully understand their strengths or interests.

In addition, students are growing and changing rapidly during their teenage years. Interests develop. Talents become clearer. Confidence builds gradually. Expecting absolute clarity at this stage can sometimes create unnecessary stress.





So what can we do about it?

**First, students need time for self-reflection.** They should ask themselves:

- What subjects do I genuinely enjoy?
- What activities make me feel motivated?
- Do I prefer practical work or theoretical study?
- Do I enjoy working with people, numbers, ideas, or creativity?

**Second, exposure is essential.** Career fairs, university visits, internships, and conversations with professionals can provide valuable insight. When students see real-world applications of different fields, their choices become clearer.

**Third, guidance and open discussion help greatly**. Parents, teachers, and counselors should create safe spaces where students can explore ideas without judgment. Honest conversations reduce fear and build confidence.

**Finally, students should understand that choosing a course of study is not a lifelong prison sentence**. Many people adjust their careers later on in life. Skills gained through education, such as communication, organisation, and critical thinking are transferable across many industries.

# CAREERS CORNER

YIOTA SKITINI NICOLAIDES

# THE FUTURE OF CAREERS IN A CHANGING WORLD

**WE ARE LIVING IN A TIME OF RAPID CHANGE. TECHNOLOGY, AUTOMATION, AND ARTIFICIAL INTELLIGENCE ARE RESHAPING HOW WORK IS DONE.**

Some routine tasks are now performed by machines. Certain jobs that once required many employees are becoming more automated. This can sound intimidating, but it also creates new opportunities. Rather than replacing people completely, technology is changing the nature of work. It is removing repetitive tasks and increasing the need for skills that machines cannot easily replicate - such as creativity, empathy, leadership, ethical judgment, and complex problem solving.

Looking ahead, several career fields are expected to remain strong and continue growing: healthcare and medicine practitioners, doctors, nurses, psychologists, physiotherapists, and other healthcare professionals will always be needed. An aging population and growing awareness of mental health ensure continued demand. Human care and compassion cannot be replaced by machines.

**Engineering and Sustainable Development**

Engineers who design renewable energy systems, environmentally-friendly buildings, and sustainable technologies will be highly valued. As societies aim to reduce environmental impact, skilled professionals in this area will play a key role.

**Computer Science and Data-Related Fields**

While technology automates some tasks, it also requires professionals who understand how systems work, how to protect digital information, and how to improve processes. Fields related to computing, cybersecurity, and data management will remain important.

**Business, Finance, and Entrepreneurship**

Every industry requires management, strategy, marketing, and leadership. Individuals who understand economics, finance, and business operations will continue to find opportunities, especially those who combine business knowledge with digital awareness.

**Education and Human Development**

Teachers, trainers, and educational leaders are essential. As the world changes, so does the need for skilled educators who can guide the next generation.

**Creative Industries**

Design, media, communication, and content creation continue to grow. While technology can assist, creativity and human story-telling remain uniquely powerful.



# CAREERS CORNER

YIOTA SKITINI NICOLAIDES

# THE FUTURE OF CAREERS IN A CHANGING WORLD

**Psychology and Social Sciences**
Understanding human behavior, communication, and relationships is increasingly important in a complex world. These fields are expanding in both corporate and healthcare environments.

The most secure future careers will likely combine technical understanding with strong human skills. Students who develop adaptability, communication, emotional intelligence, and a willingness to learn continuously will be well prepared.

**Growth Beyond the Classroom**
Education does not end at graduation. Lifelong learning is becoming essential. The most successful individuals are those who remain curious, open-minded, and willing to improve.
Students should focus not only on what they study, but also on how they grow as individuals. Integrity, kindness, perseverance, and responsibility are qualities that shape success just as much as academic achievement.

As a school community, our responsibility is not only to prepare students for exams, but to prepare them for life. We must remind them that uncertainty is normal, failure is part of growth, and dreams are worth pursuing.

The future may be evolving, but one truth remains constant: education provides the tools to navigate change with confidence.

To every student reading this: believe in your potential. Allow yourself to explore. Accept mistakes as stepping stones. Seek guidance when needed. Work with dedication. And above all, never give up on your dreams. Your journey is just beginning, and your education is the bridge that will carry you towards the life you are capable of building.



# CAREERS CORNER

YIOTA SKITINI NICOLAIDES

# UNLOCKING THE POWER OF LEARNING

## A Journey Towards Academic Success

Effective studying isn't merely about logging hours with a textbook: it's about mastering the art of learning itself. Through a curated curriculum of seminars and workshops, students are empowered to:

- cultivate a positive attitude towards education and goal-setting
- harness the power of self-confidence and self-awareness
- cultivate discipline and mitigate distractions
- embrace diverse learning styles
- strategise study time effectively, focusing on quality over quantity
- prepare adeptly for examinations and academic challenges

**At American Academy Private School, we've forged a partnership dedicated to nurturing academic excellence. Through state-of-the-art career guidance assessments, we endeavour to unveil the latent potential within each student, charting a course towards professional fulfillment.**

**Moreover, our commitment extends beyond the confines of the classroom. Through internships and mentorship programs, we provide students with real-world insights and experiential learning opportunities, catalysing their metamorphosis into industry leaders of tomorrow.**



# CAREERS CORNER

YIOTA SKITINI NICOLAIDES

# UNLOCKING THE POWER OF LEARNING

## A Journey Towards Academic Success

In the realm of education, the greatest challenge often isn't the complexity of the subject matter but, rather, the approach to learning itself. Being immersed in the academia for over two decades both as a lecturer and as the Head of the International Office, has enlightened me to a profound realisation: students frequently struggle not due to a lack of intellectual capacity but, rather, a deficiency in study skills.

The art of effective learning, it seems, is a skill seldom explicitly taught.
As an ardent advocate for transformative education, I've undertaken a personal crusade to revolutionise the learning landscape. My mission? To equip students with the tools to learn smarter, not harder. My aim is to instill in the younger generation a fervent enthusiasm for education, to illuminate the path towards personal growth, character refinement, and self-actualisation through continuous learning. **Education isn't merely about acquiring knowledge; it's about sculpting a better version of oneself.**

In my capacity as an Educational Mentor and a Careers Coach, I've delved deep into the labyrinthine corridors of the mind, unraveling the mysteries of memory retention and cognitive optimisation. Guiding students through the maze of career choices, I endeavour to illuminate the path towards self-discovery and fulfillment.

Indeed, the decision moment, choosing one's future vocation is a watershed moment, one that reverberates across every facet of life. It's a decision that warrants meticulous deliberation from the outset. With my seasoned guidance, I am confident in steering students towards a future brimming with promise and purpose.



# CAREERS CORNER

YIOTA SKITINI NICOLAIDES

# UNLOCKING THE POWER OF LEARNING

## Notable Achievements

I am proud to spotlight the remarkable achievements of our students, whose dedication and diligence have borne fruit in the form of prestigious academic pursuits and coveted internship placements:

**Yulia Georgiou** secured an internship at Autolus Therapeutics in London, a leading biopharmaceutical company.
**Alexa Prokhorova** embarked on an internship journey with AVVA Pharmaceuticals, specialising in genetics.
**Victoria Despina Antoniou and Despina Isabella Asimakopoulou: s**elected for internship position at Deloitte, a global leader in consulting and advisory services.
**Sanad Thalji:** commissioned for an internship opportunity at Marine Care, contributing to environmental conservation efforts.
**Myria Koulla:** Dentistry at Kalia Theodorou, which specialises in periodontics and implantology.

Additionally, I am thrilled to announce the successful applications made by our graduates to esteemed universities worldwide, including, but not limited to institutions in the UK, USA, Canada, Australia, Austria, Belgium, Switzerland, France, Germany, Hungary, the Netherlands, Lithuania, Latvia, Spain, Cyprus, and Dubai.

As we stand on the precipice of a new academic year, I am emboldened by the prospect of charting new horizons and unlocking untapped potentials. Together, let us embark on a journey of discovery where the pursuit of knowledge transcends boundaries and transforms lives.

Yiota Skitini Nicolaides
Careers Guidance Counselor
Educational Mentor and Careers Coach



# KEY CLUB








As the Key Club Ambassador working alongside our students, I feel incredibly proud of the compassion, initiative, and sense of responsibility they have shown throughout this year. Key Club is not just a charity group — it is a space where students learn to care for others, take action, and make a meaningful difference in their community.

This year, we began with **Breast Cancer Awareness Month**, supporting Europa Donna Cyprus through a student-led merchandise sale. We also organised a **Dog Sanctuary Walk** in support of Robert's Sanctuary, collecting food, medicine, blankets, and toys for rescued animals.

During the Christmas period, students visited a local **elderly care home** to sing carols and spread festive joy, and organised food collection for **families in need**. Additional initiatives included a **school uniform resale programme**, a **beach clean-up**, and a **tree-planting activity**, all led with enthusiasm and teamwork.



It has been inspiring to watch students take ownership of these initiatives, support one another, and show genuine empathy. As Key Club continues to grow, so does our shared commitment to service, leadership, and making a positive impact on the world around us.

Klea Frixou, Head of English Department





# ARTS DEPARTMENT

## LIONS' INTERNATIONAL PEACE POSTER CONTEST



Our school proudly participated in the **Lions' International Peace Poster Contest**, a global initiative that encourages young people aged 11–13 to express their vision of peace through art, and has so for nearly four decades.

This meaningful competition invites students from around the world to creatively explore the theme, promote understanding, empathy, and global awareness.

**1ST** ANASTASIA NIKOLAOU

**2ND** NICOLE LOUKIA PARPA

**3RD** MILENA HASTELL

We are especially proud that these three students were selected for their outstanding artwork representing their thoughtful interpretation of Peace.



# 40 YEARS OF ACADEMIC EXCELLENCE & CREATIVITY

ART EXHIBITION



The following section showcases the creatiity of our students.





We are proud to share their achievements as part of our school's legacy that continues to inspire and thrive.











Celebrating 40 years of educational excellence is also a celebration of the students whose energy and enthusiasm bring our school to life. This section from the Arts Department showcases the creativity, hard work and growing expertise of our students.







# ART EXHIBITION

## STUDENTS' AWARDS



### CLASS 1

MILENA HASTELL
AGNI PATSALOU
LILY WEIZMAN
ANNA ERSHOVA
ANASTASIA NIKOLAOU
EVA TIMING



### CLASS 3

VERA ARMYACH
KIRK FARASHIAN
ESTER SHTERNLIB
VASILISA ROMANYUK
ANDJELA NAIC
VLADYSLAVA GUNKO
YIQIAO SUN
VARVARA SIRBU

### CLASS 2

SOLOMIA TYMKIV
ARTEM GUKUN
OLIVIA ELLINA
MARIA KRAPIVKO
ANASTASIA KOROLKOVA
KAMILA USTINOVIC
DARIA KONSTANTINOVA







### CLASS 5

EKATERINA SOROKINA
SOFIJA FOGTA

### CLASS 4

SOLOMIIA CHYCHYRKINA
ELEANA ANTONIOU

### CLASS 6

LEYLI KERBABAEVA
ELIZAVETA SLEZHUK
ULIANA MATAFONOVA
YELIZAVETA LEUSENKO





### CLASS 7

ANTONIA AKINFIEVA
SOFIA OPANASIUK
ULIANA BUCHKO
RAYAN EL ZEYN

40 years of excellence deserve to be celebrated with the voices, ideas and achievements at centre stage.

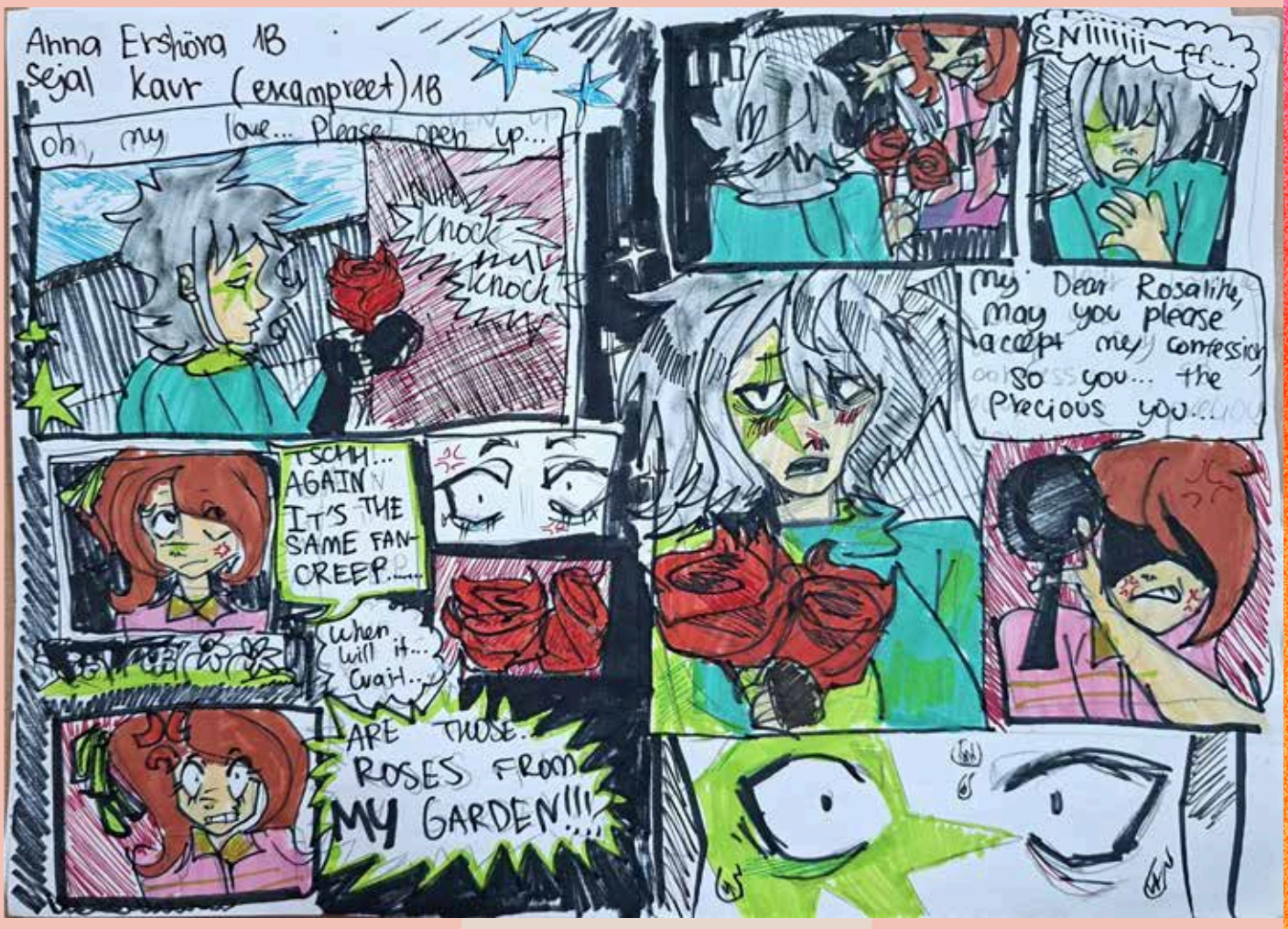
# DRAMA



Abigail Shternlib Class 2B
"The Shipwreck"

These samples highlight the talent and dedication that flourish within our classrooms every day.

Anna Ershova and Sejal Kaur Class 1B
Romeo and Juliet



# BUSINESS DEPARTMENT

**The Business Escape Challenge** is an interactive, team-based competition designed for high school students, typically hosted by the School of Business and Management at UCLAN, in collaboration with the Youth Board of Cyprus.





The event challenges students to "escape" from themed rooms by solving business-related puzzles, riddles, and games of logic- and do so within time constraints.





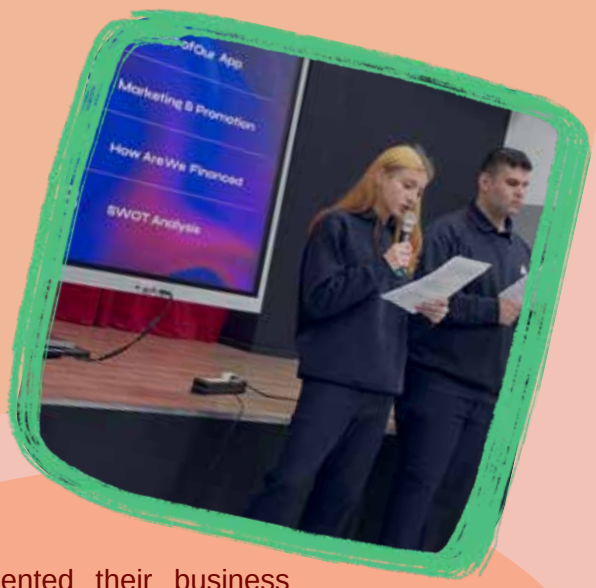


# BUSINESS PLAN PRESENTATIONS FOCUSED ON CULTURAL HERITAGE

## CLASSES 6 & 7

As we are celebrating 40 years of excellence, innovation, and achievement, we are proud to present a selection of outstanding work from the students of the Business Department. These samples reflect not only the talent and creativity of our students, but also the enduring tradition of high standards that has defined our school for four decades.






Students presented their business ideas based on the themes of innovation, creativity and cultural heritage. Their presentations were inspiring. Students demonstrated excellent teamwork and sheer passion for preserving and promoting cultural traditions.

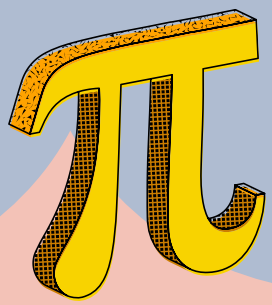




# MATHS DEPARTMENT

**Celebrating 40 years of Educational distinction.**

As we commemorate forty years of excellence, we proudly share these achievements of our Maths students as part of a legacy that continues to thrive and inspire.

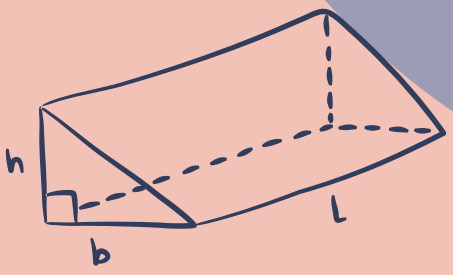




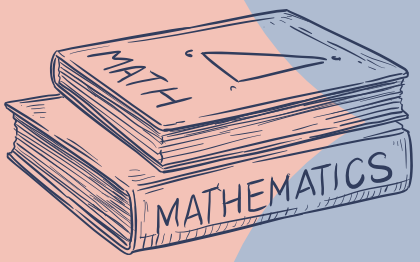
The year started off with **Online Simulated Maths Challenge** in November 2025. 92 students took part, and our school won 14 silver medals and 7 gold medals. 40 students took part in the **Kangourou Mathematics Competition** on the 21st March 2026.

10 students took part in the **Cyprus Mathematics Society Regional Olympiad** and one student progressed to the national round.

10 Students took part in the **Cyprus Mathematics Society National Olympiad** in April 2026. Results are pending.




$$V = \frac{1}{2}bhl$$




# OUR MATHS WITHOUT LIMITS CHAMPIONS

37 students took part in the **Mathematics without Limits International Olympiad** and of those 37, 17 will be invited to compete in the final round which will take place in Turkey, in October 2026.

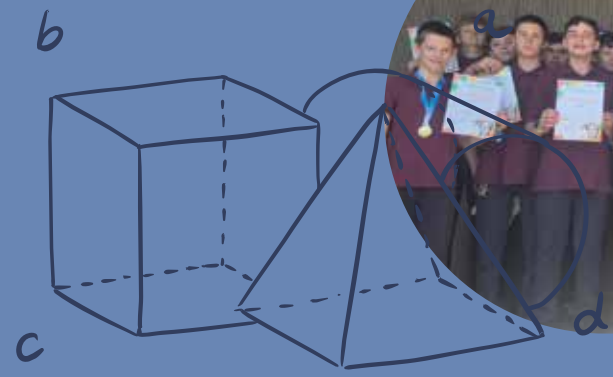








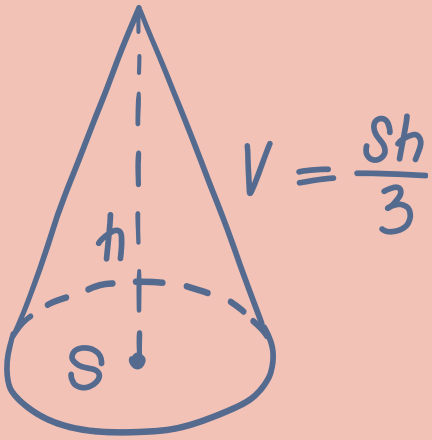




# KANGOUROU MATHEMATICS COMPETITION

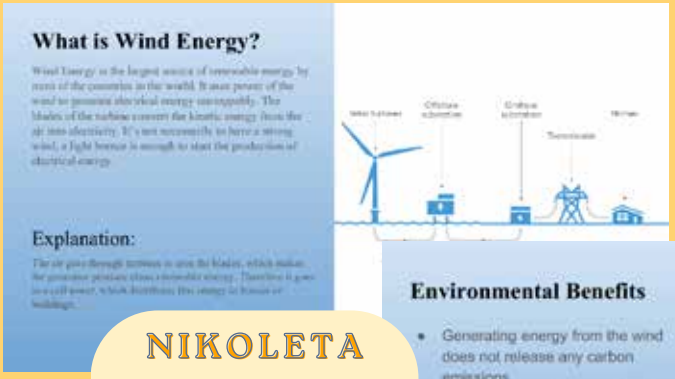



**our Kangourou competition champions**





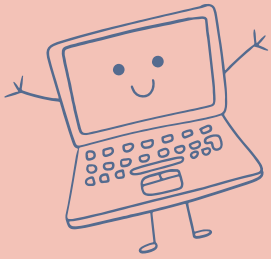

# ICT DEPARTMENT



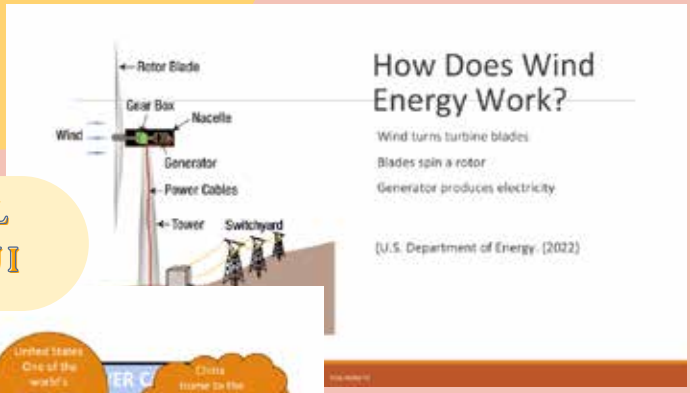

Our students got actively involved in a number of innovative projects. Showcased below is work of Nikoleta Arampantzi, Paul Rutui and Sofia Kyrychenko.




## NIKOLETA ARAMPANTZI

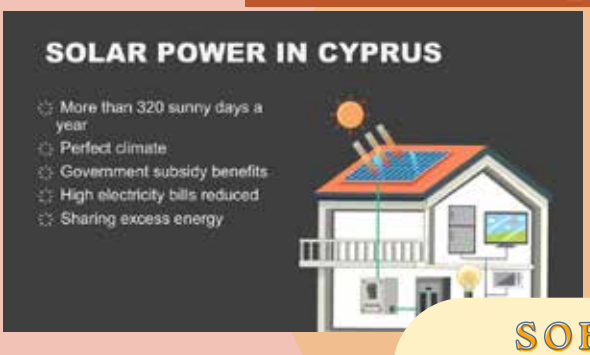


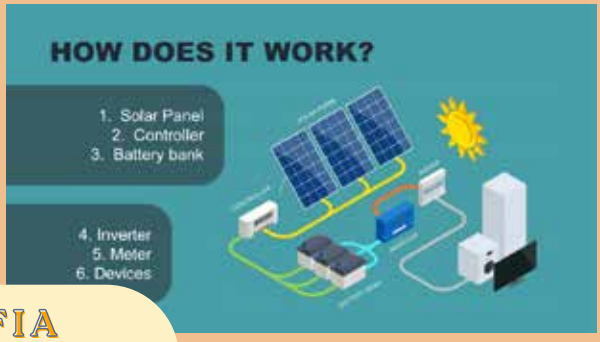
**Class 7** students presented projects on solar energy in their countries, combining research with visual communication.




## PAUL RUTUI



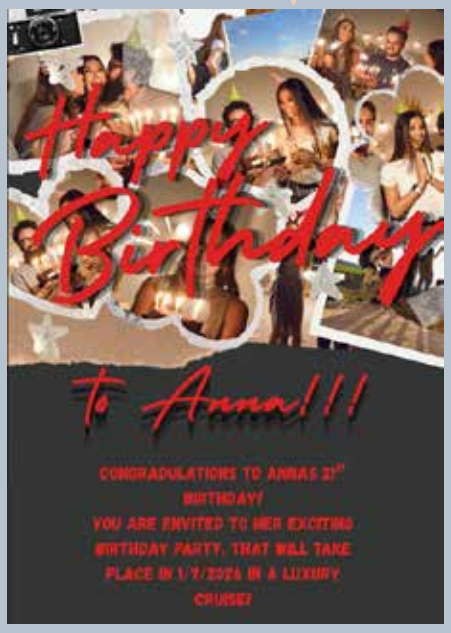




## SOFIA KYRYCHENKO

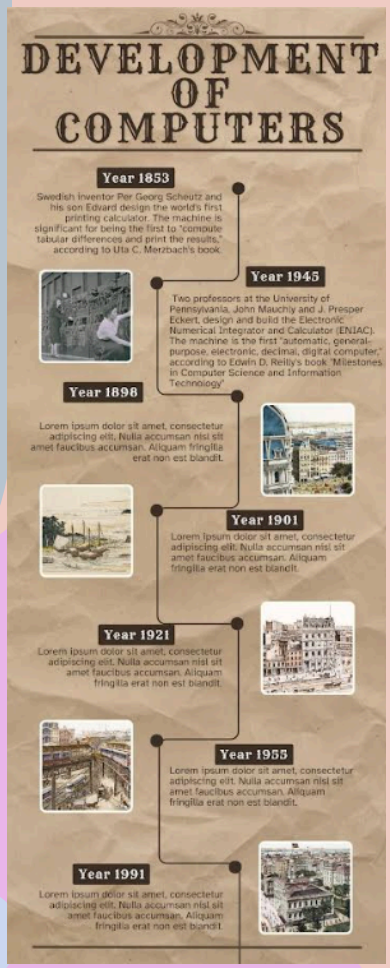
Students used data and comparison to show environmental changes. The project helped them develop analytical skills, critical thinking and the ability to produce clear digital presentations.

# CREATING INFOGRAPHICS WITH CANVA




KIRK FARASHIAN




THEODOROS CHARALAMPOUS

EKATERINA ZAKHAROVA

## ICT DESIGN PROJECT CLASS 3

students' Canva infographic designs created during their ICT lesson

As part of their ICT lesson, students explored the use of **Canva** to create creative and informative infographic designs. They learned how to combine text, images, colours, shapes, and use layout techniques to present information in a clear and attractive way. The students worked on different design topics, including the development of computers, the basic components of a computer system unit, and digital invitation designs. Through this activity, they improved their digital skills, creativity, and understanding of how visual communication can make information more engaging and easier to read.

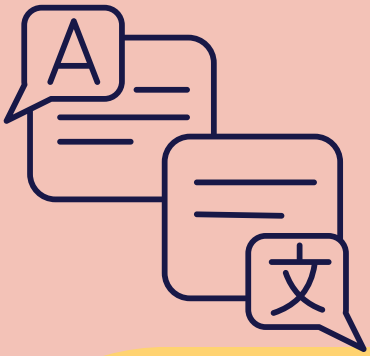
This project encouraged students to think like designers and use technology in a practical and meaningful way. Their final work shows creative effort, imagination, and a growing confidence in using digital tools for learning.

# ENGLISH DEPARMENT





**Forty years ago, our school began a journey of educational excellence that continues to flourish today. As our school reaches the remarkable milestone of its 40th anniversary, we take pride in showcasing the work and accomplishments of students in the English Department.**




This year, the English Department has continued to inspire a love for language, creativity, and critical thinking. Students took part in a range of competitions, including the **Heritage Competition, Kangourou, the Commonwealth Essay Competition, and the Lumiere Scholars Essay Competition**, showing enthusiasm and commitment to excellence.

As a department, we value collaboration and teamwork, working closely together to support both our students and one another. We look forward to continuing to encourage confident, thoughtful communicators in the year ahead.

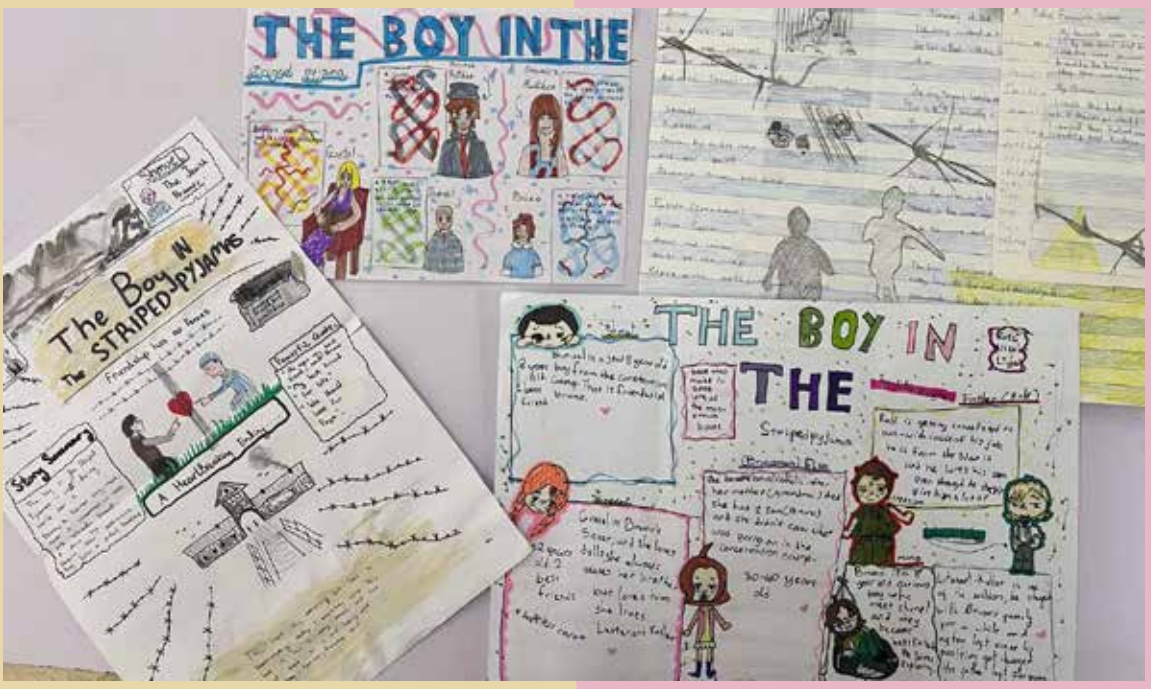
In the classroom, learning was brought to life through activities such as acting out scenes from texts, celebrating **World Book Day**, and helping students engage with literature in meaningful ways.

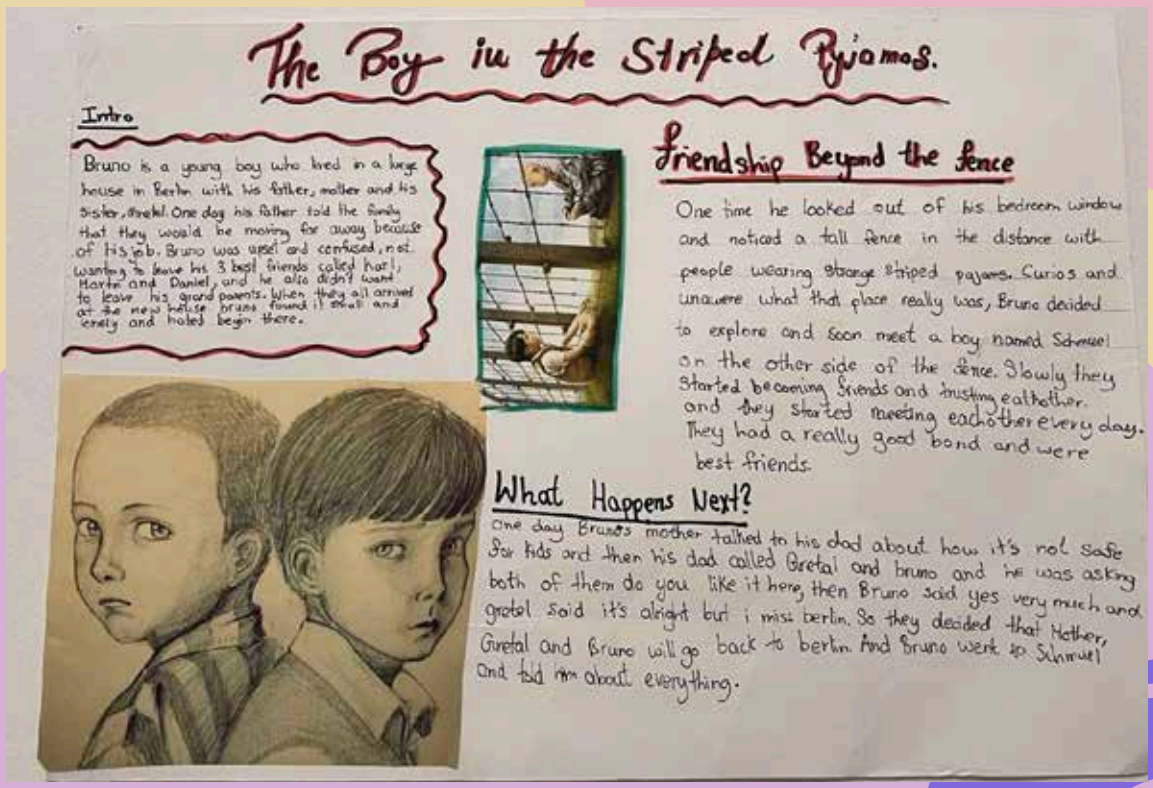
Klea Frixou
HOD of English



**Forty years of excellence deserve to be celebrated with the voices and creative ideas of our students.**

Our Class 1 students responded creatively to the book 'The Boy In The Striped Pyjamas', part of the English lesson curriculum and presented their work.



Our students achievements reflect the talent, creativity, and the spirit of discovery that contiue to define our school.

Our students' participated in a competition organized by THALES Foundation, a non-profit organization which aims at becoming one of the most dynamic educational organisations in the region. Every year, students from our school participate enthusiastically and many of them win awards for their performance.



The students who participated in the competition this year:

Artem Perekhozhev 1C
Vladislav Motorov 1C
Aniket Singh 3B
Daria Ionescu 3C (silver)
Roxana Ionescu 3C (gold)
Ira Singh2B
Anastasia Korolkova 2B
Arohi Apeksha Singh 1A (bronze)
Krisha Choudhary 1A (gold)
Beatriche Ganopolskaya 1A (gold)
Liudmila Chernova 2A
Christos Evangelou 1A
Michael Debs 2 (gold)
Nikolai Kolomeitcev (silver)






Not every contribution to this anniversary edition seeks eloquence. The essay that follows offers something equally valuable : an honest account of school life, told with refreshing simplicity and without pretence.

**Christopher St. Louis (Class 4) writes about his AA experience:**

American Academy is a fairly large private school west of Limassol centre. It is situated on the premises formerly belonging to the British military base. It is a convenient location, with bus stops only a few blocks away and shops not far off; many go there to chat and grab a snack after school.

The school itself has been operating since the early 80s, running an English curriculum, with books and uniforms resembling British ones. The school has a nice entrance, with ramps for those who may have trouble with the stairs. A beautiful avocado tree grows by the entrance. The building is welcoming, colourfully painted outside and inside.

The school boasts a theatre, a nice vast open playground, multiple bathrooms, and three floors with classrooms for every subject. It also offers lockers that you can rent to store all your heavy books. There is a canteen selling colas, sandwiches and burgers.

The school is very diverse, with children from every corner of the Earth, from Russia to South Africa and even, South America.

The school hosts Halloween parties, stages Christmas shows and plays, which encourage us to socialise, enjoy ourselves, and have fun. Our teachers are charismatic, clever, and caring - what I call the three ‘Cs.’ I find that having a teacher who truly engages you with the subject is hard to find these days. The school also offers extracurricular activities after school - completely free - letting you further explore the subjects you enjoy.

**My final thoughts: this school is great, I haven’t met anyone here who wished they had chosen another school. Most of all, our school makes learning fun - not in the way other schools advertise: it genuinely creates an environment for kids of any background to flourish.**




MILENA IUZVOVICH

SOLOMIIA CHYCHYRKINA &

# CLASS 4




ALEXANDER TSITELASHVILI

YEVA TYSCHENKO &

MILENA GOLOVANOVA




Class 4 students designed their own language learning apps to help users learn English in fun and effective ways. As part of the project, they also presented their ideas to attract potential investors, focusing on the apps' purpose, audience, features and unique qualities.

This activity helped them develop creativity, communication skills and confidence in using English.

# PHYSICAL EDUCATION

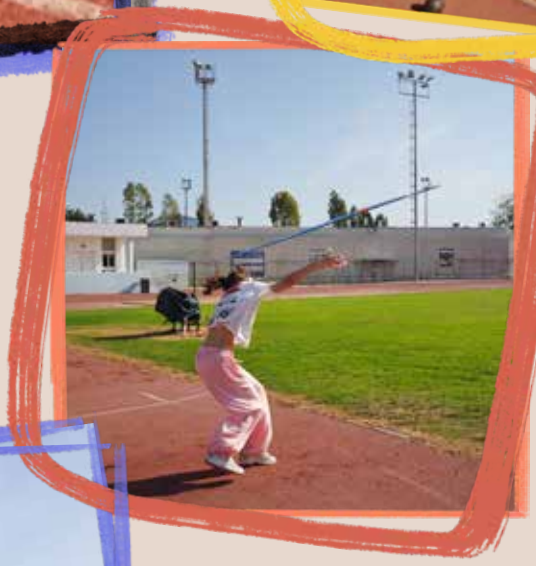
As our school reaches the remarkable milestrone of the 40th anniversary, we take pride in showcasing the work of our PE Department. The following snapshots taken during our annual **Sports Day** reflect the vibrant spirit that has helped shape our school community across four successful decades.





## SPORTS DAY











# SCIENCE DEPARTMENT



This special anniversary edition offers a wonderful opportunity to highlight the dedication and achievements of our students. As we commemorate 40 years of excellence, the Department of Science proudly presents snapshots from **our annual Science Fair.**







We invite you to enjoy these images that reflect passion and learning in action.



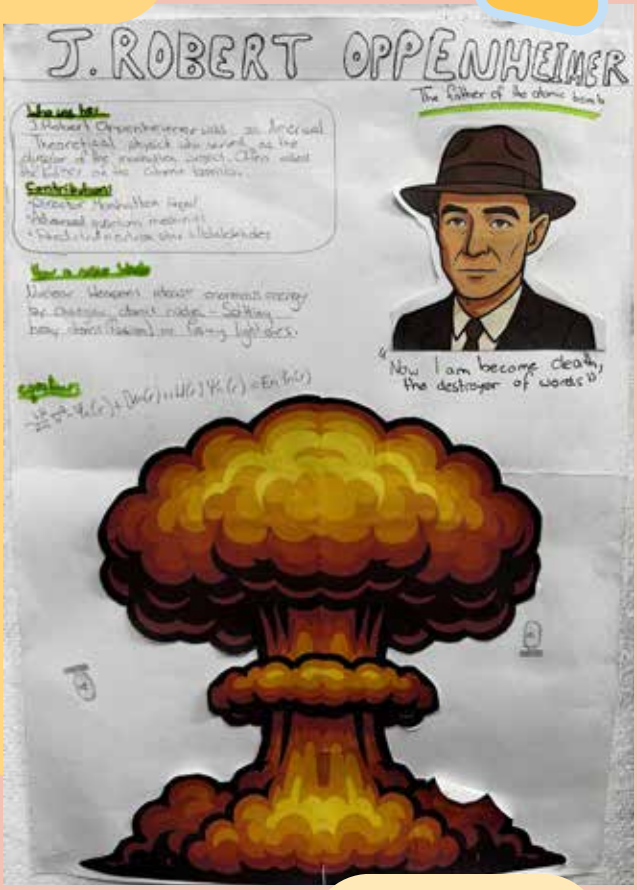


SCIENCE FAIR

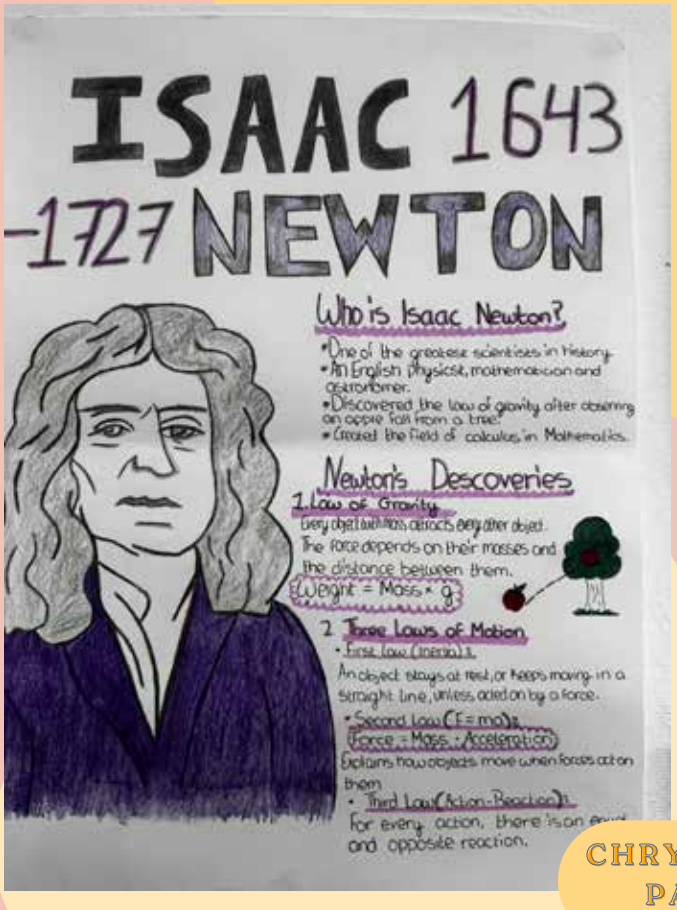
We are delighted to present samples of our students' work. These projects and creations honour a proud tradition of our school while demonstrating the promise and potential of the next generation of our students.



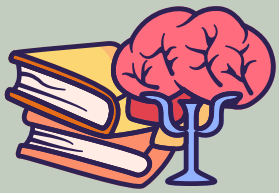

ANNA SABANOVA




MICHALIS COUDOUNARIS




CHRYSTALLA PAFITI



# PSYCHOLOGY

**What shapes the way we think, feel and connect with others? In this collection, Psychology students explore some of the most fascinating aspects of human behaviour and mental life. The excerpts featured here reflect the diversity of interests within the discipline, highlighting AA students' critical thinking, creativity, and passion for understanding people and society.**

## The "broken lens:" why we see the world differently

One reason people remember things differently is because of something called *schemas*. According to Jean Piaget, schemas are mental frameworks that help people understand the world. They are built from our past experiences and knowledge. Schemas help us organise information quickly but they can also change how we see things. People notice different things depending on their own expectations and experiences.

Memory is not a video recording. Frederic Bartlett suggested that memory is reconstructive. This means people rebuild memories when they try to remember something instead of replaying them exactly. The brain fills in missing details using previous knowledge and expectations. Two people can remember the same event differently.

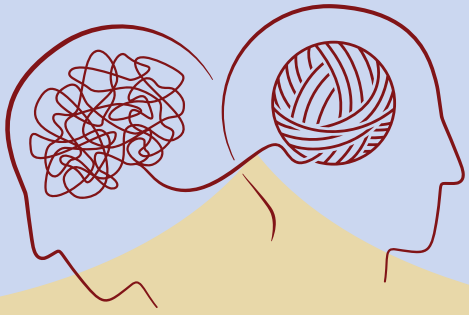
Emotions also strongly affect memory. Strong emotions like fear, stress and excitement may make people focus on certain details more than others. This means they might remember some parts clearly but forget other parts. Witnesses can sometimes give different descriptions of the same event.

As people grow up, their thinking skills change. Children and adults do not always understand situations in the same way because their brains are at different stages of development. According to Piaget, younger children might remember simple or obvious details while adults might understand the situation in a more complex way. People of different ages might remember the same event in different ways.

Mental health can also affect how someone sees and remembers the world. A person's emotional state can change how they experience reality. The brain itself also plays an important role in shaping memories.

In conclusion, our schemas, emotional development and mental state all influence how we see and remember things. The brain also plays an important role in how memories are formed. Because everyone has different experiences and ways of thinking, each person sees the world through their their own lens. This is why two people can witness the same event but still remember it in completely different ways.

Siena Steele Smith , *class 4D*





# PSYCHOLOGY

## The “broken lens”: why we see the world differently

Generational trauma leaves invisible scars that linger on. Parents, knowingly or not, form habits through their reactions. When a child is visibly upset, they often react with: “Stop overreacting’, or “Other people have it worse,” teaching them to suppress their emotions rather than process them. Over time, these experiences shape the child’s schemas: the child learns that their authority figures, the ones they are supposed to look up to, are not a safe space, but instead - a threat.

According to Piaget’s theory of cognitive development, children actively reconstruct their understanding through schemas. Someone raised on love, and another one on survival, see the world in a different way. Oftentimes, children who have grown up with emotionally inconsistent parents learn to notice even the slightest changes in tone, expression or body language. This can develop a coping mechanism: as the child learns early on that mistakes are punishable, so he/she tries to detect early signs of criticism to avoid punishment.

Bartlett (1932), in his War of Ghosts study, proposed that memory is an active process, not a perfect recording of events. He called it *active reconstruction*. This could explain why two people have different memories of the same incident. A child raised in a nurturing environment may recall a comment as helpful and feel encouraged to improve in the belief that mistakes are a part of learning. On the contrary, a child raised in an inconsistent environment may remember a comment as more harsh than it actually was because their schemas influence how they recall events.

Caspi et. al (2003) found that people with a certain variation of the 5-HTT gene are more sensitive to stressful life evets. Over time, repeated stress can increase the risk of developing depression, and a child raised in a harsh environment is more vulnerable to it, both genetically and environmentally.

Maritina Leonidou, *class 4A*





# PSYCHOLOGY

**A student chose to focus on the study of Psychology and what it entails.**

## The psychology “trap”: expectations vs reality

Psychology looks at how people think, feel and behave and it examines how factors like the brain, environment and social influences affect us. Psychology aims to explain why people act the way they do using scientific methods rather than guesswork. Most students expect it to be easy. Such expectations result from media influence. Media representations are simplified for entertainment purposes and rarely show the real nature of Psychology.

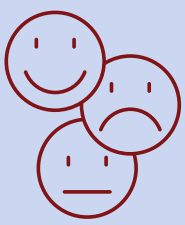
When students begin to study Psychology, they discover that it is much more science-based than they expected, and it includes learning about the brain, how our memory works, and they analyse different psychological problems people might go through. Students need to study case studies and research methods. Students who expected this subject to be more based on intuition or personal opinion may feel “trapped”.

Students also sometimes misunderstand how learning and memory work. Cognitive psychology shows that information needs to be properly repeated in order to be retained in long-term memory. Students who don’t, find the subject difficult and confusing. In reality, their difficulties stem from their wrong studying strategies, not the subject itself.

Mindset can also play an important role. According to Dweck’s theory, people can either have a fixed or a growth mindset. A person with a fixed mindset believes that they can not significantly improve their abilities and skills. Some students with a fixed mindset might assume that they are “not good” at the subject. Students with a growth mindset believe that they can improve with effort and practice. Such students are more likely to ask for help and change their revision strategies when the subject becomes challenging. Students with a growth mindset are most likely to improve over time.

In conclusion, Psychology is not a “trap”. Students may have unrealistic expectations. When they begin to study Psychology, they realise that it is not all fun and that the subject is based on research and solid evidence.

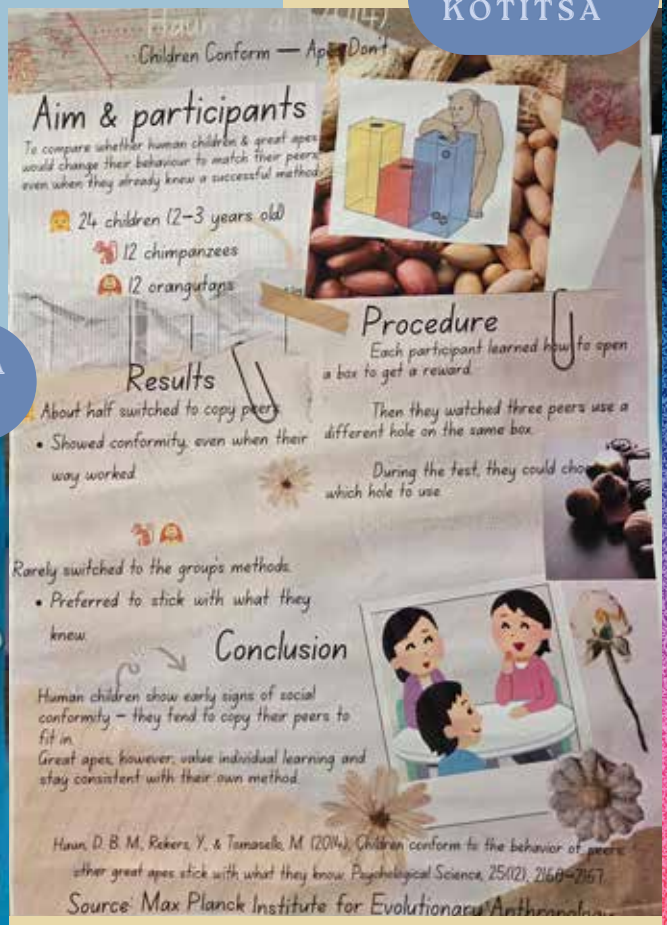
Nektaria Papanastasiou, *class 4D*



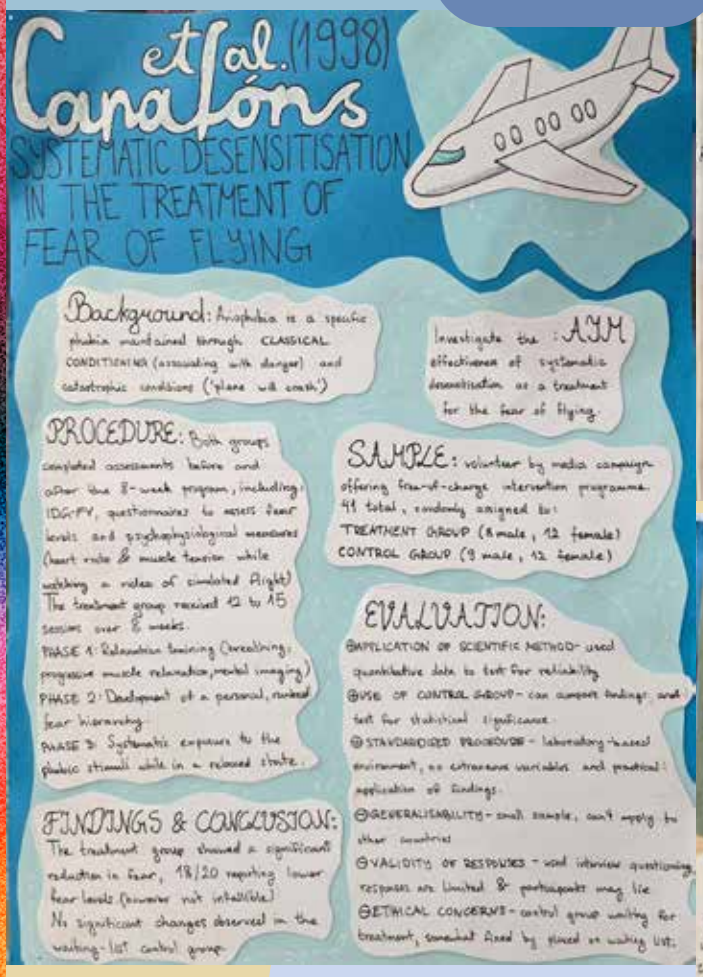
# PSYCHOLOGY

## CLASS 6
## PSYCHOLOGY

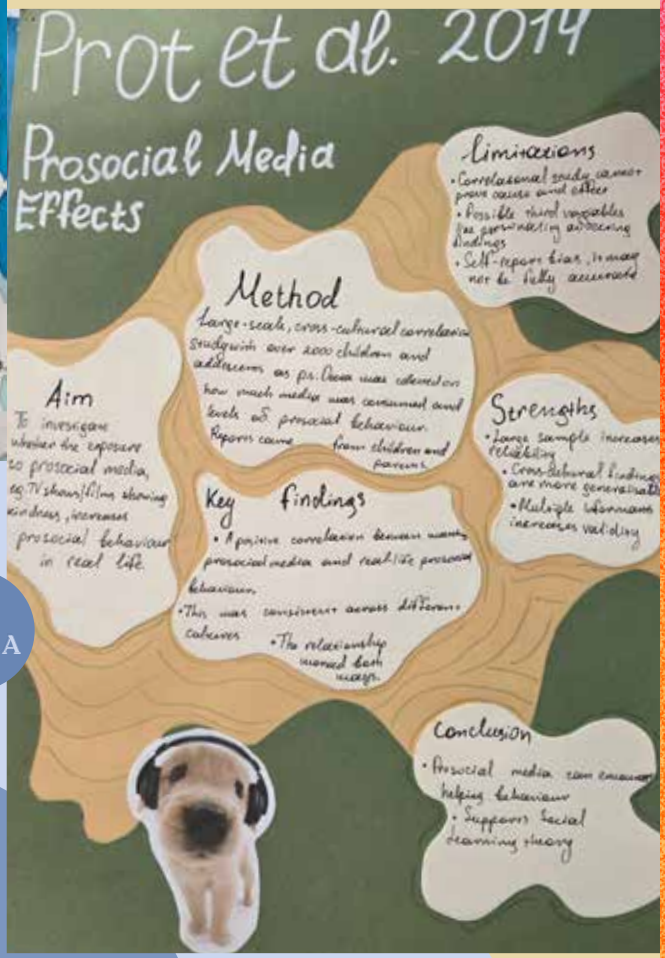
MARIA KOTITSA




MAGDALENA VELO



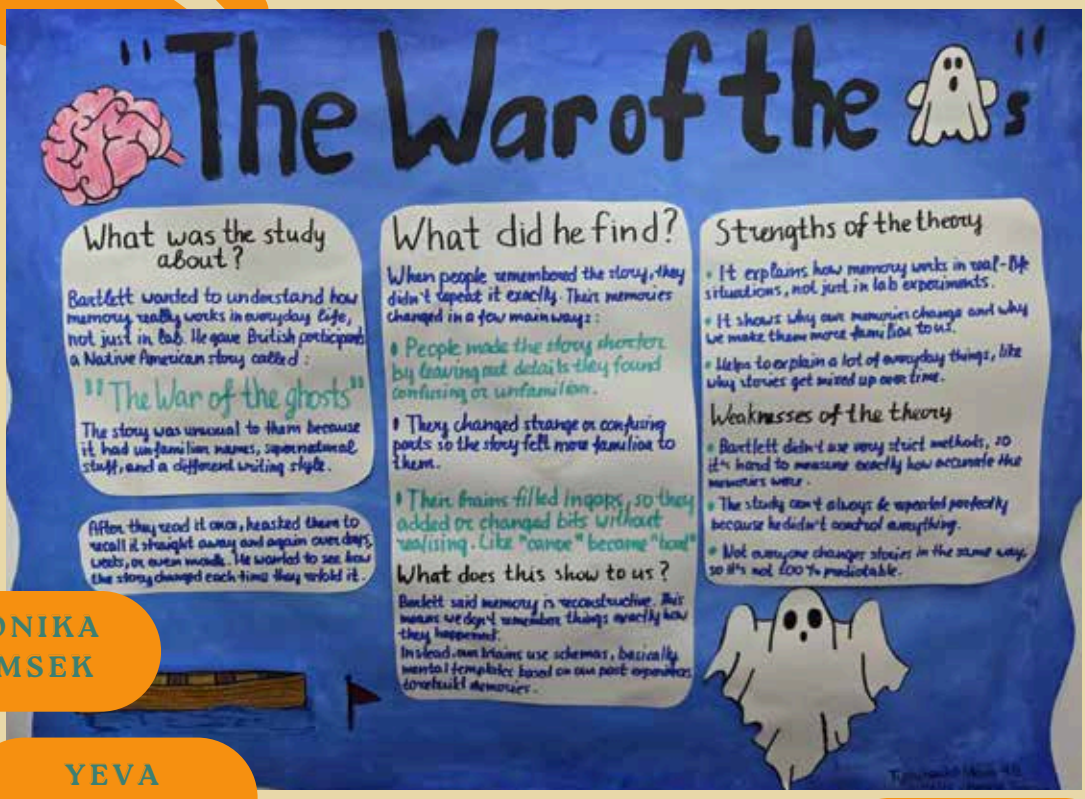

XENIA MILASHEVSKAIA



# PSYCHOLOGY

## PSYCHOLOGY GCSE

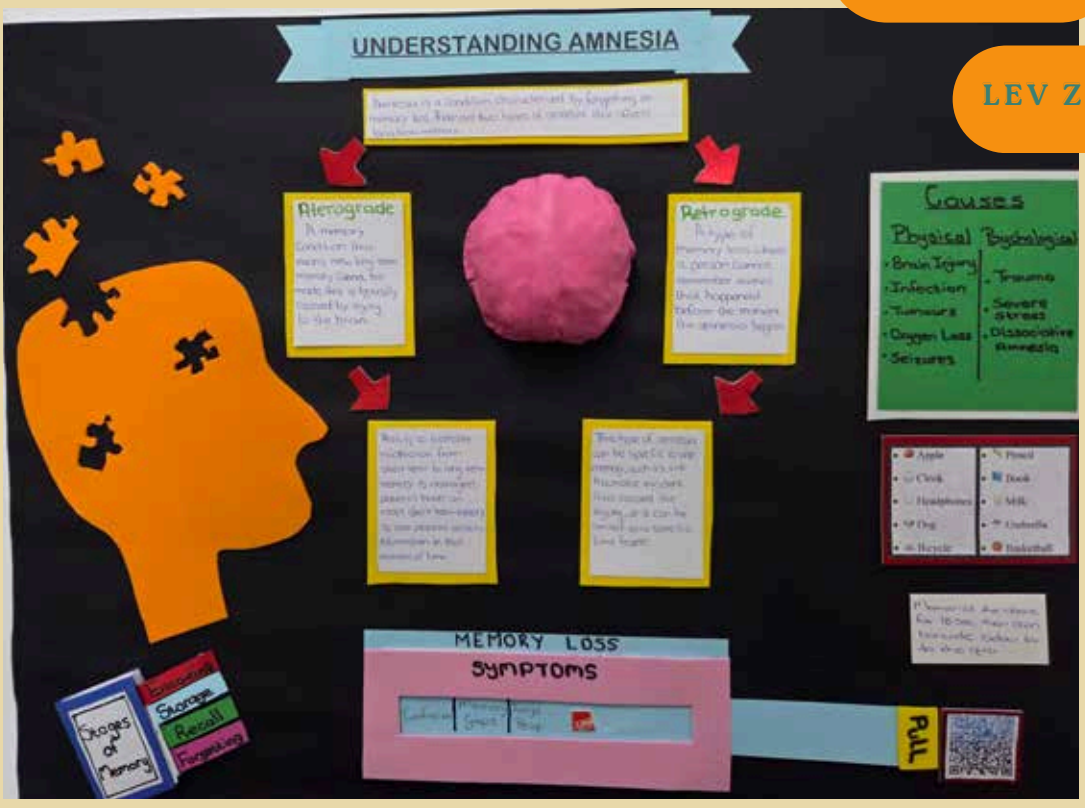
## CLASS 4




MONIKA SIMSEK

&

YEVA BARABASH




NATALIA COUDOUNARIS

&

LEV ZHILIN



# PHILOSOPHY

**The study of Philosophy invites us to examine the complexities of human thought and emotion. The following selection of student work showcases a range of perspectives and insights explored by our Philosophy students this year.**

**Marcus Aurelius** is truly an oddity: a Roman Emperor who is obsessed with philosophy. Alongside his place in history as one of Rome's "Five Good Emperors", he is also a stalwart of Stoic philosophy. His book of Stoic philosophy was his own diary, never meant to be published, which he penned at night after military campaigns or late-night meetings discussing policy.

*"In this world there is only one thing of real value, to pass our days in truth and justice, and yet be gracious to those who are false and unjust."*

This quote resonates because it defines virtue not as withdrawal from others, but as moral strength in the face of wrongdoing. Marcus Aurelius recognises that injustice and dishonesty are unavoidable. What matters is not eliminating them, but responding to them without becoming corrupted by them. He emphasises graciousness: self-control, compassion, and restraint, rather than revenge and bitterness. Marcus is reminding himself that reacting with cruelty only spreads injustice further. True strength lies in maintaining integrity while refusing to mirror the faults of others.

Despina Asimakopoulou, *class 7*

**Søren Kierkegaard** is regarded as the father of the Existentialist Movement, adhering to the idea that we are born in an uncaring universe and that our primary aim is to find meaning for ourselves. This is known as the 'I' at the center of Truth. No discovery of Truth can happen without understanding our own inclinations. For students of class 7 especially, all of us about to leave behind secondary education and embark on a journey into a brave new world of young adulthood, Kierkegaard resonates in a special way.

The statement "Truth is subjectivity," famously associated with Kierkegaard (in "Concluding Unscientific Postscript") is often simplified into crude relativism. In reality, it is more nuanced. Kierkegaard contrasts objective propositions - what can be demonstrated or argued in public - with the inward appropriation that constitutes a life. You may be able to demonstrate propositions about religion, but the existential question is whether those propositions have a real impact in your life. Truth as Subjectivity, then, is not the denial of objective facts; it is the claim that certain essential human values - meaning, faith, commitment - are actualised only when applied inwardly and passionately.

Alexandros Sofokleous, *class 7*



# PHILOSOPHY

**Epicurus** is often misrepresented as giving us a philosophy based purely on pleasure. This is false. His focus on pleasure aims at organising what is enjoyable in life into a hierarchy. Some pleasures are worth it, others yield a “negative return” in the long run: that makes them forbidden. Epicureanism is not a hedonistic lifestyle it is very austere, at times.

Epicureanism brilliantly divides needs into three types: natural and necessary; natural but not necessary; unnatural and unnecessary.

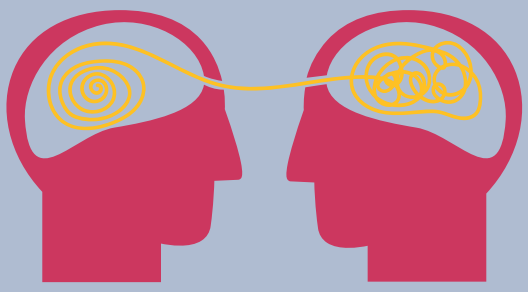
The first type includes all our physical needs, such as the need for food and water, warmth, and good health. It is completely natural and normal for us to want these needs to be met, and we should satisfy them as well as possible.

Under no circumstances should we limit ourselves to our physical needs for the sake of “enlightenment”. According to the Epicureans, this works in exactly the opposite way, and we can only move on to the next stage after satisfying the needs of the previous level - much like Maslow’s pyramid, right? Until you go to the toilet, you won’t be able to compose elegant poetry.

The second type includes needs that still originate from our bodies but are not essential for survival. These include sex and reproduction, as well as body care, and perhaps even protection from inclement weather. We should also satisfy these needs, until the point when satisfying them may do more harm than good. We must ensure that these needs are not disguised desires of the third type, which are the most insidious.

The needs of a third type, are unnatural to human beings, like desires for wealth, fame, power and vanity. These desires should not be satisfied, as satisfying them will do more harm than good. Such desires will never be fully satisfied, but will only become greater and greater.
You may think that such desires do not apply to you, but take a closer look. Let’s say, you are walking around town and you want to eat - this is a normal, natural need. But you go into an expensive restaurant, sit by the window so that you can be seen from the street, and order a luxurious dish. You are still satisfying your desire to eat, yes, but at the same time you are trying to meet the bottomless desire for fame. This desire is unnatural and unnecessary.

Varvara Semashko, class 6



# FROM STUDENTS TO TEACHERS

## INTERVIEW

by Elizaveta Slezhuk (class 6)

### YIOTA SKITINI
### CAREERS GUIDANCE COUNSELOR
### EDUCATIONAL MENTOR AND CAREERS COACH

***Did you ever imagine, as a student, that you would return here as a teacher?*** Nope, never crossed my mind!

***How has the school changed since you were a student? What feels the same?*** It has changed drastically and, no, it does not feel the same! Now we have soooo many students, whereas back then the whole school had a total of 250 students. We all knew each other and were close. We didn't have phones back then, so we had no choice but to hang out and do *'pellares.'*

***How does your experience as a former student affect the way you teach today?*** It actually brings in more passion - because it feels like home.

***What challenges do students face today that didn't exist when you were at school?*** Social interaction, for sure. And also bullying and peer pressure to fit in.

***If you could give your younger student self one piece of advice, what would it be?*** I would try to keep away from social media and make the best of every day!



GRADUATE OF 1997



# FROM STUDENTS TO TEACHERS

## INTERVIEW

by Elizaveta Slezhuk (class 6)

### CONSTANTINOS STYLIANOUDIS
### PE TEACHER

***Did you ever imagine, as a student, that you would return here as a teacher?*** As a student, I didn't plan on becoming a teacher - let alone be here now!

***Who was the teacher that influenced you the most, and how did they shape your path?*** It would have to be Mr. Elias Kamaratos, not only for what he taught me in class, but all the life lessons and endless discussions we had. The "avalanche theory" is something I still carry with me today.

***How do current students compare to your generation?*** It's a completely different world now. We came to school for our friends. Students now don't see that. It's all about technology for them now.

***What values did you gain here as a student that you now try to pass on?*** This is a family school. The social life that this school provides is second to none. The trips, the competitions and all the events are so important in shaping who you are.

***What does this school mean to you now, after experiencing it both as a student and as a teacher?*** This school feels like home to me. Coming here to work every day is something I truly enjoy and value very highly.



**GRADUATE OF 2005**



# FROM STUDENTS TO TEACHERS

## INTERVIEW

by Elizaveta Slezhuk (class 6)

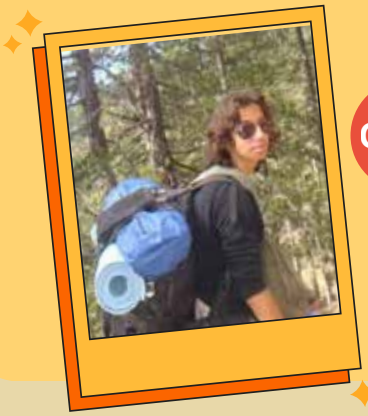
### RAFY PROCOPIOU
### HEAD OF ARTS

***Did you ever imagine, as a student, that you would return here as a teacher?*** Absolutely. Mostly during exams, I used to look at teachers and think 'One day I, too, shall turn coffee, chaos and questionable brushstrokes into something called 'creative expression'.

***What values did you gain here as a student that you now try to pass on?*** Patience. I try to pass that on to students: be curious rather than afraid, keep experimenting - even when it feels messy, and give yourself permission to not get it "right" immediately.

***If you could give your younger student self one piece of advice, what would it be?*** The work you think is 'not good enough' right now is actually where most of your learning is happening - it is part of the process.

***What does this school mean to you now, after experiencing it both as a student and as a teacher?*** It feels more personal now: not just a place I once belonged to, but a place I am helping to shape.



GRADUATE OF 2010



# AA TEACHERS

## INTERVIEW

**by Sofiia Fozyekosh (class 4)**

### YIANNAKIS TITTIRIS
### LIAISON OFFICER & DOE

***Which one moment in your teaching career has stayed with you the most, and why has it had such a lasting impact?*** I remember when I was teaching Religious Education to classes 1-5: the desire and the hunger to learn more about God, and about life after death.

***How has AA changed since you first joined, and what has remained the same at its core?*** I started teaching in 1988. The school was small then. Now, with the large number of students, the desire of our school management is to care and excel in education.

***In what ways have students changed over the years, and what has surprised you the most about those changes?*** Technology, the use of computers, mobile phones, no social time.

***Is there something you used to believe about teaching that you have since changed your mind about?*** I believe the moral values that the Scriptures teach are eternal values. No change at all.

***Can you share a student interaction that changed the way you teach or how you see your role as an educator? I***nteractive boards, technology and the use of computers, speed.



# AA TEACHERS

## INTERVIEW

**by Sofiia Fozyekosh (class 4)**

### HARRIS CHRISTODOULOU
### HEAD OF ICT & MATHS

***Which one moment in your teaching career has stayed with you the most, and why has it had such a lasting impact?*** Moments that have stayed with me were seeing struggling students finally gain confidence and realise they were capable of success. Parents being happy and thankful.

***How has AA changed since you first joined, and what has remained the same at its core?*** AA has changed a lot through technology, teaching methods, and student needs, but its core has always remained the same: supporting students as people first.

***What is something you used to believe about teaching that you have since changed your mind about?*** When I first started teaching, I believed I had to have complete control of every lesson. Over time, I learned that the best learning often happens when students are motivated and given more choice and flexibility.

***Can you describe a moment when you felt especially proud to be a teacher at our school?*** I felt especially proud during a school event where one my students got the highest external IGCSE grade in Cyprus. It showed me the academic strength of our school.

***If you could give one piece of advice to teachers just starting their careers today, what would it be?*** I would tell new teachers to focus on building relationships before worrying about perfection. Students may forget lessons, but they will always remember how you made them feel.



# AA TEACHERS

## INTERVIEW

**by Sofiia Fozyekosh (class 4)**

### JASON STAINER
### LOWER SCHOOL PASTORAL & SCIENCE TEACHER

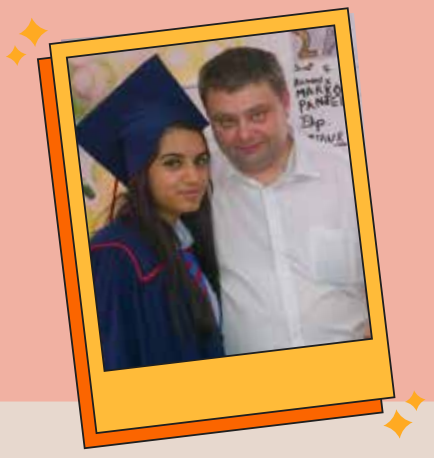
***Which one moment in your teaching career has stayed with you the most, and why has it had such a lasting impact?*** To be honest, after 30 years of teaching, much of it Pastoral, there isn't just one moment.

***How has AA changed since you first joined, and what has remained the same at its core?*** The biggest change has been the size of the school. Student numbers have increased massively. What has remained the same and, if I'm to be honest, the reason why I'm still here is the general ethos of the school. The American Academy has, in my opinion, the strongest pastoral system in the city. We try to look after our students, look out for them and get the best from them that we can.

***In what ways have students changed over the years, and what has surprised you the most about those changes?*** I don't think students have changed. Society has changed. Students are still suffering the consequences of the Covid lockdown, which has affected the way they socialise.

***Can you share a student interaction that changed the way you teach and how you see your role as an educator?*** None specific, no. Again, I've been doing this a long time! But I do feel that where a lot of adults go wrong with teenagers is that they don't listen to them enough. To work successfully with adolescents you need a two-way dialogue. Students have told me many things that changed the way I did things at the time, even if by making me realise just how important we can be to them, and how vital it is to get interactions right for that reason.

***Can you describe a moment when you felt especially proud to be a teacher at our school?*** Every year, at graduation!



# STAFF MEMBERS

**Past and present, our teachers share one lasting mission: to educate, inspire and transform lives. Their passion has been the foundation of our school's success for four remarkable decades.**

## OUR STAFF - 1990-1991



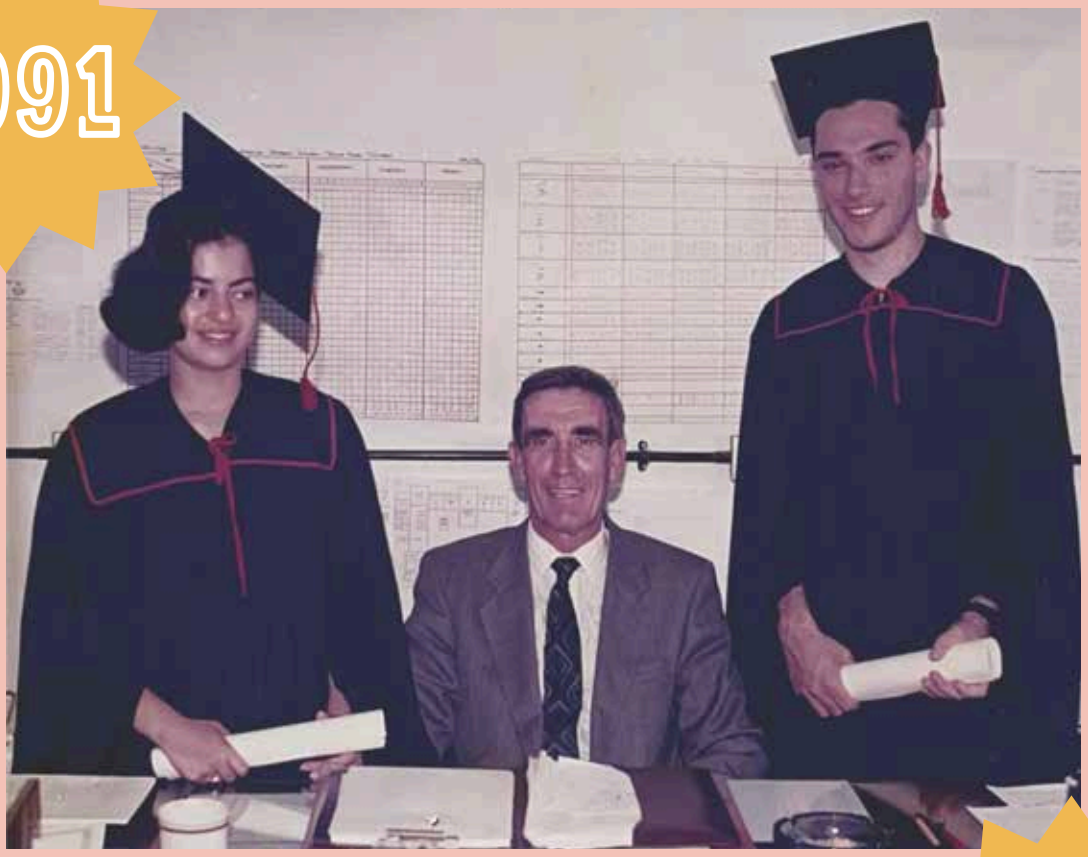
## OUR STAFF - 2025-2026



# OUR GRADUATES

**40 years of graduates, countless stories of success. Every class has added a new chapter to our school's proud legacy, carrying its values into the wider world.**

## 1991



## 2026




40
YEARS
AMERICAN ACADEMY LIMASSOL