



SECONDARY BULLETIN

TERM ONE: VOLUME FIVE

OCT
01
2021



www.nairobiacademy.or.ke



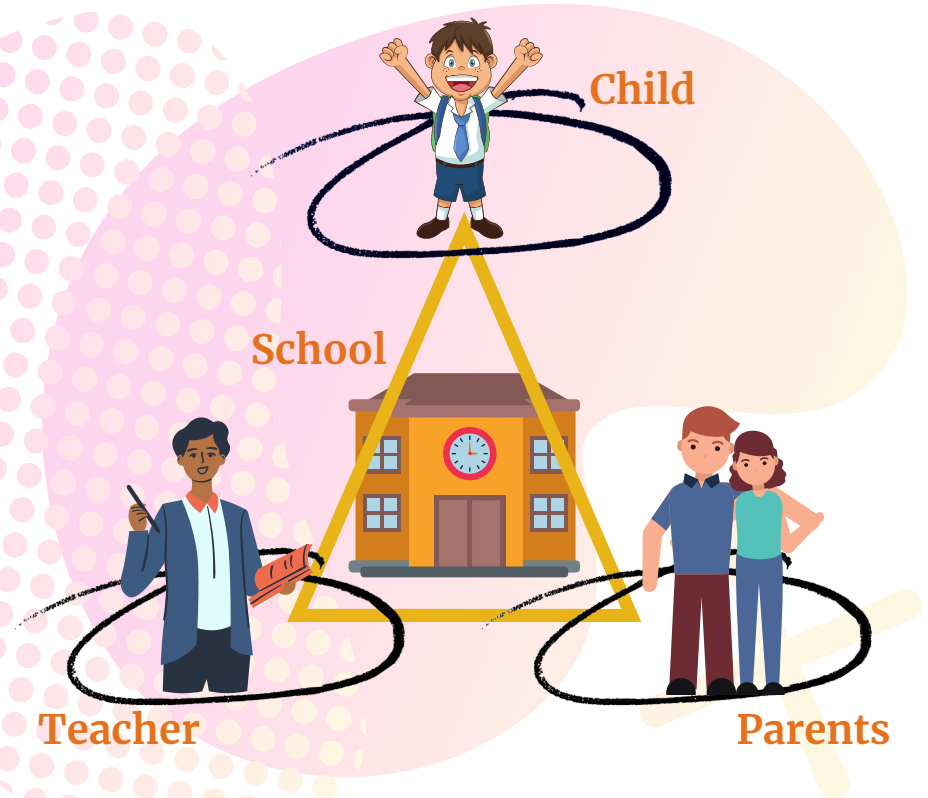
[nairobi_academy](https://www.instagram.com/nairobi_academy)

BEHAVIOR & WELLBEING



YEAR 9 PTC: COLLECTIVE RESPONSIBILITY

Collective responsibility of behavior and wellbeing.



Behavior and success

- A well balanced student behavior – Higher achievement in
 - Academics
 - Sports
 - Life generally

Appeal to Parents

- Support the child;
 - Physically
 - Emotionally
 - Socially and otherwise.
- Be friends with your children to know their preferences.

Academic Updates

- Teachers are working at clearing the syllabus before then.
 - Check point exams will be done by end of term two.
- We appeal for your support.

Mrs. Abedeen

DRILLS AND THRILLS



On the 28 of September, the school had its practice fire drill which was used to prepare for future predicaments.

Firstly, the bell rang at around 8 am and we all gathered and formed a straight line. We walked calmly towards the basketball court , and getting into our positions we all stood some-what quietly waiting for instructions for Mr Musee. Afterwards we were told the procedures for what we were meant to do in case of a fire. E.g we were told to evacuate calmly and in a calm manner and slowly proceeded to the tennis court for further instructions.

Teachers were meant to check the attendance list and make sure that everyone was there and if not to go look for them. After attendance was checked we were told more rules and regulations by Mr Stiffin. Later after everything had been stated we slowly went row by row starting with the year 8s back to class in a straight line. I found the fire drill to be inciting and very important and could have been more interesting. Personally, I found it really insightful and informative.

Karyn Ombisi Year 9



The fire drill was just like any other, although I think it was the first one we've had since coming back from quarantine. We took 9 minutes to get to the assembly point and take registration, which is more than what we were to take; 5 minutes. I think one of the reasons for this was that we all used one entrance to the tennis court so it took a long for us to get in there and also there was a bit of disorganisation. In future fire drills or actual fires hopefully we would be able to take a shorter time.

Patricia Makau Year 9



The fire drill was surprisingly fun because it was my first fire drill at Nairobi academy. We all lined up ,and we instructed to be silent as we went to the tennis court. I loved that it was so organised as teachers were seeing if we were all there. I am extremely happy it was just a drill. Unfortunately we took more than 5 minutes and that was really sad.

Aryanna Orawo Year 8

The fire drill in my experience went smoothly, there was very little commotion. Once we heard the bell, we all dropped what we were doing, made a line and headed to the netball court and took registration.

Mary Wambui Year 12

TUCK SHOP



THE TUCK SHOP

The tuck shop has been an eye opener for me not only as a person but also as one of the students at school. As one of the members of the board it gave me good experience on how businesses work in the outside world, and through the day to day interactions with other students as we sell it has come to be one of my favourite spots at the school premises.

Aida Juma BTEC

The tuck shop is an innovative way to make money in school and it's like a mini hologram of what business is like in the world. I like the way it's run and the fact that it actually makes profits entices me. Seeing my classmates running it and gaining profits gives me an insight of how the business world operates which I think is a great venture.

Joel Ndung'u BTEC



The tuck shop has amazing things to offer to everyone in school, and helps the child who forget their break to buy the food that is there. My personal experience with the tuck shop has been good so far, the service from the students who work the tuck shop has always been great and I love how there is always a wide variety of snacks to choose from.

Natasha mkundi Year 11

Working in the tuck shop comes with its fair share of thrills and spills. It is exciting to work alongside my peers, setting up the stall, buying and even making the food itself is very uplifting during a hard school year. Seeing the students and sometimes teachers smile with joy after eating the food that we're serving to them brings immeasurable happiness to those who sell the food, and we feel proud making sure people get food in the school.

On the other side of the tuck shop, people wait anxiously to eat the delicious food that is being served and we hope that by the time it is our turn buy all the food is not sold out. Everyone rushes to line just so they can get the food as warm as possible and it sometimes feels like the most intense part of the day.

Sagnik Banerjea Year 13



KWAMBOXING



Sheila Kwamboka

On the 1st of October, Sheila "Kwambox" Kwamboka graced us with her presence here at the school. As a radio presenter, a TV personality, a journalist and someone well versed in the media fraternity, she was able to deliver quite a moving and relatable speech the young minds.

She spoke on a lot of poignant things. Poignant enough to develop and whole book. But to say the least, she was able highlight matters of resilience and how that impacts and forms one's identity. In a world where everyone wants to put you down and tell you who you are, Sheila was able to give the students hope by encouraging them and letting them know that the choice to determine who you are truly rests in one's hands.



The students were affirmed in their ability to stand for themselves and not allowing themselves to be put down by the negative comments of the people around them. One of her memorable quotes was, "Coming in and coming out of guaranteed. What happens in between is up to you".

"Kwamboxing", a name derived from her second name 'Kwamboka', symbolizes her attitude towards life. Having come from a background where she had to deal with a lot of criticism by teachers because of her personality, she learnt really early to 'punch' her way through tough situations.

Hence Kwamboxing is a name that she has adopted with utmost seriousness for it reminds her everyday that she has the ability to box away the hard challenges that come around.

KAPOW! Is the metaphorical punching sound that she makes as she destroys every challenge that gets in her way.

Mr. Curtis J. W



Sheila Kwamboka gave a very uplifting speech in the assembly today. I gained a lot from listening to her, most significantly the fact that we need to be ourselves. We should strive to be our normal selves in an ever changing world. Even after high school, when entering into the brutal world we shouldn't mould ourselves into a completely different person. The world should accept us as we are, whether they like it or not.

Ben Karioki Year 11

Headteacher's Remarks



THE ESSENCE OF RESPECT:

R - Recognize that everyone matters
E - Empathy: listen and connect
S - Self monitor, think before you act
P - Personal space: give a little room
E - Earn trust through your actions
C - Celebrate others and their success
T - Treat everyone as an equal



MANAGEBAC

Are you missing out on the most proficient tool in terms of the school's management? Parents, teachers and students are already enjoying the ease of communication and record keeping offered by Managebac. We highly recommend and that those who have not yet gotten onto the bandwagon, to do so at your earliest opportunity so as to enjoy the benefits that many in the school are already enjoying.

PASS- Pupil Attitude to Self and School Online Survey for all Year Groups to be conducted on Monday, 4th October 2021 at KSh 500

CAT4- Cognitive Assessment Test 4 Baseline Testing for Year 7, 10, 12 to be conducted on Tuesday, 5th October 2021 at KSh 2,500

LIPA NA M-PESA

PAYBILL NUMBER

542542

ACCOUNT NUMBER

00281

Safaricom
M-PESA

FOCUS FOR 2021/2022

CULTURE OF HIGH ACADEMIC ACHIEVEMENT



FOCUS OBJECTIVE

To create and sustain a culture of exceedingly effective individuals who are dedicated to high academic achievement. The objective shall use the following framework.

- Collective responsibility on behaviour, wellbeing.
- Learner Independence, Efficacy, Agency.
- Effective Pedagogy, Quality Assurance.
- Peer Tutoring Assessment
- Feedback to Parents, Learners
- Marking with Feedback
- Data Use: Tracking Monitoring

