



# SECONDARY BULLETIN

TERM TWO: VOLUME SIX

**FEB  
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The Nairobi Academy



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# PSYCHOSOCIAL SUPPORT, STRATHMORE VISIT & FORM TRIPS

The first half of the term has seen a positive outlook in the psychosocial support of the student body. We have successfully incorporated a system that ensures all our clients are mentally well taken care of. We have the privilege of having trained psychologists who offer weekly morning sessions in counselling.

The sessions are guided by the psychologists and are usually tailor made to the needs of the specific year group. For example the senior most class, Year 13 have been tackling the curious topic of transition from school to university.

This was very important to our learners because for most of them, being around parents and guardians 24/7 is all they know. The session was active with students contributing on varied ways they intend to learn self-independence.

The psychologist are also available for one on one counselling on need to basis.

We are soon rolling out the peer – counselling programme. It will entail training some students to offer light psychosocial support to their peers. The importance of this is to foster cohesiveness, trust and wellbeing amongst the students.

**Ms. Rachel Maleche**

Our visit to Strathmore University was quite informative. We got to know more about universities in our homeland as well as familiarize ourself with the environment. The university itself is quiet, pretty and peaceful. Everyone we met was friendly and open to tell us more about it. It was a pleasant experience that I definitely recommend for anyone interested in the next years intake!

**Aseel Agabein, Year 13**

More balanced students are more productive students. Often, class work takes precedence over everything else in student's lives. Students today might even argue that a school-life balance is often more difficult to attain due to increasing demands placed on young people to achieve. Their desire to succeed academically can push them to set aside their own well-being. Creating a harmonious school-life balance is critical, though, to improve not only their physical, emotional and mental well-being, but it's also important for their future. The concept of having a school-life balance refers to maintaining an equilibrium between one's academic and personal responsibilities.

As a result the students through the help of the administration have organized several form trips.

The Year 12s are to go to Diani and Kisite Mpunguti. The Year 13s are also to go to Diani and Kisite Mpunguti, though on different dates and also different times. An all-inclusive accommodation has been arranged for the Year 12s at the Baobab Hotel, while the Year 13s will be at Neptune Village Resort. They can enjoy the many activities that the hotel has to offer. The next day they will have an excursion to Kisite Mpunguti.

There they will have a change to interact with the marine life. Lunch will be provided at the island and the students will have an opportunity to swim with the dolphins.

We believe that the trip will give the students a chance to improve their mental well-being, bond with their peers, and even improve their physical well-being. We wish them the very best the opportunity has to offer.

**Mr. Paul Aloo**





# MID-TERM EXAMS

From Friday 4th Feb, to Thursday 10th Feb, the Year 8s, 9s, 10s and 12s had midterm exams. I felt like this particular exam week had gone by incredibly quickly, which is a good thing, since we all had form trips to look forward to at the end of the week. Hopefully we all get the grades we are hoping for.

**Betty Karioki, Year 9**

Before our one week break for midterm we had 15 exams. I had a tough time in the history exam and I wasn't able to finish it, my favourite exam that we had was Physics and Mathematics. I scored well in my cat papers and I think I did well in the exams. This term I will try my best to push forward and get good grades. Overall exams are usually threatening but if you work hard and pursue your goals you will get it.

**Makayla Nyasimi, Year 8**

My experience for midterm exams was full of different emotions. There was great tension but I was apprehensive. Since I was away for two weeks, I missed a lot in school and I had to catch up with everything. Yes it was stressing for me but I didn't give up. I failed in some subjects but had a positive mind. I worked smarter and harder. Since I dedicated my time for revision, it went smoothly and my teachers were impressed.

**Tocara Mutinda, Year 8**

The mid-term examination week was quite a helter-skelter, bustling around in preparation for our exams. To be honest, the papers were good and I'm looking forward to performing well. I'll ensure I have a good balance during this break between my studies and leisure.

**Samantha Kamuri Year 12**

The midterm exam was challenging but manageable. I did two papers per subject, having practicals for sciences and two mathematics papers. I started studying in advance and this helped me with the examinations, as well as my teachers' support. The material tested was mostly from this term, so it was not too much content, except for mathematics where we had a paper from last term's work which took a lot of time revising for but was good practise.

**Mayuri Chudasama, Year 12**

The midterm exams were a bit tough. But I proceeded with caution. I took my time and revised for each of my exams. I think it's fun taking challenges such as the exams. It gives me a feeling of joy to overcome challenges. Even though some of the exams were tough I enjoyed doing the exams at the end.

**Abdirahman, Year 12**

This week's mid-term exams were definitely nerve-wrecking as we were all required to work hard and to stay dedicated in order to meet our own goals and expectations as set in the parent teacher consultations. Although it was a little bit wearing, it was still a great way to keep us all on our toes and to prepare us for the many more exams ahead.

**Rayaan Hirsi, Year 10**





# MID-TERM EXAMS

From as early as the beginning of February, the secondary school students – excluding the year 11s and 13s – sat their mid-term examinations. In the case of us year 10s, our exams began on the 4th and ended on the 10th of February. In time for a well-intended hike.

During that week, students oscillated between feelings of excitement, calm, indifference, denial, and acceptance. The levels of determination and the efforts to maintain composure were evident. It was especially difficult receiving some results early, - a sort of roulette - as they could be demoralising or contrarily a motivational boost. Likewise, there were certain exams, or at least one in each student's collection, that would alleviate the stress and anticipation, due to their simplicity.

The exams were not necessarily overwhelming, but there was clear dissatisfaction as they began almost immediately after our Continuous Assessment Tests, which make up around 30% of the grade. They are a good safety net when gauging strengths and weaknesses but as they contribute to roughly 4 exam seasons per term. It's overkill.

There were several topics we were charged with internalising. Some even spanning back as far as last year. Personally, I felt underprepared for a few of my exams, and I hope to do better in the second half of term. As for my class, I'm increasingly proud that we've made continuous improvements and maintained our performance.

**Akweh Rowa, Year 10**

This term's Mid Term examinations week was stressful like all the others. While some exams seemed as if they went well, others did not. The phrase in which I can describe this past week is 'Up to par'. A phrase meaning, 'At an expected or usual quality.' Not too bad but not all good. Most if not all exams called for details and focus but nonetheless, nothing was exactly terrible.

The worst part of doing exams isn't necessarily the stress you get minutes before the exam, but personally it is the over-thinking that happens after the exam. Questions such as, 'For this question the answer was x but I wrote y, I think I'll get this mark.....' or 'Oh no, I explained that question incorrectly...' so on and so forth. But it is only in understanding that we will learn from our mistakes that we really become calm again.

**Sali Maket, Year 9**

As most people would agree with me this term is flying by, when midterms came around it was very disorienting, it felt like the term had just begun. For those of us who did the MSMUN conference, we went straight out of the conference and into exams. It was quite the rollercoaster but a good opportunity to hone in on time management skills and self planning.

Certain exams were quite challenging as some teachers decided to include material from the previous term and year, so as to prepare for checkpoints. It was a nice surprise and really exercised our brains. Overall these mid term exams were good and I look forward to looking over the papers and correcting mistakes when we resume school. The hike in ngong hills was a nice way to destress from the week of exams as well!

**Patricia Makau, Year 9**





On Wednesday 9th February, Year 11 Students, Teachers and Parents did a very constructive post mock consultative meeting. The aim of the meeting was to allow the three stakeholders review the Mocks results , make necessary adjustments on the revision techniques and confirm with the External examination officer on examination entry requirements.

The meeting started with a few pointers by the Deputy Head Academic -Mr Simiyu ,Head teacher- Mr Karanja and External Examination officer-Ms Kioko.

The meeting was very helpful and an eye open to many parents on how they need to support they children to make the best from the remaining time.

Teachers had the opportunity to discuss with both the parents and students their expectations and the best strategies to use to revise.

Teachers have agreed to set a few days every week to help students through discussion groups.This will be communicated after half-term break.

As we approach the IGCSE season , we believe our students are well prepared and ready to handle the examination with confidence and attaining they best.

**Mr. Joseph Ngure**

This week we had our ptc which was very insightful for us because we were able to review our mock papers with our respective teachers and strategize for our IGCSE exams.

**Ashley muma, Year 11**





# HEADTEACHER'S REMARKS



**W**e come to the start of a busy half term week, with most students going on various Form Trips and Outdoor Pursuits.

We had a successful Mentorship Hike in Ngong Hills. This has given us a very encouraging Fitness Index as all the students and teachers were able to scale the seven torturous Ngong Hills within a good time. I celebrate every child who participated in this hike as this is a true testament to the fact that,

*"It is not the mountain we conquer but ourselves." – Edmund Hillary.*

We shall send the Half Term and the IGCSE MOCK assessment transcripts ahead of resuming for the second half of this term on Tuesday, 22nd February 2022. On this day, we shall kick off with the Senior Inter-house debate at 7:45am.

Kindly take note of the dates and times below for trips' departure and arrival. There are some changes in the dates for Year 9 and 10 trips.

## FORM TRIP SUMMARY

Year Group	Chaperones	Contact	Trip Dates/Time
Year 8	Esther Mbula Paul Kimani	0729 639134 0726 246 499	12-14 February 2022
Year 9	Rose Waithira Zipporah Muli Stiffin Ndungu	0780 764 939 0729 513 188 0726 360 767	13-16 February 2022
Year 10	Abedeen Andati Saul Simiyu	0725 426 196 0722 283 912	19-21 February 2022
Year 11	Mercy Lerionka Francis Luyayi	0724 218 863 0706 707 025	14-16 February 2022
Year 12	Rachel Maleche	0714 466 162	18-20 February 2022
Year 12/13 ODP	Thomas Muli Ann Njogu Kenneth Kipkoech	0722 304 881 0722 612 986	12-14 February 2022

We wish your children and all our teachers a restful half term, for all of us to resume ready, willing and able to learn and teach respectively.

Headteacher: Mr. John Karanja



## 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

