

Chronicles



The Cambridge High School

3 July 2026

Issue #05

Principal's Message



As we draw this academic year to a close, I reflect with immense pride and gratitude on all that our school community has achieved together. It has not been an easy year. The wider geopolitical situation has

presented challenges and uncertainty for many of us; however, in true Cambridge spirit, our community has demonstrated resilience, unity and unwavering determination. Despite the circumstances, we have not only continued forward, we have excelled!

Our students, as always, have made us exceptionally proud. They have shown perseverance in their learning, adaptability in the face of disruption, and commitment to excellence across all areas. Whether it has been in the classroom, on stage, on the sports field, or through leadership opportunities, they have embodied our values and truly represented what it means to 'Be a GEM'. Their achievements are not only measured in results, but in their character, kindness, and the way they have supported one another throughout the year.

Our parent community continues to go from strength to strength. Your partnership, encouragement, and trust have been instrumental in our continued success. The strong connection between home and school is one of our greatest assets, and I thank you for your ongoing engagement, feedback and unwavering support.

I would also like to take this opportunity to thank our exception teachers, support staff and admin team. Their dedication, professionalism, and care for our students has been nothing short of extraordinary. They have gone above and beyond to ensure every child feels safe, valued, and inspired to succeed. This year, more than ever, their commitment has made a lasting difference.

Looking ahead, we are incredibly excited about the year to come. We already have a number of ambitious and inspiring plans in place as we continue to grow, innovate and enhance the educational experience for every child. The future of our school is bright, and I look forward to sharing this journey with all of you.

To our students awaiting their examination results in August, I sincerely wish you the very best of luck. You deserve nothing less than success, and we are immensely proud of you already.

Finally, as we close the doors on this academic year, I wish each and every one of you a wonderful summer break. Cherish every moment, take time to rest and recharge, make beautiful memories with your loved ones, smile often, be happy, and above all, stay safe.

Thank you for being such an incredible community.

Kim Teakle-May
Principal

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Save the Dates!

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Prophet Muhammad PBUH Birthday

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Monday 14th December - Friday 1st January 2027
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Monday 4th January 2027
Academic Year 2026-27 Continues - Term 2
Students Return

Highlights!

This term, our school proudly presented Willy Wonka & the Chocolate Factory, a fun and exciting production that brought the beloved story to life on stage. The play followed the journey of Charlie Bucket, a kind-hearted child who wins a golden ticket and visits the magical chocolate factory of the mysterious Willy Wonka. Filled with colourful characters, lively performances, and plenty of laughter, the production was enjoyed by students, staff, and parents alike.

The success of the play was the result of two months of hard work and dedication from everyone involved. Under the direction of Sacha and Parvi and the production leadership of Athena and Srinandan, students committed themselves to perfecting every scene, song, and movement. Auditions were held to select the cast, followed by numerous rehearsals both in school and outside school to ensure the highest quality performance possible.

We would also like to extend our sincere thanks to Ms. Cony, Ms. Kim, our Principal and Mr. Mario, whose guidance and support played a huge role throughout the production process. Their encouragement helped the cast and crew grow in confidence and teamwork. The play was a wonderful experience for everyone involved and showcased the creativity, talent, and determination of our school community.



Early Years – FS2



Dear FS2 Parents,

What a wonderful and exciting time it has been in FS2!

We are incredibly proud of all our children for their fantastic participation in our End of Year Performances. They sang, danced, and performed with great confidence and enthusiasm, showcasing the skills they have developed throughout the year. Thank you for your support in helping them prepare for this special event.

This week, we also celebrated Science Week, where the children became young scientists! They enjoyed conducting a variety of fun and engaging science experiments, making predictions, observing changes, and discussing their findings. These hands on activities encouraged curiosity, creativity, and a love of learning.

We have had a wonderful year filled with growth, achievements, and memorable experiences. Thank you for your continued support and partnership throughout the year.

Kind regards,
Safa Omar
Director of EYFS





KS1 – Lower Primary

Dear Lower Primary,



I would like to take a moment to reflect on the many memorable experiences our Lower Primary students have enjoyed over the past week.

One of the highlights was our delightful FS and Year 1 Year-End Celebration. It was truly heartwarming to see our youngest learners confidently take to the stage, showcasing their talents, creativity, and enthusiasm.

We also enjoyed an inspiring Science Week, where our students embraced curiosity, innovation, and discovery.

As we prepare to celebrate the end of another successful academic year, I find myself reflecting on the many moments that make our school such a special place. One of the greatest joys of my role is walking through the corridors and seeing smiling faces, hearing laughter, and witnessing the genuine enthusiasm our Lower Primary students have for coming to school each day. Their happiness, confidence, and love of learning are a testament to the nurturing environment created by our staff, students, and families working together.

Kind regards,
Ms. Angela Matilla
Director of Key Stage 1



KS2 – Upper Primary



What a fantastic and eventful few weeks it has been in Upper Key Stage 2!

Firstly, we are incredibly proud to share that assessments are now complete. Our students have worked tirelessly, demonstrating resilience, determination and a true commitment to their learning. They have showcased their talents beautifully and should feel extremely proud of all they have achieved; just as proud as we are of them. We would also like to extend a heartfelt thank you to all parents for your continued support throughout this intensive period. Your encouragement at home truly makes a difference.

Science Week was an absolute highlight! Our students or should I say, our budding scientists; completely blew us away! They took the lead in delivering workshops across the school, confidently showcasing their innovative projects and impressive intellect. Their in-depth knowledge and ability to teach their peers new facts and skills was remarkable. It was inspiring to see them think so critically and creatively to produce such outstanding work.

We also enjoyed a wonderfully fun and creative Twin Day! Students embraced the opportunity to get imaginative, arriving at school dressed as twins in a variety of clever and entertaining ways. It was fantastic to see so much enthusiasm and school spirit.

Another major highlight was our end-of-year trip to Warner Bros. World. The trip was a huge success, with students thoroughly enjoying the exhilarating rides and exciting attractions the park has to offer. We were especially proud to receive high praise from Warner Bros. World staff regarding our students' behaviour. They were described as polite, respectful and a joy to be around; truly outstanding ambassadors for our school. It was a memorable day for everyone involved.

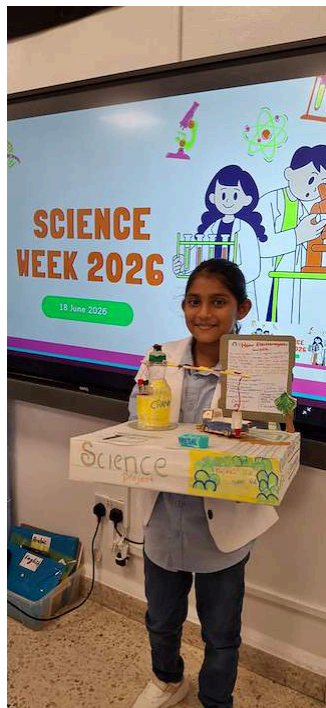
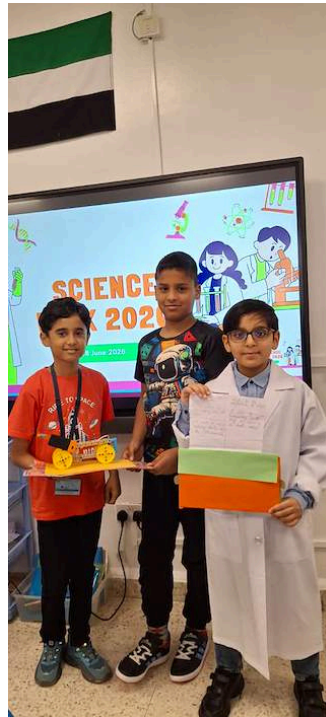
As we approach the end of the academic year, we are now focusing on wrapping up the curriculum and celebrating all that has been achieved. Our students have worked incredibly hard and thoroughly deserve a restful, fun-filled summer holiday before they embark on the next stage of their journey.

To those students who will be moving on to new schools or new opportunities, we wish you every success and happiness in your next chapter. Thank you for being such a valued part of the CHS family; you will be greatly missed.

To our returning students and families, we hope you enjoy a wonderful summer filled with laughter, relaxation and special time together. Whether you are travelling, exploring new activities, or simply enjoying time at home, we hope it is a season of making happy memories. We look forward to welcoming you back refreshed, re-energised and ready for another exciting year of learning ahead.

Wishing you all a safe and enjoyable summer break!

Kai Stone
Director of Upper KS2



KS3 – Lower Secondary



Dear Parents,

As we reach the end of this academic year, I want to take a moment to express my gratitude for your continued support and partnership. This year has been unlike any other.

We faced unexpected challenges, especially during our transition to online learning, and yet your children showed remarkable resilience every step of the way.

Adapting to virtual classrooms, new routines, and unfamiliar tools was not easy, but our students approached these changes with determination, flexibility, and a positive spirit. They learned to manage their time, communicate in new ways, and take greater ownership of their learning. Watching them grow through these challenges has been one of the most rewarding parts of the year.

I am incredibly proud of the progress each student has made—academically, socially, and emotionally. Their ability to adjust, stay engaged, and continue striving for excellence is a testament to their strength and support at home.



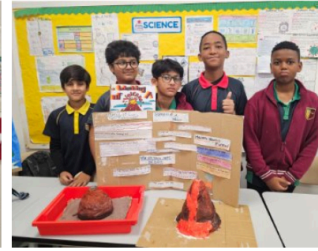
Thank you for your patience, encouragement, and collaboration throughout this journey. It truly made a difference. I look forward to seeing what next year brings and continuing our work together to support your child's success.

7B2



7B1

KS3 - Lower Secondary



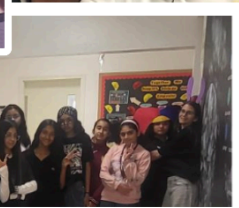
7B3



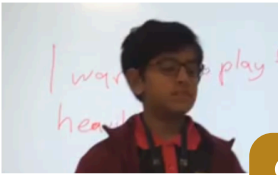
7G1



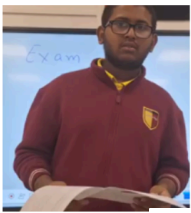
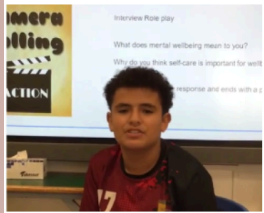
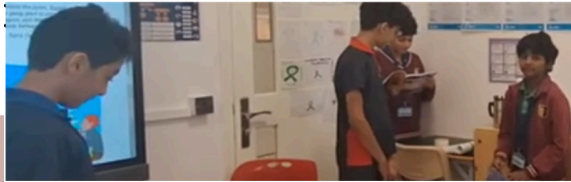
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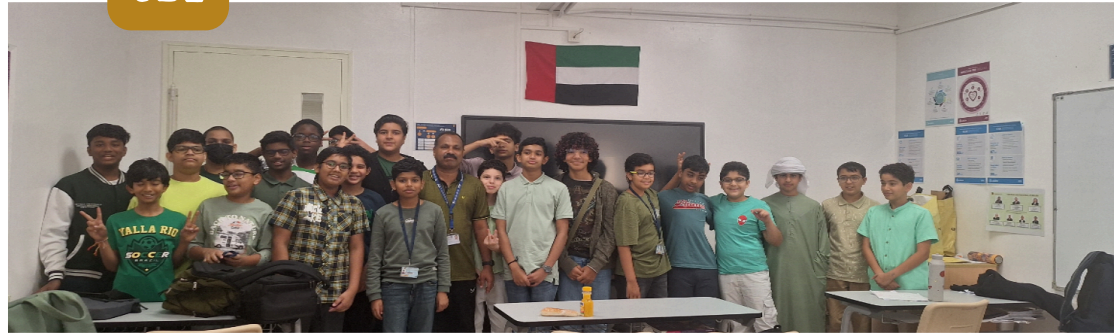
KS3 - Lower Secondary



8B1



8B2



8G1



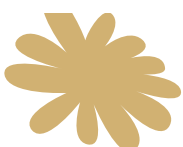
KS3 - Lower Secondary



8G2



8G3



KS3 - Lower Secondary



9B1



9B2

Goodbyes are not the end; they're just the beginning of a new journey. Thank you, 9B2.



KS3 - Lower Secondary



KS4 – Upper Secondary



It has been a very busy period for our Key Stage 4 students, filled with exciting opportunities, meaningful experiences, and well-deserved successes.

One of the highlights this term was Blue Day, which was a great success. The day not only brought our school community together but also played an important role in raising awareness about anti-bullying. Students showed a very mature approach to this topic, engaging in discussions that promoted kindness and inclusion across the school.



The Year 11 Work Experience Program has been a real highlight. Students have had the opportunity to explore a wide range of roles across the school, gaining insight into different environments. It has been wonderful to see such high levels of engagement and enthusiasm. Students have not only enjoyed this experience but have also developed a deeper appreciation of teaching and working.



Another memorable highlight was the trip to Bounce, which proved to be an outstanding success. Students thoroughly enjoyed the opportunity to unwind, relax, and connect outside the classroom, quite literally bouncing their worries away. They actively engaged in a range of interactive and competitive activities, including games with students from other schools, demonstrating excellent sportsmanship throughout.



We were especially proud to receive exceptional praise from the Bounce staff, who commended our students for their exemplary behaviour and positive attitudes — truly a stellar reflection of the school community.

As we approach the end of the academic year, we want to take a moment to recognise what has truly been a challenging yet successful year all. Despite the ups and downs, our students have shown resilience, determination, and growth. We are incredibly proud of all that they have achieved.



A huge congratulations to our students for their hard work and perseverance, and a sincere thank you to parents and guardians, for your continued support throughout the year.

We now wish everyone a well-deserved, restful break and look forward to welcoming you back for another successful year ahead.



All the best,
Key Stage 4 Team

KS5 – Sixth Form



As we come to the end of another extraordinary academic year, I find myself reflecting with immense pride and gratitude on the remarkable journey we have shared as a Sixth Form community. The 2025–2026 academic year has been one of growth, resilience, leadership, and achievement, and it has been a privilege to witness our students embrace every opportunity with enthusiasm and determination. Our students have consistently demonstrated that success is measured not only by academic results but also by character, compassion, and the willingness to make a positive impact. Whether preparing diligently for internal and external assessments, participating in enrichment programmes, mentoring younger students, or leading initiatives that strengthened our school community, they have represented the very best of GEMS Cambridge High School.



I would like to extend a special congratulations to our Year 13 students, who have navigated one of the most significant years of their educational journey with remarkable maturity. Balancing the demands of A Level and BTEC studies alongside university applications requires resilience, discipline, and dedication. From writing personal statements and preparing for interviews to securing offers from prestigious universities across the UK and around the world, they have shown unwavering commitment to achieving their aspirations. We are incredibly proud of every milestone they have reached.

This year has also been defined by the outstanding contribution of our Student Leadership Team. Their commitment to serving the school community, organising impactful initiatives, promoting student wellbeing, and fostering a culture of collaboration has left a lasting legacy. Their leadership has inspired their peers and strengthened the values that make our Sixth Form a truly supportive and vibrant learning environment.

Among the many memorable moments this year, Graduation Day 2026 and the heartfelt Guard of Honour will remain particularly special. These celebrations were more than ceremonies; they were powerful reminders of the friendships built, the challenges overcome, and the incredible journeys our students have undertaken. Seeing our graduates celebrated by their teachers, families, and fellow students was both emotional and inspiring, marking the end of one chapter and the beginning of another.

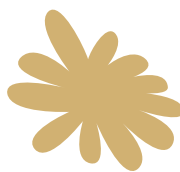
None of these achievements would have been possible without the unwavering support of our parents, dedicated staff, and school leadership. Your encouragement, trust, and partnership have played a vital role in nurturing our students and enabling them to flourish. Together, we have created an environment where young people are empowered to dream big, work hard, and realise their full potential.



To our graduating Class of 2026, remember that you will always remain a valued part of the GEMS Cambridge High School family. Carry forward the values you have learned, embrace every opportunity with confidence, and continue to lead with integrity, kindness, and purpose. We have every confidence that you will make meaningful contributions wherever your future takes you.

As we look ahead to another exciting year, let us celebrate all that we have accomplished together and cherish the memories we have created. Thank you for making this an unforgettable year. I wish all our students, parents, and colleagues a restful, safe, and joyful summer break, and I look forward to welcoming our returning students back for another year of excellence and opportunity.

Dr. Frithi Francis
Director of Sixth Form/IT



KS5 – Sixth Form: Graduation 25-26



The Year 13 Graduation Ceremony for the academic year 2025–2026 was a momentous occasion as we celebrated the achievements of 83 graduating students. The event marked not just the culmination of their school journey, but the beginning of a new and exciting chapter in their lives.



We were honored to have an esteemed panel of chief guests who graced the occasion with their inspiring presence and words of encouragement: Mr. Baz Nijjar, Senior Vice President of Innovation, AI & Futurism and Managing Director of Intelligence 360 at GEMS Education



A heartfelt thank you to our school leadership for their unwavering support and guidance –our Principal, Ms. Kimberly Teakle May ; Vice Principal Ms.Rukshana Ali, Assistant Principal Secondary, Mr. Ryan Howell; Assistant Principal Primary -Ms.Annemarie Beer our Sixth Form Director, Dr. Frithi Francis , Phase Leaders Ms.Cony Alphonso and Ms.Jelena Marijan , Directors of Subjects and all the staffs at CHS. Their dedication to student success and holistic development has been instrumental in shaping the bright futures of our graduates



Congratulations to the Class of 2026! We are proud of each one of you and wish you all the best in your future endeavors





أولياء الأمور الكرام،

شهدت مدرستنا خلال الفترة الماضية نشاطاً حافلاً بالتميز؛ تطبيقاً لِدَرْسِ "صِنَاعَةِ الكَعْكَةِ" الشَّيْقِ، عَاشَ طُلَّابُنَا تَجْرِبَةً مُمْتِعَةً؛ حَيْثُ تَحَوَّلَ دَرْسُ القِرَاءَةِ إِلَى تَطْبِيقِ عَمَلِيٍّ حَيٍّ.

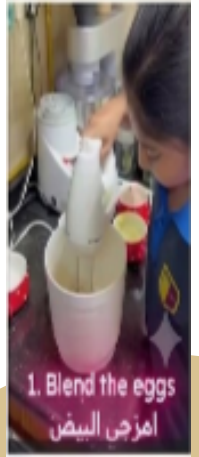
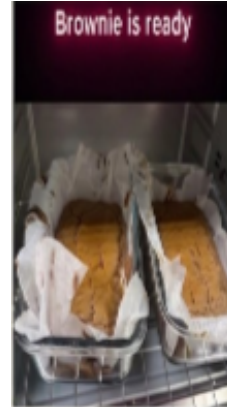
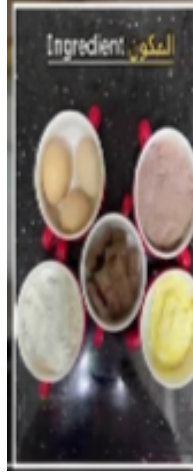
نَشْكُرُكُمْ أَوْلِيَاءَ أُمُورِنَا الأَعْرَاءَ عَلَى دَعْمِكُمْ المُسْتَمِرِّ لِأُنْشِطَتِنَا، وَدَعْمِ طُلَّابِنَا الصَّغَارِ وَهُمْ يَصْنَعُونَ ذِكْرِيَاتٍ لَا تُنْسَى فِي مَدْرَسَتِنَا

إِيمَانًا بِأَنَّ تَعَلَّمَ اللُّغَةِ يَرْتَبُ بِأَهْتِمَامَاتِ الطُّلَّابِ، قَدَّمْنَا فِي حِصَّةِ اللُّغَةِ العَرَبِيَّةِ لِغَيْرِ النَّاطِقِينَ بِهَا فَعَالِيَّةً "ارْتِدِ قَمِيص... نَادِيكَ" المُفْضِلِ.

حَيْثُ تَحَدَّثَ الطُّلَّابُ بِشَغْفٍ عَنِ لَاعِبِيهِمُ المُفْضَلِينَ وَأَنْدِيَّتِهِمْ، فِي تَجْرِبَةٍ لَعُوبِيَّةٍ حَيَّةٍ جَمَعَتْ بَيْنَ تَنْمِيَةِ مَهَارَاتِ التَّوَاصُلِ الشَّفَهِيِّ وَالتَّعْبِيرِ عَنِ المِوَالِ الشَّخْصِيَّةِ.

تَعْزِيزًا لِقِيَمِ الإِحْتِرَامِ وَالتَّعَاظُفِ، قَدَّمْ طُلَّابُنَا المُبْدِعُونَ عُرُوضًا تَقْدِيمِيَّةً مُؤَثَّرَةً تَحَدَّثُوا فِيهَا عَنِ مَخَاطِرِ التَّنَمُّرِ وَأَهْمِيَّةِ بِنَاءِ بِيئَةِ مَدْرَسَتِنَا أَمْنَةً وَصَدِيقَةً لِلْجَمِيعِ.

قسم اللغة العربية



Dear Parents,

In application of the exciting "Making a Cake" lesson, our students lived a fun experience, where the reading lesson turned into a live, practical application.

We thank you, our dear parents, for your continuous support of our activities, and for supporting our young students as they make unforgettable memories at our school!

Believing that language learning is deeply connected to students' interests, we introduced a fun and interactive activity in our Arabic class for non-native speakers titled "Wear Your Favorite Club's Jersey."

Students spoke passionately about their favorite players and teams in a live language experience that combined developing oral communication skills with expressing their personal interests and preferences.

Together Against Bullying Promoting the values of respect and empathy, our creative students delivered impactful presentations discussing the dangers of bullying and the importance of building a safe, friendly school environment for everyone.



احتفل طلاب مدرسة كامبريدج الثانوية بذكرى الهجرة النبوية الشريفة بطريقتهم الخاصة من خلال أنشطة إبداعية هادفة جسدت قيم الصبر والتضحية والإيمان. وقد عكست الفعاليات تفاعل الطلاب واعتزازهم بسيرة النبي ﷺ، في أجواء تربوية مميزة عززت الهوية الإسلامية والقيم النبيلة.

CHS students celebrated the Prophet Muhammad's (PBUH) Hijrah in their own special way through meaningful and creative activities that highlighted the values of patience, sacrifice, and faith. The event reflected students' engagement and appreciation of the Prophet's Seerah in a positive learning environment that promoted Islamic identity and noble values.



نواصل في حلقات تلاوة القرآن الكريم تعزيز مهارات الطلبة في التلاوة الصحيحة وتطبيق أحكام التجويد، حيث يتلون آيات القرآن الكريم بخشوع وإتقان في أجواء إيمانية يسودها التركيز وحب كتاب الله، بما يساهم في ترسيخ القيم الإسلامية وتنمية الارتباط بالقرآن الكريم.

We continue our Qur'an recitation circles by strengthening students' skills in proper recitation and the application of Tajweed rules, as they recite the verses of the Holy Qur'an with reverence and accuracy in a faith-filled atmosphere of focus and love for the Book of Allah, fostering Islamic values and a deeper connection with the Holy Qur'an.



National Identity

Safaa
Wada

Through their reflections on the achievements of the late Sheikh Zayed, our students embrace the values of belonging, generosity, and national pride, demonstrating the vital role of Social Studies in fostering national identity.



من خلال كتاباتهم عن إنجازات المغفور له الشيخ زايد (رحمه الله)، يستمد طلابنا قيم الانتماء والعطاء والفخر بالوطن، مؤكدين دور الدراسات الاجتماعية في بناء الهوية الوطنية



في مشروع (عيشي بلادي)، جسّد طلابنا حبهم للوطن من خلال رسم علم الإمارات وبرج خليفة، معبرين عن فخرهم بهويتهم الوطنية واعتزازهم بمسيرة الإنجازات التي تشهدها دولة الإمارات



Through the Live My Country project, our students expressed their love for the UAE by drawing the national flag and Burj Khalifa, showcasing their pride in their national identity and appreciation for the nation's remarkable achievements.



Dear Parents,

Thank you for your wonderful participation and active involvement in our Family First events this year. Your presence, enthusiasm, and support truly made every moment meaningful. As the saying goes, "Family is not an important thing, it's everything." Your engagement reminded us just how powerful it is when school and families come together as one community. Throughout the year, we witnessed your children grow in confidence, creativity, and character—and your partnership played a major role in that journey. We deeply appreciate the time, energy, and love you continue to invest in their learning.

Alongside our regular Family First events, we shared countless moments together—coffee mornings, science fairs, classroom involvement, family picnics, sports day, morning breakfasts, Mother's Day, Father's Day, graduation ceremonies, and school plays. Each gathering strengthened the bond that makes CHS a true family.

This year, we also introduced one special Family First theme each month, creating opportunities for students and parents to connect in meaningful ways:

September – Letters of Gratitude

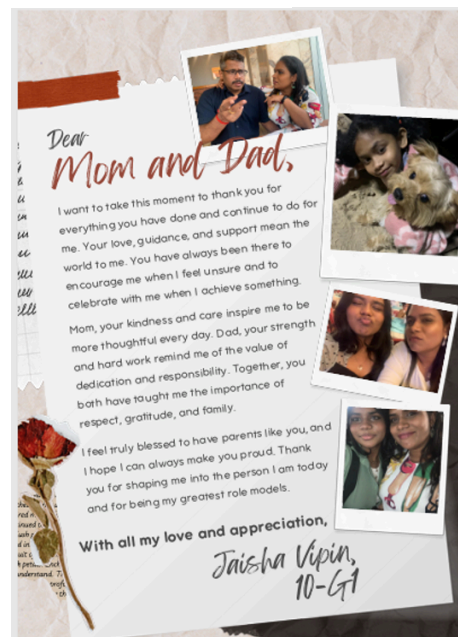
A beautiful start to the year. Students poured their hearts into writing letters of appreciation to parents, teachers, and loved ones. Many families shared how touched they were to receive these handwritten notes. It reminded us that gratitude is one of the strongest bonds a family can share.

October – A Month of Appetisers

Our young chefs took over the kitchen with creativity and excitement. Students created their own recipes, and many families cooked together at home, turning simple ingredients into moments of laughter and teamwork. The joy on their faces as they presented their dishes showed how food truly brings families closer.

November – 30x30 Fitness Challenge

Families embraced the challenge with enthusiasm. Parents and children walked, ran, stretched, and exercised together every day. Many shared photos and videos of their fitness routines, proving that staying healthy can be fun when done as a family. It became a month of motivation, encouragement, and shared goals.



2nd Place –

JOIN THE 30x30 STEP FAMILY STEP CHALLENGE LET'S GET MOVING TOGETHER!

As part of the 30x30 Fitness Challenge, we're inviting families to track their steps for 10 days of fitness, fun and teamwork!

Dates: 7th – 16th November

HOW TO TAKE PART

- You can walk, run, dance or play! Any genuine movement counts.
- Track your steps daily Use any smartwatch, fitness tracker or app.
- Every family member's steps count Work together as a team to rack up the numbers!
- Log your step requested (screenshots or tracker logs)

Challenge Details

- Challenge runs for 10 days
- Deadline to submit final steps: **26th November**
- Family scores will be averaged across all members (e.g. Total steps ÷ number of family members)

SUBMIT YOUR STEPS HERE:

2nd Place – Gautham Prabu & Dhya **SaDurga**
• Total Steps: 414,475





December – National Day Celebrations

A month filled with colour, pride, and unity. Families joined us in celebrating our nation's heritage through traditional dress, performances, and cultural displays. The school was alive with music, flags, and smiles — a true reflection of our diverse yet united CHS family.



January – The Grand School Carnival

One of the biggest highlights of the year. With more than 3,000 guests, the carnival was a full-day celebration of joy. Families enjoyed games, food stalls, cultural exhibitions, and stage performances. Parents and students performed together, creating unforgettable memories. The laughter, excitement, and togetherness made it a day to remember.



February – Iftar Gathering

A month of reflection, gratitude, and giving. Our Iftar brought families together to share a meal, exchange blessings, and appreciate the spirit of Ramadan. It was a peaceful and heartwarming evening where the values of compassion and unity shone brightly.



March – Spring Creations with Recycled Costumes

Creativity bloomed as students designed costumes using recycled materials. Many families worked together at home, turning everyday items into imaginative outfits. It was a beautiful reminder that sustainability and creativity can be a shared family experience.



April – Poetry and Family Bonding

Words came alive as students explored poetry with their families. Many parents helped their children write verses, practice recitations, and express emotions through rhythm and rhyme. It was a month when language became a bridge between hearts.



May – Music as One CHS Family

The school echoed with melodies as families and students came together through music. Singing and performing side by side created a sense of unity and joy. Music connects us in ways words sometimes cannot.



June – Art and Memory Making

A month dedicated to expressing love, connection, and family through art. Parents and children painted, crafted, and created together, producing pieces that captured their bond. These artworks became treasured keepsakes — reminders of the memories built together.





As we move into the months of July and August, we would love to stay connected with your family adventures. Please share your experiences through our Travel Journal on Padlet. Whether you're traveling far, exploring nearby places, or enjoying simple moments at home, we would be delighted to see the memories you create. We welcome you to use the link below to share your memories.

https://padlet.com/calphonso_chs/travel-journal-family-first-x94zftgy2klpuj8q



After all, "The best things in life are the people we love, the places we've been, and the memories we make along the way."

Wishing you all a joyful, restful, and love filled summer. Make the most of your time together, embrace every moment, and most importantly—create memories that last.

Warm wishes

Cony Alphonso
Lead for Family First



Be A GEM



Our GEMS values are at the heart of everything we do. They support our positive behaviour strategy and help us achieve our vision, enabling every child to Be a GEM.



CARE

Narrate the positives and ensure they outweigh the negatives



Staff identify and remove barriers to learning to allow each pupil to thrive. Instill a GEMS culture of excellence so that GEMS' teachers can teach and our GEMS' students can learn, without disruption



EXCELLENCE

Ensure every GEM has the right to access a high-quality education that will lead to excellent qualifications that open doors and help them to realise their dreams and aspiration.

Be a GEM

Cambridge

OUR NEGATIVE BEHAVIOUR PROCESS

1. Whisper correction: If a student is doing something wrong, the teacher will first give a quiet (whisper) correction to address the behaviour.
2. Negative behaviour points & phone call home: If the student continues the behaviour after the whisper correction, the teacher will issue negative behaviour points and make a phone call home.
3. Reflection: If the student continues the same behaviour within the same lesson, they will receive a reflection.

Reflections

- Reflections apply to both primary and secondary students.
- They take place on Thursdays during second break.



Value and promote an inclusive culture where all GEMS are rewarded and praised regularly, consistently and fairly. Ensure the whole-school community creates a supportive environment allowing all GEMS to flourish



Gem Teacher of the month for June 2026

- Socorro Mendoza
- Esther Okwara
- Ana Ivkovic
- Deepti Chandola
- Nachammai Muthu
- Eiman Ticklay

Gem Student of the Month for June 2026

- | | |
|---------------------------|---|
| Alia Mohammed FS2C | Timothy Kalliath 7B2 |
| Anaisha Pal 1A | Angelo Manacsa 8B1 |
| Muhammad Ibrahim Usman 2C | Amro Abdelkarim 9B1 |
| Aria Khatib 3E | Cyrus Jacob Jadie Villapando 10B2 |
| Shaurya Vivek 4A | Mariabella Jose Schwimmer Selvaraj 11B2 |
| Veda Ajith 5E | Simon Anesu Rukudzo Mupambo 12 B2 |
| Yumna Noor 6G1 | Maryam Sumayya Kalam Kadavil 13G2 |



Be A GEM - Attendance and Punctuality



ABSENTEEISM

"Why Every Day at School Counts" - Attendance Rules & What Parents Need to Know.

01 The 5% & 10% Absenteeism Rule
Applies on combined excused & unexcused absences

Kindergarten
If a student misses more than **10% (18 days)**, it is flagged

Grades 1-12
If a student misses more than **5% (9 days)**, it is a concern

03 Medical Absences

Up to **3 consecutive days**
(and a maximum of 12 days annually)

Parent-written sick notes

Starting **4th sick day**

DOH sick leave certificate

Chronic Illness Absences

If a student exceeds 12 missed school days, parents must submit DOH medical reports

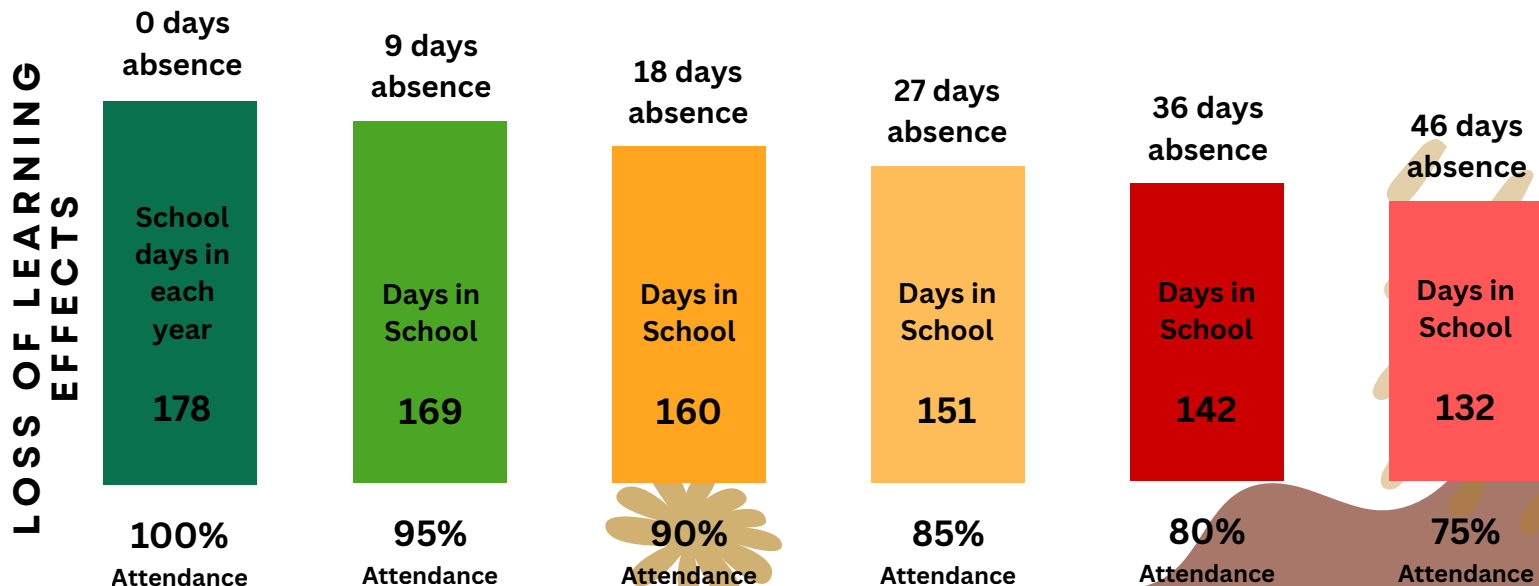
02 Excused Absences

- ✓ Illness
- ✓ Emergency medical appointments
- ✓ Family Loss (1st or 2nd degree relative)
- ✓ Official duties
- ✓ Competitions/events
- ✓ Government public holidays
- ✓ Study/exam leave (with ADEK approval)
- ✓ Government-mandated closures

Unexcused Absences

- ✗ Family vacations during school days
- ✗ Staying home without notifying the school
- ✗ Non-emergency medical appointments
- ✗ Non-severe weather conditions

Attendance	Tier	Label	Action Owner	Action Required
97 - 100%	Tier 1a	Expected	Tutor	No Action
96 - 97%	Tier 1b	Early Intervention	Social Worker	Letter: No Penalty Flagged for Monitoring
92 - 96%	Tier 1c	Cause for Concern	Social Worker	Letter: Warning Stage 1
91% or below	Tier 2	Persistent Absenteeism	Social Worker, KS Lead	Letter + Meeting: Warning Stage 2, AIP, Parent Commitment to Attendance
Below 90%	Tier 3 + Excalation	ADEK Risk	Social Worker, KS Lead, Principal / Vice Principal	Letter + Meeting: Warning Stage 3 + Escalation to ADEK & Submit Case Study



Be A GEM – Attendance and Punctuality



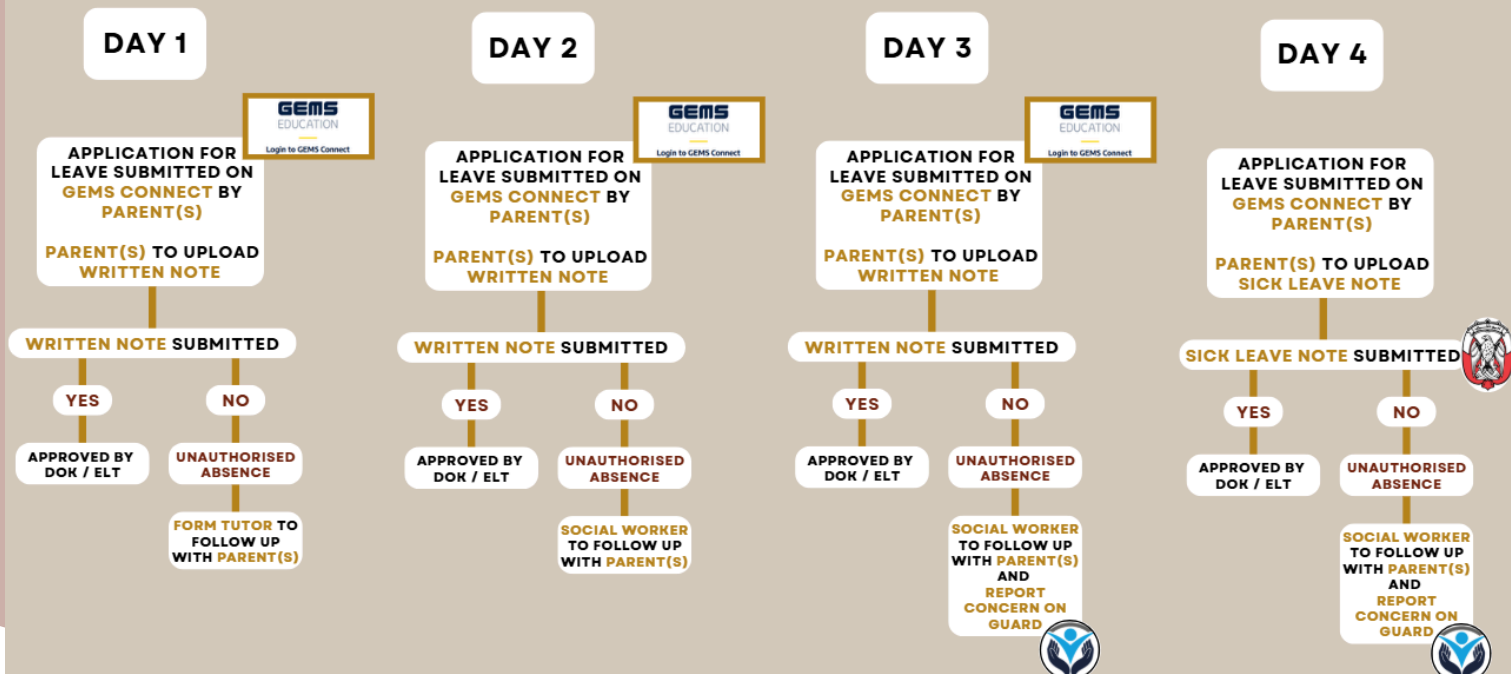
Strict Protocols for Illness

To maintain accurate records, parents must adhere to the following timelines for reporting illness:

- Days 1–3: Parents must submit a written sick note daily via GEMS Connect. Failure to do so results in an "Unauthorised Absence."
- Day 4 Onwards: A Sick Leave Certificate from a DoH-licensed physician is mandatory. This must be submitted within 24 hours of the medical consultation.

The 12-Day Rule: Per ADEK policy, schools can authorise a maximum of 12 annual school days for medical reasons without a doctor's certificate (provided parent notes are submitted). Beyond 12 days, medical reports from a DoH-licensed physician are required for further absences to be considered.

THE CAMBRIDGE HIGH SCHOOL REPORTING ABSENCE AND APPROVALS PROTOCOLS



Punctuality

Start the Day Strong

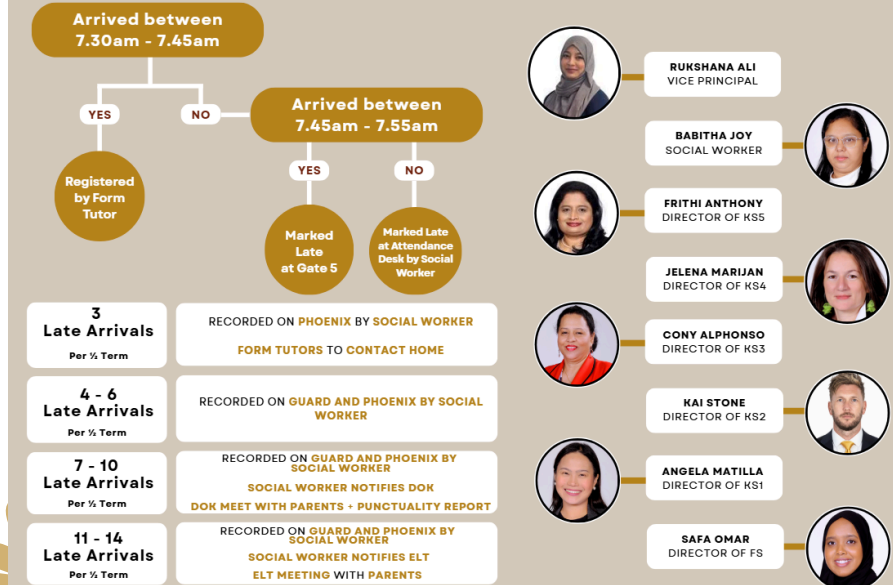
Punctuality is a vital life skill and a sign of respect for the learning environment.

7:30 am – 7:45 am: Students should be in class for registration by their Form Tutor.

Lateness Protocols: Students arriving after 7:45 am are marked late at Gate 5 or the Social Worker's desk.

Consequences: Persistent lateness leads to a formal meeting with the Executive Leadership Team (ELT) and a punctuality report.

THE CAMBRIDGE HIGH SCHOOL RECORDING PUNCTUALITY PROTOCOLS



Key Abbreviations: ELT - Executive Leadership Team, DOK - Directors of Key Stage

Be A GEM – Attendance and Punctuality



Every Minute Matters: Attendance and Punctuality at CHS

At The Cambridge High School, we are committed to providing our students with the best possible foundation for their future. In alignment with the ADEK School Student Administrative Affairs Policy (September 2025), we maintain rigorous standards for attendance and punctuality to ensure every child has the "Best Chance of Success."

The Impact of Absence on Learning

As our "Loss of Learning" data illustrates, every day counts. High attendance is the cornerstone of academic achievement:

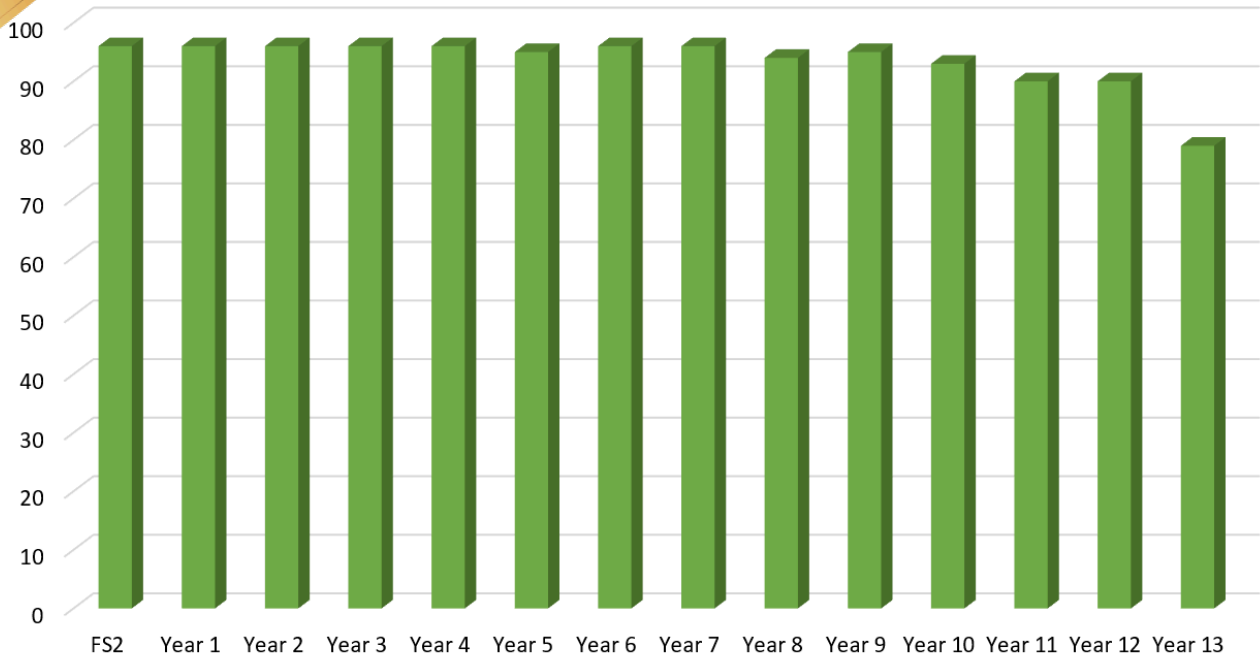
- 95% – 100% Attendance: Students are positioned for their best chance of success.
- Below 95% Attendance: Represents a lesser chance of success; gaps in knowledge begin to form.
- 80% or Lower: This is a serious impact on education, equating to over 36 days of missed learning.

☀ Attendance for this academic year ☀



Well Done!

CHS Attendance 2025 -2026



Understanding Authorised Absences

In accordance with ADEK Policy, schools shall only authorise absences supported by official documentation. These include:

- Illness (see specific rules below).
- Family Emergencies: Death of a first- or second-degree relative or essential urgent family travel (medical care/escort leave).
- Official Requirements: Mandatory appearance before an official body or official community tasks.
- Enrichment & Academics: Medical appointments (scheduled prior), approved conferences/competitions (e.g., MUN), religious holidays not defined as UAE public holidays, and specific Board Examination/Study leave (as approved by ADEK).

Note: For any authorised absence, CHS will ensure students are informed of the work they need to catch up on and allowed to complete missed assignments or tests.

Read Like A GEM – Library



Annual Library Report Summary

The 2025–2026 academic year has been a highly successful and productive year for the school library. Through the continued implementation of the Read Like a GEM (RLAG) initiative and other literacy-focused programmes, students demonstrated a strong commitment to reading and actively engaged in a variety of library activities. The use of Reading Passports, along with certificate recognition for reading achievements, contributed significantly to motivating students and fostering positive reading habits.



Throughout the year, the library supported curriculum learning by providing access to a diverse collection of fiction and non-fiction resources. Student participation in library lessons and borrowing activities increased steadily, reflecting a growing interest in reading and independent learning. Additionally, students showed greater responsibility in the care and timely return of library materials, contributing to the effective management of library resources.



To further encourage reading beyond the academic year, the Summer Reading Bingo Challenge has also been launched. This initiative is designed to motivate students to continue reading during the summer break through a variety of engaging reading activities and challenges, helping to sustain their enthusiasm for reading and learning.



Overall, the library has played a vital role in promoting literacy, supporting academic achievement, and nurturing a strong reading culture within the school community. We are pleased with the progress and accomplishments achieved during this academic year and look forward to further enhancing our programmes and services. We anticipate even greater levels of student engagement, participation, and reading achievement in the coming academic year.



Read Like A GEM



SUMMER READING DEVELOPMENT

As the summer break begins, the school is pleased to launch the "Read Like A Gem" summer reading challenge, aimed at enriching students' spare time by fostering their imagination and confidence through consistent reading.

This challenge is designed to encourage students to explore diverse narratives and transform reading into an engaging daily activity that offers significant academic and intellectual benefits.

To enhance this experience, a series of structured activities has been developed, covering a wide range of interests—from reading in outdoor settings and exploring

non-fiction texts to engaging in social reading activities, such as reading aloud to friends or family members. Students are encouraged to document their summer reading progress on a specialised "Bingo" card, recording the titles of the books and the dates of completion. These cards should be submitted to their new teachers no later than Friday, September 11th. The school looks forward to celebrating all participating students and honoring their reading accomplishments in the school library at the start of the upcoming academic year.

Summer Reading Bingo

Read a book under a tree, up a tree or next to a tree. Date: Title:	Make a den and read. Date: Title:	Read some non-fiction. Date: Title:
Read while eating a snack. Date: Title:	Read something that makes you laugh. Date: Title:	Read a book written before you were born. Date: Title:
Read instructions to help you do or make something. Date: Title:	Read to a soft toy or a pet. Date: Title:	Read to your friends or family online. Date: Title:

Bring or send your completed Bingo card to your new teacher by Friday 11th September!

READ LIKE A GEM!

GEMS

SUMMER READING CHALLENGE!

Read anywhere, anytime, and enjoy every page!

As part of our **Read Like A Gem** initiative, we are excited to launch our **GEMS Summer Reading Challenge!** Let's keep our reading habits strong over the summer, explore new stories, and enjoy reading for pleasure. Every page you read is a step towards becoming an even stronger reader!

Keep reading over the summer to grow your **imagination**, boost your **confidence** and discover new **adventures!**

HOW TO TAKE PART:

Take a screenshot of the Summer Reading Bingo Card or print a copy.

Complete the **reading activities** throughout the summer.

Record the title of each book, story, article or text you read, along with the **date completed**, on your Bingo Card.

Once the summer holidays have ended, please bring your **completed Bingo Card** to your class teacher.

We will **celebrate completed** Summer Reading Challenges after the holidays in our library!

Happy reading and have a wonderful summer!

Read Like A GEM



We have an excellent scheme to encourage children to continue reading over the summer break. Please take advantage of this excellent offer and continue the love of reading! Also we have attached the GEMS Reader Catalogue as our RLAG challenge is fully underway – most of these books can be found on Phoenix Classroom in PDF format. Please encourage your children to complete the challenge and fill in the booklets given out by the class teacher. Thanks for your support in creating a culture of reading in CHS.

PreKG / FS 1



OWL BABIES Martin Waddell	THE VERY HUNGRY CATERPILLAR Eric Carle	THE TIGER WHO CAME TO TEA Judith Kerr	DINOSAUR ROAR! THE TYRANNOSAURUS REX Peter Curtis	SHARK IN THE PARK (RHYMING) Nick Sharratt	DEAR ZOO Rod Campbell	THERE'S A MONSTER IN YOUR BOOK Tom Fletcher
BROWN BEAR, BROWN BEAR, WHAT DO YOU SEE? Eric Carle	PIP AND POSY SERIES Axel Scheffler	HAIRY MACLARY FROM DONALDSON'S DAIRY Lynley Dodd	THE GINGERBREAD MAN Traditional	NOT NOW, BERNARD David McKee	PETE THE CAT AND THE MISSING CUPCAKES James Dean	HOORAY FOR FISH! Lucy Cousins
USBORNE PEEP INSIDE SERIES Anna Milbourne	THE GIANT JUMPEREE Julia Donaldson	I LOVE YOU TO THE MOON AND BACK Amelia Hepworth	GOODNIGHT MOON Margaret Wise Brown	THE POUT-POUT FISH Deborah Diesen	WE'RE GOING ON A BEAR HUNT Michael Rosen and Helen Oxenbury	EACH PEACH PEAR PLUM Janet and Allan Ahlberg

KG1 / FS 2



SUPERTATO! Paul Linnett and Sue Hendra	FATIMA'S GREAT OUTDOORS Andreas Taria and Stevie Lewis	LITTLE KIDS FIRST BIG BOOK OF WHY Amy Shulick & National Geographic	THE GRUFFALO Julia Donaldson and Axel Scheffler	AVOCADO BABY (CLASSIC) John Burningham	THE TALE OF PETER RABBIT (CLASSIC) Beatrix Potter	VERY BUSY SPIDER Eric Carl
THE WONDERFUL THINGS YOU WILL BE Emily Winfield Martin	MONKEY PUZZLE Julia Donaldson	ON THE WAY HOME (CLASSIC) Jill Murphy	THIS BOOK JUST ATE MY DOG Richard Byrne	THEY ALL SAW A CAT Brendan Wenzel	HANDA'S NOISY NIGHT Eileen Browne	CLEAN UP! Nathan Bryon
SIX DINNER SID (CLASSIC) Inga Moore	I WILL NOT EVER EAT A TOMATO Lauren Child	COMPOST STEW Mary McKenna Siddals	DOGGER (CLASSIC) Shirley Hughes	OI FROG! (RHYMING) Kes Gray and Jim Fields	HOW TO CATCH A STAR Oliver Jeffers	BILLY AND THE BEAST Nadia Shireen

KG2 / YEAR 1

DADAJI'S PAINTBRUSH (DIVERSITY) Rashmi Sirdeshpande	ROSIE REVERE, ENGINEER Andrea Beaty	PADDINGTON (CLASSIC) Michael Bond	THE LIGHTHOUSE KEEPER'S LUNCH David Armitage and Ronda Armitage
THE DAY OF CRAYONS QUIT Drew Daywalt	THAT RABBIT BELONGS TO EMILY BROWN Cressida Cowell	WHERE THE WILD THINGS ARE Maurice Sendak	FROG AND TOAD ARE FRIENDS Arnold Lobel
THE HARE AND THE TORTOISE Richard Scarry	THE SQUIRRELS WHO SQUABBLED Richard Scarry	WHATEVER NEXT! Jill Murphy	ODD DOG OUT Rob Biddulph

ZIM ZAM ZOOM (POETRY) James Carter & Nicola Colton	THE OWL WHO WAS AFRAID OF THE DARK Jill Tomlinson & Paul Howard	LOOK UP! Nathan Bryon	ADVENTUREMICE: OTTER CHAOS (CHAPTER BOOK) Phillip Reeve	RABBIT AND BEAR: RABBIT'S BAD HABITS Julian Gough	STUCK Oliver Jeffers	TRACTION MAN IS HERE! Mini Grey	BEEGU Alexis Deacon	THE GIRL AND THE DINOSAUR Hollie Hughes

Read Like A GEM



GRADE 1 / YEAR 2

READ LIKE A GEM



CAN I BUILD ANOTHER ME?
Shinsuke Yoshitake



FLAT STANLEY
Jeff Brown and Rob Biddulph



NELLIE CHOC ICE
Jeremy Strong



SOMEBODY SWALLOWED STANLEY
Sarah Roberts



DEAR MR. BLUEBERRY
Simon James



IF I WERE PRIME MINISTER
Trygve Skaug



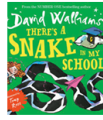
THE PIGEON HAS TO GO TO SCHOOL!
Mo Willems



TOO SMALL TOLA (CHAPTER BOOK)
Atinuke



CLIFFORD THE BIG RED DOG
Norman Bridwell



THERE'S A SNAKE IN MY SCHOOL
David Williams



DRAGONS LOVE TACOS
Adam Rubin



THE SNOWY DAY
Ezra Keats



A GREAT BIG CUDDLE: POEMS FOR THE VERY YOUNG
Michael Rosen



THE HEDGEHOG (CHAPTER BOOK)
Dick King Smith



THE TUNNEL (CLASSIC)
Anthony Browne



IZZY GIZMO
Pip Jones



FERGAL IS FUMING!
Robert Stirling



10 THINGS I CAN DO TO HELP MY WORLD (NON FICTION)
Melanie Walsh



YOU'RE CALLED WHAT? (NON FICTION)
Kate Green



THE PENGUIN WHO WANTED TO FIND OUT
Jill Tomlinson



THE PIRATES NEXT DOOR
Jonny Duddle

GRADE 2 / YEAR 3

READ LIKE A GEM



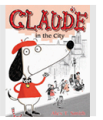
THE TURTLE OF OMAN
Naami Shihab Nye



THE THAMES AND TIDE CLUB
Katya Balen



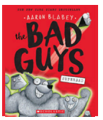
NEVER SHOW A T-REX BOOK
Rashmi Sirdeshpande



CLAUDE IN THE CITY
Alex T Smith



THE 13-STORY TREE HOUSE
Andy Griffiths & Terry Denton



THE BAD GUYS (GRAPHIC NOVEL)
Aaron Blabey



THE UNLUCKY ELEVEN
Phil Earle



THE IRON MAN (CLASSIC)
Ted Hughes



THE BOY WHO GREW DRAGONS
Andy Shepherd



PABLO AND SPLASH SERIES (GRAPHIC NOVELS)
Sheena Dempsey



THE CURIOUS GARDEN
Peter Brown



SUPA NOVA
Chante Timothy



HOW TO WASH A WOOLLY MAMMOTH
Michelle Robinson



THE STONE AGE BOY
Satoshi Kitamura



THE HOSPITAL DOG
Julia Donaldson



THE STREET BENEATH MY FEET
Charlotte Guillian & Riddle



ASTROSAURS: RIDDLE OF THE RAPTORS



THE ADVENTURES OF THE DISH AND THE SPOON



FERNO: THE FIRE DRAGON (BEAST QUEST 1)



AN EMOTIONAL MENAGERIE (POETRY)



THE HUNDRED MILE PER HOUR DOG
Jeremy Strong

GRADE 3 / YEAR 4

READ LIKE A GEM



THE WILD ROBOT ESCAPES
Peter Brown



HOW TO TRAIN YOUR DRAGON
Cressida Cowell



THE BOY AT THE BACK OF THE CLASS
Onjali Q. Rauf & Pippa Curnick



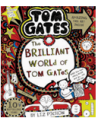
THE GIRL WHO STOLE AN ELEPHANT
Nizrana Farook



HOW DO MEERKATS ORDER PIZZA? (NON FICTION)
Brooke Barker



STUART LITTLE (CLASSIC)
E. B White



THE BRILLIANT WORLD OF TOM GATES
Tom Gates



THE FIREMAKER'S DAUGHTER
Phillip Pullman



INVESTIGATORS
John Patrick Green



THE LAND OF ROAR
Jenny McLaughlan



THE ARABIC QUILT
Aya Khalil



RAMONA QUIMBY, AGE 8
Beverly Cleary



FRINDLE
Andrew Clements



OCEAN MEETS SKY
The Fan Brothers



SONG OF THE DOLPHIN BOY
Elizabeth Laird



VARJAK'S PAW
SF Said



FANTASTICALLY GREAT WOMEN WHO CHANGED THE WORLD
Kate Bowdler



BUNNY VS MONKEY: BUNNY BONANZA
Jamie Smart



EMIL AND THE DETECTIVES (CLASSIC)
Frich Krustner



THE GREAT CHOCOPLOT
Chris Callaghan



THE CREAKERS
Tom Fletcher


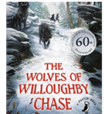





















Read Like A GEM




















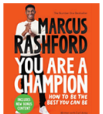



GRADE 4 / YEAR 5

READ LIKE A GEM

 COSMIC Frank Cottrell Boyce	 THE WOLVES OF WILLOUGHBY CHASE (CLASSIC) Joan Aiken	 CLOUD SOUP (POETRY) Kate Wakeling	 MATILDA (CLASSIC) Roald Dahl	 THE PEARL DIVER Julia Johnson	 CURIOSITY Markus Motum	 EVEREST (NON-FICTION) Alexandra Stewart
 COGHEART Peter Bunzl	 BOBBY BAINS PLAYS A BLINDER Bali Rai	 THE LAST WILD Piers Torday	 THE NOWHERE EMPORIUM Ross Mackenzie	 A ROVER'S STORY Jasmine Warqa	 THE TAPPER TWINS GO VIRAL Geoff Rodkey	 BRIGHTSTORM Vashti Hardy
 I AM LENNY BROWN Dan Freedman	 ROBOT GIRL Malerie Blackman	 FOUR FEET, TWO SANDALS Karen Lynn Williams	 JAZ SANTOS VS THE WORLD Priscilla Mante	 1000, YEAR OLD BOY Ross Welford	 TWO GREAT LEADERS Sheikh Mohamed Bin Rashid Al Maktoum	 THE LAST BEAR Hannah Gold & Levi Pinfold



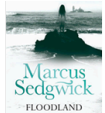






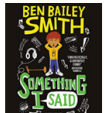











GRADE 5 / YEAR 6

READ LIKE A GEM

 THE BOY, THE MOLE, THE FOX AND THE HORSE Charlie Mackesy	 THE BOY WHO MADE EVERYONE LAUGH Helen Rutter	 THE EXPLORER Katherine Rundell	 THE EYES & THE IMPOSSIBLE Dave Eggers	 PLANET OMAR: ACCIDENTAL TROUBLE MAGNET Zanib Mian	 AMAL UNBOUND Aisha Saeed	 THE TALE OF DESPEREAUX Kate DiCamillo
 TIME TRAVELLING WITH A HAMSTER Ross Welford	 MURDER MOST UNLADYLIKE Robin Stevens	 THE LOST WHALE Hannah Gold & Levi Pinfold	 WONDER R.J. Palacio	 STITCH HEAD (GRAPHIC NOVEL) Guy Bass	 A SERIES OF UNFORTUNATE EVENTS Daniel Handler	 BOY IN THE TOWER Charles Dickens
 IMPOSSIBLE CREATURES Katherine Rundell	 CLOUD BUSTING (POETRY) Malerie Blackman	 HIDDEN FIGURES Margot Lee Shet	 YOU ARE A CHAMPION Marcus Rashford	 THE LONDON EYE MYSTERY Siobhan Dowd	 DIARY OF A WIMPY KID THE THIRD WHEEL Jeff Kinney	 THE BLOCKBUSTERS Frank Cottrell-Boyce

GRADE 6 / YEAR 7

READ LIKE A GEM

 CLOCKWORK Phillip Pullman	 ANNE OF GREEN GABLES L.M. Montgomery	 FLOODLAND Marcus Sedgwick	 THE HOUSE WITH CHICKEN LEGS Sophie Anderson	 THE CITY OF EMBER Jeanne DuPrau	 MERGI SUÁREZ CHANGES GEARS Meg Medina	 THE RED PENCIL Andrea Davis Pinkney
 CAN YOU SEE ME? Libby Scott	 NUSH AND THE STOLEN EMERALD Jasbinder Bilan	 SOMETHING I SAID Ben Bailey Smith	 THE ARRIVAL Shaun Tan	 WILDSPARK Vashti Hardy	 KICK Mitch Johnson	 HATCHET Gary Paulsen
 GHOST Jason Reynolds	 CHECK MATES Stewart Foster	 POEMS ALOUD (POETRY) Joseph Coelho	 BOY (NON-FICTION) Roald Dahl	 THIS BOOK WILL (HELP) COOL THE CLIMATE Jack & Jill	 YOU ARE AWESOME (NON-FICTION) Matthew Syed	 TILDA TRIES AGAIN Tam Percival



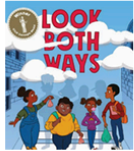
Read Like A GEM



GRADE 7 / YEAR 8



STARGIRL
Jerry Spinelli



LOOK BOTH WAYS
Jason Reynolds



THE BUBBLE WRAP BOY
Phil Earle



THE ISLAND AT THE END OF EVERYTHING
Kiran Hargrave



TALL STORY
Candy Gourlay



JONATHAN LIVINGSTONE SDEAGULL
Richard Bach



WORK IT, LARA BLOOM
Dee Benson



THE MYSTERY OF GRAVEN MANOR
Joy Wodhams



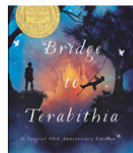
RAILHEAD
Philip Reeve



SURVIVAL
Chris Ryan



HOBBIT
J.R.R. Tolkien



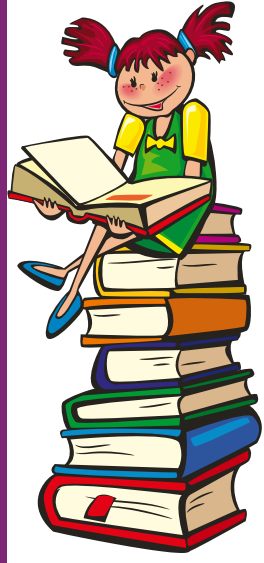
BRIDGE TO TERABITHIA
Katherine Paterson



THE HOUND OF THE BASKERVILLES (CLASSIC)
Arthur Doyle



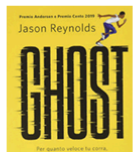
ON SILVER TIDES
Sylvia Bishop



GRADE 8 / YEAR 9



THE BREADWINNER
Deborah Ellis



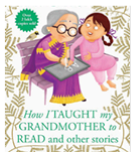
GHOST
Jason Reynolds



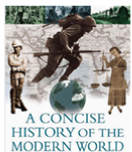
RUNNING WILD
Michael Morpurgo



ADVENTURES OF SHERLOCK HOLMES
Conan Doyle



HOW I TAUGHT MY GRANDMOTHER TO READ AND OTHER STORIES
Sudha Murthy



A CONCISE HISTORY OF THE MODERN WORLD
William Woodruff



THE BOY WHO MADE EVERYONE LAUGH
Helen Rutter



THE BOOKCASE
Dave Shelton



A WRINKLE IN TIME
Madeleine L'Engle



HIDDEN FIGURES (YOUNG READERS' EDITION)
Margaret Lee Shetterly



THE MYSTERIOUS BENEDICT SOCIETY
Trenton Lee Stewart



SCAVENGERS
Darren Simpson

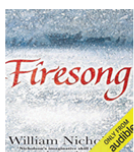


PRIVATE PEACEFUL
Michael Morpurgo



A SINGLE SHARD
Linda Sue Park

GRADE 9 / YEAR 10



WIND OF FIRE TRILOGY
William Nicholson



CHARLOTTE SOMETIMES
Penelope Farmer



THE MOTHER TONGUE: ENGLISH AND HOW IT GOT THAT WAY
Bill Bryson



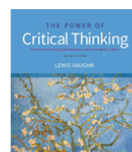
A WRINKLE IN TIME
Madeleine L'Engle



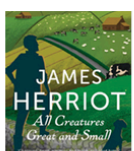
THE TRAVELS OF IBN BATTUTA
Sheikh Ibn Battuta



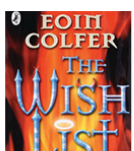
THE BOY WHO HARNESSED THE WIND
William Kamkwamba



THE POWER OF CRITICAL THINKING
Lewis Vaughn



ALL CREATURES GREAT AND SMALL
James Herriot



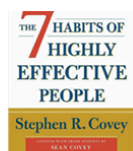
THE WISH LIST
Eion Colfer



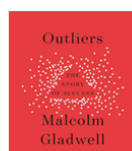
SEA OF TROLLS
Nancy Farmer



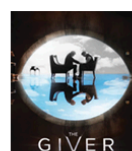
THE FACEBOOK EFFECT
David Kirkpatrick



THE 7 HABITS OF HIGHLY EFFECTIVE PEOPLE
Stephen Covey



OUTLIERS
Malcolm Gladwell



THE GIVER
Lois Lowry

Read Like A GEM



GRADE 10 / YEAR 11



<p>HUMBLE PI: WHEN MATH GOES WRONG IN THE REAL WORLD Matt Parker</p>	<p>HIDDEN FIGURES Margot Shetterly</p>	<p>TEEN INNOVATORS 9 Young People Engineering a Better World with Creative Inventions: Fred Estes</p>	<p>WHEN STARS ARE SCATTERED Omar Mahmood Mohamed and Victoria Jamieson</p>	<p>A BLACK HOLE IS NOT A HOLE Carolyn Cinami DeCristofano</p>	<p>EVERYTHING ALL AT ONCE Steven Camden (Poetry)</p>	<p>CHILDREN OF THE PHOENIX Obert Skye</p>
<p>THE AMULET OF SAMARKAND Jonathan Stroud</p>	<p>GOOGLE IT Anna Crowley Redding</p>	<p>A QUANTUM LIFE Hakeem Oluseyi and Joshua Horwitz</p>	<p>FLOODLAND Marcus Sedgwick</p>	<p>LIFE OF PI Yann Martel</p>	<p>ONE OF US IS LYING Karen M. McManus</p>	<p>I MUST BETRAY YOU Ruta Sepetys</p>

GRADE 11 / YEAR 12



<p>BECOMING Michelle Obama</p>	<p>THE 7 HABITS OF HIGHLY EFFECTIVE TEENS Sean Covey</p>	<p>FREAKONOMICS Steven D. Levitt</p>	<p>A BRIEF HISTORY OF TIME Stephen Hawking</p>	<p>DNA: THE STORY OF THE GENETIC REVOLUTION James D. Watson</p>	<p>ASTROPHYSICS FOR YOUNG PEOPLE IN A HURRY Neil deGrasse Tyson</p>	<p>THE MICROBE HUNTERS De Kruijf Paul</p>
<p>THE AGATHAS Kathleen Glasgow & Liz Lawson</p>	<p>OF MICE AND MEN John Steinbeck</p>	<p>SHOE DOG Phil Knight</p>	<p>BLINK: THE POWER OF THINKING WITHOUT THINKING Malcolm Gladwell</p>	<p>DIVIDED CITY Theresa Breslin</p>	<p>PACKING FOR MARS Mary Roach</p>	<p>GRIT: THE POWER OF PASSION AND PERSEVERANCE Angela Duckworth</p>

GRADE 12 / YEAR 13



<p>ATOMIC HABITS James Clear</p>	<p>GRIT: THE POWER OF PASSION AND PERSEVERANCE Angela Duckworth</p>	<p>BLINK: THE POWER OF THINKING WITHOUT THINKING Malcolm Gladwell</p>	<p>WUTHERING HEIGHTS Emily Brontë</p>	<p>THE PICTURE OF DORIAN GRAY Oscar Wilde</p>	<p>THE OTHER SIDE OF TRUTH Beverly Naidoo</p>	<p>OUTLIERS Malcolm Gladwell</p>
<p>GOOD ECONOMICS FOR HARD TIMES Abhijit V. Banerjee and Esther Duflo</p>	<p>INTO THE WILD Jon Krakauer</p>	<p>ASTROPHYSICS FOR YOUNG PEOPLE IN A HURRY Neil deGrasse Tyson</p>	<p>HOW FAR WE'VE COME Joyce Efa Harmer</p>	<p>ONE OF US IS LYING Karen McManus</p>	<p>REBECCA Daphne du Maurier</p>	<p>SURELY YOU'RE JOKING MR. FEYNMAN! ADVENTURES OF A CURIOUS CHARACTER AS TOLD TO RALPH LEIGHTON Richard P. Feynman</p>

Read Like A GEM



Secondary English Department Celebrates a Year of Outstanding Student Achievement

The Secondary English Department is proud to celebrate another exceptional year of student success. Throughout the academic year, students enthusiastically embraced a wide range of opportunities to develop their reading, writing, speaking, and creative skills while representing the school in prestigious national and international competitions.

Our Read Like a GEM Challenge concluded with tremendous success. Students across all year groups completed books from the recommended reading lists and created engaging video reviews, which were uploaded to our Padlet platform. A special congratulations goes to Gautham Prabu (Year 8), who achieved the remarkable accomplishment of reading every book on the challenge list and producing a video project for each one. He was awarded a certificate in recognition of his outstanding commitment to reading. We are equally proud of the many students who completed multiple books and shared thoughtful reviews throughout the challenge, demonstrating an outstanding passion for reading.

Our students also demonstrated their creativity by participating in the WIN Scribes – The Young Writers' Anthology, a nationwide interschool short story writing competition in the UAE. We were delighted to see a large number of students from our Secondary School participate. One of our participants, Adina Tariq Khan (Year 7), proudly shared her certificate with us, reflecting the enthusiasm and commitment shown by our young writers.

The Spelling Bee Competition attracted excellent participation from students across the school. Congratulations to Ayaden Hassan (Year 7) for securing 3rd Place and proudly sharing his achievement with us. Many other students also received certificates and awards, highlighting the exceptional talent and dedication demonstrated throughout the competition.

We also congratulate all of our Secondary students who participated in the TEDx Youth Public Speaking Event. Among them was Ajmal (Year 11), who shared his inspiring experience with us after confidently representing the school and demonstrating excellent communication, confidence, and presentation skills on stage.

One of our proudest accomplishments came through the 2026 Trust for Sustainable Living (TSL) International Essay Competition, which attracted 2,003 participants from around the world. Jaysha Vipin (Year 10) and Alamira Tehseen were selected as two of only six finalists representing the UAE, an outstanding achievement in such a highly competitive international competition. In addition, Aman Pal Paryani received an Honourable Mention, further reflecting the exceptional standard of writing demonstrated by our students on the global stage.

Adding to this success, Jaysha Vipin continued to excel in the 2026 Trust for Sustainable Living (TSL) competition with her original song, "Another Pattern," which she wrote to promote sustainability through music and creativity. She has also been selected as a student representative for the TSL 2026 International Student Debates: Sustainability Culture, where she will join students from around the world in an online international debate on 2 July 2026.

These achievements reflect the dedication, resilience, and talent of our students, as well as the wide range of opportunities provided by the Secondary English Department throughout the year. Whether through reading challenges, writing competitions, spelling contests, public speaking events, or international creative projects, our students have continued to inspire us with their enthusiasm, ambition, and commitment to excellence. Congratulations to every student who took part. You have represented our school with pride, and we look forward to celebrating even greater achievements in the year ahead.

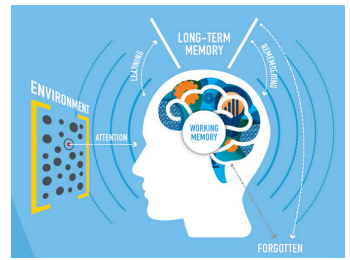
Secondary English Department
Ms. Lorena Kapxhiu (HOD)

Teach Like A GEM, Learn Like A GEM



HOW YOU CAN SUPPORT LEARNING AT HOME DURING THE BERAK

Learn Like a GEM



Do Now

- Look for the Do Now task
- Start working right away
- Eyes on the timer

We Do

- Try it together
- Share your ideas
- Ask questions

Turn & Talk

- Face your partner
- Take turns talking
- Listen and respond

Cold Call

- Listen to the question
- Be ready to answer
- Everyone thinks

What To Do

- Listen to directions
- Wait before starting
- Follow each step

Learning Outcomes

- Listen to the goal
- Think about your target
- Ask: What do I need to be able to do?

You Do

- Try it yourself
- Show what you learned
- Check your work

Show Call

- Look at the work
- Talk about what is good
- Talk about how it can be better

Right is Right

- Give your best answer
- Try again if needed
- Use the right words

Whole-Class Reset

- Stop, look, and listen
- Face your teacher
- Get ready again

To Know

- Learn new words
- Learn key ideas
- Link to what you already know

Affirmative Checking

- Listen to feedback
- Improve your work
- Ask: How did my learning grow?

Show Me

- Write your answer
- Wait for the cue
- Hold your board up high

Stretch It

- Go a bit further
- Explain your thinking
- Add new ideas

Teacher Radar

- Show you are engaged
- Listen to your teacher
- Stay on task

I Do

- Listen carefully
- Look at the steps
- Learn from the teacher

Exit Ticket

- Complete it on your own
- Give your best answer
- Show what you learned

Everybody Writes

- Write your ideas
- Organise your thoughts
- Get ready to share

Habits of Discussion

- Look and listen
- Speak clearly
- Build on ideas

Secure Student Attention

- Stop what you are doing
- Look at your teacher
- Listen carefully

Sports



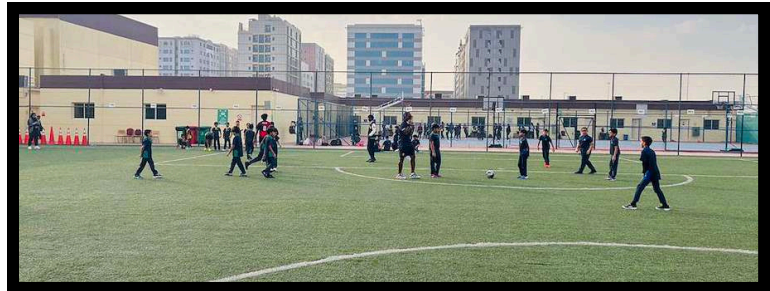
PE End-of-Year Message

As we conclude this academic year, it has truly been an amazing journey for our Physical Education program. Our students actively participated in a wide range of exciting events and competitions, including the ADEK Cup, Jr. NBA, friendly matches, T-IO tournaments, and many more. Their enthusiasm, teamwork, and dedication have made us extremely proud.

As we reach the end of the year, we look forward to celebrating our students' achievements during the Sports Presentation Evening on July 1st, where their hard work and sporting spirit will be recognized.

We thank our students, parents, and staff for their continued support, and we look forward to another successful year ahead!

PE Department.



Leadership Gemstones



This month, our Leadership Gemstone focus is Peridot – Leading with Service. Peridot reminds us of the importance of helping others and being generous through acts of kindness, care, and support. We were also proud to mark Stand Up, Speak Out Anti-Bullying Day on Friday 19th June 2026, which was a fantastic success in raising awareness and reinforcing our school's zero-tolerance approach to bullying.

Looking ahead to July and the summer holidays, our Leadership Gemstone will be Ruby – Leading with Empathy. Ruby encourages us to support and understand others, helping us connect deeply with those around us and recognise their needs. As always, we encourage everyone to lead by example, show respect and compassion, and champion the values of global citizenship.

We wish all our students, families, and staff a wonderful, relaxing, and well-deserved summer break, and we look forward to welcoming everyone back refreshed and ready for a new school year.



Wellbeing and Counselling



NAVIGATING THE ASSESSMENT PERIOD WITH FOCUS, BALANCE AND CALM

The Wellness Wrap-Up

Celebrating Growth, Reflecting on the Journey, and Stepping into Summer

We made it! As this academic year draws to a close, I want to take a moment to acknowledge the incredible dedication, resilience, and heart you have all shown over the past several months.

Endings naturally bring a mix of emotions. You might be feeling a huge sense of relief and excitement for the summer break, but it's also completely normal to feel a bit anxious about the sudden lack of routine, or sad about saying goodbye to daily interactions with friends. Whatever you are feeling right now, give yourself permission to feel it. Take a deep breath and recognize how much you have grown since the first day of term. I am incredibly proud of the steps you've taken this year.

Celebrating Your Wins

Before rushing into vacation mode, I encourage you to take just 5 minutes to reflect on your year. Don't just focus on the grades or academic achievements—celebrate the human moments:

- The obstacles you overcame when things didn't go exactly as planned.
- The boundaries you set to protect your own peace and mental health.

The moments of courage, whether it was stepping out of your comfort zone, helping a peer, or reaching out to me for support when things felt heavy.

Reflective Prompt: What is one thing you learned about your own strength or coping skills this year that you want to carry with you into the future?

The Summer Checklist: Protecting Your Mental Health

The shift from a highly structured school routine to the absolute freedom of summer can sometimes feel surprisingly disruptive. Here are a few ways to keep your mental health grounded over the break:

1. Recharge Your Way

There is no "single right way" to spend your summer. If your body needs you to rest and do absolutely nothing for the first week, honor that. If you thrive on activity, plan a project or a hobby. Listen to your own mind and pace yourself.

2. Maintain a "Skeletal" Routine

Without school timetables, it's easy for sleep schedules and daily habits to slip entirely. Try to keep a loose anchor to your day to keep your mood stable:

- Wake up and go to bed at roughly the same time.
- Get at least 15 minutes of natural sunlight daily (even if it's an early morning walk or a moment by the window!).
- Stay hydrated and move your body in ways that feel good.

3. Step Away from the Screens

Use this break to do a mini digital detox. Swap just one hour of scrolling for a walk outside, reading a book for pleasure, or picking up an old hobby you didn't have time for during the busy term.

4. Stay Connected

Moving away from our daily school community can sometimes feel isolating. Make an intentional effort to schedule time with friends, check in on classmates, or spend meaningful, quality time with family.

STOP
technique

Interrupt anxious thoughts and feelings

S **Stop.**
When you notice yourself feeling anxious or overwhelmed, stop what you're doing or thinking for a moment.

T **Take a deep breath.**
Inhale slowly through your nose and exhale slowly through your mouth. Repeat several times.

O **Observe.**
Notice what is happening in your body and mind. Acknowledge the feelings and thoughts are you experiencing.

P **Proceed.**
Choose how you would like to proceed, focusing on activities or thoughts that make you calm and happy.

Safeguarding: Protecting Our Pupils Together



SPOTLIGHT ON: DIGITAL SAFETY AND WELLBEING

Keeping Our Community Safe Online Digital safety isn't just about "blocking" content; it's about building digital resilience. This term, we are teaching students how to protect their "digital footprint" and what to do if they encounter something that doesn't feel right.

We recommend a "Chat, Check, and Support" strategy at home:

- **Chat:** Regularly ask what games or apps they are enjoying—keep the door open for honest conversation.
- **Check:** Ensure privacy settings are active on all devices.
- **Support:** Remind them that if they see something upsetting, they can always come to you (or a trusted teacher) without fear of getting "in trouble" or having their phone taken away.



The "Digital Jigsaw": Why Small Clues Matter

When we talk to children about staying safe online, we often focus on the "Big No-Nos"—don't share your name, phone number, or address. However, in the world of social media and gaming, it's actually the small, accidental clues that create a "Digital Jigsaw" for strangers to piece together.

What are "Hidden Clues"?

Children often share information without realising it through the background of their photos and videos. We call these "digital breadcrumbs." Common examples include:

- **School Uniforms:** A logo on a jumper or a PE kit instantly identifies a child's location five days a week.
- **Street Scenes:** A house number in the background, a distinctive local landmark, or even a street sign visible through a window.
- **Personal Belongings:** A birthday card on the mantelpiece revealing their age, or a trophy with their full name on it.
- **Meta-Data (The Invisible Clue):** Many parents don't realise that photos taken on smartphones often contain "Geotags"—GPS coordinates embedded in the file that tell people exactly where the photo was taken.

SHARENTING - HOW PARENTS CAN HELP

The term 'sharenting' is a combination of the words 'parenting' and 'sharing' and is used to describe the practice of parents regularly sharing information, photos and videos about their children on social media and other online platforms.

Sharenting Tips

Limit your Audience

Set profile to "Private" and only share posts with close friends.

Avoid Oversharing

Cover your child's face or position them faced away from the camera and blur out any other identifiable information.

Location, Location

Turn off geo-location settings and ensure there is no other information within the image that could pinpoint your location.

Review your Posts

Regularly review the posts you have shared and delete any that you, or your child, are no longer comfortable sharing.



An Commission um
Cheraiat Sanaal
Data Protection
Commission
Data Protection Commission
"Pause Before You Post" Awareness Campaign
Children

Have open discussions with your child before posting information about them on social media. Remember, it's their personal data you are sharing, not yours.

Safeguarding: Protecting Our Pupils Together



DIGITAL SAFEGUARDING: KEEPING OUR STUDENTS SAFE ONLINE

At our school, student safety extends beyond the classroom and into the digital world. With children and young people spending increasing amounts of time online, it is essential that they understand how to stay safe—especially when using chat platforms and social media.

Recent learning sessions have focused on recognising risks in online conversations. Students explored how some individuals may pretend to be someone they are not, ask for personal information, or try to pressure others into sharing photos or moving conversations to private platforms. These behaviours are known as “red flags”, and recognising them early helps young people protect themselves.

We also discussed practical strategies to stay safe:

- Think before you share – personal details such as school names, addresses, and phone numbers should always remain private.
- Trust your instincts – if something feels uncomfortable or wrong, it is important to step away.
- Block and report – students are encouraged to use platform tools to stop and report inappropriate contact.
- Talk to a trusted adult – open communication at home and school is key to keeping children safe.

In addition, students were introduced to the meaning behind certain emojis and symbols that can sometimes carry hidden or concerning messages online. Understanding these helps students better interpret digital communication and recognise potential risks.

Understanding the Consequences

The legal consequences for spreading misinformation are significant and have been escalated during the current situation:

- Heavy Fines: Fines for spreading false information start at AED 100,000. During periods of crisis or regional tension, these fines can increase to AED 200,000 or more.
- Imprisonment: Violators may face prison terms, with a minimum of one year for general misinformation and at least two years if the information causes public panic or threatens safety during a crisis.
- Account Closure: Social media accounts used to spread rumours can be permanently closed, and individuals may be banned from using certain digital platforms.

DIGITAL SAFEGUARDING
STAY SAFE IN ONLINE CHATS

Stranger
Hey, how old are you? 10:15 AM

You
I'd rather not say. 10:16 AM ✓

Stranger
It's okay, I'm 15 too. Where do you go to school? 10:17 AM

You
I don't share that information online. 10:17 AM ✓

Stranger
Can I see a photo of you? Just one? 😊 10:18 AM

You
No, I don't send photos. 10:18 AM ✓

Stranger
You're boring... no one will know. I can keep a secret. 10:19 AM

You
I'm not comfortable with this conversation. I'm going to block and report you. 10:20 AM ✓

RED FLAGS

- Asking for personal information
- Pretending to be someone your age
- Pressuring you for photos or videos
- Making you feel uncomfortable or guilty
- Saying "it's our secret"
- Getting angry if you say no
- Trying to move the chat to private apps

TOP TIPS

- Think before you type**
Don't share personal information like your address, school, phone number or passwords.
- Keep it private**
Don't share photos or videos with people you don't know or trust.
- Trust your instincts**
If something feels wrong, it probably is.
- Block and report**
If someone makes you uncomfortable, block them and report the chat.
- Talk to a trusted adult**
If you're worried or upset, speak to someone you trust.

YOU HAVE THE RIGHT TO FEEL SAFE ONLINE. SPEAK UP. STAY SAFE.

If you need help or advice, talk to a trusted adult. **You are not alone.**

PARENT DIGITAL SAFETY GUIDE
SUPPORTING SAFE & RESPONSIBLE TECHNOLOGY USE AT HOME

- MONITOR & GUIDE**
Check your child's online activity and screen time
- TALK ABOUT RISKS**
Cyberbullying · Scams · Inappropriate content
- ENCOURAGE RESPONSIBLE USE**
Be respectful, kind, and safe online
- PROTECT PRIVACY**
Use passwords, privacy settings & parental controls
- BALANCE SCREEN TIME**
Promote healthy habits & wellbeing
- STAY CONNECTED WITH SCHOOL**
Report concerns and seek support

Based on ADEK Digital Safety Expectations
Parents are key partners in safeguarding students online

Tips for Parents & Guardians
With the new Child Digital Safety Law (2025/2026), parents now have a legal responsibility to monitor their children's digital activity. Here is how you can help your family stay safe

Safeguarding: Protecting Our Pupils Together



HOW PARENTS CAN PROTECT THEIR CHILDREN

The “Periodic Table of Sinister Emojis” highlights how some emojis—while appearing harmless—can sometimes be used to communicate messages linked to bullying, harmful behaviour, or inappropriate online interactions. These meanings are not always obvious, which makes it important for parents to stay informed and engaged.

What Parents Should Know

- Emojis can sometimes be used as coded language to represent topics such as anger, threats, risky behaviour, or inappropriate content.
- Certain symbols (e.g. weapons, skulls, devils, or coded icons) may indicate concerning conversations or influences.
- Not every use of these emojis is harmful—but patterns, context, and secrecy are key warning signs.

How Parents Can Protect Their Children

✓ 1. Keep Communication Open

- Talk regularly with your child about their online activities in a calm and non-judgemental way.
- Ask questions like: “Who do you chat with?” or “What do these emojis mean to you?”
- Encourage honesty rather than fear of punishment.

✓ 2. Learn the Digital Language

- Familiarise yourself with popular emojis, slang, and trends.
- If something seems unfamiliar, take time to look it up or ask your child.
- This helps you stay involved without appearing intrusive.

✓ 3. Watch for Changes in Behaviour

Be alert to:

- Increased secrecy around devices
- Sudden changes in mood after being online
- Reluctance to share conversations or apps
- These may signal that something is not right.

✓ 4. Set Clear Digital Boundaries

- Agree on rules for online behaviour, including appropriate language and sharing.
- Ensure devices are used in shared family spaces where possible.
- Use parental controls where appropriate, especially for younger children.

✓ 5. Teach Critical Thinking

- Help children understand that not everything online is safe or truthful.
- Encourage them to question content, symbols, and messages they see.

✓ 6. Know When to Act

- If you notice concerning emoji use linked to harmful behaviour:
 - Talk to your child first
 - Take screenshots if needed
 - Report the issue to the platform or school
 - Seek support from a trusted adult or safeguarding lead

Key Message for Families

👉 Awareness is protection. Understanding digital language helps prevent harm before it escalates.

By staying informed, building trust, and maintaining open conversations, parents can play a vital role in ensuring children use technology safely and responsibly.

If you'd like, I can merge this smoothly into your full newsletter so it reads as one cohesive piece.

As temperatures continue to rise across the UAE, it is important for students, parents, to take extra care during the hot weather. Children are more vulnerable to heat-related illnesses because they can become dehydrated quickly while playing or participating in outdoor activities.

OUR BODY NEEDS ENOUGH WATER TO

- Keep body temperature normal
- Maintain energy levels
- Help concentration and learning
- Prevents headache and dizziness

Children may not always realise when they are thirsty, so it is important to encourage regular water intake throughout the day

Why hydration is important?

STAYING SAFE DURING SUMMER HEAT

SIGNS OF DEHYDRATION

- Dry lip or dry mouth
- Headache
- Dizziness
- Dark yellow urine
- Reduced urination
- Irritability

If a child feels unwell, encourage rest, cooling, and water intake. Seek medical attention if symptoms become severe.

SUMMER SAFETY TIPS:

- Drink water regularly, even when not feeling thirsty
- Eat fruits rich in water such as watermelon, oranges and cucumber
- Reduce sugary drinks and fizzy beverages
- Use hats or caps during outdoor activities
- Apply sunscreen before outdoor exposure if appropriate
- Avoid prolonged direct sunlight during peak afternoon hours.



ENCOURAGE CHILDREN TO:

- Eat balanced meals and healthy snacks
- Get enough sleep every night
- Wash hands regularly
- Stay physically active indoors if weather is extremely hot.

By following these habits, children can stay healthy and active during summer.

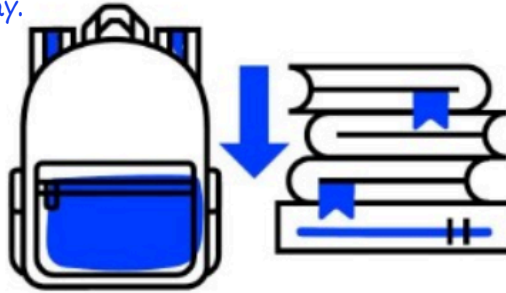
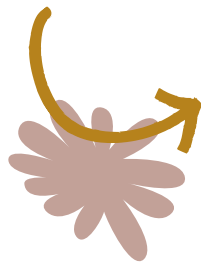
Health and Safety



BAG WEIGHT

To protect students from the long-term effects of carrying heavy loads, schools are required to enforce specific weight limits for school bags. It is recommended that a child's backpack should not exceed 20% of their total body weight to prevent adverse effects on their spine and body. These maximum weights, calculated based on the WHO Child Growth Chart, scale according to the student's age and grade level.

Please ensure you ONLY pack the books and equipment that is needed for each day.



SUBJECT	POLICY LIMITING SCHOOL BAGS WEIGHT
---------	------------------------------------

Dear Principals,

As custodians of children's wellbeing, we would like to address the potential long-term effects of students carrying heavy school bags.

It is recommended that a child's school bag does not exceed **20%** of their body weight to avoid adverse effects on their spine and body.

Accordingly, all schools are required to take measures to ensure that students' school bags do not exceed the maximum weights listed in the table:

Grade / Year (US / UK)	Max. Backpack Weight (KG)
KG1 / FS2	2.2
KG2 / Year 1	2.4
Gr 1 / Year 2	2.6
Gr 2 / Year 3	3.0
Gr 3 / Year 4	3.4
Gr 4 / Year 5	3.8
Gr 5 / Year 6	4.1
Gr 6 / Year 7	4.5
Gr 7 / Year 8	5.0
Gr 8 / Year 9	5.8
Gr 9 / Year 10	6.5
Gr 10 / Year 11	7.3

*Source: Maximum school bags weight was calculated based on WHO Child Growth Chart

LANYARDS

All GEMS schools follow and comply with a strict lanyard policy.

For safeguarding reasons, please ensure yellow lanyards are worn when entering and exiting the school premises.

Our security have been informed to ensure they follow policy, which also means you may be denied entry without the correct lanyard and identification

PARENTS AND APPROVED GUARDIAN



VISITORS

CONTRACTORS



SCHOOL STAFF AND STUDENTS



VIP'S

