

10:10 Project in School

Oaklands News

No 402 Nov 14

St John's School Partnership

Duke of Edinburgh's
Award Success

Faith and Football
Competition Winners

OPA

Christmas

Craft Fayre

A publication for
Oaklands Catholic School
and Sixth Form College



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Oaklands

Catholic School and Sixth Form College

From the Headteacher's desk

I am not sure how many of you have followed the Papal Extraordinary Synod on the Family in Rome and its consideration of issues in modern family life and relationships. The Synod finished towards the end of last month. For many of you it was perhaps just another news story competing for attention amongst many other headlines. This meeting, called by Pope Francis provides a little insight into the man, his thinking and the church he wishes to serve in the future.

Since being elected, Pope Francis appears to have had more popular media coverage than his predecessors. To depict the pope as a sort of mega star is not particularly helpful and could not be further from the truth. He said of himself, "The pope is a man who laughs, cries, sleeps tranquilly and has friends like everyone else, a normal person."

It is this 'normality' that connects him to us not as 'supreme lord but as supreme servant'. He is a man that you could imagine buying you a round of drinks or cooking you dinner. On Twitter, not only does he have zillions of followers, tweeters re-tweet his 140 character missives many tens of thousands of times, suggesting huge numbers are on side and want to pass the message on. We would call this the work of evangelisation.

He comes across as politically astute, yet he has a common touch. He is an eminent theologian, yet he can reach up and down to communicate in a language appropriate for the audience, mirroring the example of how Jesus taught. One enduring image I remember is seeing the first ever papal selfie when a group of teenagers managed to steel a picture during a pilgrimage to Rome. He has denounced the trappings of his position, many in authority could learn something from this. Like all of us, he has the occasional wardrobe malfunction which he can dismiss with a cheeky grin. He is both Godly and worldly.

What happened at the Extraordinary Synod gives us another glimpse into this ordinary man. I cannot claim to be an expert on Vatican politics or the subtleties of the event, but it would be naive to think that the synod would close the gulf between the Church's own teaching and the problems faced by modern families. I think many of us would have fallen off

our metaphorical chairs if this had occurred so quickly.

The recent meeting in Rome tells us that Pope Francis is prepared to take a risk and in doing so he has openly started a discussion within the church on some of the thornier issues of family life and relationships which, in turn, shines a light on why many are disenfranchised from the Church. In his final address Pope Francis puts a marker down indicating the direction of future travel. "The Church

that has the doors wide open to receive the needy, the penitent and not only the just or those who believe they are perfect! The Church that is not ashamed of the fallen brother [or sister] and pretends not to see him [and her], but on the contrary feels involved and almost obliged to lift him [and her] up and to encourage him [and her] to take up the journey again”.

The synod meets again in about a year. We pray for the continual influence of the Holy Spirit and for the right decisions.

Come Home for Christmas

It's estimated that at least two-thirds of the baptised Catholic community in England and Wales are non-churchgoing - approximately four million people. To put this into perspective Portsmouth unitary authority has a population of about 210,000 people. People give up going to church for a number of reasons, some of those being the fault of the church. Pope Francis in his final address at the recent Synod extends a welcoming hand to all those, irrespective of the reason or length of time, to come back. Taking up this challenge, in the Havant area we are starting a project to welcome Catholics back. You will hear more about this in the Christmas Edition, through e-mail and our social networking channels.



Come Home For Christmas is an initiative of the Catholic Church which aims to offer a seasonal welcome to Catholics who for different reasons no longer or rarely attend Mass. Whatever your story or journey, the door is open for you.

Consultation on Sex and Relationship Education (SRE) for Catholic Schools

Bishop Philip and the Diocesan Trustees would like to Consult on Guidelines Sex and Relationships Education (SRE) in school. A consultation document was issued in July specifically asking for a response from governors, headteachers, staff and parents. A response has to be forwarded to the Diocese by 1st December. The consultation document has been uploaded to our website <http://www.oaklandscatholicsschool.org/page/?title=Consultations&pid=66>

If you would like to post a reply please forward to headteacher@oaklandscatholicsschool.org.

National results Headline

At the end of last half term the DfE posted the provisional national headlines for examination performance at GCSE. Nationally 56.2% of students achieved 5 higher grades including English and Maths. This is down from 59% last year. This national fall is a result of many factors including a change in the method of calculation and removal of certain qualifications from the calculation. **At Oaklands we achieved 64% under the new calculation significantly higher than national.** The national drop reflects the turmoil in the system, this will continue. Many schools still undertake IGCSE in English. Many commentators recognise that this qualification provides some schools with a statistical advantage over others and that it does not accord with the rigour of the new GCSE specification. Under current proposals, in its current format the DfE have said that IGSE will no longer count from 2017. At Oaklands we do not take IGCSE. Although it remains controversial, 41% of Oaklands students achieved the Ebac against a national figure of 24%. **This will place Oaklands in the top 10% of Hampshire and Portsmouth state funded schools.** The Ebac removes most of the equivalent qualifications, focusing on English, Maths, Humanities, Science and MFL.

80% target for GCSE and 100% for A level

As a school we are aiming high for students in our current Year 11 and 13. Both of these targets are achievable. I firmly believe in the adage that Teaching + Learning = Success. The learning element of this is the responsibility of the student. In both Year 11 and 13 students will have internal exams early next term leading into the public examination system. In addition to homework, all students should be undertaking revision and examination

Continued Page 6

A 2015 Calendar Celebrating the Oaklands St John's Partnership

The Oaklands St John's Partnership began in 2011 after students and staff from Oaklands School visited St John's School in Korogocho Slum, Nairobi, Kenya. They were so inspired by what they saw that they challenged the community of Oaklands to support the young people of St John's by raising money to build a new sport centre for the Korogocho community.



A return visit in 2013 resulted in the start of a scholarship programme to support children who could not afford to go to school.

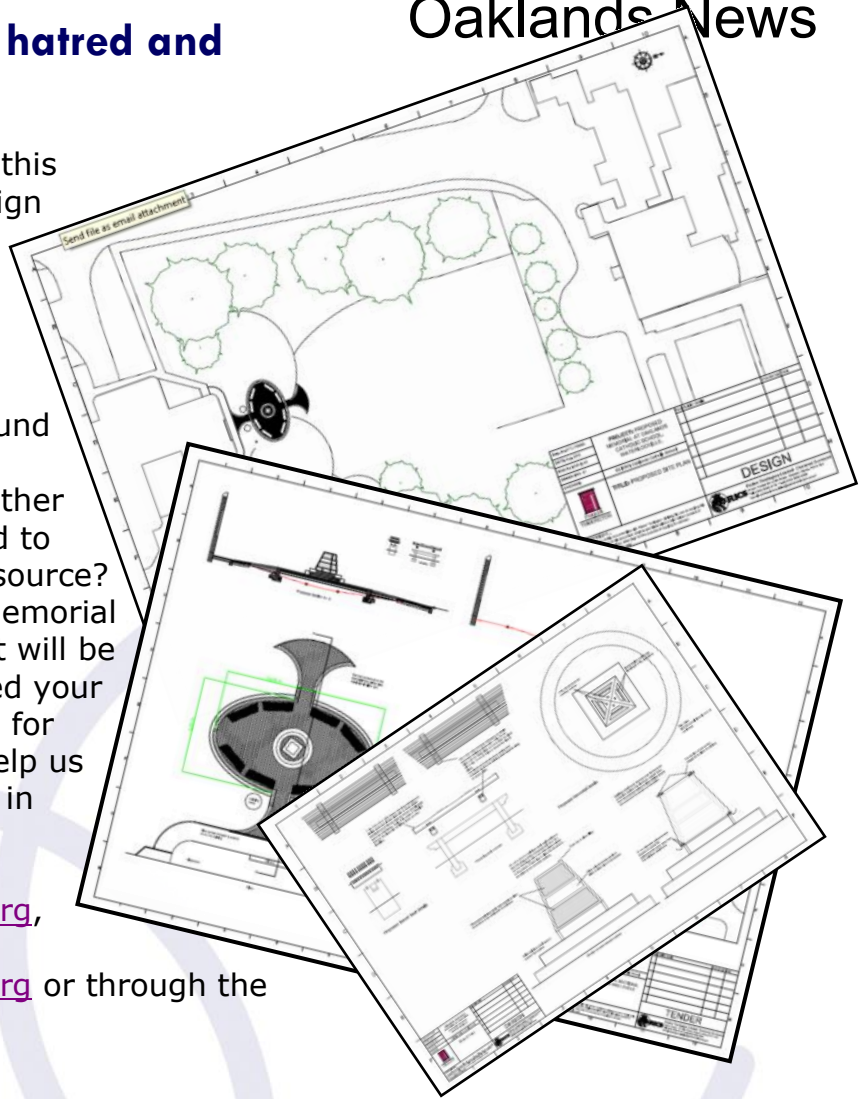
We believe that each child should have an opportunity to go to school.



It costs £30 a year for a student to attend St John's School. Last year the Oaklands' community raised funds to enable 115 students to attend school. Proceeds from the sale of this calendar will enable us to continue this life enhancing programme.

Oaklands Memorial against hatred and intolerance update

As reported in the last edition of this publication, we now have a design for our memorial and are ready to start the construction. Please have a look at the design and see how this wonderful memorial will look. The students have also finished designing the runes that will go around the plinth. We now need your help. Could you help us in anyway with either donations or resources that we need to complete this important learning resource? We are hoping that since this is a memorial that was initiated by the students, it will be built by a community effort. We need your help. At the moment we are looking for someone with a digger that could help us level the ground. If you can help us in any way, please contact either Mr Sumba on m.sumba@oaklandscatholicschool.org, Ms McCall on jill.mccall@oaklandscatholicschool.org or through the school reception .



CAFOD Leadership Training

The CAFOD Leadership Training Programme was something we were looking forward to from the very moment we signed up. On Tuesday 21 October, ten of us from our Sixth Form joined twenty six students from other Sixth Form Colleges in Portsmouth Diocese – St Peter's Bournemouth, St Mary's Ascot, St Joseph's Reading, St Anne's Southampton and Farnborough Hill - on a day of training and exploring the qualities of good leaders. The day was led by Sarah Barber from CAFOD HQ. It was a great opportunity to meet a variety of wonderful people and in no time we were talking and mixing as if we had always known each other. We played a form of bingo to help us interact with as many people as we could. It was a pleasant surprise to find out how much we actually had in common with everyone else; it was almost second nature to slip into friends mode rather than work mode!

The leadership skills began coming through during the team-building exercises that included untangling our circle and trying to sit in order of birthdays – without talking! One of the highlights of the day was a group activity where we had to present CAFOD values like solidarity, compassion, justice to different audiences. The main aims of the day were to meet the people that we would be sharing the experience with and setting up relationships with them in order to get the best out of the training programme.

The day was an absolute success leaving all of us young people looking forward to our next training day in February 2015. With the guidance of Mr Sumba, we will be organising and running various activities throughout the course of the next few months here in our school and local communities. Our group aspires to be young leaders for our community and inspire our generation to do the same so that we can be the change we want to see in the world.

Reflections of Jose, Khudayja, Oakley and Collins in Year 12

Geography trip to Isle of Purbeck



The advancement of Geographical skills as well as brushing up on coastal case studies before the summer examinations was the purpose of the recent trips to the Isle of Purbeck for our Year 12 Geography students. The students were accompanied with Ms Adams, Miss Caine, Mr Tindal, Mrs Hoar, Mr Hoar and Mr Bamford.

During their three day visit the students were taken to some of the finest coastal scenery in the UK (if not the world?) and were able to see how coastal management has been conducted along

Christchurch Bay from Hengistbury Head to Hurst Castle Spit.



The geology of the Purbeck coast was explored late on the first day as the students were shown Old Harry Rocks at the chalk headland of Handfast Point and many could not believe that this band of chalk once joined with the Needles on the Isle of Wight forming a land bridge before sea levels rose after the last Ice Age. The importance of the geology along the coast from Exmouth in Devon to Old Harry Rocks in Dorset has resulted in the area being

branded a 'UNESCO World Heritage Site' and as such puts the area on a par with places such as the Grand Canyon and the Great Barrier Reef. The importance of the area was not lost on the students as they explored Swanage, Portland Bill, Chesil Beach, Durdle Door, Lulworth Cove and Stair Hole.

On previous trips, we had visited the area in March and this was the first time we had visited in October. Despite having such fantastic weather for much of September, it had deteriorated by the time we visited the area; we did spend time dodging the heavy rain showers as a result! Nevertheless, this did mean that we visited the coast in very strong winds, which

meant that the sea was really rough. In fact, I had not seen waves crash through Durdle Door before and the waves at Portland Bill were some of the biggest I had ever seen.

The group conducted a beach survey at Ringstead Bay, which will enable them answer a sizeable section of their skills paper in June. **Mr Bamford**

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preparation. For Year 11 there are only seven teaching weeks until the mock examinations which start on 12th January 2015. If you think your child is not doing enough, then they probably are not. Please get in touch with form tutors or subject teachers.

Unfortunately, this term a number of staff have suffered unexpected long term illness. Please remember them in your thoughts and prayers. Where groups have been affected by this we have attempted to find specialist supply staff. However, this has not always been possible. If this situation continues into the next half term I will write to the groups affected.

Please take time to read this edition of the Oaklands News. You will get a sense of the range of activities and opportunities available to students. A significant amount of work is being undertaken with our partner school in Kenya.

Finally, your prayerful support is always a great boon to the school community, thank you for this and for the practical support you provide for your children and the school.

Matthew Quinn
Headteacher

10:10 Project

Over the last 12 months as a community we have considered how we can develop the spirituality of our students. This started with the Mission, then a staff retreat day and finally a curriculum project with Year 7 students which we called 10:10.

10:10 was a great experience for Year 7. For the last two days of half term, 23rd and 24th October, we found ways to explore our faith through other subjects not just RE.

The two day experience was called 10:10 after a verse in the Bible from St John's Gospel that reads, "I have come that they may have life and live it to the full". If we just think about God in RE or Church we are not living life to the full. This is because God exists in all things, even in the most unexpected places.

For the two days we did not have a normal time table. Mrs McCown-Finch put together a special timetable with different subjects and different teachers. Everything we did during those lessons related back to John 10:10. The teachers explained to us about God and how he is found in their subject. For example, in P.E. we learnt about the physical fitness and how to be spiritually fit. We did this by first doing exercises then resting and listening to a Bible reading.

My favourite lesson was technology with Mr McGanan. We started the lesson by looking at the Apollo space mission. I was amazed that on almost every space mission something particularly spiritual happened. I did not know that Buzz Aldrin, the second man to walk on the moon, was the first and only person to receive Holy Communion on it. I have since found out that the US government refused to make this public at the time. We then looked at the Apollo 13 mission that went wrong due to an electrical fault. I thought how frightened the astronauts must have been as it was a matter of life and death. I am sure they must have thought about God, particularly as they watched the earth from their landing craft.

The astronauts had to make a filtration system in space to help them survive. We did the same thing in Technology making our own survival filtration system. (see picture on the front page)

At the end of the two days we celebrated Mass together as a year group. We offered up lots of the things we had made and had done over the two days. Father Kevin was quite funny with his jokes. He said Mass in a way that we all understood it.

Douglas Quinn -
7 St. Clare

"I have come that they may have life and live it to the full".



St John's School Partnership

To help raise much needed funds to ensure that children get an education at St John's, the Oaklands St John's team ran a Christmas Card competition. Students were asked to design a card that showed the Oaklands St John's link. We received many entries and had a difficult time choosing the winners. Congratulations to Ella Francis, Jacob Shiel and Caitlin Edge (all 10 St. Catherine) who jointly designed the winning card. The runners-up were James Outen (10 St. Catherine), Ruth Skilton (12SW), Maria Kobylanska (7 St. Clare), Ellie Paine and Alys Hantrais-Smith (7 St. Dominic), Samuel Moore and Nicola Tomas (7 St. Margaret), Lottie Baker and Jessica Butcher (7 St. Martin), Laura Vahey (8 St. Teresa), Francisco Carino (9 St. Stephen) and finally Oaklands Staff.

Packs of 12 of each of these designs, as well as mixed packs are now available at £5 per pack.

We have also been busy designing a 2015 Calendar that will celebrate Oaklands partnership with St John's. The calendar shows images of life at Oaklands and at St John's and also outlines the things that unite our two communities. The calendar is also now available at £5 a copy.

All profits from the sale of these items will go towards the St John's Education Fund that we have set up to ensure that as many children as possible at St John's receive an education. We hope that as many people as possible will buy these items and thus support this life enhancing programme we have started at St John's.

St John's Week 6th– 10th October

Assemblies during this week were unique – we had a live Skype link with St John's. Students and staff at St. John's led our hymn and our students were able to join them in singing a Swahili hymn, Kwake Yesu nasimama [I stand by Jesus] Mr Sumba helped the students learn how to say the words and then our two communities sang together – it was a real moment of unity.

We were also able to continue this interaction by Skype in some lessons – students here at Oaklands were able to hold conversations with the students at St John's. They asked each other questions on what they were learning and also on everyday things like their favourite games, football teams, songs, food, subjects etc.



What students said about supporting St John's Week ...

Georgia McCarthy ... "St John's Week really changed my perspective on life. Before this week, I already knew about St John's and the work we have done and, of course, I felt proud of Oaklands. But in truth, I didn't really have a good understanding of who our money was going to and how it was changing lives. St John's Week 2014 really changed that for me.

One of the main reasons for this was the numerous Skype calls made to Korogocho. I was lucky to take part in at least three calls. Through these calls we got the opportunity to sing together, ask each other questions about our

lives and what we learn in our RE lessons. The students from St John's really grilled us on our knowledge of the Bible. We did not do very well – their knowledge of biblical facts was amazing. These conversations definitely gave me and the other students here at Oaklands a chance to see how lucky we are and made us even more determined and motivated to raise more money for St John's.

In addition to all the other activities going on to raise money for St John's, together with a groups of students in Year 10 and 11, members of staff – Mrs Hardaker, Miss Caspall, Mr Whelan, Mr Tindal and Mr Sumba – took part in the Great South Run on the weekend of 25th – 26th October to raise money and awareness about St John's.

I am so proud of our link with St John's and all the children there and thank you for all the support you have given us and the money you have helped us raise. What we have done, sending 115 children to school for a whole year - would not have been possible without you. As they say in Kenya, 'asante sana!' – Thank you!"

David Rennie – "It was an invaluable experience; to be able to contact St John's made our fundraising all the more special and much more real. The calls were hugely enjoyable and something I will not forget – I hope to have many more in the future."

Caitlin Edge – "Together with Jacob and Ella, I designed a Christmas card that shows our link with St John's. I feel really honoured that our design was chosen as the winner. I hope that many people will buy these cards so that we can help more children in Korogocho go to school."

Kate McMahon, Sarah Muwanga and Connie Larcombe – "St John's Week was enlightening and truly inspirational. Not only did it open our eyes to the lives of our brothers and sisters in Korogocho, it also strengthened our relationship and enabled us to come together as one."

Lauren Shaul – "I think that St John's Week was really good as I found out what a good cause our money is going to. The videos we saw during our prayer at the end of day were good as we got to see different aspects of life at St John's like the children playing in the gym. The assembly was fun as we got to Skype the children in Korogocho and sang a hymn together. Overall, the week was interesting and fun."

Niamh McKeown, Niamh Wilkinson and Afua Baidoo – "Skyping students at St John's was an eye opening experience as it allowed us to see the children we have helped and speak to them about their time at school and their hopes for the future. It was truly inspiring and thought provoking."

Jack Silvester – "Too often with events or weeks like this, you see the focus not put on the people being helped but on the people helping. You see it become a means of patting yourself on the back – a way to make yourself feel good about helping. It becomes all about us and the people who actually need help are forgotten. That wasn't the case with St John's Week 2014. Here, the spotlight was on them; we saw what they had done with the donations we had given and they shared with us what their lives were like. It was not about us, it was about them. It was fantastically beneficial in that sense, as it helped inspire those who may not have donated or fundraised already to go out of their way to do so, not out of a need to make themselves happy but because they genuinely cared."



Clifford Onyango goes to school thanks to the work of 8 St. Clare

8 St. Margaret Icon

The students of 8 St. Margaret have embarked upon an ambitious project creating an icon to use in numerous ways for meditations and prayers during tutor time. The inspiration came from the spiritual retreat day that the Oaklands staff undertook last summer. Each member of staff was asked to colour in part of a jigsaw to make up a picture of Jesus and the pieces were put back together to form the whole picture. The Icon is displayed at our masses and services as a reflection point.

We held a competition for students in the class. They brought in an example of their drawing abilities and we took a vote as to which student we thought was best suited to the task. The winning student was Jessica, who had drawn in the style that looked interesting and warm. Jessica began her task of drawing the picture of Jesus on the wood to cover the whole area. As work begun to develop other students took part in adding to the image.

The students did not want to depict a stereotypical image but a God for all. One Year 11 student suggested that Jesus should not have brown eyes, but one blue and one brown to depict that Jesus is for all people whatever colour or creed.

The second stage was to trace the picture that had been drawn and cut it up to give each student a piece of the jigsaw to colour in with their favourite colour. We wanted to try out our ideas on paper first as we were not sure how it would look with a mix of colours. The end result was brilliant; the variety of colours brought the image of Jesus alive, and it portrayed a warm, loving Jesus who was for all people, regardless of colour, race, sexuality.

The third stage was to transfer the colouring onto the wood through each student matching their tracing with the piece on the wood with colouring pencils. We decided on colouring pencils as we wanted to portray bright natural colours. Thicker black lines were added by Jessica, Lucy and Emma who gave up their lunchtimes to perfect the drawing and colouring.

The last stage was to have the wood varnished for protection, and then our project which started at the beginning of September was nearly complete. The icon will form the background to our altar in the tutor base. Each student has put their name on the back of the piece of the picture they coloured and during some prayers and meditations the pieces of jigsaw will be given out to the class and students will pray for the person written on the back of the jigsaw, or



we will just use the pieces to hold to concentrate our minds or to cement our feelings of belonging to the community. During Advent and Easter the pieces can be turned over where each piece has a number written on it and we can turn the pieces over for each day of Advent and Lent to reveal the face of Christ. As we use the Icon through the years it will develop and have different meanings.

The students were asked to reflect on how they felt about the Icon and these are some of their comments. 'It makes me think that all different people are welcome to know Jesus'. 'It makes me think that everyone is equal in God's eyes'. 'It makes me feel special and unique'. 'When we have prayers it makes me feel that Jesus is watching over us'. 'It's a great piece of teamwork'.

Creating the Icon has been enjoyable and enlightening, bringing students together, encouraging discussion, and thoughts. We feel that the Lord was with us during this project and it has been a great success. Thank you to all the staff and students who made comments along the way as we travelled through this journey to create something that will last for years, that the students will remember throughout their lives, many years after they have left Oaklands, which began from a seed planted at the staff spiritual retreat.

Little Canada Trip

PGL Little Canada is an activity centre set up for school children and groups to do outdoor activities that are different and exciting. A group of Year 9 children went as a joint PE and Geography trip at the beginning of the year. Whilst we were there we learnt more about the history of the island and how it came to be formed geographically. On the day we arrived we received a key to our cabins which were shared between four or six of us. It was good to have a room for ourselves with our own en-suites. We played a hide and seek type game around the centre and split into two teams. We played this until it was dark which made it even more exciting to play.

The following morning we went to Osborne House, the holiday home of Queen Victoria. This was interesting as many of us had not been there before and it was a new experience. We also visited The Needles and the Old Battery where we learnt about the usage of the battery (History) and the geographical reasons for the Needles being as they are (Geography). After a quick visit to Ventnor to look at hard and soft coastal management methods we travelled back to PGL for our evening activities.

Back at PGL we chose an activity. I did abseiling while others did aero ball. Abseiling was something new to most of us. The instructors made it look so easy but we found it harder than it looked. After a couple of tries we went to dinner in the dining room and then back to our cabins to prepare for the campfire.

The campfire was amazing and we were able to toast marshmallows and we even tried roasting haribos over the fire to make them crispy. We listened to music and played it; sang songs that the leaders taught us and told stories.

The next day we were to spend the day at the centre doing on-site activities. My group started with aero ball. Aero ball is like basketball but on trampolines. It is one v one and you have to see how many times you can get the ball through the hoop. This was a tiring activity but



one that really got us started on the day and gave us enthusiasm.

We joined another group on the catwalk climbing up ladders and along beams. Then we went across a rope and onto the Tarzan swings. The best bit was falling to the ground as the people holding your rope loosened it and lowered you to down. We also learnt to B-lay which was the control of the rope underneath. This was fun too and taught us safety when climbing.

Finally, to end the day we climbed the Jacobs Ladder. This is a series of wooden beams that go upwards. As one goes up, the beams get further and further apart making it harder and harder to reach the next beam.

This was a very inspirational trip and not only taught us many Geography skills but gave us the opportunity to try new things and have fun at the same time.

All the students that went would like to thank Mr Tindal, Mr Bamford, Miss Caine and Mr Wade.

Judy Quinn - 9 St. Dominic

Christmas Ball

Oaklands Catholic School and Sixth Form College

THE 2014 OAKLANDS CHRISTMAS MASQUERADE BALL

(Dress code: Formal/evening wear, masks obligatory)

Friday 12 December, in the Hall,

from 8.00 p.m. to Midnight.

Dancing will be to the excellent band

'Kojak's Revenge'

with dance music between sets.

Ticket price of £27 including Christmas Dinner followed by dessert, organised in two sittings. In past years, the tickets have been in great demand and we don't expect this year to be any different.

The price will be £30 on the door

Our Christmas Ball is a private event, therefore, ticket sales are strictly controlled. Tickets are only available to past and present Sixth Form students, staff and their guests and all parents and their guests. We hope, therefore, that you will want to come to this very popular social event. Tickets, once bought, cannot be transferred to other people but should be returned and money will be refunded.

If you have not experienced one of our Christmas Balls then perhaps you should this year. Sixth Form students spend much of their free time decorating the Hall, Dining Room, corridors etc., and their efforts always succeed in producing a wonderful atmosphere.

If you wish to order tickets for the Ball please complete the form below and return it to the Sixth Form Office together with the payment by end of day Monday 8 December. Tickets will then be forwarded to you. We look forward to seeing you there!

Changes to our Telephone System

In order to improve our service we have made a number of changes to our telephone system. Please listen carefully before you make your selections.

The auto attendant will direct you to select Option 1 for the Main School or Option 2 for the Sixth Form College.

If you select Option 1 for the Main School you will next be offered the opportunity to dial the extension number (if you know it) or select from the following options:

Option 1 for any Absence, appointment or attendance issues

Option 2 for Admissions

Option 3 for the Medical Room

Option 4 for Finance

Option 5 for Student Services

Option 6 for Heads of Year

Or alternatively you will be invited to hold to speak to the Receptionist.

Your patience through this change in procedure is appreciated.

Duke of Edinburgh's Award

I am delighted to report that both the 2013 -14 Silver and Bronze Award groups have been very successful in completing their awards. Of those who started their Silver Award 85% have completed and of those starting the Bronze Award 70% have passed to date. Letters of recognition and badges have recently been presented to both groups in their relevant assemblies and we look forward to the presentation of certificates by the Mayor and other dignitaries at the local Havant & Waterlooville Area presentation on Friday 27th March 2015.

All participants have undertaken volunteering in their local communities, have taken part in a variety of physical activities and have learnt or improved a particular skill. They have also prepared and taken part in both practice and assessed expeditions, the Silver group travelling to the New Forest and Isle of Purbeck while the Bronze groups completed their expeditions on the South Downs. The participants could not have completed their expeditions without the support of their dedicated trainers, supervisors and assessors so particular thanks is due to Miss K Caine, Mr K Geddes, Mr P Hoar, Mrs G Martyn, Mrs H Matthews, Mrs N Riddle, Miss H Roberts, Mrs J Stirling, Miss Z Terry, Mr J Turner, Mrs J Tyler, Mr C Wade, Mr P Whelan, Mrs C Wise and Mr B Wrightson.



SILVER AWARD		BRONZE AWARD
Dan Aspey	Sophie Adams	Cebastian Nunez
Ben Ashberry	Afua Baidoo	Rebecca O'Rourke
Freddie Benjamin	Charlie Bartolo	Georgina Page
Beatrice Chan	Jacob Cantillon	Charles Peach
Liam Colclough	Tavimba Chisenga	Jonathan Peach
Emilio De Abreu Faria	Riya Chundangayil	Sarah Percival
Rosie Dean	Anna Czoch	Daniel Poynter
Jennifer Forrest	Aoife Dreelan	Catriona Robinson
Rosina Gilbert	Thomas Ellis	Juliette Salloum
Naomi Groome	Luke Ellul-Turner	Michael Salloum
Molly McMaster	Verity Flood	Reuben Shucksmith
Ursula Negus	Kayleigh Fowles	Liesel Taylor
Jack Oldroyd	Joanna Hancox	Carys Thompson
Annabel Page	Bethany Harrison	Immy Walsh
Tom Payne	Toby Hollingsworth	Ben Watkins
Holly Reynolds	Joseph Hurd	Laura Webb
Isabelle Sumner	Alex Lane	Lucy Whiting
Sebastain Tyler	Sarah Muwanga	

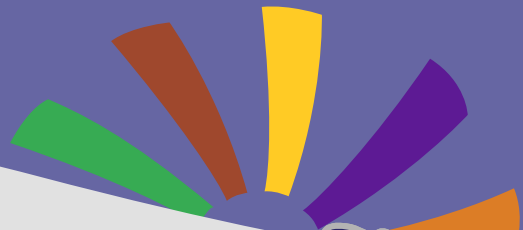
Congratulations to the all participants.

It is hoped that in the near future even more participants will finish their awards, particularly as a number have only one section left to complete! I am happy to help you if any support is needed.

We have begun our training with new groups of participants. Five participants from the Silver Award group have decided to take up the challenge of the Gold Award and twenty-two participants from the Bronze Award have started out on their Silver Award while a staggering seventy participants from Year 10 are embarking on their Bronze Award. We wish all these participants success in their endeavours.

J Hoar (D of E Co-Ordinator)

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Calling All Parents!



- ◆ **Why do teenagers behave the way they do?!**
- ◆ **What are your concerns or questions about parenting teenagers?**
- ◆ **Tips for “effective parenting”**
- ◆ **Managing and working through high risk situations.**



For information and advice about being a parent of teenagers, please come to:



Oaklands Catholic School
Sixth Form Conference Room
Thursday 20th November, 6-8pm



To book a place, please contact Mel Brooks on:

m.brooks@oaklandscatholicschool.org
Tel: 023 9225 9214

Faith and Football Competition



Last year, during a Year 9 assembly Mrs Ludlam offered our year the opportunity to enter a potentially life changing competition. Taking the advice of Mr Whelan to seize as many opportunities as possible that come our way Adam Dorey, Panashe Paradza, Brendan Walsh, Max Birmingham, Danny Brain and I took on the challenge with views on a walk in India. The three month process presented us with all sorts of challenges that helped us greatly with many factors such as teamwork and working together to achieve as a group, accounting skills and managing profit; making

tough decisions; selling to the public on trading days and running a business in general.

In many ways the competition was a great success despite coming second. Although we did not go to India for a week, we still won a day out at Mercedes Benz World.

With the other runners up Rebecca Barrows, Rebecca Galbraith, Kira Mulcahy and Lily Ellis and two other groups we made our way to Mercedes Benz World. The trip started with a long but worthwhile coach journey. Once at Mercedes Benz World we were amazed by the sheer size of the building and also by the amount of Mercedes Benz cars in the car park. We watched a movie introducing us to the company and the detail of its triumphant history. The museum contained many



wonderful cars but the formula one cars were especially impressive not to mention the most expensive car in the world; the first ever grand prix winner worth thirty million pounds. To wrap up a fantastic day we were given a free McDonald's meal. The team and I all agreed at the end that it was a thoroughly enjoyable day and I would highly recommend the competition to anyone in the years below me.

A big thank you to Steve Rolls and Becky Simmons from Faith and Football for arranging the prize.

Ewan Elder, 10 St. Margaret

The national assessment regime is changing and this has a significant impact on students in KS3 and the way progress and attainment are reported home. In the past, the KS1 and KS2 levels issued in the primary phase moved onto a similar system in KS3. The government have now removed KS3 levels and the descriptors that went with them. One of the key drivers behind this is the change to the examination system at GCSE. **Year 9 in 2014-15 will be the first cohort to sit GCSE English and Maths under the new GCSE grades 9-1 framework.** Year 8 will take most of their GCSEs under the new framework and Year 7 will take all of their GCSEs under the new 9-1 model. The Government has also made it clear that it will be more difficult to achieve a high grade pass (ie GCSE grades 5-9) at GCSE in the future. The old system had many flaws, not least very few people knew what the numbers stood for, or what a child had to do to reach a certain level.

Since the early 1990s parents and children have been educated to understand the levelling system. Taking this comfort blanket away was always going to create issues for teachers, students and parents. When I first started teaching, I remember well the angst amongst parents and teachers as they charted their way through levels, programmes of study and attainment targets imposed on schools.

One parent said to me recently, "when I was at school we just had a single grade in each subject 'A' was at the top and 'G' was at the bottom – simple." When schools were just judged only on attainment, this system served schools well. The raft of measures now used to judge the effectiveness of schools' necessitates a more complex system. The old National Curriculum, despite its many flaws and criticisms had these built in.

Our new system needs to:

1. Track progress over time
2. Predict future attainment based upon previous information and data
3. Be informative so students know how to reach the highest level
4. Report on students' approach to learning

A number of new assessment systems are being adopted by schools. We have based ours on one endorsed by the DfE. This will be phased in over time.

What will happen?	Rationale
Students will be allocated to one of four bands (see Table opposite) in each of their curriculum subjects. The allocation will be based on KS2 data, CATs data and Year 7 baseline assessments. For Year 8 the performance in Year 7 will also be a contributing factor.	The school needs some baseline data onto which future predictions can be made. Early in the student's time at Oaklands staff can judge if students are performing above baseline assessments.
Associated with this band allocation is a range of likely outcomes at GCSE (see Table opposite).	All schools have access to national data sets which indicate how a child is likely to perform at 16 based on prior attainment. At Oaklands many students outperform this, particularly where they demonstrate a positive approach to learning.
Student progress through the bands will be monitored and reported on.	Within each band there are three levels <i>Exceeding, Achieving and Developing</i> . Once a child reaches Exceeding they may move up a band. If a child falls below Developing they may be moved down a band.
The bands will not be tied to sets.	The ability profile of the year groups will determine which bands relate to which sets. For example, in a high ability year group Practioners could be found in sets 1-3. For a lower ability year group they may only be found in sets 1 and 2.

Band Name	Band Number	Most Likely Outcome at GCSE given current attainment and progress through KS1 and KS2.	Possible Outcome depending on attitude and approach to school (learning behaviours)	Outcome depending on attitude and approach to school (learning behaviours)
			Negative behaviours	Positive behaviours
Expert	4	7-9	1-6	8-9
Practitioner	3	5-7	1-4	6-9
Apprentice	2	3-5	1-2	4-9
Novice	1	1-3		2-9

Each band has a number of skills that will need to be developed over a national curriculum year. If a child achieves this, then they will remain in the same band in Year 8 or Year 9, if they exceed these skills then they may be moved up a band for Year 8 or Year 9. A child who does not consistently achieve the required skills could be moved down a band in Year 8. Hence, as a parent you will be

able to monitor your child's progress in each subject.

The band descriptors for Year 7 in the core subjects have been uploaded to the Oaklands website.

When assessing work, staff will annotate work exceeding, achieving and developing, if above, at or below that expected for the band. Hence, when looking at your child's book you should be able to gain an indication of progress.

So in summary, for Years 7 and 8, the Key Stage Levelling will no longer appear on reports and is replaced by a banding system. For each subject the band allocation and most likely GCSE outcome will be published at each review point. Additionally, we will report on whether your child is developing, achieving or exceeding within the band. At the end of Year 7 and 8 a band allocation for Years 8 and 9 will be published in each subject. If your child has exceeded in subjects through Years 7 and 8 then there may be some band changes in Years 8 and 9.

Over the next two years our reporting systems will continue to develop to reflect the new GCSE grading and increased difficulty of the exams. We will try to make sure all of the support and information is in place to assist you in your understanding these changes.

How will it work in Year 9 2014-15?

Year 9 will be the final year group to take the majority of their GCSEs under the old regime. However, they will be the first cohort to take the new GCSEs in English and Maths (grades 9-1). For the purposes of this year we will continue to assess their work under the old KS3 level regime. In the Autumn term of Year 10 (September 2015) we will publish target grades in all GCSE subjects (ie A*-G for most subjects and 9-1 in English and Maths). Staff will assess work in KS4 as is the practice now – a piece of work will be awarded a GCSE grade and the student will receive feedback on how to improve the quality of the grade.

To help parents and carers understand the changes to the assessment system we will shortly be producing a video which we hope will assist you.

What about Years 10 and 11?

Years 10 and 11 will remain under the old system.

Many parents have commented to me on the rate of change currently coursing its way through the school system and the negative impact this may have. The old National Curriculum started in 1988 with the Education Reform Act and it took twelve years for this to be fully implemented, that is for a student to go from reception to the end of Year 11. The current raft of measures will be felt in a considerably shorter time scale and is stretched beyond KS4.

OPA Christmas Craft Fayre

The OPA Christmas Craft Fayre takes place on Saturday **15th November 2014** from **12:00 midday to 3:00pm** in the school hall.

Christmas would not be Christmas at Oaklands without our traditional Christmas Craft Fayre which has been an annual event here for many years now and each year just goes from strength to strength. Gifts a plenty, fun and games for the children, entertainment provided by Oaklands Concert Band, a Winter BBQ, to name but a few; there really is something for everyone to enjoy.

Chocolate and bottles are gratefully received from families for the tombolas in Student Services, though we ask that glass bottles and alcoholic donations are brought to the White House Reception by parents or carers.

If every family were able to bring in just one chocolate bar (yes, even a Freddo the Frog Dairy Milk bar) for the tombola we could keep that going all afternoon for our younger visitors. Any bottles from soft drinks to wine to shampoo will be welcomed for the more grown up tombola.

Raffle tickets for the grand draw have been sent home with the youngest child in each family, please return monies and stubs or unused tickets to Student Services.

Craft tables for traders are still available, please contact Mrs Amanda Peach directly on 02392 256083 or 07813 168198 if you would like to reserve a sellers table at this very popular event, or if you have any friends or relatives who would like to trade on the day.

Finally, we look forward to welcoming you all to the Craft Fayre between 12.00pm and 3.00pm on Saturday 15th November 2014. All proceeds from the Fayre go towards funding those 'extra' projects around the school for the children which, without the support of parents and friends, would not be possible.

OPA Nearly New Uniform

The Oaklands Parents' Association carries a good range of nearly new uniform in a variety of sizes. The OPA is very keen to continue to build up a stock of nearly new uniform (particularly blazers and jumpers) which can be sold to parents at Parents' Evenings and other evening events. If your child has out grown ANY item of uniform and it is in good condition, please launder and leave it at Reception where we will arrange for the OPA to collect it. All proceeds go to school funds.

If you are interested in purchasing nearly new uniform please contact Mrs Brettell on 02392 259214 extension 222.

Also details of the OPA 50/50 draw:

Drawn 6th October 2014

1st prize – Number 145 – P Byng - £100.00

Term Dates 2014/2015

Autumn Term 2014

Mon 1st September to Fri 19th December

Spring Term 2015

Mon 5th January to Thurs 2nd April

Half Term:

Mon 16th - Fri 20th February

Summer Term 2015

Mon 20th April to Mon 20th July

Half Term:

Mon 25th - Fri 29th May

INSET Days are as follows: Friday 19th December 2014 and Monday 20th July 2015.

A few gentle reminders Mr Quinn

Attendance

The attendance rates for the school are very good. I am sure all parents understand the importance of punctuality to lessons and morning registrations. The positive correlation between attendance and student progress is beyond doubt. If your child is away from school then they are responsible for finding out what has been missed.

Make up

The vast majority of girls adhere to the school uniform policy. However, some girls appear to be wearing excessive amounts of makeup, most of which must have been applied at home when they are the responsibility of parents. The school policy is clear and can be found in the student planner. Makeup is not permitted in school; if it is confiscated from your child, you will be asked to come into school to collect it. If after a reasonable time it is not collected then it will be disposed of.

Student injuries

Thankfully, serious injuries to students are rare but when they do occur a youngster's schooling can be interrupted. Even though parents may be advised by clinicians that there should be no issue attending school, they give this information not knowing the nature of our site; buildings on three floors, narrow corridors and a sloping site. On the occasions when we have to manage students with serious injuries, including full leg plasters etc. we would ask the following questions: Has the injury necessitated a visit to hospital? Has the injury resulted in the need for pain control? Will the injury impact on their ability to do PE? Will the injury impact on their ability to access parts of the school site? If the answer to any of these questions is yes, then you must either contact the school prior to their coming into school or accompany your child to school on their return. Once in school we will carry out a risk assessment and, where possible, make reasonable adjustments. Specific advice from orthopaedic/fracture clinic is key to this process as no one in school is qualified to provide this information. In the final analysis though the school will determine the risk assessment.

Homework/Home based learning

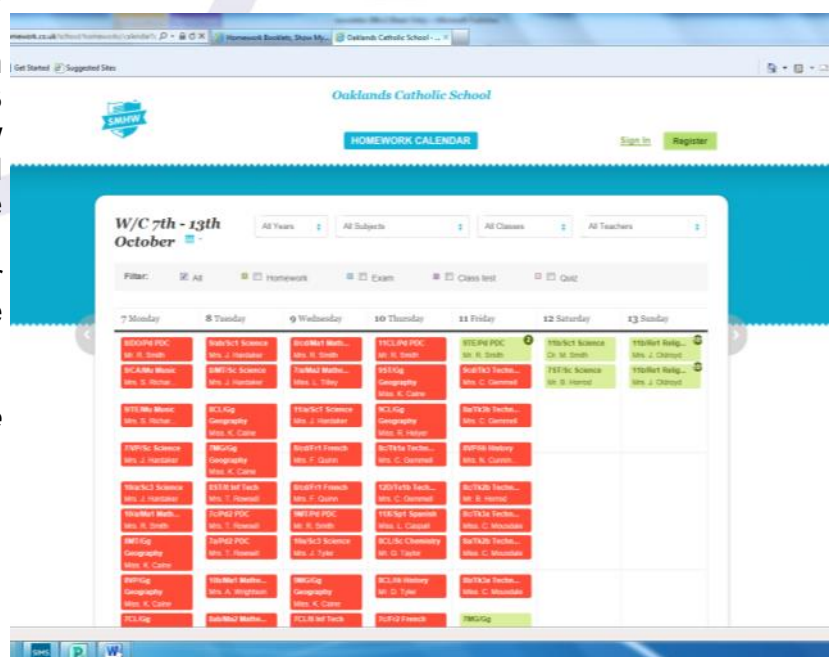
One of the debates I often have with parents is about homework, sometimes too much sometimes too little. At Oaklands we believe homework is an important part of the curriculum. It consolidates learning, develops resilience and independent learning and, in an increasing number of instances, homework or prior learning is key to accessing classwork.

One of the most recent and extensive pieces of research has been carried out by the educational guru John Hattie. His research is based upon some of the most scholarly studies into homework and his study of 100,000 youngsters. He concluded that homework improved the rate of learning by 15% – or advancing children's learning by about a year. 65% of effects were positive and, on average, achievement exceeded 62% of the levels of students not given homework.

All students should record homework in their planner. In most lessons in KS3 homework is also recorded on Show my Homework. For parents, a tutorial on how to use this piece of software can be found on the school website.

It is important that you support your child with their homework. If you require any help please contact the school.

Thank you for your support in these four matters.



Oaklands Catholic School
Stakes Hill Rd, Waterloo, PO7 7BW



OAKLANDS PARENTS ASSOCIATION
**CHRISTMAS
CRAFT FAYRE**

SATURDAY 15TH NOVEMBER 2014

12:00PM - 3:00PM

Beautiful Hand Crafted Gifts

Grand Draw

Fun & Games

School Band & Choir

Winter BBQ

Refreshments & Cakes

For more information, contact OPA Member at Oaklands Catholic School 023 92259214

Craft Tables for Traders - (x1) £12, (x2) £20, (x3) £25