

Update from St. John's

No. 405 April 2015

Oaklands News

Comenius students visit Oaklands

School production Oklahoma!

Students attend royal celebration

A publication for
Oaklands Catholic School
and Sixth Form College



Lead Stories



Oaklands

Catholic School and Sixth Form College

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For many of us the last few weeks have been a mixture of emotions, I am sure you will find a resonance in some of this.

I was elated to receive an invitation to the Royal Commonwealth Observance at Westminster Abbey; one not to miss. Along with another member of staff I took eight students to the service. The service was held in the presence of Her Majesty the Queen and other royals. The event celebrates the shared purpose, friendship and values that bind member states together as well as highlighting a desire to find solutions to the problems that exist in some Commonwealth countries. Not only was it a pleasure to be invited, it was a privilege to take eight fantastic students to London who were both a credit to the school and their families.

The Commonwealth is an interesting union of countries. In many of them children are plagued by the silent killers of poverty, hunger, easily preventable diseases and illnesses. Millions of Commonwealth children receive a scant education. Despite the scale of this daily ongoing catastrophe, suffering on this scale only appears to surface when there are global meetings, concerts or industrial scale fundraising. That is why we must and do make the plight of the poor a regular part of our mission in action and prayer. Our work in Korgocho is important in this respect.

My emotions have been further tested by events in the news: the helicopter crash in Argentina; three French athletes lost their lives in tragic circumstances; then last week the plane crash in the alps. Closer to home, the suicide of a youngster from Crookhorn school, then the death of our own Sarah Morgan from Year 11 last year and the premature death of a former member of staff.

It is interesting to listen to children talk about their understanding of these events. Children's understanding of tragedy is shaped by experience. For young children the passing of the pet rodent is often their first experience of death. As parents we often feel the need to shelter our kids from this pain, to hide complex issues from them so that they don't have to be sad about losing 'Hammy'. "He's gone to the great wheel in the sky" then quickly replaced by the next incarnation from "Pets-Are-Us". It is easy to dupe the very

young into thinking death is simple and painless.

Sheltering a youngster from the harsh truths of life – and the afterlife does not last for long and once a youngster realises what is going on they cannot 'un-realise' it, the truth remains. Our faith adds a further degree of complexity and fortunately some answers. We realise that life is not all 'Palm Sunday'; it has its fair share of 'Good Fridays'. Equally, after Good Friday comes the joy of the resurrection; the saving joy that offers us eternal life.

I am sure there are no words to describe the anguish and suffering being felt by the families in the disaster in the French Alps or those closer to home; our heart and prayers have – and will – go out to them. The question, "Why? Why did God allow this?" equally applies to catastrophic tragedy, the lad at Crookhorn and those dying needlessly from preventable diseases. That "why" question goes back thousands of years. It was asked in the Old Testament by Job and the writers of the Psalms. Jesus was honest. He told us the truth. He

said "You will have suffering in this world." He didn't say you might – he said it is going to happen. But why? If you ask me point-blank, the only answer I can honestly give consists of four words – "I do not know."

We cannot stand in the shoes of God and give a complete answer to that question. We don't have God's mind. We don't see with God's eyes. All that we know now is partial and incomplete. We can't understand everything because we try and see it from a finite perspective. So particularly now, as our lenten season draws to a close, if there are friends relations or acquaintances around you who are suffering, without any agenda why not go up to them and say you will pray for them. What they desperately need is the very real and comforting presence of Jesus Christ in their lives we can help them feel this through our prayerful support.

I have attached to this newsletter a copy of the times of Easter services at Sacred Heart & St. Peter the Apostle, Waterlooville.

Examination and Assessment

This term parents in Years 7, 8 and 9 will have received interim grades. This is the first occasion where all year groups were assessed using our new grading structure. We will continue to review this system as we received clarity about the GCSE grading system. I was very pleased to write home to over 200 students congratulating them on either their learning behaviours, achievement or both.

For Years 11, 12 and 13 students the next few weeks are critical. Most of these students start their examinations in mid May and will have completed these by the end of June. A thorough, organised revision programme is essential for success. In the run up to the exams it is not unreasonable to expect students to be undertaking 40-50 hours work a week. A short term investment of time now will bring longer term rewards.

Educational Finance

A few weeks ago you should have received an electronic copy of a letter from Andy Hastilow, Chair of Governors, regarding educational spending. This followed on from a conference in London attended by Nicky Morgan, Baroness Bow and Lord Storey where they talked about future educational spending. There is a danger here that I stray into party politics, however, I feel it is important that parents realise how the education context has changed. All three political parties made it clear that there was little, if any, new money available.

Promises ranged from ring-fencing budgets to maintaining per pupil funding. One promise that cannot be broken centres around the number of children in education;. By 2020 there will be considerably more students in the school system, the lowest estimate I can find is 600,000 more youngsters compared with 2012. So even if educational budgets are protected, the money will have to go further – much further. Since the mid 90s total education spending has been on the up, the pace accelerated to £42.7bn by the year 2000 and then up to £90.1 bn in 2015-16. We have become accustomed to an increase in education spending. School funding is complex and often a good news bad news story. A recent IFS report stated that between 2010-11 and 2014-15 spending on schools has risen by three per cent in real terms, mainly due to Pupil Premium funding, while the budget for 16 to 19-year-olds has seen a 13.6 per cent cut. The per pupil allocation for 11-16 students has remained flat over recent years.

Fortunately, academy status, growth in numbers and prudence has protected us from the difficult decisions taken in other schools over the last parliament. Unfortunately, all schools now have to make some difficult decisions.

The first area I have asked my finance team to look at is any traded services (items you or students purchase). For many services we have held prices for the last two-three years and subsidised the true cost. It saddens me that this cannot continue. We held off price increases in February half way through the academic year. However, from next academic year prices will be reviewed in February and September.

From the beginning of the Summer term there will be an increase in canteen prices. The meal of the day will now cost £2.40. This still represents good value if you consider a high calorie meal at a burger restaurant costs over £4 and at a certain fried chicken restaurant, a meal box costs almost £5.

A new price list will be issued at the beginning of next term.

Finally, I would like to thank you all for the support you have given over the last term. Your prayers and thoughts are a great comfort to the school community.

I look forward to seeing students back in school on Monday 20th April at the normal time.

Matthew Quinn
Headteacher

St John's School Update



How many children in school?

Through your generosity, we have managed to continue enabling 115 children to go to school and receive an education as well as a meal! We sent over £1,729 this term. It is not the same 115 children, as some children's parents have been able to get part time work that has allowed them to financially support their children. So from the last list, 30 children came off and 30 new children joined.

Fundraising: To help us raise more funds so that we could continue our commitment to supporting 115 children, we decided to design Christmas Cards and also a 2015 Calendar. These sold well and we managed to raise about £300. We hope to do this again this year – Christmas Cards and a 2016 Calendar!

Standing Orders: At the moment, we have about six people who have set up standing orders to support this programme. Could you consider joining them? Contact us for details.

Tablets: One of our parents was so moved by the work we are doing at St John's that they decided to donate 100 tablets to be sent to St John's to help with their learning, especially giving them access to the internet. They will be sent out so that the children at St John's can have them when they start their second term in May.

A word from St John's – Naomi Gekania [12 years old]

My name is Naomi Gekania from St John's Primary School. I am fourteen years old and I am in standard eight (the last year of primary school in Kenya.) I live in Korogocho. My favourite teacher is Mr. Augustine Amuka and my best subject is English. My favourite game is netball and I always play for our school. I always work hard in school so that when I finish university I can get a good job and I will be able to take my parents to a safer place where security is good. I will also help those who cannot go to school because they do not have school fees.

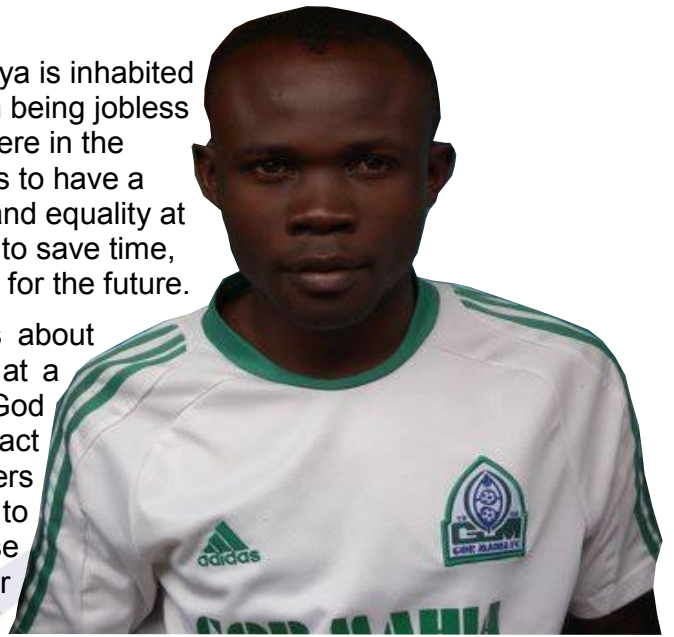
Next to our school there is a Catholic church where we go to pray to God for the good things he has done to our lives. We also pray for our community and ask God to remember us when we go to school in the morning and return back home in the evening safely.

Life on Korogocho

Korogocho being one of the largest slums in Kenya is inhabited by close to 300,000 people the majority of them being jobless or to put it more politely job seekers. Just like anywhere in the world, the expectations of those living in Korogocho is to have a life that brings with it dignity, respect for each other and equality at all times. In Korogocho, or Koch as we usually call it to save time, the above expectations are a mirage, if not just hope for the future.

For an ordinary member of the community, life is about how it comes and people live their lives one day at a time handing over tomorrow to be taken care of by God the almighty. This situation is occasioned by the fact that means of livelihood is too high for most members to realise and this explains why some youth resort to criminal activities just to make ends meet. Once these youths get baptized into crime they stop using their official names for fear of being identified by police or other security agencies. This scenario makes it hard for them to acquire official documents that can help them secure employment in the future, hence making criminal activity as their main source of livelihood.

For the mama mboga (a woman who sells vegetables) a day begins at 5:30am when she wakes up and rushes to the market to collect some groceries to sell so that at the end of the day she gets a means of living. Her day's success is dependent on criminal gangs' operation pattern and frequency, if she meets them on her way to the market she will lose all the money she was going to use to purchase goods to sell. If she meets them in the evening after selling and getting the much earned money, the criminals can either take all or take a portion of the money. This scenario is not limited to mama mboga alone, it cuts across to other members of the society that have been resigned to the fact that they will just have to live with the situation hoping that something will change and the government will one day take their concerns into consideration.



Fairtrade Conference



As part of Fairtrade Fortnight, eight Oaklands students from Years 7 and 9 went to The Wildern School in Hedge End on 27th February, to see what we could do as a school to get creative with Fairtrade. We followed a number of talks and activities throughout the day, including craft and role play. We were focused on three groups - sugar, tea and cocoa.

Fairtrade is important for those who live in poorer countries. The Fairtrade Foundation organisation offers a fair wage to people who farm items such as bananas, sugar, beans, oranges and cotton. At the conference we learnt how we can help to promote Fairtrade goods in a fun and simple way, for example, by designing a picture or decoration to show others what a fair wage means to the farmers.

We can all help too by buying Fairtrade branded products. Our Fairtrade group at school aims to encourage you and others to think twice when shopping. As a change, could you switch to Fairtrade? It is the same product, but many people benefit from your purchasing Fairtrade items. We hope that you will reconsider your buying habits!

The Fairtrade group at school has lots of plans on how we can continue to promote Fairtrade. You will read about these in the Oaklands News.

Oklahoma! Mr Quinn

Yet again the Drama and Music departments at Oaklands succeed in putting a great big smile on the face of every member of the audience in this year's school production of Oklahoma! Rogers and Hammerstien's genius was to develop a foot tapping musical score, Oklahoma burst on to the stage brimming with the feel-good factor.

Set in Oklahoma in the early 1900s, the musical tells the tale of two sets of star-crossed lovers (I wonder what the inspiration was) living among cowboys and farmhands. The students led from the front with strong performances, both funny and serious in equal measure.

Cowboy Curly (Barney Walsh Yr14) is smitten by Laurey (Jessica Fitzjohn) but Curly has a nemesis, the green eyed hired hand Jud Fry (Ryan Crellin-Simpson Yr9) who is a sore loser in the shadows. If this was not enough, the dizzy headed Ado Annie (Verity Flood Yr11) faces a tough decision between cowboy Will (Jack Worsfold Yr11) and peddler Ali Hakim (Christian Nunez Yr12). The delivery of the music and songs ensures the narrative has pace as the story unfolds. Bethany Moore's Aunt Eller is totally convincing as the matriarch with a heart .

The students' performances were supported by a fantastically tuned and well rehearsed band. An enthusiastic group of talented musicians including students, staff and professionals.

Thanks to the superb direction of Sadie Whyte and Estelle Flood (Musical Director), and not forgetting the tireless efforts of all the staff and students who worked many hours, the latest school show was an absolute masterpiece.



Unseen Heroes?

This year's school production was '**OKLAHOMA!**' There were many people who worked hard over many months to make the performance the best it could be. In addition to the many staff and students who contributed to a great production, the sound and lighting team also played an important part. It was our responsibility to set up and run the equipment such as the lights, follow spot and wireless mics.



Like others working on the production, we had to attend on many occasions outside school hours setting up and running through technical rehearsals. I learnt how to operate the follow spot. This was vital to emphasise the important parts of the show – it was used to highlight various scenes and characters. I thought it was amazing and everything felt professional. I really enjoyed working with the people in my team and it's definitely an experience I will remember. I'm looking forward to doing it all again next year! **Joe Marinaccio 10 St. Margaret**

My role in this year's production was Sound Effects Manager; a vital role as the effects are needed to enhance the show. It was stressful at times due to the precision required – for example, the gunshot effect needed to be triggered at the moment the actor raised his gun. Overall it was a fun and exciting experience. The entire of the sound and light team were a pleasure to work with and the whole experience was very professional. This was the first production I have taken part in, and it will not be the last! I cannot wait until next year to do it all over again!

Luke Dancey 9 St. Margaret

Linguistic Olympiad

The Linguistic Olympiad is a hugely enjoyable yearly tradition; long and tough, but very rewarding in the end. It's daunting to get a question about the language of a remote Polynesian island or Japanese place names, but once you decipher the patterns it becomes oddly satisfying, and to come out with an answer feels like a great achievement! It's an enlightening logical puzzle that's always great to complete.

David Rennie 11 St. Teresa – Silver Award winner

The International Linguistics Olympiad is basically a test paper about languages you've never heard of. They give you a couple of translations of sentences and expect you to decipher the Bible in that particular language. Okay, that's not true, but it felt rather too close. On the website, it encouragingly tells you that 'even the hardest problems require only your logical ability, patient work, and willingness to think around corners!' Let me tell you, the corners are not just corners: they look like corners on the surface, but then you realise you have hit a dead end and have been translating the entire Turkish edition of Tolstoy's 'War and Peace' with the wrong words for 'Mother Russia'. Seriously, you have to translate Turkish. And, in my case, something that looked like this: 'ما هي الحياة؟'. On the bright side, it wasn't too bad if you like dealing with problems where you have to think a little. If you're bored of revision and past papers and want to try a test where you don't have to memorise the textbook, try this... *Tom Ellis 11 St. Catherine – Silver Award winner*



Oaklands Hustings

Lies, deceit and manipulation were on the agenda as prospective parliamentary candidates from across the area attended a Sixth Form hustings attempting to woo the students. Labour's John Ferrett, of Portsmouth North; the Lib Dem's Darren Saunders of the aforementioned constituency; the Conservative's Flick Drummond, of Portsmouth South; UKIP's John Perry, of Havant and a Dimbleby-style Mrs Ludlam were all present with no clear winner at the end of the heated debate. Questions centred on tuition fees, – which inevitably Saunders wouldn't have backed – the merits of austerity and the likelihood of a Labour SNP coalition. On the austerity question, Drummond humbly revealed her work in a local food bank, despite the fact the rise in demand is a result of her party's welfare cuts. Equally, Ferrett, a man who claims to hail from the Trade Union movement and Saunders of council housing stock, had no inspiring alternatives. The clear consensus between parties had never been so clear. As Labour banged on about the NHS, the Tories on the 'long-term economic plan', UKIP about the EU and the Lib Dems about how everything they say is a lie, students became increasingly agitated and put up a fair challenge to the candidates. Above all, to accuse the Sixth Formers of apathy would be a utter falsification.



Commonwealth Observance

We caught the train to Waterloo and despite being in the rush hour we still managed to get seats together. The journey went quickly and we walked to the London Eye, pleased to see that despite high level security the queue was minimal. Once we were on, any fears of heights were soon removed by the spectacular views of Big Ben, the Thames and Houses of Parliament - we could even see The Shard in the far distance poking its top into the clouds.

We crossed the river on foot to Westminster Cathedral. To pass the time some of us were trying to spot the most expensive car! The Cathedral itself was highly unusual compared to normal places of worship with its stunning red brick design and prominent roof tower. As we entered, the noise level dropped to silence. Inside was lots of gold gilt, marble pillars and in between brightly coloured mosaics of mythical birds and creatures. The extravagance was enough to take your breath away.

But we were on a tight schedule and after a bite to eat it was time to step out on the busy streets of London once again to Westminster Abbey where we queued for some time which got our **anticipation going for the upcoming event**. After what felt like forever, we passed through tight security and entered. We were some of the first to arrive in the grand Abbey and it soon began to fill up with some well known athletes and other school children whose faces were lit up with excitement.



The television screens were switched on and the crowd was silent. Suddenly the Royal Family appeared on the screens as they entered the actual building that we were in. Everyone stood and sang the national anthem as the Duke and Duchess of Cambridge, Prince Charles and Duchess of Cornwall and Prince Phillip with our tiny Queen processed through the centre of the Abbey with an entourage of body guards.

During the service we were treated to a selection of authentic dances and singing from the different countries of the Commonwealth. Numerous speeches followed about how working together is key and how we are stronger as a whole.

It seems in a blink of an eye that we were back on the train, tired and elated. The day will stay with me forever. Max Twinam 8 St. Dominic

Big Bang and Bubbles

The Science Department kicked off British Science Week (13 – 22 March) with a trip to the Big Bang Fair at the NEC in Birmingham. The first to arrive was Mrs Arthurs with two teams. A year 8 team were competing in the Vex Robotics Finals and a Year 13 team were competing in the National Science and Engineering Competition. Miss Gray, Mrs Hardaker and Mr MacDonald then escorted 12 enthusiastic Year 8 and 9 students who had a fantastic day; meeting experts from a wide range of scientific, engineering and mathematical backgrounds and learning about recent developments and new technology in their fields. Some of the highlights included the Error 404 show,



building and flying drones (in a battle!), the life-size KNex model of the Bloodhound SSC, snowboarding simulator, and many, many more interactive activities allowing hands-on opportunities to try new technology and ask about apprenticeships and careers. Of course it was also fantastic to support the two competing teams, we were really proud to be part of Oaklands that day.

During Science Week a famous scientist quiz was launched as well as the 'Science on your Doorstep' poster competition and two demonstrations and activity events were held during lunchtime. On Tuesday, students had to find Schrödinger's cat using

light and mirrors and examined diffraction gratings during the light spectacular event. Thursday was officially 'Demo day' and Oaklands Chemistry Club students got their lab coats on to demonstrate lots of exciting experiments with a theme of bubbles and bangs.....and a bit of fire for good measure. With dry ice and bubble mixture in good supply, students were really enthused and great fun was had by all.

Southampton University



Mrs Tyler accompanied two teams of enthusiastic Year 8 students who competed in the 'Chemistry Challenge', an annual competition staged by the outreach department at Southampton University on 25th March. It was a victorious trip with both teams on the podium!

Pictured top- the team who achieved FIRST place. (L-R Niamh Cooper, Danny George, Lloyd Hastilow and Jonathan Dopson). Congratulations to this team as they showed amazing practical skills and chemistry knowledge to gain the winner's trophy. The judges praised the way they worked together and how efficiently they solved the problems set.

The other team came a fantastic THIRD position at the chemistry challenge. They worked well as a team to solve two complicated chemistry problems (bottom L-R Angus Hutchins, David Way, Emma Bolwell and Poppy Britt). The judges felt again that the team work was a great achievement and they carefully worked out all the problems set for them.

Both teams enjoyed the opportunity to speak to undergraduates and visit the university and were treated to a lecture with lots of exciting (and sometimes explosive) demonstrations!



During the week starting on the 23rd of February 42 students and 8 teachers from our partner schools in Spain, Italy, Netherlands and Germany came to Oaklands as the Comenius Project 4th meeting took place. Here is an account from students of the activities they took part during this busy week:

Comenius Project

Monday 23rd February: To start the day, we caught the bus to school with our German partners as they had arrived on Sunday evening. We went to normal lessons and did a tour of the school at break time. Anxiously, we awaited the arrival of our friends from Spain, Italy and the Netherlands. Italian and Spanish students arrived around lunch time and the Dutch students around 5 in the afternoon. After having fun in History, Geography and PE, some of us got the bus into Portsmouth and went shopping and to Sprinkles Gelato. We had dinner with our host families and watched movies.

Tuesday 24th February: On Tuesday we met at school to go to London by coach. When we arrived in London the first thing we visited was the Tower of London. We had to split into several small groups. There were several things to see. For example the Crown Jewels and, of course, there was a lot of gold. We saw the crowns of several kings and queens as well as their cutlery. One of the highlights was the original crown Queen Elizabeth II used in her Coronation ceremony at Westminster Abbey in 1953. We also visited the Traitors' gate. The tour guides were dressed up as middle-aged people. Of course we visited the 'White Tower', the centrepiece of the tower of London. The most outstanding things to see were the armour supplies of different kings from different years, including the weapons. After the Tower of London we went to the 'Natural History Museum'. When we entered the museum we were in the big hall with a dinosaur skeleton and then we were divided into small groups to look around the museum by ourselves. There were four different areas in the museum: green, blue, red and orange area. They had many stuffed animals like birds. They also had dinosaurs, fishes, human biology, gems, insects and many facts about the planet there.

Wednesday 25th February: On the third day of the project we went to Action Stations in Portsmouth. We experienced workshops on bullying and cyberbullying. We learned a lot about bullying and how to prevent and fight against it. The instructor played a game which he called "I





am the Boss". The game was about making clear who is the boss without saying anything else except the game's name and using body language. At first, people thought that being the loudest was the key to winning and appearing to be confident but as the day progressed we all began to realise that having an open posture and being calm were the real keys to success. After our work on bullying we moved onto the topic of

cyberbullying which contained information on how easy it is to trace somebody's digital footprint (the record of everything you do on the internet) and how it can affect your life in the future. A lot of employers will check a person's online presence before accepting a job application. So we were shown how to prevent any unwanted information on your footprint like setting privacy options on social media networks or use of a good password so nobody can access your account without your permission. After the workshops, we had time to explore Gunwharf Quays.

Thursday 26th February: On Thursday we met in the morning at school to work. We got separated into multi nationality groups and each group worked on different topics. One group produced 5 Scrap books about the week for each country to take home. Another group worked on a video about bullying. Two groups made calendars based on the UN Convention of Human Rights articles. After the work was done, we presented the different topics to the other groups and discussed them. Mr Quinn came to watch our presentation. We ended the day by going to the hall in P5 to watch the rehearsal of our school production. The international students were impressed with what they saw!!

Friday 27th February: This was the day to say our goodbyes!! The German students were the first ones to leave; they were taken by the school mini bus to Portsmouth Harbour train station to take the train to Brighton. Spanish and Italian students departed soon after and the Dutch students went back home around 11 o'clock. There were some tears around the school and at the mini buses as students said their goodbyes. We had a fantastic week!



Visit to Jane Austen's House

As part of an exclusive English Club, we among many others had a fun day learning about Jane Austen and her life as a writer. Both Oaklands and St Peter's students visited Jane Austin's House.



"I liked Jane Austen's house because it is interesting to find out how people lived 200 years ago. It was fascinating to compare the big house with it. My favourite part was the dancing as it was great fun!" **Sarah Sullivan, 7 St. Teresa**

"It was a breath taking rollercoaster ride of facts, fun and fascination. I loved every moment!" **Max Twinham, 8 St. Dominic**

"I liked Jane Austen's house because it was great fun and educational. Also, the lifestyle that they lived was very interesting too! In her kitchen we got to use quills and make bags of lavender." **Ellie Paine, 7 St. Dominic**

Jane Austen's House Museum is a small private museum in the village of Chawton near Alton in Hampshire. It occupies the 18th-century house in which novelist Jane Austen spent the last eight years of her life.

When we arrived we were split into two different groups, our group journeyed around the house and where she wrote her six novels. Four of which were published during her lifetime but two, after her death. We even saw where she wrote her novels!

We had a brilliant tour of her house and we learnt how different society was 200 years ago. We had the opportunity to handle and study some of the items. After lunch the two groups swapped over and we made our way to Chawton House - which belonged to Edward who was Jane's brother who inherited a lot of land because he was adopted by distant cousins. Later, inside Chawton house we visited the library that contains books mainly written by women during the time that Jane was writing. We then headed back to the main hall to learn a regency dance. It was really hard but a lot of fun. By the end of it we were rolling about on the floor with laughter

Overall, we had a fabulous day and the experience was one we will not forget. A lot of thanks go to Mrs Harris and Miss Dugan for the wonderful time we had. It was really great!

Royal Armouries Visit

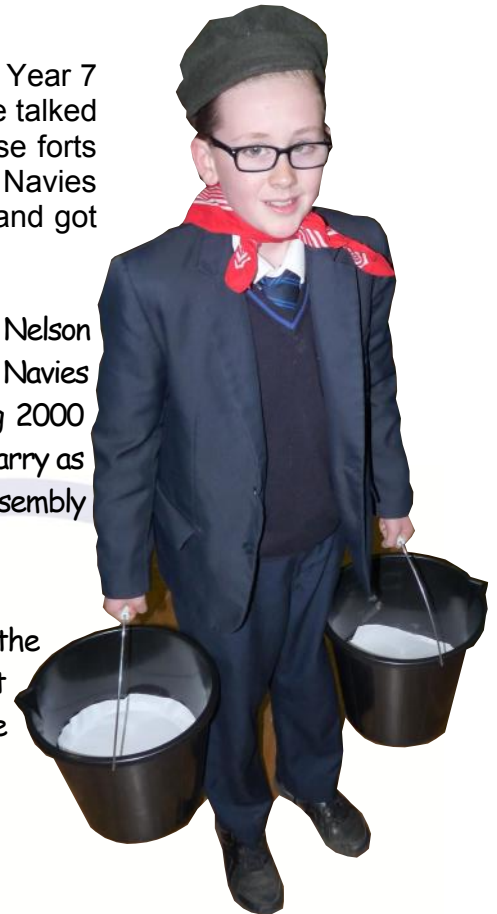
Eileen Clegg, the Education Officer at the Royal Armouries visited Year 7 on Friday March 6th to deliver an assembly on local history. She talked about local forts and explained to students about the building of these forts by Navies. Using a volunteer Eileen demonstrated how hard the Navies had to work. All the students seemed to really enjoy the assembly and got involved.

On 6th March Eileen came into the Year 7s assembly to talk about Fort Nelson and the other forts on Portsdown Hill. We learnt about the highly paid Navies and the tasks that they had to perform. Their task involved shovelling 2000 spades of sand a day. We had a fun demonstration in which Sam had to carry as many buckets of sand as he could in a minute. It was a brilliantly fun assembly where we learnt a lot.

Lottie Piper 7 St. Martin

I learnt how tricky the lives of the Navies were. At the beginning of the assembly I thought the Navies wouldn't have been paid very much but after completing a demonstration I realised how strong and skilled the Navies were.

Sam Grenfell 7 St. Martin



Maths Masterclass

Southampton University offered us the opportunity to learn new and exciting ways of using Maths in the real world. We have attended five classes, each on a different topic.. In one of the sessions we discovered how maths can enable us to work out the size of different areas of our universe. We spent part of the session calculating the number of galaxies in the visible universe. During this we also learnt about other scientific ideas like the Hubble deep field, Hubble's law and how to capture images of space.

Another of the sessions showed us how we can use mathematics in computer science. We used binary and algorithms to check codes so you can work out if an ISBN number, credit card number and phone identity numbers are valid. Also these algorithms can help us check codes and data sent over wireless and cable transmitters.

We also learnt in another session about how matrices are used in computer science and computer graphics. By multiplying and adding matrices you can transform a shape on a screen so it appears a different size, place or rotation. This means you can make an image appear to be moving across the screen if you move it little by little very quickly.



These classes have broadened our understanding of different types of mathematics; we know how they can be used in real life and in different subject areas. Also by discovering this we have been encouraged to take maths to a higher level and discover more about what it can do. The classes have been an enjoyable yet educational experience.

Judy Quinn, Imogen Glover and Victoria Rose

Ski trip 2015



On Friday 13th February, 98 students from Years 9, 12 and 13 accompanied by 14 staff started the 23 hour journey to Andalo in Italy. Although it was a long and tiring journey, it was made worthwhile once we were able to witness the beautiful scenery of the Alps. Our hotel – the Costaverde – was situated just ten minute walk from the ski slopes, but the view from the hotel was stunning as the snow-capped Dolomite di Brenta mountains stretched out before us.

However, there wasn't much time to settle in as we walked in the falling snow to the ski hire shop to get ourselves kitted out with skis, boots, poles and helmets ready for the first of five days skiing on the Sunday.

Excitement on Sunday morning was the main feeling amongst the students, but there was a degree of anxiety too as many of the students had never skied before. However, any fears were soon dispelled due to the excellent tuition from the ski instructors and also due to the fact that each of the ten ski groups also had an Oaklands member of staff with them. Progress was steady for some and rapid for others, but after a few changes to the groups, we found ourselves skiing with people with similar ability. After the second and third day the groups were taken higher up the mountain and I believe that all groups got to the top by the final day. Those that did get to the top were fortunate enough to see great views of the western Dolomite mountain range, Lake Garda and were also able to identify the glacial features that the Geography teachers had taught us in Year 8 (and Year 11).

Skiing was only one part of the trip though. We attended Mass on Sunday evening and had the opportunity to attend an Ash Wednesday service, went swimming on the Monday and Tuesday evenings and visited the town of Andalo on the Wednesday and Thursday evenings. Given this schedule - combined with the skiing – we were glad to get some rest on the coach journey back.



However, almost all of us left the resort with a degree of reluctance, such was the level of enjoyment that we experienced during our time there.

I would like to take this opportunity on behalf of all the Year 9 and Sixth Form students to thank Mr. Bamford for organising the trip and also to the other members of staff who joined us including Mr Tindal, Mr Tyler, Mr P. Smith, Mr Janes, Mrs Sayner, Mrs Mitchell, Mrs Payne, Mr Whelan, Mrs Whelan, Mr Shaw, Mrs Riddle, Miss Terry and Mr Wade.

We had such a good time skiing and spending the week with our friends. I thought it was an amazing trip and I would urge those in Years 8, 11 and 12 to go on the trip next year.

Tommy Maslen – 9 St. Stephen

Mr. Bamford: Mr. Janes documented the week and has produced a video. This can be watched at <https://www.youtube.com/watch?v=Ldyyou7w0x4>

Expensive items in school

For the last few years the school's position on Mobile phones has been reinforced, in the Oaklands News.

The school will not be held responsible if these devices go missing at a school or a school based activity. It is incumbent on parents to ensure that they have adequate insurance on personal possessions used by their children outside the home. There are some exceptions where risk is covered by a third party, for example, airline insurance covers baggage against accidental loss.

The value of the possessions that many youngsters now carry can quickly mount up, especially when you consider trainers, football boots, a mobile phone and a musical instruments. Gone are the days of books and pens alone; the average value of the contents in a child's schoolbag has risen drastically in recent years. Once upon a time the most expensive thing in the pocket was a £2.50 fountain pen now it is a £250 smart phone.

Some parents may be unaware that normal domestic house policies will not cover the contents of a schoolbag if damaged or even worse, stolen. Checking your existing policies



to see if the most valuable items in a schoolbag are covered and taking steps to add them to the policy if they are not, is a wise move. It is also worth taking into consideration any excesses you might have to pay in the event of a claim and whether a small claim might negatively affect your no

claims discount. Many youngsters are past masters at abandoning their bags around the school site. Some insurance companies will be reluctant to pay out if reasonable endeavours have not been made to protect the items. The acid test is to ask your insurance company if the contents of a schoolbag or possessions would still be insured if the bag or item has simply been left unattended— rather than the contents simply being damaged or stolen whilst still in your child's possession.

There are a number of companies that specialise in insuring musical instruments, personal property and electronic gadgets in school. A simple internet search will bring these up. In the final analysis it remains the responsibility of the parent of carer to cover the risk of bringing expensive items into school or on a school based trip.

SEN Intervention Evening Wednesday 6th May 2015

If your child has additional educational needs and you would like to speak to a member of the SEN team, please contact Miss B Burroughs on 023 92 259214 ext 296 to make an appointment.

Current Year 6 Parents/Carers - SEN Intervention Evening - Wednesday 20th May

If your child is starting at Oaklands in September 2015 and you would like to discuss your child's additional educational needs with a member of the SEN team, please contact Miss B Burroughs on 02392 259214 ext 296 to make an appointment.

Term Dates

Summer Term 2015

Mon 20 April—Monday 20th July

Half Term: Monday 25th-Friday 29th May Inset Day as follows: Monday 20th July 2015.

Autumn Term 2015

Tues 1 September to Fri 18 December 2015.

Half Term: Mon 26 October to Fri 30 October 2015.

Inset Day; Tuesday 1st September. Phased Return Wednesday 2nd September Yrs 7, 12 & 13.

Thursday 3rd September all years in school.

Spring Term 2016

Mon 4 January to Thurs 24 March 2016

Half Term: Mon 15 February to Fri 19 February 2016.

Summer Term 2016

Mon 11 April to Wed 20 July 2016

Half Term: Mon 30 May to Fri 3 June 2016.

Inset Days to follow

Time to say goodbye

This term we have said goodbye to a number of staff.

Mrs Julia Noble joined Oaklands seven years ago just before her daughter came into Year 7. During that time she led the development of the Student Services Department working closely with pastoral teams. Parents and students alike have been very grateful for her care and kindness.

Mr Nick Jones left Oaklands to take up promotion as the Network Manager at Brookfield Community School. As a former student Nick has been at Oaklands man and boy.

Mr Graham Taylor who worked as a Science teacher left us mid term. We thank Graham for all he has done for the students and the school.

Mrs Tonya Goldring joined our Finance department three and a half years ago and during her time with us played an important role in our Academy conversion. Tonya has moved on to a new post at South Downs College.

Mr Bradley Hassall came to us on a temporary contract and has been part of the Learning Support team for the past two years and is leaving to follow a new career path.

Mrs Sherrell Unsworth has been working part time as a Science Technician for the past four years and she leaves us in order to give more time to her family.

Eight years ago **Mrs Gráinne Martyn** joined our Science Technician team. Early retirement is not on the cards for Gráinne yet though, instead she is leaving to devote her time to voluntary work. We look forward to seeing her back with us from time to time.

Mrs Jacqui Davis has with been with us as a Science Technician for eleven and a half years and has gained promotion at Swanmore

PE

SHOWCASE

★ **GCSE DANCE** ★

★ **GYMNASTICS** ★

★ **TRAMPOLINING** ★

Thursday 23rd April 2015

6:30-7:30pm

Main Hall

All welcome please bring family and friends.

Free Entry

College. We say a particular 'thank you' to these three ladies who worked so hard during the upgrading of the Science Labs.

Finally, we bid farewell to **Mrs Viv Curtis**. Viv has been working with us for the past eighteen years, for the most part as our Librarian. Viv has decided that the time is now right to take well deserved retirement. The Library will not be the same without her.

We thank all these members of staff for all they have done for the school, the care and devotion they have displayed in their time here and we wish them all well for the future.

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★ **www.oaklands.hants.sch.uk**

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