

Term Dates and Events Inside

No 432

Sept 2019

# Oaklands News

Exam Success

Iceland Trip

Refurbishment News



A publication for  
Oaklands Catholic School  
and Sixth Form College

# Lead Stories



<i>From the Headteacher</i>	2
<i>Exam Success</i>	4
<i>Sports Day Results</i>	5
<i>Celebrating 2018-2019</i>	5
<i>From the Chair of Governors</i>	6
<i>Welcome to New Staff</i>	6
<i>First Day at School</i>	7
<i>Pastoral Care at Oaklands</i>	8
<i>Supervision of Students</i>	9
<i>'Save the Planet' Project</i>	10
<i>Trip to Iceland</i>	12
<i>The Oaklands Way</i>	14
<i>Expectations at Oaklands</i>	14
<i>Assessment Contract</i>	15
<i>Student Leadership Ladder</i>	15
<i>Oaklands St John's Update</i>	16
<i>From the Chaplain</i>	17
<i>Oaklands go to Lourdes</i>	18
<i>Behaviour and Standards</i>	20
<i>Restorative Justice</i>	21
<i>Refurbishment News</i>	22
<i>National Citizen Service</i>	23
<i>Attendance Matters</i>	24
<i>Summer Reading Challenge</i>	25
<i>STEM Opportunities</i>	26
<i>Oaklands Friends &amp; Parents</i>	28
<i>Parent Information</i>	29
<i>Noticeboard</i>	31
<i>Reporting to Parents</i>	32
<i>Term Dates</i>	33

Welcome back, I hope you all had a good summer. A particular warm welcome to all our new readers of Oaklands News.

If you take an exam today, the chances are you will find a much greater emphasis on the application of knowledge to unfamiliar situations. Increasingly, it is recognised that whilst theory is important, it is equally important to know how to use it. Take this example:

*Mary has more money than Carlos. If Mary gave Carlos £20, they would have the same amount. While if Carlos gave Mary £22, Mary would then have twice as much as Carlos. How much does each one actually have? (answer on Page 30)*

On paper, we may know everything there is to know about a subject but barely have a clue how to act upon it. Nationally there is a move to recruit more highly qualified graduates into the teaching profession ... a first class degree, whilst laudable, does not necessarily make you a good practitioner.

Equally, there are other tests where the theory has increased. My own children are at the age where they are starting to drive so I watch with interest how testing the Highway Code has evolved. If you enrol now for a driving test you have to complete a computer based theory test, long gone are the days of a dog-eared flip chart of road signs. A theory test is required before you can complete your practical. When it comes to driving, theory and practice complement each other.

The challenge for us as Christians is to ensure that faith does not become detached from our actions. Faith has to be both theory and practice; this is something we hold on to with our youngsters at Oaklands. Faith has to be authentic, spending time in prayer, but also acting upon what we learn of Jesus and His will for our lives.

### **Examination Success (see Page 4)**

Yet again, students have excelled at A Level and GCSE. The detail at each level can be found further within this newsletter. I am delighted to report that student examination by performance is up significantly. At GCSE one statistic jumps from the page; 95% of students achieving a Level 4 pass in English.

I am also particularly pleased with the STEM subjects. Many of our students are going on to apprenticeships, diplomas and degrees accessed through these qualifications.

## **Outstanding Pastoral Care**

These achievements are the result of the hard work of students and our very talented and committed teachers. My thanks go to the staff who came in over the holiday to administer the examination results. It is always a delight to speak to parents who are full of praise for the school and the teachers when the results are published. Whilst the comments about results are gratifying, again this year it has been the flood of comments about the outstanding quality of pastoral care and the superb support for the most vulnerable students from parents that creates the great resonance with our ethos. Thank you parents for this endorsement.

## **Ofsted**

The school is now in the Ofsted 'window'. The next inspection could come at any time under the new framework. Since our last inspection, standards at school have continued to rise. No doubt you will have read the many articles about student success in the Oaklands News over recent years. We have also steered clear of any of the 'skulduggery' to manipulate headline results such as off-rolling students; this will now be inspected by Ofsted. We have much to be proud of from academic success through to our extensive work in the community.

## **Building Work**

You will be aware of the significant capital investment made over the summer as the £1.7m refurbishment of part of Romero block continues. Projects of this nature are not without their complexities. We hope the work will now be completed around half term. In addition to the Romero project, other work included re-carpeting part of JP block, refurbishing the student and staff toilets in Angelico block, and reordering and refurbishing the Sixth Form Communal Study Room (see the 'Before and After' photographs on Page 22) Some of this has been financed by the Governors' Fund, which would not have been possible without parental contributions, so a big thank you!

## **Sad News**

Sadly, over the summer break, one of our Governors, Aldo Navato, passed away. Marc Evans, Chair of Governors has written a tribute to Aldo further in.

## **Advertising**

Many of you will have seen the banners outside the school and our parishes to advertise Opening Evening, the School Production etc. To help further promote the school's sustained excellence and outstanding reputation, we would like to produce more of these. If any families can help display a banner on an outside fence or wall, two-three times a year, please contact Mrs Brettell at the school [d.brettell@oaklandscatholicschool.org](mailto:d.brettell@oaklandscatholicschool.org).

## **Communication**

Please ensure that you have continued communication with the school via the normal means. Teachers for subject specific academic issues, Form Tutors and Heads of Year for pastoral issues. Other 'housekeeping' information relevant to the year will be issued through the normal channels.

Finally, this edition of the Oaklands News contains much information required for the start of term and the necessary reminders to ensure your child has the best start. Towards the back I have included the school calendar and a snapshot of all the assessment dates.

**Thank you for your continued prayers and support.**

***Matthew Quinn***  
**Headteacher**

## Exam Success

### Maths, English and Science results have reached new heights

We are once again delighted with this year's excellent GCSE and A level results, and we are incredibly proud of all of our students.

The school's Mathematics and Science GCSE results have reached new heights, confirming that Oaklands is the best place to complete STEM subjects. This follows on from a similar performance in these subjects at A Level. Humanities subjects also continue to excel, with 87% achieving a Grade 4+ (old C Grade) in RE. This is the first year where all GCSE subjects have reformed.

A fantastic 95% of pupils achieved Grade 4+ (old C Grade) in English compared with 83% in 2018 and in Mathematics, 86% achieved a Grade 4+ (old C Grade) compared with 73% in 2018. The school has been commended by the Local Authority for a stunning performance in English. This puts Oaklands well above the initial national figures for 2019.

At A Level the results were phenomenal with a 99.7% pass rate. Despite the complexity of A Levels, the number of A and A\* grades has risen to 22%, compared with 17% last year. The number of grades at A\* to C continued at a high level of 71%, compared with 62% last year. Over 10% of students achieved three or more A grades or higher. A number of students achieved straight A\* grades.

A significant number of students have returned to Oaklands Sixth Form; Maths, Science and Humanities are popular choices. From our A Level cohort, students from Oaklands go on to study Chemistry, Physics, Engineering and Medicine, alongside those that take a modern apprentice route with employers who offer engineering, business and finance.

GCSE students want to emulate this success, so they return to Oaklands knowing they will receive outstanding support.

The results are a credit to the hard work of students and teachers alike. It is fantastic to see the progress made by many of our students from entry into Year 7 through to Year 13.

The results again prove that at Key Stage 4 and Sixth Form, Oaklands is a fantastic choice for students whether it be they have an interest in STEM subjects, Humanities, Art and Design, Languages, English, RE, Physical Education or Social Sciences.

Once again, well done everyone!



## Sports Day Results

Our annual Sports Day was held on Thursday 11<sup>th</sup> July and as usual, was enjoyed by the students who took part and supported their year group and house.

Thank you very much to the PE Department and all other colleagues who contributed to the success of the day.

### Results 2019

	Boys	Girls	Overall
Year 7	St Vincent	St Clare	St Clare
Year 8	St Martin	St Teresa	St Stephen
Year 9	St Margaret	St Margaret	St Margaret
Year 10	St Clare & St Teresa	St Dominic	St Clare

### Overall Winners

St Clare

## Celebrating 2018-2019

One of the pleasures of the end of the academic year is celebrating many students' talents and gifts. The first successes were applauded in July with a week of assemblies devoted to the presentation of the Tutor Awards and rewarding outstanding sporting achievements. The Tutor Awards celebrate the accomplishments (be it academic, personal or pastoral) of those tutees who contribute to the life of the school. Ms Whyte, Assistant Head Teacher, and Mr Wade, Head of PE were delighted to lead the assemblies and present the awards.

On the final day of term we presented the shields to each year's sports day winners and also the Governors' End of Year Awards. These prestigious awards are nominated by departments and only one student per subject per year group receives the coveted engraved glass plaque. The recipients of these awards are nominated for a variety of criteria – outstanding performance; outstanding commitment, overcoming challenges in their learning or clear passion for the subject.

We also awarded the following shields to some outstanding students:

**Terry Stevens Award for dedication to Music - Jessica Keeping, Year 12**  
**Damian Whitfield Award for Outstanding Contribution to Sixth Form Life – Abbey Blackmore, Year 13**  
**Damian Whitfield for Outstanding Contribution to Main School Life – William Beacon, Year 11**  
**Helen Shipman Award for Commitment to Sport – Emma McQuiston and Rhys Woolhead, Year 10**  
**Helen Floyd Award for Contribution to School Ethos– Jeffrey Mamman Mathew , Year 7**

These awards are all subject to Governors' approval. We are grateful to Commander Marc Evans, Chair of Governors, for taking time out of his busy schedule to present the prizes. Indeed we are fortunate to have a Governing Body who sponsor this recognition of contribution to curricular life.

May I start with a very warm welcome to our new Year 7 students, their parents and carers, especially those who are completely new to Oaklands – I look forward to meeting you over the coming months. An equally warm 'welcome back' to all other families; I hope you have all enjoyed the summer break and are ready and raring to go for the new academic year.

By now you should all have seen the news of Oaklands' fantastic exam results this summer. Grades at all levels represent quite an increase on last year's results and puts Oaklands well above the early national figures for 2019. Very well done to you all – I am truly delighted for you. It was particularly pleasing to see Maths, Science and Technology performing so strongly alongside the humanities and demonstrates that, locally, Oaklands really is the best place to be; something that should be borne in mind when considering your post-16 options.



As we start this new year I am delighted to see the fruit of this summer's labour with much of the year's building improvements plan delivered over the holiday. This is just part of a long-term programme of work that requires considerable investment which is generated by successful grant applications; careful apportionment of the annual school budget and, critically, local support from the wider school community through the Governor's School Development Fund. I know I mention it often, but what we are seeing today is, in part, a legacy from previous generations who have so generously contributed to the fund. Sadly, the numbers currently signed up is lower than in recent years, so I feel I must ask for your support and seek new contributions to the School Development Fund; details are available on the website.

Just before I sign off, I am saddened to speak of the unexpected death in early August of our long-time friend, colleague and Foundation Governor – Mr Aldo Navato. Aldo joined the Governing Body back in 2009 having previously been a Governor at St Paul's School in Paulsgrove. Aldo has chaired the Teaching & Learning Committee, acted as the Link Governor for SEN and was a Vice-Chair of both the Governing Body and the ESCAT Board of Directors. A compassionate and enthusiastic advocate of all that Oaklands stands for, he will be very sorely missed. I know you will join me in passing on our deepest sympathies to Valerie, his wife of nearly 25 years, and their children, Rhys who left Oaklands in 2014 and Annalucia who left this summer after her A-Levels. You are each in our thoughts and prayers.

With best wishes to all this coming year,

**Marc Evans**

## Welcome to New Staff

As well as welcoming our new Year 7s and other students new to Oaklands, we also have plenty of new staff who have joined our school community. We would like to wish them a long and happy association with Oaklands.

### **Teaching Staff:**

Mrs J Beauvoisin (Maths)  
Mr P Lavery (Cover Teacher)  
Mr G Outterside-Hughes (Geography)  
Mr D Southwell (RE)

Mr O Keyworth (Computer Science)  
Mrs V Lenihan (Science)  
Miss H Short (History)  
Miss M Woods (English)

### **Support Staff:**

Miss S Andrews (LSA)  
Miss K Griffin (LSA)

Mrs T Bohea (Business Support)  
Mrs A Simmons (Reprographics and Duties Manager)

# First Day at School

*I was very worried about starting a new school and meeting all new people but I have settled very quickly and made new friends.*

*I loved doing PE and joined in with all the fun activities and had a great time. Nobody really knows where they are going, but we all stick together and find our way.*

*I like that we have reading time in the morning and a bit at the end of the day because I really enjoy reading. I'm also glad that we have a huge library with a huge selection of interesting books.*

**Poppie, Year 7 Student**



*On my first day, I was so nervous. We first went to the Sports Hall and Mr Quinn talked about stories and explained how things work at Oaklands.*

*After that we went to the Chapel where the Chaplain, Mrs Keogh, asked what our name was, what school we were from and what our favourite ice cream flavour was!*

*We then went to play football (my team won) and we had lunch.*

*After this, we went back to our tutor base and were shown a powerpoint about things we need to know and then had our end of day assembly.*

**Kristupas, Year 7 Student**



*On my first day, I was feeling nervous about how big Oaklands is. Once I arrived, I met up with my friends and realised that it wasn't too bad. As soon as I got in line, we had to go to the Sports Hall for an assembly with Mr Quinn.*

*After that, we went to the Chapel and talked about why it is there. We also played a game called 'Gotcha' and introduced ourselves to each other. We also had to say our favourite ice cream flavour.*

**Heilala, Year 7 Student**



*When I started my first day, I felt really excited, although I was quite worried I wouldn't make any friends. We went to assembly and Mr Quinn talked about different types of stories.*

*After assembly, we walked to the Chapel and learned what it is used for and then prayed for a while.*

*We then went to PE and played teamwork games.*

*My favourite part of the day was when we sang in the Chapel to relax.*

*In the end it felt more like home and I wasn't worried about making friends anymore!*

**Jessica, Year 7 Student**



***“The pastoral care given to students is exemplary. Systems and policies are in place to ensure that students are safe, happy and can prosper at the school. All staff are aware of their professional responsibilities and go ‘above and beyond’ in their care of the students, seeing the value and worth of each individual.”***

***Section 48 Diocesan Validation Report 2019***

The quality of pastoral care at Oaklands is often cited as a reason why students are happy and successful in school. In keeping with our distinctive Catholic ethos, we make a significant investment in the provision of quality pastoral care, recognising that our mission statement of ‘no-one gets left behind’ must be a lived reality. Over the years we have continued to develop a model which is fit for purpose and which meets the many and complex needs of our students.

***Heads of Year and Pastoral Staff for 2019-2020:***

**Mrs Mitchell, Head of Year 7**

**Mrs Cunningham, Acting Assistant Head of Year 7**

**Mrs Riddle, Head of Year 8**

**Mrs Hardaker, Head of Year 9**

**Mr Whelan, Head of Year 10**

**Mrs Bonnington, Head of Year 11 and Assistant Head (Pastoral)**

In addition, we have a Pastoral Team comprising of Mrs Standen, Key Stage 3 Pastoral Officer, Miss Gooch, Key Stage 4 Pastoral Officer, Mrs Whittingham, Welfare and Safeguarding Manager and Mr Jones, Alternative Provision Manager

Mrs Nicholls is our Inclusions Manager.

Mrs Oldroyd, the Pastoral Deputy Head, is the Designated Safeguarding Lead and fully trained in Child Protection & Safeguarding along with the 7 Deputy Designated Safeguarding Leads. They work with external agencies to support families and children .

We have a dedicated Student Services team, Mrs Poulton and Mrs Healy.

Our student mentor, Mr Hoar comes in weekly to see students on a one to one basis, as does our ‘listening ear’, Mrs Pearce.

All decisions regarding students being referred for any additional behaviour, social or emotional support are made by Mrs Oldroyd and the pastoral team in school.

We also have good working relationships with external agencies such as the Havant Early Help Hub, Supporting Troubled Families, SDAS, PARCS and Catch 22 and we are very well supported by our local police; PC Terence Burke, PCSO Carl Boxall and PCSO Lee Hayward. This helps to ensure that we have access to specialist help when it is needed. We also advise parents when we think a referral to Motiv8, Off the Record, the school nurse or CAMHS are appropriate and support with these.

Often, parents find it challenging to know where to turn to when problems occur. We would encourage parents & carers to refer to the parent section of the website (‘useful articles / links’ section) which has articles posted on topical issues.





## ***Home school communication for pastoral issues***

Parents should always use the form tutor as the first port of call when there are any concerns about their child or if there is personal information that needs to be shared with school, eg, a family bereavement. Form tutors, where possible, stay with their tutor groups from Year 7 to 11; they see the children every morning and build up relationships with them over time so should be contacted with any pastoral issues.

We would politely request that parents do not discuss concerns related to students with reception or other staff; they are not in a position to help as they do not know the individual children. All pastoral issues should go directly to the tutor and / or the Head of Year.

To continue to promote good home–school communication, there are dedicated email addresses for each form tutor and Head of Year. These are on the school website with the links for ease of use and are located in the Parents’ section of the website in ‘pastoral contacts’. Heads of Year / Form Tutors will check this email address once a day during the working week and parents can expect a response within two working days.

We recognise that emails can be an effective and convenient way to communicate when used appropriately.

Please note that an email to your child’s form tutor is not a suitable way to communicate if it is an emergency or if it is a matter better discussed on the phone or in a meeting. If it is an emergency, please phone reception. If it is something you wish to talk about on the phone or in a meeting you can of course email to set this up.

## **Supervision of Students**

The school site is open during term time for parents to drop off and collect their children. Parents / carers need to be aware that there is no active supervision of the students until 8.25am. Students, once they come on site, should move to the hard play areas / top and bottom playgrounds where a member of staff is on duty in this area from 8.25am until 8.50am. Students may also go the canteen before school. Once the bell rings at 8.50am, students move to the Hall for assembly or to their tutor bases. Should there be inclement weather, site staff will advise the senior leader on site who will make alternative and appropriate arrangements as to where students should go, as required.



At the end of the day there is active supervision on the drive until the last bus has gone.

If students are staying behind for after school activities, the parent will have agreed with their child the place / time for collection. Some activities have a clear start / finish time and this is listed in the extra-curricular timetable published each term. Others, like homework club, operate a sign in, sign out procedure as the start and finish times are entirely dependent on the amount of homework a child has to complete. All staff running after school activities maintain a register of attendance.

At the end of the school day students should be either onsite in a designated or chosen activity, with parental knowledge or they should be off site. It is not permissible for students to be waiting on our school site for significant periods of time awaiting collection by parents. If a student is concerned at the end of the school day or after an activity because a parent has not turned up, then they can report to main reception up to 4pm or find a member of the site staff/ senior leadership team to obtain help. Please help us to keep your child safe on site by reading these arrangements and co-operating with them.

## 'Save the Planet' Project

And the Mural of the story is....

The dedicated group of Year 9 students who transformed the Year 7 quiet zone with their beautiful mural and tiles in 2018 were also hard at work last year (as Year 8 students) and have created another masterpiece, which was unveiled just before the end of the summer term.

Guided by Mrs Atwood, the team of students who included Rachael Acheampong, Blessing Sibanda, Lauren Way, Mary Beswick, Erika Campbell, Rowan Dodsworth, Nia Flanagan, Leila Silva and Taya Bryant met every week after school and some lunchbreaks to plan and make their mural. The chosen theme for their latest project was 'Save the Planet' with a particular focus on the effect of plastic waste on marine life and our oceans. The students did lots of research into the effect of plastic pollution, which stirred up their emotions on some occasions and motivated them to ensure they completed the project. The mural will raise awareness of the issues and provide more information to pupils. They have displayed posters and facts about animals and birds that have been affected or killed because of plastic pollution. They also captured pictures and messages in plastic bottles, which are displayed nearby in a fishing net.

Mr Quinn, Mrs Oldroyd and Dr Howson came along to the unveiling last July and took the opportunity to enquire about why this theme was chosen and what the students discovered as part of their research. The students are hoping that their beautiful mural does more than brighten up a courtyard area by the Science block and helps remind students and staff of the importance of trying to reduce the use of single use plastic and to recycle wherever possible.

The Year 9 students would like to thank the members of staff who supported them to complete the mural, Mr Foster, Mr Daws but especially Mrs Atwood to supervised the after school sessions every week and encouraged them throughout the whole project.

The Year 9 students involved are hoping that the courtyard area will be further transformed as part of STEM projects taking place in the Science department and they are already planning another mural to complete this year.....watch this space!

'I feel our board is spreading a message to show what our oceans should look like. We made a bunch of messages in a bottle which are hung in a fishing net'.  
**Leila, 9Te**

'It took a long time but it was worth it. I enjoyed doing this as I made lots of friends'.  
**Taya, 9Vp**

'If we don't do anything in the next 30 years, there will be more plastic than fish in the ocean, this is shocking'.  
**Nia, 9Te**

'I chose to make this mural to raise awareness of plastics being dumped in the ocean. Some people either don't know, don't care or don't believe that it is happening'.  
**Rowan, 9Mg**

'This board brought me closer to my friends and gave me new friends. It gave me new awareness of the environment and I even earned a Head of Year award and badge!'  
**Blessing, 9Mg**

'I decided to help create this board because it will raise awareness about the present situation of our environment.'  
**Erika, 9Mg**

'I thoroughly enjoyed doing this project as I love art and it shows everyone how nice our environment could be.'  
**Lauren, 9Te**

A couple of students wrote poems inspired by the mural:

## The End is Near!

The end is near,  
Hold onto your gear.  
The ice caps are melting, rising the sea levels,  
Destroying our homes and we don't care.

The end is near,  
And we have no time to spare,  
Sea creatures are choking on our mess.  
Every minute we kill an animal with our plastic,  
The end is near,  
Did you know 4.87 million tons of plastic  
Gets dumped into the worlds ocean.  
Sea creatures are suffering the consequences of  
our rubbish.

The end is near,  
2 billion trees gone from this passing year.  
Rainforests are becoming deserts.  
Seas are becoming plastic waters.

The end is near,  
We are taking lives,  
We are destroying homes,  
And do we care?

**Rachael Acheampong 9Ca**

## Message in a Bottle

The water was coloured,  
Coloured with plastic embellishments,  
Lifeless and fake.  
You were once a pretty ocean,  
Yet now you are a graveyard of bags and  
straws.  
You were once a lively ocean,  
But now you are a hollowed out eco-system.

Though I cannot blame you,  
Its not your fault you are polluted.  
It is us who should stand on trial,  
Who should take the blame.  
We throw hastily plastics into your life,  
Chuck them away like a sport.

So here we are,  
Waves of bags and straws,  
Until a little bottle floats ashore,  
A warning in a bottle.

**Mary Beswick 9Mt**



## Trip to Iceland

Twenty-nine students from Years 10 and 11, accompanied by five members of staff, visited Iceland in July.

An early start at Oaklands on the Tuesday enabled us to reach Iceland by mid-afternoon where the students visited sites associated with the rifting tectonic plates. At Krysuvik we were able to experience geothermal area. Here, the immense heat generated by the magma at relatively shallow depths is harnessed to generate electricity and to provide hot water. This was also the case at the Blue Lagoon, where we enjoyed bathing in the 37°C water - essentially discharge from the nearby power station!



Our first full day was spent journeying around the 'Golden Circle'. We visited the Kerid volcano - a circular depression formed by an eruption some 5,000 years ago. The rifting theme from the first day was explored once more as we visited Thingvellir, where the divergence of the North American and Eurasian plates are at its most spectacular. The heat, which is the cause of the rifting, was evident as we watched the Strokkur geyser erupt at Geysir. In fact, we had our lunch there sat watching the eruptions every five minutes or so.

A short drive from there was Gullfoss – a two-stage waterfall that cascades some 40 metres into a steep gorge carved out by the River Olfusa as the waterfall has retreated over the years. The Faxifoss waterfall, often referred to as Iceland's Niagara, was the final waterfall we visited.

In 1973, the Eldfell volcano erupted on the island of Heimaey. It marked one of the few occasions when people have actively combatted a volcanic eruption by attempting to divert the lava flow that was moving inexorably towards the town and harbour. Given the geographical importance, we visited there on Thursday.

Following a thirty-minute ferry journey, we arrived at the port and commenced our trek to the summit of the volcano, where the residual heat from the eruption is still present. In the afternoon, we enjoyed a coach trip around the islands where we visited historical sites, puffin colonies and dramatic coastal scenery. Before return to the mainland, we spent an hour at the swimming pool on the island. The trip to the island happened after a brief stop in the morning to Gluggafoss waterfall, which was really a prelude for the next day, which would be dominated by waterfalls.



On Friday, we travelled along the south coast towards Vik – the most southerly point of Iceland. The coastline on route is characterised by towering cliffs, waterfalls and vast expanses of outwash plain, which emanate from the Eyjafjallajokull (remember the flight disruption in 2010?!) and the Myrdalsjokull ice sheets. Seljalandsfoss waterfall was our first stop, where students were able to walk behind the curtain of water which cascades from a forty metre high cliff. Although very attractive, Seljalandsfoss is perhaps surpassed by Skogafoss just to the east. Such an assertion is based on scale – Skogafoss is larger in every aspect. We all got soaked at the base of the waterfall, but we were also able to walk to the top of the waterfall and beyond.

The coastal cliffs were at their most impressive near Vik. At Reynisfjara beach, the low tide allowed us to view the basalt columns. Just to the east was Dyrhóley – a huge coastal arch – which we were able to see from both the top and from a neighbouring promontory.

The waterfalls are fed by meltwater from the glaciers that we got tantalising glimpses of as we travelled along the coast. Fortunately, the Solheimajokull glacier is an ‘outlet’ glacier, which descends from the Myrdalsjokull ice sheet towards the coastal plain. We had organised a guided tour on this and after being kitted out with crampons, helmets, harnesses and ice axes, we found ourselves ascending the glacier. This is always a highlight for me – a sentiment I think was shared by many members of the group – as the moulins, crevasses and ice caves are remarkable. However, I have been going there since 2006 and each visit is tinged with a hint of sadness, as the retreat of the glacier is clear to see. In fact, it has retreated over 600 metres since my first visit there in 2006.

Our final day in Iceland was spent in the capital, Reykjavik. During our short time there we visited the concert hall, City Hall, the two main churches and drove through the main shopping area and harbour. We returned home to Oaklands late that evening.

Such a trip can't be a success without the support of my staff. I would like to thank Mr M Quinn, Mrs Ludlam, Mr Ludlam and Mrs Moss for all of their efforts. Moreover, I would like to extend my thanks to the 29 students who went. They were a pleasure to spend time with and were a credit to the school.

## **Mr Bamford**



# The Oaklands Way

## Half Term Focus - Getting it Right

For the last two academic years all Teaching and Support staff have been supporting students to work their hardest, find their best skills and interests to make good things happen for themselves. Equally as teaching staff we strive to improve resources, strategies and focus in the learning space.



As part of this we have also developed aspects of The Oaklands Way to help us get the culture and ethos of the school right. Much of this has been done through our 'Half Term Focus' where tutors deliver resources that are topical and discussion based to help shine a light on issues our young people face both in and out of school.

This half term we are focusing on 'Getting it Right'. So many of our students 'Get it Right' on a daily basis, they do what is asked, work hard, help others and get actively involved in the school community. We are hoping that this half term will give them an opportunity to be rewarded for all the little things they do that help make Oaklands such a vibrant, happy and safe community.

It will also help to reaffirm our expectations of students. Our expectations are high; as they should be in order to maintain Oaklands' reputation. We would ask that you as parents and carers support us in our efforts and ensure that students are attending school on time every day and in the correct uniform and with the correct equipment.

Thank you for your continued support.

**Mrs A Bonnington, Assistant Headteacher**

## Expectations at Oaklands

At the start of every academic year, Years 7-11 have an Expectations Assembly during which we tell all students what is required of them to keep everyone in our school community safe and happy.

This assembly covers general conduct reminders but it also includes very clear Health and Safety instructions - our non-negotiables - so that all students get a clear and consistent message, and are equally aware of the school's response should these non-negotiables be challenged.

When a student joins Oaklands we ask parents to sign a Home-School Agreement, implicit in this is parental support of our policies and procedures which are designed for the benefit of all in the community, not least when it comes to keeping our students safe. Our Home-School Agreement sets out the high expectations we have, and this is for a very good reason as we believe a well – ordered school is conducive to personal and academic success.

We therefore look to all parents and carers to support us in maintaining the highest of standards for our students with regard to their good conduct in school and in particular supporting any action the school deems necessary if their child puts the health, safety or wellbeing of any member of the school community at risk.

**Mrs A Bonnington, Assistant Headteacher**

# Assessment Contract

Oaklands School Teacher/Student Assessment Contract		
	I (teacher) will.....	You (student) will.....
Classwork	<ul style="list-style-type: none"> <li>• Live review work completed during class where possible</li> <li>• Provide you with verbal feedback during lessons (this could be to the whole class too)</li> <li>• Where necessary correct work</li> <li>• Reward you for working hard using ePraise</li> </ul>	<ul style="list-style-type: none"> <li>• Complete classwork to the best of your ability and present work neatly</li> <li>• Carry out any corrections highlighted (green pen) when your work is reviewed or marked. This could also take place when there is whole class feedback</li> <li>• Show your classwork to your parents /carers during 'book sharing' weeks</li> </ul>
Homework	<ul style="list-style-type: none"> <li>• Set homework according to the timetable and tasks will be commensurate in terms of time commitment according to whether the class is KS3 or KS4</li> <li>• Set homework with a variety of tasks</li> <li>• Set homework on the SIMS system</li> <li>• Reward you for good homework using ePraise</li> </ul>	<ul style="list-style-type: none"> <li>• Complete homework on time and hand it in.</li> <li>• Complete tasks honestly and to the best of your ability</li> <li>• Learn from the feedback provided on homework</li> </ul>
Tests & Assessment	<ul style="list-style-type: none"> <li>• Test you on the work you have completed at the appropriate time with a significant assessment approximately every half term</li> <li>• Provide you with a revision list for any test and assessment.</li> <li>• Mark your test/assessment promptly providing you with the mark and return of the test/assessment</li> <li>• Give you helpful feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Revise thoroughly for any test and assessment</li> <li>• Complete tests/assessments to the best of my ability</li> <li>• Review the test and assessment once the marks or grades have been provided to learn from success and areas for improvement</li> <li>• Record how to improve (green pen) following significant assessments</li> <li>• Understand that feedback does not only come in the form of written comments. I will listen carefully to verbal feedback provided in lessons</li> </ul>
Signed	Teacher: .....	Student: .....

Oaklands' parents will be used to signing the Home School Agreement at the beginning of their child's journey with us.

This year we have introduced an assessment contract between the student and the class teacher. You should find this in the front of each of your child's books.

You can help your child by:

- Supporting them with their homework
- Ensuring that they prepare well for test and assessments
- Ask them about the feedback they have received, this may be written or verbal
- During our book check weeks, in advance of Parents Evening, you may like to use the statements as a focus for your discussion.

## Student Leadership Ladder

Towards the end of this half term we will be launching the Oaklands Catholic School Leadership Ladder. The Leadership Ladder provides opportunities for students to gain leadership experience, and recognises their achievements and active participation in our school community.

Students in **Year 7, 8 and 9**, you can work towards **Lower Bronze, Lower Silver and Lower Gold** Leadership Ladder. In **Year 10 and 11**, you can work towards **Upper Bronze, Upper Silver and Upper Gold** Leadership Ladder.



At each level, you must complete **five** leadership activities from a prescribed list in order to achieve the award; these activities vary from having good attendance and uniform to active participation in and leading extracurricular activities. Some criteria are purposefully on two different levels of Leadership Ladder, for example helping at Open Evening. If you have had an activity signed off at Lower Level you cannot get it signed again; you must choose a different activity. We are hoping that this will help recognise those students who embrace all that Oaklands has to offer and consistently 'Get it Right'.

When students complete the levels they will be awarded a certificate and a letter will be sent home. This can then be used to help boost CV and UCAS applications in the future as evidence of student leadership.

**Mrs A Bonnington, Assistant Headteacher**

As we reported last year, while here in the UK we start our academic year in September, in Kenya, the school calendar runs from January to November. It means that the pupils and teachers at St John's are starting their final term of the year while we start our first term. Just like our final term of the year is characterised by end of year exams and national exams, similarly in Kenya, their final term is absolutely significant for many pupils and students. The exams they sit, whether internal or national, determines if the pupil or student will move on to the next class or level of study. If they fail the exams, then they will have to re-do the whole year. For example, if a child in Year 7 fails their end of Year 7 exams, they will have re-do the whole of Year 7 with the new Year 7s the following year.



It is with this in mind that I would like us to think about and pray for the children and teachers of St John's, Korogocho. We pray that this important term for them will go well and that all children will do their best in their exams. We especially think about the children who will be sitting their final primary education exams – these will determine if the child will go on to study in secondary school or not. We have paid the full school fees for 16 of the children going to sit the exams and paid half the fee for another 9 children. Again, my apologies for repeating this, but for these 25 children, it is because of our programme that they have reached this stage of their education. I would like you as you are reading this, just to take a moment and think – **WE HAVE ENABLED THESE CHILDREN TO GET EDUCATION**. This is a gift that no one will ever steal from them.

I would therefore like to take this opportunity to express my sincere thanks, on behalf of all the children, teachers and parents of St John's Korogocho, to all of you who have continued to support this programme. For those of you new to Oaklands Community, I would like to encourage you to consider joining us so that we can carry on enabling children access education in Korogocho.

This year, our St John's Week will be from 14 October to 18 October. We intend to hold many different fundraising activities during the week. So please do support us in whichever way you can.



One of the ways you could do this is to sponsor a child as a family. It costs £45 to send a child to school for a year at St John's. Please talk to your friends and family about this too so that if they are interested, they too can join in. We also hope to have joint lessons and assemblies with the staff and pupils of St John's by Skype – technology permitting!

If you are interested in any way in supporting this programme and need more information, please do not hesitate to contact me using [m.sumba@oaklandscatholicsschool.org](mailto:m.sumba@oaklandscatholicsschool.org) or simply call the school on 02392259214 and ask to speak to me.

Finally, thank you very much to all of you have made it possible for us to change the lives of many children and families at St John's. Oaklands as a **community**, are definitely **uniting** to offer great **opportunities** to children and their families in Korogocho slum.

**Mr Sumba**



## From the Chaplain

And just like that, the holidays are over and we're back to school. I hope that you all had an enjoyable summer break and feel refreshed and ready for the year ahead.

Some of you, I'm sure, are happy to return to routine; while others will already be looking forward to October half term!

My summer holiday was punctuated by many celebrations: ordinations, baptisms, weddings and funerals. It was during these moments, of both great joy and sadness, that I was reminded (once again) of the fragility and precious gift of life, from first cry to final breath.



Pope Francis said, 'having faith does not mean having no difficulties, but having the strength to face them, knowing we are not alone.' The great gift of true faith brings peace and also hope; a hope characterised by supernatural trust in the goodness of God, even in the most trying circumstances. We extend our love and the assurance of our prayers for all those in our community who are facing trials and carrying heavy burdens at this time.

The beginning of a new academic year always has a real buzz of excitement about it, a certain amount of apprehension, but mostly anticipation for what the new year will hold. For all of us, both staff and students, this is an opportunity to start afresh and recommit ourselves to the mission of a Catholic school. Education is a key part of the Church's mission in sharing the good news of the Gospel with all people. It recognises that all human experience presents opportunities for developing and deepening our love and knowledge of God and of others. We, as a Christian community, turn to the Lord in these days, asking for His strength.

Our spiritual focus for this academic year will be 'The God Who Speaks'. Scripture is at the centre of everything the Church does. The Word of God shapes our prayer and worship. The Bible shows us how to understand the world, how we are called to live and relate to each other. The Catholic Bishops of England and Wales have declared the year 2020 as a year of rediscovering, celebrating, living and sharing God's Living Word in the Sacred Scriptures.

*"We declare to you what was from the beginning, what we have heard, what we have seen with our eyes, what we have looked at and touched with our hands, concerning the word of life." (1 John 1:1)*

Throughout the year, each year group are going to have a Mission Day (or morning), during which this theme will be unpacked and explored by visiting speakers, and in workshops and presentations. Students will also have the opportunity for praying with the scriptures and spiritual exercises like Lectio Divina.

October has also been declared as an Extraordinary Month of Mission (EMM) by Pope Francis. 'Baptised and Sent' – this special month of prayer and action calls us all to renew our missionary commitment. We're called to share the Good News of Jesus Christ with all peoples. His Holiness invites individuals, schools, organisations, dioceses, parishes, communities, orders and congregations to get behind this worldwide Church initiative, to gather the energy of the whole Church family and highlight that we're all called to share God's love.

HAVE YOU GOT QUESTIONS?



Other exciting ventures this year will include all of Year 8 experiencing 'Youth Alpha' throughout the year, as part of their RE learning. **All** students (and staff) are invited to be a part of the new Christian Union, which will meet for 'Wednesday Worship' at lunchtime in the Chapel. A reminder the Oaklands Parents Prayer Group meet every Friday morning, to which all are most welcome to attend. We will also be launching a 'Discipleship Team' to help our evangelisation mission throughout the school and into the local community.

*For this reason I kneel before the Father, from whom every family in heaven and on earth derives its name. I pray that out of his glorious riches he may strengthen you with power through his Spirit in your inner being, so that Christ may dwell in your hearts through faith. And I pray that you, being rooted and established in love, may have power, together with all the Lord's holy people, to grasp how wide and long and high and deep is the love of Christ, and to know this love that surpasses knowledge – that you may be filled to the measure of all the fullness of God.*



*Now to him who is able to do immeasurably more than all we ask or imagine, according to his power that is at work within us, to him be glory in the church and in Christ Jesus throughout all generations, for ever and ever! Amen.*

(Ephesians 3: 14-21)

With the assurance of my prayers. Miss Keogh.

# Oaklands go to Lourdes

On Wednesday 24<sup>th</sup> July, Miss Keogh, Josie (10DO) and Mylenna (9ST) joined a large group of young people from across the Diocese, and boarded a coach at St John's Cathedral bound for Lourdes in the south of France. We were joining the Portsmouth Diocese pilgrimage to Lourdes, led by Bishop Philip.



We travelled to Dover, and then during the night all through France, arriving in Lourdes by lunchtime on Thursday. Fr Phil Carroll travelled with us, leading us in prayer during our journey. The heatwave was still raging, and it was nearly 40 degrees! By the time we had settled into our rooms and familiarised ourselves with the beautiful surroundings of Lourdes, the rest of our group (including Bishop Philip) had arrived and we were on hand to help the pilgrims in need of care.

The weather had changed dramatically by Friday morning, and given the nature of the mountains, we woke to torrential rain on Friday morning. This didn't dampen our spirits, however, as we started our day with Mass, before visiting the grotto and the beautiful basilica. The rain was still pouring in the afternoon, but this did not stop the young people doing the arduous 'high' Stations of the Cross, which are located up a very steep hill just outside the town.



On Friday evening, the Portsmouth Diocesan Youth were responsible for marshalling the famous torchlight procession. Our Lady made three requests when she appeared to St Bernadette; that people drink the water, that a church be built and that people come in procession. We responded to Mary's request and joined with 1000s of others, as we gathered with candles to walk in procession, singing hymns and praying the rosary. Late night visits to the grotto were very popular with Josie and Mylenna, followed by crepes or an ice cream and lots of fun with their new friends.



On Saturday, we woke up to more rain! But while the adult pilgrims visited the baths, a group of us made a visit to the grotto, and then took shelter in a café! Crepes and games of very competitive Uno were the order of the day. We then traipsed through the shops, buying rosaries and gifts for friends and family... as well as trying to find the tackiest piece of religious memorabilia we could find. In the afternoon, we went to a local parish church for Mass and then travelled on to the beautiful mountain town of Gavarnie. A hike up to the statue of Our Lady of the Snows was great fun, as were the ice creams and coffees!

On Saturday evening, we all gathered in St Joseph's Chapel for our Healing Service with the Anointing of the Sick. Many of the pilgrims received this wonderful sacrament, in which they are anointed with oil and prayers are said to give them strength to endure any illness or suffering.



All pilgrims were then invited to touch the humeral veil and encounter the healing of Jesus Christ in the Blessed Sacrament (the Eucharist).

We heard the Gospel story of the woman with a haemorrhage, who received healing just from touching the hem of Jesus' garment, and were invited to do the same. This was a very powerful and moving time of prayer, adoration and worship. Followed by more crepes and the lively atmosphere of Lourdes by night.



On Sunday morning, all the Portsmouth pilgrims attended the international Mass in the underground basilica, which holds over 5000 people! Mass was attended by people from all around the world and in lots of different languages. Some relics of St Bernadette were in the basilica during our Mass. On Sunday afternoon, we participated in the Blessed Sacrament procession, during which many pilgrims, many in wheelchairs or hospital beds, process behind the Blessed Sacrament and into the underground basilica.

On Sunday evening, we all enjoyed a fun evening of entertainment at the diocesan social evening and open mic night. This was a lovely way to end our time together, sharing stories from the trip, what we had enjoyed most and already thinking ahead to next year. Mylenna, Josie and I then took one last, late-night trip to the grotto. We wrote our prayer intentions down and placed them in the grotto; we then crossed over the river to the chapels of light and lit our candles, praying that our prayers would continue rising as the flames burned brightly. We then prayed three 'Hail Marys' at the statue of the Crowned Virgin, praying that we would return to Lourdes (hopefully next year!)

Mylenna and Josie did an absolutely outstanding job of representing the Oaklands community during their time in Lourdes and greatly enjoyed the experience. We would like to express our profound gratitude to those who generously sponsored the girls in their participation in the pilgrimage.



Lourdes is a very special place, filled with peace and great joy!

Our Lady always leads us to the heart of her Son, Jesus, and cannot ignore the prayers and petitions of her children. The spirit of charity is truly evident in Lourdes and the witness of service, to God and others, is extremely moving.

If you are interested in joining the pilgrimage to Lourdes next year (July 2020), please see Miss Keogh to find out more. The pilgrimage is open to students aged 14 (finishing Year 9) and above. Funding is available from the Catenians, as well as fundraising opportunities throughout the year.



Our Lady of Lourdes, pray for us!

# Behaviour and Standards

At Oaklands, there are two main ways we encourage our students to move towards self-regulating their behaviour to a high standard; one is through the use of praise and reward, the other is through the use of appropriate sanctions.

EPraise continues to be the main vehicle through which staff can reward students and this year we will be focusing in particular on recognising the effort students put into their work or activities in school, especially where they have showed determination and perseverance. We will award EPraise points in line with our teaching and learning Initiative 'The Oaklands Way' and this half term focus is 'Getting it Right' so staff will use EPraise as a way of commending students who exemplify this.

When it comes to sanctions, there are many reasons why a student may receive one but failure to complete homework is a common reason. Students in Year 7 have a phased introduction to homework to ease the transition between primary and secondary school. This ensures students are given the support they need to develop good habits around the completion of homework.



At Oaklands we use 'Additional Learning Opportunities' (ALO's). These are entirely **supportive** and they are set by subject teachers, to be used incrementally to ensure that a student really understands the work and what they have been asked to do. They can be set when a child has not completed homework or not finished work which they could reasonably have been expected to in the lesson.

They can also help remove some of the barriers which prevent a student from not completing work to a level commensurate with their ability. An ALO will only be given where it is clear a student has tried to complete the work but perhaps needs support; where a student has failed to complete the work due to poor learning behaviours a formal sanction will be issued and logged. There is an expectation at Oaklands that parents / carers will ensure their child attends an ALO as they would want to support their child in overcoming any barriers to learning. There is a clear distinction between ALO's which are supportive and NOT recorded on the school system and detentions, which are a sanction.

If a student fails to take up an ALO or their behaviour necessitates a sanction, again our system ensures an incremental progression.

In all cases, detentions are recorded and detention letters are used to inform parents / carers. Signed slips must be returned to acknowledge the detention and to give consent. Whilst consent to detain a child after school is not legally required, at Oaklands we work hard to maintain good home / school communication and so will continue to ask for the reply slip to be handed in. However, if a child turns up for detention without a slip, all efforts will be made to contact the parent / carer for verbal consent as failure to attend a detention will result in an escalation in sanctions. Again, the expectation is that as parents /carers have signed the home-school agreement, they will support the school's behaviour policy in this regard.

Detentions move swiftly up the scale if there is non-compliance on the part of a student to ensure the matter is resolved within a two week timeframe at the most.

**Behaviour is very good at Oaklands and standards remain high.** This means that overall, we spend more time praising and affirming students than we do sanctioning them. However, this does not happen by chance and we continue to be proactive in maintaining those high standards and seeking ways to work in conjunction with parents and carers to ensure that is the case. Our systems are regularly reviewed to ensure we are maintaining the correct balance with reward and sanction.

Thank you for the support you give in making the Home School agreement a working document in support of the standards we strive to maintain at Oaklands

## Restorative Justice

Last academic year we introduced 'Restorative Justice' into 'The Oaklands Way'. Restorative Justice is based on four key features:

- RESPECT:** for everyone by listening to other opinions and learning to value them
- RESPONSIBILITY:** taking responsibility for your own actions
- REPAIR:** developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
- RE-INTEGRATION:** working through a structured, supportive process that aims to solve the problem and be happy and safe in school.

The purpose of Restorative Justice is to ensure all our young people participate actively in their learning and in school life. We acknowledge that sometimes we make mistakes, we get it wrong, but we want to move away from being quick to sanction but instead try and work with our young people to evaluate and reflect on what went wrong and what needs to happen in order to put it right through a Restorative Justice process.

This has formed an integral part of our classroom procedures to help us ensure that all students are engaged in the learning environment. Disruptive behaviour has an impact on all members of the class and by encouraging students to have the restorative justice conversation with their teacher we can get them to see this; this also gives students an opportunity to be heard and to ask for help and support.

Following the introduction of Restorative Justice, we have had fewer incidents that have resulted in a sanction and students are being encouraged to self-regulate and adapt their own behavior to create a positive and productive school environment.





**E**xtensive works have taken place during the summer break:

- Refurbishment of student and staff toilets in Angelico Block
- Refurbishment of the Sixth Form Communal Study Area
- Redesigning our Excel Facility and JP14 classroom
- Other miscellaneous works, including:
  - Sixth Form Student Toilets
  - White House painting
  - Music Practice Room redecoration
  - Theatre Lighting
  - Replacement of JP Block foyer carpet
  - Replacement of T Block lockers

A further report on the major works being undertaken on Romero Block will be in the next edition of Oaklands News.



## National Citizen Service

The National Citizen Service (NCS) programme is a 4 week experience during the summer holidays, to allow 15-17 year olds (Year 11/12) the opportunity to meet new people, learn new skills and make a difference in their community.



The NCS seeks to build bridges across social divides and ladders to opportunity. It brings people together in common purpose to change their perspectives and lives for good. It aims to push the young people hard and see what they can achieve, smashing the self-doubt that can often hold many back. By designing and delivering social action projects, young people learn that they can make their mark on the world around them.

The programme consists of 4 phases in the following order:

### Phase 1 Adventure

5 days residential in Dorset, participating in outdoor activities such as kayaking, paddle boarding, abseiling and rock climbing. This gives the young people the chance to relax and forget about the stresses of exams, meet new people try new things and have fun.

### Phase 2 Discovery

5 days residential at Fort Purbrook, where the young people get the chance to learn about independent living by cooking for themselves and their teammates each night. They also take part in different themed workshops to give them extra life skills such as public speaking, first aid, enterprise or budgeting.

### Phase 3 Social Action

2 weeks are non-residential and based at Pompey Study Centre and within the local community. This is when the young people work as a team to design and deliver a social action project in their community.

### Phase 4 Celebration

Once the summer programme is finished, the young people get the chance to celebrate their achievements with family and friends through their graduation ceremony. They receive a certificate signed by the Prime Minister, which they can add to their CV or any job/university applications.

### Oaklands Success

On Tuesday 4<sup>th</sup> September 48 students from Oaklands attended a celebratory ceremony the Portsmouth Guildhall and graduated with pride from their summer course. The atmosphere in the venue was electric as all the young people were reconnecting with their teammates and excitedly chatting about their experiences. This proved to be a wonderful evening and Oaklands was one of only two schools in Portsmouth and the surrounding areas to be awarded 'NCS Champion School' in recognition of outstanding NCS engagement.



This programme is unique, fun, action packed and a once in a lifetime opportunity. It is the chance to take part in something amazing and have the summer of a lifetime.

The NCS is a government-funded initiative that is delivered by Pompey in the Community (PITC). PITC will be delivering an assembly to Year 11 in assembly in the Spring term.

In the meantime, if you are interested in this project or would like any further information; please contact Mrs Cope in the first instance.

## Attendance Matters

Oaklands attendance figures for 2018-2019 were 95.9% against our target of 96.2% - an improvement on the previous year's figures. We are pleased that the vast majority of our parents and students recognise the value of good attendance at school and appreciate that there is a correlation between high attendance rates with exam success. We are grateful when parents maintain good home school communication and report absences in a timely fashion as this is both a statutory and a safeguarding requirement for us; to know why students are not in school and to account for all students who are late into school and to code accordingly.



Oaklands has sadly not been immune to the national trend of more families applying for holidays in term time or in some cases, parents taking their children out of school for holidays without notification or authorisation. This has resulted in an increase in Fixed Penalty Notices and in some cases, referrals to the Attendance Legal Panel.

Please do take the time to read the guidance on our website (via Parents/Attendance link), which is from Hampshire County Council's Guidance for Parents and on which our Attendance and Registration Policy is based.

In brief, 95% attendance is the **minimum** we expect at Oaklands (except in the case of genuine medical cases or significant personal issues which will be known to Heads of Year). 90% attendance, which to many sounds like an acceptable figure, actually equates to half a day a week of school missed across a 40 week school year. There aren't many employers who would be satisfied with a 90% attendance rate at work and so we aspire to attendance excellence at Oaklands and will continue to recognise and reward high attendance as well as follow the Local Authority guidance in the case of poor attendance.

Please can I ask that you ensure all the contact details we hold for you are up to date so that we can contact you without delay if a lateness or absence needs to be clarified with you. The guidance for schools is that we hold at least 2 emergency contacts for your child (both of whom should be local); if that is currently not the case, please do let us have a second contact and Business Support will be in contact asking for this information.

### **Procedure for Reporting your Child's Absence from School (for students in Year 7 to 11 only)**

- ◆ Parents must telephone the school using the Attendance number 02392 248053 to report the first day of your child's absence by 8.30am. If you cannot get through on the Attendance number, please call 02392 259214.
- ◆ Alternatively parents can email the absence to [absence@oaklandscatholicschool.org](mailto:absence@oaklandscatholicschool.org) (leaving a contact number on the email for verification purposes).
- ◆ When the child returns to school – either the child brings a note for their Form Tutor or the parent sends an email if they haven't already done so to [absence@oaklandscatholicschool.org](mailto:absence@oaklandscatholicschool.org) reporting the date(s) and reason for absence. They can also reply via the Keep Kids Safe texting service if they have received a text previously regarding their child's absence.

Leave of absence forms (for the purpose of exceptional circumstances only) can be obtained from main Reception/Student Services or from the website and should be returned to Student Services for authorisation by Mrs Oldroyd.

Many thanks for your support in this matter





**M**rs Bell of the English department ran an 'Extreme Reading' competition over the summer and WOW!

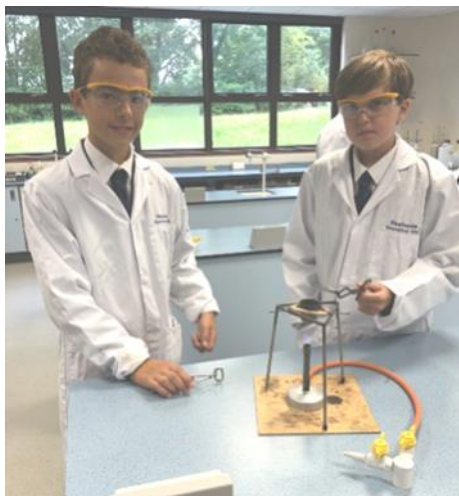
The entries were fantastic. They ranged from the Scottish Highlands to Poland, Portsmouth to Australia! The aim of the competition was to promote reading for pleasure - wherever you are.



In addition to this, it drew attention to the English Department's social media pages (Instagram, Facebook and Twitter) where they regularly post helpful resources and activities to aid study and revision for Years 7-13.



**S**TEM stands for **S**cience **T**echnology **E**ngineering and **M**aths and students at Oaklands, across all year groups, will be getting involved in STEM related activities and invited to participate in STEM extra-curricular clubs to help promote career paths in these fields.



## STEM Clubs

The Science and Technology departments are hosting STEM clubs at lunchbreak on Monday, Wednesday and Thursday as well as after school on Tuesday and it is hoped that students will embark on projects that will lead to CREST Awards. Students can come with ideas or get inspiration from staff, and some examples of projects carried out last year include making bath bombs to different recipes and then testing them, looking at the best ratios of copper oxide and carbon to extract copper metal, investigating conditions for rusting, building rockets and building wind vanes with moving parts. Edward Gamble and James Burroughs, who investigated extraction of copper, are pictured here in action below and will receive their Bronze CREST awards soon.

Oaklands are also hoping to make their own liquid soap and students at Thursday's STEM club will be trialling recipes to come up with the best formulation and if successful may supply all of our toilets at school. They will be getting help from a STEM ambassador who works in the cleaning agent industry and may even look at making other products such as room fresheners if this is successful. At Wednesday's STEM club, some students will be investigating the ideal growing conditions for plants, with a particular focus on pH and they will then look at the conditions required for growing food on Mars or in a spacecraft. Students can pop into any of the STEM sessions (see below) and speak to staff present to get more information or speak to Mrs Hardaker in Science at break or lunch.

## ARMY STEM Camp

Year 9 students have been invited to apply for places on a residential ARMY STEM Camp, which will take place during the October half term, which will provide an opportunity to see why STEM skills are so important to a modern Army. Students will spend 5 days taking part in a fun indoor and outdoor activities and the latest military technology will be on display for participants to get true hands on experience and to learn how they work. Look out for a full report next half-term.

## CREST in the Curriculum

CREST awards are like the STEM equivalent of a Duke of Edinburgh award and students can gain certificates at Discovery, Bronze, Silver or Gold levels depending on the number of hours spent on their project and the level of detail. We are very lucky to have been chosen by 'The Gatsby Foundation' as a pilot school for embedding STEM into the curriculum and our year 12 Chemistry students will do this by synthesising Aspirin from Winter Green and then extracting salicylic acid from willow bark and using this to make another batch of Aspirin. Students can then test the products that they make and compare with OTC (over the counter) products. They will gain a silver CREST award and an EPQ, all very useful for University applications the following year.

## CanSat

The Science Department are currently recruiting students that are interested in making a satellite from a tin can. This is part of the CanSat competition sponsored by ESERO-UK who will provide a kit for our school. We need a team of 4-10 students who must be at least 14 years old. Students will need to build the satellite and program it using an Arduino.

Students are encouraged to follow a normal space project lifecycle as follows:

- Selection of mission objectives
- Definition of requirements
- Design of hardware and software
- One or more reviews of the design (leading to design refinement)
- Integration and testing
- Launch and operations
- Data analysis and reporting of results



Fig. 3: A selection of CanSats from the 2012 European CanSat Competition

The team will compete in regional launch events and may gain a place in the final launch event, which will be held in York in April 2020. Please contact Dr Dixon in the Science Department if you are interested.

## Year 8 STEM Day

Year 8 students will be the first to embark on a STEM focused curriculum day on 23<sup>rd</sup> September. Students will listen to guest speakers talk about their path to careers in STEM and then they will work in small groups to build a tower from straws and a few other basic materials, ensuring that their designs are captured in diagrams. We will not give too many details in advance but look for a report on the day in the next Oaklands News. STEM days in other year groups will follow throughout the year.

## Eco Bricks

Year 9 Catherine who became very interested in how plastics are impacting on the environment are hoping to visit the sustainability centre at Clanfield later this term and along with Mrs Jones, Mrs Berogna and Mrs Groucott are encouraging students (and parents!) to make eco-bricks. An eco-brick is a clean and dry plastic bottle that is filled with any plastic or materials that cannot be recycled (clean and dry). Year 9 students will design and make pieces of furniture, sculptures etc using the eco-bricks as part of their STEM day in February. Mrs Berogna is collecting eco-bricks in the library so please start making them now, ensuring that they are packed down to make a dense bottle.



Come to the STEM focused information area, in Lab 5, on Open Evening (26<sup>th</sup> September) to find out more about current and planned activities and hear from students who are involved.

# Oaklands Friends' and Parents' Association

The **Oaklands Friends' and Parents' Association (OFPA)** extend a warm welcome to all parents and carers at the start of the new school year.

We are a small group of parents who meet on the first Monday of each month and provide support to the school by raising funds through providing refreshments at school events, running a 50:50 club (would you like to win £100? – see the OFPA webpage for further info) and our fabulous, festive Christmas Market and Craft Fayre.

We also run a Nearly New Shop for parents to buy good quality uniform. If you have any donations of clean uniform items in good condition, please bring these to school.

### How else can you support us?

- Chocolate and bottle donations for the craft fayre- please leave donations in reception.
- Raffle prizes welcomed throughout the year.
- Could you display an advertising board outside you house for the craft fayre?

We would love to welcome more parents to join us. If you are interested in finding out more information please look at the OFPA page on the school website or email us on [OPA@oaklandscatholicschool.org](mailto:OPA@oaklandscatholicschool.org).

We look forward to meeting many of you over the coming months and thank you for your support

**Nicky Woolhead**

*Oaklands Friends' and Parents' Association*

*Christmas Market and Craft Fayre*

*Saturday 16th November 2019*

*12.00-3.00pm*



*Handcrafted Gifts and much more ...*

*Grand Draw Bottle, Tombola Chocolate, Tombola*

*School Band and Choir*

*Winter BBQ, Teas and Coffees, Cakes*

*To reserve a table please email Caroline Rose at [opa@oaklandscatholicschool.org.uk](mailto:opa@oaklandscatholicschool.org.uk)*

## Parent Information

### Welcome for new families - can you help?

Over the last few years, we have seen more families moving into the area and students joining Oaklands either mid-year or after the start of year 7. This means that those parents sometimes miss out on the induction activities and information evenings we hold and students can take a little longer to settle into a school where friendships are already established. We would like to help support parents, carers and students in this situation and to that end, I would like to have a bank of existing parents who would be willing to act as 'buddies' to new families, to help them settle into life at Oaklands. Ideally, if I were able to match families by location that would be even more helpful. If you would like to offer your services to support a new family, please can you email me on [julie.oldroyd@oaklandscatholicschool.org](mailto:julie.oldroyd@oaklandscatholicschool.org) giving me your name, the name and year group of your child / children so that I can begin to compile a database of parents who I could call on to help support new families. Many thanks in advance for your support with this initiative.

### SIMS App

This term we have launched the SIMS Parent and Student app which is accessible from a smart phone, tablet or PC. The new app will allow the school to easily communicate with parents, and students. Students now use the app to view homework and also their timetable. Parents can use the app to view and edit their child's personal data.

If you need any assistance with the app please email [simsapp@oaklandscatholicschool.org](mailto:simsapp@oaklandscatholicschool.org) in the first instance.

### Relationships and Sex Education

In June 2019, the DfE published the new Relationships and Sex Education (RSE) curriculum which becomes compulsory for all schools to deliver by September 2020.

Through our existing Personal Development and Citizenship (PDC), RE and Science lessons on relationships and sex education, we already cover a significant number of the topics and so we will be looking at how we can move towards full compliance over the course of 2019-2020.

As a Catholic School, we have already attended Diocesan briefings and been directed to some resources to support the delivery of this new curriculum.

Paul Barber, Director of the Catholic Education Service said: "We welcome this commitment by the Government to improve Relationships and Sex Education in all schools.

"Catholic education is centred on the formation of the whole child and age appropriate RSE is an essential part of this. It is essential for creating well rounded young people, for equipping students to make good life choices, and for keeping our children safe.

"As such, the Catholic schools' sector is the only one in the country to have a comprehensive and holistic RSE curriculum for ages 3-19. The proposals announced by the Government today are compatible with the Catholic model curriculum.

"The Catholic Church teaches that parents are the prime educators of their children and we are pleased to see the Government sharing this fundamental principle."

For the academic year 2019-2020, Years 7-10 will have one PDC lesson a fortnight and by extending PDC into Year 11, we will ensure fuller coverage of the RSE curriculum in 2020-2021. Key Stage 5 also follow a Personal Development curriculum which covers aspects of RSE. Additional time has also been allocated to Key Stage 3 RE to facilitate the delivery of the curriculum.

Over the course of this year, we will consult with parents and governors and by working with the Diocese and Catholic Education Service, develop a policy and a curriculum programme which fully meets the requirements of the RSE curriculum in a way which is faithful to Church teaching.

We encourage parents to respond to the consultation process which will start later in the autumn term and in the meantime, the links below are for the new curriculum and outline what students should know by the end of secondary school.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-and-sex-education-rse-secondary>

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/physical-health-and-mental-wellbeing-primary-and-secondary>

## Parent Information

### Visiting School

Oaklands is an orderly safe place, where relationships between staff and visitors, especially parents/carers, demonstrate mutual respect and recognition of shared responsibility for pupils' welfare and educational progress. Parental involvement is an important factor for a successful education and in dealing with emerging problems at an early stage.

If you need to come into school please ring ahead and book an appointment. It is not appropriate just to 'turn up' and demand to see a member of the teaching or support staff.

On occasion, the behaviour of a few parents/carers has caused severe disruption or worse, resulting in abusive or aggressive behaviour towards staff, pupils, or other members of the school community.

The governors are responsible for protecting the health and safety of their staff and pupils. Behaviour which includes abusive or threatening language, inappropriate demeanour or invasion of personal space against school staff or other members of the school community will not be tolerated. All members of the Oaklands community have a right to expect that the school is a safe place in which to work and learn. There is no place for inappropriate threatening behaviour or abuse in schools.

Where such an incident does occur, the governors will play a proactive role in taking all possible action to deal with it. Day to day access to a school is within the control of the Headteacher.

Thank you for your support in this matter.

### Free School Meal Declaration

If any child is adopted from care, they may be eligible for additional support in school through the pupil premium+ funding. Parents can contact Mrs Oldroyd in confidence to self-declare if this is the case, providing evidence of the court papers.

### School Reports

If you are a parent who requires a duplicate copy of school reports please can you contact your child's Head of Year.

Our SIMS system does not allow us to have two 'priority 1' contact details so we hold a register of any family when such a request is made to ensure all parents and carers can obtain their child's report in a timely manner.

### Medicines in School

Parents are reminded that if their children have or develop medical conditions, they should complete a Health Care Form. In addition, if students have regular prescribed medication, ie epipens or inhalers, parents should complete an Administration of Medication Form. Both forms are available to download from our website and should be returned to Student Services.

Thank you.

### Parking



A reminder to parents who are collecting and dropping off their children at school mornings and afternoons; please do not block driveways, park on the white lines or double yellow lines or grass verges in local residential areas such as Durham Gardens, Place Crescent, Shaftesbury Avenue and Lombardy Rise. It is important that consideration is given to residents who live in these areas around the school.

### And finally ...

Please remember to label all items of clothing so that if items are left in classrooms or found outside they can be returned to their owners.

### Answer to Mr Quinn's Exam Question

Let  $x$  be the *amount of money* that Mary has.

Now there are two unknowns so we need two equations.

Here is the first sentence: "If Mary gave Carlos £20, they would have the same amount."

So algebraically: (1)  $x - 20 = y + 20$ . (**Equation 1**)

Here is the second sentence: "If Carlos gave Mary £22, Mary would then have twice as much as Carlos."

So algebraically: (2)  $x + 22 = 2(y - 22)$ . (**Equation 2**)

To solve any system of two equations, we must reduce it to one equation in one of the unknowns.

In this example, we can solve equation (1) for  $x$ :  $x - 20 = y + 20$

Rearranging this:  $x = y + 40$

Then substitute this into equation (2):  $y + 40 + 22 = 2(y - 22)$

That is:  $y + 62 = 2y - 44$

That is:  $62 + 44 = 2y - y$

That is:  $y = 106$

According to the expression for  $x$ :  $x = 106 + 40$

That is:  $x = 146$

**Therefore: Carols has £106 and Mary has £146**

## Prayer Group

Oaklands have a parent run prayer group that meets every Friday morning at 9.00am to pray for the school community. All are welcome to attend! Parents are invited to come whenever they can - either every week, or just once in a while. Please sign in at Reception and then make your way to the Chapel. We look forward to seeing you.



## Admissions 2020

### **CATHOLIC CHILDREN -**

The process of applications for next year's Year 7, September 2020 is already underway. If you are a Catholic family expecting to apply for a place for your child for September 2020 and you have not filled in an application form, please contact the Admissions Secretary, Mrs Sarah Ryles, as soon as possible.

### **CHILDREN FROM OTHER CHRISTIAN DENOMINATIONS -**

If you already have a child at Oaklands and you are expecting to apply for a place for a younger child for September 2020 and you have not already done so, you should also contact the Admissions Secretary, Mrs Sarah Ryles as soon as possible.

### **OTHER CHRISTIAN DENOMINATION FAMILIES -**

Families applying to Oaklands for their first child to come to Oaklands in September 2020 should write to the Admissions Secretary, Mrs Sarah Ryles immediately.

It is essential, therefore, that all parents applying for a place for September 2020 should contact the Admissions Secretary immediately if they have not already done so. Any delay will prejudice the chances of a successful application.

**In all cases, the closing date for applications is Thursday 31st October 2019.**

## ARE YOU LOOKING TO HIRE A GREAT VENUE

Oaklands has a number of facilities available to hire.

Theatre Style Hall    Sports Hall & Gym    ICT Suites    Classrooms  
Kitchen & Catering Facilities



\*\*\*

We can also facilitate

Meetings    Conferences    Training Days

**Our extensive grounds and sunken lawn provide the perfect setting for Social Gatherings**

If you would like more information regarding any of our facilities please contact Claire Pasterfield

Tel: 02392 259214 Ext 3033    Email : [lettings@oaklandscatholicschool.org](mailto:lettings@oaklandscatholicschool.org)

Scan our lettings QR Code

## Oaklands Catholic School and Sixth Form College - Alumni

**Were you a student here ... ? Stay in touch with us and help ...**



It doesn't matter when you left school, whether you're in further education or employment or where you live - Oaklands still needs your help! If you would like to see our exceptional school continue to thrive, please let us have your details by signing up to the Future First database.

Go to [www.futurefirst.org.uk](http://www.futurefirst.org.uk)

Go to the 'Sign Up' tab

Click 'Former Student'

Type in **Oaklands Catholic School**



	Autumn 1 24 Oct	Autumn 2 18 Dec	Spring 1 13 Jan	Spring 1 13 Feb	Spring 2 24 Feb	Spring 2 31 Mar – 2 Apr	Summer 1 21 May	Summer 2 July
Year 7	LBV for all subjects HW for Eng/Ma/Sci/RE	LBV for all subjects HW for core Eng/Ma/Sci/RE/MFL/Geog/Hist		Att/LBV/HW for all (first time for Att grades)		2 April Att/LBV/HW for core subjects Eng/Ma/Sci/RE/MFL/Geog/Hist	Att/LBV/HW for all subjects	Written reports
Year 8	Att/LBV/HW for core subjects Eng/Ma/Sci/RE/MFL/Geog/Hist	Att/LBV/HW for core subjects Eng/Ma/Sci/RE/MFL/Geog/Hist. Att/LBV for non-core.		Att/LBV/HW for all		2 April Att/LBV/HW for core subjects Eng/Ma/Sci/RE/MFL/Geog/Hist	Att/LBV/HW for all subjects	Written reports
Year 9	Att/LBV/HW for core subjects Eng/Ma/Sci/RE/MFL/Geog/Hist	Att/LBV/HW for core subjects Eng/Ma/Sci/RE/MFL/Geog/Hist. Att/LBV for non-core.		Att/LBV/HW for all		2 April Att/LBV/HW for core subjects Eng/Ma/Sci/RE/MFL/Geog/Hist	Att/LBV/HW + Comment for all subjects	First GCSE grades
Year 10	Att/LBV/HW for all subjects	Written Report – Att from Y10 Tests		Att/LBV/HW for all subjects		2 April Att/LBV/HW for all subjects	Att/LBV/HW for all subjects	Exam grades and summer work
Year 11	Written reports based on Y10 Exams <b>(NEW)</b>	-	Mock Grades + LBV/HW	-		1 April Final predictions and Tutor Reports	-	-
Year 12	Att/Attitude for all subjects	Att/Attitude for all subjects			Written reports	-	Att/Attitude for all subjects	Exam Grades
Year 13	Written reports based on Y12 Exams <b>(NEW)</b>	Att/Attitude for all subjects		Att/Attitude for all subjects		2 April Mock grades/Attitude and final predictions	-	-

Att = Attainment    LBV = Learning Behaviour    HW = Homework



# Term Dates - Autumn 2019

Mon+Tues	2 + 3 September	<b>Inset Days—School Closed</b>
Wednesday	4 September	Phased Start - Years 7 and Year 12
Thursday	5 September	Years 7-11 Students in School / Year 12 + Year 13 Induction
Monday	9 September	<b>Year 7 CAT Tests (to 12 September)</b> Oaklands Friends' & Parents' Association (OFPA) Committee Meeting (7.30pm)
Wednesday	11 September	Full Governors' Meeting
Thursday	12 September	<b>Year 7 Parent Information Evening (7.00pm)</b>
Tuesday	17 September	<b>KS5 Induction Evening (7.00pm)</b>
Thursday	19 September	<b>KS5 Induction Evening (7.00pm)</b>
Monday	23 September	Governors' Teaching and Learning Committee Meeting
Thursday	26 September	<b>Open Evening (5.00-8.00pm)</b>
Friday	27 September	<b>Inset Day - School Closed</b>
Monday	30 September	Governors' Business & Collaboration Committee Meeting
Friday	4 October	<b>Open Morning (11.40-1.40pm)</b>
Monday	7 October	OFPA Committee Meeting (7.30pm)
Wednesday	9 October	<b>Open Morning (11.40-1.40pm)</b> Full Governors' Meeting
Thursday	10 October	<b>Sixth Form Open Evening / KS5 Options Evening (5.30-9.00pm)</b>
Friday	18 October	Non-Uniform Day
Monday	21 October	Year 8 Book Sharing Week
Thursday	24 October	All Years—Grades / Reports Home
<b>Mon-Fri</b>	<b>28 Oct—1 Nov</b>	<b>Half Term</b>
Monday	4 November	<b>Year 9 Core Tests (to 8 November)</b> OFPA Committee Meeting (7.30pm)
Thursday	7 November	<b>Year 8 Parents' Evening (5.00-8.00pm)</b>
Monday	11 November	Governors' Teaching & Learning Committee Meeting
Thursday	14 November	<b>Sixth Form Parents' Evening (4.30-8.00pm)</b>
Saturday	16 November	<b>OPA Christmas Craft Fayre (12.00-3.00pm)</b>
Monday	18 November	<b>Year 10 Tests (to 22 November)</b> Year 9 Book Sharing Week Governors' Ethos Committee Meeting
Wednesday	20 November	<b>Y7 SEN Parents' Evening (5.00pm)</b>
Monday	25 November	Governors' Business & Collaboration Committee Meeting
<b>Tues-Wed</b>	<b>26-27 November</b>	<b>Y11 Practice Maths and English Exams</b>
Thursday	28 November	<b>Year 9 Parents' Evening (5.00pm)</b>
Friday	29 November	<b>Inset Day - School Closed</b>
Monday	2 December	<b>Year 11 Mock Exams commence (to 17 December)</b> OFPA Committee Meeting (7.30pm)
Tuesday	3 December	Governors' Admissions Meeting
Wednesday	4 December	Full Governors' Meeting + AGM
Thursday	12 December	<b>Peri and Christmas Music Concert (7.00pm)</b>
Tuesday	17 December	<b>Christmas Carol Service (7.00pm)</b>
Wednesday	18 December	KS3 / KS4 / KS5 Grades / Reports Home
Thursday	19 December	<b>Last Day of Term</b>
Friday	20 December	<b>Inset Day—School Closed</b>

All dates and times for the Autumn, Spring and Summer Terms are accurate at the time of going to press. The school reserves the right to make alterations.

# Term Dates - Spring 2020

Monday	6 January 2020	Year 11 Book Sharing Week
Thursday	9 January	<b>Presentation of Certificates Evening (7.00pm)</b>
Monday	13 January	Year 11 Mock Grades Home Governors' Teaching and Learning Committee Meeting OFPA Committee Meeting (7.30pm)
Thursday	16 January	<b>A Level Art &amp; Photography Mock (to 17 January)</b> <b>Year 11 English Practice Exam</b> <b>Year 11 Parents' Evening (5.00pm)</b>
Monday	20 January	<b>Faith Unity Week</b> Governors' Business & Collaboration Committee Meeting
Thursday	30 January	<b>Year 9 Options Evening (6.00pm)</b>
Monday	3 February	OFPA Committee Meeting (7.30pm)
Wednesday	12 February	<b>Year 10 English Practice Exam</b> Full Governors' Meeting
Thursday	13 February	<b>Year 10 Maths Practice Exam</b> KS3 / KS4 / KS5 Grades / Reports Home
Friday	14 February	Deadline for Year 9 Option Returns Ski Trip Departs
<b>Mon-Fri</b>	<b>17-21 February</b>	<b>Half Term</b>
Monday	24 February	<b>Year 11 Maths / English / Science Practice Exams (to 25 February)</b> Y12 Written Reports Home
Tuesday	25 February	Year 9 Teenage Booster Injections (+ 26 February)
Wednesday	26 February	Ash Wednesday Services
Friday	28 February	Non Uniform Day
Monday	2 March	Governors' Ethos Committee Meeting OFPA Committee Meeting (7.30pm)
Wednesday	4 March	<b>Whole School Production</b>
Thursday	5 March	<b>Whole School Production</b>
Friday	6 March	<b>Whole School Production</b>
Monday	9 March	Year 7 Book Sharing Week <b>Year 13 Practice Exams (to 18 March)</b> <b>Maths GCSE Preview Evening (Y9) (7.00-8.30pm)</b>
Tuesday	10 March	<b>Year 12 Post-18 Information Evening (7.00pm)</b>
Thursday	12 March	<b>Design Showcase (5.00-8.00pm)</b>
Wednesday	18 March	Full Governors' Meeting
Thursday	19 March	<b>Year 7 Parents' Evening (5.00pm)</b>
Monday	23 March	<b>English GCSE Preview Evening (Y9) (7.00-8.30pm)</b>
Wednesday	25 March	<b>SEN Parents' Evening (5.00pm)</b>
Wednesday	1 April	<b>Year 11 Art, Photography and Textiles Exams</b> <b>Year 11 Final Predictions and Tutor Reports Home</b>
Thursday	2 April	Y7-Y10 Grades / Y13 Predicted Grades Home <b>Year 13 Parents' Evening (5.00pm)</b>
<b>Friday</b>	<b>3 April</b>	Passion Services <b>Last Day of Term</b>

**All dates and times for the Autumn, Spring and Summer Terms are accurate at the time of going to press. The school reserves the right to make alterations.**

# Term Dates - Summer 2020

Monday	20 April	Year 10 Book Sharing Week Governors' Business & Collaboration Committee
Wednesday	22 April	<b>Year 13 Art, Photography and Textiles Exams (to 24 April)</b> HPV Vaccinations (Y8) (+ 23 April)
Monday	27 April	<b>Year 9 Tests (all week)</b> <b>GCSE Speaking Exams start</b> <b>Science GCSE Preview Evening (Y9) (7.00-8.30pm)</b>
Thursday	30 April	<b>Year 10 Parents' Evening (5.00pm)</b>
Monday	4 May	OFPA Meeting (7.30pm)
<b>Friday</b>	<b>8 May</b>	<b>School Closed—Bank Holiday</b>
Monday	11 May	<b>Public Exam Season Starts</b> Governors' Teaching & Learning Committee Meeting
Thursday	13 May	Final Day Year 11 Year 13 Leavers' Mass and Meal
Friday	14 May	Final Day Year 13
Monday	18 May	<b>Year 8 Tests (all week)</b>
Wednesday	20 May	Full Governors' Meeting
Thursday	21 May	Y7-Y10 / Y12 Grades Home
<b>Mon-Fri</b>	<b>25-29 May</b>	<b>Half Term</b>
Monday	1 June	<b>Year 7 Tests (all week)</b> OFPA Committee Meeting and AGM (7.30pm)
Thursday	4 June	<b>Year 12 Parents' Evening (5.00pm)</b>
Monday	8 June	Governors' Business & Collaboration Committee Meeting
Wednesday	10 June	<b>SEN Parents' Evening (5.00pm)</b>
Thursday	11 June	<b>Art Exhibition (5.00pm)</b> <b>Peripatetic Music Concert (7.00pm)</b>
Monday	15 June	Year 10 Professional Days (+ Tuesday 16 June) Governors' Ethos Committee Meeting
Wednesday	17 June	Year 10 Sixth Form Taster Day
Thursday	18 June	<b>Year 10 Practice Exams (to 26 June)</b> Year 11 Prom
Tuesday	23 June	<b>Challenge Week (to Friday 28 June)</b> <b>Year 12 Study Leave</b>
Thursday	25 June	<b>Year 12 Exams (to 3 July)</b>
Monday	29 June	<b>Year 9 GCSE English Orals (all week)</b>
Wednesday	1 July	Full Governors Meeting
Thursday	2 July	Year 10 Practice Interviews (+ 3 July) <b>Year 10 Post 16 Information Evening (7.00pm)</b>
Monday	6 July	OFPA Meeting (7.30pm) Y7+Y8 Written Reports / Y9 First GCSE Grades
Wednesday	8 July	Sixth Form Taster Day Summer Dance Showcase (6.00pm)
Thursday	9 July	Sports Day
Friday	10 July	New Year 7 Induction Day
Monday	13 July	New Year 7 Parents' Induction Evening (7.00pm) Year 10 Exam Grades and Summer Work Home Year 12 Exam Grades Home
Thursday	18 July	<b>Last Day of Term</b>

**All dates and times for the Autumn, Spring and Summer Terms are accurate at the time of going to press. The school reserves the right to make alterations.**



# Oaklands

Catholic School and Sixth Form College



**Thursday 26th September 2019 5.00 - 8.00pm**

Oaklands has a strong reputation for the highest academic standards within a strong caring Christian community where each individual student is valued.



Stakes Hill Road, Waterlooville, Hants, PO7 7BW  
(023) 92 259214 Fax: (023) 92 230317  
oaklands@oaklandscatholicschool.org  
www.oaklandscatholicschool.org



Follow Us

Community Unity Opportunity