

Solway Community Technology College Newsletter No.16



February 2013

Performance tables

Once again the published performance tables for last year's GCSEs, show Solway in a great light, despite the press reporting only partial data.

School name	Value Added (best 8) measure					
	Disadvantaged pupils			Other pupils		
	VA score	Confidence limits		VA score	Confidence limits	
Lower		Upper	Lower		Upper	
England - all schools	NA	NA	NA	NA	NA	NA
England - state funded schools only	981.6	NA	NA	1005.5	NA	NA
Local Authority	NA	NA	NA	NA	NA	NA
Schools (click box to add schools to your selection)						
<input checked="" type="checkbox"/> Solway Community Technology College	1026.1	985.3	1067.0	1043.3	1011.3	1075.3
<input type="checkbox"/> Kirkby Stephen Grammar School	964.6	927.0	1002.2	1027.6	1010.1	1045.1
<input type="checkbox"/> Newman Catholic School	959.0	931.3	986.6	1021.6	1000.1	1043.0
<input type="checkbox"/> West Lakes Academy	1016.0	992.7	1039.2	1019.9	1007.6	1032.2
<input type="checkbox"/> Richard Rose Morton Academy	935.1	907.9	962.2	1016.2	998.8	1033.6
<input type="checkbox"/> Queen Elizabeth School	1000.3	961.1	1039.4	1015.7	1006.1	1025.3
<input type="checkbox"/> Netherhall School	991.9	973.4	1010.4	1013.5	998.4	1028.5
<input type="checkbox"/> The Queen Katherine School	980.7	956.4	1005.1	1013.4	1003.7	1023.0
<input type="checkbox"/> Kirkbie Kendal School	944.0	915.7	972.3	1010.2	999.5	1021.0
<input type="checkbox"/> Ulverston Victoria High School	987.5	960.3	1014.6	1009.2	998.2	1020.2
<input type="checkbox"/> Dowdales School	985.8	958.6	1012.9	1006.9	996.8	1017.0
<input type="checkbox"/> Caldew School	987.6	959.4	1015.9	1006.1	994.4	1017.7
<input type="checkbox"/> William Howard School	982.2	956.6	1007.8	1005.6	996.9	1014.3
<input type="checkbox"/> Ullswater Community College	990.5	962.8	1018.2	1004.4	995.4	1013.3

The table here shows us at the top of all 61 of the county schools for Value Added; in fact you would need to travel, out of county, 75 miles to find a school with a better VA score. That means pupils who come to us, at whatever level, make far better than expected progress at Solway

Only a VA score of 1000 or above demonstrates adding value

The raw scores, do not take into account the expected performance of pupils. 79% of ours beat their target grades last year. A great performance! This information however is not printed in the media, such a shame as it is a much more meaningful data set. Parents want to know if children will achieve their potential, whatever that may be, rather than be told raw scores which may of course be an underachievement.

Ofsted has recognised our achievement, having analysed our data and have deferred our next inspection. They recognise we continue to meet our targets and remain a `Good` school. We will not be inspected before summer term 2014.

May I thank all the staff, governors, parents and last year's Year 11 pupils for their hard work in getting us to this point.

Mrs Lois Baird
Headteacher



Living the Olympic and Paralympic Values



Specialist Schools Trust
EXCELLENCE AND DIVERSITY



Healthy Schools
Cumbria



West Cumbria
14-19 partnership



Rural
ACADEMY
of Cumbria



Solway Community Technology College
EST 19

food
for life
PARTNERSHIP

Date	Start Time	Duration	Title
28-Feb-13	Thursday pm	1h 45m	Mathematics A Unit 1 (Foundation)
28-Feb-13	Thursday pm	1h 45m	Mathematics A Unit 1 (Higher)
04-Mar-13	Monday am	1h 45m	Mathematics A Unit 2 (Foundation)
04-Mar-13	Monday am	1h 45m	Mathematics A Unit 2 (Higher)
30-Apr-13	Tuesday	All Day	Art Exam
01-May-13	Wednesday	All Day	Art Exam
08-May-13	Wednesday	am - 2hrs pm - 2hrs	BACs Practical
14-May-13	Tuesday am	1h	Biology Unit 2
14-May-13	Tuesday am	1h	Biology Unit 2
14-May-13	Tuesday am	1h	Biology Unit 3
14-May-13	Tuesday am	1h	Biology Unit 3
14-May-13	Tuesday pm	1h 30m	Unit 1: The Theory Of Physical Education
14-May-13	Tuesday pm	1h 00m	Unit 1: The Theory Of (Short Course)
15-May-13	Wednesday am	1h 15m	Hospitality & Catering Unit 2
16-May-13	Thursday am	1h 30m	MV & RUS Foundation
16-May-13	Thursday am	2h	MV & RUS Higher
17-May-13	Friday pm	1h 15m	Hospitality & Catering Unit 4
17-May-13	Friday pm	35m	Spanish Unit 1 Listening - paper based
17-May-13	Friday pm	45m	Spanish Unit 1 Listening - paper based
17-May-13	Friday pm	30m	Spanish Unit 2 Reading - paper based
17-May-13	Friday pm	50m	Spanish Unit 2 Reading - paper based
20-May-13	Monday am	1h 30m	English Literature 1
20-May-13	Monday am	1h 30m	English Literature 1
20-May-13	Monday pm	1h	Chemistry Unit 2
20-May-13	Monday pm	1h	Chemistry Unit 2
20-May-13	Monday pm	1h	Chemistry Unit 3
20-May-13	Monday pm	1h	Chemistry Unit 3
23-May-13	Thursday am	1h	Physics Unit 2
23-May-13	Thursday am	1h	Physics Unit 2
23-May-13	Thursday am	1h	Physics Unit 3
23-May-13	Thursday am	1h	Physics Unit 3
23-May-13	Thursday pm	1h 15m	English Literature 2
23-May-13	Thursday pm	1h 15m	English Literature 2

Welcome

To our new staff who started in January;

Mrs Schafer, our new Deputy Head, will be teaching English, **Mr Murray** is Head of Humanities and **Mr Hansel** is teaching boys' PE.

Congratulations to **Mrs Cuthell**, our Senior Teaching Assistant who has worked in school for 6 years. She has just passed her Level 4 Higher Level Teaching Assistant (HLTA) Diploma with flying colours. It included lots of research and pestering of teaching staff. The course covered many different areas such as Communication, Inclusion, Equality, Lesson Planning, Special Needs and much more. The course was completed via distance learning over a year. Well done!

And to **Miss Murdoch** and **Miss Ivison** who have both passed their driving tests.



24-May-13	Friday am	1h	Music (Foudation)
24-May-13	Friday am	1h	Music (Higher)
03-Jun-13	Monday pm	1h 45m	History B Unit 1
04-Jun-13	Tuesday am	2h 15m	English Language 1
04-Jun-13	Tuesday am	2h 15m	English Language 1
05-Jun-13	Wednesday pm	1h	Biology Unit 1
05-Jun-13	Wednesday pm	1h	Biology Unit 1
07-Jun-13	Friday pm	2h	D & T : Resistant Materials Technology Unit 1
10-Jun-13	Monday am	1h 45m	History B Unit 2
10-Jun-13	Monday pm	1h	Chemistry Unit 1
10-Jun-13	Monday pm	1h	Chemistry Unit 1
11-Jun-13	Tuesday am	1h 45m	Mathematics A Unit 1 (Foundation)
11-Jun-13	Tuesday am	1h 45m	Mathematics A Unit 1 (Higher)
12-Jun-13	Wednesday am	1h 30m	Geography A (Foundation)
12-Jun-13	Wednesday am	1h 30m	Geography A (Higher)
13-Jun-13	Thursday am	1h	Physics Unit 1
13-Jun-13	Thursday am	1h	Physics Unit 1
14-Jun-13	Friday am	1h 45m	Mathematics A Unit 2 (Foundation)
14-Jun-13	Friday am	1h 45m	Mathematics A Unit 2 (Higher)
19-Jun-13	Wednesday am	1h	Business and Communication Systems Unit 8

School name	% making expected progress in English					% making expected progress in maths				
	all pupils	low attainers	middle attainers	high attainers	Coverage	all pupils	low attainers	middle attainers	high attainers	Coverage
England - all schools	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
England - state funded schools only	68.0%	44.9%	66.1%	83.4%	96.6%	68.7%	29.9%	70.3%	85.8%	96.8%
Local Authority	64.6%	34.9%	60.3%	82.2%	97.7%	62.3%	19.1%	59.6%	82.3%	97.5%
Schools (click box to add schools to your selection)										
<input type="checkbox"/> Queen Elizabeth Grammar School	94%	NE	91%	94%	100%	89%	NE	64%	91%	100%
<input type="checkbox"/> William Howard School	88%	62%	86%	96%	99%	69%	21%	66%	86%	99%
<input type="checkbox"/> Keswick School	81%	70%	81%	82%	97%	76%	70%	87%	96%	
<input type="checkbox"/> Queen Elizabeth School	85%	63%	81%	98%	99%	47%	78%	91%	99%	
<input checked="" type="checkbox"/> Solway Community Technology College	66%	42%	81%	94%	70%	30%	94%	SUPP	87%	
<input type="checkbox"/> Newman Catholic School	75%	38%	79%	89%	89%	47%	8%	45%	78%	87%
<input type="checkbox"/> The Queen Katherine School	83%	61%	79%	96%	98%	72%	18%	72%	89%	98%
<input type="checkbox"/> Ulverston Victoria High School	81%	50%	76%	94%	98%	64%	15%	53%	87%	98%
<input type="checkbox"/> Kirkbie Kendal School	78%	50%	73%	90%	98%	64%	10%	61%	78%	98%
<input type="checkbox"/> Netherhall School	64%	37%	73%	83%	99%	67%	26%	80%	100%	99%
<input type="checkbox"/> Dowdales School	80%	92%	72%	88%	100%	55%	46%	43%	71%	100%
<input type="checkbox"/> Cartmel Priory CoE School	77%	50%	71%	95%	94%	87%	75%	86%	95%	97%
<input type="checkbox"/> Kirkby Stephen Grammar School	68%	20%	71%	93%	100%	67%	10%	75%	80%	100%
<input type="checkbox"/> Settlebeck High School	63%	SUPP	71%	69%	97%	62%	SUPP	67%	63%	95%
<input type="checkbox"/> Dallam School	71%	47%	69%	76%	97%	72%	43%	66%	81%	98%

Solway is 3rd in the County for making expected progress in English, despite the issues we all had with the Exam boards deflating the grade boundaries last summer.

Solway is 1st in the County for making expected progress in Maths.

School name	% making expected progress in English					% making expected progress in maths				
	all pupils	low attainers	middle attainers	high attainers	Coverage	all pupils	low attainers	middle attainers	high attainers	Coverage
England - all schools	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
England - state funded schools only	68.0%	44.9%	66.1%	83.4%	96.6%	68.7%	29.9%	70.3%	85.8%	96.8%
Local Authority	64.6%	34.9%	60.3%	82.2%	97.7%	62.3%	19.1%	59.6%	82.3%	97.5%
Schools (click box to add schools to your selection)										
<input checked="" type="checkbox"/> Solway Community Technology College	66%	42%	81%	SUPP	94%	70%	30%	94%	SUPP	87%
<input type="checkbox"/> Cartmel Priory CoE School	77%	50%	71%	95%	94%	87%	75%	86%	95%	97%
<input checked="" type="checkbox"/> Cockermouth School	45%	17%	42%	71%	99%	80%	41%	85%	88%	98%
<input type="checkbox"/> Netherhall School	64%	37%	73%	83%	99%	67%	26%	80%	100%	99%
<input type="checkbox"/> Queen Elizabeth School	85%	63%	81%	92%	100%	81%	47%	78%	91%	99%
<input type="checkbox"/> The Lakes School	65%	27%	62%	81%	98%	78%	36%	77%	92%	98%
<input type="checkbox"/> Kirkby Stephen Grammar School	68%	20%	71%	93%	100%	67%	10%	75%	80%	100%
<input type="checkbox"/> Samuel King's School	69%	SUPP	50%	87%	91%	61%	SUPP	73%	60%	88%
<input type="checkbox"/> Appleby Grammar School	53%	25%	58%	63%	100%	63%	15%	72%	78%	99%
<input type="checkbox"/> The Queen Katherine School	83%	61%	79%	96%	98%	72%	18%	72%	89%	98%
<input type="checkbox"/> Keswick School	81%	70%	81%	82%	97%	76%	38%	70%	87%	96%
<input type="checkbox"/> Southfield Technology College	44%	17%	45%	65%	100%	63%	24%	68%	82%	98%
<input type="checkbox"/> Stainburn School and Science College	45%	10%	46%	72%	95%	62%	25%	68%	80%	96%
<input type="checkbox"/> Settlebeck High School	63%	SUPP	71%	69%	97%	62%	SUPP	67%	63%	95%
<input type="checkbox"/> Dallam School	71%	47%	69%	76%	97%	72%	43%	66%	81%	98%

My Role as Head boy

As head boy I have to help our Head teacher, Mrs Baird, with assembly every week. This involves sitting at the front of the hall and handing pupils awards that they have won - these include: the smart mark trophy; the form attendance cup; the house attendance cup and the house smart mark trophy.

I also have to attend school events, like the Open evening and the Awards evening, where the Head girl and I made a speech. Tabby and I are also part of the school council and we are involved with the fund raising events - like the Pink day and the upcoming Doodle day. We

have to report back to our forms with school council news and take any suggestions.

Ellis Coulthard
Year 11



My role as Head girl is making appearances at school events. School events include school council meetings, awarding smart marks and audience trophies in weekly assemblies and events like Awards evening and Open evening. I am also organising the leavers hoodies and assembly. As Head girl my role at the awards evening was to give a speech with head boy Ellis to thank our guest speaker, Caroline Thomson

Tabby Graham Year 11

Youth council

I've been elected to represent Allerdale as a young councillor. Me and two other girls will attend more meetings to discuss how our community can be improved. I will be pushing the bike track, which is being built in Silloth, forward to the next meetings and hopefully will get some support so it can get built faster and also bigger.

Joel Baker Year 10

English

This writing by Year 8s was inspired by reading poetry from WW1 and 2 and looking at pictures of life in the trenches and no man's land.

Dear diary,

Hi my name is Jamie. I am 20 years old I am really shattered. When I got up I was freezing like hell. My coat was really heavy and wet and also I have lice all over my body. I am scared like mad because I am worried if I am going to get killed and I am not going to see any of my family. I am



missing all my family and I saw rats darting about in the rubble and rubbish. When I peer up over the edge of the trench I can see dead bodies in no man's land. They look like scarecrows and some of them are hanging on the barbed wire like puppets. I want to go

home - I don't like the trenches. I can hear Germans talking in their trenches from here which is really weird, and gun shots in the background, loud like thunder. I can smell smoke coming from behind the trenches. I can still taste the stale bread and soup we had yesterday. I'm really not happy because I don't want to get killed; I just want to see my family again....

The whistle blows and that's the signal. I have to pick up my gun and go over the top of the trench towards the enemy... I might end up in a better place...
From Shannon
Emmerson



ww1 as I made it nearly all the way ...

I am lying in a trench whilst the fighting has stopped my gun is ready for when the war starts again. My hands are freezing. My friend is writing a letter to his wife. I might never see my beautiful wife again.

This is the first rest I have had for three days. My jacket is wet and cold. There has been lots of snow. If I stand up I will be able to see loads of dead bodies across no man's land. They look like skinny old men lying in the mud, half in and out of crater holes. My feet are wet - I hope I don't get trench foot. I am very hungry. I wish I had brought a spare pair of socks. My feet are freezing. I wanted to see my wife and check she was OK. I hope my son is OK. He is called Jordan. He will be three next week. I'm thinking about my three dogs.

They are brilliant dogs for catching rabbits. I go and catch them on the farmer's field so they don't destroy the crops. I get paid lots of money for it as the farmers don't lose money on their crops... I wish I was back there instead of here...

The duck boards are very slippy. If we step off them we will sink into the slovely brown stinking mud. We are braving the cold winter showers. My big green jacket is very wet and is weighing me down. I can smell smoke from the guns. All I can hear is the gun shots. We are fighting the Germans.

My hands are blistered from carrying my gun as it is very heavy. My last taste is of stale bread from yesterday. I am fed up with the lack of rum. If I don't eat soon I will die of starvation! Suddenly the whistle goes sounding like a fire alarm.

It makes me jump. Half an hour of fighting and I'm still alive. We've just been told that the war will end at 11 o'clock tomorrow. I hope I can survive that long

David Williamson



Soldier's name is Dean, 19 years

His story starts in the trench. He's been awake all night so is very tired. Sad and scared. Resting before going over the top into no man's land. It's full of puddles of minging dirty water. Sometimes you can see dead legs floating in them. All the trees have been shot to bits and look like old sticks. It's fair sunny but that just makes the barbed wire hot and shiny so you don't know where you're going.



Possibly for the last time he sleeps. He can sleep anywhere when he is tired. He is dreaming about his wife and life back home. He doesn't have time to make close friends because most of his friends die. His boots are wet and he is worried that he will get trench foot.

Cole Gibson

The trenches are muddy and covered in rats. People have died in the trenches and they left them there. It smells horrible and dead people and mud are everywhere. The bodies look like bundles of old rags lying in the crater holes. Gun shots are going off like fireworks with flashes of flame and bangs and crashes. Missiles fall from big cannons landing with huge bangs and leaving rubble and rubbish everywhere.

I hear the rattle of gun shots in the background.

I smell of gun powder and I am covered in slimy oil from cleaning my gun.

I see dead people on the ground even in my dreams. I taste last night's soup. It might be the last thing I ever eat. The whistle blows and we go over the top. I am sad but happy because I am saving my country. But it's hard. I don't want to die.

Callum Morris

War It's cold, muddy, and dirty. I miss my family. Not knowing if this was my last second is hard. It's cramped in the trench and I don't want to wake up. My shoes and socks are wet through. My jacket is wet also. It's just silent for the first time in ages. Then a bang! Screaming I picked up my gun that was heavy and think the war has started and I can hear the commander shouting orders.



I can see ghostly mist on the lunar landscape littered with dead bodies and burned down trees. Mud everywhere: duckboards are a waste of time. This was once a forest - now just nothing. I can hear Germans speaking and wailing words. Next to me the commander was writing a letter to his family. Maybe it would be the last one...

Jordan Stanwix

History trip

On Wednesday, January 30th, Mr. Murray took a group of six Year 10 pupils to a presentation on Trench Warfare at the Queen Elizabeth Grammar School in Penrith. The presenter was Mr. Bob Holsman, a historical re-enactor based in Stirling, Scotland. For the presentation, Mr. Holsman dressed as a soldier with the 11th Battalion of the Border Regiment and stayed in character as he explored the causes of the Great War and what it was like to be a "Tommy" in the trenches on the Western Front in 1916. He brought with him a collection of artefacts from the Great War including a Vickers Machine Gun, a Lee Enfield rifle complete with bayonet, the kit issued to British soldiers in Kitchener's new army as well as field dressings, rations, medals and helmets from both sides.



An engaging and dynamic speaker, Mr. Holsman actively involved the pupils in his presentation and the round of applause and subsequent questions asked by them at the end suggested it was a worthwhile trip. This was certainly the verdict of the Solway pupils who were exceptionally well behaved and polite during their visit to QEGS. Indeed, the Headteacher at QEGS came over and introduced himself to them, complimented them on their behaviour and invited them to return to QEGS in the future.

Mr. Murray would like to add his own thanks to the Year 10 pupils from Solway who went to the presentation, and to Ms. Cooper and Mr. Hailwood who kindly released them from an RE and Maths lesson respectively to go on the trip.

School Council

This morning, all of the school council members travelled to Wigton to try out some Paninis at The Bread Basket. We did this because the kitchen staff are planning to make different flavoured Paninis for our dinners; we needed to try out different flavours to see which ones we liked best and would be suitable for the canteen. When we got our Paninis, we were kindly invited into Wigton Youth Station to enjoy them by my amazing mother.

The panini that I got was chicken with sage and onion stuffing which was lovely. My role as a school council leader is to attend all school council meeting and organised events. Also, we have the privilege of interviewing different candidates for jobs available within the school and having an input in different decisions made within the school.

Alana Bicknell Year 11



Today, all of the school council went to the Bread Basket in Wigton to try Panini's to decide on some fillings that the school will use in their Paninis. This would mean that the school canteen would know the fillings that the pupils would prefer. We were kindly invited into the youth station by Alana's brilliant mum (Angela Bicknell), we ate the Paninis and discussed whether we all liked them or not. I had chicken, ham and pineapple. It was very delicious, the size of the Panini and the amount of filling was just right. My role as school council leader is to attend school council meetings and bring up matters that have occurred in the school or from the suggestion box. We interview candidates who are applying for jobs within the school and we have input into the decisions that are made in school.

Bradley Whitfield Year 11



Today, 21st of January, School council along with Mrs Baird, Mrs Wise, Mrs Rowlands and Mr Tatlock went along on a trip to The Bread Basket to try out samples of different Paninis. We did this as our school canteen is starting to do Paninis at lunch times and we as a school council tried different flavours to see what the nicest ones were. I tried the sweet chilli chicken with cheese Panini and I thought it was nice but far too big and easily filling.

Tabby Graham Year 11

Paninis –

On the 21st of January the school council group went on a trip to Wigton to try out a variety of Paninis for the school dinners. I had chicken, bacon and cheese and I recommend it for our school lunches. We all had a different type of Panini and everyone enjoyed them. **Michael Donald Year 10**

Paninis

The school council travelled to Wigton to taste some new Paninis that the Dinner ladies would be making in the future. Before hand we chose what flavour we would like to taste and the flavour we would want the most at dinner....eg. Bacon & sausage, Coronation Chicken, Cheese and ham and various others. Over all the Panini's were exceptionally good and I recommend them to be sold in school for a decent price. **Dan Rothwell Year 10**

On Monday 21st January 2013 the whole of the school council went out to Wigton to taste Paninis. We all chose our own in advance so that when we got there they would be ready. Once we got there and collected our Paninis Alana's mam came and said that we could go and sit in the youth centre so that we would be able to eat at a table. We were all going to cut them up so that we could taste other Paninis but then decided to just eat the ones that we had ordered. I would recommend the Panini that I tasted (tuna, cheese and onion) because it was very tasty. The only thing would be the price of them because if they're too expensive then no one will buy them, or we could sell them with a meal deal; perhaps buy a Panini and get a free bottle of water or something. But I enjoyed the experience of going out on behalf of the school to taste Paninis.

Amy Armstrong Year 10

*As part of school council, I went through to the Bread Basket in Wigton to try out different Panini flavours - I had ham, cheese and pineapple and it was class. **Ellis Coulthard Year 11***

On the 21st the School council went on a trip to see which types of Panini fillings were nice. I had a cheese and onion Panini which was very nice. Most of school council liked their fillings and we think they will make a nice addition to our school dinners.

Harvey Smith Year 7

Paninis

On the 21st January, school council went to Wigton to taste some Paninis to see which one we would recommend for our school lunchtimes. I chose to have just a plain cheese Panini. We got the paninis from a shop, Bread Basket then we went down to the local youth centre to eat them. We were all going to share our Panini's, but we all decided to eat just the ones we picked ourselves. We also decided that it would be a good idea to have a meal deal at lunchtimes too as a choice. Overall I would recommend Paninis at lunchtimes for other pupils.

By **Chloe Wilby Year 10**

Paninis

We went to Wigton to taste different types of paninis so that we could tell our dinner ladies what we liked. I had chicken and bacon and I really liked it and would recommend selling it regularly. Others had tuna, cheese and onion, sausage and bacon and loads more. Everyone liked theirs and wanted another one! I would buy one every day and I am sure more people would too. **Joel Baker Year 10**

Kindling a love of reading

Key stage 3 pupils are looking forward to getting hold of the five Kindle Fires that we have ordered. When they arrive, we will be setting up reading clubs to share and discuss e-books which they will choose to download.



Let loose in 'Aladdin's Cave' – Bookbuying trip

A small group of our Year 9s have just been to Hills booksellers to choose books for class reading boxes. They had great fun being let loose with supermarket trolleys challenged to spend £1000 in just over an hour, and the books they chose will be a great addition to our 'in-school' libraries. To help them become fluent and competent readers, all pupils in school are expected to have a reading book in their bags which they can read during spare moments in lessons, and some will no doubt choose these new books.



Springboard Future Chef Competition

I was really proud to accompany two of our year 10 pupils, **Lucy Winter and Carmen Neilly**, to the District Final of the Springboard Future Chef competition held at the Lakes College, Workington.



Both girls worked really hard under pressure and produced their two course meals to an extremely high standard.



Well done girls you are both a credit to our school. Mrs Cooper





GCSE RMT 2013

Key dates

Date	What needs to be handed in.	✓
Thursday 31st Jan	Initial ideas and development work.	
Thursday 14th Feb	Attend open workshop day 10am—2pm	
Thursday 28th Feb	Full folder check.	
Thursday 15th March	Workshop plans and testing results.	
Thursday 28th March	FINAL DEADLINE both folder and practical work complete and handed in!	

After school session

Tuesday and a Thursday 3pm in the workshop for practical work.

RMT EXAM

Friday 7th June 2013

2hr paper in the afternoon

Karting Grand Prix December 2012

The Motor Vehicle group put their driving skills to the test at West Coast Indoor Karting at the end of last term.

Once they had found their way around the track, over 5 heats and a final, the competition was closely fought, but **Stuart Johnson** proved unbeatable, closely followed by



Jonny Dubberley and Josh Green.

Perhaps we have another Lewis Hamilton in the making.

Thanks to **Mr Green** for organising the trip and taking them.

Word of the week

This initiative has just been introduced at Solway, with the word **`Infer`**. Pupils are challenged to include the word in both written and oral work; the first one so to do each lesson will receive a smart mark.

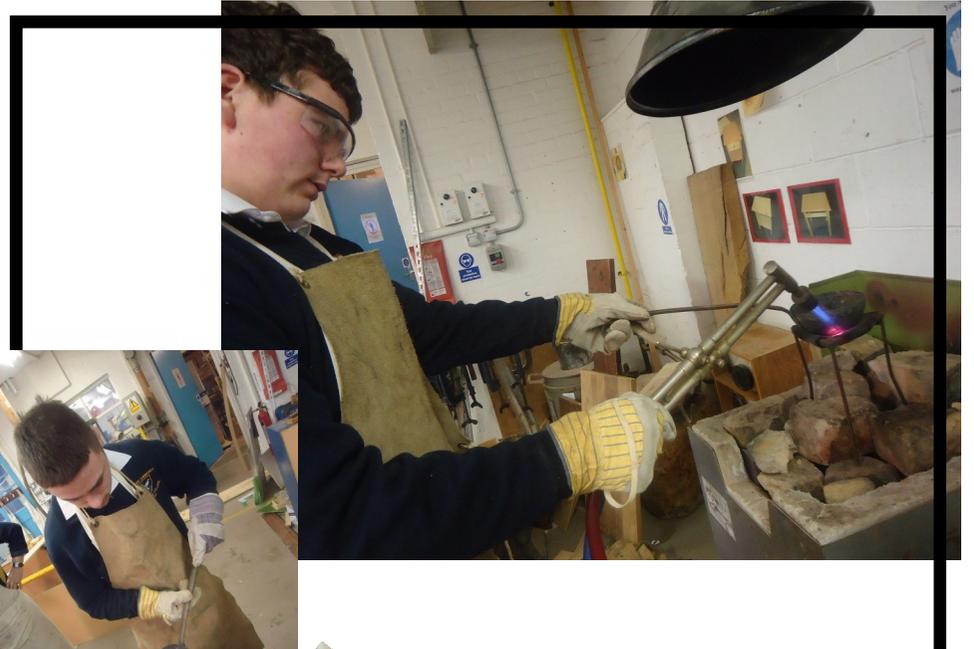
This second week the word is **`Expand`**.

It is hoped that this will help the pupils to increase their use of language as well as prepare them for the final exams where they will be asked about both of these.

Resistant
Materials



Yr 8 Jitterbugs



Yr 10 Pewter Casting

Cyberbullies - Out of the Playground into your Home

By Amy Cainfield

Cyberbullying in recent years has become a disturbing and damaging trend that affects children and teens in an increasingly alarming way. Its significance is particularly pertinent for children and teenagers using this technology on a regular basis.

Cyberbullying manifests in a number of forms. The definition encompasses the use of internet, instant messaging, text, pxt, pager, chat rooms, blogs, websites and emails for the purpose of intimidation.

From primary school age through to adolescents and on to young adults, these communication resources are used on a daily basis.

Often Cyberbullying is an extension of playground or school bullying. The disturbing thing about this kind of bullying is it continues outside of school and can become an overwhelming presence in the victim's life.

SMS

The use of abusive and threatening text messages is a common form of cyberbullying. This kind of bullying can be extremely damaging as it is extended beyond the school grounds and into the home.

Unlike computers, mobiles are hard to monitor. Children and teenagers often are inseparable from their phones so bullying can be unrelenting. Text messages have been directly responsible for numerous cases of adolescent and teen suicide.

Other ways in which sms is used by bullies is to spread harmful rumours about a person. You can reach a high number of people in a very short amount of time by simply sending an sms.

Websites

The power of cyberbullying is that it can be anonymous and hard to counteract.

With online bullying it is particularly hard to identify bullies. The use of defamatory and derogatory websites, blogs and photos is a common way for bullies to victimise and intimidate others.

These sites can be extremely cruel and harmful to the person being targeted. Bullies use this medium to reach a large audience with whom they can put down the victim.

Chat rooms

Chat rooms are a breeding ground for cyberbullies. Through the use of these rooms and instant messages cyberbullies threaten, intimidate and abuse their victims.

These could be anonymous strangers or people known to the victim. Either way this kind of bullying has dangerous consequences and can be extremely distressing for the child.

Emails

Bullies use emails to harass their victims as well as to spread harmful information about them. Emails are difficult to track as it is very easy to set up fake user accounts and send emails from a public computer.

Cyber savvy bullies also have been known to hack into email accounts and send false emails in the victim's name.

Cyberbullying adds another dimension to school yard bullying. Children who partake in these kinds of behaviours do not receive the same kind of feedback as they would in a physical face-to-face scenario.

This means that they will feel less remorse as they will not see the affect their behaviour is having on the victim. Their behaviour seemingly has no tangible consequences so they feel little connection to their actions or the person they are hurting.

www.outofyourhands.com

Cyberbullying is a serious problem and one that has commanded the attention of schools and parents alike.

Preventing bullying from occurring is about education and monitoring. If you believe your child is a victim or might be inclined towards bullying you need to take action.

Learn all you can about the internet and other technologies your child may be using. Consider restricting your child's access to an independent mobile phone.

Monitor your child's internet use and talk to your child about cyberbullying. You could save your child's life by keeping an eye on their online interactions. You can monitor chat rooms, emails and websites with parental control software. It could make all the difference for your child.

Children who suffer from low self-esteem often become victims of this kind of bullying. Get involved in your child's development and stay involved.

Helping your child develop strong self worth at a young age will help you to prevent them becoming a bully or a victim.

The most important thing you can do is talk to your children and keep in touch with what is going on in their lives.

Remain active in the prevention of cyberbullying by educating yourself and your child.

www.outofyourhands.com

It is vital that Parents are aware of the extent of this issue.

We have only seen a few instances, but have been shocked and disgusted by the language; the derogatory comments a minority of pupils send to each other are quite distasteful. The sheer quantity of time some pupils appear to spend on social media is in itself scary.

I would hope that Parents check on their child's various accounts to ensure that what they are doing is harmless because when the consequences of this are brought into school, much of our time is taken dealing with the ensuing outcomes. It could be the result of not thinking (something sent as a joke may be deeply upsetting or offensive to the recipient) or a lack of awareness of the consequences – for example saying something negative online about another pupil, or friend that they don't expect to be forwarded or viewed outside their immediate group. However it is causing problems and is preventing pupils from learning; it must stop.

How is Technology Used to Bully?

Technology can be used both positively and negatively. The table below explores the range of ways today's technology can be used.

Technology:	Great for:	Examples of misuse:
 Mobile phones	Keeping in touch by voice or text, taking and sending pictures and film, listening to music, playing games, going online and sending emails. Useful in emergency situations and for allowing children a greater sense of independence.	Sending nasty calls or text messages, including threats, intimidation, harassment. Taking and sharing humiliating images. Videoing other people being harassed and sending these to other phones or internet sites.
 Instant Messenger (IM)	Text or voice chatting live with friends online. A quick and effective way of keeping in touch even while working on other things.	Sending nasty messages or content. Using someone else's account to forward rude or mean messages via their contacts list.
 Chatrooms and message boards	Groups of people around the world can text or voice chat live about common interests. For young people, this can be an easy way to meet new people and explore issues which they are too shy to talk about in person.	Sending nasty or threatening anonymous messages. Groups of people deciding to pick on or ignore individuals. Making friends under false pretences – people pretending to be someone they're not in order to get personal information that they can misuse in a range of ways – e.g. by spreading secrets or blackmailing.
 Email	Sending electronic letters, pictures and other files quickly and cheaply anywhere in the world.	Sending nasty or threatening messages. Forwarding unsuitable content including images and video clips, or sending computer viruses. Accessing someone else's account, e.g. to forward personal emails or delete emails.
 Webcams	Taking pictures or recording messages. Being able to see and talk to someone live on your computer screen. Bringing far-off places to life or video conferencing.	Making and sending inappropriate content. Persuading or threatening young people to act in inappropriate ways. Using inappropriate recordings to manipulate young people.
 Social network sites	Socialising with your friends and making new ones within online communities. Allowing young people to be creative online, even publishing online music. Personalising homepages and profiles, creating and uploading content.	Posting nasty comments, humiliating images / video. Accessing another person's account details and sending unpleasant messages, deleting information or making private information public. Groups of people picking on individuals by excluding them. Creating fake profiles to pretend to be someone else, e.g. to bully, harass or get the person into trouble.
 Video hosting sites	Accessing useful educational, entertaining and original creative video content and uploading your own.	Posting embarrassing, humiliating film of someone.
 Virtual Learning Environments (VLEs)	School site, usually available from home and school, set up for tracking and recording student assignments, tests and activities, with message boards, chat and IM.	Posting inappropriate messages or images. Hacking into someone else's account to post inappropriate comments or delete schoolwork.
 Gaming sites, consoles and virtual worlds	Live text or voice chat during online gaming between players across the world, or on handheld consoles with people in the same local area. Virtual worlds let users design their own avatars – a figure that represents them in the virtual world.	Name-calling, making abusive / derogatory remarks. Players may pick on weaker or less experienced users, repeatedly killing their characters. Forwarding unwanted messages to other devices in the immediate vicinity.

The Office for National Statistics shows that 6% of children aged 10 to 15 – reported unwanted and nasty emails or texts, or abusive postings on a website. British Crime Survey 2011

Bullying is never acceptable; there are laws that can apply in terms of harassing or threatening behaviour, for example, or indeed menacing and threatening communications. In fact, some cyberbullying activities could be criminal offences under a range of different laws, including the Protection from Harassment Act 1997, which has both criminal and civil provision, the Malicious Communications Act 1988, section 127 of the Communications Act 2003, and the Public Order Act 1986.

I would urge all Parents to discuss this with their children, encourage them to leave their phones at home, and monitor their on line presence to prevent any such issues.

Charity update
Our non uniform day last week raised

£143 for the RNLI.

Mrs Sue Kent from the Silloth Lifeboat crew was presented with a cheque by our Head girl and Head boy this week in assembly.



Dates for your diary

05/02/2013	T	Internet safety day	U12&U14 Soccer NT	Year 9 Options Evening
06/02/2013	W	Community Roast Dinner Day	1.15 and GCSE Music performance	
07/02/2013	Th	U13&U15 Soccer		
08/02/2013	F	Doodle Day Epilepsy	Non uniform / Literacy Day	



Stamps
Please continue to collect and bring in to school, old used stamps from any letters or parcels you receive. **Mrs Baird** sends them off to raise money for Eden Valley Hospice. A worthy cause.

Half term Monday 11th to Friday 15th Feb

09/02/2013	S	Ski Trip departs to Bormio	
16/02/2013	S	Ski trip returns	
26/02/2013	T	6:30 Year 8 Parents Evening	
28/02/2013	Th	Maths exam Unit 1 pm	
04/03/2013	M	Maths exam Unit 2 am	
06/03/2013	W	Yr 10 Dip/tet/polio vaccination	
07/03/2013	Th	Ambassador Day	
08/03/2013	F	Year 11 PE moderation	Year 7 Uni Cumbria campus visit
12/03/2013	T	Yr11 practical exam P2-5 Task 2 catering 1/2 group	6:30 Yr7 Parents Evening 6.30pm
13/03/2013	W	Year 5 Science Day	
14/03/2013	Th	Year 11 practical exam P2-5 Task 2 catering 1/2 group	
15/03/2013	F	Reconnected - Boy band performance 2-3pm	
18/03/2013	M	National Science & Engineering Week	Yr7 Crest day
19/03/2013	T	NSEW	Year 8 Aquarium visit
22/03/2013	F	Dunolly Year 11 Water sports weekend	Tennis festival am
23/03/2013	S	Dunolly Year 11 Water sports weekend	
24/03/2013	S	Dunolly Year 11 Water sports weekend	
26/03/2013	T	Yr10 Food Task 1 practical P1-3	

Aerosols are banned
They cause our asthmatic pupils great distress so I would urge parents to ensure that pupils leave aerosols at home.



Water Bottles
Please note that we have water freely available in the foyer, both cooled and ambient. However cups for water will not be provided for the water dispenser. Pupils **MUST** bring their own bottle to fill when required.

Examinations
BLACK pens only, are required for examinations! Not blue..... Bring a spare, just in case! Water bottles must be clear with NO LABEL.

Fizzy drinks and sweets are not allowed in school; they will be confiscated. We are a Healthy school, providing pupils with plenty of choice at breakfast club, break and lunch time. Pupils have no need to bring in unhealthy items to eat.

Easter Holiday Friday 29th March to Friday 12th April

15/04/2013	M	Summer term begins
17/04/2013	W	Community Roast Dinner Day 1:15

Chewing gum is also banned; it makes such a mess of the carpets and is disgusting when found stuck under tables. Anyone found chewing in future will help remove it.



Attendance
When your child is absent from school you must make 1st day contact with the school office to report the absence. If you leave a message on the school answer machine you need to tell us the pupil's name and reason for absence.
Pupils can only reach their potential if they attend full time.