



Issue 6

February 2010



CLYDEBANK HIGH SCHOOL

Parents' Newsletter

Head Teacher's Letter

Dear Parent/Carer,

As I started to think about putting together this February Newsletter, we had just played host to yet another high profile visitor to the school. Hot on the heels of Adam Ingram (Scottish Government Minister For Children and Early Years) in the autumn came Nicola Sturgeon (Minister for Health and Wellbeing) to launch a new teaching resource about organ donation. The reason for this latter visit is given elsewhere, along with a description of the event, seen through the eyes of the national press. It has certainly been great to welcome these national figures to Clydebank High School. Let's hope such visits become a

regular routine for us! These visits don't just reflect well on Clydebank High School; they should also be a great boost for the local community.

I really would encourage you to read the full press releases about Nicola Sturgeon's visit. They will make you swell with pride at being linked with the community of Clydebank.

In the meantime, the school year has now moved on into the pre-SQA exam phase. All staff are working flat out to ensure that pupils receive the best possible support in the lead-up to their national exams in May. For your information I have enclosed the details of

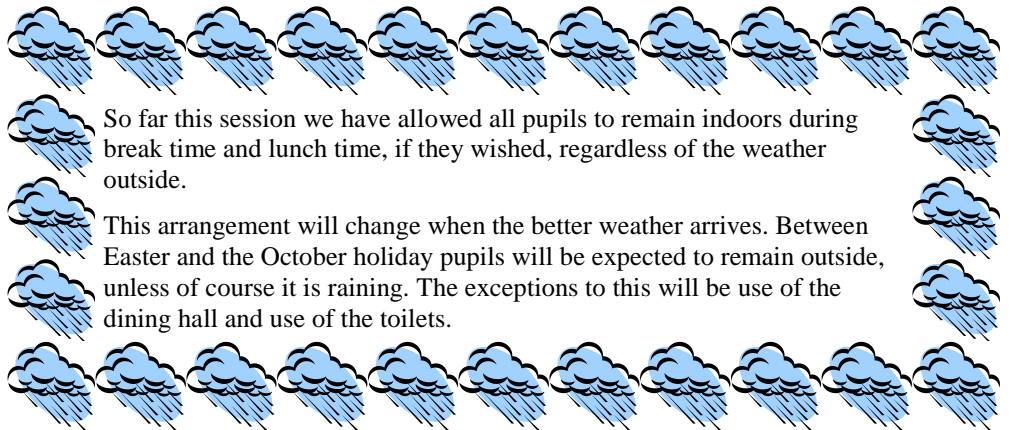
the remainder of the Supported Study timetable for this session and also a number of study tips that you can use at home. Please encourage your children to make the most of every offer of help from the school. It could mean the difference between success and disappointment.

As always, please speak to us if you have concerns about your child's progress or if you feel that your child is not working hard enough at home.

Yours sincerely

Stewart Young

Wet Weather Provision : Advance Warning



So far this session we have allowed all pupils to remain indoors during break time and lunch time, if they wished, regardless of the weather outside.

This arrangement will change when the better weather arrives. Between Easter and the October holiday pupils will be expected to remain outside, unless of course it is raining. The exceptions to this will be use of the dining hall and use of the toilets.

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Special points of interest:

- P7 Parents' Open Evening
- Tree of Knowledge Workshop
- Launch of New Scottish Organ Donation Teaching Pack
- First Year Science
- Third Year Physics Project
- School Meal Entitlement

Complaints

As you know, I try my best to log and analyse any complaints that we receive in school so that we can improve the level of service that we provide. I know of no other school that provides this kind of service.

However, it is also possible for me to make mistakes! Don't worry, however! There are always a few parents on hand to point these out to me!! Within hours of the January Newsletter being published, I had received 2 emails from parents to complain about the complaints that I had listed. In particular, I had missed 2 issues from the list.

The first issue was smoking. Apparently, a large number of residents have been complaining about pupils smoking in the playground. I say "apparently" because these residents have certainly not been speaking to me. However, it turns out that I had forgotten about one complaint and so had not logged it. My apologies for this. Interestingly, the school holds a monthly surgery for local residents to come along and complain in person but this year not one single person has turned up – ever!

The second issue was use of the 4

disabled parking bays at the entrance to the school. A parent had complained, I had forgotten to log the complaint and so it was not mentioned in the January Newsletter. Once again, apologies. Actually, the janitors do monitor these bays at the end of the school day and many of the vehicles that park there do actually have a right to be there. However, we are monitoring the situation.

Please rest assured that we do take all enquiries and complaints seriously. I just don't always manage to get everything right all of the time. It's part of the human condition.

Supported Study

Please find below the details of the Supported Study programme that are still to be delivered in school this session. In addition to the dates given, there will also be 2 or perhaps 3 days of Easter revision at the start of the Easter holidays. Mr Rae will confirm the details nearer the time.

Tues 9th Feb 10	Mid Term Holiday		Mid Term Holiday	
Thu 11 th Feb 10	Modern Languages	3.30pm	S5/6 Prelims	
Mon 15 th Feb 10	3 rd Yr English	3.30pm	3 rd Yr Physics	3.30pm
Tues 16 th Feb 10	Maths	3.30pm	Chemistry	3.30pm
Wed 17 th Feb 10	3 rd Yr Biology /PE	3.30pm	3 rd Yr HE	3.30pm
Thurs 18 th Feb 10	Physics / Biology	3.30pm	Maths	3.30pm
Mon 22 nd Feb 10	3 rd Yr Mod Langs	3.30pm	3 rd Yr Bus /Admin	3.30pm
Tues 23 rd Feb 10	English / H.E.	3.30pm	Physics / Biology	3.30pm
Wed 24 th Feb 10	3 rd Yr Maths	3.30pm	3 rd Yr Computing	3.30pm
Thu 25th Feb 10	S1 Parents Evening	3.45pm	S1 Parents Evening	3.45pm
Mon 01 Mar 10	McCrone Meeting	3.30pm	McCrone Meeting	3.30pm
Tue 2 nd Mar 10	Modern Languages	3.30pm	Social Subjects/PE	3.30pm
Wed 03 rd Mar 10	3 rd Yr Chemistry	3.30pm	3 rd Yr Soc Subs	3.30pm
Thu 04 th Mar 10	Chemistry /PE	3.30pm	Admin Bus Man	3.30pm
Mon 8 th Mar 10	3 rd Yr English	3.30pm	3 rd Yr Computing	3.30pm
Tue 09 th Mar 10	Physics /Biology	3.30pm	Soc Subjects/RE	3.30pm
Wed 10 th Mar 10	3 rd Yr PE /HE	3.30pm	3 rd Yr Chemistry	3.30pm
Thu 11 th Mar 10	Social Subjects	3.30pm	Chemistry	3.30pm
Mon 15 th Mar 10	3 rd Yr Maths	3.30pm	3 rd Yr Biology	3.30pm
Tue 16th Mar 10	S2 Parents Evening	3.45pm	S2 Parents Evening	3.45pm
Wed 17 th Mar 10	3 rd Yr Soc Subs	3.30pm	3 rd Yr Physics	3.30pm
Thurs 18 th Mar 10	Bus Man/Admin	3.30pm	English	3.30pm
W/B 22 nd Mar 10	All Subjects/All Levels		Any Outstanding Session	3.30pm

Easter Revision School – Tuesday 6th Wednesday 7th April 2010

This session we also want to run sessions the day before each SQA exam and in the period after Easter. These were viewed very positively by pupils and staff last session.

INVITATION

P6/P7 Parents in the Clydebank High Cluster

You are warmly invited to attend a presentation + open evening on the subject of
A Curriculum For Excellence
in Clydebank High School
on Tuesday 30 March 2010 7.00 - 9.00 pm

Study Skills

Thorough preparation is vital for success. With this in mind, here are some worth while extracts from a booklet that we have been using with S4-S6 pupils.

Some hints and tips

You need to identify your study time:

Go through your weekly diary/calendar and carefully calculate how much time you have available to study. Set yourself a regular weekly calendar of study time. This will allow you to get into a study routine. Use the format printed opposite, but in A4 size or larger.

You need to be aware of the basic study techniques:

Motivation is vital. You need to be motivated to learn at school. This is easier if you know what you want to do when you leave school. If you're not sure, start trying to find out more! In order to learn effectively you must process the information that you are learning in some way e.g. summarise, write out important points in note form, do worked examples, talk about what you're learning, highlight important points.

You need to know how to make notes:

When you revise for exams the best way to study is to produce summary notes.

- ◇ In any situation where you are making notes you must first identify what is important – look for the main facts.
- ◇ Always use headings and sub-headings – underline them. This gives you a framework to start from.

- ◇ Use abbreviations to shorten the notes
- ◇ When you have built up a series of notes on topics you should carefully organise them to make sure they are in a logical order. You should create a list of contents so that you know where each topic is.
- ◇ A method that can work well if many points are linked to a central feature is the “mind map” method.

You need to prepare thoroughly for your exams:

Make sure that you know when and where the exams take place.

Make up an exam study timetable, starting several weeks before the exams themselves. Allocate subjects to the times available, usually in 45 minute blocks (approx)

Put this timetable up on your bedroom wall and stick to it.

Draw up a list of revision topics and tick them off as you do them.

Organise your notes so that you can find everything easily.

Borrow any text book(s) that you might need.

Use past paper questions, then hand them in and get them marked. That way you get full feedback and know exactly what was good and what was not so good.

You need to know how to revise effectively:

- ◇ Find somewhere suitable to study i.e. somewhere quiet where there is a table
- ◇ Stick to your study timetable
- ◇ Work in short time blocks e.g. 45 minutes blocks, for an absolute maximum of 2 hours

- ◇ Make notes. This is the best way to revise
- ◇ Use spaced learning i.e. look at your material over a few days at regular intervals and you will find that your efficiency of learning improves
- ◇ For final revision hide your notes and test yourself, then reread your notes to see if you have remembered everything. This technique also works for diagrams and formulae
- ◇ Get some rest and plenty of sleep.

You need to be aware of effective exam techniques:

Find out about the makeup of the exam paper beforehand.

Use practice exam papers which your teachers mark and then feed back to you.

Prepare well ; get up in plenty of time on the day ; have a decent breakfast ! ; take all the necessary equipment with you + spares

Before writing any answers, read quickly through the whole exam paper and the instructions.

Make sure you understand each question. Read it at least 3 times before you start to answer it.

Write a plan before starting to write an essay question.

Watch your time. You must finish the whole paper.

Don't leave blank spaces.

If you are drawing diagrams or graphs, make sure they are drawn well and are neatly labelled

Check your answers carefully.

Mentoring

S5 and S6 can be a stressful time for senior pupils as their workload increases and the prospect of the SQA examinations becoming ever closer. At this time it is important to ensure we have support in place for these pupils. As part of this support we offer mentoring sessions where pupils can meet with a mentor for approximately 15 minutes every fortnight.

During this time pupils are encouraged to realistically judge their progress and to identify possible ways of making progress. We work towards developing effective study skills to identify their strengths and on which aspects they need to focus. The use of a variety of study techniques is encouraged to allow pupils to identify what would work for them. Other important aspects are target setting

where the pupils identify goals and timescales and take responsibility for achieving these, as well as time management and developing organisational skills. These are all skills which promote independent learning and which are crucial for any pupil considering further or higher education.

Mrs Muir has been employed this year to work with S5 pupils, but to do this she must liaise with staff to ensure that progress in classes is linked to the mentoring programme. An important part of the process is to allow pupils the opportunities to talk about how they feel they are progressing, to identify their strengths, ways of building on them and to help them address any aspects of their work which are causing them concern. For some pupils the support can be

less than others depending on individual pupils and their individual needs. Obviously after the preliminary examinations we will review who is receiving support.

By the very nature of mentoring, the actual pupils involved can vary. Some pupils only need this additional support for a short time; others require it for longer. If your son/daughter is involved in the mentoring programme at any time, you will be informed by a series of monthly updates.

Obviously, if any parent would not like their son/daughter to be involved, they should contact the school and speak to Mr Young. However, I would thoroughly recommend the programme to everyone, even if it does nothing more than boost your child's self-confidence

Tree of Knowledge

On Friday 29 January 2nd Year pupils took part in a workshop with 'The Tree of Knowledge' company. With a strong emphasis on choice and decision making to assist with making their option choices for 3rd year, this workshop allowed pupils the opportunity to recognise their individuality as well as explore their emotions. Through fantastic and funny experiences, pupils could develop the ability to smash through any barriers they may face in life.

This interactive workshop aims to help pupils

- Break down the barriers to their success
- Improve focus at school
- Become more independent learners
- Make the right choices for them and stop following the crowd
- Challenge their way of thinking

Pupils' Comments

"At the Tree of Knowledge we did group challenges so we could learn how to work together. In the first challenge we had to untangle a pair of skipping ropes but it wasn't that easy. We had 6 people in our team who had to go through the holes to untangle the ropes. I really enjoyed the Tree of Knowledge because it was funny, I learned a lot of things about subjects and about team work. What I think I learned from this experience is that whatever subjects I choose, it is because I want them, not because my friends picked them"

"Today I learned that you have to make your own decisions and don't just copy your friends. I also learned about what emotions you feel at a certain age and why. I really liked Colin and I thought he was very funny and a lot of fun."

"AMAZING!!! So fun and educational. Brilliant way to learn. Well done"

"I think it was well worthwhile and it has put me in a good mood. It was very funny, the best morning I've had for a while"

"I like it because it was funny but serious at the same time. I took away that I should not pick subjects only because my friends were. I liked doing the challenges"

"I enjoyed this morning because of Jenny's bubbly personality"

"I learned that you can make your own decisions and don't need someone to do it for you. I also learned the real meaning of the word emotion and what emotions were. I really liked Colin because he was really funny and was rather sound"

"I thought it would be dull and boring but I was surprised by how GREAT it was"

"I liked this morning because Dougie was funny and he made it enjoyable. It has made me feel more confident about picking my subjects"

Pupils'

A big thank you to Clydebank High pupils who contributed to a donation to Macmillan Cancer Support from 'Top of the Hill Butchers'.

In-school X Factor competition in December 2009 raised £500 for school funds. WELL DONE everyone!

Congratulations to former pupil, Michael McGuinness who has been awarded a BSc by Glasgow University.

Achievements

Extract from a letter received from Dr J Oates of Department of Curricular Studies at University of Strathclyde thanking a group of our Modern Studies pupils for their visit to his Modern Studies class on the Jordanhill Campus.

"The purpose of the meeting was to engage our students with pupils from an acknowledged Modern Studies department of national excellence. I am delighted to tell you that the Clydebank pupils were outstanding - they participated with my students, responded enthusiastically to the teaching presentations and brought a verve and excitement which we should experience much more on campus".

Congratulations to Kayleigh Raeside for getting through to the semi-final of "Got To Dance", a televised live dance competition.

The following S4 pupils have passed the ASDAN Bronze Award. This includes modules covering the four capacities within Curriculum For Excellence: Gary Dorran, Scott Furze, Stephanie Hartley, Gemma Mowatt, Jennifer Nisbet and Elizabeth Robertson. Well done.

Congratulations to Alys Montgomery and Emma McNally who have been successful in getting into the West of Scotland Schools Orchestra.

S3 Parents' Meeting

The third year Parents' Meeting was held in the school on the evening of Wednesday 20 January. 51% of our S3 pupils were represented at the meeting by parents and guardians. In response to feedback received by the school following previous parents' meetings, an improved appointment system was being implemented in which teachers and parents were encouraged to adhere closely to the appointment times allocated. In support of this initiative teachers' appointment sheets were displayed for parents to refer to and S3 pupils were employed to assist in the management of appointments. As a result, the school received its

first ever positive communication from a parent regarding parents' meetings!!

In a second initiative used shortly after the meeting, parents were contacted by e-mail and asked to complete a questionnaire on the internet instead of the traditional paper based survey that would normally be issued on the night. The survey posed a number of questions about the meeting and was completed by 57 contributors, 53 of whom attended the meeting. Feedback was generally very positive with 77% stating the timing of the meeting was suitable, appointments were taken at the allocated time always by 21%

and mostly by 59%. 66% said worthwhile information was always given by teachers while 30% said it happened mostly. 76% felt very welcomed in the school with 85% saying the refreshment service was very good or better. In addition, contributors were asked to submit any additional comments or suggestions. These submissions, information from the online survey and comments received from teachers are being used to inform our continual improvement of parents' meetings in the future.

Thank you to parents, pupils and staff who contributed to a successful event.

Launch of New Scottish Organ Donation Teaching Pack

This new resource was launched by Health Secretary Nicola Sturgeon at Clydebank High School on Tuesday 19 February. This is the press notice released by the Scottish Government Office:

The family of a young girl who donated her organs for transplant after a brain haemorrhage were on hand today for the launch of a new Scottish organ donation teaching pack.

Eleven-year-old Rachel Warden's story is one of three featured in a video which accompanies the revised pack and is being distributed to all Scottish secondary schools. The resource was launched by Health Secretary Nicola Sturgeon at Clydebank High School - the school attended by Rachel's brother and which Rachel herself was due to attend. As well as Rachel's story, the video features two other real life stories from families who have been affected in some way by organ donation, a transplant surgeon, an intensive care consultant and a donor transplant co-ordinator who works with hospital staff and donor families.

Ms Sturgeon said: "No-one wants to think about their own death but it is important that young people throughout Scotland learn about the realities of organ donation. From the age of 12, they can decide for themselves whether they want to donate their organs in the event of their death. By raising awareness of donation and transplantation, dispelling the myths behind the medical science and discussing the ethics, we can ensure they are able to make an informed choice."

Rachel's family said they wanted to be involved with the education pack to help more young people understand the issue. Rachel's grandfather received a life-saving kidney transplant before she was born. At the age of seven, she made her parents promise to donate her organs if anything happened to her so, when she passed away aged 11, her parents Craig and Sandra agreed to donate her organs. Her kidneys, pancreas and liver were transplanted, saving three lives. Mrs Warden said: "Rachel understood organ donation from when she was seven and made me promise we would donate her organs if anything ever happened to her and we fulfilled her wishes. It is important for people to discuss organ donation and understand how it can affect people's lives for the better. Educating more young people about the facts of organ donation and raising points for discussion around the ethics and moral issues encourages people to think about what they would like to happen to their organs when they pass away. I think it is important you understand organ donation and transplantation and can make an educated decision about your body."



The video also features the stories of 13-year-old Aaron Gray, from Peebles, who received a small bowel and liver transplant when he was three years old, and Daryl Turley, who saved five lives after he was hit by a motorbike and killed in Hamilton in January 2009.



To coincide with the pack's launch, donor transplant co-ordinators will visit more than 60 schools across the country over the next two weeks to present the pack to them and to take part in question and answer sessions with pupils.

The pack has been developed in line with Curriculum for Excellence for S2-6 pupils. It can be used across science lessons as well as in social education and citizenship. The materials have been designed to help young people make informed, educated choices about organ donation.

The pack provides teachers with lesson plans and resources covering the science behind transplants

and organ donation. It also covers the medical issues which can lead to the need for a transplant, transplant laws, including the impact of opting out legislation, and information on ethical and religious debates.

The original Organ Donation Teaching Resource Pack was issued in 2003, and was also widely used across a number of subjects. Since it was issued, there have been a number of significant developments, including the Human Tissue Scotland (2006) Act



Science Club

Science Club started on 2nd December and was held for 3 Wednesdays after school. During this time we did lots of experiments. One week we tried to pick up ice using string and salt; listened to vibrations travel from a spoon, where it hit metal, to our ears and made it sound like a loud bell; bent water using combs which we had rubbed against a cloth; and we



made soap art by blowing up soap in the microwave.

We also made soap by melting soap crystals then adding red, yellow and blue dyes and then we added a smell, then finally we put it in a mould ready to collect the next day. This was fun because we got to create the soap of any shape or size (to an extent) and made it smell, whether that be horrible or nice.

On average about 15 people attended every week (including 3 teachers Miss McGavigan, Mr McLean and Dr Hamill).

Overall it was a good experience and I am looking forward to when the Science Club is back on in March when we will be covering all three sciences: Biology, Chemistry and Physics.

Jack Adair 1D1

First Year Science

The topic that Science Class 1.12 has been learning about is Photosynthesis. To show how much we have learned we have made presentations to teach primary 7 pupils what they will learn when they come to Clydebank High. Every group did something different and everyone was involved. There were raps, songs, melodies, plays, PowerPoints and posters. Each group decided which way to present and some even brought in their own props. Each group will go to at least one primary school to showcase their presentation. We thought it would be a good idea if we made a DVD for the primary schools to keep in their library so we asked David Brockett, fourth year, from the Media Group to come along and video us at lunchtime. Now the editing team: Jack Adair, Rebecca Graham and I are making it into a DVD with David's help.

We were so good that Miss McGavigan told everyone. We even had a Biology expert, Miss Murney, visit our class. She thought we were excellent and so we chose to invite Mr Young to see our presentations. He thought it was great.



Bethany Thomson 1D1

Third Year Physics Sun Spot Project



The Royal Astronomical Society National Astronomers Meeting 2010 will be held in Glasgow University this April.

As part of this event selected Physics pupils, from four secondary school across West Dunbartonshire including Clydebank High School, have been asked to participate in a research project about sun spots and their effect on the Earth's climate.





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**'Respect' 'Tolerance' 'Honesty'
'Peace' 'Commitment'**

We're on the web!

clydebankhigh.org.uk

School Meal Entitlement

The School Catering Manager has noticed via the automated system that almost 200 pupils who are entitled to school meals are not making use of this facility. These **pupils' cards are credited automatically every day with £1.70** and if meals are not purchased this money is lost.

Families could save approximately £320 per child per year by making use of their school meal entitlement!

Pupils with this entitlement purchase their meals exactly the same way as all others, by entering their pin number. Please encourage your child to come to the dining hall and eat well!



Dates for your Diary

Wednesday 10 February	S5/6 Prelims start
Friday 19 February	S5/6 Prelims end
Thursday 25 February	S1 Parents' Evening
Wednesday 3 March	S2 Reports issued
Monday 8 March	S2 Information Evening
Monday 8 March	Anti-Bullying Week
Wednesday 10 March	S5/6 Reports issued
Tuesday 16 March	S2 Parents' Meeting
Tuesday 30 March	P7 Parents' Evening
Thursday 1 April	School closes for Spring Break 3.30 pm
Monday 19 April	School re-opens