



## From our Principal Mrs Dyer

A highlight of last term was our Winter Concert, where students from all year groups were able to showcase their talents to their peers, staff, parents, families, and friends. Working together with your support, our students were also able to support a range of charities through our hamper appeal, bake sales and Christmas Jumper Day - epitomising our REACH value of Community.

Please can I thank everyone who participated in the recent United Learning surveys. We value your feedback and the opportunity to reflect on how we can continually improve our educational offer to ensure that we bring out 'The Best in Everyone'. Please continue to keep an eye on the Academies' website so you are kept fully updated about the latest news, events and activities taking place - or follow us on social media.

As we approach the end of the first half term of 2023, I would like to thank students, parents, and carers for their continued support, and I wish everyone a relaxing half term break.

Best Wishes  
Mrs Dyer



## Debate Team Success!

*The Avonbourne Academy competed in their first debating competition of this year at Bournemouth School for Girls. This was the first heat of the Rotary Club's annual competition for Intermediate age and Senior age groups. Mishka, Maxwell and Teagan debated the motion that they chose and wrote themselves: free speech is non-negotiable. Mishka argued for the proposition that free speech is an essential part of a democratic society. Without free speech, we end up with censorship. The crowd and judges were blown away by her confidence and erudition. Max did a superb job of chairing the debate, creating a welcoming atmosphere with a few well-timed jokes! Teagan was arguing for the opposition: free speech is negotiable. Teagan delivered a wonderfully calm and engaging presentation on why we should regulate free speech to ensure everyone feels safe, particularly online, and particularly from hate speech.*

*The debate team did themselves proud; we learnt a huge amount from observing other local schools' teams and it has given us the fire to compete in any debating competitions that come our way this year.*



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# Safeguarding Update

## Meet the team

### Designated Safeguarding Leads:

Natasha England  
Oliver Maund

### Deputy Designated Safeguarding Lead/Education Social Work:

Jacob McKay

### Main email address for the safeguarding team:

[safeguarding@avonbourneacademy.org.uk](mailto:safeguarding@avonbourneacademy.org.uk)

### Designated Teacher for Looked After Children:

Natasha England  
[natasha.england@avonbourneacademy.org.uk](mailto:natasha.england@avonbourneacademy.org.uk)

## Avonbourne Academy Navigator

As a navigator I support children and parents/carers within school and the Early Help Hubs.

I work for BCP council and work in partnership with Avonbourne Academy, to ensure you have tailored support to meet the needs of your family, to achieve the best outcomes for your child. I offer a range of support including:

- Direct work with children at school.
- Delivering parenting programs at the hubs.
- Offer information, advice and guidance
- Support to identify and access services.
- Supporting the relationship between school and families.
- Drop-in sessions at hubs.



The outcomes for children and families are amazing and here are some of their comments about our work.

'I like that everyone listens and respects my opinions on things',

'I can tell people how I'm feeling'

'Life doesn't seem as scary after talking it through',

'Has allowed my voice to be heard'

'I have really enjoyed the group sessions - has made me feel I'm not alone'

'Sessions were useful and really helped me confront their anxiety or fears'



## UPDATE

It's been a busy half-term for DofE! It was great to meet with parents and students last week to go through how to get started with the physical, skill and volunteering sections of the DofE. Students taking part in their Bronze DofE award have now all received their login details to eDofE and have been getting started with their sections.

It's great to see the range of physical activities and new skills that the students are taking part in, whether this be in school clubs or outside of school. It's also amazing to see how our students have been helping the community with their volunteering!

I look forward to seeing how the students' progress through their sections in the build up to our practice expedition in April!





## Steps you can take to help keep your child safer online

Have an ongoing conversation: Continue to talk about the apps, games and sites they like to use, and what they like and don't like and any concerns about being online. Discuss with them when to unfollow, block or report.

For help starting this conversation, read having a conversation with your child from National Online Safety.

Make sure they know where to go for support: Remind your child they can always speak to you or an adult they trust if anything happens online that makes them feel worried or upset. Remind them that they won't be in trouble at that you are there to help. For a breakdown of report services, visit: <https://www.nspcc.org.uk/keeping-children-safe/online-safety/online-reporting/>

Make sure they know about NCA CEOP: Young people can report a concern about grooming or sexual abuse to NCA CEOP at <https://www.ceop.police.uk/safety-centre/> and get support from a specialist Child Protection Advisor.

## Steps you can take to help keep your child safer online

### EAL Resources for online safety

Please see below for useful websites to support your children, together with a link for leaflets in other languages that will assist you in keeping your children safe on-line. Parents: Supporting Young People Online (Childnet)

<https://www.childnet.com/ufiles/SupportingYoung-People-Online.pdf> Leaflets available in other languages here

<https://www.childnet.com/resources/supportingyoung-people-online>

- Arabic
- Bengali
- Farsi
- French
- Hindi
- Polish
- Punjabi
- Spanish
- Turkish
- Urdu
- Vietnamese
- Welsh

## HiPAL APP

A recent study by the Co-Op Foundation found that 95% of children and young people admitted to occasionally feeling lonely. So, it's easy to understand how networking apps like HiPal – with the tempting lure of massive amounts of 'exciting' new people to befriend and interact with online – has become hugely popular.

HiPal is a very well assembled app by way of usability and features – but with no age verification system and ineffective reporting tool, it does also have some glaring omissions from a safeguarding view.

Currently, the chat app HiPal was among the App Store's top 20 trending downloads in the social media category. Successfully turning someone's phone into a walkie-talkie for instant audio communication. It offers the possibility of quick contact with new friends which should ring alarm bells for most parents but is clearly having considerable amount of appeal for younger users.

Features including photo sharing and private conversations are available to children as young as 12, HiPal has attracted concerns around its use as a potential platform for sexting.



# What Parents & Carers Need to Know about

# HiPAL

AGE RESTRICTION  
**12+**

(with reduced functionality for under-12s)

## WHAT ARE THE RISKS?

### CONNECTING WITH STRANGERS

HiPal's under-12 accounts don't allow direct connections with strangers (although children seeking new friends can share their 'Friend Code' on other platforms), but for older users, chatting with strangers seems to be the app's main appeal. The 'Public Square' shows nine online users (hitting 'refresh' replaces these with another nine), and clicking on someone's profile starts a conversation.

### SEXING AND SUGGESTIVE PICS

Almost immediately after our expert downloaded the app, strangers began to message privately – asking for provocative images or sharing explicit photos of themselves. Likewise, in the 'Explore' feed, many of the pictures and videos are innocent – but some are far more salacious. There is always the risk of other users secretly saving a revealing photo and re-sharing it elsewhere.

### NEED FOR VALIDATION

Some users – particularly girls – post photos on apps of this type hoping for positive reactions and comments to boost their self-esteem. Suggestive images tend to attract more flattering feedback, encouraging the user to post more frequently and with more explicit content. Conversely, receiving unkind comments about their picture can impact a young user's confidence and sense of self-worth.

HiPal is a trending social media app which turns phones into walkie-talkies, allowing people to have voice conversations with friends or strangers. There are two account options: one for users aged under 12 and one for those aged 12 or above. The former has fewer features and limits interaction with strangers, enabling use of the walkie-talkie feature or photo sharing with friends and family only. The 12+ accounts offer more options, including adding strangers as friends, sharing photos and videos publicly, sending private messages and holding voice chats with strangers as well as friends.

### NO AGE GATES OR MODERATION

Although users are given an initial choice of the under- or over-12 profile, there is no verification method to confirm someone's age; it is quite clear that the 'older' option offers a more complete experience on the app, but there seems to be no content moderation in place. Likewise, there is a reporting button for users to make a complaint but these reports do not appear to be followed up.

### INTRUSIVE FEATURES

HiPal's walkie-talkie gimmick is no different from a normal phone call and seems rarely used; although it allows conversations to still be heard while a phone is locked, which could have awkward results. HiPal also offers 'Boom' messages: unmissable large-text notifications which are highly distracting and briefly take over the phone – users can't access other apps until the message fades.

### LARGE GROUP CHATS

The app offers group chats with up to 100 people – both friends and unknown users. This not only means excessive 'Boom' messages taking over your child's device, but near-constant notification alerts and – most worryingly – the potential for walkie-talkie chatting and sharing photos with strangers outside parental supervision and apparently with no moderation from the platform itself.

## Advice for Parents & Carers

### EMPHASISE CAUTION

Remind your child of the dangers of connecting with strangers online. Some may be using the app innocently; others may have more sinister intentions. Encourage your child to consider what information they disclose in private messages and emphasise that they should inform a trusted adult if someone on the internet ever attempts to persuade them to meet in person.

### TALK ABOUT SEXING

It can be an awkward conversation (which young people are often reluctant to have), but it's vital to talk openly and non-judgementally about sexting. Discuss the legal implications of sharing explicit images, as well as the emotional impact. Make it clear your child should never feel pressured into sexting – and that they should tell a trusted adult if they receive any unwanted explicit images.

### BUILD RESILIENCE

With HiPal's lack of moderation, it's imperative that children are prepared for comments they might receive after uploading an image. You can build their resilience and equip them to manage these situations by having them show you any comments they've received. Together, discuss how the nice ones made them feel – and what they could do if someone posted a comment that upset them.

### AVOID OVER-SHARING

Young people should think carefully about what they share in their profile, bio and posts. Talk to your child about not disclosing personal details such as phone numbers, other social media accounts or images which could reveal where they live or go to school. It's essential for children to recognise that strangers can assemble a detailed profile of someone based on things they can find online.

### CONSIDER MENTAL WELLBEING

Many users on HiPal publicly share photos that are intended to be alluring in the hope of gaining more likes, friends and positive feedback – boosting their self-esteem and making them feel more self-assured. When young people regularly engage with social media platforms, it's important that parents and carers keep in mind the potential impact such platforms can have on mental wellbeing.

## Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



<https://hipal.app/about/privacy.html>



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Safety®

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[www.nationalonlinesafety.com](http://www.nationalonlinesafety.com)



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# Tips for Encouraging Open Discussions about DIGITAL LIVES

The online world is an entirely familiar and commonplace part of life for today's children and young people, far more so than for previous generations. There are many positives to children being able to access online materials, so it's important not to demonise the internet, games and apps, and limit the benefit of their positive aspects. At the same time, we do have a responsibility to educate children about the hazards they may encounter online (just as we would about real-world dangers) so it's essential that we don't shy away from talking to them about the complex – and often sensitive – subject of what they do and what they see when they're online.

Here are some suggestions for kicking off conversations with your child about their digital life ...

## MAKE YOUR INTEREST CLEAR

Showing enthusiasm when you broach the subject signals to your child that you're keen to learn about the positives of their online world. Most children enjoy educating adults and will happily chat about what they use the internet for, or what games and apps they're into and how these work. Asking to see their favourite games and apps in action could help you spot any aspects that may need your attention – such as chat functions which might require a settings adjustment to limit contact with strangers. Keep listening even if your child pauses for a long time: they could be considering how to phrase something specific, or they may be gauging your reaction.

## BE OPEN AND HONEST, APPROPRIATE TO THEIR AGE

At various stages, children and young people become curious about puberty and how their body changes; about relationships; about how babies are made; and about sexual health. If your child knows that they can discuss these sensitive subjects with you, they tend to be less likely to go looking online for answers – which can often provide them with misleading information and, in some cases, lead to them consuming harmful content. Don't worry if you don't immediately know the answers to their questions – just find out for yourself and go back to them once you have the facts.

## REMAND YOUR CHILD THEY CAN ALWAYS TALK TO YOU

In my role I work with many children and young people who admit being reluctant to tell a trusted adult about harmful content they've viewed online, in case it leads to having their devices confiscated. Emphasise to your child that you're always there to listen and help; reassure them that if they do view harmful content, then they are not to blame – but talking about it openly will help. Children shouldn't be expected to be resilient against abuse or feel that it's their job to prevent it.

## KEEP TALKING!

The most valuable advice we can give is to keep talking with your child about their digital lives. You could try using everyday situations to ask questions about their online experiences.

## DISCUSS THAT NOT EVERYTHING WE SEE ONLINE IS REAL

Here, you could give examples from your own digital life of the online world versus reality – for example, those Instagram posts which show the perfect house: spotlessly clean, never messy and immaculately decorated. Explain to your child that there are many other aspects of the online world which are also deliberately presented in an unrealistic way for effect – such as someone's relationship, their body, having perfect skin and so on.

## TRY TO REMAIN CALM

As much as possible, try to stay calm even if your child tells you about an online experience that makes you feel angry or fearful. Our immediate emotions frequently influence the way we talk, so it's possible that your initial reaction as a parent or carer could deter a child from speaking openly about what they've seen. Give yourself time to consider the right approach, and perhaps speak with other family members or school staff while you are considering your next steps.

## CREATE A 'FAMILY AGREEMENT'

Involving your whole household in coming up with a family agreement about device use can be immensely beneficial. You could discuss when (and for how long) it's OK to use phones, tablets, consoles and so on at home; what parental controls are for and why they're important; and why it's good to talk to each other about things we've seen or experienced online (both good and bad). Explaining your reasoning will help children to understand that, as trusted adults, we want to make sure they are well informed and kept safe. Allowing children to have their say when coming up with your family agreement also makes them far more likely to stick to it in the long term.

## Meet Our Expert

Rebecca Jennings of RAISE (Raising Awareness in Sex Education) has almost 20 years' experience delivering relationships and sex education and training to schools, colleges and other education providers. A published author on the subject, she also advises the Department of Education on the staff-training element of the RSE curriculum.



**National Online Safety®**

#WakeUpWednesday



[www.nationalonlinesafety.com](http://www.nationalonlinesafety.com)



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## HELPING LOCAL PEOPLE

Access to Food Map - community fridges, food banks, pantries, social supermarkets.

The Access to Food map

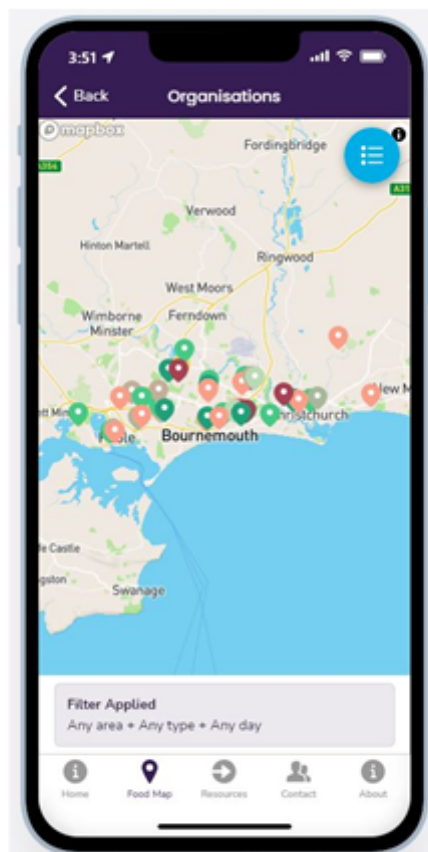
(<https://bcpaccesstofoodmap.v88.co.uk/dl/da19fa>) is made with information gathered and shared through the partnership.

You need to have a voucher to receive a food parcel. Please do not go directly to a food bank without one. If you have used a food bank before, use your normal route to get the voucher if it is still available.

You can also request food bank vouchers from one of the following:

- Citizens Advice: select Food Voucher as the subject of your enquiry on their online form or call 03444 111 444
- children's centres in Bournemouth, Christchurch and Poole
- your child's school, who can also support with top-up foodbank vouchers during school holidays (phone reception for more information)
- BCP Council Crisis Team: call 01202 096 622 or email the Adult Social Care triage team with your name, address, contact number and date of birth.

<https://www.bcpCouncil.gov.uk/Communities/Cost-of-living-help/Access-to-food-partnership/Access-to-Food-Map-community-fridges-food-banks-pantries-social-supermarkets.aspx>



## PARENTAL SUPPORT

Young Minds offers three different services to parents and carers who are concerned about their child's mental wellbeing:

- Parents Helpline - 0808 802 5544, Monday - Friday 9:30am - 4:00pm.

The Parents Helpline for detailed advice, emotional support and signposting about a child or young person.



- Parents webchat is open 9:30am - 4pm, Monday - Friday. To access the webchat.

The Parents webchat service provides information and signposting to help parents and carers find the information they are looking for with regards to their child's mental health.

- You can email the team outside of webchat hours between 4pm - 9:30am Monday to Friday, or over the weekend.



**IWF**  
Internet  
Watch  
Foundation

## PARENTAL SUPPORT

Young people are being contacted on online platforms and apps and asked for inappropriate pictures and videos.

1 in 4 teenagers receives unwanted sexual messages online.

Download the guide for parents and carers.

<https://talk.iwf.org.uk/wp-content/uploads/2022/03/Parent-Resource.pdf>

## ThinkuKnow

Thinkuknow is the education programme from the National Crime Agency's Child Protection Command CEOP (NCA-CEOP). Their aim is to protect children and young people from sexual abuse online. For more information, advice and guidance, visit their parents' website:

<https://www.thinkuknow.co.uk/parents/>



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# Eco Committee Update



## Tree planting with the committee



Before Christmas, our fifteen free saplings from the Woodland Trust were delivered and planted by Eco Committee members.

The Woodland Trust is a charity that wants to make sure that everybody in the UK has the chance to plant a tree. They are giving away hundreds of thousands of trees to schools and communities

to ensure this happens. We jumped at the chance to apply for 15 free saplings – one for each member of the school's Eco Committee!

Committee members braved the cold to ensure the saplings were planted correctly and had the best chance of survival. We chose the corner of the Avonbourne back field as the location for the 15 saplings, hoping that, when they grow, this would create a pleasant, wooded area for students to enjoy at break times.

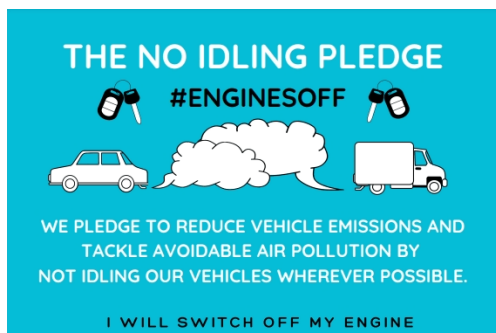


We recognise that the UK needs *millions* more trees to reach its 2050 carbon net-zero target and our school can play a key part in this. By digging in with the Woodland Trust initiative, we aim to help bring the UK nearer to this important goal.

Moreover, United Learning are ambitious in their goal to be carbon neutral by 2030, and Avonbourne's Eco Committee are dedicated to making sure this happens. After winning the Eco Schools Award with Distinction in 2022, we are upping our game and hoping to do so again this year. We have applied for a further 60 shrubs to be delivered in March as part of this project and by doing so are creating a nicer, greener environment for our students, and helping to offset some of our carbon footprint.

## This week's eco-tip: Turning off car engines

Leaving your car engine idling whilst you are stationary not only wastes petrol and burns up motor oil, but it is also bad for our environment. Car exhaust systems produce emissions into the air and contribute to air pollution, one of the major causes of climate change.



At Avonbourne, we want clean air for our students and for our local community, so we are asking that parents take this into consideration when dropping off and picking up students and turn off engines.

If you have an automatic start/stop engine button enabled in your car, this shuts down and restarts the internal combustion engine to reduce the amount of time the engine spends idling, thereby reducing fuel consumption and emissions and leaving our environment cleaner.



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# Homework Highlights

## Bedrock Vocabulary

In the Autumn term, Avonbourne Girls' Academy were in the top 10 nationally for engagement with Bedrock Vocabulary (copy of our certificate is attached). Top students will be receiving certificates shortly (waiting on some badges from Bedrock). Additionally, Bartosz J has been recognised for his individual work on Bedrock (prize draw for the Autumn term).

Spring 1 engagement continues to be good. The top 10 students in each year are leading the way. I'm hoping to make certificates for them for early next half term. Combined points from the top 10 students of each year, just for Spring 1, are:

- Y8 Boys: 1625
- Y9 Boys: 1863
- Y8 Girls: 2133
- Y9 Girls: 2240

Some of the vocabulary our students are currently learning include:

staple revenue  
rational      connoisseur  
benignplunder  
avid      divisive  
dub      abet



## Sparx Reader

Classes continue to engage well with the books available through Sparx Reader. A number of students have unlocked 'Gold Reader' and the ability to choose any book to count against their homework reading.

Our current top readers (whole year) are:

Reg.	First name	Total earnt SRP		Reg.	First name	Total earnt SRP
7AG1	Georgie	34,033		7AB1	Mateo	12,352
7AG3	Maham	32,186		7AB1	Pietro	11,636
7AG3	Temilade	29,101		7AB1	Alfred	11,549
7AG1	Jieum	26,025		7GSB	Oliver	11,207
7AG3	Zosia	25,472		7AB2	Sopuruchukwu	10,895
7AG3	Maura	24,987		7AB3	Great	9,616
7GSG	Vivi	19,324		7AB2	Henry	9,405
7GSG	Olivia	19,130		7AB5	Leandro	8,813
7AG1	Holly	17,196		7AB1	Alfie	8,645
7AG4	Abigail	16,386		7AB2	Clayton	8,567





This half term has been a busy one in the career's hub. We welcomed our alternate providers for our year 11's careers presentations and fair. Students were able to pick three presentations to listen to before heading over to the careers fair. Our providers included Bournemouth and Poole College, Rockley College, Kingston Maurward College, Bournemouth Academy of Modern Music, FernTech T levels and AFC Bournemouth Community Trust to name a few.



This was followed by rewards at breaktime in the career's hub of hot chocolate and cake for those who received stars for asking meaningful questions at the event.

**Amazing**  
Apprenticeships

And finally, National Apprenticeship week took place from the 6<sup>th</sup> until the 12<sup>th</sup> of February this was an opportunity to talk and engage with all things apprenticeship.



In other news, we have also just welcomed Enact, a performance group funded by Bournemouth University who delivered an excellent performance to our year 9 students about their options and choices. This event kick started the options process for our year 9's and was a funny, engaging and at times a very noisy show.



# Drama

It has been an absolute pleasure seeing all the Year 7 and 8 students relish in the opportunity to learn drama. We have been covering the basic skills for theatre and performance and students have been learning about the importance of both physical and vocal skills on stage, as well as working together as part of an ensemble. Students all worked hard on rehearsing a scene from Bugsy Malone, perfecting their American accents, and embodying their characters different personalities. They performed these to their classes, and it was brilliant to see them commit whole-heartedly, not only to their characters but to working as a cast. Students have since been devising their own work and developing their skills in narration. We have looked at the history of Greek Theatre and begun building a chorus. It is fantastic to see the students show such great confidence, character, and inclusivity in their lessons.

Look out for the up-coming Spring Concert where lots of our drama enthusiasts will be performing.



Well done to all of our performers in the recent Winter concert. We were so proud of your professionalism and confidence to perform in front of a big audience.







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Follow us on Instagram @avonbourneacademy

# ART

CONGRATULATIONS to past student Tilly Galpin whose work was selected from hundreds of entries across the country to go through to the next round of the United Learning International Art competition.

We are pleased to announce that the voting for the United Learning International Art competition is now open. Please help Tilly Galpin's entry 'Bittersweet' get the most votes by clicking on the link below and liking!

Facebook -

<https://www.facebook.com/unitedlearning/>

Instagram

[https://instagram.com/unitedlearningartcompetition?utm\\_medium=copy\\_link](https://instagram.com/unitedlearningartcompetition?utm_medium=copy_link)





# MFL

To raise the profile of French and to promote the French culture and traditions at Avonbourne, we celebrated Epiphany in a French way, both with the staff and with the students. Year 9 students, studying French, learnt how to bake 'Galette des Rois'. According to the tradition, they shared it, and some were lucky to find the almond hidden inside and become the King or the Queen for a day!

'Galette des Rois' celebrates the arrival of the Three Wise Men in Bethlehem. It is composed of a puff pastry cake, with a small charm hidden inside. Whoever finds the charm, is the King or Queen of the day and gets to wear a crown. The cake is normally filled with frangipane.



The staff at Avonbourne also took part in the celebration and enjoyed this beautiful French tradition of sharing the pastry and choosing the King or the Queen!





# MFL

On 23<sup>rd</sup> January at Avonbourne we celebrated Chinese New Year (新年). Also known as the Spring Festival (春节), it is the most solemn festival of the year for every Chinese person and has been celebrated in China for thousands of years. The New Year celebration is centred around removing the bad and the old, and welcoming the new and the good. According to the Chinese Lunar calendar, we entered the Year of the Rabbit on 22<sup>nd</sup> January 2023.

At Avonbourne, the students had an opportunity to take part in a Chinese calligraphy session, make Chinese lanterns, which form an important part in the New Year celebration, and taste popular Chinese fortune cookies. As a tradition at Avonbourne, the students got to indulge in a nice range of delicious Chinese food – egg fried rice, sweet and sour chicken, vegetable chow mein, chicken chow mein and hoisin wraps - prepared by our amazing catering team!



## OPEN MORNINGS

We hold weekly open mornings for prospective parents and students to come and see us in action. If you know any primary parents who would like to tour our Academies, please direct them towards our websites or encourage them to scan the below QR code for more.



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Follow us on Facebook @ULavonbourneacademy  
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## Friends of Avonbourne Academies

Friends of Avonbourne Academies is a collective group of three schools in Bournemouth including the two secondary schools (Avonbourne Boys' and Girls Academies and the United Sixth Form (USF). The Friends of Avonbourne Academies (FOAA), aim to raise money to provide the students at the Academies and Sixth Form with additional resources. All funds raise go directly to support students in their school lives.

We'd love to have more parents involved! If you are interested, please email [pta@avonbourneacademy.org.uk](mailto:pta@avonbourneacademy.org.uk) to find out the dates of next meetings.



**AVONBOURNE'S**

**TURKEY & SYRIA**

**EMERGENCY**

**APPEAL**

**FRIDAY 24<sup>TH</sup> FEBRUARY**

*Fundraising to support aid and raise awareness.  
Bring some cash to donate to this worthwhile cause*



# SCIENCE

On Monday 6<sup>th</sup> February, a group of excited year 9 girls were taken on a trip down to the AECC University College to take part in the “Girls in STEM” day. STEM stands for Science, Technology, Engineering and Maths and there is much less representation of women in the world of STEM, and so this day was put on to allow more girls to see how they could make a career within the STEM sector and how diverse this sector is.

There were several workshops on offer, and the girls got to take part in the workshops on ultrasound, x-ray imaging and psychology.



There were several workshops on offer, and the girls got to take part in the workshops on ultrasound, x-ray imaging and psychology.

The workshops were interactive, and the students were able to actually use the machines, learn how they worked and find out about the different applications of the machines. The workshops were delivered by women who were able to discuss the path they took to get to their current career and answer questions from our eager students.

As you can see in the images, the students who attended had a whale of a time and were able to speak to women in the field and ask lots of questions which stretched their knowledge beyond the science curriculum taught in schools and was able to ignite some passions for the world of STEM.



## Mr Taylor – Head of Year 7 (Class of 2029)

With another half-term completed, it is scary to think we are almost over halfway through the academic year; time really is flying by, and your sons/daughters will be preparing for their rank order assessments before you know it. The attitude to learning across year 7 is fantastic with a lot of teachers excited about the potential across the cohort, this is reflected in the number of REACH points being accumulated week in, week out by pupils across all streams. With the bout of sickness experienced behind us, it is fantastic to see so many pupils in school every day which is reflected in the improved attendance across both girls' and boys' academies during Spring term 1. I am passionate about your sons/daughters being in school every day to ensure they give themselves the best possible opportunities to get the results they want and deserve during the summer term.

The willingness and desire to stay afterschool for extracurricular clubs is fantastic to see and I am trying my best to get round to as many as possible to see the fantastic work on display whether it be Chess, Art, Rugby, and everything in between. I want to congratulate the year 7 boys rugby and football along with the girl's football team who had wins over Poole High, Oak and Talbot Heath respectively. I am looking forward to many more great results in the coming months. With the year flying by, it is fantastic to see how your sons/daughters are growing and developing socially and emotionally, dealing with difficult situations in a mature way really is refreshing and something they should be commended for. Help is always available from the year team, so if there are any struggles happening behind closed doors, please encourage them to speak up. I am excited for them, to see them make the most of the fantastic opportunities that Avonbourne has to offer and really develop into great members of the community where they do the school proud.

## Miss Jupe – Head of Year 8 (Class of 2028)

The year 8 team are extremely proud of the progress, resilience, and determination of the year 8 students during the rank order assessments. The year team are super proud of not only how students prepared and revised for an intense examination period, but also for their excellent attitude during the assessments. Indeed, the invigilators and exam officer were extremely complementary of the conduct and professionalism shown by students. Well done year 8! All your hard work has paid off.

Pleasingly, attendance at clubs and fixtures has continued to grow! It is lovely to see our students really embrace the extra-curricular activities offered at the academy. Well done to the year 8 rugby team who won against Winton Academy, beating them 7 tries to 6. I would like to congratulate Kenedy who has received over 399 REACH points: the highest in the year so far! Furthermore, well done to the following students who were in the top 3 for girls and boys regarding their Bedrock Score: Zach, Kenedy, Thomas, Chimamanda, Aarna and Sophie K. Finally, please can I thank parents for ensuring students are prepared and equipped for the school day. It is much appreciated. Wishing everyone a wonderful half term break from Miss Jupe and Miss Fisher.

## Mr Ryan – Head of Year 9 (Class of 2027)

This half term has been incredibly busy for Year 9. We started the calendar year with two weeks of Rank Order Assessments. The year group must be congratulated on their efforts and conduct, especially during the final three cohort examinations which were held in the sports hall. Mid way through the examination weeks, I took over as Head of Year from Mrs Ball. Since then, I have spoken to the year group on several occasions about respect and taking ownership and responsibility for their own behaviour and learning. Furthermore, we are continually encouraging pupils to speak up and report any unkind and inappropriate behaviour. There have been numerous sporting fixtures in a variety of different sports as well as good attendance at a vast range of extracurricular clubs. This Monday, 6<sup>th</sup> February, we had a presentation from a Drama company delivering information about options and choices to the cohort. This was to assist the cohort to begin the thought process relating to their options. Finally, 15 girls were taken to the AECC University College as part of a STEM trip where they delved into the world of health science. The students were able to do workshops in things such as X-rays, radiography, ultrasound and maths challenges.

I hope the cohort have a relaxing and enjoyable half term and look forward to the change of streams after the break.

Best wishes. Mr Ryan. Mrs Adams and Mrs Dickens





## **Mrs Thomson – Head of Year 10 (Class of 2026)**

What a whirlwind of a term. It feels like only yesterday that I was writing the last article. Evidence to how busy year 10 have been. Students have progressed throughout their GCSE courses and are starting to experience assignment deadlines and exams. I have been so proud to see so many students stay behind after school to attend optional revision or catchup sessions to help boost their success. We have welcomed several new students to the year group who have settled in well. Thank you to the lovely students who have supported them and helped them find their way. We also introduced new REACH ambassadors who will work hard to lead and promote outstanding behaviours and attitudes within the year group. This half term sees 30 plus year 10 students head off to Austria for a fun-filled, chilly week of skiing. The year team hope you have a brilliant and safe week away. Keeping on the theme of trips, this last week saw 80 historians sign up to the Berlin trip! It's amazing to have so many keen students wanting to go above and beyond to develop their experiences and learning. As the weeks rush by, and year 11 looms closer, I would like to take this opportunity to remind all involved in year 10 about the importance of attendance and being in school as much as possible to enable our students to become the better versions of themselves. The weeks ahead are likely to rush past and before we know it, the mock exams in June will be upon us. Please use this week to rest and prepare for the term ahead, but also start revising. The more times information is recalled, the more likely it is the stick in your long-term memory. Start now! Have a brilliant half term week, we look forward to seeing you all soon. The year 10 team.

## **Mr Nash – Head of Year 11 (Class of 2025)**

Hello to all our year 11 parents and students. We hope you are all well. With only approximately 50 school days until the first GCSE summer examination, the students have been working hard on their coursework and revision. The USF interviews have also started, and we have had over 150 applications, which is amazing! We have also been lucky enough to be able to hold a year 11 careers afternoon and the local college delivered an assembly based around apprenticeships. There was also the apprenticeship evening at AFC Bournemouth, many students told me they would be attending the event. We had our English and Maths intervention evening at the Academies and a huge thank you goes to all those who attended a very successful evening. As we start half term, a reminder that parents have been emailed about half term intervention sessions that are taking place. Please check your emails for the letter. We are also building up towards the Prom now. This can still be signed up for and please make payments via the instructions on the letter. After the break, a letter will be given to all of the students regarding leavers hoodies, always very popular. Please make a note of the closing date of the online shop. Orders cannot be placed after this date as production starts the following day. We wish you a great half term and thank you for your continued support.

**We would like to wish all our Avonbourne community  
a wonderful half term break.**

**We look forward to welcoming back all students on Monday 20<sup>th</sup>  
February for Spring Term 2.**

**Avonbourne Boys' and Girls' Academies**

[www.avonbourneacademy.org.uk](http://www.avonbourneacademy.org.uk)

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