



SECONDARY NEWSLETTER

Issue No: 281

Friday 27th November 2015

HEAD OF SECONDARY'S MESSAGE

The Secondary school has been very empty this week with all of our students away on Outdoor Education week. They all returned safe, happy and tired and over the next couple of weeks they will share their experiences through articles in the newsletter and presentations at assembly. Each group will be asked to do a presentation lasting around 10 mins and parents are welcome to come along and watch. The dates are as follows:

Monday 30 th November	DP1 and DP2
Monday 7 th December	Y11, Y10 and Y9
Monday 14 th December	Y8 and Y7

SOME OF THE PHOTOS FROM THE OUTDOOR TRIPS



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UP COMING EVENTS

30th Nov	Club B Starts
2nd Dec	Secondary Music Recital
7th Dec	House Shirt Day
8th Dec	PSHE Student council Election Assembly
9th Dec	Art Exhibition and Music Performance
10th Dec	Y7 Drama Performance
14th Dec	Y8 Pantomime. No Clubs
15th Dec	Y9 Drama Performance
16th Dec	Term ends at noon
17th Dec	Half Year reports for Y11, DP2 sent home
4th Jan	Teacher Day - holiday for Students
5th Jan	Term 2 begins
6th Jan	Coffee Morning
11th Jan	House Shirt Day



Now that Year 11 students are approaching the end of the first term of Year 11 it is time for us to begin to make plans for IB course selection for Year 12. Many of you will be considering the IB Diploma Programme at KISU as the next stage in your child's education, but may be confused as to what the programme is. To that end, I would like to invite you to an **IB Diploma Introductory Evening on Monday 7th December, 5pm**, where we will outline the programme and answer any questions you might have. Students are welcome to attend this session with parents, though they have already been given a brief introduction during school time.

Regards

Terry Garbett,

Head of Secondary.

Assessment for Learning

In 2003 at a school in UK where I was Head of English, we had an In-Service Training session led by a wizened and softly-spoken old professor from King's College, London. The Professor was called Paul Black and the session, entitled "Assessment for Learning", changed my professional life. Below is an extract from an article entitled "Journey to Excellence" that appears on the Education Scotland website; I think provides a good overview of the Professor and his theory and why it is so important for modern schools.

"The current worldwide interest in assessment for learning is, to a large extent, due to a review of research carried out by Paul Black and Dylan William at Kings College in London and published in 1998. Their publication, 'Inside the Black Box', was a review that drew upon 250 research journals and publications between 1988 and 1997.

Black and William's research spanned all age groups (from 5-year-olds to university graduates), subjects and nationalities. It was also based on empirical data. Black and William considered only research that used control groups, for instance, where learning gains were measured by comparing average improvements in tests with the scores for typical groups of students taking identical tests.

As a follow-up to 'Inside the Black Box', Dylan William and others at King's College demonstrated that teachers could improve the quality of assessment for learning in their classrooms within the existing constraints of national tests and examinations.

In a pilot project over a six-month period, teachers implemented a new teaching programme using formative assessment. The teachers chose from a range of options: improving their questioning techniques, developing self-assessment procedures, sharing success criteria with pupils, giving feedback and comment-only marking.

Their results were reported to the annual conference of BERA in September 2001. Some of the strategies used by teachers were also published in 2002 in 'Working Inside the Black Box'. Since then several versions of 'Working Inside the Black Box' have been published covering subject areas such as science, math's and English.

The main messages

Black and William's research came up with three main findings.

1. Where assessment for learning is implemented effectively, it raises standards of achievement across the board, but particularly for low achievers. It reduced the spread of attainment while raising the bar for everyone. Where pupils are given better quality support and feedback, and are encouraged and empowered to take more responsibility, they learn more effectively.
2. There are common barriers that inhibit the development of assessment for learning in schools, namely:
 - The over-reliance on testing that encourages teachers to promote rote and superficial learning
 - The negative impact on pupils when the giving of marks, grades and levels is over-emphasised and where pupils are compared with one another; and
 - The focus on the managerial role of assessments at the expense of learning.
3. There were many excellent examples of good practice that schools could use to develop their own assessment procedures.

The team at King's College developed a number of key strategies that underpin Assessment for Learning.

- Finding out where pupils are in their learning through discussion and questioning.
- Teachers agreeing clear objectives with pupils and providing feedback that helps them to achieve these goals.
- Sharing criteria for success and expectations with pupils through sharing learning intentions and success criteria with pupils.
- Making peer and self-assessment key components of learning. Enabling young people to take greater ownership of their learning."

Outdoor Education

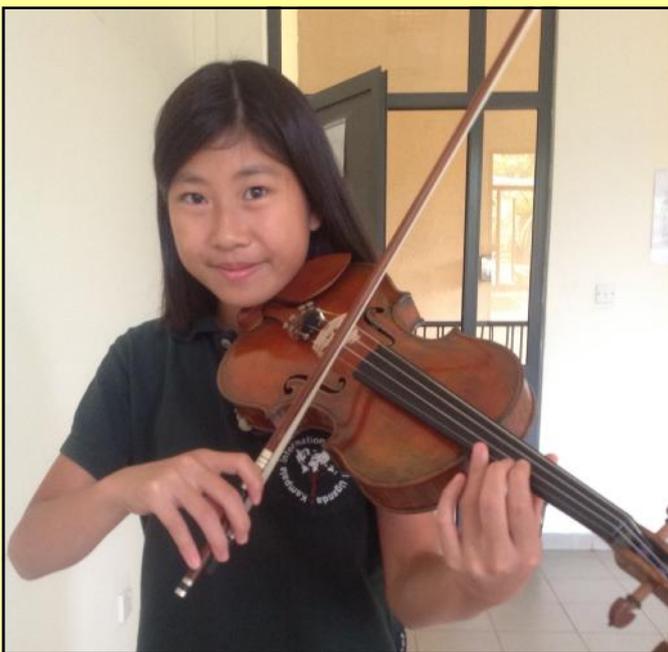
We are justly proud of our Outdoor Education programme at KISU; it is an integral part of our holistic approach to developing our young people beyond the classroom. Many thanks to all the teachers involved for the huge amount of work that went into planning and running the trips and for looking after the children so well throughout their various activities and experiences!

Regards

Steve Lang,

School Director.

Secondary December Recital, 2 December 2015, 6.00PM



The Secondary Music Recital will take place on Wednesday December 2 2015 at the Secondary Music Room starting at 6.00PM. It will feature students playing on individual instruments including piano, guitar, trombone, drums, violin, etc. You are all welcome to attend.

Secondary Music Production

The secondary music production is scheduled to take place on Wednesday 9 December 2015 starting at 6.30PM. The music production will feature all students that take music in secondary school in Years 7,8,9,10 and 11 performing in small ensembles, larger groups and solos. Students will be engaged in both African and Western ensemble performances showcasing some of what they have studied over this term. The performance will kick off at 6.30PM in the main auditorium.

Dr. Benon Kigozi,



Hybrid Drives

its own — you don't have to shuffle files around or decide what goes where.



When one talks about computers, one of the things talked most about is storage. Traditional storage is done on a Hard Disk aka HDD. These are usually magnetic. A couple of years ago, we were introduced to Solid State Disk aka SSD. The problem with these was their price tag and low storage capacity. To solve this problem, a new standard called a hybrid was introduced.

A hybrid hard drive contains both a traditional magnetic drive and the amount of solid-state storage you'd find in a small solid-state drive. Importantly, this hard drive appears as a single drive to your operating system. You're not in charge of deciding which files go on the mechanical drive and which files go on the solid-state drive. Instead, the drive's firmware manages what is and isn't on the solid-state drive.

The SSD portion of the drive acts as a "cache" — files you access frequently, such as your operating system files and program files — are stored on the SSD portion of your drive by your firmware. Although this is a cache, it's stored in non-volatile solid-state memory — that means it persists across reboots, so it speeds up your startup process.

The goal is to have the drive access system and program files with the speed of a solid-state drive, and provide the storage capacity of a magnetic drive for other files. The drive handles this on

Hybrid drives can be cheaper than solid-state drives because they contain a smaller amount of solid-state memory. A 2 TB hybrid drive with 8 GB of solid-state cache memory will be more expensive than a simple 2 TB mechanical drive, but likely less expensive than a 256 GB solid-state drive with even less total space. Computer manufacturers include these drives in their computers to offer solid-state speeds at a lower price with more storage.

A hybrid drive is also a single physical drive, which can be a big advantage. If you have a laptop with a single drive bay and you want both solid-state speeds and mechanical drive storage capacity, a hybrid drive is the one thing you can put into that drive bay to get both.

A hybrid hard drive will be significantly faster than a mechanical drive. That caching algorithm will store operating system and program files in the solid-state memory, offering solid-state speeds when accessing cached files.

Hybrid drives start on the slow side. When you start using a hybrid drive, no caching will have occurred — so the drive will be just as slow as a traditional mechanical drive. As you use the drive and it learns which files should be cached, speed will gradually improve.

Robert Buga, Head of IT.

ISSAK**Season 2 Teams _**

ISSAK team training days from 3:15-4:30

U7s- Tuesday and Thursday from

Girls- Monday & Thursday

Boys- Tuesday & Friday

Primary- Football Coaches

U7 mixed- Mr Alfred & Mr Yovan

U9 Girls- Ms Saba Rewald

U9 Boys- Mr Kaggwa & Mr Robert

U11 Girls- Ms Rothwell & Ibra

U11 Boys- Mr Buga & Abi

Whole School- Cross Country and Athletics

Secondary- Basketball

U13 Girls – Ms Kerruish

U13 Boys- Ms Theberge & Ms Rehema

U16 Girls – Mr Temitope Ahmed & Miss Racquel Theberge

U16 Boys- Mr Hans De Heer & Mr Temitope Ahmed

Open Girls- Miss Racquel Theberge & Mr Temitope Ahmed

Open Boys- Mr Hans De Heer & Mr Temitope Ahmed

Proof of Age

Please carefully check the cut off dates below to ensure your child has tried out and is selected, it committing to the correct age team. Coaches and myself are also checking this.

Please also understand, we must have a passport copy for proof of age. Coaches without proof of age for a player cannot play that player in games. We keep these on file but in the event we may not have one for your child you will be asked to provide one. Thank you for your cooperation and understanding.

Birth date cut off	
U7	Player must be UNDER the age of 7 as of Sept 1, 2008- No Birthdays before 1-SEP-2008
U9	Player must be UNDER the age of 9 as of Sept 1, 2006- No Birthdays before 1-SEP-2006
U11	Player must be UNDER the age of 11 as of Sep 1, 2004- No Birthdays before 1-SEP-2004
U13	Player must be UNDER the age of 13 as of Sep 1, 2002- No Birthdays before 1-SEP-2002
U16	Player must be UNDER the age of 16 as of Sep 1, 1999- No Birthdays before 1-SEP-1999
U20	Player must be UNDER the age of 20 as of Sep 1, 1995- No Birthdays before 1-SEP-1995

Approach

In ISSAK, coaches will do their best to get all players into the game but, as it is a competitive league, we are also aiming to put the team and players in the best situation to win. If you wish to speak to the coach about their approach or coaching decisions, please make arrangements after the game for this. Please do not confront them during a game, while they are coaching.

Furthermore, a team can only have a set number of players on the roster, dressed and on the bench for a game. A coach, however, may keep more than this amount to develop more players. This means your child **may** not be needed for **every** game; however, **every player is expected to be at every training session and home game**. If your child is not playing in an away game, they are not expected to attend; however, they may if they wish.

Administration

Players on all teams should have received a permission form, ISSAK player and parent code of conduct, and season schedule on Friday, November 20th. Please sign the first two documents and return to your coach asap. If you have been asked to submit a passport copy, please do so asap as well.

The schedule will also be posted in the sports hall, main reception, and on the website for your information.

OUTDOOR ED

All year groups have returned safe & sound, happy & healthy from their outdoor education trips! We are very fortunate to have such an opportunity for our students and staff but it wouldn't be possible without all the people who come together to make it work! Thank you very much to all parties who came together to make this week a success- trip leaders, teachers, transport department, bursars, facilities team, nurses, head of secondary and school, the canteen, the secondary office and CPRs!

CLUBS

Registration for session B clubs is now closed. Thank you for your patience and understanding as we adopted a slightly different process in club sign up. You can expect more changes to the process over the next few months as we aim to evolve it into a more sophisticated and efficient process. These changes will be communicated in due time but please ensure the school and CPRs have your correct email address so you can receive this information.

A few friendly reminders...

- Please do not attend a club you have not been signed up for. Club leaders have been given strict instructions not to accept any student who is not on their register.
- PAID CLUBS- no member of KISU staff will collect money for paid clubs. You must pay the club leader directly. Please pay for all 10 weeks at once and within the first two weeks otherwise your child will not be allowed to attend until full payment is made.
- You will be notified in the coming week if your child's club had to be cancelled. Changes/additions to club sign up can be made until Friday, December 4th.

Some important dates:

Club registration will be open from 9am on Monday 23rd November and close at 9am on Thursday 26th November

Club session B begins: Monday, November 30th

BREAK for holiday Wednesday December 16th

RETURN from holiday Tuesday, January 5th, 2016

Public Holiday January 26th

BREAK for holiday Monday, February 15th

RETURN from holiday Monday, February 22

Club session B ends: Friday, March 5th

Regards

Racquel Theberge,

Director of Sport.

Dear All

With all secondary students and teachers having been on outdoor education trips this week, the secondary school has been like a ghost town...

I hope all secondary students thoroughly enjoyed their outdoor education week. It is such a wonderful experience to be afforded to our KISU students; they get to learn so much about themselves through different individual and team building challenges, as well as about their friends, their teachers and get to form amazing friendships that will hopefully last them a lifetime.

Primary have been kept very busy, despite the absence of the secondary students, with Inter-Schools Invention Convention at ISU and the Primary Swim Gala at Rainbow. Congratulations to all students who participated in the Invention Convention and Swimming Gala.

All Session B clubs will begin next week Monday, 30th November and by now you should have received confirmation what clubs/activities your child will be participating in. Should any parents/students still not have submitted their club forms, confirmation of accepted clubs or experiencing any difficulties, please contact the sports department.

Next week

As we enter the last month of 2015 and term 1 nears its end...we still have a lot going on – please diarise the following events to ensure you don't miss out on anything.

Tuesday 1st December – Teacher Appreciation 12-2pm on the grassed area outside the Auditorium

Wednesday 2nd December – Secondary Music Recital

Thursday 3rd December – Primary Music Concert

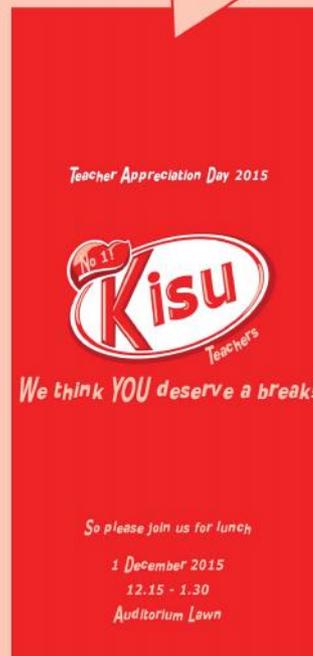
Thursday 3rd – Sunday 6th December – UNFROZEN the Pantomime at the National Theatre
(Written, Produced & Directed by KISU Teachers/Parents)

Till next week, enjoy your busy weekend with the Pope's visit and a jam packed week ahead.

Kind regards

Rose Bowmaker,
PTA Chair.

The Invitations have been sent!



Now it's up to YOU to make sure they have a wonderful day!

CPR's and Parents are needed to help decorate the auditorium lawn, serve and provide food for the teachers to show how much we appreciate the effort they put into teaching our children every day!

If you can help on the day, please let the PTA know.

CORRECTION: THIS ARTICLE WAS COMPILED**BY LUCA MARIE DE PUTTER****A YEAR 11 STUDENT**

Last week Sunday, 15 November 2015 year 11 set out to practise for the outdoor education trip taking place next week.

Mrs Pamela, Mr Wintil and Mr Rabanowitz set out on a five hour walk with year 11 to practise for the upcoming outdoor education trip. The group walked 21 kilometres from 7 a.m. to 12 p.m.

Everyone was equipped with a 10 kg rucksack, snacks and water and the hiking boots or shoes they will be wearing on the trip.

With Mr Rabanowitz in the lead, they took off on their 20 kilometre journey, which would start and end at the Kabira Country Club.

The practise walk was needed to prepare for the Outdoor Education trip, in which year 11 is aiming to achieve a total of 40 kilometres walking within two days. During that time, they will have to walk, cook and find their way to the next campsite.



Many students found the walk a good experience, but were relieved whenever they could drop their bags and take a break from a tiring climb uphill. "It was a good walk, except when the guy started following us" one of the students commented. The teachers agreed that, apart from the fact that someone followed the group for a while, it was an organised and good experience.



Once everyone had reached Kabira again, the year elevens dropped their bags on the ground and let Mrs Pamela lead them through a stretch. After a few minutes of thanking the teachers who had walked with them and calling drivers to pick them up, the majority of the students had left for their home.

Certainly, the walk will prove to be useful once the exciting journey through Fort Portal begins.

Regards

LUCA MARIE DE PUTTER,

Year 11 Student.

