Developing global citizens

This term, perhaps more than any other term, has been fast and furious, from mock examinations and revision to MUN conferences and DoE expeditions. At OBS we pride ourselves in giving it our all. We aim to keep true to our motto ‘to strive for success and to serve’.

We certainly hope for examination success from our current Form 10 & 12. Attainment and exam success are clear signs of the quality of education we provide. Last year OBS had the highest IB Diploma score in the country and one of the highest % at A*-A and A*-C grades in the country. All well above global averages. We hope for similar results this year. With meticulous revision and the support of parents and teachers, I am sure that our students will be successful.

Success in examinations is not however everything in education. As I have written about previously, we put great emphasis on developing children to become well-rounded individuals and global citizens. At the core of this are the characteristics linked with the Learner Profile.

In this edition, I comment on the need for international mindedness and sustainability. These are the key themes for the Summer Term that will act as a springboard on which to build upon. Already there are many examples of internationalism throughout the curriculum.

As I write, our Form 11 students have just raised money for Red Nose Day and are preparing for their service in a Moroccan community. This will not only help the community but it will help them grow as young responsible adults. It is experiences like this that can be life changing.

OBS is British! It is Portuguese! But, more than this it is an International School!

Happy Easter and Happy Earth Day and Happy Reading!

Dr Jones
International Mindedness and Sustainability

A message from the Head of Secondary, Dr P Jones

A few weeks ago the Senior Leadership Team and Board of Governors met to discuss and begin to develop a Five year Strategy Plan: OBS 2020. Underpinning much of this discussion were BIG questions such as

- What is education for?
- What do we want our children to become?
- What kinds of learning matter?

These philosophical questions are clearly open to debate. Views and opinions vary depending on the individual and society’s perspective. This range of perspectives is healthy and surely what education must be about. Nevertheless, all the people at the Strategy Meeting agreed that education and schooling were more than about ensuring our children were successful in examinations.

Yes, we felt that standards and examinations were important, but equally, we felt that education and OBS must also support children to be prepared for the increasingly globalized interdependent world they are living in and, more than this, be capable of challenging local to global issues and bringing about change.

The rationale for this increasing need to think and act both local and global is related to

- The process of globalization: the individuals and society’s across the world are increasingly interdependent from a political to environmental perspective.
- The sustainability imperative: at present we are living beyond our means and inequality continues to increase
- The development of self: future society and life depends on the kinds of self we are able to create and develop

Arguably, at present, the dominant education model is not focused enough on preparing children for the future. We are currently educating students for jobs that do not exist, who will use technologies that have not been invented, to solve problems that we don’t know are problems. Education must, and as a school we must, focus more and more on developing children that are critical, resilient and resourceful thinkers and citizens.

This goal of supporting children to become active participants FOR the 21st century is also central to the philosophy of the International Baccalaureate Organisation (IBO) and the Council of International Schools (CIS).
CIS schools have to show a commitment to actively promote internationalism and interculturalism in education through:

- ‘ETHICS...the discussion of substantive matters of principle from multiple perspectives,
- DIVERSITY...the understanding of the histories, cultures, beliefs, values and perspectives of a range of individuals and peoples,
- GLOBAL ISSUES...the understanding of current issues of global significance relating to geopolitics, the environment, health, trade, sustainable development and human rights,
- COMMUNICATION...the development of fluency in multiple languages including mother tongues, languages used in local environments and physical communication cues associated with languages,
- SERVICE...the development of their disposition to serve the community, local and global, through engagement in meaningful and reflective service, and
- LEADERSHIP...the acquisition and refinement of the skills of leading and following within the cultural context.

The IBO stresses the concept of ‘international mindedness’. It is a concept that it has wrestled with since its beginnings, a concept that is constantly critically reflected on but a concept that remains central to its philosophy. The IB Diploma explicitly aims to produce ‘internationally-minded’ citizens with a sense of belonging to both the local and the global community. It thus offers an opportunity to enquire how a school might produce more intercultural or global dispositions, knowledge and skills, and the challenges inherent in such design.

According to the IBO definition, international mindedness is primarily an attitude, specifically an attitude of openness and curiosity. It is an attitude towards the world and different cultures. Just because a school may call itself international, have international teachers or pupils or deliver an international curriculum does not mean that it is focused on international mindedness.

The goal of international mindedness is a deep understanding of human action and interactions, and their complexity, diversity and motives. It is intrinsically linked to citizenship and sustainability. In the 21st century, internationally minded learners need to be comfortable with tensions and contradictions, they must question underlying assumptions that they and other may have, and be able to make informed decisions that contribute to a more positive future.

The IB Learner Profile, outlined in the previous edition of The Secondary OBServer, embodies the IB understanding of international mindedness. It serves as a map for lifelong learning and embodies values, attitudes and behaviours that cannot be easily examined but must be reflected upon and developed through life.

Oporto British School is proud of its British and Portuguese roots and identity. However, it also recognizes that it must be more than a ‘British’ school and more than an ‘international’ school. It has a role to play in ensuring children grow into responsible independent individuals aware of the increasing local to global interdependencies and capable of contributing to a more sustainable society.

This goal of developing global citizens has many implications for the school and its development plan all the way from the infrastructure to the classroom.
In particular, it must move from more shallow forms of international mindedness at the tip of the iceberg (about) to stronger forms of international mindedness and sustainability towards the roots (for and as).

Nevertheless, as shown throughout our current curriculum and illustrated in this and previous newsletters, we have a strong foundation on which to build upon.

We are a bilingual school, we have many varied community links from a local to global level, we are the only school in the region that offers the international Cambridge Programme from Form 1 to 10 and the IB Diploma Programme, we also offer a great range of extra-curricular activities and service programmes that promote international mindedness and sustainability.

Next term, our key theme in the Secondary Section is ‘International mindedness and Sustainability’. This will seek to develop opportunities for students to further their sense of international mindedness and sustainability and become more responsible learners. It will also provide a basis for teachers to reflect on and further develop opportunities within the curriculum to ensure that lifelong learning, sustainability and global citizenship are at the core of Oporto British School.
Secondary Notices

IGCSE and IBDP Options 2015-2017

Over the term all Form 8 and 10 students were provided much information related to the IGCSE and IB Diploma Programmes. This was through PSHE lessons, tutor time, handbooks and presentations on open evenings. Following this all students completed an initial form that stated their subject preferences. The school then used this information to try and create option blocks that would meet the demand as far as possible (given the timetabling and staffing constraints the school has). These option blocks have now been created and all students must now complete this final option form. This final option form has been emailed out to all students and parents. **It must be handed in on the 14th April.**

The school has tried its hardest to accommodate students subject preferences but this is not always possible. If you would like to discuss your child’s options further then please do make an appointment to see Dr Jones or Miss Macleod. The school also still reserves the right to make some other changes to the blocks depending on demands and capacity. There is also some scope for students to make some changes before the start of next academic year based on their exam results. These will however have to be within the blocks provided.

Other notices

**ATTENDANCE:** Attendance is essential for learning. Any attendance below 95% is a concern and anything below 85% is a major concern. It is therefore critical that all holidays and other activities take place during the school holidays. These dates are published on the school website. If it is critical that a pupil is away from school such as for a funeral then the parents must contact the Head of Secondary. In general, if a pupil does have an extended holiday then this will be recorded as ‘unauthorized’.

**LUNCH TIMES:** May we remind parents and pupils that Form 6-10 are not allowed out at school during break or lunch times unless they are met by a parent or have permission to go straight home. This must be in writing and given to Vera at the Front Office.

**PICK-UP TIME:** All Secondary pupils must be picked up or go home at 5pm, as there is no supervision available after this time.

**PARENTS EVENINGS:** Thank you to all parents for your continued support. Please do email the tutor or subject teacher in relation to any positive news or concerns. Dr Jones also provided much information on assessment and reporting. Please do look at [http://www.obs.edu.pt/page.cfm?p=433](http://www.obs.edu.pt/page.cfm?p=433) for further information.

**ECA and clubs:** Summer Term schedule has been sent out and available at [http://www.obs.edu.pt/page.cfm?p=422](http://www.obs.edu.pt/page.cfm?p=422)

**NEW COMPUTERS FOR THE LIBRARY:** We now have 12 computers for pupils to use during lesson time and for homework club

**UNIFORM:** Summer uniform begins after the Easter Break! Could parents please check the winter uniform of their children and return any that may have been taken by mistake.

**VALUABLES:** It is the responsibility of the pupil to look after anything of any value. Generally, as a school we do not recommend that pupils bring in anything of great value. All pupils are also provided a locker for anything of value. In addition, if necessary they may leave something of value for with the Head of Secondary in a safe.

**WATER:** Pupils are advised to bring a bottle of water with them to school as temperatures increase.
HOMEWORK: Please do check and sign your child’s homework diary. If there are any concerns then please let the Form Tutor know.

IBDP EXTENDED ESSAYS AND TOK: Well done to all Form 12 pupils for completing their EEs and ToK essays and presentations.

IGCSE COURSEWORK: Well done to all Form 10 pupils on completing their coursework in geography and English.

FORM 10&12 REVISION: Now is the time to plan revision timetables. It is expected that all Form 10 & 12 pupils will revise for 4 hours per evening and more over the weekends. It is also expected that all Form 10 & 12 pupils will revise in an active and structured way over the Easter. Revision is key to success. We are also holding intensive revision sessions. This schedule has been emailed to all pupils and available on the school website. We do not want to see any pupils not meet their target grades after two years of hard work.

Further Reminders

EXAMS: These have been emailed out to parents. A paper copy has also been provided to each pupil. Timetables can also be found at


FORM 10 AND FORM 12 STUDY LEAVE

Form 10 Study Leave will begin on the week of the 27th April. It is therefore essential that pupils attend lessons in the two weeks after Easter that are set aside for revision purposes.

Form 12 Study Leave will begin on the week of the 20th April. However, teachers are available to support Form 12 students after this date. In addition, some students will be invited to attend revision sessions in school by individual subject teachers.

UK UNIVERSITY MONTHLY PARENT NEWSLETTER, DIRECTLY FROM UCAS

UCAS is the organization that processes all full-time applications to UK universities and colleges. It is there to support you – as well as your son or daughter – through every step of the application process. UCAS sends all applicants a monthly newsletter, full of useful information, reminders, advice and competitions. But did you know you can get information from UCAS too?

You can sign up to monthly parent newsletters quickly and simply online. They’re completely FREE and contain timely information and advice about your son or daughter’s journey to higher education and what you can do to support them. For further information about the UCAS process, take a look at the advice for parents on ucas.com.
How can I help my child prepare for their examinations?

Form 6, 7, 8, 9 and 11 Examinations 25th – 29th May
This year Forms 6, 7 and 8 examinations in English, Maths, Science and Portuguese will take place in the Sports Hall. Their examinations in other subjects will take place during lesson time in classrooms. This was decided based upon the feedback we received from students, parents and teachers after the 2014 examinations.
All Form 9 and 11 examinations will be in the Sports Hall to give them valuable experience before sitting their IGCSE and IBDP examinations next year.

It is very important that all students prepare for their examinations and their teachers will be helping them with revision and examination preparation in the lead up to the exam period. Much of the homework they will be given will be examination preparation; it is essential that they complete all homework in all subjects. It is also crucial for them to attend lessons in the run up to the exam period. Spending time at home might be useful but being in class is essential as they might miss essential revision advice from their teachers if they are not in lessons.

Every year, parents ask us how they can help their child or children prepare for the exams. We have put together some information to help with this. We would value any suggestions from parents to add to our advice leaflet which we have included below.

1. Create a clean, quiet space for them to study. Hang a revision timetable over the desk. Ensure there is plenty of fresh air and natural light.
2. Support them by removing distractions such as laptops, iPods, PS3s, TVs etc. for a fixed time daily.
3. Make sure they are getting plenty of sleep. Millpond’s Children’s Sleep Clinic (1) recommends the following:
   • 11 years old: 9.5 hours per night
   • 12 years old: 9 hours per night
   • 13 years old: 9.25 hours per night
   • 14 years old: 9 hours per night
   • 15 years old: 8.75 per night
4. Pack lots of brain healthy food for their snacks: nuts, oily fish, fruit, wholegrains, blueberries, tomatoes, seeds, blackberries and sage have all been shown to have a positive effect on memory (2) (and are all yummy!).
5. Use praise and small rewards to encourage good study habits.
6. Arrange a revision party for one or two of your child’s friends; perhaps they can each make a quiz to bring and you can be the quizmaster. Keep it productive by supervising or dropping in frequently.

Here are some other activities that you might like to try with your child:

• Help your child to create a colourful, realistic study schedule that includes all of the texts and topics they need to revise for their examinations.
• Ready, Steady, Teach: ask your child to teach you about a topic they are revising. If they can teach it, they know it.
• Work with your child to create visual displays (mindmaps, key cards, mobiles, bunting, diagrams) with key words and ideas. These can be displayed to help peripheral learning.
• Work with your child to create visual displays (mindmaps, key cards, mobiles, bunting, diagrams) with key words and ideas. These can be displayed to help peripheral learning.
• Use IT applications, such as mindmeister on laptops or imindmap on tablets.
• Hold post-revision debriefing sessions: What have you learnt? How did you learn it? Can you connect it to any other subject areas?
• Help them to write mnemonics, raps, poems or songs to learn concepts or ideas.
• Go through their work from the year; ask questions and praise their hard work.
• Predictions: what do they think might be on the examination? Why?
• Stop the clock: one minute (or more if necessary) to tell you everything they know about a topic.
• Test their understanding and thinking skills as well as their ability to hold information in their short term memory. Use open ended questions to probe.

7. Make sure that your child has time away from studying to relax every day.
   (1) [http://www.nhs.uk/Livewell/Childrenssleep/Pages/howmuchsleep.aspx](http://www.nhs.uk/Livewell/Childrenssleep/Pages/howmuchsleep.aspx)
   (2) [http://www.bbcgoodfood.com/content/wellbeing/features/boost-brainpower/1/](http://www.bbcgoodfood.com/content/wellbeing/features/boost-brainpower/1/)

Examination timetables for Forms 6, 7, 8, 9 and 11 will be published on 24th April on the school website and will be sent by email. Students will also write the timetable into their homework diaries during tutor time.

A Corcoran, Academic Coordinator
OBS MUN: Leading Internationalism

MUN CLIP Conference

In February the OBS MUN society attended the annual conference of our neighbour school, CLIP. This was held over three days at the Hotel Porto Palacio. We took 17 of our pupils who prepared their speeches and motions in an extremely professional way. The conference opened with a superb talk by a guest speaker who described the dangers faced by war correspondents in trouble spots around the world.

The debates were then initiated, with Human Rights and Disarmament committees, a Security Council and a Court of International justice on the first two days. On the Saturday a General Assembly started. The issues debated were wide-ranging and interesting. They included the protection for journalists, the Greek national debt, and arbitrary control of the internet restricting ISIS. The delegates from all schools had a most engaging dialogue.

The three days were not “all work and no play“. The conference staff took us all to Taylors Restaurant and caves for a tour and dinner on the Friday evening.

The accompanying photos should give readers a taste of the conference and the eclectic nature of a large meeting where so many diverse groups come together in debate and exchange ideas. We look forward to a bright and energetic MUN future and thank you for your continued support.

Many thanks to Mr. Quinn and Mrs. Ferreira for supporting the OBS MUN!

MUN AGM

The OBS MUN had a great AGM and have elected a new pupil committee and adopted an agenda for the next 12 months, which will include two foreign and one national conference. We aim to continue to be the leading vehicle for the promotion of internationalism within the School.
DoE Extraordinary Expedition
Ponte De Ave (February 28th/March 1st, 2015)

On the 28th of February/March 1st of this term eighteen OBS students went to Ponte do Ave for their Bronze Award Qualifying Expedition. The students were to be assessed by an external assessor from Lisbon who was there to monitor and evaluate their map skills, teamwork and leadership. Before they embarked, with the help of their teachers, Mr. Hooley and Miss Hilyard, the students planned their meals and routes appropriately, with the routes being accompanied with good written descriptions on their route cards in case anyone got lost.

For the first day, students walked approximately 6 hours and 30 minutes. One group managed to get lost in a junction in Bagunte but then, with great determination and teamwork, they successfully found their way back on track. When the students arrived at the campsite they were all very tired but also enthusiastic which was great to see. Tents were quickly placed up and meals were cooked, leaving a bit of time for some relaxing activities in the evening.

On the second day, all students had departed the campsite by 9:30am. With a shorter days walk ahead of them the students were motivated from the start, and the assessor was particularly impressed with how supportive the students were of each other which was fantastic to witness for the teaching staff. Along with making sure they reached all the checkpoints, the students on the second day were also to ensure they collected evidence for their group presentations, to which they had to present to the assessor on a later date.

Undeniably, it was a yet again a successful Duke of Edinburgh Qualifying expedition for the Oporto British School, with all students successfully passing their expedition. My thanks go to Miss Hilyard and Mr. Simson for their support over the weekend.

Mr. Hooley
Leader of Duke of Edinburgh
Vote Day: Candidates compete for Head Prefect

It has been a busy year with activities ranging from the Cancer awareness day to inter-house competitions and many more to come, including a ‘Sustainability Week’ which will be part of the second stage of our Eco-school application. Throughout this time, sometimes behind the scenes, have been our school prefects. Tilly has led and organized many of the school events; Eduarda has chaired the Student Council; Luciana, Maria and Teresa have captained their Houses; Joao Pedro has supported events and assemblies; and Pinky has driven many of the new initiatives. The school thanks all of the prefects for their hard work and dedication and hope that they have gained skills in teamwork and leadership.

Now, at this point, with Form 12 about to embark on their IB Diploma exams, they are proud to hand over their roles to the current Form 11 team. All candidates for the Head Prefect positions gave fantastic presentations on why pupils should vote for them. In the end, after a tough campaign, Ana Filipe Bela and Rita Filipe were voted the new Head Prefects. I am sure that with their enthusiasm, they will do a great job in making the student body’s voice heard.

Once again, thank you to all Form 12 Prefects and good luck to the future prefects who will pick up the mantle and help represent the student body and lead further initiatives in the school.
CAS updates

As-salamu alaykum: Morocco is calling

Twelve Form 11 students will be travelling to Morocco from April 12th - 19th to work with the following charity www.atlasculturalfoundation.org. This is their long term project, an integral part of their CAS programme for the IB diploma. With the support of the generous OBS community they have raised over €2500 so far. This will be donated to the charities in Morocco that we work with during our week there. We are hoping to keep a blog of our experiences (internet dependent!) – please follow our progress at www.obslive.weebly.com. We look forward to reporting back on our experiences when we return.

OBS Annual Prize Draw

In order to raise more funds to help the charities, we are holding our annual Prize Draw. Due to a lack of prizes we are extending the date of the draw to Wednesday 6th May. Whilst we do have some prizes already donated, it would be very much appreciated if you would be willing to donate a prize for this event. This does not need to be anything significant and, in fact, small prizes between the values of €5 to €15 would be most welcome. If you are able to donate a prize or have any questions regarding this Prize Draw, please hand the prize into Vera at the front office or contact Mr Simson on adam.simson@obs.edu.pt at your convenience. Thank you in anticipation for your support and generosity in helping our Morocco 2015 Team.

Our CAS students also support local charities. On Thursday 26th March the Secondary section held a non-uniform day and other events to support Red Nose Day. www.narizvermelho.pt
The BIG Hand

This sponsorship project has been organized and promoted by The Big Hand in Mozambique, and consists of recruiting sponsors that support the health, nutrition and educational program of children living in villages, in the province of Manica, Mozambique. However, the project involves more than simple financial and material support to these children whose welfare was (and in some cases still is) in danger. The sponsors are expected to write letters at least three times a year and exchange their thoughts with their sponsored child, in a pedagogical manner.

The Oporto British School initiated this sponsorship in June 2013 with Chelta Roberto, a fourteen-year-old girl from Messica, Mozambique. Chelta was the victim of a crocodile attack, which resulted in the amputation of her right leg. In the future she wants to pursue a career as a nurse – a dream that has come closer to reality with the support of the OBS.

Two students in Form 12 – Luciana Campos and Maria Medeiros – decided to undertake the challenge of supporting and communicating with Chelta as part of their long-term project for the CAS programme. The students have found this experience very interesting and enjoyable, as it has allowed them to engage and empathize with a child from a different cultural and economic background.

One of the most notable activities undertaken by Luciana and Maria was collecting various cards, gifts and photographs constructed by a range of Primary and Senior Forms, and sending them off to Chelta in one big envelope. In return, we received a letter written by Chelta, along with photos of herself. We will continue to sponsor Chelta in the coming years.

www.thebighand.org

Thank you for supporting our fundraising events,
Form 11 CAS team and Mr Simson (CAS Coordinator)
Form 6 Celebrate 100 lessons of Portuguese

No dia 6 de março, as turmas de Português do 6º ano assinalaram a centésima lição da disciplina. O livro “Os Piratas” de Manuel António Pina, leitura obrigatória do atual currículo, serviu de tema para este momento de convívio e descontração entre os alunos e as professoras. Foi uma comemoração divertida onde todos os alunos partilharam um lanche-convívio. Houve música e, sobretudo, muita animação. Aproveitamos para agradecer a colaboração e o contributo de todos os Encarregados de Educação.

Many thanks to Professora Raquel Malheiro e Professora Sandra Silva!

Soaking up some French Culture

Form 8 enjoy ‘petit déjeuner’ of bread, pancakes and a variety of cheeses.
Francisca’s dedication to art really showed in her IBDP exhibition. Her art represented a great range of themes and techniques. It was a very nice afternoon where some of the OBS community came together to celebrate Francisca’s work. We now wish Francisca all the best in her future as an artist.
Many Thanks to Cristina Castro in teaching and supervising Francisca on her IB journey through Visual Art.
School of Rock!

Mr Gore and Form 6 & 7 have been all working very hard on bringing the band(s) together. The pupils are really beginning to show and develop their musical talent. They are also becoming more confident as individuals. 7G in particular did very well in their excellent performances to the Secondary Section. Keep on rocking!
Group 4: Where the Douro meets the Atlantic

The theme for this year’s Form 11 Group IV Project was the estuary of Afurada. On the 24th of February we went down to Afurada in order to collect samples for our experiments, which ranged from measuring the eutrophication in the waters to measuring the specific heat capacity of various algae species. We then went back to the school laboratory to carry out our experiments, where we used 21st century technology, such as a dissolved O₂ sensor, specialized glassware and salinity probes, to facilitate us in the completion of the project.

As global citizens, we were all aware that we should use this opportunity to learn more about the ethical implications of science and technology. In addition, each group worked towards using in full the expertise that each member of the group and their respective science discipline had to offer. To further develop our teamwork skills, we were given the task of making a presentation to showcase our findings with our peers and supervisors. Personally, this was one of the most enjoyable parts of the project since I worked on improving my public speaking skills.

At the end of each group’s presentation our supervisors would enquire about our findings to test our knowledge of the experiment and give us an opportunity to reflect and think how we could improve certain aspects. This reminded us that we should be open-minded to new suggestions so we can learn from mistakes and improve on them.
We had the most exciting Science lesson ever by dissecting a heart! Firstly, we studied the human circulatory system, oxygenated blood, the structure of the heart and how it works. It was not an easy topic, but by cutting a heart, we understood better how it all works. We chose a pig’s heart because it is the similar one to a human heart.

We were put into different groups. When we first saw the heart we were a bit disgusted because the blood smelt really bad. We put water into the blood vessels so that we could see blood clots coming out. We had to follow instructions to keep safe. It was the first time we used a scalpel which is an extremely sharp knife; therefore we had to manage it very carefully. We had to cut it precisely as instructed so that we could see inside of the heart as if it were in a textbook page.

We didn’t expect to see a trachea attached to it that was so long, an aorta with so many arteries and an extra tube that we found out to be oesophagus. Touching the heart was very strange although interesting because we could feel exactly the different parts of the heart. We also examined the stringy valves that help the blood flow in one direction.

In conclusion we found extraordinary to be able to touch a real life heart that was so similar to ours. We had a lot of fun and we will never forget this awesome experiment!

By: Leonor and Matilde (7D)
Solar Eclipse at OBS

The solar eclipse happened on the 20th of March of 2015. The eclipse could be seen throughout the whole of Europe. Though the complete solar eclipse could only be seen in the Faroe Islands and few other places. Here in Porto about 60% of the sun was covered by the moon. The day was cloudy but with proper equipment the eclipse could still be seen.

By Rodrigo 8M
Varsity Games:
Girls Basketball team WIN bronze at CLIP

On Thursday we went to Clip to participate in the girl’s basketball tournament. Our team consisted of Inês, Tilly and Francisca from Form 12, Francisca and Beatriz from Form 7 and Marta Ramos, Marta Baptista, Carolina, Carmo and Carlota from Form 9. We felt nervous but at the same time we felt proud for all our hard work during the last few weeks. We had a game against CAISL. We struggled until the end but unfortunately we lost. On Friday we had two games against ST. DOMINICS, which we proudly won, and against CLIP, which we lamentably lost. The last day was Saturday, where we played against ST.JULIANS. The tiredness we felt didn’t overcome us as we joyfully won the game and achieved the third place. The shiny medals reflect our gratefulness.

Boys football at St Julian’s

OBS end in 7th!

The next competition sees Form 6-7 & 8-9 going to Lisbon who will aim to bring back a medal!

A report on the HOUSE ATHLETICS competition will be published early next term!
STARS of OBS

Drum roll…. The Top 5 STARS are:

80 - Adriana (6W)
80 - Ziheng (6W)
72 - Megha (6N)
71 - Jerry (6W)
66 - Mathilde (6W)

Another rising star: Filipe competing in the regional chess competition!
# Head of Secondary Roll of Honour for Effort

**March 2015**

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<td>CAPÃO FILIPE Rita</td>
<td></td>
</tr>
<tr>
<td>SANTOS Filipa</td>
<td></td>
</tr>
</tbody>
</table>
Term Three Calendar Dates

Trips and Events

<table>
<thead>
<tr>
<th>Term Three</th>
<th>Location</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAS</td>
<td>Morocco</td>
<td>12th to 19th Apr</td>
</tr>
<tr>
<td>Form 10-12 revision week</td>
<td></td>
<td>12th to 19th Apr</td>
</tr>
<tr>
<td>SPRING SPORTS FESTIVAL Bask</td>
<td>6,7,8,9</td>
<td>ST JUL 16,17,18 Apr</td>
</tr>
<tr>
<td>FEM/Foot MAS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Form 12 study leave</td>
<td></td>
<td>20th Apr</td>
</tr>
<tr>
<td>Form 10 study leave</td>
<td></td>
<td>27th Apr</td>
</tr>
<tr>
<td>UK Maths Challenge</td>
<td></td>
<td>30th April</td>
</tr>
<tr>
<td>Trinity Exams CLIP</td>
<td>External</td>
<td>Week of 25th May</td>
</tr>
<tr>
<td>Gredos Trip</td>
<td>Form 11</td>
<td>4th to 8th June</td>
</tr>
<tr>
<td>From 5 to 6 transition day</td>
<td></td>
<td>11th June</td>
</tr>
<tr>
<td>Work Experience</td>
<td>Form 10</td>
<td>Week of 15th June</td>
</tr>
<tr>
<td>Escola das Artes Recital</td>
<td>External</td>
<td>15th-16th June</td>
</tr>
<tr>
<td>House Cricket</td>
<td>British Club</td>
<td>18th June (subject to change)</td>
</tr>
<tr>
<td>Live Lounge</td>
<td></td>
<td>19th June</td>
</tr>
<tr>
<td>IB Ball</td>
<td></td>
<td>27th June</td>
</tr>
<tr>
<td>Sustainability Week</td>
<td></td>
<td>Week of 29th June</td>
</tr>
<tr>
<td>House Swimming Gala</td>
<td></td>
<td>2nd July</td>
</tr>
<tr>
<td>Speech Day</td>
<td></td>
<td>3rd July</td>
</tr>
</tbody>
</table>

Exams

- Form 6-8 English, Maths, Science Exams: 25th - 30th May (all other subjects are to be taken in class by the 19th June and grades entered by the 24th June)
- 9 & 11 Summer Examinations: 25th - 30th May

Reporting and Recording

<table>
<thead>
<tr>
<th>Term 3a</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current attainment grade, effort grade report for 9 &amp;11</td>
<td>Tues 5th May</td>
</tr>
<tr>
<td>Current attainment grade, effort grade report for 6,7,8</td>
<td>Tues 12th May</td>
</tr>
<tr>
<td>Parents evening for 11 and 9</td>
<td>Wed 6th May</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Term 3b</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full written report for 6, 7, 8, 9, 11</td>
<td>1st July</td>
</tr>
</tbody>
</table>

Please do check the Secondary website area and Parents Bulletin for any new dates!