

Dear Parents and Students,

## Secondary School Half Year Written Reports

A reminder that the Secondary School issued your child/ren with their reports today, which covers students' attainment from 1<sup>st</sup> September until 7<sup>th</sup> January. Could we ask that you please sign the slip at the bottom of the cover letter, which confirms receipt of reports and indicates whether or not you are intending to attend the next Parents' Evening? For students that joined the school this term, you will receive a Grade Report on Tuesday 23<sup>rd</sup> March. Should any parents have questions or queries, please do not hesitate to contact the Secondary Office to make an appointment with the appropriate Teacher.

It's worth noting research suggests that the best way of reporting feedback in terms of improving students' learning is to not report a grade whatsoever. The experiment divided pupils into three different groups. One was given only a grade, the second received a grade and feedback and the final group received feedback only without a grade. To nobody's surprise, the group that only received a grade improved in subsequent tests the least. The group that received feedback on how to improve and a grade only did marginally better than the group who received grades only. The third group that only received feedback on how to improve and did not receive grades, substantially outperformed the other groups.

Why is this? I suspect it is due to the fact that we are grades (or goal) oriented. When we received 160 pages of feedback from the Council of International Schools (CIS) about our strengths and weaknesses as a school, I must confess that I was guilty of turning straight to the back page to see whether or not we achieved accreditation or not. It wasn't for some time that I reviewed the entire report, which gave us considerable feedback about how we can improve our school.

We appreciate parents want feedback on attainment levels and have decided to report grades. However, I would like to suggest that you sit down with your child/ren and focus on how they can improve rather than looking merely at their grades. Notwithstanding the above, which grade is the most important? I am certain that it is the 'Effort Grade'. After all, as Thomas Edison said, "Genius is 1 per cent inspiration and 99 per cent perspiration."

## Uganda Fund Raising

Over the past week, the students travelling to Uganda have been participating in various activities in order to raise money to help build a school in a local community that they will visit during the trip. The activities have included a 10km-sponsored run, a bazaar and individual fund-raising initiatives, and have so far successfully raised in excess of 11,000 LE. We would like to thank all the parents, students and teachers of the NCBIS community for their help. *The Uganda Students*

Link to Fundraising Bazaar photographs:

<http://www.ncbis.org/gallery%20Fundraising%20Bazaar%20UGANDA.htm>



## Secondary School Production

On 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> February, the Secondary School Production of *Blood Brothers* will take place in the school auditorium. **Please note that Wednesday's performance is sold out.**

Written by Willy Russell, one of Britain's leading contemporary dramatists, *Blood Brothers* tells the captivating and moving tale of twins who, separated at birth, grow up on opposite sides of the tracks. Few musicals have received quite such acclaim as *Blood Brothers*. It has been voted 'Most Popular British Musical of All Time' and continues to receive glowing reviews as one of the best musicals in London.

Performances commence each evening at 6pm and will last approximately 2 hours. Tickets are available from the school cashier and also during registration and break times from Ms Goodey or cast members. Tickets are priced at 30LE for adults and 15LE both for NCBIS pupils and children not at the school.

## Year 12 Biology Wadi Hatchery visit



On Sunday 24<sup>th</sup> January the Year 12 biologists accompanied by Mrs. Gilchrist and Mrs. Saaranay visited the Wadi Hatchery in Sadat city. The hatchery is part of the Wadi holdings Company, which owns several industrial plants in Egypt, and is the biggest hatchery in the Middle East. Following a question and answer session with the chief engineer of the plant the students had a tour of the factory. Before the tour, and to prevent contamination, we were required to wear fresh jumpsuits, boots, hair nets and nose and mouth mask. The students, as part of their AS course, are required to write a report of their visit after identifying a particular issue that they would like to research. The students are particularly interested in biosecurity, production, embryonic development, nutrition, disease control and biotechnology. *Mrs. Gilchrist*

## Information Reliability

At the end of last term the Year 7s completed a Unit on 'Information Reliability', during their ICT lessons. They were given research activities to carry out using the library as well as the internet and they learnt that not everything posted on the worldwide web is true.

To draw attention to the issue the students watched a video showing how spaghetti is grown on trees. The video was produced by the BBC for April Fool's Day and presented in the form of a documentary. After viewing the clip, over 70% of the class was made to believe that spaghetti grows on trees! This exercise, challenged the students' understanding of truth presented through modern technologies such as YouTube and Google, and broadened their understanding of information posted on the internet.

As the students learn about the internet, its use and reliability it is important for them to develop the habit of using this very effective tool in a responsible and mature manner. To encourage this, I would like to invite all members of our community to support the 'Safer Internet Day' on the 9<sup>th</sup> of February. Many European countries will be participating in this campaign to promote the safer use of the internet and to 'think before you post'.

For further information please visit the following websites. They are reliable!

[www.saferinternetday.org](http://www.saferinternetday.org)

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

Below are quotes of some of the students thought about the Information Reliability unit:

This module was what I thought to be the funniest and most productive module we have had so far this term. I particularly enjoyed the competitive activities we participated in because it was not only fun, but every one of us learned pieces of information from the questions. We learned that information on the library is far more reliable than on the internet. Be careful on the internet when looking for info because any piece of information may mislead you. Each of us also made a PowerPoint presentation on the module.

This has been my favourite module this term.

*Kate O'Brian*

*7EB*

I thought that this module was great!

It was very fun and enthusiastic, especially the competition we had to do to find out information.

This competition was both based in the library and on the internet.

I thought that on the internet we could find information faster but it was not always true, whilst in the library it took longer but the information was correct.

After when we did the PowerPoint, we had to talk about information reliability, which was very amusing!

Overall, the module was very exciting!

*James Woodward*

*7EB*

I thought that this module was extremely fun, tricky and funny.

The reason why it is fun was because we got to explore the Internet and library more (using the dewey system). It was tricky because at first we didn't know which source to rely on.

It was funny because when Mr. Hussain showed us the spaghetti growing on trees video and he managed to convince 75% of the class!

*Santiara Van Rijswijk*

*7EB*

Yours faithfully

David Pontich

HEAD OF SECONDARY