

# Welcome Class of 2030



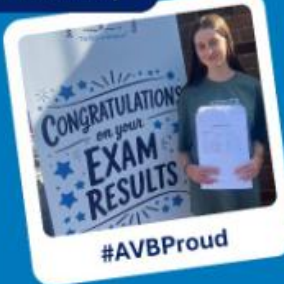
Year 9 information evening



# Welcome – Mr Maund (Senior Vice Principal)

## GCSE Results day 2025

- A fantastic morning and a culmination of a lot of hard work from students and teachers
- Some of the best results in Avonbourne's history
- Clear that those with low attendance didn't attain as well
- Clear that those that didn't work hard inside and outside the classroom didn't attain as well

GCSE Results Day	GCSE Results Day	GCSE Results Day	GCSE Results Day	GCSE Results Day
				
<b>Congratulations Ruoyi!</b> Seven grade 9s and four grade 8s	<b>Congratulations Zain!</b> Three grade 9s, one Distinction, three grade 8s and three grade 7s	<b>Congratulations Nicole!</b> Four grade 9s, four grade 8s and two grade 7s	<b>Congratulations Namo!</b> Four grade 9s, one Distinction*, three grade 8s, two grade 7s and a grade 6	<b>Congratulations Matilda!</b> Five grade 9s, three grade 8s and two grade 7s
"Thank you to all the teachers who have helped achieve these grades. I have loved my time Avonbourne and will miss it!"	"I joined Avonbourne in Year 7 from Romania with an OK level of English and I'm now leaving Avonbourne with a Grade 9. I like to thank Miss Ibbotson, Miss Fairbank, Miss Pittwood and Mrs Baldwin particularly who have helped me achieve the grades and I'm so grateful for what the whole school has done for me!"	"I am living proof that you can do anything with your mind to. I started Avonbourne in Year without even knowing how to speak English and I am leaving with an amazing set of results at grade 9 in English!"	"I joined in Year 7 and the teachers at Avonbourne have been amazing. I've loved my journey here and I look forward to celebrating these results!"	"Thank you to all my teachers - especially Mr Kidman! I'll always remember all the extra sessions put on to help me achieve these grades and I look forward to joining Avonbourne's United Sixth form in September!"

# Mr Wood – Assistant Principal (Raising Standards)

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## Rank Order Assessment Summer 2025

- The year group made **excellent progress** last year. Very highly performing on the United Learning national leaderboards.
- Revision was clearly happening for all subjects
- Developed fantastic understanding of 'exam ready' and 'JCQ regulations'
- A joyous afternoon of celebrations and results
- Reducing 'envelope moment' anxiety

Thank you to all parents/carers for their continued support and working in partnership with us.

# Rank Order Assessment key reminders

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- Student mantra this year is ‘**Every Minute Matters**’
- Students should focus on **personal progress** – climbing overall rank or ranks for specific subjects
- Students should use the ROA data – a clear understanding of **what subjects to really focus on.**
- **If students are doing their best, that is all we can ever ask.** We are proud of every student who works really hard, regardless of their rank. We will always support students who are disappointed and help them to rise up ranks.
- **Streams are temporary** – they show current attainment, not ability. Children can progress at different rates. Never that far from the next ROA and opportunity to move.
- There will be **successes and disappointments** along the way – building resilience and humility.
- Big opportunities – motivation, motivation, motivation!

# Academic year ahead

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- W/C 24<sup>th</sup> November – ROA launch – parent letter, assembly, support packs
- W/C 12<sup>th</sup> January – ROAs start
- W/C 2<sup>nd</sup> February – Results assembly
- 23<sup>rd</sup> February- New streams
- 25<sup>th</sup> / 26<sup>th</sup> February – Parents evenings (ABA 25<sup>th</sup> , AGA 26<sup>th</sup>)
- 6<sup>th</sup> March – Year 9 options launch – assembly, information evening (provisional date)
- 27<sup>th</sup> March – Year 9 options form deadline
- W/C 13<sup>th</sup> April – End of year exams launch – parent letter, assembly, support packs (Provisional)
- 11<sup>th</sup> May - End of year exams start
- 29<sup>th</sup> June– Results and celebration afternoon
- 17<sup>th</sup> July- Last day of the year and into year 10!

# The Evening Ahead

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School Attendance – Mr Gorvin (Associate Vice Principal)

Curriculum, Revision and Homework – Miss Fairbank (Associate Vice Principal)

Personal Development and Character – Ms Booler (Vice Principal)

Behaviour & Culture – Mr Lanahan (Associate Vice Principal)

Year Group Culture & messages – Miss Farrell (Head of Year)

# Attendance

Dave Gorvin

**Associate Vice Principal**

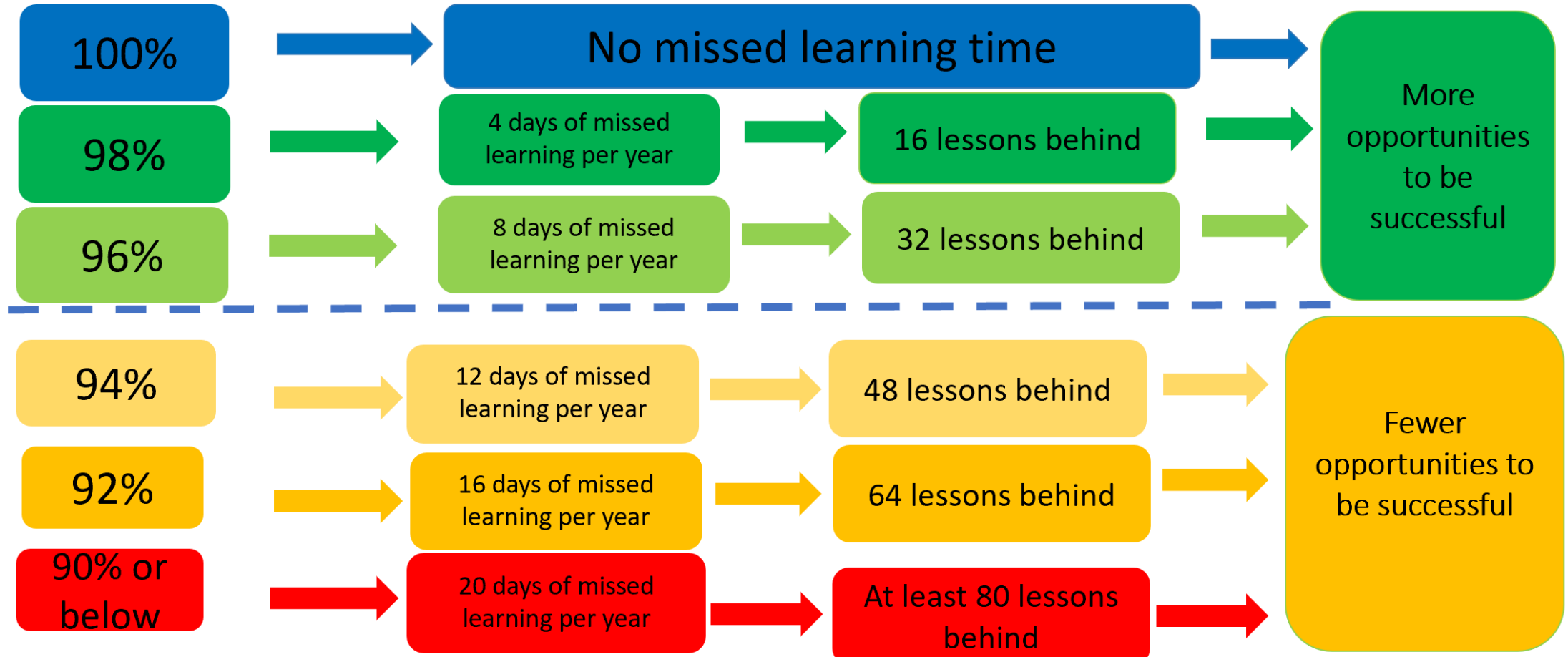




# Mr Gorvin (Associate Vice Principal) - Attendance



## Attendance at Avonbourne Academy





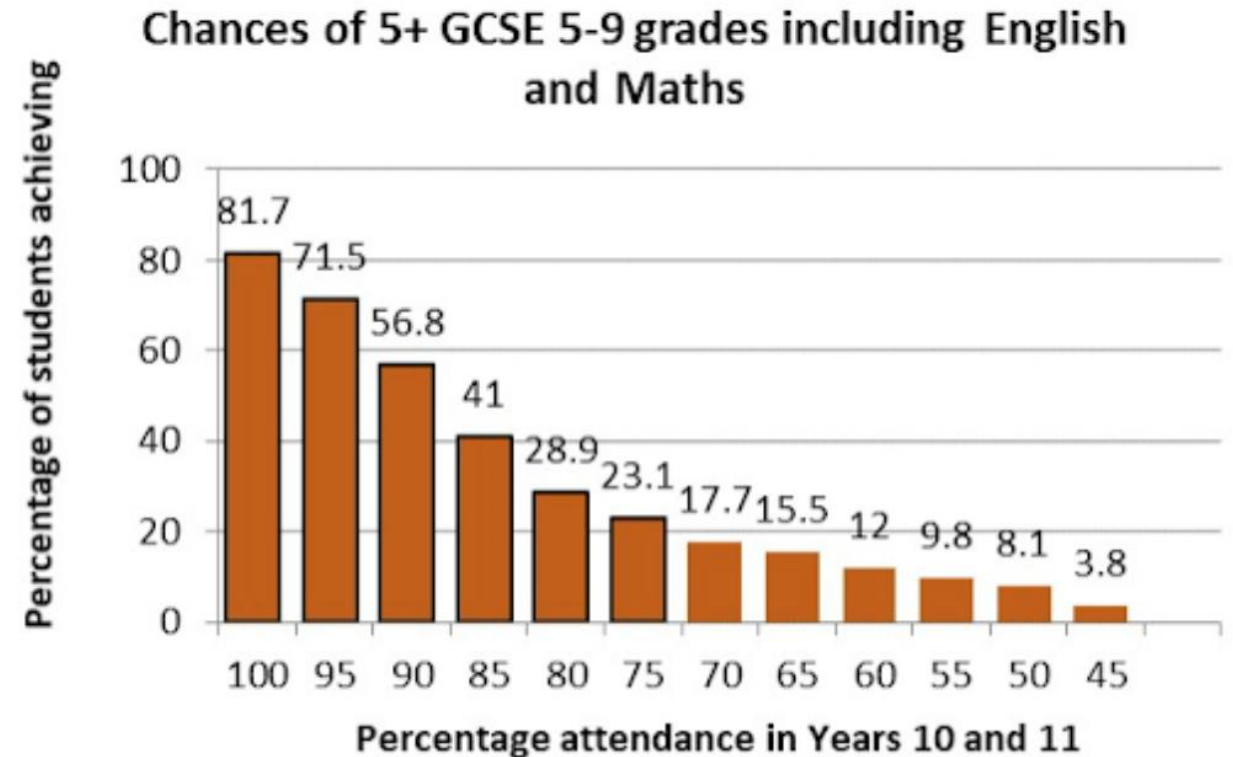
# Attendance

Everyone should be aiming for at least 97% attendance.

If your child is not well enough to attend school then please ensure that you contact us to inform us. Communication is key.

Book medical appointments, check ups etc outside of the school day and if this is not possible then please ensure that your child attends school **before** and **after** the appointment. This is so that they do not miss out on learning time and opportunities within school.

Evidence from a Department for Education study shows a strong correlation between school attendance and GCSE success. The chart below illustrates this:



# The Curriculum, Revision and Homework

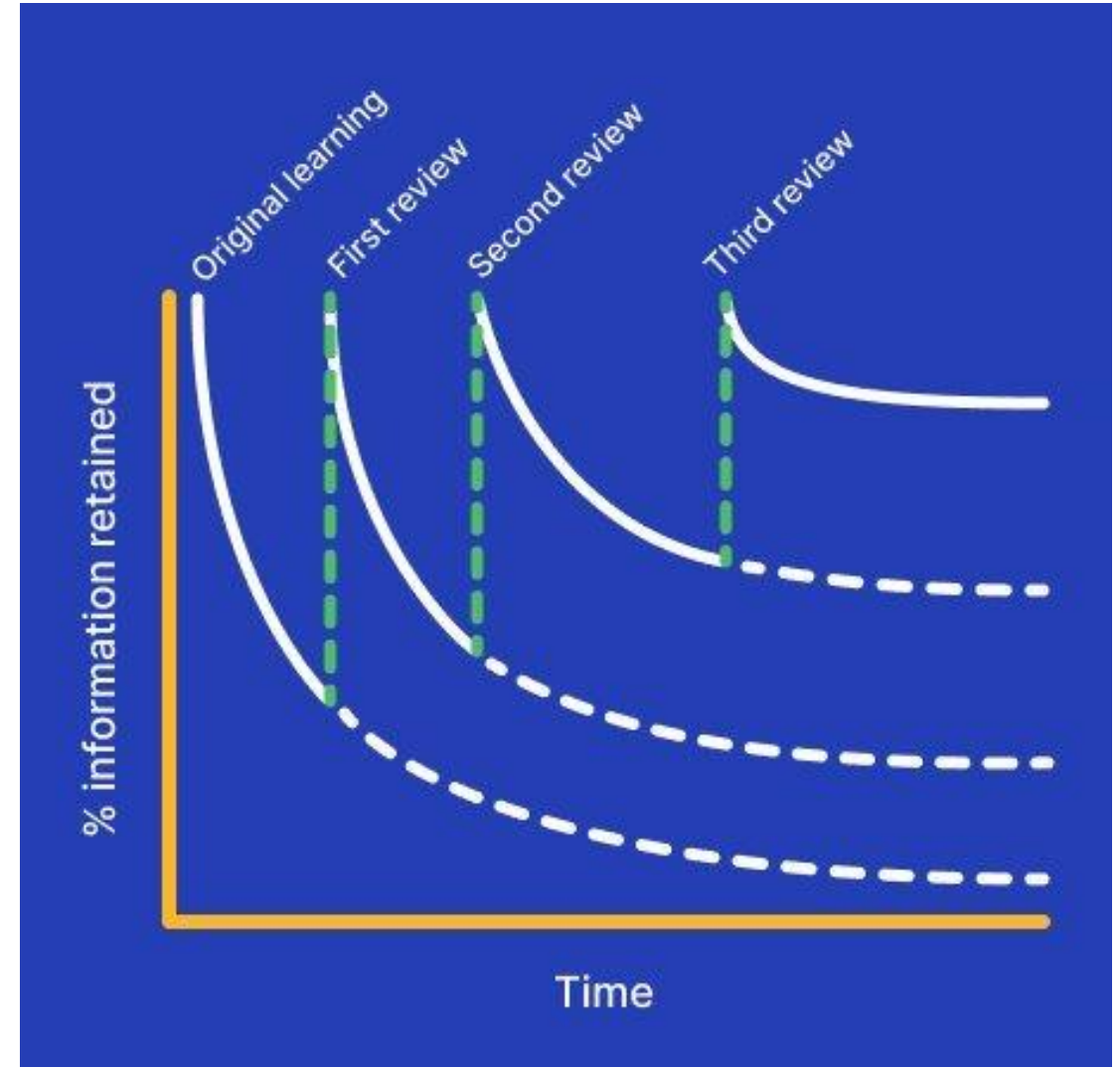
Brianna Fairbank

**Associate Vice Principal**



# Importance of the curriculum

- Knowledge-rich curriculum
- Options – coming soon
- Half-termly parent-carer letters
- Retrieval is key
- Website link - [Curriculum by Subjects | Curriculum | Avonbourne Girls' and Boys' Academy](#)



# How is my child's learning supported in school?

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## In the classroom

- Research informed – cognitive load; guided practice; high success rate
- Common lesson sequence: Do Now; key objectives; chunked information; guided practice; models and scaffolds; independent practice; feedback
- Resources – bookletised curriculum; ability to catch up if needed
- Passionate subject experts in front of them
- Knowledge organisers – key information
- Revision programme around the ROAs – flashcards; exam support pages
- Student planner to support organisation

# How is my child's learning supported outside of school?

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Outside the classroom:

- Tailored and responsive homework programme

## Homework Timetable

	Mon A	Tues A	Wed A	Thurs A	Fri A	Mon B	Tues B	Wed B	Thurs B	Fri B
Year 9	English	Maths	History	Science	MFL	English	Maths	Geography	Science	RS

## Support Available

Homework club break every break and lunchtime in AG11

Homework club after school every Wednesday and Thursday in AG11

Students need to login with Microsoft (Single sign on)

Sparx is adaptive

# What can my child do to support their learning?

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- Attend and be punctual to all lessons
- Complete all homework to the best of their ability
- Use their knowledge organiser to regularly review key knowledge
- Revisit their class booklets via TEAMs
- Use their planner to organise their time and meet deadlines efficiently
- Employ the strategies taught through the tutor revision programme to support independent revision, especially in the lead up to their ROAs
- Utilise our online platforms: Seneca, Sparx, Language Nut
  
- **Ask questions and seek teacher support if required**

# How can you support your child's learning at home?

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- Ask questions
- Reminders
- Environment
- Get involved



# Summary

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- Knowledge needs to be revisited regularly to support retention
- We have carefully created many tools and strategies to support your child and their learning
- There are many ways your child can support their own learning
- It is great for parents and carers to support at home

# Personal Development

Joanne Booler  
**Vice Principal**



# Character Development

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**"Grades will open doors but character decides if you stay"**

- Every interaction is an opportunity to develop your character
- Character Caught, Taught & Sought
- Be the best version of yourself

# Character Development

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- Extra-Curricular
- Self-Reflection (Character Journal)
- The Pupil Charter
- Trips & Visits
- Student Leadership Opportunities
- PSHE
- Careers Provision

# Extra-Curricular

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- Lunchtime & After school
- List on screens around school
- Shared in weekly message board
- Viewed on school website
- Basketball to DND
- Push yourself out of your comfort zone

# The Character Journal

- Character Journal
- Self-Evaluation
- Goal setting
- Top of the Pyramid People



# The Pupil Charter

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Sets out the core experiences beyond the classroom that we believe all children should have.

**Each year all students will:**

- be encouraged to take part in at least one co-curricular club, within or outside of school, attending for the duration of the club (or for a minimum of one term across several clubs).
- represent their house/tutor group/class in individual and team activities.
- share their views on the school through student leadership structures.
- reflect on their aspirations and personal development goals with an adult in the school.
- hear from an inspirational speaker or coach.

**In Key Stage 3, all students will:**

- have the opportunity to represent the school in a sporting, cultural or academic event.
- have the opportunity to perform in a class production to an audience.
- watch a theatre production.
- volunteer time to serve the local community.
- have the opportunity to stay away from home and bond with classmates on a residential.
- have the opportunity to demonstrate leadership.
- deliver a presentation to an audience.
- celebrate people, cultures and cuisine from a foreign country.
- visit a Top Third university.



# The Pupil Charter

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Trips and visits we put on as a school will cover some of these but many of them require you to seek out opportunities

## **In Key Stage 4, all students will:**

- watch a live professional performance, production, sporting or cultural event.
- volunteer time to serve the local community.
- demonstrate leadership to the wider school.
- apply for or elect students to senior leadership positions.
- deliver a presentation to an audience.
- experience a professional workplace.
- visit a Top Third university (if not possible in KS3).

## **In Key Stage 5, all students will:**

- deliver a presentation to an audience.
- experience a professional workplace.
- visit a Russell Group university OR an apprenticeship provider.
- apply for or elect students to senior leadership positions.

# Trips & Visits

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- Y7 Budden's Residential
- Y8 & Y9 MFL Trip
- Y10 Barcelona Trip
- Y10 Austria Ski Trip
- Y10 Geography Field Trip
- Y11 Berlin
- Y11 London Art Trip
- Duke Of Edinburgh
- Winter, Spring & Summer Concert
- Fixtures & Competitions
- Careers events, curriculum trips, creative arts

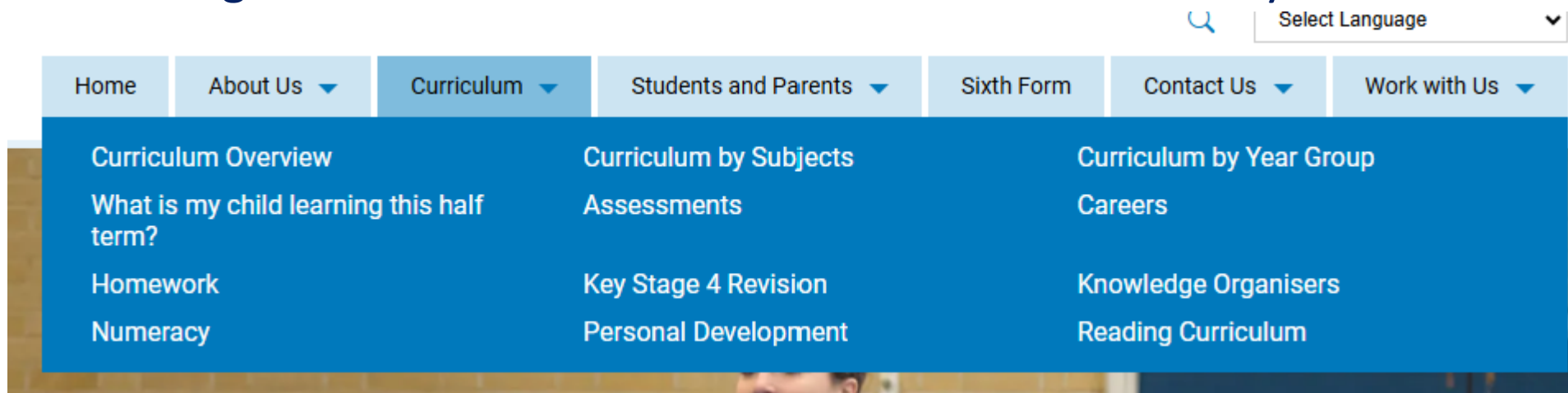
# Student Leadership Opportunities

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- Launches within the next couple of weeks
- House ambassadors
- Student council reps
- Eco Reps
- Diversity Committee
- Wellbeing Ambassadors

# PSHE

- Fully sequenced age-appropriate curriculum guided by the PSHE Association
- Equips students with the knowledge, skills and attributes to lead healthy, safe and fulfilling lives as both individuals and members of society



	Autumn One	Why this? Why now?
Year 9	<ol style="list-style-type: none"> <li>1. Consent</li> <li>2. Relationship Expectations</li> <li>3. Abuse and Harassment</li> </ol>	<p>This is a whole school priority that needs yearly reinforcing and reteaching. Ensuring students know what consent is as they may begin relationships.</p> <p>There is a maturity to understand and label abuse and harassment at the start of Y9.</p>

# Careers

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- Builds confidence, enhances skills and improves decision making
- Taught and experienced in a variety of ways through tutor time programme, visits from local businesses, workshops and trips
- Y8 trip to Bournemouth University
- In Y9 1:1 interviews with a representative from JP Morgan
- Y10 work experience
- Post-16 careers fairs
- Y12 work experience

# Behaviour & Culture

Mr Lanahan

Associate Vice Principal



# Sam Lanahan – Associate Vice Principal (*Behaviour & Culture*)

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1. I always try my hardest to learn to the best of my ability.
2. I take responsibility for my own behaviour. I always do as I am asked, the first time I am asked.
3. I am in the right place at the right time, doing the right thing.
4. I take pride in the timely completion of high quality, well-presented class and homework.
5. I take responsibility for my learning and the learning of others – this means I work well independently and within the team.
6. I respect others, their opinions and their personal space.
7. I always have the correct equipment, look smart and am ready to learn every day of every week.

## Avonbourne Way

Underpins our behaviour policy and forms part of our common language. This is what we narrate to students, to support them in understanding our expectations.




# Behaviour in lessons

Warnings Given For	Referral to inclusion
<p>Behaviours that are seriously or continuously <b>disrupting</b> the learning in the classroom environment</p> <p>Incomplete, or <b>insufficient work</b> completed <i>(Phone call home on first time witnessing)</i></p>	<ul style="list-style-type: none"><li>✓ 2nd warning in a lesson (will result in 2 periods in inclusion)</li><li>✓ <u>Abusive or offensive language</u></li><li>✓ <u>Dangerous / Violent behaviour</u></li><li>✓ <u>Piercing (Specifically nose studs)</u></li><li>✓ <u>Throwing objects with intent to hurt</u></li><li>✓ <u>Refusal to follow instructions</u></li><li>✓ <u>Truancy (On &amp; Off site)</u></li><li>✓ <u>Vaping / Smoking in the school site, or in school uniform</u></li><li>✓ <u>Failure to adhere to uniform policy</u></li></ul>

# REACH

RESPECT	EQUALITY	AMBITION	COMMUNITY	HARDWORK AND DETERMINATION
<b>INTEGRITY</b> I will do the right thing, even when no one is watching	<b>EMPATHY</b> I will listen to and understand others' feelings, treating them with care and respect	<b>MOTIVATION</b> I will set goals for myself and work hard to achieve them	<b>COLLABORATION</b> I will work well with others, sharing ideas and supporting my peers	<b>RESILIENCE</b> I will learn from my mistakes and keep trying, even when things are difficult
<b>KINDNESS</b> I will treat others with kindness and offer help when needed	<b>COMPASSION</b> I will be kind and supportive to those in need, offering help whenever I can	<b>LEADERSHIP</b> I will lead by example, inspiring and supporting those around me	<b>TEAMWORK</b> I will be a reliable and respectful team member, helping my group succeed	<b>COURAGE</b> I will step out of my comfort zone and face challenges with confidence
<b>HONESTY</b> I will tell the truth and take responsibility for my actions	<b>INCLUSIVITY</b> I will welcome and value everyone, making sure no one feels left out	<b>CONFIDENCE</b> I will believe in my abilities and approach challenges with a positive mindset	<b>COMMITMENT</b> I will stay dedicated to my responsibilities and always do my best	<b>PERSEVERANCE</b> I will stay focused and keep working hard, even when I feel like giving up
<b>RESPONSIBILITY</b> I will take ownership of my learning and behaviour, making choices that help me and others succeed	<b>TOLERANCE</b> I will respect and accept people's differences, even when their views or beliefs are different from mine	<b>VISION</b> I will think about my future and take steps toward achieving my dreams	<b>SERVICE</b> I will contribute to my community by helping others and making a positive impact	<b>EXCELLENCE</b> I will always strive to do my best and take pride in my achievements

# Your REACH Card – Don't Let Students Leave Home Without It!

 <b>Avonbourne Boys' &amp; Girls' Academies</b> <b>REACH CARD – COMMUNITY (RECOGNITIONS)</b>											
<b>Name</b>											
<b>Tutor Group</b>											
<b>BEING PROUD OF OUR UNIFORM</b> – Wearing exemplary uniform with pride, taking coats off without being asked. <b>BEING READY TO CONTRIBUTE</b> – Having the correct equipment, excellent line-up behaviour, being early to lessons and line-ups. <b>BEING A POSITIVE INFLUENCE</b> – Acts of kindness, excellent corridor conduct, helping without being asked. <b>RESPECTING OUR RULES</b> – Leading by example, wearing bike helmets, arriving and leaving site in an orderly manner. <b>TAKING CARE OF OUR ENVIRONMENT</b> – Picking up litter, leaving areas as you found them, reporting issues. <b>COMMUNITY &amp; BRITISH VALUES</b> – Being polite, respecting views of others, holding open doors, shaking hands and greeting people.											
	Staff to sign appropriate box below										
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Form tutors to log on Arbor during tutor every 2<sup>nd</sup> Friday. New cards will be issued every 2 weeks. Rewards will be issued to highest performing individuals and groups bi-weekly and at the end of each half-term.

Must always be with you.

Teachers reward students for showing REACH values

Examples:

Picking up litter = Respect

Attending a club = Community

Helping others = Equality

# Ways students Earn REACH Points

## REACH Card:


- 1 point for showing REACH values
- 2 points for going above and beyond

## In Tutor Time:

- **Strong Start:** 2 points for correct uniform & equipment
- **Attendance:** 10 points for 100% attendance over two weeks

## In lessons:

- **Teachers give out 3 or more REACH Points per lesson**
- Great work in lesson, contribution to discussion, curiosity and asking thoughtful questions

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# Ways to Earn REACH Points

## Outside the classroom:

- You can also earn REACH points for:
  - Attending clubs or extra-curricular activities
  - Representing Avonbourne (sports, concerts, events)
  - Volunteering and supporting others
  - Getting involved in House or tutor-led events

## What Happens If I Don't Show REACH Values?

- Points can be **deducted** for poor behaviour
  - This includes: **Detentions/ Inclusion**
  - You control your total – every choice counts!

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# How Do I Get Rewarded?

- Every 50 REACH points = 1 reward token
- Tutors will hand these out fortnightly
- students choose which prize box to enter! ticket.



## Box 1

- Drawn every 2 weeks
  - Up to **10 winners** every two weeks
- Prizes include:
- Lunch queue jump passes
  - £5 Amazon vouchers
  - Stationery

## Box 2

- Drawn every ½ Term
  - **2 winners only**
- Prizes include:
- £25 JD Sports, SpaceNK, or Amazon vouchers

## Box 3

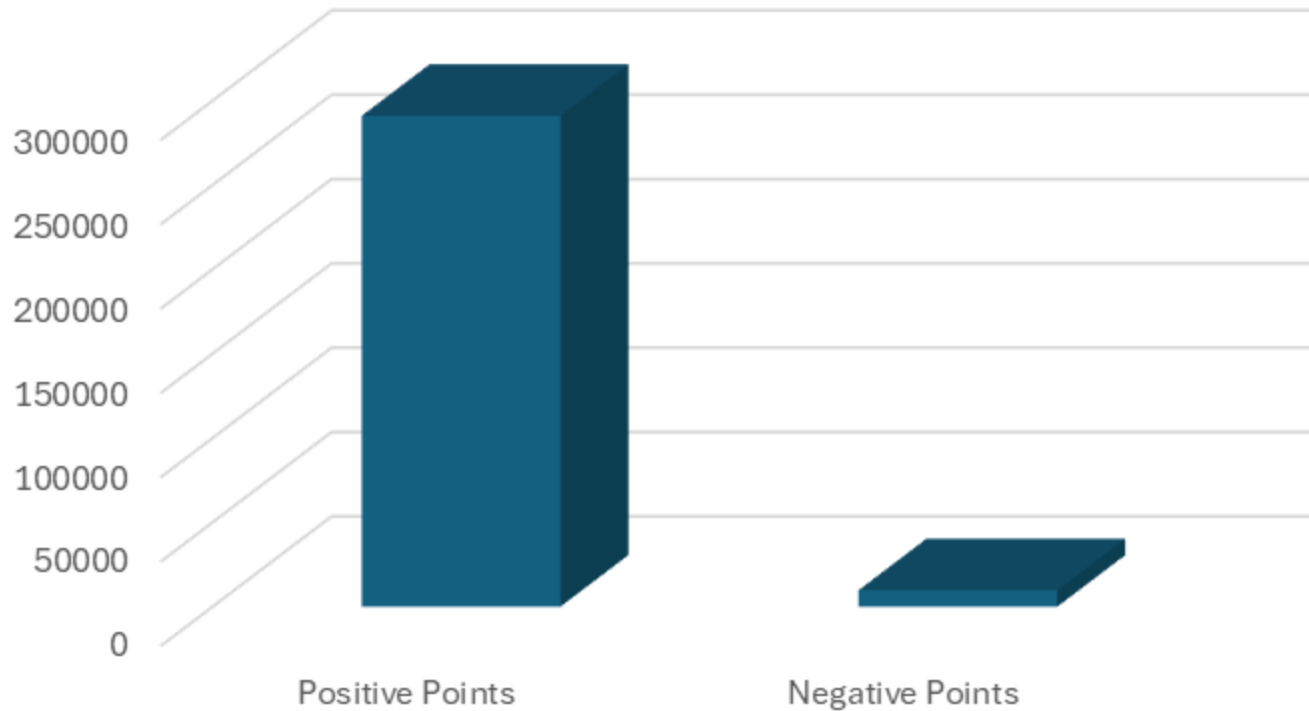
- Drawn every Term
  - **2 winners only**
- Massive prizes like:
- AirPods
  - Clothing vouchers
  - Theme park tickets

## Box 4

- **Drawn once a year**
- **1 winner only**
- Bike, Watch, Computer, Decathlon vouchers,
- We want your ideas for prizes?

# Rewards Outweigh the Sanctions

Class of 2030 Behaviour Record 24/25



*Overwhelmingly positive picture for the year group with a significant number more positive rewards than negative behaviour incidents across last academic year*

# Year group culture & key messages

Miss Farrell  
Head of Year





# Miss Farrall - Targets for the year

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## Setting the Culture for Success

- Last year we faced challenges:
  - Disruptions and missed learning opportunities
  - Struggles with consistency and focus
  - Times when effort didn't match potential

### This Year's Focus:

- Build resilience, bounce back stronger- you're going to be picking your options **SOON!**
- Take responsibility , or yourself and each other
- Be kind
- Aim high , every day, every lesson
- Every Minute Matters (not just only in the classroom)

# Miss Farrell – Head of Year

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Miss Farrell – Head of Year

Mr Payne & Mrs Buckley – Pastoral Leads

Mr Wood – Assistant Principal (Raising Standards)

[Classof2030@avonbourneacademy.org.uk](mailto:Classof2030@avonbourneacademy.org.uk)

48hour window for responses