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Message from Mr. O' Connor

Dear Parents, Students and Teachers,

On www.study.com, we find that the definition of a school community is taken as the following:

'The school community is a group of people with a mutual interest in creating an environment that encourages learning. Therefore, it is called a school community because of the shared interest in facilitating learning activities and all the factors that make it effective, including the staff's well-being. The purpose of a school community is to enhance engagement between the various stakeholders, including school administration, parents or guardians, the community, and the students, to empower the students to learn better. The connection between the various entities enhances the learning and teaching outcomes.'

The main point that I want to emphasize is the idea of community ties in both students, teachers and families. All communities by nature are 'dynamic', they are made up of humans! This effectively means they are subject to change and at times are needed to be supported even more intensely. For this reason, if we now look at our own teaching community here in Green Valley, this is also subject to change and support.

We would like to announce that Ms. Hannah (Secondary German) has just left for maternity leave. Ms. Magdalena Zehetner, will take over Ms. Hannah's classes during this period. Ms. Jones (Secondary Maths) will also be taking maternity leave very soon, and we welcome Ms. Guiletta Lang into our teaching team to take over these functions. We welcome Ms. Lang and Ms. Zehetner into our community and also we are proud that Ms. Hannah and Ms. Jones have entered into this stage in their lives.

On a different note, Mr. Thomson (Secondary Science), has recently been on sick leave, and we have invited Dr. Andrea Russo to substitute him in his absence. Mr Thomson is recovering well and we look forward to seeing him at the end of November. Finally, we have Mr. Newell (Secondary English) who is also on sick leave. As the sick leave has now been extended, we are currently searching for a suitable teacher who will take his classes until we see him again. Certainly, we will keep you informed once the position has been confirmed.

In the heart of a community, lies the importance of support, and certainly, here in Green Valley, we feel that we support the teachers and students to the best of our abilities. We do wish Ms. Hannah and Ms. Jones all the best for their maternity leaves (and we will keep you all posted regarding their news). Likewise, we wish Mr. Thomson and Mr. Newell, prompt, healthy recoveries.

My best wishes,

Mr. James O' Connor

Headmaster and Co-Founder of GVS

Primary Section

Dates for your Diary



DAY	EVENT
09/11	YEAR 6 VISIT TO LA CAIXAFORUM
13/11	MATHS WEEK
17/11	Y2 HEARING TEST
21/11	YEAR 2 VISIT TO PALMA AQUARIUM
04/12	PRIMARY REPORTS TO PARENTS
06-08/12	SCHOOL CLOSED, PUBLIC HOLIDAYS
11/12	PRIMARY PARENT-TEACHER MEETINGS
18/12	15.00 -16.30 GVS CHRISTMAS CELEBRATION
20/12	LAST DAY OF AUTUMN TERM

Message from Ms. Jan Harvey

Dear Families

I hope you had a restful mid-term break and enjoyed the additional day off on Wednesday of this week too. We are now in our second half of the term and looking forward to all that it will be

bringing. Just before we broke for half-term, we were thrilled to welcome year 3 families to our Friday Assembly. We began the assembly with year 3 giving a lovely presentation of what they had been learning during their topic of Ancient Egypt.

It was clear to see what great fun they have had, not only in their Humanities lessons, but in English, Art and even Science, when they discovered what happened when they 'mummified' an apple! After the presentation, the families enjoyed participating in our normal assembly, where we celebrated the Superstars of the Week, these may be great academic achievements, best efforts, kind acts and general good behaviour, as well as the presentations for the Readers of the Week and the awarding of Pen Licences. It was a pleasure to be able to share our assembly with our year 3 families, and we look forward to inviting all of you to share further assemblies as each class will be doing a presentation throughout the school year.

On Wednesday, we celebrated the end of October with our Halloween dressing-up day. A huge thank you to you, as this year I think we had the greatest number of children participating. The costumes were amazing, and I know the children enjoyed seeing what everyone was wearing. The teachers also had great fun joining in and we even had our own Dracula roaming the corridors in the form of Mr. James, although how he managed to be out and about during the daylight hours I don't know! but the children loved it and for us, that is the main thing.

All the pictures of the fun can be seen by using the Quicklinks on MMe.

During this term we have some other great events planned which include, our GVS Primary Maths Week and of course our GVS Christmas Celebration. For these and other events, please see the Diary Dates below.

Gentle Reminders

I am sorry, but due to the Data Protection Act, please can we kindly ask that you do not take photographs/videos of the children as they come into or out of school if they are with other children. We do understand that you might only be focusing on your own child, but please can you wait until you are able to take one of just your child, away from anyone else. Some parents have requested we do not release photographs of their children, so, as a school family, I know we can depend on your support to do as much as we can to respect this. Thank you.

All that remains, is for me to thank you as always for your continued support, it is truly appreciated by us all.

Have a wonderful weekend!

Kind regards
Ms. Jan Harvey

Head of Primary



Secondary Section

Message from Mr. Drew Sparkman

As parents, nurturing effective study habits in secondary school students is pivotal for their

academic success and overall development. Adolescents face a myriad of challenges, from managing a growing workload to navigating the complexities of various subjects. Implementing diverse study techniques can significantly impact their learning outcomes. Here, I will offer a range of proven strategies designed to optimize their study routines.

Firstly, and most importantly, students should study with a learning objective. Each curriculum for each subject has specific learning objectives. For example, in a Year 7 English class, students are learning their opinions about different types of texts. They do this verbally and in writing. So, one of the learning objectives for Topic 1.6 is the following: I can write a personal response to a film. When helping your children study, the first place to start is to ask them for the learning objective. Then, you and your children can decide on the strategy for studying.

The **"Eat the Frog" technique** encourages students to tackle the most challenging task first. Coined by author Brian Tracy, this method aids in overcoming procrastination and promotes a sense of accomplishment. By addressing the most daunting subject or assignment initially, students can reduce anxiety and increase overall productivity.

The **Pomodoro Technique**, developed by Francesco Cirillo, offers an effective approach to time management. This method advocates for focused work intervals (usually 25 minutes) followed by short breaks. Incorporating this technique assists students in sustaining concentration and combating mental fatigue, resulting in heightened efficiency.

Distraction pads, another valuable tool, involve jotting down distracting thoughts as they arise during study sessions. This method helps redirect attention, enabling students to return to the task at hand without losing their ideas, subsequently maintaining a more focused approach.

Moreover, engaging in **concept mapping**, where students visually organize information by creating diagrams or charts, enhances their understanding and retention of complex topics. Encouraging this technique helps them grasp interrelationships between concepts and aids in memory recall.

Collaborating with classmates, whether in school or through online platforms, fosters a communal learning environment. Group discussions and joint problem-solving not only broaden perspectives but also reinforce learning by explaining and processing information collectively.

Self-testing, where students assess their knowledge through practice quizzes or summary reviews, reinforces retention and aids in identifying areas that require further attention. Additionally, connecting new information to previously learned material fosters deeper comprehension, making learning more meaningful and interconnected.

Lastly, the role reversal of **"Students teach the parents"** can be a powerful strategy. Explaining a concept to someone else reinforces the student's understanding and retention. Encouraging

adolescents to teach their parents what they've learned can solidify their knowledge while fostering a supportive home learning environment.

Finally, these strategies are just some of many. However, the learning objective is a necessity for any study session. The learning objective is like a lighthouse for a ship; it tells students exactly where they need to go. If you would like to have a more detailed conversation about this topic, please do not hesitate to contact the school, so that we can arrange a meeting.

KS3 - Year 7, Year 8, Year 9 - Assessments November 6th to November 10th			
Year Group	Subject	Date	Topics
7,8,9 Non Native	French	6/10 Contrôle des connaissances	-Negative sentence - Jouer+prépositions - instruments
7,8,9 native	Swedish	7/10	Reading comprehension
9	Geography	6/11 Monday	Unit 1: Geosphere and rock cycle
7	History	9/11 Thursday	Unit 1: Eastern/Western Roman Empire/Bysantine Empire

Message from Mr. David Méndez

What is CAS?

Creativity, Activity and Service (CAS) is one of the three core elements that all students must complete as part of the Diploma Programme (DP).

CAS runs throughout the Diploma Programme and engages students in a variety of activities alongside the study of the academic disciplines.

CAS is not formally assessed, but rather students reflect on their CAS experiences as part of the DP and provide evidence of achieving the seven learning outcomes.

What is the structure of CAS?

The three areas of CAS, which are often interrelated with specific activities, are characterised as follows:

- **Creativity:** Arts and other experiences involving creative thinking.
- **Activity:** Activities that involve physical exertion or challenge and that contribute to a healthy lifestyle. They complement the academic work done in other PD subjects.
- **Service:** A voluntary, unpaid exchange that is a learning experience for the learner, and in which the rights, dignity and autonomy of all those involved are respected.

To demonstrate these concepts, students are required to carry out a CAS project; this project encourages learners to:

- Show initiative
- Demonstrate perseverance
- Develop skills such as collaboration, problem solving and decision making.

What is the importance of CAS?

CAS enables students to enhance their personal and interpersonal development through experiential learning.

It also provides them with opportunities for self-determination and collaboration with others, while fostering a sense of satisfaction and enjoyment of their work.

IB guidance on CAS

A good CAS programme should be both enjoyable and challenging, a pathway to personal discovery.

While every student has a different starting point and therefore different goals and needs, for most, CAS activities are profound and transformative experiences, of great significance for their lives.

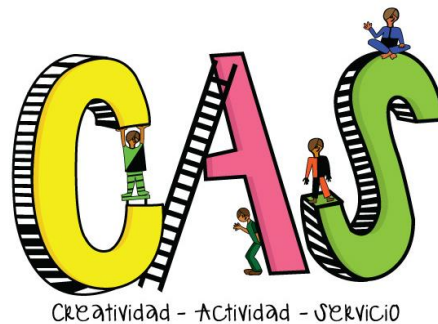
CAS is one of the core components of the DP.

Source: www.ibo.org

Mr. David Méndez Rodríguez

International Baccalaureate Diploma Programme
Coordinator

Technical Director of the Spanish Education
System



Message from Mr. Llorenç Mercer

Green Valley School wants our students to be truly international and as we start the second half of this term, the month of November is an important one for our IB students.

Next week we will be going to Barcelona to a university fair and at the end of the month, it's London for our year 12 students.

Traveling is an essential part of our culture, a necessary tool defining who we are and helping us build a community that appreciates and enjoys diversity and cosmopolitan environments.

Our students get to know themselves by exploring new places and cultures, shaping at the same time their own futures.

Mr. Llorenç Mercer

Head of School Culture



Links to GVS Social Media



Follow us to be updated on our latest news and have fun with what is happening at our school. Click on the icon below to join.



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