



Moorside News



MESSAGE FROM OUR SENIOR HEAD STUDENTS

It's not been long since the first issue of Moorside News but that hasn't stopped our dedicated reporters from bringing you aspirational content! Curated by our very own Mr Howson, the second issue of our paper explores real stories written by our students. From hidden talents to thought-provoking narratives, we are proud to continue the tradition of celebrating our school and giving students a voice.

SPORT AT MOORSIDE: MOORSIDE STUDENTS WIN BY A LANDSLIDE

Moorside students who are part of the Folly Lane Rugby Squad, went head-to-head with Westhoughton in a history-making match. So, how did they do?

Not only does Moorside celebrate the amazing things happening within the four walls of its school but also what happens beyond the gates that protect its talent.

In their recent game against Westhoughton, rugby team Folly Lane beat them by 32-0. With the likes of Relone Blakeney-Dill, Jacob Ogden, Joshua Bell, Joseph Baxendale, Lucas Davies and Albie Procter, these Moorside students were likely to bring back the win.

Recent addition Relone Blakeney-Dill, (to Moorside High School and Folly Lane) said: "Our team is amazing, we tried our very best". Relone admits that this was only his second game of Rugby that he had ever won, making the victory seem sweeter than ever. "When we won we felt amazing," he added.

From boxing champions to elite rugby players, Moorside High School continues to nurture the many talents of its students in every way it can. If you have a story to celebrate, submit your entries to ashley.howson@consilium-at.com for its final issue of the academic year in the summer.

By Mr A Howson (English Teacher/Journalism Club Leader)



Inside news

- Languages at Moorside
- What's to debate?
- Is MENTAL health overlooked?
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LANGUAGES AT MOORSIDE: THE BENEFITS OF MULTILINGUALISM

As Moorside continues to nurture diversity, Year 11 student Maria Covosa opens up about the day-to-day life of being a multilingual Spanish student at Moorside. What's it really like?

Growing up in a multilingual household, I was exposed to different languages from a young age, including Romanian, English, and Spanish. But how has this affected my life at Moorside High School? After attending an English-speaking country, I became fluent in Romanian and English and 'pretty confident' in Spanish, so it's fair to say it has developed my confidence in the subject.

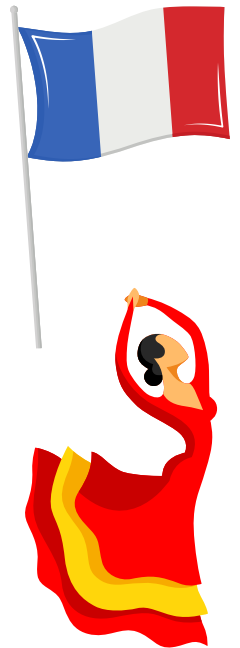
Being able to understand a varied number of languages, is a valuable skill that opens up a world of opportunities. After learning my second language, the process of learning a 3rd and 4th became much easier as I had already acquired the skills needed and it became a matter of remembering vocabulary.

That being said, understanding many languages requires constant practice, dedication, and most of all resilience. Changing languages multiple times throughout the day can become tiring and confusing and each language has its own "quirks" that need to be learned off by heart. Additionally, memorising vocabulary can become a tedious process that seems never-ending and pointless (I often ask myself why I know the translation of "pencil" in 4 languages).

Despite these challenges, being bilingual is incredibly rewarding as it provides advantages in day-to-day life, not just during weekly Spanish lessons. It allows individuals to form stronger, deeper connections with those around them through gaining a better understanding of their culture, but also by becoming more open-minded and willing to adapt to change- a very useful skill when travelling.

Multilingualism is an experience I would heavily recommend due to its countless benefits and unforgettable experiences offered.

By Maria Covasa (Year 11)



What will you learn in languages?

Year 7

- Autumn Term 1: My life
- Autumn Term 2: My free time
- Spring Term 1: My school
- Spring Term 2: My family and friends
- Summer Term 1: My city
- Summer Term 2: Spanish festivals and culture

Year 8

- Autumn Term 1: Holidays
- Autumn Term 2: My life - entertainment
- Spring Term 1: Eating and drinking - speaking skills
- Spring Term 2: Special events
- Summer Term 1: Tourism
- Summer Term 2: Revision of key themes

Year 9

- Autumn Term 1: Likes and dislikes
- Autumn Term 2: Employment
- Spring Term 1: Staying healthy
- Spring Term 2: Youth issues and action
- Summer Term 1: Study of Madrid
- Summer Term 2: My city and environment

Year 10 & 11

- Holidays
- My life and my school
- People
- Interests and influences
- Cities - comparison
- Spanish customs and traditions
- My life and school
- Employment and aspirations



‘WHAT’S TO DEBATE ABOUT?’ A TELL-ALL ABOUT MOORSIDE’S DEBATE CLUB

Have you ever wondered what truly happens at one of Moorside’s most talked about Debate Club? Told from a student perspective, Sophie Owen reveals the ins and outs.

Are you looking for an entertaining and fascinating after-school club to fill your time with that will help you grow as a person? Then I recommend the debate club, which I have been attending on a weekly basis for a few months and have thoroughly enjoyed every single time. Others who also attend regularly have described it as fun all the time and a unique experience. Debate club may be a good fit for you for several reasons, including the potential to increase your self-esteem, help with making new friends, and come out on top during every debate you have.

This intriguing club is a gathering place for a group of students to practice debating over a specific topic. Miss Wright had this to say, “We cover an array of topics (from the ethics of toddlers and tiaras to the morality of the Pamplona Bull Run) to really broaden our pupils’ knowledge of the world and feed into their interests.” After the motive has been selected the groups are then divided into proposition (for the argument) but also opposition (against the argument) and then they begin building a debate. They will then perform in front of people before a winner is decided, usually decided by Miss Wright, who runs the club, but we do have competitions that are judged by other people on occasion.

Why debate, you may ask? As I have already mentioned, it will help you in mastering the art of public speaking, which is a crucial attribute no matter what career path you choose. It also encourages the mind to consider new ways of expressing an argument. Miss Wright has this to say about the benefits of debate, ‘Students can participate in debates and games, and they are provided with engaging, learner-centred activities to improve their teamwork skills and the ability to form balanced, informed arguments.’

I never would have envisioned myself speaking in front of people, especially classmates before joining the debate club because I have always been socially awkward; however, since joining, I have taken the risk of speaking in front of my entire year group. This proves that it not only boosts confidence, when surrounded by supportive people, but also allows for new opportunities. Following up on that, a year 9 student also added that it aided them in English when creating other lengthy writing pieces.

Everyone from any year group is welcome to join, which allows you to make new friends with people you might not even know or have classes with, or simply people you would not normally talk to. If this has persuaded you, come to the English department on Wednesdays after school and talk with Miss Wright, who is an excellent teacher, about joining us.

By Sophie Owen (Year 9)

Is MENTal Health Overlooked?

Written as a thought piece by a Year 10 pupil, Dan Gresty raises the importance of men's mental health. Could we do more?

When I think about issues that affect our student body, a topic that is often overlooked and not given enough attention, I am drawn to men's mental health. It's no secret that men, in general, tend to suffer in silence when it comes to their mental well-being. Despite efforts to increase awareness and reduce stigma, this issue is continuing to plague our society.

But why is this? Why do men feel the need to let their feelings brew inside? Societal expectations mean men may feel a sense of shame or embarrassment about seeking help, as it can be seen as a sign of weakness. They may also feel like they need to maintain a tough exterior, however, not talking about how they feel may lead to feelings of overwhelm, anxiety, and depression. Furthermore, men may struggle to articulate their emotions and feelings, which can exacerbate their mental health problems. They may feel like they must keep their emotions bottled up, leading to feelings of isolation and loneliness. This can create a vicious cycle, as the more they keep their feelings to themselves, the more isolated and alone they may feel.

One of the ways in which men cope with their mental health issues is through self-harm. Self-harm is a coping mechanism which involves deliberately injuring oneself. This can include scratching, hitting, burning and cutting. Self-harm is often used as a form of dealing with emotional pain or distress or as a way for individuals to cope with overwhelming emotions, such as anxiety, depression and trauma. It can also be a means of expressing inner pain, punishing oneself or a plea for help. Self-harm can have severe consequences both physically and psychologically. Individuals who engage in self-harm are at risk of developing depression, anxiety and Post Traumatic Stress Disorder. Additionally, self-harm can lead to physical injuries, infections and in severe cases, death. The rates of self-harm amongst men are increasing drastically. According to a study by the British Journal of Psychiatry, the rate of self-harm in men has increased by 26% over the past decade.

This alarming increase highlights the urgent need to address men's mental health issues and to promote greater understanding and compassion around the issue.

According to the world health organization, suicide is the leading cause of death in men under 50. Men account for 78% of global suicide rates. Doesn't that trouble you? These are our brothers, fathers, partners, sons. These are our friends. I think there are some hard questions we need to ask about male suicide. But why are men more likely to die by suicide than women? Well, there are many factors at play, but some of the main reasons include societal expectations of masculinity and a lack of support. Society often expects men to be strong, stoic, and in control of their emotions and stigmatizes men who do seek help as weak. This can make it challenging for men to reach out for help when they need it, as it can be seen as a sign of vulnerability, and they may fear being judged.

Additionally, men may struggle to find the resources they need to address their mental health concerns. Many mental health services are geared towards women and may not take into account the unique needs of men. This can make it challenging for men to find the help they require to address their mental health concerns. It is also common for men to face barriers in accessing mental health services as a result of long waiting lists and high costs associated with seeking help. This can make it difficult for men to get the support they need.



Let's talk about Mental Health

As a community, it is crucial we recognise that men's mental health and suicide rates are a complex issue that require a multifaceted approach. So, what can we do to address this? First and foremost, we need to continue to increase awareness and reduce stigma around mental health. By educating ourselves and others on the importance of mental health, we can break down the barriers that prevent men from seeking help and ultimately improve the well-being of our society as a whole. We need to create a culture where it's okay to talk about our emotions and feelings, and seeking help is seen as a sign of strength, not weakness. Secondly, we need to ensure that mental health services are accessible and inclusive for men. This means taking into account the unique needs of men and ensuring that those who need it get the support they require. Finally, we need to create a society where men feel like they have permission to be vulnerable and seek help when they need it. We need to create a world where men can be their authentic selves, without fear of judgment or ridicule.

Since reading this, sadly another man may have committed suicide. The alarming statistics are not just numbers, they represent real lives lost, families shattered, and communities impacted.

For any health concerns within the school, Moorside offer a range of branches to reach out from, including the SHARP system as well as Speak Up and Speak Out.

If you are struggling, Seek advice from any member of staff.

By Daniel Gresty (Year 10)

SPEAK UP, SPEAK OUT

Wanting to ensure that student voices are heard, Moorside High School is encouraging young people to report any discriminatory behaviour they either witness or fall victim to or if they need to reach out for support, to do so, via the 'Speak Up, Speak Out' campaign. With an ethos centred around CARE, the compassion felt among Team Moorside's corridors may often mask some of the larger issues at stake of becoming institutionalised.

Something not right, or have a good idea, would you like to make a difference...

SPEAK UP, SPEAK OUT

SPEAK UP, SPEAK OUT
#TEAMMOORSIDE

TALK TO US

Your name & email will be registered when you log a comment

Consilium

Mental Health & Wellbeing

Although it is normal and natural to feel worried about things, sometimes this can feel too much, and you might need a bit of extra help. Students can talk to any adult at school, and they will be able to point them in the right direction.

If students feel they are concerned about anything they must report it — tell someone, this could be a parent/carer, teacher, peer mentor, or a report via the Sharp System or Speak Up, Speak Out campaign.

What is Wellbeing?

Wellbeing is so important, when we have good wellbeing, we feel good, and we function well. If you have good wellbeing you will find that you have positive relationships and some control over your life. If you have feelings of happiness, contentment, curiosity and engagement you will feel like you have a sense of purpose. The best way to improve wellbeing is through understanding that:

"Wellbeing is important for me"

"There are things I can do to improve my wellbeing"

Although other people can support us to be happy and healthy, we have the best chance of being able to stay happy throughout our time in school if we learn how to take responsibility for our own wellbeing.

At Moorside High School, we recognise that factors in and out of school can cause a significant impact on our wellbeing, and emotional health. We recognise that all students should have access to support to help them overcome obstacles, trauma and build resilience.

Below are some useful websites to improve wellbeing, resilience and decrease stress:

- **Moodscope:** If you are struggling with low mood, depression, or mood disorders, Moodscope offers an online personal mood management tool that effectively measures and tracks your moods. www.moodscope.com
- **Steps for Stress:** This website covers practical ways for you to start dealing with stress. www.nhs.uk
- **Get self-help:** This website offers CBT self-help information and resources including therapy worksheets, useful for home. www.getselfhelp.co.uk
- **Be Mindful:** The Mental Health Foundation wants to make mindfulness available to everyone. This website is useful for parents who want more information about mindfulness, mindfulness-based stress reduction, and mindfulness-based cognitive therapy. www.bemindfulonline.com
- **Kooth:** Your online mental wellbeing community. Free, safe, and anonymous support. www.kooth.com



#TEAMMOORSIDE
#WECARE

REMEMBER TO...

SPEAK UP, SPEAK OUT

Have you ever been desperate to uncover the secrets behind the scarlet, velvet curtains of the Moorside Performance Hall? As a hub for all things creative, Inaaya and Emmeline search the perimeters for all the clues.

As a place that gives the students the opportunity to express our emotions and feelings, a sense of community has always founded the ethos of the school, as well as the subject Drama in general.

Miss Edge, Drama Teacher at Moorside, said: "It is such a pleasure to be teaching the arts to many, very talented students of Moorside High.

"I would highly encourage my students to study theatre. Drama is a brilliant tool to improve and develop transferable skills such as communication, confidence, leadership and empathy for others."

Within the immense, colossal performance hall, passion and aspiration are felt as part of the full Moorside experience. Bursting out of the doors, a sense of excitement and opportunity can be filled.

To explore more opinions (and not just to take our word for it), we asked a few Moorside students for their point of view of Drama:

"What I love most about drama is how I can express myself during performances. Also, my all-time favourite musicals are Sleeping Beauty, Snow White and Beauty and the Beast." - Isla Rae - Year 7.

"Why I love drama is because I love doing all the performances and I love letting myself be free."- Mason Court and Mason Lingard - Year 7.

"I think that drama is a good way to boost your confidence just like how it boosted mine so if you want to follow your passion for drama then GO FOR IT!!" - Erin Hawke - Year 7.

Every Thursday, run by Miss Edge and Mrs Deva, Drama Club is a space that can really boost your confidence and socialising skills. In this club you can perform musicals to the school and, in some circumstances, you can perform to the Primary School and public.

By Inaaya Salim and Emmeline Knight (Year 7)

Why is Manchester so important and

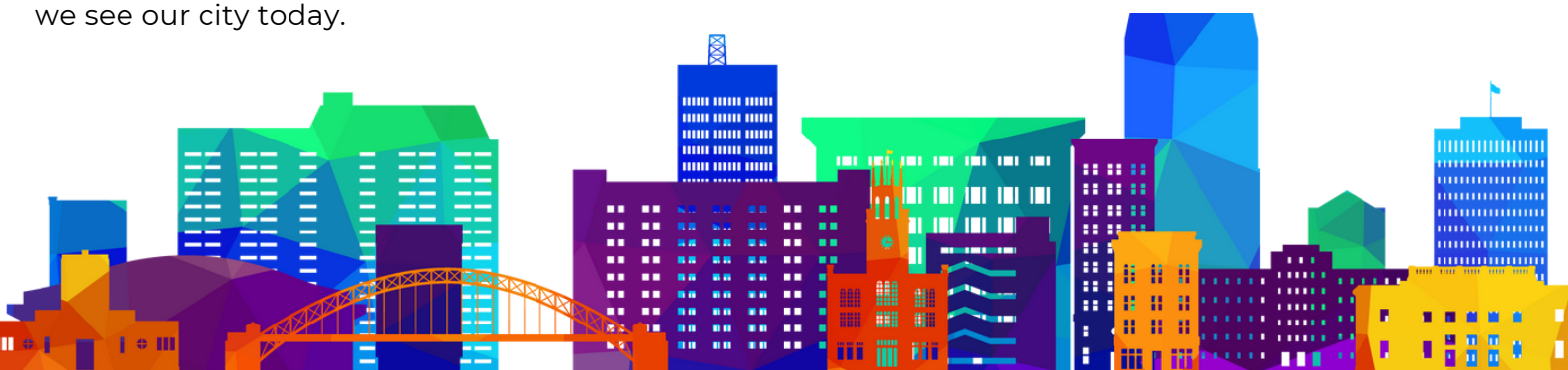
Although we know that our school is situated within the historical city of Manchester, Danny Berry celebrates our city's greatness, from his perspective.

Vimto, Coronation Street, Marks & Spencer, Rolls Royce and Mcvities. What do all of these have in common? All of these are iconic Mancunian creations. You may be asking yourself, why is he making such a big deal out of Manchester? But how much do you truly know about your city? Today, I want to take you on a tour through history, to see how Manchester has grown and see its importance in the present day.

It all starts during the Industrial Revolution. The 1800's – Early 1900's was Manchester's period of rapid growth. It was the first truly industrialised city, boasting vast warehouses, plentiful factories and most importantly cotton mills. Manchester's use of cotton was so rampant that it was dubbed "the cotton capital of the world". People moved in from both near and far, to get new jobs and experience "a different way of life", however not many expected it to be so abysmal. Despite these struggles, many Mancunians helped pave the way for a better future.

Emmeline Pankhurst, born in Moss Side 1858, she was the leader of the suffragette movement. Organising numerous protests around the country, from bombing post boxes, chaining themselves to the thousands marching in the street, all in the name of equality. Alan Turing, although born in London 1912, most of his later life was spent teaching at Manchester University. He helped to crack the enigma code WWII, allowing the allies to prevent numerous German attacks and saving thousands of lives. L.S Lowry was born in Stretford in 1887. The artist later moved to Station Road, just a few minutes walk from Moorside High School. Most of his art depicts the industrial way of living (especially in Pendlebury) and can still be viewed at the Andrew and Zoë Law Gallery which displays the famous LS Lowry Collection, alongside a vibrant programme of special exhibitions at The Quays, Salford.

Manchester's identity was truly born after the 50's, giving birth to bands all over. From Oasis, Stone Roses and The Smiths in Manchester, to New Order and The Happy Mondays in Salford, even The Buzzcocks in Bolton. The Hacienda nightclub opened, drastically changing the city's nightlife with it's mix of pop, acid and psychedelic music along with a vibrant atmosphere. Manchester's two famous football clubs started to become more and more popular and started to compete with other groups world-wide. Places to shop such as Manchester Arndale, Afflecks Palace and the Trafford Centre opened not only to Mancs but Liverpooldians and other locals. However, one event impacted the way we see our city today.



what is its' background?

In 1996, the IRA set off bombs on Corporation Street, destroying Manchester City Centre. Although nobody was killed, 212 people were unfortunately injured. Yet the bombing wouldn't put a hold on our Mancunian ambition. The 00's and 2010's were Manchester's decades of healing but also of success.

Hundreds of millions of pounds were invested into rebuilding parts of the city. Manchester Arndale and The Corn Exchange were completely unrecognisable. New areas were built such as The Printworks, MediacityUK, Beetham Tower and numerous skyscrapers on Deansgate, and now serve as icons of our city. Market Street and Oxford Road have never been as busy! Whilst everything was going swell, another unfortunate event took place. A bomb was set off at the AO arena in 2017, killing 22 people and injuring thousands. What many young people thought would be an experience at an Ariana Grande concert turned into chaos, and its impact can still be seen to this day.

Though one positive impact was the worker bee, now undoubtedly the symbol of Manchester. Although adopted during the Industrial Revolution, it can since be found everywhere around our city: bollards, bins, mosaics you name it. But why is it so important? Three words: Strength, Unity and Resilience. Worker bees work best in groups of hundreds or thousands, just like us Mancs. Despite all the pain that our city has endured, we still work together to create a safe, active and inclusive environment. It also makes our city symbolic of a hive, a hub for creativity and ambition.

Which now leads me to the present day. A bustling and beautiful city, what more can you ask for? Yet what's in store for the future? Who knows, but for us 'Mancs' it's only up from here now. Thanks for reading, if anyone has any questions please do ask and I hope you realise Manchester is truly important.

By Danny Berry (Year 10)

Good
Vibes



Manchester

MYTHOLOGY CLUB EXPOSED: THE INSIDE SCOOP

As the staple of our English language, whether you knew it or not, Greek culture and mythology has a vital importance to our heritage. So, what do they get up to in Moorside's Mythology Club?



After every day here, teacher's co-ordinate a club for everybody in the Moorside community. Emitting from the classroom doors, as you gaze down the cool, magenta hallways, a sea of extra-curricular events take place. But one, most of all, that catches your attention is the Mythology Club.

As a hub for all things ekpliktikos ('wonderful' in Greek), Mythology Club is a space that nurtures our pupils' interest in legends and classical civilisation, hosted every Tuesday afterschool on the English corridor.

Miss Powell, leader of Mythology Club, said: 'Learning about classical civilisation can help students in their day to day lives and make more sense of books and the world we live in today.

'We jumped at the chance of perhaps starting a mythology club,' she added.

Moreover, as interest in mythology flourished within the school, the need to nurture and confine this explosion was paramount. Discover different myths or tragedies like Medusa and how she was slain or Circe's side of The Odyssey as she deservingly transforms his men into swine.

Previously at Mythology Club, students have made resin bookmarks of their own design, performed lectures, made head dresses and moulded Greek pottery. Not only do pupils have the opportunity to get creative, but they are also exposed to a new perspective of our own English language.

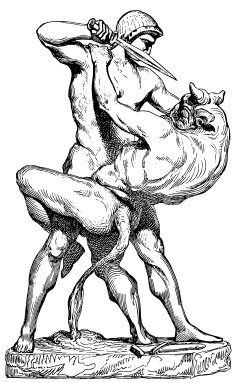
'When we look at different vocabulary it can really help us understand our language today,' Miss Powell admits.

'You speak more Greek than you know, for example: antique, idol, dialogue, geography, grammar, architect, economy, encyclopaedia, telephone and microscope.

'Because the Greeks were so powerful and they had such a big empire, a lot of words that we have today are actually from the Greeks.'

Among Greek enthusiasts afterschool, Moorside has also given students the opportunity to study Greek Classics as a new GCSE. Miss Powell, leader of Classics at Moorside, is currently seeking a new cohort to join 17 pupils currently taking it as a subject in Year 10.

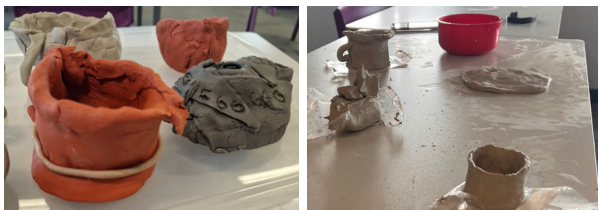
More information about the Classics GCSE can be found by speaking to any teacher in the English department.



By Megan Calladine-Jones (Year 7)





MYTHOLOGY CLUB ACTIVITIES

The book cover for 'Circe' by Madeline Miller. The cover is yellow with a dark blue border featuring intricate patterns and illustrations of figures. Text on the cover includes 'THE INTERNATIONAL No. 1 BESTSELLER', 'Blisteringly modern', 'Truly spellbinding', 'CIRCE', 'MADELINE MILLER', and 'Fabulous'.

Moorside High School

MYTHOLOGY CLUB
take the Olympus Challenge!



A DAY IN THE LIFE: THE HIDDEN TALENTS OF A YEAR 11 PUPIL



From the perspective of a boxing champion at Moorside High School, Poppy Moorhouse writes of the trials, tribulations, and trophies of being a Year 11 student.

As a current year 11 student at Moorside, my GCSE exams are rapidly approaching, and the demand for work is increasing. Of course, I always knew that in my final year of high school I should expect much higher standards of work and additional revision schedules every day, however I never thought I would have to balance all of this with training for a national boxing championship.

As well as studying six difficult GCSE subjects, I am also constantly training for upcoming boxing fights. I am a regional northwest champion and recently came 2nd in the England female national championships, this means that I must train around five to six times per week when I have a fight approaching in order to keep fit. As you can imagine, balancing my life outside of school with my life in school can prove to be quite chaotic, but with the help of my excellent teachers I am able to enjoy the sport I love whilst achieving the grades I need.

On an average day, I come to school and attend all five periods and on some days, I stay for an extra hour to do additional intervention for my core subjects. As soon as I arrive at home, I must make a start on any homework I need to complete in order to avoid missing any deadlines I need to meet for course work. Once I have spent around an hour working on my revision, I get together my boxing bag, quickly get changed and leave the house to drive to training. Usually, I spend around 1 to 2 hours at the gym every day, often making it home past 8pm.

This is my weekly routine, and a lot of the time it can become stressful trying to cope with the demand of schoolwork and the pressures to keep up with boxing. It's easy to give up on the things you enjoy because you simply 'don't have the time' but I believe if you find the right support from your teachers and the people around you in school, you can eventually find that balance.

A message to teachers...

Sometimes, teachers (through no fault of their own) aren't aware of the challenges some of their students may face with trying to complete their work on time whilst also balancing the activities, sports or tasks they may also be doing outside of school. It's helpful to appreciate that often students may be dealing with stress or worry surrounding schoolwork, and that they may sometimes need that bit of extra support.

Now, students...

You may see the staff as just teachers, but they also have to balance their lives with work just like we do!

By Poppy Moorhouse (Year 11)

STUDENTS AT MOORSIDE GET CREATIVE FOR THEIR EXAMS

Taking place over multiple weeks and in a staggering 10-hour session, Amy Gibson reports on the incredible Art and Design projects that are 'painting' the way forward.

During the process of the exam, students must complete a 20-page sketch book over a 7-week period. At the end of the 7 weeks, they take a 10-hour exam. Could you imagine doing that? The 10-hour exam is 40% of your grade!



The art exam is different to any other. Students are assessed on their development and ideas.

Assessed on the development of their ideas, some might say art is a stressful subject, but to others it is deemed a relaxing escape as some students recognise it as an expressive form of study than in English or Maths. Despite this view (more on that later), the pressure is still on!

Gabriella, a Year 11 pupil, said: 'The first day is most stressful because it is 6 hours of the 10-hour exam.'

'It can be nerve racking because the 10-hour exam is 40% of your GCSE but it can be hard for other because, in hours, they do so little.

'Knowing you have a time limit makes you nervous.'

You may wonder, how do you revise for an art exam? Gabriella from year 11 said "I revise by painting the I want to do and based on what I'm doing for GCSE".

As you explore the creativity of our students, you can witness expressive artwork, detailed sketches and extensive portfolios unfold before your very eyes. It's no wonder most find it such a fascinating subject.

Deemed as a distraction from the likes of taxing subjects such as Maths, English and Science by many, you may think art as a lesson to relax, but for others it's a way to express their ideas and show their imagination, as well as having a positive impact on mental health.

According to research in Cambridgeshire, Art has the ability to decrease anxiety by 71%. In Manchester, almost 4,000 people are in contact with mental health services for every 100,000 of the population, proving that the need for young people to express themselves is more important than ever.

Over the weeks that I have observed the students of Art at Moorside, I have come to realise that it is a great subject for exploding your creativity and passion. Observing our GCSE students and noting – from my research - that 68% of people who really utilise the subject entirely feel more positive about themselves, it's worth exploring whether other subjects, as well as Art, have the same effect. What do you think?

Year 8 & 9

Trip to Condover Hall

Our time to Condover Hall was an unforgettable experience, we were able to spend time with our friends and make new friends along the way playing netball.

When we arrived on Friday night, we were given a tour and were able to go and experience new activities such as the silent disco, rock climbing and the leap of faith. We were also able to go and practice our netball skills and drills in preparation for the tournament.

On Friday night the nerves started and so we didn't get much sleep! But we still had a bright and early start on Saturday morning. It was a rush to get everyone ready to have breakfast and ensure we were on court in time for our first game, but we managed it.

We played six matches against other schools and netball clubs from all over the country. The umpires were helpful but also strict with implementing the rules. As the matches progressed we all worked together as a team and our confidence grew so much over the course of the 2 days.

Lots of goals were scored, amazing interceptions from our defenders and overall, a fantastic team effort as the ball moved from defence to attack down the court.



Once our fixtures were played, we were then free to enjoy the afternoon and undertake more activities. The Year 9's favourite activity was the aerial trek and the Year 8's favourite activity was tunnelling.

The relationship between Year 8 and Year 9 grew closely throughout the weekend, we have built friendships that will last a lifetime. We were able to support each other throughout the games by cheering each other on from the sidelines.

Overall, we thoroughly enjoyed the weekend and are feeling more prepared and excited than ever for the next netball tournament.

By Anna Lindoe (Year 9)



MEET OUR NEW DEPUTY HEADTEACHER MR THOMPSON

Tell us about yourself

First and foremost when I'm not doing the day job my main role is dad to my three children, George, Boo and Jasper. Family life with 3 children is busy and sometimes a little chaotic! but always rewarding. As a family we love being outdoors and being active whether it be bike rides, muddy walks with our dog, Bella, or sports activities. I really enjoy cooking for my family and friends, which isn't always easy when your wife is a food teacher! but she has trained me well. A few years ago I completed my FA coaching qualification and now coach Culcheth Athletic under 14's team of which my son George plays centre mid-field. On the odd occasion that I have some spare time you can find me researching and plotting new projects for our house, which we have been renovating – there is always one last project to complete!!!



Why did you enter the teaching profession?

My route into teaching was not conventional. After having successful careers in Corporate Sales and running my own business I made the decision to head back to University and retrain as a teacher. At the time my friends and colleagues thought I was mad to be giving up a business I had worked hard to build but I knew it wasn't right for me long term and teaching had always been in the back of my mind. Thankfully, the career change was a positive one and I now have a job that gives me fulfilment on a daily basis. Who said never work with animals or children!?? From being young I have always worked with or coached young people and I knew that it was one of my strengths and something I enjoyed. Having a positive impact on a young person's life and supporting them through their educational journey is a hugely underrated responsibility and one that I am proud to be able to say I do everyday in my job.

What are the best and worst parts of the job?

As a Deputy Headteacher, my job provides lots of variety – which is fun!! I love the feeling of walking into work each day and not knowing what challenges lie ahead. Working in a large comprehensive school is a dynamic fast-paced environment, which is always changing and evolving. You have to be ready to adapt and resolve situations quickly with the best interest of our staff and students in mind, which I really enjoy. I also relish the challenge of teaching Maths – a subject that often divides opinion! Nothing beats that feeling when your students learn something new and you can see them improve – who wouldn't want to be a part of that experience! The worst part of my job is seeing students not meeting their potential. As a teacher you are emotionally involved in a student's development and when they don't get it right, despite lots of help, support and guidance it can leave you asking why?

Why Moorside?

I am super excited to be joining #teammoorside after Easter. Having visited the school a number of times I already get the sense that the students and staff are really committed to making Moorside a great place to work and come to school. The Moorside values of consideration, aspiration, resilience and equality really chime with my own philosophy on education and provide a clear framework for how we want to develop our students. It will be really exciting to team up with Mrs Ryles-Dean again, having worked with her previously I know we will make a formidable team and do everything within our powers to support, encourage, protect and drive the Moorside family forward, enriching the lives of our students along the journey.

Saturday School

Aspiration
Commitment
Team Work
Enthusiasm

LEADERBOARD SPARX MATHS

Year 7: Charity L, Year 8: Aunna K, Year 9: Lily C

Year 7: Year 8: Year 9: Year 10: Year 11: Year 12: Year 13: Year 14: Year 15: Year 16: Year 17: Year 18: Year 19: Year 20: Year 21: Year 22: Year 23: Year 24: Year 25: Year 26: Year 27: Year 28: Year 29: Year 30: Year 31: Year 32: Year 33: Year 34: Year 35: Year 36: Year 37: Year 38: Year 39: Year 40: Year 41: Year 42: Year 43: Year 44: Year 45: Year 46: Year 47: Year 48: Year 49: Year 50

CLASS OF THE WEEK: BAB/MoC CHI



Year 11 Parents Evening
Tuesday 24th January
3:30pm - 6:00pm

Consideration | Aspiration | Resilience | Equality

AFTER SCHOOL CLUBS

50 DAYS TO AMAZE

50	49	48	47	46	45	44	43	42	41
31	32	33	34	35	36	37	38	39	40
30	29	28	27	26	25	24	23	22	21
11	12	13	14	15	16	17	18	19	20
10	9	8	7	6	5	4	3	2	1

CONSIDERATION : ASPIRATION : RESILIENCE : EQUALITY

YEAR 11 Intervention Timetable
Before school, after school, and evening revision sessions.

Year 9 Parents Evening
Tuesday 7th February
3:30pm - 6:00pm

Consideration | Aspiration | Resilience | Equality

gcsepod education on demand

YEAR 10 LAST WEEK'S TOP PODDERS YEAR 11

Year 10: LUCY P (2ND), OGE I (1ST), MADISON E (3RD)

Year 11: CALLUM O (2ND), CORIN C (1ST), TOMKA R (3RD)

Consilium Academies

Democracy
A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities.

Our brand new **Consilium Council** needs a **President**, and we need your help!

Use your **VOTE** and help us work together to make our schools the best they can be. Votes close at 4pm Friday 27th January!

The word 'democracy' comes from the Greek words 'demos', meaning 'people', and 'kratos' meaning 'power', so democracy can be thought of as 'power to the people'!

<https://consilium.academies/50th/2023/>



Moorside High School @MoorsideHigh · Jan 23

This week in assembly, our Year 9 students will be looking at their options and having talks delivered by subject leaders to help them make their choices for KS4!

Information on our KS4 pathways can be found on our website: moorsidehigh.co.uk/page/?title=KS... #TeamMoorside #WeCARE

It's National Apprenticeship Week #NAW2023

#TEAMMOORSIDE VALENTINE'S DAY RAFFLE

13TH & 14TH FEBRUARY

Break Time | Raffle Tickets: £1 per strip
Toedies, flowers, chocolates and more to be won!

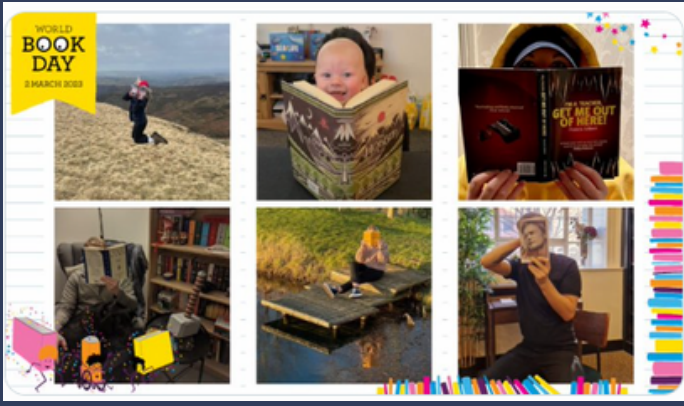


Good luck with your mock exams!

You got this!

Our term via Twitter

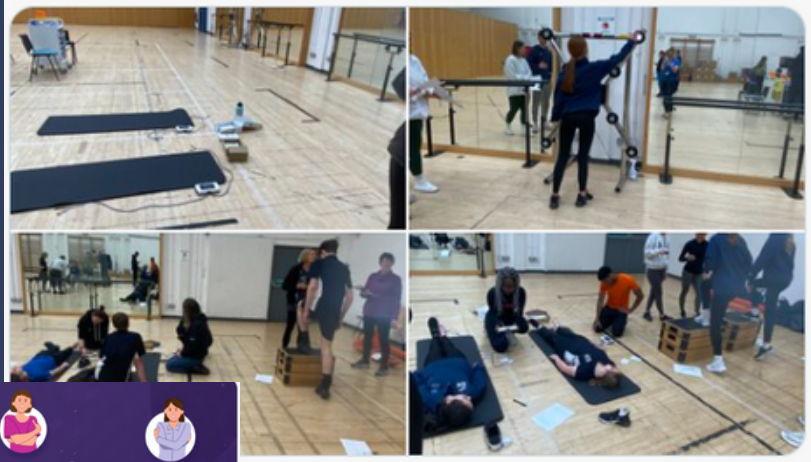




Moorside High School @MoorsideHigh · Feb 12
 Really looking forward to welcoming our Year 11 back home, following their revision weekend away. We are so proud of all their efforts and how they have demonstrated our C.A.R.E values. Thank you to the staff who gave up their weekend to support them. #TeamMoorside @consiliumat

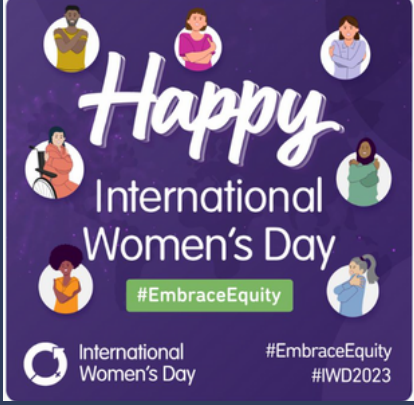


Moorside High PE Department @MoorsideHigh_PE · Feb 9
 Year 10 GCSE PE students had a fantastic day at Salford University this week taking part in some fitness testing led by university students and having a tour of the sports laboratories and facilities. All in preparation for their PEP coursework next term #TeamMoorside #WeCARE



Year 8 Parents Evening

Tuesday 7th March
 3:30pm - 6:00pm



Year 11 Mock Interview Timetable

Group 1: 11EH	9:00 - 9:20
Group 2: 11EM	9:20 - 9:40
Group 3: 11JH/11PH	9:40 - 10:00
Group 4: 11JM	10:00 - 10:20
Group 5: 11LH	10:40 - 11:00
Group 6: 11LM/11MPH	11:00 - 11:20
Group 7: 11MLH	11:20 - 11:40
Group 8: 11PM	11:40 - 12:00

PLEASE ARRIVE 10 MINUTES BEFORE YOUR INTERVIEW TIME.



Consideration : Aspiration : Resilience : Equality

Follow us on Twitter @MoorsideHigh

HAPPY
Easter

From
Team Moorside



Contact us:

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Phone: 0161 804 4022

Website: www.moorsidehigh.co.uk



Moorside
High School
Enriching Lives, Inspiring Ambitions