

S2 ASSEMBLY

December 2018





FAITH MATTERS



OUR FAITH



- Morning Mass
- Eucharistic Adoration and Rosary
- Venerable Margaret Sinclair Novena
- Every morning during Advent 8.25am
- Friday 12.20-1.00
- Monday 12.40

"The best, the surest and the most effective way of establishing everlasting peace on the face of the earth is through the great power of Perpetual Adoration of the Blessed Sacrament."

Blessed John Paul II



Advent

Hope · Love · Joy · Peace



Saint Ninian's High School

ADVENT 2018





Advent Services



During Advent we will be organising a number of liturgical services and opportunities to prepare for Christmas.

Morning Mass will be celebrated each morning during the week at 8.25am. All pupils are encouraged to attend and take part. This is the best way possible to prepare for the Nativity of the Lord

Carol Service and Christmas Concert will start with the Carol Service at 7.00pm on Thursday 20 December 2018, which will be followed by the Christmas Concert with its usual excellent standard of Christmas Music provided by the Music Department. All Welcome!

Advent Prayers: Week Three

Joy

iBelieve.com



Advent, invites us to pause in silence and to understand that the hints that God is giving us in the daily readings, are signs of the attention he has for each one of us. The beginning of the Church's New Year, the Season of Advent, is a good time to look back as well as forward. We begin school with our daily prayer each day in the present moment with God, but we know that we are not the same people as we were a year ago.

Our journey of life with God has changed us, sometimes in surprising ways. We may be able to sing with the Psalmist of the marvels of God, our hearts filled with laughter and gladness. Or it may be that our experience this year has been one of tears and, like the exiled Israelites, we need the words of encouragement from the First Reading to remind us that sorrow can be transformed by God into joy.



This week, 'Gaudete Sunday', we are called to rejoice, for the coming of the Lord is near. At the same time, we are invited to live out our preparation in the details of our daily lives.

The question is: Is the humanity of our time still waiting for a Saviour? One has the feeling that many consider God as foreign to their own interests. Apparently, they do not need him. They live as though he did not exist and, worse still, as though he were an "obstacle" to remove in order to fulfil themselves. Even among believers—we are sure of it—some let themselves be attracted by enticing dreams and distracted by misleading doctrines that suggest deceptive shortcuts to happiness. Yet, despite its contradictions, worries and tragedies, and perhaps precisely because of them, humanity today seeks a path of renewal, of salvation, it seeks a Saviour and awaits, sometimes unconsciously, the coming of the Saviour who renews the world and our life, the coming of Christ, the one true Redeemer of man and of the whole of man. Only if people change will the world change; and in order to change, people need the light that comes from God, the light which so unexpectedly [on the night of Christmas] entered into our night. Pope Benedict XVI.

Christmas is built upon a beautiful and intentional paradox; that the birth of the homeless should be celebrated in every home.

G.K. Chesterton



10 ATTITUDES FOR ADVENT



Search

God in others and in your day to day life.



Be generous

Share your time and your joy.



Trust

God is always listening.



Reconcile

with God and others.



Be coherent

Match your actions to your beliefs.



Love

others through simple and kind gestures.



Be grateful

with God for all your blessings.



Speak

about God. Don't be ashamed of Him.



Illuminate

others with joy. Be a light in the world.



Pray

Dedicate some special time to God.

Health and Wellbeing

Advent Calendar



During Advent we encourage our pupils to Connect and Give in preparation for the coming of the Lord.....



1. Morning Mass

Every morning during Advent we will celebrate Mass in our Oratory. This is an excellent opportunity to start your day on a positive note and connect with your Faith.

SEASON OF ADVENT



2. School Advent Service

On Thursday the 6th of December we will celebrate Advent at our School Service. All pupils, parents/carers and staff are welcome.

3. Christmas Ceilidhs

Our pupils will take part in Christmas Ceilidhs, giving them the opportunity to connect with others in their year group. Ceilidhs will take place week beginning the 11th of December.



4. Life Group Christmas Jumper Day

On the 14th of December pupils are invited to wear a Christmas jumper to raise money for a pro-life charity. Suggested £1 donation.

5. Santa Dash

On the 14th of December S1 pupils will take part in our Santa Dash. Pupils will be encouraged to donate toiletries/food to the East Renfrewshire Food Bank.



Health and Wellbeing

Advent Calendar



During Advent we encourage our pupils to Connect and Give in preparation for the coming of the Lord.....



6. Advent Charities

First and Second Year Pupils

Bringing in of baby items which will go to Cardinal Winning Pro – Life Initiative. New clothes, baby shampoo and soap, sponges, bibs, baby socks, nappies etc.



7. Advent Charities

Third Year Pupils

Mary's Meals Back Pack appeal.

mary's meals

a simple solution to world hunger

8. Advent Charities

Fourth, Fifth and Sixth Year Pupils

Money donations and items for local food bank.



9. Staff Advent Reflection Sessions

There will be a series of four reflection sessions for all staff on the Tuesdays in Advent. They will run between 4:00pm and 4:30pm in the Oratory, led by staff.



S1 and S2 Fundraising 2018

The Life Group Advent Appeal

- Our school's Life Group holds an advent appeal each year during which time we aim to collect as many baby items as possible to send away to mothers with young babies who need care and support.
- We would encourage each pupil to bring in at least one item and hand into the RE department asap.

Life
LOVING LIFE, OFFERING HOPE



1st and 2nd Year Advent Appeal

New-born Baby Items

To support the work of Cardinal Winnings Pro-Life Initiative we are looking for items for a new born baby – baby oils, shampoo, soap, nail clippers, blankets, baby hats, new born disposable nappies etc.

Any items of clothing should be brand new!

Baby Wipes



Cotton Wool Balls



Baby Wipes



Tweezers



Shampoo



Dummies



Socks and Hats



Muslin Cloths



Nappies



Baby Soap



Baby Blanket



Helping Hands Christmas Gift Appeal



On behalf of the Sisters of the Gospel of Life, Crosshill, Helping Hands are collecting gifts for Boys and Girls to be given this Christmas.

If you would like to donate a gift with a value of £8-10 then please bring it along wrapped and with a target age for Christmas Coffee on 19th December or for more information contact:

Mrs Aitken, Miss Scroggie,
or Mrs Howson

Helping Hands Christmas Coffee



Date: Wednesday 19th December

Time: 3:00-4:00pm, Staff Room

Pupils, staff, parents **ALL WELCOME** to
enjoy a few Christmas treats and help
raise money for the
Sisters of the Gospel of Life, Crosshill.



YOUTH AND
PHILANTHROPY
INITIATIVE
SCOTLAND

The Results of the Semi Finals

Key judging factors:

- Passion for social issue
- Knowledge of charity
- Evidence of teamwork
- Creativity of presentation
- **How would the £3000 be used to help people in our community?**

YPI Final 14th February 2019





GIFFNOCK NORTH ATHLETICS CLUB

Festival of Running

"To The Pond & Beyond"

SECONDARY SCHOOLS 2.5k RACES
 Rouken Glen Park, Giffnock, Glasgow
 Thursday 7th June 2018

Part of the Giffnock North A.C. Festival of Running
 Course 2.5k on the paths within Rouken Glen Park
 Open to all East Renfrewshire & South Glasgow
 Secondary School pupils.

Registration : 5.15pm
 Girls Race : 6.30pm
 Boys Race : 6.45pm

CHARITY WINS!
 The school with the most finishers will receive £500 to donate to the charity of their choice.

"BATTLE OF THE SCHOOLS"
 Awards for the first three in each race, and also first three school teams, four to count per team in race order. Enter as many athletes as you like, ENTRY is £4.00 (+ admin fee) per entrant. Enter individually online now at :-

www.entrycentral.com/TTPAB



HEALTH & WELLBEING





Supporting people at risk of severe allergies

ALLERGY
AWARENESS
2018

MARTHA MCMAHON (IA6), SAMANTHA HOWIE (IAI)
AND HOLLY EDGAR (6AI)

WHAT IS AN ALLERGY?

- An allergy is an over reaction of your immune system to usually harmless substances
- Allergens can be found anywhere



COMMON ALLERGIES



WHICH OF
THESE MAY
CONTAIN
EGGS?



ALLERGIC REACTION

- An allergic reaction happens when the person who has the allergy has been exposed to it
- The body thinks it is fighting a germ so it over reacts causing severe symptoms

Signs of a severe reaction

- Difficulty breathing – noisy breathing, wheeze, persistence cough
- Swollen face and eyes
- Flushing of the skin
- Feeling sick and dizzy
- Stomach pain
- An allergic reaction can become serious very quickly

MEDICATION

- When an allergic reaction occurs, it is important to get help quickly.
- An adult will know what to do, how to help and what medicine to give.

There are two types of medicine

- For mild reactions: antihistamine
- For severe reactions: Adrenaline Auto-Injector (EpiPen®, Jext® or Emerade®)



GETTING HELP QUICKLY CAN SAVE A LIFE

- In school – get a teacher IMMEDIATELY
- Out of school – If adults are not around don't delay in dialling 999 and say anaphylaxis.
- Do not move the person.
- Do not leave them alone.
- Help find their kit.

HOW TO USE AN ADRENALINE AUTO INJECTOR

- Locate the medication
- Position the casualty (sat upright or lay down with their legs elevated)
- Check injection site (ensure there are no zips, buckles or anything that will get in the way)
- Follow the instructions on the adrenaline auto-injector
- If someone was lying down with feet up they should stay in that position until the paramedics arrive – never stand or sit up even if feeling better.

DEMONSTRATION



- There are three different types of injectors for allergies; epipens, jext and emerade.
- We are going to show you how to use an epipen but please read the instructions on the pen, it might be different.
- The person who is having the allergic reaction probably will be able to give their own pen but they might need help.

WHAT DOES IT FEEL LIKE TO HAVE AN ALLERGY?

- Someone with an allergy has to be more aware than others
- Some situations might be more difficult for someone with an allergy



LEO'S STORY



TEASING

- Some people think it's funny to tease people about their allergy.
- This can anything from laughing at them to throwing food that they are allergic to at them
- The effect on people can be hurtful or throwing these foods can even cause them to have a severe life threatening allergic reaction.

IS IT STILL FUNNY ?

THINK ABOUT LEO

WHAT YOU CAN DO TO HELP

- Good hygiene – wash hands
- Help make sure your friends with allergies are safe
- Ask your friend about their allergy and be understanding
- Don't share your lunch or snacks
- Know the signs of an allergic reaction and get help if you spot them
- Help your friend to remember to take their kit, this could save their life!

ALLERGIES ARE HIDDEN

Can you spot which child has an allergy?

5-8% of people have allergies so there could be up to 90 people in this school that have a severe allergy or even more.





Supporting people at risk of severe allergies

The Anaphylaxis Campaign is the only UK wide charity solely focused on supporting people at risk of severe allergic reactions.

Visit our website <https://www.anaphylaxis.org.uk/> or find us on

Facebook [@anaphylaxiscoms](#)

Instagram [@anaphylaxis_campaign](#)

Twitter [@anaphylaxiscoms](#)

YouTube [Anaphylaxis Campaign](#)

Wellbeing Indicators



A SUMMARY OF THE UN CONVENTION ON THE RIGHTS OF THE CHILD



ARTICLE 1 (definition of the child)
Everyone under the age of 18 has all the rights in the Convention.

ARTICLE 2 (non-discrimination)
The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

ARTICLE 3 (best interests of the child)
The best interests of the child must be a top priority in all decisions and actions that affect children.

ARTICLE 4 (implementation of the Convention)
Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.

ARTICLE 5 (parental guidance and a child's evolving capacities)
Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices.

ARTICLE 6 (life, survival and development)
Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

ARTICLE 7 (birth registration, name, nationality, care)
Every child has the right to be registered at birth, to have a name and nationality, and, as far as possible, to know and be cared for by their parents.

ARTICLE 8 (protection and preservation of identity)
Every child has the right to an identity.

ARTICLE 13 (freedom of expression)
Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

ARTICLE 14 (freedom of thought, belief and religion)
Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

ARTICLE 15 (freedom of association)
Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

ARTICLE 16 (right to privacy)
Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.

ARTICLE 17 (access to information from the media)
Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

ARTICLE 18 (parental responsibilities and state assistance)
Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to raise their children.

ARTICLE 19 (protection from violence, harm and neglect)
Every child has the right to be protected from violence, harm and neglect. Governments must take all appropriate measures to protect children from physical, emotional, sexual and psychological abuse, including neglect and exploitation.

ARTICLE 24 (health and health services)
Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must ensure that all countries achieve this.

ARTICLE 25 (review of treatment)
If a child has been placed away from home for the purpose of care or protection (for example, with a family or in hospital), they have to a regular review of their treatment the way they are cared for in wider circumstances.

ARTICLE 26 (social security)
Every child has the right to be provided with social security. Governments must provide social security, including support and other benefits, to children in need of assistance.

ARTICLE 27 (adequate standard of living)
Every child has the right to a living that is good enough to support their physical and social needs and their development. Governments must help families who cannot afford to provide this.

ARTICLE 28 (right to education)
Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child in schools must respect children and their rights. Richer countries must ensure that all poorer countries achieve this.

ARTICLE 29 (goals of education)
Education must develop every child's personality, talents and abilities to the fullest. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

ARTICLE 30 (children from minority or indigenous groups)
Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

ARTICLE 31 (leisure, play and culture)
Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

ARTICLE 32 (child labour)
Governments must protect children from economic exploitation and work that is dangerous or might harm their health, development or education. Governments must set a minimum age for children to work and ensure that work conditions are safe and appropriate.

ARTICLE 33 (drug abuse)
Governments must protect children from the illegal use of drugs and from being involved in the production or distribution of drugs.

ARTICLE 34 (sexual exploitation)
Governments must protect children from all forms of sexual abuse and exploitation.

ARTICLE 35 (abduction, sale and trafficking)
Governments must protect children from being abducted, sold or moved illegally to a different place in or outside their country for the purpose of exploitation.

ARTICLE 36 (other forms of exploitation)
Governments must protect children from all other forms of exploitation, for example the exploitation of children for political activities, by the media or for medical research.

Article 29 (goals of education)
Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 33 (drug abuse)
Governments must protect children from the illegal use of drugs and from being involved in the production or distribution of drugs.

ARTICLE 33 (drug abuse)
If a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them.

ARTICLE 12 (respect for the views of the child)
Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

ARTICLE 23 (children with a disability)
A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

ARTICLE 41 (respect for higher national standards)
If a country has laws and standards that go further than the present Convention, then the country must keep these laws.

ARTICLE 42 (knowledge of rights)
Governments must actively work to make sure children and adults know about the Convention.

The Convention has 54 articles in total. Articles 43-54 are about how adults and governments must work together to make sure all children can enjoy all their rights, including:

ARTICLE 45
Unicef can provide expert advice and assistance on children's rights.

OPTIONAL PROTOCOLS
There are three agreements, called Optional Protocols, that strengthen the Convention and add further unique rights for children. They are optional because governments that ratify the Convention can decide whether or not to sign up to these Optional Protocols. They are: the Optional Protocol on the sale of children, child prostitution and child pornography, the Optional Protocol on the involvement of children in armed conflict and the Optional Protocol on a complaints mechanism for children (called Communications Procedure).
For more information go to unicef.org/uk/crc/op





St Ninian's High School



CELEBRATING SUCCESS





Well done and thank you to:
Ansa Dean, Dominika Zgoda, Sophia
McGuinnity, Ayesha Javed and Zainab
Choochan

who raised £167 for their YPI Charity,
Glasgow Children's Hospital.



Christmas Jumper Day

Thanks to everyone for getting in to the Christmas Spirit and contributing to charity. Money raised goes to Zoe's Place Baby Hospice!



Well done to all of our Level 1-3 gymnasts who competed at the East Renfrewshire Regional Gymnastic Competition and have worked extremely hard every Monday after school preparing their routines!!



**Huge well done to our Level 1 gymnasts who won Gold at the East Ren
Regional Gymnastics competition!!**



**Fantastic result Nuala Houston, Eliza Gomez (2a1), Eva Drummond and
Dominic Shevlane**



- Well done to our Level 4 gymnasts who competed at the Scottish Schools qualifier today in Musselburgh



- Well done to both the S1 and S2 Netball teams. Both teams worked exceptionally hard and are working towards the next Scottish cup fixtures. Great night of netball





- Fatima Abdallah represented S2 in the St Ninian's team who took part in the Royal Society of Chemistry's "Top of the Bench" competition, held at Strathclyde University.
- The team, Fatima, Michael, Andrew, Ellie, were an absolute credit to themselves and the school. They came in second place with a score of 311/375. St. Aloysius came in first place with 320/375, so quite a close call!



Volunteers Needed!



How Good is OUR School?

Would YOU like to have a say in how we shape our school?

THEN THIS IS THE JOB FOR YOU!

We want to know how you rate your school.

Pupils across all year groups are required to form the new HGIOS Working Group. This is a fantastic opportunity to participate in self-evaluation and school improvement.

Self-evaluation is how schools decide what is going well and what could be better. It helps us as a school to identify the actions they need to take to keep improving.

Have your say!



Orchestra Members

| Instrument | Name |
|-------------|-----------------|
| Conductor | Mr. [Name] |
| Violin I | [List of names] |
| Violin II | [List of names] |
| Viola | [List of names] |
| Cello | [List of names] |
| Double Bass | [List of names] |
| Trumpet | [List of names] |
| Trombone | [List of names] |
| Euphonium | [List of names] |
| Tuba | [List of names] |
| Drum Set | [List of names] |
| Maracas | [List of names] |
| Shawm | [List of names] |
| Recorder | [List of names] |
| Flute | [List of names] |
| Clarinet | [List of names] |
| Saxophone | [List of names] |
| Percussion | [List of names] |

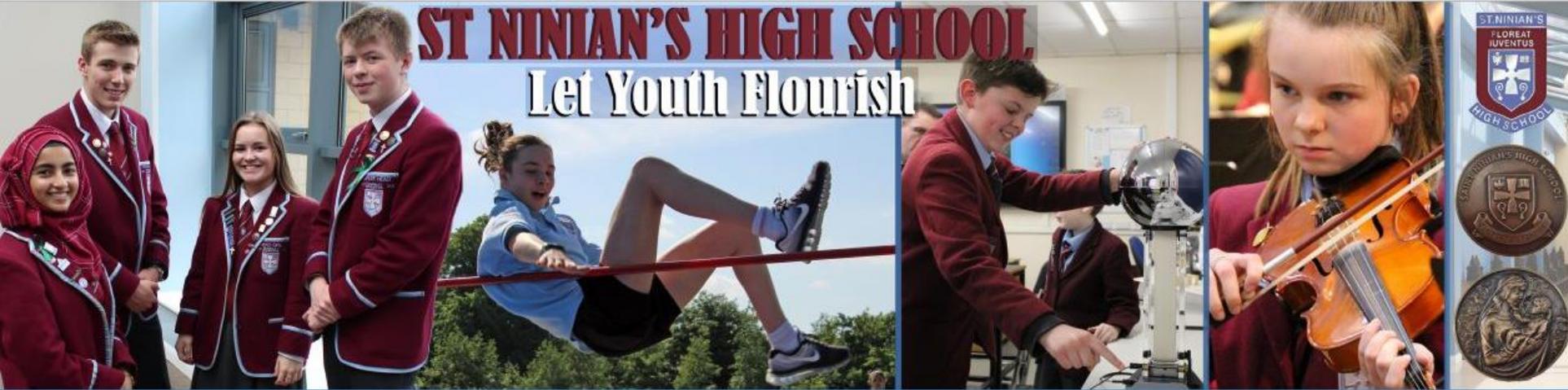


OPPORTUNITIES FOR PERSONAL ACHIEVEMENT



ST NINIAN'S HIGH SCHOOL

Let Youth Flourish



Saltire Awards

Celebrating young people who take part in volunteering



The logo for Saltire Awards features a blue saltire (a white cross on a blue field) on the left, followed by the text "Saltire Awards" in a blue, sans-serif font. The saltire is stylized with a textured, brush-like appearance.

Saltire Awards

- Saltire Awards are a Scottish award designed to formally recognise the commitment and contribution of youth volunteering
- Saltire Awards enable young volunteers to record the skills, experience and learning gained through successful volunteering placements

What is Volunteering?

- Volunteering is any activity or service that involves you spending time, **unpaid**, doing something that benefits someone else, your local community or the environment.

Why Volunteer?

- It's gives you a chance to give something back to your school or community
- You can make a difference to the lives of others
- You have the opportunity to develop new skills or build on existing experience and knowledge
- It may help the environment
- You will feel valued and part of a team
- It will help you gain confidence and self-esteem
- It will enhance your CV
- You will meet new people

What can you do?

- Volunteering can take many forms:
 - Altar servers/Mass readers
 - School events (e.g. information evenings)
 - Sports coaching (school clubs, external clubs)
 - Sports Camps
 - School Clubs
 - Guides/Scouts/Brownies young leaders
 - Fundraising
 - Care homes, Day Centres, Soup Kitchens
 - Nurseries/Primary schools
 - Charity Shops

How to gain an award

- Record all of the hours you have spent volunteering
- You require a minimum of 10 hours to gain an award
- **If you think you qualify see Mr Downie** with details of the work you have done (including details of organisation, dates worked and number of hours)
- You will then need to complete and return a Saltire Awards Application Form
- Collect these from Mr Downie/ Mrs Miller or the PTD base in the English corridor

Saltire Awards

volunteering for 12 to 25 year olds



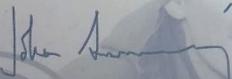
10 hours Volunteering

Congratulations on your achievement of completing **The Approach**

From 2nd September 2017 To 3rd September 2017

With St Ninian's High School – Celebrate Conference




John Swinney
Minister of the Scottish Government

Saltire Awards are a positive recognition by the Scottish Government of 12 – 25 year old volunteers and their achievements



www.saltireawards.org.uk



The logo for Saltire Awards features a stylized blue saltire (X-shape) on the left, followed by the text "Saltire Awards" in a blue, textured font. The background of the logo is white, and it is set against a light blue background.

Saltire Awards

Process

- You can hand in the forms throughout the year

PLEASE DO NOT SUBMIT THE SAME FORMS/ FORM MORE THAN ONCE

SEE MR DOWNIE/ MRS MILLERT IF YOU FEEL YOU SHOULD HAVE RECEIVED A CERTIFICATE AND DID NOT

The logo for Saltire Awards features a stylized blue saltire (X-shape) on the left, followed by the text "Saltire Awards" in a blue, serif font. The saltire is composed of two thick, slightly irregular lines that cross in the center.

Saltire Awards

- Remember to return your completed Application Forms
- These should be returned to Mr Downie directly or the drop off box within his room
- You will need to return your completed forms in order to receive a certificate



To receive a certificate prior to Easter
please submit current hours by

Friday 14th Dec

MINIMUM 10 HOURS – MAXIMUM 500





INTERDISCIPLINARY LEARNING





**ST NINIAN'S
TALENT SHOW**
TUESDAY 24 APRIL
7 PM
£3



UPCOMING EVENTS



Dementia Therapy Dolls

Would you like to help...?

The Issue.....

Dementia sufferers can often find comfort from holding baby dolls. Holding a baby doll can engage and relax, providing mental and physical benefits. However suitable dolls are expensive.

The Project.....

In this new project we want to identify caring individuals or groups to help make these comforting dolls more readily available to dementia sufferers in Scotland.

The Opportunity for You

We would welcome your help by:

1. **Sourcing suitable dolls** Second-hand is welcome but baby dolls should be in good condition, with a soft body and solid limbs.
2. **Making clothes or blankets** for the dolls. Do you have knitting skills and can spare some time to dress even a couple of dolls?



To see how you can contribute to this important project please see the Dementia Therapy Dolls page on Facebook

Your local donation point is: **St Ninian's High School Main Office**



The 2019 St Ninian's High School Calendar is now available, priced £3, (two for £5).

It consists of a very attractive set of painting by our young people.

Great for stocking fillers...!

