



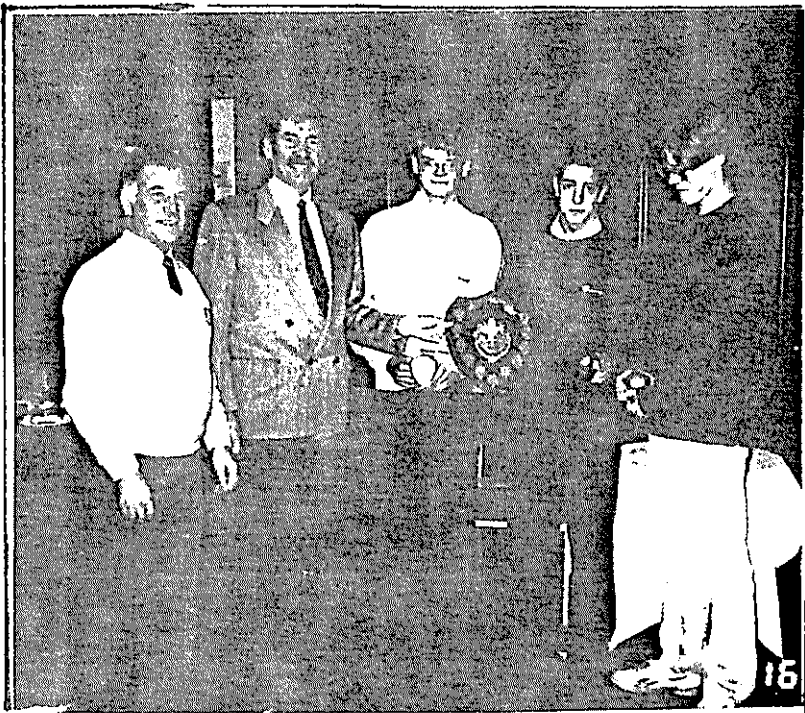
UPDATE



ISSUE NO 22

DEC 1991

DYCE MASTERMINDS



doesn't read this) and that when no-one is speaking to you, you are not sent to the dog-house (or even to the black chairs in the school office, for that matter) but to Coventry. Slip-ups like these were few, the team amassing their points in an extremely confident and competent manner. Individual trophies and a large team trophy were presented to Stephen, Benjie and Philip and the school fund has also benefited by £150

Grateful thanks are due to the Dyce Rotary Club for organising the quiz, namely, Alex Scott and Marshall Jessiman.

And a final quiz question -

What 'S' would the team have received in Mr Marioni's Maths class if they had come last?

(Answer - a "slagging"). B URQUHART

CHILDREN IN NEED

On Friday 22 November, some of our senior pupils organised a collection in aid of Children in Need. Arms were twisted, pleas were made, and staff and pupils responded. The sum of £194 was raised, and this was duly reported to the BBC Aberdeen, before a cheque was sent off. Thank you to all who contributed.

1. "Where are the Pindus Mountains?"
2. "What is a howdie in Scottish dialect?"
3. "Nocturnal is to night-time as what is to day-time?"
4. "What do Stephen Dempster, Benjie Rance and Philip Watt have in common?"

Answers are :

1. Greece
2. A midwife
3. Diurnal
4. They were all members of the Dyce Academy team who recently won the Dyce Rotary Club Youth Challenge Shield.

The first three questions are a selection of those posed to the teams involved and show exactly why it is called a youth challenge! However, the three sixth-years were in sparkling form and impressed all present with their depth of general knowledge, scoring 96 points to win the shield, 11 points ahead of the runners-up. Inspired guesswork was sometimes the most effective team tactic, although it wasn't always successful. The team learned that the stick used to conduct an orchestra is a baton and not a wand (hope the Music Department

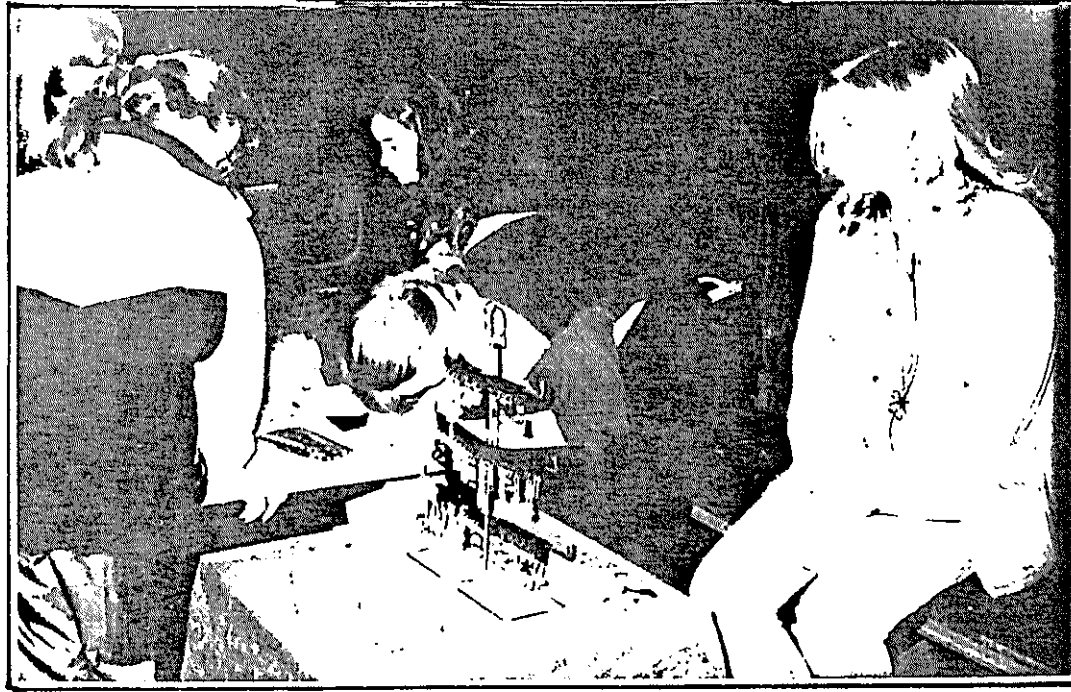
STOP PRESS

About 100 entries were received for the 'Name the Teacher' quiz in the last edition of Update.

Of the many correct entries, Vicki Veitch's (1B) was drawn out of the hat.

Well done Vicki! Collect your prize from the school office.

SCHOOL MARKET



On a few previous occasions I have written about the School Shop in the pages of Update, usually to encourage pupils to make more use of it. On the last occasion, however, I asked pupils to make suggestions about what other items we could be selling and I also invited pupils who made or produced their own products to use the School Shop to sell these products. I'm glad to report that this invitation has been taken up.

During Tuesday lunchtimes in the Drama Studio, as well as finding Fiona Fennel and myself at our shoppie counter, you will now find Laura Park and Isla Smail (S4 pupils) under the name of Laurisla Jewellery selling a range of handmade earrings. All their designs are original and you can even commission them to make something to your own design. S5 pupil Gillian Fowler is also to be found in the studio selling her range of handmade jewellery. Gillian will also accept commissions. Shortly a group of senior pupils involved in the Young Enterprise Scheme are to be joining us to sell personalised printed t-shirts and so instead of having a School Shop every Tuesday, it's gradually turning into what one member of staff has described as the School Market!

Although the girls are selling their jewellery for themselves, they have promised to make a donation to the shop fund which in turn goes into the school fund for the benefit of all the pupils in the school.

There is still room in the studio on a Tuesday and if anyone else would like to join our business venture, then you only have to come and discuss your proposal with me.

LAURENCE YOUNG
Principal Teacher (Drama)

PROGEN

Our Young Enterprise company, PROGEN, are now in full production, responding to the perennial demand for personalised T-shirts. Several designs are available, and deals can be struck with any of the company directors - Mark Buchan, Greg Dempster, Martin Ingram, Mark Taylor or Mark Tough.

ABERDEEN ICE RINK

SKATING SESSIONS OVER THE FESTIVE PERIOD

Friday, 20th December	10am - 12 noon 1pm - 3pm 5pm - 7pm 8pm - 10pm	Monday, 30th December	12.30 pm - 2.30; 3.30 pm - 5.30;
Saturday, 21st December	10am - 12 noon 1pm - 3pm 4pm - 6pm 7pm - 10pm	Friday, 3rd January	10am - 12 noon 1pm - 3pm 5pm - 7pm 8pm - 10pm
Friday, 27th December	1pm - 3pm 5pm - 7pm 8pm - 10pm	Saturday, 4th January	10am - 12 noon 1pm - 3pm 4pm - 6pm 7pm - 10pm
Saturday, 28th December	10am - 12 noon 1pm - 3pm 4pm - 6pm 7pm - 10pm	Friday, 10th January	CLOSED
		Saturday, 11th January	CLOSED



Tel. Aberdeen 724454

CONGRATULATIONS TO.....

Ricky Marioni who has been appointed Depute Rector at Mintlaw Academy. Ricky has been at Dyce since we opened, first as Principal Teacher (Maths) and latterly as Assistant Head Teacher. He takes up his new post at the beginning of February.

Christine Blackhall who will be our new Principal Teacher (Home Economics) when Yvonne Dewhurst leaves to take up her new position at Northern College of Education after Christmas. Christine has been in the Home Economics Department since we opened but has been on secondment to Kemnay Academy as Acting Principal Teacher since the summer.

Kay Morrison who has been appointed Senior Teacher with us. Kay has been in the Physics Department since 1982.

Fiona Fennell who has been appointed to the full-time Drama post vacated when Gina Clark moved to the Principal Teacher post at Mackie Academy. Fiona joined us in 1987 but has only been working part-time since 1990 when she returned after maternity leave.

WORK EXPERIENCE

Each year we have several pupils who undertake Work Experience in a number of different organisations and firms. Philip Campbell of S5 requested, and was granted, one week with Grampian Fire Brigade as part of his SCOTVEC Work Experience Module. Here is his account of the week he spent there :

"When I arrived at 8.30 on my first morning, I felt strange. However, I was given my own locker and soon got to know everyone.

Over the week I did a variety of tasks : helping to clean the pumps, checking all the equipment and doing the daily drills. These involved practice of all the skills required in fighting a fire - setting up, climbing and then storing ladders, and so on. The most fascinating part was going up in the HP (High Platform).

I was also shown round other departments at Brigade Headquarters, as well as going out on inspections of companies, where things like storage of chemicals, fire exits, floor plans and fire hydrants are checked.

Both boys and girls are attached to the operational watch, and though I didn't get to go out on the fire engines themselves, I was allowed to accompany them on a routine visit to the heli-pad at Foresterhill. Obviously the most exciting time was when the alarm went, and all the firemen rushed to their fire engines before speeding away.

At breaks, I joined in the various games which were played, like snooker and darts, before finishing work at 4.30 pm with a shower.

It is a great place for Work Experience."

AMADEUS

A group of staff and senior pupils went to see 'Amadeus' at His Majesty's Theatre last month. The Compass Theatre Company were performing it, so there was no surprise at how brilliant a production it was.

'Amadeus' deals with passion and obsession. Salieri, a seventy-year-old man, tells the story of his jealousy, anger, frustration, turmoil and discomfort because of a vulgar man called Mozart. The play is a version of Mozart's life seen through Salieri's eyes. Tim Pigott-Smith transformed beautifully from a seventy-year-old man to a younger Salieri in seconds, and showed his envy and anger through brilliant movement and facial expression. His long speeches made the audience feel his emotions and understand them. Smith also narrated well by being 'chatty' but still managing to keep the character Salieri. Richard McCabe may have been a bit too 'camp' to begin with but as the play progressed Mozart's talent and childishness were revealed so well that it was easy to understand why Salieri could hate him so. When Mozart is about to die, McCabe regresses to babyhood successfully and manages to get sympathy. Toyah Willcox made a lot of a part which could be very easily dismissed. She had a pleasing stage presence and portrayed her emotions and attitudes convincingly.

The costumes were well made and colourful and managed to show the characters' attitudes and social positions. Through slick costume changes on stage, Salieri's change of age and change of wealth were portrayed. The lighting at times did not illuminate the actors sufficiently but at other times made some scenes even more dramatic and spectacular, with help from well-made and thought-out scenery. In particular, the 'Don Giovanni' set startled the audience with its haunting effect. The sets were complex and the many changes occurred smoothly which maintained the pace and kept the audience interested. All in all, the lighting, by dazzling the audience in the dramatic scenes, the music, played on stage and played in Salieri's head, and the haunting sound effects at the start and at the end of the play, managed to create a successful atmosphere which Shaffer would be proud of.

I found this production of 'Amadeus' very enjoyable, thought-provoking, interesting and powerful. The actors and actresses convinced me, the sounds haunted and startled me, the lighting and scenery made me sit up wide-eyed and the script made me jealous.

Duncan Taylor

COMMENT

One of the successes of Dyce Academy is that the great majority of our pupils come to school every school day, unless they have a genuine reason for not coming. In other words, our truancy rate is quite low. It's not zero - some pupils do skip school, one or two on a large scale, a larger number once or twice - but we don't have the problem that many schools have if we are to believe what we hear and read.

We have also managed to avoid to a great extent the disease which strikes many schools towards the end of term. In such schools it is assumed that as the end of term approaches, particularly the last few days, "there's no point in going to school". Absence rates of more than 50% are not uncommon on last days of term in some schools.

We have tried to get pupils to accept the idea that breaks from school take place in the holidays; when at school, even at the end of term, we work. The work may get a little lighter on the last day or two but it is still meaningful work. If you skip school at the end of term, you get 'chased' as you would on any other day, for an explanation from your parents.

This has worked pretty well for ten years or so but we did detect a little bit of rot setting in last summer. Unless an epidemic hit our area which we have not been told about, on the last day there was more skiving going on than usual.

We think it makes sense to work during term and rest during the holidays. So, pupils be warned. If you miss the last day of term, you'll have to explain why. Other readers, if you see pupils on the loose towards the end of term, don't let them kid you it's okay, it's not!

BASKETBALL

Dyce's winning record continues, with a further two wins from our recent fixtures. On 7 November we played Powis BC and here, height was definitely our greatest asset - we won 42 - 22.

Two weeks later, we travelled across to Torry where a very interesting 'match' took place (the score was the least of our worries!). Again, Dyce won 54 - 44.

On Thursday 5 December Dyce met a team from the American School, Aberdeen. In what had to be the slowest game ever, Dyce eventually won 30 - 26! This brings our total to five wins out of seven, so far.

Since the league is so large, it is hoped that after Christmas, it will be divided into two smaller leagues, as trying to play a game a week and also fit in a training session was proving to be impossible at times.

ALAN McINTOSH

CUT!! TAKE TWO!!

Any of you who happened to be in school on a Monday evening recently may have been puzzled by the appearance of members of the teaching staff running around with camcorders, microphones, tripods and other video-making accessories. You may even have been pounced upon to 'say a few words' or asked if you minded being filmed. You may not even have been asked!! It's possible that as you were doing your best doggy paddle up the swimming pool or about to strike up a tune on your banjo, you found a camera lens peering at you, your every twitch, grimace and movement being recorded onto magnetic video tape!

So what were these eleven members of staff up to? They were all taking part in a three week course called Advanced Video as part of their PPD (Personal and Professional Development). In three groups they were to make a short video about an activity or activities that take place in Dyce Academy on Monday evenings. They had to video a range of material in order to make extensive use of the equipment available; a face to camera presentation; documentary-style narration over video footage; an interview; a group discussion and a video sequence over which music was to be laid.

The course was run by the Academy's Principal Teacher of Drama, Laurence Young, who has produced or assisted in the production of a range of video material for the school. He was very impressed by the enthusiasm of the staff: "They really threw themselves into the project and I think as well as learning a lot, which will come in useful when they produce video material for their departments, they had a lot of fun as well. But then making videos is a lot of fun. It's a very creative process and makes you look at issues and teaching material in a new and different way. One or two of the staff in particular showed a definite flair for video production and I look forward to getting them involved in future projects."

In the New Year, Laurence will continue with the video theme when he runs a short video editing course. All in all it should mean that more members of the staff at Dyce Academy will be using video technology to enhance their teaching.

CAREERS CONVENTION

A Joint Careers Convention organised by both Bankhead and Dyce Academies is to be held on Tuesday 4 February at Bankhead Academy, from 7.00 - 9.00 pm.

A lot of work has already been done inviting a wide range of representatives from local industry and further education establishments, but the success of the evening depends upon the response from pupils and parents.

The convention is open to pupils from second year and upwards (from both schools) and their parents.

You should have already received information home providing details of the evening as all S2-S6 pupils have been issued with information.

QUIZ

Yes folks, it's that popular back-page feature once again - as an insert. Hard on the heels of 'Name the Teacher', Update brings you -

THE WORST EVER CHRISTMAS QUIZ

- every answer a bigger groan than the one before. So pit your Christmas wits, unscramble the answers and rush your entry to the box on the door of S15. Valuable mystery Christmas prize for first correct entry drawn. Result in time for Christmas!

- | | | |
|--|----------------|-------|
| 1. Four legs/red nose/antlers | PDURHOL | _____ |
| 2. Jack put his thumb in this | MLUP GUDINPD | _____ |
| 3. Prickly girl | LYOHL | _____ |
| 4. Not oak ash beech etc | SAMTRIHCS ERET | _____ |
| 5. Legwear popular at Christmas | GINKOTSSC | _____ |
| 6. Musical girl | RALOC | _____ |
| 7. Mad at Christmas? | REKSRCAC | _____ |
| 8. North Pole dweller | TASNA SLACU | _____ |
| 9. Preferred form of transport at Christmas | HELSIG | _____ |
| 10. Old-fashioned Christmas game | DERACHAS | _____ |
| 11. Often given to heroes and heroines | TRADCOENSIO | _____ |
| 12. Christmas food from Mediterranean country | RETYKU | _____ |
| 13. Small person with wings doesn't weigh much | YRIFA GLITH | _____ |
| 14. Not past or future | NRSEPTE | _____ |
| 15. Hangs about at Christmas | EMLOSTIET | _____ |
| 16. Unimportant pudding | FLERTI | _____ |
| 17. Oh no I didn't, oh yes you did | MENTPOMIA | _____ |

Name _____

Class _____

LANGUAGES

FOR ALL

(or, Vive L'Entente Cordiale!)

Arguments about currency and Eurosausages may come and go, but one thing is certain - 1 January 1993 will be a historic day for the countries of the European Community. On that day the Single European Market will come into being, with closer trading contacts between the countries of the Community creating a much-increased demand for foreign language skills, particularly French, German and Spanish. Secondary schools in Grampian Region are already gearing up to respond with the Languages For All programme through which all secondary school pupils will have the opportunity to learn one or more foreign language between S1 and S4. There's a variety of reasons - personal, social and vocational - why this should be seen as an important development of the school curriculum. School travel abroad, which is already well-established, may be expected to expand further with programmes of town twinnings and school exchanges. Beyond school, young people will have opportunities as never before to study in other countries of the EEC, and in the world of work language skills will be highly prized both by companies moving to Scotland and by Scottish companies establishing links abroad. Trading companies, service companies and institutions dealing with personnel from abroad will all require staff with fluency in the key languages of the Community.



The style of language teaching will aim to reflect the sophisticated world into which young people will move after school. Learning will focus on speaking (and listening) as the most important skills, with pupils as far as possible experiencing real language in real contexts. Learning will be individualised, with pupils progressing at their own pace. The aim of developing fluency will cover the range of language use from simple social situations (for example, the kind of 'holiday' language

which is so useful) to complex tasks involving specialised language for particular purposes. Hi-tech equipment will be in widespread use; listening stations (known as PALE - perimeter audio learning equipment), video recorders and computers are already being phased in. A programme of staff development to familiarise teachers with the new equipment and teaching techniques is also already underway.

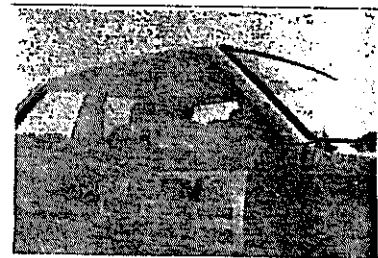
Dyce Academy Modern Languages Department is fortunate in already having staff qualified to teach all three key languages - French, German and Spanish - and courses in all three will eventually be available. A member of the Learning Support staff has also been involved in Regional in-service along with Modern Language staff, becoming familiar with the use of computer programmes and databases, and this partnership will develop further.

Scotland's historic links with the rest of Europe have always been held in high regard in the education system (hundreds of years ago Scots attended universities in France and Germany in preference to Oxford and Cambridge - and the ancient Scottish universities were highly respected on the continent). Many Scots have no difficulty in thinking of Scotland as a truly European country.

To have some fluency in a language other than your own has long been considered a desirable thing in itself - a sign of a well-educated person able to understand something of a culture other than their own. Already numbers taking foreign languages are rising, and initiatives like Languages For All should give that opportunity to more young people than ever before.

GO
with
GLEN

DRIVING SCHOOL



Proprietor: Ian McLean
tel: 0224 723112

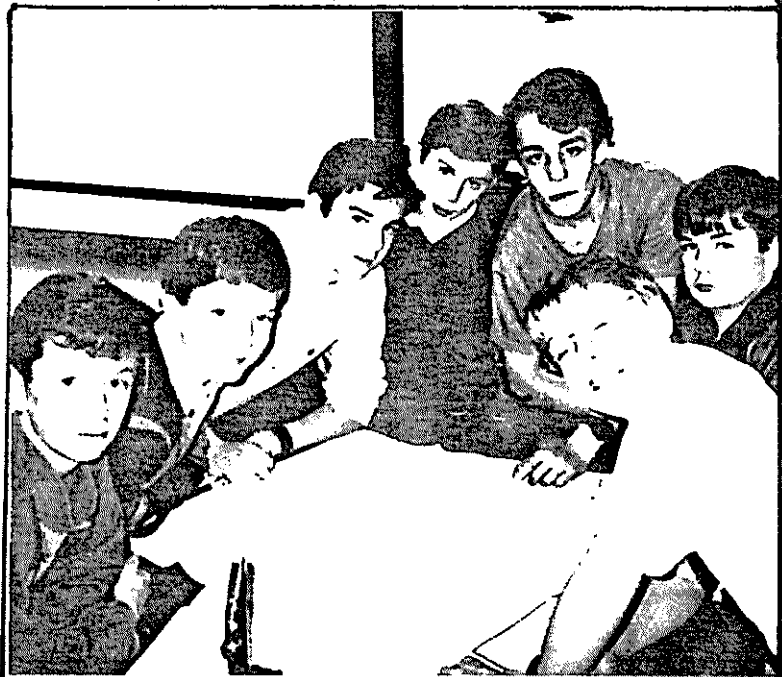
AIRPORT!

You may remember that in an edition of Update last December, we explained that some pupils were getting involved in a project with the airport concerning a strip of land on Wellheads Drive that they wanted us to renovate. It all came about when some senior pupils went to the airport to discuss their environmental policies. The airport managers then asked if the school would like to get involved in this joint venture.

Ten eager young pupils responded to a notice in the school bulletin to hear about the project from Mr Taylor, Mr Jowett and Mr Presly. Each person in the group produced a plan for the area and then we put all our ideas together to produce one final one. We had to produce something which would be used by the people in Dyce so we included a play area for young children, seats and picnic benches for people to use at lunchtime and to watch aircraft.

The media got interested and a photographer from the Press & Journal came to photograph our initial plan when it was viewed by a representative from the airport. The airport representative agreed that the plan was good and gave us the go ahead to start the final detailed version of our plan.

This plan was to contain everyone's ideas and would be drawn to scale to show exactly how we would use the 300 x 300 metre strip of land. Many lunchtimes were spent working on this! Once it was done we invited representatives from the airport back. They seemed impressed by our finalised ideas and took the plan away before the summer holidays to study in detail. Some time



Some of the pupils involved
in the Airport Project

after the holidays we wrote to them, as we were concerned to get on with the project. However, we have now learned from them that the London headquarters of the airport have put the project on 'hold' for the time being as it would be fairly costly to implement.

It may be that the final plan will have to be modified or made slightly less ambitious but we hope that some of the suggestions we made for the development of the area will be followed up in the near future.

We hope that we will be able to update you further on this project in future editions of Update.

Paul Henderson

On behalf of the 'Airport Project Group'

THE WORLD ABOUT US

In this decade especially, the environment is a very topical issue. Here at Dyce Academy we think we are one of the more environmentally conscious schools in the area.

Both pupils and teachers have come together to do their part at improving the environment for all of us.

Recycling resources is cheaper and more environmentally friendly than producing new resources; recently at Dyce Academy we had a trial scheme for recycling cans. Unfortunately this was not economically viable so the scheme was closed down. Although recycling is to help the environment and not for money-making purposes, hopefully this scheme will be re-introduced for the right reasons and maybe it will be better used this time.

Now Dyce Academy has started a paper recycling project. In each class there is a box for paper. Luckily these boxes are being used and so far this project is more successful than the can recycling project.

Another problem is litter. Many people around the school fail to use the bins provided and instead dispose of their litter in the corridors and canteen. We think if the bins were positioned better around the school and in more prominent places, the litter problem would be greatly reduced.

Dyce Academy is now teaching the adults of the future to be more responsible to the environment.

Robert Deans and Colin Moir