



NEWSLETTER

Issue 4

30 JANUARY 2026

Key Term 3 Dates:

- 05 February 2026 - Year 9 Parents Evening
Time: 3:30PM – 7:00PM
- 12 February 2026 - Change to our usual menu (Fish and Chips will be served on Thursday 12th instead of our usual Friday menu)
- 13 February 2026 - End of Term
- 23 February 2026 - Start of Term 4 (Week A Timetable)
- 25 February 2026 - HPV vaccinations Year 8 and catch up for 9, 10 & 11
- 11 March 2026 - HPV vaccinations Year 8 Catch up for 9, 10 & 11
- 27 March 2026 - End of Term 4



CONTACT US

Email: tw_s_admin@swale.at

Telephone: 01227 931300

Option 1 - Attendance

Option 2 - Pupil Admissions

Option 4 - Main Reception

To report an absence or other attendance enquiries:

Email: tw_s_attendance@swale.at

Stay informed, follow us for weekly updates, school news and student highlights.



[@TheWhitstableSchool](https://www.facebook.com/TheWhitstableSchool)

NEXT WEEK - A TIMETABLE

Dear Parents and Carers,

I am writing to remind you of the importance of the **Track Card** that your child uses in school each day.

The **Track Card** is designed to help students monitor their own progress and take greater ownership of their learning. It has recently been redesigned to place a stronger emphasis on positive behaviours, effort and achievement and we have already seen the benefits this has had in classrooms.

One of the key strengths of the **Track Card** is that it allows teachers to give feedback or issue warnings in a way that is personal and respectful. Rather than names being written publicly on the board, a teacher signs the **Track Card** so that the message is clearly between the student and the teacher. This approach helps students to reflect on their behaviour, understand expectations and focus on improving their effort and engagement without feeling singled out in front of others.

To ensure the **Track Card** can be used effectively, it must be brought into school every day. We are currently seeing a number of students forgetting their **Track Cards** and we are keen to avoid any sanctions by reinforcing shared responsibility. Alongside the correct equipment and timetable, the **Track Card** is an essential item for learning and should be part of your child's daily routine.

As part of preparing students for adulthood and the world of work, learning to take responsibility for having the correct items each day is an important life skill. Small habits like this make a big difference over time.

We also strongly recommend that **Track Cards** are kept in a plastic wallet. These fit neatly into blazer pockets and help prevent cards from becoming wet, bent or damaged, making them easier to use and keep in good condition.

As we reach the midpoint of the term, I would like to thank you for your continued support in ensuring students arrive at school well prepared and ready to learn. It has been wonderful to see so many events, activities and high-quality learning taking place across the school and the work we have seen in classrooms has been truly fantastic.

Thank you, as always, for your ongoing partnership and support.

Mr A Holmes

TRACK Winner: Kip (Year 7)

Congratulations to Kip for his outstanding effort this week!

By following our **TRACK values** and earning numerous positive points.

Are You on TRACK?
TOLERANCE
RESILIENCE
ACHIEVEMENT
CCOURTESY
KNOWLEDGE



Next Week's Event Schedule (Feb 02– 06, 2026)

DAY	EVENT
Monday 02 nd	<ul style="list-style-type: none"> Year 11 GCSE Food Practical Assessment 1:30PM – 3:00PM
Tuesday 03 rd	<ul style="list-style-type: none"> Year 11 GCSE Food Practical Assessment 1:30PM– 3:00PM
Wednesday 04 th	<ul style="list-style-type: none"> Shakefest 3:10PM – 4:30 PM
Thursday 05 th	<ul style="list-style-type: none"> Stage Academy 3:10 – 4:30 PM Year 9 Parents Evening 3:30- 7:00 PM

Book of Commendation: This Week's Winners

Year 7

Damian and Jack: For their impressive culinary skills and crafting truly delicious pizzas.

Faith: For a brilliant "Edible Geography" project—baking a cake that effectively demonstrates erosional landforms.

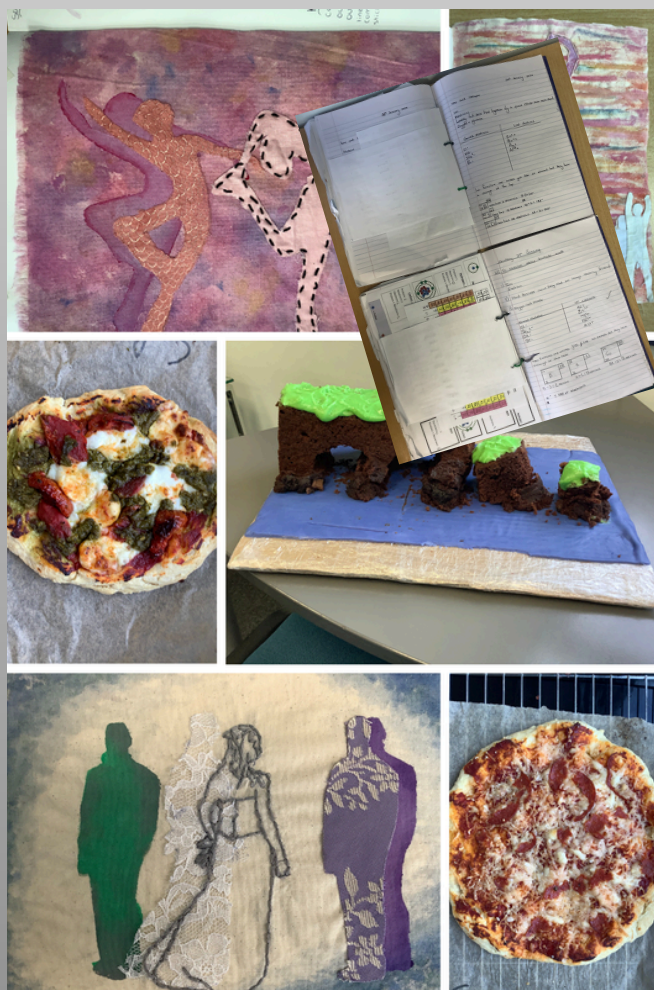
Year 8

Logan and Ollie: For their collaboration and creativity in producing an engaging music video.

Year 9

Finley, Millie, Summer and Jasmine: For their fantastic and detailed textile work.

Leona and Macey: For demonstrating a deep understanding of chemistry through their well-written work on the Periodic Table.



DofE Tactical Takeover:

Year 9 vs. Year 10. Our DofE participants traded the trail for the laser tag grid, engaging in intense competitive games to master the art of teamwork. Huge energy, brilliant communication and a total blast for everyone involved.



Green Team						
RANK	CHARACTER	ALL	SCORE	DEATHS	WINS	WIN %
1	Ironman	14680	4	3	18/28	64%
2	Widow	14451	3	3	13/18	7%
3	Aquaman	13058	4	16	18/10	23%
8	Thor	12320	1	5	3/20	7%
6	Supergirl	12061	3	3	11/15	9%
7	Superman	10980	1	6	1/14	18%
8	Batman	10461	3	9	3/19	11%
9	Cyborg	10462	3	7	0/19	24%
10	Dodger	7870	3	8	0/18	10%
11	Captain	7873	2	5	3/8	8%
12	Harold	7381	2	9	5/8	15%
13	Harley	4391	1	9	4/7	26%
14	Wink	4391	4	12	4/5	16%
15	Wonder	3862	3	11	1/3	17%
Total			153761	41		12%

Our **Year 7** students have been channeling their inner Yayoi Kusama! We are incredibly proud to present this stunning collection of clay sculptures, now on display in the school library.



Year 7 Yayoi Kusama Installation
 The students have created their own natural form sculpture decorated in Kusama's unique style.
 Please do not touch the sculptures.

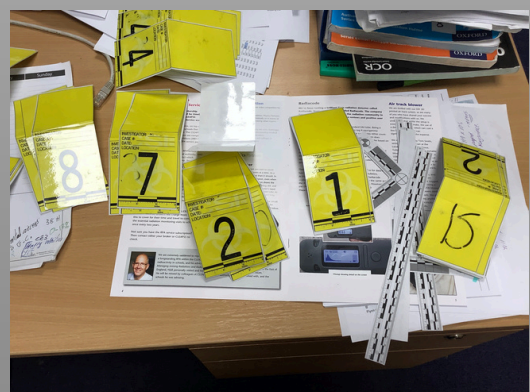


Year 13 Forensics: From Crime Scene to Courtroom

This week, Year 13 Forensics and Applied Science students applied their research to a practical mock crime scene. After mastering search patterns, PPE protocols and evidence collection techniques, they focused on maintaining the legal "chain of custody" essential for court admissibility.

The next steps for the group include:

- Laboratory Analysis: Performing scientific tests on the gathered evidence.
- Professional Reporting: Drafting formal expert witness statements to present their findings in a legal context.



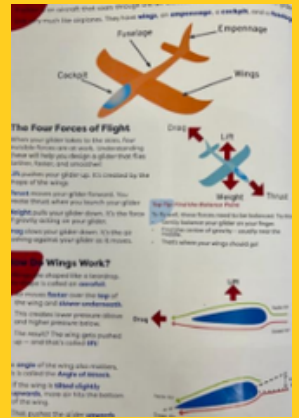
STEM Event RAF Road to RIAT

A group of year 8 students had a fantastic day on a mission as young Engineers and Physicists.

Students learnt about the four forces of Flight -Lift, Thrust, Weight and Drag and how Wings work and why they have their shape.

The task was to design a glider taking into consideration the empennage (tail) and wing shape. Throughout the day students completed a full scientific investigation, gathering their data, calculating speed and evaluating their design. Their designs were extremely impressive.

A big thank you to the STEM Ambassadors who supported Miss Dash and showed great leadership skills, supporting the student team



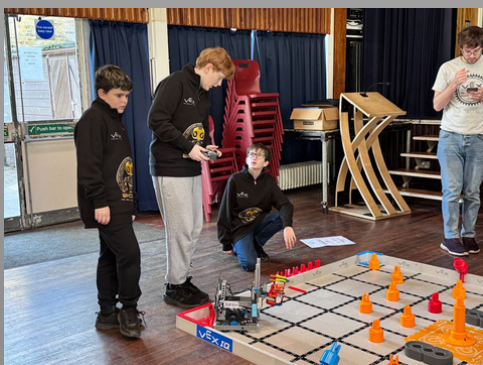
Success at Simon Langton Winter Regional

Our two squads traveled to Simon Langton Grammar School last weekend to compete in the prestigious Winter Regional Tournament against 21 elite teams from across the Southeast.

Despite stiff competition from prominent London schools, both teams battled through grueling qualifying rounds to reach the finals, finishing 13th and 15th overall. Notably, our players outpaced several of the host school's own teams, proving they can go toe-to-toe with the region's best.

Mrs. Donovan-Bayley praised the progress made, noting that finishing above the host teams highlights the incredible growth of our players. This successful winter campaign sets a strong foundation for the upcoming spring season.

Well done, Team Whimech!



🎭 Stage Academy: The Addams Family is Coming!

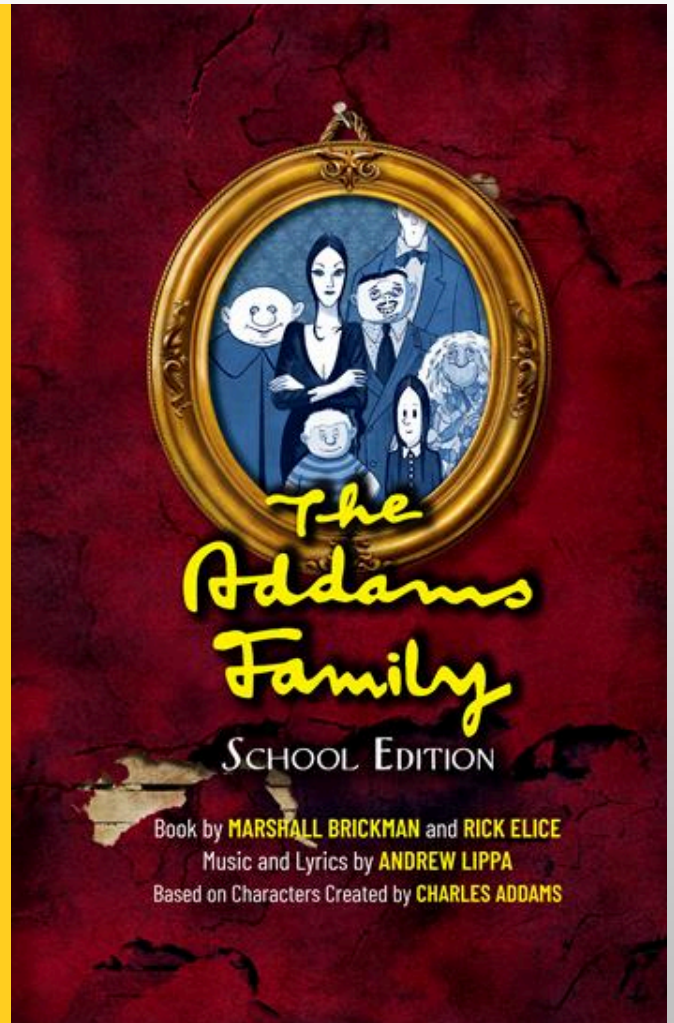
After the glittering success of their Christmas show, the Stage Academy is straight back to work. This week, the spotlight was on auditions as students competed for roles in our upcoming summer musical, ***The Addams Family***.

The energy in the studio has been "altogether spooky," and we are incredibly excited for this next project. Stay tuned for casting announcements and exclusive sneak peeks into our rehearsal process!

Relive the Magic

If you missed our spectacular Christmas show in December or simply want to experience it again, you can watch a short summary video of the performance here:

[Christmas Show Highlights](#)



Investing in Excellence: Support The Whitstable School

At The Whitstable School, we are dedicated to providing an outstanding learning environment where every student can thrive. To ensure our pupils have access to the best possible tools for success, we are launching a community investment initiative to modernize our facilities.

Your contributions will focus on three transformative areas:

- Technology: Upgrading hardware and software to prepare students for a digital future.
- Sports: Enhancing equipment and facilities to promote physical health and teamwork.
- Literacy: Expanding our library and classroom resources to foster a lifelong love of reading.

Every donation, regardless of size, directly impacts the daily classroom experience and helps us build a brighter future for our pupils. We sincerely appreciate the generosity of our community.

How to Donate

If you would like to support our students, please complete and submit our

[TWS Donations Form](#)



Year 13 University Success!

Huge congratulations to our Year 13 students on a fantastic week of university offers! We are incredibly proud to see their hard work paying off with successful applications to a diverse range of prestigious institutions and programs, including:

- University of Cambridge
- Queen Mary University of London: Hispanic Studies and Politics
- LMA (Liverpool Media Academy): Acting and Performance

Well done to everyone on these impressive achievements—we look forward to seeing more offers roll in!

Midlands & North:

- University of Derby
- Nottingham Trent University
- University of Nottingham
- University of Salford
- University of Worcester
- University of Warwick
- University of Wales
- Northumbria University

East of England:

- Anglia Ruskin University
- University of Cambridge
- Oxford Brookes
- UEA (University of East Anglia)
- Norwich University of the Arts
- University of Ulster.

Kent and Canterbury:

- CCCU
- University of Kent
- University of Creative Arts (UCA)

London

- Kings College London
- Queen Mary University
- Royal Holloway University
- UCA
- London Metropolitan

South/South East:

- University of Surrey
- University of Sussex
- University of Brighton
- University of Chichester

West Country & Wales:

- University of Bristol
- University of South Wales
- University of Wales

The Whitstable School

Year 13 University Offers 2025/2026

At The National College, our **Wake Up Wednesday** guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

What Parents & Educators Need to Know about MENTAL HEALTH MISINFORMATION ONLINE

A research study by Ofcom revealed that children aged 9-15 increasingly use online platforms like TikTok for mental health advice, with 50% relying on social media for information. Unverified medical content online is concerning, with the potential to cause confusion, anxiety, or incorrect self-diagnoses. This guide provides expert strategies to help parents and educators tackle misinformation effectively and ensure safer digital experiences for young people.

WHAT ARE THE RISKS?

POPULAR ONLINE SOURCES
Platforms like TikTok and Instagram are two of the main sources of young people's mental health content. Videos and posts frequently feature unqualified influencers contributing to misinformation, myths, and oversimplifications. While appealing to young audiences, this unvetted content can distort perceptions, and create unrealistic expectations and misunderstandings about mental health conditions.

RISK OF SELF-DIAGNOSIS
Social media's misleading content encourages young people to self-diagnose complex mental health conditions inaccurately. Misdiagnoses can exacerbate anxiety, cause unnecessary worry or delay essential professional intervention. This has the potential to escalate manageable conditions into more significant mental health issues requiring comprehensive clinical support.

LACK OF FILTERS
Social media platforms struggle to filter misinformation effectively, allowing false content to spread widely and quickly. Without proper guidance, young users may not discern fact from fiction, potentially internalising inaccurate beliefs about mental health. This can negatively influence their decisions about seeking professional help or managing mental wellbeing.

IMPACTFUL PAST TRENDS
Historically, online mental health misinformation has led to harmful trends, including inappropriate coping strategies or sensationalised symptoms. For example, past TikTok trends such as 'anxiety hacks' have spread damaging advice, underscoring the risk where misinformation is not promptly addressed or corrected by knowledgeable adults.

MISLEADING CLINICAL TERMS
Online trends often include the misuse of clinical terms, such as 'trauma' or 'OCD', making serious conditions seem trivial or inaccurately understood. Such misinformation can diminish empathy, and lead young people to minimise their symptoms, potentially preventing them from identifying real mental health issues in themselves or others.

REPLACING PROFESSIONAL HELP
Frequent reliance on digital content can deter young people from seeking professional mental health care, substituting expert support with unvetted online advice. This substitution can prolong issues, complicate recovery, and reduce the effectiveness of future professional interventions, ultimately impacting overall mental health and wellbeing negatively.

EVERYONE HAS THAT

Advice for Parents & Educators

MONITOR ONLINE ENGAGEMENT
Regularly review and discuss a young person's online activity, providing appropriate guidance on discerning accurate content. Tools such as parental controls or co-viewing content can help mediate exposure to harmful misinformation, facilitating safer digital habits and informed critical thinking about mental health.

SCHOOL-HOME COLLABORATION
Strengthen collaboration with educators to integrate digital literacy into the school curriculum, emphasising misinformation awareness. Jointly delivered education sessions on identifying and responding to misinformation can significantly improve people's ability to critically assess mental health content, supporting their mental wellbeing effectively both online and offline.

IDENTIFY RELIABLE SOURCES
Teach young people to critically evaluate mental health content by checking credentials, source authenticity, and evidence-based information. Encourage them to refer to trusted medical or educational platforms and to consult healthcare professionals for clarification. This reduces young people's reliance on potentially harmful or misleading online sources.

ENCOURAGE OPEN DIALOGUE
Foster a non-judgemental environment where young people feel comfortable discussing online content. Regularly talking about their online experiences and perceived mental health concerns helps clarify misunderstandings, mitigates misinformation, and builds trust, thereby enhancing their resilience and digital literacy. Model situations where you have sought advice from accurate sources and not solely relied on social media for health advice.

Meet Our Expert
Anna Bateman is Director of Holizon Education Ltd, Director for Wellbeing and Family Services at eight local Area Experts for Mental Health at The National College. Anna specialises in strategic mental health solutions for schools, supporting educators and families to improve resilience, emotional literacy, and overall wellbeing for children across the UK.

#WakeUpWednesday The National College

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FF FOOTBALL FUTURES **WHITSTABLE TOWN**

SCHOLARSHIP RECRUITMENT TRIALS

PLAY · TRAIN · STUDY

AGES 15-18 · 16.02.26

GIRLS | 12:00 - 13:30PM

WHITSTABLE TOWN FC · CT5 4LN

FF FOOTBALL FUTURES **WHITSTABLE TOWN**

SCHOLARSHIP RECRUITMENT TRIALS

PLAY · TRAIN · STUDY

AGES 15-18 · 16.02.26

BOYS | 10:00 - 11:30AM

WHITSTABLE TOWN FC · CT5 4LN

Parking & Environment Reminders

Please reserve designated accessible parking spaces for permit holders. Remember that not all disabilities are visible, so kindly ensure your permit is clearly displayed in your windscreen. Additionally, help us reduce noise and air pollution by turning off your engine while waiting to drop off or pick up your child.

Thank you for your cooperation in keeping our school accessible and respectful of our neighbours.

Explore Our Website

It's the best place to find the latest term dates, discover our extra-curricular clubs and important information.
<https://www.thewhitstableschool.org.uk>

