



# The Newman

Your College Newsletter Issue 33 New Year Edition 2024

To our Newman Community,

It has been a typically busy term at Newman Catholic College. I would like to thank Ms Murphy, our new Deputy Headteacher, and Mr Nwandison, our new Assistant Headteacher, for their excellent contributions since joining. I am sure that any interactions you may have had with them prove that our school is in very assured, experienced hands.

At the start of the year we introduced a new mobile phone policy. I would like to thank all parents and students for supporting and respecting this new expectation. The positive impact of this policy has been palpable. We have had no lost or stolen phones and no issues with the usage of phones in school throughout the term and it is made a huge difference. We shall continue to work with our student community on the risks and awareness of smartphone usage.

Charitable work is a core aspect of our values, and students have not let us down in this respect. We have raised money for Breast Cancer awareness, Caritas' work in Gaza and the West Bank. We also received donations from across the school for a total of 52 shoeboxes for the annual Samaritans Purse appeal.

Sporting achievements continue. Two highlights include Year 7's victory in the football against Ark Elvin. Furthermore at the end of term Preston Manor School visited and were heavily defeated by the Year 8 basketball team.

Mr Roche's enrichment team were awarded a Gardening award. The London 'Children's Flower Society' award recognises all of the works at the students have completed on the school site.

Thank you to the Governors for funding our Christmas meal this week. The whole school was treated to a menu developed by Ms Lazarus and her wonderful catering team.

Term finished with our termly award assemblies. It is always a pleasure to enable staff to recognise the academic achievements of students across the curriculum.

School will re-commence in 2024 for all students at 8.40am on Tuesday 9th January 2024.

From January 9th, we will also be hosting approximately 40 Year 7 & 8 students from Manor Wembley school in the new building. Manor Wembley will be on site for approximately two years until their new school is completed in Wembley. Newman students will have the opportunity to work with Manor Wembley students and we look forward to welcoming them at Newman.

Thank you to Ms Grace for making this edition of the Newman. I hope you enjoy reading about the diverse undertakings of this past term.

On behalf of our NCC community, I would like to wish all of our families and local communities a very merry Christmas and a safe and prosperous new year. We look forward to new opportunities that await NCC in 2024.

Kindest regards, Mr Dunne



# Reward

# WINNERS GALLERY

# Assemblies



# Newman Badge Competition 2023-2024

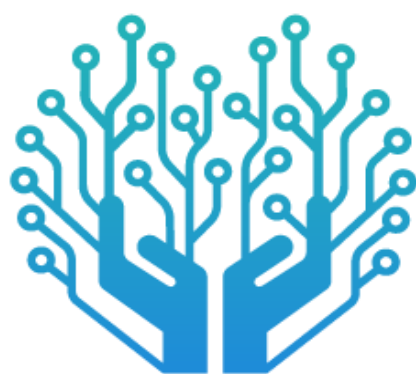
Our badge competition has been taking place for the past five years. We encourage you to show your creativity and enter the design competition.



The theme of this Year's Badge is **PEACE**

- Designs can be as imaginative as possible.
- Designs can be Digital or hand drawn
- A4 Page.
- Colour

What does **PEACE** mean to you? How can you represent this on a badge?



## Artificial Intelligence and Peace

WORLD DAY OF PEACE 2024

In World Peace Day message, Pope warns of risks of AI for peace

In his message for the 57th [World Day of Peace](#), Pope Francis reflects on the impact of Artificial Intelligence on world peace and urges the international community to adopt a binding international treaty that regulates its development and use.

### The Bible

"Blessed are the peacemakers" Matthew 5:9

"When you enter a house, first say, 'Peace to this house.' If a man of peace is there, your peace will rest on him; if not, it will return to you. Stay in that house, eating and drinking whatever they give you, for the worker deserves his wages." Luke 10:5-7

### The Quran

﴿إِذَا دَخَلْتُمْ بُيُوتًا فَسَلِّمُوا عَلَىٰ أَنفُسِكُمْ تَحِيَّةً مِّنْ عِنْدِ اللَّهِ مُبَارَكَةً طَيِّبَةً ۚ كَذَٰلِكَ يُبَيِّنُ اللَّهُ لَكُمُ الْآيَاتِ لَعَلَّكُمْ تَعْقِلُونَ ﴿61﴾

So when you enter houses, greet yourselves with a salutation from Allah, blessed and good. Thus does Allah clarify His signs for you so that you may exercise your reason."

"Make not mischief on the earth," they say: "We are only peacemakers."

وَإِذَا قِيلَ لَهُمْ لَا تُفْسِدُوا فِي الْأَرْضِ قَالُوا إِنَّمَا نَحْنُ مُصْلِحُونَ ﴿١١﴾

### Hymns and Song

Make me a channel of your peace. St Francis of Assisi

All we are saying is give peace a chance. John Lennon (Beatles)





**Christmas Jumper Day** this year was to raise money to support Caritas Jerusalem. Caritas Jerusalem work in the West Bank and Gaza to help individuals from all religious backgrounds in the Occupied Palestinian Territories.

Caritas work to

- Enhance the quality and accessibility of social and medical services for the poor and marginalized
- Ensure food security for the underprivileged
- Provide emergency humanitarian aid on daily basis and in times of crisis
- Advocate for peace, freedom and justice in the Holy Land

We pray that our support will go towards making a difference in the lives of thousands of vulnerable Palestinians caught up in the crisis in the Holy Land.

We also appreciated the free Christmas lunch provided by our Kitchen Staff for all students.





Liban in Year 9 was Nominated for his outstanding commitment to the school. He willingly gives up his free time to assist the Food Bank every week. He is very vocal in supporting the Student Council, and has been a very active member of the Anti-Bullying team who delivered assemblies for the entire school in November. Liban will always strive to help others, wherever he can, he always supports the school events and does this with a smile.

Oskar was nominated from the 6th form in November for all the work and support he offers to new students; he does this with any new starter to the NCC6 community. He is calm and collected in his manner and will always offer support and guidance to new students. Oskar displays some excellent leadership skills and is a pleasure to have within the 6th form community.



Charles in Year 9, was nominated for all the time and dedication he gives to supporting events at the school. He is reliable and is always in school doing Librarian duties early in the mornings. He is an active member of the Student Council, Anti Bullying team as well as helping out every week at our School Food Bank. Charles never complains and looks to find resolutions and ways to move forward in any situation. He is very resilient and works hard to support others, whilst giving up his own to support many events inside and outside of the school.

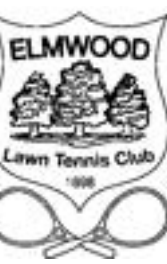
Artur Year 10 was awarded the Jack Petchey for his dedication to the school. He will actively participate in extracurricular activities. Artur is a constant support to the school Chaplain and will always be there to help as an altar server and participate in religious events. Artur is an active member of the Student Council and will always be there to support others, despite his personal journey that he has overcome this year. Artur has an amazing attitude toward his education and we are very proud of his achievements so far and look forward to what the future holds for him.



**Congratulations to all the recipients of the Jack Petchey awards**

Community Engagement

# Feed our Families Foodbank Faith in Action



FRIENDS OF HARLESDEN TOWN GARDEN



Caritas Westminster



Our Newman Foodbank continues to support over 50 families in the school community every week. The cost of living crisis means that we are an essential lifeline for many. We are very grateful for the support of our regular donors and volunteers. In Advent we used the Caritas Advent Giving Calendar and we focused on collecting food within school and the response from our students and their tutors was amazing and we very much appreciate the support.



**Feed our Families  
Foodbank  
Faith in Action**

**Community  
Engagement**



**Christmas gifted the Foodbank with additional donations. A huge thankyou to Selma at the London Nations Africa Centre, Denise at Glencar Construction, Miss Maguire and Year 8 at St Claudine's, the parishioners at St Mary Magdalen's Church, Halai Builders, 28<sup>th</sup> Willesden Monday Beavers and more. The generous donations were very much appreciated.**



**NCC at the  of the Community**

**We were delighted to join local businesses on Park Parade to decorate its first ever community Christmas Tree. This beautiful initiative was organised by Nilly's Flowers and Janie Lightfoot Textiles. Both businesses have supported our school in different ways. Nilly's Flowers worked with our Business Studies students teaching them how to make wreaths for the Winter Fair. Janie Lightfoot has donated items for our Drama and Art Departments. This festive tree has bought much joy and many smiles to the community around Park Parade.**



**JANIE LIGHTFOOT TEXTILES**  
Conservation and Restoration Studio

**nilly flowers.**



# STUDENT COUNCIL

## Student Council

Introducing our Student Council Leaders

L-R Our Chairs- Denito Year 12 and Daniel Year 11 and our Vice Chairs- Joseph Year 8 and Max Year 8

Our Student Council meet Thursdays at lunchtime in Room M39. The Student Council is composed of students and works to foster student engagement, and empowerment.

### Why get involved?

- 1. Advocacy:** One of the primary roles of a student council is to represent student interests and concerns. This can be in relation to academic policies, extracurricular activities, facilities improvement, and more.
- 2. Community Building:** The Student Council attend and organise events, and activities that promote a sense of community among students.
- 3. Communication Bridge:** The Student Council is the communication between students, staff, and school leadership to ensure that decisions made consider the perspectives of the student body.
- 4. Leadership Development:** Serving on a Student Council provides students with opportunities to develop leadership, teamwork, communication, and problem-solving skills that are valuable beyond their academic journey.



## Anti-bullying is NOT just for Anti-Bullying Week!

We have to take action all year round to bring an end to bullying.

The Anti Bullying Council (part of our Student Council) planned and delivered a series of assemblies during Anti Bullying Week November 13<sup>th</sup>-17<sup>th</sup>.

The theme of the assemblies reminded everyone whether it's in school, at home, in the community or online, we can bring an end to bullying. We encourage students to consider what bullying means, how banter can turn into something more hurtful, and what we can do to stop bullying. Remember to report all bullying- speak to a teacher or a member of the Anti Bullying Council.

## Anti Bullying Week



Are you being bullied?  
Have you seen someone being bullied?  
Report **all** bullying to  
**stop@ncc.brent.sch.uk**

STOP BULLYING







# INTERNATIONAL MEN'S DAY

NOVEMBER 19

International Men's Day is a worldwide celebration of the positive value men bring to the world, their families and communities, It is a time to reflect on positive role models and show awareness of men's well being. We celebrated our inaugural International Men's Day. We had four guest speakers. Otis Roberts a former professional international footballer, football agent who is now the CEO of the Jason Roberts Foundation, Justin Marosa who is an Actor, Writer, Director and Producer as well as our very own Mr Jalil Head of Sixth Form and his Deputy, Mr Albert. All of our speakers spoke about Mental Health and challenges they faced. Students appreciated hearing the stories of their journeys and the opportunity to ask questions.



## Girls Assembly

Our female students are a minority at NCC. However it is important that they have a voice and feel empowered. We meet with them regularly to identify any concerns and to find out what they would like to be informed about. A huge thanks to PC Weedon and PCSO Martin Wells who gifted us with personal safety alarms for our girls.



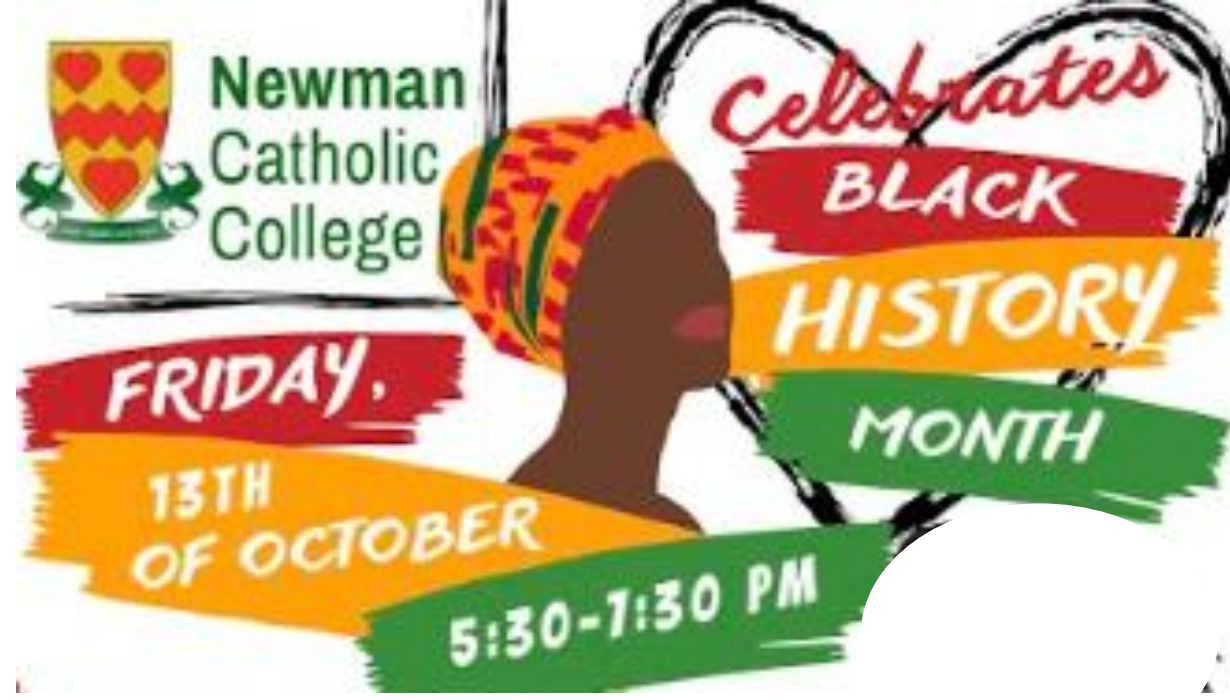
School of  
**SANCTUARY AWARD**  
Welcoming People Seeking Sanctuary



Newman Catholic College is a **School of Sanctuary** and a place of welcome for all. We...

- Educate about why people are forcibly displaced.
- Recognise that the UK is enriched by new arrivals.
- Support pupils from all backgrounds to feel seen, supported and included.

Meet Miss Elleithy, our new **Refugee Coordinator**. Miss Elleithy is an old friend of our school having spent time with us during her UCL London Citizens Placement. Miss Elleithy speaks Arabic and conversational French as well as English. We welcome her to the Newman Family.



The PTA organised our Black History Month event which celebrated the twin themes of 'Eliminating prejudice is everyone's business' and 'Saluting Our Sisters'- honouring the achievements of Black women. We held a wonderful community event. Our guest speakers were Orleen Hylton- Mayor of Brent Alastair Coward- Zest of Mind <http://zestofmind.com/> 100 Black Men of London <https://100bml.org.uk/> Anita Whittaker Innovative Opportunities <https://www.ioldn.com/> We also heard from three local artists Paulette Koke William Margetson Daisy Jones The evening concluded with delicious Caribbean food prepared by Dionne our Catering Manager



# Careers Fair

## Gatsby Benchmark 5

### ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES

- give students at least one meaningful encounter with an employer,
- develop links with local employers





Raising Money for the **Earthquake in Morocco**. We had a penalty shootout at lunchtime with Mr Dunne and Mr Nwandison as goalkeepers. The Sixth Form students baked cakes and had a Cake Sale. #FaithinAction



Raising money for **Breast Cancer Research**. We raised £830. Thanks to Mrs Regueira who organised this



# Drop Down Days

'Drop Down Days', are 'off-timetable' days, which replace structured classroom lessons with activities used to strengthen students' practical application of skills and provide a deeper learning experience.

Drop Down Days provide students with the ability to be equipped in valuable life skills which extend beyond the classroom context, serving to promote overall health and well-being. This term, our focus has been on **Health and Well Being**. We have delivered workshops so far to Years 7, 8, and 9. Topics have included First Aid, CPR and Bandages, Music and Mental Health, Personal Safety, Self Defence, Gaming Awareness.



# Sixth Form Enrichment

On Wednesday afternoons, our Sixth Form Students are involved in enrichment activities. These provide an opportunity for students to develop themselves holistically and develop spiritually, culturally, socially and morally. Activities include: London Citizens, Dance, Pod Casting, Fitness and Football, Primary School Mentoring, Charity Volunteering, Street Food, Gardening and Tennis.



Thanks to Elmwood Tennis Club (Mr Jeeves), Justin Marosa (Podcasting) Fitness (Mr Pacquette) London Citizens (Froi Legaspi, Mr King, Mr Azevedo), Carlton from Cuban Vibes Dance, Charities Ashford Place and Rumi's Cave, Primary Schools- St Robert Southwell, St Josephs, Furness, Newfield, St Andrew and St Francis. Harlesden, Gardening (Mr Roche)



## Street Food

We have the best of both worlds- Trips to visit and sample different cuisines. Then every 2<sup>nd</sup> Wednesday we get to cook. Some of the dishes we have made include- pasta, jerk chicken, Vietnamese Pho soup. We decorated biscuits and cakes for the Winter Fair. In our final session we got to cook our own dishes, These included Goan Fish Curry, Lumpia, Spaghetti Carbonara, Jollof Rice, Rice and Stew and Oil Rice.



# Chess Club

The NCC Chess Club has started back up again and is welcoming all students regardless of age, level or gender. It has changed quite a bit from the Chess Club that it was last year.

NCC's Chess Club is being run and organised by Mr Lopes this year and is being hosted in Room F31 every lunchtime (Monday to Friday).

The Chess Club has quadrupled in size from its original 8- 10 members to well over 40 participants, it has grown in popularity rapidly in such a short amount of time.

We now have a room (F29) at lunchtime dedicated solely to female Chess players to learn and play each other.

## Chess Club Future Events

Currently there has been a KS3 Chess tournament held within the Chess Club to gather the best 6 Chess players in KS3 to represent our school in an upcoming tournament against ARK academy on the 29th January. The 6 students representing our KS3 team are Nelson (Team captain), Adreal, Andre, Kaua, Nour and Joshua B. Congratulations to our KS3 Chess team.

The KS4 Chess tournament is currently underway to choose the best 6 Chess players out of the 20 students who registered for this tournament. The chosen 6 will also represent our school at the Chess tournament against ARK academy on 29th January. The winners of the KS4 team- The team comprises of Sam Tracey, Eddie Mann, Kieran Loose, Edward Tejada, Jhaemelan Antonio and David Stefan Portariuc (Year 10).

We wish both teams the best of luck in their tournaments.

There will also be a sixth form/KS5 Chess tournament to see which sixth former would have bragging rights as the Chess champion for the sixth form. There are also plans to have a Chess champion for each year group, these Chess champions earn this title by proving they are the best Chess player in their year. These tournaments will be publicised at a later date.

There are also plans for school wide charity Chess matches/tournaments to raise money for charities and events in the coming year.

## Chess Club Challenge

There is currently a Chess Club challenge happening at the moment and is open to all NCC students regardless of year group. The challenge is to defeat in a Chess match one of the "back line" This is the name given to the 7 of the original (and best) Chess players that helped to found the Chess Club at NCC this year.

The challenge is to defeat all of the following players in a Chess match by the end of the academic year in order to win a lucrative prize and to join a prestigious NCC hall of fame that recognises their achievements.

The members of the back line that need to be defeated are:

\*Sam Tracey

\*Kieron Loose

\*Eddie Man

\*David Rodrigues

\*Ryan Jones-Blake

\*Kyle Jones-Blake

\*Tony Muraskinas

\*Mr Lopes

## Acknowledgements

A huge thank you to Sam, Kieron, Eddie, Tony, Ryan, Kyle, David, John Ray and Nataniel the original members of the Chess Club for all their promotion work and resource building without them the Chess Club would not be as successful as it is now.

A huge thank you to Mr Tracey for purchasing and donating four Chess boards to the NCC Chess Club out of his own pocket and kindness, those Chess boards mean a huge amount to the Chess Club as it helped the Club to grow and have resources in its early days.

A massive thank you to Mr Dunne for investing a further 8 Chess boards to the Chess Club which has allowed multiple students to play and learn Chess in the NCC Chess Club.



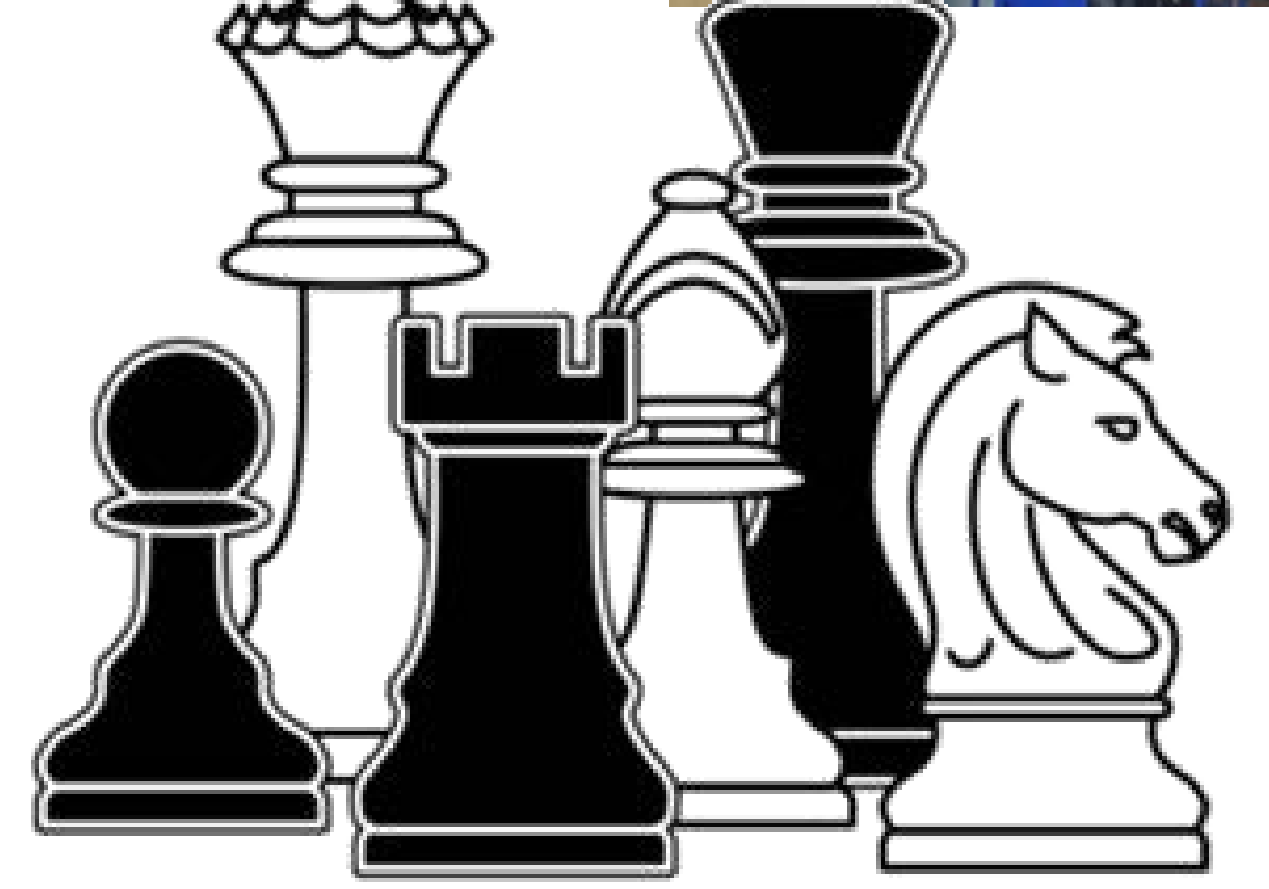
# CHESS CLUB



CHALLENGE THE  
BACK LINE



BEAT ALL OPPONENTS AND  
CLAIM YOUR PRIZE  
LUNCH TIMES: 13:20-14:00  
ROOM: F32





## English Department A Christmas Carol

“Bah!” “Humbug!” Rang out and immediately drowned by the adorable voices belting out ‘God Bless You Merry Gentlemen’ the school stage was transformed on the 8<sup>th</sup> of November into a make believe West end performance. The English Department hosted the casting of - A Christmas Carol.

The performance A Christmas Carol came alive in front of the critical eyes of the KS4/KS5 scholars at Newman Catholic College based on a set GCSE curriculum text.

The cast of 3 actors played all the characters in the story with such skill, adaptability and breath taking pace which amazed the audience. A one hour plus presentation was brought to an end with repeated thrilling applause!

At the end of the performance, the Headteacher gave a vote of thanks and further encouraged questions from students directed to the actors. The information they shared based on the questions were, it had taken them nine days to master the script, they had all studied drama in school and all had attended the same university.

Speaking to the actors backstage, all expressed how impressed they were by the behaviour and interactive session at the end. In fact they declared Newman Catholic College the best school in which they have performed.

On the whole, the performance was awesome, captivating and delivered with precision and pace.

It ended with sharing the spirit of goodwill and a Merry Christmas to all.



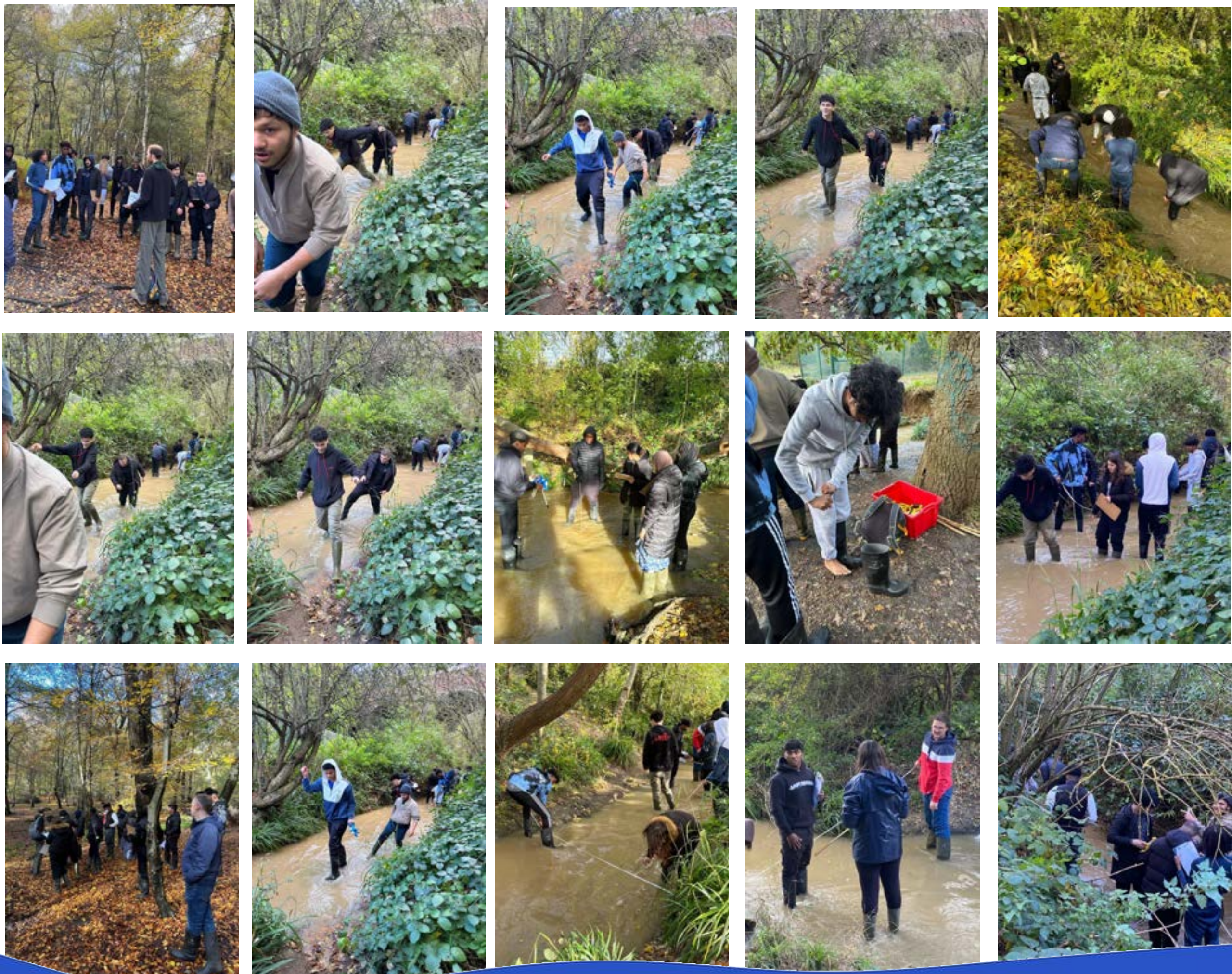
# Geography

## Year 13 Fieldtrip

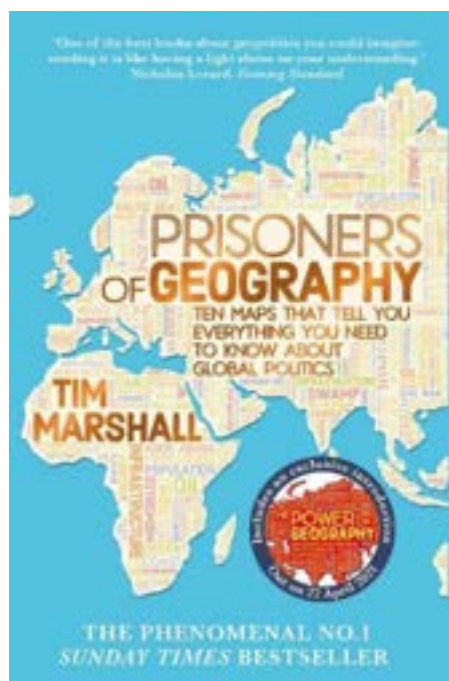
This term year 13 Geography students visited The Field Studies Council Centre located in Epping Forest. The students were preparing for their Geographical Skills exam paper which accounts for 25% of their final grade.

The day started in the classroom at the centre where students discussed geographical theory related to rivers. It was in the afternoon that they were able to put that theory into practice. They all donned their wellies and were eager to delve into the River Debden to eagerly collect a wide range of data. The students showed a great deal of enthusiasm and measured the river depth, width and flow using a variety of equipment.

What an experience for all; exhausted but happy and one step closer to GCSE success.



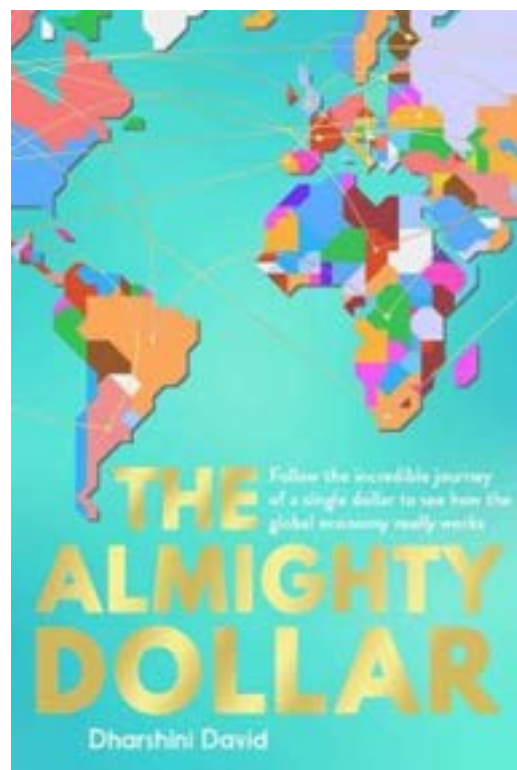
## What to Read?



Prisoners of  
Geography by  
Tim Marshall



The Almighty  
Dollar  
By  
Darshini David



## What to Watch?



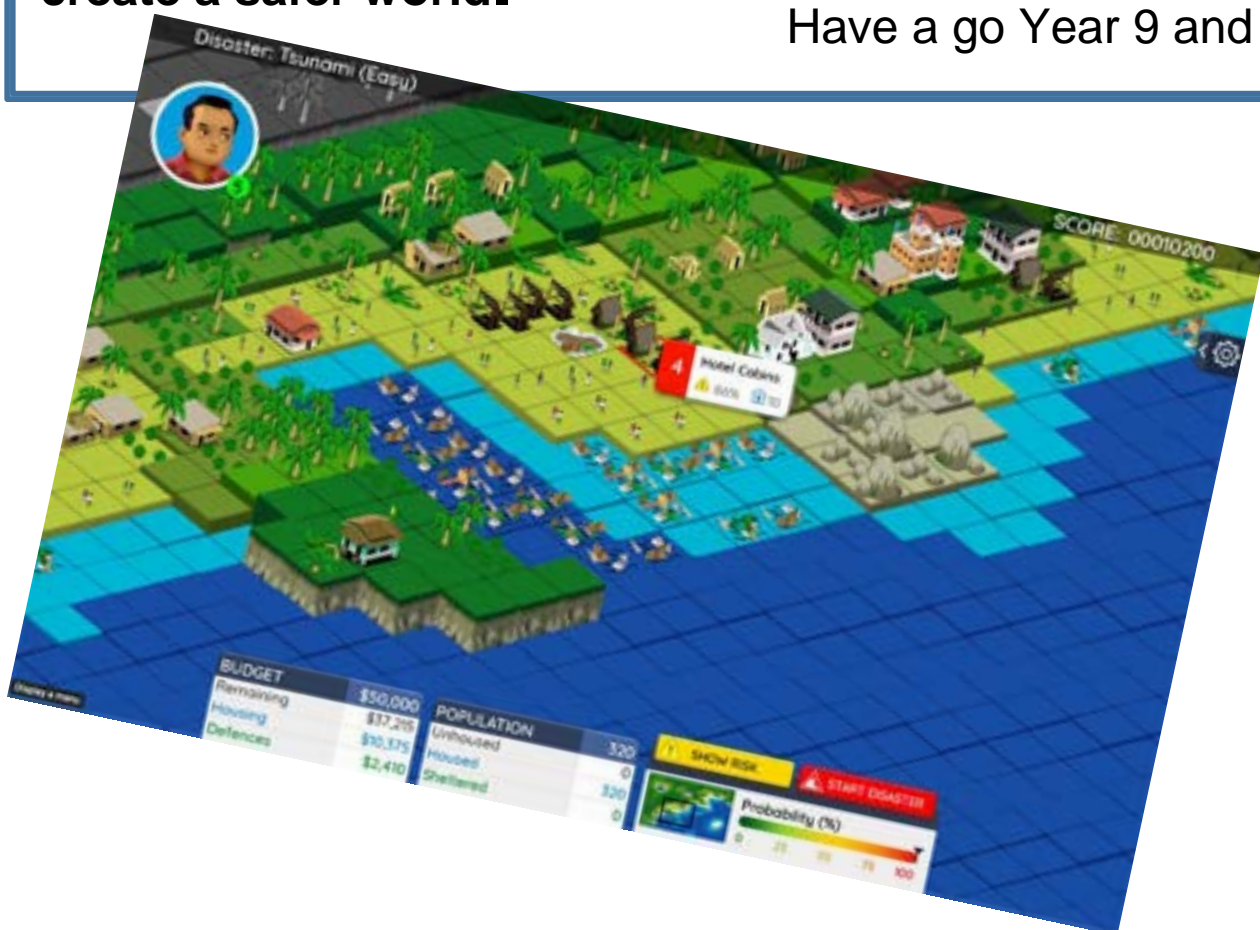
All are on



## UNDRR Stop Disaster Emergency Planning Game [stopdisastersgame.org](http://stopdisastersgame.org)

UNDRR stands for the UN Office for Disaster Risk Reduction. The online game aims to teach you how to build safer villages and cities against disasters. You will learn how the location and the construction materials of houses can make a difference when disasters strike and how early warning systems, evacuation plans and education can save lives. You are the future architects, mayors, doctors and parents of the world of tomorrow. If you know what to do to reduce the impact of disasters you can create a safer world.

Have a go Year 9 and 10 Geographers!



## How to Improve your General Geography Knowledge

Use Sparkle to see how good your country and capital city knowledge is.

Start with  
Europe...

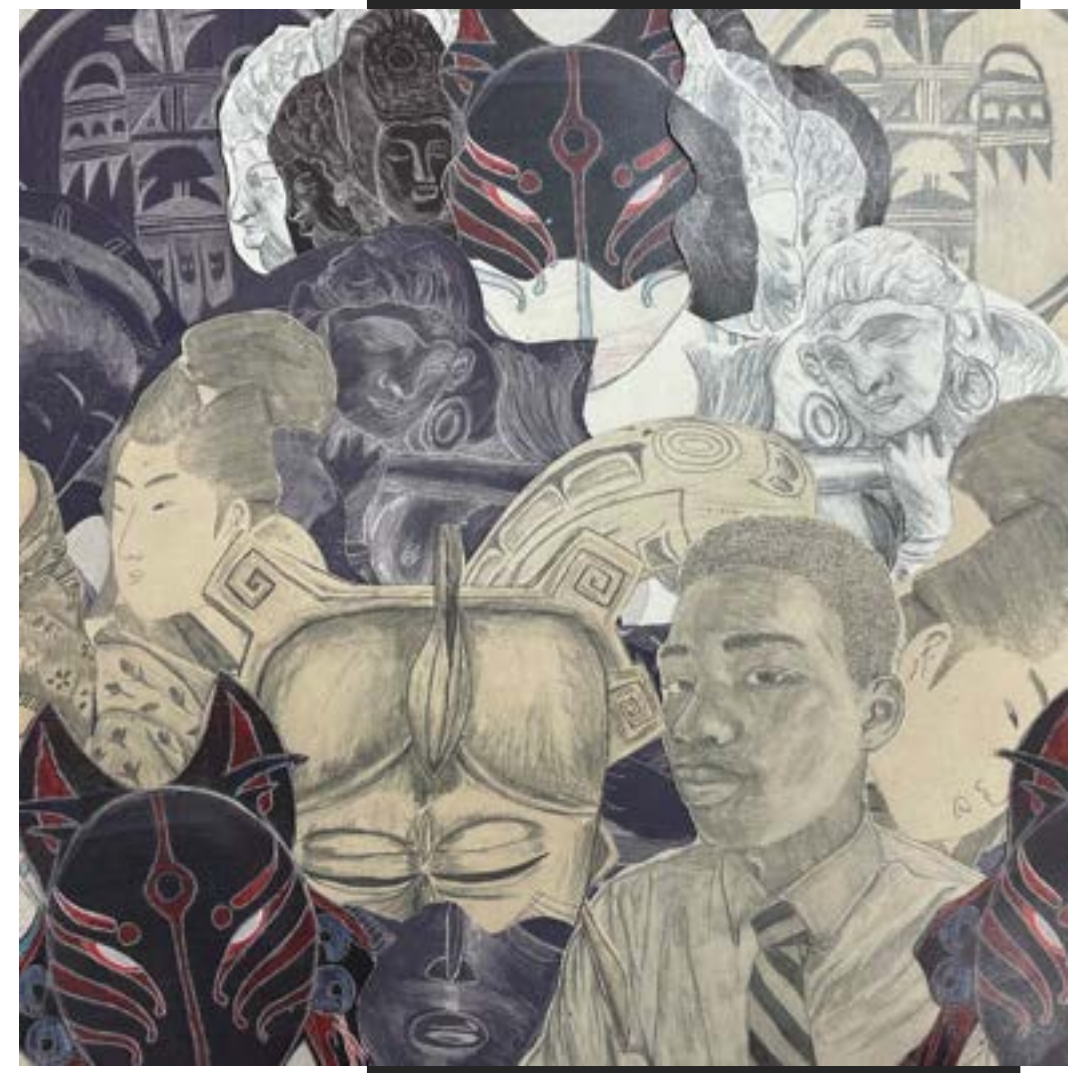
[www.sparkle.com/games/g/europe](http://www.sparkle.com/games/g/europe)



# ART AND DESIGN: GCSE CULTURAL FUSION MOCK EXAMS

This term, Year 11 and 13 have been looking at artefacts from around the world.

They have been focusing on creating observational studies of various pieces, before creating a dynamic collage for their final Autumn term assessment.



**ART AND  
DESIGN: GCSE  
CULTURAL  
FUSION  
MOCK EXAMS**



**MOCK EXAM FINAL PIECES**





# Christmas AI Lectures by Professor Mike Wooldridge (First of 3 lectures on AI)

Although we think of AI as something in the future, Professor Mike Wooldridge showed us the role that AI already play in our lives – without us even being aware of it. He also demonstrated the huge impact AI is having in fields ranging from medicine to football to astrophysics – and even our creative lives - in art, photography, and music.

Yet while AI will create many exciting opportunities, advances in the field have raised many fears – some justified, others not. There are concerns about identifying what's fake and what's real, as AI becomes increasingly clever. The Professor talked us through the dangers that AI raises, from machines adopting human prejudices, through to machines that operate as our boss at work, up to questions about whether AI might be a risk to humanity.

The lecture was a masterclass, with many keynote expert speakers talking about the use of AI in diverse fields from:

1. Use of AI in designing challenging games
2. Use of AI in diagnosing Parkinson's disease
3. Use of AI in creating 3D images of brain development of fetuses
4. Alpha fold and neural network on training programmes to decode protein structure

Pace of change of new AI is surprising for even the scientists that built it.

New AI was made possible by artificial neural pathways inspired by the neural pathway of the brain

Some of the key questions were:

How aware are we of AI in our everyday lives ?

What challenges are we facing?

How AI is shaping our lives

During the lecture we learned about how the AI generates new predictions for protein structures in a matter of minutes.

The impact of alpha fold in structure has saved alot of time and money for researchers



# SCIENCE

## Y13 BTEC Practicals

Year 13 students are working on their coursework. For this task they had to make AC and DC motors (Alternators and dynamos). They used their knowledge of electromagnetism and technical skills to generate AC and DC current. They were determined and showed resilience while building the motors as it was not that easy. They had to follow instructions, use tools they had not used before and work together as a team to achieve their goal! Well done to our BTEC students!

## Science Club (KS3 and Sixth Form)

Science club continues to grow every week. Each week we have been practicing our skills during fun and interactive experiments, some of which cover KS4 level topics to extend our younger learners.

Initial activities we have covered are topics which are also learnt at GCSE level such as density and reaction times. Students have practised how to measure density of regular and irregular shaped objects, recording and presenting data in a table whilst completing appropriate calculations. Students have also carried out the 'ruler drop test' to investigate reaction times.

Currently, students are completing a project using various pieces of equipment (such as Molymods, K'nex, motors, gears, electrical wiring) to create or build a product alongside conducting research to learn about the components used. Pupils will then present their work and ideas to the rest of the group about how and why their project works.

Science club is running every Wednesday after school in F29. We are hoping to see many of you there in the coming weeks.

Sixth Former volunteers welcome! It would look amazing on your CV to say you helped run Science Club at your secondary school.

Any questions please contact:

Miss Abbas: [rabbas@ncc.brent.sch.uk](mailto:rabbas@ncc.brent.sch.uk)

Ms Tsapa: [dtasapa@ncc.brent.sch.uk](mailto:dtasapa@ncc.brent.sch.uk)

Mr Hagi (Science KS3 coordinator): [nhagi@ncc.brent.sch.uk](mailto:nhagi@ncc.brent.sch.uk)

## EDUCAKE

The science department is using an online platform called Educake. With Educake, teachers can assign homework and track students' progress using online formative assessment. Students can access Educake from their laptops, tablets or phones very easily. They can use this tool not only to complete homework but also to revise. They can track their progress as well as find their weak and strong points in the curriculum.

Students seem to enjoy working on Educake.

Any questions please contact:

Ms Tsapa: [dtasapa@ncc.brent.sch.uk](mailto:dtasapa@ncc.brent.sch.uk)

Mr Hagi (Science KS3 coordinator): [nhagi@ncc.brent.sch.uk](mailto:nhagi@ncc.brent.sch.uk)



# Exploring the social sciences at SOAS

**“It was an amazing day and we had the chance to improve our English and have fun at the same time.”** Miguel



**“I enjoyed the drama workshop best, it was fun.”** Carl



**“I enjoyed the five workshops, they were amazing and enjoyable. We learned new facts and met people from different countries.”**

Abdimalik



**“The best part of the trip was thinking about ‘where I belong’ and it made me think of Brazil.”** Matheus

Students in the EAL Department visited SOAS University of London in November. The event explored the themes of migration and marginalisation and lifelong wellbeing through engagement activities designed by SOAS researchers.

Students also took part in workshops run by Springboard Youth and the Phosphoros Theatre Company. “We learned about culture in different countries and it was fun, especially chatting to the researchers,” said Walid.

“To me, the best part was the drama workshop,” explained Gabriel. “I liked it when the drama teachers asked us to choose tree cards and talk about what they sound like. It made me remember my friends and family.” Zenish said he learned so many things, “We learned how to create a zine and looked at artefacts.”





# Careers Fair - Planning for the Future



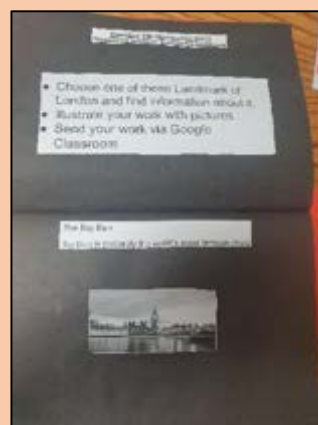
Students attended a careers fair in October, organised by the US Charitable Trust. Students met and spoke to representatives from companies including the Army, the Police, Wates, Glencar, Balfour Beauty, Alperton Creatives, Brent Work, Charlie Bighams, the Jason Roberts Foundation and a number of universities.



**“It was a very interesting event. I spoke to the military about what they do and what I need to do to join. They said I had to work hard in English, maths and science. It was very helpful.”**  
Abdirahman

## Enrichment in the EAL Department

Enrichment lessons help students build their vocabulary and general knowledge. This term students have been learning about London landmarks, creating power points about different sites and at the same time developing their ICT skills. Next term, they will improve their speaking and presentational skills by presenting their power points to the class.



# Investigations in Science

EAL

Students in PNA carried out an investigation into plant cells, looking at onion skin under a microscope.

**“In science, I get to be a scientist, conducting experiments.”** Diogo



**“I enjoy science lessons because they challenge me to think outside the box.”**

Samiullah



A man got a dragon from a farm and he talked to the small as a rubber dragon. The dragon is scary and the man gave food to the dragon so the dragon grew up as big as a chair. Then the man talked again to the dragon and helped the dragon to fly. So now the dragon can fly and when people come to kill the man, the dragon comes as fast as superman. The dragon puts the man on his back and flies to another place.

When the man and the dragon came back to the city the people were scared because it was huge. The people run to their homes. But the man explains that he has trained the dragon and so the people should not be scared and can touch the dragon.

One boy was very scared but he agreed to sit down with the dragon and saw that the dragon helped the man. The boy petted the dragon and he was not scared any more.

Margesh



## The fantasy genre

In the valley of elves children dream of one day saving the princess. One day a man comes from the princess' castle and says that the princess has been captured by a dragon. She needs a courageous person to save her.

Link, an elf, thinks it is a long walk to the castle but he decides to go and fight the enemy.

When link goes to save the princess he finds the enemy, Slime Eye. Link fights with him and uses a sword to attack him and cut him through the middle. But Slime Eye uses explosives. Finally, Link wins.

Margesh



# Christmas traditions in Cuba

As a Spanish teacher from Spain, I enjoy sharing my passion and knowledge to my students about our traditions and costumes in Spain, but I also believe that it is extremely important that Spanish as a Language, is not just linked to Spain but to many other Spanish speaking countries which are as interesting and worth to discover as Spain. In this occasion, I would like to present some of the Christmas traditions and facts about Cuba, a country based in the Caribbean with a rich history and cultural capital.

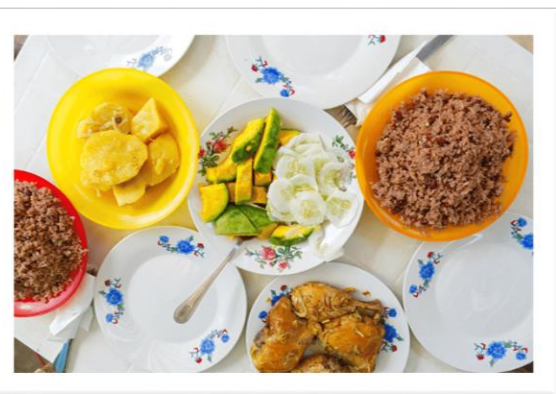
## Did you know?

This country of the American continent had enjoyed the celebration of Christmas for hundreds of years, since its colonizers were Spanish Catholics, who brought certain impositions and new beliefs to this land, such as the Catholic religion. However, with the triumph of the political force of the [communists in Cuba](#), it was decided in 1959 to look for ways to ban this party, since it was seen as alien to the new political ideals and wanted it not to be a brand of it. [Many publications](#) began to create another type of Christmas, based on changing the tradition, that is, replaced by local characters and for Cuban children, so as not to lose the celebration but adapting it to the country in which they already lived and the situation in which they They found.

For approximately thirty years, [Cuban families](#) had to hide all their Christmas decorations, surely inherited from their ancestors, with the inability to celebrate such a traditional holiday that was now prohibited. Progressively, beginning in the 90s, a clear trend began to be felt for the need to reinstate these festivities, but it was not until 1997 that the [Cuban people could celebrate](#) Christmas again, because Pope John Paul II visited the country and coup was decreed again as a holiday on [December 25](#). From that moment on, the inhabitants of this country who wanted to celebrate these holidays brought out their old ornaments to bring them back to their homes and streets.



- **Capital:** Havana
- **Area:** 109,884 sq km
- **Population:** 11 million
- **Languages:** Spanish, plus Haitian Creole
- **Life expectancy:** 75 years (men) 80 years (women)



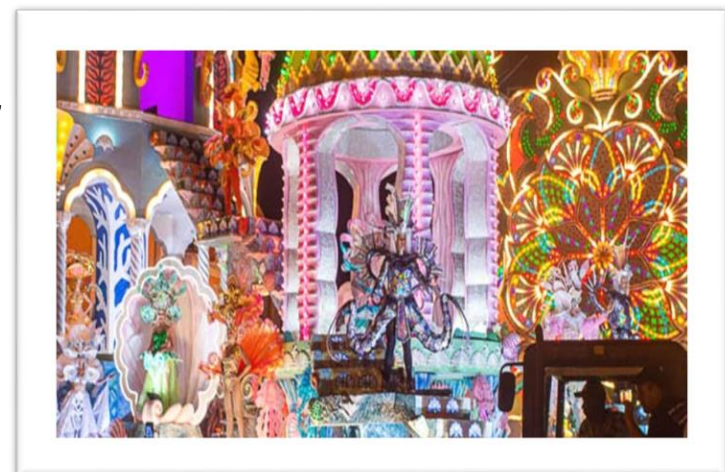
**Nochebuena: 24<sup>th</sup> of December:** (the good night or Christmas eve) is the main celebration date in the festive calendar. For Cubans, Nochebuena is a time to get together with your family at home, cook and enjoy an evening meal. The traditional Nochebuena meal includes roast leg of pork, congrí rice (rice cooked with black beans ) yuca with garlic dressing, fried plantains and salad, but most people cook with whatever they have!

**Parrandas:** were born in the 18th century when **Father Francisco Vigil de Quiñones**, the priest of the Grand Cathedral of Remedios, had the idea to put together groups of children and provide them with jars, plates and spoons so they could run around the village making noise and singing verses, in order to get the people to come to midnight masses the week before Christmas. The idea became a tradition and evolved over the years to become the massive street party that has remained until today.

**Nochevieja: 31<sup>st</sup> of December:** (the old night or new years eve)

**Taking a suitcase out for a spin:** This superstition is tied to many Cubans' desire to travel abroad. It consists of packing a suitcase and walking around the streets at midnight. By doing so, the hope is to be able to travel internationally within the next year.

**Throwing water out of window:** One surprising tradition that Cubans stick to is throwing a bucket of dirty water out the house on New Year's Eve. The water is said to represent the negativity and bad omens of the passing year which is then thrown away out of the house.



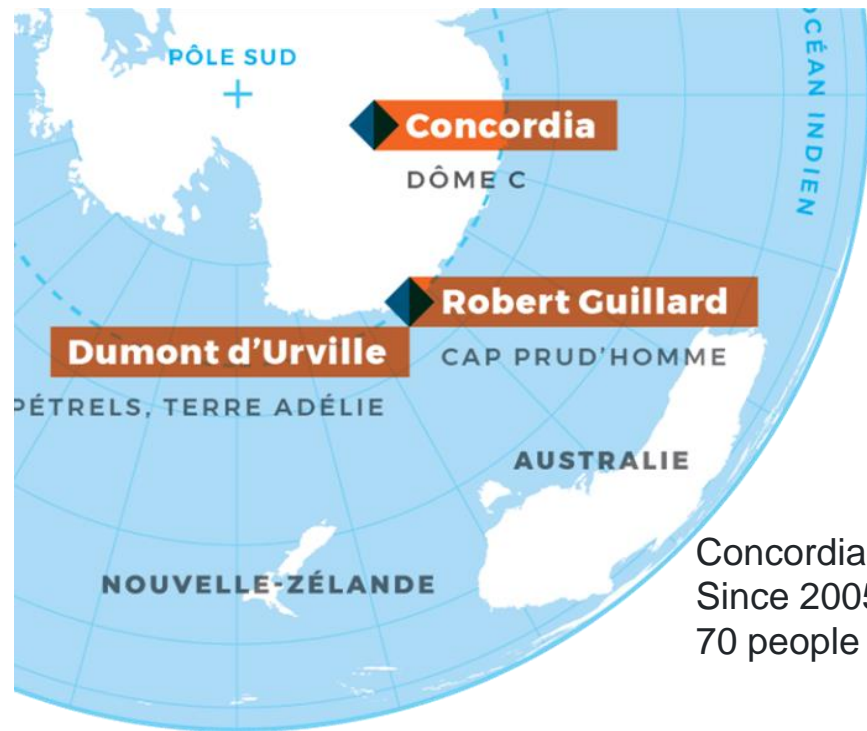
# FRANCE IN ANTARCTICA

## French Terres Australes et Antarctiques Françaises

### French Southern and Antarctic Territories

Antarctica is a continent that is covered with ice, located in the extreme south of our planet. Surrounded by the Southern Ocean, it is the coldest, driest, and highest region in the world. Since 1959 and the signing of [the Antarctic Treaty](#), this continent has been dedicated to peace and science.

### Did you know it is possible to visit the French Territories of Antarctica?



In Antarctica there are 2 main French bases

#### Dumont D'Urville base

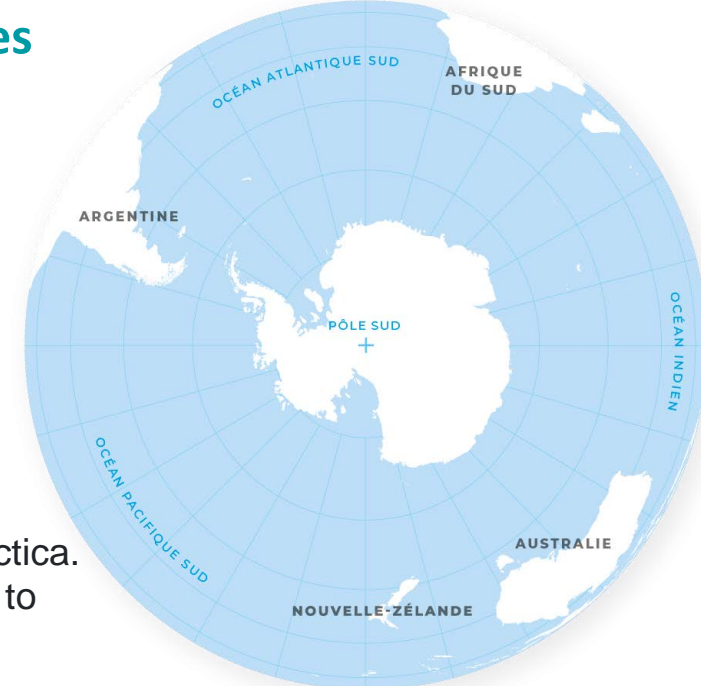
**(Entirely French)**

Dumont d'Urville is the historic French station. Located on the coast of Adélie Land, it can accommodate up to 120 people in summer since 1955 and is maintained by approximately twenty overwintering personnel in winter.

#### Concordia base

**(French and Italian)**

Concordia is a French-Italian station located at the very heart of Antarctica. Since 2005, it has welcomed 12 to 15 overwintering personnel and up to 70 people during the austral summer.



### What is France doing in Antarctica?

#### Studying the poles



The poles' influence on climate and the oceanic currents, their geographic isolation and the presence of the magnetic poles make these environments essential as areas for research. Antarctica has the habitats for a unique fauna and implying some strong influences on the biodiversity and adaptability of species in a Situation of global change.

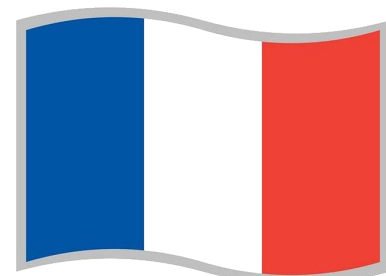
It authorizes and monitors activities under its jurisdiction,

mainly scientific missions implemented by the French Polar Institute Paul-Émile Victor.

And it also organizes tourist expeditions organized by French agencies on the Antarctic Peninsula!

#### Main areas of research:

- Astronomy
- chemical dynamics of the atmosphere, ozone chemistry
- Responses of living organisms to climate change and human activities
- Human biology and adaptation to overwintering conditions
- Distribution of the fauna and flora and evolution of the biodiversity
- Chemical dynamics of the atmosphere, ozone chemistry,
- Glaciology
- Human and social sciences with regard to populations living in the Arctic



#### The Dumont d'Urville station

Dumont d'Urville (sometimes written DDU) is the historic French station. Opened in 1956, the Dumont d'Urville station is named after the first French explorer to set foot on Antarctica. This station was built on Petrel Island (l'île des Pétrels) which is located on the coast of Adélie Land, a territory governed by the [French Southern and Antarctic Lands \(TAAF\)](#).

The Polar Institute ensures the functional management of the station and manages the scientific projects carried out there. TAAF maintains sovereignty and the public service missions there (radio, medicine, postal services).



#### A few figures:

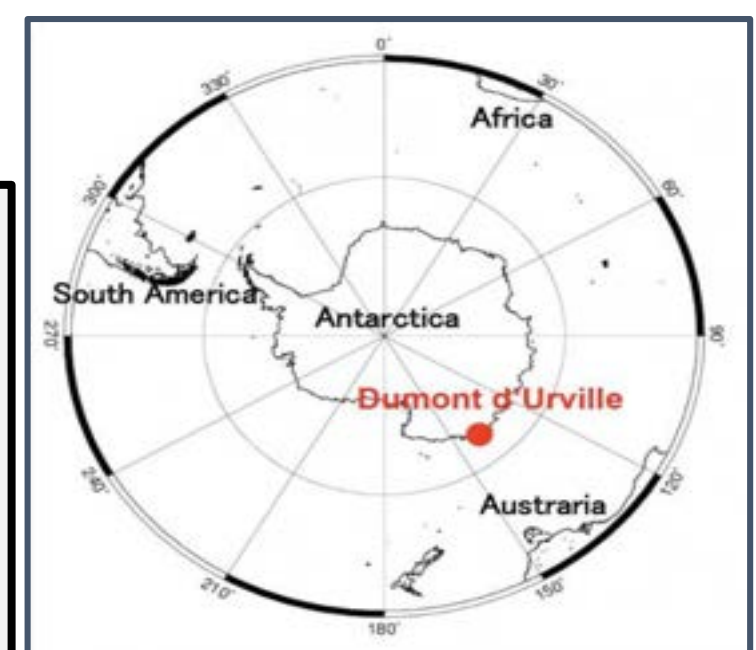
66°40'S – 140°01'E

20 m in altitude

25 to 35 overwintering personnel and up to 120 people in summer

covers a surface area of 5,000 m<sup>2</sup>

-1°C on average during summer and -17°C in winter



## Scientific research

Dumont d'Urville is a long-term observation platform of fundamental interest for studying the atmosphere, the ice cap, geophysical phenomena and animal populations (mammals and seabirds). It is a key element in several international networks monitoring the evolution of our planet. In addition to these long-term studies, there are numerous short-term thematic research projects. The site for the construction of this station was partly chosen because of its proximity to the Emperor penguins that come to breed on solid ground nearby. Adélie penguins, a smaller species, are an integral part of life at the station given that the station was set up in the middle of their habitat. A large part of the studies carried out at the station is focused on biodiversity research, particularly marine, how it is changing and how it is adapting to climate change. Dumont d'Urville is also an observation platform for the atmosphere, the ice cap and the geophysics of our planet. The station is a genuine scientific campus with fifty or so buildings: living areas, research laboratories and utility rooms. It is also the gateway to research and logistics activities on the continent, particularly via the Robert Guillard facilities at Cap Prud'homme, where supply convoys to the [Concordia mainland station](#) and Antarctica scientific exploration traverses are prepared.



## The Dumont d'Urville station's history

In 1950, 110 years after Jules Dumont d'Urville landed on Adélie Land, the French Polar Expeditions (EPF) installed a first station on the Antarctic coast: Port-Martin where 11 people overwintered, and who made the first meteorology and magnetism observations and carried out numerous exploration traverses. In 1952, the station was completely destroyed by a fire. The third expedition, which had just landed, then settled on the Pointe Géologie Archipelago on Petrel Island. This small temporary observatory, whose buildings were nicknamed 'Marret Base' still exists, but was closed in January 1953.



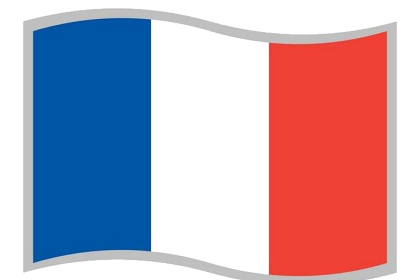
Petrel Island, located at the foot of L'Astrolab glacier, was once again selected in 1956 to take part in the International Geophysical Year (IGA) of 1957-1958. The buildings erected for this occasion, part of which is still being used, were designed for 20 people and a temporary occupation of three years. This station was called the Dumont d'Urville station. A forward station, Charcot base, was installed at the same time 300 km from the coast and at an altitude of 2,400 m, not far from the south magnetic pole. Three scientists overwintered there for two years estimate the thickness of the ice.

In 1959, the French government decided to maintain the station on a permanent basis and to continue the research work. This decision made it necessary to rebuild and expand the station during the following summer campaigns. Since then, the station has been continuously occupied. Dumont d'Urville's first buildings were made of steel with thermal insulation sandwiched between fireproofed plywood and Klegecell PVC foam. The main base is surrounded by 11 small wooden shelters for various scientific uses and a garage for the maintenance of tracked vehicles such as Weasels and Snowcats. During the summer campaigns, the EPF received assistance from an army helicopter. Since the Dumont d'Urville station is ideally positioned to study magnetic and solar phenomena in the upper atmosphere, the results obtained in this field during the IGA were remarkable. Traverses over the ice sheet were organized from Dumont d'Urville; this allowed for the acquisition of numerous glaciology and meteorology data and the production of seismic and gravity profiles.

**Adélie Land** Adélie Land is a region in East Antarctica, roughly facing Tasmania. It represents an area covering 432,000 km<sup>2</sup> delimited by the Geographic South Pole (or Terrestrial South Pole) and the 136<sup>th</sup> and 142<sup>nd</sup> meridians. Adélie Land is the region claimed by the French government which has entrusted its management to the French Southern and Antarctic Lands (TAAF).

**The climate in the Dumont d'Urville station** Due to the influence of the ocean, the climate at Dumont d'Urville is relatively mild. Average temperatures oscillate between -16° and 7°C in July, and -0.9°C in January. Thus, the annual average is -10.8°C, with records of -37.5°C and 9.9°C.

**Population at Dumont d'Urville station** Over winter, roughly twenty people inhabit Dumont d'Urville, including:



- A Cook-Steward and a pastry chef
- In the technical team: a technical manager, a carpenter, a toolmaker, a mechanic in charge of the power station, a second-in-command mechanic for the power station, a garage mechanic, a plumber-heating engineer, an electrical technician
- In the scientific team: a computer scientist, a science electronics technician, an optoelectronic technician, biologists/ecologists/veterinarians
- For the weather: a person in charge of the weather station and a technician
- And last, a postal manager, a radio technician, a doctor and the district manager, TAAF personnel

The handover between inbound and outbound wintering personnel takes place during the summer campaign. Members of the Institute's permanent personnel and contractors help the technical teams out depending on the logistical needs and the sites. Most of the scientific projects are also implemented during the summer campaign, therefore Dumont d'Urville hosts the researchers in charge of these projects and their team (PhD students, engineers, etc.).

**The buildings on the Dumont d'Urville station** The buildings cover a total surface area of approximately 5,000 m<sup>2</sup>. Over winter (March to November), the base accommodates between 20 and 30 people divided between the general services and the scientific services ensuring that data are acquired for the French laboratories involved in the polar programs.

**Summer dormitory**



**Winter dormitory**



**Fitness room**



**Living room**



**Kitchen**



**A few figures:**  
 75°06'S – 123°21'E  
 3,233 m in altitude  
 1<sup>st</sup> overwinter in 2005  
 12 to 15 overwintering personnel and up to 70 people in summer  
 -30°C on average in summer and -63°C in winter



**Technical buildings**

**Power station :** Electricity generation (average consumption of 90 to 100 kWh) is currently provided by three diesel power generators.

**Water production :** Domestic water is produced by a still-based desalination unit heat from the power station's cooling circuits. An average of 5,500 L/day of water is produced in summer. There are also plans for using co-generation to supply part of the collective heating.

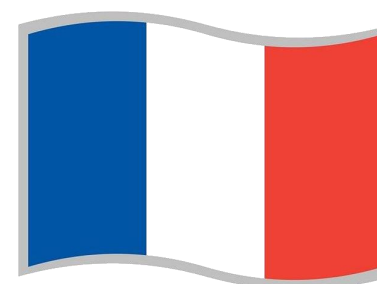
**Waste treatment :** Waste treatment is a major concern. It corresponds to an international objective to reduce the impact of human presence on the Antarctic continent. Efforts are focused on reducing the volumes to be treated, as well as developing sorting procedures and storage methods. It is complicated to repatriate waste.

**Concordia station**

Concordia is a French-Italian station operated by the French Polar Institute and the [Programma nazionale di ricerche in Antartide](#). Continuously inhabited since 2005, it is one of only three stations located in the interior of the Antarctic continent. This makes it, among other things, an important site for the seismic and geomagnetic observation networks of our planet. Concordia is built on the Dome C site, on top of an ice cap that is 3,300 m thick and which, using ice cores, is being used to trace the terrestrial climate in past years. In addition to its high altitude, low levels of air humidity, low light and low air pollution make it an ideal site for astronomy and studies on atmospheric physical chemistry. The EPICA (European Project for Ice Coring in Antarctica) drilling project has made it possible to recover a record of the climate over the last 800,000 years and it is expected that the next core samples will exceed one million years. The station is composed of two towers, one for 'quiet' activities (bedrooms, laboratories, hospital, etc.), the other for 'noisy' activities (kitchen, living room, fitness room, workshops, etc.) and technical buildings. During the summer campaign, some of the personnel are housed in the summer camp, a complex of buildings and tents located 500 m from the station. Various buildings housing scientific facilities are found around the station. The station was designed based on innovative architectural and technological concepts as per the recommendations set out in the Antarctic Treaty. Grey water is recycled by a treatment unit developed in collaboration with the European Space Agency. Heating is produced by cogeneration when the power station is in operation. Organic waste is transformed into compost by a digester, other waste material is sorted and repackaged for reprocessing off the continent.

**Climate**

The average annual temperature in Concordia is -55°C. It varies between -30°C and -50°C in summer, and can reach -80°C in winter. The wind, even very light wind (10 knots maximum), has a strong influence on the perceived temperature.



**The Concordia station's history**

The project for a new research station at Dome C was initiated by the French Polar Expeditions in the 1980s. The initial study, including the required facilities, the transport system and the coastal base camp was completed in 1991. At that time, the Italian Antarctic Program (PNRA) expressed interest in developing scientific and technological research in Antarctica and in taking part in the Dome C project. The benefit of collaborating in such a project was quite clear and an agreement was signed on 9 March 1993 between the PNRA and The French Polar Institute Paul-Émile Victor, the successor of the EPF. This agreement establishes the two national operators as equal partners in the construction and operation of the Dome C station, now called 'CONCORDIA'.

**Dome C (DC)**

The station was installed at 75°06'S – 123°21'E. It is one of three permanent stations installed inland on the continent, and not on the coast, with the American Amundsen-Scott station installed at the South Pole and the Russian Vostok station. The station is made up of two towers, each with three levels that are connected to each other and to the container buildings housing the power station and the water treatment station by covered corridors on the ground floor. The towers are installed on stilts so that the site does not become snowed in.



## A very large research infrastructure

Concordia was selected by the national roadmap on research infrastructures as it is a 'very large research infrastructure'. In other words, it was identified as 'a tool or device with unique characteristics identified by the user scientific community as required for carrying out high-level research activities'. The criteria for inclusion in the roadmap also imply an openness to the scientific community that would like to use it, based on peer review, carrying out one's own research or providing services to one or more user communities including actors from the economic sector, representing a quality label and recognition of its value in the National Research Strategy. The goal of steering these infrastructures is to ensure that the French keep their positions within major European research projects

## A Multilingual French-Italian partnership

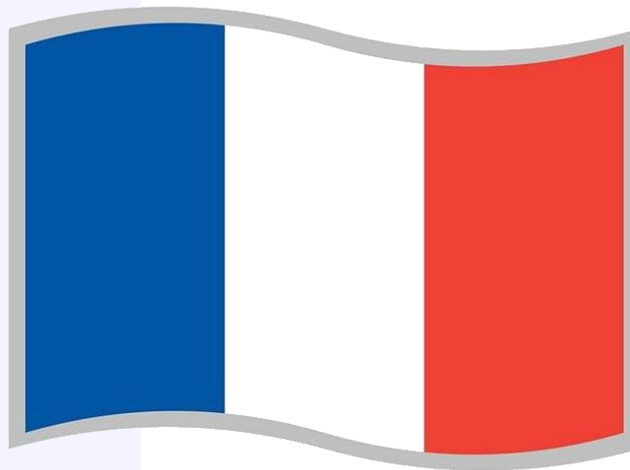
France and Italy, through their Ministries of Research have signed a partnership agreement for the management of the Concordia station. This agreement defines the contributions, financial or service-related, of each country with regards to the operation of the station. For example, the Italians are responsible for transporting equipment and personnel by air as well as for the telecommunications, whereas the French manage the logistics traverses and the vehicle fleet. The overwintering team is therefore made up of French and Italian members, and sometimes other nationalities recruited by one of the two countries.

### Traverses

A 'traverse' is a convoy which, on four occasions during the austral summer, travels the distance between the Robert Guillard installations on the coast of Adélie Land and the Concordia station to supply Concordia with food, fuel and equipment.

### Transporting personnel

Staff and personnel, depending on the summer campaign personnel, scientists, technical staff and logistics specialists arrive at Concordia by plane. Some personnel arrive from Dumont d'Urville, after crossing the Southern Ocean aboard L'Astrolabe from Hobart in Tasmania.



**French is an essential requirement**

*Did you know?*



**HOW TO WRITE  
A FRENCH RESUME**

(CURRICULUM VITAE)

The Polar Institute **only supports scientific projects** from French public research organizations. The project leader must be a member of one of these organizations. Projects submitted by thesis students, post-docs, researchers or emeritus teachers are not eligible. This implies that also in the scientific research French language is absolutely a must.



## Year 7

The Year 7s have been discussing the true meaning of Christmas in the lead up to the holidays. We decided that it is a good idea to help those in need, especially during the current living crisis. The students decided they wanted to make Christmas special for lots of people in our community and all over the world.

We held multiple charity events in Year 7 to raise awareness and spread hope and joy near and far.

The students spent hours taking on the big shoebox challenge 2023 for Samaritans. They made 32 boxes filled up with toys, warm clothing, accessories, toiletries and more, for lots of boys and girls!

They have been donating food to our Newman food bank on a weekly basis. They have contributed over 10 bags full up of rice, pasta, beans, soup, chocolate, biscuits and more.

They raised over £108 for our Christmas jumper day. The students got involved and shined in their glitz and glamour. As a form, 7 Paul raised the most money for charity this term.

We are incredibly proud of the boys showcasing the true value and meaning of Christmas!







**Year 7**





# Year 7



# Design and Technology

## Year 7 -Graphic Products



Year 7 students proudly displaying their Birthday Cards.

# Year 8 -Graphic Products



Year 8 students displaying their perfume package and bottles.

# Year 9 -Graphic Products



Year 9 students displaying their Chicken Delight Chips box .

# Year 9 - Resistant Materials



Year 9 students working on their mechanical toy project.

# Catering



Year 7 – Abel making bread rolls.



Year 8 - Scone work, Harris and Pyetro.



Year 9 - Pizza work, Eyad put fresh rosemary on his .

# Catering



Year 11 ....Callum helped Miss O'Brien on open evening...Margarita Pizza and orange juice



# HISTORY

## 7F become Castle builders!

Year 7 are learning about Castles. They became castle builders within a week and made their castles from lego, wood, using pastilles, cardboard, lollipop sticks and even grass!

Well done 7F and particularly to Fahad, Zain, Adam, Jack, Shawnie and Maliek! Fantastic work boys, well done!



Well done to Henry in 7P, for building an outstanding Motte and Bailey Castle!

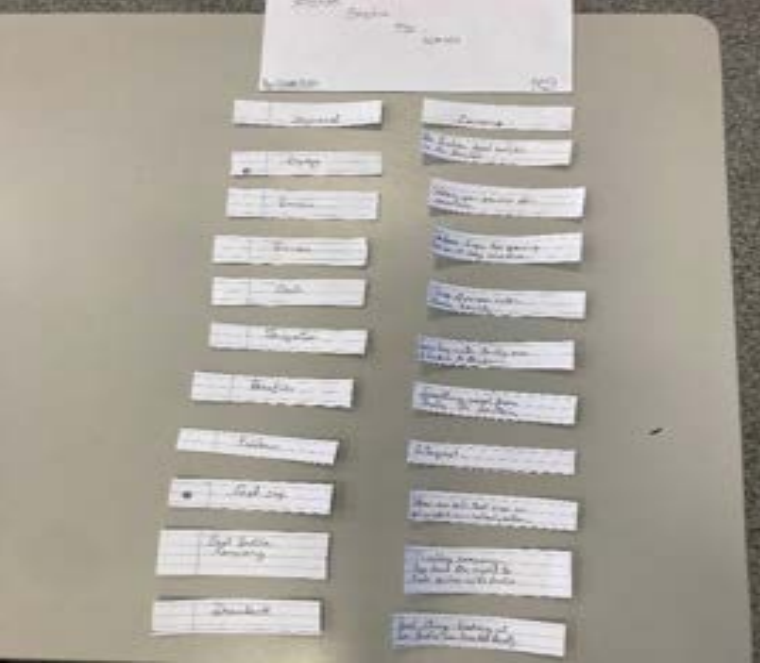


## 12L Get creative to help them remember Key Words!



12 L have been revising for their exams in a creative way. They created a matching game to help them remember the key words.

Well done 12L!



# HISTORY

History MUN



**United Nations**

LOSMUN

**Saturday 25<sup>th</sup> November 2023**



On Saturday 25<sup>th</sup> November Denito attended The LOSMUN Conference at The London Oratory School. This is a Model United Conference where students have the opportunity to discuss current events such as, World Trade Organization within different Committees, like the Human Rights Committee. Students acquire the skills of public speaking presentation and persuasion.

Denito was part of the Security Council where he did us proud discussing the topics of The Question of Increasing tensions in Taiwan and The Question of the rising violence in Mali. Well done Denito!



LOSMUN was a very insightful event. I was fascinated by the fact that they had a genuine political speaker I didn't expect them to have Lord Patton, former Governor of Hong Kong and government minister. I sadly couldn't attend all of the debates but I was in the Security Council which was quite intriguing judging that we were the most successful Security Council they had over the years we did have some light off topic things but it was quite fun and proves how people view politics as "boring" very wrong. (Denito Year 12)





# Religious Education

## Diwali Trip to Shree Swaminarayan Mandir in Willesden

On a very wet day in mid-November, we took our regular trip to the Hindu Shree Swaminarayan Temple on Willesden Lane to celebrate Diwali. Year 12 Paul and myself accepted their invitation to celebrate the festivities of Diwali with them in their mandir (temple)

We had a very wet walk to the mandir and when we got there, the celebrations had been in full swing for a few hours and received a warm welcome helped to dry us up. The pupils were taken aback by the lively nature of the mandir and the noise of people praying, chanting and worshipping.

Diwali is the Hindu festival of lights and it is usually celebrated in late October or early November. People usually light small oil lamps and place them by their doors and windows to guide Rama back home. This comes from the famous Hindu story of Ramayana where Rama and his wife Sita were banished for many years from Ayodhya, a city in northern India. With the help of Hanuman, they were eventually able to return to Ayodhya and were crowned king and queen. It is a happy festival, where people usually give each other cards and presents.

The pupils learnt all about this from one of the guides and were amazed at the amount of food that had been made and offered at the mandir. We were then brought upstairs to enjoy their hospitality where the pupils were given a beautiful Indian vegetarian meal, which was a new experience to many but nonetheless went down very well!

This is a trip we have done for many years thanks to the invitation of the Shree Swaminarayan Temple and it is one that we hope will be extended for many years to come!!



Join Mr Hughes every Wednesday after school in Room M38 from 3.15pm-4.30pm for Tea and Philosophy Club. Discussions take place in relation to philosophical topics and texts.

### Meet our Priests

- L-R
- Father Stephen Shrine of Our Lady of Willesden
- Monsignor Roger St Mary Magdalen's
- Father Allan Church of the Transfiguration





# Religious Education

**One-State Solution**

**Pros:**

- Unity & Peace
- Development of state
- Solidify their government

**Cons:**

- Violent Riots/Rebellions
- Racism
- Influence in beliefs
- Language Barriers
- Education

**Two-State Solution**

**Pros:**

- Independence
- Own state values
- Religious identity

**Cons:**

- War would eventually occur
- Prejudice
- Border Disputes
- Conscription
- Tension between leaving
- Refugees

**Israeli**

- An end to violent attacks.
- No more mandate for 13 yrs to combat.
- An end to rocket fire.
- No more racism.
- Fair / equal treatment.
- Acknowledgement of the sufferings.
- ~~An end to calls~~ Access to holy site.
- Jerusalem as the capital.
- Normal relations with neighbouring ~~400~~ countries.

**Pros**

- Peace & Unity
- Economic Growth
- Equality
- More access to holy sites
- Equal, better education

**Cons**

- Many protests, may be violent
- Civil war
- Violence between communities
- Racism
- Conflict
- Biased views
- Different cultures & languages



**One state's**

**Pros**

- If they together they notice they are bad.
- Culture mix and gets more similar with each kind.

**Cons**

- Civil war.
- Language barrier.
- Rasim.

**Samuel - Mohamed - Martin**

**Two State**

**Pros**

- They more familiar with who they with.
- Language is the same.

**Cons**

- Inter state war.
- Chance of a war breaking out.

Solutions Not Sides ran two workshops with Year 13 Paul and Year 10. They look at the Israeli/Palestinian conflict and empower young people with the knowledge, empathy and skills to promote dialogue and conflict resolution, and to challenge prejudice in the UK. They bring in Israeli and Palestinian speakers. They encourage students to think creatively and discuss the pros and cons of any of these solutions and attempt to come up with alternatives based on the needs and interests presented by the Israeli and Palestinian speakers. Solutions Not Sides supports an outcome to the conflict which ends the suffering of peoples on both sides, satisfies their national aspirations, and ensures peace, equality and security for the region. Most importantly, SNS teaches that we should listen to the people who are most affected by the situation, rather than imposing our own views from afar.



**Palestine**

- Want an end to violent attack.
- No more racism.
- A solution for refugees.
- No more building or settlements.
- access to Holy site.
- an airport, a sea port and economic growth.
- Justice.
- Jerusalem as the capital.



**Free Palestine:**

- No Racism
- Justice for Palestine
- Access to Holy Sites



# Maths Department News

## Financial Maths:

As always, we are continuing our commitment to support the development of students' financial literacy using the 'Your Money Matters' programme, endorsed by Martin Lewis of Money Saving Expert.

This term year 8 explored value for money. They found out how to compare unit prices and discussed situations where it might be better to spend a little bit more. We also discussed how special offers may be used to mislead customers or encourage people to buy things they don't really need.



## QUESTIONS

1. What are two different uses of the word "budget"?
2. Why should you try and use more than one comparison site when researching prices?
3. How does knowing the unit price of something help a consumer?

## History of Maths:

Year 7 looked at the early history of algebra this term. Did you know that the earliest example of algebra found was from Ancient Egypt in 1550BC (almost 3500 years ago!). They used algebra to describe and solve simple equations expressed in words. Babylonian mathematicians were able to solve quadratic equations around 500BC. A Babylonian tablet shows an approximation of  $\sqrt{2}$  correct to 6 decimal places.

## Sparx Maths

### Sparx and Hegartymaths

This year students in years 7, 8, 9, 10 and 12 are being set weekly homework on sparxmaths.com. This is an online platform that creates personalized homework for each student. The questions are chosen to challenge but allow 100% success. You can view more information about this platform at [sparxmaths presentation](#).



It is important that your son completes the homework independently as the platform adapts the questions to the responses he gives. If your son needs help with his homework he should take the following steps:

- watch the support video
- look at the lesson on google classroom
- go to homework Club (Thursday lunchtime M43)
- see his class teacher

You can keep track of your son's progress by looking out for weekly emails from sparxmaths. If you are not receiving these, please contact the school to update your email address.

## Homework Club

Maths homework Club runs Thursday lunchtimes in M43. Students are able to access chromebooks and receive assistance with their homework tasks. Please encourage your child to take advantage of this support.

# Maths Department News

## UKMT Maths Challenge

This year the Maths department is continuing our participation with the UKMT Maths challenges. The students involved last academic year thoroughly enjoyed it and this would be a great experience for your son, so do encourage them to get involved this year. Students in Year 7, 8, 9, 10 will have the opportunity to compete in individual challenges against other students around the country in the Spring term. For more information visit [ukmt.org.uk](http://ukmt.org.uk)

## Maths Circles

The maths department are delighted to be able to start maths circles for years 7 and 8 again after a pause for a year. In Maths Circles students grapple with intriguing questions, discover and explore exciting ideas and learn to think like mathematicians. They aim to develop students' mathematical thinking and expand their mathematical curiosity.

## Further Mathematics GCSE

The maths department is excited to be able to offer Further Mathematics GCSE for invited students in year 10 again this year. This course offers an excellent opportunity to consolidate more challenging topics from GCSE maths and introduce new concepts that students will need for A Level maths including the Factor Theorem, matrices and calculus.

## Equipment:

All students are required to have their full equipment, including a Maths set and a scientific calculator. These are available to buy through parent pay at a subsidised cost: £1 for a Helix Maths set, and £10 for a Casio fx-85GTX scientific calculator.

## Year 7 Maths



**Year 7 learned about fractals and used Sierpinski tetrahedrons to start making a Christmas tree.**



**Miss Vitamore and Miss Palmer with the impressive finished Christmas tree..**

# Maths Department News

## Repetition is the mother of all learning by Benjamin Anarfi-De-Khems

Do repetitions work for you as a student? I mean if you are in a maths lesson and your teacher keeps testing you on solving equations as a starter for about three times a week, will you ever get solving equations wrong again? Will that repetitions help improve your understanding of solving equations? Yes, it does. This is because research shows that repetitions as a teaching or learning strategy contribute to long-term retention and mastery of various subjects, including mathematical concepts Brown, Peter C., et al. (2014).

This is not a new idea – in fact, it is so old there is a Latin quote about it.... Repetitio mater studiorum est... 'Repetition is the mother of all learning'.

About three years ago, I was fortunate to meet an accomplished maths teacher who has taught maths for over 40 years, a maths guru. If you were me what would you ask him? Guess what I asked him. Sir, what is your secret? This is what I asked him. I did not want to hear about his success story and accomplishments. I wanted to take something valuable out from him at this salient moment. Something I can take freely from him now rather than pay thousands of pounds to get later. He was a bit hesitant and baffled at the same time when I asked him that question. He looked at me and said, "Repetitions, Repetitions, Repetitions". "You know; they are articulate don't get me wrong but it takes time for them to get what you are trying to teach them. They forget about it easily. The only way is to repeat the same concept over and over again." Wow! What a top-notch secret.

Again, about three weeks ago in staff meeting, Miss Hardy introduced some new teaching or learning strategies to be used for our students during her presentation on teaching and learning due to the varied nature of our students' abilities. One of the strategies she melted out was "Repetitions, Repetitions, Repetitions". Was that just coincidence?

But why is Miss Hardy encouraging us to incorporate repetitions as a teaching strategy in our lessons?

Well, research shows that:

1. Repetition helps develop automaticity and fluency in mathematical skills. By practicing math concepts repeatedly, children can enhance their ability to perform calculations quickly and accurately.
2. Repetition aids in the retention of information. Regular review and practice of mathematical concepts can reinforce the neural pathways associated with these skills, making it easier for children to remember and apply them.
3. Mastery of mathematical skills often requires repeated exposure and practice. Repetition allows children to build a solid foundation in fundamental concepts, paving the way for more advanced learning.
4. Repeated successful experiences with maths problems can boost a child's confidence in their mathematical abilities. This positive reinforcement contributes to a more positive attitude towards mathematics.

You are likely incorporating the opportunities for repetition in your classroom, but it's crucial to recognize that struggling learners benefit significantly from more repetition than one might initially assume. The number of repetitions needed varies across learners according to research:

- Gifted learners: 1- 4 repetitions
- Average learners: 1-10 repetitions
- Struggling learners: 100+ repetitions

Notably, not all repetitions are created equal, and there are strategies to enhance the effectiveness of repetitive learning:

- **Repetition Spacing:** Rather than consecutive repetitions, spacing them over time proves more effective. Research indicates that revisiting a concept several times across days or even weeks significantly improves students' ability to recall the information.
- **Spiral Repetitions:** Another approach involves spiral repetition, where concepts are revisited over months and years with increasing complexity at each repetition. This method promotes a deeper understanding and retention of the material over the long term.

So if you have not tried repetition as strategy in your lessons, I kindly edge you to have a go on this and you will soon see an improvement in the standards and progress of your students. Remember, Repetitio mater studiorum est... 'Repetition is the mother of all learning'.

By Benjamin Anarfi-De-Khems

Maths Department.

# • Maths Department News

My Name is Hubert and I am in 9 Benedict. I was recently invited to go to the Royal Institution of Great Britain for mathematics masterclasses by the maths department. During these lessons I not only learned many complex mathematical theories but also learned about how we can apply logical thinking and reasoning to real life. Over the course of 6 lessons (from 2:30 pm to 4:30pm on Saturdays in term time), I have learned about many fun things in mathematics and got to engage with people who felt the same. Overall, it was a very fun and educative experience and I would recommend it if you are interested in anything Mathematics.



Ri Masterclasses are a series of hands-on enriching workshops where students can explore mathematics beyond the scope of classroom curriculum. The programme inspires students and results in growing confidence in Mathematics





# Computing

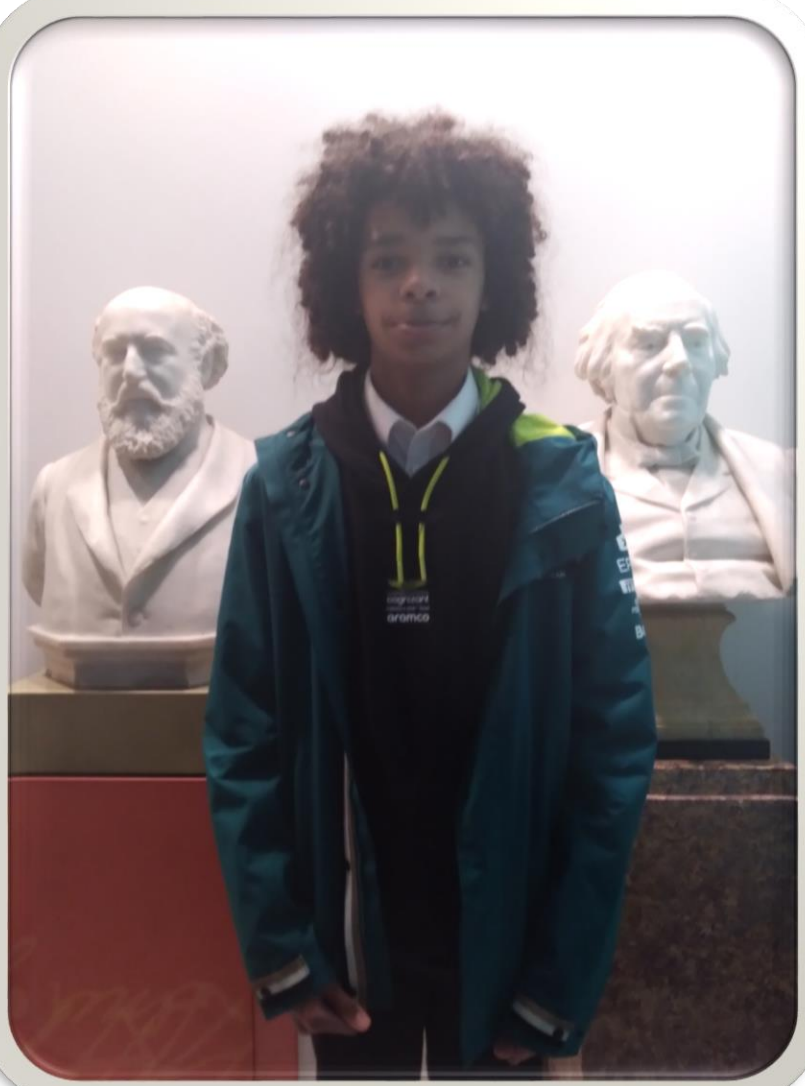
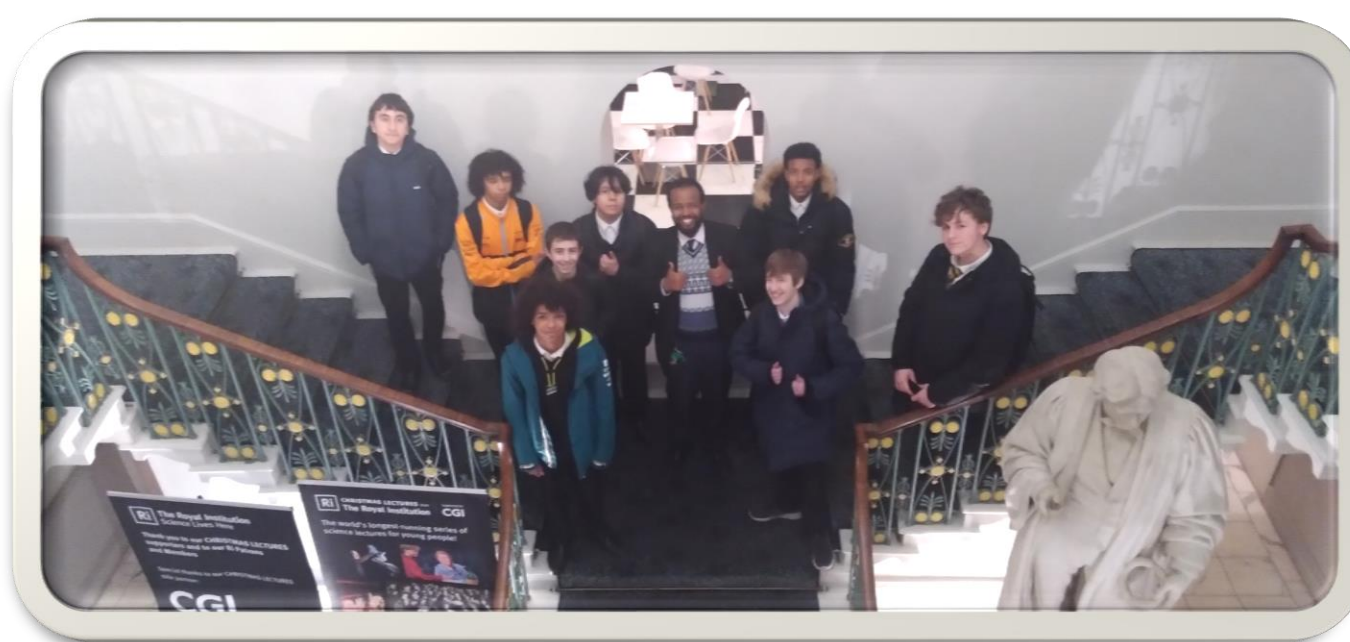
Many thanks to Mr Hagi for taking a selection of Year 9, 10 and 11 Computer Science students to the Royal Institute for one of their annual Christmas Lectures!

The students attended a discussion about artificial intelligence, and its implications and practices involving machine learning.

This included the use of 1000 PlayStations used to train an AI racing driver that beat a 25-year professional in a racing game!

RI also demonstrated how AI was trained to create artistic images using a neural network!

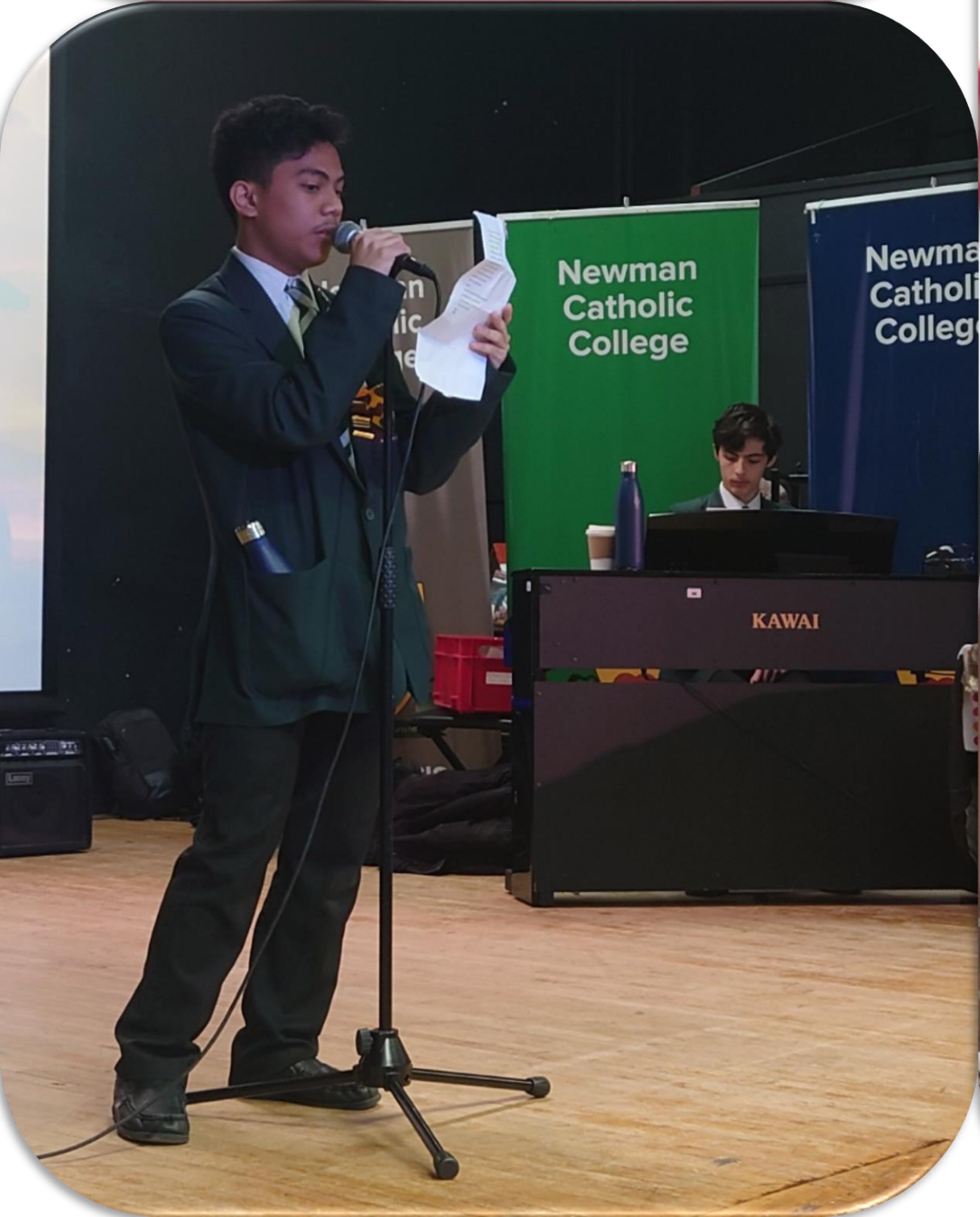
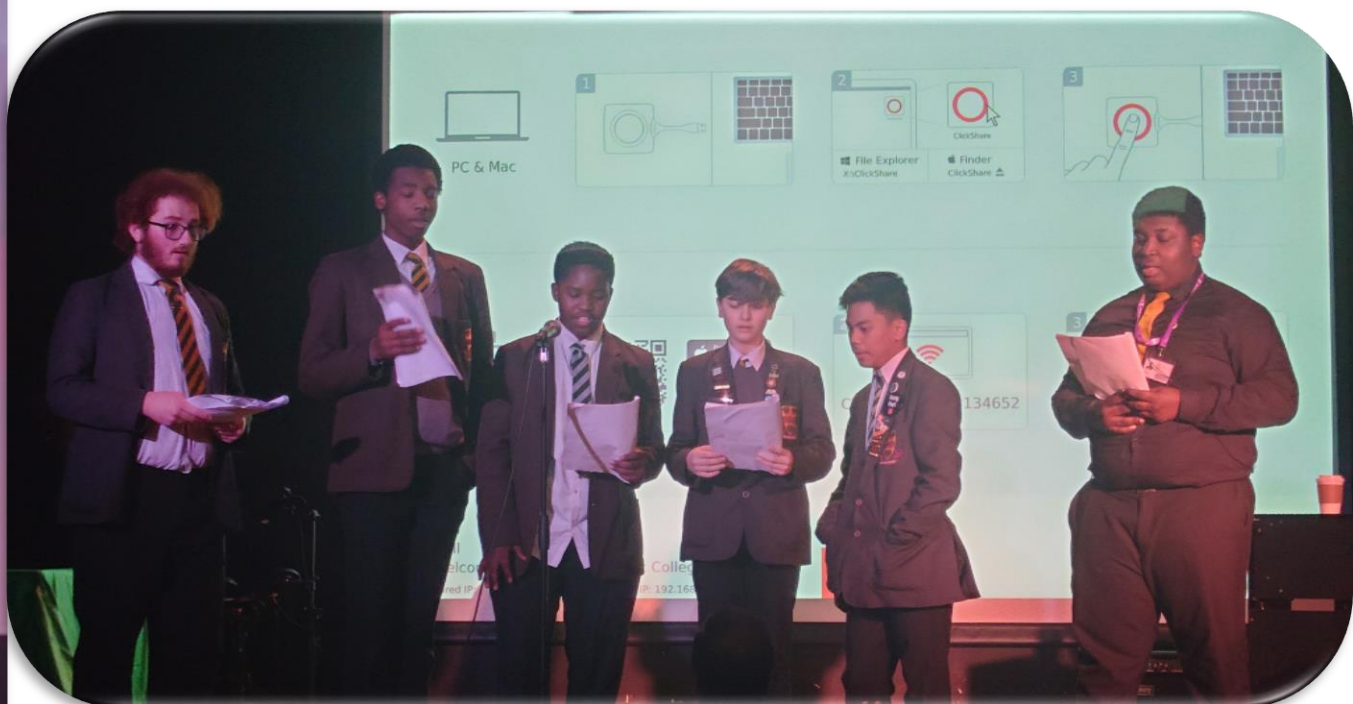
The lecture will be televised by the BBC over the Christmas period!



# Music

The Music Department were heavily involved in the first annual Christmas Fair!

Many thanks to Mr Joseph and the Choir, the members of the Christmas Band, and Ms Pintaudi and Eddie Man for their solo recital!





## Performing Arts Christmas 2023

As we near the Christmas season and a well earned break for all, I am filled with pride and appreciation as I look back on the accomplishments of the students in our Drama department. Our dedicated teachers, practitioners and creative support assistants, have all played a key role in our students' growth. The variety of work produced shows the evolving talents of both our actors and designers.

### Industry Engagement



The Kiln Theatre. Central School of Speech and Drama. Complicite, ATG and The Bush Theatre.

Industry Engagement has remained strong, with students being directed by outside practitioners and meeting casting directors like Daniel Bailey, who directed 'Red Pitch' and directors from ATG (Ambassadors Theatre Group) Please read the opportunities offered to young people by our local theatres and the groups we are partnered with and encourage your sons and daughters to sign up.

We have formed a strong partnership with ATG who are offering students at NCC invaluable work experience in the Performing Arts Industry.

### Costume Making Workshop at The Central School of Speech and Drama

Each year our students benefit from working with second and third year placements students from the Central School of Speech and Drama.

Costume Making Workshop with professional costume makers from Central School of Speech and Drama.

Pebriyanti said "I really enjoyed the workshop and I developed my skills, I would like to do prop making and costume design at CSSD in the future".





## Working with Puppets

Adam Hssini is a wonderful puppet maker, who with flair and imagination created a glove and rod puppet to perform in his solo show. His story is based on his grandfather who runs a market stall in Morocco. Pebriyanti is from Indonesia and based her story on climbing tall trees to collect coconuts for her parents. Students in Yr 12 work with Chris Gadd who is a professional puppeteer and puppet designer. Chris makes the puppets and props for The London Dungeons. To prepare for the unit the students went to see a production of The Lion King Musical.



## King's College London RE-STAR Project

Ms Tetley set up a collaboration between King's College London, CSSD and students in year 7 at NCC to take part in a research programme. This is well underway and it is called RE-STAR which stands for Regulating Emotions - Strengthening Adolescent Resilience

Students working with Dr Sylvan Baker from CSSD and Lauren Low from King' College.



ROYAL CENTRAL  
SCHOOL OF SPEECH & DRAMA  
UNIVERSITY OF LONDON





## BTEC Performing Arts

Year 11 students performed the play "Red Pitch" By Tyrell Williams for their BTEC exam component. We were fortunate to work with the writer and director Daniel Bailey earlier in the year at the Bush Theatre and to see the play. The play "Red Pitch" has recently been announced to be having an exclusive ten-week run in London's West End in the new state-of-the-art theatre '@sohoplacé' from April to June 2023.

13 Paul chose to perform scenes from "Things I Know To Be True", by Andrew Bovell with 13 Benedict chosen scenes from Ibsen's "A Doll's House".



## Drama Club

Every Friday evening whatever the weather the Drama Club runs for an hour and a half in the studio. The club is run by Miss Ellie Gunning a third year student from the Royal Central School of Speech and Drama. Students are learning new skills, preparing short scenes and having lots of fun.



LIFE IS FULL OF DRAMA

**Join the Yr 7 & 8  
NCC Drama Club**

Location: Drama Studio (M49)  
Time: Friday 3:15pm - 4:15pm  
Host: Ellie Gunning from the  
'Central School of Speech and  
Drama'

The stage will be yours! Prepare to  
dazzle us!





## Write Your Own Play

### Drama Department

Complicité are broadcasting a 12 part dramatisation of *The Dark is Rising* on BBC World Service this Christmas.

We invite young listeners to write their own radio play, to then have it recorded by a Complicité actor and sound designer and aired across Complicité's channels for thousands of listeners to hear their story.

They are encouraging young people to do this at home over the Christmas holidays.



## The Kiln Theatre Kilburn

### Drama Department

#### **Trainee opportunities at The Kiln - Kiln Community Collaborators**

If you're a person aged 25+ who lives, studies or works in Brent then you're eligible for an exciting opportunity to become embedded in Kiln as a Kiln Community Collaborator – a year-long paid (London Living Wage) Traineeship.

#### **Free Backstage Tour at The Kiln Theatre**

We have an extra opportunity for a Brent School to take part in a **FREE** Backstage Workshop for **'Two Strangers (Carry A Cake Across New York)** on **Tuesday 16<sup>th</sup> January 2024**. The workshop will run from **2pm-4pm** at **Kiln Theatre**.



## **BUSINESS STUDIES**

**Firstly, Mr. Albert, Ms Murphy and Mr Connors would like to wish you all a happy and healthy festive season.**

**We hope that you all enjoy a good rest and spend some good quality time with those dear to you.**

**It has been a busy year for the Business department and we thank everyone for supporting us with the winter fair.**

### **What have we been up to?**

**This Year saw us host the first annual Winter Fair, this was an event run entirely by our Year 12 Students they organized everything. We had support from local businesses, the US charitable trust and the NCC PTA. We are grateful for everything and everyone who contributed.**

**It was a very successful event and the atmosphere in the main hall was buzzing! Thank you to our Year 12 students and to Ms Murphy for leading on this great event. In the run up to the fair our students also raised money by producing and selling Christmas wreaths. All proceeds raised have come back into the school and will benefit our students greatly.**

**We will once more be offering our financial literacy courses to our Year 10 students, we are excited to be working with Sacha once more and we are so excited to welcome her back to NCC.**

**We also look forward to welcoming our next cohort of Year 10 students - Year 9 will be choosing their options in January - for any information regarding Business at NCC - please speak to Mr Connors or Ms Murphy.**



❄️ Winter Fair ❄️



**1p Savings Challenge!**



Again we would like to introduce you to the 1p Savings challenge that we introduced this last year. How many of you gave it a go?  
 The New Year is the best time to develop a new habit. What we are suggesting is that you take part in the 1p challenge.  
 Here is how it works:  
 Each day you save what you saved the day before, plus just 1p more. So you start by saving 1p, then 2p, then 3p a day – right the way up to £3.65 by the end of December.  
 If you start on 1 January, then by 31 December you'll have saved a huge total of £667.99 – just by saving your pennies.  
 If you want to get involved speak to Mr Connors who will print you off a chart that you can use to track your progress!



# PE

The PE Department continue to thrive with the wide range of activities on offer.



**Our Year 7 Football Team defeated Ark Elvin 4-2**

**Our Year 8 Basketball Team defeated Preston Manor School 26-13**

Thanks to Snowbility Charity, our Year 9 had the opportunity to learn to ski at the Snow Centre in Hemel Hempstead



**Our 6<sup>th</sup> Form Football Team defeated Preston Manor School 5-3.**

Thanks to Elmwood Tennis Club for allowing us to use their courts for 6<sup>th</sup> Form Enrichment



# Chaplain's Communique by J Roche



## WEEKLY YEAR GROUP MASS

New term and a new academic year. The school has continued to celebrate Mass on Fridays at 12:20 thanks to the generosity of the visiting clergy. Each year group plan and takes on leading roles in the Liturgy: reading, serving, bidding prayers, operating the PPT as well as singing the hymns and responding to the prayers in Mass. We have introduced an offertory during the Mass and an introduction at the start of the Mass. This allows the pupils to know what the theme of the Mass is and to give them space to focus and refocus on what is about to happen. As always, each term starts with the Y11 pupils. Offering time to God as they work and prepare for their GCSE.

We would like to thank all the priests who are allowing us to continue to live a sacramental life of the school. Thanks to Fr Tom, Fr Allan, Fr Albert and Fr Ruwan who continue making time for us in their parish life. We appreciate this. We have also this year started to link more with the tri-parishes of Harlesden (Our Lady of Willesden, Willesden Green (St Mary Mags) and Kensal Rise (the Transfiguration). Pupils are attending Masses in each.



**FIDES ACTIO:** Once again Mr Roche has developed the Year Group Liturgy Groups (Fides Actio – Faith in action). Each academic year have elected at least members for the Liturgy group. For the Y7 pupils this means exploring what this “group” is about. Once elected these join the Y8 team to plan with events with the chaplain. This allows the boys to discuss the readings for the Mass, write prayers for the Mass and to participate in a particular way in certain events in the school year. The Chaplaincy badge “Fides Actio” and the Liturgy Badge are worn by the members. The Fides Actio groups are growing and changing as pupils progress through the school.



**PRAYERS:** The school continues to be a place of prayer. The chapel is the hub of our Spiritual life and love of the Divine. The Heart that speaks to Heart if only we listen. Pupils and staff are able to use the chapel for personal, private prayer. The Chaplain leads prayer group services in the chapel. These are currently for the Y7 & 8 on Wednesday and Friday mornings. Pupils are encouraged to take an active part in the services. These allow time to reflect, to pray and to develop a relationship with God. All classes pray during the day, the Form Prayer is themed and the Fides Actio are encouraged to lead the prayer in the class. The weekly PowerPoint also contains the Gospel for the following Sunday. Pupils are asked to join in during Class prayer, this can be through silence as well as speaking up. Praying from where they are in their life.



**MARIAN PROCESSION:** Our Lady of Willesden parish held its procession of Our Lady of Willesden around the streets of Harlesden. The October evening was well attended by parishioners as well as the seminarians from Allan Hall. Newman once again was represented along with family members and staff. The faithful walked behind the statue of Our Lady being held shoulder high. Incense burning, candles lighting as we recited the Rosary. Motorists and locals showing respect, prayerfulness and understanding. The weather was an additional blessing as it was a pleasant Autumnal evening.

**Hail Mary, full of grace.** The Lord is with thee. Blessed art thou amongst women, and blessed is the fruit of thy womb, Jesus. Holy Mary, Mother of God, pray for us sinners, now and at the hour of our death, Amen.

# Chaplain's Communique by J Roche



## The NEWMAN DAY MASSES:

The 9<sup>th</sup> October the Church celebrates the feast of St John Henry Newman, the college's patron. On Friday 20<sup>th</sup> the entire College were able to celebrate Newman Day with two Masses celebrated simultaneously. One in the Parish church of Our Lady of Willesden and the other in the school Hall. Both Masses were planned by Mr Roche. Fr William celebrated the mass in Our Lady of Willesden with staff and pupils from y7 to y11, meanwhile Fr Tom OMI from Quex Rd celebrated Mass with y12, 13 and those pupils in the Pathway program. The 6<sup>th</sup> Former Mass was supervised by Ms Grace and the Form Tutors.

We had a great organist; Helen Blake play the organ in church. Pupils had Mass booklets and were able to follow along and respond accordingly. Pupils read beautifully and clearly, the servers carried out their duties and the day was a delight. This year we has the honour of having soloist Ms F. Pintaudi singing César Franck's Panis Angelicus. The Chaplain was MC at the parish event. We were also blessed with numerous volunteers: eighteen servers, scripture readers, prayers of the faithful readers, offertory procession people. All went beautifully and it was an uplifting day. Good feedbacks came from Fr Tom and the 6<sup>th</sup> formers.

As is tradition on this special day each pupil has received souvenir of the day – this year a Newman ruler and the obligatory bar of Cadburys Dairy milk. Hopefully the message will inspire student "created to do him a definite purpose". Pupils went home earlier, they queued to be presented with their gifts. Staff members also received a bar of chocolate, ruler and a Newman prayer card if desired. Thanks to all who helped and took part.

**May St John Henry Newman continue to pray for Us.**

## STAFF MASS:

Fr Allan celebrated Mass for the staff at the College in the Chapel during October as part of St John Henry Newman Celebrations. We were blessed to have Luis play the piano during the Mass. Staff were reading the bible readings and the prayers of the faithful.

We hope to have another Mass next term on the 17<sup>th</sup> Jan. We hope that more staff will be able to attend.



## BEREAVEMENTS:

November is the Month of the Holy Souls, when the Church remembers those who have in gone before us to their eternal reward. All staff and pupils were given the opportunity to record the names of their deceased loved ones. These were prayed for the school Masses. The Book of the Holy Souls lay on the altar in the chapel. Mr Roche is always available to sit, talk, pray etc. with pupils and staff.



**May the souls of the faithful departed, through the mercy of God, rest in peace. Amen**



**PRAYERS FOR THE HOLY SOULS**

Your name: \_\_\_\_\_

The names of the dearly departed to be included in prayers for the Holy Souls

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Revelation 21:4 "He will wipe away every tear from their eyes, and death shall be no more, neither shall there be mourning, nor crying, nor pain anymore, for the former things have passed away."

"We pray for (the dead), because we still hold them in our love, and because we trust that in God's presence those who have chosen to serve him will grow in his love, until they see him as he is." Catechism 958 *Communion with the dead.*

# Chaplain's Communique by J Roche



## ADVENT & CHRISTMAS:

As November draws to a close, we celebrate the Feast of Christ the Universal King. All the school had the 'joy' of having the chaplain deliver the Advent Assembly. This is another step onwards in the ADVENT-ure we call life. We looked at the meaning of Christmas and the events around the first Christmas. This was then reflected in the mirror of what had happened recently: the Ukrainian war, Gaza war and the migrants crossing the English Channel. The true meaning of Christmas is not trees, presents and getting the best deal from Black Friday but Love. Love that reaches out to others, starting with yourself and your family then to others.



Candles and count downs. Why candles? Light and celebration. Judaism/Christianity use candles to focus on upcoming events.



Hanukkah Thurs 7<sup>th</sup> Dec – Fri 15<sup>th</sup> Dec 2023, is a Jewish festival that commemorates the rededication of the Second Temple of Jerusalem by the lighting of candles on each day of the festival. Hanukkah festivities include singing special Hanukkah songs, playing the game of dreidel and eating oil-based foods, such as latkes and sufganiyot, and dairy foods. This is not linked to Christmas. Jesus would have celebrated it.



Advent Masses were celebrated with pupils as we move towards Christmas. Catholic pupils were offered the chance to avail of the sacrament of healing and reconciliation (confessions). Thanks to Frs Tom and Allan for masses as well as hearing confessions and offering God's absolution. Pupils were lead in their examination of their conscience based on the Confiteor and the 10 commandments.

**I confess to almighty God and to you, my brothers and sisters, that I have greatly sinned, in my thoughts and in my words, in what I have done and in what I have failed to do, through my fault, through my fault, through my most grievous fault; therefore, I ask blessed Mary ever-Virgin, all the Angels and Saints, and you, my brothers and sisters, to pray for me to the Lord our God.  
May almighty God have mercy on us, forgive us our sins, and bring us to everlasting life. All: Amen.**

# Chaplain's Communique by J Roche



## 6<sup>th</sup> FORM GARDENING ENRICHMENT:

Once again enrichment group were set up for the 6<sup>th</sup> Form pupils. Y12 and Y13 pupils provide 1 hour of gardening work around the school.

They are learning new skills and finding the gardening a "good place to think" according to one of them. The advantages of gardening to the mental health of the individual. The laugh, the banter and the good-naturedness is matched by the work done.

This group work in the gardens and with the baskets around the school as well as the edible garden.



Newman Gardening Enrichment were part of the London Children's Flower Society. We were presented with our Awards by special guests: Mr Alan Titchmarsh MBE DL, President of the London Children's Flower Society. The ceremony took place in the Livery Hall, Guildhall, London. We were selected for the Lucy Watson Memorial Bowl for the Spring / Summer Garden Displays

# Chaplain's Communique by J Roche



The evenings are getting colder the days shorter and yet this is the time to plant hundreds of bulbs, daffodils etc. The gardening team were busy with planting, tidying up the garden area and raking leaves. The flowerboxes are ready for the heat of spring to awaken the sleeping bulbs. Check the flowers in spring.



## Samaritans purse – Operation Christmas Child:

Pupils at NCC were busy in the last few weeks of term packing shoeboxes for children across the world who have little or nothing this Christmas. A program to treat severely malnourished children and run distributions to feed victims of disaster, famine, and war.



## Offertory at Mass:

This year we have re-introduced the offertory procession during the year Masses. Pupils suggest gifts to be brought forward@ books, Rosary, statues, and then the bread and wine.

St Augustine suggests that the bread and wine symbolise us: baptised and consecrated to God in Christ and by the Spirit, it is no bad thing for us to make these symbols still more potent by consciously and deliberately associating the detail of our lives with the symbols of bread and wine.



# Chaplain's Communique by J Roche



Newman Choir were asked to sing for the Transfiguration parish senior citizen dinner. Thanks, Fr Allan for the meal afterward. Well done Scola Newman



Decorating the school for Christmas. Trees decorated by pupils from 6<sup>th</sup> Form and the foodbank volunteers.



### Links in the community:

We have started to build links with the local Brazilian and Portuguese church - Embaixada Church. Pastor Saulo has spoken to the Portuguese speakers after school. The interest to run an after-school club for the diaspora. The students have a chance to hear about life in the UK and how to climatise to the new lifestyle.



Pupils are attending Tuesday Masses in the local parish churches. Every week a different form join with the local congregation for Mass. The pupils read and are reflective and responsive during these Masses.



# Parent Information



## Parent Pay

We are a cashless school. Parents need to pay for their children's meals in advance. Parents have the option of topping up Parent Pay online (there is a link at the top of the school website home page) or by going to a shop displaying the Parent Pay sign. All parents should have received a unique login (for the internet) and payment card (to be used in shops).

## Extended School Activities

We have extended school activities happening every afternoon of the week. These are free. Please encourage your child to join up and learn a new skill. Make sure your child signs up for an activity. These are listed on our website.

## Newman Catholic College PTA Parents Association

This is a group of parents who meet monthly to organise events and raise money for the school. Some events have been our Community Day, Bingo Night, Quiz Night. New members are always welcome. This is a chance to meet other parents and make new friends. Future meeting dates- Come along and see for yourself. All meetings start at 6.30pm in the School Conference Room. **Tuesday January 30th** is our next PTA meeting. Please come and join us.



## Newman Foodbank

We run our own Foodbank every Friday. Our food is donated. We stock a number of long life products as well as fresh bread, cakes and sometimes vegetables. If your family need our support, please speak to Miss Grace or your child's Head of Year.

Do you know someone in need?

### Fresh Foodbank

Every Friday 11.00-12.30pm at  
Harlesden Methodist Church

Supporting individuals and families in need in our local community. The food bank will supply up to 2 standard sized shopping bags of food free. (BYO Bags)



THE FELIX  
PROJECT



Click on the link for a list of places where people can obtain free hot food or food parcels, via open access unless noted 'by referral only'. Please note that services may change or close without notice.  
<https://www.brentfoodaidnetwork.co.uk/wp-content/uploads/brent-food-aid-directory-feb-22.pdf>



## CAR BOOT SALE

If you would like a stall, please call Alfie on 07960113708.

All proceeds from the Car Boot sale go to the school.



# FREE SCHOOL MEAL APPLICATIONS

Newman Catholic College

Harlesden Road, Willesden  
London NW10 3RN

Tel: 0208 965 3947/8497

Fax: 0208 965 3430

E-mail: [office@ncc.brent.sch.uk](mailto:office@ncc.brent.sch.uk)

Website: [www.ncc.brent.sch.uk](http://www.ncc.brent.sch.uk)

The qualifying benefits are:

- Income Support (IS)
- Income-based Jobseekers Allowance (IBJSA)
- Income-related Employment and Support Allowance
- Support under part VI of the Immigration and Asylum Act 1999
- Child Tax Credit, provided they are not entitled to Working Tax Credit and have an annual

Income, as assessed by HM Revenue and Customs (HMRC), that does not exceed £16,190

- The guaranteed element of State Pension Credit
- Working Tax Credit run-on-paid for four weeks after you stop qualifying for Working Tax Credit
- Universal Credit

## Apply for free school meals

If you meet the criteria you can apply by:

- [Download the application form](#) (.pdf, 1.41MB) and return to Children's Team, Brent Customer Services, PO Box 1057, Wembley, Middlesex HA9 1HJ
- Asking your child's school for an application form which you can return to them or us
- Contacting Brent Customer Services Team on 0208 937 3110 for a paper copy of the application form which they will post to you.

The application form is only for a child or young person who attends a school or nursery in the London borough of Brent.

We will ask for proof of Child Benefit to be provided if this is your first application for free school meals. Eligibility for free school meals will not be backdated, so ensure you apply as soon as possible.

Please note that providing us with an email address or mobile number (or both) will help to ensure we can regularly inform and update you on the progress of your application.

## Working Tax Credit exception

If you receive [Working Tax Credit](#) your children may be entitled to free school meals:

- for no longer than four weeks from the date you became unemployed (or reduced your working hours to less than 16 per week) and started receiving Working Tax Credit.

In this case you will need to provide evidence of your benefit. You need to make sure this information shows the date you became unemployed, or the date you reduced your hours, because free school meals are only available to parents on Working Tax Credit run-on-paid for four weeks after you stop qualifying for Working Tax Credit.

If you have been unemployed and receiving Working Tax Credit for longer than four weeks, then your children are not entitled to free school meals.

If your Working Tax Credit stops and you begin receiving a different benefit that is one of the qualifying criteria listed above, you will continue to be eligible after the four-week period.

If you increase your hours or begin working and continue to receive Working Tax Credit your free school meal entitlement will stop.

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Wishing all members  
of our  
**Newman Family**  
a wonderful New Year

We hope for you that  
2024 will be filled with love  
2024 will be filled with peace  
2024 will be filled with healing  
2024 will be filled with progress  
2024 will be filled with blessings  
2024 will be filled with happiness  
2024 will be filled with opportunity

