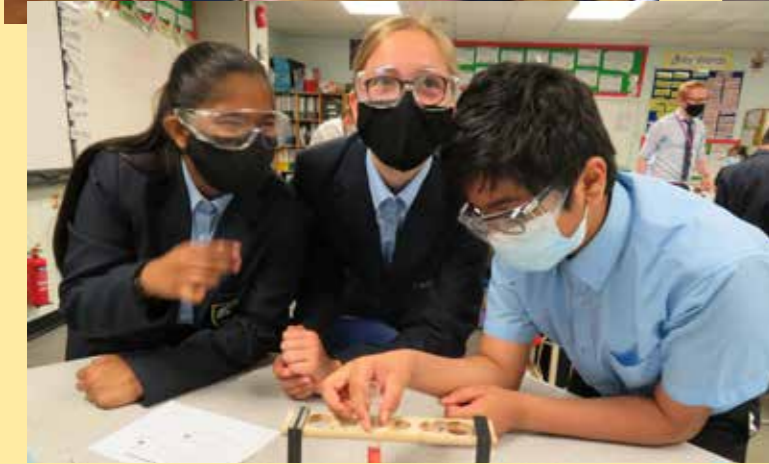
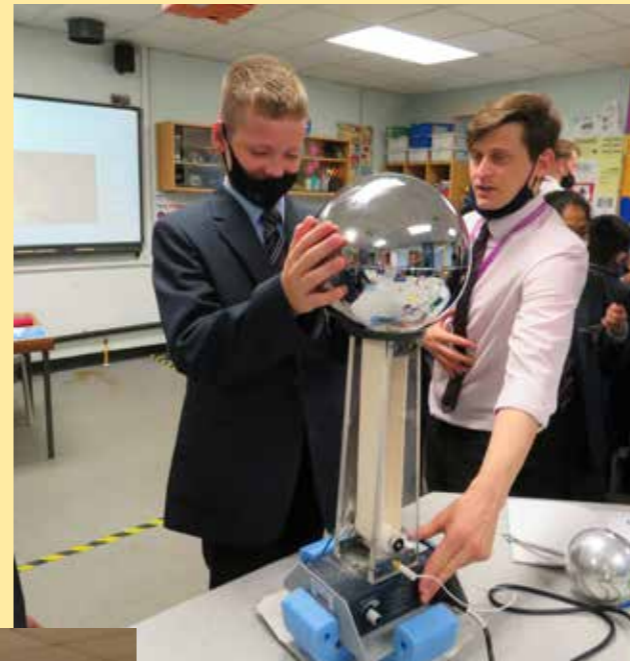


VERITAS

St Mark's Catholic School

No. 25 - SUMMER 2021





As the Year 7s haven't been able to explore the school properly yet, Mr Shore (with the help of some friends) arranged a scavenger hunt and some science practicals around the science block. This is what happened



I hope that you enjoy reading this Summer edition of Veritas. When I read through each edition, I am always delighted at the number of opportunities for students to fulfil their God given potential, both inside and outside of the classroom, and these form such an important part of their education. The number of articles is even more remarkable at the end of this unprecedented year. Staff have been creative in adapting enrichment opportunities using digital technology and working within bubbles, but everyone has welcomed the ability to participate in more face to face events during the Summer Term. As always, Veritas clearly reflects the Gospel values that are so central to daily life at St. Mark's, and our appreciation of the ethnic and cultural diversity that enriches our school community.



As we approach the end of the Academic Year I would like to acknowledge the commitment and professionalism of the staff throughout the year, and thank all parents for their continued support. We really value the positive partnership with you.

We pray for God's blessing on all members of our school community over the Summer break and we look forward to welcoming our students back to St. Mark's in September.

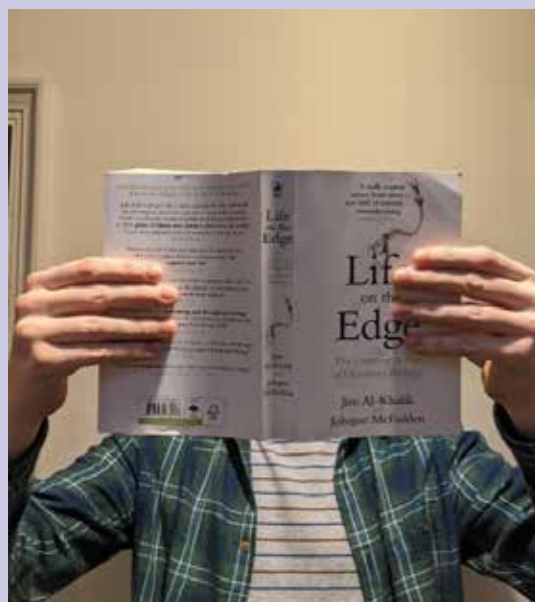
Andrea Waugh-Lucas
Headteacher

This year World Book Day fell during the period of Remote Learning, but this did not stop St Mark's from celebrating our love of reading. Various fun and exciting activities were planned throughout the week. In tutor time pupils enjoyed Kahoot quizzes, Guess the Teacher, Scrabble, sharing favourite books and childhood

stories amongst other things.

In addition to this on Wednesday 3rd March all KS3 pupils were off timetable to complete a Reading Challenge Day; this gave the students the opportunity to embrace the books they love by engaging creatively with them. Students completed some amazing work including creating book-marks, cakes, storyboards and 3D models. Finally, to end the week the whole school enjoyed their

last DEAR (Drop Everything and Read) of the Remote Learning period. It has been fantastic to hear how students really relished the opportunity to take a moment to switch off and escape from the world around them by enjoying a great book.



When the UK Government announced the third lockdown which began on 6th January 2021 they also sent instructions to all secondary schools to prepare Covid test centres for the return of pupils at some unknown date in the future. Over the next few weeks a small team of support staff set about converting the school's main hall into a full-blown test centre able to test over 400 pupils a day.



First testing took place on 7th January 2021 when the centre opened for staff and was extended to keyworker pupils on 18th January. Over the next few weeks the process of training, testing, recording and reporting to the NHS Test and Trace system was refined as the team grew and

realised that we had to figure out how to upscale our testing from an average of 30 to over 400 people per day.

Finally, the UK Government confirmed that schools would reopen on 8th March 2021 and that all pupils had to be tested three times over the first two weeks back. The first few days were particularly hectic as the test centre team worked out what worked and what didn't and what to tweak and what to leave alone. The pupils were brilliant, handling the whole situation with maturity and patience. So were the teachers who would be in full flow one minute only to see their class disappear and find themselves with an empty nest the next. Sorry guys. But thanks.

The peak day, the day we had literally circled on the calendar, was Friday 12th March as that was the only day we needed to test three year groups.



Somehow we did it and recorded 472 tests and in record time. After doing over 600 tests in two months up to 5th March, we completed over 3,500 in 2 weeks of full-on testing. The whole process went incredibly well and that is down partly to the team at St Mark's but also all the pupils who took the whole process in their stride. Thanks to all who took part and enabled the school to reopen once again.





OF 2021

Class of
2021

SPORTS PERSONALITY AWARD FOR HEAD OF YEAR 11



Reflecting the impact the pandemic has had on sport during 2020, two new categories, 'Active Lock-down Challenge' and 'Community Contribution' were introduced, which proved popular with readers.

Davies is thrilled with her overall accolade and said: "It's brilliant. It's very nice of Chris Sexton [Woking Ladies FC] to put forward the nomination and 'delighted' to be chosen for the top honour, having played as a defender for Woking Ladies FC for the past three years.

The Sport Woking Awards celebrate the achievements of Woking's elite athletes and recognise outstanding contribution to sport within the borough.

With most sporting fixtures either cancelled or postponed in 2020, and training activities heavily restricted, this year's award winners have been praised for their 'guts and determination' and rewarded for their continued commitment to their sport.

More than 70 nominations were received by the council covering the diverse array of sports and fitness activities within the borough.

long time. I have been playing for 20-plus years, so to get this recognition at this point in my career, when I'm probably looking to wind down and potentially stop soon, is great.

"I will keep going for as long as my body will allow me to, but I'm not young.

"We've had such a horrible time, where the football season was interrupted last season and interrupted again now. To get this recognition now, over this length of career, and to get it at the start of this year, is lovely."

Asked why she thought she was nominated, she added: "I think just because I have been at Woking three seasons - we've had some really good success, particularly in the last couple of seasons. But I've also taken on the responsibility of trying to help manage and organise the team in the last two seasons when needed. I have been able to use my experience when things have got a bit difficult, by stepping in to help.

I'd like to think that obviously being that little bit older I have that bit of experience.

"I guess in my role as a PE teacher I've got used to doing that kind of thing. So I've taken a bit of organisation and leadership, as and when I've been able to, to help the management team and coaching staff."

Davies started playing football as a child in 2001 and has taken in the likes of Addlestone Town, Staines Town, Hampton & Richmond Borough and Chessington prior to joining Woking.

There were plenty of other award winners.

Deemed by the judging panel to have excelled in their chosen discipline or to have made an outstanding contribution to the development of their sport in spite of the recent challenges, they were: Active Lock-down Challenge of the Year - Lucy Stevens, fitness instructor, Dancepartner, Community Contribution of the Year - Glenn Mitchell, coach, The Dots Woking Young Sports Personality of the Year - Oliver Porter, gymnast, Woking Gymnastics Club, Inclusive Sports Award, sponsored

by Freedom Leisure - Stephen Hodges, volunteer with Woking Wheels for All, Outstanding Service to Sport, sponsored by Surrey Playing Fields - Quasim Eliahi AKA Q, volunteer with Woking & Mole Valley FC, and Trotman Trophy - Vince Skillcorn, head coach, Fighting Fit, Judo.

Congratulations to the winners, Cllr Aysha Asad, leader of the council, said: "The borough's sports clubs and athletes have shown a great deal of resilience in the face of such adversity. Many have adapted and found new ways to engage their members, while others have channelled their resources into supporting their local communities, for which I'm very grateful.

"At a time when we're all acutely aware of how important our physical and mental wellbeing is, the Sport Woking Awards are a wonderful showcase of the many opportunities that exist within our borough and of what can be achieved with a bit of grit and determination. To all our winners, thank you: you are an inspiration and it gives me great pleasure to see your efforts acknowledged via the Sport Woking Awards."



In our quest to enhance Literacy Across the Curriculum and to assist students in developing their vocabulary by exposing them to many new words, we hosted a Year 7 Spelling Bee Competition throughout June and July.



Throughout the Spelling Bee Competition students were asked to spell a variety of challenging tier two level words (these are general academic words that fit across a wide range of topics and contexts). All year 7s were encouraged to prepare for the Spelling Bee by practising their spelling from the Spelling Bee booklet. Whilst doing this they were also learning a range of previously unknown words.

All students took part in round one of the competition by completing written spelling tests in their form groups. From this stage the following students emerged as top spellers and progressed into three knock-out rounds.

- 7BE – Rhys Mallan, Karol Gaudyn, David Mazarelo
- 7CA – Daphne Augustine, Faith Joseph, Ryan Rodrigues
- 7CL – Loran Nawzad, Jessica de Souza, Hugo McInnes
- 7FI – Porshia Fernando, Rylan Goes, Schawnelle DSouza
- 7MO – Ozzie Parmesh, Ellary Dioquino, Alexandra Krawiel
- 7PO – Paulina Budarz, Ashleyn Cabillan, Lukan Undunuwara



In front of hugely impressed audiences Rhys, Faith, Ryan, Jessica, Schawnelle, Ozzie, Paulina and Ashleyn spelt aloud an array of words and made in through to the semi-finals.

The Spelling Bee semi-final was live streamed to the school so the tutor groups could cheer on their friends, and it really became a fantastic whole school occasion. This round of the Spelling Bee was full of tension and again the audiences were left in awe as the students spelled aloud words such as: auspicious, bourgeois, colloquial and acquiesce. The top four spellers who are in the final are Faith Joseph, Jessica de Souza, Schawnelle DSouza and Paulina Budarz. All students who have taken part have been amazing, but it is certain the final will be a truly spectacular display of spelling skill.



Who will emerge the winner?



St Mark's go (back) to St Edmund's

Izzy (8Ca), Maxime (8C1) and I visited St. Edmund's Primary School in Whitton. St. Edmund's is our old primary school and Izzy and I have siblings in Year 5 and Maxime has a brother in Year 6. We were excited to be back in our primary school and see some of our old teachers and lots of students. We started the day by going into one of the Year Five classrooms and setting up a heart dissection.

Mr Shore explained the experiment to the first Year 5 class. Maxime and Izzy demonstrated how blood moves from the heart around the body. Then the Year 5 demonstrated this too by collecting one coloured counter from one bucket, moving around a circuit and placing the counter into another bucket. The red counters represented oxygenated blood and the blue counters represented deoxygenated blood. Then the Year 5s started the heart dissection and they all really enjoyed it! They were really excited to take part and everyone on their tables had a part to do involving the dissection. They were able to see both sides of the heart as well as the different chambers. We then had to repeat the experiment with the next Year 5 class! Both classes thought it was a really cool experiment as they don't do as much practical science in Primary school as we do in Secondary School.

When we had finished doing the heart dissection with both Year 5 classes we stopped for a quick lunch break and then went to the Year 6 class. Izzy, Maxime and I talked to the Year 6s about what to expect in St. Mark's and about how we felt about moving from primary into secondary school. We then answered questions from all the Year 6s that are coming to our school next year. They were very interested to ask questions about the school they will be going to for the next 5-7 years.

Overall I really enjoyed the visit to my primary school. It was fun to be back as it brought back lots of happy memories and we were happy to help the Year 6 with any questions they had about St. Mark's!

Aoife Kingsland
8Pole





YEAR 13 LEAVING DAY



The EPQ is the perfect opportunity to delve into the realm of academic research, immerse yourself in what you are truly passionate about whilst equipping you with transferable skills for future work and study. The process is both challenging and incredibly rewarding and one I would highly recommend!



Exploring beyond the constraints of A-Level specifications allows for more creativity, flexibility and self-directed learning. I greatly enjoyed the freedom of the EPQ - I could follow my own interests in the portrayal of race and identity in literature through the lens of independent research. Much of my time was spent reading articles and journals on 1930s Black History and the presence of systemic racism in the 21st century which made me think more deeply about the impact of fiction and whether it is representative of historical reality.

The EPQ does require motivation, dedication and a lot of time. Drawing up mind-maps of initial ideas in the spring of Year 12 to the eventual presentations to an audience a year later, the EPQ spans the majority of Sixth Form and thus must be balanced with other commitments. Over the course of Year 13, you may often be bombarded with the challenges of coursework deadlines, entrance exams and personal statement drafts which may impact the course of your EPQ. Although this may present difficulties, constant communication with Dr Chakraborty, our centre coordinator, and supervisors made me feel less overwhelmed (particularly considering the isolated existence of lockdown) and therefore I felt more prepared to tackle any problems that arose.

That being said, the EPQ is also a lot of fun! It is an impressive and laudable accomplishment to conduct research independently and to constantly edit, evaluate and improve your own work without suffering from chronic screen fatigue! I especially loved watching my friends through Google Meet share their projects; after seeing all of their hard-work and effort over 10 months, it was lovely for this to manifest in fascinating virtual presentations over a variety of subjects. From artificial intelligence to canine hepatitis and the peace-keeping role of the UN, I could feel the passion for their topics bursting through the computer screen!

By far, the biggest lesson that the EPQ process has taught me was how to be resilient. Tasks may take longer than expected, your productivity slumps and the hand-in dates may loom - these anxieties were often exacerbated by the unprecedented and unsettling circumstances of the pandemic. In these moments, it is crucial to remind yourself of what you wish to accomplish and why your EPQ is important to you. I found that persevering, adapting and being pragmatic reaped the best outcomes. All in all, I found the EPQ journey invaluable: enabling me to not only produce a university-style report that I was proud of but beyond this I discovered more about my own strengths and weaknesses!

By Francesca Gilham

I believe my EPQ was thoroughly beneficial because it allowed me to delve deeper into topics I was interested in- which for me was veterinary medicine. It enabled me to come across more detailed anatomy of animals which I wouldn't have come across in my A level studies, placing me at an advantage when starting university.

These last 2 years we were faced with unprecedented circumstances where the majority of our EPQ was done independently at home. There was less opportunity for in person contact. Personally I found the lockdown to positively impact my EPQ journey as I could focus on my project without other distractions. Out of the 19 students who undertook their EPQ I was one of the very few who did their presentation in person. This provided me with a unique opportunity to present my own academic research to a targeted audience.

One thing that really aided the course of my project was that I picked a topic I was passionate about and therefore I didn't lack motivation. This is great advice I would give to any students considering taking an EPQ in the future.

Undertaking an EPQ allows for development of time management skills, manipulation of data and organisation skills. These are crucial skills which will greatly benefit you in future studies. Therefore while the EPQ journey can be difficult and time consuming it brings along with it great benefits which puts you ahead of other students.

By Francesca Medri

Undertaking an EPQ is by far one of the best decisions you can make in Year 12. It is an extremely rewarding experience which allows you to gain great depth of knowledge and understanding in any area which interests you. My project was in the field of medicine - I personally loved how much freedom you have with what you want to research. It is also a very independent process which provides the opportunity to pick up essential skills and prepare you for further, more advanced study. EPQ students are given lessons by specialist teachers in a variety of different areas, including time management and referencing. It is amazing to be able to look back at how much you progress over the course of the project, and I highly recommend it to anybody considering an EPQ.

By Michael Andrew

The following 19 students have successfully completed their Extended Project Qualification: Michael Andrew, Cora Beatty, Max Bilin, Ciaran Collins, Jade Denis, Nora Dirie, Alyssa Ferrer, Cameron Fox, Francesca Gilham, Michael Hollow, Alexander Irving-Brown, Francesca Medri, Sasha Karda, Catherine Moreland, Marta Nobli, Angelina Perro-Javar, Sabrina Pires-Vieira, Sonia Wassef and Francesca Williams.

Well done to all of them!

Thank you also to all the Supervisors who have supported them during this very difficult year: Mrs Millin, Ms Joyce, Ms Mitchell, Mr Fisher, Mr Janman (2 students), Mrs Partner, Mr McConnon, Ms McIntyre, Mrs Mould, Mrs Kingsland, Mr Windmill, Ms O'Connell (2 students), Mrs Thomas, Mr Crone, Mr Shore.

Dr Chakraborty, EPQ Coordinator, 6th Form Extension and Enhancement



YEAR 12 CHARITY WALK 2021



All Year 12 students and many staff took part in our annual Charity Walk from Hounslow to Hampton Wick. With a bit of unpredictable weather looming, we were all pleasantly surprised by the perfect walking conditions and even managed to get some sun before the end of the walk! The walk followed the normal route, heading through Hounslow Heath, Crane Park and finally finishing heading through Bushy Park and into St John's Church at Hampton Wick for some quick refreshments. All the proceeds this year are going towards the Elysiom Project in Chennai. The project has close links to the school, with our 6th formers going out to visit in the Summer of 2019. Staff at the project aim to provide education and support for some of Chennai's poorest in the community. I am pleased to say we should be able to send over just shy of £2000 once all the payments have been collected."

As an outstanding school, we pride ourselves at St. Mark's at pushing our students to go on to the heights of academic excellence in their future destinations. In this vein, we have proudly launched an exciting new programme, aptly named Aiming for Oxbridge. This programme aims to equip our students with a holistic set of skills that are vital to thrive in their journey towards the pinnacle of the academic world. These are based around:

- Super and Extra Curricular Activities
- Critical Thinking
- Problem Solving
- Oracy: Public Speaking and Debate

Every Wednesday after school, the students have been undergoing specialist workshops and sessions honing and mastering these skills, really challenging the way they think about and see the world. From politics and bridge building to Disney debates and even the death penalty, these students are really pushing themselves outside of their comfort zone!

The Public Speaking Project

Finishing the year in style, we have called for these voices of the future to express themselves in the Public Speaking Project. With a great history of success in public speaking at St. Mark's, our Aiming for Oxbridge students are now looking to make their mark in this field. And boy have they taken to it like naturals!

We brought back our legendary Y11 debating veterans in Joe Gibson, Alice Snell and Monet Munyoro to lead some specialist sessions on the art of speech writing but also speech delivery. They have been instrumental in helping the students look to deconstruct some fascinating and controversial topics and present some strong views in a very professional platform. Already we are seeing their intellect, flare, charm and charisma blend together in a beautiful blend of brilliance.



In the final week of term, our superstar students will be delivering their speeches to the esteemed, but intimidating, audience of SLT!

Check out the topics below:

- * Aiming for 'perfection' is dangerous.
- * Children's stories should have more 'unhappy endings'.
- * Social Media has damaged the world.
- * We are becoming too dependent on technology.
- * Scientific testing on animals should be banned.
- * There is no point in studying Shakespeare at school.
- * Capital Punishment should be reintroduced.
- * Disney films provide bad role models for children.
- * Sports stars are paid too much money.
- * National Service should be reintroduced.





We have been waiting for some time for restrictions to lift sufficiently to allow us to offer modified Expedition experiences to the students who originally signed up for the D of E award back in October 2019! Over the last 2 weekends it was great to see 25 year 11 and 13 students who took up the opportunity to complete their Expedition sections, first by walking the Charity walk route to demonstrate their endurance, and secondly by completing Visual Navigation courses in Boston Manor and

Elthorne parks. It was lovely to see them, and brilliant that they could continue their journey of developing skills and taking some time to enjoy the natural world – and even better that it could be on the doorstep!

The year 11 and 13 Bronze and Silver participants have also continued with their Physical, Skills and Volunteering sections independently, so very well done to those who have completed (or almost completed) these. We are looking forward to being able to present them with their Award certificates and badges. The D of E has also recognised our students' contributions via a certificate which shows a fabulous



level of giving to others over the months of lockdown – well done to all who contributed to this! Thank you is also due to those parents who are supporting us and their children with this.

We have also been able to launch the D of E award with new cohorts in year 10 and 12. Year 10 have now signed up, and year 12s are in the process of

doing so, and it's great to see that many students are enthusiastic about taking up this opportunity. Those who get places will be able to make a start on their Physical, Skills and Volunteering over the summer, ready to embark on their Expeditions in the autumn term. We look forward to supporting you in this adventure!



FOOD DRIVE

The food drive was run by the 6th form and we collected a huge amount which was donated to the St Vincent De Paul society. The food was delivered to families living in shelters due to domestic violence, to families living with financial difficulty in the local area and asylum seekers who had just reached the UK. We are so incredibly proud of the donations from the 6th form, this was the most successful collection in the history of Faith in Action and year 12 & 13 should be very proud of themselves.



These toys went to Hounslow Social Services who then delivered them to children in foster care in Hounslow. This drive was aimed at year 7-11 and we were delighted with the generosity of the students, especially during this difficult year. 10 Campion donated the most items for the fourth year in a row!



TOY DRIVE

The Liturgy Choir prepared music for the Easter End of Term Liturgy. It was absolutely wonderful to be able to sing together again in our bubbles. It was so special to be able to come together to create the video and Ms Jackson was especially proud of those who put themselves forward for solos. It was especially significant for the year 13s who had been in the Liturgy Choir from year 7. The end product of the Liturgy Choir beautifully singing 'I Surrender' was incredibly moving.



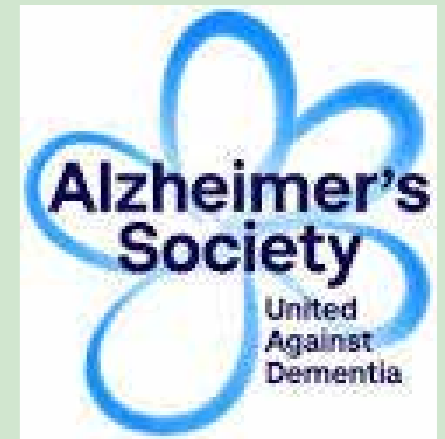
Easter End of Term Liturgy

I'm a year 10 student at St Marks and one of my biggest achievements is being able to compose music. I have played piano since year 8 and it has been a huge part of my life ever since. I think composing music is the most interesting thing, as there are countless possibilities and ways in which you can go around it, which is why you use creativity and freedom in music. I would encourage anyone to take up music because you are free to choose from any instrument or key signatures which emphasises the freedom you are able to have in music. One of my biggest inspirations for writing my own music is Ludovico Einaudi - an Italian composer who typically writes his music in D major, relative to B minor. He has inspired me with the patterns he's used in the left hand (Bass clef) and how simple the melodies in the right hand are (Treble clef). I have used his style of composing to make my compositions, whilst creating my own melodies and bass.

First Steps into Composition by Oskar Jedreasz

My first song written was "Believe" in A minor. The left hand uses broken chords - typically used in Einaudi's songs - and the right hand melodies were created using the same key signature and me figuring out what sounds the best. When I wrote this song and played it back, knowing it is my own composition, I instantly wanted to make other songs and use my creative side to compose more melodies. If I wanted to give someone advice on how to take their first steps into composition, I would tell them to: Make sure they know the basics of music theory and time lengths, I would 100% tell them to understand KEY SIGNATURES! They are so important into knowing what will sound good and how to structure a song and work hard!

Over the weekend of May 29th and 30th Mr O'Donovan hiked 100km (62 miles) from London to Brighton, accompanied by Mr Shore (for 70km), in aid of the Alzheimer's Society charity.



The hike took a whopping 26 hours non-stop to complete, starting from Richmond Deer Park before it snaked its way through south London, across the South Downs and

eventually finishing at Brighton Racecourse.



Mr O'Donovan started the hike at 7.20am in the morning before meeting Mr Shore later that afternoon to tackle the tough overnight section. This involved walking through a boggy forest in the pitch black at midnight! After many blisters and muscle pains, both Mr O'Donovan and Mr Shore crossed the finish line at Brighton Racecourse at 10.30am on the Sunday morning, raising nearly £1500 in the process.

Having vowed to never do it again, both are looking forward to their next 100km hike!



The MacMillan Squat Challenge took place from the 1st to 30th of April to raise money for families and patients affected by Cancer. 14 staff members took part in this challenge each completing 3000 squats while some did a whopping 4,590 squats making a total of 46,590 squats. They raised £1,882.00 for this worthwhile charity.

The poem, 'Still I Rise', is a proclamation of Maya Angelou's determination to rise above society. However it is also somewhat of a call to others to live above the society in which they were bought up. It is her way of helping people really see the world, not through rose tinted-glasses. Although it is written with black slavery and civil rights issues in mind, "Still I Rise" is universal to all global issues because it is rising above all the negativity that surrounds us.



In year 10, we have a club, also named 'Still I Rise' and together, with Ms Ryan we aim to learn and explore different global issues that plague our earth. Firstly, what are global issues in general? Well global issues are matters of economic, environmental, social, and political concerns that affect the whole world as a community. Already we have explored many different issues including the 'Reclaim these streets movement', toxic masculinity, the refugee crisis, equality, and even the Palestine and Israel crisis. As a member of this club myself, I feel like it has really opened my eyes on how not everyone on this earth is living the same carefree life I live, and honestly I feel like it encourages me to do more, to act more, and to learn more. This is because just learning about an issue and talking about it with your peers has a huge impact because it shows that you care. It shows that you don't want to be just some bystander. It shows that you are willing to understand people from their perspective. Most importantly, it shows that even though you can't make huge monetary donations, you still give up your time to learn, which is all that they can ask for because time is precious. Some of the things I have learnt are how refugees had to leave everything behind just to be safe and how a single conflict between two countries can have devastating impacts. Additionally, I have learnt how if people don't follow a certain criteria in society they are seen as 'unworthy' and 'not fitting'.

In my opinion, being part of this club is very enjoyable and fun. Everyone is allowed to express their own opinion without being judged and our thoughts on the topics are always taken into consideration throughout each session. This club allows us to have conversations that are fun but also educational and informative. Also, it allows us to talk to other people in our year group that we don't usually talk to, which gives us the opportunity to learn more about each other.

We are planning an event called 'International Evening'. This is an event where individuals or groups of students with different cultures and ethnicities can express and share their backgrounds with the rest of the student body. People can plan activities and they can teach others a few phrases from the languages they speak. A 'market' area will be set up, where food from different countries can be bought and tasted for a small price. That money will all go to charity and help someone live a better life. Now you may ask Why? Why should we have this event about cultures? Honestly, why not? We all have different cultures, so why should we hide them when we can show them off to so many people. It also helps spread awareness of all the different ethnicities that make up year 10. This day will provide us with an opportunity to deepen our understanding of the values of cultural diversity and it will help us get to know our peers better. As soon as Covid restrictions allow us to go through with this, we will start this event and I dearly hope that it will be a success.

By Thea Kurukulasuryia Fernando 10BE

STILL I RISE

EARTH DAY

What is it?

This year 'Earth Day' took place on the 22nd April. It is an annual event to demonstrate support for environmental protection. The theme for 2021 is 'Restore our Earth'. With the growing issue of climate change and the disastrous effects it is having and will continue to have if we do not take action, it is a day to reflect and understand what we can do to help our earth and environment thrive. There is no Planet B. Earth day is a day to spread awareness and think about the legacy we want to leave behind. Do you want our generation to be remembered for the damage it has done? Or for making a change? Or for being the generation that made a difference and helped to make the future a better place.

How can we create a sustainable future?

We can all make a difference. Although it is crucial that large companies, industries and those in power make a decision for a sustainable future, you and I can still play our part in change. Even just the slightest difference in our daily lives means so much, such as switching to reusable products such as straws instead of using the plastic, disposable ones. Another example is walking or cycling to destinations that you may usually be driven to, if they are within walking or cycling distance of course!

Inspiration for Art work



By Isabella Decataldo
10CA



Michal Ligezka
10PO



Krystian Filipek
10PO



Kyra Fernandes
10CA

WORLD TOWN PLANNING DAY

The winners of the Royal Town Planning Institute (RTPI) World Town Planning Day competition for 2020 have been announced by President Wei Yang FRTPI.

More than 200 entries were received from young people across the UK, the largest number ever.

The aim of the RTPI's annual competition is to inspire secondary school students to look at the planning issues in their local area and to encourage them to consider town planning as a potential career.

In the lead-up to World Town Planning Day on 8 November 2020, students were asked to pitch a regeneration plan to a local council. Entries needed to set out how the area should change and the issues planners would need to consider for the changes to be implemented effectively, linking, where possible, to the RTPI's Plan The World We Need campaign.

Entries were reviewed by a judging panel of RTPI members before the winners were chosen by President Wei Yang.

We are extremely proud of Aydan De Melo and Christian Celosa in Year 12 for being highly commended in their 16-18 age group. Both boys won vouchers, as well as vouchers for the school and a subscription to the Royal Institute of Town Planners. The National Forest also planted trees to commemorate the winners.

Well done
Geographers!

Mrs Morillon
and
Miss Croft

FULL LIST OF WINNERS AND COMMENDED ENTRIES

11-15 age group

- Winner – Anika (Cheltenham Ladies College)
- Commended – Yaseen (Derby Moor Academy)
- Commended – Calia (Goffs Academy, Hertfordshire)

16-18 age group

- Winner – Jemma and Katherine (Thomas Gainsborough School, Suffolk)
- Commended – Tristan and Jaime (Haileybury, Hertfordshire)
- Commended – Ayden and Christian (St Marks Catholic School, Hounslow)



Christian gave his opinion on winning this esteemed award:

"The Town Planning Competition was honestly one of my favourite Year 12 experiences so far. It has allowed me and my partner Aydan to truly test our geographical skills and knowledge, and use this ability to our advantage in the competition. We were truly amazed by the news we received about the Town Planning judges loving our presentation and the awards and gifts for our successes. All thanks to both Miss Croft and Mrs Morillon for helping us to win the competition. We are earnestly grateful for the recognition our work has received, because we are very sure that every other nominee for

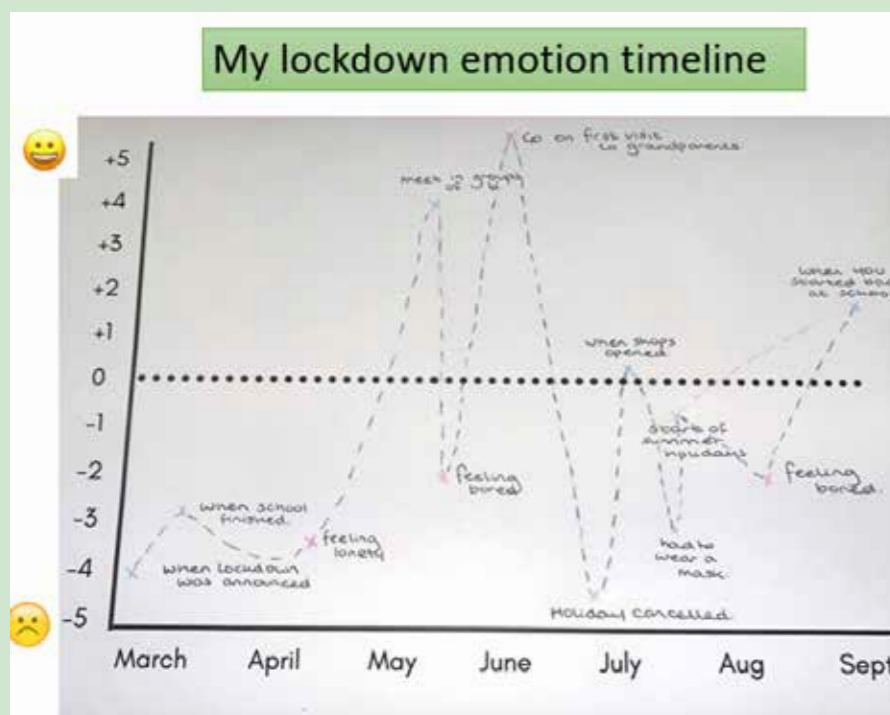
this award was as capable, if not more, of winning this award. This has been one of my greatest achievements and I am proud to have represented St Marks."





For this year's Mental Health Awareness Week, students reflected on their experiences over the past year.

They created emotional timelines, to recognise the different emotions they had experienced over lockdown, and discussed the ways they managed difficult feelings.

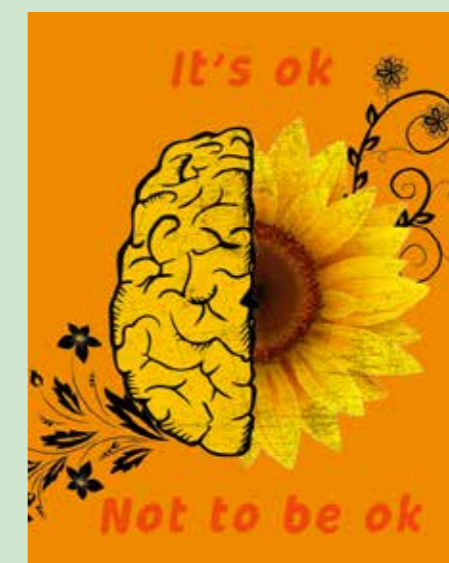


Students were also reminded about the variety of counselling and mental health interventions we have available to all students, both within school and outside of school.



Student Artwork for Mental Health Awareness Week

Student reflection on their piece: The message I'm trying to put forward with my work is to avoid hiding behind what is thought to be good or positive but to move out of that space/mindset and to be vulnerable with your true emotions and uncover the healthiest (mentally and physically) version of yourself you can be.



Spectrum peer support programme



In September St. Mark's will be launching a new student support programme for students who have been affected by a **significant loss**.

This will be a 12 week programme where once a week students will meet with a small group of students their age, and will have the opportunity to reflect on their personal experiences in a safe space.

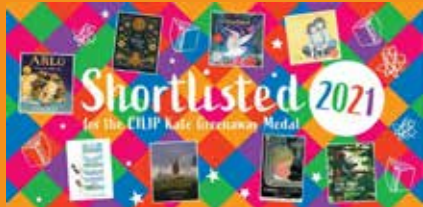
Please contact Mrs Morillon by the end of term if you are interested
morillona@st-marks.hounslow.sch.uk



These losses could be:

- Death of a parent
- Death of a sibling
- Death of a friend
- Divorce/Separation
- Step families
- Incarceration of family members (in prison)
- Moving far away from family support networks due to migrating to a different country.

Recently, Year 7s and 8s have been working very hard on the awards shadowing challenges, which are a part of the Kate Greenaway and Carnegie Medal Awards. The awards are the nation's oldest beloved children's choice awards, where the youth get to read and write their own opinion on the books that they have read. Many of the children who have taken part in these awards have really enjoyed it.



Each of the Reading Representatives have read books from the shortlist sections of 2021 and have done a range of literary and digital challenges based on the books. Here are our thoughts on the Kate Greenaway and Carnegie Medal shortlist of books:

'I enjoyed reading a range of books from the Carnegie Medal shortlist. Out of the books I read, my favourite was The Girl Who Speaks Bear by Sophie Anderson because it had a sense of adventure, fantasy and mystery from the characters, storyline and

the variety of native stories within the book. I also did a range of challenges about this book and the other books I read. This included creating a board game, a new front cover, a podcast and a movie trailer.'

- Raphaëlle Briones

'The two books that I read in the shadowing challenges were probably the best books that I have read so far in my life! My favourite would have to be Clap When You Land, which is about two sisters who lost their father in a plane crash, which then brought them back together. I really enjoyed the storyline and the unique names and characteristics of the characters, and I really hope that I can read more books like this in the near future.'

- Jennifer Preknica

'I read two books from the CILIP Carnegie Awards. Those books were both from very different genres yet interlinking together in some way or the other. My first book that I read, The Girl Who Speaks Bear by Sophie Anderson was mostly about fantasy fiction but my second book Clap When You Land by Elizabeth Acevedo was based on family problems and was an inspiration from a real life event. These books had completely different writing styles and structure but they both had a very strong meaning behind them. I enjoyed reading both books and I wish to read more books like these in the future.

- Kimberly Fernandes

The Carnegie Book Awards Challenge is really beneficial to those who can't pick a book and keep it! I myself rarely find books that I enjoy and want to keep reading. Out of all the books in the competition, I read two. One of them was Run Rebel by Manjeet Mann and the other was Echo Mountain. Of the two I really enjoyed reading Run Rebel because it gave a sense of culture related to mine. I was able to connect with the book and reflect on how lucky I am. The book is amazing and I would recommend it to many others who

want a taste of different cultures. Echo Mountain had a sense of action and drama as the main character finds someone with an open infected wound and tries to cure it as well as discovering the secrets of the land. I would recommend it to people who are interested in AIDs or being doctors, nurses etc. These books were amazing and hopefully you get to read it too.

-Macaria Alexander



L.R.C.

The 'Jack Petchey Award' is a very exciting award to be one and opens up many opportunities for the younger generation. Sir Jack Petchey CBE set up the Jack Petchey foundation to inspire and celebrate young people. Since 1999, the foundation has invested over £143 million into organisations and schools to benefit young people. As a school we are very lucky to be involved with the Jack Petchey Foundation, which enables young people to be inspired and have high aspirations in life, to get out there and be the best of the best. Achieving their God given potential. If you are lucky enough to win the Jack Petchey Award, you are granted with a letter and a certificate from the organization and £250 to spend on something to help the school or education related!



Sir Jack is an incredible inspiration to everyone who works at the Foundation. At 95, not only does he come to the office every day, but he does so with positivity and determination to work hard. He was born into a working class family in the East End in 1925, left school at 13 and then joined the Navy in 1943. After leaving the Navy, he began working as a clerk for a solicitor's firm. He applied for management training but was told he would never make a businessman. Sir Jack always says: If you think you can, you can. Instead of giving up, Sir Jack used the £39 he was given from the Navy to buy a second hand car and started a taxi business. Through hard work, he proved them wrong and built a multi-million-pound empire. Sir Jack's experiences led to his passion to increase young peoples' aspirations by rewarding their achievements. In 2016, Sir Jack received his knighthood in recognition of his many years of charitable work.

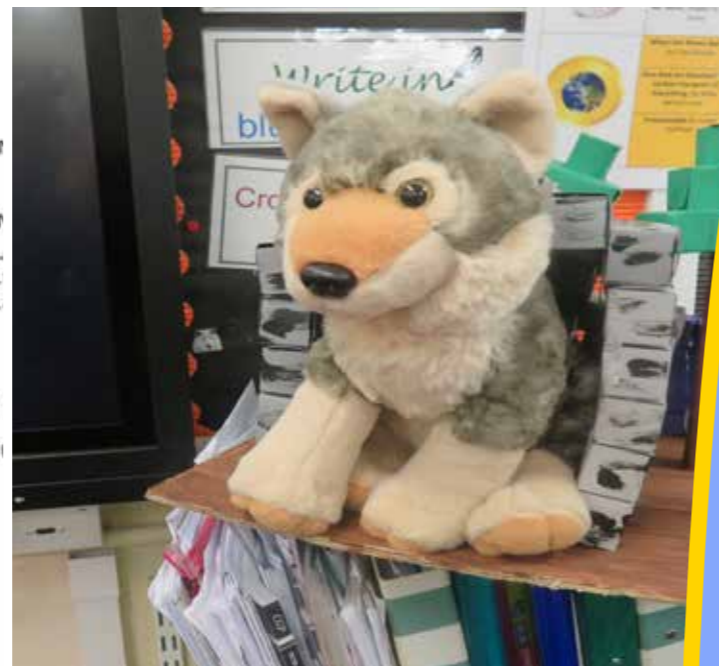
This Year I was thrilled to hear from my PPL, Ms. Ryan, that I had been nominated for and had won the prestigious Jack Petchey Award. I couldn't wait to get started on spending the money and to use the award as an opportunity to help the school, and for us to experience great things. I organised a meeting with Ms. O'Connell and Ms. Ryan and we got to work on ideas on how we can spend the money. I had many ideas on spending the money and I have since narrowed it down to three. Firstly, and the most exciting in my opinion was attempting to invite the Prime Minister Boris Johnson into school for a tour of our facilities, for him to talk to us about his career path and to inspire young people, along with showing off to him our wonderful school's grades, statistics and achievements. We received a reply and sadly he was not available but he said he would keep us on his list! Secondly, we have made contact with an employee from Heathrow to come down to our school once COVID restrictions allow to discuss and talk to us about the opportunities Heathrow has to offer in terms of employability, how they are involved with the local community and what they are doing to involve the community to make a difference. Finally we have arranged for a speaker named Corey Clarke to come in and do a talk on equality in September. We hope these things will benefit Y10 and they will find them interesting and informative.

Speak Out Challenge: Jack Petchey's "Speak Out" Challenge! is a programme whose aim is to amplify young people's voices by building confidence, developing skills and creating platforms for young people to share their stories and ideas to empower not only themselves but each other. On the 7th of July 60 students from year 10 were meant to take part in the 'Jack Petchey Speak Out Challenge'. Unfortunately Y10 were sent home due to COVID before we got a chance to take part. Story of the year! We have rescheduled it to next week but this article was due before so...:)

By Zygy Lopez Dyrka



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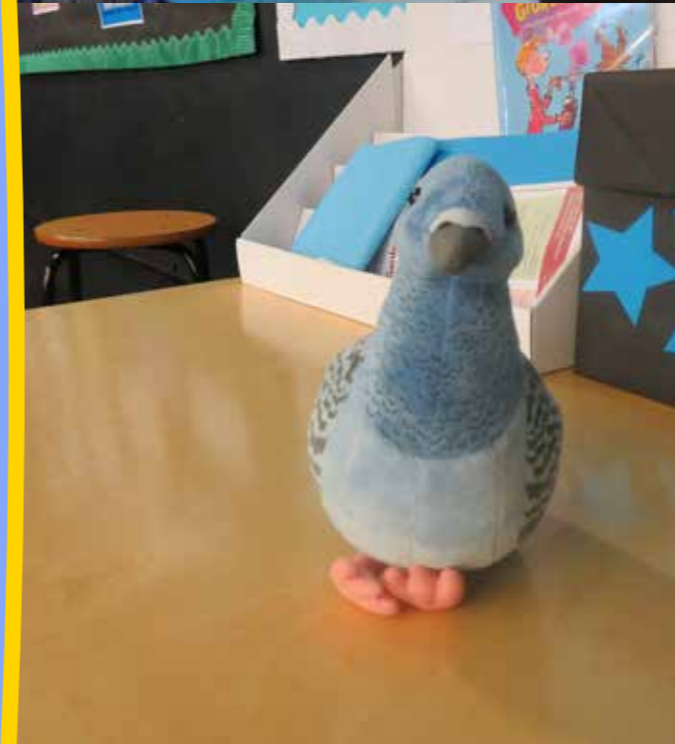
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