

VERITAS



St Mark's Catholic School

No. 26 - AUTUMN 2021





The theme of Black History Month 2021 was 'Proud to be' and we are very proud of the students who had their photos taken to promote this theme and who came up with their own tagline: 'Proud to be who I am', 'Proud to be black'. 'Proud to be part of a school with so much diversity'. Thanks to Ms Weir and the Media Club who helped make our photo slides look amazing. Music in the Hall at lunchtime is one of the things we will remember about BHM 2021.

Thanks to Kaelyn and Kyesha who gave us live music on some days and those who suggested other music for us to listen to. Many students made beautiful music at the Gospel Choir Workshop run by Ms Jackson.

Students also shared presentations of black and brown people who have inspired them, but focused on those who are less well known. These student slide presentations were shared with students in their forms, but from January onwards they will be shared with the wider school community.

Well done to all who took part in the Black History Month Treasure Hunt. The idea came from Ms Heeney and as well as having fun, running around the school, it was an opportunity to learn about more amazing people such as the poet Sophia Thakur, the mathematician Dr Nira Chamberlain and the scientist, with a passion for space – Dr Maggie Aderin-Pocock. The Black History Month Assembly was led by members of the School Council. Cara delivered Sophia Thakur's poem, 'Black' brilliantly. Here is a tiny part:

There are so many reasons to be black and be proud
to stand up and speak out
I mean
what good is gold if it's hidden?
Pride if it's forbidden

This poem had been shared by Ms Nawaz on National Poetry Day. We also heard about the poet Patience Agbabi, one of Olive's favourite poets. Zygy spoke of one of his heroes: Sir Lewis Hamilton. The assembly finished with the opening song from the school production – Moana. However, Mark reminded us in this assembly that Jesus said to ALL people, regardless of gender, orientation, culture, nationality, ethnicity:

'I have come in order that you may have life – life to the full.'



I hope that you enjoy reading this Autumn Term 2021 edition of Veritas. The pages are filled with some of the wonderful opportunities that our students have had this term.



After the Covid restrictions of last year I believe that students and staff have more fully appreciated the time spent together outside of the classroom this term. We know that positive relationships are central to our special community and these activities have brought so much joy. In addition, they have helped our students to fulfil their God given potential in so many ways, from public speaking and debating, to drama and music, sport, gardening, and the Duke of Edinburgh Awards scheme. Veritas also reflects our distinctive Catholic ethos, our commitment to social justice and our celebration of the rich diversity of our school community.

On behalf of the staff, I would like to wish you and your families every blessing for Christmas and the New Year.

Andrea Waugh-Lucas
Headteacher

Rotary Public Speaking

On Wednesday the first of December, St Mark's hosted and competed in the Youth Speaks Public Speaking Competition which is run by the Hounslow Rotary Club. We were incredibly successful as out of the 5 intermediate teams and 2 senior teams, St Mark's won both the intermediate and senior heats and showed incredible confidence and talent.

I competed in the senior team along with my teammates -Alice Snell and Monet Munyoro however we were blown away by the rapid and astounding progress of the Year 9s on St Marks' 3 intermediate teams. The first team consisted of Jasmine Rayo, Grace Kelly and Brooke Bastienne who blew us away with an excellent discussion of the ethics of paying sports stars the way we currently do, and filled the room with sparks of realisation and curiosity.

The second team was Erin Murphy Amarteifio, Aine Kynes and Delilah Guerra who argued the societal benefits and drawbacks of having unhappy endings in childrens' stories and opened our minds to some interesting new ideas about how we think as people, and just how much influence literature can have on us throughout our lives.

The final intermediate team and the overall winners of this heat was Joyce Bitumba, Zofia Straczek and Andreas Pereira who argued each side of the idea that aiming for perfection is dangerous and charmed the audience and judges with emotion, wit and humour that would have you believe they'd been practising for this day since they were born.

All of these students previously took part in a programme called

'Aiming for Oxbridge' which myself and the other members of my team had helped with at the end of the last school year; we were so proud of just how far they've all come. Students who we'd seen previously struggle with self confidence and vocal projection gave astonishing performances and we cannot wait to see the progress they make in the future. All of these students should be incredibly proud of the performances they gave and the effort they put into achieving the end result.

Hounslow Senior Champions: Joe Gibson, Alice Snell and Monet Munyoro

Hounslow Junior Champions: Joyce Bitumba, Zofia Straczek and Andreas Pereira

Best Chairperson: Erin Murphy-Amarteifio

Best Proposer: Grace Kelly

Best Opposer: Delilah Guerra

By: Joe Gibson



Aiming for Oxbridge - Year 8

Aiming for Oxbridge is an absolutely amazing programme for students who want to get into a good university and it is also an amazing opportunity to develop your mindset. When given a chance like this I took it straight away because it's not everyday that you get the opportunity. I have been going to every lesson and I cannot put into words how amazing it is, you get to do lots of problem solving and teamwork and no one is left out.

This programme involves a lot of thinking and doing as you complete tasks that are not always easy and you also go through problems that have given people a hard time in history. In every lesson there is usually a topic we go through for example ethics where we learned about the trolley problem and how when making a decision you have to try and make out the most happiness rather than grief.

The teachers are absolutely wonderful and they teach you so many fascinating things that I'm happy I didn't miss out on this. Aiming for Oxbridge can try to push you out of your comfort zone and although you may think that that isn't what you want it can really help you throughout life and other opportunities you are given. So I would definitely recommend applying for this programme if you are given the chance and I hope you do.

Hanna Paluch



Aiming for Oxbridge - Year 9

Aiming for Oxbridge is an after school club run on Wednesday by English teacher, Mr. Sheehan and science teacher, Mr. Windmill. It is a club where you learn skills and explore topics that can help with interviews for some of the top universities in the world. From problem solving to oracy and public speaking, Aiming for Oxbridge teaches a variety of skills and studies new topics every lesson from debating and speech writing to business, entrepreneur skills and classical studies. Aiming for Oxbridge allows you to think more critically. We don't only learn new skills but also new cultures. For example, we have learned about the technology and culture of Japan by Miss Takenaka, we took part in advertising projects and making products in the style of Jordan Belfort, and explored how Greek mythology has influenced western culture. Every term we learn about new skills and topics that will help students in the future and will develop our knowledge. This is a great way to get students involved in wider opportunities in the present and in the future!

Mark Santos, Rachel Rodrigues, Dwayne Pereira, Prylon Estrocio

Disney MOANA

This year, we put on Moana for the school production. Our drama teachers, Ms Hutchinson and Ms John, as well as music teachers Ms Welbourne and Mr Rogan had a vision to explore Moana, its wonders, cultural origin and the overall meaning of what it is like to be part of a team working together to bring this Disney film to life.

We decided to ask the cast some questions to really gain an insight of what it was like to be in this exciting new production and to learn what went on not only behind the scenes but during rehearsals and performances while performing this marvellous show stopper. When asked about balancing school life whilst preparing for the grand performance, Aneira from 9 Pole who was a dancer during the performance answered, "I balanced school life with the performance by trying to do the school work the day it was set or by just finishing it up after I came from rehearsal which was hard because we could sometimes finish rehearsals late."

With the pandemic, we have all been somewhat restricted from socialising with new people. When the cast were asked on how it felt to be able to interact with peers as well as students from different year groups Alicia in 9 Becket replied, "It felt quite refreshing because since the pandemic, we weren't really able to interact with other years and people so making new friends and seeing everyone's talent and commitment to the show was very motivating. It also reinforced the fact that everyone is always there for you and looks out for you."

Feeling nervous and having worries is common in our every-day lives. We wanted to have a deeper look into how our cast felt whilst performing and preparing for the production. Mafalda from 9 Campion answered, "Personally for me, on the first performance I felt really nervous, but by the third time I felt confident since I performed twice already".

The whole cast had a great work ethic and should be very proud of what they have produced; it was a really enjoyable show with lots of talent! They clearly had a lot of fun performing.



Article by:

Leire Reyes
Sherwin Costa
Dwayne Pereira
Chloe D'Souza
Mark Santos





On the 24th, 25th and 26th of November over 70 students came together after months of rehearsals to perform in this year's production of Disney's, 'Moana Junior'. The cast, band and crew gave three incredible performances packed out in the Kerry Sullivan Theatre.



Disney's Moana JR. is an adaptation of the 2016 Disney animated film, bringing the adventures of Moana (played by Cara Stanislaus) and her village of Motunui to life onstage. Moana JR. features all the classic songs from the film, written by multi award winning composer Lin-Manuel Miranda, Opetia Foa'i, and Mark Mancina, including "How Far I'll Go," "Shiny," and "You're Welcome."

This thrilling and heartwarming coming-of-age story follows the strong-willed Moana as she sets sail across the Pacific to save her village and discover the truth about her heritage. Moana and the legendary demigod Maui (played by Emma Nagle, Trinity Singh and Zhine Canonicato) embark on an epic journey of self-discovery and camaraderie as both learn to harness the power that lies within.

The production was directed by Ms Hutchison, assisted by Ms John, alongside musical director, Ms Welbourn, assisted by Mr Rogan. We were all so impressed by the work ethic, commitment and clear enjoyment the cast and crew put into the production. If you don't believe us, here are what some of the students' thought about the production:

'It wasn't so much the talent that stunned me but the work ethic that these amazing people had in such a small amount of time' - Trinity Singh :)



'Something I never would've seen myself doing but something I would do over and over again just to experience being a part of such a kind cast' - Theone Ampofo

"It's crazy to think that just a couple of weeks ago we practically didn't even know each other. Now, it's funny to think that this creative,

wonderful, goal-driven and determined family have become something I will never forget." - Jade Rodrigues

"It was never awkward, everyone just unexpectedly became one massive family. Secrets were spilt, dances were rehearsed and songs were sung. It was a way to escape the reality of school and work with the best people whom I would've probably never met if it wasn't for Moana." - Natalia Turek



"So, so many happy memories were created! After weeks of rehearsal, seeing the hard work, passion and magic every single cast member put into Moana was an incredible experience I'll never forget for the rest of my life." - Zhine Canonicato

"I didn't really know what I was signing up for, but it's a decision I'll never regret! It was amazing to see how it all came together! Mad love for my Moana family!" - Jaiden Marklew



Article by Mr D Rogan



Disney
MOANA

Isolators Walk - aka Charity Walk 2



The Sixth Form Charity Walk was one of the most exciting things I had done so far. To be able to have the opportunity to do it, after having missed it the first time around due to isolation for COVID-19, was so important. When we were offered the chance to do it, everyone jumped at the chance, and no one was disappointed! Walking 14km was certainly

tiring and challenging, but the journey was worth it, and the feeling of accomplishment felt after it was amazing! The walk was made even better when we stopped off for ice cream, and the music along the way made it not seem as long as it really was. Not only was it an enjoyable experience, it was for such an important cause, and that's what made it even more special!

Ella Cody - Year 13



These badges were awarded to me by CBBC. Blue Peter is an iconic children's programme which has been running for over 50 years. I had to carry out various challenges to achieve badges. These involved

artwork, written work, sports and competitions. I feel blessed to have been able to participate in the challenges. Everyone can participate, to see how go to www.bbc.co.uk/cbbc/joinin/about-blue-peter-badges

By Darius Dias - 8 Fisher



for the lower years to engage with the world of heroes and myths to ignite a spark of interest in the history and culture of the classical world.

When I tell my friends that I am studying Classical Civilisation A level I am usually met with confused looks and quizzical faces. What do you study? What is it about? What can you do with it? How is it relevant?

This club aims to answer all of these questions and many more as we attempt to demystify the classics, pulling them through thousands of years and making them accessible to all. For generations a classical education was considered a privilege for the 'elite' few, but the richness of the subject deserves to be explored by all. Just as the A level subject looks at history, culture and literature of ancient Greece and Rome, with the Classics Club we hope to enthrall students with tales of Greek heroes, myths, historically defining Roman court cases and famous figures like Julius Caesar.

The interdisciplinary nature of the subject permits a wide range of opportunities for learning and fun. In our very first session we searched for the Greek gods with a treasure hunt, did quizzes on which Greek gods we were most like, and learned about the origins and significance of laurels while making them ourselves. All this in addition to food and music relating to the captivating era promises to provide an hour of engaging learning, lively activities and inevitable discussions of Percy Jackson parallels.

If you are interested in the classical world or have heard of the Greek myths or want to learn about just how much the ancients influenced our modern world, the Classics Club awaits you in Rm 53 fortnightly on Tuesdays. Togas optional!

Aleena Habbie

The Classics Club for Yr 7, 8, and 9 explores the mysteries of ancient Greece and Rome. The ancient world imbues the modern world in countless ways: from the Pandora jewellery shop, to the way the current politicians give speeches. Architecture, language, literature, history and philosophy have all been greatly influenced by antiquity. Names such as Medusa, Achilles, and Hercules are well known. With the Classics Club, we aim to delve deeper into these tales and many more as we discover the secrets of the ancient world.

I wanted to start this club along with my classmates Ellie and Anna-Marie to introduce the lower years to this fascinating subject. We are lucky that at a state school, we offer Classical Civilisation A level and this club offers a chance



Déjà vu? Or should I just say 'here we go again'.

As the summer term ended in July 2021 the news from the Government that another round of school Covid testing was planned for the first week of September was met with a mixture of dread and then 'How are we going to do that?'

The second round of Covid testing meant a change of venue (the Main Hall would be out of action) and perhaps scariest of all the need to do two tests on all the pupils in just 4 days (we had completed 3 tests in 9 days in the first Covid Test programme in January).

The schedule was quickly worked out and agreed and the summer holidays began.

Then at the end of August the test team found out that a slightly different test kit was to be used and that this one would take longer for each pupil to complete... only an extra minute longer but enough to throw out the schedule (there was literally a minute's pause added in the middle of the process).

It was too late to change the schedule for days 1 and 2 as the pupils were coming in from home. All planned breaks for the Covid testing team disappeared in order to complete the nearly 1,100 tests in 2 days (the schedule for days 3 and 4 was set around pupil timetables/breaks so was more spread out).

Once again thanks to the Covid testing team (made up of support staff and exam invigilators) and the patience of the pupils. Well done in particular to the new Year 7's as this process started on their very first day at St Marks and they all took it in their stride.

2,125 tests were completed in what we all hope is the last testing programme of its kind.

Written by Mr M Savage (Science)



Teaching and Learning Update – Feedback

In September we launched a new assessment and feedback policy, after consultation with staff and students. In our new policy we have placed feedback at the centre of our classrooms to ensure that our students are receiving timely information about their learning but most importantly are also given time to reflect on any feedback they have been given. Effective feedback is an essential part of the education process and research suggests that providing feedback is one of the most effective and cost-effective ways of improving students' learning. Feedback can take different forms: peer, self, whole class, teacher marking, verbal, modelling or comparative judgement.

To move learning forward, pupils need to engage with any feedback they receive. All students at St Mark's should have a green pen as part of their learning kit and they are given time to respond to the feedback given; this is an opportunity for pupils to reflect upon, mark, edit, improve, correct, or extend work. Time is allocated, either in class or for homework, for students to complete regular green pen responses so they engage with their learning and share responsibility for their progress. It is advised that student responses are completed in green pen for the benefit of the pupils – this helps them to identify where key learning has taken place. However, this will not be the case in practical subjects and with some online learning, therefore students will make appropriate responses to their work according to the feedback they are given.

Information about the new policy and students' roles within this was shared at the start of the year in assemblies and in form time. We are also conducting learning review interviews with students to gather their thoughts and understanding about feedback and how it benefits them. We have been delighted to see how well students have engaged with the new policy and understand the importance of feedback and how they respond to it.



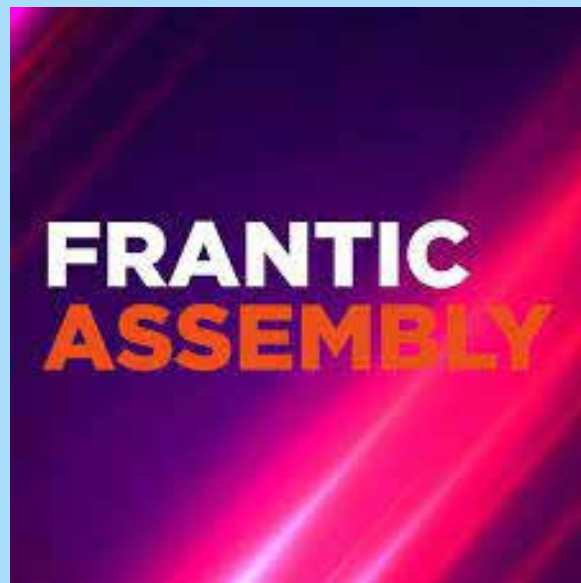
"We receive feedback in lessons and write in green pen. We also receive it by teachers checking our books and seeing what we can improve. It helps our learning because every piece of work that we do can be improved and we are all here to get better and learn." (Year 7)

"We peer assess our work and we check our homework in class to see if it's right. We mark this with a green pen and then we can see what we did wrong and go over it again." (Year 8)

"We often self-assess our work along with the teacher's feedback when we need help and guidance. In order to respond to feedback, we mark in green pen or annotate details we may find useful in the future. This helps my learning because when I self-assess my work I recognise my own mistakes and understand where I went wrong. This means it's less likely I will repeat this mistake again so in the long term I will improve my work." (Year 10)

"We regularly do green pen work and peer assess and compare work with our partner. Our teacher gives us verbal feedback every lesson and the green pens helps us to know where we have improved our work so we can remember this for next time." (Year 9)





On Friday 15th October 2021, myself and a group of students who are studying Drama at GCSE and A-Level took part in a workshop run by the Internationally acclaimed theatre company, Frantic Assembly. The workshop was organised to help develop our theatrical skills and to learn specific performance techniques to utilise in our exam pieces.



Our workshop leader Gavin, was amazingly helpful and brought an enthusiastic vibe to the group. For those of you

who do not know, Frantic Assembly is a theatre company who focus their acting style on movement and ensemble work. The main focus is using the body to deliver the intended message, creating

a unique experience for the audience through delivering beautiful imagery. Students at St Mark's are introduced to this theatre company in years 7-9 however at GCSE and A-Level, we spend more time learning about this unique company and using more of their techniques in our practical work.



One of the first warmup activities was to move around the space and when certain words were called out, you had to complete an action. For example, when Gavin said "CLEAR " everyone would have to clear the space as quickly as possible, keeping their focus. Additionally he added many more commands, including "HUG" which meant that we had to hug the closest person to us, (slightly awkward if you have never met the person before) however it soon broke the ice. Another instruction was to "huddle" this meant that all participants had to get to the centre of space as close together as possible and rest their head on someone's shoulder. Laughter echoed throughout the

theatre the whole time the workshop was underway, allowing us to all become relaxed with one another in preparation for us to create some demanding physical work. During the next part of the workshop we focused on lifts and developed the skill of using weight distribution to balance each other, learning how to effectively lift and hold someone without struggling, including how to bring someone up and twist them around our bodies elegantly and smoothly. This was helpful for myself and my peers as we have been able to incorporate these techniques into our performance exam pieces.

I would like to say a massive thank you to Ms.Hutchison for organising this event and giving myself and other students the chance to take part. It was enjoyable working with students in other year groups and it was great to see the world getting back to normal once again, being able to socialise and perform without restrictions. This workshop really boosted the morale of everyone involved.

Written by Zygy Lopez-Dyrka 11Becket GCSE Drama Student



We are very pleased to have started Year 7 Gardening Club again, we are very excited to get started on growing plants and gardening at school. We started with some indoor gardening during the cold weeks in November making remembrance wreaths with some cuttings from the Rosemary bush in the herb garden. The room smelled lovely as we were making them, we put them in the chapel.



Our wreath making skills were so good, we made an Advent wreath for the chapel too with evergreen and holly from around the school grounds. One of our aims is to "green up" our form rooms. We have all planted up some spider plants as they are really easy to grow and look after.



GREEN SHOOTS GARDENING CLUB

A little bit of Chelsea at St Mark's....



Every year hundreds of plants are grown by nurseries for flower shows such as Chelsea and Hampton Court, many of these plants are not need after the show. The charity The House of Wayward Plants "rescues" these plants and donates them to schools through the RHS Gardening for Schools scheme. This year we were the lucky recipients of fifty plants which we have planted around school.



Reading Updates at St. Mark's

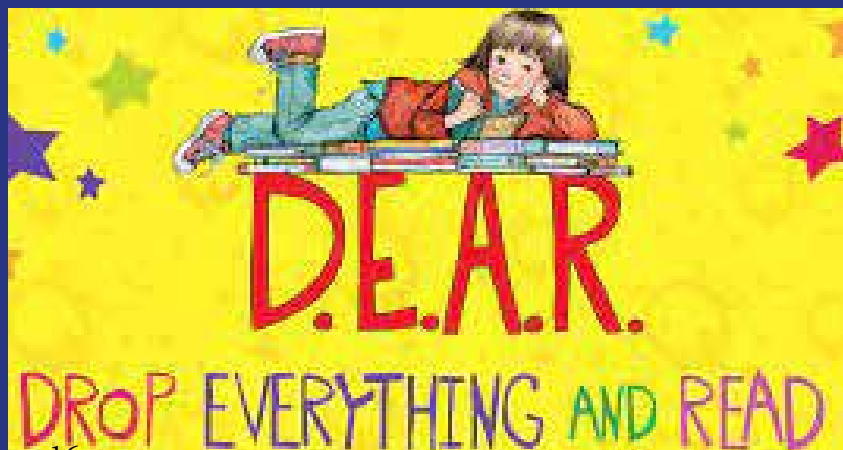
There have been lots of exciting reading events and opportunities happening this half term to develop students' reading skills and their reading for pleasure.



Firstly, we are delighted that the LRC is open again to all students: it has been a real hive of activity. Book loans have increased dramatically and it is clear that students are enjoying the area and what it has to offer. Recently the LRC hosted a book fair which saw large numbers of pupils visit to purchase books – we look forward to hearing about their thoughts and recommendations in the coming weeks. In the new year we will be setting the year 10s a reading challenge and more information will be shared then.

Our fantastic year 12s have volunteered to support tutor groups in years 7-10 with reading skills. Each week 2-3 students read aloud to a sixth form student. Reading aloud can improve understanding and use of grammar; it challenges the use of intonation; sharpens focus and improves pronunciation of unfamiliar words. There has been positive feedback from both readers and listeners so far.

Students are again being encouraged to DEAR (Drop Everything and Read) and they did this on our occasional day on the 29th November and will again on the 16th December during period 6. Ms Stewart conducted a survey with her year 8 tutor group and many students commented that reading on this day was their favourite thing! Teachers and students all need to have their books ready for the 16th where we can all enjoy a moment to escape into the wonderful world of a book.



Finally, our most exciting reading announcement this term is the introduction of Bedrock Learning. Bedrock is an online platform designed to help students extend and learn important and relevant academic vocabulary. Pupils can work on this independently as the Bedrock lesson explains the tasks and provides feedback. All key stage three students are set this for homework and year 7 and 8 also complete tasks during their reading lessons. Research has shown that there is a direct link between vocabulary understanding and academic achievement so we know this will have an impact of students reading and writing skills. Students will be regularly celebrated and rewarded as a result of their success with Bedrock. Information will be sent out to parents about how you can access your child's account to monitor their completion, so you can help to encourage them to work through the lessons and take responsibility for their progress. Below are the students who have really pushed themselves so far and should be commended for this! Well done!



Macaria Alexander



Aden D'Souza



Emilia Radon



Bartimiej Skubski



Wiktoria Sikora



Darius Dias



Ethan D'Silva



Rachel Varley



Shaun Rodrigues



Grenil Dcosta



Rhysa De Melo



Marcelino Simon



Lyander Cardozo



Shemira Fernando



Jolxson Pereira

This year, the year 9s and 10s have also restarted peer mentoring sessions!

What is Peer mentoring? Peer mentoring is a time when the year 7s and 8s, talk to the year 9 and 10s, about school in general, and how they feel: any worries or emotions. It's also a time where we get to know each other better and meet new and different people within our school community. We are also known as anti-bullying ambassadors, and have received the required training to firstly, learn how to break the ice between year groups, secondly, we learn how to think on the spot



The Year 9 Peer Mentors' warm Monday morning greeting to new Year 7 students.

PEER MENTORING



Year 10 Peer Mentors proudly showing off their new roles of responsibility badges!

can benefit from, as it is a chance to express your thoughts and expressions, and most of all it's a chance to meet different people and have FUN. Moreover Peer Mentors take about 3 to 4 different people on a weekly basis so we get to learn a lot of new and interesting things regarding the pupils. This allows us to bond together, build new relationships between year groups, relate and give advice to each other when needed.

Written By: Mary Peddakotla, Ruth Dias and Sheniz Kariyawasam Year 10 Peer Mentors and Anti-Bullying Ambassadors

and stir up a conversation whilst making sure that the younger years can trust us and just have a good time on a Friday / Monday morning. Furthermore we led this year's anti-bullying week / assembly. We go by the slogan, 'At St-Marks we define bullying as a repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power'.

Next, the year 9s have Peer Mentoring sessions with the year 7s on a Monday, whereas year 10s have peer mentoring sessions with the year 8s on a Friday. Peer mentoring is something everyone



9 Fisher Peer Mentors chatting with 7 Fisher students on how their start to school has been



This year's theme is One Kind word. This year we celebrated Anti-bullying week creating a 'ripple of kindness'. Every form got some stones to decorate, our lovely peer mentors distributed them out. In their forms, the students grouped themselves and participated in the class activity. All the submissions were bright and colourful with a kind word or two. This year we also made sure to spread positivity, like we always do. We started with our own friends, then our forms, then the year group and everyone else. As a school we encourage the theme of One Kind Word even after the Anti-bullying week. We know that things have been tough but just saying one kind word can change a person's day.



ANTI BULLYING WEEK



A Level Geography Trip



On the 8th of November, Year 13 Geography students embarked on a journey across London to the Queen Elizabeth Olympic Park in Stratford.

This area is currently experiencing widespread regeneration linked to the

2012 Games, including the huge mixed-use Stratford City development which will ultimately incorporate shops, offices, housing and the Westfield Centre.

This area served as the perfect fieldwork location for students to pilot data collection methods. Students collected data to answer big questions such as: 'To what extent was the Olympic regeneration successful? Who were the real winners and losers? and 'To what extent is there more evidence of social and economic inequality in Stratford compared to Hounslow Central?'

In helping to bridge the divide between the classroom and the real world, students left prepared for their own independent geographical investigations (after a lot of steps and many attempts at interviewing!).



Testing out different sampling techniques in Stratford was fun and helpful in preparing us for our upcoming coursework. It was fascinating to gain an insight into the new developments around the Olympic Park whilst also considering the potential impacts on local stakeholders.' - Keishe Gopikrishna

IT'S ALL ABOUT
FIELDWORK!

St Mark's VIth form's Film, Literature and Culture Society launched on Tuesday 18 October with a screening of Tennessee Williams' *The Glass Menagerie*. The event began with a splendid rendition of the play's opening monologue delivered by our Head Boy, Jake. FLICSOC meets on the 2nd and 4th Tuesdays of the month, 3.05 pm. All welcome. Room C12



Friday 24th Of September St Mark's hosted its 1st coffee morning. Numerous members of staff baked different types of cakes from vanilla cupcakes to rocky roads and savouries such as vegetarian spring rolls. A huge thank you to staff members who gave up their evening to bake for the Macmillan morning. However, the showcase of the morning was the Macmillan vanilla sponge cake commissioned by Mrs Mould.



Overall, this event was a huge success and St Mark's staff raised a staggering £317.04 for this worthy cause.



Jack Petchey's "SPEAK OUT" Challenge!

The Jack Petchey 'Speak Out' Challenge sees 19,000 students from all over London and Essex take part in a one day public speaking training workshop before entering a public speaking competition, giving a talk on a topic that is important to them.

It all started with an expert-led, interactive workshop. By the end of the workshop every student had delivered a speech they had created from scratch to their classmates and a small panel of judges, who selected two winning speeches from each group.

The group winners will deliver their speech in an Assembly Final to fellow students and teachers, giving teachers time to hear the variety of topics and styles before selecting which students will represent their school with their uplifting message.

Good luck to the finalists!!



I really enjoyed the day because I learned how to structure my speeches properly and so I could stand and speak more confidently.



You could see that everyone gained some more confidence as at the end of the day every person was able to deliver their final speech.

I found it extremely wonderful. I feel like I am filled with raw confidence and I am able to utilise it to do better. I was really surprised that I was able to use my voice to talk about this issue. I could never have talked about.



It was a great experience and it influences the way you write and perform speeches



"When I think back to the Jack Petchey Day it makes me feel a sense of achievement. I had the best time learning new things and enjoyed sharing different opinions with others. I am thankful that my view changed on public speaking throughout the experience - I went from being nervous to excited about being involved in the programme. It wouldn't have been something I would've chosen to do, but I'm glad I took part. Special thanks to Charles - our mentor!" - Sian Elliott :)



It helped us with a confidence boost and gave us necessary skills for public speaking

The Jack Petchey workshop encouraged me to develop my sentences and made me feel more confident speaking out in front of an audience. Throughout the whole workshop I did not feel pressured



It was very enjoyable and it helped me to be more confident when talking to a crowd.



Builds our confidence and gives us the courage to stand up and talk to people about something that inspires you.

Overall it was a good experience and it has helped me build confidence to speak out loud.



It was a really fun experience, though at the beginning it was nerve wracking!! By the end of the day we all gave our best and spoke out. We talked about what we like and it helped to boost our confidence.

'Three words to describe it - BEST DAY EVER!'



'My favourite part of the day was the reflective activity - we wrote letters to our future selves. We will get these back in Year 11.'

'I didn't want it to end'

'This day was a chance to get closer with your classmates and with Christ - and it helped me so much.'

EUROPEAN DAY OF LANGUAGES

European day of languages is an annual event held across Europe to celebrate and promote the great wealth of languages spoken across the world. It is a day when the Languages department encourage everyone to join in with their love of languages, with quizzes in form times and lessons. This year we were able to once again run the 'Teacher treasure hunt' which proved very popular! It highlights the brilliant diversity among our staff team. Pupils were given a list of teachers with links to other countries and languages and they had to track down the correct teacher and get their signature. On Monday 27th September year 7 and 8 pupils were on the hunt for members of staff who (among others) ... speak Gujarati; has an A level in German; can sing Happy birthday in 4 languages including Armenian; has a wife who speaks fluent Italian and French; worked in Vietnam for 5 years and can speak Vietnamese; is Slovak; has an A level in Irish; speaks 5 languages including Peulh and Walof. Can you guess who they are?

Zoe Moloney was the overall winner, successfully identifying, tracking down and getting signatures from all members of staff - congratulations Zoe!



Christmas Wreath House Competition





In D of E we are still playing catch up after the pandemic and lockdowns interrupted pupils' ability to continue with their awards. Those pupils who started the award in 2019 were able to go on their expeditions in July. Some of these have now completed their award and are eagerly awaiting their certificate and badge, while others are finishing off some of their sections. We recruited new students to participate in the Bronze and Silver awards just before the summer break. These students, now in years 11 and 13, made a start on their Volunteering,

Skills and Physical sections over the summer holidays and good progress is being made with these. We were able to run modified expeditions in October which allowed students to get a flavour of an expedition, navigating and walking around a variety of local

parks – Bushy park, Boston Manor and Elthorne parks for orienteering, and Windsor Great park (year 13 only). Next we will be launching the award with current year 10 and 12, allowing them to begin their Bronze / Silver award in the new year. As it stands we should be able to run normal expeditions for them next summer. We hope to see many students applying to make the most of this great programme.

Ms Stewart and Mr Shore



My D of E experience was amazing, in my opinion the best part of D of E was observing the wildlife and nature in Windsor great park alongside the views of Windsor castle.

D of E has presented me with many opportunities which I am grateful for such as learning how to play chess for my Skill section. This has now enabled me to meet a new community through volunteering services and the chess club. **Christopher Bartholomew**

The part I most enjoyed about DofE was soaking up all the unique scenery and wildlife I saw during our expedition through Windsor great park. The clear view I had of Windsor Castle was simply breath-taking. I think I have gained the ability to appreciate nature which I did not have before. I am also gaining a multitude of skills and experiences from my Volunteering, Physical and Skills sections. **Jerome Gbesemete-Kusenu**

It gave me the opportunity to volunteer at puppy classes which is not something I might of ever done. It even landed me with my own puppy! I really enjoyed the expedition as my group found a rope swing, but I can't wait for my silver as we will get to camp as well. **Lucia Medri**

So far, my DofE experience has been a blast! Our expeditions occurred on the 9th and 10th of October, as we went and explored Bushy Park, Crane Park, Boston Manor and Elthorne park. The experience helped me explore local area's and work on my navigation and endurance skills. They also helped me gain confidence, and appreciate the area around me.

The journey was tiring yes but the end goal was an amazing achievement. Going on the trips with my friends made the time fly by. The skills section of the programme has helped me broaden my skills and knowledge. The volunteering has also managed to bring me closer to my community! In general my DofE experience so far has been amazing and I'm so grateful that I am able to partake in this programme. **Anneliese Power**



I sat down with fellow politics student Scarlett Clarke and interviewed her alongside Ella Cody to ask Scarlett about an essay competition provided by Cambridge University that Scarlett entered and won. Here's how our conversation went:

Rosie: To start, what was the title of your essay that you wrote for the competition?

Scarlett: ‘Is working from home a disaster for feminism’?

Rosie: Nice, how did you come across the essay competition?

Scarlett: I just found it online...

Rosie: Fair enough, did the idea you had come straight to mind, was it a trial and error process of ideas, an in-depth plan?

Scarlett: The plan took a while, I had a few basic ideas and then I talked to Dr Callaghan about them. I contextualised the question before I even got into the arguments, I looked at why the question was important, the history of getting women into the workforce so for example from WW1... and then from that I did a whole table of the arguments.

Rosie: Did your judgement come to you straight away and were the arguments difficult to come up with for either side?

Scarlett: It's not that I was ‘on the fence’, I definitely did not agree with the statement but I ultimately said that it has the potential to be disastrous for feminism but that can be managed by the people in charge, they just have to be aware of it but I was definitely more on the side it is not disastrous for feminism because it is a very sweeping statement to think that feminism as a whole would be affected by working from home.

Rosie: What were your key arguments?

Scarlett: So first I said, the argument that it is good for feminism is that first of all it can improve the quality of life of women, and I spoke to women around me who said that if I was working from home I wouldn't live in London, so you have more choice by working from home as there may be a feeling of sacrifice for where you live and where you work etc. I linked this to how in London there are issues with air pollution, so by working from home and not living in London could improve the quality of life. But the counter argument is that it is reductive because it is that argument for mothers or for the family as a whole. This idea further plays into gender roles so when people say ‘working from home is great for mothers’ when actually it should be families as a whole and it forces them into that bubble that

Mary Beard comments on. More importantly it is ‘not all women’ because if you think of the service sector, a lot of women cannot work from home such as restaurant workers, it is mainly white collar office jobs that can work from home and white, middle-class women occupy more of those jobs. Another argument is that it gives flexibility for women to work at home but this can be countered by the reality that women also have a domestic job in housework, looking after children for example. There is also the idea that working from home is better in the idea that there is better diversity and inclusion because people who wouldn't have access to certain types of jobs now won't have as many barriers such as those who cannot afford to live in London can still access jobs ‘in London’, which arguably may help those with disabilities.



Rosie: And what were your main sources or inspirations for the essay?

Scarlett: A lot of it was contemporary news and articles but some of them were books that we had mentioned in politics when studying the ideology of feminism such as ‘Invisible Women: Exposing Data Bias in a World Designed for Men’ (by Caroline Criado-Perez) and also a book by Friedrich Engels as I mentioned the different strands of feminism as well such as socialist feminists and third wave feminists, for example Bell Hooks and others to look at the strengths and weaknesses of different arguments.

Rosie: Could you briefly describe the writing process of the essay?

Scarlett: I spent a lot longer planning it than I did writing it, once I had the plan and the sources which I had to cite so I took time gathering the research first, and then writing it was a few days solid of just writing it and then days after that was editing and refining it.

Rosie: And how long did you have to wait before you found out the results?

Scarlett: So I submitted my essay on the 1st of August and then I heard back in September during school.

Rosie: What was your reaction when you found out that you had won?

Scarlett: I was very excited, I was in study with my friend Issey and just really excited because I did not expect anything from it, as I just wrote it because it was a topic I was interested in as I really enjoyed learning about feminism in our politics lessons.

Ella: And how was it going to Cambridge university as you got to go on a trip and how did your essay compare to what other entrants wrote?

Scarlett: It was really interesting as you had a list of titles to choose from so I chose to do the feminism question but all of the questions other people chose in some way related to the corona virus pandemic, for example ‘how do we hold government officials accountable in times of crisis?’ So all of these quite ‘big’ questions with some being related more to politics or others being related more to international relations whereas mine was more so domestic politics. With all the questions being somehow broadly related to the pandemic we got to discuss all of our essays and that in itself was really interesting.

Rosie: What advice would you give to other students who may have come across writing competitions and have been unsure if they should do it or how they should approach it?

Scarlett: I definitely think to give them a go because you do not have to perform well in them. It is mainly the experience you gain from writing, especially for me with doing A Level English Literature coursework, it has given me experience for that.

Rosie: Oh no, let's not talk about that

Ella: We do not need to mention that (for context, all three of us are A Level English Literature students who have the first draft of our coursework which was due in the next week at the time of the interview- which has now been handed in!)

Rosie: Well, thank you for your time and it was really interesting talking to you about your essay!

Scarlett: Thank you!

By talking to Scarlett, even if you don't know much about the subject matter, it just goes to show how much knowledge you can gain and skills you can improve on by entering these competitions which are constantly happening.

Cambridge University

Essay Interview

Written by
Rosie Robertson
13ELM



On a warm November Tuesday, a small group of Year 8s set out on a trip. This was a problem

We all know what Global Warming and Climate Change are. But while we know the effects and many of us make changes to our everyday lives; we rarely stop to think what else is being done to help combat the climate crisis. Climate Kick Start aimed to change that. Sponsored by the mayor of London, the event coincided with COP26. Lots of tech start ups offering new and innovative solutions to the climate crisis we had never even considered were there to show us how they can help!



We arrived at the prestigious Royal Institute and were welcomed in to the Faraday Lecture Theatre for an exciting presentation and display on thermodynamics from some leading scientists. We learnt how one local bus (the X26) actually makes almost a kilogram of microplastics on it's single journey every day, just by shedding tiny bits of rubber from the tires! Mira even got to have her hands blown up to show the explosive effects of releasing energy from its chemical constituents!



Afterwards we got to go and see some novel solutions from small tech companies and ask them questions about their products. These included edible drink containers made of seaweed, an underground farm in a WWII bunker, and paper bags which literally pay you to use them! As always, our students did the school proud and asked tons of questions (as well as collecting plenty of freebies!) We all left with a refreshed energy and a positive message. Yes, Climate change is a big, BIG problem; but if we give time and attention to any problems, the genius of modern science can help us through.



Climate Kick Start

CHESS CLUB

Fridays 3.05-4.00

There has been a tremendous interest in chess at St. Mark's since the opening of extracurricular activities earlier this year.



The number of pupils turning up on Fridays after school meant that two classrooms had to be used to play the games. The KS5 and KS4 students have been using S5 and the younger ones S4 and this had worked out well until a few week ago when we had to accommodate more than 60 enthusiasts.

Mr Mihailovic's suggestion of using the main hall has worked out to be a treat as it allows for plenty of space allowing us to welcome more players not just for chess but other games such as checkers and cluedo to name a few.

The popularity of the Netflix series 'The Queen's Gambit' along with the World Championship taking place at the moment in Abu Dhabi has resulted in a huge interest in chess and we welcome not just chess players but other 'gamers'. The invitation was sent through the parent mail and all are welcome including beginners!

Finally, Marcus Foord (11 Champion) has very kindly organised and run a chess competition in the last four weeks. The quarterfinals and then took place last Friday, and the following have managed to reach the semi-finals:



Luke Donnelly (7Ca)
Marcus Foord (11Ca)
Andi Hita (8 Po)
Jack O'Flaherty (11Ca)

We are hoping to play the final in the new year or maybe even before that. Well done to Marcus for arranging this and to all who participated!

Anyone interested in joining can see Mr Crone, Mr Mihailovic or Mr Grover.

SPORT AT ST MARK'S

On Wednesday 17th November, the Senior Netball team took part in the Senior Netball Rally held at Heathlands School. This was the first time this group of girls had played together, with the team consisting of Year 11 and Year 12 students. It was also the first competitive tournament since the start of the pandemic.

The team did brilliantly and played some outstanding netball, narrowly missing out on a semi-final place by goal difference.

On 30th November, the team played their first league game against Lampton School. The St. Mark's team took an early lead, playing some really slick, fast paced netball.

The second half saw the Lampton team come back into the game, however, the St. Mark's team managed to hold on brilliantly, winning 9-6!



Well done all!

Well done to Michael Garcia who gained the fastest time at the Minet County Park cross country competition for the under 13 age group in Middlesex. Michael also represented Hounslow in the London marathon in October. Well done Michael and we look forward to hearing all about your future successes.



On a November Tuesday afternoon, St Marks entered the girls Senior Football team into the football rally, held at The Heathland School.

We were very excited as this was our first tournament in what seemed like a lifetime because of the restrictions put in place for covid.

The senior team is made up of pupils from Year 10, Year 11 & the 6th form. No matter what team we field, we are always strong contenders as we have such a good team spirit. We played an amazing 7 matches, the first one being against our biggest competition Gumley. They were a very strong side but we held them to a 1-1 draw; things were looking good! We got to game 6 without a loss and were in champion position as Gumley had more goalless draws than us; it all rested on the last game...If Gumley scored enough goals against Heathland we could only finish in 2nd place....And of course they scored more than us! Although it would've been nice to win we were pleased to get second place, especially as we held them to a draw in the group game. There's always next time - which will be in the league in January - watch this space!!

Sadie Bairstow and Aleksandra Dzikowska were voted players' player of the tournament but everyone played their part in this team's success.



We thoroughly enjoyed spending time playing football together - it had been a while!!

By Sian Elliott



The year 7 and 8 boys football teams have returned to competitive action after fixtures were curtailed by the pandemic. The Year 7 team are in position to build on some recent good performances in the Borough league and face Isleworth and Syon in a crunch game after Christmas. Star performers thus far have been Yaroslav Stakhiv, Oliwier Nerka and goalkeeper Felix Watts.



Felix Watts.

The year 8 team have played out an exciting 5-5 draw with Lampton and will look to improve further in their remaining games this season. Captain Gabriel Davies is looking to add more goals to his tally and with good numbers at training it is hoped this team will go from strength to strength.



Well done to Gabriel Davies, Michael Garcia, Grace Phelan and Isaac Phelan who were all selected for the Hounslow team at the recent cross country trials. They will run at Harrow school for Hounslow in the new year.



The basketball season is now upon us and all years have seen an excellent turn out at training. The year 9 team were successful in beating Green school for boys in their recent fixture and all sides look forward to a full fixture calendar in the new year.

Girls basketball is also taking place and with the recently postponed Borough tournament set to be rearranged, everybody is welcome at the basketball practices.



On Wednesday 24th November, two teams were taken to Springwest Academy to play in the Junior Football Borough Tournament.

It was great to get the opportunity once again to play competitive sport and travel to another school.

There were twelve teams competing in the tournament and it was split into an A and B pool with the top two teams from each pool progressing to the semi-final stage.

Both the St. Mark's team played some really good football and worked well together. There was lots of encouragement and fantastic team work. There were wins for both teams during the afternoon, with the St. Mark's A team narrowly missing out on a semi-final place.

The next day the team played their first league game, back at Springwest Academy. End to end action saw four goals scored and the game ending in a 2-2 draw. A solid start for the league campaign!

Well done to all of you who took part in the tournament and the game the next day!

It was great to be back playing competitive sport once again.





In celebration of Black History Month, an annual celebration originating in the United States commemorating black history, our school did a number of things to honour the special month in a thorough way.

Music - During break, lunch and entering assemblies, the school played cultural afro-beats that signify the importance of black style. Afro-beats is a specific music genre that typically celebrates elements of West African musical styles such as fuji music and highlife with American jazz and later soul. The incorporation of our cultural music into daily school life allowed us students to feel recognised and part of a community that shared similar interests, struggles and uplift each other relentlessly.

Proud to Be - St Mark's Catholic school embraced this year's Black History month theme 'Proud to Be' by showing how students at our school are proud of their representation, identity, and diversity. This was commemorated by an assembly packed with leading black figures, black history and culture. There were also many displays such as slideshows containing students holding signs expressing what they are 'Proud to Be.' Additionally, the school also designed a large display board which portrayed multiple students holding up their sign showing further about what they are proud to be. These celebrations created unity and showed students they are a part of a special positive community that is something to be proud of.



Hope moving forward - As we move on in the school year we hope to keep the BAME community in the conversation and to prevent the topic from losing its significance. After leaving year 11, we hope to have given years to come a way to experience, embrace and identify their unique culture and ethnicity within the community.

PSHCE lessons— St Mark's introduced PSHCE lessons on topics such as black culture during Black History Month. This allowed students in St Mark's to better understand what is considered black culture, which introduces us to embrace all cultures equally within our community.

English- After a lot of frank conversations, we agreed that 'Of Mice and Men' didn't fit the mission statement and beliefs that the St Mark's community hold and does not align with some of the ideas and conversations that have been taking place this year.' We felt happy that as a department the English teachers agreed that it was to be taken off the school syllabus. It was good to know that it would be replaced with something more progressive and modern.

Throughout the month the school incorporated a wide variety of approaches to Black History Month through whole school and year assemblies. Themes included diversity, proud to be, prejudice, unconscious bias, big hair assembly and lots more.

As part of black history month a group of year 11 black activists produced two display boards entailing information about black afro hair and the significance of Martin Luther King and his dream. We wanted to raise the profile of the BAME community in school and increase representation for our younger students and those who come into school.

The rationale behind the 'Afro Hair display' was to explore in depth what it is like to have an afro. The majority of students do not know the basic facts surrounding having afro hair and we wanted to change that. We felt good knowing there would be a display in the school educating all students on afros and the secrets behind having one. This was prompted by the Big Hair Assemblies that took place in both year and whole school assemblies.

Furthermore the 'Martin Luther King I had a dream what's yours?' display was inspired by a want to increase representation around the school and include people from lots of different backgrounds, covering a wide range of disabilities and career paths in a hope to give every student a role model to look up to.



It was the 21st of October 2021 and our current year 11s were able to participate in an 'Into VI Form' day and evening. As time whizzes by, the year progresses and I myself alongside my fellow peers grow in preparation for the future to come, we as young adults were able to experience the next step after our GCSE's. The wonderful teachers at St Mark's had given every individual in our year the opportunity to partake in four taster A-level lessons which had caught our interest. We were given a timetable to follow as well as the responsibilities to act appropriately with the allowances we were given; in the VI form students are to exit the premises at break and lunch, bring mobile phones into school and use them outside of lessons. For myself, I began the day with English literature. In this lesson I was notified on the course which students will do and was able to explore my skills in annotating extracts. Following English was biology: my personal favourite (following my ambition into surgery). Throughout the lesson we dissected a fish head, observing all intricacies, physically cutting and handling the organism's head. Although very interesting it was accompanied by a great stink! Chemistry too was fascinating; with the ability to do the 'flame test' where flames will change colour when reacting with different elements, revealing the astounding responses of nature. To finish the day I had my government and politics lesson where I was able to investigate my political stance and my place on the political compass. Later, in the evening, St-Marks welcomed students from many other schools and gave an insight/tour into the subjects and lessons which are taught at A-levels in addition to the criteria and expectations which must be met. Overall, it was an amazing day which gave an understanding into the A-levels at St-Marks enabling many to consider what happens next.



Raiden Human 11Clitherow.



Into sixth Form Day



You know when you hear people say things like “be different” or “stand out”. Personally, I always thought that these phrases were one of those things that were more easily said than done. However, I learnt that standing out and being different really doesn’t take that much effort, all you have to do is be you. In order to stand out and be different you have to truly embrace your unique and authentic self. Last year, I took part in the Jack Petchey workshop in school. If I am honest, at first the reason I wanted to take part in the workshop was to take a break from school

because we had just finished our mocks but at that point I had no idea the adventure that was about to begin. During the workshop, I found out that I really enjoyed what they taught me and I ended up in the assembly final! When I found out that I was taking part in the assembly finals, I was completely taken by surprise and certainly did not hope to win it. Before the assembly finals I just kept telling myself “Life is too short and for that reason I should go out with a bang!” It may have been the nerves talking but either way it got me through it. One thing led to another and I was standing in the theatre when Mr. Sheehan was announcing the winner of the Jack Petchey assembly finals... turns out it was me! Next thing I know, I was watching myself in the digital finals, with my family gathered around my laptop. It was a really tense moment and unfortunately I did not win, but came with a close second as runner up. After this moment, my life just went back to normal.



Jack Petchey's "SPEAK OUT" Challenge!

With going to school in the morning and coming back home in the evening, it was the same routine everyday again. Then on a Wednesday, I was having quite a rough morning as I overslept and barely made it to school on time. I went through my lessons and when I got to maths, I received a message from my head of year, Ms Ryan, because she needed to talk to me. First of all, I did not know why, but I thought I had done something and I was in trouble. I have no idea what I thought I was in trouble for but I was a bit nervous, call it survival instinct or complete idiocy but that’s what I thought. So I went to the LRC and there I saw Ms Ryan, she was beaming which told me that for once I had been wrong to trust my gut. And what she said next was something I never thought I would hear in a million years. I...GOT...INTO...THE...GRAND... FINALS!!!!!!!!!!!! I was at a loss for words, just like I still am now. I was so happy, excited and exhilarated! Although I had to return to my lesson after hearing the news, as soon as I got out, I went straight to my friend, and told her everything! In sheer delight, I even told a random stranger that I got into the grand finals. I was totally embarrassed afterwards but in the moment my excitement took over! The next few weeks flew by and before I knew it, there I was.. standing on a stage...in front of 1231 seats (yes, I searched it up before the event)...preparing to say my speech. Never in a million years did I believe that I would end up here! But I guess life has odd ways in surprising you, and the only thing I had to do was be myself. Although I didn’t win, I honestly did not care because I felt like a winner, I mean I had gone on a stage and spoken about something that I was passionate about. And not to brag but along the way I even got to meet Dr XAND from Operation Ouch, and he even remembered my name and my speech topic by the end of the grand finals, so if anything we are best friends now!! So was I expecting to get this far? No! Did I ever think that I had enough confidence in myself to speak out about something I believed in ? Certainly not! But would I change anything that happened to me in the last few months? Never!



By:
Thea Kurukulasuriya Fernando -
11 Becket



Another school year, and Year 8 again prove they are the best Year group at St Mark's by organising the best charity week we've ever seen (though I am biased!) You probably saw the stalls, sweets and activities going on but let's look a little deeper.

All week we had competitions running in reception. A raffle for Nandos vouchers, cinema tickets and more from 8 Pole and a guessing game for sweets from 8 Campion. Just in case you didn't win, the box

weighed just under 12kg! In fact, we had to divide the sweets up as we had so many entries and too many sweets to go around!

For anyone who missed Shang Chi in the cinemas, our lecture theatre turned into a cinema for the day to make up for it! We sold out of tickets on the second day, with over 180 seats sold and the theatre absolutely packed! 8 Clitherow did an amazing job of selling tickets and helping out on the day. Even Mr Grover commented on how much he enjoyed the film and the atmosphere!

Year 8 Charities Week



Becket and Fisher decided to play students off against teachers for various games. 8 Becket ran a penalty shoot out against Mr Sheehan, Mr Windmill, Mr Taylor, Miss Jackson and Mr Shore with winners getting some sweets. 8 Fisher opted for a similar approach, facing students off against Mr Fisher, Mr Janman and Mr Shore at Smash Bros. and Mario Kart. I was much better at Switch than I was in goal,

but a lot of money was raised!

8 More ran a Dodgeball tournament for the Year 8 forms where Pole emerged the overall victor! Year 8 raised £670, which will all be going to The Elysium Slum Project in Chennai India, where some of our teachers and former 6th form students visited a few years ago.

By Mr Shore - Head of Year 8



MERRY CHRISTMAS
AND A
HAPPY NEW YEAR