



# The Newman

Your College Newsletter Issue 28 Easter Edition 2022

Dear Parents/Carers

As I sat with colleagues and parents last week at the Shaw Theatre in Euston watching Year 8 perform Shakespeare's "The Tempest" I could not help but marvel at the talent and resilience of this community.

Ms Hardy and a group of Year 8 pupils had rehearsed for months to ensure that it was alright on the night. I was amazed at the maturity and confidence of our boys.

Resilience really has been the theme of this last term. January and February were difficult months for schools. As I informed you at the time we had 16 staff out in some days and this presented genuine challenges for us all. Nonetheless we managed to battle through with our usual good humour and toughness. As you will see from this Easter edition of "The Newman" we have managed to enjoy an excellent term regardless of the difficulties.

You will be pleased to learn that NCC is continuing to go from strength to strength. A large part of our work has been to promote a "reset" agenda. The school has worked hard to return to normality and the pupils have responded magnificently. I would like to offer my best wishes to all the Year 11 and 13 pupils who will be also tying public examinations next month. I know that their hard work will pay off.

Have a wonderful and blessed Easter holiday. We will see all pupils back at school on April 20th.

Regards

Mr Coyle  
Headteacher



Mr Coyle  
Headteacher  
Newman Catholic College  
Brent

22 March 2022

Dear *Mr Coyle*

I would like to take the opportunity to thank you and your team, for hosting me at Newman Catholic College on 21 March 2022.

As a former head teacher, I know only too well all the effort that goes in to facilitating visits – so thank you for making me feel so welcome.

It was great to speak with your students directly about their experiences returning to school post-lockdowns, and the impact the pandemic has had on their mental health. Please pass on my thanks to them for their honesty.

Schools, and the people who work in them, are vital in providing children and young people with a place that is safe, with adults around them who care about their lives and who they can turn to for guidance and support. I was delighted to hear from you and Mr Dunne on the excellent work your school is doing to provide this, and the steps you have taken to improve attendance so no student is left behind.

Thank you again to you for such an enjoyable visit.

Warmest Regards



**Dame Rachel de Souza**  
Children's Commissioner for England

# The Constantinian Charitable Trust Supporting children in Beirut, Lebanon

In the last two years pupils at NCC have raised several thousand pounds to support the children of Beirut. In February I was honoured to visit the Bourj Hammoud district of the Lebanese capital to visit the teachers and children of the Ecole Maronite St Joseph. This is an impoverished area and the school desperately needs funds for after school activities and assorted equipment. Whilst conditions for many of our Harlesden families are unquestionably tough at the moment we have to recognise that there are parts of the world where life is harsher. We must acknowledge the generosity of our NCC community in supporting the children of Beirut. I thank you all for your support.



**Caritas  
Lebanon**



**£325,000  
Target**



**£3027  
raised  
so far**



**Our fundraising activities have included Own Clothes Days, Cake Sales and Sporting Activities**

# Ambitious Curriculum Hubs

An ambitious curriculum that is well planned and coherent is a key sign of a strong school . At NCC we are confident that our Curriculum offers all pupils the opportunity to experience the best that has been thought and said . Indeed such is our belief in the vitality of our Curriculum that we have played a leading role in supporting schools across Harlesden .

Since September we have hosted three “ Ambitious Curriculum hubs “ for up to 40 teachers each time from the 12 schools in the Harlesden cluster. Teachers have debated and shared good practice in Maths , English , Science , SEND and History.

There are two more hubs planned before the end of the summer term . We hope to produce a common paper which will form the basis of an Harlesden curriculum . It is generally acknowledged that when teachers come together to discuss the knowledge that forms the basis of our curriculum journey then the educational experience of pupils is enhanced . At NCC we are proud to be in the vanguard of this process



## NCC Alumni

**We love it when our former students visit us . Here are just a few who popped into see us last term.**



**Jermaine**

**Jermaine is forging a successful acting career. He recently played Skinner in the 15 times BAFTA nominated Lovers Rock which was part of the Steve McQueen’ Small Axe’ series**



**Shamal**

**Shamal is studying Human Rights Law at St Mary’s University**



**Joao**

**Joao is doing a Degree Apprenticeship in Operations with Greencore.**



**Raphael**

**Raphael is studying Theatre and Performance at London Metropolitan University**

# NCC citizens

Leadership. Community. Change.

London Citizens is an alliance of over 250 communities, such as schools, churches and mosques. Newman Catholic College is one of them! We run an After School Club every Wednesday open to all students. We come together to take action for the common good and to become young leaders.

How can London Citizens help you in your education and career?

- Public speaking at events with lots of other people outside the school.
- Experience interacting with decision-makers, important people like Council Leaders and MPs. **Networking.**
- Becoming more **confident** as a young leader.
- **Volunteering** in the community



**BRENT CITIZENS  
ACCOUNTABILITY  
ASSEMBLY 2022**  
6-8pm, Weds 20th April 2022  
Ark Academy, Bridge Rd, HA9 9JP



JOINED BY CANDIDATES FROM THE LABOUR AND THE CONSERVATIVE PARTIES FOR LOCAL ELECTIONS

JOIN US TO MAKE CHANGE ON THE LIVING WAGE, REFUGEES AND HOUSING IN OUR BOROUGH

Contact: Daphne Giachero, Brent Citizens  
Community Organiser  
daphne.giachero@citizensuk.org  
07818281315  
OR: Ms Grace, Ms O'Connell, Mr Legister-King




Students delivered assemblies about the Living Wage and Accountability Assembly to all year groups supported by Mr King and Miss O'Connell.



For 6 years now we have worked in partnership with Stuart Tannock and students from UCL on different issues and campaigns.

I like London Citizens because we do different kinds of things like the Living Wage campaign and they are good things we do to improve society. The leadership skills I have developed are to work together as a team in order for our work to be successful.  
Callum Year 9

I enjoyed going to local businesses and asking them if they paid the London Living Wage. Some did, some didn't.  
Luis Year 8

London Citizens has helped me fix my self esteem and showed me my real confidence to socialise with others. It has helped me improve my leadership skills. Moussa Year 10

I've enjoyed London Citizens very much as it gave me the ability to step into a leadership role which would prove to be beneficial for me in the future. I've gained a load of confidence as I've been put in new situations where I have to speak and speak to people and to parties. It's given me the ability to deepen my speaking ability as we have to campaign for different causes. I have been involved in the campaign for the London Living Wage. It's been a very good experience as it is a cause many people would benefit from and one that that speaks to me personally as my mother was once someone working for the London minimum wage now she earns the Living Wage and I've seen the effects that can bring and I want to give that to the rest of the UK. Godson Year 11



Our Student Council meet every Thursday lunchtime. We hear reports from different groups such as London Citizens and the Anti Bullying Council. Every meeting begins with a prayer and the UNICEF Right of the week. Standing Agenda items every week are Teaching and Learning, Pupil Progress, Environmental Concerns and Well Being. This term visitors to our meeting have included Mr Coyle and Miss Donne who spoke about Teaching and Learning non negotiables. We have also had a visit from Anita Whittaker to speak to us about the exciting Harlesden Canalside project. We asked our Business Manager Mr Joshi and Mr Jeeves our Caretaker to our meeting to address concerns about the lack of recycling facilities in the school as well as concerns about the toilets. The Student Council empowers students to have a voice and to develop leadership potential.

# Careers News

## Enterprise Advisor

Introducing Chris Garner, our new Business Enterprise Advisor.

Chris works at Openreach which is part of BT in the telecommunications sector. He is currently a Senior Programme Director delivering technology and business change to the organisation and has worked for BT for 20 years. Chris went straight into the Army from school, he then joined BT as an engineer climbing telegraph poles and going down holes in the ground. Over the next 15 years was promoted several times through the organisation to become a senior manager, this also included along the way completing his Master's in Business Administration as a mature student in his 30s.

Chris's self-determination to achieve without taking the formal route of university direct from school has demonstrated that with the right approach, determination and passion to succeed in life - you can achieve anything! He's keen to share his experiences of building a career, the roles in which you can take and what's needed to get on the ladder of the career of your choice.



## Making the Leap

The inspirational homegrown Betty Campbell, Head of Educational Partnerships at Making the Leap spoke to our female students. Betty shared a wealth of knowledge and careers tips. Making the Leap firmly believes that every young person should have the chance to succeed. It is with this that they launched their Career Ahead Programme, which looks to empower and provide support to young people who are in their final GSCE year. A number of our year 11 students are currently involved in this programme, taking part in Employability/Character workshops and receiving mentoring.



## Spark and SEGRO Workshop

Spark bring together businesses and young people. SEGRO are a property real estate investment company who develop and lease warehouses to companies like Amazon, Ocado, DPD, and for cloud data storage. Their aim is to add value to properties. SEGRO have properties around Europe in 8 different countries, they are a 21 billion pound business. They have properties in West London- Brent, Ealing worth 7 billion pounds. Spark increase employability skills, work readiness, career confidence and aspirations. This workshop raised awareness of the Property and Logistics sector as an employer and community partner. Students in Year 12 Paul enjoyed the workshop with Mark, Ben and Sarah from SEGRO, Rachel and Faye from Spark. Ten students will now be selected to take part in a SEGRO workplace visit and five will be mentored as well. This is an amazing opportunity.



# Careers News

## Work Ready Programme

Following the Coronavirus pandemic securing Work Ready placements was an almighty challenge. But thanks to the support of our loyal local businesses such as The Roundwood Park Cafe, Rubios, The Lounge Cafe, Requite Brazil, and Halai's Builders Merchants students were once again given an amazing opportunity to learn new skills and experience life in the World of work.

The lockdown saw many industries suffer but also allowed for sectors such as sports and fitness and online activity to thrive. Moberly Sports Centre offered a Sports Assistant job as well as a new restaurant Terra Trattoria allowing some of our students the chance to join an exciting start up business venture, learning the joys of culinary excellence.



Students in Years 11 and 12 attended the London Job show. This was an opportunity to meet top employers face to face.

The London Job Show showcased thousands of employment and training opportunities – from part time to full time, entry level to senior executive, apprenticeships to graduate schemes.

Here are 4 top tips for interviews!

1. Be punctual - It is so important that you turn up to your interview on time, not just on time - early! Employers look out for this and judge you on your time keeping and organisation skills.
2. Do your research - Do your research on multiple things, especially the company. You need to know the company well before you go into the interview. Not only does it show eagerness, but it also ensures that you are ready for any questions that could be thrown your way.
3. Look sharp - Dressing in the right attire for an interview shows that you're serious about the job, respectful of the interviewer's time, and are genuinely interested in the position. It also demonstrates an understanding of the corporate culture, and showcases you as someone who would fit easily into the workplace dynamic.
4. Ask questions - It is important to have a list of questions to ask an interviewer as it makes you look interested, enthusiastic and engaged - all qualities that they will be looking for.

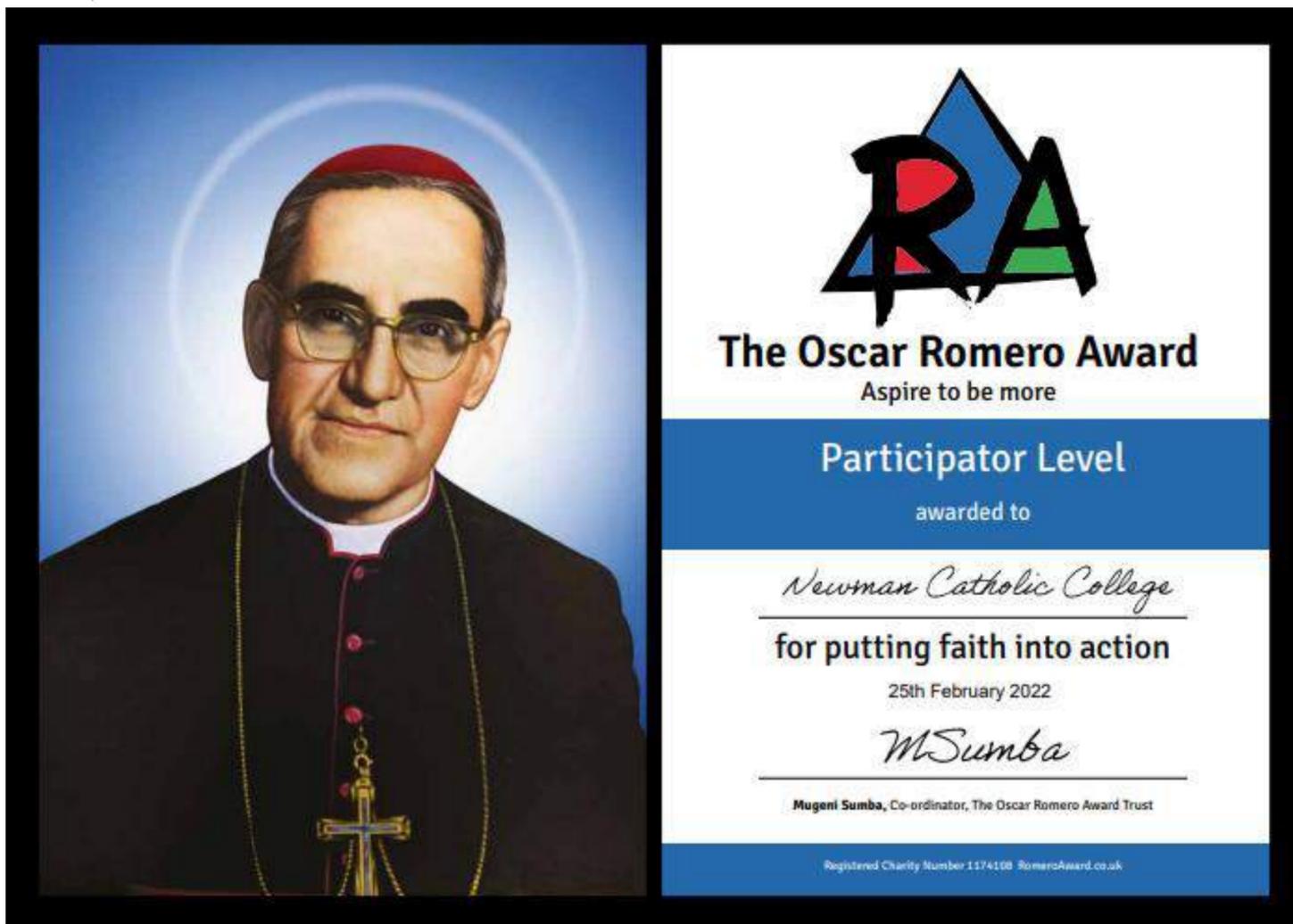
## London Job Show at Westfield London





# The Oscar Romero Award

We are proud to have achieved the Participator Level of The Oscar Romero Award



## Who was Saint Oscar Romero?

We are inspired by the life, work and example of St Oscar Romero. St Oscar Romero was an Archbishop from El Salvador who campaigned for the rights of poor people and spoke out against violence during El Salvador's civil conflict. Oscar Romero was assassinated on 24 March 1980 as he celebrated Mass. He called on all of us to 'aspire not to have more but to be more'. Let us seek ways that we can be 'more' to our brothers and sisters. He also called us to be 'God's microphones' on earth'.

## What is The Oscar Romero Award?

Young people in our Catholic schools and colleges aspire and desire to make a difference to their world and feel that their lives have a purpose. These young people have a very strong sense of justice and fairness and are constantly seeking to be supported and encouraged in their effort to bring about a fairer society that recognises the human rights of all. Pope Francis has called on all Catholic communities to become places where "faith illumines life and society". As Catholic schools, we recognise this as our commitment to Catholic Social Teaching because our faith demands that we stand up for justice.

The Oscar Romero Award will help our school in realising and living this unique calling of a Catholic school to empower young people and all who work in the school, to become true agents of the change they want to see in the world by putting their faith into action.

### Prayer to Saint Oscar Romero

Saint Oscar Romero,  
You lived the gospel and demanded justice for oppressed people.  
Help us to follow your example.  
Pray for the people of the World.  
And pray for us, that we may become saints,  
living the gospel and bravely speaking up  
for those whose voices are ignored. Amen.



# Community Engagement

It is now two years since March 2020, when we answered the call to help our school community with Food Poverty. From beginnings in cardboard boxes to our cabin today. This would not be possible without the support of our local community. We support over 40 vulnerable families and to date over time, we have given out food to more than 2000 people in need. We very much value and appreciate the ongoing support from Caritas and Wates, as well as those who drop donations on a weekly or regular basis- Nations Africa Centre, Gracelands Yard, The Augustinians at St Augustine's, Hammersmith, Let's grow Brent, Harlesden Town Gardens and the members of Elmwood Tennis club who donate monthly to us. Thank you. Thanks also to other businesses and groups who support us from time to time. We are currently self sustaining.

We are very much supported by our regular volunteers students- Antonio, Moussa, Igor, Harry, Callum and more recently Dejeun. Some students are volunteering as part of their community service for the Duke of Edinburgh award. Our committed staff- Mrs Kiernan, Mrs Mullahy, Miss Grace, Miss O'Connell, Mr Roche.

Our numbers fluctuate from week to week but given the current economic crisis and high costs of living in London we still feel there is a need to provide this service to our community.

**Feed our Families Foodbank  
Faith in Action**



**Newman  
Catholic College**  
Everyone Counts  
Everyone Contributes  
Everyone Succeeds

Working in partnership with



Selma



Brother Michael and  
Brother Gregory



Simon



Rose



Consulado Fla England London



**Faith in Action**



# Community Engagement



## A prayer for Ukraine

Loving God,  
We pray for the people of Ukraine,  
for all those suffering or afraid,  
that you will be close to them and protect them.  
We pray for world leaders,  
for compassion, strength and wisdom to guide their  
choices.

We pray for the world  
that in this moment of crisis,  
we may reach out in solidarity  
to our brothers and sisters in need.  
May we walk in your ways  
so that peace and justice  
become a reality for the people of Ukraine  
and for all the world.

Newman Catholic College was proud to be a drop off point for donations in response to the Ukraine crisis. This initiative was spearheaded by local resident and business owner Lidia Olender whose step son is a student in our school. Lidia together with members of the Polish community and other local residents collected items which were transported to the Polish/Ukraine border. Thanks to all who supported this cause. The donations filled two trucks which is an amazing response. Please continue to keep the people of The Ukraine in your prayers.



## Faith in Action



# Community Engagement



We are proud to have hosted meetings for the Brent Borough of Sanctuary. We are a School of Sanctuary which means we are a welcome place for asylum seekers and refugees.



A group of students met with PC Weedon, Sergeant Cartman and Acting Sergeant Ephraim Chalk to discuss a Stop and Search project. The police want to promote a compassionate listening culture within the MET and work closely in partnership with the wider community to improve the quality of Stop and Search encounter for those that are searched.



For the past 6 years, the Kensal Green Safer Neighbourhood meetings have been held at Newman Catholic College. These meetings enable local residents to meet with the police and local councillors and to set priorities for the local Safer Neighbourhood Officers.

**Right to Food.**  
**Brent**



The school was the venue for the first Brent Right to Food summit on March 12<sup>th</sup>. Brent needs to be a borough that upholds the #RightToFood, where all Brent residents can access affordable, nutritious and diverse food locally in a dignified way. Brent Council need to adopt the right to food as a strategic priority. We need to work together to take practical steps to ensure that everyone in our communities can feed themselves and their families.

# Newman Catholic College

presents

## *The Tempest*

at The Shaw Theatre



Year8, Miss Hardy and Mr Eldridge have participated in the Nationwide **Shakespeare Schools Festival** for the **seventh** year in a row!

Our cast performed **The Tempest** to an **audience of 400 people**, at The Shaw Theatre, in central London, on Thursday 24th March!

The whole production was led by the Year 8 company: **actors, sound lighting, costumes** and **props** all by different groups of Year 8 students. The students and teacher directors worked hard as an **ensemble** to ensure everyone was included, shared ideas and **felt heard**.



Our Year 8 students went on a **thrilling journey** over ten weeks, from rehearsing in school with Miss Hardy, to working with Shakespeare **theatre professionals** in a specialist workshop. Students learnt **drama skills** as well as **life** and **communication skills** such as; confidence building, making new friends, Shakespeare component in multiple GCSEs, group work, self reflection and evaluation and **ultimately it was a lot of fun!**

We began the production in January and we **rehearsed every day** after school for two hours. The boys worked incredibly **hard** and were continually **dedicated, professional** and full of **energy** and excitement.

Our students have developed **a love for theatre** and drama, huge aspirations and growth in **self-confidence**, while making new friends and having fun while learning. They have **tackled Shakespeare's great language** to create an incredibly energetic, dramatic and witty performance.

Daniel 8B said "I was nervous at the very start when I thought about how many people would be in the audience, but when I was on stage, **my nerves disappeared** and the show flowed and so felt natural, just like in rehearsal. It was the **best day ever!**"



David P 8P said “It was a wonderful experience that we would only experience once in a lifetime. This opportunity helped me to think outside of the box in lessons and in rehearsals. This has helped me to overcome my fears of talking and performing in front of many people. When we were rehearsing it felt like one big family and I have made new friends. The past ten weeks were my favourite part of my school career so far!”

Cedrick 8B said “The Shakespeare show has helped my confidence grow! In rehearsals we made lots of silly mistakes, but we tried our hardest in the theatre and it was so scary, but so exciting. We performed the best we ever have on show night and I felt like I wasn’t nervous any more. I feel so confident now! I can’t wait to do it again. ”



SHAKESPEARE  
SCHOOLS FESTIVAL



# Raising Aspirations

Over the Autumn and Spring Term, 12 students from Year 9 took part in The Brilliant Club Scholars Programme. The Scholars Programme recruits, trains and places PhD tutors in schools to deliver courses of university-style tutorials based on their own research.

Twelve Year 9 students from Newman Catholic College were chosen to take part in the Brilliant Club's Scholars Programme, which gives talented pupils a taste of what it is like to study at university. Students took part in a course entitled "From Macbeth to Hamilton: How Historical is Historical Fiction?", which was designed by a recent PhD graduate and which explored the relationship between history and literature through translations from Hindi and Urdu historical novels. As well as attending weekly university-style tutorials, students had to write a 2000-word final assignment, which was marked to university standards. We are very proud of their accomplishments! – *Ms Smart*





“All the Newman students did exceptionally well, both in tutorials and in their final assignments. They dealt with very difficult texts and ideas in a mature and sophisticated way, and every student achieved either a 2.2 or a 2.1 in the final assignment –meaning that they are performing to an excellent level at GCSE and a good standard at A- Level. All the students should be very proud of their efforts!” **Jack Clift –PhD tutor from SOAS**

# Oxford University Taster Day

A trip to Oxford University was also organised for Y10 students, who were given the opportunity to visit the political sciences, philosophy and social sciences departments at Magdalen House Oxford. Students were taken on a tour, took part in a lecture on Greek philosophy and rhetoric, this was followed by a Q & A session, our MAS were a credit to the school!



## Oxford University Taster Day

*"Our tour of Magdalen College was exciting and interesting. We were introduced to engaging topics that we do not typically learn and we had a magnificent time!"*

**Anthony Donnelly Trimble**

*"Our trip was incredibly informative and it was nice to visit a place outside of London. It demonstrated what the top students in the education scene can achieve. We were shown a world of Opportunities"* **Diego Iavarone**



*"I had a tour of Magdalen College and it was great! The tour guides were amazing and very enthusiastic. In addition the lecture on rhetoric was very interesting and gave me some new insight"* **Jad Kabongo Mputu**



## Experience on the front line

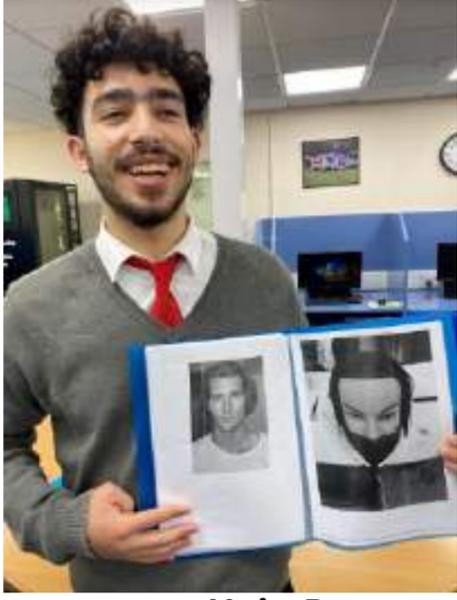
Antonio Kipo in year 11 has done some outstanding work in his free time out of school. He has worked hard with the NHS and St Johns Ambulance and is now involved with running first aid training in our Summer camps as well as being involved in the creation of a new campaign #AskMe. **Well done Antonio!**



Hiya everyone my name is Antonio. I am a Cadet Sergeant with St John's Ambulance. I have been volunteering at major events for St John's Ambulance for the past 4 years! I have provided first aid at places such as Wimbledon, Lord's Cricket Ground, Twickenham, Chelsea FC and West Ham along with lots of concerts! It's not just events that I do, I also support the NHS by attending to real-life 999 calls on a fast response car or an Ambulance! Additionally I teach basic first aid during the summer camps, which are run in partnership with the police and on Drop Down Days along with Mr Finnie. While my work can sometimes be scary, the biggest thing I've gained from my training is to always remain calm. I have found myself in some real emergency situations — life and death — and the most important thing to do is keep calm and work together with your colleagues. In the last couple of months me and the St John PR team have created a campaign called **#AskMe**, this is for everyone to ask us how basic first aid can save someone's life! Currently I am now focusing on the management side of events to see the behind the scenes of events from being in the control room to operational commander and many more! If you would like to know more about what I do or join St John ambulance, don't hesitate to have a chat with me. **Antonio Kipo Year 11**

# Sixth Form Enrichment

On Wednesday afternoons, our Sixth Form Students are involved in enrichment activities. These provide an opportunity for students to develop themselves holistically and develop spiritually, culturally, socially and morally. Activities include: London Citizens, Dance, Boxing and Fitness, Hair, Beauty and Barbering, First Aid, Primary School Mentoring, Street Food, Gardening, Journalism and Podcasting, Entrepreneurial Skills.



Hair, Beauty and Barbering



London Citizens



Dance



Entrepreneurial Skills



First Aid



Street Food- We have travelled the world food wise this term with visits to Box Park, Bang Bang Oriental as well as other restaurants which we would recommend to you. We went to Yard Style (Jamaican), Best Broasted (Syrian), Bedidi (Ghanaian), Beit El Zaytoun (Lebanese). One of our highlights was learning how to make our own pasta at Terra Trattoria (Italian). We finished with a dinner party where we all brought a dish from our country of origin to share.

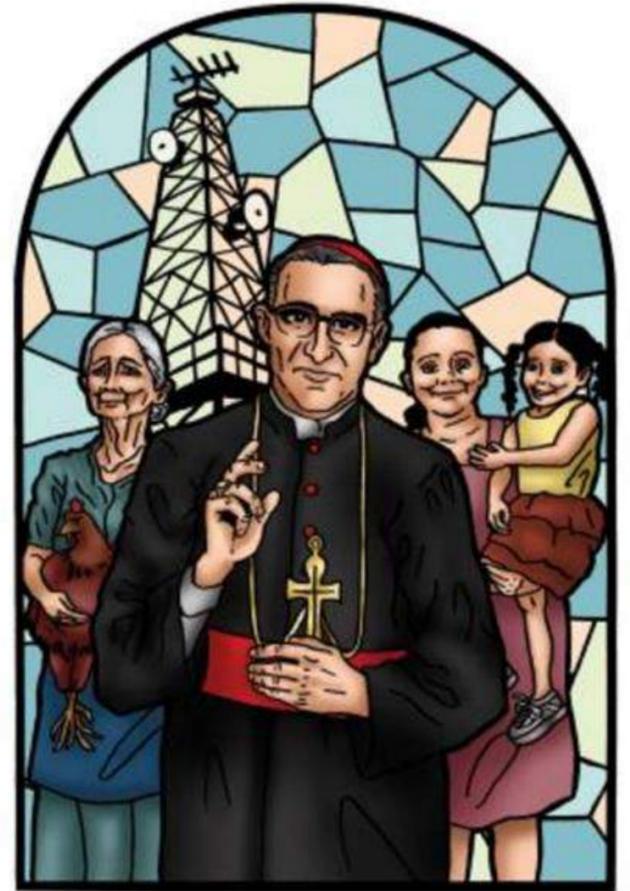
## Feast of St Oscar Romero

Saint Oscar Romero was formally declared a martyr by Pope Francis in February 2015 and was canonized a saint on October 14, 2018 alongside Pope Paul VI.

Saint Oscar Romero was an Archbishop from El Salvador who campaigned for the rights of poor people and spoke out against violence during El Salvador's civil conflict.

His feast day is on the 24th March.

**Our school studied how St Oscar fulfilled his mission to love God and serve others, and how by following his example, we can become missionaries of God's love, too.**



“Peace will flower when love and justice pervade our environment.”  
Romero



### Oscar Romero Diary by Blake Sastre

I was born in El Salvador on August 15th 1917.

As I was growing up I wanted to be a carpenter and so I became one but years later I went on to being a priest and then promoted to an archbishop.

I became a priest to share the Word of God and be a follower of Jesus. I wanted to also try and help the people in need.

I was very proud at how far I had come and I was also not happy to hear the only reason I had become an archbishop is because I would not betray the government and would follow what they would say.

I had changed my mind to fight the government because they had ordered the army to kill my good friend Rutilio Grande while he was driving to one of the parishes just because he went against the government because he knew it was wrong to make the poor suffer.

I cancelled all of the Masses in El Salvador except for the three in the cathedral because two other people were killed at the same time. They were an old man and a child so to pay respect I made it so all Masses were cancelled and only the funeral of Grande and those killed with him will be respected on that day.

To go against the government I spoke out loud about the injustice and the corruption all over the radio. I also held a lot of Masses preaching about how unfair it was for people to get killed for going against the government.

I had no fear. All I wanted was fairness for all. All I wanted was to stop the government from killing innocent people. I also don't believe in death without a resurrection so I also believe if I am killed may my blood be the seed for liberty and in the memory of El Salvador's missing and murdered.

“Many would like the poor to keep on saying that it is God’s will for them to live that way. It is not God’s will for some to have everything and others to have nothing.”

**THE NEWMAN TIMES**  
YOUR DAILY FAVOURITE NEWSPAPER www.newmantimes.com

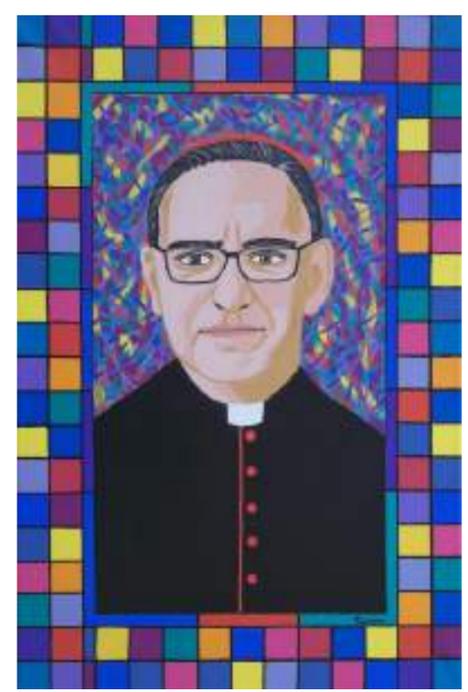
## WHO was Romero?

<p>Oscar Romero was the Archbishop of San Salvador, the capital of El Salvador. He was murdered on 24th March 1980 by forces working for the government because he had spent his three years in office</p>	<p>El Salvador was a country in turmoil where social divisions were deep-rooted and made worse by violence. Land and wealth were in the hands of a few families who controlled the media, rigged elections and used the army to protect their position.</p> <ul style="list-style-type: none"> <li>• 2% of the population owned 60% of the land</li> <li>• In the village of Santa Marta some farmers earned as little as 2p a day</li> </ul>
<p>“They may have killed the man but message of justice for all still lives today” It is not difficult to find parallels w/ Jesus’ own three-year public ministry: the challenge, the doubt, the teaching, the agony and the death. A great man, a great priest, a great bishop. “I thank God for that great prophet El Salvador. He died as Christ died. Today he intercedes for all the poor and for all his flock.”</p>	 <ul style="list-style-type: none"> <li>• Call for land reform and a fair distribution of wealth.</li> <li>• Use the church’s radio station to condemn corruption, torture and murder</li> <li>• Set up the Legal Aid office to document the abuse of human rights and to provide advice.</li> <li>• Shelter refugees in the cathedral precinct</li> <li>• No one has ever been prosecuted for Oscar Romero’s murder</li> </ul>

**THE NEWMAN TIMES**  
YOUR DAILY FAVOURITE NEWSPAPER www.newmantimes.com

## Oscar Romero the great Dies (Today)

<p>Oscar Romero was the Archbishop of San Salvador. He was murdered on 24th March 1980. By forces working for the government because he spent three years criticising the government.</p>	<p>He tried to help people from Salvador gain power in their country because the government in that country was ruling and controlling over the country and the people who were poor had to suffer and would get killed if they didn't listen to them.</p>
<p>He said quotes like “when you hear the words of a man telling you to kill, remember instead the words of God.” He was appointed as the priest because the gov thought he would stay silent because he was a shy guy. The country would be destroyed if he didn't speak up.</p>	





Oscar Romero Fact File

Name: Oscar Romero

Date of Birth: August 15<sup>th</sup> 1917

Place of Birth: El Salvador

Job: Carpenter, priest, Archbishop

Life in El Salvador- How did Romero help?

Protested against the government and spoke out against the military who were keeping the poor down. He spoke in public for the poor and he was murdered in 1980.

Famous Sayings: "I do not believe in death without resurrection."

"If they kill me I will rise again in the people of El Salvador."

Year of Beatification:

Beatified in 2015 and became a saint in 2018.



KACPER

THE NEWMAN TIMES

YOUR DAILY FAVOURITE NEWSPAPER

OSCAR ROMERO FOUND DEAD

Who? Oscar Romero was an Arch Bishop.

Why? He died before he died, Arch Bishop Romero made a peace plan for the poor people of El Salvador. He was murdered during mass just before the Holy Communion.

When? 1980. Oscar Romero born 15 August in Eastern El Salvador. He was a carpenter. He was appointed Archbishop in 1977. He was murdered on 24th March 1980. He was a priest and a carpenter. He was a peace activist. He was a human rights activist. He was a social justice activist. He was a moral leader. He was a prophet. He was a martyr. He was a saint. He was a hero. He was a hero.

What? He was murdered during mass just before the Holy Communion.

El Salvador factfile

Area: 21,269 sq km  
Capital: San Salvador  
Population: 5.5 million  
Official language: Spanish  
Religion: Roman Catholicism

THE NEWMAN TIMES

YOUR DAILY FAVOURITE NEWSPAPER

OSCAR ROMERO: A HERO WHO DID NOT DIE

Who was Oscar Romero? How did he die? What he lived for?

Archbishop of San Salvador, like Jesus, gave his life for his people of El Salvador. This year is on the 24th March anniversary of his death. Today he lives on in the El Salvadoran people.

Oscar Romero Salvador

Oscar Romero was born in El Salvador. Write about Oscar Romero's life. What did he do and why? He lived always to give and to spend. The Gospel message of love, peace and justice. He died before he died, Archbishop Romero made and made a peace plan for peace and justice in El Salvador.

What was happening in El Salvador at the time of Oscar Romero? 2% of the population owned 60% of the land. No criticism of the system was tolerated. Each month hundreds of people were tortured, murdered - or simply "disappeared". In the village of Santa Marta some farmers earned as little as 2¢ a day.

Romero fearlessly challenged violence. He also visited and lived with the poor. He risked his own life and the name of the Church in favour of extreme concern for the poor of his country. He did this by quoting the gospel.

How did Oscar Romero die? Oscar Romero was assassinated on 24th March 1980 by forces criticising the government because he had spent his three years of office visiting and criticising those who made El Salvador dangerous.

THE NEWMAN TIMES

YOUR DAILY FAVOURITE NEWSPAPER

24th March 1980

SALVADORIAN SAVIOUR ASSASSINATED - LEAVING MILLIONS MOURNING

Oscar Romero, an archbishop of El Salvador, was shot and killed by soldiers of the government. He was a peace activist and a human rights activist. He was a moral leader. He was a prophet. He was a martyr. He was a saint. He was a hero. He was a hero.

Romero, bishop of San Salvador, was shot and killed by soldiers of the government. He was a peace activist and a human rights activist. He was a moral leader. He was a prophet. He was a martyr. He was a saint. He was a hero. He was a hero.

He died before he died, Archbishop Romero made and made a peace plan for peace and justice in El Salvador.

LIVE ON...

COONATE TOWARDS POLICE TV CALL 44 07625 04321

Oscar Romero Fact File

Name: Oscar Romero

Date of Birth: 15<sup>th</sup> August 1917

Place of Birth: El Salvador

Job: Carpenter, priest, Archbishop

Life in El Salvador- How did Romero help?

Romero helped with the life in El Salvador by creating sermons and broadcasting them on the radio. He spoke out for the oppressed and marginalised and exposed the cruelty of the government.

Famous Sayings: "I don't believe in death without resurrection," he said, "not long before he was killed. 'If they kill me I'll rise again in the people of El Salvador.'"

Year of Beatification: The beatification took place on May 23<sup>rd</sup> 2015 and became a saint on 2018.

THE NEWMAN TIMES

YOUR DAILY FAVOURITE NEWSPAPER

OSCAR ROMERO: EL SALVADOR'S SAVIOUR

Who is Romero? Oscar Romero was a bishop in El Salvador. He was a peace activist and a human rights activist. He was a moral leader. He was a prophet. He was a martyr. He was a saint. He was a hero. He was a hero.

Government because he'd spent 3 years in office. Criticising that made El Salvador's elite threatening. He was murdered on the 24th March in 1980.

Why did Romero protest? He was a peace activist and a human rights activist. He was a moral leader. He was a prophet. He was a martyr. He was a saint. He was a hero. He was a hero.

Why did Romero protest? He was a peace activist and a human rights activist. He was a moral leader. He was a prophet. He was a martyr. He was a saint. He was a hero. He was a hero.

# THE NEWMAN TIMES

YOUR DAILY FAVOURITE NEWSPAPER

www.newmantimes.com

## WHO WAS OSCAR ROMERO?

Who was Oscar Romero? What was the situation in El Salvador?

Oscar Romero was the Archbishop of San Salvador, the capital of El Salvador. He was murdered on 24th March 1980 by forces working for the Government.

El Salvador was a country in turmoil, where social divisions were deepened and made worse by violence. Land and wealth were in the hands of a few families who controlled the media, rigged elections and used the army to protect their positions.

Why he made his turnings point?

The crucial event which transformed Romero was the murder of his friend, the Jesuit Rutilio Grande, in 1977.

Like many nuns and priests, Rutilio lived and worked with the poor,



encourage them to organize to find the voice they needed, and giving them hope of a fairer (and more just) future.

Why was he killed?

The day before he died, Archbishop Romero made a passionate plea for peace and justice in El Salvador and his god murdered in 24th March 1980.

"When you hear the word of a man telling you to kill, remember instead the words of God, 'Thou shalt not kill'."

Saint Oscar Romero,

You spoke out in defence of the poor and oppressed people of El Salvador and became known as 'voice for the voiceless'.

Pray for me to be brave enough to speak up when I see injustice around me, in my neighbourhood or elsewhere in our world.

Amen.

### Oscar Romero Fact File

Name: Oscar Romero

Date of Birth: August 15<sup>th</sup> 1917

Place of Birth: El Salvador

Job: He was first a carpenter but then became a priest. He eventually then became an Archbishop.

Life in El Salvador - How did Romero help?

Romero tried to help the people in El Salvador by opposing the corrupt government and rich people on the radio while saying a mass. He also often fought for the oppressed and those suffering poverty and injustice.

He was unfortunately murdered saying Mass in 1980.

Famous Sayings:

"I do not believe in death without resurrection." "If they kill me I will rise again in the people of El Salvador"

Year of Beatification: May 23<sup>rd</sup> 2015 in San Salvador.

He was made a Saint in 2018.



# Performing Arts

Breaking News! Franz Acaoili has been offered a place to study a BA in Production Arts at the famous Guildhall School of Music and Drama.

**GUILD  
SCHOOL  
HALL**

Franz started in Year 7 at Newman Catholic College and achieved an excellent set of GCSE grades. In September 2020, We offered Franz David a Level 3 Apprenticeship, as a Live Venue technician in the performing arts department of Newman Catholic College. The provider for this apprenticeship is NCCI, and it was organised in conjunction with Brentworks at Brent Council

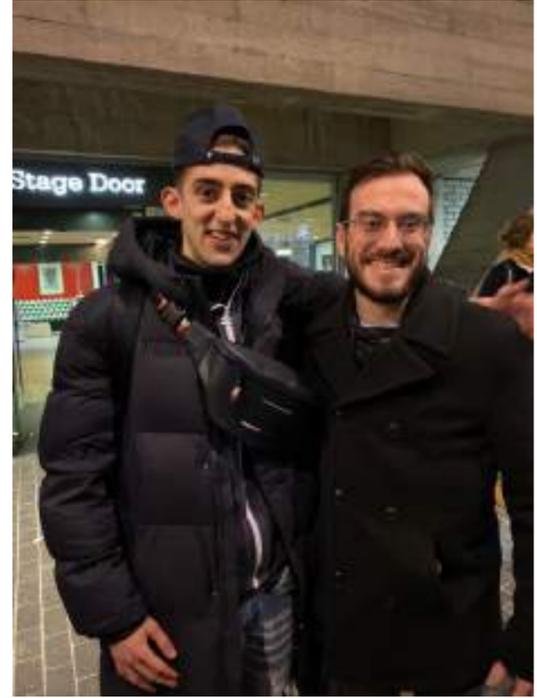
David Agcaoili received excellent GCSE results and expressed an interest in becoming a lighting and sound technician earlier in the year; we were very fortunate to be able to offer this apprenticeship option to him. He has been one of the most incredible young people to work in this department and we are pleased that he is now ready to study at a higher level

David's proficiency in IT and his technical ability were already at a high standard when joining us, throughout his training, he has spent time with experienced lighting and sound engineers and he has been fortunate to work with the Kiln Theatre, as part of their backstage lighting and sound outreach programmes.

He is creative and quick-thinking, and has designed the lighting plans for, Brecht's 'Mother Courage', 'Oliver Twist', 'The Importance of Being Earnest', as well as lighting and soundtracks for devised performances in line with BTEC and RSL exam board requirements. David has been solely responsible for livestreaming the annual Women's conference, and major charity functions at our school. During the first lockdown, when online teaching was new for many teachers, David worked across the school, assisting them with any technical difficulties that they encountered. David has worked as a pastoral mentor to many students in a Year 8 group and is a role model for what hard work and a willingness to learn can do.

David is extremely hard working and can be relied upon in very stressful situations, he is held in the highest regard by every member of our school staff and while we wish him the very best in his future career, we will miss the contribution he has made on so many levels to this school and college.

# Star Of The Show



**A very proud moment for Newman Catholic College's Drama Department! Our former student, Helder Fernandez, took a leading role in the play 'Our Generation', at the National Theatre, An exhilarating performance, which chronicled the coming of age experience in a time of Trump, Brexit and Covid. A brilliant performance from Helder, to an audience packed with celebrities from the world of theatre and television.**

# A trip to the Kiln Theatre

## 'Black Love'



The Kiln Theatre continues to show outstanding support for our Drama department at NCC and we were extremely grateful for the complimentary tickets provided to us for their brilliant new show, 'Black Love'.

Our pupils were blown away by the top quality theatre we have right on our doorstep and loved the intimacy of the smaller-scale production in the round.

The piece honoured and celebrated Black culture and explored the love and passion infused within 'the Black experience through music, real-life stories' (Kiln, 2022) and physical theatre.

Our year 13 pupil, Kameron Edwards, commented how the piece was 'lively, vibrant and comedic- showing an array of drama disciplines like acting, music, dance and physical theatre which is beneficial to my study in Drama as we explore Cross Arts'.

The director Chinonyerem Odimba did a superb job of delivering an important message on the appropriation of Black culture, through a radiant explosion of storytelling. Likewise, actors Nathan Queely-Dennis, Nicholle Cherrie and Beth Elliot certainly captured our attention and ignited the stage with a heart-warming and beautiful performance, that left staff and pupils with a smile.

# Complicité devising workshop

Our sixth form had the amazing opportunity of working with Bridgerton actor, Martins Imhangbe, in a wonderful complicité devising workshop. Our pupils thoroughly enjoyed learning and creating with Martins, expanding their knowledge of movement, negotiating with the power of stillness and building on focus and discipline in Drama. This workshop excelled pupils drama abilities and pupils even shared their new profound skills with lower key stages in our school.



## Borders, Boundaries and Barriers

Our Year 11 and Year 13 pupils final performance examinations were a huge success and we wish to congratulate them all on their hard work. The performances featured some hard-hitting and breathtaking themes, exploring immigration, racial discrimination, misogyny and more. Every group performed with great discipline; revelling in Physical theatre, Naturalism and even notions from Brecht. It was clear that our pupils have a passion for performing and they showcased this proudly.





It has been an absolute pleasure working with the Sixth form students as part of the dance enrichment this academic year. The students have worked hard and shown enormous dedication and exquisite passion for dance. They have come up with their own ideas and they have successfully completed more than 6 choreographies in total.

I am also pleased to announce that the majority of these students have joined the Jack Petchey GLEE competition that is running in July. We cannot wait to see the final results and their fantastic dance moves! Good Luck!

*“Don't let anyone doubt your sparkle, mistakes are proof that you are trying”*

Mr. Kourmoulakis



# NCC BUSINESS

During the Easter holidays you will have a chance to really sit and consider your options for the future. In the following pages I will be outlining the benefits and skills that can be gained from studying Business with us here at NCC both at GCSE and in the Sixth Form.

We the Business department would also like to wish all our students and their families a happy and healthy Easter.



## Why study Business @ NCC

A qualification in Business will allow students to understand more about the business world. It will both inspire and push our students, preparing them to make informed decisions about further study and career pathways.

We offer the Edexcel Business GCSE and level 3 which is designed to give our students the necessary skills and knowledge to achieve whatever goals they set for themselves.



# BUSINESS GCSE

## Why study BUSINESS GCSE?

The Edexcel Business GCSE is a two year course that is designed to give you relevant business knowledge that is necessary for your future success.

We examine current, large and local business over the duration of course to give you a well rounded foundation of powerful knowledge to ensure that can use these skills wherever your academic journey may take you.

You will study the following areas:

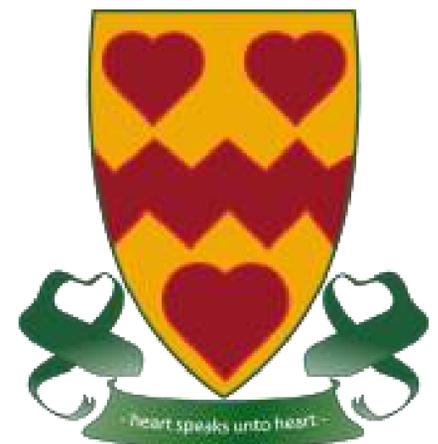
- What is an Entrepreneur? How can I learn these skills?
- How to spot and capitalize on an opportunity?
- What can impact the success or failure of a business?
- How to effectively grow a business?
- How to make business decisions?
- How to manage your money and the money of your business.



## Level 3 - Extended Certificate or Extended Diploma

We have units covering the following topics:

- Finance - How to manage your money!
- Recruitment and Applying for Jobs
- How to pitch and plan your own business idea
- Team working - How to work in a team!
- Creative promotion and marketing.
- Business management and decision making.



We also work closely with external organizations to offer you a number of trips, workshops and real life practical business experiences.

For further information feel free to contact Mr Connors or Mr Albert and we can answer any questions.



# Maths Department News

## UKMT Maths Challenge

This term students from Year 9 and 10 participated in the UKMT Intermediate Maths Challenge. Students around the UK sat the paper and only those scoring in the top 40% received certificates. We are very proud to announce that Gulled Ahmed, Aleks Lakatosz, Kieron Loose, Eddie Man, Tobi Ogunniyi, Konrad Pankowski, John Ray Rabanillo, Samuel Tracey, Steven Wang, Anthony Donnelly-Trimble, Malik Lar, Aleksander Lepecki, Charlie Mcaveety, Abdirahman Mohamed, David Njoku and Chris Pinto are all certificate winners.

The UKMT Junior Maths Challenge is coming up in April for students from years 7 and year 8. Here is a question from last year's challenge.

Each cell in the crossnumber below contains a single non-zero digit. The answer to each clue is a two-digit number.

Clues

ACROSS

1. A square

3. An odd square

DOWN

1. A square

2. A square

1	2
3	$x$

What is the value of  $x$ ?

A 1

B 3

C 5

D 7

E 9

A number of previous challenges are freely accessible on their website [www.ukmt.org.uk](http://www.ukmt.org.uk) if you or your child are interested in trying more.

## Maths Circles

This term maths circles for year 8 and year 9 continued and a new maths circle for year 7 started. In Maths Circles students grapple with intriguing questions, discover and explore exciting ideas and learn to think like mathematicians. They aim to develop students' mathematical thinking and expand their mathematical curiosity. Here is one of the warm up questions:

*What is the largest **difference** between two **consecutive prime** numbers that are both less than 100?*

## Year 11 Revision

This term we have continued to deliver fortnightly revision sessions for year 11 students and will offer further sessions during the Easter break. These sessions are planned and delivered by the each student's class teacher and as such are targeted to each student's individual needs.

# Maths Department News

## The Promise Foundation

We have been fortunate to secure some small group provision from the Promise Foundation that will run until the GCSE exams. The Promise Foundation aims to provide support to young people at a time in their lives when the decisions they take have long-term effects on their future. Central to everything they do is their commitment to social mobility and belief that this should be a collective responsibility. To find out more about this organisation visit [www.thepromisefoundation.org.uk](http://www.thepromisefoundation.org.uk)



## King's Maths School

Students in year 11 have, again, been invited to apply for a place at Easter revision sessions at the Kings Maths School which is run in partnership with King's College London University. Each day will involve a variety of activities designed to improve problem solving skills with the aim of challenging students working towards the highest grades in their GCSE exams this year. This is an excellent opportunity for the students to broaden their mathematical horizons and we hope as many students as possible will be successful in their application.



## Financial Maths

This term we have continued our commitment to support the development of students' financial literacy using the 'Your Money Matters' programme, endorsed by Martin Lewis of Money Saving Expert. Year 7 explored the concept of debt. They discussed why people might be in debt, the idea of 'good' and 'bad' debt and what people can do if they find themselves in a difficult financial situation. Year 9 students explored interest and savings. They learned about different types of interest and that the value of assets can go up as well as down.

## Maths Masterclasses

The Maths Masterclass Tutorials programme is delivered by TalentEd in partnership with best-selling author Dr. Simon Singh. We were fortunate enough to be able to nominate some students to benefit from this excellent opportunity. Several students are benefitting from weekly tutorials and a number of year 7 students were offered a monthly class. The masterclasses are designed to challenge students and aim to improve their maths problem-solving, understanding and confidence, and generally increase their enjoyment and commitment to the subject. To find out more about TalentEd and the other work that they do visit [www.talent-ed.uk](http://www.talent-ed.uk)



## DID YOU KNOW?

By late 2017:

- **People in the UK owed £1.566 trillion – that's £1,566,000,000**
- **£1.36 trillion of that is outstanding mortgage debt**
- **That is an average debt of £30,253 per adult (including mortgage debt) – around 114% of average earnings**
- **This debt is predicted to reach £2.296 trillion by 2022**
- **The number of debt problems dealt with by Citizens Advice every day was 4,563.**

Source: The Money Charity, The Money Statistics  
January 2018

# Maths Department News

## Hegarty maths

As you may be aware, the Maths department have a subscription to [hegarty.com](https://www.hegarty.com). We use this platform to set homework tasks for students, but this can also be a great resource for their own independent study. Students can use the search bar to find videos and questions on a topic they would like to practice more. The site also suggests links to previous topics to look at if they are struggling, or the next topic if they are ready to move on. Once students have answered a certain amount of questions, the site also generates a weekly quiz based on what they have done before to help them with revision. Please encourage your son/daughter to utilise this excellent resource on a regular basis to support their progress. For students in Year 7 only, they have access to [sparx.com](https://www.sparx.com) and are able to complete XP Boost, Target or independent learning.

## Mathematical Thinking

These sites look outside of national curriculum/exam focused practice and encourage your child to think in different ways about mathematics, be more flexible and behave 'like a mathematician'. These excellent resources can improve confidence and broaden horizons as well as being interesting and fun to do.

[www.nrich.maths.org](https://www.nrich.maths.org)

A vast collection of shorter and longer problems, puzzles, games and articles focusing on rich mathematical experiences.

[www.ukmt.org.uk](https://www.ukmt.org.uk)

Free access to a number of past papers for both the individual and team challenges. Questions focus on problem solving and worked solutions are available with prompts for further investigation.

[www.atm.org.uk/Maths-Teaching-Resources/Maths-Snacks-Videos](https://www.atm.org.uk/Maths-Teaching-Resources/Maths-Snacks-Videos)

A selection of 2 minute videos introducing tasks, puzzles, challenges and games accessible for all learners.

## Equipment

All students are required to have their full equipment, including a Maths set and a scientific calculator. These are available to buy through parent pay at a subsidised cost: £1 for a Helix Maths set, and £10 for the exam-board approved Casio fx-83GTX scientific calculator.



# Maths Department News

## Pi Day

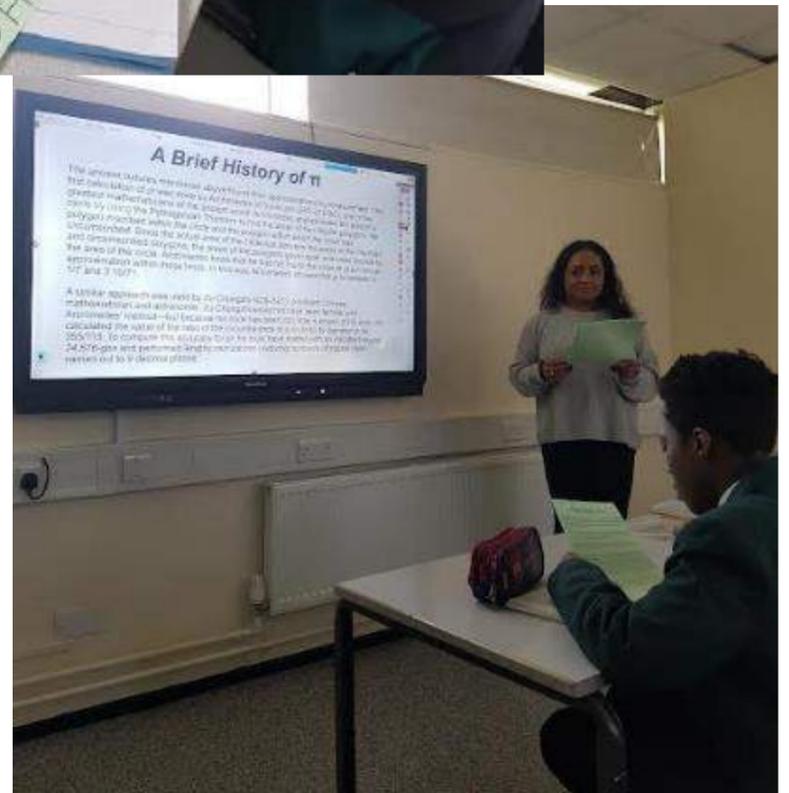
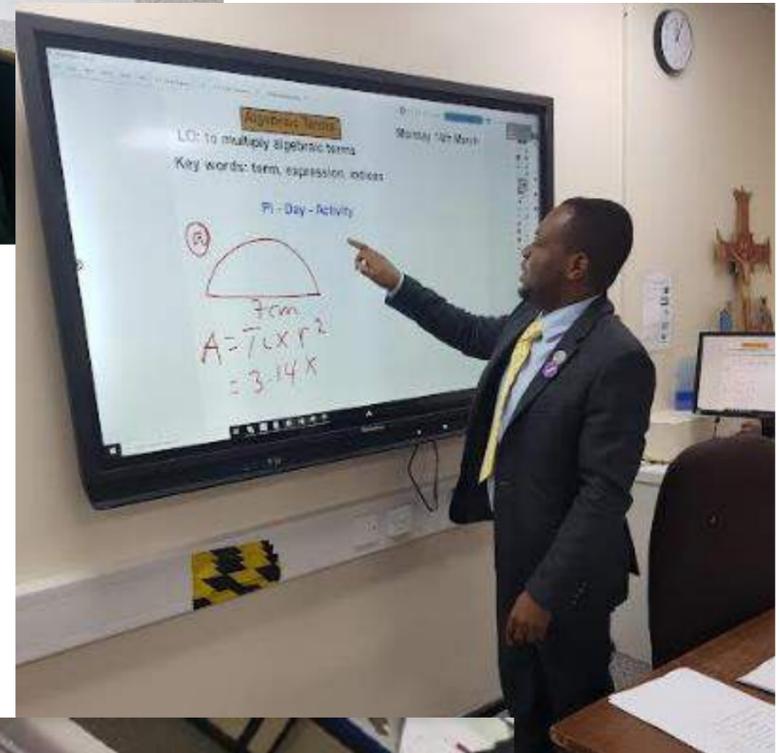
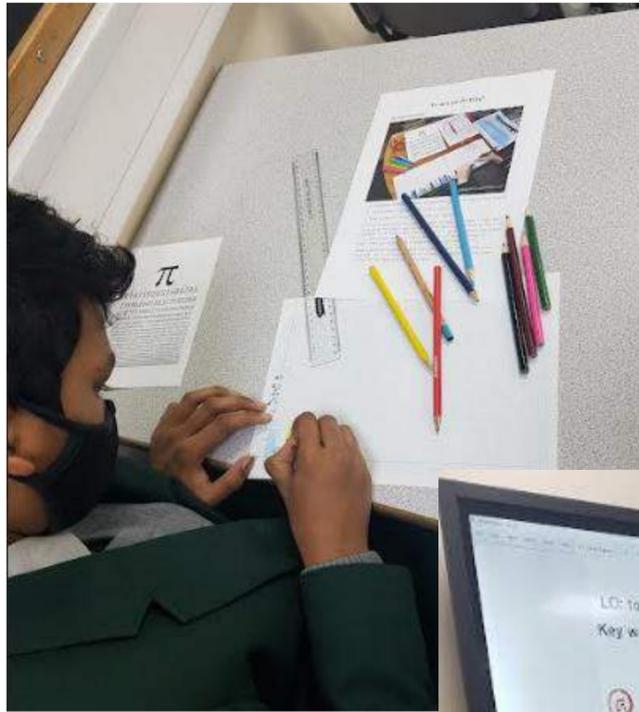
This year the Maths Department celebrated Pi day by running a variety of activities both during lessons and at lunch time. Students had the opportunity to learn about the history of pi, solve pi puzzles and make connections between pi and art.

Did you know that an approximation of pi appears on the Rhind papyrus dated around 1650BC as 3.16? Today, thanks to super computers, we currently know pi correct to 6.28 trillion figures!

Can you work out this Pi day puzzle yourself?

Work out the three different digits from 1 to 9 that P, I and E must be to make this equation correct!

$$\sqrt{PI} + E = \sqrt{PIE}$$



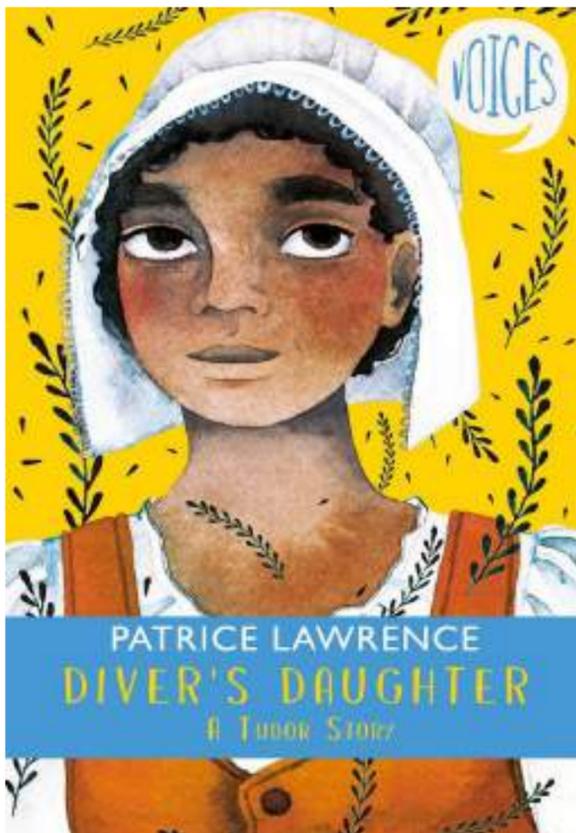
# English

## YEAR 7 ENRICHMENT

### Black Boys' Book Club: Off to a great start!

| Miss Johnson | Tuesdays at 15:15 | Year 7

Year 7 have been reading 'Divers Daughters' by Patrice Lawrence.



**They are really engaged in our group read and are hooked on the narrative! We have 10 boys who regularly attend, including some who were previously reluctant readers. The boys are becoming both confident and independent scholars!**



**The boys particularly enjoy the vocabulary based games in which they have the opportunity to be crowned a 'Wordsmith' and win prizes every week!**

# English

## YEAR 7,8 AND 9 ENRICHMENT

Pi Day: Monday 14<sup>th</sup> March 2022

| Miss Khalaj | KS3

The English Team collaborated with the Maths department to celebrate Pi- Day!

KS3 students made 'Pi-Ku' poems that followed a strict number of syllables per line.

The English Team created a DO NOW slide to encourage students to have fun writing poetry at the start of every KS3 (Year 7-9) English lesson on Pi-Day!

Class 7S (pictured) created some engaging poems about English and Maths, using *Wild Boy* by Rob Lloyd Jones as an inspiration.



The project allowed for interdisciplinary links and supported our students' creativity!

## YEAR 9 ENRICHMENT

Room H3 | Miss Bansal |  
Wednesdays at 3.15 pm | Year 9



### The Odyssey Project

Room H3 | Miss Bansal | Wednesdays at 3.15 pm |  
Year 9

A chance to study one of the most influential texts in world history. *The Odyssey* is an epic poem that has survived for 30,000 years. Homer, one of the greatest artists of the literary world, has indelibly altered Western standards and ideas.

**A chance to study one of the most influential texts in world history!**

The *Odyssey* is an epic poem that has survived for 30,000 years. Homer, one of the greatest artists of the literary world, has indelibly altered Western standards and ideas.

**The Odyssey Project has been doing the following:**

- Researching classical figures
- Reading translated texts such as the myth of Orpheus and Eurydice, the story of the Golden Apple and stories from Ovid's *Metamorphoses*
- Working with the longer text of Homer's *Odysseus* in smaller, accessible sections

**DO NOW**

Go and see Ms Vitamore at lunch time today to take part in more activities and celebrate Pi Day.

### Happy Pi- Day!

**Task:**

Create a Pi-Ku poem based on our year group read *Wild Boy* - Jones. It can be linked to characters, theme or context of the novel.

Brainstorm ideas with the person next to you before you begin!

[Here are some examples of Pi-Ku poems related to Maths](#)

<b>Pi-ku</b>		
3 syllables	No more math	I can say
1 syllable	Cause	Pi
4 syllables	Spring break is here	Math Equals Love

# English

## YEAR 10 AND 11 ENRICHMENT

### ENGLISH IN THE HALL

To support Year 10 and 11 students' studies, the English Department held 'English in the hall' lectures.

The sessions covered a range of topics such as 'What do we study on the English Language and Literature courses (including updated information from AQA for 2022)?', 'How is my GCSE work assessed?' and 'Which study skills are needed for me to be a successful English Language and Literature student?'

In addition, Students were provided with **FREE English Literature textbooks** to support their independent learning and promote wider reading. They were also given information on our recommended revision sites and interactive resources.

The session closed with students sharing what is working well for them in English and what the Team can do to further support their exam preparation.



### STUDENT FEEDBACK

**“English In The Hall’ was really useful this morning. Thank you to our English Teachers!”**

**“Useful reminders. Thank you!”**

**“There are so many different revision strategies for English Literature!”**

**“We should have another session before our exams in May/June!”**



# Reading for Pleasure

Accelerated Reader is used to help students to choose books within their reading level. This term students have worked hard to exceed their personalised targets. Congratulations to the following students

## Year 7

Alexandros Baldwin, Nevin Bocarro, Lucas Camargos, Frederico Ferreira Costa, Eden Eyison, Abel Foldi, Denis Hibro, Nur Ibrahim, Sanchay Kantharuban, Sebastian Kowalski, Alejandro Lisowski, Riel Mavounda, Ziad Mekky, Abdullah Motaoa, Aarush Raut, Victor Zeidan

## Year 8

Haydar Al Badri, Hussain Al Jaber, Joshua Archer, Artur Bukowski, Leonardo Da Silva, Matheus De Almeida, Ayub Dhanged, Luis Fernandes-Barbosa, Artemis Gafu, Dwayne Monteiro, David Portariuc, Krish Savji, Ayush Vijay, Ayman Zeklani Ben Allal

## Year 9

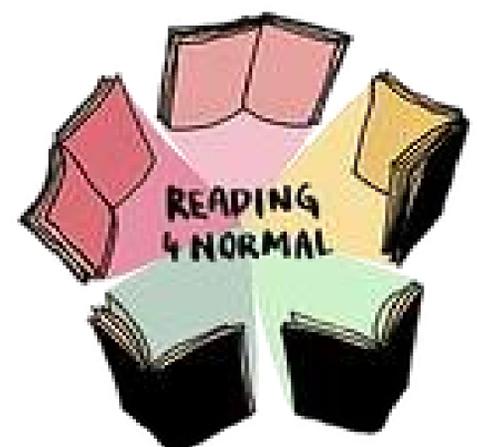
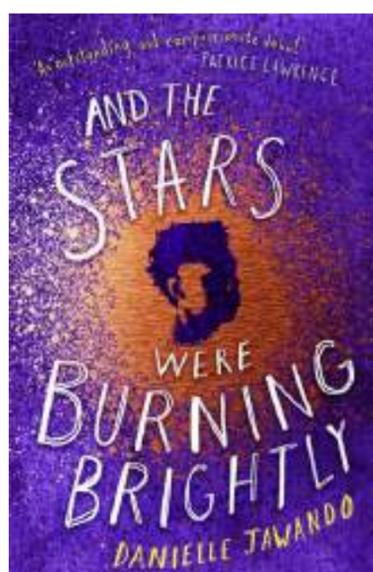
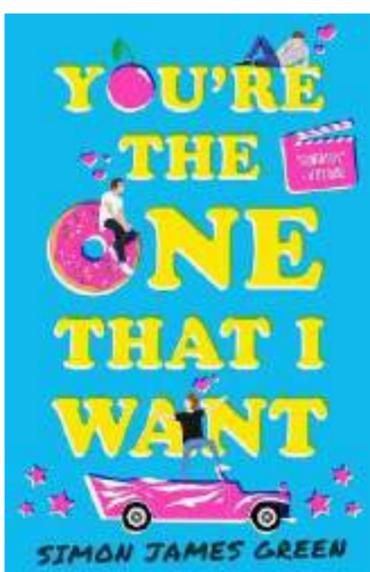
Eddie Man, Lucas Oliveira, Rutik Parshotam, Daniel Shamon

## Year 10

Pratik Goncai, Rohan Keshave, Roshan Ramnik

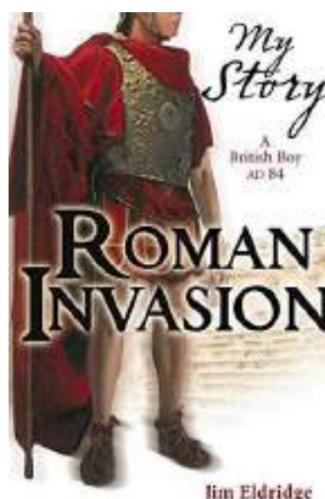
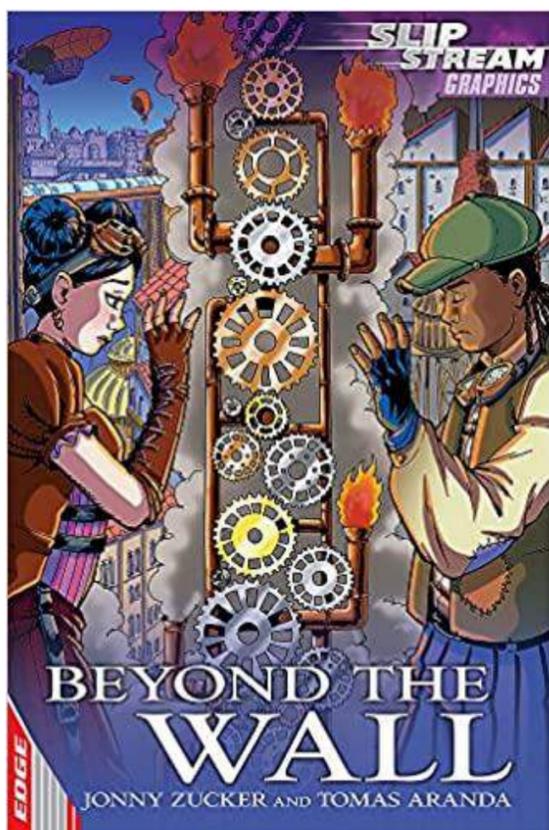
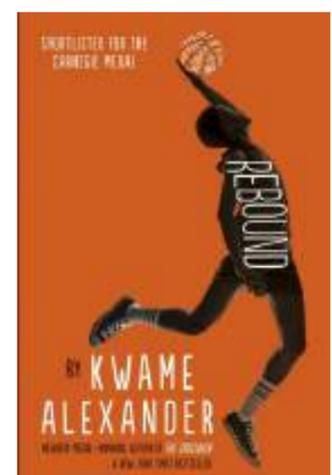
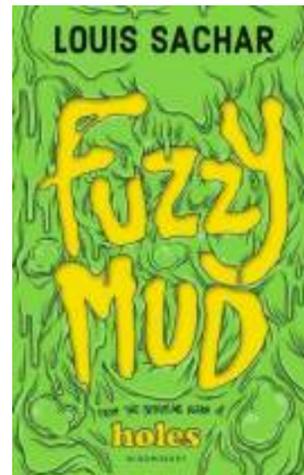
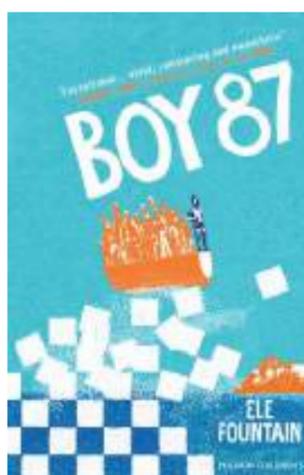
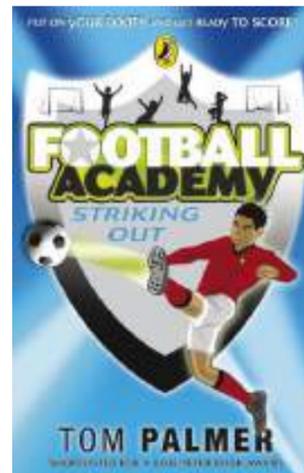
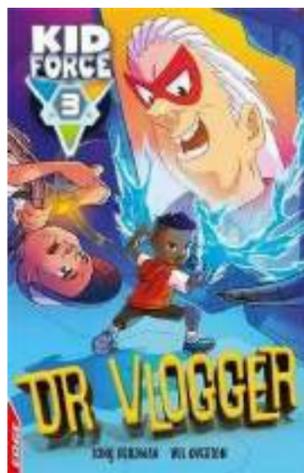
# Book Groups News

The Reading4Normal Book Club is a reading scheme funded by The British Academy and The Southlands Methodist Trust. Working with Newman Catholic College, they bring together young readers from different places around the UK to discuss contemporary British Young Adult fiction in a programme of online reading groups. These groups provide the structure, space, and stimulus for teenagers to reflect on their own lives and connect with others in a facilitated online environment. So far, pupils have participated in three discussion sessions having read these books



# Spring Term Top 10 Most Borrowed Books: how many have you read?

1. **Beyond the Wall** Jonny Zucker
2. **Dr Vlogger** Tony Bradman
3. **Striking Out** Tom Palmer
4. **Pax** Sara Pennypacker
5. **Boy 87** Ele Fountain
6. **Fuzzy Mud** Louis Sachar
7. **Rebound** Kwame Alexander
8. **Roman Invasion** Jim Eldridge
9. **The Beast Beneath the Stairs** Michael Dahl
10. **A Darkness of Dragons** S. A. Patrick



## Future Events



The CILIP Carnegie  
& Kate Greenaway  
Children's Book  
Awards

The Carnegie Book award is the oldest prize in children's literature...and we are a part of it.

The shortlist has been announced!

We'll be participating in the Summer Term

# MFL: CULTURAL CAPITAL

**What is cultural capital?** Cultural capital is the accumulation of knowledge, behaviours, and skills that a person can tap into to demonstrate one's cultural competence and social status. It is the essential knowledge that children need to prepare them for their future success. This term was introduced by the French sociologist *Pierre Bourdieu*.

## **Why is Cultural Capital important in Education?**

1. Helps students develop a strong sense of identity
2. Enhances creativity and problem-solving skills
3. Encourages a love of learning
4. Helps build social and communication skills
5. Enhances critical thinking skills

**Cultural Capital in MFL:** Students have showed a great engagement when cultural elements have been introduced to the lessons. It has helped them to understand that learning languages goes beyond and the links between the subject and the world. Since Spanish and French are widely spoken around the world, at NCC we don't want to get focussed on Spain and France but show the students the wonder of Spanish and French speaking countries around the world.

## SPANISH: Cultural capital, Spring term Year 8 Art in Mexico



This term, students in Year 8 have been learning about the art in Mexico. This links with the cultural elements learned in Autumn term, where they learned about The day of the dead through the Disney Movie 'Coco'. They are also able to link this knowledge with other subjects such as art, where they also learn about Frida Kahlo and José Posada.

**Frida Kahlo:** Frida Kahlo born in July 6, 1907 and died in July 13, 1954, at the age of 47. She was a Mexican painter best known for her uncompromising and brilliantly coloured self-portraits that deal with such themes as identity, the human body, and death.

The daughter of a German Jewish photographer, she had polio as a child and at 18 suffered a serious bus accident. She subsequently underwent some 35 operations; during her recovery, she taught herself to paint.

Frida married Diego Rivera, a famous cubist and realist Mexican painter.

Frida Kahlo and Diego Rivera's marriage is not a usual one. They had been keeping separate homes and studios for all those years. Diego had so many affairs and one of that was with Kahlo's sister Cristina. Frida Kahlo was so sad and she cut off her long hair to show her desperation to the betrayal.



**Piñatas:** It is a container, often made of colourful paper, pottery, or cloth, that is decorated, filled with candy, and then broken as part of a celebration.

Each cone represent the seven deadly sins (pecados).



There are also piñatas that represent alebrijes.

**The Alebrijes:** Are imaginary creatures that have elements from different animals such as dragon bodies, bat wings, wolf teeth and dog eyes. Colourfully painted, they were originally made with papier mache but nowadays they are also wood carved.

The Alebrije was created by **Pedro Linares Lopez** in the 1930s. Pedro was a *cartonero* (papier mache crafter) from **La Merced** a neighbourhood in Mexico City, he made a living by doing piñatas like his father did before him.

- The story says that while very ill Pedro had a feverish dream where he saw mythical creatures and heard them say the name alebrije. After that Pedro began to represent in papier mache the strange creatures he had dreamed of.

**José Posada:** Today, Posada is best remembered for his amusing and often satirical calaveras.

During Día de Muertos celebrations, Posada would work hard to produce work featuring these skeletal figures. In pre-Columbian times, images of skulls and skeletons often represented rebirth into the next stage of life.

In Posada's hands, these traditional symbols took on a new life and became a way to make social and political critiques.



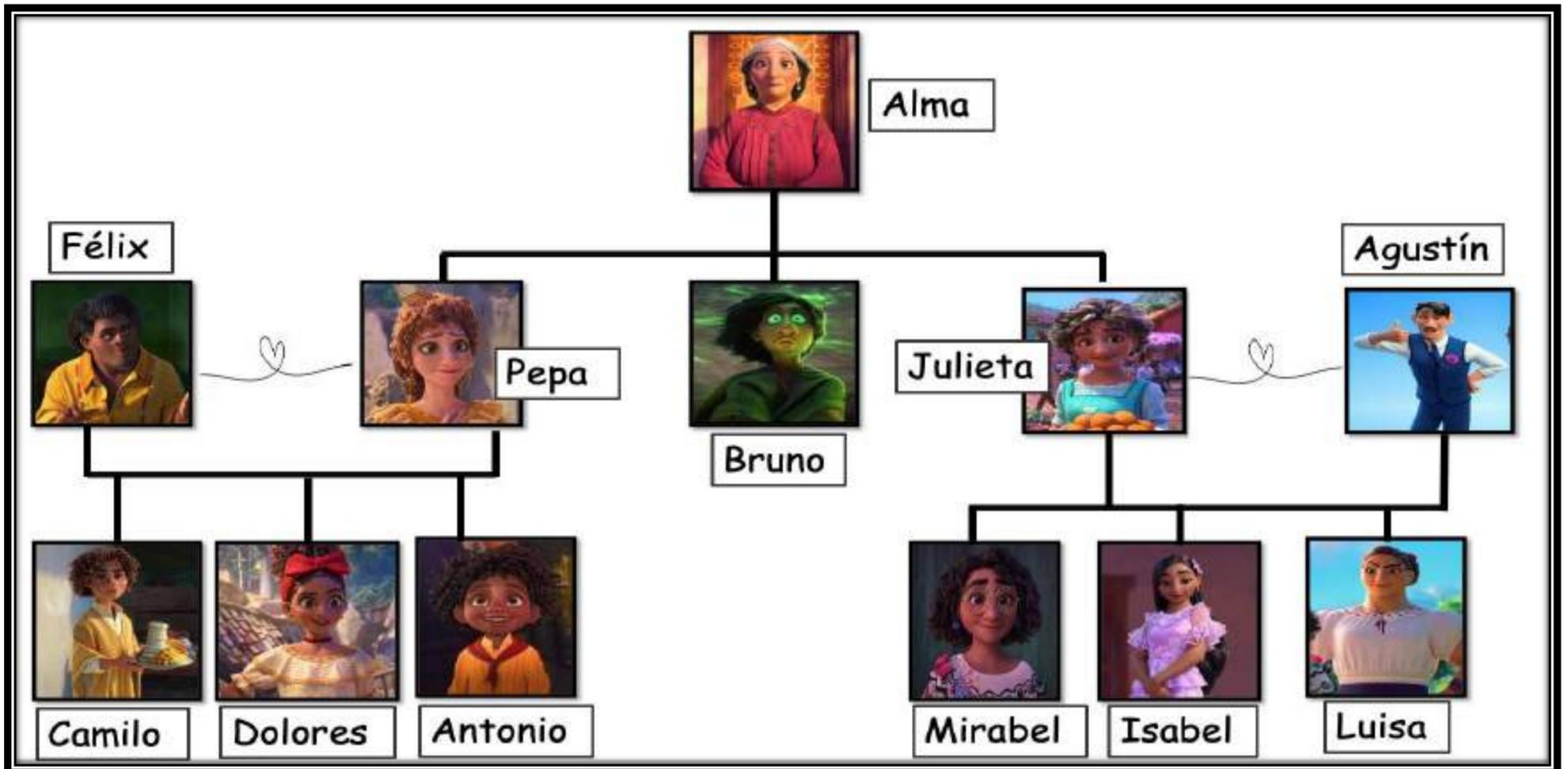
# SPANISH: Year 9 Family in Columbia

This term, students in Year 9 have been learning how to talk and write about family members, describing their personalities, physical appearance and relationship with them. They also learnt about Colombian role models.

**Encanto:** In order to consolidate the vocabulary learned during the lessons, students watched the new Disney movie 'Encanto'.

Encanto is about Madrigal's family, a special family in Colombia. Most of the members of the family have powers apart from the main character, Mirabel.

Through the movie, they also learned how to analyse family trees and they reinforced some of the previous knowledge they had about this wonderful Spanish speaking country such as traditional clothes, famous dishes or even Colombian music.



**Gastronomy:** The movie mentions a few typical Colombian dishes such as ajiaco and arepas.

- **Ajiaco:** There are different versions of Ajiaco, but it's usually made with chicken and three kinds of potatoes, corn and an herb called guascas. This herb gives the soup a wonderful flavor. It is very important to use guascas and papa criolla as they are the key ingredients in this dish. For me, Ajiaco is a feel-go.
- **Arepas:** Arepas are cornmeal cakes that originated hundreds of years ago in a region that now makes up Colombia, Venezuela, and Panama. Traditionally, they were cooked on a pan called a budare. But they can also be grilled, baked, or fried.



# MFL: CULTURAL CAPITAL

## FRENCH: Cultural capital (Spring Term)

### Year 8 Art in Haiti

This term, students in **Year 8** have been learning about the art in Haiti. This links with the cultural elements learned in Autumn term for **Black History Month**. The students learned about Haiti, its **history, gastronomy and geography**. They are also able to link this knowledge with other subjects such as **art**, where they also learn about **Pierre Maxo a famous Haitian painter** and the story of the status Anacaona or the Vodoo flags. **Haitian art** is a complex tradition, reflecting African roots with strong Indigenous, American and European aesthetic and religious influences. It is an important representation of Haitian culture and history.



**Pierre Maxo:** Born in Haiti in 1969, he is a young painter who, like Coutard, studied with Gabriel Alix. And, also like Coutard, he paints jungle scenes.

He excels especially in beautifully proportioned animals arranged against jungle-like backdrops of fruits and vegetables. Animals whose facial expressions seem to jump off the canvas are the signature subjects of Pierre Maxo. His vivid colours and imagination have given him an important position with Haitian art collectors.



**Anacaona:** It is common knowledge that Christopher Columbus and his geographically-challenged crew were murderous slave traders pillaging their way across the Caribbean. But while learning about their horrific "achievements" may be standard curriculum nowadays, it's far rarer to learn anything about the people they massacred. Their stories are so little taught that it may surprise you to learn that, when Columbus visited the Taino people in what is to Anacaona was about as upper-class as it got for the Taino. Married to one of the five top *caciques* (Taino chiefs) and sister to another, she was one of the most respected people in the culture. Famous for her poetry, songs, and *areitos* (traditional dances) day Haiti, he was greeted by a woman. She had come alongside others to negotiate. Her name was **Anacaona**.



**Vodoo flag:** The term 'vodoo' itself translates into spirit, but the religion stretches beyond the mere spiritual practice: utterly political, it is deeply rooted in the Haitian society and political economy. The majority of vodoo practitioners in Haiti come from the peasantry and the working class, and this is because vodoo has historically given a voice to the subalterns. Unsurprisingly perhaps, vodoo practices have been severely repressed throughout the history of the country. As recently as 2010, violent attacks against vodoo priests were reported. Although Haiti is a Catholic country, the government finally legitimized the vodoo religion in 2002, allowing its followers to practice freely. Since the independence of the island in 1804, which inaugurated the birth of the first black nation, flags have played a significant symbolic role for Haitians. It was said that the Haitian flag, made of blue and red stripes, was 'born' when the first president Jean-Jacques Dessalines ripped out the white segment from a French flag. Flags, or *Drapo* in Creole, hold both a spiritual and artistic role within the modern vodoo system. Until the 1950s they were exclusively used at religious ceremonies. When art collectors showed an interest in them, local oungan (or priests) started producing and selling flags in order to raise money for their congregations. Ceremonial flags illustrate the divide between sacred and secular: their colorful beauty invites spirits to take part in the ceremony, acting as a 'call to order'. The flags also represent the flag-maker's tribute to the Iwa.



# French Year 9

## "La famille Bélier" A French typical family

This term, students in Year 9 have been learning how to talk and write about **family members**, describing their **personalities**, **physical appearance** and **relationship** with them.

**La Famille Bélier:** The Aries Family follows the fate of young Paula. The 16-year-old grew up in a very special way because both her parents and her younger brother are deaf and dumb. She acts as an interpreter in all areas of their lives, and forgets her own desires. Until the day her music teacher pushed her to enter the Radio France singing contest.

Throughout the movie, they also spotted some famous places in Paris that we have been talking about during the Autumn term.

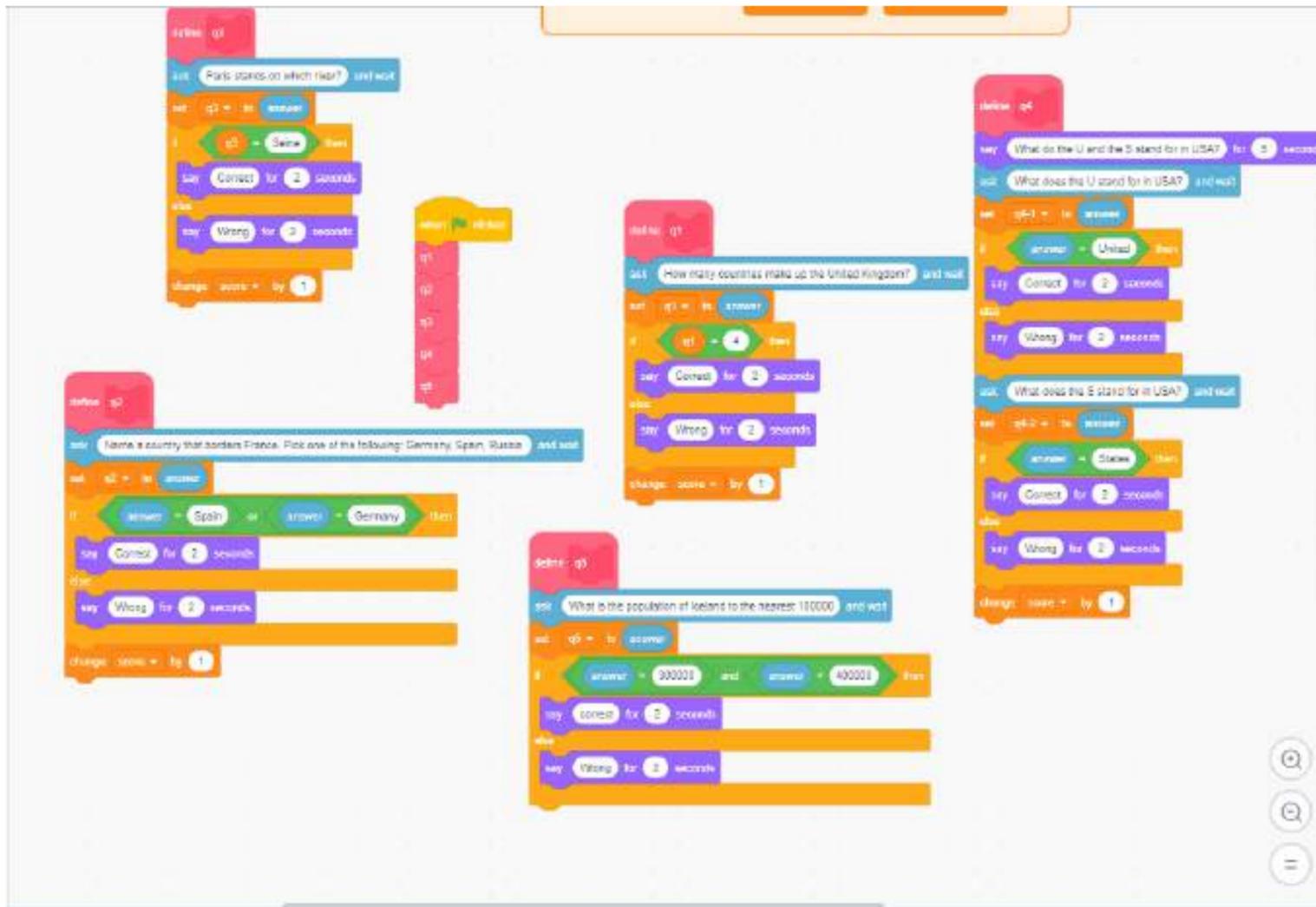


**Gatromy:** The movie mentions different kind of famous French cheeses such as:

- **Le camembert:** Camembert is a moist, soft, creamy, surface-ripened cow's milk cheese. It was first made in the late 18th century at Camembert, Normandy, in northern France.
- **Le reblochon:** Reblochon, also known as Reblochon de Savoie, is a raw milk cheese made from cows of mountain cattle, with soft dough and washed rind.
- **Le roquefort:** classic blue cheese made from ewe's milk, often considered one of the greatest cheeses of France. The designation Roquefort is protected by French law. Roquefort is one of the oldest known cheeses. It was reportedly the favourite cheese of the emperor Charlemagne, and in France it is called *le fromage des rois et des papes* ("the cheese of kings and popes").



# Computer Science Easter 2022

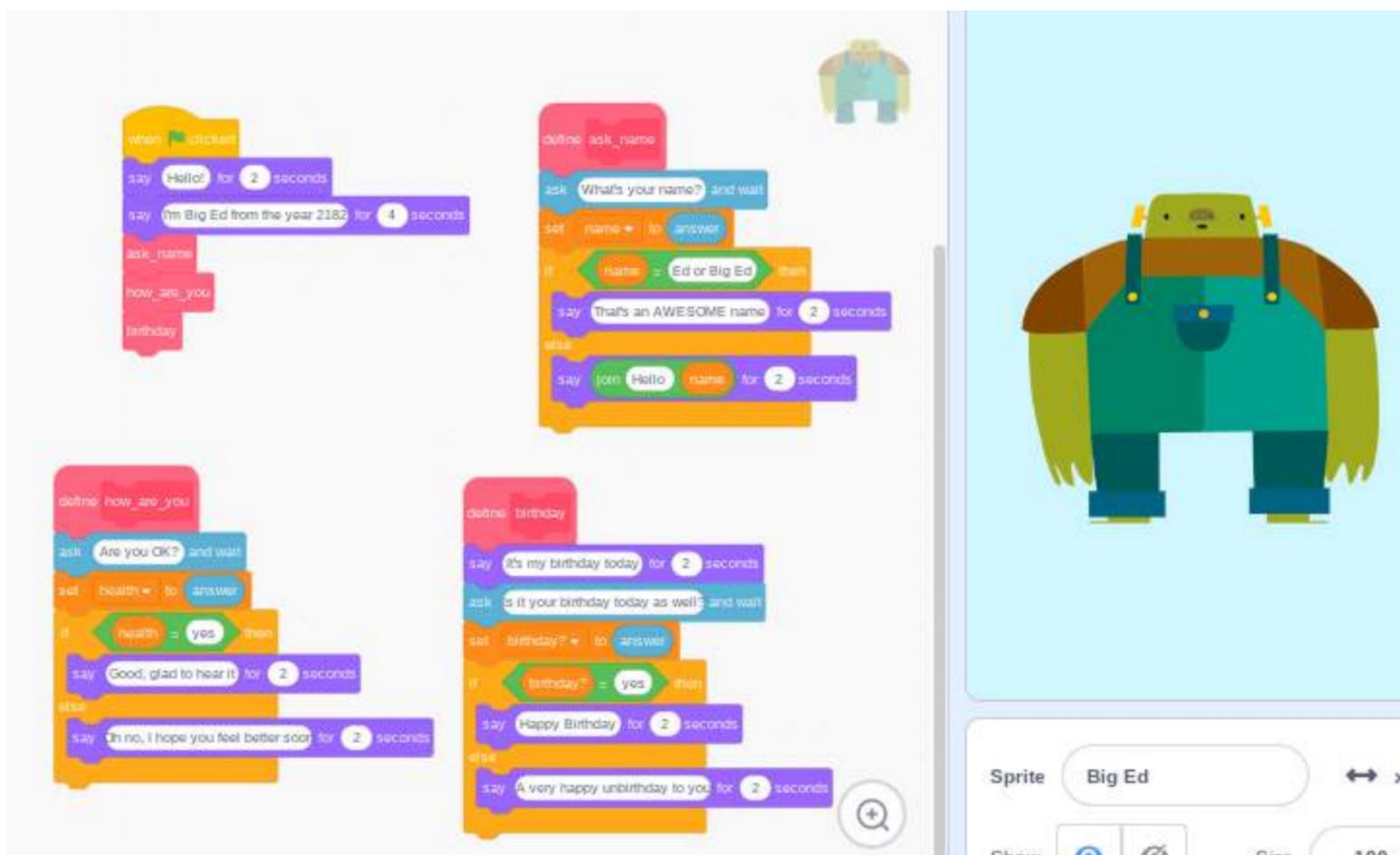


## Year 7 Scratch Programming

This term the Year 7s have been learning how to create basic programs using Scratch, a block-based programming language.

They learned how to create a conversation between a computer character and a user, and later how to create a pop quiz!

Above: A quiz created by Aarush 7Benedict



Right: A conversation created by Ziad 7Benedict

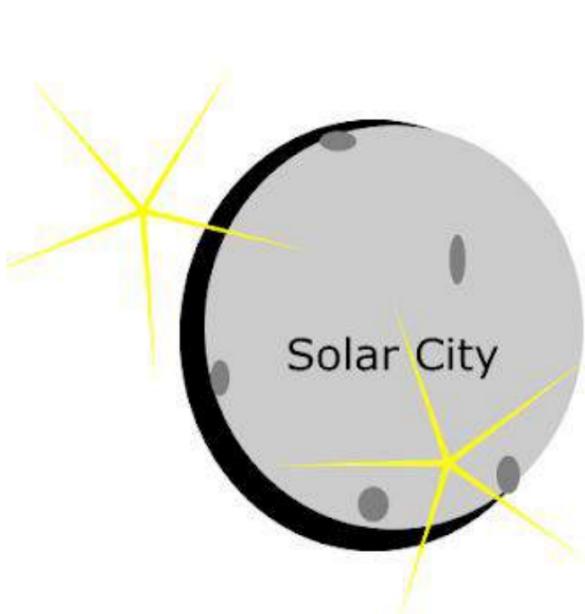
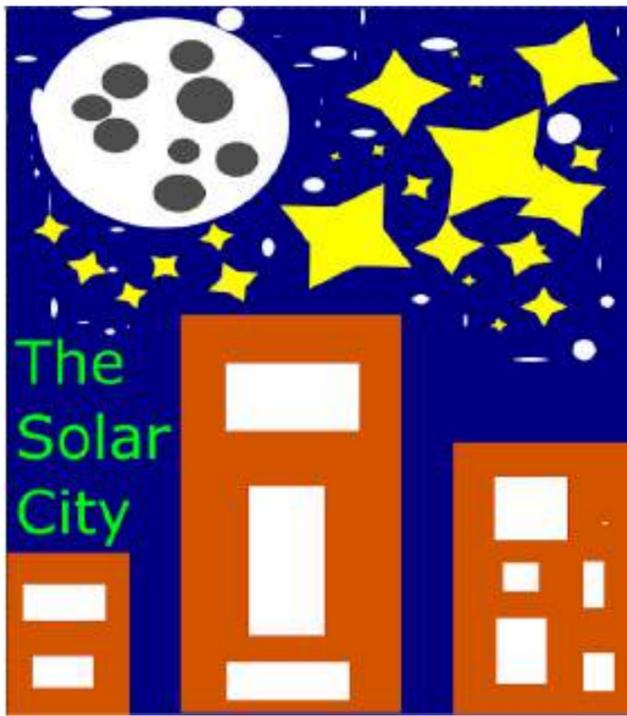
# Computer Science



## Year 8 Vector Graphic Design

This term the Year 8s have been learning how to create line-based artwork using vectors.

They learned how to create and manipulate various shapes, creating their own theme park logos at the end! Here are some examples from David P., Canaan, Blake, Milner, Giovanni and Artur from 8Paul!





# PE DEPARTMENT

Another fantastic term has come to an end in the PE Department. We started off after the Christmas holidays with Fitness and Handball. The fitness sessions were demanding and intense but after the Christmas holidays it is necessary when we all indulged in too many sweets.



We have had the opportunity to introduce students to Gymnastics for the first time. This has been hugely exciting and been extremely well received. Students have had the opportunity to practice shapes, balances, rolls, cartwheels and headstands. Some groups have even made it to vaulting!!! We plan to continue to place Gymnastics as key sport we teach each year. Along with Gymnastics, we've also been learning Field Hockey. It's been fantastic to see the progress students have made, even if some are still using the rounded side of the stick to dribble. Along with this, Mr. Finnie has continued teaching First Aid as part of the enrichment program. We've also had the opportunity to have various Primary Schools come in and sample the school and within the PE Department, they've been given an introduction to archery.

We've also had the opportunity to celebrate some staff news within the PE. Mr Pacquette has joined the department to add his expertise. He spoke along with a special guest; Jason Roberts, who visited the school to speak a group of Year 10 boys about his career and his setting up the Jason Roberts Foundation. To read more about the Jason Roberts Foundation, please follow this link: <https://jasonrobertsfoundation.com/>. Ms Adebayo has completed her degree at Canterbury Christ Church University and is on her way to becoming a fully qualified PE Teacher. Ms Ferguson is also completing her training this summer to become a PE teacher. Well done to all.



For the summer term, we will be once again learning about athletics and cricket. The Brent Athletics competition takes place on 10<sup>th</sup> and 12<sup>th</sup> May. This is an opportunity to for students at Newman to compete in a range of running, jumping and throwing events against other schools. Trials will take place after Easter. For more information please see any member of the PE department.

Finally, we hope everybody is excited about sports day. It's the best day of the year for the PE department. Please make sure you are ready to compete against your year group and earn points for your form. We hope you all have a fantastic Easter holiday. Enjoy your time with your family and friends and come back ready for the summer term.

All the best.

Mr Finnie, Mr McCrann & The PE Department

# SPORTING GALLERY



Sports leaders in Year 9 and 12 will need to be on standby for the Primary Sports days. Working with Miss Hardy we have had many primaries for archery and will look to launch this as a club in the summer.

Mr Pacquette has joined the PE department, it has only taken 20 years to persuade him that he would make a great teacher, and he is so welcome.



The Year 10 Basketball team turned over the Brent champions by 2 points in a tight game.

After Easter the focus will be on the athletics and cricket club.

All years have been entered for the Brent Athletics (which we are running with Capital City Academy) and Years 8 to 13 for Cricket.



Mr Finnie continues to teach First Aid as part of the Sixth Form Enrichment.

# Geography News

## Year 10 Fieldtrip

This term Year 10 Geography students will be visiting The Field Studies Council Centre located in Epping Forest. The students are preparing for their Geographical Skills exam paper which accounts for 25% of their final grade.

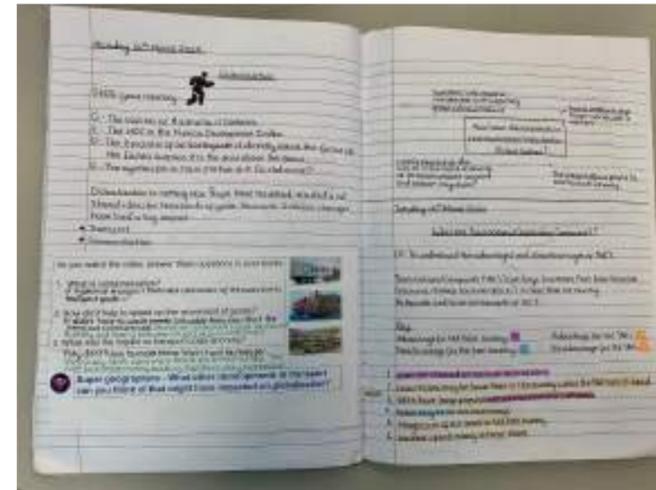
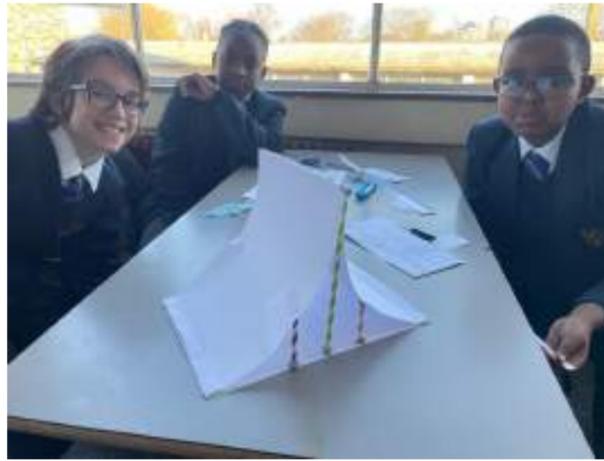
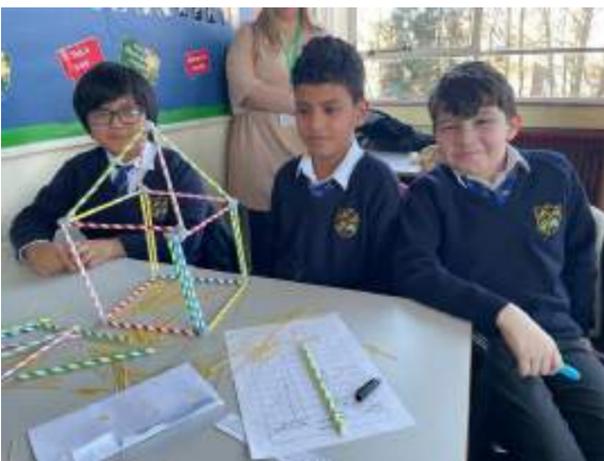
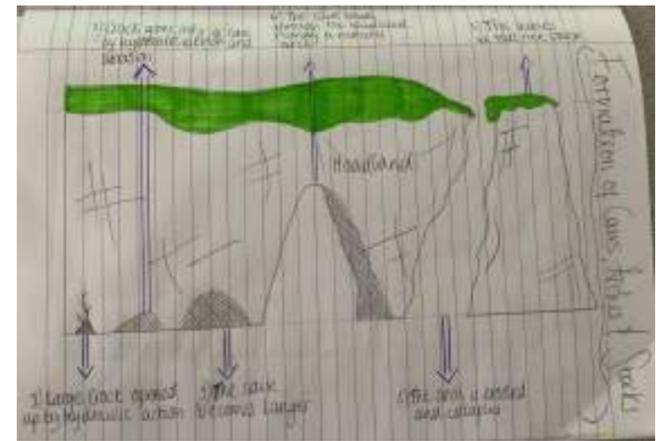
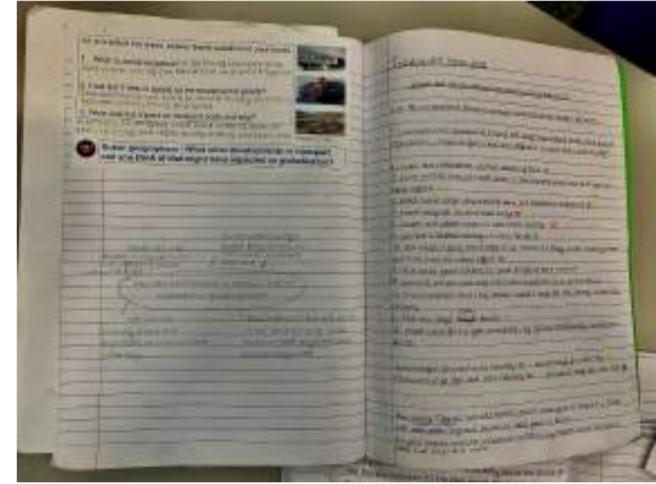
It will be an opportunity for our pupils to put theory into practice and do some wellies!

## Year 5 visits

This term the geography department were delighted to welcome a group of Year 5 students.

As a department we planned an activity based on how buildings could be made 'Earthquake proof'. Pupils were divided into groups and allocated a country. The task was to design an earthquake proof building. Pupils were given resources including spaghetti, blu tac and straws. Richer countries for example Japan were given more resources than countries like Haiti. Pupils battled fiercely to build the most stable building.

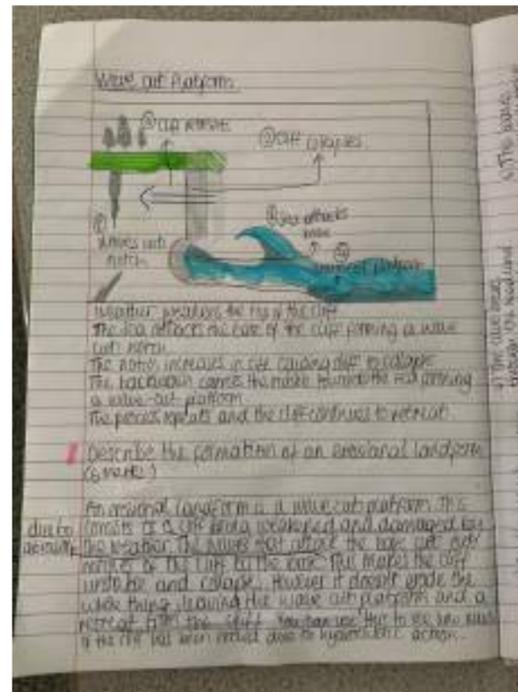
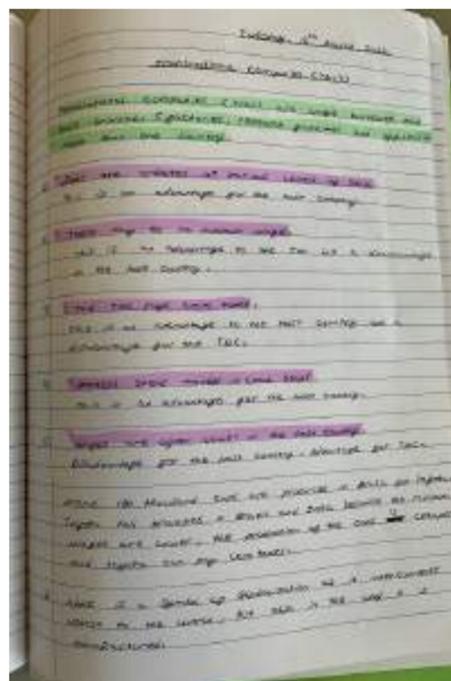
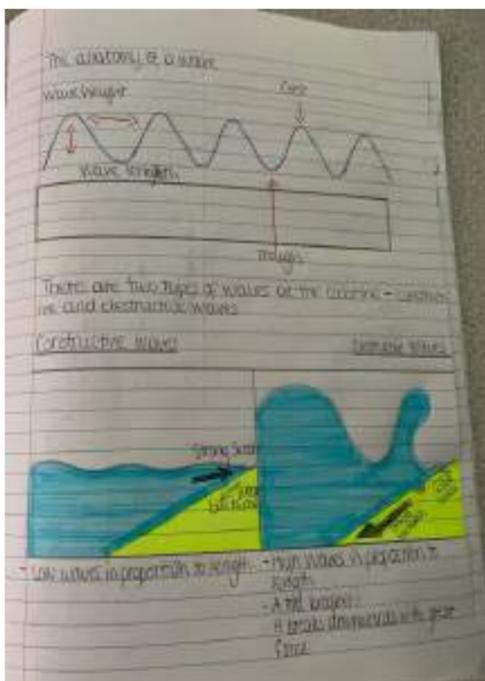
At the end of the session each group was judged using the 'shake test' by Mr Dunne.



## Challenge the teacher

Wordle has become a global sensation but have you tried Goble ?

Check out the geographical version at [goble-game.com](http://goble-game.com) and see if you can beat your geography teachers score. Current leader Mr Dunne!



## Pupil work

As a department we pride ourselves on the presentation of our pupil's work. Check out some examples from Spring term.



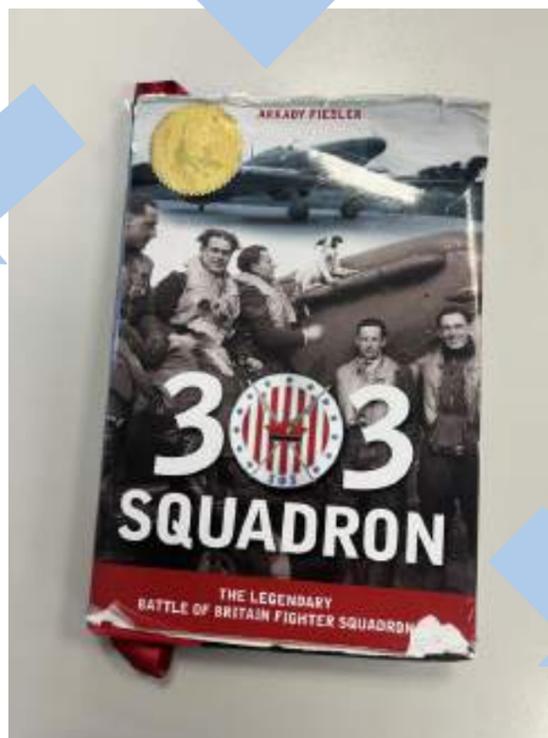
# What's been happening ...

Year 7 students showing off their ideas in their history lesson.

Well done to Hubert who brought in his collection of coins to show the class



Here is a book Sambor Stan brought in - we learnt about Frantisek today and the squadron he was part of and he features in this book!



**Squadron 303 tells the true story of the Polish pilots who were heroes in the Battle of Britain.** Forced to flee their homeland, their heroism and skill catch the attention of commanders, and an elite all-Polish fighter squadron is created: Squadron 303.

COMING SOON



In history next term, the pupils will be studying the following topics.

- In Year 7 the pupils will be learning about migration to Britain and its impact on society.
- Year 8 will be learning about British and American civil rights movements.
- Year 9 will be learning about the Cold War and the world post 1945.

We will also be starting the **History Club**, for all students from Year 7 to Year 11.

# A Culinary Delight

EAL College



EAL students created a range of delicious dishes this term, including spaghetti, homemade sauces, meat and mixed vegetables.



**“We brought in our own ingredients and made some delicious food.”**

## Exploring Rivers in Geography

Ester Silveira and Ester Murino from PNB created an amazing replica of the features of a river and the landscape that surrounds it. The students worked extremely hard and this excellent idea of creating a model brings the topic alive.

They learned that a river has different characteristics as it moves from the upper course, into the middle and lower courses.



## Ready for the future

EAL students enjoyed workshops focussing on 'skills for wellbeing' and on 'building your network'. The workshops were delivered by Coram's Young Citizens programme.



## Science on view

This term, students taking the Entry Level Certificate in Science undertook practical investigations into the efficiency of a kettle and the melting point of stearic acid.

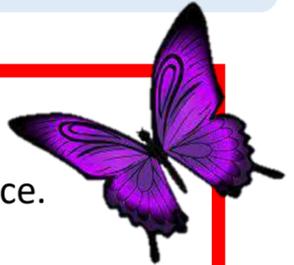
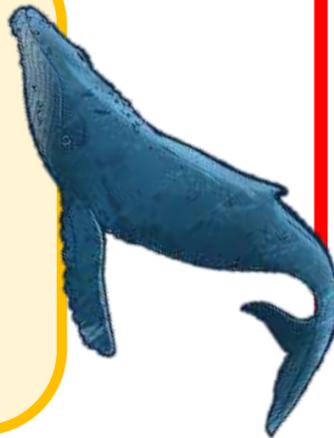


# A Colourful World

Students in KS3 Pathway were introduced to poetry this term. *Walking with my Iguana* by Brian Moses and *Pinda Cake* by Valerie Bloom were very popular with students. Students wrote their own colour poems.

Red is being furious when you lose your things.  
Blue is when you feel free in the brightness of the sky.  
White is like a snowman at Christmas.  
Black is like the night and scary.  
Yellow is like the sun, bright in the middle of the sky.  
Purple makes you generous.  
Green gives you freedom and makes you feel better.

By Salahdin (KS3 Pathway)



Red is a tiny door.  
White is a cloud as cold as ice.  
Red is a London train.  
Orange is the sun as hot as a volcano.  
Yellow is a wonderful sun.  
Blue is for freedom.  
Purple is a beautiful butterfly.  
Green is tiny grass in the park.

By Rutik (KS3 Pathway)

Red is fire glowing in your hearth.  
Blue is a huge whale swimming in the shining sea, splash.  
White is soft snow covering the grass in Winter.  
Black is a beautiful black big cat as dark as night.  
Yellow is a beautiful big moon, flying at night.  
Purple is silence.  
Green is beautiful grass and the night.

By Rodrigo (KS3 Pathway)



Red is like a good bus and beautiful weather.  
Orange is a cosy careful cat sitting in the sun.  
Green is a beautiful park.  
Black is a sad and scary night.  
White is wonderful water and a good sea.  
Blue is soft snow in the Winter.  
Purple like a strong Sir at school.

By Anas (KS3 Pathway)



Red is like a fire glowing in the dark night.  
Orange is an orange sunset in the cool evening.  
Green is beautiful grass when we are playing football.  
Black is a scary night.  
White is soft snow covering the grass in Winter.  
Yellow is a happy feeling.

By Alejandro (KS3 Pathway)



Red is like dangerous things.  
Blue is like a huge deep sea.  
White is like a soft cloud.  
Black is a like a scary glowing night.  
Yellow is like a beautiful sunny day when we play in the park.  
Purple is like a sad day because we forget our friends.  
Green is like beautiful grass to play football on.

By Hussain (KS3 Pathway)

## English Step Up Qualification

This term, the students in PNA have engaged in reading and analysing a selection of non-fiction texts. They used online reviews to find positives and negatives about various attractions and facilities and learnt how to draw up conclusions based on findings found in these texts. They also explored leaflets and their purpose and even created their own leaflets with the aim of advertising a holiday in the country of their origin. Students then presented their leaflets to the class.

It was a very positive and enjoyable experience and we have learned a lot about our friends and the amazing places they come from! The students took much pride in their work and the best leaflets and presentations have been rewarded!

## Enthusiastic about Maths

We have just had another busy term in Maths in the EAL department. It was hugely devoted to exam preparation. Some students have been adding the finishing touches to their eight internal assessments, while others have been revising for their Edexcel Awards Number and Measure. The exams are approaching fast and hopefully all the students will pass them with flying colours.

# Science

This term saw the return of our popular **Science Club!**

The club runs on **Wednesdays from 3.15 to 4pm**, we still have spaces available so come and join us for our weekly practicals and investigations!

This term students have carried out the following activities

- **Using a microscope**
- **Making salt crystals**
- **Flame tests**



The science clubs aims to give students an introduction into scientific methods, helps them to further develop a love of science and can give them the confidence to continue studying science in the future





This week for **British Science Week**, students took part in investigations in their science lessons and had a lot of fun!

Students also have the chance to enter a **competition** comprising of 6 different categories!

There are prizes for each of the categories, so students can get as creative as they want (as long as they include a scientific background!)

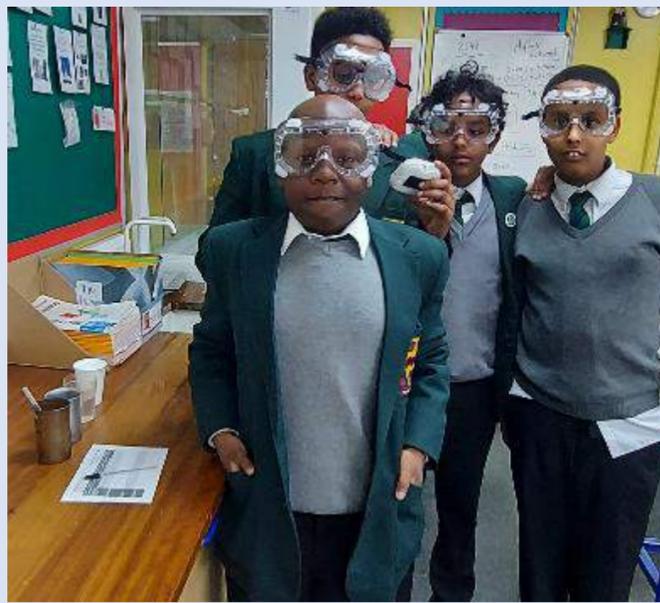


Take part in **Science Week at Newman!** Choose one (or more) of the activities below! There are **prizes for each category!** If you want some advice or support ask your science teachers! Good Luck!



**Deadline: Weds 20<sup>th</sup> April 2022**

<p><b>“ Read all about it!”</b></p> <p>Write a news article about a current scientific topic or breakthrough</p> 	<p><b>“ Science in Action”</b></p>  <p>Take an interesting photo showing science in action. Write a paragraph explaining the science behind your picture!</p>	<p><b>“ Express yourself”</b></p> <p>Write /perform or create an artistic piece about a scientific concept</p>  
<p><b>“Food Science”</b></p> <p>Create food pieces that represent something scientific.</p> 	<p><b>“Model it”</b></p> <p>Create a model to represent a scientific structure or concept</p>  	<p><b>“Scientific Breakthroughs”</b></p> <p>Research the work of a scientist/s and explain how their discovery has helped further developments in science and engineering</p>



**Sanchay (7J):** This practical is based on how different cups of different materials handle the hot water. We measured the temperature of it. Equipment includes goggles, test tubes, kettle, 4 cups, thermometer and a timer. I enjoyed it a lot!

**Eyad (7J):** I enjoyed this experiment. It really helped me to learn and helped me develop new skills!

**Gabriel (7J):** This experiment was very fun, it changed our routines and gave a new face to our science lessons. The experiment also made my day fun and encouraged us to work as a team!

**Alfie (7Paul):**

When we did the flame experiment it was really fun! We learnt keywords before we did the test and we had an instruction sheet that we had to follow.

I saw that Lithium has a crimson red flame and Copper had a green flame. We got to use different equipment also and it gave us some practice using them!



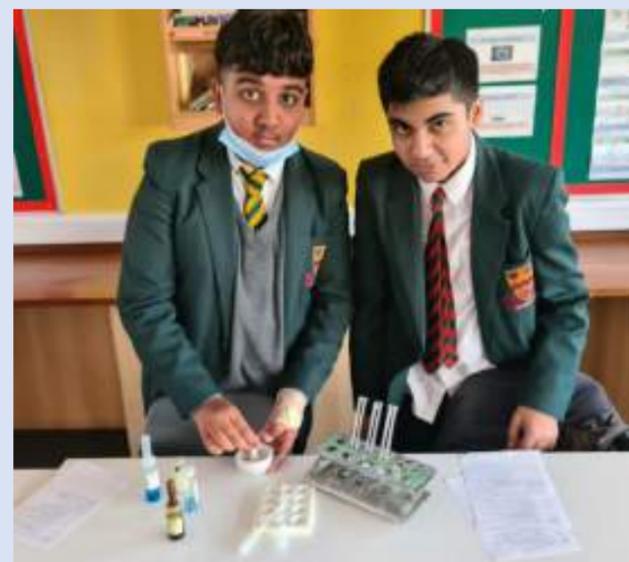
Year 8 making Bath Bombs





**Eden (7Ben):** During the food test practical, we tested different foods to see which ones had glucose, lipids, starch and proteins. We used iodine, benedict's solution and ethanol. I found it fun because putting chemicals in food was showing what was really inside of the food. Some of the chemicals were corrosive so we had to be careful. Other than that, the practical was really good. It was part of science week.

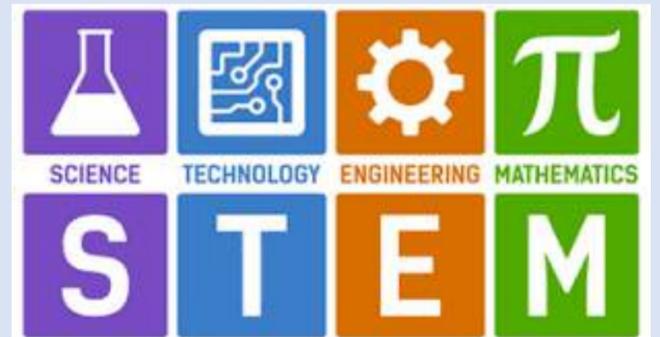
**Zyad (7Ben) :** As a part of science week we tested for different nutrients in food. We tested the foods by putting chemicals with it. I liked this practical because we got to use new chemicals I haven't used before and tested the foods for proteins, lipids, starch and glucose. This practical was fun because the chemicals would turn the food into a different colour.



**Victor (7Ben):** In our food test science practical, we were testing if certain foods like lentils or butter had specific nutrients in it, such as starch, glucose and/or lipids. We did this by adding chemicals to the foods, and observing what colour they would turn. For example, if the food turned purple, then it included protein, and if it turned milky white then it included fats.

This was a fun practical activity as part of science week. I think this really helped understand how to identify nutrients and what results would show!

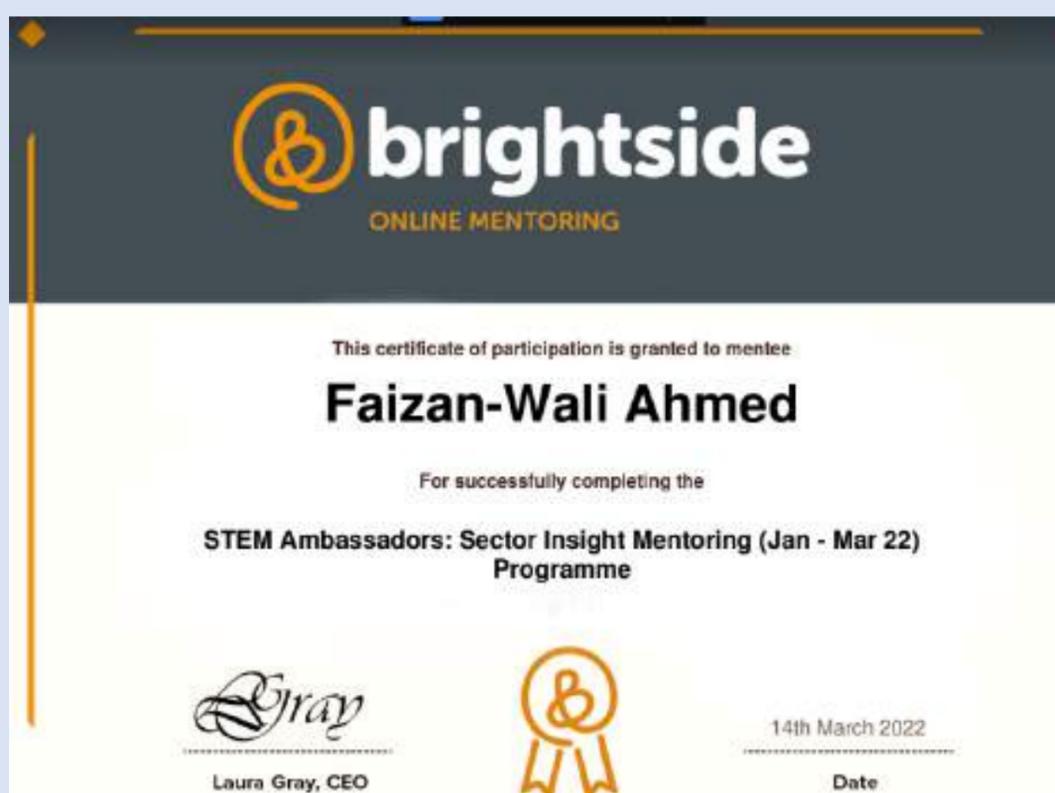
# STEM mentoring



The mentoring session that Ms Smart recommended was incredible as it helped me learn about different careers in STEM subjects. The mentoring was so helpful to me that I joined twice. As I got two different opportunities, I used the opportunity to talk about the future that I can have in STEM subjects and it was fun because we got to discuss our hobbies, the future, advancing technology, and life skills e.g., university life.

This mentoring programme was to help students make informed decisions about their future studies and career and to give suggestions and the mentors gave their jobs and knowledge to the students taking part in this mentoring programme. For example, my second mentor told me about his experience growing up and the subjects he studied to become a radioactive waste conductor to make sure it doesn't harm our environment. He told me his favourite subjects and told me what each of them contains for further study after I would leave in year 11. I learnt about the different opportunities after GCSE and what amazing jobs lie in our world after doing the study. I found these sessions spectacular and a great way of learning something. It helps increase confidence in these subjects to talk about life and really helps you talk with confidence to people about what you want to do next in your life.

I would definitely recommend this mentoring to others because it is an incredible opportunity that should not be missed. I would recommend this to people who want to do something in STEM and those who don't as you still get knowledge from it no matter what and is entertaining. From these sessions I will take the incredible knowledge of doing CV'S and learning about university subjects and other useful things in life.

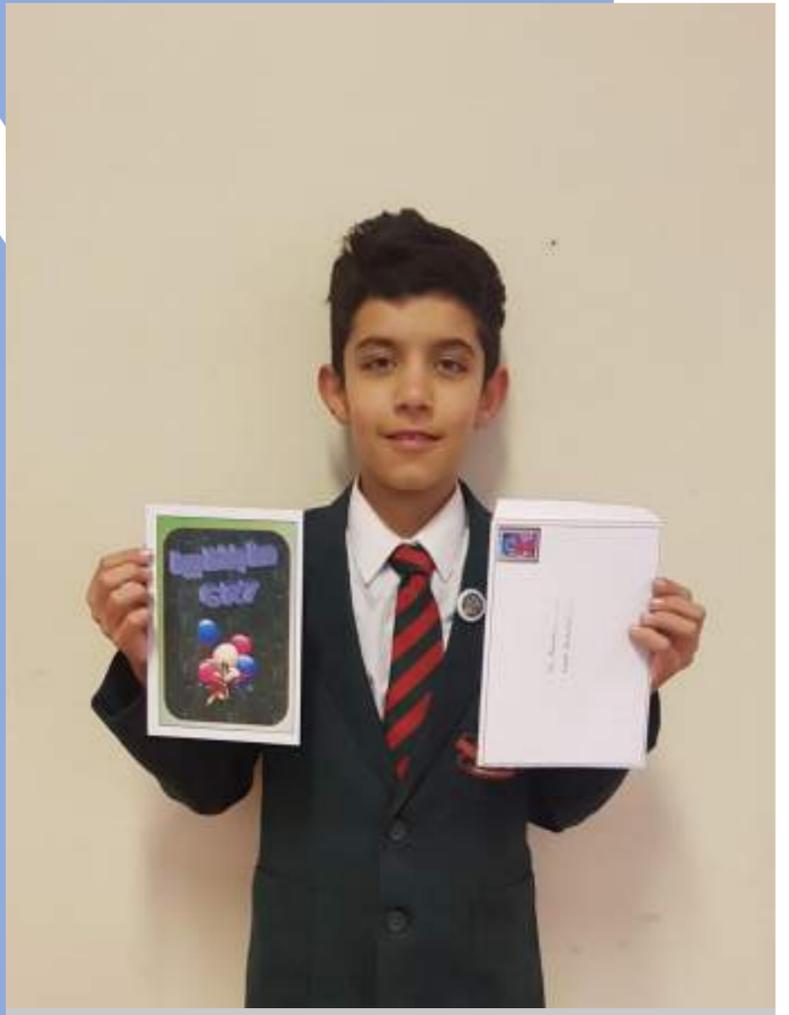


# Design and Technology

## Year 7 Graphics (Pop-Up Card)



Year 7 pupils displaying their creative pop-up birthday cards .



Abubakar showing off his birthday card and envelope.

## Year 8– Graphics (Perfume Package)



Pictures showing Mustafa Mohamed at different stages of the production process of his Perfume Package.

## Year 9 Graphics (Logo Design)



Picture above shows Omari (l) and John Ray (r) displaying their shop front and chip box projects



Picture above shows a sample of the assembled chip boxes with the Chicken Delight Logos along with shop fronts

# Year 7 Resistant Materials (Pewter Key fob)



Raphael working on his Key Fob



Some examples of Key Fobs

# Year 8 Resistant Materials (Clock Project)



Pictures above show the students proudly displaying their clock projects



Some imaginative clock designs

## Year 9 Resistant Materials (Mechanical Toy)



Pictures above show Sam (l) and Riyad (r) proudly showcasing their Mechanical toys



This is Ryan trialling the movement of his mechanical toy....

## Year 7 Food Technology



Mekhi trying out our new blender...making strawberry and banana smoothies..

## Year 8 Food Technology



Liam made his own tacos, with chicken, avocado, cheese and lime...decorated with fresh parsley



Joel made Chow Mein and Southern Fried Chicken...

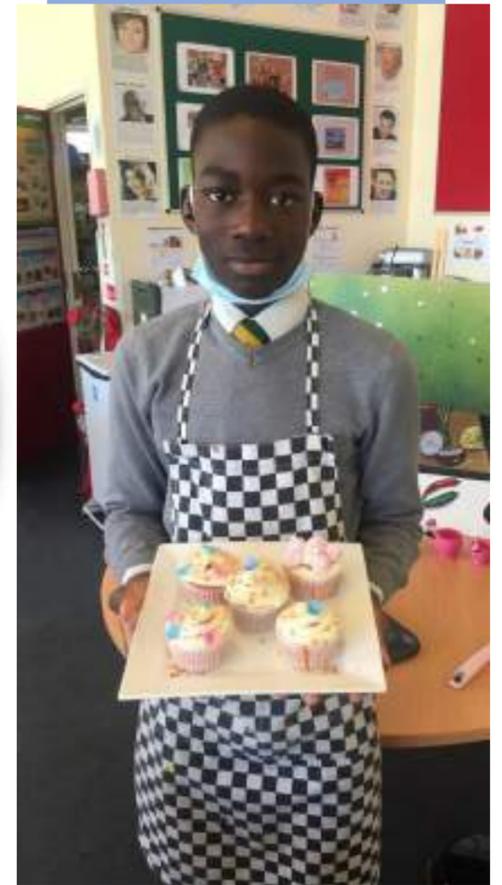


Jay and Pietro made Tofu and Vegetable wraps.....the students had to bring in their own recipe and ingredients!



Artemis made sirloin steak and mushrooms...all seasoned and cooked well !!

## Year 9 Food Technology



Tsewang and Afeez made vanilla cupcakes...they even used food colourings to colour their sponge, not just the icing ! Very well decorated, using edible silver dust/gold stars/edible mini flowers/raspberry meringues....put into salted caramel/vanilla frostings.



Afeez made macaroni and cheese..topped with flat leaf parsley and tomatoes...



Majid made some lovely dinner rolls, showing different skills/shapes....it was his first time making bread!!

## Year 10 Food Technology



Deijon made bread, which he shaped into large pretzels, and he also baked his version of a 'cottage loaf' .....excellent work here.



Adrian chose to make Patatas Bravas, which is a native Spanish dish.. which he served with spicy fried chicken.

# Chaplain's Communique by J Roche



**Weekly Masses:** As the Spring term began, Y11 celebrated the start of 2022. The ever threat of Omicron meant for regular testing and a continuation of Covid restrictions. Increases winter viruses: colds & flues had their impact on pupils and staff alike, not to mention the families and friends. At every Mass we remembered those who were sick (mentally and physically) and those who have passed away. The Y11 Mass is followed by the 6<sup>th</sup> Formers Mass. Each week a different Year Group. Thanks to the clergy who are able to volunteer on each Friday: Frs Allan, Ruwan, Tom and Albert and other local clergy who are willing to celebrate the Masses with us. Now that Fr Jonathan has arrived in the parish we hope to see him in school for Masses and regular pastoral visits. We wish Fr Andrew a fond farewell and wish him all the best in his future journey in faith. The School Masses are a time to reflect and to set aside the daily routine to spend quality time together in the presence of Our Heavenly Father, the creator and sustainer of life and love. Each person is asked to show respect towards each other and to pray for their loved ones. May God continue to Bless All at Newman. Amen!!

Give God 5 minutes of your time every day this year. How? Find a quiet place to pray maybe the chapel. Use the silence to focus your thoughts and heart on God. Use words if you feel the need. Let God talk to you.



# Chaplain's Communique by J Roche



Fr Tom celebrating St Patrick's Day Mass with the 6<sup>th</sup> Formers



Fr Mark's class Mass with 7 Francis. Before school starts let us give praise to GOD .

During Lent we have celebrated the Feast of St David, patron of Wales whose feast is the 1<sup>st</sup> March which was also Shrove Tuesday this year. We also celebrated the feast of St Patrick, patron of Ireland and Nigeria. His feast day is 17<sup>th</sup> March. Fr Tom OMI celebrated Mass with the 6<sup>th</sup> Form in school. The readers and servers were organised by Brandon and Tyler. St Joseph, the husband of Mary, was also during this season of Lent. The 25<sup>th</sup> March (9 months till Christmas) is the feast of the Annunciation of the Lord. Mary, agreed to be the Mother of Jesus. This day was special as Pope Francis asked all churches to consecrate Russia and Ukraine to the Immaculate Heart of Mary. *"Mother of God and our mother, to your Immaculate Heart we solemnly entrust and consecrate ourselves, the church and all humanity, especially Russia and Ukraine,"* the pope in St. Peter's Basilica.

# Chaplain's Communique by J Roche



## time IN THE chapel

The school continues to be a place of prayer. The chapel is the hub of our Spiritual life and love of the Divine.

Whether it is for a few quiet moments of peace or to light a candle.



Pupils and staff are able to use the chapel for personal, private prayer. It is open to all the College Community: ones with a Faith and those with none. It is a safe and welcoming space.

The Chaplain leads group prayer services in the chapel. These are currently for the Y7 & 8 on Wednesdays. Pupils take active parts in the services. These offer time to reflect, to pray and to develop a relationship with God. I have met with the new assistant priest in the Parish, Fr Jonathan, and have discussed recommencing the morning Masses for the year groups before school on Wednesdays. These will hopefully start after Easter. Please God. During Lent this year, we were blessed to have Fr Mark Connolly CSSp able to spend every Tuesday and Wednesday with us to say Masses and to allow all who wished to receive the great Sacrament of Healing - Reconciliation.



**RE Lessons:** We are continuously using the Chapel for lessons and learning sessions. When a class needs to be able to see and handle the real thing. As part of the RE curriculum. When the Subject teacher needs to have real objects that are part of the church or used in the sacramental aspects of learning. These include the features of a church and chapel, the parts of the Mass and the vessels and rituals involved and when the pupils are exploring Scripture. It is invaluable for those who learn in different ways or who are not Catholic. The chaplain is also involved in classroom lessons and supporting pupils and their learning.

The Chapel is also a place to come to have "timeout" with the Chaplain, to talk about the concerns of the day, week or just to offload.

**3-Minute Retreats:** This is an App or Website that allows the person to have daily mini retreats. Spend some quiet time reflecting on a Scripture passage. 3-Minute Retreats is a short prayer break. Give it a try.



3minute  
RETREAT

# Chaplain's Communique by J Roche



First Name	From Group
Hubert	7 B
Victor	7B
Reil	7F
Masinga	7F
Amro	7J
Ramano	7J
James	7P
Ali	7P
Cedrick	8 B
Mohammed	8B
Dwayne	8 F
David	8 F
Mari & Laverne	8 J
Junior	8 J
Artur	8 P
Canaan	8 P
Callum	9B
Daniel	9B
Nataniel	9F
Sam	9F
Tony	9J
Ebenezer	9J
Blessing	9P
Jairus	9P
Louis	10B
Malik	10B
Moussa	10F
Hamza	10F
Adam	10J
Mukhtar	10J
Frank	10P
Kahmari	10P

**Liturgy Group:** Mr Roche has established Year Group Liturgy Groups (the list is opposite). These pupils (2 per form) are involved in organising the Year Group Mass when it is their turn as well as the major religious events around the school. The groups are made up of volunteers. The group meets on a Tuesday afternoon. This allows the boys to discuss the readings for the Mass, write prayers for the Mass and to participate in a particular way in certain events in the school year. The pupils will have a Liturgy badge or pin. We have used the phrase **Fides Actio**. This phrase is what we ask all pupils to do no matter what their Faith is. It is taken from James 2:17 *If faith does nothing, then that faith is dead, because it is alone. Someone might say, "You have faith, but I do things. Show me your faith! Your faith does nothing. I will show you my faith by the things I do."*

Faith in Action – put your faith into action.



## Act of Sorrow

O my God, I thank you for loving me.  
 I am sorry for all my sins, for not loving others and not loving you.  
 Help me to live like Jesus and not sin again.  
 Amen.

## A prayer for Ukraine

Loving God,  
 We pray for the people of Ukraine, for all those suffering or afraid, that you will be close to them and protect them.  
 We pray for world leaders, for compassion, strength and wisdom to guide their choices.  
 We pray for the world that in this moment of crisis, we may reach out in solidarity to our brothers and sisters in need.  
 May we walk in your ways so that peace and justice become a reality for the people of Ukraine and for all the world.  
 Amen.



# Chaplain's Communique by J Roche



Celebrating my birthday in the cold January day with a warm cuppa, a slice of birthday cake and the Volunteers in the Foodbank.



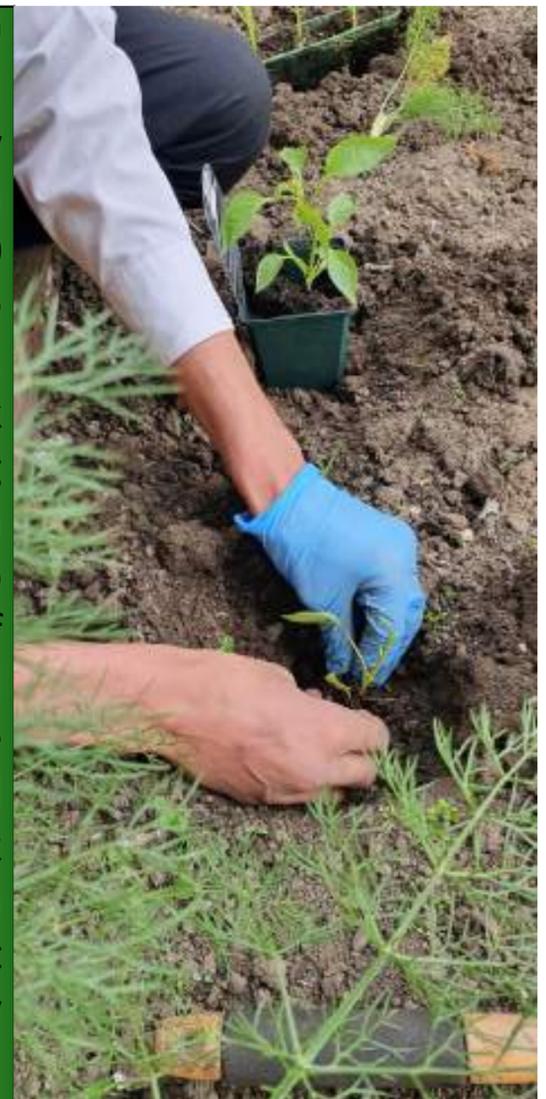
After school in the Food Tech room making orange and grapefruit marmalade to be sold to staff and the money used to support the College Foodbank.

**FOODBANK:** The Newman Catholic College Foodbank is open every Friday after school. We have an amazing group of pupils volunteering and even more in the wings wanting to help out. It is so good to see their Faith Alive and Active in the personal touch. The time they give and are willing to give to help others. With the warmer days we are starting to get produce from our own vegetable garden: winter kale and early spinach. Donations are coming in from our links with the wider community, shops and outlets. Many thanks for these. Without them we would not be able to support our families in need. The College has continued to offer financial advice to families struggling with fuel and food poverty.

# Chaplain's Communique by J Roche



**GARDENING ENRICHMENT:** The 6<sup>th</sup> Formers Enrichment groups are still running every Wednesday. A new group started after Christmas. Even Santa Claus was involved. The 10 pupils are taking advantage of the outdoors and the fresh Harlesden air, providing 2 hours of gardening work around the school. They are learning new skills and finding the gardening a “good place to think” according to one of them. The advantages of gardening to the mental health and mindfulness for the individual. The laugh, the banter and the good natured-ness is matched by the work done. Nothing is too hard, not even the cold January days and the wet early Spring soil. The bravery develops with work and time; worms



are not so scary when you see them over and over again. The group worked in the gardens and the hanging baskets around the school as well as the edible garden. This term so far we have prepared plots ready to plant out in March and April. We have planted strawberries, tomatoes, cabbages, bell peppers and peas in the baskets and in the 1.5msq plots. The front gardens have been extended to the gates in place with the planting of daffodils and foxgloves and the hopeful growth of the rose cuttings. The window boxes and the baskets are looking well as some of the bulbs planted are now coming to bloom. New term, a new bunch of keen gardeners.

# Chaplain's Communique by J Roche



What are **YOU** doing for **LENT**?

4P



**LENT:** This March we prepare for Easter. Fr Mark CSSp celebrates Masses for Year Groups in the Hall on Ash Wednesday. This year the CAFOD appeal is to Walk against Hunger. As part of the Lenten Promise, we are asked to: **FAST, PRAY** and **GIVE ALMS**. Mr Roche gave the Lenten assemblies to all pupils during the week starting Lent. The key message was "what are you doing this Lent?" Staff and pupils were asked to take up something during Lent to help others. Various personal charities exist such as CAFOD, the College Food Bank, etc. The aim is to raise money and awareness of the cause, for example I, as chaplain, am walking against hunger and aiming to raise £1,500 for CAFOD. This involves count the steps walked each day and to find sponsors. Some pupils and staff are taking up that same challenge. Next month in April, Muslims will be starting their Month of Ramadan, where they will be also Fasting, Praying and Giving to Charities. Again the Chaplain's Motto is **Faith in Action**, calling all people of faith to act to do good.



On Ash Wednesday Fr Mark and I distributes ashes. The Holy Father, Pope Francis called on All believers to pray on 2nd March for Peace in Ukraine. A candle was lit for this during and during the period of the War. It reminds us too.



Let's  
**E**liminate  
**N**egative  
**T**hinking

# Chaplain's Communique by J Roche



**LENTEEN RECONCILIATION:** A Timetable was given to all staff with the dates and times of each Year Group's Reconciliation (confession) times. Staff were welcome to attend any session. The Liturgy Group were able to support the logistics. There was a Staff Reconciliation service after School on Tuesday 22<sup>nd</sup> in the chapel. A Mass for Staff was also arranged for Staff during the Lenten period. "Each member of the faithful is obliged to confess faithfully his or her grave sins at least twice a year." (Canon 989)

Small groups were assembled in the chapel and Mr Roche held a reflection and an examination of conscience. This was followed by 1:1 time with Fr Mark for individual confession.

Pupils from Pathways were invited to attend and with their individual grasp of English had their tailor made examination of conscience using picture clues and working home language groups where possible. This was followed by reconciliation with Fr Mark.



"Here I am! I stand at the door and knock," says the Lord.

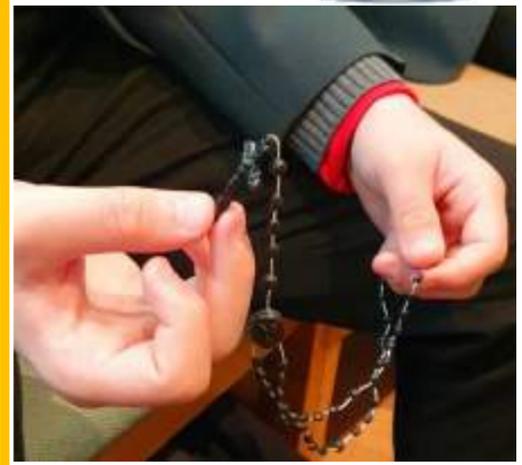


Date:	P1	P2	P3	P4	P5	P6
Wednesday 24th March	ASH WEDNESDAY MASS Y10 10:30-11:00 AM 10:30 VRL 10B KH 10C JO 10J ON		ASH WEDNESDAY MASS 7 & 8 10:30 VRL 8Ben JO 8Pau KH 12R EMU	7Jas JO 7Ben VRL	ENRICHMENT	
Thursday 25th March	12Pau SG	Y11 Reconciliation Small Groups at a time (10:1)	Y11 Reconciliation (English)	8FRA JO 8Joe VRL 8QJ EMU	7Frs VRL 7 Pau KH	ENRICHMENT
Friday 26th March			Y8 Reconciliation	Y8 Confession 8ESBen JO 8ESPau KH	Possible Y10 Reconciliation	Staff Mass After Sch
Saturday 27th March	10A VRL 10B KH 10C JO 10J ON	Geography	Y7 Reconciliation (MFL/Geography)	Y7 Confession 7Jas JO 7Ben VRL	8QJ EMU 10A VRL 10B KH 10C JO 10J ON	
Sunday 28th March	12Pau KH	Y9 Reconciliation Small Groups at a time (10:1)	Y9 Reconciliation (Biology)	8FRA JO 8Joe VRL 8QJ EMU	7Frs VRL 7 Pau KH	
Monday 29th March	12Pau SE	Y10 Reconciliation Small Groups at a time (10:1)	Y10 Reconciliation (MFL) Catch Up Session	8Ben JO 8Pau KH	7Frs VRL 7Jas JO 7Pau KH	ENRICHMENT



Fr Mark and I with the Catholic EAL pupils for the Pathway. They used picture clues and mother tongue to aid their reconciliation service. Spanish, Portuguese and Konkani.

# Chaplain's Communique by J Roche



**UKRAINIAN CRISIS:** Newman College have worked hard with other agencies to support the crisis in Ukraine and in the surrounding countries where refugees of the war have fled. The school is a refugee welcoming school and have many pupils who have had to flee from homelands due to wars and political upheaval. Working with local families and national groups the school has been able to play its part in supporting our neighbour. The Ukrainian Crisis appeal was also supported by the parish of the Sacred Heart, Quex Rd, Kilburn. The pupils form 6<sup>th</sup> Form came with the school minibus and packed it away ready for the organisers to collect. May God Bless Ukraine.



Donations of food, bedding and baby supplies given by Parliament Hill School.



Donations from the parishioners of the Sacred Heart Kilburn

# Chaplain's Communique by J Roche



**Palm Sunday:** Palm Sunday is the last Sunday of Lent, the beginning of Holy Week, and commemorates the triumphant arrival of Christ in Jerusalem, days before he was crucified. Jesus entered Jerusalem riding a young donkey, and to the lavish praise of the towns people who threw clothes, or possibly palms or small branches, in front of him as a sign of homage. Palm branches are widely recognized symbol of peace and victory.



**Spy Wednesday:** Spy Wednesday gets its name because this is the day on which Judas betrayed Jesus to the Sanhedrin for 30 pieces of silver. Because Judas is thought to be sneaky, his actions conjured up the image of a spy. The synoptic gospels Matthew, Mark and Luke, all include an account of the betrayal.

**Holy Thursday:** Holy Thursday of Maundy Thursday is the commemoration of the Last Supper of Jesus Christ, when he established the sacrament of Holy Communion prior to his arrest and crucifixion. It also commemorates the institution of the priesthood. The holy day falls on the Thursday before Easter and is part of Holy Week. Jesus celebrated a meal as the Passover feast. The central observance of Holy Thursday is the ritual re-enactment of the Last Supper at Mass.



## Holy Week and Easter.

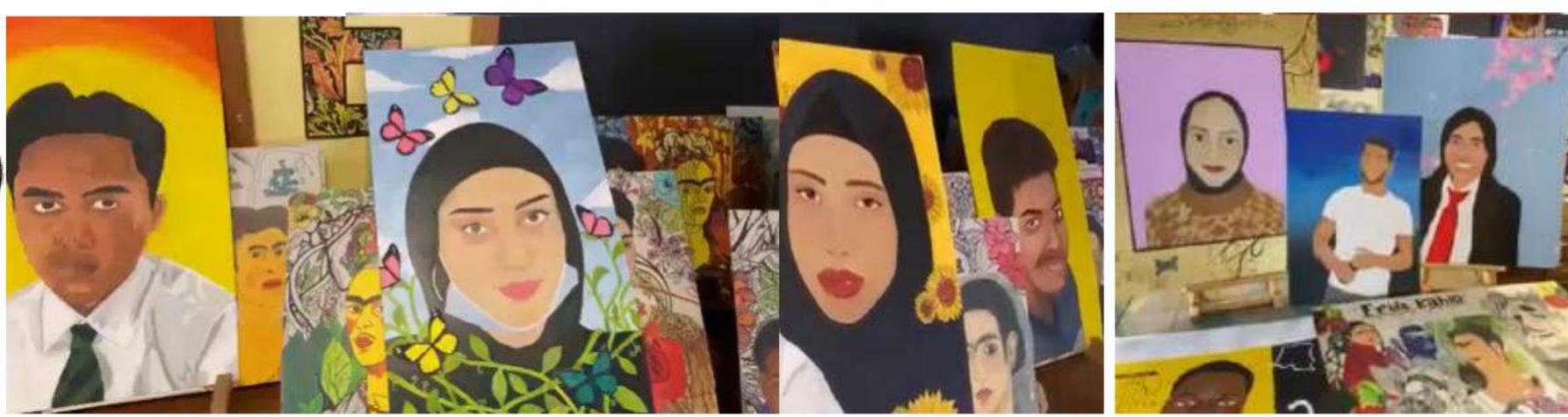


**Good Friday:** This is a Christian holiday commemorating the crucifixion of Jesus and his death at Calvary. It may coincide with the Jewish observance of Passover. This is the reason why the cross is an important sign for Christians today. There are crosses in churches and many Christians wear a cross on a chain. Classes in school all have a cross to remind us that God loves us the most.

**Easter Vigil & Easter Sunday:** Easter Vigil and Easter Sunday are happy days for Christians because Jesus rose from the dead on that day. They believe that Jesus' resurrection or coming alive shows that death is not the end of everything. Many people go to church to thank God for Jesus' life. Church bells are rung and alleluias are sung again. Churches are decorated with flowers which are associated with the Easter garden. The colours in the church change from purple to white. This is a liturgical season.

HE IS  
*Risen*



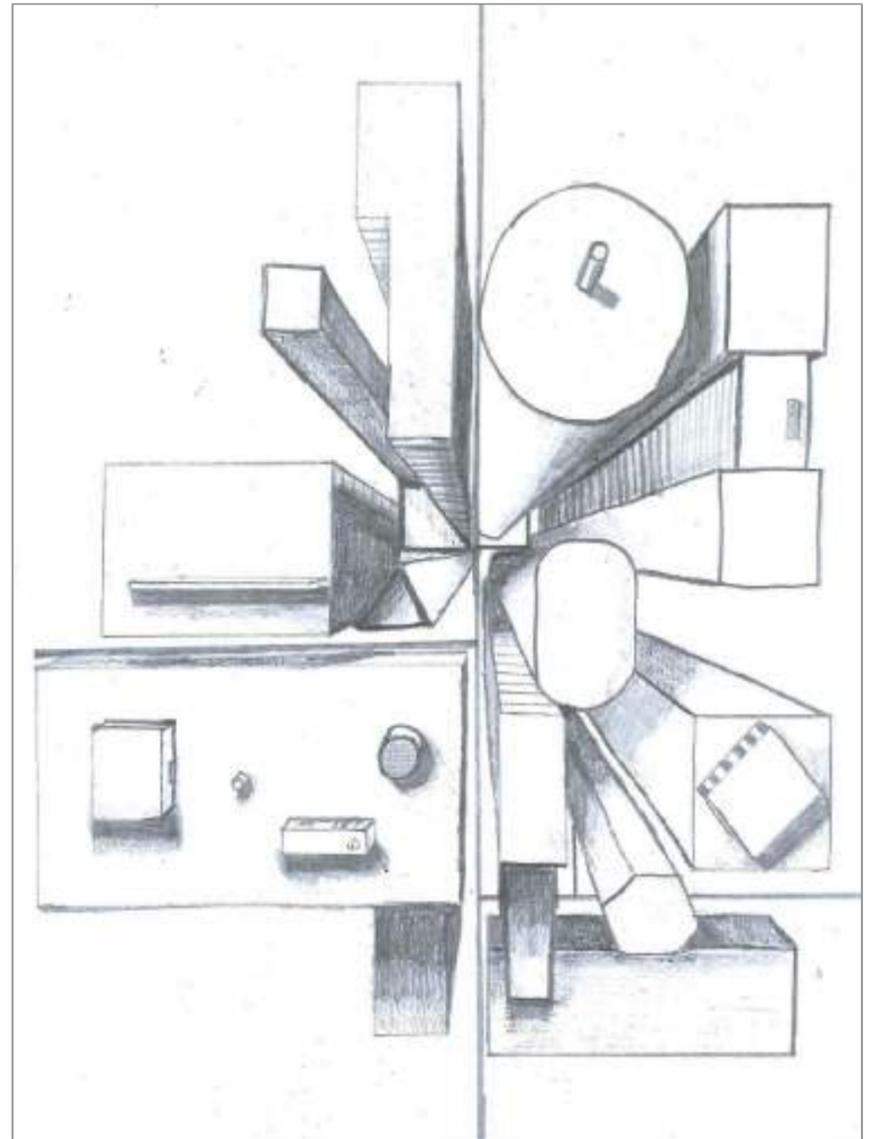
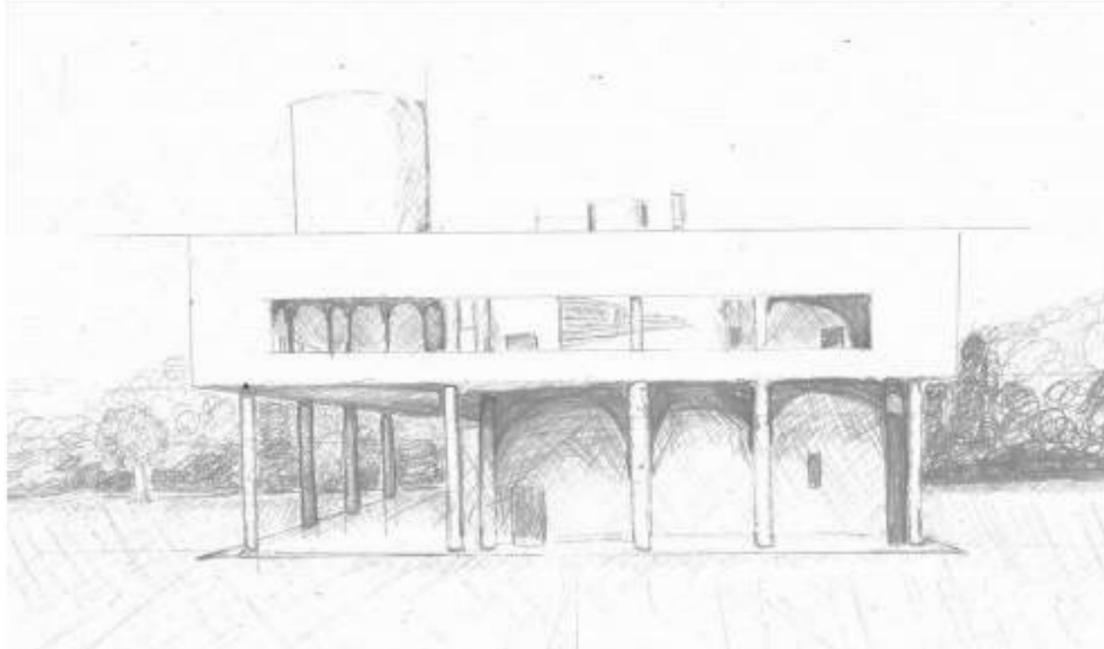


Students enjoy art lessons and have produced some outstanding work. Here are some examples of GCSE classwork



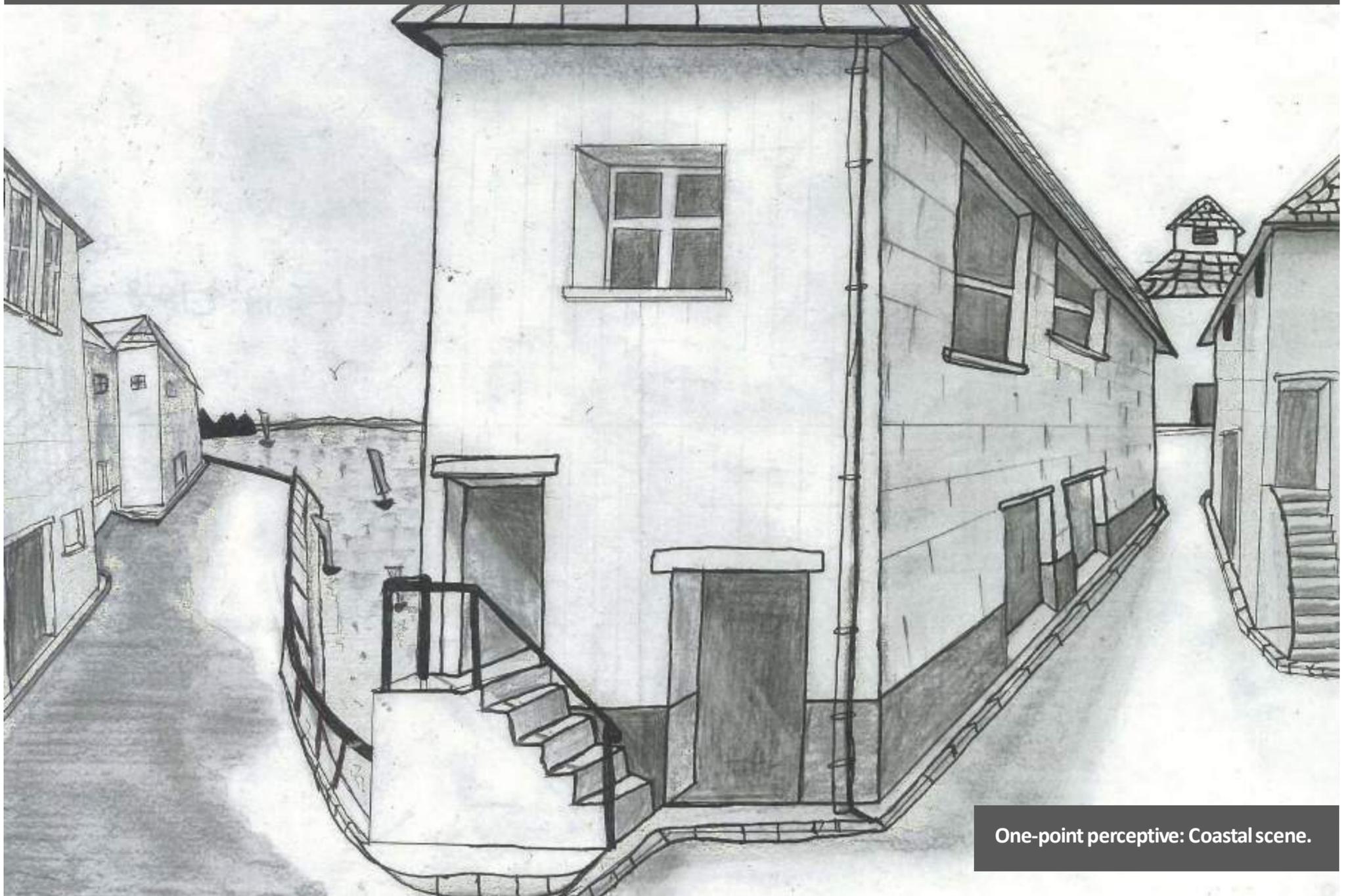
# ART AND DESIGN: YR9 Architecture studies.

This term, Year 9 have produced some beautiful and technically excellent, experimental drawings of various one and two-point perspective architectural arrangements. Along side these studies, they have also undertaken observational analysis of iconic architectural buildings, such as Le Corbusier's Villa Savoye and Antonio Gaudi's Casa Mila.



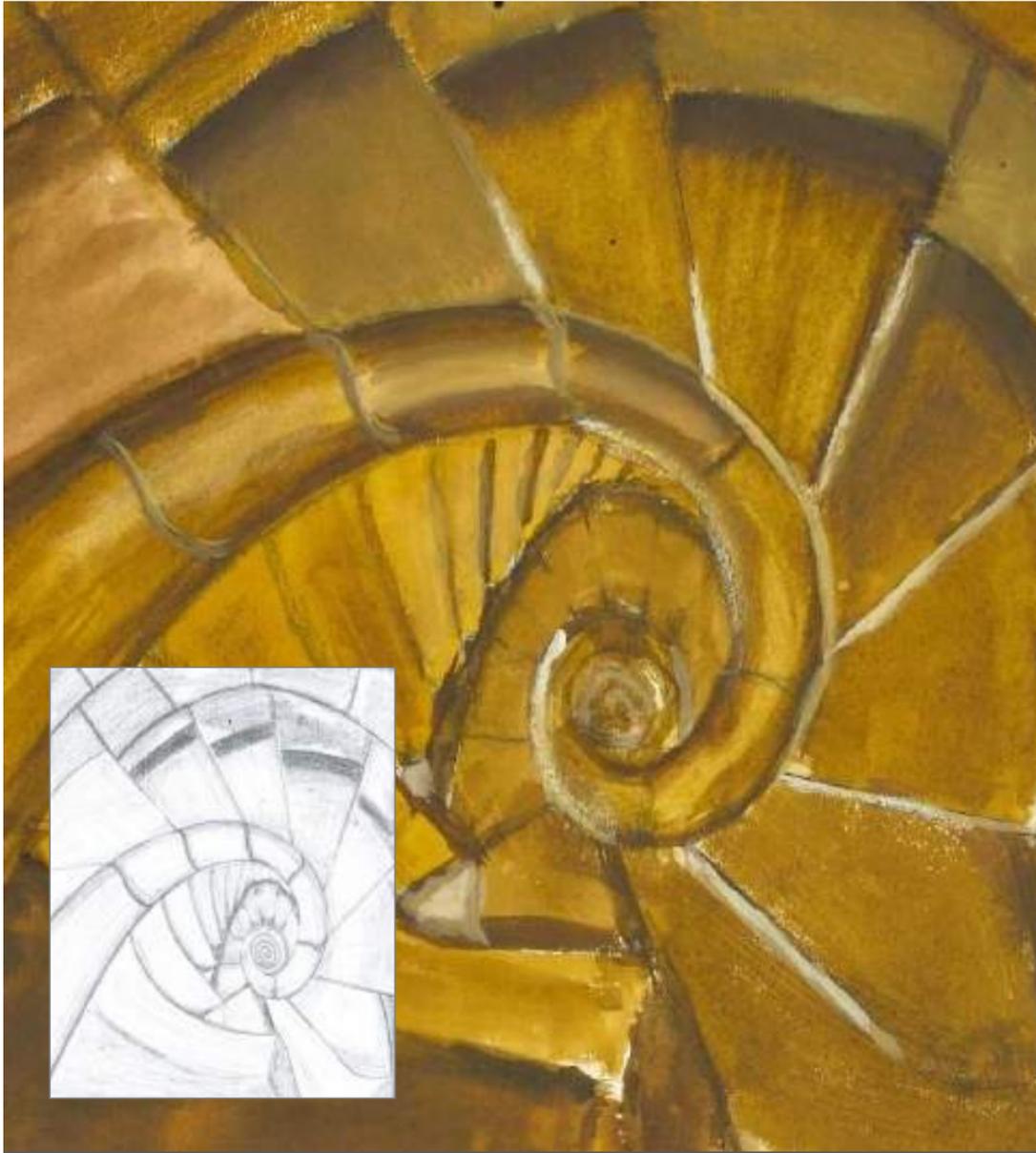
Observational analysis: Le Corbusier's Villa Savoye.

One-point perspective architectural arrangement: Bird's eye view.

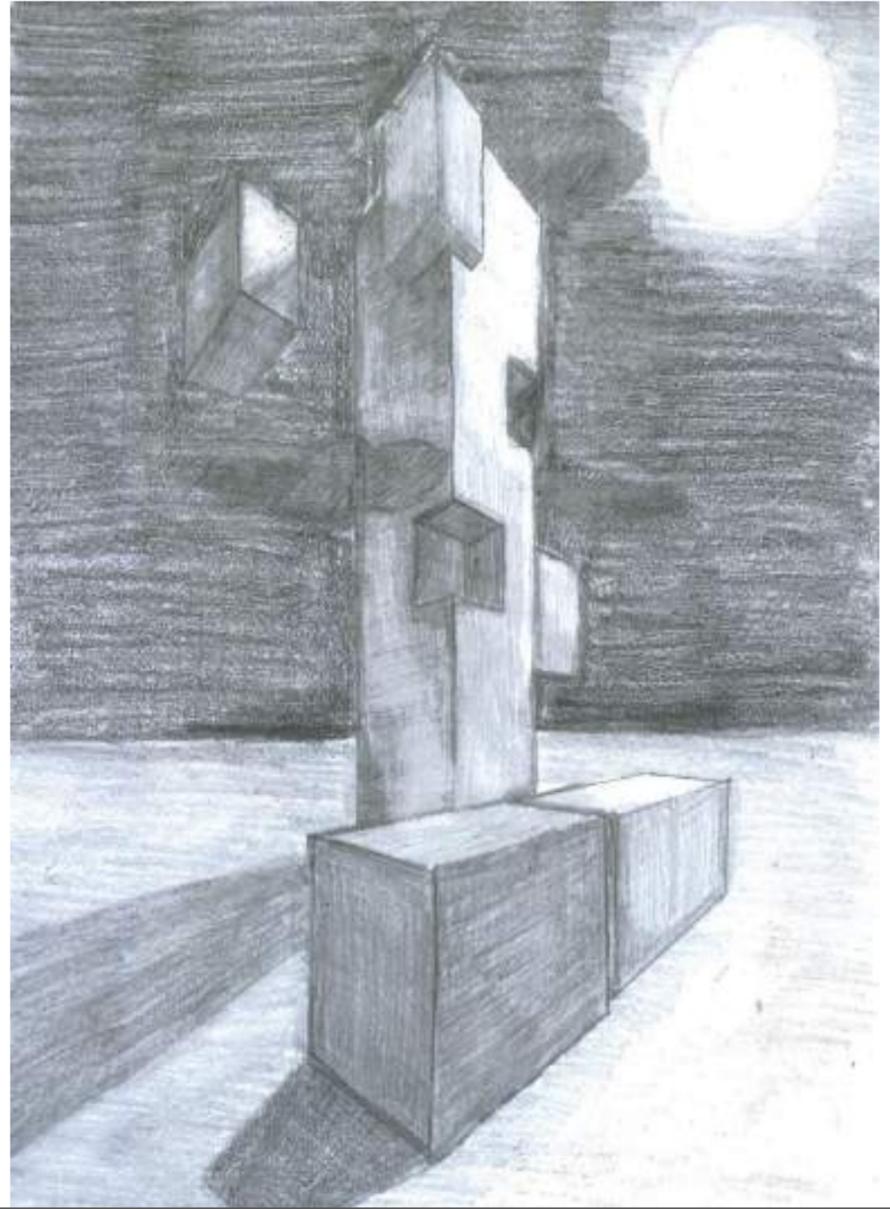


One-point perspective: Coastal scene.

# ART AND DESIGN



Observational analysis of Antonio Gaudí's Casa Milà.



Two-point perspective architectural arrangement: Abstract.



Two-point perspective: Lighthouse



**Mr Burt is a one man band, juggling many musical hats. He opens the Music Room every lunchtime which enables the Year group bands to practice and develop confidence. Mr Burt has a number of peripatetic teachers in school on a weekly basis teaching specialist lessons in e.g. piano, guitar and drumming. Mr Burt is teaching Bass guitar as well.**

**Students will begin testing for ABRSM qualifications in the Summer Term. ABRSM is the UK's largest music education body, and the world's leading provider of music exams. Students will sit exams in instruments and singing. It is hoped that at the end of Year 9 every student will have successfully completed a Level 1 exam.**

**Mr Burt is working with Tiffany from The US Charitable Trust to re-establish the Student Choir.**



# US CHARITABLE TRUST

The US Charitable Trust celebrated their 10<sup>th</sup> anniversary this year! It is time to celebrate and also reflect on the 10 years the charity has impacted the students at Newman. We are proud to have worked with such talented students past and current and certainly looking forward to working with new students in the new academic year.



Our number one priority is to help students set ambitious and realistic goals, creating a plan (and backup plan) for their future. So far we've been supporting more students than ever, providing bespoke support to achieve their goals and overcome any barriers to entry. The US Charitable Trust have been proud to work with the sixth form and year 11's on the beginning of our up coming Future Voice programme. To help support students with a seamless transition into apprenticeship, training, employment or university as they leave school.

We are also excited to be taking part in the up and coming Careers Drop Down Days. During Apprenticeship Week we were eager to have the charities partner City of Westminster College come into Newman to talk about different levels of apprenticeships and answer as many questions about apprenticeships for both Sixth form and Year 11.

Amongst other extra activities such as helping with organising performances with Mr Kourmoulakis in the Drama Department, Careers Fairs and one on one Mentoring. Not forgetting our incredible trip with the Sixth Formers to the theatre to watch the Lion King as chosen by our Jack Petchey winner Sandip. Joshua Year 11, our recent Jack Petchey winner has also decided to spend his winnings on a wellbeing day for some of the students within his year.



## US FUTURE VOICE

During the new Academic Year 2022-23, the charity will draw on resources from The US Charitable Trust, Multiverse, The Prince's Trust, Barclays, NHS, Talent Foundry, Intu university, London universities and many more to expose as many KS5 students to their future aspirations. Future Voice looks to inform, equip and support students in discovering and achieving their goals using over a decade of experience in the sector. The new Youth Ambassadors programme will be starting very soon, where employers, students and parents can get involved and help network to strengthen the bond within the community.

Please do contact our COO Tiffany Li: [info@uscharitabletrust.org](mailto:info@uscharitabletrust.org), if you'd like any more information about any of our programmes.



# THE DUKE OF EDINBURGH'S AWARD

## By Year 9 participants Bronze level participants

The DofE gives students the chance to do something completely new and improve on things they are already doing. It takes them out of their comfort zone and into a place where they will have amazing new experiences. Students build confidence, resilience, skills for work and friendship groups. Colleges, universities and employers regard a DofE Award highly so it will be good for your CV or personal statement. The Duke of Edinburgh Award is a fun, life-changing experience and an opportunity to discover new interests and talents.

Hi my name is Riyad and I will talk about my experience and the three sections you have to complete. Volunteering my time to give back to the community, is you taking your time for others like The London Citizens group I joined due to participating in the DofE. Finding a skill, something you are good at and perfecting that skill including basketball and football. Doing something that will keep you active, this is good as it motivates you and you stay healthy at the same time. Also, a very important thing in Dofe is teamwork. Being able to work with a group effectively to achieve a common goal.

### Year 9's thoughts and contribution on participating in the DofE

Hi my name is Omari, so far the DofE has taught me how to cope and work effectively with my peers. Also, being the manager for year 9 bronze level, it is improving my leadership which can help me to take on new challenging leadership roles that may arise in the future.

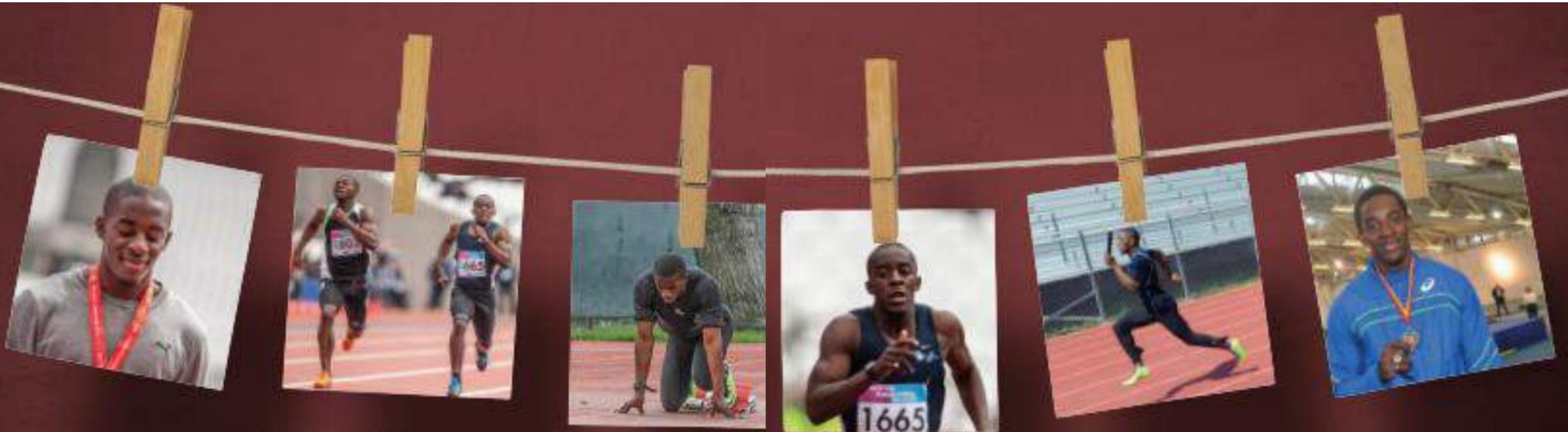
My name is Adonay Tekie, I have been attending the Duke of Edinburgh for a few months now, and it's been great. It's pretty easy if you are able to find things you love to do. DofE has helped me develop relationships with the people of my community and develop better relationships with my family, as well as making me fitter. I am forever grateful to my school's DofE program, because it's improved my life tremendously. I recommend DofE to absolutely everyone, even if you don't have spare time because, you can simply implement your sections into your everyday life!





TRACK ACADEMY  
BY CONNIE HENRY

## Lumar Sylvester- From Willesden to Los Angeles



**Lumar Sylvester is an ex student of our school. His story is inspiring and shows how determination to succeed can open doors and opportunities.**

“The most important things Track Academy taught me were discipline and organisation. And I got to do things I would never have been able to experience otherwise.” Lumar Sylvester has been a much-loved member of the Track Academy family since we formed in 2007. Now aged 30, he is a key part of our coaching team, helping his younger counterparts realise their potential through athletics. Lumar explained that, as a boy, he had always wanted to hone his talent for running, but didn’t find a suitable outlet for his passion until he was 17. “Back then, there was no social media to find out about things like that. So it was hard for me to get into track,” he said. “On the last day of school, an athletics coach came to give us a taster session and said there was going to be a new club at the Willesden Sports Centre. “I was always running around when I was young, so when the opportunity came, it was a big motivation for me.” At that time, our founder Connie Henry had been tasked with setting up athletics sessions at the sports centre, which had been closed for refurbishment for a number of years beforehand. She had assembled a team of top level coaches to form a new club where young people like Lumar could train and, importantly, achieve social mobility through sport – just as she had enjoyed herself as an international triple jumper.

Lumar explained that he quickly became committed to training, forming close bonds with Connie, his coach Clarence Callender and his fellow young athletes. And he said that attending Track Academy sessions up to six times a week meant that he wasn’t swayed by any negative influences around him. “I was always headstrong and never wanted to get into trouble, but without track I could have gone a different way,” he said. “I knew things were happening but I didn’t have time for anything other than training. “All my friends that I’m tight with now are the ones who went to track too; when you see them five times a week, you become like a family.” As well as training, Connie encouraged her young athletes to get part-time jobs and strive academically. Lumar followed this advice, working in retail alongside his training sessions and his college course in computer networking. He also took the time to gain a coaching qualification. “The most important things Track Academy taught me were discipline and organisation,” said Lumar. “I wasn’t that organised before!” By 2011, Lumar’s formidable sprinting talent saw him secure a sponsored placement on a five-week training programme at the University of California in Los Angeles. This was something of a dream come true for the boy from Willesden, who found himself training with American athletes he’d grown up watching on television.

These included Olympic gold medallists Shawn Crawford, Allyson Felix and Dawn Harper-Nelson. Their coach was the celebrated Bob Kersee, whose previously trained such athletics luminaries as Florence Griffith Joyner. “It was the first time I’d ever been out of the country,” said Lumar. “I would never have been able to do that if I hadn’t been to track. “I remember the coach picked me up from the airport and took me to where I was staying, but told me I’d have to find my own way to track the next day. I didn’t realise until I got back how much it had improved my confidence.” Lumar went on to train in America on several other occasions, with his hard work leading to personal bests of 10.55s in the 100m, 21.07s in the 200m and 48.08s in the 400m. Meanwhile, he found himself in the top five in the country and the top 16 in Europe in the 200m. Sadly, injury stopped Lumar in his tracks in 2014, when he ruptured his Achilles tendon. But he says the positive mental attitude instilled in him by Connie and the Track Academy team helped him through his disappointment. “Connie taught me to think, ‘if I can’t train, what can I do instead?’” he explained. “So I became a coach, and now I work at Track Academy and Thames Valley Harriers. It’s really rewarding; I can stop the younger ones making the same mistakes I made.” He added: “I’ve got a good bond with them. I think it helps that I’m quite close in age and talk like they do. They have the same challenges I did at their age but it’s harder now with the internet and social media. They’ve got more to influence them and more distractions. “I try to use my bond with them to keep them in training, and help them see they could have a different way of life. They don’t know where their talent can take them.” Lumar’s own athletics journey is not at an end just yet. During the first lockdown in March 2020, he took advantage of the quieter pace of life to return to training. “Life and work had got in the way before then,” he said. “Lockdown gave me a bit of time so I’d go to my local park and train five or six times a week. I got back to running and gave myself goals. In a way, lockdown was good for me. I’m planning to get back to competing soon.” With the dedication and drive instilled in him by Track Academy, there’s no telling where Lumar can go in 2022. And one thing is for sure: we’ll be behind him all the way

*Article taken from Track Academy Annual Report 2021*

**Follow in Lumar’s footsteps. Track academy is free to our students. Training takes place on Tuesdays and Thursdays 4pm-6.30pm and Saturdays 9.00am-12.30pm at Willesden Sports Centre**

<https://trackacademy.co.uk>



# Parent Information



## Parent Pay

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

## Extended School Activities

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

## Newman Catholic College PTA Parents Association

This is a group of parents who meet monthly to organise events and raise money for the school. Some events have been our Community Day, Bingo Night, Quiz Night. New members are always welcome. This is a chance to meet other parents and make new friends.

Future meeting dates- Come along and see for yourself.

The PTA held its first post Covid event with a Quiz Night. Seven teams took up the challenge. However the winners on the night were The Pointer Brothers, a team which included three ex students- Michael, Stephen and Daniel O'Donnell.

The PTA appreciate the effort of all involved in its organisation- those who wrote the questions, those who secured the prizes and food donations. Thank you to everyone who came along to support the event.



Wednesday 27<sup>th</sup> April- Meeting 6.30pm  
Wednesday 25<sup>th</sup> May- Meeting 6.30pm  
Wednesday 29<sup>th</sup> June- Meeting 6.30pm  
Saturday 9<sup>th</sup> July- Community Day



Meet Chloe Edwards,  
our PTA Chairperson



Do you know someone in need?

### Fresh Foodbank

Every Friday 11.00-12.30pm at  
Harlesden Methodist Church

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



## THE FELIX PROJECT



### Newman Foodbank

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



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

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

# FREE SCHOOL MEAL APPLICATIONS

Newman Catholic College

Harlesden Road, Willesden

London NW10 3RN

Tel: 0208 965 3947/8497

Fax: 0208 965 3430

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

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

Headteacher: Mr D P Coyle

Chair of Governors: Mr P O'Shea

The qualifying benefits are:

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

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

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

## Apply for free school meals

If you meet the criteria you can apply by:

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

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

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

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

## Working Tax Credit exception

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

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

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

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

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

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



# GALLERY



Reward Assemblies



Congratulations to our staff who successfully completed their Middle Leaders Training



International Women's Day



Cyrille Regis Award winners



Well done to Jarvis Year 9 and Bailey Year 8 whose designs made it to the final 16 of the Kit Design Competition for the Playstation FC Schools Cup



Wali and Malik in Year 10 are outstanding and inspirational students. They took the initiative during Lent to arrange a number of events to raise money for charity. All money made from fundraising events will go to supporting those in Ukraine during the war and the Ecole Maronite St. Joseph in Beirut. The school needs: Sports equipment, Carpets, Curtains and a canopy to stop the children getting wet when it rains .



Own Clothes Day, any occasion for 'dressing up'!



**"Let everything you do be done in love."**

**1 Corinthians 16:14**

**The resurrection of Jesus is  
about hope, love, and joyful living.**

**May everyone in our Newman community  
have a peaceful and blessed Easter!**

