



The Newman

Your College Newsletter Issue 31 Easter Edition 2023

Dear Parents and Carers,

We reach the end of the spring term at Newman Catholic College, and it's been a typically invigorating and exciting period

Students have been working hard in the final two weeks of term on the assessment period with Years 11 and 13 completing their final mocks in the main hall, ready for the start of the GCSE exams from May onwards. We wish those students sitting exams the best of luck, and we know that they are going to be working so hard between now and the end of June, to ensure they perform to the best of their abilities.

We are starting to see the number of school visits increase again after two years of disruption, thanks to COVID-19. The Geography field trip to Stratford, History trips to the Royal Air Force Museum in Hendon, an English trip to Keats' house and Lenten fund-raising activities including the CAFOD London bridges walk, have all been highlights for students this term.

As we reach the end of Lent, students were preparing for the start of Holy Week. Fundraising has been a real focus, with different activities raising over £3,000 for CAFOD and the DEC Earthquake fund for Turkish and Syrian families affected by the awful series of Earthquakes 6 weeks ago.

Mr Roche has been leading the stations of the cross with the school liturgy group. We have also been proud to host the school's first Ifthar during Ramadan. This was a multi-faith event run by our excellent Parent Teacher Association, and included talks from students, staff, local faith figures and the Deputy Leader of the council, Cllr Patel.

Thank you to all of our families for their support this term. Enjoy this edition of the Newman, and wishing you all a happy Easter break on behalf of us all at Newman,

Mr Dunne.



Lenten Fundraising 7
Bridges walk. Taking in the
iconic sights of London

Mr Dunne was fundraising to support the DEC Turkey and Syria Earthquake Appeal. As part of the Lenten "Big Walk" he cycled into work - a 26 mile cycle marathon from Hertfordshire.



Reward Assemblies

WINNERS GALLERY



The Jack Petchey awards ceremony for the Students and the Leader Award takes place once a year. This year the ceremony for the NCC winners took place in Brent Civic Centre. The winners were invited to attend and were officially be recognised by Jack Petchey. At the event, the local Mayor of Brent Cllr Abdi Aden awarded all attendees a gold medallion.



Top Row L-R Adrian Year 11, Alexandros Year 8, Callum Year 10, Joseph Year 7

Bottom Row L-R Louis Year 9, Omari Year 10, Roderigo Year 13 and Mr A Jeeves
Leader Award.

Congratulations to you all



Newman Catholic College would like to Thank Jack Petchey, all the family and friends that continue to support our young people.

Remember Next time your child could be in the spot light, the students are recognised for going above and beyond the classroom academia.

Miss Englishby

Leadership in Focus

IntoUniversity provides local learning centres where young people are inspired to achieve.

IntoUniversity offers an innovative programme that supports young people from disadvantaged neighbourhoods to attain their chosen aspiration, including further and higher education, employment and work-based training.

Fourteen Year 9 students participated in a Leadership in Focus programme for three days at the IntoUniversity centre.



David P won our 'Leadership in FOCUS champion award'. He consistently produced high-quality work across the 3 days and had a very positive attitude towards the learning on the programme.



Abdelilah, Samuel and Ricco had really passionate ideas during the Our Community activity and were positive influences to others on wanting to bring about positive changes to school facilities. Abdelilah was particularly interested in talking about crime in the community and wanting to have a positive impact on young people!



Lavern grew into the programme as it progressed and show great proactive leadership and teamwork during our presentation activities on day 3. He really thrived on activities that were more practical as opposed to self-reflective activities. He also won a star student award.



Humanitarian Aid Challenge Day

Year 7, 8 and 9



Pupils in year 7, 8 and 9 spent the day at Royal Air Force Museum, London for the Humanitarian Aid Challenge Day. In a day packed with hands-on missions, stretching calculations, and tests of team working ability, students learnt what it takes to plan a humanitarian aid mission. This includes the opportunity to see examples of the aircraft involved.

Pupils worked in teams - squadrons - throughout the day, utilising the teamwork, navigation, drone flying, and scientific investigation skills. The squadron with the most points took home the winner's prize



Pupil's experience

My visit to the RAF museum was amazing, It really put many skills to the test. One of these was teamwork and that was the key factor of my favourite moment! My favourite activity was the museum hunt as my team and we had to explore all of the exciting adventures the museum had to offer. This activity also let us expand our knowledge on the RAF. Lastly, the museum hunt was my favourite part of the trip because there was a prize for the winning team. Unfortunately, my team did not win but I was definitely more engaged to earn points!

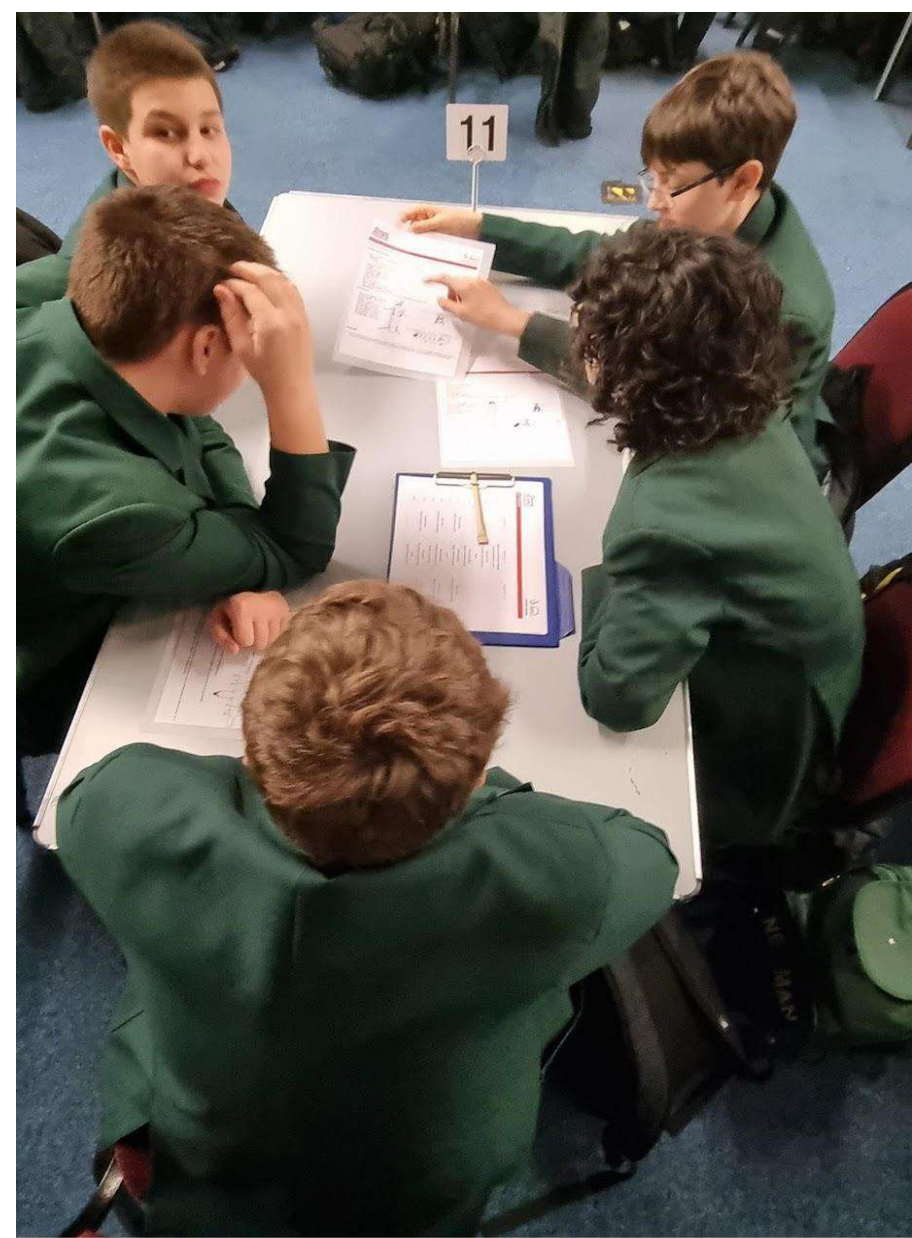
I had a good time at the RAF museum and would recommend it to anyone that has not went!

Max, Year 7

Pupil's experience

Today was one of the best School Trips ever. Some of our Students could see parts of London they never seen before. When we got to the RAF Museum it was a big surprise to see Battleships outside and it was very interesting to see what the British fought with in the Royal Air Force throughout the time. The first thing we had to do was very fun as we could explore every single hangar and do questions in every single one of them. Our second job was not as much fun as we only calculated the drop of a hairband from 3m speed and 1.5m speed. The third thing we did was flying Drones which was very fun to do and funny to see how others do it. The last thing we did was Cartography which was in fact very easy and fun to do, as well as very easy to calculate how long would it take to get from one place to the other. It was fun to watch when we could see what the drone saw. The RAF Museum trip I could describe as fun to do.

Artur, Year 9



Humanitarian Aid Challenge Day

Year 7, 8 and 9



Drone Flying

Disaster Decision Making



Squadron 8 Team Building Activities

Using maps to plot the most efficient route



Drone Flying Demonstration

The Winning Squadron

Community Engagement

Everybody needs good Neighbours
and we 'Love our Neighbours'

Every Friday, our Foodbank supports over 40 vulnerable families from the school. Numbers have increased due to the current economic crisis which has had an impact on low income families. We appreciate the ongoing support of the local community. Our Student volunteers are committed and have grown in numbers, their support has continued despite the cold winter afternoons.

We support the Brent Right to Food Campaign and the Brent Food Aid Network.

We very much appreciate the ongoing support of Caritas Westminster, The Nations Africa Centre, Gracelands Yard, Kensal Green Mutual Aid, Harlesden Town Gardens, St Dominics 6th Form College, St Robert Southwell School and local residents Sophie, Caro and Charlotte.



FRIENDS OF HARLESDEN
TOWN GARDEN



Kensal Green
Covid-19 Mutual
Aid Group



The Yard
@ Gracelands



ST DOMINIC'S
Sixth Form College



Feed our Families Foodbank
Faith in Action



Newman
Catholic College

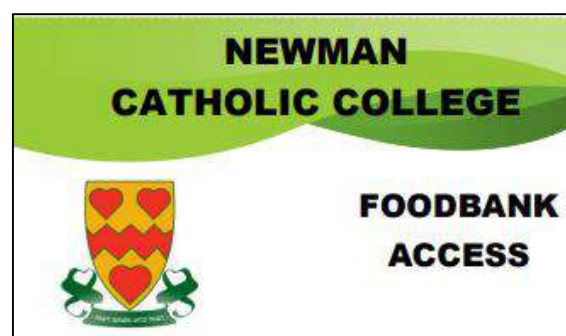
Everyone Counts
Everyone Contributes
Everyone Succeeds

Working in partnership with



**Right
to Food.
Brent**

A campaign to improve everyone's
access to fresh food.



NEWMAN
CATHOLIC COLLEGE

FOODBANK
ACCESS



We are a beacon school in our partnership work with the Brent Police. PC Weedon, our Safer Schools Officer works with us on a daily basis breaking down barriers between the police and students. He also runs Drop Down Day sessions on Personal Safety, Drug awareness, Sexting etc. PC Breakwell is the Brent Volunteer Cadets Officer. The police are ran a camp over Easter for students in local schools. PC Weedon runs a Breakfast Club every Thursday morning from 8.00am for interested students. We also offer the use of the school to the community for Safer Neighbourhoods Meetings.

POLICE EASTER CAMP

Community Engagement

For the past 10 years, we have been working in partnership with Brent Police. The police have run summer camps very year for four weeks and more recently throughout the year as well. The Easter camp organised by PC Breakwell Brent Police Cadets Leader and supported by PC Weedon, our Safer Schools Officer was attended by over 100 students on the 3 days April 4th, 5th and 6th. Thanks to the other Brent Police Offers who volunteered their time.

Students were involved in a number of activities – sporting activities (football, basketball, volleyball, boxing), work with the British Navy, teambuilding and more.

We are very appreciative of the support of local businesses who provided food daily for the students- Lola's Cupcakes, Port Royal Patties, Greencore, Brakes, Gails Bakery, Honey Rose Bakery and more.

On Thursday 6th April, the camp was visited by Dawn Butler our local MP as well as Inspector Andy Le Geyt of Harlesden Town Centre Team and Sergeant Dave Sarney of Harlesden/Kensal Green Police.

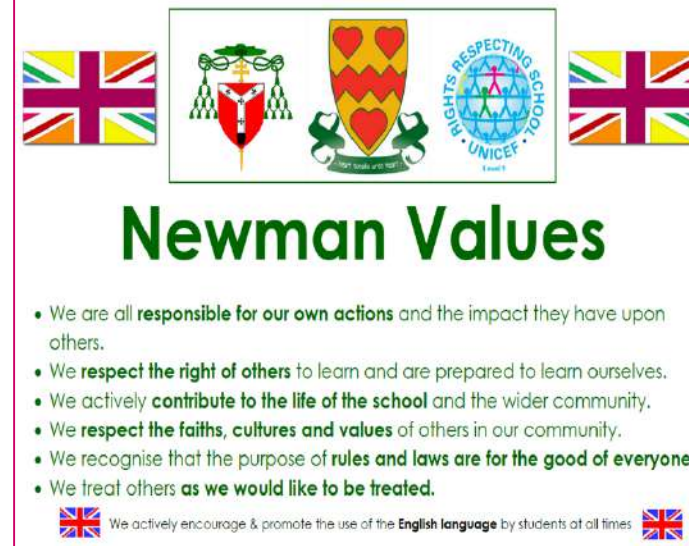


If you are interested, the Volunteer Police Cadets (VPC) offer the Duke of Edinburgh Award, as well as the opportunity to get a qualification in Basic First Aid. Outside of weekly meetings, typical activities carried out by the VPC include:

Stewarding at local events such as career fairs, town shows and carnivals. They assist Safer Neighbourhood Teams in crime prevention initiatives, including leaflet drops, weapon sweeps and phone/bike marking, test detect underage sales of weapons, alcohol, cigarettes, fireworks, and other items that are illegally sold to young people

Helping at large, high profile events such as the London Marathon, Trooping the Colour, Remembrance Day, Charity Events, Film Premieres and Conferences





What is a School of Sanctuary?

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

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

We have tradition of welcoming and supporting students from sanctuary-seeking backgrounds and continue to receive them today. With over 60 different languages and nationalities in our school, we believe our students need to learn about these issues in order to understand their local communities and the wider world better.

What is Newman doing to raise awareness?

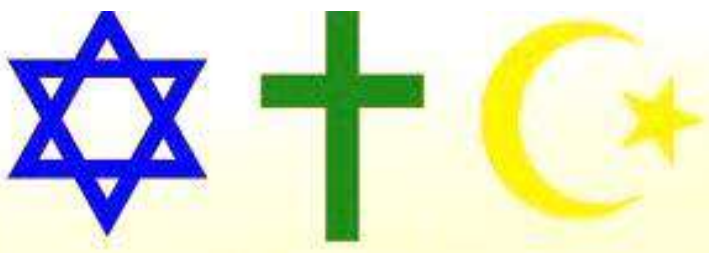
- Our PSHE lessons have explored what it means to be a School of Sanctuary
- Social, Moral, Spiritual and Cultural education emphasises Newman Values and 'British Values'
- We are building a school culture that reduces intolerance, hate speech and bullying. We have an Anti Bullying Council.
- We have increased pupil voice with our weekly Student Council meetings
- We promote active & engaged citizenship through volunteering opportunities and our work with London Citizens.
- We have a designated Refugee Coordinator and a Child Looked after coordinator who both engage with refugee families and students in care
- The school has a positive role in the local community
- We have improved the provision of English as an additional language in school so that students newly arrived in the UK can improve their proficiency in order to access the mainstream curriculum
- We recognise celebrations like 'International Women's Day', 'Black History Month' and Ramadan, Eid, Diwali
- A banner on the school fence recognises we are a Refugee Welcome school
- We hold a Summer camp to support our students every year
- We run a weekly Foodbank to support our vulnerable families and those with no recourse to public funds

Key Understandings

Asylum Seeker A person who has requested asylum in the UK, and who is waiting for the Home Office to make a decision on that application. They may be waiting to receive an initial decision on their claim, or they may have had their claim refused but they are appealing the decision. There is no such thing as an illegal asylum seeker; everyone has the right to have their claim to asylum considered.

Refugee A person who is in the UK legally, having either received a positive decision on their asylum application or been resettled in the UK via a United Nations Resettlement Programme. A refugee is someone who, 'owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside of their country of nationality and is unable or, owing to such fear, is unwilling to avail themselves of the protection of that country; or who, not having a nationality and being outside of the country of their former habitual residence is unable or, owing to such fear, unwilling to return to it.'

Unaccompanied Asylum Seeking Child (UASC) These are children and young people who are seeking asylum in the UK but who have been separated from their parents or carers. While their claim is processed, they are cared for by a local authority.



Newman Catholic College Interfaith Ifthar Making Catholic School History!



“O believers! Fasting is prescribed for you—as it was for those before you—so perhaps you will become mindful of Allah” Surat Al Baqarah Ayat 183

As the verse in the Holy Quran describes, fasting is an act of worship prescribed for all People of the Book who came before Muslims; the Christians and the Jews.

For the 2nd year in a row, Ramadan, Passover and Lent are all happening at the same time. Usually a rare event that happens around 3 times per 100 years. So it seemed fitting that this should be the year Newman Catholic College hosted its inaugural Interfaith Ifthar. A beautiful evening, with many moved to tears as we all learnt something about each others faiths, realised that we have far more in common than we have as differences. With representatives of all 3 Abrahamic faiths as guest speakers, bringing to life the 3 hearts on the NCC coat of arms. Breaking bread together with the food cooked by our NCC's Muslim cook and his wife.

A very special, God conscious evening that we shall never forget.

Thank you Newman Catholic College for yet again, living your values and making ALL your pupils, staff and community feel welcomed and loved.

Chag Pesach Samech. Happy Easter. Ramadan Kareem. Farhat (Parent and PTA Member)



Reflection- Being a Muslim student in a Catholic School

Moussa Alkawarit Year 11

Good afternoon, everyone.

I stand before you today as a Muslim student attending a Catholic school. And while some may see this as a challenge, I see it as an opportunity for growth and understanding.

Being a Muslim in a Catholic school has allowed me to learn about different cultures, beliefs, and values that exist in our world. It has given me the chance to gain a deeper appreciation for diversity and acceptance .

As Muslims, we are taught to respect all religions and to treat everyone with kindness and compassion. And I have found that this principle aligns perfectly with the teachings of the Catholic faith. I like to think it as Islam and Christianity are like threads of a rope, we have much more similarities than differences yet we compete and hate on the other faith, not at Newman. Newman is a sanctuary for refugees of all faiths, ethnicities and backgrounds and it's one of the few places in the real world where everyone comes together and co-exists without hate and discrimination.

Through my experiences in this school, I have learned that we may have different beliefs, but ultimately, we all want the same things in life: to be happy, to be loved, and to live in peace. And this realisation has helped me to build bridges with others, despite our differences. One of the five pillars in Islam is Zakat, giving to charity is a key concept of Christianity and Newman is a perfect example as they provide a foodbank for the poor and underprivileged as well as organise own clothes days to fundraise for the unfortunate, such as the Turkey and Syrian earthquakes, breast cancer, red nose day and much more. I had only ever felt welcome and safe as a Muslim in this school community, you would think it's a non faith school rather a Catholic school because of the variety of religions and the representation of people from all over the world

I am grateful to be part of a community that values inclusion and diversity. And I believe that being a Muslim in a Catholic school has allowed me to contribute positively to this community by sharing my own culture and beliefs.

It is my hope that my presence here can help others understand Islam and Christianity can exist together such as how Muslims Jews and Christian's used to live together in the Middle East together with no trouble for centuries, and that we can all work towards building a world that is more tolerant and respectful of all faiths and backgrounds.

Moussa is an exemplary student, a valued Student Leader who has been active in our school community. Moussa was leader of the Student Council, part of our London Citizens group and a volunteer at the school Foodbank. He is currently focusing on preparing for his GCSE exams.



SEGRO

Spark Charity gave Year 11 students the opportunity to learn about careers in construction from Glencar Construction. The students gained insight into the range of job opportunities as well as understanding the key employability skills required.

YOUR FUTURE

YOUR CHOICE

Our Careers Advisors are in school on Tuesdays. If you need Careers advice see your Head of Year or Drop in and see them at lunchtimes in the Conference Room.

US CHARITABLE TRUST

Our Career Advisors, The US Charitable Trust arranged two events for us. During Apprenticeship week in February, Year 10 and the Sixth Form had opportunities to hear about Apprenticeships from The Metropolitan Police, British Army, Brent Council, Multiverse and more, In March we had a whole school careers fair. The whole school took part and every student had opportunities to visit and engage with employers and find out about career options. We really appreciate the support of those employers who gave up their time for us.



Glencar CONSTRUCTION

Four Year 11 Students turned up on a Teacher Strike Day to visit Glencar Construction. Their enthusiasm and determination have to be admired. Accompanied by Miss Goodin, Mr King and Miss Grace, Mukesh and Charlotte told them about the range of careers in the construction industry and the SEGRO/Berkley Group project being built. A huge thankyou to Rachel from Spark Charity and Denise from Glencar for this amazing experience.





Army Musicians in Your School Programme

Music students at Newman Catholic College had an amazing experience. Some of the British Army's most talented young musicians visited Newman Catholic College in Brent, to help inspire potential musical stars of the future. British Army Musicians are all professionally trained to a world class standard and get to perform to global audiences of millions at some of the nation's biggest and most high profile events.

The visit was part of the "Army Musicians In Your School" initiative which has been set up to tour schools across London. Supported by the Household Division Specialist Contemporary Band, the initiative offers a unique opportunity, aimed at music students so they can gain an insight into what life is like working as a professional musician in the Army.

The Band delivered an impressive musical performance followed by a "look at life" presentation and concluded with a workshop session which gave the students the unique and privileged opportunity to collaborate and play pieces of music together. Sharing skills in this way was a tremendous boost to the confidence and abilities of all involved.

Watch our performances by clicking the You Tube link <https://www.youtube.com/watch?v=NqhjkmUmPvU>

There are many opportunities in the British Army, these can be found by visiting the QR Code below.



ABRSM Music Exams

ABRSM (The Associated Board of the Royal Schools of Music) is the UK's largest music education body. Their mission is to nurture a love for music, and to inspire achievement in it. At ABRSM, they believe that everyone, wherever they're from, should have access to high-quality music-learning.

Their core activity is providing graded music exams. ABRSM exams motivate achievement and support progression. They lay good foundations for music making while encouraging students to reach their full potential.

Well done to our talented Musicians who passed their ABRSM exams Piano-Luis Grade 3, Eddie Grade 5 Guitar- Kieron and David Grade 1.

Thanks to Mr Crawford our peripatetic teacher for teaching and preparing them.



Drop Down Days



Drop Down Days', are 'off-timetable' days which are part of our PSHE Curriculum. These are used to strengthen students' practical application of skills and provide a deeper learning experience. They provide students with the ability to be equipped in valuable life skills which extend beyond the classroom context, serving to promote overall health and well-being. Year 7 had a Your Life You choose day with visits from the Brent Magistrates, the police, London Ambulance service and Directions Project. Year 8 had their Health and Well Being workshops which included- Personal Safety, Gaming Awareness and Self Defence.



STUDENT COUNCIL

We meet weekly at Thursday lunchtime in Room M39. We discuss issues such as Teaching and Learning, Pupil Progress, Well Being, Environmental concerns etc. We start each meeting with a prayer and we look at a UNICEF right. We are the voice of students in our school. If you aspire to leadership and want to join us, speak to Miss Grace.

We have had a range of guest speakers who include Inspector Andy Le Geyt, Harlesden Town Centre Team who spoke to us about safety in the local area, representatives from the Harlesden Neighbourhood Forum who consulted with us on neighbourhood boundaries and Jenny from Bang Radio. Ms Vitamore and Mr McCrann came to present the Teaching and Learning Policy to us. Student Council members presented an assembly on LGBTQ+ awareness to the whole school.



NCC citizens

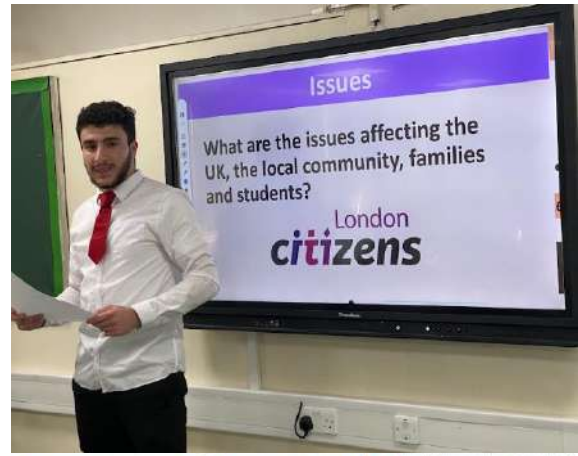
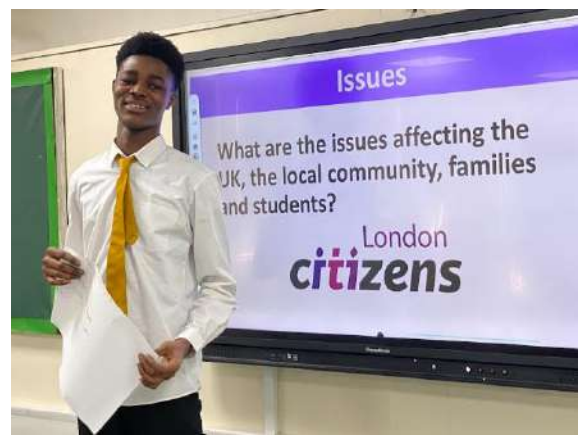


Our London Citizens students under Mr King's leadership are very much looking forward to working with Professor Tannock and students from UCL. This is the 6th year of our partnership work. We will be exploring topics very close to home. The topics of the workshops are the following: Community organising and social justice, Fear and stigma, Intersection of housing and migration status, Cost of living, poverty and no recourse to public funds.

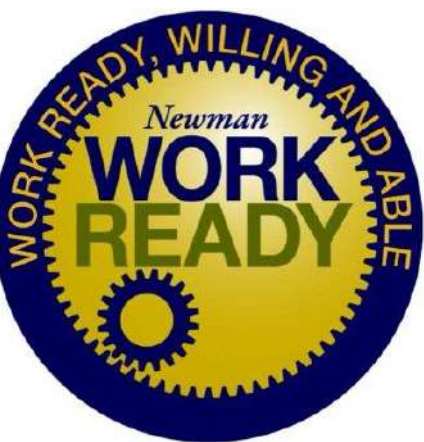


Enrichment

Enrichment takes place every Wednesday afternoon. A range of activities are on offer- Journalism and Podcasting, Hair and Beauty, Primary School Mentoring, Fitness, Gardening, London Citizens, Street Food and Dance.



Work Ready

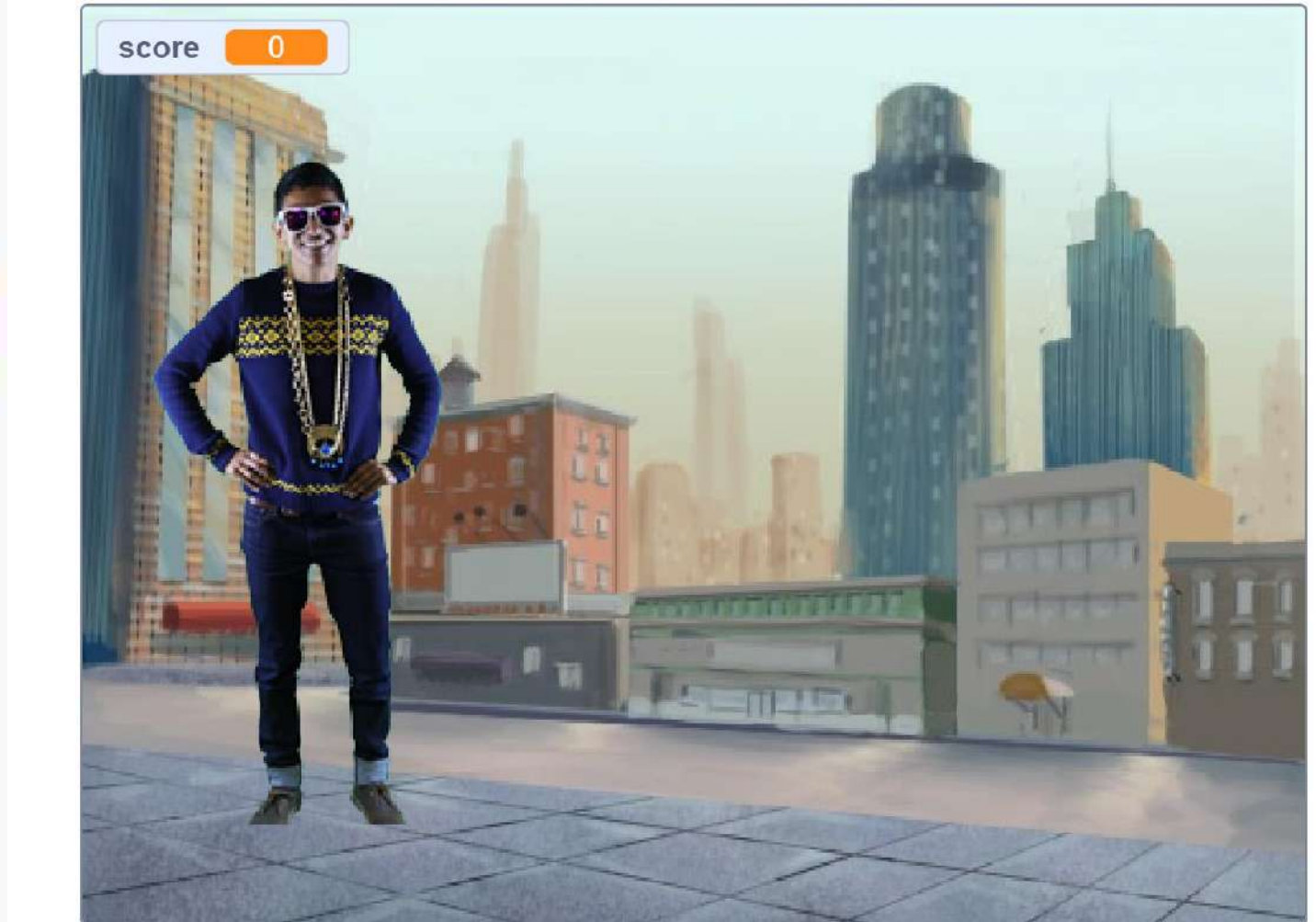


Every Friday, students in 12 Hinsley take part in our Work Ready Programme. The Work Ready Programme runs alongside the students' existing studies and offers a different placements in order to give our students an insight into life in the work place. Mr Albert oversees the programme and prepares the students for the world of work with employability skills. We very much appreciate the support of local businesses who have given us placements.

International Women's Day



Our NCC6 female students celebrated International Women's Day with a visit from our local Harlesden/ Kensal Green Councillor, Deputy Leader of Brent Council, Councillor Mili Patel. Mili inspired and motivated our students with her encouraging words and her 20 year journey to fight for equality to get to where she is today. Our girls under the guidance of staff member Purvina Harkisan performed a Bollywood dance. Some female students attended the 'She is' Summit at Brent Council. We also had a visit from Shivali Patel, a successful businesswoman in marketing and advertising. Shivali spoke Gujarati to our Indian girls putting them at ease and showing them that anything is possible.



This term, the Year 7s learned some programming fundamentals using Scratch, a block-based programming language. They attempted to create a game at the end of the unit.

Here are some examples from Caleb and Mohamed in 7Joseph.

The Year 8s learned the basics of representations used in computers, from the earlier use of Morse code to the binary digits used today.

Here are some examples from Zyad and Hubert in 8Benedict.

Message:
chocolate
Coding scheme:
Morse code

Write your encoded message here:
-.-.
....
- - -
-.-.
- - -
.-..
.-
-
.

Computer Science

Binary number								Decimal number
128	64	32	16	8	4	2	1	
0	1	1	0	1	0	1	1	107
	64	32		8		2	1	



The Year 9s expanded on their Year 8 learning by identifying how binary is used in images and sound. They also learned how to use GIMP, a comprehensive photo editor.

Here are some examples from Jay and Artur in 9Francis.



SPANISH SPEAKING COUNTRIES': GASTRONOMY DURING EASTER



Easter for Hispanics is an entire week of events and religious gatherings leading up to the historical celebration of Jesus' resurrection. The week begins with Día de Ramos, or "Palm Sunday." On this day, a special mass is held to celebrate Jesus' triumphal entry into Jerusalem a week before His death. There are many traditions that come along with Easter. Throughout Semana Santa, locals relish with religious festivities, traditions, and family gatherings. But let's not forget one of the most important aspects of celebration – Food!

MEXICO: Capirotada is a typical dessert of north-western Mexico that traditionally prepares Good Friday for Easter.

Capirotada is a bread pudding, Mexican style made with bread, dry fruits (raisins, apricots dried plums...), fresh fruits (banana, orange, apple, pineapple), nuts (pine nuts, slivered almonds or chopped walnuts), peanuts, "piloncillo" (raw sugar cane), tortillas, butter and fresh cheese.



SPAIN: Torrijas According to the Royal Academy of the Spanish Language's dictionary, a torrija is a slice of bread soaked in milk or wine, dipped in egg, fried and sweetened.

For centuries, the torrijas were poor's food: a cheap way to recharge energy using two basic foods such as bread and milk (or wine). Their sobriety turned them into perfect fuel for some days of Lent, during which the Catholic Church forbids its faithful to consume meat. That is why nowadays torrijas are associated to the Easter.



DOMINICAN REPUBLIC: Habichuelas con dulce: Dominicans traditionally abstain from meat for Holy Week, so seafood and fish are eaten a lot. There is a special Dominican potato salad that is a favourite dish on this holiday. One classic Easter feature is **Habichuelas con Dulce**, which is a spiced, cold, sweet bean pudding of sorts, made with condensed milk.



PERU: CHUPE DE VIERNES: Since many people are not eating red meat during this time, fish is heavily relied upon for protein. This means there is a lot of ceviche, fried fish, and a number of soups that feature shellfish, such as shrimp or crayfish. Soup is also a very popular dish to serve during the feast. The most famous is the **Chupe de Viernes**, a stew made from ollucos, a type of root vegetable, and features crayfish and other vegetables.

ARGENTINA: TORTA PASQUALINA Argentines don't share the European "obsession" with Easter eggs and sweets. You will not see Easter bunnies either. But they have their own delicious Easter treats. Traditionally they cook lovely asado or roasted lamb, bake Rosca de Pascua (Easter cake) with sprinkles, candied fruits, chocolate dragée, and cream. Also, try empanadas de vigilia, a special pastry with cheese and ham, or **torta pasqualina**, a pie with spinach which is prepared according to a particular recipe. An egg is broken into an almost ready pie, and then it is baked in the oven.



ECUADOR: Fanesca is an Ecuadorian soup or stew made only during Easter or Lent. It is made with bacalao or salt cod, squash, fava beans, chochos, corn, peas, porotos or fresh beans, rice, onions, garlic, cumin, achiote, peanuts, milk, cream and cheese. Fanesca is served topped with hardboiled egg slices, platanos fritos or fried ripe plantains, lime pickled white onions, queso fresco and fried cheese empanadas.

Les fêtes de Pâques et leurs traditions en France



Easter in France is a Christian holiday often celebrated with chocolate eggs and chocolate bells or the Easter bunny if you are in the districts on the German border.

But did you know that this festival and its traditions sometimes go back several millennia? Let's discover their history and origin!



Voûte de l'abside du Sacré-Cœur à Paris

According to the Christian tradition, Easter celebrates the resurrection of Jesus, after his crucifixion on Vendredi Saint (Good Friday).

However this event comes originally from the Jewish Easter Celebration (Pessah' in Hebrew), which commemorates the Jews' escape from Egypt.

The Christian holiday took its name from it, but they are not always simultaneous.



L'agneau pascal represented in the church of Saint-Julien de Saint-Julien-sur-Veyle

L'agneau pascal ~ Easter Lamb

During the Easter meal in France it is customary to eat lamb. This tradition also comes from the Jewish Easter holiday of Pessah', in memory of the lamb sacrificed before the exile from Egypt, in order to protect the first born Jews from the tenth plague of Egypt. But, it also refers to Jesus who sacrificed himself to redeem the sins of men. The lamb is considered a symbol of purity and justice. According to some beliefs, the Devil can take any form except that of a lamb.

Les œufs (en chocolat) ~ Easter eggs

The egg is a strong symbol of fertility and rebirth. It is therefore the ideal representation of Spring. In many ancient civilizations, such as the Egyptians and Greeks, it is custom to offer eggs at the arrival of this season. Les œufs de Pâques are traditionally brought by "les cloches de Pâques" (Easter Bells) or le Lapin (The Easter Bunny). In France, this tradition is linked to Easter celebrations from the 13th century: Chicken eggs, cooked, were painted red to recall the blood of Christ, before being offered. However this tradition was just symbolic since it was forbidden to eat eggs before Easter during "Le Careme" (Lent - the 40-day fasting period preceding Easter). Chocolate as a tradition did not arrive until very late: from the 18th century some eggs were emptied to be filled with liquid chocolate until the middle of the 19th century when the technique for solidifying chocolate was developed. Since that time, Easter celebrations have been associated with eggs, chickens and other chocolate figures!

Les cloches de Pâques ~Easter Bells

But who brings these sweets to our gardens and homes?

In France, in most regions, the tradition is that it's the "bells" as in Rome the tradition was that on Thursday the bells cease to ring and to return to our churches on Easter Sunday. On their way, they announce the resurrection of Christ and sow a multitude of chocolates and sweets along the way.



Le Lapin de Pâques ~The Easter Hare

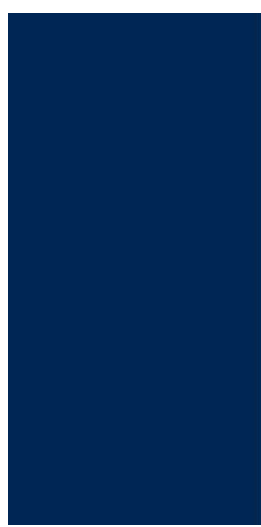
In the regions close to Germany, according to Germanic custom, it is a rabbit (or a hare) who distributes the chocolate eggs. Like the egg, this animal is a symbol of fertility and germination, linked to Spring and the rebirth of nature. This image has been used since pagan times. According to tradition in Saxony, the hare was the totem animal of the goddess of Spring, Éostre, whose name also gave Easter (Easter in English).

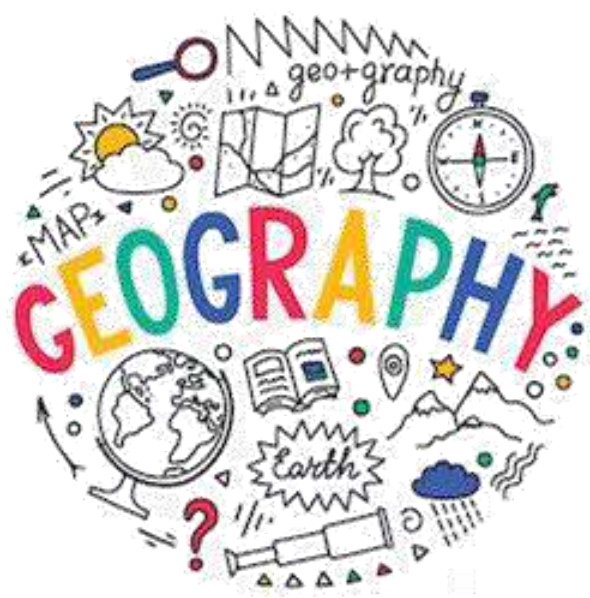
The Easter Bunny has no clearly defined characteristics. Sometimes white, sometimes brown and sometimes blue, it differs according to the imagination. He is generally speaking!

Typical of the German-speaking regions, in France it is also common in areas on the German boarder like Lorraine and Alsace.

The origin of the rabbit comes from a German legend in which a poor woman, unable to offer sweets to her children, decorated eggs which she left in the garden. The children, seeing a rabbit in the garden, believed that it was it that had laid the eggs.

The rabbit is originally a pagan symbol that has always represented fertility. However it is quite curious that the first Easter eggs were sometimes decorated with the circular motif of the three hares, symbol of the Holy Trinity.





Year 11 and 13 Fieldtrip

This term our Geography students visited The Olympic Park in Stratford, East London. The students are preparing for their Geographical Skills exam paper which accounts for 25% of their final grade.

The pupils collected a range of geographical primary data from a range of locations around the area. Most pupils were nervous about interviewing members of the public, which can be quite daunting. However our students excelled with a large number of local residents taking part in their surveys. Special mention to Frank Dapong Year 11 who interviewed 18 people a new record!

Geog watch

Looking for something to watch over Easter?



Race Across the World series 3-the addictive travel competition returns for a long-awaited third series featuring a 16,000-kilometre coast-to-coast race across six time zones - but in a single country, this time Canada. The competition series in which pairs of contestants embark on an epic journey without air travel or modern trappings became a smash hit with its first two series in 2019 and 2020.

The stunning Canada locations and gripping drama of Race Across the World may just give you the travel bug!

Old Oak Common Field Trip

On St Patrick's Day, we were lucky enough to have been invited to visit the site of the new Old Oak Common train station site near Willesden Junction.

40 students from a range of year groups were able to access the site where a vast area of land has been cleared in preparation for the rail development which will become a major hub in London.

Ms Beirne Francis (Curriculum leader for performing arts) has been building links with Balfour Beatty over the last few years.

We were welcomed onto the largest building site I have ever visited. Students were given a presentation about the site, what work has been undertaken so far, and there was an architectural model showing what the finished station will look like.

Then some of the apprentice is working on the site spoke with us: recent school leavers who is backgrounds ranged from computer designers to environmental scientists. This was highly inspirational for the students as it showed them what options are available for them in the local area by such significant employees as Balfour Beatty.

We were then taken through the four story temporary site building, up to a viewing platform of the site. Students were able to see the work being undertaken where 300 swimming pools worth of Earth has been removed to create the new underground HS2 station.

There was another talk about employment opportunities and how students' career paths could lead to The myriad of jobs available on site. HS2 will not just change the way we travel to and from Harlesden and the old oak common area but also will change the opportunities available for young people in terms of work and in terms of the future of NW10.

Mr Dunne.

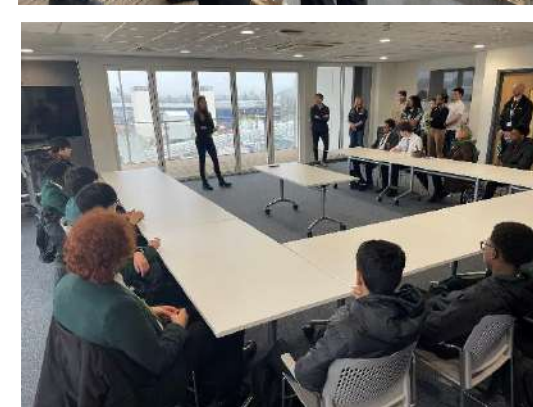
More information about the development can be found here: <https://www.hs2.org.uk/building-hs2/stations/old-oak-common/>



Trip to Old Oak Common

Throughout the trip, we were given information regarding the HS2 project, and how it will affect our area. The man leading the trip was called Elliot, he was fantastic, providing clear information regarding the project, and future career opportunities for us all to consider. Elliot also answered questions regarding the sustainability and economic benefits of the project. Overall I really enjoyed the day, as I was able to learn more about a project affecting the local area, and its impact on it. It was also worth noting that we were given more information regarding apprenticeships, which is really helpful as it diversifies our possible career paths.

By Joseph Ostojic



ART AND DESIGN:

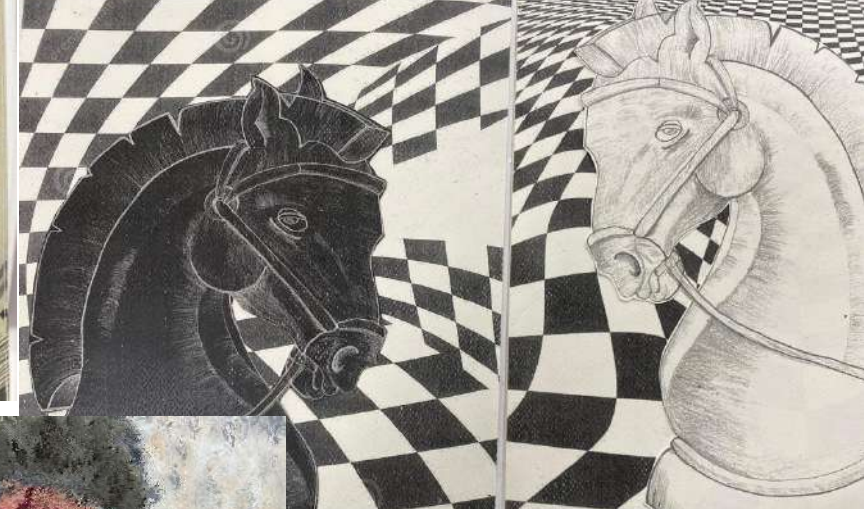
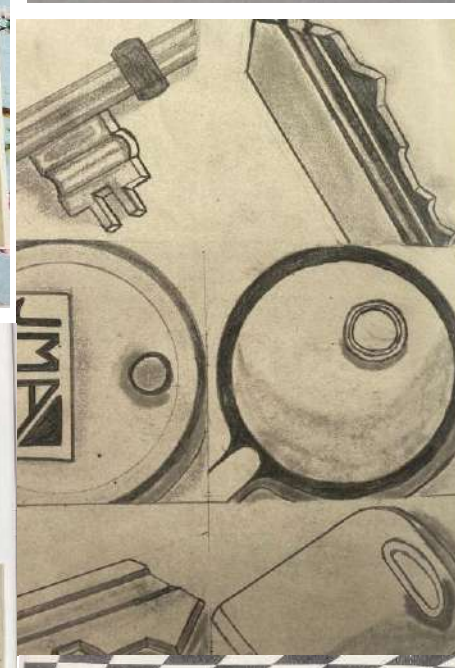
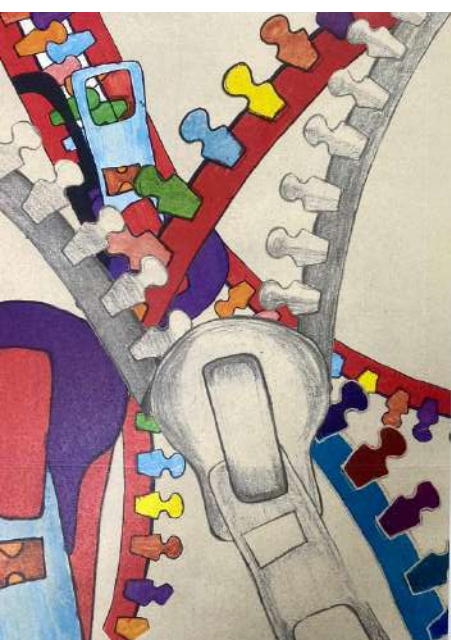
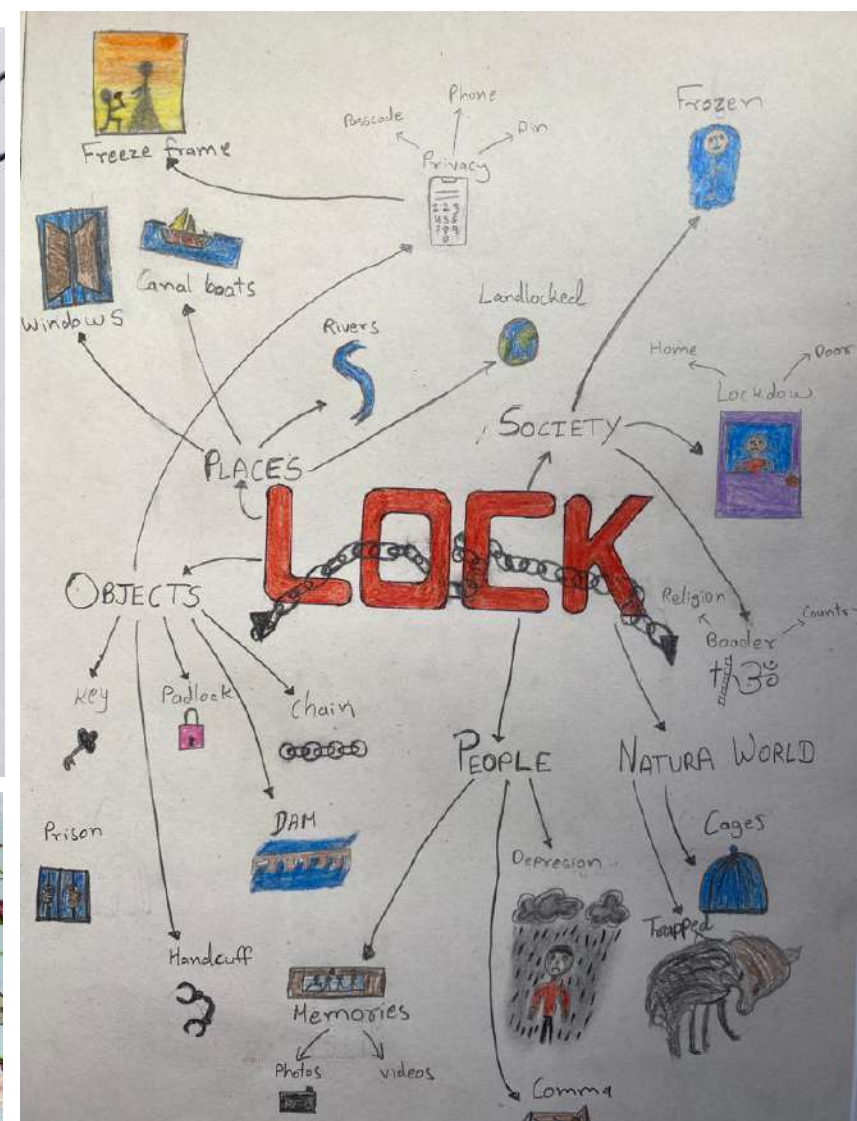
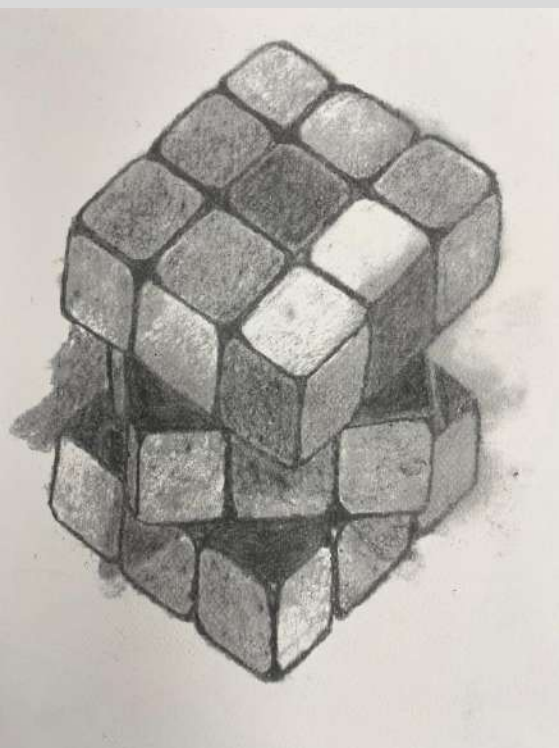
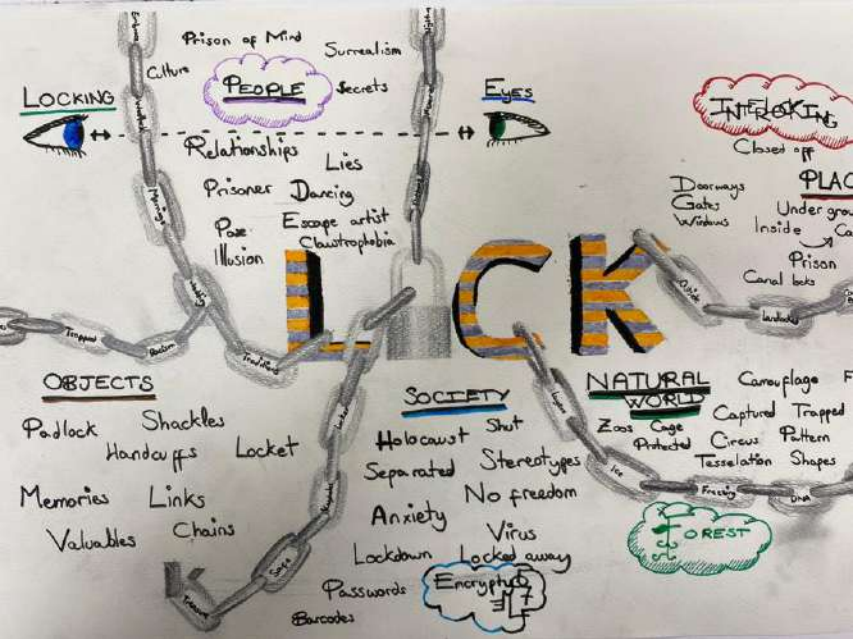
This year's EdExcel GCSE Art Exam theme is 'LOCK'

Year 11, 13 Paul and 13 Ben have been busy preparing different ideas which they will use to approach and finalise their Personal Response to the theme in a 10 hour Exam in April/May.

We wish them every success.

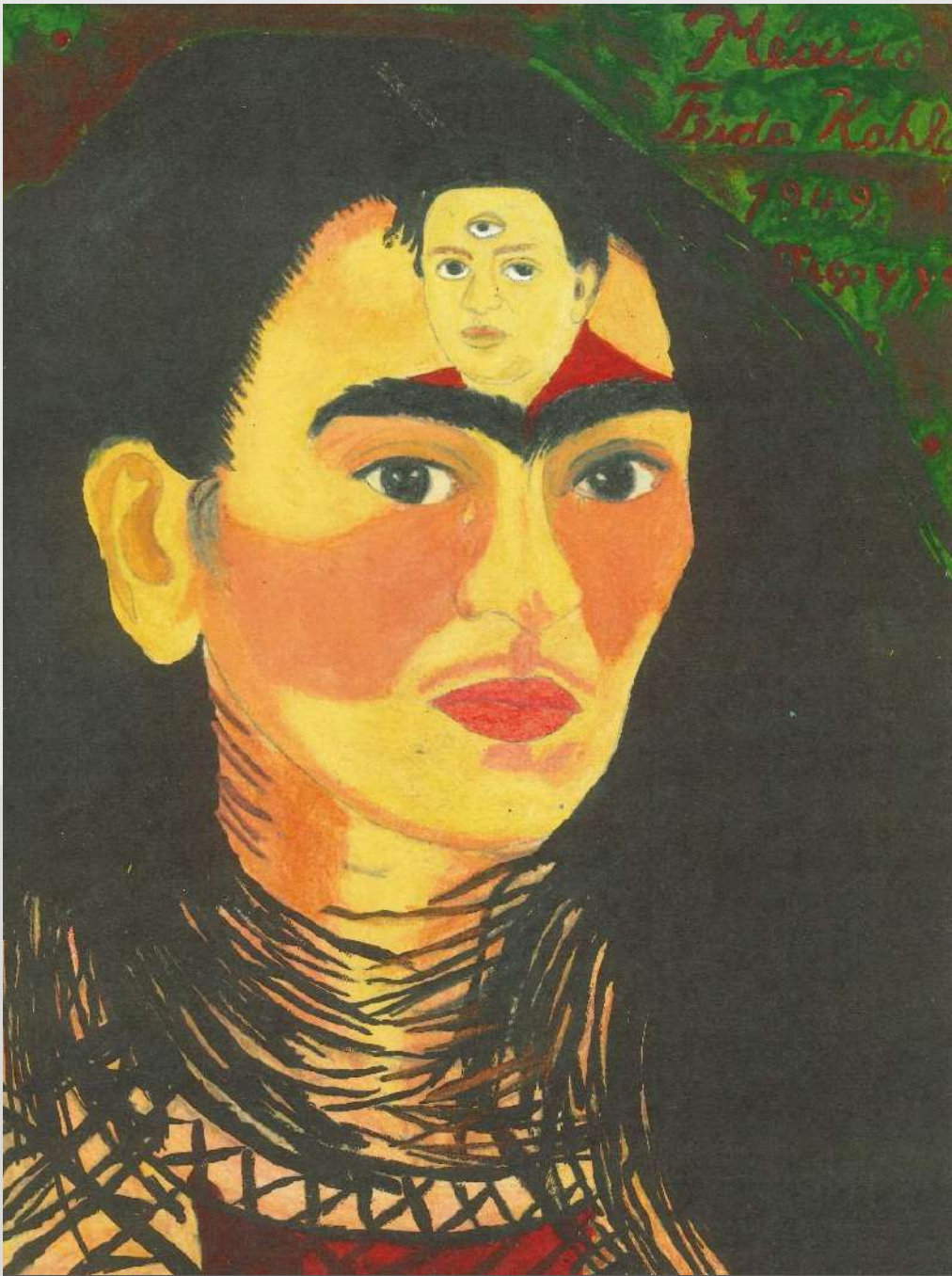
Watch this space to see their final pieces in the Summer Newsletter.

Mrs Farrell and Ms Linton

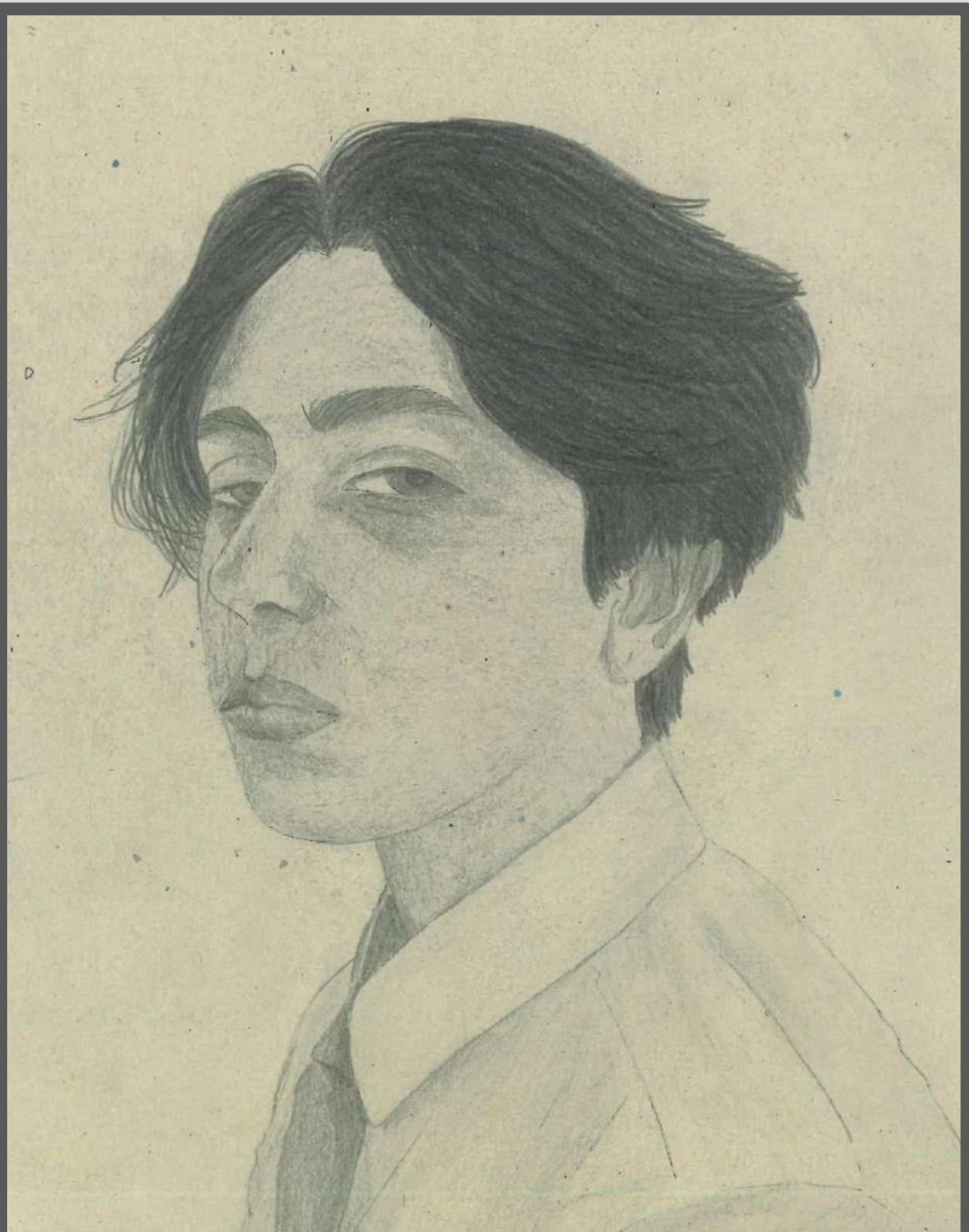
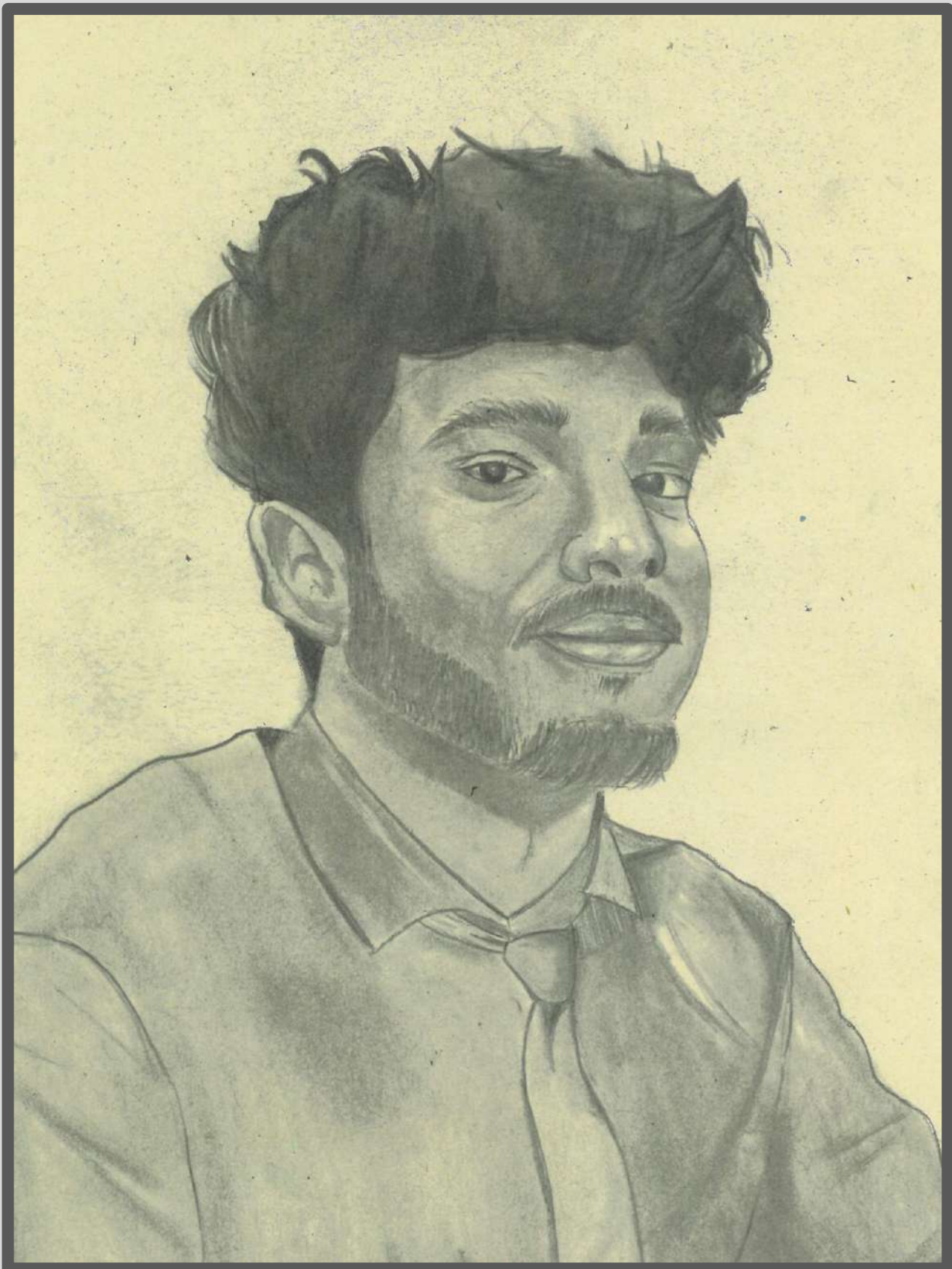


ART AND DESIGN: YEAR 13 SELF PORTRAIT PROJECT

This term, Year 13 have been looking at the works of Frida Kahlo. They have been focusing of Kahlo’s self portraits, creating observational studies, and are now working towards developing their own self portraits into an artwork of their own.



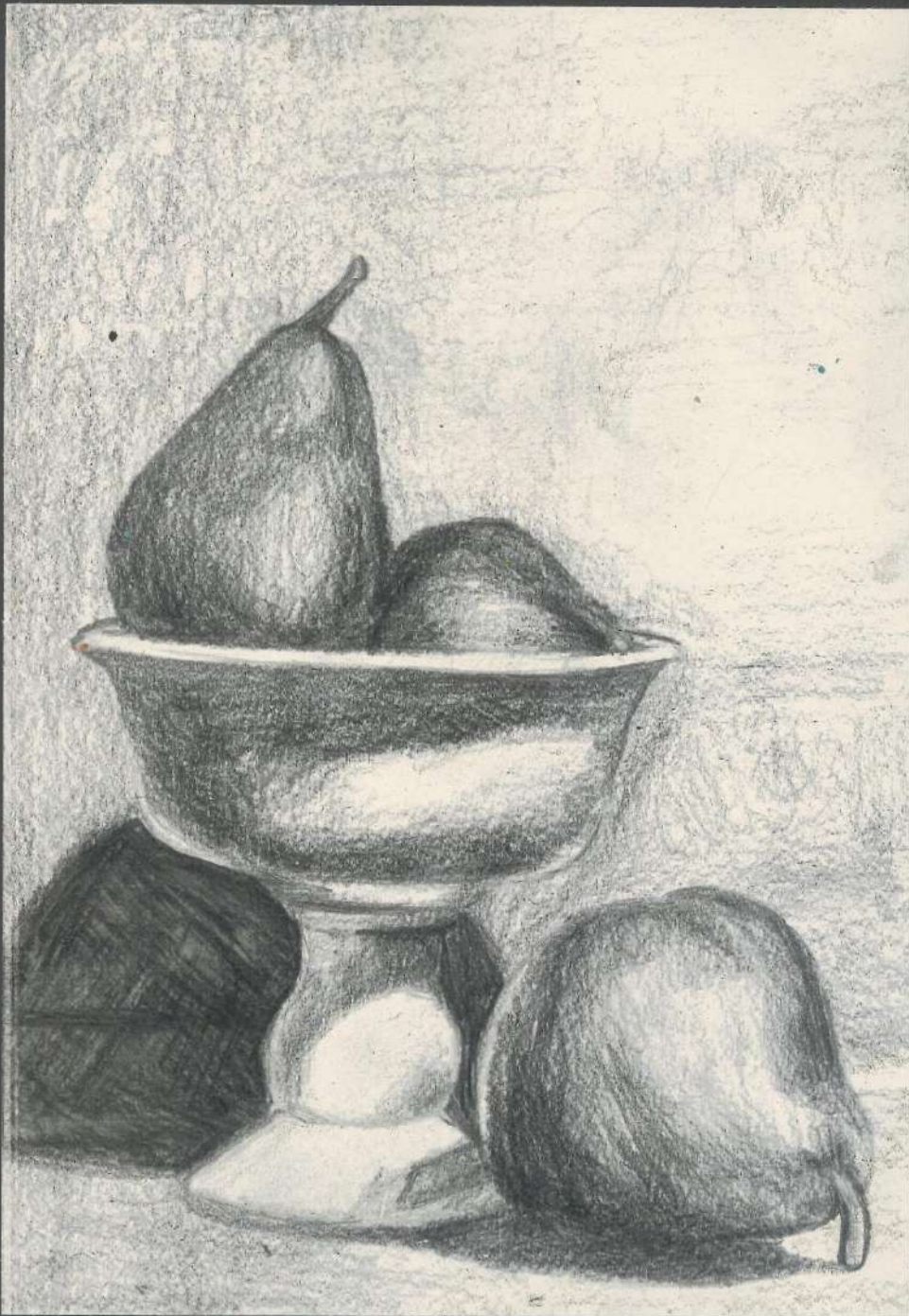
FRIDA KAHLO PORTRAIT STUDIES.



YR13 SELF PORTRAITES .

ART AND DESIGN: YEAR 12 OUT OF NATURE STUDIES

This term, Year 12 have been working on still life studies in various mediums. They have also been looking at the works of artists such as Kerry Darlington and Gustav Klimt's TREE OF LIFE



TREE OF LIFE OBSERVATIONAL STUDIES OF KERRY DARLINGTON AND GUSTAV KLIMT



More studies from the theme 'LOCK'



More studies from the theme 'LOCK'

More studies from the theme 'LOCK'





There are many communal high points which we have enjoyed in the Performing Arts Department. Once again we have come to the end of the term and our final assemblies celebrate the Particular high points are the devising workshops undertaken by Complicite, with a theatre performance 'Drive Your Plough' included and Year 13 taking part of their final exam; seventy five students in all successfully completed their live performances.

We would like to thank the Central School of Speech of Drama, second year student placement for their incredible dedication and creativity. We would also like to thank Kaye James, actor and workshop leader for her continued support for the drama department at NCC. We would also like to mention Jess Morris, a student of Central school of Speech and drama studying for her masters, for her total immersion into the work of the department and the care and encouragement she gave our students.

The range of enrichment activities which students took part in are impressive, from the incredible work with Complicite, the many theatre visits and the puppetry workshops with award winning puppeteer and designer Chris Gadd. All of this takes a tremendous amount of work from the teachers and the support staff and a high level of collaboration and coordination from the SLT team.

We wish to thank Mr Kourmoulakis for the wonderful contribution he made to the Performing Arts department and wish him every success in his new school.

Year 9 Puppetry Workshop with Chris Gadd

HS2 Visit

On the 17th of March Ms Beirne Francis and Mr Dunne took 30 students from the school to visit the site of the high speed HS2 train.

We had careers Information, advice and guidance from several teams working on the project. Our students asked interesting question to quantity surveyors, civil engineers, project managers and lawyers.

We enjoyed the viewing gallery and were privileged to see the beginning of the tracks being laid.

Elliott Murphy the skills and employment manager made our students welcome and encouraged them as local boys and girls to become a major part of the development over the next ten years. We look forward to continuing our close partnership with the team and hopefully gain valuable work experience for our students in the future.



Dancers Farewell to Mr Kourmoulakis





Great British Bake Off- The Musical

A reminder that the West End show is playing at the Noel Coward Theatre until the 13th May. The character of Hassan was developed following writer, Jake Brunger's visit to Newman in November 2021 and his conversations with our Syrian former students, Yonis, Mahmud, Amer, Mohamed, Nour and Ghufan. In fact, many of Hassan's lines came directly from Yonis, Nour and Ghufan.

The show, which brings a much needed feel-good factor to London, is hugely popular with audiences, with daily standing ovations. The Noel Coward Theatre must be the most beautiful theatre in London. Please do go and see it if you have the chance:

<https://www.noelcowardtheatre.co.uk/whats-on/the-great-british-bake-off-musical>

(Former Newman Catholic College student and now staff member, Yonis Albadie with Aharon Rayner who plays Hassan in *Great British Bake Off- The Musical*.)

Complicitè Creative Engagement Project

Our 13 Extended Diploma students and 13 Benedict were heavily involved with globally renowned physical theatre company, Complicitè's biggest ever Creative Engagement Project for most of this term. This involved weekly workshops with actors and Complicitè Associates, Meghan Treadway and Jack Harrold; a Devising Week which took place during Spring Half Term with two actors from Complicitè's latest sell-out show- *Drive Your Plough Over the Bones of the Dead*, Sophie Steer and Alexander Uzoka; a showing of 13 Benedict's and 13 Extended Diploma's devised work with other Brent schools; and finally, a trip to the Barbican to see *Drive Your Plough*.

We are so grateful to Complicitè, for choosing Newman to be involved with this ambitious project and naming us in their funding bid. The Complicitè Associates created a supportive and creative environment in which the students, most of whom were inexperienced performers, felt comfortable taking risks and sharing ideas. It was a joy to witness their confidence and skills in movement, creating scripts, visual art, and collaboration blossom.

The Drama Department staff anticipated Devising Week with some trepidation, but students flourished while working outside usual school routines. The project would not have been possible without the support of Purvina from the Drama and EAL department, Cris and Ron from the IT department, and Spencer from the Caretaking team. Thank you to all these staff for cheerfully taking on additional tasks and sharing their expertise, for the Drama Department, during half term.

Equally the project would not have been successful, had it not been for the commitment and enthusiasm of our Newman students. An average of 14 students attended each day. I am particularly in awe of the dedication shown by the following students, who attended every session of Devising Week and ultimately held the project together: Rakshita Keshave, Kashish Nanji, Pebriyanti Pebriyanti, Vaishali Bhavesh, Hemlata Amrutlal, Karthikan Jeyakanthan, Brandon Kabeya and Anurag Mahendrakumar.

We will very much miss the presence of such accomplished and vibrant students, but wish them well in their future careers, knowing we are likely to cross paths in the near future.

<https://www.youtube.com/watch?v=v9xJ4XRaBzU>



Royal Central School of Speech & Drama Placements

It is that time of year where we have to say goodbye (for now) to our tremendous Central placement students. This year we were joined by Jess Morriss (MA in Applied Theatre) and Hollie Skillett, Ellie Gunning, Tom Davies, Gemma Walker and Lucy Horder (BA in Drama and Applied Theatre in Education). It is impossible to express the many ways in which this cohort of students have contributed to and enriched the lives of Newman students and staff, this term. From working one to one on auditions with our Extended Diploma students; supporting the devised and scripted work of our Year 8 and EAL project students; and providing invaluable creative, design and technical solutions for our Year 11, 13 Paul, 13 Benedict and Extended Diploma students as they completed their crucial Externally Assessed units- the Central students were ever willing and able to help.



Year 10 Extended Diploma-Power



Kiln Theatre

'He said She said'

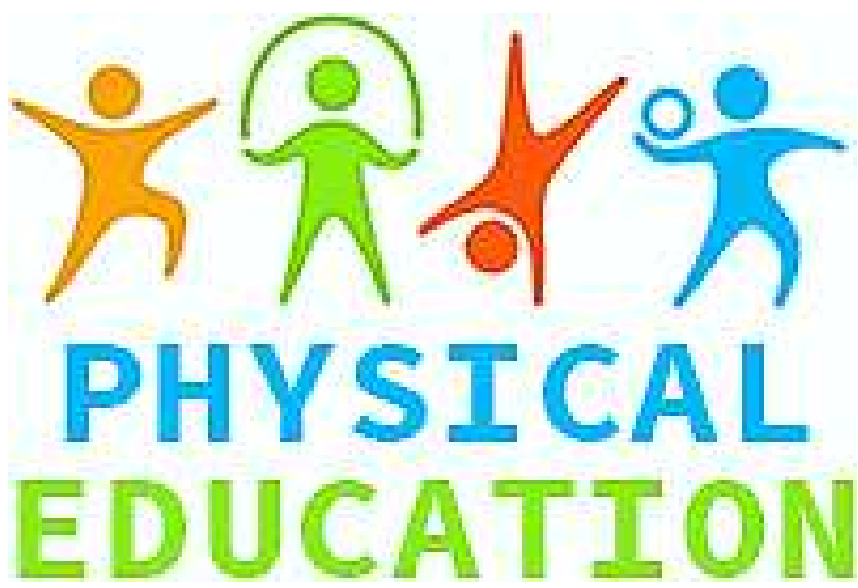
Students absolutely loved the show. A bonus was that it starred our very own alumni student Jermaine Freeman. Jermaine did GCSE Drama with us and has gone onto a bright future, starring in the Lovers Rock episode of Steve McQueen's 'Small Axe'.



Power was the theme for Davi, Gabriel, Karthi and Gabriel's devised piece. They used physical theatre and music to show types of power in war scenes depicting Putin and Zelensky. The skills they learnt from Complicite theatre where they explored movement were integral in this performance.

Year 13 Paul GCSE -Power





PHYSICAL EDUCATION



Year 7 Football

It was a very successful season for the Year 7 football team.

We started the season off with a comprehensive 3-0 win vs Ark Elvin. The boys played really well and got the season off to a great start. This was followed up by a hard fought win vs Kingsbury. We led for the majority of the game but conceded a goal in the final few minutes, which made the end of the game very nervy. Our biggest victory of the season came against Claremont, which ended 5-1.

We played brilliant attacking football and scored some excellent goals.

We ended up in a semi-final against local rivals CCA. It was very tight game. The first ended 2-1 to us with goals coming from Deshaun and Caleb. CCA came back very strong and took a 3-2 lead.

However, in the final minute Laken equalised from a corner. The game eventually went to penalties.

CCA ultimately prevailed and made it through to the final. The boys played extremely well and although it ultimately ended in disappointing fashion, the boys should be proud of their performance.

Mr McCrann

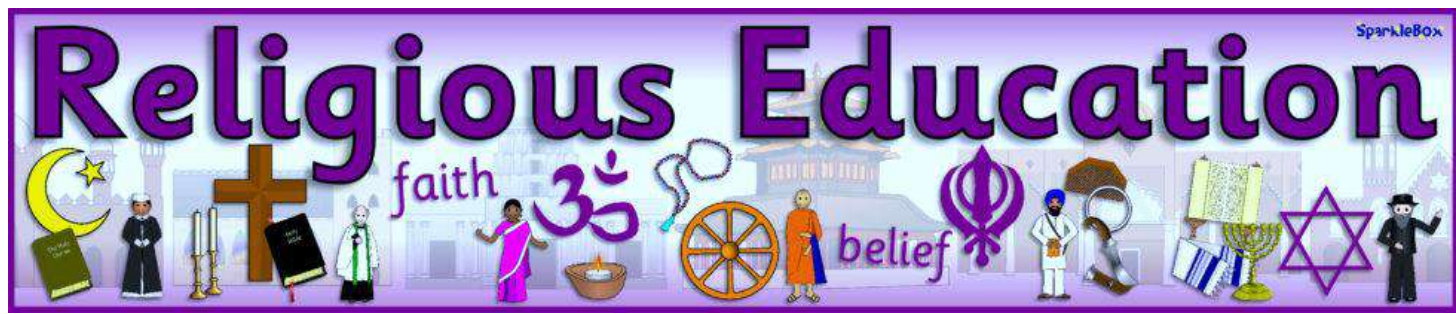
The Physical Education Department under Mr Finnie's leadership have been very busy with a variety of sports taking place-Football, Basketball and Gymnastics. The PE Staff and others go above and beyond with coaching and taking the students to matches after school hours.

Our football teams had a very successful year, getting through to the semi finals and grand finals.

Mr Jeeves arranged for Vitali to hold the Ukrainian flag at the Ukraine versus England match at Wembley. This was an amazing opportunity which will be a lifetime memory for him.

As the Summer term approaches, there will be a focus on Cricket and Athletics. Sports Day is on Tuesday 11th July.





Religious Education Department Easter 2023

It has been a very busy and exciting term for the RE department.

The Year 11s have been in their final term finishing off the RE GCSE curriculum and ensuring that their knowledge of it is secure in time for the first RE GCSE exam on Monday May 15th. Many of the students are working hard and ensuring that they are prepared.

The Year 10s are now exactly halfway through the curriculum and many of them are making good progress.

The Year 9s have now also started the GCSE curriculum by studying the second required religion, which for our GCSE exam specification is Judaism. This year group will sit the GCSEs in 2025 but this GCSE journey has already begun!

The department has also a number of big events which have taken place in the last half term.

On Saturday 4th March, a small number of students and teachers joined 10,00 young Catholics and went to the Flame 2023 event at Wembley Arena. This event is the UK's largest Catholic Youth Conference and took place 150 days exactly before World Youth Day takes place in Lisbon.

The event took the WYD scripture "Mary arose and went with haste" and crystallised into the theme, "Rise Up!".

It was to be a message to rise up after the pandemic, rise up as young Catholics in our common home and rise up in our lives as Mary, Jesus' mother, did.

The event had guest speakers such as Cardinal Tagle, who works with the Pope in the Congregation for the Evangelization of Peoples, Archbishop Costelloe from Australia, Jenny Garzon Saavedra from CAFOD and music artists such as Guvna B, Adenike and many more.

The students had a great day and one that I hope was inspiring and will live in the memory for a long time.

On Tuesday, March 28th, Newman Catholic College held its first Iftar. It was a huge success. An iftar is the fast breaking evening meal of Muslims in Ramadan at the time of the adhan of the Maghrib prayer

It is Muslims' second meal of the day as the daily fast during Ramadan begins immediately after the pre-dawn meal of suhur and continues during daylight hours, ending in sunset with the evening meal of Iftar.

We had a number of guest speakers and participants from different faith backgrounds alongside myself at the Iftar talking about what sacrifice means in the context of their religious beliefs. We had Wasim Badru of Harlesden Ummah Centre, Rabbi Daniel Lichman of Makor Hayim, Rakim Rakis from Rumi's Cave Project and Nadia Khan from Brent Green Neighbourhoods.

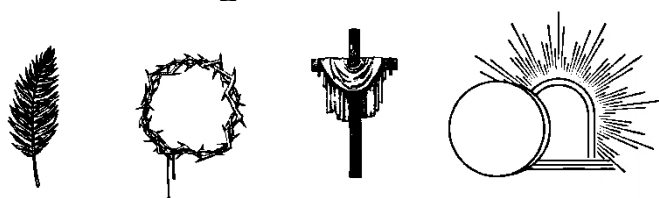
It was so great to see so many different people from different faith backgrounds to come together and break the fast.

On Thursday 30th March, myself, Mr Roche, Mr Jeeves and Ms Regueira took 56 students on a sponsored London bridges walk. We did this to support the Lenten charity drive we are doing for CAFOD. All of us went by public transport to Tower Hill and walked down by the River Thames and crossing its number of different bridges starting from Tower Bridge and finishing at Westminster Bridge. A tiring, but fun day out where we did our bit for charity and learned some new things about London along the way.

Before I conclude, I will take this opportunity to wish you all a happy and holy Easter and I would like to say that I hope Lent has been a rich and rewarding spiritual time for you all.

The three things that we as Catholics should be during this time of Lent is to pray, fast and give to charity. By doing this, it allows us to examine our relationship with God, become closer to Him and hopefully to those around us, especially those most in need in our community. Lent and fasting is a time, Pope Benedict once said, where "voluntary fasting enables us to grow in the spirit of the Good Samaritan, who bends low to help his suffering brother."

Happy Easter! Mr Hughes



A LOT CAN HAPPEN IN SEVEN DAYS



Year 10 have been looking at Catholic Social Teaching, the Common Good and Faith in Action

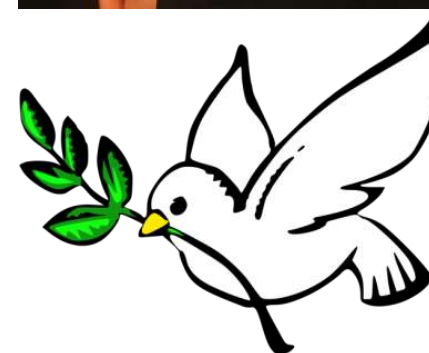


Mr Hughes, Curriculum Leader for Religious Education speaking about fasting in the Catholic tradition at the school's Interfaith Iftar.



Denito, Antonio and Caleb represented the school at Brent Multi Faith Forum's Holocaust Memorial Day at Brent Council.

Chaplain's Communique by J Roche



Weekly Masses: As the Spring term began, Y11 celebrated the Feast of the Epiphany to start off 2023. At every Mass we remembered those who were sick (mentally and physically) and those who have passed away. This Y11 Mass was followed by the 6th Formers Mass. Each week a different Year Group has the opportunity to celebrate Holy Mass and pupils, form Tutors and Heads of Year are able to assist in the preparation and planning. This term we have introduced the offertory procession and the altar servers are now wearing surplices and cottas or a simple white monistic style robe. Masses can only take place thanks to the clergy who are able to volunteer on each Friday: Frs Tom, Allan, and Ruwan as well as some other local clergy who are willing to celebrate the Masses with us if these are unavailable on Fridays. The School Masses are a time where the normal rhythm of the day is paused and the pupils have a chance to reflect and to set aside the daily routine of lessons to spend quality time together in the presence of Our Heavenly Father, the creator and sustainer of life and love. Pupils are 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

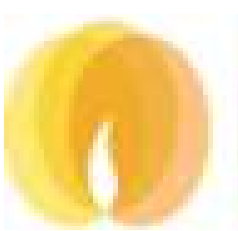


Mr Roche, the chaplain lead the assemblies on the theme of Ash Wednesday and Lent. Pupils were reminded that Ash Wednesday is the start of Lent and a time for Catholics to PRAY, FAST and to give to CHARITY. This Lent the focus is on Turkey and Syria following the disastrous earthquake. We have signed up to take part in the BIG LENT WALK. (more to follow).

During Lent we have celebrated the Feast of St David, patron of Wales whose feast is the 1st March. The Welsh flag flew to mark the day. We also celebrated the feast of St Patrick, patron of Ireland and Nigeria. His feast day is 17th March. Fr Tom OMI celebrated Mass with the Pathway students in school. The readers were all EAL students and showed great courage reading and speaking in front of their peers and staff. St Joseph, the husband of Mary, was also during this season of Lent. The 25th 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 reconsecrate Russia and Ukraine to the Immaculate Heart of Mary.

RE Lessons: We are using the Chapel for lessons and learning sessions. When a class needs to be able to see and handle the real artifacts such as the chalice, the paten, the missal and the clerical vestments. This gives them a closer insight to those “things” that they see in Mass but never asked about. As part of the RE curriculum and when the teacher needs to have a chapel lesson e.g. the parts of the church or the sacramental aspects of learning. 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 or without the Chaplain, to talk about the concerns of the day, week or just to offload or just sit quietly and reflect.

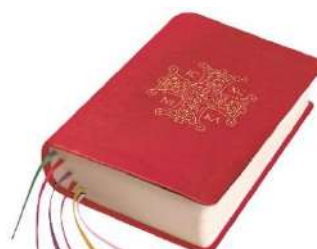
3-Minute Retreats: This is an App or Website that allows the person to have daily mini retreats. Spend some quiet time reflecting on a Scripture passage. 3-Minute Retreats is a short prayer break. Give it a try.



3minute
RETREAT



Name the
item:



What is it for?



Chaplain's Communique by J Roche



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, Mr Roche, leads group or form prayer services in the chapel. These are currently for the Y7, Y8 and some of the Pathway pupils on Wednesday mornings during registration. Pupils take active parts in the services. This term we have looked at unpicking the school prayer and what it says to each of us especially when it is said so often. We have looked at “mini” Lectio Divina” – a traditional monastic practice of reading and meditating of the scripture passage. These offer time to reflect, to pray and to develop a relationship with God.



5 Steps for a Good Confession

- Examine your conscience – recall the sins that you have committed since your last good confession.
- Be sincerely sorry for your sins. ...
- Confess your sins to the priest.
- Make certain that you confess all your mortal sins.
- After confession, do the penance assigned.

Before celebrating the Sacrament of Penance, we prepare ourselves with an examination of conscience, which involves reflecting prayerfully on one's thoughts, words, and deeds in order to identify any sins. An examination of conscience is used before we go to confession. We used the Ten Commandments to help us see how we have offended God in thoughts, words, deeds, and omissions. We listen to the words of absolution from the Priest. “God the Father of mercies, through the death and resurrection of his Son has reconciled the world to himself and sent the Holy Spirit among us for the forgiveness of sins; through the ministry of the Church may God give you pardon and peace, and I absolve you from your sins in the name of the Father, and of the Son and of the Holy Spirit. Amen.”

Chaplain's Communique by J Roche



Liturgy Group: Mr Roche has established Year & Form Liturgy Groups. 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. This term we had the Way of the Cross around the school as well as the sacraments of reconciliations. The groups are made up of volunteers. The group meets on a Tuesday afternoon in the chapel. This allows the boys to discuss the readings for the Mass, write bidding prayers for the Mass and to suggest gifts for the offertory as well as to identify other pupils who wish 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

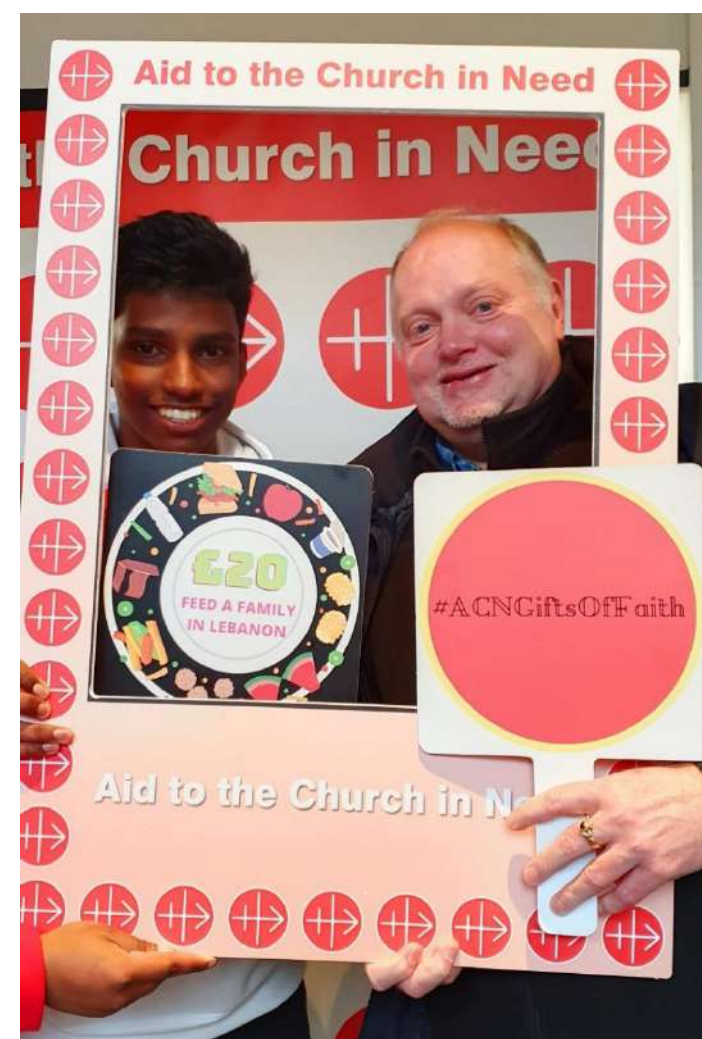


FOODBANK: The Newman Catholic College Foodbank is open every Friday after school. It is going from strength to strength, with many companies sending supplies and at time money. We have an amazing group of pupils volunteering and even more in the wings wanting to help out. It is so good to see their Faith Alive and Active in the personal approach and touch. The time they give and are willing to give to help others. With the wintery days dragging on into March, they brave the elements to help those who are in need. The school is also in a position at times to help those who are in need other ways: uniforms and clothes. The Chaplain along with Ms Englishby and Mr C Jeeves are now offering adults "English for Beginners" every Saturday at St Patrick's RC Neasden. This is a joint adventure to support those who have little or no English. Our gardening project is on pause due to moving sites etc and the weather. We hope to be able to start the new plot in the coming months. The College has continued to offer financial advice to families struggling with fuel and food poverty.

FLAME 2023: On the 4th March Mr Roche and Mr Hughes took a group of students to Flame 2023 in Wembley. The theme of Flame 2023 – which is exactly 150 days before World Youth Day in Lisbon – takes the passage from the Annunciation story: "Mary arose and went with haste" and crystallises it into the theme, "Rise Up!" Young Catholics are asked to Rise up after the pandemic, Rise up as young Catholics, Rise up - as Mary did- for the beautiful adventure of our faith.

The Catholic Youth Ministry Federation of England and Wales who were involved in the organising of the day seeks to help shape and support Catholic Youth Ministry in England and Wales. CYMFed recognises that it takes the whole Church to minister effectively to our young people. It seeks to help shape and support Youth Ministry through working together, providing encouragement and opportunity to deliver our shared vision for Youth Ministry and best practice for the benefit of young people across England and Wales.

Cardinal Tagle spoke with passion about the Angel Gabriel and the message that caused Mary to "Rise Up" and to go.



Faith | Service | Reflection

"Faith in Action encourages young people through recognising and celebrating their active faith lived out through service and reflection. It helps them connect their life and faith in a tangible manner. In Faith people experience a deepening of their relationship with God and find themselves exploring that relationship. It is hoped that through their relationship and action, others will see God's love through them."



Music by One Hope Project, Guvna B and Candice & Ibe – Premier Gospel Radio among other artists who entertained and inspired the huge crowd gathered from across England and Wales.

Chaplain's Communique by J Roche

GARDENING ENRICHMENT: The 6th Formers Enrichment groups are still running every Wednesday. A new group started after Christmas. The pupils are taking advantage of the outdoors and the fresh Harlesden air, providing 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. This year has been wetter and colder than those in the past.

Student 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 growing boxes around the school as well as the edible garden. This term so far we have prepared plots ready to plant out in April. New term, a new bunch of keen gardeners.



Laudato Si' - an encyclical of Pope Francis focuses on care for the natural environment and all people. It speaks on broader questions of the relationship between God, humans, and the Earth. “Care for Our Common Home.” Laudato Si' outlines steps we can take in the process of ecological conversion such as prayer and contemplation, learning more about nature, observance of the Sabbath day of rest, and reduced participation in materialistic forms of consumer culture. A step as simple as giving thanks at mealtime for the food we eat can be a reminder of integral ecology and an individual's relation to God, nature, and other people.

Chaplain's Communique by J Roche



What are **you** doing
for **LENT**?

4P



LENT: This March we prepare for Easter. Fr Tom celebrated Mass for 2 Year Groups in the Hall on Ash Wednesday. This year the CAfOD appeal is to Walk. As part of the Lenten Promise, we are asked to: **FAST**, **PRAY** and **GIVE ALMS**. 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 School's main Lenten charity is CAFOD. Students registered to raise money by walking the bridges of London (Tower Bridge to Westminster bridge) with the aim is to raise money and awareness of the cause. This involves count the steps walked each day and to find sponsors. Staff and 56 pupils signed up to take part. The Big Walk took place on the 30th March. Muslims who had just started their Month of Ramadan, where they will be also Fasting, Praying and Giving to Charities took part and continued to fast. 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
Eliminate
Negative
Thinking



Chaplain's Communique by J Roche



LENTEN 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. "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 either Fr Tom or Fr Allan for individual confession. Many pupils mentioned how they enjoyed the reconciliation process. That the priest they had was nice and friendly. "A weight off my shoulders". "Can I do this every week". Fr Tom and Fr Allan mentioned that they were well aware of their own need to be reconciled to God.

Those who didn't avail of the sacrament were directed to their parish church for confessions etc.

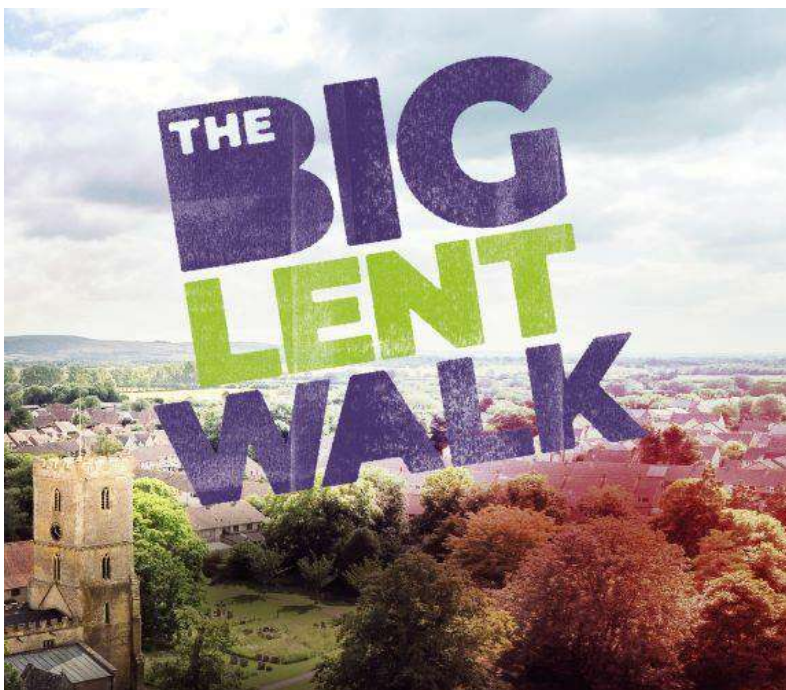


"Here I am! I stand at the door and knock," says the Lord.

LENT's Big Walk For CAFOD: On Friday 30th March, Mr Roche and Mr Hughes to a group of 56 pupils for the Lent Walk for CAFOD. The pupils signed up to the CAFOD "JustGiving " style link. The QR code is still available for those wanting to support the Charity work carried out by the Catholic Agency for Overseas Development. Pupils collected tens and hundreds of pounds within a few days. Walking the bridges of London having a different view of London. Tired feet and legs gave us some idea of the daily path trod by those living in poverty.

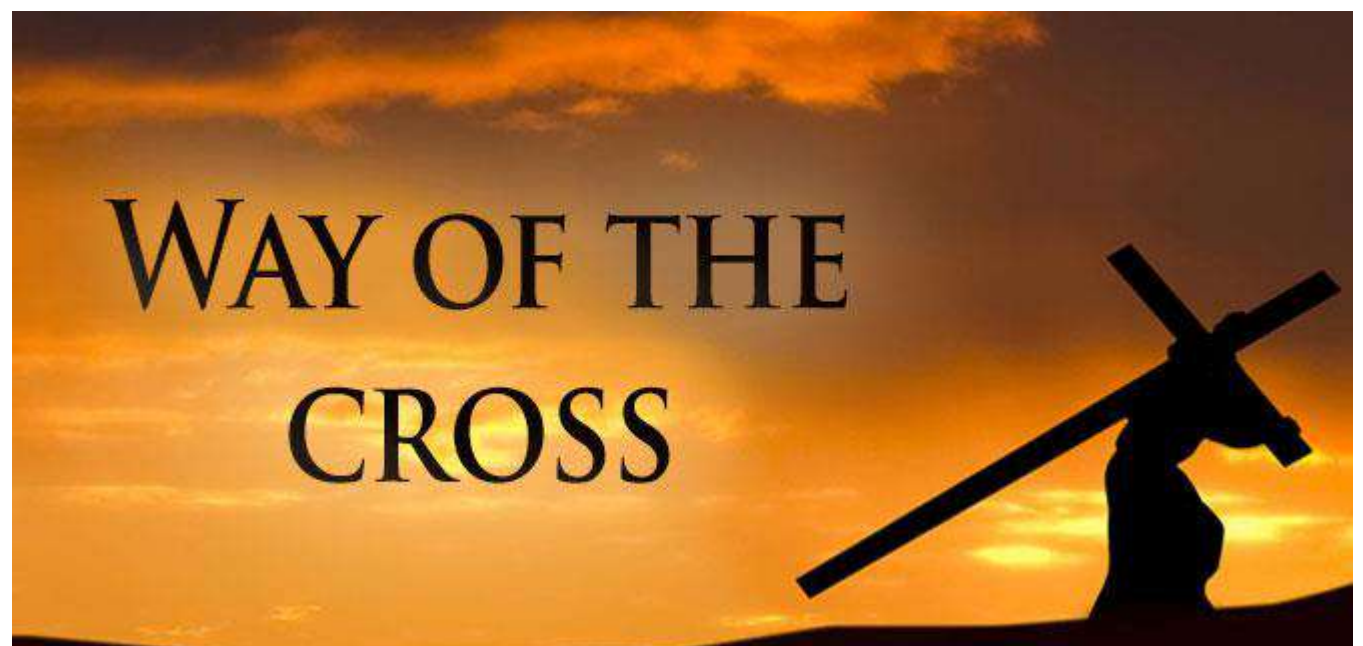


Chaplain's Communique by J Roche



Pupils left school at 9am and travel into London (Tower Hill) via Tube, walk along the Southbank and North bank of the Thames crisscrossing up to Lambeth Bridge. Pupils are asked to get sponsorship from family, friends and relations. See the link <https://walk.cafod.org.uk/> and register. Comfortable walking shoes or Boots, and thick socks were the order of the day.

Chaplain's Communique by J Roche



Stations Of the Cross: We adore You, O Christ, and we bless You. Because by Your Holy Cross, You have redeemed the world.

Pupils from the Liturgy groups recalled the last few days of Jesus Christ as he faced his Passion. The pupils took carried crosses, candles and rosary beads around the school. They read scripture at each station and a short reflection. This was decided by the pupils and ended with prayers: Our Father, Hail Mary and Glory be to the Father. It is great to be able to recall the walking journey of the Cross since the pause.



There are traditionally 14 Stations of the Cross that commemorate Jesus Christ's last day on Earth as a man. The stations are commonly used as a mini pilgrimage as we move from station to station. At each station, the individual recalls and meditates on a specific event from Christ's last day. The stations are most commonly prayed during Lent on Wednesdays and Fridays, and especially on Good Friday.



Chaplain's Communique by J Roche



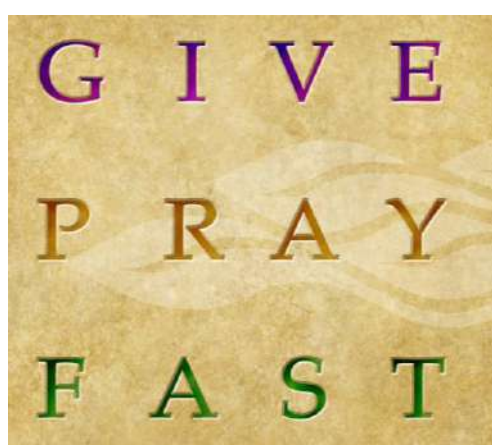
UKRAINIAN CRISIS: Newman College have support the recently arrived families form Ukraine and other areas of strife and disaster. This year, His Holiness Pope Francis, asked us to rededicate Ukraine to Our Lady on the feast of the Annunciation. A year after Russia invaded, Newman pupils and staff stood in silence to remember and to pray. Mr Roche, the Chaplain led the prayers and Mr Dunne, the Head, marked the start of the 2 minutes of silence. Newman pupils showed great respect and resolve. A group of Ukrainian pupils proudly stood holding the blue and yellow flags of Ukraine.



God of peace and justice,
We pray for the people of Ukraine today.
We pray for peace and the end of war.
We pray for all those who fear for tomorrow Amen



Ramadan: Ramadan is a month in the Islamic calendar, when Muslims worldwide are fasting, praying, reflecting, and sharing. Once again, the chaplain will make spaces available for those who wish to do Salah. Ramadan starts on the evening of 22nd March and is expected to end on Fri 21st Apr 21, with Eid. Pupils are asked to make the necessary preparations and prayer during the Lunchtime break.



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.

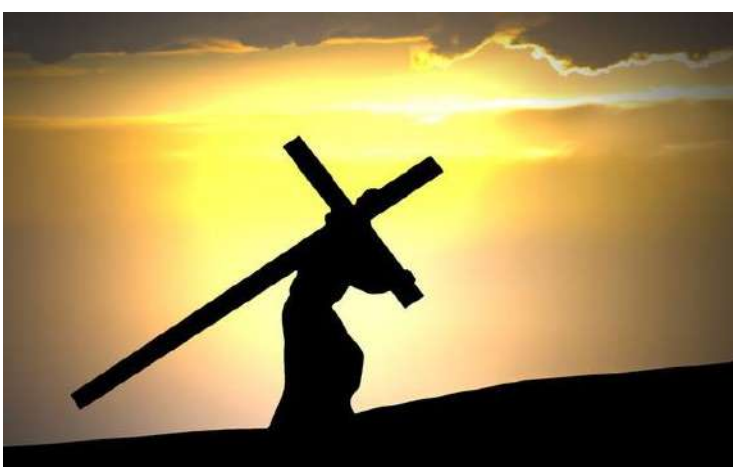


Spy Wednesday: Spy Wednesday gets its name because this is the day on which Judas betrayed Jesus to the Sanhedrin for 30 pieces of silver. Because Judas is thought to be sneaky, his actions conjured up the image of a spy. The synoptic gospels Matthew, Mark and Luke, all include an account of the betrayal.

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

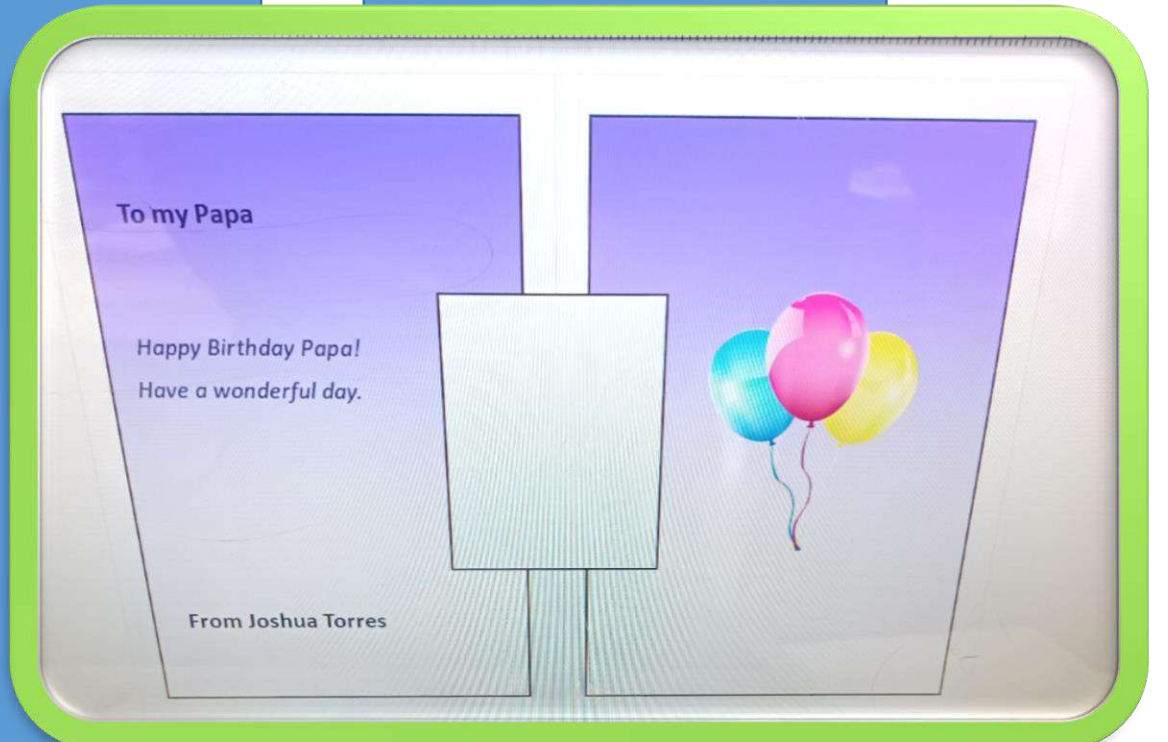
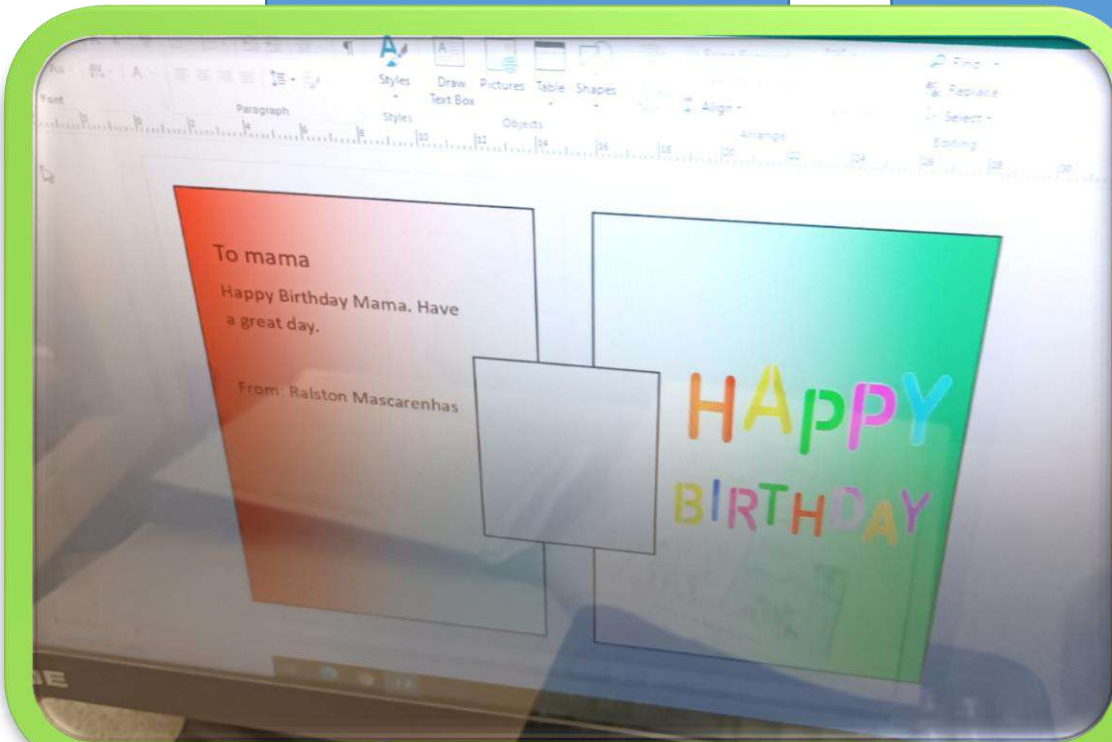


Design and Technology

Year 7 - Birth Day Card Project



Year 7 pupils proudly displaying their Birthday Cards.



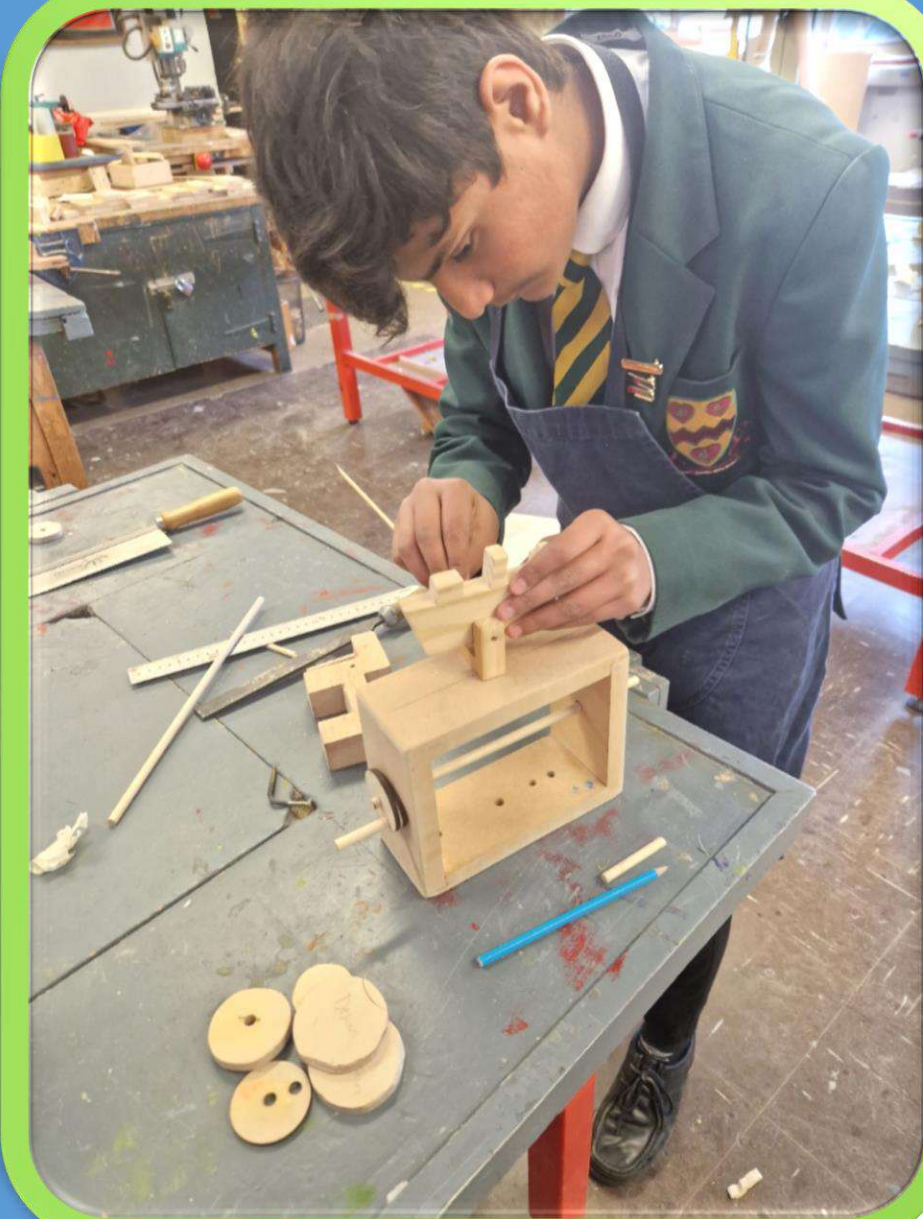
Year 7 pupils were assigned to design a Birthday Pop-Up Card. These are two examples done using the Publisher Software.

Year 8 Resistant Material – Clock Project



Year 8 pupils are in the process of putting the clock pieces together. The clocks are made from acrylic plastic and plywood.

Year 9 Resistant Material – Mechanical Toy



These year 9 students were assigned to design and make a functional mechanical toy. Their aim was to learn about mechanisms and how they are used to transmit movement.

Food Technology



Adam (Year 11) Showing off his Square Pizza.



Deijon (Year 11) proudly shows off his Chicken fillet burgers with salad



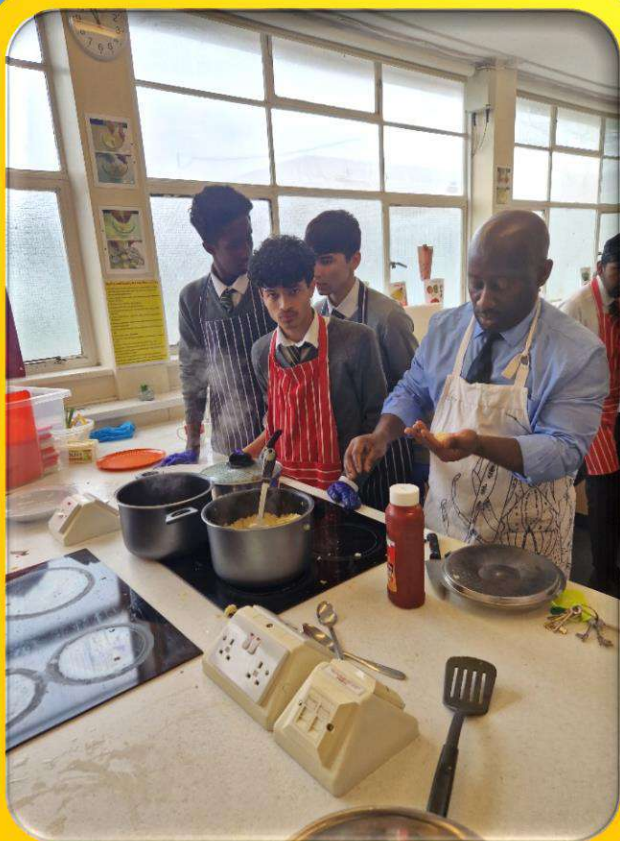
Lavern (Year 9) Showing off his well presented dish ...with a side of plantain..



Santiago (Year 8) Displaying his Plaited dinner rolls/bread.

Pictures from Year 12 Cooking Lesson

Year 12 pupils enjoying a cooking lesson with Mr Henry. They cooked different traditional chicken dishes.



Business at NCC.

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

We hope that you have a well deserved rest in the holidays and come back refreshed and ready to tackle the exam season!



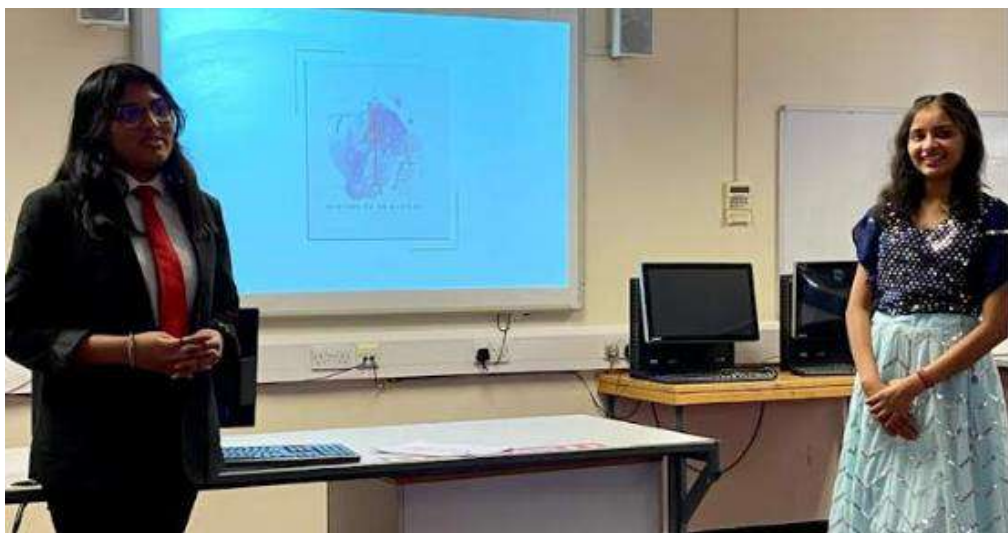
Dragons Den at NCC

It is that time of year again when our Year 12/13 students do their Dragons Den pitches.

We had pitches that demonstrated some fantastic business acumen with the widest range of businesses we have ever seen: we had plumbers, florists, photography and many more.

Our students have worked incredibly hard and these pitches will contribute to their L2 and L3 Business qualifications. They have demonstrated a range of business skills including: negotiation skills, confidence, financial planning, market research and creative thinking.

Speaking, listening and writing skills are a vital part of the business curriculum and our dragons den assessment allows our students a chance to really shine and develop their business skills in a practical setting.



Here are some of the girls from 13 Benedict who are working on their L2 Business BTEC - they produced some fantastic and creative business ideas!



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Natural disasters in Geography

EAL

EAL students explored natural and manmade disasters in their geography lessons this term. They also learned more about the causes of the earthquakes in Turkey and Syria and the impact on these countries.

With news of the earthquake disasters in Turkey and Syria, our thoughts are with the people who have been affected. The 7.8 magnitude earthquake in February led to widespread destruction, an ever-increasing amount of people losing their lives and ongoing rescue efforts in both countries to locate survivors.

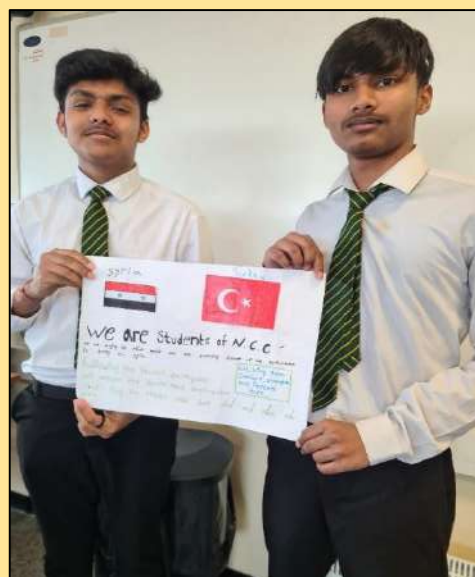
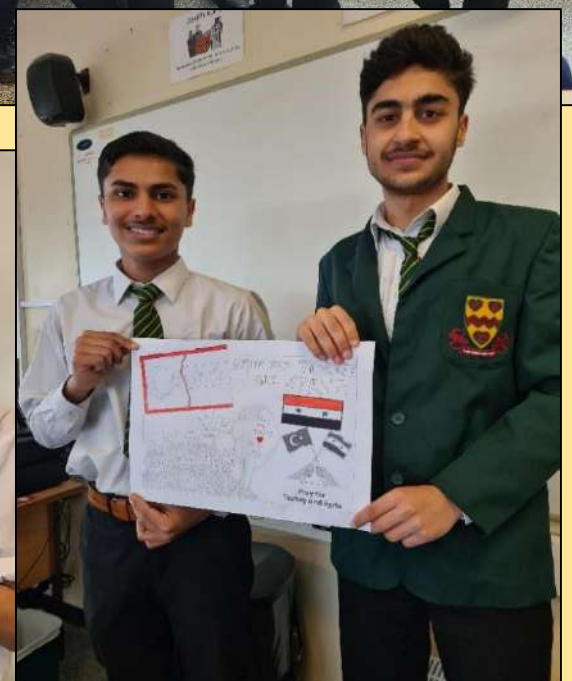
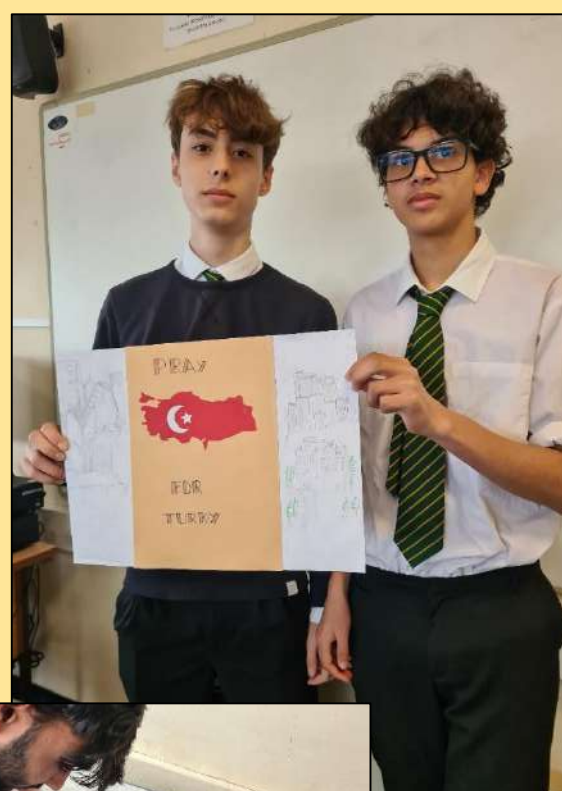
Today, the death toll across Turkey and Syria stands at more than 48,000 and at least 118,000 people have been injured. Approximately 25 million people have been affected, with homes, businesses and key infrastructure destroyed.

The subsequent earthquakes on 20 and 27 February, tragically led to additional deaths and shows that the danger has not passed.

We have all been deeply shocked by the scenes from Turkey and north-west Syria. The damage done and the loss of life inflicted by these earthquakes and aftershocks is incomprehensible. The death toll in the two countries has surpassed 48,000 people. About 25 million people have been affected—a staggering figure—and homes, businesses and key infrastructure have been destroyed.

EAL students learned in their Geography lessons how to identify the differences between natural and manmade disasters. They learned about natural earth hazards and built their geographical vocabulary. They were then able to use this specialist vocabulary in spoken and written work.

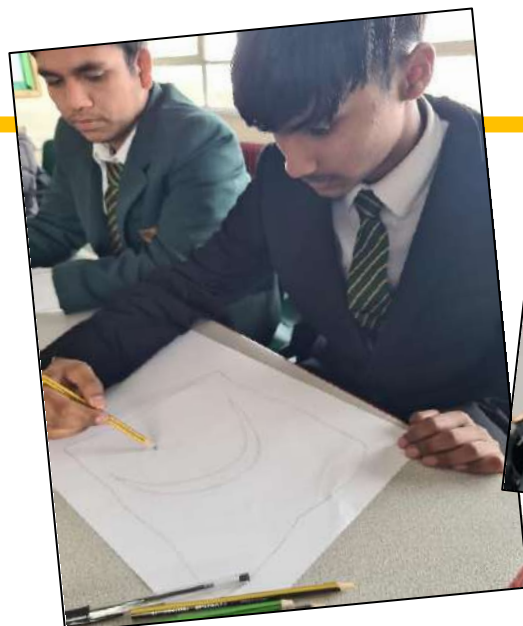
At Newman Catholic College, where we have students from Turkey, Syria and the surrounding area, we think about the people affected by the earthquakes and hope that in time they can rebuild their lives.



“We pray for Turkey and Syria and help them by donating food and clothes. We pray the earthquakes will stop.” Hayden

“I enjoyed learning about how earthquakes happen but now I know how it causes people to lose their houses. In these countries they need help, like food and clothes.”

Paulo



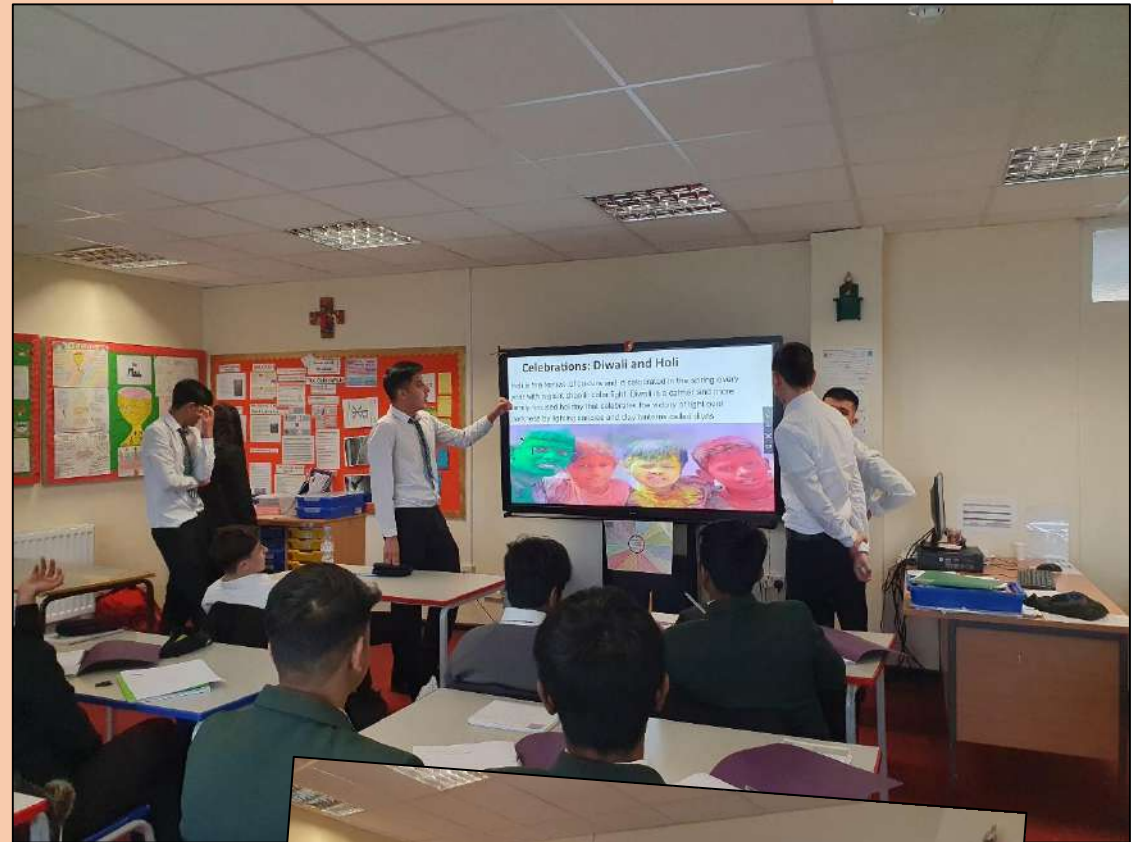
All about Hinduism

In Religion, students learn about different religions including Hinduism. Students in PNB presented their findings.

Students from PNB produced wonderful presentations on the subject of Hinduism in their Religion lessons. Students worked together to research Hinduism and presented their findings to the class. This topic is part of the Dialogue of Faith and The World Most Popular Religions sections of the curriculum.

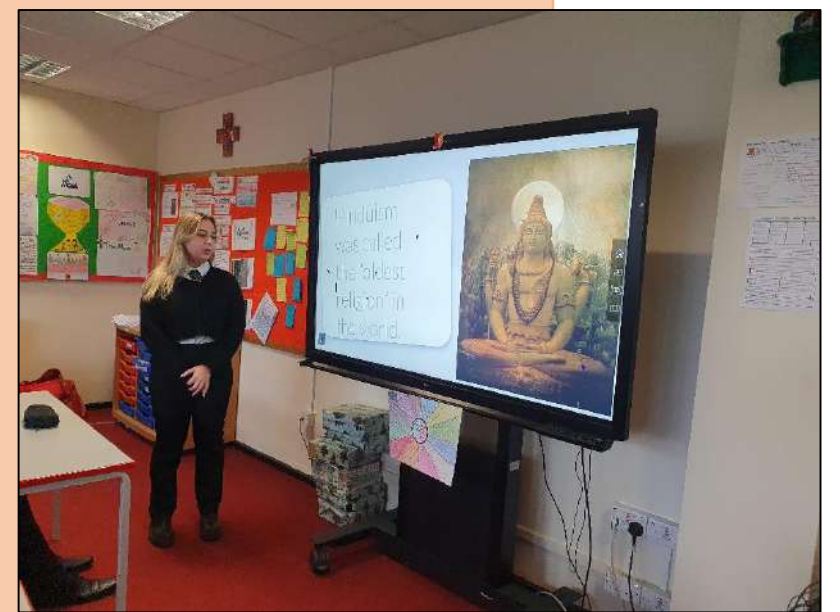
Students found out a wealth of information about Hinduism:

- Holi is a celebration to welcome Spring and is also seen as a new beginning. Celebration takes place with food and drinks, prayer, music and dance and ceremonies. Holi is also celebrated with colour and people throw colourful powder at each other.
- Diwali is a family celebration that recognises the victory of light over darkness and people light candles and use clay lanterns called diyas.
- There are three main Gods: Brahma the creator, Vishnu the preserver and Shiva the destroyer.
- Om is the prime symbol of Hinduism.
- Hinduism teaches that the actions of a person's previous life determine their current life and so on.
- The worship of Gods is called Puja. It is usually performed every day at home or in the Hindu temple.



“In my lessons I learned about Moksha, which is about the time after death in Hinduism. It was interesting.”

Maheen



Gods

There are 3 main Gods in hinduism

- Brahma the creator
- Vishnu the preserver
- Shiva the destroyer



“I enjoyed learning about the different gods in Hinduism and found it very interesting.”

Disha



Exploring Science

EAL

Students in PMA and PNA carried out practical investigations in science as part of their Entry Level Certificate exam. The experiment aimed to explore which substances had the highest melting point. The substances they examined were stearic acid, paraffin wax and petroleum jelly.

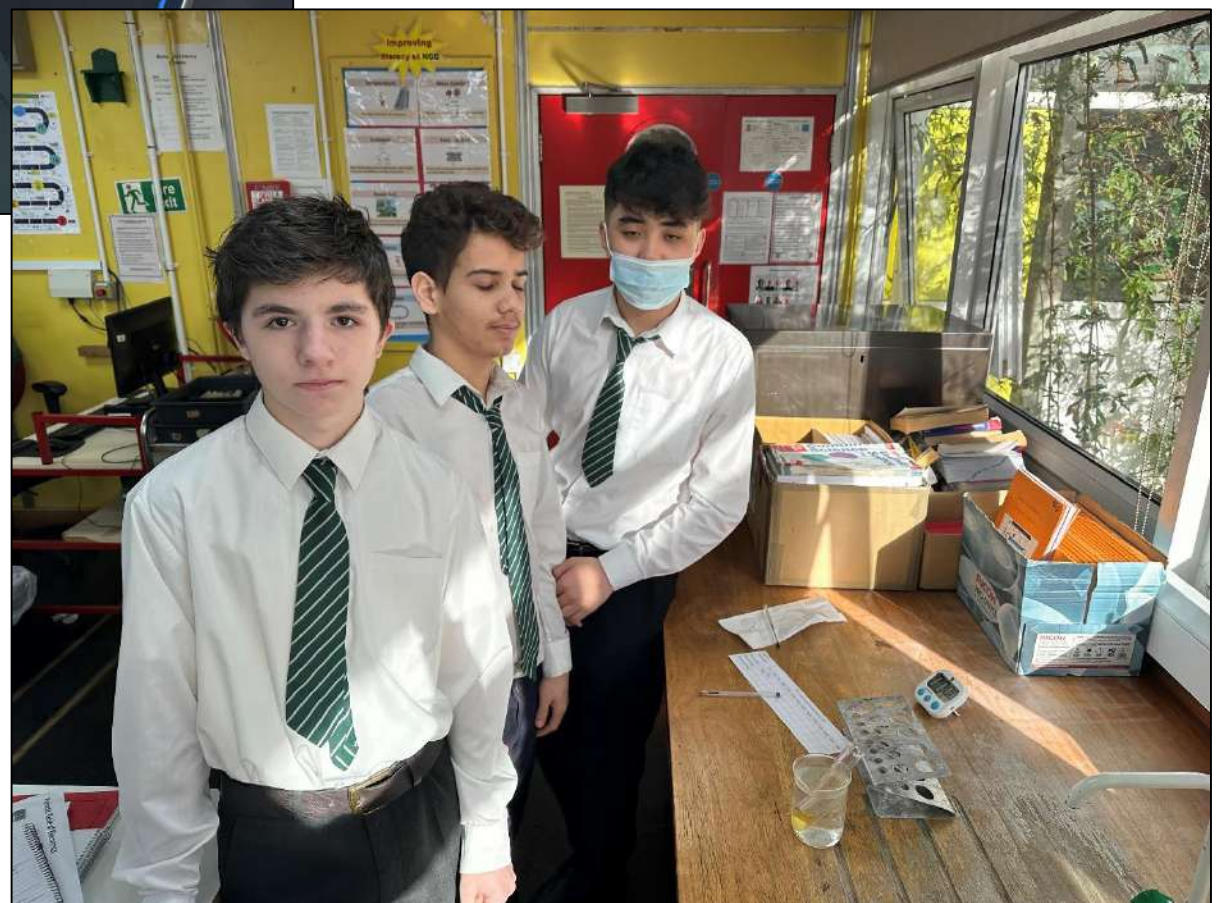
“I like practical lessons more than theory lessons.”

Kheyam, PNA



“I feel confident and enjoy having the responsibility of carrying out experiments.”

Anabela, PNA



“The practical was about checking the melting point of substances including stearic acid. I enjoyed it.”

Benilson, PMA

“Reading helps me improve my vocabulary.”



“I enjoy reading every morning to improve my English skills.”

Najeebullah, 8Q2 Pathway

“By reading every day in registration, it is helping me to speak in English.”

Farhan and Kaue, 8Q2 Pathway



Adventure stories

EAL

The weather was raining and very cold. Jimmy and Zow packed their bags to take with them. In the bags there was water, a lunch box, fruit, clothes and a jacket. They feel excited and shocked when they see the mountain. The mountain was covered with snow. The boys were best friends and played in the same football team.

Jimmy and Zow felt excited and happy. Jimmy is tall and strong. He has blue eyes and black hair. Zow is short with black eyes and brown hair. He is funny. Zow feels nervous and scared because he has never been to a mountain before and Jimmy has been so many times.

It was easy walking to begin with because the mountain wasn't very steep. Then at eleven o'clock they stopped at the top of the mountain and they ate. Suddenly, Jimmy said that the sky is getting dark and Zow was scared. Then Zow said that he wanted to go home. They hear a crash and a rock fell. It was raining and it was freezing like ice. They saw a cave and they went in. Inside the cave they couldn't see anything because it was foggy, water was dripping from the roof of the cave. They saw bugs and spiders on the roof and walls. Then Zow saw a movement. A man began to walk towards them. He had long hair, a scary face and was wearing ripped and dirty clothes.

Suddenly, their phones started ringing. It was their parents. They ran out of the cave and down the mountain. Their parents were waiting for them and they jumped into the car. They told their parents what happened to them.

By Sushil, KS3 Pathway

The Cave

Today is sunny. My friend and I go to the mountain. In the mountains it is very beautiful. There are rivers and trees. My friend has chips and sandwiches. My friend Devid has white hair and blue eyes. He likes to play computer games. On Saturday we like to go to the park.

In the mountains we find a cave. The cave is very cold and big. In the cave there are bats and even a river and many small bugs. The bugs start following us. We run out of the cave and down through the river to look for help. But there are no people.

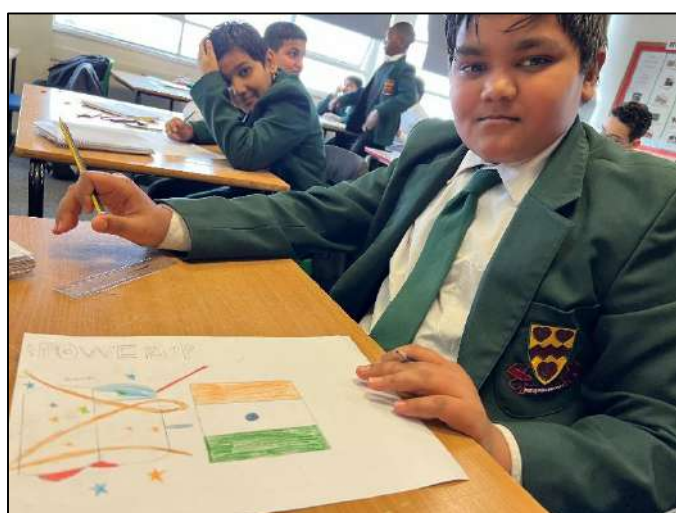
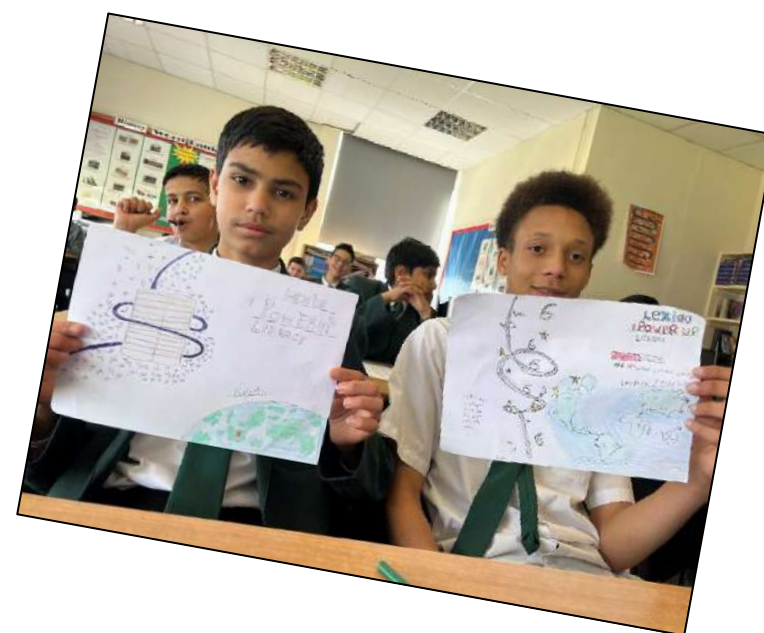
Then help comes and we get into a car and ride home.

By Stefan, KS3 Pathway

Lexia – an online literacy programme to support reading and writing.

"In Lexia I learn the alphabet and the letter sounds. I understand the English alphabet now and can also read text. I also learn many new words and use them when I am writing and speaking to my friends."

Chirag and Jenish



"I am at Level 5. I learn to read and write by blending the sounds of the letters and I can read new words." Vallen

"I am learning fast in English. I just joined NCC and I use Lexia to help me learn. I can use it at home too."

Oleksander



"I would like to have more Lexia lessons. I enjoy using it online and listening to the words and letters."

Najeebullah

"Lexia helps me to learn new words and letter sounds. I am at level 7 now." Parwiz

Maths Department News

UKMT Maths Challenge

This term students from Year 9 and 10 were able to participate in the UKMT Intermediate Maths Challenge. Over 200,000 students from around the UK sat the challenge and only students scoring in the top 50% receive certificates. We are very proud to announce that Billy Moloney, Giuseppe Barragato, Luis Fernandes-Barbosa, David Rodrigues, Davin Whyte, Eddie Man, James Bautista, John-Ray Rabanillo, Kieron Loose, Konrad Pankowski, Pierce Ross, Samuel Tracey and Stephen Wang 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.

How many squares of any size can be seen in the diagram?

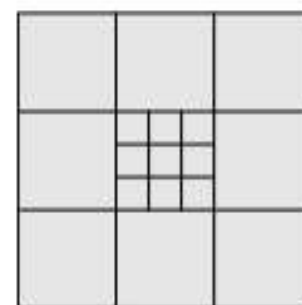
A 25

B 27

C 28

D 39

E 40



A number of previous challenges are freely accessible on their website www.ukmt.org.uk if you or your child are interested in trying more.

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. This term year 7 explored the concept of debt and different reasons people borrow money. We discussed what types of debt were an investment (for example, student loan, mortgage) and the importance of affordability. For further advice on debt visit

[Citizens Advice debt solutions](#) [Step Change debt charity](#) [National Debtline](#) [Christians Against Poverty](#)
[PayPlan](#) [Debt Advice Foundation](#)

Core Maths Assembly

Mr De Khems delivered an excellent assembly to all year groups about Core Maths. This is a level 3 programme that is offered at our sixth form as a complement to courses that have some mathematical content. This course offers an excellent opportunity for students to achieve a further qualification in mathematics without having to do a full A Level and is appropriate for any student achieving a grade 4 and above in GCSE mathematics. It is equivalent to an AS level and attracts UCAS points but is taught over 2 years. This course was designed with businesses and universities to focus on using mathematical concepts to explore authentic problems that are likely to be encountered in vocational and academic study, future employment and life. This is an excellent qualification and we would strongly encourage any student who is not taking A Level maths to consider it seriously. For more information visit [Mathematics in Context](#)

GCSE Further Maths

This term in further maths GCSE our group of keen mathematicians have had the opportunity to explore a new concept, matrices. Matrices have a number of practical applications in several areas including computer graphics, cryptography, economics, wireless communication, robotics and probability. For example, matrices are used to rank search results on Google.

Maths Department News

Level 3 Algebra Award

The maths department are also giving selected year 10 and year 11 students the opportunity to take the Level 3 Algebra award in May. This attracts some UCAS points and also supports students with the transition from GCSE to A Level maths.

Eedi.com

This term the maths department have started working with eedi.com. This online platform identifies student misconceptions and provides questions, videos and worked examples to help students address them. We have also been able to secure 25 free subscriptions to Eedi Plus which gives students access to live help from fully trained and DBS checked tutors. For more information visit www.eedi.com

Homework Club

Homework club started this term for all students on Thursday lunchtimes in M47. All students are welcome to come to get support with their homework or independent study. Chromebooks are available for students to use. Please encourage your son to take advantage of this opportunity.

Year 11

MyTutor/Promise Foundation

Through the tireless work of our colleagues Ms Englishby and Mr Haji a number of students from year 10 and year 11 are again benefitting from one-to-one or small group tuition for maths from MyTutor and the Promise Foundation.

Year 11 Revision

Year 11 revision sessions have continued this term on Monday Green week after school and on Wednesday lunchtimes. Students have the opportunity to receive extra support from their class teachers focussed on exam preparation and practice.

Equipment

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



Maths Department News

Why Should I Take Core Maths?

What advice should I give to my son/daughter about taking Core Maths?

By Benjamin Anarfi-De-Khems

Before 2015, there were only three options for post-16 mathematics courses namely:

AS/A Level Mathematics, AS/A Level Further Mathematics and A Level Statistics. With these three options, you need grades 9 or 8 to be able to do anyone of them and sometimes some Colleges require only grade 9s. Now, the big question is, what about those who love to do mathematics but for some reasons achieved grades 7, 6, 5 or 4 and could not get the requisite grades to propel them to do any of the A Level Mathematics courses? What should they do? Give up on Mathematics? No! These concerns opened the gates for Mathematics education researchers to write volumes of articles about the fact that there are not enough Mathematics courses available at post-16 levels and for that matter the country will lack mathematicians in the near future if the government does not do something about it. So they made it clear to the government that the UK is lagging behind their Asian counterparts such as China, Japan, Singapore etc. and most of the European countries such as Estonia, Finland, Germany etc. in terms of the number of students who go on to do mathematics after their GCSEs. This revelation forced the government to introduce a new Mathematics course called Core Maths Level 3 (Core Maths) as an additional Mathematics course option at post – 16 level.

What is Core Maths Level 3?

Core Maths is a 'carefully' selected set of topics put together by employers and the universities to prepare students for employment and their degree courses such as psychology, geography, business-related courses, sports and social sciences, and natural science courses that do not require AS/A Mathematics.

Who can do Core Maths?

Core Maths Level 3 is designed for all students who want to do mathematics after GCSE but achieved grades 4, 5, 6, and 7.

Why Core Maths Level 3?

Core Maths is designed to help you develop and apply real-world maths skills, and progress to university, employment, or higher apprenticeships in a wide range of industry sectors, or professional training.

Good News about Core Maths

- It has 20 UCAS points
- No more Trigonometry – SOH CAH TOA
- No more Geometry- 2D and 3D shapes
- No more Circle theorems
- No more Pythagoras theorem
- It is a 2 year course
- Two Calculator Papers
- Core Maths is not Abstract maths
- Core Maths is Applied maths/Real-life application
- It is the Mathematics of life and for the workplace.
- It is the mathematics the employers want
- It is a course relevant to the world we live in
- It supports the mathematics needed at the university level

In summary, studying Core Maths will help you to develop your quantitative and problem-solving skills. Core Maths will get you ready for your university degrees especially the quantitative skills you will need for many degree courses such as psychology, geography, business-related courses, sports, social sciences, and natural science courses that do not require AS/A Mathematics. And, the good news is that you only need grades 4, 5, 6 or 7 to do this invaluable mathematics course.

Core Maths Level 3 is the mathematics for education, employment and everyday life.

Why should I take Core Maths Level 3?

In Core Maths, you will be learning about:

- Interpreting graphs and tables (Data analysis)
- Estimation
- Comparing data sets
- Problem solving (Real Life Situations)
- Forecasting
- Maximising profit and minimising cost
- Financial Maths

These are the kind of topics the Employers want!!!



Science Club (KS3 and Sixth Form)

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

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

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

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

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

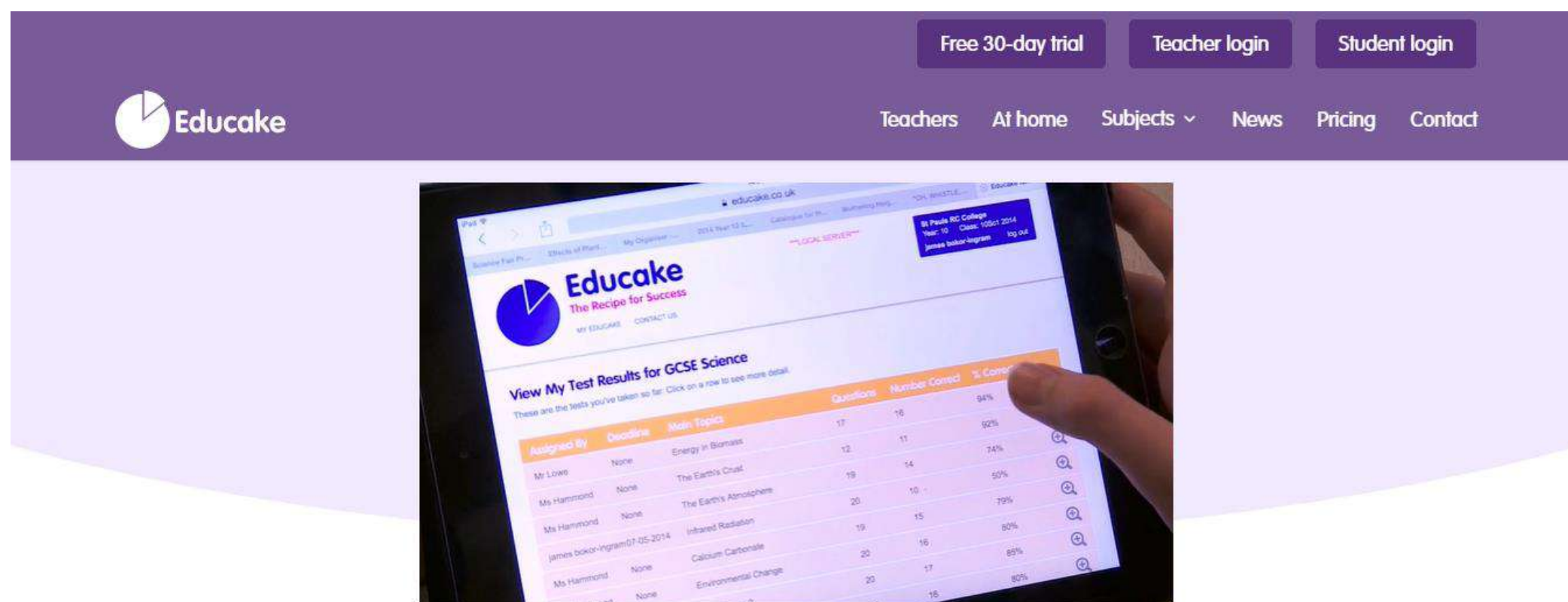
Any questions please contact:

Miss Arnaoutis: zarnaoutis@ncc.brent.sch.uk

Mr Lopes: tlopes@ncc.brent.sch.uk

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

EDUCAKE



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

Andrei in Y8 finds it very useful to check his knowledge at the end of each topic. He also asks his teacher for clarification on areas he needs help with.

Dawson Y9 says: 'I find Educake very easy to use, it allows me to check my knowledge on what I have learned'

Ron Y9 says: 'I can use it on my way home or to school, all I need is an internet connection'

Class Presentations

In Science this term, we have been asking students to create presentations on scientific concepts and present them to their class. They have done fantastically well and have impressed us all! 8W and 8E did presentations on photosynthesis and the factors that affect photosynthesis. They showed not only a great understanding but also a skill in public speaking! Well done!

LITERACY- YOUNG CITY POETS

Students from KS3 enjoyed a wonderful trip to Keats House in Hampstead, as part of the National Literacy Trust's Young City Poets initiative. The students enjoyed learning about Keats' life and wrote odes on many of the historical objects they saw.



National
Literacy
Trust



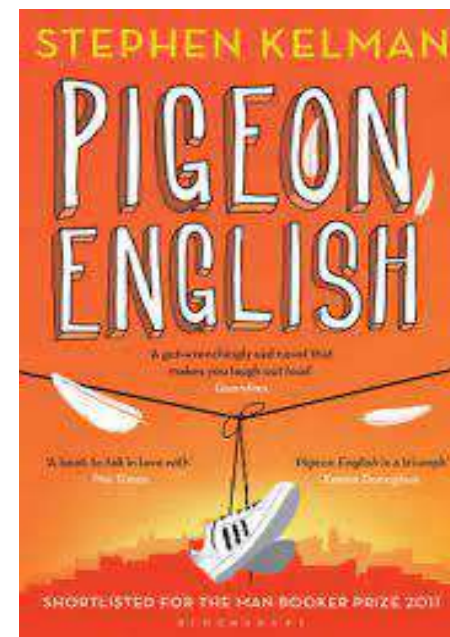
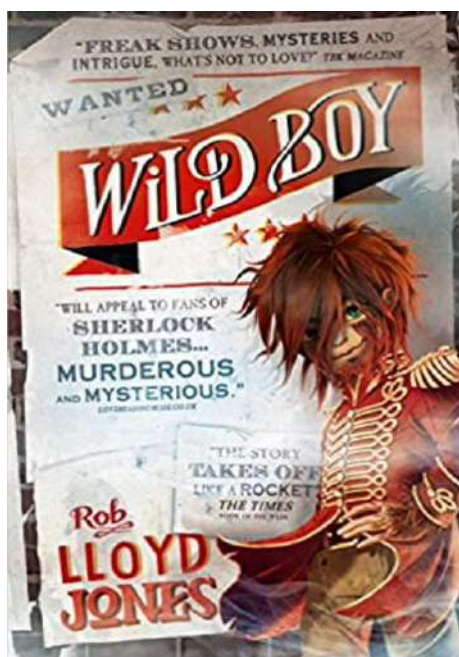
English- Talk, Talk, Talk...

Speak, Chat, Converse, Communicate, Articulate (Collins Online English Thesaurus, 2023)



**“Written work will be of higher quality if there has been high-quality talk prior to writing”
(Mary Myatt, 2018)**

Our KS3 students have enjoyed discussing and exploring their Novels this term.
As Myatt and other researchers have indicated, students who have the opportunity to discuss their ideas *before* they write, produce better quality work.
Students completed an individual or group task.



**Martin Luther King Day
(January 2023)**



Year 7 and 8 students learned about the work of two important figures in Black history: **Rosa Parks and Martin Luther King Jr.** Students were fascinated by MLK's speech and its impact on contemporary and modern audiences.

Speech transcript of 1963:

“I have a dream (Yeah) [applause] that my four little children (Well) will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character. (My Lord) I have a dream today.” [enthusiastic applause]

English- AQA Spoken Language Assessments

Year 11 and 13 Paul completed their Spoken Language assessments this term. Here are some of the memorable topics:

- 'Deforestation'
- 'The benefits of long haul travel'
- 'Electric vs Petrol cars'
- 'Reselling of trainers and how to have another form of income'
- 'What is time?' (Pictured)
- 'Aspirations to become a qualified Plumber'
- 'Fun in the park: Visiting popular theme parks in the UK'
- 'Music and mental health'
- 'Men and their mental health'

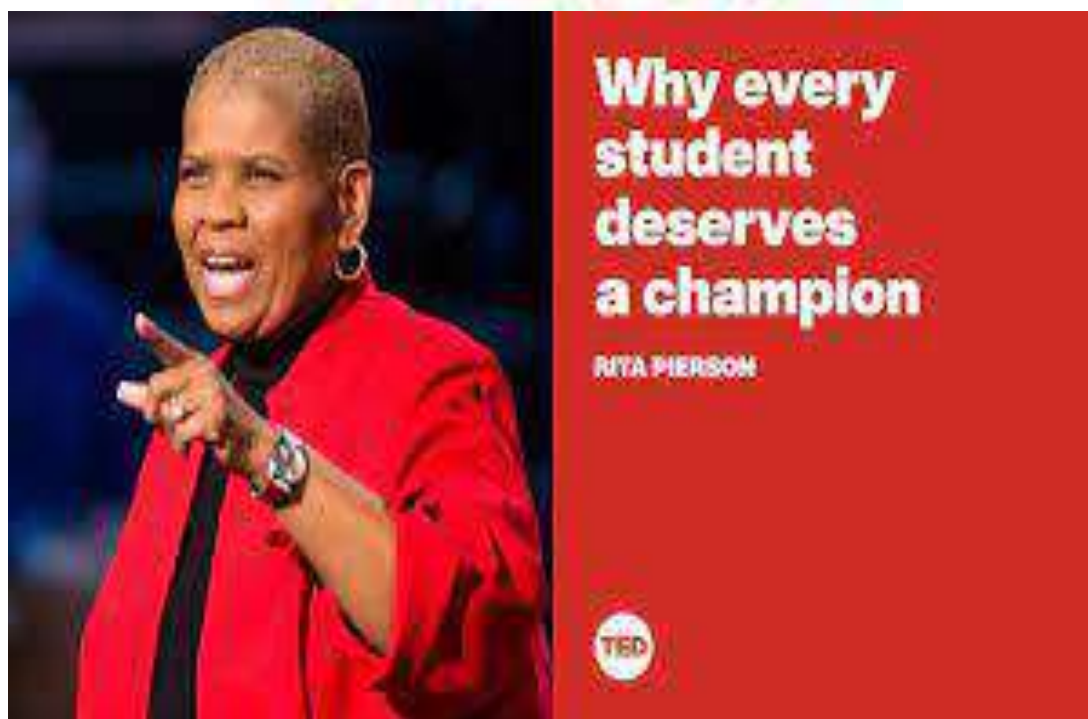


Easter viewing recommendations by your Teachers



Amanda Gorman, poet and activist, reads inauguration poem, 'The hill we climb'

Ms Scotland



Rita Pierson, educator, delivers a TED Talk called 'Why every student deserves a champion'

Ms Khalaj



Marianne Adams delivers 'Lessons in theatre that have nothing to do with acting'

Ms Hardy

English- 'The Power of Words' assembly by Mr Troisi

March 2023

Mr Troisi challenged the boys to think about how words can have power. We came up with three main ways:

1. To change ideas as in The Declaration of Independence
2. Stand the test of time: Holy Scriptures
3. Means something to groups of people: Words that help gather like minded people.



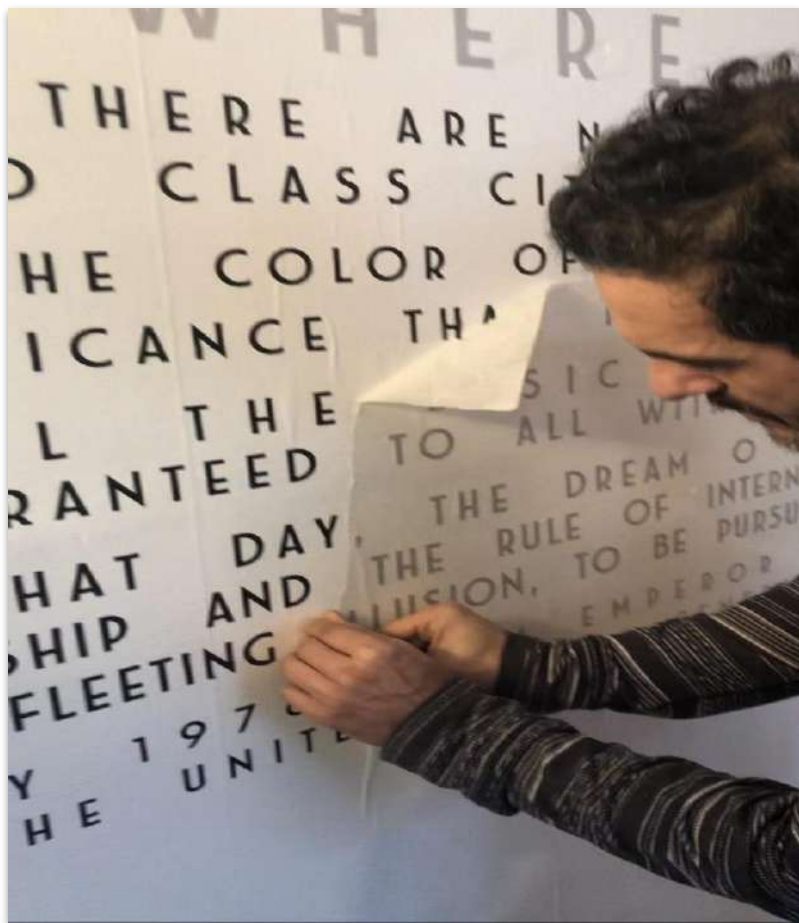
Haile Selassie



Bob Marley

In 1963, the Emperor of Ethiopia, Haile Selassie, made a speech to the United Nations. Around twenty years later, it was covered by the legendary Bob Marley about racial inequalities in the song 'War.'

In 2023 it was stencilled onto the wall at Mr Troisi's home in Harlesden!



Easter Reading:
At home, online or abroad

audible

gsepod
Education on Demand

RSC
ROYAL SHAKESPEARE COMPANY

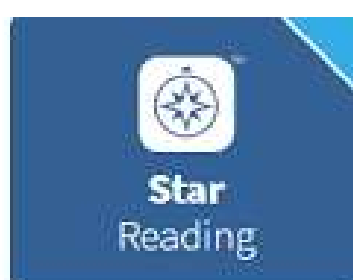
amazon kindle



BBC
Bitesize

Brent
Libraries

YouTube



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.

Wednesday 26th April, Tuesday 23rd May, Wednesday 7th June,
Tuesday 20th June, Saturday 1st July (Summer Community Day)
All meetings start at 6.30pm in the School Conference Room.



Meet Chloe
Edmonds, our
PTA
Chairperson



CAR BOOT SALE

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

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

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 or your child's Head of Year.

FOOD AID

We are aware that these are challenging times for many families due to the current Cost of Living Crisis. The Brent Food Aid Network (BFAN) is a collaboration of food banks, community kitchens, mutual aid groups and other organisations seeking to reduce food poverty in the London Borough of Brent. They have worked closely since the start of the Covid-19 pandemic in response to a huge increase in levels of food insecurity, and continue to do so. Here you can find information on Ready Meals, Food Parcels and Community Kitchens across the Borough of Brent.

No matter the day of the week, they hope that everyone in-need can access a meal when they need it. Click on the link for the directory of Food Support.

<https://www.brentfoodaidnetwork.co.uk/wp-content/uploads/2022-10-Brent-Food-Aid-Directory-Calendar-View.pdf>

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

Website: www.ncc.brent.sch.uk

The qualifying benefits are:

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

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

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

Apply for free school meals

If you meet the criteria you can apply by:

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

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

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

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

Working Tax Credit exception

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

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

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

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

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

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

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Happy Easter

To all of our
Newman Family and Friends
May this joyful season of
Easter fill your heart with
renewed hope,
love and peace.

