

from the heart

KEEPING
CHRIST
IN CHRISTMAS



Strength in community

What a precious family we have. Our students, staff, parents and carers; also for the past 180 years in England, our guiding light, the Society of the Sacred Heart.

We acknowledge our journey to the present day and we seek to nurture forthright young women of faith who stand up for others and champion the values of social justice and the dignity of every human being. At the same time, and along side this, we cherish our traditions.

The familiarity of our coming together in this holy season of Advent creates moments to cherish such as the wonderful music recital shown above. We have missed this and appreciate the strength that it brings to us all. It demonstrates the very best of our Sacred Heart community

These events give us a feeling of belonging, a pride in the work of the Sisters of the Society of the Sacred Heart over so many years, and an optimism about how much more we can still achieve.



Mrs O'Donovan lights the 180 year candle in Assembly

On 8 December 2022, candles were lit in Sacred Heart schools across the country to mark 180 years of the work of the Society of the Sacred Heart England and Wales (ENW Province).

A permanent display of our wonderful 180 is now in the heart of our school and was replicated in a booklet issued to parents and carers a couple of weeks ago.

Mrs O'Donovan took our head girls to a special service to mark the 180 years, at Westminster Cathedral. This is just the start. We look forward to a full year of celebrations..



Sister Margaret Wilson excited to see the display!



New Sacred Heart Houses, 2022

Earlier this month, Ms Mallon launched the new House System throughout the whole school.

We have six houses with new names and colours!

7H
8E
9A
10S
11T
13R



Duchesne House Captains

Isabel G Y8, Terah L Y9, Celeste B Y10,
Oake F Y10, Cecylia O Y11

7E
8H
9R
10T
11S
13A



Stuart House Captains

Sophie S Y8, Dominika K Y9,
Sophia L Y10, Ting Ting W Y11

7R
8T
9S
10A
11E
12A



Calder House Captains

Maria L K Y8, Deyanah W Y9, Freya R F Y10, Brooke R Y10 ,
Isabelle T Y11, Francesca A Y12, Julia J Y12 , Sofia JI Y12 ,
Isabella M Y12

7A
8S
9T
10H
11R
12E



Digby House Captains

Taina M Y8, Lani- Nya S Y9 , Laura M Y10
Natalie D R Y11, Darlene A Y12, Emma R R Y12

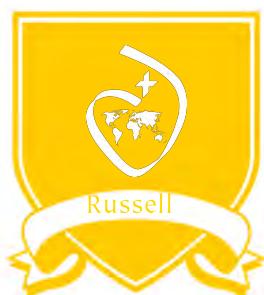
7T
8R
9E
10E
11A
12H



Barat House Captains

Nicole K Y8, Bella McM Y9, Julia B Y10, D'Richy O E Y11,
Bella B Y12, Dora C Y12, Patricia S Y12, Ocean O Y12 ,
Izzy Mc K M Y12, Mia T Y12

7S
8A
9H
10R
11H
12R
13E



Russel House Captains

Aryam B Y8, Sophie A Y9, Leonor Da S Y10, Peony W Y11,
Bethany A Y12, Chastyn E Q Y12



Our Parent, Teacher & Friends Association (PTFA)

Our PTFA is an active community-focused association of parents, teachers, and friends of Sacred Heart, which aims to bring the 'school family' together while raising essential funds for the school. We are very fortunate to have a PTFA that is, and has historically been, an integral part of the school community, by organising exciting events and raising money for a whole key-range of projects. The PTFA became a registered charity (n. 1177111) in February 2018. The Charity Commission monitors the association and its spending.

Our elected PTFA Committee consists of:

Chair – Ms Susan Clancy (Y8)

Treasurer – Mrs Laure Theuriau (Y10)

Secretary – Mrs Valeria Manca (Y8, 10 & 11)

Communications – Mrs Maria Monteiro (Y8)

General – Mrs Rosa Gleason (Y10) & Mrs Melissa Lawrence da Cunha (Y8)

The PTFA is here to support the school in the provision of an education that has all children at the heart of it.

All families automatically become members of the PTFA when they join the school, and we want as many people involved as possible. Together we run fundraising events and activities to raise money for educational resources, and we also want these to bring people together and build on our fantastic community spirit. We aim to deliver a calendar of events that appeal to all.

Each year the amount of money raised will vary depending on what is put together. The PTFA committee works closely with the Headteacher and staff members to understand the needs of the school.

How can you get involved?

Donate your time: Help with events such as Auction Night, Christmas and Summer Fairs, Pre-Loved Uniform Sales, cake sales. Come to the PTFA meetings and share your experiences, skills and enthusiasm. We really can't achieve what we do without the behind the scenes help that we receive from you.

Shopping Partners: A percentage of what you spend shopping at Amazon or via Easy Fundraising goes directly to our school at no extra cost to you (please see the specific section dedicated to this fundraising scheme for more details).

Direct voluntary contributions: We welcome voluntary direct debit donations from parents or an individual one-off payment. As the PTFA is a registered charity, donating attracts Gift Aid and, for higher rate taxpayers, additional sums can be reclaimed on self-assessment tax returns and a receipt can be provided for your tax return. Further details on gift aid and donating will follow in January.

Be a Year Rep: Every year parents can volunteer to be representatives for their year group. You can check who the Reps for this academic year are below:

Year 7 – Anna Magryta-Urban & Charlene Royer

Year 8 – Helena Corrado-Markic, Nicoletta Pilardi & Gigi Venus

Year 9 – Marina Castillo & Robina Sorohan

Year 10 – Rosa Gleason / more needed

Year 11 – Valeria Manca / more needed

Sixth Form – Still needed



LIBRARY
HSITIB

LIBRARY
HSITIB

Year 12 English Literature trip to The British Library

The Year 12 English Literature trip to the British Library focused on developing our analytical writing skills - our mentor helped us break down the simple components of an essay and how to construct it with ease.

We were given booklets on key tips and activities for writing essays well and one of our tasks was to place statements in the correct order to help us realise how a coherent argument flows properly. Some of us found this task quite difficult which wasn't necessarily a bad thing as we were able to learn how to build a more fluent essay through the activity which was very good for us!

Our mentor then went over different tones/types of essays with us and how to distinguish different kinds of essay tones which in my opinion was quite useful as I now am more comfortable with writing in a particular way (for example persuasively) and not accidentally blurring the line between being argumentative and persuasive for instance.

We also received a brief tour of the Library: its books, architecture and paintings were all explained to us. My favourite piece of artwork there was a 'moving' painting which was 3D and seemed to follow you no matter the angle you stood at.

Our tour guide also told us a bit about the British Library: we learnt it holds over 150 million manuscripts, books, maps and even the Magna Carta (which I was so amazed by)!

I also believe this experience helped everyone with writing their coursework for English Literature. Another one of our activities involved spotting the difference between an interesting and clear piece of writing and an intricate yet tangled essay. This really helps with writing in a more articulate manner for our coursework, as it enables us to write within a word limit while also managing to express all of our ideas.

The overall experience was just really fun as well as incredibly educational and I would love to go on more trips like these in the future!

Julian P

You can see the 3D painting at the British Library in this short video

<https://youtu.be/Yut7hSV8qqU>

Attendance

Attendance Nationally

Post-pandemic there has been a decline in school attendance across the country. Many reasons are cited for this nationally, including:

- A greater number of parents and carers still working from home and so retaining a child off sick with perhaps a minor sore throat is less difficult than it used to be.
- Post pandemic, some families are being extra cautious, and keeping their child at home when they have mild ailments, like a sniffle or sore throat.
- More families are taking their children out of school in term time for a variety of reasons other than illness (e.g. holiday or to visit a bereaved relative abroad) under the assumption that schools can just upload work online as they did during the pandemic. Online learning is however not as effective as being in school will not be provided when the student could be in school.
- Some students remain anxious and parents are rightly concerned for them, but without a medical diagnosis, students are not allowed to remain home, even if it is perceived to be for their wellbeing. Their education is more vital.

New Sacred Heart Policy

Research shows that attendance percentages have a direct correlation to academic outcomes and it is our duty as educators to turn this trend around. Nobody is suggesting that sick children come into school, but we need to return to our previous excellent attendance levels. Government has issued new guidance to schools and from January 2023 our new Attendance and Punctuality Policy comes into force. This will affect everyone.

The full text of the new Attendance & Punctuality Policy can be found on the school website but it is long and includes lots of detail on the role of different members of staff. Please see a summary of the key elements overleaf. We will update the Parent Pack to include this and will reissue it in January. The new policy contains three plans to support your child's attendance and punctuality.

We want to support you. We want to work with you.

Personal Attendance Statistics

As part of this, more letters will be issued to keep you informed about the statistics whenever your daughter's attendance is dipping, even when the reason for absence is **entirely legitimate**.

We want you to remain aware of the statistics so that you will be able to make more informed decisions about when to keep your child at home. If for example, your daughter's attendance was dipping a few weeks ago but she has a temperature, obviously you still keep her at home. If her attendance was dipping but she has a minor sore throat, your

awareness about her attendance percentage and our concern, may be relevant to help you decide whether to let her stay home, or send her in.

Unexplained absences

At the same time, we will hold you to account when we have not been given a sufficient explanation for your daughter's absence. Attendance is everyone's responsibility. It is our job to ensure your daughter's education.

We will tell you specifically and clearly if we do not have a sufficient explanation for your daughter's absence and this quite different to our general attendance letters informing you of a dip in your child's attendance percentage.

We may resort to issuing fixed penalty notices if appropriate for repeated unexplained (or insufficiently explained) absences and in extreme cases we will support the local authority in prosecutions.

Reporting Absence

This can be done by email or phone to the school Attendance Officer. Some parents are also reporting absence by Edulink, however Edulink messages often lack sufficient detail. 'Cough' or 'Cold' as a single word does not provide sufficient information and this is causing extra work for the school. Please ensure that you provide as much information as possible.

Every day

Please also remember that absence must be fully reported on **every day of absence, not just on the first day**.

Medical Appointments

It is very important that you try to avoid medical appointments within the school day, other than in an emergency.

Punctuality

We expect students to be in school by 8.15am and they will be marked late if they fail to enter the school by 8.25am. This is a full 10 minutes after they were expected in school.

FREE BREAKFAST

Starting soon next term we will offer a free breakfast, every day to any student arriving in the canteen by a set time. More information will follow about this in January.

Attendance & Punctuality Policy, January 2023

Plan 1: Universal Support *This support is provided for all students all the time.*

- Regular reminders of the importance of good attendance (newsletter, website, etc.)
- Half-termly improvement awards for attendance and punctuality
- Day of absence contact to parents, where no message has been received
- Parents informed of attendance levels and punctuality data via Edulink and IPM reports
- Requests for term-time absence to be declined, unless there are exceptional circumstances

Plan 2: Dealing with Unexplained Absences

This can become a safeguarding issue, when we don't know where your daughter is and you have not let us know. We contact home and if we cannot reach you, we then call your alternative emergency contacts.

A letter may be issued to notify you about the unauthorised absence, and if the absence remains unauthorised, we will call you in for a meeting with the Head of Year. If we remain unaware of where your daughter is, we will continue to try to con-

tact you every day and the matter may be referred to the local authority for a penalty notice or for Family Support. Referrals to the local authority will happen in any event for any absence, even appropriate ones, of six weeks or more. The local authority have greater support systems available.

We will do all we can to remove barriers to attendance and to work in partnership with parents.

Plan 3: Routine Half-Termly Monitoring

Trigger 1, Initial Targeted Support	Actions to be taken
<ul style="list-style-type: none"> • 93% - 96% attendance • Up to five late arrivals over a half-term period • One unauthorised absence over the last half term 	<ul style="list-style-type: none"> • Parent notified by letter from Headteacher • Form Tutor informal discussion with student to explore whether they have any concerns or issues that could be a barrier to attendance. Support referrals made if needed
Trigger 2, Enhanced Targeted Support	Actions to be taken
<ul style="list-style-type: none"> • 90% - 93% attendance • Six or more late arrivals over a half term period • Further unauthorised absences. 	<ul style="list-style-type: none"> • Second letter sent to parent from Headteacher. • Meeting with Head of Year attended by the parent/carer, student, Head of Year and where appropriate pastoral support manager/form tutor. Individual Attendance Audit & Attendance Plan discussed. Support to be offered in line with this plan. • Attendance checked weekly
Trigger 3, Intensive Support for Persistent Absentees	Actions to be taken
<ul style="list-style-type: none"> • Attendance 80-90% (<i>Persistent absentee</i>) • Continued late arrivals despite support offered at previous tiers • Continued unauthorised absences despite support offered at previous tiers. 	<ul style="list-style-type: none"> • Third letter issued by Headteacher • Attendance/Punctuality Panel meeting with PSM/Inclusion Manager, parents, student, Assistant Headteacher, to review the Attendance Plan and the involvement of external agencies. The need for any additional support and referrals identified • Daily checks on student's absence and daily phone calls home during periods of absence
Trigger 4, Use of Parental Responsibility measures	Actions to be taken
<ul style="list-style-type: none"> • Attendance below 80%; • Any of the thresholds for legal action have been met 	<ul style="list-style-type: none"> • Fourth letter notifies parents that a welfare referral is being made to the Educational Welfare Officer at the home local authority • Further Panel Meeting to be held and borough Attendance Officer invited. The Educational Welfare Officer at the home local authority notified of the school's concerns as appropriate • Parenting contract issued; daily monitoring

Christmas Sparkle Day



Our Sixth Formers organised a Christmas Sparkle Day on 9 December to raise money for The Passage.

The Passage is a charity, based in Westminster, that provides accommodation, community and support services for those at risk of becoming street homeless, those who are street homeless and those who are victims of modern slavery.

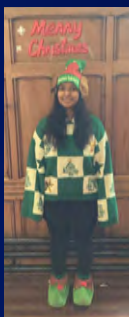
The charity takes its values and ethos from the teachings and example of St. Vincent De Paul and strives to be inclusive and has a vision of a society where street homelessness no longer exists, and everyone has a place to call home.

Everyone was encouraged to come to school wearing something festive and to donate £1 for this with a competition for the best efforts. Students and staff alike, looked wonderfully 'sparkly'!

There was as a Christmas Sparke Fair in the Reception Room, cloisters and old gym, including a bake sale; popcorn and sweet shop; gingerbread men and biscuit decorating; pin Rudolph; glitter face painting; guess the number of sweets in the jar; guess the presents in the Christmas stocking and a pop up photobooth.

At the initial count, Christmas Sparkle Day raised £1,650 for The Passage and more money from cards is still being counted.

A fantastic effort from our sixth formers.



Jack Petchey's "SPEAK OUT" Challenge!

In October, fifty Year 10 pupils received public speaking training from the Jack Petchey Foundation. All of them delivered speeches to the rest of the group, with the two winning speeches going forward to represent SHHS in the Grand Final at Lady Margaret's School last week.

Here, our two winners reflect on what they gained from the experience.

Freya - Year 10

Only a few months ago I had signed a form confirming my participation in the Speak Out workshop, not knowing that I would place in the top 4% and go to the regional finals. To be entirely honest, the only reason I had actually participated was because all of my friends had, and if I were to start over and redo everything, I would choose the same course of action.

Everything was so meticulously prepared to fit our viewpoint and level of comfort as students, which not only helped us gain confidence but also gave us something to be proud of and make us feel accomplished. If I could take away one lesson from the competition to share with others, it would be to always speak up if you are passionate, regardless of the situation, your fear, or what other people may think.

I believe that this competition will help me in a variety of ways, including how I approach different facets of life and how eager I am to pick up new skills like the ones I used for the delivery of my speech. Therefore, I will conclude this article by advising young people who are interested in participating in the Speak Out competition, in the future, to do so without hesitation, regardless of how shy or confident you may be; doing so is a great way to form new friendships and make new friends, as I have done with the people I met during my visit to Lady Margaret's.

Daxenne - Year 10

My confidence has grown as a result of Jack Petchey's Speak Out challenge and I'm no longer shy of speaking in front of groups. I made new friends and my mind was opened to new ideas. My perspective has changed significantly as a result of opening my mind to these important topics, especially since the subjects addressed directly affect how young people live in the world today.

This competition not only improved my social awareness, but it has also greatly enhanced my confidence. And I'm not just saying that for effect; it really has. I've always enjoyed performing on stage, yet no matter how confident I appeared to be, I was always trembling or shivering. However, after receiving training from the qualified mentors, I didn't have to act as if I was confident; I truly felt it.

Throughout the entire competition, I performed in front of hundreds of people, but I never felt judged or received anything except kind feedback from my competitors and peers. Therefore, I advise young people to do this. It's a lot of fun to express your opinions about a subject you're passionate about without necessarily having to win.

I never meant to place in the top 4% or compete in the regional finals, nor did I expect to get anything out of it, but I'm glad I participated. Since it was such a wonderful experience, I wholeheartedly encourage doing it.



YEAR 13 Retreat



Year 13 experienced their final retreat at Sacred Heart led by Ms Curtis and Ms Mallon. It was a day full of activities where we were given time to reflect on our experiences at Sacred Heart and think about possibilities that lie ahead in our futures.

Our first activity involved looking into our past, we focused on how our experiences have shaped us into the people that we are today. We learnt how to share our experiences to influence and teach others.

Our second activity focused on the future, we focused on our hopes and wishes. We pictured ourselves 10 years into the future and considered how and what we were going to do to get there.

Finally, we came together as a whole year group and focused on our inner emotions. Talking about why we feel certain emotions and how to deal with them. It allowed us to focus on ourselves and reflect on how we use these emotions. We then had a shared lunch with the whole year group to allow us to spend time with one another and focus on our final year.

My favourite part of the day involved talking about how we can teach women and pioneer them. This is an important topic especially because of being in an all girls school it really showed me how I am able to make an impact, how I can share my stories to influence and help others.

That session allowed me to understand what others have gone through as well and how it allows us to come together. It was a day full of learning and lessons and it enhanced our awareness of ourselves and the future that we are going to build.

The retreat was a special one and it is one that I will never forget.

Aearne, Y13



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Key Stage 3 Debate Club

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Year 7 debaters: Violet F and Marina S



Year 8 debaters: Aoife F, Vhairi M-S and Amelia



Year 8 debaters: Maame E-L, Christabel B, Amelia

The debaters in Years 7, 8 & 9 have been hard at work this term in preparation for various competitions. The Year 7 debaters have taken to the form and structure of formal debate like ducks to water and are improving at a remarkable rate. Our seasoned debaters in Years 8 and 9 are continuing to build on the foundations of last year's successes. Years 7 and 8 competed recently at Latymer Upper with the Year Eight team proving victorious in both of their rounds. One member of the team, Maame, shared her experiences:

"Debating in Sacred Heart has sharpened my ability to research and analyse problems, think critically, improve my team building skills and express my thoughts clearly and fluently. Debating is an amazing skill to have to improve one's public speaking abilities. Debating has in fact enabled me to overcome my fears of public speaking and increased my confidence.

Before I started, I couldn't even say a sentence in front of people I didn't know without shaking, fidgeting or stumbling over my words. It's amazing how far I've come in terms of confidence by doing debate club.

Not to mention it's also really fun! It's an essential life skill to be able to be open-minded and think of how other people see different sides of an argument as well as developing a greater understanding of public affairs. going to debating competitions gives us the opportunity to meet other children from around the borough and learn and develop our skills together.

So far this term, my teammates and I have won both our debates in Latymer Upper School. So for anyone one who might be considering doing debate club, I'd say "Do it!".

Maame

“

Key Stage 4 Debate Club

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Team competing at St Paul's Girls' School. Top Row: Sarah Jane R, Elizabeth J, Oake F, Soliana Z. Bottom Row: Carys F, Michaela B, Paloma P, Remi O

The debaters in Years 10 and 11 are continuing to improve their British Parliamentary debating under the watchful tutelage of Miss Curtis. They kicked off the year with a competition at St Paul's Girls' School against various schools from across London. The four teams carried themselves with dignity and presented fierce opposition for the other schools with the team of Elizabeth J and Sarah-Jane R missing out only narrowly on the final rounds.

These more experienced debaters have not limited themselves simply to debating. The students have also taken on the responsibility of training to judge for the KS3 debates. Recently, five students (Elizabeth J, Oake F, Malia F-P, Soliana Z and Amelia B) came to the debate at Latymer Upper to put this training into practise. Their judgements were balanced, fair and intelligent and they were excellent representatives for Sacred Heart.



KS4 Judges: Soliana Z, Sadie F, Elizabeth J, Oake F and Amelia B

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Next Term

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After Christmas, the students will continue to prepare for further group stage debates both at Sacred Heart and at other schools across West London and the country. Debate Club will continue to run for Key Stage 3 and 4 on a weekly basis and all new members are welcome to come and dip their toes in!

There is also an exciting new opportunity for the Sixth Form to come and learn to debate on Wednesdays after school in F8.

“ Key Stage 5 Year 12 Debate Training Day ”



On the 30 November, Year 12 were off timetable for the day to receive training from the public speaking charity 'Debate Mate'. The day began with an engaging show debate from the mentors on the motion ***“This House would require equal media coverage of men's and women's sports”*** in which students were able to ask questions to the summary speakers to challenge their arguments.

Following the show debate, students moved into five different groups, each with a mentor from Debate Mate, and learnt the key debating skills of argument formation, rebuttal and points of information. The day ended with each group competing in their own mini debate on the motion ***‘this house would not allow countries with a poor human rights record to host major sporting events’***. The speeches were passionate and well structured and the Debate Mate mentors all commented that it was some of the highest quality debating they had seen after one day of training.

‘The Debate Mate training day was insightful for many reasons. Not only did it allow us to learn the important skills of debating well – it also gave us an insight into the way debate skills can be transferred to a variety of settings. I particularly enjoyed the links between debating and politics and getting an opportunity to discuss current issues’ – Daniella G

We look forward to welcoming all sixth form debaters to the launch of the new debating club on Wednesdays after school in F8!



Y11 STEAM Club



Our STEAM prefects have been very busy in STEAM club on Tuesdays afterschool. They are currently making a skateboard from a disused pallet. They have stripped it to recycle the wood and then they joined the pieces of wood together...

"Being involved in Y11 STEAM Club is by far one of my favourite parts of my Tuesday afternoon, and I enjoy knowing that everything we make is made from scratch. I always look forward to see the progress that we make each week." Stefania 11S

"STEAM Club is one of the best clubs I have ever joined! Every week I look forward to it to end my Tuesday with a smile on my face! I really enjoy working in groups and using our initiative to design and make a skateboard the best we can. Our teacher is always in a good and bubbly mood making everyone laugh and smile." Isabella 11E

"Our STEAM Team is one big community. We all love indulging in new projects all of which are really educational and fun. Our most recent project has been so engaging starting with disused pallets we are going to recycle them into skateboards aiding global waste and incorporating different aspects of STEAM." Grace 11E

"I absolutely love STEAM Club! We have learnt phenomenal skills during our after-school sessions creating lifelong bonds as well as learning new techniques and skills to build and create things from scratch. Currently we are in the process of building a skateboard and I cannot wait to see the final result." Molly 11E

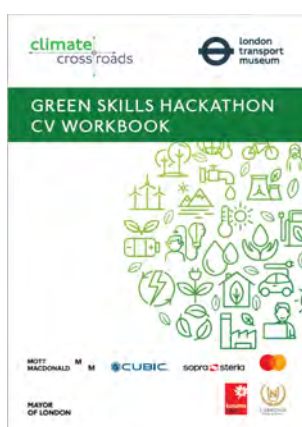


Sixth Form Ice Skating at Battersea Power Station





GREEN SKILLS HACKATHON



On 17 October 2022 our Year 13 Geography students attended the TfL's Green Skills Hackathon at the London Transport Museum. The hackathon was a fantastic opportunity for our pupils to broaden their understanding of environmental issues that are central to the A-Level Physical Geography specification.

Sacred Heart was one of just 10 schools from across London to secure a place at this event. Students were joined by professionals from some of the country's most forward-thinking transport businesses, including Mott Macdonald and TfL. Together they had the opportunity to explore solutions to some

of the real-world challenges facing London on its journey to net-zero and talk about the skills and jobs that are needed for the future.

Students were awarded with CREST Discovery Awards (Accredited by the British Science Association).



United Kingdom
Mathematics Trust



UKMT SENIOR MATHEMATICAL CHALLENGE

The UKMT Senior Challenge is a 90-minute, multiple-choice competition aimed at students across the UK. It encourages mathematical reasoning, precision of thought, and fluency in using basic mathematical techniques to solve interesting problems.

The Maths Department is extremely proud of the performance and achievement of our students in the Challenge. The students listed below were awarded silver or bronze medals.

YEAR 12

Silver Medal

Isabella M (**Best in School**)

Bronze Medal

Emelie C
Lynn E
Eline Mc
Isabelle Mc
Beth P
Chastyn Q
Guilia S

YEAR 13

Bronze Medal

Carina J (**Best in Year**)

Elam K
Jenny M



A special commendation goes to Isabella M who was Sacred Heart's 'Best in School' performer in the Senior Challenge.

Have a go at this question from the Challenge!

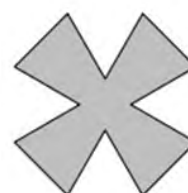
17. The shape shown is made by removing four equilateral triangles with side-length 1 from a regular octagon with side-length 1.

What is the area of the shape?

A $2 - 2\sqrt{2} + \sqrt{3}$
D $3 - 2\sqrt{2} - \sqrt{3}$

B $2 + 2\sqrt{2} - \sqrt{3}$
E $2 - 2\sqrt{2} - \sqrt{3}$

C $2 + 2\sqrt{2} + \sqrt{3}$



Masterclass with Emma Raducanu



On Friday 25 November, 14 of our pupils were invited to attend a Tennis Masterclass with the British Number 1 Emma Raducanu. It was an amazing experience for the pupils who were a mixture of tennis players and sports leaders.

Emma spent lots of time talking to the pupils about how to be a successful athlete and shared some top tips about how to achieve so much at such a young age.

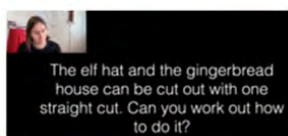
A huge thank you to the Queen's Club Community Federation and the LTA for allowing our pupils to be part of this. Check out the wonderful video here:

Emma Raducanu Video meeting our girls



Mathematics Enrichment

Merry Mathsmas!



Thirty Year 7 students selected for exceptionally good online homework scores had fun attending our Maths enrichment afternoon in early December. It was filled with problem solving activities all with a festive theme! We were able to join several schools virtually and the session was run by Zoe Griffiths, a maths communicator with Think Maths.

The Mathsmas show was a success because we enjoyed the festive tasks as Christmas is just around the corner. We started with a round of lottery as we eagerly picked two lucky numbers with the hope that someone might actually win a prize.

After we chose our numbers, Mrs Roy collected them in so that we couldn't change them as the winning numbers would be called at the very end of the show. We then moved on to a mathematical trick where we got to guess the date of someone's birthday.

It took us some time to figure out how the trick worked but we soon got the gist of it. I learnt how maths links in with other subjects like Computer Science with Binary Coding. I would have to say that the part where we got to fold pictures and cut with one straight line snip had to be my favourite part of the show.

We had to fold the paper to a point where we could cut out the whole picture with just one snip. We even got one to try one at home so we could apply the engineering skills that we had been taught and practice them. As we approached the end of the show, Zoe finally called out the numbers and explained that there was only less than 1% chance for us to win.

We enjoyed experiencing a new and certainly different way of learning maths as it improved many areas of maths like logic. We all thank and appreciate all the help and support the teachers who helped set the show up have given.

Maya Hebbbar 7S

Y7 Numeracy Club



This term Year 13 has been working closely with Year 7 helping them with their maths numeracy. This intervention has enabled the students to be able to enhance their number skills to ensure that they are able to help them further in their Maths classes along with providing Year 13 with the opportunity to learn how to mentor children and add on to their personal statement.

The Year 7s are given a maths pack which they have to work through. This supports them in developing high levels of fluency with important numeracy skills that are prerequisites for the success at GCSE to allow them to continuously practice and improve over time. These workbooks are then marked and if any help is needed our Year 13's taking A Level Maths are able to easily provide 1:1 support.

"I am really grateful for this opportunity from Mrs Roy to be able to give back and be that support for the younger years as I wish someone had done that to me!" Valisha 13H

Whilst a Year 7, Paula, has said "I think these sessions are excellent. I feel more confident in class now because I really know the basics so my teachers can teach me more things so that helps me improve more."

These sessions are a vital part of Sacred Heart as it is a way for our younger years to get to know the older years.

Aearne 13A

Library Re-Launch!



This year we have a new librarian and have relaunched the library with a new set of clubs, book drives, reading initiatives, and competitions. All of our books continue to be co-catalogued, shelved, and organised by our LRC Ambassadors, student volunteers who assist with the library during lunch and afterschool.

Our Creative Writing club for all years is set to publish an anthology in the library of all student work from throughout the term. The club is run by two of our brilliant sixth formers and covers topics from war poetry, black literature, horror, and spoken word. This term, we wrote collaborative poems, analysed translated texts, and read aloud to one another, building confidence in reading our creative works to an audience.

We also held a 2022 'Bookbuzz' drive, run by BookTrust, which gifts every Year 7 in the school a free book of their choice. The students voted on which book they each wanted to receive; authors included Anthony Horowitz, Jason Reynolds, and Bec Hill.

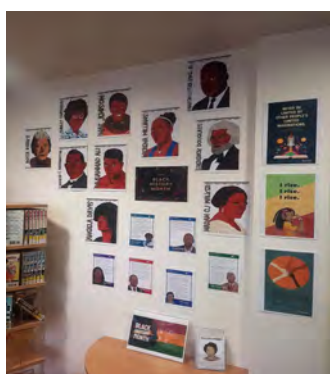
Ongoing is our Year 10 '6 Book Challenge' where Year 10 students read as many books as they can until February 2023 to earn raffle tickets. These raffle tickets give them entry to our prize draw. This is to encourage students in upper years to keep their reading up as they start their GCSEs. In this vein, we also run the Year 10 and 11 book club which holds discussions about classic and contemporary texts. This term they've been reading *The Picture of Dorian Gray* and *The Seven Husbands of Evelyn Hugo*, analysing the books in detail during lively debates.

In addition to our 'Community' Poetry competition, we have just launched 'Creative Writing in Translation' – a new competition that will encourage students to both write and read in other languages. Students will translate a poem or text from one language into another. Be it their mother tongue, or a language they're learning in school, the competition will give students a chance to think creatively in a language other than English.

The library also hosts our morning reading interventions, where Year 7 students are paired with Year 12 students for weekly reading. Together, they read a text once a week to encourage and challenge our Year 7s to turn reading into a habit. These morning sessions have proved incredibly fruitful for both year groups!

The Year 12s received a workshop in citation and plagiarism, preparing them with integral skills for university and beyond. The students learned about how to reference texts, how to research for secondary sources, and how to format university-level essays.

This year we also added many new titles to our library, bringing our book count up to 7500! This included new novels, sixth form texts, study guides, Manga releases and so on. We tried to focus on adding more foreign-language books to the library, with the help of student suggestions. We now have books in Polish, Spanish, French, Italian, and will be building this collection further over the coming year.



Community Poetry Competition

This year's poetry competition in the library focused on the theme of community. This is in line with our focus this year on the Sacred Heart Goal of Community.

Students were encouraged to explore what community means to them and write a creative response. Was community their family and friendships? Was it their spiritual beliefs and rituals? Was it their collective identity as Sacred Heart students?

Each poet responded to these ideas with their own original voice and as such, the poems the

library received were vibrant and expansive. The students wrote about family, nature, diversity, connection, and finding a spiritual home. Some poems spoke to kinship and the power of neighbours, others explored how art and creative expression gives rise to collective experience.

The poems were all brilliant in their own way and it was very difficult to choose a winner from each year group. Below are the winning poems, all of which embrace and challenge the very idea of what it means to be part of a community.

Winners

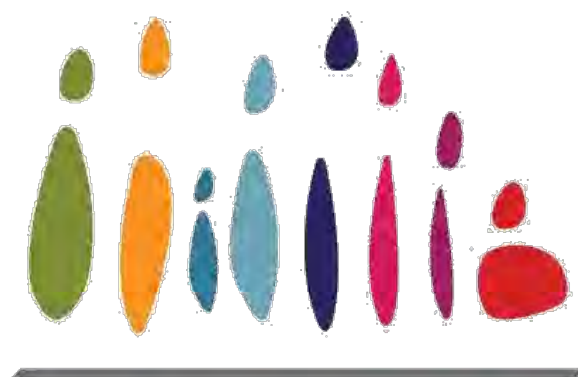
Grace Q in 7H

Eliana FB in 8H

Eve W in 9A

Carolina M in 11T

Daniela D in 12H



Community

by Grace Q, 7H

We all have special talents,
and do our own special things,
But that doesn't stop us from being a true community.

Everyone can do anything if we just set our minds towards it,
Because that's the beauty of life,
If we work hard and fall on our path,
We try even harder,
And success will come our way.

Colour, culture, religion,
We are all a community no matter who we are nor what we do,
We are all a diverse community,
Nobody is the same,
Yet everyone is different from each other in their own unique
way.

We are all one,
We have all won,
Because no matter who we are, or what we say
We are all one happy community.



Community

by Eliana FB, 8H

A single community can change our view,
Our hope, our judgement may not seem a clue.
In our future, our interest becomes weak,
And you need to be the person to stand up and speak.

We can't rely on the elders, they'll fade away soon
And we can't ask others to feed us with a spoon.
And although we our young, our voices are heard
Nature will hear your purpose, word-for-word

A community bonds, hand-in-hand
Working for the future, just as we planned
A community only looks for success
A place where no one is in distress.

Community provides you with a gift of thought
So bring the information our community once taught
Make the most of your designated personal privilege
Let's make our proposal a perfect image.

Community isn't always by blood and bone
It's meeting other's when you are alone.
You also stand up for what is the truth
So be conscious of this society and make a change to your youth!



How do you escape?

Are you like us?

We find comfort in the scribble of the pen
The flow of the words
The ideas taking shape on the page
In our stories we like to make quite a fuss.
We are the writers.

Or are you like us?

The notes of a melody give us home
Our refuge is in the verse of a song
The keys of a piano
The bow a violin
And it all could be happening on a bus
We are the listeners.

Maybe you belong with us?

We put our care into every brush stroke
Love in every colour
Trust in every line
Dreams in every image
Discovering ourselves like our very own Columbus
We are the painters.

What if you're one of us?

We submerge ourselves in a book of wonders
Drawing compassion from the stories of romance
Thrills from the novels of horror
Do you ever find curiosity at the edge of a cliff?
The escape is a much needed bonus.
We are the readers.

Or could you be with us?

Our views were never clouded by hate
Only disappointment that we can't break free
We understand the toils and tragedies
And accepted our fate long ago
Our lives we will never discuss
We can never escape

Forever Neighbours

by Daniela D, 12H



Eyes blinded shut, shrouded by the atrocities they've witnessed.
 Ears defeated by rounds of bullets and cries of despair.
 The hopeful, now turned hopeless.
 Lungs intoxicated by clouds of dust which surround piles of rubble.
 Pain does not discriminate.
 Rich and poor alike,
 Bound together by the inevitability of their circumstance.
 Fear seeps among us,
 We are but scattered remains of flesh and bones.

 But these are the sinews of struggle which breed togetherness.
 For we are drawn together by the tissue that connects us,
 Strung close, intertwined by the very fibres that alive us,
 We are one and the same.
 Individuals, yet one great multitude,
 Unbroken in spirit and webbed together, invisibly by our humanity:
 We are members of one body.



Community

by Carolina M, 11T



Looking at the windows, the houses, the trees, I see a big village on the mountains.

Waterfalls and soaring eagles in the sky, lions and tigers roaring all night.

Friends, family singing songs, going on walks with your dogs, sleeping and snoring through the moonlight, watching shooting stars catch a light.

My village will see that anything is possible, here is my community, my hometown that I love.



Extended Project Qualification Level 3

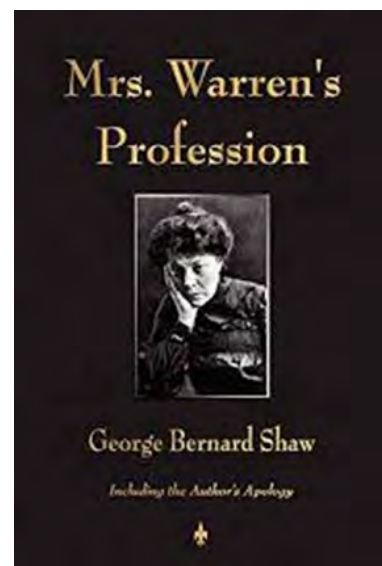


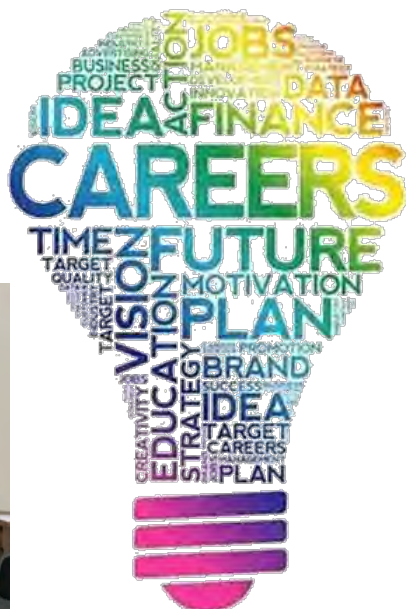
We have an impressive range of subjects being investigated for the EPQ – Extended Project Qualification – this year. The EPQ is a research-based qualification, equivalent to half an A-Level, which our pupils can start in Year 12 and finish in the Autumn term of Year 13. Universities are increasingly recognising the value of an EPQ and will often give lower UCAS offers as a result.

An EPQ is a piece of independent research and can either be a written essay of 5000 words, or an artefact and a shorter essay.

Amongst this year's subjects, we have song compositions, investigations into the reintroduction of Lynx into the UK, the influence of the tango on the Spanish diaspora, an in-depth look at the value of smart motorways, and a dramatic monologue of a Bernard Shaw play and the social context he wrote it in, performed in Victorian dress.

The eclectic nature of our EPQs and the dedication our Year 12 and 13 pupils show as they work on them with help from their mentors, is testament to the broad-based and outward-looking passion and focus of our students. We are launching our new EPQ programme early next term for the current cohort of Year 12s.





Engineering Alumnae Visit

We had a busy and productive term with a range of events and speakers introducing pupils to the world of work and different careers they can aim for.

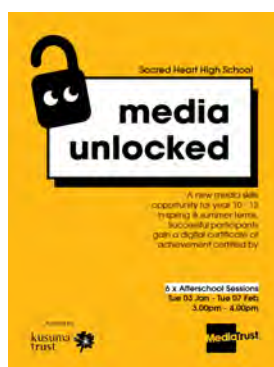
One of the highlights was a Year 11 assembly taken by Hannah Keating, an alumni of Sacred Heart, who talked through her career journey since leaving school and achieving a first class degree in Engineering at Swansea University, and her current work as a Site Engineer working on the Thames Tideway project. She is part of the team building a new tunnel under London to update the Victorian sewage system and provide a secure and modern solution to cope with the huge influx of people living in the capital compared with 150 years ago.

Hannah works on the Albert Embankment Fore-shore Site and she spoke with passion and enthusiasm about her career, and the need for more women to become engineers. It makes a real impact for current pupils to hear from those who have left the school talking about their career paths, so many thanks to Hannah, and if anyone else is willing to come in and give up their time to talk about how they navigated work and discovered what they wanted to do in life, please let us know.



THE MEDIA TRUST

The Media Trust came in to school to give a taster session on 'Media Unlocked' for a group of Year 10 and 12 pupils. They were taught how to create a short video against a green screen. Media Unlocked is continuing next term with 12 weeks of workshops. These are open to anyone in KS4 and KS5 interested in a career in digital media marketing, directing, advertising and managing creative content.



Careers Advisor

Our careers advisor, Gordon Young, has given UCAS and personal statement advice to Year 12, and is meeting all of Year 11 to discuss post-GCSE, A-Level and university options with them.

Next term we will have a presentation on alternative pathways to university, including apprenticeships and taking a gap year.

NHS Careers

Huge congratulations to Joanne and Amelie for their 'Highly Commended' NHS entry to the *STEP into the NHS* competition.



What is our app about?

Our app is a game about what it would be like to spend a day as a Children's Nurse in the NHS, and it also has lots of additional information about the role, including qualifications you will need to be a Children's Nurse and key quality traits that are ideal for the job. In our game, you will be put to the test through a series of challenges that Children's Nurses experience everyday. When you arrive at the hospital, you must take care of your first patient, Sophie, who is an infant requiring your care. Next, you must administer vaccines to other patients, but be careful not to get them mixed up! Finally at the end of the day, you must attend to Courtney, a teenager who has been involved in an accident, and use the information provided to carefully prepare her for her blood transfusion. Will you be able to make it through the day?

Why did we create it?

We created our app as part of a wider project we entered, called Step into the NHS. The goal of this project was to spread awareness about the job to a young audience in a way they find accessible and fun to use. We also wanted to do this, as hopefully our interactive game will not only be fun and knowledgeable to the user, but encourage and inspire them towards considering working for their community and the NHS in the future. We chose to represent a Children's Nurse, but this was just one example of many jobs that are in the NHS.

We would like to thank our teacher for organising and guiding us throughout this project! It was extremely interesting and enjoyable.

Amelie 11A and Joanne 11E

Secondary Transfer Open Evening – Careers stall

Our prospective parents were very pleased to see HPL in action via the Russell Group University destinations from our Class of 2021 and 2022.



"I'm so pleased that your School takes careers seriously because it is this career related learning that will open up the world of opportunity out there and you seem to be showing your students that the opportunities are endless by exposing them to different experiences." Prospective Parent

Our STEAM prefects were great ambassadors for our School informing parents of their enrichment experiences.



Army Careers



When the army came over they taught us FOUR very important lessons. They taught us how to think fast in tricky situations, the importance of teamwork, what the army is really about and to always try your hardest all the time. All of these lessons are really important because it will help you grow up into a well-rounded young lady.

Thinking fast in tricky situations is a key skill to have because it trains your brain to not only to think fast but to know what to do in tricky situations which is really useful in school. Faster thinking can enhance skills critical to success such as planning, goalsetting, problem solving and the ability to stay focused on tasks. I believe that thinking fast can really help you in life because you will be able to think of solutions to problems in no time.

Many people think that being in the army is just about fighting and killing but it is not about that. The army is there to protect nations and dependent territories. Highly trained soldiers are deployed anywhere at any time to meet a variety of challenges. The British Army protects the united kingdom's interests at home and abroad providing a safe and secure environment in which all British citizens can live and prosper.

I believe that it is very important to always try your hardest because it is very easy to say that i can't do it but one of the hardest things you can say is that you can! The harder the task you are given the more energy and focus we need to complete it. The most important reason why you would choose to do the hard things in life is that it it will make you happier. You will feel as though you have accomplished something, put in the effort needed and made a difference to society. That the lesson I learned from the Army that you should always try your hardest because not only will you feel good about yourself, but you would have made yourself smarter which may benefit the world in some way.

I believe that being able to work with different people as a team is a very good because you will be able to see how people look at things through their eyes and you will be able to understand different viewpoints due to the fact that you have worked with different people. Teamwork also makes you a very good listener and able to understand people's problems. I found that working as a team encouraged my personal growth and released a lot of stress! I thoroughly enjoyed the Army coming to Sacred Heart.

Rebekah 7S



Y9 STEAM Careers 'APP'renticeship Challenge



Leading pathologists from Idexx Laboratories came to host an APPrentice Challenge with fifteen Year 9 students. The workshop was an opportunity to learn about creating an enterprise concept, develop it into a fully formed idea, explore the costs and potential profits, and consider how the product or service could be marketed and sold.

The girls worked in teams of 5 and decided a team leader, technical manager, financial manager, marketing manager and sales manager and then spent the day brainstorming ideas, choosing an APP to develop and presenting their ideas to judges at the end of the day.

"I really enjoyed the APPrentice Challenge as the technical manager I helped create the idea of Healing Hands. I found the STEAM event really interesting and inspiring and our mentors were very friendly and helpful." *Lexi 9R*

"I had a great day. The experience was amazing! I never thought I would ever be able to speak or even pitch an idea to a large amount of people so I was grateful that I could do that. It was a very non-judgemental environment which made me more comfortable to talk about what I would like to do in the future and I really liked the people who were mentoring me" *Jessica 9T*

"I really enjoyed taking part. It was a unique experience to talk to new people and create amazing ideas and present about our product." *Gabriela 9S*

Our winners were Jessica, Emely, Sinnit, Martha and Tamina, huge congratulations to them!



"Thank you for allowing my leadership team to engage with such impressive youth. This was also valuable in my new leaders to collaborate and build trust in a unique manner, while simultaneously contributing to our communities." *Jeremy Johnson Sr. Director & General Manager of Pathology, North America at IDEXX Laboratories*

"It has been great to see the girls develop their ideas and learn to work together as a team. We enjoyed working with the students!" *Denise Wunn Associate Director of Pathology, North America at IDEXX Laboratories*



"The students were a credit to themselves and the school. They stretched themselves well outside their comfort zone and one could see their confidence grow. Well done and thank you!" *David Maguire European Head of Clinical Pathology, at IDEXX Laboratories*

"Thank you for letting us come and work with your brilliant students. They were highly engaged and supported one another throughout the day. It was a pleasure to interact with so many impressive young women and future leaders!" *Catherine Lamm Associate Director of Pathology, North America at IDEXX Laboratories*



Religious Education

Prejudice and Discrimination, Black History Month

In October, the RE department launched their extended 'Read, Watch or Visit' project in line with the unit of work on Prejudice and Discrimination in Year 9 and Black History Month.

Year 9s went off and either read a book or poem, watched a film or documentary or visited a gallery. They then had to produce a creative piece that reflected and educated others on what they had seen.

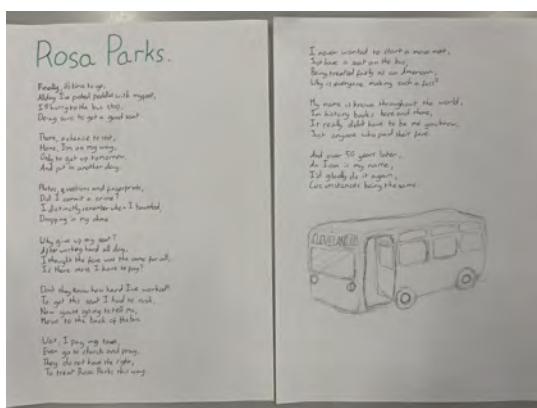
Year 9s produced some stunning work from amazing paintings, poems or collages. The Year 9s will be finding out the winners in the end of year assemblies, but here are some of the wonderful artworks created.



Carlee S



Laura L



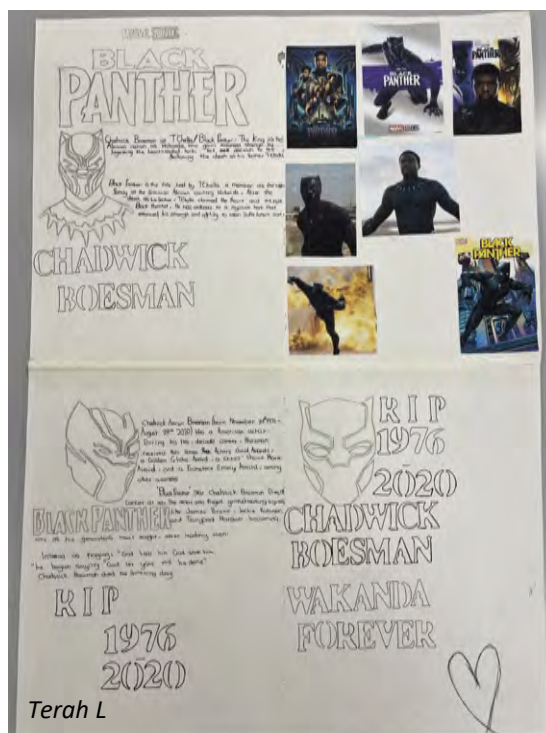
Jilleane SS



Joelle G



Sienna A



Terah L

'STEAM'ing Ahead With Ada Lovelace Day

Ada Lovelace Day is marked annually on the second Tuesday of October, and aims to showcase the amazing women in STEAM and serve as encouragement for girls to get into the field.



"I learnt that Ada was really passionate in mathematics and wrote many notes about the first computer." Hanna 7T

"Ada Lovelace was an incredible woman who created the first ever computer. She loved maths and had the idea that computers shouldn't only be used for maths but for science and art too." Amaia 7T

"Ada Lovelace was born in 1815. She loved mathematics and created the first computer. She is a great woman that represents STEAM. STEAM is really good to inspire young girls like myself to do something to make a change in the world." Salina 9A

"Ada Lovelace was a woman that inspired and motivated everyone around her. She was a woman in STEAM that I look up to. She is now remembered by various schools around the world including ours. I am proud that our school celebrates her special day. She had a deep passion for maths and is a role model for young aspiring women like myself". Otylia 9R

"Ada Lovelace had a great love for maths, and she also liked music. Even though her father wasn't really in the picture much she was still determined to succeed, she believed in herself not to fail in life." Kaia 9H

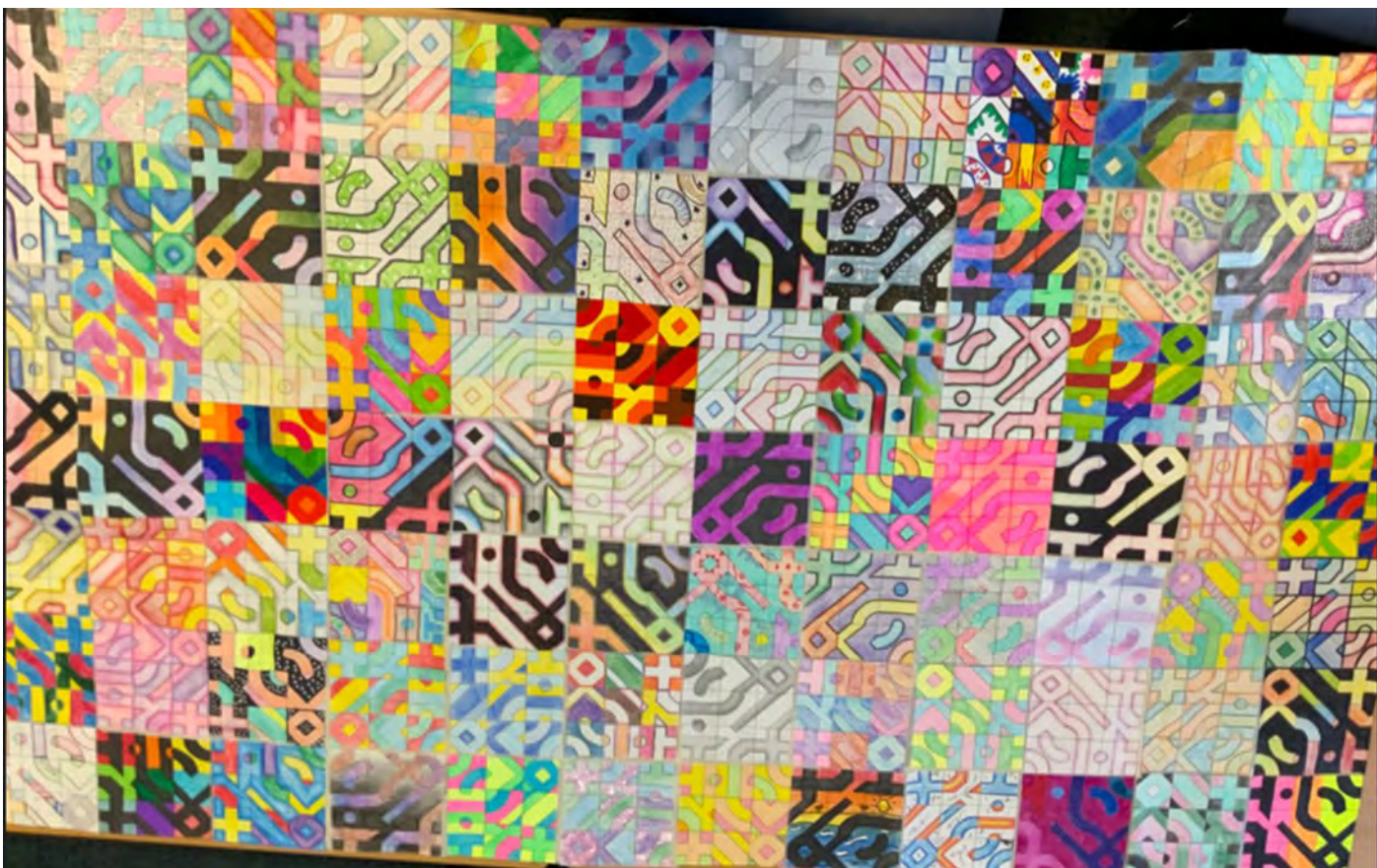
"Ada Lovelace was an inspirational woman in STEAM I'm glad we celebrated her special day". Marina 11T

Ada Lovelace Day remains an important fixture in our calendar, as the girls enjoyed a lesson of coding and made bracelets to wear on their wrists. Ada Lovelace Day was founded by Suw Charman-Anderson in 2009, after she recruited people to honour influential women in STEAM. The reason behind the call was that Suw believed women in tech were invisible and more needed to be done increase their visibility. As it stands, women currently only make up 19% of the tech workforce. More clearly needs to be done to help promote women within the industry and to encourage girls into a career in STEAM.

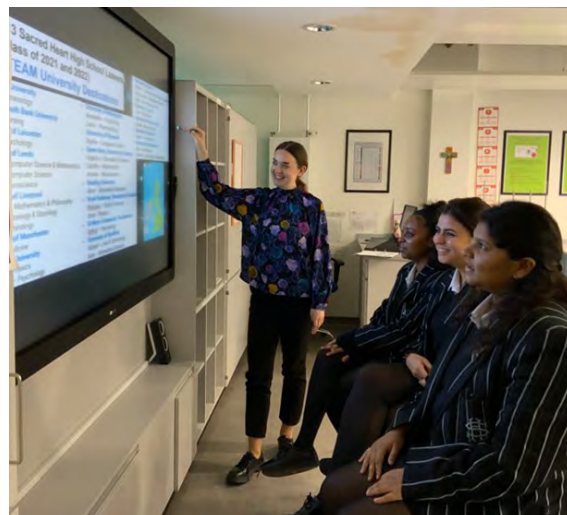
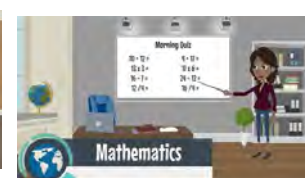
Celebrating National STEAM Awareness Day for KS3 & KS4



Our Science, Design Technology, Computer Science, Art & Mathematics departments all collaborated to produce a fantastic STEAM project and all students benefitted from STEAM Awareness day on Tuesday 8 November 2022 successfully ... WELL DONE EVERYONE!



Celebrating National STEAM Day for KS4 & KS5



"I was very inspired to see all the university destinations that our sixth formers have gone to and all the associated career paths available with STEAM were explained very well in our Maths lesson."

Marina G 11T

"The video inspired us to expand our knowledge of how STEAM subjects blend in with one another. It made us want to pursue our studies in sixth form and build on our passion. I especially loved seeing all the UCAS destinations that past students have gone onto for higher education and the teacher explaining what all the courses involve."

Melaska M 13E, Ines L 13E & Samra B 13H

Inspiring young people to take up STEAM subjects is essential for building the workforce of our future and thriving economies world-wide. While the global drive to be greener, healthier and more resilient continues, so too does the lack of skilled people able to fulfil the growing number of STEAM jobs roles.

The good news is that interest is increasing within education and I am delighted that more of our Y13 leavers taking up STEAM subjects at University. Careers in STEAM industries present a wealth of opportunities to make a difference in everyday lives beyond healthcare. We see this in roles like environmental scientists developing green technologies, civil engineers who build bridges and ethical hackers, who help companies improve their IT security... the list is endless.

Celebrating National STEAM day with our Year 11, 12 and 13 students gave teachers an opportunity to showcase students studying STEAM subjects at university and helped facilitate meaningful discussions about STEAM Careers.



Wimbledon Ball Girls 2023

We have seen fantastic commitment to the Wimbledon Ball Girls programme so far this year. Students from Years 9 and 10 have been coming into school weekly at 7.30am and taking part in training sessions working on their fitness, skills and court work. Eight students plus two reserves have made it through to the next stage. These pupils will attend a selection session on Saturday 14 January 2023. We have everything crossed for you girls!

Olivia B Y9, Anjali S Y9, Hannah O Y9, Marian T Y9, Izabele M Y9, Leonor G Y10
Andrea H Y10, Mia MN Y10 and Reserves, Maria C Y9 and Emma L Y9

Our ball girls from last year, Amelia B and Sophie B have also been hard at work preparing themselves for the recall process, again good luck to you both!

Sports Leaders 2022



This year's Sports Leaders have been extremely busy this term. They have delivered two Sportshall athletics events for Hammersmith and Fulham primary schools to over 500 pupils on each day. They have also planned and delivered a mini marathon event, again for primary schools in the Hammersmith and Fulham borough.

Feedback continues to be excellent from organisers, teachers, parents and pupils. Leaders will also have the chance to lead at the London Youth Games event next spring. Congratulations to all pupils, keep up the hard work!



Year 7 Netball

Commitment to netball from Y7 this year has been fantastic, averaging around 40 pupils attending weekly training.

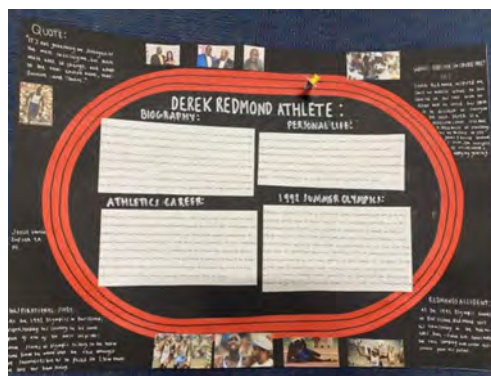
Y7 have had matches against St James' Senior School and Lady Margaret's, they have further matches including the Hammersmith and Fulham Borough tournament scheduled in the new year.

Black History Month in PE

During Black History Month 2022 the PE department ran two competitions celebrating Black History in Sport. The first was a poster competition where pupils chose a black athlete who has inspired them. The second competition was a dance competition where pupils were instructed to choreograph and perform a dance about a memorable moment in black history. The overall winners were Anushka S and Taina M



First Place- Leonor G Y10



Second Place- Joelle GZ Y9



Third Place- Emily S Y7

Year 8-10 Netball

Well done to all pupils who continue to attend weekly Netball training.

Pupils have played in matches this term against Lady Margaret's, St James' Senior School and St Augustine's Priory. There are a number of matches scheduled for the new year and all pupils will be looking ahead to the annual Liddington Netball weekend in March.



Y8B



Y8A



Y9B



Y9A



Y10B



Y10A

Football

Football has proven to be an extremely popular club this year with high numbers at both the Tuesday and Thursday training sessions.

The U13 team have played against Fulham Cross Academy and came away winners with a 14-6 victory. The U16 team recently played Phoenix Academy and came away winners with a 2-1 victory.

There are other matches scheduled against Fulham Cross Girls' School and St Augustine's Priory in the new year. Well done to all pupils for your commitment to the sport this year.



U13



U16

Basketball

It has been a busy term for basketball at Sacred Heart.

The U18 team continues to go from strength to strength, they have played 2 games in the 0-10 community league against Godolphin and Latymer and St Paul's and have won both. They recently won the Hammersmith and Fulham borough tournament which means they will go onto the next round of the London Youth Games.

The newly established U14 team played in their first fixture last week, coming in 2nd place just behind St Paul's at the Hammersmith and Fulham borough tournament.

Y7 and Y8 trials were held last week ready for us to enter teams in the Junior NBA league in the new year; we are looking forward to seeing our Key Stage 3 players in action.

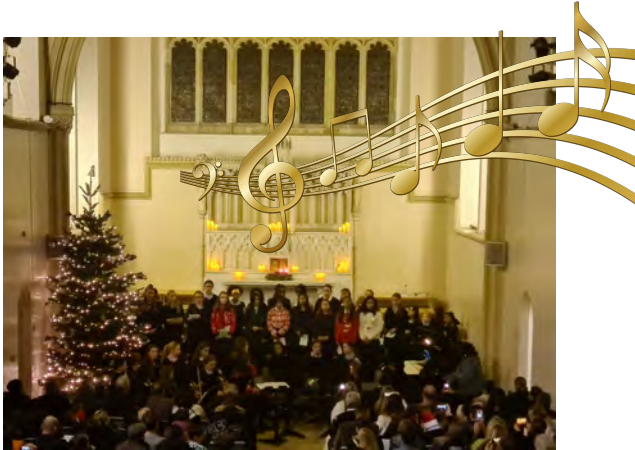
A huge thank you to Coach Cheryl from 0-10 community who is currently coaching our teams on a Thursday and Friday afternoon.



U18 Team

Advent Mass

Our Advent Mass on 15 December was well attended. It was a beautiful and reflective celebration of the Eucharist. The choir and orchestra added to this wonderful occasion with outstanding performances.



Christmas recital

Congratulations to all students who performed so beautifully at the Christmas recital on 7 December. Your dedication and hard work made for a highly successful and enjoyable evening. It was also wonderful to have so many parents, governors and staff present.

We hope to see more students sharing their musical gifts and talents by getting involved in the various instrumental ensembles next term.

A Final Word

I wish every one of you a joyous and restful Christmas. With thanks for your continued support of the school.

With best wishes and prayers,

Mrs S O'Donovan

Christmas Presents

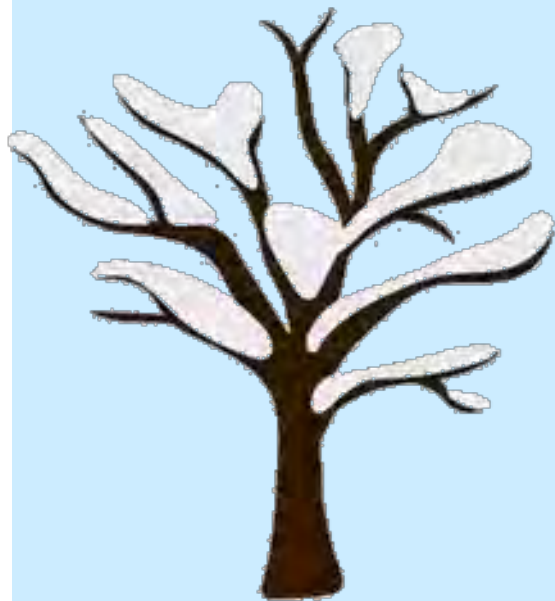
Our students' made such a wonderful effort in collecting and wrapping over 300 Christmas gifts for needy children, to be distributed via the Catholic Children's Society.



Lent Term Calendar overleaf

SCHOOL CALENDAR

Lent Term 2022



January

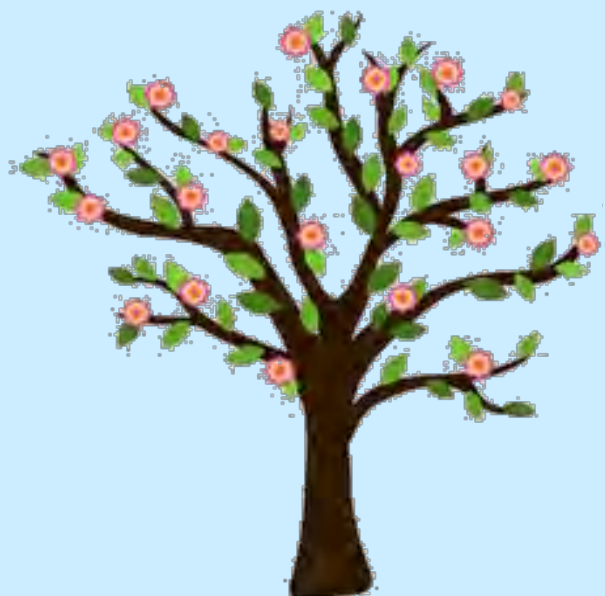
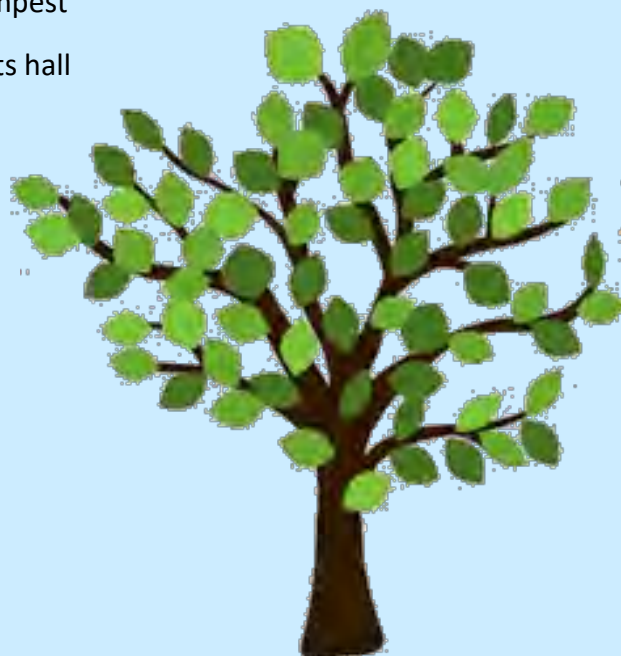
- Tues 3 First day of Lent Term, Week 1.
- Thurs 19 Y10 Parent Teacher Meeting, 4-7pm in sports hall
- Fri 27 Future Sounds 2023 Competition entries to be completed by today
- Tues 31 Future Sounds competition judging (final is Wed 22 March).

February

- Thurs 2 Y11 Parent Teacher meeting, 4-7pm in sports hall
- Thurs 9 PSHE Day
- Fri 10 **Mon 13 - Fri 17 Feb HALF TERM HOLIDAY**
- Mon 20 Start of Y11 and Y13 Exam Week
- Wed 22 Ash Wednesday

March

- Fri 3 Y7 trip to The Globe Theatre to see the Tempest
- Thurs 9 Y8 Parent-Teacher Meeting, 4-7pm in sports hall
- Fri 10 KS3 STEAM Event
- Thurs 23 Y9 Options Evening
- Thurs 30 Lent Liturgy
- Fri 31 Last day of term



April

- Mon 17 All pupils return to school