

The

Salvatorian

*Merry
Christmas*

**Autumn
Edition**

**The School
of First Choice**

Wider Horizons Week, Making
full use of our new building and
more!

Cover Artwork by Joseph Casell
Year 11

December 2021
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Message from the Headteacher

Dear Parent/Carer,

This has been an eventful term which has seen the end of teaching bubbles and the welcome return to a more familiar way of operating. For many of our students and families the last 18 months or so have been challenging in a variety of ways. We are grateful to be able to work in partnership with our parents to support the well-being, pastoral and academic progress of their sons.

At this time of year, despite our problems, we must count our blessings and consider those whose situation is much worse than ours. It is easy to forget that wars and conflicts continue to rage in the world. Here at Salvatorian College we are not indifferent to the suffering of others. We continue to pray for peace in our world and that our politicians and leaders will be steadfast in their efforts to support countries with vaccines so that the world can recover. It was a moving and proud moment when the whole school stood silent at 11 o'clock to mark the anniversary of Armistice Day, all participating in the chance to honour those who have fallen in conflict.

Despite the difficulties of the pandemic, we are determined, more than ever, that our boys can access, enjoy and achieve in the classroom and beyond. Whether it be adapting Lord of the Flies to the stage; design and technology; Kung-fu and table tennis; perfecting the art of cooking a lasagna; dissections and explosions in Science; or evaluating the merits of medieval queens and kings in History we hope that our lessons will inspire curiosity and a love learning.

In our Wider Horizons week, in the week leading up to the Autumn Half-Term, our boys took part in a fantastic array of activities. These included: fun and interactive team-building activities; presentations from external speakers on Black History Month; tour and taster sessions at West London College and St Mary's University; a performance and workshop of Macbeth; RE retreats; a Gaelic football competition; Maths and Science workshops and practicals; a "rivers" field trip in Geography; trips to the Tower of London, London Zoo, the Science Museum, RAF Hendon, and the National Portrait Gallery; STEM robotics workshops; European movies with Modern Foreign Languages; skiing in a snowdome; a chef masterclass; an art workshop at the Tate; and high ropes adventures, archery, orienteering and shelter building. You can see examples of these fun activities later in this publication.

The Catholic life of the school is kept at the heart of our operations by our dedicated RE team. We shared a remote Christmas Carol Service and continue to collect for our various charities and amass dry goods to make hampers for the less fortunate in our community. Voluntary mass continues, held every Thursday morning in St Joseph's Church. This term, Pope Francis reminded us that an essential ingredient for living an alert and joyful life is prayer. "Be awake, guard your heart," the Pope said in his message. And he added that "the secret to being watchful is prayer, which awakens the soul from sleep and focuses it on what matters."

I thank you for your support and hope you all had a happy, holy and healthy Christmas time, enjoying the peace and hope that the birth of our saviour heralds. I pray for a happy new year for you and your family.

Mr Alan Bryant
Head of School

Reflection from Fr Mario



For the last 40 days, we have been in a journey of repentance. A repentance that would help us prepare the way for both the celebration of the Nativity of our Saviour and his return at the Second Coming.

Advent calls us to do this by repenting of our sins, by reconciling our broken relationships, both with God and neighbour. The readings we heard during this time invite us to be part of this journey by acknowledging the wrong we have done, accepting responsibility, expressing sorrow, changing attitudes and behaviour, and making restitution. Every new stretch of road gets harder.

And there is something that may happen as we reflect of what wrong we have done, and it takes us by surprise: the cringe worthy memory of a past sin we wish we could forget. The pain, the regret, the shame and disgusting feelings all returns as if you had just committed the sin again: Would God ever forgive me? Is there any good out of all this bad?

But that is not the intention of Advent. I found a very interesting approach to this matter based in the genealogy of Jesus that both Matthew and Luke offer. It is a beautiful reflection written by Raymond Brown: God draws straight lines from crooked lines, and the beautiful Christmas story is written with some very crooked lines.

These genealogies trace out Jesus' origins in a way that tells us Jesus wasn't born of all saintly ancestors. Rather, his family tree contains as many sinners as saints. Among his ancestors were liars, adulterers, murderers, power-grabbing men, scheming women, wicked kings, corrupt church officials, and sinners of every sort. Jesus was pure, but his origins were not.

Matthew begins his story of the origins of Jesus with Abraham, who unfairly banished Ishmael and his mother, Hagar, rationalizing that God favours some people over others. Now, how can that be fair and how can that be justified? Then Jacob, by scheming and dishonesty, stole his brother Esau's birth right. Next, Judah, who had sold Joseph into slavery out of jealousy and then has a son with his own daughter-in-law. It is fair to ask the question, why Judah? And David, to whom Jesus explicitly connects himself, who admittedly was a great man, humanly and spiritually; he united the community, built the temple, and wrote many of the psalms, but he was also an adulterer who covered sin by murder.

And the women mentioned in Jesus background aren't much better.

They mention Tamar, who seduces her father-in-law, Judah, so that she can have a child; Rahab, a woman with an interest reputation; Ruth, and Bathsheba, the woman who commits adultery with David and then schemes to make sure Solomon inherits the throne.

Each of these women had marital issues that contained elements of irregularity or scandal and yet each was able to be an instrument in God's birth on this planet. It seems that Matthew highlights their names to set the stage for Mary, whose pregnancy is also irregular, since Jesus had no human father.

Matthew lists the names of fourteen kings who are part of the genetic origins of Jesus. Of those fourteen, only two, Hezekiah and Josiah, were considered faithful to God. The rest were adulterers, murderers, incompetents, and hungry for power.

The last part of the genealogy contains mostly names of unknown people. That is also important because, if unknown people contributed so significantly to Jesus' origins, then we too are not too insignificant, unimportant, or anonymous to contribute to the continuation of that story.

God did not hesitate to use the scheming as well as the noble, the impure as well as the pure, men to whom the world admire and women upon whom the world frowned – and our God continues to work with the same mélange: you and me. With our imperfections, with that sin that scares us. Do not be afraid!

Perhaps the real challenge in all of this comes to those of us who would want to accept only an idealized portrait of Jesus' birth, one that has only straight lines, no impurities, no dark colours. But, despite our struggle to digest this, it is important that we do so because what is highlighted by the Gospels in the birth of Jesus throws light on all subsequent Christian history and on our own lives.

Grace is pure, but we who mediate it often aren't. Still God's love and God's plan aren't derailed by our infidelities, our sin, and our scheming. God's designs for grace still somehow work and this is what Advent attempted to do, and it is not a lesson of discouragement, but of encouragement.

The pure mystery of Jesus, of Christ, somehow, shines through in spite of all of this and, ironically, because of all of this. Like a hidden seed, God's grace works, even through people like us and churches like ours, even if our life is marked by weakness, sin, and insignificance... we are important. We are important because God thinks that we can also continue writing the story of the incarnation, continue revealing divinity despite our mistakes. And the God who wrote the original Christmas with crooked lines also writes its sequence with crooked lines, and some of those lines are our own lives and witness.

Nobody is so bad, so insignificant, so devoid of talent, or so outside the circle of faith, that he or she is outside the story of Christ. We are all part of it. Faith can accommodate the recognition of sin and infidelity. So can Christmas.

Christmas Hampers



This year we beat our record on total hampers packed for last year! Our students donated and packed:

- 35 regular
- 15 very large (equivalent to at least 4 regular ones = 60)

A total of 95 hampers (up 41 on last year)!

We still have 6/7 large boxfuls of left-over donations to pack! mainly pasta and tins!)

Miss White and 7C won "best form" for the most hampers packed and donated in total.

Mr James' form, 11F was thanked as a form of 13 for also donating a total of £13.62 as well as food donations.

Thank you all – Remember that this happens yearly and is open to all students, staff and the community. Please give generously. Thank you to Mrs Watt and Mrs Brown for organising the hampers and collections!



Year 7

This term, Year 7 have been studying Mark-making and The basic Elements of Drawing. They learn about the fundamentals of drawing such as how to how a pencil, why we make marks, why we draw and why Artists Draw. They look at Artists such as Alison Lapper, an Artist who paints despite being unable to use her hands fully, and Vincent an Gogh, who work in very different ways using mark-making. To compliment this, Year 7 visited The National Gallery with the school during Wider Horizons week.

During the trip, they were asked to recall their knowledge of mark-making techniques and create sketches based on selected Art works as well as complete some research. They did a fantastic job and most students aimed to fill an entire booklet during the day.

Shown to the right is a drawing of a shoe done by direct observation in mark-making techniques by Umar in 7 Alban. A fantastic effort and use of line to make marks.



Umar 7A



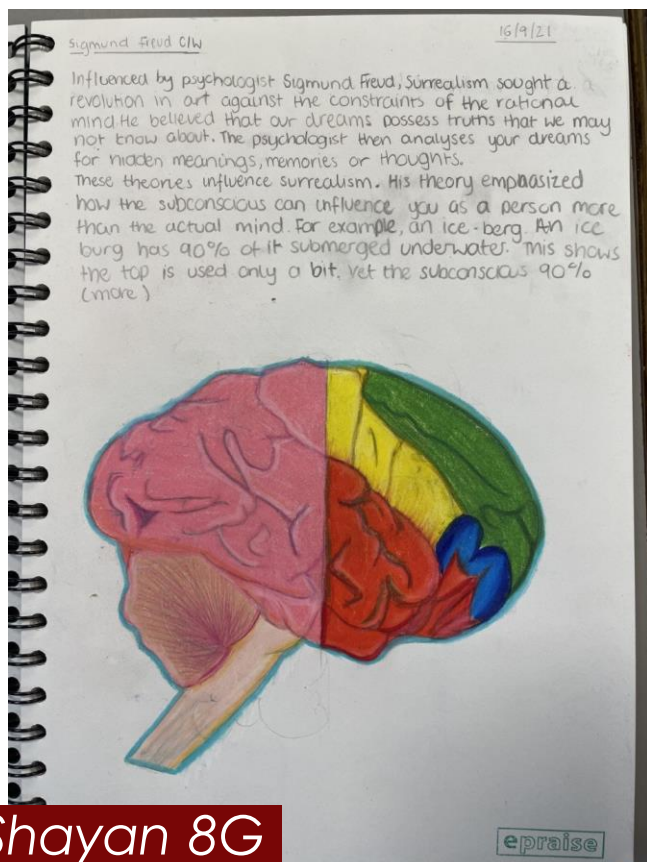
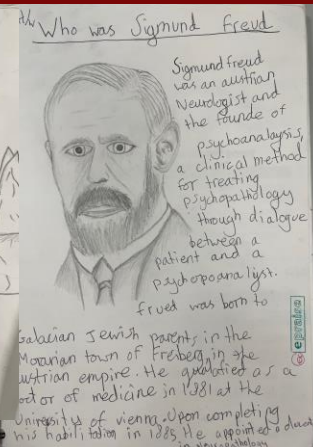
Year 8

This term, Year 8 have been studying Surrealism. The project begins with an introduction to Surrealism and discussion on its influence in pop culture such as super-heroes and Pokémon. Students then learn about its own influences such as psychology and the work of psychologist Sigmund Freud and his theories on psychoanalysis and the subconscious.

The students get the chance to create their own dream-like creatures from first hand sources, while looking at famous surreal Art works by Rene Magritte and Salvador Dali, eventually moving onto Frida Khalo.

The project builds knowledge and skills in order to allow students to produce a personal response in the form of a surrealist painting. The final painting is A3 and takes about 4-5 lessons to complete including the sketching and development.

Eric 8C

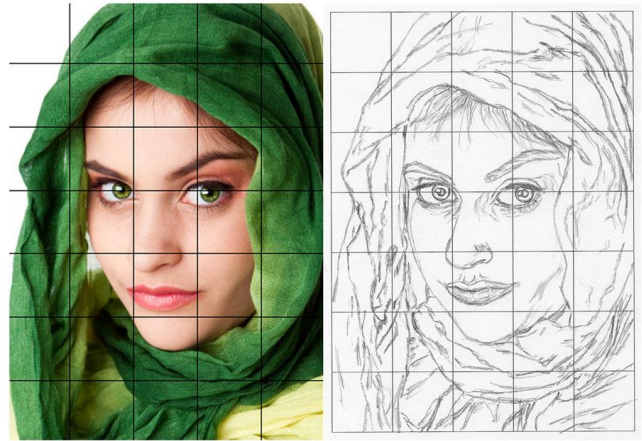


Shayan 8G



Year 9

This term, Year 9 have been studying portraiture. They have been learning how to draw various facial features and how to use the Grid method. This has culminated in a large A3 pencil portrait.



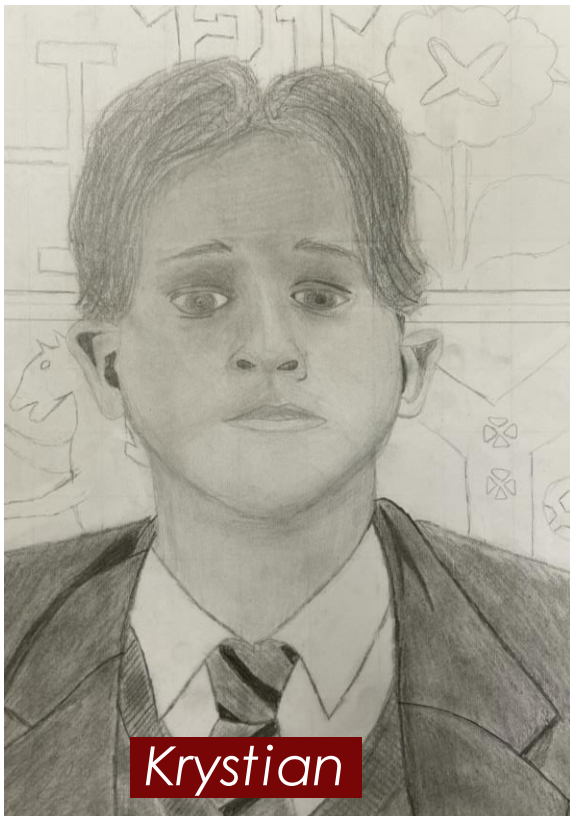
Thivees



Abubakr



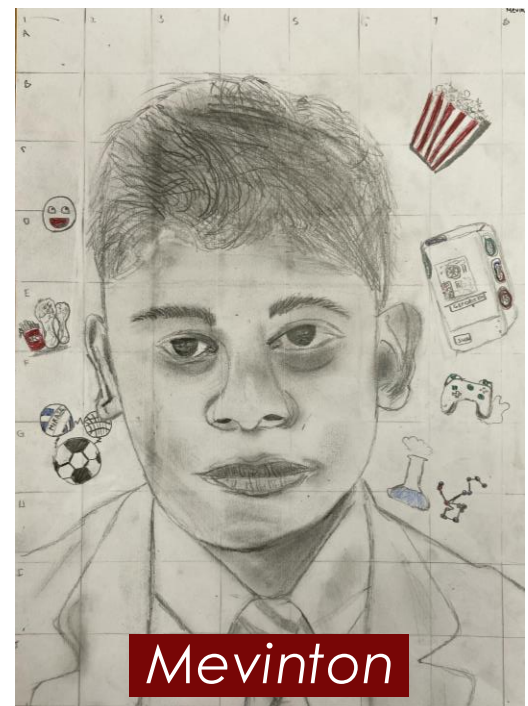
Kevin



Krystian



Benjamin



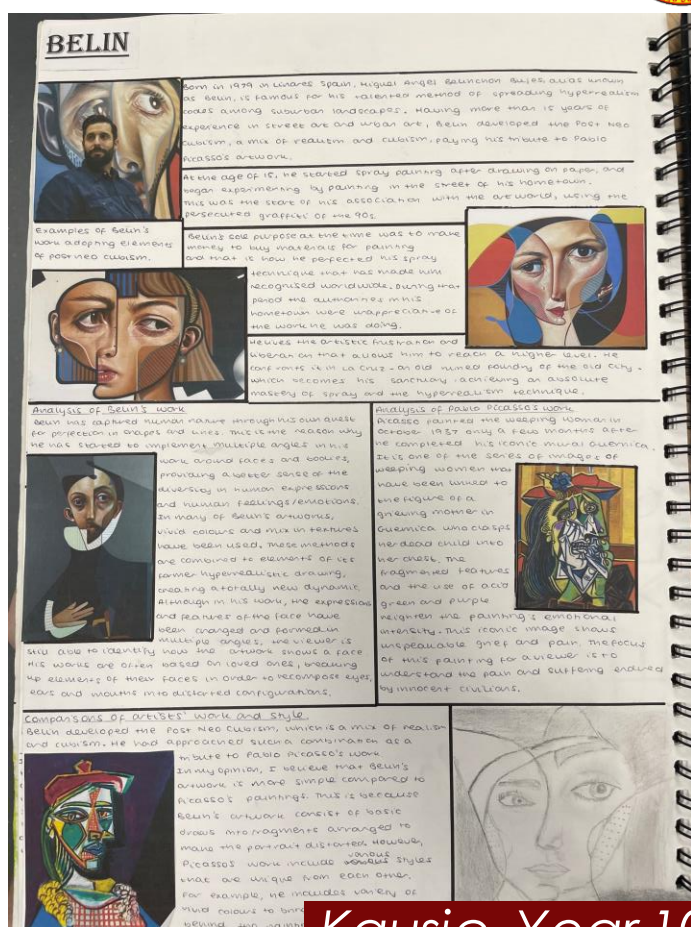
Mevinton

Year 10

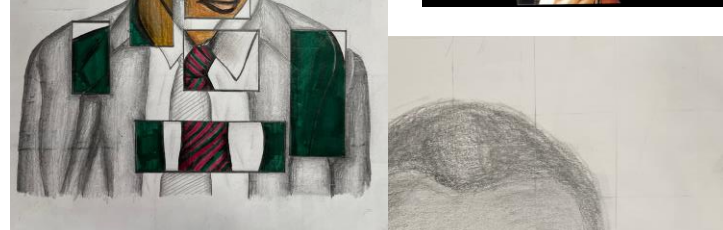
This term, Year 10 have been studying Cubism and Portraiture. They started with more abstract cubism, looking at analytical and synthetic cubism. They then progressed to photography and collage, using David Hockney's "joiners" as inspiration for their own portrait collages.

The next step is to begin bringing portraiture into their portfolio, looking at how to draw facial features in depth, and using cubist modern Artist Belin as inspiration while they look at hyperrealism pencil portraits.

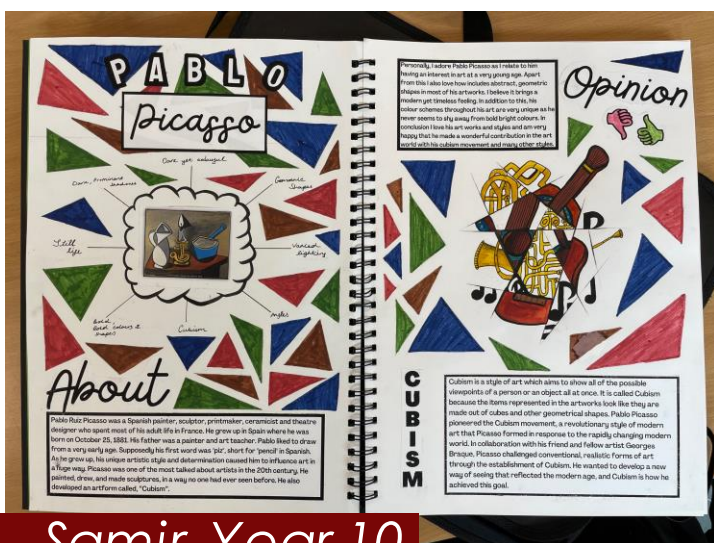
Here are some of the responses from their portfolio so far.



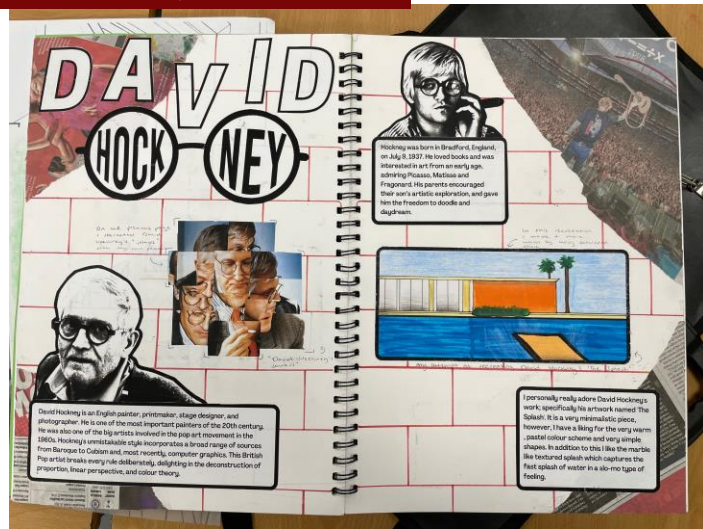
Kausic, Year 10

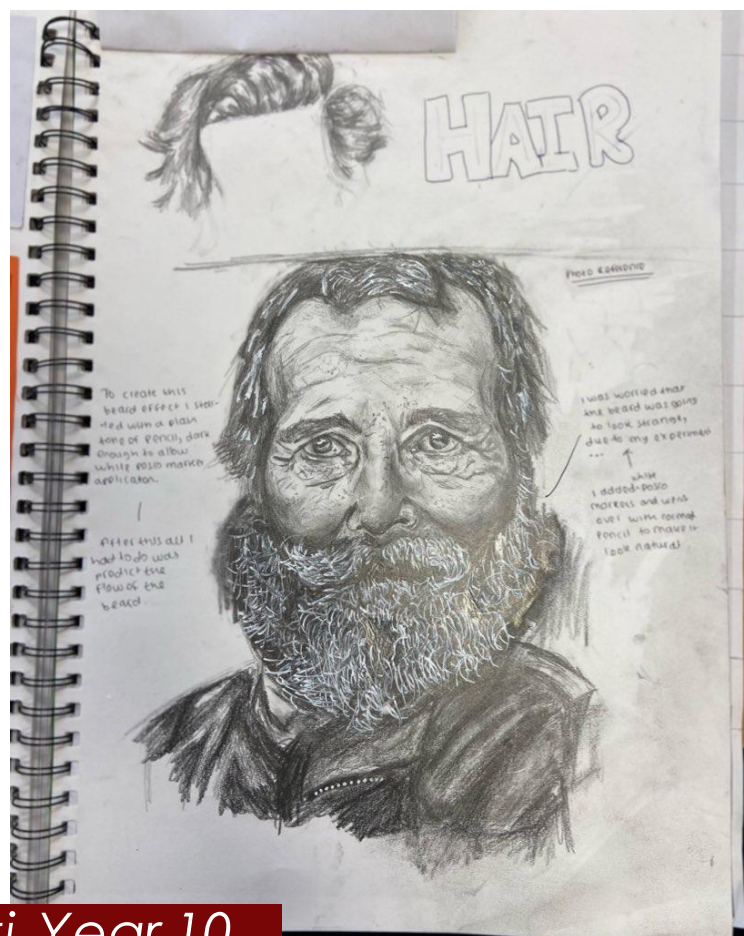
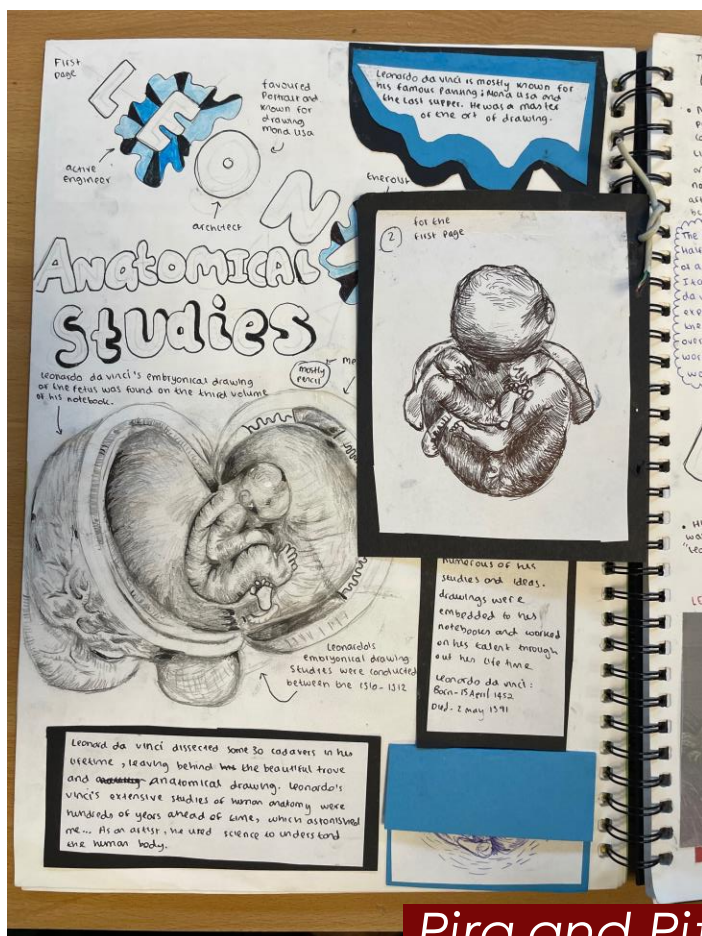


Roland, Year 10

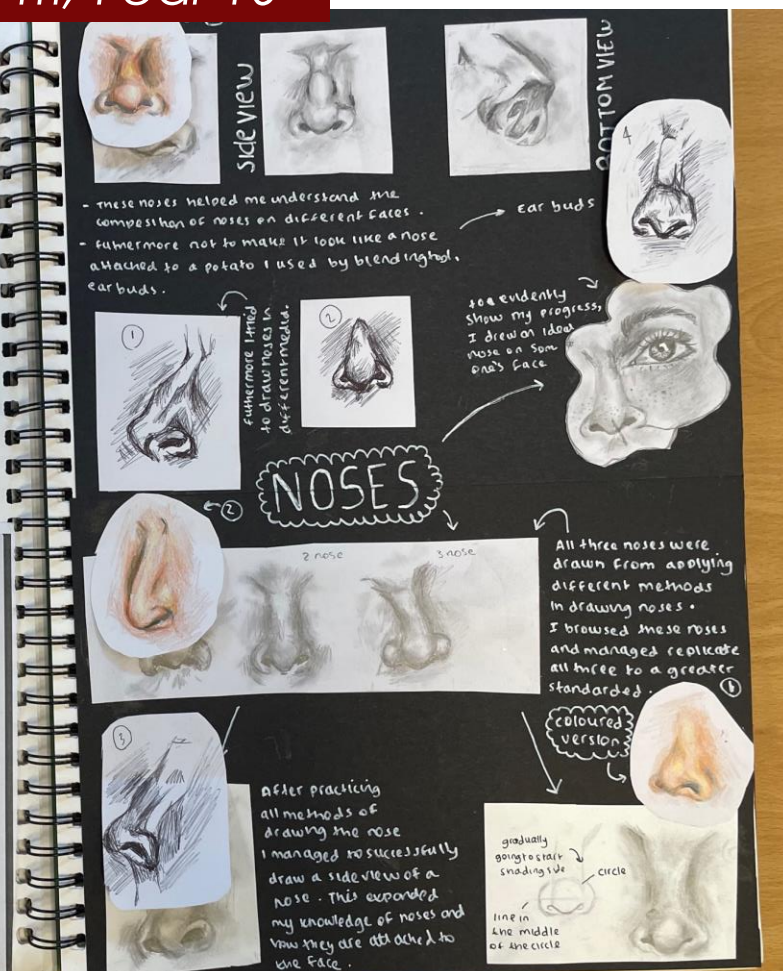
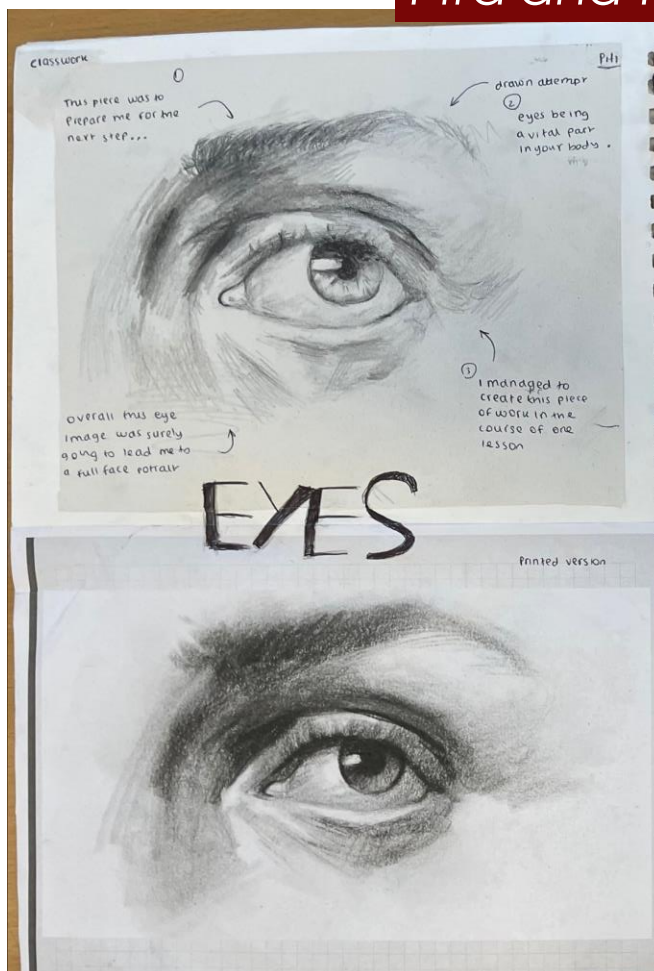


Samir, Year 10





Pira and Piti, Year 10



Year 11 have been studying the theme of Nature and below are a selection of responses and Artist studies by the students.

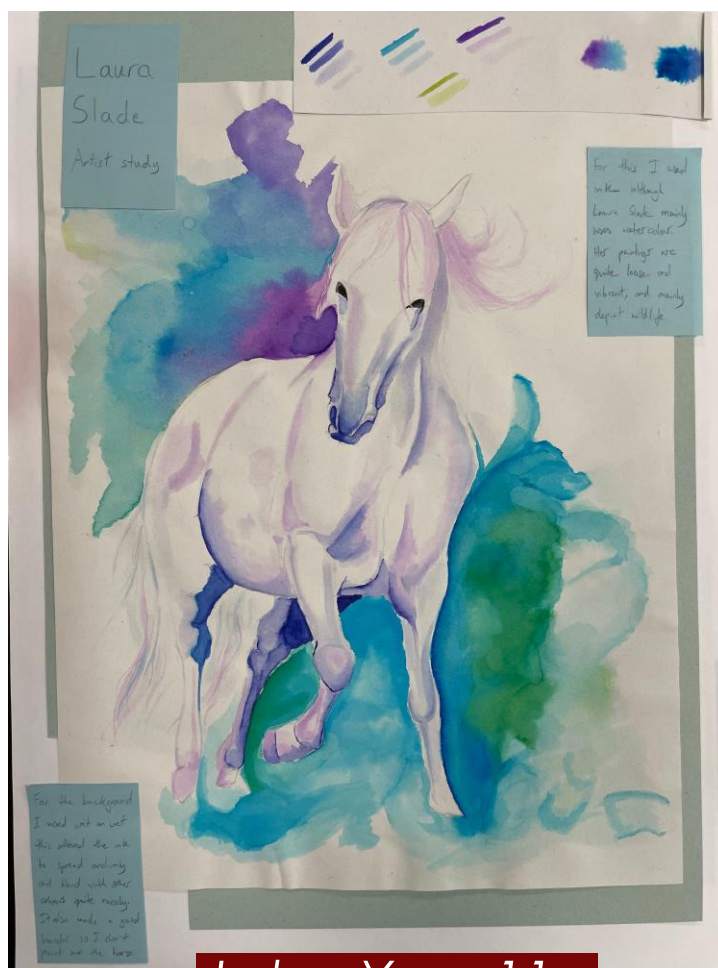


Kamil, Year 11

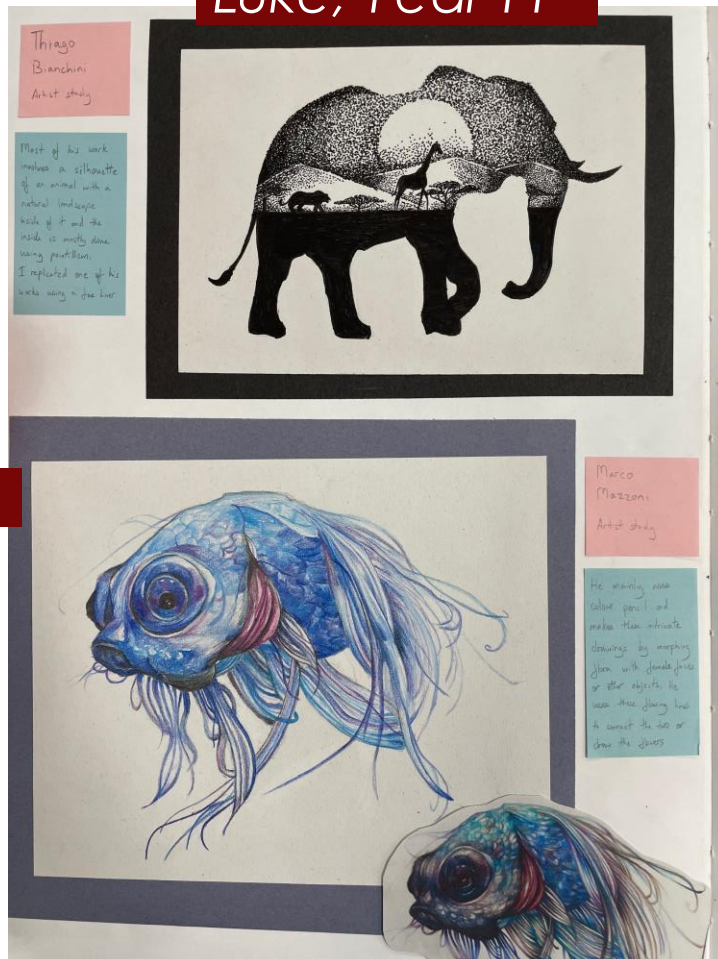
Toni, Year 11



Nivek, Year 11



Luke, Year 11



Toni, Year 11



Year 7

This term Year 7 began their food tech/catering experience. To begin with, they start with the basics such as kitchen appliances, how to cut, how to fry an egg, how to grill and food theory such as nutrition and health and safety. Initial cooking lessons include simple dishes such as tomatoes and cheese on toast (pizza breads) but they progress as the students learn more skills.



By the end of the scheme, students are asked to independently plan and cook a full English breakfast (the healthier way) and personalise it. They must have their dish back to the presentation table by the end of the 1 hour lesson in a bake-off style deadline. All students succeeded and had a fantastic time completing their assessment! Well done Year 7!



"Your assessment is to cook and present a personalised English breakfast.

You must include

- 1 Egg
- 2 slices of Bacon/equivalent
- 1 fresh tomato
- 1 slice of toast with butter/equivalent
- Optional: mushrooms or sausage
- You will present this on 1 plate at the end of the lesson along with a time plan (see other homework).

Good luck!"



Computer studies

This term year 8s and 9s have been learning a new technology called Gimp, a graphic editing software. Becoming proficient in at least one type of image editing software, as a computer scientist, can open students up to a plethora of job opportunities and careers choices.

They were tasked with creating a logo and poster for a new zoo that is having its grand opening and are trying to attract new visitors. Each student had to include the following within their posters.

Plan and sketch out the design of your poster, it should include the following:

- Image of at least two different animals
- Shapes
- Colours
- Designs
- A fun fact about an animal
- Location of Zoo
- Standard price ticket

Here are some examples of finished posters and logos.



Year 7 have been busy at work making Greek Theatre masks. Here are some examples for you to enjoy.

Here is how you make a Greek theatre masks:

Step 1: Draw your design onto the material you want to use.

Step 2: Draw on the eyes and mouth. Ensure you are accurate.

Step 3: Cut out the eyes and mouth

Step 4: Choose a colour that will reflect a Greek Theatre mask and paint or colour your mask.

Step 5: Use some string to finish your mask. Enjoy, you completed masks!

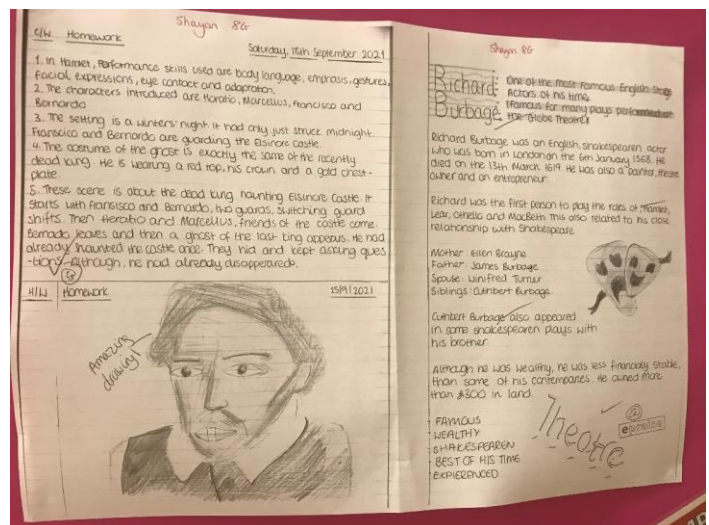


Year 8

The year 8 students have had the opportunity to develop their understanding of Shakespeare and his plays through practical explorations.

They have looked at the plays:

- Hamlet
- Romeo & Juliet
- The Tempest



Here are some student examples of the work they have been doing in class.

Shayan 8G has shown his understanding of Shakespeare by researching a Shakespearian actor to widen his cultural capital within the subject.

Also, challenge homework by Daniel 8G - of a diary entry. Which has been awarded an epraise for his excellent work!

Year 10

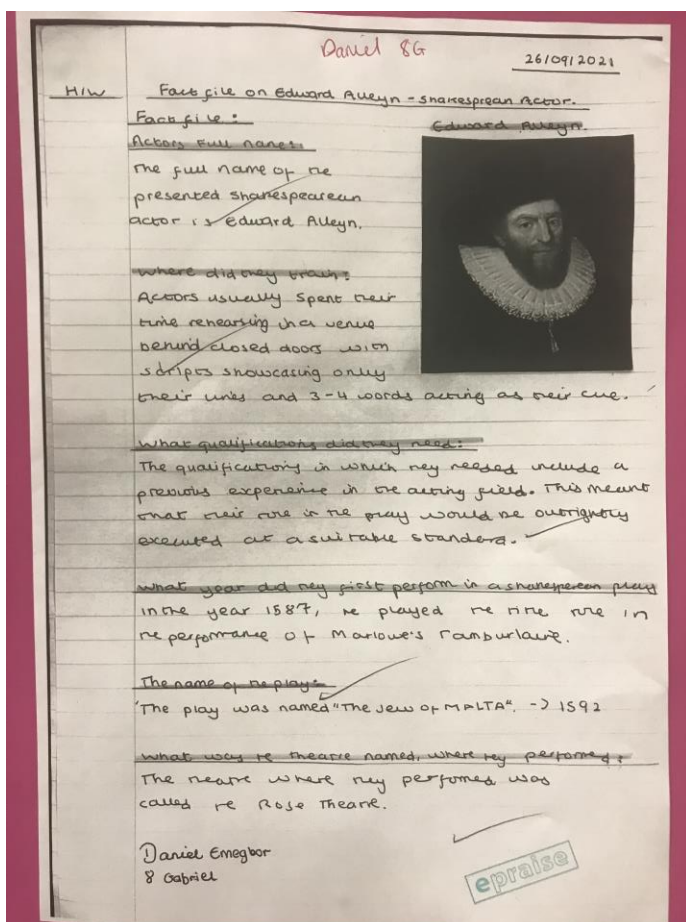
This year the year 10 students are working towards creating their own Devised performance.

The students have been looking at Verbatim theatre, using the stimulus – 'The street of London' by Ralf Mctell.

Verbatim theatre is **a form of documentary theatre** which is based on the spoken words of real people.

The Streets of London:

<https://www.youtube.com/watch?v=DiWomXklfv8>



What have the Year 9 Students been learning:

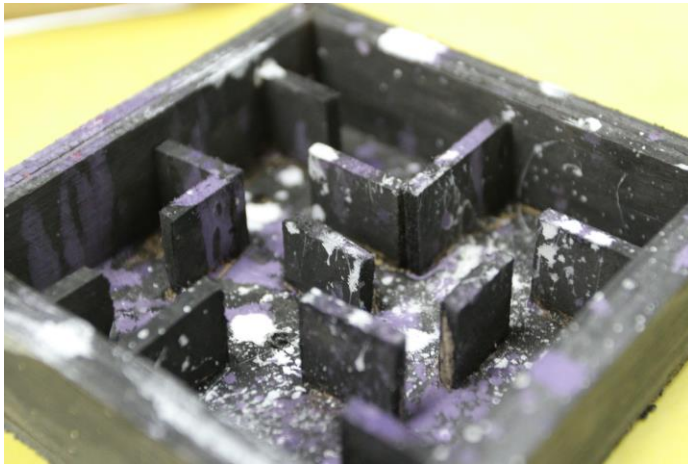
- Vocal skills
- Physical skills
- Identifying Genre & Styles
- Theatre Practitioners
- Devising using the style of naturalism.



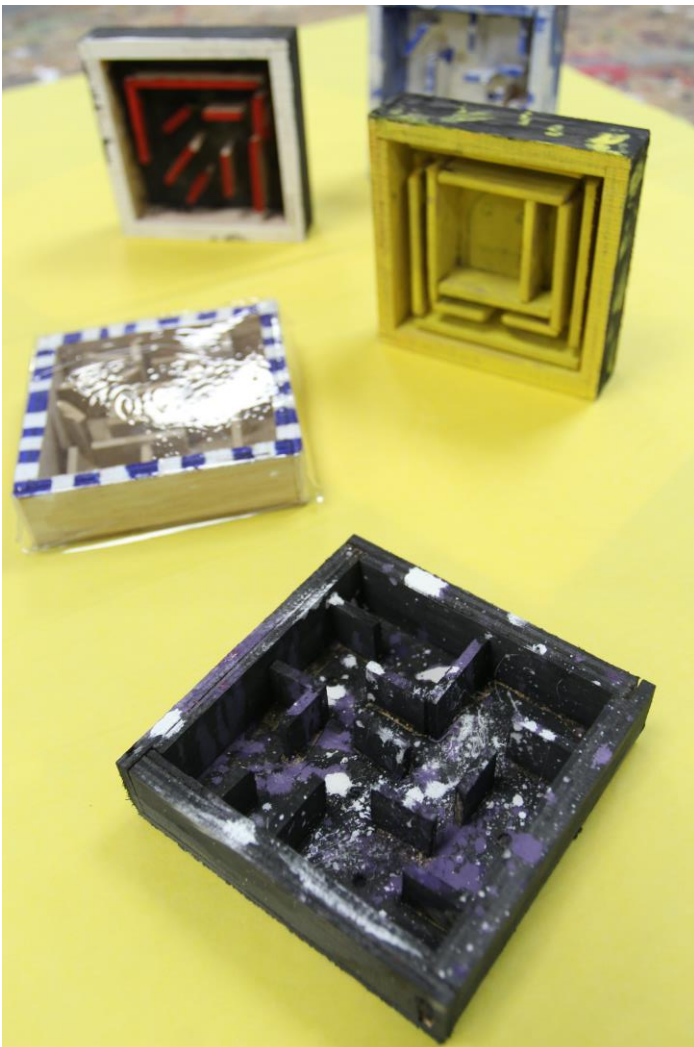
What does Devising consist of?

| Component 1: Devising (*Component code: 1DR0/01) |
|---|
| Non-examination assessment |
| 40% of the qualification – 60 marks |
| Content overview |
| <ul style="list-style-type: none"> • Create and develop a devised piece from a stimulus (free choice for centre). • Performance of this devised piece or design realisation for this performance. • Analyse and evaluate the devising process and performance. • Performer or designer routes available. |

This term Year 7 have been learning about woodworking and have designed and made their own maze game. They have learned how to use hand tools such as a vice, chisel, bench hook and tenon saws. They have also learned electric machinery such as the hegna saw, pillar drill and vertical sander.



Meanwhile, Year 8 have been finally making use of our purpose-built graphics suite that is connected to DT and Art. Students have learned about plastics such as acrylic and what CAD and CAM are, using 2D Designer and Laser cutters. They have designed their own key tags!



Year 9 Architecture

In Year 9, students focus on Architecture and modelling. Students were given a brief and have designed both by hand and on CAD (computer Aided Design software) their own architectural responses. They have been modelling using materials such as cardboard and foam board and have also learned how to 3D print.

Students have learned hand modelling skills using the heгна saw, craft knives and the importance of measures while considering structure and weight.



Inspiration



By Ronan Mervin

Throughout the play we see such unique changes to the way in which it is told, adding a fresh and interesting spin. The production only includes key scenes within, ~~only~~ a fast and snappy telling of the piece. I particularly like the fact that an explanation of each scene is given afterwards, ~~most people~~ ~~as the vast~~ majority of people cannot understand Shakespearean English, so an explanation allows the audience to reflect on the scene and understand it. Macbeth was especially good at acting. The role of Macbeth, doing well to display the emotions of a man in that situation. For example, when witnessing the ghost of Banquo he perfectly portrays the madness of someone witnessing an apparition of a former friend. While the props, set, lighting, and costume were relatively ~~not~~ minimalist. However, they were well used considering they are a pop up drama group with a small amount of members. The props served their purpose in the play and didn't detract from the performance quality.

Overall, I believe that the play was entertaining, adding a fresh spin/twist which interested me more than a word for word recreation of the play. It offered interesting information on the plays context, explaining the general themes and messages within 'Macbeth'. It was an enjoyable experience, the actors providing a realistic insight into Shakespeares characters.





Year 9 attended informative workshops on the effects of climate change at the London Zoo.



Pupils then used their research and speaking skills to discuss possible solutions to the current crisis.



A student commented, "I really enjoyed today. Not only did we get to see some amazing animals, but we also were able to talk about how to protect them for future generations."

Other students said,

"This was my favourite trip! The workshops were interesting, and we were able to discuss real solutions to current problems."

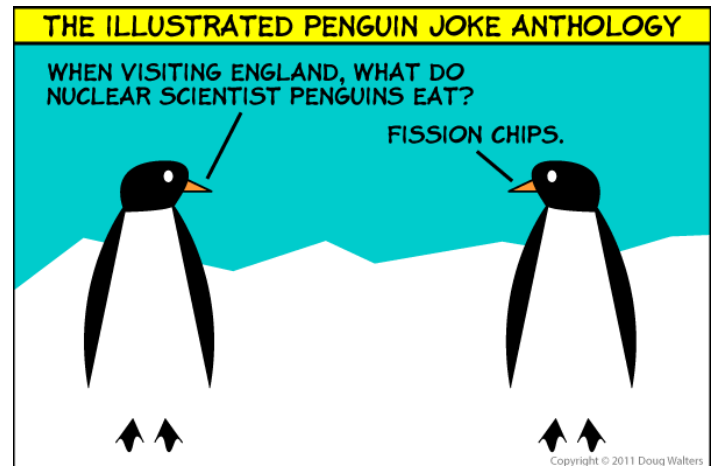
"It's one thing to learn about these issues in class and another to see the animals first hand. I really want to do what I can to protect their habitats."



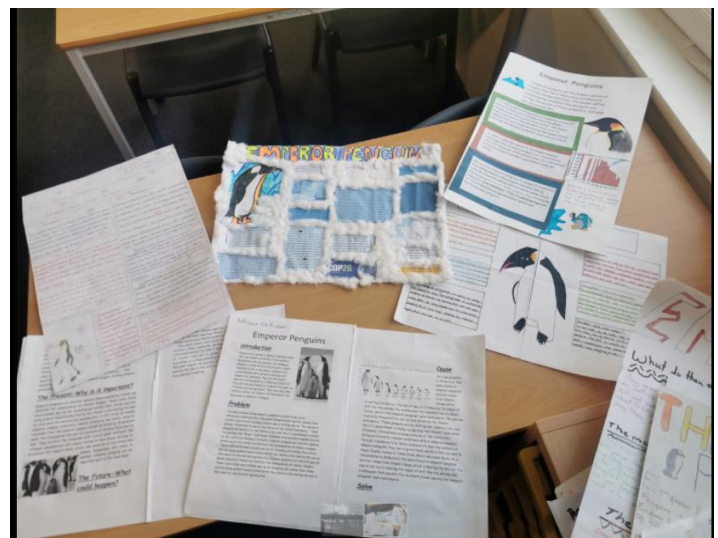
Year 11 Geography Trip

Year 11 went on a trip during Wider Horizons Week. They were learning about the different processes that occur at the river. They visited the River Thames on the 22nd October. Students took part in several experiments to understand the velocity of the river, as well as depth and width.

During low tide we were fortunate enough to go on the Thames during low tide, the boys were able to see the many marine creatures that live in the mudflats such as crabs and leeches.



Year 7 have been learning about an extreme environment -Antarctica. They have been learning about the food chain and how it is an interdependent system, they're knowledge about the Antarctica Treaty has enabled them to understand why Antarctica hasn't been developed and if it was to be, what would be the consequences of that, not just locally, but globally also. Students created posters about how and why the Emperor Penguin has become an endangered species, the poster is to inform about the causes, consequences and if there are any solutions to reverse this status.



RAF Museum Trip

This year during black History month, year 9 had the opportunity to visit the RAF museum and listen to a talk about the role of Caribbean pilots in the RAF during the Second World War. They also had the opportunity to tour the hangars. Justin Oram wrote the following piece describing the year 9s visit to the museum:

My Time at the RAF Museum:

In year 9 on wider horizons week we got to go to the RAF museum and view different hangars. In the first and second hangars we got to explore the first 100 years of RAF history. Many of my classmates were able to take the pilot's seat within the Simulator Zone. Next, we viewed Hanger 2, where we could discover the vital work of the service men and women on the ground as well as view several artefacts including medals, letters and uniforms.



In hangars 3,4 and 5 our year group were able to view famous planes such as the Supermarine Spitfire, Hawker Hurricane and Messerschmitt Bf109E. We were also allowed to gain a deeper understanding of the Battle of Britain and the key events that took place.

The Raf museum was a superb experience for me. I had a very enjoyable time and I learnt a lot of new things. Personally, my favourite part of the trip was viewing all of the aircrafts the RAF used during the war.

In the commencing part of our experience at the RAF museum, we had a fantastic speech from a tour guide; who spoke on the contributions of black pilots and ground workers during the First World War and the Battle of Britain. We also gained a deeper understanding of the Tuskegee airmen and the major contributions they made in the war.



My year group thoroughly enjoyed the experience. It was interesting to share views on the trip, while coming back on the coach. My classmates were amused by the variety of aircrafts and machinery on display. At the end of the trip we were allowed to buy many souvenirs in the gift shop too. On the whole it was a magnificent and fantastic day with many amazing highlights.

Year 7 also conducted a project where they research black History heroes – well done to all those that participated!

The Salvatorian History Department would like to wish everyone a happy and safe Christmas



BLACK BRITISH HEROES

PROF. STUART HALL



He says, "The question of hegemony is always the question of a new cultural order."

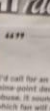
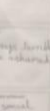
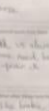
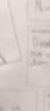
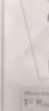
He is one of the most influential and respected intellectuals of his generation. His identity as a black man in England led him to consider the historical and political factors that determine

Other Contributions

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BLACK BRITISH HEROES!

BLACK HISTORY



Black British Heroes!



RAHEEM STERLING FOOTBALLER

Quotes
#FIGHTracism



I'd call for an automatic nine-point deduction for racist abuse. It sounds harsh but which fan will risk racist behaviour if it might endanger their team or ruin their title bid?

Black British Heroes!



By Agnieszka Olaszkiewicz

Black British Heroes!



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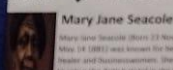
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Black Heroes



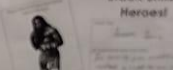
Mary Jane Seacole (born 12 November 1825; died 14 September 1882) was a Jamaican nurse, healer and businesswoman. She was the first black woman to be granted the title of 'nurse' in the United Kingdom.

Black British Heroes!



He is one of the most influential and respected intellectuals of his generation. His identity as a black man in England led him to consider the historical and political factors that determine

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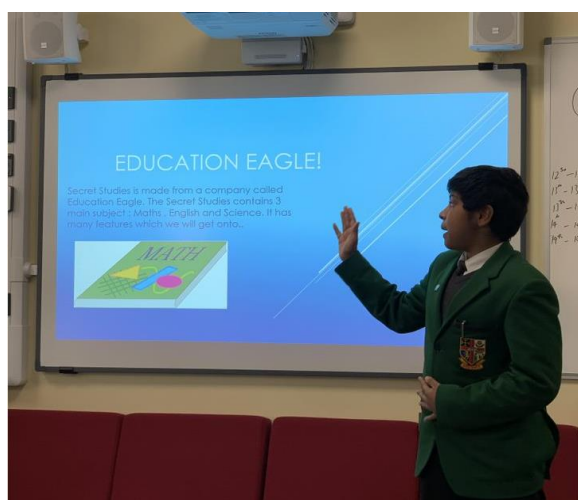
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Black British Heroes in History

Mathematics



On the Wednesday 20th and Thursday 21st October 2021, the mathematics department organised activities for the enhancement of Science, Technology Engineering and Mathematics (STEM) skills for our year 7 and 8 students.



The boys spent the morning in teams building and programming robots to follow specific paths. This allowed students to apply their mathematics in the real world, as students often don't see the link between what they are taught in class and how this can be used. Our boys had an opportunity to apply their mathematical knowledge of Rounding, Estimation, Significant Figures, Angles and Negative numbers to name but a few.



For the other half of the day, the students worked on designing an educational app. This required the students to work in teams to design and market an app that could be used by students for educational purposes. The boys came up with some wonderful ideas, a to do list to help organize students, site blocking apps and calculator and formula apps. Within their teams they delegated roles and created a name and mission statement for their app. This was then brought together with a presentation from each team. The boys were enthusiastic and came up with some very impressive ideas.



Together this was a wonderful few days for the students giving them the opportunity to apply their Mathematics outside of the classroom.

Well done boys!

MFL visit to the National Gallery

Years 8 and 9 had the amazing opportunity to visit the National Gallery with the MFL department. There, they discovered some of the most important French and Spanish painters. The students really enjoyed their visit and they put all their effort to gather information about the paintings and even to do some drawing themselves!

Spanish

Students had the chance to admire some of the paintings from the Spanish Golden Age, this was a period of flourishing in arts and literature in Spain, coinciding with the political rise of the Spanish Empire. These are some of the Spanish Golden Age paintings that we found in the National Gallery.

The Virgin and Child – Luis de Morales (probably 1565-70)



Morales became known as 'El Divino' (The Divine) because of the religious nature of his work. He painted several versions of the Virgin and the Child that were very popular as devotional images.

Saint Francis in Meditation – Francisco de Zurbarán (1639)

Zurbarán is exceptional for his powerful and realistic interpretations of monastic life. He depicted Saint Francis, the founder of the Franciscan religious order.



Self Portrait – Bartolomé Esteban Murillo (probably 1670-3)



In Murillo's time, one of the main purposes of art was preserving the memory of the dead. Murillo here is depicting himself as a framed painting that has come to life.

French

At the National Gallery, French students had the opportunity to see one of the finest collections of paintings in the world with French artists such as Claude Monet, Paul Cézanne, Claude-Joseph Vernet



Claude Monet (1840 – 1926)



Image: Pierre Auguste Renoir, 'Portrait of Claude Monet', Musée d'Orsay, Paris

Born in Paris, Monet was the leading French Impressionist landscape painter. He exhibited in most of the Impressionist exhibitions, beginning in 1874, where the title of one of his paintings led to the naming of the movement. A period of travel followed in the 1880s, and in 1883 he acquired a property at Giverny, north-west of Paris. Thereafter Monet concentrated on the production of the famous series showing a single subject in different lighting conditions, including poplars, haystacks, Rouen Cathedral, and his own garden at Giverny.

Paintings by Claude Monet



Bathers at La Grenouillère

Claude Monet

Room 41



Flood Waters

Claude Monet

Room 44



Irises

Claude Monet

Room 41

Paul Cézanne (1839 – 1906)



Image: Cézanne, Self Portrait, about 1880

Cézanne associated with the Impressionists, but always had other aims. He said that his ambition was to 'make of Impressionism something solid and durable like the art of museums'. Cézanne's work was discovered by the Paris avant-garde during the 1890s. It had a significant influence on Picasso and the development of 20th-century art.

Cézanne absorbed many influences, including those of Courbet and Manet, in his early years. In his early works he often imitated Courbet, applying thick layers of paint with a palette knife. He later told Renoir that it took him twenty years to realise that painting was not sculpture. In the 1880s his brushwork became increasingly systematic and ordered. He worked slowly and methodically, selecting subjects he could study for long periods.



Rugby

Saracens Rugby Festival Year 5 & 6

Sports Ambassadors from Salvatorian College were on hand to help Saracens Rugby Festival for Harrow Primary Schools (Year 5 & 6) at Harrow Rugby Club on two days over the last week. They were challenged to support the participants and referee some games. This is the feedback that we received from Kevin Basset (Harrow Schools Games Officer).

'Just to let you know what a great job your Sports Leaders did at the festival. They are a real credit to your school. The Sports Leaders responded really well to the challenge of refereeing and the fact that the festival was such a positive experience for the Y5 & Y6 teams is without doubt down to the way your Sports Leaders went about their tasks. I received nothing but positive comments from watching teachers and parents.'

Well done to all those involved in the day.



Year 7 Harrow schools football competition.

Congratulations to the Salvo A & B team who competed in the Harrow schools 7 a-side competition.

Salvo A finished runners up overall. They were unbeaten in their 4 group matches and beat Whitmore in the semi-final. They were defeated 0-1 in a tense final game against Whitmore but should be very proud of their efforts.

Salvo B team were unbeaten in their group but were eliminated on goal difference at the end of the group stages. The school is very proud of the way the boys acquitted themselves at the tournament and we look forward to seeing their progress during the rest of the year.



Year 7



Year 8 had fantastic 6 - 0 win for the boys first victory against Canons.



Year 9 v Crest Academy - The year 9 team advanced to the third round of the of the Middlesex Cup with a 6-0 victory over Crest Academy and 3-1 victory over Whitefriars. They are also unbeaten in the league after a phenomenal 5-4 win against Pinner High

Year 9



Year 7 Lost 4-3 in a thrilling game with St James High School in the Middlesex Cup. It was a good chance for 2 Salvo former students and Heads of Physical Education to have a good catch up.

Mr Creamer & Mr Lingle



Year 10



Extracurricular Sport

Body Attack with Mr Creamer is a very popular option with staff joining Years 9 & 10 students to work out. It is regularly attended by over 20 people every session.



Year 9 Volleyball with Ms Schipor is a popular option on a Tuesday after school.

Badminton has been a big success with 25-30 boys attending on a weekly basis.

Over 45 boys attend the Year 7 football club with Mr Creamer on a Wednesday after school. There is tremendous competition and some fine skills on display from our new students and it bodes well for the future.

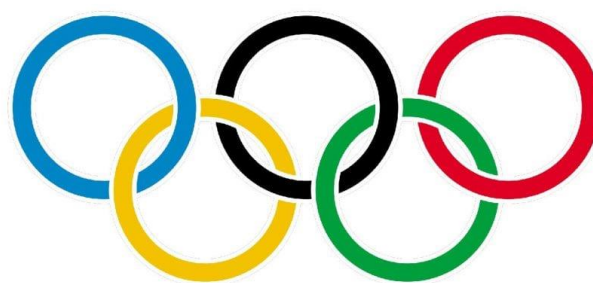
Martial Arts

Boxercise and circuits



Sports Ambassadors

This year has seen the introduction of our Sports Ambassadors project. The PE Department has selected a number of boys in Year 9 & 10 to support the delivery of the extracurricular programme. These boys have been selected because they are positive role models in sport and we believe they have the necessary tools to develop their leadership qualities and mentor students from the younger year groups.



Sports Ambassadors

Year 10

Aryan Druba

Roshan Hirani

Karol Gromack

Samuael Ardelian

Niall O'Connor

Ne'kye MacDonald

Joseph Faye

Year 9

Osazehime Oriakhi

Denis Tanasa

Antonio Ardelian

Jazario Linton

Adam Adouch

Justin Oram

Rohith Premkumar

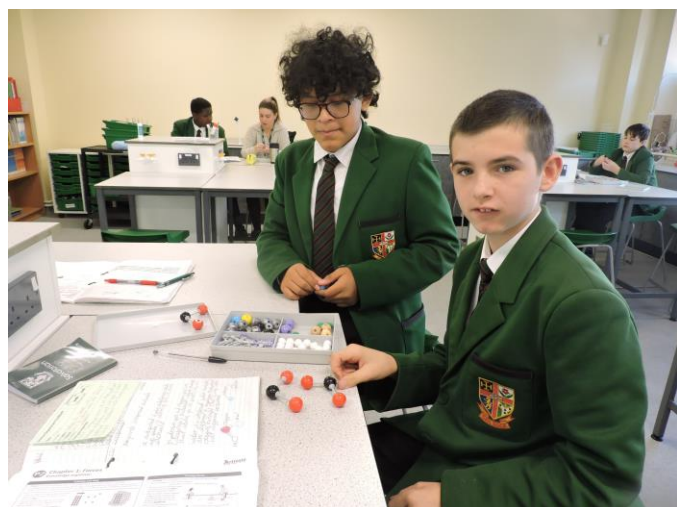
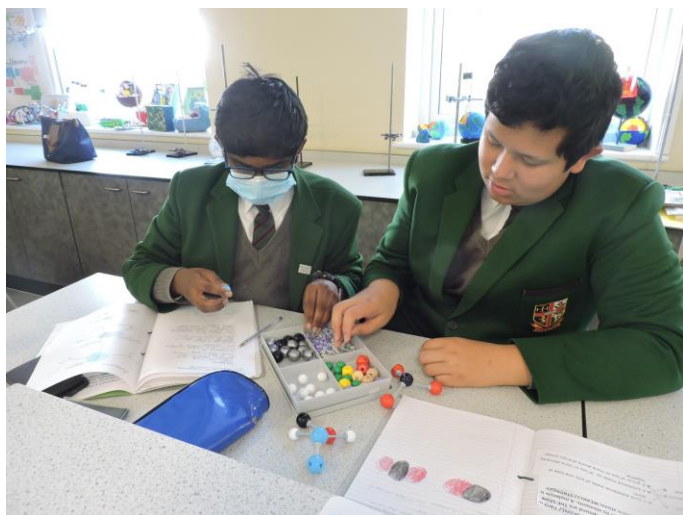
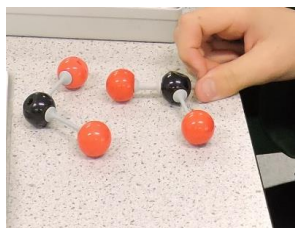


Year 8 Science

Year 8 are modelling elements and compounds using moly mods. Images below!

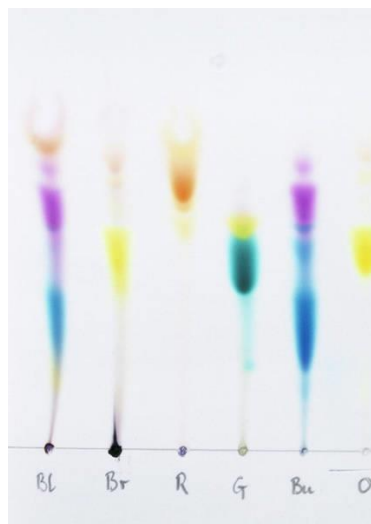
MOLYMODEL ATOMS

| | | |
|---|----|-----------|
| 1 | H | hydrogen |
| 4 | C | carbon |
| 2 | O | oxygen |
| 3 | N | nitrogen |
| 2 | S | sulphur |
| 1 | Cl | chlorine |
| 1 | I | iodine |
| 4 | Al | aluminium |



Science Club

Below are some examples of Chromatography Art created as part of a STEAM project.



Chromatography Butterflies



You will need

- Coffee filter papers
 - Felt-tip pens or dry-erase whiteboard pens, but not permanent markers
 - Pencil
 - Small glasses or bowls
 - Water
 - Lolly sticks or clothes pegs
 - Glue
 - Scissors
 - Pipe cleaners
 - Googly eyes or buttons to use as eyes
- Did you know that most inks are not made of one but many colours? In this experiment we blend art with science and make a batch of pretty flutterbies!

Experiment

1. Use the felt-tip or whiteboard pens to draw some lines and dots at the base of the filter paper on both sides. It's a good idea to write in faint pencil underneath what colours you used.
2. Put the filter paper in very shallow water and watch. What happens?
3. Take the filter paper out and put it somewhere to dry.
4. Try drawing some patterns and using different colours - what works best?
5. Once you've got a few filter papers done and fully dry again, grab your craft materials.
6. Cut the edges off the filter papers to open them out and make some chromatography butterflies!



Put the filter paper in very shallow water and watch. What happens?



Take the filter paper out and put it somewhere to dry.

Try drawing some patterns and using different colours - what works best?

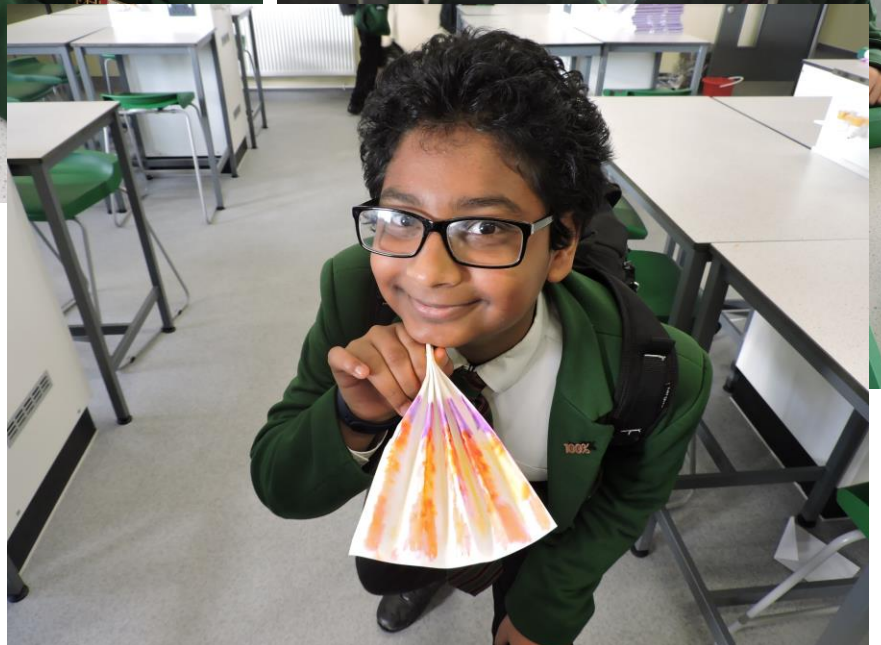


Once you've got a few filter papers done and fully dry again, grab your craft materials.

Cut the edges off the filter papers to open them out and make some chromatography butterflies!

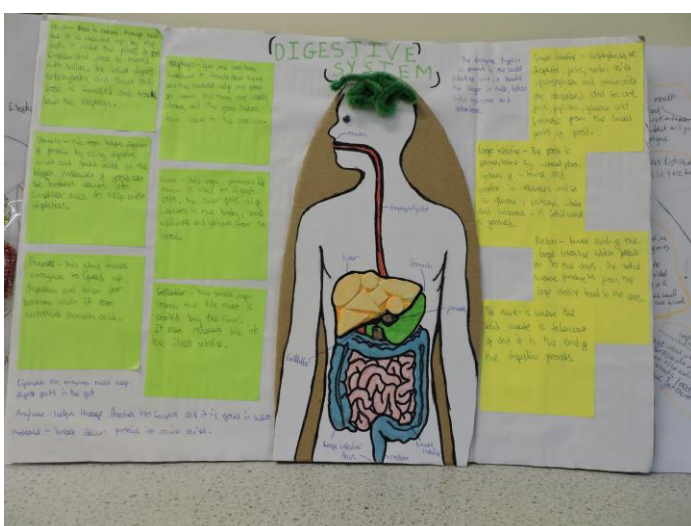
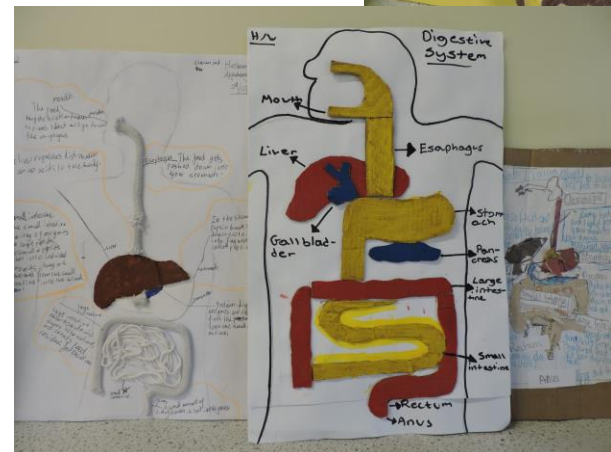
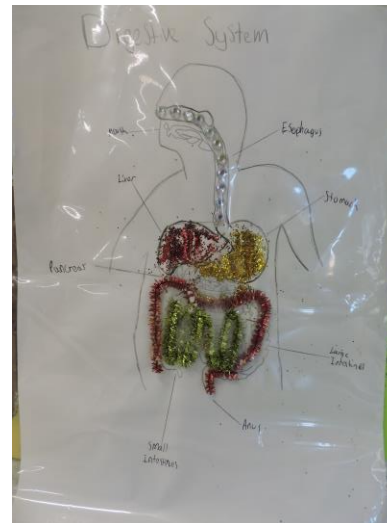


Science



Year 10

Year 10 spent some lessons learning about Stem Cell Research through investigation. They also learned about the digestive system and created posters!



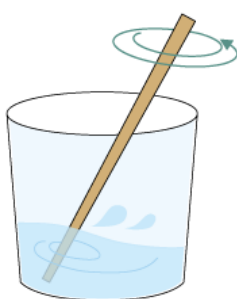
Science Club

This term, Science club studied non-Newtonian fluids and made stress balls with them!



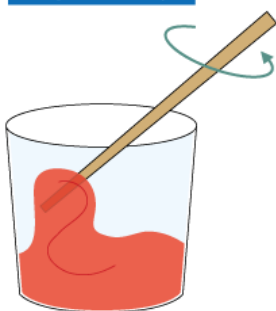


Low viscosity



Water

High viscosity



Syrup

Science Club

Students looked at Forensics as part of their science club.



Science

Science Club – Witches Brew!

What if?

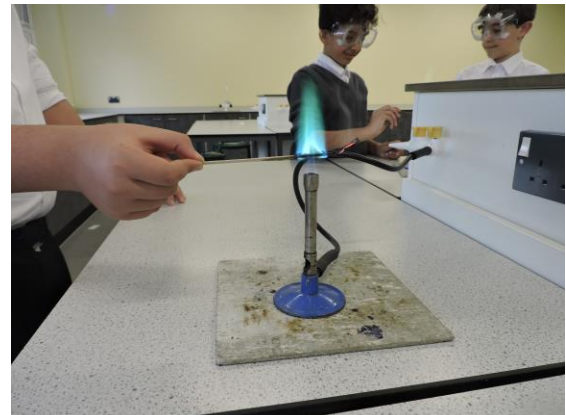
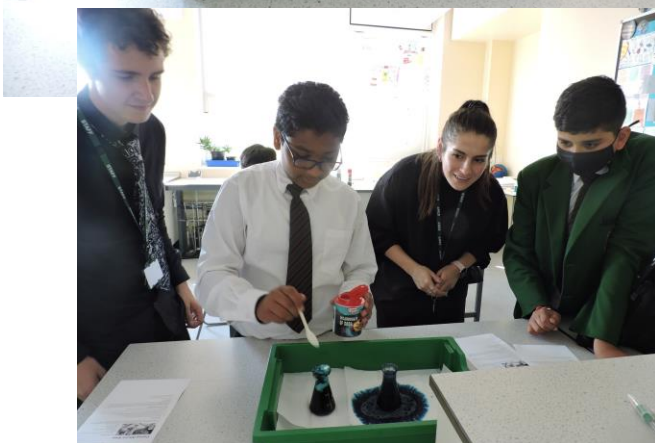
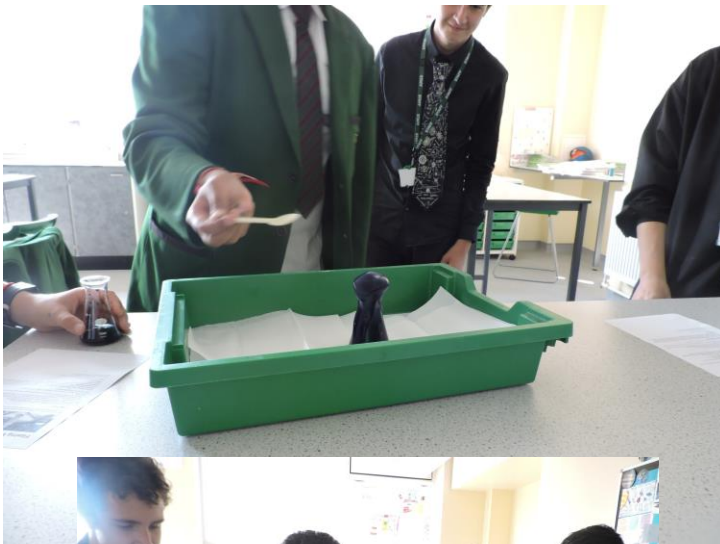
What would happen if you:

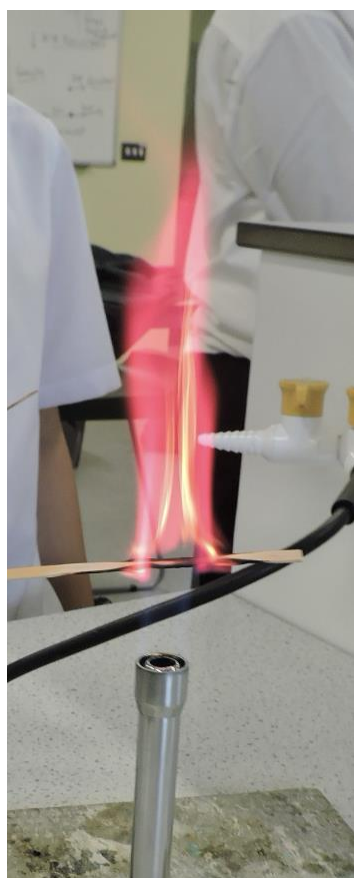
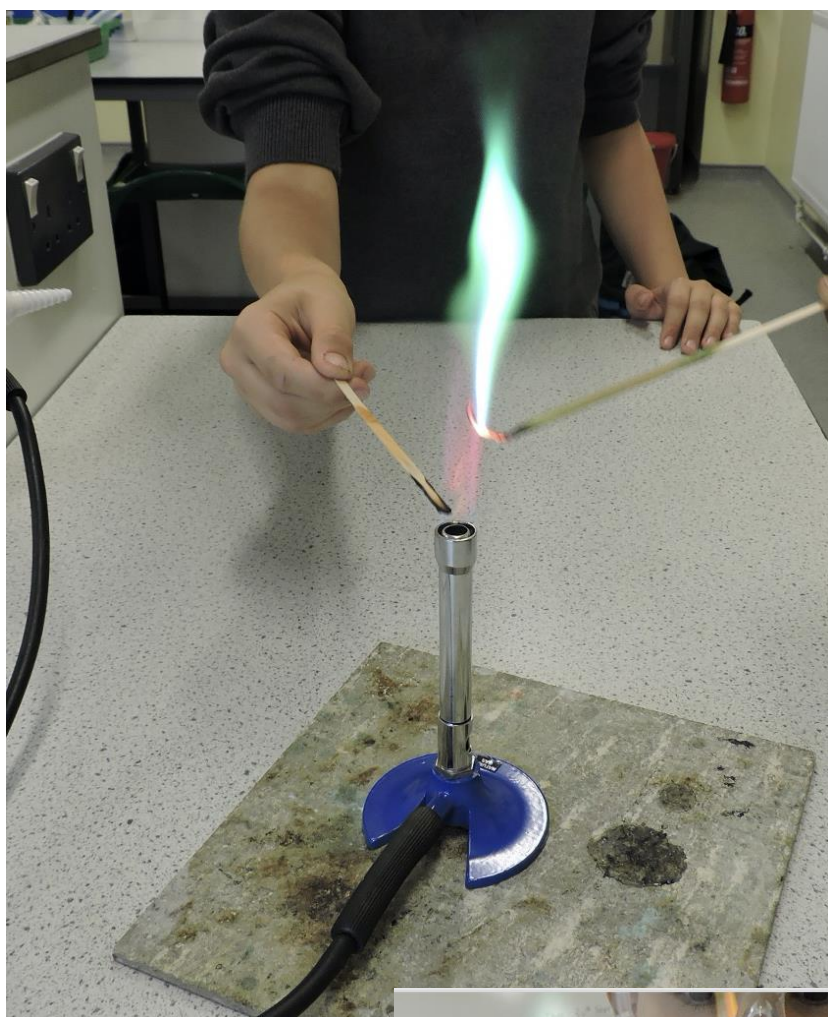
- Used salt or sugar instead of bicarbonate of soda?
- Used lemon juice instead of vinegar?
- Didn't add washing up liquid to the mix?



Science Club

Transverse waves, Flame Test.





Science

Wider Horizons Week



Widening Horizons

This term, Salvatorian college ran a week of activities that aimed to expose students to a variety of subjects and ideas, widening their horizons. The week included:

Below are a collection of images from it.

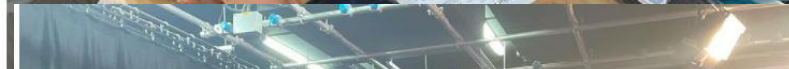
Here you can see some images from the Year 7, 8 and 9 trip to the National Gallery. The school took 3 whole year groups over 3 separate days!



National Gallery



Year 8 STEM workshop



Year 10 University trip



Year 11 at St Mary's University



Year 9 RE Retreat





Year 7 Team Building



Year 10 Shakespeare





High Ropes for Wider Horizons





Youth Club



Students, supported by teachers, now run Youth Club. This means students get a big say in the planned activities. They set up the spaces for students to enjoy. Students run the tuck shop, games hire station and registration. Students also now run the cinema room and Art Space, choosing the films and activities for that week.

You can play any games or sports you wish! Currently, we have three snooker and pool tables, six table tennis tables, Fuzzball, air hockey, and video games such as PlayStation, Wii and Nintendo. Students are free to rent and use any of these stations during Youth Club. They need only their membership card. If you fancy a quiet break, you can head over to the cinema room which features a different film every week.

You can have fun developing skills! Take a trip to the Art room to learn some painting, or the hall to have some piano practice, or even a cooking session to learn how to make a new tasty treat! The decorated cookies are always excellent!



And of course, the trips!

You can expect to attend Bowling, Treasure Hunts, Winter Wonderland, Theme Parks, Football Matches and the Theatre! To join Youth Club, either fill out an application online via the school website, or speak to Mr James/Admin to receive an application.

Volunteer at Salvatorian College

From September, we have a number of volunteering opportunities at the College. For more information, please contact recruitment@salvatorian.harrow.sch.uk.

Volunteer Benefits

- Complimentary lunches for any full day of volunteering
- Complimentary breakfast on Friday mornings
- Complimentary tea and coffee
- Reasonable travel expenses reimbursed
- Training & development opportunities
- Very well behaved and polite pupils

Volunteer Positions from 2022

- **Library** – we are looking for people with a passion for books and reading who can help us set up and run our brand-new library. Tasks will involve sorting and shelving books, entering data into the library database, lending and returning books, supporting pupils in using the library
- **Premises** – we are looking for 'people people' who can assist with welcoming organisations and individuals hiring the school premises. Tasks could include making our hirers welcome, ensuring their needs are met when on the premises, ensuring the site is secure, setting up and putting away equipment and furniture, liaising with the cleaning team and site supervisor.

Science – we are looking for people with a knowledge of a scientific discipline to support our fantastic science department in the delivery of practical lessons. Tasks could involve keeping the Science Prep room in good order, laying out equipment and materials as required by the curriculum, and supporting the Science Club.

Tutors – we are looking for people with a good subject knowledge to tutor individual pupils in curriculum subjects such as, but not limited to, Maths, English, Science, Geography, History, French and Spanish.

All voluntary appointments are subject to pre-start checks including an Enhanced Disclosure & Barring Service check and the collection of references.

Thinking of Teaching?

Train at Salvatorian College through School Direct!

For more information, email recruitment@salvatorian.harrow.sch.uk.



Find us



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Salvatoriancollege.com

Facebook: Salvatorian College

Twitter/Instagram: SalvatorianHA3

