

The

# Salvatorian

Easter Edition



**The School  
of First Choice**

Read about our Easter Egg  
Appeal, Ski Trip 2023, World  
Book Day, Sports news and  
Student Articles!

**Salvatorian  
College**

*Compassion*

*Humility*

*Integrity*

*Justice*

*Tolerance*

*Forgiveness*

*Service*

*Holiness*



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# Message from the Headteacher

Dear Parent/Carer,

We can be delighted about the sense of community at Salvatorian College and the way that our pupils understand the school's aims and are supportive of the general direction of travel. We have been building back after the nation's experience of Covid-19, and are keeping a watchful eye on the progress of all. We are working hard to ensure sufficient catch-up and after-school provision. The resumption of sports and other extra-curricular activities is proving to be very popular with our students and I am proud that we are achieving great success in our local sporting competitions – for example our Year 10 Basketball squad who retained the Harrow Schools Championship.

The Catholic ethos of the school envelops and permeates the community and this is always more tangible during Lent when we look to serve others and to strengthen our powers of self-discipline as we pray for a true conversion of heart.

Our Year 11 students are, of course, poised for final mock and then public examinations. Almost without exception, our students are well focused and studying hard, and we are doing our best in the school to support them to go the extra mile so they do themselves justice. I am very grateful to our students and staff who have contributed so generously to our charity collections for the Ukraine and, more recently, Turkey and Syria following the earthquake. We have been praying for those living with grief and without the support and necessities that we are able to enjoy.

Our Catholic faith is at the heart of our school. We spent some time at the beginning of the year looking at the values that underpin our school and it is from the teachings of Jesus

Christ we derive our values: of Integrity, Compassion, Humility, Justice, Forgiveness, Holiness, Tolerance and Service. These are also universal human values and we they underpin our happy relations in what is a diverse local community of all faiths and none.

We are always sad to say goodbye to members of staff who have contributed to the success, wellbeing and life chances of Salvatorian pupils: Ms Chandler in English leaves us this April. We wish her the best in her future endeavours.

As we approach the celebration of Easter, we would like to take the time to reflect on the joy of the resurrection and what it means to our community. Easter is a time of new beginnings and hope, reminding us that even in the face of darkness, light will always prevail. As a Catholic school, we strive to instil these values in our students every day, encouraging them to live a life of love, kindness and compassion towards others. I would like to extend my gratitude to all parents and carers for their continued support. I wish everyone a blessed and restful Easter. May the spirit of the risen Christ be with you and your loved ones always.

**Martin Tissot**  
**Executive Headteacher**



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# Catholic Life

We kicked off Lent with whole school Ash Wednesday Masses so that pupils could join the community in its preparation for the "Feast of Feasts".

Fr. Mario has been busy administering the sacrament of reconciliation to pupils who have wished to attend and pupils have been examining their conscience thinking about what they have done and what they have failed to do in preparation for Easter.

Key Stage 3 pupils have had the opportunity to carry out a "Stations of the Cross" liturgy in our stunning Chapel, during their RE lessons and many appreciated the different opportunity to reflect and pray.

All forms have been busy collecting Easter Eggs for our pupil led appeal for Noah's Ark Children's Hospice. Staff at the hospice very impressed with our efforts and asked the pupils who delivered the eggs to thank all the pupils who donated on their behalf. One young man who received his egg rejoiced in being allowed to eat chocolate. He asked us to relay his gratitude for being remembered by the pupils at Salvatorian College.

After the tragic earthquakes that have effected so many in Turkey and neighbouring countries Year 11 pupils have been busy running weekly cake sales to raise funds to send to aid those suffering and help rebuild. Thank you to all who purchased and donated generously. *"If anyone is well off in worldly possessions and sees his brother in need but closes his heart to him, how can the love of God be remaining in him? Children, our love must be not just words or mere talk, but something active and genuine."* **1 John 3.17-18**

To end the term, the pupil Chaplaincy team created a meaningful and engaging Easter Liturgy to help us understanding that we are the reason that God gave his life, *"For God so loved the world that he gave his one and only Son"* **John 3:16**



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# Our Easter Egg Appeal

## A thank you from Noah's Ark Children's Hospice

"On behalf of the children and families that we support I would like to thank you and the boys at Salvatorian College for the fabulous Easter Egg Donation that you brought into us. Our children and families have really appreciated them and they have enabled many to know that we are thinking of them."



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# Art & Design

## Year 7



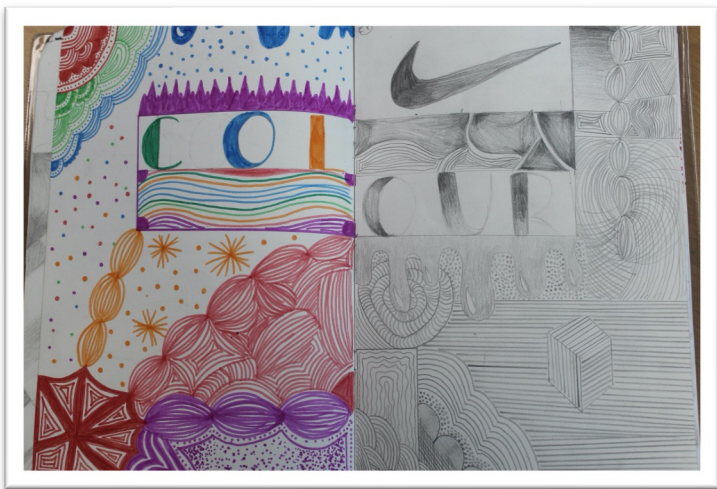
Year 7 Art and Design students have been learning about Colour Theory this term. All students learn how to mix paints, paint the colour wheel, mix tints and shades, paint a monochromatic landscape, and eventually complete their own still life inspired painting to show mood and atmosphere. There are also points throughout the scheme where observational drawing of still life is completed in order to create their own painting at the end of the term. Well done Year 7 on some fantastic paintings and drawings!

Year 8 have been studying Surrealism and looking at Artists such as Salvador Dalí and Rene Magritte to study the history of Surrealism. Students completed their own response to Magritte's 'Son of Man' in oil pastel, where they were able to change elements to create their own take.

**What is the meaning of the Apple? Is the Apple important? What happens when we change the Apple?**

Towards the end of the term, students then took their surrealism knowledge into a mini project on Special Effects and Movie Monsters. Students did some skin texture experiments in tissue, glue and paint, before designing their own monster. Now, they are building their own paper mache monster to bring it to life and refine their 3D making skills.

Year 9 have been studying a portraiture project. All students have been learning the series of portrait lessons on facial features and have been practicing the grid method for proportions. Eventually, students personalise their portraits by adding their own heritage inspired background inspired by African American Artist and Presidential Portrait painter, Kehinde Wiley.



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# Year 8



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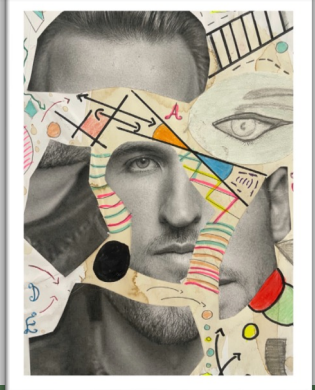
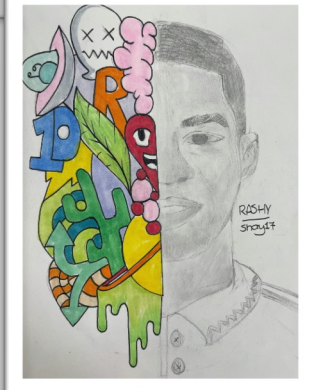
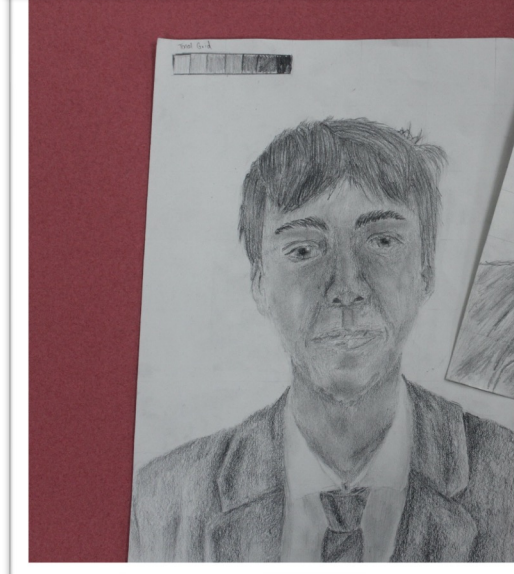
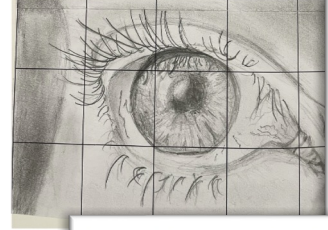
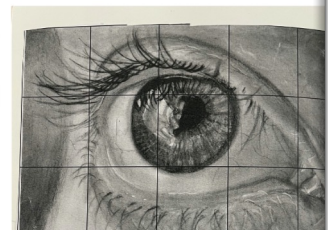
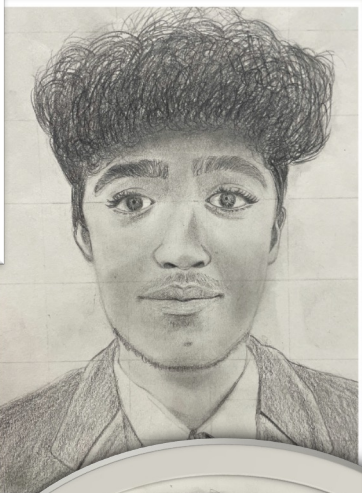
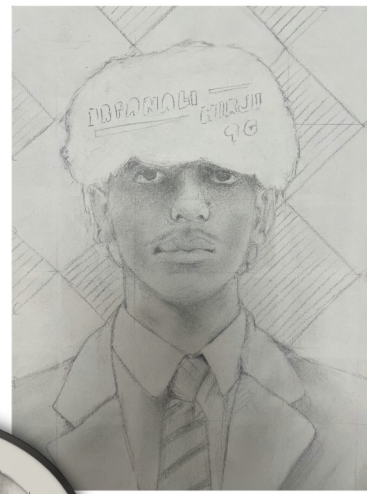
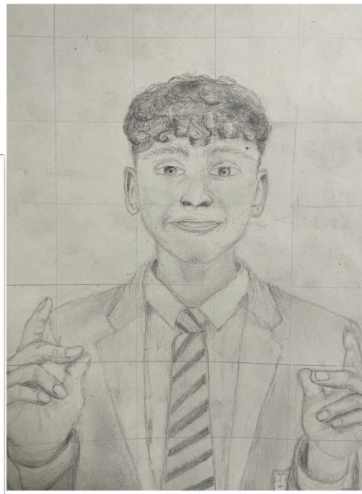
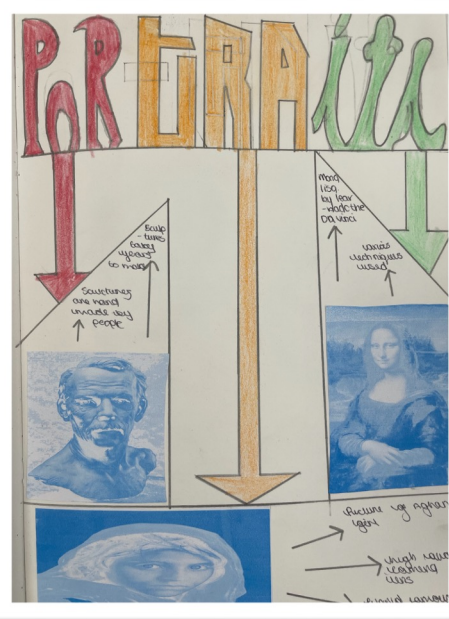
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# Year 9



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# Computing

Year 7 students took part in a practical assessment that tested their knowledge of computer components and their ability to create an engaging and informative PowerPoint presentation.

During the assessment, students were tasked with creating a PowerPoint presentation that explored the various types of computer components and how they work. To complete the task, students had to apply the knowledge that they learned in class and practice their skills in PowerPoint, such as designing slide layouts, using animations, and incorporating multimedia elements.

Mr. Florence was impressed with the results of this assessment, as our students demonstrated a deep understanding of the subject matter and were able to apply their experience with PowerPoint to create eye-catching and immersive presentations. Assessments like these are critical for developing our students' digital literacy skills and preparing them for future academic and professional interests.



In year 8 students focused on learning the fundamentals of Photoshop and creating interesting logo designs for a space travel company. Throughout the project, students learned about the essential tools and techniques in Photoshop, including selecting and editing images, working with layers, and using typography to create engaging designs. Using these skills, students were tasked with creating a logo design that would capture the spirit of a space travel company, showcasing their creativity and design skills. They developed original and exciting logo designs that demonstrated their knowledge of Photoshop fundamentals and their ability to think outside the box and create designs that were both aesthetically pleasing and meaningful.



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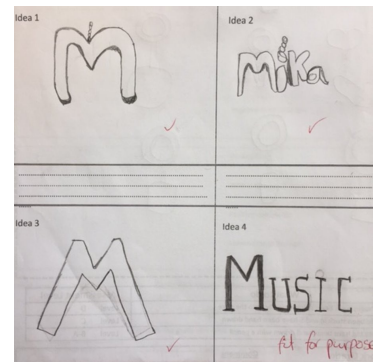
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# Design & Technology

## Year 7 CAD



Year 7 DT students have been learning about laser cutting and the program 2D Designer. The students use the brief to create key tags as their starting point and build up skills in 2D Designer before sending their key tags to print. CAD (computer-aided design) is vital to the curriculum at Salvatorian.



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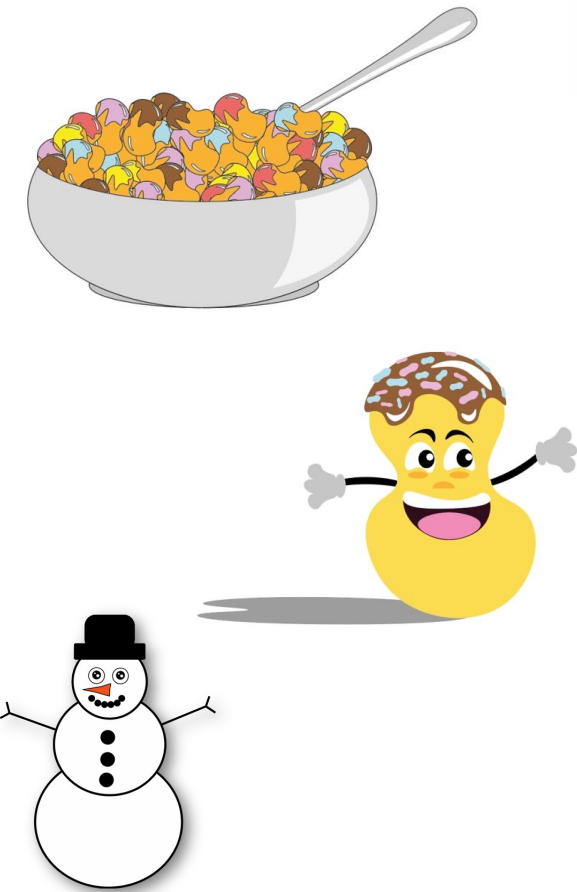
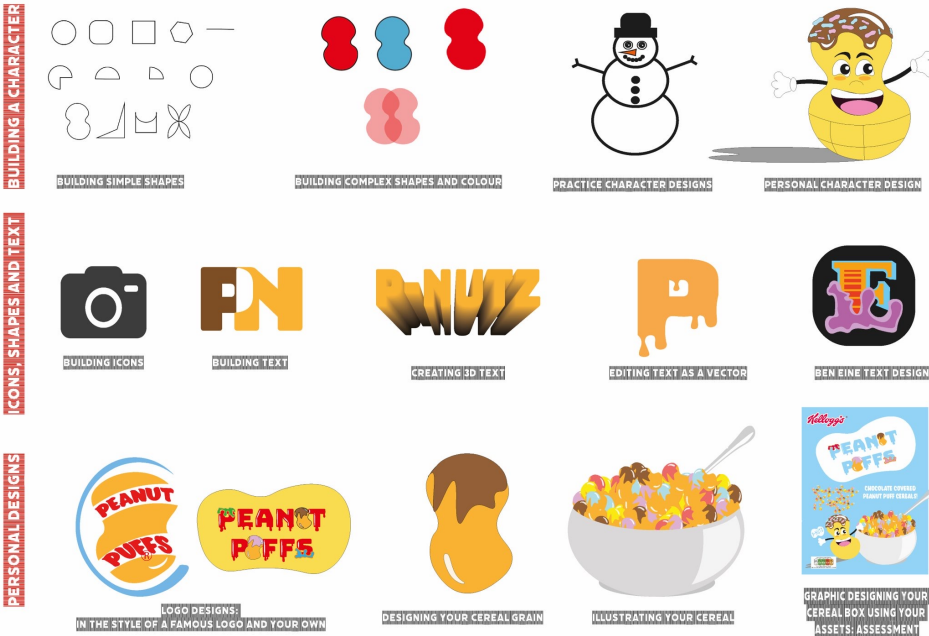
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Year 8 students have been studying the project Graphic Design & Illustration as they aim to brand their own cereal, by learning Adobe Illustrator to create their own cereal box character, then illustrate their own cereal bowls and logos. Eventually, students design their own cereal box.

Ms Phillips' group has been creating 'Protest posters' as part of their graphics work. Students were able to create posters in response to a meaningful topic that they had a message about.



# Year 8 Graphics

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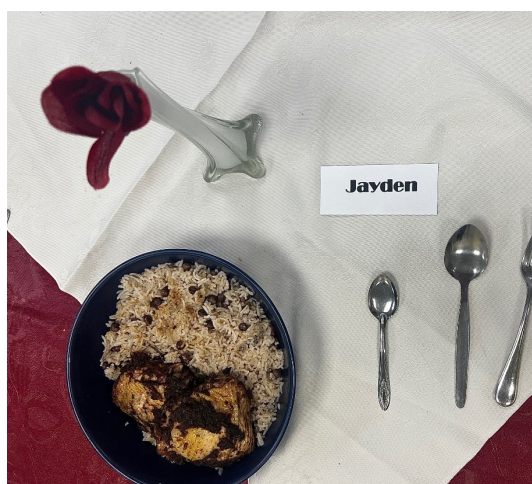




This term, Year 9 have been in Food Technology, as part of the Design and Technology curriculum. The pupils finished their term with a practical assessment. Ms Zarshoy's group chose to make their own dish from a particular culture. "They really enjoyed the lesson and considered presentation. It was nice to see a good energy and a variety of dishes." – Ms Zarshoy

Below are a few students who stood out for their effort in the task!

Gaheez - Ashak (Afghanistan)  
 Jayden - Jerk Chicken with peas (Caribbean)  
 Jason - Biffekia (Greek)  
 Kyle - egg biryani with infused chicken and paratha (India)  
 John Carlo - Pancit (Philippines)  
 Nash - Egg fried rice (India)  
 Ryan - Paella (Spanish)



# Year 9 Food Technology

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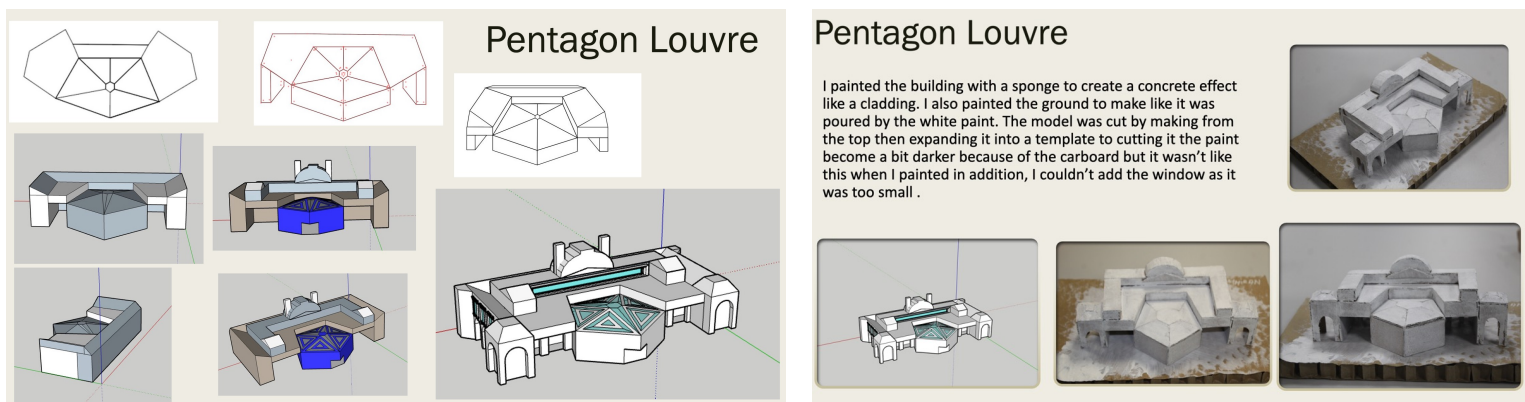


Year 10 Three-Dimensional Design students have been studying Clocks this Spring. Students begin looking at Design movements such as Art Deco and Bauhaus before modelling their ideas in CAD (Sketch Up) and cardboard to text designs. Eventually, students choose how to create their final design in the workshop to model it in woods and plastics. Below are a few examples.

# Year 10 Clocks and Architecture



Students have also been learning Architecture, in which they had the opportunity to research modern architecture, then create their own Sketchup model followed by a cardboard model of their own personal design. Below is some outstanding work by Athiran in Year 10.



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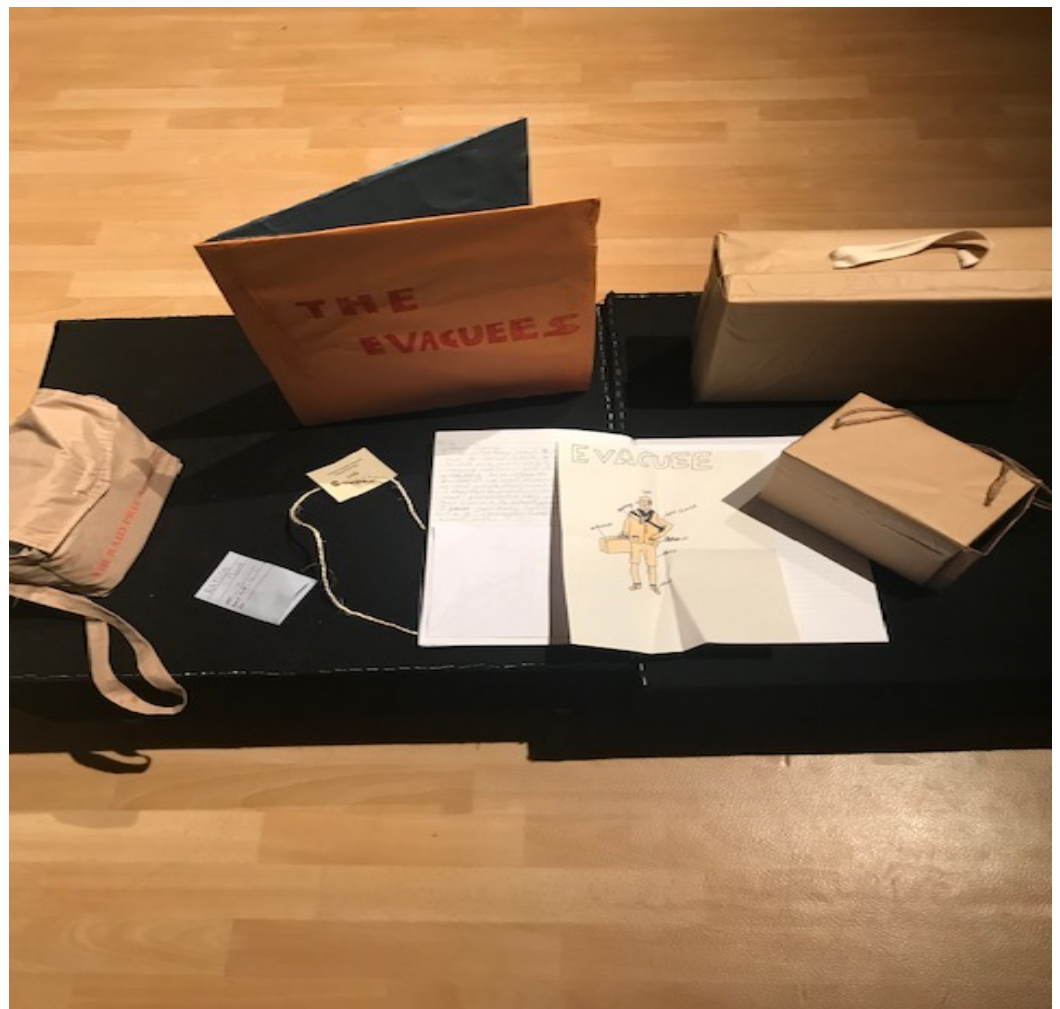
# Drama

## World War 2- 'The Evacuees'

In Year 7 drama we have been learning about World War 2 and spoke about the young evacuees who were forced to flee their homes and move to the countryside for safety because the city would be bombed more than the country. Unfortunately, their parents could not come along with them. So for our end-of-term assessment, we were given a script to read from and learn to perform: 'The Evacuees'. The play is about three young children Elise, Jack and Joey. The children fled their homes to seek out new ones in the countryside. Our classes were split into four groups to act out certain from the play. We had to direct and stage our chosen scenes. We performed in front of the class and added stage lighting for an atmosphere to make the drama more realistic. Some of the class made props to include in our performance.

**Article by Student Magazine Editor Pranay Kundalia – 7 Teresa**

**SOME PROPS  
MADE BY YEAR 7  
PUPILS TO USE IN  
THE  
PERFORMANCES**



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# English

## Poetry Live! Trip

The English Department took a group of 40 Year 10 students to Westminster Central Hall for the Poetry Live! event. We got to see an impressive lineup of poets, including the Poet Laureate Simon Armitage, Carol Ann Duffy, John Agard and Imtiaz Dharker, as well as some tips for approaching the exam questions. A few of our boys even got their anthologies signed by Imtiaz Dharker!



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# World Book Day

For world Book Day, Ms Chandler organised a book cover designing competition. Students were able to enter their own drawing and design to the competition. Pictured below are some of the most creative entries. Well done everyone involved!



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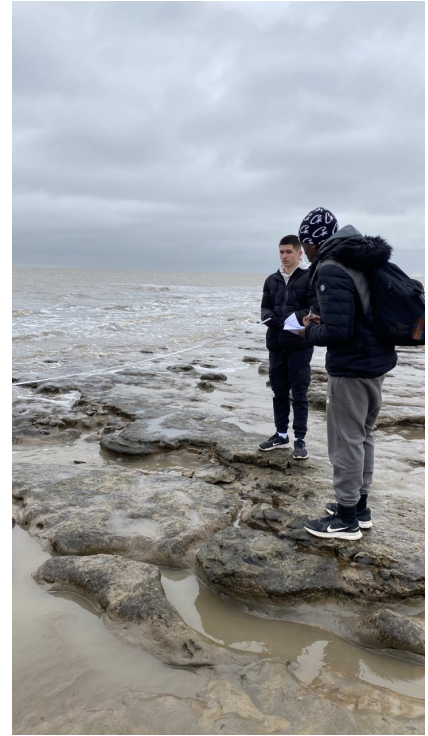


# Geography

On a cold and overcast day on Friday 28th February, the Year 11s made the trip to Walton-on-the-Naze as part of their GCSE coursework. They were going to conduct fieldwork to help them answer unit 3 of their specification. This is a trip they were excited to see again after a hiatus due to COVID. It was also a great opportunity to get the boys seeing geography in action and put their theoretical knowledge into practice.

In the morning, the boys spent time measuring longshore drift with the help of an orange, and collecting data on the height of the groynes, a method of protecting against erosion. This research helped the boys come to conclusion about whether the coastal management was effective in the local area.

In the afternoon, the boys walked around the town and asked local residents what they thought about the beach and local amenities and recorded this in a questionnaire. They also completed a land use survey to see the different types of buildings in the local area. Despite the typical British weather, they were able to collect the data they needed which we then analysed back in the classroom. The boys all gained valuable knowledge from the trip and had a day out at the great British seaside.



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# History



## WWI was it all mud, blood and tears?

By Astin Tang 8G

WWI was a brutal war that involved over 100 countries, 65 million soldiers and countless lives. Though many countries got closer to independence, women's rights involvements were fulfilled and it stabilized Europe for nearly 20 years. So, was it all Mud, blood and tears?

Some may say that WWI was all mud, blood and tears as seen in the perilous experiences of soldiers in the trenches. Originally trenches were built to house soldiers for the winter, but then they were converted into zones of death. Stretching along the entire Western front they consisted of two sides; the German side and the French side. In the middle, the no man's land. In the trenches, there was regular flooding, and soldiers never had time to clean themselves, and horrible diseases developed – trench foot, which basically ate away your feet and trench fever which caused high fever and took very long to recover from, making the trench experience horrid. Not to mention that, machine guns, artillery and snipers constantly murdered many and toxic gas literally melted the soldier's lungs, making it a traumatizing experience. Thus, because of the horrible conditions the soldier's experienced in the trenches, some argued that WWI was all mud, blood and tears.

Others may agree with this as the treatment of soldiers recruited over the British Empire varied according to their race. When WWI started on the British side, Britain refused to recruit soldiers from colonies as they feared that after the war, they would use that as leverage over the British to gain independence. But into the war, Britain realised that they were running out of men, so they had to reluctantly recruit soldiers from the colonies. Even if the colonial soldiers were recruited, their treatment varied. Yes, the white colonies were allowed to fight on the European front, but the African and Indian soldiers weren't so fortunate. African soldiers were only allowed to fight on the African fronts, and even if they went to the European front, they did not join the fight, because of fears of mixing races. They were deliberately forgotten after the war. For Indian soldiers, they were used as propaganda and even if they fought valiantly in the war, the British Raj still ruled India afterwards compared to increased independence of the white colonies. Thus, the racism experienced by non-white soldiers are a piece of evidence that some may use to state that WWI was majorly suffering.

Though, on the other side of the coin, women in Britain got higher social status during and after WWI, thus some would argue that the WWI experience was overall good. Before WWI, women were treated like second class citizens and they did not have the right to vote, not even to own property after marriage. But when WWI came by, all the men went to war and many jobs opened, with more new munitions factory jobs. Due to men not being present, women filled those jobs, it was a societal revolution; women got the right to work in jobs they never dreamt of doing, and this shift of society elevated women's rights, and even after the war, women used the 'helping in war' leverage to gain more rights, eventually even the right to vote, propelling women's rights progress. Thus, the societal shift created by WWI improving women's rights is used as evidence by some to argue for the overall good view on WWI.

In conclusion, though WWI propelled women's rights progress at a rate never seen in history, it also caused endless suffering and pain for the soldiers in trenches and waves of racial prejudice against colonial soldier's. Thus, in my opinion, WWI was majorly mud, blood and tears as though women's rights in Britain progressed, it can never outweigh the pain of 65 million mobilised soldiers, 60% missing, injured or dead soldiers and the countless souls of the 17 million killed soldiers and 7 million murdered civilians and the racism suffered by non-white colonies.



# Mathematics

On 14<sup>th</sup> March 2023, the Mathematics Department took part in the global celebration of the International Day of Mathematics. We simultaneously celebrated Albert Einstein's 144<sup>th</sup> birthday. The day was jam packed with a lot of activities including presentations online, in the first session, by guest mathematicians from the entire globe and the second session by Field Prize Medal recipients for 2022 (One of the highest honours in Mathematics).

Our students were totally inspired, and, in their own small way wanted to complete the excitement by taking part in competitions. One was for reciting the value of  $\pi$  to different decimal places. The Other was to answer a challenge question. There was a KS3 and KS4 quiz question, but the  $\pi$  competition was open to all.

The winners were as follows:



**David Inel** – 7G recited to 121 decimal places.

**Revin Reji** – 9G recited to 112 decimal places

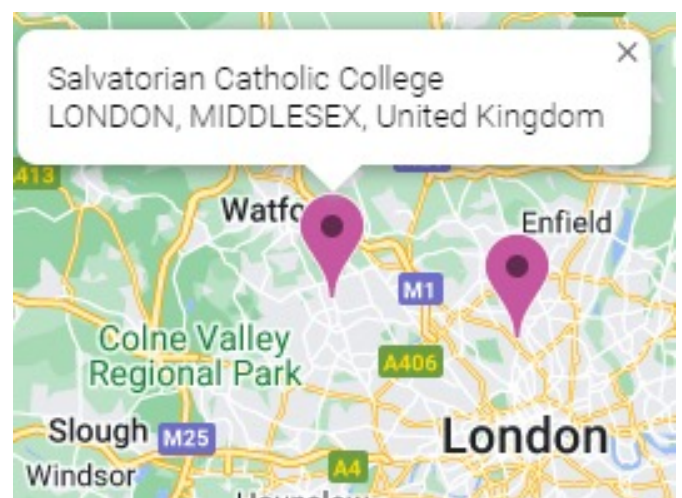
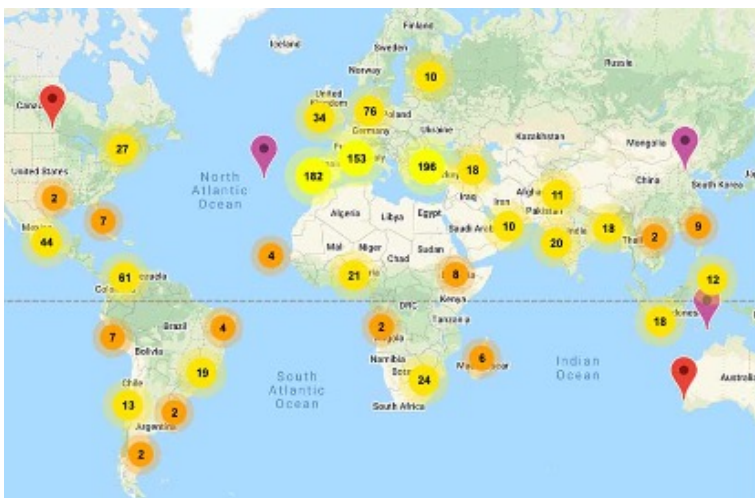
**Christian Selakumar Mukilan** 8C Recited to 104 Decimal Places.

For the Quiz competition:

**Panav Bindal** 10G

**Aarush Mandal** 7G

The prizes will go to the top two winners for each contest who will get £30 and £20 vouchers respectively. On the day, 7G spent the last period designing polyhedral calendars. It was a fun filled day and both teachers and students look forward to the next International day of mathematics 2024.



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# Mathematics



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# Maths Challenge

Our Year 9 and 10 students took part in this year's **Intermediate Mathematics Challenge**. The trend continues upwards in terms of the numbers of our boys achieving a GOLD, SILVER or BRONZE over the years. This year we have managed 64% compared to 50% nationally.

The scores for the top six boys have earned them a place in the Grey and Pink Kangaroo 2023 follow-on rounds. This is a huge achievement for them and the school. Their families should be very proud.



Achieving GOLD

Hin Yu Henoch Tang

Paco Pak-Kiu Lui

Andrew Chiang

Achieving Silver



Achieving Bronze



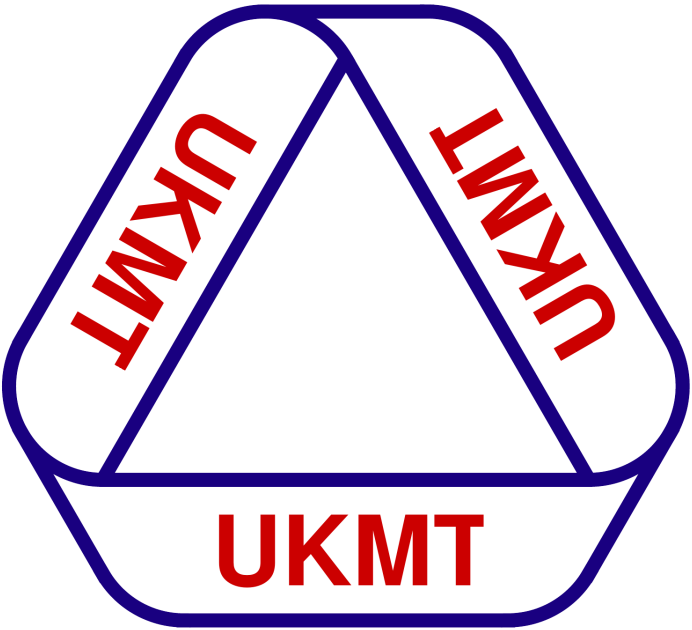
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# RESULTS

Year group	Student First name	Student Last name	Total	Certificate		General Info
Year 10	Hin	Yu Henoch Tang	93	Gold	Best in School 1 and best in year 10	Scoring rules for the Intermediate Mathematical Challenge are as follows:
Year 10	Paco	Pak-Kiu Lui	85	Gold		Bronze: 42+
Year 10	Andrew	Chiang	80	Gold		Silver: 55+
Year 9	Mithil	Ahuja	75	Gold	Best in Year 9	Gold: 71+
Year 9	Klaudiusz	Wawrzynkowski	69	Silver		Year 9 Grey Kangaroo: 67+
Year 9	Irfanali	Hirji	67	Silver		Year 10 Pink Kangaroo: 77+
Year 10	Dhruv	Lad	65	Silver		5 marks are awarded for each correct answer to questions 1 - 15
Year 9	Aathithyan	Thillaivalavan	62	Silver		6 marks are awarded for each correct answer to questions 16 - 25
Year 10	Mevinton	Kugathanan	61	Silver		Each incorrect answer to questions 16 - 20 loses 1 mark



Year 10	Kevin	Srikumar	59	Silver		Each incorrect answer to questions 21 - 25 loses 2 marks
Year 10	Benjamin	Baker	57	Silver		Answers left blank will be marked as 0
Year 10	Panav	Bindal	57	Silver		
Year 10	Jonathan	Boachie	54	Bronze		
Year 10	Darren	Fernandes	53	Bronze		
Year 10	Ethan	Shaughnessy	52	Bronze		
Year 10	Kabilaash	Mathiyalagan	51	Bronze		
Year 9	Shayan	Popat	51	Bronze		
Year 10	Amin	Mirza	50	Bronze		
Year 9	Gaheez	Bakhtani	50	Bronze		
Year 9	Benson	Cabral	50	Bronze		
Year 9	Fahim	Norzai	50	Bronze		
Year 10	Thiveesh	Thillasvaran	49	Bronze		
Year 9	Naseef	Mohamed Nisfer	48	Bronze		
Year 10	Kevin	Zimbru	47	Bronze		
Year 9	Azad	Uzun	47	Bronze		
Year 10	Azaan	Mendonca	45	Bronze		
Year 10	Zaki	Ahmed	44	Bronze		
Year 10	Eric	Emmanuel	44	Bronze		
Year 9	Revin	Reji	44	Bronze		
Year 9	Ashfaq	Mohamed Anise	43	Bronze		
Year	Niranjana	Selvalingam	43	Bronze		
Year 9	Kabwe	Ndolesha	42	Bronze		
Year 9	Nash	Pinto	42	Bronze		
Year 9	Deeptha	Yogarathnam	42	Bronze		
Year 10	Fadlullah	Malla	40	Participation		
Year 9	Lahmim	Jawahirismail	38	Participation		
Year 9	Serafim	Orel	38	Participation		
Year 9	Anthony	Corsini	36	Participation		
Year 10	Krystian	Majewski	35	Participation		
Year 10	Caleb	Pappoe	35	Participation		
Year 9	Randinu	Perera	35	Participation		
Year 10	Joshua	Fernandes	32	Participation		
Year 10	Austin	Mathew	30	Participation		
Year 9	Tayden	Payoe	30	Participation		
Year 9	Daniel	Emegbor	29	Participation		
Year 10	Janmesh	Mistry	28	Participation		
Year 9	Kyle	Madha	28	Participation		
Year 10	Sai	Patel	27	Participation		
Year 10	Fabio	Da Mata Sousa Pontes	24	Participation		
Year 9	John	Carlo Concepcion	21	Participation		
Year 9	Akshaj	Sharma	20	Participation		
Year 10	Brishen	Fernando Karunaratne	19	Participation		
Year 9	Harshal	Mehra	15	Participation		



# Modern Foreign Languages

In this piece of writing Anson Yin Ho Fu, Y8ab French, is talking about himself, family and friends. He has used descriptive language to write a long text, giving and seeking information and points of view. There is evidence of appropriate use of tenses of a wide range of verbs to talk about the past, present and future. He has used different grammatical structures adapting previously-learnt vocabulary to new context.



Bon travail, Anson!

**Mon identité**  
**Contrôle**  
Nom: Anson 16/16

**Writing 1**  
Write an email to talk about yourself. (3rd-6th Steps)

- Quelle est ta personnalité? *What is your personality*
- Comment tu t'entends avec ta famille? *How do you get on with your family*
- Qu'est-ce que tu as fait hier soir? *What did you do last evening.*
- Qu'est-ce que tu vas porter ce weekend? *What do you going to wear this weekend.*

You can show achievement at 3rd, 4th or 5th Step, depending on how you carry out the task.

**3rd Step**  
Write several sentences. Your answers must be in sentences and not single words.

**4th Step**  
As 3rd Step, but write a short paragraph and make your writing more interesting by adding opinions and using adjectives, qualifiers, connectives and negatives.

**5th Step**  
As 4th Step, but include reasons. Also, say where you are going and what you are going to wear this weekend.

**6th Step**  
As 5th Step, but use the future tense as well as the present and past tenses.

Salut! Je m'appelle Anson et j'ai quatorze ans. J'habite à Londres avec mes ~~parents~~ <sup>mon frère</sup>, ma soeur et mes grands-parents. ~~Je suis~~ D'habitude, je suis vraiment intelligent et très gentille. Cependant je ne suis pas sociable. Mes parents pensent que je suis un peu rigolo de temps en temps. Mon <sup>meilleures</sup> ami est sympa et aussi adorable, mais il peut être têtus quelquefois.

**Mon identité**  
**Contrôle**  
Nom: .....

En général, je m'entends très bien avec ma famille, mais <sup>souvent</sup> je me fâche avec mes ma petite soeur et je me dispute avec mon grand frère car elle est ~~totalem~~ <sup>très</sup> totalement arrogante tout les jours. Je déteste ça.

J'adore la musique. Mon <sup>chanteur</sup> ~~groupe~~ préféré s'appelle ~~One Direction~~ <sup>Matthew</sup> parce que sa ~~ma~~ <sup>voix</sup> donne envie de danser et chanter. C'est hyper cool. J'aime aussi beaucoup les mélodies. Hier soir, je j'ai ~~téléchargé~~ <sup>écouté</sup> et écouté une chanson que j'aime bien.

Normalement, j'en j'ai un style plutôt décontracté et j'aime porter un a sweat à capuche ~~ma~~ <sup>gris</sup>, un jean bleu et une veste noire. <sup>Cependant</sup> ~~Cependant~~, ce weekend je vais aller à un centre commercial avec ma famille. Je vais porter un tee-shirt blanc, des chaussures vert kaki et un ~~portat~~ <sup>de</sup> pantalon noir/noir. Je vais acheter beaucoup les vêtements.

À plus! Comment tu t'entends avec ta famille?

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# Spanish



Eric Emmanuel (year 10) wrote a very good email in his last Spanish assessment. His email has a good structure with a greeting, four paragraphs covering all questions and a sign off.

To get the top marks in this task, he included uncommon vocabulary (ajedrez, instalaciones...), a variety of connectives (ademas, ya que, sin embargo, dado que...), exclamations, opinions that are justified and a range of verb tenses and structures. This is an excellent model answer for a GCSE Spanish writing question.

Intentemos comer

Name \_\_\_\_\_ Class \_\_\_\_\_

**El colegio**

Tu amigo español te ha preguntado sobre tu colegio. Escribe un email a tu amigo sobre tu colegio y tus planes.

**Debe incluir los puntos siguientes:**

- La descripción de tu instituto
- Compara tu instituto con tu escuela primaria
- Tu opinión sobre las normas
- Lo que vas a hacer en el intercambio escolar

Justifique sus ideas y sus opiniones.  
Escriba aproximadamente 80 - 90 palabras en español.

¡Hola, amigo!

Mi colegio es masculino y está cerca de la ciudad. Tiene una piscina cubierta y hay muchas actividades divertidas para ~~en~~ el recreo. Estudio matemáticas, sin embargo, no me gusta dado que es muy difícil. Los profesores no son buenos ya que el colegio no puede comprar un ordenador, porque es muy caro.

¡Qué horror! Ordenadores

Antes, mi escuela primaria fue emocionante porque tenía tiempo libre y ~~hacer~~ hacía actividades extraescolares, por ejemplo, ajedrez. ¡lo pensé hombre!

No obstante, ahora mi instituto es aburrido dado que no ~~espermite~~ usar ropa de calle y no hay piscinas interactivas.

En mi opinión las reglas son muy estrictas. No se debe comer chicle y el ~~la~~ norma más importante es respetar el turno de palabra. Además, no se puede usar tu móvil, ni

Llevar piercings, ni ser agresivo o grosero. Por otro lado, se debe respetar a los demás. ¡Qué guay!

vamos (we)

Mi amigo, llamado Joshua, y yo ~~van~~ vamos a visitar el museo y ver los monumentos. ~~Vamos a ir a un restaurante más lujoso, pero~~ <sup>lujoso</sup> ~~después~~ y después ~~va~~ <sup>nos</sup> jugamos al fútbol. Intentamos comer comida mala e ir a clase juntos.

Intentaremos ↓ vamos a jugar

¡Hasta luego!



# Physical Education



## Year 10 Harrow Schools Championship

Congratulations to the Year 10 Basketball squad who retained the Harrow Schools Championship with a 45-33 victory over Canons High School.

A special thank you to Mr Becerra and Mr Archer for taking the team training on Wednesday evenings since September and leading the team. Well done to all those involved.



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**Middlesex University Trip**

Year 10 GCSE PE had an awesome visit to Middlesex University to check out their incredible new sports labs at the Stone X stadium.

The GCSE students were through a range of fitness tests with state-of-the-art technology. It was a brilliant learning experience for everyone.



**Brunel University Trip**

In February the PE department took sixteen pupils to Brunel University to take part in a Weightlifting Masterclass from.

The students learnt the how to warm up correctly for weightlifting before trying to master the snatch lift and the clean and jerk. The visit was challenging and gave the students a great insight into a sport many of them had no knowledge of.





Salvatorian Year 8 Indoor Athletics

Team finished first in the Borough competition on 08.02.23.  
There were some great performances from Jefferen Yeboah, Mario Cicu, Aryan Hirani and Ajan Kandeepan. Congratulations to all of those involved.

Results	
1st	Salvatorian
2nd	Pinner
3rd	Whitefriars
4th	Whitmore
5th	Canons
6th	Nower Hill
7th	Avanti

	Shot	Speed Bounce	Long Jump	Triple Jump	Vertical Jump	2 lap	4 lap	6 lap	4x2 lap	TOTAL
Pinner	4	5	4	5	7	5	4	5	6	45
Whitefriars	7	4	6	2	6	6	6	2	4	43
Nower Hill	3	7	1	4	5	3	2	4	3	32
Canons	4	1	3	7	4	7	1	1	7	35
Salvatorian	6	6	5	6	3	4	5	6	5	46
Avanti	5	3	2	3	1	1	3	3	1	22
Whitmore	6	2	7	6	2	2	7	7	2	41



Former professional footballers return to Salvo

On Wednesday 22nd February we had the great privilege of two former professional footballers who were former students at Salvatorian College, return to the school to give an inspiring talk to Years 8 & 9.

Richard Langley & Jamal Campbell-Ryce shared their experiences of being professional footballers and spoke about their current careers as a football agent and an elite football coach. They spoke about many issues surrounding the game including the importance of education, culture, engagement patters, racism and how to deal with setbacks and success. The Q & A session led to some thoughtful and insightful questions from the audience which were expertly dealt with by Richard and Jamal. There was a real energy and buzz around the room during the session and afterwards. The event was inspiring and motivating for students and staff members.

Thank you to Jason Roberts Foundation for facilitating such an incredible day.







## Year 8 & 9 Rugby Festival @ Harrow Rugby Club in partnership with Saracens RFC and Gallagher Premiership.

Year 8 & 9 went into battle with Saracens School, Preston Manner and St James' Catholic school at harrow Rugby Club on 01<sup>st</sup> March 2023. The boys demonstrated courage, determination and a fantastic work ethic. It was a very enjoyable experience for everyone that attended. Well done to all the boys and we look forward to seeing your continued development.



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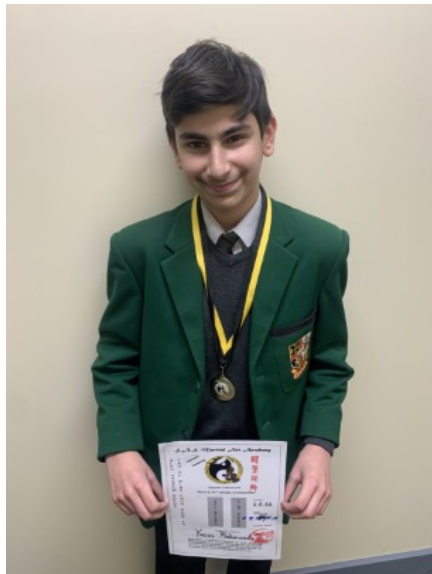
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## Martial Arts

Congratulations to Yusuf Mahmood on achieving the highest score at the martial arts grade in this term.

Kyle Wong came second and we commend his excellent attitude and achievement.



## Football Heritage Exhibition (Wembley Stadium)

Mr Creamer, Eddy Dempsey and five students had the great privilege of attending Wembley Stadium to celebrate the Football Heritage Exhibition in conjunction with The Jason Roberts Foundation.

During the celebration Mr Creamer and Patrick Masterson were invited to talk to the audience about the visit of Jamal Campbell-Ryce and Richard Langley to Salvatorian College. Patrick stole the show and was further introduced by the host as the future Prime Minister.

The boys were delighted to talk to former footballers Mark Stein, Brian Stein, Dave Regis, Rachel Yankee and TV host Adrian Chiles.

It was a wonderful opportunity to share in this experience of sporting icons from Brent and their contribution to the game.



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# Religious Education



The Section 48 inspection has declared The RE department to be 'Outstanding' across the board. It is great news for both the school and the department when an external body recognises and commends our hard work and dedication within the school to ensure the very best for our pupils. The following comes from the inspection report:

**"Pupils are developing excellent knowledge, understanding and skills that exemplify the learning required by the Religious Education Directory"**

**"Pupils enjoy their religious education lessons and are both enthusiastic and actively engaged. They are religiously literate, speaking confidently using key concepts and subject specific vocabulary."**

**"Pupils achieve above average attainment in their GCSE RE compared to national data and this has been sustained for the last three years."**

As always a busy term with year 7 able to confidently bible reference and explain the sacraments of initiation. Year 8 discovering the history of the early church and the paschal mystery and year 9 exploring the sanctity of life and community cohesion. Year 10 have begun the Catholic Christianity unit examining key belief and practices of the faith.



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# Science

## ENGINEERING COMPETITION



**Objective:** build devices from paper, tape, string, and paper clips to pick up and retrieve a ping pong

You can enter as an individual or with a group of up to 4 people



We will be using **RECYCLED PAPER** to reduce our carbon footprint! YEY!

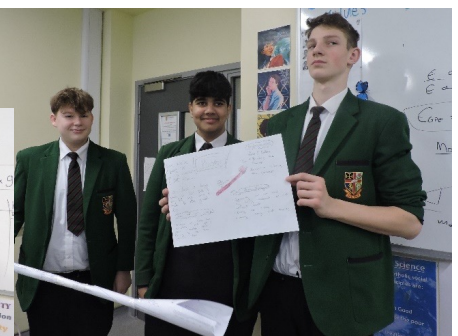
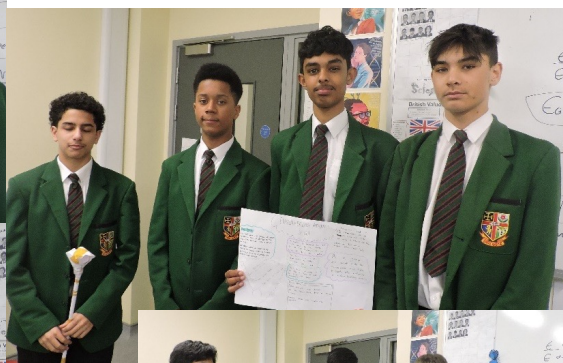
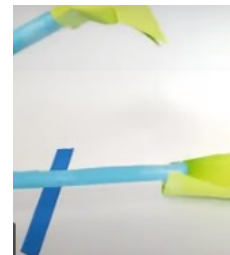
Cost:

Material	Points Cost
Tape	Free
Paper	5 points per sheet
Paper clip	1 point each
String	1 point per 50cm



**Final score**=(distance in cm)–(material point cost)

Ideas:



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# Science Club

Science Club!

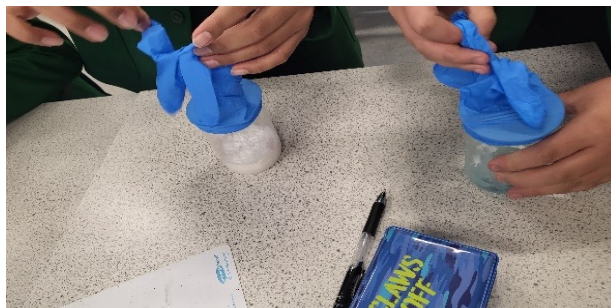
**Every Thursday lunch time.**

Let it rain or the sun shine, Salvo students are always primed. Every week students of science club get the opportunity to do something new and exciting. The club bestows students a platform to experiment, investigate and do all fun activities that they've always wondered.



*Students have always manifested enthusiasm and consistency.*

*Science club members have gold star badges.*



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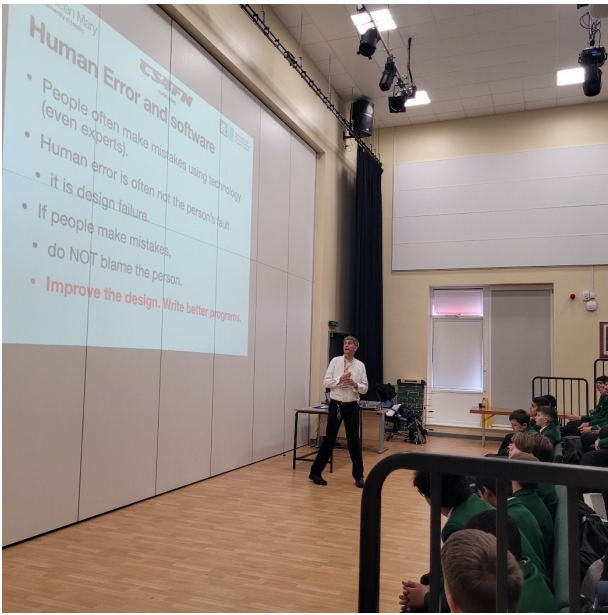
# British Science Week

This week, we celebrated British Science Week. Students participated in several activities, including a university lecture delivered by one of the experts in computer science.

On Monday, the 13th of March, Professor Paul Curzon from Queen Mary University visited Salvatorian College and delivered a talk to the year 7, 8, and 9-Year students. The topic of the talk was 'Magic and Science' and involved students participating in magic tricks, illusions and research areas concerning the human error.

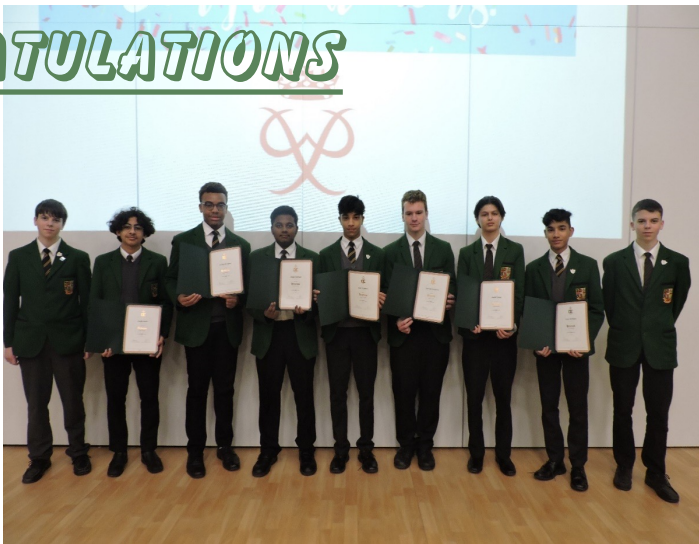
## Student Testimony

During British Science Week, we got to take part in a talk about how technology and human error are related. The professor was from Queen's Mary University. It was inspirational and informative; I have learnt a lot and will participate every year.  
Pranay 7T





# BRONZE AWARDS CONGRATULATIONS



Year 11		Year 10	
Abdul	Hannan	Ewan	McGrady
Amr	Hasanin	Dhruv	Lad
Zain	Rahman	Jathusan	Ravinathan
Mit	Patel	Fabio	Pontes
Ioachim	Sebastian	Apishan	Suthasan
Malla	Malla	Joshua	Fernandes
			Ketheeshran
Sami	Rahman	Ajan	Baker
Mahdi	Fedai	Benjamin	Patel
Oliver	Ryder	Sai	Rahman
Ashley	Ryder	Zaeed	Majewski
		Krystian	Mathiyalgan
		Kabilaash	Liyanage
		Aritha	Pawloski
		Fabian	Fernandes
		Darren	Emmanuel
		Eric	Kuthasan
		Mevinton	Srikumar
		Kevin	Adeniyen
		Alexander	



# Duke of Edinburgh

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# Peer Mentoring



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Dear Year 10 Peer Mentors,

I am writing this letter to express my gratitude for all the hard work and effort you all put in as peer mentors. I wanted to take this opportunity to acknowledge the fact that you took on our duties which allows us to focus on our studies and exams. This is no small feat, and it demonstrates your commitment to your growth as leaders of the future. I would also like to express my gratitude to Ms Williams for assigning the mentors the roles. I appreciate the time and effort that she has put into selecting mentors who are not only knowledgeable but also passionate about what they do.

As you all have shown a great deal of skill and expertise as peer mentors, I wanted to encourage you all to consider taking on leadership roles - by applying for the opportunities to become Prefects, Deputy Head Boys, or Head Boy - roles that will allow you to demonstrate your leadership skills, represent your fellow students and contribute to positive change in our school. Your experiences and knowledge make you all ideal candidates for these positions and I strongly believe that you will all make significant contributions and positive changes to the school.

Your dedication and commitment to helping your fellow students to succeed have not gone unnoticed. Your unwavering support and encouragement have helped them to develop their skills and confidence. Thank you to Ms Williams again, I appreciate the time and energy you invested in ensuring the students were well-equipped to handle their new responsibilities. Once again, thank you for your time, effort, and support.

'You are not born to win, you are not born to lose, it's your choice to win or to lose.'

Sincerely,

*K. Subakumar*

Kausic Subakumar (Head Boy)

On behalf of the entire Prefect Team





# ECO Warriors



Year 7 are leading the way in caring for our environment by volunteering to litter pick the school grounds and local area. The first litter pick took place on March 21<sup>st</sup> after school and one bag of litter was collected in about twenty minutes. The students are planning to do another litter pick before the Easter holidays, and then fortnightly in the Summer term. Litter picking equipment, including gloves and bags was provided by Harrow council for the students to use. If you are in year 7 and would like to get involved in this worthwhile activity, please speak to Miss Ward.



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# The Salvatorian Magazine Squad



This year, Mr James has started up our student led Magazine Squad. Students now can write for the magazine and learn a whole host of skills along the way.

On the following pages, you will be able to read some of our student submissions to the magazine where students are answering an enquiry question. Well done to the successful applicants to the squad and also to those individuals who submitted articles!



## JOB VACANCY: SALVATORIAN MAGAZINE SQUAD

Years 7-11: Apply now! Write a short application (1 page) to Mr James explaining why you would like to be part of the squad and what skills you can bring.  
Deadline: 31<sup>st</sup> January

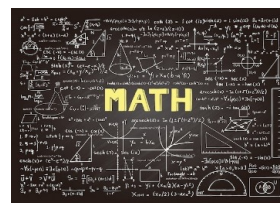
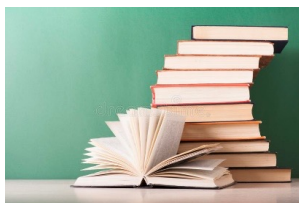
You will be able to: edit and design magazines, complete investigative journalism, take photographs, write articles and demonstrate graphic design skills. This is great experience you will be able to put on your CV.

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## **The core subjects: Why are they essential, but overlooked?**

The above images share one thing in common. What do you think? Torturous, hour-long lessons? Fountains of beautiful knowledge? Well, they are the core subjects. The ones that generally don't get the praise they deserve. In this article, I would like to share the beauty of mathematics, English and science.

Let's first have a look at mathematics. As you may know from the 14<sup>th</sup> of March, there is a specific day dedicated to the subject. But why? Mathematics as well as the other subjects mentioned below are possibly the only ones you will ever use on a day-to-day basis. Take for example, the computer that this very text is being typed on. Genius mathematicians had to develop hundreds of formulae to develop the binary system and how computers can convert from the denary number system to the binary. Take for example, the number 347. On the digital copy and hard copy of this article, it looks like 347. However, the CPU has a specific formula to calculate the binary value and display it. It then sends a binary version to the printer (if this is hard) and then the printer calculates the movements needed to print the ink on the paper. The math behind it is relatively complex but the binary version is: 101011011. There is math behind this. In fact, without mathematics, many things we take for granted would not exist. Everything on this planet has math behind it. The simple child's toy, as demonstrated by a mathematician on International Day of Mathematics (IDM) has mathematics behind it. For example, the toy he showed had multiple mathematical interpretations. The balls could be considered as vertices and formed a rough icosahedron. Another way was the precise angle needed to make the mobile balls slide, demonstrating science at the same time with the relations of gravity and friction.

Now that the lecture on mathematics is over, not that it wasn't interesting, we can move onto the beautiful field of science. There are too many fields to excite you with so this will be brief(er) than the mathematics section. As I said before, the simple child's toy has science behind its functionality. For example, the relations of gravity and friction determining a mathematical element in the same toy. Additionally, your house was designed by architects who must have a deep understanding of physics to lay out your house.

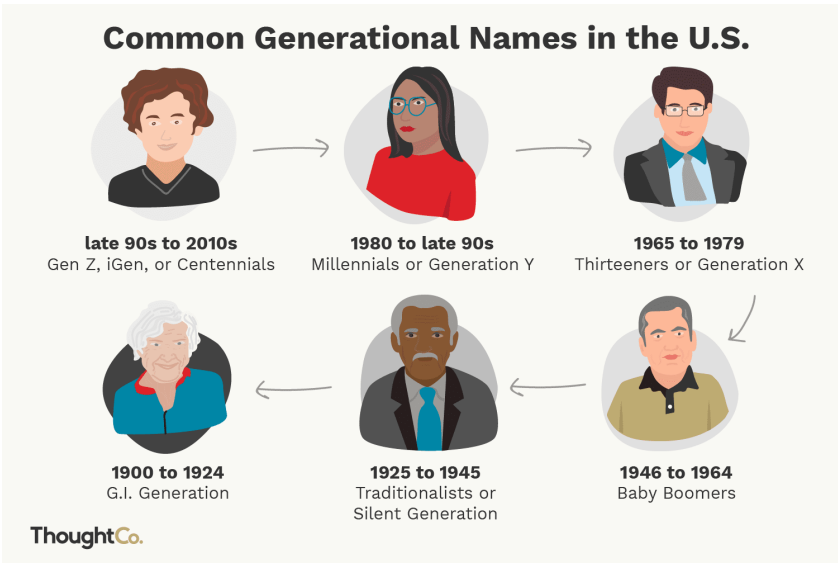
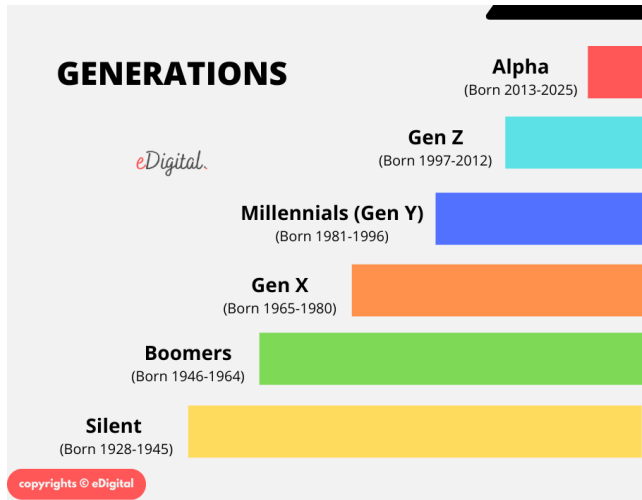
Finally, I shall move onto English. But... I hear you say. Yes, you speak the language and think you are experts at it, and I am not one to judge you for it. But this is vital for your career (unless you wish to work abroad which means MFL would be a great subject to pay attention to) as slang terms are not commonly accepted in the workplace. This can be used for excellence in communication and written skills for your CV etc.

But these do not receive, what I believe, the praise they deserve. Sure, they hurt the brain when concepts such as Calculus are reached but they help give you a better understanding of things and offer a wide variety of tools needed in your career. This is the driving force for emphasis on these subjects, they are too useful to let it hang loose. For your betterment, these are emphasised by the education system.

*Thinkpiece Article by Aarush Mandal, Year 7*



# WHICH GENERATION ARE YOU?



In today's world, six generations are living together, who have changed or will change the world. What does this mean? While the society we live in determines our dreams, expectations, needs and many features that make us who we are; While the smallest piece of society is our family and then our school, where we spend the most important times of our lives; Who should be the priority to catch up with the development speed of technology?

Alpha generation; While smartphones were growing among tablets, didn't they coincide with the Covid-19 period and have to take distance education? It was extremely tiring when many families did not have sufficient technological equipment and the necessary internet. We all experienced and experienced technology in education at that time. Was it efficient? I don't think so. Many of us have even forgotten how to write. Our dexterity has atrophied. Can the Alpha generation, born into digital technology in real terms, have the opportunity to experience this in real terms? What comes to mind when we think of technology? We can adapt to technology tools, but we cannot write a letter as well as the silent generation.

In search engines, we can access the information we need with keywords, but we do not have as much library experience as Baby Boomers in reading books. While we can create enough code to make small animations in the scratch program, we cannot use office programs as well as the X generation; everything we do is recorded with corridor and/or classroom cameras, but this does not prevent peer bullying or teacher mobbing. Using technology in education, having equipment? Or is it to be able to include it in education and training? Isn't the Alpha generation a generation that can experience a little bit of everything in the society they live in, but are not fully equipped with knowledge?

Today we are still learning about Greek mythology and may be surprised at its similarities in our lives. As if emotions were the golden teachings that developed us in all times that were human in origin, I believe that the important thing is curiosity and the motivation to acquire knowledge, whether technology is in schools or not. What will inculcate this is to complete my process of acquiring knowledge with educators who do not dull my sense of curiosity. If technology is to be included in this process, I wish to be useful to the next generations.

Article submitted by EGE DIREKOGLU / 7F



# Ski Trip 2023



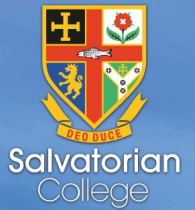
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# Ski Trip 2023



Well done to all who took part in the hugely successful Ski Trip this February Half term. Thank you to Mr Templeton and the staff who organised and supervised the trip. Until next time!



*SAUZE D'OULX, ITALIAN ALPS*



## Ski Trip 2023 Participation Award



### CONGRATULATIONS

For participating in the Salvatorian Ski Trip 2023!

From Mr Templeton, Mr Cooper, Mrs McDougall,  
Mr James, Mrs Thomas, and Ms Shipor.

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# Announcements

## Vacancies

Salvatorian College is currently hiring for the following positions:

- Teacher of Art
- Teacher of English
- Teacher of Geography
- Teacher of Mathematics
- Teacher of Spanish
- Teacher of Religious Education
- Teacher of Science
- Cleaners
- Student Ambassadors

Please email a brief CV or summary of experience to [recruitment@salvatorian.harrow.sch.uk](mailto:recruitment@salvatorian.harrow.sch.uk) if you are interested in applying.

## Upcoming Summer Fayre

Please join us for our Summer Fayre on Friday 7<sup>th</sup> July for great food, drinks, stalls, rides and prizes!



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# 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 to receive an application.



*Compassion*

*Humility*

*Integrity*

*Justice*

*Tolerance*

*Forgiveness*

*Service*

*Holiness*



# Find us



## Salvatorian College



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**Telephone: 0208 863 2706**

**Salvatoriancollege.com**

**Facebook: Salvatorian College**

**Twitter/Instagram: SalvatorianHA3**