



A MESSAGE FROM THE HEADMASTER

The world turns. We are now coming out of the depths of winter. We look forward to spring and, of course, celebrating Christ's glorious resurrection. We have all been invited to join this journey to Easter through the sprinkling of the Ashes and other sacramental occasions.

Life is very busy at Trinity. Exams are just over the horizon and, of course, university applications are being processed. We rejoice in the fact that three of our Year 13 have gained places at Cambridge, whilst another has secured a place at the prestigious the City University of Hong Kong to study veterinary medicine. We are constantly trying to raise money for our school and, God willing, we might even be able to purchase a minibus. Anyway, as the old English poet says, "Spring, in all its forms, is fast approaching. Let's rejoice!"

Dr P.C. Doherty OBE

CATHOLIC LIFE IN THE SCHOOL

Setting us up very nicely for Easter was our Vision Assembly where our students, from Years 7 - 13 took pledges in the presence of Christ in the Blessed Sacrament to uphold the vision and ethos of the school through their good conduct and high principles. At the assembly, the Headmaster delivered a speech about the importance of having ethos and principles and seeing your success before achieving it.



Eucharistic adoration services take place not just on lower site, but will begin on Upper Site too courtesy of Mr McGrory. We are living with our vision where Christ is the source and summit.

Ash Wednesday was commemorated with a Mass and we welcomed Lent with a Lenten Assembly which was both prayerful and reflective. Students were encouraged to meditate upon their lives and appreciate the benefits of the forty-day period of fasting and abstinence. This experience allows the students to pause, reflect, think and appreciate their many blessings; it encourages

them to put all problems into perspective; we are blessed abundantly at Trinity and try not to take our blessings for granted.

Reconciliation services started on the week before Lent and will continue throughout the Lenten period. We are grateful to the priests who serve our school community. We are especially grateful to the priests of the Franciscan community who steadfast in their support – from daily masses, whole school masses, reconciliation services etc. They are much cherished by the Trinity community. We have also set up a chapel committee who are keepers of the chapels (both upper and lower site) as well as charitable events. They will run their first charitable event this Lenten period. We look forward to their creative charitable ideas.

Ms Afonso—School Chaplain

MR MCGRORY'S KS5 PASTORAL UPDATE



The deadline for University (UCAS) applications this year was Wednesday 31 January. Trinity's Sixth Form team managed to process 195 applications this year. Many staff were involved in the process by either providing subject references or overall references. Our Personal and Spiritual (PSD) sessions in Year 12 & 13 also helped our students prepare for the application process.



We are very much hoping that our students get the offers they wish for and most importantly achieve the grades to get them on the courses of their choice.

Year 11 applications to Sixth Form

We would like to welcome back as many of our Year 11 pupils as possible into our Sixth Form in September. The application forms have all been sent in a link to our students. We currently have 445 applications from our own students and external applicants. If any of our Year 11 have not applied yet then we would encourage them to do so. If any parents or Year 11 students have any queries about the application process then please feel free to contact Mr McGrory for any help or advice.

Trinity's Parent, Teacher & Friends Association (PTFA) We have received amazing responses for our first meeting on 2 February and are now busy organising events to raise funds for the school. Please get in touch if you would like to get involved by emailing Mrs Sancho via hsancho@tchs.org.uk.

MR BAKER'S KS4 CURRICULUM, TEACHING AND LEARNING UPDATE



Year 11 Mock Examinations

Up until 8 March, students in Year 11 will be engaged in their second set of formal mock exams, a crucial step in preparing for the upcoming 2024 GCSEs in the summer.

These mock papers mirror the real exams, serving as invaluable practice and helping our students feel more confident and prepared. Our goal is to support every student in reaching their full potential.

This series of mocks is rooted in high expectations, ensuring that each child, regardless of ability, is challenged to excel. The revision undertaken in the coming weeks will undoubtedly have a positive impact on their academic achievements and progress.

If your child is in Year 11, we kindly ask for your encouragement and support in helping your child thoroughly prepare for these mock exams. The results will contribute to an updated Year 11 estimated grade report, providing you with valuable insights into their likely performance in the summer of 2024.

If you have any queries in regards to these examinations, please contact Mr D Baker, Director of KS4 Curriculum, Teaching & Learning.



Star Students of the Month



William A (Y13)



Janice W (Y13)



Max G (Y12)



Yasmin S (Y12)



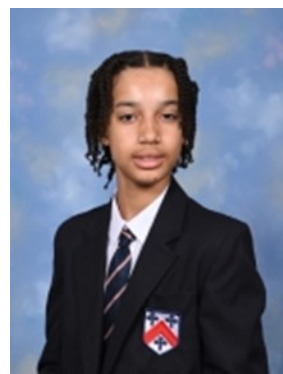
Eliza S (Y7)



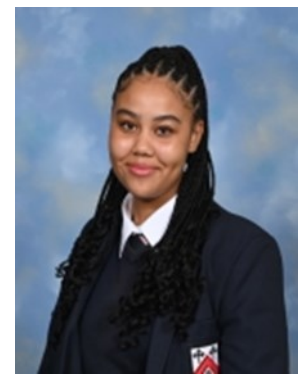
Finn G (Y8)



Isabella B (Y9)



Jahmal C (Y10)



Amelie L (Y11)



Grace T (Y7)



Tillie S (Y8)



Lizzie M (Y9)



Josh N (Y10)



Gracia S (Y11)



SPOTLIGHT ON: BUSINESS & ECONOMICS

Year 10 Business



Year 10 Business students have been learning about the world of business, different types of businesses and who runs them. One of these types of businesses are public limited companies (PLCs). Students were given the opportunity to take part in the Fantasy Invest competition where they created fantasy stock portfolios to compete against each other and conquer the Trinity Stock Hill. Each student was given a £100,000 to invest in three PLC companies listed on the FTSE100. Students were asked to research companies and track share prices to help make their decisions. The aim is to beat the market and increase their original £100,000 investment. However, sometimes it's just luck! Max A and Jahmal C were crowned winners, each adding over £5,000 to their original portfolio. **Students' comments on the competition: Max: "I chose my shares based on those that were increasing the share price the fastest". Jahmal "I decided to split the money equally to spread the risk in case one of the shares prices went wrong".**



In class activities are used to enhance their understanding. Last week students in Year 10 were learning about the economy and the impact of interest rates and employment in the UK. This week we moved onto how demand for products change as an individual's income changes. Students need to understand which markets will see demand change the most as consumers' incomes fall or rise. They need to then be able to explain the impact this has for businesses operating in these markets. Students were given pictures of a number of products, such as steak, luxury holiday, baked beans etc. They were asked to create a spectrum placing the products based on the relationship with income being strong or weak. Whilst also recapping on needs and wants, and justifying their decision.

Nearing the end of the course, students are focused on change in business and how it is managed. The theoretical models of Lewin's force field analysis and Kotter and Schlesinger's model for overcoming resistance to change have been covered and it was now time to get students to apply their knowledge to the real world of business. An essential skill as students must answer open questions in Business exams which requires them to use their own business examples as there is no stimuli material.

Year 13 Business



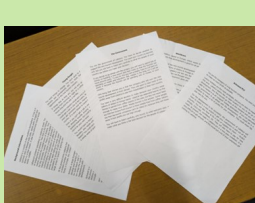
This task was designed to give students practical use of both Lewin's force field analysis model, and Kotter and Schlesinger's model for overcoming resistance to change. Students were organised into 5 groups, with each group being given one of the business research packs to focus on (Blockbuster, Kodak, Nokia, Borders, Comet). Using the research packs each group needed to identify what they thought were the driving forces for change, and the restraining forces for change for their business, using the A3 Lewin grids. The groups are then told they were consultants for change, and had been brought in to advise the business at the time when they were facing the pressures of change. Each group were given a copy of Kotter and Schlesinger's 'model for overcoming resistance to change' to use as a framework for their recommendations. They were asked to advise their given business on how they could have successfully introduced changes to the business, making clear recommendations of how they could have overcome the forces for change, and successfully adapted their business. A challenge given that some of the businesses did not survive the change.

Year 10 Economics



Year 10 Economics students have learnt about demand, supply and competition which they applied to the real world with the trading game. Students had to collaboratively in groups to create a range of "shapes". Each shape represented a product they could produce and were given to the banker to demonstrate economic output which the banker credited into their account as sales. Each group acted as a country from different parts of globe and started with different resources. The aim of the game was to trade with other countries and multinational companies to gain capital equipment to start producing goods and services.

Student Insight: The students said they gained insight into scarcity and lacking resources such as tools and how multinational companies took advantage of developing nations. They learnt how important it was to effectively trade between other countries to be suc-



Year 12 Economics students experienced how tourism can affect a country, more specifically how large corporation investments can affect them. The role play activity depicts a range of issues associated with economic growth and development in a fictitious island. Each group was presented with a role and scenario which involved multinational companies, the government, environmental activists, local business communities and local people of different ages. Each of the groups had to collaborate with one another to form agreements to meet their objectives. The aim was to discuss these at the public meeting where each group could work together to put forward their ideas on benefits of foreign direct investment from businesses and their impacts. Students were seen to passionately argue for their assigned roles using economic theory they have learnt this year.

Year 12 Economics

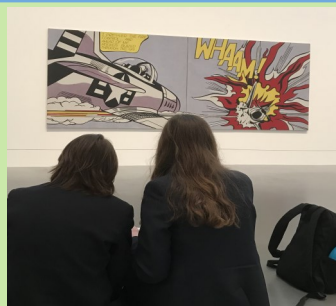


Students feedback: We have gained knowledge of conflicts that governments have to face when making decisions and how it was difficult to please all stakeholders. More so many stakeholders were left angered by government decisions.

YEAR 12 COMPETITIVE FUTURE OPTIONS CONFERENCE

Our top Year 12 students were invited to attend a Competitive Future Options Conference at Bancroft's School on 30 January .

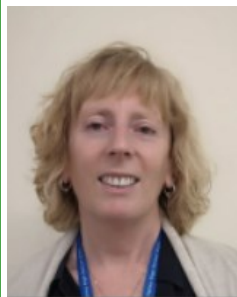
A speaker from the University of Warwick gave a presentation on how universities offer places and what they look for in an application. The next session was given by a speaker from University College London regarding writing personal statements. Following on from this there was a session in tandem with Price Waterhouse Cooper regarding an apprenticeship programme they run. The conference finished with a speaker from Oxford University who gave the students an insight into applying for Oxford or Cambridge. The students felt this was a very useful experience and certainly went away with plenty to think about.



YEAR 11 ART VISIT TO TATE MODERN


Students from Y11 GCSE Fine Art course visited the Tate Modern on 23 and 24 January to help start their exam preparation. The exam title this year is 'Power' and students spent the day working from a variety of works to help them in their studies. Some student feedback: "I just liked walking around and looking at the art and being inspired by it." Nico A. " You can relax and not be disturbed while studying the art works. It was a great day." Alessia T. "I loved it." Evie H.

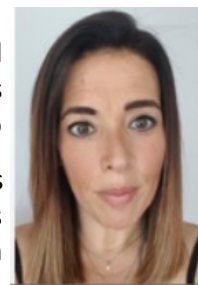
INTRODUCING... OUR SCHOOL COUNSELLORS



Miss Chittock

Our school's trained counsellors are Miss Lisa Chittock (Mondays, Tuesdays) and Miss Keeley Valins (Wednesdays, Thursdays, Fridays). Their office is next to Rooms 66/65. If, as a family, you feel that your son/daughter would benefit, we ask you to

fill out a Well-being referral form  [Wellbeing Referral Form.docx](#). The school's Well-Being Team consists of the DSL, Mr Reed, and the Heads of Year. We discuss cases and signpost to the Counselling Team for an initial assessment after which they will advise on the next steps. It could be seeing one of the counsellors or an ELSA (Emotional Literacy Support Assistant) or being signposted to Redbridge in-school service.



Miss Valins

MR REED'S SAFEGUARDING & WELLBEING UPDATE

My name is Sean Reed and I am the Designated Safeguarding Lead here at Trinity and I have an open-door policy for all safeguarding/ well-being concerns or support you and your family may need especially over the holidays. Please do not hesitate to message me on sreed@tchs.org.uk if you would like support.



Children's mental health is really on the agenda with exam/social media/post covid/cost of living crisis etc. We, at Trinity, have a range of interventions and support for young people at Trinity and we are open to well-being referrals which can be found on our website and will enable us to signpost support to your child. We also, as a school, have signed up to 'Kooth', a service that you as a parent/carer can directly contact the details below. I encourage you to have a look through their website. <https://www.kooth.com/>

Redbridge also highlights online a range of partners to support families. <https://www.redbridge.gov.uk/young-people/redbridge-youth-hub/mental-health-well-being/>

Attached with this newsletter is a mental health leaflet for parents as a conversation starter.

May I also remind parents/ carers of the increased amount of robberies that are occurring in the local area, we at Trinity are not immune to this crime and several of our students have been robbed on the way home from school in broad daylight. We have put extra staff on duty at the Castle area in recent weeks along with the Safer Schools Team who are based at school on Wednesdays to support any young people who have been a victim of a crime and to ensure students are safely on their way home in the evenings. Keep safe...

PE FIXTURES

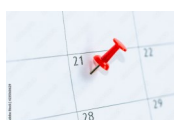
PE fixtures continue despite the dark evenings, and we move indoors for most of our matches. Woodford County High hosted a badminton fixture for our Year 8 & 9 students. Although we lost overall, the girls really enjoyed the match and we look forward to the next fixture.



Our Sixth Form netball team suffered an unusual defeat to Forest School, losing one player for a dislocated shoulder in the first quarter, which had a large impact on our defence. Our Year 7, 8, 9 and 10 teams remain unbeaten in the Borough, with a clean sweep against Woodford County High in the latest fixtures.

Particular congratulations go to our Year 10 girls, who having completed a block of work in fitness, and most of them improved on their multi-stage fitness test result showing huge resilience and mental strength. Tilly achieved a level 12 which is a fantastic result.

The boys football fixtures in the Borough start after half term, and we wish them luck in the District Cups.



DON'T FORGET – upcoming events

Parents Evening Dates:

Year 9 28 February

Year 12 6 March

3.30pm - 7pm via SchoolCloud online

Exams and Assessments Dates:

Year 11 until 8 March

Year 13 26 February - 1 March

Departments will have shared revision lists and guidance with students

Please encourage your child to use these and additional resources (usually found on Microsoft Teams)

Year 9 to submit their GCSE options online form by Friday 1 March (Options form will be sent to parents via 'ParentMail Form' on Friday 16 February)



Music Clubs - Don't miss out!!

Lunchtime:

Monday: Glee Club, Rm 14, Mr Marks

Monday: Windband, Rm 13, Mr Brunori

Tuesday: Ukulele Club, Rm 14, Mr Marks

Thursday: Trinity Singers, Rm 13, Mrs Greene

After-school:

Monday: KS3 Rock and Pop Bands, Rm 14, Mr Marks

Tuesday: Orchestra, Lower Site Hall, Mrs Greene

Scholastic Book Fair in Bethan Library on **7 –14 March**

Medical Careers Day for Y10 Triple Science students / Y12 Chemists on **6 March**

Year 12 'Talk about the future' workshop for selected Y12 students on **7 March**

A Midsummer Night's Dream workshop for selected Y7 students on **12 March**

Author/Illustrator Sonia Leong Workshop for selected students in Ratcliffe Hall on **21 March**

Silver D of E Training for Y10 students in Lower Site on **21 March**

A reminder that we have two School Offices to handle your telephone calls; one on Upper Site and one on Lower Site.

Upper Site: 020 8504 3419

Lower Site: 020 8504 8946

Contacting the school re: absences

Y7-11— year7to11absences@tchs.org.uk

Y12-13— 6thformabsences@tchs.org.uk

Provide full details of student name and reason for illness.

SUPPORTING CHILDREN'S MENTAL HEALTH

10 Conversation Starters for Parents

Talking about mental health to children is sometimes hard. To the point that we can put off raising the subject, not wanting to unearth problems or raise overwhelming subjects that we perceive our child is too young or not ready for. But rather than keeping children in the dark, this guide is designed to help you confidently talk about mental health, so they feel comfortable talking about their own worries and end any stigma before it begins.



1 LISTEN

This sounds obvious, but it is not something we are always great at. Active listening is where we listen without interrupting or making judgements and shows interest in what is being said. If your child feels listened to in the 'smallest of problems' they will become confident that you will listen when the 'biggest of problems' arise.

2 ASK TWICE

The campaign from time to change is great. <https://www.time-to-change.org.uk/support-ask-twice-campaign>. Be tenacious about your child's wellbeing. Children instinctively know when your questions and support come from a place of wanting to help and care.



Are you sure?

6 TALK ABOUT MENTAL HEALTH NATURALLY

Speak about mental health as part of everyday life, so that talking about our feelings and those of others is normalised. If the usual 'are you ok?' is not creating an opportunity for dialogue then say something like 'I know when something like that has happened to me I felt like this... is that how you are feeling or are you feeling something else?'

7 EMPATHISE

'It makes sense that you would feel this way, it is understandable'. Children often worry about things that we, as adults, might see as trivial or silly. However, for them at their age and stage it is a big concern and they need our kindness and care when they show their vulnerability and share their worries.



3 THERE IS NO SUCH THING AS A STUPID QUESTION

This advice also relates to the first point. If your child can ask you any questions about the smallest of things and you listen and answer without shaming or belittling, then they will have more confidence to ask the biggest of questions.



8 HELP YOUR CHILD FEEL SAFE

Teens particularly feel that by talking about their worries or concerns that this will make things worse. Reassure your child that you will discuss a plan of action together and what may or may not need to happen next. If they are a younger child, it is likely you will need to lead the conversation and explain next steps.



4 BE OPEN AND HONEST

Children appreciate honesty, particularly if you are having to share information or talk about a difficult subject. For example, you may be talking about death or loss; 'It's very sad that Nana has died' or 'I feel sad that Nana has died'. How you talk about a subject will differ depending on their age and developmental maturity. Talking about death to a younger child for example will be different to that of an older teen, as their experience and understanding of death is different.

9 MIND YOUR LANGUAGE

Be mindful of the language you use at home to describe and talk about mental health. Stigma often arises from misconceptions and a choice of language which is harmful. Using the word 'mental', 'man-up' or other such words in a derogatory way won't encourage your child to talk about their mental health for fear of being belittled.



5 KNOW WHEN TO SEEK HELP

Assess the severity of the mental health difficulty you are noticing. Is the difficulty making it hard for your child to function regularly throughout everyday life? How frequently is your child affected, how long does it last and how persistent is it? Are they having problems controlling the difficulty? Talk to your child about your concerns and that it is likely they will need further support beyond family and friends.



10 IT IS OK TO SAY 'I DON'T KNOW WHAT TO DO NEXT'

Adults do not have all the answers but often children think they do. It is ok to acknowledge that what your child is experiencing is not something you have come across before or know anything about, but that you will work it out together and seek help together.



Meet our expert

This guide has been written by Anna Bateman. Anna is passionate about placing prevention at the heart of every school, integrating mental wellbeing within the curriculum, school culture and systems. She is also a member of the advisory group for the Department of Education, advising them on their mental health green paper.



Sources of Information and Support

Your GP
Young Minds <https://youngminds.org.uk/v>
<https://www.nhs.uk/conditions/stress-anxiety-depression/>
<https://www.actionforchildren.org.uk/news-and-blogs/parenting-tips/2016/november/a-simple-guide-to-active-listening-for-parents/>
<https://www.themix.org.uk/mental-health>

Headmaster's Summer Ball

Saturday 15th June 2024
Woolston Manor
Abridge Rd, Chigwell IG7 6BX

Arrival from 6pm

Carriages at 1am

3 Course Meal

DJ / Singer

Grand Auction

Tickets: £55

Dress Code: Black Tie

