



NHGS NEWS 2018/19: ISSUE FIVE

End of Year Summer Term

Here is the final newsletter of another highly successful year at NHGS.

From Global Rocketry Champions to Coast2Coast4 fundraisers; from regional Spelling Bee success to a host of sporting victories - NHGS students have once again excelled this term. The school has also gained external recognition for its outstanding Careers, Well-being and SEND provision.

I hope you gain as much pleasure from reading this newsletter as we have compiling it.

Have a great summer...and don't forget the Summer Reading Challenge and the PA's Cookbook Competition! **Mr Fisher**

Living to Learn | Learning to Live

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IT IS ROCKET SCIENCE - NHGS ROCKETRY SOCIETY ARE INTERNATIONAL YOUTH CHAMPIONS!

Following their success at the UK Rocketry Challenge in May, the NHGS Rocketry Society were victorious again at the international competition at the Paris Airshow last month to become the GLOBAL YOUTH ROCKETRY CHAMPIONS!

"It was truly a great experience and I've personally learnt a lot whilst working on this challenge and leading the team. The practical experience of building and executing the complex task was invaluable because it gave us a realistic view into how large scale projects are actually handled in STEM fields." Team Captain: Lavinia





'We are absolutely delighted at the team's success. We have been UK champions before but never World Champions, so that is amazing. The team have embodied so much of the ethos of the school as they have progressed through the competition. Their enthusiasm, their creativity, and their intellectual enquiry have been harnessed through their cooperation and teamwork. They have taken on all-comers (many of them independent schools with far greater resources) and have triumphed, but have done so in the right way and remain as humble and as polite a group of young people as you could wish to meet. It IS rocket science, and our students excel in it! We are immensely proud of their efforts.' **Mr Fisher**

The Youth Rocketry competition originated in the USA in 2002 to encourage students to get into aerospace engineering. The UK have been part of the International competition since 2009. **Mr Wilkinson explains more about the team's journey to the final.**



The NHGS team won this year's North regional event on 25th April with the best score on the day of 9. The closer the score to zero the better as this means the rocket is closest to the target height and time. The team then went on to win the national competition on 8th May based on this score and an excellent presentation to the panel of judges. They then only a few weeks to build a new rocket to meet

the international criteria. After a quick build and 3 test launches we were off to the Paris International Air Show on 20th June to compete in the international final!

Working to such a tight schedule the students had to put a massive effort into getting the new rocket prepared. **They worked long hours, showed a lot of initiative in getting things done and all pulled together as a team.**

On the launch day the French and Japanese teams launched first but their flight times weren't good and the landings hard (cracked eggs/astronauts we suspected). Next up the team from Wisconsin, USA had a very good launch. (Teams from the USA have won the competition for the last 5 years and this lot were looking confident!).

Team NHGS were the last to launch and their flight looked great! Perfect time, but we had to wait until the eggs and altimeter had been checked. Finally, when the results were announced we were just 14 feet off the target height but more importantly 8 feet closer than the team from the USA. **Team NHGS were international champions!!!**

THE FINAL: THE CHALLENGE

'To build a rocket of maximum mass 1000g to take 3 raw hens eggs up to an altitude of 856 feet. Then deploy 2 parachutes and return to the ground within 43 to 46 seconds with the eggs still intact!'

- As this year is the 50th anniversary of the moon landings the rules were contrived to fit that occasion.
- The 856ft target height was based on the time they landed on the moon which was 8:56am.
- The 3 eggs represent the 3 astronauts that were on that mission.

It's the first time we have had to deal with 3 eggs and it was very hard to keep them all intact! The Japanese and French teams broke their eggs/astronauts!



From left to right: UK Youth Rocketry Challenge (winners), International Youth Rocketry Challenge (winners), rocket cake presentation (many thanks to NHGS catering team and Mrs Charles for making the cake).



STUART ANDREW MP
PARLIAMENTARY UNDER-SECRETARY OF STATE AND MINISTER
FOR DEFENCE PROCUREMENT

MINISTRY OF DEFENCE
FLOOR 5, ZONE B, MAIN BUILDING
WHITEHALL LONDON SW1A 2HB
Telephone 020 7218 9000 (Switchboard)

MSU4/5/1/1/ap

15 July 2019

Dear Mr. Wilkinson

It was recently brought to my attention that ten students from North Halifax Grammar School have competed in and won the international Youth Rocketry Challenge. Winning the UK rocketry challenge is a huge achievement in itself, but winning against teams from USA, Japan and France is even more impressive.

Building interest in Science, Technology, Engineering and Mathematics is incredibly important to ensuring the UK has a vibrant and thriving defence and aerospace industry for many years to come. So I very much hope that your students' success in the Youth Rocketry Challenge has inspired them to explore careers in these areas.

I would be very grateful if you could pass on my congratulations to the students involved; I hope they are very proud of what they have achieved. As a Yorkshire MP, as well as the Minister for Defence Procurement, I am certainly very proud of how they have represented both Yorkshire and the UK.

Yours

STUART ANDREW MP

Jonathan Wilkinson
North Halifax Grammar School
Moorbottom Road
Illingworth
HALIFAX
West Yorkshire
HX2 9SU

EXCELLENCE IN STUDENT SUPPORT - THREE AWARDS FOR NHGS

CAREERS & ENTERPRISE - THE QUALITY IN CAREERS STANDARD

In April, NHGS were re-awarded The Quality in Careers Standard in recognition of our careers education provision and we are extremely proud of the fact that we have fully achieved all 8 Gatsby benchmarks already.



WELL-BEING - SCHOOL MENTAL HEALTH AWARD



NHGS has worked with Carnegie Centre of Excellence for Mental Health in Schools (at Leeds Beckett University) and we were delighted to have been awarded the Bronze status in recognition of our outstanding well-being provision within the school.

(The silver and gold awards are awarded when a school shares good practice with other schools, say across trusts, or on a national scale).

Impacts have been measured and evidenced against a rigorous framework across 8 different themes: leadership & strategy, organisational structure & culture (staff), organisational structure & culture (students), support for staff, staff professional development and learning, support for students, working with parents and carers, and working with external services.

SENDIA - SEND INCLUSION AWARD

As we have reported in previous newsletters, we have been working towards an award for our Special Educational Needs and Disability provision: the SEND Inclusion Award (SENDIA). Following the final verification report, earlier this month, we are delighted to announce that we were successful in getting the award.

The process has helped us further develop our high quality SEND provision by:

- promoting awareness of SEND issues and inclusion for all staff, parents, students and governors;
- evaluating and improving classroom practice and intervention; and
- focusing on student outcomes.

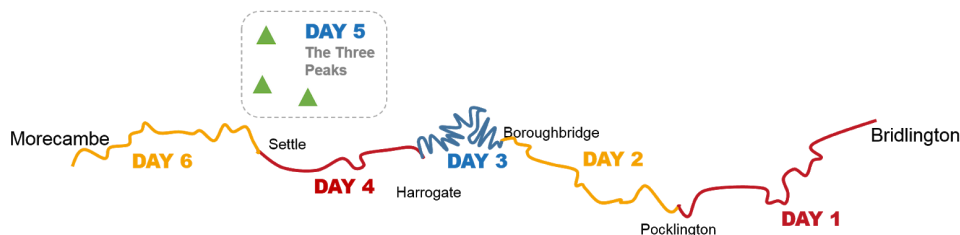


2019-2022

COAST2COAST4 - £11K RAISED SO FAR AND COUNTING

NHGS COAST 2 COAST 4

Way of the Roses – in reverse with the Dales Three Peaks



Earlier this month, 39 NHGS students and 9 members of staff rode the yearly Coast 2 Coast ride to raise money for the school. It was the 4th event of its type and as **Mr Jugroop explains - it was the most challenging Coast2Coast to date...**



This year was the fourth time we have run the trip, and this year's was the most gruelling as we stepped up the challenge for 2019. We went back to the Way of the Roses route, but this time, for timetable and logistical reasons, we needed to do it backwards from Bridlington to Morecambe. This meant we had a head wind and also the climb out of Pateley Bridge to Settle. **But we did not want to stop there!**

On the penultimate day we tackled the Yorkshire Three Peaks. Yes! You did read correctly, the students cycled coast to coast and also walked Pen y Ghent, Wharfedale and Ingleborough in the same trip for the same cause. Their school. As always, the students carried their own gear and cooked their own food. It was a massive effort and the students demonstrated enthusiasm and motivation to successfully complete the challenge. Please show your admiration and support by donating on this Parent Association Money Giving link

Over £11,000 raised so far!
Can you help us to reach our target of £12,000 for the technology block?

If you haven't done so already, please show your appreciation to the riders by making a donation. They definitely deserve it! <http://uk.virginmoneygiving.com/fund/NHGSC2C4> - Funds raised will go towards the Technology Block.

Huge thanks to all those who donated, and special thanks to those who sponsored the jerseys: Country Style Foods, John Drury & Co Ltd, Falconer Print, Laws Decs, Stainforth Construction and The Motor Auction Group





MESSAGE FROM THE CHAIR OF THE GOVERNANCE BOARD

Educational (mostly) musings and ramblings.

By Roger Hartley, Chair of the Governance Board



I shall begin by making an assumption that some of you will be well acquainted with the functions of a Governance Board due to your professional background; but that many of you will have a rather more sketchy idea and want to know more about who we are and how we work.

First of all, who are we? There are 13 of us – seven women and six men – including one staff governor (appointed by the staff body). The rest of us come from various walks of life. We aim to have people from a wide range of backgrounds with experience in, for example, industry, finance, management, public services, as well as having five with an educational background in schools and higher education. Nearly all of us have had, or currently do have, children at NHGS.

So what do we do? Our principal function is to ensure that all students receive the best possible education; are challenged to do their best; and are well cared for and supported by all around them. This is encapsulated in the phrase: 'Living to Learn, Learning to Live', and also in our Vision Statement. The Vision Statement is a very important document as it informs the strategic and operational activity of both the Governance Board and the Principal and his staff. Crucially, it has been agreed by both groups, and a governor was part of the working party that led to the final version. We also have to make sure we use our money wisely and don't end up in a 'Debtors Prison'!

How do we do that? We support and encourage the school in its endeavours to fulfill the Vision Statement. However, this doesn't just mean making encouraging noises and patting everyone on the head and saying you are doing very well, important though that is. Governors should also ask searching questions and challenge leaders about progress. There are four main ways in which we do that.

1. The full Governance Board meets every half term – four times in the Autumn Term – and is also required to attend extra-ordinary meetings if the need arises. We receive reports from senior leaders about the work of the school. Much of the discussion focuses on resources and standards and is led by 'Lead' governors.
2. In addition, there are currently two important development groups which look in close detail with leaders at data and the curriculum: the 'Data Working Group', which analyses exam and monitoring information, and the 'Curriculum Working Group', which is currently involved in a major review of the curriculum, in line with the latest thinking from Ofsted.
3. Each governor is also a 'Link Governor'. They meet with individual members of the Leadership Group to review their roles and responsibilities and hear about current issues, as well as statutory links, for example, safeguarding. Each governor then presents the full Governance Board with a short written report.
4. As Chair, I also meet with the Principal on an almost weekly basis.

We are busy beavers, and there is lots more.....but perhaps that is for another occasion! Hopefully this has given you a flavour of what we do.

And finally.....'Tales from an Inspector's Notebook'.

In my professional life I was privileged to be one of Her Majesty's Inspectors of Schools for 22 years. During that time I gathered a wealth of stories from schools across the 3 to 18 spectrum, usually at the delightful expense of the children, and occasionally their teachers!

....Whilst inspecting a primary school in Lincolnshire I went to observe a mathematics lesson for seven year olds. As usual I settled myself at the back of the class to listen to how the teacher introduced the theme: how to recognize two and three dimensional shapes. After 15 minutes or so of handling shapes and describing their properties, the teacher explained what each group of children were to do next and sent them back to their tables, which were organized according to ability, armed with worksheets. Having checked that the worksheet questions were suitable for the lower ability tables, I decided to concentrate on the most able, who had been given the hardest tasks. After a few minutes I began to ask questions to test their understanding. Of the six sat round the table, Oliver was the most forthcoming and clearly viewed me with some suspicion. The conversation went something like this:

Oliver: "Why are you asking all these questions?"

HMI: "To find out if you can tell me things about the shapes."

Oliver: "Don't you know the answers then?"

HMI: "I'm interested for you to tell me."

Oliver: "Well I'm too busy. I've got all these questions to finish. If you don't know the answers you're on the wrong table. This is the top group, you should be over there, with the bottom group."

YOUNG ENTERPRISE



Route One won 'Best Teamwork' and 'Runner Up' at the West Yorkshire Area Awards at Cedar Court Bradford. They gave a fantastic presentation and impressed the judges when interviewed.

Well done to everyone involved.

WELL-BEING UPDATE

The well-being team have been extremely busy recently with lots of exam support going on for our students. Mrs Booth and Mrs Lamb held a workshop for the year 11 students on 'How best to Beat Exam Stress' and Mrs Booth held a workshop for staff on how to get healthy sleep.

The outcomes for the year as a whole are positive for the fifth year running.

WEST YORKSHIRE POLICE CYBER COMPETITION BY EMMA LEWIS

On the 14th February, eight Year 8 students, along with Miss Lewis and Mr. Downing, made their way to West Yorkshire Police Training and Development Centre to take part in the final of the West Yorkshire Police Cyber Competition 2019. The competition was to produce materials which could be used to promote online safety in West Yorkshire.



Already having beaten off competition to get to the final from nearly 20 other schools in the county, they now had to present their project to the specially selected panel of judges. On the judging panel were Temporary Chief Constable John Robins, West Yorkshire Police and Crime Commissioner Mark Burns-Williamson, Detective Chief Inspector Helen Steele, Head of Cybercrime, and Ian Farquharson, Head of Asda Technology Cybersecurity.



Abdul reports: "The West Yorkshire Police Cyber Competition was a great experience which our group was happy to take part in. We all took part in creating a website and two videos explaining the dangers of the online world. Even though we already knew quite a bit, we grew in our understanding of areas like online scams, such as phishing. The trip to the actual Police Station was thrilling for all of us. We were all ready to present and although we didn't come 1st, we did come 3rd out of nearly 20 other schools which was an achievement for us as we have put a lot of effort into the project."

Congratulations to Abdul, Billy, CJ, Eesa, Hannah, Imogen, Grace and Rebecca for representing the school and showing a great degree of maturity, hard work and commitment in working together (in their own time) to produce some excellent high quality materials; especially as they had not just the final presentation to prepare for, but a presentation for the semi-final too. Well done!



A summary video of the day and a picture of all the finalists with the judges is available to view on the West Yorkshire Police website <https://www.westyorkshire.police.uk/our-cyber-competition-winners>



Miss Lewis

MFL Matters



Congratulations to all our French and Spanish students in every year group.
You have answered 2 million questions using Language Perfect this year!



Year 9 Translation Bee Regional Final

Monday 20th May, the day of the Regional Final at Sheffield Hallam University and our four school finalists - Sanna (9.1) Libby (9.5,) Isobel (9.6) Ahmed (9.6) - were ready to compete. Having spent every lunchtime for two weeks in training, they had all more than doubled their speed, translating as many as 18 sentences a minute into French/ Spanish.

First came the semi-finals, with just the top 5 for each language going through to the final. The standard in the semi-finals was really high but all our four students performed brilliantly, delivering beautifully clear, fast and accurate French or Spanish.

Sitting in the vast lecture theatre waiting to see who'd made the final was a nerve-racking experience. The names of the finalists were called and Ahmed was invited to compete again, in front of all the other competitors and teachers. He performed magnificently and with it, earned his place in the National Final at Cambridge University in July.

I'd like to congratulate Sanna, Libby, Isobel and Ahmed for their commitment and achievement in representing the school and for making it such an enjoyable day.

Here are some comments they came up with as we travelled home.

- *It was intense but exciting*
- *We got to go to a university*
- *It was interesting to watch other schools compete*
- *Helps you understand more about languages*
- *Overcame fear of performing in front of people*
- *We got to miss school*
- *Liked the fountains*



Photo 1 The NHGS Translation Bee team	Photo 2: Last-minute practice
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A very successful Year 12 workshop with Gecko Ciocca from Nîmes. Hip hop France and Us. Students spent the afternoon communicating in French and learnt about the hip hop and graffiti culture in the south of France before having a go at their own work. There were some outstanding efforts and creativity in the room!

'LESSONS FROM AUSCHWITZ' BY ARON AND JULIA, YEAR 12



Two students from the Sixth Form - Aron and Julia - took part in the Holocaust Educational Trust's 'Lessons from Auschwitz' project. The trust aims to 'educate young people of every background about the Holocaust and the important lessons to be learned for today'. Through the 'Lessons from Auschwitz' project, students visit Auschwitz - a former Nazi concentration and death camp, meet a Holocaust survivor, and attend seminars to provide context and discussion. The project, which is heavily sponsored by a government grant, is open bi-annually to two students per sixth form from across the North of England. Applicants are asked to write a letter of application, from which the successful students are chosen.

Aron:

Having arrived at Kraków Airport after an early-morning flight from Leeds-Bradford Airport, the coach journey towards Auschwitz signified that our visit had really begun. It felt like stepping back in time, passing over land that had been reduced to mud during the Second World War. The thin, spindly trees, a sign of their relative youth, wove around telegraph and power pylons that looked identical to those in the black-and-white photographs from the early 20th century that we were examining. Everywhere you look is a constant reminder of the history that has passed in this region of Poland.

On our way to the camps, we stopped briefly in the local town of Oświęcim (German name 'Auschwitz'), to stand on the site of the Great Synagogue - now a tall, grassy bank and a very large car park. Before the war, 58% of the town's 14,000 residents were Jewish, but by 1941, every single Jewish person had been deported. The entirety of the Jewish community that had grown there, dating back to the 15th century, with 20-30 Synagogues by 1939, was destroyed.

After another short coach journey, we caught our first glimpse of the iconic 'Arbeit Macht Frei' ('Work Sets You Free') - the Nazi lie displayed at the entrance to Auschwitz I. Before the war, Auschwitz I had been a Polish military barracks. The brick barracks were requisitioned by the Nazis to hold Poles and political prisoners, who were viewed as of a higher status than the Jewish prisoners, who had hastily-built wooden huts.

Many of the barracks now contain museums which concentrate on life before the war, life during the war at Auschwitz, and what has been done since. Perhaps the most memorable exhibits were the rooms filled with the possessions found in Auschwitz after the Nazis had fled. Rooms full of pots and pans, suitcases, clothes, glasses and even a vast pile of human hair really brought home the clinical scale of the Nazis' murderous regime. The objects displayed are just a tiny fraction of the possessions that were stolen from prisoners during the war. Also shown is the vast 'Book of Names' - a record of the names of 4 million of those who died in the Holocaust, who could be traced. It was hard to appreciate that there are another 2 million who we do not have the names of.

Auschwitz II - Birkenau is a short distance from Auschwitz I by coach, but the prisoners who built the vast camp in 1941 had to march there. This is the site of another iconic view; that of the railway tracks passing under the brick watchtower - a direct entry to death. The immense scale of Birkenau is incomprehensible even when stood in the camp, and almost impossible to describe. As far as you can see, in any direction, the camp goes on. Even when you reach the trees on the horizon, the camp still continues into the woodland. Very few of the wooden huts survive still today - many were destroyed when the camp was liberated, not just by the Nazis, but also by the liberators in an effort to control the spread of diseases. All that remains of most of the camp are pairs of brick chimneys set at intervals. Each pair demarks the location of a former wooden hut - the chimneys are joined by a duct which was intended to heat the huts in winter (although fuel was often lacking).

The few wooden huts that survive are filled with bunk beds in a similar way to how they were laid out during the war. The only light comes in through small skylights set high in the roof. Although each hut was originally built to hold 700 people, at their peak they were used to hold around 1600 people - so many that there was not room for anyone to lie down, but instead prisoners were forced to sit up in rows.

At the end of the train track inside Birkenau is now a raised area for ceremonies. There, we attended a ceremony led by Rabbi Marcus, from the Central Synagogue, London. Poems, readings and prayers were spoken, including a sung Hebrew prayer and a symbolic blow of a Shofar (an ancient Jewish horn).

As the sun set, we walked back alongside the railway lines out of the camp. The trip was a fascinating insight into what remains of the Nazi concentration and death camp. Words to describe the experience of visiting Auschwitz are hard to find. The immensity of emotion of the places and objects at the camp, and the indelible mark of the Holocaust that is still visible in the world today, are difficult to fully comprehend. The sheer scale of the systematic murder still provides an essential warning for people from around the world today.

Since the visit, I have often found myself pondering on Auschwitz, and the Holocaust as a whole. Below is a selection of quotes and poems which I found particularly poignant.

'Those who cannot remember the past are condemned to repeat it.' George Santayana, philosopher

'We learn from history that we do not learn from history.' G.W.F. Hegel

'A Dream', by Avraham Koplowicz

The poem below was written by Avraham Koplowicz, who in the spring of 1940 at the age of 10 was forced into the Łódź Ghetto. In August 1944, Avraham and his parents were deported to Auschwitz-Birkenau, where he and his mother were murdered.

When I grow up and reach the age of 20,
I'll set out to see the enchanting world.
I'll take a seat in a bird with a motor,
I'll rise and soar high into space.

I'll fly, sail, hover,
Over the lovely faraway world.
I'll soar over rivers and oceans,
Skyward shall I ascend and blossom,
A cloud my sister, the wind my brother.

I'll marvel at the Euphrates and the Nile,
I'll see the Pyramids and the Sphinx
Of ancient Egypt, where the goddess Isis reigned.
I'll fly over Niagara Falls
And immerse myself in a searing Sahara dune.

I'll drift over the cloud-strewn cliffs of Tibet
And the mysterious land of the wizards.
And once I extricate myself
From the scorching, terrifying wave of heat,
I'll meander over the icebergs of the north.

By wind I'll cross the great kangaroo island
And the ruins of Pompeii,
And the Holy Land of the Old Testament,
And over the land of the renowned Homer.
I'll fly slowly, slowly, hovering lazily.

And thus, basking in the enchantments of this world,
Skyward shall I soar and blossom
A cloud my sister, the wind my brother.

This poem, originally written in Polish, was one of several which Avraham wrote in a school notebook whilst in the ghetto. The notebook was discovered by his father Mendel on his return to Łódź after liberation. Mendel never showed the notebook to anyone before his death in 1983. It was then found by Avraham's half-brother, Eliezer (Mendel's son from his post-war marriage) who arranged for its publication in Poland in the 1990s. The poem depicts a journey of the imagination. It speaks to us of the preservation of hope in the most desperate of circumstances.

'Pigtail', by Tadeusz Różewicz, translated by Adam Czerniawski

The Museum, Auschwitz, 1948

When all the women in the transport
Had their heads shaved
Four workmen with brooms made of birch twigs
Swept up
And gathered up the hair

Behind clean glass
The stiff hair lies
Of those suffocated in gas chambers
There are pins and side combs
In this hair

The hair is not shot through with light
Is not parted by the breeze
Is not touched by any hand
Or rain or lips

In huge chests
Clouds of dry hair
Of those suffocated
And a faded plait
A pigtail with a ribbon
Pulled at school
By naughty boys.

Julia:

I was particularly interested in taking part in the 'Lessons From Auschwitz' Project because of my Polish heritage and ancestry. The events of the Holocaust are, and always will be, woven into Poland's history, which is why I believe it is important to commemorate those who lost their lives during this time. Therefore, the part of our trip that I found the most compelling and touching was the remembrance ceremony led by Rabbi Marcus, in Birkenau.

It was so surreal to stand in a place where millions of people perished, families and all; and to think that some of them took fewer steps in the camp than we did, before they were killed. It was so emotional to hear Rabbi Marcus talk about these horrific events from the perspective of someone from the Jewish community. Hearing about how the community must have suffered, when such a great part of it was wiped out, was heartbreaking. It is clear that there is such a great sense of grieving between Jewish people as well as a strong sense of community. There were so many thought-provoking things, that he mentioned but one that stands out to me is:

"If we were to do just one minute's silence for every Jewish person who died here, in Auschwitz, we would be standing here for two years."

In our first seminar, before the trip, we heard from a Holocaust survivor: Eva Clarke. She told us the story of how her mother gave birth to her in one of the camps and went on to live here in the UK, after the Holocaust. It's absurd to think that I later walked around some of the places mentioned in her mother's story and that for some

people these camps were a reality. It is not possible to fully comprehend what happened here or to describe the visit to Auschwitz; however I think that overall this whole experience can be simply described as very powerful.

One of the main things that was brought to my attention after the trip was, not only remembering those who were lost in the Holocaust, but also highlighting the prejudice in our world today. There are so many communities who are suffering from discrimination and isolation; so many countries corrupt with war and hate. It is our responsibility to make sure that the dreadful actions of the Holocaust are not repeated and to do this we have to remember history and more importantly learn from it, because:

"An assault on difference is an assault on the whole of humanity." - Rabbi Marcus



The wall of family photographs exhibited at Birkenau.



The site of the Great Synagogue in Oświęcim.



The entrance to Auschwitz I. 'Arbeit Macht Frei' - 'Work Sets You Free'



Suitcases. Note the names, occupations and dates of birth.



Corridor of portraits taken of the inmates who were not killed on arrival.



The Book of Names - listing 4 million names of those who died in the Holocaust. The book continues on both sides, with names listed one after the other, without paragraphs.



The fences at Auschwitz I



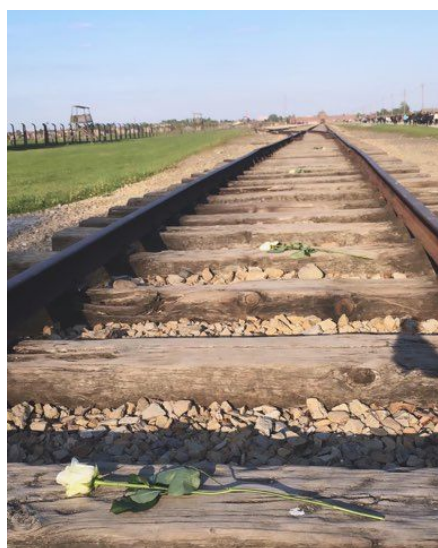
The railway into Birkenau, as seen from inside the camp



The inside of a wooden barrack, with replicas of the wooden bunk beds.



The sheer scale of Birkenau, with remains of wooden huts. Picture taken from halfway across the camp.



Tributes are left at Birkenau to those who were killed.



Candles lit in memory of those who died.

The Rāmāḍān Challenge

Wednesday 15th May 2019



Mrs Ransome

'Last ate at 8.30pm on Tuesday evening. Have been busy with lessons today and work when everyone else is at lunch anyway so haven't found it too difficult. I am working this evening and do not get home until 10.30pm so not sure yet what I will do then. Not being able to have a drink was the biggest challenge - I wonder if many of our Muslim students drink enough when they are able to. The cup of tea at the end of the day/fast was so good.'

Mrs Lawson

'Even though I have fasted before I started the day feeling anxious about how I was going to get through without any food. However, it was the lack of fluid that was hardest. I am feeling tired and due to the heat I have a headache which is making it difficult to concentrate. I am very glad that I have taken part in this experience and would certainly do it again. I would plan my day better, though, making sure I woke early to hydrate. I have always had a deep respect for those that participate in Ramadan but that has doubled since participating myself. I am in awe of those who do this properly and I have a better understanding of the challenges that people go through each day when surviving without food and water.'

Miss Kent (at 9.20 pm)

'Made it...I got up at 4:30 am to eat porridge & almond butter.

Water was by far the biggest challenge! The morning was fine but as the day wore on I really struggled with thirst and my concentration was terrible.

I have fasted before for charity events to raise money for the poor. I think I was already sensitive to student and staff needs during fasting times. It reminded me how much thirst in particular can affect your brain function!'

Miss Youssefbeygi

'I got up at 3:00 am to have some water before a day of fasting. The most challenging aspect was the lack of water, especially as it was such a warm day too. The experience really made me appreciate what students and staff, who take part in Ramadan every year and for a whole month must feel and I only did it for one day! I would do it again next year as a reminder of how lucky we are to have food and water so accessible on a daily basis.'

Mr Crossland

'I got up at 4.00 am, then went back to sleep. Feel okay, would like some water and feel quite irritable! Do feel empathy, have done it before and would do again.'

Ms Mumby

'I set my alarm for 4.45 am so could have something to eat and drink but being so early wasn't very hungry. I'd left a note in the kitchen to remind me not to eat when re-awoke at 6.00 am, in I case forgot.

I found the experience tiring – especially during the afternoon but very worthwhile. It was a sobering experience and I fully respect all staff and students who fast for one month each year. I will organise this challenge again next year and would like to also incorporate a charity fundraiser.'

Mr Barker

'I've fasted before when I taught English in Pakistan (a long, long time ago when I was 18) so sort of knew what to expect. I would do it again as I liked the personal challenge and obviously the empathy - I think we should do more as a society to better understand the variety of cultures and religions that make up modern Britain.'

SPOTLIGHT ON SENIOR PREFECTS

Normally we shine a spotlight on a member of the Leadership Group. For our final newsletter of the academic year, we have invited our Senior Prefects for interview. We wanted to give you an insight into what it means to be a Senior Prefect.

1. Can you please tell me how you became Senior Prefects? What's the journey.

Mo: *"Being a student at North Halifax Grammar School from Year 7, I had been exposed to the role and duties of a Senior Prefect a long time. In Year 12, I wanted to apply for the role of a Senior Prefect. I wrote my cover letter and handed it in. To my surprise, I was offered an interview! I was afraid before the interview but going through the process I didn't find it stressful at all. I think my interview went really well - considering I got the position."*

Julia: *"I had never really heard of the Senior Prefect role before joining the Sixth Form but when I heard about them at the open evening I thought that the role was an amazing opportunity to get involved and make a positive impact on the school. I got to meet so many new people during my role and it made me feel like I really was a part of the Sixth Form."*

2. What are the main roles and responsibilities of a Senior Prefect?

Aisha: *"As Senior Prefects, we all have lots of responsibilities and roles. The most important is being a role model to our peers and younger students because we have to make sure that we have to behave in a sensible and appropriate way. Other responsibilities include: making sure that the Prefect rota and Prefect registers are up to date and that everyone is happy with their duty, helping with the safety of the students, helping out on open evenings and other events within the school."*

Samar: *"There are a lot of roles. We have to keep up with the Prefect system, and update the rotas; we also help with the safety of the students. We need to make sure everyone is happy and liaise with staff and students about any projects we may be doing and help out on open days and evenings and assist at any other school events."*

3. What skills and characteristics make a good Senior Prefect?

Aron: *"The ability to think on one's feet, and make quick but accurate decisions is a must for when on duty. Also, inspiration and a real drive to bring new ideas to school, but also to maintain systems that already exist. Professionalism; being organised and efficient enough to deal with large numbers of requests - often received all at once! Most importantly, a large involvement in the school, including extra-curricular and academic. Something that is common to all of us is our passion for the subjects and activities we do, and the desire to share that passion with as many other students and staff as possible."*

4. What are the personal benefits of being a Senior Prefect?

Aisha: *"Personally, I think I have gained a lot of confidence since I became a Senior Prefect; because I was an external student and trying to fit into a new school was made a little easier as I was able to interact with other Senior Prefects and I had an opportunity to get to know my peers. I, also, got to know other people for example teachers and the Prefects on duty. In the past year, I have been able to balance my academic studies alongside being a Senior Prefect which for me is an achievement. Overall, I have become a more independent individual."*

Scarlett: *"From becoming a Senior Prefect I have gained more leadership skills which I believe is an excellent asset to have. Through managing my duties and organising prefects I have become more confident and knowledgeable concerning how to best communicate and work with a variety of people. Additionally, we all feel that through our duties, we have been able to give back to the school that we are all proud to be a part of. This is very rewarding for me."*

Mo: *"I have really enjoyed working as a Senior Prefect and it has really improved my communication and teamwork skills. It has been a great pleasure to work with my peers and the leadership team in order to create a better performing school - both academically and as a community."*

5. What advice would you give to a younger student who may wish to become a Senior Prefect?

Eddie: *"The one piece of advice I would give to younger students is to engage yourself in as many activities and opportunities that you possibly can. In doing so, you will gain a huge breadth of skills that are transferable to the role of a Senior Prefect. I want to study law eventually so I have taken part in debating society, the Bar Mock Trial and the Young Solicitor's Competition, all of which have helped me grow in confidence. Across our team, we all participate in a huge number of clubs and activities both in and outside of school, which enables each one of us to bring a different way of thinking and different ideas to the table. You also need to work hard in school and show your dedication through your studies as well as extra-curricular activities!"*

Samar: *"One piece of advice is to be yourself! Get involved in things that interest you and be genuine about what you enjoy and what makes you a great candidate, be confident and make sure you get the role because of who YOU are and the skills and activities you have and enjoy."*

Julia: *"I would just say to go for it! As long as you are driven and enthusiastic to make positive change within the school, you have a great chance of getting the role. Take part in lots of extra curricular or help out at events at school to prove that you are committed and just be confident that you have what it takes."*

NHGS SPORTING NEWS

ATHLETICS

Super 8 Athletics WY Championships (2nd July)
NHGS, representing Calderdale, were **WINNERS**.



Calderdale Schools Athletics Championships 2019 (4th July)

- NHGS Overall **WINNERS**
- Year 7 - NHGS winners
- Year 9 - NHGS winners
- Years 8 and 10 finished 4th



Athletics Records

T Davies **broke a 45 year old record** in the long jump at 5m 69cm! T Davies also **equalled a 42 year old record** in the triple jump.

E Idress **broke the 100m record - twice in a week**. Once on the NHGS Sports Day with 11.69 and again three days later at the Calderdale Championships setting a new PB of 11.33.

FOOTBALL

WY County Cup CHAMPIONS (6th June)
Year 7 boys 3-0 win.



Year 9 Calderdale Schools Football WINNERS - League LEADERS shield and GF WINNERS 2017, 2018, 2019.



FOOTBALL continued

Calderdale Schools' Cup **WINNERS** Y11s

Year 11s, with the help of Harrison from Year 10, completed a 4th Calderdale Schools' Cup Football triumph beating Trinity Academy Halifax 3-2 on penalties, 1-1 on the night.



Calderdale Schools' Cup **WINNERS** U19

NHGS U19 Boys v Lightcliffe Academy winning 2-0



ROUNDERS

Year 8 - Calderdale **CHAMPIONS**



Year 7 - 2nd July - Calderdale **CHAMPIONS** (unbeaten in the tournament)



Year 9 - 8th July - Calderdale **CHAMPIONS** (unbeaten in the tournament)



RUGBY

Calderdale Schools' Rugby League **WINNERS (2nd May)**

WINNERS! Congratulations to our Year 9 boys' rugby league team who won the Calderdale Schools' Rugby League Final, beating Brooksbank 22 - 8.

3 time winners in successive years!



We had an excellent sports presentation afternoon on Wednesday 3 July with over 180 students attending to celebrate what has been an excellent year of sporting success for NHGS.

Sporting summaries were made and trophies awarded.

A vote of thanks was given to Mr Tansey for all his excellent work this year and a big cheer to wish him all the best in his new job over in Burnley.

Here's to more sporting success in 2019-2020.

Mr W Doyle

PARENTS' ASSOCIATION - nhgspa.org.uk - NOTE FROM THE CHAIR JULY 2019

Eight months sat in the Chair chair and we've re-launched the prize draw and plans are already underway for the 2019 Christmas Fayre!

Welcome to all the new faces that attended the PA meetings in June and July, I was very pleased to meet you all and I look forward to good times ahead.

I would like to thank all volunteers for the extra support serving evening refreshments at First Bow, Parent Consultation evenings and our musical events especially Liz, Tom, Libby, Joe, Zoe, Helen, Paula, Fiona, Hermione, Hayley, Janey, Cheryl, Hele, Tracie, Tracy, Julie and Tilly, Kelly, Diane, Louise, Pam, Jill, Kathryn, Ruth, Emma, Yen, Erica, Ryan, Sangeeta, Marie, Sue, Lesley and Pippa; you've all helped raise in the region of £1,650 so far this year which is an incredible amount from tea-bags and tray bakes!

The Prize Draw has taken off slowly, but we are watching it gather momentum and we are sure this will be raising extra monies for NHGS students for a good few years to come. Thank you Janet for all your hard work in making this happen.

So onwards and upwards with our next fundraiserThe NHGS Cook Book, details coming soon

Thanks everyone for your continued support.

Sue Smith
NHGS PA Chair

WE NEED YOUR HELP



Cash for Coins

Can we refill our bucket in Reception? We are still collecting ANY foreign money such as pesetas, rupees or even euros if you have left over coins or notes from your travels. Please have a look through your drawers over the February half term. All donations gratefully received.



Parents' Consultation Evenings

The PA will be serving refreshments at all Parents' Consultation Meetings - please remember to bring some small change and support the fundraising. This is also a great opportunity to talk to the PA about the different ways that you can help.

**Match
Funding
£500!**

Match Funding

Match giving, or match funding, is a simple way to maximise the fundraising efforts of the NHGS

PA volunteers. It is an informal, albeit corporate, arrangement between a company and an employee. Usually, a company pledges to match a sum of money relating to the amount the employee has either raised or donated to a charity. It is likely that there will be an upper limit and certain criteria applied, such as the recipient organisation being a registered charity. We have been lucky enough to secure £500 of extra funding through one of our volunteers. If you volunteer for PA events, please see if your employer offers match funding as it could mean additional money for the school.

OTHER KEY DATES

Monday September 2nd

Training Day

Tuesday September 3rd

School opens to Year 7 and Year 12 only

Wednesday September 4th

School opens to all year groups

YEAR 13 LEAVERS

