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Good News

for

THE LINK

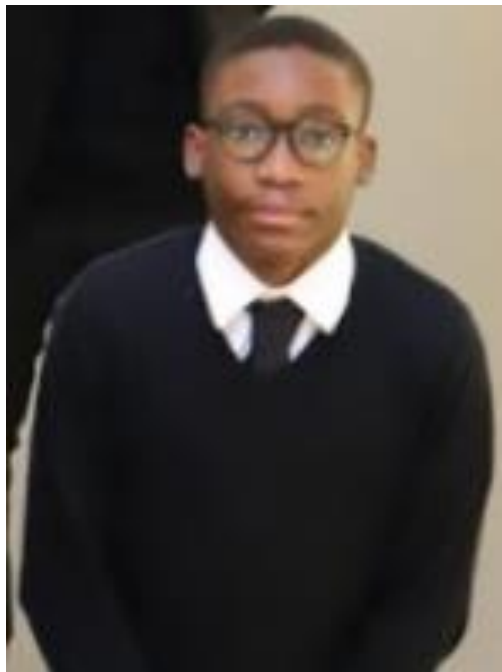
*Newsletter for the pupils, parents and staff of
St Michael's Catholic College
Issue 181 - 31st January 2021*

Oxbridge Success for Year 13 Students

Congratulations to Bless N who received an offer from Oxford University to read History at Keble College and Tasnim I who received an offer from Cambridge University to read History and Politics at St John's College. These offers are very well deserved and are testament to their commitment to their studies, positive attitudes, resilience and desire to aim high. Both Bless and Tasnim are delighted and hope that as a result of their success they can act as role models for St Michael's students, demonstrating that hard work and the right attitude help you achieve your potential.

We wish them and all students in Year 13 applying for University and Apprenticeships this year well. We are very proud of how, despite the pandemic Year 13 students are successfully navigating their way to the next stage of their education, training and employment.

Ms Corcoran, Principal





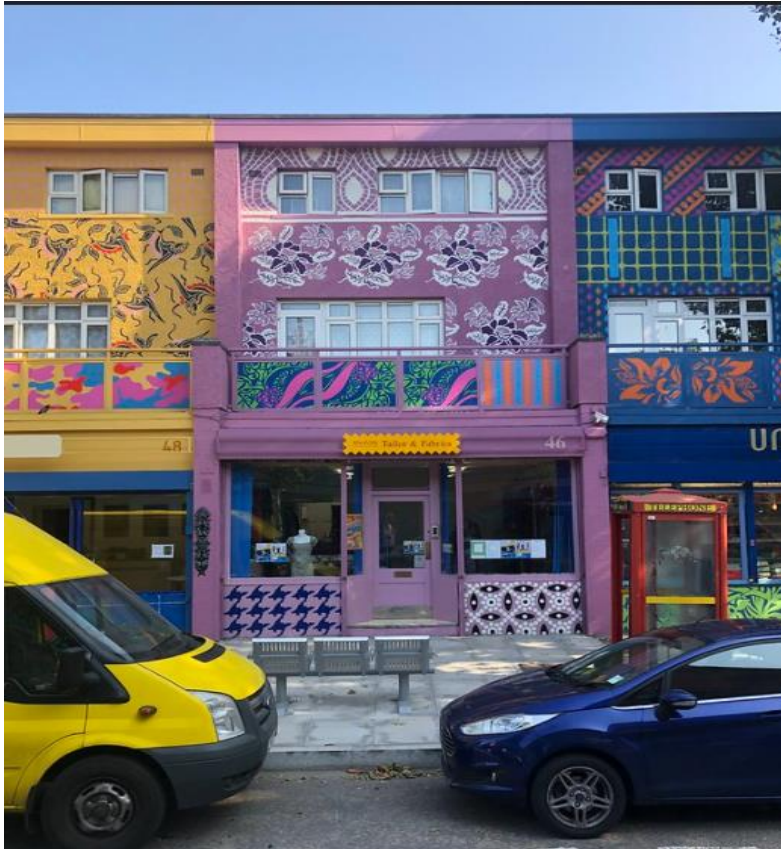
Breakfast Boxes for St Michael's Families



School Food Matters is supporting St Michael's to provide fortnightly “Breakfast Boxes” to families and helping us to that students benefit from healthy, sustainable food during the national lockdown. Each student in a family is entitled to one complete box per fortnight and the boxes are offered to families in receipt of free school meals or those who need support during the national lockdown. If you have not yet signed up please contact Mr Kelly via contact@stmichaelscollege.org.uk

School Food Matters deliver the products to the college once a fortnight and our staff then organize everything into boxes/packages for families to collect in a covid secure/contactless way. Special thanks goes to Senior Leaders Mr Kelly, Mr Daly, Ms Nottage and Ms Rughooputh who not only help organise the boxes but also carry out deliveries across London to families who are isolating or shielding, demonstrating Salesian values and true community spirit in action.

Ms Corcoran, Principal



SSLP Photography Competition- November Winner

Congratulations to Mr Lomax whose entry won one of the teacher prizes in the Southwark Schools' Learning Partnership (SSLP) November Photography Competition.

The theme for November was 'Street'. The competition runs each month and is open to all staff and students in SSLP schools, we hope to see many more winners from St Michael's in the future.

The judges responded with the statement, "*One wonders what is going on further along the street.*"

Maths with Mrs Roshier

Ms Roshier's
LIVE Maths Lesson
Year 7

Wednesday 20th January

Dividing Fractions

Examples:

$$15 \div 3 = 5$$

How many whole 3's can I make from 15?

Now think about $3 \div \frac{1}{2} = 6$

How many halves can I make from 3?



$$3 \text{ lots of } 2 = 3 \times 2 = 6$$

$$1 \div \frac{1}{2} = 2$$



$$1 \text{ lot of } 2 = 1 \times 2 = 2$$

$$4 \div \frac{2}{3} = 6$$



How many $\frac{2}{3}$'s can I make from four?

$$3 \div \frac{1}{3} = 6$$

$$3 \times 2 = 6$$

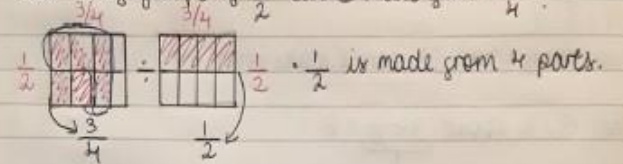
Reciprocal

Work completed by
Asiri KC

Examples:

$$\frac{3}{4} \div \frac{1}{2} = 1\frac{1}{2}$$

How many groups of $\frac{1}{2}$ can I make from $\frac{3}{4}$?



$$\frac{3}{4} \div \frac{1}{2} = 1\frac{1}{2}$$

$$\frac{3}{4} \times \frac{2}{1} = \frac{6}{4} = 1\frac{2}{4} = 1\frac{1}{2}$$

$$a) \frac{1}{5} \div \frac{2}{3} = \frac{3}{10}$$

$$\frac{1}{5} \times \frac{3}{2} = \frac{3}{10}$$

$$b) \frac{3}{4} \div \frac{4}{5} = \frac{3}{4}$$

$$e) \frac{1}{10} \div \frac{4}{9} = \frac{9}{40} \checkmark$$

$$\frac{3}{4} \times \frac{5}{4} = \frac{15}{16}$$

$$\frac{1}{10} \times \frac{9}{4} = \frac{9}{40} \checkmark$$

$$f) \frac{6}{11} \div \frac{5}{6} = \frac{36}{55} \checkmark$$

$$h) \frac{3}{5} \div \frac{1}{2} = \frac{6}{5} = 1\frac{1}{5}$$

Remember to always convert improper fractions to mixed number for your answer

$$\frac{6}{11} \times \frac{6}{5} = \frac{36}{55}$$

$$\frac{3}{5} \times \frac{2}{1} = \frac{6}{5}$$

$$i) \frac{7}{9} \div \frac{2}{3} = 1\frac{1}{6} \checkmark$$

$$m) \frac{5}{6} \div \frac{3}{4} = 1\frac{1}{4} \checkmark$$

$$\frac{7}{9} \times \frac{3}{2} = \frac{21}{18} = \frac{7}{6} = 1\frac{1}{6}$$

$$\frac{5}{6} \times \frac{4}{3} = \frac{20}{18} = \frac{10}{9} = 1\frac{1}{9}$$



Maths with Mrs Roshier

1) $\frac{13}{20} \div \frac{8}{11} = \frac{143}{160} \checkmark$

$\frac{13}{20} \times \frac{11}{8} = \frac{143}{160}$

Example: Method 2 (Dividing numerators)

$\frac{1}{5} \div \frac{2}{3}$

Common denominator (LCM)

$\frac{3 \times 1}{3 \times 5} \div \frac{2 \times 5}{3 \times 5} = \frac{3}{15} \div \frac{10}{15} = \frac{3}{10}$

6) $\frac{6}{11} \div \frac{5}{6} = \frac{36}{66} \div \frac{55}{66} = \frac{36}{55}$

9) $\frac{2}{5} \div \frac{13}{15} = \frac{6}{15} \div \frac{13}{15} = \frac{6}{13} \checkmark$

10) $\frac{3}{8} \div \frac{7}{9} = \frac{27}{72} \div \frac{56}{72} = \frac{27}{56}$

11) $\frac{8}{15} \div \frac{7}{10} = \frac{16}{30} \div \frac{21}{30} = \frac{16}{21} \checkmark$

12) $\frac{9}{10} \div \frac{1}{3} = \frac{27}{30} \div \frac{10}{30} = \frac{27}{10} = 2\frac{7}{10} \checkmark$

Example:

$\frac{3}{4} \div \frac{2}{1} = \frac{3}{8}$

$\frac{3}{4} \times \frac{1}{2} = \frac{3}{8}$

Method 2: $\frac{3}{4} \div \frac{2}{1} = \frac{3 \times 1}{4 \times 2} = \frac{3}{8}$

2: $\frac{9}{10} + (\frac{5}{7})^2 = \frac{9}{10} + \frac{25}{49} = 1\frac{201}{490}$

Callum has completed his math homework. Can you spot any mistakes?

1) $\frac{1}{3} \times \frac{1}{6}$

2) $\frac{3}{10} \times 2\frac{1}{2}$

$\frac{1}{18} = \frac{1}{9} \times \frac{1 \times 1}{3 \times 6} = \frac{1}{18} \checkmark$

$\frac{13}{10} \times \frac{5}{2} = \frac{75}{20} = \frac{65}{20}$

Callum incorrectly added numerators instead of multiplying.

$60\frac{15}{20} = 60\frac{3}{4}$

$\frac{65}{20} = 3\frac{5}{20} = 3\frac{1}{4} \checkmark$

Callum incorrectly multiplied the numerators.

Exit Question:

3) $3\frac{3}{4} \text{ m} \times 4\frac{1}{3} \text{ m} = \frac{15}{4} \text{ m} \times \frac{13}{3} \text{ m} = \frac{195}{12} = 16\frac{3}{12} = 16\frac{1}{4} \text{ m}^2$

$2.5 \text{ m}^2 = 2\frac{1}{2} \text{ m}^2$

$16\frac{1}{4} \text{ m}^2 = 16.25 \text{ m}^2$

$16.25 \div 2.5 = 6.5 \text{ m}^2 = 7 \text{ cans}$

$\begin{array}{r} 5.50 \\ \times 7 \\ \hline 38.50 \\ +3 \\ \hline \end{array}$

Excellent Well



Maths with Mr Mahoney

Lauren S. Yr 12

38

normal distribution

Using the normal distribution function on the calculator

> Given that $X \sim N(30, 4^2)$, find:

a) $P(X < 33)$

① Menu

② 7: Distribution

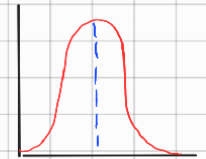
③ 2: Normal CD

$P(X < 33)$

• Lower: very low • Upper: 33

• σ : 4 • μ : 30

Answer = 0.773



b) $P(X \geq 24)$

• Lower: 24 • Upper: very big

• σ : 4 • μ : 30

Answer = 0.933

c) $P(33.5 < X < 38.2)$

• Lower: 33.5 • Upper: 38.2

• σ : 4 • μ : 30

Answer = 0.1706

d) $P(X < 27 \text{ or } X > 32)$

= $1 - P(27 < X < 32)$

$1 - \left[\begin{array}{l} \text{Lower: } 27 \quad \text{Upper: } 32 \\ \sigma: 4 \quad \mu: 30 \end{array} \right]$

= 0.465

$1 - 0.465 \dots = 0.535$

• Example 2:

An IQ test is applied to a population of adults. The score distribution is $X \sim N(100, 15^2)$. Adults scoring higher than 140 are classed as a genius.

a) Find the probability that an adult is a genius.

$P(X > 140)$

• Lower: 140

• Upper: very big

• σ : 15

• μ : 100

Answer = 0.00383

b) 20 adults take the test. Find the probability that 2 or more class as a 'genius'.

$X \sim B(20, 0.00383)$

$P(X \geq 2)$

= $1 - P(X < 2)$

= $1 - P(X = 1)$

$x: 1 \quad n: 20 \quad p: 0.00383$

= 0.997

$1 - \text{ans} = 0.00266$

• Exercise 38

1a) 0.933 ✓

b) 0.977 ✓

c) 0.212 ✓

3a) 0.159 ✓

b) 0.499 ✓

c) 0.595 ✓

5a) 0.747 ✓

b) 0.252 ✓

c) Adds up to 1, probability adds up to 1 ✓ f includes every possible value

7a) 0.181 ✓

b) $P(X < 44) = 0.309$

$P(46.5 < Y < 47.5) = 0.121$

Ans: 0.43 ✓

9a) 0.360 ✓

i) 0.238 ✓

b) $X \sim B(4, 0.238)$

$1 - P(X = 490)$

= 0.762 x

= $(0.762)^4 = 0.338$

Chaplain's Corner Reflections

On Sunday 17th January, we celebrated World Religions Day

It may surprise you to know that there are over 4,000 recognised religions in the world. These religions consist of churches, congregations, faith groups, tribes, cultures, and movements.

World Religion Day is celebrated every January on the third Sunday of the month. The aim of this Day is to promote understanding and peace between all religions, encouraging people to learn about other faiths and their followers.

It was initially started by followers of the Bahá'í Faith. This is a Faith was founded in 1844 in Iran.

Bahá'ís believe that God is One, religion is one, and mankind is one. Bahá'u'lláh, the founder of the Baha'i Faith explained that the religions of the world come from the same Source and are in essence successive chapters of one religion from God.

The Bahá'í Writings explain that the reality of God is beyond the understanding of any mortal mind, though we may find expressions of His attributes in every created thing. Throughout the ages, He has sent (and will continue to send), a succession of Divine Messengers, Divine Educators, known as Manifestations of God (Abraham, Moses, Christ, Muhammad, and most recently the Bab and Baha'u'llah), to educate and guide humanity, awakening in whole populations capacities to contribute to the advancement of civilization to an extent never before possible. Bahá'ís believe the crucial need facing humanity is to find a unifying vision of the future of society and of the nature and purpose of life. Such a vision unfolds in the writings of Bahá'u'lláh.



Prayer for the week

Almighty God,
through your Holy Spirit you created unity in the midst of diversity;
We acknowledge that human diversity is an expression of your manifold
love for your creation
Enable us to be the architects of understanding, of respect and love;
Through the Lord, the ground of all unity, we pray.

Amen



Chaplain's Corner Reflections

On 24th January the church celebrated the Conversion of St Paul, the Apostle to the Gentiles. That dramatic event is recorded in the Acts of the Apostles, chapters 9 and 22, always worth reading.

Gospel: Mark 16: 15-18

And he said to them: Go ye into the whole world, and preach the gospel to every creature. He that believeth and is baptized, shall be saved: but he that believeth not shall be condemned.

And these signs shall follow them that believe: In my name they shall cast out devils: they shall speak with new tongues. They shall take up serpents; and if they shall drink any deadly thing, it shall not hurt them: they shall lay their hands upon the sick, and they shall recover.

Some thoughts on scripture:

These words are presented as the last instruction of Jesus to his disciples before he ascended into heaven. They now have the responsibility of proclaiming the good news as he had done. And they must do so with courage. Note the universality of the mission: “to all the world”, “to the whole of creation”. Pope Francis talks of the Church needing to go to the frontiers – to those people who have not yet heard the good news (whether geographically far or near). Do you see how appropriate this reading is on a feast of Saint Paul? His conversion (which is the focus of this particular feast) prepared him to become an apostle to the Gentiles (the pagans). His long journeys led him to cover much of the territory that comprised the Roman Empire. He preached and healed, founded and supported local communities. His life teaches us that mission (outreach) is not an option. The Church is missionary of its very nature.



Prayer

Our Father...
Almighty God,
You invite us to share in your wondrous power
to bring healing and consolation to others.
Open our hearts to your presence.
Fill us with hope and peace
so that we may readily share your saving love with others.
Through Christ our Lord.
Amen



Holocaust Memorial Day 27th January

At St Michael's we have marked Holocaust Memorial Day with a virtual assembly, house events and staff from the History department taking part in online workshops with UCL as part of the Beacon School's Holocaust Education programme.

'Through prayers and actions, help us to stand together with those who are suffering, so that light may banish all darkness, love will prevail over hate and good will triumph over evil'

Holocaust Memorial Day Awareness Challenge

St Michael's Catholic College
History Department presents.....

Candle in Darkness (5 House Points per submission)

Create a photo or image of a candle near your window to mark Holocaust Memorial Day.

Include a message in support of those who are being oppressed or victimised today such as the Uighurs

OR...

Social Media Posts (5 House Points per post)

Select one of the images of resistance to the Holocaust (attached) and write a short tweet/post that says which one of these photos should be included in our school display about the Holocaust. The questions below each picture can help you write your tweet/post. The best entries will be included in our College newsletter.



Entries by
Monday 1st Feb
12pm Via google
classroom

You may enter
both challenges

Health and Wellbeing

From 1st February St Michael's will be promoting Children's Mental Health Week in online tutor time and dedicated workshops. The Wellbeing team and Mental Health Ambassadors also produce a regular newsletter to support students with their health and wellbeing whilst they are learning remotely, this is available on the college website <https://www.stmichaelscollege.org.uk/wp-content/uploads/2021/01/Wellbeing-Newsletter-1.pdf>



Children's Mental Health Week
1-7 February 2021

EXPRESS YOURSELF

St Michael's Catholic College



WHY DOES FINDING HEALTHY WAYS TO EXPRESS YOURSELF MATTER?

Slide 3

Being creative and expressing yourself can:

- help you to relax and de-stress
- generate “feel-good” endorphins which can lift your mood, help you feel empowered, and create a sense of identity and achievement
- help to boost your self-esteem, connect with others, and give you purpose and meaning
- How does society often expect young people to look, think, speak and act? And where do these ideas come from?
- Do these expectations stop you from expressing your true self?
- How does that make you feel?



Noticeboard

IS YOUR CHILD STILL ENTITLED TO FREE SCHOOL MEALS?

Have your circumstances changed since the beginning of the COVID-19 outbreak? If so, your child may be entitled to free school meals.

Please note however, if you receive Working Tax Credit it is not necessary to apply as you **WILL NOT BE ELIGIBLE**.

Please send the following information to contact@stmichaelscollege.org.uk if you believe your child could now be entitled to Free School Meals.

Your Child's Name (list all children if you have more than one attending St Michael's)

Parent's Name

Parent's National Insurance Number

Parent's Date of Birth

Free School Meals is an ideal way to ensure your child receives a good meal at lunchtime. Coupled with the considerable savings that can be made, especially in today's economic climate.

While the school is closed during the COVID-19 outbreak you will receive vouchers (£15 per child per week) by email that can be redeemed in local supermarkets.

Safeguarding

**Important Notice from the Safeguarding Officer –
there is a copy of our Safeguarding Policy on the College Website.
A hard copy of this is available in the College Office.**

Contacting the College –

**Direct parents access to college via email
contact@stmichaelscollege.org.uk
For absence and when your child is unable to attend their online classes
please phone: 0207 237 6432 EXTN. 730**