

## Our Partner Schools



**Colegio Salesiano El Pilar** is a Salesian school located in Madrid, Spain and through our school Salesian network, contact was made over 2 years ago via e-mail and they visited us for the first time in 2016. We continue to stay in contact through regular e-mails and phone calls and we visited the school in October 2018 and January 2019 to develop the partnership further and establish a clear action plan for the coming year with reciprocal visits later on in the year. Students communicate with the school by sending letters, Christmas cards and e-mails and we have also established links via social media sites and Twitter.

@SalesianosSoto



**Don Bosco College** is a Salesian school located in Moshi, Tanzania and through our school Salesian network, contact was made over 12 years ago via a previous teacher in the school. After numerous conversations between both schools, an exchange programme was set up where every 2 years a group of Sixth Formers would go out to Tanzania in the summer to volunteer in the schools. This most recently took place in the summer of 2018. This partnership has grown to incorporate further exchange visits at other times of the year and now also involves regular communication via e-mail and social media. Thornleigh is currently leading a project with Science and Maths in developing the curriculum across all schools in Tanzania. Since the initial meetings, students also communicate with the school by sending letters and they have also established links via social media sites. The staff continue to communicate via e-mails and telephone conversations.



**The European School of Helsinki** is a new partnership for this academic year whose mission, 'to offer diverse and high-quality education and instruction for children and young people coming from different linguistic and cultural backgrounds', supports our own. The link has been established via Mrs Pawlowski and communication has been established through e-mails and phone conversations and this will develop further with the students. They will send letters, cards, posters and videos and we have also established links via social media sites and Twitter.

@HelsinkiEU



**salesianos**

PASEO EXTREMADURA

**Colegio Salesiano San Miguel Arcángel** is a Salesian school located in Madrid, Spain and this is a new partnership this year. We made contact through our school Salesian network and our partner school El Pilar in Madrid and remain in correspondence via e-mail and phone calls. We visited the school in January 2019 to develop the partnership further. The students communicate with the school by sending letters and e-mails and we have also established links via social media sites and Twitter.

@SalesianosPaseo



**salesianos**

ATOCHA

Another new partner school for this year is **Colegio Salesiano Atocha**. This is also a Salesian school located in Madrid, Spain and we have made this connection through our Salesian network and with the help of El Pilar. We visited the school in January 2019 to develop the partnership further. We continue to stay in contact through regular e-mails and phone calls and students communicate through letters and e-mails. We have also established links via social media sites and Twitter.

@Salesianosatoch



This partner school in Borgomanero near Milan and Turin in Italy, **Collegio Salesiano Don Bosco** is another link with our Salesian network. We maintain contact with both staff and students at the school through regular e-mails and letters and also through our other Salesian links. Students communicate through letters and e-mails and we have also established links via social media sites and Twitter.

@dB\_Borgomanero

## Partnership Visits

### Summer 2018

The Tanzania experience is something our students carry with them for the rest of their lives. During the 4 weeks we were away we had many different opportunities, some of our students volunteered in the local schools, both primary and secondary while others observed in the local clinic. The experience was profound. Our students reached out to so many young people and brought a smile to their faces. As they walked down the street, they were often followed by many children simply wanting to hold hands. Each day our students went to their different projects, each evening we came back together to share experiences and the events of the day. This was done in a variety of different ways but for some of our students just simply sitting down and writing in a journal proved to be the most rewarding opportunity. Much of what we saw challenged our thinking about our world but quite often it also brought up emotions based around the poverty and opportunities of the young people in the local area. There was a great sense of how lucky we were to have had the opportunities we have but this brought with it a desire to give the young people we met the best experience possible. Our student's creativity and charisma was second to none even to the point of going back to school in the evening to do extra classes with the students. We did manage to see some of the sites including climbing up to the first base of Kilimanjaro. Both challenging and exhilarating we all made it to the top and got the most spectacular view. We also visited the Ngorongoro Crater and the national park where we were taken for a two day safari. This was such a great two days as we got to see four out of the big five with the rhino causing quite a stir in the park as it had not been seen for weeks. We certainly won't forget the experience in a while. From the hospitality of the local community to the welcome of our Salesian hosts, this truly was a life changing experience. Both staff and students alike arrived back in Manchester different people. The world we live in is changing rapidly but each one of us has the opportunity to make a change, even if it's just a little bit at a time. Our students have changed the world of one or two of those young people they met and I know for sure each and every student we took to Tanzania will one day change the world they are living in. Sandy Fairley -



In October 2018, Miss Brown had the opportunity to visit one of our Partner schools in Madrid, El Pilar where she spent 3 days discussing project ideas for the coming year. It was a typical warm Salesian 'Bienvenido' and we look forward to growing our partnership further.



Miss Brown and Miss Collins along with the Spanish Sixth Form students enjoyed a fabulous 3-day visit to Madrid. During our stay we visited all the major sights in the city from the Palacio Real and the cathedral to the Plaza Mayor, where we sampled the delicacy of 'churros y chocolate'. We also tasted the local tapas, enjoyed the atmosphere in the San Miguel Mercado, and visited Real Madrid's football stadium. Sunday morning was spent in the Reina Sofia museum looking at famous works by Spanish artists such as Guernica by Picasso and Joan Miró whilst the afternoon was spent in the sunshine in el Parque Retiro. On the last day, we had the pleasure of meeting up with staff and having a tour of 2 of our Salesian partner schools in the city, giving us the opportunity to discuss our future projects together. ¡Lo pasamos bomba y nos gustaría volver!



## Colegio Salesiano Atocha



## Colegio Salesiano San Miguel Arcángel



## March 2019

In March we also welcomed Fr Pedro Hernandez from Salesianos el Pilar in Madrid who visited our community to plan and discuss further collaborative projects together. One of these is an innovative STE(A)M project for the next academic year and so it was a fabulous opportunity to show Fr Pedro around our new STE(A)M work building work.

*"Thank you so much for such a warm welcome, I am very excited to work with you all" - Fr Pedro*



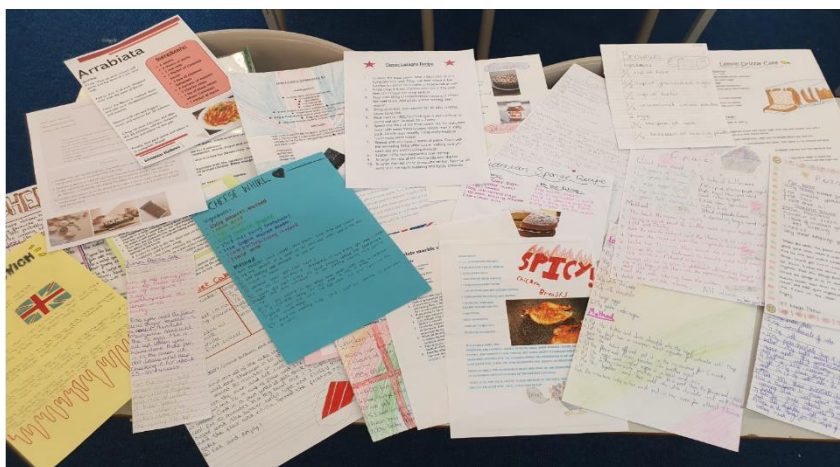
## MFL

### **“Ciudadanos europeos”**

The MFL department has established a series of globally enriching activities in partnership with El Pilar, one of our Salesian schools in Spain, which encompasses the idea of European Identity. All students involved have had the opportunity to recognise and develop an awareness of a different culture whilst also embedding a number of Sustainable Development Goals. The Year 7 students wrote letters and cards, which depict how they celebrate Christmas within their culture and family and they compiled a shoebox of information, facts and small gifts that give an insight into our traditions and their origins. The return boxes arrived in time for the celebration of Los Reyes Magos.



The Year 8 students are embracing the idea of good health and well-being by creating recipe books containing traditional, typical and favourite dishes. We sent our recipes to the school in March. We hope to see photos of the students cooking the dishes for themselves.



*“I am really excited about our links with our international partner schools and I am looking forward to continue to develop our communication with them over the next academic year. The students have also fully enjoyed this years’ experience, particularly the Year 7s who delighted in trying the Spanish sweets and treats that were sent over from Madrid, and they also enjoyed reading the lovely Christmas and Easter cards that they received. Our Year 8 students*



*were also very enthusiastic when writing their favourite recipes to send over to our Spanish friends and they looked forward to the children trying their own favourite foods. It has been a lovely experience and hopefully we can continue to expand our contacts 😊”* Señorita Collins, Teacher of Spanish

*“Me gusta el turrón! I loved receiving my letter about how they celebrate Christmas in Spain and to share my culture with Maria in another Salesian school in Madrid.” – Ruby, Year 7 student*

## **PE and Dance**

The International Sports Day was designed to promote health and well-being of all students through the use of an Olympic-style athletics competitions. This project was delivered to students in the school from Year 7 through to Year 9, with students from Year 10 through to Year 13 supporting the event in a variety of ways as sports leaders. There were approximately 600 students and over 50 staff participating in the event in a variety of roles that will seek to boost participation in athletics and other competitive activities. The students competed in a series of Olympic Athletics track and field events, as well as fun events in order to achieve points for their team and form. Each student is a member of a collective form group and each form group was allocated a country that participates in the Summer Olympic Games. Each form group researched the culture and health and well-being of their respective country prior to the event. This helped students recognise that countries participating in sporting activities, such as the Olympic Games, have to overcome certain difficulties in order to compete, have varied facilities and resources to prepare them for competition, and have different outlooks and uses for sport and physical activity in relation to the health and well-being of their respective nation.



## **Food technology**

In Year 8 the students developed a deeper understanding and awareness of foods from around the world by exploring and researching about different cultures. The students researched information about five countries, (India, Italy, Mexico, China and Britain) learning about the typical and traditional dishes and techniques that are different to those in British cooking. Whilst exploring the cultural differences, the students discovered a range of factors that influence traditional food such as equipment, ingredients and lifestyles and how the climate can affect the diet of many people



around the world as well as why good health and well-being is important and how hunger exists. They also explored the influences of religious beliefs and personal choice. Once they completed their research the students designed and created their own product, which they planned, prepared and modified.

## History

During Mission Week, in the lead up to the World War One commemoration, Year 10 students completed a remembrance task which involved the whole year group creating large silhouettes of soldiers with poppies inside of them. The students had three different colours of poppies to place on the soldiers: red for remembrance, white for peace and purple/blue for the animals. These were displayed around the school along with a soldier's name from Bolton who was a similar age. Whilst doing this, students learnt about the impact of the war and reflected on how they might have felt if they were enlisted into the army at the age of 14. The Art club also joined in the activities to honour the fallen soldiers by creating a memorial picture which was displayed locally amongst other school's tributes from the region. They also created clay poppies which were displayed in the school chapel gardens. The Product Design department also created an outdoor memorial display for the public near the school entrance, consisting of wooden lifelike soldiers and trenches.

[Here is the letter of commendation from Hilary Fairclough, Bolton councillor, with regards to the international conflict work](#)

*What can I say, thank you seems so inadequate, these soldier silhouettes are fantastic. I am sure that the schools etc. will do them justice when they colour them in...I think they will have a really big impact...interspersed with poppies. I am so grateful for your support. Thornleigh and more importantly the young people who attend the school are very fortunate to have you. (Mr Cox who made the silhouettes) I will be putting them on the three Facebook pages that I run and I will be making sure everyone knows who is responsible for making this wonderful idea possible.*

*Best wishes*

*Hilary*

*"Upon the completion of the planned activities, some were shocked learning the story of Private 6322 John Cordon (the youngest soldier to die in the war) and many were sympathetic towards situations that many young people found themselves in when the fighting had started. Others considered the wider impact of these people's choices – and often thought and expressed their opinions on how the soldiers' families would be impacted of which led to discussions on letters, censorship and what others would do if their family member went to war." – Mr Bell, Teacher of History.*

Many pupils were quick to argue that remembrance is important today to remember those that gave their freedom for ours and one student spoke about one of his family members that had recently been to war (in the army) and explained how he felt about the situation. *"Remembrance is not just about the past, but about the present."*

Throughout the academic year, the History Department explored a number of the Sustainable Development Goals within many of the curriculum areas. Year 7 students studied the Industrial Revolution and the impact of the events on today's society. Year 8 students studied the events of World War One along with exploring civil rights with Black People of the Americas. The GCSE students explored the Cold War and impact of nuclear weapons on society as well as Weimar, Nazi Germany, the Holocaust and trench life. Within all these activities students not only engaged in classroom activities but received visits from external speakers and visitors and have had the opportunity to experience

the events first hand during educational visits abroad. Such as Auschwitz for the memorial day in November and Berlin.



*"The activity on the Holocaust provided me with a clear understanding of why we should continue to study this important part of History. The fact that so many were persecuted by the Nazis reminds me that we are lucky to live with the rights we do" – Year 9 Student*

*"The trip to Auschwitz will stay with me for the rest of my life. To actually stand where many had died/been targeted made me overwhelmed with a mixture of emotions. It is hard to put into words." – Year 13 student*

## **Geography**

During the first term, the Year 7 students embedded the key Sustainable Development Goals of 'Climate Action', 'Life on Land' and 'Life Below Water' as they researched climate change in the world today. Students created a model showing the impact of climate change on our world and they also had the opportunity to enter a competition. This was a photography competition which was run alongside our partner school in Madrid. Both students captured images of their surrounding areas and the impact of climate change on society. The 12 winning entries from were then be compiled into a calendar.

*"The project made me do something very different to normal lessons. I learnt a lot about how the world is changing where I live." – Keira, Year 7 student*

*"Pupils loved doing something out of their comfort zone. They enjoyed telling me all about their adventures at the weekend, trying to take their photo entry." – Miss North, Teacher of Geography.*



**TSC Geography**  
@TSC\_Geography



Congratulations to our year 7s who won the photo competition. Absolutely amazing effort



10:46 am - 10 Jan 2019

5 Likes



**TSC Geography**  
@TSC\_Geography



Very excited to announce the Global Warming Competition winners today



12:06 am - 10 Jan 2019

1 Retweet 6 Likes



As part of the scheme of learning 'Is the world running out of resources?' Students completed a project creating their own sustainable settlements. They had to design and promote their settlement, ensuring its economic, social and environmental sustainability. The project focused on Sustainable Development Goals 6 (avoid wasting water), 7 (affordable and clean energy) and 11 (sustainable cities and communities). Winners from each class were then chosen, judged on how innovative and sustainable their settlement was.



*"It was great to spend a long time focusing on our own project. I liked having to think about my city and I liked how I could draw it my own way. I learnt a lot about little changes that can be made in my own house, so that it does not harm the environment." – Shannon, Year 8 student*

*"I was impressed by pupil's knowledge of renewable energy and materials. Their designs were really original." - Mr Hodson, Teacher of Geography*

## Science

Throughout the year, the Science Department explored the harmful effects of plastics on our oceans and in the world today. The students learned about polymers and created their own by conducting a practical activity where they made slime. The students worked in teams to design and create a profitable product made out of used plastics that would otherwise be put into landfill or end up in the ocean. These activities promoted the Sustainable Development Goals relating to 'Responsible Consumption and Production' and 'Climate Action'. Furthermore, students from Year 9 took part in a girl's engineering challenge, Talent 2030. Where they worked independently to create a presentation of their findings and research and attempt to make a prototype of the bioplastics to use as a visual representation. The students shared their ideas with one of our partner schools, Salesianos San Miguel Arcángel, in Madrid and compared the findings with the situation in Spain following their own research.



*"The projects have made a huge impact on our department, both staff and students. Our role as educators is not just about teaching the curriculum to enable students to pass exams, but also to give them a wider understanding of how our behaviours can impact on our environment, both locally and internationally. Our students have really engaged with*

*the projects and their ideas for solutions to current problems have been wonderful to listen to.” – Ms Reid, Subject Leader of Science*

*“Working on these projects with my classes and students outside of lessons has been really rewarding. Learning more about the sustainable development goals and promoting these with students has fitted in perfectly with specific topics and encourages engagement with lessons and with the greater understanding of the impact that students can have on the world, negatively or more importantly positively. The enthusiasm in and out of lessons shown by the students that I have worked with has been amazing to see and so inspiring.” – Ms Finlay, teacher of Science*

*“When I made the plastic flower pots I really loved doing it as I realised that I was helping the environment and that we should take more responsibility of it.” – Ella, Year 8 student*

*“I really enjoyed working with plastics it made me realise how important plastic is and how something needs to be changed in the world.” – Lauren, Year 9 student*

*“I have thoroughly enjoyed working on these projects as a whole through how I have learnt and developed my skills in the understanding of further physics.” – Cameron, Year 10 student*

## **Latin – Language and Classical Civilisation**

Throughout the academic year, the students studying Latin and Classics engaged in a range of activities to explore the impact of the Roman Empire and Ancient Greece in relation to Western European culture and language. The students practised memorisation techniques of Latin vocabulary and researched the etymology of words. Students completed activities such as parsing and reading comprehension tasks making use of their grammatical knowledge. Year 12 and 13 students participated in tours of classical sites in Greece (Athens, Delphi, Olympia, Mycenae and Corinth to research first-hand the cultural heritage of the Greeks. The younger students visited Hadrian’s Wall where they researched and participated in hands-on activities of the Roman Occupation of Britain. All students have had the opportunity to discover Greek Theatre and art through visits to watch Greek Tragedies, and a visit to the British Museum in London to complement the study of Greek Art and Architecture at A-Level.

## **Religious Studies**

Being part of an active Salesian network, the school has developed, nurtured and initiated many projects and activities on a local and international scale and many of these projects have continued throughout this academic year. All students in Years 7 and 8 took part in the Global Campaign for Education, and created posters and letters to their local MP on the issue of Send My friend to School. Around Valentine’s Day, the students wrote their message about climate change on the things we love on Green Hearts. This activity was in collaboration with CAFOD and also supports the Sustainable Development Goal of ‘Climate Action’. The students in Years 9-11 completed a range of activities within the scheme of work relating to Catholic Social Teaching. Students also supported the local community by organising a Christmas Pensioners Party which supports the Sustainable Development Goals of ‘Reduced Inequalities’ and ‘Good Health and Wellbeing’. The 31<sup>st</sup> of January is the Feast of Don Bosco and in collaboration with our Partner schools in Madrid and Italy, the students created a video about what it means to be a Salesian.

## **SEND MY FRIEND TO SCHOOL**

Send My Friend to School is the UK coalition of the Global Campaign for Education.

The Global Campaign for Education (GCE) is a global organisation working to ensure quality education for all children, with members in over 80 countries.

In the UK the campaign seeks to increase community awareness of the state of education internationally and generate the political will necessary to ensure the UK plays an active and effective part in efforts to secure education for all. At Thornleigh every year all KS3 take on this campaign and send our posters to our local MP.





## **GREEN HEARTS**

Since 2015, CAFOD joins the Climate Coalition's Show the Love campaign every Valentine's Day to start conversations about how the things we love are affected by climate change. At Thornleigh we showed love for our common home by starting a conversation about climate change across the world, how it affects our global neighbours, and how renewable energy can help them out of poverty.



## **ICT**

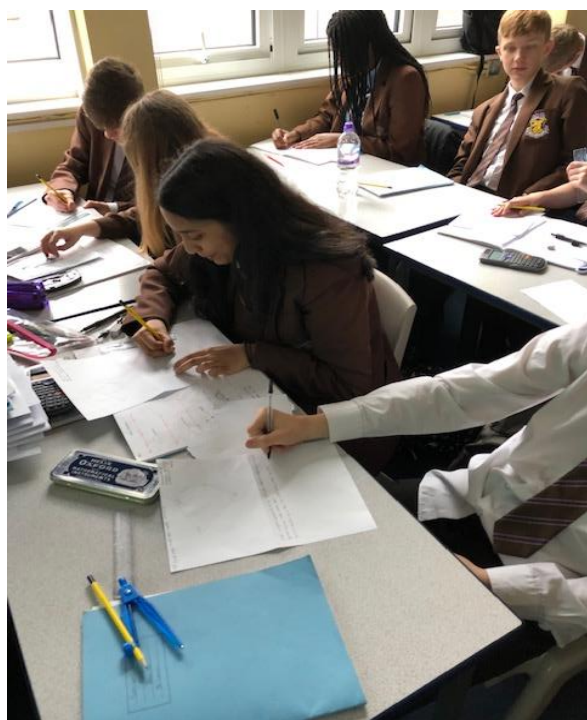
In response to a coding challenge set by the European Space Agency, students wrote codes using the latest innovative technology. The European Space Agency guaranteed that if the code submitted fulfils their mission criteria, then it will be uploaded and run on an Astro Pi on the International Space Station (ISS). The students worked on this throughout the year during Coding Club as an extension to the curriculum. They developed their codes from individual words to messages and images. The Astro Pis on the ISS have a variety of sensors and 64 LEDs which can be set to different colours using R, G, B values.

## **Maths**

Students in Year 10 produced revision questions for themselves and others students in Tanzania to use. They were shown past Basic Maths exam papers from Tanzania. The students were shocked at the difficulty as it said Basic; these tests are designed for students in the equivalent of Year 11 in England, but the formatting and other styles (topic areas)

of questions in addition to the word Basic had a profound impact on the students. Students then spent a lesson producing revision questions on the topics that overlap the English and Tanzanian Curriculum, using the Tanzanian Exams and their knowledge of English Style questions. These included Topic areas such as Circle Theorems, Venn Diagrams, Rationalising Denominators and 3D Trigonometry. As well as producing the questions, students also made a mark scheme so other students could mark their work; other students attempted the questions and confirmed the mark schemes were correct. The questions will be taken to a Salesian School in Tanzania so they could be used as revision material.

*"I can't believe how hard the papers are – it is really shocking! – Year 10 student*



### **Global Citizenship Ambassadors**

Members of the school council in Thornleigh worked with students from the European School of Helsinki to discuss cultural issues and trends in society and to help develop Global Citizens. The students initially exchanged information about traditions such as Christmas and World Book Day in order to start the partnership. Through e-mails, photos and letters the students communicated their ideas with one another. The students then developed further projects over the year alongside Helsinki – these involved ideas around social justice and the environment. Once the students had designed their project, they had to write a proposal for funding which was then presented to the head teacher. Throughout the school year, the students continued to exchange information with the partner school and displayed this in the school library. Following a successful project, the students have received an award of Global Citizenship Ambassador.



*“Taking part in the international schools project gave us a chance to share our culture with another place and really broaden our horizons in a sense. The Christmas exchange itself was a most likely the best part as we could learn Finnish tradition as the learnt ours, especially when talking about the food and its different meanings and origins.” – Kiera, Year 10 student*

*“Getting involved in the International School’s Project has enabled us to learn about new cultures and lifestyles as well as teach another school across the globe our own. We have all loved making power points and doing research about our lives and English traditions as well as receiving them from our partner school in Finland. The project has strengthened our understanding of how schools are different all around the world and has also given us a sense of a wider community.” – Jenna, Year 10 student*

*“Being involved in the international schools as a Global Ambassador was a way for me to understand different cultures and understand that we live in a diverse world. Also the food wasn’t so bad” – McGinlay, Year 9 student*



*“I think it was really fun working with another school and seeing the kind of differences with our school and theirs” – Edith, European School of Helsinki student.*

*I like that we didn’t only do one thing but we did many different types of things that helped us to improve our English and it was also fun working with other people to see what they do compared to what we do like the Christmas tradition” – Johannah, European School of Helsinki student.*

*“Seeing how they work and I like the different styles how they do their presentations because I have learnt so much of how to work with a team, this is fun, it’s the first time we have done this and it has improved our English.” – Ellios, European School of Helsinki student*

## **Year 6 Transition Day**

During the recent Year 6 Transition Days, all subjects embraced the Sustainable Development Goals in their lessons and they were supported by a number of Year 9 leaders. Music incorporated ‘Good Health and Well Being whereas Spanish taught about El Día de los Muertos, encompassing ‘Peace, Justice and Partnerships’. Art and Design made fabulous use of plastic and incorporated the idea of the global plastics problem and Life Below Water. The RE



department continued to promote our Salesian spirit through 'Quality Education' and magic and Dance embraced Gender Equality.

*"Our induction days are important personal support strategies during transfer from KS2-KS3. They contribute to the social and emotional support package that we provide for 270 Year 6 students. Much of the programme also significantly contributes to curriculum continuity and progression as we aim to build on the gains made by students in KS2 and provide them with the academic platform for success in Year 7. By focussing sessions on the UN Sustainable Development Goals, we are building students cultural capital as we look to prepare them for a world beyond the school gates aware of 21st century issues."* – Mr Bingley, Associate Assistant Head and Transition Lead.