



REFUGEE WEEK

This half term, the LRC has seen students busying themselves with revision, in preparation for their summer exams, GCSEs and A Level examinations. Also in **June**, the school celebrated **Refugee Week**, culminating with the annual **Year 7 Retreat Day**, whose focus this year was the CAFOD ‘Share the Journey Campaign’, which saw **Year Seven Students** take to **Wimbledon Common** to walk in solidarity with world refugees.

Accordingly, in the LRC, we commemorated the **20th** anniversary of **Refugee Week** with a collection of **twenty books** which deal with issues of forced migration, asylum, immigration, cultural differences, discrimination and acceptance, as well as an informational display/celebration of refugees.

Books included Zana Fraillon’s **The Bone Sparrow**, Morris Gleitzman’s **Once** series, Judith Kerr’s **When Hitler Stole Pink Rabbit**, the real-life diary of Zlata Filipovic, titled **Zlata’s Diary**, **The Weight of Water**, by Sarah Crossan, **Refugee Boy** by Benjamin Zephaniah, **Too Much Trouble** by Tom Avery, **The Edge** by Alan Gibbons, **A Long Way Gone— I was a Child Soldier—**by Ishmael Beah, **Shadow** by Michael Morpurgo, **Lost for Words (A Newcomer From Bangladesh)** by Elizabeth Lutzeier, **Girl in Red** by Gaye Hicyilmaz, **In the Sea, there are Crocodiles—**Fabio Geda, **Hitler’s Angel—**William Osbourne.

The inspiration and ideas for many of the contributions in this edition stem from conversations that we’ve had about the aims of **Refugee Week**; of fostering positive interactions and understanding between refugees and the general public, while combatting hostility towards refugees and asylum seekers.



RECOMMENDED READ

HOPE IN A BALLET SHOE— MICHAELA DEPRINCE

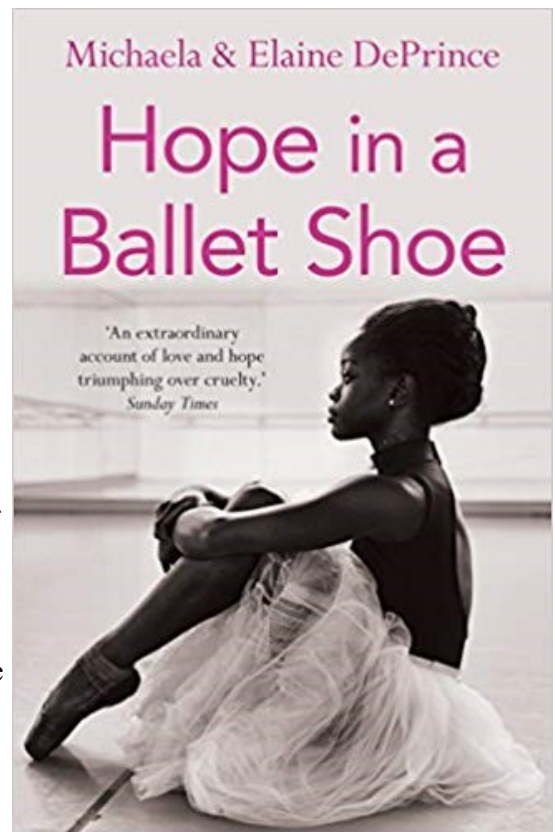
Hope in a Ballet Shoe is the incredible story of 23-year-old Michaela DePrince, who was orphaned at the age of **four** when her mother died of **Lassa fever**, her father having been killed in the **Sierra Leone Civil War**. Suffering from the skin condition **Vitiligo**, which is characterised by the **loss of pigment of the skin**, giving her a patchy appearance, and the rather unfortunate nickname of ‘**Devil’s Child**’, her uncle brought her to an orphanage, where she became known as **Number 27**, the least valued member of the **twenty seven** children in the orphanage. The women in charge, the ‘**aunties**’, didn’t treat Michaela well, although she did find some happiness in the friendships she formed with other children. It was a magazine however that really saved Michaela, a dance magazine, on whose cover she saw for the first time a white woman, a ballerina. It was this image, which she saw at the formative age of **four**, that inspired her to become a ballerina and she held onto the page until she moved to America. The image of the ballerina **Magali Messac**, dancing in a tutu en pointe, served as an emblem of hope when Michaela felt at her worst, and at the end of the book, rather poignantly, she tells the reader how her adoptive mother was able to track down the exact edition of the dance magazine that Michaela had found near her orphanage in Sierra Leone! She was also able to meet the woman who ultimately shaped her career aspirations.

This is a book about **personal tragedy and loss, about hope, success and resilience**, touching on the **effects of war, poverty death** and dealing with issues of **racism and prejudice**. In Michaela’s case, she faced a double burden of **discrimination**: in her native country as well as in Ghana, she faced discrimination because her skin condition, and in the ballet world, she was discriminated against for being black, being told on numerous occasions that ‘**black girls can’t be ballerinas**’. But Michaela proved them wrong and went on to become a highly successful dancer and ballerina with the Dutch National Ballet.

Michaela also appeared in the documentary film ‘**First Position**’, which followed the lives of several dancers as they prepared for a dance competition in New York City and fought for a place at a top ballet school. There are plenty of links to this documentary film and interviews with **Michaela DePrince** online.

Year 7 students also looked at ‘**Hope in a Ballet Shoe**’ for **BookFest**, as part of **UHS Fest**. With so many positive messages to take away from Michaela’s story, students enjoyed exploring her life, the book’s themes and even created their own short plays based on Michaela’s life.

If you want to read Michaela’s story, we have a copy of her book, ‘**Hope in a Ballet Shoe**’ in the LRC.



STUDENT INTERVIEWS

We are proud to be a diverse, multicultural and multi-ethnic school, with our students speaking an impressive array of languages between them. A number of our students have also lived abroad, prior to coming to the Ursuline. Moving to and settling into another country is not easy and while most people's experiences cannot compare to that of Michaela's (see the previous page), the experience of uprooting and moving to another country can be character-building.

Sarah Jones (8M) sat down for a chat with **Melissa Barretto (8M)**, **Danielle Largo (8M)** and **Melanie Garcia (8M)**, all of whom were born and lived abroad; in **India, Brazil and Spain**, respectively.

Melissa Barretto

SJ: What's your name:

MB: Melissa

SJ: Where were you born?:

MB: India, Mumbai

SJ: How old were you when you moved to England?

MB: I was twelve

SJ: Is it difficult to get to school now, compared to India?

MB: Yes it is difficult : In India, school was only five minutes away. In England, school is forty five minutes away..

SJ: How does the education system in India compare with the education system here:

MB: It was a higher level

SJ: How long were the lessons:

MB: 30 minutes

SJ: How long was your lunch break:

MB: One hour.

SJ: How long did you have between lessons:

MB: We had five minute breaks after each lesson

SJ: Which do you prefer: Here or India?

MB: I like them equally.

SJ: How difficult or easy was it to make friends at the Ursuline:

MB: It was hard to make new friends. I became friends with Dani first.

SJ: How does the size of this school compare with your school in India:

MB: It is bigger here. It is hard to make my way around the school

SJ: What was your school journey like when you lived in India?

MB: It was only a five minutes walk.

SJ: What is your school journey like now:

MB: I have to walk, then take a bus, then walk, then take a train, then walk and take a bus and it takes me about 45-50 minutes.

SJ: When you moved to England, were there hardships and why?

MB: Yes, I had hardships because of school. The positives were making amazing friends and overcoming the hardships were a bit difficult but I overcame my biggest fear which was getting involved with things.

SJ: How did the experience of moving abroad and starting at a new school make you more resilient?

MB: It was really tough in the beginning but Miss Spencer helped me through my first three months and later everything was fine when I had amazing friends.

Melanie Garcia

SJ: What is your name?

MG: Melanie

SJ: Where did you move from?

MG: Brazil: Sao Paulo

SJ: How old were you when you moved to England?

MG: I was nine when I moved to England

SJ: Was it difficult, the move?

MG: Yes difficult

SJ: Was it easy to make friends?

MG: No, it was hard

SJ: How did you get to school when you lived in Brazil and how long did it take compared to here?

**MG: In Brazil I went to school by car and it used to take 15 minutes
Here, it is Walk, train, walk , bus, walk- 15 minutes.**

Danielle Largo

SJ: What is your name?

DL: Dani:

SJ: Where did you move from?

DL: Spain: Marbella

SJ: How old were you when you moved to England?

DL: I was nine when I moved.

SJ: Do you prefer the education system here or in Spain?

DL: I prefer it here.

SJ: Which country would you rather live in: Here or Spain?

DL: Spain

SJ: What was difficult about starting at a new school here?

DL: It was hard to make friends. The techniques used in lessons are also different.

SJ: How did you get to school when you lived in Spain and how long did it take you to get there?

DL: I walked to school. It took me 5-10 minutes.

SJ: Do you prefer the education system here or in Spain?

DL: I prefer it here.



SJ: Which country would you rather live in: Here or Spain?

DL: Spain

SJ: What was difficult about starting at a new school here?

DL: It was hard to make friends. The techniques used in lessons are also different.

SJ: How did the experience of moving to a new country and starting at a new school make you a stronger person?

DL: At first, it was hard to get used to the new environment but I was able to overcome it with friends.

Croydon-based charitable organisation, **Young Roots** visited the Ursuline in **June** to speak to **Year 8 students** about their work with **refugees and asylum seekers**. **Young Roots** helps young people between the ages of **11 and 25**, providing them with **food, sporting activities, advice, support, English lessons and giving them the space to form much-needed supportive and close-knit friendships**. They provide **1:1 casework support**, which helps young people to deal with any issues that they have around immigration, education, health, access to services. They also provide a peer-support programme for **ESOL students**.



Sophie Gurney, 8T tells us about what she learned about Young Roots:

Who are they?

Young Roots are a charity and were founded in 2004. They work in **London**, and in partnership with community-based organisations in **Lebanon** and **Nepal**, to provide support and activities for young refugees and asylum seekers.

Their **mission** is to improve the well-being and life chances of young refugees and asylum seekers in the UK and overseas.

Their **vision** is of a world in which all young refugees and asylum seekers can realise their rights and fulfil their potential.

Their **ambition** is to be respected and known for our innovative and participatory approach to young refugees and asylum seekers self-advocacy and learning.

What do they do?

They provide 1 on 1 caseworker sessions. The Caseworkers support young people one to one to find a home, they help them to find a school or college, help them find a GP and mental health worker, to find a good solicitor and to understand how the immigration system works.

They also run holiday trips to places in and around London. For example, they've taken people bowling, theatre, trampolining, ice skating, a day trip to Brighton, Kew Gardens, Swimming at Hyde Park, British Museum etc. It helps young people develop social relationships, learn new skills, become more independent and improve their general communication. It is also an opportunity for them to see places of interest outside of Croydon/their immediate local area, learn how to use public transport, and a chance to relax, enjoy themselves, and forget about a lot of the serious issues they are dealing with.

They worked with over 623 young refugees and asylum seekers in London in 2017. Of these, 426 reported improving their communication skills, 314 reducing their social isolation and 197 of the most vulnerable improved their access to rights and entitlements (which includes support to find homes, access education, healthcare and the immigration system).

Year 7 Retreat Day

On **Friday, 22nd June**, the school held its annual **Year 7 Retreat Day**. As part of our **Refugee Week** celebrations, **Year 7** students took part in the **CAFOD ‘Share the Journey’** campaign, by walking in solidarity with world refugees. They took to **Wimbledon Common** to pray for refugees around the world and listen to stories, including those from **Nicholas Hanrahan, Community Outreach Officer** at the **Jesuit Refugee Service**, who kindly took the time to speak to our students.

Gemma Sweeney, of **7 Angela**, wrote about her experience of **Retreat Day**.

The Year 7 retreat day helped me understand more how refugees feel and what they have to live through on their journey to safety. This likely didn't help just me, but most of Year 7 too. The theme we had was: A mile in someone else's shoes. These are the activities we did in relation to this theme.

The Walk:

We partook in CAFOD's 'Walk for the refugees' when the whole year walked around a small part of Wimbledon Common twice. This summed up for 2 miles for about 210 girls, this means that Year 7 has walked 420 miles for the refugees – you should be proud of yourselves ! Along the walk , we heard stories from refugees who had come a long way to get to a safe place and said prayers for them. This helped us understand what refugees have to go through and it also gave us knowledge on who to reach out on if we wanted to help the refugees even further !

Photo credit: Ursuline PE Department

The Refugee Game:

This was my favourite activity as it helped me feel the emotions that refugees might feel on a daily basis while they are travelling. We were given a piece of paper and a list where we had to pick six items and put it on our sheet. Then we set off on our journey as a family of six as we



of six as we had to be in a group as a family. Miss Murphy announced the settings and the situation and families had to use the items they packed to fight against our luck. Everyone waited in suspense as our luck harrowed further down the drain. At the end of our life-changing journey, only 4 people managed to arrive safely of 210 people... I think this activity helped the most with helping us understand more about refugees as it puts into perspective how harsh and grim it is out there as only a few people survived and they are forever scarred with the horrible things they had to see.

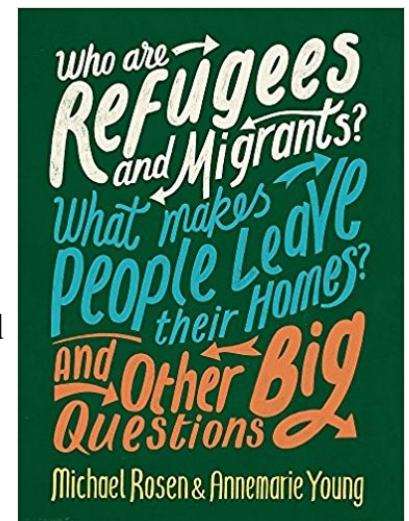
Learning about Asylum Seekers and Making Poems about Refugees

We watched a video on what Asylum Seekers were. We learnt that Asylum Seekers were Refugees whose stories were not yet proved to be true. If people believe your story is real, you'll get the help you need to settle into the new country. This can make people who don't have to flee their country lie as this may be a better option for it. We also learnt that there was a charity for it.

After that, we made poems about refugees which was fun as we had to reflect on what we learnt about the experiences of the refugees. I think this activity helped us process what we had learnt and experienced.

It certainly sounds as though **Gemma** and the rest of **Year 7** had a very enjoyable and informative **Retreat Day**, with much food for thought.

If you aren't in **Year 7** and therefore didn't attend **Retreat Day**, and you want to read more about the reasons behind forced migration, if you wish to better understand the differences between the terms 'asylum seekers' and 'refugees' and read the personal stories of those who were forced to flee their countries, take a look at the brilliant book '**Who are refugees and migrants? What makes people leave their homes? And other big questions?**' by **Michael Rosen** and **Annemarie Young**. It is a highly accessible, book with lots of interesting information, facts and pictures. It can be found on the table at the entrance to the **LRC**.



In the **LRC**, as part of our **Refugee Week Display**, we shone a light on several refugees including the adoptive son of British actress **Emma Thompson**; **Tindyebwa Agab**, a Rwandan refugee and former child soldier who was adopted by Emma's family after she met him at the Refugee Council when he was sixteen years old. He is now a Human Rights Activist and as Thompson said in 2017, he brought '*nothing but joy and the deepest possible rewards*' to her life'. In response, **Aleena Gulrez, 8T** wrote about another inspiring refugee: **Muzoon Almelchan**.

MUZOON ALMELLEHAN

GOODWILL AMBASSADOR

Muzoon Almellean is a Syrian activist and refugee resettled in the United Kingdom. She is known for her work to keep Syrian girls in school, and has been referred to as the "Malala of Syria". In June 2017, she became the youngest Goodwill Ambassador to UNICEF.



Almellean was born in April 1999 to Eman and Rakan Almellean, and brought up in the Syrian city of Daraa. Her father was a schoolteacher. She has 2 brothers and a sister. After the Syrian civil war broke out, their city was besieged by the government. In early 2014, Her family moved to Jordan when the fighting became severe and lived

in refugee camps for 3 years. The Almellean family was forced to move multiple times. When her family fled from Daraa for the first time to take refuge in the Jordan refugee camps, she claims that all she took with her were her books because education was the most important thing for her. The first camp they lived in was Za'atari, from where they moved to Azraq, another camp. While there, her family received offers to move to Canada or Sweden. Almellean's father rejected these for logistical reasons. Almellean later negotiated her family's move to the United Kingdom under a plan announced in September 2015 by David Cameron, by which the British government planned to accept 20,000 Syrian refugees. The family was brought to Newcastle two and a half months later, being among the first Syrian refugees admitted to the UK.



Muzoon recently travelled with UNICEF to Chad, a country where nearly three times as many girls as boys of primary school age in conflict areas are missing out on education. She met with children forced out of school due to the Boko Haram conflict in the Lake Chad region. Since her return, Muzoon has been working to promote understanding of the challenges children affected and uprooted by conflict face in accessing education.

"I meet lots of refugees who think that it's a bad thing, a bad name. For me? No. For me, a refugee name gives me strength to create a bright future from my hard situation. We are not weak people. We are strong people. We are not just refugees; we are not just children — we can make a change. I know the change is difficult, but not impossible."

BOOK REVIEW

EMILY ANDERSON, 8A



In January, six copies of the wonderful book **The Bone Sparrow** were sent to us by the charity **BookTrust**. It has been quite a popular book among our pupils; particularly among **Year 8** students. With **Refugee Week** in June, ‘**The Bone Sparrow**’ made

for a timely read.

Emily Anderson, 8A read the book, which was shortlisted for both the 2017 **CILIP Carnegie Medal** and the **Guardian Children’s Fiction Prize**, and tells us what she thought of it:

Author: Zana Fraillon

Publisher: Orion children books

Genre: fiction

Ages: 10+

This moving book explores what it means to live as a refugee (which ties in very well with refugee week from 18-24 June) It is based on Nine-year-old boy named Subhi, a member of the Rohingya people of Burma, who was born in a detention centre in Australia and has only known guards and fences. He meets Jimmie, a local girl their friendship gives them courage. I believe that the book is incredibly well written as the tone is friendly,

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the text is back but the message is powerful.



The **Bone Sparrow** helps us understand from the inside what it’s like to be a child refugee and to grieve for someone you’ve never met. I believe the bone sparrow is a treasure that will be enjoyed by all.

Emily also wrote a superb poem from a refugee’s perspective:

‘We escape war and disaster from a place we used to know

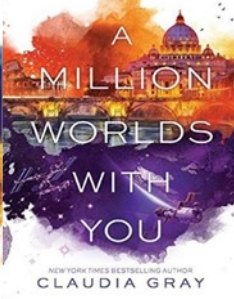
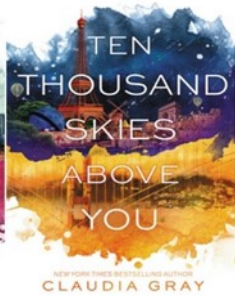
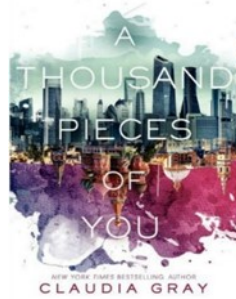
Longing for compassion, I hear people praying

We come from foreign lands and search for warmth and comfort

Rocking back and forth on an ocean of emotions

Survival is now what matters as we flee, on a battlefield, of greed’.





SCIENCE IN BOOKS

By Charlotte Fabre, 9B

In the Firebird series the main character, Marguerite, uses an object called a firebird to travel in between dimensions. In the books, the Firebird was invented by her parents, but could travel between dimensions be a thing?

A multiverse is a hypothetical group of multiple separate universes including the universe in which humans live. Together, these universes comprise everything that exists: the entirety of space-time, matter, energy, the physical laws and the constants that describe them. The different universes within the multiverse are called the "parallel universes", "other universes" or "alternative universes". The most famous theorem is the Schrödinger's Cat. A cat is placed in a sealed box along with a radioactive sample, a Geiger counter and a bottle of poison.



If the Geiger counter detects that the radioactive material has decayed, it will trigger the smashing of the bottle of poison and the cat will be killed.

Until the box is opened the cat is both dead and alive. However, when the box is opened the cat is either dead or alive. In the Schrödinger's cat paradox according to the many-worlds interpretation. I



n this interpretation, every event is a branch point. The cat is both alive and dead—regardless of whether the box is opened—but the "alive" and "dead" cats are in different branches of the universe that are equally real but cannot

interact with each other. To put it simply the universe splits into two everytime you make a decision. Because of this, we are technically travelling to a new universe every time we make a decision.

If you want to find out more about the five different types of multiverse I recommend this BBC acritical: <http://www.bbc.co.uk/earth/story/20160318-why-there-might-be-many-more-universes-besides-our-own>. the books are available on Amazon, Barnes & Noble, Indie Bound.

The Book Thief was published in 2005 and has made quite a name for itself. Charlotte Flack, 8M, gives a summary Markus Zusak's most famous book.

BOOK SUMMARY CHARLOTTE FLACK 8M

THE BOOK THIEF'S SUMMARY

The Book Thief is about Liesel Meminger, a nine-year-old German girl who was given up by her mother to live with a couple in the town of Molching in 1939. On their way to Molching, Liesel's brother Werner dies, and she is traumatized, having nightmares about him for months. Hans is a gentle man who brings her comfort and helps her learn to read, starting with a book Liesel took from the cemetery where her brother was buried. Liesel makes friends with Rudy Steiner who falls in love with her. During a book burning, Liesel realizes that her father had been treated badly because he was a Communist, and that her mother was probably killed by the Nazis for the same reason. She is seen stealing a book from the burning by the mayor's wife Ilsa Hermann, who later invites Liesel to read in her library.

Hans hides a Jew called Max Vandenberg in his basement and Liesel and Max become close friends. Max writes Liesel two stories about their friendship, both which appear in the novel. When Hans gives bread to an old Jew being sent to a concentration camp, Max has to leave, and Hans joins the army. Later, Liesel sees Max being marched towards Dachau concentration camp.

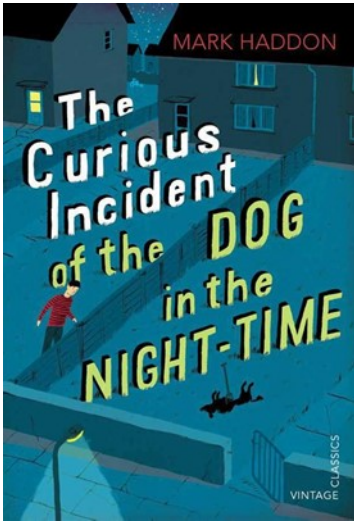


Liesel loses hope and stops writing, having learnt that Hitler's propaganda is to blame for the war and the Holocaust and the death of her family, but Ilsa encourages her to write. Liesel writes the story of her life in the Hubermanns' basement, and survives an air raid.

Liesel survives the war, as does Max. She goes on to live a long life and dies at an old age.



It's almost the summer holidays and time for you all to have a well-deserved break. **Charlotte Fabre, 9B**, who is a avid reader, makes some recommendations on what to read during your **Summer Break**.



THE CURIOUS INCIDENT OF THE DOG IN THE NIGHT-TIME

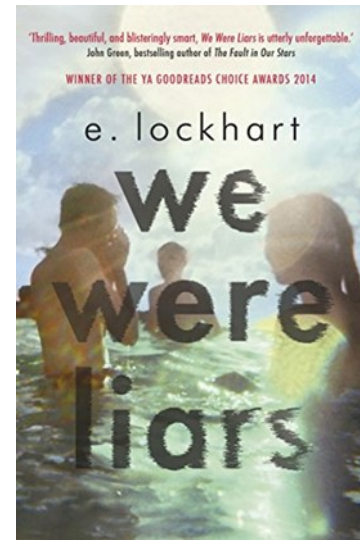
By Mark Haddon

Christopher is 15 and lives in Swindon with his father. He has Asperger's Syndrome, a form of autism. He is obsessed with maths, science and Sherlock Holmes but finds it hard to understand other people. When he discovers a dead dog on a neighbour's lawn he decides to solve the mystery and write a detective thriller about it. As in all good detective stories, however, the more he unearths, the deeper the mystery gets - for both Christopher and the rest of his family.

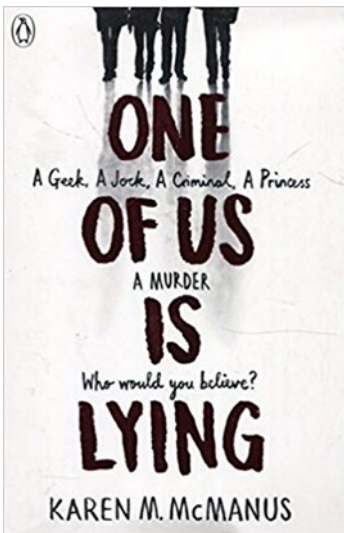
WE WERE LIARS

By E.Lockhart

We are the Liars.
 We are beautiful, privileged and live a life of carefree luxury.
We are cracked and broken.
 A story of love and romance.
A tale of tragedy.
 Which are lies?
 Which is truth?



We are beautiful, privileged and live a life of carefree luxury.

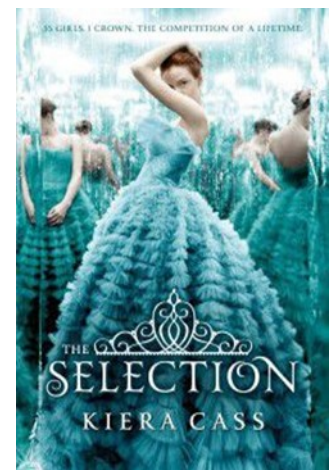


ONE OF US IS LYING

By Karen M. McManus

Five students go to detention. Only four leave alive. Yale hopeful Bronwyn has never publicly broken a rule. Sports star Cooper only knows what he's doing in the baseball diamond. Bad boy Nate is one misstep away from a life of crime. Prom queen Addy is holding together the cracks in her perfect life. And outsider Simon, creator of the notorious gossip app at Bayview High, won't ever talk about any of them again. He dies 24 hours before he could post their deepest secrets online. Investigators conclude it's no accident. All of them are suspects. Everyone has secrets, right? What

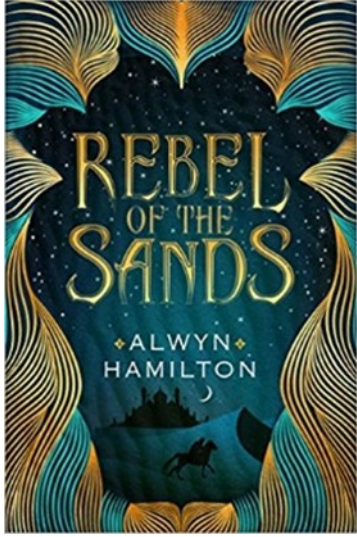
really matters is how far you'll go to protect them.



THE SELECTION

By Kiera Cass

Thirty-five beautiful girls. Thirty-five beautiful rivals...It's the chance of a lifetime and 17-year-old America Singer should feel lucky. She has been chosen for The Selection, a reality TV lottery in which the special few compete for gorgeous Prince Maxon's love. Swept up in a world of elaborate gowns, glittering jewels and decadent feasts, America is living a new and glamorous life. And the prince takes a special interest in her, much to the outrage of the others.



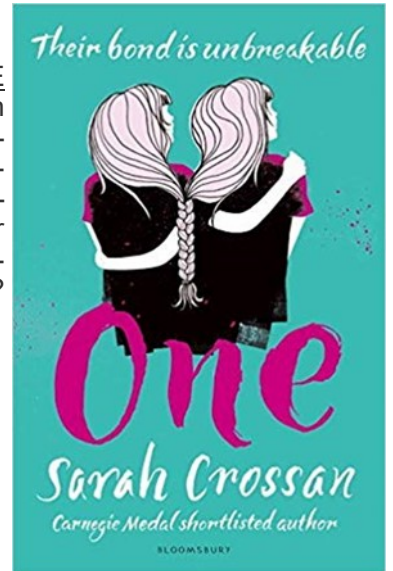
REBEL OF THE SANDS

By Alwyn Hamilton

Dustwalk is Amani's home. The desert sand is in her bones. But she wants to escape. More than a want. A need. Then a foreigner with no name turns up to save her life, and with him the chance to run. But to where? The desert plains are full of danger. Sand and blood are swirling, and the Sultan's enemies are on the rise.

ONE

By Sarah Crossan

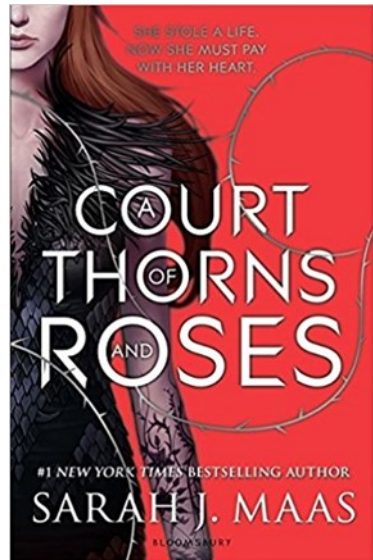


Grace and Tippi don't like being stared and sneered at, but they're used to it. They're conjoined twins - united in blood and bone. What they want is to be looked at in turn, like they truly are two people. They want real friends. And what about love? But a heart-wrenching decision lies ahead for Tippi and Grace. One that could change their lives more than they ever asked for... This moving and beautifully crafted novel about identity, sisterhood and love ultimately asks one question: what does it mean to want and have a soulmate?

A COURT OF THORNS AND ROSES

By Sarah J. Maas

Feyre's survival rests upon her ability to hunt and kill - the forest where she lives is a cold, bleak place in the long winter months. So when she spots a deer in the forest being pursued by a wolf, she cannot resist fighting it for the flesh. But to do so, she must kill the predator and killing something so precious comes at a price ... Dragged to a magical kingdom for the murder of a faerie, Feyre discovers that her captor, his face obscured by a jewelled mask, is hiding far more than his piercing green eyes would suggest. Feyre's presence at the court is closely guarded, and as she begins to learn why, her feelings for him turn from hostility to passion and the faerie lands become an even more dangerous place. Feyre must fight to break an ancient curse, or she will lose him forever.

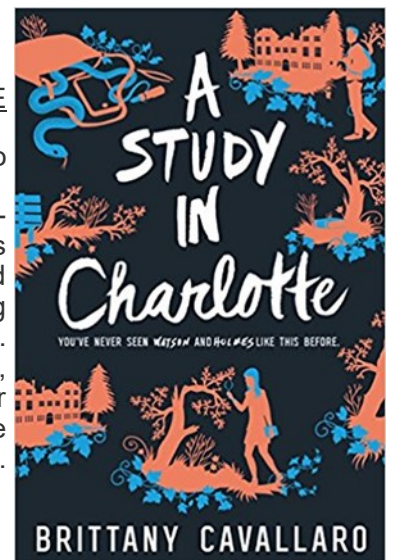


A STUDY IN CHARLOTTE

By Brittany Cavallaro

Jamie Watson has always been intrigued by Charlotte Holmes; after all, their great-great-grandfathers are one of the most infamous pairs in history. But the Holmes family has always been odd, and Charlotte is no exception. She's inherited Sherlock's volatility and some of his vices--and when Jamie and Charlotte end up at the same Connecticut boarding school, Charlotte makes it clear she's not looking for friends.

But when a student they both have a history with dies under suspicious circumstances, ripped straight from the most terrifying of the Sherlock Holmes stories, Jamie can no longer afford to keep his distance. Danger is mounting and nowhere is safe--and the only people they can trust are each other.



WHAT HAVE WE BEEN READING?

Most popular books this Half Term overall:

Most popular books this Half Term by Year Group:

Year 7: **Running on the Roof of the**

World— Jess Butterworth

Heaven—Alexandra Adometto

Year 8: **Soulmates**—Holly Bourne

Fallen—Lauren Kate

Holding Up the Universe—Jennifer Jiven

The Martian—Andy Weir

Matched—Ally Condie

Year 9: **A Wrinkle in Time**—Madeleine L'Engle

Year 10: **Aurora**—Julie Bertagna

Dork Diaries TV Star— Rachel Renee Russell

Candyfloss—Jacqueline Wilson

Nineteen Eighty-Four— George Orwell

The Lottie Project—Jacqueline Wilson

THE YEAR IN REVIEW

Most popular books this year across all year groups

Noughts and Crosses—Malorie Blackman

Running on the Roof of the World—Jess Butterworth

Boy In The Tower—Polly Ho-Yen

Model Under Cover - a Crime of Fashion—Carina Axelsson

Turtles All the Way Down—John Green

Wonder—R.J.Palacio

Most popular books this year by Year Group

Year 7: **Boy In The Tower**— Polly Ho-Yrn

Northern Lights—Philip Pullman

Candyfloss—Jacqueline Wilson

Diamond—Jacqueline Wilson

Year 8: **The Curse of Salamander Street**—
G.P.Taylor

Alice in the Country of Hearts: Vol 1

Graveyard Book—Neil Gaiman

Running on the Roof of the World—Jess Butterworth

Say Cheese and Die—R.L.Stine

Soulmates—Holly Bourne

The Sun is also a Star—Nicola Yoon

The Diary of Anne Frank—Anne Frank

Year 9: **Torment**—Lauren Kate

Finding Audrey—Sophie Kinsella

Alex and Eliza—Melissa de la Cruz

Coraline—Neil Gaiman

A Court of Thorns and Roses—Sarah J Maas

Year 10: **Animal Farm**—George Orwell

Hitler's Angel—William Osbourne

Year 11: **The Hobbit, Or, There and Back Again**—J.R.R.
Tolkien

STAR READER

OUR STAR READER OF THE YEAR IS CHARLOTTE

COLEGATE, 10 c

Charlotte borrowed an impressive 66 books from the library this year.

Our second and third top borrowers of the year are:

2nd—Joy Adeola, 8F, who borrowed 56 books this academic year

3rd—Charlotte Fabre, 9B, who also borrowed 56 books.

Well done girls!



Librarian Rota

Break	Monday	Tuesday	Wednesday	Thursday	Friday
Desk (2)	Patricia L.	Shahid	Harman S.	Grace	Shahid
Patrol (1)	Grace	Patricia L.	Shahid	Patricia L.	Shahid
Shahid (1)					
Other (1)	Patricia L.	Grace	Patricia L.	Patricia L.	Patricia L.
Lunch	Monday	Tuesday	Wednesday	Thursday	Friday
Desk (2)	Patricia L.	Patricia L.	Patricia L.	Patricia L.	Patricia L.
Patrol (1)	Patricia L.	Patricia L.	Patricia L.	Patricia L.	Patricia L.
Shahid (1)	Patricia L.	Patricia L.	Patricia L.	Patricia L.	Patricia L.
Other (1)	Patricia L.	Patricia L.	Patricia L.	Patricia L.	Patricia L.





WHAT HAVE WE BEEN UP TO IN THE LRC THIS YEAR ?

Over the past year we have spent some of our break times and lunch times in the LRC, helping Ms Spencer to run the library. Some of the things we've done include: issuing books to other students, shelving books, helping students to locate certain types of books in the library, using the Dewey Decimal System, helping with display boards, stamping books, patrolling the library, and helping other students to locate books.

From this experience, we have developed and built on skills such as: organisation, teamwork and leadership and we were awarded with student leadership certificates at the end of the academic year, in recognition of our work. If you hope to be a librarian next year, you will be able to apply at the start of next academic year.

**NOT PICTURED:
ALICE LAMBERT,
JOY ADEOLA**

**We wish you an enjoyable summer break!
The Student Librarian Team :)**