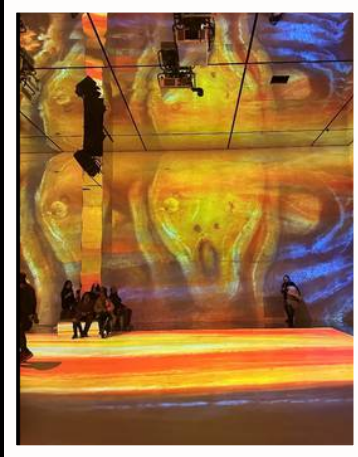




FRAMELESS ADVENTURE



Staff and students set off early in time to catch the train from Ebsfleet, travelling into London where they jumped on the tube to travel to Marble Arch. The art exhibition 'Frameless' is situated in Marble Arch, and is the largest permanent multi-sensory experience in the UK. FRAMELESS features four galleries and showcases some of the world's greatest works of art presented in ways never seen before. Staff and students travelled through four distinct, immersive galleries, featuring iconic masterpieces from some of the world's greatest artists; Cezanne, Kadinsky, Monet, Dali, Van Gogh, Canaletto, Rembrandt and Klimt to name but a few. They stepped into landscapes, cityscapes and seascapes, interacting with every stroke of paint in one of the rooms. The students really enjoyed the experience, and are already in talks about where else they would like to visit.

KEY DATES - TERM 4

- 24th February** Start of Term 4
- 6th March** World Book Day
- 14th March** Pi Day
- 20th March** World Story Telling Day
- 25th March** British Science Week
- 26th March** Walk for Autism
- 2nd April**
- 2nd April** National Autism Awareness Day
- 3rd April** Don't go to work unless it's fun Day
- 4th April** World Art Day

SCHOOL ATTENDANCE

Year 7	63.8 %
Year 8	89.4%
Year 9	70.4 %
Year 10	49.3 %
Year 12	88.2 %
Whole School	69.6%

MESSAGE FROM THE HEADTEACHER

Spring is nearly with us and despite being only a short term I'm sure you will be again amazed at how much work and fun we have had at school in the last 6 weeks. The staff continue to work tirelessly to provide students with a rich and exciting range of learning and social opportunities and My hope is that this continues and that at home you are noticing changes and improvements to your child enjoyment of school. As you know we appointed a new Head of School, Michele, who you will read more about shortly, but I just wanted to welcome Michele to the school formally and reassure everyone that Michele has my full support in continuing my work in leading the school. So what are you doing? I hear you ask. Well, with the support of many staff and external partners I am focussing more energy into helping the school grow and develop into what I hope will be a transformational school for young people providing a myriad of opportunities to remove barriers to learning and support for students to achieve the very best outcomes and also support them in taking the important steps into adulthood. I will keep you all informed of these projects and ideas as they emerge. I hope you have a restful half term break and look forward to seeing you in Term 4.



David Carden - Headteacher

This term has been a busy one for our Duke of Edinburgh Award participants, as they have actively engaged in a variety of activities to fulfil their skill sections. From horse riding and football, to darts, crochet, and gym fitness, students have really embraced the spirit of the award.

A highlight this term was a successful bake sale which raised an impressive £74 for Motor Neurone Disease! This effort, along with ongoing work at our Enterprise Unit, really highlights student dedication.

Additionally, we have secured funding to purchase equipment for our upcoming summer expedition. There are exciting times ahead for our participants and we can't wait to see what they accomplish next!



Deal class have done a fantastic job completing another term. I am so proud of the work they have done and how polite and kind they are. Deal class are a pleasure to work with and have tried hard in all areas of their learning.

Maths

Students have completed a range of problems using the four operations. They have also explored functions and working on square and cube numbers. Students have practised their times tables in between learning, and this term one student was awarded a certificate for the most correct answers! the award next term will be for the student who spends the most time on their times tables.

English

This term, students have been learning about fiction, starting with some information on non-fiction text which then progressed to writing their own stories. Students demonstrated their creative ability by making their own characters and focusing on their purpose and roles within the text. Students enjoyed analysing the characters from some of their favourite films and were able to explain vocabulary by describing some of the most dangerous predators in the sea. Students also visited a local book shop and chose some books for the school library.

Science

In Science, students learnt about states of matter, exploring how matter changes state, and how particles move through kinetic energy. Students completed experiments to demonstrate diffusion and created models to show three states of matter. Students also looked at the particle model and are now exploring atoms.

PSHE

Students learnt about bullying, stereotyping and bias. Students all showed maturity when looking ways we can support each other to combat bullying in school and in our own lives. Students discussed stereotyping, and understood how to treat others with respect, tolerance and acceptance. Students were able to show how they are kind and respectful to those around them.

Global studies

This term our focus was History - Migration Britain. Students looked at early British people and the waves of invasion and migration that have led to Britain today. Students investigated different groups of people including Anglo-Saxons, Normans, Vikings and Romans. They discussed persecution and 20th century Britain. Students completed their learning with a trip to Dover Museum where they saw so evidence of Britain through the ages.

Personal development

We are always keen to provide students with extra opportunities for personal development, not just academically and this term, some student took part in Lego or Stem Challenges. Others braved the cold weather to take riding lessons where students worked on their social skills as well individual targets set by the instructor.

Abbie Pheby, Class Teacher

Deal CLASS



What did the Anglo Saxons wear?

Anglo-Saxons mainly wore clothes made of natural materials such as wool, cotton, and linen. Here are some key points about Anglo-Saxon clothing.

- Wool, linen, and silk were the primary materials.
- Men wore tunics with long sleeves made of wool.
- Leather belts with large metal buckles were common.
- Metal brooches held cloaks in place.
- Trousers were used as leg coverings.
- Elaborate leather tunics with embroidery were worn by kings.

What did the Anglo Saxons eat?

- Meat from animals such as deer, wild boar, cattle, sheep, goats, ducks, geese, and chickens.
- Bread made from wheat and rye.
- Barley for brewing beer.
- Vegetables like carrots, parsnips, cabbages, peas, beans, and onions.
- Honey from bees, which was the only sweetener.

Where did they come from?

- The Anglo-Saxons left their homelands in northern Germany, Denmark and The Netherlands

What year did they invade Britain?

449ad

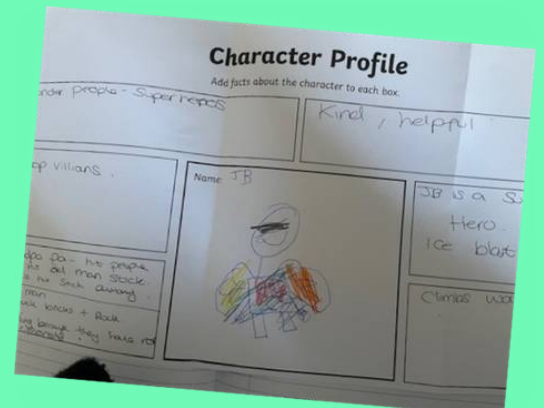
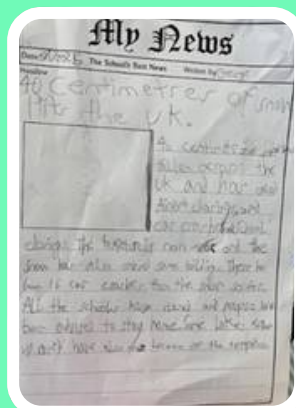
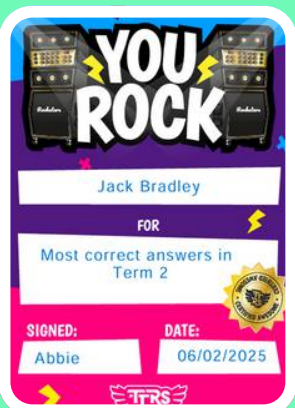
Why did they invade Britain?

Saxon warriors were invited to Britain in around AD380 to help the Romans fight the Picts.

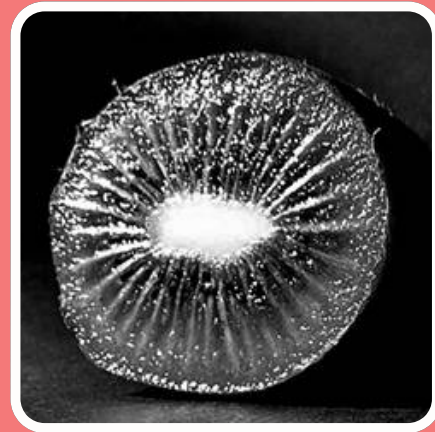
What did Anglo-Saxon homes look like?



Most people in Anglo-Saxon England lived in villages. Their homes were made of wood, and thatched roofs. They were normally just a single room with space for a fire and a hole in the roof to allow smoke to escape. Most Anglo-Saxons were farmers and lived off the land.



Rye CLASS



It has been another busy term for Rye Class. In English, we have been reading John Steinbeck's novella, 'Of Mice and Men'. This has led us to study themes such as ageism, racial segregation and gender roles as well as the context of the novella; the Great Depression and the influence of the American Dream.

In Science we have looked at how the body works including prokaryotic cells, organisation and the structure of the heart which included a dissection. We moved on to Physics and began to look at forces including scalars and vectors.

In Maths this term Rye class have been concentrating on adding, subtracting, multiplying and in some cases dividing decimal numbers! We have also looked at features of angles and have drawn and measured our own.

In Computing we have entered the world of viruses, thankfully nobody has caught any thing but we now have a heightened awareness of what viruses are and how to avoid and deal with them!

In Art, Rye class have been exploring photography techniques creating a DIY light box and using natural forms to create photographs inspired by the artist Edward Weston

Julie Hatfield, Class Teacher



Visit to WATERSTONES

Students from Deal class have been learning about Fiction. Following a generous donation from a parent, we ventured into the world of books, visiting Waterstones in Canterbury to purchase some new reading material for school with our voucher. We had the opportunity to look at fictional stories and think about what draws us in.

It's always a pleasure to take deal class out, they are always so well behaved!



SANDWICH CLASS

This term, Sandwich Class has enjoyed a mix of exciting activities and learning opportunities. We continued with our much-loved horse-riding, celebrated International Lego Day, and even had some pupils attend the 'Frameless Art Exhibition' in London. Additionally, our new music lessons have quickly become a favourite among the pupils. Also, we would like to mention a student - Lacie, whom independently organised and led a Chinese New Year craft session making lucky envelopes. Lacie led the activities with confidence and enthusiasm and even included pupils from other classes. Thankyou!

English

We delved into non-fiction writing by exploring newspapers and advertisements and then created our own letters of opinion and advice using various letter conventions.

Mathematics

Our focus was on decimal calculations before understanding how to order and round decimals to one or two decimal places.

Global Studies

Pupils researched the life of Jesus, gaining insights into his significance to the Christian faith and understanding the events surrounding his death.

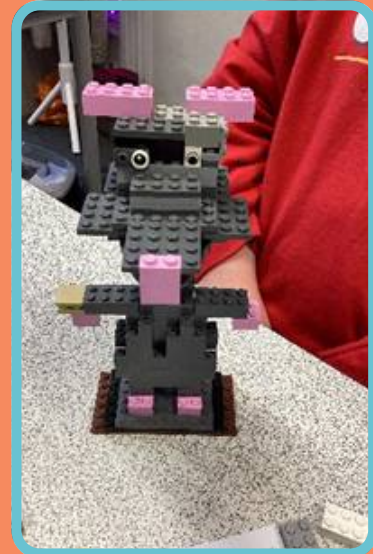
Science

We investigated the layers of the Earth and the rock cycle before finalising with an interactive session where everyone had the chance to categorise different rocks.

PSHE

We explored the important topic of discrimination by developing a deeper understanding of stereotypes and bias, applying our knowledge to real-life scenarios. All pupils continue to engage well with P.E., Forest School, and various enrichment activities. We are very proud of the progress everyone has made so far and look forward to another term filled with learning and discovery!

Zara Ines, Class Teacher



Hastings

CLASS

This term in science we have studied the nervous system and measured our own reaction times. We moved on to looking at hormonal control including where the key hormones are secreted and what their target organs are and started to look at the periodic table. Students have made real progress in GCSE Biology and have studied plant tissues, organs and systems. Learning moved on to communicable and non-communicable diseases, along with details about the circulatory system. Students had the opportunity for some hands on experience, dissecting hearts and also visiting a lab to carry out a microbiology experiment for the first time and learnt how to carry out aseptic technique and made agar plates.

Maths

This term we have looked at fractions and decimals. We have learnt that as the denominator gets larger the fraction becomes smaller and then linked this to decimals, and have been dividing and multiplying by 10's and 100's. Students then used these skills to work with money and looked at percentage increases and decreases.

English

This term Hastings have been studying Macbeth which has involved understanding context (Shakespeare, Jacobean theatre and history), character development and the themes of the play.

Art

Students have made good progress towards their Arts Award Bronze – they have been planning part D of their Award which is to pass on a skill they have learnt to others, and they will be teaching these skills to a group next term. GCSE Art students have been responding to a range of artists, exploring marbling and transferring techniques. Work will now be developed taking inspiration from the artist Loui Jover.

ICT

We have looked at editing content for Web pages, producing power points, revised using excel and have begun to explore some e-learning packages in association with the FA.

ASDAN

During ASDAN sessions we have completed 3 challenges. These include how accidents can be avoided at home, baking and decorating a cake and cooking a meal for someone with dietary requirements.

PSHE

Hastings Class have been discussing and learning about intimate relationships. Students have looked at the qualities of both positive and negative relationships, as well as ways to seek support if they, or someone they know, appear to be in any form of negative relationship. Following this, we talked about physical intimacy, particularly the importance of enthusiastic consent and the ways this can be given. We have also looked at the ways that frequent pornography use can affect real-world relationships.



Lucy Johnstone, Class Teacher

Folkestone CLASS

The students in Folkestone class have had another successful term. Students have worked incredibly hard in lessons, we have even managed to visit 'Frameless' the immersive art exhibition in London this term. Students were able to take photographs to inform their art projects and experience the sights of London. The GCSE art exam started in January and will continue until Easter when the final 10-hour exam will be taken. A Level students have made an excellent start on their essays in art, the students are writing a 3000 word essay to support their chosen theme of 'decay'.

In PSHE lessons, students have started to develop their CV's and consider potential work experience placements. Students have signed up to an online work experience called Springpod. They have also been exploring diversity and inclusion.

In GCSE Biology lessons, students have looked at ecology including biotic and abiotic factors, food chains and methods for measuring population. They have also carried out required practical's, such as investigating how light intensity affects photosynthesis and enzyme action on starch. Highlights were dissecting a heart for the first time and visiting a lab for our Microbiology experience where they learnt how to carry out aseptic technique and inoculate agar plates to investigate how effective different aseptic solutions. A level Biology has also seen plenty of CPAC work which is where we assess practical skills. Students have investigated enzyme action using both amylase and trypsin, investigating the effect of temperature on membrane permeability. A Level students have also dissected a heart and visited a lab for a microbiology experience learning aseptic technique, inoculating agar plates and observing the impact of different aseptic solutions on bacteria.

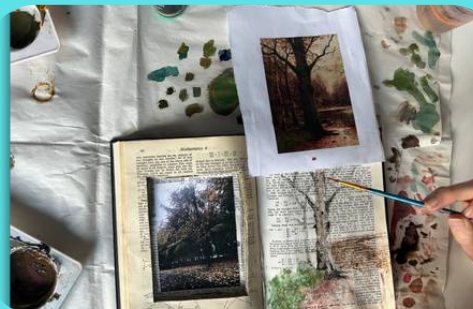
In GCSE English lessons, students are currently exploring Gothic literature, they have read 'Frankenstein'.

In GCSE maths lessons, the students have been studying Pythagoras' theory and applied this knowledge to calculating the length of missing sides, they have then built upon this using trigonometry to discover missing angles and sides. Students have also studied vectors including column vectors, angles in polygons and angles on parallel lines, Venn diagrams and surface area.

The students deserve a lovely break!

I look forward to another successful term.

Gabby Dengate, Class Teacher



Forest School



This term, Year 7 have been developing their practical skills through tool work, creating mallets and learning knot techniques to craft their own stickmen. They have also been repurposing recycled materials, such as transforming an old pallet into a dominoes game. Additionally, students have focused on fire safety, as they particularly enjoy fire-starting and cooking over the fire pit.



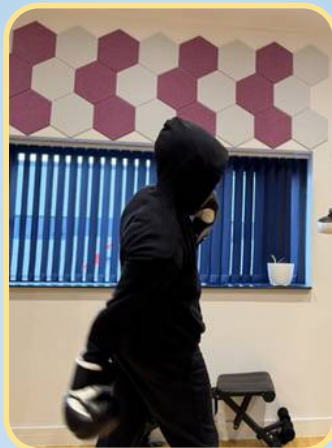
Year 8 have been leading their own student-led sessions, where they planned and successfully delivered activities. One highlight was Eva's well-organized session, in which she safely cooked hot dogs for her peers over the fire pit. They have also worked on mindfulness and creative recycling projects, using old pallets to craft their own dominoes game.



Traceylyn Treeby, Forest School Leader



PE



This term, Year 7 and 8 have been taking part in separate sessions with inclusive sports coach Andy, focusing on tennis. They have been developing their forehand and backhand skills and taking part in mini matches to apply what they've learned.

In Term 4, Year 7 will move on to football, while Year 8 will take on dodgeball.

Meanwhile, Year 9 and 10 have been attending the inclusive sports gym/boxing in Whitstable, where they have been working on strength training and planning their own gym sessions. Next term, they will shift their focus to dodgeball, working on footwork, dodging, and catching skills.

Traceylyn Treeby - PE coordinator

MESSAGE FROM HEAD OF SCHOOL

As the end of term 3 approaches, I wanted to take a moment to reflect on my first term at Newingate. Stepping into this role, I knew that the heart of this school lies in its commitment to providing an inclusive, supportive environment for every student. The weeks really do seem to have flown since starting here, and it has been a truly rewarding experience getting to know both our students and the wider school community, all of whom have made me feel extremely welcome.

I've been greatly inspired by the dedication of our staff, the resilience of our students, and the continued support of our families. It is evident that everyone at Newingate works collaboratively to foster a nurturing environment where every child feels valued and has the opportunity to thrive academically, socially, and emotionally. I've been continuously impressed by the enthusiasm, curiosity, and resilience displayed by our students and I've had the privilege of seeing firsthand how dedicated our staff team are in nurturing each child's potential.

Looking ahead, I'm excited about the opportunities for further enhancing our provision and the experiences our students have the opportunity to access, exploring new initiatives, and continuing to build on the inclusive culture David and the rest of the school team have nurtured so far. Together, we will continue to create a school where every student can find their place to flourish, reach their potential, and feel supported at every step of the way. I truly believe that Newingate's success is built on the strength of the partnership between teachers, students and families and I am excited for what the rest of the year holds.

Thank you to everyone for the warm welcome and for your ongoing support. I'm looking forward to getting to know more of our families and seeing what we can achieve together in the months ahead. Your feedback and involvement are always welcomed, and I encourage you to reach out if you ever have any questions or suggestions.

Warm Regards,
Michele, Head of School



Guinea Pig News



A student, supported by staff showcased the school guinea pigs, Scar and Mufasa at a contest. Mufasa triumphed over Scar in their class, earning the title of second-best adult.

The judges were particularly impressed by his beautiful coat and cleanliness, with comments highlighting how well presented he was. A huge shout out to Eva for her outstanding efforts in caring for Mufasa; her dedication truly shone through!

Well done Eva!



ART
INSTA PAGE

We are excited to share our school art Instagram page with you!

Come check out the amazing creativity and talent of our students!

<https://www.instagram.com/newingateschoolart>



FOLLOW US

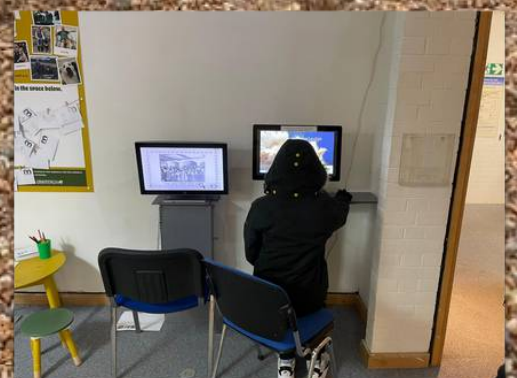


History *by the sea*

On the last week of term Deal class had an exciting day when they took a trip to Dover to explore the museum and enjoy the beach.

They've been learning about the topic of migration in early Britain, examining resources, land, and the waves of invasion that shaped our history.

What a wonderful way to end this topic!



Music



Hello! I'm CJ and I've had the wonderful opportunity to spend this term teaching music at Newingate School. It has been a joy to meet and work with the Year 7 and 8 as we have explored African drumming and the ukulele together. They have really excelled and made this experience delightful.

In addition to group lessons, many students have been taking 1:1 lessons with me, where we have been focussing on instruments such as the guitar, drums, saxophone and keyboards. Their enthusiasm and passion to learn is inspiring.

Looking ahead, we have some exciting plans for music at Newingate School, including opportunities for students to record their own music in a professional studio, a visit from a professional saxophonist and the start of some extra-curricular music clubs.

I'm thrilled to share that next term I will be coming in for an additional day, which will allow me to offer longer lessons and more sessions to students. I'm looking forward to working further with these incredible young people and can't wait to see what they will accomplish next.



Join Us for the Walk for Autism 2025!

We are excited to announce that our school will be participating in the Walk for Autism 2025, and we'd love for you to be part of our team! This is our third year supporting this important cause, and we are more determined than ever to make a difference.



About the Challenge

From Wednesday, March 26, to Wednesday, April 2, we'll be taking part in a challenge to walk 10,000 steps a day for 8 days to raise awareness and funds for autism. Last year, we raised an incredible £992.79 through a walk in the woods, and this year we are aiming to make an even bigger impact.

How You Can Get Involved

We are inviting all staff, students, families, and friends to join our team! It's a great way to stay active, support a cause close to our hearts, and have fun along the way.

Why We're Walking

As a school community, we're committed to supporting students with special educational needs, and many of us have personal connections to autism. This challenge allows us to show our support for those who live with autism every day and raise vital funds for autism initiatives.

We're looking forward to walking together for such a meaningful cause—let's make a difference! Thank you for your continued support!



CAREERS



Empowering Future Pathways

We are dedicated to preparing students for their future careers through engaging, hands-on experiences. In Key Stage 3 and Key Stage 4, students participate in a practical scheme where they apply STEM skills to real-world scenarios. For example, they might take on the role of an interior designer, using maths to calculate costs and plan furniture placement, before presenting their designs to peers and staff. This approach not only enhances problem-solving abilities but also builds confidence in their skills.

For Year 10 students, we are excited to provide personalised career pathways. Students will gain access to KentChoices, where they can access vital post-16 information, helping them explore college courses and apprenticeships. Additionally, students will participate in virtual work experience sessions through Springpod, covering a variety of subjects, and receive certificates upon completion. Students will also have the chance to visit a career fair at Simon Langton Girls School, where they can connect with professionals and learn about different career options.

Looking ahead, we are committed to building a catalogue of work experience opportunities that span various fields, including hospitality, catering, hair and beauty, mechanics, and horticulture. By offering these experiences, we aim to equip our students with the skills and knowledge necessary to thrive in their chosen careers, ensuring they are well-prepared for their future paths.

Staff RECOGNITION Reward

This term we celebrate Dan for his exceptional efforts and commitment, which has been recognised by many. Dan has received some wonderful praise such as being "being a great support", and "has proven invaluable in various situations". since joining us in December, Dan has really worked hard on building relationships with staff and students and has been flexible and adaptive when called upon. Well done Dan! Your hard work and effort makes a difference every day is appreciated by all!



Nominations

In addition to celebrating Dan's contributions, we also need to recognise other staff members who have been nominated for their hard work and efforts. We received a large number of nominations from staff, students and parents too and have shared some of those below. We are grateful for the commitment and efforts shown by all staff, thank you everyone for your hard work!

Gabby

For being conscientious and paying attention to the small details.

Jo

For being the most supportive member of staff to both students and other staff

Julie

For trying so hard in some very challenging situations.

Lucy

She teaches multiple classes at once and teaches me chemistry.

Zara

For delivering a great training session.

Matthew

For unwavering support and bringing laughter to my workday, even if it involves teasing.

CJ

CJ is adjusting well to her new job role and building strong connections with her students.

Bobby

For always helping me to do my register!

Tina

For always being so kind and supportive.

Safer Internet Day 2025

Tuesday 11 February

Coordinated by the UK Safer Internet Centre

saferinternetday.org.uk

Safer Internet Day 2025

Slides for use with 11 to 14 year olds



Too good to be true?

Protecting yourself and others from scams online

What is a scam?

- A scam is a way of tricking people into handing over money, valuable items, or personal information.
- Scams can happen both offline and online.
- Online scams can be seen on websites, in games, emails, on social media and in text messages.
- If you have been the victim of an online scam, it is not your fault.

See below some work generated by our year 7's explaining how you can identify a scam email and steps you can take to protect yourselves further!



About the theme

This Safer Internet Day we assessed the real scale of scams online and allowed students to share their experiences and ideas on how to tackle the problem. We continued to build on the important work being done to raise awareness of issues such as online financial sextortion and students considered the future of scams, answering questions such as:

- How is changing technology like generative AI going to impact the approach of scammers?
- What role can the government and internet industry take to tackle this threat?
- What changes would young people like to see to help protect themselves moving forward?

Tips for Parents and Carers: Keeping you and your loved ones safe online

This Safer Internet Day we are starting a conversation about how to spot, respond to and report all types of scams online. Scams can take many forms and may target anyone, including young people. Use these top tips to keep you and your loved ones safe online.

Enjoy going online together and talk regularly about your family's online lives

Spend time online with your child to understand how they are using technology and talk together about the good and the bad parts of being online. Make sure your child knows they can talk to you about anything that they see or experience online.

Take online security measures seriously

Use strong and separate passwords for online accounts and set up two step verification (2SV) where it's available. You may also be able to set parental controls to prevent unwanted online purchases and limit children's access to harmful content.

Look out for warning signs that someone or something online cannot be trusted

"It just seems too good to be true!" - Other common signs of a scam include contact that you weren't expecting or being asked for money or personal information (think: bank or contact details, passwords, or phone numbers). If you aren't sure it's reliable, don't risk it.

Remember that anyone can be a victim of a scam

Scammers are good at what they do and will target anyone. We all need to stay vigilant and support those who are most vulnerable including children and the elderly by helping them recognise what to look out for. If anyone in your family has been scammed, talk openly about it.

Know where to get help if something goes wrong

In England, Wales and Northern Ireland, you can report fraud and cyber crime online to Action Fraud or by telephoning 0300 123 2040. You may also be able to report via social media, if the scam has taken place there or to another relevant organisation, like your bank, if you think your account is at risk.

Remember, if you or anyone else is in immediate danger, call 999 immediately.



Dear Parent/Carer,

Our school is part of Operation Encompass which is a national scheme that operates jointly between schools and police forces.

Operation Encompass is the reporting to schools, prior to the start of the next school day, when a child or young person has experienced domestic abuse.

As a school we have ensured that a member of our staff, known as a Key Adult, has been trained in the Operation Encompass procedures allowing us to then use the information that has been shared, in confidence, to support the child/ren in our care.

The Domestic Abuse Act 2021 identifies children who experience domestic abuse as victims of domestic abuse in their own right.

On 24 May 2024 Royal Assent was granted to The Victims and Prisoners Act. The Act placed Operation Encompass into Law. This places a statutory obligation on police forces to share Operation Encompass notifications with schools/educational settings.

We are keen to offer the best support possible to all our pupils and through Operation Encompass we will be able to provide the best possible support to our children.

Signed

Head Teacher



Operation Encompass is a national scheme that operates jointly between schools and all police forces.

**OPERATION
ENCOMPASS**

“ Children who live in homes where there is domestic abuse, or who experience domestic abuse in their own teenage relationships, can be negatively impacted by this experience. ”

“ Children who experience domestic abuse are recognised as victims of domestic abuse in their own right¹. ”

“ We have ensured that a member of our staff, (Designated Safeguarding Lead) known as a Key Adult, has been trained about Operation Encompass procedures. This allows us to use the information that has been confidentially shared with us by the police, to understand how a child may be impacted by domestic abuse and to then offer support to the child/ren in our care. ”

“ Operation Encompass means that our school will be told, prior to the start of the next school day, when police have attended an incident of domestic abuse where there is a child or young person who attends our school who is related to any of those involved in the incident. ”

“ This information means that we can understand a child's behaviour and support that child in whatever way they may need or want. ”

“ We are keen to offer the very best support possible to all our pupils and we believe that being part of Operation Encompass helps us to do this. ”

¹ Domestic Abuse Act 2021

TERM DATES

2024-2025

Term 1	Monday 2 nd September 2024	Friday 18 th October 2024	
	Monday 2nd & Tuesday 3rd September 2024	Staff Training Days	
Term 2	Monday 4 th November 2024	Friday 20 th December 2024	
Term 3	Monday 6 th January 2025	Friday 14 th February 2025	
	Monday 6th January 2025	Staff Training Day	
Term 4	Monday 24 th February 2025	Friday 4 th April 2025 – 1pm finish	
	Friday 21st March 2025	Staff Training Day	
Term 5	Tuesday 22 nd April 2025	Friday 23 rd May 2025	
	Monday 5th May 2025	School Closed - Bank Holiday	
Term 6	Monday 2 nd June 2025	Friday 18 th July 2025	
	Friday 27th June 2025	Staff Training Day	
INSET DAYS Staff Training & Development	1	Monday 2nd September 2024	School Closed to Students
	2	Tuesday 3rd September 2024	School Closed to Students
	3	Monday 6th January 2025	School Closed to Students
	4	Friday 21st March 2025	School Closed to Students
	5	Friday 27th June 2025	School Closed to Students