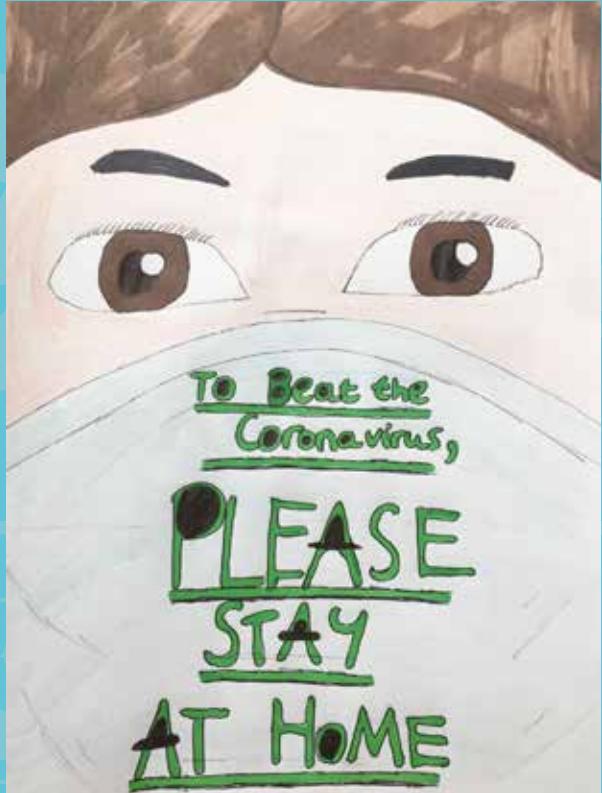


April 2020

Spring Term
Issue 28

academy newsletter



When I introduced the newsletter last term, shortly after I had taken over as the Interim Principal, I recall sharing with you how proud I was to be leading the Academy and working with such a vibrant and supportive community of pupils, families, staff and governors.

Little did I think that my introduction to this term's newsletter would be written from my own home with the whole Academy community in lockdown in their own homes and the Academy building, usually ringing with the day to day sounds of any busy organisation, would be empty and silent.

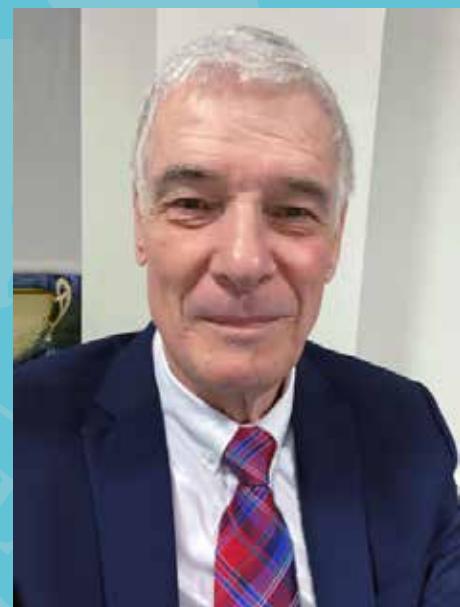
We are all coming to terms in our own way with the situation we find ourselves in. We are making the best of it and as an Academy our focus and commitment, as ever, is to the pupils and families we serve. We are determined to ensure that we not only

survive the current disruption but that we come out of it stronger and more committed than ever to ensuring the best possible experience and outcomes for every single pupil.

This newsletter serves, more than ever, to remind us of what a rich and exciting experience we offer. This is both in and out of the classroom and in and out of the Academy. Please remind yourselves as you read through this edition that we go the extra mile to broaden and enrich the lives of all the pupils.

Even more importantly – please believe that we will get through this stronger and more committed than ever to continue to focus on the needs and interests of our pupils. This range of experiences will return – more vibrant and richer than ever!

John Beighton
Interim Principal, Skinners' Academy



J.B. Beighton

Academy Production



Alice in Wonderland

This year, Wonderland was due to become real and alive on stage! The cast and different departments in the school have been working together, costumes are in progress and the set is looking awesome. Yes, it requires focus. Yes, it requires smiles. But more importantly, it requires happiness, getting out of our comfort zone and a little bit of magic in order to make the show a success!

Doors were due to open on March 31st, but because school had to close early in response to Covid-19 our performances of Alice in Wonderland have been postponed. We hope to announce our new performance dates soon!

Anastasia Asaeva, Year 9

“ ”

The rehearsals have been really fun. The script is full of life and I am grateful to be a part of it. When we work together as a team and when we work really hard it's as if magic is real.

Mercedes Xavier, Year 8

Drama

Old Vic trips

This term, as part of the Old Vic Schools Club, we were fortunate enough to be invited to see two shows at The Old Vic. Our first in January, was the amazing 'A Christmas Carol', with some mince pies to keep us all in a festive mood well after the new year!

Unfortunately due to precautions put in place in response to Covid-19, we were unable to attend our second show 'Endgame', where Daniel Radcliffe returns to the Old Vic stage alongside Alan Cumming, in a revival of Samuel Beckett's 1957 play Endgame, prefaced by a staging of Beckett's rarely seen Rough for Theatre II.

Despite not being able to watch Endgame, pupils enjoyed a workshop where they developed their acting techniques.

Ms Clare, Performing Arts Teaching Assistant



“ ”

If I had to describe A Christmas Carol in three words, it will be: Take. Me. Back. Again!

Anastasia Asaeva, Year 9

Funeral Flowers

Funeral Flowers is a one-woman show, created by Emma Dennis-Edwards and directed by Jessica Edwards. Funeral Flowers is about 17-year-old Angelique, who dreams of being a florist. With her mum in prison, she is left alone to navigate the care system, adulthood, and the recurring threat of her boyfriend's gang. Angelique takes us by the hand and leads us through her story, through spaces filled with flowers.



Year 10 LAMDA

My Year 10 drama class took a LAMDA exam this term. It was a very long and difficult process to learn all my lines for my dialogue and monologue, and act to the best of my ability, but at the end I enjoyed every part of it! It helped me remember how much I love drama and acting, and it gave me experience of what it's like to perform in front of an examiner.

Genevieve Antoine, Year 10

“ ”

My LAMDA exam was the most nerve-wracking experience of my life, but I'm happy with the outcome and I'm proud of myself.

Alyssa Can, Year 10

Music



“ ”

I didn't think I'd enjoy watching a one-person stage show, but I actually really liked it.

Javier Mothersille, Year 10

LAMDA Showcase

This term, the Drama department held a LAMDA showcase evening, where pupils taking weekly LAMDA lessons had the opportunity to perform the pieces they've been working on to an invited audience of family and friends. Actors from Year 7 to Year 12 performed pieces ranging from poetry to James and the Giant Peach to Shakespeare!

Ms Quince, Head of Drama

Hackney Empire

This year, we are in collaboration with the Hackney Empire once more and have taken part in several workshops around the Year 10's Devising Project. Professional Directors from the Hackney Empire have given us tips and tricks on creating a piece of theatre from scratch, which will hopefully inspire our Year 10 class to create their own pieces.

Classical Spectacular

In March, the music department took a group of pupils to see 'Classical Spectacular' at the Royal Albert Hall.

No other show presents such a magnificent combination of the very best in classical music and state of the art technology. Ranging from a flood of pure white light to electrifying multi-coloured laser displays, the dazzling special effects bring to life the scenes and moods evoked by each glorious piece changing the way you experience classical music forever.

Art & Design



“ ”

Visiting a range of museums was a truly thought-provoking experience that inspired me to take my exam project into a different direction.

Gabor Bakos, Year 11

“ ”

The trip presented a wide array of influential artists which motivated me and inspired my work.

Tajala Ali, Year 11

“ ”

The trip was amazing and truly useful. I was able to see so many art works that linked to my exam theme.

Yilmaz Koku, Year 11

GCSE & A-Level Exams' Trips

In February our Year 11 art & design pupils visited both the Victoria and Albert Museum and The British Museum. The main aim of the trip was to provide inspiration for their current GCSE exam project. Many of the pupils have since developed work influenced by artists work seen on at the museums.

Alongside the Year 11 GCSE trips, every few weeks throughout the Spring term A-Level art students Nafila Asif and Zelal Batit have been joining the art department to visit various art galleries to inspire their own artwork.

Ms Memish, Head of Art & Design



Valentine's Day Fundraiser for The British Heart Foundation

In the week leading up to Valentine's Day pupils across all year groups made and sold, glazed ceramic hearts.

Pupils made £95 across the week, and £50 of this was donated to The British Heart Foundation.

A big thank you to all the pupils involved, and those who supported the fundraiser by buying a heart.

Ms Biggs, Teacher of Art & Design



Design & Technology (D&T)



“ ”

I had so much fun designing my bolster cushion and watching it all come together into a real product.

Skylar Gordon, Year 9

Bolster Cushions

Year 9 textiles pupils have spent the last term learning how to create designs and print them onto fabric. Once pupils mastered this technique, they were asked to use their printed fabric to inspire a bolster design.

Pupils excelled themselves and have created a range of amazing bolsters ready to take home. During the construction of the bolster, pupils also managed to pick up a range of textiles techniques such as overlocking, piping, sewing, embellishment, embroidery and the importance of accurate measuring. Well done to the whole group for their effort, creativity and determination during this unit.

Ms Greco-Addo, Head of Design & Technology

Year 11 Textiles

Year 11 textiles pupils have been working hard on their GCSE coursework. They have all chosen different themes with a focus on expressing their natural creativity and textiles techniques such as machine embroidery and screen printing in order to create a finished textile piece of their choice.

A special well done to Furkan Ozdas for his hard work so far. His theme is confectionary, and he has been able to incorporate several skills such as laser cutting and blanket stitching to develop his 'MAOAM' cushion design ideas!

Ms Greco-Addo, Head of Design & Technology |
Ms Betiku, Teacher of Design & Technology

“ ”

I was inspired to make a Maoam piece by an artist called Lucy Sparrow. I made this piece out of felt and put cotton inside to make it look like a real Maoam sweet. I used green felt to draw the letters on. I then cut it out and then stuck it on with fabric glue. I stitched the sides closed so the cotton that I put inside wouldn't come out.

With some support from Ms Greco and Ms Betiku, the outcome was great. I made this piece with two more colours which was red and orange. Each Maoam piece took me an hour to do. It was worth it.

Furkan Ozdas, Year 11





Year 11 Food Nutrition

The Year 11 food nutrition class are currently working through their GCSE coursework with enthusiasm. I met with one of the pupils, Kyarah Williams-Morris, to assess her learning and progress on Task 2.

Kyarah's brief is 'We have been advised to increase the amount of fibre we have in our diet. Plan, prepare, cook and present three dishes which demonstrate how fibre can be increased. Analyse and evaluate your work'.

Mr Ojewunmi, Teacher of Design & Technology (Food Technology)

Kyarah's progress:

For my coursework, I focussed on how to increase fibre in our diets and had to do lots of research and investigation into it.

(1) Choice of dish (Fried Dumplings) - I created a table that includes the original recipe for my chosen dish, it's cultural heritage, a modified recipe and a reason for my choice and any disadvantages.

(2) Identification of skills and techniques - I created another table that included the dishes, the ingredients, skills and techniques demonstrated, the skill level of the meal and the cooking method.

(3) Sensory/nutritional choice - I wrote about who I was targeting the dishes for, how I'm going to achieve the plan, and that there would be four taste testers who would be asked to feedback their thoughts on each dish.

(4) Cost - for this part, I went on a programme called 'The nutrition program' to find the prices of the original and modified versions of the dishes and compare the two.

(5) Food provenance and seasonality - I did a time plan and included a photographic journal, analysis and evaluation of the three dishes that I made.

Analysing the nutritional data of my chosen dish, I see that the original recipes are generally unhealthy compared to the modified one. I changed the flour to whole wheat flour, making it healthier for the consumer. I also reduced the salt to 2.5%. I have also reduced the fat from 64% to 20%. The Fibre also increased from 0.7g to 1.7g per 100g of the fried dumplings.

Kyarah Williams-Morris, Year 11





Structures and Paper Engineering Club

Look what these budding engineers have done! Year 7 pupils Amira Ahmed, Naomi, Asrat, Tom Hare, and Sally Homan constructed the London Eye out of tightly rolled A4 paper, masking tape and small nuts and bolts.

In the making process, they have learnt about materials and their properties, stiffness, strength, the strength and stiffness of triangles, structural integrity and many other principles of engineering.

Mr Nayar, Teacher of Design & Technology

Jewellery Making

Year 7 pupils have been exercising their design skills by creating their very own pieces of jewellery using the Pewter casting technique. They have all successfully followed the design theme; nature and have created some beautiful moulds.

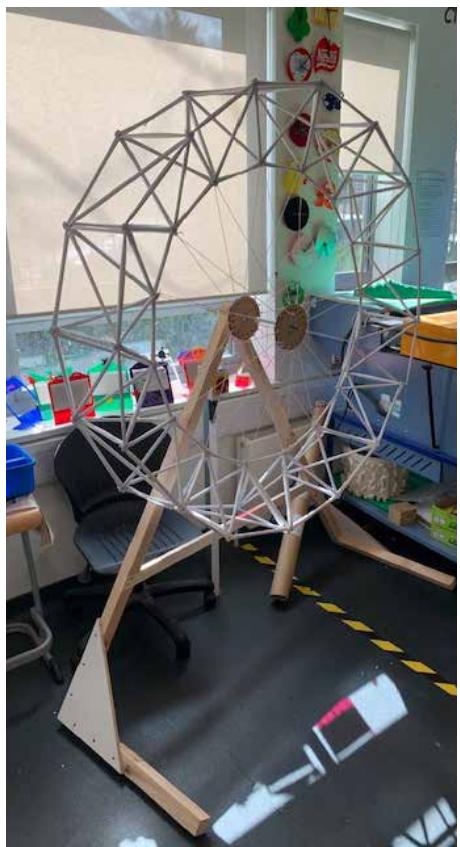
We can't wait to see the finished necklace pendants.

Ms Betiku, Teacher of Design & Technology

Photo Frame Design Ideas

Year 8 pupils have produced some stunning design work for their photo frame project. We have some talented and gifted designers. Caitlin Alsford, Amira Ahmed, Zareenah Boksh, Lilli Freel and Dilara Gur have produced these amazing designs.

Mr Nayar, Teacher of Design & Technology



Science



“ ”

I really enjoy coming to this science club every week as we are always making new products. If you enjoy making and trying new things you should join!

Tasniya Ahmed, Year 7

“ ”

This club has given me a really good experience. We get to make lots of different things and I'm really enjoying it.

Kerida Gustave, Year 7

Beauty by the Geeks

The science department have introduced the first 'Beauty by the Geeks' club at Skinners' Academy. The club promotes interest and understanding of science through hands-on fun by creating beauty products. Some of the brilliant products made by Year 7 & 8 pupils include bath bombs, lip balms and lip scrubs!

Ms Islam, Teacher of Science

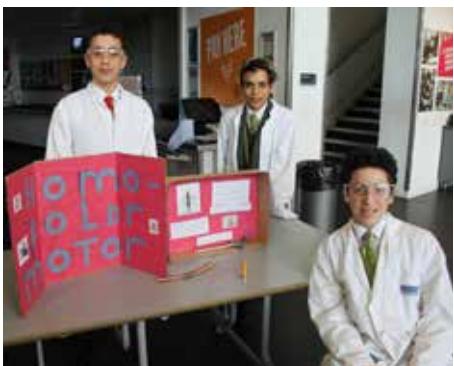
Science Fair

Skinners' celebrated British Science Week with an outstanding collection of experiments and displays presented by eager groups of pupils. Across Years 7-11, we saw everything from lava lamps, elephant's toothpaste and medicinal marijuana, to quantum superposition, rocket cars and motors.

SheBot (built and programmed by the talented ladies of the Girls Robotics Club) made a guest appearance at the fair. With just a few voice commands, SheBot was able to walk forwards, backwards, turn around and even welcome guests to the Science Fair!

Staff and parents were invited to oversee and judge the event. All pupils who participated in this year's science fair should be proud of the quality of work they produced and their ability to share it with the audience of around 50 people. Winners will be announced soon!

Ms Siab, Teacher of Science | Mr Ahmed, Teacher of Science





English

THE SKINNERS' ACADEMY READING CHALLENGE First edition!

Readers, are you ready to embark on this thrilling adventure? Can you complete the challenge and emerge victorious?
Be warned — this quest will push your abilities to the limits but the rewards will be great: powerful vocabulary, critical thinking, incisive insights.

- 1 A novel that is at least 100 years old
 - 2 A book recommended by your teacher
 - 3 A novel in which an animal (or animals) play a significant role
 - 4 A novel with a number in the title
 - 5 A novel written by a female writer
 - 6 A popular author's first published novel
 - 7 A novel published the year you were born
 - 8 A modern retelling of a story from mythology, Shakespeare, etc.
 - 9 A book that was made into a movie
 - 10 A novel you once started but never finished
- THE QUEST WILL CHANGE YOU FOREVER
and none but the valiant should dare*
-
- An illustration of a young girl with glasses sitting cross-legged on a large stack of books, reading a book.

Year 8 Reading Challenge

Following the Academy's unfaltering engagement to promote literacy, the English department concocted an exciting Reading Challenge aimed to inspire and stimulate the Year 8 cohort. In order to achieve this herculean quest, the pupils harness great resilience and enthusiasm as they search for books suitable for the broad range of categories paved along their journey. These included: a novel published the year they were born, a story written by a woman, a book adapted into a film.

Categories were varied and inventive to arouse the curiosity and enthusiasm of the many reader types. The pupils who bravely launch into the Skinners' Academy Reading Challenge collect positives for every book that they read and earn. They also gain in the process, invaluable insight in this tribute to literature in its many forms and faces.

To quote Dr. Seuss: "The more that you read, the more things you will know. The more that you learn, the more places you'll go".

We would like to thank Ms N Bell for her guidance on this project as well as to the Year 8 Advisors for their support.

Ms Betsayda-Petrie, Teacher of English (KS3 Co-ordinator) | Ms Wardi, Teacher of English/EAL Teaching Assistant | Ms Lutterodt, Librarian

Spelling Bee Fever

In order to boost literacy, academics and school spirit, the Year 7 Spelling Bee Finale took place on 6 March in the theatre to test those who know 'prank' from 'piranha', their 'bolognese' from their 'bibimbap'!

Raheem Ssesaazi, represented Atwell, Tom Hare, represented Buchanan and Mateus Santos, represented Hunt - Jaydon Pegado, from Judd was knocked out in an earlier semi-final. Tensions were running high, cheers were mounting and pens were flying in a race to the finish! There was a tag-team round that brought out pupil support in the third round. In the final teacher round to win last-minute points, Mr Lyons (Atwell), Ms Bidmead (Buchanan) and Ms Thandi (Hunt) assisted the pupils with words like 'auteur', 'bouffant' and, 'nunchaku'.

Other lucky Year 7s won house points for the best cheer section and Gabriel Aguiar won best banner in support of Buchanan.

Ms Betsayda-Petrie, Teacher of English (KS3 Co-ordinator) |
Ms Adu-Agyei, Teacher of English

“ ”

It was the loudest, best bee EVER!!!

Chen Leng Wong, Year 7

Student Services



Mental Health & Emotional Wellbeing Enrichment Programme

The Mental Health and Emotional Wellbeing Enrichment Programme is offered annually to Year 12 students and runs with weekly sessions throughout the Autumn Term. In Autumn 2019, a group of 12 students completed the programme. The course is designed to be useful to all students for their university, further education or job applications, in addition to gaining personal understanding, skills and strategies to support their own and others' mental health & emotional wellbeing now and in the future.

Lamia Osman, one of the participants, writes about her experience.

The Mental Health & Emotional Wellbeing Enrichment Programme has helped me as an individual to improve my personal development including; my beliefs and values, cope with the differences between other people and improve my self-care.

On 9 October, there was an assembly on World Mental Health Day whereby it gave us a clear insight on how to deal with mental health issues as well as the different types of mental health problems. This may include depression, anxiety disorders, schizophrenia, eating disorders and addictive behaviours. As a group, we had also learnt about what mental health and wellbeing awareness consists of, developed an understanding on mental health as well as mental health issues and we had also gained an insight into how to look after our mental health and how to help others deal with mental health issues that they may face.

Furthermore, throughout the weeks we looked at active listening and we took part in activities where we would work in pairs with one member talking and their pair would speak over them, showing that they were not actively listening to them. Then we would switch to practice active listening skills with our partner, making it easier for us to understand what they were saying to us and experience as speaker and listener the benefits of active listening.

On 4 December, we went on a trip to the Specialist Child & Adolescent Mental Health Service (CAMHS) at Homerton Row, where we were able to talk to professionals on; what CAMHS does for individuals with mental health issues, the different mental health issues, how individuals with mental health issues are diagnosed and treated and we were able to find out the different roles within mental health services.

Towards the end of the sessions, we reflected upon the programme, asked further questions and we picked up on topics that we did not cover through the sessions.

Overall, the Mental Health & Emotional Wellbeing Enrichment Programme was a great opportunity to be able to learn about mental health issues and how to look after your own personal mental health. This programme had also given us the opportunity to get to know other people and be within a safe space where we were able to talk about our feelings knowing that we were not going to be judged or looked at differently. Personally, the programme has allowed me to be able to look after my own mental health, and actively listen closely to people when they are speaking to me as this allows them to be much more comfortable in being open around me.

Lamia Osman, Year 12

Time to Talk 2020

During the week starting 3 February, Skinner's Academy took part in Time to Change's 'Time to Talk'. Time to Change is a movement dedicated to reducing stigma and discrimination around mental health. The annual campaign has improved over 4.1 million people's attitudes towards mental health.

This year's 'Time to Talk Day' was all about choosing to talk to someone about mental health. It could be yours, or theirs, or just about the topic generally. It was about thinking how it can often be easier to avoid talking about mental health with people, or asking if someone is okay, but ultimately by choosing to talk how you can change someone's life.

In assemblies, we looked at:

- How we all have mental health the same as we have physical health
- Our mental health is the way we think, feel and behave
- What stigma & discrimination are in relation to mental health?
- How having a mental health problem is hard enough but sometimes the isolation and stigma can make it even worse
- Why it can be difficult to talk about our feelings but how talking can really help
- How we can have meaningful conversations -
 - ◊ You don't need to be an expert to talk about mental health or try to 'fix' someone's problems, just listen
 - ◊ Talking about mental health doesn't need to be difficult and can make a big difference
- We watched the Time to Change + LAD Bible Rap Battle "Speak Up" YouTube video, focusing on 'being in your mate's corner' and 'asking twice'.

There was a display in the foyer with information about mental health and we asked pupils and staff to get involved by writing, 'what would improve mental health and wellbeing at the Academy?'. Some of the feedback was:

- A lot of suggestions about reducing the amount of homework and detentions
- Mini chats to ask about your day. More encouragement to seek help
- Safe headspace – place free from judgment or stigma
- Have a day for the Sixth Form so we can do different activities non-academic basically to chill and relax from stress
- Activity lessons 1 time a month [wellbeing sessions]
- More productive in detentions
- Longer time to eat lunch!
- Have more interactive days e.g. movie days and rewards for students to relax & take their minds off things
- Allow physical contact – more hugs
- To be kinder to yourself and each other. No shouting – pupils and teachers

The Student Services Team will be working closely with the Academy SLT to look at how we can take action on the suggestions to improve the mental health and emotional wellbeing of the Academy community...more to follow!

We also used the week to launch Zumos, a pupil wellbeing platform we have made available to all at Skinner's Academy. Zumos is an expert written, peer-reviewed online platform that pupils have their own profile for, to anonymously access a range of topics related to wellbeing e.g. 'I'm so depressed', 'why don't I have any real friends' or 'I don't like the way I look'. Each topic provides reliable audio & visual information and guidance about the issue, as well as links to other recommended forms of support. There are also mood enhancing games to play, a chillout room with breathing & mindfulness tools, positive journaling area and videos to watch under headings such as 'motivate', 'inspire', 'laugh'.

Pupils and staff can create a profile and log in at www.zumos.co.uk. If you require the initial joining code, please email the Student Services Team.

Laura Devlin & Jennifer Farnon, Academy Counsellors |
Ms Carroll, Academy Nurse | Ms Clare De Jode, Head of Student Service



Information & Support

Childline

Tel: 0800 1111 (free number)
Website: www.childline.org.uk
Advice, information, and you can talk to a counsellor over the phone or online.

Samaritans

Tel: 116 123 (free number)
Email: jo@samaritans.org
Website: www.samaritans.org
Open 24 hours a day for you to talk about anything that is troubling you

Young Minds Parents Helpline

Tel: 0808 802 5544
Open Mon – Fri, 9.30am – 4pm
(free number)

Young Minds

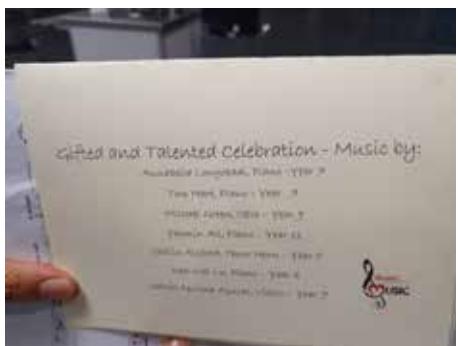
www.youngminds.org.uk

Time to Change

www.time-to-change.org.uk

Or see Laura or Jennifer in S20 or
Mrs Carroll, Academy Nurse.

Gifted & Talented (G&T)



G&T Celebration

The annual G&T celebration took place on 26 February, this was an opportunity for pupils to show case their abilities and celebrate their achievements. The event included informal music performances followed by some excellent LAMDA drama pieces. Subject awards were then presented to pupils.

Mr Legge, Teacher of PE/HOY9/Talented Coordinator

Gifted & Talented Subject Prize Winners

Art & Design

Tajala Ali, Year 11

Business Studies

Kevin Leite - Year 11

Computing

Nathaniel Dowding, Year 10

Food Technology

Ken-Wei Lu, Year 8

French

Muhammad Abdulhamid Adambai, Year 9

Geography

Freddy Peters, Year 7

Mathematics

Vedika Sandeep, Year 9

Further Mathematics

Michael Layhe, Year 10

Physical Education (PE)

Kymani Smith Daley, Year 7

Spanish

Jemima Tunani - Year 9

Textiles

Lubaba Tafannum, Year 8

Travel & Tourism

Natalia Buczek



Business in Focus

Year 9 Into University pupils recently took part in a Business in Focus programme. This involved a trip to Nomura International PLC to take part in a business simulation game. Pupils worked hard in teams and thoroughly enjoyed the challenge.

Mr Legge, Teacher of PE/HOY9/Talented Coordinator





Physical Education (PE)



Year 7 Football

The Year 7 football team are having an outstanding first season at Skinners'. The team combines a good array of players, who all play for clubs outside of school, which makes all the difference. In the Hackney League, the boys have won 4 out of 4 games. Recently beating Hackney New School 10-1 and Urswick 9-1. They have one more game vs Cardinal Pole to come.

They have also shown their ability and skill in the five-a-side tournaments. This included winning the ESFA Hackney Under 12 football fives tournament held at Mabley Green, beating the other Hackney schools to progress to the regional round. The regional round was then held in Essex. Skinners' did outstandingly well, winning the first three games and their group with ease, to qualify for the semi-finals. Unfortunately, this ended with a narrow and controversial loss, but the team can be proud of their progress.

Mr Legge, Teacher of PE/HOY9/Talented Coordinator



Netball

The Year 7 and 8 girls' netball teams' season is now officially over. The Year 8 team improved on last year's season, being more competitive and winning more games. The Year 7 team showed a good account of themselves in their first competitive season, losing only to Mossbourne Community Academy. Aleasia-Cian Gultekin, Year 7, was a highlight as she was voted star player on numerous occasions and played for both the Year 7 and Year 8 teams.

Ms C Bell, Teacher of PE/AHOY7

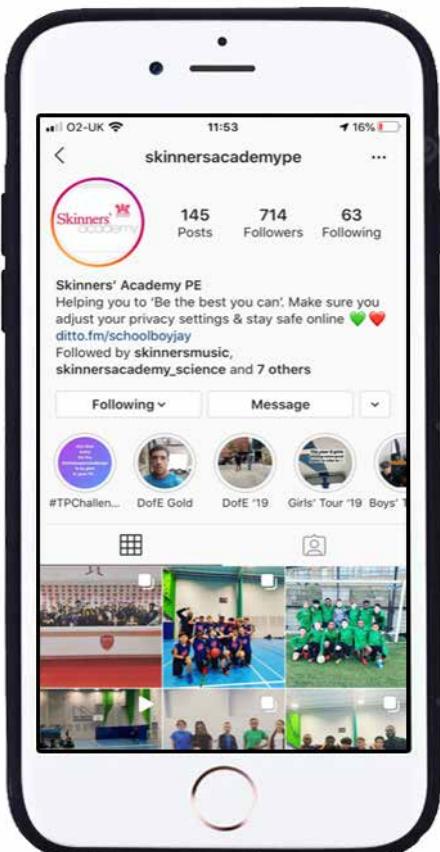
Year 11 Football

Skinners' have had a positive start to the season despite some tough results.

In the Inner London Cup against North Dulwich College, Skinners' started slowly with some hesitance in defence and missed chances up front. Dulwich found themselves 3-0 up with 20 minutes to play. Skinners' showed their fighting spirit with a brilliant come back including goals from Jamal Adam and Jordan Vibert to level the score with 3 minutes to play. Cruelly, Dulwich scored a late winner from the penalty spot, but Skinners' can be proud of their performance.

This was followed by a 2-0 defeat in the league to Cardinal Pole, with Skinners' more than matching their opponents and missing several chances. Despite the results the performances are looking positive for the rest of the season.

Mr Legge, Teacher of PE/HOY9/Talented Coordinator





Duke Of Edinburgh Award - Gold

Year 12 and 13 students have undertaken some training in preparation for their practice (Year 12) and qualifying (Year 13) expeditions which we hope will be taking place in July. This involved tuition on camp craft, packing for expeditions, route planning and navigation. Students worked hard and are looking forward to possibly undertaking their expedition in the summer.

Mr Legge, Teacher of PE/HOY9/Talented Coordinator

Parents' Corner

You can find more information and keep up to date with news from the Academy all year round through our varying communication channels, including:

Our website:

www.skinnersacademy.org.uk

Instagram & Twitter:

@skinnersacademy

Facebook:

www.facebook.com/skinnersacademy

Dates for your diary

Monday 20 April

Summer Term Starts

Friday 8 May

Early May Bank Holiday

Monday 25 - Friday 29 May

Half Term

Tuesday 30 June

Year 6 Transition Evening (TBC)

Thursday 2 July

Year 6 Transition Day (TBC)

Tuesday 7 July

Sports Day (TBC)

Friday 17 July

Term Ends - 1.00pm