



CHELSEA  
ACADEMY

*Anchored in Christ*

# Sixth Form Update

November 2017

# Message from the Assistant Principal

## - Post 16

At Chelsea Academy, we believe that as well as giving you fabulous teaching that will lead you to the best universities, we also have an unrivalled blend of clubs, trips and experiences that are unmatched across London. You and I know that you need more than just good A levels to get into the best universities and so we ensure that we give you these experiences.

Take a read of the incredible super curricular activities our Sixth Form students have undertaken this year - all expenses paid trip to do an 'Outward Bound' expedition in Canada (we have five of these places each year), university masterclasses, LAMDA exams, work experience abroad amongst many charity and fundraising opportunities. It never fails to amaze me how they manage to fit all of this in alongside studying for their A Levels. Our Year 12 and 13 have worked extremely hard this year and I am sure they will be rewarded in next year's exams with fabulous results and places at top universities across the country.

We are so proud that our results put us in the top 12% of Sixth Forms across the country and English Literature, Psychology and Sociology featured in the Alps Directory of Good Practice for their consistently outstanding results. I also have exciting news that we have finalised the design for our new study space for our Post 16 learners.

These really are exciting times to be joining Chelsea Academy and we look forward to welcoming you.

Yours sincerely,



Holly Power  
Assistant Principal – Post 16

# 16+ Question Time at Westminster Abbey

We went to Westminster Abbey church for the '16+ Question Time' session and Philip asked the panel a question relating to young people and the vote. I personally got to speak to the Conservative MP in regards to education and it was genuinely phenomenal to be able to be taken seriously and listened to by such important individuals. I very much enjoyed the trip as it was incredibly fun and informative. **Queren**

It was an honour to accompany the group to '16+ Question Time' at Westminster Abbey. The panel was amazing and very diverse. On the way in, we were able to take time to look at all of the remembrance poppies outside and see the queue of people lined up to visit the Tomb of the Unknown Soldier. The debate covered a variety of topics such as the engagement of young people in politics, gender equality in the workplace, and what we can do to counter extremism. Our group waited behind to have tea and cake with the speakers. I was pleased that the students took this opportunity to network with such impressive people; one student was encouraged to write an article about his thoughts on lowering the voting age, which a speaker promised to share with a journalist from the Guardian Newspaper. Watch this space!  
**Mrs McNally**



## Into Film Festival 2017

The Year 13 Film Studies class were lucky enough to attend a special screening of *Murder on the Orient Express* (Branagh, 2017) as part of the opening day of this year's Into Film Festival. The festival is a free, annual, nationwide celebration of film and education aimed at 5 to 19 year olds. The screening was followed by a Q and A session with executive producer James Prichard (who happens to be the great grandson of Agatha Christie). It was fantastic to hear from him about the stories behind the stories - primarily because it was so interesting, but also because it links to our studies into industrial practices of the global film industry. A couple of the most impressive facts were that Agatha Christie has sold 2 billion copies of her books worldwide and that *And Then There Were None* is the most successful.



# My 'Outward Bound Canada' Adventure

I will never forget the feeling I had when I first heard about Outward Bound Canada. It was a mix of inspiration, motivation and curiosity. I was motivated to change and I had come across the perfect opportunity to experience it, which I gladly seized. Born and raised in London, I had never come across anything remotely similar to the experiences that were waiting for me and I would be lying if I did not say I was anxious. Being a quite reserved and quiet person when around people, I figured that this was also the perfect chance to build my confidence. By spending two weeks in the wilderness with complete strangers, I would have to come out of my shell. I was a lot more excited than anxious although I knew this was not a holiday, and I was driven to make the most out of this once-in-a-lifetime opportunity. As the date of the trip got closer, my excitement grew. I had so many questions; 'what are my group going to be like?', 'am I even going to get along with them?', 'I wonder what camping is going to be like?'

Finally the 9th August came and I was on my way to the airport (with my overpacked bag). This marked the beginning of my adventure as I had never travelled alone before, which was an adventure in itself. I first met my group at Toronto airport, and I was very happy and surprised as they were so funny and friendly and I felt like everyone clicked straight away.

We arrived at the OBC base camp after being greeted at New Brunswick airport by Andrew, and I spent my first night sleeping in a tent, which I shared with Dillan. The next two days we prepared for our first trip; kayaking for the first week around the Bay of Fundy and camping on numerous islands. By the second day, we were getting on with each other very well, and the rest of our group, who were Canadians, had arrived. My group were Morgan, Dillan, Kaydena, Isha, Georgia, Xiao Lin, Sophia, Hiba and Ryan, with Jen and Jen K as our instructors. The first thing we learnt was how to set up a tent correctly and pack our kayaks, which is similar to playing Tetris in how you lay everything in a way so it would fit in shape.

On the 11th August we were off on our kayaking portion of the course, four nights and five days. The first thing I learnt on this trip was how important teamwork was going to be if we were going to get through this course, as we had different roles everyday. You had people relying on you while you are also relying on others and it was imperative that everyone pulled their own weight. I had never really experienced that feeling before and this experience taught me this skill, which could transfer into everyday life. I enjoyed the kayaking part



of the trip very much because I was good at it and the instructors had taught us how to manoeuvre in the kayak. The group was always in high spirits, singing songs and telling jokes and there was never a dull moment with them. Before coming, I was worried that it would take me a while to be on a friendship level with everyone else but I found myself engaging with them and felt close in no time! I enjoyed every moment of kayaking, but the best moments would be when I saw a seal, my first time cooking on the course with Kaydena and I making pesto pasta (still the best meal of the whole trip) and the penultimate camp site which was at a nature reserve. The nature reserve was a great campsite as it had a sandy beach, unlike the other campsites which were rocky and uncomfortable to sleep on, and we got to swim in the sea.

We also did some community service whilst on the nature reserve which had us clearing an old trail using gardening equipment. The community service taught me about preserving nature and caring for the environment whilst also testing our team work as we had to work with each other to clear the trail; it was exhausting!

Kayaking back to base camp on the last day felt like the longest kayak of the trip, but it was fun because we raced at the end. Ryan came first, I came second and



Dillan and Morgan who were in a double came last. As soon as we got to the base camp there was no time to rest as we had to prepare for our next adventure: hiking the Fundy footpath. While we were preparing for the coming days, we had dinner with the other group and, as a custom, someone always shared a quote they like before we eat.

The Fundy Footpath took us seven nights and eight days to complete, and was one of the most life changing and challenging experiences I have been through. The scenery was to die for, or get your tent broken for...yes, I will never forget the time our tent broke. I can't remember the campsite name, but we had two options of where to camp, either in the woods, or out on the beach. It was a warm sunny day, with a huge field and massive valleys surrounding it. I thought it would be best to camp out on the beach; less mosquitos, better scenery and the tide was out so it will never come near our tents, right? Everyone seemed to agree, so we camped on the beach. I got dinner ready as Kaydena and I were in charge of dinner again (we ate chicken curry that day) and the day went by well and we went to sleep. We did get woken by the sound of crashing waves metres away from our tents with winds howling outside, so strong that our pegs came undone. Dillan and I jumped out of the tent and saw that the tide had come up only a couple metres from our tents. We scrambled to look for big rocks to weigh down our tent with, with the help of Ryan, of course, and tried to go back to sleep. The next morning was no better, as the tide had returned but the winds were faster and it was raining. We woke up to chaos with



everyone running around trying to get their belongings together. I went to help with packing while Dillan and Morgan put away the tent, which did not go well. The strong winds lifted up the tent blowing it away, with my sleeping bag still inside. Dillan and Morgan did retrieve the tent but the poles had snapped and there was a massive tear through the tent. Fortunately, Ryan fixed the tent with duct tape and magic, but the hole was only slightly closed with safety pins.

That day was probably the most challenging. We had a long 6 km hike with everything wet and a broken tent, but our morale was still high and we wouldn't let that

morning put us down. This taught me to always see the positives in a negative situation as worrying will not solve anything. Learning to pack whether it be a kayak or a rucksack has also been a surprisingly useful skill to learn.

Completing the Bay of Fundy discovery was everything I had hoped for and more and I left feeling more confident and with a group of new friends who I still keep in contact with now. I could not ask for better instructors who really cared and wanted the best for us. I learnt to rely on myself and work independently while also working with others to reach our goals. Coming back to school, I wish to inspire other students to go out and do things out of their comfort zone, even if they feel scared to step out and do it. **Amro H**

# The Mark Evison Foundation

## Mount Snowdon

We wanted to summit Mount Snowdon, so that is exactly what we did. The second tallest mountain in the UK and we were able to stand atop the peak, drenched in sweat and moisture, covered in dirt and unable to see further than a couple of meters because of the thick, dense clouds. Despite all this, it felt amazing, a sense of achievement unrivalled by other things we have accomplished. It started off well enough, with it mainly being a simple walk along a rocky path, a path lined by wildlife and nature and beautiful vistas. Valleys and grassy hills and lagoons stretched as far as the eye could see, and behind us lay the beautifully quaint town of Llanberis. This relatively simple path stretched for around two thirds of the climb but it started getting more difficult after that. Up until then it seemed like a normal walk, and then it got steep; very steep. All of a sudden we had to watch our footing to make sure we did not roll back down the side of the mountain. The path then led us into the clouds, and it descended like a thick fog. It felt thick enough to grab a piece of the sky and take it home with me. After a while in the clouds, you realise you are drenched, not in sweat but in moisture, and not only does it get colder, but the closer you get to the summit the harder the wind blows. We were freezing, our hands were completely numb and my glasses were covered in condensation meaning I could see even less than usual. But we still made it, together. We felt so accomplished. We had conquered not only nature but the challenge we had set ourselves and the boundaries we had set in our heads. Looking back, we realise we gained something truly important, an affirmed friendship through a physical and mental trial we overcame, together.

**Ibrahim M**



# The Mark Evison Foundation Cairngorms

Myself and three others wanted to do a 6-day 100km hike in the remote Cairngorms in Scotland. We knew it would be a tough experience but it turned out to be brutal. On the first day, after hiking 20km with heavy back-packs, our tent snapped due to the wind, and we had to walk back to the cover of trees another 10km away and make a makeshift shelter from the floppy broken remains. Many paths shown on the map were now non-existent due to mudslides. So many-a- time we were hiking in marsh-like land up to our knees, as well as hiking up the sides of mountains. Every night midges plagued us. We met interesting people; Belgian students on a holiday and Swiss guys who worked at CERN, so the trip was quite social. There is a feeling like no other when one stands at the top of a mountain, wind howling past, looking at the world below. We would recommend anyone to do a trip like ours, as the challenges experienced by the team were unexpected and it is a privilege to have had to find ways to adapt and push forward with your friends. We saw the only wild herd of reindeer in the UK, a bright green Loch, the UK's highest beach, drank fresh mountain water, crossed rivers which had flooded paths, ascended a 1200m high mountain, walked in rain, wind and sun, swam in ice-cold lakes and dams and we feel we have achieved something that few these days are able to. This trip has changed us all for the better and we will definitely do more like this in the future.



## Royal Society of Chemistry

AS Chemistry students Irfan, Safia and Mayara went to the Royal Society of Chemistry to listen to a lecture on the chemistry of flavour - as well as sampling some cheese and crackers! They learnt all about how new flavours are developed and how difficult it can be to navigate each country's rules and regulations surrounding food additives. Excellent super-curricular evening! **Miss Edge**



# Grocers' Academy Awards

## We won!

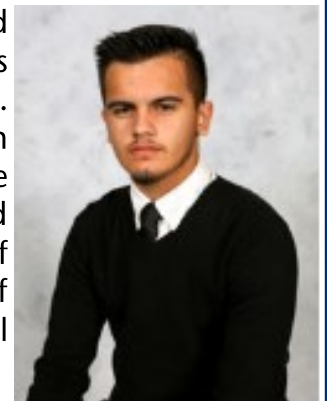
What a performance our Year 12 and 13 Grocers' team put together! Their idea of "Not Done Yet", a social media app geared towards increasing face-to-face interactions amongst retirees, went on to win this year's Grocers' Academy Award.



The team's stellar performance in front of quite an impressive panel including; Cath Kidston, Ozwald Boateng (Savile Row designer), Jenny Dawson (Rubies in the Rubble) and Tristram Mayhew (Co founder of Go Ape) meant they won the coveted Grocers' Award and are now competing in the final of the Livery Awards on the 31st January 2018. **Mr Bereksi**

## Super Curricular – Economics

I was lucky to be able to work with the FCA for two weeks in the summer. Here I researched into two areas, how governments use different instruments to avoid market failures and the potential economic impacts of Devolution. This internship developed my creativity where I was able to intertwine both in a presentation. I also worked with the Resolution Foundation. Here, I was asked to attend several external meetings representing the company briefing other pressure groups on the calculation of the Living Wage for 2017 along with emailing the staff on hot topics in the news. This highlighted my confidence as I was able to present to new people a difficult concept even though I had just learnt it myself. I also attended KPMG Futures Day where we undertook a plan for a mock business to gain the most economic benefits. I lead the group's focus on exploring into maximising profits and looking at specific taxes that could affect the business. I lead our presentation, to a team of auditors who were judging the teams, and felt our group were the most complete and clear in our methodology. This experience developed my tenacity as I was able to take charge of the issue and demonstrate my leadership skills. This inspired me to go to an Austerity lecture, a controversial topic, in which I was able to understand both sides of the argument and provide my own opinion and tackled other people's opinions. Debating enabled me to use arguments and numbers effectively. As a regular watcher of *Question Time*, I have been able to analyse the politicians and take note of methods used which has developed my ability to communicate in a formal manner. **Tyler N**





# Urban Land Institute



60 Economics, Business and Geography students took part in an urban regeneration project, where students are required to come up with a bid to use space appropriately. They were challenged to resolve stakeholder conflicts and financial limitations. They were supported by four quantity surveyors and had to present their ideas to the rest of the group at the end of the session. They were incredibly impressive and learnt a lot about working in the industry. **Mr Bereksi**



## Preparation for University of Oxford Application

Technology drives the society in which we live in today and I am keen to gain a better understanding of the world around us. I am driven to study Maths and Computer Science at university but this course is highly competitive which is why I jump at any help I can get.

Being part of The Access Project at Chelsea Academy has not only made my first year in Sixth Form a very productive one but has boosted my confidence in my application for Oxford. From free once-a-week tuition in a STEM subject to personal guidance throughout Sixth Form, I cannot be better prepared than I am today.

Last summer, I was able to spend a week at a systematic hedge fund. The company deploy autonomous trading on international stock markets with learning opportunities that constantly improve the models used to trade. This enabled me to experience real applications of mathematics and machine learning in the tech scene first-hand.

**Folarin O**

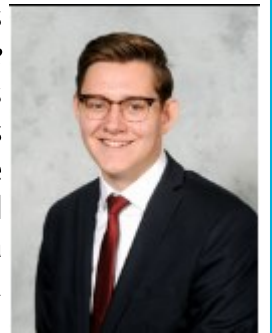


# Higher Education Parents' Evening

It can be quite daunting for students and parents to navigate the Higher Education system. We had a hugely successful evening hosting talks from intoUniversity and My Big Career. We discussed UCAS as well as the application process for American and European Universities.

## My Super Curricular Reading

I acquired a copy of Andrew Roberts' *Napoleon & Wellington*, which introduced me to a higher echelon of academic history and the 'Great Man Theory' approach, where Roberts presented the two arch-rivals of Bonaparte and Wellington as shapers of history through their actions and interactions with one another. Curiosity led me to explore other types of history, such as social history, which explores how the experiences of ordinary citizens and mass movements shape society. I read Howard Zinn's *A People's History of the United States*, which explores the story of American history in a way that flips the normal conventions of US history on its head. Zinn's argument dismantles the concept of a noble discovery of the Americas by Europe, and cites massive death tolls of Native Americans brought about through war, disease, and suicide. This unorthodox view of US history helped me internalise the idea that history is a subject that is still alive with fierce debate, and not simply a presentation of facts and statistics. **Harrison M**



## The Jack Petchey Award

We are so proud of Year 12 student Dania for winning the Jack Petchey Award this term. She was nominated for helping a Year 10, despite only having been at Chelsea Academy for one month. Dania is going to spend her money on running a Government and Politics Trip for Year 12.

*'She helped me when I was really upset in school. She gave me really good advice on how to forget about certain issues and helped me get on with my homework. She is a helpful student and new to the Sixth Form but has fit in so well with everyone here just by being kind and helping everyone out when they need something.'*



# Preparation for Medical School

I am currently a student at Chelsea Academy aspiring to study medicine at university. As I am aiming extremely high, I had to put in place lots of preparations and took part in as many opportunities as possible. This includes doing work experience at Whipps Cross Hospital for two weeks which consisted of shadowing a nurse for one of the weeks, whereas the rest of my stay was mainly getting familiar with the environment I aspired to be in. Additionally, I also took part in an opportunity at Hammersmith Hospital and got even more of an insight into developed hospitals by visiting every apparatus used as well as taking a sneak-peek at the research sector. I also got the chance to speak to drug trial, MRI and CT specialists, as well as a few nurses and, most excitingly, a surgical doctor. Additional work experience included volunteering at an elderly home for 3 weeks in my borough and taking part with as many science based opportunities as I could.

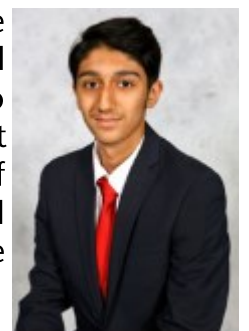
I also immersed myself with medical journals, magazines and books such as *A Surgeon's Notes on an Imperfect Science* to expand my understanding on the life of a medical graduate. There were also many lectures and debates that I visited in my free time, which enabled me to understand that the life of a doctor doesn't only consist of saving people's lives.

Finally, there were also events I took part in, such as a Science Project competition, in which I came second. These preparations didn't only develop me further as a student, but also allowed me to have fun and meet very high ranked people in the industry such as many scientists and specialists. I even met Professor Brian Cox at one of his debates! **Mohammed A**



# CREST Gold Award

My project focused on seeing whether an InfoGAN could learn interpretable representations off of complex datasets where no previous unsupervised approach was known. It proved to be an invaluable experience allowing me to further develop my skillset. I subsequently earned a CREST Gold Award and got the opportunity to present my work at Imperial College to a series of academics. I hope to expand on my project this time by implementing a 'neural distillation' technique - using a DNN Logic system to train an InfoGAN. I hope to enter this project into the Big Bang NCE competition this year. **Ali H**



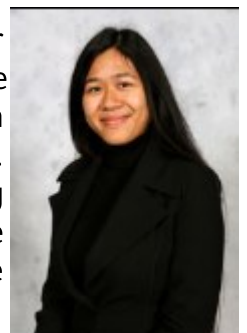
# FoNS Competition at Imperial College

I was selected as part of a team to represent Chelsea Academy in the Faculty of Natural Science competition at Imperial College to find and solve a solution within our society. We found that our National Grid was too fragile to cope against EMP's and large X-Class solar flares, which could cripple our energy infrastructure and cost trillions to repair. Our idea was to use a near-radiation proof material (Demron) and wrap it around the existing wires across the United Kingdom to protect it. The project revealed my ability to work in a team and undertake research towards developing a solution. We presented this idea in front of a panel of academics and the public where my orating and presentational skills were put to good use. **Anton**



## Extra Curricular Biology

Following three neuroscience lectures in Westminster, my fascination with the content led me to developing my science project on how microchips have contributed towards the medical advances on nerve damage. After this initial taste of research, my work experience at Blizzard Institute gave me a sense of pride when we used western blotting in order to identify which of the proteins we had. Though we had been told beforehand that some of the researchers had trouble using the technique due to its complexity, I was only filled with anticipation and determination to work with my team to the best of my abilities. The difference between getting the best results in a true laboratory and finding answers known beforehand in school cannot even be compared. It went beyond the satisfaction of gathering data necessary to progress on a Biology field trip after leading a group through the woods as rain abruptly started pouring down. At a summer school at York University, I also participated in DNA profiling for bacteria. Despite results from the practical being slightly more predictable, there was still an air of focus and curiosity enforcing my belief that I would enjoy the field of research. I was also able to determine I wanted to pursue Biology and Chemistry as I participated in a range of different courses. It was fascinating to see how this was applied during a presentation at Wellcome Trust Sanger Institute on the advancement of Malaria. The shock of only having one drug left to counter the Plasmodium led me to make a decision to do everything I could to ensure that pathogens won't overcome the drugs available to us. I was made aware of those caught between the ongoing balance; a workshop on malignant melanoma depicted how a patient was cured of one strain, only to be infected again by a different incurable strain of skin cancer. No one should have to experience the incomprehensible despair of being cured then being plagued by cancer once again. There may be pressures of being a researcher, as explained by a chemist at Hammersmith Hospital, due to factors such as a limited supply of samples from a patient. However I believe that I would be able to cope under these pressures by being as resourceful as I was during a radiography workshop. By using the information given to us by the radiographers, we were able to provide scenarios by which different injuries were obtained. **Monica D**



# Super Curricular Biochemistry

I had the opportunity to be part of a research team at Barts Cancer Institute (BCI), where I trained in lab techniques such as western blotting and PCR. During this placement, my ability to learn and apply several techniques was thoroughly tested as my team worked with advanced technical equipment. Following strict protocols, we successfully cultured and maintained both viral and bacterial colonies. Having attended a biosciences summer school at UCL, my team and I created a presentation on the work of Professor Frances Edwards and her breakthrough discoveries into Alzheimer's diagnosis, such as the number of synapses in a healthy brain compared to a brain with Alzheimer's. From this, I refined my capability to analyse and assess other scientists work while being able to explain the importance of this work within society. During a workshop at Hammersmith Hospital, I partook in a series of activities which developed my knowledge in being sterile during my lab work. This is vital to all research as, if your work gets contaminated by foreign organisms or compounds, then it's highly likely that the results you gain will be false and there's a very high chance that you measure something unintentionally. **Hesham E**



# Royal Society Summer Science Exhibition

Members of the Sixth Form attended this year's Royal Society Summer Science Exhibition. An abundance of topics were discussed, including; using the genes that makes coral glow to track proteins that cause cancers, designing the space telescope that will listen to gravitational waves (launching in 2034!) and analysing how vibrations work in the chain of a bike. **Mr Gilchrist and Mr Connick**



# Chelsea Academy Student Union

We are so proud of our Year 12 Science tutors who have been working with Year 10 GCSE Biology students to develop their confidence, skills and understanding of the subject. Feedback from the students has been really positive and staff have commented on the focused working atmosphere in the classroom.



## Mental Health Awareness Assembly



We enjoyed a really informative and useful assembly delivered by Zoe Baum from Mind who highlighted the importance of being aware of our mental health and gave us practical tips to manage our wellbeing. The evaluation below shows how useful students found it:

85.58% of students showed an increased understanding of Mental Health and Wellbeing.	90.10% of students showed an increased understanding of what stigma means.	78.26% of students showed an increased confidence in accessing mental health organisations for support if they became mentally unwell.	77.23% of students showed an increase in confidence in recognising early warning signs and symptoms in themselves.
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# Introducing the Student Wellbeing Advisor

My name's Daniel Bristow-Bailey, the new Student Wellbeing Advisor. I'm here to offer support with pretty much anything to do with the students' mental health and emotional wellbeing – I won't be able to help with everything, but at the very least I should be able to point the way towards someone else who can. I'm very happy (if I'm not in a session) for students or staff to knock on my door to say hello and/or book a more formal appointment – please drop by!

## Anti-bullying Week

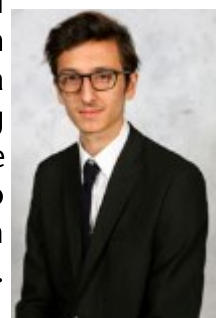
We are so proud of our Year 12 Anti-bullying Ambassadors who presented to younger students in coaching time for Anti-bullying Week. Feedback from staff was incredibly positive and younger students now know who to approach for support in the future.



## Nuffield Bursary

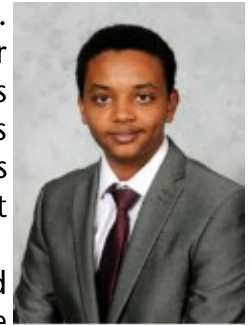
This summer I completed a Nuffield Bursary, at the Shock Physics Department of Imperial College. I carried out my own project to investigate the mitigation properties of materials under blast waves. Using modelling software, I simulated the impacts of blast waves on certain materials, and analysed how they responded. Results from this experiment and others like it can help construct protective elements which prove to be vital in the defence against the explosions of warfare and terrorism. Here, I adapted to a new process (modelling) and managed to produce results, whilst also completing a scientific paper and presenting my findings in the form of a poster to the public. I learnt the importance of communication within a project, as I had to grasp certain facts relevant to my task by collaborating with the PhD students in the department, alongside gaining valuable experience in a place of research.

**Jeton K**



# Super Curricular Maths

I attended the UK Senior Maths Challenge in which I achieved a Bronze Award. I was also selected to represent the UK at the annual Mathematical Grammar School Cup held in Belgrade. It was an amazing opportunity to meet students from different cultures and find out about their perspective on Mathematics and Physics. In particular, it was fascinating to learn about how Mathematics is a much bigger part of the curriculum in other European countries and how it allows students to gain a deeper understanding of Mathematics.



My eagerness to find new and more effective ways to solve problems has led me to take up programming. I have developed my skills and I can now use computers effectively to create models and solve problems. Projectile motion is a topic that comes up frequently in Physics and Mechanics so I decided to develop a program that could precisely demonstrate the flight of a projectile after considering forces such as air resistance and return values such as the velocity and displacement. To calculate the values for each force I needed to research how each factor affects the flight of the object and combine these equations with the equations of motion. I then used a range of programming techniques to create an algorithm that uses these equations to calculate how velocity, direction, acceleration, etc change over time. Finally, I used graphics software to display this data as a ball travelling across the screen. This project was my entry for the Academy Science Fair and helped me to gain second place. I decided to take it forward by working on ways to add multiple objects and calculate when they collide to answer mechanics questions. Throughout this process, I was required to solve a number of problems at each stage which needed a great deal of dedication as often it seemed there was no way to resolve certain issues but due to my perseverance I always managed to find solutions.

What I appreciate more than anything else about these subjects is how they hold the secrets that describe what rules govern the world we live in and I love the challenge of solving these problems myself. **Daniel F**

## Bosnia Week

Our Year 12 students have been raising money this week for the 'Our Kids' Foundation in preparation for their visit to a Bosnian Orphanage in July. Reem spoke eloquently about the charity and its importance in year group assemblies, with it being particularly pertinent as she is half Bosnian. Events taking place this week include a bake sale, football challenges and 'guess how many sweets in a jar'.





# MEET THE SENIOR PREFECTS



## Philip O – Senior Prefect 12L - Team Omega



Philip has a range of qualities: multitasking, problem-solving, ability to work as part of a team as well as on his own, willing to learn, excellent coordination skills, good at communication and much more. Philip is also religious, and talks about his life as a pastor's child to other students and shares why he is a Christian and why he chose Chelsea Academy as his Sixth Form. His dream is to become the first black British Prime Minister, and has been preparing for such a vital role in society by taking on any form of leadership role he can get his hands on! Philip hopes that as Senior Prefect he can be a vessel of communication between students and teachers to ensure a fun learning and working environment for both teachers and students so that both parties want to come to Chelsea Academy Monday to Friday rather than feeling obligated. As a new student here, Philip would like to introduce ideas that worked in his previous school as well as develop and improve already established rules and policies.

## Jann S - Senior Prefect 12N - Team Omega



Jann is a motivational, supportive and uplifting student at Chelsea Academy. He always perseveres and motivates other people around him, a spirit which is rare to have. Jann loves to sing and more specifically learn not just from his studies but the community around him. He embodies the Chelsea Academy values every day of the week and never fails to improve himself. Even though he has been in Chelsea Academy for only three years he has become a well-known figure of confidence and a beacon of happiness throughout the Academy. Alongside his caring nature, he is also a competitive leader who never backs down. What Jann hopes for in life is to run a successful business that has the substance and innovation to grow and expand internationally and help benefit society. Being a Senior Prefect, Jann hopes for the team to have a strong bond, with communication between students and staff being a key aspect that Jann wants to focus on. Overall, Jann wants to maximise his role so that when he leaves the school, his successors can understand, learn and appreciate what it truly means to be a Senior Prefect at Chelsea Academy.

## Shahir A - Senior Prefect 12E - Team Alpha



Shahir is hardworking, able to work well under pressure, and is generally a confident person. He's funny and likes to have a good time in any situation. He supports other students also when discussing religious matters, and is a practicing Muslim. He loves debating and is always participating in some form of heated discussion - he is known for playing devil's advocate just to get a debate going! Shahir's dream is to be a world-leading economist. In the near future, he aspires to attain a degree in economics and get a job in financial consultancy. What he also hopes for in life is to have his own charity foundation and if he is successful enough and is financially able in the future, open up schools in undeveloped countries. Shahir is prepared to shoot high in terms of what he wants to achieve as Senior Prefect. His passion will enable him to achieve his goals. His drive and motive is simple: nothing would make him happier than to see unity amongst all students in the Sixth Form. He is willing to introduce new ideas on how to bring students together and get them to work as a team to make a difference.

# Danni M- Senior Prefect

## 12C - Team Alpha



Danni is a promising student with an abundance of aspirations and goals. Despite only joining Chelsea Academy in Year 12, she has fitted in to the Sixth Form with ease. Danni joined the Senior Prefect team not only because she wants to be a successful student, but she also wants to be a “small part of something big”. She does not just view Chelsea Academy as a school but a place where communications are built and a place where children come to learn. She hopes to make it as comfortable as possible for absolutely every student in both academic and social terms. She wants to be the voice of the students and be able to put across their ideas and possible needs for any changes. Danni initially applied for the Senior Prefect role to build on her leadership skills, communication skills and because she loves working in teams where she is able to add onto ideas and build on them with others. She has become a true role model to some younger students as she has helped them and assisted to their needs. She is someone who will take every opportunity that comes her way or perhaps any obstacle stopping her from achieving the very best that she can.

# Titus T – Senior Prefect

## 12E - Team Alpha



Titus is an adventurous, trustworthy, caring and supportive individual that never backs down from anything, and those are only a few words that describe and make up the foundation for his character. Titus loves to take every opportunity that comes his way; he takes every task seriously and completes it sufficiently. Titus has been at Chelsea Academy for over 5 years and with that he has seen and admired the transition of the school from when it was newly built to what is now a well structured institution both inside and out. He has been part of this environment for a long time, and therefore it only seems fitting that Titus is in a position where he can implement his ideas in the Academy and where he can represent his year with his fellow Senior Prefects with pride and dignity. Titus loves to dance and sing, and ultimately wants people to be happy. He is a very smiley person so if you see him anywhere, his smile will never fail to make you happy. As well as his hobbies, his academic interests are in the fields of science and discovering new things to help benefit society. Titus hopes to be a successful automotive engineer one day so he could create cars that are efficient and could help society produce far less pollution when burning fuels meaning that people can use their cars in an eco-friendly way. As a Senior Prefect, Titus hopes to make a significant difference to the Academy and leave behind something that will stand for many years to come. Having such a big role is truly advantageous to make a difference and he hopes to use the role fully so he may make an impression within the Academy with his fellow Senior Prefects. He wishes to show future generations what it truly is to be at Chelsea Academy and what our values as a community have to offer in our daily lives.



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