

NEWSLETTER 25th November

MESSAGE FROM MR JON COOPER, SENIOR DEPUTY HEAD

It has been a long day at school or work. A bit of phone time seems fair enough. You're scrolling through your social media feed when you notice a post from an old friend that jumps out at you. Perhaps it is an article from a news source that you would not dream of being seen on the tube reading, or maybe a meme poking fun at your preferred football team/political candidate/strictly contestant. It may even be as simple as them sharing a statement of their views on a topic that elicits a breathy scoff from you. You pause and think "How is this person still in my list of followers or friends?" and, without a second thought, click "unfriend." And like that, a feeling of contentment sets in as you resume scrolling through your curated feed of like-minded friends and highly targeted advertisements.



How familiar does this sound?

Rightly or wrongly what you have just done is make stronger your echo chamber within your bubble of social media. What's wrong with that? Why should we have to see and read things that we disagree with? Surely one of the beauties of the digital and self-perpetuated social media bubbles is that it is a chance to surround ourselves with like-minded people (a quality we look for in friends in the real world), and also give us access to well curated adverts to make our decision to embark on Black Friday purchases even easier!

Year 12 and I have been exploring some of these questions within the Sixth Form Futures course. We began looking at ideas surrounding our unconscious biases and discussing whether it is better to confirm or challenge them. It is fair to say the excellent and high-level conversation that our Sixth Formers have had over the last few weeks exploring these themes suggest that there are some really strong arguments to suggest both confirming and challenging our opinions and biases are perfectly valid. The difficulty, of course, is when these biases begin to become unpleasant or display dangerous ignorance. At what point do we realise this and at what point should we seek to challenge our own views?

The idea of echo chambers is not exclusive to the online world, but equally the polarization that social media can perpetuate and how we all navigate this is such a difficult question for our students, families, the school, and society to plot. We should all be encouraged to have our views and have a confidence to stick by our moral compass. We should also be able to accept others' views that might not be the same. But, perhaps most difficult it is knowing when it is ok to challenge someone else's view. There is probably not a right answer here, but I would like to think that a core goal of education at Mount House is to help us all



become discerning in our consumption of knowledge, and open-minded in our filtering of ideas. This skill is just as important as any information we may teach in the school curriculum, and I am sure will also come in much more useful for our students' lives. We will keep supporting our students to be open-minded and principled in their learning because wading through the social expectations, political opinions, cultural references and celebrity endorsements that comes direct into their hands every day is something I would not have been able to do very effectively in my school days. What they should know though is that they are not alone. There are always people who can help them to question what they have seen or read, and support them in confirming their principles when needed, whilst challenging some of their ideas when needed to. This is an idea I will be picking up in an assembly later on this term.

I left my last Year 12 Futures lesson with the class considering this quote from Andrew Keen (an entrepreneur and author) and I thought I might throw it out here too, if only for a topic to discuss over the family tea table:

"The contemporary Internet is based on a fundamental lie.

We are all told that it's social. We're all told that it allows connectivity, allows us to create community. But the reverse is actually true...

It's separating us from people of different opinions of different cultures. It's increasingly an echo chamber effect where we're only ever connected with people who agree with us in the first place."

I thought I was settling on my opinion about whether I agree with this assessment or not. Lucky for me Year 12 were more than happy to challenge me, and I am currently uncomfortably sat on a fence (until the next lesson).

CLASSICS TALK FROM AUTHOR JAMES RENSHAW

On Monday 21st of November, James Renshaw, who co-wrote our course books for Classical Civilisation, came to Mount House school to speak to all Year 10-13 students studying Classics. Mr Renshaw taught us information that is not in our textbook, yet which will help us evaluate different points in our exams and achieve our greatest potential. His main focus in this talk was the poet Homer, the first in history to write down a story. Homer has written many of the poems we study at GCSE and A-Level and is





also the inspiration of every author after him.

We learnt many new things about his existence and his works, for example, we gained an understanding about who he potentially was (a group of people, a woman?) and the focuses for composing his famous poems. Mr Renshaw also spoke to us about different interpretations on interesting characters in these poems; in the last few years there have been many new versions on characters Homer mentions but does not talk about in detail – for example, the novelist Madeline Miller has written a prize-winning novel solely about Circe, the witch in the Odyssey! We can reference these modern interpretations of these characters in our exams to gain extra marks which can push us up to a higher result in our exams. I would like to thank on behalf of all classics students Mr Renshaw and Mrs Clarkson for allowing us to receive these talks so we can achieve our best in our up-and-coming exams. By Zac Webster (Year 11)

BIOLOGY INTERHOUSE COMPETITION

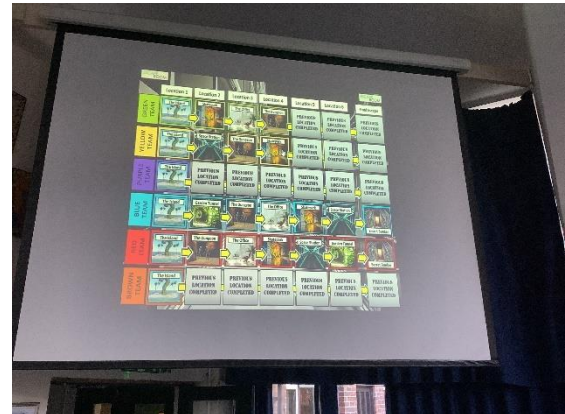
Last Friday was the Biology interhouse competition and was a Science escape room. All the participants tried their hardest and did a stellar job at escaping the different rooms.

The results were as follows:

Chimborazo -1st place

Everest -close 2nd place

Rushmore and Olympus - joint 3rd place





CHRISTMAS CARD COMPETITION

Congratulations to our Christmas Card competition winners! Cards will be on sale next week – a mixed pack of 5 cards for £2.50 or a mixed pack of 10 cards for £5. All proceeds will go Noah's Ark Children's Hospice. If you would like to pre-order, please email schooladminofficer@mounthouse.org.uk or they will be on sale at the Christmas Fair.

Alice Moore Year 7



Poppy Nunn Year 7



Ava Adams Year 9

Sofie Bartek Year 9



Kimi Robinson Year 7



DIGITAL FOOTPRINTS



Mrs Trickey; Head of Technology & Computing

This week students heard an assembly about Digital Footprints, learning what they are and how they can impact upon their future.

What are digital footprints and how does it affect an online reputation?

We have all heard of the term “digital footprints” but do we really understand what they mean? It is important that we understand what these are and help us to know what risks we might be placing ourselves in when sharing information online, or just looking innocently at websites.

Whatever we are doing on the internet we can leave a trail of information behind us which people can use to determine what we might be interested in buying, or for other less savoury purposes such as trying to hack into our online accounts and trying to access passwords.

A digital footprint is data that is left behind when users have been online. There are two types of digital footprints which are passive and active.

A passive footprint is made when information is collected from the user without the person knowing this is happening.

An active digital footprint is where the user has deliberately shared information about themselves either by using social media sites or by using websites.

An example of a passive digital footprint would be where a user has been online and information has been stored on an online database through, for example, cookies on a web browser. This can include where they came from, when the footprint was created and a user IP address. A footprint can also be analysed offline and can be stored in files which an administrator can access. These would include information on what that machine might have been used for, but not who had performed the actions.

An example of an active digital footprint is where a user might have logged into a site when editing or making comments such as on an online forum or a social media site. The registered name or profile can be linked to the posts that have been made and it is surprisingly easy to find out a lot about a person from the trails you leave behind.

Sites like YouTube, Netflix, Spotify, and SoundCloud collect and share information about what you watch or listen to. This information helps them “suggest” other artists or videos you might like. But it also becomes part of your online footprint.



Every status update, like, and comment you post on Twitter, LinkedIn, TikTok, and other social media sites is tracked. Your online footprint also includes everything you've ever searched for or clicked on in a search engine (like Google). Search history is usually paired with the dates and times you searched, and how many times (if any) you returned to certain results. Your entire browsing history is also tracked and stored as part of your footprint. Browsing data includes your IP address (a unique identifier for your device), device type, and geolocation. Browsing data also includes how you browse. For example, how long you stayed on a site, what you clicked, where you came from, and where you went afterward.

Your internet service provider — such as Virgin Media or BT — also collects a complete list of every site you've ever visited and the timestamps for those visits.

Your online footprint can also contain health data from apps like MyFitnessPal, or wearables like Apple Watch and Fitbit. Your smartphone might also track fitness data, such as steps per day, by default.

Even your inbox isn't safe from your online footprint. All your subscriptions, coupons, spam, and personal and business mail you receive is added. If you use a service like Gmail, Google reads your emails to provide personalized auto-fill features and spam protection.

The content of your private messages can also make it into your online footprint — even from seemingly "private" messaging apps. Data revealed from apps like Snapchat, Telegram, and WhatsApp have put people in prison.

Students received advice and tips on how to ensure they keep their digital footprint “clean” and why it is important to do this when considering their future. A lot of universities, colleges, apprenticeship providers and employers will also use social media to vet prospective students or employees, so it is important that they are mindful as to what they post on any such sites.

Further advice for children and young people on how to protect their digital footprint can be found here:

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/taking-care-your-digital-footprint/>

Parents, carers and wider family members can also contribute to digital footprints through what is known as “Sharenting”. Sharenting is the practice of parents publicising sensitive content about their children on internet platforms. You can find out how to protect your child’s digital footprint from sharenting here:

<https://www.childnet.com/blog/sharenting-how-am-i-adding-to-my-childs-digital-footprint/>

SPEAKERS' CORNER



On Monday, November 20th Jasmine Price and Purity Sigei from Year 7 addressed the whole school on the issue of animal testing in the cosmetic industry.

They spoke passionately about the need that we, as a community and indeed the government, should act to stop this cruelty.

The students explained that technology has been developed to replace animals in the testing of cosmetics such as lipstick, sunscreen, shampoo, eyeliner and many others.

However, many leading brands continue to use animals because it's cheaper. They listed companies that use animals while at the same time provided details of those that use technology in producing cruelty free cosmetics hoping that students use such information when buying presents this Christmas. 🙏

Many teachers and students commented that their speech was outstanding and brilliantly presented.

They received great applause and support.



Well done Jasmine and Purity.



PE

Students in Years 7 – 9 have either taken part in table tennis or health-related exercise this week. Those doing table tennis have enjoyed developing skills within the sport and have demonstrated competitiveness when playing against their peers. During health-related exercise lessons students have taken part in Zumba and Yoga which has encouraged energetic and calm atmospheres.

Games Sessions

We have had an exciting week with Games sessions this week. With the World Cup underway football has further grown within the school and boys have had the opportunity to play against their peers during games sessions. On Thursday afternoon we had the added excitement of a Tottenham Scout joining us for our session. The students all performed extremely well in our eyes and should be commended for their commitment and teamwork throughout the afternoon. The PE Department will contact parents of those students involved in due course.

This week the girls in Years 7 – 9 have taken part in netball and hockey, they have been looking at positions on the court/pitch in both sports and have started to apply learning within matches. Students in Year 11 and the Sixth Form took part in table tennis, trampolining and volleyball. They had a great afternoon full of sport; releasing energy and developing skills and tactics within the various sports.

Athlete of the Week

Year 7	Jake Hargreaves
Year 8	Wako Sasaki & Raymond Aliga-Raymond
Year 9	Harvey Thomas
Year 10	Leon Gradica
Year 11	Ava Athwal & Amalya-Lovett Antwi-Agyei
Sixth Form	Raphaella Demetriou

Fixtures

On Wednesday 23rd November, eight girls from years 7 & 8 went to Lee Valley to take part in the U13 girls ISA Hockey competition. The team were up against tough competition, but we held our own as best we could and gave our all in every match. As the matches went on we grew in confidence as a team and got better as the day went on. Although we did not win any matches we remained in high spirit throughout the tournament. We would like to thank Mr Mather and Miss Buckland for taking us. **By Florence Sunderland**

We would like to add that Florence made a number of great saves throughout the competition and played extremely well. **Mr Mather**

Trips

The PE Department are delighted to offer the following trips next year:

Bronze Duke of Edinburgh for all students in Year 9

All Sports Residential Sports Camp for all students in Years 7 – 10

Further details will follow.



Friends of
MOUNT HOUSE



We are excited for the **Christmas Fair** which will be held on **Friday December 9th, 2022** from 3:30-5pm in the school hall. (School coaches will be moved back to 5:15pm).

There will be a Raffle with fabulous prizes, Free Mulled Wine/ Hot Chocolate. We will also have a Christmas Stall, Bottle & Chocolate Tombola, Mince Pies and more.

To help make this a success, we would be grateful if every family donated 1 bottle (alcohol, perfume, juice, etc) and 1 box of chocolates towards the tombola. Please can you give to your child to bring into the school reception from Monday November 21st.

We have sent home 2 books of Christmas Raffle tickets. We hope you will support the school by buying some tickets. Some of the prizes included are below. **Please return completed ticket stubs with cash to Reception by Thursday December 8th.**

**If you would like to donate something towards the raffle prizes, contact Julie Westmore on jwesty@btinternet.com or 07900556722.

We would love it if those students who are keen bakers could bake either a cake, Christmas cookies, mince pies etc. Please bring your baked item into school in a named container on the morning of the fair. Remember we are a Nut Free school.

2022 Christmas Raffle Prizes

1. Apple AirPods (3rd generation) with charging case
2. Luxury Christmas Hamper
3. Champagne Afternoon Tea for two at Sopwell House
4. 1 hour Personal Training Session with Chris Antoni of Tailor Made Fitness
5. £50 Amazon Gift Card
6. JWesty Design Gift Set (Mug, Coaster and Notebook)
7. £25 Gift Certificate to Barnet Art Gallery
8. £20 Cinema Gift Voucher
9. £20 Boots Gift Card

Thank you for your support

Friends of Mount House



ST MARTHA'S FAREWELL MASS – Saturday 19th November 2022



Sister Cecile Archer – Former Headmistress of Senior School



Sister Irene Brogan



Sister Cristina – Former Headmistress of Junior School



Current and former ST Martha's teachers and students



Maths

Solution to last week's problem:

The sum of the interior angles in a triangle is 180.

Therefore $5x + 3y + 3x + 20 + 10y + 30 = 180$

So $8x + 13y = 130$

As both x and y are positive integers, it may be deduced that x is a multiplier of 13 so the only possible value of x is 13.

If $x = 13$, $y = 2$ so $x + y = 15$

Correct answer is A.

This week's problem:

Aran says his age is 50 years, 50 months, 50 weeks and 50 days old.

What age will he be on his next birthday?

A 56 B 55 C 54 D 53 E 51

Maths word of the week :

Cube numbers

A cube number is a number multiplied by itself three times

$$1 \times 1 \times 1 = 1$$

$$2 \times 2 \times 2 = 8$$

$$3 \times 3 \times 3 = 27$$

$$4 \times 4 \times 4 = 64$$

So 1, 8, 27, 64 .. are called cube numbers

SCHOOL UNIFORM

Smiths Schoolwear are holding a BLACK FRIDAY sale until **midnight tonight**.

Use code: BLACK FRIDAY for 15% off. See attached flyer for details.

UPCOMING EVENTS

Monday 5th December – Year 7, 8 and 9 flu vaccines

Friday 9th December – Year 9 Parents' Coffee Morning

Friday 9th December – FOMH Christmas Fair

Wednesday 14th December – End of Term