

@oakwood

July - 2022

OAKWOOD

PARK

CELEBRATION

Fisher Win Overall House Point Competition

Dear Parents, Carers and Students,

I always greatly enjoy the summer edition of @Oakwood. We have had a huge number of events that we are fortunate enough to hold in the school and this gives us plenty of things to report in @Oakwood.

The Presentation Evening, the Art, DT, Graphics and Media Exhibitions, Sports Day and the Drama Showcase Evening were all high-quality events, that show what a vastly talented range of pupils we have in the school. It makes me hugely proud to be their Headteacher.

Congratulation to Fisher for winning the overall house point competition!

I hope you enjoy reading the record of these events and so much more, and I thank the Publicity Team led by Mr Peacock, for writing these articles.

With best wishes for the summer holidays.



Mr Moody

STRIVE

AND

SERVE

Biology Fieldtrips

We went to Wildwood to complete comparative sampling of two coppiced areas to calculate and compare species diversity.

This is a required GCE practical. We also completed a capture mark release study to estimate the population size of woodlice in a habitat. Additionally, we learnt about the conservation efforts in place for native UK animals such as the wolf, bear and bison.



Our second day was at Botany Bay. We collected comparative data using belt transects along a sheltered and exposed shore. We also looked at sand dune succession and how plant species changed through the dune complex.

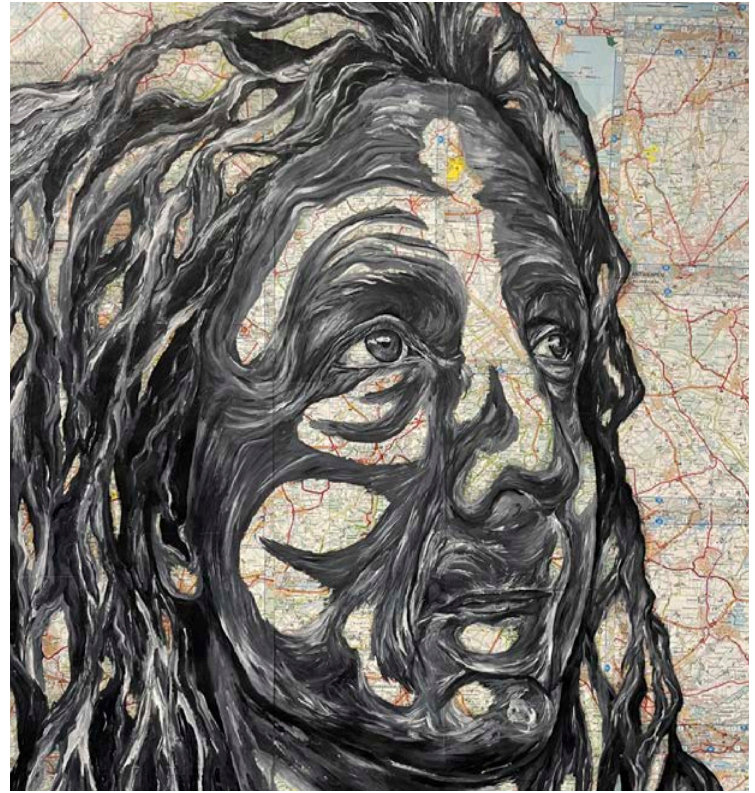


New Designers' Exhibition

On Wednesday 6th and Thursday 7th July, we held an inspiring and unique collection of GCSE and A Level Art, Graphics, Design & Technology and Media work.

Product design is a continually evolving skill set: the purpose of the exhibition is to showcase the students' work to stimulate, provoke and inform ideas from our students of the kind of production pieces they could be aiming for when they reach upper school. It also allowed parents and staff to see the work on display in a gallery style setting with music playing, drinks and nibbles, to give it that truly artistic atmosphere as you entered the design space where the collection was housed.

After a difficult few years, it was good to display the vast range of high quality pieces created by our students.



The students' pieces were put under scrutiny, as those who attended the exhibition filled out their voting slips in each of the different subject categories. As a result, we are pleased to announce the winners of this year's design exhibition were:

- Year 12 Art - Eleanor Reeves
- Year 13 Art – Lauren Martin
- Year 11 Design & Technology – Daniel Hill
- Year 13 Design and Technology – Jack Welfare
- Year 12 Graphics – Byron Pax-Rose
- Year 13 Graphics – Charlie George
- Year 11 Media– Luke White



Summer Showcase Drama Students

To me, there is no greater feeling than getting up on stage and giving it my all. It is the fire that powers my life, the spark which keeps me going.

Theatre is at the very core of me, and I am so grateful that this Summer Showcase has allowed me to express my passion to the school. Standing up there, I was no longer Ifan. I was a trapped, scared schoolboy in the middle of a Desert Island. I was Sam and it felt great. It was like I was on top of the world. I am extremely grateful for this incredible opportunity. Thank you.

Ifan Bambury



"I have really enjoyed working on the Summer Showcase for the past few days mainly because of the encouraging atmosphere. I also loved working with older students and learning from them to create a performance that was enjoyable for everyone. One thing that was nice to see was the different acts coming together at the end to make an interesting combination of drama which was great to watch."

Morgan Bluck



On Friday 15th July, Year 12 Biologists and Historians, along with our Year 7 Science Club had a lesson on Egyptian mummification.

Students were able to handle and examine the remains of "Esmerelda", a 2500-year-old Egyptian mummy. Our visitor, Mr Thraves was able to explain about the mummification process and how the remains have been investigated to establish her age, possible social status, and her cause of death. We would like to thank him for facilitating such a unique opportunity for our students, and we hope to have Esmerelda return to OPGS soon.

Miss Limer - Head of Science



Fire Safety Assembly

Last week in the school assembly, we had a firefighter with over 10 years of experience talk to us about fire safety, but the focus was about arson.

Before we get to the arson, there were many other topics such as: having an escape plan (in case a fire happens). Do not be afraid to yell out your window if a fire is happening, no matter what time it is. However, you should not jump out of a window unless it is your only option to be safe. Always make sure your smoke alarm is in date and has batteries as they can often detect a fire before it happens.

Facts

1. Did you know that a door in a normal house can hold a fire for up to 30 minutes?
2. The smoke from a fire is what is more dangerous; firefighters will often try to push the smoke away as it contains carbon monoxide.
3. To see if a room is safe to go through, you can use the back of your hand to feel the temperature of the door. If it is all cold, it is safe. If it is hot, it is not safe. Although, if it is cold at the bottom but hot at the top, that means there is smoke, meaning it is unsafe.

What is arson?

Arson is the criminal act of intentionally setting fire to someone else's property with intent of doing damage. There are three main words which you can ask yourself if it is arson or not and they are, is it deliberate? Is it reckless? Is there intent?

Laws and Statistics

First, to be able to be sent to prison or juvenile prison, the criminal must be at least 10 years of age.

40% of arsonists are aged 10 to 17, and this can be due to many reasons. Some of these are: peer pressure, boredom, revenge, attention and much more.

Before we get to the laws, we must cover that there are 3 degrees of arson: the first degree is

setting fire to a building with people in it like a school, second degree is burning an unoccupied structure for insurance money and the third degree of arson is burning an unoccupied area such as a field.

In some areas of the world, to be sent to court for arson, you would have to deal around £150 in damage. Typically, you could receive up to 10 years of prison for arson, even if no one was hurt or injured. If any lives are taken or lots of damage is done, this crime can be comparable to vehicular manslaughter, which would mean the culprit would receive a life sentence in prison.

What other careers can you access in the fire service?

Other than fighting fire, there are many other job sectors in the fire department. Some of which include doing the finance (managing the money), vehicle rescue technician (VRT)(these are the people who specialize in rescuing people trapped in cars,) paramedics, (they provide health management on the case and are first to apply treatment to a fire victim before an ambulance,) engineers, (they make and ensure that the tools that the firefighters and VRTs are using are working at their best,) officers,(they can rise through the ranks meaning that they can command trucks, stations and battalions,) arson and fire investigators, (they are the people who find the cause of the fires and if there is any criminal intent,) and fire suppression alarm technicians, these people design fire suppression and alarm systems.

By James Taylor-Smith 8P



Beyond Equality Project- Year 10 workshops

Returning to Oakwood Park this year was the Great Men Initiative renamed Beyond Equality.

The aim of the workshops is to challenge boys to think critically about the gender stereotypes that fuel certain kinds of behaviours. Such as; that 'real' men shouldn't express emotions other than anger or control, that aggression, money and promiscuity are the markers of 'success', and that women and homosexual men represent the opposite of these characteristics and should be treated as inferior. By challenging these stereotypes the workshop helps boys develop the tools to be respectful, loving and confident, It helps them be able to stand up and speak out against inequality, which should be an essential part of their education.

One student reflected 'It was very interesting and I started thinking more about how other people feel in what I think as a normal social situation. The speakers were very kind and I felt it allowed me to open up. It would be good to have more days like these.

With the growing pressures of society and social media it is more important than ever that students are given the opportunity to discuss the expectations placed upon them and the role models advocated by the media, celebrities, peers and parents. Each group was given scenarios to discuss and debate: the students covered sensitive topics such as sexuality, healthy relationships and challenging peer pressure. Learning from outside speakers and engaging in their views of the different roles of men in society is a successful way to learn and support the PSHE curriculum.

Another student said 'It was good to learn about these social issues, as it is good to learn about this and not just school subjects. I think we should have this more often as it's important.'

The workshop explores three central questions:

1. What expectations are there of what boys and girls 'should' be like?
2. How do those expectations make us feel or

behave day to day?

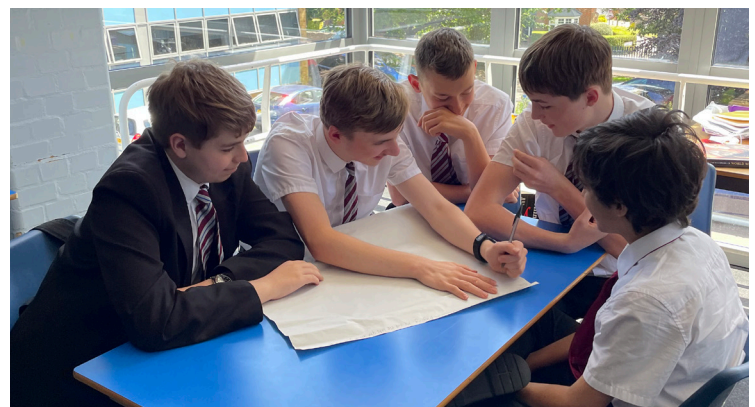
3. What would we do differently if those expectations were different or didn't exist?

The workshops have been split over 2 enrichment days this year to give students time to challenge their ideas and build on what they have learnt. The facilitators get to know the students and build trust through the sessions to allow an open discussion to address students ideas.

The students were asked to reflect on the central questions at the end of the session, and to assess what they had learnt.

'Today I learnt about sexual harassment and about gender stereotypes and how stereotypes cause problems. Being a man in the 21st century means having more open-minded views and treating homosexuality and women with respect and treating them equally. It also means treating themselves with respect and not feeling confined to typical stereotypes. The media often plays a negative part in presenting gender roles as it often presents unrealistic ideas about what male and females should be like.'

'Basically I believe that men in the 21st century are being stereotyped, which causes too many problems such as suicide. If a man has emotions to let out, why should he feel he isn't allowed to? For example, crying is seen as something a man shouldn't do, as it is 'weak'. However, crying once when you need to doesn't change who you are; you are still the same person. Women are also being stereotyped, to the extent where it is seen as something normal. This causes problems, because women have the same capabilities as men; some are potentially better. However society sees women as the 'weaker' gender.'



Kent in the Second World War: What happened across our county?

This term Year 8 students are learning about the Second World War: the role of individuals, turning points and the Home Front.

Three students have completed further research, following up on areas of interest to focus on local examples. We are sharing these pieces of research with the school community here. Miss Aldous

Kent in World War Two - Battle of Britain by Thomas Gwilliams .

The devastating circumstances of World War Two had an enormous impact on the whole of Britain and Kent in particular, which still carries the mournful memories to the present day. The Battle of Britain was one of the most significant battles because of the severe consequences if the country had been defeated: Hitler's Operation Sealion. This consisted of the Nazi invasion of Britain, which would be more likely to be successful without the RAF for British aid.

Kent played a crucial part in the Battle of Britain and hundreds of RAF pilots took off to protect their country's safety from Biggin Hill, which now holds a poignant reminder of the resilience and sacrifice that they made. More than 454 known aircrew died from that station during the conflict (10th July until the 31st October 1940) and it received 6 adverse raids as well as many minor ones.



A picture of a few RAF members from the Biggin Hill station.

The evacuation of Dunkirk – James Taylor-Smith

In this short paragraph, I will cover the effects that the Battle of Dunkirk had on Kent.



This is a picture of one of many boats, carrying lots of soldiers from the continent.

On 27th May 1940, HMS Medway Queen received orders to head to the beaches of Dunkirk to embark some troops that would be waiting there. The crew of the HMS Medway Queen had no idea of the enormous operation known as "Operation Dynamo" that was being built up. After taking on additional stores Medway Queen departed for Dunkirk along with the HMS Sandown, HMS Thames Queen, HMS Gracie Fields, HMS Queen of Thanet, HMS Princess Elizabeth, HMS Laguna Belle, and HMS Brighton Belle. As they approached the beaches at La Panne they could see the lines of soldiers in the water. On The Medway Queen, there were lots of Lewis rifles which weighed 12 pounds. This was particularly important as it allowed Britain to effectively attack, defend and transport soldiers. 338,000 British and French soldiers were evacuated between the 26th May and 4th June, 1940. After surviving WW2, the Medway Queen ship can be found in Gillingham Pier as a tourist attraction.



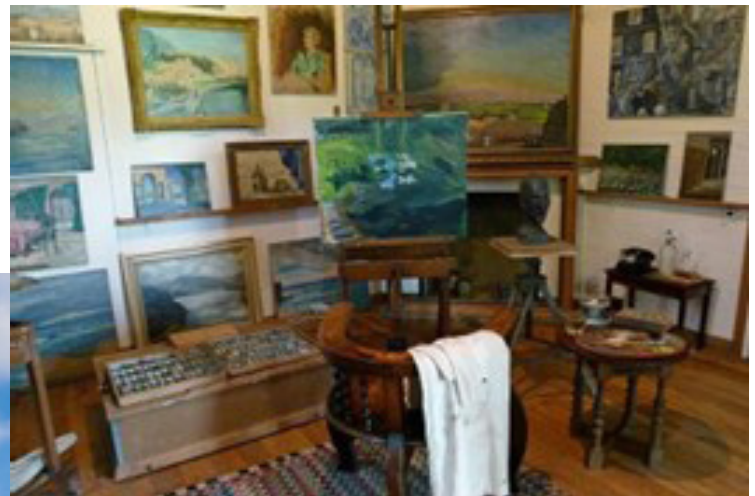
Churchill and Chartwell – Oliver Robinson

In Year 8 History, we study both world wars and also local involvement with them. Around Kent there are hundreds of different things left behind from the Second World War, whether they be in the form of buildings, locations, or relics. A key place is Chartwell.

Chartwell was the private home of the British Prime Minister Winston Churchill, located near Westerham. It is now owned by the National Trust and houses many of Churchill and his family's personal belongings. Outside of parliament, Churchill was a fond painter, and his studio can be located in the grounds with many of his paintings hanging on the walls. It was bought by Churchill in 1922 and he lived there until his death in 1965. Along with Chartwell, Churchill also owned Blenheim Palace in Oxfordshire which was his birthplace. The dinner table at Chartwell was a common place for Churchill to wage his campaigns from, often inviting people who could help him against the German re-armament and the Policy of Appeasement (signed by Neville



Chamberlain and Hitler in 1938). He spent part of his time at each estate during the war as well as in the Cabinet War Rooms, Downing Street and Blenheim. Unfortunately, in 1940 measures had to be taken to make Chartwell harder to recognise such as covering the lake in Brushwood. (due to the threat posed by its closeness to German occupied France,) Chartwell was once bombed by German aircraft but fortunately the bomb missed its target and detonated in the house' grounds: evidence of the crater left behind can still be seen today. As Churchill once said 'A day away from Chartwell is a day wasted'.



Jubilee Parade

Oliver Robinson took part in the Tunbridge Wells Jubilee Parade on Sunday 5th June as part of the Platinum Jubilee celebrations.

He was chosen as one of just two boys to carry a marker flag during the parade. There was a military parade at the war memorial followed by a procession to Dunorlan Park. Oliver requested he wear his OPGS uniform so that he could represent his school community. This was certainly a proud moment for Oliver, his family and us as a school. Thank you for representing the school community so well, Oliver.



Tonbridge Music Festival

On the 8th of July, Sixth Formers Ben, Izzy and Ashwin attended Tonbridge Music Festival to collect donations for the Dandelion Time charity.

It was hosted at the beautiful Tonbridge Castle which was near full. Skatronics performed first, doing songs by Madness and other Ska bands. After came Madhen. The crowd were transformed from being quiet and polite to raving to some of the best party tracks. Michael Jackson, Queen, Daft Punk, Kylie Minogue, The Killers...they did everything! The atmosphere was amazing and we became very good at shaking our tins and shouting "Donations!" by the end of the night. I doubt it was just me who'd lost their voice the next day!

Dandelion Time is a charity which supports traumatised children and families through therapy. They are based in West Farleigh and have a farm that is used in therapy. I highly recommend a visit. (They are getting alpacas soon!) We are very grateful to Dandelion for the opportunity. They are expanding and looking for new volunteers...could that be you?



English: Book Review by Morgan Taylor - Light in a Trance by C. C. Okoh

I was asked (by Ms George) to read *Light in a Trance* and give my opinion about the book. However, the content of the book made me to write a review to share how excellent this book is. Before I read this book, I knew very little about the author, but after reading the 'About the Author' section, I was interested to find out about his heritage.

The book *Light in a Trance* is about a boy who becomes lost in his mothers' stories and feels he is in them. We are taken into those stories from the perspective of the boy, Nkemcho as he sees them as he lays unconscious with his parents anxiously by his side. The stories are about the culture and life in Africa, detailing diverse cultures telling the stories of the many groups and different cultures. The ending was very surprising and unexpected yet left the story feeling whole and complete. As you finish the book, you suddenly realise that you have read the boy's life-story without realising, leaving you feeling surprised as everything suddenly slotted into place, and it had come full circle.

I found the reading of the book relatively challenging, yet I feel this is okay as it means the book is really taken in and thought about, as you often wonder how to pronounce/read the names of people, places, tribes etc. like Nkemcho or Yekemefuna however this gives time for the book to be considered by the reader and really understood.

Ordinarily, I would have never chosen or read this book based on the genre, however it was very interesting, exciting, and surprising, completely changing my views on this type of book and would recommend it to anyone who asked for a recommendation of this genre.

I will continue reading this author if any more books are published by him, as this was very beautifully written, and I thoroughly enjoyed it. After reading this, I will most definitely look for books by African authors as this gave me a new insight into the unique culture and way of life in Africa which is described vividly and is extremely interesting,

offering a better understanding of the many tribes and different cultures that are contrasting to life in England and the more urban environment.

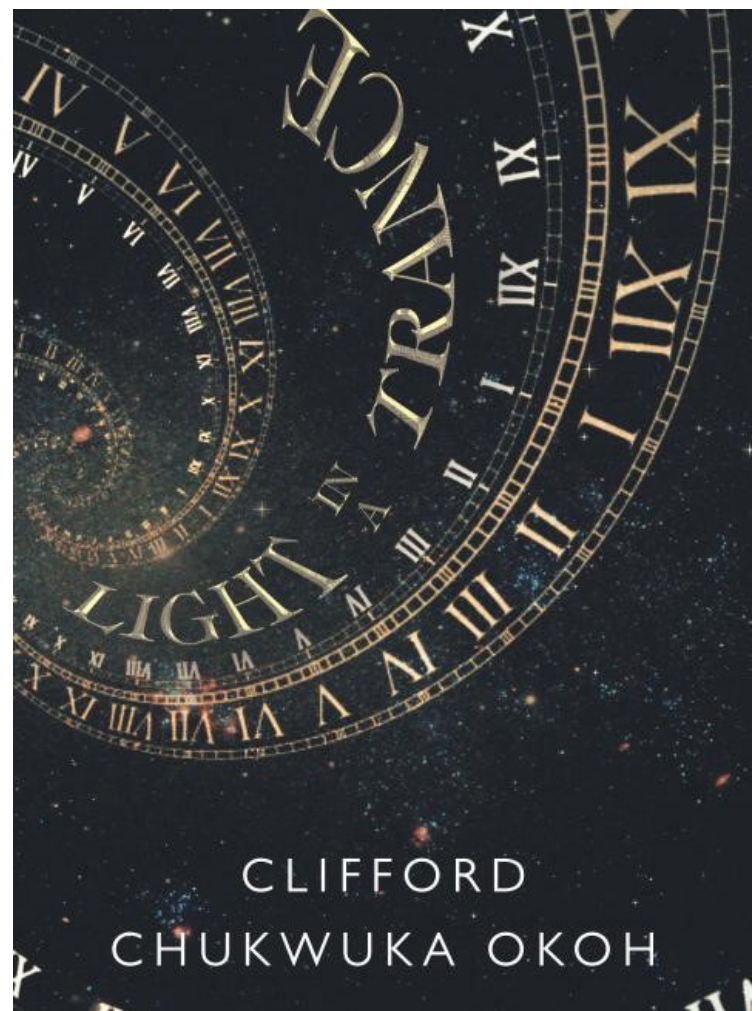
I think that more students need to read a diverse range of books as this has really opened my eyes to the different cultures that can be learnt about through books and this it is very important that other students learn about the different cultures as they are so contrasting to life in England and the more urban environment.

From reading this book I have learnt how important it is to read books from diverse cultures and authors.

I thoroughly enjoyed this book, would read it many times again and would recommend it to anyone.

A brilliant book!

Morgan Taylor - C9



Lunar Rocks Landed at Oakwood Park Grammar School

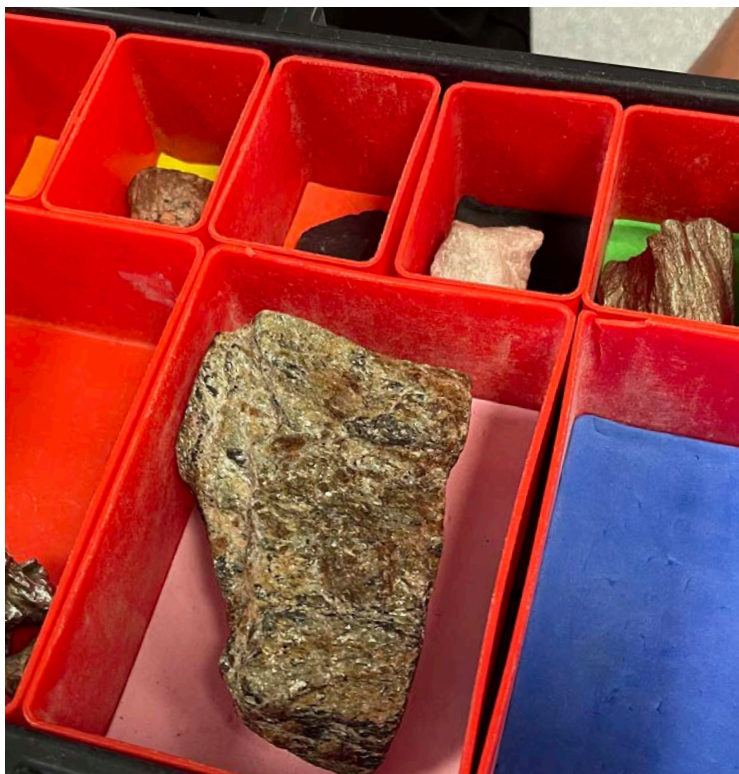
The Apollo lunar landings gave us an abundance of new scientific data on the Moon. The various experiments placed on the surface provided information on seismic, gravitational, and other lunar characteristics. Yet, the most dramatic result of the missions was returning a total of more than 800 pounds of lunar rock and soil for analysis on Earth. These samples of the Moon offered a deeper appreciation of the evolution of our nearest planetary neighbour. The pack also includes meteorite samples, one is an actual piece of Mars.

In June, our school took part in the 'Borrow the Moon' loan scheme, run by the Science & Technology Facilities Council (STFC), a world-leading multi-disciplinary science organisation providing a unique and exciting opportunity to allow young students to engage with a true piece of space history.

All students were mesmerised by the moon rocks - sometimes it was quite hard to control their excitement. The lunar samples were presented in encapsulated discs and thin sections for viewing through a microscope. Each package also contains different examples of chunk-sized pieces of meteorites, which could be handled by the staff and students, and as some have discussed, were



surprisingly heavy. These hands on educational moon rocks were put together by the Natural History Museum, NASA and STFC, to whom we are grateful for giving us the opportunity, to bring Physics alive in the classroom.



North Downs Charity Walk

In aid of Cancer Research members from the prefect team volunteered at the Rotary clubs' charity North Downs walk. We helped hand out biscuits and drinks, helped make the Ploughman's lunch and most importantly made sure none of the walkers got lost. I was assured that they had never lost any participants, so we were all extra conscious to not make it this year that an unfortunate walker made a wrong turn.

We were blessed with lovely warm sunny weather which I think we appreciated more than the walkers did. All volunteers got to wear the Rotary Clubs stylish hi-vis tabards, but instead of interacting with the walkers, we spent most of the time battling away the flies, which unfortunately liked the hi-vis a little more than we did! The walkers had the choice of walking between 1 and 9 miles. One amazing man took this a step further and even ran the 9 miles. He then decided that wasn't quite hard enough and went back and walked the same 9 miles for a different charity. He made the 18 miles look far too easy and put me to shame for being tired after just walking to our checkpoint. From the walk, the rotary club managed to raise over



£20,000 for Cancer Research UK and dozens of other local charities proposed by the walkers. We all had a fantastic day and got to meet many other great volunteers and walk participants.



Year 12 Oxford University Trip

Year 12 Oxbridge hopefuls visited Oxford University in June to listen to talks, visit some of the university's 39 colleges and collect as many free tote bags as possible.

We began our visit at University College, the oldest college and alma mater to ex-OPGS student Nina (pictured) who talked to our students when we arrived. After that, the Sixth Formers took themselves off to visit subject talks with tutors and take their own photos.



Parents Association Information

The Big Summer PTA Raffle has a few days left before the £5000 Draws. Buy your ticket via the link below. Thank you if you have already bought tickets!

<https://www.bigptaraffle.co.uk/support/oakwood-park-grammar-school-parents-association-me16>

We are hoping to host the Year 7 Welcome Barbecue on 9th September, and are looking for volunteers to help set up, cook, serve drinks, sell cakes, donate raffle prizes etc Can you join our team of volunteers? Let us know by emailing chair@opgspa.org.uk



Remember to keep using Easy Fundraising when you buy online. We have nearly raised £2000 over the last 7 years. Log in before you visit online shops, comparison sites and travel agents and they send us a small donation. Sign up here.

<https://www.easyfundraising.org.uk/cause/oakwoodparkgrammar/>

We are selling preloved uniform, keep checking on our facebook page.

<https://www.facebook.com/Oakwoodpreloveduniform/>

Thanks for your support.
Jane Fraser PA Chair



Presentation Evening 2022

On Tuesday 28th June, we were happy to be able to once again celebrate the achievements of our students with the school's presentation evening.

The evening started with a video looking back at all the brilliant moments our students have been involved in across the last academic year, a showcase of artistic feats, trips exploring subjects outside the bounds of the classroom and students who have excelled themselves in national competitions to master a specific skill. These students are the heart and soul of a school who is proud of its community and the individual contributions and excellence, which give us a lot to 'shout out' about across the course of the year.



We listened to a solo, performed by the talented Ashwin Knight on the piano and a taster of the summer drama production.

Similarly, with passion and wisdom came the words of our Guest Speaker for the evening, former pupil and medical student Kamal El-Badawi, who spoke with great passion about his time as a pupil at OPGS. His speech was inspirational in that he encouraged the students to take every opportunity presented to them throughout their educational careers with enthusiasm and use it to propel themselves forward to be the person they wish to be. Congratulations to all students who attended this evening.



During the month of June the SAGA club set a challenge to Year 7, 8 and 9, to raise awareness and educate our students on the different meanings of the Pride Rainbow Colours, and to decorate their form doors with key terms, key people and key flags and the core themes. The winners of the Pride month Door Decoration competition are S7, X8 and C9, thank you all for taking part in the competition!

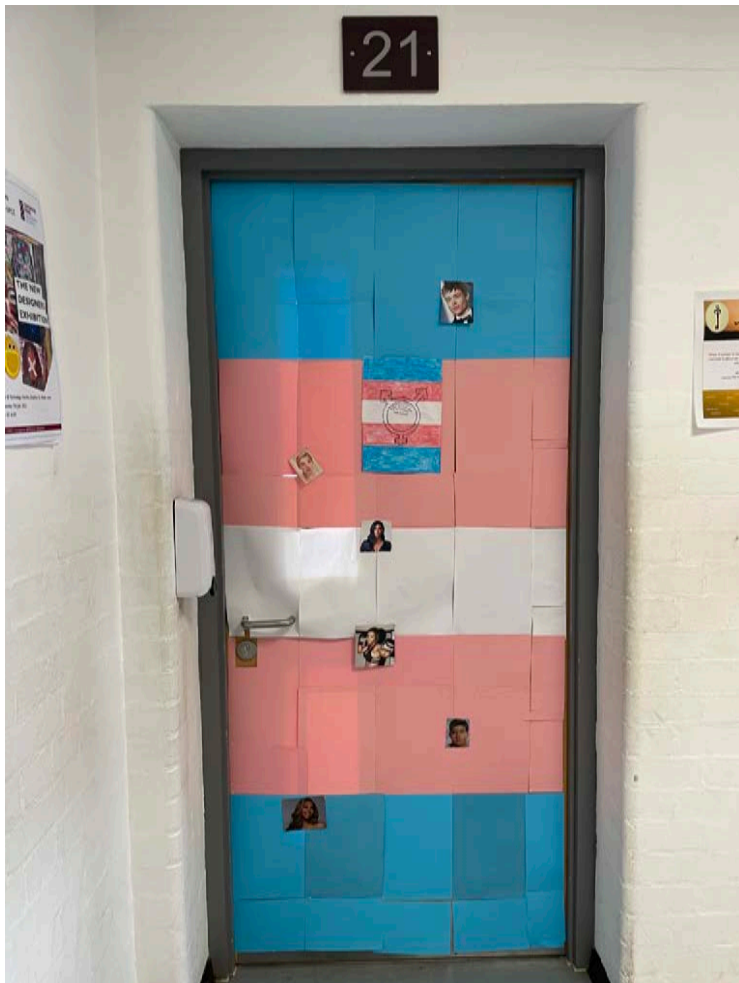
OAKWOOD PARK GRAMMAR SCHOOL **OPGS Sixth Form**
@OpgsSixth

@stonewalluk cakes were baked, sold and eaten to fund raise for you. Another triumph from our #seniorprefects



As well as the Door Decoration Competition, the SAGA Club also ran a Cake Sale, with all profits made going to Stonewall, a charity that supports LGBTQ+ people in need, with the sale raising £108 for them! Thank you to everyone who contributed with cakes, and to all who bought cakes and donated to the charity

Many thanks,
The SAGA team



YEAR 7 SCIENCE CLUB DISSECTING OWL PELLETS

Recently in Science Club, a group of Year 7 students donned their protective gloves, picked up their tweezers, and dissected some owl pellets.

Owl pellets are the lumps of bone, hair, fur, feathers, and other indigestible parts of an owl's prey which the owl regurgitates and spits out. Guided by two 6th form Biology students, they used the tweezers to pull apart the pellets and investigate to see what they could discover about what the owl had eaten.



We used information sheets to identify what parts were found, and which prey animal they might have come from. Many of the pellets contained the thigh bone of small rodents, and bits of fur and claws. The students enjoyed sorting through the pellets, and we all wished we had more time to investigate.

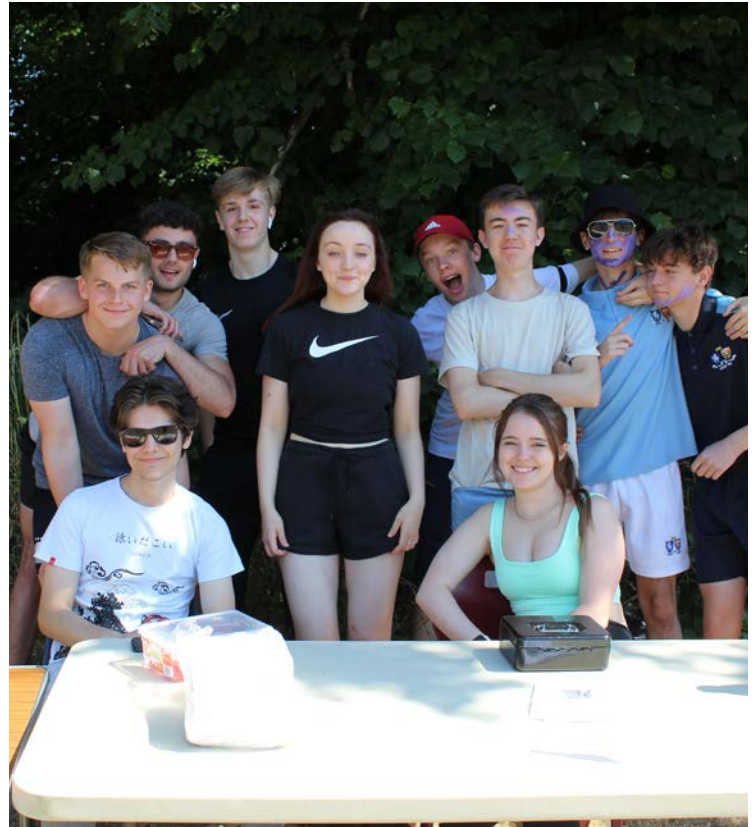
**Mrs Burns
PHYSICS LABORATORY
TECHNICIAN**



One of our charities this year is local charity Spadework!

Based in Offham, West Malling it offers a range of amenities such as a café, a garden centre, farm shop, food shack, vegetable boxes and log delivery services. Not only this, but the charity itself enables people to be more independent, to live fulfilling lives and be happier' by providing services to adults with learning and other disabilities and supporting them in a workplace environment.

Aims include helping people to feel “accepted for who they are”, reducing isolation and increasing “connection with others”, among other values that align with ones that as Oakwood students we would hope to support fully. Not only does it provide excellent job opportunities for those who might otherwise struggle but it also provides life skills training, helping people to bring these skills and ideas into their home life. They depend on donations to be able to continue to support their employees. By donating as a school, we will be helping to increase the independence and reduce social isolation of people with learning and other



disabilities.

We urge the students and families to check out Spadework in Offham to see the great work that they do!

Throughout sports day we were fundraising for Spadework and Air Ambulance UK by selling packaged pick'n mix sweets and we raised a grand total of £185.87. We would like to thank all the students that supported us by buying sweets and the sixth form prefect team who helped to sell them. It meant we had to do a dash to the local shops to buy more because of its popularity!

Additionally, it was wonderful to see all the sixth form prefects and PE students get on board with supporting the sports day activities, as well as the wonderful school spirit of the teachers who were supporting their houses. With special thanks to the PE department who organised the day. There were displays of sportsmanship throughout the day as people competed as well as great commentary from the teachers over the loud speakers – making the atmosphere truly exciting.

We can't wait for next year!



2022 Sports Day Report

Following a two year absence students in years 7-10 were once again able to enjoy the highly anticipated return of the OPGS Sports Day.

During this day students were in competition for both the Sports Day Cup and House Sports Shield, the latter of which combines both sports day results and enrichment points from throughout the school year. Historically both competitions have been dominated by a Mr Smith led Sadler House who have won either competition a total of 11 times since 2014! Could the other houses challenge Sadler House and overturn the odds in this year's Sports Day!?

Students and staff arrived at the field in glorious sunshine. Following a welcome talk from the PE department and rousing speeches from their respective staff house captains, students were ready to start competing in a vast range of events from traditional track and field athletics events to 'open events' such as the tug of war and iron man. Students were also challenging their mental capacity and concentration in speed chess, golf chipping and boccia competitions throughout the morning. All of this was possible thanks to the brilliant support from both staff and 6th form students throughout the day.

The commitment and passion shown by students when representing their houses was amazing to see. Despite soaring temperatures, special congratulations must go to the following students who broke school records in the following events whilst competing for their respective houses:



Year 7

- Keagan Luke (Sadler)- 23.88m in the Javelin (previous best 22.78m)
- Freddie Gibson (Broughton)- 2:28 mins in the 800m (previous best 2:43 mins)
- Freddie Gibson (Broughton)- 5:13.05 mins in the 1500m (previous best 6:01 mins)
- Ayman Azeez (Sadler)- 29.89 secs in the 200m (previous best 30.75 secs)

Year 8

- Olaremi Scott-Boyle (Hazlitt)- 26.5 secs in the 200m (previous best- 29.53 secs).
- Harrison Fryer (Broughton)- 5:03.23 mins in the 1500m (previous best- 5:45.08 mins).
- Oliver Robinson (Wilberforce)- 44.23 secs in 300m (previous best 44.53 secs).

Year 9

- William Aldrich (Broughton)- 38.97m in the Javelin (previous best 31.65m).
- Callum Gannon (Fisher)- 2:26 mins in the 800m (previous best 2:33 mins)
- Woody Hall (Fisher)- 25.96 secs in the 200m (previous best 27.28 secs)
- Ben Morrison (Fisher)- 5:07.04 mins in the 1500m (previous best 5:37 mins)

Year 10

- Timi Olatunji (Sadler)- 25.47 secs in the 200m (previous best 25.78 secs)



The mornings events finished with the 4 x 100m relay races. With all 600 students and staff watching on, the noise was deafening as most races were decided in the final few metres. Following a brilliant morning of competition there was very little between all five houses going into the afternoon, with only 56 points separating the top three houses!

After lunch the afternoon Rowing and Penalty Shootout competitions began. The rowing competition included both individual (A&B) and team races with students demonstrating excellent teamwork to complete the 1000m team distance. Broughton and Sadler House produced several strong rows to finish 1st and 2nd respectively. In the penalties it was Wilberforce house that restored some pride following the morning's competition to win by four points from Fisher House. Mr Rhys gave another incredible performance as the penalty shootout goalkeeper, disappointing several students in the process!



At the end of the rowing and football competitions students faced a nervous wait before the Sports Day Cup and House Sports Shield results were announced. Much to the delight of both Mr Lindsay (Head of House) and the Broughton students they achieved an unlikely double, winning both the Sports Day Cup and House Sports Shield. I would like to congratulate all students involved for both their sporting performances and excellent behaviour throughout the day. It was great to see the school community come together for such an enjoyable day at the end of the school year.





Year Group	Broughton	Fisher	Hazlitt	Sadler	Wilberforce
Morning Session- Athletics & Open Events					
7	136	144	149	137	124
8	178	126	129	115	139
9	162	166	119	143	117
10	128	141	143	167	79
Total	604	577	540	562	459
Position	1	2	4	3	5
Afternoon Session- Penalty Shootout & Rowing Competitions					
7	29	14	20	13	26
8	22	28	11	19	23
9	24	22	16	27	23
10	24	17	15	26	13
Total	99	71	62	85	85
TOTAL Sports Day Cup	703	648	602	647	544
Place	1 st	2 nd	4 th	3 rd	5 th
Sports Enrichment Points	110	80	110	70	80
TOTAL School Sports Shield	813	728	712	717	624
Place	1 st	2 nd	4 th	3 rd	5 th

Summer of Code Competition

This competition is open for you to design and create your very own project. This could be to create something fun, educational or raise awareness of a cause that is important to you. The only condition is it must be made with code.

Coding categories;

- Best Scratch/Scratch Jr project
- Best Website
- Best App project
- Best MakeCode Arcade project
- Best Machine Learning project
- Best project using any language such as Python or Java

Visit <https://dresscode.org.uk/competition/> for more information.

Entries can be individual or in teams with a maximum of 4 members.

The competition is free to enter.

The competition closes Midnight on the 31st of July.

Pupils can enter individually or as a team up to 4 pupils.

Be as creative as possible. We have a number of coding categories; Best project for Scratch, Website, App, MakeCode Arcade, Machine Learning or a project using any language. You could create a game, story, animation using Scratch or make a website, interactive card or poster. Some inspiration: <https://projects.raspberrypi.org/en/projects/happy-birthday> <https://projects.raspberrypi.org/en/projects/wanted>

The judges will be looking for creative, eye catching entries that stand out. There must be code used to make your ideas come to life.



 MORE DETAILS AT WWW.DRESSCODE.ORG.UK/NEWS J.P.Morgan

All entries must include a teacher email using this form bit.ly/SummerOfCodeCompetition22 Entries must be submitted by an official school email or entries will not be included in the competition. A teacher email must be included so we can contact them if you have a winning entry and get prizes to your team. Alternatively you can send the pupils full name and year group to competitions@dresscode.org.uk with the Scratch file attached. There are lots of coding tools you can use and lots of tutorials to help you.

Scratch – find out more using Scratch tutorials – <https://scratch.mit.edu/>
Website – <https://replit.com/> or <https://trinket.io/>
App – using Thunkable <https://thinkable.com/#/>
MakeCode Arcade – <https://arcade.makecode.com/>
Machine Learning – <https://machinelearningforkids.co.uk/>
or a project using any language, Python or Java for example.

We have lots of cool tech gadgets to give away such as Sphero minis, Makey Makey kits, Raspberry Pi 400 and Divoom Pixel Art. We are unable to let pupils pick which prize they would like as the prizes that are sent out depend on the availability of products.

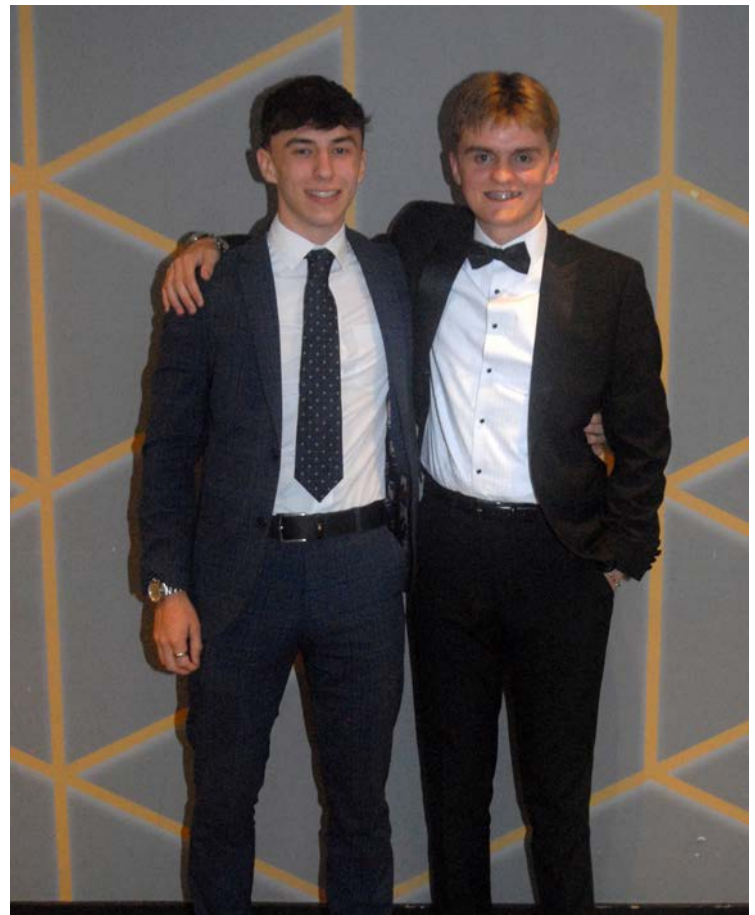
We will contact the teacher associated with the winning entry before the end of September.

If you have any other questions or issues you can contact us through the competitions@dresscode.org.uk We cannot wait to see what you all come up with.

Year 13 Leavers' Ball

We bid our final farewell to OPGS Class of 22 at their prom this month. They are the first year to have this rite of passage event since 2019.

Students were joined by their Plus Ones at The Village in Aylesford. A three-course dinner was followed by dancing and reminiscing over the past seven years since most of them joined OPGS. Students (and some teachers) crowded onto the dance floor in response to classic tracks such as Mr Brightside and Where Is The Love. The Class of '22 were definitely the best dressed year so far. Ms Hern's top marks go to Ed Hodson for his jumpsuit, Ahmad Sesay for his Sierra Leonian finery and Isobel Olujohungbe for her princess in blue dress.



Year 10 Work Related Learning Business Challenge

We were delighted to welcome local businesses back into school to work with all our Year 10 students as they undertook three days of Work-Related Learning.

The programme aimed to provide the boys with a greater understanding of the world of work and the skills that this requires. Local businesses, and organisations Golding Homes, Mid Kent Mind, Maidstone Community Support Centre, Rotary International and Maidstone Leisure Centre came into school and set real-life challenges for the students to work on, enabling them to develop and demonstrate teamwork, leadership, effective communication, and critical thinking skills. The exciting challenges ranged from raising awareness of physical and psychological wellbeing, rebranding business image and premises and developing ideas to raise funds for charities and the local community.

The students surpassed all expectations, working exceptionally well in teams throughout the three days, researching, gathering data, completing surveys, and finally presenting their findings to their peers, the businesses, and our guest judges. We were delighted to welcome Phil Eckersley, from



the Bank of England, as one of our final judges.

Feedback from the businesses was exceptionally positive; all are keen to collaborate with the school again and wish to pass on their thanks to the students for their hard work, professionalism, and their excellent ideas.

The students in the winning team were Michael Ajetunmobi, William Davis, Austin Lam, Albert Palmer and Benjamin Stockham. The boys developed a well-researched and strategic project aimed at optimising the use of office space leased by Golding Homes to improve working conditions for employees and increase value for money.

Well done to all who took part.