



Physics Olympiad Gold Winners

Dear Parents and Carers

Welcome to the latest edition of @Oakwood. As is usual I start this introduction by thanking Mr Peacock, Mr Solly and Miss Goodhew who form the school publications team for their hard work in making this edition possible.

There are a large number of articles in this edition ranging from Shaun the Sheep to Rotary Club volunteering, from the Holocaust Remembrance Day to a NASA space day. We should always remember that none of these activities are possible without the hard work of the staff who make it possible. Many thanks.

I hope you enjoy this edition.

Mr K.W. Moody - Headteacher

STRIVE

AND

SERVE

Shaun the Sheep

Shaun the Sheep has come to Oakwood Park Grammar School. Over the last couple of weeks students in the Art department have been designing and painting their very own Shaun the Sheep sculpture that is part of a larger project set and run by The Heart of Kent Hospice. The project is similar to the Elmer the Elephant project run a couple of years ago.

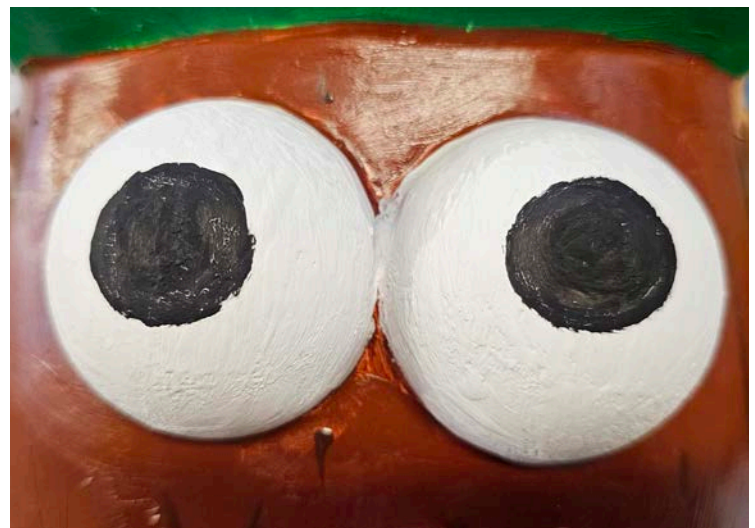
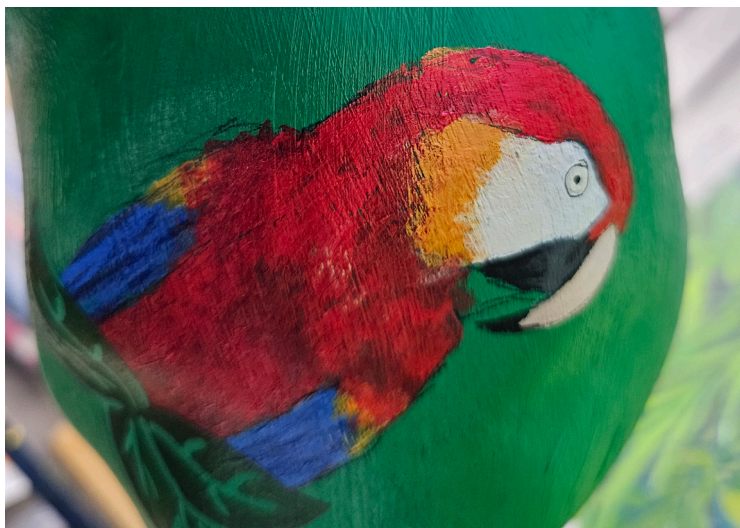
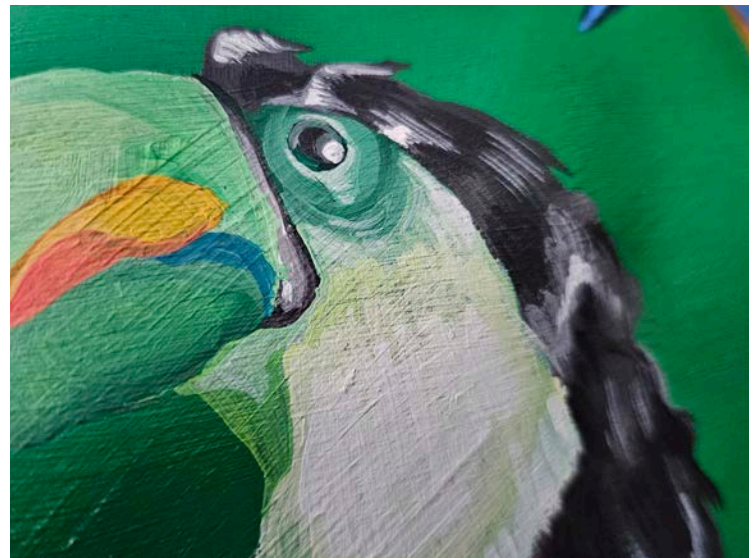
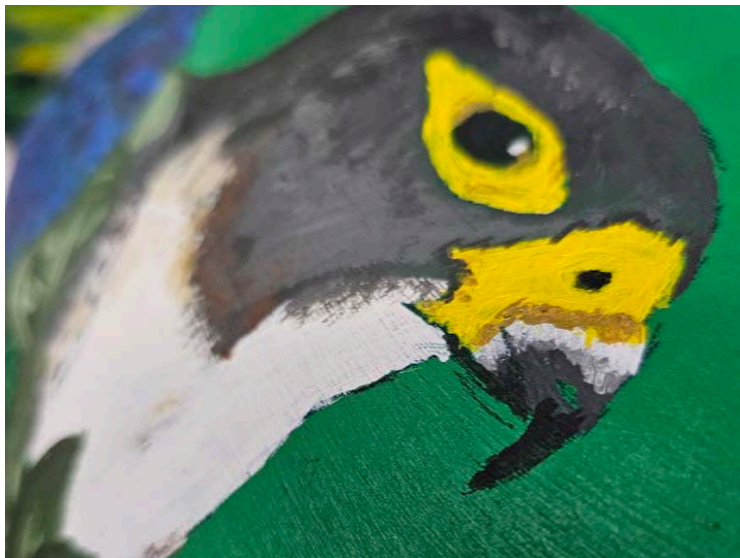
This summer Shaun the Sheep sculptures will start to appear around Maidstone, with people being encouraged to search out and find them all during nine weeks starting from the 29th July.

There will be a variety of Shaun's to see, each designed by different artists, schools and other institutions. Oakwood Park Grammar School has adopted one of these Shaun the Sheep. We held a competition in school for students to design an inventive and creative take on Shaun the Sheep.

Joe Scullion's design was picked from a range of entries and his David Attenbaaaa design has been painted on to our Shaun by our year 12 and 13 students. While we are very proud of our students work we have been asked to keep Shaun a secret till his unveiling in June, but we have included here some sneaky teasers to get you excited about our Shaun the sheep.

Shaun is now ready to be sent back to the flock where he will be placed at a secret location around Maidstone with many of his brothers and sisters for people to find. In September Shaun will be returned to the school at which point we will display him for the whole school community to enjoy.

We hope all our students will engage with the project and hopefully seek out our very special Shaun. As part of the project we have to raise money for the heart of Kent Hospice to support the work they do in the community which we hope all students will engage with later this year.



U13 Kent Schools Individual Table Tennis Championships

In term 3 the U13 squad was back in action at the Kent Schools Individual Table Tennis Championships.

Having achieved school best results at the team championships in November, students were optimistic about replicating this success in singles play. Due to record high entries the competition was hosted on two separate dates at New House Sports & Youth Centre in Sittingbourne. Students started in a group of 3 players to determine their qualification to either the cup or plate competition. From there students play knockout matches in a bid to reach the final of each competition.

In the group stages of the competition there were several close matches that didn't quite go the way of OPGS. This meant that just Jakub Druzkowski progressed to the cup competition whilst all other students would compete in the plate event. In the main competition Jakub did brilliantly to win another close fought match against a strong opponent from Solefields School in Sevenoaks. Unfortunately he was then edged out by the Solefields School top seed, losing by two games to one in the round of 16. This was still a fantastic performance against a series of very strong opponents.

Notable performances in the plate competition came from Alfie Pearson and Jack Goodwin, who reached the last 16 and quarter finals respectively. The next step for our U13 squad is to join local clubs and receive the additional coaching needed to challenge at next year's U16 tournament. Congratulations to all the students who represented OPGS in the U13 competition. This includes Flynn Kemp, Jakub Druzkowski, Oliver Roots, Alfie Pearson, Khanyo Ndlovu, Ralph Dimmock, Jack Goodwin & Archie Spreckley (pictured below).



Year 8 Maidstone District Rugby Finals

Huge congratulations to the Year 8 rugby team who were crowned Maidstone District Champions in term 3. This was a fitting reward for all the hard work and effort they have put into school rugby this year.

Having won the qualification tournament in November the team faced Malling School in the Premiership Final at Aylesford RFC. This was a fantastic experience for many of our students who have only started playing rugby since joining OPGS. The team's big focus for the season has been improving defensively and this came to the fore in the final. Led by the team's more experienced players (Rory Clayton, Alfie Pearson and Ethan Bumstead), the boys were relentless in their tackling which led to a number of turnovers and space opening up for our fast and powerful backs to exploit. Adeposi Adeshina was the pick of our back line who scored a superb first half hat trick to put Oakwood in control at half time. Despite rotating players at the break OPGS maintained high levels of structure and continuity throughout the second half, applying constant

pressure to the Malling School defence. This led to several second half tries, two of which were scored by winger James Weston in only his second school match. A special mention must also go to Ethan Bumstead who enjoyed a man of the match performance at scrumhalf. Not only did Ethan exhibit outstanding leadership, tackling and passing from both hands, but he went on to score five tries in a 60-10 win for OPGS.

The squad now look forward to three fixtures against Trinity School, Norton Knatchbull GS and Tunbridge Wells GS after February half term, looking to build on their success as 2023/24 Year 8 Maidstone District Rugby winners.

Congratulations must go to all members of the squad who played in the district final (pictured below). This includes Rory Clayton, Josh Rogers, George Freeth, Alfie Pearson, Adeposi Adeshina, Ethan Bumstead, Arturs Lubgans, Gabriel King, Will Gray, Owen Simmons, Seb Edmans, Archie Spreckley, Jayce Mensah-Kpikpitse, Harrison Dalzell, Aristotel Calvert, James Weston and Evan Meredith.



On the 11th of January, myself, and the rest of the Year 10s, enjoyed a knowledge-filled enrichment day teaching us of today's societal issues.

Outside speakers and teachers equipped us with the needs on how to survive as we grow into the ever-changing world. We were taught about sexual violence; the problems with alcohol and addictions; social anxiety and how to manage it; and finally, some useful study tips helping us to tackle our GCSEs.

One of our many sessions was sexual violence. It was a very useful, eye-opening lesson- despite the odour of embarrassment lingering in the air. Our teachers spoke to us about what sexual violence, abuse and harassment is (along with many other forms of abuse). We were taught about how much the world is changing with the ever-growing topic of feminism. We were granted with the knowledge of how to and how not to approach someone we liked and how to talk to people without causing offense. Teachers too, informed us about the issues with social media and sending pictures of ourselves to people we liked and how to deal with unwanted, unsolicited, inappropriate pictures of others.

An inevitable part of many adult lives is drinking and addiction. Firstly, we were gratefully gifted with the knowledge of what addiction is, troubles of addiction and how to deal with addictions. They aren't always good, so knowing how to abolish unwanted addictions will be a useful tool for the future for us and friends and family. Secondly, we learned of long-term and short-term issues with alcohol and how to handle our (potential) addiction to alcohol. Did you know, only 18% of alcoholics receive treatment and around 24% of adults in England and Scotland regularly drink over the recommended drinking guidelines?

In summary, we all had a great, exhilarating day, exploring issues and solutions to today's society.

Bobby Cope Year 10

Article on the enrichment day

Our next period was titled Study Skills where a man called Steve, who had taught in hundreds of schools all over the UK, came in and talked to us about how to revise for exams effectively and efficiently. The main revision method he promoted were flash cards. He then took us through different flash cards, and we had to discuss what we thought were good and bad about them. This included: the space around the information, the format and how much good quality information was actually included on the card. We then took part in an activity where we had to create flash cards of our own, using information from A Christmas Carol worksheet and from our own knowledge base, then present them to Steve and our teacher who would both reward us with tokens, which was a replacement for money, on how good they thought our flash cards were. Overall, this workshop provided us with more knowledge on how to revise well for exams to benefit us now and in the future.

Our last period of the day was based around anti-bullying and provided information on where you can seek help if it is needed. An outside speaker called Shelly came in and talked to us about the company she works for, Kooth. This is an online website and app which helps young people who struggle with social anxiety and those who have been victims of bullying. This app has a feature where you can log on every day and talk to adults about how you're feeling, and they will try their best to help you. This app also has a dedicated page where you can read articles which have been written by people who have been affected and then helped by Kooth. The aim is to provide help for others who are walking in the same footsteps as them.

Maximilian Patton 10X

Primary Links Event

On the 16th of January, Oakwood Park Grammar School held a Maths Challenge event for local primary school students.

The students had the opportunity to experience a snapshot of the work we do here and had the chance to answer some incredibly tricky challenges and riddles through their mathematical skills. With the help of Mr Handy and the Sixth Form maths prefects, students had to work in teams as a race against the clock to solve these puzzles using probability, fractions and percentages. It was pleasing to see so many students engaged in the session and working hard despite some difficult questions. Thank you to our staff and students for making the evening enjoyable for the pupils.

The importance of our Primary Links programme at Oakwood Park is evidenced through the fact that projects which link prospective Yr 5 & 6 students, teachers and schools across the primary and secondary phases can have a hugely positive impact on students' experience of a smoother transition. It also helps students to showcase their excellent skillset and topics of mastery in KS2, and from that, springboard them to make continuous progress both academically and in terms of their soft skills. As a result, it enables the teachers involved in each session and the school to learn from best practice across different stages of the education system.



Pianists Competition

In December, pianists took part in a competition with the chance for grade 5+ pianists to compete regionally against Kent and Medway grammar schools. The following categories were Pre-grade 1 to grade 1, grade 2-4, grade 5-7 and grade 8+. Duets were also considered.

The competition winners were as follows:

Grade 2-4: Rohan Delaffon 8T

Grade 5-7: Angus Wong 10X

Grade 8+: Dominic Teodorescu 11P

We wish these the best of luck in the regionals at Maidstone Grammar School in February.



Physics Olympiad:

On Tuesday 23rd January, 28 Year 12 Physics students sat an online Physics Olympiad Quiz. This took the format of two, twenty question papers full of multiple choice questions to test their knowledge and application of Physics concepts covered in year 12.

Of the 28 pupils entered, 3 pupils attained the top tier Gold award, 15 pupils attained Silver and 9 received Bronze. A big congratulations to all involved, especially Hallee Lou, Reagan Harris and Johann Ajish who received the Gold awards!



Languages Masterclass

The Most Able French/Spanish Workshop is a master class that we are organising between The Oakwood Park Grammar School and the Harvey Grammar School in Folkestone.

The aim is to challenge the students participating and share knowledge with students from another school, who are working at the same level as them. The master class combines theory, practical exercises and advice from an examiner from AQA, which will improve communication skills in French/Spanish and teamwork. It also offers students another way to express and develop their enjoyment of Spanish with like-minded peers.



Film Club Reviews:

The Bond Franchise: Goldfinger

Goldfinger is a 1964 spy film and the 3rd instalment in the James Bond franchise, produced by Eon Productions. It is based on the 1959 novel of the same name by Ian Fleming. The powerful tycoon Auric Goldfinger has initiated Operation Grand Slam, a cataclysmic scheme to raid the US Gold Bullion Depository, Fort Knox, and obliterate the world economy. Bond is the man sent to stop him.

In terms of film production, it may surprise you to learn that a lot of the exotic locations travelled to by the MI6 agent were faked. Early in production, a small unit was sent to Miami for the scenes in which Bond first encounters Goldfinger and Jill Masterson, but Connery and Fröbe weren't there. Instead, stand-ins were used for their shots, and the hotel sets were built at England's Pinewood Studios. The same was true for the scenes set in Swiss forests, Goldfinger's various lairs, and other key sets.

One of the most famous pieces of marketing for the film was the image of the nude woman lying face down on the bed, completely covered in gold paint, dying from skin suffocation. Similarly, the high concept nature of the film gained enormous traction after Shirley Bassey took up the vocals for the official sound track. As such, Goldfinger was a huge box office success, and managed to break through the international and American film market, as well as be successful in the UK and Europe. After racking up box office returns so fast that it set a Guinness World Record for fastest-earning film in the UK, Goldfinger stormed into American cinemas. In New York City, some theatres played the film constantly for 24 hours, and it eventually earned more than \$50 million in North America alone.

But what did the students think?

"Goldfinger is an action thriller from the 1960s, and is still a hit with audiences even now! The first film to use the Aston Martin DB5, Sean Connery in his portrayal of the 007 agent, did an amazing job. From a 5* hotel in Miami to a factory in Eastern Europe, we get a hint of the international scope of Bond as a spy. This is Bond's ultimate test. I loved it!" Harry Maguire

"In my opinion, Goldfinger was an incredible movie including the infamous character of James Bond. When we started this film, I felt hyped about it from the beginning. It was great!" Adewumi Alegbeleye

Seasonal Theme: Our Christmas showing of The Snowman

The story of The Snowman comes from the best-selling wordless picture book by Raymond Briggs, told entirely through the visuals of the hand-drawn illustrations. The story was adapted into an animated film by fledgling broadcaster Channel 4, airing for the first time on 26 December 1982. The original introduction to the film features The Snowman author Raymond Briggs walking through a field which morphs into the animation. However, a new introduction featuring David Bowie discovering a scarf in the attic of his childhood home was shot for US television. The scarf resembles the one given to the boy, James, in the film. Raymond Briggs has lived in Sussex since 1961 and the county features heavily in the story. The boy's home appears to be in the South Downs and he flies with The Snowman over Brighton, passing over two of the city's famous landmarks – the Royal Pavilion and Palace Pier.

A student perspective: "In the animated film, 'The Snowman', it starts with a young boy building a snowman, as the snowflakes slowly fall down around him. Perhaps this scene would be heartwarming to anyone. Later on, the snowman comes to life. The boy takes care of the snowman, and they have fun. So, I would recommend this film to people who like calm, short films. On a scale of 1-10, it's an 8 from me." Jayden Muzondori



Beyond Equality Project Year 10 workshops

In January year 10 enjoyed their first session this year with Beyond Equality. The aim of the workshops is to challenge views of toxic masculinity, body image and gender stereotypes, that fuel certain kinds of behaviours. The students worked in small groups to discuss the 'perfect' Maidstone teenage boy, and then deconstructed societal expectations, media influences and individual characteristics.

Through their discussion and debate they looked at a range of important topics 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: We discussed stereotypes, which was important to learn about, otherwise we might use that in our lives. We did this activity on word association making lists for men and women, it surprised me how much the attitudes to in our class varied so much.

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.

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 students will continue this theme in the 2nd workshop in the April Enrichment Day. Where they will look at how men and women are portrayed in the media. How this encourages societies expectations and how to challenge these views. The facilitators get to know the students and build trust through the sessions to allow an open discussion to address students' ideas, developing a stronger relationship with the students and staff.

Another student commented: The speakers were really nice, they were good at keeping the conversation going, and getting people to open up, I liked Joesph, I'm looking forward to seeing him again in the next session.



Miss Aldous:

The theme of this year's Holocaust Memorial Day was 'the Fragility of Freedom'. In their Awareness Day in January, students learnt about the ways citizens lost rights and freedoms in Germany during the 1930s and how the Nazi regime carried out genocide in occupied Europe during the Second World War. Students learnt about the ten steps and stages through which governments have historically moved when persecuting citizens, and how this can culminate in genocide.

Students learnt how Jewish people lost their freedoms under Nazi rule, from changes in laws, pressure from other citizens, having their property confiscated, experiencing violence and being sent to concentration camps. They learnt how Jewish people tried to protect their freedoms by emigrating, creating new organisation and through resistance movements.

Students watched the trailer for the new film about Sir Nicholas Winton's actions in rescuing children from Nazi-occupied Europe and the example he set as to why it's important to respectfully 'bear witness' (know) what happened under Nazi rule and to defend each other's freedoms.



Holocaust Memorial Day 2024 Theme vision

Fragility of Freedom



**HOLOCAUST
MEMORIAL
DAY TRUST**

*Learning from genocide -
for a better future*

'That is when the trouble started for the Jews. Our freedom was severely restricted by a series of anti-Jewish decrees.'

Anne Frank, diary entry, Saturday 20 June, 1942 – reflecting back on May 1940 when the Germans arrived in the Netherlands

Saturday 20th January saw eight Oakwood Park Students running in the annual Kent Schools County Cross Country competition, which was held at Central Park, Dartford. The number of students representing Maidstone District was the highest Oakwood Park had seen for a number of years, and we had high expectations following the amazing performances in the District event in November.

In Year 7, we had Zach Ward, Leo Amartey and Josh Emin representing the district. All three students had great potential and were ready to take on the challenge the rest of the county had to offer.

Leo gives us a brief account of his experience. "In all honesty, I wasn't looking forward to the Kent Cross Country Championships as I remembered the Maidstone one being completed in very heavy rain, wind and lots of mud.

As it didn't start until lunch, I decided to attend two hours of football training in the morning. This meant that I was quite tired and a little nervous before I started. However, when I arrived, I met up with my two friends from year seven and a couple of other friends from local schools. It was comforting to have a few of my friends there to speak to before the race started. Once, the whistle blew to start, the majority of people started at a very fast pace, but I was conscious that I would have to pace myself so took it steady. Once I got going, I quite enjoyed it and kept up with the large group. The weather was good and ideal for this race, I came in the middle of the group and congratulated Zach who came 4th. I enjoyed this experience, and I am grateful for getting the chance to participate in the event."

Zach excelled in his performance as Leo has mentioned, and he gave us a brief account of his experience.

"I was proud to be running at the Kent Schools Athletic Association Cross Country Championship for Year 7 boys with Josh and Leo. I got out well and maintained my second position for pretty much the whole race. Unfortunately, on the last section I slipped back a bit, but I kept pushing and finished 4th out of 98 boys with a time of 9:50 and I am happy to qualify for the Inter Counties Cross Country in March".

We are all extremely proud of Zach's achievement and he now has the opportunity to run for the County Team.

Year 7:
Zach Ward 4th place / 98
In line for Kent Schools Squad Qualification
Josh Emin 29th
Leo Amartey 66th

The other runners all gave great accounts of themselves on the day as you will note by the results below.

Once again, Freddie performed at his absolute best and really demonstrated his excellence. He produced a run that gave him a 30 second win over his closest competitors. Marli and Kian both ran well in their first experience of this event. Both ran well supporting each other and ensuring that they worked as a team to come a respectable 57th and 59th place.

Oscar, is a year younger than most of the fellow competitors and the experience has given him a great insight into what he needs to do for next year, where we hope he will be able to push for a top finish.

Year 8 & 9:
Freddie Gibson 1st place / 117
Won with 30 seconds between him and 2nd place
Marli Collier 57th
Kian Thorn 59th
Oscar Wharton 66th (Year 8)

Year 10&11:
Jack Finch 60th

We congratulate all our runners and are proud of their achievement and successes.



Year 9 Enrichment Day:

For the Year 9 Enrichment day, students chose electives to explore different possible options form GCSE

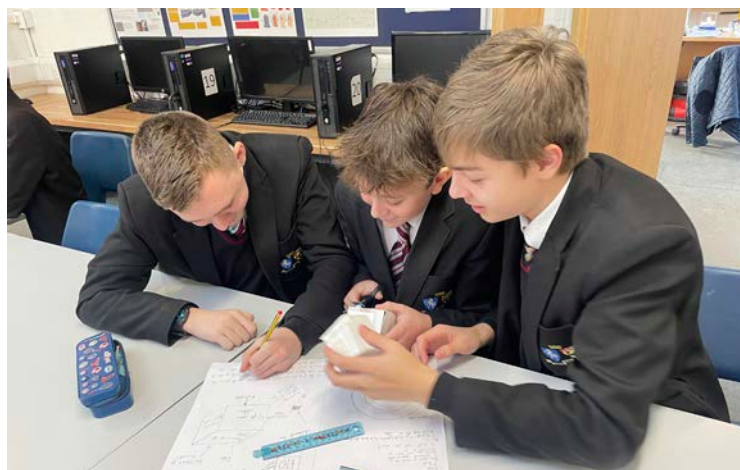
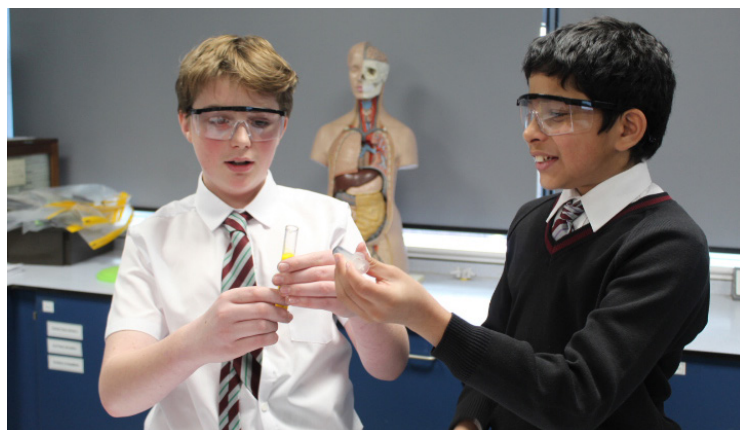
In the first session, Art students undertook a project to create a design for a costume for the upcoming production of *The Tempest* by William Shakespeare. Students were introduced to the themes of the play and then were allocated a character from the play. They then had to create a Jean Michel Basquiat inspired design for the character.

Students worked hard on their design creating a multi-media piece that included collage, drawing, oil pastel and typography. Students work also had to encompass the graffiti and Neo-expressionism of Basquiat work. The designs all interlinked with similar motifs being present through each design. Students incorporated quotes from the play into their characters design to further highlight the link to the source material.

The Drama department will be selecting the best pieces to be part of the costume design. The session also highlighted the varying career paths Art subjects can help the students achieve. All the students worked exceptional hard through the session producing lovely work.

In the second session students explored and designed their own packaging, drawing designs from a range of resources exploring colours and fonts to develop and advertise their chosen products. Students had to work diligently over the two hours to refine their packaging considering a range of factors. A range of interesting and exciting work was created again highlighting the hard work and creativeness of the Year 9 students.

In Design and Technology, students had to design a product around the theme of 'Community'. A product which brings people together, telling a story through community or how products can support communities in their everyday lives. Students were challenged to sketch some ideas for a product which could be sold in the Design Museum shop, card model their favourite design and then present their design to the rest of the class.



As part of the school Literacy programme, every term we suggest articles for our students to read, a video or a podcast. This term was all about Epiphany and how French people celebrate...with a cake, of course!

On the 6th of January, French people eat a Galette des Rois, which is a puff pastry cake filled with almond powder, sugar, butter, eggs and sometimes crème fraiche. It is the tradition that the youngest person at the table goes under the table and decides who is having the slices of cake. In the cake there is small porcelain figure and the person who finds it, becomes the king or the queen for the day. Students had the opportunity to read about this tradition and more importantly to bake this lovely cake and try it at home.

Some pictures of the Galette de Rois baked by Max Patton in Year 10



Shakespeare Workshop

Here is a photo from our Shakespeare Workshop with Coram Shakespeare Company in preparation for our forthcoming production of **THE TEMPEST** at **THE GULBENKIAN THEATRE** in Canterbury on 7th March 2024.

We are foregrounding themes of The Military , Colonialism and Shifts in Power in this reimagining of the play. Students worked with CSC for the first half of the session. They learned to “Cheat their feet”, “Clock the audience”, “Land the line”. They then focused on the denouement of the play directed by Miss Buckley focusing on use of Physical Theatre, Motif, Gesture.



Yr 12/13 Drama Workshop

Our workshop with Kerry Frampton of Splendid Production helped us to explore different elements of our acting in new and unique ways.

We learnt new ways to connect with the energy and personality of different characters in different contexts, exploring the multi-layered nature of each person. Although at first, we were a little nervous to take part, we soon found it easier to engage in the activities, helping us to understand the style of the theatre-makers.

Later in the session, we focused on our set text 'Dr. Faustus,' using methods from the theatre practitioner Berkoff. This involved scaling up each character, adding multiple layers to the character (including archetypes, animalisation and physical silhouettes/Mies). We made sure to see the piece from the perspective of the audience and the director, to further connect to Berkoff's style.

Towards the end of the day, we worked with Kerry directly on our devised piece. Our piece centres around body image in modern society, and we follow Splendid Productions in our style. The advice we were given was invaluable for the development of our piece and (despite giving us more work to do!) this workshop has presented to us a range of improvements we can make and devices we can incorporate to ensure our piece remains audience-centred.



What is BBC Young Reporter about?

BBC Young Reporter is an annual exciting opportunity for young people to get involved with the BBC. If you are 11-18 years old then this is a chance for you to tell the stories that matter to you:

“BBC Young Reporter is about tapping into what really matters to young people, and giving them an opportunity and a platform to tell their stories.” Tony Hall, BBC Director-General.

This year’s theme is ‘Me and My World’. So, students will need to consider: What is affecting young people’s lives, your life, that the BBC should be reporting on?

Previous winners have reported on young people navigating the cost-of-living crisis, minimum wage, diversity in education, inclusive fashion, helping family members who are dealing with dementia, and being a young referee.

The competition guidelines are outlined here:

All stories will be checked prior to final judging to make sure they are factually true and accurate and legally sound. So, make sure yours is. Also, parental permission is needed before you can enter, so if your

story is about a sensitive topic, such as your health, your religion or your sexuality then please bear this in mind.

Stories will be judged on editorial merit - that means:

- the strength of story or your unique angle on a topical subject,
- originality, and
- the motivation for you telling a personal story or the background around it.

Judges will be looking for a range of diverse stories from across the UK to reflect its different nations, regions and societal groups.

Some top tips for entering include:

- Remember we are after strong powerful personal stories related to subjects not usually broadcast on the BBC. They must be true.
- The story must be original and about an issue or a personal experience or insight which has not been widely reported about before and/or reflects the life of the contributor or their friends and/or family.
- Each entry will need to answer the following question: Why you want to share your story and what it would mean to you to share your story. That’s to give us a bit of background about why you want to



YOUNG REPORTER COMPETITION

Closes Sunday 24th March 2024



tell this story, what it means to you - why is it relevant to you and your life?

Remember we don't need the finished story, it is just the outline of it we want to hear about - so don't worry too much about how it is written or recorded.

Students should submit the outline of their story idea here: [BBC Young Reporter Competition 2024 - BBC Young Reporter - Send - BBC](#)

Th closing date for this competition is Sunday 24th March 2024

The winners will be announced thereafter with the most original and interesting stories will be put in front of a panel of presenters, reporters, senior editors and programme makers from programmes and platforms such as Newsbeat, Newsround, The One Show and BBC Three. They'll choose the best and most powerful stories – 3 national winners and 15 regional winners - each of which will be made with the winning entrants and will be broadcast by the BBC on either TV, radio, online or social media platforms. Good luck!

National Literacy Trust – Wicked Writers: 'Be the Change'

With some similar and transferrable skills as the other competition, this year the National Literacy Trust is running it's second year of the schools' creative writing competition, Wicked Writers: 'Be The Change', open to young people aged 9-14.

This year, they're asking students to write persuasively about any environmental issue that is important to them, using your passion to motivate your audience

to make a change.

Suggested topics include: the climate crisis, reducing plastic waste, access to clean water, pollution, overpopulation, flooding, renewable energy, food waste, protecting endangered species, fast fashion, deforestation/ overfishing to name a few.

The 2024 competition officially opens on 29 January and it's closing date is 11 March 2024. Your persuasive writing could take the form of a letter to someone in a position of power like a Member of Parliament suggesting the government bring in new eco-conscious strategies in their policy-making, a proposal to your local council or school, an advertisement to raise awareness or ask for donations, a review of a business that isn't environmentally responsible with suggestions for how they can make positive changes in the future, or a speech encouraging people to do more to tackle the issues the climate crisis poses to us.

The prizes for this competition are pretty cool, with the National Literacy Trust teaming up with the Apollo Theatre in London to offer 4 x schools the opportunity to take their whole form group to see the West End musical Wicked live. As well as this, they are offering writer's workshops, book bundles to give your school library a fiction novel injection to its shelves and your non-fiction piece in publication and copies of those books in print will also be distributed to your school. The in-school deadline date for this is the 1st week in March. Please email your entries to Ms Goodhew at Mgoodhew@opgs.org.

For more information and writing templates please visit: [This Link](#)

Wicked Writers

BE THE

CHANGE



Change your story

WICKED
ACTIVE
LEARNING

The Day's Global Young Journalism Awards

This is the 3rd year of The Day's competition, in which they invite anyone aged under 19 on 1st January 2024, from any place in the world, and with any passion, to share their story via an illustration, written article, audio, video, photography or graphic.

Categories for entry:

- o Climate Journalist of the Year
- o Mental health Journalist of the Year
- o Health Journalist of the Year
- o Gender Journalist of the Year
- o Equality Journalist of the Year
- o Anti-Racism Journalist of the Year
- o Science Journalist of the Year
- o Technology Journalist of the Year
- o Media Journalist of the Year
- o Sports Journalist of the Year
- o Financial Journalist of the Year
- o Politics Journalist of the Year

Why get involved?

"Responsible journalism, telling the truth about the world we share, has become one of the heroic endeavours of the age, alongside medicine, teaching and conservation. These awards aim to light a spark in thousands of young people and help inspire a new generation of great reporters, photographers, directors, artists and editors." Richard Addis, Editor, The Day.

Top tips for entering:

- 1) How current is the topic? Journalism needs to be news. You can tell stories that apply to you, maybe you focus on your school's football team rather than the Euros, but it needs to be something you can observe and learn from.
- 2) How factually true is the story?
- 3) How well does it communicate? Your entry needs to communicate clearly, powerfully and quickly. Think about where journalism is consumed. If someone read, watched or listened to your entry on a commute or a coffee break, can it be understood in that time?
- 4) How memorable is it? Think about the last news article you read that really stayed with you. How did it make you feel?

The in-school deadline for The Day's GYJA is Monday 25th March (School breaks for Easter Holidays).

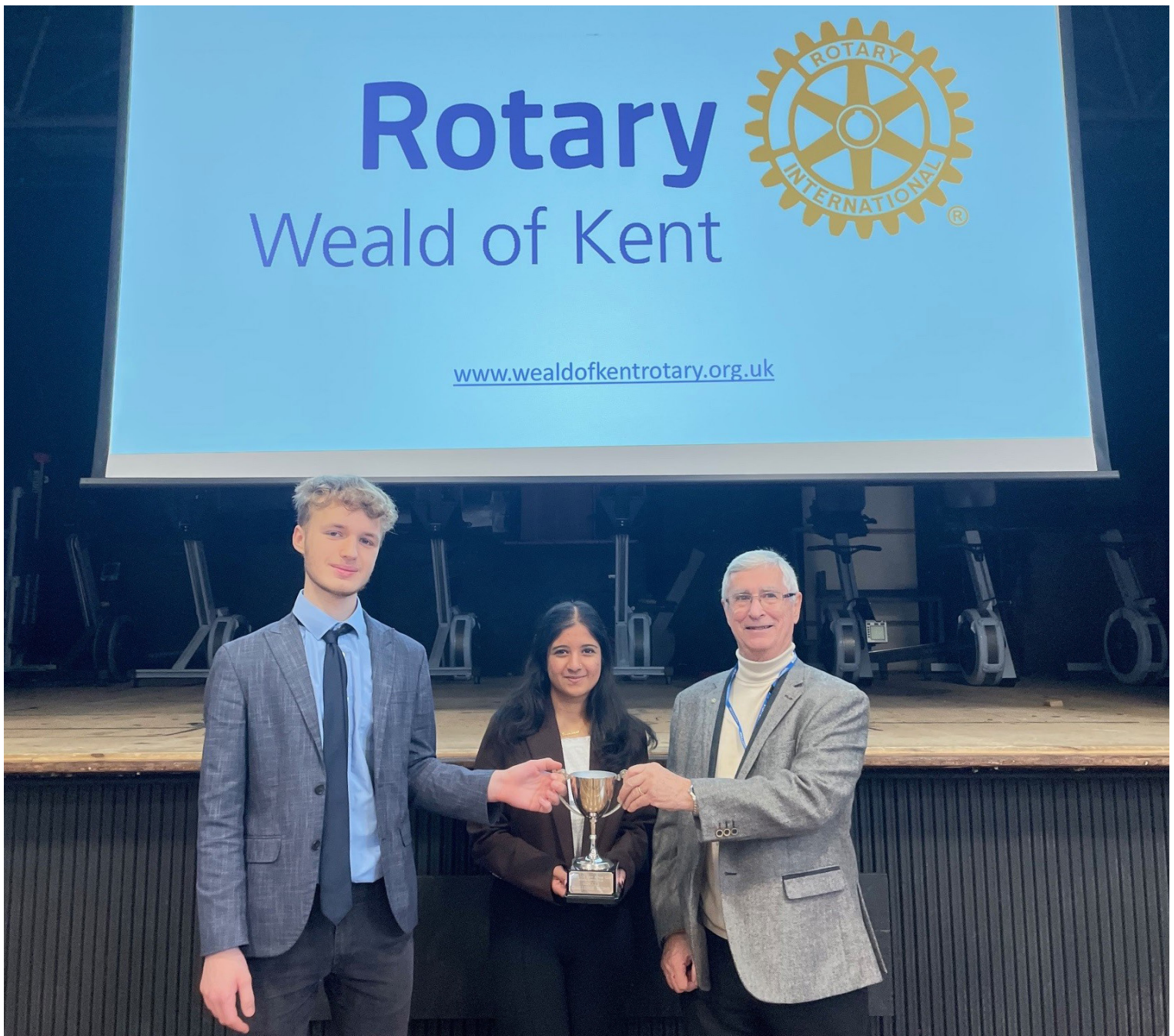
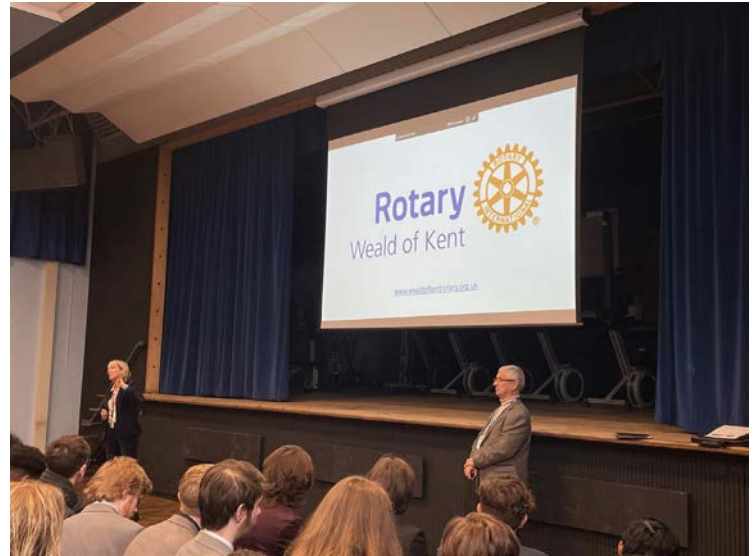
You could win your story published on The Day's website: www.theday.co.uk, seen by people all around the world, and receive feedback on your work from professional journalists and celebrities.


Winners will also have the chance to attend a virtual ceremony to celebrate their success, win a trophy with their name engraved on it, and win a certificate – a great accomplishment for your personal record or CV!

For more information, please visit their website here: <https://theday.co.uk/global-young-journalist-awards/>

OPGS Sixth Form was awarded a trophy by the Rotary Club for their involvement with the community, especially with reference to their role as stewards and helpers at the Cancer Research Walk last year.

The award also covered the school's use of the Mike Collingwood Memorial fund which has supported OPGS students in their voluntary work in Ghana and Chile. Accepting the award are Angelina and Ben, both of whom led the team that supported the Rotary Club.



The BBC logo, consisting of three white squares with blue letters 'B', 'B', and 'C' inside them, set against a dark blue background with various colorful abstract shapes and icons like a smartphone, a microphone, and a speech bubble.

B B C

YOUNG REPORTER COMPETITION

Got a story to tell?

**CLOSES
SUNDAY
24TH MARCH
2024**

**Share it with the BBC and it could be
seen or heard by people all over the UK!**

If you're aged between 11-18 the BBC Young Reporter
Competition wants to hear from you.

For full T&Cs, Privacy Notice and to apply:
bbc.co.uk/youngreportercompetition

Schools Cup Quarter Finalists

10B Football- English

Due to the frozen conditions early on in term 3, the U15 B team had to wait an extra week to play their much-anticipated ESFA round of 16 match vs Kingswood School. With an agreement to switch the fixture to Kingsdale who had access to a 4G pitch which was a stone's throw away from Selhurst Park, (one for the Crystal Palace fans) the squad were feeling buoyed by the prospect of playing so close to a premier league stadium.

The Kingsdale team were the runners up in the competition last season, so the squad knew that it would be an incredibly tough match, but they arrived in confident mood. In a tight opening 20 minutes it was Oakwood Park who created the better chances and in a game against strong opposition it is about taking them, which unfortunately they failed to do. As the half wore on, Kingsdale started to impose their dominance and scored two quick goals, leaving the team shellshocked. A penalty appeal for handball, (I've seen them given) late in the first half for Oakwood was turned down by the

referee and the team looked to bounce back in the second half.

The half started brightly with strong play from Bobby Gondo and Jacob Hammick through the middle of the pitch but another goal for Kingsdale in transition saw them take a 3-0 lead. Oakwood were not downhearted by this at all and continued to press for a goal, their opportunity came and this time the referee did award a penalty, could this be the start of another Crystanbul comeback? Alas, no, the penalty was saved, and any chance of a comeback was extinguished at that point. Kingsdale went on to add three more goals to their tally and ended up winning the game comfortably. We wish them all the best in the quarter finals and hope that they can go one better than last year.

The U15 B team squad should be proud of their cup run and hopefully this inspires them to success in their Maidstone Schools League and Cup competitions where they face both A and B teams from the district.

Charity Cake Sale

The Senior Prefect team and Year 12s have successfully sold out all the donated cakes for the cake sale. Raising a large sum of £146 for our chosen charities: Dandelion Time and Doctors Without Borders. Thank you to those who have kindly donated. It's amazing to see our students make a positive impact to the world!



A Level Speed Dating

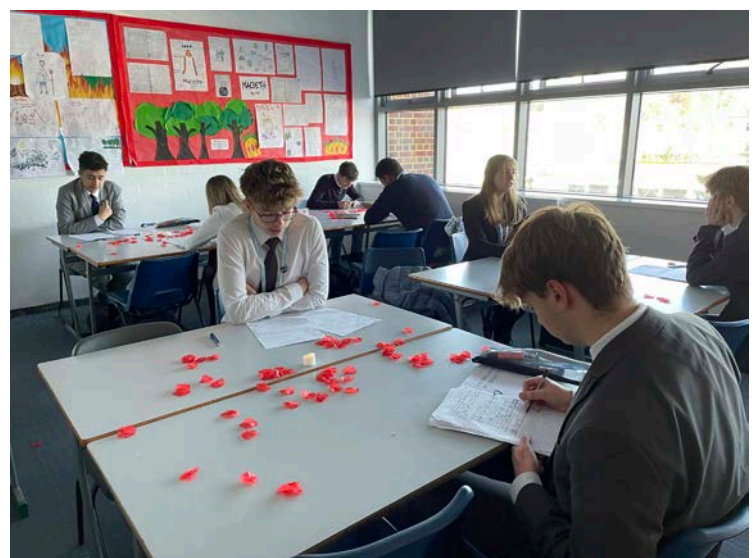
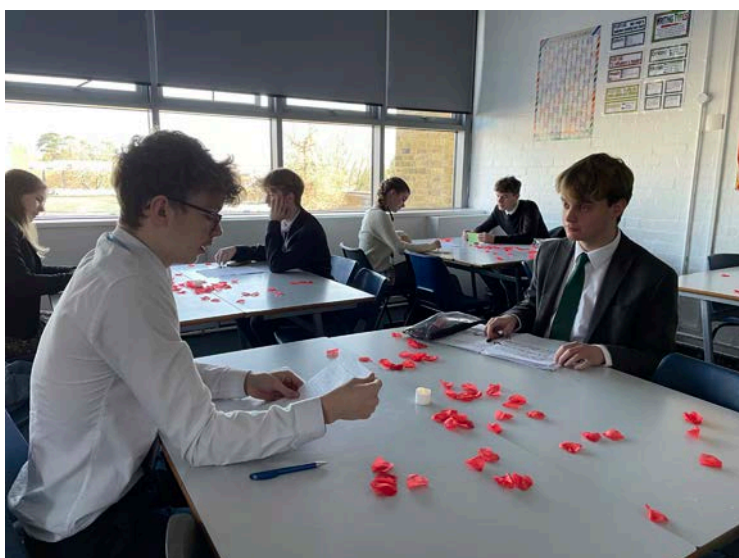
Just in time, with Valentine's Day around the corner, in Miss Fryza's Yr 12 English Literature lesson, the students were asked to engage in the thematic focus of the exam, through an immersive experience that goes beyond the bounds of traditional classroom teaching styles.

The students were asked to study a range of texts on the theme of 'Love Through the Ages' including a turn of the century novel, *The Great Gatsby*, and a collection of poetry from Pre-1900s. In this interactive lesson, students were given a character's persona to adopt and had to answer questions, as if on a romantic speed date, using their knowledge of the texts to justify their responses and explain their different perspectives of issues of the heart.

A few of these characters in the hotseat were Jay Gatsby, the protagonist who is on a rags to riches quest to secure Daisy as his sweetheart; Myrtle Wilson, a lower working class woman from the socio-economically deprived district known as the 'Valley of Ashes' who uses her physicality and sensuality to have a love affair with Daisy's husband Tom; lastly, Daisy Buchanan, the Southern belle who married Tom because her family status approved of it and it was a sure way to secure her future, at the expense of true love, whilst Gatsby was posted away during WWI.

These were introduced from speakers from the poetry collection, a few of these narrative personas, included William Shakespeare's 'Sonnet 116' "Let me not to the marriage of true minds,/ Admit impediments". This love poem has historically

been a favourite to be read during marriage ceremonies, and yet this section of Shakespeare's Sonnets were dedicated to The Fair Youth, a Mr. W. H. Shakespeare affirmation "Love's not Time's fool" could be read as hopelessly romantic because it suggests that love is unending. Another of the poems in the Pre-1900 collection is, Sir Thomas Wyatt's 'Whoso List to the Hunt'. The context of this is a love triangle between the speaker, Anne Boleyn and Henry VIII. It explores how his love interest is beyond his reach, with the metaphorical chase of the deer which becomes "The vain travail hath wearied me so sore,/I am of them that farthest cometh behind." In total, the students got to know 6 characters and 7 speakers from a poem. The students will use this experience, hushed discussions across candle lit tables, scattered with rose petals, to write up a comparative essay on the topic thereafter.



OPGS Students go for prestigious Arkwright Scholarship Award.

The Arkwright Scholarships Trust searches for excellent designers and engineers and administers the most prestigious scholarship scheme of its type in the UK.

Arkwright Scholarships are used to identify, inspire and nurture future leaders in Engineering and Technical Design. They do this by awarding Arkwright Engineering Scholarships, through a rigorous selection process, to high-calibre students in Year 11. The Engineering Scholarships support students through their A Levels and encourage students to pursue Engineering or Technical Design at university or through a higher-level apprenticeship and to take up careers in the field.

Every Scholarship is sponsored by industrial companies, universities, charitable trusts, trade associations, professional engineering institutions, the Armed Services, Worshipful Companies, industry regulators or personal donors.

Benefits to students include:

- £600 financial award (over 2 years)
- Potential access to mentoring about Engineering and Technical Design through a partnership with STEMNET and other organisations
- Enrichment opportunities including industry-based engineering experience days, magazine subscriptions and technical lectures
- Free CREO design software and training in its use
- Personal development and enhanced confidence
- Arkwright Undergraduate Scholarships available exclusively to Arkwright Engineering Scholars - worth between £10,000 and £12,000

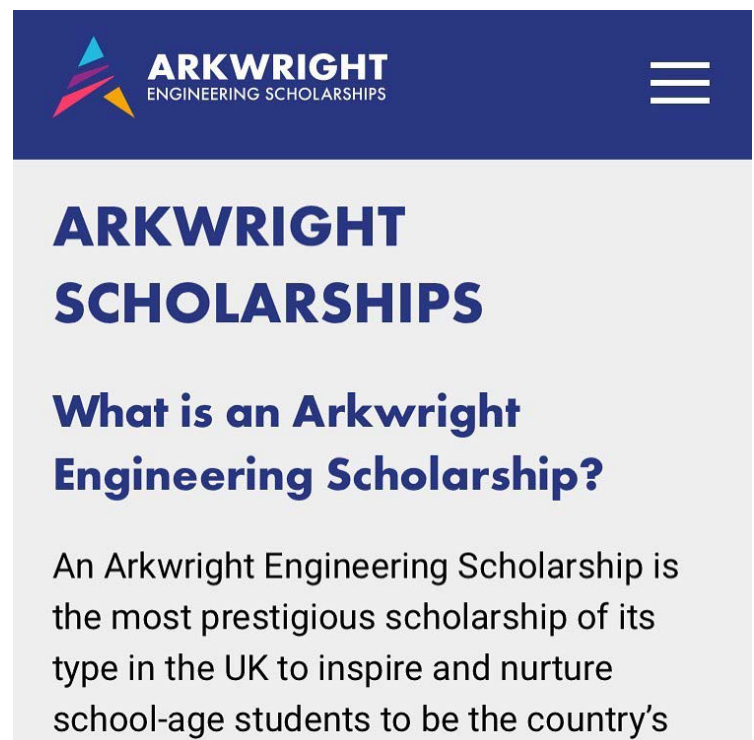
over the duration of your undergraduate degree in Engineering or technical Design



- Support from your Sponsor may include:
 - o a day visit
 - o work experience
 - o personal mentor
 - o support for your curriculum project

The Design and Technology department has nine nominated students for the award for 2024:

Robert Hare, Lucas Older, Luca Fernandez, Morgan Taylor, Patrick Orford, Max Lyons, Dylan Horner, Suleman Tahery and Ewan Tweddell.

We wish them luck with their applications, exam and interviews. We will keep you updated with how they get on.



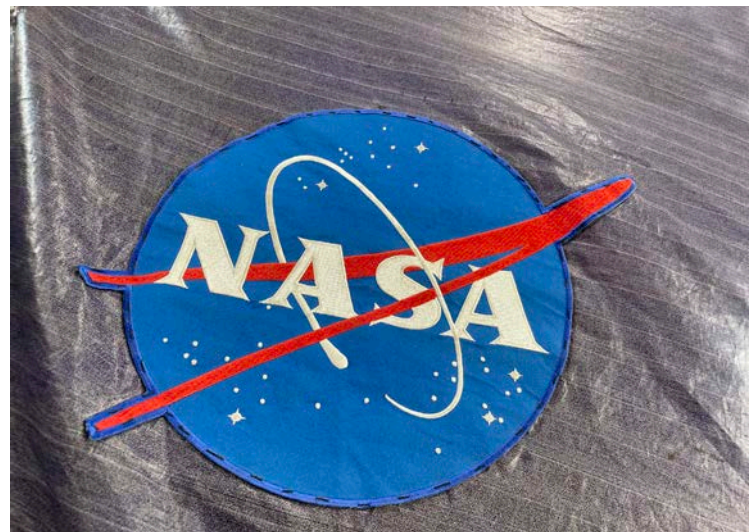
 **ARKWRIGHT**
ENGINEERING SCHOLARSHIPS 

ARKWRIGHT SCHOLARSHIPS

What is an Arkwright Engineering Scholarship?

An Arkwright Engineering Scholarship is the most prestigious scholarship of its type in the UK to inspire and nurture school-age students to be the country's





OPGS New Headteacher - Mrs Craig

Governors are delighted to announce the appointment of Mrs Craig as the new Headteacher of Oakwood Park Grammar School, from September 2024.

Mrs Craig has been Deputy at Oakwood Park since September 2020, leading on many curriculum and quality initiatives. Governors were particularly impressed by Mrs Craig's commitment, vision and experience which will ensure she leads Oakwood Park Grammar School in its next chapter. She is keen to ensure the school continues to make outstanding progress following the retirement of Mr Moody who has successfully served the Oakwood Community for almost 18 years.

During a rigorous selection process involving staff, pupils, Governors and Trustees, Mrs Craig stood out as an exceptional candidate to all those involved, and was the clear and unanimous choice of all members of the selection panel.

Statement from Mrs Craig

"I am delighted to be appointed as Headteacher of Oakwood Park Grammar School. This is a fantastic school community, with exceptional students, supportive parents and carers and teachers, staff and governors committed to ensuring our school continues to offer an exceptional learning experience. I am looking forward to getting started in September and continuing Mr Moody's wonderful work as Headteacher of the school."

