

BGS BUZZ

Spring Edition

THE CORONAVIRUS OUTBREAK

by Sheyla Jaramillo

Opinion pieces:

Coronavirus, Toilet Paper, and Class

Antagonisms, by Alex Offen

The Australian Fires, by Sam Gee

Life on Lockdown

The BGS Buzzers' tips on how to spend your time at home.

Rome Trip 2020!

Yingfei Chen reveals her amazing journey as she discovers ancient wonders.

Also in this edition:

Environmental Action Group

LGBT History Month - Trans

women of colour

Five Empowering Female

Figures in Literature

Holocaust Memorial

World Book Day

Meet our new Senior Prefects!

Why is there still an International Women's Day?

by Brenda Major

The death of Kobe Bryant

by Daniel Ngenegbo

In this edition

Easter Magazine - Editors' message, p3
Easter Magazine - Headteacher's message, p4-5

Current Affairs and Issues (p6-16)

Life on lockdown, p7-8
More lockdown ideas, p9
Coronavirus Outbreak, p10-12
Philosophy: Coronavirus!, p13-14
Bushfires, p15-16
Holocaust memorial, p17
Why is there still an International Women's Day?, p18-19
Literature - Empowering Female Figures, p20-21
Trans women of colour: Zaya Wade, p22
World Poetry Day, p23
Kobe Bryant, p24

News from Departments, Trips and Extracurricular Activities! (p24-32)

PE News, p26-30
PE Moments, p31
Rome Trip, p32-34
Music Department Updates, p35-38
Geography News, p39-40
Science Updates, p41-47
STEM Club News, p41
Year 12 Chemistry HE Conference, p42
Women in Science Day, p43
Cambridge Chemistry Race 2020, p44
Primary School Science Clubs, p45
British Biology Olympiad, p45
British Science Week, p46
Senior Science Society, p46
RSC National Schools Analyst Competition, p47

Medicine Updates, p48
Culture Club Updates, p49-50
Environmental Action Group, p51-54

Introduction - Our Purpose and what we're about, p51
BGS - Environmental Review, p52
Our Plans, p53
How you can get involved, p54

Legal Apprentice, p55

School wide events (p56-64)

World Book Day, p57
Anti-HBT Training, p58
Peer Mentor Training, p59
Meet Our New Senior Prefects!, p60-64
House drama, p65

Easter Magazine - Editors' Message

Despite the novel Coronavirus outbreak, which led to the cancellation of many events and eventually to the school's closure, we have tried our best to keep our magazine going - we hope you enjoy reading it! Hopefully everyone is doing their best during their times in quarantine to adjust to the circumstances that surround our daily lives.

Stay safe and healthy!

- The BGS BUZZERS



Reporters:

Daniel Ngenegbo, Alex Offen, Brenda Major, Sheyla Jaramillo, Francesca Handscombe, Alex Saward, Eliza Rai, Charlotte Allen, Yingfei Chen, Sarah Jahncke, Sam Gee, Megan Cane, Jamie Mayne, Jennifer Lake, Elias Gajraj Miatta Mbriwa, Luca Varela, Esther Wealths, Emily Hoang, Demilade Samuel-Onette, Mrs Kemp, Ms Leffen, Mrs Goddard, Ms Ashman

Co-ordinator: Ms Contini

Easter Magazine - Headteacher's Message

Welcome to the Easter edition of the BGS magazine.

What a unique situation we find ourselves in!

Normally I would be writing my contribution during a busy day at school in the run up to the Easter Holiday. Today, I write, with just one student in school along with 4 teachers and a member of the site team. At lunch time today, I mowed the grass at the front of the school to knock it down before we close for the Easter Holiday. It is eerily quiet and my desk is the tidiest it has ever been.

The Spring and Summer terms have been fundamentally disrupted by the Corona virus outbreak but at the February half term, we were lucky to squeeze in the Classics trip to Rome, both the History and the Economics and Business trips to the USA and the annual Ski Trip by the PE department, this year to Austria, just a little too close to Northern Italy. But then we had to start the long process of cancelling trips - the Japanese exchange was the first casualty.

As you know, we followed government guidance carefully and managed to keep everyone at school safe until we were instructed to close our doors to the majority of students on Friday 20th March.

I would like to take this opportunity to thank the whole school community for the tremendous support you have shown since we came back after Christmas.

Our return to school in the New Year was subdued as we tried to come to terms with the tragic news of the senseless tragedy which claimed three members of the Diya family in Spain on Christmas Eve. Our hearts went out to Mrs Diya and her daughter, left in an unimaginable situation as we grieved the inexplicable gap in our school community. Praise Emmanuel's friends were remarkable in their responses, as was the whole of year 11 and indeed the school community. We held our own memorial assembly, attended the remarkable memorial events organised by the Diya family and their church and, just two weeks before we closed, we held a memorial football match (and BBQ!) in pouring rain and biting cold winds; the spirit shown in this adversity was truly inspiring. We pay tribute, in awe, to the remarkable strength and equanimity that Mrs Diya has shown throughout. ▶

As the Corona Virus spread and the country gradually reacted to a new reality, in school, students and staff pulled together again as more and more people fell ill. Of course there were a few upsets and some tears but I have been genuinely touched by the incredible support that we have been given by parents. I have received numerous emails thanking staff for looking after their children in such challenging circumstances, the likes of which none of us could possibly have been prepared. And, perhaps most impressively, students have handled themselves with remarkable maturity and dignity, particularly Year 11 and Year 13 who have been left in uniquely frustrating circumstances, through which we are still picking our way, following the cancellation of their examinations this summer.

2020 has not been the start to a new decade that we had hoped for but it has confirmed, once again, that the very best in the BGS community is brought out in times of greatest need. Thank you all for your tremendous support.

I would like to thank every member of staff for their sustained support and commitment to our students through the most difficult term we are ever likely to experience. It is always unfair to single people out for praise because of all those that deserve praise yet remain unnamed, but in these particular circumstances, Mr Martin and Miss Bellingham were rocks of strength for Year 11 following the loss of Emmanuel; and my two deputies, Mr Morgan and Mr Gilmore, operated the school in that last, most difficult week before we closed. I was recovering and completing 7 days of isolation at home while each day in school brought new guidance and advice from the government as fear grew, exams were cancelled and more and more staff were unable to attend school. Thank you all for pulling through the unreasonable demands made by those last few days in school.

Finally, thank you to Miss Contini and her magazine team for editing this wonderful publication.

As you develop new routines and re-discover alternative methods of entertainment that do not always involve TV, may I wish you all a very happy and safe Easter!

Mr Elphick ●



Current Affairs and Issues

Life on lockdown.

A quarter of the whole world's population is in lockdown. All over the planet, millions of people's lives have been dramatically affected by the covid-19 pandemic, and what we are witnessing right now will definitely fill the pages of history books.

Here we are, week 2 of lockdown, trying to adjust to a new reality we're not quite sure how long is going to last. You may have come up with a carefully planned timetable, designed to keep a sense of routine, but this has probably already suffered some major setbacks. For example, Ms Contini's 11am yoga session may have been replaced with tea and yet another slice of cake this morning...#firstworldproblems, we know!

Many of us would have started this new life with the best intentions, only to find out we need structure in order to be productive, and we work much better when that structure is imposed upon us. However, we should be kind to ourselves - this is a totally new experience, and as such, we all need time to get used to this. So perhaps the best way to approach this is to have a rough plan each day, but to allow for deviations and changes. The one major positive of this situation is that finally we have plenty of time - something most of us chronically lacked in our pre-lockdown lives. So here are the BGS Buzzers' ideas on how to spend your time in the best way:

Dedicate time to others:

- Make a list of people to call, especially those you haven't spoken to in a long time or that may be suffering from loneliness (an elderly relative, perhaps?).
- Text your friends and your family, join Discord servers.
- Volunteer to help in any way you can. Start with your own family members - share the load and contribute! If you are 18 already, you can join the NHS volunteering programme; otherwise, check if there are any initiatives happening in your neighbourhood - obviously keep at a safe distance!



Take time to notice:

- You may not be allowed to leave your house as much as you want, but you can still go for a walk or run provided you are alone or with members of your household. During your walk, observe how nature is changing every day - look at the blossom trees for example, observe what happens to them in the next weeks...notice how wildlife may be making the most out of the lack of humans around...notice how much cleaner the air is now that there are a lot less cars around. Take pictures for your diary!
- Even if you cannot leave the house or haven't got a garden, you can get hold of some seeds, soil and a vase (most supermarkets sell them); plant the seeds and observe how the seedlings develop each day, dedicating some time every day to notice and take care of them, and finally enjoy them developing into beautiful plants with gorgeous flowers or fruits.



Life on lockdown.

Take care of yourself:

- Self care is incredibly important at all times, but especially right now. Dedicate some time each day to your physical and psychological well being. There are plenty of exercise classes online (Joe Wicks is a major hit!) which you can do alone or as a family.
- Keep a gratitude journal to remind yourself of the good things. We're going through difficult times but we're incredibly lucky that we have the privilege of being able to stay at home safely and be productive with our remote learning session plans.
- Try not to spend all day attached to a screen! I know that due to the lack of social interaction it's highly tempting to spend all day every day staring at a phone, laptop or television. However, use this time to do something that will actually make you happy, this page is full of ideas for what to do.
- Eat well and why not, experiment in the kitchen with the ingredients that you can find to come up with new recipes.
- Become the next Samuel Pepys - this is history we're living through, keeping a diary can not only provide future history textbooks with content but also help to provide clarity in your own mind during this confusing and muddled time. Set aside a notebook for this purpose, you can decorate it, write whatever you want, and draw fun pictures along the way!



Be creative:

- Learn something new - a new dance routine, a new language, for example - lots of free apps can help, like Duolingo. Or a new skill - depending on what is available to you.
- Discover new music, make playlists, sing and if you play an instrument, even better (your family and neighbours may have something to say..)
- Watch a Bob Ross video and learn how to paint as well as feel relaxed.
- Read a few pages of a joyful book that reminds you of your best moments!



Let's all make the best out of this challenging situation!

By Ms Contini, Daniel Ngenegbo, Francesca Handscombe, Eliza Rai



Here's a fantastic array of potential lockdown ideas from Claremont Neighbourhood Nursery's excellent [Facebook post](#).

Claremont Neighbourhood Nursery

26 March at 01:35 ·

Here's what various celebrities are offering you and your kids for free daily to help with their education while schools are closed: 🙌

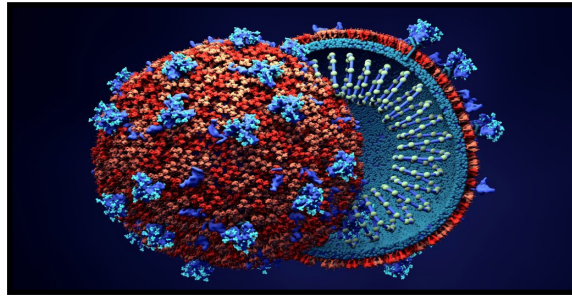
- 9.00am - PE with Joe Wicks https://youtu.be/6v-a_dpwhro
- 10.00am - Maths with Carol Vorderman www.themathsfactor.com
- 11.00am - English with David Walliams
<https://www.worldofdavidwalliams.com/elevenses/>
- 12.00pm - Lunch (cooking with Jamie Oliver)
<https://www.jamieoliver.com/feat.../category/get-kids-cooking/>
- 1.00pm - Music with Myleene Klass
<https://www.youtube.com/channel/UCQh2wgJ5tOrxYBn6jFXsXQ>
- 1.30pm - Dance with Darcey Bussell
<https://twitter.com/diversedance.../status/1241098264373592065>
- 2.00pm - History with Dan Snow (free for 30-days)
<https://tv.historyhit.com/signup/package>
- 4.00pm - Home Economics with Theo Michaels (Mon/Wed/Fri)
<https://www.instagram.com/theocooks>
- Non-daily events include:
- Science with Professor Brian Cox, Robin Ince & Guests
<https://cosmicshambles.com/stayathome/upcoming-schedule>

=====

And something for parents - Free access for everyone to join Danny Clarke's Fast Start programme free for 30 days (for network marketing professionals only) www.jointhevip.co.uk/30days ●

CORONAVIRUS

Will we defeat the new invisible enemy?



For the past few months, humanity has encountered a new deadly enemy, called COVID-19 or simply Coronavirus. This virus has created enormous & irreparable side effects around the world, especially in European countries like Spain, Italy & the UK. However, how did this deadly infectious disease even begin? Are we taking the correct precautions to prevent further damage to our society...?

Development of COVID-19

On the 31st of December 2019, the WHO (World Health Organisation) became alerted by the new dozen cases of pneumonia being reported in the city of Wuhan, China. Eventually, the Huanan Market Wuhan in China was suspected as the place of outbreak of a newly discovered virus: COVID-19. This was mainly because out of 41 patients, 27 had been found visitors of the market of wild animal trafficking, hence it was quickly shut down by the Chinese police.

However, the growth of Coronavirus cases continued and expanded. On the 13th of January 2020, the first COVID-19 case outside of China was detected in Thailand, 3 days later in Japan, then in South Korea, and eventually leading to high number of cases being found in more than 100 countries around the world, some being the United States, France, Italy, Spain and the UK.

Some of the most serious situations today are occurring in Italy, Spain and China, although cases have rapidly decreased in China in the last few days as no new cases from the country have been confirmed recently.

At the moment, Italy is the most hit country as even after being placed on lockdown from the 9th of March; there are currently 105,792 confirmed cases and 12,428 fatalities! Similarly, Spain has been strongly affected by this new virus as of the 25,150 cases, 1,789 deaths have occurred. (31.3.20 Figures)

Although not as high, we are meeting new cases being confirmed and deaths being caused as a result of the Coronavirus in the UK. At the moment there are approximately 8,077 cases and 422 deaths over the past month.

What is the 2019 Novel Coronavirus?

Coronaviruses are a large group type of viruses which consist of a core of genetic material which is surrounded by a lipid envelope with protein spikes. These features create the appearance of a crown which translates in latin to form the now popular name: Coronavirus.

Different kinds of Coronavirus cause different types of symptoms, two of them being respiratory & gastrointestinal.

Respiratory symptoms include those similar to common colds and pneumonia, e.g. fever, cough and breathing difficulties. Although these are generally mild, some may result in serious effects as we saw in previous Coronavirus breakouts like SARS-COV in 2003 and MERS-COV in 2012.

COVID-19 was not an acknowledged disease previously due to the fact that this virus (like all types of Coronavirus) originates from an specific animal species. Therefore, it is believed that this virus originates as a result of a spillover of this virus from a snake or bat to humans, due to close proximity or consumption of these animals or other animals which may have been infected too.

When this virus enters a human organism, it begins to reproduce using one's human cells and thereby contagating COVID-19. As it is a respiratory disease, it has shown to cause sore throat, dry cough, shortness of breath, fever, headaches & fatigue as the mild and typical symptoms. However, in a subset of patients the virus has caused more serious effects in which the lungs are affected, like pneumonia.

Although not everyone may display symptoms regardless of being infected, they can still be vectors (transmitter) of the novel Coronavirus due to its ability of spreading as we have seen its expansion all over the world, hence it is crucial for us to protect those who are the most vulnerable to this new disease in humans. This group includes those over 65 years of age and those who have suffered or have related health conditions, this includes: pregnant women, diabetes, transplanted organs or stem cells, cancer, severe respiratory conditions, those attending immunosuppression therapies and HIV. ►



“This is the fight of our lives. We are going to win. Whatever it takes.”

How can we protect against COVID-19?

This new virus can be spread between humans mainly through droplets which are produced when an infected person speaks, coughs or sneezes, therefore, these droplets are emitted into the air or a surface. These droplets cannot sustain themselves for a long time in the air due to their weight, but they can still affect those within a 1 metre radius. If these then land in an uninfected person's mouth, eyes or nose, it may cause them to obtain the virus.

In order to protect yourself and those surrounding you from Coronavirus, you must cover your mouth and nose with the bend of your elbow or with a disposable tissue which should be immediately discarded into a closed bin. The WHO has also declared washing your hands as the most effective method of preventing this disease, meaning you should regularly wash your hands thoroughly with soap and water or an alcohol based gel, which should eliminate all types of harmful viruses on your hands, including COVID-19.

Also, the British government has recently announced new measures like closing schools, cancelling AS, A Levels and GCSE exams and lastly, a lockdown on most of the British citizens. These measures have been taken to protect us, therefore these are rules which we must all follow by minimising social contact. I advise you all to stay at home when the government requires you to and protect yourself and the world by preventing the further expansion and consequences of this new yet deadly disease.



Sheyla Jaramillo, 12JS ●

Opinion Piece: Coronavirus, Toilet Paper, and Class Antagonisms

The coronavirus has infected everyone. I have been infected, as I have chosen to write this article; you have it, as you have chosen to read this article. But the one thing which can accurately portray the effects of the pandemic is the humble roll of toilet paper.

We have certainly heard on the news about ‘toilet-paper fever’, the mass purchase of the product in fear of its shortage. When panic-purchases such as this happen, we must maintain a critical and analytical view. Why are people buying toilet paper en masse? Is it due to a genuine fear of its lack, or is something more sinister happening?

Jean Baudrillard was a French philosopher of the late 20th century, yet is more than ever relevant in our current crisis. In his book *Simulacra and Simulation*, he discusses the idea of the “simulacra”, i.e. a “copy without an original”. Is this not what we are seeing in our panicked reactions? When people are buying heaps of toilet rolls, they are not doing so with the concrete potential of a future with no toilet rolls, but rather as a *reaction* to the spectacle of a lack of toilet rolls. In other words, we hear that people are panic-buying toilet paper, and so we panic-buy toilet paper. It was never about the wiping to begin with.

The virus has infected all of us in the worst way: we are not only unconscious of being infected, but rather conscious of *not* being infected, insofar that we take our preventative measures as a fact of life. Of course, who is a better example of this than Prime Minister Johnson? It was announced that local election dates would be pushed back a year in the interest of public safety—must we talk about the implications of this? It is important to keep in mind that this is not the fault of Boris Johnson, but rather the institutions of power in our society which see measures such as these as a “regrettable reality”. ►

What we must look at now is the future. The virus is something which people like BoJo would love to isolate to biological phenomena, but this is the complete opposite of the truth. The virus absolutely discriminates in the dimension of class: self-isolation is recommended willy-nilly by people to whom self-isolation has zero effect. Can a worker with no/limited sick-pay self-isolate by the snap of the hand? Moreover, companies such as British Airways “can no longer sustain [their] current level of employment”, according to a letter sent to staff, and that “jobs would be lost”, perhaps long-term. At least you get to sing *Happy Birthday* while washing your hands.

The response to the virus across the globe signifies where capitalism is headed. China was lambasted by Western media in the beginning of COVID-19 for their lack of proper action—Boris Johnson is seen as a level-headed hero for not succumbing to the “Draconian” measure of shutting down schools. Edward Said identified the notion of “The Orient” as mere “identification of the Other”, and this is exemplified in early responses across Europe and the Americas.

It has single-handedly managed to strengthen class antagonisms by making it transparent that *the rich do not care about the workers*. Billionaire Elon Musk represented this clearly in his tweet stating that “the coronavirus panic is so dumb”, which contains a trace of truth when one considers the average worker as merely a “temporarily embarrassed millionaire”. The strengthening of class antagonisms results in the decades-old dichotomy rearing its head again. The choice we must consider is between (1) a socialist future in which the main issue of a pandemic is *the actual death of human beings* rather than FTSE-100, and (2) a further decadent future with more crises and the ultimate extinction of humanity.

Alex Offen, Year 12 ●

Opinion piece: the Australian Fires

From the Amazon to Australia: the climate emergency is now impossible to ignore. But paying attention is not enough.

Bushfires show what is at stake. They've also exposed



the extent to which vested interests will go to maintain business as usual - yet coronavirus demonstrates what is possible.

"Climate delayers aren't much better than climate deniers," [tweeted US Representative Alexandria Ocasio-Cortez](#) in February 2019.

Describing Senator Dianne Feinstein's [belittling of young people calling for climate action](#), Ocasio-Cortez did not merely coin a crucial new term. She hailed a new era in the battle between proponents of science and a liveable future versus proponents of the status quo. She made it explicit that delaying action to protect our planet is almost as dangerous as denying basic science, if not more so, as it gives the illusion of action being taken when, in reality, nothing has changed.

Australia's bushfires, along with those in the Amazon and across the world, exemplify the frontline of the struggle against climate collapse. In New South Wales alone, according to their Rural Fire Service (RFS), [5.4 million](#) hectares of land were burned - more than three times the area of Greater London - with 2439 homes destroyed. Estimates have suggested that [at least half a billion](#) animals and plants have been killed. A week before going to press, the Great Barrier Reef suffered the [third mass bleaching event](#) in five years, where heat stress pushes corals to expel the symbiotic algae they need to survive. It may never recover. Just days before going to press, the annual [Australia's Environment report](#) found that 2019 was a year of "unprecedented" damage to water systems, tree cover and wildlife. This is what climate breakdown looks like. ▶

However, not unlike Brazilian populist president Jair Bolsonaro, Australian Prime Minister Scott Morrison, who once proudly [brandished a piece of coal](#) in parliament in the middle of heatwave, has been desperate to keep [global heating](#) out of the conversation - and it is not hard to see why.

It is clear that Australia is one of the many countries most at risk of the effects of climate breakdown, but it is unusual in that it is also a key contributor. Most of those being hit first and worst are impoverished countries in the global south, who have done least to cause this crisis. Bar a few very small countries and some oil states in the Middle East, [Australia has the highest per capita emissions in the world](#), in part due to its reluctance to transition away from coal, and a series of climate denying leaders. Neighbouring Pacific island nations have literally had to [beg](#) Australia to listen to the science. Australia continues to profit from coal, exporting it around the world and only last June approving a [fresh coal mine](#), denounced by all major NGOs including [WWF-Australia](#). Scott Morrison may be keen to please his fossil fuel industry friends, who have [doubled their donations](#) to both major Australian parties in the last four years, but of course, as the fires have shown, he is cutting off his nose to spite his face.

The sad irony is that much like the UK and the US, Australia is in a prime position to lead the charge against climate collapse, blessed with a wealth of financial, human and natural resources. All three of these major countries are wasting precious time. Just as we go to press, documents have emerged suggesting that Jair Bolsonaro's government in Brazil [personally thanked](#) Boris Johnson for refusing to criticise increased Amazon deforestation. With every day of inaction, governments across the world are choosing more disruptive and more costly action in the future, over cheaper action today with greater co-benefits, such as better public health, safer streets and job creation.

The response to COVID-19 blows apart myths of what is possible. Little under four months ago, the UK was arguing over free broadband. Now it is Conservative Party policy for the government to pay the wages of millions of workers. What's more, no one is arguing that it is excessive. When the political will exists - when people demand it to exist - there is no such thing as an economic necessity. Some things can change overnight, and with an existential threat to humanity - be it coronavirus or the climate crisis - they must.

Sam Gee, Year 12 ●

Holocaust memorial

The 27th January 2020 marked the 75th anniversary of the liberation of Auschwitz-Birkenau in what was then Nazi-occupied Poland.

Auschwitz was set up in 1940 and was originally made to house Polish political prisoners- it ended up becoming the largest Nazi concentration camp and extermination centre where the "Final Solution" was put into place. 1.1 million men, women and children lost their lives there. The first transport of prisoners reached KL Auschwitz from Tarnów prison on June 14, 1940 and from 1942 it became the centre of the Nazi plan to murder European Jews.

The Soviet Army was approaching Auschwitz so in January 1945 (near the end of the war), the SS sent most of the camp's population west on a death march to camps inside Germany and Austria. On 27 January 1945, Soviet troops entered the camps and this day has been commemorated since 2005 as International Holocaust Remembrance Day.

To mark the 75th anniversary, memorial events this year included:

At Auschwitz-Birkenau camp, survivors revisited the site and laid a wreath at a memorial within the camp (now a museum) before walking through the grounds and the infamous gate bearing the inscription, "*Arbeit macht frei*" - "*work sets you free*". At the "death wall", where Nazi SS soldiers shot and killed several thousand victims in the camp, a wreath laying ceremony was held.

Dutch Prime Minister Mark Rutte said "Now the last survivors are still with us, I apologise today in the name of the government for what the authorities did at that time". Only 38,000 of the 140,000 Jews who lived in the Netherlands survived World War Two. This was the first time a Dutch prime minister had offered an apology.

Why is it important to commemorate the Holocaust?

In our society, there remains a lot of anti-semitism and indeed prejudice across the board and the Holocaust serves as a reminder that this can escalate into something far more dangerous. But the Holocaust is more than just a warning from the past- six million lives were lost, the cost of which is incalculable! Remember that the Holocaust is not only a way of appreciating the lives of those who were killed but also of educating people about what happened to them. With the rise of social media and technology, mis-information is rife, so education is the best way to ensure that the Holocaust is not forgotten.

- Charlotte Allen, Year 12 ●

Why is there still an International Women's Day?

Today is the 8th of March, also known by many as the International Women's Day. Many of us on this day are focused on buying flowers and congratulating many of the amazing women that we have as part of our lives, such as sisters, friends, mothers, and teachers. However, many of us don't know the history of this celebration.

The origin of International Women's Day is still very recent. It was inspired by an event in 1908, when 15,000 women marched through New York City demanding shorter working hours, better pay and the right to vote. One year later, in 1909, the Socialist Party of American declared the National Woman's day.

In 1910, the *Second International Conference of Women* was held in Copenhagen. There were 100 women of 17 countries, one of them who suggested that there should be an International Women's Day. The first celebration was held a year later, in Austria, Denmark, Germany and Switzerland. However it only became official in 1975 when the United Nations (UN) started celebrating the day.

However, although the first celebration was aimed at calling public attention towards women's rights when it comes to the workload in the factories and poor working conditions, the International Women's day has expanded and each country celebrates it in an unique way, according to the local culture and honoring the rights of women (or protesting against its violations).

Here are the events of some countries in the International Women's Day:

UK

In the UK, many feminists groups preferred to focus on online campaigns - the theme for this year's International Women's Day (IWD) is #EachforEqual, recognising all the actions that we can take as individuals to challenge stereotypes, fight prejudice and celebrate women's achievements. There is also a "March4Women" demonstration in London which is drawing large crowds composed of especially women. ►



Turkey

Women at Turkey's border with Greece held a demonstration demanding they be allowed to cross during the International Women's Day.



Kyrgyzstan

The police detained many women's rights activists after masked men were accused of attacking marchers. Kyrgyzstan is one of the countries where women's rights are nearly nonexistent, and the few that are put in place are threatened on a daily basis!



The reason why I picked these three countries and the events that happened on the IWD is to show that women in different parts of the world have different needs- whilst women in developed countries are demanding for things such as more respect in the workplace and equal pay, many countries still struggle to guarantee women's safety at home (like protection in case of domestic violence) or at the streets (like cases such as rape and kidnapping). Although all the reasons for women to demand more rights and respect are valid, the message that the demonstrations in each country pass are the same: **gender equality unfortunately has not yet been achieved.**

But despite this, the IWD should also be a day to celebrate all of the incredible women that fought in the past in order for us to have the rights that we have today. Moreover, it should be a day for us to look around us and see all the incredible women that are working towards making the world a better place.

Happy International Women's Day to all the amazing women and girls of BGS.

- Brenda Major, Year 12 ●

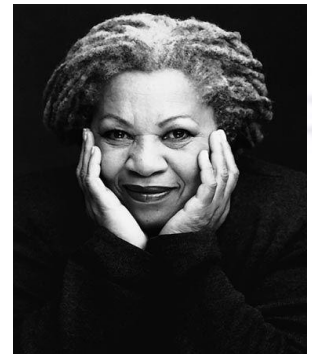
FIVE EMPOWERING FEMALE FIGURES IN LITERATURE

Established in 1911, International Women's Day (March 8th) is a focal point in the women's rights movement and aims to celebrate and honour all women around the world and their work. One of the greatest achievements of women throughout the centuries are their efforts and contribution to writing inspiring and amazing literature. Here are five empowering female figures who have been highly influential in twentieth century literature.

Toni Morrison

(February 1931-August 2019)

Morrison was an American novelist, book editor and college professor. She gained worldwide recognition when she was awarded the Nobel Prize in Literature in 1993, being the first African American Woman to do so. She is known for her nuanced discussion of race throughout her works.



Notable Works: *The Bluest Eye* (1970), *Sula* (1973), *Song of Solomon* (1977), *Tar Baby* (1981) and *Beloved* (1987)



Maya Angelou

(April 1928-May 2014)

Angelou was not only an American poet but also a Civil Rights Activist which is an influential theme explored throughout all her works. Angelou is best known for her series of seven autobiographies, which focus on her childhood and early adult experiences.

Notable Works: *I Know Why the Caged Bird Sings* (1969), *On the Pulse of the Morning* (1993), *And I Still Rise* (1978) ►

Sylvia Plath

(October 1932–February 1963)

Plath was an American poet, novelist and short story writer. She is credited with advancing the genre of confessional poetry. In 1982, she won a posthumous Pulitzer Prize for *The Collected Poems*. She is best known for discussion of the themes of death, victimization, patriarchy, nature, the self, motherhood, sexuality and love.



Notable Works: *The Bell Jar* (1963) and *Ariel* (1965)



Alice Walker

(February 9th 1944)

Walker is an American novelist, short story writer and social activist. Walker coined the term “womanist” to mean a black feminist of colour in 1983. In 1983 she won the National Book Award for hardcover fiction, and the Pulitzer Prize for Fiction. She is best known for her fiction and essays that deal with themes of race and gender.

Notable Works: *The Colour Purple* (1982), *Everyday Use* (1973)

Virginia Woolf

(January 1882–March 1941)

Wolff was an English writer, considered one of the most important modernist 20th-century authors and also a pioneer in the use of stream of consciousness as a narrative device. Virginia Woolf's writings seem to have one theme running rampant through all of them: melancholia, particularly shown through her female characters.

Notable Works: *To the Lighthouse* (1927), *Mrs Dalloway* (1925), *Orlando* (1928)



Miatta Mbriwa, Year 12 ●

TRANS WOMEN OF COLOUR: ZAYA WADE AND WHY HER COMING OUT MATTERS



"What every LGBTQ person wishes for, and deserves: a father as supportive as Dwayne Wade." Dwayne Wade is a retired NBA player and his daughter, previously known as Zion Wade, has come out as transgender.

"Our 12 year old ... came home and said, 'Hey, I want to talk to you guys,'" Wade said. "'I think going forward I'm ready to live my truth. I want to be referenced as she and her and I would love for you to call me Zaya.' Internally, now it's our job to... go out and get information." announced Wade on the Ellen Show. "We're just trying to figure out as much information as we can to make sure that we give our child the best opportunity to be her best self."



"We are proud parents of a child in the LGBTQ community and we're proud allies as well," Wade stated. "We take our responsibility and roles very seriously. When our child comes home with anything, it's our job to listen and give them the best information and that doesn't change now that sexuality is involved in it."

Zaya Wade has been receiving a lot of support and commendation for her decision to come out as transgender. As a black woman of a prominent masculine sports figure, her representation is extremely important. There is a huge lack of representation of transgender women, especially for black women. They are marginalised and there is a stigma around coming out as transgender.



It's an underreported trend: the mistreatment of transgender black women. The high rate, at which transgender black women are murdered is terrifying!

An Epidemic of Killings of Black Trans Women

As of November 2019, at least 20 trans women or gender nonconforming people of color were victims of homicide in the United States.

Jamaglio Jamar Berryman, age unknown
Muhlayisa Booker, 23
Paris Cameron, 20
Ashanti Carmon, 27
Pebbles LaDine "Dime" Doe, 22
Kiki Fantroy, 21
Brianna "BB" Hill, 30
Claire Legato, 21
Brooklyn Lindsey, 32
Chynal Lindsey, 26

Itali Marlowe, 29
Dana Martin, 31
Bailey Reeves, 17
Chanel Scurlock, 23
Tracy Single, 22
Bee Love Slater, 23
Zoe Spears, 23
Denali Berries Stuckey, 29
Jazzaline Ware, age unknown
Michelle "Tamika" Washington, 40

Other suspicious deaths of trans people in 2019 include:

Jordan Cofer, 22, a White trans man, was killed in a mass shooting in Dayton, Ohio. His brother was identified as the shooter.
Johana "Joa" Medina, 25, a trans woman from El Salvador, died of undisclosed medical causes shortly after being released from ICE custody.
Layleen Polanco, 27, a Black trans woman died of complications from epilepsy while in solitary confinement on New York City's Rikers Island.
Bubba Walker, 55, a Black trans woman, was found dead in the aftermath of a house fire. Neither the cause of death nor the fire has been determined.

Source: Human Rights Campaign
YES! Infographic, 2019

Black transgender women sit at the intersection of anti-blackness and transmisogyny.

- Eliza Rai

World Poetry Day

Celebrated on the 21st of March, World Poetry Day celebrates linguistic and cultural expression, as well as having the aim of encouraging the rebirth of oral poetry recitals and the restoration between poetry and other artistic forms of expression. Poetry has always been a huge cultural identifier, with origins as far back as time. This form of expression and identity is especially relevant in the tough time the world is currently facing.

The first world poetry day was celebrated in Paris in 1999 with the hope to increase “linguistic diversity through poetic expression and increasing the opportunity for endangered languages to be heard.” (United Nations). The simple message of World Poetry Day is to celebrate who you are, becoming increasingly important in a world that values instagram likes over literature. By keeping in touch with poetry, you are honouring those who came before you, those who are with you and who you are.

You may believe that poetry is a dying art form, long forgotten amidst the Plaths, the Wildes and the Shakespeares of the world, however you would be shockingly wrong. We encounter poetry in our everyday lives - everytime you turn on the radio, put on your headphones or connect to a speaker you are engaging with poetry. The rhythmic, lyrical genius of your favourite song has its roots grounded in the good old sonnet or haiku. Therefore, poetry is far from dead.

Picture a world without poetry: a desperate, desolate, lyricless world, peppered with the bland words of speech. A lack of emotion, expression and individuality. Now picture the world we live in today: colourful, alive, rhythmic, characterised by human nature. We may take poetry for granted, or even disregard it, but we cannot deny that it has helped shape our society of which we are so proud of today.

The beauty of poetry is in its subjectivity. Every poem means something different to every person. Not only does World Poetry Day honour the beauty and talent of past poets, but also celebrates the individuality that can be found within linguistic expression. This World Poetry Day, take the opportunity to delve into yourself and discover who you really are.

This World Poetry Day, I urge you to express yourself! Write a poem, read a poem or even listen to your favourite song. Appreciate each word and remember that behind every word is a story, a life, an identity.

Alexandra Seward ●

“Poetry is nearer to vital truth than history.”
Plato

The death of Bryant and his impact on the world

The death of NBA legend Kobe Bryant has shocked the entire world. On the 26th of January 2020, the helicopter he and his daughter Gianna (age 13), along with seven other people, were on, crashed and exploded into flames above the Calabasas. The fact his daughter also lost her life with him, made this tragedy even more heartbreaking. They were inseparable in life, and now also in death.

During his life, he had an extraordinary career, pretty much entirely dedicated to the Los Angeles Lakers. Ever since then, millions of people have recognised his great talent and declared him as one of the greatest basketball players of all time!

But Kobe was a lot more than a basketball player. He was also a huge advocate of women in sports, as seen by his championing of women's basketball, from him coaching his daughter Gianna's youth team to the foundation of Mamba Sports Academy, a multisport training center for young athletes. In addition to this, he also contributed to important initiatives such as the Make a Wish foundation, Stand up to Cancer and the National Museum of African American History and Culture.

A lot of people worldwide see him as one of the greatest models ever, and his example will continue to inspire the future generations. ●

Daniel Ngenegbo, 12RJG

Life Timeline:

August 23, 1978 - January 26 2020





News from Departments, Trips and Extracurricular Activities

PE Report 2020 - Mrs K Kemp

Year 8 End of Season Netball Awards

Most Improved players	Adaeze Bariyah
Top trainers: Determination and Resilience	Jasreen Gracie Summer Emma Isobel
Future leaders	Beth Megan Violet
Players of the term	Sophie Zoe Evie Liza



We have seen a huge increase in the participation numbers for Year 8 Netball this season. Students have been working hard on developing their own individual skills, as well as those within their teams. Early morning netball training every week at 7.45am without fail.

These lovely ladies are a real credit to their families and the school. Resilience and hard work does pay off girls, you showed true strength of character at the Bexley tournament in February with a victorious win against Townley!

The commitment they have shown to Tuesday morning training has been reflected during their competitive matches where we have secured some excellent wins this term.. Congratulations to all members of the Year 8 Netball team. I'm looking forward to our next season!

Mrs Kemp ●

Year 7 Netball



We have had record numbers of Year 7 students attending Netball club each year, with over 40 girls coming along to lunch time practices. The girls have worked on developing their own netball skills as well as teamwork and communication skills. Well done to all students who have attended this year- your hard work has really played off.

We have managed to enter two teams into the Bexley league this year and both the A & B squads have done us proud. Both teams have worked hard to put practice into play. The A team has not lost a match in the Bexley league and have managed to achieve some very impressive victories over our close rivals. ►



Year 7 Netball Tournament

A Team

On the 3rd of March the Year 7 Netball teams went to a netball tournament at Haberdashers Crayford Academy, this was against some Bexley schools for both A and B teams. The first game the A team played was against Wilmington Grammar School and it was freezing so we took a while to warm up. We drew 0-0, but even though we were off to a slow start we didn't let that throw us off track. For the first game, Alice was voted as the player of the match for her excellent movement. Our second match was against Townley and now that we were warmed up and used to the games we beat them 3-1.

Everyone played amazingly throughout the court but Lottie was voted out player of the match for her incredible defensive skill. The next game we played was versus Trinity and we won 4-0, a great score. Precious played particularly well and was the player of the match for her interceptions. Our final game in the tournament was against Chis and Sid, but we lost due to unforced errors. They beat us 1-0 and so we came 3rd out of 10 teams. We then nominated our player of the tournament and Lottie won due to her overall skill and interceptions on the court.

We all had a great time and this was an amazing experience for us. Last but not least, special thanks to Katie in Yr 12 for helping us in our training and coming with us to this tournament.

Emily Hoang, Year 7



Year 7 Netball Tournament

B Team

On March 3rd, Bexley Grammar participated in a netball tournament with some stiff competition at Haberdashers' Aske's Crayford Academy.

The first game was against Bexleyheath Academy's B team. The player of the match was Yae Nee for her incredible interceptions. Unfortunately, we lost 1-0 due to fumbles with the ball. The second game was against Haberdashers' A team. The player of the match was Poppy because of her passion and drive. Unfortunately, we lost 1-0 due to a lack of running to create space. The third game was against Trinity's A team. The player of the match was Alex because of her movement to create space. Unfortunately, we lost 1-0 because of unforced errors. The fourth and final game was against Haberdashers' B team. The player of the match was Rachel due to her constant availability. Luckily, we won 2-0.

Well done to Rachel for being an excellent and motivating team captain for the B team.

Well done to Tilly who was voted Player of the Tournament for her constant availability, use of pace and hard work throughout the tournament right to the end. In Tilly's style, she always wants to improve.

Special thanks goes to Grace, our Year 12, who helped and supported us during the tournament.

**Demilade
Samuel-Onette,
Year 7 ●**



Year 7 A and B netball teams

Year 7 End of Season Awards

A huge well done to all girls who have been involved in Netball club this year but we would like to highlight a few outstanding performances:

Most Improved players	Lottie Hooton Poppy White Eloise Knowles
Top trainers: Determination and Resilience	Rachel Wright Jana Wheate-Martinez Anna Tyukova Steph Whiting Zoe Allen
Future leaders	Mia Millin Tilly Owen
Players of the term	Precious Nwaekpe Alexis Otse Alice Black
Bexley league winning team and 3rd Place in Bexley Tournament	<u>A Team</u> Mia Millin Precious Nwaekpe Eloise Knowles Lottie Hooton Mereia Flavian- Ban Lola Bibby Imogen Vivian Grace Taylor Emily Hoang Alice Black

A huge thank you goes to Grace, Rebecca, Katie (Year 12) and Miss Aspill for their hard work and help at training and matches!

Ms Leffen ●

PE Moments

This term has been full of events! The events that I found the most interesting though were the Ski Trip and the Year 9 PE Match, hands down!

The Ski Trip began on the 16th of February and lasted until the 22nd. During that time, some chilled-out photos were taken:



- Everyone had a wonderful time and an **ice** day!



- Some more brilliant photos were taken on the 21st of February!

Along with this, some of my other favourite moments were when some outstanding Year 9s played for the whole of BGS this February and obtained an excellent win over Beths with a score of 74-43!



- The **amazing** team that gave BGS hope and inspiration!

I hope that many people will see these events as moments to cherish. Have a good Easter!

Daniel Ngenegbo ●

Rome Trip 2020

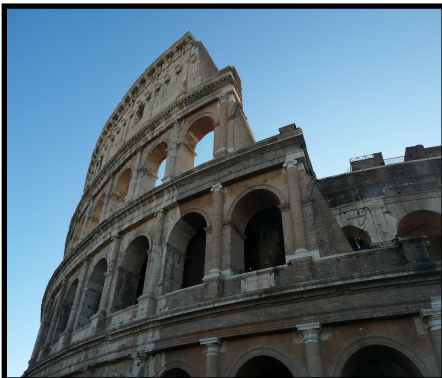


In February, other students and I went to Rome with the Classics Department. We set out at the crack of dawn on Valentine's Day, and by midday we had arrived in Italy, where we were greeted by blue skies and the need for sunscreen.

From the airport, we drove to Ostia Antica, an ancient site that had once been Rome's main port along the River Tiber which now lies three miles from the shore. It was founded by Marcus Ancius, the fourth of the legendary kings of Rome, and had been a very diverse meeting place of many cultures as a central meeting place of trade, with both Latin and Greek inscriptions found throughout the site. We wandered around the ruins, finding mosaics advertising what had been sold at the market, wine bars and a theatre, as well as lots of stray cats which we attempted to befriend!



COLOSSEUM



We started the next day by visiting the Flavian Amphitheatre, which had been designed to please crowds with its gory gladiatorial contests and fights against wild beasts. Built by emperors of the Flavian dynasty, the Colosseum is thought to have gained its name during the Middle Ages due to the Colossus statue of Nero that was erected nearby. It was built between 72-80 BC; it would have seated 50,000 people, and inside we luckily got to see an exhibition on Carthage. ►

CIRCUS MAXIMUS

Next, we walked to the Circus Maximus, where there would have been chariot races and is now a public park. The construction for the Circus Maximus would have seated up to 250,000 people, and I'm sure those sunbathing that Saturday were similarly impressed by our own chariot race.



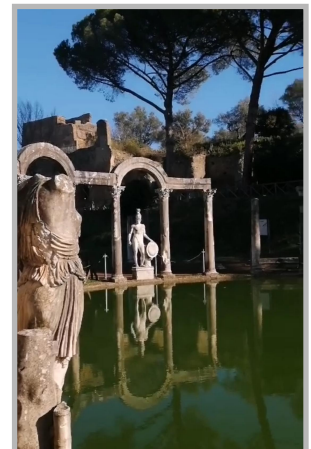
PALATINE HILL AND ROMAN FORUM



The Palatine Hill was where Romulus had famously argued with his twin Remus over the positioning of their new city, and was where many emperors of Rome had once resided. From it, we could see the Roman Forum in its entirety, and our teachers had many interesting stories about famous events that had occurred there, such as the stabbing of Virginia. We also got to see Caesar's tomb, where people still leave flowers.

HADRIAN'S VILLA

On the third day, we visited Hadrian's Villa, which the emperor had built as a retreat from the hustle and bustle of Rome. Hadrian had ruled from 117-138 AD, and was incredibly well-travelled, spending most of his years as emperor exploring outside of Rome. Because of this, much of the architecture and design of the villa was inspired by other countries. For example, replicas of the Caryatids on the Athenian Acropolis can be seen by a secluded lake, as well as a statue of an Egyptian alligator.



After our visit to Hadrian's villa, we went to the Roman National Museum, where we saw lots of intricate sculptures and armour, a highlight being the walls of Livia's room. ▶



WALKING TOUR



Our final day in Rome was spent walking through the city. We visited Vatican City which was full of people, but sadly we didn't catch a glimpse of Papa Francesco. However, we did find a multitude of things to buy: rosaries, Pope calendars and holy water. We then walked by the River Tiber and visited the Pantheon, which had been built by Marcus Agrippa during the reign of Augustus and was completed by Hadrian, where the famous Renaissance artist Raphael was buried.

At the Piazza Navona we had an underground tour of the Stadium of Domitian that once held athletic contests. Our day concluded with a look at the Ara Pacis, as well as Trajan's column.

We ended the trip with a quiz night where some history and very specific Disney knowledge was put to the test, as well as a talent show featuring a heart-wrenching retelling of Romeo and Juliet, a great musical number, and incredibly realistic performances of Livy and Homer's tales.

Thank you very much Mr Risdon, Ms Fisher and Ms Pearson for your interesting facts and anecdotes about the ancient world, and for being so patient with us!

- Yingfei Chen, 12CHV ●

Music Department Updates

Francesca Handscombe and Mrs Goddard

On Sunday the 1st of March the BGS Senior Choir competed in the Jack Petchey Perfect Pitch competition; they were one of 70 choirs who made it to the finals where they performed two pieces a capella. One of them was Bad Guy by Billie Eilish and the other, a choir favourite, is It's My Life by Bon Jovi. They came 9th overall but thoroughly enjoyed the performance and had an amazing time leading up to the show.

On Tuesday the 3rd of March, Year 12 and 13 completed their IB music recitals, a key part of their course. I am also delighted to announce that several of our students at Bexley Grammar School have passed their recent music exams that they took in March 2020. It is wonderful to hear of successes in students' instrumental and singing lessons; not only do music exams prepare students for further graded exams, it also marks an achievement for every student that they can perform to a certain level. I would like to congratulate the following students - you've worked so hard! ►



Musical Hall of Fame

James Orchard	Piano	Grade 1 Distinction
George Cook	Piano	Grade 1 Pass
Alex Anastasov	Piano	Grade 3 Merit
William Andrew	Piano	Grade 1 Merit
Joshua Morris	Piano	Grade 1 Merit
Parris Brockwell-Low	Clarinet	Grade 2 Distinction
Fola Akinsuyi	Clarinet	Grade 6 Pass
Will Henderson	Euphonium	Grade 5 Merit
Anna Hardie	Trumpet	Grade 4 Pass
Emilia Morgan	Singing	Grade 3 Distinction
Sophia Marian	Recorder	Grade 1 Merit
Esose Obhio	Flute	Grade 1 Pass
Gemma Sharkey	Flute	Grade 5 Merit
Madeleine Hosier	Flute	Grade 5 Merit
Leila Chan	Clarinet	Grade 3 Merit
Abbie Hewitt	Clarinet	Grade 6 Merit
Oliver Knight	Cello	Grade 5 Pass
Simon Le	Alto Saxophone	Grade 5 Pass
Ethan Abbate	Alto Saxophone	Grade 5 Distinction

On the 28th of January, Year 10 and 11 GCSE Music students performed for friends and family at our annual KS4 Showcase. It was a bumper crop of students this year, performing a diverse range of music and styles. Mia Chan (Y11) and Charlie Keeling (Y10) also performed their pieces they intended to perform for the Bexley Young Musician competition in March 2020 - the opportunity to perform some challenging repertoire to the audience was music to their ears! Charlie and Mia competed against eight other students from across the borough and we are delighted to report that Charlie Keeling was crowned Bexley Young Musician for his brilliant performances.

Mia Chan opened the competition, with two pieces: 'Intermezzo' by Brahms and John McCabe's 'Capriccio and Toccata' from 'Five Bagatelles'. She performed both of her pieces with conviction and really sought to tell the story of the music in the Brahms. This was Mia's second outing at the Bexley Young Musician.

Charlie Keeling performed three pieces to show off his skills on the trumpet: Goedicke's Concert Etude Op. 49, Leonard Bernstein's 'Red, White and Blues' and a final flourish was with Vizzutti's 'Flamenco'. Charlie showcased the full range of tonal colour on the trumpet and wowed the audience with the attention to detail and clarity of his sound. Even the judges sat up and listened in awe as Charlie showcased his abilities that are mature for his years. ►

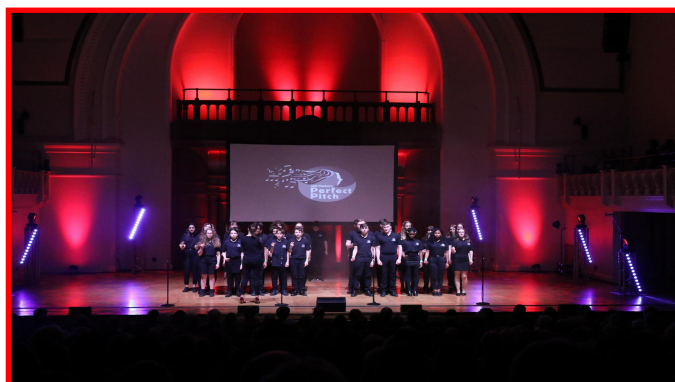


Our Year 11 musicians were completing their final performances for GCSE: Shannon Sarkodie and Zia Dean both performed 'Give me a reason' on the acoustic guitar, whilst Nahian Rahman sang 'I'm not the only one' with the support of his peers. Rhys Tonks took our breath away with his tenor sax rendition of Eric Clapton's 'Tears in Heaven', and Adam Bridle and Sarah Sanz both performed their solos with gusto.

Year 10 offered a number of group performances - 'Rolling in the Deep' by Adele, 'Hero' by Foo Fighters and 'Fly Me to the Moon' were just a sample of the pieces performed.

It has been a great pleasure to work with all of our students at BGS and to see them grow and nurture their musical talents!

Francesca Handscombe, Year 12 ●



Geography news

Have you heard of toilet twinning? Our Y8s certainly have. Read on to find out more!



Left: 8MML excited with their sponsorship form for their toilet twinning event.

Year 8 have taken part in the **FIRST** ever BGS sponsored silence in their Geography lessons this week. The aim of this project was to raise enough money to twin the BGS toilets with toilets in Africa. This initiative hopes to give access to a safe toilet in many rural villages in African countries.

Why do toilets matter?

Water and sanitation projects enable families to build a toilet, have access to clean water, and to learn about handwashing and other hygiene principles. Dignity is restored when the whole family can use a private, hygienic toilet at their home and no longer have to squat in the bush. Furthermore, toilet blocks at school help keep girls in education as they have access to adequate and private facilities.

Why this project was important to Year 8

Year 8 are finishing their topic on the 'blessings and curses of Africa'. They have learnt that diarrhoea kills over 2,000 children a day and one of the solutions to improve health and quality of life is to improve hygiene and sanitation. They felt so strongly about the issues that they wanted to be part of the solution and this was a way that they could do it! ►

Geography news



Above: 8RPP completing their silence on Tuesday 21 Jan.

The final totals raised by each tutor group are as below::

8EAG: £90.08

8JR: £148.15

8LC: £200.85

8ML: £84.04

8MML: £557.29

8RPP: £122.75

As you can see these are phenomenal amounts of money raised! This brings the total raised by the whole year group as **£1203.16!** Many congratulations.

Watch this space to see news of our top fundraisers and where the toilets are located.

To find out more about this project go to

toilettwinning.org ●



toilet twinning

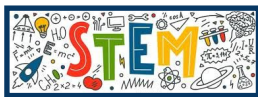
Ms Ashman



It has been a very busy term for STEM so far this year- Science week, Chemistry competitions, fascinating lectures and much, much more!

It has been a very busy term in Science Club with Year 7 and Year 8 students getting stuck in with a wide variety of activities. These included making rainbows with different densities of sugar solution (harder than it sounds). The steadiest hands were then chosen to try and create a giant density column at the end. I think everyone learnt that patience is a virtue and I enjoyed seeing their resilience in this tricky task.

41



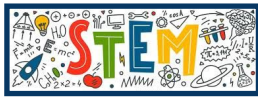
Year 12 Chemistry Higher Education Conference at Queen Mary University London

On the 15th January, current IB Chemistry Higher Level Year 12 students (Cecilia, Sam, Asmiga, Damilola, Felicity and Aasanna) were given an amazing opportunity to experience a day in the life of a Queen Mary University London student by the University's Chemistry Department. The opportunity was supported by the Royal Society of Chemistry. The experience was insightful and extremely helpful surrounding the topic of University life. One of the biggest opportunities was a short, but highly in-depth, discussion held by the head of Queen Mary Chemistry Department in which she gave insight and shed light upon how University applications work and the real keys to making Personal Statements successful; this topic was, initially, something that caused me and many of my peers a lot of stress so seeing it get acknowledged was extremely helpful.

The highlight of the day was when our group of six BGS students unexpectedly won the quiz competition that was held there, even gaining a prize for the team.

The experience was an all-around success and hugely eye-opening. I would wholeheartedly encourage both current and future university hopefuls to take up this and all future experiences regarding university. Thank you to Mrs Moore for organising this event.
Aasanna Adhikari, Year 12





Women In Science Day

To celebrate this event, I took a small group of girls from Years 11 and 12 along to a conference at Imperial College. Firstly, just visiting the campus was pretty impressive, I definitely didn't have organic farmers' market style food stalls outside my uni buildings! Aside from the fantastic lunch choices the girls and I were treated to a number of talks by a range of extremely impressive women. All were staff at Imperial, but from a variety of backgrounds. The overarching message was that anyone can work in STEM and it is not even essential that you are a fantastic scientist at school. You should just do what you love and if you work hard you can carve yourself an amazing career, working with the greatest minds and travelling the world. I hope the girls were as inspired and impressed as I was.

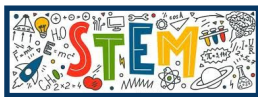
Ms R Lusted, STEM Coordinator

Whilst I knew that I was interested in the field of STEM, and had an idea of roughly what area of STEM particularly interested me, I found that the "Women in STEM" conference not only assured me of the potential to be successful in it (as two of the female speakers were working in said field), but it also encouraged me to consider a wider range of STEM areas, which I never would have considered otherwise.

I would say that the main things which I gained from the event were firstly, the extent to which women are more than able to excel in Science and Technology, knowledge of just how broad the STEM field can be, and that the (subject) choices we have made at this age do not actually constrain us in our future careers.

Azeezat Hassan, Year 12 ►





Cambridge Chemistry Race 2020

On Saturday 15th February 2020, five of our Year 12 Chemistry students took part in the first annual Cambridge Chemistry Race held at Cambridge University.

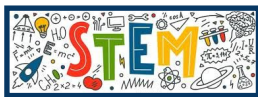
From the Year 12s who participated:

The Cambridge Chemistry Race was a really good event and we thoroughly enjoyed it! I've attached some photos. Unfortunately, out of 24 schools, we didn't make it to the top 3, but we had a great time and learnt a lot. However, hopefully this will be great practice for the Olympiad Competition, and we can potentially help train next year's team of Year 12s! Huge thanks, as ever, to Mrs Moore for her tireless organisation.



Thank you to Sam Gee, Katie Henderson, Luca Varela, Moshope Iroko and Natacha Loison for your involvement.

Mrs Moore, KS5 Science Coordinator ►



Primary School Science Clubs

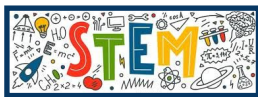
This week sees the launch of the annual Primary School Science Clubs. Throughout the Spring B half term, our Year 12 Science Leaders will be delivering weekly sessions to seven local Primary schools including; St Thomas More, St Stephens, Crook Log, Northumberland Heath, Fosters, Burstled Woods and Hook Lane. The activity for the first week is "Investigating nappies" which looks at how much "fluid" a nappy can actually hold and how a salty diet might change this! Thank you for all the hard work that the Science Leaders have put into delivering these sessions, we have received extremely positive feedback from the first week so far.

Mrs Moore, KS5 Science Coordinator

British Biology Olympiad

Congratulations to Amber Skivens, Amy Wright, Alfie Tindall, and Haoran James Du, in Year 13, who recently competed in the British Biology Olympiad. The challenging competition poses questions far beyond the Key Stage 5 Biology syllabus and allows students to display their strong knowledge and interest in the subject. A special mention goes to Haoran who achieved a Silver Award. Well done to all involved

Mrs Earl, Science Department ►



BRITISH SCIENCE WEEK!

Years 7-10 took part in activities during lessons which allowed them to explore a sample of the huge variety of science based careers out there. They were able to get creative and work together just like real scientists and engineers!

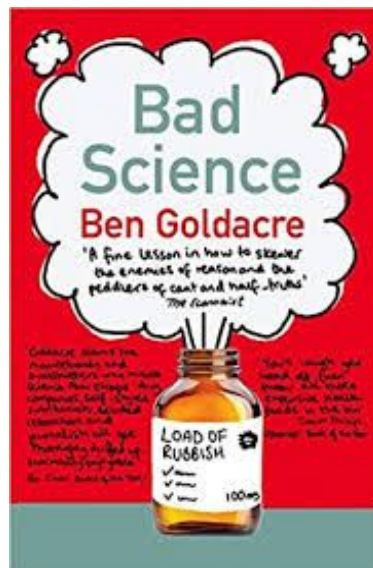
Even the Art department got involved with Year 8 students taking part in a national competition to design a stamp for the British Antarctic Territory. This is to mark the 200th year since the discovery of Antarctica and the best designs will be turned into real stamps! Good luck Year 8!

In the week following British Science Week Year 8s took part in a Marine Engineering Workshop, supported by Sea Cadets and Seafarers UK. This is a fun, interactive workshop that has been very popular in the past here

Mrs Lusted, STEM Coordinator

Senior Science Society

We have continued to run our lunchtime meetings - this term we have even increased them to a weekly basis due to popularity! Our topics have ranged from typical university exam questions to news updates from the world of science, including the science of COVID-19. We have also decided that we are going to study and discuss the book *Bad Science* by Ben Goldacre - find out next time what we made of it! ►

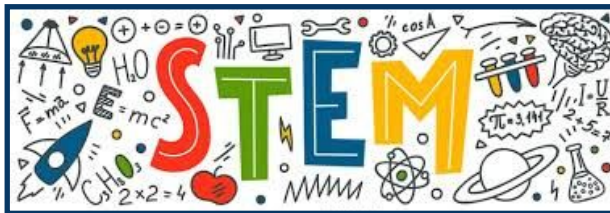


On Tuesday 3rd March, three Year 12 students - Ella, Natacha and I - took part in the Royal Society of Chemistry's National Schools Analyst Competition at the Department of Chemistry in Queen Mary's University. This was a fantastic opportunity as we were able to work in a proper chemistry lab and experience what Chemistry at university would be like.

We had to complete two practicals, and observe a third, and then answer questions based on the data that we collected. Unfortunately, out of 30 schools we didn't come in the top 3, but the standard of competition was very high and we learnt a lot and had a good time. I want to say a huge thanks to Mrs Moore for organising this and to our chemistry teachers for nominating us to take part.



Queen Mary
University of London





Update from the BGS Medicine Society!

This term has, again, been pretty busy for our Medicine Society! We started the term by deciding to read the book “The Immortal Life of Henrietta Lacks” by Rebecca Skloot and starting to think about the various admissions tests we will need to take. This is also the term to start thinking about University Open days that we want to attend, as well as securing volunteering placements to boost our applications. We have also started our project where we pair up and each give 15 minute presentations about diseases affecting the global population today- so far we have had ones on Dementia and Tuberculosis.

5 Medicine book recommendations from us:

1. *Being Mortal by Atul Gawande*
2. *Unnatural Causes by Dr. R Shepard (not for the faint hearted!)*
3. *Do No Harm by Henry Marsh*
4. *7 Signs of Life by Aoife Abbey*
5. *This is Going to Hurt by Adam Kay*

Charlotte Allen, Year 12 ●

CULTURE CLUB

The Incident Room

"The feminine body is expected to be flesh, but discreetly so,"
Simone De Beauvoir

On the 27th February, a small group of Sixth Formers took a trip to the New Diorama Theatre, organised by Culture Club.

Tucked away in central London, the intimate eighty-seat theatre became the Millgarth incident room: the epicentre of 'Britain's biggest manhunt'. Set between 1975 and 1980, the play follows Sargent Megan Winterburn and the police as they work to catch the Yorkshire Ripper.



The Ripper is never seen. His features are reflected only by photo fits. Neither is he heard, except through reported speech. Yet his presence is felt and is as tangible as any actor mere metres away. Peter Sutcliffe's name bears a chilling gravitas, when it is spoken it falls upon a silent audience. The characters, unaware of his true identity, file his record away. His name is lost in obscurity amongst thousands. The cruel dramatic irony of it all is excruciating.

Though about the ripper, the real focus of the play is the women: their pain, their suffering, but ultimately their lives. Megan Winterburn's pain is palpable. Though set in the incident room, the play takes place within Megan's mind many years later. She bears the brunt of the case and is still crippled with guilt for filing Sutcliffe away. She never leaves the incident room and is almost always on set, seemingly unable to move on. The way she is treated is upsetting. She is completely invisible; especially to the dogmatic George Oldfield, who is in charge of the investigation. She is overlooked by her superiors, her skills underappreciated, and is belittled by her co-workers. ▶

Their prominent sexual agency diminishes their victimhood. One of the first lines spoken by Oldfield haunted me for the duration of the play. Upon the death of Jane Macdonald, a young shop assistant, he says 'He's killing innocent women now'. The 'less respectable' women are found guilty, much like their brutal and violent murderer. Their actions, deemed immoral, make them seem more deserving of death. As a result of the ripper's actions, restrictions were placed on women. Their bodies were an object of power and subjected to institutional regulation.

These regulations play into a long-standing tradition of victim-blaming, in which the victim is partially at fault for the harm that befell them. The story of the Yorkshire Ripper is not a new one. But *The Incident Room* provides a fresh retelling of the infamous events, giving voice to those overlooked. It is deeply harrowing but absolutely unmissable.

Jennifer Lake, Year 12 ●

Environmental Action Group

Welcome aboard!

The BGS Environmental Action Group started out as committed and compassionate students ready to empower each other to make change happen.



We wanted to make the school a leader on ecological issues and a champion of environmental education. We put the message out, and at an initial meeting, the room was *packed*, full of students of all ages, all wanting to make a difference.



We know that globally, caring is not enough, but nor is simply sorting our rubbish and turning the tap off while we're brushing our teeth. Important though these are, to tackle an emergency on the scale of climate collapse and wildlife loss, we need decisive action and system change.

Individually we can make a difference. Together we are unstoppable. That's why schools are so important, because where we lead, others will follow.



We're using the Eco-Schools programme as our framework. It's the [biggest schools programme on Earth](#), involving millions of students in 59 000 schools across 68 countries. All Eco-Schools follow the same simple [Seven Steps](#) working on some of the [Ten Topics](#).

"I think that being part of the Environmental Action Group is great. In such a short time, we have made a lot of progress. I have contributed in providing ideas in making our school more eco-friendly ... and how we can put that into action."

Shakeel Majeed, Year 9

Enormous thanks go to the brilliant Mrs Gradley, our Eco-Coordinator, and to all the wonderful staff and students who have joined the team so far.

Over the next few pages you'll find out about what we've been up to, where we're headed, and how you can get involved.

Sam Gee, Year 12 ►



How BGS is currently doing - our Environmental Review

When we started the Environmental Action Group, we wanted to find out how we're currently doing, our school's current environmental performance. This would enable us to see what we can improve on and what we are excelling in. Step 2 of the Eco-Schools programme is the Environmental Review, an audit of the situation as it stands right now. Using the Eco-Schools template audit, we were able to create a realistic picture of the school's current environmental performance. The review is designed to be undertaken by the Eco-Committee and enables students to see how well our school is performing across all ten Eco-Schools topics. Each topic would receive a score based on our answers.

Key strengths

Bexley scored well in Global Citizenship, School Grounds and Litter. For Global Citizenship, Bexley, as we all know, has an excellent language department with a range of language-based opportunities and links with foreign schools. Furthermore, we are very lucky with our school grounds - being blessed with a grass field, neighbouring Danson Park and having eco-activities, such as the Horticulture Club. Lastly, Bexley's litter situation is excellent, from participating in litter pickings weekly to keeping litter on school grounds at a good standard. We also have various litter posters around the schools, educating students about litter.

Key areas for improvement

However, we have a lot still to improve on - and that's what we'll be working on. We scored the lowest in the topics Energy, Waste and Marine - but we're already taking the first steps towards improving.

Elias Gajraj, Year 12 ►



Our plans

Big Ideas Meeting

In February, students and teachers alike met to discuss the problems currently facing the school (see the 'Environmental Review') and our plans to fix them. The meeting began with an informative presentation organised by some of our hard-working sixth form members, containing some incredibly eye-opening statistics surrounding the schools 'greenness' (or lack thereof).



Next, we began to generate ideas for our Action Plan, asking ourselves what our dream future would look like. We temporarily discarded pragmatism, allowing any idea: no matter how big. We had a spot of friendly competition and split into teams: lower school, sixth form, and teachers. Each team worked to generate as many ideas surrounding the Ten Steps as possible. The sixth formers won (of course) followed closely by the lower school. Altogether we came up with hundreds of amazing ideas, which were then shortlisted. It is truly astounding how much we can do when we stop asking how and start asking if.

Coming soon

Despite the school's closure, we are now in the stages of generating an Action Plan; which contains our detailed plans and goals for the school's future. The school's energy usage needs the most improvement by far and we will most likely focus our efforts on this. We are planning a multifaceted approach, which might include fundraising for renewable energy generation. To reduce waste, we want to educate all students on the recycling system to instill a deeper understanding of the impact certain materials have on our environment. Hopefully, this will also protect marine wildlife: whose conservation often gets forgotten about in the curriculum. We want to host many school-wide events so everyone can get involved. We are planning some really exciting opportunities such as a planting competition and second-hand clothes sales.

Keep your eyes peeled for more exciting news ahead!

Jennifer Lake, Year 12 ►



How you can get involved



Our situation is not without hope. Every little change we make to our lives is one which our planet is thankful for.

Students

Make sure you come along to the Environmental Action Group meetings, every Monday lunchtime from 12:55 in H18. Here, you can talk about any ideas you have for the direction you want the school to go in. Remember: no idea is too unrealistic! Even if we can't make it happen right now, it might spark ideas that we can. The more creative you get, the stronger we are as a group.

Teachers

We would also be absolutely thrilled if you came and joined us in the weekly meetings. Your input and influence is one of the most important things we can get as a group.

Parents, governors, local businesses and charities

If you are a parent and are as passionate about these issues as we are, then don't be hesitant to get involved! You can suggest some ideas to your child to bring to the weekly meetings, or contact the school to let us know you are interested in volunteering! For example:

- Does your organisation specialise in green technology or youth engagement?
- Could your business sponsor an event, a raffle or a fundraiser?

Lastly, and maybe most importantly, tell your friends, teachers, and parents! The more members we have in our group, the more change we can make.

Although our current situation may be one filled with uncertainty, it's never too early to get the word out. Now is the time for action, and we hope you will join us.

Alex Offen, Year 12 ●



The Legal Apprentice competition

The Legal Apprentice is a competition run by law firm Kingsley Napley, where students are invited to work as part of a team to complete a series of tasks, using skills and logic to provide legal advice for fictional clients. This year, Bexley Grammar entered three teams of four Year 12 students, of which two teams got to the final round of spring stage.

The competition aims to provide students with first-hand experience of what it is like to be a solicitor. Although it could be argued that the only skills a solicitor needs are to understand the law and to work with a client and a barrister to put forward a good argument, the legal apprentice focuses on developing the other great qualities such as inquisitiveness, communication and teamwork, although of course there is a lot of learning about the law. If the school's team(s) go through to the Final in June, as well as being gifted with the skills and knowledge development, they will be in with a chance of receiving £500 each and a legal apprenticeship with Kingsley Napley.

For me personally, The Legal Apprentice was a great opportunity to not only gain real experience into what it is like to be a solicitor, but also develop my other skills that I will need in my future life/ career such as creativity, organisation and listening skills. It was also amazing to work collaboratively, as I was in a group with people I had just met so the difference of opinions were really refreshing and opened my eyes to new ideas.

Esther Adeniran-Wealths, Year 12



THE LEGAL APPRENTICE



School wide events

WORLD BOOK DAY 2020!

WORLD
**BOOK
DAY**

5 MARCH 2020

On Thursday the 5th of March, the most important date in the English department came again: World Book Day! Students, both young and old, took part in a large array of literary-themed activities, such as: guess the prop, quizzes, and 'drop everything and read'.

There were so many amazing costumes! The year sevens get more creative each World Book Day. At break, everyone who dressed up (including teachers and the English prefects) gathered in the library to take a group photo. There was a diverse range of characters, stretching the entirety of the literary canon. My favourite costumes had to be from Mr Griffin and Mrs Carey, who made a great Mr and Mrs Twit.

At 14:50, everyone in their lessons put down their pens and swapped it for a book. 'Drop Everything and Read' showcased the importance of reading, even if it's a mere 15 minutes a day. Plus the school was the quietest it has ever been!

The Year Eights were very lucky and were visited by Sufiya Ahmed, the author of '*Secrets of the Henna Girl*'. Budding creative writers received a great workshop delivered by Ahmed herself and got to talk with the author.

World Book Day is also the chance for some (friendly) competition. Each form attempted to find out what the English teachers were dressed as. There was also 'guess the prop', where students had to identify iconic book items. How could I forget to mention the quiz, made by the English prefects and Mr Morris? Each key stage had its own quiz designed to test the extent of their literary knowledge.

World Book Day is always a jam-packed fun-filled day as well as an amazing chance to celebrate the importance of literature. Massive thanks are owed to Mr Griffin, Mrs Carey, and the entirety of the English department and English Prefects, who helped to organise the day.

Jenni Lake, Year 12 ●



Anti-HBT Bullying Training Day

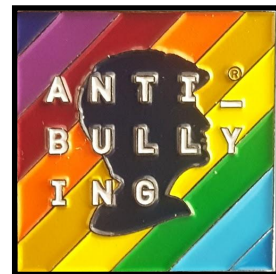
On Wednesday 4th March, the school hosted an anti-bullying training day for a few select students in order to learn how to recognise and combat homophobic, biphobic and transphobic (HBT) bullying as well as make the school a safer and kinder environment.

Three people from the Diana Award came in to speak to us about becoming anti-hbt bullying ambassadors. We started the day with defining some key terms surrounding the LGBTQ+ community and HBT bullying, which allowed those of us in the room who didn't understand certain words a chance to ask questions. We also received wristbands as well as badges so that we could be recognised around the school as ambassadors.



We were split into groups and did some fun yet educational activities so that we could recognise different types of bullying and discussed how to respond in certain scenarios. This was followed by a quiz and finally we ended the session by beginning to plan what we will do in the future as anti-hbt bullying ambassadors.

As a member of the LGBTQ+ alliance group, combating homophobic, biphobic and transphobic bullying is something I am extremely passionate about and it was great to take part in a training day with others who feel the same. It was an enriching and enlightening experience that allowed me to connect with others that want to make a difference and taught me how I could best help people.



We have already planned further meetings to discuss our objectives and talk about how we can help people and raise awareness about homophobic, biphobic and transphobic bullying. You can find us around school with the rainbow badge (above) on.

You can visit the Diana Award's anti-bullying website at www.antibullyingpro.com

-Sarah Jahncke, 12TND ●

Peer Mentor Training Day

On Wednesday 11th March, I and a few other year 12 students attended a peer mentor training day where we learned a number of different skills that will be beneficial to us as peer mentors. We started by defining what a peer mentor was in our own terms and doing some exercises in listening to others. We then discussed how to effectively listen and respond when talking to students as well as what not to do. In addition to this, we had interesting discussions about what was important to us and took part in a fun trust exercise!

This training day was not only useful in learning how to be a good peer mentor and getting to know each other, but it was also incredibly important in establishing a safe space to explore personal experiences as well as worries, which will assist us in creating a similar environment for the students that we are going to help. As a whole, the training reinforced my reasons for wanting to become a peer mentor, as everything we learned demonstrated the importance of having peer mentors and how much we could help people. It also allowed me to become more comfortable in talking about issues that may come up during my time as a peer mentor and assisted me in developing my confidence in speaking to others.

-Sarah Jahncke, 12TND ●



Meet our new Senior Prefects!

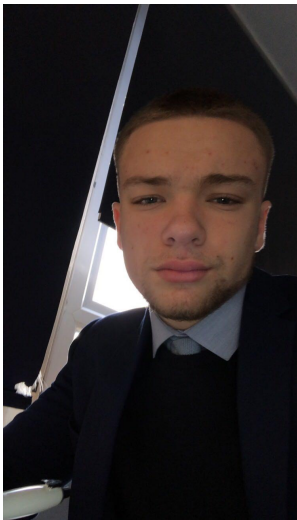
With a new academic year fast approaching many roles have been newly allocated to various members of the BGS Year 12. One of these roles being 'Senior Prefect'. We decided to have a chat with the newly appointed and ask them each a few questions:

- Briefly introduce yourself and tell us a cool fact
- Give us an insight into why you wanted this role
- What changes would you like to see within BGS that you are hoping to achieve?

Interviews by Jamie Mayne,
Year 12

Tom Tierney

Tell us a bit about yourself... I'm Tom and a cool fact about me is that I used to go to drama school for 5 years. Who would've thought! My main interests involve sports in general (mainly football and gym fitness). I am also heavily interested in entertainment in the idea of being an entertainer e.g. an actor, hence why I used to go to drama school at a younger age.



What interested you in this role? To be the living proof that hard work and dedication can get you anywhere you want in life. Would also like to be the role model to younger under-performing students that I felt I never had when coming through the school (I do this by offering a sense of diversity to the 'stereotypical' Prefect candidate).

What change would you like to make in BGS during your time as a Senior Prefect? A much greater promotion and inclusion of sports teams in lower years in order to help all students be involved for the benefits of their mental health and well-being. ►

Charlotte Allen



Tell us a bit about yourself... I'm Charlotte and one cool fact about me is that I've been a leader at my local youth group for over 6 years! I'm passionate about volunteering and STEM subjects- particularly Chemistry (yes, I know). **What interested you in this role?** I wanted this position because I have really enjoyed working with the different year groups across the school and wanted to continue doing this in a senior position. I also wanted to be the connection between different year groups and staff so that students feel able to bring their brilliant ideas forward (I also really wanted cake on a weekly basis...)

What change would you like to make in BGS during your time as a Senior Prefect? I want to encourage more people to think about STEM subjects as careers, as well as encouraging students in the upper years to keep reading (beyond the set English Curriculum).

Anything else you'd like to say to our readers? I'm really looking forward to working with everyone and making a positive change within the school!

Ellis Marsh

Tell us a bit about yourself... I'm Ellis and some cool facts about me are: I have volunteered at an animal rescue centre for around a year and a half, I have two snakes and a dog, and I am a young leader at a local Brownies unit. I'm very interested in animal welfare as well as STEM opportunities.



What interested you in this role? I wanted this role in order to be in a position where I can help the school and the teachers make a difference to students' schooling lives. I also wanted an opportunity to help younger students voice their ideas and concerns without being afraid no one would listen to them.

What change would you like to make in BGS during your time as a Senior Prefect? I would like to make the role of senior prefect more well known, especially to the younger years, so that they would feel comfortable talking to us as a bridge between the students and the senior members of staff.

Alexia Loizou

Tell us a bit about yourself... I'm Alexi and one cool fact about me is that I'm a public speaker and love speaking out about topics I'm passionate about. I usually spend most of my time gaming and I'm really into acting as well.

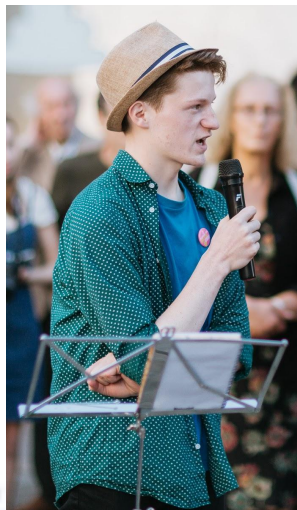
What interested you in this role? I believe every person has the right to speak out about their problems and succeed no matter what their background may be, and by being someone who speaks out naturally and attempts to make change, I hope to encourage people to have faith in their own opinions and beliefs.



What change would you like to make in BGS during your time as a Senior Prefect? The main thing I'd like to see changed is a greater socio-economic diversity within the Sixth form. There should be a greater attempt to enrol students who wouldn't necessarily have access to the same resources or opportunities as other students, but show the same drive, determination and attain similar grades (or with some support, can attain these grades) to those already attending.

Sam Gee

Tell us a bit about yourself... I'm Sam, I'm new to Bexley Grammar this academic year, and one cool fact is that I've organised several environmental events and projects, including a climate rally in Bromley. In school, you'll see me at various clubs and groups, and in the school musical. Outside school, I love cycling, do ballet and play the flute.



What interested you in this role? Senior Prefects have a fantastic opportunity to bridge the gap between students and staff, making the school really work for the people and communities it serves. I want all students to feel that their voices are heard. I'm always up for a chat so stop me in the corridor if you have any questions, problems or ideas you want to raise!

What change would you like to make in BGS during your time as a Senior Prefect? It'll come as no surprise that I really want the school to be as green as possible, championing environmental education and action, especially over this decade, which scientists are calling the make-or-break years. I want to make senior prefects more accessible so that we better represent you, the students, and I also want to put a big focus on mental health. ►

Joshua Azubuike

Tell us a bit about yourself...I'm Joshua and a few facts about me are I play football, golf and have been playing the drums for 8 years! I play the drums at various events once every week. I also have aspirations of becoming a lawyer.

What interested you in this role?I wanted this role so I can be a role model for many of the younger students. I feel as though if I had such a role model, I would have done even better in my GCSEs and realised what I wanted to do in life earlier.

What change would you like to make in BGS during your time as a Senior Prefect? The main thing I would like to do is boost motivation and encourage proactivity amongst younger students. I would like to see a wider range of professionals come in to speak to younger students about their jobs and the challenges they faced in getting there. This would provide many students with a clearer direction for where they want to go in life.



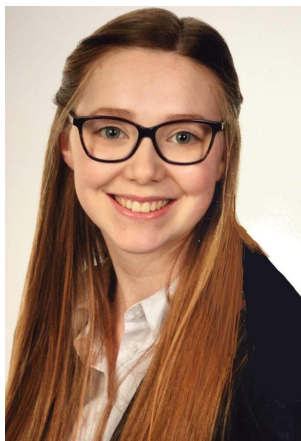
Sam Leighton

Tell us a bit about yourself...I'm the other Sam, and something cool about me is the fact that I walked out onto the pitch with the team on the day when Harry Kane scored his first ever professional goal. I'm interested in sport, and specifically football, and both play and watch on a weekly basis.

What interested you in this role? The two reasons I wanted the role of prefect was to give back to the school and to make genuine change within the school community. I'm grateful for everything the school has done for me, so wanted the opportunity to help in the ways I feel I have been helped over my time here.

What change would you like to make in BGS during your time as a Senior Prefect? I think one of the things that isn't necessarily as promoted as it should be within the school is finding a good work-life balance. As much as the school is good for this, I feel improvements can always be made in this sense. ►

Katie Henderson, Head Prefect



Tell us a bit about yourself... I'm Katie and some facts about me are that I've been doing karate since I was six and I do a lot of the music stuff in school (e.g. orchestras). I'm interested in science and want to do medicine at university.

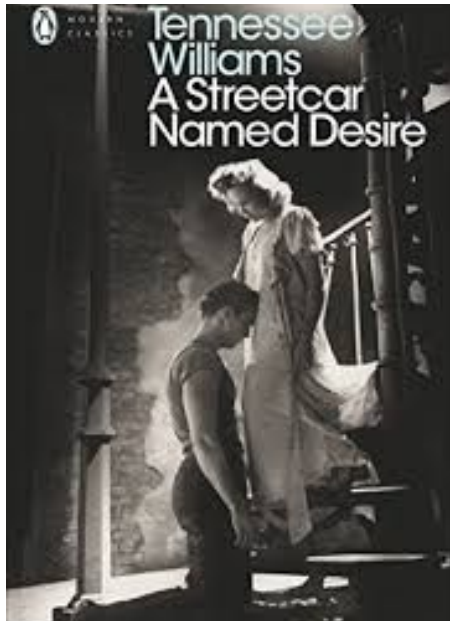
What interested you in this role? Since starting at BGS it's always been a place where I've felt really happy and heard as a student, so for me, becoming a senior prefect is about giving a voice to all the students so that everyone can enjoy their time at BGS. I'm also really proud of being a part of BGS and wanted to represent the school to any external visitors as well as make a difference internally.

What change would you like to make in BGS during your time as a Senior Prefect? At the moment I'm focused on improving disability education throughout the school, across all the years. I think it's really important for everyone to have a good understanding of different disabilities so I'm hoping I'll be able to achieve that :)

Anything else you'd like to say to our readers? Despite everything that is going on, I know we'll be able to work well together and (hopefully) achieve a lot as the Senior Prefect Team. I'm excited for it.

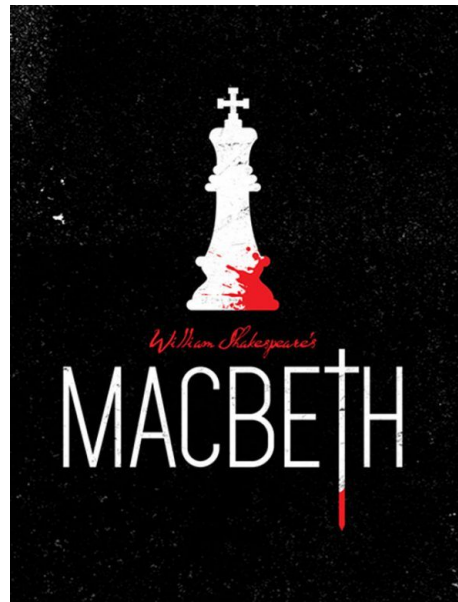
Jamie Mayne, Year 12 ●

HOUSE DRAMA



1. Prothero - 33
2. Collins & Wellman - 29
4. Kirkman - 25
5. Johnson - 22
6. Mabbs - 18

*Huge thank you to all
of those who took
part and helped!*



And the people stayed home. And read books, and listened, and rested, and exercised, and made art, and played games, and learned new ways of being, and were still. And listened more deeply.

Some meditated, some prayed, some danced. Some met their shadows. And the people began to think differently.

And the people healed. And, in the absence of people living in ignorant, dangerous, mindless, and heartless ways, the earth began to heal.

And when the danger passed, and the people joined together again, they grieved their losses, and made new choices, and dreamed new images, and created new ways to live and heal the earth fully, as they had been healed.

Kitty O'Meara

Take care of yourselves, of your loved ones and of your community.

Stay at home, stay safe and healthy!

*All of our best wishes,
The BGS Buzzers.*

