

*A fond farewell to
Mr John Collins
Founder of Collins House*



John Collins

5th May 1927 - 28th December 2020

Our Collins House Founder, Mr John Collins, sadly passed away at the end of December. He was 93 years old and had lived a long and happy life. He was a keen season ticket holder and attendee at Charlton Football Club and of course a teacher at BGS. Mr Collins, founder of Collins House, helped to set up the whole House system of inter House competitions after the school first opened. We had hoped to invite Mr Collins into school for a special assembly this year, but as you know that was not possible in 2020. He always asked about the House and how we were getting on as Collins House continued to be an important part of his life and one of which he was very proud. I've heard tales that he would pick the sportiest looking new students and put them in Collins House to be sure of the win! Always competitive, just as we are now!

Miss Thurlow, Head of Collins House

NEWS LETTER



21st January 2021

www.bexleygs.co.uk



Excerpt from Robin Ackerley's A History of the School

John Collins joined Bexley Grammar School in 1955, which at that time was only partly built, he was one of the original ten staff and saw the first pupils enter the school. For one year he was the only mathematician and had to teach all the first and second forms. In the second year, when the Mathematics Department was created, he was appointed to be its head... Pupils will long remember the clarity and persuasion with which he taught and imparted the enjoyment and value of his subject. His strict, but fair, discipline was administered without favour, and all learned to respect him and some to 'avoid' him... Few would be able to claim that they had been punished without a reason.



His appointment as Senior Master in September 1962 was welcomed and his influence in this sphere was soon felt and admired. He carried out his duties with enthusiasm and purpose and played an even more vital part in the development of the school. The highlights of his sixteen years at the school were the satisfaction of seeing a school being created from nothing, the establishment of a first-class Department and House, and the progress and success of the football team.

John returned to the school in September 1977 to re-join the Mathematics Department which was now under the leadership of one of his former pupils Mr Don Wellman. In July 1978 John took over the role of Head of Careers. After five years of his second incarnation at BGS John departed to take charge of Mathematics at Stratford House School in Bromley.

John maintained his interest in the School and Collins House through the years and was always pleased to hear about the activities going on. His style of teaching maths helped many students understand and come to love the subject. I consider myself fortunate to have benefited from having him as my maths teacher for my 'O' Level maths. His passion for the subject was key in developing many students' interest in helping others who find maths a challenge, including me.

John was still an important member of the Old Bexleians Association, keen to see the Association continue and maintain links with the school and past pupils, I had the pleasure of being able to keep him up to date with House news when we met. He had intended on coming in to school to visit and address a Collins House assembly last year, but unfortunately events overtook us.

Mrs J Snelling
House Leader, OBA Secretary

Collins House remembers Mr Collins

To the family and friends of Mr John Collins,
We write to you to send our condolences and to share the legacy that our founder, Mr John Collins has left with us to this day.

Collins House continues to be a positive, happy and successful team of students who support each other whilst competing in House events.

Miss Nicola Thurlow, Head of Collins House





We just wanted to show our appreciation for Mr Collins and the community he created in our school. Although we may not have known him personally, his legacy is gracefully displayed in Collins House. We cherish the spirit of camaraderie and individual support we are offered from this House which has helped to lay the foundation for our future lives and created the amicable environment that we experience as a part of Collins House. Our thoughts and prayers are with his family.

Chijioke & Prosper, Year 11



Mr Collins helped to create a fantastic House system which plays an exciting role for pupils to compete and interact, but it is more than that, it allows new students to come together and easily integrate into a new and scary environment. It is a way for us to enjoy ourselves and take away some of the pressures we may face in school, but we believe most importantly it allows us to make friendships which will last a lifetime. We can say this confidently as we stand alongside some of our closest friends from day 1, as House Captains, and therefore we are eternally grateful.

Tom and JJ
Senior House Captains



Mr Collins helped create a House system that has offered students in our school support, friendship and a sense of community. The work he put into the House system is appreciated by every student and the House system is such a big part of our school lives, and one of the most memorable.

Caitlan, House Captain





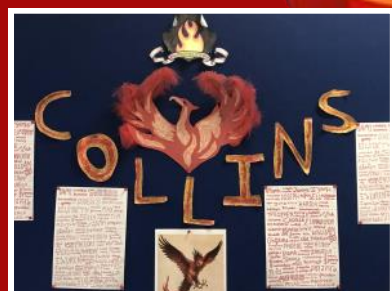
Mr Collins was and forever will be one of the Founding Fathers of an amazing school. He has helped in making the school what it is today. The House system is a very central and important part of our community.

I can say from personal experience that the House system is awesome. It's a unique and fun aspect of our time here that is becoming increasingly rare in today's world. For giving us this I say, "thank you Mr Collins."

Andrew, House Captain



The following images are of the Collins House Form displays at Bexley Grammar School this year...





STAR STUDENTS OF THE WEEK



English Star Student

A Smiling World

Imagine the World as a better place,
With a big smile plastered on every face.

There will be no rubbish on pathways and streets,
The seas free of toxic chemicals and plastic debris.

Food will be grown with love, no poisoned meat.
With gas free commuting, fresh air we will breathe.

Imagine the World as a better place,
With a mammoth smile resting on every face.

No one will starve, for even a day.
All animals cared for, there will be no lonely stray.

Each child will be raised with love and with care.
Having sweet dreams at night, playing happily by day.

Imagine the World as a better place,
With a gigantic smile adorning every face.

The bullies will convert to say thank you and please.
The wars would all stop, leaving brothers in peace.

No lying, no thieving, no drugs, and no crime.
When needed, all aid will get there right on time.

Imagine the World as a better place,
With a pleasant smile accessorising every face.

The new World will leave us all colour blind.
As we shall leave all our differences behind.

We will have good leaders, not selfish or mean.
Let us work together to fulfil this dream.

Imagine the World as a better place,
With a glorious smile enriching every face.



Karan Abrol , Year 7



PE Star Students

Well done and thank you to everyone who took part in our 40min extra-curricular challenge. These students collectively ran nearly 300km in just 40 minutes! Super impressive. If you didn't get involved this time, have a look at our art challenge in PE News and take part this week.

Mr Lines, Head of PE

Name	Year		Name	Year
Diego DJM	7		Jacob J	9
Theo J	7		Rohan D	9
Sam P	7		Henry B	9
Lydia C	7		Jacob J	9
Lewis H	7		Emilia M	9
Oliver M	7		Adam M	9
Armaan C	7		Rebecca E	9
Aydan V	7		Aaron K	9
Daniel R	7		Marcel M	9
John L	7		Jamie B	9
Harry K	7		Freddie M	9
Yuv P	7		Lily H	10
Theo J	7		Holly B	10
Marco V-G	7		Ray M	11
James I	8		Lucas Z	11
Arthur C	8		James W	11
Sammy Q	8		Nathan F	11
Eddie G	8		Lora S	11
Thomas E	8		Harrison E	11
Tomas S	8		Jess B	12
Sam H	8		Shrenik C	12
Jacek B	8		Sasha H	12
Anna T	8		Pippa V	12
Zachary M	8			



Geography Star Students

In Geography this week students continue to impress us with the effort that is put into all of the work that is submitted.

Year 10 students

The Year 10 Geography students have started a new unit this term that looks at the ideas to do with the economic world and world development. Students have completed quizzes, practice exam questions and annotated graphs. Here is some of their excellent work.

Reed Brayford posted this answer to a question on development measures:

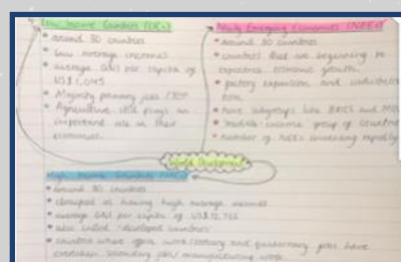
Composite measure of development is more effective than singular measurement, because it incorporates many aspects of development whereas a single measurement such as GNI only focuses on economic wealth. This means that social issues such as healthcare aren't represented and so that aspect of development may be lacking. Furthermore, GNI may not be accurate since an anomaly in data e.g. a centimillionaire will make everyone on average seem richer than they are. Looking at many different measurements can also be inaccurate since if there is natural disaster then death rates would increase. This makes it seem like the country has a worse healthcare system then it does. However collecting several forms of data is better since it takes in many different aspects of development.

Maya Broughton's answer to the question:

A composite measure of development is more effective than a single measure of development because it takes into consideration a number of factors instead of focusing on just one. All countries are wealthy in different ways, for example: some are wealthy in terms of money, some in terms of farming, education, etc. This is why it is important to value countries on things other than money because other factors contribute to development of the country. It also increases accuracy to measure several factors, because if one is inaccurate there are other options that are reliable.

Celebrating the work of GCSE Geographers - Year 10

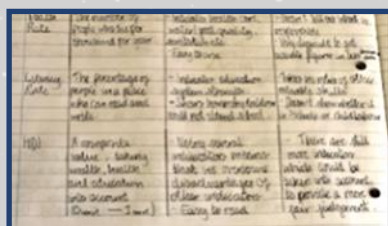
Year 10s topic of World Development is allowing them to start to understand the causes and consequences of the development gap: why inequalities exist between countries and within countries, how this impacts people's quality of life and how to reduce the development gap. It's a tricky topic looking at a huge question in our global society and the Year 10 students have completed some top notch work and are developing super geographical knowledge, understanding and skills.



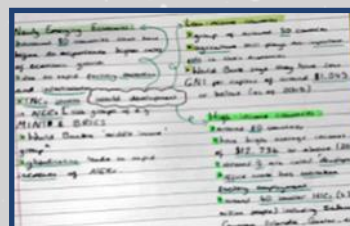
Siona Canaj



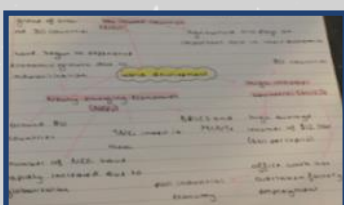
Geography Star Students



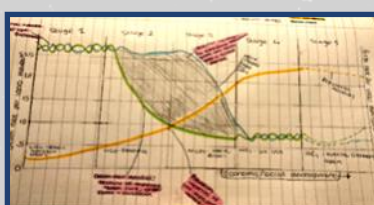
Ben Huggett



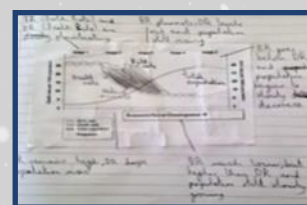
Hannah Trowell



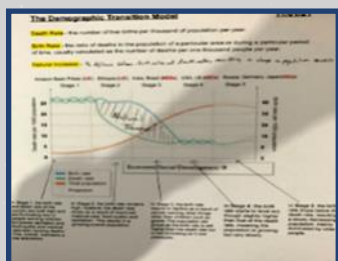
Abigail Grady



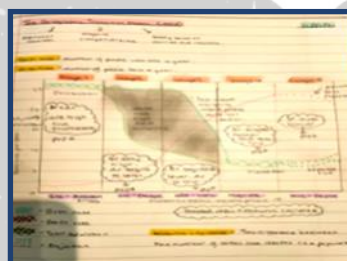
Holly Bale



Stephen Spacey



Josh Chan



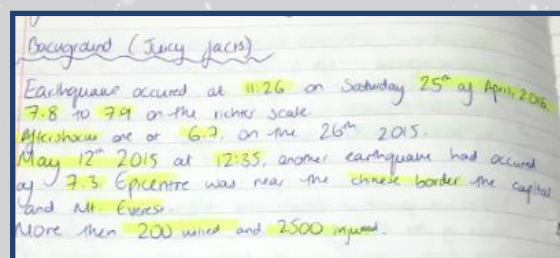
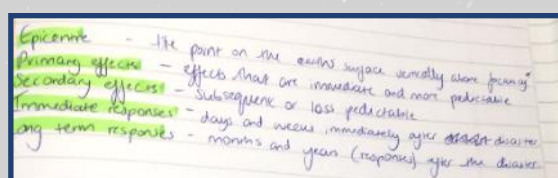
Dylan Christie

SUPER Geography skills - well done! Completed to a high standard and annotated with explanation. You show excellent subject knowledge and understanding - keep up the fantastic work - you are doing brilliantly :) Miss Thurlow

Year 11 students

Our lovely Year 11 students have completed their topic on tectonic hazards by completing 2 exam essay questions, we have been delighted with the work that has been submitted and can see good use of their new geographical knowledge within their answers.

Adesh Sahni shows effective use of highlighting with his case study notes on the Nepal Earthquake.



STAR STUDENTS OF THE WEEK



Geography Star Students

Dhiyanick Gautam writes a high scoring essay answer for a 9 mark exam question, below is a sample section this got Dhiyanick a seal of approval!

All tectonic hazards have two types of effect: primary and secondary. Primary effects occur as a direct result of the tectonic event, while secondary effects are side-effects, caused indirectly by the hazard. One such tectonic hazard could be the 2009 l'Aquila earthquake, in central Italy.

Many might argue that primary effects are far more devastating than secondary effects, due to having immediate consequences (especially socially). The l'Aquila earthquake left over 1,500 people injured, with a death toll of 308. For a small town, despite being located in an HIC, this would have a very damaging effect on the community, tearing apart families. The earthquake also destroyed hundreds of thousands of buildings, both residential and commercial alike, due to their medieval design with narrow streets and weak building materials, leaving countless people homeless. In fact, the total damage of the earthquake amassed to around \$16 billion. This would be very significant on, not just the town, but the Italian economy too.

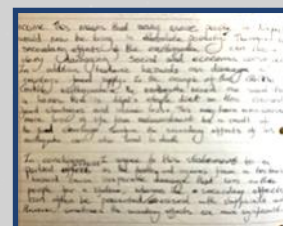
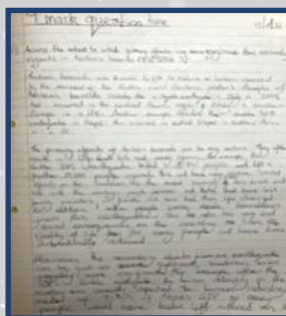
On the other hand, some may consider secondary effects as far more damaging, given their long-term duration. In the case of l'Aquila, the primary effects resulted in far more severe secondary repercussions.



Celebrating the work of GCSE Geographers - Year 11

Year 11's have just finished one of their favourite topics, Tectonics, and have been busy studying the impact and responses to earthquakes, comparing and contrasting the L'Aquila earthquake in Italy and the Gorkha earthquake in Nepal. It's been really interesting to be able to explore the extreme physical processes which literally shift our Earth's crust whilst considering the context and human geography of an area and how this leads to different impacts and outcomes. Year 11 were then challenged to complete a timed assessed essay (they love a challenge) and the work every student completed was absolutely fabulous and shows huge improvement in skills and knowledge. The following students attained FULL MARKS which would guarantee them a grade 9 GCSE. This is a superb achievement CONGRATULATIONS **Louis Murrell**, **Folajimi Akinsuyi** and **Samuel Bowles**.

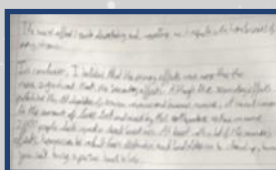
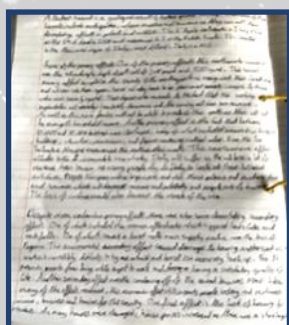
Assess the extent to which primary effects are more significant than secondary effects in tectonic hazards (9) + (SPAG 3)



Louis Murrell

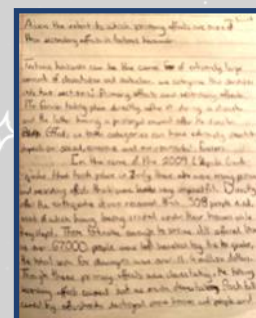
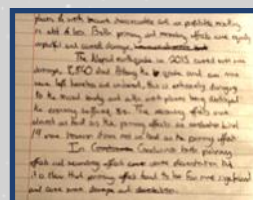


Geography Star Students



Samuel Bowles

Folajimi Akinsuyi



Well Done - Absolutely first class top grade essays! I am so impressed with both the high level of subject knowledge (all your juicy facts!) and the excellent quality of written communication in your essays. You are all TOP SUPERSTAR Geographers and with these skills will probably one day rule the World :) I'm so proud of you :) Miss Thurlow

7VLP Star Student

I set out 6 weeks ago to climb Mount Everest virtually and recently reached the summit of 8850m by climbing stairs and hills. I raised £340 for my sea cadet unit which will provide them much needed equipment as we haven't been able to fundraise as normal.

Blake Wymark, Year 7



STAR STUDENTS OF THE WEEK



PE News

Our next virtual challenge is more creative than usual - an active art attack! Run, ride or walk your picture, record it with Strava, or similar, screenshot and send it in to Mr Lines. We can't wait to see what you are able to produce. You could try your initials to keep things simple, or try to produce an elaborate work of art! Check the poster out for some advanced examples, or Google "Strava art" for further ideas and inspiration.



Mr Lines, Head of PE

BGS PE VIRTUAL CHALLENGE

MAP YOUR ACTIVITY ART

RUN, RIDE OR WALK YOUR ARTWORK!

Maintain social distance, record your activity and screenshot the result to Mr Lines

Deadline - Monday 25th Jan 2021



Geography News



Quick Brain Teaser

Can you work out the islands from these clues?

Email **Mrs Belton-Owen** with your answers, merits on offer or if you get them all right: **A SEAL OF APPROVAL!**
Well done to those students that took part last week



- 1) This capital city has the largest population in the world
- 2) This is the smallest capital city in the world with just 1,000 people!
- 3) At an altitude of 11,942 ft this is the highest capital city in the world.
- 4) If you fancy a posh dinner, this capital city has the most Michelin starred restaurants in the world.
- 5) Which continent has the highest concentration of poor capital cities in the world based on their wealth?



TV review: I Am Greta



Rating: ★ ★ ★ ★ ★

Where can I watch it? On the BBC iPlayer (free platform once you sign up)

<https://www.bbc.co.uk/iplayer/episode/p090xz9z/i-am-greta>

When can I watch it? Any time - the iPlayer is on demand!

Watch it if...

- ◆ You want to know more about the girl behind the climate campaigns.
- ◆ You want to know what drove her to start her climate strikes.
- ◆ You want to know what the reality is for a teenager who inadvertently has the weight of a generation on her shoulders.
- ◆ You want to know more about what living with Asperger's syndrome is like.

BBC says:

The story of teenage climate activist Greta Thunberg is told through compelling, never-before-seen footage in this intimate documentary about a young girl who has become the voice of a generation.

Starting with her one-person school strike for climate justice outside the Swedish Parliament, the film follows Greta - a shy student with Asperger's - as she rises to prominence, and her galvanising global impact as she sparks school strikes around the world.

The film culminates with her gruelling wind-powered voyage across the Atlantic Ocean to speak at the UN Climate Action Summit in New York City. En route, in an intensely emotional moment, Greta reflects on the enormous toll her mission has exacted.



Miss Ashman says:

I was pleasantly surprised to get an insight into the girl behind the world famous climate strikes and speeches. The documentary actually followed what it was like to be Greta the teenager, hence the name 'I Am Greta' instead of just the face of these incredibly powerful speeches she has come infamous for. We saw the perils of being a teenager thrust into the spotlight without any thought of the celebrity that she was to become. It shows a girl who has Asperger's struggle to cope with the media attention, moving in political circles. It shows the unknowing sacrifices that she makes all for a cause which drove her to depression and caused her to be unable to attend school in her early teenage years. You get to see a teenage girl who loves her family and just misses her 2 dogs Moses and Roxy at home in Sweden.

The enormity of her cause culminates in a poignant diary entry whilst she crosses the Atlantic on a perilous journey to the UN - all to show that our lives are simply unsustainable and we must act now to give Greta's generation any hope of a future. This is a truly unmissable, affecting and powerful 90 minutes of TV!

Watch Next: Perfect Planet - BBC iPlayer - Sir David Attenborough.

Challenge: Watch and send a review to your Geography teacher. What's the evidence that we have a perfect planet?



STEM & Medical Sciences Work Experience

Ages 12-18 | 'Live Online' or In-Person at UCL



Supercharge your students' potential today. Hands-on, immersive career experiences now available in 8 STEM-related industries.

Register now for a unique opportunity to work alongside experienced engineers, doctors, psychologists, vets and others this term. Students can choose to attend 'Live Online' before Easter or in-person later in April. Our in-person events have strict COVID measures in place.

Please share this email with students and parents so they can register now. You can download a PDF of this email [here](#)

Register Now (Ages 15-18)

Register Now (Ages 12-14)

[Architecture](#) | [Computer Science](#) | [Dentistry](#) | [Engineering](#) | [Investment Banking](#) | [Medicine](#) | [Psychology](#) | [Veterinary Medicine](#)



Collins House News

HAPPY NEW YEAR



New Years Motivation.

Happy New Year everyone !

I hope you're all doing well :)

I know the current situation is a bit unfortunate but I've compiled a couple resources that might help your start to 2021.

Stay safe and remain positive :)



First off... Given that Boris announced another Lockdown on Monday I figured I'd share this wonderful tune...

Lol



Despite the unexpected yet expected Lockdown you can still make 2021 a great year through motivation, resilience and determination to achieve personal goals and/or be influential in your community. Reach out to friends... Join virtual projects and most importantly stay motivated and positive this year.

You heard it first don't be a chicken be an eagle... or even cooler... a phoenix...





Here's some cool things to look forward to this year :)

Nasa's Perserverance rover is due to land on Mars on the 18th February and can be seen live on NASA's youtube channel.



Tokyo Olympics



On 26th May there should be a total lunar eclipse



The "Friends" reunion is set to show in March



UEFA European Football Championship



"Fresh Prince of Bel-Air" is going to see a reboot



... And perhaps a better summer and year in general



New Year's themed riddle questions- answers at the end

1. What food is considered unlucky to eat for the New Year?



2. Why do people in Spain eat 12 grapes at midnight on New Year's Eve?





3. *When does New Year's Day come before Christmas Day?*



4. *What is a New Year's resolution?*



5. *What's a cow's favourite night of the year?*



Have a nice day!

Answers - 1) Unlucky foods to avoid are lobster, because they move backwards, not forward into the New Year. Likewise chicken is discouraged because the bird scratches in a backward direction. Another superstition is to not eat fowl because they could cause good luck to fly away. 2) In Spain 12 grapes are eaten at midnight to secure 12 happy months in the coming year - one for each stroke of the clock. Each grape individually represents a different month. 3) Every year. 4) Something that goes in one year and out the other- LOL! 5) Moo Year's Eve.

Period Poverty Campaign update:

Twenty years ago, Labour MP Dawn Primarolo successfully led a campaign to cut the VAT on tampons from 17.5% to 5%, but since then the government has argued that EU rules have prohibited dropping the rate any further. From January 1st 2021, the 5% VAT on sanitary products will be abolished, meaning a huge step forward to providing affordable sanitary wear to all those who need it in the UK. It is part of a wider strategy to make sanitary products affordable for all and to reduce the stigma around periods, which has only been heightened by the pandemic. According to The Guardian (2021), "it is thought the tax cut will be worth 7p off a pack of 20 tampons and 5p off a pack of 12 pads" - whilst this may not seem like a huge amount of money, the removal of the tampon tax is symbolic of the scrapping of a sexist policy, which argues that sanitary wear is not an 'essential' item.

Although our period poverty campaign has been a little different this year, there have still been important milestones to celebrate and we think that this latest announcement is a testament to how campaigns like this can still be successful, even in the current climate. We'd like to thank everyone for their contributions during our campaign and want to remind you of the ways you can help:

You can donate to organizations such as [Bexley Women's Aid](#) and [Bloody Good Period](#) to help support them during the lockdown. You can read articles like this [Nine things you need to know about periods and the pandemic](#).

You can simply raise awareness of the issue being faced, both on social media and in real life, to help tackle the stigma surrounding periods using **#endperiodpoverty** and **#pandemicperiods**

Thank you for your support!

Charlotte Allen & Ellis Marsh, Year 13





Online Adult Evening Italian Classes and Private Italian Tuition for Students/ Adults

Our Italian assistant, Marzia, is offering online adult evening classes as well as individual tuition on a private basis. So whether you're looking to master the basics, begin a New Year's Resolution, do something for yourself or just to get a little bit more fluency and confidence in Italian, there's something for you.

Depending on uptake, the beginners' adult course will commence on Wednesday 27th January, from 7pm - 8pm (there may be some flexibility with the time and the day) online. Again, depending on uptake, there may be scope for an intermediate class, on Thursdays from 7pm - 8pm.

This will be a 9 week course for £100, from Wednesday 27th January - Wednesday 31st March, (not including the half term Wednesday.) All monies should be paid directly to Marzia through bank transfer, paid at the first lesson please.

In order to confirm your place on the course, please email the relevant assistant, including your name, contact details, language learning experience (e.g. 'complete beginner' or 'did a GCSE many years ago, but not done much since' and the level (Beginners or Intermediate) interested in. Marzia's email address is

Formica M@bexleygs.co.uk

Private Italian lessons for adults or students cost £20 per hour and can be arranged directly through the assistants.

Many thanks for your interest,

Mrs Meyer, Head of MFL



Testimonial:

I noticed an offer in the school newsletter last September for a course in Italian. I thought it would be a great language to learn, especially as I've visited Italy a few times, loved it and hope to return in the future. So I signed up.

It's an on-line course run by the school's Italian assistant, the delightful Marzia, who has come over recently from Sicily. There are currently two of us on the course and we have an hour long on-line lesson each week. Marzia has been really flexible about lesson time, content and preferred on-line platform. She has put a lot of thought into the course and what would interest us, she has adapted the lessons to go at the pace that best suits us, and she is always positive and encouraging. We have learned a lot in a short time and we are starting to have real life conversations together in Italian.

It's been a great thing to do over the last few months and I've loved learning something interesting as well as having new social interactions. I'm looking forward to my next trip to Italy (or even the local Italian deli) to put it into practice!

Bernie Cullen, Beginner's Adult Italian Class



Notice for Parents/ Carers

Please see the instructions below to show you how children can use an Xbox or Play Station to access school work if needed.

Thank you,

Mr Martin

Using Xbox or PlayStation to access Hwb

Accessing your remote learning. An alternative method of accessing remote learning during times of lockdown.

Xbox

1. Plug a keyboard in to the Xbox USB slot
2. Go in to my games and apps
3. Find Microsoft Edge and select
4. Type in: Hwb and log in as you would in school
5. You can then access your work through Google Classroom or OneDrive and use key packages including:
 - Word
 - Teams
 - Excel
 - PowerPoint
 - Your emails
6. To move around you use the Xbox control or plug in a mouse

PlayStation


1. Identify the PlayStation internet browser icon (it is WWW with dots around it)
2. Press the PlayStation logo on the controller
3. Go to the library and find options for games and applications
4. Go in to applications and you will find the internet browser
5. Type Hwb into the browser and log in as you would in school
6. You can then access your work through Google Classroom or OneDrive and use key packages including:
 - Word
 - Teams
 - Excel
 - PowerPoint
 - Your emails





A Mindful Moment

I hope that you are all adapting to our new virtual learning environment and that you have developed some useful routines to support your learning and your wellbeing. Many of us are now using computers or electronic devices for much more extended periods of time, and it is important that we think about ways to avoid eye strain as a result. The tips below are some ideas to help reduce eye strain throughout the day:



We're going to be teaching mostly remotely for the next few weeks. It is highly likely many teachers and students will experience eye discomfort and vision problems, due to having to look at screens for extended periods of time.

Long periods of close-up work tire the eyes and can lead to symptoms of eye strain, such as:

- Watery eyes
- Blurry vision
- Double vision
- Dry eyes
- Burning eyes
- Headaches
- Sore or stiff neck and shoulders

The simple fact behind these symptoms is that you may blink as much as 3 times less than when you're looking at something far away, leaving eyes dry and irritated. And when you focus at the same distance for a long time, it can cause vision to blur temporarily, and the muscles around the eye to tire, which can cause headaches.

HERE ARE SOME EASY TIPS TO PREVENT EYE STRAIN BEFORE IT STARTS

• FOLLOW THE 20-20-20 RULE

Give your eyes the chance to focus both near and far away. Set a timer for 20 minutes. When the timer goes off, look into the distance at least 20 feet away for at least 20 seconds. If you're in the middle of a lesson, ask your students to do the same. Twenty minutes, 20 feet, 20 seconds.



• POSITION YOUR MONITOR FARTHER AWAY

Adjust your monitor to about an arm's length away from your eyes. Keep the top of the screen at or just below eye level.

• PROTECT YOUR EYES AGAINST SCREEN GLARE

Place your laptop or desktop in a place relatively clear of sunlight, and away of light sources immediately above your screen. Adjust your monitor's brightness and contrast settings and try keeping it at half-brightness. If the above is not enough, use an anti-glare matte screen filter or glasses.



• GET OUTSIDE

In between lessons, at break or lunch get some fresh air. It will allow your eyes to interact with a distant visual space, which is a less stressful visual demand than a near point task.

Remember to look after your physical and emotional wellbeing.

Ms Brand, Mental Health Lead



News items you may have missed

REMEMBER TO REGISTER YOUR INTEREST

Coming soon

make. create. paint. skate

DT are launching The BGS skateboard club.
Making the decks from scratch, steam bending to shape and then painting...
Open to Year 8 and 9 initially.
Register your interest with
Mia Millen and Lucy Avis-Clarke in Year 8

