

## ***Headteacher***

It is usual at this juncture of the academic year to look back on the passing of Winter, and forward to the advent of longer warmer days and the arrival of Spring. Thankfully we have – thus far – avoided any significant disruption this winter, albeit that last year we were reminded that Mother Nature sometimes has other ideas – and we will all continue to be wary of polar vortexes!

This Bulletin gives an insight into just how busy a half term it has been. There is a tremendous range of activities taking place, enriching and extending students' experiences across all year groups. The articles in this newsletter by no means cover every event. In the last two days students have enjoyed success in the Year 9 Public Speaking Competition. On the football field the U13 team – whose quarter final exploits are detailed herein – have won their semi-final and now look forward to appearing in the Kent Cup Final, to be played at the Maidstone United Stadium in March. We wish them well. More details to follow on these next half term!

It is a particular joy on reading this that the large part of the content is written by students. I have enjoyed reading and collating these as they have been submitted; each one a reminder of the privilege it is to lead this community of talented, engaging and ambitious young people. At the same time I also reflect on how fortunate our students are to be taught by such inspiring colleagues.

Parents and carers will be aware of our high expectations in terms of students' behaviour both in school and outside. Our students overwhelmingly meet if not exceed these expectations all of the time. In the last week the Leadership Team have carried out extended duties after school – monitoring the main routes that students take on leaving school in the afternoon; visiting shops and speaking to bus drivers and rail staff about how

our students behave. We were delighted to hear how positive the comments were – and from members of the public. We do occasionally hear of concerns from members of the public about the behaviour of a small number of our students on their journeys to and from school. We always follow these up, and where students let themselves, the school and their parents and carers down in their behaviour there are consequences in line with the school's behaviour policy. There are also occasionally concerns raised in relation to crowding at Bus Stops when buses arrive. We are pleased this week to hear of TfL's plans to increase the frequency of the 314 bus service. Notwithstanding this we will be reminding students to be courteous at all times to members of the public – and to be conscious of their and others' safety. We are grateful for the support of parents and carers in this regard.

When we return after the Break we will of course be entering the second half of the academic year. This brings sharply into focus the prospect of impending external examinations for students in Year 11 and 13. However, for students in all years it is important to ensure we maintain focus and commitment to ensure we build on foundations laid in the first half of the year and also to address areas where further development is required. With this in mind I hope all members of the Bullers Wood community enjoy a peaceful, restful and warm break – and return refreshed on 25th February!

**Ben Greene**

**Headteacher**





## **Duke of York Silver Award Launch**

Myself and a few other students were fortunate enough to attend a function at St James's Palace last year for the launch of the new Silver Duke of York award scheme. The Duke of York awards are given to people who complete different tasks in a program to gain new skills and learn new things. I have received my Bronze award and was the 23rd person in the world to achieve my Silver Duke of York Award.

The evening began by entering the palace, showing our gold crested invitations to armed guards. I was quite surprised when I first saw guards but then realised that we were in fact going into a palace! After being escorted through coat and bag check we were left to follow the signposts and people guiding us through the lavishly decorated halls. Just walking through the palace was quite mesmerising – you couldn't help but wonder about all the history and everything that had happened throughout the years.

After walking for a short while we came to a small photo station where we were ushered in front of a backdrop and handed a toy corgi (of course – I mean



we were in the Queen's palace!) and asked to stand behind a giant cardboard corgi cut-out where they took our photo. We continued through the palace and came to a grand room where many other students, teachers and other education professionals were all enjoying tea and coffee while conversing with other like-minded people. After half an hour or so of talking we were then escorted into an adjacent room where the Duke delivered a speech and a presentation was given about the future of the award scheme including the Gold award. After this we were led back into the other room and were given the chance, if we wished, to talk to the Duke. I made my way over to the Duke and we had a nice talk about the awards and about his travels to Australia, as I mentioned that I was Australian. We stayed a while longer, talking and enjoying the hors d'oeuvres, before heading back on the train.

Carmela Pain, Year 11



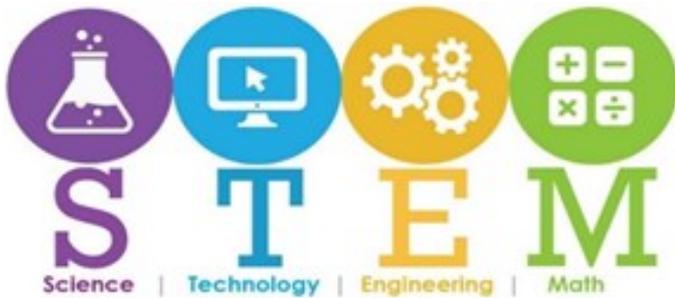
## **Hair Donation**

Well done to Freya Williams-Ward in Year 8, who had all her hair cut off recently and donated it to the Little Princess Trust to make wigs for cancer sufferers.





## Stem Ambassadors



STEM is a curriculum that connects technology, science, engineering and maths but also involves education being more well-rounded and based in real life, rather than those four fundamentals being looked at independently. It connects classroom learning to the real world and emphasises the importance of skills such as critical thinking and problem solving. Unfortunately, not many people have the privilege of being able to see people in STEM-related careers in action, or have a role model in the field to look up to, but with the new STEM Ambassador programme, we plan to change that for girls at Bullers Wood. The STEM Ambassador Student Leadership Programme is a new addition that was started up by Ms Wainwright during late 2018 and with the main aim being to encourage and enlighten students to partake in a STEM leading education. We want people to see how rewarding a STEM career can be and how a STEM leading education will open up doors you may not have realised it was involved in.

### ***Driving and Parking Near the School***

We remain concerned about the safety of students arriving at and departing school due to dangerous parking when parents are dropping off and collecting their children.

We wish to remind you that if you are driving in the vicinity of the school, we ask that you drive and park with consideration for our neighbours, other road users and pedestrians.

For the safety of our students, staff and visitors, please do not park or stop at the end of St Nicolas Lane or near the Chislehurst Road gates. Please also avoid blocking driveways or parking on yellow lines. Please also take care when opening car doors and pulling away - ensure there are no students or cars passing.

Linked to this we are also liaising with the Police and Local

Despite this only being a new programme, STEM has already been heavily incorporated into our school, with speakers coming in regularly to talk about their careers and giving advice for students from Year 9+. This month the STEM Ambassadors played a role in involving the lower years to participate in STEM-related activities for Engineering Week at BWS Girls. In their DT lessons, students were required to design and plan a product that solves a problem, with the assistance of the STEM Ambassadors. Not only has this increased awareness of what STEM is throughout Bullers Wood, but the programme enabled all of the participating students to become involved in a competition which they probably never would have considered entering.

The STEM Ambassadors have already started supporting the lower years by doing in-class support and the STEM Ambassadors plan on hosting assemblies, PD sessions and clubs as the year continues. The aim being to hopefully make STEM less intimidating for those who aspire to pursue a STEM career, especially as there is a lack of diversity in what is a predominantly male sector and because the industry is continuously growing. The STEM Ambassadors hope to see more of an interest in STEM from students throughout the year and hope that they see the more interesting side to these STEM subjects.

Nishat Tarannun, Sandra Jacek and Alice King, Year 12

Authority to ensure that local road use is safe, legal and where appropriate enforced.

Please also consider encouraging your child to walk or use public transport to get to school. As well as reducing congestion, pollution and improving road safety for everyone, there are health benefits to walking and social benefits to independent travel. We were delighted to hear this week that Transport for London has confirmed plans to increase the frequency of the 314 service from 4 to 5 buses an hour; with a view to this being implemented from April.





## ***The health impacts of screen time—Summary based on research by the Royal College of Paediatrics and Child Health (RCPCH):***

Screen time has been cited in the media as a cause of obesity, mental health problems and educational failure – but the evidence base for a direct ‘toxic’ effect has always been contested. It is clear that trends towards poorer mental health amongst young people in the UK were evident before the advent of social media and digital technologies.

### **What is the evidence for the effects of screen harm?**

A literature review carried out by the RCPCH found that:

- Children with higher screen time tend to have a less healthy diet and more pronounced indicators of obesity.
- Children with higher screen time, particularly over 2 hours per day, tend to have more depressive symptoms.

There also seems to be a trend towards poorer educational outcomes, sleep and fitness in children using screens for long periods.

However, the research acknowledges that screen time is just one factor impacting on wellbeing, which should be considered alongside the contribution of sleep, physical activity, eating and friendship/relationship issues, as well as poverty.

### **What does the association between screen time and negative outcomes mean?**

1. Essentially, there is no evidence to suggest that screen time is directly ‘toxic’ to health.

#### **However**

2. Screen time may alter behaviour and lead to negative outcomes – particularly in relation to diet.
3. Screen use may expose children and young people to harmful content.
4. Screen time displaces positive activities (eg. socialising, good sleep, diet and exercise). **This is the**

**main way in which screen time and negative outcomes may be linked.**

### **Questions for families**

There is little evidence to support national guidelines on time limits. The RCPCH recommends that families examine their own screen time regime using the following questions:

1. **Is screen time in your household controlled?**
2. **Does screen use interfere with what your family want to do?**
3. **Does screen use interfere with sleep?**
4. **Are you able to control snacking during screen time?**

### **If a family wants to reduce screen use, what can they do?**

- Have a plan and stick to it. Discuss the boundaries within the family, apply them consistently, and use praise and reward.
- Be aware of your child’s screen use, but not intrusive or judgemental.
- Think about your own media use – children learn more from example than instruction.
- Prioritise face-to-face interaction. For children to develop the skills and resilience to cope with the world, they need regular interaction in the physical world.
- Be ‘snack aware’.
- Protect sleep – most experts advise that children are not exposed to screens for an hour before bed.

The full guide is available here: <https://www.rcpch.ac.uk/resources/health-impacts-screen-time-guide-clinicians-parents>



## Bullers' Got Talent 2018



The last day of the autumn term ended in a grand style when Bullers Wood showcased the best talents from each of the eight houses, as they went head-to-head to fight for the prestigious "Bullers Got Talent 2018" title. Prior to the live event, which was held in the Main Hall on Friday 21<sup>st</sup> December 2018, acts from all eight houses had been auditioning in front of their House Captains, in order to win a place in the live show.

The live show featured amazing acts across all eight houses, ranging from soloists, duets, and pianists to dancers, gymnasts and comedians. BGT 2018 witnessed a high level of mind-

blowing performances from all the acts, which were gladly commended by the audience.

It was a keenly contested house event, and there were only fine margins between the acts. At the end of the show, our panel of three meticulous judges unanimously declared SEACOLE HOUSE as the BGT 2018 WINNERS.

Well done to all the finalists, and a big congratulations to SEACOLE HOUSE!!!

Mr Ayo, House System Coordinator





## ***Bullers Wood Triumph in U13's 7-a-Side Football Tournament***

On Tuesday 15th January Bullers Wood U13's football team competed in a Bromley 7-a-side football tournament at Bishop Justus School.

We played 5 matches, hoping to qualify for the semi-finals taking place on the same day.

The first match was against Eden Park. We had a strong performance and came out on top, winning 3-0; a strong start to the tournament.

The second match was against Harris Academy, Bromley. They were a very strong side and the score was 2-0 for the majority of the match. Towards the end of the game Harris Academy fouled one of our players, and a free-kick was given. Bethany Hartigan took the shot in the bottom left corner to a large group of defenders trying to save it and scored!

The third match was against Newstead Wood. In this game we did not pull out a strong performance and by the end of the match the score was 0-0.

The fourth match was against Bishop Justus and once again we had a strong performance which lead us on to our 2-0 victory.

This being our last match we wanted to perform to the best of our abilities so that we could secure a place in the semi-finals. This match was against Harris Academy Orpington. For our final group game we had one final push, and won 2-0.

We qualified for the semi-finals as we came first in our group. We were playing Hayes once again, after a recent cup match and winning 4-3 in extra time. After the 6 minute match it was still 0-0. Because of this we went into extra time which was 2 minutes one way. After the extra time we were still level at 0-0 so we had to go into penalties. Each team had to pick 3 players to take a penalty. After both teams had taken their penalties we were still level and had to go into sudden-death. Six of Hayes' penalties were scored and they were up to take the next penalty. This was then saved by Amy, giving us the advantage. We took this opportunity and Bethany once again amazed all with a great goal to get us through to the finals. The final score of the penalties was 8-6 to Bullers!

In the finals we were up against a strong side: Ravensbourne. Just like in the semi-finals at the end of the match and extra time, it was still 0-0. Three people once again had to take a penalty but all 3 players from both teams scored their shots and we were back to sudden-death. We were doing well and then Ravensbourne hit the post, giving us a chance to win. All we needed to do was to score this last goal. Beatrice was up to take the penalty and she scored an amazing goal which meant we had won the whole tournament.

Thank you to Miss Keen for her support and dedication to the team

Molly Neath, Year 8

## **School Experience Programme**

Do you want to know more about what teachers do and whether teaching is the career for you? We offer a day with us finding out about teaching as a career, followed by two days in one of our schools.

**Our next session is in:  
Chislehurst  
7th March 2019**

Contact us today to book your place:  
Email [administrator@gradteach.co.uk](mailto:administrator@gradteach.co.uk)







## ***Exam Studies and Coping with Stress***



As we approach these final few terms of GCSEs, we all know the importance of revising. With every teacher reminding us to revise left, right and centre it can be a daunting prospect, especially when faced with tackling the subjects you find more difficult or aren't your favourite! Well, hopefully, after this you'll feel more confident tackling that challenging and tedious revision head on.

Dealing with disappointing results can be tough for many people. Whether you only just scraped a pass, didn't manage to pass, you're below your target grade or you just can't seem to see where all the effort has gone, we frequently go into a defensive mode where the only option is to pass it off with "I don't like Maths so it's fine" or "I'm dropping Science anyway". This distracts us from the point of these results: to help us improve. Sometimes we overcomplicate our disappointment and possibly fear with negativity, and that's where we need to change our approach. As soon as we approach 'bad' results with the right mindset, we've already taken a massive step out of the dark.

Alternatively, it can be common to fall into the trap of feeling overly confident about exam results. Although this might seem an unnecessary approach to this, some people may receive mock results that are better than expectations or higher than predictions, but it's still important to keep up the level of work you're at and keep going! Getting higher grades can cause some students to be overly confident and feel that they don't need to revise any further. With new GCSE grading systems, no one knows for sure what the grade boundaries will be and whether the exams will be harder or easier than the year before; this means it is important to stay vigilant and prepared for

exams right up until the day so that any eventuality won't throw you off.

So, what do we do with the disappointing results? Habitually, many will look at the overall grade and exhale with that gut-wrenching feel of "I could have done better". However, in almost all cases we can agree that we all have some strengths and weaknesses. Unfortunately, the grade only reflects how you do as a whole, so it's your job to find out how you can get that up. It's all about breaking it down into pieces. Particularly in the newer Science, Maths and Technology GCSEs, it can be easy to break down the areas where you are strong and the areas you need to work on.

With the new Combined Science and Trilogy exams, we can break down the different aspects to the GCSE: knowledge, application, interpretation (particularly graphs/data), calculation, data handling and analysis/practical elements. It's relatively simple to identify your strong and weak points in these subjects, as your past exams and papers will be sorted into different questions (ask your teacher if you are unsure what type a question is.) Once you find out where your weaknesses are it becomes a lot easier to identify the areas you need to work on.

If you're struggling with an area, as much as you'll hate to hear it, those areas are the ones you need to revise most. We can all agree we're inclined to repetitively draw and label a cell structure, but can you talk through the process of food tests or the meiosis? Once you work at the topics you dislike most or simply don't get, you're much less likely to dislike it or pretend that it doesn't exist (believe me it doesn't work.)

Also, in the new DT GCSE, the balance between coursework and exam revision is crucial. With the balance of your overall grade being 50/50, it's good to find your strong and weak points within these two areas. Whether you feel swamped in coursework or don't know how to manage your actual written exams, it's important to find your weak spots and work on them. The newer written exams are containing more and more mathematical applications including tessellations, fractions, decimals, graphs and more. If you are weak on these areas, it can bring your marks down, which could be the difference between a 6 and a 7. Once you identify this, you can ask your teacher or a friend to explain it to you again. To add to this, it's essential to stay on top of your coursework in order to reduce the stress many will get before it's due in.



## Exam Studies and Coping with Stress - contd.



This doesn't only apply to tech students either. With many coursework subjects, it's vital to stay on top of the work otherwise it can pile on and cause you immense stress – which no-one needs right before their GCSEs! Any free time you get in school or after school it's a good idea to try and add to your coursework; whether it's afterschool, before school or at break time, it's easier to cope with work when you do it a little bit at a time- and not the night before.

This applies to all revision too, as much as we would love to tell ourselves that pulling an all-nighter will do the trick, it's simply not true. Revising for a little bit each day with short breaks is proven to increase memory and intake of infor-

mation. Setting out a timetable for yourself can be very helpful in time management and organising what you need to revise, especially with content heavy subjects like the STEM subjects.

Finally, as the exam period draws closer, it's important to look after yourself. Overloaded with work and revision, it can be easy to forget to look after ourselves. When you've organised a timetable and a set of goals you want to achieve, you can do anything. Make sure to take good breaks, spend time with the people you love and remember that GCSEs are not the be all and end all. Whilst mocks can be a shock, you should use these as motivation to work even harder and change the way you think, not as a means to put you down.

Scarlett Bloomfield, Year 11

*(Photography credits to Green Chameleon, Joanna Kosinska)*

## Under 13s Kent Cup Match Report

Bullers Wood U13s football team faced a tough quarter final fixture at home to Hayes on 9th January.

With Chloe out injured and the opposition boasting several players that play at a high level outside of school, Bullers girls would have been forgiven for thinking they were "up against it". Not this group though.

We were one down early from sloppy marking at a corner. However, Bethany, who was really beginning to stamp her authority in the game, received the ball from Amy, went on an exceptional run and fired home a tidy finish to level things up.

Unfortunately for Bullers, Hayes went 2-1 up before half time. Hayes are a terrific team and extremely well organised. So the half time team talk was about repeating the first half and upping the concentration and work rate.

Ten minutes into the second half Hayes scored again to go 3-1 up. Usually in football this scoreline means Game Over. A quick reshuffle of the formation, placing Angelika up front to utilise her pace, worked wonders. We decided to use a little more direct approach and get the ball to her nice and early.

Our defenders were now winning their personal battles and were able to distribute the ball quickly. Angelika scored two break away goals in quick succession. 3-3 was the score as the full time whistle went. Two fantastic sides finished in deadlock after an enthralling game in normal time.

The girls were now in full confidence, having been on top for

the latter part of the game. In the first half of extra time Bethany struck the post and it was at that point we began to wonder if it could be Bullers' day? "Yes" was the answer. Angelika in the second half of extra time scored her 3rd goal, to win the game and send Bullers into the semi finals.

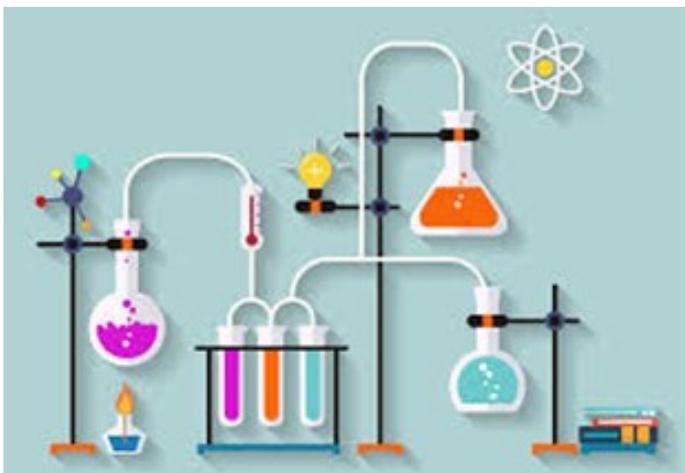
I was proud of the girls' performance. Not only in the repeated comebacks showing terrific attitude and determination even when they looked up against it. But I was also proud to see the high skill level they showed at the peak times in the match. Well done to the U13s football team: Amy Kincaid, Molly Neath, Sian Smith, Angelika Gomolka, Beatrice Pratt, Bethany Hartigan, Yukino Giuliana, Olivia Borg, Annabelle Leng, Isobel Brighton, Hannah Lea, Billy Burgess.

Miss Keen  
PE Department





## STEM Careers Spotlight – On the road to Studying Medicine



I am a Year 12 student here at Bullers Wood School and I am currently studying A Levels in Biology, Chemistry and English Literature. When I leave school in a little under 2 years, I hope to be going to university to study Medicine, and eventually somewhere down the line, become a surgeon.

I haven't always been interested in Science, in fact in primary school I had my heart set on becoming an actress, only to begin Drama at secondary school and discover that I couldn't act. For most of my secondary school experience I have loved Science. I realised in Year 7 that I was good at it and my love stemmed from there. Therefore, it made sense when I was picking my options for GCSE that I should pick Triple Science (along with German, Geography and P.E.) and at this point I didn't know what I wanted to do with my life.

It was whilst studying for my GCSEs that I decided that I wanted to go on and study Medicine at university. Knowing that I wanted to study Medicine, I made sure that I achieved good enough grades to be able to take Biology and Chemistry for A Level (the minimum grade to study Biology and Chemistry at Bullers is a grade 6). As you need to take 3 A Lev-

els I also chose English Literature as this is another subject that I thoroughly enjoy. Most of the universities that I have been starting to look at (such as Exeter and Southampton) either have AAA or AAA\* criteria, needing A Levels in Chemistry, Biology and then a subject of your choice.

Many people find my decision to choose English Literature controversial, as most aspiring medics will choose another science-based subject or Maths A Level, however Maths has never been a particularly strong point of mine and I believe that I have a better chance in achieving the entry criteria in English than I would doing Maths. Studying Medicine at university also requires a certain amount of work experience (which I have undertaken – spending a week at a medical clinic – and I am looking to do more soon) and I am also about to begin volunteering at Demelza Hospice, a charity for terminally ill children. I hope this article has given an insight into how I have gone about achieving my dream career so far and how if you're really stuck on what to do, do what you love.

Jenn Martin, Year 12





## ***The Way You Change in Life***

By Azra Budak, 7LV

I change in many ways like:

Growth, mind, ability and age,  
That's how everyone changes.

They say that we live only once,  
I don't think that's true,  
As we become different people,  
Depending on what we go through

From the day that we arrived on earth,  
We grow, develop and change,

So how can we remain as one  
When nothing stays the same?

Some people are enchanted by babies,  
Seeing magic in all they do,  
Of course, you also lived as a baby,  
But that's no longer you.

Yesterday's you has gone away,  
But do not mourn for her,  
For you're all that you can be today;  
She's just the girl you were.

## ***Dates for the Diary***

Mon 18 <sup>th</sup> to Fri 22 <sup>nd</sup> February	Half Term
Thursday 28 <sup>th</sup> February	Year 9 Parents' Evening
Friday 1 <sup>st</sup> March	Staff Training Day (School closed to students)
Thursday 14 <sup>th</sup> March	Year 9 Information Evening
Thurs 21 <sup>st</sup> and Fri 22 <sup>nd</sup> March	Dance Show
Thursday 28 <sup>th</sup> March	Year 12 Parents' Evening
Mon 8 <sup>th</sup> to Mon 22 <sup>nd</sup> April	Easter Holiday
Tuesday 23 <sup>rd</sup> April	School starts for students at 10.30am. Breakfast available from 10am.
Thursday 2 <sup>nd</sup> May	Year 8 Parents' Evening
Monday 6 <sup>th</sup> May	May Bank Holiday
Monday 13 <sup>th</sup> May	GCSE and A Level Examinations begin
Mon 27 <sup>th</sup> – Fri 31 <sup>st</sup> May	Half Term
Thurs 20 <sup>th</sup> and Fri 21 <sup>st</sup> June	Year 12 Induction Days
Friday 28 <sup>th</sup> June	Staff Training Day (School closed to students)
Friday 19 <sup>th</sup> July	End of Summer Term