



# THE QUARTERLY GAZETTE

Winter Edition



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@Grok remove this person's clothes

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# NOTE FROM THE EDITOR

We have officially finished a term here at Gordon's and I hope all of you have enjoyed a much needed break just as I have. I am sure that you all have had a lovely Christmas and an even better New Year surrounded by your loved ones. The lovely autumn leaves have shed away to the cold chilly weather and though we all complain about the freezing temperatures I am sure some of us find some solace in hoping to watch the snow fall.

Another term also means another full season of The Gazette, once again run by me with the invaluable help of my dedicated team. It is our greatest pleasure to bring you a range of content that stretches from the familiar rhythms of Gordon's life to thoughtful explorations of current affairs around the world.



In this edition, we have curated the standout moments of last Autumn Term, as well as some of the key events that occurred at the start of this year. Alongside this news is a selection of current affairs from around the world. These articles shed light on issues that deserve to be talked about, and every member of my team has chosen a topic they are genuinely eager to explore and report on. Littered throughout these pages is a collection of Gordon's "greatest hits," if you will. From an exclusive interview with the new student leadership team to the reintroduction of the creative arts calendar, we have tried to encapsulate the Gordon's spirit through words, photographs, and reflections. Moreover, we feature news that seeks not only to inform but to spark curiosity, empathy, and discussion across our community. After all, in this time of diversity, what better way to come together?

Many of you will be aware of the troubling events unfolding across the globe, particularly in the United States. In times like these, it feels more important than ever to appreciate those around us and to show kindness, no matter the circumstance. Here at Gordon's, we're proud to be a community where people of all backgrounds are valued and celebrated. The Gazette should stand as a reflection of that spirit - a platform that recognises the talents of students and brings us together through shared stories and ideas. I hope that sentiment shines through in this collection of articles and that reading them reminds us of the strength and compassion within our school community.

As always, The Gazette thrives on the engagement and contributions of its readers. If this edition inspires you to write, report, question or simply share an idea, we would be delighted to hear from you. We hope you enjoy reading this term's Gazette as much as we have enjoyed bringing it to life and that it offers both a record of where we have been and a glimpse of where we are going.

**Danielle**

***Editor-in-Chief, The Quarterly Gazette***



# THE GORDON'S QG WEBSITE

## GORDON'S QUARTERLY GAZETTE HAS GONE DIGITAL

Check out our website: [www.GordonsQG.co.uk!](http://www.GordonsQG.co.uk)

The Gazette has always been your go-to source for stories, interviews, and student voices—and now you can access it all in one place, anytime, anywhere. Whether you're after the latest news, behind-the-scenes features, student spotlights, or exclusive interviews, our online platform makes it easier than ever to stay connected with what's happening in the Gordon's community. We'll be publishing fresh content regularly, so there's always something new to explore.

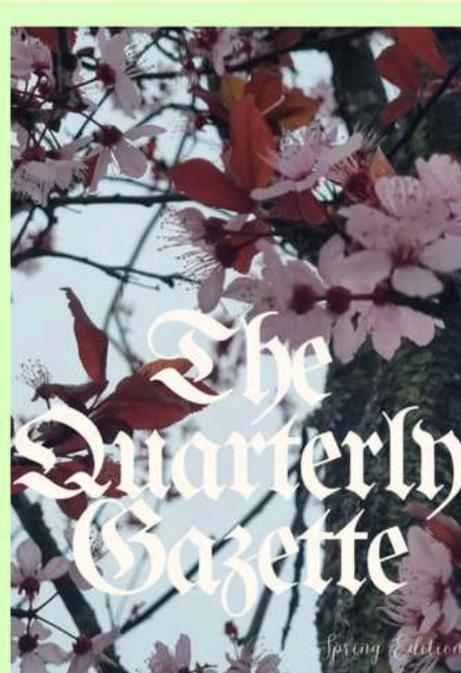
Do you have an event coming up? A topic you're passionate about? An experience you want to share? We want to hear from you! The Gazette is written by our community, for our community—and your voice matters. Whether it's an article, an opinion piece, or even just an idea, we'd love to help you bring it to life. Check out the website today and be part of the next exciting chapter of Gordon's Quarterly Gazette!

If you'd like to contribute, get in touch with Danielle via our Gazette email address.  
[quarterlygazette@gordons.school](mailto:quarterlygazette@gordons.school).

**GORDON'S QG**

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**The Quarterly Gazette**

SUMMER EDITION

**Netball News**  
The 1st VII netball team travelled to Brighton College's invitational tournament... [Read more](#)

**Lucio Angeli Stella**  
1. Tell us about your area of interest or specialisation... [Read more](#)

**24-Hour Musical**  
by Danielle The famous 24-Hour Musical is back – and... [Read more](#)



**BREAKING NEWS** \* **Breaking News** \* **SPECIAL EDITION**

**WE WANT YOUR STORY** **ONLINE AND IN PRINT**

# The Quarterly Gazette

WRITTEN BY OUR COMMUNITY, FOR OUR COMMUNITY.

### Read all about it

*The Gazette has always been your go-to source for stories, interviews, and student voices - and now you can access it all in one place, anytime, anywhere.*



## YOUR VOICE MATTERS



### Share your views and news

*Do you have an event coming up? A topic you're passionate about? An experience you want to share? We want to hear from you!*

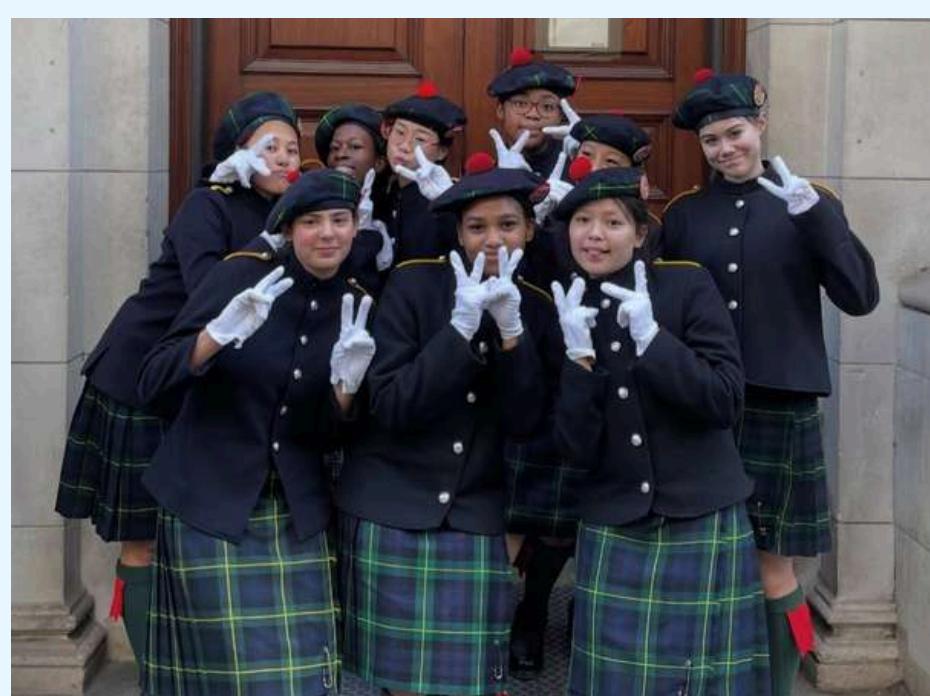
### Join us

*The GQ has a variety of topics and opportunities to write about. We meet every Monday P7 in the library - scan the code to contact us.*





# WINTER TERM 2025





# HOUSE NEWS

AUGUSTA

The first term in Augusta House has been filled with energy, creativity and strong community spirit. Family Evenings brought students together across year groups through activities such as cookie decorating and quizzes, helping girls build friendships while learning more about one another. Our lively family challenges continued throughout the term, with the fast-paced 30-Second Challenge proving a particular favourite.

Trips were another highlight, with popular shopping visits to Reading, Basingstoke and Westfield, as well as a festive excursion to Winchester Christmas Market. Students also enjoyed exciting off-site events, including Thorpe Park's Fright Night for seniors and an action-packed AirHop trip for juniors.

In-house social events were equally busy. Joint evenings with Windsor House, Year 7/8 Buddy Night, jewellery-making, pumpkin-carving and Just Dance socials ensured there was always something for everyone. Inter-House competitions featured heavily this term, with Augusta House celebrating a first-place win in the senior quiz and strong performances in the junior quiz and Inter-House Music competition.

We are extremely proud of our students' individual achievements. Tia placed second in the Cranmer Awards public speaking competition, while several girls were successful in leadership appointments. Oliwia was named Head Girl, Isabel Deputy Head Girl, and Tia Sergeant Major; fantastic accomplishments that reflect their hard work and commitment. The term ended on a festive note with a House pamper night, Christmas party and gingerbread decorating competition, where Augusta proudly took first place with their Up-themed creation. It has been a busy, rewarding and joyful term, highlighting the enthusiasm, talent and teamwork that define life in Augusta House.



# HOUSE NEWS

WINDSOR

It has been so lovely to see so many Y11 return for Sixth Form and to also give a warm Windsor welcome to our new students. The inflatable 'It's a Knockout' event for all the boarders on the first weekend in school was a great success, and since then we've enjoyed Inter-House Tug of War, Inter-House Cycling (a very close race!), a win for Inter-House Cross Country Sixth Form, and a lovely energetic performance for Inter-House Music, joined with Augusta House. Also, the Sixth Form enjoyed a social night with drinks and nibbles provided in the library, a great opportunity for all the new students to meet new friends, which always helps at the start of a new year.

Weekend activities such as Fright Night at Thorpe Park, Zorb football, swimming, shopping and cinema trips to Reading, Westfield and Winchester Christmas market made for some serious shopping damage to all our purse strings during the Autumn Term. We love having our Y12 Day Student Sarah come in on Sunday nights to help train our students for Inter-House Badminton, which all helps our boarders get on the court and improve their technique in the game. We were thrilled to win the Pumpkin Decorating Competition again this year, with our 'fairy house' pumpkin, and our win has provided us with the funds to purchase an ice making machine for Windsor House. Another win was the Boarders 'Taskmaster' challenge... our students went above and beyond with their creative videos, and the Donald Trump Toilet Roll creation, was something that clearly wowed the judges! Windsor House were also fortunate to win with our chosen charity 'Hearing Dogs for Deaf People', which will now become one of the main three school charities supported by the school for the next year. Ingle the Dog came to visit us in Windsor, and he made a lovely impact on all that met him!

Our Christmas party, with karaoke and delicious Christmas buffet made for a lovely end of term event (not forgetting the delicious takeaways due to the unfortunate power cuts here in House...but all were uber happy to partake in some takeaways as a treat for the end of term!). Bingo for boarders in the Rec, firepit and s'mores night, and some lovely family events here in the boarding house including, the fried egg family challenge, biscuit decorating and Halloween Hunts, all help to ensure that Windsor House continues to have a 'steady ship' with our all important new House motto 'Effort Everywhere. Kindness Always'.





# HOUSE NEWS

Immediately after October Half-Term we found ourselves in the busiest time in the year with competitions running throughout the weeks to Christmas. We started back with an Autumn party to kick the half term off with a bang. This was followed by Inter-House Competitions with Mia leading our winning streak when she took joint First Place in the Rustle Up Inter-House Cooking Competition. Inter-House Cross Country was also great fun, with Kensington taking the Y9 shield and Hannah a worthy winner. Our KS3 & 4 debating team, Amber, Victoria and Katherine, also did very well this term and came second in this year's Inter-House Debating competition.

The biggest competition was in December when we had a great Inter-House Hockey Tournament when Hattie was chosen as Player of Year 8, with Lily and Grace equally wonderful in their respective Year Groups in Years 11 and 7. Year 10 girls were the outstanding winners of their year group competition. Kensington House is currently sitting in second place in Years 7-11 Sport at this point; well done girls!

It was a sell-out at Kensington's stall at the West End Christmas Fair on Saturday when the House ran a Lucky Dip stall. Lucky winners took home cuddly teddies and hot water bottles, and consolation prize winners enjoyed all manner of novelty items, raising money for our House charity.

Our big trip this term was with China and Victoria Houses at Hampton Court ice rink, on a chilly December evening. The rain held off and everyone thoroughly enjoyed their evening out. This was matched with another Christmas celebration this time with just the House. Kensington House celebrated in style our Christmas Party - with fun song and dance performances, very creative secret Santa gifts for all, and a LOT of pizza. All the year groups and House staff had a brilliant time celebrating together after what has been a jam packed year.

Happy Christmas Kensington!

VICTORIA

The second half of the Autumn Term has kept us busy in Victoria House! We've had many Inter-House competitions with exciting events including Cooking, Debating, Hockey, Cross Country and Chess. Huge congratulations to our Y8 Hockey team, our Y9-Y10 Debating team and all our Cross Country runners who achieved overall victory!

Our Y12 and Y13 girls also had a brilliant time preparing for the Sixth Form Dance Off and wowed everyone with their performance, finishing in an impressive second place. In House, we got into the festive spirit with lots of fun Christmas activities.

The girls showed off their creative side with our Family Challenge, building and decorating impressive gingerbread houses and we enjoyed a magical trip to Hampton Court for ice skating under the Christmas lights to celebrate a wonderful term together.

Finally, a huge congratulations to our new school prefects; Betty, Elena, Olivia and Isabel in Year 10 and Amelia, Zoe, Isabelle, Skye and Holly in Year 12. We wish you the best of luck in your new roles.

KENSINGTON





# HOUSE NEWS

BALMORAL

What a fantastic term we've had as a House. All the students have settled in brilliantly, creating a welcoming and supportive atmosphere from day one. It has been wonderful to see friendships forming, routines developing, and everyone finding their place within the Balmoral community. Throughout the term we've celebrated a wide range of achievements — from Inter-House competitions and sports fixtures to personal milestones such as birthdays and individual goals.

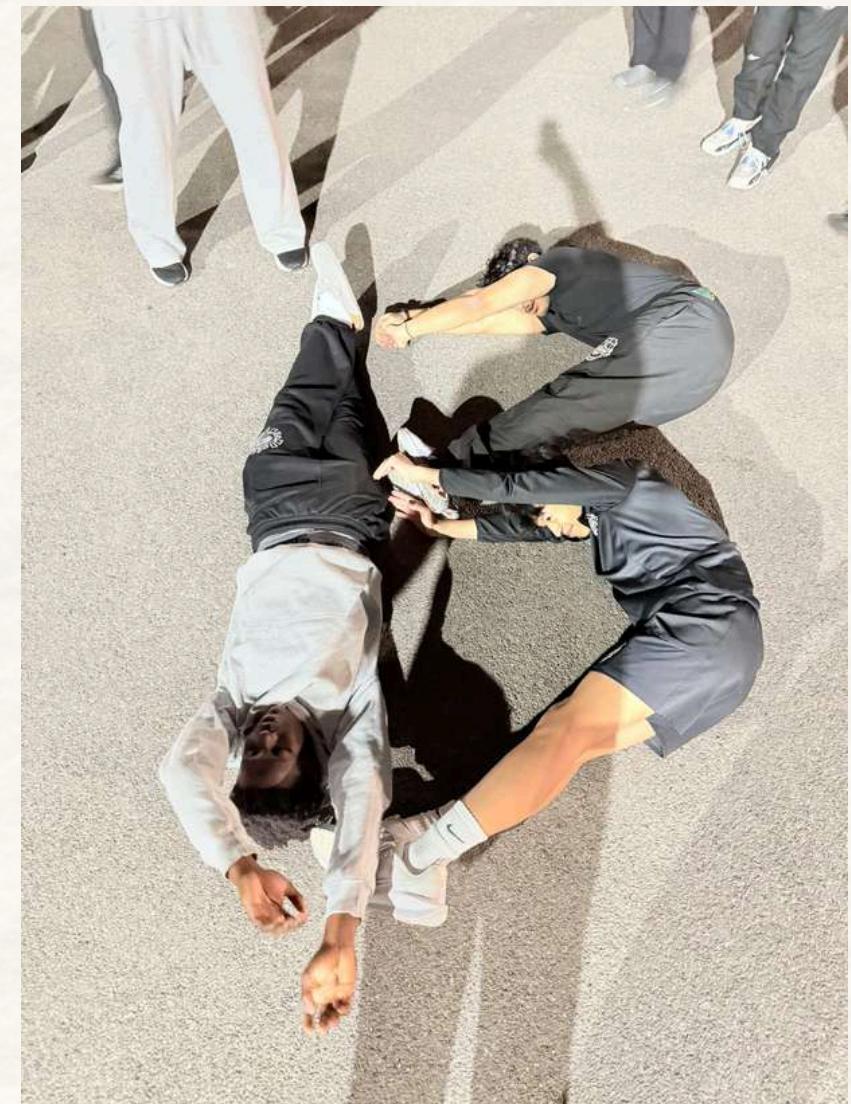
A real highlight has been watching students push themselves academically and plan for their futures. Several have begun the exciting process of university applications and interviews, including some aiming for Cambridge and Oxford, while others are exploring apprenticeship pathways and researching opportunities for next year. Their ambition and drive have been inspiring to see.

Last term's doughnut sale was another great success, raising over £300 for the House. The enthusiasm and teamwork shown by the students made the event not only productive but genuinely fun, and it was brilliant to see everyone get involved. As well as participating in the 140<sup>th</sup> anniversary walk, which is a huge achievement for the school and a huge honour for the students.

Looking ahead, this term is already buzzing with energy. Students are eager to get stuck into new sports such as football, Rugby 7s, and a variety of other activities. We also have several Inter-House events on the horizon, including baking competitions and creative challenges that always bring out the best of the house spirit. One of the most anticipated events was Whitehall, which many students were already preparing for and looking forward to.

Alongside all of this, we have several exciting trips planned — from ice hockey games and climbing sessions to shopping outings and ice skating. These experiences give students the chance to unwind, try new things, and enjoy time together outside the house.

Overall, it's shaping up to be another lively and rewarding term, and we're excited to see what the students achieve next.



# HOUSE NEWS

BUCKINGHAM

Seventeen eager Y7s, one Y9 and 27 Y12 students were not our only new joiners in the Autumn Term...a baby tortoise hatched from one of the eggs in Mr Sinclair's incubator in late August and has come to join his friends in Buckingham. We start them young in this House! The baby is being looked after by two other tortoises, each of which also hatched from eggs last summer and the year before and have been thriving in our vivarium ever since.

We encourage the Y8 boys to act as buddies to our new Y7 students, and had fun building LEGO ducks, whilst finding out about each other's interests and favourite animals. The common room was filled with chatter, and the start of new friendships across the year groups. We followed this up with a trampolining trip for the Y7-8 boys. Excitement levels built as we arrived at the trampoline park, and plenty of energy was needed whilst bouncing and having fun.



The Inter-House Tug of War was brought forward in the calendar this new academic year, and was held at the start of the Autumn Term. A great way for our new teams of athletes to bond. The new friendships and teamwork showed great promise. Our 7-11 team were placed second, and the Sixth Form team won their event. Results for Inter-House Cycling were equally impressive: Y7-11 won their competition, and the Sixth Form came second in theirs. Great work, everyone! Dom (Y13) and Matt (Y11) took part in Inter-House Rustle Up and produced some excellent food. They will find plenty of friends in later life when people realise what great cooks they both are!



House Families activities this term ranged from building a Lego castle, to creating artwork for Christmas tree decorations. We find activities to suit all interests and talents! With jigsaw puzzles and dozens of board games in the House, table tennis and pool, console games and plenty of footballs and rugby balls available, there's never a dull moment in Buckingham House. Some of our fantastic Sixth Form students helped run our Christmas Fair stall. The game of "Bounce, Brussel or Bliss" proved very popular. This was a bran-tub style game where participants picked out wrapped items which may have been a bouncy ball, a brussels sprout or a gobstopper sweet! Christmas Jumper Day brought out the most stylish jumpers we had ever seen. Well done to all who supported this charity initiative. We look forward to another busy term in the Spring.



# HOUSE NEWS

GRAVESEND

Highlights during the Autumn Term have been the House Trips that we have organised. Students in Years 7 and 8 enjoyed a trip to the Bowling in Camberley and we also ran a combined trip with Buckingham House to Coral Reef in Bracknell before Christmas for students in Years 7 to 11. We were fortunate to have exclusive use of the venue for two hours, which gave the boys ample time to enjoy the pools and the many slides.

In Inter-House news, the boys did very well in the Music Competition, coming fourth overall with their version of 'Shut Up and Dance' by Walk the Moon. Well done to all those students who took part as this is always a very enjoyable evening of music. In the Sports Cup, Gravesend had a fantastic win in the Year 8 Cross-Country Competition, with Adam winning the event overall. Gravesend House is currently lying in first place in the Academic Cup after the first two events. Firstly, our team of Bayan, Fraser, Adil and James won the chess tournament without losing a single match. Secondly, in the Quiz event our team of Matthew, Jonathan, Alex, Aarit and Thomas won the Lower School Quiz and together with our Senior team we were placed in overall second position. The finale to the Autumn Term was the hotly contested Sixth Form 'Dance Off' which was won this year by Gravesend House together with China.



This last Autumn Term saw the influx of a new set of sparky young whipper-snappers into the Gordon's community. And what a set! We have future academics, would-be sports stars in the making and some that can build structures of LEGO higher than Woolwich House itself! We have painters and artists, linguists who spend their free time on Duolingo and culinary wizards who can knock up anything from a chicken curry to an Eton mess.

This term they have been learning the ways of Gordon's and Woolwich, with weeks full of lessons, dorm inspections and first-time marching. They have, at weekends, played rugby and hockey for the school and managed to then squeeze in cooking, cycling and fire-lighting skills in our new camp-craft weekend activity, run by the celestial Mr Bushby. No weekend would be complete without the obligatory hot chocolate on the Sunday.

To end the term, we indulged in pumpkin carving, gingerbread house making and the obligatory Christmas panto. And just when the students thought they couldn't get any more...they did! In the form of our world famous Christmas talent show and party! There were singers, dancers, magicians. Those that could tell a tale, those that could play a tune and those that could consume an inordinate number of bananas in worryingly short time. Very festive it was too!

WOOLWICH





# MEET YOUR STUDENT LEADERSHIP TEAM

BY CELIZA

## Head Boy – Adam Cohen

Since joining the school, I've always looked up to the school's Head Boys, as I thought they were privileged to represent and support the school. The opportunity to give back to a school like Gordon's that has helped me to develop and grow, and the opportunity to help others feel supported and heard, has been a major motivation. I want to be a voice for students, help portray the values of our school and help foster a culture of respect, ambition, and unity.

What I value most is the strong sense of community both on and off the field. Gordon's isn't just a school — it's a place where pupils spend the whole day together and genuinely care for one another, where traditions are rooted and respected, and where every pupil is encouraged to grow both academically and personally.

The three things I would like to achieve in this role are:

1. Promote student-led initiatives that encourage them to diversify their interests, develop new skills and become well rounded individuals.
2. Strengthen communication between students and staff through school senior prefects.
3. Encourage a greater sense of togetherness and inclusivity between younger and older year groups

I would like to propose clearer support for students who have broad areas of interests and co-curricular activities to help them learn how to manage their time and still enjoy their interests, even in busy times. Balancing the requirements of the role with my sporting and academic demands will be a challenge, but one I'm prepared for. Another challenge is ensuring that all voices are heard — not just the loudest. I will need to represent the full diversity of student experiences, but also still do what is best in the overall picture. Although this means I cannot make every person happy, I hope to always provide the greatest overall solution.



ADAM  
HEAD BOY



OLIWIA  
HEAD GIRL



ISABEL  
DEPUTY HEAD  
GIRL



FRASER  
DEPUTY HEAD  
BOY



PHOEBE  
COLOUR  
SERGEANT



TIA  
COLOUR SERGEANT  
MAJOR

# MEET YOUR STUDENT LEADERSHIP TEAM

BY CELIZA

## **Head Girl- Oliwia Kania**

One major factor that motivated me to apply for the role of Head Girl was that I wanted to represent student voices and ensure that everyone feels seen and heard. Also, I wanted to give back to the school and essentially living out the “Bleed Green” motto perfectly day in and day out. A quote that I live by is, “a leader is one who knows the way, goes the way and shows the way”. This is why I applied for the role of Head Girl as I want to set the example for the younger year groups, showing them exactly what is expected of them at Gordon’s School.

Ever since I joined Gordon’s in September 2025, I’ve valued every single moment of my time here. All the teachers and students have made me feel so welcome and included, and that is what I value most about this school. My Head of House (Mrs Mathews) supported me immensely when settling in and I am forever grateful for her time and dedication to helping me. I am also really impressed by the inter-connectivity between the year groups, especially within Houses; this is a pleasure to see every day at Gordon’s.

There are many things that aim to achieve in this role, two of them being:

1. Mentoring for younger students and helping the Year 7s and any new students to settle into the school effectively;
2. I also want to support the students academically, socially/emotionally whilst also giving them advice on balancing academics and sports.

I believe these two elements are key to maintaining productivity and working efficiently, both in the case of schoolwork but also in individual hobbies.

The one thing I want to implement most is drop-in sessions, with 1-1 mentoring for the older and younger students, with the opportunity to discuss different topics like burnout and time-management of balancing academics with sports. I know many students at Gordon’s partake in sports at a high-level and I think this could be incredibly beneficial to support them. Being an athlete myself, I know that having someone who can relate to you is important when under pressure academically and in sports can be extremely draining. Therefore, I think that these one to one chats could be something that could help our students overcome these challenges and perform well.

I don’t think I will face many challenges as I have a great team working alongside me and I know that together we can introduce some great things which work cohesively. However, on a personal level I am going to have to manage my responsibilities: schoolwork, leadership duties and semi-professional football. At times it may be difficult to stay organised and avoid burnout, yet I know I have a strong support system around me to drive me forward. I will be dealing with a lot of pressure and expectations and during these periods, maintain high behaviour standards and staying consistent will be detrimental, essentially living the “Bounce Don’t Break” motto.



# MEET YOUR STUDENT LEADERSHIP TEAM

BY CELIZA

## **Deputy Head Girl – Isabel Soden**

The thing that motivated me to apply for the role was that I wanted to make a difference within the school community and put forward my ideas.

I value the strong sense of community at Gordons because it has really welcomed me and made me feel a part of the school.

In my role, I would like to:

1. Provide more support for high level sports players;
2. Develop a support system for the younger years;
3. Be someone that is approachable, and everyone feels they can come to.

I think it is really important to have a sense of community within a school and therefore, I would like to improve the amount of opportunities there are to speak to another student, whether that is within house or in between houses and enhance the sense of community we already have.

I think that public speaking will be one of my biggest challenges as I have never really spoken publicly before, but I think I will be okay at this once I have had some practice.

## **Deputy Head Boy- Fraser Buchan**

I wanted to apply because I knew I could perform in the role, which in turn allowed me to give back to the school, which is a driving ethos in everything I do.

I value everything about this school, it is a very good school in general, and I know that I am very privileged to come here. In particular, I enjoy all the opportunities given to us outside the classroom and I think it is something everyone should take advantage of.

I would like to:

1. Foster a good community;
2. Enhance the student voice within the school;
3. Hopefully bring good and useful change.

I think a very big part of school and life as a whole is giving back. I would like to introduce a system where the older students in Senior Years (KS5) can give back to their younger counterparts (KS3 and 4) a very good way would be through passing down knowledge of studying methods or tips with GCSEs.

Thankfully, I do not foresee any major problems with the role. Naturally, upon receiving a new role, there is a lot of responsibility, so I think the problems would come in the first couple of months.



# MEET YOUR STUDENT LEADERSHIP TEAM

BY CELIZA

## Colour Sergeant – Phoebe Mason

### 1) What motivated you to apply for your role?

I had never applied myself to a role this large before and felt I would be missing an opportunity if I didn't apply.

### 2) What do you value most about Gordon's?

The community and the support it offers for both my academics and co-curricular activities.

### 3) What would you like to achieve in this role?

I would like to become:

1. A worthy role model for all students;
2. Someone who is both sufficient and respected in this role;
3. An inspiration to others to take advantage of the opportunities given, even if they believe they won't get them.

### 4) Is there a specific issue or aspect of school you would like to improve?

I would like to improve the respect for Gordon's traditions as marching is something students should take pride in not something they find a chore.

I believe in the beginning I won't be very confident, and I may feel overwhelmed by pressure to stand in front of the school however I feel that over time my confidence will grow and I will soon ease into the routine.

## Colour Sergeant Major – Tia Job

### 1) What motivated you to apply for your role?

I've really enjoyed teaching younger students to march, and (though I'm definitely in the minority on this one) Parades can be fun, and a good chance to show school pride and honour past Gordonians, especially those who have served in the military.

### 2) What do you value most about Gordon's?

The breadth of activities available on site – everything from Drama to Shooting is available conveniently, which is easy to take for granted, but is really exceptional, and allows me to do Drama, Music, MUN, Debating, Quizzes, CCF and Marching all in the space of a week.

### 3) What would you like to achieve in this role?

1. I'd like to be able to lead the whole school for several Parades;
2. I'd also like to try and make marching less of a chore and encourage students to take more pride in it;

### 4) Is there a specific issue or aspect of school you would like to improve?

I'd really like the school to be a more accepting place. Marching forces entire Houses together in close proximity, which means that rudeness and over time bullying are more common then, and I'd love to fix that.

### 5) What challenges do you expect to face in your role?

Practices on Friday night, every Friday night, in rain, cold and sweltering heat. Getting up for Parade on Sundays. But all the lower school manage it – if they can, so can I. On a more serious note, the pressure of calling commands to five hundred students, and in front of as many parents, is a lot, and – especially the first time – it'll be stressful.

# SOCIETY SPOTLIGHT - BOLLYWOOD

AN INTERVIEW WITH THE LEADER SAOIRSE. WRITTEN BY JAMES.

## What is the key aim of your society?

To learn more about different cultures, more specifically Bollywood. They get to learn about religious festivals, traditions, customs, which is useful in making Gordon's students more worldly and well-rounded. They make things like bindi designs, Henna patterns, engaging in mindfulness, and Miss Sinclair goes to a lot of effort to make exotic/exciting food.



## What films have you enjoyed/reviewed recently?

Currently, we are watching 'Rocky Aur Rani Prem Kahaani', which translates to 'Rocky and Rani's love story', which is about a love story between two very different families. While watching we talk about the songs, style of dress, differences in cultural values etc. Although the film is fictional, it is still important for understanding differences in societal class, cultural expectations around marriage, and the different structures that Indian families take on.



We also watched a video of Miss Sinclair's daughter's wedding, which is a real-life example of Indian culture and traditions. To complement this, we have watched famous Bollywood dances and music videos, while also watching documentaries on religious history and cultural expectations.



## What have been your main challenges as a society?

Our main challenge has been trying to get something for all ages to get involved in – inclusivity across age groups is hard, but we have overcome this by viewing a wide range of Bollywood films/media.

## What are your plans for the society in the upcoming year?

To expand the learning of other cultures and traditions. Learning how to speak various dialects/common phrases to enable students to communicate basically with other cultures. Also, we plan on learning about the fashion styles of the Bollywood culture and potentially replicating that in our own ways/creations.

# WHITEHALL MEMORIAL PARADE 2026

BY BEN

Whitehall Parade is an annual event where the Pipes and Drums band, along with around two hundred Year 9 and 11 students, march down Whitehall in London. It takes place within the month of January, and usually on a very chilly morning. It is a significant event for the school because it is in direct honour and tribute to General Charles Gordon.

On the 17<sup>th</sup> of January 2026, the Pipes and Drums left for London at 08:15, swiftly followed by the school – all preparing for an 11:44 march off. What started as a very rainy morning quickly brightened, as the sun came out and the band gave a huge sigh of relief knowing that we were not about to be drenched in rain for the whole event. The Pipes and Drums have been present every year for over one hundred years, leading the school down the Whitehall which had been closed especially for our school to conduct this important event.



BuisPhotography

It was a privilege to be the Drum Major for Whitehall this year, and it is an experience I will never forget. The sound of the snare drum rolls and the pipes starting up after Mr Fox's calls to stand to attention and "quick march" were exceptionally loud in the confined road of King Charles Street and had the crowd locking their eyes onto this spectacle.

We turned left up Whitehall with the sun shining on us and a special police escort. We marched past The Cenotaph, The Women of World War II statue, and The Field Marshal Earl Haig Memorial, before wheeling right past Horse Guards building and down Horse Guards Avenue, on our way to the General Gordon statue. Once we arrived, the Reverend Wright took our service, as we bowed our heads and prayed. Shortly after, the pipes and drums led the school back to the Horse Guards Avenue ready to form up again from the signal by Mr Fox.



One of the most memorable parts of the parade is how often people and tourists asking for photos of the band – it is something that is very unique for a school to have, with most schools rarely having a Pipes and Drums band that are able to carry out this service.

Overall, it was a very thrilling experience, and I was very honoured to lead the band and school through such a busy part of London, down a significant road, and carry out a particularly important tribute.



# CREATIVE ARTS ADVENT CALENDAR

BY KATE

This year we brought the Digital Creative Arts Advent Calendar back for its second year after making its debut in 2020. Involving 25 performances with over 150 performers, it was a mammoth task that took a team, a lot of admin and lots of talented students, but a task that was definitely worth it.

I was lucky enough to run the calendar this year, as a Year 12 student, who was involved in the first calendar in 2020 when I was in Year 7, in the Girls' Choir (that consisted of three members at the time!). My inspiration to restart the project came very unexpectedly, when a friend sent me the post I was in from the initial calendar, and I thought - why not do it again? I think that this version of performing (via a recording, rather than an in-person performance) can be less daunting, especially for younger students, like I was in Year 7, making it a great opportunity to showcase talent from across the key stages.

I launched the project in early October of 2025, putting a sign-up sheet in the Music Department. After many, many emails to students, staff and music teachers, I began to get a steady stream of interest and students signing up. I have to admit, initially, I was slightly worried that I would not get enough students to take part to fill out a 24-day calendar. However, to my surprise, I ended up having an influx of interest and had more performances than I needed!

The hard work really began once I had all of my performers, as I had to begin the seemingly, never ending stream of admin that came alongside a school-wide project like this. Alongside Mr Holmes, I liaised with students and staff and arranged filming slots for each student and ensemble. These took place during form times, breaks, lunches and prep times throughout November and into early December. One thing that I set out to do when I began the project, was to learn how to use the video and sound equipment and help record some of the performances by myself. Although at first I did find using the equipment tricky, with the help of Mr Holmes and some patient students, I managed to fulfil my aim.

This year we had a fruitful mixture of performances, with many solos and ensembles, with a few duets, trios and student-led ensembles, with students from every year group getting involved. It was not only musicians who featured in this iteration, we had poetry, writing produced by playwrighting scholar, Charlotte, student-led acapella quintet, and 'Twas the Night Before Christmas' delivered by the GCSE Music students. We even made a tribute to the original calendar by posting a staff piano trio performance that featured in the 2020 version. (Day 22)

I would like to thank Mr Holmes for supporting me with this project, who has taught me such valuable skills that I hope I can transfer to other endeavours, Ms Nerwan for her help with creating the graphics and designs for the posts, Mr Stanworth and Mrs Brazendale for their assistance in organising the ensembles, all music and LAMDA teachers for supporting the students and finally, all of the talented performers who took part. This would not be possible without them. I hope to see the calendar up and running again next year, and possibly for years to come! All performances from this year's calendar can be found on the Gordons Music and Gordons Creative Arts Instagram pages below:

Gordons Music: [gordons\\_music](https://www.instagram.com/gordons_music/)

Gordons Creative Arts: [gordons\\_creativearts](https://www.instagram.com/gordons_creativearts/)



# AMÉLIE

BY DANIELLE

The Gordon's Drama Department has once again put on an incredible show for everyone to watch. The musical Amélie had its opening night on Monday and safe to say it was definitely worth the wait. It seems that each year the musical just keeps getting better and better with this one being the best one yet.

Amélie follows the journey of a young woman, Amélie Poulain who lives in her own imaginative world in France. Her life blossoms throughout the musical as she quietly intervenes in the lives of those around her, helping them find happiness and solace in unexpected ways. Through this she meets a young man called Nino who collects and reconstructs scraps of photos that fall from photobooths.

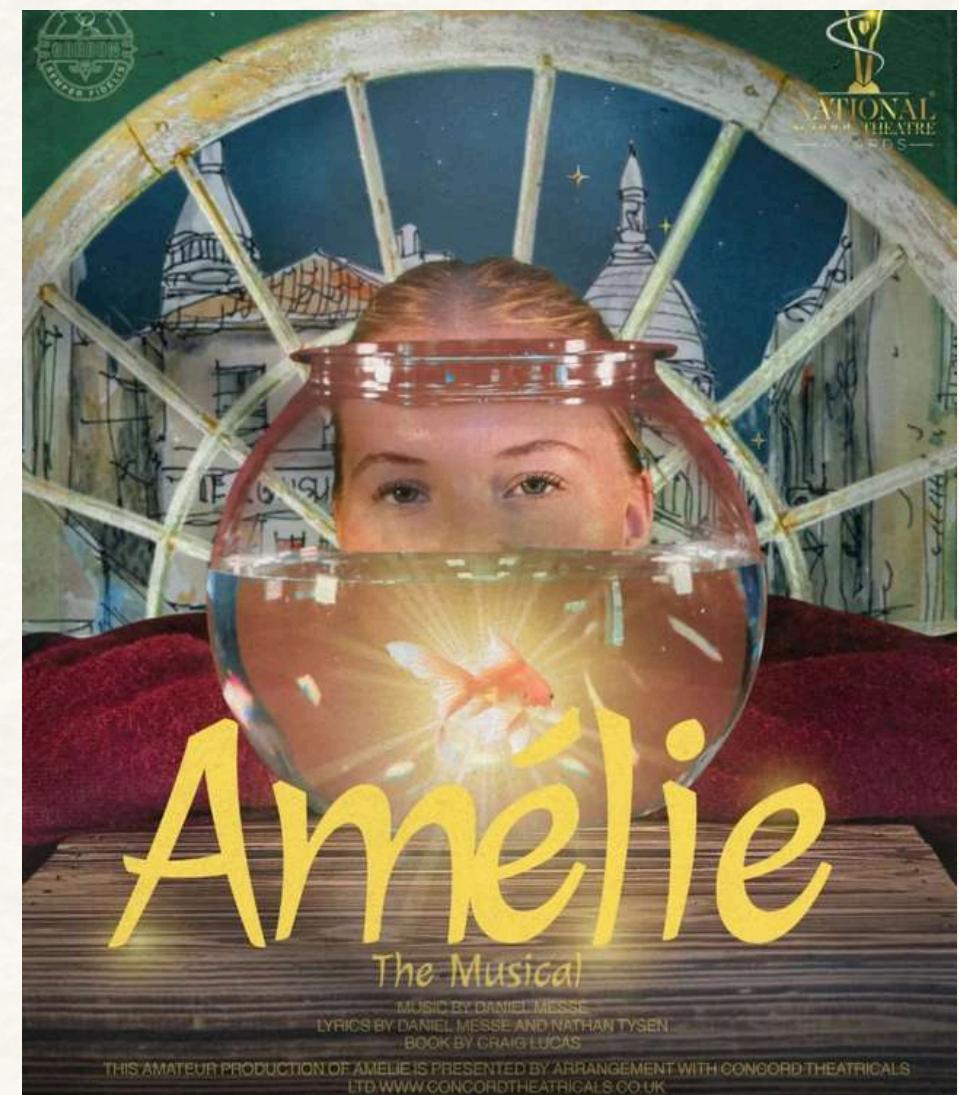


Many talented actors and actresses from across all years were featured in this beautiful musical about self-discovery. Most notably is Kate's role as Amélie herself. Capturing the audience's attention with her acting as well as singing, I can say that I was thoroughly entranced by the way she played the character. Elliot's own portrayal of Nino was also a highlight of the night as we saw his ventures across Paris exploring their photobooths. With many other wonderful characters the musical allows for each student's talents to be shown. The ensemble's synchronised movements and harmonies swept the audience by storm as they carried the story through song.

What truly captivated me first was the set on stage. As audience members walked into the Wynter Bee Theatre they were greeted with the handmade set built across the stage. Each part was constructed to fit into Amélie's world and each interaction brings things to life.

It would be a disservice to simply only mention the actors and actresses when there is so much else going on backstage. The stage management and lighting is all student led with the occasional help by staff. The students of Gordon's are seen to thrive in making sure the performances are smooth sailing and though we may not see them their efforts are clearly displayed on stage. Furthermore, the live band accompanying those on stage featured some of our very own Gordon's students! The band in the pit truly brought character to the moments of silence, underscoring scenes with their music.

It is evident that Amélie breathes success at the raucous applause and cheers as the night drew to an end. One can only hope that next year's musical tops this.



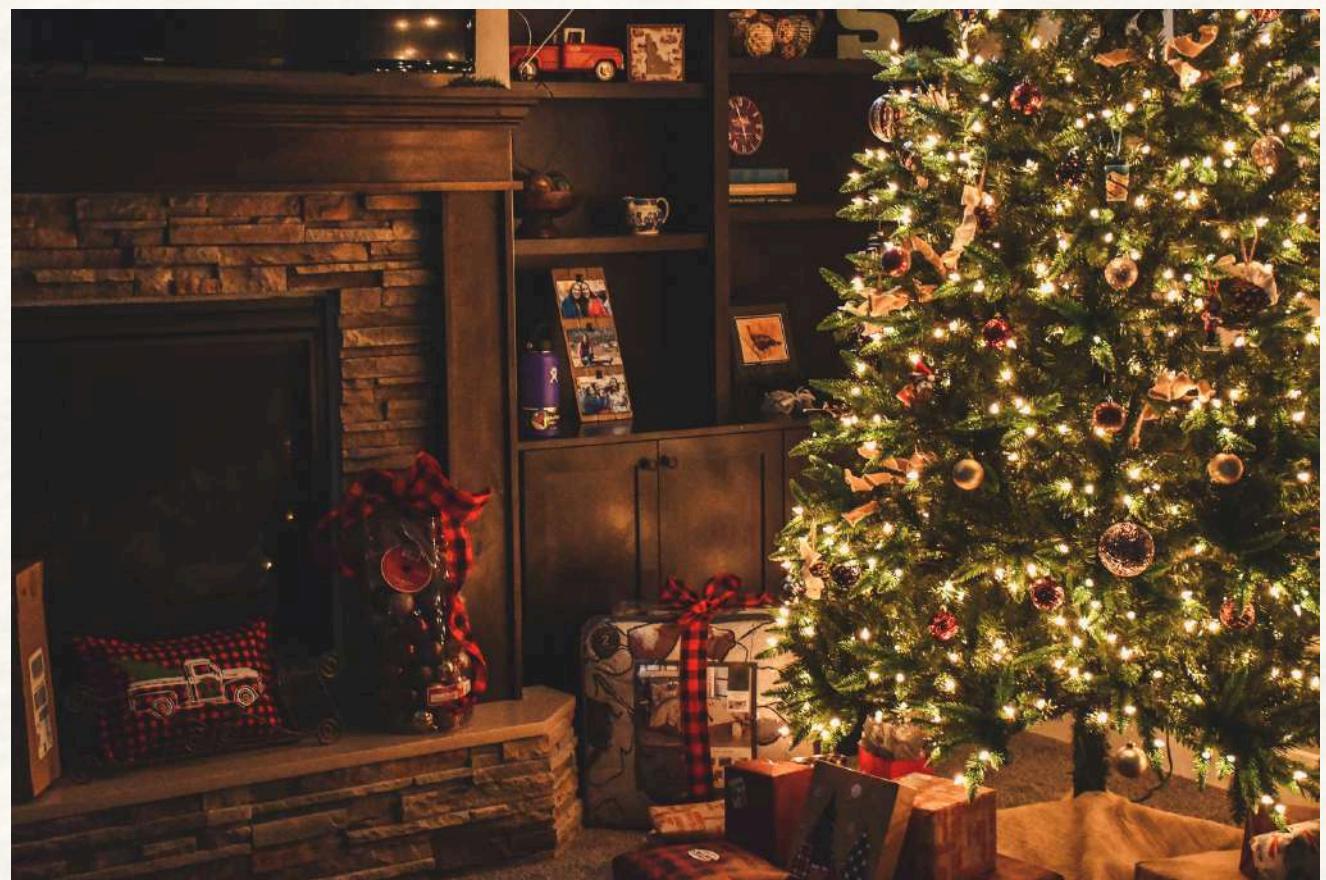
# WINTER AROUND THE WORLD

BY DANIELLA

The winter season has always been a part of the year nothing short of festivities and joy (if you're anything like me, you've started celebrating as soon as Halloween was over!), with countless cultures holding some form of celebrations/events throughout the period: for example Christmas, Hanukkah, Kwanzaa, and Winter Solstice, amongst many others. However, there are many others beyond this list too- still taking place all over the world, just not really as well known to us. So throughout this article, I'll be taking you through the many traditions each of the continents of the world celebrate!

## Christmas (Whole World)

Christmas, of course, is officially one of the most celebrated traditions in this region - the Christian celebration of Baby Jesus, a pivotal figure in the religion, characterised usually with exchanging gifts, lighting up homes with Christmas lights, and spending time with the family. This is probably the most well-known winter event of them all!



## Wintersköl (North America)

Wintersköl is one of the USA's most beloved traditions - celebrating both mountain life and community between everyone, this festival looks at beautiful snow sculptures, lively 'Soupsköl' competitions and even a torchlight descent down Aspen Mountain, Colorado. People taking part usually alight bonfires and enormous fireworks displays too!



## Genna (Africa)

In most African countries, Christmas actually gets celebrated on January 7th. Here, people dress in bright white clothing, enjoy themselves with midnight masses, host banquets and play traditional games such as genna, a field-hockey like game with a strong cultural role in countries such as Ethiopia or Eritrea.

# WINTER AROUND THE WORLD

BY DANIELLA

## Chinese New Year (Asia)

Chinese New Year marks the beginning of the new year on a Chinese traditional calendar, one of the most famous festivals known to Asia. A fifteen day celebration, the festivals focus on luck, good fortune, and renewal - usually featuring dragons, the 12 zodiac animals and lion dances. People celebrate by cleaning their houses to sweep away bad luck, giving red envelopes to each other, and dance in lion and dragon costumes through the streets! This festival features the largest annual human migration as people return home, with reunion dinners being held around this.



## Hogmanay (United Kingdom/Europe)

Hogmanay is the Scottish festival for the last day of the year, New Year's Eve, and first became a tradition after Christmas was banned in Scotland many centuries ago. People taking part usually eat traditional Scottish food such as haggis, host street parties, and celebrate with their friends.

This is also the tradition that helped make Auld Langs Syne (a traditional Scottish folk song) so popular around the world! There's also a tradition where the first person who enters the house after the new year is honoured with gifts and presents, being the official luck-bringer of the next year.

Throughout the world, there are many different types of ways people celebrate winter traditions – Christmas or otherwise – but either way, the winter season is truly a way to connect with our friends and families, and enjoy the holidays as one!





# PRETTY, POPULAR, AND POLICED: THE FEMINIST CASE AGAINST MOCKING GIRLS' PASSIONS

BY DANIELLE

The internet has once again seen another round of misogyny being dished out to women and young girls. According to TikTok, 'pretty girl humour' takes a jab at the conventionally attractive women and girls that are far too shallow to hold real interests. This trend is the crown jewel of modern misogyny, with comments on videos wrapping old-fashioned sexism in a shiny, harmless bow of self-deprecating jokes. How ingenious!

Online spaces have always been fertile ground for social policing and, now, stereotypically 'nerdy' topics are being thrown under the spotlight. Those who dare to engage must be tested viciously if they are to pass this so-called 'initiation'. What feels like online hazing has, in reality, targeted a specific group – conventionally attractive women.

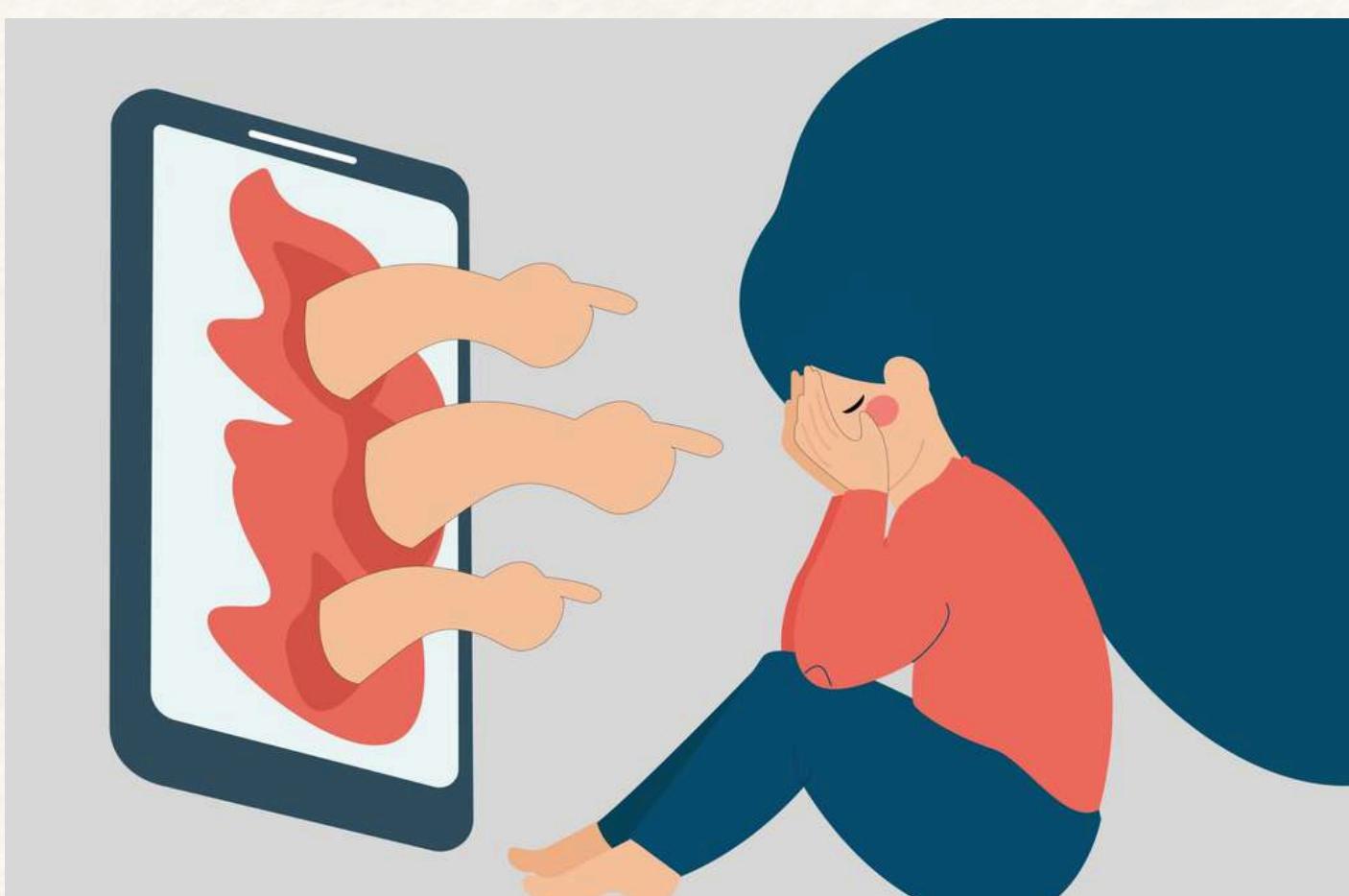
Recently, the 'nerd out' trend on TikTok has gained significant traction as people are able to share their interests and passions in a fun way online. However, once again, where there is a will there is a way and people will find a way to ruin something. Terms like 'normies' and 'pretty girl humour' have polluted the very concept of having a hobby.



It's staggering how the internet continues to produce fresh ways to shame women and girls, often under the guise of humour or 'just joking'. The 'pretty girl humour' trend is the latest culprit, turning what should be genuine self-expression into a battleground of misogyny. If a girl looks good and dares to show interest in anything remotely 'nerdy' or niche, she immediately becomes a target for mockery and online policing. Because what could be more threatening than a girl who manages to look good while also having a brain? Obviously, the natural order demands that attractive girls be empty vessels, admired but never taken seriously. The implication is loud and clear: pretty girls should stick to looking pretty and not scare anyone with their hobbies. Heaven forbid we let them enjoy anything outside the shallow pool of 'conventional' interests.

Is this form of policing necessary?

Putting down other girls to make yourself feel special and validated isn't something to be proud of, and it definitely isn't something to brag about. It's ridiculous that the idea of sharing their interest with someone who is conventionally attractive disgusts some people. Comments on social media have resorted to grilling girls on facts and insulting their interests and hobbies to put them down.





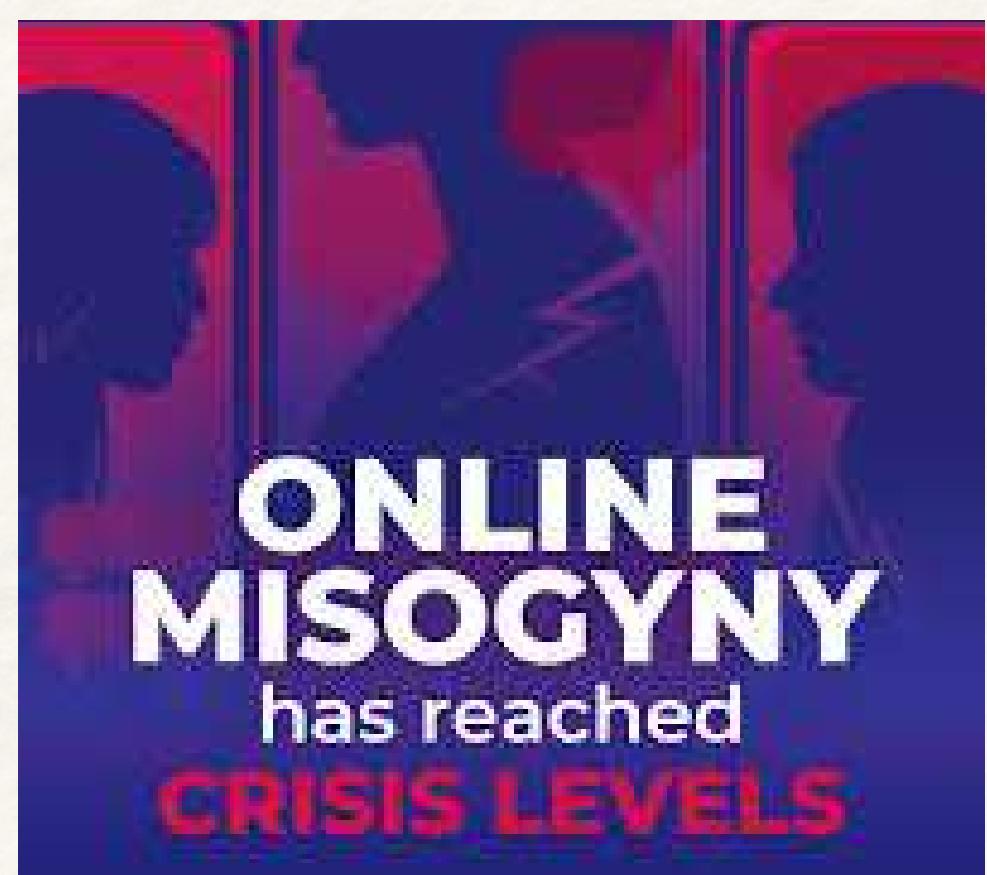
# PRETTY, POPULAR, AND POLICED: THE FEMINIST CASE AGAINST MOCKING GIRLS' PASSIONS

BY DANIELLE

It takes less than one second to scroll past a video, yet it takes at least thirty seconds to comment on one. The fact that people take time out of their day to leave misogynistic remarks on women's posts frankly is immature and it seems as though the problem is right in front of the mirror.

This form of policing is not just limited to social media. It reflects broader societal attitudes that have long dictated how women should behave, what they should be interested in, and how they should present themselves. The expectation that attractive women should simply be an ornament to look at is a relic of patriarchal norms that have no place in the modern world. Yet, these norms persist, reinforced by online trends that masquerade as humour but are, in reality, thinly veiled misogyny.

Furthermore, the gendered double standard is glaringly obvious in these trends. With the primary target being women, there is little target towards men or male stereotypes with half of the severity. In schools, workplaces, and even in everyday interactions, women are frequently expected to downplay their achievements and interests to avoid being labelled as 'too ambitious' or 'too intellectual.' The notion encourages the culture of girls having to downplay and hide their interests and passions to conform and avoid mockery. Ultimately, Gen Z is reinforcing sexist attitudes that should have been long abandoned. It's the same sexist stereotype, just filmed in better lighting and edited to a trending sound.



What makes this worse is how some women have internalised this behaviour, turning mockery into a means of survival. Belittling other girls for being 'too feminine,' 'too mainstream,' or 'too confident' becomes a twisted strategy for respectability. It reinforces the idea that womanhood is a competition, where validation comes from being unlike other women rather than standing with them. The stark truth is that there is no 'correct' way to be a woman. A girl is allowed to like makeup and maths, fashion and football, poetry and comics. Belittling others doesn't make the world a more enlightened place, rather it makes it much meaner.

To the 'pretty girl humour' crowd: your incessant need to put down girls who break the mould isn't clever or empowering. Frankly, it's a perpetuation of the misogyny we're desperately trying to unlearn. Girls should never have to choose between being themselves and fitting into a narrow crowd-pleasing stereotype. It is high time we call out these trends for what they really are: a lazy excuse to degrade and belittle, disguised as entertainment. If true feminism means anything, it must mean standing against this kind of social policing – not laughing along with it.

So next time you come across a 'pretty girl humour' post, remember this: you're witnessing the internet's latest attempt to police girlhood, enforce outdated misogyny, and shame girls simply for existing fully and authentically. Let's refuse to applaud that.



# GROK REMOVE THIS PERSON'S CLOTHES

BY JAMES

'Grok' is the X (formerly known as Twitter) AI chatbot tool. It's a Generative AI that operates and advertises itself as a multipurpose tool for X users. It currently has the ability to create and edit images, respond to comments, summarise stories and PDFs, and provide information to people who ask it. It gathers its data from X users, so its validity in answering questions is questionable at best and hideously wrong at worst, with some users noting that it is often biased towards right-wing American answers to questions rather than remaining neutral (which some believe to have been purposefully implemented by Elon Musk).



In January this year, it has been reported that some X users were using the AI tool to undress female individuals and creating pornographic material without their consent, including removing people's clothing, putting people into suggestive positions, and creating sexual imagery of children. On 12<sup>th</sup> January, the UK social media regulator OFCOM launched an investigation into X after this was discovered due to the platform breaching UK online safety laws, but the prominence of AI generated pornography has been a rising issue. Some celebrities, for example Taylor Swift, have spoken out about vulgar content of themselves being created without their permission.

This is a major issue, and the response from the public and UK government has been swift. There has been international backlash at X due to Grok, and so far, two countries, Indonesia and Malaysia, have completely banned the use of Grok. Kier Starmer, in a public statement on this issue, stated "If X can't control Grok, we will.". This indicates that X may lose its right to self-regulate. The European Commission have also launched their own investigation into the matter.

Addressing the issue, GrokAi told users that 'image generation and editing are currently limited to paying subscribers', adding that users can 'subscribe to unlock these features'. The platform has also prevented premium users from editing images of people into revealing clothing, but they still have access to other image editing features. Elon Musk has stated that paying subscribers can create 'upper body nudity of imaginary adult humans (not real ones)' consistent with what can be seen in R-rated films if the NSFW filters have been purposefully turned off.

This response has caused backlash by many, as it has been viewed as a bandage onto the wound rather than a permanent fix to the issue. What we must remember is that this abuse should never have occurred in the first place, and that the right people must be held accountable for this.

Elon Musk has also responded to criticisms by claiming that critics "Just want to suppress free speech", along with a pair of images of Keir Starmer in a bikini (created using AI).

This issue has also caused a further migration of social media accounts away from the platform, with many switching to close-alternative BlueSky. This event is another in the many catastrophes caused by Musk's takeover, and the site that used to be used for respectable journalists has been turned into a political mosh pit of arguments, rage-bait, bots, and all-around general idiocy. I do not recommend that any student use X.

*"We need to be clear that deepfake images can put young people at serious risk, both if they are targeted and if they create or share them. Images made or shared without consent can cause real harm, and creating or distributing sexualised deepfake content is illegal, even if it is intended as a joke or experiment. If you are worried about something you have seen or been involved in, you should speak to a trusted adult and use support services such as Childline, the NSPCC, CEOP, or our school safeguarding team."*

**Ms Gill - Designated Safeguarding Lead**

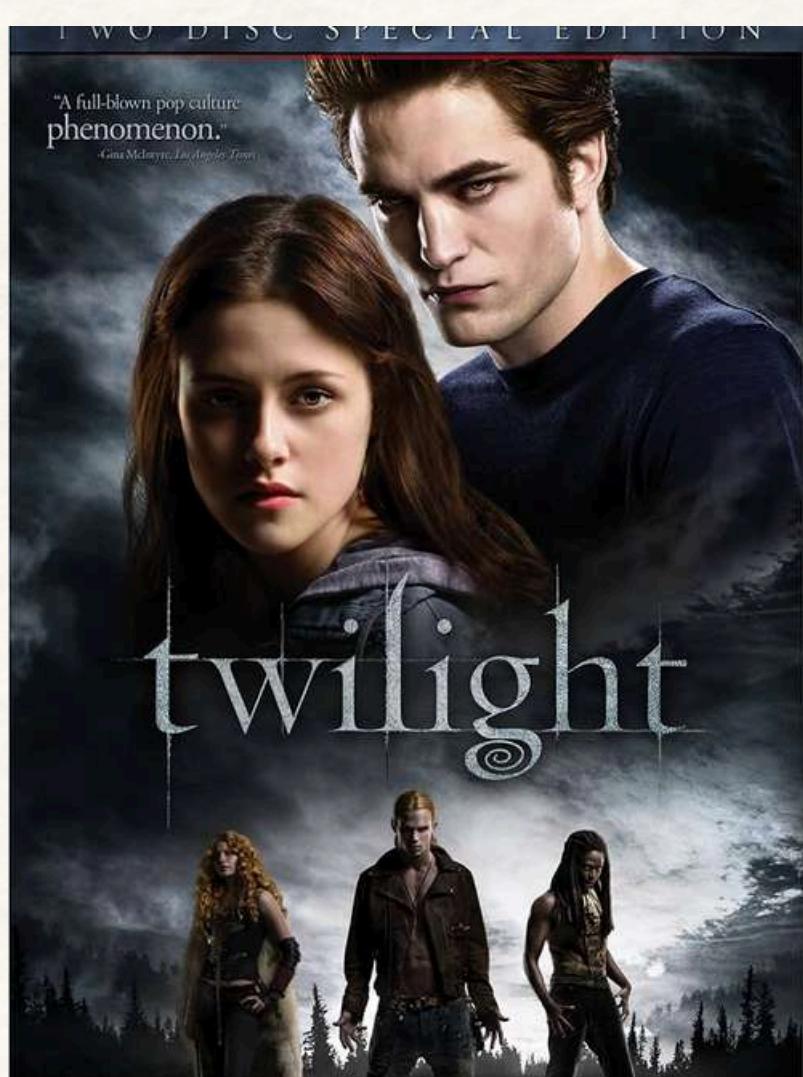
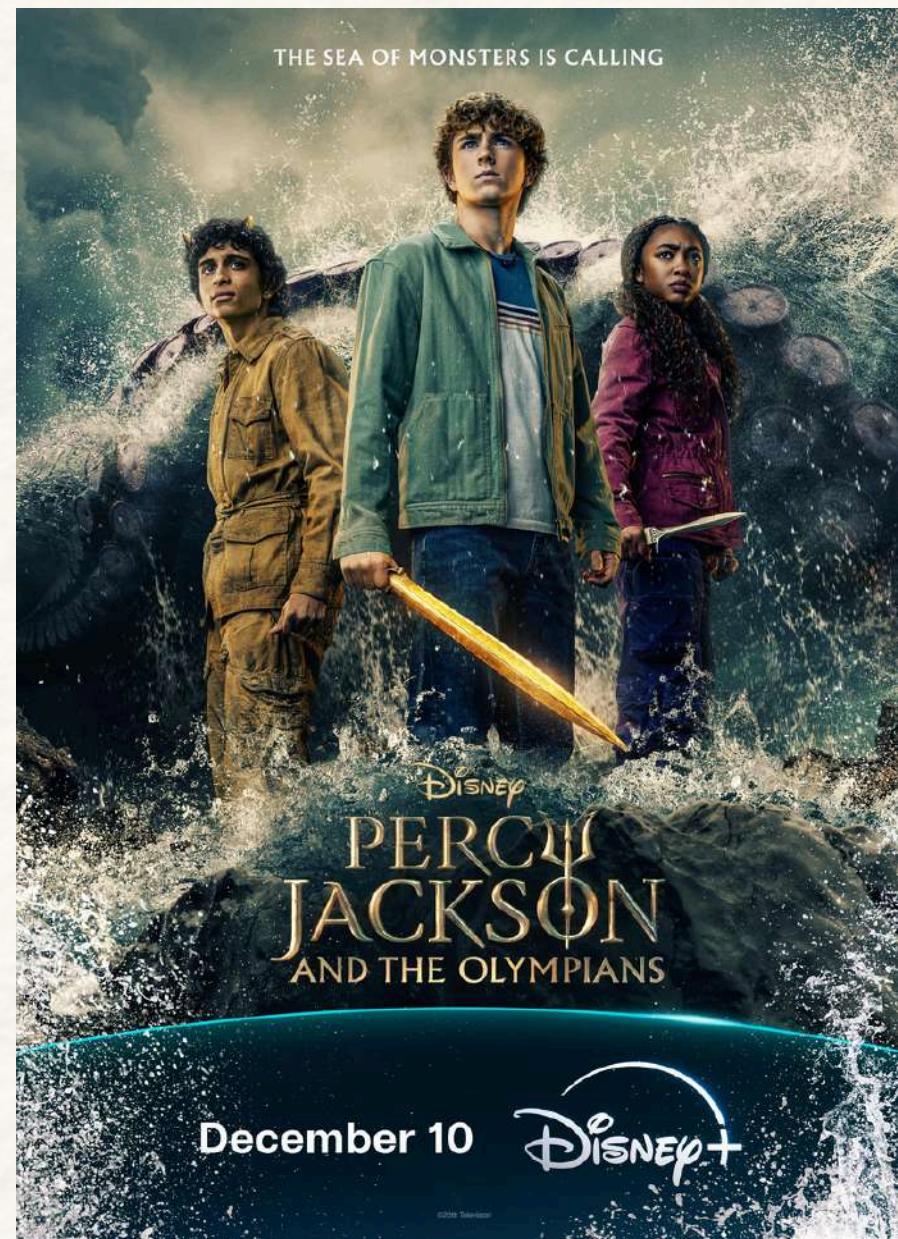


# PERCY JACKSON VS TWILIGHT: WHEN BOOK-TO-FILM ADAPTATIONS SUCCEED AND FAIL

BY MAISIE

Book-to-film adaptations are always risky. Readers spend hours inside a story, imagining characters, building emotional connections, and understanding themes that can't always be squeezed into a two-hour runtime. Some adaptations respect this process while others completely miss the point. Two well-known franchises show this contrast clearly: Percy Jackson as a strong example of how adaptations can succeed, Twilight as an example of how they can fail.

Rick Riordan's Percy Jackson book series is fast-paced, humorous, and emotionally engaging, combining Greek mythology with the struggles of growing up. When the original Percy Jackson films were released, fans were disappointed. The characters were aged up, key plot points were changed, and Percy's distinctive humour were lost. However, the more recent Disney+ Percy Jackson TV series shows how adaptations can be done right. The series stays faithful to the books, keeping the characters age-accurate and true to their personalities. Percy's sarcasm, Annabeth's intelligence, and Grover's loyalty all feel authentic. The plot follows the original storyline closely while still adapting it to suit a visual format. Most importantly, the adaptation understands the themes of the books. Fans believe Rick Riordan's involvement ensures that any changes made serve the story rather than weaken it. This proves that adaptations don't need to copy every detail, but they do need to respect the original book.



In contrast, Twilight is often criticised as a weaker adaptation, despite its huge popularity. Stephanie Meyer's novel relies heavily on Bella's internal thoughts and emotional development. Much of the tension and meaning in the book comes from her perspective. The films remove most of this internal narration, making Bella appear passive and emotionless rather than thoughtful and conflicted. The pacing also weakens the story. Emotional moments feel rushed, while other scenes linger for visual style rather than character development. Bella and Edward's relationship, which slowly develops in the novel, feel awkward and underdeveloped on screen. Although the films created iconic scenes and gained a large fan base, they simplify characters and themes. As a result, the emotional depth that made the book engaging is largely lost.

In conclusion, Percy Jackson shows how listening to fans and respecting the source material can transform an adaptation. Twilight demonstrates what happens when a film fails to capture the heart of its book. When books are adapted for the screen, success isn't about how popular the film becomes; it's about whether it truly understands the story it's trying to tell.



## INGREDIENTS

- puff pastry
- 2 sausages

(Vegetarian option – grated cheese and onion)

# POPULAR P7 RECIPE

## SAUSAGE ROLLS

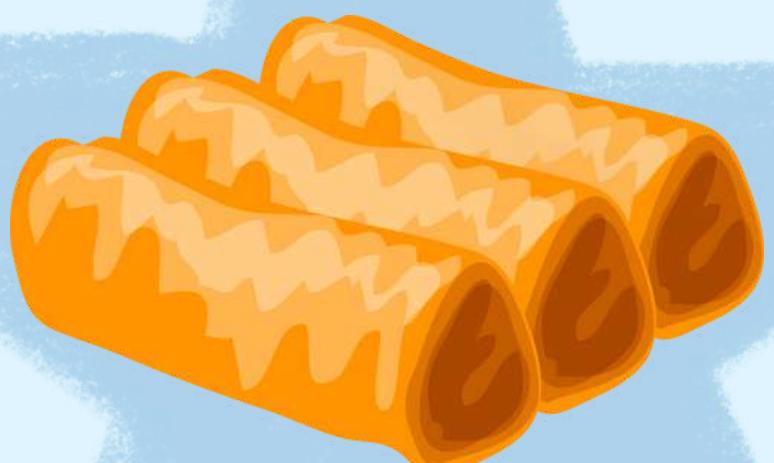
Throughout these winter months, we have taken some inspiration from the Year 7s in food tech P7 To try and encapsulate a warm, easy and comforting snack. These sausage rolls are perfect winter warmers – but can also act as the perfect picnic food for when the days become a little brighter! If you want a fuss free roll of joy, requiring only three ingredients these sausage rolls are perfect for you!!

## INSTRUCTIONS

- 1: Roll out the block of pastry – to a rectangle
- 2: De-skin the sausages and mould the meat onto the pastry in two lines horizontally
- 3: Cut the pastry in half, fold the long edges to meet, encasing the sausage meat. Fork the edge, brush with egg wash and cut into bite size sausage rolls.
- 4: Cook in the oven for 15 minutes until golden

## HOW DID IT GO?

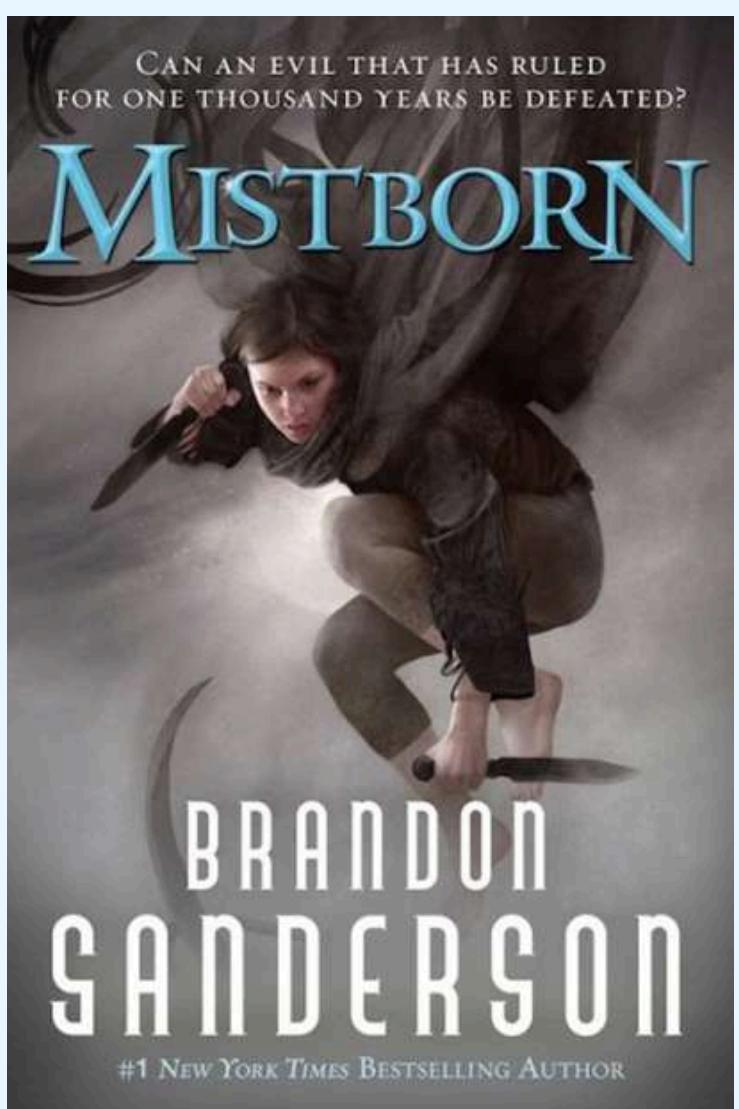
“TIME IS IMPORTANT. YOU’VE GOT TO BE QUICK!”



“BE PREPARED TO  
GET YOUR HANDS  
MESSY.”

# RECOMMENDATIONS

BY MAISIE



## BOOK TO READ

### MISTBORN: THE FINAL EMPIRE

Mistborn: The Final Empire is the first dystopian fantasy novel of a series by Brandon Sanderson. The story blends epic fantasy with heist-movie tropes, focusing on a young street urchin named Vin who joins a thieving crew led by Kelsier to overthrow a seemingly immortal ruler and his 1,000-year-old empire. The story blends a high-stakes heist with intense action, featuring a unique magic system called Allomancy, where characters 'burn' metals for superhuman abilities, to combat oppression in a world covered by ash.



## FILM TO WATCH

### ZOOTOPIA 2

Following Zootopia 1, the successful heroes, Judy Hopps and Nick Wilde, now detectives, face a more dangerous enemy. There is a new, high-stakes mystery, trailing a mysterious reptile named Gary De'Snake who disrupts the metropolis. The duo goes undercover in new, diverse, and vibrant parts of the city, testing their partnership as they uncover a well-hidden conspiracy and hidden secrets.



## MUSIC TO LISTEN TO

### RAYE

Coming back into the charts, RAYE is famous for her song 'Escapism' and now hit 'Where Is My Husband!'. She is worth listening to for her raw, honest songwriting, powerful soulful vocals, and genre-blending sound that combines pop, R&B, and jazz. She is critically acclaimed for creating visceral, relatable music about mental health, heartbreak, and personal trauma.



# WINTER WORD SEARCH

BY CELIZA

Blizzard

S K I I N G S N O W B O O H T

Boots

S F I R E P L A C E I N G E O

Coat

L I E A R M U F F S C N Y T S

Cocoa

E W S B C O L T R A E S T A C

Cold

D I M L R O W S N O U G H E A

December

D N U I A U L O W P S H T O R

Earmuffs

I T F Z E S A D E H A T A O F

February

N R B Z B A E R O W P L Y I I

Fireplace

G C O A T O T L Y D M W L C R

Frosty

I T O R H A F R O T A S U I E

Hat

P O T D E C E M B E R I L C L

Ice

L A S N C R O V I N C L O L R

Icicles

O A D H J K T C E S H O V E L

January

W J A N U A R Y O E S A H S T

March

M I T T E N S W E A T E R E L

Mittens

Sledding

Plow

Scarf

Shovel

Skiing

Snow

Sweater

winter





# WINTER BUCKET LIST

BY CELIZA

See light displays	Build a snow man	Make a bonfire	Go ice-skating	Read a book by the fire
Buy matching scarfs	Go star-gazing	Visit a Winter musical	Do blind karaoke	Feed a reindeer
Buy a scented candle	Go skiing/ snow boarding	Drink hot chocolate	Donate old toys	Do some Winter photography
Have a film night	Bake ginger bread cookies	Make snow angels	Go on Winter walks	Make paper snowflakes
Go Winter shopping	Try knitting socks	Visit a Winter festival	Donate warm clothes to charities	Make bird feeders



# MEET THE TEAM



DANIELLE  
EDITOR



DIPSI  
GRAPHIC DESIGNER



MAISIE  
KS4 WRITER



JAMES  
SIXTH FORM WRITER



MOROLAKE  
SIXTH FORM WRITER



CELIZA  
SIXTH FORM WRITER



DANIELLA  
KS3 WRITER



KATE  
SIXTH FORM WRITER



NATHANIAL  
IT CONSULTANT



JAYIVA  
KS3 WRITER



LANI  
KS3 WRITER

WANT TO JOIN THE TEAM? HAVE SOMETHING EXCITING TO SHARE FOR OUR NEXT EDITION?  
EMAIL [QUARTERLYGAZETTE@GORDONS.SCHOOL](mailto:QUARTERLYGAZETTE@GORDONS.SCHOOL) TO GET INVOLVED!



## UPCOMING EVENTS



MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
<b>JANUARY</b> 19	20	21	22	23	24 EXEAT	25 EXEAT
26 Senior School Production	27 Senior School Production	28 Senior School Production	29	30	31	<b>FEBRUARY</b> 1
2	3	4	5 Inter-House Drama	6	7	8
9	10	11 Careers Fair	12	13	14 HOLIDAYS	15 HOLIDAYS
16 HOLIDAYS	17 HOLIDAYS	18 HOLIDAYS	19 HOLIDAYS	20 HOLIDAYS	21 HOLIDAYS	22 HOLIDAYS
23 Y10 Mock Exams	24 Y10 Mock Exams	25 Y10 Mock Exams	26 Y10 Mock Exams	27 Y10 Mock Exams	28 GMUN	<b>MARCH</b> 1 GMUN
2 Y10 Mock Exams	3 Y10 Mock Exams	4 Y10 Mock Exams	5 Y10 Mock Exams	6 Y10 Mock Exams	7	8
9	10	11	12	13	14 EXEAT	15 EXEAT
16	17	18 Spring Concert	19 Dance Production	20	21	22
23	24	25	26	27	28 HOLIDAYS	29 HOLIDAYS

