CCHSG E-Newsletter

10 February 2021

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Executive Principal’s Notes

CCHSG has a proud history of providing excellent educational opportunities for students since 1909. You can read more about this later in the newsletter. Our school motto states that we are “educating the leaders of tomorrow”. There has certainly never been a time in which effective leadership is more essential, as the world faces so many challenges and key turning points. The most effective leadership has integrity, honesty and selflessness. It also balances intellectual understanding with empathy and compassion. These are the qualities which we strive to nurture and inspire through the many student leadership opportunities that we offer. There are both elected roles such as the Head Student Team and Student Voice and volunteer roles such as Subject Mentors, Language or Literacy Leaders, Wellbeing Ambassadors and Form Prefects. We encourage students from all Year Groups to take on responsibilities across the school, developing the confidence and the organisational, communication and interpersonal skills to equip them for leadership in the wider community. Our Student Leadership Team have demonstrated these desirable qualities during the pandemic and lockdown.

The current lockdown restrictions have also called on us all to be leaders and role models in our own professional and personal lives. Young people who, as a group, have been the least medically effected by Covid infection, have been required to make great sacrifices in terms of their social and community activities for the good of the whole of society. All our teaching and support staff, as critical workers, have continued to diligently undertake their roles, often required to be in school when unable to work from home, throughout the pandemic.

The students have responded with their usual positive attitude and commitment to the latest school closure, conscientiously engaging with online learning. All teaching is now being delivered as “live lessons” following the normal school timetable and often also recorded, to allow future



access. Staff continue to reflect on and develop their practice, gathering feedback from students via Student Voice and making use of new Microsoft Teams features such as breakout rooms and online whiteboards. We have been delighted to have received extremely positive feedback from parents and students.

We are very grateful for the messages of support that the Senior Team continue to receive from all of our stakeholders. It is heartening to see how our CCHSG community of students, staff, governors and parents can rise to such an extreme challenge and has remained determined and resilient, while actively supporting each other, over the past unprecedented year.

Please keep well and take care of each other, the future is looking much more positive and we appreciate all of you.

Mrs Gillian Marshall
Executive Principal



Illustrated below are just some of the many Leadership opportunities offered to students as part of the wider school experience. See the later item for more information about our curriculum matrix.


Duke of Edinburgh's Award



Foodbank Collection


Sports Leaders


Form Prefects


Language Leaders


Sixth Form Led Clubs and Societies



Literacy Leaders


Mentoring Opportunities


Subject Prefects

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The New CCHSG Library





The Librarians could not be more pleased with the new library. It is nearly three times the size of the old one, with light flooding in through the enormous windows. We now have areas of soft seating for a relaxing read and enough desk space to seat nearly 60 students.

There is now a multi-function printer, and a bank of laptops for whole class use will be arriving soon. Lockers have been installed for laptop charging.

The librarians now have enough space to hold author visits in the library and we cannot wait until we are able to have a live author event. We know that many students have missed the library, and we are looking forward to welcoming students in again as soon as it is safe to do so.

Mrs Cox and Mrs Craig



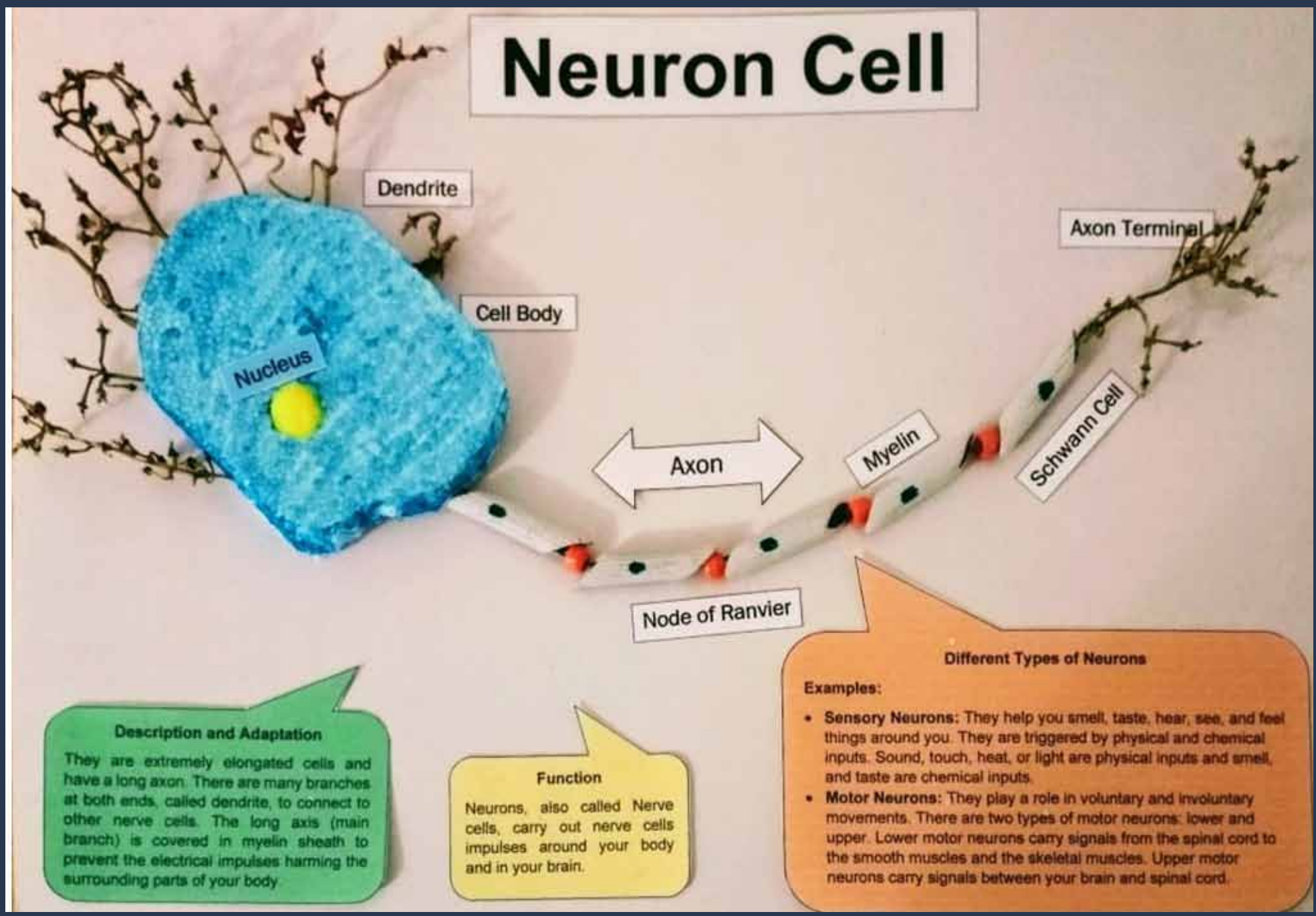


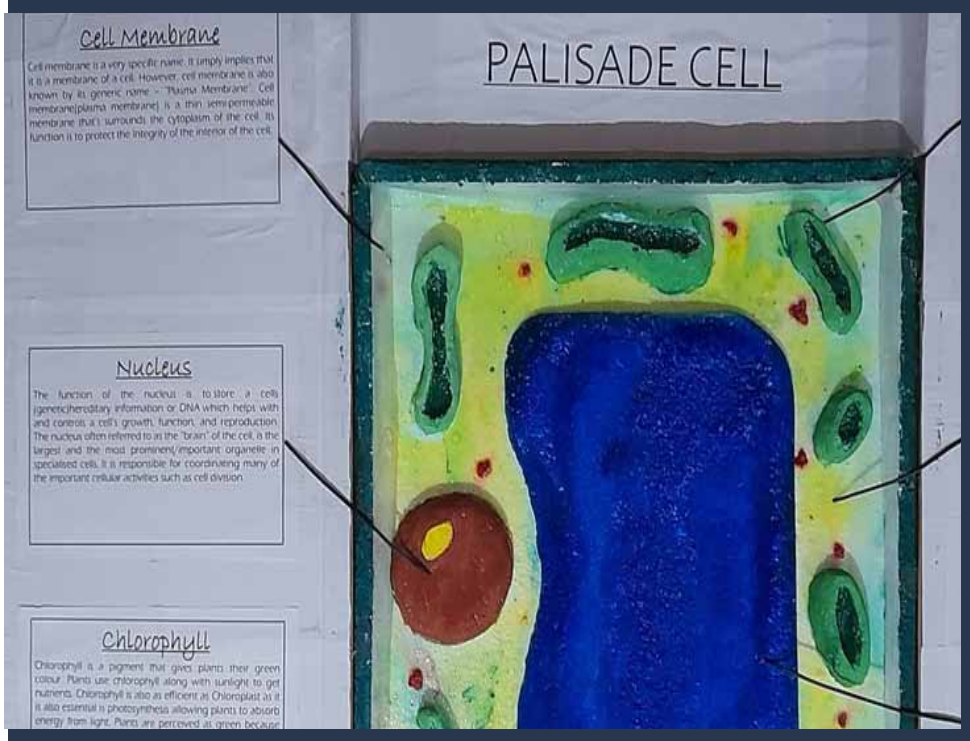




Biology Cell Exhibition

Year 7 students have been producing model cells as part of their biology curriculum this term. This year the exhibition was a virtual one, with the creations being submitted digitally. With so many excellent entries to choose from separate awards were given for the most creative, the most scientifically accurate and for the most innovative use of materials. Well done all!









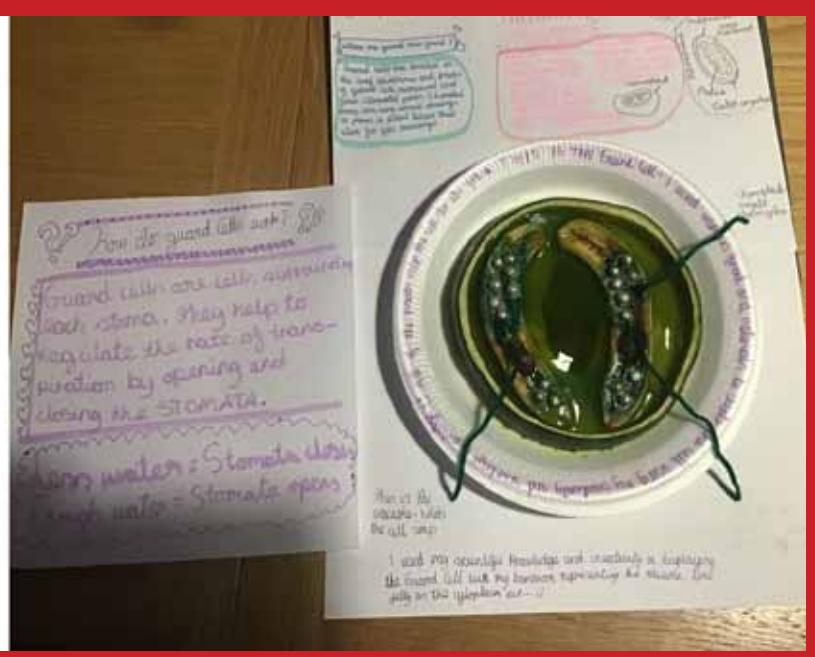
The award for Creativity goes to…

Nannila Gowrishankar 7L



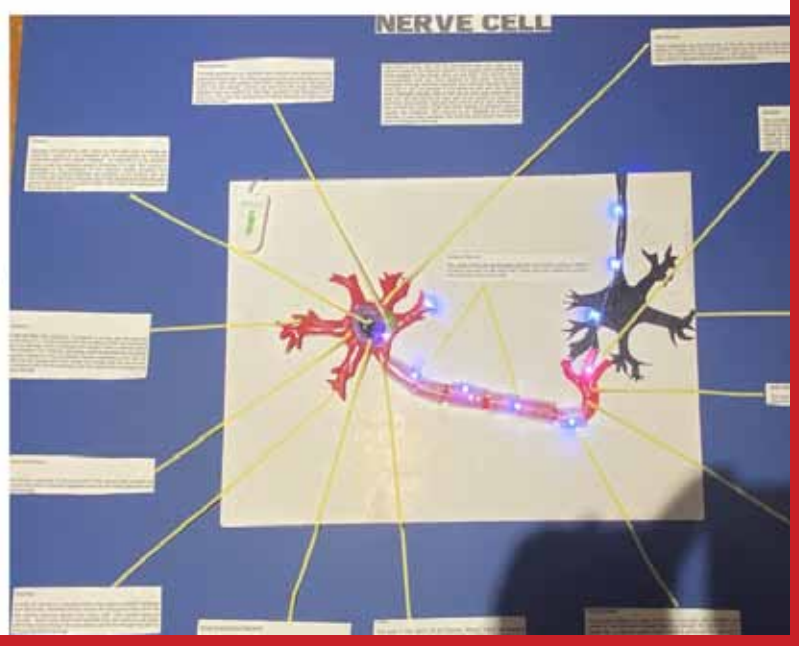
The award for Scientific accuracy goes to…

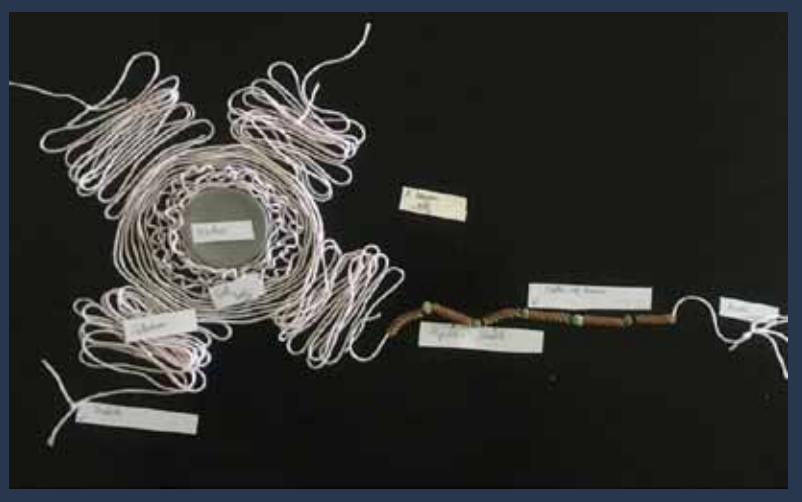
Lily Krajewska 7O

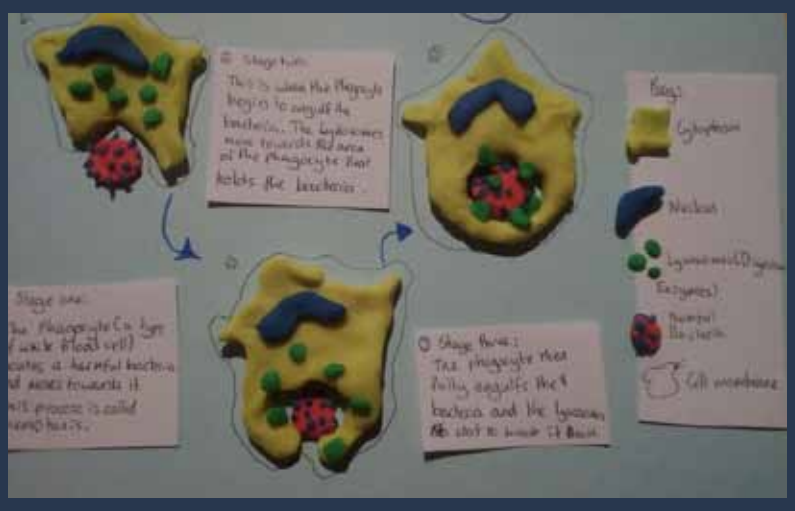


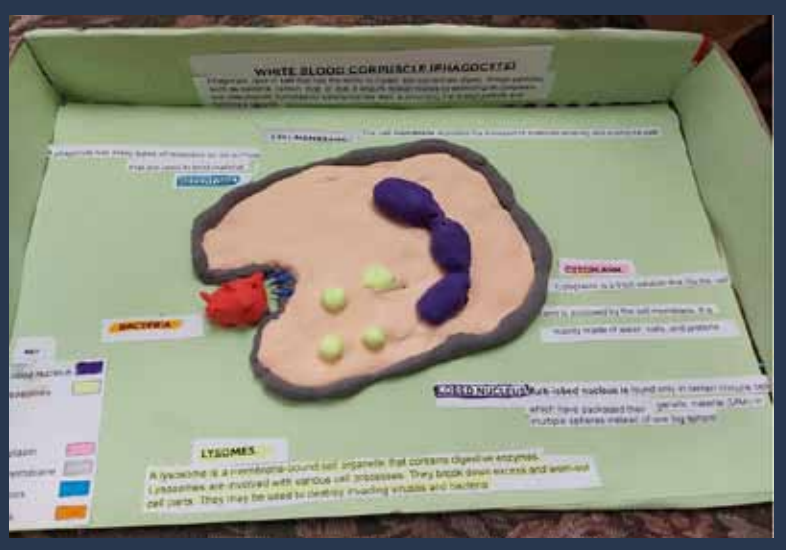
The award for Innovation goes to…

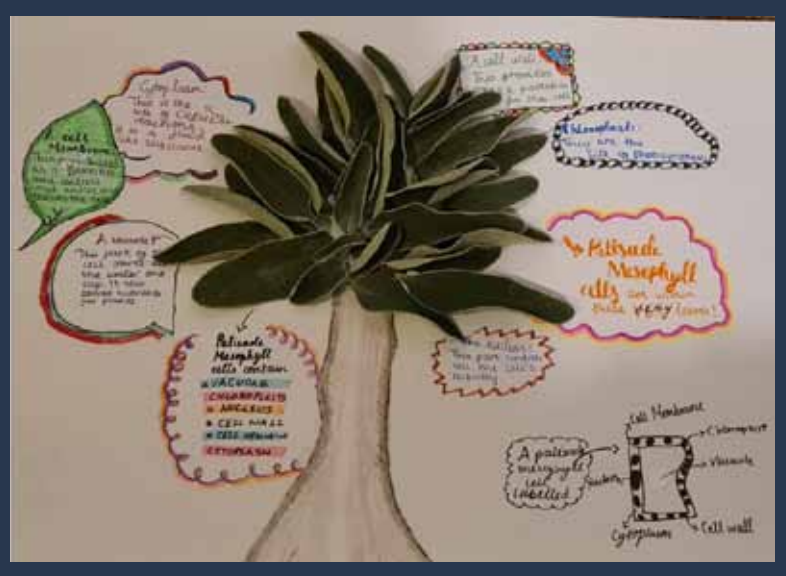
Niamh Cullen 7L













CCHSG Matrix - A Holistic Approach



A new display recently installed in our canteen area provides a visual illustration of the holistic approach to education at CCHSG. It is designed to illustrate how the many different curricular, co-curricular and extracurricular opportunities on offer to students all make a valuable contribution to the development of relevant knowledge and skills. This broad range of activities also contribute to the social, moral, spiritual and cultural dimensions of students' experience.

It is central to the philosophy of this school that our students will:

- learn in an **orderly**, **disciplined** atmosphere, following the school's Code of Conduct
- develop the capacity for **creative**, **independent** thought and **problem-solving**
- be able to **communicate** ideas in English and at least one modern foreign language
- develop appropriate **technological skills**
- understand our **economic** and **political** environment
- become **effective citizens** who have developed sound judgement, maturity and **compassion**
- understand and **respect social**, **moral** and **spiritual values** in a **multi-cultural** society and take part in cultural activities
- appreciate and **understand the environment**
- become **caring** individuals who are **valued** and feel **safe** and **secure**



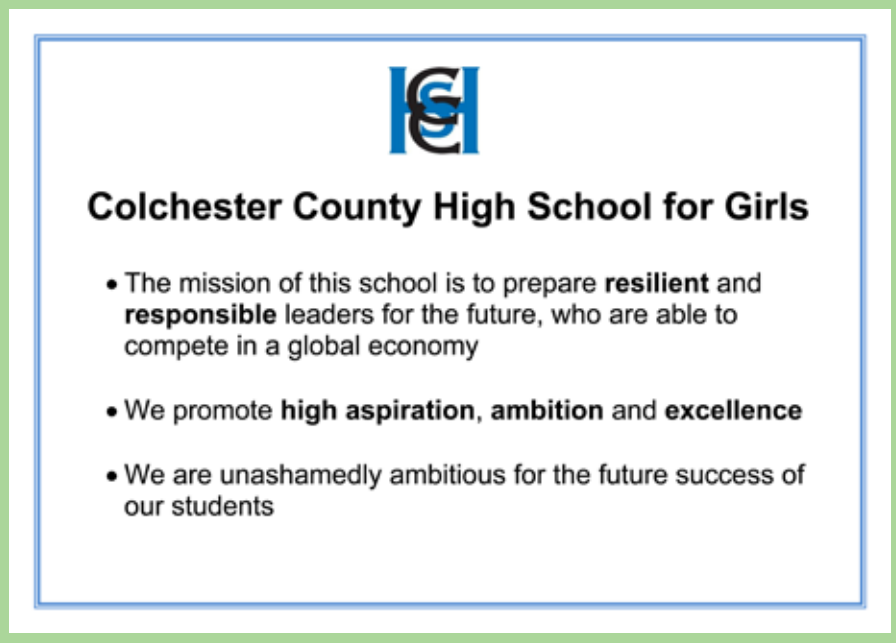
Year 9-11 CCHSG Matrix

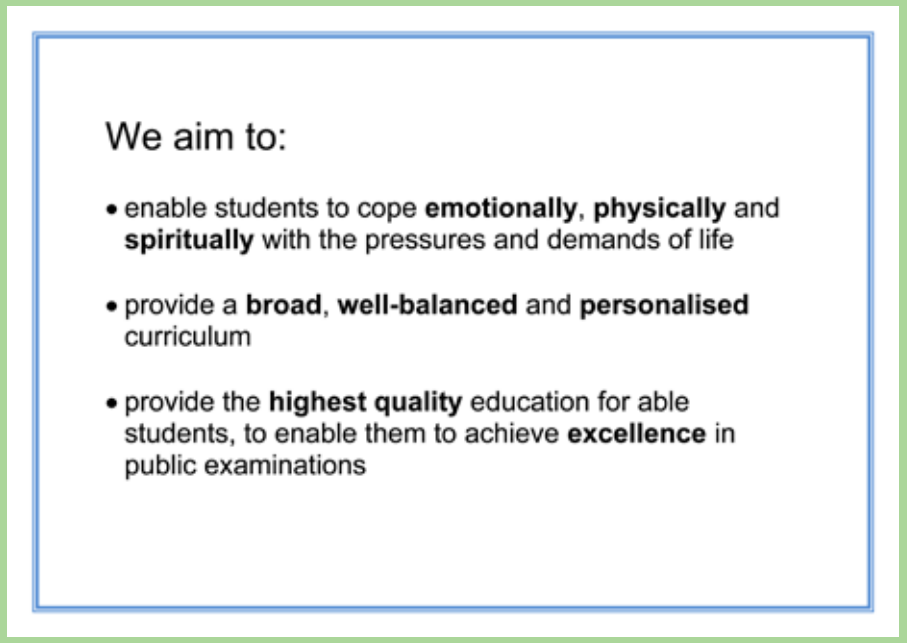
Students complete an accelerated 2 year programme in Years 7 and 8 which provides a broad base of knowledge on which to build. In Year 9, 10 and 11 the curriculum allows students time to develop subject mastery, to commit knowledge to long term memory and to develop connections to new knowledge in order to use knowledge fluently.

The Matrix has been designed as a flexible and balanced curriculum which combines taught lessons with co-curricular activities, Science, Technology, Engineering and Maths (STEM) opportunities, trips and visits, optional music lessons and a programme of enrichment days. This enables students to engage with subject areas they may no longer be formally studying as part of their GCSE preferences. The enrichment days focus on Creative Arts, History, the environment, wellbeing and Enterprise Education.

All students are actively encouraged to take on leadership roles within the school community. Students in Year 12 are encouraged to apply for the Senior Prefect roles from which the Head Student Team is selected. Student Voice elections are held each September for representatives of all Year Groups. There are also many other opportunities for students to undertake voluntary leadership roles such as Subject Mentors, Form Prefects and Sports Leaders. Literacy Leaders and Language Leaders promote these areas of the curriculum through assemblies and other activities.

The many extracurricular activities, clubs and societies also provide students with opportunities to develop their interpersonal, organisational and leadership skills. Confidence in public speaking and presentation skills are also promoted through activities such as debating and participation in assemblies. Senior students often run, or support staff in running, clubs for younger students.





MiSAC UK Annual Competition - 2nd Prize Winner

Since 1985 the MiSAC (Microbiology in Schools Advisory Committee) has run a competition to enhance student interest in microbiology. It now attracts up to 2,000 student entries each year.

The topic chosen for the competition in the UK is linked to the National Curriculum. Last year it was, very aptly, “Vacc aid: Fighting infections”.

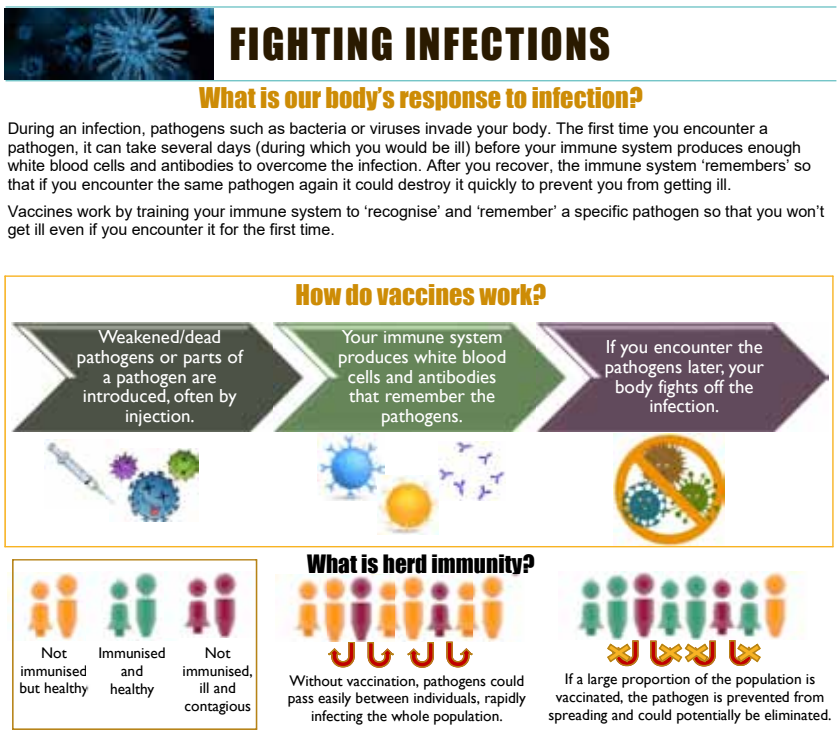
All our Year 8 students created posters on the topic in their Biology lessons. Biology staff then chose the ten best entries from the Year Group and sent them off to be judged by MiSAC (this was in March last year).

We have just been informed that Emily Wong, now in Year 9, has been awarded second place. The prize is £125 for the school and £50 for the student.

See www.misac.org.uk/2020winners.html

MiSAC develops and publishes new ideas for the educational use of microorganisms, including practical activities, answers queries, gives talks, contributes to training courses, interacts with examination boards, science suppliers, publishers and industry, and is a recognised authority on the safe use of microorganisms.

This is part of Emily’s winning poster design.



MFL Spelling Bee National Final

The Languages department wishes to extend its congratulations to the following students for their exceptional achievements in the National Final Competition. Delisha Khachane, Rishika Kartha and Reshmika Rajesh all took part in the final 71 students out of the 30,531 who started the competition! It was a tightly fought contest and everyone did really well and we are incredibly proud of these students who have shown resilience and determination to progress through every stage of the competition.

Two of these students finished in placed positions: German 2nd place overall: Reshmika Rajesh, French 3rd place overall: Rishika Kartha. Huge congratulations to all three competitors.



Wellbeing Ambassadors

Message from the Wellbeing Ambassadors:

We have compiled a list of suggestions for things you could do to support your mental wellbeing:

1. Try not to spend all day at your computer! Make the most of break and lunch time by stepping away from your screen.

2. Exercise - I know this is said often but it is really important! Even if it is just for a 20 minute walk, or trying one of the PE challenges.

3. Try to take some time to get outside and take in some fresh air

4. Talk to a friend or your family

5. Practice some meditation or yoga (or mindful breathing or colouring – this is really good at reducing stress levels!). We have some videos on the school Wellbeing MS Teams page, or YouTube is full of them

6. Get a good amount of sleep every night

Things to remember:

- **It's important to look after yourself**
- **It's okay (and beneficial!) to cry**
- **It's okay to have bad days**
- **It's okay to feel low**
- **It's okay to reach out for help!**

Keep trying your best with your school work, and make sure you take some time for yourself and reach out if you would like some guidance (or just someone to chat to) - your struggles will always be valid!
Emma (Year 11), Josie (Year 11) and the Wellbeing Ambassador Team

Wellbeing Ambassadors 2020/21

Year 10


Eva Jones 10C


Zubiya Jafri 10E


Shannen Smith 10H

Year 11


Josie Hepworth 11L


Maisy Ekins Malcolm 11L


Tumi Adeusi 11E


Emma Geddes 11H

Year 12


Lily Crabb 12O


Annaise O'Brien 12C


Eleanor Frost 12E

Year 13


Mia Urwin 13O


Emily Chen 13E


Victoria Utti 13H


Lizzie Finch 13L

The Wellbeing Ambassadors are part of the network offering help and support for students, to overcome difficult situations of everyday life. A group of students from Years 9-12 are selected following an application process. They attend a training day, run by "Worth It" covering mental health issues affecting young people. They are closely linked to the Student Voice, to encourage a strong network across the school. Planning meetings and campaigns are supported by the school co-ordinator, Miss Wiseman. Students can contact them via: **AA-WellbeingTeam@cchsg.com**

Supporting Wellbeing

If any student needs wellbeing support at this time, their Year Leader can advise and signpost suitable resources and support organisations. Often the people who can offer the most effective support are those in school, family and friends. There are also a number of agencies offering online or phone support with wellbeing and advice about how to handle mental health challenges such as: www.mind.org.uk/information-support/types-of-mental-health-problems.

y.e.s. Provides a confidential, non-judgemental and informal service for young people aged 11-25 within Colchester & Tendring: www.yesyouthenquiryservice.org/

EWMHS The Emotional Wellbeing and mental health service for young people up to the age of 18 living in Essex: www.nelft.nhs.uk/services-ewmhs

North Essex School Nursing Service 07520 615734 - advise young people on any health matters

Childline – 0800 1111 "online, on the phone, anytime": www.childline.org.uk

Kooth.com – Monday to Friday 12pm-10pm Saturday to Sunday 6pm-10pm, "free, safe, anonymous support for young people" - talk to counsellors online

Woodland Trust Award - Year 9 Artwork



As part of the Woodland Trusts Green Tree School Award, schools are rewarded for doing environmental projects such as tree planting, reducing CO2 emissions and visiting woods, the school collect points towards the award for each activity we complete. Students are also encouraged to visit local woodlands and record their response to nature and the outdoors through a creative outcome, such as a painting, photography or a piece of creative writing.

https://www.woodlandtrust.org.uk/support-us/act/your-school/green-tree-schools-award/woodland-words-and-images/

The Year 9 Art students had already completed a unit of work based on the Eden Project that linked to natural forms and from there they began developing some additional work based on the forest floor, in class. They went out on a socially distanced walk around the school grounds and took photographs of the ground around the trees on the school field, making their own mini forest floor compositions. The students completed some detailed drawing from these images and also made studies of pine cones. Using the medium of ink was new for them and most also experimented with dip pens and feather quills to make marks.



















Healthy Living Recipes

Mrs Webb chose to focus on recipes for breakfasts in the first weeks of the half term.

This is a meal that many people skip, thinking that if they cut out a meal they will lose weight. This could not be more misguided! Your body has been asleep and your metabolism slows down at night, therefore you are not burning calories as fast, if you do not fuel your body when you wake, your body stays in a slow burn mode. Breakfast actually kicks start your metabolism, helping you burn calories throughout the day. Fuelling your body with good healthy foods helps you stay full up for longer and avoid binging and snacking on high sugar, low nutrition foods.



Overnight Oats

Combine 4 tablespoons oats with 2 heaped tablespoons 0% fat Greek yogurt and let sit overnight in the fridge. Add fresh fruit, such as berries, I go for blueberries and raspberries, drizzle of honey if you wish.



Baked Eggs

Put an egg (with yolk unbroken) and 2 tbsp crème fraiche or quark in a ramekin. Put the ramekin in a baking dish and fill the dish with hot tap water to 3/4 up the ramekin. Bake for 15 minutes or until the yolk is set to your liking.



‘Grab and Go' Breakfast Bar

Makes: 6 bars. Preparation time: 15 minutes
Cooking time: 25 minutes

150g jumbo oats
2 very ripe medium bananas
60g melted butter
60g cherries
60g cranberries
40g sunflower seeds
40g pumpkin seeds

Mornings can sometimes be a bit of a rush. Make a batch of these no-added-sugar granola bars in advance for a healthy breakfast on the go.

Preheat the oven to 200C (fan 180C, gas mark 6). Mix the oats, cherries, cranberries and seeds together in a bowl. Pour in the melted butter and mix in thoroughly to make sure the oats are well coated.

On a separate plate, mash the bananas into a pulp with a fork, then add to the oat mixture and mix well. Spread the mixture into a 30x20cm tin and bake in the oven for 20 to 25 minutes. Once cooked, transfer to a wire rack to cool, then cut into 6 bars.

Tip: press the mixture into the baking tin well to help the binding process – but not too hard or it may affect the flavour.

So I have focused on breakfast, I have given you an alternative idea for lunch, so I thought I would give you one of my favourite brunch recipes which I also use as a snacking option too!

Frittata Muffins

Ingredients:
1-2 teaspoons olive oil
9 eggs
½ teaspoon mixed herbs
1 red pepper sliced and cubed
1 red onion sliced and cubed
Handful of courgette
1 handful spinach torn
Salt and pepper-2
Sprinkle of chilli flakes (optional)

Method:
Preheat oven to 180° C. Oil your muffin tray with your olive oil, or place in muffin cases if you prefer, either way works fine but you don't need to oil the cases.

Break your eggs into a bowl or jug, add in the mixed herbs and beat with a fork, season with salt and pepper add in the chilli flakes if using.

Add in your chopped veg/ other ingredients and stir through.

Pour into your greased muffin tray and bake in the oven for approximately 35-40 minutes until puffed up and golden. Carefully run a dinner or palette knife around the edge to loosen, but don't remove until they have cooled slightly.



Top tip!

You can add anything you like to your muffins, other ingredients I have used previously are: a crumbling of feta, some grated cheddar cheese, cherry tomatoes, mushrooms, spring onions, cooked bacon pieces, ham, sweetcorn, peas…… the list is endless and if you like it just try it and see!

A Lunchtime Alternative

Here is an alternative to a plain old sandwich that's also a bit warmer during these colder months. This is quick, nutritious and tasty and for a vegetarian option, use Quorn fillets. Defrost them in the microwave first but then cook them the same as the chicken version but for a little less time.

Tandoori Chicken Bap with Sweet Potato Wedges



Ingredients:
1 medium sweet potato, skin left on, cut into chunky wedges
1 skinless chicken breast, or defrosted Quorn fillet
1 tablespoon of tandoori curry paste
Salt and pepper
2tbsp oil (I use coconut, but any cooking oil will do)
1 bread bap/ roll/ pitta…. or my favourite a thin protein bagel
Salad to garnish

Optional serving suggestion - I like to make a quick raita to top off my chicken/Quorn, by grating ¼ cucumber, squeezing out as much liquid as I can, then mixing it with 1 ½ tbsp. low-fat Greek yogurt with a generous pinch of garam masala, a twist of salt and pepper and I like to squeeze over a little lemon juice - it's delicious!

Put the sweet potato wedges into a microwaveable bowl with two tablespoons water, cover and heat on high for 6 minutes. Meanwhile, if using chicken, place it between two pieces of Clingfilm and bash flat with a rolling pin until it is about 1cm thick all over. Spoon the tandoori paste over the chicken breast/Quorn fillet and rub in, season with salt and pepper.

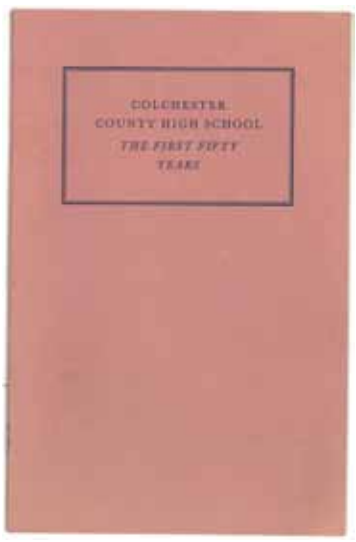
Put 1 tablespoon oil into your pan and heat through gently (until melted if using coconut oil) over a medium heat. Lay the chicken in the pan, cook for around 4 minutes on each side (slightly less for the Quorn fillet).

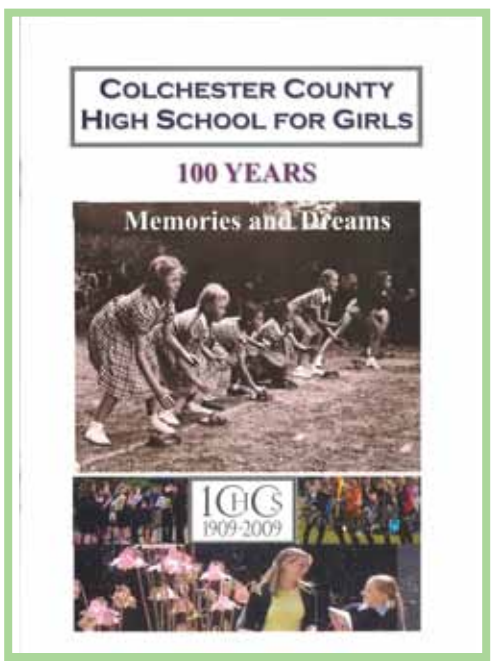
While the chicken is cooking, put the remaining oil in a separate frying pan and heat over a medium to high heat. Carefully uncover the sweet potato wedges, tip out their water and place the wedges into the hot pan and season with salt and pepper. Fry for 3-4 minutes, turning halfway, until crisp.

Check the chicken is cooked by slicing into the thickest part of it and checking the meat is white all the way through. Toast your bap/bun or bagel in the same pan as your wedges, then slice the chicken in half place between the bread and add your toppings- salad, Raita……mayonnaise, mango chutney. Enjoy!

History of CCHSG - Part 1

CCHSG has been educating students in Colchester since 1909 and much of the information shared here was collated as part of a publication to mark the schools fiftieth year. This article also draws on the booklet produced as part of the school's centenary celebrations in 2009. Over the next few months we will be creating a section on our website about the history of the school, so that all our archive material and links to other research sources can be made publicly available.





The Colchester parents of 200 years ago did have an option to educate their daughters, but only in the most superficial and expensive way. In 1762 a "Young Ladies Boarding School" was established on North Hill, offering English and Needlework at the then expensive fee of £14 a year. French, Music, Writing and Arithmetic were available, each at an additional cost. Not until the 1890s were female students in Colchester able to access an education of real value which prepared them for Matriculation and the examinations then used for university entrance.

Things have also substantially changed for the better in terms of opportunities for women. In 1900 the main employment available for Colchester's women would have been as domestic servants, in one of the town's two silk mills, or in the local tailoring industry. In the first printed number of the CCHSG school magazine, in 1913, a student wrote:

"There are a great many openings now for girls. In Victorian times it was considered unladylike for a girl to do anything but stay at home or go out as companion... Nowadays everybody has far broader views, and there are innumerable careers for girls. Teachers are wanted in many branches... There are also many positions as clerks and secretaries, which women can obtain. Agriculture in many branches, bee-keeping, dairy work or poultry farming is suitable work for women... In fact, there is hardly any field of work that is not open to women today. Of course, in every case a good training is essential...."

The school was originally located in the Albert Hall in the High Street (later the Co-operative Bank), until its intended premises at the top of North Hill, which is now the Sixth Form College, were completed. Many different aspects of the school community we know today were already developing in the 1910s. There was a uniform of navy pleated tunic and velour hat, both with the school badge and motto "Wisdom Giveth Life", which we still refer to. This comes from Ecclesiastes, chapter 7, verses 11–14:

Wisdom is good with an inheritance: and by it there is profit to them that see the sun.
For Wisdom is a defence, and money is a defence: but the excellency of knowledge is, that wisdom giveth life to them that have it.

The handwritten school record for the opening day states:

"*School opened at 9.30am with assembly for prayers after which all girls were addressed on various topics: e.g. arrangements of rooms, rules, timetable etc. The four forms then went to their own rooms where the form mistress distributed books, checked registers etc.*"

Everyone played games, and the first Sports Day took place in 1914, before being suspended over the war years to resume in 1922. CCHSG's record of sporting success

CCHSG Headteachers

1909-13	Miss Mary Collins
1913-27	Miss Winifred Crossthwaite
1923-52	Miss Ruth King
1953-67	Miss Katherine Vashon Baker
1967-76	Miss Joan Hasler
1976-86	Mrs Jean Goodfellow
1987-98	Dr Aline Black
1998-09	Mrs Elizabeth Ward
2009-	Mrs Gillian Marshall (Executive Principal)

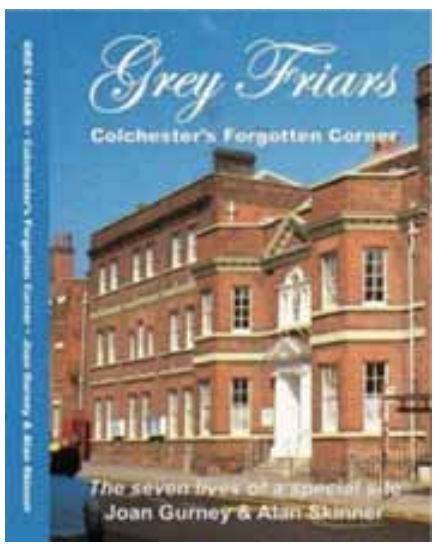
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also started early. In 1923 and 1924 it is recorded that netball team beat every school on the fixture list. A Drama Group and "Story Club" were started and also a Debating Society, at which in 1914 a resolution in favour of Women's Suffrage was carried by nine votes to three. Women over 30 were finally to get the vote in 1920. There were also exchange visits with French students, school concerts and performances such as Oliver Goldsmith's "She Stoops to Conquer", Open Days and parents' evenings. A Sixth Form was founded, from which students progressed on to Girton College, Cambridge and other universities. An early commitment to broadening access was evident in the 25% of the places at the school that were reserved for scholarship students.

An early postcard, from the 1920s, shows the original dining room. Students recalled a very disciplined approach to dining, with staff sat at a high table and a small hand bell rung for silence while food was consumed. Current students would also have been rather dismayed by the menu, which included tapioca pudding, brawn (a pressed meat made largely from offal) and lots of beetroot.

Later, in 1929, when the school had swelled to over 400 students, the County Council bought and adapted Grey Friars house, and a building next door as accommodation for the Juniors and for the boys and girls in the Preparatory School. For 37 years, Colchester County High School operated on a split site, linked by the High Street, with junior pupils at what is today the Grey Friars Hotel at the eastern end while senior pupils were taught in the same building as the technical school pupils at what is now the Colchester Sixth Form College, off North Hill. Senior students walked to Grey Friars at least twice a week for Physics, Art or to play Tennis. Not unlike the school today, some students travelled considerable distances to school, using the bus and train. There were "train prefects" to look after them. Some students even travelled in by horse, and one family came by carriage, with the eldest sister driving, and the horse being stabled during the day at the Fleece Hotel in Head Street.

Information, research and recollections about the early years of the school have been included in a history section on the Grey Friars website: www.Greyfriarscolchester.org.uk



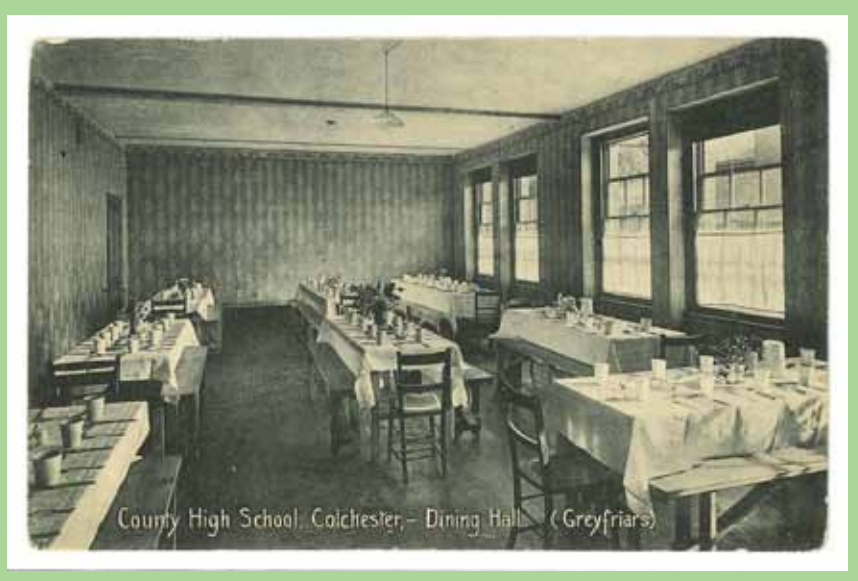
An accompanying local history book, by Joan Gurney and Alan Skinner, outlining the history of the Grey Friars site since Roman times, was published in 2014 by Access Books, the publishing arm of CALA (Colchester Adult Learning Assistance). It is available from Red Lion Books, Colchester, www.redlionbooks.co.uk

In 1957, Colchester County High School for Girls became united on one site when the new premises were opened at Norman Way, where the school is today. The next e-newsletter will continue the story.....

Postcards of CCHSG at Grey Friars in the 1920s

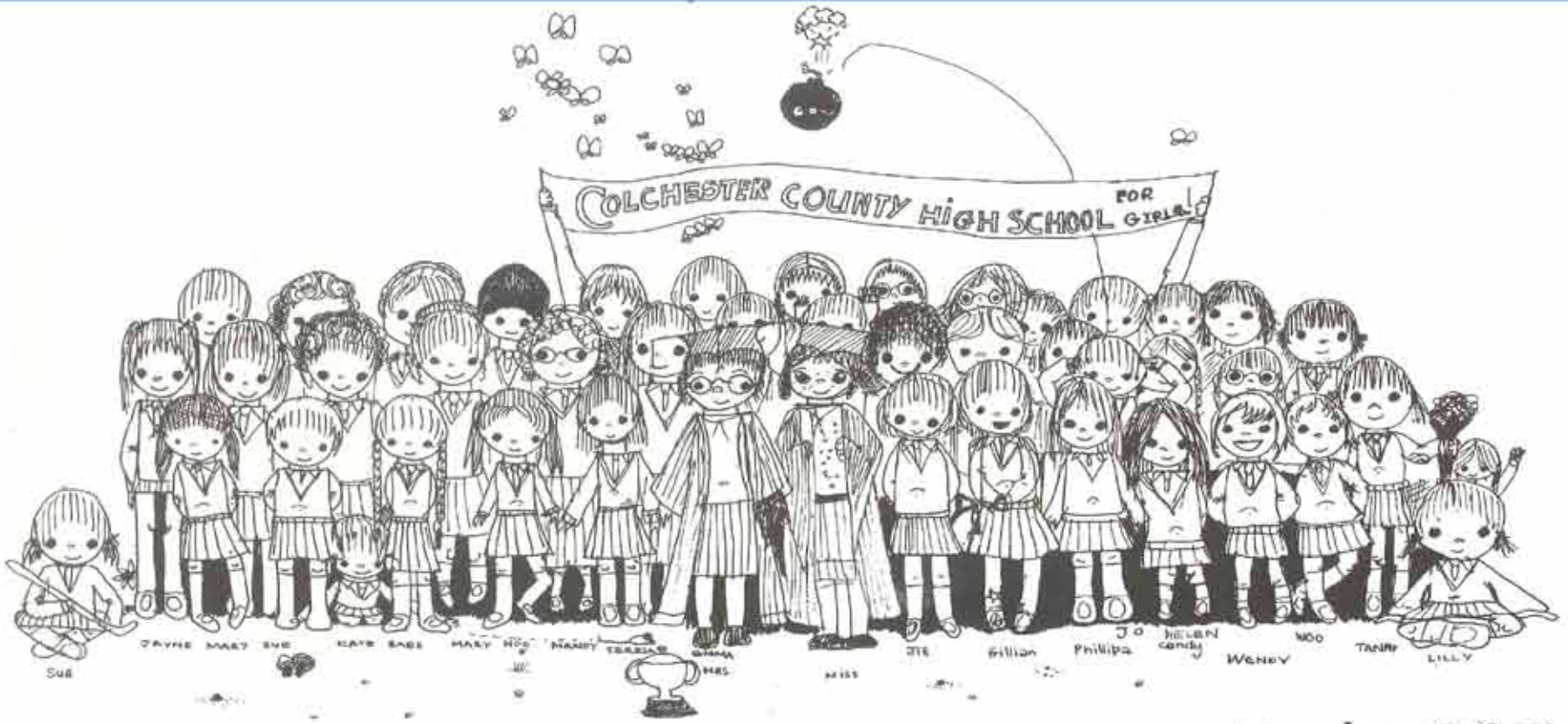








If you have historic postcards or images of the school that we may not have seen, we would be delighted to add them to our digital archive. Contact Ms Kate Stubbs kstubbs@cchsg.com



C.C.H.S. School Magazine 1973-74.
NO. 5.

CCHSG School Magazines and Year Books



Do you or someone you know, have a CCHSG Year Book? Could it be donated to the school archive or loaned so that it can be scanned for our website? We would be very grateful to hear from you. We are pleased to say that we already have copies from years 1969-1976

Contact Ms Kate Stubbs on kstubbs@cchsg.com



MISS HASLER 1967–76

It was with great regret that we heard that Miss Hasler was leaving us after nine years as Headmistress. During this time, the school developed in many directions, and with a new spirit and outlook.

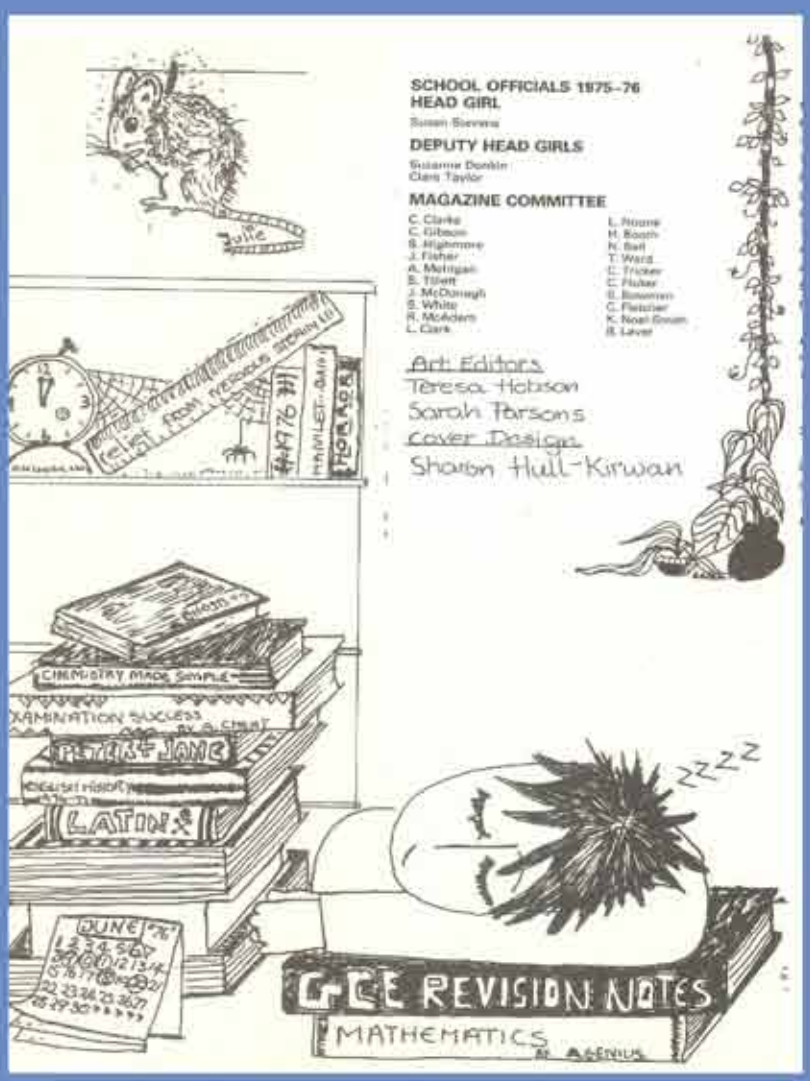
The Sixth Form was enlivened by a different lifestyle, with a graded increase in independence, with tutor groups, Common Room, committees, and cessation of uniform. New courses were introduced into the school, and flexible choices of options were devised for Ordinary and Advanced Levels of G.C.E. Social Studies in the M.5 and U.5 years, and General Studies in the Sixth Form were introduced and have steadily developed. Community Service grew in importance throughout the school, and three weeks experience in voluntary work was initiated for the U.5 year after the G.C.E. examinations. Parents' evenings became frequent and regular and the P.T.A. developed. The School Conference increased the involvement of the girls in the running of the school, and a new uniform policy was hammered out with the votes of the girls and their parents.

But above all it was her stimulating and definite personality to which we owe so much — the adult and civilised attitudes which she developed in the school; her thoroughness and attention to detail; the glint in her eye at Assembly when she left us in no doubt that we were to mend our slipshod ways; her continual care and involvement with girls in trouble; her unobtrusive control over every aspect of school life; her instant appreciative welcome to new ideas and schemes — and her insistence on the high standards and expertise with which they were carried out. We have all absorbed something of her sense of adventure, her mirth, and her quality of excellence.

We shall remember, too, the poodles — Oliver, gentle and grave, pacing at her heels with the dignity fitting to a Headmistress's dog, and Roland, the irrepressible urchin (and even he was under control). And we shall long remember the spontaneous cheering with which the school greeted her when she came in to take Assembly for the last time.

We wish her many happy and interesting years ahead . . . and with considerable curiosity to learn what she will undertake next?





Maddy Allen - Marathon Running

26.2 miles, 42.2km how hard can it be?

The answer, very. Running a marathon is draining both mentally and physically. It takes discipline, determination and in my case, a 'why'. For me, the why was the mental health charity MIND who I decided to fundraise for. MIND provide support to people struggling with mental health issues up and down the country. So how did I get to the place where I thought running a marathon would be a good way to spend my birthday? Well one thing you need to know about me is I don't like being told no! So when my dad (who is an accomplished British age-group triathlete and current UMUK champion) said I probably shouldn't run a marathon, I made it my mission to complete the 42km on my sixteenth birthday. The only issue here was once we finally committed I was only left with less than 8 weeks until what now became known as marathon day! Previously, the furthest I'd ever run had been a half marathon, one when I was 13 and one in April 2020. I had all the tools I just needed to use them in the right way.

Nov 18th: I spent the next few days debating my decision and loosely planning my schedule for the next month. I knew I needed to up my running mileage as well as keep up with school work and not neglect my other triathlon disciplines of cycling and swimming, which were becoming increasingly more difficult due to lockdown restrictions.

Nov 21st: A 20km lap of Alton water with my dad and our friend Trevor. I had been quite ill the few days before as a result of stress and relief (mocks had just ended) but that wasn't going to stop me training. I won't lie that 2 hours was pretty painful, It rained, my hip hurt and knowing I'd have to more than double that distance in just over a month was pretty scary!

Nov 28th: This week's long run was 25km which is the furthest I had ever run. Again me Dad and Trevor set off in the morning on an off-road loop from Colchester stadium round to Friday woods. Funnily enough I enjoyed every second of this run and the sense of achievement after completing my longest run was amazing. Despite the next few days of aching leg that run gave me a hope I didn't know I needed. Running wasn't a chore I was doing this because it loved it.

Dec 6th: 30km! This was the peak of my training so knowing this was the furthest distance I'd have to run before my birthday was quite motivating. It's safe to say it was tough. For the remainder of December my training consisted of some faster runs and lots of bike sessions as Christmas approached.

Throughout this time I continued to fundraise and knowing what some people around to me were going through in relation to mental health struggles was more than enough motivation. The knowledge that people were still willing to donate after the year we'd all been through was so inspiring. I was reminded daily that there's hope and we can find happiness and strength in the smallest things that surround us.

Jan 9th: T-24 hours until marathon day. I was getting excited but nerves were definitely kicking in. We had quite



a relaxed day with a walk around some of the muddier parts of the course to make sure they were runnable and a big spaghetti Bolognese dinner (carb loading!). Miss Wiseman's email also gave me a boost and I'll never forget her advice – "you've done all the hard work in the training, the marathon is just the victory lap".

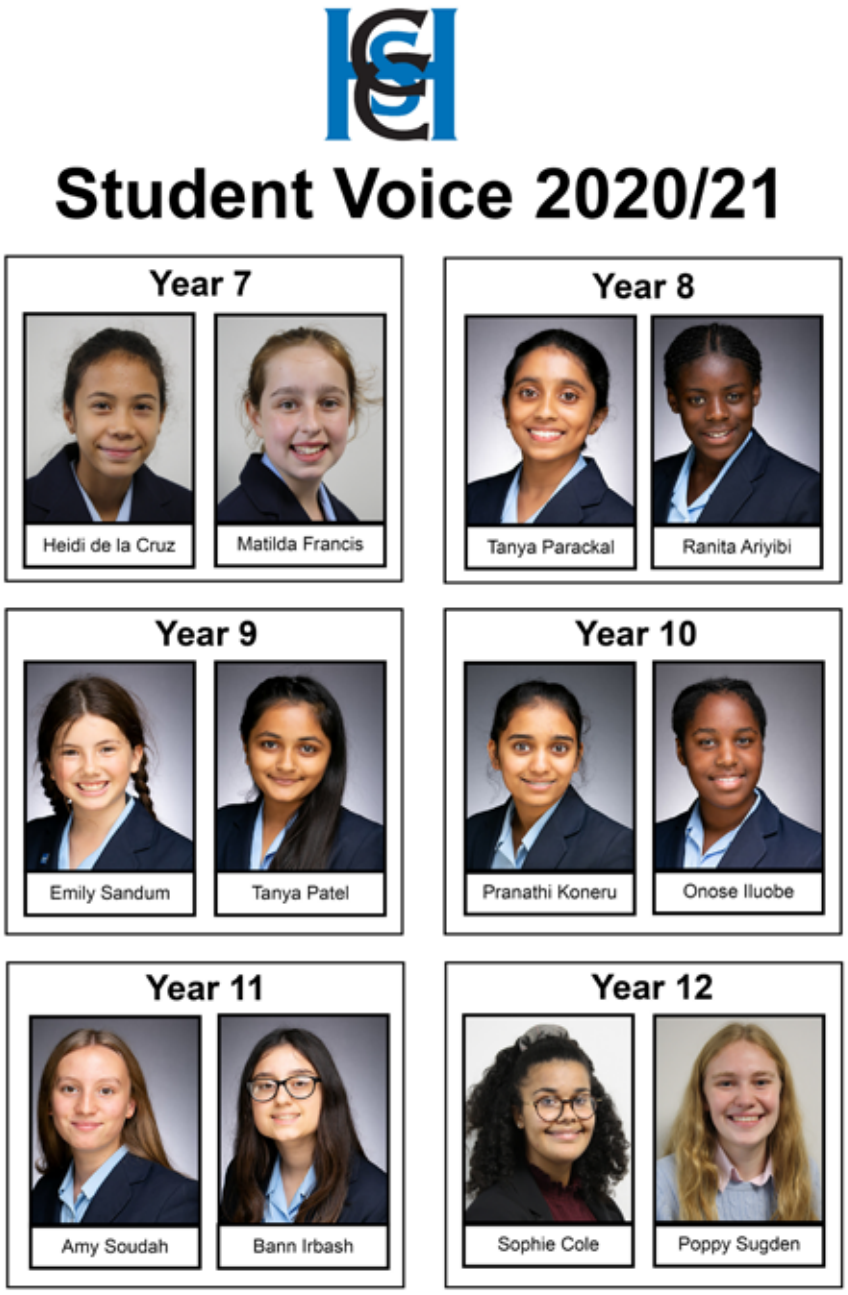
Jan 10th: Today was the day, as expected I didn't get much sleep but I was honesty just so excited! I'm very grateful for the amazing friends I have, who put together a birthday video of my friends, some of the PE staff and a few of my favourite athletes all saying happy birthday and good luck. For those that know me I'm a massive netball fan so seeing athletes like Serena Guthrie and Beth Cobden wish me luck was surreal! A big thank you goes out to Heather and Erin for making that happen. After a bowl of porridge and a few more birthday wishes, me and dad arrived at Highwoods car park.

8:30am, we set off, a few friends from our Tri club joined from a distance and the first 18 (ish) km were pretty comfortable. As we got just over the two hour mark and hit half way the pain started to kick in but I remembered to relax my shoulders, just another 21 km to go. We topped up drinks and grabbed a few more energy gels and got moving.

Choosing to do an off-road marathon in the middle of winter had its advantages, I was at no risk of heat exhaustion and the ground was soft. However, it did present a few extra hurdles in the form of some shin deep mud and a few steep hills! With 2km left and nothing was going to stop me now. So there we go, that was pretty much it, for the next hour I put one foot in front of the other and let my legs carry me to the finish line. I think that makes it sounds a little easier than I felt on the day, the last 3km were by far the most painful meters of my life and it really did take every fibre not only in my body, but in my brain as well, to keep running. I'd like to think I sprinted the last steps but I'm sure it was nothing more than a running shuffle!

4 hours 35 minutes and 7 seconds later, I could happily now say I was a marathon runner. This marathon adventure was about much more than just running, it was about pushing my limits both physically and mentally and most importantly raising money for such an important charity. Just under £1000 raised for MIND in 3 months. Here's to another challenge, big or small, every step is important and there's nothing you can't accomplish once you set your mind to it.

Student Voice



Student Voice have been meeting virtually via Microsoft Teams on Monday evenings since October. This term they have focused on representing the views of students about the latest phase of online learning. The following points raised by students have been shared with teaching staff:

Students who experienced online lessons earlier in the year find the live lessons much more motivating and engaging than previously, when they were working through materials on their own. Most students seem to be keeping to a routine and engaging with the whole school day. Lessons generally seem to be running efficiently and to be well organised.

Breakout Rooms: These are particularly popular as it provides variety, encourages students to participate actively and to contribute to discussion.

White Boards: The new Teams white board feature is very popular with students.

Setting Meetings: Students would like staff to set meetings in advance so that they appear on calendars. Some staff are using “meet now”, and this can make it more difficult for students to find the link to the lesson.

Timing of assignments: Some assignments are being set with deadlines of midnight. While this is probably just because it is a default on the system, it was felt that this might lead students to unhelpful working habits.

Camera Use: Students were unclear about whether the use of their cameras is permitted during live lessons. In accordance with the ICT Acceptable Use Agreement, students are allowed to turn on their cameras if they wish, but are not compelled to do so. If a student does choose to have a camera on, they must ensure that they are in a neutral setting or use a blurred background so that no personal details or items can be seen. Students also need to ensure that they are appropriately dressed (i.e. no pyjamas!).

A Message from Student Voice about Learning Online

Now more than ever, it is important to strike a balance between technology and the time away from our screens. Unfortunately, studies show that we are more likely to reach out to technology when we are idle. Therefore, it is important to remember to socialise not just with friends but with our families and also to not have too much time alone.

To help limit those idle moments, we should think about what would be a better use of our time… Exercise? Chat with a family member? Finish off some homework? Plan our schedule for the next day? Read a book? Even stare out the window at our surroundings? A good tip to help break the addiction to technology, is to turn off notifications on your phone/laptop so that you do not feel the impulse to check your messages or other social media updates every time your phone pings.

When planning for your day ahead, schedule for the day and the evening. Plan regular breaks to make sure that you have given yourself time to learn, relax and exercise. Obviously, with all of us learning online each day, there is a big element where we have to use technology. During lessons, to keep your brain active and your eyes healthy, remember to look away from your screen for 20 seconds, every 20 minutes. Use the movement time in between lessons to get up and have a stretch or a little wander around the room. If you need to send an email, consider the time of day you are sending it. If it is past 17.00, it is unreasonable to expect your teacher will read and respond. Wait until the next morning to send it. Be considerate, be proactive and be kind to yourself and others. We are all in this together.

Matilda Francis – on behalf of Student Voice

Rosie Durgan - Fundraising for Gold DofE Expedition

I am a Year 13 student taking part in Gold DofE. I am passionate about spreading positive environmental change and am hoping to study Environmental Science at university. For the residential section of the gold-level DofE I'm planning a trip to Costa Rica, a place with amazing biodiversity and a great ecotourism industry. There I will take part in conservation work at a turtle sanctuary. There are 5 species of sea turtle in Costa Rica of which 4 are endangered. There will also be the opportunity to see indigenous cacao farming and a sustainable coffee plantation. Costa Rica also offers unique geography, from rainforest to volcanoes.









The online shop sells contemporary cards and canvases inspired by nature, colour and pattern and features a number of images linked to the famous garden of CCHSG alumnae Beth Chatto, in Colchester. All profits from sales will go towards fundraising efforts for the trip. Any support is greatly appreciated.

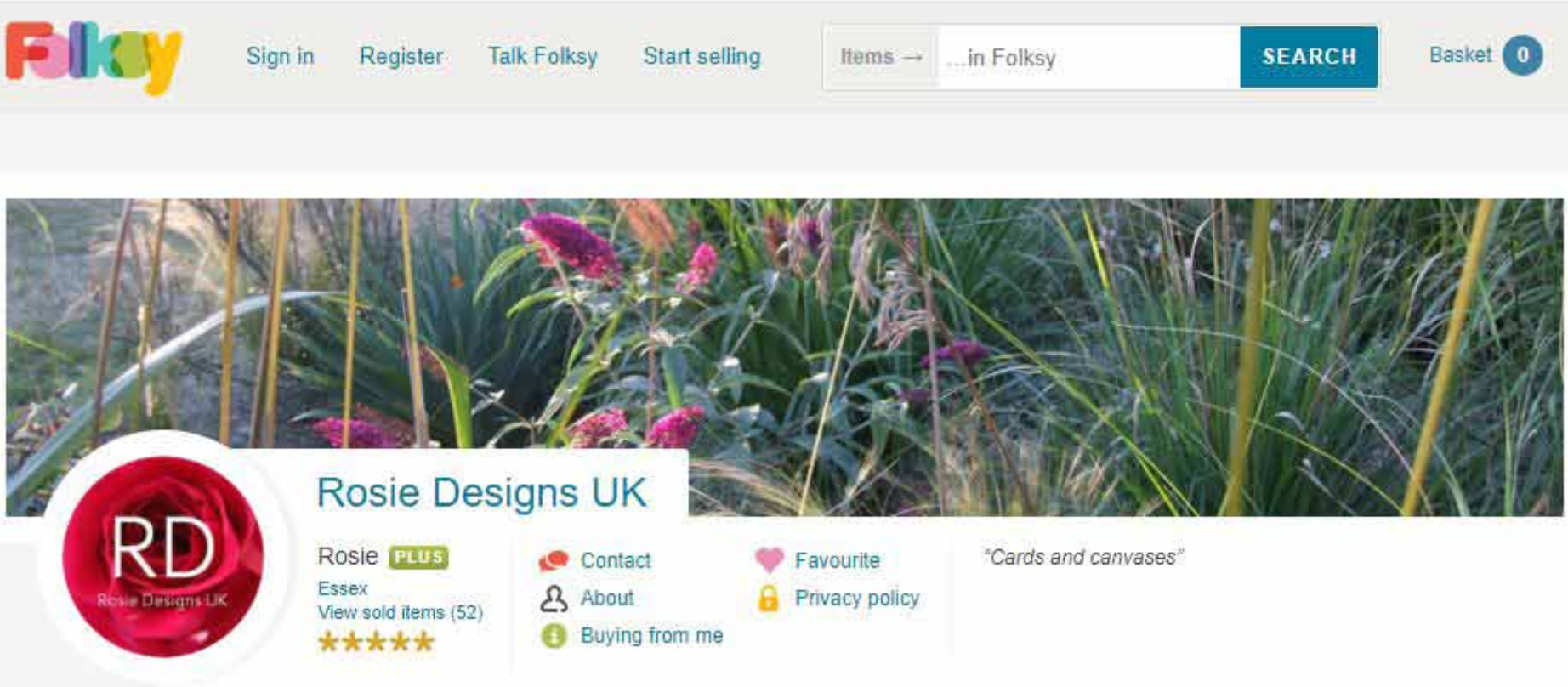


See https://folksy.com/shops/RosieDesigns



CCHSG alumnae Beth Chatto OBE VMH (27 June 1923 – 13 May 2018) was a British plantswoman, garden designer and author best known for creating and describing the Beth Chatto Gardens near Elmstead Market. She wrote several books that discuss gardening under specific conditions, and lectured widely on this in Britain and abroad.



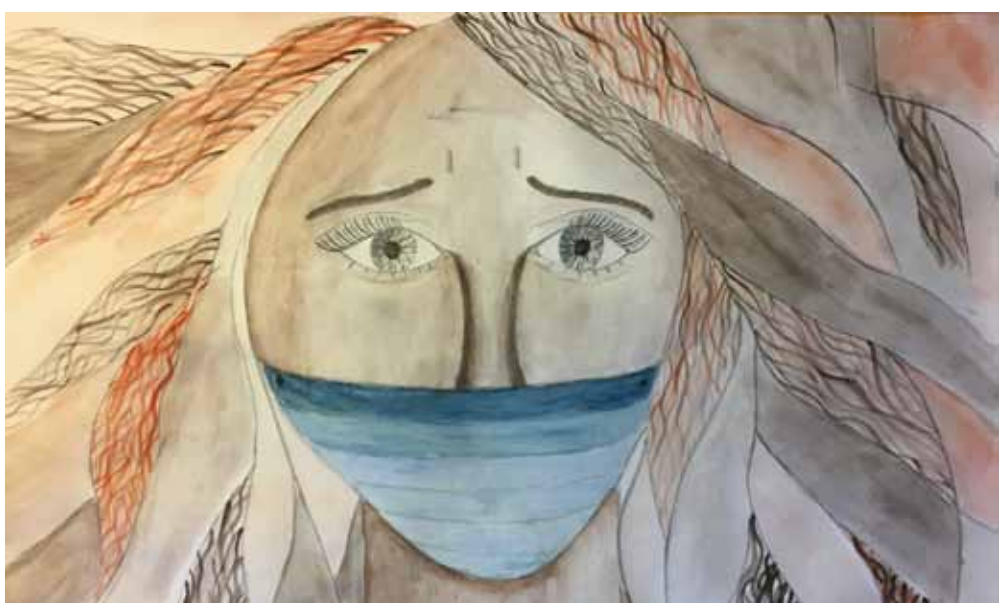


Art Department - Year 8, “In It Together”

In Art this term Year 8 students have been working on compositions with the theme of “In It Together”, symbolising community spirit and resilience during the pandemic. They have photographed their work and upload it to Sharepoint.



“Hope is in Sight“ - I created this piece to show that even when you are stuck indoors and cannot go out, there is always hope. **Abigail Webb**



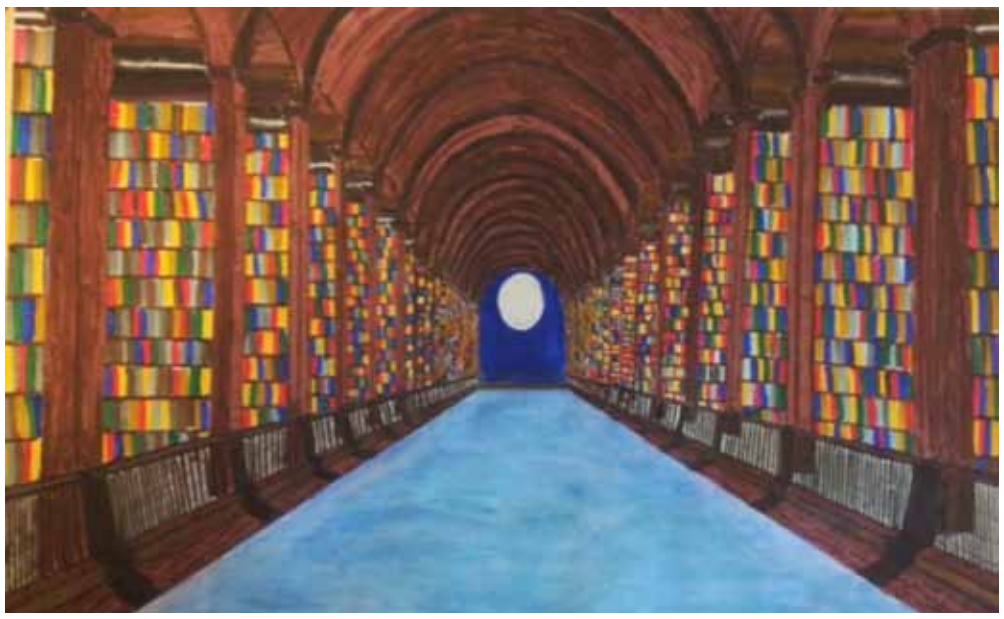
“You are not alone” - My piece represents how we are all going through the same journey, we are all feeling worried and the girl’s feelings in the piece represent our own. **Ava L’Estrange**



My work is inspired around the idea of time. It represents how time passed in quarantine; for some people time passing either slowly or quickly. The general idea being that we may lose track of time: minutes, hours, days. The broken clock signifies lost time and multiple clocks signifies time being an illusion and people running on different times. **Ekene Utti**



The rainbow represents the NHS key workers, and the sky shows the fact that all they need is a good night’s sleep. The setting sun shows that soon we will be saying goodbye to coronavirus and maybe there will be a setting sun on this pandemic which has claimed many lives. **Osea Evans**



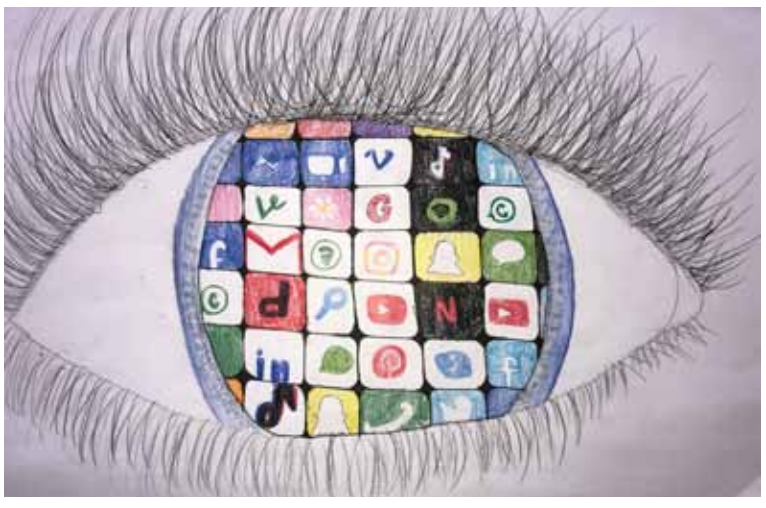
“The Light at the End of the Tunnel” - I chose to present an image of a long tunnel with bookshelves running down the sides and the bright moon at the end to show that there is light at the end of the tunnel, and we should not lose hope. Although there have been many struggles, there is always a way to get through it, together, and giving up is not an option. **Rishika Kartha**



“Clap For Carers” - In my drawing, you can see a road, lined with houses, and people coming outside to clap for carers. I drew the message “THANK YOU NHS” on the road to show our appreciation. **Sandra Wellahewage**



“After the Pandemic’ - My work is about seeing the hope when times are bad. I have presented the pandemic as a pair of infected lungs that the people must walk through to find the better times beyond.
Emma Thomas







English Speaking Union - MACE Competition

Diti: On 12 January, Sameera, Eleanor and I competed in the first heat of the ESU Schools’ Mace Competition. The competition consisted of three debates, each having a proposition and opposition team. Our debate was on the topic ‘This House would ban job applicants from disclosing the names of educational institutions that they have attended’ and we were the opposing team for this motion. Following feedback from previous competitions we allocated our roles according to our strengths: Sameera was first opposition speaker, Eleanor was second opposition speaker and I was the summary speaker. My role as summary speaker meant that most of my speech had to be spontaneous as my role was to summarise the debate, specifically why our team’s arguments were stronger than that of the proposition. I also had to answer any questions raised by the audience, so it was important that I had a good level of knowledge on the subject despite Sameera and Eleanor doing the majority of the research to prepare for their speeches. This was a different experience for all three of us as it was a debating competition and we are all used to taking part in public speaking competition, but we had a lot of fun practicing our speeches and answering any rebuttals the opposing team could raise over FaceTime and Microsoft Teams!

Sameera: I was the first opposition speaker. This involved formulating a seven minute speech which outlined our team’s main arguments. I also had to rebut the arguments that the proposition team had just made, so my role was somewhat spontaneous, but mostly rehearsed. The proposition team could also offer ‘points of information’ which I could accept or decline- I only received one and accepted it, so I had to think on my feet and come up with an answer to the question they raised. Through rehearsing, this was made a lot easier since I thought about potential questions the proposition team might ask, and so I was somewhat prepared. I was judged on the delivery and organisation of my speech as well as the reasoning, evidence, and responses to questions. Eleanor’s role was also similar to mine; however, as second opposition speaker, her speech was more focused on pointing out flaws in the arguments raised by the proposition as well as supporting any points I raised and providing more reasoning behind these points. The whole experience was great fun and really interesting- we got useful feedback from the judge at the end as well. In preparation, we had to come up with three or four strong arguments in support of our stance. We also had to think about what the other team would argue, so that we could come up with weaknesses in their potential arguments, and therefore make our argument stronger. It was a bit harder having to do this when we were all at home and not in school, but we were in regular contact and worked together to give each other advice and rehearse. We also practiced in front of our school’s debate club so that we could practice being questioned and challenged!

Diti:
The evening was a success, as our school was one out of two teams to be selected to go to the next round! We are very excited to start preparing for this and encourage people in younger years to engage in opportunities like this as they are great experiences.



Holocaust Memorial Day





The Holocaust Memorial Day began with background on the German Political landscape, this was informative and made it easier to understand things throughout the day. We were privileged to attend a webcast with Eve Kugler, a holocaust survivor, who spoke about her experiences escaping Nazi rule in Germany with her family. The account was very emotional and thought-provoking, it was great to participate in the day and hearing Eve answer the questions. We also had time to reflect on the webcast by thinking about the meanings of Eve's story and how hearing it could help prevent further genocides and help us understand how traumatic the time was. We also wrote letters to Eve with our questions and thoughts about her story. Near the end of the day, we learned more about the Nuremberg trials and looked at a presentation about Holocaust denial. Overall, the day was compelling and highlighted to us the ways that the Holocaust affected people.
Anna Prince 9O



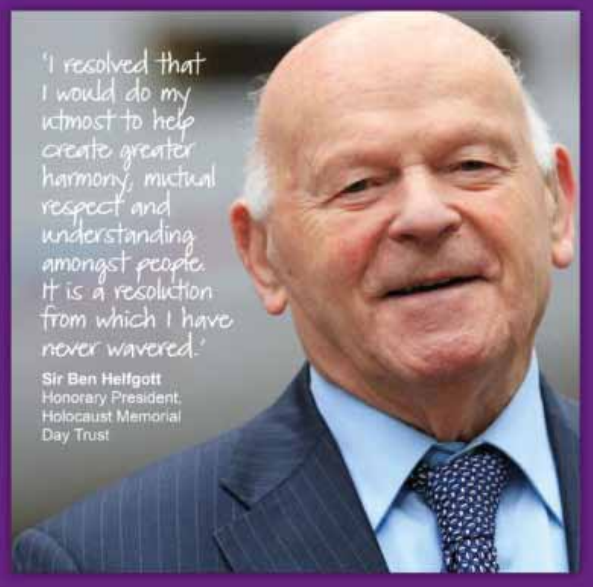
Studio portrait of Zeni Farbenblum and her son, Rody, in Munkacheva, Czechoslovakia. —US Holocaust Memorial Museum, courtesy of Jaime Farbenblum Shaltiel



Album documenting the liberation of the Ohrdruf camp, a subcamp of Buchenwald (mislabeled as Dachau). Ohrdruf, Germany, April 1, 1945. —US Holocaust Memorial Museum, courtesy of Raymond Malenfant







https://www.hmd.org.uk/

Expectations for today

Listening to key information
Listening to each other
Respecting the nature of the topic
Applying key skills in history
Supporting each other as a school community

HOLOCAUST MEMORIAL DAY TRUST

Write down 3 targets for your day

Examples

1. I would like to be able to explain why the Holocaust took place.
2. I would like to learn more about the people who helped people escape from the Holocaust.
3. I would like to understand the different stages to genocide in society.

We will re-visit these targets in the day.

How has Eve's story inspired you?

Eve would love to hear from those who participated in the webcast. Why not write to her?

Suggested points to include in the letter:

- What did you learn about the Holocaust from Eve's testimony?
- Which part of the testimony did you find to be most memorable?
- Has Eve's testimony inspired you to take any action in your school or local community?

Letters can be emailed to the Holocaust Educational Trust

Eve Kugler BEM

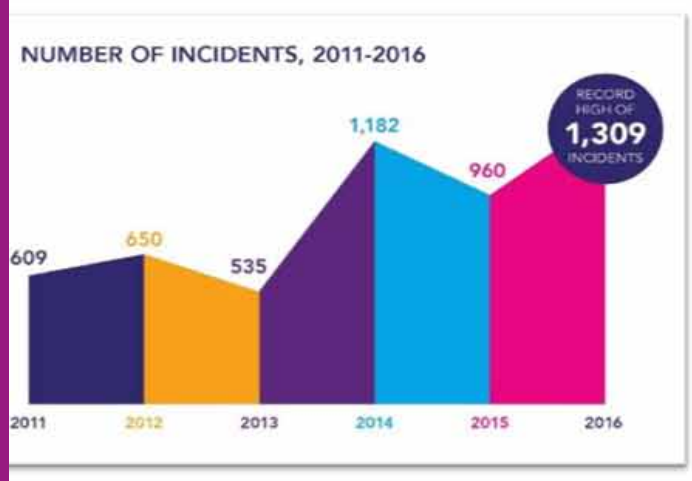


Rudolf Brazda



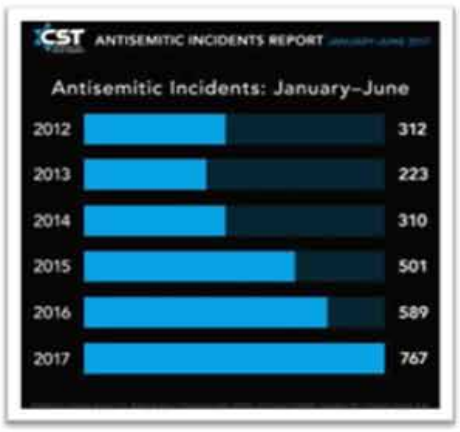
'If I finally speak, it's for people to know what we, homosexuals, had to endure in Hitler's days... it shouldn't happen again.'

Antisemitism online



019 shows a record high of 1,309 ntisemitic incidents in the UK.

19% of the total antisemitic incidents recorded in January to June 2017 involved social media.







Genocides around the world



Cambodia, 1975 - 1979



Rwanda, 1994

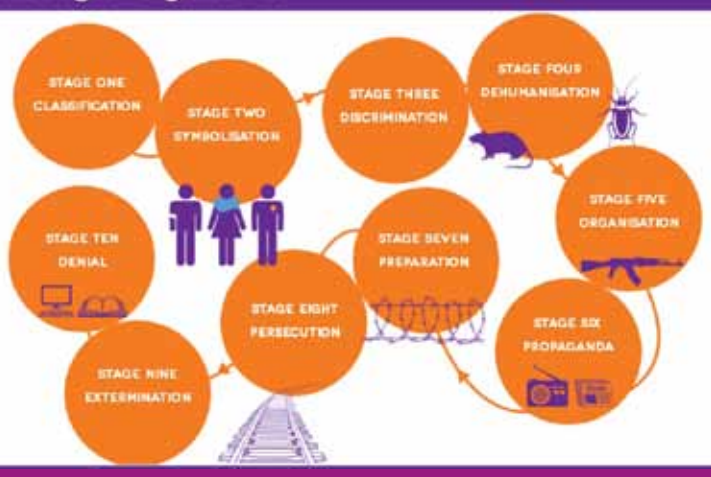


Bosnia, 1995



Darfur, 2003 - present

The ten stages of genocide



MADE Training Workshops

Marginal Gains - Year 8

“I found the made training very enjoyable, as it was engaging but not too strenuous. It explored healthy amounts of things to take on, which I found particularly useful, as sometimes I struggle with doing the right quantity of work. Not only was it useful, it was entertaining and overall a great way to examine areas you are struggling in and how to tackle stress and organisation. It was very educational, and I would do it again!”
Edie Duffy 8H

“Made Training helped us understand the way we think in a different perspective. It also aided us to find an organised way of achieving our goals using marginal gains. We are able to see what we need to improve on in order to reach our goals. It was educational and definitely a skill everyone needs in order to fulfil their dreams. Thank you very much for the Made Training!”
Sarah-Jane Leugue Yomba 8C

The little things really do add up, and that is an idea that can be easily used within education. Studies have shown that improving thirty different factors by 1% is much easier than improving one factor by 30%.

In this workshop, facilitators shared a process with students that will help them to identify the factors that influence their academic results and encourage them to make simple changes that can increase their performance and ultimately, results.

Students learnt how to:

- Analyse their current strengths and weaknesses
- Identify areas for improvement
- Decide on new, positive actions to employ and review

Revision Strategies Year 10

Shortly after our return back to school, in January, we (Year 10) took part in a MADE session. The purpose of this was to improve our revision and study skills for the future, and I, personally believe that it was very beneficial for us. It was really engaging, and we all took something from it.

Our first activity was to write down our goals and aspirations, and how we intend to achieve these, and what we feel we would get out of achieving these. This was followed by a memory game where we were shown a list of words, and tried to memorise as many as we could. The first attempt was done independently and silently, the second was done vocally, and the final was done by putting these words into a short story. Each attempt had improving results!

Our third task was to read a passage on short-term memory, and try to pick out four key words or phrases that we would remember, and release more information – buzzwords. Finally, we were shown another list of words and tried to remember them in order. We discovered that the words we remembered were the first, last, odd/unusual words, repeated and associated words. This helped us to understand how to structure our revision, to put the most important bits in areas we would remember, and maybe repeat some bits to keep it in our memory.

Overall, from speaking to others in my year about it, I think we can agree that it was really useful, and not how we expected it to turn out, and that what we learned from this session is useful in all our subjects!
Sarah Whiten

News from the PE Department

PE Careers Talk

On Friday 22 January, we were fortunate enough to have a Teams meeting with a Sport Psychologist from St Mary's University, Twickenham. This gave us an insight into Sport and Exercise Science beyond A Level PE. Dr Emily Martin covered a wide range of areas, such as her day-to-day life and her 6-year education at university which led to the profession that she has today, including being a lecturer in Sport Psychology and her day job as a practitioner. She covered with us all the different misconceptions about Sport Psychology, including how Sport Psychology is not just for people who are mentally unhealthy. Her work focuses on improving general wellbeing, and most importantly ability in their sport. As Year 12 students it was eye opening to understand the career options that PE A Level could lead to.

Despite the lengthy six-year minimum requirement to become a Sport Psychologist, it appears a rewarding career, and St Mary's University is well equipped with a high standard of facilities, and has alumni including Mo Farah. In PE A Level, around a third of our course incorporates Sport Psychology and so the talk was extremely relevant and allowed us to apply what we have learnt so far. It was inspirational to learn of the benefits of her job such as the trips she takes abroad with various sports departments, including the English Dodgeball Team. We appreciate Dr Emily Martin providing us with this call as it was very useful in refining our University prospects for the future.

By Rebecca Alderton and Emi Nicholl



CCHSG PE Department Challenges

Throughout this half term, the PE department have been setting a variety of exercise-based challenges for students in Year 7-11 to complete. The challenges range from a 4km walk/ run to holding a plank for as long as possible, with points on offer for each challenge completed.

All students at both KS3 and KS4 have shown real enthusiasm for a challenge, and some have certainly entered into the competitive spirit that we love so much in PE. There have been some very impressive scores from individuals across the lower years, whilst year 10 and 11 have worked together as a class to compete in a year group challenge, producing some fantastic results. Well done to everyone who has taken part.

Highest individual scores achieved by students in Year 7-11

YEAR 7	Jemima Gardner, Adhithi Thayur, Molly Arculus, Anna Bamford, Niamh Cullen, Eliza Thompson, Anya Handley, Matilda Francis, Nora-Ann Leugue Yomba
YEAR 8	Beatrice Sivyer, Lyla Belshaw, Saanvi Kumar, Lily Tyler, Ekha Panesar, Constance Ratley, Alicia Russell, Amelie Taylor
YEAR 9	Imogen Jones, Carys Sargeant, Gunjita Sengupta, Renoa Azmir, Isabel Cato, Hannah Karlsson, Georgia Denham
YEAR 10	Kirsty Ray, Olivia Powell, Olivia Gravatt, Rebecca Raymond
YEAR 11	Xiangyue Wang, Amy Hersey, Rose Sheppard, Georgie Smith, Shaleeza Farooqui, Kaela Swaine

CHALLENGE 1	CHALLENGE 2	CHALLENGE 3	CHALLENGE 4
4 KM challenge You can: Run/ Walk Use an app such as Strava to record your time and distance. Submit a screen shot of your route as evidence. **Please read the PE SAFETY LEAFLET.**	**Squat Kick Challenge** How many squat kicks can you do in 1 minute? Count one every time you kick. **Squat deeper for more of a**  **challenge.**	**V-Sit Challenge** How many V-Sits can you do in 1 minute?  **Start flat on the floor with your arms behind, Try to touch your toes.**	**Tuck Jump Challenge.** How many Tuck jumps can you do in 1 minute?  **Try to tuck your knees up to your chest. Bend your knees when you land**
Points: Over 40 mins= 2 points Under 36 mins= 3 points Under 34 mins= 4 points Under 32 mins= 5 points Under 24 mins= 6 points Under 22 mins= 7 points Under 18 mins= 8 Points	**Points:** 0-5= 2 points 6-10= 3 points 11-15 = 4 points 16-20 = 5 points 21-25 = 6 points 26- 30= 7 points 31 + = 8 points	**Points:** 0-3= 2 points 4-8 = 3 points 9-11 = 4 points 12-14 = 5 points 15-19 = 6 points 20-24= 7 points 25 + = 8 points.	**Points:** 0-5= 2 points 6-10= 3 points 11-15 = 4 points 16-20 = 5 points 21-25 = 6 points 26- 30= 7 points 31 + = 8 points

PTFA

PTFA CONTACTS:

Chair: Agness O'Brien
Tel. 01376 573694 or 07951 511653

cchsgptfa@gmail.com

Recycle Your Ink Cartridges and Raise Funds for CCHSG PTFA

Did you know that you can help us raise funds simply by recycling your ink cartridges via our Recycle4Charity programme? For each inkjet cartridge recycled via the programme we will receive a £1 donation, meaning you can help the environment whilst raising money for our school! Cartridge brands you can recycle and that will originate a donation include HP, Dell, Canon, Kodak, Frama, Pitney Bowes and Neopost. Full list **here.**

You can send cartridges in the envelopes available from school reception or ask for envelopes to be sent to your home or business address via a free account which you can sign up for **here.** http://www.recycle4charity.co.uk/Register/C95556





Second Hand Uniform and Revision Books Sale - Postponed

Due to the uncertainty over school re-opening and following the latest Government and NHS advice, the planned one-day uniform and revision books sale on Saturday 27 February 2021 will be postponed for the foreseeable future. The safety of parents, students and volunteers running and attending such an event is paramount. Rest assured that we will definitely organise a sale as soon as it is safe to do so.

If you are having a sort out, please do keep items of outgrown uniform and revision books, as we will gratefully accept your donations when school reopens.

easyfundraising feel good shopping

It's easy to get involved and costs you nothing. Sign up to support Colchester County High School for Girls PTFA Click **here.**

https://www.easyfundraising.org.uk/causes/colchestercountygirlspta

Classlist

As a parent of carer of a CCHSG student would you like to connect with other parents from your child's Form and Year Group? If you have not done so already why not join the CCHSG Classlist? Year 7 parents may find Classlist particularly useful in connecting with other parents, as the usual social opportunities have been very limited this year. Classlist offers a fully GDPR-compliant way for you to communicate directly with school families. It's the perfect way to connect easily and safely, because users have full control over what data they would like to share.

Class Reps Needed to Host Virtual Meet-up of Parents

Since the start of the pandemic, the PTFA has endeavoured to support our local communities and keep our members connected through events like our virtual quiz nights. We are now seeking volunteers to host virtual coffee mornings, cocktail hours, quiz nights or other virtual gatherings. If you can help with this, or would like more information, please get in touch with Agness O'Brien via Classlist or email cchsgptfa@gmail.com

You can also download the Classlist app on iOs and Android. **https://www.classlist.com**