# CCHSG E-Newsletter

2 April, 2019

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## Executive Principal's Notes

Last month I wrote to all parents and carers outlining the concerns which have been expressed by Headteachers across the country with regard to current school funding. Since 2010 school budgets have been reduced in real terms by 8% and by 20% at post-16. In short, schools are not being provided with adequate funding to deliver the level of provision and support that is expected and that our families and students deserve. Headteacher colleagues and I feel fortunate that we have been so strongly supported by parents and carers and we will continue to make representations to the Department for Education and wider Government to ensure that matters improve.

At CCHSG we are particularly grateful to the parents who support the fundraising activities of the PTFA. All the funds raised come directly back to the school and provide valuable additional resources and equipment for students which the school could not otherwise afford.

Nationally it has been recognised that schools are increasingly identifying the need to provide additional support with children's emotional health and wider wellbeing. This is an area that has long been recognised as an important part of the curriculum at CCHSG. We were pleased to have this provision officially acknowledged recently with the re-accreditation, under the national scheme, of our Healthy Schools Status. This scheme recognises schools that develop an ethos and environment that promotes the health and wellbeing of all. Later in this newsletter you will also hear about the excellent work of our Student Voice team and Wellbeing Ambassadors who, in liaison with senior staff, have also been exploring ways to support student wellbeing.

Looking through the contents of this newsletter I am, as always, struck by the broad range of activities undertaken by students outside lessons. There are also extensive opportunities provided by staff in the form of trips, visits and other activities to extend the taught curriculum. A number of clubs and activities are run by Sixth Form students for the benefit of other year groups and it is pleasing to see Year 10, 11 and

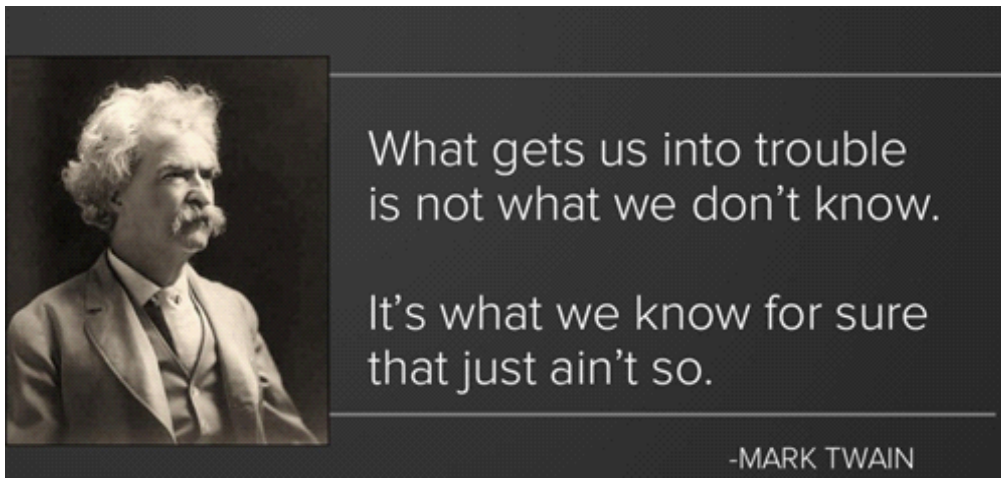


Sixth Form students mentoring and supporting younger members of our community. We are also very proud of the ambition and resilience demonstrated by the many students who enter local and national competitions in areas such as sports, debating, economics, maths, languages and science – several of which are highlighted in this newsletter.

At the end of this term we say goodbye and thank you to two colleagues. Mrs Goddard has taught German in the MFL Department at CCHSG for nearly 4 years and we are very pleased that she has introduced the annual German Language Play. Mrs Hatwell joined us in the Art Department in 1987 and has supported many students who speak very highly of her lessons. We are grateful for the additional complimentary classes that she has run during the holidays that were enjoyed by many students. We wish them both well for the future.

As we approach the end of term, we congratulate all our students on their high levels of effort and positive attitude, Year 11 and Year 13 deserve particular praise as they are working with great commitment towards the public examinations. We wish them every success.

Whist marking some responses to examination questions the following quote, widely attributed to Mark Twain, came to mind:




So learn your facts, and answer the question!

We hope that all our parents, carers, governors, staff and students have an enjoyable and restful Easter Holiday.

# The Big Build

**Thanks to the mild winter, work on our new multi-function hall is progressing well. We hope that the facility will be open for students from September.**









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# Healthy Schools Status

**What is a 'Healthy School'?**
A Healthy School promotes the health and wellbeing of its pupils and staff through a well planned, taught curriculum in a physical and emotional environment that promotes learning and healthy lifestyle choices.

To gain Healthy School status a school is required to meet criteria in four core themes. These criteria relate not only to the taught curriculum but also to the emotional, physical and learning environment that the school provides. There are a number of specific actions that schools need to take if they are to be recognised as Healthy Schools.

Mrs Daniels, who has led on the CCHSG Healthy Schools work over the past year, attended the award ceremony on Tuesday 19 March along with four Year 10 students.

**Schools are asked to demonstrate evidence of a whole school approach involving all the school community. This includes particularly the areas of:**

**Personal, Social, Health and Careers Education (PSHCE)**, ensuring that students have the knowledge, understanding, skills and attitudes to make informed decisions about their lives.

**Healthy Eating,** ensuring that students have the confidence and understanding to make healthy food choices. The school also needs to ensure that healthy and nutritious food and drink is available across the school day.

**Physical Activity,** ensuring that students are provided with a range of opportunities to be physically active. Students must understand how physical activity can help them to be more healthy, and how physical activity can improve and be a part of their everyday life.

**Emotional Health and Wellbeing** (including bullying), ensuring that positive emotional health and wellbeing is promoted by helping students understand and express their feelings, and build their confidence and emotional resilience and therefore their capacity to learn.



# Babraham - Sixth Form Projects Day

**The Babraham Institute is a life sciences institute which has status as a department within the University of Cambridge. The Institute is an independent and charitable organization which a world leader in biomedical research, including healthy aging and molecular biology. Nine Year 12 students attended the annual Babraham Research Institute's Sixth Form Project Day on 6 March. The students undertook practical work in the research labs with post doctoral scientists and also had a careers session, it was a unique opportunity to experience life inside a research lab which is not usually an option at Sixth Form level.**

**Several of the students wrote about their experience:**

"I didn't initially know what to expect before going on the trip to the institute as I only had a vague notion of the research and practises they undertook there but my understanding of life after A level science has broadened so much due the extensive information the scientists and faculty offered and the opportunity to have hands on experience of what scientific research goes on in the lab. The individual project I was assigned to on monoclonal antibodies was even more interesting as I was given a further insight into what actually happens during the discovery and the trialling stages of making a drug. Needless to say the whole day was full of fun activities and eye opening experiences which has definitely given me a lot to think about."



"I thoroughly enjoyed my visit to Babraham Research Institute. Firstly, we attended a short but informative careers talk from two speakers, one of whom had completed a Biology degree at Bath University, which is particularly relevant to me as I also want to pursue science at university, potentially Bath University. These talks also gave me a greater insight into what one can achieve with a science degree other than lab work, and this has encouraged me to delve deeper into the many opportunities offered through science."

"I was amazed to see that lots of the basic knowledge that the scientists used was content I have learned in the classroom, and I loved being able to use what I already know to answer more challenging questions. Overall, this trip was a huge success and I gained a lot from it, including having a clearer idea of what I want to do at university, and what goes on in a lab, both scientifically and socially!"

"During my experience at the Babraham Institute, I learnt and experienced a great deal of detailed and in-depth knowledge about my project which was about antibodies. We looked at colonies of E. coli and carried out an Enzyme-linked immunosorbent assay. We had to identify a special type of antibody called a Humabody through liquid chro-matography on the E. coli colonies that we were studying. Overall, I felt that my time at the institute was very worth-while and gave me an insight as to exactly what a career in the sciences, particularly Biology, can lead me to, being useful in my future career aspirations of teaching. Further-more, I really enjoyed the whole program as it enabled me to socialise with students from other schools and the staff that worked in the labs."

"During my time with Babraham Institute I worked with DefiniGEN to practice immunocytochemistry techniques on prefixed cells which allowed us to locate specific proteins within cells. We did this by targeting proteins using fluorescent antibodies allowing us to visualise them. I found this beneficial because I was able to practice fundamental techniques used in cellular biology as well as having had the opportunity to ask any questions I had on working in the science industry. Through this experience I enhanced my knowledge on the various career paths open to me. This is a picture I took of the cells we stained with 3 different antibodies (DAPI stained the DNA blue, muc2 a secreted glycoprotein stained green and lysozyme stained red) ."




Photo Credit: Isabel Hall Year 12

"After lunch we split into small groups of about 4 students to observe and carry out tasks in a lab of our choice. I had chosen to go to Immunology, and I was fascinated by the way that incredibly skilled PhD scientists went about analysing lymphocytes. The attention to detail and aseptic technique made me appreciate just how much effort has gone into every discovery we take for granted. The scientists in the lab were all very friendly, helping us to carry out processes such as using a pipette, preparing samples for the centrifuge and filtering out unwanted substances (such as fat), before suspending the cells for analysis in a flow cytometer."

"In my lab project we first looked at what a stem cell is and the properties that they possess over other cells, specifically comparing them to skin cells. We had a chance to look at actually stem cells and skin cells under a microscope to see how they look and how the stem cells clump together. We were then split into two groups and given either cell A or cell B with the goal to see whether they were skin or stem cells. We broke down the cell in order to remove the RNA from it and used a centrifuge to remove all other parts. We then changed the RNA into cDNA to make it more stable so we could run an electric current through it and stained it so we could see it. We then moved the cDNA into agarose and ran an electric current through it to move the genes into different parts against each other to see which genes were inside of it. Then we compared the genes expressed to a ladder and found that Cell A was the stem cells and Cell B was the skin cells. Overall it was really good to experience actually lab work."

# Outstanding Biology Olympiad results in 2019

Six Year 13 Biology students undertook the British Biology Olympiad which is set each year by the Royal Society of Biology. It is an online competition based on challenging content that goes beyond the A level syllabus. 9465 students sat the papers this year and all the CCHSG students performed incredibly well, with 5 gold medals and 1 silver medal being awarded. This puts our students in the top 7.2% nationally. Congratulations to Divya Bhandari, Beth Coiley, Amber Dellar, Milly Mead, Justina Ngeh and Chantal Salira.

All Year 9 students undertook the Biology Challenge competition in school as part of National Science and Engineering week (8-17 March 2019), this is also run by the Royal Society of Biology. The competition consisted of two 25 minute multiple choice papers and includes GCSE content . The students sat this in one of their Biology lessons. We will receive our results after Easter. Fingers crossed for results as good as the Biology Olympiad.



# Student Voice

Student Voice have been working alongside the Wellbeing Ambassadors, with Mrs Frost and Ms Stubbs this term. They have produced a leaflet which aims to provide additional support for students in dealing with stress. The publication will be available around school and aspects of it will be included in the Student Planners from September.

Student Voice and the Wellbeing Ambassadors will also be holding open "surgeries" during the summer term. Representatives from the groups, along with a member of staff, will be available in F11 each Friday lunchtime so that students can drop in to raise any issues or discuss ideas with the team.



## Coping with Stress

### What is Stress?

Stress is your body's way of responding to any kind of demand or threat. When you sense danger, whether it's real or imagined, the body's defences go into higher gear in a rapid, automatic process known as the "fight-or-flight" reaction or the "stress response." The stress response is the body's way of protecting you.

We generally use the word "stress" when we feel that everything seems to have become too much – we are overloaded and wonder whether we really can cope with the pressures placed upon us.



Anything that poses a challenge or a threat to our well-being is a stress.

Some stresses get you going and they are good for you – without any stress at all many say our lives would be boring and would probably feel pointless.

**When the stress begins to effect either our mental or physical health we need to do something about it.**



### Signs and Symptoms of Negative Stress

**Constant negative thoughts**
feeling anxious, thinking the worst.

**Lack of concentration**
forgetfulness and lack of usual focus, avoiding responsibilities, procrastinating and putting things off.

**Feeling Physically Unwell**
headaches, stomach aches, feeling sick or frequently catching colds. Having low energy.

**Poor Sleep Patterns**
sleeping too much or too little. Insomnia.

**Mood Swings**
becoming easily annoyed, moody or tearful.

**Eating Problems**
eating too much or too little.

**Social Problems**
isolating yourself from friends, avoiding social situations.

**All these symptoms can have a number of other causes. If you are worried about your own wellbeing or that of someone you know, the best thing to do is to talk to someone about it.**

**Good Stress:**
Good stress helps us go about our daily tasks and achieve those hard-to-reach goals. This stress, called eustress, helps us learn new things, adapt to change and engage in creative thinking. Everyone experiences good stress on a daily basis.



# Taking Control of Your Stress Levels

## Get Organised

make “to-do” lists, revision timetables, shopping lists — anything that helps you order your thoughts.

## Manage Your Time

don’t leave things until the deadline and avoid procrastinating. Keep on top of your revision workload by making regular notes for topic tests. Be realistic about how long things take to complete. Beware of activities that will waste your time without producing positive outcomes.

## Keep Things in Perspective

Don’t allow yourself to become to anxious about things like routine topic tests and assessments. Be clear about the nature of the task and the exact expectation.

## Try to Balance Your Life

Take part in a range of different activities such as sports, arts, music or drama and allow time for a social life too.

## Ask for Help

Work with others and accept help when offered.

**There are lots of things that you can do to minimise negative stresses in your daily life. Think about how you manage your time and your activities.**

## Stress is Normal

Learning to manage stress when you are young will help you later in life. All fulfilling jobs, academic courses and family lives come with different stresses. The strategies that you learn now will definitely help you in the future.




“The grass is not 'greener' on the other side – it is just another shade of green.”

Annika Sorensen, Take Stress from Chaos to Calm

# Wellbeing Ambassadors

## Positive Coping Strategies

**There are lots of thing that you can do to reduce unhelpful stress and make yourself feel more in control. While you can often make things better yourself, talking to other people about how you feel is also important.**

**Challenge Negative Self-talk**
focus on the positives about yourself.

**Talk to Supportive People**
surround yourself with friends and people you trust or feel comfortable with.

**Relax**
take some deep breaths and remove yourself from the stressful environment for a while.

**Distract Yourself**
with games, music or another task. Perhaps use this opportunity to find new hobby.

**Stay Healthy**
if it is a continuous stressful problem don't forget to look after other aspects of your life e.g. sleep, eating healthily etc.

**Know Your Limits**
don't be afraid to stop if it gets too much. Know that it's ok to ask to stop in whatever lesson or activity you're doing if you really are not coping well and take 5 minutes to calm down. Remember that the school will do its best to ensure that your health is looked after.

### The Stress Bin

A good way to deal with stress is by creating a stress bin; find a container and lots of differently sized bits of paper. Write down any worries or fears on the pieces of paper, depending on how big or small they are. After writing down your feelings, throw them away and forget all your worries and fears.




"If you want to conquer the anxiety of life, live in the moment, live in the breath."
— *Amit Ray, Om Chanting and Meditation*

**Our Wellbeing Ambassadors focus on providing peer support to help students to develop positive coping strategies and reduce stress. The training supports the Wellbeing Ambassadors to:**

- **Discover practical ways to effectively manage stress in themselves and others.**
- **Explore coping strategies and find ways to encourage positive coping for their peers.**
- **Develop strategies to improve awareness and access to the support available in school and elsewhere.**
- **Explore boundaries and responsibilities including safeguarding, to ensure that they can effectively support the wellbeing of their peers and maintain their own levels of wellbeing.**

**Our Wellbeing Ambassadors have attended training workshops to provide them with a variety of approaches and strategies that they can use to develop and lead peer support projects.**



**Below are ideas for possible coping mechanisms. Check off the ones you use, and put a star by ones you may want to use:**

| | |
|---|---|
| Yoga | |
| Deep breathing | |
| Remember the words to your favourite song | |
| Write a diary/story | |
| Do a puzzle or crossword | |
| Go for a calm walk outside | |
| Make a fist with your hand and release it slowly | |
| Read | |
| Talk to a friend | |
| Do a sport or exercise | |
| Watch TV | |
| Focus on your goal | |
| Listen to calming music | |
| Do something creative, draw, doodle, cook or bake | |
| Just find any activity that makes you feel happy and relaxed and make time for it in your day | |



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# A Level English Language Conference

These and many other questions were answered at the e-Magazine English Language Conference that Year 12 and 13 students attended on 26 February. The first speaker, Professor Devyani Sharma from Queen Mary, University of London gave an enlightening talk on the link between dialect and identity, and how differences in how we speak can actually help communication rather than hinder it. She used the example of Fareed Zakaria, a US news anchor who regularly codeswitches (moving between different dialects depending on the situation) depending on whether his audience is American or Indian.

Next was an enthralling talk by forensic linguistics professor Tim Grant from Aston University, who spoke to us about the potential careers we could pursue through linguistics, and how language can be used in the courtroom to solve serious cases and the importance of linguists in police interviews. He told us about a murder inquiry in which the suspect eventually confessed after Grant's team were able to prove that he had been sending texts from the victim's phone, using language which her family and friends said did not sound like her.

Dr Claire Hardaker then gave us an insight into the web and how it is possible for all of us to become tangled in it. She gave examples of how ordinarily polite people can become caught up in using unacceptable language online.

After lunch in the unseasonably hot February sunshine, the man, the myth, the legend that is David Crystal provided us with his limitless knowledge on the subject of child language acquisition and the studies which show that babies are able to communicate before they learn to use words.

At the end of the day, poet Luke Wright delivered a series of dramatic monologues highlighting the different voices he created, including a clam-eating man in Georgian times, which was the perfect way to end the day.

How do dialects shape our identity? How can language solve crimes? Why do we become different people online?
The answers we have received from this conference will be immensely useful to us as we go ahead in our studies of English Language.

**By Bronagh Akehurst, Riannon Chaplin, Lara Clark, Evie Press and Rosmi Xavier, Year 12.**

## How do dialects shape our identity?
## How can language solve crimes?
## Why do we become different people online?



# European Youth Parliament - Regional Finals




On Wednesday 13 March, eight  student from Year 12, Miss Seager and Mrs Keane ventured into Girton College, Cambridge for what was about to be a day full of gruelling debates, flying post-its and questionable energisers; EYP Regionals. EYP (European Youth Parliament) is a non-profit organisation, encouraging young Europeans to take an active role in politics, citizenship and cultural understanding.

The regionals session involves a day of debating different resolutions on current affairs. Our committee (DROI- The Committee for Human Rights) tackled the sensitive issue of Anti-Semitism in Europe, whilst other debates in which we took part included the restoration of Colonial Artefacts and the Yellow Vest Riots in Paris. It was a fun but intense day, and we all left Girton feeling elated at having been selected to go forward to the Nationals Session, but also completely exhausted. (Not exhausted enough to forgo busting out a Spice Girls rendition on the way back, though).

The eight of us joined EYP because it is a great opportunity to meet new friends and develop public-speaking skills, whilst also staying up-to-date with current political, cultural and socio-economic affairs. EYP sessions contain a lot of thinking on the spot, speeches and debates, so they are a great way to improve your confidence whilst feeling like you're part of a welcoming community.  For our team, the next step is a four-day Nationals Session in Liverpool, where we will be faced with another round of gruelling debates and quirky energisers. After that, we can come back to organise or help judge future EYP sessions, so next year's team may see us around!
**Joeille Alfhaily, 12C**

'The day itself surpassed all my expectations and I would recommend the experience to anyone interested in politics or public speaking.' **Charlie Scott Haynes, 12E**

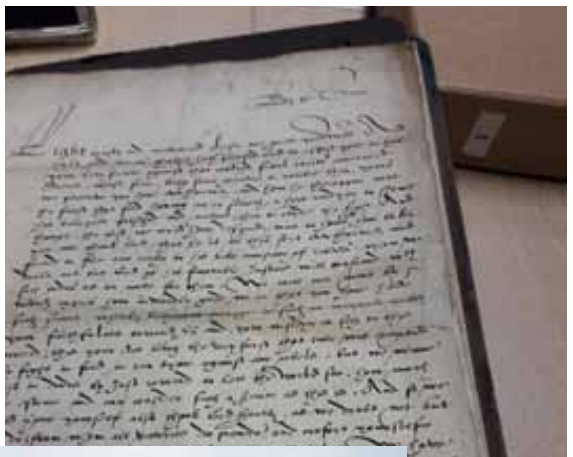
'My favourite part of the day was the energisers because I got to interact with new people in an environment in which we were all out of our comfort zone and having fun- this really boosted my confidence.' **Twinkle Agrawal, 12H**

# National Archive Visit - Year 12 History

On 1 March, Mr Paz and Mrs Sanderson took our Year 12 History class to the National Archives in Richmond in order to discover more about the Tudors. The day started (after an early start and a long bus ride!) with a workshop on the rebellions faced by the Tudor monarchs during which we were asked challenging questions on the nature of rebellion at the time and to consider the scale of the threats posed by each revolt, from the Pilgrimage of Grace under Henry VIII to the Northern Rebellion under Elizabeth I.

After lunch, we headed to our second workshop, where we were able to handle original Tudor documents like the marriage terms between Mary I and Philip II of Spain; it was incredible to read the handwritten words of the people we have studied in class, and this gave us a fascinating insight into the people behind the textbooks. Handling the fragile leather-bound books containing the documents was a real privilege (and very nerve-wracking). Luckily, they all remained intact and we were able to get as up-close and personal with the past as it is possible to be, which was a thrilling experience for all of us.

Finally, we were shown how to make full use of the National Archives website to find original documents to use for our coursework, which will be extremely useful going forward. The staff at the National Archives were all lovely, and we would like to say a huge thank you to them, but above all to Mr Paz for organising the trip and making it such a wonderful day.
**Riannon Chaplin, 12O**





# Bletchley Park

On Tuesday 5 March the whole of Year 8 were privileged to visit Bletchley Park Museum in Milton Keynes. Bletchley Park was the top-secret site for code-breaking during the first and second world wars.  The work completed there in breaking the code and deciphering the enemies messages undeniably helped the allied forces win the war and is estimated to have shortened the war by up to three years saving millions of lives in the



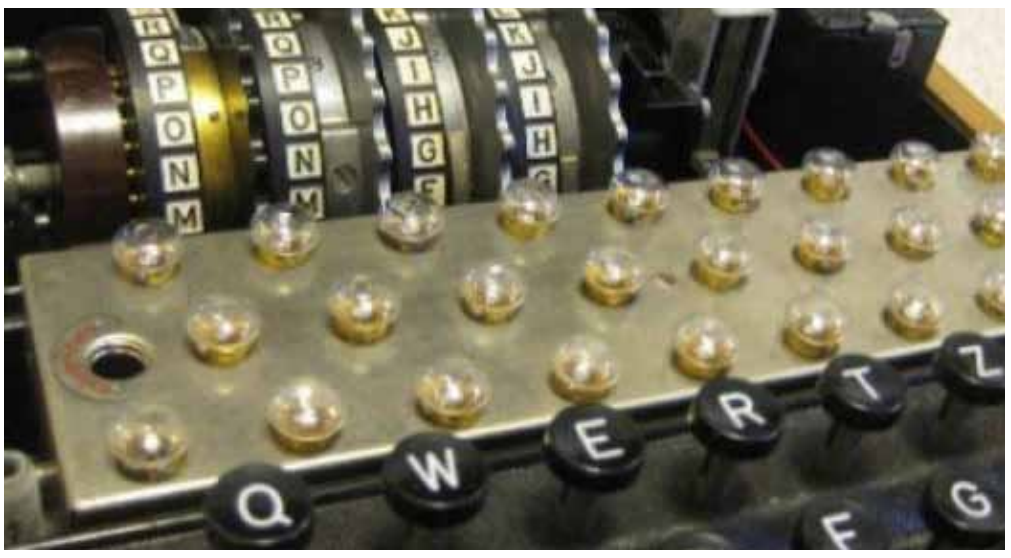



process. With this in mind the students and staff alike were eager to find out as much as possible about the work and the lives of the people who worked there.

The visit supports the History curriculum, Creative and Critical Thinking and the Computing curriculum. Earlier the year students had completed a topic on the history of computing where they had learnt about the important work done at Bletchley Park by Alan Turing and Tommy Flowers, and how the machines they created to decipher the Nazis messages encoded by the infamous Enigma machine, led us towards the era of modern computing we know today.

An early start to the day was necessary as the journey was estimated to take three hours at that time of day. The students were split into five groups and took part in a variety of activities throughout the day. They were given a guided tour of the museum site where they were shown all of the important buildings, told what they were used for and given an insight into what life would have been like for the thousands of young adults who were conscripted to work there in top-secret during the war. Lunch was eaten in one of the many original huts that have been restored. Students were given some free time to explore the numerous exhibits and visit the gift shop, this gave students the chance to see original versions of the Enigma machine and working replicas of Turing's Bombe.

The highlight of the day was an hour long workshop where students took part in a simulation of intercepting intelligence exactly as the young women working at Bletchley Park during the war would have done. This involved learning how to decipher Morse code and then using an original Enigma machine along-side copies of a genuine Nazi code-book to decipher enemy messages and save British troops.  Tired but happy and enriched from the experience staff and students were in good spirits on the journey home.






# Institute of Economic Affairs Budget Challenge




Congratulations to Hannah Wilkinson, Isabella Moorby, Annabel Raynes and Rebecca Hanna, Year 13 students who, on 7 March, competed in the IEA Budget Challenge National Final in London and managed to secure the runners up spot.

This national competition helps students to learn more about economics, develop their writing, research, and analytical skills, and give them a better understanding of the policy issues and challenges facing national decision makers.




To get to this stage, the students had submitted a 5,000 word essay that outlined their proposed budget with taxation and spending policy for the United Kingdom for the coming financial year as well analysing the macroeconomic conditions and setting out a broad policy and strategy in response to these. The students were shortlisted to the final ten teams across the UK and at the Finals, presented to a panel of judges from the IEA where they justified their policy recommendations and answered questions. The team was commended in particular on their cohesive presentation, their team work and the passion with which they justified their policy recommendations. The team members now look forward to receiving their certificates and £250 prize winnings from the IEA for securing runners up!

Thanks also to Mr Hughes for supporting the team with their essay and presentation preparations and Miss Summers for leading the students on the trip.

# UKMT Maths Team Challenge

The United Kingdom Mathematics Trust organises the Team Maths Challenge (TMC) for pupils in Year 8 and Year 9 (and equivalent) and the Senior Team Maths Challenge (STMC) for pupils in Year 11, Year 12 and Year 13 (and equivalent).

The UKMT Team Challenges promote mathematical dexterity, teamwork and communication skills.They also give pupils the opportunity to compete against pupils from other schools in their region. The Regional Final of the Challenge took place on Thursday 14 March at Framlingham College.  Our CCHSG team came third (out of 27) teams.

This is highest placing we have had to date!  Congratulations to the team: Iseoluwa Ayo-Ajala 8L, Aaminah Rizwan 8O, Chantelle Mbugua 9O and Nikhita Bansal 9C.

UKMT UKMT UKMT

United Kingdom Mathematics Trust

# Model United Nations Club

CCHSG were very proud to host two lunchtime sessions run by the University of Essex Model UN society. The first allowed students to get a feel for a Model UN conference where the hotly debated topic of 'Pineapple on Pizza' was presented. Students enjoyed watching and taking part as students from the University presented ideas from the viewpoint of their chosen country! We had Costa Rica debating with Italy over the economic pitfalls of pineapple sales and USA debating Brazil over the right to choose one's own toppings!




The second session was slightly more serious. The rules of procedure were delivered and groups of students were then able to research their country in relation to the chosen topic of the refugee crisis. This then allowed them to become more involved with the debate and put forward their (country's) opinion on the matter.
All in all these sessions were rousing and incredibly well delivered by the Model UN's president and have inspired CCHSG to create its own Model UN club with the hopes of attending conferences across the UK (and maybe the world) in the future.  Many thanks to the University of Essex Model UN society for delivering the sessions and Miss Seager and Miss Lucas for organising.



Model United Nations

**Model UN or MUN, is a simulation activity in which students can learn about diplomacy, international relations, and the United Nations. MUN involves and teaches participants speaking, debating, and writing skills, in addition to critical thinking, teamwork, and leadership abilities. It is designed to allow them to develop deeper understanding of current world issues.**

**CCHSG thanks the Model United Nations Society from the University of Essex for coming in over two lunchtimes to deliver an amazing and informative presentation about the Model United Nations. We had a great turn out for both the talks and some students even participated in a very heated debate on the topics of 'pineapple on pizza' on the Thursday and, on a more serious note, 'child refugees' on the Wednesday.**

**The sessions were very enjoyable and were a great encouragement for continuing MUN here at CCHSG as it develops important skills and emphasises the importance of public speaking on a daily basis.**

**By Diti Gupta**



# Gym & Dance Show 2019

Congratulations to all the students who performed in the Gym & Dance Show and thank you to all the staff involved, particularly Miss Wiseman who directed the show.



## The Production Team

**Directed by Miss N Wiseman**

**With thanks to our backstage supervisors, front of house team and raffle organisers:**

**Staff:**
Mrs K Daniels, Mr D Williams, Mr S Bartlett, Mr J Day, Miss E Bishop, Miss N Rampton, Miss H Walachowski, Miss D Murison, Mrs K Thornton, Dr A Edgington

**Students:**
Jessica Kamau, Carys Farndon, Martha Horsfield, Tegan Jones, Olivia Jack, Shalom Asemota, Isobel Strevens, Anna Bezant, Lucy Morrison, Hollie Evans, Coral Dunk, Poppy Sugden, Mia Burdorf, Alex Jones, Alice Mainwood, Jenny Kilcline, Sophie Etherington

**Lighting and Sound:** Miss A Summers

**Bar:** Kindly staffed by members of the PTFA

**Box Office:** Ms S Aves

**Publicity, tickets and programmes:** Ms K Stubbs

**Site Team:** Mr J Kalisz, Mr A Cunningham & Mr N Ward


















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CITY & COUNTRY

# World Book Day

World Book Day is a registered charity on a mission to give every child and young person a book of their own. It is also a celebration of authors, illustrators and books. It is the biggest event of its kind, designated by UNESCO as a worldwide celebration of books and reading, and marked in over 100 countries all over the world. This is the 22nd year there's been a World Book Day. Our Library Assistants are pictured here with their book tokens.






# BBC Young Reporter 2019

On Wednesday 6 March, we participated in the BBC Young Reporter event- a fruitful day filled to the brim with all things journalism: interviews, articles, surveys and snacks.
To begin with, we carried out preliminary research, browsing The Times, Telegraph and a few tabloids for ideas on appropriate news stories we could write about. With the help of Miss Lucas, we chose to discuss the problems the food industry will face after Britain leaves the EU, and then constructed a mini survey to gain the view of the other students. Following this, we carried out some research which would benefit our article, and also composed several questions we could ask the Canteen staff in an interview. After break, we ventured into the deserted canteen to speak to Mr Gosling about his views on Britain's food shortages and price increases, and then we planned how we could use these in our writing. Furthermore, we formatted our survey results into a pie chart and, after briefly planning our piece, we wrote our introduction and first two paragraphs. Many Pringles later, we completed our article, packing it with many facts and figures (ensuring it wasn't biased) and fiddled with the font for a long time before we successfully fitted the writing and the pie chart on one page. Then we sent it to Miss Lucas, for it to be edited and later published on the BBC website.




Overall, the day was a lot of fun, and we are very grateful to have been give this insight into the works of journalism.
**By Josie Hepworth & Taaliya Leigh**

Our day initially began when we collected our pens, lanyards and had our pictures taken. We started our day by brainstorming different ideas that were currently in the public eye. To do this, we sought out inspiration from the BBC website as well as different local newspaper articles written in similar styles to the ones we wanted to create by the end of the day. When doing this, we considered the target audience, information available on the topic and the relevance to our community.

After some consideration of other topics, we settled on the NASA first all-female spacewalk. We then gathered some details on the spacewalk, before proposing our idea to the rest of the class and it was approved. Starting out was originally difficult, as we were not sure on how to expand onto the topic of International Women's Day in our article. However, once we began to gain more information, we were able to plan out the article, breaking it down into different sections. This included an introduction, International Women's Day, gender equality in the industry and students' opinions. We then went on to get the opinions of different students to help us put some figures into the report.

My partner and I completed our article ahead of schedule, so decided to create another article on World Book Day. Scrumdiddlyumptious! We explained how to get involved, the work that this day actually does, as well as including the reading habits of our peers. We even managed to fit in a visit to the library.

Overall, we enjoyed this day greatly as we got to build skills of communication, teamwork and journalism as well as there being lots of snacks to help us along the way by feeding our hungry minds. We also got to embrace our photogenic sides in the photos posted on the school twitter! @cchsg_

**By Tumi Adeusi and Hannah Skeleton**




# NASA makes history with first all-female spacewalk.  Who runs outer space? Girls!

**By Tumi and Hannah**




NASA set out to make history once again earlier this month, by announcing plans of the first ever all-female spacewalk. This event is due to take place on the 29th March, nearly 35 years after cosmonaut Svetlana Savitskaya broke history by becoming the first woman to walk in space on July 25th 1984.  The 59 women-strong crew will include NASA astronauts Anne McClain and Christina Koch, as well as Canadian Space Agency controller Kristen Facciol. It was confirmed by a spokesperson from NASA that the all-female spacewalk would be one of three operations scheduled to be carried out.  This much anticipated milestone, coincides with Women's History Month in which women's rights and achievements are celebrated globally. Although this event is a perfect example of how far women have come, a NASA spokesperson said it "had not been orchestrated to be this way" and this mission would focus on the replacement of batteries.

This begs the question: have women made progress in this industry, or are NASA trying to match the expectations projected by this modern society? One student responded to this question with: "this does show women have made progress as there are more opportunities available, especially in such a physically demanding, stereotypically male industry." However, she countered this suggesting "NASA may be matching the standards assumed for all industries by giving women who aren't necessarily the best candidates, the privilege of making history, to protect NASA's public image." This brings to light the question, are NASA pursuing equality for the right reasons?

Though the increased presence of women in this sector is being encouraged, are there genuine reasons for this industry to be dominated by men? It has been found that there are more physical restraints on women working in space than men doing the same jobs. Women have a lower threshold for space radiation exposure than their male colleagues which means they are more at risk of the effects on their DNA, cells and tissue. Women also suffer more with orthopaedic intolerance upon returning to and standing upon earth. Female astronauts are more likely to experience mild to severe light-headedness, generalised weakness and fatigue. However, 66% of the students surveyed at Colchester County High School for Girls were not aware of the increased risk that space travel brings to women. These findings reflect that the information researched by scientists is still relatively unknown by the general public, leading many to believe that women are not receiving the same opportunities as their male counterparts. On the other hand, 34% of the students were aware and acknowledged the slight boundaries that women in space are restricted by. Nonetheless, everyone surveyed was aware that women and men are more consistently being presented with the same opportunities thanks to the resilient women before them.  There could not be a better time to highlight the achievements of women and demonstrate what women are capable of all over the world, even in outer space!




# There's More to Climate Change than Snow in March

**By Alana and Megan**

Are we doing enough to secure our planet's future? We have 12 years to act on global warming, or we face an irreversible future for Planet Earth.

This is the warning issued by the UN Intergovernmental Panel on Climate Change (IPCC) stating that changes need to be made immediately to stop the inevitable worsening of climate change. For instance, the maximum of global warning needs to be kept as 1.5C in the next 12 years, before spiralling out of control. If this is not achieved, we face serious consequences such as heat waves, droughts and floods. Two year nine students agreed, their reactions being: "It's horrific – we really need to take more action." "It seems as though we're taking a step back as a global population – why are we letting this happen?"

Despite this intimidatingly short time frame, it is believed that the government still aren't focussing enough on this issue. When a year nine group was asked if they thought the UKs government were doing all they could to combat climate change, the answer was unanimously no. Among the public there also isn't enough awareness of climate change, many people misjudging the effects. We asked a group of students and teachers how many homes in the UK they thought would be at risk of flooding in 2050. 9% were correct however 87% underestimated the number saying that the amount would be between 500,000 and 1,500,000. The truth is that the number will be 1,900,000 if we don't make adequate changes soon.

In contrast, the British government are making some effort to reduce global warming. To begin with, they are gradually moving away from fossil fuels and powering our country through renewable means. In 2010, 7% of electricity was from a renewable source. By the end of 2016, that figure was 25%. The UK also signed the Paris agreement which meant they were conforming to a standard of limiting global temperature rise to 1.5C. On the other hand, this step hasn't been as successful because the total emissions of each participant has resulted in the rise being above 3C. Other European countries are also concerned about the affects global warming could have on Earth. For example, Germany is leading the way with replacing fossil fuels. They are trying to eradicate all factories that utilize coal and replace them with renewable sources. Additionally, the German Chancellor, Angela Merkel, is encouraging all school children to strike on Friday 15 March in protest to end climate change.....

Colchester Teacher Training Consortium

Now Recruiting Secondary Trainees for September 2019

**Established in 2004, the CTTC partnership of local schools annually trains around 70 primary and secondary teachers from its base at Colchester County High School for Girls. The school centred programme, recognised by Ofsted as outstanding, allows trainees to gain Qualified Teacher Status (QTS) through a combination of taught sessions and practical training alongside colleagues in schools. Pastoral support and mentoring is a strength of the programme and local schools are keen to employ trainees from the partnership, with many NQTs and former trainees moving quickly into leadership and management roles.**

**For further information contact:**

**enquiries@colchesterttc.org.uk**



# Charter Hall Concert



On Friday 15 March our Concert Band and Chamber Choir performed at the Colchester School Prom at Charter Hall. Our Chamber Choir wowed audience members with ‘Africa’ by Toto and our Concert Band treated us to ‘The Simpsons’ theme by Danny Elfman. Our students then joined forces with over 300 students from various other Colchester Schools to perform two numbers from the Greatest Showman.

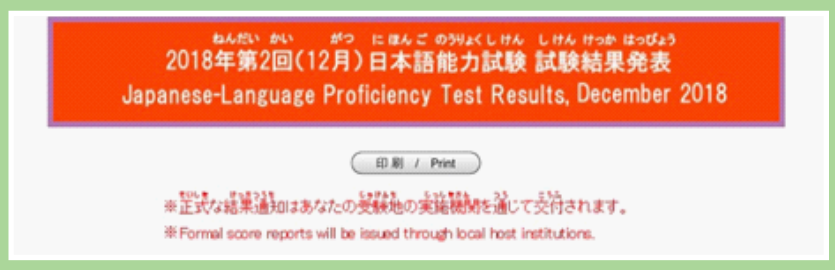
Organised by Colchester Youth Arts Partnership, this was the 20th year of the running of the Schools Prom,  Each of the nine schools and colleges involved performed their own items with ensembles such as choirs, orchestras, bands and brass ensembles. The schools taking part this year were Colchester Academy, Colchester Royal Grammar School, The Gilberd School, The Stanway School, St Helena School, Thomas Lord Audley School, The Sixth Form College and Thurstable School.





# Independent Language Learning - A Case Study

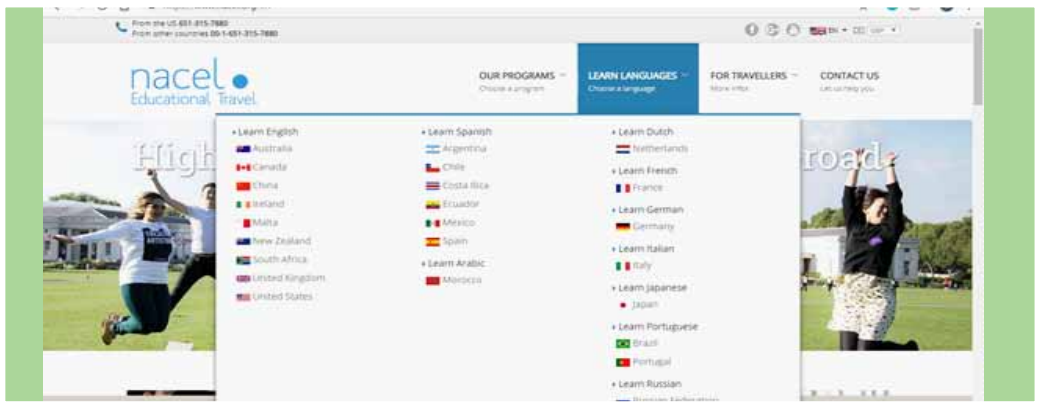
**Alex Webster-Hirst has been teaching herself Japanese for the past three years. She arranged to spend a month in Fukuoka last summer and recently went to The University of London School of Oriental and African Studies to take the Level 4 Japanese Language proficiency exam (JLPT).**




**She passed with a score of 171 out of 180! Read her inspiring story below.**



Modern languages have little use without context. That's why I decided the only natural next step in my independent study of Japanese was to put my skills into practice and travel to Japan. I started studying Japanese a few years ago, with no knowledge of the language whatsoever. I simply had the internet, and curiosity, which, as it turns out, was all I needed. Starting with Memrise, the popular vocabulary learning website, I began to build up knowledge of the phonetics and basic words. I had (and still have) an interest in Japanese music and artists, and regularly listened to podcasts and livestreams in Japanese, so the beginning stages, albeit a little frustrating, were rewarding when I could recognise what I had learnt used in conversation and media. From here, I began to seek out opportunities to use the language for my own conversation.




On the internet, I found a company called Nacel International – a company based in France whose goal was language education through extended or short visits to foreign countries. The staff helped me to find a program I could fit into my summer holiday between Years 12 and 13. They have partner language schools all over the world, for a number of different languages. Soon I had my flights booked and was looking forward to my adventure, if a little daunted by the prospect of two flights each way by myself. My four weeks in Fukuoka, Kyushu (southern island of Japan) went by far too quickly. One minute I was at the arrivals terminal at Fukuoka International Airport, jetlagged and head spinning, and the next I was at departures, exchanging emotional farewells with my host mother. The food, sights and experiences were incredible. Of course, it wasn't all plain sailing – the first few days were uncomfortable as my sleep cycle sorted itself out and I became accustomed to the change in diet, met loads of new people and experienced a good deal of culture shock – but every moment was valuable, and once I had settled, I had the time of my life.

My host family – a 65 year old woman named Noriko, her 70 year old husband and their dog – were endlessly kind and considerate. We communicated in Japanese, and they were patient and helpful if I tripped over my words. I met their three adult children and grandchildren (ages 6, 3 and 2), offering not just one perspective of the language, but from 3 different generations. This was fantastic, all except when the grandchildren acted as my alarm clock, coming in to my room to say good morning at ten-to-six for a few days straight! At school – Genki Japanese and Culture School (or Genki JACS for short) – I soon made friends. I was sorted into a class based on my language level, and not a couple of days went by before I was exploring the city with my classmates, who were from everywhere from Sweden to Brazil, like I had known them my whole life. I loved the classes and my teachers, who were just as friendly, going out of their way to help and support the class. There were around 6-8 students in each class, so there was plenty of one-to-one help and support and loads of speaking, writing and listening practice. The school held events on weekends, for example the barbeque by the beach.

My decision to study Japanese is one of the best I have made in my life. Although I am not fluent, I now have the capacity to communicate with a whole different group of people and have unlocked unforgettable experiences. I cannot recommend this enough. It does not have to be Japanese – Spanish, Korean, Russian, Mandarin Chinese, Sanskrit; any language at all. To anyone who has ever considered learning a new language, or is interested in a foreign culture, I encourage you to take the first steps yourself, as it will open a world of opportunities.

**Alex Webster-Hirst, 13E**

# CCHSG Raises over £6,000 to combat leprosy

This spring, Year 7 students have been helping to beat leprosy by fundraising and collecting donations for Lepra, the UK based international leprosy charity. Over 150 students took part in a sponsored Zumba workout as well as other sponsored activities and were able to raise a phenomenal £6101.99 for the international charity.

**Phoebe Nicholson, Lepra community fundraiser said:**

**'The students have been dedicated to raising both funds and awareness for leprosy at the school since 2004. This year the Year 7's have taken part in creative fundraising activities and should be incredibly proud of their achievement.'**

Leprosy is a curable disease that affects millions of people across the world, but is often misunderstood or ignored, along with those affected by it. Lepra work in India, Bangladesh and Mozambique to find, cure and treat those affected, along with educating their communities to help reduce prejudice and fear around leprosy. At CCHSG we are keen to encourage student's awareness of wider national and global issues and the work of Lepra resonates with students, staff and parents; particularly that the disease can ruin opportunities such as school for children and young people, either through disabilities caused by the disease or the prejudice it generates.



One example of this is Neru, an eight year old from India who was ordered to leave her school by a dinner lady on hearing of her diagnosis. Neru missed two years of school as a result and her family suffered further prejudice. With Lepra's help, Neru was cured and her disabilities treated, allowing her to return to school and resume her learning.

Lepra works with schools, community groups and churches to raise awareness about neglected diseases and people marginalised by society. Working with governments, other non-governmental organisations and international agencies, Lepra identifies and bridges gaps in healthcare provision as well as helping people to rebuild their lives.



**Mr Hughes (Year 7 Year Leader) said:**

**'CCHSG have a long history of fundraising for Lepra. The charity does excellent work in supporting some of the most vulnerable people across the globe and we are very happy to be part of this. Our Year 7 students have made an incredible effort this year raising a record sum for the charity and we commend them for their fundraising efforts and for raising awareness of this worthy cause.'**

@LepraUK
www.lepra.org.uk



# Sports Headlines

## Ski Trip 2019: Bad Kleinkirchheim



After a 24 hour journey, fuelled by 1am McDonalds, we arrived in Bad Kleinkirchheim and dragged our luggage up 3 flights of stairs to our rooms.  The next morning after breakfast, we took the bus to a ski-hire place where we picked up our kit and stumbled around in ski boots, hitting almost everyone in the nearby area with our poles.



We quickly split into our ski groups: the complete beginners, the advanced beginners, intermediate group and advanced group. The complete beginners spent their morning sidestepping through the snow, spending the majority of their time on the floor, before experiencing the majestic Magic Carpet in the afternoon along with the advanced beginners. The intermediate and advanced groups made their way up the mountain on the central gondola. The first day went relatively smoothly, the expected array of stacks and ski lift mishaps relayed to the group in the evening during the infamous 'Stack of the Day' ceremony – pictures can be found on PE Twitter page.

As the week progressed, everyone's skiing improved massively, with all groups making it onto a red slope. The more experienced groups went piste-hopping onto the nearby mountains; the site of some spectacular stacks, such as Emi's halfpipe fail and Rosanna's adventure in cliff-sliding. We also spent some nights exploring the surroundings, including Austrian Bowling and a Pizzeria.

The highlight of the trip for all involved would undoubtedly be the group songs at the end of the week, which we performed both in the hotel, and on the slopes to our rather bemused looking ski instructors.

We all had a brilliant week and would definitely recommend the trip to everyone - we've been two years in a row now and it's been honestly one of our favourite things at CCHSG.

**Isobel Strevens 11C**



## National Badminton Competition



Chloe Dennis in Year 9, represented England in Badminton.  England beat Germany 9-0 in the 3/4 play off to come third behind Denmark (who had been in England's box) and France.

Individually, she achieved last 16 in the singles and mixed and semi-final in the doubles, losing to the No1 Danish pair who went on to win it. In the doubles and mixed she played with people she had never played with before, so this was a fantastic result .  Well done.

# Football



The beginning of 2019 saw the start of competitive football fixtures for students across all year groups. Over the course of two evenings, our Year 7, U14, and U16 teams competed in the district schools competition held at St. Helena. Our Year 7 team was represented by Leo Brown, Lexi Smith, Carys Sargeant, Daisy Stubbins, Kate Archer, Grace Davies and Anna Prince. Despite the team finishing just outside the medal positions, all players should feel proud of the impressive teamwork and passing play they displayed – I have no doubt we will finish in the medal positions next year.  Our U14 team was represented by mixture of Years 8 & 9 including: Shreya Day, Sophie Durgan, Shaleeza Farooqi, Milly Stubbs, Darla Secreto, Natalie Betts, Niamh Masterson, Eva Black, Bella Johnson, Sheena Franklin, Louisa Harvey, Summer Xia, Freya Bartley, Alanna Matthews, and Taro. Considering on each of the evenings our teams lined up completely differently, we managed to finish a respectable 5th place. A particular highlight was Louisa Harvey's last minute worldie into the top corner against Philip





Morant – it's fair to say the team celebrated that one in some style (or lack of)! Our U16 team was represented by Chanel Mba, Sarah Skaria, Georgie Keeley, Rahma Khan, Clara Pierson, Aimee Collins, and Mary Olayiwola. Hours of hard work on the training ground, as well as in PE lessons, clearly paid off for our Year 11 dream team, as they managed to finish runners up overall. On behalf of the whole department we would like to thank all players for attending both lunchtime club and representing the school in competition, the progress they are making year on year is outstanding!

# Cross Country Results

**This half term, the students  have been working on cross country during PE lessons, running the 1.5 mile course. The PE team have seen some fantastic effort and motivation from the students aiming to  beat their own personal targets; whether its time based or running further than they previously have. The table shows the top ten leader board for each Year Group. Well done to everyone during their cross country lessons.**

**A special mention to Rose Sheppard for beating the course record with a time of 9.49 and the Year 11s who voluntarily ran the course during a lunchtime club.**

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 & Sixth Form (Voluntary) |
|---|---|---|---|---|---|
| 1st | Carys Sargeant - 10.53 | Bella Johnson- 11.09 | Rose Sheppard - 9.49 | Emi Nicholls- 11.32 | Louisa Hayes - 12.55 |
| 2nd | Imogen Jones - 10.54 | Esme Vallois-Davies - 11.17 | Chloe Dennis - 11.03 | Lucy Morgan- 11.32 | Sarah Skaria- 12.55 |
| 3rd | Olivia Edwards - 12.04 | Maya Osbourne - 11.48 | Erin Handley - 11.09 | Coral Dunk- 11.48 | Katie Zoltan- 14.31 |
| 4th | Amy Milburn - 12.05 | Louisa Harvey - 11.51 | Charlotte Norman - 11.11 | Neha Vijayakumar - 11.51 | Lucy Walton - 14.43 |
| 5th | Kate Archer - 12.10 | Rebekah Nicholson - 12.01 | Sam Smith - 11.20 | Isabelle McPherson - 12.08 | Matilda Evans - 13.20 |
| 6th | Elizabeth Joseph - 12.24 | Eve Alexandrovich - 12.04 | Ella Aldons- 11.35 | Gracie Tyte - 12.28 | Rachel Twumasi 17:21 |
| 7th | Anna Prince - 12.31 | Nicole Zedomi - 12.12 | Maddy Allen 11.36 | Anna Golubovic- 12.28 | |
| 8th | Hannah Karlsson - 12.32 | Aaminah Rizwan - 12.23 | Georgie Smith - 11.42 | Rhiannon Webber 12.39 | |
| 9th | Isadora Spalding - 12.38 | Olivia Powell - 12.28 | Milly Stubbs- 11.45 | Erica Joscelyne - 12.40 | |
| 10th | Hannah Baker - 12.39 | Chloe Adcock - 12.39 | Lorna Powell- 11.54 | Charlotte Xia - 12.42 | |

# PTFA

## PTFA Meetings

**All PTFA meetings are held at the school**
**19.30-21.00hrs**

### PTFA Annual General Meeting
**followed by Ordinary PTFA Meeting.**
**Monday 20 May 2019**

**Agenda:**
- Election of PTFA Committee Members
- Review of PTFA events & fundraising
- Plan for upcoming events for 2018/2019

### PTFA Committee Vacancy:
**Due to increased work commitments, our current Treasurer will be stepping down at the next AGM. If you have a finance background and might be interested in taking on this role, please get in touch with Chair of PTFA, Mrs Agness O'Brien at cchsgptfa@gmail.com.**




## Colchester Half Marathon Fundraising

**We are very grateful to Mrs Louise Quinn (staff), Miss Nina Webb (staff), Mr Stephen Hargreaves (parent), Mr Ravi Natarajan (parent) and Mrs Nirmala Raviraj (parent) who took part in the Colchester Half Marathon on Sunday 24 March to raise funds for CCHSG.**

**The JustGiving donation total is currently at £1,012.50 with an additional £245.00 on of Gift Aid bringing the total up to £1,251.50.**

**A big thank you to all those who showed their support by making a donation.**




**Great news! We've already raised over £3,600 with 171 supprters since April 2016 with easyfundraising. Help us raise more by signing-up at https://www.easyfundraising.org.uk/causes/colchestercountygirlspta/ Before you book your Easter and summer holidays, why not check what easyfundraising's holiday partners have to offer.**

PTFA CONTACTS:
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Tel. 01376 573694 or
07951 511653
cchsgptfa@gmail.com




Upcoming second hand uniform sales are advertised in the PTFA section at the end of the weekly CCHSG Staff and Parent Bulletins.

The PTFA is always grateful for donations of outgrown uniform via School Reception.