CCHSG E-Newsletter

15 December 2020

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Executive Principal's Notes

The approach of a new calendar year is always a time for reflection on the past, for planning and for looking forward to the future. After such an unprecedented time, during which we have been forced to adapt and change our practices, there is more than usual to evaluate and consider. The year has brought many positive innovations, with virtual events such as Parent's Evenings, Information Evenings, virtual cabarets and concerts, which have been very well received by both students and parents. Online presentations such as our virtual Sixth Form Open Evening have attracted audiences almost double those of a traditional event. Staff are working on the development of our virtual school and have enhanced the provision of learning through the delivery of live lessons. If we are to create the space and time to truly benefit from innovations such as these, we must however, also be prepared to permanently abandon some of our longstanding ways of working. The latter will be the challenge but we value your feedback.

The demands, both professional and personal, that have been faced by the whole school community, have reinforced the importance of our focus on wellbeing and we have further strengthened our provision in this area. We have put in place a comprehensive plan of mentoring and support for those students who may be struggling to reconnect with learning or who have been particularly affected by the events of the year.

I am delighted to say that our drive to improve teaching facilities has continued, with our fabulous new Art rooms now in use and the extensive Library facilities ready to open. Further developments are also planned for 2021 with a large permanent outside canopy to extend the current canteen area and future plans for a multi-utility games area and multi-gym under consideration. As Colchester Teacher Training Consortium consistently fills its training places and requires expansion, we have also received planning approval for an extension to the S block, which is now awaiting funding agreement.



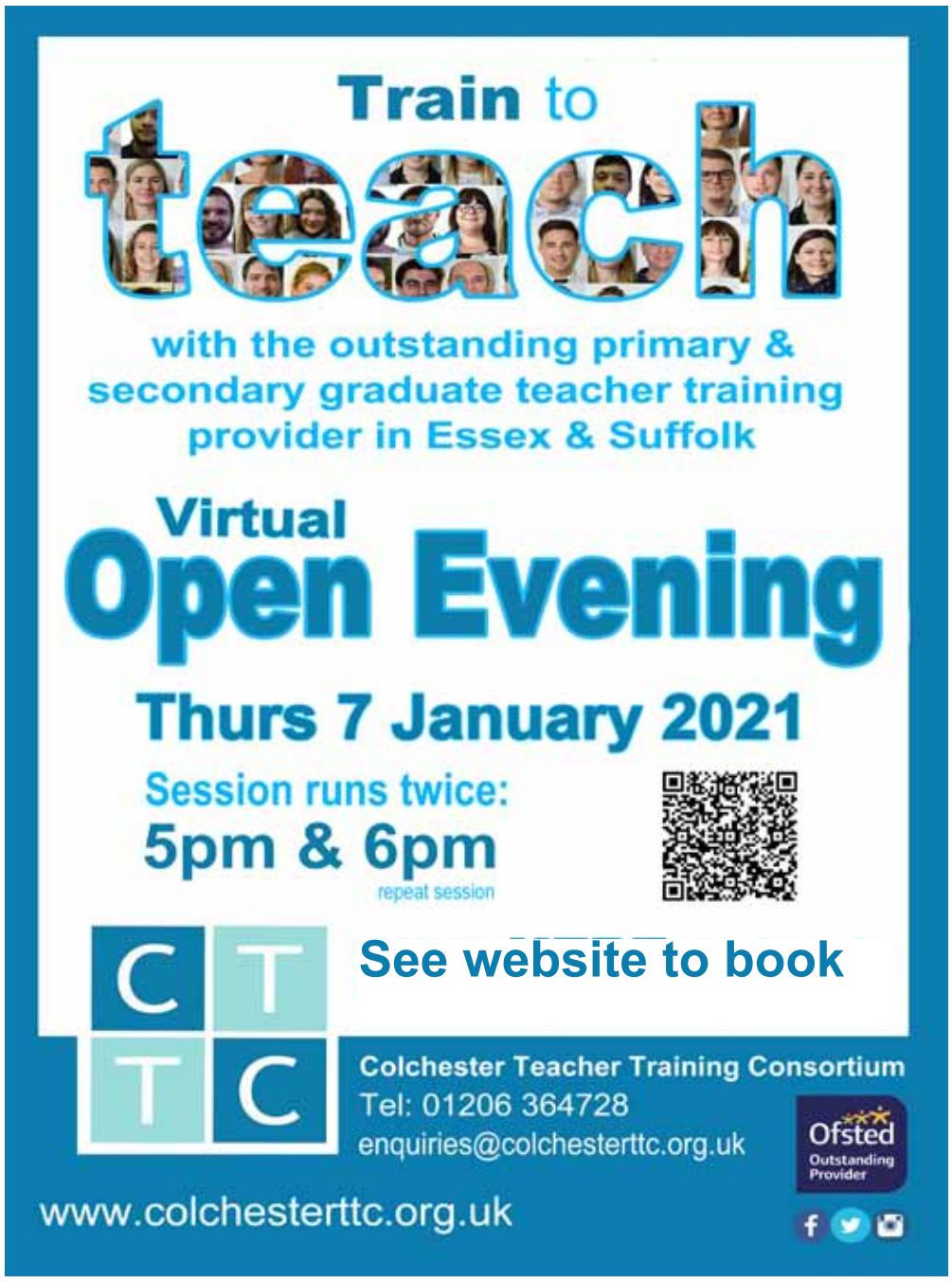
Throughout this most challenging of years, along with my senior

team, I have been greatly encouraged by the strength of the support offered by our governors and parents, for which I wholeheartedly thank you. I also thank the whole school staff, teaching and support, who have worked together in the most positive and committed way. Despite the upheaval and inconvenience of the pandemic, quality assurance measures such as virtual lesson observations have continued and it has been gratifying to see that the quality of teaching and learning that we offer remains of the highest standard. Our students must also be commended for the way that they have supported the school and for their continuing positivity and resilience.

At the end of this term we say goodbye to Ms McKenna, who has led the Psychology department since September 2016. During this time she has produced tailored resources for the students and developed a completely new Scheme of Work. She has inspired many students over the years through her passion and enthusiasm for her subject. She also enriched the Psychology department's curriculum by providing many opportunities for learning outside of the classroom such as co-curricular clubs and visits to museums and conferences. We wish Ms McKenna every success for the future.

While our end of term will be a departure from tradition, we hope that the planned virtual events which students will be able to enjoy as Form Groups, wearing their Christmas jumpers, will still bring fun and festive cheer. We wish you all a safe and enjoyable Christmas break.

Mrs Gillian Marshall - **Executive Principal**



Colchester Teacher Training Consortium

Established in 2004, the CTTC partnership of local schools annually trains around 90 primary and secondary teachers from its bases here at CCHSG and in Ipswich. Our schools are able to provide a wide range of experiences including PGCE Level 7; opportunities in Sixth Form colleges, grammar schools, SEND and EAL experiences. Recognised by Ofsted as outstanding, the course allows trainees to gain Qualified Teacher Status (QTS) through a combination of taught sessions and practical training alongside colleagues in schools. Local schools are keen to employ trainees from the partnership, with many NQTs and former trainees moving quickly into leadership and management roles.

Would you like your daily work to make a real difference to the lives of others? Are you looking for new opportunities and the chance to develop new skills while pursuing a professional career pathway? If you already have a degree you could qualify as a teacher in Primary or Secondary education with a year of training. CTTC is validated by the University of Greenwich to deliver a PGCE course, offered at either professional or postgraduate level, the latter providing 120 credits towards Master's level study.

Now recruiting graduates to train from September 2021

For further information:

Call 01206 364728

See www.colchesterttc.org.uk
or contact enquiries@colchesterttc.org.uk

Make a difference,
Inspire, Challenge,



Ofsted Outstanding Provider

The Big Build





The new Art Rooms are now in use, with three studios and extensive storage providing a fabulous new base for the Art Department.









The light and spacious new Library will have capacity for up to 150 students.







History Society Online



As History Society resumed as an online activity this term, three members of the society shared their experience of the online meeting:

Sarah:
‘Who is your history hero?’ That was the question that Mr Kidby first posed to us at our introduction meeting on Teams. Mr Kidby explained why Water Tull inspires him. Walter Tull, the first black officer to charge and command white soldiers, a life of loss and poverty and racism, he continued to put his comrades before himself showing true bravery and selflessness in combat; until he eventually lost his life on the battlefield after returning to the frontline for a second time despite suffering from PTSD. Student were then asked to share theirs.

My history hero would have to be Marilyn Monroe. You will know the name most likely from her 50’s Hollywood starlet ways, but she is so much more than the Golden Age Hollywood sex symbol that she’s unfairly portrayed to be.: she is a feminist icon and a civil rights activist. When Ella Fitzgerald wouldn’t be booked at a Hollywood nightclub because she was black, Marilyn called the owner and promised to sit at a table in the front of the room every night that Ella performed. It worked, and Monroe generated publicity. Monroe is often portrayed under the ‘dumb-blonde’ stereotype. Marilyn was no dumb blonde. She took literature classes at UCLA. Her library, diary entries and poems show her passion for works by Walt Whitman, Samuel Beckett and James Joyce. She inspires me because she continued to strive against the misogynistic establishment that made her hide her true personality and ability.

Gabrielle:
My hero would be Lieutenant-Colonel John McCrae, you may have heard of him as he penned the famous war poem, ’In Flanders Fields’. He is my history hero because he helped with inspiring people in the difficult times of WW1, among that his poem is a foundation in how we continue to show remembrance for those who died in war. He continues to inspire me not only during times of remembrance for all those who sacrificed their lives but also in my artworks, I find myself often drawing in themes that he writes about in his poems into my artworks themselves. Another history student said that Bobby Kennedy was her hero. Brother of President John F. Kennedy but influential in his right as he managed to become an attorney general on his own merit without help from his influential family. Despite familial links to Boston Mafia, his position as attorney gave him the opportunity to disestablish the mafia that his family had such a close network to. He was a strong advocate for the civil rights movements; even working closely with Martin Luther King. A lead candidate for the democratic presidency, he never got that chance to run as he was assassinated in 1968.

The History Heroes presentations were incredibly successful, they gave people and staff from across the school a chance to be introduced to new historical figures and learn things about historical characters that the curriculum doesn’t normally cover.

Zopheen:
This term the Sixth Form History Ambassadors have provided us with presentations on areas of historical interest. So far this term there has been a one on female Pharaohs and their influence as rulers and why some are not as remembered as their male counterparts. A brilliant and informative meeting was led by Diti Gupta and Zeina Eweiss, two of our history ambassadors. And, of course, they didn’t just mention the usual suspects, Cleopatra and Nefertiti, they also included many facts about two other female Pharaohs (that I myself had never heard of!), Hatshepsut and Sobekneferu. Everyone who listened in definitely learned a new lady pharaoh or two and more about Egyptian culture and customs. Such as Cleopatra being not only a female Pharaoh but also a fierce war tactician, and she wasn’t even Egyptian! Another meeting that is yet to take place, is about the ‘Watergate Scandal’ and the parallels in politics today, which is to be led by ambassadors Sarah Altikriti and Eleanor Carmel on 10 December.

Our personal opinions about History Society? We all think very highly of it, and it’s very inspiring to learn about all these powerful people and why they inspire each individual student. Many of them did much to change things in the past and some are still impacting the present day for the better. Every meeting a new thing is learnt, a new point of view is seen, and a new perspective is introduced.

To students: If you like history or are interested in broadening your knowledge, then join the History Society! You won’t be disappointed. We can honestly say, you’re missing out on some interesting discussions and historical topics that otherwise the curriculum doesn’t teach. Get in touch with Mr Kidby if you would like to join.

CCHSG DofE

Congratulations to all the DofE participants enrolled on the 2019-2020 programme that have completed their “certificate of achievement”.

Certificates are available to all participants who have completed their Skills, Volunteering and Physical sections at all Award levels, but have not been able to do their expedition and/or residential at Gold because of the pandemic.

So far, we have awarded 24 certificates. We are hopeful that we can resume the expeditions, for these groups only, next summer. Any participant that has been awarded the certificate of achievement before the expeditions will gain the full award on completion of the expedition presentation. The Christmas holiday will be an ideal time to continue with the Volunteering, Physical and Skills sections. DofE have suggestions for activities at home at: https://www.dofe.org/dofewithadifference/activities/.



Bliss Falowo - Walking through a Bluebell wood (Physical Section)

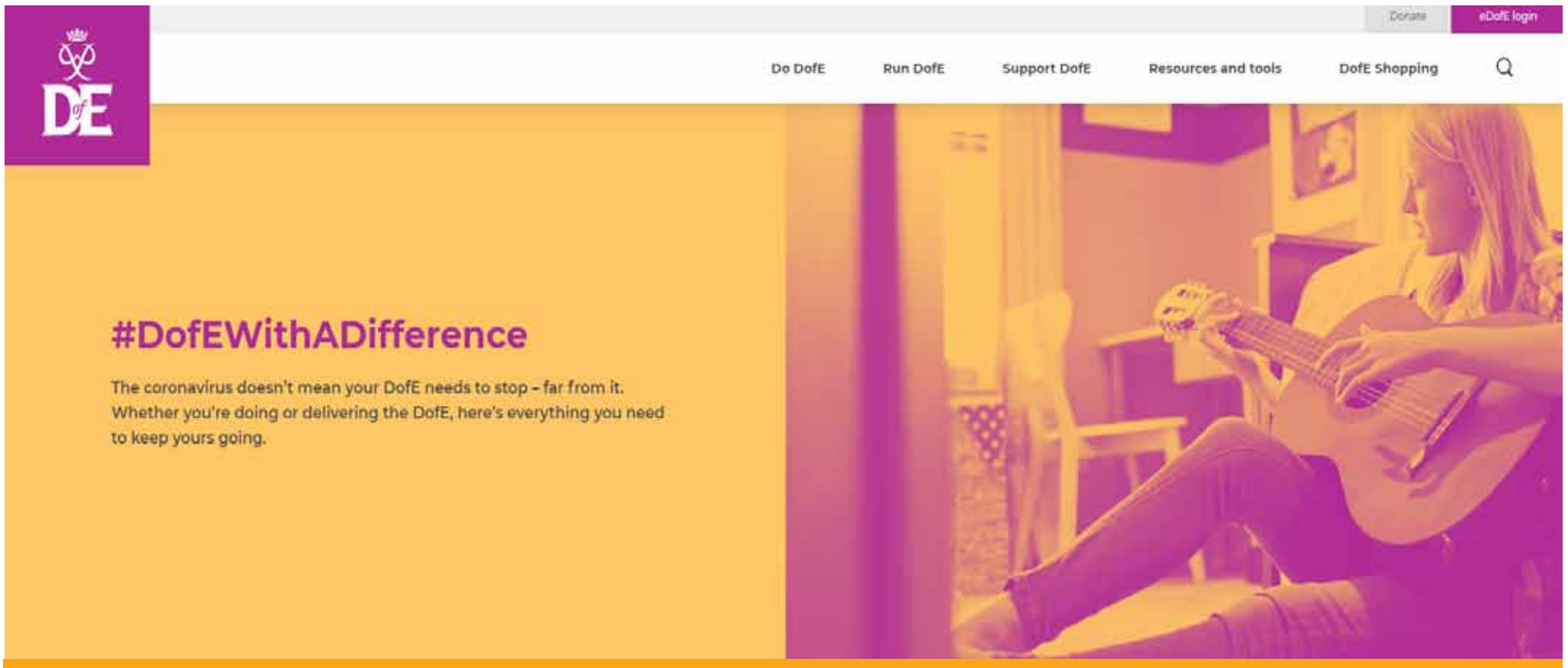


The following pictures are a selection of the evidence that has been uploaded to eDofE in this very different year:

Georgia Domoney - Vegan Paella (Skills Section)



Hana Hagras – Community “give & take” table (Volunteering Section)



For regular news updates follow CCHSG on Facebook @colchestergirls or Twitter @CCHSG_

Virtual Winter Concert



Colchester Transport Strategy

CCHSG is pleased to be supporting the Colchester Future Transport Strategy with its health and wellbeing focus which is set to transform transport in Colchester. As part of our Eco-school status CCHSG is keen to encourage more students who live in Colchester to walk or cycle to school. This would not only benefit their health and fitness but would also help to reduce traffic congestion in the area local to the school. CCHSG students helped to launch a blueprint that will help re-shape how we travel in Colchester.

Now open for people's views, the Colchester Future Transport Strategy examines how the borough's residents, employees and visitors currently travel and where transport investment should be made over the coming years.

Jointly supported by Essex County Council and Colchester Borough Council, it will also form the basis on which all future transport schemes are judged.

The strategy sets out a bold vision and stark need to focus on health and wellbeing, reduce car use in the town centre, improve air quality and increase sustainable travel, through the creation of four zones in, each with specific priorities.



Currently, over 60 per cent of people who both live and work within the borough travel by car. Of these journeys, 40 per cent are 5km or less and 20 per cent are 2km or less.

Cllr Kevin Bentley, Deputy Leader of Essex County Council and Cabinet Member for Infrastructure, added: "At the height of lockdown we saw over 20,000 fewer car journeys on Colchester's roads. Congestion eased, air quality improved and the number of people cycling and walking within the town increased significantly.

"We now need to look to the long-term, taking the 'safer, greener, healthier' ethos into our future planning and making that behaviour change more permanent.

"This strategy will transform Colchester's network over the coming years and decades. As the transport users of the future, it is critical that we garner young people's views, which is why we are also today opening a competition to encourage pupils to submit their ideas on increasing cycling and walking, alongside launching the strategy.



Cllr Mark Cory, Leader of Colchester Borough Council, added: "How we travel around our town and connect our communities is key to our future success.

"We have set out our vision for Colchester – including growing our economy, providing homes for those in need, celebrating our culture and heritage, and creating safe and active communities. All of these are vital for creating a Better Colchester, as is our commitment to tackling climate change and protecting our environment into the future.

"Put simply, we have to make it easier to leave the car at home."

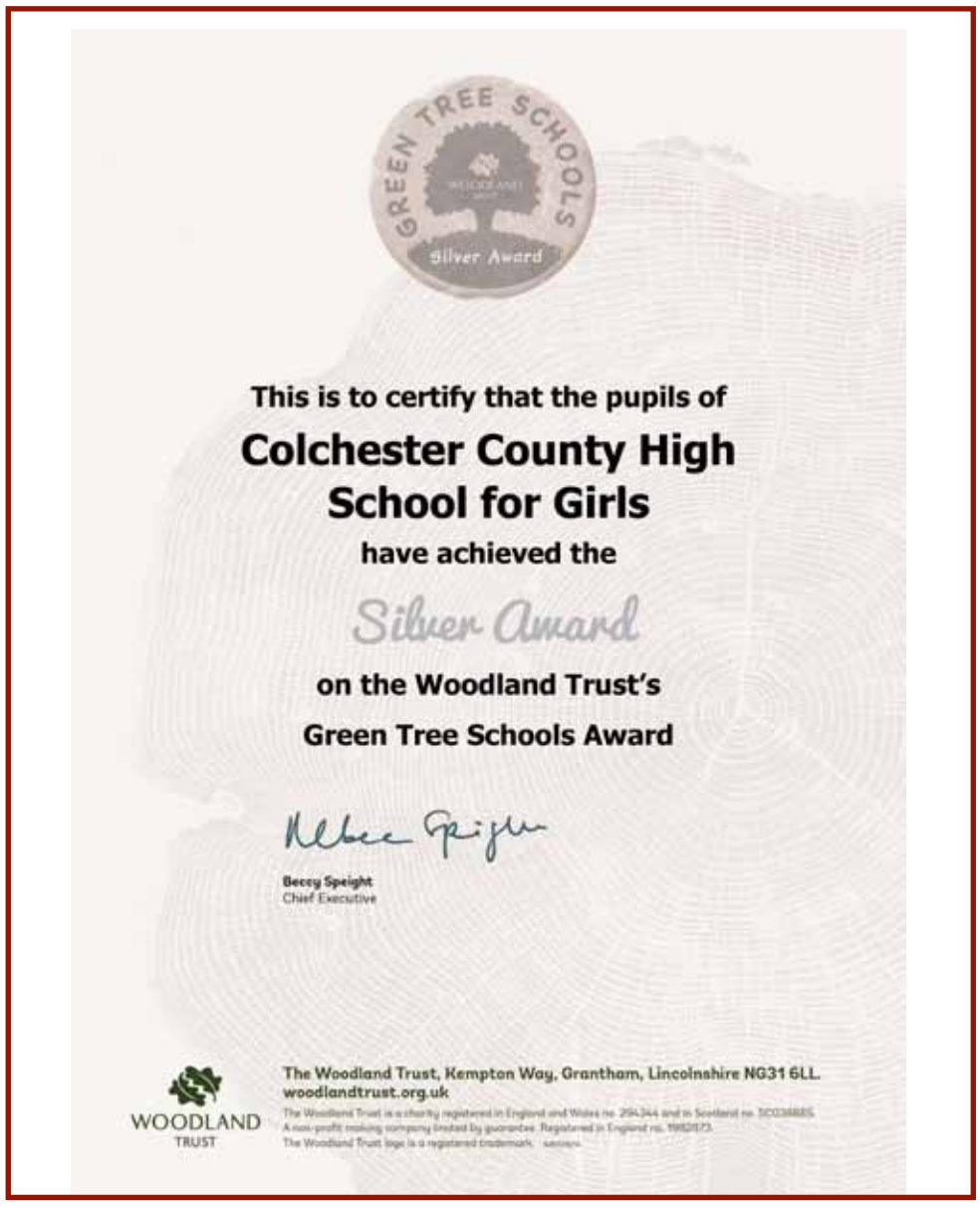
To view the strategy and have your say, please visit https://consultations.essex.gov.uk/essex-highways/colchester-future-transport-strategy/
Survey closes 18 December, 2020.



Eco Schools

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 for each activity we complete.

We have just been informed that, thanks to the co-curricular efforts of the Biology Department, their woodland visit write up gave us the additional points, along with the points from the GeogSoc Group, we have gained the points needed to achieve the Silver Level award This takes in to account the work that we did before lockdown, including planting trees and the work of the Eco-schools group in promoting energy efficiency and recycling on the school grounds. Last year we received several boxes of saplings from the Woodland Trust, which were planted as a hedge and three small copse areas at the edges of the school grounds.



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



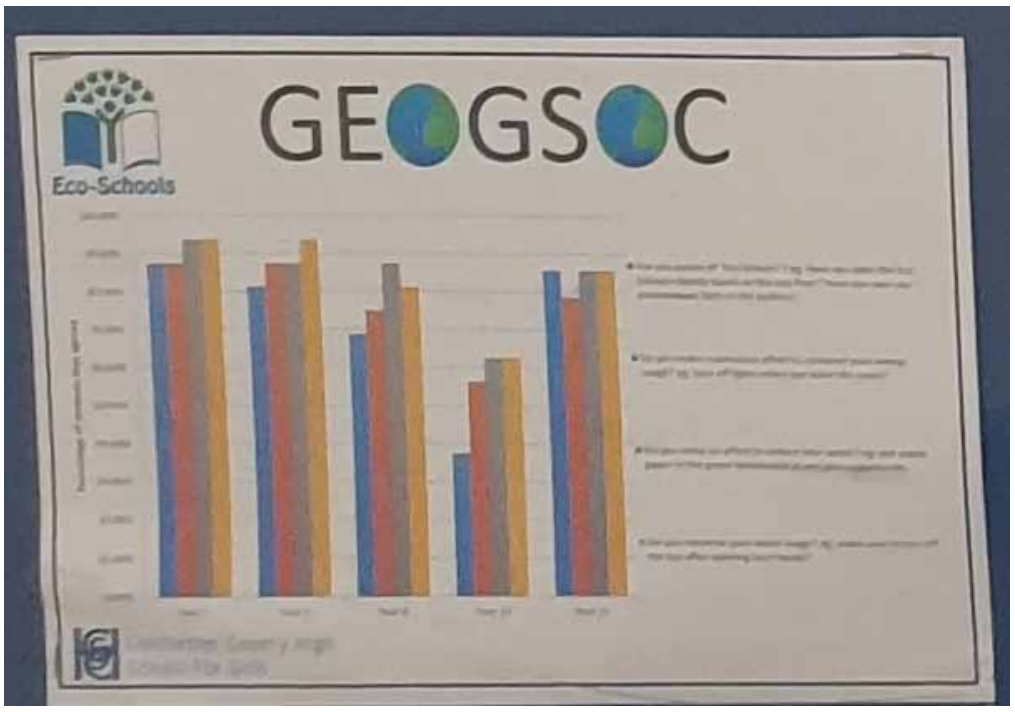


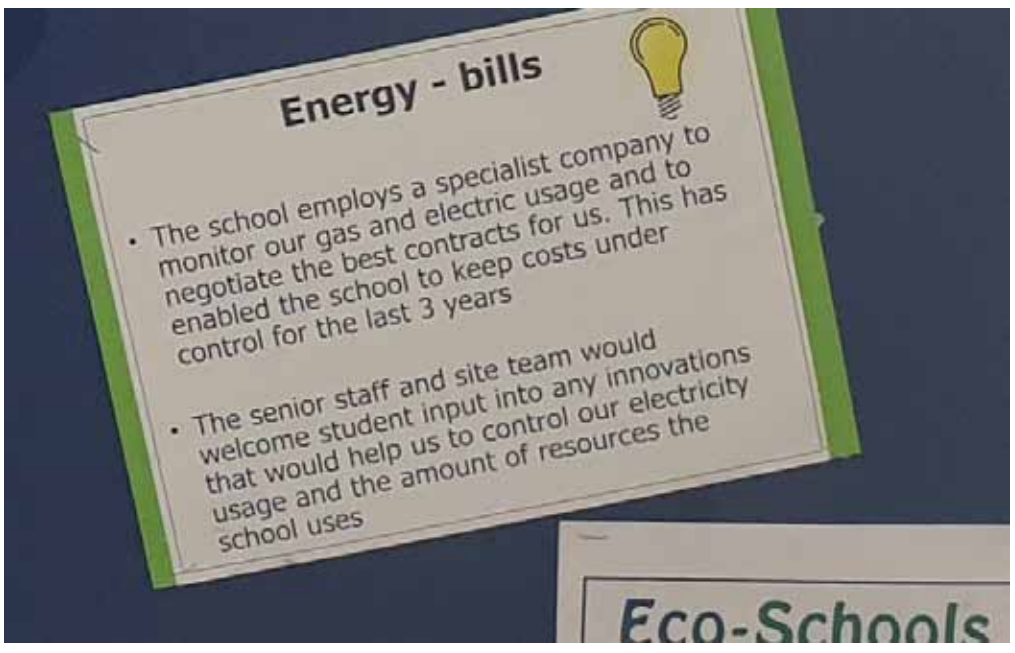


Recently we have encouraged awareness through cross-curricular projects and activities such as the A Level visit to our local woodland, Lexden wood, as part of their Biology Studies. Year 9 have been looking at Patterns in Nature as part of their Art work and Year 7 and 8 will be exploring woodland themes in their studies of 'A Midsummer Night's Dream' In English next term. Year 8 will be studying issues around deforestation in Madagascar in Geography and GCSE Geography students in Year 9 will be looking at sustainable forestry management and we hope to achieve the Gold and Platinum awards in the near future.

A part of our ongoing work we are also part of the British Council's E-twinning Schools, looking to raise awareness of Climate Change Issues – competition details were sent home in the bulletin during the Autumn Term and the school is taking part in the CAReless Pollution campaign as part of Colchester Borough Council's local transport Strategy.





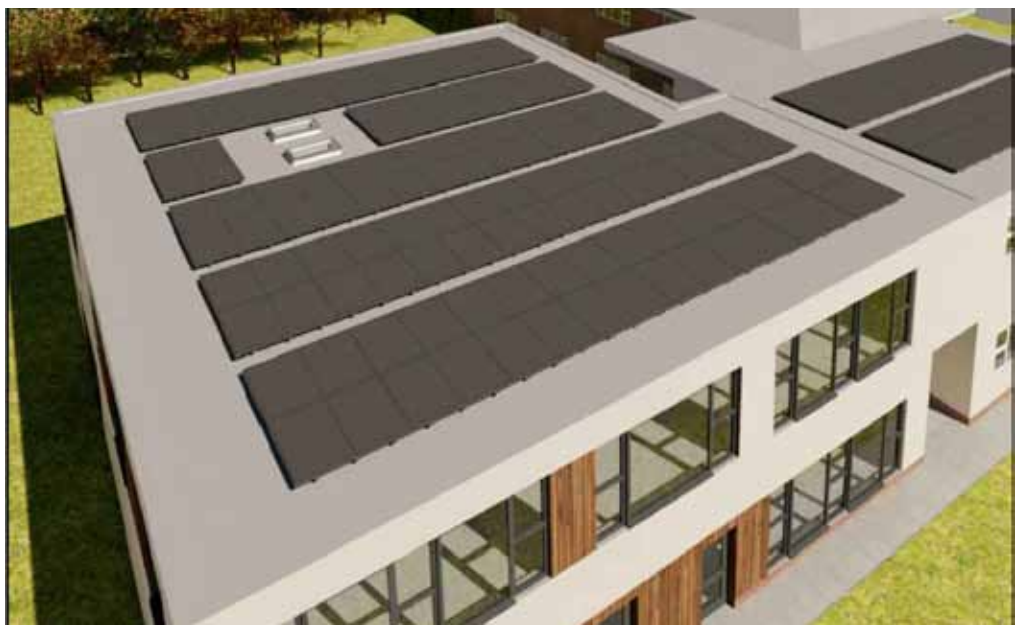


https://www.gazette-news.co.uk/news/18866909.transport-strategy-colchester-launched/

We would also like to encourage students and the wider community to take part in “Switch Off Fortnight” A combined effort to reduce energy consumption and ‘go dark’ in an aid to reduce energy consumption. http://jointhepod.org/campaigns/switch-off-fortnight-2020

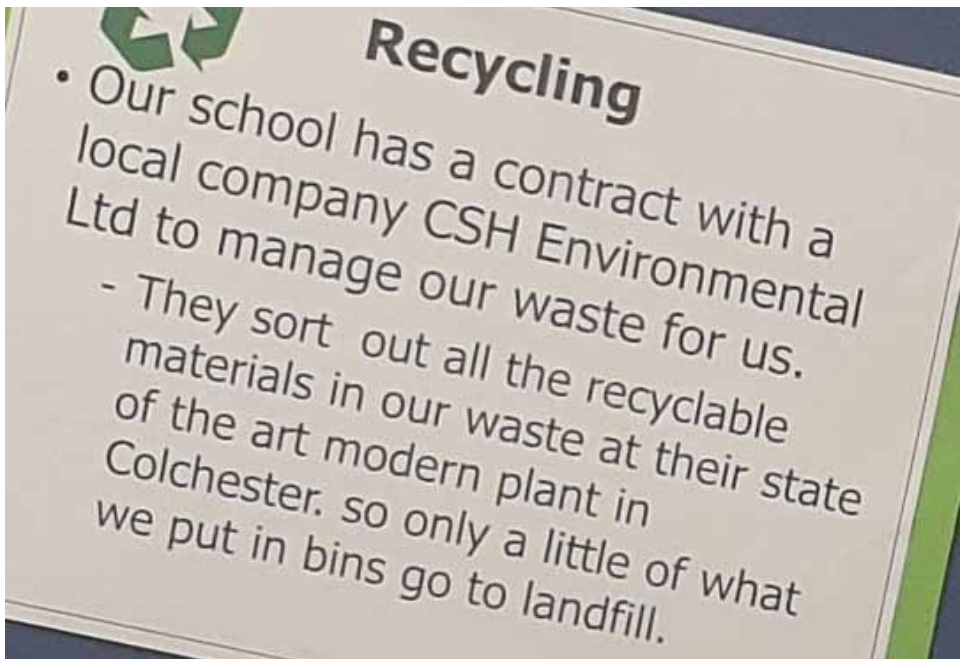
Students are welcome to join the GeogSoc group on Microsoft TEAMS using the TEAM code: ihvp5o7

As part of our eco-schools award we now have signs in every



classroom beside the light switches and regular reminders to turn off lights/projector screens and air conditioning. We also employ a company to regularly review energy use.
We have a rolling update to replace lights with LED efficient system and the new build on the school will employ solar panels. As well as this we run regular student voice surveys over awareness and action any issues that arise as a result.

We contract to CSH who send all of our waste to a state of the art recycling facility. Paper waste is collected and sorted separately. We also have ink cartridge and used pen collection points. The IT department separately





contract for e-waste which gets recycled or reused and sold on. The kitchen employs separate food waste bins and after a campaign by GeogSoc and Eco-schools teams, have stopped using plastic sandwich packs and changed to card, alongside decomposable salad pots and bamboo cutlery.



Well done to Mr King and the Eco Schools Group for promoting this important area of school development.

Student Voice



Congratulations to our newly elected Student Voice Representatives for 2020/21.

Student Voice elections are held each autumn for representatives of all Year Groups. The group is now meeting virtually on a Monday evening and has already contributed to Anti-bullying Week and provided ideas for our student wellbeing resources. They are currently gathering student views prior to suggesting revisions to the school rewards and awards system.

...and yes - samosas and curly fries will be returning to the canteen in response to popular demand!

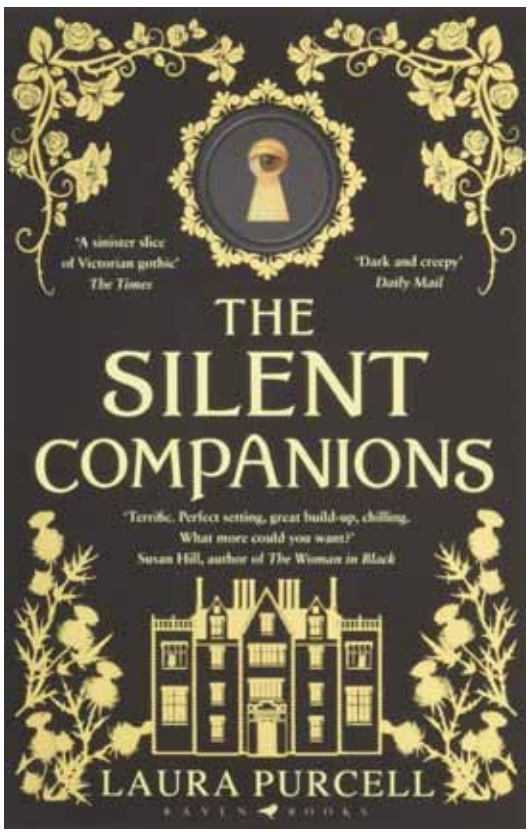
All students are actively encouraged to take on leadership roles within the school community. Student Voice meets weekly with a Senior Leader to discuss student matters and work on projects within the school. In the past these have included improving the facilities, extending the range of healthy food served in the canteen, student wellbeing and input into the school policies and procedures.

Student Voice members publicise the Jack Petchey Award and choose the award recipient from nominations each term. Members of Student Voice have represented the school at local Student Voice Conferences and have been elected onto the Essex Young Assembly.





Historical Fiction Book Club



On 17 November, the Historical book society for Year 7 had a call on Microsoft Teams with author Laura Purcell to discuss her book: The Silent Companions. The book was intriguing and quite spooky, with ghostly and supernatural themes. The main character is Elise Bainbridge, newly wedded and widowed, who is sent to the Bainbridge Country Manor ("The Bridge") after the death of her husband. The Bridge is creepy, and Elise becomes troubled by strange noises in attic. When she investigates with her sister-in-law (and only company), Sarah, they find some sculpted figures ("Silent Companions"). Elise discovers a diary written by a Bainbridge ancestor, explaining the story behind the Silent Companions and the reasons why The Bridge is considered haunted. The diary describes a mute child, Hetta, born by witchcraft and secretly evil, and her mother, Anna (the diary writer), who was burned at the stake for being a witch. According to the diary, The Silent Companions, possessed by the evil spirit of Hetta, kill the house inhabitants including the staff, before Hetta is murdered by Anna. After Elise reads the diary, strange and terrible events occur, including Sarah becoming corrupted and possessed by Hetta, and Elise being accused of arson and murder.

These were some of the questions asked:

1. "How did Hetta turn from being a wooden companion to becoming alive again?" Hetta possessed Sarah's body so she could be alive again. By 20DownP

2. "Why did Hetta want to kill everyone in the house?" Hetta wanted to kill everyone in the house in revenge for her mother murdering her years ago. By 20DownP

3. "Where did Sarah go? Did she die or run away?" Sarah became possessed by Hetta. By 20DownP

4. "What happened when Elise saw the first nursery with Sarah, and then came back later and saw one that was old and dusty?" Elise and Sarah where getting a vision of the nursery before it fell into disrepair. By 20MillsI

5. "What happened to Elise after Hetta's appearance in the asylum?" Elise probably was sent to an asylum for the insane, which would have stricter rules than her current one. Laura Purcell said that she did not think that Elise would be hung because of a lack of evidence tying her to the murders and therefore she would have to spend the rest of her life in the asylum. Elise's doctor certainly believed her to have mental-health issues and would have pushed for her to remain in an asylum. By 20 ChallaS

6. "How did Hetta talk at the end if she was unable to talk"? Hetta used Sarah's vocal chords. Hetta's ultimate goal was to find a voice and she achieved this at the end. By 20MillsI

7. "Was the whole thing in Elise's imagination?" This is left for the reader to decide. Laura Purcell explained that there was a supernatural side to, and a logical explanation for, the story, and it was up to the reader to decide what they believed to be true. By 20GaydonE

8. "Why did all the dead bodies have splinters in their chins?" The Silent Companions tried to possess some of the residents of The Bridge to find the perfect host for Hetta. If they were not the perfect host, they were killed and the bodies were marked with wooden spikes on their chins. Sarah eventually became the perfect host for Hetta as we see in the end of the story. By 20GaydonE

9. "What would you say happened to the real Sarah if Hetta took over her body?" Laura Purcell said it would be interesting for her to write a short story about Sarah's experience being possessed by Hetta.
20MillsI

10. "Was Hetta in league with the gypsy boy or did she trick him?" Laura Purcell said that in an original draft of the story they were in league together but in this version Hetta tricked him and was against him. 20LatypovaO

11. "Why were there multiple companions when Hetta only needed one?" This was to make the story a lot scarier. 20DelacruzH

12. "Why did Hetta kill the Queen's horse?" This was Hetta's revenge for being sent to bed and not being allowed to perform for the Queen.

The discussion with the author was particularly helpful because the book was very complicated and there were many questions that could have had several answers to them. The discussion helped everyone greatly to figure out the plot and the discussion was thoroughly enjoyed by all the members of the meeting. We cannot wait to start reading the next book!

Finally, a massive thank you to Laura Purcell for coming to the meeting to answer our questions and to Mr Paz for arranging it.

Healthy Living Recipes

Each week Miss Webb is providing CCHSG staff, students and parents with a new Healthy Living recipe idea. These recipes are attached to the Weekly Bulletin. Why not give them a try and send Miss Webb a photograph of your creations?

Coconut Dahl with Crispy Paneer (optional)



Ingredients:

cumin seeds ½ tsp
garlic 2 cloves, sliced
red lentils 200g (well rinsed before cooking)
light coconut milk 400ml tin
onion 1, finely chopped
2 tomatoes medium, chopped (fresh or tinned)
green chillies 1-2, chopped
ground turmeric 2 tsp
olive oil for frying
paneer (optional)225g block, cubed
garam masala 1 tsp
black or white mustard seeds ½ tsp
ginger a thumb-sized piece, cut into matchsticks
coriander a handful, chopped
chapatis to serve (optional)

Method:

1. Put the lentils, coconut milk, onion, tomato, chillies and turmeric in a pan with 300ml water and lots of seasoning. Bring to a boil, turn down to a simmer then cook for 30 minutes, stirring occasionally.

2. (Optional) Fry the paneer in a little oil until golden and crisp on all sides. Sprinkle over the garam masala, season and toss.

3. Heat 2 tbsp of oil in a small frying pan and fry the mustard and cumin seeds until they start to pop and become fragrant. Add the garlic and ginger, and fry until very light golden.

4. Spoon the lentils into bowls, top with the paneer then spoon over the flavoured oil and spices, and sprinkle with coriander. Serve with chapatis, if you like.

Nutritional Facts:
Lentils are made up of over 25% protein, which makes them an excellent meat alternative. They're also a great source of iron, a mineral that is sometimes lacking in vegetarian diets.
Lentils are a great source of health-promoting polyphenols, which have strong antioxidant and anti-inflammatory properties.

Cowboy Beans and Poached Egg



Ingredients:

1tsp olive oil
90g chicken or veggie sausages
135g tinned chopped tomatoes
1tsp tomato puree
1 ½ teaspoons Worcestershire sauce
1tsp smoked paprika
1tsp honey
1tsp Dijon mustard
185g Cannellini beans, drained
Salt and pepper
1 medium egg

Method:

1. Heat the oil in a saucepan over a medium heat, add the sausages and fry for 5 minutes until browned all over. Remove from the pan and set aside.

2. Pour the tomatoes into the pan then stir in the tomato puree, Worcestershire sauce, smoked paprika, honey and mustard. Add a splash of water, bring to the boil and simmer for 5 minutes.

3. Chop the sausages into bite-sized pieces, stir into the tomato sauce then add the beans. Bring back to a simmer then cook gently for 5 minutes. Season to taste.

4. Meanwhile, crack the egg into a small pan of simmering water and poach gently for approximately 3 minutes until the white is set and the yolk still runny. Spoon the beans into a bowl, top with the poached egg and serve.

Tip

Batch cook several portions of the recipe (without the poached egg), then divide into portions and freeze some for later use.

Poaching Your Eggs

Poaching eggs can be a little daunting to master. Try this: Fill a mug about 2/3 full with boiling water and break an egg into the water, put straight away into the microwave for 45 seconds (this is the bit that takes some perfecting depending on your microwave/ size of mug & egg!) remove the egg once cooked by gently pouring through a small colander - voilà!



Pumpkin Risotto



Ingredients:

1 small pumpkin or butternut squash- after peeling and scraping out the seeds, you need about 400g/14oz
1 tbsp olive oil, plus a drizzle for the pumpkin
2 garlic cloves
8 spring onions
25g butter (or vegetarian alternative)
200g risotto rice
2 tsp ground cumin
1l hot vegetable stock, plus extra splash if needed
50g grated parmesan (or vegetarian alternative)
A small handful coriander, roughly chopped

Method:

1. Heat oven to 180C/160C fan/ gas 4. Chop up the pumpkin or squash into 1.5cm cubes. Put it on a baking tray, drizzle over some oil, then roast for 30 minutes.

2.While the pumpkin is roasting, you can make the risotto. Put the garlic in a sandwich bag, then bash lightly with a rolling pin until it's crushed. Cut up the spring onions with your scissors.

3. Heat 1 tbsp oil with the butter in your pan over a medium heat – not too hot. Add the spring onions and garlic. Once the onions are soft but not getting brown, add the rice and cumin. Stir well to coat in the buttery mix for about 1 min.

4. Now add half a cup of the stock, and stir every now and then until it has all disappeared into the rice. Carry on adding and stirring in a large splash of stock at a time, until you have used up all the stock – this will take about 20 minutes.

5. Check the rice is cooked. If it isn't, add a splash more stock, and carry on cooking for a bit. Once the rice is soft enough to eat, gently stir in the grated cheese, chopped coriander and roasted pumpkin.



Warming Chicken Pie



Ingredients:

2 large knobs of butter
1 large leek, washed & chopped into 2cm pieces
200g mushrooms, roughly chopped
4 x 250g chicken breast fillets, cut into bite-sized pieces OR 250g Quorn or soya pieces
250ml chicken stock/vegetable stock
1 tbsp cornflour
100ml double cream
2 large handfuls of baby spinach leaves
about 6 sheets of filo pastry
drizzle of olive oil
salad or veg, to serve

Method:

1. Preheat your oven to 190°C (fan 170°C, gas mark 5). Heat the butter in a large frying pan over a medium to high heat.

2.Add the leek and mushrooms and fry for 2–3 minutes until they just start to soften. Crank up the heat to high, add the chicken pieces and fry for a further 2 minutes – the chicken won't be cooked through at this point – then pour in the chicken stock and let it come to a simmer.

3. Mix the cornflour with 2 tablespoons of water until smooth, then pour into the pan, along with the cream. Bring back to the boil, stirring gently, and cook until the sauce thickens.

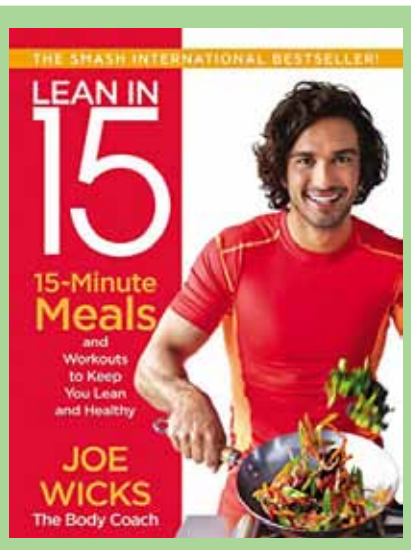
4. Remove from the heat and stir in the spinach, then tip the whole lot into a pie dish about 28cm x 15cm. Set aside to cool a little.

5. Take a sheet of filo and roughly crumple it in your hands – there is no right or wrong to this method! Place the crumpled filo on top of the chicken filling in the pie dish and repeat with the remaining filo sheets.

6. Drizzle the pastry with olive oil, then bake the pie for about 20 minutes, by which time the filo will have crisped up and turned golden brown in places.

6. Serve up your pie with fresh salad or some vegetables.

This recipe is from Joe Wicks' "Lean in 15" recipe book, which has lots of great ideas for quick but tasty new healthy recipes to try.



Sixth Form Virtual Open Evening - 4 November



Sixth Form Applications Now Open

for direct entry to Year 12 in Sept 2021
see www.cchsg.com

The Sixth Form Open Evening 2020 was a great example of the innovative new approaches that have arisen due to the changed circumstances. As we were unable to invite prospective students and their families to meet our staff and Sixth Formers in person, we worked with the Head Student Team to put together an online presentation.

Each year around a third of our Sixth Form intake join us directly into Year 12, from a wide range of secondary schools. Students will tell you that the friendly and welcoming environment means that everyone soon feels a valued part of our Sixth Form community.

CCHSG was founded in 1909 to provide an excellent education for girls and by combining tradition with creativity and innovation, we continue to fulfil that aim in the complex global society of the twenty first century. Our highly qualified and dedicated staff work to provide our Sixth Formers with a personalised experience. Independent working is encouraged by the focus on interactive and student focused teaching. Staff make full use of technology by recording live lessons and students have access to all their teaching materials through our virtual learning platform, enabling them to continue their learning anywhere, at any time.

We are constantly working to ensure that our students have the very best resources and facilities to support their academic progress. As part of the online presentation Sixth Form students provided a virtual tour of their stunning Sixth Form centre, which opened in 2018.

Our professional academic environment also offers an exceptional range of extracurricular and co-curricular opportunities. The staff know the students well and are able to support them in developing the confidence, leadership skills, and interpersonal qualities which enable them to thrive at university, in employment and throughout their lives.







An exceptional range of extracurricular and co-curricular activities are available in the Sixth Form. Students are also encouraged to organise their own clubs to reflect their particular interests and to run clubs for younger students:

Amnesty International
English Oxbridge Club
Engineering Society
MedSoc
VetSoc
Debating Society
Christian Union
Psychology Society
European Youth Parliament
Young Enterprise
BioSoc
Creative Writing Club
Law Society
Ecology Society
Drama Club and productions
DofE
Charity Fundraising
History and Politics Society

Music
Senior Choir
Rock and Pop Choir
Chamber Music Groups & Choir
Wind Band
Guitar Ensemble
Flute Ensemble
Junior Orchestra
Senior Orchestra (grade 5 and above)
Gospel Choir

Sports
Football
Netball
Dance
Fitness classes including: yoga, zumba and aerobics
Tennis
Swimming
Running club
Trampolining

UK Young Enterprise at CCHSG

Young Enterprise is a national education charity that encourages young people to get involved in business from an early age. The programme allows 15-19 year olds to set up and run their own company for a year, create and market their product, and gain invaluable experience of the business world, while competing in the Young Enterprise competition. The scheme is run for Year 12 students at CCHSG and we have had a great deal of success in the Young Enterprise competition to date, including runners up in Europe and reaching National Finals.



Duke of Edinburgh's Award Scheme

The school has a very well established DofE programme and is officially accredited to run the Bronze, Silver and Gold Awards, with over 120 students taking part each year. Completion rates are excellent, with a 95% completion of the Bronze Award last year. The participants volunteer with many local and national charities, undertake a range of physical activities, gain new experiences and master a new skill or hone their abilities in an existing one. At each level they also undertake overnight camping expeditions, which get progressively more challenging as they move from Bronze to Gold.











European Youth Parliament Regional and National Finalists

The European Youth Parliament (EYP) supports the development of young people into politically aware and responsible citizens by involving them in European political thinking and promoting intercultural understanding. The EYP encourages independent thinking and initiative and facilitates the learning of crucial social and professional skills. A team of nine students is chosen each year to participate in the East Anglia Regional Forum at the University of Cambridge. CCHSG have been selected to represent the region at the National Session for four years running. Previous teams have represented the UK at the International Forum.



Extended Project Qualification

We also offer the opportunity for students to undertake the Extended Project Qualification (EPQ). This course is equivalent to about half the size of an A Level study programme. It involves an independent research project, which enables students to demonstrate their capacity to study beyond the confines of the A Level syllabus. *See the subject outlines section of the prospectus for a full description of the course.*

For regular news updates follow CCHSG on Facebook @colchestergirls or Twitter @CCHSG_

Anti-Bullying Week 2020





#antibullyingweek

anti-bullyingalliance.org.uk

Bullying as a group behaviour

The ringleader – Starting and leading the bullying but not always the person 'doing' the bullying.

The target - The person who is being bullied.

Assistant(s) - Actively involved in 'doing' the bullying.

Reinforcer(s) - Supports the bullying, might laugh or encourage other people to carry on what is going on.

Defender(s) - Stands up for someone being bullied. Knows that bullying is wrong and feels confident enough to do something about it. This might involve talking to an adult in school.

Outsider(s) - Ignores any bullying and doesn't want to get involved.



'Outsider'



Is this bullying?

The ABA (Anti-Bullying Alliance) defines bullying as:

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying can be physical, verbal or psychological.

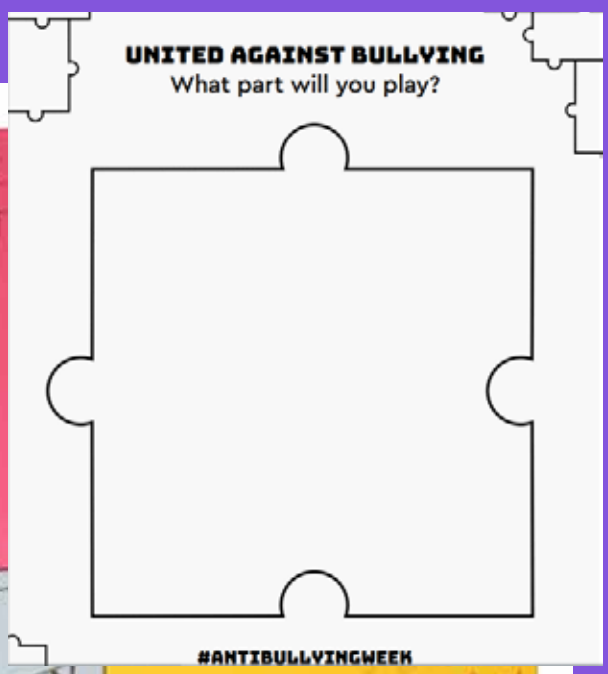
It can happen face-to-face or online.

Anti-Bullying Week 2020: United Against Bullying

This year, more than ever, we've witnessed the positive power that society can have when we come together to tackle a common challenge.

Anti-Bullying Week is no different. Bullying has a long lasting effect on those who experience and witness it. But by channelling our collective power, through shared efforts and shared ambitions, we can reduce bullying together. From parents and carers, to teachers and politicians, to children and young people, we all have our part to play in coming together to make a difference.

We are all a piece in the puzzle, and together, we are united against bullying.


UNITED AGAINST BULLYING
What part will you play?
#ANTIBULLYINGWEEK

ALWAYS ACT AS SOMEONE A VICTIM OF BULLYING FEELS THEY CAN APPROACH
Treat others how you would like to be treated - IL
#Stop Bullying
BE KIND...
if it can't be fixed in 5 mins, don't say it!
We pledge to make only positive comments on posters during anti-bullying day, always and forever
BE KIND ONCE A DAY (AT LEAST!)
RESPECT
& REPORT.


Dont be a bystander;
silence is violence!


ANTI BULLYING
upstander
stand up

9E Charity Christmas Cards



9E are supporting the charity “Postpals” which aims to help people ‘Post a Smile on a Sick Child’s Face’ Students are creating handmade, personalised Christmas cards which will be delivered to on of the sick children sponsored by the charity.





post pals

https://www.postpals.co.uk/

11O - Non Uniform Charity Fundraiser

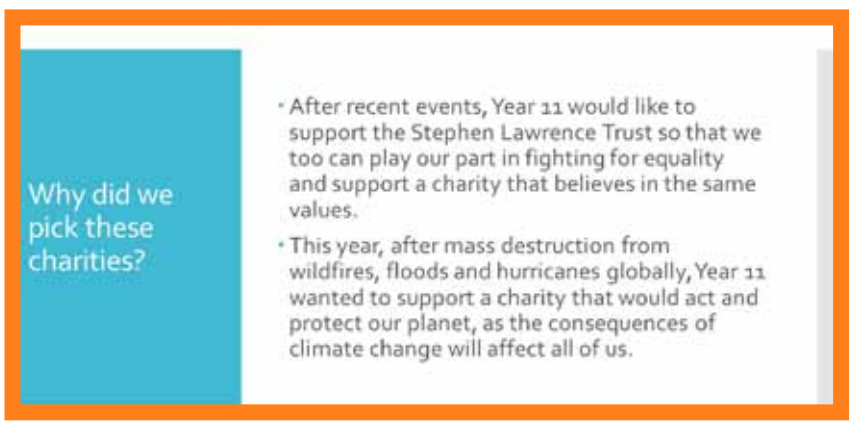
Year 11 have chosen two charities to benefit from their fundraising this year. 11O produced a virtual assembly to share information about the charities and encourage students to support them.

The Climate Coalition



20 YEARS ON
Stephen Lawrence Charitable Trust





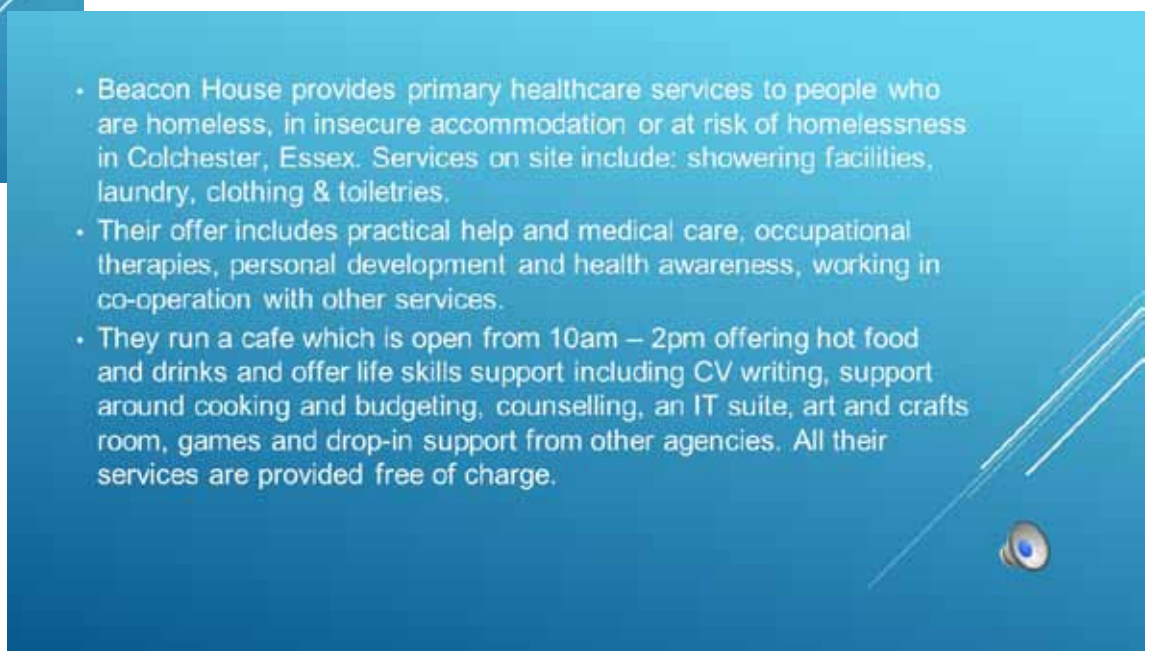
Sixth Form - Non Uniform Charity Fundraiser



Beacon House bringing hope

Sixth Form





ESU Sixth Form Public Speaking Competition

A big well done to Emilia Macleod, Sameera Bowers, Zeina Eweiss, Charissa Cheong, Katie Elmakahleh, Alice Bell, Nikita Karri, Sarah Altikriti, Tavishi Dhar and Diti Gupta!

On 19 and 20 October, these 10 students from CCHSG took part in the first round of the Sixth Form Public Speaking Competition organised by the English Speaking Union. The round was split into two heats with five students competing in the first heat on the Monday and five in the second heat on the Tuesday. The Year 12 students came up with a diverse range of topics to speak passionately about, such as animal testing, media neutrality, cultural appropriation and even protesting, which was inspired by current events. With the pandemic, the competition was adapted to be held on Zoom; a very different and exciting experience when it comes to public speaking, which is typically delivered to a live audience.

On 19 October, the competition was close with lots of well-spoken and interesting speeches, making the job of the two esteemed judges, who came to the competition with countless years of experience in public speaking, very difficult! All the students performed spectacularly in the competition with their 5 minute speeches and well-answered questions, which were posed by the judges. Unfortunately, only one student - Diti Gupta - could go through to the next round. The same occurred the next day as the remaining six students competed in the second heat of the competition, with Charissa Cheong also emerging successful in securing her place in the next round – county level!

For the next month Diti and Charissa carefully took into consideration the advice given by the judges and made amendments to their speeches, ready for the inter-school round on the 30th November. With students from schools all across Essex, the competition became more serious and nerve-racking. Overall there were nine students from different schools who took part in the competition with only three being able to progress to the next round. The atmosphere was very competitive with students of different experience in public speaking taking part and fighting for their place in the next round.

Charissa spoke eloquently on her subject by considering multiple viewpoints to the statement ‘Culture: the line between appropriation and appreciation’ and carefully answering the



questions, which could now be posed by anyone in the audience (this was chance for students to challenge each other!). Charissa performed amazingly and we are excited for her to take part in more events like this in the future. Diti also delivered her speech on ‘Trial by Jury: Can there be an alternative?’ and was chosen to proceed, with two other students from different schools, to the final of the competition, held virtually, on Zoom. We are delighted to say that she won. Congratulations Diti!

The competition was a success for all the students that took part as it helped them develop their public speaking skills and provided them with practice in an important skill for the future! Tavishi said, ‘The experience was confidence boosting.’ as it allowed her to voice her opinions on a subject she cared about, in front of people she knew as well as people she wasn’t so familiar with.

This is supported by Sarah who spoke on the topic ‘Protesting – Is it a miracle worker?’ and said that ‘The opportunity allowed for us to write and look into something we all cared passionately about. It has opened us up to different viewpoints and opinions whilst also allowing us individually to expand our public speaking skills.’

The English Speaking Union is a great organisation that has held many public speaking competitions in the past and students from all years are encouraged to take part in debating and public speaking competitions like this in the future. The students in Year 12 would like to thank Mr Paz for guiding us through this event and helping us prepare our speeches!

Year 8 Remembrance Day Installation



Year 8 students produced this Remembrance Day tribute as part of their Art curriculum.

Each student contributed an image featuring poppies.

The work has been installed in the dining hall for everyone in the school community to see.














LEST WE FORGET





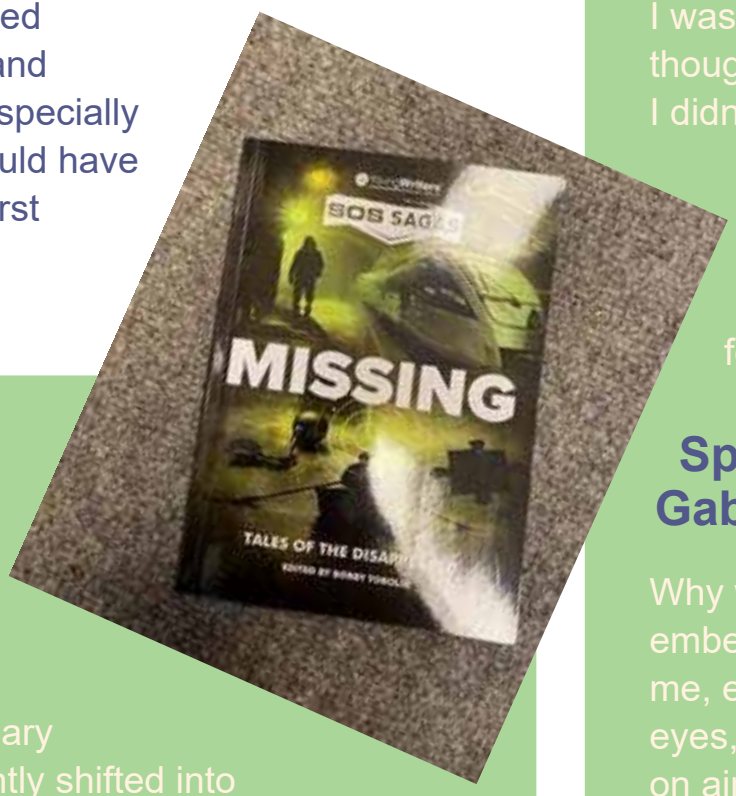



lest we forget
Remember

Young Writers Competition

Congratulations to the 45 CCHSG students who were selected for publication in the Young Writers 'Missing' competition. Students were chosen from thousands of entries across the country and the English Department are really proud of their an achievement.

The number of entries selected really showcases the talent and dedication of our students, especially considering these stories would have been composed during the first lockdown in March.



Icefall – Hannah Tsang (9H)

In pursuit of the pulsating lights, my eyes missed that the dreary surroundings had presently shifted into something new entirely. Lethal smog in the sky had dissipated – the impossible had occurred and the air filter wrapped around my mouth halted its rasping. Flaring blisters from the acidic rainfall no longer cropped up on my skin. I found that blissfully cool, crystalline precipitation replaced its bite. Identification of it was unachievable. Abrupt metamorphosis of the climate, though delicate and tender, had sent the notion spiralling into me; the white duvet carpeting the ground rendered me entirely unable to trace back homewards.

Breathe – Asis Jhita (9C)

Was she awake? The blackness of her nightmares had not faded, but deepened. Restart. Close and open. A streak of light speared through. Reaching up to her eyes, a rigid barrier shielded her face… or was it a shield from her? Breath quickening, a realisation of what was happening struck. Fingers scattering like rats, she hunted for a way out. String – an escape. Aggressively tugging, she grasped what she could find. Her fingers in a sprint, she ripped the brown cloth cage from predator to prey. Empty? A field? The ground exhaled. With no direction to follow, all to do was… run.

Hide-And-Seek – Madeleine Strevens (9L)

"Ready or not, here I come!" The muffled voice sliced through the walls, tickling my ears. The dust slapped my cheek. Forgotten notes played by the ivory keys I was curled next to laughed at me, drowning my thoughts. I hoped they wouldn't find me. Prayed, but I didn't believe in God. Wished, but only kids believed in shooting stars. Then again, that was all I was – a kid. A sickening thud crept towards me. I squeezed my eyes shut, crossed my fingers and just hope that it was finally over. But only fools hoped. "I've found you!"

Space Gabriella Violet Goldsmith

Why was everything black? Iridescent stars were embedded in the black velvet curtain that surrounded me, everywhere covered in deep black. Rubbing my eyes, this couldn't be true, since when did I sleep on air, when was my room painted in dark black. Searching for any sign of a recognisable figure, I explored this, this place… In the distance, a glimpse of sparkly, deep, rose-red caught my eye. It was like a red golf ball, tiny and bizarre. Quizzing my brain for an answer, I suddenly realised. This was space… Earth had gone missing and me along with it.

Almost As If Sadb Marrini

Almost as if it was never... No. It must have been. I vividly remember it being there, at least, I thought it was. When I was a child, I'd look at it and admire how the frame reflected the golden light, how the crisp white paper sparkled like snow, how the smile spread across the page. No more. The colour seemed dull and grey. The metal border had tarnished. But the smile somehow was no longer there. It has ceased to exist. But how was that possible? I couldn't just leave; where could it have gone? It was almost as if....

YoungWriters® Est. 1991

https://www.youngwriters.co.uk/about-us



Sports Headlines

Osea Evans, who is a member of the Royal Yachting Association, and has been selected for the Regional Training Group – Optimist (East) Winter 2020/21

Osea's selection for this RYA activity recognises her potential to progress within the British Sailing Team, with the aim of winning selection for the UK Youth Squads or beyond in to the Olympic Development programmes. Osea has been selected on the basis of performance and commitment to a programme of training and competition over a period of several years, and this establishes her status as a British Youth Sailing sailor. Sailing promotes a range of transferable skills related but not limited to communication, organisation, leadership and planning. Training weekends are generally intense and involve a range of activities including time on the water, fitness training, class room based theory sessions and work with specialist support staff and coaches.

Virtual Sports Hall Athletics

This half term has seen the return of some competitive sport to life at CCHSG, albeit from a safe social distance. Students from Year 7 and 8 had the opportunity to compete in a Virtual Sports Hall Athletics competition with the results of our school competition entered to compete against other schools in the local Colchester area. The winners of this first round have the potential to go through to further regional and national competitions. Fingers crossed!

Our enthusiastic Year 7 and 8 athletes jumped at the chance of being able to compete in a series of challenges including speed bounce, shuttle runs and standing long jump with some outstanding talent on display from all involved as well as some competitive spirit. As a department, we decided to run an Interform competition alongside the virtual competition, which really added fuel to the competitive fire!



Well done to all those who took part in the competition, your enthusiasm for Athletics set a great tone to the start of the 2020 school year.



After a closely fought battle, spurred on by some stand out individual performances, the results of the Interform competition are as follows:

FORM	POSITION
7H	1ST
7C	2ND
7L	3RD
7O	4TH
7S	5TH
7E	6TH

FORM	POSITION
8O	1ST
8H	2ND
8C	3RD
8E	4TH
8L	5TH

PTFA

‘SPOOKED’ PTFA Virtual Quiz Night - THANK YOU!

We would like to thank all those who took part in our recent Virtual Quiz Night hosted free of charge by CCHSG parent, Mr Julian Roper, **julian@corporatequizhire**. We had a lovely time with 18 teams in the 7 rounds. As well as enjoying a fun event, we raised £174.24 for PTFA funds. Congratulations to the Team ‘Nerd Immunity’ that took the PTFA Quiz Trophy.

Upcoming Second Hand Uniform Sale

Following the success of our summer sales, we will be organising another sale in the spring term.
Date: **Saturday 27 February 2021**
Time: 0900-1500 hours
Venue: CCHSG Gymnasium
Further details to follow. We regret that we cannot take advance reservations for items. Sales will be on a first come first served basis. Please note that this is likely to be the only sale for the foreseeable future.









PTFA CONTACTS:

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

cchsgptfa@gmail.com