CCHSG E-Newsletter

9 February 2022

Contents:

3 Pastoral Support and Safeguarding
4-5 Holocaust Memorial Day
6-7 Computing and our Technology Strategy
8 Student Leadership
9 Chief Scout Platinum Award
Thank you PTFA
10 STEM Workshop for Year 5
English Speaking Union
11 Amber Atherton Enterprise Award
12-13 “We will Rock You”
14-15 CEIAG at CCHSG
16 Forward Thinking Day
Sixth Form Progression
17 Royal Society Young People’s Book Award
18-19 Extracurricular Activities
Dungeons and Dragons
20 CCHSG PTFA



Executive Principal’s Notes

This half term we were delighted to see the return of our annual school production, with “We Will Rock You” performed over three nights. There were over 140 students involved and many staff supported in various roles, so this was a real community effort. It was a pleasure to be able to welcome families and friends into the school once again to enjoy the event and share in the students’ achievement. Particular thanks go to Mrs Cudmore-Rice, who directed, designed and choreographed the production and to Mrs Jefferies for directing the excellent music, which was performed live throughout.

As part of our school mission we refer to our aim in educating our students to become the “leaders of tomorrow”. When we look for leaders we seek not only those with academic capability, resilience, drive and ambition, but wider social, interpersonal, teamworking and communication skills. The many opportunities for students to take leadership roles such as our Student Voice, Wellbeing Ambassadors, Head Student Team, Subject Prefects and Form Prefects, provide opportunities to develop this potential. However, we would all also hope that leaders show kindness, treat others with respect and have integrity; qualities which we always endeavour to promote and cultivate through the ethos and culture of the school.

As the pandemic seems gradually to be receding, we are able to resume some of the social activities that we have missed. Year 7 students are looking forward to their belated Welcome Party, run by the PTFA, on Friday 25 March. We have now been able to extend the activities on this evening to include a social gathering for our new parents. On 22 April we have the return of the very popular PTFA Quiz and Curry Night.

I would like, as always, to thank all our staff, students and their families for their continued support. As we look to re-establish ourselves after this period of change, and move forward, challenges and uncertainty remain in many of our lives. It is reassuring to know that we are part of such a positive, committed and caring community.



Mrs Gillian Marshall MSc NPQH
Executive Principal & CEO

Careers Education

As a result of the pandemic we have not been unable to organise our usual Careers Fair which takes place across the Trust, hosted by The Gilberd School. We are now starting to make plans for our Careers Fair and a re-launch of the programme. Please see the later newsletter item on pages 14 and 15 for more information about Careers Education, Information, Advice and Guidance at CCHSG.

We would like to invite parents and past students to participate and share their expertise for the benefit of our current students. This could be done in the following ways: a recorded presentation, an assembly talk or an interactive presentation on Teams.

If you feel you are able to offer some expertise please contact Careers Lead Mrs Hughes at office@cchsg.com.

Every Opportunity for Every Child Everyone's Responsibility

The mission of this school is to prepare resilient and responsible leaders, who are able to compete in a global economy. We promote high aspiration and personal achievement through outstanding teaching and learning. We are unashamedly ambitious for the future success of our students.

We aim to:

- **enable students to cope emotionally, physically and spiritually with the pressures and demands of life**
- **provide a broad, well-balanced and personalised curriculum**
- **provide the highest quality education for able students, to enable them to achieve their personal best in public examinations**
- **provide access to the highest quality further education and employment**

Pastoral Support & Safeguarding at CCHSG

At CCHSG we are incredibly proud of our pastoral care and we would like you to meet our team. We are fortunate to benefit from non-teaching Pastoral Assistants, a school chaplain, school counsellor and Year Leaders. We have a Designated Safeguarding Lead and four Deputy Safeguarding Leads. The happiness and safety of each child is of paramount importance to us. **Mrs Gillian Marshall**



Form Tutors - are at the centre of our response to student wellbeing. Having daily contact with their students, they are the most likely members of staff to notice any long term or potentially significant changes in individual students. Any concerns a Form Tutor may have about a student's wellbeing are discussed, or emailed about, on the day with their Year Leader, or if not available, the relevant Pastoral Assistant.

Year Leaders - have overall responsibility for the pastoral leadership and management of a Year Group and involve Form Tutors at all times. Year Leaders develop and implement pastoral care, practices, policies, plans and targets within the context of CCHSG's mission and ethos.

Pastoral Assistants - undertake much of the pastoral administration associated with their Year Groups and generally support the Year Leader and Tutor Team in their work. They have a specific responsibility to monitor less than 95% attendance levels and report on these to the Year Leader. They are available during the school day when Tutors and Year Leaders are teaching and can pick up on any student concerns immediately they occur. They may mentor individual students, either in a school intervention programme and/or as part of the school's wellbeing provision.

In addition to our pastoral staff, students can be supported by our school counsellor, school chaplain, and students and parents can be referred to outside agencies as needed.

For daily news updates follow CCHSG on Facebook @colchestergirls or Twitter @CCHSG



CCHSG Safeguarding Team

Executive Principal: Mrs Gillian Marshall

Designated Safeguarding Lead: Mrs Kath Daniels
Email: kdaniels@cchsg.com

Deputy Designated Safeguarding Leads: Dr Suzanne Parrott, Mrs Dawn Frost, Mrs Sinead Hughes, Mr Michael Muldoon
Email: sparrott@cchsg.com; dfrost@cchsg.com; shughes@cchsg.com; mmuldoon@cchsg.com

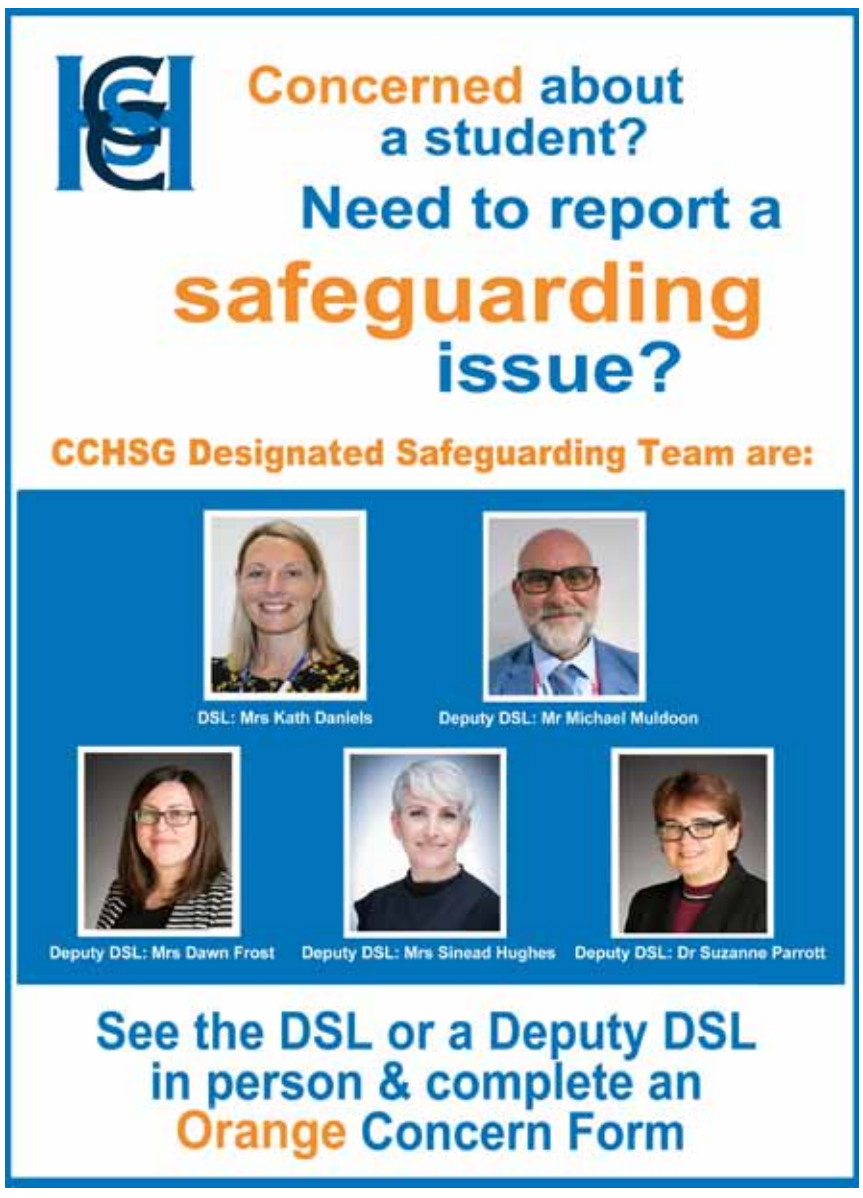
Safeguarding Level 2: All other Year Leaders and Pastoral Assistants have this training

CCHSG LGB Safeguarding Governor: Mr Belaji Donepudi
Email: bdonepudi@cchsg.com

Alpha Trust Whistleblowing Trustee: Mr Roger Cooke
Email: rcooke@cchsg.com

Mrs Kath Daniels is the designated lead for Children in Care, for Child Sexual Exploitation and for the Prevent Duty.

The school also provides “Whisper” an anonymous reporting service, via the school website, following our “Never Acceptable” campaign, for students wishing to report concerns or incidents.

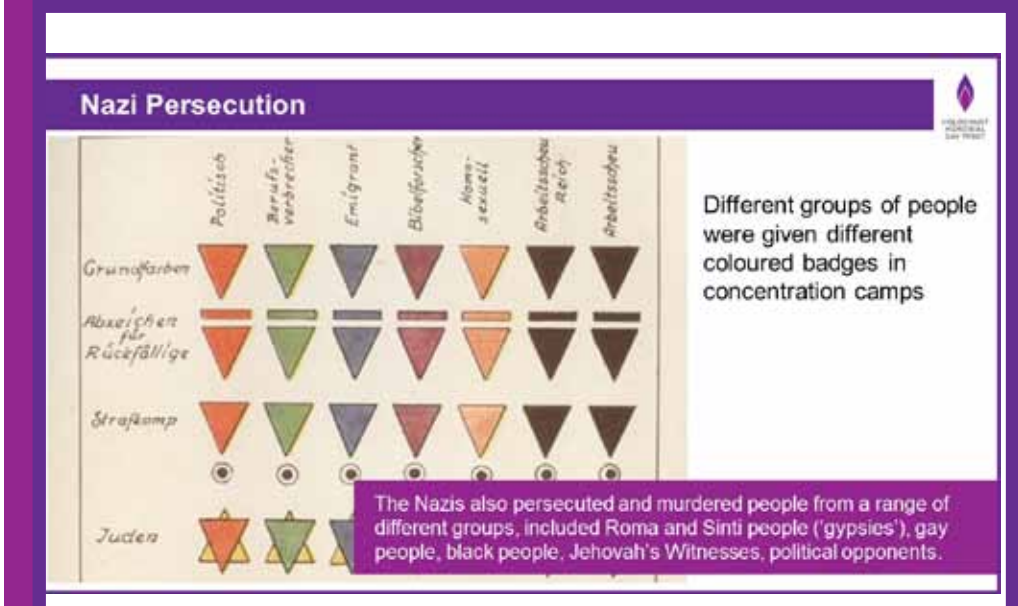


Holocaust Memorial Day - 27 January









The Holocaust Memorial Day Trust (HMDT) encourages remembrance in a world scarred by genocide. The Trust promotes and supports Holocaust Memorial Day (HMD) – the international day on 27 January to remember the six million Jews murdered during the Holocaust, alongside the millions of other people killed under Nazi persecution of other groups and in genocides that followed in Cambodia, Rwanda, Bosnia and Darfur.

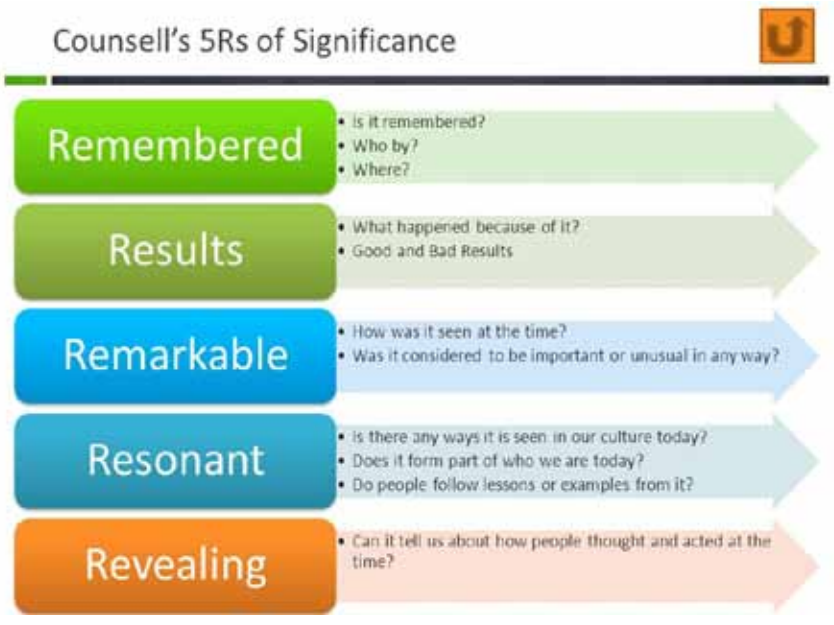
27 January marks the anniversary of the liberation of Auschwitz-Birkenau, the largest Nazi death camp.

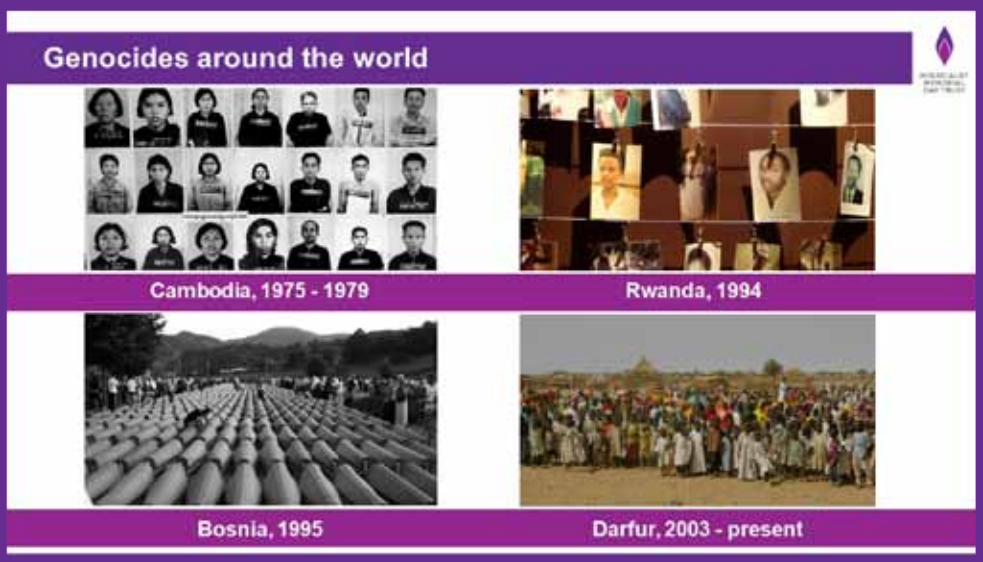
The Holocaust threatened the fabric of civilisation, and genocide must still be resisted every day. Our world often feels fragile and vulnerable and we cannot be complacent. Even in the UK, prejudice and the language of hatred must be challenged by us all.

HMD is for everyone. Each year across the UK, thousands of people come together to learn more about the past and take action to create a safer future.

https://www.hmd.org.uk/what-is-holocaust-memorial-day/

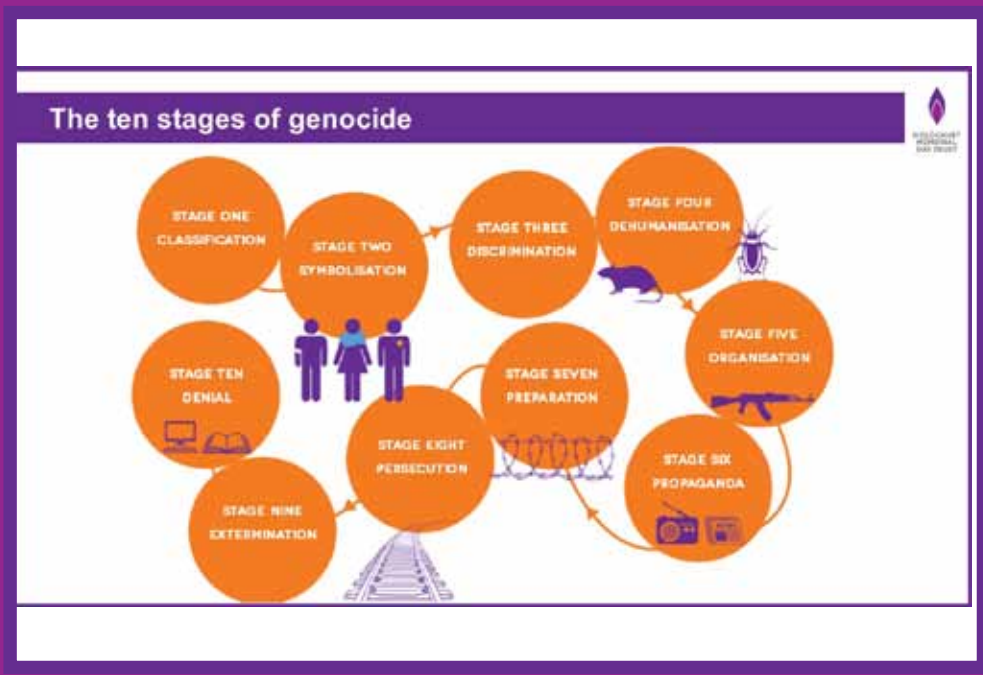












On Wednesday 26 January, Year 9 attended an online meeting, presented by Mr Kidby, to commemorate the Holocaust. Each of us had a pink booklet, which included some tasks for the day. At the start, we wrote three targets for what we wish we would be able to do, understand or have learnt. Hopefully, these targets would have been made possible by the end of the day. Then, we wrote a short definition of what we thought the Holocaust was, so we could see what we knew so far, and so we could add to this later in the day. Then, we filled out a small quiz in our booklets that asked us what we would do if a political party, as discriminatory as the Nazis, took over the government you lived under and started passing laws that were unjust to your religious faith.

After break, we learnt about the 10 stages of genocide, because this is what the Nazis did to the Jews, disabled, homosexuals and anyone they deemed not German. Then, we learnt about the Nuremburg law which, in short, made Germans who had Jewish grandparents be classed as Jews, even if they did not practise the Jewish faith. Here, we wrote a short paragraph about why this law was significant when it came to the steps of genocide for the Holocaust. Next, we made a timeline with what we thought were the main turning points in the build-up to the concentration camps. We then drew a figure of a person in our booklets. This was our "hero of the Holocaust". Using real, truthful stories of wonderful, brave people that helped or saved Jews, we labelled our figure with why they were a hero of the holocaust. For example, "they freed Jews from concentration camps" or "they hid Jews from soldiers, even though it could have got them in trouble".

In the afternoon, we were taught by two Sixth Formers, who were Holocaust Ambassadors. They showed us three case studies: one about the former town Oświecim, more commonly known as Auschwitz; a Holocaust survivor Eli Wiesel; and a German SS Officer, Rudolph Höss, who served as a commander in Auschwitz-Birkenau. After this, we wrote down how we had to describe Holocaust perpetrators as human, not inhuman, because then we can fully understand how this happened and how it should never happen again.

Lastly, we wrote a poem about either the Holocaust or genocide in general to summarise all we had learnt and try to convey our thoughts and feelings on the topic, or how we felt anyone who was involved could feel. This concluded our day of remembrance, in which we commemorated the indescribably horrible thigs that happened in the Holocaust.

Heidi Wright 9L

Computing and Our Technology Strategy



iDEA Award Scheme Launched https://idea.org.uk/

This January we launched the Inspiring Digital Enterprise Awards (iDEA) to the whole school. These international awards are similar to other award schemes such as the Duke of Edinburgh but the badges earned are all related to digital or enterprise skills. The aim is to help students develop their confidence, knowledge-base and skill set in preparation for a career in a digital future. Previously we trialled the scheme with the digital leaders, a small number of students in Years 9-13. It proved very successful so we decided to launch it to the whole school.

The pace of change in technology is irrevocably transforming the way we work – within the next 20 years 90% of jobs will have a digital element. We have an evolving digital workplace which urgently needs a digital workforce. The Inspiring Digital Enterprise Award Scheme (iDEA) was created to help plug a digital skills gap for people of all ages.

The students complete badges in lots of different topics and categories, for each badge they complete they earn points and when they have enough points they qualify for the Bronze, Silver and eventually Gold Awards. We currently have students who have achieved both Bronze and Silver Awards.

Students can personalise their iDEA award by completing ‘badges’ or modules in subjects and topics that interest them. The badges are split into 5 categories:

Citizen Badges:
Digital awareness, safety and ethics.

Worker Badges:
Tools and techniques, which are useful in the workplace.

Maker badges:
Digital creativity and building and making in the digital world.

Entrepreneur Badges:
How to originate ideas and bring them to life.

Gamer Badges:
Gamification techniques and help people learn how to make games.

Students do not need to have a particular interest in pursuing a digital career, or any previous skills in that area. iDEA is open to everyone who wants to learn some new skills and become more employable.





CyberFirst Girls Competition

The CyberFirst Girls Competition aims to support girls interested in a career in cyber security. Two Year 8 students, Iman Nofal and Niamh Cullen qualified for the National Finals in the GCHQ Cyber Security competition. They travelled to BT’s Adastral Park Ipswich on February 5 with their parents, to compete in the national competition with 11 other teams from the East of England.

Even more impressively, most other teams are made up of four members but Niamh and Iman reached the finals with just the two of them.
https://www.ncsc.gov.uk/cyberfirst/girls-competition

Bring Your Own Device Starts

In the last week of last term we issued all the BYOD laptops to students and they are now able to use them to work from home. We are also encouraging staff to ask students to bring these school issued devices into school for inclusion in their lessons. A second roll-out has been planned and is underway right now. The BYOD programme is part of our wider technology strategy. Our vision is to have most students using their device in most lessons in three years' time.

Digital Top 5 Established

In addition to the BYOD we have established our top 5 digital applications. These are the key applications that we expect all staff and students to be confident with, and to use to facilitate workflow in the classroom when teaching and learning with technology. The applications are Microsoft Teams, Forms, Stream, Office 365 and OneNote. Staff have been asked to complete a personal skills audit so that we can provide additional targeted training for anyone who needs it.

UK Bebras and Oxford University Computing Challenge (OUCC).

The Bebras Computing Challenge, run by Oxford University, introduces computational thinking to students. It is organized in over 50 countries and designed to get students all over the world excited about computing. Each participant answers questions that focus on computational and logical thinking.

In November we had four Year 7 students achieve a gold award for participating in the UK Bebras Challenge. As a result of achieving the gold award these students have been invited to participate in the Oxford University Computing Challenge where they will join 22 other students, four from Years 8-11 and six from Year 12, on Tuesday 8 February competing in a range of computational thinking and programming challenges.



https://www. bebras.uk https://oucc.uk



PA Consulting Raspberry Pi Competition

We have two groups of students currently competing in this annual competition, which was won by our Year 11 team last year. The competition promotes STEM education by challenging students to invent systems that could benefit society using their engineering and coding skills, and a Raspberry Pi microcomputer. Students are currently all working on an invention where they need to build and code a solution that solves a problem related to saving the planet and conservation.

https://www.paconsulting.com/events/raspberry-pi-competition-uk/

Microsoft Imagine Cup

Founded in 2003, Microsoft's Imagine Cup is the company's premier student technology and innovation competition. It provides an opportunity for student technologists, developers and aspiring entrepreneurs from all academic backgrounds to collaborate, develop a technology application, and bring their passion to life while gaining a perspective on what is needed to bring a concept to market.

We have three groups of students currently competing. They are currently all working on an invention where they need to build and code a solution that solves a problem or societal need. https://imaginecup.microsoft.com/en-us

CanSat

CanSat is an initiative by the European Space Agency that challenges students from all over Europe to build and launch a mini satellite the size of a soda can. The CanSat is then launched by a rocket up to an altitude of approximately one kilometre, or dropped from a platform, drone or captive balloon.

We have a team of Year 11 students, some of whom are interested in astrophysics and are hoping to become astronauts, participating in the competition. They are required to program their computer to take important readings and then parachute safety back to earth.

https://www.esa.int/Education/CanSat

Student Leadership

Student Voice 2021/22

Year 7



Rahkelle Mbouala | Calli Boyles

Year 8



Zopheen Moghal | Matilda Francis

Year 9



Ava L'Estrange | Siya Gupta

Year 10



Vridhi Bhatia | Lucy McCrudden

Year 11



Alexia Ando | Anjolaoluwa Busari

Year 12



Sion Ofori | Anisha Kakarla

Wellbeing Ambassadors 2021/22

Head Student Team Ambassador

Year 9



Dhruvina Patel | Edith Rassell | Adaya Izekor-Moses

Year 10



Niamh Franklin | Amy Cheah | Elizabeth Poulson

Year 11



Pranathi Koneru | Meera Sreejit | Reanne O'Brien | Ashley Palapal | Nishka Sheik

Year 12



Maddy Allen | Maisy Ekins-Malcolm | Ella Hawthorn Meares | Erin Handley | Tumi Adeusi | Charlotte Illman

CCHSG Head Student Team 2021/22

Head Students



Alice Mainwood | Diti Gupta | Vivien Wong | Tomi Oladapo-Akinruli

Head of Charities & Fundraising



Isabelle Robinson

Wellbeing Ambassador



Dhruvina Patel

Student Voice Representative



Sophie Cole

Hospitality Ambassador



Chinwendu Memeh

GSA Ambassador



Alice Bell

Environment Ambassador



Mari McGenity

Media Ambassador



Isabella Flynn Haddon

Sports Ambassador Yr 7-10



Lily Crabb

Sports Ambassador Yr 11-13



Rebecca Alderton

Senior Prefect (Form Prefects)



Poppy Sugden

Senior Prefect (Subject Prefects)



Sameera Bhalotra Bowers

Subject Prefects 2021/22



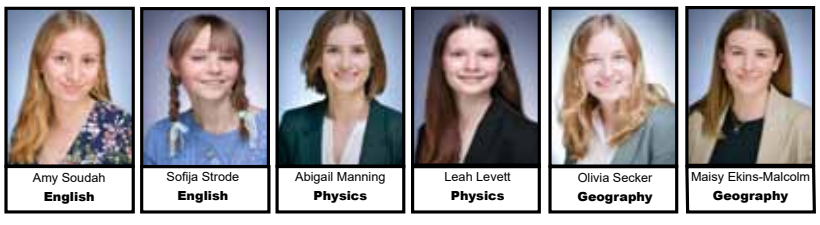
Ho Yi Lo **Art** | Jennifer Horley **Art** | Amy Apps **Classical Civilisations** | Freya Baker **Classical Civilisations**



Amy Hersey **Computing** | Katelyn Parfitt **Computing** | Matilda Croney **History** | Emily Eyre **History** | Megan Rees **French**



Jessica Greer **English** | Amber Clare **English** | Keira Tang **Maths** | Anna Martin **Maths** | Tumi Adeusi **Chemistry** | Ellen Tsang **Chemistry**



Amy Soudah **English** | Sofija Strode **English** | Abigail Manning **Physics** | Leah Levett **Physics** | Olivia Secker **Geography** | Maisy Ekins-Malcolm **Geography**



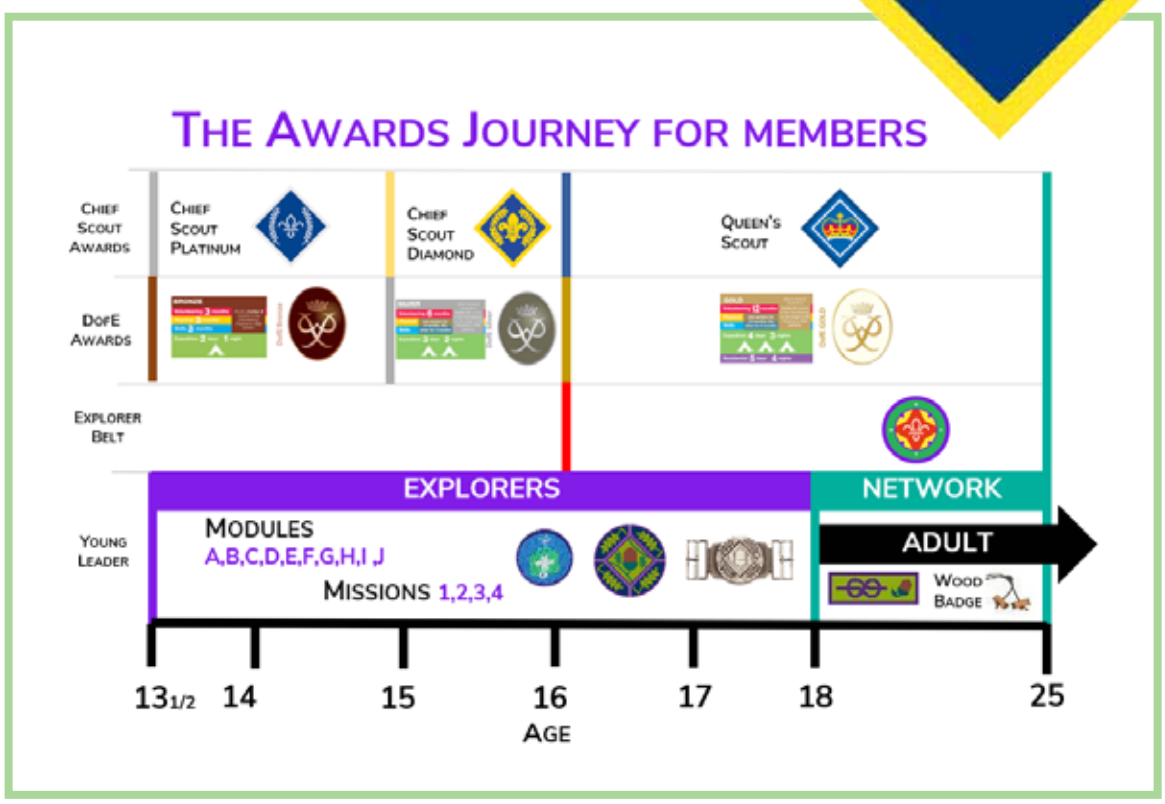
Isabelle Townsend **Economics** | Erin Handley **Economics** | Ella Slade **Psychology** | Elizabeth Kinsville **Psychology** | Madison Allen **PE** | Kaela Swaine **PE**

Chief Scout Platinum Award

We congratulate Louisa Woods on achieving the Chief Scout Platinum Award as an Explorer Scout.

In order to achieve the award, she had to complete the four Platinum Scout Challenges, which are:

- Take up a skill for three or six months, and show progress and lasting interest. The skill can be an existing interest or something entirely new.
- Take up a physical activity for three or six months, completing an agreed programme of taking part and achievement.
- Provide service to an individual or the community for three or six months.
- Complete a two day and one night expedition in rural country by foot, cycle, horse, canoe, boat or dinghy. The expedition should involve careful preparation, training, responsibility and review.



"I have been a member of the scouting community since I was 5 years old, achieving over one hundred badges along the way, enjoying every minute of my experience. Recently I completed my Platinum Chief Scouts Award, the third highest award achievable in the Scouting network. One part of this award required me to plan and execute a project relating to community values, I chose to participate in weekly environmental cleanups. After the first few sessions I realised the impact that my volunteering had on the environment. I am proud to say that I've contributed to the upkeep and protection of our environment - and I encourage many others to do the same and find out more about their local scouting network."
Louisa Woods

Thank you to PTFA

Mrs Marshall, the Senior Team and Governors wanted to thank all the PTFA volunteers, Chair Mrs Agness O'Brien and Vice Chair Mrs Anni Cullen, for their outstanding efforts. They have continued to build a thriving PTFA community and introduced very successful fundraising initiatives, despite the very challenging circumstances of the past 18 months. Thank you!





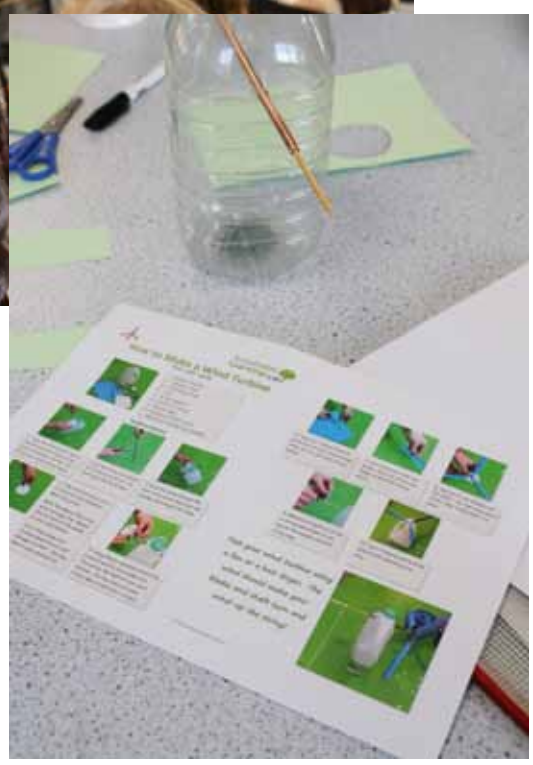
Year 5 STEM Workshop

On Wednesday 12 January CCHSG welcomed 23 Year 5 students from local primary schools to attend a STEM day experience.

The day was themed around the book 'The Boy Who Harnessed the Wind' by William Kamkwamba; students got the opportunity to build a windmill, explore interesting vocabulary and discover the pattern behind ISBN numbers. These students will go on to attend weekly sessions at CCHSG to help them prepare for the 11+ examination.







ESU Churchill Public Speaking Competition

Congratulations to the CCHSG team who took part in the prestigious ESU Churchill Public Speaking Competition, sponsored by the International Churchill Society. This is the largest such contest in England and Wales, with around 400 teams (each comprising a speaker, questioner and a chairperson).

The different roles allow students to practise and excel in different skill sets, and the competition's unique format, which pairs the speaker from one school with the chair and questioner of another, encourages quick thinking and relationship building. The non-adversarial format emphasises cooperation and presentation skills.

The competition challenges students to engage with wide-ranging cross-curricular topics and encourages confidence and critical thinking. Experienced ESU judges give constructive feedback to all participants at all levels of the competition.

https://www.esu.org/competitions/psc/

Before the Christmas break, a group of Year 10 students represented CCHSG in Round 1 of the English Speaking Union Churchill Public Speaking Competition:

Speaker: Emily Wong
Chair: Elizabeth Poulson
Questioner: Aliyah Yishawu

To our great delight (and surprise), our team qualified for the second round, which took place on 2 February. Unfortunately, we didn't advance to the regional finals, but it was a fantastic experience nonetheless. I thoroughly enjoyed my role of speaker, where I argued that learning philosophy is just as valuable as maths, and liked the teamwork aspect of the competition. Elizabeth and Aliyah performed brilliantly in their roles of chairperson and questioner respectively, and we were supported all the way through by Mr Paz.

Emily Wong 10O

ENGLISH-SPEAKING UNION
discovering voices

Amber Atherton Enterprise Award

Entrepreneur's New Award Aims to Inspire Girls into Startups

CCHSG students have been invited to take part in a competition to promote enterprise skills. Amber Atherton, 30, founded her online jewellery business while still at school. Having relocated to Silicon Valley with her next software venture, Zyper (recently acquired by tech giant Discord) Amber is now hoping to inspire the next generation of female entrepreneurs in the UK. The Atherton Award offers a cash prize of £100 and 1:1 mentoring for a student aged 11 or above who displays entrepreneurial initiative.

Miss Atherton said: "The spirit of enterprise is hugely important to me and the country. If we are to achieve the UN's goal of gender equality we need more young women in business."

Mr Fletcher launched the competition in January, with the aim of encouraging as many groups of students as possible to take part, by creating their own proposal for a social enterprise.



Miss Amber Atherton



Mrs Abiola Okubanjo

As part of the project launch, students had the opportunity to hear from Mrs Abiola Okubanjo, CEO of Action on Blood, who spoke to the students via Microsoft Teams about how to run a social enterprise and answered questions.

Mrs Okubanjo is passionate about addressing healthcare issues among black, Asian, mixed race and minority ethnic (BAME) communities. She talked about her experience of being involved in the running of social enterprises such as Action on Blood which promotes blood donation. She provided helpful information and top tips on starting a social enterprise. Mrs Okubanjo also answered questions from students in Years 7-9 about how best to run a social enterprise, promote your social enterprise and how best to make sure that your social enterprise makes an impact.

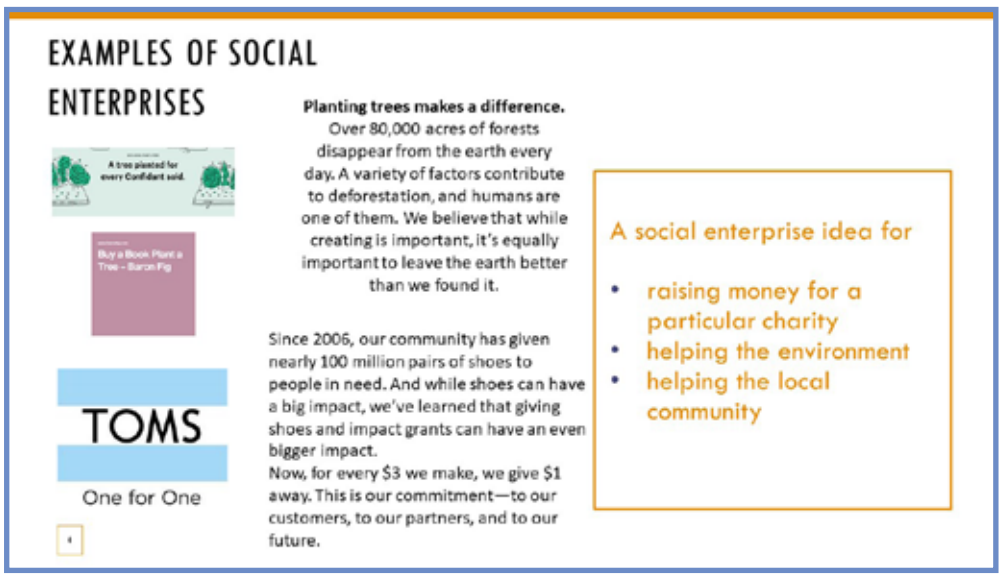
https://www.actiononblood.org/

Tips for launching a social enterprise:

- Solve a problem. There are so many problems out there. Pick one you are passionate about and your creativity will follow.

- Have a business plan, but don't spend too long on it. A rough and ready business plan is good; then, just start doing it. You'll get feedback from customers and suppliers that will change your plan.

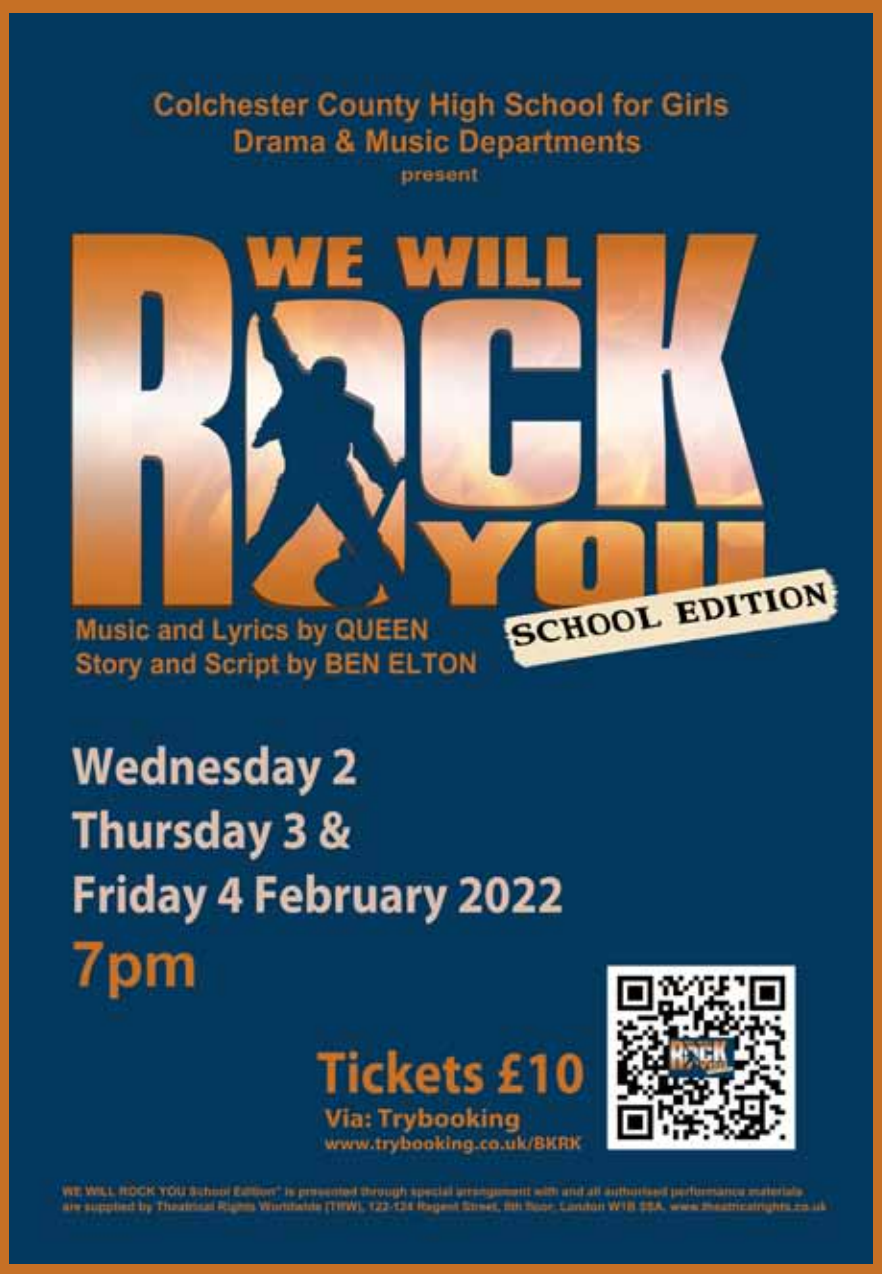
- You are your brand. You won't have the budget for a big PR agency to help you. You will be the secretary, the marketer, everything. You have to live and breathe your brand. If you aren't passionate about it, who else will be?







We Will Rock You



Congratulations to all the students and staff involved in the fabulous production of "We Will Rock You" this half term.

Thanks go to all the staff involved in the organisation of the event. Particular thanks to Mrs Cudmore-Rice, who directed, designed and choreographed the show and Mrs Jefferies who directed our excellent musicians, who performed live throughout.



















Featuring more than 20 hit Queen songs including “Another One Bites the Dust,” “Bohemian Rhapsody,” “Killer Queen,” “We Will Rock You,” “Somebody To Love,” “We Are the Champions,” “Don’t Stop Me Now,” and many more, WE WILL ROCK YOU follows two young rebels as they try to restore rock ‘n’ roll to “the iPlanet” in a post-apocalyptic world. First launched in the UK in 2006, WE WILL ROCK YOU School Edition has since been performed by over 3000 schools in the UK.

For this production we were pleased to be joined by the staff and students from the BTEC Level 3 National Diploma course in Production Arts at Colchester Institute. We are very grateful to them for so ably managing the sound, lighting and technical support for the show.

CEIAG (Careers Education, Information, Advice and Guidance) at CCHSG

We are delighted to take this opportunity to share with you information about the Careers Programme for Years 7-13. During the pandemic we embraced new technologies and creative approaches to ensure that students continued to be effectively supported and to benefit from a range of activities.

Our careers guidance aims:

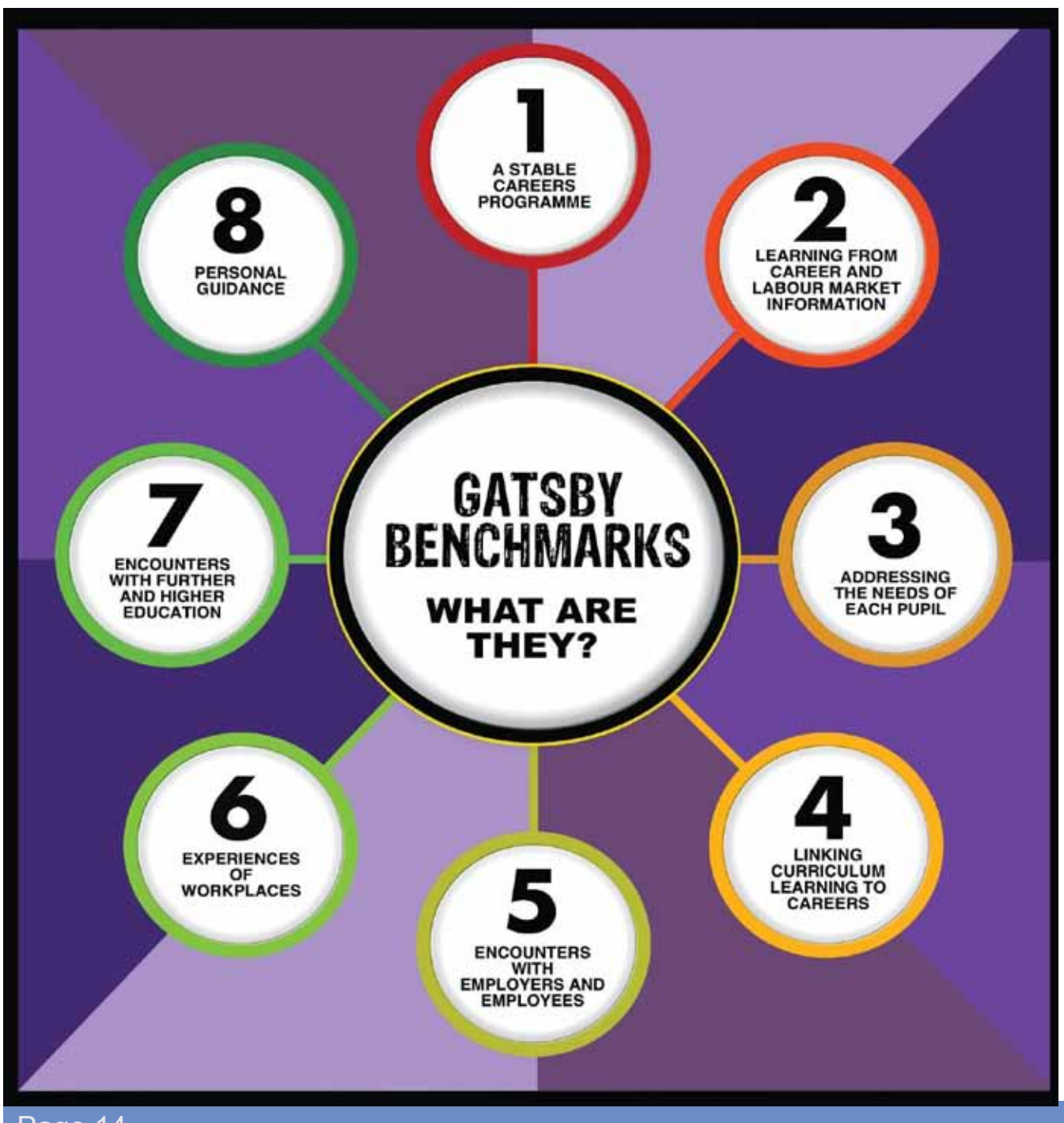
- **to provide students with the tools to create successful futures**
- **to ensure that all students are fully informed about the range of progression options open to them**
- **to improve the social mobility of students who lack social capital**

Delivery of Careers Programme

Delivery of the taught careers programme is supported by external speakers and wider opportunities are offered as part of the co-curriculum.

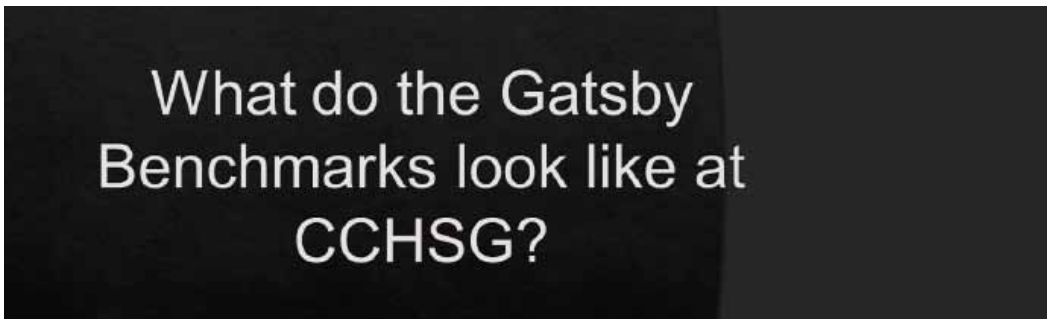
A variety of activities are designed to introduce students to the concepts of employment, higher education, careers and career paths/portfolios. We provide information about the wide range of potential pathways open to students as they progress on from school and the information, advice and guidance that is available to them at CCHSG to help them decide between, and access, these opportunities.

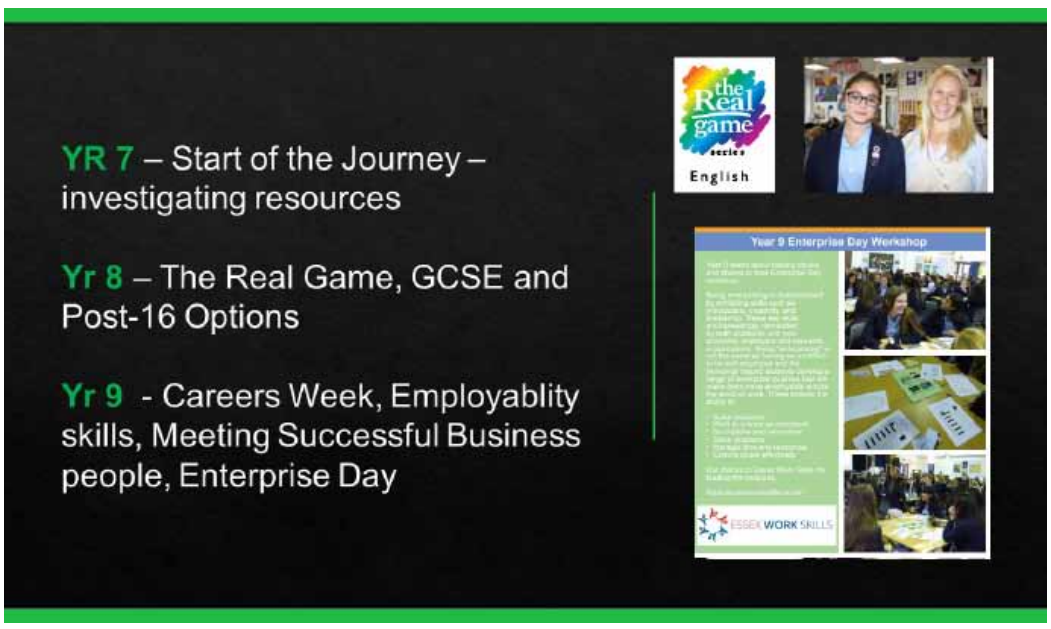




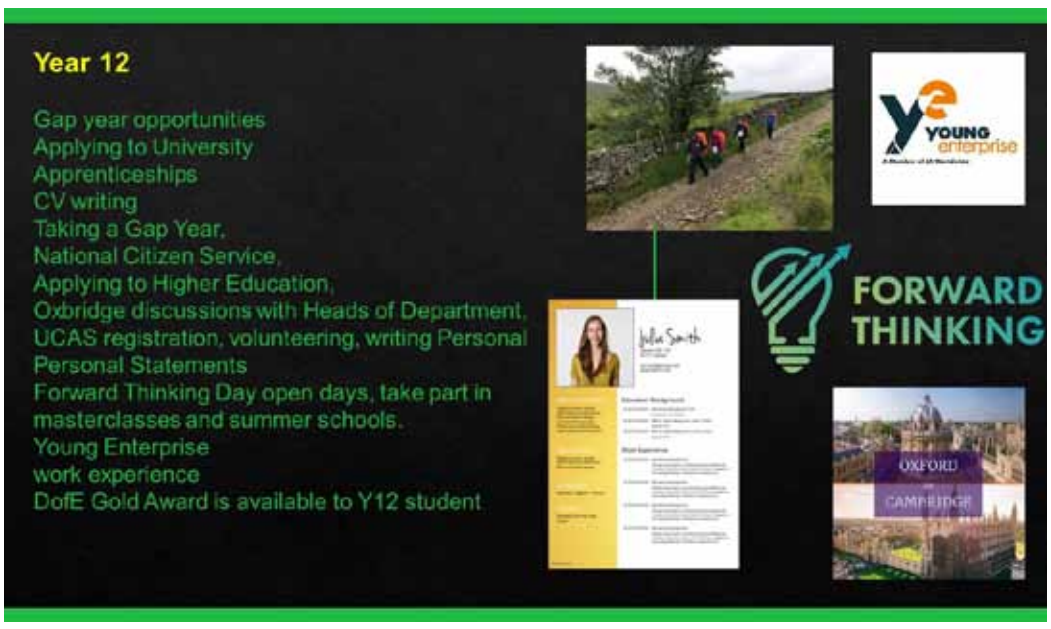
As a school we use what are known as the Gatsby Benchmarks, a DfE recommended framework that schools and colleges can use to develop a good careers programme. These are the recommended elements of good practice in career guidance born out of research completed by Sir John Holman in 2013.

1. A stable Careers Programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance











The Scheme of Work and the CEIAG Policy is reviewed every two years. We monitor delivery in lessons by observations and learning walks, and student evaluation and feedback to inform future planning. Each year's Careers Department Improvement Plan is constructed to reflect the objectives outlined in the School Improvement Plan, and develop CEIAG provision further. Areas of quality assurance that we take into consideration:

- The programme is reviewed using the Gatsby Benchmarks.
- The quality of independent careers providers is assessed
- The quality of careers professionals working in the school is assessed
- The impact of the careers programme is measured by the analysis of destination data
- We seek feedback from students, parents, teachers and employers

CCHSG has been awarded the Quality in Careers Standard, the national quality award for careers education, information, advice and guidance (CEIAG) in secondary schools, colleges and work-based learning.

Key Strengths of our Careers Provision Include:

- Wide range of opportunities
- Coherent programme from Year 7 to Year 13, embedded into PSHCE
- Use of the Kudos programme to investigate career options, qualifications and salaries
- Opportunities created relating to specific subjects/ careers e.g. Medical profession, journalism, IT.
- Broad and balanced advertising of opportunities; items included in the Weekly Bulletin to students & parents, PSHCE and in Year Information
- Students encouraged to be ambitious: Careers week to specific Year Groups and Careers Fairs signposted
- Impartial Careers Advisor available to students
- Every opportunity for every child – a variety of careers, apprenticeships and higher education opportunities are included in the programme
- Development of cultural capital; activities such as visits from guest speakers and work experience, support students in developing wider awareness, skills and attributes
- Students are supported in developing skills and personal characteristics, such as resilience and teamworking which will prepare them for the future (Young Enterprise, Dragon's Den, Year 9 Enterprise Day)
- Guest speakers provide insight into particular areas of work or study e.g. School of Economics, University of Essex
- The Careers Library is open to students, providing full internet access, specialist careers software and wide-ranging paper-based resources

If you would like to contribute to our exciting Careers Programme please contact our Careers Lead Mrs Hughes at office@cchsg.com
We would love to hear from you.

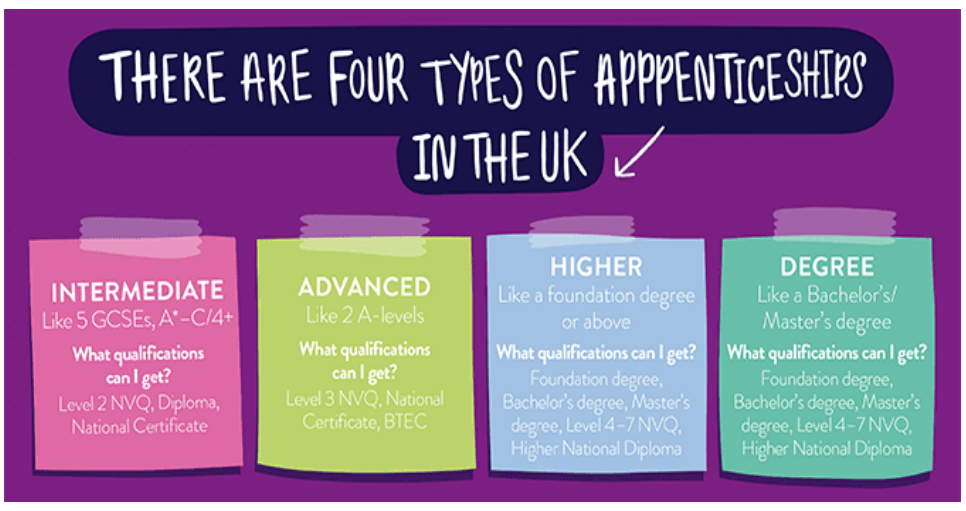
Sixth Form Futures - Forward Thinking Day

On 6 January 2022, we welcomed Emily Warner from the University of Essex, Julie Kee, our Independent Careers Advisor and five of our past students to spend the day with our Year 12 students.

The Year Group received up to date information on how to apply to university and crucial advice on writing a competitive personal statement/letter of application. The students were then given two hours to research. During this time they logged onto the Kudos online platform, created accounts that allowed them to take a skills and interests audit that enabled them to hone their investigations into careers, apprenticeships and universities. They also had a bespoke resource that allowed students to investigate careers and companies that may be of interest to them. During this time they also had the opportunity to have individual discussions with Emily, Mrs Kee or Mrs Hughes; Head of Sixth Form. Many students took advantage of this opportunity and left with a much clearer idea of how to pursue their varied and interesting future goals.

The afternoon session enabled the Year 12s to listen to first-hand accounts, from budding medics, vets and humanitarians of their UCAS journey. Their presentation was detailed and packed with advice and reassurances from their learned experiences. They then talked about their first term at university finishing with an opportunity for student questions and one-to-one discussion.

Our careers programme is designed to provide students with the guidance to equip them to make well informed and aspirational decisions about progression beyond the Sixth Form. With a wide range of options available, be it higher education, apprenticeships, employment or a Gap Year, the PSHCE programme, Careers Team, Subject Teachers and Form Tutors ensure that students are supported in pursuing their individual interests and ambitions. This day was a fantastic way to launch the Future's Programme for the Year Group. We are aiming to welcome back more Alumni on 24 March 2022 for further questions and advice.



Sixth Form Progression - University Pathway

Year 12

November – Forward Thinking Day
Advice about choosing a university and writing a Personal Statement.

January – PSHCE Talks
A number of talks take place covering the range of options available at post 18, applying to higher education in general and applying to Oxbridge.

April – Higher Education Evening
Students and their parents are invited to attend an evening which provides an overview of the UCAS application process and how to prepare for an application. Admissions Tutors will also be invited to share their expertise.

June/July – UCAS preparation
Online registration with UCAS takes place and support is provided with completing the application and writing a Personal Statement. Preparation for admissions tests such as ELAT (English) , MLAT (Modern Foreign Languages), NSAT (Natural Sciences), LNAT (Law) and BMAT (Medicine & Veterinary Science) takes place within PSHCE.

Year 13

September – UCAS application and interviews
Tutors work with students to review their progress. UCAS applications can be submitted from early September. The UCAS deadline for Oxbridge, Veterinary Science and Dentistry is 15 October. All remaining courses will have a deadline in early January. Once UCAS forms have been submitted students are invited to apply for higher education funding.

October/November – Preparation, interviews and offers
During the PSHCE programme students have mock interviews, firstly a general interview and secondly an interview with a subject specialist. Advice is also provided about writing covering letters and living on a budget.

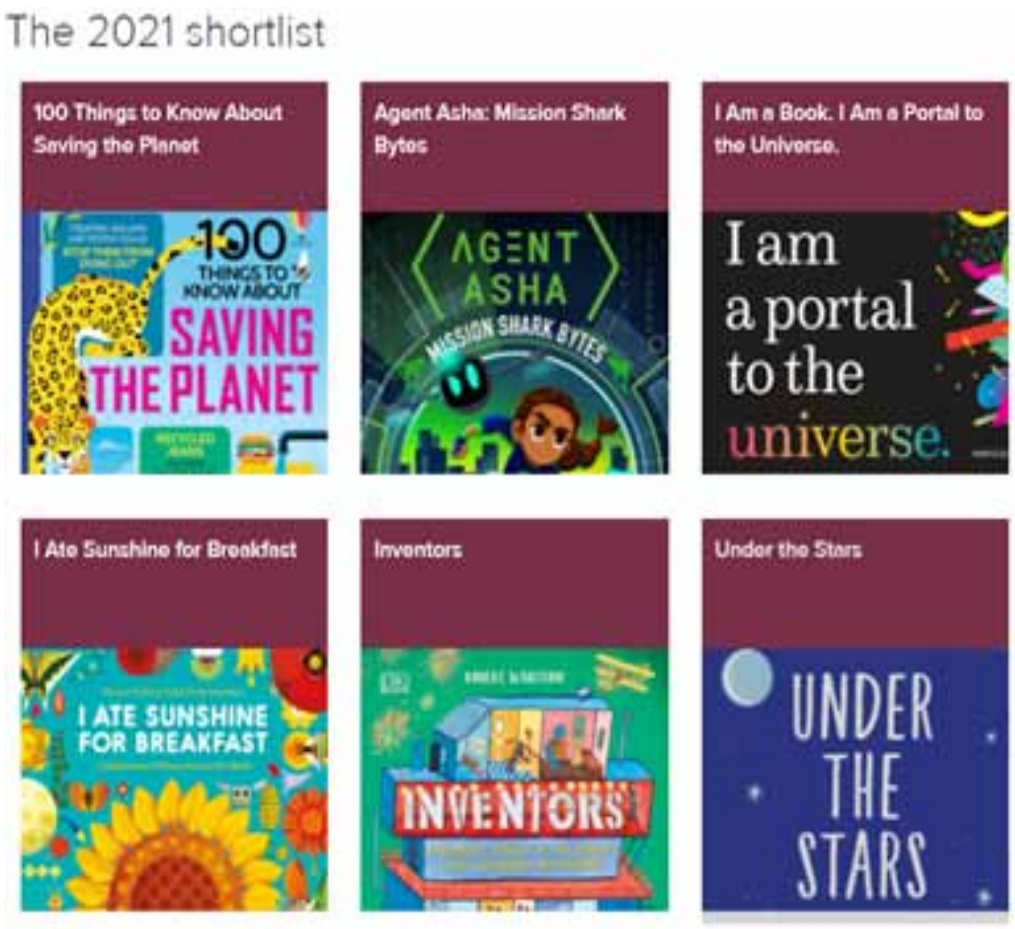
February/March – Accepting offers
Advice is given on making first and second choices.

May/August – Examinations and Results
Guidance is provided about the procedure for results day, when staff are also available for support as required.

Royal Society Young People's Book Award 2021

CCHSG were selected to take part in the Royal Society Young People's Book Award and are 1 of 537 UK schools who took part.

The Young People's Book Prize aims to promote literacy in young people and to inspire them to read about science. It also supports the writing of excellent, accessible STEM books for under-14s. We received six science books to review in the Autumn term and volunteering students in Year 7 and 8 worked their way through as many books as possible, completing a review. Every book was reviewed at least six times, so well done to all the students who took part. There was diverse range of STEM books, all of which were excellent, so if you are looking for recommendations chose one of these:



We met in January to decide on the overall winner that we then submitted to the Royal Society. Our winning book was "I Am a Book. I Am a Portal to the Universe", by Stefanie Posavec and Miriam Quick. Every participating school sends in their top choice and review comment and the results are then collated. The awards ceremony where the National Winner will be revealed is in March and we will be attending online. This also gives the students a chance to meet the authors and ask them questions.

These are a few reviews:

We have chosen "I Am a Book. I Am a Portal to the Universe" by Miriam Quick and Stefanie Posavec. Firstly, we found the front cover and the images intriguing. Not only that, but we also really enjoyed how you could interact with the book, for example there would be a dot on the page, and it would tell you to touch it. You just left 100,000 bacteria. The reason why we picked this book out of all the books we could have chosen was because it had easy ways of learning science in a fun and memorable way.



All of us recommend reading it as it has general facts, and you could look at the pages and see the information illustrated. **Ruhani Sandhu**

The book "Under the Stars" was a truly thrilling book with eye opening facts. It showed how much there really was to learn in astrophysics and how exciting it was. The book presented science in a new way where there are endless discoveries and reasons for why things happen. It tells us about things that we never really thought about with surprising facts. **Vanshika Popat**

"I Ate Sunshine for Breakfast": I love the DIY sections of the book that helped encourage people to have a chance to experiment with the plant based substances. I would love to recommend this book to everyone as it has a lot of key concepts and thoughts in it.
Rahkelle Mbouala and Mia Sneddon

"100 Things to Know About Saving the Planet": it was a positive and realistic book. Most climate change books are negative, but this one gave ways to do good, it wasn't a list of the negatives and how bad humans are, but problems and ways to solve them. Additionally it didn't give far fetched answers, but ones you could do yourself or the government could do.
Zopheen Moghal

"Agent Asha: Mission Shark Bytes". This book is engaging and exciting, great to learn about computer science and coding if it is your first time. The illustrations give a visual context and make it appealing.
Mia Sneddon and Anoushka Naramdeo

"Inventors": an informative, child friendly book and a great way to spark interest in your everyday life and be more curious where everything came from. It gave the context why things were invented and why the inventions are useful, additionally it is great for giving recognition to inventors.
Zopheen Moghal

Extracurricular Clubs & Activities - Spring Term

Monday	Tuesday	Wednesday	Thursday	Friday
Lunchtime	Lunchtime	Lunchtime	Lunchtime	Lunchtime
Pi Club DGO, M8	**Senior Choir** FJE, M2, Years 9 -13	**Young Enterprise** TFL, G3, Year 12	**Drama and Music Production** Club, MCU, Years 7-13	**Problem Solving** SBR, Year 12
Mindful Mondays (Wk A only) Wellbeing Ambassadors & NWI	**Art, Open Studio Workshops** MSA, G26	**Additional Maths qualification** EGL, Year 10 & 11	**7UP English** BWI, F5, Year 11	**Geog Docs** NKE, T19, Years 7-13
Art, Open Studio Workshops MSA, G26	**Japanese**, G7, All Years Elsbeth McLauchlan (Yr 12)	**History Society** KKi & Sixth Form, All Years	**GeogSoc** JKI & Sixth Form, T2, Years 9-13	**Small Music Ensembles**: Strictly Strings, Flutissimo & Recorder Group
Boomwhacker Group FJE, M12, Years 9-13	**Debate Club** IPA, G21, All Years	**Art Club (wkA)** MSA, G26, Year 7 & 8	**Art Club (wkB)** MSA, G26, Year 7 & 8	**Anime Club** BWI, F5, Years 7-13
Feminist Society (wk B only) VWI & Sixth Form, All Years	**PsychSoc** KPH, H4, Years 10-13	**Chinese** T10, All Years, Page Laoshi	**Law Society** KKI & Sixth Form, All Years	**Afro-Carribean Society** SHU & Sixth Form, LT, Years 7-13
French Mlle Bouteiller, T13, All years	**Spanish** SSN, G6, All Years	**Guitar and Ukulele Group** FJE, M2, All Years	**MedSoc** IMA & Sixth Form, F12, All Years	**Italian** Signorina Grandi, T11, All Years
The Bluebirds, Years 7 & 8 Run by Sixth Form, M2		**Kazoo Group** M12, All Years	**Concert Orchestra** M2	**Tamil**, G7, All Years Maathumai Sivakumar (Yr 11)
		VetSoc IMA & Sixth Form, F12, All Years	**Lower School Art Club** Art Ambassadors, G26, Years 7-9	**Drawing Club** TAA, G27, All Years
			German ADA, T14, All Years	**Crochet Club**, MSA & Art Ambassadors, G26, All Years
After School	After School	After School	After School	After School
		English Super league: Paradise Lost ADA, Teams	**Musical Production** FJE & MCU, M2 & M3	
		Dungeons and Dragons Club JST, Library, Years 7-13		
		Musical Production FJE, M2		

The wide ranging extracurricular activities on offer contribute to the vibrancy and creativity of the school. Many subjects offer activities based on areas of the curriculum, such as Rosetta Stone language courses, inviting guest speakers into lessons or organising day trips and workshops. The school usually employs Language Assistants in French and German, who provide additional curriculum support and extracurricular opportunities for students.

As part of the extracurricular programme students also have the opportunity to try new skills based activities or to organise clubs and activities for younger students e.g. Art Club, Debating Society and Maths club. Most activities take place at lunchtime and after school, with occasional weekend experiences, day visits or workshops.

Our vibrant and professional Drama Department usually stages two productions annually. In addition all Year 7 take part in productions of both Dickens and Shakespeare as part of their English and Drama curriculum.

The Physical Education Department offers an exceptional range of extracurricular activities, often on a 'seasonal' basis, with different activities on offer before school and every lunchtime. Some of the sports will have an additional team practice such as netball, football, rounders and tennis, but most clubs are open to all students who wish to participate for fun or exercise.

Accelerated Reader - Winners 7S



Congratulations to 7S, winners of the Accelerated Reader Competition for reading and answering quizzes on the most books last term. The National Literacy Trust produced an independent research report into the reading habits of students using Accelerated Reader. "Children and young people who use Accelerated Reader tend to enjoy reading more, do it more often and think more positively about reading than their peers who do not use Accelerated Reader. They are also more likely to see a link between reading and their successes."

Dr Christina Clark, National Literacy Trust

https://www.renaissance.com

Dungeons & Dragons

I've had the privilege to run Dungeons and Dragons Club for the last three years and it's been wonderful to see the effect playing this game has on the young people who come to the Library on Wednesday evenings. D&D is hard to classify: it doesn't fall in the realm of normal boardgames, being a role-playing game. The Players each have a character whose traits are defined by statistics and the things they attempt are ruled by the roll of a dice. They have a greater or lesser chance of succeeding, but failure is still a possibility. Together the Players encounter a world run by the Dungeon Master or DM, this person knows the secrets of the adventure being run, and has an idea of what sort of characters populate it, but ultimately, it's the Players' reactions to the DM that shapes the story. Beyond the rules and dice, the only real limit is imagination.

Often games start the same way: a group of students stare at their Dungeon Master and you hear the same phrases: "I don't get it", "can I ask him a question?", "what do I do?", "can I try and…". Usually by the end of the first session, a kind of organised chaos reigns as the Players' energy sparks off each other and they can't wait to put forward their plans or ideas: "I want to offer food to the monster!", "I try and climb down the chimney!", "I want to convince the guard to let us in!", "what does the rock taste like?" (All genuine things said at my table during play.)



For me, the greatest thing D&D club does is provide a safe space where the students get to explore concepts in a way they wouldn't in the normal school day. They can challenge authority, or speak out against injustice. They can try to understand the concept of identity, or empathy for another. They can shoulder responsibility or fight to be free. I think also, for one action-packed hour a week it lets them taste what it might be like to be heroes: leaders in charge of their own destiny. D&D seems to empower the young people, to the extent that they try new things. In my first year running the club, one of my players was struggling with an increasing visual impairment, but because D&D is largely verbal, she was able to participate on an equal footing with everyone else at the table. I was thrilled to hear that she was even running a game in her own time!

I'm grateful beyond words to the teachers and students who volunteer each Wednesday to run the games and thankful to see so many students coming back each session to play; doing battle with monsters and diving into mystery together.
Mr Stebbing



"I really like D&D as it sets me free from my real life as you play a character that isn't you. You get immersed into the story and almost can't get out. D&D has had a great impact on my mental health, and I think that if others are struggling with their mental health they should play D&D because, as I said, it sets your mind free from your surroundings and its as if the story is real." **Scarlett Liu, 7C**



"I like D&D because of the stories and friendships we can make with others. It's a creative way of thinking and I think it opens your mind and calms your nerves. Also, anyone can play it which is a great advantage."
Saba Dehghan Nayyeri 7E

"D&D is a great game for your imagination to run wild! It is very fun to play, especially when fighting!" **Yan Ouyang, 7E**



"I love Dungeons and Dragons because it is a great way to escape to a magical world where you can be anyone you want to be!" **Ella Connor 7E**

"I enjoy going to D&D club because it is a relaxing space where I can spend time with my friends playing Dungeons and Dragons :)" **Safia Chowhan 10E**

PTFA

PTFA CONTACTS:

Chair: Agness O'Brien
cchsgptfa@gmail.com

Registered Charity No. 110464

Spring Term Dates for Your Diary

Saturday 19 March, 09.00-13.00
Nearly New Uniform & Book Sale for All Year Groups:

Friday 25 March, 19.00-21.00
Welcome Party for Year 7 Students and Parents

Monday 28 March, 19.30-21.00
PTFA Meeting

Friday 22 April, 19.00-21.30
Quiz & Curry Night



Nearly New Uniform and Books Sale Saturday 19 March 09.00-13.00

The next Nearly New Uniform Sale open to all Year Groups will take place on Saturday 19 March 2022 (09.00 - 13.00) in the Main Hall. This sale will not be by appointment, but we do anticipate a large attendance, so we would appreciate your support and patience as we get you through the sale room. Please try to avoid bringing siblings, unless they are currently at the school and need to get uniform.

Volunteer opportunities are now open for the above sale. To sign up, please click on the following web link (or copy it into your web browser if clicking doesn't work) to go to the signup sheet.

Thank you for volunteering!
https://volunteersignup.org/WB9LM



Nearly New Uniform Shop Volunteers Needed

Our Nearly New Uniform Shop has been a great service to parents and a steady source of income for the school, bringing in an average of £7,000 annually. There is however, a need for more volunteers to come forward to help with washing, ironing and mending the items donated before they go on sale. Ideally, we would like to establish a team of at least six people, who can be part of a rota, collecting items from the designated wheelie bins. With this number of volunteers the commitment would be minimal, with each volunteer only needing to collect items once every six weeks.

Could you help?

Please email cchsgptfa@gmail.com to volunteer or find out more.





AmazonSmile is a way for customers to support their favourite charity every time they shop with Amazon.

Amazon will donate a portion of the price of eligible purchases to the charity of your choice. Signing up is easy - here's how:

1. Visit smile.amazon.com
2. Sign in with your Amazon.com credentials
3. Select Colchester County High School for Girls PTFA as your charitable organisation to receive donations & start shopping
5. Add a bookmark for smile.amazon.com to make it even easier