CCHSG E-Newsletter

30 March 2022

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Executive Principal's Notes

School improvement is an ongoing process; ensuring that we are constantly reviewing and refining our practice in our pursuit of excellence. The current return to many of our traditional ways of working provides us with an opportunity to question, reflect and re-evaluate. Every decision that we make is one that is taken in the best interests of our students, staff, and the community that we serve. This term our School Improvement Plan (SIP) and School Effectiveness Framework (SEF) have been reviewed and updated. The Curriculum Intent for the whole school was created at a joint subject and pastoral leaders' meeting. It is designed to enable students to:

- Develop depth of knowledge
- Have richness of experiences
- Develop their strength of character

Timely progress has been made towards achieving the Key Improvement Priorities set out at the start of the academic year. There is a real drive to support students with reconnection through both academic and wellbeing support. At this point in the academic year, the pastoral team and subject leaders are also in the process of evaluating the progress made to date.

The "Buy Your Own Device" initiative for Years 7, 8 and 9 has seen over 140 laptops handed out to students to utilise in their studies. Mr Nachman is currently working with staff who have volunteered to be 'Digital Leaders' to plan staff training on our "Digital Top 5". We also have a working party of students who are offering feedback and suggestions on using the devices so that we can ensure our offer is fit for purpose.

We very much appreciate the continuing support of our parents and value their feedback. We aim to ensure that we provide a variety of opportunities for parents to engage actively with the school community. Parents in Years 9 and 7 have recently been surveyed about the experiences of their child at CCHSG. Other opportunities offered to parents this term have included parent/teacher consultations via SchoolCloud for Years 7 and 9 and the Year 8 KS4 Preferences Evening.



It was an absolute joy to meet and talk with many parents at the Preferences Evening and to receive many positive comments; we have missed you.

We provided several useful evening workshops for parents, such as MADE Training supplying advice on supporting students with study skills and the e-safety guidance provided by the "Two Johns". OM Health and Wellbeing Consultancy, our external advisors, focused on supporting wellbeing in their "Don't Feed the Monster' – How to Handle your Teenager" workshop. Parents also had the chance to join the school community for the hugely enjoyable school production of 'We will Rock You', presented over three evenings. This was a fantastic show. Last week our PTFA organised a very successful Year 7 Welcome Party with a reception for parents. Next term the PTFA are holding one of their very popular Quiz and Curry Nights, to which everyone is warmly invited. Parents and friends of CCHSG are also welcome to attend any of the PTFA meetings, now held in person and advertised via the Parent Bulletin. Please do come along and join us.

The improvement and development of the school site and the evaluation and enhancement of facilities for learning, is also continuous. During February half term the site team refurbished two of our IT rooms, several white boards were replaced, the kitchen cold store was refurbished and phase 2 of our external CCTV was installed. Most classrooms now have visualisers, kindly funded by the PTFA, enabling the projection of exemplar work on the whiteboard. The CTTC extension is complete and is proving to be an extremely valuable and well used facility. The installation of air source heat pumps (funded through the Decarbonisation Grant) takes place over the Easter holidays and we also hope to install additional solar panels in the near future.

"Living with Covid"

The Government announced that Covid restrictions were lifted on 24 February, when the legal obligation to self-isolate was no longer required. The DfE issued operational guidance for schools for this period of transition and our CCHSG Covid Risk assessment, available on the website, has been updated to reflect this. Mainstream settings like ourselves will not need to continue to supply test kits to their staff and students, however this can be changed in the event of a local outbreak within the school community. We are now able to warmly invite parents and carers to visit our school premises and look forward to resuming parental voice.

We thank all our staff and students for their hard work and dedication throughout this term and wish everyone an enjoyable and restful break.

Mrs Gillian Marshall MSc NPQH
Executive Principal & CEO

Allan Blundell MBE Investiture







Our congratulations to Allan Blundell on his investiture as MBE, at County Hall last week. We are hugely grateful to Allan, who has made a very significant impact on the educational opportunities of students at CCHSG. Having served on the Governing Body since 1997, acting as its Chair between 1998 and 2017, Allan continues to work as a Trustee. We thank him for all that he has contributed both to CCHSG and in many other areas.

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

Duke of Edinburgh's Award at CCHSG

CCHSG first offered the DofE in September 2010 with the aim of building a vibrant centre that provided the opportunity for all students to access the benefits of DofE. Initially only the Bronze Award level was offered. We now have a very well established programme and are officially accredited to run the Bronze, Silver and Gold Awards.

We are pleased that numbers taking part in Duke of Edinburgh's Award this year are high and students are keen to participate. We currently have 21 Year 12 and 13 students involved in the Gold award, 123 Year 9 students and 127 Year 10 students working on the Bronze award, with 45 Year 11 students taking part in the Certificate of Achievement. The Certificate of Achievement is available to all participants who have completed their Skills, Volunteering and Physical sections at Bronze, Silver or Gold level, but have not been able to complete an expedition and/or residential because of the pandemic. The Certificate is a formal recognition, by the DofE, of their dedication to the programmes and everything they have achieved through these three sections, as well as their resilience in coping with ongoing uncertainty.

The after-school training sessions for the Bronze award have already been completed and the walking groups are planning their qualifying expedition. There will be training days held between March and May, to cover the practical skills of navigation and campcraft. For the qualifying expeditions the groups will be walking in the local area and camping on the school site. The participants are also working on their other DofE sections. There has been a wide range of activities chosen, for example:

- Horse training
- Mentoring younger children
- Volunteering in charity shops
- Volunteering in the school/county libraries
- Photography
- Walking/running/swimming
- Team sports
- Cooking and baking

The Gold walking groups are now planning their practice expedition in Derbyshire, which takes place during the Easter holiday. This will be a two day, two night camping expedition. A training day was held on the 12 March. The morning session was spent at the Scout campsite where the teams learnt navigation skills for "wild" terrain and campcraft. The afternoon was spent putting their training into practice by walking around the local countryside. The weather was excellent with the teams stopping briefly to view the Bures dragon and St. Edmund's chapel.
Planning for the Gold qualifying expedition will start at the end of March. This expedition will be held in the Yorkshire Dales during July. The Gold participants have been working on the other sections too. Their range of activities have included:

- Community Wellbeing Ambassador
- Parkrun Volunteer
- Volunteering with Girlguiding UK
- Supporting the CCHSG Bronze DofE programme
- Learning to drive
- Crocheting
- Playing a musical instrument
- Ballet



About DofE

The Duke of Edinburgh's Award (DofE) was founded in 1956 by His Royal Highness The Duke of Edinburgh and is renowned as the world's leading youth achievement award. The DofE is delivered in 141 countries and territories worldwide and under licence at over 10,000 UK centres. Over six million people have participated in DofE programmes in the UK since 1956.

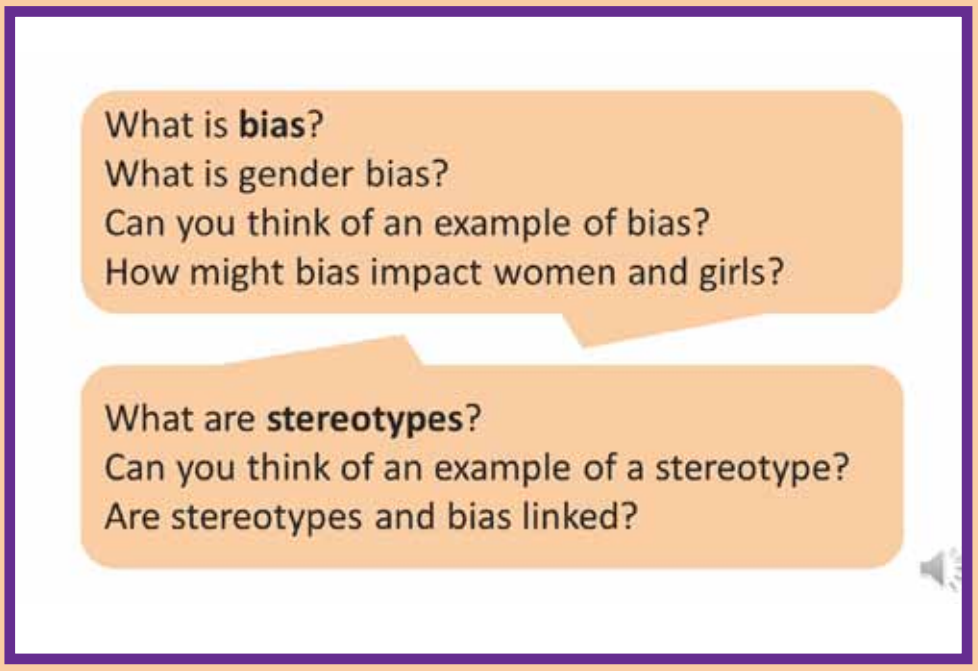
The DofE is for everyone aged 14-24, from any background, culture or religion. Over 100 top UK employers have endorsed a DofE Award as a recognisable mark of a young person's transferrable soft skills. Young people doing their DofE have a huge impact within their local communities through the Volunteering section of their programmes.







International Women's Day - 8 March



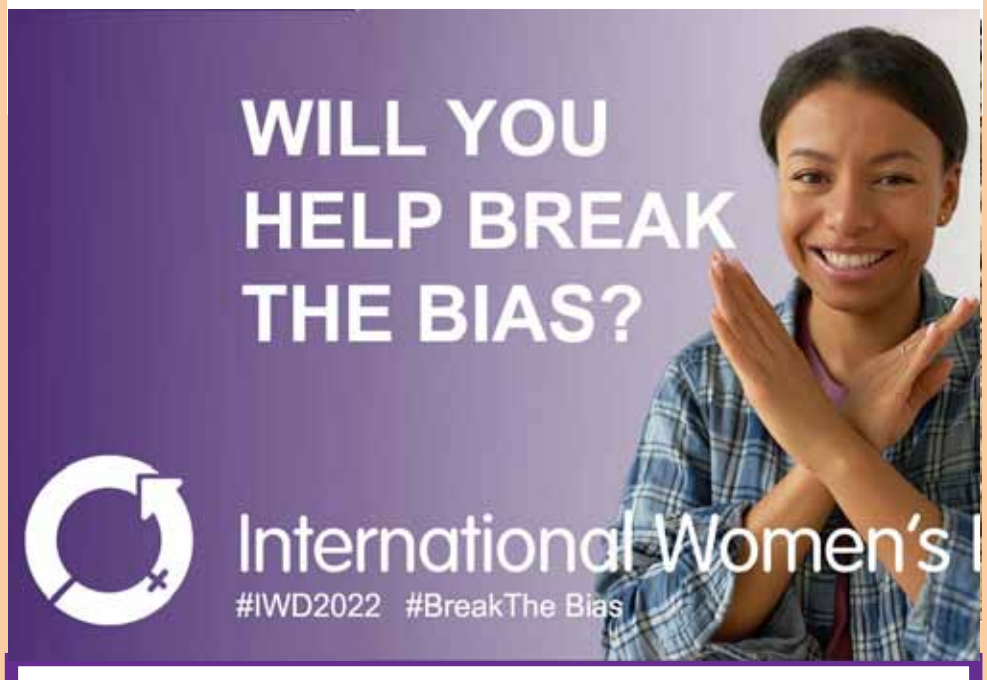
International Women's Day is a global day celebrating the social, economic, cultural and political achievements of women. The day also marks a call to action for accelerating gender parity. Significant activity is witnessed worldwide as groups come together to celebrate women's achievements or rally for women's equality.

Marked annually on March 8th, International Women's Day (IWD) is one of the most important days of the year to:

- celebrate women's achievements
- raise awareness about women's equality
- lobby for accelerated gender parity
- fundraise for female-focused charities

The campaign theme for International Women's Day 2022 was #BreakTheBias. Whether deliberate or unconscious, bias makes it difficult for women to move ahead. Knowing that bias exists isn't enough. Action is needed to level the playing field.





Microaggressions

Microaggressions are comments and actions that demean or dismiss someone based on their gender, race or other aspects of their identity.

"Boys will be boys"

"That's not very ladylike"

"Man up"

"She is so bossy"

"She likes to be the centre of attention"



Imagine a gender equal world.
A world free of bias, stereotypes, and discrimination.
A world that is diverse, equitable, and inclusive.
A world where difference is valued and celebrated.
Together we can forge women's equality.
Collectively we can all **#BreakTheBias**.



Likeability Bias

Likeability bias is rooted in age old expectations. We expect men to be assertive, so when they lead, it feels natural. We expect women to be kind, so when they assert themselves, we like them less.



Performance Bias

Performance bias is based on a deep rooted and incorrect assumptions about ability. We tend to underestimate women's performance and overestimate men's.



Attribution Bias

Because we see women as less competent than men, we tend to give them less credit for their accomplishments and blame them more for mistakes.



Affinity Bias

Affinity bias is when we gravitate toward people like ourselves in appearance, beliefs and background and avoid or even dislike people who are different from us.



Maternal Bias

The concept of motherhood carries false assumptions that women are less committed to their careers and even less competent.



Intersectionality

Bias is not limited to gender. Women can also experience bias based on their race, sexual orientation, disability or other aspects of their identity.















The Library celebrated International Women's Day with a display of relevant reading.



Brilliant books for young feminists

Feminists Don't Wear Pink (and other lies) by Scarlett Curtis

The Penguin Book of Feminist Writing by Hannah Dawson

Don't Touch My Hair by Emma Dabiri

Girl Up by Laura Bates

Taking Up Space: The Black Girls Manifesto for Change by Chelsea Kwakye and Ore Ogunbiyi

We are Displaced by Malala Yousafzai



A feminist must watch

Chimamanda Ngozi Adichie: We should all be feminists | TED
https://www.youtube.com/watch?v=S6ufvYWTqQ0

Taken from her globally influential TED talk, this is Chimamanda Ngozi Adichie's feminist manifesto. A powerful, personal essay of hope and ambition for a better, fairer world: required reading.

"I would like to ask that we begin to dream about and plan for a different world. A fairer world. A world of happier men and happier women who are truer to themselves. And this is how to start: we must raise our daughters differently. We must also raise our sons differently"





Young Enterprise & Economics Society

Economics Society Guest Speaker



Hannah Baker, Vice president of Goldman Sachs, talked to the Economics Society over Teams about her role within the company and how she got to her current position. She gave students advice about how to start a career in Investment Banking and how to stand out when applying for jobs in finance. She also talked about her university experience and her role within the company. Students were able to ask questions and Ms Baker provided insights into how to be successful in getting apprenticeships in finance.

Young Enterprise

There are two Young Enterprise groups, one of the groups "All Things Covered" consists of eleven Year 12 students who are selling transparent mobile phone cases and inserts. The other group "Joyas" are creating their own notebooks from recycled paper. They have thirteen Year 12 students in the group. There is a Young Enterprise meeting every Wednesday where a business advisor comes in to advise the groups on their enterprise. We are pleased to have been chosen to host the regional finalist event in April here at CCHSG.

Trade Fair

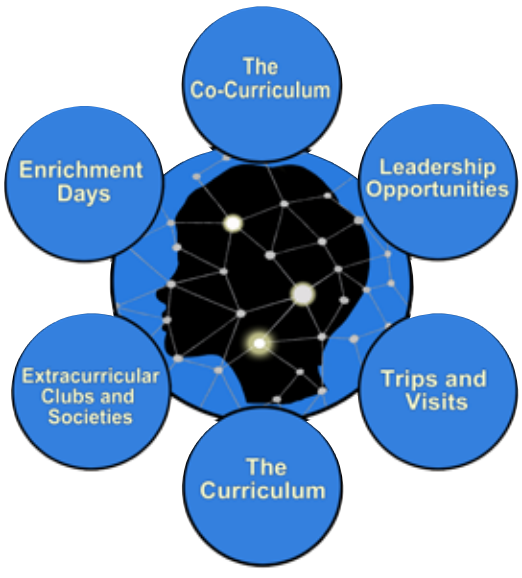
The Young Enterprise students took part in a trade fair at The Meadows Shopping Centre on 15 March. Both teams performed extremely well, selling lots of their products. "All Things Covered" won best customer service, selling phone cases and inserts made at their trade stand whilst the customer waited. "Joyas" managed to sell all their stock of notebooks and were very adept at selling their products to the customers of The Meadows.







Year 9 Matrix & Technology



The Year 9 Matrix is part of the three-year Key Stage 4 programme. This starts after students have completed an accelerated two-year Key Stage 3 programme which provides them with a broad base of knowledge on which to build. The three-year Key Stage 4 curriculum allows students time to develop subject mastery, to commit knowledge to long term memory, develop connections and use this fluently.

The Matrix consists of a flexible and balanced curriculum, the co-curriculum, STEM opportunities, trips and visits, optional music lessons and a programme of enrichment days. This provides opportunities for students to access subject areas they may no longer be formally studying as part of their GCSE preferences. The Matrix is fluid and allows students to change their GCSE options. 20 Year 9 students have changed one of their preferences so far this academic year.

Technology in the Curriculum at CCHSG

STEM (Science, Technology, Engineering and Mathematics) is promoted within lessons and via extra-curricular opportunities. All students study Computing Technology via a weekly lesson in KS3. Students in Year 7 have an additional enrichment day dedicated to Programming. All students in Year 9 have two Computing based enrichment days which are outlined in the table below. Students also enter competitions for programming and innovation. All students have the opportunity to complete the IDEA Awards. E-safety is embedded in PSHCE and computing skills are cross-curricular for all Year Groups. Students have the option to complete qualifications in Computer Science at GCSE and A Level.

STEM activities through Science are varied and include competitions such as the CREST Award, trips and visits, visiting speakers and collaboration with external specialists for example the Babraham Research Institute project. Students in Years 7 and 9 study Electronics within the Physics curriculum. Students in Year 8 will have an enrichment day with an Electronics focus.

Food Technology is delivered via Healthy Living practical lessons for students in Years 7 and 8. The Art curriculum includes elements of design and structures. Graphics is also being introduced into the Art Scheme of Work. Parents of 59 students in Year 7 have expressed an interest in their child participating in a Textiles enrichment day in the Summer Term 2022 at one of our partner schools in the Alpha Trust.

The Year 9 Matrix Days 2022

Wednesday 4 or Thursday 5 May 2022	**Computing** **Teaching Programming skills** The Basics, Variables and assignments, If statements, Strings & String manipulation, Maths, For Loop, While Loop, Random, Turtle Graphics, Numeric Arrays, Tuples, Lists and Dictionaries, 2D Lists and Dictionaries, Reading and writing to a text file, Reading and writing to a .csv file, Sub-programs: Functions and procedures, TKinter GUI (Graphical User Interface) **Careers in computing presentation** Guest speaker, Stephanie Bazeley senior programmer at Team JunkFish, a leading game developer in Scotland. Career opportunities in programming, game production and computer science and opportunities in STEM industries. **Pair Programming Challenge** Students work in pairs to create a quiz game / AI chatbot or text-based adventure game.
Tuesday 7 or Wednesday 8 June 2022	**Computing** Computer Systems The CPU, Memory and Storage. How computer systems work and how we get them to work for us. Design a gaming system – selecting the hardware activity Computational Thinking and logic activities Design a gaming system – selecting the software activity **A career in computing** Online marketing and social media - creating a successful YouTube channel
Tuesday 5 July 2022	**Heathy Lives Day** The focus will be on health and wellbeing.
Thursday 7 July 2022	**Enterprise Day** The day will provide an insight unto the world of business and the financial markets with particular focus on team-work, entrepreneurship and decision making as well as developing understanding of the concept of trading on the stock market.
Friday 8 July 2022	**Environmental Sustainability** Living in a sustainable world Fast Fashion

Introducing our Language Assistants

Frau Julia Lendzion: German Language Assistant



This term we welcome Julia Lendzion, a Masters student from the University of Kiel, who joins us to support students in the German Department. Julia is studying English and PE and training so that she can teach in one of Germany's Gymnasium. Gymnasium are the most advanced and highest of the three types of German secondary schools, comparable to a British grammar school.



Julia finds teachers here at CCHSG are more friendly to the students than their rather more strict German counterparts. The schooling system varies throughout Germany, with no national curriculum, because each state (Land) decides its own educational policies. Most children first attend Grundschule (primary or elementary school) for 4 years from the age of 6 to 9. Students begin studying English in Year 3, and can take a second language such as French, Latin or Spanish in secondary school. German students at state schools normally attend school in the morning with classes starting between 7.30 and 8.15am and ending between 2 and 3.30 pm. In the Oberstufe (Sixth Form) classes sometimes continue until 5 pm.

Julia finds the many different regional accents that are found across the UK very interesting and can even identify a variety of accents among the CCHSG students. She is very much enjoying her time in Colchester, just missing German bakeries. On her return she might want to seek out a speciality of the Kiel region – Fischbrötchen – literally "fish bun". This is a sandwich made with fish and other components such as onions, pickles, horseradish sauce, ketchup, or cocktail sauce.



It is commonly eaten in Northern Germany, due to the region's proximity to the North Sea and Baltic Sea. Another speciality is a Franzbrötchen (similar to a cinnamon bun).



A Franzbrötchen is a sweet pastry made of puff pastry filled with sugar and cinnamon. It is a speciality of Hamburg's cuisine and is often served with coffee and cake or for breakfast.

Mlle Laura Bouteiller: French Language Assistant

Language Assistant Laura Bouteiller has just completed a Bachelor's degree in English, Literature and History at Le Mans University. She is working at CCHSG during a gap year, prior to taking her Master's Degree. She hopes to become an English teacher. At CCHSG she is mainly focused on working one to one with students to improve their French speaking skills and she is impressed by the level of language ability that she has seen.

Prior to arriving in Colchester Mlle Bouteiller had only visited England a couple of times. Since arriving she has every much enjoyed trips to London and has also toured the Pembrokeshire coastal areas of Wales, which she found very beautiful. Generally she finds people in the UK very friendly and is enjoying living in Colchester.

When comparing CCHSG with secondary schools in France, she was impressed by the amount of support that students here have alongside their academic studies. In France subject staff are only on the school site to deliver their lessons. There are some general pastoral staff but no Forms or Tutors. French schools also have no uniform.



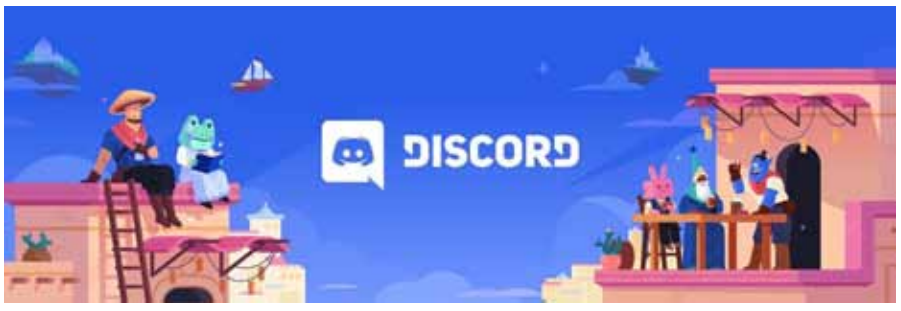


Both Mlle Bouteiller and Frau Lendzion wanted to thank the staff in the Languages Department for their help, and all the staff and students at CCHSG for making them feel so welcome.

Amber Atherton 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.

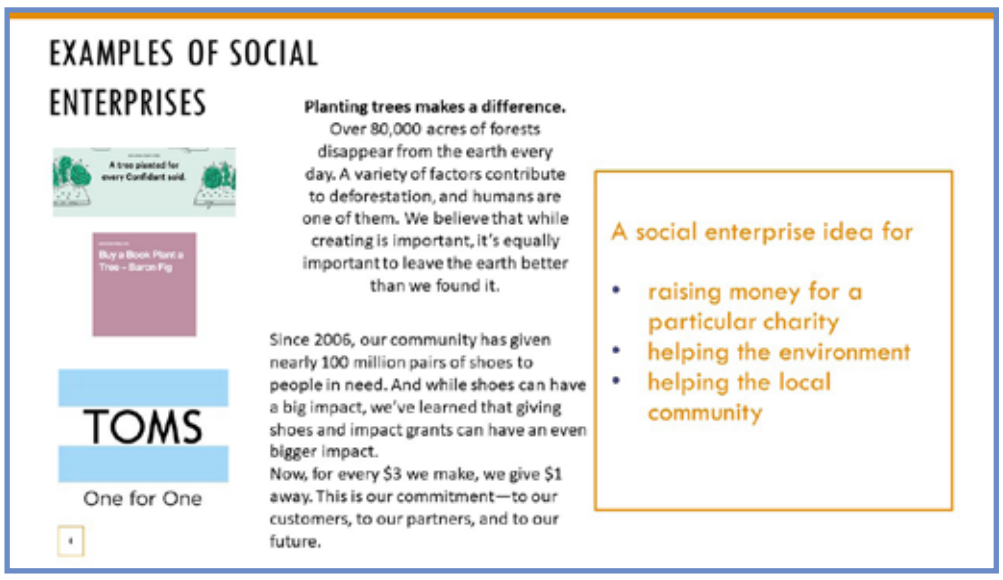
Miss Atherton said:
'I'm delighted to announce the Atherton Award has launched at CCHSG recognising entrepreneurial spirit in students whether it's completing an online coding course, building an app or starting a business. The winner will be awarded a trophy, cheque and mentoring time. Good luck to all the students entering.'





An assembly for Year Groups 7-9 was held to launch the Amber Atherton Award and PSHCE social enterprise lessons gave the students an idea of what a social enterprise is and what would be required to run a social enterprise. There are over 80 students who have entered the competition and have submitted a business plan proposal. Year 12 students who have been involved in Young Enterprise have been mentoring some of the teams that have entered the competition. We have invited judges from local businesses such Colbea and Colchester County Council to sit on the panel in April.

There have been enterprise talks from Mrs Abiola Okubanjo on running a social enterprise and Isabel Duah on working as a trader for Schroders. Judging of the award will be on 20 April.



National Youth Orchestra

From Tuesday the 22 February, the National Youth Orchestra of Great Britain will be streaming their concert performed in the Barbican on BBC Sounds and Radio 3.

Sian Edwards conducts a programme that ends with Rachmaninov's Symphonic Dances. Before it come two much newer pieces, Dani Howard's Coalescence - which explores how the human race has attempted to 'outsmart' nature over the centuries, and Karim Al-Zand's City Scenes, which captures the beauty and chaos of life in a city. Not to forget a short interlude by Thea Musgrave performed by a solo percussionist and 3 flautists, including our own Viviane Ghiglino in Year 13.

The NYO are promoting a theme of 'Open Up and Let Loose,' in celebrating the power of orchestral music played by teenagers, is a call to action, championing what music education can bring into a young person's life - and the potential it can unlock

https://www.nyo.org.uk/

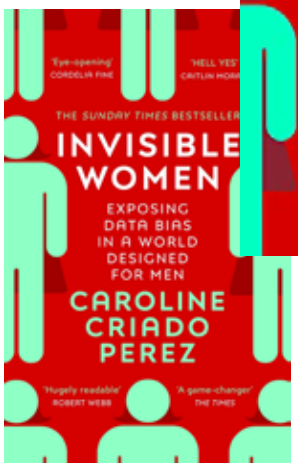


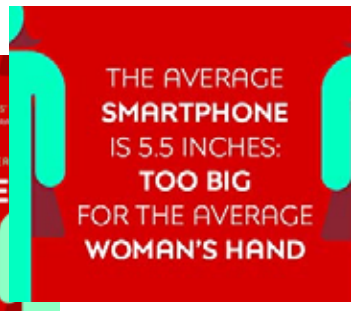
STEM - Visiting Speakers



On 25 February, MedSoc was lucky enough to have ex-CCHSG student Becky Hoskyns come in and give us a talk about her experiences studying medicine in Bart's and The London Medical School (QMUL). She was a truly charismatic speaker as she talked us through her reasons for going to BART's and why choosing a school that compliments you as an individual is so important. She herself had made it abundantly clear that BART's was the school for her through her impassioned description of the university.

As part of the interview committee, her advice was to be enthusiastic, well prepared and honest about our strengths and weaknesses. She reassured us that we didn't have to be





perfect, we just had to have the potential to grow. One of her pet peeves as an interviewer, however, was when individuals would automatically use male pronouns when talking about a doctor. This was a damaging stereotype that annoyed her, and she recommended that we all read "Invisible Women" by Caroline Criado-Perez.

Throughout her talk, Becky also helped dispel the infamous rumour that medical school was "all work and no play" as she described the many extracurricular activities she has been involved in, such as performing in plays, charity work and even weightlifting. She explained how



important it was to have a healthy work-life balance and the significance of socialising and getting to know your peers. Becky's talk was full of useful and interesting information that made Medicine seem a little less daunting.

Bliss Falowo, 12E





On 7 March, MedSoc was delighted to have Mr Yow, a vascular and endovascular surgeon, come and give us a talk about his pathway to Medicine and his work as a surgeon. His journey to becoming a surgeon was atypical as he first attended law school before deciding that Medicine was the best fit for him. This was incredibly useful information for many members of MedSoc as it showed us that there wasn't 'a one size fits all' approach when it comes to pursuing Medicine as a career. Mr Yow also talked us through his motivations for becoming a vascular surgeon and explained how the excitement of resolving clinical problems, the reliance on technical craft, as well as the hit TV show 'St. Elsewhere' drew him towards the profession.



He explained the importance of choosing a speciality that truly interests you, as once you do that, 'the years fly by'. Mr Yow clearly has a deep love for his work as a vascular surgeon as he remarked that 'he would do it all again' if he could. Throughout his presentation, Mr Yow presented us with PBL questions, and challenged us to discern the symptoms of a patient with a ruptured aneurysm. The PBL questions combined with Mr Yow's user-friendly explanations on how to treat various vascular disorders made the entire talk thoroughly enjoyable and interactive. After speaking to a few members of MedSoc after the talk, it is safe to say that we were all enamoured by Mr Yow's witty and informative presentation. We are grateful to have had such an impactful insight into the world of vascular surgeons and endovascular surgery and are very grateful to Mr Yow for speaking with us.

Bliss Falowo 12E

British Science Week at CCHSG - 14-18 March

We celebrated British Science Week in school, with the theme this year of 'growth'. Students had the opportunity to get involved in a construction challenge, quizzes and poster competition, as well as learning soma e amazing facts on growth in Science.



Neandersquito Project

On 16 March, Petra Korlevic, from EMBL based at the Wellcome Sanger Institute was kind enough to talk to us, via Zoom, about her Neandersquito project. She passionately described how she, and her team, dug through ancient mosquito DNA: rehydrating the ancient tissue first and then using a lysis buffer in order to extract the DNA. Petra was very impassioned about her work, and we could really see the love she had for her project. The results of her ongoing Neandersquito project are also incredibly promising. Her data can be used to find out when and where insecticide resistance in mosquitoes first started, answering a lot of itching questions. The future of the Neandersquito has a lot of potential, as expressed Petra. Despite the idea of mosquitoes being less than favourable, Petra certainly shone a new light on mosquitoes and the usefulness of digging through their ancient DNA for future research. Her talk was a great introduction to science week, and we were grateful to have her talk to us. **Bliss Falowo 12E**



The Genius Behind Modern Medicine

On Friday 11 March, we were was lucky to have a live talk with two members of the Babraham Research Institute, Cambridge, Johanna Grinat and Prachi Bhagwatwar who provided an informative talk about the most promising subsect of science: the discovery and further development of iPSCs – or otherwise known as "Induced Pluripotent Stem Cells".

To understand the importance of iPSCs, one must understand what a stem cell is. There are two main types – adult and embryonic. Adult stem cells develop into a very specific range of tissues e.g. muscles. Embryonic stem cells develop into any cell in the human body (pluripotency). For this reason, they are incredibly invaluable; the cure for Alzheimer's, spinal injuries and so much more lies in the development of pluripotent stem cells.

However, as the source of pluripotent stem cells are embryos, there are moral and ethical problems. This is where Dr. Yamanaka came in with his discovery of four crucial genes (Yamanaka Factors) that can convert normal cells into an "embryonic state": Oct-4, Klf-4, C-Myc and & Sox-2. The expression of these genes causes the cell to believe it is an embryonic stem cell and essentially "reverse itself in time". However, the current method of using viruses to activate these genes makes the iPSCs imperfect for use, due to risk of unexpected side effects. This is part of Babraham's research in the epigenetics division - finding new methods that will allow these incredible cells to be implemented in real life medicine. Once perfected, iPSCs will likely replace the use of



Babraham Institute

embryonic stem cells and revolutionise personalised medicine. The body cells of an individual may be used to form iPSCs, which will then be encouraged to specialise into a different tissue, reducing the chance of rejections. Incredible, what modern science can achieve, and will achieve in the next ten years. The two scientists also talked about their career and how that has led them to working at the Brbaham Institute and answered lots of our questions. We are very grateful for the 2 scientists giving up their time to talk to us as part of science week and 'Meet the Bioscientist'. **Mariam Erkaboeva, Yr 12**

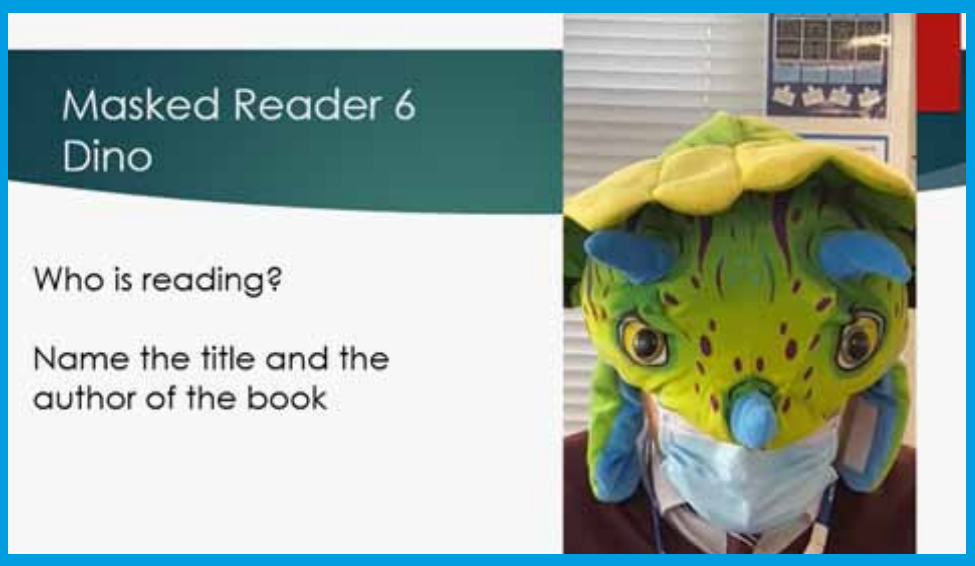
World Book Day

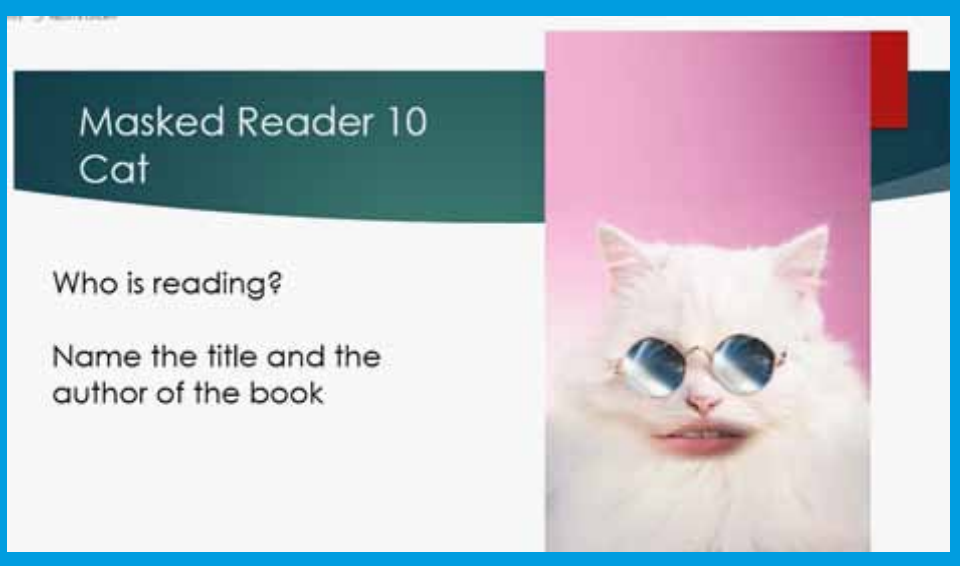




To celebrate 25 years of World Book Day all students at CCHSG took part in 'The Masked Reader', organised by Mrs Croxon. Eleven members of staff disguised themselves and challenged Form Groups to identify them; the books they were reading and the authors. Congratulations to: 7O, 8L, 9O, 10O, 11H, 12C and 13E who were the winners for each Year Group!

Members of staff also dressed up as characters and support staff were especially inventive.











Masked Reader 1
Lion

- Who is reading?
- Name the title and the author of the book



Masked Reader 4
Broccoli

Who is reading?

Name the title and the author of the book



Blind Date With a Book

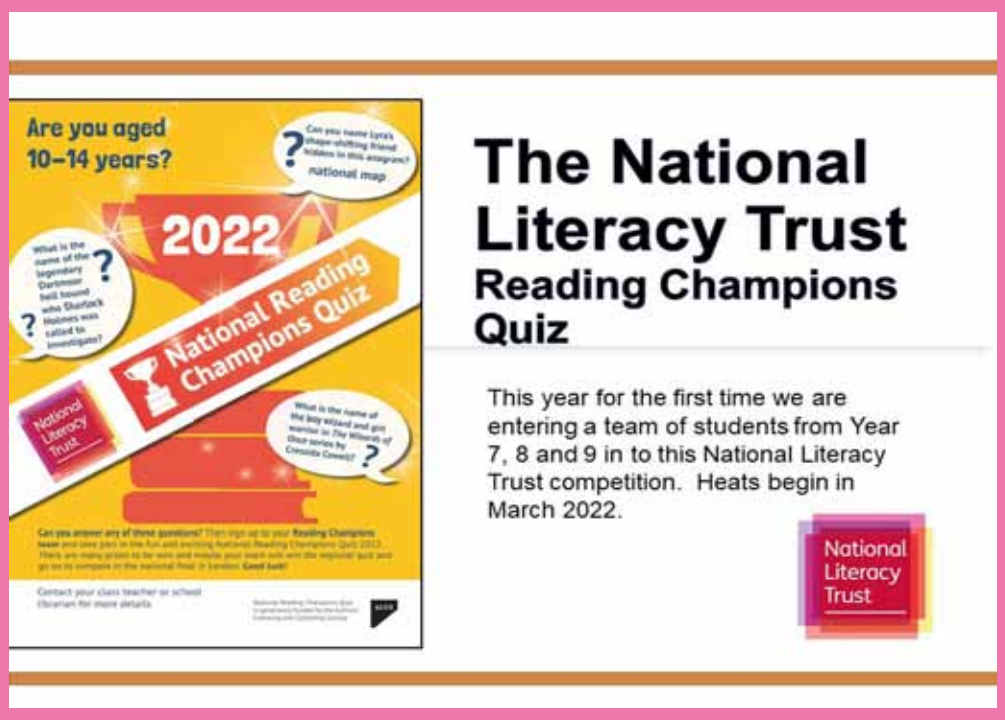
If you're brave enough, here's what to do :-

1. Choose your book using only the information on the wrapper – no peeping or unwrapping.
2. Take your book to a librarian to be put onto your ticket.
3. Take your book, unwrap it and read it!
4. Recycle the wrapping paper.

Enjoy your book!

Our Student Librarians organised the 'Blind Date with a Book' challenge for students to enjoy. Books were wrapped in plain paper with just a few words of description on the cover. The Student Librarians hoped it would encourage students to read, and hopefully enjoy, something they might not otherwise try.





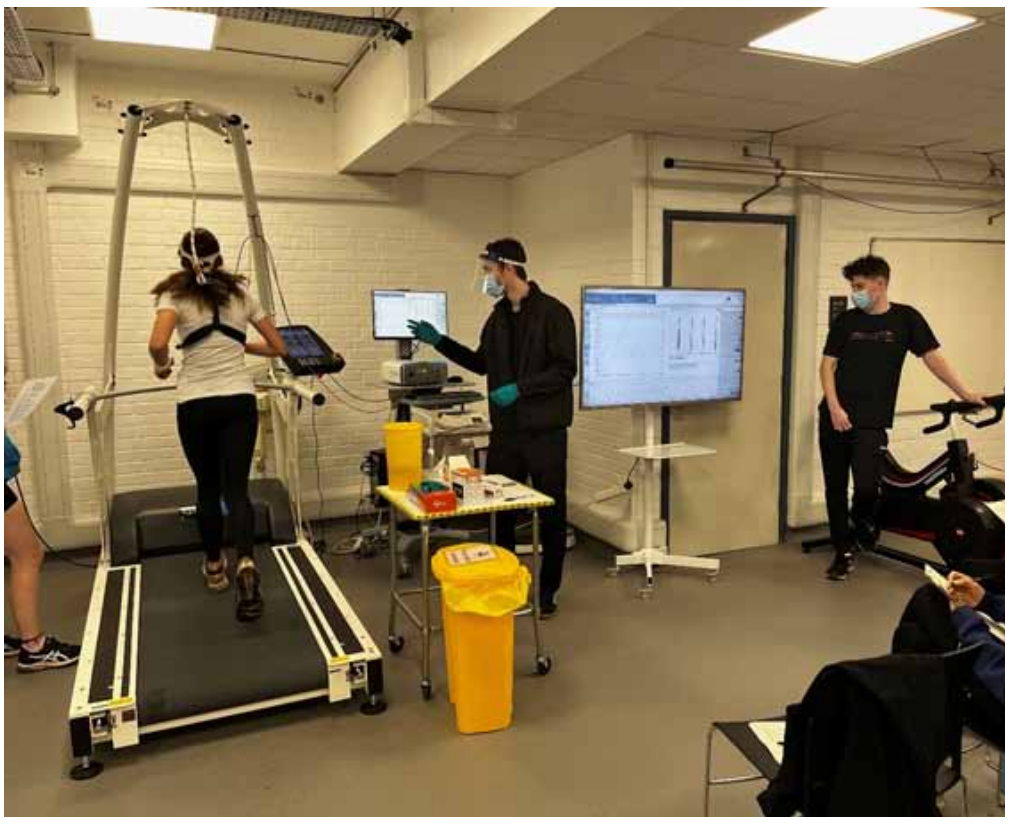
Congratulations to our National Reading Champions Quiz Team who took part in the regional heat of the competition run by National Literacy Trust.

The team did brilliantly and finished in third place. Although they haven't made it through to the grand final, the team thoroughly enjoyed taking part and were a credit to our school. Well done!

https://literacytrust.org.uk/events/national-reading-champions-quiz/

A level PE Trip to the University of Essex

High Performance Labs and Sports Psychology



We began the day with a great talk by a sports scientist from the University of Essex. The first half of the day was about sports physiology, undergoing different physical tests whilst applying them to the theory. We split the group into two halves, and most took a turn on every test. Firstly, we undertook a thigh pull test, measuring strength whilst undergoing an isometric muscle contraction of the Rectus Femoris. Moving on to jump tests, we compared the difference in height between a squat jump and vertical jump. It was really interesting to see the difference in heights of athletes that participated in sports such as gymnastics and trampolining, compared to footballers and runners! Everyone then took part in a maximal 10 second bike sprint test, where we were given our average, peak and slowest speeds. Then, we calculated our fatigue index, measuring the rate at which power output declines for an athlete, once again comparing our results to our sports. A few of us then volunteered to begin a cycling test which would try to predict our VO2 max, whilst the rest of us acted as sports physiologists, measuring the participants heart rate throughout as the weight added to the bike increased. By drawing a graph showing heart rate progression, then comparing to our maximum heart rate, we were able to predict our VO2 max.

I (Kaela) then volunteered to undertake the maximal VO2 max test, to accurately determine my VO2 max as an endurance athlete which measures the maximum oxygen that can be consumed during exercise. I was briefed on how the test would work, whilst the rest of the group were shown how my results would appear on the screen in real time as the test progressed. After putting on a heart rate monitor, and undertaking a warm-up, I put on a harness and had a mask strapped over my mouth and nose to measure the oxygen I breathed in and CO2 breathed out. I then had 3 minute runs with 50 second rests interspersed between as the treadmill progressively got faster. I managed to run for a total of 15 minutes, giving me a VO2 max of 62 ml/kg/min. It was an incredible experience and amazing to have been given the opportunity to undertake the test. I have now gained knowledge and experience, as well as learning about the theory based behind the physiology. It was an incredibly enjoyable and informative morning and everyone had a great time.

After all the fun (and a little sweat) of the morning we sat down for a quick lunch before heading to the sports psychology workshop. We began with an overview of how psychology can be used in sport and the different ways athletes, both elite and recreational, can work with sports psychologists to improve their performances. Both groups also discussed some of the different psychological theories that we have been learning about as part of our A Level course. To further this learning, the course leaders wanted us to get some hands on, practical work.

Initially the groups split in half, one group went to the rowing machines and the other were paired up and handed a netball. To start the rowing machine activity we each had to complete a 250m row at a baseline, steady pace. After that, it was race time – the group crowded round and shouted motivation as two people race, myself and Amelia raced first and as each pairing started and finished it was clear to see that as soon as we were put in a competitive setting our effort increased and race times decreased. This linked to the inverted U theory of arousal. On the other activity, working in pairs, we had to pass a netball between us whilst reciting the colour of a word on the computer screen. The tricky part… the colours did not match the word ie the word red was written on the screen but the font colour was yellow. We had to read out the colour whilst passing the netball, each time we said the wrong colour or dropped the ball we lost a point. This tested our ability to respond to multiple stimuli at once, linking to the single channel hypotheses. The second half of the afternoon, tested our golf putting skills (another activity relating to arousal) and reaction times. We used a series of light up buttons to see how fast we could react to stimuli, it was particularly interesting to see how athletes from different sports performed – key standouts seemed to be Badminton and shooting.

We ended the day with a discussion and overview of the day, covering both physiology and psychology in sport. As a group we thanked the lecturers and students and headed home. We were all very grateful for the opportunity to experienced such a hands-on day and enjoyed getting a taste of what our time at university could look like in the future.

Maddy and Kaela

We Love To Read - Promoting Reading at CCHSG



DEAR
Drop Everything and Read

Once a week all Year Groups use their Form time to catch up on some reading.

Recommended reading lists for A Level students



Each subject area publishes a list of recommended reading and website links for A level students and those wishing to prepare for A Level study or broaden their general knowledge.



World Book Day

Celebrated throughout school. In 2022 Staff participated in a 'Masked Reader' event and the library had 'blind date with a book.' Students chose from a selection of wrapped books each with just a three word description. The whole idea was to persuade students to read outside their comfort zone.

A variety of activities run by our Librarians, Mrs Cox and Mrs Craig, in addition to initiatives organised by subject Departments such as English and History, aim to encourage students to read both for pleasure and to support their subject mastery.

Accelerated Reader Programme



Year 7 and 8 students participate in the Accelerated Reader Programme during their Library Lessons.

Students read books and take quizzes on their reading. Points are awarded for each book read. There is an Interform competition with the Form with the most points at the end of each term being awarded edible prizes... The library also has a board with 'word millionaires' for those students that have read more than a million words.



History Book Club

There is a new book, on a historical theme, recommended each term. Students meet to discuss and review their reading.

English Department Book of the Month



Each month students are encouraged to read and write a review of the "Book of the Month".

The English department gives prizes for the best reviews.



CCHSG

We ♥ Reading

These are some of the many activities that promote a love of reading



Year 8 Challenge

All Year 8 students participate in this challenge during their fortnightly Library lesson. Students read both modern and historical classic novels and keep a journal analysing their reading.

Students also talk with the librarians about the books they have read. Merits are awarded for each challenge book students read.

Visiting Authors



The Library organizes a visit by a published author each year. After a general presentation about their career pathway and the inspiration behind their work, there is an opportunity for students to ask the authors individual questions.



Student Librarians

Our student librarians support with the organisation of the library. They also recommend books to other learners and prepare book 'Speed dating' activities.

Promoting National Events - e.g. Black History Month, International Women's Day

The Head Student Team promote relevant national events throughout the school. This often includes a display in the library which the librarians stock with relevant books.



CCHSG Chaplaincy



Did you know
that CCHSG has a school Chaplain?

A Chaplain supports the emotional and spiritual wellbeing of all students, parents and staff. You can talk to a Chaplain about anything, they are here to support those of all faiths and none.

Rev Greenland is the newly appointed Chaplain to the school and her door is always open. The best day for students to catch Rev Greenland is on Monday, when there is a Chaplaincy Drop-In in F11 at lunchtime. All students are welcome! They can come in a group or on their own.





School Chaplain

F11 every Monday
12.35 – 13.25

offering support to all students
please drop in

If you want to make an appointment for a chat, please use the QR code or contact Rev Greenland directly on hgreenland@cchsg.com.

Divine Chocolate & Fair Trade



This year the catering team at CCHSG have chosen to stock Divine Chocolate - in support of women's empowerment.

Divine Chocolate has a strong commitment to 'doing business differently.' Divine strives to address the Sustainable Development Goals (SDGs) – the specific targets set out by the UN aimed at ending all forms of poverty, fighting inequalities and tackling climate change.

Divine Chocolate and Kuapa Kokoo, both led by women, are pioneering progress toward Sustainable Development Goal 5 — this goal aims to achieve gender equality and women's empowerment.

For more than two decades, Divine Chocolate and their farmer co-op partners have shared a commitment to empowering women. Together, they support women in cocoa farming so they may develop the skills and confidence to grow better cocoa, build better communities, and thrive in business.

Of the 100,000 Kuapa Kokoo farmers who co-own the company, more than a third are women. CECAQ-11, the farmer co-op in São Tomé which produces the cocoa in the Divine Organic range, is made up of 1,027 members. More than a third of the members in CECAQ-11 are women, too.

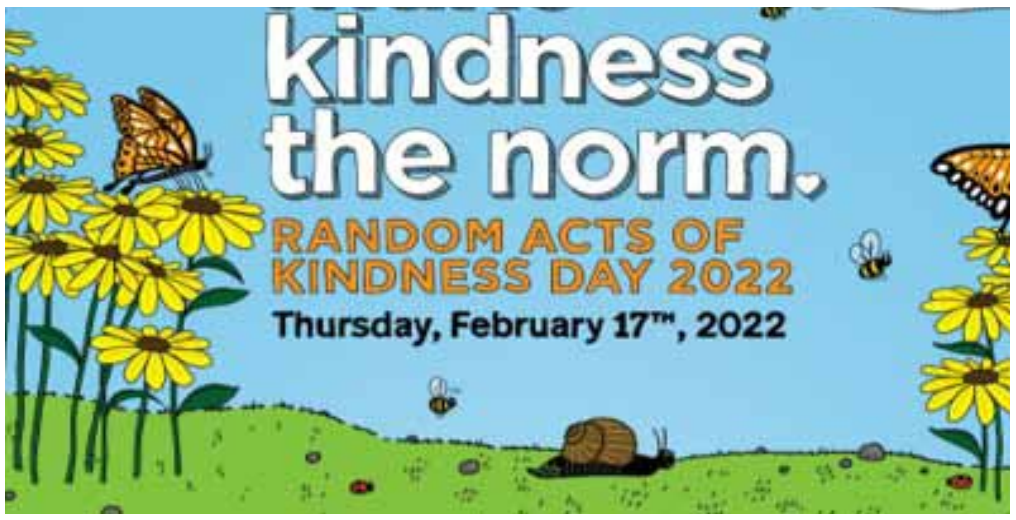


Random Acts of Kindness Day - 17 February

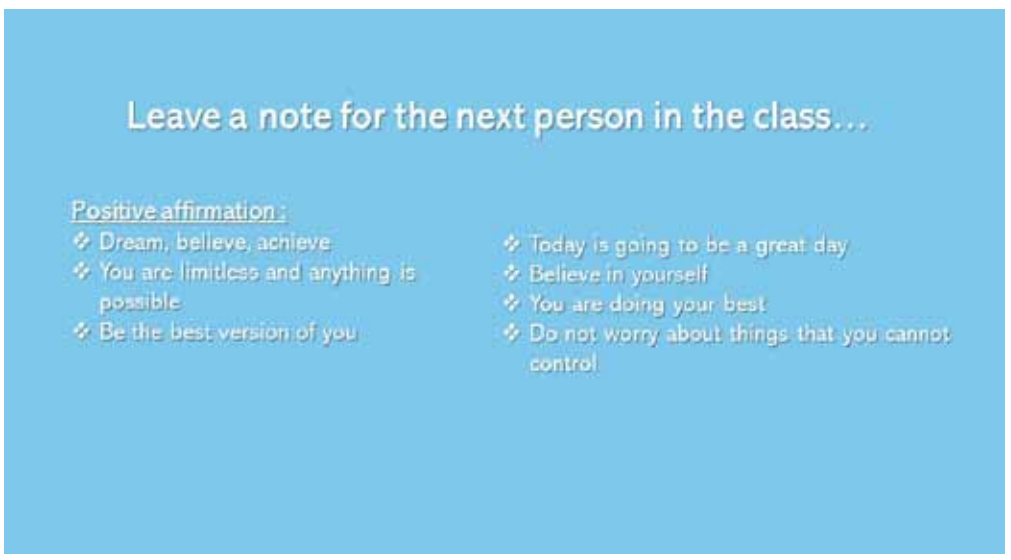
During Random Acts of Kindness Week, 8S came up with ideas for actions for students to complete:

- Help your parents around the house
- Smile at people
- Make someone in your family a hot drink
- Help a friend with homework
- Give someone a compliment
- Make breakfast for someone in your family
- Saying thank you to people
- Tell a joke or make someone laugh
- Hold doors open for people
- Offer to help someone with a job
- Check up on someone you haven't spoken to in a while
- Donate to charity
- Give someone a hand made gift or a thank you letter
- Leave a nice, positive comment on a post
- Ask people how they are

Students were also encouraged to leave an affirmative note on their desk, that someone in the next class to use the room would find.



https://www.randomactsofkindness.org/high-school-curriculum



MARCH 2022

SUN	MON	TUE	WED	THU	FRI	SAT
FEBRUARY S M T W Th F S: 30 31 1 2 3 4 5 / 6 7 8 9 10 11 12 / 13 14 15 16 17 18 19 / 20 21 22 23 24 25 26 / 27 28 1 2 3 4 5 / 6 7 8 9 10 11 12	APRIL S M T W Th F S: 27 28 29 30 31 1 2 / 3 4 5 6 7 8 9 / 10 11 12 13 14 15 16 / 17 18 19 20 21 22 23 / 24 25 26 27 28 29 30 / 1 2 3 4 5 6 7	1 Give someone a genuine and meaningful compliment.	2 Share your favorite book with your best friend.	3 Give others the benefit of the doubt.	MARCH FORTH AND DO SOMETHING DAY! 4 Check your list of 2022 goals and see what you can do to March Fo(u)rth on them!	NATIONAL DAY OF UNPLUGGING 5 Unplug from all technology for one day.
6 Share a favorite memory with a family member.	7 Post a sticky note with a kind message on someone's locker.	INTERNATIONAL WOMEN'S DAY 8 Thank an influential woman in your life.	9 Spend at least 30 minutes doing something that you love.	10 Forgive yourself for something that's been bothering you.	11 Be honest and kind when speaking to others.	12 Volunteer with your family at an animal shelter or rescue.
13 Go on a nature walk with a friend or family member.	PI DAY 14  Eat a slice of your favorite pie.	15 Offer to help a school staff member with a task.	16 Reply positively to an online post.	ST. PATRICK'S DAY 17 Compliment a classmate about a unique characteristic.	18  Say, "Thank You!" and mean it.	LET'S LAUGH DAY 19 Get your family members together and tell funny stories.
FIRST DAY OF SPRING 20 Make someone happy today by doing something they love with them.	WORLD POETRY DAY 21 Share an encouraging poem with someone.	22 Go to bed an hour early.	23 Pick up trash in your school's hallways.	24  Do 15 minutes of stretches.	25 Finish your work on time and to the best of your ability.	MAKE UP YOUR OWN HOLIDAY DAY 26 Celebrate a made-up holiday.
27  Swing on a swing.	RESPECT YOUR CAT DAY 28 Make sure your pets know how much they're loved.	29 Try eating 5 servings of fruits and vegetables a day.	TAKE A WALK IN THE PARK DAY 30 Take a walk in the park with a friend or family member.	31 Color a page and share it with a loved one.	1	2

Visit www.randomactsofkindness.org for more kindness ideas.

RANDOM ACTS OF KINDNESS FOUNDATION

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Maths - M3 Modelling Challenge

On 28 February ten CCHSG students took part in a gruelling, 14-hour long Mathematical Modelling challenge. Well done to Niamh Cattanach, Lucy Cottis, Shaleeza Farooqui, Amy Hersey, Emily Joseph. Rosie Kilcline, Nehal Kumar, Leah Levett, Chantelle Mbugua and Katelyn Parfitt. Honourable mention to Jenietha Durairaj as well. The problem this year was all about working remotely, and the two teams had to use all their modelling skills to predict how many people will be ready to work remotely by 2024 and 2027 and of those, how many will actually choose to.



They also had to measure the impact that remote working would have on certain cities in the future. This challenge was incredibly technical, needing them to combine knowledge from their A Level Mathematics course with their coding skills (which for some of them were self-taught!). It was also a test of mental fortitude as they worked for 14 hours straight to produce an impressive 20-page report. No matter what happens in the judging process, they all should be very proud of the work they have produced!

Extra congratulations to Niamh, Amy, Nehal, Rosie and Emily for making it into the top 18.5% - beating out nearly 500 other teams! This means that they were in the top 6 of all entries from the UK!



Remote Work: Fad or Future?

Executive Summary

More and more of the world population are beginning to move into different sectors of the workforce, which means that being able to work remotely has never been more popular, especially with the global pandemic that began in early 2020. However, the idea of working remotely poses a threat to many job sectors, and may be challenging to implement into employees' everyday lives. Our team aims to predict how much of the global workforce is ready to work remotely, and determine the extent to which this will impact any given city.

Firstly, we predicted the percentage of workers whose jobs are currently remote-ready by calculating and extrapolating the proportion of remote-ready workers in different given cities in the UK and US from the years 2005 - 2021.
We then used this to create our model, which proved to be reasonably accurate, as we ended up achieving an R-Squared value of 0.7496. Consequently, this model was then applied to all of the given cities from the UK and the US, to estimate the percentage of 'remote-ready' workers in 2024 and 2027.

The next steps we took were to create a model which predicts whether an individual works from home or not, which we did by accumulating a number of variables which may affect the probability of the individual working from home and incorporating them into different models which we tested out, until we created our final model with the most important variables, to achieve a range of values between 0 and 1 from any valid input into the model.
With regard to our model, we then decided that any value produced below 0.5 signifies that an individual worker with a remote-ready job has the ability to and decides to work from home. Finally, we synthesised our two models from the two previous questions to create an optimised ranking system for each of the given cities from Question One.
We implemented a fairly simple final model, with minimal adjustment to our previous variables from Model 2, with regard to the fact that our model had to reflect a whole city's population, and not merely an individual. Ultimately, we ended up ranking the magnitude of impact that remote work will have on the given cities as follows: Liverpool, Barry, Seattle WA, Scranton PA, Omaha NE.

Intermediate Mathematics Challenge Success

United Kingdom Mathematics Trust
https://www.ukmt.org.uk/imc

Year 10 students at CCHSG did fantastically well in this year's Mathematics Challenge achieving 13 gold, 35 silver and 50 bronze awards. All students will receive a certificate of participation. To recognize the highest performers in the Challenge, UKMT award the top-scoring 50% of participants Bronze, Silver and Gold certificates in the ratio 3:2:1.Our congratulations go to Isabel Cato for achieving the "best in school" accolade, as well as qualifying for the Pink Kangaroo the follow on round. Also, congratulation to others who qualified for Pink Kangaroo, Matilda Churchward, Madeline Donlan, Aisha Erkaboeva, Gayaihri Gopinath, Hilary Hargreaves, Elizabeth Joseph, Bethany King, Laura Moreira, Carys Sergeant, Mar Torres Gonzalez , Hannah Tsang and Emily Wong. Many congratulations to all the students who participated in what is a very tough challenge and good luck to those going on to the following round. **Mathematics Department.**

Magistrates Mock Trial Competition

On Saturday 12 March, several of us from Year 9 were fortunate enough to participate in the Magistrates Mock Trial Competition at Basildon's Queen and County Court. Our school fielded a team of fifteen students, each of whom were given a role which replicated one of a real-life court case — including witnesses. We competed in two cases against different schools in the competition's local heat round. In preparation for the event, we had been meeting twice a week during lunch to familiarise ourselves with the case and our roles. The case stemmed from Tony Clark's belief that Alex Davies had created a fictitious Instagram account in her name and had sent her various harassing emails because of a college rumour Alex had allegedly created a few years earlier.

In our first round, our team acted as prosecution and we faced the Anglo-European School who were defence. As this was our first case, we were unsure of what to expect and felt slightly intimidated prior to the round's start, but our team remained confident and clear throughout. The Anglo-European School had an excellent pair of lawyers who cleverly used the concept of 'rumour' in the attempt to discredit our witness, Tony Clark (Sophie). Despite our attorneys (Macaela and Ekha) giving a compelling counter-argument, the individual in question was found not guilty (as expected). Following that, we received a report on our performance from the judges – real-life magistrates – who appeared to be rather pleased with our efforts, also giving us advice on how to have a stronger prosecution next time. In general, we found the round to be a success, and we now had a few additional ideas on how to win the next case.

Our second round opponent was Shenfield School. Our team exuded confidence upon entering the round, which became evident in our arguments. Our defence attorneys (Tanya and Adaya) asked both open and closed questions and performed extremely well - even improving on some of the areas where we were criticised in the prior round! Our witness: Alex Davies (Chikosi) was found not guilty, which we were very pleased about. The feedback received touched upon the convincing arguments made by the magistrates in the retiring room (Faye, Fallon and Red) and there were no negative comments on our performance.

After both rounds, we were lucky enough to meet some very prominent figures in the county – the high sheriff of Essex and the Lord Lieutenant of Essex. They talked to us about their responsibilities within the magistrates court and their roles in society. It was so cool to meet them and we are very grateful for the opportunity. After that, we received awards, and although we did not win, we now know how to improve and will be very willing to help the Year 8 students next year!

Overall, the experience enhanced our understanding of how the magistrates court operates and introduced us to new people with similar interests. I asked a couple of the other participants to share their experiences with us:

"*It was a great opportunity to learn all about the magistrates court and make friends along the way, I would definitely do it all over again.*" – Sophie

"It was a good experience and very fun. We got to learn about the roles and procedures of a magistrates court." Macaela

'*Magistrates was an incredible experience, we learnt so much about the proceedings of a magistrates court, made new friends and had plenty of fun along the way.*" – Senoli

'"*Being in the court was actually very daunting but it helped with our confidence and public speaking skills. Although it was nerve-wracking, it was an amazing experience and all the people who helped organise the event did an incredible job directing us to our court rooms and helping us set up.*" – Adaya

We would like to thank Mr. Paz and Mrs. Croxson for volunteering their time to help us prepare for the event and for bringing in special guests to help us practise. It's been a fantastic experience, and we'd highly recommend it to any Year 8 students interested in participating next year! **Fallon Viljoen and Adaya Izekor-Moses**



Microsoft Imagine Cup Finalist

We congratulate Inika Prakash (11C) who did extremely well in being invited to the Microsoft Imagine Cup UK finals event. There were only 3 finalists from the UK from thousands of entries and all the other finalists were graduate students, some at masters and PHD level.

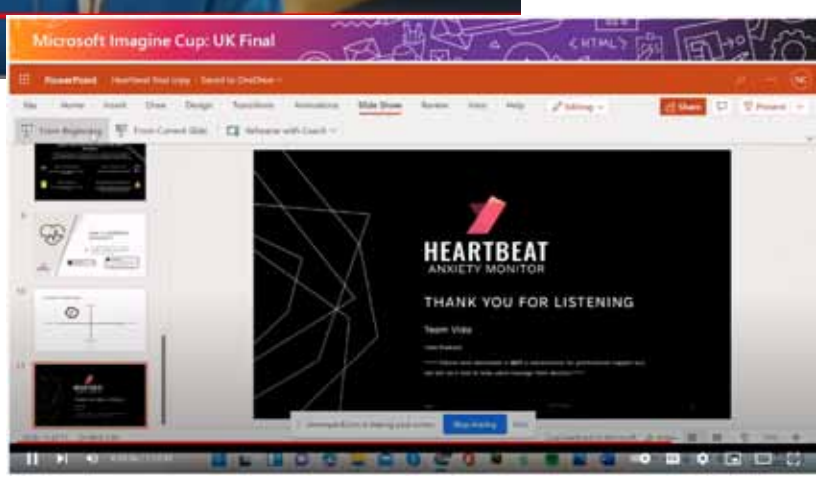


Inika's entry, which supports wellbeing by monitoring levels of anxiety came in second place and the organisers were very impressed by what she had achieved. There is a video of her talking through her design.

https://youtu.be/75iOn2PxMqc?t=23333







European Youth Parliament

We are extremely happy to announce that our Year 12 European Youth Parliament team passed the Regionals round on Friday 4 March and are through to the Nationals at the end of June. The quality of the competition was incredibly high but the preparation and practice of our students paid off.



On Friday 4 March, the European Youth Parliament Team travelled to Churchill College, Cambridge University for a day of debating vital topics in modern-day life. From talking about the return of African artifacts to their origin places to how to control fast fashion, the pressure was definitely felt by all those participating.

The day started with a warm up debate about the complex issue of whether pineapple belongs on pizza – a great way to set the enjoyable tone for the day. After the first two debates, CCHSG seemed quite quiet, however after some much needed coffee, we dived into the deep end and showed our enthusiasm. Our assigned motion – the safety of immigrants – was brought forward beautifully by an opening speech from Kaavya Chandrasekar and summarised eloquently with words from Megan Rees. We had settled down and found our rhythm adding thought-provoking points to each debate additionally to direct rebuttals against other schools. Nachos and chips that the college offered provided perfect brain power to end the day on a high with CCHSG volunteering to propose the last open debate. After a hard-fought day which while tiring, was invigorating, we were announced to be one of 25 UK schools moving on to the National Forum hosted in Liverpool this summer.

Thank you to Mr Paz for organising the trip and providing chocolates on the day (arguably a highlight) and to the European Youth Parliament for organising such a fun event in which we all learnt so much – from each other and other schools. We are very excited to attend the National round in June. Well done to all that participated – Kaavya Chandrasekar, Megan Rees, Sanika Khopkar, Jess Greer, Mercy Sanyu, Shaleeza Farooqui and Sian Rees. We would all highly recommend this experience as it has massively helped with confidence, team-work skills and general knowledge of political problems occurring in day-to-day life – good luck to those who get involved next year!

EYP Team

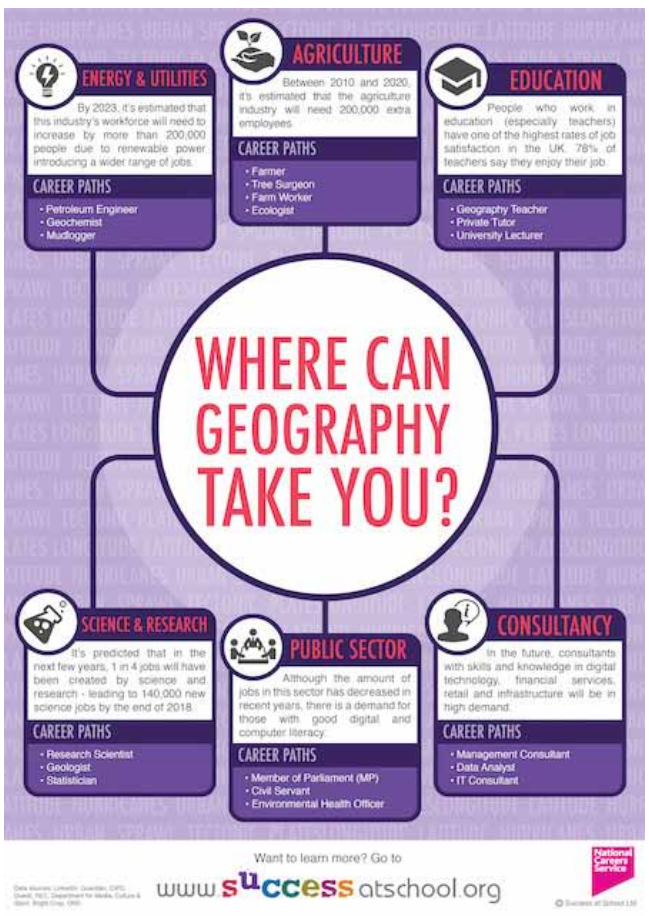
Our EYP team are looking for sponsors to contribute to the expenses of travelling to the Nationals in Liverpool in June. If you are a businesses owner or the company you work for might be interested, please contact Mr Paz at ipaz@cchsg.com.

National Careers Week at CCHSG





National Careers Week (NCW) is a celebration of careers guidance and free resources in education across the UK. The aim is to provide a focus for careers guidance activity at an important stage in the academic calendar to help support young people leaving education.



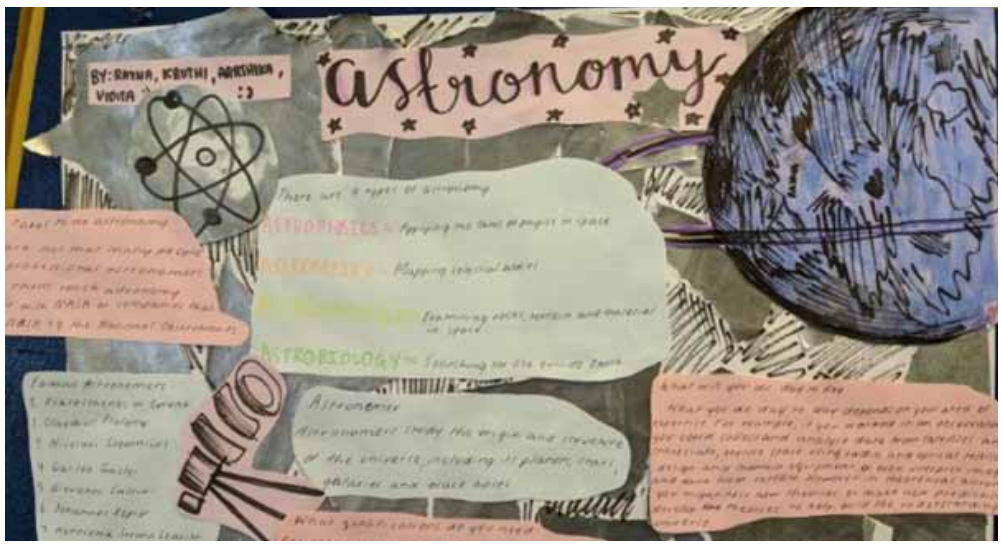
During Careers Week students had fantastic exposure to the world of work, learning how the subjects they are studying lead to a wide range of exciting and challenging careers, some of which will be pioneering others steeped in tradition and expertise. Activities included;

Discussing which careers and skills are associated with climbing Everest.

Examining prominent professional women such Sarah Gilbert, Professor of Vaccinology at the University of Oxford (developer of the Coronavirus vaccine), Katherine Johnson, Mathematician whose calculations for NASA helped synch Project Apollo's Lunar Module with the lunar-orbiting Command and Service Module and Mary Daly a radical American feminist philosopher, academic, and theologian.



Live link up in the Biology Department to a female scientist at the Sanger Institute, Cambridge, delivering a live talk about mosquitoes, resistance and genomics.



Throughout the academic year 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.



News from the PE Department

Student Athlete Profile: Lyla Belshaw



Lyla Belshaw in Year 9, who runs for Colchester Harriers, has been running in competitions throughout England since September and has managed some excellent results, due to her commitment and hard work. In October she ran against competitors from all over the UK in the London Mini Marathon. Lyla finished a very creditable 3rd for her age group out of 220 competitors. She managed to follow this up with several other notable achievements. Lyla is now the Essex County Champion, the Eastern Counties Champion, the Essex League Champion and the Essex Schools Junior Girls Champion. She also managed to post the fastest 5km Park Run time in the UK for someone of her age at 17minutes 32 seconds. Alongside this, she broke the school cross country record, in a whopping time of 8.36! Lyla's regional success has led to her being able to compete at National level. In the English Championship at Parliament Hill in London she finished 4th for her year group in a field of 507 runners. She followed this up with a fantastic 7th in the UK Inter-counties Under 15s at Loughborough which equated to 3rd for her year group. Lyla will soon represent our school in the English Schools Cross Country Championships in Kent. The school and PE department wish you the best of luck, Lyla.

U14 Netball Making History!



Our U14 girls' netball team has made CCHSG history by getting through to the final of the Essex Cup. We had a successful start in October when we comfortably beat Honeywood 44 – 1. This took us through to play Southend, a strong team. This was a tough match, but we managed to pull ahead in the first half and maintained our lead, winning 27-20, seeing us through to the sweet sixteen round. Nerves were high going into our next match away at Sandon. We managed to gain confidence quickly and secure another big win with a score of 47-5. Through to the quarters (Elite 8 round)! A home match against West Hatch; after a rocky first quarter we slowly started to play our own game and recovered to keep our winning streak. Our most recent match against Mayflower (Final Four - the semi-finals), our hardest match to date. We'd come across them before and knew their strengths, as a team we remained confident and focused, and we gained an 8-goal difference. We managed to turn multiple centres and kept a steady lead. When the final whistle blew spirits were high, we'd won 24-15. A fantastic result! This meant we were the first team from CCHSG that has reached the finals of this competitive league. We could not have achieved this without the constant support and coaching from all our PE teachers, especially Miss Wiseman.

Lyla Belshaw and Francesca Howell

U14 Netball Making History!

Year 7-10 have been working on cross country during PE lessons, running the 2.5km course. The PE team have seen some fantastic effort and motivation from all students towards beating their own personal targets; whether its time based or running further than they previously have. The table shows the top ten leader board for each year group. Well done to everyone during their cross country lessons.

A special mention to Lyla Belshaw for beating the course record with a fantastic time of 8.36 and to Bea Sivyer for running an impressive sub-10-minute time. We have only ever had three students complete the course in under 10 minutes throughout the history of cross country at CCHSG, so this is an outstanding achievement from both runners.

	Year 7	Year 8	Year 9	Year 10
1st	Georgia Banyard 10:49	Jemima Garner 10:54	Lyla Belshaw 8:36	Carys Sergeant 10:28
2nd	Ella Hudson 10:52	Naomi Sandercock 11:01	Bea Sivyer 9:59	Amy Milburn 10:47
3rd	Sophie Reed 11:26	Ella Denham 11:23	Lily Tyler 10:45	Isabella Wallace 11:07
4th	Isobel Hinde 11:37	Anya Handley 11:50	Francesca Howell 10:59	Eva Marshallsay-Clarke 11:41
5th	Rosie Candler 11:48	Erin Lancelott 11:51	Alicia Russell 11:22	Imogen Jones 11:43
6th	Freya Crathern & Juliette Hemeury 11:49	Abigail Prince 11:54	Hetty Fowles 11:31	Amelie Murray 12:21
7th	Helena Fairbank 12:02	Eloise Edgar 11:55	Gabby Goldsmith 11:59	Lexi Smith 12:33
8th	Edeigh Irvine 12:12	Gabby Meyer 11:59	Connie Ratley 12:02	Zofia Krajewska 12:42
9th	Portia Fortes-Mayer 12:13	Janet Oshoja 12:04	Esther Soyombo 12:10	Hannah Karlsson 12:46
10th	Isabelle Baddiley-Hubbard 12:20	Lily Krajewska 12:28	Maria Stanciu 12:19	Georgia Denham 12:47

Netball Update

Central Venue:

This tournament gives the opportunity for the Year 7, 8s and 9s to play all the schools in Colchester. At present, all teams have won their matches, with just the final round to go. Well done to the following students who have participated in the matches:

Year 7 – Natasha Adkins, Azaria Agyare, Semilore Ajibola, Georgia Banyard, Elyssa Brown, Rosie Candler, Ella Connor, Grace Cooper, Freya Crathern, Isobel Hinde, Ella Hudson, Emma Hull, Edeigh Irvine, Victoria Illori, Darcey Jeggo, Imogen Kalynuk, Scarlett Liu, Isobel Maddison, Lily Opefi, Bessie Ratley and Emily Tien.

Year 8 – Molly Brown, Orla Forkin, Nora-Ann Leugue, Harriet James, Nivedha Kunnath, Elise Mills-Smith, Sujaanie Sugendiran and Adithi Thayur

Year 9 – Lyla Belshaw, Krisha Donepudi, Francesca Howell, Hetty Fowles, Siya Gupta, Saanvi Kumar, Sarah-Jane Leugue, Beatrice Sivyer, Eva Swann and Lily Tyler







Colchester League:

Year 10 and 11 have been competing in the district league and are performing extremely well. At present, the Year 10s have won all of their matches, and the Year 11s have won all but one!

Year 10 - Kate Archer, Amy Cheah, Olivia Edwards, Imogen Jones, Molly Nee, Aimee Newson, Ayenoya Alegeh, Lucy McCrudden, Anna Prince and Hannah Baker.

Year 11 - Gabby Ateba, Bella Garrard, Freya McAdam, Bella Johnson, Abby Spurr, Hannah Johnson, Christa Ugorji, Sheena Franklin, Sadhira Gallappaththi, Leila Hodivala.



All netball team players have been dedicated to training this year, some even coming to school Wednesday mornings to work on ball handling, attacking and defensive play. It is fantastic to see the hard work pay off, and the team cohesion building between the year groups.

Thank you to Imogen Jones, Molly Nee and Kate Archer (Year 10) for assisting the training sessions for the Year 7 and 8s.

CCHS PTFA

PTFA CONTACTS:

Chair: Agness O'Brien
cchsgptfa@gmail.com

Registered Charity No. 110464



Quiz & Curry Night – Friday 22 April 2022, 19.00-21.30

Tickets for this popular event are selling fast!

Tickets are available via Classlist. If you are not yet registered with us on Classlist, please sign up on Classlist via www.classlist.com or scan the qr-code, search for our school and sign up. You can also download the Classlist app on iOs and Android.

Family (2 adults & 2 children up to 16 years) = £25.00
Adult (17 and over) = £10.00 (selling very fast!)
Child (16 and under) = £5.00 (limited availability)

Notes:

1. Only cash payments please for Raffle tickets, licenced bar and purchase of additional meat dishes at this event.
2. If there are more than 2 children aged 16 or under attending with 2 adults, please purchase a Family ticket plus any additional child ticket(s) as required.
3. Ticket price includes a vegetarian meal. Meat dishes available to purchase on the night.
4. No external food or drinks allowed at this event.
5. Last date for ticket purchase is Friday, 15 April 2022 but we strongly encourage those interested to get your tickets now as when they're gone, they're gone!



Volunteering Opportunity

None of our planned events can run without the kind support of volunteer parents/carers.

Could you help at the Quiz Night?
To sign up, please click on the link for the event to go to the volunteer signup sheet (or copy it into your web browser if clicking doesn't work). CCHSG PTFA thanks you in advance for your support.

Event Volunteer Sign-up Link

Quiz & Curry Night
Friday 22 April 2022 18.00-21.30

https://volunteersignup.org/QKQMH



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