CCHSG E-Newsletter

12 February 2020

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Executive Principal's Notes

One of the highlights of this half term was the excellent CCHSG production of "Return to the Forbidden Planet". With over 130 students involved and at least 30 staff supporting in various roles, it was a real demonstration of what we can achieve working together as a community. Particular thanks go to Mrs Cudmore-Rice, who directed the production, and to Mr Ulph for directing the music. We also appreciate the support of parents and carers in providing costumes, helping students with line learning and in spending the evening with us to enjoy the show.

At the start of the each new year, many of us reflect on our progress, take stock of the past year's accomplishments and plan for what we would like to achieve in the future. Some of us also make resolutions to change aspects of our lives or behaviours or to take on new challenges.

This half term, as you will see from articles in the newsletter, students have taken part in workshops on public speaking, revision skills, study skills and entrepreneurial strategies. All of these sessions, along with activities in our Personal, Social, Health and Careers Education (PSHCE) programme suggest beneficial new ways of working, thinking and behaving that students could adopt. However, changing ingrained habits or instilling new ones, as you will know if you have tried, is not always easy. Researchers studying habit formation have found that on average it takes more than two months of repeated daily action for a new habit to form. We explain to students that habits change through a process of making small, incremental improvements rather than a single event.

It is also important to remember that we do not need to be perfect. Making a mistake once or twice has no measurable impact on your long-term habits as long as you develop strategies for getting back on track quickly. It is worth persevering because building on positive habits of study and lifestyle can make a huge difference to our achievement, enjoyment and long term mental and physical health.



Introducing Our Board of Governors

Our Governors are dedicated to working in close partnership with staff, parents and the wider school community. Over the years these partnerships have forged an atmosphere which consistently delivers academic success and an excellent all-round education.

The Governors are committed to the ethos of the school which is to support every student, foster individual talent and encourage team effort. We are fortunate to have a Board of Governors with a broad range of skills and experience. They give generously of their time to help to ensure that both the academic curriculum and wider opportunities offered by the school prepare our students to meet the demands and challenges of today's ever-changing world.

The governing body membership is drawn from groups who have an interest in the school. Terms of office are normally for four years (excluding the Executive Principal). Provided they are eligible a governor may serve again.

The Local Governing Board has a number of sub-committees, the three principal committees meet at least termly and are:

- Curriculum & Student Matters
- Premises & Finance
- Human Resources (HR)

All governors are members of at least one committee. In addition some staff attend meetings on an advisory basis.

The Core Functions of Excellent Governance

To ensure clarity of vision, ethos and strategic direction

To hold the Executive Principal and Senior Leadership Team accountable for standards against benchmarks

To ensure solvency and probity

To ensure leadership complies with statutory regulations

To engage effectively with stakeholders

The Board is made up Eight Governors, Two Staff Governors and Two Parent Governors:

Our Governors:

Marc Albano - Chair of the HR Committee and Finance & Premises Committee;

Andrew Bird - Vice Chair of the Local Governing Board. Member of the Finance & Premises and Curriculum & Student Matters Committees;

Jill Blaxill - Member of the Finance & Premises Committee;

Eddie Bloomfield - Vice Chair of HR Committee and a member of the Finance & Premises Committee;

Laurence Jones - Trustee and Chair of Trustees of Alpha Trust, Chair of the CCHSG Local Governing Board. Member of Curriculum & Student Matters Committee and Finance & Premises Committee.

Jess Newton - Member of the HR and Curriculum & Student Matters Committees;

Nicky Slee - Member of the Curriculum & Student Matters Committee;

Alison Smith - Member of the Finance & Premises Committee;

Our Staff Governors:

Sue Stinson - Member of the Finance & Premises Committee and Curriculum & Student Matters Committee.

Harriet Walachowski - Member of the Curriculum & Student Matters Committee. She is a teacher of Science at CCHSG, specifically Chemistry and Biology.

Parent Governors:

Two new Parent Governors have recently been elected:

Balaji Donepudi - joined CCHSG Local Governing Board in December 2019, his daughter is in Year 7. Balaji has served as a local GP since 2009. He is both the Research Lead and the Finance Lead in the practice, the latter giving him financial and practical business experience. He also has a good understanding of safeguarding.

Balaji was schooled in India and has the following professional and academic qualifications; MBBS, MRCP and MRCGP. Balaji enjoys volleyball, travelling and self-development in his spare time.

Roger Ratley - joined CCHSG Local Governing Board in November 2019; his daughter is in Year 7. He has been actively involved in STEM education initiatives via his employer and his daughter's Junior school (Primary Engineer, First Lego League and Greenpower). Roger works at the Ford Motor Company Ltd as the Electric Vehicle and Innovation Manager. He has the following professional and academic qualifications MEng, MSc in Advanced Automotive Engineering, Chartered Engineer (CEng) and Fellow of the Institution of Mechanical Engineers (FIMechE). Roger leads support of The British FIA Formula F4 racing championship for Ford. He is a Motorsport UK Scrutineer and Technical Commissioner and likes to spend time working on his collection of classic and sports cars.

The Governing Board and Alpha Trust Board look forward to supporting the continued excellence of the school. If you would like to contact any of the Governors or obtain redacted minutes of Governing Body meetings please contact the Clerk to the Governors, Mrs E Murphy via office@cchsg.com

The Big Build

After some delay due to archaeological excavation work, we are pleased with progress on the next phase of the Big Build. The foundations for our new Art and Library block are being constructed and we look forward to seeing the progress over the next few months.





Colchester Teacher Training Consortium

Colchester Teacher Training Consortium

Why Choose To Train With CTTC?

High Quality Courses

Our programmes are run in collaboration with our partner schools and were judged outstanding across all areas by Ofsted in our last inspection (Nov 2017). In 2019, 98% of trainees attained good or outstanding outcomes.

Individualised Programmes & Supportive Mentoring

Trainees value the strong pastoral support and mentoring that they receive on an individualised programme which, as one trainee teacher put it, “is tailored to our needs, we are not just a number” (quoted in Ofsted Report 2017).

Diverse & Effective Training Opportunities

Our strong partnership of schools and colleges in North Essex and South Suffolk provides diversity and choice for trainees. Our schools offer a wide range of educational experiences including grammar school, Sixth Form college and specialist SEND placements. As our programmes are run by schools for schools, we understand the needs of teachers in training. “A rich programme of training, combined with high-quality complementary school placements, equips trainees with the skills and knowledge to become successful, thoughtful teachers” (Ofsted Nov 2017).

Academic Standing

As well as Qualified Teacher Status, our programme offers a Postgraduate Certificate in Education (PGCE) with 60 Master’s level credits, validated by the University of Greenwich.

Excellent Employment Prospects

Local schools are keen to employ trainees from the partnership and many NQTs and former trainees move quickly into leadership and management roles. Our employment record for trainees is excellent with guaranteed employment in partner schools for trainees achieving outstanding outcomes in Maths or Science.

Have you ever thought about working in a job where you can make a real difference to the lives of others? Are you looking for new opportunities and the chance to develop new skills while pursuing a professional career pathway? If you already have a degree you may be surprised by how straightforward it can be to qualify as a teacher in Primary or Secondary education with a year of training. CTTC is validated by the University of Greenwich to deliver a PGCE course, offered at either professional or postgraduate level, the latter providing 60 credits towards Master’s level study.

CTTC is a consortium of local schools who have been providing teacher training for the past 14 years. The teacher training provision at CTTC was recognised as outstanding with the award of Ofsted’s highest grade across all areas in a recent inspection.

The school centred programme allows trainees to gain Qualified Teacher Status (QTS) inspiring “an infectious enthusiasm for teaching” (Ofsted Report January 2018) through a combination of taught sessions and practical on the job training in managing classes and planning lessons alongside colleagues in local schools.

“A rich programme of training, combined with high-quality complementary school placements, equips trainees with the skills and knowledge to become successful, thoughtful teachers” (Ofsted Report January 2018).



Student Voice Update



Student Voice recruits two representatives from each Year Group, via a student vote, at the start of the academic year. Each Tutor Group is assigned one of these students as their Student Voice Representative and they are responsible for representing the views of the group at Student Voice meetings and for communicating Student Voice activities.

Student Voice aims to:

- Support the continuous improvement of the school
- Represent the views of all students in a positive dialogue with senior staff
- Encourage student leadership and allow this to be a driver for change
- Provide opportunities for students to take responsibility, to suggest, research and present positive changes to the school and to contribute to decision making
- To communicate the work of Student Voice clearly to students, staff, governors and the wider school community

Student Voice 2019/20 Representatives by Form

		Form	Also representing Form(s)
Year 7	Adaya Izekor-Moses Minha Fathima	7C 7E	7L, 7H, 7O
Year 8	Emily Sandum Emily Wong	8H 8E	8C 8O, 8L
Year 9	Eva Jones Zubiya Jafri	9C 9E	9O 9L, 9H
Year 10	Madison Allen Leticia Alvarez	10C 10L	10H 10O,10E
Year 11	Lucy Morgan Sameera Bhalotra-Bowers	11C 11O	11E 11H, 11L
Year 12/13	Mia Urwin Emily Chen	12O 12E	Sixth Form

Student voice is a group of CCHSG students ranging from Year 7 to Sixth Form. We meet every Friday and aim to contribute towards making the school the best it can be. Things that Student Voice have worked on so far this year include:

- Organising a clothes swap for the Sixth Form
- Evaluating and updating the student planners
- Presenting information about e-safety in anti-bullying week
- Requesting clocks to be installed on outside walls

We always like to hear from students with ideas and suggestions. Each Form has a representative who can be contacted if students have anything that they would like us to raise at our meetings.

Minha Fathima

Sixth Form Students as Leaders

The Sixth Form offers a range of opportunities for students to develop skills that will equip them for life at university and the world of work. We broaden students' experiences by offering a variety of opportunities to develop organisational, communication and leadership skills, while fostering an active attitude of caring for the community we live and work in.

Sixth Form Students as Form Prefects

The primary aim of the Form Prefect is to promote the ethos of the School and the Sixth Form whilst supporting and assisting the Form Tutor of a Year 7-10 Form Group on a weekly basis. Form Prefects work with the Form Tutor to co-ordinate an appropriate range of relevant Form activities such as charity fundraising events, assemblies, topical discussions and quizzes. Form Prefects can also offer peer support and advice on academic and social issues.

Sixth Form Students as Subject Prefects

Subject Prefects work with the departments to co-ordinate a range of activities such as assisting with the academic support of students in the specific subject area, offering advice on learning strategies and revision methods and supporting the teacher by working with younger students in subject lessons.

Student Leadership Team

Sixth Form students can apply for a position on the Student Leadership Team. The members of the team represent the school in the local community and the Sixth Form within the school community. The Head Students and Deputy Head Students are selected from the team and they work closely with members of the school's Senior Leadership Team. Members of the wider Sixth Form Student Leadership Team also take part in whole school Student Voice activities and attend meetings.

Sixth Form BioSoc

Many students also organise clubs/activities for younger students e.g. Art Club, Debating Society, Maths π club, Music clubs and activities.

This half term our Sixth Form BioSoc members providing interested students with the opportunity to undertake the dissections of a frog, a rat and a cockroach during their lunchtime session - not for the faint hearted!







English Speaking Union

This year CCHSG was fortunate enough to host the local heats of the English Speaking Union Mace competition. The English-Speaking Union is a unique educational charity, dedicated to helping people realise their potential through giving them communication skills and confidence to articulate their ideas, via a debating environment. The English-Speaking Union Schools' Mace, the oldest and largest debating competition for schools in England, hones students' debating skills in a fun, competitive environment. https://www.esu.org/competitions/schools-mace/

We were honoured to take part in this competition with our team consisting of Diti Gupta, Maansi Singulari and myself. Along with our fourth team member Sophie Talbot, who kindly acted as Chair. Our opposition was Bishop's Stortford High School, who were well versed and experienced in this competition and our motion, 'This house would make voting compulsory' which we were to oppose. After much research and speeches prepared, we were ready for the debate. As the first debate of the night there was much verbal joisting and rebuttals from both sides, leading to an enthusiastic and passionate debate. However, their experience shone through and they narrowly beat us to the next round.

It was an exciting and enjoyable experience and we would recommend others to get involved in the competition next year as well as the school's debating society. We thank Mr Paz for his help and this opportunity. **By Elizabeth Finch**



Public speaking competition

Our qualifying heat took place on Monday 21 October in the CCHSG Hall and we had some tough competition. Our competition was two teams from the Sixth Form College and a second team from CCHSG, and everyone performed spectacularly.

Our team went last and this definitely racked up nerves as there were some rousing speeches ranging from the environment and racism to dictatorships. Fortunately, we won thanks to Rosie's bubbly personality as Chair, Holly's incredible speech on "The Isolation of Politics" and my ability to question another competitor on dictatorships. This qualified us to the final round in Cambridge.



On Monday 18 November, we set off to Cambridge and after two trains and a brisk walk we arrived at our destination: the Perse School. We were quite nervous as we were up against the other best three teams in the region but we were determined to do well.

After a passionate speech on Captain America, a peculiar talk on grammar schools and a fascinating speech on mice, the results were in. Unfortunately, we were pipped to the post by St Benedict's from Bury St. Edmunds but particular acknowledgement should be given to Holly who won the Best Speaker Award.

Although we did not win we came away with a lot of experience and some new friends. A big thank you to Mr Paz, who organised this opportunity for us and accompanied us every step of the way.

By Ana Victoria Anderson Martinez

Return to the Forbidden Planet

Congratulations to the cast, musicians and backstage crew on a hugely enjoyable production of “Return to the Forbidden Planet” on 6 & 7 February. Thanks to all the staff who supported in many different roles, and particularly to Mrs Cudmore-Rice who designed and directed the show and Mr Ulph who directed the music.











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






11:07


ALIENS
ARTHUR C.
CLARKE
2001
A SPACE
ODYSSEY









Languages Department



8O with Madame Ollite really excelled themselves in French in their role play - "À la crêperie". Role play is frequently used in language lessons as it enables students see the relevance of the language they are learning for handling real world situations. The students also get immediate feedback with regard to how well they are communicating and understanding. The activity also enables students to engage in higher order thinking and learn content in a deeper way. The pancakes were much enjoyed too!



Language Leaders Assembly Presentation

The role of the Language Leaders is to promote and celebrate the linguistic and cultural diversity of the school through raising awareness. As part of this they planned and presented assemblies for each Year Group.

People with different cultural backgrounds can offer different perspectives. Studies have shown that cultural diversity improves creativity and innovation within organisations. Individuals with more intercultural experience are more creative as a result.

"Once you overcome the one-inch tall barrier of subtitles, you will be introduced to so many more amazing films. "



Bong Joon-ho, winner of the Palme d'Or at 2019 Cannes Festival and Best Foreign Language Film at the 2020 Golden Globe Awards for his film Parasite, Gi Saeng Chong

Welcome to the Language Leaders' Assembly

In our school, students speak around 30 different languages.

Tamil	Sinhalese
Malayalam	Creole
Hindi	Shanghai Dialect
Urdu	Vietnamese
Telugu	Chinese Cantonese
Gujarati	Hong Kong Chinese
Bengali	Chinese Mandarin
Dzongkha	Japanese
Russian	Korean
Shona	Spanish
Arabic	Italian
Farsi/Persian	French
Hebrew	German
Thai	Dutch/Flemish
Turkish	Greek





2020 We need you!







Coming up:

- The Languages Week: April
- MFL's Evening of Languages: October

Why not:

- join a language club
- start your own language club
- participate in the MFL's Got Talent Show (the Chinese Classical Dance, French Play – Aladdin, German Play – Madagascar) or put on your own performance

Please contact the clubs directly or any members of the MFL Department

The French Club



The French Club was led by our French Assistant, Florian Fabre. Florian also worked with our A-Level students delivering 1:1 speaking sessions and helped them translating their French Play, *High School Musical*.







This year our French Club is run by Nastasia Saulnier on Monday at lunchtime in T8.

So far, we have looked at funny French idioms, landmarks as well as the importance of food in French culture.

The German Club



The German Club was run by our German Assistant, Sabrina Kerth. She helped the German Language Leaders with their performance in the MFL's Got Talent Show. Sabrina also worked with our A-Level students delivering 1:1 speaking sessions.





This year our German Club is run by our new Assistant Sophia Rivinius, Frau Greenland & Frau Cesinger on Tuesday at lunchtime in T13. So far, we enjoyed Lebkuchen – a typical German delicacy flavoured with cinnamon and spices.

Cultural China

This club offered students the opportunity to discover aspects of Chinese culture such as classical poetry, calligraphy, paper-cutting and folding, using chopsticks and reciting children's rhymes. Mengting also delivered assemblies on Chinese Mythology and Chinese inventions.



The Chinese Clubs

Last year, our Chinese Assistant, Mengting Zhang, ran 3 clubs. Students had the opportunity to study Mandarin at beginners' level and sat for the YCT (Youth Chinese Test) Level 1 at the end of the year. Mengting also tutored students who opted to sit for their Chinese GCSE.



Ancient Greek Club

So far, students have learnt the Greek alphabet and the basics of transliteration. They have also looked at some of the great works of Plato, Callimachus of Cyrene and Sappho and performed in the MFL's Got Talent Show in October.





The Sign Language Club

This is run by Alice Bell, in Year 11. So far, we've learned different phrases and words in sign language. Some of our favourites include: Peru, Dragon & Helicopter

We learned different songs in SSE – Sign Supported English. We have performed these in different school shows such as MFL's Got Talent in the Evening of Languages.

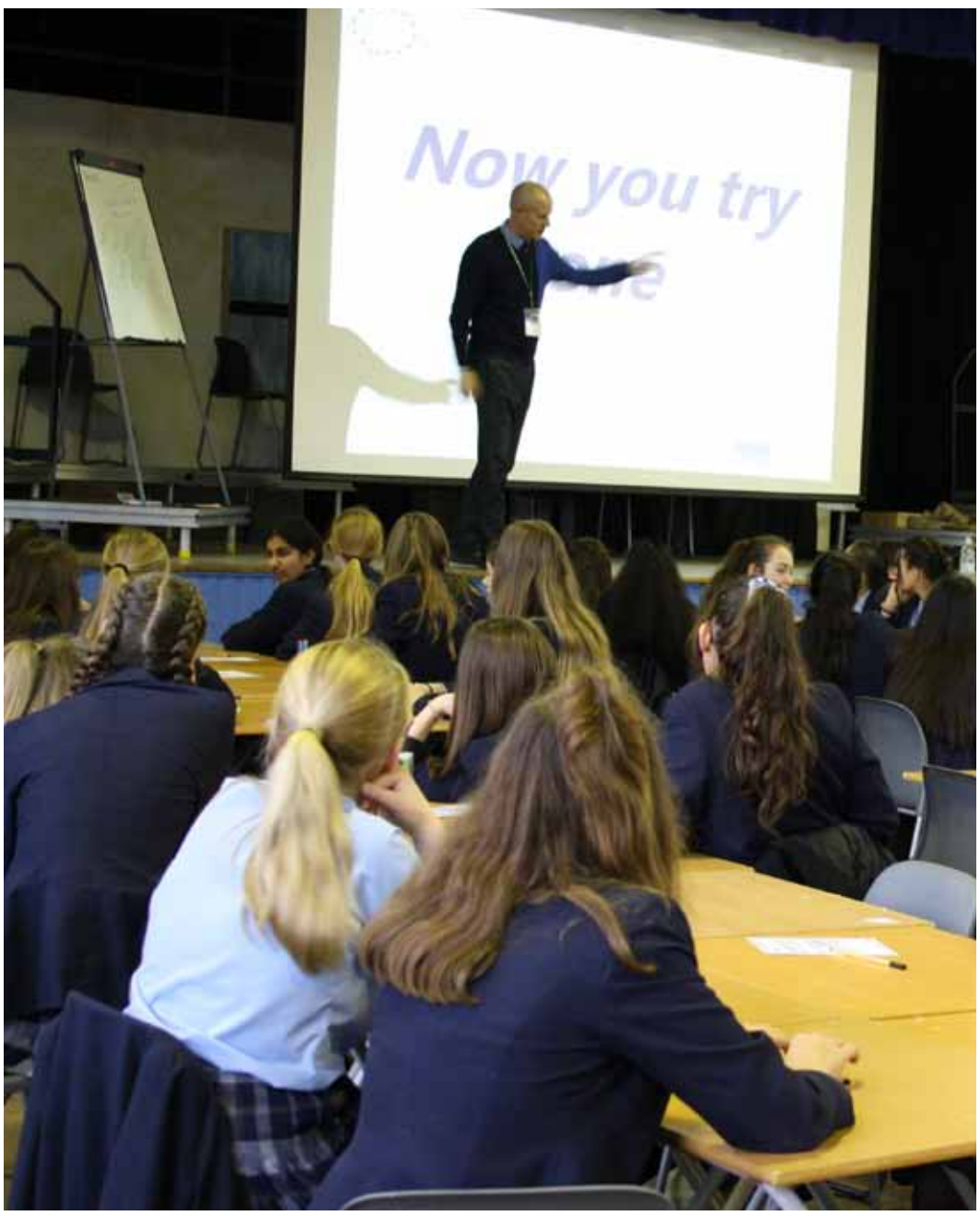
MADE Education, Study Skills & Revision Workshops

Our thanks to the team from MADE Training who worked with Year 8 and Year 10 on study and revision skills. The vision of MADE is to empower students to develop their own creative approaches. Year 8 worked on analysing their current strategies for studying and looked at linking and narrative-based memory techniques. They also thought about how to manage distractions, prioritise tasks and create an effective environment for learning.

www.made-training.com







Revision and exam preparation strategies included condensing information, creating cue cards and using mnemonic and spatial memory techniques. Students also learnt how spaced learning strategies can help them to beat procrastination, increase productivity and enable knowledge mastery.



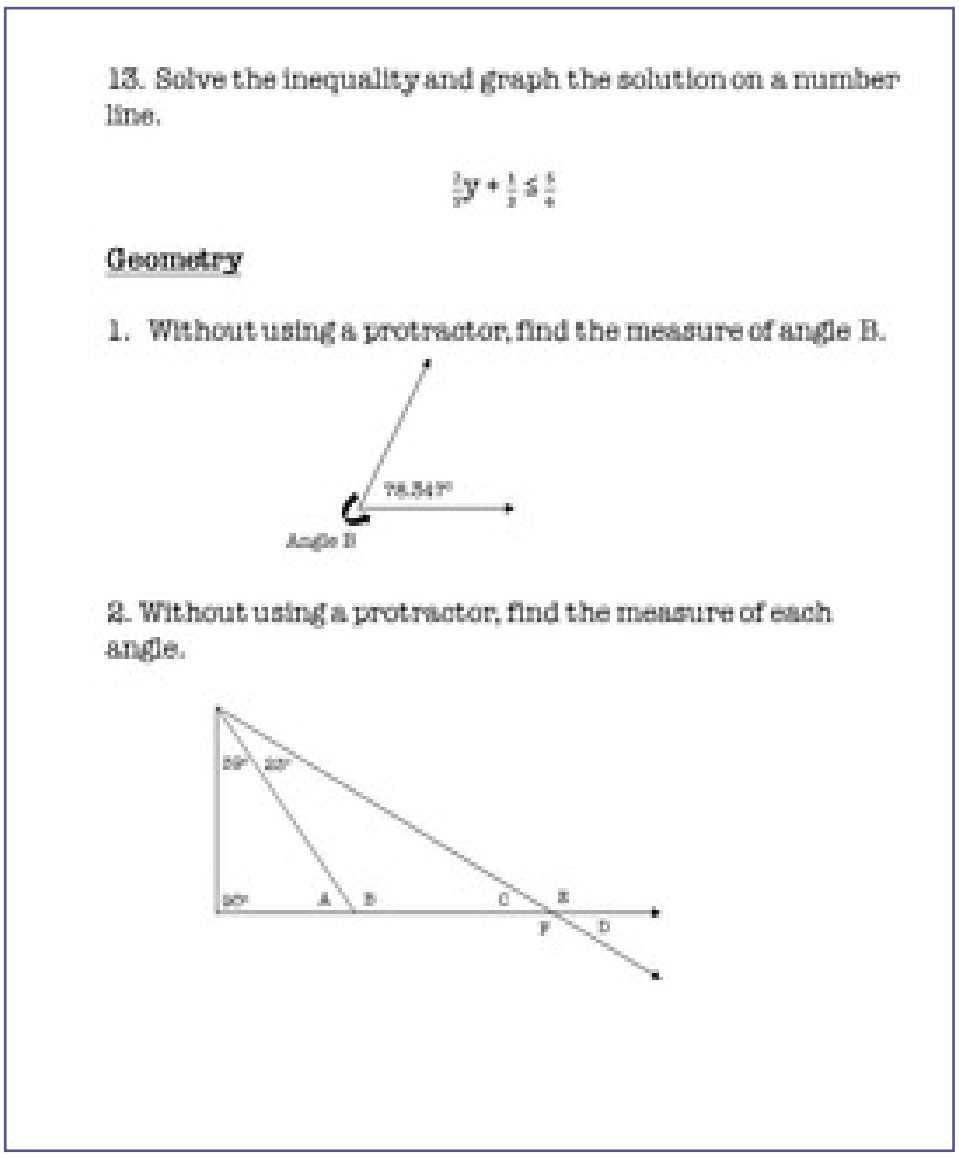
UKMT Senior Maths Challenge

The UKMT Senior Mathematics Challenge results at CCHSG are once again excellent this year with students who participated achieving 4 gold, 17 silver and 19 bronze certificates. Over 80,000 students from across the UK participated with the top 20% receiving a gold certificate, the next 20% silver and the next 30% bronze.

Approximately 7000 of the top students are invited to sit one of the follow on competitions, the BMO1 or the Senior Kangaroo. Four CCHSG students scored so highly that they qualified for the Senior Kangaroo. Congratulations to all the students who took part!

These Mathematical Challenges are the UK's most popular school mathematics competitions.

https://www.ukmt.org.uk



13. Solve the inequality and graph the solution on a number line.

$$\frac{1}{2}y + \frac{1}{3} \leq \frac{1}{4}$$

Geometry

1. Without using a protractor, find the measure of angle B.

2. Without using a protractor, find the measure of each angle.

Accelerated Reader Award - 7C





Congratulations to 7C who are our latest Accelerated Reader Award winners.
Mrs Frost was on hand to supply the celebratory cookies.
Well done everyone!

http://www.renlearn.co.uk/

CCHSG is delighted to be sponsored by

www.cityandcountry.co.uk

Jack Petchey “Speak Out” Challenge!



The whole of Year 10 took part in the Jack Petchey “Speak Out” Challenge! workshop sessions. Designed by the Speakers Trust, the aim is to empower students with the confidence and skills to speak publicly. Activities include games to warm up, exercises to practice speaking and listening, plus thinking time to build a speech on a subject of each individual’s choice.

Jack Petchey’s “Speak Out” Challenge! is the largest speaking competition for young people in the world. Designed and delivered by Speakers Trust, and supported and funded by the Jack Petchey Foundation, this programme has become a high profile, well established part of school life across London and Essex. It provides essential tools for young people of all abilities and from all walks of life, to communicate confidently, effectively and with purpose. Since its launch in 2006, 180,000 young people have participated in Jack Petchey’s “Speak Out” Challenge!

The programme gives young people opportunities to speak out on issues that are important to them. It provides a showcase through Regional Finals and Grand Final events to celebrate young people’s excellence, passion and courage. Each year, all participants are encouraged to take part in a competition at their school, competing for a place in their local area’s regional final. Speakers from across the local community then come together to compete for a place in the Grand Final in London.

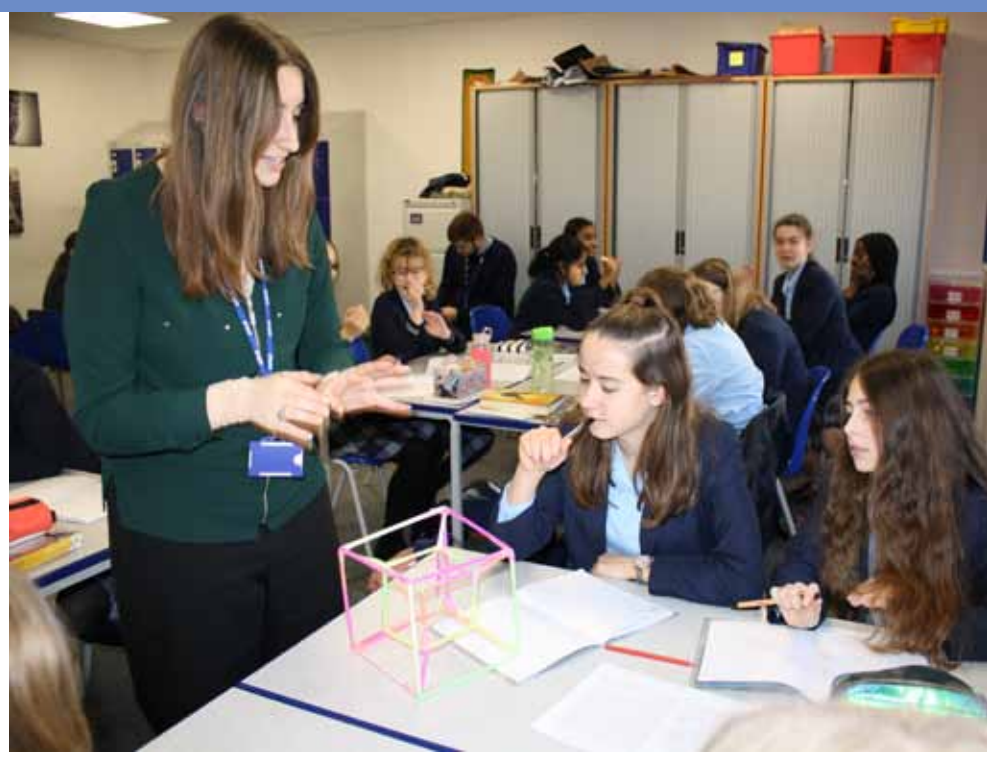
https://www.jackpetcheyfoundation.org.uk/opportunities/partnership-programmes/speak-out-challenge/



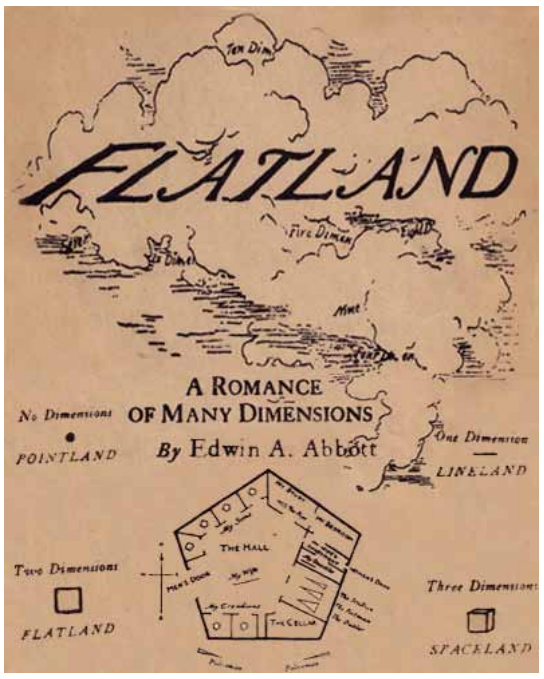


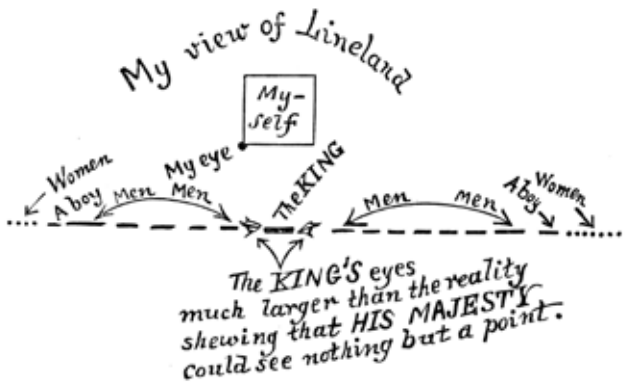
Expanding to the Fourth Dimension in Maths

Year 8 with Mrs Burnett have been exploring the different dimensions in maths. Through the work of Edwin A. Abbott and his book ‘Flatland: A Romance of Many Dimensions’ written in 1884, they have been contemplating what it would be like to live in a truly 2-dimensional world.

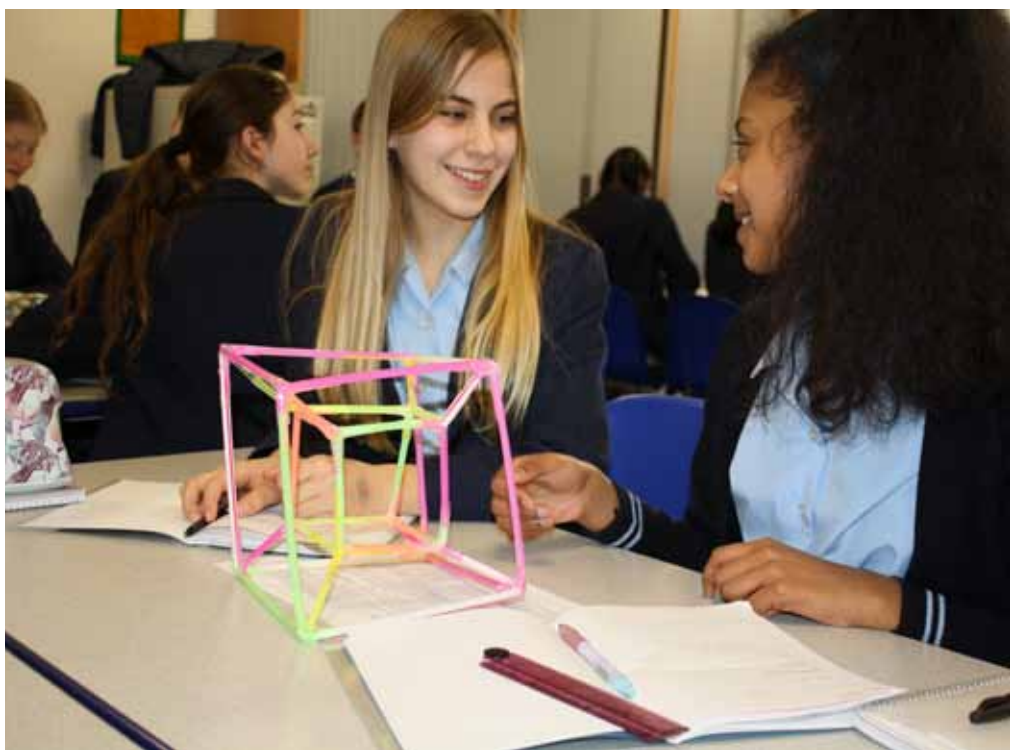


They performed Abbott’s coin demonstration, allowing them to understand how the inhabitants of Flatland would see each other. ‘Place a penny on the middle of one of your tables…, gradually lower your eye… and you will find the penny becoming more and more oval to your view, and at last when you have placed your eye exactly on the edge of the table… the penny will have ceased to appear oval at all, and will have become, so far as you can see, a straight line.’



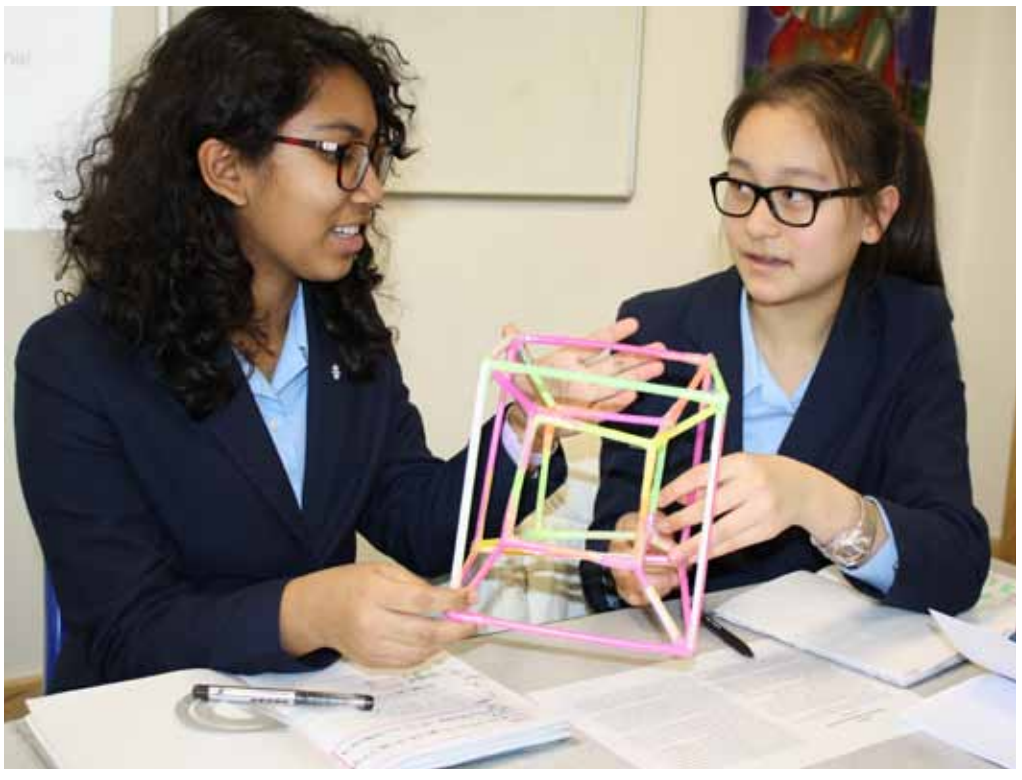






Using their experience of understanding a world one dimension below our own, they then extrapolated this to help them understand a four-dimensional cube (also known as a tesseract). The patterns in maths allow us to calculate the properties of a four-dimensional cube. With 16 vertices, 32 edges, 24 faces and 8 cells (3D faces) the four-dimensional cube is an object that we cannot imagine what it would like, due to our inability to perceive more than 3 dimensions. Even so, we can use maths to understand it.

So in that case, does the fourth dimension really exist? Are we living in a world with many dimensions that we just can’t see? At the end of the lesson 8YPBU gave their current thoughts on the matter. 14 students felt the fourth dimension did exist, whilst 11 thought it didn’t. What do you think?



Year 9 Enterprise Day Workshop

Year 9 learnt about trading stocks and shares in their Enterprise Day workshop.

Being enterprising is characterised by exhibiting skills such as individuality, creativity, and leadership. These key skills are increasingly demanded by both academic and non-academic employers and research organisations. Being “enterprising” is not the same as having an ambition to be self-employed and the workshop helped students develop a range of enterprise qualities that will make them more employable across the world of work. These include the ability to:

- Make decisions
- Work in a team environment
- Be creative and innovative
- Solve problems
- Manage time and resources
- Communicate effectively

Our thanks to Essex Work Skills for leading the sessions.

https://essexworkskills.co.uk/

ESSEX WORK SKILLS









First Aid in PSHCE

Year 9 students have been learning first aid as part of the PSHCE programme this term. They were keen to practise resuscitation techniques in their lesson.









Mary's Meals Donations

Thanks to the members of the Head Student Team who have spent many hours sorting out all the donations that were made to the Mary's Meals Backpack collection.

We are delighted to say that we donated 12 large sacks of backpacks and equipment. Well done to all those who contributed.

https://www.marysmeals.org.uk/

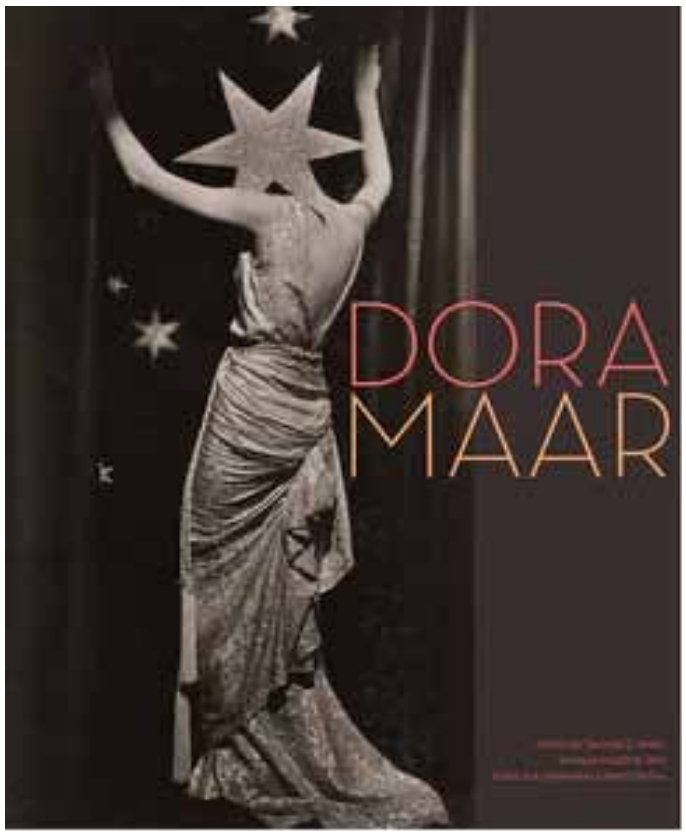
mary's meals

a simple solution to world hunger



Tate Modern Visit





On 10 January, Year 11, 12 and 13 art students visited the Tate Modern in London. After my group discussed our main goals for the day and artworks we wished to see, we first visited the Dora Maar exhibition; an artist we had previously researched and whose work we were keen to view. We all felt really inspired by seeing the artist's work first hand and the additional information we received that couldn't be gained from online research. The layout of the exhibition was really interesting as each room demonstrated a new element of Maar's artistic journey and how her approach to demonstrating political and surrealist concepts evolved over time. For example, it began by showing her surrealist photography and collages before going on to show her cubist paintings; an influence from







her previous partner Picasso. Many of his works were also featured within the exhibition (including the 'Weeping Woman') as Maar was his muse for a number of years. Additionally, Maar's documentation of Picasso's collection of work 'Guernica', were also featured, which was a response to the aerial bombings in 1937 that occurred during the Spanish civil war.

Throughout the day we also looked round other collections within the gallery to view artist's work we were interested in and were relevant to our own current projects. This included seeing a Giorgio Morandi painting - which our class had recently studied and was a previous influence within our work. Other artist's work we saw throughout the day included Mark Rothko, Claude Monet and Salvador Dali.

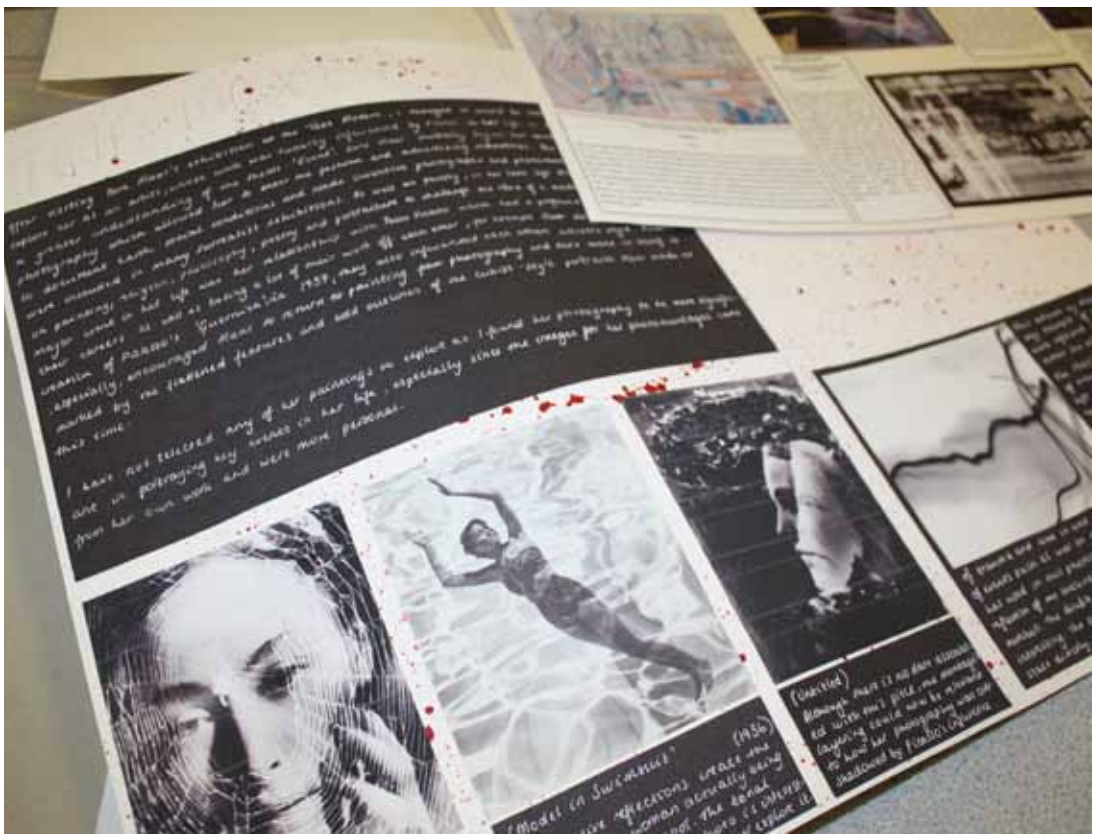
Before heading home, many of us visited the gift shop to buy postcards of our favourite pieces from the day. Overall, we all really enjoyed our visit to the Tate Modern and feel inspired by many pieces we had seen which may influence our future artworks. However, we were all in agreement it was good that we had planned our main objectives for the day or else we would have been very overwhelmed by the many exhibitions and collections that Tate hosts.

Adelaide Claydon, Year 12





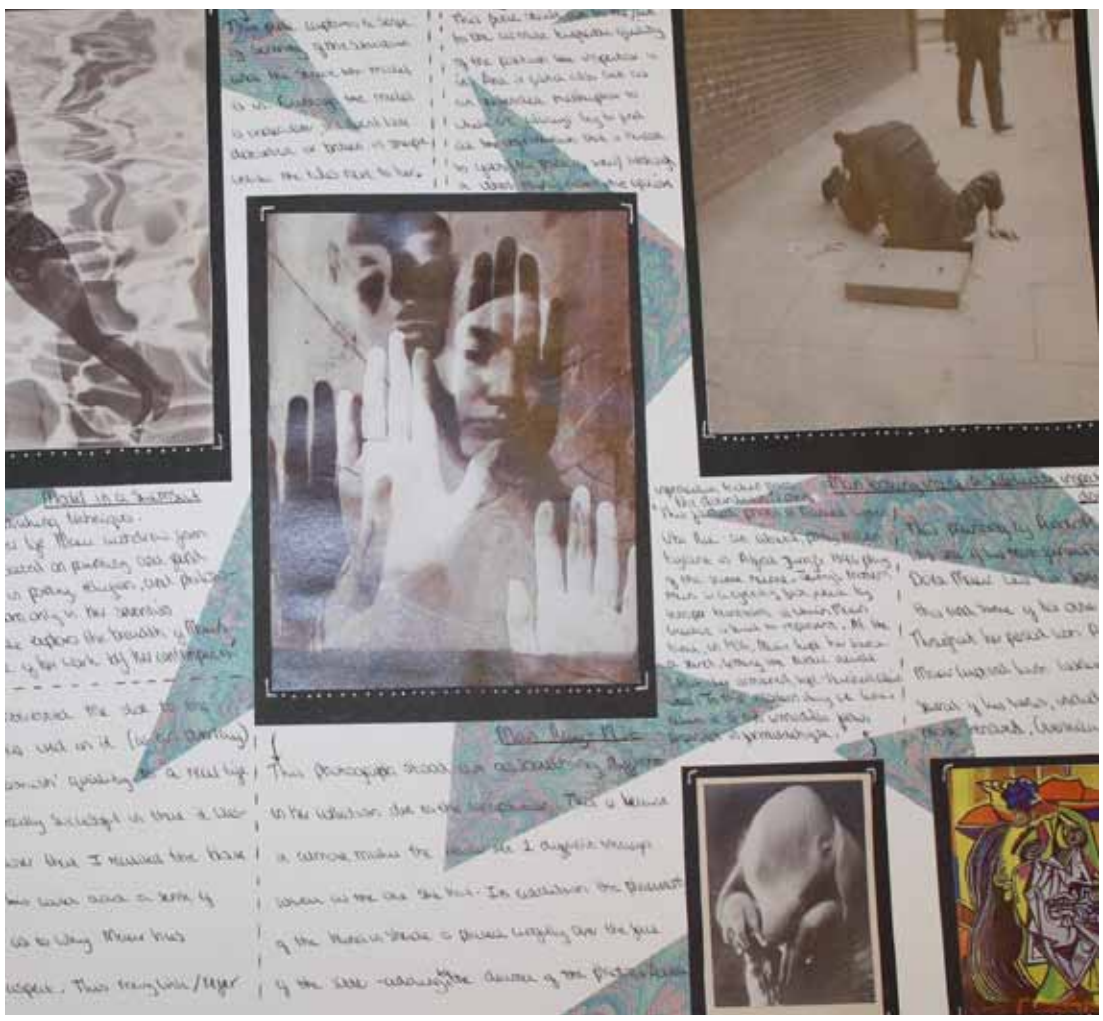


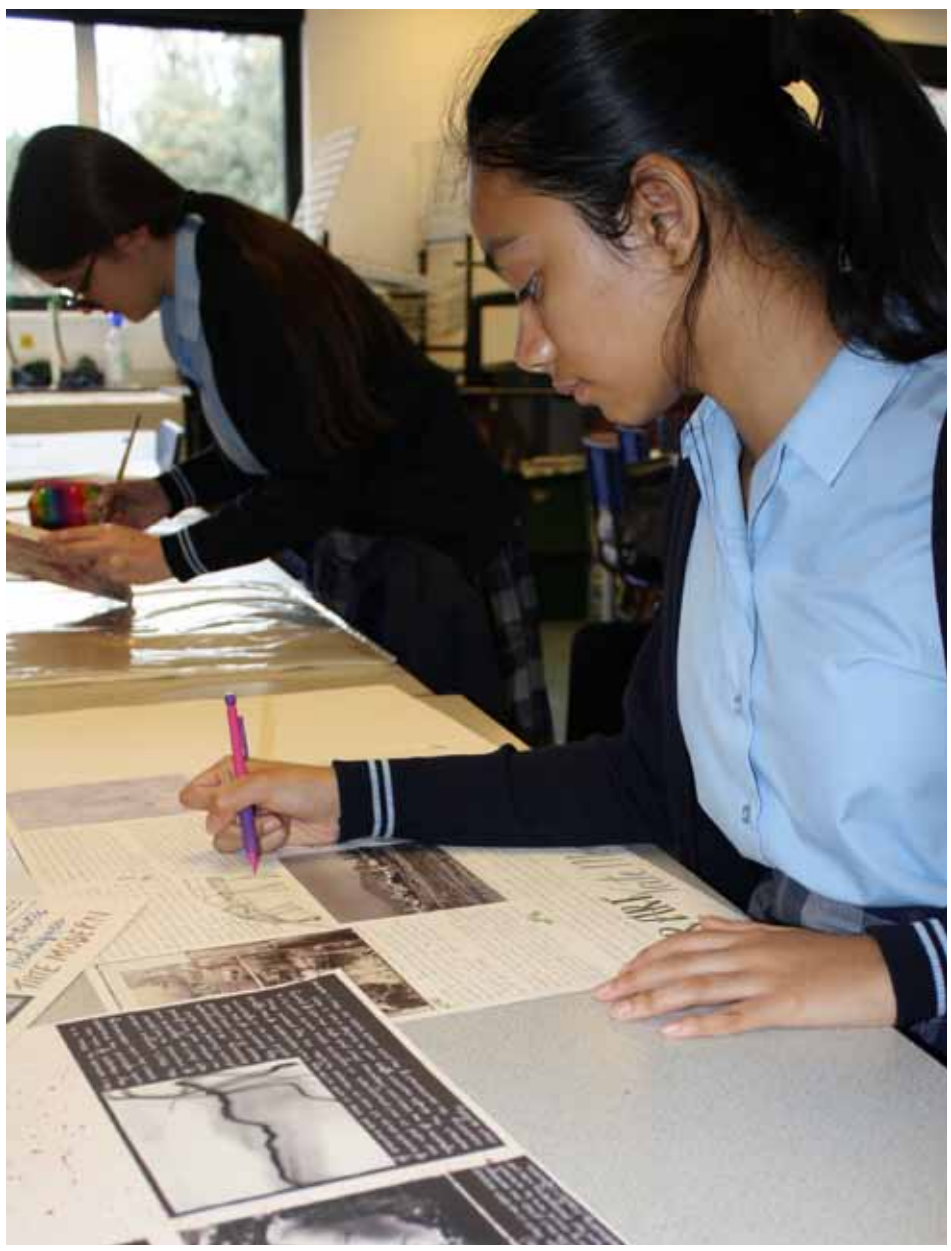


The GCSE Art course aims to support students in making connections between knowledge, understanding and skills when engaging with sources such as the work of the artists on show at Tate Modern.

Students need to demonstrate that they have:

- recorded their experiences and observations
- researched and explored ideas
- used appropriate materials and techniques
- shown a critical understanding of sources
- selected, presented and refined their preparatory work and used it to support the production of an outcome





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Holocaust Memorial Day 2020

The theme for HMD 2020 was “Stand Together”. The aim was to explore how genocidal regimes throughout history have deliberately fractured societies by marginalising certain groups, and how these tactics can be challenged by individuals standing together with their neighbours, and speaking out against oppression. In the years leading up to the Holocaust, Nazi policies and propaganda deliberately encouraged divisions within German society – urging ‘Aryan’ Germans to keep themselves separate from their Jewish neighbours. The Holocaust, Nazi persecution of other groups and each subsequent genocide, was enabled by ordinary citizens not standing with their targeted neighbours.



Today there is increasing division in communities across the UK and the world. Now more than ever, we need to stand together with others in our communities in order to stop division and the spread of identity-based hostility in our society. https://www.hmd.org.uk/

Students from Year 9 spent the day with the Humanities team, developing their understanding of the Holocaust and evaluating how such an event was possible in the 20th century. Students taking part in the Dora Love Competition also presented their project to the group.



CCHSG- 2020 Dora Love Prize Winners

The Dora Love Prize is a competition set up by Essex University, honouring the work of Dora Love - a Holocaust survivor. The competition allows schools all over Essex and Suffolk to take part. The award goes to the school that best addresses the root problems that caused the holocaust e.g. discrimination and hate crimes and brings awareness about how they are still present in the current day. This year was the seventh time the competition has been run, with more schools than ever participating.

The topic we chose to focus on was discrimination against women. Being an all-girls school, this issue is very important to us, and although the rights of women have grown over the years, there is still abuse occurring every day that needs to be stopped. First, we researched how women were treated in the past, specifically looking at the horrible things they faced during the Holocaust. This is how we found accounts of Camp Ravensbrück, the only all-female concentration camp. We decided to make this one of our topics to focus on, writing a detailed article about it, as not many actually know about the place or what happened there. To tie this into the present, we also created a dress in the style of the uniform worn at camp Ravensbrück and pasted on newspaper articles, taken from the past decade, about the discrimination that women still face to this day. We then wanted to expand on the issues shown on the dress by writing articles about things such as domestic abuse or hate crimes against LGBTQ+ women. To showcase our project we took part in an exhibition open to the general public, where we met with many people, including the Mayor of Colchester, to discuss the issues we had highlighted. We are participating in another exhibition at the Colchester Townhouse Youth Club on 15 February.





On Wednesday 29 January, we went to Essex University to present our project to the panel of 5 judges, and 16 other schools who were also competing for the prize. The standard was extremely high this year, so after a lot of anticipation, two runners up were announced. It then came as a complete shock when the team from CCHSG were announced as the 2020 Dora Love Prize Winners!

The judges were particularly impressed by how we paralleled the past and present so effectively, and how we linked all our projects together in a clear way. They also commented on our focus on Ravensbrück - how we brought up important history that even they were not aware about, and the use of our website and exhibitions to raise awareness of the topic.

The prize of £250 was awarded to us by Frank Bright, a Holocaust survivor, whose story was covered in BBC 2's documentary 'The Last Survivors'. It was just a really surreal moment for us to have actually won after so many months of working on our project. We are hoping to further spread awareness by using the prize money for a memorial that will be displayed at our school.





The Project Team

Sahar Haji, Phoebe Burton, Freya Bartley, Emily Tute, Ashley Palapal, Alvitha Rao, Nikitha Rao, Chloe Adcock, Khushi Hariri, Aaminah Rizwan

There is further information about the project on the website created by the students: https://doraloveprize.wixsite.com/standingforwomen



Sports Headlines

Year 7 Netball



The Year 7 netball team have now completed the first round of the Essex Cup and have set a very high standard by winning all of their matches. This puts them in a strong position for the next round “Elite 8”.

The team has a strong defence consistently intercepting play, followed by smooth movement into the shooting circle. They have shown excellent commitment at training, and their team cohesion and game play is improving with every match.

Cross Country



Three students qualified to represent North East Essex at the County Championships, on Saturday 18 January, at Writtle College. Kaela Swaine, Rose Sheppard and Carys Sargeant all ran very well all securing top 30 places.

Kaela Swaine is also the first reserve for the English Schools Championships!



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Badminton



The first medal success of 2020 went to the KS4 Badminton team after winning the County Championships. The experienced trio of Chloe Dennis, Charlotte Xia and Hana El Diwany were joined by Hrishita Parikh which made the team a force to be reckoned with.

The team were convincing winners in each of their matches including the final against Chelmsford County High School for Girls and did not drop a game during the whole day.

We look forward to seeing them in action again in the Regional competition next month.

PE Extra Curricular Activities - Spring Term

PE Clubs and Practices (Spring Term 2020)

Monday 13 January– Friday 14 February 2020

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Morning 08:00-08:30		**Morning Yoga** (NWI)	**Netball Team Training** (NWI, PCA)		
Lunch-time 12:35-13:05	**GCSE Netball Support** (KDA) **Basketball - Sports Hall Year 7-8** (DWI) **Goalball - Gym Year 7-8** (Maddy Scott and PCA)	**Sports Leaders** (NWI) **Basketball – Sports Hall Year 9-13** (SBA) **Sixth Form Dodgeball - Gym** (PCA)	**Year 7, 8 & 9 Netball** (NWI) **Badminton – Sports Hall All Years** (SBA) **Rugby – All years** HWA and CNA	**Indoor Cricket – Sports Hall All years** (PCA) **Football All Years** (DWI, LCO) **Table Tennis - Gym All Years** (Table Tennis Coach and NWI)	**GCSE Theory Support** (NWI and Pupil Mentors) **Friday Fun Day** **SIXTH FORM SPORT Sports Hall**
After school 15:45-16:45	**SCHOOL MEETINGS**	**FIXTURES EVENING** **Netball Year 7-11 Team Training** (NWI, PCA)	**FIXTURES EVENING**	**FIXTURES EVENING** **Trampolining and Gymnastics Competition Team** (NWI)	

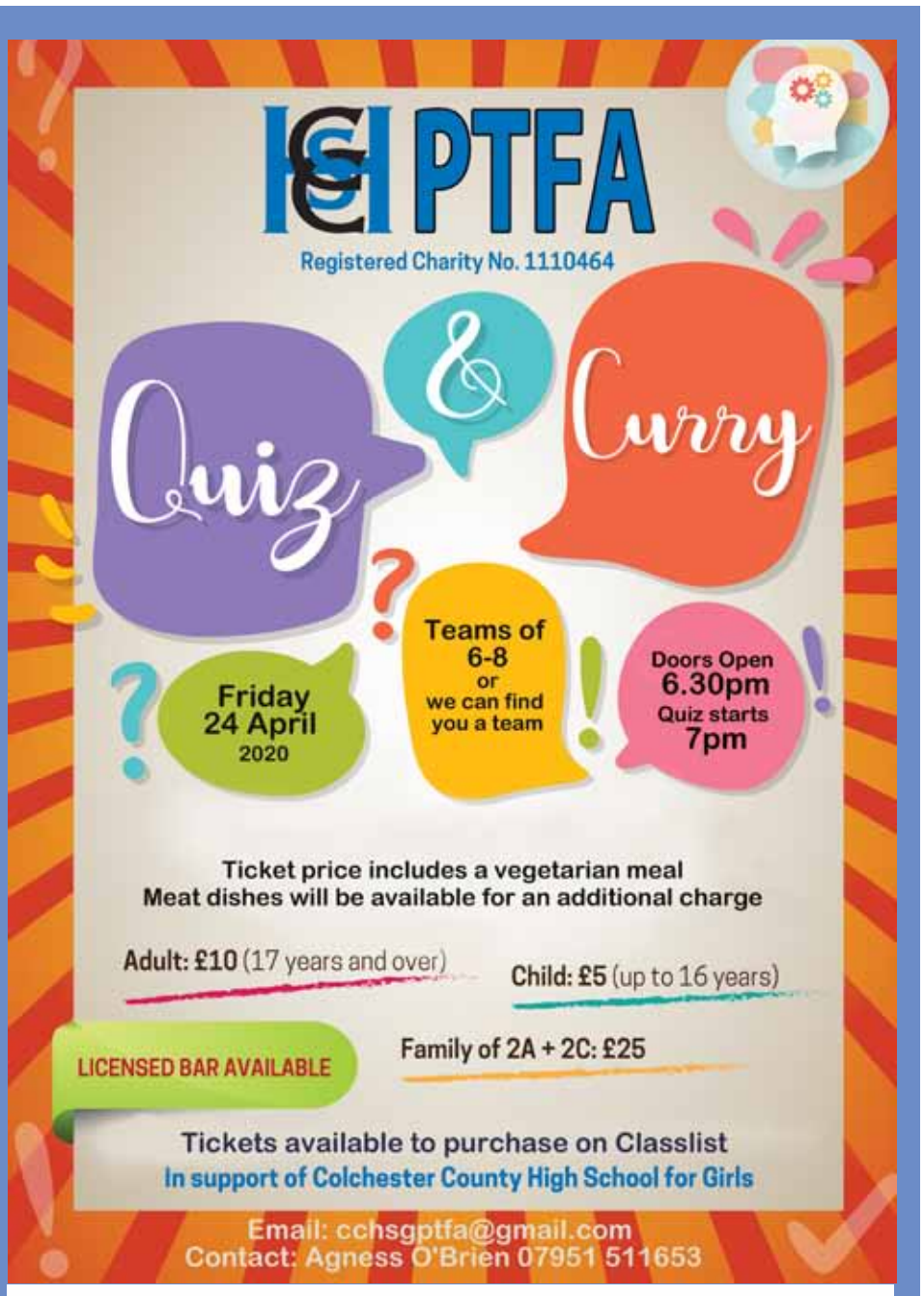
PTFA

Recycle Your Ink Cartridges and Raise Funds for CCHSG PTFA

Did you know that you can help us raise funds simply by recycling your ink cartridges via our Recycle4Charity programme? For each inkjet cartridge recycled via the programme we will receive a £1 donation, meaning you can help the environment whilst raising money for our school! Cartridge brands you can recycle and that will originate a donation include HP, Dell, Canon, Kodak, Frama, Pitney Bowes and Neopost. Full list at: https://www.recycle4charity.co.uk/InkjetCartridges.

You can send cartridges in the envelopes available from school reception or via a free account which you can sign up for at: http://www.recycle4charity.co.uk/Register/C95556





Quiz & Curry Night, 24 April 2020

Tickets for this very popular annual event are now available on Classlist. If you have not yet signed up for Classlist, this can be done quickly and easily via www.classlist.com, search for our school and sign up. Once signed up to Classlist you can purchase your tickets via: https://app.classlist.com/school/#/community-events/dashboard/660010924



Easyfundraising

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

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

Second Hand Uniform Sales

The next Second Hand Uniform Sales open to everyone will be during Parent Consultation Evenings:

Year 7 - Tuesday 3 March
Year 7 - Thursday 12 March
Year 9 - Thursday 19 March
Year 8 - Thursday 29 April

Donations of uniform are gratefully received via the school reception. Do come along, grab some bargains and support our efforts to encourage eco-awareness and recycling.



PTFA CONTACTS:

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

cchsgptfa@gmail.com