CCHSG E-Newsletter

14 February 2024

Contents:

2 CCHSG Connect
3 Ofsted Report 2024 - the Student Perspective
4 Accelerated Reader
5 Ranita Ariyibi - Young Engineer of the Year
6-7 Careers and Progression
8-9 "Oliver!"
10 Colchester Teacher Training Consortium
11 The Psychology Department Freudian Magazine
12-13 Chinese at CCHSG
14 Year 8 Matrix Day - Puppet Animation
15 Year 8 Matrix Day - Game Design
16 Year 8 Matrix Day - Graphics
17 Art Graphics - New GCSE course
18 The Franco-British Pen Pal Project
19 Sixth Form Charity Day, Catherine Bullen Foundation
20-21 Art Department Visit to Tate Modern
22-23 PE Department News
24 PTFA News



Executive Principal's Notes

This half term has seen a wonderful celebration of the personal qualities and achievements of our students across a wide range of school activities. We thank Mrs Cudmore-Rice and Mrs Jefferies for the outstanding production of "Oliver!" With a cast of over 120 students, our ever-growing orchestra and a large production team of staff and students, this really was a showcase of the best of CCHSG.

Part of the shared philosophy of CCHSG is that our students will:

- become effective citizens who have developed sound judgement, maturity and compassion
- understand and respect social, moral and spiritual values in a multi-cultural society and take part in cultural activities
- become caring individuals who are valued and feel safe and secure

As staff we witness this ethos daily in the everyday interactions and attitude of our students. It was pleasing to have Ofsted inspectors praise the positive social culture of our students and recognise the enormous contribution that they make to the success of the school.

In the recent Ofsted report a Sixth Form student was quoted as saying "*What we love about this school is people's attitudes to difference*." Inspectors also found that "*There is a thread of mutual respect that runs throughout the school*." "*Pupils look out for one another irrespective of their Year Group. They have a deep sense of loyalty towards the school*."

We are also particularly fortunate to have such positive and proactive Sixth Form students who are keen to engage with younger students, to run activities and support with whole school events. Later in the newsletter, for example, you can read about a fascinating Game Design session planned and run, with the support of Mrs Saunders, by Year 13 student Otise Ojuri as part of a Year 8 Matrix Day. Sixth Form students were also prominent performers and key to the production team, backstage support, costumes, make-up, lighting and sound for the "Oliver!" production.



A number of popular weekly extracurricular clubs and societies are run by our Sixth Formers, sharing their interests and skills with other students. The list of clubs and societies

running at lunchtimes or after school each day is very extensive. There are a wide variety of activities linked to subject areas and others reflecting student interests such as the very popular South Asian and African Caribbean Societies and Adventure Society. The activities on offer change each term and the up to date list can be always be found on the website LINK. This year we are pleased to be able to offer clubs focusing on Chinese Culture and Calligraphy, run by our Chinese language assistant Mr Ryan Li, featured later in the newsletter. As part of this new curriculum opportunity Year 8 students have fortnightly Chinese lessons and Year 12 students have been offered co-curricular lessons to learn Mandarin Chinese.

I thank all those students whose community spirit, commitment, creativity and kindness make CCHSG such an enjoyable and engaging place to work.

"There is a culture of determination to succeed, not only academically but also to be good people who will make a difference both in school and the wider world." Ofsted January 2024

We wish everyone an enjoyable and restful half term break.

Mrs Gillian Marshall MSc NPQH
Executive Principal & CEO



We are delighted that our new minibus, part-funded by our hardworking PTFA, is now available for use. During 2022, under the then leadership of Mrs Agness O'Brien and Mrs Anni Cullen the PTFA succeeded in raising an astonishing £16,000 towards the purchase. Since ordering there have been many months of delay due to supply issues, but this additional minibus is now regularly in use and proving invaluable.

CCHSG Alumni – CCHSG Connect

Over this academic year we will be working with the education charity Future First to help us build an even more thriving professional and social network among our alumni community. We would very much like to get back in touch with past students and enable them to benefit from links to our wider alumni network. In addition, our former students have wide ranging experience and expertise which could be hugely beneficial in informing and inspiring our current students. Please help us reach out to our former students using your own networks. Past students can sign up at:

https://www.futurefirsthub.org.uk/register/cchsgconnect



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

Ofsted Report - the Student Perspective

"Colchester County High School for Girls is an exceptional school. Pupils are part of a respectful, kind and hard-working community." Ofsted 2024

The views of students formed an essential part of the information gathering for the report. The inspection team met with over 300 students from different Year Groups to talk about their learning and experiences at school. They also considered the 372 responses to the student questionnaire.

The students themselves found that it was interesting to have the opportunity to talk to the inspectors who asked them about all sorts of things, from whether the corridors get crowded to what the lunches are like:

"The inspectors asked us about the opportunities that the school gives us to take part in extracurricular activities and we talked to them a lot about Culture Day"

"I said that a main strength of the school is the really good teaching and the learning opportunities. Even if you do not choose, for example, Art, at GCSE, you can still go to art clubs and we have Matrix Day workshops."

Members of Student Voice were asked about their role in the school and changes, such as the introduction of the Year Group specific toilets, that the school has made in response to issues that they have raised. They found the 2024 Ofsted Report to be "*a good reflection of the school*" and that reading it was *"a proud moment as it shows what a good school this is."*



Congratulations to the new Student Voice Team who were elected earlier this term. They will be meeting weekly with Mrs Frost to discuss aspects of school organisation and to feedback ideas and concerns raised by other students.

Ofsted Outstanding

CCHSG Ofsted Report 2024
To view online:
LINK



Members of the Head Student Team were among the many Sixth Form students who gave feedback about the school to the inspection team. They were pleased that the inspectors had spoken to students from across the whole school so that everyone's views could be represented and the inspectors had plenty of evidence.

"*Meeting the inspectors was a good chance to voice our opinions and more of a conversation than an interrogation".*

Sixth Form students found the process to be a valuable chance to reflect on what is good about the school and think about things that could be built on. The Head Student Team found that the inspectors genuinely wanted to hear their point of view and were *"interested in us as students"*.

"It was good that they recognised that the school is actually doing what it claims to be doing - such as educating leaders of tomorrow".

"Overall the report was pretty accurate and a true reflection of our school."

Accelerated Reader Competition

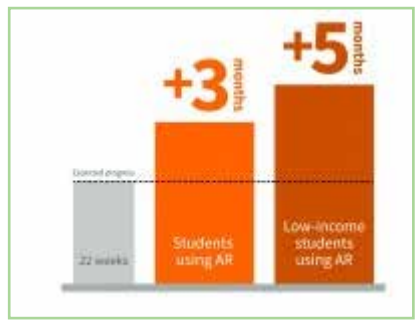
Congratulations to 7C on Winning the Accelerated Reader Competition for the Autumn Term

7C are the first winners of this year's inter-form Accelerated Reader competition. Mrs Frost congratulated the class whilst Mrs Cox, one of the school librarians, handed out the well earned prize of double chocolate cookies.

As reading for pleasure is such an important aspect of learning across the whole curriculum, all Year 7 classes have an Accelerated Reader lesson in the library once a fortnight. In this lesson, students read and take book quizzes on the library Cloudbooks. For every quiz passed, students gain points towards individual targets, and then student points are added together to create the form total. Last term 7C worked hard and gained the most points - reading a fantastic total of 221 books between them.

As part of the English curriculum students are asked to read for pleasure for 20 minutes every day. This regular reading exposes students to over 8 million words in a year, enhancing comprehension, vocabulary and fluency in all subjects. If you wish to discuss reading with one of the school librarians, please email library@cchsg.com and our librarians will be happy to answer any questions.





Accelerated Reader has been found to increase the reading age of pupils by 3 additional months in just 22 weeks, according to the results of a randomised controlled trial published by the Education Endowment Foundation (EEF). Low-income pupils benefited even more, with their reading age improving by 5 additional months in the same amount of time.

Accelerated™ Reader

RENAISSANCE LEARNING



Young Engineer of the Year



Following my competition success earlier in the year, when I was recognised as ‘UK Young Engineer of The Year 2023’, at the end of November I was invited to showcase my project ‘InterSign’ at the Houses of Parliament. As I waited to enter the event space, I couldn't help but be captivated by the grandeur of the building's architecture and the intricate details that stand amidst the very heart of British Democracy. However, my visit to Parliament was not merely a fleeting encounter but an opportunity to engage in meaningful networking. I was fortunate to connect with a diverse range of individuals, from experienced MPs to passionate advocates who shared a fervent commitment to making a positive impact on society. This included MP Stephen Metcalfe who served as the Chair of the Science and Technology Select Committee, Dr Rashada Harry FRSA, a technologist at Amazon Web Services,and the CEO at EngineeringUk - Dr Hilary Leevers.

I was also tasked with giving a speech about my journey so far. I talked about my positive experiences with the Big Bang Competition and why my project is needed in a changing world where inclusivity is key. The reception of my presentation was overwhelmingly positive, with attendees engaged and eager to learn more about my project. The opportunity to engage in open dialogue with such influential individuals was inspiring, and it reinforced my belief in the power of collaboration to drive positive change.

I am looking forward to continuing my efforts and utilising the connections and insights gained from this experience to amplify my project’s development.

Ranita Ariyibi

Careers & Progression

On 12 January students had the opportunity to hear about a range of progression options via a series of presentations from parents and friends of the school working in different areas of employment. We are very grateful to our speakers who provided such fascinating insights and up to date information for our students.

Mr Praveen Brijwani is IT Programme Manager for a major investment bank. He vividly described the challenges of working with a global team, collaborating across different continents, to generate timely solutions to IT problems and to work on system innovation. Investment banks deploy capital and intelligence to help their clients solve some of the most pressing issues facing businesses, markets and economies. A Corporate and Investment Bank is comprised of Investment Banking, Corporate Banking, Global Markets and Research.



Miss Gloria Osei spoke about her work as a Research Fellow at the University of East London. Miss Osei works in local government within the Department for Climate Change and Adaptation at Essex County Council. She is also an Associate Lecturer for the department of Engineering and Built Environment at Anglia Ruskin University. Her professional interests are in urban planning, development management, and sustainability led innovation, specifically Green Infrastructure.



Mr Paul Radcliffe is a Partner in Ernst and Young LLP, specialising in tax. He gave an insight into what it is like working for one of the "Big 4" professional services firms and the role of EY in helping organisations and clients be better through using business, finance and technology. The company works in the key areas of assurance, strategy and transactions, tax and consulting. Mr Radcliffe described the different pathways, such as apprenticeships, industrial placements and graduate programmes that can lead to employment in professional services.



Mr Jimmy Jewell works in film, television and theatre as a talent agent, producer & composer. He talked about how careers in these fields are wide ranging, including those both in front of and behind the camera/curtain. This can include acting, dance, singing, talent management, casting, producing, marketing, PR, set/stage/costume design and technical roles . Mr Jewell talked to students about his job as a talent manager and the challenges for performers in getting an agent and standing out from the crowd. His advice was never to turn down work and to be persistent.



Professor Carolina Garriga works in the Department of Government at the University of Essex, and is Deputy Director of the Essex Summer School in Social Science Data Analysis. Her current research interests are central banks, International movement of capital and the political economy of conflict. She talked about the skills and aptitudes required for her role: Curiosity, communication skills (oral and written), organisation, self-motivation and discipline.
"10% inspiration and 90% perspiration."



Mr Priyangshu Kar is a Programme Director with considerable experience working in the manufacturing industry. He introduced students to the idea of working in the manufacturing sector, which makes up 10% of the UK economy and described his progression through a career in engineering to senior leadership. Mr Kar outlined the sectors involved in manufacturing from the core careers in research & development, manufacturing & quality control, logistics & distribution and sales, to the extensive range of supporting careers such as those in marketing and sustainability.

Updates from our Past Students

Becki Wood - Architecture

During my A-levels I knew I wanted to go into something that would be both creative yet practical, and as a result I took a mixture of subjects; math, physics, & art. I had many career advisor talks saying I should go into some sort of engineering, however the thought of that didn't appeal to me. Instead, years of having Grand Designs on the TV got me thinking about architecture as a career option. Architecture would let me design creatively whilst building something that – if designed well - would outlast me and be used by lots of people. I ended up going to the University of Sheffield to study an undergraduate degree in architecture. Sheffield to me was a perfect balance of city and countryside (being right next to the Peak District) and offered a very well-respected architecture course. Architecture is a little different to other degrees and it can take a long time before you're allowed to call yourself an architect. The system goes; three years undergraduate degree, one year working in an architect's practice, two years postgraduate degree, another year working in an architect's practice, then one final examination at the end. I've currently just completed my first year working in an architect's practice, and have decided to do another to save some additional funds before my postgraduate course next year.

Mia Singleton- History

After graduating from Durham University with a BA in Ancient History, I joined MadlinHanna Consulting in September 2022. I'm now a year into my job, have recently been promoted and I am loving it! MadlinHanna Consulting are a recruitment consultancy that specialise in talent acquisition across the Corporate Affairs space. We support businesses with their recruitment by headhunting for talent, training internal teams, conducting research and data collection for clients, and seconding our consultants to act as an internal talent resource for clients. My particular specialism is Public Affairs, which is essentially government relations and political risk across a lot of different policy areas. I am always speaking to people in and around politics, so my day-to-day is incredibly varied and interesting! The role means I get to build relationships with people, learn about current affairs and different policy areas, and support businesses with their growth. I get a lot of job satisfaction when I place a candidate in a role that I know they are happy with, and I know will benefit the team and business around them. Although I didn't grow up dreaming of becoming a recruiter (I didn't even really know it was a thing until after university!), I've found an opportunity that really suits me, and a lovely team to support me. Best of all, I get to live and work in the heart of London!

My advice to anyone thinking about their future career is not to panic. I didn't have much of a strong idea about what I wanted to do in my future when applying to university, and I chose my subject because of genuine interest in the topic. I left university without clear sight of my future career, and turned down a few job offered that didn't feel quite right at the time. But though some research and some trial and error, I found a place that's a great fit for me, and you will too! Please do reach out to me if you have any questions about my company and what I do.

Milly Mead- Biology and Paleontology

I loved my time at CCHSG and it has set me up really well for a career in scientific research. For my A levels, I studied Biology, Chemistry, Art and AS level Maths. I went on to study Biology for my undergraduate degree at the University of Sheffield, before heading up to Edinburgh to complete a Master's degree in Palaeontology and Geobiology. I've just graduated from my Master's degree with a distinction! This year, I'm taking some time out from academia to work as a climbing instructor and hopefully get in some travelling. I'm also looking at publishing my research from Master's, so a lot of this last semester has been spent polishing up my thesis so it's ready for submission to a peer-reviewed journal. As for the future, I was lucky enough to be selected for a PhD position starting in Edinburgh next September! This research will focus on the brains of dinosaurs and their closest relatives. We're collaborating with two other labs based in Sweden as part of the 'Deep Time Cognition Project', which aims to understand how cognition, brain morphology and animal behaviour has evolved over time. I have absolutely loved university—my time at CCHSG provided a strong foundation for me to succeed in scientific research!

Jacinta Allen- Dance

During my time at CCHSG, I completed A levels in Latin, Biology and Chemistry. Whilst a lot of my friends and classmates were applying for universities and finding courses they were really passionate about, I had a different passion.

I love to dance, sing and act, so I started to look into performing colleges. I found the ones I liked and applied, having to go through rigorous auditions and finally got into Tiffany Theatre College. I spent three years training in the Performing arts there, finishing my time with the lead role in Sweet Charity before my graduation. From here, I was signed by a talent agency and for the past year and a half have been travelling the world as a dance captain and performer on some of the most competitive cruise ships. The shows are challenging, but I have met so many amazing people and seen so many new countries, from the sunshine of Florida, Miami , the Caribbean, Italy and Greece, all the way to snowy Canada and Alaska. I have just headed of to Australia on a new ship, from which a lot of young talent is scouted to the West End, which is where I hope my career will take me in the near future!

Isaac Standen- Physics

I left CCHSG in 2019, having completed A levels in Physics, Maths and Music. After A levels, I went to Royal Holloway to study Physics as BSc level. During my degree, I completed a project analysing meteorite samples from NASA and ANSMET, searching for fluid inclusion with leading scientists from the industry. I also completed a data analysis project, comparing atmospheric hydrogen in Egham to a clean air site in Ireland. Since graduating with a 2:1, I have worked as a science technician at a Prep School, setting up for experiments whilst I wait to start my Masters at Royal Holloway next year, focusing on atmospheric gases and hydrogen.

Oliver



Production Team

DIRECTED, CHOREOGRAPHED & DESIGNED BY
Mrs M Cudmore-Rice

MUSICAL DIRECTOR
Mrs F Jefferies

"Consider Yourself" & "Who Will Buy"
CHOREOGRAPHED BY
Eloise Morton Morley & Elizabeth Martin

BACKSTAGE CREW:
Ella Barber, Sumaiya Chowhan, Anjola Agunbiade, Kirsty Ray, Soundaryavalli Valliappan, Safaa Patel, Chikosi Onyewere, Monah Mugsha, Alma Nayeem, Mufaro Mavhinga, Grace Lillywhite, Sankave Ahillian, Chantelle Mbuga, Safia Chowhan

BACKSTAGE MANAGER: Ella Barber

ASST. BACKSTAGE MANAGER: Sumaiya Chowhan

STAGE MANAGER: Mr F Worley

SET BUILT BY: Mr J Kalisz

LIGHTING & SOUND SET UP:
Mr R Stephens & students from the BTEC Level 3 National Diploma in Production Arts at Colchester Institute

LIGHTING AND SOUND:
Faye Eade, Amelie Taylor, Niamh Franklin, Millie Camper

MICROPHONES: Soundaryavalli Valliappan

PROPERTIES MANAGEMENT:
Anjola Agunbiade, Safaa Patel

HAIR AND MAKE-UP:
Alma Nayeem, Sankave Ahillian, Grace Lillywhite, Soundaryavalli Valliappan, Anjola Agunviade

SET CHANGES:
Mufaro Mavhinga, Alma Nayeem, Sankave Ahillian, Grace Lillywhite

CURTAIN: Kirsty Ray, Safia Chowhan

CHAPERONES: Aisha de Mendonca, Alys Cope, Somto Ofunne, Christa Ugorji, Chloe Cheung, Maria Chennattu, Rowena Fernando

FOYER CHAPERONES: Jiaye Su, Monah Mugisha

PROGRAMME & PUBLICITY:
Ms K Stubbs, Mr J Townsend-Lang

TICKET SALES: Mrs S Aves

BACKSTAGE & FRONT OF HOUSE:
Mr P Fogarty, Mrs S Hughes, Miss S Wright, Miss S Williams, Mr S Snow, Mr K Kidby, Mr T Adamson, Miss K Mather-Hutchinson

SPECIAL THANKS TO:
Mr J Kalisz and The Site Team:
Mr A Cunningham, Mrs C Burt, Mr M Ferdenzi, Mr M Hipperson











Congratulations to all the cast, orchestra and crew involved in the fabulous production of “Oliver!” Huge thanks to Mrs Cudmore-Rice, who produced and directed the show and to Mrs Jefferies, the Musical Director. We are also grateful to the staff who supervised on the evenings of the performance, to Mr Worley our Stage Manager and to Mr Kalisz who designed and built the brilliant set.









Colchester Teacher Training Consortium





Are you, or is anyone you know, interested in training to be a teacher?

If you already have a degree, or are currently studying for a degree, now is the time to explore the opportunities to train to teach in Primary or Secondary education with CTTC.

CCHSG is lead school for Colchester Teacher Training Consortium (CTTC), one of the best training providers in the area. The school centred programme, recognised by Ofsted as outstanding, allows trainees to gain Qualified Teacher Status (QTS) and a Postgraduate Certificate in Education (PGCE) through a combination of taught sessions and practical training alongside colleagues in schools.

Established in 2003, CTTC works in partnership with over 60 schools and colleges across North Essex and Suffolk. The training hubs are located in both Colchester, on the CCHSG site, and Ipswich, to serve the local schools. Our schools offer a wide range of educational experiences including grammar school, Sixth Form colleges and specialist SEND placements.

CTTC is currently recruiting applicants for September 2024 and graduates can qualify as a teacher in Primary or Secondary education with just a year of training. Tax-free bursaries of up to £28,000 are available for eligible trainee teachers in certain subjects. Pastoral support and mentoring is a strength of the programme and local schools are keen to employ trainees from the partnership. The starting salary for teachers is currently £30,000 and many former trainees have moved quickly into leadership and management roles.

Do contact us at CCHSG if you would like help with organising a school taster experience or need any advice from subject staff.

For further information see

www.colchesterttc.org.uk



Now Recruiting for Sept 2024

Contact CTTC now via:

01206 364728
(Mon - Fri, 8am - 4pm)

enquiries@colchesterttc.org.uk

Ofsted Outstanding Provider

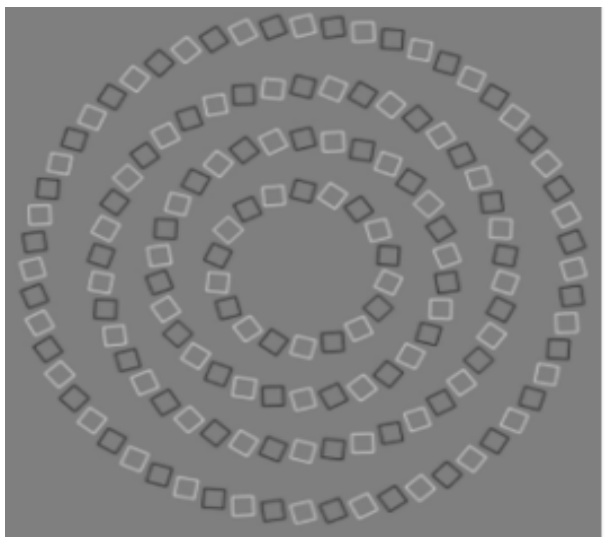
Psychology Department - “The Freudian” Magazine

Psychology of Vision

Have you ever wondered how detailed and complex the human brain really is? How it is able to spot patterns and configure optical illusions?

Optical illusions occur when the brain receives conflicting information from the eyes and interprets it in a way that is different to how the objects in the world actually are. Optical illusions have long been a source of psychological interest, particularly in relation to the science of visual perception, sensory processes and attention. There are three types of visual illusions in Psychology:

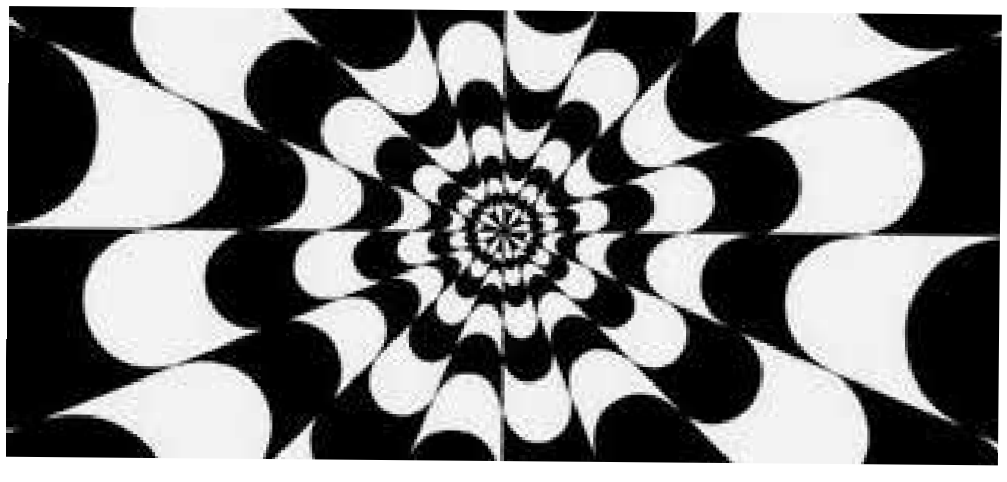
Fictions are visual illusions where we perceive an object that is not actually there. Our eyes send that information to our brain, and the brain thinks it can see something, but it is not really there. An example of this is the number of circles in the image to the right.





Ambiguous figures are where an image can be perceived in more than one way, and all make sense. There are two or more different images that can be seen depending on how you look at the picture.

Distortions are where properties of the object appear to have changed or appear to be different from reality. This can include objects appearing to be different sizes when they are, in fact the same size, or straight lines appearing to be curved.



Eliza Syed, 10S

Articles first published in the Psychology Department student-edited magazine “The Freudian”, December 2023

Psychology of Language

The ability to communicate through spoken languages is what differentiates us humans from every other species on Earth. We develop language at the age of around 18 months and it continues developing throughout our lives. Language is essential in communicating - but what is the psychology behind it?

Psycholinguistics is the study of what is behind our understanding and production of speech, as well as problems to do with language. There are still many questions about aspects of linguistics, particularly in the initial acquisition of language, such how we are able to form grammatical sentences so quickly after first learning to put words together. The overall knowledge of language development has come very far with many theories having been created.



For example, Skinner’s theory of language development stated that language is mainly learned by children through imitation of words and sentences from the people around them, which leads them to learn quite quickly the ‘proper’ way to phrase things. In contrast, Chomsky’s theory suggests that language is an innate ability within humans: a particular wiring in their minds enabling them to identify grammatical rules and apply these rather than relying on their environment to help them develop language. This shows that it is difficult to pinpoint whether language development is determined by our environment or if it is a biological process.

In general, it is extremely difficult to investigate language as there is not one sole part of the brain which is dedicated to speech. In fact multiple parts of the brain need to be engaged in order to process, develop and produce speech. Some parts of the brain responsible for our language processes are Broca’s area, which mainly controls the production of speech, Wernicke’s area, which assists us in understanding and processing language and the primary auditory cortex which helps us to identify the loudness of sound, therefore affecting our understanding and response to language. Our centres for language are scattered all across the brain and all have very different functions, demonstrating the importance of the process of language.

Lily Locke, 11C

Chinese Language at CCHSG

This year we are delighted to have Chinese Assistant Mr Ryan Li working with students from across the school to teach Mandarin. Year 8 students have fortnightly lessons to learn some basics of the language and explore aspects of Chinese culture. They will have the option to take the Youth Chinese Test (YCT2) examination. Year 12 students have been offered co-curricular lessons to learn basic Mandarin Chinese and have the opportunity to take the Chinese Proficiency Test (HSK), an international standardized test for Chinese language proficiency. Ryan is also running extracurricular activities focusing on the culture of China, such money, festivals and traditions and also a Chinese calligraphy club.



Mr Li - please tell us a bit about yourself:

I come from Guangdong, China. And I am a masters student of Teaching Chinese to Speakers of Other Languages at the South China Normal University. I have taught English to students from America, Sweden, Italy, Thailand, Indonesia and Japan and I worked in Thailand for 6 months. This is my first time working in Britain.

What do you like about Britain?

I think Britain's beautiful natural scenery and profound culture are very attractive to me. I also like the work/life balance style in Britain.

Is there a favourite food that you miss?

Guangzhou is a city of delicious food. I miss Siu Mei (roast pork, chicken and goose) most. The outside of Siu Mei is crispy, while the meat is tender, and the taste is sweet. When you eat it in the special sauce, you will love it in a second.



What do you find to be the main differences between Chinese and British schools?

Chinese and British schools differ greatly in terms of school curricula. Chinese schools pay more attention to the education of basic subjects such as Chinese, mathematics and English, and students' subject knowledge is more systematic and solid. In Britain, in addition to basic subjects, schools also set up social science courses such as psychology, economics, and art, which is more conducive to the interest development of students. In order to gain students' interest in Chinese class, I have designed many interesting activities and games. For example, when learning some Chinese verbs, I will organize students to play the game of "You act I guess".

Chinese and British students have different studying styles. Chinese students are more inclined to listen to the teacher in the classroom quietly, which is easy to manage. When they have questions they don't understand, they usually ask the teacher after class. While British students are more active in class, they will discuss problems with teachers and even challenge teachers in class at any time, which is not easy to manage but conducive to the development of creative thinking. So, when I manage the classroom in Britain, I will use more methods, such as rewarding the best students with some panda stickers.

The systems are very different in terms of the talent selection system and pressure. The most important talent selection system in China is the college entrance examination, because there are many competitors and only one chance to take the exam, students have to bear considerable competitive pressure. The most important talent selection system in the UK is the A level examination. A levels can be completed gradually within a specified time, the competitive pressure is not large, and students can choose examination subjects according to their interests.



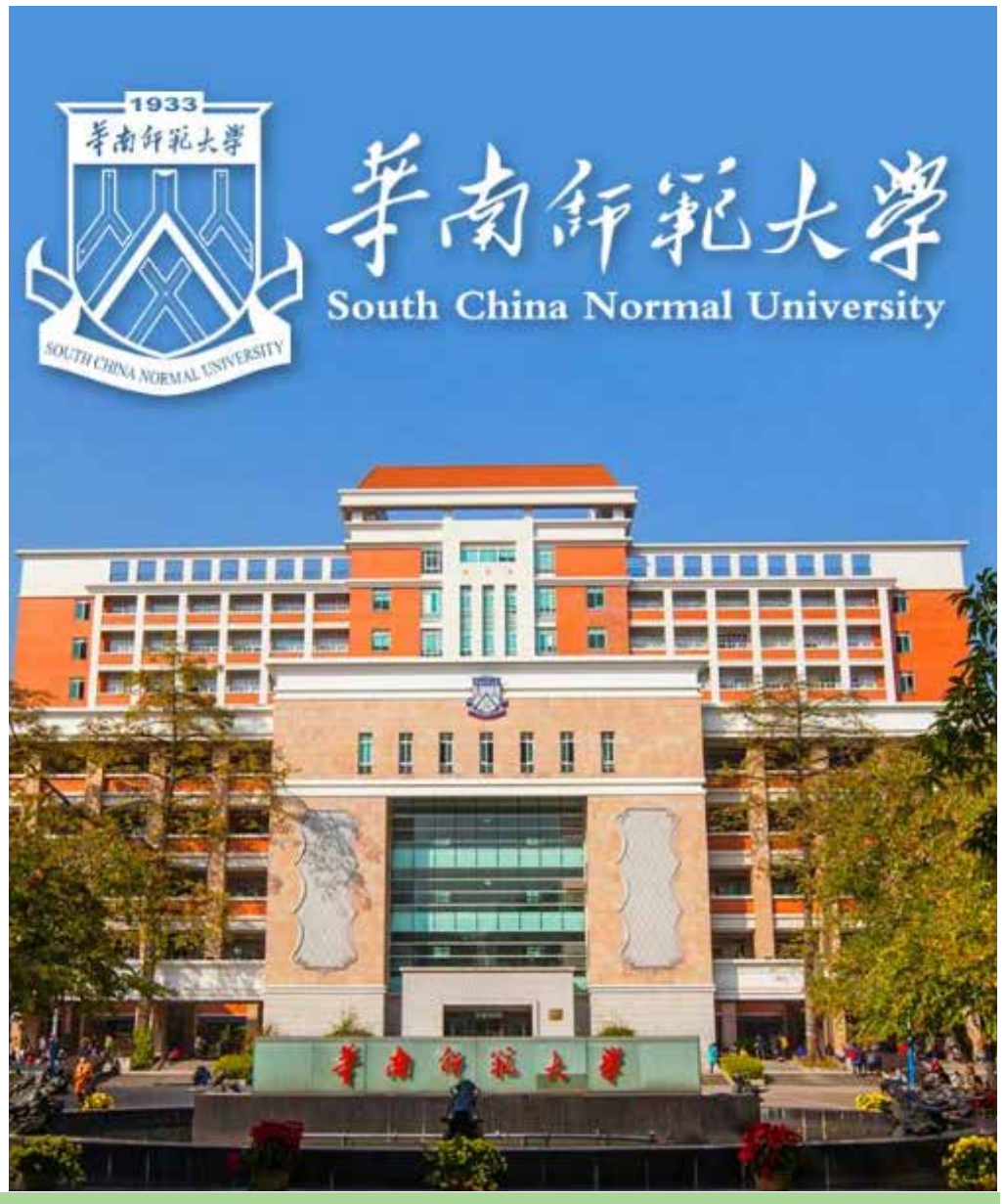
Guangzhou is the third largest city in the People's Republic of China

What do you consider to be the biggest challenge for students at CCHSG in learning Mandarin Chinese?

I think the biggest challenge for an English speaker is recognizing the Chinese characters. One Chinese pronunciation may correspond to many meanings, and almost every meaning has corresponding Chinese characters to help us distinguish. Chinese characters and English letters are very different, so I think this is the biggest challenge for students. Now in addition to our Chinese classes, there is also a Chinese calligraphy club. This club provides more opportunities for students to learn Chinese characters, and I will also explain the origin of Chinese characters in the club, which will help students understand their composition, so that they can remember and write more Chinese characters.

Did you experience any challenges in learning English?

Since Chinese basic education includes English as a subject, I began to learn English when I was 6 years old, so I feel English is not very difficult for me and I can communicate with others in English fluently. In my English learning, I believe the language environment helps me a lot because Guangzhou is an international city and I have more opportunities to speak English.



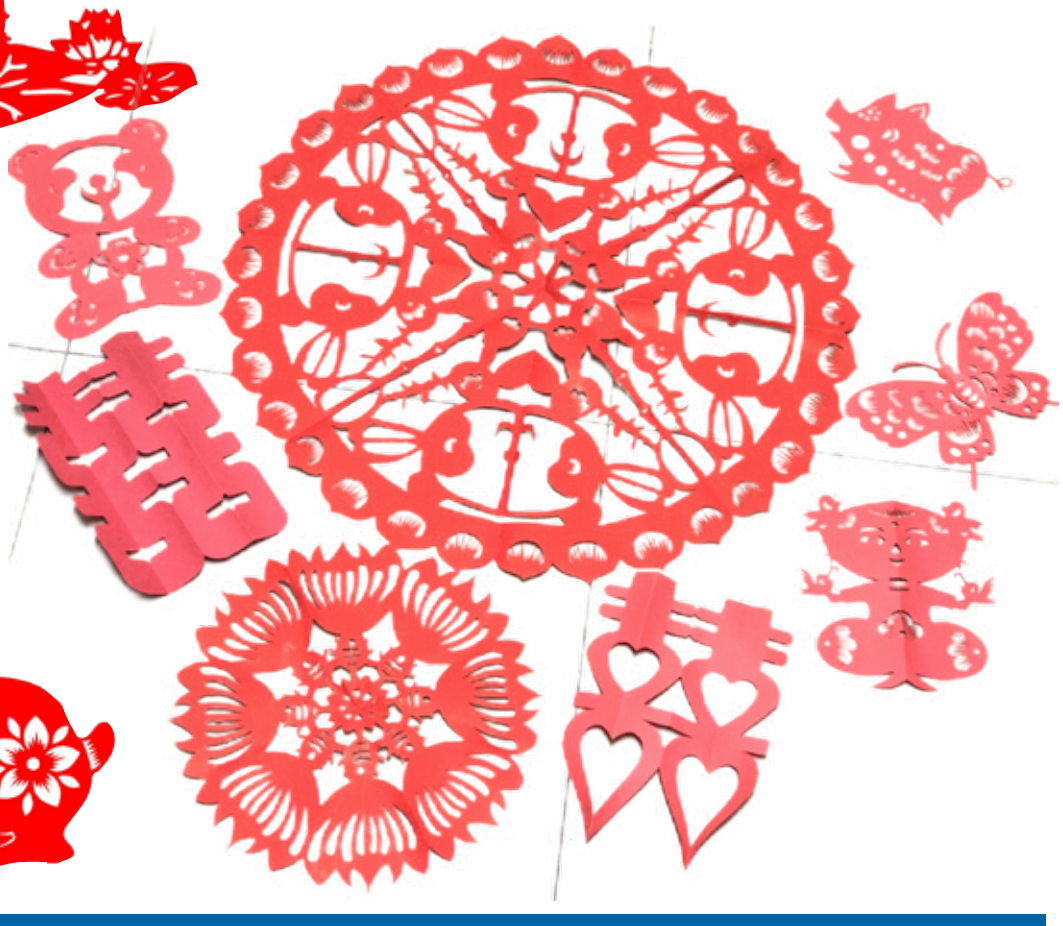
Chinese Club - Paper-cutting

Mr Li ran a fascinating workshop allowing students to experience Chinese Paper-cutting. This is a kind of folk art that uses scissors or carving knives to cut patterns from paper. In China, Paper-cutting is an important part of various folk activities. Chinese Paper-cuttings are usually red. In ancient times, the Chinese people worked in agriculture and worshipped the sun. Red was regarded as the colour of the sun, so people think of red as a symbol of hope and life. Common subjects include scenery, people, lettering and animals.



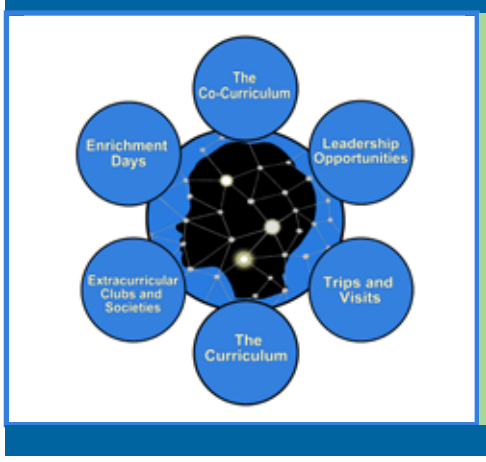
Through Paper-cutting,
people create a beautiful image.
to soothe the soul,
to proclaim great creativity in conquering nature,
to build their own ideal world,
and affirm the power of human,
to inspire the courage to continue the struggle.







Year 8 Matrix Day - Puppet Animation



The Matrix consists of a flexible and balanced curriculum, the co-curriculum, STEM opportunities, trips and visits, optional instrument lessons and a programme of enrichment days. The Matrix provides opportunities for students to access subject areas they may not be formally studying as part of their timetabled curriculum.

Advances in vector art, puppeting and motion capture have helped evolve moving images from a niche in specialty TV and film onto banners, GIFs and YouTube cartoons. Where a studio of dedicated artists once worked around the clock for weeks to produce a few minutes of film, now an individual can put together a professional-quality clip in days or hours. Year 8 Students working with Mr Nachman in the Computing Department, explored a variety to types of animation using Adobe Animate, a multimedia authoring and computer animation program. They created their own avatars and produced a short film.







Animation Types – For each of the images try to name the movie/show/product, animation type and decade you think it was produced.



Name: **Snow White**
Type: **Cel Animation**
Decade: **1930s (1937)**



Name: **Futurama**
Type: **2D Animation**
Decade: **1990s (1999)**



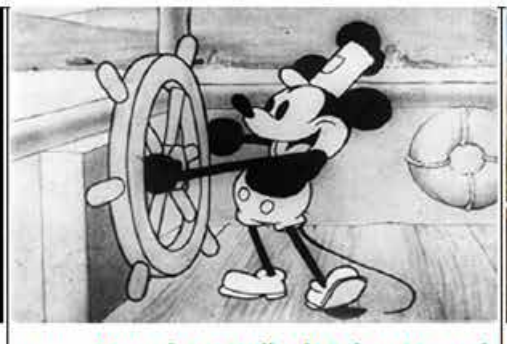
Name: **Toy Story**
Type: **3D Animation**
Decade: **1990s (1995)**



Name: **Fantastic Mr Fox**
Type: **Stop-Motion (Puppets)**
Decade: **2000s (2009)**



Name: **Samsung (animated logo)**
Type: **Motion Graphics**
Decade: **2020s (2022)**



Name: **Steamboat Willie (Mickey Mouse)**
Type: **Cel Animation**
Decade: **1920s (1928)**



Name: **Avatar: The Last Air Bender**
Type: **2D Animation**
Decade: **2000s (2005)**



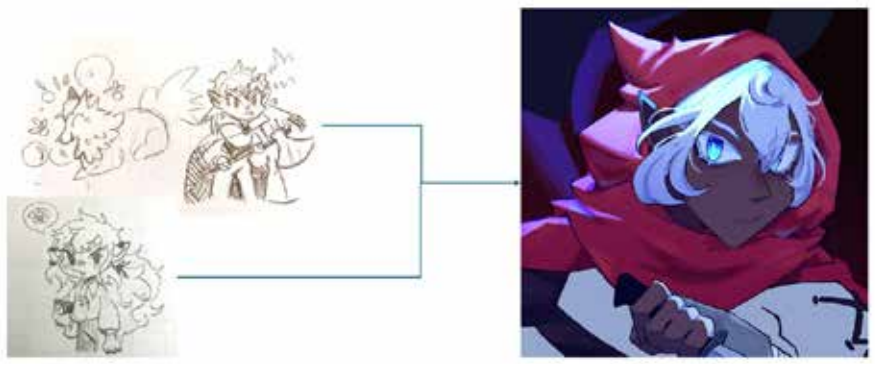
Name: **How to Train Your Dragon**
Type: **3D Animation**
Decade: **2010s (2010)**

Year 8 Matrix Day - Game Design



We will be covering some main points of designing a character:

1. **Character Core** – who is your character and how their clothes reflect their personality and background
2. **Stylization** – using silhouettes and shapes to highlight aspects of your character
3. **Ideation** – the creative process of generating, developing, and communicating new ideas (aka fleshing out ideas in your head)



Character Core

Things that make up a character

- Personality Traits
- Purpose
- Skills
- Hobbies
- Quirks
- Setting



Since we're making game characters, the type of **game and genre** also will influence this such as:

- JRPGs - First Person
- Platformers - Third Person
- Shooters
- Puzzle
- Horror
- Fantasy/Adventure
- Stealth
- Fighting
- Simulations





We were delighted to have the Year 8 games design workshop organised and led by Year 12 student Otise Ojuri.

I've always been quite a creatively inclined person, as I grew up watching lots of popular and obscure animated media, dreaming I would be able to replicate the magic I saw on screen. You could probably guess that I'm a big Disney fan as well. Some of my fondest childhood memories are of playing Wii Sports Resort with my cousins; or trying to complete Sonic the Hedgehog on my 3DS during tedious car rides, so I have always loved video games and the joy they can bring! When I took Computer Science for GCSE, I discovered that making games isn't a far-off notion but something tangible… something I felt would combine my love of drawing with my fascination of computers in a perfect blend! My first attempt was a word-based RPG coded with Python, then a puzzle RPG in Unity, using C#, called L.A.M.P - this was for the YGD's Game Making Competition. While I didn't win, it was a gratifying experience and gave me the reassurance that this was something I wanted to pursue further! I've also collated a game design portfolio (titled Rewoven) which I have used to apply to universities, and I'm very proud of the characters and world I created in 9 months. Running the Graphics Matrix Day was amazing; getting to see all these talented students engage with their imagination and seeing all those bright grins was worth it! As of now, I'm making another Unity game for my Computer Science NEA and plan to apply for the YGD's Game Concept Competition this time! And of course, hope to make the grades required to get into Uni! **Otise Ojuri Year 13**

Stylization



Soft, squishy
Harmless
Approachable
Changeable

Solid, sturdy, strong
Supportive
Reliable
Inflexible

Sharp, directional
Dynamic
Dangerous
Unpredictable

Shape language communicates meaning/aspects through these shapes. You can use these as a general guide / utilise them for twists



Silhouettes are something to keep in mind when dealing with a group of characters



Year 8 Matrix Day - Art Graphics

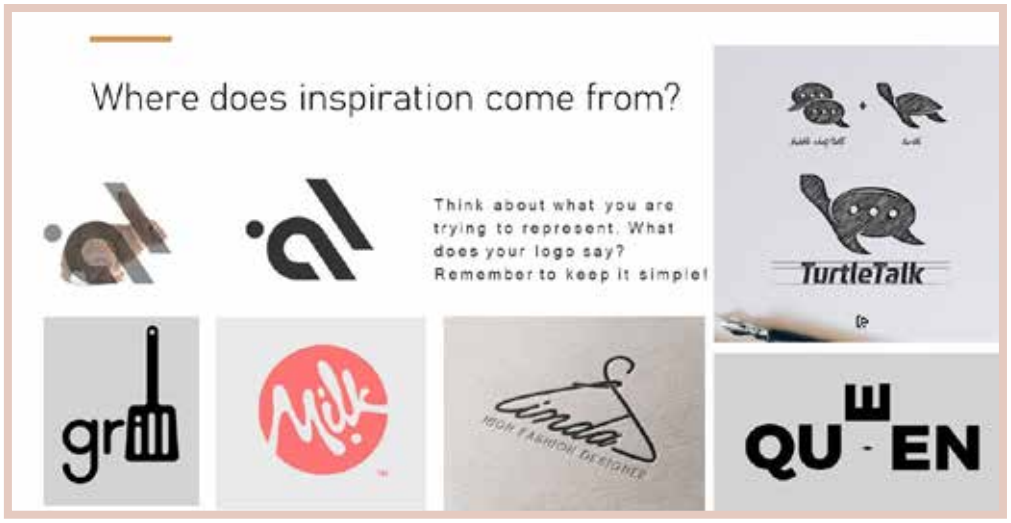
As part of the Matrix day Year 8 students learnt about corporate branding, and created their own personal brandmarks.

In order to create properly balanced and well designed logos that best represented themselves, they looked at existing logo design groups and other visual images for inspiration.

A good logo design should :

- Link clearly to the brand identity
- Have a colour palette that is considered and consistent
- Not be overly complex – simple is best
- Clearly represent the most important aspect of the brand (USP)

Students completed a design sheet and refined the rough drafts into a final, new logo identity. They used clean lines and applied colour carefully to give a professional look. Once finished they evaluated their designs.



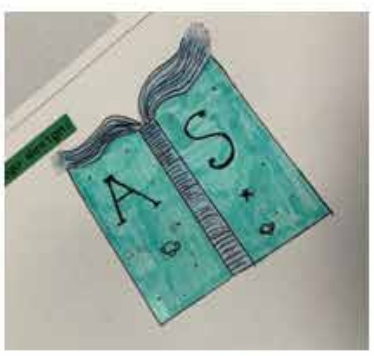








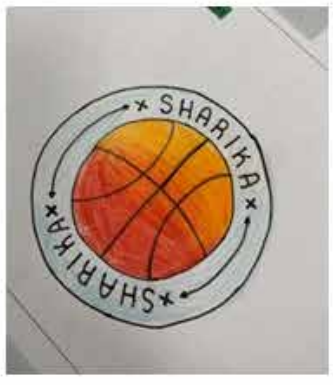


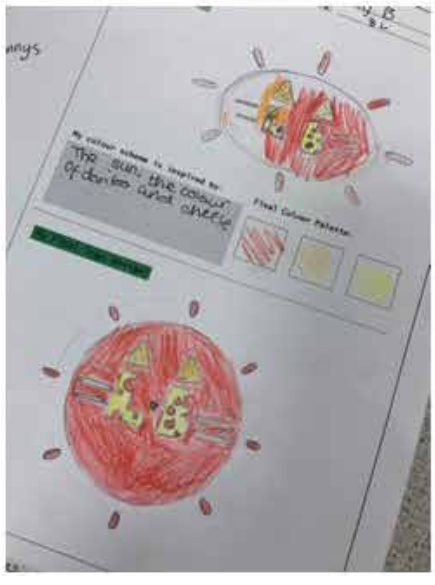








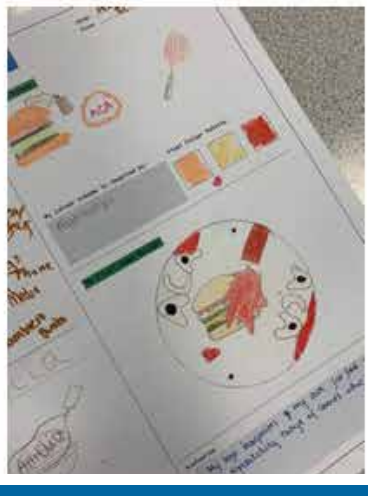












New GCSE Course - Graphic Communications

How is the course structured?

The Graphic Communications endorsement is constructed in the same way as the current Art & Design GCSE offering, with the course being assessed in two parts:

60% Coursework

- Students will work on personal portfolios comprising both teacher-led and self developed projects that will comprise elements from the various areas of study previously mentioned.



40% Externally Set Assignment

- The ESA paper is released in January of the examination year (Y11) and begins with a preparatory period of study where students will work to a set theme over the spring term.
- The ESA will finish with a 10-hour exam which will take place over the course of two consecutive days, in which students will be expected to produce a 'final conclusion' to their project.



5

What we've been doing this year







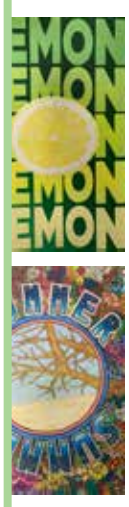
Paper Sculpture





What we've been doing this year

Typographic Posters















8

What we've been doing this year

'Zines













What is Graphic Design?

graphic design is defined as "**the art and practice of planning and projecting ideas and experiences with visual and textual content**." In other words, graphic design communicates ideas or messages in a visual way.

- In Graphics lessons the work you produce will be influenced by a design brief. You will develop creative ideas based around this brief.
- Graphic design students make art that is commercial (to advertise or inform), whereas fine art students often make art for personal expression of ideas.
- The work produced in Graphics is not just digital. Please don't expect to sit on a computer every lesson. We try to broaden students' skill base by exploring illustration, collage, mixed media, photography and print making alongside developing digital design skills in Creative Cloud programmes.

Areas of Study

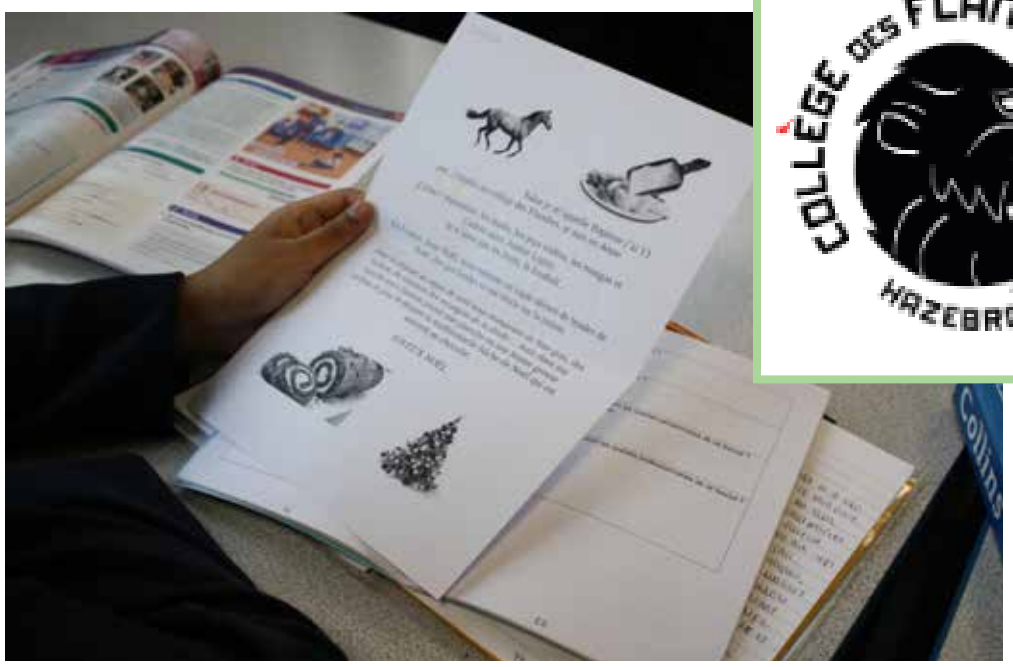
Projects within the Graphic Communications GCSE could cover:

- Advertising
- Communication graphics
- Design for print
- Illustration
- Interactive design (including web, app and game)
- Multi-media
- Package design
- Signage
- Typography

- Drawing in Graphic Communication is inherent in the process from initial idea to final realisation of the product. Design roughs to final working drawings, including digital drawings, form part of the essential process of discovery.
- Students should create drawings from primary sources using a range of media, techniques and processes. Students should also be aware of new and emerging technologies, which can be used in the processes of drawing and mark-making.

Bridging Borders: The Franco-British Pen Pal Project

The French Department is very excited to share news about their new pen pal project. Madame Ollite's 8FF class have begun to exchange letters with a class of Year 9 (4ème Euro) from the Collège des Flandres in Hazebrouck. This project is a fantastic way to promote cultural exchange and language development in a way that goes beyond textbooks and traditional classroom lessons.





This initiative not only enhances language skills but also broadens the horizons of our students, giving them a firsthand glimpse into the cultural differences of their peers. As the letters continue to be sent back and forth, friendships and cultural understanding will continue to develop. The project has also sparked an interest in French culture, history, and language, creating a more dynamic and engaged learning environment within our school community.

The pen pal project kicked off with great enthusiasm last December, as our students eagerly wrote letters introducing themselves, sharing their interests and asking their pen pal about their plans for the winter break. The students have also talked about the type of music they listen to, and their favourite artists and songs. This links with the first theme of study here at CCHSG, Francophone music. They were very excited when they received the first letter from France at the beginning of January, and began to work right away on their answer, which will be revolving around their musical tastes.

We are incredibly grateful to our French Language Assistant, Mademoiselle Louise Henneron, who is the coordinator of this project. Mademoiselle Henneron's next aim is to get another Year 8 group involved in the project.







Sixth Form Charity Day - The Catherine Bullen Foundation

- Catherine Bullen attended CCHSG from Years 7-13, she excelled academically and received 4 As in her A levels.
- In 1998 she started a degree in Medicine at Bristol University
- In August 2002 she set off on her journey to Namibia for her 5th year elective placement
- Just two days after arriving in Namibia, Catherine was taken into hospital and tragically died of severe gastroenteritis.
- In the UK people with this virus would recover within a week without treatment, but due to the lack of facilities and low standard of living in rural Namibia, this was not possible.
- The Catherine Bullen Foundation was set up by Catherine's parents, Roger and Linda, in her memory. They are dedicated to making a difference in rural Namibia through the provision of fresh water supplies, medical and educational facilities.
- In 2015 Linda, who is a qualified nurse, received an MBE for her work with the Foundation.



namibia-aid.org.uk.

















On 9 February the Head Student Team organised a Charity Day to support the Catherine Bullen Foundation. Members of the Head Student Team gave an assembly presentation informing students about the work of the foundation.

See an NBC news report in which a local Constituency Councillor describes the work of the Catherine Bullen Foundation at Otjimanangombe village. The foundation assisted the village in setting up water supply solar equipment as well as constructing a dining hall at the local school. LINK

Art Department Visit to Tate Modern

On 6 February, the CCHSG Art Department took Years 10-13 to the Tate Modern in London to look at the artwork, both in their permanent collection and temporary displays.

Formerly the Bankside Power Station, The Tate was converted into a gallery in 1994 and since its opening in May 2000, more than 40 million people have visited. Upon entering the gallery we already had a sense of the grandiosity of the work presented and had very high expectations of the Philip Guston exhibition.



After having watched a video clip about Philip Guston's process in lesson before visiting the exhibition, our understanding of his work was more critical and informed. It was incredible to see the artwork in person, partially due to their scale and how we were able to admire the stark contrast in his intriguing style.





The red and blue against black and harsh outlines could depict the irony of a childish art style, contrasting the heavy symbolic nature of the collection. These included philosophical themes of war and terrorism (relating to the Klu Klux Klan in the US) alongside his relationship with painting and how his childhood experiences shaped his developing art style in the modern day. This irony flows through as in the sub-sections 'Hoods' and 'What Kind of Man Am I?', Guston explores his role as the artist in these political discussions alongside integrating other art forms such as poetry in 'Poems and Pictures'. Overall, the exhibition provided an enlightening experience to which we could relate both as artists and modern participants in a changing society with still relevant themes, such as personal versus collective conflict.

'A painting feels lived-out to me, not painted… So the paintings aren't pictures, but evidences – maybe documents, along the road you have not chosen, but are on nevertheless.' – Philip Guston

During our Tate Modern visit, some of the Year 12s also managed to visit the Yayoi Kusama infinity rooms exhibition. This takes you through Kusama's creative process and the context surrounding the infinity room installation, and also allows you to enter the rooms, walk through and experience them.

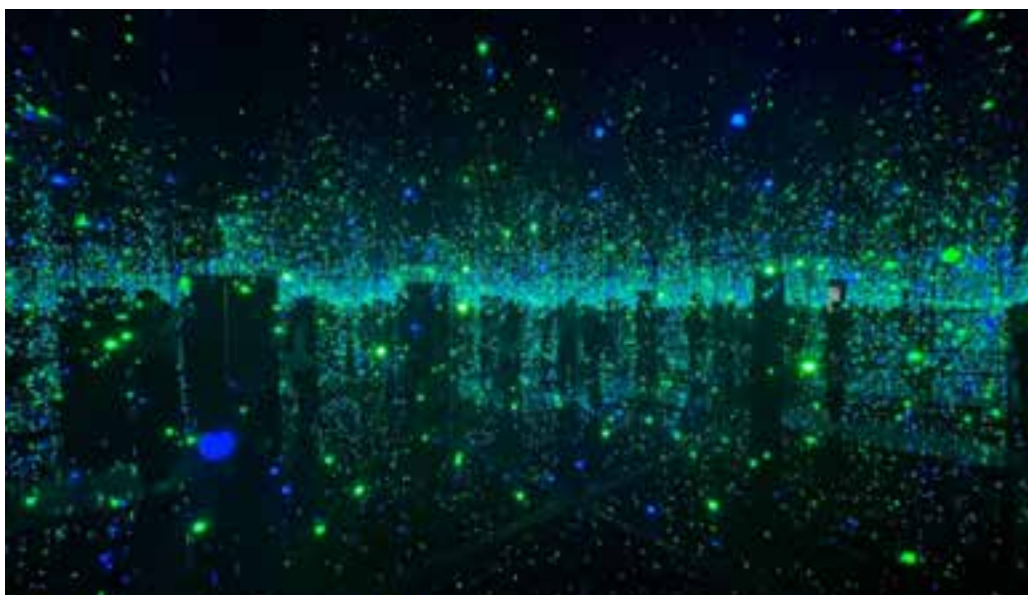


There are two infinity rooms available at the Tate, ‘infinity mirrored room- filled with the brilliance of life’ which happens to be one of her largest installations and ‘Chandelier of Grief’.

The first room we went in was the chandelier room, a lit chandelier rotated around the wide hexagonal mirrored room and you were able to walk around the block in the middle and look down into the mirrors, creating crazy reflections, feeling like we were inside a kaleidoscope.

The infinity mirrored room however completely exceeded our expectations. It was a much larger room with an s shaped pathway with water flowing under our feet and what seemed to be millions of small colour changing light bulbs that reflected in every mirror on the wall. It was an incredible experience for all of us and we all thought that it was a really immersive atmosphere. The tiny lights gave a really unique universe and celestial type effect with the reflection of the light in the water and then on the ceiling adding to the aesthetic, with the ripples in the water moving the light that was also slowly changing colours.

Overall the effect felt really ethereal, vast and existential. It definitely was one of our favourite exhibitions of our day and we are incredibly lucky that we were able to go to see Kusama's infinity rooms.





The Tate also offered a materials and objects exhibition, showing the variety of methods artists have used to create their pieces, including the well known Yves Klein “IKB 79” and the widely critiqued conceptual piece by Marcel Duchamp “Fountain”. It was definitely the first time we had seen a urinal in an art gallery.





We were lucky enough to join a ten-minute talk on the works of Leonardo Drew, an African American artist from Connecticut, admiring his piece “Number 185”. The lecturer analysed the impact that his upbringing near a landfill site had on the materials he used and also the influence that Piet Mondrian (also displayed in the gallery) had on his career.



The Media Networks exhibition opened up with a display of Lee Mawdsley’s contemporary sculpture utilising radios and stereos and other pieces of technology from every generation, that we were able to relate to when remembering our childhood or things our parents used to use. Year 12 Art students are currently exploring a “Past, present and future” topic to which this piece related particularly well. The rest of the gallery was home to a range of political pieces including feminist Pop Art, a captivating recreation of the film “Immitation of Life” commenting on gender roles and racism and an unexpecting stop motion animation on the government in Morocco.

Written by Olivia Adkins, Asmi Bhatia, Lucy McCrudden and Sadb Marrani



Updates from the PE Department

The excitement of the first term has continued into the Spring Term at CCHSG for the PE department, with fixtures in full swing, our athletes have started off the 2023-24 season with some outstanding performances and results.

Netball

The netball season has been in full flow this half term. The Year 7s came an impressive 2nd in the Colchester Central League Tournament, and Year 8 finished 3rd out of all of the local schools in the area.

Year 9, 10 and 11 have all made it to the Colchester Netball League Finals which is in a couple of weeks, and the team have shown excellent teamwork, resilience and determination throughout their group matches and the semi-finals.

The U14 and U16 netball teams have both made it through to the quarter finals of the Essex Netball Cup, which will be played just before half term and we look forward to another display of outstanding netball skills.

The U19s have continued to impress us with their commitment to the Colchester Netball League. With some close matches against local schools our determination has really shown through on the court.



Cross Country



On Saturday 20 January six students travelled to Shipwrights Woods in Benfleet to compete in the NEESA cross country team. This is a fantastic opportunity awarded to those who qualified in the previous district round and is a team made up of the top runners in the NEESA district.

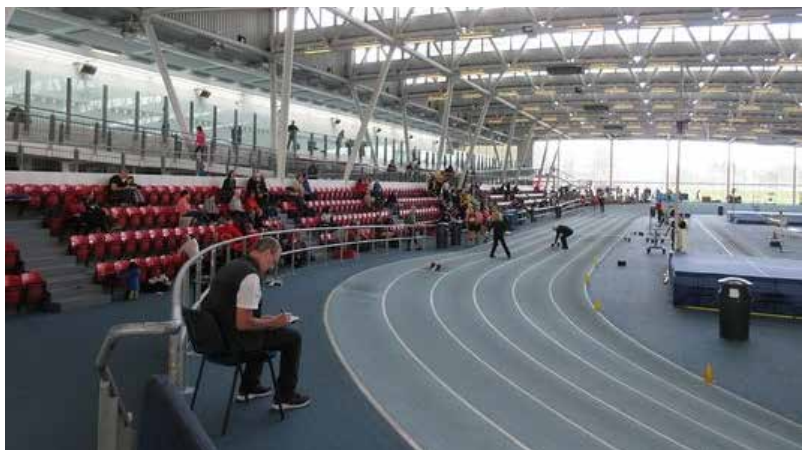
Due to damage caused by a recent storm, parts of the course were inaccessible, and a last-minute change of course was announced on the morning of the race. However, this did not deter our students' efforts, and everyone put in an outstanding performance. Both Naomi Sandercock (Year 10) and Lily Tyler (Year 11) finished 12th and 13th respectively in their age groups, meaning that they have qualified for the next regional round where they will represent Essex. Congratulations to all runners involved.

Gymnastics and Trampolining

Our gymnastics and trampolining clubs are now underway in preparation for our upcoming competitions this term. We are excited to see how our students get on over the upcoming weeks. Our U19 and U14 teams are working hard to prepare themselves for the Floor and Vault Gymnastics Championship and the U16 Colchester Schools Trampolining Competition.

Lee Valley Indoor Athletics

We have kick started the New Year with our Indoor athletics club in preparation for our Sports Hall Athletics competition coming up soon! The Year 7s attended their first ever Lee Valley Indoor Athletics Competition; the students showed great determination and sportsmanship while cheering on their teammates within the A and B team heats, however they sadly missed out on the Final. After completing their first ever indoor athletics competition representing the school, they left feeling extremely positive and were glad to experience such a big event with many different schools they had not competed against before.



Football



This season the U14s have hit the ground running, progressing through four stages of their first ever Essex Cup. Unfortunately they narrowly lost out on reaching the semi-finals after being defeated by Saffron Walden knocking them out the competition. However, with more exciting opportunities waiting for the students across the year such as the English Schools Cup, they continue to show great determination and resilience.

Athlete in the Spotlight

Every half term the PE Department will be selecting athletes to be in our "Athlete Spotlight". Athletes are invited to share their sporting success in and outside school as well as their training schedule, long-term goals and more! This half term's Athlete in The Spotlight…

Monica Malagala



CLUB:
Colchester Harriers Athletics Club (CHAC)

TRAINING SCHEDULE: : I train for two hours every Tuesday, Thursday, and Sunday.

CURRENT STANDING: I am proud to be the UK U15 Number 3 for shotput

RECENT ACHIEVEMENTS:

- 1st place out of 21 competitors at the London Indoor Games at Lee Valley Indoor Arena (28 January 2024)
- 3rd place out of 14 at the South of England Championships with a Personal Best of 12.30m (14 January 2024)

LONG TERM GOAL: I would love to represent Team Great Britain at the 2028 Olympics in Los Angeles, and many more Olympic- and world-level competitions.

INSPIRATION:

- The current UK leading shot putter, Sophie McKinna (Team GB)
- The current world Woman's Lead shot putter, Chase Jackson-Ealy (Team USA)

PRE-COMPETITION MEAL: For breakfast I have a bowl of Weetabix with yoghurt, berries and oats on the side.

PTFA

PTFA CONTACTS:

Chair: Anni Cullen
cchsgptfa@gmail.com

Registered Charity No. 110464

Nearly New Uniform & Revision Books Sale

Saturday 16 March, 10.00 – 12.30

This sale is open to all Years and will be held in the Main Hall. We appeal to parents for donations of clean, good quality uniform items that students have outgrown and revision books.

Donations can be deposited in the clearly marked blue wheelie bins outside the school reception. Please send donations by **Friday 8 March** to allow preparation ahead of the sale.

Please sign up via the link below if you would like to help with the sale preparation or on the sale day itself. Thank you in advance for your continued support.

Nearly New Uniform and Revision Books Sale - Saturday 16 March - Volunteer sign up link
https://volunteersignup.org/WD4CE



PTFA Quiz Night

Our hugely popular annual PTFA Quiz Night will be held on Friday 26 April, 2024 - save the date! Details to follow.



Uniform Team Appeal

The PTFA is urgently appealing for volunteers to join our friendly Nearly New Uniform team. After the summer term we will be losing a few integral members of the team, and so we are appealing for volunteers so that we can continue to offer good quality, affordable nearly new uniform to our school community. If you are interested in joining, please email cchsgptfa@gmail.com

PTFA Weekly Bulletin

Don't forget to look out for the PTFA news on the final page of the Parent and Staff Weekly Bulletins. We publish new updates each week.