CCHSG E-Newsletter

18 December 2024

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Executive Principal’s Notes

At the start of this academic year, students from across the Trust took part in the Aerospace Careers Roadshow. The Aerospace Careers Programme charity is working to support young people, from any background, to access fulfilling careers in engineering based industries, especially aerospace, space and aviation. It works with its industry partners and schools to provide its services free of charge as part of its charitable aim. You can find out more at www.aerospacecareersprogramme.co.uk Alongside fascinating presentations and interactive workshops, students were able to question “Spot” the quadruped robot. A promotional video, ‘Behind the Scenes at the ACP’, featuring the sessions held at CCHSG and interviews with myself, Mrs Hughes, Head of Sixth Form, and CCHSG students is now available online. You can view this at https://www.youtube.com/watch?v=aNc8tiEXSD8

The key to success with Artificial Intelligence is not just having the right data but also asking the right



questions. With the impact of newly emerging technologies such as quantum computing and virtual reality, keeping the curriculum up to date and providing students with accurate and relevant information to support their progression, is a challenge for any school. We are constantly exploring ways in which we can ensure that students are well prepared to manage their future lives. As one example of this, we intend to start an extracurricular group for Sixth Form students covering aspects of personal finance. I will be pleased to contribute sessions to this very worthwhile initiative.

As 2024 draws to a close, I would like particularly to recognise the work of our PTFA volunteers and Chair Mrs Anni Cullen. The PTFA provide our very popular termly nearly new uniform sales, processing the uniform donations, and setting up and running the sales. This valuable service not only provides our parents with high quality uniform items at substantially reduced cost, but also raises funds for the school. The PTFA Christmas Market, covered in detail later in the newsletter, was an excellent event that I very much enjoyed attending. We are very grateful to those PTFA volunteers, staff and students who supported with the planning and in running the activities during the afternoon. The PTFA also organised and served the refreshments at the Winter Concert. This sold out event had a cast of over 180 students and proved to be an excellent start to the festive season. I thank the PTFA volunteers for their outstanding contribution to the CCHSG community throughout 2024.

"Leaders of tomorrow"

Events this half term have certainly showcased student leadership across the school. Sixth Form students have played a particularly significant role in running clubs and societies, organising the enormously popular Culture Day and leading choirs and ensembles at the Winter Concert. Students were also very active in supporting with the Christmas Market. The busy PTFA games stalls were all run by student volunteers from the DofE programme. Our Head Student Team continue to work hard supporting with activities across the school. I would also like to congratulate the new Student Voice Team for 2025, who have recently been elected. I know they look forward to taking up their responsibilities.

Year	Student Voice Representative:
Year 7	Olive Bailey (7C), Adhuna Das (7O), Elizabeth Osbourne (7E)
Year 8	Polly Baker (8C), Asna Zaheen (8L)
Year 9	Ibteda Mahmud (9C), Amishi Gupta (9C)
Year 10	Esther Godwin (10C), Diyora Ataboeva (10L)
Year 11	Dabeluchi Okoli (11L), Nora Ann Leugue Yomba, (11L), Niamh Cullen (11E)
Year 12	Diya Vinoop (12S), Shreya Bhaskar (12L)

As we look forward to the upcoming year, developments across the school site continue. We have been granted planning permission for a second floor to be built over the new G corridor extension, and we also have plans for a multigym. Further details about this will follow in the Spring term.

I thank all the CCHSG teaching and support staff for their positivity and commitment throughout the past year and our parents and governors for their unstinting support. We wish all the staff, students and their families an enjoyable and restful break.



Mrs Gillian Marshall MSc NPQH
Executive Principal & CEO

Save the Date
Tickets for the school production of "The Boy Friend" will be on sale via Trybooking from 6 January.



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

Colchester Teacher Training Consortium

Interested in finding out about training to become a qualified primary or secondary teacher? Graduates can qualify with a year's training and bursaries are available for some subject areas.

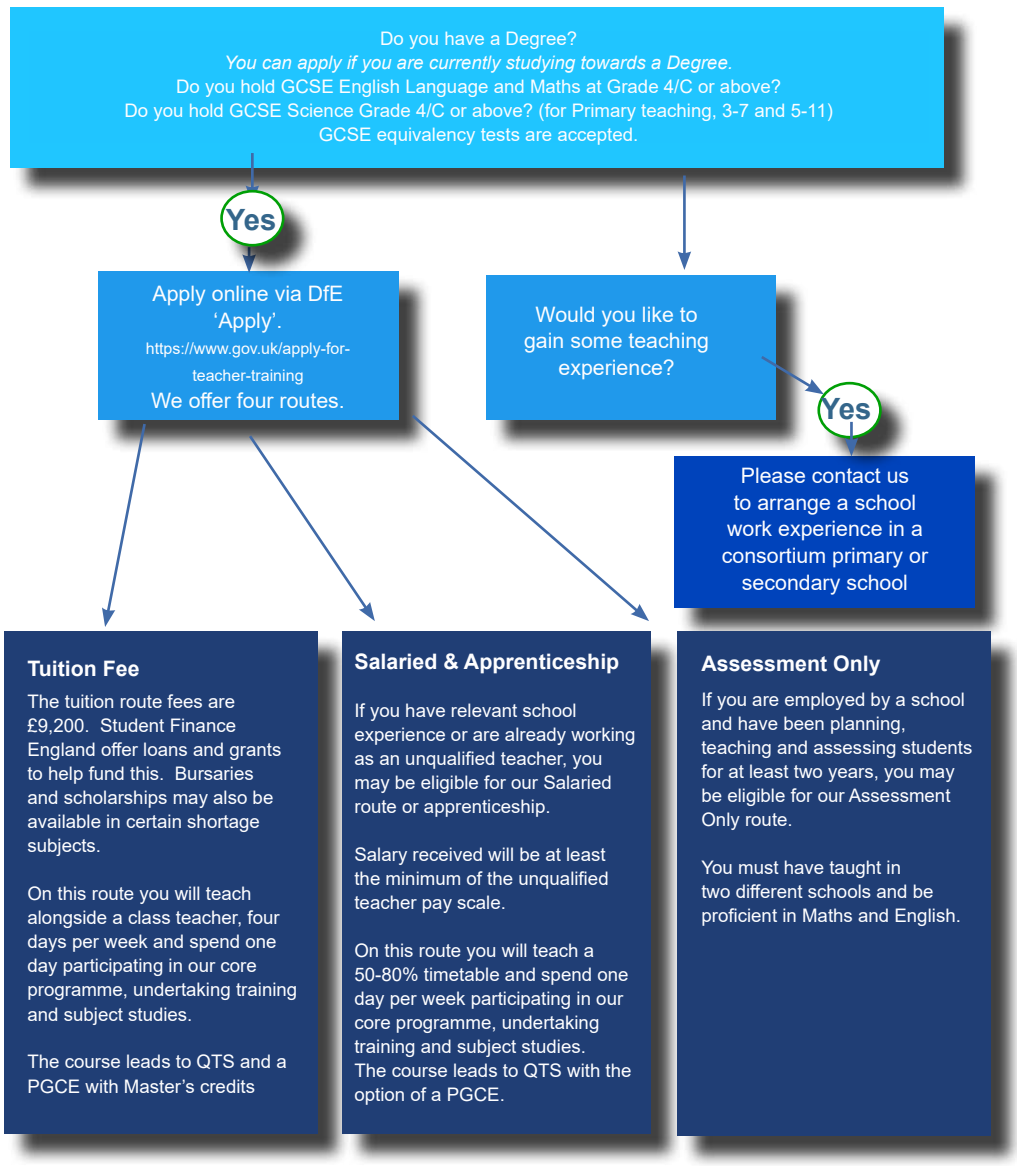
Open Evening 15 January 2025
CTTC's friendly team will be available to explain the various routes into teaching and provide advice and guidance during the Open Evening on 15 January 2025, 5-7pm. Places can be booked via: https://forms.office.com/e/PaCXLQjBB1



Apprenticeship Route into Teaching with CTTC

Trainees will be paid to train to teach Primary or Secondary by following the Apprenticeship route, whilst still following CTTC's highly rated training programme and having access to the fantastic support and opportunities CTTC provides. Email enquiries@colchesterttc.org.uk for more information.

Routes into Teaching



CTTC is a partnership, which now extends to over 100 schools across Essex and Suffolk, who have been providing teacher training for the past 18 years. The consortium annually trains around 70 Primary and Secondary teachers from its base at CCHSG.

"Trainees benefit from the highest quality training and support" (Ofsted 2024).

The school centred programme allows trainees to gain Qualified Teacher Status (QTS) through a combination of taught sessions and practical on the job training in managing classes and planning lessons alongside colleagues in local schools.

"*Trainees value immensely the first class experience they receive, preparing them exceptionally well to take on their first teaching role"* (Ofsted 2024).

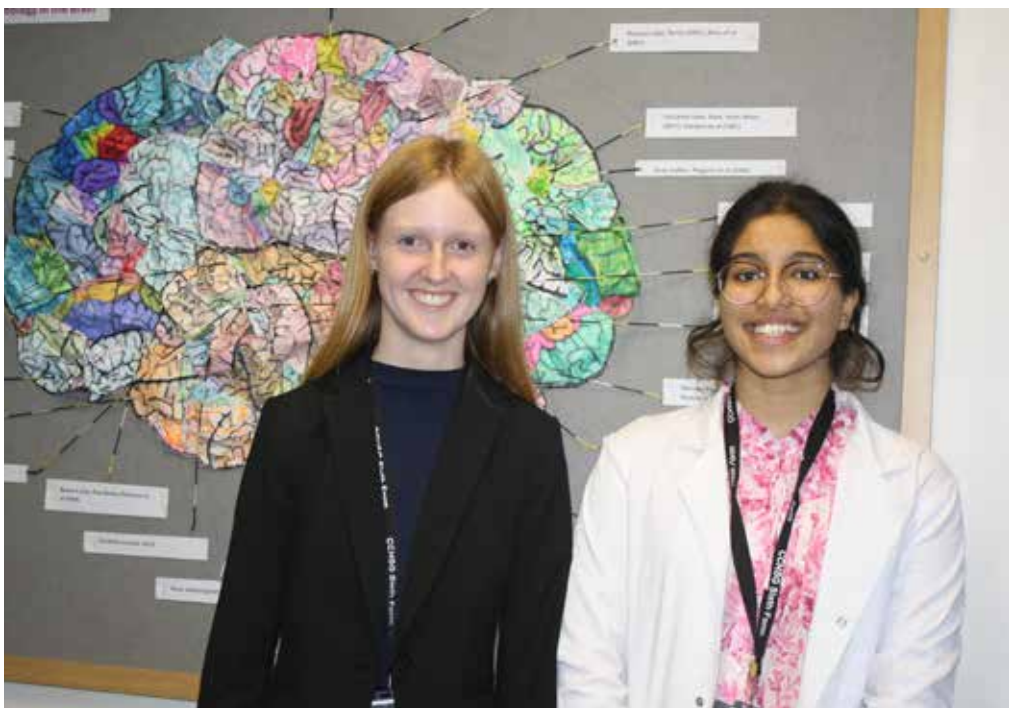
www.colchesterttc.org.uk

Sixth Form Open Evening - 23 October

Thank you to all the Sixth Form students and staff who organised an excellent Open Evening event for our Year 11 students and prospective Sixth Form applicants from other schools. It was lovely to see so many of our Year 11 students and their families. We were also delighted to welcome Year 11 visitors from our Alpha Trust partnership schools, Manningtree High School and The Gilberd alongside students from over 40 other secondary schools.

Staff and students were available in Departments to discuss the content and structure of the various A Level courses. In addition Sixth Form students had organised a clubs and societies fair in the common room and students also provided tours of the school. The informative presentation given by Mrs Marshall, Executive Principal, Dr Parrott, Associate Principal, members of the Head Student Team and Mrs Hughes, Head of Sixth Form, was filled to capacity.







CCHSG









Sixth Form at CCHSG

A vibrant, creative and diverse community

Our Sixth Form is a strong and supportive community. There is a warm welcome for the new students who join us in Year 12 from a wide range of secondary schools.

Ofsted outstanding

CCHSG is a high performing school for both student achievement and student progress. When Ofsted inspectors visited CCHSG, the Sixth Form was found to be outstanding along with all other areas of the school.

An exceptional range of enrichment and leadership opportunities

We provide many additional opportunities for students to develop the communication, organisational and leadership skills which are highly valued by universities and employers. Sixth Form students also participate in our wide range of extracurricular opportunities; concerts and productions, as well as in team and individual sports, DofE and Young Enterprise.

Dedicated Sixth Form centre

Our purpose built Sixth Form centre includes a range of study spaces, refectory area with kitchen facilities, an IT suite, 300 seat lecture theatre and teaching spaces.

Excellent support for progression

Our Sixth Form students are ambitious in their choice of universities, with around 60% of our Year 13 successful in securing places at Russell Group universities and Oxbridge each year. We have an excellent record of supporting students whatever their chosen route, with staff trained to support in the preparation for admissions tests and strong links with a wide range of national and international medical, dental and veterinary schools, lawyers, bankers and commercial organisations.

History Association - Great Debate

“How can local history tell a global story?”

I’m thrilled to share that I won the regional round of the Historical Association’s “Great Debate”. The question was “How can local history tell a global story?” and I had the privilege of competing with talented students from local schools including CRGS, RHS and The Gilberd School. The speeches were very interesting and covered topics from Boudica’s rebellion to the local history of Johannesburg. This event, hosted after school at CCHSG, was judged by two Essex University professors and attended by parents.

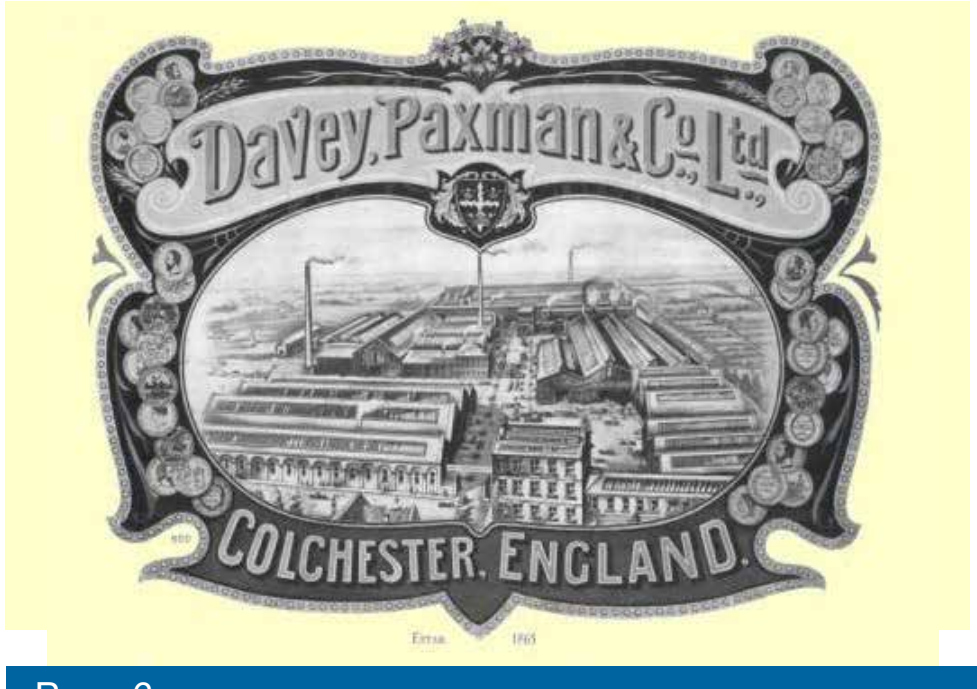
For my speech, I focused on the impact of deindustrialisation on Colchester, through the decline of Paxman’s, an internationally renowned engine manufacturer. It was an amazing opportunity to connect local history to global themes and meet other young historians! I’m now gearing up for the national semi-finals, wish me luck! **Nina Godden Murphy**

Nina’s Speech

Today, I want to share how the local history of Colchester tells a global story of economic change, with the story of Paxman at its heart. Paxman, an engineering giant founded in the 19th century, became synonymous with Colchester’s industrial success. Known for producing steam and diesel engines that powered naval ships, trains, and heavy machinery, Paxman symbolized a proud working-class community and provided stable, skilled employment for thousands of Colchestrians.

For generations, Paxman wasn’t just a workplace; it was a pillar of the local community. It offered apprenticeships and technical training, giving people a path out of poverty and into specialized, well-paid jobs. The company also sponsored local sports teams, including cricket and football clubs, and organized social events, embedding itself deeply into the town’s social fabric. However, from the 1970s, Paxman faced decline as part of a broader global trend of deindustrialization. The company, once at its peak during World War II, could no longer compete with cheaper overseas manufacturing. By the 1990s, most of its operations had shifted away, leaving a gap in the local economy that would reshape Colchester’s identity. The closure wasn’t just the end of an industrial giant; it marked the start of economic dislocation. Many skilled workers found themselves unemployed, leading to a rise in long-term economic inactivity. This loss of stable, high-wage jobs created a ripple effect throughout Colchester.

As Paxman’s influence waned, Colchester had to adapt quickly. The town transitioned from being a manufacturing hub to focusing on





12TPM Engine Assembly at Britannia Works in 1942. Women formed a major and vitally important part of Paxman’s workforce during the Second World War. Images: www.paxmanhistory.org.uk

service-based industries. In the 1980s and 1990s, the British economy, like other developed countries moved towards financial services and knowledge industries, and Colchester mirrored this shift. Paxman’s technical training programs were so significant that its decline prompted the expansion of educational institutions like the University of Essex and the Colchester Institute. The institute took over the provision of technical training and Essex uni provided new industry and became a major employer for the city.

Yet, the shift wasn’t easy. The transition to a service economy led many former factory workers into low-wage, low-skill jobs, deepening the wealth gap. Areas once supported by industrial employment, like Greenstead, experienced increased deprivation, with higher rates of unemployment and limited economic mobility. Meanwhile, the arrival of wealthier commuters from London brought affluence to other parts of town, like Prettygate and Lexden, driving up house prices and further widening the economic divide.

As Colchester transitioned away from its industrial roots, the town had to redesign itself as a commuter hub. The construction of the A12 and improved rail links to London played a crucial role, making it a prime location for those working in the capital. Inside the town, new automotive infrastructure was developed, actively promoting car use, and leading to higher-than-average car ownership per household. This shift reflects a broader global trend of increasing domestic connectivity, where improved transport links have transformed local economies and facilitated suburban growth in areas well-connected to major cities like London.

Urban regeneration projects attempted to breathe new life into former industrial areas. The redevelopment of brownfield sites, like the old Paxman factory grounds, into housing and commercial spaces, was part of an effort to counter urban decline. Yet, while these projects brought new investment, they also led to gentrification, altering the character of neighbourhoods. The Dutch Quarter, once a working-class area, saw rising property prices as wealthier residents moved in, pushing out long-standing communities.

Despite these changes, Colchester still grapples with the legacy of Paxman’s decline. While the focus on education and quaternary industries has created new opportunities, it hasn’t fully bridged the gap for those left behind by the fall of manufacturing. Economic inactivity remains a challenge, with some communities struggling to find stable, high-quality employment in this new landscape.

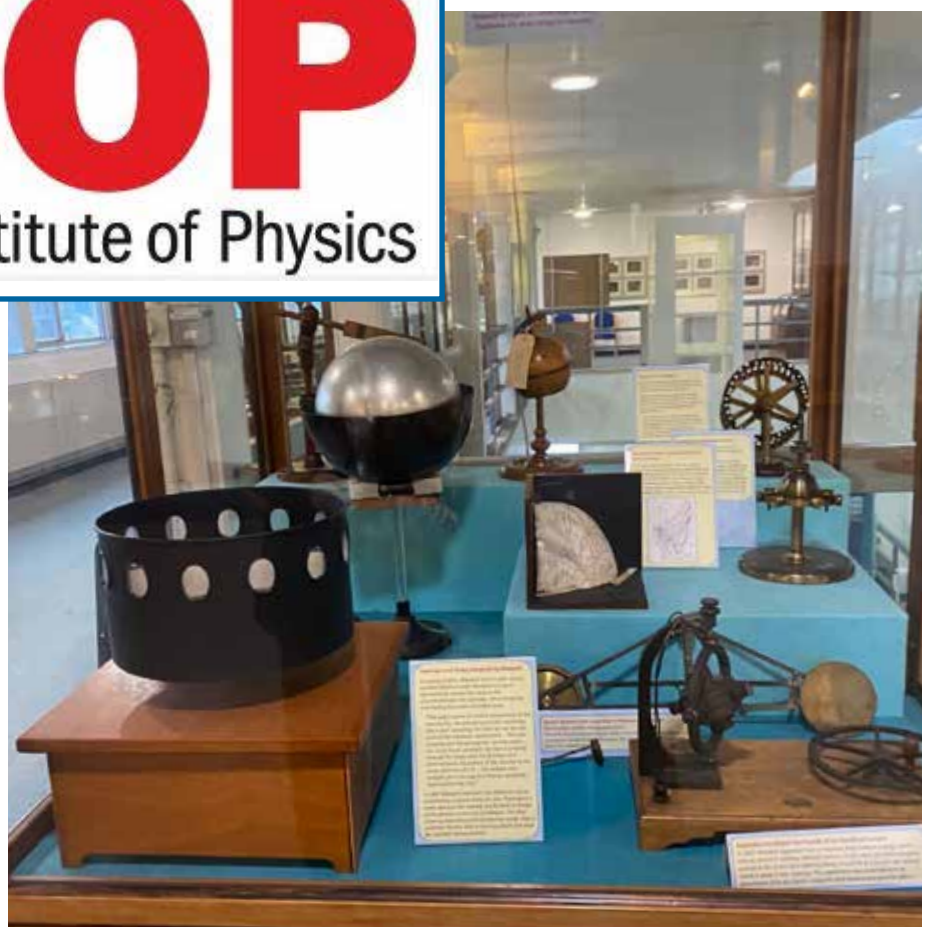
In many ways, Colchester’s journey mirrors global patterns: the decline of traditional industries, the rise of service economies, and the complex dynamics of urban regeneration. Paxman’s story is a local example of a broader narrative—one of adaptation to global forces and the struggle to balance growth with inclusivity. The history of Paxman and Colchester isn’t just about what was lost; it’s also about how the town has navigated change, striving to build a future while grappling with the legacies of its industrial past.

Cambridge Physics Centre - Sixth Form Lectures

Every year, the Cavendish Laboratory of Cambridge University host a series of physics related lectures every month for six months. We have the privilege of attending them. The lectures are aimed at Sixth Formers and aim to stimulate and challenge students across a board spectrum of topics. From AI and Medical Physics, to learning about the Higgs-Boson particle, there is something for everyone.

Not only are these lectures fun, but they are interactive and engaging. At the last lecture, we got to play fun teamwork games, throw plastic balls into a bin as it was moved, and we witnessed a super cool explosion with dry ice and water! The lecturers are enthusiastic and inevitably pass on their enthusiasm to all of us too. Despite having only been to two lectures so far this year, I can safely say they have been some of the most exciting school evenings I have had. Rumaysa Ahmed commented “It was really good, and the lectures were very interesting.”

Additionally, the Cavendish Laboratory provides hot drinks and biscuits which are especially welcome in this weather. They also have an Isaac Physics problem solving session. So for anyone who loves Isaac Physics, or just hard problem solving questions, this is your opportunity! There is a museum on the site which has many cool displays, covering all sorts of physics topics from electricity to space. This includes an early model of Saturn’s rings, made by the mathematician who proved that the rings had to made of many small particles!



Overall, the trips have been great, because the lectures are enjoyable and informative, perfect for curious young minds. Thank you to Mr Adamson for organising and accompanying the visits. Apart from my lessons, I can safely say it’s the biggest benefit of having taken A Level Physics, and if you’re in Year 11 or below, you should consider it too.

By Mayukha Bhatt 12T

https://outreach.phy.cam.ac.uk/programme/cpc



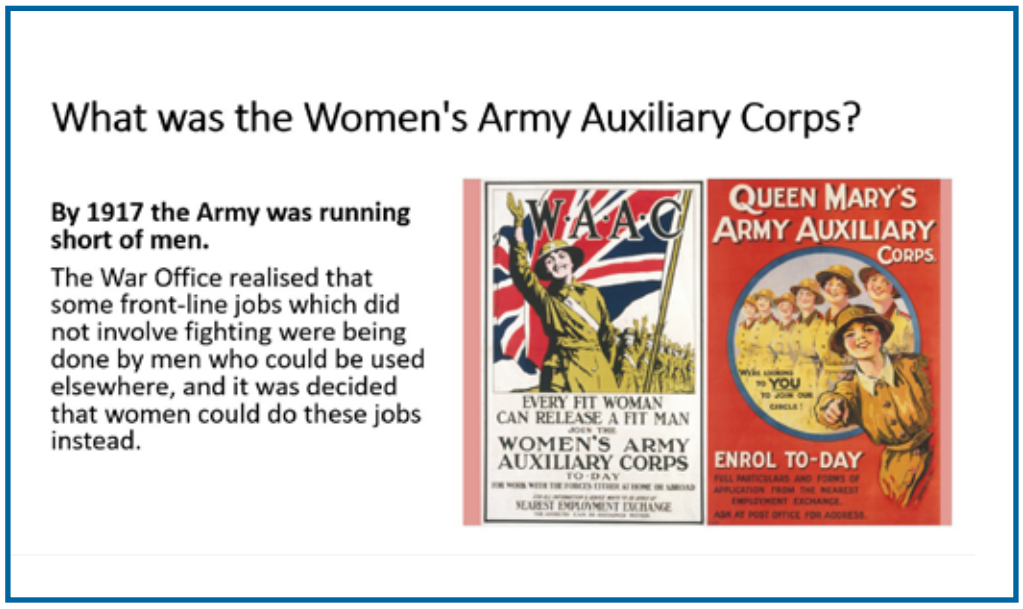
Year 8 Remembrance Day Installation

Congratulations to Year 8 who created a remembrance display for the school. Every Year 8 student produced a piece of work to be displayed as part of the installation. Students created their own designs, painted or drawn in black and white, with each one including at least one red poppy within the finished design.

This year's display focused on women's efforts during the war.

- Women were not allowed to fight as soldiers in World War One, so they found other ways to help on the front line.
- Conditions were dangerous for women travelling to the war zones, and they were at near constant risk from enemy fire.
- After working long hours, they slept on uncomfortable camp beds and had to be up early for duty.
- Women worked bravely in many roles on the front line. For many, this was the first time they had ever been away from Britain.
- At the start of the First World War many people harboured the view that war was 'man's business'. Front-line roles had traditionally always been undertaken by men.
- Between 1914 and 1918 opinion changed when women stepped out from their traditional roles and placed themselves at the heart of the action.
- Taking on key medical roles, they emerged from the conflict with newfound respect and observers heralded the war as 'a revelation of woman'.
- Trained nurses had been part of the military establishment since the 19th century. Thousands of untrained women now stepped forward to help support the care of the wounded.

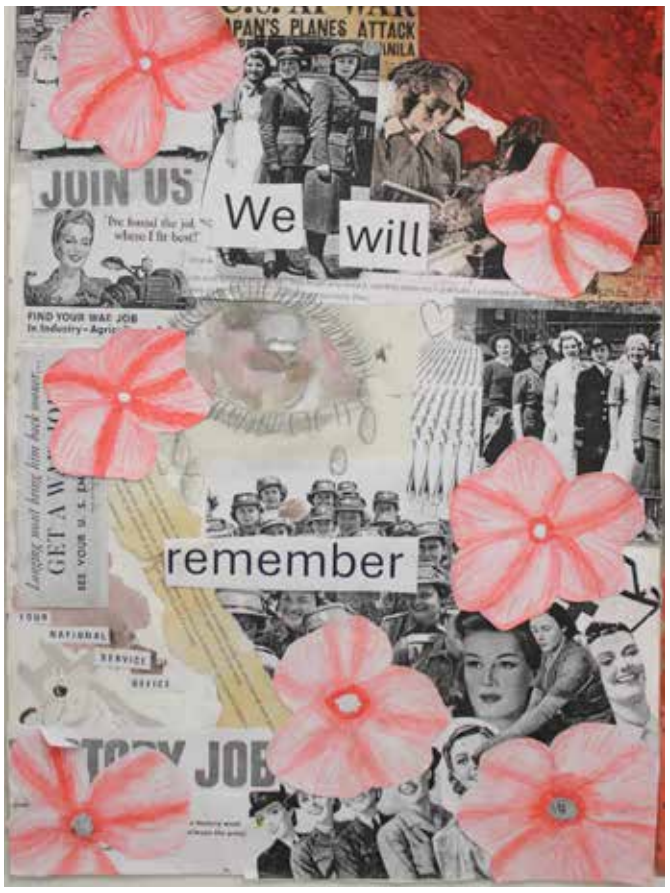
Thanks go to Mrs Saunders and Mrs Crozier for organising the project and to Mrs Dunn for her work on the installation.

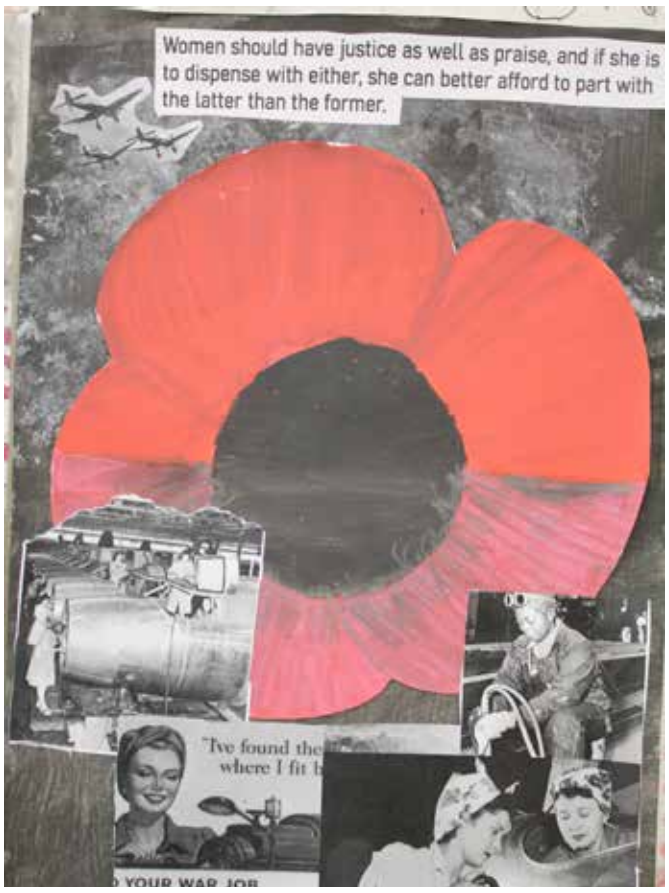








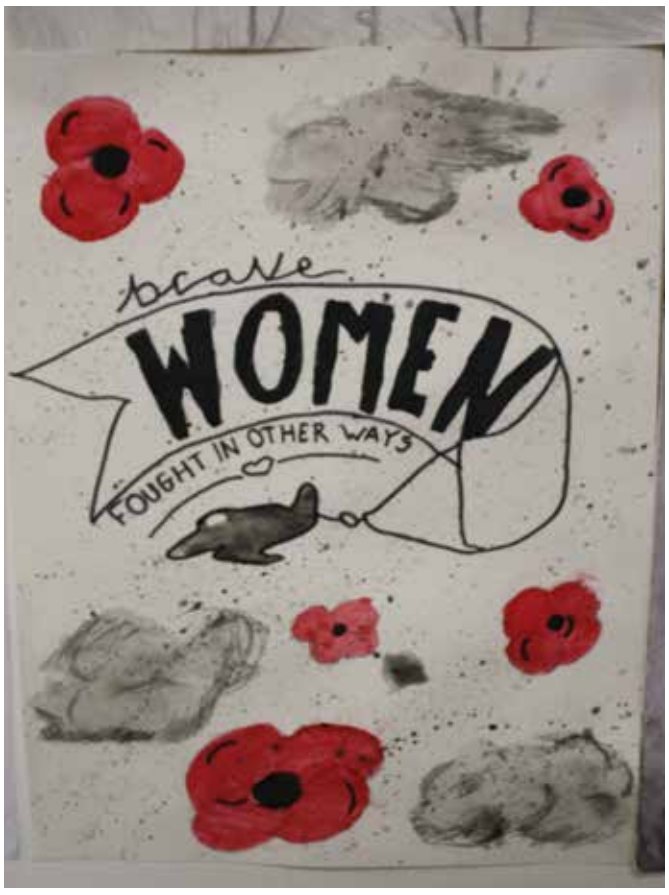



Women should have justice as well as praise, and if she is to dispense with either, she can better afford to part with the latter than the former.

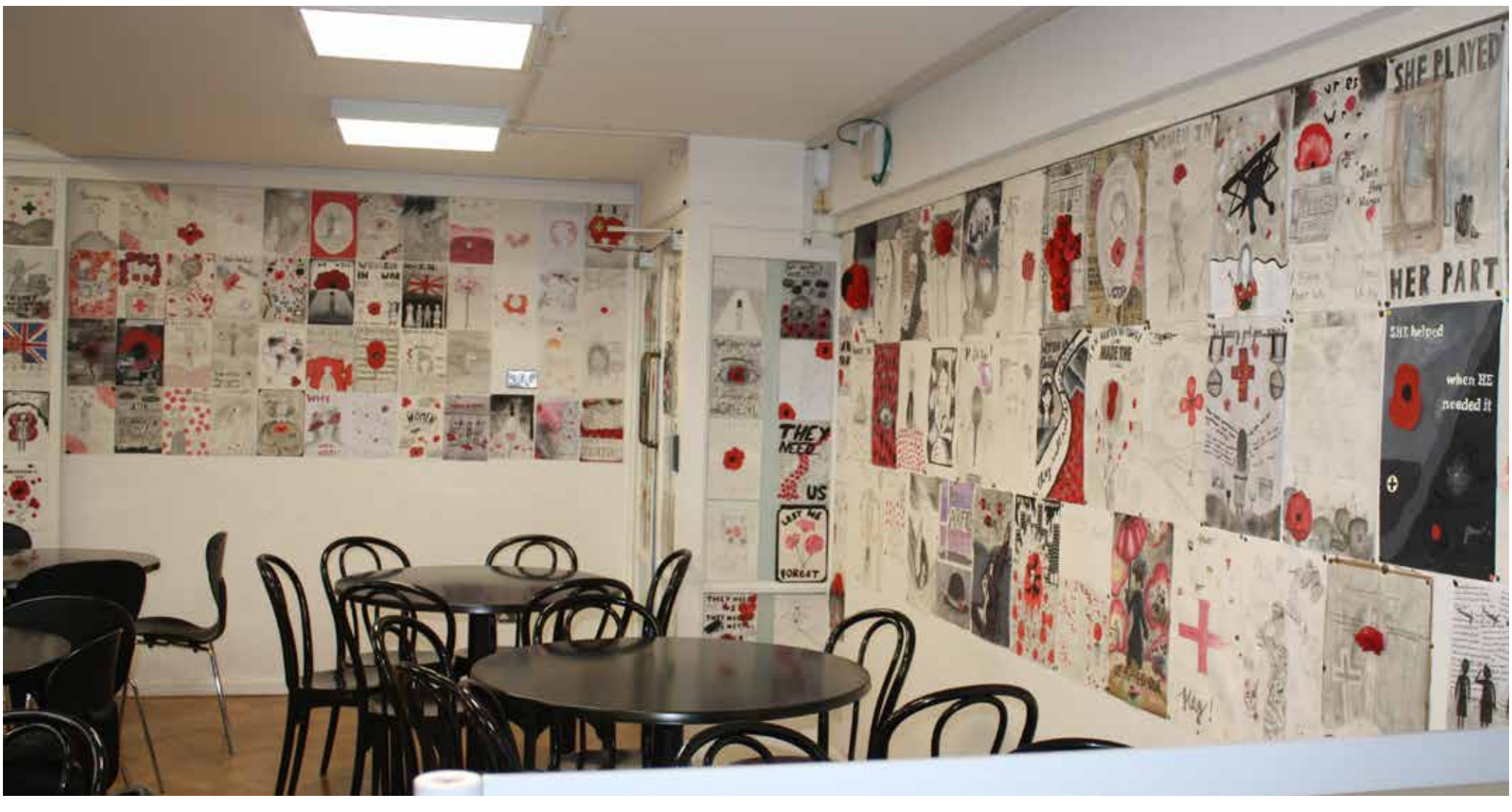

FIGHT for YOUR
COUNTRY


WE PLAYED
A PART TOO
MECHANIC
NURSE
FACTORY


fear
PEACE
BRAVE
WAR
PAIN


brave
WOMEN
FOUGHT IN OTHER WAYS


THE MEN &
WOMEN OF WWI
1914


SHE PLAYED
HER PART
She helped
when HE
needed it
THEY NEED US
LEST WE FORGET

English Speaking Union - Churchill Competition

United by the appeal of speech writing, questioning and enticing an audience, the ESU Churchill competition gave myself and five other Year 10 students (Abhistha Kodam, Imogen Stanley, Emily Tien, Anna-Maria Birsan and Joshika Rangineni) the platform to not only develop, but showcase our public speaking skills. After our success in the first round of competition, I would like to explain our preparation for ESU, and the evening itself.

Organised by Mr Paz and mentored by Mufaro (the previous winner of this competition) in our preparation, we held a session of practice a few weeks before the first round. Here, we heard the two speeches for both teams – both Anna and myself as the speakers choosing to base our writing on quotes from inspirational women. Anna delivered a powerful speech on the trials and tribulations women face in society; emphasising her key message of sisterhood and women striving to help their fellow female counterparts; echoing the truth that is spoken by Audre Lorde: “I am not free while any woman is unfree, even when her shackles are very different from my own.”

“I am not afraid of storms, for I am learning how to sail my ship” – I chose to discuss this quote from Louisa May Alcott, in which she stresses that we must adopt a growth mindset throughout life; continuously striving to learn and better ourselves. Within my speech, I analysed the natural imagery in the quote, linking it to society and the stages of development from birth, through adolescence, highlighting the journey of life.

With our speeches well rehearsed, chairs prepared and questioners ready, we all anticipated the competition’s first round, taking place on 28 November. In this round, Joshika and Emily acted as questioner and chair respectively; each with impressive performances. Each member interacted with the virtual audience well; Anna delivering her speech passionately, Emily acting her role as chair charismatically, and Joshika performing very well as questioner. This team formed warm relations with their opposing school, which was reflected in their performance overall.

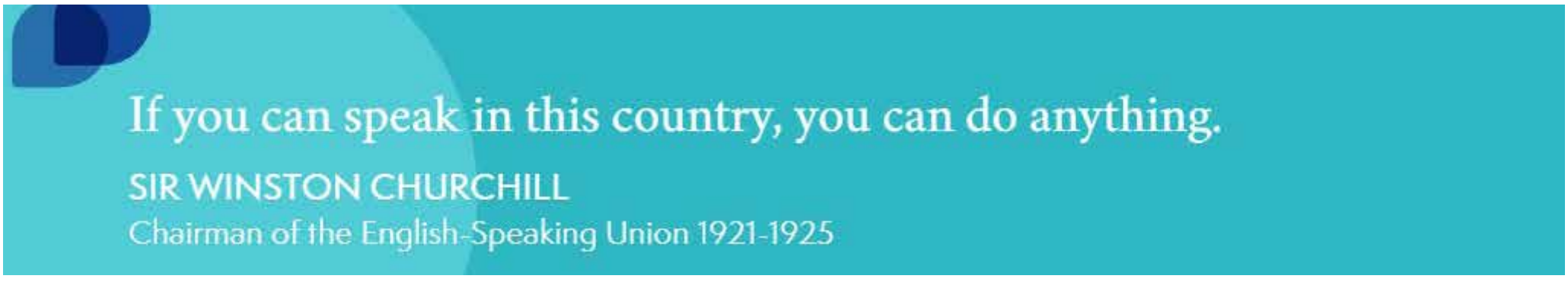
Our second team consisted of Imogen as questioner, Abhistha as chair, and myself as speaker; Imogen asking insightful questions and Abhistha confidently acting her role as chair. Our team worked harmoniously together, the three of us sharing a common interest in public speaking and aiding each other in several competitions previously. This translated to our performance on the day, each individual working to their very best.

Results. We waited eagerly, anticipating the judges’ decision. After it was announced that both Team A and B from our school had advanced, the six of us were ecstatic. Anna-Maria Birsan stated that throughout our preparations, we had to “go beyond the boundaries of comfort” in order to succeed – which was reflected in the many skills we had to draw on, in order to emerge victorious in this first round.
As a team, we are immensely grateful to Mr Paz for this opportunity and Mufaro for their mentorship. We look forward to preparing for the next round and immersing ourselves in the art of public speaking, and the power it holds over us all!

Semilore Ajibola 10S

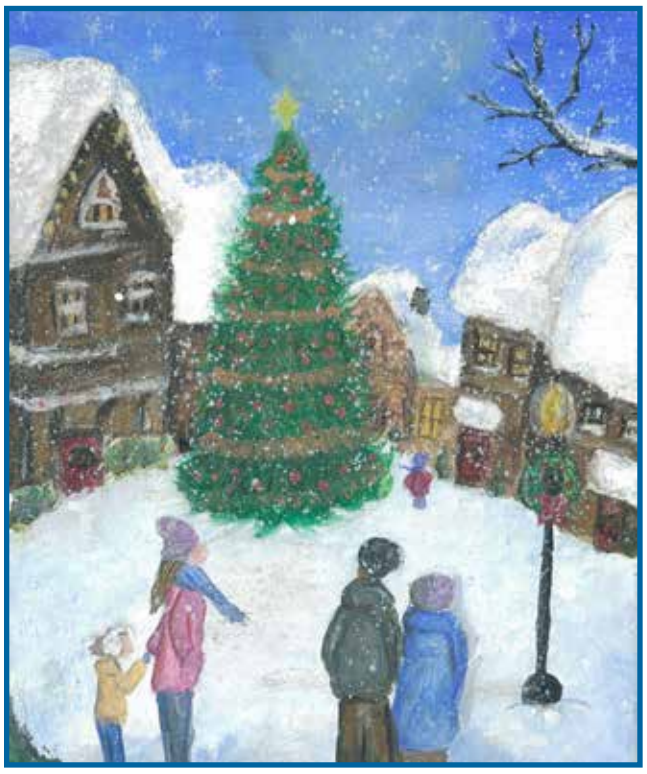
The prestigious ESU-Churchill Public Speaking Competition, sponsored by the International Churchill Society, is the largest such contest in England and Wales, with around 400 teams (each comprising a speaker, questioner and a chairperson). The different roles allow students to practise and excel in different skill sets, and the competition’s unique format, which pairs the speaker from one school with the chair and questioner of another, encourages quick thinking and relationship building. This is an excellent opportunity for students to develop their oracy skills in a friendly, supportive environment.

https://www.esu.org/competitions/public-speaking-competition/

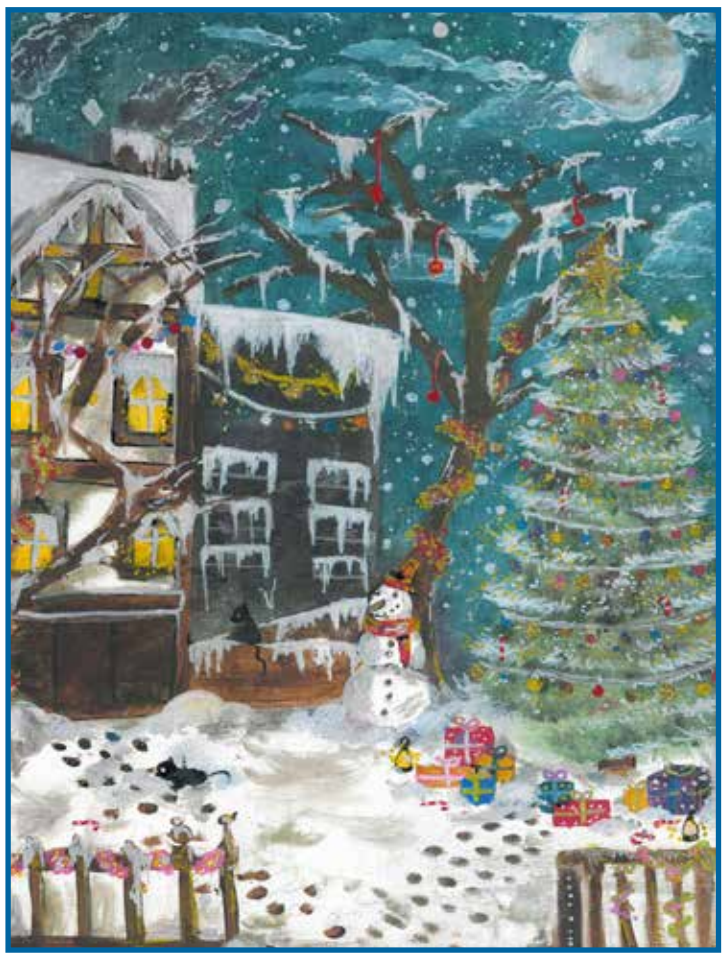


Art Ambassadors - Winter Art Competition

Congratulations to the winners of the Winter Art Competition which was run by the Year 9 Art Ambassadors as part of their lunchtime club. Year 8 students were invited to create images which captured the particular character of winter, using whatever media they chose. Congratulations to the three winners, who have had their work printed as cards by the Art Department.



Sophita Dunn, 8H



Muskan Majid, 8H



Mia Lyons, 8O

CCHSG Connect

CCHSG Alumni
CCHSG Connect

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://forms.office.com/e/jzfYqJ7dhj

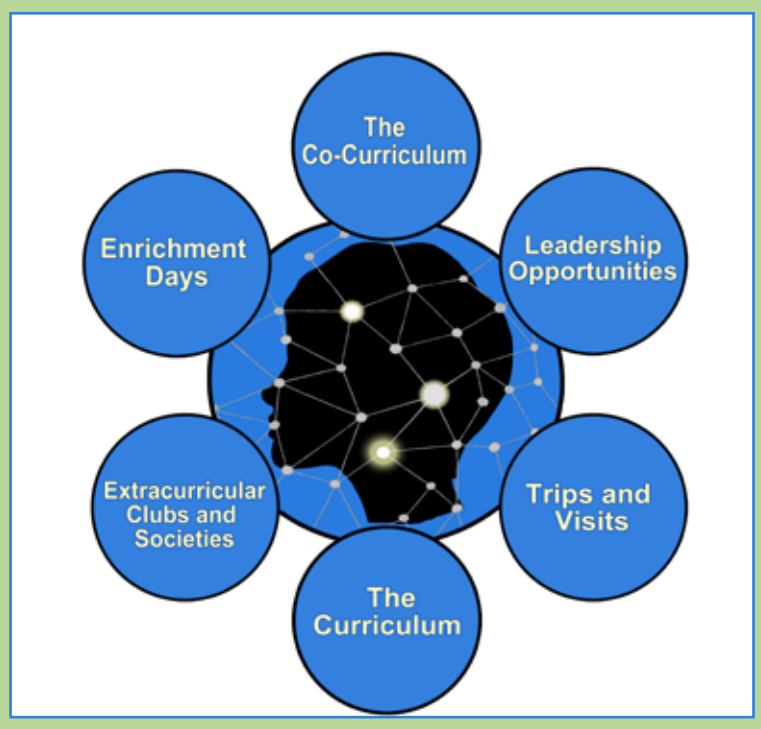
or scan the QR code



Year 9 Matrix Day - Religion & World Views

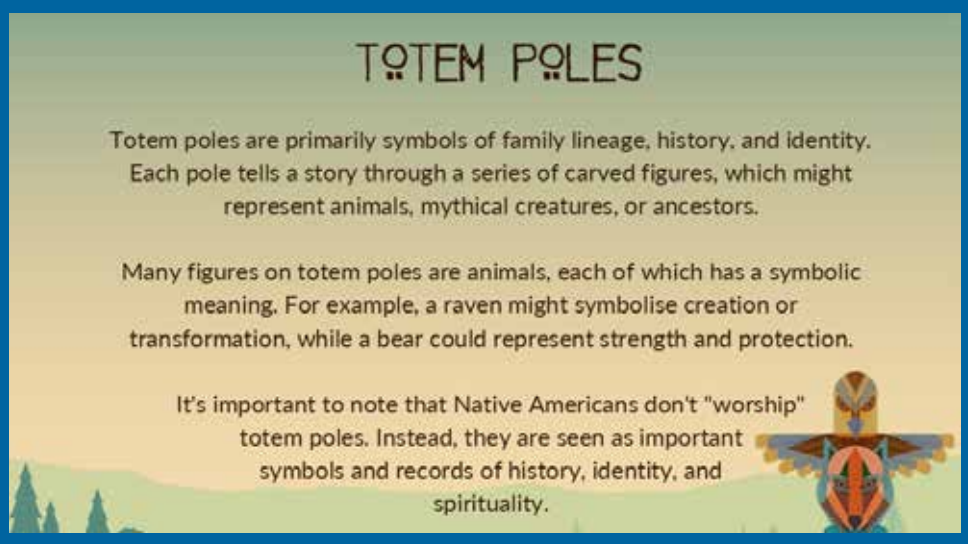
The Year 9 Matrix blends the transition between the accelerated two-year Key Stage 3 programme and the three year Key Stage 4 programme. The Matrix consists of a flexible and balanced curriculum, the co-curriculum, STEM opportunities, trips and visits, optional instrument lessons and a programme of enrichment days.

The Matrix provides opportunities for students to access subject areas they may no longer be formally studying as part of their GCSE preferences. The enrichment days focus on Computer Science, Creative Arts, Geography, History, the environment, wellbeing and Enterprise Education.



Year 9 recently took part in the Religion and World Views Matrix Day, which featured a creative Disney theme. The event was both engaging and thought-provoking, encouraging students to reflect on their own identities while gaining insight into different cultural traditions.

The first session focused on totem poles, inspired by the film Brother Bear. Students completed a personality quiz to discover which animals best represented their traits. They then designed their own totem poles, showcasing animals that symbolised their strengths and characteristics. This activity fostered self-reflection and an appreciation for the cultural significance of totem poles within Native American traditions.



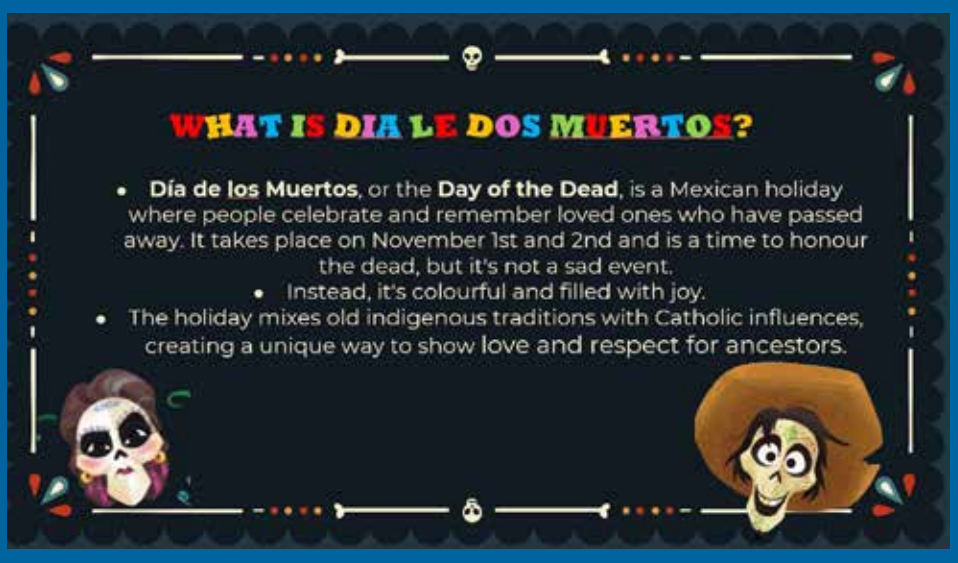




In the second session, students explored Ancient Greek mythology, linked to the film Hercules. They created their own gods or goddesses, complete with unique powers and backstories. Writing their own myths encouraged creativity and offered a deeper understanding of Greek culture and storytelling traditions.



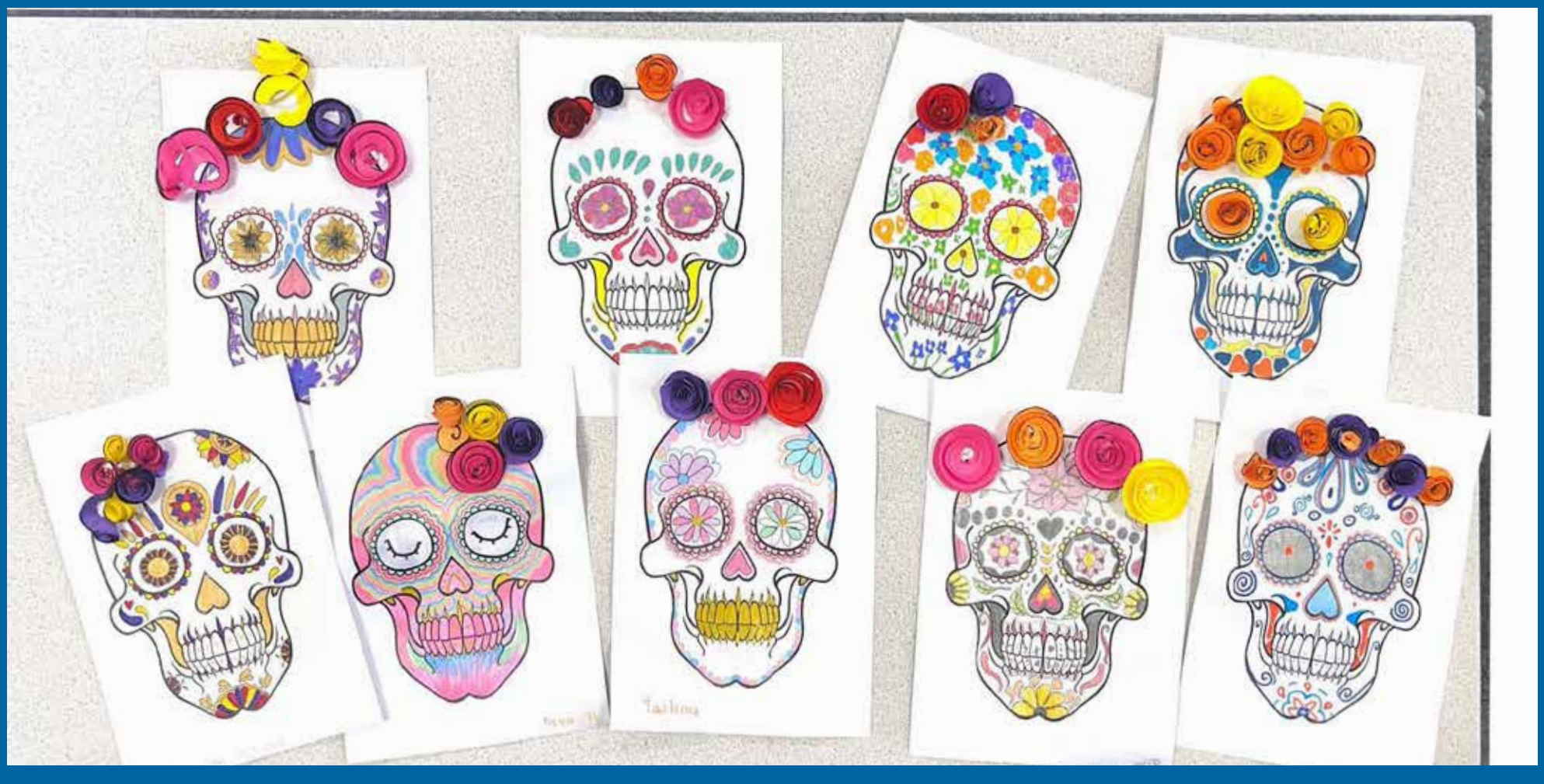






The final session celebrated the Mexican Day of the Dead. Students designed intricate sugar skulls, adding colourful details and 3D flower crowns. These designs will be displayed in H Block, honouring the tradition of remembering loved ones and celebrating life.

Overall, the day was a fantastic blend of Disney-inspired fun and meaningful cultural exploration. Year 9 students not only reflected on their personal identities but also deepened their appreciation of diverse global traditions, making it a memorable and enriching experience.



Army Officer Scholarship Awarded



The Army Officer Scholarship Scheme (AOSS) is offered to high quality students who have the potential to make excellent Army officers. The AOSS guarantees students up to £10,000 in financial support, starting in Academic Year 13. It also guarantees a place at the Royal Military Academy Sandhurst and a career as an Army Officer after university. Anyone with a strong academic ability and leadership potential who is studying for A-Levels can apply for a scholarship. However, only 100 scholarships are awarded each year across the whole country so competition is tough.

https://jobs.army.mod.uk/regular-army/what-you-get/bursaries-scholarships/

We are delighted to celebrate the outstanding achievement of Elizabeth Poulson, who has been awarded an Army Scholarship.

Mark Hurworth, British Army Lead Recruiter for Senior Talent in the South East of England, visited the school to present Elizabeth with a certificate in recognition of her exceptional accomplishment. She earned this honour after achieving an impressive A grade and demonstrating remarkable qualities that met the Army Scholarship Board's high standards. The board commended Elizabeth for her outstanding potential, acknowledging her ability to excel at the Royal Military Academy Sandhurst without the need for further assessment at the Army Officer Selection Board (AOSB).

This remarkable achievement underscores her leadership skills, dedication, and capability to meet the challenges of military training. We are immensely proud of Elizabeth for this prestigious achievement and wish her continued success in her future endeavours.



Penguin Random House UK Book Donation

Our Librarians Mrs Cox and Mrs Craig were delighted to receive a donation of brand new fiction from publishers Penguin Random House UK. These featured some of the series that are the most popular among the school's readers, so they will not be on the shelves for long.

The librarians would like to thank the parent who is working at Penguin Random House UK for nominating the school. The books will be much appreciated by our students.



Year 9 Psychology Trip to The Freud Museum

This psychology trip was such a fantastic experience! Our first stop was the Freud Museum, which actually was Freud's house in London whilst he was alive. Since Sigmund Freud is such an influential figure in psychology, I was excited to go learn about his life and theories - and it did not disappoint!

We explored Freud's study as he left it, including the chaise longue and chair which he would have spoken to his clients at. Though we couldn't touch the original, there was a replica upstairs which we got to lay on and interact with each other as though we were Freud himself.

We also got to read about Anna Freud, Sigmund Freud's youngest daughter, who was also an amazing psychologist. Her research and life's work still has a major impact on family law today. Learning about her role in psychology was fascinating as I got to learn something new about a pioneer in the field of child psychology.

Another interesting aspect of the museum was the art of women whose artworks had been at least partially inspired by Freud. Upon entering the museum, the first thing we noticed was a neon sign designed by Tracey Emin that read 'I whisper to my past, do I have another choice?'. I really enjoyed seeing the artwork as it showed how prominent Freud's psychological research still is and how it has influenced areas other than psychology.

Personally, I think that this was an unforgettable experience and I feel so grateful that I had the opportunity to go on this trip. Thank you. **Asiya Baghal, 9H**

The Freud Museum in London is a museum dedicated to Sigmund Freud, located in the house where Freud lived with his family during the last year of his life. The ground floor of the museum houses Freud's study, library, hall and the dining room.

Sigmund Freud (1856 – 1939) was an Austrian neurologist and the founder of psychoanalysis, a clinical method for evaluating and treating pathologies seen as originating from conflicts in the psyche, through dialogue between patient and psychoanalyst. The Museum is committed to promoting learning about Sigmund Freud, Anna Freud and psychoanalysis.



Bethlem Museum of the Mind records the lives and experience and celebrates the achievements of people with mental health problems.



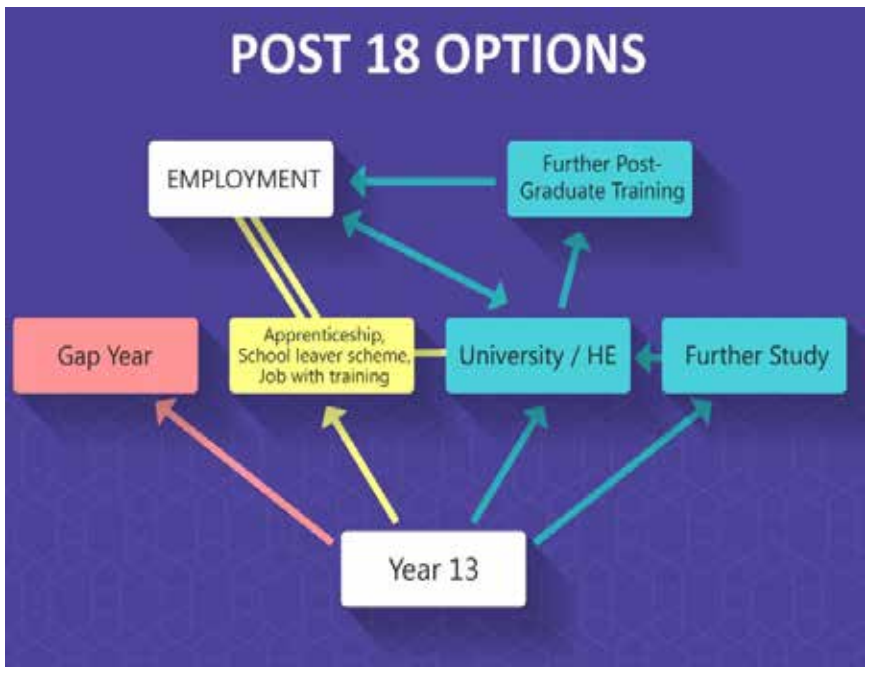
We had the pleasure of visiting both the Bethlem Museum of the Mind and the Freud Museum, which we very much enjoyed, and I can confidently say it was an unforgettable experience!

At the Bethlem Museum, we were captivated by the way the displays bring mental health history to life. The exhibitions were thought-provoking and deeply moving, which gave a unique insight into the evolution of care and attitudes toward mental health.

The Freud Museum was an equally enriching experience. Walking through Sigmund Freud's home felt like stepping into the mind of the father of psychoanalysis. It was truly a unique and rare opportunity. The iconic couch, his impressive collection of antiquities, and his precise and preserved study all offered a glimpse into Freud's world. Both museums were not only fascinating but also profoundly thought-provoking. We had a wonderful experience and left the museums with so much knowledge.
Rose and Amelia 9L

Sixth Form News

Year 13 Forward Thinking Day



"The forward thinking day, detailed all the options for our future, after Sixth Form, and how to prepare for it. Although slightly daunting at first, it was a comfort to hear each option laid out clearly for us, as well as all the support available for whatever path we take. Whether we choose apprenticeship, degree apprenticeship, or university, the talks given, allowed us to clearly see our options, preparing us ahead of time, for when we have to make the decisions. As well as teaching the new and updated personal statement formats (and how to write them) , we also were shown the websites and people we can receive advice from, adding extra support. By the end of the day, from feeling quite nervous at the start, it's really allowed us to see clearly what paths we can take, how to take them, and the support we can get along the way."

English Speaking Union - Mace Debate

On 13 November Sixth From students took part in the first round of the English Speaking Union Mace competition. This is an intensive debate open to Year 12's between three students of one school against three students of another school. This year's first heat took place at Colchester Royal Grammar School. Our team consisted of Tanya Parackal as the first speaker, Ella Barber as the second, and Victoria Oseghale as the summary speaker. They argued in favour of the motion that we should build on the green belt. They did an excellent job at researching the topic and making a passionate case for the motion while rebutting some difficult counter arguments from the opposing team from CRGS. At the end of the evening our team was one of three that got selected to go through to the next round.

A special congratulations must be given to three students who took a very demanding challenge. The day of the competition it was discovered that one of the participating schools was going to drop out and the hosts CRGS asked the other participating schools if anyone could field a team of three to act as a 'swing' team. This team would not be considered for moving to the next round. Three of our Year 12s volunteered despite trepidations and nerves and opposed the motion that we should implement a 4-day school week. They absolutely floored the audience - they could not believe these three students had only prepared that very day. These three students did something teachers like me really value - to learn for the sake of learning and experience, not for the chance to win an award. These students are Sophie Cliff, Sophie Hanslow, and Lashana Pirapakaran. They were one of the most professional and eloquent teams that evening and the judges themselves commented it was a shame they could not be considered for being chosen. They should be very proud. **Mr Paz**

Christmas Movie Night



After school on Tuesday 10 December, Sixth Form and Year 11 came together for a festive Movie Night in the Lecture Theatre, where they enjoyed a screening of the classic Christmas film "Home Alone".

The event was a great success: with popcorn provided and many blankets brought in, everyone enjoyed a cosy watch of an all-time Christmas favourite. It was a perfect way to kick off the holiday season!



CERN Visit

Sixth Form science students had the opportunity to take part in a three day trip to Geneva from 25-27 October. Highlights of the visit included a guided tour of the United Nations Geneva Building and the opportunity to Visit the “Conseil Européen pour la Recherche Nucléaire”, or European Council for Nuclear Research, known as CERN. CERN is the European laboratory for particle physics and one of the world’s leading scientific research laboratories. Students were able to see first-hand how physicists and engineers use the world’s largest and most complex scientific instruments to study Nature’s tiniest building blocks, the fundamental particles, to find out how our world and the Universe work.

While in Geneva, a visit to the History of Science Museum also enabled students to trace the historical development of scientific apparatus, in striking contrast with the cutting-edge technology at CERN. Students also enjoyed a boat cruise and leisure time exploring Geneva’s picturesque Old Town and waterfront areas.









International Biology Olympiad - Kazakhstan



Congratulations to Emily Wong, who following success in the earlier heats was invited to represent the UK in the International Biology Olympiad 2024. This took place in Astana, Kazakhstan. The UK team won 3 silver medals and 1 bronze medal. Emily received a silver medal, coming 44th overall. A level Biology students in Year 12 and 13, have the opportunity to participate in the various qualifying rounds for this competition each year.



Reverse Advent Calendar

The Sixth Form organised the annual Reverse Advent Calendar. Donations for the Trussell Trust were collected by Year Groups across the school following assembly presentations by the Head Student Team. Sixth Form students packed the donations into the school minibus and delivered them to the Colchester branch of the Trussell Trust, to support local families in need over the Christmas period. Many thanks to all who donated so generously.



Elf on the Shelf

Students may have spotted the CCHSG Elf on the Shelf around the Sixth Form Block. In the lead up to Christmas, our very own Elf has been spotted in various sites around the Sixth Form.

Whilst most elves get up to mischief, ours has been hiding chocolate coins for the Sixth Formers to find and providing them with hot chocolate drinks!





Language Assistants at CCHSG



In the October edition we were delighted to hear from Mlle Fantine Legueut - French Language Assistant and Miss Wang Yujue - Chinese Language Assistant. In this edition we find out more about our Spanish Assistant Miss Úrsula Rivas Rueda and our German Assistant Miss Lina Dag.

German Assistant - Fraulein Lina Dag

My name is Lina and I'm from Germany. I was born in Berlin and have lived there most of my life, but I also come from an Arabic-Turkish background, which isn't unusual in a city as diverse as Berlin.

In my free time, I enjoy pottering, reading, and cooking—especially trying out new recipes. To stay fit, I spend a lot of time at a sports and spa centre in Berlin, where I love testing out different classes like yoga, swimming, or whatever looked fun that week. I've been thinking about starting tennis here in Colchester - it seems like a great way to stay active and I like the outfits.

Before coming to CCHSG, I studied my postgraduate qualification in education at the Freie Universität in Berlin and worked at a High School. Since I have many friends who live around London, I've visited England quite a few times. That's why I'm even more excited to have had the opportunity to move here now.

So far, I really enjoy the cultural diversity in the UK. I also appreciate how polite people are and how convenient it is to get around, especially with the public transport system. The green landscapes and parks are beautiful, and I love the variety of events and activities, from music festivals to art exhibitions and museums.



I'm definitely going to miss certain foods from my home country, like freshly baked German bread or local street food, like "Döner." Even though there's a restaurant chain called "German Doner Kebab" and other places offering German cuisine, it's unfortunately just not the same. I'm also going to miss the typical German Christmas market with all the sweets and attractions.



One of the biggest challenges in learning German might be the complexity of the grammar and pronunciation. There are many, many irregularities, and the different sounds can be tricky for non-native speakers. Also, some words change meaning depending on the context, which can be confusing.

I definitely had difficulties learning English. The biggest challenge for me was learning vocabulary and understanding the different accents, especially in the UK. And, of course, English pronunciation doesn't always follow strict rules, which can be frustrating. What helped me a lot was watching films and series in English, listening to and singing English songs, and just putting myself out there, speaking the language—even when I knew I wasn't fluent yet.



Miss Úrsula Rivas Rueda Spanish Assistant



I am from Granada, a city in the south of Spain. I got a degree in English Studies from the University of Malaga and a master's degree in Teaching Foreign Languages. Last year I worked as an English teacher in a High School in my home country. Still, I felt I lacked international experience, so instead of staying in Spain for another year, I decided to apply for the Modern Language Assistants programme.

I consider myself to be a nature lover, I really enjoy hiking and walking in the woods. One of my hobbies in Spain was birdwatching, and I expect to get back to it during my stay here. I also love to read, but I must admit that I don't do it as much as I would like. Hopefully, the rainy days here will help me reduce my to-read list!

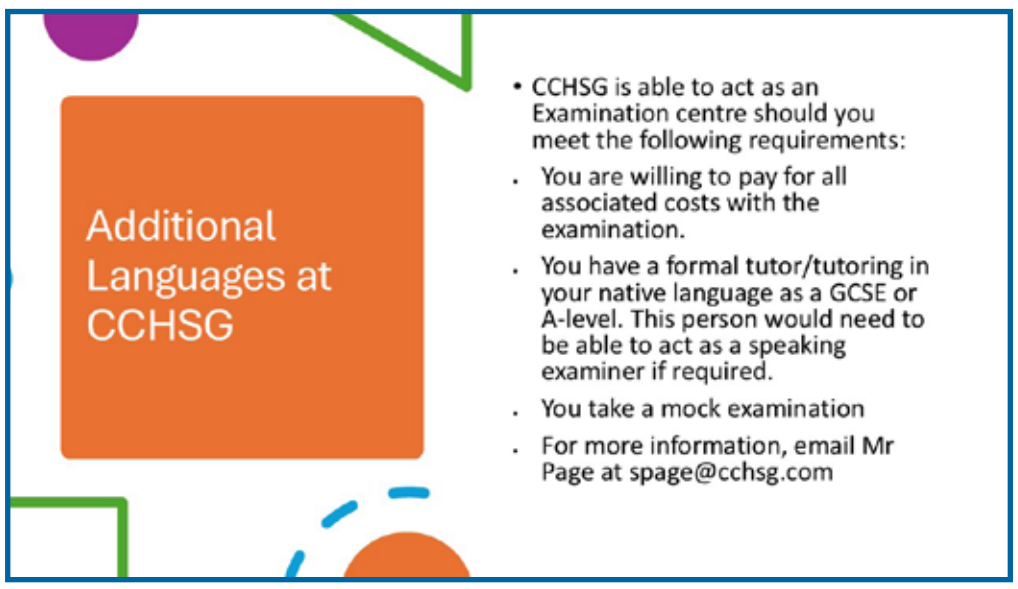
So far, I am quite happy with my experience in the UK. The weather is not as bad as I was told, at least here in Colchester. What I like most is the greenery everywhere, which is not easy to find in the south of Spain unless it is spring. I've also been quite surprised by the friendliness of the people; it makes me feel a bit at home.

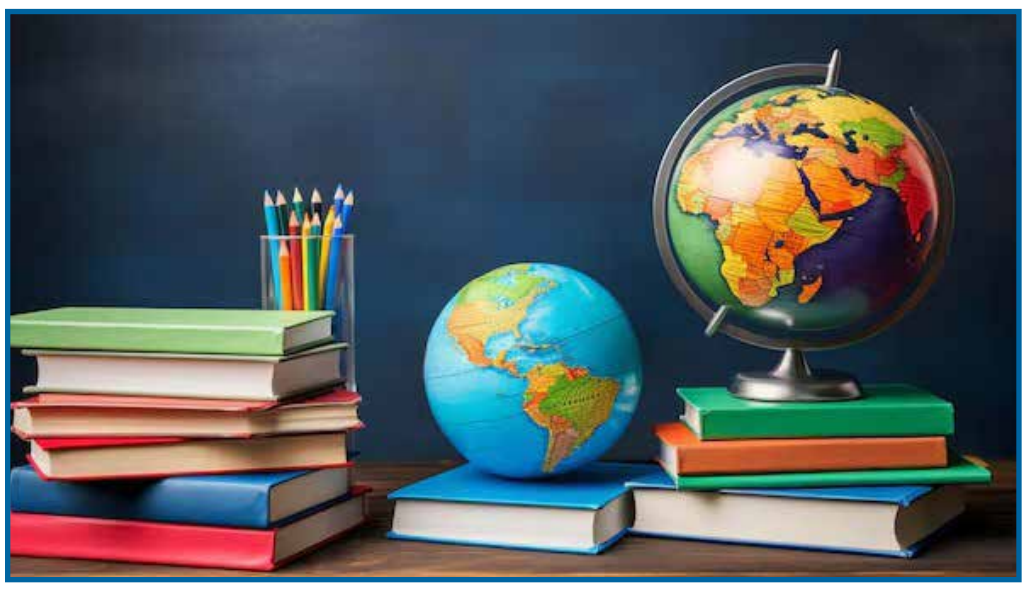
I miss the Spanish stews and soups. Although I eat almost the same food here as I do at home, some ingredients are difficult, if not impossible, to find, which makes it harder to cook some of my favourite dishes.

Spanish can be a bit of a challenge if you don't speak a Romance language, which is the case for most English speakers. The worst parts of learning Spanish are certainly the irregularities in the verbs and the number of conjugations they have. However, in Spain, we appreciate any attempt to speak our language, so I encourage anyone interested in Spanish to give it a try!

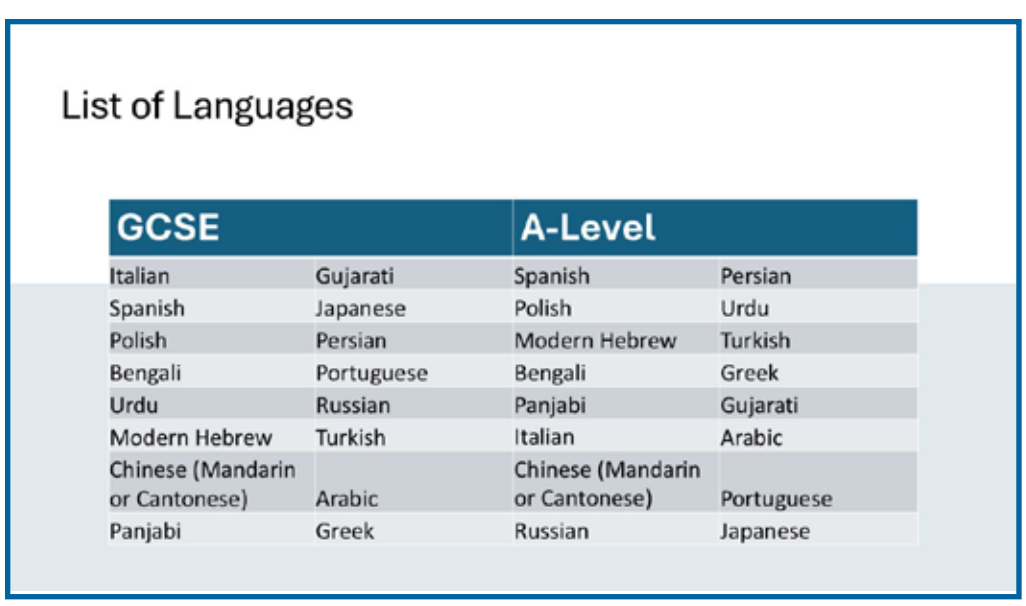
The main problem I have with learning English is that I began too late. Before I started my degree in English Studies, I studied biochemistry, so for a few years my only contact with the English language was through research papers. My reading skills are quite good, but when it comes to oral or written production, it's a challenge for me because I'm too self-conscious and can't help but think I'm doing something wrong. I hope to improve this during my stay.

Additional Languages at CCHSG









Cultural Day Celebrations

The annual Culture Day is an opportunity for students to celebrate the diverse countries and cultures which make up the vibrant CCHSG community.

The event is organised by Sixth Form students from the South Asian Society and the African Caribbean Society.

Thank you to all the students who performed during the hugely popular lunchtime show including the South Asian Society Dance Troupe and the African Caribbean Society Dance Troupe. We are also grateful to Mr Kidby, Mr Snow and Mrs Hughes for hosting the show.













Fashion Show

Our lunchtime showcase culminated in an amazing fashion show featuring national dress. Students represented:

Ethiopia, Sri Lanka, Iran, Kenya, Uganda, Tanzania, Bangladesh, Nigeria, Brazil, Nepal, Bhutan, Pakistan, China, Malaysia, India, Japan, Ghana, South Africa, Zimbabwe, Syria, Egypt, Romania, Albania, Poland and England.

Well done to all who took part.















Computing Department Updates

CyberFirst Girls Competition



Each year we enter all our Year 8 students into the CyberFirst Girls Competition. This competition run by GCHQ's National Cyber Security Centre, aims to inspire students interested in technology to pursue a career in cyber security.

The competition is a team event. Each team, consisting of up to four students in Year 8, tackle challenges from cryptography and logic to artificial intelligence and networking for the chance to be crowned cyber security champions. Congratulations to the CCHSG team members who are the East of England regional winners. The team are invited to the Celebration day on 8 March 2025, (National Women's Day) at Jodrell Bank in Cheshire. Our winning team were: Ruqayyah Rida, Elise Surtees, Florence Vine and Clara Wendt.



Students in the winning team are each presented with a new laptop and have a chance to win prize money for their school.

Why not try out some cyber challenges yourself? See https://www.ncsc.gov.uk/cyberfirst/girls-competition-example-challenges

Chris Ensor, NCSC Deputy Director for Cyber Growth, said: "The CyberFirst Girls Competition is an excellent gateway into the exciting world of cyber security, combining fun with challenge and providing participants the opportunity to test their skills against peers from their region.

Bebras Challenge 2024

Another important date on the Computing calendar is the Bebras Challenge, which introduces computational thinking to students worldwide. This exciting challenge, organised by the Raspberry Pi Foundation, takes place in schools, under the supervision of teachers, over a two-week period every November. Over 3 million students from more than 80 countries participated in 2023! https://www.raspberrypi.org/blog/uk-bebras-challenge-2024/

All KS3 students and Computer Science students in KS4 & KS5 have the opportunity to compete in the UK challenge. Each participant has 45 minutes to tackle a series of interactive tasks, designed to encourage logical thinking and problem-solving skills appropriate for their age group. This year was a very successful year with 539 students participating in four age categories. 151 students achieved a score in the top 10% of the country and 311 students in the top 25%. The CCHSG mean average was 133.25 points, this is 10% above the UK mean average. All students in the top 10% have the opportunity to compete in the Coding Challenge which will run between 24 March and 4 April 2025. Congratulations to our Best in School winners for 2024 who will be listed in the staff briefing. All Junior winners achieved a perfect score of 220. Well done to all who took part.



Students can try out practice challenges on the Bebras site:

https://bebras.uk/index.php?action=user_competitions

PTFA Christmas Market 2024

Thank you to all the PTFA volunteers, PTFA Chair Mrs Anni Cullen, staff and students who worked so hard to ensure that the Christmas Market was a huge success. The Santa Experience proved particularly popular. Thanks go to Mr Snow and Mr Kidby for their roles playing Santa and his elf, respectively. The PTFA cafe served delicious, authentic food which once again proved to be a much sought after feature of the market. A heartfelt thank you to all the volunteers who cooked and served the hot food and to the Cakes and Beyond team for the wonderful cakes. We are also very grateful to the wonderful stallholders and the many student helpers, including the Duke of Edinburgh volunteers who ran the various PTFA game stalls. Over £4,000 was raised.

A big thank you to all involved!















PTFA Laptops for Library



We are very grateful to the PTFA for funding a set of laptops for students. These are now in daily use in the Library and have proved to be a huge asset. All the funds raised by PTFA events and initiatives such as the Nearly New Uniform sales are used to provide additional resources for our students. Subject staff can apply to the PTFA to fund specific items. These bids are reviewed and agreed by senior staff, before being suggested to the PTFA Committee, who decide whether or not to approve the funding.

Languages Spelling Bee

This has been an exciting term in the MFL department. Apart from the arrival of the Language Assistants and the start of all Languages clubs, students have had the opportunity to participate in several projects.

Year 7 Spelling Bee

Students in Year 7 have taken part in the first stage of Spelling Bee for their two chosen languages. We would like to congratulate all the winners and runners-up for each group. Their names will be published in the staff briefing. All the teaching group winners will now participate in the school stage of the competition, which will take place before February half term.

Year 8 Translation Bee

Following on from last year's Spelling Bee, students in Year 8 have taken part in the first stage of Translation Bee for their two chosen languages. We would like to congratulate all the winners and runners-up for each group. Their names will be published in the staff briefing. The winners and runners-up will now participate in the school stage of the competition, which will take place before the end of the Spring Term.

The MFL Department would also like to thank all the mentors in Year 8 and Year 9 who helped prepare younger students during the Spelling Bee and Translation Bee club.

Spanish Pen Pal Project

Students in 7DD, 7LL, 8CC, 8LL, 8GG, and 8NN have used the language skills they learnt in their Spanish lessons so far to write their first postcards to students learning Spanish in the Italian secondary school Istituto Comprensivo 'La Marmora' di Monserrato. The Italian students have replied to the postcards, and everyone involved is keen to continue the project and find out more about both the differences and similarities of being a young person in England and in Italy.

Miss Picciau



Classical Civilisation & Latin - British Museum Trip

On Thursday 28 November, Sixth Form students of Latin and Classical Civilisation travelled to the British Museum to explore the Ancient Greek and Roman displays. Students were given free time in each of the rooms to explore the artefacts at their own pace. Some students even got to handle the artefacts on show which was an excellent experience. Highlights of the day included the impressive Parthenon exhibition and the Bassae Frieze both of which students study as part of their A Level course.



Year 13 Latin and Classical Civilisation student Aimee Batchelor said “I’ve always loved Classical Civilisation in the classroom but seeing the material we studied (and so much more) in real life brought the ancient world alive. It was an incredible day”.

Year 13 Latin student Maddie Strevens added “As a non Classical Civilisation student but a Latin student, I found it fascinating to learn more about Roman and Greek history in order to put my translations into context. I discovered so much more about Roman architecture, art and lifestyle, which I am sure I will use in future translations”.

A great day was had by all, with an excellent insight into the ancient world. The Classics department is looking forward to making this an annual trip for our Sixth Form students.









A level Classical Civilisation

Classical Civilisation is a truly broad multidisciplinary subject, involving elements of English, History, Art, Mathematics, Sciences, Philosophy etc. The purpose of the course is to introduce candidates to a time and culture which is so different, and yet so similar to our own, and in so doing develop an awareness of the progress and nature of humans and their interaction within an organised society. No prior knowledge or GCSE is required.

There are three areas of study:

1. The World of the Hero.
Study of epic Greek and Latin literature.

2. Culture and the Arts.
An opportunity to consider the visual material and the culture of Greece and Rome.

3. Beliefs and Ideas.
This component will involve the study of an area of classical thought e.g. the religions, political ideas and beliefs of the Greeks and Romans.

Beyond A Level
Classical Civilisation is particularly useful for those interested in History, English, Art and Archaeology and the course provides a suitable foundation for the study of Classics in higher education. Students acquire and develop a range of skills such as analysis, interpretation, critical thinking and the ability to produce evaluative writing. These skills prepare them well for a wide range of courses in higher education and beyond.

PE Department - Autumn Term 2

The PE department have enjoyed an excellent first term of this academic year. Our year 7 students have settled in and are enjoying a range of different sports in PE lessons as well as extracurricular activities. We have united as teams in netball, football, basketball and many other sports.

Our extracurricular PE timetable continued after half term with a wide variety of sports offered to our students before school, at lunchtime and after school. Students are welcome to attend these clubs and can find the timetable on the PE noticeboard. We have been very impressed with the number of students that are attending our clubs, this has also led to success when competing against other schools within the district and county.

NEESSA Competitions

Our Year 8, 9, 10 and 11 netball teams have made it through to the semi-finals of the NEESSA netball competition and our Year 7s have many matches coming up now they have trained together. We have had a great start to the football season, kicking off with a win against St Helena school and Stanway school. We have many more netball, football and basketball matches coming up. We also competed in the NEESSA cross country, where students showed determination and grit on a tough course. Four students qualified to represent North-Essex in the next round on Saturday 18 January. Well done all that have competed, we have been impressed by their commitment and teamwork. We had the under 14 and under 16 NEESSA badminton competitions. It was very difficult to choose our teams as we have a number of strong badminton players. Our teams came first in both age categories. Well done all!


Cross County Team


U14 Football


U14 Netball

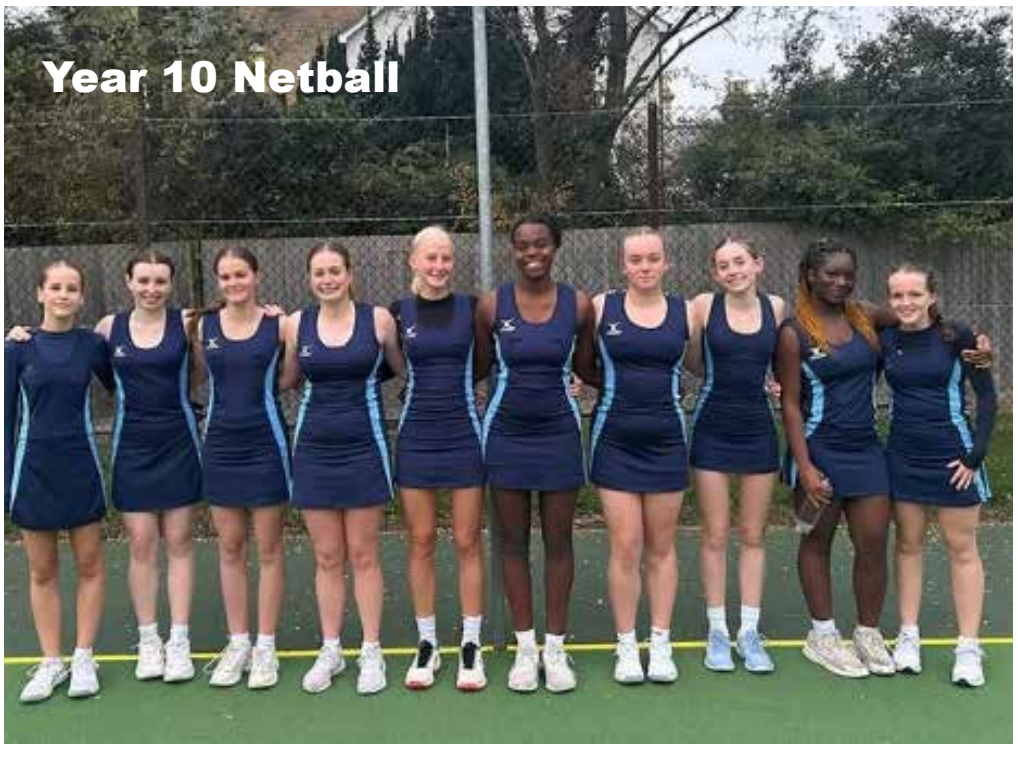
County/Regional Competitions

Our under 16 team are still unbeaten in the Essex Cup netball competition! They play Sweyne School in the next round. Our under 14 team travelled to Bancrofts but unfortunately lost to a more experienced team. We took both under 14 and under 16 teams to the county round of the national netball tournament following on from our win at the district round.

We also have our first under 13 and under 15 National Football cup matches after the Christmas break against Clacton County High School. The team have been training hard.


Year 8 Netball





Interform Competitions

Just before half term, all Forms competed in the Interform Netball Competition. Students worked together and encouraged their peers. It was great to see so many students participating in the interform event. Well done to all that competed and a special well done to the winners of each Year Group: 7E, 8H, 9O, 10L and 11E. We are looking forward to our Interform Christmas Volleyball just before we finish for the Christmas holidays!

Please follow the PE Instagram account for regular updates from the PE department: @CCHSGPE

Athlete in the Spotlight

Every half term the PE Department selects 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…

Charvi Ramanujam



TRAINING SCHEDULE:
Monday 6-8, Tuesday and Friday 7-9, Wednesday and Thursday 8-10

RECENT ACHIEVEMENTS:
Bronze in mixed doubles – U13 Nationals.
Ranked No. 5 in England for U13 age category.

LONG TERM GOAL:
Olympic Gold Medal

INSPIRATION:
An Se-Young

South Korean badminton player from Gwangju, who won the gold medal at the 2024 Summer Olympics in the women's singles event.

PRE-COMPETITION MEAL:
Pasta and banana - but not together!

PTFA

PTFA CONTACTS:

Chair: Anni Cullen
cchsgptfa@gmail.com

Registered Charity No. 110464

Easyfundraising Appeal

Since the PTFA joined the easyfundraising scheme, parents have raised over £6k for the PTFA by shopping online. If you're still doing your Christmas shopping, over 7000 brands are taking part. There is no cost to you and 216 of our parents have already joined.

To support CCHSG PTFA through easyfundraising please visit:

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



Spring Term Dates for Your Diary

PTFA Meeting (online)
Monday 27 January 2025

"The Boy Friend" school production
Wednesday 5, Thursday 6 and Friday 7 February 2025 (refreshments)

Spring Term Nearly New Uniform and Books Sale
Saturday 15 March 2025

Fireworks Event- November 2025

The PTFA are finalising the plans for a fireworks event in November next year. The event will be held on Friday 7 November with Dynamic Fireworks providing the firework side of the entertainment. This will be the largest event the current committee has undertaken, and the planning will begin in January. We will be holding regular meetings online so if you are interested in joining the planning team for this exciting event, please email cchsgptfa@gmail.com

CCHSG PTFA thanks all the CCHSG staff, students and parents for their support in 2024.

We wish you an enjoyable holiday break and a happy and successful 2025!