

Camp Hill Girls' Chronicle

End of Spring first half term 2024



KING EDWARD VI
CAMP HILL
SCHOOL FOR GIRLS

Educational excellence for our City



Songs from the Shows

Tuesday 6th and Wednesday 7th February saw our 18th 'Songs from the Shows' production. It was truly magnificent! Show Choir, made up of over 200 students from Years 7-13, were supported by Chamber Choir to perform songs from 'Wicked' and 'Hairspray'. All of the singers and actors were amazing and Mr Hardy perhaps deserves a special mention for his guest appearance!

The impressive performance was only made possible by the huge amount of work put in by Miss Hawthorne, Mrs Marshall, Ms Baylis and Mrs Perks along with the full commitment of the students involved.

Well done everyone!



Wellbeing at Camp Hill: Understanding Trauma and Attachment

by Ms Maginnis, Deputy Head

At Camp Hill we value the importance of wellbeing for our students, staff and for parents/carers, too. We understand that good mental health and a supportive, safe environment are key factors to building resilience and enabling some of our most vulnerable children and young people to thrive.

This academic year we have made a commitment to better understanding trauma and attachment theory as we began our journey in becoming a Trauma Informed Attachment Aware (TIAAS) school.



What is a TIAAS school?

A Trauma Informed Attachment Aware School (TIAAS) allows children and young people to recover from trauma; resilience to self-regulate their emotions is promoted through a whole-school approach. The programme, delivered through the Birmingham Educational Psychology Services (EPS) equips all staff with the knowledge and skills to understand trauma and attachment theory, as well as providing strategies to support children and young people.

Where are we on this journey?

We are at the beginning of our journey as all staff, including support staff, have been trained on trauma and attachment theory through the EPS. This comprehensive training included the impact of trauma, Adverse Childhood Experiences (ACEs), understanding what attachment awareness is, how the brain develops for children and young people, and developing resilience. Alongside this, there has been training in emotion coaching – an evidence-based, universal approach towards responding to children and young people's emotions, enabling them to develop their own self-regulation skills, in time.

What is Emotion Coaching?

Emotion coaching is an evidence-based whole school approach towards responding to a child or young person's emotions. It teaches them about the world of emotion, giving them strategies to deal with ups and downs. Emotion coaching accepts negative emotions as normal, as well as negative behaviours as opportunities for teaching. Alongside this, it builds trusted and respectful relationships. Emotion coaching works with the physiology and anatomy of the brain to support the development of emotional regulation.

What might be seen around school/in lessons?

Students, particularly our Wellbeing Prefects and Wellbeing School Council representatives will begin to become more involved in piloting some of our next steps, before all students see guidance in understanding their emotions in all classrooms as well as learning about brain development through their PSHE lessons. Students will begin to hear the language of emotion coaching from staff, which involves 4 key stages:

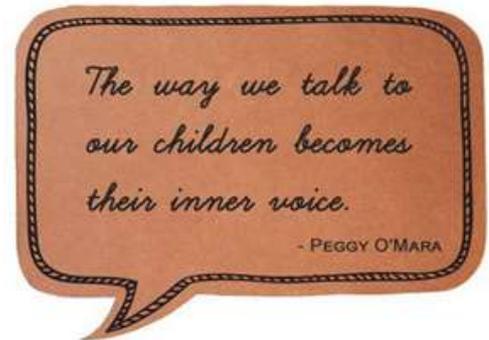
- Notice and empathise
- Label and validate
- Set expectations (if needed)
- Problem solve with the young person

What else is involved in the TIAAS programme?

- Whole staff training and access to further training or workshops for groups of staff with different roles within school and parents/carers
- Ongoing access to network meetings and CPD opportunities with other schools doing TIAAS, to support with implementation of these approaches over time
- Educational Psychologists supporting our school to embed these approaches through providing consultation and action planning with our Senior Leadership Team
- Becoming a part of the Attachment Research Community (ARC) and using the ARC Audit tool to measure our school's progress over time
- The opportunity to work towards Bronze, Silver and Gold TIAAS certification to recognise and celebrate our school's progress on this journey.

What can I do as a parent/carer to support my child?

You can try to use Emotion Coaching strategies with your child at home; please refer to [this advice](#) (Emotion Coaching UK), promoted by the EPS, to support parents/carers. We also intend to offer some closer work with parents/carers involving TIAAS strategies in the summer term. Please look out for future emails with details about how to get involved.



	House	Current Total
	Cartland	6443
	Lichfield	5742
	Meriden	6370
	Priory	6024
	Stratford	6001
	Warwick	7386

Current House Points

Here are the House Point totals (correct as of 7 Feb 2024).

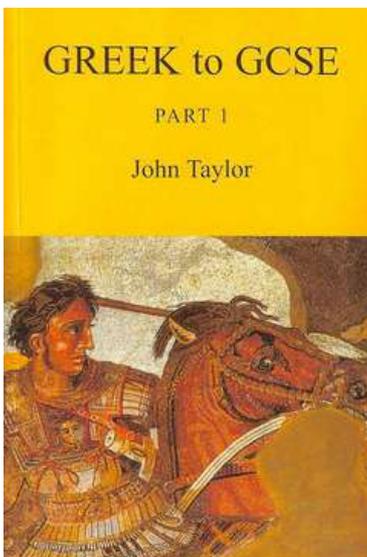
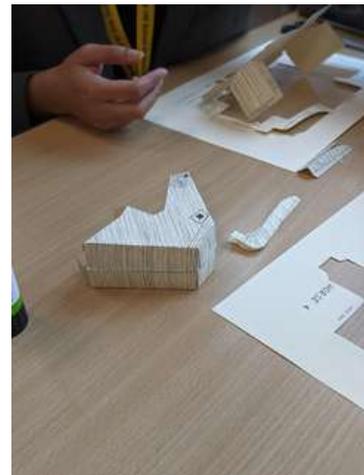
Coming up next half term we have House Fair (see "dates for your diary") to get those all important House Points to go towards the House Cup at the end of the year!



Trojan War Paper Dolls

by Dr Kerr

The Year 12 Latinists are working hard translating sections of Virgil's epic Latin poem the Aeneid. We are very lucky that we are getting to read Book 2 of the poem, including the moment when the Trojans come outside the gates of Troy and discover that the Greeks have mysteriously disappeared and a giant wooden horse is standing on the beach... To help us to really bring this dramatic scene to life we spent part of our last lesson before Christmas making the Trojan War Paper Dolls set, complete with model horse, by Greek Myth Comix. This term the dolls are a frequent presence in our lessons, so that we can visualise the scenes and develop a deeper understanding of this intense piece of literature.



Ancient Greek Club

by Ms Simmons

Ancient Greek club continues to grow as more girls start to learn this wonderful language! This half term I would like to say a special thanks to Christ's Hospital School, Cheltenham Ladies College and Leicester Grammar School whose Classics departments have supported this growth by donating to us pre-loved editions of the textbook we use. Not only does this mean the club can continue to grow but we are also enacting our school commitment to sustainability by reusing textbooks which have been replaced by other schools and saving them from landfill!



Top of the Bench Chemistry Competition

by Aashvi Mehta, Year 10

On Saturday 18th November 2023, two teams from our school participated in the preliminary round of the RSC's Top of the Bench chemistry competition at the University of Birmingham:

Team 1: Maia Spencer & Ameera Sultan (Year 9), Aashvi Mehta (Year 10) and Anvi Shendye (Year 11)

Team 2: Leyla Berriche & Yuan Yan (Year 9), Mia Lowry (Year 10) and Hanaya Badesha (Year 11)

In the Preliminary round, we had ten rounds of quizzes, which we had to complete in eight minutes. For the first nine rounds, our teams were divided into two: with the two Year 9 students working as a pair, and the Year 10 & Year 11 students working as a pair. For the tenth round, we worked together as a team to complete the round. Team 1 placed 14th out of 25 teams, and team 2 placed 15th out of 25 teams. We were ecstatic to find out that Team 1 made it through to the Regional Final.

On Saturday, January 13th, Team 1 went to represent the school at the Top of the Bench National Final. We were split into two teams - two Year 9s (Ameera Sultan and Maia Spencer) and one Year 10 and one Year 11 (Aashvi Mehta and Anvi Shendye). We first completed a 45-minute multiple-choice quiz, followed by a practical task in the new Collaborative Teaching Laboratory on campus, and then enjoyed a well-deserved lunch break while the judges collated the scores and identified the best team. The top three teams were KES, Camp Hill Boys, and Pate's Grammar School and our school placed 12th out of 21 teams. We are very proud of our achievement and are grateful for this wonderful opportunity.





St Martin's Church Visit

by Zoe To, Year 7

On 18th January 2024, we had our first Year 7 school trip which was a visit to St Martin's Church in the Bull Ring. All of us were extremely excited about it.

During our visit to St Martin's, I learnt a lot about the church's history, artefacts and everything that it symbolises. At first, I thought it looked like any other church, but through the guided tour, I learned a lot more about the church such as its history, including the famous Burne- Jones stained glass window. I began to appreciate the church in greater depth.

I think one of my favourite artefacts of the church would be the sculpture in the praying chapel. This sculpture is shaped like a flame, with the top part coming together symbolising prayers going up to God (top of the artefact). My second favourite artefact was the sculpture on the wall behind the altar. It is beautifully crafted and displays the last 7 days of Jesus's life as a human on Earth, including the Last Supper and the moment when Judas Iscariot (one of his disciples) betrayed him by kissing him on the cheek to signal to troops to catch Jesus.

I felt really calm during the tour in the church and it was very enjoyable to see all the delicately crafted artefacts like the font, the stained glass windows, the altar... I found this school trip very interesting and fruitful.



Dance Show Icons

by Mary Purugganan, Year 11

On 25th January, Camp Hill students from across all year groups came together with their extravagant and hard-worked performances (which have been in the making since September!) and performed these for the annual Dance Show.

As a member of the dance team and a dancer for the Year 11 Dance, I can personally say how marvellous all the dances were and the range in the types of dances were truly captivating. The Dance Show of course would not have been accomplished without the massive help of the brilliant Miss Orr, who worked tirelessly with the Dance Committee to help with weekend rehearsals and lunchtime ones too! Another major shoutout to all the choreographers who created such fabulous dances and of course, to all those who danced their hearts out on stage: without you there would have been no show!

Once again, a massive applause to everyone involved and until next time, keep dancing!





Cooking with Kale Workshop

by Amrutha Maheswaran, Year 7

I was lucky to be one of the Year 7 students who got to take part in a Sustainable Cooking Session on Monday 22nd January, led by our caterer's development chef, Steve.

We were divided into two groups and my group made a vegan chocolate cake without kale, while the other group followed the recipe below. While the cakes were baking we got to try kale chips and kale pesto. At the end we tried both cakes to see if we could tell the difference between them.

Kale is one of the future 50 foods so it was very fun finding out how to make it into food enjoyed by everyone. The process of making the chocolate cake was incredibly easy and could be made at home for all people. The kale chips were airfried - one batch with soy sauce and one batch with icing sugar.

Kale will never be "just another vegetable" in my life. The kale crisps were amazing, although I preferred the soy sauce ones to the sweet ones. The chocolate cake with kale in it was delicious. You could only tell there was kale in it if you saw it going in, but even then it was hard.

The workshop overall was incredible and I would love for this opportunity to happen again in the future.



Chocolate Kale cake recipe traybake

12 portions

Ingredients

Curly kale 100g
Self Raising Flour 250g
Cooking Salt ¼ tsp
Fat-reduced Cocoa Powder 62g
Granulated Sugar 250g
Baking Powder ¼ tbsp
Vanilla Flavouring ¼ tbsp
Rapeseed Oil 100ml
White wine vinegar 5ml
Water 300ml



Basic prep:

Weigh all ingredients.

Grease and line a square baking tray or tin with baking parchment.

Method

1. Blanch the kale in boiling water. Strain.
2. Add the kale to 300mL of water and puree. Add the Vanilla, Veg Oil, and Vinegar to the kale mix.
3. Sift the flour, salt, cocoa powder, baking powder and sugar together in a bowl. When incorporated add in the kale mixture
4. Pour into the baking tray or tin and cook in the oven at 160°C for approximately 20-25 minutes until cooked just firm to the touch.
5. Cut into equal sized portions. Serve (can be served warm).

Chef's Notes:

- Do not puree the kale without blanching first.
- Use as much water as needed to blanch. This must then be strained. Then add the specific water in the recipe to the kale to puree.





Camp Hill Girls' Model United Nations Conference

by Anisha Agarwal and Ushna Shami

In March 2023 our Model United Nations society was invited to the external MUN hosted by the KES Foundation. The experience was a first for almost all of us and our only regret was not being able to take more than ten students. We came back to school after two days of intensive debates and resolution writing, inspired to run our own Model UN event.

We set off researching and planning our idea, to bring back some of the experience that we had on a smaller scale. After researching potential MUN topics, we came across the UNHCR's Model UN challenge which prompted delegates to debate issues regarding forced displacement. We decided to use the prompt "Protecting Refugee Children", a topic that is increasingly relevant to our country.

In October, we officially started this process, inviting any Year 10 to 13 students interested to apply and join the conference. Over 60 students came along to our introductory session and it broke our hearts to have to choose only 30 delegates to take part. The promising turnout motivated us to plan weekly sessions, prepping the students and making sure they were familiar with the countries they were assigned to. We covered topics ranging from MUN etiquette and language to the structure of writing a winning resolution.

Finally, the day of the conference arrived, and we were ready with placards on tables and a redesigned Room 7 to mimic the UN round table. The day was structured to accommodate a series of moderated and unmoderated caucuses, with time to make alliances and write up official resolutions, only one of which would be passed. After the initial shyness fell away, the delegates started challenging other countries (especially the UK and US) with conviction and persistence.

During the unmoderated caucus (our favourite part), we witnessed the delegates debate, form alliances and draft up incredibly detailed draft resolutions in only 30 minutes. As each sponsor stood to read out their resolutions, we couldn't help but feel impressed at the progress everyone made from our early sessions in October. The students' teamwork and confidence were a highlight, resulting in a tie between two of the four resolutions that were drafted.

In the end after two rounds of voting in our miniature General Assembly a resolution was passed and our United Nations committee was dissolved. The winning resolution was drafted by the sponsor UK and supported by Germany, Ukraine, Haiti and Sudan and eventually, the majority of the committee. As a congratulations on doing such a good job, all the students were rewarded with chocolates but a special mention was given to Issy Evans (delegate from the UK) and Alisha Shahid (delegate from Haiti) as our session's 'Best Delegates' because of their consistent grilling questions and excellent winning resolution.

We have loved our time running the Model United Nations within our school and never expected so much interest from within the student body when we initially co-founded the society. Thank you to all the students who have dedicated their time to our society and we hope more of you join the society as it will continue to run, led by our new Year 12 heads.

Updates & Reminders from the Wellbeing Prefects

by Chaturya Boddu and Vanessa George, Year 13

Taking care of our mental health is an incredibly important way to look after oneself: it's arguably more important than taking care of our physical health, although a healthy combination of both is always preferred.

As we head into half term, we wellbeing prefects urge everyone to take a little time out in the day to spend on yourself, whether that be running a bubble bath, catching up with your comfort show after a long day, or just fixing yourselves a snack to power you through a homework or revision run. At times, these few pockets of peace throughout the day can be enough to keep us pushing and happy, especially as we head into the summer term and exams start getting closer for the older students. As a rule of thumb it is best to stay organised, productive, rested and satisfied during the holiday times as best practice. Although it's tempting to focus on competitiveness, exam stress and a piling workload, we have some tips that hopefully would be beneficial for everyone heading into the half term!



Tips/tricks and activities for half term

- Take a walk everyday and breathe in some fresh air for at least 30 minutes
- Catch up on movies and TV shows you have been wanting to watch
- Go to the gym
- Listen to music to boost those endorphins
- Have a go at baking or cooking a meal - chocolate cake is bound to be a win at home!
- Make yourself a to-do list of all revision and homeworks due and spread them out over the week so that you can finish everything in good time and not put pressure on yourself
- Maybe schedule a day to go out with friends and meet up with them in a non-school setting
- Set yourself an unusual task - something you would usually never do in term time such as sorting out your wardrobe and getting rid of old clothes
- Make sure you get enough sleep - some of us don't get enough sleep in term time so catch up on that sleep

Exam revision and wellbeing

- Pace your revision. Getting your work and revision done at a suitable pace for you will help you do the best you can, and it's a good idea to figure out what works for you
- Don't worry about other people and how much they are revising or how they are revising - focus on yourself and just remember that people have different methods of revising
- Doing a little bit of work often is feasible for a long exam period. This way, you get your revision done but have lots of breaks in between
- Make a revision timetable to structure revision and show what you need to get done - and stick to it!
- Recognise the signs of burnout - feeling lethargic or demotivated are often the biggest telltales. If this happens, step back, re-evaluate and take a break, whether that be for a few hours or days - often doing revision in little chunks can help with this and sometimes even rewarding yourself can be a good incentive to revise while enjoying it
- Again, maintain a work life balance
- Spend the holidays sorting out everything you need to get done and when you find some things hard to accomplish without support, make a note to speak to your teachers as soon as you get back - they are there to support and aid you in whatever way possible, you just have to ask!
- Make sure to eat healthily, sleep adequately, exercise sufficiently and stay hydrated throughout the day!

Most importantly, enjoy the process! Enjoy your time off and make good use out of it and we guarantee you will feel refreshed and rested as you get back into school on Monday 19th February.

In case you would like to have a chat or need some support, the Pastoral team are available in school and of course the Wellbeing Prefects are often hovering in the corridors! In the case of being at home and wanting someone to talk to, your parents/carers, siblings or friends are always a great shout. Otherwise Samaritans, Young Minds, Childline and Kooth are always available for additional support and aid - all signposted on the school website and in your planners.

As always, for more information and excellent tips, look no further than the Wellbeing Google Classroom, which you can access with the code **cx2utxt**

We hope you have a great half term and we'll see you back in a week!

AFS Prize Draw

WINNER

The first new AFS Prize Draw took place on 20th December 2023. There were two prizes up for grabs. The winning draw numbers were First Prize - number 2, Second Prize - number 18. The initial take-up of the new Prize Draw has been a little limited but this has increased the likelihood of winning! Both first and second prizes were won by India Bellaviti, parent of a student in Year 7. She won a total of £10.40 in our December Prize Draw.

The next Prize Draw will take place on Wednesday, 20th March so get your membership forms completed and emailed in to be part of the next draw and have the chance to win cash prizes. The more entries we have, the greater the value of the cash prizes and the more money we raise for AFS funds to support the girls at school!

How does it work?

Complete and sign the membership form and set up a standing order for a minimum of £1 a month per number (or £12 annually) or pay by annual cheque. The draw will take place at the end of each term (three times per year). Up to four numbers can be purchased per household. The prize money will be 40% of the membership fee taken that term. The remaining 60% goes to the school to help fund equipment, resources and opportunities for pupils.

Remember, the more participants involved, the more money we can raise and the larger the cash prize, so please encourage your friends and family to sign up too.

To find the Prize Draw Application Form and the Prize Draw rules, visit <https://www.kechg.org.uk/our-school/afs> and scroll to the bottom of the page.

Any queries, please contact Katherine Brown, Prize Draw Officer by email: afs@kechg.org.uk.

Join our Prize Draw today and you could be our next winner!

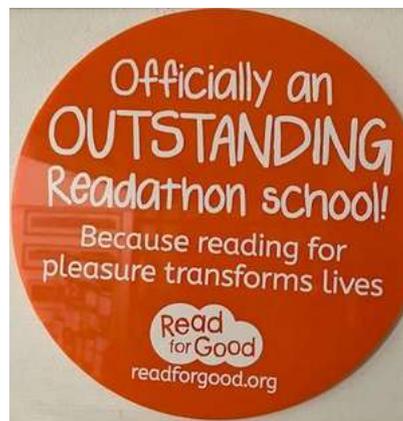
We're Outstanding!

We are delighted to have received a bright orange plaque from Read for Good, recognising us as an Outstanding Readathon School!

The letter accompanying the plaque congratulates us on being one of Read for Good's best participants over the years. They made us aware that Year 7 took part in the school's 29th Readathon last term and that we have raised a total of £44,161 since 1995.

As this edition of the Chronicle is published at the end of Children's Mental Health Week and just before the half term holiday, it's worth reminding everyone of the powerful and ongoing role of reading for pleasure in supporting children and young people's mental wellbeing. In November 2023 The National Literacy Trust published a report that included findings such as 3 in 10 children and young people said reading made them feel more confident or helped them deal with problems.

We challenge the students to find the plaque, in situ, in school; its bright orange colour should mean it is easy to spot!



Year 11 Post 16 Choices

by Mrs Strong, Head of Year 11

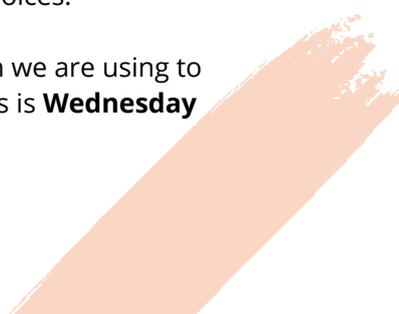
Year 11 have had a busy half term as they move on from December GCSE mock exams to making Post 16 choices.

January saw the return of mock exam papers and results, with students receiving feedback in lessons on how they can make further progress in their GCSE subjects.

After receiving mock exam results, Year 11 have also had one to one discussions with a member of our Senior Leadership and Pastoral teams to support and guide their choices with their next steps.

Progress Evening on 8th February was another opportunity to talk to staff about making the most of the final months before GCSEs begin, and to talk about the suitability of A Level choices.

Year 11 students have now all had login information to the Applicaa system, which we are using to manage our Sixth Form applications this year, and the deadline for completing this is **Wednesday 21st February 2024**.

A decorative orange brushstroke graphic is located in the bottom right corner of the page.

National Apprenticeship Week

This took place from 5th - 9th February. We have had students participating in a range of evening Webinars to find out more about apprenticeship opportunities.

One of the many resources for National Apprenticeship week aimed at parents can be found [here](#).

However, if reading a booklet is not for you - how about trying [this quiz](#) about current apprenticeships - it will get you thinking!



We are aware that many of our students are particularly interested in Careers in Medicine; we encourage them to explore the vast range of careers in healthcare which are explained [here](#) and include:

- Art therapists
- Dietitians
- Dramatherapists
- Music therapists
- Occupational therapists
- Operating department practitioners
- Orthoptists
- Osteopaths
- Paramedics
- Physiotherapists
- Podiatrists
- Prosthetists and orthotists
- Radiographers
- Speech and language therapists

What University? And What Career Live? Event

This will be at the NEC on Saturday 2nd March. Students and parents (Year 10 and above) are welcome to attend this free event. Click [here](#) for further information and tickets.



National Careers Week

There will be more about National Careers Week in the next edition, but please note it takes place from 4th - 9th March and we would love to have some speakers in school. So if you work in engineering, finance, marketing, music, drama or anything you didn't know about when you were at school that you think the students should know about, please get in touch.



KING EDWARD VI CAMP HILL SCHOOL FOR GIRLS

Educational excellence for our City

Vicarage Road, Kings Heath, Birmingham, B14 7QJ
Girls' selective grammar school: 1102 on roll, with 355 in the Sixth Form
Headteacher: Ms K.Stevens
Telephone: 0121 444 2150
Email:head@kechg.org.uk

Lunchtime Supervisors

From April 2024

Working Hours: Monday – Friday, 12.25pm – 1.45pm, term time only
SCP04, £11.98 per hour

King Edward VI Camp Hill School for Girls are looking for friendly, reliable and efficient Lunchtime Supervisors to work as part of our pastoral team.

Duties include supervising students during the lunch break and ensuring student conduct is in line with the school's expectations.

King Edward VI Camp Hill School for Girls makes up one of the schools of the successful King Edward VI Academy Trust. The Academy Trust is committed to making a significant contribution to the life of the children of Birmingham. King Edward VI Camp Hill School for Girls is defined by its core values of respect, equality, compassion and aspiration.

A full job description and application pack for this post can be found on our website:
<https://www.kechg.org.uk/our-school/vacancies>
or by contacting Amber Ashraf a.ashraf@kechg.org.uk

Completed applications should be addressed for the attention of: Ms K. Stevens, Headteacher.

Please get in touch - we look forward to hearing from you!

The Schools of King Edward VI in Birmingham is an educational charity supporting eleven schools and is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Applicants will be required to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (DBS).

This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent and spoken English is an essential requirement for this role.

CHARITY NUMBER: 529051

Dates for Your Diary



February events after half term



Back to school
Week A
Year 9
Booster Vaccinations



Year 11
A Level options deadline
Minchin Cup @ KEHS
(Swimming Competition)



Year 9 Options Evening
Years 12 & 13 Drama
'My Beautiful Launderette' Trip



ACS Conference



Year 11 History
Palace Theatre Trip



Year 12 Geography
Bristol Trip
Year 13 Progress Evening
(online)

Dates for Your Diary

March



4th & 5th

Year 11 Geography
Carding Mill Valley
Trip



Tuesday
5th

Years 7 & 8
BAE Systems
Roadshow



Wednesday
6th

Year 12
Post-18 Day



Friday
8th

AFS Quiz

Instrumental
Progress Evening
(online)



Tuesday
12th

Teatime Concert
@ CHB



Thursday
14th

Year 9
Progress Evening
(online)



Friday
15th

Year 12 Geography
Weston Bay Trip



Tuesday
19th

WMTC Chemistry Quiz
(KS4)



20th & 21st

GCSE Art Exam



Wednesday
20th

Year 9
GCSE Options Deadline



Friday
22nd

End of Term

Year 12
AS Entry Deadline

House Fair