

# Camp Hill Girls' Chronicle

End of Autumn Term 2022



## Letter from Ms Stevens

Dear Parents and Carers,

It feels unbelievable that we have already reached the end of the Autumn term, though on reflection it really does feel like we've managed to achieve a huge amount in that time! I'd like to take a moment to thank you all personally for your support of the school and our students over the last term – it makes a massive difference.

It has been the first 'normal' Autumn term since 2019, and I know everyone has worked incredibly hard both in and outside of the classroom. The range of extracurricular opportunities on offer is back up to pre-pandemic levels, and the school is alive again with the sound of music (the communal piano is particularly popular), singing, debating, and so much more. The annual programme of musical concerts are in full swing, with Monday's Christmas Concert being one of the highlights. Thanks must go to the staff for all they offer outside of lessons, and congratulations to our students for taking every opportunity to immerse themselves in the wider life of the school. Already this year we have raised over £3000 in support of the Pakistani Floods, Young Minds Mental Health, the Poppy Appeal, the CRISIS homeless charity and Macmillan Cancer, which is a fabulous achievement. Students have already been on a multitude of trips and visits across different year groups, and we even have some long awaited foreign trips in the planning phases for 2023, which is really exciting. It feels like a long time since we were able to offer our students these opportunities, and we're delighted to be able to again.

At the end of term, we must sadly say goodbye to two members of staff: Mrs. Sheppard, who began teaching with us in the summer of 2021, leaves the History department for pastures new. We also say farewell to Linda Brotheridge, our Senior Site Supervisor, who leaves us to brave the somewhat cooler North East, and rejoin her family in Newcastle. We wish them both all the very best for the future. I'd also like to wish Miss. Jones, Teacher of Religious Studies, and her family every happiness as she begins her maternity leave at the end of this term.

Senior Prize Giving took place last Friday, the 9th of December, to a full house. It was fantastic to welcome our Year 11, 12, 13, and 14 prizewinners to celebrate their successes, along with parents, carers, governors, staff and guests. One of the themes I talked about was how we must build on the strength of our foundations as a school; that we have to rely on our creativity, ingenuity, resilience and take risks to make sure that our school can carve a way through the inevitable challenges that lie ahead. We hear every day in the news of the battles that the world and its people in 2022 are both facing and creating: climate change, war, disease, financial instability, inequality, the list goes on. I know that our students are already having a positive impact on the world around them, and so many of them are involved as reps of various committees, in order that they can voice their opinions and share their ideas for the greater good. One of the things I always think is remarkable about our student body, is the amount of tolerance and diversity within it: our students not only accept one another's differences, but they delight in, and celebrate them. I believe that this diversity enriches everything we do, and it helps us ALL to learn and grow as human beings. Voltaire, the French writer, historian and philosopher once said:

*"Is there anyone so wise as to learn by the experience of others?"*

I would like to wish you and your families a happy and restful Christmas break. We look forward to seeing all students back in school on Tuesday 3rd January 2023.

With very best wishes,  
Karen Stevens  
Headteacher

# ***Missing Maryam - in Japan but not forgotten!***

*by 11C*

11C is now made up of 24 instead of 25 members as Maryam left Birmingham for Japan, to attend a UWC school, the International School of Asia, Karuizawa (ISAK). At the end of the first half term they got in touch with Maryam to find out how she was getting on.

## **What is a UWC school?**

UWC is a worldwide organisation that has 18 international schools around the world and their aim is to make education a force to unite people, nations and cultures for peace and a sustainable future. I would highly recommend researching it!

## **How did you feel about the change in setting and people over the first few weeks of school?**

I had a very rough first few days but then I felt comfortable and everything was much easier. The setting change surprisingly didn't affect me that much (I think I still haven't clocked that I'm in Japan). The change in people was ok. I remember in my first week or two I kept finding myself subconsciously trying to find my Camp Hill friends in the corridors. It can be a bit overwhelming at times because there's just so many people to talk to but I got quite close with the people in my house so that helped a lot.

## **What's different in your new school and Japan compared to KECHG and the UK?**

The different years are much closer as we're in a boarding school and there are only years 11,12 and 13. I also have to share a room but I find that I still get adequate privacy so that was fine for me. The lessons are quite different and they are 1 hour and 20 minutes long which I had to get used to. There are also cultural differences, for example you can't wear your outdoor shoes inside school buildings so you wear slippers.

## **What do you enjoy the most about Japan/ISAK?**

For Japan I love the scenery. I'm in the Nagano Prefecture and everywhere you look you can see mountains. There's even a volcano right next to the campus - it honestly all feels surreal. For ISAK I love the diversity, as there are people from all ends of the world and different social and economic backgrounds. There's a ton of clubs to join. I love how I can go home at lunch or break or if I have a free period. I also like the school community and everyone is quite chilled as we are all boarding together so it's not unusual to go to class in pyjamas!

## **What do you miss the most about UK/KECHG?**

I obviously miss the people a lot and also how everything in England is in English - Japanese is so hard but I'm getting there! I also miss random foods like biscuits and also Tesco's £3 meal deal. Things here are slightly more expensive. I also really miss 10C, now 11C, as it's such a great form (and Cartland is the best house!)

## **Why did you choose ISAK?**

I first knew I wanted to go to a UWC school because their message aligned with me and also they can give scholarships. And then I chose UWC ISAK because unlike most UWC schools, they have a three year program rather than just 6th form and I've always wanted to go to Japan and to experience a culture totally different from the west.



*Sensoji Temple*

### What are your favourite memories at ISAK/Japan so far?

I remember when I was just about to Land in Japan, I looked out of my window, saw Mt. Fuji and was totally in shock that I finally was in Japan. It's still a feeling that I can't properly describe. I love the random deep conversations that you have with people, especially your housemates. Also recently there was a 24 hour race that was raising money against modern slavery and it was enlightening; there were also things like a night market and bonfire during it. The school musical was so stressful yet rewarding, as we had only four weeks to do a production of High School Musical, but I wouldn't trade it for anything because it was such a nice experience. And there's so many more....

Thanks so so much for interviewing me for the Chronicle and I think that everyone should definitely look at ISAK or any other UWC schools and if you have any questions at all don't hesitate to reach out to me - 11C and Mr Cox can let you know how to get in touch!

---

## Poems for the Planet

by Sadeen Ahmad, Year 9

This year, National Poetry Day took place on Thursday 6th October. In collaboration with Greenpeace, they created a competition called "Poems for the Planet". They opened this competition for anyone above the age of seven, with one rule that was to send in one poem of under 400 words on the theme of the environment or hope. The poem could be written in any form.

As this competition was a great opportunity to improve my poetry skills, I decided to enter it and wrote a poem called "Autumn Leaves".

My inspiration for writing this poem came from my everyday walks to my bus stop before and after school. Being able to witness the green, summer leaves gradually turning into autumn leaves encouraged me to write something about this season.

"Autumn Leaves" is based on the environment but also lightly explores the hope in seeing beauty as the days get gloomier and the skies become darker.

Although I used free style for this poem, it has a clear structure and a clear ending which states the poem's perspective (in this instance, the autumn leaves). From the beginning of my poem, you are transported into the perspective of the leaves; this signifies their presence and emphasises the need to appreciate the little things we take for granted.

As I continue to describe the leaves in a cryptic manner (trying to slowly disclose what I'm writing about), I include the arrival of a human and the leaves' outlook as they lay on the ground, watching people walk by. When I included this, I concluded that there are so many aspects of nature that humans can never possibly grasp, and the importance of preserving our planet is extremely important, especially as climate change is drastically impacting our homes.

I hope this piece provided you with some insight about the world, and has inspired you to always look beyond the bigger picture!

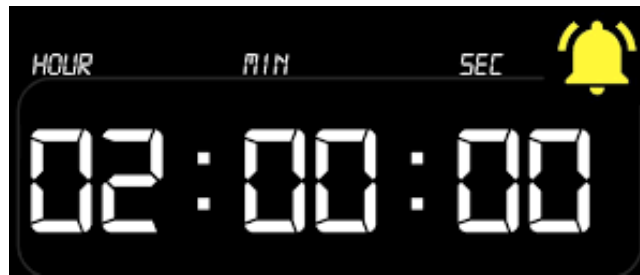


we are the golden, vermillion, auburn fabrics that swaddle cold trunks.  
we coat damp moss in kaleidoscopes of our beauty,  
and sway gently to the concerts from the wind.

we are the dainty, frozen fractals that carpet the ground.  
we wince as you step on our sodden arms,  
but admire as you walk through our red carpets.

we are the clash of seasons and spice,  
sweetened by the summer's viridescent sugar,  
and bittered by the winter's cloud-dappled salt.

we are autumn leaves.



## ***A Night of Shakespeare and Snacks***

*by Lucy Bridge and Emily Jones, Year 11*

After school on Monday the 21st November, 11 Priory (Team Merchant) settled down in room 16, and the rest of the year, much to our delight, headed up to the Sixth Form Common Room to enjoy an evening of Shakespeare. After being handed a packet of Pom Bears and a Penguin bar, and reading the terrible jokes on the back of the chocolate bars, we got into our seats to start the screening of 'Macbeth'. We watched a version performed by the Royal Shakespeare Company and we were amazed at how well the play was staged, with many of us discussing the following day how it had been performed so well.

A digital clock appeared above the stage from the moment Macbeth murdered Duncan, and counted down in real time for two hours until Macbeth's own death (spoiler alert!). This was a really imaginative way of staging the play and it meant that each individual actor had to time their lines to perfection, slowing down or speeding up to keep in time so that the exact moment of Macbeth's death was exactly when the countdown reached zero. This caused much excitement throughout the audience with many "3,2,1's" being heard in the seconds before Macbeth's death - maybe not the exact effect intended! The part I think we all enjoyed the most was at the end when the clock rewinded to two hours again alluding to Fleance killing Malcolm, repeating the same mistake as Macbeth...

This was a really valuable experience to watch the play as a whole and to deepen our understanding of the text just in time for our mock exams. I think that it really helped us to understand how terrifying but also tragic the play would have been for a Jacobean audience and us since it can be hard to understand in class when reading from a book how frightening many aspects of the play are. We are really grateful to our English teachers for staying after school to put this on for us and of course for providing delicious snacks! Finally, a special mention goes to those who set up a "real cinema" in the common room with rows of comfy chairs and a roll down screen... it definitely added to an overall fantastic experience!

PS: We were also entertained when Mr Hardy lobbed spare packets of crisps at us all half way through the performance and we fought over who got to eat them!





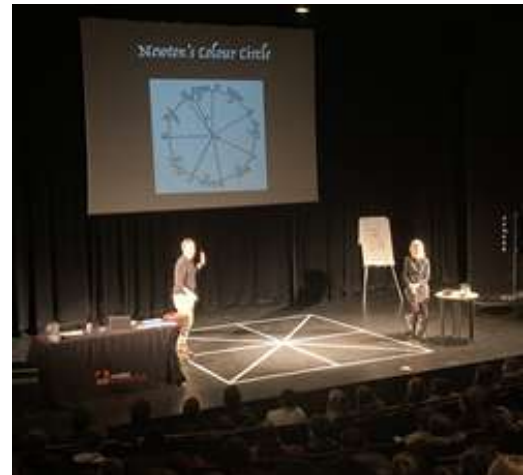
# Maths Inspiration

by Bahar Kayani, Year 11

Art, music, William Shakespeare... who knew that they were all somehow connected to maths!

On Wednesday 16th November, myself and around 40 other Year 11 students were given the fantastic opportunity of attending an impressive and informative show, Maths Inspiration, presented by Rob Eastaway (the director of Maths Inspiration and the author of many books which are all about maths) and Rebecca MacMillan (an improviser who makes up brand new comedic plays in the style of Shakespeare).

The performance began with a retelling of the birth story of 'mathematics' in England - dating back to the 1600s and around the time of Shakespeare's birth. After a re-enactment of the mind boggling method of multiplication that they used, we then moved on to learn other astonishing facts on very random topics: when pencils were first invented, how colours were named, ways music has evolved, and that the concept of 'probability' was kept a secret so certain individuals could remain as successful gamblers. Believe it or not, this information was passed on to us with it all leading back to maths - some way or another.



During the 15 minute break that was given after the first hour of the show, everyone was given the option to write their own Shakespearean verse linked to maths (in iambic pentameter). A number of the verses were read out by Rebecca, one of which was mine:

*Now if league with league are combined in peace, Forth comes the number six, all pain will cease.*

My favourite verse was written by someone from another school about their maths teacher; it was by far the most amusing and entertaining!



At one point over the course of the performance, some lucky individuals even had the chance of fully immersing themselves into all the fun by taking to the stage with a fabulous game of 'Three Men's Morris' - I had not heard of this game before and I have definitely been missing out!

I am sure that I speak on behalf of all the students who attended the show when I say that I would like to thank the wonderful teachers in the Maths Department for organising this informative and entertaining trip.



# **New Sports Reward System**

*by Shakthi Sreevats, Year 10*



The PE department has decided to introduce a new reward system for contribution to sport at Camp Hill. The reward system includes Sports Colours and Sports Commendations and is a method of publicly acknowledging those who help out with sports clubs and teams but also those who participate and commit to sports life at our school. Sports Colours are small badges that can be worn on your blazers. They are awarded to the top players over the course of the year. Commendations are certificates of recognition awarded to those who make large contributions to sports life at Camp Hill, but just fell short of Sports Colours. Don't feel disheartened if you achieve a commendation as there will always be next year to work and aim for Sports Colours.

Colours and Commendations can be awarded for a range of sports and you could be eligible to achieve more than one if you meet the criteria for the sport. Colours are awarded based on both your performance and leadership in the sport. PE staff can nominate students for Colours or Commendations if they have been consistently playing at a high level or are committed to leading a team or activity at school.

Each section of school can win different coloured Colours. Lower school (Year 7 and 8) will have green Colours. Once you have the green Colour, you are able to achieve the bronze award. Middle school (Year 9 and 10) will have red Colours. Once you have the red Colour, you are able to achieve the Silver award. Upper school (Year 11 and Sixth form) will have blue Colours. Once you have the blue Colour, you will be able to achieve the gold award. This is the highest award that you can get. These awards could be achieved in multiple sports and there is no limit to how many you get. As long as you maintain your level of play and are enthusiastic about sport, you are likely to be nominated.

There will be a Sports Colours panel who will discuss nominations put forward by PE staff and select the winners of Colours and Commendations. Only those who have gone above and beyond will be awarded Colours. Sports Colours and Commendations will be awarded twice a year, just before the Easter holiday for the winter sports like netball and football and then at the end of the summer term for sports such as tennis and rounders. We hope that this will encourage you to take part in sports and motivate you to do your best. Good luck and we look forward to the winter assembly which will be held soon.



## **West Midlands Schools Trampolining competition**

*by Evelina Coca and Jessica Tucker, Year 10*



After lots of practice for many weeks beforehand, on Sunday 4th December, the Bouncing Stars finally made it to Action Indoor Sports, Erdington, where a school trampolining competition took place. Upon arriving, we were all taken aback by the skills of many trampolinists and we were eager yet anxious to do our routines too!

The day started off with Eden and Grace taking part in their first competition and representing the school in the Year 7/8 Level. Eden and Grace did two great routines and came 8th and 12th out of 22 competitors.

We had two teams for Year 9 and Year 10 and two teams for Year 11 and Year 12. We were all in the novice category and had to perform two routines each, after having 15 minutes of practice beforehand. Despite the stressful yet exciting atmosphere, everybody put forward very nice, clean routines! All of our hard work paid off when all the Camp Hill teams placed first and second (out of four), which means that we are all off to the next competition! The success of several students from our school means they will also be competing individually at the next competition! Emma Bloxidge and Jessica Tucker placed 2nd and 3rd individually out of 19 trampolinists in their age category; Cara Hanratty placed 2nd; Anushka Shah placed 4th; and Tara McGuire placed 5th.

Although at first we were all very nervous, afterwards, we were very happy and loved the event! Everybody was proud to represent the Bouncing Stars and our school too. We are all very excited to be going forward to the Zonal rounds in January, with the hope of doing just as well!

# ***Your Time Award Programme***

*by Bahar Kayani, Year 11*



A few weeks ago, myself and a number of other students from Year 10 decided to apply for the Your Time Award programme. This course supports the concept of developing leadership skills in order to enhance women's overall participation in sport. During our time as 'sport leaders', we will be equipped with essential life skills and characteristics that will also increase our employability, some of which include improving motivation, boosting self-esteem and building up confidence. Leadership volunteering also plays a vital part in this course, allowing us to practise and build our leadership skills.

Our aim is to encourage all of you to participate in the sports that you like and create a fun environment where sports can be enjoyed. We also want to inspire all of you to play sports and potentially enter into some sporting competitions. To do this, we have chosen three days for our very own self-organised competition which will be held for year 7s and 8s only; we would encourage those people that do not usually compete in sports to have a go! The first day will be on Wednesday 18th January. On this day we will hold our volleyball competition - as well as firstly teaching everyone how to play volleyball! The second day will be on Tuesday 24th January when we will hold our bench ball tournament. The final day will be on Wednesday 25th January; this will consist of the semi-finals and finals for both sports.

There will (of course) be a small gift and certificate that everyone will receive and we have some superb prizes in mind for our two winning teams overall. This upcoming event (whether you are in the competition or helping to run it) is an incredible opportunity to showcase leadership qualities and improve your cooperation skills.

---

## ***National Schools Tennis Tournament***

*by By Birle Tenekeci and Tara Hemmings, Year 10*

After two successful knockout rounds, both the division 1 (Year 10/11) and division 2 (Year 8/9 and 10/11) tennis teams attended the regional finals for the National Schools Tennis Tournament at the Shrewsbury Tennis Club in Shropshire.

On Thursday 13th October, the division 2 tennis teams arrived at school at 7am ready for the long bus journey and tennis tournament ahead. Overall the matches were challenging and the Year 10/11 team came fourth in the region, as did the Year 8/9 team. However, it was a very enjoyable day and all the players would agree on this. Well done to Rishika Boddu, Birle Tenekeci, Anya Scholer, Sreyaa Sunjay, Fatemah Babar Raja in the Year 10/11 team and Maia Spencer, Zaynah Jamal, Shailey Sivathasan, Juliane Corpuz, Rishika Bodapatti.



On Thursday 10th November the division 1 tennis team also arrived at school at 7am prepared for the long day ahead of them. All the players did their best and the team managed to place third in the region after one close loss and an incredible win. Well done to Shavi Soni, Annika Sinha, Tara Hemmings, Chizara Abraham-Igwe and Birle Tenekeci.

Thank you so much to Mrs O'Grady for organising all the teams and to both Miss Chapman and Mrs O'Grady for spending almost twelve hours with us!

# ***Performance Sport Showcase***

*by Livia Spencer, Year 7*

On Wednesday 7th December, girls from Years 7 to 10 were invited to watch a Performance Sport Showcase at the University of Worcester Arena. This provided the opportunity to watch live basketball and netball as teams competed in a British Universities and College Sport League fixture.

After getting off the coach at the arena, we found our seats, which had excellent views of the court. Firstly we were treated to a fierce, tense and exciting match of basketball between Worcester University and Birmingham City University, which resulted in a 100 - 47 point win for Worcester. It was very interesting to learn all the rules of basketball; although seeing players fall over made us on edge, it was fascinating to watch all the different ways they can shoot.

During the breaks we watched amazing cheerleaders and dancers and listened to some great tunes, including festive songs.

Then came the Netball match where Camp Hill Girls' alumna student, Issy Eaton, was playing for the University of Worcester Netball 1st Team. She played in the position of Goal Attack and Goal Shooter and her shooting accuracy was amazing but, unfortunately, didn't help her team win as Birmingham University were victorious with a close score of 50-45 points. It was very inspiring to see all the amazing people play. As someone who loves netball, it was great to watch someone playing in my position, seeing the tactics they used and how I can get better and be like them.

This was a fantastic event which gave us an insight into sports and university and the sporting opportunities which would be available during further education. Thanks to the amazing PE teachers for arranging this wonderful trip, and providing us with so many similar opportunities.





Opposition	Score
KEHS	Won 7-2
Sutton	Lost 6-8
Camp Hill 2	Won 14-3
Arthur Terry	Won 10-9
EHS	Won 16-2
Sutton B	Won 8-1
Arthur Terry	Lost 4-5

## U16 Birmingham Schools Netball Tournament

by Mrs O'Grady, Subject Lead for PE

Tuesday 22nd November was a fabulous evening of netball for all of our U16 netballers. After being postponed due to the poor weather, there was finally a dry day for it to go ahead at Edgbaston High School with two teams taking part.

The U16 A team had a strong series of results with only two losses in very close games. Three teams tied on points and so goal average was used to determine the overall result, meaning they became ... **Winners!**

Very well done to all of the players!



And to the U16 Birmingham County Champions!

Who go on to compete at the West Midlands Schools Regional Finals on Sunday 29th January 2023.



## U14 Birmingham Schools Netball Tournament

The U14 netball team have made great progress this year with their netball team play and were able to secure a good third place in the U14 Birmingham Schools Netball Tournament. They were just three points from qualifying for the West Midlands Regional Schools Netball Finals.

Well done to all the players!



		Total points
1st	KEHS 1	30
2nd	Arthur Terry	24
3rd	KE Camp Hill	21

## ***Year 13 PE***

Our latest Year 13 Games sessions during the Wednesday afternoon enrichment sessions, have included a mix of netball, touch rugby, badminton, benchball and dance.

Here are some images of the students enjoying their sport and the break from academic study.

Touch Rugby



Dance

## ***KS4 Badminton Festival***

A successful evening of badminton at the School Sports Partnership Badminton festival for KS4 took place on Wednesday 16th November.

Playing a series of doubles matches, the players were unbeaten.

Congratulations to the KS4 Badminton team!



## ***KS3 Badminton - Doubles Tournament***

Congratulations to the KS3 Badminton Team who competed in the School Sports Partnership Badminton Tournament. The competition was organised as a doubles tournament where each pair faced other doubles pairs from KEHS and the University of Birmingham School. Out of eight doubles matches, Camp Hill won seven of them.

Super well done to the team!





# Anti-bullying Awareness Week (14 – 18 November)

At Camp Hill we are fortunate to have kind, thoughtful students who celebrate the diversity in the community we have in ways that are amazing: you are proud of this and advocate equality which is truly inspiring. The work of the Agents for Change last academic year continues to eradicate bullying and ensure our policy and practice reflects this. To support this, on Friday 18 November, students and staff wore odd socks to stand together in our shared understanding that bullying has no place here, or anywhere.

Can you identify whose socks were these? (answers are on page 22)



If you need to talk to someone about being bullied, or are concerned that someone else is being bullied please talk to any teacher in school, your Head of year or Ms Maginnis.

The Anti-bullying alliance also has some really useful information and guidance to read if you want to:  
<https://anti-bullyingalliance.org.uk/anti-bullying-week/anti-bullying-week-2022-reach-out>

## Gwinnie Club

by Mrs Yale

I am really enjoying running Gwinnie club at lunchtimes. This is for students who used the Google form sent out at the start of term to express an interest in meeting Gwinnie. Groups of no more than six students are invited to meet her in a lunchtime.

Aanya Jain in 7V said, "Gwinnie Club is really fun and a great place to just chill. Mrs Yale said I could design a Gwinnie badge. It needed to include all of the houses because Gwinnie is part of all of them. That's why the badge has all of the houses around the outside and Gwinnie's paw right in the middle. I had a lot of fun asking my friends what they thought the badge could include and designing it!"

Thank you to Mr Bettison for taking Aanya's design and making it for our crocheted Gwinnie to wear.

Look out for emails and messages on the whiteboard to make sure you don't miss your chance to be introduced to Gwinnie and spend some quality time with her!



# ***'Dancing Through the Decades' 2022 Dance Show***

*by Lucie Tullett, Year 9*

On Wednesday 30th November, 86 dancers took to the stage for a dance extravaganza, assisted by seven students working behind the scenes on Front of House, tech and refreshments. Back in July 2022, many students auditioned for their own choreographed piece to be in the Dance Show, and then many more joined the Dance Clubs available to all year groups, from September. At Dance Club, we were taught a dance as a year group, each group dancing to a different decade: Year 7 did an energetic routine to "Wake Me Up Before You Go-Go" (1980s); Year 8 did a sensational Beyoncé-Charleston mash-up (1920s); Year 9 did a sharp "Vogue" (1990s); Year 10s performed an exhilarating "Jailhouse Rock" (1950s); Year 11 took on the exciting "Money, Money, Money" (1970s); Year 12 performed an energetic "Runaway Baby" from 2010; and Year 13 opened Act Two with a Britney megamix from the early 2000s. GCSE PE students also participated in the show, performing some beautiful Lyrical/Contemporary dances to Titanium and Wicked Game, both from the 2010s.

Group dances were creatively choreographed by Key Stage 4 and 5 students: Anya Scholer, Bahar Kayani, Emily Pitfield, Salena Ali, Freya Dawson, Jaya Scholer, Edith Crampton, Georgia-Lee Rowledge, Lily Rushton, Saima Parkar, Sanjana Devalla, Damia Bahri, Rutalee Buch, Nithila Balachander, Anshika Manu and Harshitha Ramesh. There was a vast array of dancing styles to enjoy, from Ballet to Rock and Roll, Indian Classical to Lyrical, and Modern to Bollywood - something for everyone to enjoy! One Saturday, there was a rehearsal where all the dancers got up on stage for the first time since 2019 and got their first taste of performing in front of an audience. They rose to the challenge admirably. One dancer said that she found it nerve-wracking but the experience was amazing, and then went on to say that she could not wait to do it all again next year! Miss Orr said, "To do this alongside their academics (and other clubs, hobbies etc) shows a real strength of character from the students; it requires determination, dedication and teamwork, plus it's great fun along the way!"

On the night of the show, the hall filled with audience members. The show opened with a montage of photos and videos, showing the audience the journey we've been on since 2019, including pictures of the school closure, virtual learning, Covid19 restrictions, coming back with masks on, and rehearsal photos, showing how we're finally back to dancing without masks on. The first number (a Charleston routine) then opened the show, and the amazing standard of dancing continued throughout, dancing through the decades from 1920s to 2020s. Everyone enjoyed themselves and had lots of fun - all the hard work paid off! There was a short twenty-minute interval, where Safi coffee was served by Mrs Ryan and her team, helping raise money for children in Uganda to go to school. Refreshments were served by the Association of Friends of the School. The money from the ticket sales will go to the Crisis Charity, helping people experiencing homelessness, which is particularly challenging during these cold winter months and in the present cost of living crisis. In total, the amount raised was an amazing **£757.50!**



A huge thank you to the amazing Dance Committee - Jaya Scholer, Edith Crampton, Georgia-Lee Rowledge and Damia Bahri, and to Miss Orr, for all organising the whole show from start to finish. Thanks to all the students and staff behind the scenes who made everything run smoothly; to Ms Bayliss for her help back-stage; to Swetha Prabakaran for tech help including photos and the film footage (watch out for a screening in the New Year!); to Haaniah Sultan for all of her tech knowledge and for playing the music on the night; and to the Drama Department for the spectacular new lights! Thank you also to everyone who supported us, and well done to all dancers and the tech team who made it a real success. We can't wait to see more again next year!





## ***Lunchtime Musical Showcases***

*by Mrs Marshall*

In order to celebrate the musical talent and diversity we have at this school, I decided to put on a Musical Showcase this term. I was inundated with people wanting to perform so we ended up using two lunchtimes instead of one! These were events for the pupils, by the pupils. We were entertained by a range of musical styles and genres performed by students from across the whole age range of the school. Massive congratulations to all of the performers and a big thank you to the tech team who made these events possible. Keep your eyes and ears open in the new year for details of the next one!



# ***Ovid for All Competition***

*by Dr Kerr*

Our Year 9 Latinists have been working hard this term making creative responses to various stories from mythology, as part of a national competition organised by the charity Classics for All. The competition, Ovid for All, tasks students with reinterpreting one of the mythological stories from Greece and Rome as told by the Roman poet Ovid in his epic poem the Metamorphoses. We spent some time in the autumn term studying these myths in our Latin lessons, and then students went away to make their creative interpretations, and we were absolutely astounded by their creativity, effort and talent! There was an incredible variety of different media in which students made their creations: students wrote short stories, haiku, made storyboards, painted pictures, drew beautiful pencil sketches, made models, baked cakes and even an apple crumble. We had one set of Icarus' wings made from feathers, and a fully articulated set on a harness which open out when you move your arms. We had a vase made of clay and decorated to look like an Athenian black-figure amphora, we had retellings of myths from a different point of view, and we had modern rewritings of the stories that were now being set in the 21st century. It was very very difficult for us to choose only three to send on to the Ovid for All competition - we wish we could send all of them off to the final, but apparently we have to give other schools a chance!

Last year was the first time that the competition had been open to schools in the West Midlands, and Camp Hill Girls was honoured to have been asked to take part in the inaugural competition: especially as two of our three finalists ended up winning the 2021-2022 competition, and our third came highly commended! The 2021-2022 final was held last term (having been delayed due to Covid restrictions) at the University of Birmingham's new Exchange building on Centenary Square. Our finalists from last year were all invited with their families, and we were all delighted that there were enough tiny cakes for two each! Dr Elena Theodorakopoulos, Senior Lecturer in Classics at the University of Birmingham, hosted the event, and there were 8 schools represented from across the West Midlands. Classics for All had commissioned a new dramatic monologue by the Birmingham based playwright Matthew Gabrielli retelling the myth of Pandora, and this received its premiere at the final, performed by Charis McRoberts.



*Charis McRoberts as Pandora*



*Finalists from all the schools listen to the speaker*

---

If you need support over the holiday period, please click [here](#) for a directory of foodbanks, housing, financial and domestic support.









**Hall Green**  
Communities

We have incredibly high hopes for our current set of finalists, whose names were announced at a celebration assembly in the final week of term. We want to commend all the students in Year 9 who took part in the school heat, and we wish our finalists all the best in the Ovid for All final which will take place in 2023:

- Sophia Pringle-Luo and Ayla Beso for their concept and artwork. We loved the way that half of the drawing is Narcissus, and the other half is a mirror in the shape of his face; in the reflection of the mirror, there are some narcissus flowers and if you look closely, they connect with the other half of his face and finish off his facial features.
- Mishti Shah - we really liked the saturated colour scheme, which gives a slightly ominous feel, and the use of 3D really makes Icarus' fall apparent.
- Claudia Melvin for her sonnets to Narcissus from different characters. We loved the language used in the sonnets, and the different perspectives felt very evocative of another of Ovid's poems, the Heroides, in which women from myth write letters to the hero in their story.



## Current House Points

	House	Current Total
	Stratford	675
	Cartland	650
	Priory	591
	Lichfield	580
	Meriden	550
	Warwick	500

Totals correct as of 12/12/2022



# Book Clubs!

by Mrs McDermott

Never let it be said that in the English Department, we don't love a good Book Club! Here are four book club loyalists, writing about their experiences of four very different book clubs on offer in English. Thanks to Tasnime, Lucie, Palak and Anna for their contributions, to all book club members who offer their brilliant responses to the books we read, and to all the teachers in the English department who give up their time to offer these opportunities.

## Two Cities Book Award

by Anna Faux, Year 9



On Wednesday 7th December a group of eight students from Year 9 went on a trip to the Two Cities Book Awards. In the lead up to the event we took it upon ourselves to read the four books that have been nominated.

The first book I read and the best in my opinion was 'Never Forget You'. This historical novel, based on a true story, written by Jamila Gavin tells the story of four friends who have backgrounds across the globe and all are attending a boarding school in England when the Second World War breaks out. The friends are then scattered and some may never see each other again as their individual stories unfold. It is a really thought provoking read that captures the horror of the Second World War perfectly.

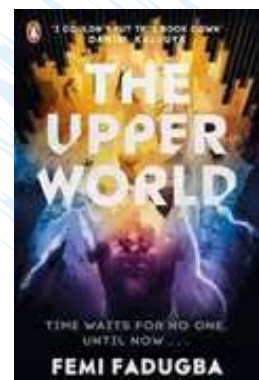
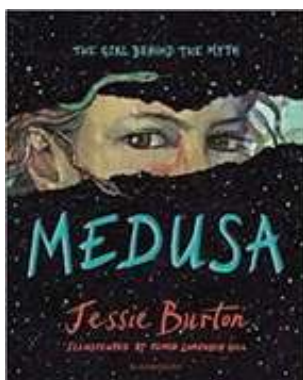
The second book was 'Medusa' by Jessie Burton. This retelling of the Greek myth tells the story from the unique perspective of Medusa herself. The book comes to a climax full of heartbreak and the beautiful illustrations throughout the novel really bring the story to life.

Next I read 'The Upper World' by Femi Fadugba. This is a sci-fi novel that has an interesting plot combining the struggles of a teenager from London who is caught in the middle of a crime gang rivalry, a boy who can see glimpses of the future in a mysterious place called the upper world and a girl who is being tutored in physics fifteen years later. The plot flows fluidly through time and space, literally, and the physics is so absorbing that you begin to question whether the story is actually fiction or not.

My final read was 'Unraveller' by Frances Hardinge. The book is a fantasy novel that is set in an entirely fictional world called Raddith where those filled with hatred can curse their enemies. Two friends Kellen and Nettle know how to unravel curses and soon embark on a journey filled with mysterious characters and secret spies from inside the secretive government of Raddith itself.

We were all very excited for the day. The event was at KES and we enjoyed having a look around. Firstly, we bought our books and went to get them signed by the, soon to be award winning, author of 'Never Forget You', Jamila Gavin. After an introduction by the headmaster of KES we heard a speech from Jamila Gavin, an online speech from Femi Fadugba, a speech from the BBC Young Reporter of the Year, a poetry reading from the Birmingham Young Poet Laureate and finally, two video messages from Frances Hardinge and Jessie Burton.

It was a great experience and we all enjoyed it a lot.





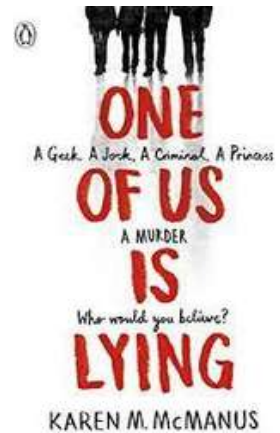
# National Teen Book Club

by Lucie Tullett, Year 9

At National Teen Book Club, we read the novel and then convene every Wednesday afternoon to discuss the questions put forward on the video call we join. We have in-depth discussions and then type our answers into the chat, where they are sometimes read out to the rest of the call so we can listen to the opinions of readers across the UK. We've had many interesting discussions about character development, writers' techniques and our own individual opinions of the novel.

We have just finished *One of Us Is Lying* by Karen M. McManus and we were lucky enough to have her come on the call and talk to us about the process of writing, and what we should expect from future novels. We have a speaker every week to tell us about their career journey and life story. Recently, we have had Calum Jacobs who is the writer of a magazine about diversity within football and Zia Chaudhary, a barrister and author of 'Just Your Average Muslim'. Each has an interesting story to tell, and great books to recommend; we then have the opportunity to ask the speaker our own questions and so far our questions have been answered!

In January, we are going to start reading *Skin of the Sea* by Natasha Bowen, which will be exciting!



## Ten Minute Book Club

by Palak Dhole, Year 12

The Ten Minute Book Club, a predominantly student-led KS5 book club, happens every Monday lunchtime. A student reads through a short extract from a selection of critical pieces, with key, thought-provoking questions in mind. As we snack on some biscuits (courtesy of Mrs McDermott), we discuss the questions, themes and connotations of motifs or symbols in the extract.

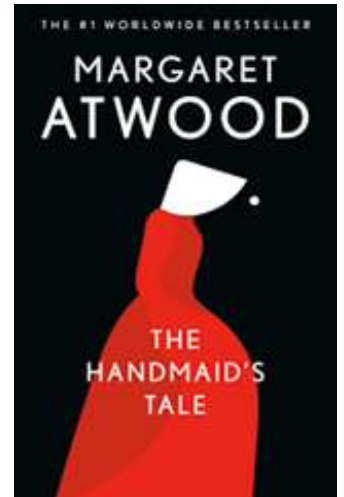
As it is student-led, we have more responsibility and have to be more proactive. The added responsibility and autonomy with our work is something more common at A Level in general. The book club itself is quite dynamic due to the limited time allocated to it and the change in extract every week but it is interesting to explore various complex issues without having to commit too much to it. The fast-paced nature of the book club makes it more stimulating as there is only a short amount of time for us to make a judgement and express our views. Crucially, it is beneficial for UCAS applications as it allows students to connect more with the subject and counts as a supercurricular activity.

# **KS5 BOOK CLUB: *The Handmaid's Tale* by Margaret Atwood**

*by Tasnime Boujamaa, Year 12*

What could be better than winning the lottery? I too had the same question until the first session of the KS5 book club with the wonderful Ms Staples, as we delved into the brilliant dystopian novel by Margaret Atwood, where living life on the edge is more than just a rebellious statement. After settling in with our popcorn and flapjacks we commenced our riveting discussion on what makes 'The Handmaid's Tale' a haunting piece of literature to this day.

Whether it be the writing style, engaging plot or prevailing themes that first draw us into the novel, it is the names of the characters that leave a lasting impression when we finally close the book. We noted the use of names and labels as a key device that Atwood employs to further illustrate an unpredictable world where even our sense of identity is skewed as our name introduces nothing more than our role in society. Notably, we picked out the main character 'Offred' whose flashbacks of her previous life contrast her bleak reality of being the Commander's possession as she is now 'of Fred'. Our book club members deduced her real name as 'June' through the whispers of trainee Handmaids in their beds at night, which is also the name that was adopted for the TV series.



Whilst most of us hadn't watched the series based on 'The Handmaid's Tale' we agreed that its depiction of costumes was quite accurate as a key form of characterization in the novel. We explored the symbolism of colours with red being a symbol of passion and the female anatomy as women's role in society had been reduced to their reproductive abilities. In addition, we touched on the significance of uniforms from a historic as well as a modern perspective. Though uniforms tend to have a net benefit in presenting equality and a sense of belonging, we remarked on the subversion of expectations associated with the traditional definition. Atwood makes a statement using uniform attire to convey the suppressive nature of the regime which establishes a suffocated feeling throughout the novel. The author doesn't shy away from contentious issues, despite delaying writing the novel for three years because she 'felt it was too crazy'.

We might like to think of the novel as a piece of critical dystopia yet Atwood always corrects her readership into treating it instead as speculative fiction: her work is purposefully based on true events. Taking the author's advice proved useful as we started to link current events with the fictitious plot. Suddenly, this was no longer a piece of fiction in our eyes, but an accurate analysis of the institutionalised sexism in today's society. Our talk led us to the overturning of Roe vs Wade in America as well as the protests in Iran, providing us with an objective lens to view contemporary issues.



When our popcorn had run out and the bell rang, we realised with heavy hearts that our productive discussion had come to a close and immediately started planning our next selection of reads (which quickly filled up the page!). If you missed out on attending, you should give ordinary things like surveillance another thought, or question how you would feel if you were forced to wear a particular colour for the rest of your life. As Margaret Atwood famously reminded us, "anything could happen anywhere, given the circumstances..."

# **Fundraising and supporting charities**

*by Mrs Royall*

Both staff and students have been busy again this half term to help others in our local community and the wider world.



## **House Charity Collection**

The term concluded with the annual House Charity Collection competition, asking students who can afford to give as well as looking forward to receiving at Christmas. This year students brought in items such as non-perishable food, toiletries and colouring books to be donated to Birmingham and Solihull Women's Aid. A copper collection also took place with all of the proceeds going to a LGBTQ+ charity in Birmingham.

## **Reverse Advent Calendar**

Mrs Simmonite was inspired by a post on facebook to run a Reverse Advent Calendar initiative. For each day from 1st to 24th December, an item to donate was chosen, for example on 1st December it was tinned meat or fish. Between us as a staff we quickly filled two big Santa sacks, passed the contents on and then filled them again! We are proud to have completed more than three advent calendars. Mrs Palmer, who worked as a Maths teacher here until 2017, volunteers with a Foodbank in Kings Heath was delighted to accept our donations. She said, "These donations really make a difference. The people who use the foodbank say they don't know how they would manage without it."



## **World Cup Sweepstake**



A World Cup Sweepstake means that £85 has been sent to St Mary's Hospice. Staff gave £5 to pick a team out of a hat, hoping to draw either the 2022 World Cup champions (winning £50) or runners up (winning £20). Those who picked the third place team and the worst team got their money back with all of the rest of the money being sent to St Mary's Hospice. The "wooden spoon" consolation prize has been awarded and four members of staff start the Christmas holidays wondering who will win the cash and who will miss out!

## **Poppy Appeal 2022**

*by Dr Dewes*

For many years, the school has sold poppies prior to Remembrance Sunday. The money raised goes to the Royal British Legion which provides lifelong support to the Armed Forces community including serving service personnel, veterans, and their families.

Students did a superb job in helping to sell metal poppies and other items including wrist bands and key rings. I am proud to say that the school raised £330 for the Royal British Legion. Thank you to all staff and students who contributed.

A special thanks goes to the school's office staff who helped with organisation, all students who helped to sell items and to Nikita Nawghare, Sahana Pabathi and Eeshita Reddi in Year 10 who helped to count the money!





# ***Another successful year training teachers at King Edward's Consortium***

*by Annie Gouldsworthy, Director of Initial Teacher Training, King Edward's Consortium*



As 2022 draws to a close, we have reflected on another year training teachers here at KEC. July saw the graduation of a fine cohort of teachers of the highest calibre, with all of them moving on to teaching positions in September and thus maintaining our longstanding record of 100% employment. Many moved on to schools in Birmingham and the surrounding area.

This week saw our current trainees attending their last Professional Studies session of the term: they have without exception come a long way in their understanding and application of cognitive science in the classroom since they attended induction in July. We are very proud of them and their achievements as they contemplate a well-deserved break over Christmas time and their forthcoming second placements in January.

This term has been a whirlwind for our trainee teachers, who have immersed themselves in life at their schools, returning here to the Camp Hill site each Tuesday for focused learning on (among other things) behaviour; child development; cognition, explaining and modelling; working with parents and carers; lesson planning; Special Educational Needs and Disabilities; job applications and interviews; addressing disadvantage; developing literacy; supporting bilingual students and fostering diversity. In addition, they have attended subject development events and spent a day in a Special School so that they can begin to appreciate the vast depth and breadth of the education landscape. Alongside developing their classroom practice plus researching and submitting two very demanding academic assignments, it is not at all surprising that they are ready for the winter break!

We love our work here at KEC and are honoured to play a role in bringing the best teachers to a wonderful profession that is vital to a nation's economic and social success. This is not a privilege that we take lightly.

We are now recruiting for teacher training beginning in September 2023 and welcome applications from undergraduates graduating in 2023 and from career changers. Do take a look at our website for details of school experience events and to find a link to apply for teacher training: [www.teachkec.org.uk](http://www.teachkec.org.uk), or give Ruth Penn a call on 0121 441 6680 ([r.penn@teachkec.org.uk](mailto:r.penn@teachkec.org.uk)).



# Careers @ Camp Hill Girls

by Dr Rose, Assistant Headteacher (Careers Lead)

I frequently receive emails from organisations offering virtual Work Experience and will pass these on to students as appropriate. We also have students arranging their own holiday placements to supplement the times that we allow students to organise other placements in term time, at the end of Years 11 and 12. This edition of the Chronicle aims to highlight some of the opportunities that students have participated in this year to date.



If any parents are able to offer placements or any careers related talks to our students - I would love to hear from you!



## Shadowing in a high street law firm

by Kavya Maganty, Year 10

During the half-term break, I shadowed staff in a conveyancing, wills and probates high street law firm. This proved to be much more challenging than I originally thought. I assumed that shadowing would be sitting in the corner of a room with a notepad watching a solicitor do their paperwork. I couldn't have been more wrong. In fact, most of my time was spent on my feet, organising files and making phone calls!

On the first day, I shadowed a conveyancing (transfer of property) solicitor where I learnt about trusts and their benefits. Trusts are a sum of money, investments, or other financial assets (such as property) that are grouped together. Trusts are usually used to avoid tax or when a person is incapable of handling the assets for example due to dementia or being too young. Trusts are managed by appointed trustees; they maintain the trust and are responsible for day-to-day diligence on it. When a person dies the trust will go to their beneficiaries. Beneficiaries are people who will profit from the trust, such as individuals and charities. Inheritance tax is high, with any assets over £325,000 taxed at 40% (unless the estate is being passed to a spouse, civil partner, or charity). This means if a parent wanted to give their child their house valued at £400,000, the child would have to give up 40% of the house. Trusts are normally used to avoid this as they are not subject to inheritance tax. If the house was put in a trust the tax would be much less.

On the second day, there was a yearly training on the prevention of money laundering. A fairly common way for money launderers to clean their "dirty" money is to go through law firms. There are many ways this can be done, such as overpaying then asking for the overpaid money back. Once there is a legitimate transaction the money becomes clean and can be used. There are many ways law firms try and prevent money laundering, including asking for ID, enhanced security checks, and asking lots of questions. They discussed the previous cases the firm had dealt with, how they were handled and what improvements could be made. I found it all very interesting and it taught me a lot about the security issues that firms deal with.

One of the main tasks I was given was filing probate cases. Probate is how someone's estate is dealt with once they die. Although filing sounds boring, it was really fascinating reading all the legal documents. Most cases take up two lever arch binders, so it was quite the task having to go through all the documents and file papers suitably. Every email and phone conversation has to be printed and filed correctly to leave a paper trail so the firm can protect themselves if they are accused of anything. Although reading through those documents was time-consuming, I learnt a significant amount about pension funds and accounts.

The least favourite aspect of my work experience was chasing up different probate cases. This involved waiting on hold for two hours to get in contact with the Probate Registry Office, then waiting another hour on hold for HMRC to chase up a document the Probate Registry needed, only to find out that HMRC had sent it and the Probate Registry had made an error, which they then needed to be called and told about! It became abundantly clear that the current economic crisis had taken its toll on all government departments. The Probate Registry and HMRC are completely understaffed and swamped in work leading to months of delay in handing out deceased people's assets.

Shadowing has given me a lot of insight into legal careers, and I highly suggest it to everyone. You can get work experience through emailing firms or messaging them through LinkedIn. It really is an invaluable experience which helps you decide if you want to go into that career.

# **GSK Work Experience**

*by Nikita Nawghare, Iyla-Rose Hussain, Emily Sharma and Viktorija Karklina, Year 10*

During half-term, we participated in a Virtual Work Experience with the large multinational pharmaceutical/food company GSK.

Day One consisted of two google meetings and two independent sessions as well as a couple of drop-in sessions for any questions. In the independent sessions, we learnt about the process of phagocytosis (the process of white blood cells engulfing any unwanted pathogens in the body) and gained an insight into how GSK analyses this process in their workplace. In the live meetings, we were told about what the next four days would look like, introduced to the platform in which all our work was completed and found out about apprenticeships. We learnt about how we can get an apprenticeship at GSK which would help with the process of getting a job as GSK is an employer with world wide recognition. This day was very important as it supported our career planning.

Day Two consisted of two independent study sessions, Q&A sessions, and an introduction to the Barnard Castle site in Durham. A session on the importance of statistics, and how statisticians help companies to process data, in order to develop solutions to healthcare challenges included the opportunity to analyse data from a graph, and calculate the mean, mode, range and median of a set of data ourselves! The second module taught us about the importance of clinical trials and pharmacovigilance (the science of collecting, managing and analysing information on the safety of medicines). We were particularly interested to learn about the drug Thalidomide; the issues with this drug led to the introduction of pharmacovigilance.

During Day Three we learnt about the Engineering and Manufacturing module, and the Sustainable Engineering module. This taught us various topics including separation techniques, static charge, protection against harm from energy sources and helped us gain insight into tablet manufacturing. It was particularly interesting to learn about yield and its importance in determining performance; we also found the section about the film-coating of tablets to be a fascinating procedure.

On the final day, the main study session was the Marketing module, in which we learnt about the '4 P's' of marketing (Product, Place, Price and Promotion). After lunch, we all attended the live graduation session, in which we were given the opportunity to present our learning throughout the week, as well as share how we might use our work experience going forward. Once the graduation session ended, we gained access to our certificates, bringing our GSK work experience to a close.

Overall, it was a great experience and a brilliant way to learn about a range of careers and gain key skills to support your university applications. We hope this has inspired you to do the work experience, if the opportunity arises again.





*by Ishita Mahesh, Year 10*

Gaining work experience is vital for the pursuit of any career. Whether it be aerospace engineering or dramatic arts, an insight into jobs that interest you will certainly enrich your knowledge and broaden your horizons. Although employment may seem a distant thought to many of us, work experience helps you gain the skills and qualifications to apply to real-life scenarios in the future.

Virtual work experience was a foreign idea to me, but I soon found out it had many exciting possibilities to offer. Springpod is a careers platform which presents many such opportunities, including online courses, webinars and apprenticeships ranging across a wide spectrum of subjects. Virtual courses have been proven to increase the productivity and information retention capabilities of individuals, and a popular feature is that it can be completed from the comfort of your own home.

A particular aspect of Springpod which I appreciated was that the courses were delivered professionally, and in a way that was easy to follow. Most courses are divided into manageable modules, with activities, quizzes and webinars scattered throughout which can be completed at your preferred pace. Springpod also enables you to create an online profile which universities may view, and I found that this system resembled realistic work environments.

The creators of Springpod have designed the platform in such a way that students are introduced to the world of work experience as the enriching and enjoyable activity it truly is - rather than misconception of it solely being endless deadlines and tedious tasks.

Having a keen interest in STEM, I was recommended for an acoustics work experience course. This was a programme that informed me about the ties between acoustics and the environment, healthcare, architecture, and innovation. For example, I learnt how submarines emulate sea animals by using sonar to navigate through the vast seas and locate enemy ships, how the architectural design of a building affects the sound transfer through it, and how sound waves are converted into vibrations to be digitised into binary for electrical devices to read.

The area of acoustics I found most interesting in the course was its application in healthcare. Pioneering scientists have created 'bubbles' filled with medicine to be injected into patients' bloodstreams; this bubble travels to the specific part of the body where it is needed, and ultrasound is then used to make the bubble vibrate, break, and therefore release the drug. This ground-breaking research can lead to fewer side effects of certain medicines, advancing the capabilities of healthcare as we know it today and saving lives.

Before embarking on the course, I was unaware of the uses of acoustics beyond media, but now I know much more about the field and am grateful for the experience.



# ***Visit from Catherine and Claire at The Heath Bookshop***

*By Lucie Tullett, Year 9*

The owners of the Heath Bookshop came into school to be interviewed by Mrs Royall in assembly on 15th and 18th November. The extremely accomplished owners are Catherine and Claire and they told us all about the Heath Bookshop and their journey so far. Catherine was previously a behavioural therapist after initially wanting to be a speech and language therapist. She told us that she had enjoyed it but was looking for something a bit different, and, having always dreamed of owning her own bookshop, decided to pursue that. Claire is a professional French horn player; she told us about playing performances as part of an orchestra, but likewise, she too had always fancied the idea of owning a bookshop.

They both took an online course about running a bookshop and after realising that they lived five minutes apart, decided to join each other in this venture, opening the bookshop in September. And we're so glad they did...the Heath Bookshop can be located just off Kings Heath High Street, and they also serve tea and coffee as you browse for your book!

Catherine and Claire said that one of the best parts of owning the bookshop was chatting to the customers and recommending books that they had read themselves. The more sociable side of running the bookshop was new and exciting for them; they are also learning how much goes on behind the scenes. So much vital work happens beyond what the customer sees: contacting firms and ordering from publishers, to name just two. Making sure that the best variety of books are on the shelves takes a lot of work but they seem to be taking it all in their stride, and I cannot wait to visit the Heath Bookshop.



---

## ***School Annual Fund: Thank you!***

*from Sarah Harnett (Alumnae and Fundraising)*

We want to say a huge thank you to everyone who has donated towards our school fund this year. We really appreciate your support of the school's extracurricular activities, and every donation helps us secure and develop our enrichment offer, so that all students will be able to access the broadest range of experiences outside the classroom, now and in the future.

Thank you for helping us do this.

THANK  
YOU





# BAKE SALE



On Friday 9th December, our Year 9 Enterprise Group hosted a Camp Hill winter wonderland themed bake sale and competition, supporting the Zena Brand charity. The Zena Brand provides and assists in the provision of education, training and the necessary support designed to enable individuals to generate a sustainable income and be self-sufficient.

On behalf of the Enterprise Group, we would like to say a HUGE thank you to everyone that baked and bought cakes.

I would also like to congratulate the following year 9 students: Aashvi, Jiya, Rahaf, Herdina, Yin, Nejah, Mikayla and Daviena, for their dedication to organising this fundraiser.

## WINNER – MIXED BERRY PAVLOVA

Congratulations to our winner Mya (Year 8). Mya's festive pavlova was beautifully decorated, professionally presented and absolutely delicious.

*by Ms Aubury, Subject Teacher of Art and Steam*







## ***Staff Pantomime***

*by Mrs Tromans, Assistant Headteacher*

Thursday morning saw one of the most eagerly anticipated festive traditions of Camp Hill - the staff pantomime. Miss Orr was the beautiful and long-suffering Cinderella, starring opposite a dashing Mr Hardy as Prince Charming desperately seeking his princess. A few amendments to the traditional plot saw Cinderella and her ugly sisters, Britney and Whitney, trying on not a glass slipper... but Adidas trainers from Sports Direct. And the dancing at the palace ball was the Macarena rather than a waltz.

There were so many highlights, it's impossible to mention them all but Mr Hamblett's fashion sense was definitely one! And Mrs Kinnaird is definitely the fairy godmother/brother everyone wishes they had. With opportunities for whole school singing and plenty to laugh at, everyone had a great time.

Thanks to Mr Franks for masterminding the script writing and rehearsals, Mrs Marshall and Mr Frost for their musical accompaniment, and to all staff who were involved. Well done, everyone!



## *Dates for Your Diary*



**Back to school**  
*Week A*



**Years 12 & 13**  
**Drama Workshop**



**Year 12**  
**January Assessments**  
**begin**



**Year 11**  
**Smethwick**  
**Gurdwara Trip**



**Psychology trip to**  
**Freud Museum in**  
**London**  
***TBC***



**KS3 flu vaccinations**  
**Year 9 HPV vaccinations**



**Year 11**  
**Progress Evening**



# Dates for Your Diary



**Year 11**  
**A level Options Deadline**



**Year 13**  
**RS Conference**



**Year 11**  
**Drama Theatre Trip**



**Year 13**  
**Progress Evening**



**Year 7**  
**St Martin's Church Trip**



**Songs from the Shows**  
**Rehearsals**



**Year 9 vaccinations**  
**Year 11 History Trip**



**Songs from the Shows**



**Years 11-13 Spanish**  
**Salamanca Home Stay**



**Half Term**



**Staff Training Day 4**



**Back to school**  
**Week B**