



Headteacher's Comment:

"Chase High School stole the show", was the comment a fellow headteacher said to me after watching our students perform at the Jack Petchey Awards. It is moments like this that remind me why we come to work every day, to support and encourage and enable young people to flourish. Students at Chase High School are warm and welcoming, they strive for excellence and they do this in every lesson, not just in performances on stage.

#ProudtobeChase



Jack Petchey Awards:

This week a group of Chase students represented the school at the regional Jack Petchey Awards Evening at the Palace Theatre. At the event, our students received their Jack Petchey Award and were given a medallion and certificates from The City of Southend's Mayor. Our Elite Performing Arts students stole the show as they performed as the closing act of the night. A huge well done to you all!



Athletics Championships:

Congratulations to Dexter in Year 7, who competed in the 800m on Saturday at the County Athletics Championships in Chelmsford. He ran superbly to finish in second place for his age group and first place in his year group! Well done!



Culture Week:

We are excited to announce this year's 'Culture Week' will be taking place from Monday 1 July 2024 to Friday 5 July 2024. The week aims to celebrate diversity, enhance cultural awareness, and foster unity within our school community. Throughout the week, students will engage in diverse cultural activities, designed to explore traditions, languages, and customs from around the world. We encourage your child's active participation which can be done by asking their tutor to add their names to the central spreadsheet. Please feel free to get in touch, should you have any questions or queries via the following email abi.keshiro@chasehigh.org





Work Experience:

Well done to all our Year 10 students on work experience this week - the feedback from employers has been very positive! Students should expect a visit or a telephone check-in during the coming week, if you have not received one to date.



Educere Podcast:

Listen to the latest Educere podcast to hear P16 student Jemimah and Mr McDonnell, Head of History, discuss a range of tips and techniques for how to be successful in GCSE History.

Available now on Spotify. Click the following link to listen!



<https://podcasters.spotify.com/pod/show/educere7/episodes/Preparing-for-the-GCSE-History-exams-2024-e2jid5h>



Word of the Week:

The word of the week from Monday 20 May 2024 is **Review**; Survey information, methods, outcomes, conclusions, after the event, deciding what was effective or not.

Review

Survey information, methods, outcomes, conclusions, after the event, deciding what was effective or not.

LORIC COMMUNICATION



House points totals for this week



676



610



738



650



Dates for your Diary:

20.05.24 -24.05.24 Year 10 Work Experience Continues

21.05.24 – 24.05.24 Celebration Assemblies

23.05.24-24.05.24 Year 8 HPV Immunisations

27.05.24 – 31.05.24 Half Term

03.05.24 Back to School on Week 2 Timetable.



DISCOVERY
EDUCATIONAL TRUST

Chief Executive Officer: Mr R Duff


Chase High School is proud to be part of the Discovery Educational Trust




CAREERS NEWSLETTER

This newsletter is a collation of all the opportunities we have heard about from employers and universities. Please use the links included to read more information and apply to anything you are interested in. Links are underlined.


OPPORTUNITIES




12th-19th May is National Doughnut Week. Yes, that's right. Doughnuts have their own week... And it's for good reason. Businesses including bakers, coffee shops, and offices take part and sell lots of delicious doughnuts to raise funds for The Children's Trust. So far, £588,344 has been raised.




This week, we're thinking about how many different job roles go into the creation, advertising, sale and charity fundraising of a doughnut to raise money.




The first job role to think about are Bakers. One important thing you need to know about this role is that they work really early mornings to bake their goods to sell for the day. You can expect to earn around £26,000 and work around 40 hours per week.



Baking not really your thing? That's ok! Let's consider the bakery owner who decides to sign up for National Doughnut Week. They may own their business as a Franchise Owner or a Managing Director. They have a lot of responsibility, work long hours and can risk not earning any money if their business doesn't do well. However, if it does do well, they can make LOTS of money! An example of a business owner that has done well is Gym Shark.



In order for the business to do well, the owner will need to invest in marketing. Marketing managers plan how to promote products, services or brands and oversee all marketing activity. You can earn up to £65,000 and work 37 hours per week.



Lastly, the bakery that has signed up to be part of National Doughnut Week would be speaking to a Charity Fundraiser to arrange all the details. Charity fundraisers organise events and activities to encourage people to donate to causes and organisations.

If you have any questions or need support, please email Edel.Donlon@chasehigh.org

JOB OF THE WEEK



This week's video focuses on the job role of an Yacht Deckhand.

They execute any task their senior gives them, in a timely and precise manner. Daily tasks vary and can include wash-downs, polishing, varnishing, teak cleaning, sanding, painting, and general maintenance of the yacht. Watch the video to learn more.

LABOUR MARKET INFORMATION FACT

The snack and bakery industry is huge. Nestlé S.A. had sales of approximately £82.8 billion in 2023, making them the leading snack and bakery product company in the world by a comfortable margin. By comparison, PepsiCo stood in second place that year, with sales of about £67.4 billion.

[Source](#)

CAREERS NEWSLETTER

OPPORTUNITIES



Game Plan have a vast library of growing industry-recognised certified courses. Gain the sufficient employability and soft skills employers are looking for in the workplace, such as communication, leadership and assertiveness giving you a competitive advantage.

“Are you wondering - what are my options after Year 11? You're not alone! In this video CXK's Chris covers post 16 options after GCSE / year 11, and helps you navigate the exciting array of choices available to shape your educational journey. From A-levels to apprenticeships, BTECs to vocational courses, and even 6th Form School and 6th Form College, we've got you covered with insights into each path. We'll delve into Vocational Courses, Subject Qualifications, and explore the world of Apprenticeships. You'll also get a closer look at College, T-Levels, Work Based Training, Study Programmes, and the value of Volunteering.”

On selected Mondays from now until August 2024, Southampton Solent University are hosting bookable one hour Microsoft Teams presentations at 5.30pm, as part of their 'Get ready to...' virtual webinars. You can see the full schedule and register here.

This online taster session takes place virtually on 23rd May and will give you an insight into what it's like to study General Engineering at university. You'll have the chance to hear from one of our academics, participate in a taster lecture and engage with current undergraduates.

In Year 13? Wondering how to prep for results day? Find out how to prepare for receiving your results. In this online session, you will cover what happens when you get your Level 3 qualifications; information on how to ensure that universities have all of your information, top tips for if you have changed your mind, overachieved or not got the results you were hoping for, before giving you the chance to ask any questions.

EMPLOYER SPOTLIGHT

“At British Airways, we believe that anyone can bring new and original ideas to the table – no matter what their age. It doesn't matter what your background is. If you're inspired to help shape the future of air travel and you're ambitious to learn, then we're ready to help you spread your wings.”

You can read more about their careers here.

UNI SPOTLIGHT

“Swansea University has been producing world class research since 1920. We have a long history of working with business and industry but today our research has a much wider impact, reaching across the health, wealth, culture, and well-being of a global society.”

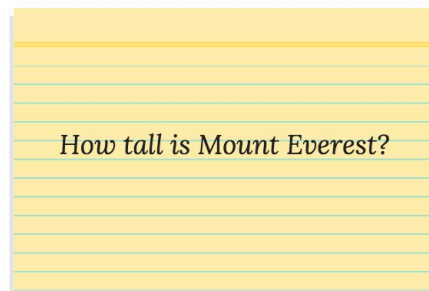
You can read more about Swansea University's courses here.

If you have any questions or need support, please email Edel.Donlon@chasehigh.org

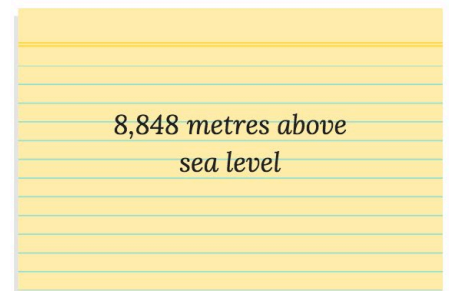


Maximise Your Revision #1 Flashcards

Flashcards are sets of small, double-sided cards used to learn and revise details, keywords and vocabulary. They are useful for learning the relationship between two pieces of information You



FRONT



BACK

write a question or key term on the front and then the answer or definition on the back.

One idea, one flashcard

Your goal isn't to fill your flashcards with points to make the most of the space. The most effective flashcards include one question followed by one answer (or one term followed by one definition). You will end up with more flashcards this way but your learning will be a lot more effective.

Use spaced learning to memorise your flashcards

Flashcards are simple to create and quick and convenient for testing yourself. There will be some concepts you struggle to learn and remember, but others you might become confident with quickly. This is where spaced learning comes in:

A simple way of implementing this tip is to sort your flashcards as you revise with them.



After you answer a flashcard, put it into one of three piles:

- I have no clue about this
- I'm not too sure about this
- I really know this

The 'no clue' pile should be tested soonest. As you retest your knowledge, your flashcards should change piles until (hopefully) all of them are in the 'I really know this' pile.



want to know more

<https://chloeburroughs.com/flashcards/>

Tips for parent/guardian – instead of how's your revision going? Try these questions

Can I test you with your flashcards?

How many flashcards are in your 'I really know this pile'?

What Parents & Educators Need to Know about SCHOOL AVOIDANCE

Emotionally Based School Avoidance is a term used to refer to reduced attendance or non-attendance at school by a child or young person. It's often rooted in emotional, mental health or wellbeing issues. The rate of children who miss school more than 10% of the time in England has more than doubled since before the pandemic: rising from 10.9% in 2018-19, to 22.3% in 2022-23.

UNDERSTANDING SCHOOL AVOIDANCE

REASONS FOR ABSENCE

School avoidance is sometimes underpinned by several factors rather than one single cause. This could include something going on for the child or young person within the family or at school. A child may have caring responsibilities at home, for instance, or a change in family dynamics; bullying and friendship difficulties at school; pressure to achieve in schoolwork and exams; or moving from primary school to secondary school.

PATTERNS OF ABSENCE

You may notice patterns in regular absences or children regularly expressing that they don't want to attend school (particularly being reluctant to leave home on school days). If a child or young person is neurodiverse, there is some evidence to suggest there are more aspects of school life which can cause distress – such as changes in the environment, changes of routine and sensory stimuli.

COMPLAINTS ABOUT PHYSICAL SYMPTOMS

There may be an increase in a child or young person's complaints about physical symptoms, particularly on school days or the evening before school. These could include complaining of a tummy ache, headache, or saying they feel ill when there doesn't appear to be a medical cause. Always check with the GP first to rule out medical causes or illness.

IMPACT OF SCHOOL AVOIDANCE

LEARNING AND DEVELOPMENT

School refusal can negatively impact a young person's learning and development. Attending school on a regular basis not only supports academic attainment but is also important for the development of key life skills and the growth of children and young people as citizens.

LONG-TERM OUTCOMES

The difficulties associated with school non-attendance can be far reaching and may have a negative impact on long-term outcomes. It may, for example, lead to reduced future aspirations, poor emotional regulation, mental health difficulties, limited academic progress and restricted employment opportunities.

CYCLE OF ABSENCE

Consistent absences may contribute to sustained school avoidance over time. Further to this, the longer a pupil is out of education, the more likely it is that there is a rise in their ongoing need to avoid the activity which is making them anxious – increasing their desire to stay at home.

Advice for Parents & Educators

WORK TOGETHER

If there's a concern about a child's absence and emotional wellbeing, it's important that there is clear communication and a consistent approach between the child's parents and the school, so you can take a child-centred approach together towards a plan of support or reintegration. This ensures a consistency of approach from both home and school, creating better outcomes for the child.

MANAGING OVERWHELMING FEELINGS

While there may be times you feel frustrated or angry, try to stay calm; acknowledge the child's worries, listen and discuss a range of coping strategies together to help them face the discomfort and overwhelming feelings. These could include mindfulness, deep breathing or going for a walk and practice the strategies in less overwhelming situations first.

FOLLOW REGULAR ROUTINES

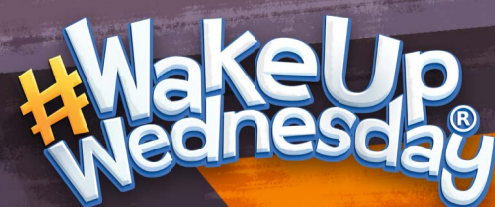
Children can benefit from a regular and consistent routine. This could be a morning routine, from waking up and having breakfast through to getting dressed, packing their bag and leaving the house. A consistent evening routine which is calm and limited time on screens can also give children much needed predictability and familiarity. Schools can help create a timetabled routine for the child's school day, if required.

REDUCE STIMULATING ACTIVITIES AT HOME

If a child is avoiding school, reduce their access to more stimulating activities (such as watching television, playing games and spending time with friends) during school hours, where possible. This reduces the potential for the child having rewarding experiences at home, which could be interpreted as a positive aspect of avoiding school.

Meet Our Expert

With 30 years' experience as a teacher, trainer, consultant and interim executive board member, Anna Bateman has a superb understanding of what works in pedagogy, school improvement and leadership. She has also advised the Department for Education on their mental health green paper.



The National College