



Dear Parents / Carers

This is our penultimate edition of our blog for 22/23.

For our Year 11s and Year 13s, school has finished for the year. Our huge congratulations to them for not only all the incredible hard work that they put into preparing for their examinations but also for how they conducted themselves through the examination season. Both year groups were doing this for the first time with Year 13 having not sat GCSEs two years ago due to the pandemic. Both year groups are now enjoying the start of a long summer break and we wish them a very happy holiday and we'll look forward to seeing them again in August to celebrate their successes.

However despite the public examinations having stopped we are still very busy here at school. Year 12 are this week completing their end of year examinations before they have a week of Work Experience next week and we wish them well for that. Next week we have our Induction Days for our new Year 12s and our new Year 7s and we are looking forward to meeting them. We are also planning for our new Founders Day which will take place on Friday 14th July.

With the warm weather we have relaxed our uniform rules this week and we will likely continue to do so, but can I again ask for parents support in ensuring students attend school correctly dressed. Whilst we are happy that students need not wear blazers and ties to school at the moment, we expect all other uniform to remain the same. No-one should be wearing non-school jumpers or jackets in place of a blazer. If they want a layer they should wear the school jumper or blazer. They also should not be wearing trainers to school and should definitely not be wearing PE kit under their uniform. We know that some of you will soon be buying new uniform for the start of the new academic year and so inside this blog we have information of what items are and are not allowed.

We have had a lot of positive parent feedback this year about our new Classcharts system with many of you saying how much easier it now is to monitor how your child is performing at school. From September we will also be moving homework from Teams onto Classcharts so that you will also be able to monitor your child's completion of homework using the same app. We have started piloting this in some subjects already and I would urge all parents to ensure you are familiar with how to monitor this before September is here.

Finally, I would like to draw your attention to a very slight change in the timings of the school day from September. To bring us in line with government requirements we needed to extend the school day by 5 minutes each day, therefore from September school will end at 3:10 instead of 3:05.

I hope you enjoy reading the blog and I will look forward to providing a final update in two weeks time

Mr L. Preston
Principal

Key Dates -

- Monday 3rd July to Friday 7th July - Year 12 Work Experience
- Monday 3rd July and Tuesday 4th July - Sixth Form Induction Days
- Wednesday 5th July - Strike Day (only Years 7 and 9 in school)
- Thursday 6th July - Year 6 into 7 Induction Day
- Friday 7th July - Strike Day (only Years 8 and 10 in school)
- Friday 14th July - Founders Day
- Thursday 20th July - Last Day of Term 6 (early finish)
- Friday 21st July - Staff Development Day

School Shoes

Many thanks to all parents for your support on our drives this year to improve standards of dress around the school.

As it is the end of the year, and many families are likely to replace worn and poorly fitting items during the summer holidays, please consider what items are appropriate for school.

As we raised last year, some companies have begun marketing black leather trainers as school shoes, which has put families in a difficult position. Simply, we accept black, smart, leather or leather effect shoes, with no visible logos as school shoes. As smartness is a subjective matter, I have attached some guidance below to help in determining purchases of school shoes. However, a determination in any instance will come down to the school's judgement, so it is best for students to err on the side of caution. Two of the popular styles that we are still seeing sometimes in school are Nike Air Forces and Plimsole style trainers, similar to Converse trainers. Both of these are trainers and will be treated as such. (both are also pictured below).

If your child currently does not have appropriate school shoes, please use the upcoming holiday to purchase appropriate footwear for them. If this is an issue, please contact your child's Head of Year to discuss. Please see below a non-exhaustive guide of shoes.



These are all trainers, sports styles, canvas or other fabrics and other colours than black.



These are all appropriate school shoes, they are plain black, leather or leather effect. They are all suitably smart for school.

Futhermore, please do allow me to remind all that socks should be black or dark grey. Again, if this is not currently the case for your child, please ensure you use the upcoming holiday to purchase appropriate socks for them.

Many thanks for your ongoing support in upholding our standards.

Jackets/Coats

Whilst thinking about any new items of clothing that may be needed after the summer, or as we move into further seasons, please can we remind you about our expectations on jackets/coats. These should be dark and plain, without any large logos or patterns.

Jackets/Coats should also be large enough to be worn over a school blazer, as well as a jumper if worn. We are finding students are wearing jackets/coats instead of their blazer, citing fit as the reason. Some students are also choosing to wear jacket/coats over a plain shirt during shirt sleeve dress in the summer. Jackets/coats and jumpers should be removed before blazers and ties if students are hot, not after. This replacing of blazers is resulting in students screwing up their blazers in their bags, causing damage and the need for families to buy replacements. It is also causing some students to forget to bring the correct uniform into school, which is then getting them in trouble.

Please do ensure that jackets/coats are of an appropriate size and remind your children that they should be worn over blazers and not instead of them.

Again, many thanks for your ongoing support in upholding our standards.

Trousers

In a further effort to ensure our students are presenting themselves in the best light, we ask for your support in ensuring that all students are reminded to wear their trousers correctly.

Firstly, students should not be wearing tracksuit bottoms, shorts or other secondary trousers under their school trousers. The wearing of these causes a number of issues for students.

Firstly, it causes the school trousers to be worn improperly, increasing the risk of them being damaged, causing the student to look less than smart and making it harder for their school trousers to stay around the waist.

Secondly, it leaves students vulnerable to being accused of hiding materials within internal pockets during exam conditions and the wider school day. This makes running exams increasingly difficult and could inhibit the ease of a students' success at a difficult time.

Thirdly, it encourages students to remove their trousers at lunchtime to play football, thus increasing the ferocity with which they play (and increasing the chance of injury) and preventing them returning to lessons promptly after lunchtime.

Furthermore, especially during this hot period of the year, student hygiene suffers with the wearing of multiple layers for the whole school day.

For all of these reasons, we are prohibiting the wearing of shorts, tracksuits or other trousers under regular school trousers. Should students continue to choose to do so, then they will face sanctions.

Additionally, we are having to reprimand more students currently for 'sagging' their trousers (wearing the trousers below the waist, thereby exposing what is beneath the trousers). There is no reason for students to wear their trousers in this fashion and it is not appropriate for school or the wider community. We are reminding students to pull up their trousers and will be sanctioning students if this continues.

Again, many thanks for your ongoing support in upholding our standards.

District Athletics Competition

A group of finely tuned athletes represented Holcombe at the District Athletics competition at Medway park on Thursday 22nd June.

The day's medal-rush was started by the Year 7 team captain Dylan Drabble who earned a bronze medal in the gruelling 1500m. Despite being unable to win any more medals, the Year 7 team contributed a number of points to the overall team total as well as gaining great individual experience that will serve them well in future competitions.

Despite not claiming any individual medals, the Year 8 team were the most consistent of all the teams, finishing in 4th or 5th position in 9 of the 11 events. Their contribution to the overall team total cannot be underestimated.

The Year 9 team captain Dillon Gregory got the team off to an inspirational start with a gold medal in the 1500m, proving that hours of dedicated training and hard work pay off. Fatigue was clearly not an issue for Dillon though as he backed this up with a silver medal in the javelin event. To make it a clean sweep of medals in the throwing events, both Jason Nsirim in the discus and Bernard Crosland in the shot put won well-deserved gold medals. Sprinter Neo Thomas raced to a gold medal in the coveted 100m and also ran an impressive leg which contributed to his team winning a bronze medal in the 4x100m relay. Gibril Sankoh's bronze in the 200m was further evidence that the team comprised both pace and power. A total of 9 top-four finishes in the 11 events gave the Year 9 team an impressive points total that saw them finish in second position within their year group.

The elder statesmen of the team, Year 10, were determined not to miss out on the medals. Jake Lawrence (javelin) and Adeboye Oloyede (discus) threw their way to silver medals, whilst Alfred Savage-Mansaray earned a bronze medal in his maiden 800m event. Howard Johnson finished with a bronze medal in the long jump, a feat that was matched by the 4x100m relay team in the final event of the day. These medals, along with a number of other sterling performances, saw the year 10 team finish in third place.

After an intense day of competition in weather befitting such an occasion the Holcombe team finished with a total of 265 points to finish in 4th place, just three points off of the podium. The students who took part were a credit to the school and should be extremely proud of their efforts.



Jake Lawrence

Year 10 silver medal for Javelin



Neo Thomas

Year 9 gold medal for 100m



Dylan Drabble

Year 7 bronze medal for 1500m



Jason Nsirim

Year 9 gold medal for Discus



Howard Johnson

Year 10 bronze medal for Long Jump

Writing Competition

Please see the below winners of the writing competition where students discussed the Mandalorian as a positive representation of masculinity.

DJ Osibeluwo

I think Din is a much needed (by no means perfect) representation of positive masculinity in today's culture. I think it's important for young boys (and everyone else!) to see that traditional masculinity is not inherently bad, being stoic* is ok (but that doesn't mean you don't have a heart or you can't shed tears or be vulnerable), and boys can be cool without being a pain in the neck.

The butcher shop scene in BoBF-ep5 is a good example: Din didn't say much to try to persuade his bounty (he also got bit pretty much right away), but he still gave him a choice of warm or cold. He literally darksabered everyone in minutes, but spared the last one his life. Then he tried to de-escalate the situation and not get into unnecessary fights with the remaining crew outside when he could've taken them all down. It's also in the way he said it, he didn't see himself as "above them", and he's an honourable guy.

Everyone can have their own definition of what masculinity or traditional masculinity is. To me, Din is a masculine man. Maybe not the perfect example of "healthy masculinity", but at the very least the kind who isn't the "revenge-crazy" one, and I like that for him.

The only reason I think this is because I watched some of these episodes with my dad, and at first I got a bit bored. But after going through the other episodes I saw how the whole story got pieced together. I think he also shows us about protection and putting your life on the line for someone else you love.

*Stoic- A person who can endure pain or hardship without showing their feelings or complaining.

A member of the ancient philosophical school of Stoicism.

Markuss Spolans

Din Djarin, the lead character in The Mandalorian TV series, demonstrates positive masculinity through his actions and character traits. He challenges traditional ideas of masculinity by prioritizing accountability, empathy, and growth. Honesty and dignity are important to Din, and he follows a strict code of conduct as a Mandalorian. He values loyalty, fairness, and respect for his people's customs. Furthermore, Din is not afraid to ask for help and collaborate with others, which is another positive trait of his masculinity. Din Djarin understands the importance of working together and recognizes that true strength is not achieved through independence, but through the support of others. He builds trustworthy partnerships and connections, creating a network of assistance to help him overcome obstacles. Din challenges stereotypes by choosing non-violent strategies whenever possible. He prefers negotiations, problem-solving, and strategic thinking over using force. His decision to use his abilities for defence rather than attack promotes the idea that masculinity can be kind and non-destructive. Throughout the series, Din's personal growth and introspection serve as an example of the value of self-improvement. He learns from his mistakes, grows as a person, and adapts to changing circumstances. Din shows empathy and emotional intelligence despite his traditionally stoic male portrayal. He forms close emotional connections, particularly with Baby Yoda and exhibits nurturing and caring qualities typically attributed to femininity. Din Djarin is a prime example of positive masculinity as he possesses traits such as sensitivity, reflection, and the ability to change. He upholds honour and integrity, displays emotional intelligence and compassion, works well with others, avoids violence, and is committed to personal development. By embodying these characteristics, he challenges traditional notions of masculinity and promotes the importance of strength, empathy, and self-improvement.

Writing Competition 2

The below is from Roan Redman

Writing Competition

2-06-23

Din Djarin is an excellent demonstration of positive masculinity as through the series of the Mandalorian, Din Djarin gets closer and closer to Grogu. Many people think this is just a normal relationship for someone to look after a baby (although Grogu is 50 years old). For ~~the~~ Din Djarin this was a decision of a lifetime and he had to decide to either be a ruthless bounty hunter and would live off claiming money from bounties or help a new generation to become his best self. This is why he demonstrates a positive masculinity as he chooses to help others more than ~~himself~~ himself to be better than he could ever be.

In the 1st season of the Mandalorian, Din Djarin was really wondering on what to do when he met Grogu and his first impressions would of been why is this creature worth so much to the empire? Obviously as time goes on he realises this isn't any ordinary creature and that it is very strong with the force. The word masculinity means when men or boys demonstrate inspiring attributes to those who need it and the Mandalorian inspires the founders and the warriors to treat everyone with respect no matter what they done to you. This leads me onto the part of the Mandalorian code that is the way and the part in the last season Paz Visla helps the Mandalorian by going to help a planet protect themselves from pirates. He does this because the Mandalorian saved his son from a dragon and wanted to repay the deed.

Lastly, I believe ~~he~~ he is the best example of positive masculinity as he puts himself up front to save others and only true heroes ~~the~~ heroes would do something like that. This then concludes my point on ~~how~~ how other people ~~was~~ will put their life on the line for him as he did the same for them. 314 words

Victor Uzoma

Din Djarin, the protagonist of Disney+'s The Mandalorian, is an excellent example of positive masculinity. He embodies characteristics that are often associated with masculinity, such as physical strength and assertiveness, while also demonstrating empathy, emotional intelligence, and a willingness to learn from others.

One of Din's defining traits is his unwavering commitment to his code of honour, which includes protecting those in need and always keeping his promises. He demonstrates this in his interactions with the Child (aka "Baby Yoda"), risking his own safety to ensure the child's well-being. He also shows empathy towards others, such as when he helps a group of villagers defend themselves against bandits.

Din's emotional intelligence is also evident in his decision-making process. He evaluates situations carefully and considers the potential consequences of his actions. He is not afraid to seek advice or guidance from those more experienced than he is, showing a willingness to learn and grow.

Furthermore, Din challenges notions of masculinity by displaying vulnerability and asking for help when he needs it. He often seeks guidance from others, such as his mentor Kuiil and fellow Mandalorian Bo-Katan. He also shows tenderness and affection towards the Child, demonstrating that nurturing and caregiving are not exclusively feminine traits.

Overall, Din Djarin is an excellent example of positive masculinity because he embodies traits that are traditionally associated with masculinity while also demonstrating empathy, emotional intelligence, and a willingness to learn and grow. By challenging traditional notions of masculinity and promoting a more well-rounded and inclusive view of what it means to be a man, Din serves as a positive role model for audiences of all ages and genders.

Writing Competition 3

Alexander Johnson

The Mandalorian series was a magnificent work of art. It had amazing graphics, fantastic writing, excellent humour, but even more importantly, the characters.

You may think that the main character, the Mandalorian (I do not know his real name) is this big, ruthless, scary assassin, but that is only half of it. While yes, his appearance would scar a few small children, he is still a caring person. He demonstrates clear compassion for Grogu, being protective of his and Grogu's collective safety. The actual Sweetie pie, cute, makes-most-teenage-girls-obsess-over-him-for-a-year character, Grogu, is also the Second main character and point to be talked about. His oblivious and curious nature is adorable to most people, like how he blatantly ignores threats like he has 7 bodyguards. With this character being written to capture people's hearts, most of the population would agree that they would sacrifice their life for this little green alien creature baby... Thing, seeing this previously mentioned big, ruthless, scary assassin care for him like his own child is heart capturing for most, and intriguing for others. It demonstrates that most have this lump of emotion devoted to the wellbeing of others, big or small, and what appears on the outside is not enough to scan how big the empathy lump is, or how much they use it. Another attribute to Grogu's character specifically, that makes it even more confusing as to why he needs a big, ruthless, scary assassin guarding him always, is his own power. He is seen lobbing guards around like toys, completely disregarding what they trained to do. Imagine being a 15-year trained stormtrooper, top of your group and feared and revered over your bunkmates, only to be beaten up by a little green ball of adorableness. And that is why the Mandalorian is such an interesting topic when investigated more in depth.

Samuel Sobande

Din Djarin (aka The Mandalorian) is an excellent demonstration of positive masculinity and here are some examples to prove it. In the show The Book of Boba Fett, Din did not say much to try to persuade his bounty, but he still gave him a choice of warm or cold blooded. He dark sabred everyone in just minutes, but spared the last one and he said he does not see himself as "above the rest" (which is an honorary/masculinity thing for Din to say). He is a skilful fighter but rather than solving all his conflicts with violence, he decides for multiple solutions like negotiation, trade, and other means to elude his conflicts, this shows how much masculinity he has just by trying not to buffet or bruise anyone. When tasked to retrieve The Child for money in the first episode, The Mandalorian is confronted with the two choices between doing good or evil. By doing good, he would have to save Baby Yoda or doing evil, leaving Baby Yoda.

When Din first meets The Child (aka Baby Yoda) he questioned he should exactly give up a Jedi child (which are the ancient enemies of Mandalorian) to be exposed and most likely killed. But instead, he decides to protect The Child at all costs from harm (probably other Mandalorian) or anyone who would use him as a super weapon even if it means putting his life on imminence this was how Din and Yoda's friendship grow. This proves he will do anything protect him. He may be a distant, cold, morally ambiguous, stubborn person (and rather indifferent to the people he may hurt through his actions) but please forget that does not mean he is a demonstration for positive and pure masculinity and someone with a change of heart.

Finley Wheal

Din Jarin shows an exceedingly surprising attitude throughout the Mandalorian series. It perfectly displays a character that bypasses the male stereotype. It changes and opens people's views showing that anyone, including males, can care for each other. The care and love put into the series outline the many reasons to see things from different perspectives. The character, Baby Yoda, gives a prominent display of how males can be just as loving as females. Throughout the film, Din Jarin is by his side with passion and care just as any human would do, but it's unique and special because of their differences. Think of being a human and raising an alien, as long as you care you have a true family. Kindness isn't an emotion we give to others, it's something we cherish and embrace. It's not a smile we have on our faces, it's the feelings inside us. The Mandalorian takes that line and forms it into an adventure of thrills and wows, and tears of laughter. All these qualities define masculinity. They define us. But don't let stereotypes define your decisions, because you make your own dictionary of them. You choose what love means to you. Regardless, people care for you. Just like Din Jarin does in the series, he never gives up on the ones he loves. We stand as an accepting community, we may have family be lost or have mean people but we ALL have love. And love is the only blessing and gift we need. It's the very thing that grants us a happy life and creates new life too. We savour every moment with our family because no one lives forever and we all know that. Din Jarin devotes himself to protecting Yoda. He helps him learn to survive just as we do with our own loved ones. Moments with family are precious and that's why we make the most of them. Life is messy and beautiful. It's always in the making but we choose how we love each other in our own unique and special way. It's our own story and we decide the pages. We decide our chapters in life. The Mandalorian is a male. And so am I. And I love my family with every piece of my heart just like Din Jarin.

Inter-House Competition Results

Year 8

Activity	Softball	Short Tennis	Athletics	Total Points	Overall Position
Ardent	2nd	5th	4th	7	4th
Barfleur	5th	1st	2nd	10	2nd
Conquest	3rd	1st	5th	9	3rd
Guardian	4th	4th	3rd	7	4th
Shannon	1st	3rd	1st	13	1st

Year 10

Activity	Softball	Short Tennis	Athletics	Total Points	Overall Position
Ardent	3rd	2nd	3rd	10	2nd
Barfleur	2nd	4th	4th	8	5th
Conquest	4th	3rd	2nd	9	3rd
Guardian	1st	1st	5th	11	1st
Shannon	3rd	5th	1st	9	3rd

The Year 7 competition was unfortunately cancelled due to heavy rain, this has been rescheduled for Tuesday 11th July.

Debate Society - Article by Ryan Gurnett and Megan Courtney in Year 12

In the last Debate Society meeting of the academic year, headed by Mr. Claessens, we had a very thought-provoking discussion on whether extreme tourism should be banned or encouraged. This idea stemmed from the recent disaster with the Titan submersible. Various ideas came up regarding both the disaster itself and the rescue efforts. Students from across the school attended, with regular debaters joined by some newer members, which is always a welcome addition.



Attendance Matters

Attendance Helpful Hints

1. Please report any absences via the Class Charts app by 08:30am on the first day of your child's absence
2. Book routine medical/ dental/ optician appointments for after school or during school holidays
3. Notify the school well in advance of any medical appointments and provide appointment cards/ letters
4. Respond promptly to school enquiries about unexplained absence
5. Keep us well informed of any ongoing medical conditions that may affect your child's attendance
6. Avoid taking holidays during school time. Holidays taken during term will not be authorised. Any special circumstances should be put in writing to the Head Teacher.
7. Ensure you have alternative arrangements for a friend or relative to bring or collect your child in an emergency
8. Plan alternative travel arrangements in the event of bus or train strikes
9. Always make sure we have an up to date telephone number for you.
10. Familiarise yourself with the school term dates as they may slightly differ to other schools that siblings may attend

Did you know...

- The Government's minimum attendance target is 96%
- 90% attendance mean absences from lessons for the equivalent of one HALF DAY every week!
- Pupil's whose attendance falls below 90% are considered 'Persistently Absent'
- Arriving 5 minutes late every day equates to 3 days lost over the year. 10 minutes late every day equates to 6.5 days lost!
- Out of 365 days in a year, 175 are spent not in school- plenty of time available to go on holiday
- 90% of young people with absence rates below 85% fail to achieve five or more good grades of GCSE and around one in third achieve no GCSE's at all

Lateness

All pupils must be onsite by 8.35am. School gates will be closed at 8.40am as registration begins. Any child arriving after gates have closed will be marked as *late* using an *L* code. Any child arriving after their registration period will be marked as an *unauthorised late* using a *U* code. The *U* code marks your child's morning session as unauthorised and this subsequently affects your child's attendance and accumulates your child's unauthorised absences.

Remember:

Every day counts.

We are here to help.

Please contact Mrs Arnold, Attendance Improvement Coordinator, if you have any queries or concerns.

Year 10 Progress - Article by Macey Sheller-Rollings (Year 12 Blog Committee)

The students of year 10 have been working hard all year. They've been utilizing vital revision resources, including thinking maps, past papers and flash cards. Most of the students are predicted 7-9 in their GCSEs and utilize the teachers support to achieve exactly what they are capable of. The students are given many resources by the teachers, which they use wisely in revision. After working hard at school, it is also vital to have unwinding time. Charlie, a student from Year 10 enjoys time with his friends after school. Michael enjoys watching YouTube when he's at home. Without a doubt, it is clear to see that the Year 10s are going to excel in year 11 and should enjoy a well-earned summer break.



School Council Meeting - Article by Hayden Durling (SCT)

The HGS School Council meet at set times throughout the academic year, to discuss varying issues that have either been brought up by students, or by the school, that need to be discussed in a proper manner. The group, headed by Head Boy, Timi Soyinka discussed the school site and how it could be adjusted to fit the growing needs of all students here at HGS, with mention of a better library and more Science facilities on the agenda, there was plenty to discuss. There were also conversations around communal areas for wellbeing, including events that could happen that everyone could enjoy.

One of the firm ideals that our current School Captains Team would like to implement is the involvement of the younger school with the Captains Team, and how this could look moving forward. The meetings give the students a voice and a platform to be heard, with feedback given directly to the school in the advice they give have been taken on by the school in the form of the "you said, we did" campaign.



Message from the Captain's Team to Year 11's

And they've done it! The Year 11's have finished their GCSE's and it's safe to say that it was an experience they'll never forget. The year 11s have worked their socks off to get the best grades they possibly can, and we are sure they've smashed it. Now they've got A-Levels, apprenticeships and college to look forward to, after a well-deserved, extended summer holiday. On behalf of the Captains' team, we want to say a big well done to all the year 11s and the best of luck in their future endeavours.

SOMETHING TO THINK ABOUT

Attendance over One School Year

- 98% = 4 days absent from school.
- 95% = 10 days absent from school.
- 90% = 4 weeks absent from school.
- 85% = 6 weeks absent from school.
- 80% = 8 weeks absent from school.

Attendance Statistics over 5 Years (Years 7-11)

- 85-90% = About half a year off school
- 80% = 38 weeks off school.

(This equates to one whole school year missed!!!)

WHY IS REGULAR ATTENDANCE IMPORTANT?

- Students who attend classes are more likely to succeed.
- Frequently absent students often slow down classmates.
- Missing classes increases the risk of falling behind.
- Truancy is linked to higher dropout rates.

Attendance Matters On Time: First Time, Every Time

















What Zone Are You In?

.... Every Day Counts











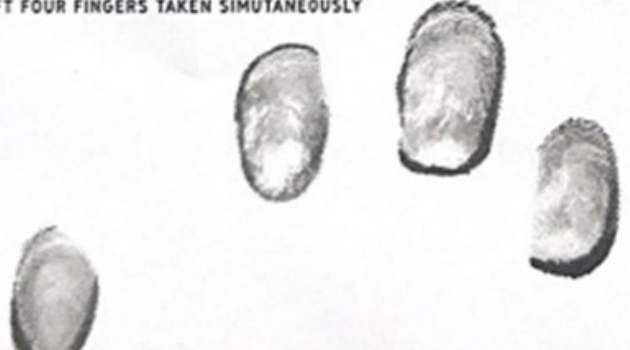


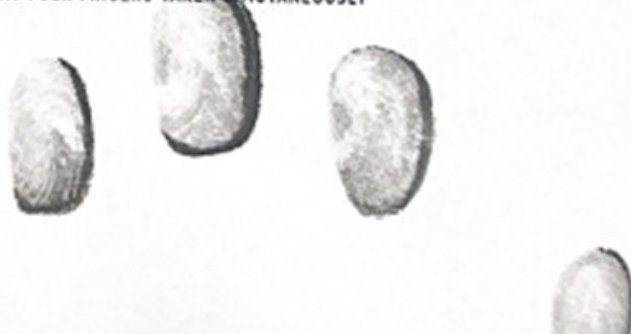
Year 12 Criminology

During criminology we have been looking at how different types of evidence can be processed. During the lessons we have been analysing the different types of fingerprints (latent, patent and plastic prints). During these activities students took their own fingerprints, analysed the different patterns within their own fingerprints and then compared them between the classes. Afterwards we discussed the importance of physical evidence with real life cases. The year 12 students really valued the importance of physical evidence, which will help them in their coursework next year!

Fingerprinting Card

LAST NAME, FIRST NAME, MIDDLE NAME, SUFFIX [REDACTED]		[REDACTED]			DATE OF BIRTH MM DD YY [REDACTED]		
SIGNATURE OF PERSON FINGERPRINTED [REDACTED]		SIGNATURE OFFICIAL [REDACTED]			DATE TAKEN MM DD YY [REDACTED]		
1 R THUMB 	2 R INDEX 	3 R MIDDLE 	4 R RING 	5 R LITTLE 			
6 L THUMB 	7 L INDEX 	8 L MIDDLE 	9 L RING 	10 L LITTLE 			
LEFT FOUR FINGERS TAKEN SIMULTANEOUSLY 		L THUMB 	R THUMB 	RIGHT FOUR FINGERS TAKEN SIMULTANEOUSLY 			

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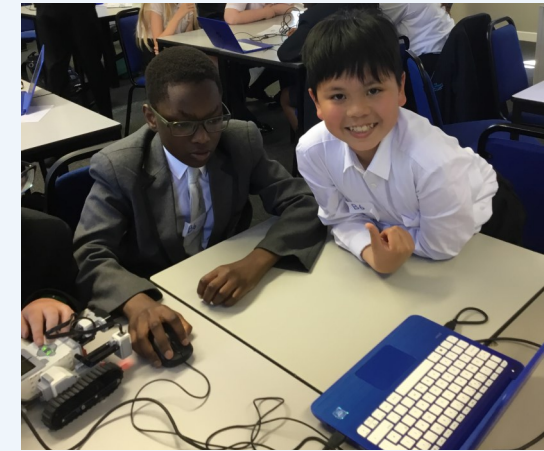
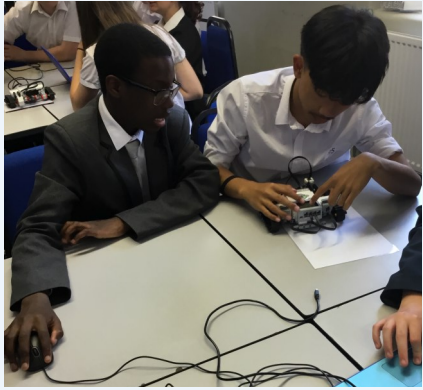
SIGNATURE OF PERSON FINGERPRINTED [REDACTED]		SIGNATURE OFFICIAL			DATE TAKEN 21/06/2023
1 R THUMB 	2 R INDEX 	3 R MIDDLE 	4 R RING 	5 R LITTLE 	
6 L THUMB 	7 L INDEX 	8 L MIDDLE 	9 L RING 	10 L LITTLE 	
LEFT FOUR FINGERS TAKEN SIMULTANEOUSLY 		L THUMB 	R THUMB 	RIGHT FOUR FINGERS TAKEN SIMULTANEOUSLY 	

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German Club

German Club welcomed a student from Germany last week. We showed off our language skills by demonstrating the vocabulary we had been learning over the past year. The students loved it and have asked to come back in September to learn more German! Come along and learn something new, Friday lunchtimes in S15.

Year 9 STEM Visit



MCS Projects Ltd provided The Kent Science and Technology Challenge Days, at The University of Greenwich, on Friday 16th June, 2023. Twelve Year 9 students worked in mixed school teams of four, on activities that gave them an insight into some of the topics that they could study at university. Activities were designed to develop skills of planning and team work. Throughout the day students completed three activities:

The Robotics Challenge: each team was provided with a Lego Mindstorm EV3 robot, which they programmed in order to navigate around a course. Each robot was equipped with ultrasonic and infrared sensors. **The E-FIT challenge:** having witnessed a simulated crime, each team used the latest E-FIT 6 facial recognition software to create a computer image of the thief. They considered problems with memory and facial recognition. **The Medical Diagnostics Challenge:** each team assumed the role of a doctor, diagnosing conditions suffered by simulated patients. They tested samples, evaluated brain function, examined X-rays and brain scans. They considered how the brain works, seeing equipment operated directly by the brain.

At the end of the event, participants put questions about university life to a team of university students.

All participating Holcombe Grammar School students received certificates. Edric Kerr (9Ardent) and Jackson Woods (9Ardent) received a special award, as members of the winning robotics team.



Trip to the Royal Albert Hall - written by Thomas Maxwell (Sixth Form)

On Tuesday 6th June, Students from years 7,9,10 and 2 of our A-Level music students had the opportunity of seeing a live orchestra play 'Video Games in Concert' at the Royal Albert Hall. The students found the evening inspiring by discovering how a full-size orchestra can impact a piece of music, with also more modern elements of music being infused within. It's always a pleasure to be able to take students to see things live in the theatre. Another fantastic effort by the Royal Philharmonic orchestra!



Geography Request for Founders Day

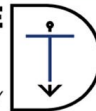
If Years 7, 8, 9 parents have any cleaned out cardboard boxes, kitchen roll tubes, egg cartons and plastic bottles. Please could your child bring them to H14 for the Geography Department to use as part of their Founders Day activity focusing on recycling and sustainability. Thank you.

CREATIVE:HIVE

GCSE+A LEVEL WORK

Thursday 13th July 2023 4pm-6pm

HOLCOMBE
GRAMMAR
DESIGN +
TECHNOLOGY



ART&DESIGN



ART+DESIGN+TECHNOLOGY

Year 12 Cambridge Chemistry Challenge

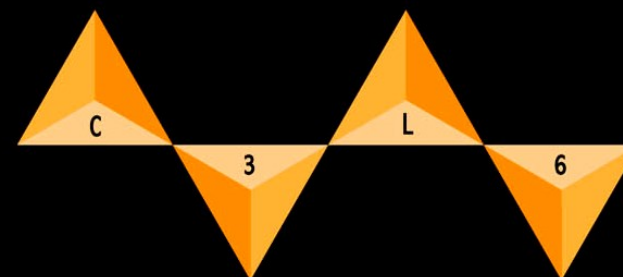
Holcombe Grammar School is thrilled to announce the participation of its Year 12 students in the prestigious Cambridge Chemistry Challenge. Under the guidance of our Head of Chemistry, Mr. Rayner, the students eagerly took part in this challenging competition and win a chance to attend a summer school at the renowned Cambridge University.

The Cambridge Chemistry Challenge served as a platform for Holcombe Grammar School students to demonstrate their passion for chemistry and to stretch their understanding of the subject beyond the confines of the standard A-Level syllabus, prompting them to apply their knowledge to unfamiliar scenarios. By encouraging students to think critically and problem-solve in novel contexts, the challenge nurtured their analytical thinking and fostered a deeper appreciation for the subject.

We are proud of the dedication and hard work put forth by the participating students and eagerly await the results and deserved recognition, as they have demonstrated their commitment and passion for chemistry.

Test yourself against the best
Cambridge Chemistry Challenge

www.C3L6.com



Cambridge Chemistry Challenge Lower 6th

A Level Sociology - Pride Month

Gender and Identity form part of the Personal Development programme (PD) delivered to all our students throughout the curriculum, underpinned by the Rights of the Child (UNICEF). At A level Sociology level, gender and identity form one of the synoptic issues, in relation to equality in modern society. These issues were highlighted in lessons last week as part of preparation for prelims and to coincide with Pride Month. Students have been learning about the differences between social, medical and legal transitioning and what these mean for young people. Our students can be relied upon to demonstrate skills of respect, sensitivity and inclusion. The issues were analysed in the context of different exam questions, *such as the ethical considerations involved in researching pupil experiences of education*. Students were supported to go beyond textbook examples and use current debates in education. Pride Month has therefore been a great opportunity encourage students to think critically about how the significance of gender has changed and how these changes impact education.



Important Train Travel Information


We have been notified of Train Industrial Action occurring on the Thames Link lines. They will be running reduced services from Monday 3rd July - Friday 9th July. Please ensure that your child plans their journey accordingly. For further information please visit <https://www.thameslinkrailway.com/>

Virtual Neurodiversity Conference 2023

Empowering Neurodiverse Children To Shine

 Wednesday 19th July

 10am - 3pm

 Join us for a day of back-to-back live webinars offering advice and support to parents and carers.

Sign up for your free place at witherslackgroup.co.uk/virtual-conf-jul23

