

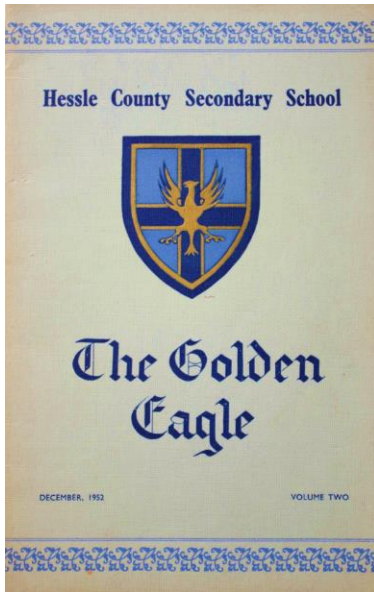


The Eagle

Newsletter



Year 9 - Volume 1



When Hessle High School moved into its new building in January 2016, the school archives were relocated and, just as you do when you move house, several of us found ourselves looking through them.

We came across a dusty old copy of "The Golden Eagle" - a handbook that was dated from the 1950s which contained lots of news, stories and articles depicting life at the school. It was a fascinating read. Since then, ex-students have also referenced the 'Eagle' and proudly told us of articles that they wrote for the publication.

When considering a relaunch of our communications into this newsletter format, adopting "The Eagle" as its name seemed an appropriate and fitting thing to do – despite the fact that the bird-like image on our school crest (above) bears much more resemblance to a Phoenix than an Eagle!

Whilst the eagle is renowned for its power, they are also known to be highly adaptive to their environment, far-sighted and, of course, they fly high and soar – qualities and ambitions we wish to nurture in all our students.



At Hessle High School, we believe that one of our key roles is to effectively communicate with all our stakeholders, whether they be parents and other family members, local residents, employers and other community groups. Crucially, we understand that the world of education has its own language; SATs, Key Stages, Progress 8. These are terms that are well understood by those of us that work in schools but not so clearly understood by others. In order to effectively support our young people, we need our parents and carers to have at least some understanding of what these terms mean and why they are important. Similarly, there is a lot of activity that takes place in a school – it is not just reading, writing and mathematics (although a lot of it is). Hundreds of different extracurricular activities take place across our school community each year which play a major part in helping us to fulfil our last, but by no means least important, vision statement – *"Our young people will create positive and happy memories that last for a lifetime."*

Just as the original version of The Eagle, in its day, captured the work that made our students happy generations ago, we hope that the modern-day version of The Eagle will do the same and also be informative and entertaining. I hope you enjoy reading it.



Head of Year 9 Updates

Miss Pinkney



Aspiration; We aim high; we have ambitious expectations of ourselves and others. We believe that we can make a difference to our local community.

Research has shown that children will only aspire to what they know exists. Children from some backgrounds will not choose to be a pilot a doctor, an actor, a lawyer as their first choice; they will choose to be a postman, work in a supermarket or clean windows. There is nothing wrong with any of these aspirations but it's important that young people realise that there doesn't have to be a limit to what they aspire to be, children need their horizons widening. And you don't do that by telling them, but you do that by giving them a jigsaw of experiences, so that they can make up their own mind what they like and what they don't.

Children Can Only Aspire to What They Know Exists (Professor Dr Ger Graus) - <https://bit.ly/4957U3b>

We believe that our students will show a positive attitude to learning if they can see the impact education has on them becoming who or what they aspire to be. But what happens when students don't have that aspiration, or they can't truly see what they are capable of achieving?

One of our Assistant Headteachers, Mr Willson, spoke to Year 9 students in assemblies about aspiration and encouraged them to think about their future and what they might achieve. The first assembly asked them to consider where they might be in three years time. Or five. And he talked about university, how student loans work and the earning potential of someone with a degree, or other advanced qualification. In the next assembly, he talked to them about the realities of adult life and the differences in lifestyle between someone on a low, average or high income, when taxes and bills are taken into account.

We will continue to work with the students and work on encouraging them to believe in their abilities, to work hard to ensure they achieve their true potential and to get to where they aspire to be.

In each newsletter, I would like to shine the spotlight on a student who demonstrates one of our values in their life. Firstly, Gracie W in 9P1:

"I have been dancing since I was around 2 years old with Michelle and I wouldn't change a thing!! Since I started, I have taken part in many dance exams from pre-

Head of Year 9 Updates

primary to grade 4. I, along with many others, take part in ballet tap and modern exams each year. However, for the past couple of years I have started to take part in small local dance festivals. I started these when I was around 11 years old and have always loved it because they build resilience, responsibility, and aspiration. Yet last weekend me and 7 others took part in that's showbiz in Liverpool, which was fantastic!! We took part in 3 dances and watched others. It was our first time at a group competition, and we came home with best small group, best newcomer, producers award, and we qualified into the finals of this competition with 2 out of 3 dances. As this was our first competition, we were very proud of what we achieved and hope the next competitions are as fun and exciting as this one was."

In recent weeks, Year 9 students have taken part in lots of school trips. These include:

During the 3-day **Humberside Fire & Rescue** visit, students learned about the emergency services in the local area and the different types of incidents the fire and rescue service responds to.

They also gained insight into the fundamental skills required of a fire fighter which include operating in Breathing Apparatus (BA), search and rescue techniques, fire ground skills, road traffic collisions, first aid and fire safety. They also LOVED meeting the fire dogs and seeing them in action!

During the ICT trip to the Gaming museum in Sheffield, students gained an appreciation

of what goes into creating games. They got to see the importance of learning the basics of what a pixel is, how it can only be one colour and how it can take millions of them to create the characters they use in the games they play every day. The students also got to see how far computer games have developed to be used on ever improving technology.

I look forward to sharing more news from Year 9 next time.

Miss Pinkney (Head of Year)

Miss Wilkin (Assistant Head of Year)

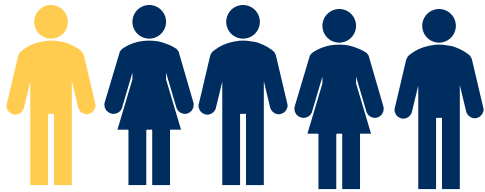


Attendance Matters

every student, on time,
every day



Did you know



1 in 5

students don't attend
school regularly

It's never too late to improve attendance

- Going to school more often will make a difference
- Attendance habits will follow your child into work and life



Schools are here to help.

What families can do ...

- ✓ Be firm: send your child to **attendance** school every day, all day, unless they are unwell
- ✓ Develop good sleep and morning routines
- ✓ Schedule appointments and extra-curricular activities outside of school
- ✓ Avoid taking holidays during term time
- ✓ Seek help early before your concerns become serious

Each day missed ...

- Puts your child behind and makes it harder for them to catch up
- Can lead to lower achievement in reading and writing
- Can lead to gaps in learning
- Makes school completion less likely
- Makes the transition into a career less likely to be successful

Remembrance Day Service



On Monday 11 November 2024 we welcomed Mr O'Brien from TCAT Shared Services team to play 'The Last Post' alongside Kieron S (Year 10) who read the famous words from the poem, "For the Fallen" before we held a 2-minute silence to show respect for those lost at war.

"At the going down of the sun, and in the morning; We will remember them."

During tutor time, students were given the opportunity to write moving messages to those who fought in the war, which were displayed for everyone to see.



Isabella B (Year 11) and Lauren M (Year 13) both proudly represented our Academy by laying wreaths at the remembrance service held at All Saints Church in Hessele on Sunday 10 November 2024.

Isabella sang a beautiful and moving rendition of "Somewhere Over The Rainbow".

Year 9 students have been exploring the work of Andy Goldsworthy and seeking answers to The Big Question: *Why is Art important in Society?*




Natural Forms

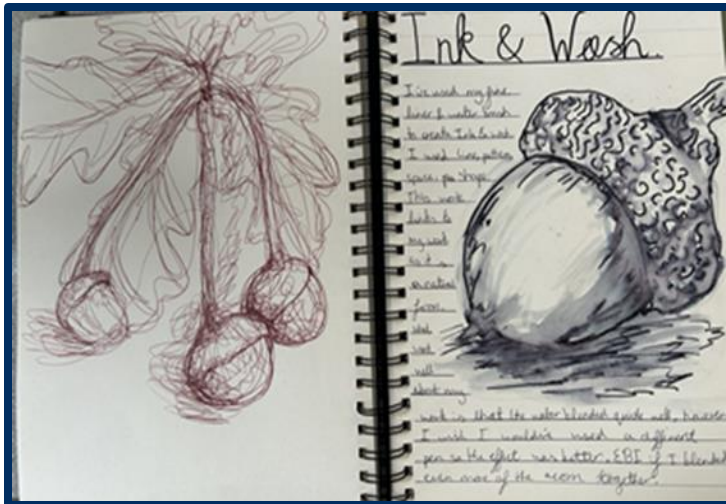
BIG QUESTION: Why is Art important in Society?

What will I be doing in this project?
Learning about 2D media and processes, and Land Art

- Drawing and 2D workshops - timed drawing, ink studies, biro, continuous line drawing
- Research - Collect and present research on artists working with Natural Forms
- Look at and study the work of Land Artists such as Martin Waters, Kate, Chesters, or Andy Goldsworthy



- Learn about GCSE pathway standard presentation and analysis, create your own examples of artist research at GCSE standard
- Create collaborative examples of Land Art - use photography to record processes and outcomes

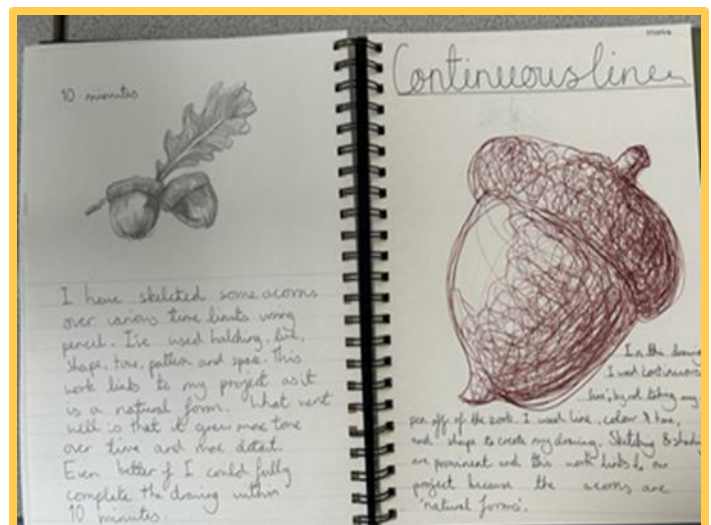



Teacher Shout-Outs

Daisy T 9K
Niamh M 9P
Isabel D 9P
Khyn M 9U

Upcoming Notices/Curriculum:

There will be an introduction to artist research at GCSE pathway standard and the work of Martin Waters who produces assemblages of found objects for his environmental art at Spurn point.





Teacher Shout-Outs

Flynn H 9cd
Mischa D 9ab
Frankie P 9ab
Ava S 9ab
Scarlet G 9gx
Rio W 9gx
Fraser C 9cd

In Year 9 PE this term, students have delved deeper into football, netball, and handball, focusing on refining their technical skills and tactical awareness. They have engaged in challenging drills that emphasise strategic play, positioning, and decision-making during matches. The curriculum has also included discussions on the importance of fitness and mental resilience in sports. By participating in competitive games and team-building activities, students have enhanced their understanding of teamwork and sportsmanship.

Upcoming Curriculum:

Trampolining
Badminton



This term Year 9 have been reading the novel "Jane Eyre" by Charlotte Brontë and linking the writing with their study of the gothic. They have been creating their own gothic pieces and developing their use of language devices.

Upcoming Notices/Curriculum:

The Hesse Canon has been launched this term; a selection of 100 books that we encourage students to read over their time with us at Hesse.

Homework is set on Educake and is accessible through Teams and on Educake - Online Formative Assessment for Homework and Classwork.

Students can use their Microsoft single sign-on.

Year 9 will complete an assessment on "Jane Eyre" in the week beginning 2/12/24. Next term Year 9 will be studying writing to give advice and "Romeo and Juliet" by William Shakespeare.

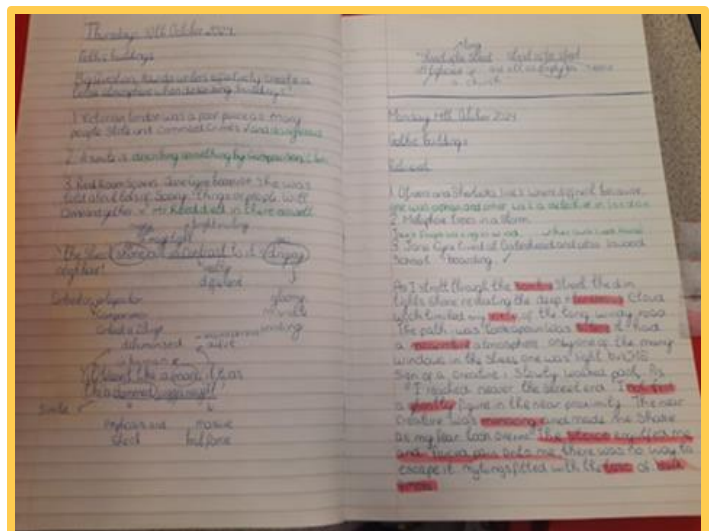
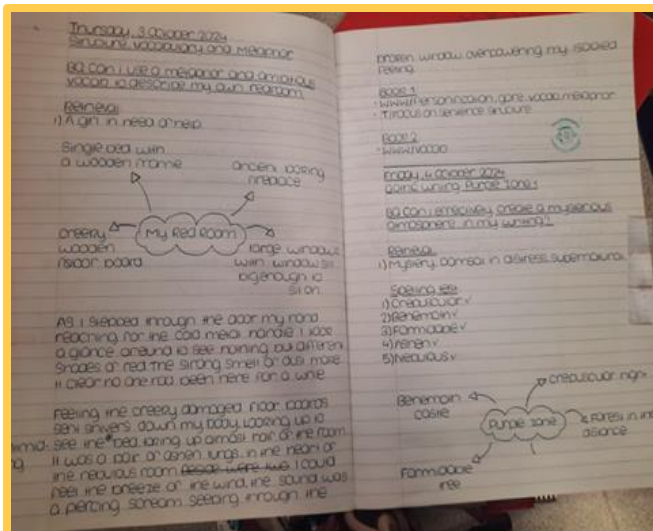


Teacher Shout-Outs

9cd1: Fraser C. - fantastic effort, excellent inference skills and contextual knowledge in Jane Eyre

9cd2: Mia A. for her determination and effort in gothic writing!

9cd2: Jessica B. for her enthusiasm and contributions to all English lessons!



The Hesse Canon

The Hesse Canon has been launched this term; a selection of 100 books that we encourage pupils to read over their time with us at Hesse.

Upcoming events:

December: The Big Christmas Read and a range of activities in the library during the last week of term.



Hesse High Library Opening times

Week A
Lunchtimes

Monday
Wednesday
Thursday

After School
Monday - Thursday

Week B
Lunchtimes

Monday
Tuesday
Wednesday

After School
Monday - Thursday

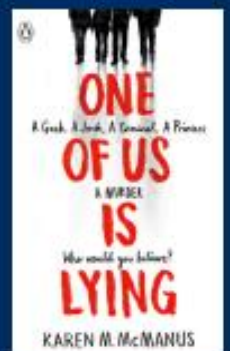
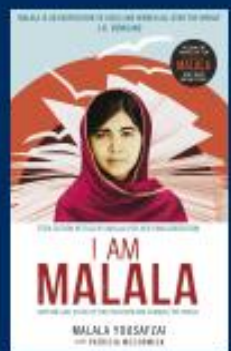
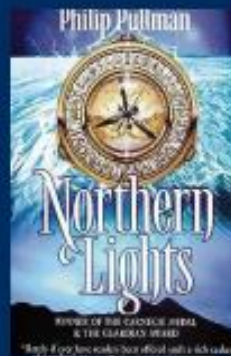
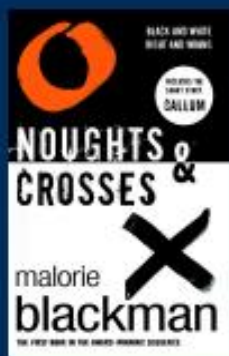


Top Readers

Olivia T – 9P1

Olivia is a frequent visitor to the library. She has read a number of books this year, including 2 Hesse Canon books. She has a positive and enthusiastic attitude.





Hessle
Canon



As we progress through the academic year, we want to highlight some of the exciting topics we have covered in Year 9 Mathematics. So far this term, students have explored indices, standard form, and probability, each of which plays a crucial role in both everyday life and advanced mathematical concepts. In our study of indices, students have learned about the rules and properties that govern exponents. This includes understanding how to simplify expressions involving powers, such as multiplying and dividing numbers with the same base and raising powers to a power. This has provided students with a solid foundation for algebraic concepts in higher years.

Standard form is essential for expressing very large or very small numbers conveniently. Students have learned how to convert numbers into standard form and perform calculations using these expressions. This topic is particularly relevant in fields such as science and engineering, where such numbers frequently arise.

Our exploration of probability will engage students in understanding the likelihood of events occurring. We covered theoretical probability, experimental probability, and the use of probability in real-life scenarios. Through hands-on activities and games, students have learnt to calculate probabilities and make predictions based on data. To reinforce these concepts, students will have the opportunity to demonstrate their understanding through quizzes and projects. We encourage everyone to engage in discussions at home about these topics, as it helps deepen understanding and retention.

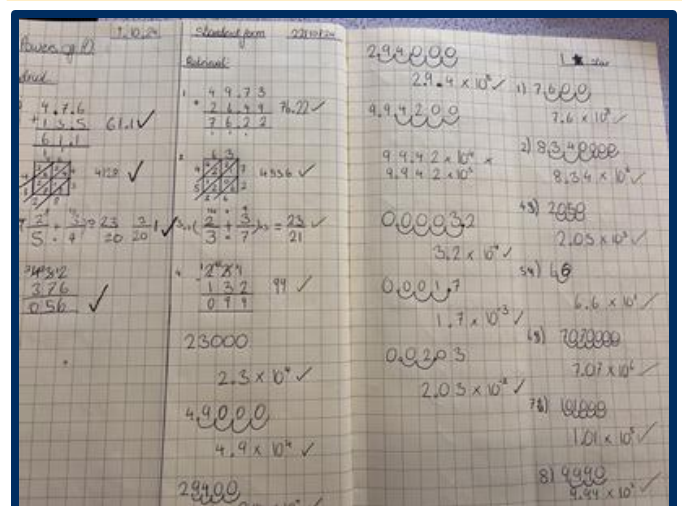


Teacher Shout-Outs

Jess 9gi
Tawfiq 9gi
Finn D 9ab
Yvie L 9cd
Khyn 9gi
Katie 9ef
Ava 9ef
Caleb 9ef

Upcoming Notices/Curriculum:

Look out for the new online homework platform coming soon.



Year 9 started the year learning about Christian beliefs. This includes the Parable of the Sheep and the Goats which tells Christians how they should behave in order to earn a place in Heaven. Year 9 have started a topic about Christian ceremonies. This includes Baptism, Eucharist and Weddings



Teacher Shout-Outs

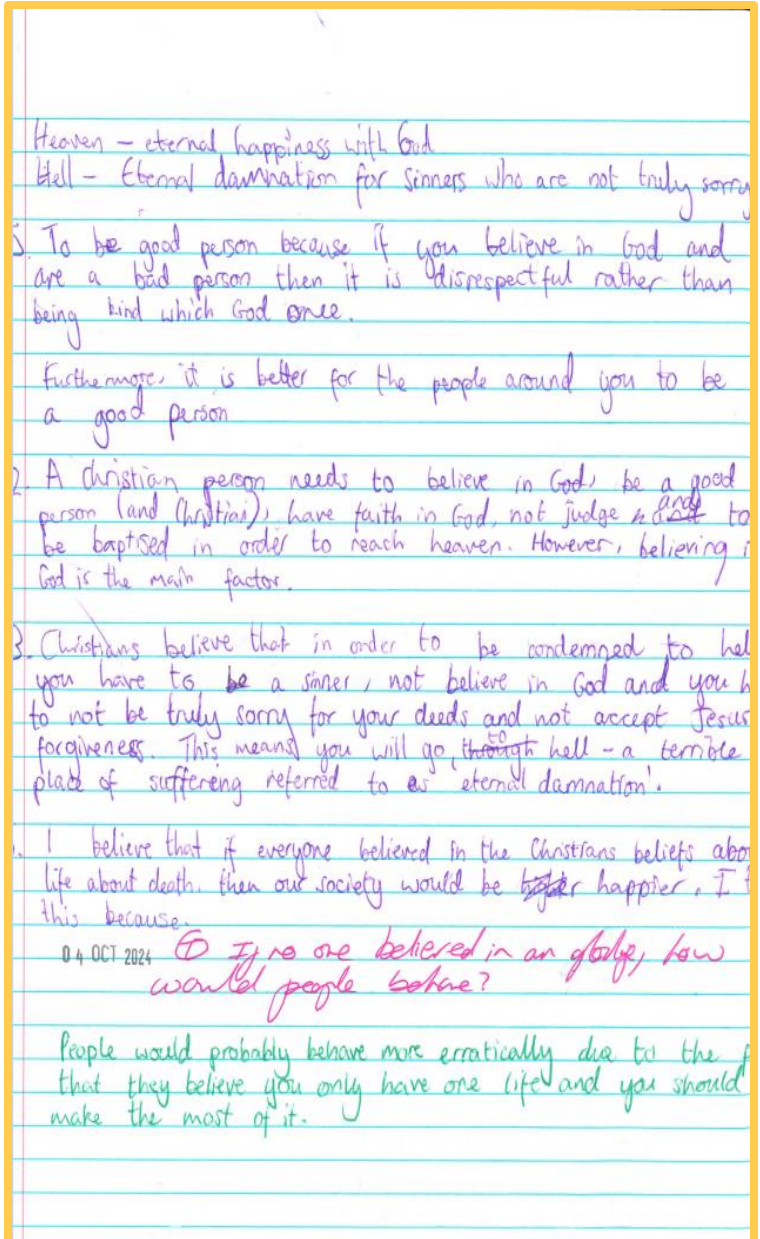
Idil (9U) for an excellent piece of written purple zone work.

Luka, Charlie, Theo, Oskar in 9J for an excellent purple zone task to answer our Big Question of "What do Christians believe?". All showing great resilience and aspiration.

Upcoming Notices/Curriculum:

Students will be moving on to learning about Sikh religious ceremonies.

Sikhism will be one of the religions studied by students who choose GCSE RE as an options subject.



Modern Foreign Languages

Year 9 have been learning about Chile through our Big Question, 'Do Chileans use technology like I do?' Through this topic the students have learned a lot about Chile as a country and how technology is used there. Needless to say, it has been a popular topic!

Students have also been reading and exploring a letter that we have received from our Chilean penpal, Mateo.

Upcoming Notices/Curriculum:

Homework is set weekly and is learning key vocabulary which we use in lessons. Students are given a sheet in the first week of term (with a copy on teams) and learn a week at a time to be tested in class.



**Teacher
Shout-Outs**


Paris M 9L



<p>Week 1—</p> <ol style="list-style-type: none"> 1. ¿cómo estás?—how are you? 2. Aquí—here 3. Todo va bien—all is going well 4. Vivo en—we live in 5. Una ciudad—a city 6. Cerca de—near to 7. Es la bomba—it's amazing 8. Mi nombre—my name is 9. Mi cumpleaños es el—my birthday is the 10. Tres de agosto—3rd August 	<p>Week 4—Test</p> <ol style="list-style-type: none"> 1. Afortunadamente—fortunately 2. Hago el karate—I do karate 3. Desde hace—since 4. Tan como—as well as 5. Buscar información—looking for information 6. Anoche—last night 7. Cociné—I cooked 8. Para mis padres—for my parents 9. Me figo—I'm crazy about 10. Jugué—I played
<p>Week 2—</p> <ol style="list-style-type: none"> 1. Cerca de—near to 2. Es la bomba—it's amazing 3. Mi nombre—my name is 4. Mi cumpleaños es el—my birthday is the 5. Tres de agosto—3rd August 6. Tiempo libre—free time 7. Inglaterra—England 8. Hago el fútbol—I do football 9. Como es—as it is 10. Lo bueno es que—the good thing is that 	<p>Week 5—Test</p> <ol style="list-style-type: none"> 1. Anoche—last night 2. Cociné—I cooked 3. Para mis padres—for my parents 4. Me figo—I'm crazy about 5. Jugué—I played 6. Vale la pena—it's worth it 7. Más tarde—later on 8. Lei—I read 9. Un libro—a book 10. Fue relajante—it was relaxing
<p>Week 3—</p> <ol style="list-style-type: none"> 1. Tiempo libre—free time 2. Inglaterra—England 3. Hago el fútbol—I do football 4. Como es—as it is 5. Lo bueno es que—the good thing is that 6. Afortunadamente—fortunately 7. Hago el karate—I do karate 8. Desde hace—since 9. Tan como—as well as 10. Buscar información—looking for information 	<p>Week 6—Test</p> <ol style="list-style-type: none"> 1. Vale la pena—it's worth it 2. Más tarde—later on 3. Lei—I read 4. Un libro—a book 5. Fue relajante—it was relaxing 6. Mañana—tomorrow 7. Voy a mandar—I'm going to send 8. Hay que—you should 9. Cuando sea posible—when it's possible 10. El fin de semana—the weekend

10 Test yourself—cover half the words and check both sides
 10 Ask someone to test you
 10 Give your words to a partner and they have to guess (useboard / guess / in front of the mirror)
 How can you learn these words
 10 Make flash cards
 10 Spell / cover / check method

Why study languages? Learning a language strengthens the area of the brain which is responsible for memory, speech and sensory perception. Bilingual people are better at retaining lists, sequences, names and directions. They are also more creative, perceptive and can concentrate for longer.



Did you know you could be a...
...English Language Assistant...
and work in a French-speaking country?

Language assistants can: transform language teaching through conversation, songs, games and activities with students. help students prepare for speaking examinations and practise their speaking skills, especially pronunciation and intonation.

Orlando House Updates



A great start to the academic year with a huge amount of house points being awarded to Orlando students.

We have some new students making up the captain positions for the academic year 2024/25:

House Captain: Evie M (Year 11)
Vice Captain: Jacob S (Year 10)
Charity Captain: Mason S (Year 8)
Charity Rep: Tamara F (Year 8)
Sustainability Captain: Esther H (Year 11)
Sustainability Rep: Riley G (Year 8)
Sports Captain: Jacob S (Year 10)
Diversity Captain: Emily Y (Year 10)



Our key focus for the first half term was the house value – Responsibility. With lots of Orlando students demonstrating this day in day out.

Tutor Nominations for the first term linked to Responsibility included:

901
Poppy C

902
Jacob R

903
Paris M

We are continuing with our House charity 'WISHH' (Working Independently to Support Hull Hospitals) to raise as much money throughout the year and to build on the £687 from our charity day last year.

Mr Adams
Head of Orlando House

Portia House Updates



As the second half term gets well underway, members of the Portia House Community are busy working hard in lessons, contributing to various tutor period activities, going above and beyond in attending clubs and pursuing ventures at home in external clubs. Portia are currently 2nd in the running for the coveted House Cup with a whopping 73,994 House Points achieved already this academic year!

Congratulations to 7P1 who have the highest total per tutor group and to 9P3 for winning our recent Hull Fair

Competition, where students had to guess the name of various rides at the fair. Sweet treats were distributed to the competition winners and well done to everyone who entered, achieving more contribution House Points for our ever growing total! If any members of Portia House have any successes or achievements accomplished outside of school time, then please let your tutors know so they can pass them on to me for a special mention and additional rewards in our Celebration Assembly.

I have met with our team captains to plan and organise our Charity events for the year. Each House selects a local charity every 2 years who we fundraise for and also raise awareness of the invaluable work they do within our local community.

Portia House are into our second year of raising money for Downright Special who are committed to supporting children and young people with Down's Syndrome in Hull and East Riding. We will have more information in the coming newsletters about our Charity Day and our upcoming Christmas Fair which has developed this year into a collaborative event between all houses, promising to be a great success for our students, families and local community.

Downright Special have recently updated and developed their website, so if you would like more information about how they support children and young people with Down's Syndrome, please visit www.downrightspecial.co.uk for more information.

Keep up the great work Team Portia!

Mrs Foster
Head of Portia House

Cassio House Updates



As we enter the second half of the Autumn term, it's a good time to reflect on the events, achievements, and progress of House Cassio. The first six weeks have been a whirlwind of activity, and the house has shown exceptional enthusiasm and commitment across a wide range of events and initiatives. Cassio House is currently leading the House competition with a total of 74678 house points, positioning them strongly as they aim to retain the House Cup. The team is focused and determined to maintain their lead as the competition progresses.

These students are setting the pace in their respective year groups and contributing significantly to their House success.

Cassio had an impressive showing at the Hull Fair quiz competition! With 13 out of 15 tutor groups participating and 11C1 securing a perfect score of 10/10, it's clear they were well-prepared and took the competition seriously. A total of 1430 House points were awarded to Cassio for our involvement in this competition, showing participation earns House Points and the strong team ethic we have fostered.

This year's bike raffle was a great success, with £71 raised to be split among the House charities. One of the lucky winners was Charlotte C from Cassio House, who won a bike in the draw.

A group of staff have joined the Movember challenge this year, growing moustaches with many more participating in physical activities—'Mo'ving for Movember—to raise awareness for mental health issues. All funds raised through their efforts will be donated, with the total amount being shared equally among the school's House charities. It's a fun and meaningful way for staff to engage with the cause while supporting their respective House initiatives.

Cassio is excited to announce its involvement in the upcoming Christmas Fair, an annual event that brings together students, staff, and families to celebrate the festive season and raise funds for House Charities. Planning for this year's fair is already well underway. The dedicated team of House Captains are leading the charge to ensure it's a fun-filled and successful occasion.

Students in the Spotlight leading the way for House points for each year group:

Tilly L (9C3) with 362 points, Tawfiq M (9C2) with 333 points, and Finn D (9C2) with 324 points.

Mr Griffiths
Head of Cassio House

Ariel House Updates



During the first half term, Ariel have been settling back into their school routines and have had a main focus around responsibility. All Ariel students have worked extremely hard collecting house points and for half term 1, collected a total of 66,483! Congratulations to all Ariel students for their ongoing hard work.

Humber Rescue are our chosen charity for another year, and we aim to raise money to go towards new lifesaving equipment for the charity volunteers.



During the first half term, students bought raffle tickets, with the chance of winning a brand-new bike donated from R-evolution and East Riding Sustainable Travel Transport. Altogether, over £70 was raised that will be split between all four house charities. Amazing work from all!

Miss Deveney
Head of Ariel House

House Points



74678

73994

69305

66483

Extra Curricular clubs

Please see our **Extra Curricular Sporting clubs** available;

HESSLE HIGH SCHOOL PE DEPARTMENT EXTRA CURRICULAR AFTER SCHOOL PROGRAMME Monday 4 November 2024 – Thursday 29 November 2024				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
YEARS 7 - 10 Badminton LEK, PAR + SHR YEARS 7 – 11 Boys' Rugby COM + GRF	YEARS 7 + 8 Netball LEK + SHR	YEARS 7 - 10 Dodgeball GRF + PAR	YEARS 9 - 11 Netball LEK + SHR YEARS 7-11 Girl's Football Tigers Trust YEARS 7 - 11 Football GRF, HAZ + PAR	YEAR 7 - 11 Cheerleading Imperial Storm

Key Dates and Notices

End of Term (13:45pm finish)

Friday 20 December 2024

Please click [here](#) to see all our term dates

If you want to see more of your child online/in our newsletters, please make sure you consent on the Arbor parent portal. To learn more click [here](#).

Keep a look out for more information regarding Extra Curricular clubs.

