



HEAD LINES

Dear parents and carers,

The spring term has been filled with highlights. Extra-curricular activities are at the heart of the DHSG offer to students and it is brilliant to see so many taking part in these. The annual Dance Show is one of these and was a tremendous success this year, with 'a Night at the Movies' seeing students dancing to a vast array of film music tracks. Two international trips took place over the February half term, with Skiing in Italy and an exploration of Iceland. Thank you to parents for your feedback from these trips, which was very positive. It is great to see further trips being organised, which I know will benefit our students.

The spring term has also seen a period of staff change for DHSG, with some staff retiring and a phase of recruitment. I am pleased to say that we have been successful at recruiting for all posts, with specialists. This is good news in light of national recruitment issues, particularly within some subjects. I will of course introduce these new staff to you once they arrive in September.

The new PE kit is now available for you to order, further to my recent letter, and I have included later on in the newsletter some images of the new kit being worn by our students.

We have also been informed of our new student cohort for September and look forward to welcoming them to the DHSG family. We are again full, with a waiting list in place. The new House, as I mentioned in a previous letter, will be named Saltram and students will join this when they arrive in September. Dr Parry will lead this House, as well as Kitley, until we appoint a new Head of House in the coming years.

Just a few reminders for parents/carers to ensure that they top up online accounts for meals. Also, a reminder on the importance of attendance. Thank you for your ongoing support in these areas.

We will finish at the usual time of 3.35pm on Friday 31 March. Have a good break and Happy Easter.

My very best wishes,



*Lee Sargeant
Head Teacher*

CALLING ANY PARENTS/CARERS WHO ARE ARCHITECTS

Are any of our parents/carers architects/architectural technicians who would be able to support us in writing a bid for funding to upgrade some Science rooms? If so, please email in to dhsg@dhsg.co.uk.





#IndividualCareHighAspirations



Devonport High School For Girls

Sixth Form

Unlock your potential

Discover more including details of our Open Events online www.dhsg.co.uk

✉ dhsg@dhsg.co.uk

☎ 01752 705024

University Bath, University of Exeter, Bournemouth University, Brighton and Sussex Medical School, Cardiff, University of Birmingham, University of Bristol, University of Oxford, Durham University, Imperial College London, King's College London, University of Cambridge, Lancaster University, PriceWaterhouseCoopers (PWC), Queen Mary University of London, Swansea University (University College London), University of Chester, University of Chichester, University of Hull, University of Nottingham, University of York

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SIXTH FORM NOW TAKING APPLICATIONS

Our school has an excellent Sixth Form that is constantly expanding. It offers excellent academic opportunities that lead to access to top-performing universities. We are part of a group of schools called The Link Partnership (TLP) where we work together to offer the most comprehensive range of subjects possible.

The schools in the TLP are Devonport High School for Boys, Eggbuckland Community College and Notre Dame Roman Catholic School. Some of our students will find that they wish to study an A level in one of these other schools as it is a subject we are unable to offer here. Transport costs for the movement between schools are met by the schools and not the students.

We take great care to tailor each student to an individual programme of study that involves a core learning aim of A-Level, combined with either work experience or enrichment studies. We factor in a student's prior attainment and career aspirations and work very closely with them over the two years to ensure that they achieve the very best. All students study a combination of three or four subjects over a full two-year course, therefore resulting in all students finishing their programme of study with a minimum of three A-Levels. Students will also study Independent Learning Skills (ILS) in Year 12 as an enrichment subject which qualifies students in Year 13 to study the Extended Project Qualification (EPQ)



CANTEEN TAKEAWAY PLASTICS

From next term, 17th April, all takeaway cartons in the servery will be made from recycled material. This is in line with new statutory guidance that schools need to follow. Unfortunately, these new recyclable materials are more expensive than one-use plastics. Therefore, if students wish to have a takeaway carton, we will need to charge an additional 10p for this. We encourage students to bring in their own food container if they wish to have a takeaway, which will not incur any extra costs. Thank you.





A student executive of elected Sixth Formers chair a weekly meeting of Student Leaders to hear and promote students' views. It also organises a number of events including the annual Charity Week. There are many opportunities for extra-curricular activities and taking on roles of responsibility within the school. For example, students can run clubs for younger students and be attached to Year 7 and 8 Forms as mentors.

Every effort is made to enable the preferred choice of courses requested by students to be timetabled. All Sixth Formers are expected to choose an additional extra-curricular activity to which they devote at least an hour each week, this is as well as ILS. There is also a comprehensive programme of careers advice.

Sixth Formers are supported in their studies through tutorial advice, access to a well-stocked library and extensive ICT and study facilities. A wide variety of study trips and visits provides help with Higher Education applications including mock interviews.

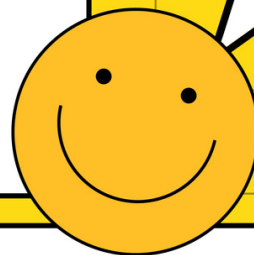


Sixth Form students have their own Sixth Form Centre which includes a study room equipped with networked computers and a separate social area.

The sixth form prospectus and application forms to apply to join the sixth form, can be found on our website, by clicking on the Sixth Form tab at the top.



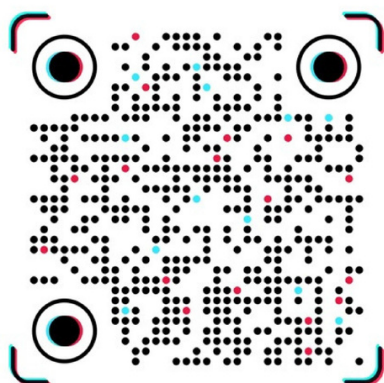
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DHSG 6th Form

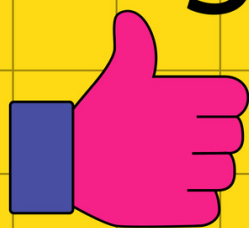


Scan QR code to follow account



@ dhsg _6th

- Study Tips
- Days in the Life
- Student Takeovers
- Answering Your Questions
- Meet the Staff
- And more!



Scan QR Code



TOUR OF ICELAND 2023



The Geography Department took 40 students from Years 11, 12 and 13 to the 'land of fire and ice' during February half term. Rayburn Tours put together a jam-packed itinerary which did not disappoint!

On day one students became well-acquainted with the tectonic origins of the island at the Lava Centre, building on prior classroom learning. The afternoon provided an up-close experience of their first waterfall, Seljalandafoss. The icy spray became a distant memory as day two began with a relaxing soak in the Secret Lagoon, Iceland's oldest thermal swimming pool. Strokkur, a fountain type geyser, did not quite reach its usual height of 20 metres, but still put on a good show, ably assisted by the translucent blue pools and coloured ground dyed brightly with sulphur (yellow), copper (green) and iron (red).

The rain stopped and the sun came out ('the rasin at the end of the hotdog'- an Icelandic phrase describing a pleasant surprise) as students explored Thingvellir National Park. Besides being a filming location for Game of Thrones, the park sits on the Mid Atlantic Ridge, formed due to the constructive plate margin between the Eurasian and North American Plates. Later in day three, students gained an appreciation of the extent of isostatic uplift during their visit to Skogafoss waterfall. The drop is 60 meters and marks the position of the former coastline. Reynisfiara proved to be a particularly striking and surreal stretch of coastline, with its black beach and basalt columns. Folklore states that the sea stacks found just offshore are night trolls who were turned to stone when struck by rays of sunshine.





An early start on day four meant that we had Solheimajokull Glacier (the sun glacier) all to ourselves. Students learnt to walk with crampons and ice axes and enjoyed learning about glacial formation and process from the awesome guides at Southcoast Adventure. It was particularly poignant to hear the guides share their first-hand insights of the impact of anthropogenic climate change on the glacier. This topic of conversation continued into the afternoon during our visit to Gullfoss, the Golden Waterfall. Earlier and more rapid glacial melt means that around 140 cubic metres of water tumbles over the two-step drop every second. The noise generated served to heighten the experience and made the visit even more breath-taking.

After a quick snowball fight, we donned helmets and caving lamps in preparation for our underground tour through the Raufarhólshellir Lava Tunnel. This underground lava tube was created by the mighty power of a volcanic eruption over 5,000 years ago and stretches for a total of 1360 m (4500 ft). The tunnel is up to 30 m wide with headroom up to 10 m high, making it one of the most expansive lava tunnels in Iceland. Students were able to observe fantastic examples of Pahoehoe lava, as well as impressive ice and snow sculptures. Throughout the week, Jana, our host at Guest House Husid, kept us fuelled and ready to explore to the max. She took the time to introduce us to some Icelandic phrases and favourite foods such as maltballs coated in liquorice, liquorice coated in chocolate and hardfiskur or dried fish. I bet you can guess which one(s) students stocked up on at the duty-free airport shops?!

Our final day in Iceland was spent exploring the capital, Reykjavik. It was clear to see how architects had taken inspiration from the physical environment and landforms we had seen earlier in the week. The Harpa Concert Hall was modelled on hexagonal basalt columns and the Lutheran Church Hallgrímskirkja was designed to resemble the trap rocks, mountains and glaciers of Iceland. Students took the opportunity to update their socials with a photo of the rainbow of Skólavörðustígur Street. Painted by citizens and the mayor as part of the 2019 Pride event, the rainbow is now a permanent piece of art designed to remind us about respect, inclusivity and love. The Sun Voyager sculpture was our last tourist stop. Designed by Jón Gunnar Arnason, the steel sculpture looks out onto Faxaflói Bay with Mount Esja in the background. Said to represent a dream of hope, progress and freedom, it seemed a fitting way to end our tour.

Keep your eyes peeled for the Geography Department's next adventure!



MEET THE STAFF

Mrs Palmer – Teacher of Drama



When did you join first DHSG and what attracted you to the school?

I first joined DHSG in January 2017 as a cover supervisor and have gone on to become a drama teacher as well. I had previously worked at Sir John Hunt as a teacher of drama and LSA. I was attracted to DHSG because of the school's excellent reputation and the drive to encourage students to reach their goals and follow their dreams. I wanted to be a part of that inspiration and help support students find their place in society and prepare them for the future. I am passionate about positive encouragement and DHSG is the place to fulfil this.

What is your favourite thing about DHSG?

While there is a lot, I value at DHSG like the staff and students, there are two things that stand out above the rest. The first thing is that DHSG values the creative subjects like drama, art and music. Since my short time here, drama has grown as a subject and continues to go from strength to strength. The students love the school musicals and are keen to be a part of the drama community. This wouldn't have been able to happen without the continued support of the school. The other thing is the fact that my opinions are heard and my own personal and professional development is encouraged and supported. I am able to present any ideas- however crazy they may seem, and am treated with the utmost respect and support. I am part of two amazing teams and they feel more like family than colleagues. I wouldn't want to be anywhere else!

What do you like to do in your spare time?

There are two sides to me. I have a much calmer creative side consisting of sewing, cross stitching, diamond painting, going to the spa or just taking my miniature dachshund, Milo, for a walk. But I also have a more daring side. I love to attend murder mystery events and try to solve the crime. I love a good mystery or puzzle and endeavour to solve it before the big reveal at the end.

What book are you reading at the at the moment?

I am currently reading 'A Discovery of Witches' by Deborah Harkness. The book is about a young woman who opens a bewitched alchemical manuscript in Oxford's Library and unleashes magic. It consists of witches, demons, vampires and their factions within society. Digging deeper in to the narrative it references Shakespeare's, 'Romeo and Juliet' as a witch and a vampire are drawn to each other and must fight the growing disdain from the factions. I was originally drawn to this book as I love reading fantasy and narratives about the supernatural. I have previously read Charlene Harris' series 'The Southern Vampire Mysteries' and that consisted of 13 books in total.

Who inspires you?

There are a lot of people who have inspired me over the years but there are two that stand out. The first is my mum. I know it sounds cliché but it's true, she is a strong woman who spends her life encouraging others to follow my dreams. Her mantra is; "when one door closes another one opens". She is selfless and always strives to support and do right by others. She even proofread my dissertation- even though she had no idea what it was about! I owe my strength and resilience to her. The second is my secondary school drama teacher. I lacked confidence at school to say the least. I suffered anxiety attacks and struggled to hold a conversation with new people. During our lessons, I discovered that I could be whoever I wanted to be and 'become' a confident person. My confidence grew as the years went on because he inspired me to take risks and kept reminding me that it was ok to get things wrong. He actually inspired me to become a teacher because I wanted to inspire students to follow their dreams and not let anything get in the way of their goals, in the same way he had inspired me.

What would you most like to do in the future, that you haven't had chance to do yet?

In the future I would love to visit Italy, more specifically Venice, with my husband. I would love to soak up all the culture and the history that it has to offer. We have talked about it but have not put any plans in to motion as of yet. If I am being honest, I would also love to be an extra in a Disney film but I doubt that would ever happen- but who knows- dream big!



CURRICULUM SPOTLIGHT

As parents, understanding the curriculum is crucial to support your child's learning and development. However, it can be challenging to keep up with what your child is learning and what the key areas of the curriculum are at each stage, leading to questions about assessment, content, and what constitutes a broad and balanced curriculum.

To help bridge this gap, we will regularly publish articles in our school newsletter that explain the curriculum and direct you to where you can find more information about your child's curriculum offer.

So, what do we mean by the curriculum?

Our curriculum is divided into three phases: lower years (7 and 8), middle years (9-11), and upper years (12 and 13). Each phase has many components including academic, pastoral, extra-curricular, physical and mental health and social and emotional elements.

We aim to equip students with the knowledge, skills, and competencies they need to progress and thrive in the next phase of their education or training. To achieve this the curriculum is carefully planned and sequenced. As students progress, they become more scholarly by developing competency in knowledge and skills. They acquire a deeper understanding of the subject matter and the ability to apply that knowledge to solve problems and think critically. Additionally, they develop essential skills such as research, writing, and communication, which are vital for success in their chosen careers.

This progression prepares students for the challenges they will face in their future careers, including the demands of the workplace, engagement in lifelong learning, and making meaningful contributions to society.

Extracurricular clubs and activities offer students additional opportunities to develop skills that complement their academic pursuits. These activities help students build leadership skills, develop teamwork, make a positive contribution to their community, and expand their social networks. They can also allow students to pursue their interests, explore new areas of knowledge, and cultivate a passion for learning beyond the classroom.

Overall, the combination of academic progression and extracurricular engagement is our measure of a broad and balanced curriculum that prepares students for success in their future endeavours.

If you want to learn more about our curriculum, you can visit the curriculum pages of our website. Here, you will find a clear idea of the subjects studied, how the work is sequenced in each phase, as well as details about assessment and examination boards. If you have any queries about the curriculum, please do not hesitate to contact your child's Head of House or Head of Sixth Form.

In each article, we will focus on a specific aspect of the curriculum, and this term's spotlight is on the English curriculum.



Consolidation of independence.

Interleaving exam texts + critical skills

Exam

English Curriculum Map

Our curriculum is ambitious, knowledge rich and underpinned by the cumulative acquisition of skills.



These units enable students to independently apply their knowledge and showcase their accumulated skills of literary analysis with flair.

Extends knowledge of modern drama through a unique, challenging and influential text.

Shakespearean tragedy – students apply their knowledge and skills with sophistication.

AO1
AO2 AO3
AO4 AO5

Independent/synoptic /comparative challenge.

Precise poetic analysis from strong foundations in KS4 through this experimental collection

Unseen Prose

Unseen poetry

Top Girls

Othello

13

NEA

Poetry: Feminine Gospels

Consolidation and challenge through targeted strategies to secure top band

Exam

12

Thematic approach challenges students to extend GCSE knowledge.

Atwood's depiction of a dystopian feminist nightmare with challenging cultural relevance.

Love, tragedy and the American Dream – a critical analysis of language and context

The Great Gatsby

Mastery of skills developed in year 9

Language: paper 2 non-fiction R&W

Lit/Lang Interleave all texts

AO1
AO2 AO3
AO4 AO5

AQA Love through the Ages poetry

The Handmaid's Tale

Consolidate knowledge Lit paper 2 + secure top band critical writing

Interleaves creative writing skills and application of literary analysis to unseen texts.

Extends knowledge of 19th century literature and explores relationships, class and gender through Austen's satirical lens.

Extends critical approaches within the genre of Shakespearean tragedy.

Modern Lit - range cultures and styles; supporting precise and sophisticated analysis of fiction + preparation for Language paper 1 skills

AO1
AO2
AO3

Revisit poetry unit and Short stories

Language: Language Paper 1 fiction

11

Literature: Pride and Prejudice

Literature: Romeo and Juliet

Literature: AQA Short Stories anthology

Application of creative writing skills to a specific genre/conventions - readiness for Paper 1 Q5

Challenging focus: 19th century literature – building perception and line of argument in preparation for GCSE Lit paper 1 & Lang paper 1 precise analysis

GCSE poetry relationships cluster perceptive inference/comparison

Inference and analysis of non-fiction texts + comparative skills

Creative writing is interleaved through Lit texts to consolidate top band skills and expression.

AO3
AO2
AO1

Lit + Lang skills: Great Expectations

AO1 AO2 AO3

GCSE poetry: Relationships hips cluster

AO2

GCSE Paper 2 Reading non-fiction

10

Language: Creative writing booster

AO6

Modern Lit Drama to give greater breadth of knowledge + dramatic devices (macro/micro) + typicality of Modern Lit (readiness for GCSE/A level units)

Develop context knowledge + analytical skills – layers of perception

Revisit creative writing skills whilst building breadth of vocabulary and method

Extend knowledge of Shakespearean comedy/gender introduced in Y7 unit.

AO6
AO6

Literature: 'Blood Brothers'

9

Literature: Of Mice and Men

Language: Creative writing booster

Literature: Much Ado About Nothing

Introduction to non-fiction writing through our '6 section scaffold' to build articulation and a convincing viewpoint.

Interleaving literature and language skills – perceptive inference/range of methods

Develops knowledge and appreciation of literature from other cultures + poetic forms/method

Challenging prose?

8

Language: non-fiction: Writing the World

Language and Literature: Detectives

Literature: Poetry from Other Cultures

Animal Farm George Orwell

Introduction to 2 genres/ drama methods/extend application of literary analysis: tragedy and comedy: A Midsummer Night's Dream Macbeth.

A challenging introduction to perceptive inference through literary heritage texts. Jane Eyre forms the introduction to 19th century literature.

Students are supported and challenged at the start of the DHSG literary journey; the early curriculum consolidates and builds KS2 knowledge and skills, ensuring a successful transition to KS3.

Literature: Introduction to Shakespeare

Literature: Transition Unit

Language: creative writing – The Book of Hopes

7

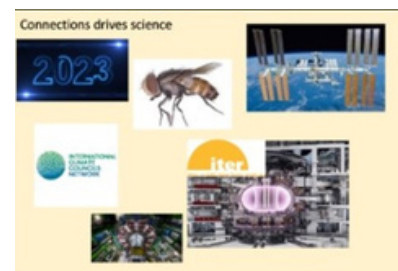




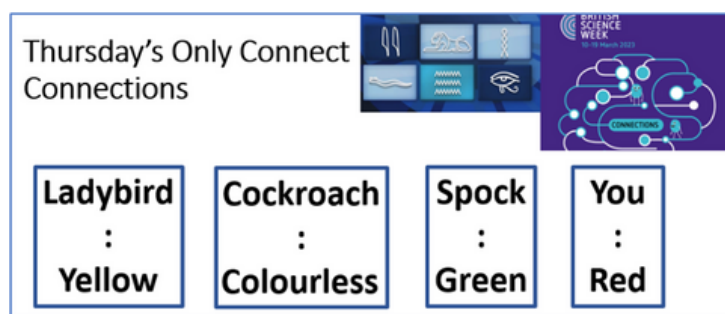
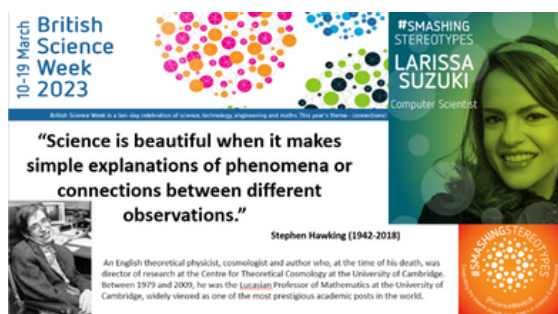
DHSG celebrated British Science Week between 10-19th March; a ten-day celebration of science, technology, engineering and maths across the UK for people of all ages. This year's theme "Connections" was chosen to celebrate togetherness after a period where isolation was a sad but necessary reality. This offered us a plethora of opportunities to think about and delve into.



Nearly all innovations in science, technology, engineering and maths are built on "connections" between people, and Mr Moore's assembly, "Science is built on connections; Science gets us connected and connections drive Science.", explored the importance of connections between individual scientists, research groups and institutions from history to today and the next steps into the future and how our students can get involved and be scientifically literate.



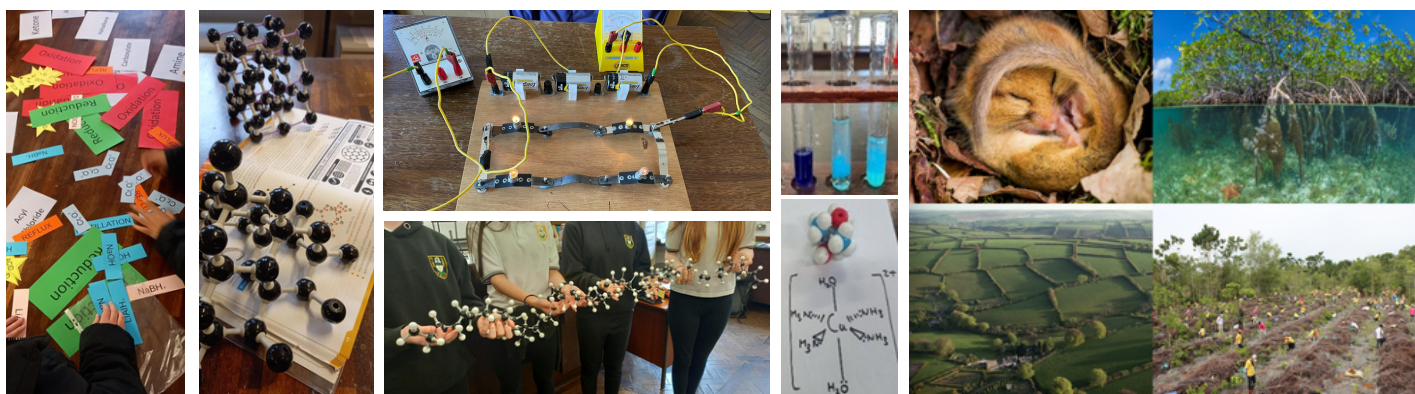
Our school screensavers were highjacked for the week with quotes related to the theme "connections" and profiles from scientists past and present. These also included Smashing Stereotypes images, a collection of stories from individuals and teams that challenge long standing stereotypes, with the aim of encouraging more young people to see themselves as scientists, showcasing that science is for everyone: whatever your interests, background or career path. We were delighted that Mr Kneen, our student teacher, delivered an interesting and informative lunchtime presentation about Geoscience and careers in Geology/Geoscience linking to the Smashing Stereotypes initiative and sharing careers of his contacts and peers who have varied careers all over the world.



Throughout the week one of our aims was to connect with our whole school community and our "Only Connect" daily quiz fulfilled this by being both challenging and fun for all ages; sent to all staff, students and posted online.



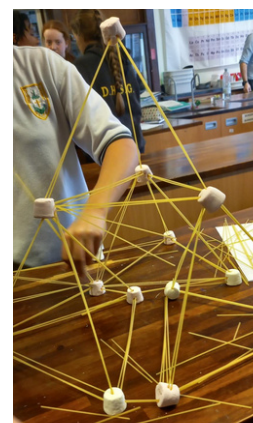
We also enjoyed "connecting" via social media throughout the week and hoped this provided an insight into day to day lives of our students and our Science Department. Our Science team make "connections" every single lesson with some connections being obvious and literal such as connecting electrical circuits, linking monomers into polymers and exploring how nerve impulses send messages to connect and control our bodies. However, we also link beyond the curriculum to consider science in the news and on a wider level; for example, this week, linking between crude oil, the war in Ukraine and the cost-of-living crisis in Year 10 and learning about biodiversity and discussing how we can reconnect with and restore biodiversity on a national and international scale in Year 11 amongst many others. We are also starting to "reconnect" as Year 11 and 13 rapidly approach their GCSE and A level examinations, which we wish them every success in. One example of "connections" and "reconnections" being Year 13 Chemists linking all the organic chemistry reactions together in a synthesis tube map. This is a very daunting task at first sight, but, by drawing/making one independently and participating in a hands-on group activity helps create memories, aiding revision and recall and then allowing application to any unknown compound or synthetic pathway.



Our lunchtime extracurricular clubs and subject support sessions continued as normal throughout the week "connecting" with all year groups. Dr Little oversees both The Green Team and DHSG Changemakers who continued to help make DHSG more sustainable and environmentally aware. The "DirtIsGood" project teams have many projects currently ongoing, one supporting Plymouth's food bank and another reconnecting the whole school with nature by initially providing a plant for every tutor group to look after which they have been propagating from cuttings.

The week ended with an interhouse Spaghetti Engineering challenge where it was lovely to see vertical house teams and 6th form teams working together to build the tallest self-supporting structure from spaghetti and marshmallow; literally making "connections" whilst considering basic design and engineering principles and having fun. We were pleased to award many competency merits for teamwork and problem solving too. Hartland won the overall challenge with a winning tower reaching a stable height of 674mm.

"The spaghetti challenge was a brilliant opportunity to get a hands-on experience with engineering using creativity and teamwork while making new in my house."



Great Science and "connections" occur every day at DHSG thanks to our teaching team, technicians and enthusiastic students. We are incredibly proud of all our students, past and present, who embrace Science and the opportunities and challenges offered. We exceed national trends in terms of numbers of girls studying maths and sciences at A Level and have a rich history of supporting our students in pursuing STEM related further education and careers.

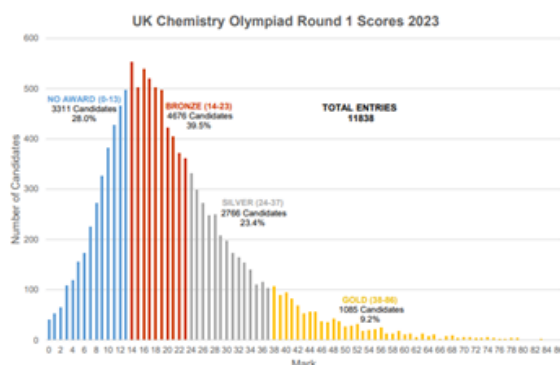
We would be delighted to hear from anyone who feels they could "connect" with the Science Department by being involved in future events or helping us "Smash some stereotypes" or sharing careers links, please get in contact.



CHEMISTRY OLYMPIAD 2023

Yr13 Chemists took part in the annual Royal Society of Chemistry's Olympiad which is designed to challenge and inspire. It is an opportunity for students to push themselves further and excel in the chemistry field whilst developing their critical problem-solving skills, thinking more creatively, and having a chance to test their knowledge in new, real-world situations. We are very proud of those who took part showing determination and resilience and are pleased to share their achievements of 2 gold, 2 silver and 1 bronze certificates.

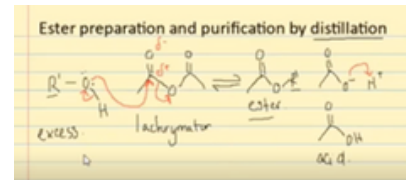
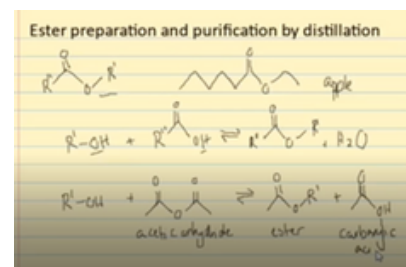
"I really enjoyed the Chemistry Olympiad especially being able to apply my maths skills to some actual rocket science! It extended me well beyond the specification and was definitely a challenge. I particularly liked the question called "This question is about cheese....!"



TOP OF THE BENCH 2023

The Chemistry Department entered the Regional Top of the Bench competition in conjunction with the Royal Society of Chemistry and the University of Plymouth. The competition involves a Team consisting of two Yr9 students, one Yr10 and one Yr11 student working collaboratively on a variety of Chemistry challenges and engaging with a remote practical investigation: the synthesis and purification of an ester, an undergraduate level practical that takes approximately 3 hours and was full of Year 13 level organic reactions, mechanisms and practical techniques. Our Team consisting of Abi, Bethany, Daisy and Polly came 2nd in the regional final, a fantastic achievement and we are incredibly proud of them.

"A level Chemistry here we come! :-)" "It was eye opening to have an insight into how A level and Undergraduate Chemistry works and to see how clearly our lessons are interlinked and training us to this level." "It was a really good day as we were in our element!"



SCHOOL FUND

Our school fund is a really important way of fundraising for activities and financial support that cannot be otherwise funded from public funds. Each year, we request a minimum donation of £10 for each student. We use the money raised through the School Fund for the following:

- Prizes and Decorations for the annual Christmas lunch in the main hall
- Activities for the Year 11 and Year 13 Celebration days
- Sporting activities and competitions
- Cookery competitions
- Financial support for students experiencing financial difficulties who are not eligible for pupil premium, enabling them to attend trips and visits
- Our annual Carol Concert
- Our annual Speech Day

Payment for School Fund can be made via your cashless account on ipayimpact.

We would really appreciate your support in donating to this fund, these enriching activities are vitally important post- Covid lockdowns



PARENT SURVEY

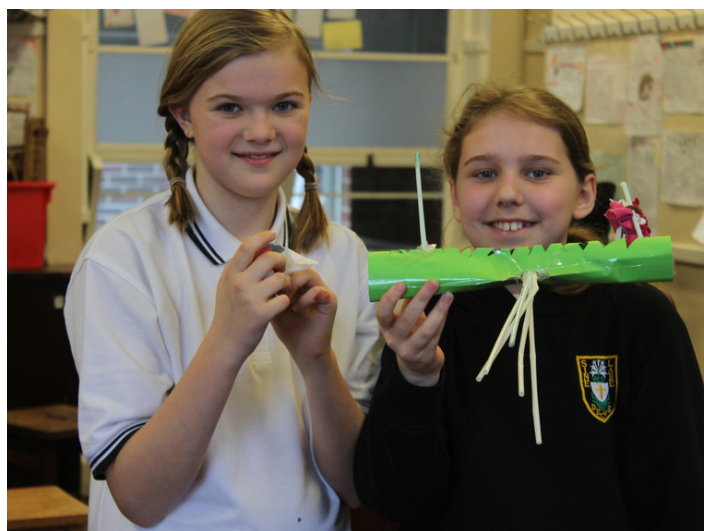
I would like to thank you for your responses to the Parent View Survey. We received 385 responses in total and were delighted to see so much positive feedback on how your children enjoy and achieve at Devonport High School for Girls. We are especially pleased with the comments that recognised the excellent pastoral care that students receive.

A number of you requested more information on the topics that students study. The Programmes of Study for each subject are available on the school's website and have been updated to reflect the three assessment cycles in each academic year. Please follow the relevant link if you would like further details:

[Lower and Middle Years \(Years 7-11\)](#)

[Upper Years \(Years 12-13\)](#)

We also received constructive comments around Parent/Carer meetings with teaching staff. While we will continue to use schoolcloud for online appointments, we have been working on plans to increase the availability of appointments in harmony with staff workload. I will provide further details of the updated arrangements in due course. Dr Parry.



SPORTING ACHIEVEMENTS



Badminton

Well done to the Year 10 Badminton team who took part in the Plymouth Schools Sports Partnerships - U16 Central Venue Badminton competition at Hele's School in March. They played against Plymouth High, Hele's & Stoke.



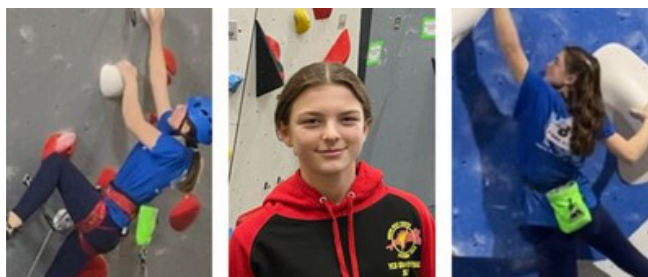
Netball

Congratulations to the U16 Netball Team who recently won the Plymouth Schools Sports Partnership end of season tournament at Hele's School. They were undefeated in the group stage and beat Hele's in the semifinals. In the final they beat a very strong Plymouth High team, 7-6.



Netball

A massive well done to the U14 Netball Team that recently represented Plymouth & West Devon at the Devon Schools Netball Finals at Exeter University.



Climbing

Anna from Year 9 attended the British Youth Climbing Championships recently at Rockstars in Swindon and placed 15th overall.

She qualified for the event after finishing 2nd in the South West Youth Climbing Series this year.

This tough 2-day competition is the official BMC (British Mountaineering Council) youth series, with 150 climbers from England, Scotland, Wales and Ireland competing in five age categories. Only the top 3 climbers from each regional competition qualify. Congratulations to Anna.



Netball

Congratulations to the U19 Netball Team that recently represented Plymouth & West Devon at the Devon Schools Netball Finals at Exeter University. They came 4th overall playing an outstanding level of netball on route to the Semi-Final.



Football

The Year 7-8 Football team played against a very strong Heles team, coming out 7-5 winners. The girls showed great character & teamwork to come from behind to win the game. Congratulations to Annette for receiving player of the game from Heles School.



Cross-Country

Congratulations to the Cross-Country runners who successfully battled the windy and muddy conditions at Staddiscombe, in the Plymouth & West Devon Championships. The Year 7 team achieved 1st, 2nd, 4th, & 6th place with a special mention going to Zoe & Elsie in Year 7 who finished 1st & 2nd in their race & Martha in Year 12 who won the Senior Girls' race. The Year 7 team also won the Year 7 Team Event. Amazing achievements!



THE PARENT TEACHER AND FRIENDS ASSOCIATION

The Parent Teacher and Friends Association has been in existence for many years and works hard to support the students and staff. The PTFA is very active and successful at raising money for the school.

Fundraising activities include:

- Second-hand uniform 'shop'
- Quiz night
- Christmas Shopping Trip
- Christmas Disco
- Selling refreshments at Parents' Evenings and events
- 11+ Practice

Recently the PTFA have raised funds in order to pay for:

- E-Book subscription for the School Library
- Delivery fee for the specialist transportation of a Piano for the Music department
- Specialist equipment for the Food Technology room
- Recycling bins for the School site
- Dressmakers dummy for the Textiles department
- Amazon vouchers for Mathematics Champions
- Railway sleepers for the Gardening Club
- A specialist Visualiser camera for the Geography department
- LED Par Can Lighting for the Drama department

There is a small but active committee headed up by a Chair, Secretary, Events Organiser and Treasurer. Meetings are held half-termly at 7.00 pm in the Sixth Form Centre. These meetings are open to all parents/carers and new faces are very welcome.

Please do get involved: we are here to help fund opportunities for our children and without volunteers this would be difficult. Please be assured that there is no pressure for regular commitment as we are happy for any help offered. If you can help in other ways, by perhaps supplying raffle prizes or selling tickets, please let us know.

Help us to achieve our aims, by helping us to support our students, the Head Teacher and his staff.

Please contact the PTFA at DHSG ptfa@dhsg.co.uk – we need and value your help and support. Thank you,

The PTFA



DHSGPTFA

A Registered Charity No. 1130637



REWARDS

With the outstanding opportunities given to the students this term we had 98 House Points go out for the Dance Show, which was a huge success and a fantastic series of performances. Following this the student House Captains organised the first annual DHSG Quiz week, during which 225 students got involved and each received a House Point. This truly is a reflection of the community DHSG has and a proud moment to reflect on how much time and support our students give up and down the school to create such events.

Prior to the Dance Show and many other opportunities to receive a House Point the totals were:

Edgcumbe - 234

Fleet - 232

Hartland - 234

Kitley - 251

The running totals now stand at:

Edgcumbe - 348

Fleet - 413

Hartland - 331

Kitley - 352

We want to thank all of the staff and students for their involvement and excitement in supporting their Houses and each other. Especially the Heads of House, Mr Riseborough and Mr Green who collectively made the Staff team, and Harvey Brown along with Danni Cleary who wrote the quizzes of each day.

NEW PE KIT

We have partnered with VX3, a local sportswear brand based in Torbay. Their motto is Veni Vidi Vici which translates to I came, I saw, I conquered. They have ethical trade, environmental and sustainability policies and are providing us with a kit which is modern, practical and above all affordable.

The new kit does not need to be purchased immediately as our current kit will be phased out in July 2025. It is available to purchase when you need to buy new items, using the link below:

<https://vx-3.com/collections/devonport-high-school-for-girls>

There is a mix of compulsory and optional items. The compulsory items of our PE kit are:

Fortis Black/Amber Tee or Fortis Black/Amber Polo

Fortis Black/Amber Hoodie or Fortis Black/Amber HZ Sweat

Black Lodus Shorts or Black Motus Legging

Black Playing Socks

White Sports Socks (these do not need to be purchased from VX3)



TERM DATES 2022-2023

	September-22	October-22	November-22	December-22
Monday	5 12 19 26	3 10 17 24 31	7 14 21 28	5 12 19 26
Tuesday	6 13 20 27	4 11 18 25	1 8 15 22 29	6 13 20 27
Wednesday	7 14 21 28	5 12 19 26	2 9 16 23 30	7 14 21 28
Thursday	1 8 15 22 29	6 13 20 27	3 10 17 24	1 8 15 22 29
Friday	2 9 16 23 30	7 14 21 28	4 11 18 25	2 9 16 23 30
	January-23	February-23	March-23	April-23
Monday	2 9 16 23 30	6 13 20 27	6 13 20 27	3 10 17 24
Tuesday	3 10 17 24 31	7 14 21 28	7 14 21 28	4 11 18 25
Wednesday	4 11 18 25	1 8 15 22	1 8 15 22 29	5 12 19 26
Thursday	5 12 19 26	2 9 16 23	2 9 16 23 30	6 13 20 27
Friday	6 13 20 27	3 10 17 24	3 10 17 24 31	7 14 21 28
	May-23	June-23	July-23	August-23
Monday	1 8 15 22 29	5 12 19 26	3 10 17 24 31	7 14 21 28
Tuesday	2 9 16 23 30	6 13 20 27	4 11 18 25	1 8 15 22 29
Wednesday	3 10 17 24 31	7 14 21 28	5 12 19 26	2 9 16 23 30
Thursday	4 11 18 25	1 8 15 22 29	6 13 20 27	3 10 17 24 31
Friday	5 12 19 26	2 9 16 23 30	7 14 21 28	4 11 18 25

Key

Bank Holidays

School Holidays

Staff Training Days *

**For staff training days, no pupils will be in school*

