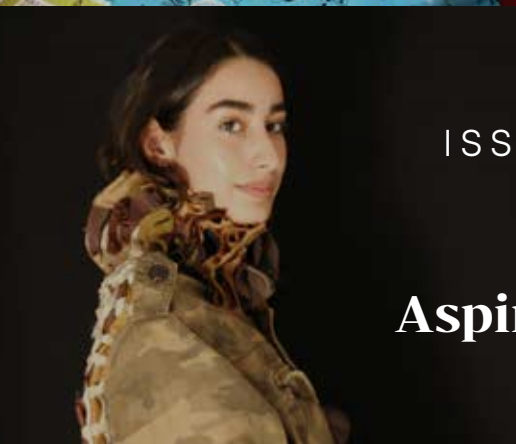




Jersey College *life*



ISSUE 31 • SPRING TERM 2021

Aspire · Inquire · Excel · Belong



WHAT:	
Creative	Design
Brand Design	Digital
Brand Consultancy	Video & Photography
Strategy & Advisory	3D & Animation
Investor Network	Copywriting



*We collaborate
fearlessly.*

HOW No.6

pottingshed

WHY: We believe that intelligent creative thinking helps organisations and individuals to grow.

Jersey College

life

Spring term 2021

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Principal's welcome

A Principal's perspective

CARL HOWARTH
PRINCIPAL
JERSEY COLLEGE FOR GIRLS



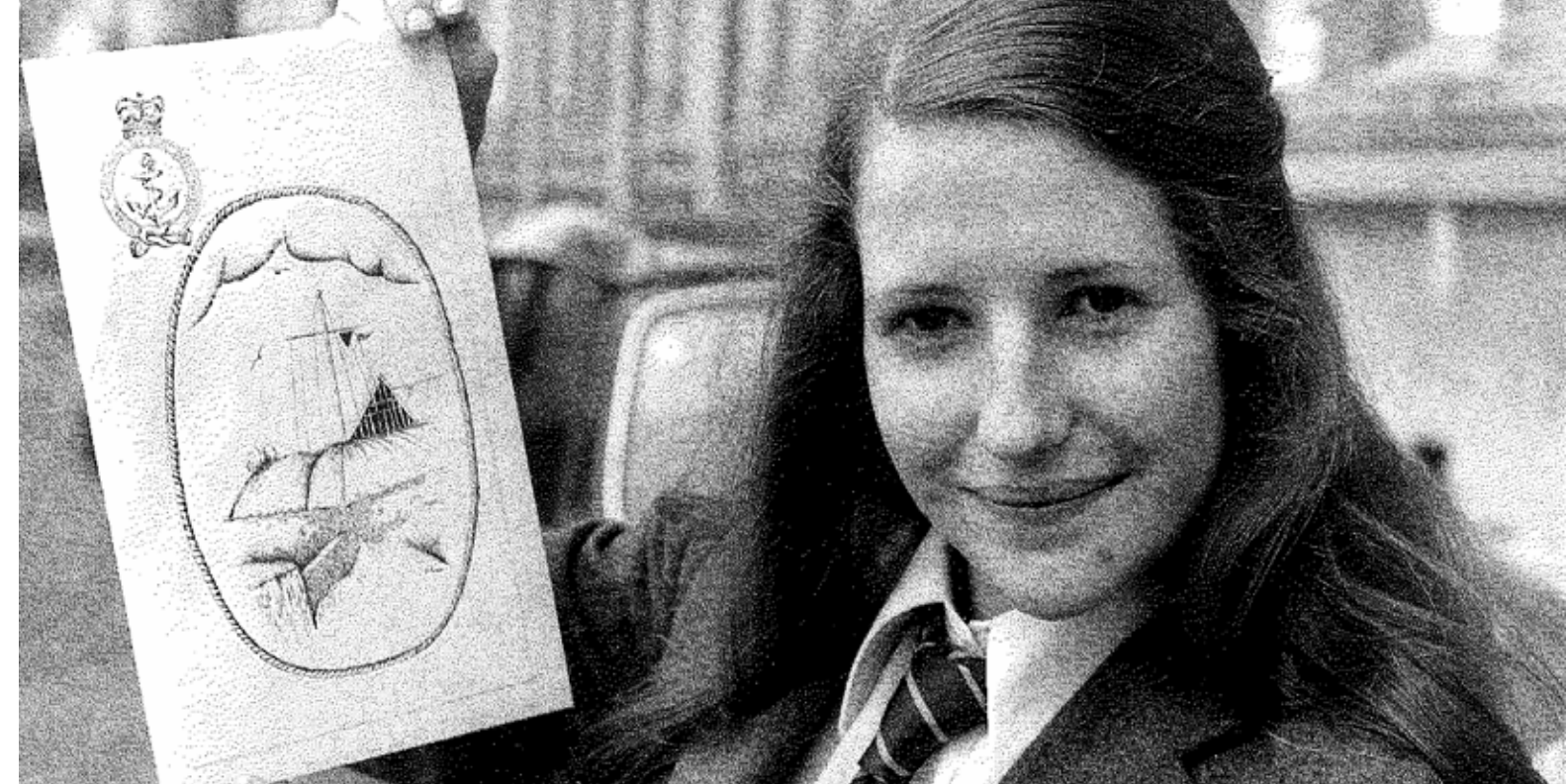
Dear Parents, I hope you and your family are well. While this term has continued to be tremendously challenging for us all, our students and staff have continued to show tremendous resilience.

I am grateful to you too for, and what has been the hallmark of this year, your support, patience and encouragement. It has meant a great deal - thank you. For many of us, we are reaching the end of an intense academic year. Yet for one member of our JCG family, it is the end of a forty year career. So, I make no apologies for focusing on the legend that is Angela Crowcroft, or as the students fondly call her, 'Mrs Crow'.

Angela Evans was a student at JCG and during this time her love of Art blossomed. Angela left for Art College and graduated with First Class Honours. She returned to Jersey and began her forty year career as Teacher of Art at JCG. She also became Mrs Crowcroft upon her marriage to Simon, 'Mother of the Parish of St. Helier' and devoted mother to Florence and Miriam (JCG students too).

I don't know many who can draw a perfect circle. Angela can and the celebrations of her gift to this College during this past week have seen a perfect circle drawn. All the love, care, inspiration and creativity given out to so many throughout these years have been flowing back in abundance. Her colleague and Head of Department for the past fifteen

years, Tim Barnett, wrote these very true words: 'When I appeared on the scene in 2006, I felt slightly undeserving to be Head of Art in a two-person department featuring such an experienced and hugely talented teacher. It was immediately apparent that Angela knew way more than I did about Art and how to teach it, grounded as she was in the 'old ways' and steeped in the classical traditions. Over the next 15 years she taught me as much as she passed on to her students, instilling in them a life-long appreciation of art and culture. On the surface, her teaching style may have appeared light, frivolous and peppered with uniquely coined Crowcroft-isms (apple-dapple, swirly-whirly, witchy fingers...) but fast forward to the end of a lesson/project/year/course and witness the depth of learning she would engender in those eager students who would invariably leave her classroom happier than when they arrived. Why? Because she cares deeply about all those in her charge, and she cares even more about teaching her subject in the right way - that is to say, learning from the ground up: how to look, how to measure, how to compose, how to balance, how to appreciate... funnily enough, all the qualities that have



“In that moment, everything about JCG was revealed; the love of our College, the bond between us, the closeness of our 'family', the desire to say thank you.”

resurfaced over the last couple of years as Covid has caused us to re-evaluate our lives and how we perceive the world around us. There is a lesson there for all of us.'

At our last assembly of the year, which incidentally was also our first 'real' assembly of the year, out in the fresh air on College field, I spoke about Angela, as did Tim and then Kayleigh, our Deputy Head Girl and A level Art student. As Tim and Kayleigh spoke, I looked out at our students, many of whom showed their emotions at the sense of loss they felt in Angela's leaving. They were crying because they genuinely love Mrs Crow. Rather spontaneously and without warning, I asked one student who was clearly moved, Lily in Year 9, if she wanted to speak. 'Yes, she said, I would.' She got up, wiped her eyes and walked to the microphone to give the warmest, most endearing thank you. No preparation was needed; it came straight from the heart.

In that moment, everything about JCG was revealed; the love of our College, the bond between us, the closeness of our 'family', the desire to say thank you.

On behalf of the entire College, and as we approach the summer, and hopefully some sunshine, I wish you a very happy, healthy and relaxing break and for Angela, the most wonderful next chapter of her life.

Take care.



Hello from your Headteacher

RICHARD SUGDEN
HEADTEACHER
JERSEY COLLEGE PREP



So as the new year arrived and we headed into the Spring term with the promise of warmer days to look forward to, what had changed. Well – not much. The Christmas spike was just behind us as Covid infection rates started to drop significantly and we were open for business as usual – the new, now old normal! Testing and more testing has become the norm. PCR's in the holidays and weekly LFT's in school, in an effort to ensure that we play our part in the Government's tracking and monitoring endeavours.

Since the delayed start to the term, children have been working away, as they always do, striving to do their very best amidst a continuous feeling of isolation within their own little class bubble. The teachers have continued to confound all logic by refusing to let the learning slip as they look for ever more inventive ways to excite and enthuse their classes, given that they are still confined to their own individual cuboid of a classroom; with masks and face shields in place. The sheer resilience of all is really quite something.

We are now allowed to sing in classes – hurrah – which has quite literally lifted the school. Our orchestra, string and brass groups and senior choir are all now able to rehearse once again, bringing a much-missed sense of belonging to our musical instrumentalists and singers alike. Many thanks must go to Mrs Smith for her ongoing support in enabling all this to happen.

Our sports teams have continued to train and practice week on week, however only the very occasional fixture has been played. Nonetheless, our PE specialist teacher, Miss Bichard, supported by other willing volunteers, has continued to keep the groups going after school – showing a huge amount of commitment to supporting the children's sporting aspirations.

We were visited on a number of occasions by our Departmental Senior Advisor who, whilst pointing out things she believed we could do to improve still further, was equally, if not more so impressed with the way the school has continued to develop and move forward in the most difficult of circumstances – as outlined in the numerous 'Notes of Visit' we have received; striving, as we always do, to be outstanding in all areas.

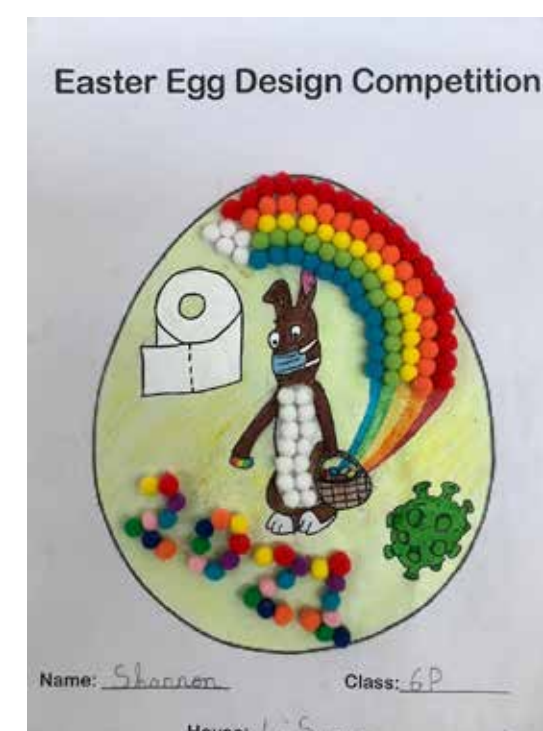
We also launched our next four-year strategy entitled 'Believe You Can', which will begin to shape our overall development in relation to the 'Two schools, One College' remit with JCG. These shared strategic aims set into the six specific areas of Participation, Communication, Curiosity, Partnerships, Profile and Reputation and finally Governance will form a part of our overall development as a school over the coming years. Work has already started in 'putting the meat on the bones' in the form of action plans going forward. We were visited by a professional marketing company, by the wonderful name of 'Jim and Tonic', who worked on filming for a joint College introduction to the strategy which was shared with all in February and March.

Fairtrade Fortnight came and went as we continued with our commitment and accreditation to this most worthwhile of causes. The Eco Committee have started working towards revalidation of our Eco Green Flag status which we have now held continuously for over ten years – very much a part our collective DNA.

Sadly, we were unable to welcome our parents into school for our usual Open Day, where we can showcase all the wonderful work the children do, punctuated by musical performances during the course of the afternoon. Instead we have decided that we will have a 'Virtual Open Day' where each class will record a snapshot of the children's learning after which parents will be sent a link to access this remotely. We may even end up nominating one of two for BAFTA's!

So, as the term closed for the Easter break, we remained very much in status quo. We have been able to welcome back some after school clubs and we have been freed up a bit to pursue more adventurous activities – predominantly outside – but we are still awaiting the option to mix classes again so the children can play together as a whole year group. Let us just hope that, as the vaccination programme covers more and more of the island's population, that there is a greater relaxing of the restrictive measures we still find ourselves under.

Finally, I am, as always, indebted to all those involved in every aspect of the successful running of the school, including pupils and as parents alike. It is only because of this ultimate team effort, sense of belonging and the genuine understanding of all, that we have been able to, and will continue to, navigate ourselves through such a difficult and unpredictable passage of time.



Reflections on the appointment of the first ever female Vice President Elect

Something that we immediately noted while watching the inauguration of Joe Biden was the outfit choice of Kamala Harris – purple.

In a seemingly benign choice Harris sent a powerful message – purple was a colour worn by suffragettes to symbolise the royal blood (and the instinct of freedom) that was said to flow through their veins and in wearing it Harris showed that Trump's blatant disrespect for women has not stopped progress.

Purple also blends Republican red and Democratic blue, reinforcing the bipartisan unity that Biden pushed so heavily. Harris, who is also the first Black and Asian-American VP, was sworn in by Justice Sonia Sotomayor (the first Hispanic woman sworn into the Supreme court) and this again shows a huge move away from Trump's divisive policies.

With the most diverse cabinet in America's history, it seems to be the first step to a country in which everyone is represented.

ELEANOR CHRISTIE

For me, Kamala Harris's vice presidency is monumental. Vice President Harris is the first woman, Black American and Asian American to hold this office, and I think what is equally poignant is the time at which she has entered this role, as America grapples with racial and economic strife, arguably more divided than it has ever been.

What I hope this represents is a move forward, to an era defined by collaboration, rather than opposition. The world of politics can be fraught with division and is still a male-dominated environment, but Vice President Harris has shown us that this does not need to be the case.

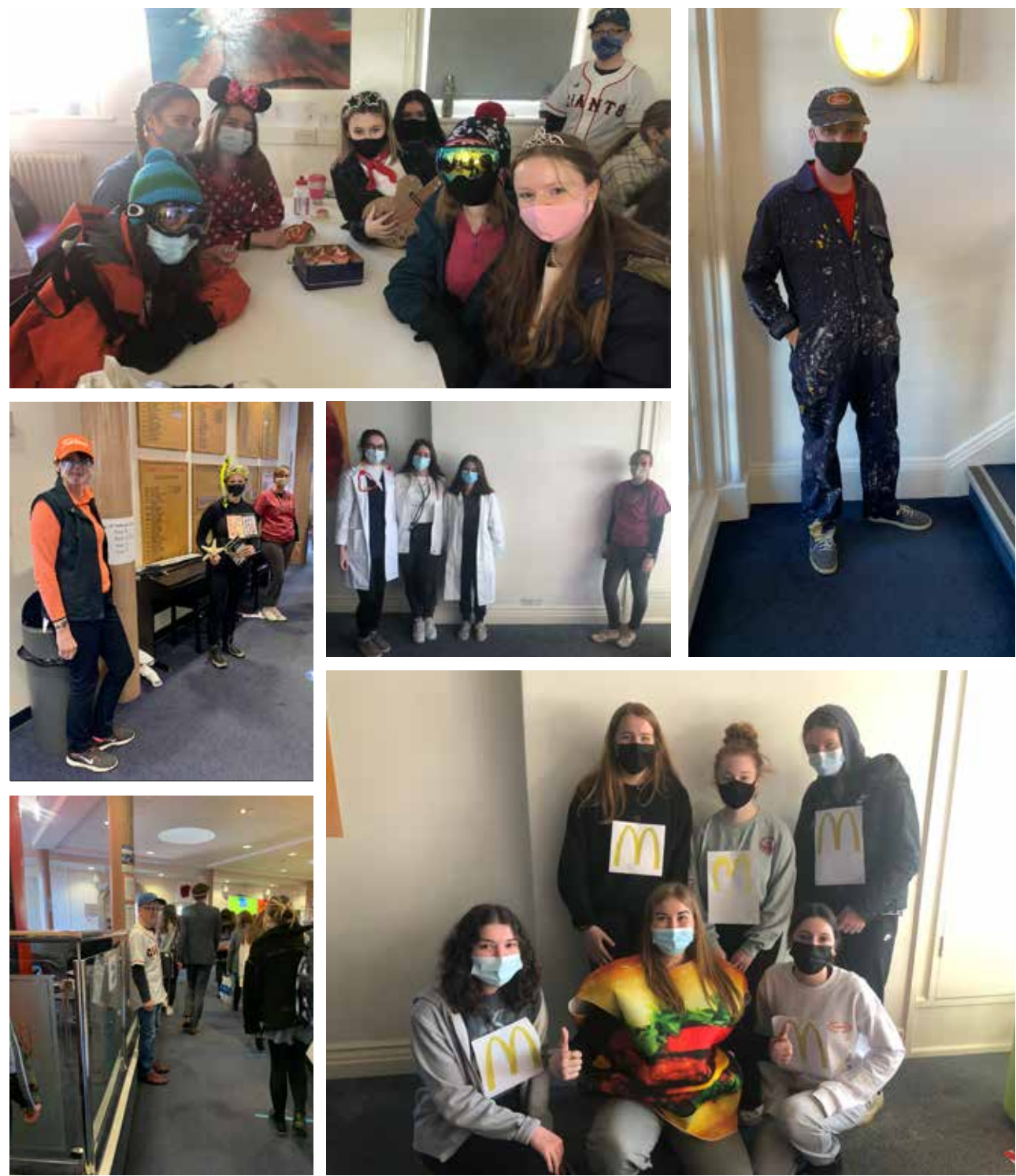
Through studying politics, I have seen that the narrative is often shaped by a single voice; a voice that excludes women, excludes minority groups and excludes young people. It is so easy to doubt your beliefs and opinions, because you do not feel 'experienced' enough, or you question your authority. However, as women, we can now look around the world and see a growing group of capable and passionate female leaders, and what we should take from this is the belief that If they can do it, then I can do it too.

We need to keep the strength of our convictions and our beliefs, and be confident in them, as that is how we can work to change the world for the better.

ROSIE NICHOLLS, EX-JCG HEAD GIRL OF 2019 / 2020
POLITICS STUDENT, DURHAM UNIVERSITY



Dream Childhood Careers



GSA Winners



This Year Has Changed Me: A Reversible Poem

This year has changed me
For worse,
Not
For better;
I'm a different person.
'This has broken me'
I refuse to hear you say:
'This is something that will help me tomorrow'
Covid-19:
Our past
Our present
Our future
Hope; it's
Gone, instead what survives is
Fear
This is how we are repainting the globe;
There is nothing you can do to stop it.
People still have smiles, even over a screen
- These will go
Thoughts of fear
Are winning.
Vaccines for the virus
That are not going to work on me
Saddening, hopeless words
We speak
'There are no lessons'
Don't lie and say:
'I have learnt from the pandemic'
Because
This year has changed me
For worse,
Not
For better

(Now read backwards for the full effect; i.e
'For better, Not For worse, This year has changed me')

HARRIET



When Tomorrow Comes

When tomorrow comes, and it will, I'll wake up
and thank the earth for pouring sunshine through
my skylight. I will greet my house-plants by name
and cover up my mouth and nose for eight hours.
When tomorrow comes, and it will, I will be grateful.

I read and watched the world stand still for a
year, we forgot how to talk to each other without
the mute button. I never want to mute myself again.
I stopped performing because the only audience
was myself. As our under eyes get darker through the
pixelated quality our hearts get heavy from the loss.
Modernity has killed my creativity; art rots inside my
veins, the carcass of potential lies at the hands of
green opinions. I write in my notes app and not in a
notebook. I paint on an iPad and not on a canvas.
In these heavy afternoons and weightless nights,
each alone in our shoe boxes, exit sanity stage left.

I meditated and observed people within my four
walls of the earth so closely as if they might slip
away. As a woman, I have become angry, I have
become passionate, my voice has grown in size and
strength. As a generation, we have become united.

When tomorrow comes, and it will, I will say,
"I'm speaking," when someone interrupts me. I will
hold my head slightly higher and my spine slightly
straighter. I will apply lipstick under my mask and
smile at strangers.

The vivid recall of pain and suffering, a year of
childish rainbows, and clapping for the NHS.
However, the earth feels like it's burning at my feet,
the animals starving at my front door, the women
being assaulted in the street, the men being killed
by police officers. I pray and sob my truth; the
pandemic will not influence tomorrow, you will.

NAOMI

GSA Competition Entries

The Phenomena of the Natural World

Amidst the confusion and chaos,
The wind continues to blow,
The water continues to circulate,
And the birds continue to chirp.

Throughout the never-ending
restrictions and isolation,
Nature has never failed to deliver,
The only constant in our new normal,
Is the beaming sun and the crashing waves.

The daily walks through the quiet lanes,
Helped us to keep hope,
As the world we knew falls apart,
Nature stays for us to escape to.

Never again will our generation question,
The importance of nature,
As once upon a time that was all we had,
From taking no notice, to taking full notice,
We thank nature for all it has done for us.

Our busy lives prior to covid,
Are a distant memory that we cannot return to,
For this pandemic has helped us to slow down,
And realise everything we have in front of us.

During the peak of the restrictions,
Some connections were lost,
And other gained to nature,
We now keep those connections for life.

I know now we will keep this amount
of respect for the nature around us,
And never ever take the beautiful
landscape and wildlife for granted.

VICTORIA

What have we learnt from the pandemic that will influence our lives tomorrow?

If someone were to ask me what I have learnt from this
pandemic that will influence my life tomorrow I would tell
them that actually I'm not sure, because truthfully I think
that Covid has been the biggest learning experience for,
not only me as an individual, but for the world as a whole.

Whether it be learning to social distance or teaching
yourself a new hobby such as baking , I think that
everyone has learnt something new, but I think the one
thing that humanity as a whole can take out of this would
be the fact that no matter what gender, age, race, religion,
we are all human, Covid doesn't just pick and choose.

We live in a world in which we have become defined
by our differences and how they shape our lives, but in
this past year we have all had to come together to learn
about something in which we could never even dream of.
I would never have thought that it would take something as
significant as this to bring us all together, and it is incredible
how we have become closer as a global community
through shared experiences of the pandemic, and the way
it has affected us all, both physically and mentally.

However, I do think the pandemic has taught me
something; to cherish things such as family relationships
and friendships and hold them close to your heart,
because unfortunately, like I said, Covid doesn't just pick
and choose. The losses that we have all faced as a result
of this are unimaginable, but it has made us all realise
that we should never take anything for granted.

We are all in the same position, and we all experienced
this together, which I think has made humanity stronger.
Which is why, if someone were to ask what we learnt from
the pandemic that would influence my life tomorrow
I would simply tell them 'I'm not sure'

HANNAH

How Our World Has Changed

Waking up to the morning sun
Getting all our work done
No planes, trains or taxis
They chose to stay away.

The roads are so much calmer,
The streets are quieter too.
Loneliness hurts more than we think,
No more hearing glasses clink, clink, clink.

Working from home is normal now,
It has taught us so much more.
Kitchen tables are now a desk,
The rule was clear: no more guests!

We have released a revolution in medicine,
Learning more and more each day.
The world is ill,
We have to help it still.

Family walks every day,
They mean more than we think.
No more taking for granted,
Stop. And think.

Because the most important thing here,
Is not me, myself and I.
And all the people know this,
And that's the reason why...

SOPHIE

Planet B

There is no planet B.
As we have all come to see
We've all taken a break.
From polluting our planet

Our water now clear
Smog clouds disappeared.
No planes in the sky
Everyone inside

So how can we change our pathetic ways:
Littering, burning, melting.
To keep our water clear
Smog clouds disappeared.
No planes in the sky
But everyone outside
We've seen what can happen when we all pull together.
As there is no planet B.

SIENA

Smiles.

A normal occurrence in a person's daily routine.
We go to school, to work, to dinner, together.
Then, nothing.
We are alone.
But we are together in this
We go from familiarity to irregularity,
We are taught to be distanced instead of together.
But we still join together, as one.
We clap, draw rainbows and stay distanced, all to keep
each other safe and remind each other,
This will end.
But humanity will push through
As we learn to appreciate what's around us;

We learn to smile again.

GRACE

GSA Competition Entries

Until I Couldn’t

Gone are the days,
The days of ignoring invitations,
Of staying inside out of choice
Gone are those days.

Never the same again.
Never again shall I take for granted
the world that lies outside.
Never again shall I forget
the importance of friends.

I didn’t realise how big the world was
until I could only see my corner.
I didn’t realise I wanted to
Until I couldn’t.

JESSICA

New Normal

2 years ago if I saw someone wearing a mask,
I would be shocked,
Confused as to why they were so cautious,
Scared that they may be ill,
Now I wouldn’t second guess it.

2 years ago if I had to stay 2 metres away in a line,
I would wonder why,
I would be nervous,
I would be confused,
Now I wouldn’t over think it.

2 years ago if I couldn’t travel to see the ones I love,
I would be angry,
I would miss them,
I would wish it could be different,
Now I have to live it.

2 years ago I didn’t realise what I had,
I was free,
I was happy,
Now I would give anything to go back.

ANNABEL

Masquerade

It is in my understanding that society is built on the
collective individuality of each solitary being. It is the
diverse spectrum of expression that enables each
person to thrive independently.

I gently close my car door behind me and stare out into
the open. The car park seems deserted, apart from two
individuals that walk along the road together, yet apart.
The void between them; a nagging reminder of the
devastating reality of the world around us.

A soft smile blooms across my face as I begin to walk
towards the school. A gentle breeze caresses my hands,
a breeze that feels more delicate than silk. A mist dances
freely in the air, softly forming droplets on my face.
My unfamiliarity with nature is disheartening yet,
somewhat exhilarating, as it feels as if I am experiencing
a whole new world outside of the dull, drab walls I have
been confined to.

My eyes fall onto the sight of my classmates; exhausted
eyes, heads tilted down. All glimpses of expression
covered by a mask; they all seem hardly recognisable.
All personality crushed by the immense pressure the
education system places on us. Each pair of eyes
telling the naked, ugly truth of how we truly felt during
quarantine, despite how hard we try to hide it. Naturally,
I too, tie the thin cloth across my face and succumb to
the prosaic life of a wallflower amongst the crowd.

It is in my understanding that if you take away the sense
of individual identification, people will crumble under
the sheer mundaneness of their person. They expected
everyone to return to their tiresome, monotonous life
after having dealt with the harsh, newfound realisations
originating from a pandemic that killed over 3 million
people and will continue to kill. We’ve all had to
understand how death’s cold grasp will take anyone at
any time, its merciless nature turning each individual life
into a devastating statistic.

FERN

A Quintet of Lockdown Haikus

Sat in pyjamas
There is no point getting dressed;
No one can see me.

Shut up in the house
You learn what really matters
When you are alone.

A mask blows along,
No one there to pick it up.
The streets are empty.

Prisons used to be
Places just for criminals;
Now we’re all locked up.

Quiet afternoon,
A solitary bird calls
Despite the silence.

KEZIAH

Locked Inside

When we were locked inside
We stopped having to drive,
We stopped taking trains,
We stopped flying high.

When we were locked inside
Nature breathed a big sigh,
Letting go of everything, all locked up inside.
The sky now a cloudless blue-
No more foggy skies.
The sea an endless turquoise,
Just like the olden times.

When we were locked inside
The whole world changed.
People urged for things to be OK.
People stopped to breath and went on more walks.
People started to think “were we really the cause?”

When we were locked inside, we began
the see the beautiful world that had turned
into such a monstrosity.
The short bright grass,
The hot daytime sun.

When we were locked inside the world really changed;
Maybe it will stay the same?

TAMSIN

Poems of Hope



Hope is a white butterfly
On the chest of a shivering man
Who lies in a big boat's belly
Buoyed only by waves
And a sacred belief
That where he is going is better.

Silently and stubbornly
It persists
In the arms of his wife
Which are weak with hunger
But strong with love
As they cradle three small children

Whose own legs are shorter,
Thinner, than their ages
Should suggest
Stomachs hollow, under fed
When no God delivers their daily bread
Nourished only by hope.

White as a wish, purity's kiss,
An illusion licked with loveliness
Of a better place
Where gunfire is muted by memory
And homes are not crushed
Under the boot of War.

It survives, this precious and
Fragile hope. Only to stutter
When they reach the new country
With its glowing tarmac roads
And safe, orderly houses

Filled with people who spit in their faces.

KAYLEIGH



Hope
An inferior word to
Fear
'The world is grey.'
I refuse to hear you say:
'We can replace the habitat we've destroyed' And
'We can stop Climate Change'
That will never happen.
Hope disappearing –
Our future
Our past
Our present
I can see that hope is:
Misery
Everywhere, meaning there is no
Discovery, it's
Gone – instead what survives is
Fear
Look at the progress:
Dark, dismal, distort
No longer is Earth
Blooming, blessed, beautiful
Hope
Will be replaced with
Fear
Because:
Hope
Is an inferior word to
Fear

(Now read backwards for the full effect
(I.e. 'Fear is an inferior word to Hope')

Poems of Hope

I am sometimes called an aspiration,
Most people use me when in desperation.
I am a wish and a deep desire,
Believing in yourself is all I require.

When about to give up on something I am there,
To guide you through your pit of despair.
I am a yearning that's in all of you,
The flicker of light to guide you through.

Faith and courage, I could also be named,
I am a part of you, but I can never be tamed.
I have the power to make miracles come true,
But the real power comes from you
I am an optimistic and empowering word,

You will always need me; I can always be heard.
When things get tough and you think you can't cope,
Remember one word, my name is hope!

-

Hope is wishing for good things to happen,
Looking into the future,
Making good come from bad,
Being positive and thinking good thoughts.
Hope is turning a fresh page,

Starting a new chapter,
A new year, a new month,
A new week, a new day.
Hope is praying for someone to get better,

Wishing you did well in a test,
Waiting for the sun to come out,
Uncertain but hopeful.

Hope is a feeling,
The light at the end of the tunnel.

I'm surrounded by dark dingy walls
No escape, and no turning back.
Alone, I cry out to the darkness
"Please, I can't stay on track."

Ahead of my are some old, worn-out stairs
That many have climbed before.
My legs aching, head spinning,
I don't want to keep going anymore.

And yet, as I look around desperately,
There's a small flicker of light.
I try to find out where it's coming from
I realise, with a jolt, it's from inside.

Slowly, it spreads along my body,
To my beating heart, and the tips of my feet.
There's no escaping the fire
It's distinguishing my defeat.

I start climb the stairs again,
But this time with a strong sense of purpose:
I know there'll be times when I struggle and fail
But I will fight for my light in the darkness.

Poems of Hope

On a bright summer's dawn,
A monkey is born,
But will it survive?
How long will it stay alive?
Its first steps are big,
As it searches for a fig,
It grows bigger everyday,
In the hope it won't fade away,
It's tale gripping on a tree,
So one day it may be free.

Its wings are blue,
And in the air it flew,
The wind rushes by,
As it pushes its way through the sky,
It travels the world at great speed,
It once was captive but now it's freed,
But up ahead is a layer of gas,
Smog has built up in a great mass,
The poor small bird cannot see,
It's about to fly into a tree.

It's print is marked in the snow,
It's face is always on show,
The Arctic ice once was thick,
The polar bear is really sick,
It's not used to the warmer water,
But this is what the world taught her,
Now as thin as a sheet,
The ice is melting beneath her feet,
With no sign of hope,
The polar bear must learn to cope.

The Amazon Forrest is going,
The little monkey has stopped growing,
The bird that once could fly,
Now falls from the sky,
All that remains is a lonely tear,
From the polar bear that lived in fear.

They think the world's falling apart,
But I hope we're desperately trying
To piece it together.
Speaking up isn't a scandal,
Having a voice shouldn't be a privilege,
Feeling isn't a weakness, And I feel sick.

I hope to live in a world where our biggest problem
is with the environment, not with each other.
Where safety can be taken for granted rather than
sought after.

Why isn't that enough? Why will my voice never be
enough?

I lack the power that comes with position.
I am no prime minister, or world leader:
'I'm not old enough to know'
but it seems they're too old to care.

But I hope that soon the world will be put to right,
I hope the current inequalities i the world will soon
become topics of history:
Criticised and chided by school children.

Let's hope that hope is enough

-

The runway lies silent with only a whisper of engines
The playground is barren no laughter or attention
The theater speaks to itself with no one to listen
The pool like glass only movement is the suns glisten
The restaurant is cold with the lack of jolly faces
The pitch is over grown no players in sight to tie their laces
The sound of chatter that once carried down the high street
Is not heard, not even the rumble of feet
It's quiet now everywhere
Fed up of this pandemic affair
But the grass is becoming greener with a helping hand
From hope itself emerged from no mans land
Nothing lasts forever and Covid will soon be gone
We just need a token of hope to help us go on.

Poems of Hope

Hope is about holding on
A feeling of expectation, when the feeling of fear is gone
A dark cloud with a silver lining, daffodils bursting
into spring

A wave breaking at your feet, the love encapsulated in
a promise ring

The view from the top of a mountain, holding hands with
a loved one

The light at the end of the tunnel, when you think you
can't go on

Celebrating diversity, sharing our passions with others
Lending a hand to someone in need, a rainbow vibrant
with colours

Never lose hope wherever you go, keep it in your mind
You'll never know when you need it, so if in doubt be kind

-

Hope is a beautiful thing
But also terrifying to most,
Hope can build you up
and break you when your right at the top,
Hope can bring you pain
but can also give you the strongest joy,
Hope can be found, it can be lost.
And when hope is lost in yourself,
Find hope in other things;
Find hope in the sun,
that it will rise tomorrow and greet the sky with its glow,
Find hope in the moon,
that it will kiss the world goodnight, promising of good
in tomorrow,
Find hope in the sea,
that it will push you upwards, and you will fight the waves.
Hope; it's dangerous,
But it's also worth every moment of the struggle

Sailing on uncharted waters of fear in a rocky boat
I stare at iridescent silk below, can I stay afloat?

A series of unrelenting thoughts of doubt plague my head
My stomach is devoured by permeating flames of dread

Am I a forest that is blooming, bustling with life all year?
Or barren, desolate like a desert stripped of all its cheer

Am I the sodden and ruinous remnants that is ash?
Or the mighty and raging fire that is so bold and brash?

Am I the drop of rain on a land that was withered?
Or am I the mighty wave that bruised and blundered?

Whatever I may be, I have to be ready to face the world
with faith and trust as my boat does steady.

2020/21 published book of competition winners – The unheard voices of conflict

We were delighted to see so many JCG students named as winning entries in this year’s Jersey Festival of Words Writing Competitions for Poetry, Prose and Flash Fiction.

Well done to all students that entered and congratulations to those that were published in the JEP.

MRS K MOSS, HEAD OF ENGLISH AND MEDIA STUDIES FACULTY

- **Ellie** Winner of Poetry age 14-18 – Love sonnet for the forgotten women
- **Isla** Runner up Poetry age 9 to 13 – The Ocean
- **Thea** Runner up Poetry age 14 to 17
- **Faye** Third place for Flash Fiction (all ages)
- **Liberty** Flash Fiction – The Thing under the Bridge
- **Rebecca** Flash Fiction – The Sea
- **Lucy** Runner Up Short Story age 14 to 16 – The Moon
- **Mollie** Runner Up Short Story Age 9 to 13 – Strictly Enchanting!

The Ocean

I’m a shimmering ribbon, woven with stars.
A mirror of others, yet forever unique, forever changing.
A glistening blue topaz, an iridescent beetle’s back.
I’m a summer’s sky, my colours seen for miles around.
I envelope the earth, giving life to every creature great or small.
I’m delicate, like the petals of a flower.
I’m fragile, like glass, easy to break, difficult to mend.
I am the ocean.
The ocean is me.
I may be a lake, a river or sea.
I need your help though.
So please protect me.
I am the ocean.
The ocean is me.
You are the tide though.
So, you can help me.

ISLA



Never Such Innocence Poetry (11-14) 1st Place

I cling tightly onto my teddy bear
I peer down in the darkness towards the boat
My Mummy is carrying the few items we share
“Where is daddy?” I ask

Sleep still grips me and I fight a yawn
My mum grasps my hand and pulls me close
A baby, cries, it’s not yet dawn
“Where is daddy?” I ask

Approachng us comes men in black
Scared whispers assaulting the silence
To make some space, we all edge back
“Where is daddy?” I ask

A flashlight’s relief, we’re all basked in light
I look behind and see a small girl all alone
A man in black calls to us, a shadowy sight
“Where is daddy?” I ask

He gives us a torn life jacket, and mummy tightens it around me
She knots it twice and a third time
I squeeze teddy but cannot move freely
“Where is daddy?” I ask

Mummy’s fingers tremble as she lifts me onto the boat. I lurch forwards and hands jostle me about.
I search for mummy’s familiar coat
“Where is mummy?” I ask

TILLY DHAMI-HOUNSOME

The Moon

Dedicated to all servicemen and women past and present.

I have PTSD. At first, I didn’t believe it.
This couldn’t be happening to me.
I was part of the British army. The elite.
I was invincible.
And it’s not like in the movies. I don’t get flashbacks or night terrors. I don’t wake to screams and gunfire. There’s nothing heroic about me. I was just in the right place at the right time. I was lucky.

I am a werewolf. I can push Afghanistan away; hidden in the far-flung corners of my mind.
Locked away like a Pandora’s box hidden under the stairs.
But then comes the full moon. I get angry.
Pulse racing, face burning, hands shaking, ears ringing. Fists clenched; eyes shut. I lock myself away. A prisoner in my own mind.
A prisoner of war. The wolf takes over.

They don’t understand, they couldn’t. I can see it as I walk down the street. They turn away, avert their eyes. They don’t want to be associated with someone like me. They think that I’m mad. Dangerous. They don’t trust me, no-one does. They’re just waiting for the next full moon.

Some days I just wish that I could go back. Back to where it all made sense. Where life was simple. When everything was black and white. I can’t unsee it. I died in Helmand.
We all did. No-one comes back from war. I’m just here because I was lucky. It wasn’t skill nor bravery. Just luck.

Every drink and every cut keep the wolf at bay. But the moon cycle never ends, and the wolf is breaking free from his chains.

I’m standing at the end. Looking over. The pull of the abyss. Not a full moon, but a total eclipse.

LUCY

Library corner

World Book Day can be a challenge in a secondary school. Not many of the students want to dress up as favourite book characters, though the staff might be persuaded (note for next year), so each year we try and do something different.

This year, I ran a book review competition on readingcloud, our library database system, and received a huge 93 entries. It was great to read about the different books our students have enjoyed. Some students helpfully recommended books we don't yet have in the library, some wrote lots and others were more succinct, some even provided warnings such as "It's quite a spicy book, so maybe not suitable for younger readers!" which made me smile: It was a book generally recommended for 12 years plus, so they were correct.

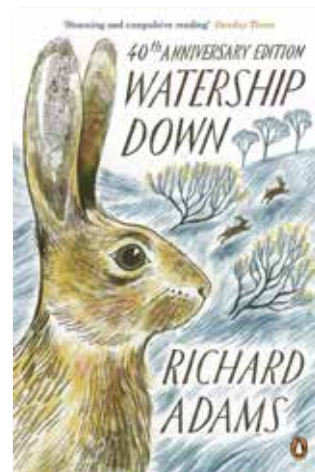
It was extremely difficult to whittle down the entries, but eventually I chose the following as winners:

- **Poppy Mallett** Watership Down
- **Leila Simpson** A Quiet Kind of Thunder
- **Ella Le Moeligou** The School for Good and Evil

With Aurelia Dopp, Claudia Bryant-Piednoel and Sadie Taylor as runners-up.

I also indulged my love of story telling and read aloud a short story, 'Humming Through my Fingers' by Malorie Blackman. It's a well-crafted, romantic and inclusive story, which went down well with lashings of hot chocolate in the library. The students were very respectable and listened well, asking pertinent questions at the end of the reading before browsing the new fiction books offered by the library.

Four hours of reading aloud through a mask took its toll though and I was glad to pour myself a drink at the end of the day too!



Economics Circular Economy talk

Year 12 Economists and Geographers were delighted to welcome India Hamilton, chef, and co-founder of SCOOP.

Her engaging talk focused on reducing waste, and how we can apply the continual use of materials in our economic systems to create a circular economy. She spoke about the importance of having an ecological mindset when designing economic policies and the importance of considering health outcomes when judging whether a policy had been successful.

A thought provoking and fascinating insight into being more sustainable in our everyday lives – thank you for talking to us!

“Hi, I’m Maddy, I’m taking A-Level Economics with Psychology and Textiles.

I picked Economics in year 11 not fully knowing what it was, but knowing I wanted to do something business related after year 13. It's very different to my other subjects and it so relevant to what is happening in real time, especially now, which is one of the reasons why I enjoy it.

In the course you cover both macro and micro Economics, so you get a mixed understanding of how the general and world economy works and how an individual firm operates. If you're not sure whether to take economics, don't be put off by the maths element as it's nothing as complicated as GCSE, mainly percentages and ratios, and it is by no means a 'boy subject'.

At university next year I'm studying Fashion Business and Management, so economics helped me gain a broad understanding of the basics, as well more complex theory. Economics can be applied to any industry that you would want to go into, even if you think it's not related, so taking it at A-Level is a really good start if you're not entirely sure what to do in the future, whether that be university or straight into work.”

“Hi, my name is Kirsty and I study Economics, Geography and Sports Studies at A level.

I chose Economics because I thought it would link well with the human side of Geography and be applicable to the world around me. Having studied Economics, this couldn't be more true. I love how everything can be applied to a different place in the world or a concept in everyday life.



For anyone thinking Economics is full of maths; it isn't – there are plenty diagrams though. Having said this, once you work your head around them, they definitely become easier.

Economics has helped me with my Geography as it can explain reasons for why countries are the way they are and links strongly with development and migration.”

“Hi, I’m Ellie and I study economics along with psychology and biology.

My journey to taking economics is slightly unconventional in that I switched to economics from a different subject after being introduced to it through an elective course at school. It was in this course that I realized that economics isn't actually just maths and graphs, in fact there's not that much maths at all (which was a huge relief). In reality economics is more about looking at decisions people make and what can affect those decisions, which links quite nicely with psychology so that's helpful.

I'd definitely recommend economics to literally anyone. I had practically no clue how our economy worked before starting economics and it's genuinely so interesting to learn exactly how the world around us functions. Like, why did Game Stop stocks suddenly go up in value, it's time to find out!

Also, economics pays well so there's also that (monetary incentive, you'll be studying that so take notes).

In all seriousness, economics has helped me so much with my understanding of how the world works and I always go to class ready to learn more.”

Discover Economics

“Hi, I’m Honor, I study economics, maths and media for A level.

I chose economics because I had no idea what I wanted to do post A levels, but after looking into the subject I realised it would facilitate this uncertainty by providing me with such a wide range of tools and greater understanding whilst keeping my options still open to change.

I find economics so interesting and before I began studying it, I had such little knowledge of the global economy and how a country allocated their materials. Now, after studying for almost two years, I can hold much more intellectual conversations about the ongoings in the world, as almost every day economics can be found in news articles and social media.

I loved the newfound understanding Economics A level gave me so much that I have decided to continue to study it at university. To someone who is unsure whether to take the subject or not, I would highly recommend it as it is not confusing in a maths or finance perspective, but instead it’s enlightening and simply provides a great understanding to your basic knowledge of how the world’s economies work together.”

“Hi, my name’s Scarlett and I am currently studying A Level Economics, along with Biology and Psychology.

After my A Levels, I plan on gaining my accountancy qualifications whilst working as a trainee accountant.

Initially, I chose to do A level textiles as I honestly wasn’t too sure what the subject of Economics was. It was a new course at my school and my misunderstanding of the subject led me to ruling it out completely. After deciding textiles as an A Level wasn’t for me, I spoke to a classmate who was doing economics and gained an insight into the different topics covered in the subject, realising it wasn’t just a slightly different A Level maths. She was doing microeconomics at the time and I was surprised at how fascinating it is to learn about the different aspects of the economy and why certain people (e.g. the government) make certain decisions and the details of how these decisions are implemented. After this I decided to switch to Economics although I had quite a bit of catching up to do.

I’d really recommend the A Level to any student, regardless of the other subjects you take as I feel it links into every other course in some way, even psychology, for example, irrational consumer behaviour and why these behaviours exist.

I am so happy I decided to switch to Economics as I’ve found the course really enjoyable and interesting to learn, even helping me decide what I’d like to do after A Levels.”

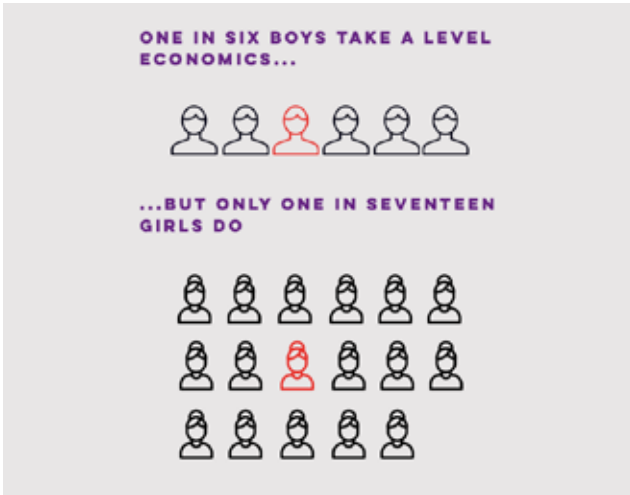
“Hi, I’m Isabella and I study A Level Economics, as well as Chemistry, Maths and Further Maths.

In the future I am hoping to study maths and economics at university.

I find economics interesting because of the numerous real-world applications and the diversity of the topics covered.

I believe economics has given me essential understanding of how decisions are made by countries, people and governments and how those decisions impact other groups. It has also made me aware of issues that affect me as a consumer and employee.

I would recommend A Level Economics to any student, even if maths isn’t one of their strongest GCSEs, as I found economics really easy to get interested in and it was very simple to build your knowledge.”



Flash Fiction Competition Entries

Aisling and Jessica in Year 11 decided to enter the Oxford University Flash Fiction competition, for which they each wrote a story using no more than 100 words. We think their entries are wonderful. I’m sure you will agree.

Aisling

Silence. N’importe quelle seconde maintenant, elle espérait. Dans un coin de la tête, elle savait que ce n’était pas juste. Elle avait passé trop de nuits blanches à rechercher, ils ont tous dit le même: le premier cri devrait arriver dans les premières trente secondes... elle en avait compté plus de soixante-cinq. “Me distraire” elle a chuchoté. Pour y réussir, elle a regardé par la fenêtre, elle pensait rationnellement maintenant, elle a pris un souffle et a espéré le meilleur. C’était là, le son de sa bébé. Un sentiment accablant de soulagement s’est précipité quand elle a vu sa fille.

Translation

Silence. Any second now, she hoped. In a corner of her head, she knew it wasn’t right. She had spent too many sleepless nights researching; they all said the same thing: the first cry should happen within the first thirty seconds... she had counted more than sixty-five. “Distract myself” she whispered. To do this, she looked out through the window; she was thinking rationally now, she took a breath and hoped for the best. There it was, the sound of her baby girl. An overwhelming feeling of relief flooded her when she saw her daughter.

Jessica

L’île était entourée de longues plages de sable fin, et le soleil d’or irradiait les trottoirs. L’île était un paradis – un endroit où tous les soucis quotidiens avaient disparu. La mer cristalline scintillait sous la lumière éclatante; l’île était un vrai havre de paix et la vue était à couper le souffle.

Tout à coup, le paradis a disparu sous une vague titanesque. Les planches de bois flottaient et les trottoirs étaient enfouis sous l’eau. Le bruit des pleurs des enfants remplissait l’air. La vague n’a rien laissé sauf la mort et les bâtiments effondrés. L’île avait disparu.

Translation:

The island was surrounded by long beaches of fine sand, and the golden sun radiated the walkways. The island was a paradise – a place where all the daily worries had disappeared. The crystal-clear sea sparkled under the dazzling light; the island was a true haven of peace and the view was breathtaking.

Suddenly, the paradise disappeared under a colossal wave. Planks of wood were floating and the walkways were buried under water. The sound of children’s cries filled the air. The wave left nothing but death and ruins. The island had disappeared

You may remember Aisling and Jessica’s article about language learning in the age of Google Translate, which appeared in the last edition of JCLife. Have a look at the fantastic video they created here for the Lancaster University Modern Languages in Schools Prize: <https://www.youtube.com/watch?v=6TprIdUon5M>

Living on Mars

A look at how scientists evaluate the possible ways humans could be able to inhabit Mars

Colonising space has become more of a reality with the possibility of humans living on Mars. Becoming a multi-planetary species has many challenges, such as the actual journey, the thin atmosphere causing a high risk of radiation from galactic cosmic rays. Other factors such as access to water, food and a sustainable energy source are also critical. The continued advancement of technology will be key to surviving on Mars.

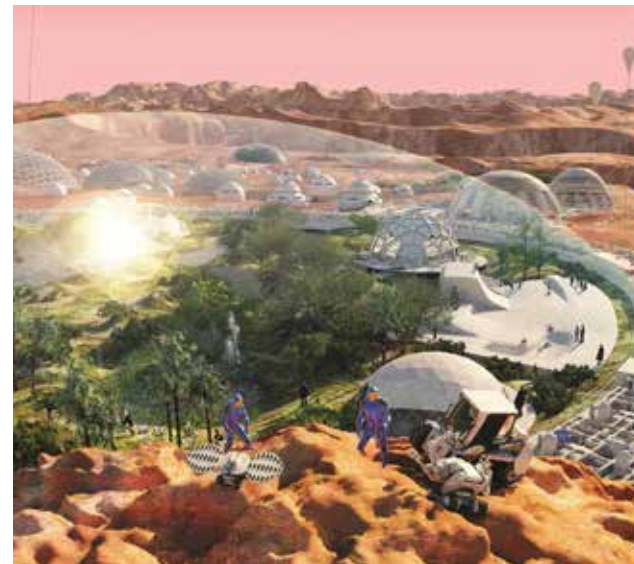
Mars atmosphere

The atmosphere on Mars is 100 times thinner than on Earth, it is composed of 95% CO₂ and less than 1% oxygen, where as on Earth our atmosphere is less than 1% CO₂ and 21% oxygen. In order for humans to survive this inhospitable planet we will need a steady supply of oxygen in a cost effective way, transporting it from Earth is unsustainable. NASA are therefore trailing a new technology called MOXIE [Mars Oxygen In-Situ Resource Utilisation Experiment] which will produce oxygen from the Martian CO₂ atmosphere.

MOXIE pumps in air from the atmosphere and uses an electrochemical process to separate an oxygen atom from a CO₂ molecule. MOXIE has been included in the Perseverance rover which landed on the surface of Mars on 18th February 2021. If MOXIE is successful on Mars it can be produced on a larger scale to make fuel for future rockets to launch off Mars and return to Earth.

Climate

Mars' average temperature is 210K [-63°] which is significantly colder than Earth's average of 278K [14°]. Mars has seasons like Earth, however these seasons last longer as there are 687 earth days in one Martian year⁵. [Sols last roughly 40 minutes longer than an Earth day.] Mars's dust storms are common however large storms can cause devastating effects such as in 2018 when NASA's Opportunity Rover was covered in dust, coating its solar panels.



Gravity

Humans living on Mars will experience physical changes. The acceleration of free fall on Mars is 62% less than Earth's, around 3.69m/s², therefore a person who weighs 100kg on Earth would weigh only 38kg on Mars⁸. The probable long term effects of living on Mars may include muscle deterioration and osteoporosis.

Astronauts working on the International Space Station for missions of 4 to 6 months have experienced up to 30% muscle performance loss and 15% muscle mass loss. Volunteers journeying to Mars, and living there, will need to take measures to adjust to the Mars low gravity. For example the Mars One mission will use well-structured exercise and nutrition plans to minimise muscle losses.

Transport exposure

When Mars' orbital path is closest to Earth the trip will take 260 days. During the trip astronauts will no longer be protected by the Earth's gravitational field so will experience microgravity, which is when people appear to be weightless. Long term microgravity exposure can result in a build up of fluid in the head leading to vision problems as well as loss in bone density. In addition, during the trip astronauts will be exposed to radiation, we know cosmic microwave background radiation (CMBR) is everywhere in space and is evidence for The Big Bang however galactic cosmic rays are a harmful ionising radiation to be exposed to. Research studies show strong evidence that increased cancer risk and other diseases will be expected from the radiation exposure due to its high energy, making it very penetrating. In order for astronauts to be protected during expeditions into planetary space, new techniques will need to be created. Water based shielding, where you are surrounded by a metre thick wall of water is an insufficient solution as carrying large quantities of water on board a space craft would be impractical. Other research advances such as synthetic nano materials such as BNNTs are being considered as shielding solutions as they are lightweight.

Energy and Power

Humans living on Mars will need energy sources to power devices and transportation vehicles. At first you might assume solar power is the best choice as rovers such as the Mars Pathfinder and Exploration Rovers were solar powered.

However this energy source is inefficient as it is limited to Mars's equatorial region, additionally Mars can experience severe dust storms which can last for many months. Instead Nuclear Fission is a more reliable option. Kilopower is a small nuclear reactor designed at the Los Alamos National Laboratory with NASA, it uses uranium-235 to generate heat. The potential of using Nuclear energy The potential of using Nuclear energy on Mars could be the solution to powering long term colonies.



Water and Food

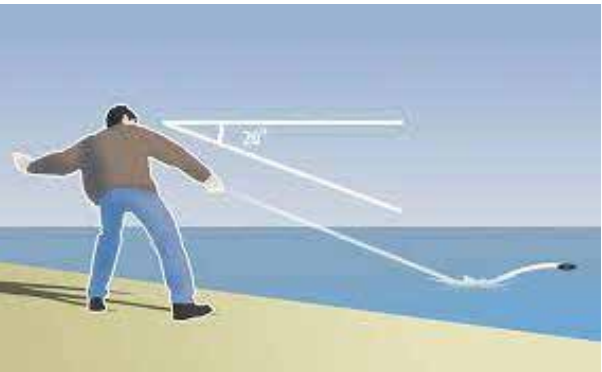
A possible food source will be insect farms as they provide a high volume of calories, per unit of land and need little nutrients, for example crickets can be made into flour and added to a range of recipes to provide protein for people. Additionally, cellular agriculture could be used, where food is grown from cells in a lab, for example researchers have already manufactured meat, fish, milk and eggs. As Mars is further from the Sun than Earth, the amount of light received by plants would be small to grow crops. Instead researchers have suggested making tunnels lit with high strength LEDs to grow plants¹⁸. Water is essential for human survival on Mars and will effect where astronauts will land and build sites. Researchers have found landing areas near ice water sites as little as 30-60cm below the Martian surface, this region is called the Arcadia Planitia and it is located in the northern hemisphere¹⁹, where there is already preference to landing due to the lower elevation providing more atmosphere to slow spacecrafts landing.

LIBERTY ADELER

Skimming Stones

More Complicated than it Looks: The Physics in Skimming Stones

In Pennsylvania, on the 6th of September 2013, Kurt Steiner achieved the world record for most consecutive skips of a stone on water; Steiner's record is 88 ¹. The act of skimming a stone involves throwing a small stone or pebble at a large body of still water with the intention of the stone bouncing across its surface.



So, how does water cause the lift in the pebble and how do the pros optimise their technique?

Lift

Surface tension has little affect on our ability to skim stones: The reactive force of the water pushing the stone up needs to be greater than the gravity pulling the stone down for it to bounce ²; the force that the water exerts on the stone is equal to that of the stone on the water, due to Newtons' third law, and it is used to create lift with the build-up of water under the front of the stone as it travels forwards ³.

In other words, the stone crashes into the water with a certain force, and the water pushes on the stone with the same force, and if that is enough to create a net force upwards, the stone will bounce.



Picking a Stone

Most are correct in assuming that a flat stone is best for skimming since it produces the greatest impact force. Also, a rounded stone will increase the resistance in the tangential direction and cause a reduction in lift force due to the contact surface in the z-direction being smaller ⁵.

The Guinness Book of Records Skipping Stones holder recommends using triangular stones because they tend to skip best as they are more stable.



Velocity

The stone needs to be thrown fast enough that the reaction force can overcome the gravity of the stone. For an initial velocity V_x , we can get a qualitative estimate for the number of bounces, N_c using average measurements where the mass, M is 0.1 kg, the size, a is 0.1 m, the distance travelled in collision, ℓ is approximately 13 cm and μ is approximately 1.4 ⁶. Using Bocquet's equation, it was found that the initial velocity to achieve the 2002 world record of 38, was 12ms⁻¹ 4. This also means that Steiner's throw had to have the initial velocity of approximately 18ms⁻¹, which is about 40 mph.

N_c is defined as the collision number such that the total energy loss is larger than the initial kinetic energy, so the stone is stopped.

$$N_c = \frac{V_x^2[0]}{2g\mu\ell}$$

Bocquet's equation for relating number of possible bounces with the stone's initial velocity ⁴.

Rotation

It is crucial to spin the stone. The spin is what keeps the stone stable against the torque of the lift throughout its course of bouncing ⁶ and the reason for this is the gyroscopic effect.

When a force is applied to the stone to get it to spin, it gains spin angular momentum, L , a conserved quantity. This angular momentum of a particle acts vertically since it is the cross-product of the force and the particle's position vector from the axis ⁷. If the stone is spinning fast enough, before the stone tips, a particle on one side will have rotated n radians, and the cross-product will still be in the same vertical direction on the other side. This is called mass moment inertia and it helps keep the stone stable.

When the stone hits the water, a torque is applied, this causes rotation in a new axis which is perpendicular to the first.

However, this causes a new angular momentum in this axis⁸. A new correcting torque is induced which stabilises the stone from further rotation.

$L = I\omega$, where I is the inertia of the object, or the objects natural resistance to a change in motion and ω is the angular velocity. So, we can say that the faster an object spins, the more stable it is.

Using Bocquet's equation, we can get a qualitative estimate the number of bounces N_c for an initial spin velocity ϕ_0 . R is the radius of the stone. It is found that for the 2002 world record of 38 bounces, the stone had a spin velocity of 14 revolutions per second ⁴. According to Bocquet, putting a spin of about 15ms⁻¹ is quite difficult but "the small kick at the end of the throw is what's crucial if you want to set a world record"

$$N_c \sim \frac{R\phi_0^2}{g}$$

Bocquet's equation for relating number of possible bounces with the stone's initial spin velocity ⁴.

Angle of Entry

When skipping a stone, the goal is for the water to form a sort of ramp for the stone to ride up as it moves forwards. For the maximum number of skips, the tip of the stone should make an upward angle of about 20° since at this angle it can keep moving forward and stay balanced.

These are the requirements for getting more skips out of every attempt. Of course, it will take a lot of practice, but it helps to know how each skip works.

CLARA BAINES

History

History Film Club – Friday lunchtimes

In History film club, we watch a variety of movies, usually based on major historical events. This term we watched Schindler's List, an Oscar winning film about the Holocaust, and Glory which focused on the first black American regiment to fight in the American civil war. Both films were incredible! Even if you don't take History GCSE or A-Level, I recommend going.

KIERA YEAR 11

Black Death Challenge

Who doesn't love a challenge?

I am sure those of you who attended JCG in Year 7 will remember the Black Death Challenge. If not (spoiler alert for JCP), we were asked to create the medieval experience of the Black Death in a 'memory box'.

This meant constructing a box that looked like it was made in medieval times and has just been dug up. It had to include artefacts and written work which contained information relating to medieval knowledge about the Black Death (such as prevention, causes, symptoms and cures).

With this brief, I decided that a plague doctor was most likely to know all these details as he would have seen lots of people with varying symptoms and treated them in different ways. He would have gone to university for at least seven years (even then!) so he would know to do experiments but would not have really known what he was looking for!

So, armed with a shoebox, an old T-Shirt, and a box of 70cm long strawberry laces (my brother had already eaten those – sadly!) I made a 'chest'.

I started researching what equipment a doctor would carry in those times and then set about making the artefacts. I used things from my chemistry set, my dad's toolbox and the garden.



With that completed I started on the written work; a patient logbook with records of visits, his thoughts about what was killing all his patients and attempts to stop it.

With most afterschool activities cancelled, I was able to spend a lot of time on this and really enjoyed it. Who knows, perhaps future generations will be learning, and making a box, about COVID-19 in their History lessons?

POPPY YEAR 7



Psychology

Mourant Psychology essay writing competition

The winner of this year's Mourant Psychology essay writing competition was Year 13 leaver Elizabeth Binet.

The judges were impressed with her thoughtful and well evidenced essay that explored the positive effect of exercise for reducing depressive signs and symptoms in children. Elizabeth was awarded £350 bursary and £200 cash prize.



Drama

Anna and I have had a rather unexpected last year as Drama Captains. With the school play being cancelled and students absent from rehearsals due to constantly being sent home to isolate, it seemed almost impossible to get any drama done at all.

But where there's a will there's a way, and the show must go on!

We are proud to say that we were able to go ahead with House Drama which was an absolute triumph for Years 8, 10 and 11, with current Drama Captain Hannah stepping up to the plate to host last minute when Covid struck once again.

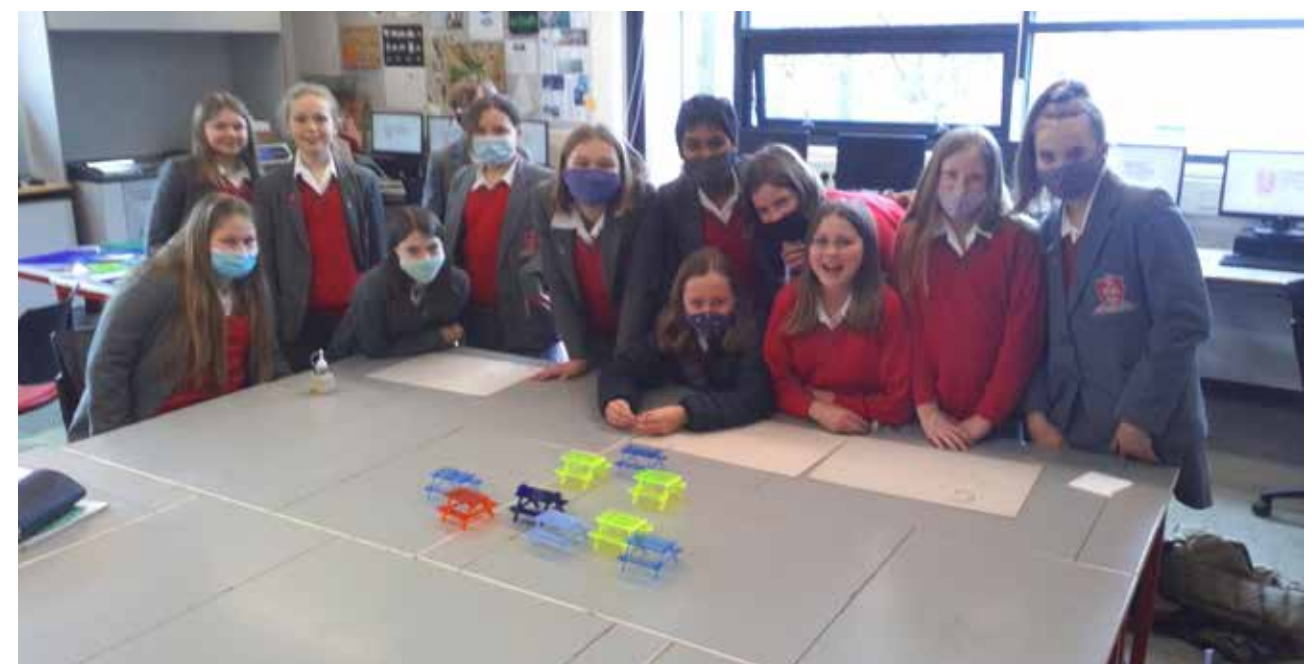
I for one have loved watching, working with and inspiring the younger students as they performed and prepared for their LAMDA exams.

The Year 7s have had a blast once a week on a Thursday in Drama Club and getting to introduce them to the world of theatre, seeing their enthusiasm, energy and creativity was incredibly rewarding.

Although some of our plans were put on hold, we really hope the next Drama Captains will be inspired to continue making Drama and the Performing Arts integral to life at JCG, something we wished we were able to continue.



Woodwork



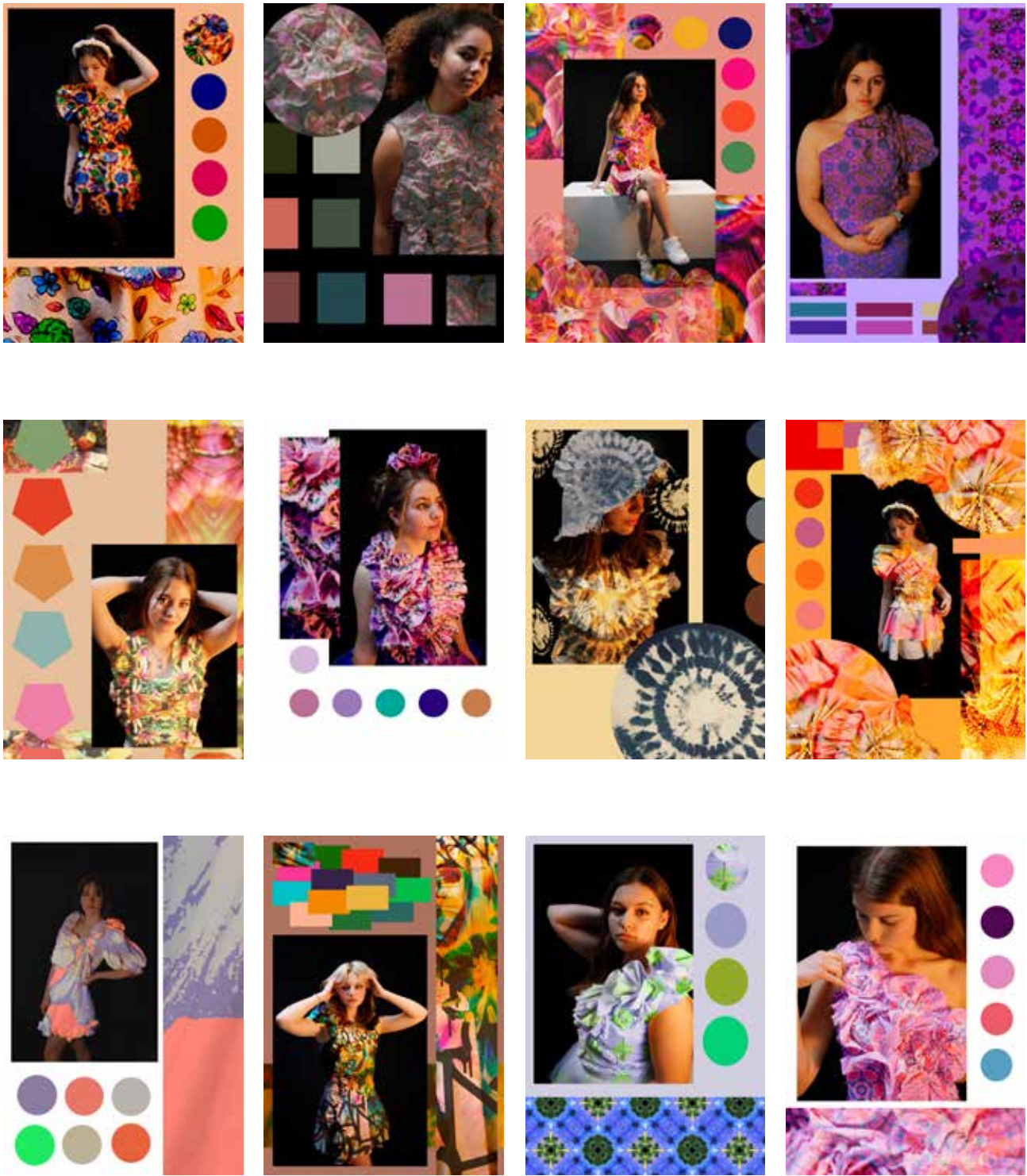
Textiles Apple Cider Press

Year 10 textile students have created beautiful hand painted, printed and stitched apple themed squares to contribute towards the Jersey Cider Apple Quilt project.

To celebrate Jersey's rich history and heritage of growing apples and making cider, Jersey Heritage has launched a community project to create the Jersey Cider Apple Quilt with over 400 squares being created to form the quilt.



Year 10 – Natural Form Project



House Eco

Winners:

- Overall House**
Garrett Anderson
- Runners Up**
Cavell
- Best Visual and Conceptual Impact piece**
Katie White (GA)
- Runners up**
Jasmine Furness Chasing Coral garment (IN)
- Best sustainable use of materials**
Hannah Lamy (NI)
- Runners Up**
Cara Williams, Tia Quinn and Beth (CF)
- Best sustainable fashion piece**
Cara Buesal (GA)
- Runners Up**
Maya Schaffer (GA)
- Creative Art & Design Eco Award**
Maltida Rouse (IN)
- Runners Up**
Phoebe Jenner (AB)
- Best Eco Narrative piece**
Ava Harrison (CF)
- Runners Up**
Madeleine Le Marrec (CA)
- Best Film**
Katie White (GA)
- Runners Up**
Bella Gavin, Naia Padidar & Kennedy Weekes (CA)



Introducing Sanne's

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Foundation Stones



Inter-Sixth Form Competition

This year saw an inter-Sixth Form competition consisting of three rounds. Students took part in two netball matches and one rounders fixture against boys from Victoria College.

The first netball game was made up of a team of prefects. Students were able to organise some practice sessions to bring the boys up to speed, also allowing them to learn and play to the rules. The girls experience of playing school netball together enabled them to link the ball well through the court and capitalise when they made turnovers.

The girls were able to bring the trophy home with a very respectable 21-3 win and a very happy girls team.

After their defeat, Victoria College showed an interest for a rematch, with sportsmen across both years in the Sixth Form. The girls were able to train against the boys once a week, whilst they had an additional practice to refine their skills.

The game was very competitive and as spectators were reintroduced into sports, there was a lively crowd present to cheer both teams on. After a well contested four quarters and a very physical game, the end result was a draw between both teams.

To finish life at Jersey College for Girls, a rounders fixture was organised as a final send off. Both teams perfected their rounders skills and the girls knew that they had to put on a strong performance to match the boys. The girls were able to display some great fielding by chasing and catching big hits, managing to show Victoria College what they were made of. The girls loved playing in the inter-Sixth Form competition and hope this tradition continues in the future.

Sporting Fixtures and House Events

Despite Covid-19 restrictions, students have been able to take part in hockey, netball and rounders fixtures this year. Although the leagues were friendly, students excelled in all three sports and Jersey College for Girls secured some outstanding wins across all year groups.

House sporting events took place this year and there was an array of sports covered. Year groups across the school took part in 5-a-side football, badminton and table tennis.

The overall House winners for each sporting event were as follows:

- Football - Cavell
- Table tennis – Table tennis
- Badminton junior – Garrett Anderson
- Badminton senior – Cavell
- Sports Women of the Month Year – Spring Term



Inter-Sixth Form Competition

To continue with the new initiative One student has been selected per month for their sporting success, either inside or outside of school, resulting in them becoming the Sports Women of the Month.

Well done to the students who have been recognised so far this year:

- September – Millie, Year 9
- October – Mati and Pia, Year 11
- November – Gaby, Year 10
- December – Lily, Year 12
- January – Hannah, Year 9
- February – Roseanna and Erin, Year 13
- March – Kyla and Mia, Year 11
- April – Izzy and Mia, Year 11

Pictures and a full write up for each of the above students can be found on various Jersey College for Girls social media links. If you are aware of students that are taking part in tournaments, competitions or events outside of school, please inform a member of the PE department.



Year 8 and Year 9 Leadership

Students in Year 8 and 9 took part in an 'Introduction to Leadership' course and develop their knowledge, understanding of what it takes to be a young leader and a coach. Students planned and delivered two sessions to Jersey College Prep and reflected on these sessions.

Well done to students from Year 8 and 9, who have taken part in the leadership programme which has been running since September. Students have learnt an array of skills and planned and delivered sessions to Jersey College Prep.

Sports Captains and Ambassadors

Well done and thank you to our PE student voice team consisting of Sports Ambassadors, Year 12 Sports Prefects and Year 13 Sports Captains. Students have attended weekly meetings and help to implement ideas both inside and outside of school. The girls have acted as role models to their year groups and the rest of the school.





Gold D of E Art Residential and bushcraft



JCG Houses

Austen Bartlett

Hi, I'm Phoebe Richard and the Austen Bartlett House captain. Throughout my time at JCG I have been a huge supporter of Austen Bartlett. I've loved taking part in House and the camaraderie it brings. The good natured spirit of competitiveness it engenders brings the whole school together in events like House music, sports day and Top of the Pops. Outside of school my hobbies are singing and piano, which I have been enjoying since I was 5! These have helped me to participate in all the house music activities which I have loved! My A levels are History, Economics, English and Finance but I'm still very undecided as to what to study at University! My goal for this year is to reinvigorate House after a nightmare year due to Covid 19, I want to strengthen House spirit back to its full glory and encourage everyone to get involved in all House activities! I have 3 older sisters, who have also been at JCG and loved being in Austen Bartlett. I look forward to an exciting year ahead with a more normal House life on the horizon

Hi, my name is Ella Harris and I am one of Austen Bartlett's House Captains. I take Economics, Textiles and Business for A level. I obviously hope to win this year, but I would also really like to get to know everyone in my House more and form bonds throughout the years. I am definitely looking forward to being in charge of the events like Top of the Pops and sports day with Phoebe as those are my favourites.

Cavell

Hi my name is Ellie and I'm one of the Cavell House captains. I study Politics, Religious Studies and Design + Technology for my A Levels. As House captain I want to create opportunities for all the girls to get more involved in House if they haven't previously. I plan to introduce new ways and new roles for girls to help within house so that everyone is included and feels heard and valued equally.

Hi, my name is Maddie and I am the House captain of Cavell. For my A levels I study Maths, economics and finance, which I am enjoying thoroughly! My favourite House event is sports day as I love the House spirit that is created when the whole school comes together. As House captain I would like to make more opportunities for students in younger years to get involved and feel included in all house activities. Outside of school my hobbies are netball, which I have been doing since I was in year 4. I am very excited for this upcoming year, and hopefully we will be able to achieve all our goals in House.



JCG Houses

Curie Fry

Hi, my name is Bethan and I am a house captain for Curie Fry alongside Mayling. I study 3 A levels; Drama, History and Classics. I am so excited to be a House captain and be able to create connections and relationships with other year groups within my house. I am particularly excited for all the big events like sports day and Top of the Pops where the House spirit really comes alive. I am so fortunate to have a great captain in Mayling as my partner and can't wait to see what the year holds for us.

Hi, my name is Mayling and I am the new Curie Fry House captain! I study Chemistry, Psychology, Maths and Finance and I am hoping to go on to study Experimental Psychology at university. I am absolutely thrilled with my role as House captain as it allows me to work with a number of different people in the school in a fun and competitive manner. I think I'm most looking forward to sports day because we were unable to compete in sports day last year and it is always an exciting and active House event. In the coming year, I hope to inspire enthusiasm about House into the lower school and make sure there is an event that is loved by everyone, whether it be to show off their skills or just for the atmosphere.



Garrett Anderson

Hello, my name's Phoebe and I'm House Captain of Garrett Anderson for this year with Kate. I'm currently studying Textiles, Italian and Biology at A Level and hope to go to university once I finish at JCG. This year I'm really excited to get everyone back involved in House as we start to move out of COVID restrictions, especially the younger years who have missed out on so much. I have always loved participating in House and it's been a huge part of my time at JCG, so I can't wait to share the fun that I have had with my House now that we can collaborate more.

Hello, my name is Kate and I am House Captain for Garrett Anderson alongside Phoebe. I take the subjects Biology, Economics and Psychology at A level and I am hoping to go to University next year to study Zoology. This year I want to get the whole House from Years 7 to 13 involved in House events to build strong friendships between the years that might've not been formed because of the restrictions, which subsequently meant we had to be isolated to our own Year groups. I'm super excited to get started and I can't wait to see everyone's creative, sporting and musical talents come out in House this year!



JCG Houses

Inglis

Hi, my name is Jess Brady. I'm one of the Inglis house captains and I am taking maths, italian, finance and psychology for A Level. My favourite House events are sports day and Top of the Pops so I am really looking forward to leading the House with Tilly in these events. I also hope to get the House closer together after the restrictions ease.

Hi my name is Tilly Phillips and I am one of two Inglis House captains. I am currently studying Psychology, Economics and Sports Studies. My favourite House event is Top of the Pops because I love the atmosphere and sense of community that it brings which makes competing more exciting. Next year I am looking forward to getting the whole House as involved as possible and to raising as much money as we can for our chosen charities. My aim is for the different year groups to collaborate more extensively which will enable students to make friends within our House system. Hopefully in the forthcoming year we will be able to make up for lost time and we can all get involved in more House events.



Nightingale

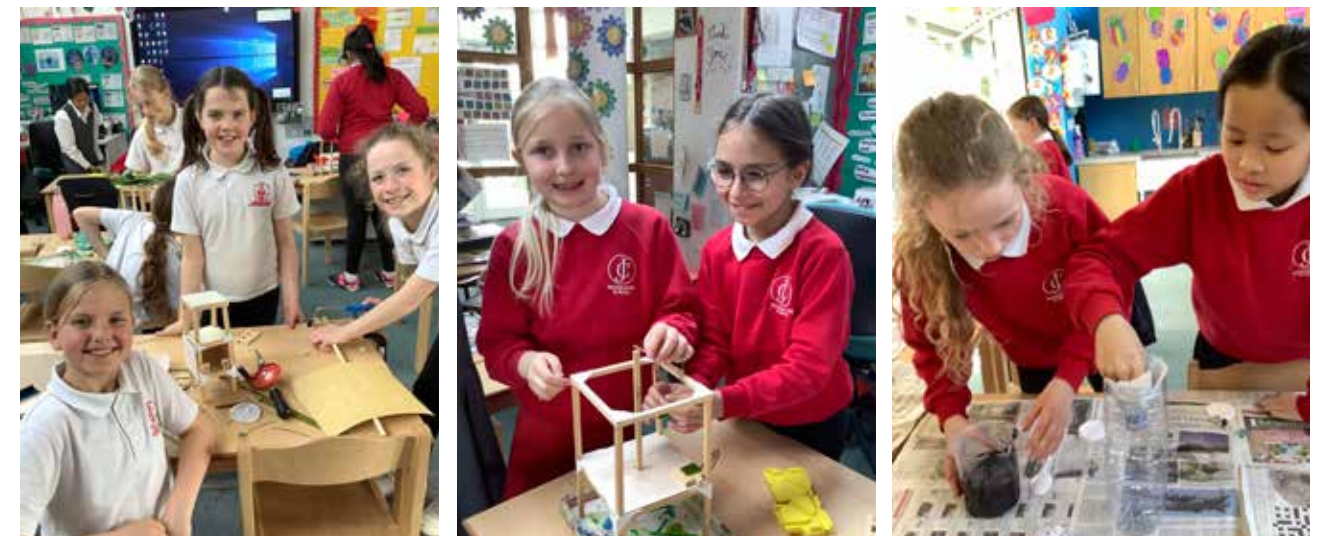
Hi I'm Matilda, I'm house captain of Nightingale with Erin. I study Philosophy, Classical Civilisation and Politics. In light of the past year, my goal is to regain the House spirit that we all missed out on. Obviously winning House Cock too! We have so much planned for the next year so that we can make the House feel like a community again. I'm especially looking forward to our sports day and House fashion in September. These have always been my favourite House events since year 7. I can't wait to get to know everyone in Nightingale.

Hi I'm Erin and I study Psychology, Maths and Economics which I plan to continue further after JCG. Being one of the House captains of Nightingale I look forward to successfully leading House back from Covid to have what feels like a more 'normal year'. I also hope to allow younger years, who have missed out on opportunities due to restrictions, to experience what House is truly like and I will do this through providing House spirit and enthusiasm to ensure everyone gets involved! One of my favourite events is sports day as I enjoy taking part in sport both inside and outside of school. I'm excited for this year as it will be the first event that I am leading as a House captain that the House can be all together.



A snapshot of our Spring Term activities





Interview with Kim Pierce

Class of 2004

When did you attend JCG and what subjects did you study?

I started my schooling at JCG in Year 7, back in 1997 where I followed in the family footsteps and joined Garrett-Anderson house. For GCSEs I took Design Technology, Sports and Business Studies as extras and then for A-levels studied AS Biology, Philosophy, English Lit and Psychology.

As a child my first experience of safari came from watching Big Cat Diaries, a BBC docuseries on the lives of cheetah, leopard and lion families in the Maasai Mara National Park in Kenya. At the age of 15 I was lucky enough to experience it for myself on a trip to Botswana with my mum. I fell in love with the wild, nature, lifestyle and people of Africa and knew that in one way or another I would one day work there.

What did you do when you left JCG?

Straight after school I worked for a while and saved up so that I could head off travelling round Kenya and then later to Australia. After returning home and working for a year or so I found a year-long course on becoming a safari guide in South Africa, saved up and headed out to the wild. It was the best experience of my life and it opened my eyes to what incredible options there were to work within nature. We were taught about conservation and learnt everything from the wildlife to the medicinal uses of trees, astronomy, geology, how to drive a 4x4 across a river and even how to shoot rifles.

After a couple of years in SA and some time back home working for Durrell Conservation Trust, a family friend offered me some volunteer work in Kenya to help set up a Trust to support a Maasai Community and the wildlife on the foothills of Mt Kilimanjaro as they struggled to survive a devastating drought. I worked alongside a community of Maasai tribespeople for over a year, learning their culture, traditions and language. Today I count it as the most important, humbling, life-changing experience I have or likely will ever have.

Throughout my 10 years in Africa I ran a handful of safari camps around the country ultimately ending up in the place I'd spent years watching on TV and dreaming about, the world famous Masai Mara National Park at Sir Richard Branson's Kenyan camp, Mahali Mzuri.

It was a dream job but no dream comes without a lot of hard work and most days I woke up at 5:30am and didn't go to bed until the last guest left the campfire which could be well after midnight, 7 days a week and in the busy season 6 weeks at a time. Working in such a remote area threw crazy scenarios at you from flooding rivers, food supplies not arriving and clients' cars getting stuck in the mud next to prides of lions. It was never boring! And I was able to live in one of the most beautiful areas in the world and meet people from around the world from different cultures, backgrounds and experiences, from Oscar winners to conservation legends and people who had saved all their lives to experience Africa.



Pictured above:
Kim with Richard Branson

Tell us what you are doing now

Having spent 10 years in the remote wilderness, it was time to come home and so I set up a travel business and have been building that for over 5 years. Working for myself allows me the freedom to have a great work / life balance. In the summer I'm quite often responding to e-mails from my paddleboard and working from my converted van but running your own business is a lot of commitment, responsibility and as last year proved you have to be resilient and flexible.

It's not always easy to know what you want to do but every passion or interest can be turned into a job and with today's technology it's so much easier to research those opportunities or find a way to increase your skills within them. I learnt a lot from going straight into a job out of school, learning good work ethics and how to work with people of different ages and backgrounds as well as when I could work for free to build my experience.

Any advice for life after JCG?

If you have the chance to take some time out and travel, take some time to stay in one place, get to know a community, a different culture and perspective on life. Learning how to communicate with people from different cultures can be a great skill and create amazing opportunities, you never know who will give you the chance of a lifetime or have a contact who will help you on your way.

What are your plans for the future?

I've had to diversify during the pandemic and work part time for friends' companies to keep myself afloat while still looking after my travel clients during the pandemic but as travel re-opens I'll be building back my travel business and next year I'll be launching my own African Safaris where I'll be taking groups of people out to Kenya to show them the incredible place I was privileged enough to call home for a while.



Pictured above:
Kim with Maasai tribespeople
Tea at Mama Lengetes house, Elerai Masai Community

Interview with Tamara De Carteret

Class of 2010

From student to PC

I was a student at Jersey College for Girls between 2003 and 2010, having started school life at Jersey College Preparatory. I was placed in Austen (now Austen-Bartlett) but then moved to Inglis. Alongside core subjects, I studied Geography, Spanish and Religious Studies for GCSE's. For A levels, I studied French, Spanish and Psychology. My favourite subjects were languages and psychology.

I have many memories of being a student at Jersey College for Girls. Most of these centre on lifelong friendships I made with fellow students. The teachers were amazing and always provided me encouragement and support to achieve my goals. A highlight of my time at Jersey College for Girls was the Shakespeare project, a chance to get creative and produce a performance based on a Shakespeare play.

I joined the States of Jersey Police straight after education. I always planned to do a degree in Criminology and Psychology, but thought I would acquire the practical skills first. I obtained this through the last ten years as a Police Officer. In 2011, instead of going to university I began Police training which took place between Jersey and Guernsey. Police training offered its own challenges but I managed to overcome these and in March 2012, I began my career on 'C shift' as a response officer, attending police emergencies. In the last ten years I have been the community officer for St Saviour, custody gaoler looking after detained people and more recently a tutor officer training new recruits. I am now the community officer for Grouville and St Martin.

Community policing has always appealed to me because I enjoy the variety the job brings and no two days are the same. Being a community officer is all about engaging with all members of the community. It is about being accessible to the public, listening to their concerns and responding to them by means of problem solving. The most rewarding part of my job is the ability to solve long term community situations by providing long term resolutions. I enjoy achieving this in partnership with other agencies, such as the youth service, housing providers and the Honorary Police to name a few.

I love my job and as an islander, I feel proud to represent the island and serve the Jersey community. I feel privileged to work and live in Jersey as it is a relatively safe place and a beautiful island. I enjoy the challenge that Policing brings and the ability I have to be able to help others.

Life after Jersey College for Girls can take you anywhere. Although I started the Police at a young age I would advise anyone leaving school to consider their options and enjoy life before settling down. Whether this is through travel or having experiences elsewhere.

I am currently studying an Open University degree in Criminology and Psychology whilst working which I aim to finish in the next three years. I am using this learning to assist me in my community role. Starting my degree has only taken ten years but shows that anything is possible if you put your mind to it.



Interview with Emily Bridson

Class of 2019

We were delighted to hear from Emily about her time studying at the University of York

I left College in 2019 after studying English, History and Art for my A-Levels, and was in Garrett-Anderson (GA all the way!).

I absolutely loved my time at JCG, so picking out one moment would be too difficult! Sixth form was probably my favourite time because I could really focus on the subjects I enjoyed most, and we could have interesting discussions with teachers about topics beyond what we studied for exams. I thoroughly enjoyed being part of the student leadership team at this time too, because (aside from the parking space at the astro), I loved getting involved with open evenings, prize giving and the drama production to show off all of the best things we got up to at College.

I decided to study History and Politics at university after some formative experiences across my whole time at school. I couldn't have been less interested in History when I arrived at JCG in Year 8, but making Black Death plague boxes (mine included a balloon filled with custard) and pretending to be a herd of cattle outside the netball courts really changed my mind! I cemented my decision when studying the American Civil Rights movement in A-Level history alongside Modern Times in English, which pushed me to consider the political context of what I was studying. It's safe to say I absolutely love what I'm doing at university now! I study at the University of York, which was the best decision for me. I adore walking into 'town' and wandering round little cobbled streets or taking in the views of the Minster.

Covid has been a strange but oddly positive experience for me, for which I am both very lucky and grateful. I got to spend some unanticipated time at my childhood home in the Isle of Man, and when my 1st year exams were cancelled, I essentially got to train for my sport like I was a pro: eat, sleep, train, repeat. I'm hoping to qualify for Mountain Biking at the 2022 Commonwealth Games so this was a great opportunity! Since then, I've spent the last year living with my boyfriend and his family after we

spent just one week in our student houses in September before deciding it was too risky. His sister is in her first year so we've got all 3 years of undergrad covered here; it's been really nice knowing that we're all going through the same thing, so we can support each other through exams and deadlines.

For next year I'm very excited to say I've secured a placement in London working for the Walt Disney Company as a Social Responsibility intern! I can't wait to get started - my time at JCG instilled a desire in me to use my life and my career as a platform to do good for others so this job feels perfect. It might make training a little more difficult but I'm up for the challenge.

I'm always reminded by opportunities like this of how lucky I was to attend College and receive such outstanding support and guidance from everyone there, and how those experiences have shaped me into the person I am now and continue to grow into. I hope everyone is doing well and can see the light at the end of the Covid-tunnel, and you're all looking forward to a brighter summer!



Interview with Victoria Bell

Class of 1992

Victoria tells us about her memories from College and her exciting career in Law.

I started JCG in the autumn of 1992, having taken the exam to attend the College from Mont Cantel (the former JCG Prep site). I remember the feeling of excitement and anticipation as I started my first morning in Year 7, finally attending a school I had walked passed every morning on my way to Prep since 1985 (as my four younger sisters also later attended JCG, my parents may have broken a record for driving to the schools for 26 years combined!). Owing to starting when I did, my time at the College was actually spent at the original La Pouquelaye building, before the school moved in 1999, and I always remember a sense of something exciting about the place. Even as a very young person, I was aware of the tremendous contribution the school had made to the promotion and success of an all-round education for girls in Jersey. The old Victorian building itself seemed to tell a thousand stories of the hopes and possibilities out there for young women.

On starting JCG, I was placed into Cavell House, following in the footsteps of my grandmother and her sister, and enjoyed very much the interactive nature of house life where different years could mix. For me, the school very quickly felt friendly and nurturing and, as a child who was relatively shy, I found increasing confidence thanks to a sociable culture (which included clubs of various sorts) and the tremendous dedication of the staff. It is fair to say that I felt all of my teachers over the seven years fostered a sense for lifelong learning and that you could contribute to the world and society in all kinds of different ways. My interests in respect of subject areas were always quite broad but, after my GCSEs, I chose English, Geography and History to focus on for my A-Levels. I enjoyed Sixth Form particularly and was also lucky enough to become ultimately Deputy Head Girl and Deputy Head of Cavell House.

It was at this point that my interest in English as a subject had really come to the fore but I was also uncertain about whether to proceed with an English degree or choose Law, which, after a very helpful Project Trident placement, I was already considering. In the end, I had the opportunity to study for both a BA and MA in English at the University of Exeter before converting to Law later as a post-graduate. I chose not to take a “gap year” between school and university but instead took a year out to work in Jersey and then travel in between my English degrees and Law conversion. For me, this meant I could break-up my studies at a slightly later point when I had ascertained more of a sense of where my future might lie. I converted to Law by completing my Graduate Diploma in Law (GDL) and my Legal Practice Course (LPC) before then starting a training contract to qualify ultimately as a Solicitor of England and Wales. I feel my time studying English gave me a number of skills which have turned out to be very helpful in Law, even though it meant that I started the latter considerably later.

After returning to Jersey from the UK in 2009, I started working for HM Attorney General at the Law Officers’ Department and was seconded to Brussels for a period between 2010-2011. During this time, I was able to study at close proximity the intricacies of EU law and appreciate its complex relationship to Jersey. In 2012 after returning from Brussels, I was made a Legal Adviser in the Civil Division with a focus on EU, international and constitutional law, and was finally called as an Advocate of the Royal Court in 2016. Over the last five years, world events have since shifted my portfolio to focus on Brexit and I have been very fortunate to work with an excellent team at the Law Officers’ Department who advise the Government of Jersey on, among many other things, international law and trade matters, as well as the designing of new legislation and agreements for the Island.

It has been and continues to be a real privilege to be able to contribute to the shape of Jersey’s future as an outward-looking Crown Dependency, and, most recently, to work for Island interests in the new UK-EU Trade and Cooperation Agreement. That work has required the completion of successful negotiations across Whitehall Departments so as to settle Jersey’s type and level of inclusion in the new relationship – and which now is the potential blueprint for other agreements with countries across the world. For me, it feels a tremendously exciting time to be in Law and I would say to anyone interested in that career - whether it’s in the public or private sectors - that Law has some of the most diverse subject areas to offer in the professions. For instance, my work has also lent itself to customary law matters such as those concerning the Iron Age coin hoard found in Grouville!

In my spare time, I enjoy playing the saxophone and piano, and over the years have developed an increasing interest in learning other languages, including learning to read Middle Egyptian! I also enjoy legal writing (having published joint articles in the Jersey Guernsey Law Review) and am a part time tutor on the EU LLB module (teaching EU Single Market, Competition and Human Rights) for the University of London International Programme through the Institute of Law.

In terms of one piece of advice I could give now... Be and stay curious! Even if you don’t know what you want to do, be open to different possibilities, including within more traditional subjects or professions. Enjoy learning - it is something that you’ll always have!



We need your help!

Please get in touch if you know anyone featured in these lovely photographs from our archives.



Can you name any of the girls in this photograph taken during a trip to Bavaria in 1992? Please let us know if you were also on this trip.



Do you recognise these students in this Computing class from the 1987, or perhaps you remember having computer lessons at this time?



Please get in touch if you know these students who are possibly on a Duke of Edinburgh expedition.

Notifications

Ian Rolls Prints

The Ian Rolls print of College makes a wonderful gift as a memory of your daughter's time at JCG. They are £100 each and all funds raised help the work of the Foundation. To purchase your print, please go to the link shop. jerseycollege.je on our website



Beautiful prints of the original Ladies' College are also available.

Easy Fundraising

Please don't forget that JCG Foundation is registered with easyfundraising, which means you can give donations for free every time you shop online. Over 4,000 shops and sites will donate to us when you use easyfundraising to shop with them – at no extra cost to yourself!

These donations really mount up and make a BIG difference to us with every penny going back into JCG, so we'd really appreciate it if you could take a moment to sign up and support us. It's completely FREE and really only takes a moment.

You can find our easyfundraising page at <https://www.easyfundraising.org.uk/causes/jcgfoundation/?invite=8TFBDU&referral-campaign=c2s>

Thank you so much!

Deaths

We were saddened to learn of the passing of Diane Newbould (née Dupré) on 25.02.21. Pupil at JCG in the 1950s

Births

Charise Logan (nee Renouf) class of 2008 gave birth to daughter, Liberty White Logan on 19.03.2021





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