

A young woman is the central focus, looking slightly to the left. She has her hair styled in several small, dark braids. Her face is adorned with vibrant, multi-colored face paint in shades of purple, blue, and teal, featuring starburst patterns and shimmering glitter. She is wearing a top covered in iridescent sequins that catch the light. The background is a bright, hazy sky, suggesting a sunset or sunrise, which creates a warm, golden glow around her.

Jersey College *life*

ISSUE 32 • AUTUMN TERM 2021

Aspire • Inquire • Excel • Belong

CONTENTS

| | |
|-----------|------------------------------------|
| 04 | A Principal's Perspective |
| 06 | Creative & Performance Faculty |
| 16 | Arkwright Scholarship Success 2021 |
| 36 | English & Media Faculty |
| 40 | Humanities Faculty |
| 42 | Maths & Computer Science Faculty |
| 44 | JCP Headteacher's Welcome |
| 46 | JCP |
| 68 | Modern Languages Faculty |
| 72 | Science Faculty |
| 75 | Co-Curricular |

Jersey College *life*

AUTUMN TERM 2021

| | |
|------------|--------------------------------------------|
| 78 | Houses |
| 84 | Sixth Form Update |
| 86 | Hello from the new Student Leadership Team |
| 88 | Years 7, 8 & 9 |
| 100 | Exams |
| 101 | Prizegiving |
| 108 | JCG Foundation |
| 110 | LAMDA Exam Success |
| 112 | My Internship Experience |
| 113 | Vin D'Honneur for Mrs Angela Crowcroft |
| 114 | News |

Principal's Welcome

A Principal's Perspective



Carl Howarth
PRINCIPAL
JERSEY COLLEGE FOR GIRLS

Dear Parents,

I hope you and your family are well. The abiding theme for this term has been getting back to something resembling normality.

We have been determined to persist and adapt so that our students and staff receive the true JCG experience, or as close as we can get to it in present times. We are very aware that for our students, each year is their only year; you are only in Year 7 once and Year 13 is your final experience of the many aspects that make our JCG family. We owe our students nothing less than our best so we've been ultra-can-do with the mantra of 'We'll do it until we are told we can't'.

With this in mind, the term has been full of those things that make memories – House Fashion, House Art, the full array of House Sport, House Languages, the full programme of extra-curricular activities, supporting the Soup Kitchen, Tea & Tours for prospective parents, breakfasts to welcome Year 8 parents (who hadn't been into JCG since their daughter's induction in July 2020), Y8 Buddy Baking (Y7 to come next term), Art, Drama, English,

Sport and Geography on-island trips, the Walking Gallery exhibition at the Town Church, a disco for Year 7 & 8, a mountain of shoeboxes for Romania, the Cavell Auction, Lean In Diversity and Inclusion events, the Underwater Drone competition, our Remembrance Service (where we learnt about the JCG deportees), House Spirit Days, talks from Economists, White House staff and Data Scientists from NASA, the Colin Powell Student Peace Debate, 1:1 Careers interviews and visits from the Education Minister and the interim Director General of CYPES. We have held joint Y7 PSHE lessons with VCJ, written a joint student charter, convened a joint student forum and had meetings with politicians to hear our students' experiences of women's safety in Jersey to shape future policy decisions. Our Year 7 made videos of their use of educational technology for my presentation to 150 headteachers from China and our Head Girl led the College in the Amnesty 'Right to write' campaign.



And on Saturday mornings, our Art School and our Foundation Creative Minds programmes (in Science, Drama and Computer Science) for Y5 & 6 from across island schools continue to flourish. And in the final two weeks of term, we are staging our first production in two years, Beasts and Beauties, enjoying our Carol Service with our soaring Chamber Choir and finishing with House Dance – Top of the Pops. So yes, this term has felt a little like normal.

But then again it hasn't. Due to Covid, it has been immensely challenging for many. Yet, our students and staff have shown incredible resilience in managing the direct contact process, having Covid, accessing Online learning, mask wearing throughout the College and having windows and external doors open all day, every day. And our parent body continues to show such solid support, encouragement and partnership – thank you; this is essential and makes the load lighter. We are learning to live like this, albeit reluctantly. As I said earlier, our students only have this one education and while it is easy to say 'It's too hard, we can't', the right thing is to say, 'It may be hard, let's see how we can.'

At the end of November, we had our independent review as part of the Jersey Schools Review framework, the focus of which was on the quality of our provision during the pandemic, including the lockdown and since schools returned. The review, conducted online for three days and involved a wide number of staff and students. Whilst we have yet to receive the final report, the verbal feedback was that *the College is exceptional in its care for staff and morale and wellbeing is extremely well looked after, that relationships with all stakeholders are a strength of the College, that during the pandemic lockdown and since we returned, the College has grown even more together*

as a community. Students are very positive about their teaching and learning and achievement has remained extremely high over the last three-years at GCSE and A level. Safeguarding is very effective. Strong leadership has enabled the College to keep abreast of developments and support staff and students exceptionally well. Whilst I felt that the College had done incredibly well during the pandemic and since, it was affirming to have an independent view acknowledging the 'impressive' quality of our provision and care.

At the end of this term, we are saying goodbye and thank you to Caroline Ambler who has taught French and Spanish so passionately for 12 years. We look forward to welcoming Martha Gordon, who becomes our new Head of Spanish in January and is currently Head of Spanish at Elizabeth College, Guernsey. We also wish Claire Le Maistre and Sam Hearn good health and sleepful nights as they go on maternity leave.

But it is Noella O'Connor I would especially like to highlight. Noella has been within our family for 24 years as one of our admin team and retires at the end of this term. It is Noella that students meet in the morning as she assists with all sorts of queries. It is Noella that has provided first aid and an arm around the shoulder. It is Noella who always finds time to ask everyone how they are. It is Noella who, no matter what day you are having, is always smiling, caring and being our College Auntie. On behalf of many generations of students and colleagues, thank you. No matter what part you play in our family, every part matters.

On behalf of all our students and staff, I wish you and your family a safe, trouble-free, restful and very happy Christmas.



31 Bushels Of Wheat

Mrs J Rutter
HEAD OF CREATIVE
& PERFORMANCE FACULTY

Mike Waddington from Waddingtons Architects has commissioned Jersey College for Girls Year 12 A level Art students to make privacy screens, an entrance gate, floor pieces and design a courtyard wall for 39 to 41 La Motte Street. The original land was sold for 31 bushels of wheat, and the art students have researched the history of the site after being set the brief by Mike himself.

This is a real commercial project. All of the materials and artist workshops will be paid for by Waddingtons as part of the commission. It is very important to the client that we incorporate as much ethical design as possible and, to that end, we are using recycled glass in the wheat kernels which will become part of the entrance gate and in the floor pieces.

The students have visited AA Langlois Recycling to see how much glass is recycled. We throw away the equivalent of 500 bottles per head of population a year. We were given a tour of the new glass recycling plant, which will mean that Jersey will be able to recycle all its glass in the future.

Researching the original property built in 1798, the students visited Jersey Social Archive, an amazing resource of agriculture and domestic objects. We also explored the vegetable gardens at Samarès Manor. The findings from this research were used in a workshop with Glen Fox. Working with Glen on canvases the size of the privacy screens, the students produced their final designs in one day.

Creative & Performance Faculty

Challenge week saw 220 Year 7 and 8 students exploring the unique landscape of Elizabeth castle. Elizabeth Castle is an island twice a day. The Islet, is a microcosm of the larger Island we call home.

We explored ideas of 'Islandness', defense, diversity and identity through landscape. The students produced triangular sculptures from their drawings which became an installation within the gunpowder store and have been on display at Elizabeth Castle over the summer.

Hermitage, the exploits of St Helier, Elizabethan pirates, diplomats, Sir Francis Drake, Charles II, the bombardment of the island from Fort Regent, the Battle of Jersey, the German Occupation and even observations of what tourists see today.

The students explored a timeline including the

Challenge Week At The Castle



Creative & Performance Faculty

Last year saw the opening of Saturday Art School at JCG, from 10.00am to 12.30pm.

This amazing experience, run by artist curator, Karen Le Roy Harris, textile designer, Freya Williams, and Jacque Rutter welcomes twenty-eight students each week. Students explore challenging art activities such as curatorial practice, paper making, costume design drawing with four-foot sticks and sculpture with clay and wax. Alongside the exploration of materials, students work as a community, have group and individual "crits"

and develop their own style along with an analytical understanding of the formal elements in art. Above all, it is creative fun. JCG Art School starts again on November 6th from 10.00am until 1.30pm, with breakfast provided.

Saturday Art School





Pride Week

In July, Victoria College and JCG set up a discussion team led by Chloe, Year 12, to explore attitudes within the colleges to Pride week. A positive sharing of ideas and support was recorded for voice over for a film shown in assemblies in both schools.

Following the success of sharing these values, both colleges' Sixth Forms came together to make a visual statement called the Power of Words. As you can see in the photographs, the words the students cut from large sheets of paper are very powerful. What was even more

powerful were the conversations that produced these visual statements. I am very proud of the respect, value and care I saw shared.

17th Bell Project: Day One



Creative & Performance Faculty

Libby
YEAR 10

On the first day, we went to school and began with an informational assembly about what would happen over the next 3 weeks.

We met an artist, George Craine, who was very passionate about climate change and using art to raise awareness. Afterwards, we were split into groups in which we all created glass, clay, and metal bells. I enjoyed the clay bells the most because this allowed me to be creative and have my own ideas.

I also enjoyed learning a simple but effective dance with three levels for people with different levels of dance experience. It was a great experience allowing others to express how they feel about climate change through a different

method of art

After this, we had a great time drawing with chalk on the terrace, coming up with an inspirational quotation to draw and creating a picture to surround it. We were able to express our feelings with friends whilst being able to make a beautiful piece of artwork.

In conclusion, I really enjoyed this project as it taught me many skills and information about climate change and different forms of art. I would recommend future years to do this.

Isla
YEAR 10

On day one, we made 3 different types of bells, one from clay, one from metal, and one from glass.

My favourite one was made of metal, as it was quite easy to make but still enjoyable and challenging with a good result that was fun to use. We also learnt about climate change and the point of the bell project. Making the bells helped me feel involved in the project, and I understood why we were making the bell better than I would have from a non-practical lesson.

Erin
YEAR 10

On day one of the project, we were given an informative assembly on what we were going to do and the impact of climate change on the environment.

We were tasked with creating three different types of bells which we would later display along the waterfront. We were given the opportunity to work collaboratively with a variety of materials (metals, glass and clay.) These tasks were both challenging and exciting, and they provided us with the chance

to try something new and different from everyday school life. We also learnt a rhythmic dance which we later performed at Havre des Pas. I enjoyed this experience for the most part. My favourite parts of the experience were the dance and everyone jumping in the sea at the end of day 2.

Sophie
YEAR 10

For the first day, we were based at school. We made 3 different bells: clay, glass and metal bells. Each challenged us to be independent and use our initiative.

Working with glass wine bottles was the most challenging yet most fun since we had not yet had the opportunity. During the day, we also learned a rhythmic dance to perform at Havre des Pas. Overall, the day was a great experience and we bonded as a year group. At the end of the day, we drew chalk global warming messages on the terrace bringing an end to our amazing first day.

Creative & Performance Faculty

Olive
YEAR 10

The aim of the project was to raise awareness of the rising sea levels due to climate change, the activities we took part in also promoted team building skills.

While at Havre des Pas, we performed a flash mob, played pétanque, made small boats (which we later raced), built sand sculptures and took photos of small characters.

Ella
YEAR 10

The activities included photographing of small characters, boat racing, boat making, pétanque, dancing and building sand sculptures.

Many of these activities included team building skills and, most importantly, an eye opener to climate change. We danced to a climate change song, and it had a wave effect which looked cool! Many students enjoyed the activities, especially the pétanque with Miss Carré and Mrs Mountford on the beach.

Ella
YEAR 10

I really enjoyed this section of the time and tide project because we were kept busy all day doing fun, competitive activities, including; sand sculptures, boat building/racing, pétanque, photography and a dance/flash mob

In my opinion, the dance was the best bit as it included everyone in my year (Year 9 at the time), and we all had fun expressing ourselves with a fresh and fun piece of music and choreography thanks to Mrs Mountford. I also had fun building

and racing our eco boats (even though there was no wind). I enjoyed thinking about how the boat would be made aerodynamic and waterproof while still making sure it looked good.

17th Bell Project: Day Two



17th Bell Project: Day Three



Creative & Performance Faculty

Naomi
YEAR 10

On the third day, we took a trip to St Ouen's Bay, where we hung our clay bells which we had made over the past few days, to swing in the wind.

We made a giant sculpture from our metal chimes that crashed into each other to make a beautiful sound. We then finished the day with a performance from the drama crew about how we can improve problems related to climate change,

and this was filled with statistics and love. It was even better when Mr Coxshall displayed his fab dance moves and made everyone smile after a long day. It was a memorable trip.

Emily
YEAR 10

On the last day of our tide and times project, we were sent to the Water Splash..

Whilst visiting, we were given a multitude of tasks to develop our team-building and creative skills. As a year group, we were assigned the task of creating a geometric sculpture, utilising the metal bells we constructed on the first day of this project. The task required us to engineer a compelling structure as a group, applying creative and architectural skills to design a captivating and symbolic feature along the sea wall. We later sat down to watch a theatrical performance from our

peers, which informed us of the effect of climate change using emotion and sincerity. Finally, as a year group, we viewed a magnificent sand art piece, created by a visiting artist, of a bell, tying in with the time and tide theme through art. Overall, this was an amazing experience which developed my understanding of rising sea levels due to climate change, whilst also forming unforgettable memories, which I hope can be experienced by year groups in future.

Erin
YEAR 10

On this day, we travelled to the Watersplash by bus bright and early.

We hung our glass, clay and metal bells on a railing on the natural land beside the Watersplash. We also made a tetrahedron from sticks tied together with string. Later, we watched the GCSE Drama students' performance. It was good! Mr Coxshall's dancing was the highlight of my year, absolutely brill! Overall, the experience was good, and I learnt a lot about climate change.

Arkwright Scholarship Success 2021

Annabel, Year 12, has been awarded a prestigious Arkwright Scholarship in recognition of her work in Design & Technology and her outstanding potential as a future Engineer.

Chosen from a field of 1300 students across the UK, Annabel was one of the 654 candidates to be called on interview and only 276 nationally to receive a scholarship. She successfully convinced the Arkwright panel during a challenging online interview via Teams last April. The interview panel were particularly impressed by her D&T GCSE project. Annabel's innovative design for a medicine dispenser, gives the user their correct dose of medication simultaneously with a shot of water.

The Arkwright Trust was set up to encourage bright young minds into engineering as a career, by opening up a range of opportunities in this field via the sponsors. Annabel has a particular interest in biological studies and is considering studying Chemical Engineering and Biomedical Engineering at university after her A Levels.

Annabel's sponsor has been announced as local telecoms company JT Global. She will be presented with her scholarship at an online awards ceremony in November.

“

We are delighted that Annabel has been recognized for her brilliance in design and engineering with an Arkwright Scholarship this year. As one of our brightest young design talents, Annabel has shown an outstanding level of problem solving and design skill whilst developing her medicine dispenser. She has worked hard and in great technical detail on the different iterations of her design through sketching, modelling and the use of computer aided design and the 3D Printer. The final outcome is a triumph.

David Jones

HEAD OF DESIGN & TECHNOLOGY



“

I feel so grateful to have been awarded this scholarship as I know that it will open many doors for me in my future and present me with lots of exciting opportunities. Before Arkwright, I had no idea of the vast number of different areas within Engineering such as Chemical and Biomedical Engineering. I have always been mainly interested in science and so when I was introduced to the idea of Engineering in a scientific environment, I was intrigued! I have really enjoyed the Arkwright application experience and believe that I have learnt many skills, especially when presenting my project to the Arkwright team in my interview. I was thrilled to hear that I had been selected as an Arkwright Scholar, especially as this year I didn't get the chance to speak to the interviewers face-to-face. I have been sponsored by JT Global which is very exciting as it a very big company and so therefore it is an honor to be supported by them.





Beasts and Beauties

Mrs Stone

HEAD OF DRAMA
DEPARTMENT

Stories adapted by Carol Ann Duffy and plays adapted by Melly Still and Tim Supple.

Beasts and Beauties is a collection of six tales, all exploring what it is to be either a beauty or a beast. We are creating a pretty modern version of the play with the emphasis on what it truly means to be beautiful. The play has a cast of 33, selected from the 60 students who auditioned. All cast will be on stage for the entire show because we are making the stories really choral.

Rehearsals for the Year 8 to 13 cast are now well underway, after school on Mondays, Tuesday and Wednesdays. We are also using lunchtimes to practise so that the

plays are as good as they can possibly be. In Tech Club for Years 9 to 13, we are making great progress with our abstract set design. The club is held after school every Thursday.

Beasts and Beauties will take place from Tuesday 7th to Friday 10th December, every evening in the JCG Hall.

Creative & Performance Faculty

Eleanor

DRAMA CAPTAIN 2021

By being both a cast member and a member of the production team, I feel very privileged to be able to work so closely with the cast and the creative team behind this production.

As choreographer, I have been able to share my passion for dance and movement and have been very impressed by the enthusiasm and skills of all members of the cast so far. I have also really enjoyed the friendships I've made among the cast members, as there is such a wonderful mix of year groups. We haven't been able to do creative work in mixed year groups for a while due to COVID-19, so it's been great getting to know everyone in the cast and crew bubble.

This is my last production here at JCG,

and I am so thankful for being a part of this show in such a variety of roles (I am even a member of the Tech Club). It has helped broaden my knowledge of the many aspects of putting on a play and will be great experience for me to take forward when, after leaving JCG, I train to be a performer.





Year 7 Drama Club

Hannah

DRAMA CAPTAIN 2021

Year 7 Drama Club occurs weekly and is an amazing way for younger students to get involved, have fun and make new friends.

We have been blown away by the incredible talent of the Year 7s and are privileged to have so many young performers who are passionate about Drama.

This term, well over 40 students came along and we have been focusing on things such as freeze frames (creating a still image with their body) and facial expressions in order to tell a story.

We have also done a lot of improvisation (creating scenes on the spot with no

preparation).

It has been amazing to see the creative ideas that the students come up with, and fantastic to see such dedicated students having as much fun as we have had running it!

Creative & Performance Faculty

House “Buddy Baking” Competition Heats

Mrs De Louche

HEAD OF FOOD AND
NUTRITION DEPARTMENT

Ongoing COVID-19 restrictions temporarily interrupted our Buddy Baking House competition last May.

Not to be deterred, we found a solution to the problem and we were able to reinstate this popular event.

Congratulations to all the Year 13 students and their Year 8 buddies who took part in this year’s House ‘Buddy Baking’

competition to find the best bakers. As usual, there was an excellent turnout, with Year 13 students and their Year 8 buddies working collaboratively to win House points and be awarded the best baker trophies.





Pasta Pronto!

Mrs De Louche

HEAD OF FOOD AND
NUTRITION DEPARTMENT

As part of Challenge Week 2021, Year 7 and Year 8 students prepared their own lunch of fresh tagliatelle with a tomato and basil sauce.

All students were challenged to make a fresh pasta dough and then roll and cut it into tagliatelle ribbons. Everyone loved the idea of rolling up their sleeves and getting a bit messy and, by working collaboratively, they soon produced excellent outcomes.

Creative & Performance Faculty

Polyphony News

Mr J Bowley

HEAD OF MUSIC
DEPARTMENT

At the start of 2021, we were delighted to welcome cello teacher David Davies and Singing teacher Ms Georgi Mottram to the Polyphony team.

We also welcomed back singing teachers, Hannah Campbell and Sian Goldhawk, after the birth of their babies earlier this year. Many congratulations to them both!

Polyphony lessons have been popular this term with all the tutors attending JCG in person to give their lessons face to face; however, there will still be lesson availability for students in all years who may wish to start instrumental/vocal tuition with Polyphony in the Spring term.

Full details of our tutors, lesson structure and application forms can be found on the JCG website [Polyphony | Jersey College for Girls](#). Where demand exceeds availability, a waiting list will be held.

Further information may be obtained from our Polyphony administrator, Mrs Carole Edelenbos, c.edelenbos@jcg.sch.je or by telephoning our direct line 01534 516264.



Creative & Performance Faculty

Music Change & Hope

Mr J Bowley

HEAD OF MUSIC
DEPARTMENT

This term has been characterised by hope and dogged determination in the face of our old friend COVID-19. Music has been under the cosh for such a long time; it is hard to believe that half of the students in the whole College will not have had the opportunity to take part in a live concert during their time at school.

At such a formative time, when foundations are set, memories are made, ambitions created and real progress is to be celebrated, it has been incredibly difficult for our young musicians... yet, still, our students have been coming to rehearsals and making superb progress, taking exams, performing online, and doing what they can.

Although we don't know what the winter will bring, there is an excitement and energy in the department, not least because of staff change.

We were sorry that Andrew McGarva left us, to become a Headmaster back in Scotland. What an impossibly large pair of (tartan) shoes to fill, and yet, we have been extremely fortunate that Stephanie Humphries has joined us. An accomplished pianist and singer, Stephanie was formerly Director of Music at Victoria College. She has brought an infectious energy with her, and I've enjoyed working together enormously. Her contribution to the practical music making is already making

its mark.

Trips

Right at the start of the year, a group of Musicians went to see Mozart's Don Giovanni performed in the round in a marquee in the lovely grounds of Domaine des Vaux. This mini festival is Jersey's answer to Glyndebourne, with picnics and fizz when the weather permits. Don Giovanni is a great introduction to opera for those new to it, a story full of skulduggery, and serene music. Diva Opera specialise in putting on 'full performances', using many highly talented young singers as well as a few regular company members. They are accompanied by a pianist, which made the performance seem all the more intimate. The whole evening was arranged by Anne Binney, and we are extremely grateful to her for her generosity and hard work. The singers were excellent, it proved to be a very high quality and very enjoyable evening. We hope to go again next year! Town Church has recently opened itself

Creative & Performance Faculty

up as a venue for some innovative and exciting art. One of the installations was called The Sound of Colour. We took the Sixth Form musicians to see this inspiring live music and projection performance preview, and they were able to workshop some ideas with the creators. To be able to discuss it, and even create your own audio for the installation, is very exciting! The show was designed by internationally renowned projection designer and creative director Akhila Krishnan in collaboration with Berlin-based music producer Viv le Vav.



The performance was a 30-minute experience designed to be a fully immersive musical spectacle exploring the themes of identity and sustainability using projected images and film loops that filled the entirety of the ceiling of the Town Church with colour and light. The moving imagery (literally travelling across the ceiling) in the final performance was accompanied by a live performance of a specially commissioned musical score that combined instruments, electronic sounds, and the voice of BBC artist, Casi Wynn. We heard a recording, but it was still wonderful. The composer modifying all the sounds electronically, so when Sophie (Year 13) recorded her voice, what we heard back was both strange and rather magical, although it didn't sound particularly human!

The visual took over the entire ceiling of the church, so we either lay on the floor or reclined in deckchairs to take it all in. It was well worth the short trip.

Resilience

Despite not having had the opportunity to perform together, our students have continued coming to

rehearsals, and taking pleasure in their music making. We hoped for a 'Summer Concert', but unfortunately it was not possible. The winners of last year's Music competitions have not played to us live, but still there has been a continual buzz and enjoyment.

Chamber Choir



Chamber Choir remain busy. Their number has grown significantly (doubling in fact!) through September and October, as we work towards Remembrance. They have been singing an eclectic mixture of music this term but, as I write, are focusing on some beautiful music that is particularly appropriate for the occasion as I write, as Remembrance Day is shortly after the Half Term break. They do know that Christmas is just around the corner and there have already been requests to work on favourite carols.

In the New Year, our Chamber Choir will be brushing up on their choral anthems and psalms as they prepare for an immense privilege; to sing Evensong at the magical and iconic St George's Chapel, Windsor. This is such an EXCITING OPPORTUNITY! St George's has been the scene of recent royal weddings and the funeral of the Duke of Edinburgh, and to visit so soon after the Queen's Platinum Jubilee is a truly fantastic opportunity. The Chapel, and the Castle that is home to our monarch, are both truly magnificent sites to visit.

Orchestra

The Orchestra, despite having had a difficult start this year, with Covid regulations, are now back up and running and is working hard to bring you exciting

Creative & Performance Faculty

performances in the New Year. Strings' rehearsals – which are for those strings players who have not been playing so long - have been joyous. Directed by Ms Millow, their lunchtime concerts are full of fun. Some of the older students have been very generous with their time and frequently joined in these rehearsals, which has increased the confidence of the players greatly. Many of you will know Mrs Edelenbos, who ensures that all Polyphony lessons happen without a hitch. She is a very fine violinist too, and also she takes part in these rehearsals, supporting our young players.

JC Glee

Ms Humphries has taken on the Year 7 choir JC Glee with gusto! These students definitely love their singing, and C2 (The Band Room) comes to life each week with students singing their favourite songs. If your daughter has not yet signed up, don't worry, we'll get a larger room if needs be! Singing is at the heart of any school's music, and the singing at JCG goes from strength to strength, despite restrictions.

New Weekly Event



One new weekly event is the Karaoke led by our Music Captains Ruby and Anna. It is proving to be a really popular weekly session. Ruby and Anna have been utterly amazing already this term. Their energy and their approachability have made a real difference; so many of the younger students are getting involved, with Ruby and Anna's enthusiastic encouragement. In addition to the usual rehearsals, there are a number of theory, aural and dictation classes outside of lessons. Even those before school are gaining a small, but loyal following!

I Am Woman

Last year, the Chamber Choir made a recording of Helen Reddy's hit song, I am Woman, to support the work of Jersey Women's Refuge. Who would have thought that we would have to wait until late October for it to be released? Nevertheless, it was well worth waiting for. JWR is trying to raise £210,000 for a new refuge. The launch was a deeply moving event. It included brave testimony from victims of domestic abuse, and the point was well made that during lockdown and these challenging times we need JWR more than ever. It is a cause that our students are eager to support. I hope you have seen our video, and if you go to JCG TV you can see it there.

**You can bend but never break me
'Cause it only serves to make me
More determined to achieve my
final goal...**

**I am invincible,
I am strong,
I am woman.**

So, it's been a really busy start to the new year for our musicians. If you or your daughter have not get as involved as you would like to be, it isn't too late. Just catch one of the Music Captains or a member of staff.

Don't forget what the great Philosopher Friedrich Nietzsche said:

“

**Without music, life would be a
mistake.**

Fredrich Nietzsche

PHILOSOPHER



Sports day 2021

Miss E Carré

PE DEPARTMENT

As one of the only whole school events to take place in 2021, we were delighted that Sports Day went ahead.

It was still the same fantastic atmosphere at F.B Fields with House spirit and talent on display, and all students thoroughly enjoying the day, whether they were spectating or competing.

Overall Results

1st place

Cavell

2nd place

Garrett Anderson

3rd place

Inglis

4th place

Curie Fry

5th place

Austen Bartlett

6th place

Nightingale



Sport Ambassadors 2021 – 2022

Izzy & Beth SPORTS CAPTAINS

We are delighted to expand our team this year appointing Juniro Ambassadors to work with The Senior team. The appointments are:

- Year 7 – Daisy, Elsie, Freya, Kitty, Safiya, Sophia and Megan
- Year 8 – Bekah, Leah, Lily and Poppy
- Year 9 – Auden, Clara, Scarlett and Hannah
- Year 10 – Emily, Erin, Hannah and Grace
- Year 11 – Thalia and Gaby
- Year 12 Prefects: Lottie, Maddy and Michaela
- Year 13 Sports Captains: Izzy and Beth



Sports Women of the Month

Miss E Carré September 2021

PE DEPARTMENT

India, Year 12, took part in a charity challenge, running a mile every hour, for 24 hours to raise money for Macmillan Cancer Support. India raised over £1,000 which was more than her target of £700.

In the past year, India has raised over £2,000 for charity from various challenges. This is a fantastic achievement and shows her dedication and commitment to fundraising.

October 2021

Siena is a dedicated triathlete and runner who has taken part in various events and races in recent months.

In October, Siena took part in the Standard Charter Marathon Mile, where she was placed first overall, winning £150 prize money. Well done to Siena for her recent achievements.





A-Level Visit to Strive Health Club

Miss Z Mountford Year 13 A level PE students took part in a trip to Strive Health Club.
HEAD OF PE DEPARTMENT

They experienced some of the amazing facilities and listen to the coaches' extensive knowledge in key areas of our specification. Students started with a practical session in the gym discussing weight training, Plyometrics and movement patterns led by Levi, one of their experienced members of staff. This was followed by a theory classroom session run by the Head of the Academy at Strive, Chloe Montgomery (an ex-JCG student) who has a Masters in Rehabilitation.

Creative & Performance Faculty

Extracurricular PE Update

Miss E Carré

PE DEPARTMENT

Extracurricular clubs, including badminton, football, netball, fitness, climbing and table tennis, have been extremely popular this term.

It has been excellent to see so many students attending an array of clubs and having Year 12 and 13 helpers to coach alongside the PE department.

Climbing Club has continued to be a success with all year groups, in particular with Year 7 students, where some 30 or more students attended in their allocated session.

House Table Tennis has been played this term and the results have been published on our social media platforms. This event continues to be a success with students developing their skills and expertise with the help of experienced players, Hannah and Kathryn.

Football - Year 7, 8 and 9 students took part in a 7-a-side tournament held at Springfield in September. Year 7 played exceptionally well and were placed second overall, narrowly losing out to Le Rocquier

School who they previously beat earlier in the tournament. Year 8 students showed excellent determination against some strong opposition and were placed 6th place overall. The Year 9 squad gelled together with only one loss during the tournament which meant they were placed joint 1st overall. A special mention to Safiya who was awarded Year 7 player of the tournament.

Netball - The school netball league started in September and students have taken part in fixtures against St. Michael's, Haute Vallée, Beaulieu, Le Rocquier, Les Quennevais, Hautlieu and Grainville Schools. On average, there have been approximately 60 students taking part in fixtures every week, training hard during lunchtimes and afterschool sessions.





House Fashion 2021

House Fashion is an event that excites, inspires and showcases the talent among students at JCG every single year. The hours spent producing ideas, designs and finally, making it come to life during the creation process is worth every minute.

It was a moment of pride and accomplishment to see our pieces being presented in front of our incredibly supportive audience on the night.

The show itself never fails to astonish our guests as we do our best to draw them into the inspiration behind our chosen themes.

Not only is it an incredibly fun event for everyone involved, it also contributes towards our wonderful house charities, which is a really special motivation for each house.

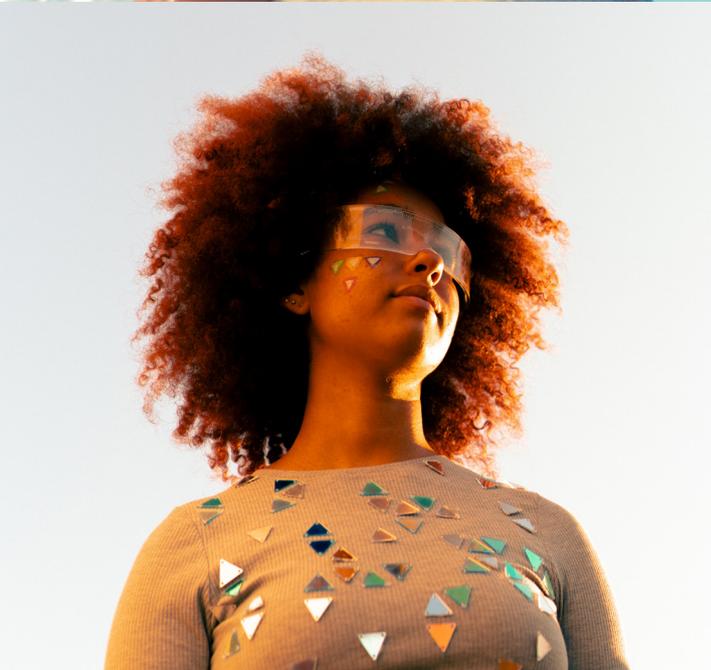
Backstage at the show is electric; the plethora of makeup, glitter, heels and hair spray is enough to quell the nerves we may have had about our modelling debuts!

I couldn't recommend taking part or simply watching the show next year enough, it truly is a highlight of the extracurricular events that we have at College. It is

a perfect opportunity to dip into your inner designer, creator and model, carefully guided by the creative genius that is Mrs Padidar!

House fashion was a great experience for me. All the girls are so talented and the work that was produced and the support we got from one another was inspirational. I found that the show was a success and everyone really gave their best effort on the runway. Some of the pieces made were absolutely unbelievable and really showcased the talent we have at JCG. We all had so much fun and everyone said they would love to do it again next year.

Isabella, YEAR 11



Creative & Performance Faculty

Big Ideas Walking Gallery

Mrs Padidar

HEAD OF TEXTILES
DEPARTMENT

The Walking Gallery was an exciting event that Year 13 students, local and international designers (including me!) were involved in.

It consisted of three exciting nights of wearable art events, showcasing bespoke, wearable and sustainable creations.

These unique, one-off events featured sustainable style and wearable art alongside several special performances, including choreographed dance and acrobatics, set amongst the experience of the overall Big Ideas Exhibition at St Helier Town Church which took place on Thursday 14, Friday 15 and Saturday 16 October 2021.

The Skipton Big Ideas explored three key issues affecting society today: sustainability, accessibility and identity.

Over 30 artists, who are working on 20 large scale 3D installation art works, were encouraged to reflect and discourse.



Visit to Samares Manor

Year 10 textile students had a wonderful time at Samares Manor.

They were studying natural forms to help develop ideas for textile designs. They were asked to record patterns, textures, colours within natural forms and create detailed observations which were transferred into textile patterns.



National Young Fashion Designers Competition

Annabel, Year 10, was placed 3rd in the UK in the National Young Fashion Designers Competition.

The brief was to design her own 'Athleisure' Collection with sustainability in mind. Established in 2010, Young Fashion Designer UK is an exciting national competition which focuses on enhancing the talent of students to showcase and promote the exceptional work achieved at GCSE. Submissions from Tabitha and Ava were also placed highly commended.



A Better Place

He wears black clothes
He talks black slang
That doesn't make him a threat
It don't mean he's part of a gang
Just 'cause I'm a Muslim
Doesn't mean I'm an extremist
If I wear a hijab
It doesn't make me a terrorist
If I were Hispanic
It wouldn't make me a drug lord
And natives aren't savages that'll just attack you on their own accord
Look, she's Asian, no she isn't a virus
It's not in just one person
It's living inside most of us
This pandemic has ruined and brought apart communities
But I shouldn't be blamed for it just because of my ethnicity
Listen up
If you're white you have a privilege but don't use that to act as if you're
superior
You should be using your advantage to connect and protect, not make
people that are different feel inferior
Today's the day
Get up, make a change
Don't throw around hate 'cause you don't know how it feels to have people
discriminate
Especially when it comes to something you have no control of
Like your race, age, gender or disabilities
These things don't define us
Because at the end of the day we're all equal
Use your eyes, don't hide behind ignorance
It's easy to see that there's a pattern, a sequence
It's the minorities that are being targeted
And shot dead if they start arguing
So like I said, make the change
It's in your hands to make the world a better place.

Amal

YEAR 9





Shakespeare Festival 2021

I played one of the main roles and our play was set on an island called Illyria where a girl must dress up as a boy to get work after losing her brother at sea.

I liked how students gained independence directing, being able to incorporate their own ideas and discussion, setting and formats. It was good being able to experiment with different roles and jobs and students had the opportunity to discover new talents. I think one of my favourite parts of doing the production was rehearsing: the amount of energy that was in the room, the productivity and the excitement.

Being able to add little ideas from everyone made it feel like it was a whole team production and feeling like everyone was being heard. Teamwork, when it came to problem solving, was helpful; sometimes we would have problems with the lights but, with everyone putting in help and ideas, we achieved the colours and timings needed with a few changes to our original plan. Another of my

favourite things about the Shakespeare Festival was being able to watch everyone's productions, seeing how hard each class had worked to ensure their production looked amazing was awesome. It was truly inspiring for a group of Year 8 students to work independently and achieve something so amazing!

Nia, TWELFTH NIGHT

“

**Some are born great, others
achieve greatness.**

Twelfth night

English & Media Faculty

The highlights were the few weeks leading up to the performance seeing the whole play and our ideas come to life was unreal. Watching the other plays was very enjoyable because they all had a unique part that made the play much more interesting and showstopping.

Annabel, OTHELLO

“

**For she had eyes and chose me.
Othello**

I loved the dress rehearsal and actual performance day as we really bonded in our Year 8 class. It was also great fun when we started to stage the play and add lighting and sound. I loved choreographing the dance and even when we had our difficulties, everyone was there to support you.

Mae, THE TEMPEST

I most enjoyed the proper performance as it was exciting and thrilling when you got to perform in front of everyone. The build-up to the performance was fun as well because getting dressed and building your character by going through the play and your lines increased the excitement.

Leia, THE TEMPEST

“

**We are such stuff as dreams are
made on...
The Tempest**

We really got to know each other much better as we had many rehearsals and we worked together so closely. I think the best part was the day of performance as it was very nerve-racking and exciting at the same time, and we enjoyed watching everyone else's play along with a couple film clips from behind the scenes

Holly, A WINTER'S TALE

I enjoyed the way everyone worked as a team and that

Everyone added their own unique twist to make the play unique. I loved seeing how it all came together; at the start of the process, we didn't know that A Winter's Tale even existed and a month later we could recite it from memory. The highlights were having that buzzy adrenaline rush feeling from being on stage and being judged by a panel for it too. The whole class was supportive, and it really showed how much we cared about it.

Leena, A WINTER'S TALE

“

**What a fool honesty is.
A Winter's Tale**

I enjoyed playing my role adapting to the character and acting in new ways. Creating the play and watching it slowly piece together was great fun, and by the end, I felt we really connected as class. It was a wonderful experience and I'm happy that I was a part of it.

Lauren, TWELFTH NIGHT

I learnt more about Shakespeare's life, his comedies and how he made his plays engaging. I thoroughly enjoyed the Shakespeare Festival and it helped me to learn about the different plays and comedies.

Lucy, TWELFTH NIGHT

“

**Ill met by moonlight, proud
Titania.
A Midsummer Night's Dream**

I enjoyed being able to sing as part of the performance and working together as a group. I thought the play itself was fun. It was amazing to see the play come to life. I learnt to understand Shakespeare's language and how to work as a team. It helped me to be more confident.

Nadia, A MIDSUMMER NIGHT'S DREAM



Year 8 Geography Field Trips

Miss S Welburn

HEAD OF GEOGRAPHY
DEPARTMENT

In the last two weeks of the first half of term, all Year 8 students spent an afternoon at Plemont with Miss Welburn and Miss Williamson.

In class, students have been learning about coastal geology and erosion and were able to see their lessons come to life along this incredible stretch of Jersey's coastline. During the afternoon, students practiced a variety of skills including field sketches, sand modelling and even explored the ancient caves!

De Gaulle and Brexit

Tasmin

YEAR 13

As a group with an array of humanities and social science-based degrees in the pipeline ...

...our interest was piqued by the prospect of a visiting academic and the opportunity to discover more about the much revered and, as we were to discover, sometimes misunderstood, General Charles De Gaulle. The lecture, entitled 'De Gaulle and Brexit' and led by Professor Julian Jackson of Queen Mary University, took place St Helier's Royal Yacht.

Professor Jackson began with a wonderfully concise, yet informative introduction to General De Gaulle and his path to leading the Free French forces in the Second World War, and

subsequently forming the fifth Republic of France. He then discussed the intricacies of the matter of how De Gaulle's opinion of how a modern Europe should function can reflect the state of affairs today.

The five of us left agreeing that the lecture had been good food for thought and extremely informative, not to mention a great opportunity to listen to such a dedicated and passionate scholar; we can't thank the host of the event Baccata Trustees enough!



Maths & Computer Science Faculty

Interview with JCG Alumna, Izzie, Studying Maths at University.

Amelie

YEAR 12

I interviewed Izzie Watkins, a former JCG student, who is currently in the second year of a BSc degree in Mathematics at Bath University.

My aim is to encourage students to consider studying Mathematics beyond school level. Whilst at JCG, Izzie studied Mathematics, Further Mathematics, Italian and English Literature A Levels which gave her an extremely broad range of study at A Level.

How hard was the transition from A Level Mathematics to degree level?

Izzie expressed that the 'step up' is obviously quite significant from A Level, however, it is manageable. Izzie reflected that studying Further Maths at A Level gave her the foundations for many of her Maths degree course modules. Interestingly, some of her degree modules do not have any numbers involved!

What sparked your interest in studying Mathematics at University?

When still at JCG, Izzie was not too sure what she wanted to study having taken a wide range of A levels. Whilst she didn't find it easy, Maths had always been her

favourite subject: she had always loved methodical and logical thinking, which is fundamental to Maths.

What is your favourite part about studying Mathematics at university?

Izzie really enjoys university Mathematics in comparison to A-level Maths studies. She said that A-level Maths is more textbook orientated whereas at university level you get the opportunity to apply your Mathematical knowledge to areas of interest. For example, in her first year, Izzie studied computing which was complex but involved interesting Mathematics. Overall, Izzie enjoys the independence of university learning and the expansion of choice.

What advice do you have for aspiring Mathematicians?

Izzie's main piece of advice was to get involved with events in school as much as possible such as Maths challenges and tutoring younger students as these are wonderful ways to increase your Mathematical understanding



“

...as well as Leonardo Da Vinci being a phenomenal artist, he was also a talented Mathematician. This is an example of how connecting different interests together with Mathematics can further your passion for Mathematics and shows how relevant it is to real life.

and have fun with Mathematics. Additionally, for her independent research project (as part of her Italian A Level) she discovered that as well as Leonardo Da Vinci being a phenomenal artist, he was also a talented Mathematician. This is an example of how connecting different interests together with Mathematics can further your passion for Mathematics and shows how relevant it is to real life.

What are you looking to do after you finish your degree?

Izzie has a few potential career paths in mind which shows that there are limitless possibilities for those graduating with a Maths degree. Firstly, she gave the classic Maths student answer: a Maths teacher, as it is always something that has interested her. As part of her degree, Izzie's third year is a work placement year. This

is a fantastic opportunity to explore future jobs relating to Mathematics. Other career options which Izzie is considering include a data analyst and a job in cyber security.

What is it like studying at Bath specifically?

Izzie said that Bath is a lovely and beautiful city, and she would recommend it to anyone who is interested in applying to Bath for any course. She added that specifically for Maths, lectures are supplemented by tutorials (1 per week per module) which are school-sized classes where tutors take you through the content covered during the week and go through problem sheets. These extra tutorials are very beneficial as they are more structured and provide opportunity to consolidate knowledge.

JCP Headteacher's Welcome



Hello from your Headteacher

Richard Sugden

HEADTEACHER
JERSEY COLLEGE PREP

We made a really strong start to the new academic year back in September, despite the continuing Covid-related restrictions placed on schools – in particular when operating inside the building itself. Classes are now able to visit places around the island to further enhance and enrich their curriculum offer, however off-island visits are still not allowed.

Academic results at the end of the summer term were particularly pleasing, showing that any ground that was lost in 2020 due to lockdown has largely been made up.

The new pupils, almost 100 in total, have settled in and are progressing so well with their learning.

We recently had a 'Virtual School Review' at JCP. This was conducted via Teams by a UK based HMI (UK Ofsted Inspector) over a 3 day period straight after half-term. The Inspector interviewed myself, the Deputy Headteacher, senior leaders, subject leaders, class teachers and pupils to triangulate evidence in relation to

how well we did during and immediately after lockdown (2020) as well as progress made since our last Review (Nov 2018).

The outcomes were very positive and, in particular, commented on:

- how well the school was able to deliver learning during lockdown
- how hard the school had worked on wellbeing and allaying anxieties with pupils and staff on return to school after lockdown
- how supportive the staff were with one another and how well they felt supported by the school leaders
- how well the school had progressed



since our last review in relation to the key areas for development

- how staff felt that the organisational structures within the school had improved significantly

Recently, we undertook a half-term block of teaching or three hours per day for three days a week in Year 5, where the curriculum is taught entirely in French! This proved to be an excellent island-wide initiative which is being thoroughly enjoyed by all those taking part and allowing for a deep immersion in the language.

Our School Clubs offer has grown now to just under 30 options per week ranging from Kick-Boxing and Brazilian Soccer to Art and Crafts and Street Dancing. We are also running netball and football teams and have just started back with competitive fixtures against other schools.

Various musical groups and ensembles are now also up and running and our uptake on learning a musical instrument is now at almost 70% of all pupils in KS2.

The annual Commonwealth Essay competition was held back in the summer term and the results came in only a week or two ago. I am delighted to say that this is probably our best year yet!

JCP pupils were awarded 26 certificates in total: 6 gold, 7 silver and 13 bronze.

We have welcomed a number of new staff this term as follows:

- Mrs Gemma Baigent – who is covering Mrs Langdon who is on maternity leave.
- Mrs Elke Jehan – a Teaching Assistant (TA) who is supporting in KS2 to replace Mrs Rachel Jeacock-Fewtrell who has retired.
- Mrs Helen Le Couilliard – TA support in Reception to replace Miss Natasha Brown who has gone to train to become a teacher.

We are also looking to appoint another TA and two lunchtime assistants to further enhance our support provision across the school.

At the time of writing, whilst we are slowly gearing ourselves up for the end of term festivities, the shadow of Covid is still lurking menacingly over us – as the infection targets the younger aged members of our island population.

Whilst we are all keeping our fingers well and truly crossed, we are also prepared for greater restrictions should they come.

However, whatever happens we have shown that, with the support of our parents, the hard work and diligence of all the staff and the uplifting enthusiasm of our children – we can overcome anything!

Wishing you all a peaceful, relaxing and, above all, safe and healthy Christmas break.

Reception

Mrs Scott, Mrs Cartmell and Mrs Crute

Reception Team

The children have settled so well in Reception. We began our year with the theme of 'Ourselves' and spent time getting to know each other and finding out how we were the same and how we were different. This helped us to build our class and year group community.

As the seasons changed we placed a focus on Autumn and spent time observing the changes in our school environment. We collected apples from our playground to create a delicious apple crumble and the story of 'Pumpkin Soup' led to us making our own soup. We looked at the artwork of Andy Goldsworthy and created our own pictures using natural materials which we had collected. We learned about hedgehogs and Moya from the 'Jersey Hedgehog Preservation Group' came to teach us more about the prickly animals.

Every Friday we visit Forest School as part of our outdoor

learning. We have enjoyed exploring the area, particularly the mud kitchen and climbing the trees. We made the most of the lovely Autumn weather and had a fire where we toasted marshmallow in preparation for bonfire night. We also celebrated 'Diwali' and had the chance to taste some tradition sweets.

In our PE lessons, some of us went swimming with Le Mourier Swim School. Every child will have 10 swimming lessons. These lessons will continue for the rest of the children starting again in January.

We have started to learn some songs for Christmas and we are hoping to visit the church at St Saviour's during December to learn more about the story of the Nativity.

Merry Christmas and best wishes for the New Year from the Reception Team.





Eco News

Mrs Christopher

Eco Leader

The Autumn Eco calendar began with the election of our new Year 6 Eco Leaders – Evie and Allegra. The girls are very excited to be responsible for running Eco School activities across the school and their first job was to present their ideas to our new JCP School Eco Committee.

We have supported the 'Just One Tree' campaign, with a Dress Down Day! Our pupils came to school wearing green on this day and all donations were directed towards planting trees in areas of mass deforestation – in Madagascar, Haiti, Indonesia, Mozambique, Nepal and Kenya – where it has been devastating.

In November, we launched our annual 'Switch Off Fortnight!' campaign. For two weeks, our 'Energy Heroes' looked at ways to cut down our school's electricity bills and save money, monitoring the switching off of lights, IWB's and computer screens – when not in use. An energy survey was carried out each day – to see where electricity was being wasted and see how improvements could be made. We felt very proud that our school electricity meter readings revealed a reduction in energy – thanks to our efforts. An Eco competition to design

a poster with a message telling us why we should be 'Switching Off' – was also very popular – with some great prizes donated from the JEC!

We are also encouraging our school community to support the Durrell 'Cans for Corridors' scheme. For every 50 drink cans recycled through Durrell, a tree will be planted to ensure that pockets of the Brazilian rainforest are linked – to help the black lion tamarins that live there. At present we have collected enough cans to plant 46 trees.

We also plan to use some of the cans to make an Eco Christmas tree for the annual Christmas Tree Festival at St Peter's Church after which the tree will go to Durrell to recycle.

As you can see, we have already had a busy start to the new academic year and we are looking forward to leading lots of new and exciting Eco campaigns in the new year!

'It's Cool to be an Eco School'

Wishing you all a wonderful Christmas.







JCP

Year 1

Mrs Harries, Mrs Walsh and Mrs Duquemin

Year 1 Team

The children have settled into Year 1 so well and have been making lots of new friends.

In English our focus has been using capital letters and full stops in our writing. We loved reading 'Handa's Surprise' and invented our own story using a story map. We then found out lots of interesting information about different jungle animals and created non-fiction fact files about our favourite animals. The cold weather inspired us to write instructions for how to make hot chocolate. We learnt to use time words and 'bossy' verbs to make our instructions clear and easy to follow. We had lots of fun in the Forest School area collecting autumn items. We used these to make a 'magic potion' before writing instructions for someone else.

In Maths we have been learning all about numbers to 20; number bonds to 10; addition and subtraction within 10; recognising and naming 2D and 3D shapes; ordinal numbers and equation families.

As part of our Science topic on 'Animals including Humans', we have been classifying animals into mammals, reptiles, birds and amphibians. We looked at similarities and differences between the different groups. We learnt about what animals eat and how

this determines if they are herbivores, carnivores or omnivores. Every day we record what the weather is like on a weather chart to see how it changes throughout the seasons. We enjoyed an expedition to Hamptonne woods to identify different trees and look for signs of autumn.

In Design and Technology we have been learning how to use different mechanisms, including a slider, levers and pivots and a wheel to make a moving picture.

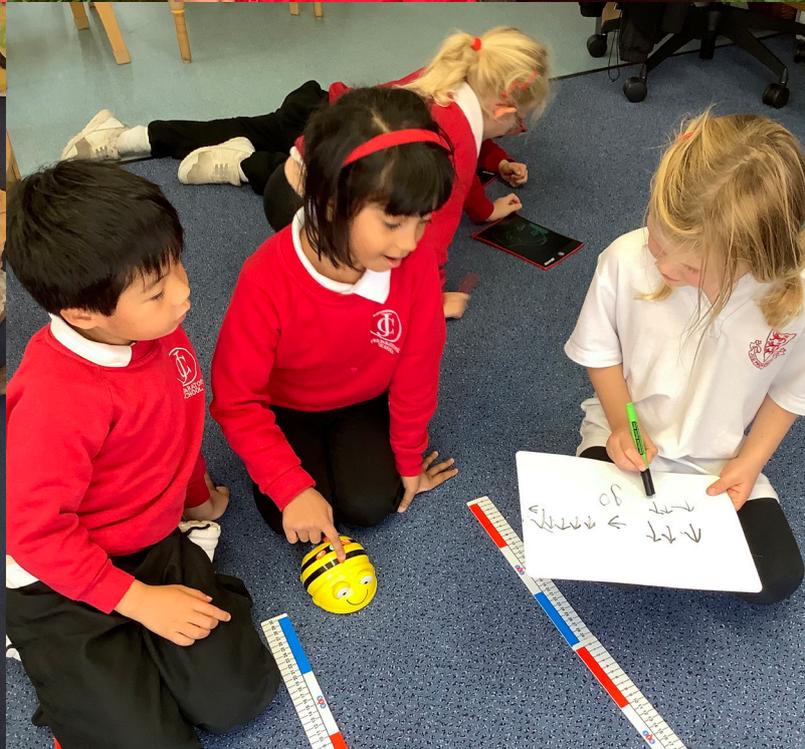
We learnt about the works of the famous artist Ted Harrison and used his paintings as inspiration for our own Jersey sunsets, using cold colours for the ocean and warm colours for the sunset.

In Geography we have been exploring our school environment by getting out and about and using aerial photographs. We have begun to make our own maps and understand the need for a key.

In IT we have been developing our coding skills by giving clear instructions to each other and programming Bee Bot to follow a specific route.

What a wonderful start to our first term in Year 1!

Merry Christmas and best wishes for the New Year from the Year 1 Team.



Year 2

Ms Byrne, Mrs Chappell-Jenkins and Mrs Christopher

Year 2 Team

We have had a busy and productive start to Year 2. We began the year by finding out about the explorers Neil Armstrong, Christopher Columbus and Robert Falcon Scott. The children really enjoyed learning about these fascinating historical figures and their contrasting voyages. They took on the role of Neil Armstrong acting out the moon landing using the PicCollage app to create pictures of them on the moon and recording themselves saying his famous words. They wrote letters home from Christopher Columbus and a diary entry from Robert Falcon Scott and then they imagined going on their own exciting adventure.

In the second half of the term we began our India topic. We explored many aspects of Indian life using our senses and we wrote poems based on our ideas. We smelt Indian spices, tasted Indian fruit and poppadoms, listened to Bollywood music, felt Indian fabric and looked at photographs of India. We then used noun phrases and similes when writing our poems. We read the story of Rama and Sita and began to learn about the Hindu festival, Diwali.

We have also been focusing on using a range of sentence types such as noun phrases and adding adverbs and conjunctions to our writing to extend and enhance our work.

In Science we have been learning about materials and their properties by testing a range of materials for strength and to find out whether they were waterproof

and retained heat. We also looked at a range of materials, exploring what happens to them when we bend, stretch, twist and squeeze them. We sorted materials into the correct recycling bins and learned about the importance of 'Reduce, Reuse, Recycle.'

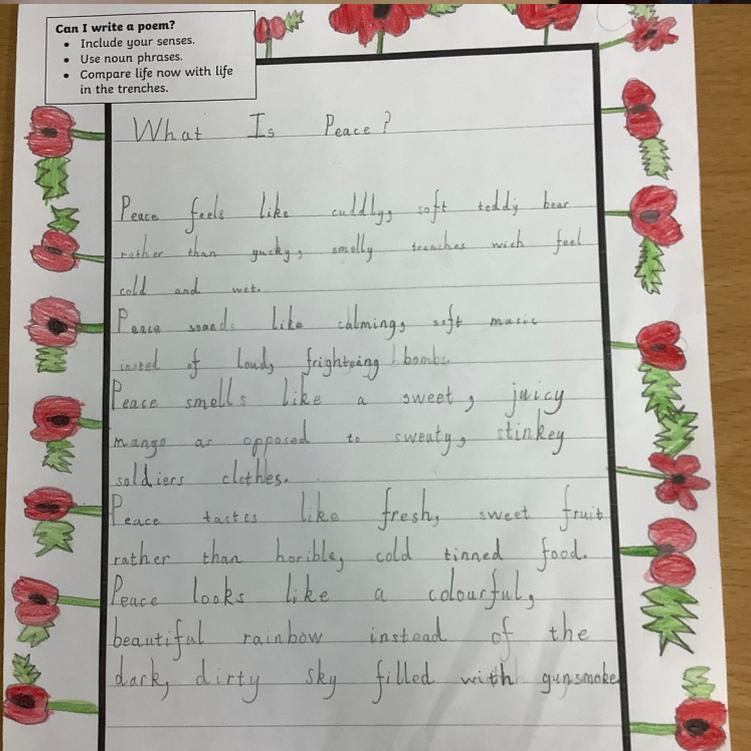
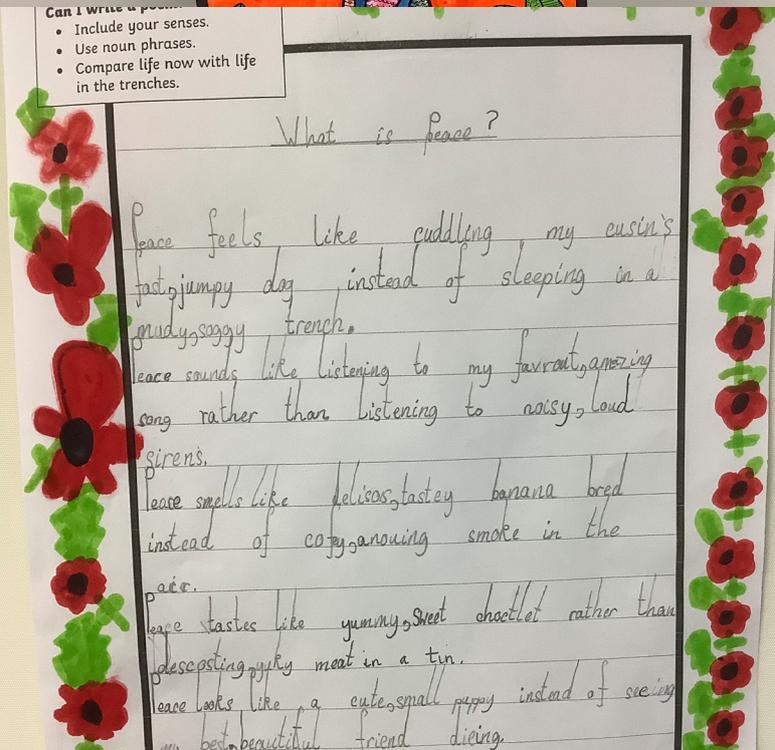
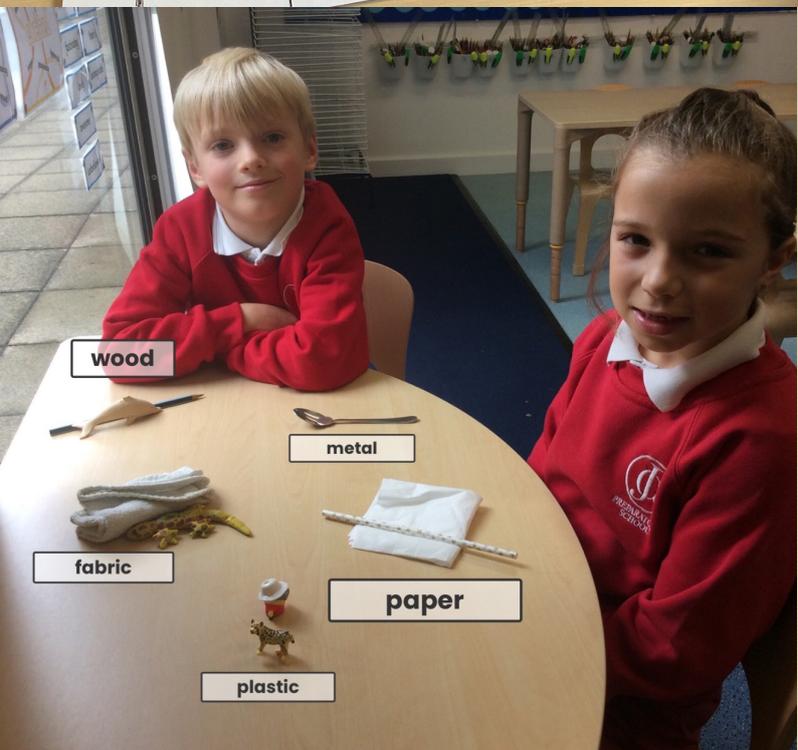
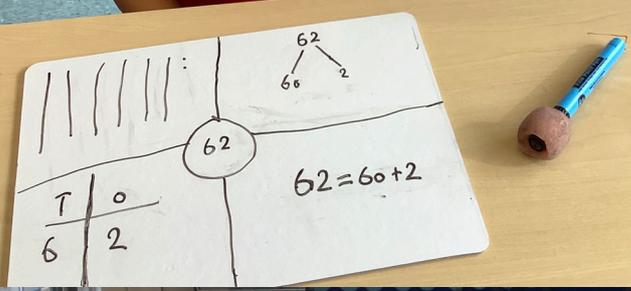
In ICT we have been using the SeeSaw and PicCollage app to help explain our thinking and show our learning in lots of different subjects. We have learned to log onto the internet and search and save images which we have then added to our work.

In maths we have been focusing on place value, addition and subtraction, and multiplication and division. We have been working very hard on fast recall of number facts.

We have really enjoyed our art this term, producing some lovely pictures using mixed media to create some vibrant and colourful giraffes. We have also learned how to weave and we are looking forward to creating some peacock and rangoli pictures. The children are very proud of their work.

We are delighted with the children's growing awareness of Growth Mindset and how they are developing resilience and perseverance. They understand that effort and hard work equals success and are striving to be the best they can be and we couldn't be prouder of them.

Merry Christmas and best wishes for the New Year from the Year 2 Team.



Music

Mrs Allman

Head of Music

As we reach the end of the autumn term, the JCP music department has had a busy term. We began the school year by announcing our Music Captains who this year are Arabella (Grandin) Ana and Charlotte (Le Sueur) Daisy and Narindra (Du Pre) Orielle and Lauren (Gilbert).

They are already looking forward to the House Music Competition which will be held in February and have started to choose music for their House Choirs and Ensembles.

The Senior Choir has 37 members and have rehearsed every week, working on a new variety of songs. We are now rehearsing some special Christmas carols to perform at the end of term. The choir is hoping to sing in the Royal Square as part of the Soup Kitchen event.

Due to the covid restrictions which are still in place, the orchestra can only include the Year 6 musicians at the moment and they are also rehearsing some Christmas tunes. Our string ensemble is for Years 4 and 5 and they have enjoyed playing a variety of tunes arranged by Julie Millow who runs the ensemble.

About two thirds of our Key Stage 2 pupils learn an instrument and many took part in the Eisteddfod at the Jersey Music Academy in November. Notable results were Madeleine H and Prutha T who won gold in the under 11 vocal class. Prutha also won the Galiya Oguniesi trophy in the String class and Jessica L won her class and a gold certificate in another string class. Mia LS won a piano class and a gold certificate.

All the classes have enjoyed being able to sing again this term and have learned some new assembly songs, ready for when we are allowed to sing altogether as a school! Key Stage 2 are learning songs to sing at Christmas time and Years 4, 5 and 6 are continuing to learn the recorder and ukulele.

Our Early Years classes have been learning a variety of seasonal and topical songs -learning how to play a range of percussion instruments with a focus on playing with control and a steady beat. They are now learning songs from the show "Higgledy Piggledy Nativity" which we hope to perform to parents in some way.





Year 3

Mrs Killick and Mrs Anderson

Year 3 Team

Year 3 started off with a dramatic crime scene which launched us straight into our topic, 'Twisted Fairy Tales'. We put our best detective skills to the test to see if we could solve the question of 'Who destroyed the 3 bears cottage?' The perpetrator left behind several clues including half eaten bowls of porridge, a red ribbon and most suspiciously a blonde wig! After collecting, describing and explaining where the clues were, our reports eventually helped bring the crook to justice!

We enjoyed reading and unpicking many twists on our favourite fairy tales and used these as inspiration to create a twisted tale of our own. To gather ideas we hot seated different fairy tale characters and used our questioning skills to develop alternative viewpoints. Using role on the wall we developed our own characters with a twist on the original. We had Little Red's grandma who turned out to be a witch, a lonely Big Bad Wolf, the Prince and the Carrot and many more..

Our fairy tales were brought to life through an enchanting trip to Hamptonne and the surrounding Woods. Here, we foraged for natural materials to use to build a perfect

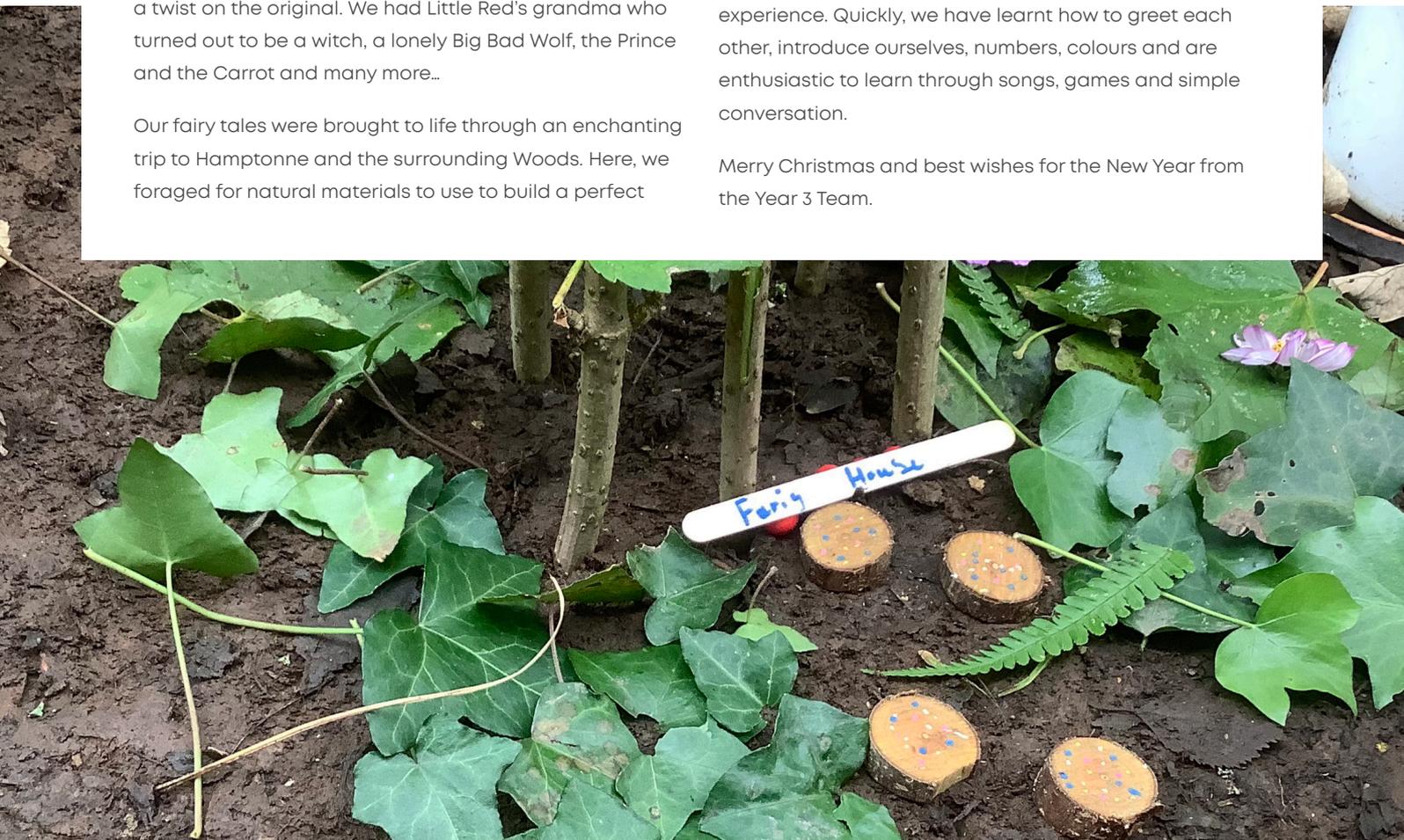
fairy garden for fairies to enjoy. After returning to school, we used our creative writing skills to write instructions to create a fairy garden. This inspired us to make abstract collage using layered tissue paper and different materials to represent the whimsical, magical world of fairies.

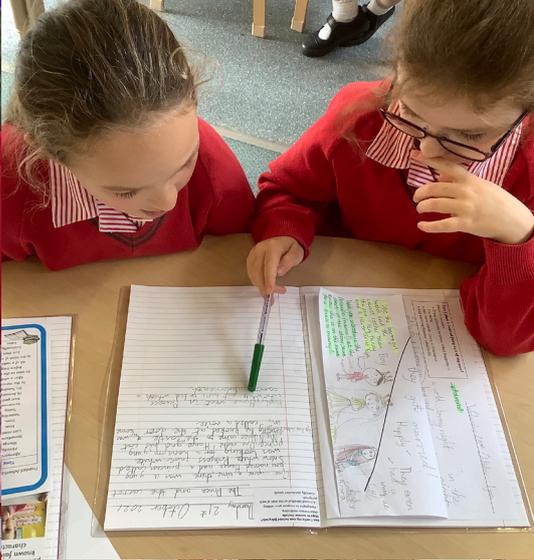
In Science, we used our knowledge of magnets, to fool our classmates with mesmerising magic tricks all performed using the secret of magnetism!

Geography this term has been focused on developing our map drawing skills and our knowledge of the UK. We explored different settlements by working in teams to create villages, towns and cities ensuring we included all the necessary features.

We have thoroughly enjoyed starting our French experience. Quickly, we have learnt how to greet each other, introduce ourselves, numbers, colours and are enthusiastic to learn through songs, games and simple conversation.

Merry Christmas and best wishes for the New Year from the Year 3 Team.





Year 4

Mr Paul and Mrs Toudic

Year 4 Team

It has been a very busy return to school; we have been getting used to new expectations and new challenges...

Our Autumn topic has been the Neolithic Age and we have learnt about this in both a global and a local context. We also visited La Hougue Bie as part of the topic. It has included English tasks, Computing and all aspects of our foundation curriculum. At La Hougue Bie, we worked on sharpening axes; grinding corn to make flour using real Neolithic querns; as well as visiting the passage grave - it was very dark and very damp! We also saw how fire was made in the Stone Age using a bow drill. We also produced a 'Stone Age' timeline using PowerPoint as part of our computing curriculum.

In English, amongst other things, we studied poetic imagery. We also worked on the book 'Stone Age Boy', where we have written recounts through postcards and recently written a piece of discursive writing based on the question 'Would it be fun to live in the Stone Age?'. We had to write a balanced argument with plenty of 'fronted adverbials' in it! We also produced a story based on 'Stone Age Boy'. We also took part in a 'Swallows and Amazons' workshop courtesy of the Arts Centre; this enabled us to explore our drama skills.

In Science, we have learnt about 'Electricity and Circuits' as well as 'States of matter'. We even had to work out how to get 'Swig the alien' out of a block of ice. As part of our 'States of matter' topic, we learnt about the water cycle and learnt a catchy song about it. We also designed and built our own switches. We used 'Now Press Play' to reinforce our science topics! As part of our Computing

and Science we used 'Makey Makey' to make banana key boards and play dough switches!

We are using and applying the Maths skills we have learnt to investigate and solve problems. In addition, we have been practising our times tables. We have focussed on addition/subtraction and how to use bar modelling to plan how to solve a problem.

Year 4 had a wide variety of art activities for the term. We explored a range of mediums including sketching, pastels, clay and paint. We also did some clay work with pottery to link with our Neolithic topic. We produced some 'cave art'; as well as some super 'Neolithic' sketches of the long house at La Hougue Bie.

We have explored and learnt new words to do with classroom objects in French, as well as revising all our French from last year. We have also learnt about sports and pastimes and how we express a like or dislike for them. We also had a term of 'Jersey Studies' (Jerriais) where we learnt about the history of our island, language and culture as well as some interesting legends related to La Hougue Bie. Mr Le Maistre came in character to tell us the legend!

In RE, we have been learning about Islam and in PSHE have followed a topic called 'All about me'; in which we explored rights of the child and our school and the community.

In PE, we took part in a rolling programme of sports, including gymnastics, swimming and football.



Dear Mum and Dad,
 How are you? You will never guess what happened! I was walking in the beautiful woods, then in a blink of an eye I found myself falling down this dark, narrow hole in the soft, squishy ground. I hit an enormous, old rock and then woke up and noticed that I wasn't in my usual country, I had travelled back in time. As slow as a snail, I nervously walked towards this girl in the open path. I don't think I looked like any of the boys she knew, and she didn't look like any of the girls I knew.

Quickly, she grabbed my hand and took me to a weird, age camp. Strangely, they were all wearing smelly, brown animal skin. Eventually, I realised I was in a gigantic, brave stone age camp and started to get more into the theme. The people

when I fell into the stone age. Weirdly, I woke up on the same rock that I had smashed my glasses on. I took a look around to see if I could see Om, but no I couldn't. She was gone, yet I still believed she would always be there and then I saw the drawing that Om drew. Wish you were here, I hope you are having such a good time at home. I am missing you so much, lots of love Holly.





JCP

PE

Mrs Vibert

PE

In PE lessons this term, children across the school have been learning new, and developing existing skills across a variety of sporting activities. The Reception children have been learning gymnastics, physical literacy and swimming skills. The Year 1 children have been improving the consistency of their gymnastics and physical literacy skills. The Year 2 children have been improving the accuracy and control with which they perform gymnastics and physical literacy skills. The Year 3 children have had the opportunity to learn new and consolidate existing skills in gymnastics, swimming, netball and tag rugby. The Year 4 children have consolidated and further developed their skills in gymnastics, swimming and football. The Year 5 children have learnt more advanced skills and applied them with greater consistency within gymnastics, football, hockey and athletics. The Year 6 children have been learning to accurately and appropriately apply a variety of football and hockey skills within competitive situations. They have also been learning to apply advanced gymnastics and athletics skills with high quality, whilst under pressure.

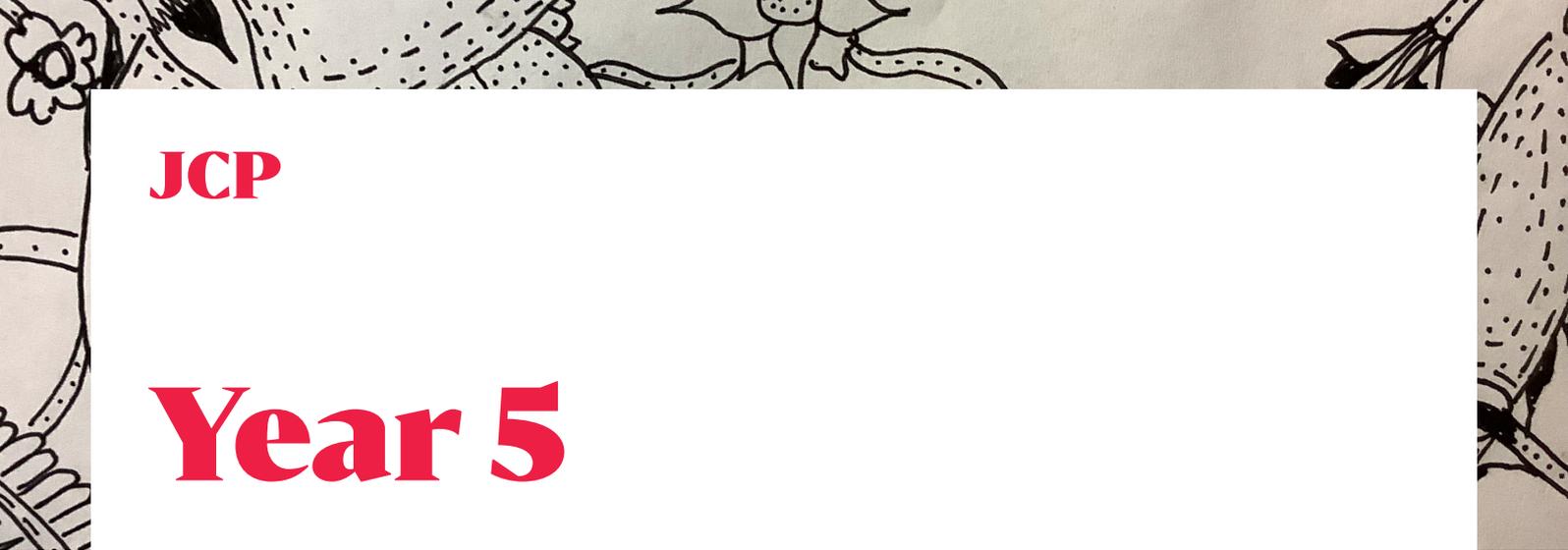
It has been fantastic to see the return of regular extra-curricular sporting clubs this term after a difficult twelve months for school sport. JCP currently have clubs running for every year group throughout the week. Lots of outside agencies provide fantastic sporting opportunities for the children at JCP, particularly for the younger children, including: Brazilian soccer; Samurai kickboxing; Viks Fit Kids; and Total-Mayhem Breakdancing. JCP staff, including Mrs Vibert, Miss Cummins, Mrs James and Mrs Killick, also provide lots of school-led sporting opportunities for the children at JCP. All children in

Years 5 and 6 currently have the opportunity to attend weekly netball and football training sessions. All children in Year 4 have had the opportunity to join a weekly multi-sports club.

It has also been amazing to see the return of some large inter-school sporting competitions. In October, JCP took two Year 5 and 6 teams, plus two Year 4 teams, to football festivals at Springfield stadium. The children thoroughly enjoyed these opportunities and enjoyed playing lots of small-sided football games. JCP have also recently selected 17 year 6 children that will compete in the primary school netball league this year. The netball B team won their first league game, narrowly beating Samares school 5-3 in a tightly-fought match. More matches are to follow in the coming weeks.

Wednesday 3rd November saw the return of the ever-popular open primary school cross country competition at Les Quennevais. It was a brilliant afternoon, and it was great to see such a large and wonderful community event taking place again. 47 Year 5 and 6 children from JCP took part in this event. The Year 5 team enjoyed huge success, winning the Year 5 girls team trophy. Florence was the overall winner of this competition, with Bethany and Niamh finishing an incredible 3rd and 7th place respectively, out of 190 runners. The Year 6 team were also very successful, placing second in the Year 6 girls team competition. Maggie, Emily and Arabella all ran particularly well, finishing in outstanding 10th, 12th and 13th places respectively, out of 216 runners. All of the children who took part should be incredibly proud of themselves.





JCP

Year 5

Mrs James and Mrs Baigent

Year 5 Team

This term, Year 5 have been fully immersed in the Victorian era. A variety of experiences have enabled them to research important facts and dates using an iPad, empathise with life according to a poverty stricken child living in the workhouse and working in a cotton mill through drama and seeing first hand the workings of a fully functioning Victorian water mill. These learning approaches have included: collaborating and researching with a partner to produce an informative poster on a famous Victorian, listening to and responding to the class book 'Street Child', spotting the numerous architectural Victorian features of St Helier in a tour lead by Helen Otterwell from Jersey Heritage and most importantly experiencing the strict, monotonous approach to learning where pupils had very few rights (if any) compared with today. They endured a morning of drill, nail inspection and the 'the 3 r's' under the guidance of their formidable teachers Miss Prim and Miss Proper, as well as a visit from the school Inspector who was not too impressed with their use of an ink pen!

All of these experiences, in and out of the classroom linked to this fascinating topic, have also seen pupils using their new found knowledge of the Victorians to incorporate their use of applying figurative language, adventurous vocabulary and relative clauses to write across a range of genres. These included a heartfelt letter from an injured soldier in the Scutari hospital (nursed by Florence Nightingale) after fighting in the Crimean War, an emphatic poem about working in a cotton mill and a narrative describing the excitement when Queen Victoria visited St Helier in 1842. In Design Technology, pupils constructed a room from a Victorian dolls' house using prints and designs linked to William Morris, which pupils have also replicated using acrylic paint, and miniature Victorian furniture made from a range of materials.

In Science, we have been learning about the Sun, Earth

and Moon as part of the wider Solar System. Year 5 became FBI Agents for the day and investigated the 1969 moon landing theories and evidence to decide whether the moon landing was authentic or a conspiracy. Each class re-enacted the rotation and orbits of the Moon and Earth around the Sun in small groups and then created posters explaining what we had learnt. We researched 'heliocentric' and 'geocentric' theories about the Solar System and created a small model showcasing the planets and interesting facts about them. In pairs, we focussed on a chosen planet and challenged ourselves to research, using interactive applications and non-fiction texts, and create an interactive electronic book.

Sikhism has been our main focus of the term in RE. Year 5 have been discovering the origins of Sikhism, their leader Guru Nanak and the importance of the five main Sikh beliefs. They have enjoyed learning about the traditions of a Sikh wedding and how this differs to a traditional Christian wedding, by drawing on their own experiences and learning from the experiences of their peers.

The French Experience has certainly been a success and given pupils the opportunity to become fully engaged in the French language, with the help of Madame Mann from CYPES and her French friend Jacques, for 3 hours a week. Year 5 have learned a range of new vocabulary and the French alphabet to phonetically spell out their name, spoken confidently to each other using various greetings and refined their pronunciation. Games, role play, songs and the use of a French dictionary have enabled each class to extend their learning and thoroughly enjoy using a different language to their own with confidence.

It has been a busy term, but Year 5 are very much looking forward to further challenges with more learning experiences that the Spring term has to offer.



Year 6

Mrs Pateman and Mrs Jefferson

Year 6 Team

Year 6 has enjoyed a fantastic Autumn Term full of exciting learning opportunities. Our highlight has been the appointments of Leadership roles across the year group and the way that the children have embraced their new responsibilities. Their enthusiasm and commitment has made us incredibly proud and we look forward to seeing them flourish with even more opportunities next term.

We introduced our first Year 6 cross curricular topic for the term by reading and exploring the book 'Wonder' – by R.J Palacio. It is an emotional and engaging text based on the difficulties a child has to overcome with facial disfigurement. This book covers a range of issues and themes that are current with our PSHE and our continued work on Growth Mindset, and recognition of Rights Respecting Schools (Articles 2, 12, 13 and 23). Rights Respecting Schools has a high profile within everything we do at school from discussing current affairs to subject based learning. Our Art curriculum 'Portraits' has also supported this theme of identity manipulating digital photographs in the style of David Hockney, as well as creating clay face mugs.

Our geography topic, North America, has involved numerous geographical skills including reading maps, using longitude and latitude to locate countries. We have also carried out independent research projects on landmarks and the climate of the continent. As part of this topic we are exploring the epic narrative poem 'Hiawatha's Childhood' by Henry Wadsworth Longfellow, which will conclude with a choral performance of the poem.

Through our 'Book Tasting' event we were delighted to see how inspired our children were about reading and with

the addition of new releases hot off the press, we were able to challenge ourselves about our book and genre choices. By exploring the concept of 'never judging a book by its cover', many new exciting books and interests have been discovered.

In maths we have studied properties of 7-digit numbers and applying what we know to larger numbers. In calculation we learnt about the order of operations (BODMAS) and used this to solve different expressions We have revised methods for multiplication and explored various methods for division, evaluating which we feel are most effective. We consolidated our knowledge of multiples, factors (including common) and prime numbers, before we begin our work on fractions.

As Scientists we have investigated how light travels and can be reflected and refracted. Free-choice, open-ended investigations (inside a dark tent), created much excitement and challenge. This fascinating topic also led us to discover how we see, how we see colour and how to keep our eyes healthy, which we explained by writing leaflets about the eye.

In preparation for Christmas our textile projects this term is designing and creating Advent Calendars. This involves learning a range of stitches, considering fabric choices and design elements – one being that each pocket must be big enough to fit in a suitable sized treat!

With Christmas fast approaching we would like to thank all of our Year 6 parents for their continued support and wish you all a very Merry Christmas. We look forward to enjoying a fabulous 2022 with you.

Merry Christmas and best wishes for the New Year from the Year 6 Team.



2CJ Class Charter

All children have rights.
We are 'Rights Holders.'

JCP

Rights Respecting

Mrs Toudic

Rights Respecting Coordinator

Since receiving our Bronze Rights Respecting School Award last year, indicating that we are 'Rights Committed', we have been striving towards gaining the Silver award to show that we, at JCP are 'Rights Aware'. Our pupils know that they are Rights Holders and that the adults in their lives are the Duty Bearers ensuring their rights are upheld and respected.

With this in mind, we have reconvened the JCP Rights Steering Group, appointing three new members from Year 2. We now have a full range of students from Years 2-6 leading the way and supporting us on our journey of understanding and embedding rights in our ethos, learning and practise within our school.

Teachers and pupils started the year by creating class charters together; a charter is simply an agreed set of rights-based beliefs that help the class: a) learn about specific rights and b) give us a context for respecting each other's rights. They allow us to shape positive behaviours and interactions in our classrooms. Although we know that all the rights are equal and inalienable, classes chose 4-5 that were most relevant to them. For example, in Year 4 they decided that rights: 2, 14, 16,

24 and 29 are most relevant and these relate to us all being equal, having the freedom of thought, the right to protection of privacy, the right to a clean and safe learning environment and an education that develops all of talents.

The whole school was involved in designing a 'Rights Respecting Mascot' and the competition was won by Imogen. Her winning design was 'Buddy the Bear', who now features on our Rights Respecting posters around the school and who is currently in the process of being made into a cuddly school mascot.

In lessons, rights are now embedded within our curriculum, forming meaningful links, and being explicitly taught when needed. Often our assemblies are linked to specific rights, raising awareness of rights for all and how others live.

Our next steps at JCP are to use the common language of the rights and to continue to create connections between our ethos and values at JCP and the UN Convention of the Rights of the Child. Our steering group will be presenting more assemblies and creating an informative booklet for the Governors and parents of JCP.

1 Walsh's Cloakroom

8

IDENTITY

16

PROTECTION OF PRIVACY

| | | | | | | | | | |
|-------------------------------------|--------------------------------------------|-------------------------------------|----------------------------------------|------------------------------------------|-------------------------------------|-----------------------------------|---------------------------------|---------------------------------------------------|-----------------------------------------------|
| 1 DEFINITION OF A CHILD | 2 NO DISCRIMINATION | 3 BEST INTERESTS OF THE CHILD | 4 MAKING RIGHTS REAL | 5 FAMILY GUIDANCE AS CHILDREN DEVELOP | 6 LIFE, SURVIVAL AND DEVELOPMENT | 7 NAME AND NATIONALITY | 8 IDENTITY | 9 KEEPING FAMILIES TOGETHER | 10 CONTACT WITH PARENTS ACROSS BORDERS |
| 11 PROTECTION FROM KIDNAPPING | 12 RESPECT FOR CHILDREN'S VIEWS | 13 SHARING THOUGHTS FREELY | 14 FREEDOM OF THOUGHT AND RELIGION | 15 SETTING UP OR JOINING GROUPS | 16 PROTECTION OF PRIVACY | 17 ACCESS TO INFORMATION | 18 RESPONSIBILITY OF PARENTS | 19 PROTECTION FROM VIOLENCE | 20 CHILDREN WITHOUT FAMILIES |
| 21 CHILDREN WHO ARE ADOPTED | 22 REFUGEE CHILDREN | 23 CHILDREN WITH DISABILITIES | 24 HEALTH, WATER, FOOD, ENVIRONMENT | 25 CHOICE OF A CHILD'S PLACEMENT | 26 SOCIAL AND ECONOMIC HELP | 27 FOOD, CLOTHING, A SAFE HOME | 28 ACCESS TO EDUCATION | 29 HOME OR EDUCATION | 30 MINORITY CULTURE, LANGUAGE AND RELIGION |
| 31 REST, PLAY, CULTURE, ARTS | 32 PROTECTION FROM HARMFUL WORK | 33 PROTECTION FROM HARMFUL DRUGS | 34 PROTECTION FROM SEXUAL ABUSE | 35 PREVENTION OF SALE AND TRAFFICKING | 36 PROTECTION FROM EXPLOITATION | 37 CHILDREN IN DETENTION | 38 PROTECTION IN WAR | 39 RECOVERY AND REINTEGRATION | 40 CHILDREN WHO BREAK THE LAW |
| 41 BEST LAW FOR CHILDREN APPLIES | 42 EVERYONE MUST KNOW CHILDREN'S RIGHTS | 43-54 HOW THE CONVENTION WORKS | Rights of the Child | | | | | JERSEY COLLEGE Prep Believe you can | |

Modern Languages Faculty

ISLMA House Writing Competition

In March this year the Languages Department held a House Original Writing Competition in another language based on the ISLMA (Independent Schools' Modern Languages Association) competition. Students in Year 12 or 13 were asked to choose from three titles in their chosen language, select a format (essay, blog post, diary entry, letter etc.) and write between 250-350 words

We have selected two notable entries in the Spanish category by a Year 12 student, Kayleigh, and a Year 13 student, Emily. Both students entered pieces which provided complex and varied language and responded to their tricky category very well. Below are both entries. A congratulations to both students for such an excellent standard of entry and to Emily who won the competition overall.

Kayleigh (Year 12)

Title 2: In this painting, "Premonición de la Guerra Civil" (1936), Salvador Dalí forecasts the consequences of a civil war for Spain. Standing before this work, which hangs in the Philadelphia Museum of Art, you give a presentation in Spanish to a group of young adults. Share the script of your 5-minute presentation which offers your interpretation of the work.

Reparad un momento, por favor, para ver esta monstruosidad. Mirad los detalles más horripilantes de la obra de Salvador Dalí. ¿Ves las dos figuras? Intentad imaginar una visión más miserable; extremidades absortas en un conflicto fútil, que hace el mismo daño a ambos partes. Nos parece a nosotros como una pesadilla. La misma pesadilla que atormentó a Dalí en 1936, tres meses antes del estallido de la Guerra Civil española.



Ahora, como una audiencia retrospectiva, podemos apreciar la claridad de la 'Premonición de la Guerra Civil' por Dalí, una obra maestra que podría ser pertinente a cualquier conflicto fratricida, del pasado y en el actual. Las figuras amorfas dominan el paisaje; la guerra es algo creado por la gente, y es la misma gente que sufrirá sus agonías, indignidades y pérdidas. Al tiempo de su creación, Dalí no habría sabido el total de muertos que resultarían de la guerra. No obstante, la pintura fue un pronóstico horriblemente correcto para los más de

500,000 que fallecieron durante la Guerra Civil. A mi juicio, es a causa del uso del surrealismo que Dalí ha conseguido una imagen tan notable; la deformación es simbólica de los cambios dolorosos que ocurren en conflictos. En la Guerra, perdemos nuestra humanidad.

Quiero discutir algunos elementos claves que podrían haber escapado su atención. Los miembros esqueléticos son particularmente perturbadores, y sugieren el hambre que acompaña a la guerra. Es más, el muslo horizontal está inspirado por el cuadro famoso de Goya 'Saturno devorando a su hijo'. Esta pintura es otra joya del arte español, y trata el tema similar del conflicto entre la sangre. Además, el pecho es un imagen que destaca en la pintura. Por su uso, Dalí hace referencia a la violencia de género que vendría con la guerra. Durante el conflicto, las tropas falangistas cometieron muchos crímenes contra las mujeres republicanas; la violación se había convertido en un aspecto típico de la guerra.

En resumidas cuentas, 'La Premonición de la Guerra Civil' es en igual partes horrorosa y relevante. Irónicamente, a través del surrealismo que Dalí ha expresado la realidad de la guerra.

Emily (Year 13) OVERALL WINNER

Title 1: Don Quijote is a 1955 sketch by Pablo Picasso of Miguel de Cervantes's literary hero and his companion, Sancho Panza. Picasso enjoyed the challenge of creating portraits which were instantly recognisable, while making use of the fewest number of pencil strokes possible. Imagine you are Picasso, write a diary entry the day you start your sketch, giving the reasons why you have chosen to draw about Don Quijote. You should make reference to both works of art.

Querido diario,

Estoy escribiendo aquí para explicar y analizar mis ideas para un bosquejo que quiero empezar hoy. Es de la obra Don Quijote, por Cervantes, ¿o debería decir Benengeli? Pues, supongo que esta inclusión de ambos personajes refleja el tema recurrente de esta historia en su totalidad - el contraste de la realidad y de la ficción. Mezclar los dos mundos, uno real y uno imaginario, para mostrar la línea entre la moral y la locura lo cual me fascina.

Espero que yo pueda subrayar estos mensajes claves en my dibujo. Por ejemplo, pienso que probaré un nuevo estilo, usando un diseño tosco pero dramático. Los personajes serán delgados y estarán agotados para enfatizar sus encuentros a lo largo de su viaje. Sin embargo, serán negritos para llamar la atención del público y tendrán un aire de ser fuertes y nobles, como

caballeros. Esto reflejará la personalidad intensa de Don Quijote, el personaje principal, que tiene una meta de convertir el mundo en un sitio moralmente correcto, con un poco de suerte. Podría añadir los molinos de viento característicos de La Mancha de tamaño pequeño para criticar a este personaje, que tiene demasiado entusiasmo y, por consecuencia, un mal estado mental que gradualmente empeora. No serán gigantes y no serán un producto de su imaginación, sino serán parte del mundo real que infiltra el mundo ideal de Don Quijote



Posiblemente, Sancho Panza también podría tener menos significado en mi bosquejo que su compañero. Él es una representación del hombre común que, a veces, es crédulo y cobarde. No obstante, es bastante sabio y leal y aunque su presencia en realidad ayuda a estabilizar a Don Quijote, en el mundo creado por él donde no es el héroe, no tiene tanta importancia.

Tengo mis ideas y quiero empezarlo muy pronto, pero no estoy muy seguro del estilo - ¿la gente va a identificarse con él? Y ¿qué materiales voy a usar? Quizás la tinta china sería lo mejor para resaltar el contraste entre los personajes y el fondo.

Modern Languages Faculty

Language GCSE: Top Tips

Aisling and Jess
YEAR 12

Having taken both French and Italian for GCSE last year, we know that revising for languages can be more challenging than other subjects, as you can't just learn the whole language in the space of a few weeks! Therefore, we've put together a list of things that we did to help boost our confidence when it came to exams, which we hope will help you as well.

1) Quizlet: This free app was an absolute lifesaver when it came to learning vocabulary. Quizlet allows you to test yourself on vocabulary in many ways, such as flashcards, writing, matching terms, and listening to the pronunciation. If you do your Quizlet little and often (not just the morning of the vocab test!), the vocabulary will be engrained in your long-term memory and help you in the long run.

2) Watch things in your target language: By watching things in your target language with English subtitles on, it improves your listening and comprehension skills as your brain makes connections between the audio and the English meaning. This could be as easy as watching Peppa Pig in Spanish! Some recommendations of things to watch include: Lupin (French – Netflix) and Cinema Paradiso (Italian – Amazon Prime).

3) Use online resources: Conjuguemos, Linguascope and Language Gym are all really useful, whether you want to practice a particular tense or find vocabulary on a specific topic. We found Conjuguemos particularly useful for reviewing verb endings, which will increase the accuracy of your written work.

4) Idioms, exclamatives and set phrases: Learning idioms and complex phrases off by heart can significantly boost your mark when you recycle them in your own speaking or writing. It could be as easy as writing the exclamative 'Quel Cauchemar/Che Incubo/Qué Pesadilla', which means 'What a Nightmare!'

5) Talk in the language as much as possible: Even if this is just to your friends, it's great to put the vocabulary and grammar into practice. It also helps you to identify certain words and phrases that you don't know, and that would be useful to learn.



A photograph of a ZARA store entrance at night. The store's name 'ZARA' is illuminated in large, white, serif letters above the glass doors. Inside the store, a chandelier hangs from the ceiling, and several people are visible walking through the entrance. The interior is brightly lit, showing clothing racks and mannequins.

ZARA

“

His story has always fascinated me; a boy living in poverty, who had to leave school and work in a clothes shop in order to support his mother, to now being one of the richest men in Europe, owning one of the biggest clothing brands in the world.

Spanish Independent Research Project

Josephine

Year 13,

At A level Spanish, we are given the opportunity to choose a subject relating to the Hispanic world which we would like to talk about during our speaking exam. This could be from Spanish food, the controversy of bullfighting, the life of Frida Kahlo and so much more!

I love the Spanish clothing brand 'Zara'. It's fashionable, affordable and accessible and always my go-to shop in Spain itself. So, I have chosen to study the success story of Amancio Ortega, the founder of Zara, and the challenges his company is now facing in Spain.

His story has always fascinated me; a boy living in poverty, who had to leave school and work in a clothes shop

in order to support his mother, to now being one of the richest men in Europe, owning one of the biggest clothing brands in the world. Ortega has been able to help Spain with his vast success, economically, and his company's global reputation.

However, he has also faced many challenges. The company has been accused of copyright breaches, and producing anti-Semitic products. Nowadays, the question of sustainability is ever present, and is definitely an issue that Ortega and 'Zara' have to acknowledge whilst rapidly keeping up with fashion trends. It has been a very intriguing topic to study so far, one with two sides, a history, and so many questions left to ask in regards to the future.

Year 13 Biology Bat Observation & Study Trip

Beth and Katie
YEAR 13

On the evening of 15th of September, our A level Biology class were fortunate enough to go to Queen's Valley Reservoir to observe and study the behaviour of the pipistrelle bats. The aim of the trip was to further understand the importance of conservation and ecosystem management across our island. We were given the opportunity to use specialist equipment in order to record the echolocation of the pipistrelles, allowing us to have frequent sightings of these fascinating bats. Amy and Philip from the Jersey Bat Group kindly met us and provided each student with a bat detector and explained to us about bat diet, their importance to the ecosystem and echolocation.

This was a valuable opportunity that we all thoroughly enjoyed.







Science Faculty

Remote Operated Vehicle (ROV)

Auden

YEAR 9

I have been selected to be a part of the ROV squad at JCG. I wanted to be involved with this because it was put forward as a good opportunity to practise STEM and learn more about it. We visited the launch event at the Jersey Airport Engineering Centre where they told us all about what we had to do in order to build our Seaperch drone. Since then, we have started to build our underwater Seaperch. It is an honour to be a part of the team with Holly, Yasmin, Sophie, Ketaki and Kaia and we are looking forward to competing with our drone.



Co-Curricular

Green Classroom

Isla and Bea
YEAR 7

In green club we aim to have a greener classroom and a brighter future. We are trying to recycle whenever we can, and reuse materials such as milk cartons to plant seeds in them.

We meet every Thursday, after school in R13, and we would encourage other students to join us.

So far, we have planted many plants, fruits, and vegetables, and look forward to many more. A lot of the pots we plant the seeds in were donated by 'potty eco pots', this group also gave us leaflets on recycling and other things we can do to have a greener classroom and a greener life. 'Potty eco pots' also gave us seeds and saplings to grow trees, we are hoping that we can grow them big enough to then plant outside.

Co-Curricular

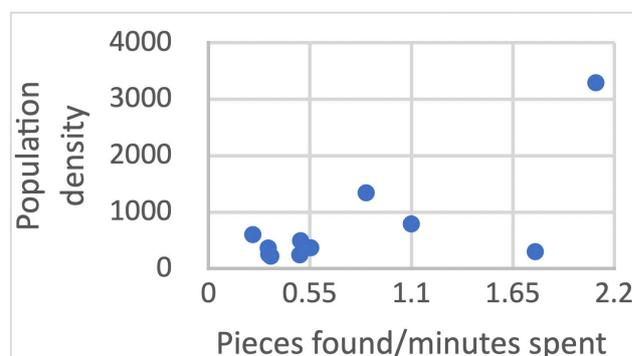
DofE Gold Award

This year two teams completed the gold DofE award despite the covid challenges. This is a qualification that Year 12 and above can take part in. It is comprised of 5 sections; physical, volunteering, skills, residential, and the expedition.

One might embark on this challenge for several reasons, whether it be to enhance your personal statement to impress top universities or to just to make new friends. During the process you will inevitably develop certain soft skills (such as self-discipline, teamwork, problem solving and organisation) which are useful to improve in preparation for the next stage of your education.

Gold DofE expeditions are never easy and often present unexpected challenges, this year was no exception. Due to the pandemic, we were unable to go to the Brecon Beacons or Dartmoor for either of our expeditions. Instead, we had to make do with walking the length of Jersey in squiggly lines so as not to bump into the other groups. One of the biggest differences was that we didn't have to camp overnight or carry the whole expedition's worth of food with us each day. But we tried to do our best to make it seem as close to a 'normal' expedition as we could by pitching our tents and cooking dinner each evening. The weather on Dartmoor is notorious for changing at a moment's notice, the likes of which we experienced in Jersey, but not to the same extremes. Windburn, wet shoes, and heat waves all within one morning. The effects of the pandemic even stretched as far as influencing our routes, as sections of them had to be changed on the go due to problems like the one-way systems in the reservoirs.

Our group's expedition aim was to investigate the distribution of litter related to the population density of Jersey. For this, we separated our route into its parishes and recorded every piece of litter that we saw in each parish during our walk. As we didn't spend the exact same time in each parish, we calculated how long we spent in each one and used that value to get the number of pieces found per minute in each parish. We then plotted this on a graph against the population density. Looking at the graph, we found that there does seem to be a positive correlation between the two factors apart from a few outliers (those being St Johns and Grouville). The unexpected results may have come from us walking in areas of the parish which happen to be more (or less) heavily populated than the rest. We made several categories for the type of rubbish we saw to also see which type of littering was the most problematic. This unsurprisingly occurred to be general plastic litter, closely followed by food packaging (with a total of 444 and 436 respectively). After paying attention to all the disregard to our environment, we thought it would be appropriate that on our last day we would pick up any rubbish that we saw so that we could give back to our beautiful island.



The residential part of Gold Duke of Edinburgh usually needs to be an activity or a course that you complete with people you don't know in an unfamiliar setting away from home. The residential section usually takes place

over 5 days and requires you to sleep there for a minimum of 4 nights. Again, because of extenuating circumstances, we had to do our residential section on-island however, the replacement was far from disappointing. We all undertook an art and design course created by Mrs Padidar, involving a variety of different activities that we would not have been able to do otherwise.

On Monday, we had an introduction to ceramics by Jenna Barron. Online, we researched different creatures and animals that we could use as inspiration for the design of our pots. Jenna then demonstrated how to make a pot and we were all given a lump of clay to start making our own. Some went down the route of realism and some went for a more fictional theme, but everyone's pots were different and looked great.

The following day, we partook in a special effects make-up workshop. Jenna showed us some of her previous work and designs that she had created using prosthetics which provided us with some inspiration for our designs. Once we had decided what prosthetic pieces we wanted to make, we created moulds for them. Once they were dry and ready, we filled them with prosthetic mix and left that to dry overnight.

The next morning, we started at Corbiere lighthouse where Mrs Padidar taught us different photography

techniques then drove around the island to different locations to use these newly learned techniques. In the afternoon we travelled back to JCG to have an introduction to photoshop where we edited our photos, created a graphic design poster, and chose our favourite photos to later use for screen printing. In the evening we did a foraging and bushcraft session with Kazz Padidar. He showed us lots of different skills including how to find types of edible plants, how to chop wood and build a fire. We then had a picnic as we watched the sunset over St Ouen's beach.

On Thursday we screen printed our edited photographs from the day before. We ate a meal at Crosstown, a Mexican-inspired restaurant on King Street, which serves amazing food.

On our final day, we finished our ceramic pots by painting and glazing them. Once they had dried, we finished them off by planting a small succulent inside each. We left the experience with many completed crafts and we all agreed that we felt accomplished and it opened our eyes to new forms of art that we could come back to in the future when we won't be so busy with exams.

Overall, we would say that Gold DofE is an experience to embrace to gain insight into new opportunities that you may have not even thought about previously.



Houses

Curie Fry Halloween Disco

Mayling and Bethan

Year 13, Curie Fry House Captains

The highlight of this half term has definitely been the Curie Fry Halloween Disco. Year 7 and 8 had a great time coming in the most fabulous costumes and dancing the night away.

Our costume competition went down incredibly well, and we saw many wonderful characters from our favourite TV shows and movies, including Harley Quinn, Morticia Addams and Coraline! Between the funky lights, smoke machine and guest appearances on the dance floor from the teachers, we had a lovely time and raised £436 for our house charity CRY Jersey.

Thank you to all staff and students who helped to organise the event and to all students who attended and to all parents for the money donated.







House Art 2021

During September, the Houses collected many fascinating pieces of art, textiles and photography from throughout the year groups to enter into the House Art competition; pieces were selected and carefully arranged into 6 wonderful displays by the House captains to be judged by the Heads of Art at Grainville and Le Rocquier at the start of October.

With Austen Bartlett winning best overall display, the judges commented on how it was thought through with considered composition of the pieces and balanced and mature colours throughout.

Hannah from Nightingale was awarded best individual piece in show, a 'sensitive piece showing excellent detail with beautiful use of subtle colours', as described by the judges.

The displays have been exhibited outside the hall since, presenting the boundless creativity of the students and their hard work and commitment.

Congratulations to the winners of best pieces: Hannah (AB) in KS3, Laila (GA) in KS4 and Lucy (CF) in KS5, and to Garrett Anderson and Curie Fry as runners up for best overall display.

Phoebe and Kate, Year 13, Garrett Anderson
House Captains

Houses

House Tennis

Jess and Tilly

Year 13, Inglis House Captains

House tennis was our first event as House captains and it was a great way to settle us into the job and ease the House into the leadership changeover.

This event enabled us to start getting to know everyone and it was great to see their enthusiasm for House. It was a fun event which involved every year group playing several games of tennis and we found it brought us closer together as a House and was a great start to the House year!





Sixth Form Update

Farewell from Year 13 Class of 2021

Our time at JCG has been absolutely amazing! There have been moments we'll never forget - from the Year 7 disco, the Shakespeare productions, and the joys of D of E to activities weeks abroad, prom and dress up days in the Sixth Form.

The experiences, opportunities and lessons we've gained at JCG are ones that have taught us not only about grammar, geometry and gamma rays but what it is to be a good person, one who is well rounded, educated and respectful. Someone who is ready for the world we're about to enter.

At JCG we've met staff who have cared for us, teachers who have inspired us and friends who have become family and it is these people who have made our time at JCG so special. We cannot express enough just how grateful we are for everyone at JCG, our teachers, the senior leadership team, the office staff, caterers and

grounds staff - it truly would not have been the same without you. So, from Year 13 to the whole of our JCG family, a massive thank you for everything you have done for us.

We must also say thank to our parents who have supported us through the highs and the lows, done maths equations for the first time in years and faced the terror of driving with a teenager behind the wheel. As we leave JCG, it is the end of one chapter but it is also the beginning of a brand-new story; a story that will always, in one way or another, hold JCG close to its heart. So, from Year 13 it's thank you and au revoir.



Transition – Life beyond JCG

Madeleine

Year 13

Our transition day was very useful exposing us to the realities we will face after we leave the comfort of JCG. We spoke about student finances, packing, travelling, homesickness and much more.

The part I enjoyed the most was listening to a talk by Natasha Devon about mental resilience in times of change. One of the things that I took away from the talk was about knowing what motivated me from the inside, or what Natasha called 'intrinsic motivation'. It was amazing to listen to her and I definitely see her as a strong role model, especially for women.

We also had a self-protection session which my friends and I found fun as well as comforting. We feel like we can

take down a black belt now (but probably not).

It was great that the day was geared to all students no matter what they were doing after school whether they are going to university, taking a gap year, or going straight into work.

I am taking a gap year when I leave JCG and transition day has made me realise the things I can do to make sure I use that year to the fullest and to make sure I am happy and safe while doing so.

A big thank you to Mr Milner and Mrs Spiteri for organizing such a great event!

Us Vs Them Quiz

Kaitlyn

Year 13 (Class of 2021)

For the next round of Us Vs Them, we hosted the VCJ against JCG Quiz! Both teams were excited to go head-to-head for a second time. Due to Covid restrictions, we were unfortunately unable to have a live audience which made the prospect of fundraising a challenge. In order to tackle this, we invented a new rule: whichever team managed to raise the most money in the week of the quiz would gain an additional 5 points for their team!

With that decided, we set about asking our teachers to write the quiz questions, hosting a mock quiz to select our team, and prepping them for the different sections they could be asked about. We spent a few sessions revising

common knowledge for the different rounds of the quiz before the night itself. With the kind help of our quiz hosts, Mr Vibert and Mr Falla, and the point scorers Sophia and Ben, we were able to enjoy 6 themed rounds of the quiz plus the dingbats round and the fundraising winner announcement!

It was a close match, with both teams taking it in turns to be in the lead, but with their quick responses and bonus fundraising points, Vic won the quiz! It was a really fantastic night in which we managed to raise over £300 for our Sixth Form charities.

Athena, Head Girl, Nikita and Kayleigh, Deputy Head Girls



“

After this challenging year, I aim to promote an even more united student body who can thrive under the wonderful changes we intend to make at JCG.



Hello from the new student leadership team

Hello, my name is Athena Allbut, and I am the new Head Girl of JCG. I am currently studying Classical Civilisation, English Literature and Religious Studies. I am beyond excited to lead the College this year, and I couldn't have a better team to take on this incredible role with me! I have absolutely loved my time at JCG and, in the role of Head Girl, I can only hope to create that same feeling within each and every student at College. After this challenging year, I aim to promote an even more united student body who can thrive under the wonderful changes we intend to make at JCG. From forming a stronger focus on the creative aspects of the curriculum, to ensuring our impact on the environment as a school is a positive one, I ultimately promise to be kind, hardworking and compassionate, and to guarantee that every student feels welcome and able to speak to myself or any member of the SSLT.

Hi, my name is Nikita, and I am your Pastoral Deputy Head Girl this year. I am currently studying Maths, Further Maths, History and Economics at A Level. My role within College is to develop and promote Student Voice by leading Student Council, and

to create initiatives to improve student life at JCG. This year, I aim to introduce more opportunities for students to share their thoughts and opinions, as well as strengthening support systems within the school. I hope to ensure that students leave JCG as well-rounded individuals, ready to share their thoughts with the world. I am so excited to get to know more of you and hear all your wonderful ideas!

Hello I'm Kayleigh, your Academic Deputy Head Girl for this next year. Although the title might not sound particularly fun, within my role I hope to help students engage with their passions so they learn firstly to relish, then to excel in the JCG curriculum. I am currently studying English Literature, Spanish and Art, and within my own studies, I have always found that enjoyment and motivation are the crucial ingredients for academic success. Athena, Nikita and I are excited and humbled to serve as your Head Girl Team, and we hope to shortly become familiar faces in the corridors, who you can approach for help, support or simply a chat as friends.





Year 7 Zoo Trip

Avery, Safiya and Florence

Year 7

Our zoo trip was a great opportunity to make new friends in our house group. We saw a great selection of animals including: Sumatran orangutang, slender-tailed meerkat, oriental short-clawed otters, white-handed gibbon, gorilla and an emperor tamarin.

Here is some information we collected along the way:

The Sumatran orangutang is one of the most threatened ape family. Over the past years, seven baby infants have been born at Jersey Zoo and some have been transported to a variety of different zoos contributing to the breeding programme for their critically endangered species.

Meerkats are a favourite with natural history filmmakers and visitors because of their upright postures and fascinating social behaviour. Although not considered endangered, meerkats have lost some of their habitat due to human activity.

Most of the world's thirteen species of otter have dramatically declined in numbers during the last century because of human activity. The main threats to their survival are habitat loss and water pollution. In addition, although most species are protected by law, they are still tracked for fur and hunted as fish thieves. Otters are found in Southern and North-East India.

At the zoo we were lucky enough to see these otters being fed, although it wasn't the most appealing of foods!

We were very grateful to be given the opportunity of going to the zoo with our Year 7 friends.

“

The Sumatran orangutang is one of the most threatened ape family. Over the past years, seven baby infants have been born at Jersey Zoo and some have been transported to a variety of different zoos contributing to the breeding programme for their critically endangered species.

**Freya, Megan,
Lacey and
Summer**

Year 7

On Friday 10th September, our year group visited the zoo. We went around the zoo in groups looking at animals and taking many pictures. It gave us a chance to bond with the people in our groups and socialise with them outside of school.

We took our time to look at each animal and to find out facts that we didn't know about them. The largest bat wingspan is 6 feet/1.8m - the greater flying fox. We visited the Andean bears and found out that the Andean bear is now the only bear species found in South America. One of our favourite animals was the red ruffed lemur, these lemurs are only found in the

rainforest on the Masoala Peninsular in Madagascar. The lemurs were our favourite, as we visited them, they were all snuggled up next to each other in an act of social bonding. After lunch, we were all allowed to mix up our groups to be with other people and have another look around! This was such an amazing experience to bond with our peers.



Year 8

Favourite things about JCG

My favourite thing about JCG is the house events for example: top of the pops, house art, sports day, I love them all. I really think it is a good way to have fun and enjoy yourself. Also, if you like any of these events you can do them. Taking part in all of them is so much fun.

-

My favourite things about JCG so far is meeting many new people and making new friends, which has led to lots of fun experiences! The school curriculum is exciting as I am learning new things in every lesson, especially in DT, and using Langford for swimming. I am really enjoying JCG and I can't wait to continue these experiences.

-

My favourite things in JCG so far have to be sports day and buddy baking. I enjoyed sports day as I could be with my friends and participate in sports - one of my favourite lessons in school! Buddy baking was also fun as we were able to decorate cupcakes in various themes and eat them as well.

My favourite things about JCG are that we have a wide range of extra-curricular activities and great teachers. There are also so many house events and a lot of ways you can get involved. I also like the wide curriculum with many different topics.

-

I love JCG as a school and a place to meet up with friends and discover new things and ideas. I think the teaching methods are very inclusive of everyone's ideas and opinions. The facilities are so amazing and give us plenty of opportunity to learn. Thank you JCG.

-

I like many things about JCG. I like the delicious food from the canteen, the kind and helpful teachers, and the amazing opportunities the students are given. I like trying out the variety of clubs that help you make lots of new friends. I also like how the teachers are very helpful when you have a test coming up; they set pretests and revision sources on Show My Homework, and I have found the resources they have set very helpful in the past.

My favourite things about JCG are the expansive range of subjects covered and the extracurricular activities. I love how even if you don't like a particular subject, there is almost guaranteed to be at least one in the day you do like. I like how there are many extracurricular clubs to suit people's talents and passions.

-

My favourite teachers are Mr Aguiar and Miss Williamson. Why? Well because Mr Aguiar is an amazing teacher and makes lessons something to look forward to. Ever since year 7, I have loved having him as a teacher! Miss Williamson is one of my favourite teachers because she always brightens up my day and teaches in a way that



really helps me, I really like the way she looks out for all her students.

-

My favourite things about JCG are how many amazing opportunities you get. You can do practically anything from fashion to art to creative writing to football and, when you take part in those opportunities, it's always so fun.

I appreciate the variety of sports you can do throughout the school year. I also really enjoy year group activities and the food is really good too!

-

My favourite thing about JCG is how nice all the teachers are and how, if you have a problem, you can go and talk to someone and they will help you sort it out. They will make sure you are okay and will keep checking up on you.

My favourite thing about JCG is the teachers because they are nice to me and help me learn. I find the lessons fun and helpful. I also like to see my friends every day at school.

-

My favourite teachers are Mrs Dowdall and Mrs Hallam. Mrs Dowdall is funny, and very considerate. I like Mrs Hallam because she is really nice, and she always says hi to me.

-

I really like a lot of things about JCG. The lessons are interesting, the students and teachers are nice and they help me a lot with my studies.

-

My Favourite thing about JCG is the community and getting to be with my friends everyday. The house events like sports day are fun and having a Year 12/13 buddy helps you out in your first few years at JCG.

-

My favourite thing about JCG is the teachers. They are all really nice to me and help me learn, they make all of the lessons fun. I also enjoy seeing all of my friends every time I come to school.

-

“

I gained good friends by meeting them in various groups and the zoo trip that was organised. I also acquired knowledge about different subjects that we will be learning in the future which looks interesting and enjoyable.

Year 7

Induction Day Experience

Rubie

Year 7

This report will illustrate my induction day experience at JCG, by explaining what we did, gained and enjoyed.

Some of the things we did were PE where we teamed up in our form groups. We played fun activities such as beanbag toss and dodge ball. We also undertook multiple lessons for physical, social and health education where we learnt what makes a good friend and also expressing our emotions. This is a great skill to have.

I gained good friends by meeting them in various groups and the zoo trip that was organised. I also acquired knowledge about different subjects that we will be learning in the future which looks

interesting and enjoyable.

One thing I enjoyed was the scavenger hunt game where I was able to find answers to the questions. This game was great for getting familiar with my surroundings around my new school. Another thing I appreciated was meeting my buddy who answered most of the questions I had and also listening to her wonderful experience about her life at JCG.

To summarise, my induction experience was amazing because I got to make new friends and take part in enjoyable activities and trips that JCG organises.

As I first stepped through the JCG doors, everything seemed so big and confusing! But now, thanks to the amazing induction days, helpful six formers and understanding teachers, College is already feeling like my second home!

As very few people from my old class went to JCG, I went in knowing hardly anyone, yet, by the time we had finished our first lesson, I had already made many friends. Another thing that helped us bond was our IT scavenger hunt; something that also helped us get used to the school's layout ... and that was just the first day.

On our second induction day, we started by meeting more wonderful teachers in PSHE and Team Building, where we did so many fun challenges such as Lego

building, teamwork, a silent communication game and much more! Then came buddy lunch. My buddies are super nice and have just started studying for their A levels. We discussed getting lost, homework, making friends and the things we were excited about.

“

Over just two days, I made so many friends. JCG is such a welcoming school and I'm looking forward to spending the next few years of my life here.



Year 7

Our first weeks at JCG

In the first half term of JCG, I made many friends in my form and teaching group. All the teachers I have met so far are really nice and welcoming; they also make learning fun. Overall, I love all my lessons and teachers. – Matilda

My first half term at JCG has been good fun. I have made many friends and learnt loads of things. I found the zoo trip really helpful for bonding with my form. One of the many things I enjoyed was the scavenger hunt around the school which we did during the first week when setting up our iPads and I learnt lots about the school. Teachers have been really helpful showing me where classrooms are and helping me settle in. JCG is a lot bigger than primary, but everyone has helped out so much and I now feel I know where everything is. I have really loved the range of clubs to do, and have met new people in those clubs. So far, I have loved JCG and I cannot wait to finish my first half term. – Megan

My first few days at JCG were fun and the teachers were so nice. When I was lost, I could ask someone and they would just tell me and they were so nice. At first, I was really nervous to join a new school because of going from the top of another school to the bottom but, by lunchtime on the first day, JCG had already made me feel part of their family. – Aimee

My first term at JCG has been amazing! I really feel like I belong and my learning has improved already. The teachers are so comforting and understanding. JCG already feels like home. – Molly

Settling in hasn't been difficult. Buddies, fellow students and teachers are helpful in any and every way. Getting lost hasn't been a problem. – Eimia

I didn't know what to really expect when I walked through the gates of JCG. I had a mixed feeling of excitement and nervousness. Since then, I have felt included and confident going to class and doing homework. So far, my favorite lessons have been English, Drama and History. – Freya

This school is amazing; the teachers are great and the facilities are great. The lessons here can be good fun. – Isabelle

I have settled into JCG very well and have made many friends. I have so much fun in lessons particularly history, art, and science! – Lily

When I first arrived at JCG, I felt worried that I wasn't going to fit in and I thought I was going to get lost all the time and turn up late for lessons, but I was wrong. The second I stepped on campus, I was looked after and helped if needed. I felt as if I could ask for anything and I already felt like I was part of a giant family. – Milena

I have really enjoyed my first term at JCG. The school has offered many things that have been great. I find that the buddies are an excellent idea as they can help you when you are insecure. – Viktoria

I am very happy at JCG! I was very nervous on my first day but now I have settled in fine. All the teachers are nice and, if I get lost, someone will always help me find my way. Everyone I've met in year 7 is nice and I seem to be making friends almost every day. I am really enjoying my JCG experience so far. – Daniella

On my first day of school, I thought I would get completely lost and the thought of such a big school with so many people was quite scary. I think I over-exaggerated as

everyone here is so friendly and I only got lost a couple times. I'm so glad I came to this school and am excited to continue my journey here. - Tia

During these past few weeks, I found it easy to settle in and navigate my way around JCG. As for teachers, I've found they have been very nice and welcoming, as I was very nervous about starting this school. I particularly enjoyed drama, maths, art and many other subjects we have been given the opportunity to endeavour in. I am hoping to continue learning in this positive experience, and I hope everybody else does too. - Aimee

I have absolutely loved my time spent at JCG so far. I like the structure of the classes as the teachers make the classes more fun to learn. Although I have more homework to do compared to my primary school homework, I like the homework Century app as it provides short videos that are easier to understand for me. The tests are also short and provide instant marking, helping me to understand the level I am at. Also, the recommended path is a very good tool in improving where needed. I like the chemistry classes in which I have the opportunity to do experiments and observations. I like the bingo games we do in French classes. I loved the play that we all took part in; it was great fun. I love all my teachers as they are all very nice, understanding and caring and I truly feel that my academic progress is improving. I love the Dome as it's a new experience for me having hot lunch in school, my favourite day being Friday of course, however, as being the most popular day to get hot lunch, sometimes the queue is too long, and I don't get to enjoy the chip day Friday. Last but not least: every time I see Hector, he always puts a smile on my face. - Ana-Maria

When I first entered the school, I was nervous about lots of stuff like getting lost. But I was also excited to make new friends and meeting new people in a new school. Everyone is friendly and kind. The teachers are nice. I definitely enjoy it here. I love all the different things we do at the school and all the competitions between the houses. I enjoyed doing the art for house art. Even though my work did not go up, I still enjoyed it. House fashion is my favourite so far. All of the outfits are so pretty, and I hope to be up there some time. I love my house and all the people in my class are nice. I love JCG. - Victoria

So far JCG has been excellent I have enjoyed everything and there isn't anything I would change about it. So glad I'm a part of this wonderful school! Thank you. - Summer

Before arriving at JCG on my first day, I was really nervous that I would get lost, or I wouldn't find my way around the

school. I remember being overwhelmed by how big all the buildings and the overall school was. But I was surprised by how welcoming and helpful the JCG community was to me and how fast I made close friends. The only thing I wish to improve is instructions for how to find links, homework, notes, personal information etc. on our iPad. I don't have any experience working on iPads and I find the concept quite confusing, I feel clearer instructions would really benefit students at JCG. - Gabby

I have settled into JCG perfectly and enjoy lessons especially art and drama. - Maddie

My first half term at JCG has been exciting, because I have joined a few clubs: climbing club and drama club and they were really fun. I have also made many new friends here and the teachers are all nice too. My favourite part so far was when we went to the zoo. I am excited for the rest of my years here at JCG. - Olivia

The first half term at JCG was incredible. I learnt many new things, made loads of new friends and had so much fun. All of the teachers are so helpful and kind. I have joined extracurricular clubs to help me get to know more people and make more friends. To me, JCG is like a second family and I feel like I am part of the JCG community. JCG is already another home to me and I am so excited for the years to come. - Annabelle

I have really enjoyed my time at JCG so far. The teachers are all really kind and will help you if you are stuck on something. I have really enjoyed all my lessons especially art and physics. It was quite hard at first to find my way to lessons but I know where everything is now. I have met my buddy who is really kind and helpful. The clubs are fun, I have started doing drama, JCG Glee, netball and climbing. We do PE three times a week and we do three different sports in a week, at the moment we do swimming, football and gymnastics. I have really enjoyed my time in Year 7 at JCG. - Jessica

So far, I have really enjoyed my time at JCG. The teachers are all understanding and welcoming. On my first day, I was very excited, but also very nervous. I met my form group and teaching group and even though I did get lost at first, I learnt that it is not too difficult to find your way around. I have enjoyed most of the lessons but especially English and Art. I like having a buddy from Year 12 as they can help you and give you advice. I think JCG has made me more independent so far and I have made friends from my year. Overall, my first half term in Year 7 at JCG was a fun, interesting and slightly overwhelming experience. - Florence

Year 7

Our first weeks at JCG cont'd

My first term of JCG was a fun experience. On the first few days, I was very anxious as I didn't know how to get around. About a week later, I was settled in and felt really welcome. All the girls were very kind and welcoming, I felt like I had been there for years. I have enjoyed using the iPads to improve the environment and reduce the amount of paper used. Most of all, my form has been so fun and exciting. - Elizabeth

My first few weeks have been great so far! I have made some new friends and everyone is very thoughtful and welcoming. Going from primary school to secondary school has been challenging, but I'm starting to get the hang of it. At the beginning, I was nervous and anxious as I didn't know many people and as I started a bit later than everyone else. However, everyone was so understanding and showed me around. I am enjoying it here and I like how we have some different classes every day because it's more interesting. I am looking forward to spending more time here at JCG and getting to know more students. -Hannah

My first half term at school has been great. Like others at the start of school, I felt nervous about getting lost and not knowing the way around school but now I feel like I have been here for ages. I feel so much more confident. It is crazy because I already feel like I know my way round the school. On my first week of school, I got lost, I had no clue where to go and what to do but I remembered that everyone always said ask someone so I asked the first person in sight, and it was one of the PE teachers and she was so lovely, she got out her laptop and found me on her notebook and she led the way to where I was meant to be. She probably doesn't remember now, but I will always remember that moment, just the simple little things always go far. - Robyn

My first half term at JCG was amazing! I have made many friends and learnt lots of new things. So far, I have really enjoyed Science and Art. In science I have learnt about cells (Biology), chemical reactions (Chemistry), and forces (Physics). In art we got our first bit of homework, which was on continuous line drawing and we had to draw a man upside down. It was a fun piece of homework. I also really enjoyed the trip to the zoo where we looked at all the animals. My favourite animals at the zoo are the otters (they look like little sea puppies)! Also, I liked the toucan as he came down to the fence as if he wanted to say hi.

We did a scavenger hunt around the school for information (We struggled to find the last one as it was in the last place we would have looked!). It was fun and we explored the school. Recently, we did our first chemical reactions. In one of them, we mixed copper sulphate and magnesium powder and it made a grey, bubbling, steaming brew. I've really enjoyed this half term and can't wait for the next! - Caitlin

My first half term at JCG has been an eye-opening experience, from having my own timetable to getting my first proper homework at secondary. I enjoyed the tin can competition as I felt like I was a part of something big and special. Even though I have only been at this school for a few weeks, I have made many friends and already feel like I belong. I think JCG is a great school and would recommend it to anyone looking for a secondary school where they will learn to the best of their ability. I have especially enjoyed my cooking lessons in PSHE as we have freedom to make something delicious and to share it with others. Thank you for making my first few weeks so incredible and interesting. - Isabella

My first half term at JCG has been great and I have already learnt so much about the school. At first, I wasn't really sure where to be at what time, but eventually I got to know the school much better, and now it is easy to move quickly from place to place. The lessons have been fun and I have already learnt quite a lot in them. I have especially loved having LAMDA lessons, as I love drama. I have made so many new friends and I am really beginning to belong at JCG. I have joined some extra curriculum clubs and they are really good fun. I now have joined dance, netball, climbing, fitness, drama and house languages. I feel I am becoming part of the school and I am enjoying every day. – Robyn

In my first half term I've met all my teachers who will be teaching me this year and they've all been really kind to all of us. I've made new friends in my teaching group and in my form. JCG has been welcoming to everyone of us. I like all my classes and teachers and we do new things in each lesson which makes learning at school more fun and interesting. – Emily

I have loved my first half term at JCG; it has been amazing! At first, I was really nervous and I thought I would get lost but it is not that hard to get around. All of the lessons are fun, and I really enjoy art, chemistry, DT and music. I have met many new people and I have made lots of new friends. I really feel like I belong. I have taken part in climbing club and I want to do computing club. I am looking forward to doing athletics as I like running and long jump. – Clara

I have learned so many things in my first weeks at JCG and I have also learned some rules of JCG. Learning is fun for me and I enjoy it but I also enjoy making friends and I have made many friends. I like all the subjects since they are all very interesting but I love Biology, French and English because they are so much fun. All the teachers are so nice as they help me learn even if I don't understand something. Learning at JCG is fun and I do not want to stop learning because all the teachers encourage the class that we can do it and they believe in us. My form tutor is kind and funny she makes jokes that make us laugh. She makes me smile everyday. Everyone makes me feel like I am in a comfortable environment. – Marwa

I have only been a few weeks at JCG but I'm already enjoying it more than my primary school. I believe the staff try their best to create a safe and comfortable environment for the students. The teachers make the classes enjoyable, of course there are going to be some boring times but that's just how school works. They care for the students mental and physical health. At first, I was

nervous and I was always stressed out. I still have a few moments like that but it's not constant. I feel more cared for at this school, I feel more confident, I feel like I can be myself without being judged. Everyone is more accepting than my old classmates. This new start has given me the opportunity to make new friends and be more included. This school has a good reputation and it is honestly better than I expected. It may be quite expensive but it does not take away from the fact that it is a good school. JCG is a big upgrade from my previous school and I know I am going to like to here. – Tillie

My first half term at JCG has been incredible, exciting and something to remember. The thing I have loved the most is making new friends and bonding with completely different people. The zoo trip was amazing, because I saw the animals and met the people in my form. I also loved meeting my buddy, and doing different activities with my teaching group. As the days went by, we have started to get to know the buildings better, and have explored Roberts, Barton, Chesshire and the JADAT. All of the staff have been so lovely and welcoming, and we have settled in really well. I loved the lunch and after school clubs – they are so fun and diverse. My first half term at JCG has provided amazing opportunities, and I cannot wait for next term. – Millie

My first half term was a wonderful experience at JCG. I have made friends, I have met my teachers and form tutor, I have had fun with my form. We have this thing that we do every Friday when someone brings in cakes for the whole form and we eat them together and chat about things, some of them are funny. My teachers are really nice. My favorite teacher is Miss Humphries; I love music as it is amazing how one little bit of sound can create so many different timbres and dynamics. – Clara

As a new Year 7 student, it has been great to experience JCG and have fun with new friends. It has been great learning new things and experiencing new classes. I enjoyed the zoo trip because I could make new friends and bond with them while looking and finding out more about these beautiful animals. I am really looking forward to going on trips and everything else JCG has to offer. – Rubie

On the morning of my first day, I was really anxious about starting JCG. I thought I wouldn't be able to make friends, or find my way round the school, but I proved myself wrong. I have made friends with most of my teaching group, and my form. I know the school building well now and I don't have a fear of getting lost. I'm enjoying my lessons with my friends, and my teachers, and I find the learning challenging and fun. – Nia



Our experience at Creepy Valley

Lila

Year 10

The day we spent at Creepy Valley taught many of us to push our boundaries and try something new. For example, the king-swing would be good to try if you are scared of heights because you can ask the staff to stop at the right height where you feel comfortable. The king-swing was also my favourite challenge because it gave my friends and me an adrenaline boost. When we reached the top, the Creepy Valley staff gave us a countdown until they let go of the rope and in that moment, it felt like we were flying. It really gave us a lesson for the future to try new things because you never know if you like something unless you try it.

Year 9 Bouncing Bonding Day

Yasmin

Year 9

Bouncy Bonding Day was an amazing experience, it was a fabulous opportunity to make new friends in my teaching group. Though it was very loud, the games we played completely outweighed all the negatives, it truly was an experience not to forget. Not only did I make some new friends, but I bonded and connected more with friends I already have. It was definitely very beneficial, as now I have a true sense of who my friends are, in my teaching group.





Exams, Exams, Exams!

Mr P Marett

Assistant Headteacher

The team that knows this best is our exams team. They care about each student that enters nervously into the hall. They care about doing a good job.

Mrs Goldhawk leads a conscientious, happy and relaxed team, and we were delighted when Mrs Rogerson, one of our invigilators, was prepared to cover her maternity leave (congratulations Mrs G on the birth of Neirin) at a most challenging time. Of course, there were no exams but there was a whole new world of submitting Centre Assessed Grades and copious evidence.

We are always keen to recruit invigilators who share the ethos of care and attention for our students and an eye for detail in the exam room. If you are interested, please contact s.goldhawk@jcg.sch.je.

2021 Prizegiving Event for Students and Parents

We were delighted to once again host our 2021 Prize Giving Ceremony in front of our Prize Winners and their families, His Excellency Sir Stephen Dalton and Lady Dalton.

Susie Richardson, Governor of the States of Jersey Prison Service, joined us to present the prizes and gave a superb explanation of how her career developed, to inspire our students; "The goal is to make gender insignificant... we should never apologise or compromise ourselves in any situation for being a woman. Neither do we need to compete with or repress men or anyone else. The goal isn't for women to dominate, it is for equality. We want to be remembered for being authentic, true to who we are; for how we treated people, to be measured by the outcome we achieve in our professions".

Carl Howarth, Principal, touched upon the year before, a second school year that felt the keen impact of Covid-19, "The ingenuity shown throughout these past 12 months

has been inspiring. Our students have embraced this new online education, and not just in the learning sense. They moved their physical House events online raising thousands of pounds for their House charities, worked independently and in their bubbles to support art events such as the Forget-Me-Knot installation at the Maritime Museum, and to create thank you posters for our brilliant hospital staff. Our students found that friendships and classroom comradery does translate through a screen."

"This year's Prize Winners are a special group. Not only did they go above and beyond to be awarded their prize, they did so at a time when we were still unsure of what every day would bring. What a very, very special group they are."



Prize Winners

| Prize | Name |
|---------------------------------------------------------------------------------|---------------------|
| Mathematics Junior Prize | Aarya Patil |
| KS3 Science Prize | Aarya Patil |
| Conservation Cup | Aarya Patil |
| Wickham Cup for Endeavour in Year 9 | Aarya Patil |
| JFSC Award for Excellence | Abigail Lander |
| University of Winchester Prize for Academic Achievement in the Sixth Form | Abigail Lander |
| Baron De Lancey Award 2021 | Abigail Lander |
| Sara Johns Cup for Sixth Form Shakespeare | Abigail Thompson |
| Sarah Quenault Cup for Netball | Abigail Thompson |
| Senior Politics Prize | Abigail Thompson |
| Victoria Robinson Award for Community Service | Abigail Thompson |
| John Grimshaw Music Prize in Upper School | Aisling O'Sullivan |
| Prize for effort in French in Year 11 | Aisling O'Sullivan |
| Eunice Le Seelleur Prize for French Essay | Amber Wagg |
| Honorary French Consul's Prize for Linguistic Excellence in French | Amber Wagg |
| Monica Becquet Prize for Music | Amber Wagg |
| Drama Department Prize for Tech Club Work | Ameera Cox |
| Henderson Green Design & Technology Senior Prize | Amelia Germain |
| Mary Preston memorial prize (for Geography Coursework) | Amelia Le Chevalier |
| Senior Roberts' Memorial Prize for History | Amelia Shenton |
| Senior Philosophy Prize | Amelie Le Blanca |
| JCGA Student Prize | Amelie Le Blanca |
| Year 13 English Book Prize | Amelie Le Blanca |
| Alex Picot Prize for outstanding achievement and excellence in GCSE Mathematics | Amelie Turpin |
| KS4 Science Prize | Amelie Turpin |

Prize Winners

| Prize | Name |
|----------------------------------------------------------------|-------------------|
| Jill Cartwright Cup for Science | Amy Stegenwalner |
| English Prize for endeavour | Anna Kassai |
| Babbage Computing Prize | Annabel De Veulle |
| Year 8 Geography School Prize | Auden Ruelle |
| Leesa Sherry Cup for progress in Year 8 | Aurelia Dop |
| Textiles Junior Prize | Ava Le Cornu |
| Jane Le Brocq Cup for Year 12 Geography | Bethany Freeman |
| Ernie Mallet Shield for effort in Music | Bethany Gunton |
| Yvonne Fleming Award for sustained positive attitude | Bethany Gunton |
| Media Studies Senior Prize | Brodie Walton |
| Sabey Shield for Drama | Charlotte Rowland |
| Textiles Senior Prize | Charlotte Rowland |
| Morgan Henry Birch-Reynardson Prize for Physical Sciences | Clara Baines |
| Gerard Le Feuvre Junior String Prize | Clara Ginnis |
| Head of MFL Prize for Best Italian Student | Elizabeth Binet |
| Lola Garvin Cup for Modern Languages | Elizabeth Binet |
| Isabel Johnson Salver for best all round contribution to music | Ella Donnelly |
| Muffin Prize for endeavour in Chemistry | Ella Donnelly |
| Lovelace Plate for Computer Studies in KS4 | Ella Stegenwalner |
| Geomarine Prize for the best achievement in A2 Product Design | Emily Aziz Prime |
| Senior Spanish Prize | Emily Aziz Prime |
| Centenary Travel Prize | Emily Aziz Prime |
| Design & Technology Junior Prize | Emily Fail |
| Daphne Coutanche Memorial Trophy for hard work in French | Emily King |
| Interactive Data Mathematics Cup | Emma Mwanga |

Prize Winners

| Prize | Name |
|------------------------------------------------------------|-----------------------|
| Karen Coles Cup for Endeavour and Effort in PE | Erin Gouge |
| Duret-Aubin Prize for best all rounder in Year 9 | Erin Gouge |
| Junior Art Prize for Achievement | Erin Hill |
| Switch Digital Prize for Computer Science | Eva Duncan |
| Hawksford International A2 Psychology award | Evangeline James |
| History of Art Prize in Year 13 | Eve Foott |
| Barbara Ahier Cup for Domestic Science in Y10 | Georgia Brook |
| Bertram Cup for most promising actress | Hannah Bird |
| Senior French Prize | Hannah Read |
| Collette Augre Cup for Science in Year 12 | Hannah Read |
| The Louise Dit Le Miere Award for Global Citizenship | Hannah Read |
| Alison Christie Cup for Endeavour and Effort in PE | Helen Blackstone |
| Rosemary Geller Trophy for Personal and Social Development | Holly Morel |
| Year 11 Geography Award | India Moore |
| Geomarine Prize for Design Innovation | Isabella Burley |
| Craft Prize | Jasmine Furness |
| Viberts Jersey Lawyers Trophy for Endeavour | Jasmine Jablonski |
| Diana Birch-Reynardson Prize for Biology | Jemima Finlay |
| Vicki Luff Shield for Drama | Jemima Porter |
| Year 11 Modern Languages Prize | Jessica Palfreyman |
| KS3 History Prize | Kate Dennison-Herbert |
| JCGA Centenary Award | Kate Jubb |
| BWCI A Level Maths Award | Kate McGarva |
| Design & Technology Senior Prize | Katie White |
| Amanda Scott Warren Cup for Sixth Form Art | Kayleigh Lennon |
| SG Hambros Prize for persistence/determination in Maths | Ketaki Sable |



Prize Winners

| Prize | Name |
|------------------------------------------------------------|---------------------|
| Caroline Dorey Rose Bowl for Hockey | Kirsty Ludlam |
| Georgina Vinrace Cup for PE | Kirsty Ludlam |
| Academic Music Yrs 10-13 | Laura Callander |
| Moore Stephens Prize for sustained academic effort | Laura Callander |
| Year 9 Modern Languages Prize | Leona Manti |
| Year 9 Geography School Prize | Libby Mair |
| Rathbone Prize for Mathematics | Liberty Adeler |
| Liddell Cup for service to the School | Liberty Conway |
| Year 10 Modern Languages Prize | Liberty Skudder |
| Junior Art Prize for Endeavour | Lilie Mangematin |
| McLoughlin Cup for Performing Arts | Lily Barker |
| Senior Art Prize | Lily Greig |
| Angela Stone Cup for Junior English | Lindsay Del Rosario |
| Food & Nutrition Junior Prize | Lucia May |
| Academic Music, KS3 | Lucinda Morgan |
| Food & Nutrition Senior Prize | Lucy Chambers |
| Nicole Berthelot Cup for Junior French | Lucy Collard |
| Year 13 Geography Award | Lucy Lutkin-Clarke |
| Mathematics Senior Prize | Lucy Woodward |
| Gruchy Cup for Effort and Achievement in A Level Chemistry | Lucy Woodward |
| CPA Business Studies Cup Awarded for Economics | Madeleine Payne |
| Agathangelou Cup for Badminton | Madeline Gott |
| Junior Roberts' Memorial Prize for History | Mary Wild |
| Hassell Cup for Science in Year 7 | Mary Wild |
| Sixth Form Art Prize for Achievement | Megan Kane |
| Prefect's Cup for English Essay | Megan Kane |
| Mrs Carter Shield for perseverance | Mei Ying Fopma |

Prize Winners

| Prize | Name |
|------------------------------------------------------------------------------|-------------------|
| Heather Dupre Cup for Junior Music | Nadia Vernaglione |
| Waymouth Cup for Athletics | Pia Gurner |
| Gerard Le Feuvre Senior String Prize | Rhea Fletcher |
| JCGA Scholarship Award 2021 | Roseanna Leconte |
| States Gold Medal for French - new 2015 | Rosie Nicholls |
| Joanna Satchell Cup for Religious Studies | Ruby Filleul |
| Senior Economics Prize for Progress | Scarlett Clayson |
| Longson Cup for All Round Endeavour | Sophia Patidar |
| OGA/Bois Award 2021 | Sophia Patidar |
| The Crowcroft Cup for Art | Sophie Moloney |
| Methodist award for Courage and Compassion | Stella Olsson |
| Elena Bossy Prize for Inspiration to other students | Sufia O'Regan |
| States Silver Medal for French - new 2015 | Tamsin Hollyman |
| Outstanding progress in Sixth Form Photography Prize | Tegan Heys |
| Prefects Prize | Tegan Heys |
| Joy Thompson Year 13 Prize for Effort and Improvement | Tegan Heys |
| Sally Le Brocq Award | Tegan Heys |
| Sixth Form Photography Prize | Tia Quinn |
| Alex Picot Trust Prize for progress and determination in GCSE Mathematics | Tori Laing |
| Junior Religious Studies Prize | Yasmin Jenkins |
| Alice Nightingale Prize for enthusiasm and commitment to English | Zenab Pardey |



“

This year's Prize Winners are a special group. Not only did they go above and beyond to be awarded their prize, they did so at a time when we were still unsure of what every day would bring. What a very, very special group they are.





JCG Foundation

Creative Minds Camp

Dr P Le Masurier

JCG Foundation

The May half term and summer holiday saw the launch of the JCG Foundation's Creative Minds Camp. Students from Years 1 to 4 from across the island's primary schools came together to think creatively, play with ideas, find their passion and, above all, have fun. Science experiments, rocket launching, forest treks, cupcake baking, and rock pooling were just some of the activities the students enjoyed.

This is just the start of regular holiday programmes to nurture the island's budding creative minds.





LAMDA Exam Success at JCG

100% pass with distinction

Miss K Stirk

Drama Teacher

LAMDA Speech and Drama was introduced at JCG in 2019 with a small number of Year 7 students taking up the opportunity to develop and present their performance skills. Over time this course has become very popular and is currently offered to Years 7-9, with the aim to eventually be available to all year groups. In May 2021, 16 students took their first LAMDA Speech and Drama, Solo Acting Examination (Grade 2, 3 and 4) and they all achieved distinctions. The Drama Department are extremely proud of these results and we wish the current 32 students taking LAMDA this year the same enjoyment and success.

LAMDA Students' Comments:

Savanna, Year 8

LAMDA at JCG is such a great experience. It is something we all look forward to in the week, to escape the bustle and heat of the day, and act and bond with a partner who you wouldn't usually see much of. I love the commitment and care that is put into our lessons to help us to create new courage. Thank you JCG LAMDA and the Drama Department for giving us this opportunity.

Yasmin, Year 9

I started LAMDA when I was in Year 7. I had never been to a specific drama club, and I was very shy, I knew very few people there but, through LAMDA, I have made new friends, one of which, is now one of my close friends. LAMDA has helped not just with drama, but also with life-skills, like public speaking, memory techniques (like learning lines) and being more confident in general. In May I took my LAMDA Grade 3 Solo Acting Exam, and I performed two monologues. I was very nervous to go on stage, but I was so happy when I did it. It was very exciting, and I ended up getting a distinction, which I am incredibly proud of.

Mae, Year 9:

I love doing LAMDA because I'm able to express myself in whatever way I like. It's so much fun when we work on projection and movement. My confidence has grown and I have learnt how to project my voice. During my weekly lesson, my partner and I usually begin by doing a fun warm-up to get our bodies moving and our vocals

warmed up. Then we start working on our pieces which we have chosen for our exam. If there is an area that we need to work on, then we focus on this during our lesson and sometimes our teacher uses games to help us achieve what we need to. On exam day I was so nervous. As it was getting closer to the time, it was the only thing on my mind! About 10 minutes before my exam, I sat in the waiting area and did some vocal and physical exercises to get my mind and body energised and ready to perform. As I entered the exam room, the nerves were creeping all over me but once I started acting, I went into a different world and the nerves disappeared. I really put my heart and soul into my pieces and questions. The time flew by and when I walked out of the exam, all that was on my mind was how proud I was of myself for doing the LAMDA exam.

Aurelia, Year 9

Currently, I've been working on a Grade 5 Acting Duologue with my partner Eve. Last year, I took the LAMDA Grade 4 Solo Acting exam. On exam day, I felt nervous to begin with but after a little while it was fun, and the examiner was friendly. I was very happy and proud of myself afterwards, especially after achieving such brilliant results. Doing LAMDA has really helped with my confidence, I really recommend giving it a go.

Holly, Year 9

LAMDA is such a fun way to gain confidence, it makes you step out of your comfort zone and to try something new. You learn a lot of dramatic terms and techniques too. You do a LAMDA exam every year which is so exciting; it's a bit nerve wracking at first, but our teachers prepare us, making sure that we are always well prepared, ready, and confident with our performances and knowledge.





My Internship Experience

Solmaz, Minich

Intern

Warm, Welcoming, Witty. Three words, which describe how I perceived an internship at JCG. My name is Solmaz Minich and my journey began in October 2020 and lasted until January 2021. (Independent Schools' Modern Languages Association) competition. Students in Year 12 or 13 were asked to choose from three titles in their chosen language, select a format (essay, blog post, diary entry, letter etc.) and write between 250-350 words

Not once during my internship did I feel like I was "just an intern". From the very first moment every member of the staff made sure that I felt like I belonged there and treated me like any other colleague. This environment allowed me to grow and to take on new challenges at JCG. This school not only brings out the best in their students and supports them to aim higher, but it also ensures the same for their members of staff.

During my time I was able to gain an insight into all kinds of different subjects ranging from Drama and PSHE to Media, Psychology and Food & Nutrition. As an English student, I also enjoyed a lovely time in the English Department and was able to deliver a few lessons on my own. I also had further opportunities to get involved and deliver multiple lessons in several subjects, which I did not expect. In the beginning, it all felt unfamiliar and it was a very different experience from what I was used to in Germany. Here we have few private schools especially only for girls. Still, I enjoyed every part of it. From working

in the office with Mrs O'Connor to teaching the concept of sex and gender in Media, using the example of Harry Styles. I thoroughly enjoyed acting with Mrs Stone in Drama and teaching Drama myself. Delivering a German Christmas cookie masterclasses in the Food & Nutrition department to all Year 9 students was another highlight, with the help of the wonderful Mrs de Louche. Even though I started my internship during a critical time with Covid-19, I was blessed to enjoy some after school activities with the other teachers and to even meet up at a pub with them during a mid-term break.

My advice for future interns would be that you should never be afraid to ask and that you should just trust yourself in doing something you have never done before; you will succeed. There is always a helping hand at JCG, and I have been very fortunate to have met so many empathic, caring, and lovely people, who I will always hold in my heart.

Vin D'Honneur for Mrs Angela Crowcroft, 20th September 2021

Mrs E Silvestri-Fox

Assistant Headteacher

We were delighted to host a Vin d'Honneur in Mr Barnett's Art Studio for our cherished colleague, Mrs Angela Crowcroft. After 40 years of dedicated service to the College, Angela created a wonderful exhibition of her work, which was greatly enjoyed by our students and the friends and colleagues gathered to celebrate Angela's career on the evening. Angela's exhibition included a lovely self-portrait, painted when the artist was in Year 9. Mr Barnett and Kayleigh, Year 13, spoke affectionately about how much our JCG community will miss Angela, but we know that she will remain a friend to the College. We wish her well as she creates an art studio in her home where she will continue her creative life.





News

Embrace Our Differences

Hannah Read

Year 13

On 21st October, Jersey Library hosted an event called 'Embrace Our Differences', a disability and inclusion event, as part of the Government's Disability Strategy. We were lucky enough to have the opportunity to go with Mr Howarth to represent JCG. Throughout the evening, we learned about many different local organisations and charities who work with and support disabled people such as Enable and Jersey Employment Trust. Enable have worked on the island for 50 years to provide 3 main objectives: connection, wellbeing and voice to anyone in the disabled community. It was inspiring to see how much of a difference they had made in people's lives, especially after meeting someone who had just finished university and was starting to enter the workplace. Another amazing organisation we met was Jersey Employment Trust (JET), who strive to allow people with disabilities a fair and equal chance at getting employed and working, as well as raising awareness and ensuring the workplace is able to accommodate everyone's needs. It was truly

eye-opening to realize how inaccessible many places and jobs are to those with a disability.

Later on in the evening, we met Lord David Blunkett, former Home Secretary, who talked about his experiences with disability and being an MP. Some of his experiences were truly shocking and it made us realise just how much we've still got to do in order to achieve equality. He told us the story of when Queen Elizabeth offered to help him cut up his dinner and he found it hard to accept her help, she persisted, reassuring him that she didn't mind and that it was no hassle and eventually he let her help. This in particular stuck with us because it shows the importance of accepting help when you need it, no matter who's offering. It also shows how it can feel to be the person who needs to accept help. If you're helping a disabled person (or anyone for that matter) it's really important that you aren't patronising and sometimes you do need to offer more than once.

Skills Show

Our Trip To The Jersey Skills Show

Seaena and Ciara

Year 9

Firstly, we entered Fort Regent and were greeted by people who gave us a colourful tote bag with interesting brochures inside. We then walked into the main hall where we saw many different stalls with lovely helpers who informed us what their companies did. This was a brilliant opportunity for us to learn what jobs we may want to pursue in the future. (We even received free gifts!)

Next, we wandered over to the Jersey Dairy van where we completed a short quiz in order to win ourselves a delicious pot of ice cream. We then took a look at the virtual reality headset which was very entertaining.

Most of our time was spent at the watt bike with JSF where we did a short quiz in order for us to have a go and see how far we could cycle in 45 seconds and whoever got the furthest won a £50 sport voucher.

Finally, we spoke to people at PWC and then our trip was finished. Overall, this was such an eye-opening experience and an amazing opportunity which we highly recommend and would love to do again. Thank you to all the teachers and helpers who made this great event happen.



The Wellbeing Award for Schools

Simon Milner

Assistant Headteacher

Wellbeing is at the heart of what we do and who we are as a College. A commitment to wellbeing underpins our core value of belong, and it runs through our vision for a student leaving Year 13: we hope that all of our students will grow to be happy individuals who enjoy life to the full, value their friendships and achieve balance in their lives. Our current four-year strategy, Believe you Can, reiterates and strengthens our commitment to wellbeing through its emphasis on enhancing our ability to be self-reliant, display empathy, have positive relationships and resolve conflict.

In believing that education is about more than acquiring knowledge and academic skills, and in insisting on the importance of cultivating character so that wellbeing can flourish, we are part of a very long history. In 4 BCE Athens, Aristotle, the philosopher and polymath, asked a series of questions preserved in a book of his lecture notes we call the Nicomachean Ethics. Aristotle noted that happiness is generally assumed to be the goal of human life, but that there is no real agreement about what kind or sources of happiness we should pursue. For Aristotle, happiness comes from excelling (another JCG value, of course). To excel as a person, Aristotle explains, means cultivating dispositions, or tendencies, to act virtuously: to be generous, just, courageous and so on. Part of Aristotle's argument is that this virtuous conduct is something we must learn, through what he calls the 'right education': we can all benefit from a moral education, a character education, an education for wellbeing.

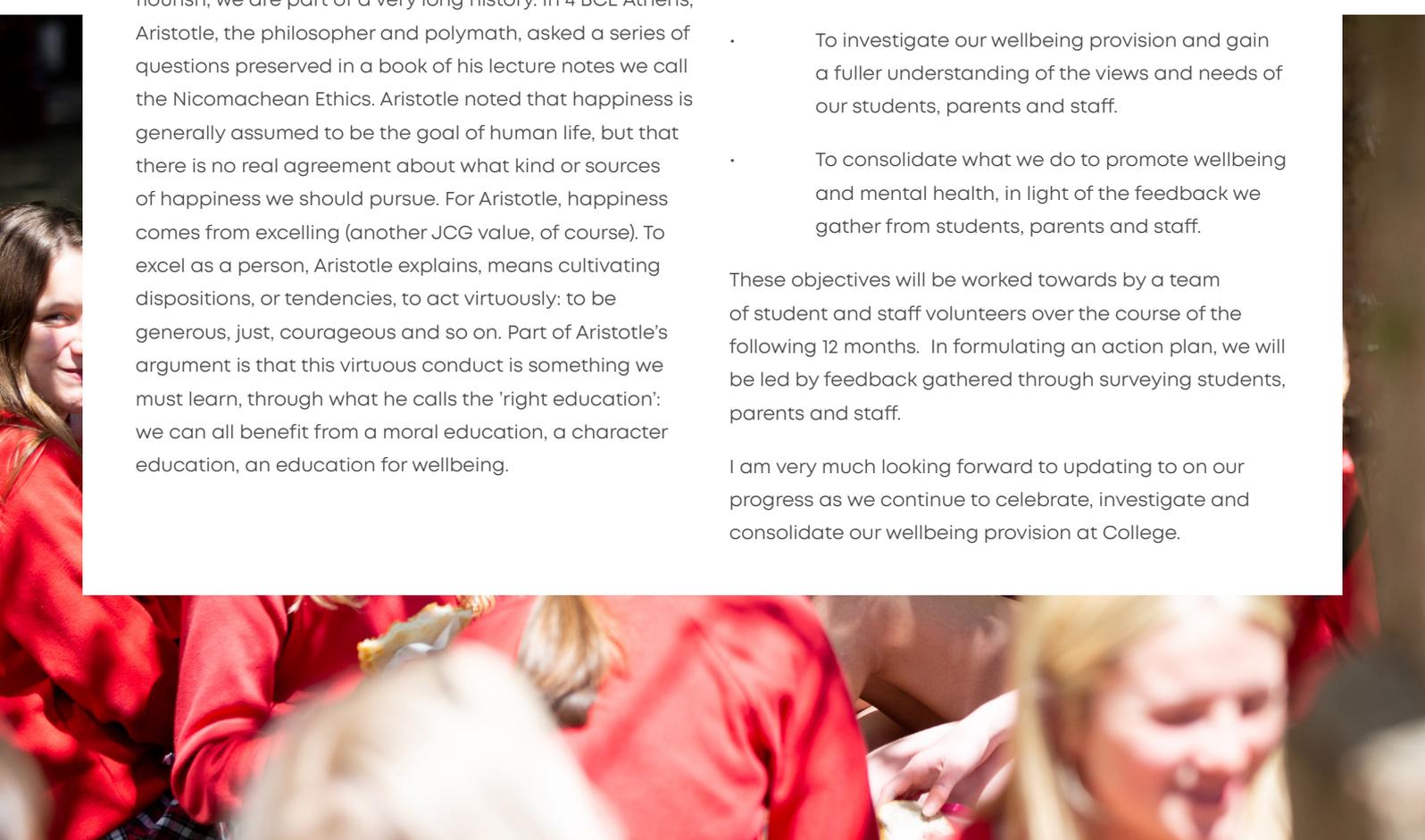
So, it is as part of an ancient tradition of helping young people to flourish that we are engaging with the Wellbeing Award for Schools. This is a national award, which aims to promote emotional well-being and mental health across all school communities; more information about the Award can be found here: <https://www.awardplace.co.uk/award/was>

In light of our values and our strategic priorities, we are pursuing the Wellbeing Award for Schools with three objectives in mind:

- To celebrate what we already do as a College, so as to capture and amplify our culture of wellbeing within and beyond the College community.
- To investigate our wellbeing provision and gain a fuller understanding of the views and needs of our students, parents and staff.
- To consolidate what we do to promote wellbeing and mental health, in light of the feedback we gather from students, parents and staff.

These objectives will be worked towards by a team of student and staff volunteers over the course of the following 12 months. In formulating an action plan, we will be led by feedback gathered through surveying students, parents and staff.

I am very much looking forward to updating to on our progress as we continue to celebrate, investigate and consolidate our wellbeing provision at College.





**Aspire
Inquire
Excel
Belong**



**JERSEY
COLLEGE**
Prep

jcgprep.sch.je



**JERSEY
COLLEGE**
for Girls

jcg.jersey.sch.uk



**JERSEY
COLLEGE**
Foundation

jcgfoundation.com