



Jersey **College** *life*

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Jersey College*life*

SPRING TERM 2022

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Principal's Welcome

A Principal's Perspective

Carl Howarth

PRINCIPAL

JERSEY COLLEGE FOR GIRLS



Dear Parents, this term has seen the deaths of a former head teacher and a current student. Isobel Stevenson was 87. Kezia was 14. I was deeply honoured and privileged to speak at Isobel's funeral and Kezia's show. This is what I said:

Isobel

'I first met Miss Stevenson in 2008 after my appointment as Principal. Isobel showed me great kindness. At her insistence, and, as she stated, as part of my induction, we would meet at the L'Horizon and it would always be for afternoon tea. I was 37 and JCG's first male Principal. What she thought of this, I never knew but it was clear I needed educating. The conversations required me to listen as I was regaled with stories, the history and traditions of the college, its soul and how at all costs I must do everything to keep the government from interfering and tinkering. These were happy afternoons and I was acutely aware I was in the presence of someone who loved JCG.

Isobel was Headmistress for 13 years. I have been Principal, a title she never used, for a similar time and so I have, perhaps, some sense of what the College meant to her. After such tenure, it becomes part of you, it's in your DNA, you are synonymous with the College, think about it continually and especially the people within it. It is by extension your family and as such one feels a certain parental responsibility. Isobel was its greatest advocate and most staunchest defender. Formidable, forthright, yes, and also generous, kind and always possessing and driven by a deep hearted sense of care.

Miss Stevenson was also a woman of vision. She was determined and committed to see that the College had good buildings and by the 1990s that meant new buildings on Mont Millais. She had been promised new laboratories when she accepted the post of Headmistress but these never materialised at the old site.

In June 1986 the Headmaster of Victoria College and Isobel were called to a meeting at the Education

Department and told that there were proposals to set up a Sixth Form College in Jersey and that they would lose their Sixth forms! By rousing the parental body, the PTA and Old Girls and giving interviews on local media, Isobel helped to ensure that the two Sixth forms would not be touched after much lobbying of States members by all concerned.

In September 1988 it was decided that it would not be possible to provide JCG with new buildings at Rouge Bouillon and Isobel then fought with unstinting energy and courage for the establishment of the College, Prep and JCG, in new buildings on Mont Millais. In 1992 the States agreed that JCG should have new buildings close to Victoria College but the move did not occur until after Isobel's retirement at the age of 60 in 1994, the year work began on the building of a new Prep. On her last day,

Isobel, in tears, handed over the keys to the College. JCG finally moved in 1999 and it was with typical generosity that Isobel paid for the large shield to be made and installed on the outside of the hall facing Mont Millais. It is Isobel's vision made real that we enjoy daily.

Each building on our campus is named after former Principals and Headmistresses. Roberts, Chesshire, Barton. And so, with the building of our new Drama Centre in 2010, I decided to name it Stevenson. Her legacy is with us each day and her dedication will remain as we hope soon to announce a series of bursaries in her name allowing students who would otherwise be unable to attend to enjoy and thrive in a place she adored.'

Kezia

'In 2018, a pocket rocket was launched from D'Auvergne Primary School and landed at JCG. Kezia Mason had arrived. Her end of year 7 report was saturated with comments such as cheerful, enthusiastic, diligent, good humoured, bright, capable, lively, vocal, positive, a delight, a pleasure, friendly. Her Year 10 report indicated Kezia was on track to do very well in her GCSEs in all her subjects with the exception of perhaps Chemistry – not yet an area she had fully embraced.

I teach all Year 7 so that I really get to know them and I got to know Kezia very quickly. One of the things we do is write a letter to our 18-year-old self which they get back when they leave JCG aged 18. On reading it now, it is bittersweet, poignant and so sad that she will never become that 18-year-old she dreamt of being.

Life was an adventure for Kezia and along her journey she captivated and enthralled so many of us. Behind those big blue porcelain eyes was an alertness and a directness whether you wanted it or not.

Confidence was a commodity Kezia possessed in abundance. Whether it was being on TV talking about Dexter, her piano playing singing Dalmatian, or letting me know her latest idea I should be doing, you could not escape her infectious charm. Kezia also loved Hector, my little dog who comes to College each day. Kezia and I would often walk around the campus together chatting, catching up. I would receive emails from her such as 'Me and Tilly and Lily are having a bad day. Is Hector free?' There was no need for email etiquette. No need for Dear Mr Howarth or From Kezia or indeed capital letters or punctuation – Kezia was always straight to the point.

Kezia was also spontaneous. Another email, 'Hello, me and Tilly Welsh would like to request that you bring Hector to our English lesson this afternoon?' When I enquired if Kezia had asked her teacher, Mrs Atkinson, she replied, 'I haven't asked her but I'm on my way to do that now.' By that I think Kezia meant inform Mrs Atkinson rather than ask.

This easy charm meant that so many of us across JCG knew Kezia and she was so loved by us. Everyone I have spoken to only smiles when they think of their happy memories of her. She fizzed like champagne though sometimes the cork flew out unexpectedly.

Kezia was a prancer, a dancer, a life enhancer. She entranced, she sparkled, she frustrated and she marvelled. Kezia could be a minx. But now I learn tragically she was also a sphinx. Behind those big, blue porcelain eyes there lay a mystery for which we will never have an answer. As Rob and Esther said to me, it is not a void that needs to be filled. It just is.

There are times in our lives when things we don't want do happen to us. We mourn losing Kezia in our lives but thank heaven for having her for even this precious short time.

As a College, we've cried a river of tears through our shock, pain and grief. And into this Kezia shaped space we've surrounded each other with the strongest, most powerful love and care. Some of you may know that just as we were going into lockdown, Kezia gave me a painted stone on which she had written 'One day or Day One – you choose. I will miss you. Kezia.' Today is day 19 of learning to live without Kezia and we deeply miss her too. That space created by Kezia's death will not shrink, we will simply learn to live alongside it. Talk about Kezia, remember her, for it will make you smile.

Rob, Esther, Ben, Gran, Tye and Grandad, your love for Kezia and, on behalf of everyone here today, our love for you, is a sea without shore, a sun without sphere. Thank you for bringing Kezia into our JCG family for she made it better.'

While the lives of Isobel and Kezia could not be so seemingly dissimilar, what does connect them is their great personal legacy to JCG. Their lives indelibly changed us for the better.

Yours,
Carl Howarth
Principal

What Does Drawing Mean to me

Kayleigh,
YEAR 13

Drawing is an increasingly undervalued skill in our society. Perhaps, amidst technological and scientific advances, it feels like something we don't even need any more. But I'd like to propose an idea to you.

Try and visualise an object in your mind. Any object; a car, or a kettle or even a toilet.

Every man-made thing you've ever seen was originally an abstract idea in someone's brain. And in order to bring this idea to physical life, that person had to draw it. It's likely that the initial drawing was worlds away from the final product. But it's this process of drawing, refining, adapting and changing, the intimate interaction between the human mind and paper, that has created and reinvented our built world.

As an artist, drawing is more than a means of invention to me. It is a part of who I am and how I see the world. My eyes catch fleeting fragments of life, the wing of a bird, the curve of a shadow, the pastel smudge of a cloud. The images in my sketchbook are the scribbled consequences of a greater phenomenon;

my journey of learning to see.

And perhaps most importantly, it is the birthplace of art. Degas told us "Drawing is not what one sees but what one can make others see." I feel it is true, that if anything is more beautiful than the new eyes drawing has given me, it is the thought that my art may give them to others. One of my recent paintings is a reimagining of Leonardo da Vinci's The Last Supper, in which I've replaced the apostles with critically endangered animals, leaving the figure of Judas as a man. I hope to either donate the piece to Durrell or have it auctioned at their upcoming Charity Ball. That being said, art need not be charitable to be significant. I want my work to impact others, to interrupt a person's world for a

Creative Faculty

millisecond, to wake someone from a stupor of thoughtlessness, or else pause a mind that's in overdrive. These are my criteria.

Technology is constantly filling jobs that had previously been human, and that is why I consider drawing, and making art, to be so precious in this century. It is one of the purest, most basic forms of human creativity, perhaps one of the few things that can never be mechanised. Modern life is intent on sucking the creativity out of

you. Teaching you to comply rather than to question, to complete a task rather than create, to meet an objective rather than imagine a better, innovative solution. Most likely, even if you're someone who loved art during school, it'll teach you to stop drawing.

So, I'm asking, as a humble seventeen-year-old who hasn't experienced much of life but is sure of this one thing; please don't.



Association of Jersey Architects – Parklet Competition

When entering the Association of Jersey Architects' 'Design a Parklet' Competition, we chose the theme of Eco-friendly Jersey.

Our idea for the parklet was to offer a small oasis of the countryside in a common urban area – using one parking space.

Poppy, Elizabeth, Annabel and Bella

YEAR 8

As a design team of four, we wanted to create a space that gave people the opportunity to sit in tranquillity; surrounded by both plants and a little taste of nature. The sound of running water would be relaxing, with a bird bath to offer something for our feathered friends when humans aren't using our park. We also wanted to include an abundance of bright and colourful plants to attract bees... and people!

Working hard over our lunchtime sessions in the Design and Technology Department, we created a scale model of our final design, ready for the competition display in the Town Library. Using a wide range of materials, we were able to show the special features of our design idea. A pagoda feature would be constructed and uncovered during the summer, allowing sunlight to both the parklet users, but more importantly the plants that will surround anyone sitting on the benches. During the winter months, the users would have the option to cover the frame with old sail cloth to offer some shelter from the elements.

The seating areas would be constructed from as many recycled materials as possible, repurposing waste materials from local building sites. The benches and partitions will be made from discarded palette boards. The centre piece will be created by offcuts of piping. The fountain's pump will be powered by solar panels. This will circulate the water to stop it from becoming stagnant.

For the floor area, our intention would be to use offcuts of repurposed artificial grass to further enhance the countryside feel. Our original idea was to include mosaics of sea glass and recycled wall tiles to give more colour around the edges of the planters. We would like them to be in a hexagonal/honeycomb design to complement our insect friendly theme.

To our delight, we won the 'Best use of Recycled Materials and Planting' category of the competition and were awarded voucher prizes by Steve Jewell of sponsors Romerils Ltd.

We really enjoyed this design project and the challenges we had to face, giving us an insight into architectural design.



Creative Faculty

Anna & Ruby

MUSIC CAPTAINS

Ruby - on the end of last term:

Our Christmas service was held in St Thomas' Church and featured a varied repertoire from the Chamber Choir. Accompanied by a guest organist, the Chamber Choir performed the joyful 'Shepherd's Pipe Carol' and 'Carol of the Bells' arranged by Mr Bowley. A highlight of the event was the beautiful acapella piece 'The Lamb' by John Taverner. All in all, it was a great opportunity to get together and celebrate the festive period whilst highlighting the hard work of those involved. Most year groups were able to attend, and it was wonderful to have that sense of our community coming together at such

a special time of the year to sing some of our favourite carols, despite all that has been happening.

The Combined Orchestra recorded a couple of performances, which we hope you saw in the Christmas Music Café video, as did the Strings Ensemble and numerous individual performers of all ages. We can't wait for this to return to happening live, in the hall! Live Lounge continues, and budding pop stars meet Miss Mottram, to record their favourite tracks. Don't forget to sign up!

Music Updates





Anna - on this term:

This term has got off to a flying start, with all clubs resuming and enthusiasm for music as strong as ever. Chamber Choir was asked to sing at the funeral of former Principal, Miss Isobel Stevenson, and delivered moving performances of John Rutter's 'The Lord bless you and keep you', a personal favourite of mine, and 'Esti Dal' by Zoltán Kodály. Learning how to sing in Hungarian in 3 weeks was definitely a challenge but nothing that Chamber Choir couldn't handle. It was also lovely to have the opportunity to honour Miss Stevenson by leading the congregation in the school hymn and this was the embodiment of the feeling of belonging. Singing in the funeral, however, was just the start of a whole host of performances Chamber Choir are preparing for this term and we remain busy as ever learning new repertoire.

With the popularity of the new Disney film 'Encanto,' JCG Junior Choir managed to convince Miss Humphries to let them learn 'We don't talk about Bruno,' which happens to go into 5 parts! Through this song choice, the resilience of the choir has become particularly apparent, as they remain enthusiastic and committed, despite the challenges posed. Helping with the Junior Choir has been a particular highlight of my week and hearing them sing 'When I grow up' never fails to put a smile on my face, as I am sure it will when performed to an audience.

Junior Strings have also been keeping busy, finishing last term with a medley of everyone's favourite songs

by Queen, recorded for College Café, as well as a Christmas medley, which could not be complete without a few Santa hats and reindeer antlers! Now they are tackling 'Palladio' by Karl Jenkins.

This term we have had a new addition to our Music Department in the form of the JCG Concert Band, which is currently working on lots of new repertoire, such as the Wallace and Gromit theme song and Star Wars. We are excited to hear their debut performance.

One more group which has remained under the radar this year is JCG Close Harmony who, despite struggling to find a more exciting name, has recently had its first live performance in the Sixth Form Spectacular and is looking forward to more performances in the future.

Even though we have not had many live performance opportunities in the past year, that has not stopped JCG students from finding other ways to show off their hard work. From College Café to Live Lounge, there have been countless ways for students to get their music out to the wider community, with Robyn in Year 7 going above and beyond by busking, playing her violin and singing during December, raising a total of £860 for Jersey Hospice Care.

Auditions are underway for House Music and the Music Department is buzzing with House spirit. By the time you are reading this, solos will have been recorded, ensembles will have performed and the results will be out!



Beasts and Beauties

Mrs Stone & Miss Stirk

DIRECTORS

Directing Beasts and Beauties, December 2021.

We started with the auditions in late September and were utterly blown away by the talent on offer. We were able to offer parts to 32 performers, ranging in age from Year 8 to Year 13. We also had about 25 students who helped with tech, design, lighting, sound, costumes, props and stage management. It was a very big venture (especially with Covid lurking in the wings) but what a joyous show Beasts and Beauties turned out to be. All students really stepped up and gave amazing performances and in doing so they challenged themselves with new skills. We are particularly proud of their professionalism, dedication and ability to play a wide range of roles with great accents and physicality! We even had a fabulous range of farmyard animals, a rather amorous bull and a majestic phoenix. All in all, there was great acting, wonderful props and costumes and a backstage crew that kept us in check. Well done to you all...you proved yourselves to be utterly amazing. We really enjoyed the experience and hope you did too!

Eleanor

DRAMA CAPTAIN &
CHOREOGRAPHER

Acting in and Choreographing Beasts and Beauties, December 2021

Beasts and Beauties has been a highlight during my time as Drama Captain. Being choreographer of this production, as well as being in the cast, allowed me to see the incredible potential and talent of many of the students within JCG. By being part of both the production and technical team, it allowed me to gain a stronger understanding of many different roles within the world of theatre, preparing me to continue my studies of Musical Theatre and Professional Dance at university.

Hannah

DRAMA CAPTAIN

Acting in Beasts and Beauties, December 2021

It was a pleasure to be involved in the school play Beasts and Beauties this year. The experience was amazing and, despite its challenges with Covid, the whole cast had so much fun. The play was heavily influenced by choral moments, making it more enjoyable for me as an actor, as I felt a greater connection to my fellow cast members from Year 8 up to Year 13. The cast and crew were incredible, and both the rehearsal period and performances will be fondly remembered by us all. It was such a pleasure to work with such hard working and inspiring people and it was a wonderful play to end my last performance at JCG.

Creative Faculty

Chloe

STAGE MANAGER &
SOUND CREW

Stage Management and Tech for Beasts and Beauties, December 2021

For Beasts and Beauties, I was lucky enough to be offered the role of Stage Manager alongside Ameera from Y13. My work with the sound crew in our previous productions A Christmas Carol and Calamity Jane meant I had experience working with the tech crew, but nothing could have quite prepared me for the duties of assisting Ameera with Stage Management. Some duties I undertook in this position involved coordinating roles backstage, as well as offering an additional hand with the new sound crew we had set up this year. The whole show experience was exhilarating. From the audience's response to the quick microphone changes, the rush of adrenaline you'd feel running around behind the stage was incomparable.

Luke

DE LA SALLE,
CAST MEMBER

Acting in Beasts and Beauties, December 2021

Beasts and Beauties was my first JCG production, though I have watched many others in the past. I had a blast rehearsing and performing with a hugely talented group of young actors who never ceased to amaze me with just how quickly they picked things up and perfected their scenes. I'm not much of a dancer and have been told that I have 'two left feet' by many people, including the show's choreographer, Eleanor. However, I really enjoyed the dance numbers, even if I was making up 80% of what I was doing and copying the remaining 20% from everyone else. As the only boy in the cast, it was only natural that one of my roles was a woman, probably because I look fabulous in a dress. The show would have been nothing without our incredible crew, who put so much hard work and dedication into the production. This show was amazing to be a part of, so thanks to everyone for making me feel so welcome.











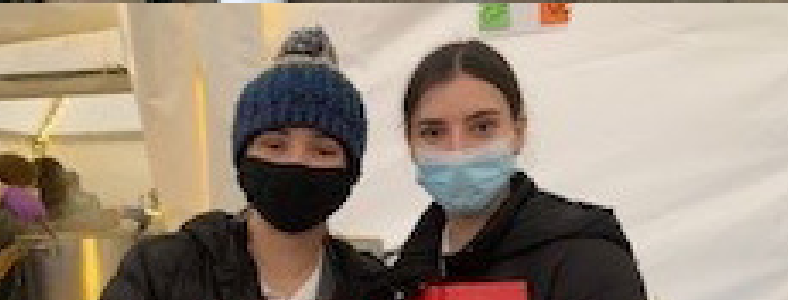
Year 11 Script Performances February 2022

Mrs Stone & Miss Stirk

HEAD OF DRAMA &
TEACHER OF DRAMA

Our very talented Year 11 students performed their final assessed plays across a full day in early February and blew us away with their interpretations and talent. These pictures will give you a flavour of just how amazing they are.





The Shelter Trust for the Homeless Soup Kitchen

Jaimie & Macy

YEAR 11

On the 7th of December last year, we went to the Royal Square with buckets of soup that the Year 10 students had prepared. When we arrived, we saw that many people had congregated, and primary school children were singing Christmas carols. It was very cold, but we all wrapped up in our jackets and hats.

We were given roles - some people were cutting bread to serve with the soup, but we were serving soup to customers.

We had a lunch break where we tried some of the soup which was delicious! Everybody there was friendly, and it was a wonderful experience helping the community. It was also good to know that we helped the

Shelter Trust to raise almost £15,000 for homeless people in Jersey.

We really enjoyed going to the Shelter Trust Soup Kitchen as it was a fulfilling experience to be raising money in a community friendly way whilst also having fun.

Creative 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 were able to reinstate this popular event in the autumn term.

Congratulations and very well done to all the Year 13 students and their Year 8 buddies who took part in the 2021 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. The final heat saw Bethany and her buddies, Jasmine and Ella, in Curie Fry, win the overall award for best tasting cupcakes, with Erin and her buddies Tayla, Gabriella and Elizabeth, in Nightingale, winning the award for Creativity.

Well done everyone!





Platinum Jubilee Baking Competition

Mrs De Louche

HEAD OF FOOD AND
NUTRITION DEPARTMENT

JCG students in all year groups love to get creative and bake. So, when the opportunity arose to create a brand-new pudding dedicated to Her Majesty the Queen, there was no shortage of contenders to produce the perfect 'Platinum Pudding' recipe. Here is a small selection of the many original desserts made by students, who have now entered this national competition. We wish them all lots of luck!

Lucy and Charley are sharing their delicious recipes for everyone to try out at home.

Lucy's Platinum Jubilee Tart.

A classic baked custard tart with elderflower, rhubarb & raspberries.

Pastry:

200g plain flour
1tbsp icing sugar
1tsp ginger (optional)
100g butter, cubed
2-3tbsp cold water
1 egg white for brushing

Custard:

130ml milk
340ml double cream
Zest of 2 lemons
8 egg yolks (the leftover egg white could be turned into a pavlova)
75g caster sugar
Juice of 1/2 lemon or to taste
Rhubarb compote: 1 tin of rhubarb in syrup
Juice of 1/2 orange (optional)
Pink food colour (optional)

OR

245g fresh rhubarb
50g caster sugar or to taste
A splash of water
Juice 1/2 orange (optional)
Pink food colour (optional)

Jelly

175g raspberries
1 tbsp caster sugar (to taste)
3tsp elderflower cordial
6g powdered gelatin
75ml water



Directions

In a bowl or food processor mix together the flour and icing sugar. Then rub the butter into the flour (or pulse in a food processor) until it resembles fine breadcrumbs. Add water to form a dough mixing with a table knife (or lightly pulsing in the food processor) being careful not to overwork the dough. Flatten the pastry into a disk about 2cm thick - this makes it easier to roll out - wrap in cling film and put in the fridge for 30 minutes to rest.

Roll the pastry out so it is around 5cm wider than the tart tin on all sides. Line the tin by laying the pastry over the tart tin and lifting and pressing the dough into the tin. Trim, leaving an overhang of around 1cm on all sides – this should stop the pastry from shrinking back during the baking – then prick with a fork and cover with baking paper and baking beans. Chill until needed.

Preheat the oven to 180°C/160°C FAN/Gas 3

Whilst the oven is preheating put the cream, milk and lemon zest for the custard in a saucepan and set over a medium heat, this will infuse the flavour of the lemon zest.

Put all of the ingredients for the rhubarb compote in a saucepan and heat over a medium heat

Blind bake the pastry for 15 minutes or until the base has firmed up, remove from the oven. Using a knife, trim the edges of the pastry and brush out any of the crumbs that fall in with a pastry brush, then lightly brush the exposed pastry with some of the leftover egg white from the custard, this will form a barrier between the fillings and pastry later on. Return to the oven for another 5-7 minutes. Once the pastry is cooked, reduce the heat to 140°C/120°FAN/Gas mark 1
Meanwhile mix together the egg yolks and sugar in a large bowl. Bring the milk mixture to the boil. Gradually add the hot milk and cream mixture into the egg yolks, stirring well. Then transfer back to the saucepan and cook on a low heat, stirring constantly until it reaches 82°C or until it coats the back of a spoon. Remove from the heat, pass through a sieve back into the bowl to get rid of any lumps. Then stir in the lemon juice.

Spread the rhubarb compote over the pastry base, then gently spoon the custard over being careful not to displace the rhubarb layer.

Return to the oven and bake at the low temperature for around 35-45 minutes until just set and the middle has a small wobble. Leave to cool in the fridge whilst you make the jelly.

To make the jelly, blitz the raspberries in a food processor until liquid and no large segments of raspberry remain. Pass through a sieve into a saucepan to remove the pips. (Alternatively, if you don't have a blender crush the raspberries through a sieve straight into the saucepan- this will take some elbow grease). Add the sugar, elderflower and water to the raspberry juice. Meanwhile sprinkle the gelatin over a small bowl of water and leave it for around 5 minutes to bloom.

Heat the raspberry mixture, then add the bloomed gelatin and continue heating until the gelatin has melted. Remove from the heat and leave to cool slightly before spooning gently over the custard. (If you wish to set a fruit pattern into the jelly, arrange the fruit before spooning over a small amount of the jelly and wait until set before adding the rest. This will set the fruit in place. Chill in the fridge overnight to set. Decorate with fresh fruit, mint and crystallised elderflowers



Charley's chocolate fondant with crunchy chocolate crumble, Bailey's cheesecake ice cream and Maraschino cherry syrup drizzle

This is something my dad and I make together for the family regularly. We have our own ice cream machine and we used this recipe to create a special pudding for my aunt who always makes Bailey's cheesecake. The reason I love this dessert is because I make this every Christmas and it has been a family tradition for years. This wonderful recipe is easy and is so tasty it only takes 8 minutes in the oven and then you're done, and you can enjoy a spectacular dessert. I would love The Queen and others to be able to enjoy making and eating this recipe and spread the love and joy of spending time with family.

The Recipe

Step 1 – Preheat the oven to 200°C.

For the crumble: Mix 100g plain flour with 50g butter and 50g caster sugar in a blender. Then add 35g cocoa. Spread on a baking tray and cook for 20 minutes at 160°C. Cool and put crumble in an airtight container until you need it.

For the fondants: Melt 250g dark chocolate and 250g butter together in the microwave. Stir in 100g of caster sugar and 70g of plain flour. Mix well. Then add 4 whole eggs and 4 egg yolks. Mix thoroughly and transfer to a piping bag. Fill 12-16 greased aluminium darioles with the mixture and store in the fridge. When ready to use, cook at 200°C for 7-10 minutes until starting to rise, when you press the tops, you should be able to feel that the middle is still gooey. Let them rest out of the oven for 2 minutes and then turn out.

To serve, make a line with the crumble in the middle of the plate. Put the fondant at one end and a ball of your vanilla or Bailey's ice cream at the other. Top the fondant with some of the cherries and garnish with the syrup. We sometimes replace the cherries with a garnish of crystallised hazelnuts and add some popping candy on top of the crumble.

Year 7 Food & Nutrition lessons VCJ and JCG

Mrs De Louche

HEAD OF FOOD AND
NUTRITION DEPARTMENT

The Year 7 joint PSHE lessons in Food & Nutrition were a huge success. The boys and girls worked collaboratively to make a simple snack using dried dates, oats, coconut, honey and plain chocolate. It was obvious to see that there is nothing quite like working with chocolate to break down any perceived gender barriers. From the very beginning, all students were communicating with one another and working effectively together. We are sure these collaborative skills will stay with them as they continue to develop a mutual respect and understanding for each other outside of the classroom.



Creative Writing Exhibition

Mrs Moss

HEAD OF ENGLISH & MEDIA

The Key Stage 3 Creative Writing Group has been incredibly popular this year, with our budding writers producing some fantastic original content. The students had the opportunity to showcase their work through a Creative Writing Exhibition in the library, where Traci O'Dea, local writer and poet, came to read their work and share tips to help shape their future pieces.



Entries – Never Such Innocence

Never Such Innocence runs an international poetry, art, speech and song competition for young people aged 9-18, focusing on conflict and its impact.

Emilia

Year 7

Nothing Will Ever Be The Same:

Hands shaking, I stumbled up the hill,
Past the playing children, under the grey sky,
There was the memorial, stood proudly like a soldier,
I sat down, tracing the names of the unfortunate men
with my finger,
A small smile appeared on my face as I remembered the
last time I saw you,
Hugging ... Laughing ... Joking ...
I listened out, hoping to hear you laugh once more,
When nothing was heard a small tear fell down my face,
Nothing will ever be the same ...

With a sigh, I wiped my tears,
Watching the clouds inch by,
In the distance I see my lonely home,
The home we played in,
The home we laughed in,
The home we grew up in,
I wipe my now dirty hands on my skirt,
Life moves on and so must I,
But one thing is for sure,
Nothing will ever be the same ...

Molly

Year 7

Waiting.
In the living room, sat on the sage green couch, our noses
Pressed against the glass panel, eyes fixing up on any

men dressed in navy or green heavy suits.
Waiting.

The success on faces and joy to others, the reunite of a
family and the ships sailing in against the spiteful wind
one by one filled with men excited to be back in their
hometown.

Waiting.

Hope was failing as the drips on the old rusted tap faded
off as we had got water ready for the hopeful celebration,
'he'll come,' I reassured my young brother still
unsure myself...

Waiting?

The crowds died down and doors were shut, some were
joyful Some were devastated, the wind did a whistle as to
say every man left had exited the ships, I sprinted to my
room and lay on my bed.

Waiting...

I had no longer had any hope, my face had streaks of
tears running down it, I was asleep until I felt a tap then
another then another one till I had the urge to see
who it was...

No longer waiting.

The stains had felt they had disappeared and my hope
had jumped up as I saw the face I recognised and then I
was waiting no more...

English & Media Faculty

Evie

Year 9

The Man in Green

A mysterious man walks in the door,
Everyone knows him, they've seen him before,
His face seems familiar though we've never met,
Everyone's weeping, their faces are wet
"Who is this man?" I say with a sigh,
"This is your father," my mum responds with a cry.

So this is my dad all dressed in green,
The one on the mantle, the one in my dream,
Where has he been? I think to myself,
Where has he been when I needed help?
My mother explains as I sit on her knee,
Your daddy's been fighting but now he is free.

I look into this stranger's wistful eyes,
What are these feelings he's trying to disguise?
My daddy's with us but where is his mind?
Through the scars of battle his face seems kind,
All of a sudden he lets out a shout,
Nobody knows what he's yelling about.

This is my daddy but one thing's not right,
He doesn't remember his son and his wife,
I'm told he is shell shocked and his mind often parts,
Back to the battlefields and trenches in France,
Mummy says he was different back in the day,
But it's the horrors he's seen that have made him this way.

Ruby

Year 9

Our heroes.

As we remember the lost lives of these bodies,
Fields are drowned with lots of red poppies.
Their last words could not be spoken,
Leaving their families, lost and broken.

Empty minds and empty hearts,
Empty streets and empty yards.
Minds of hearts that have been torn,
Finally have their chance to mourn.

These soldiers are the reason we're living,
Now it's time that we start giving,
Our remembrance, our respect
Recovery will soon show some effect.

As we begin rebuilding our lives,
We'll think of all those who have died.
Resolving this world full of conflict,
All those alive can only think...

No more fights and no more fear
No more pain or regret my dear
No more memories our heroes can share
No more sorrow we can bear

Sophie

Year 9

As I walk around Flanders field, where the blood red
poppies grow
I think about the desolated blood covered hills from not
so long ago,
Some people lost their families, loved ones they knew,
As I walked home across the land I knew for many years,
I saw weeping children and mourning parents' tears.

Armistice, the ceasefire, 11/11/11,
The war to end all wars,
The birth of nations,
There are lots of celebrations,
The long years of fours,

The breeze is not the same anymore, the sky I never knew,
the colour oh how it's so beautiful, the splendid warm hue,
The cotton soft clouds bouncing through the day,
The torture people went through, as they fought away,
the medicine will now help us, help the modern day.

Peace afterwards, the shaking of the hands
The ceremonies around the world celebrating what we
knew
That not many people survived, only just a few
all the men return to their families through the passage of
time
I wish, I wish, I wish I had a chance to see mine!

English & Media Faculty

Mae

Year 9

Silence

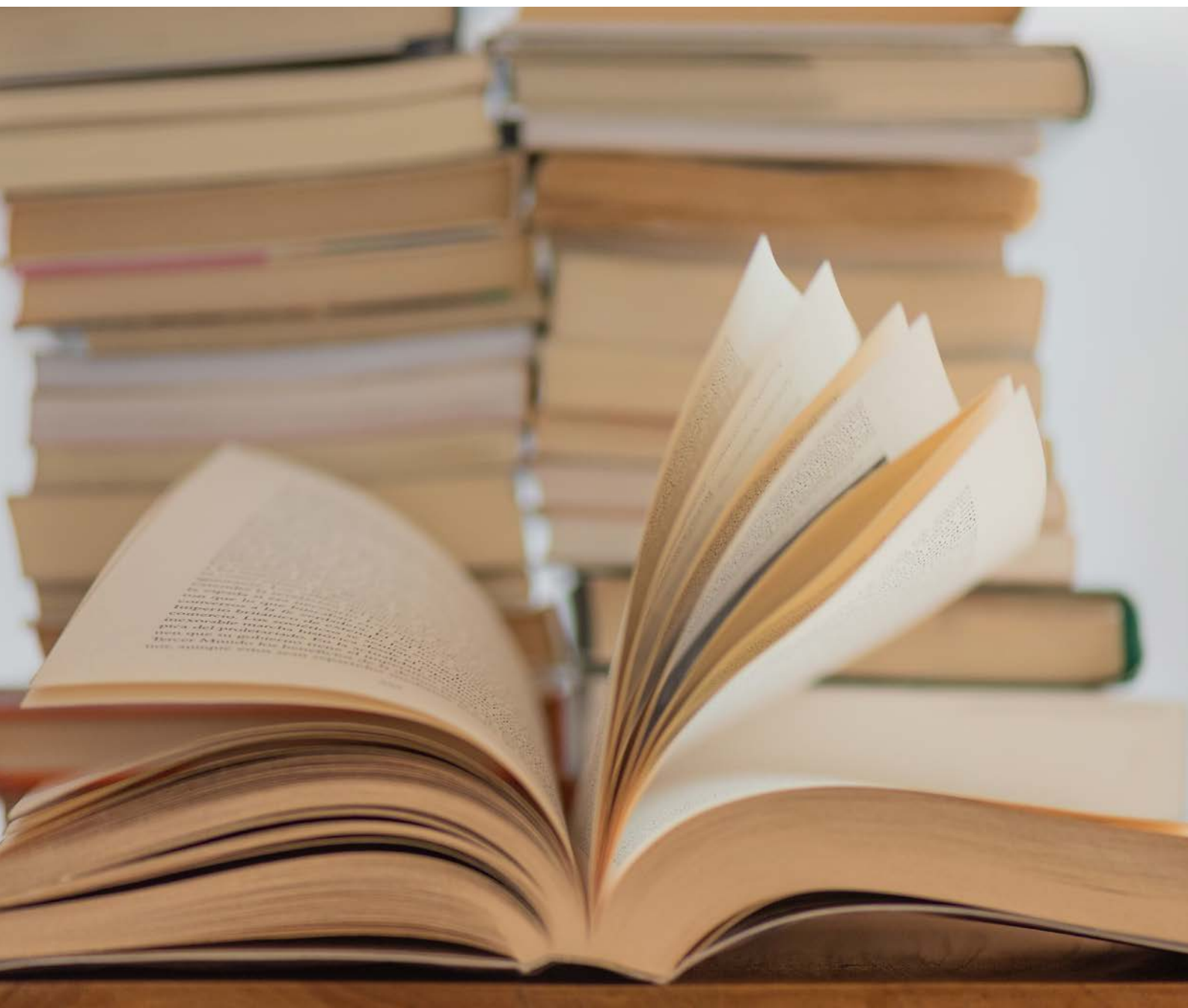
All I hear is silence,
No boom of a bomb, no shot of a gun,
No shout or scream for help,
The silence is deafening

As I walk along the street,
I still hear no sound,
Not even a cry or a sob,
The silence is deafening

I knock on every door I see,
No answer; I try again,
The pattern repeats again and again,
The silence is deafening

I feel alone, the silence is my only companion,
I hear every murmur and hum,
My spine shivers with fear,
The silence is deafening

I wait patiently for something, for somebody,
I am alone with my thoughts,
I hear my heart pulsing,
The silence is deafening



Commonwealth Essay 2021

‘Imagine you are the Head of a Commonwealth nation heavily affected by Covid-19 and giving a national address at the end of the pandemic. What would you say to your community?’

Abigail

YEAR 11

It is with mixed emotions that I stand before you to announce that this crisis, which has been all consuming for nearly two years of our lives, is finally at an end. Now is a time for reflection, for lessons to be learned and for us to find a way to move forwards together, wiser and stronger.

This past year, whilst undoubtedly challenging for many, has provided significant opportunities for us to grow both as individuals and as a community.

As you will recall, at the time that we celebrated the New Year and welcomed in 2020, Covid-19 was a disease largely unknown to the World. It was dismissed by many who believed Covid-19 was not perilous; it originated in China and many thought it would not spread beyond its borders. However, less than two weeks later it became clear that the problem would be more momentous than anyone could have imagined. The first case of Coronavirus outside of China was announced in Thailand on the 13th of January last year, causing widespread concern. We watched on in anxiety as the virus escalated, expanded, evolved. As cases rapidly rose, it became clear that our nation would not escape; rather, like so many countries, it was to be ravaged by the outbreak.

Sadly, 57,884 innocent people have lost their lives whilst suffering from this indiscriminate disease. It has left families in mourning, unable even to share the comfort of holding one another in their grief. Across not only our nation, but the world, families have endured enforced separation with only the comfort of technology to

maintain those all too vital links. We have been forced to watch the closure of businesses, depriving ordinary people of their income, their livelihoods, and putting strain on family budgets. Even education was not spared. Many teachers felt that learning for students during Coronavirus was like making a pizza without a crust – there was nothing to hold all of the ingredients in place for students when life's bigger problems consumed their ability to learn from home. Students need their teachers to maintain focus and cohesion when things get tough and the class pizza, with all of its different toppings, got thrown into the oven. Could children be expected to sit their exams after such enormous disruption? I am sure we all feel tremendous admiration for the younger generation who have endured the uncertainty with such courage and aplomb.

But the tide has finally turned. After a tumultuous two years, we are slowly but surely recovering from this arduous situation. Despite the setback of a second lockdown after the South African “Beta” variant, first reported in October 2020, our economy is now recovering well as shops and businesses reopen across all sectors and look optimistically to the future.

The world has seen an unprecedented focus on science and scientists as they united to expedite a vaccine to protect us all. Health workers have been at the front line, battling to save lives despite the personal cost as many were forced to live apart from their own families just to keep them safe. But this focus has created a generation keen to be scientists, to be virologists and to be nurses and doctors. With the relevance of these sectors brought so vividly to hand, many children now will pay much closer attention in science lessons.

English & Media Faculty

The pandemic has also brought us closer to our Commonwealth friends. We have shared knowledge and resources as well as sympathised with losses together. In the future it will be easier to share resources, research and knowledge and will make the World more efficient in the roll out of vaccinations and health care. Here in South Africa alone, there has been an encouraging 1.87 million doses given and 481,000 people have been fully vaccinated. We are firmly embarked on our journey towards full vaccination of the whole population of South Africa by the end of 2021.

On the subject of mental health, we should be mindful that we may not yet have seen the full effect of Covid-19 as it silently weighs on people's minds causing mental distress and anguish. We must all support our friends and families now we have come through the battle, as we all rebuild our lives and businesses. Doctors, researchers and public health officials inform me that the pandemic is also providing a unique window through which to view some positive health effects from major changes in human behaviour - the pandemic may well lead to a general public more willing to acknowledge, accept and act upon public health messages. Additionally, as a result of greater integration, we are witnessing families and communities engaging in a higher level of social cohesion and conscience, all united to face the difficulties this disease has forced upon us all. We are all growing accustomed to a more communal lifestyle, one focused on sharing and caring for others, especially the elderly

and vulnerable amongst us.

Whilst we should not deny certain negative impacts of this deadly virus on countries all around the world, we must focus on the positives as well. We have learnt lessons - the importance of preparing for a pandemic. In the future, we will be better prepared for the risks posed by future viruses. The vaccines that have been so important in this fight were produced in record time, a testament to the skill and dedication of those thrown into the spotlight in their laboratories worldwide. Furthermore, doctors and researchers are noticing other unexpected positive side effects in the shifts in human behaviour enforced by the Covid-19 pandemic: skies are bluer and nature is once again re-establishing its hold, air pollution and toxic emissions have fallen dramatically as, worldwide, we embrace cycling and walking as alternatives to fossil fuel based transport. There has been a fall in crime levels and even in the levels of some other infectious diseases as we all learn again the importance of hygiene and sanitation. The obligation remains with us all to continue to exercise good habits – hand washing and, for now, wearing a mask on public transport until the whole world enjoys the protective blanket of vaccination. These behaviours, so small, so essential, will continue to have a huge impact on our lives. Vigilance is important, but we can and we will proceed into the future with optimism. Our nation will emerge stronger and better than ever.





JCG House Languages Event

We were delighted to host our second House Languages competition on the 24th of November 2021. We celebrated some fantastic performances of poetry and prose from our French, Italian and Spanish students. The judges were thoroughly impressed with the pronunciation, emotion and fluency of the participants. Students gained a real sense of self-confidence, demonstrated their love for languages and, perhaps most importantly, had fun!

Congratulations to our class winners:

French:

KS3: Olivia Maddox

KS4: Harriet Palfreyman

KS5: Tamsin Hollyman

Spanish:

KS3: Madeleine Le Marrec

KS5: Kayleigh Lennon

Italian:

KS3: Gisèle Fox

KS4: Anna Kassai

KS5: Jessica Palfreyman

Modern Languages Faculty

Tapas Experience

Mrs Gordon

HEAD OF SPANISH

This Term, all Year 9 Spanish students had the opportunity to learn about Spanish food and tapas culture during their lessons. Students were given, as part of their homework, a little research on the history of tapas. They also prepared a small taster of a tapas of their choice to share with their classmates. We saw a wide range of traditional tapas with "Patatas Bravas" and "Albondigas" being the most popular ones. After our taster, forms were collected and points were counted, it was obvious that everyone had gone the extra mile to show their international cooking skills.

Our top tapas makers "Reinas de las tapas" were:

- Alena Clyde-Smith, with her Albondiga dish.
- Georgia White and Freya Spybey, with their Patatas Bravas dishes.
- Lauren Le Lievre, with her Tortilla española.

¡Felicitaciones!

Each student made a poster of their favourite tapas, including the origin of the dish, Spanish ingredients and tapas history facts.

#spanishistrending #learnspanish





Carnevale

Isabelle

YEAR 9

In Italian we have been learning about Carnevale. This is the festival held in Italy just before Lent in which people dance, eat and drink whatever they want before fasting. The Carnevale we recognise today originated in Venice in the late 1200s. Some of the traditional celebratory foods eaten across Italy at this time of year are: chiacchiere, le castagnole, le castagnole ripiene alla crema, le graffe and gli struffoli. Carnevale is also well known for its iconic masks. People would use these to cover their identity so they would be free to do whatever they liked without being judged for it. In one of our Friday Italian lessons, we had a mini Carnevale, we made and then ate lots of Italian food, including struffoli, castagnole and pizza! I made focaccia. This is an Italian bread made in a baking tray that is usually flavoured with salt and rosemary. During our festa, we also made masks out of card and other materials to recreate the colourful displays seen in Venice.

Modern Languages Faculty

Culture Club

Ava

YEAR 8

Culture Club is a place to have fun, learning about the range of cultures and communities that are a part of JCG.

Our main priority as Culture Club is to make known the cultural diversity within the College community but also to remove any stereotypes that people may have of certain countries or cultures. It also presents opportunities to learn more about aspects of different cultures and festivals to deepen our understanding.

So far this year, we have learnt about Germany and Austria (or Deutschland and Österreich) and we have just finished learning about India and Pakistan. During this time, we learnt simple phrases and words in German and Austrian, including numbers and the alphabet. We also looked at Austria and Germany's history and cuisine. For our India and Pakistan weeks, we looked at fashion and food with Aarya, Shruti, Amal

and Mariam wearing traditional dress to lead a whole school assembly. Throughout the year we will be exploring French, Polish, Portuguese and Hungarian cultures, with Hungary as our next one.

Food is a key part of any culture so, with lots of help from the Dome staff, the canteen has produced some extraordinary meals over the past seven weeks, so a huge thank you to Ebonny and her team on this one! We even have had students bring food to Culture Club to show what different foods are eaten in different countries (thank you to Viktoria and Shruti for the delicious German and Indian treats!).

So come along on a Thursday lunch in C21 to have fun and learn about the fascinating cultures that surround us every day.





French Flash Fiction Competition

Hattie

YEAR 10

Le Facteur

Il adorait sa carrière. D'abord, il parlait au vieil homme qui recevait des cartes postales de ses petits-enfants; ensuite, il saluait les étudiants universitaires avec un sourire féérique. La liste continuait.

Maintenant, il ne lit plus les cartes postales puisque voyager est interdit. Il ne peut plus papoter au vieil homme, ni aux étudiants, retournés chez eux car l'université est fermée. Il attend le jour où tout pourrait être comme auparavant.

Cependant, les choses ne reviendraient jamais comme avant: le vieil homme s'est éteint de Covid-19 et le facteur n'avait même pas le droit de faire ses adieux à l'enterrement.

Le couronnement entrecoupé

Le ciel était aussi noir que le charbon mais le château brillait comme un feu. L'héritière s'est assise sur le trône et a fait un sourire maléfique; son plan était presque achevé.

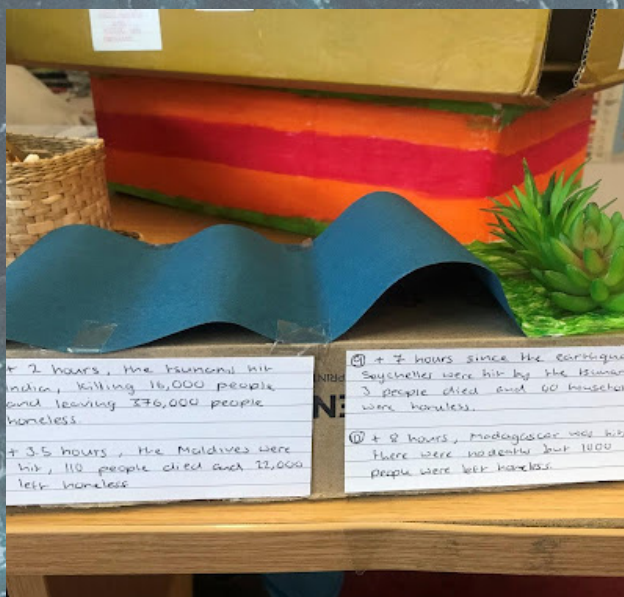
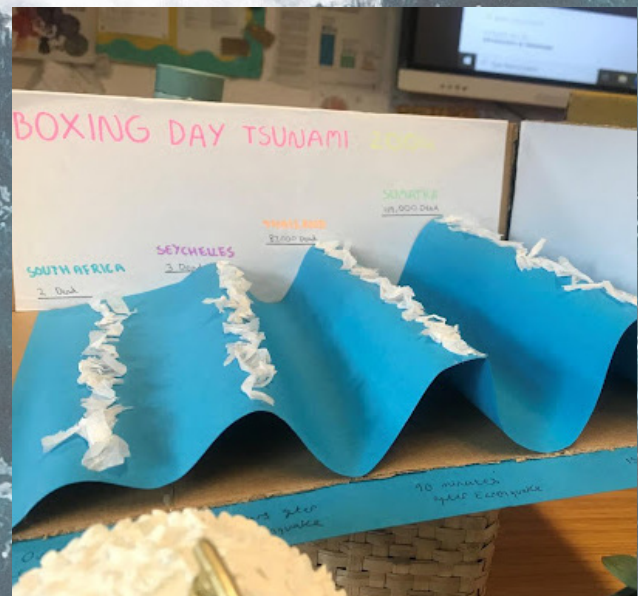
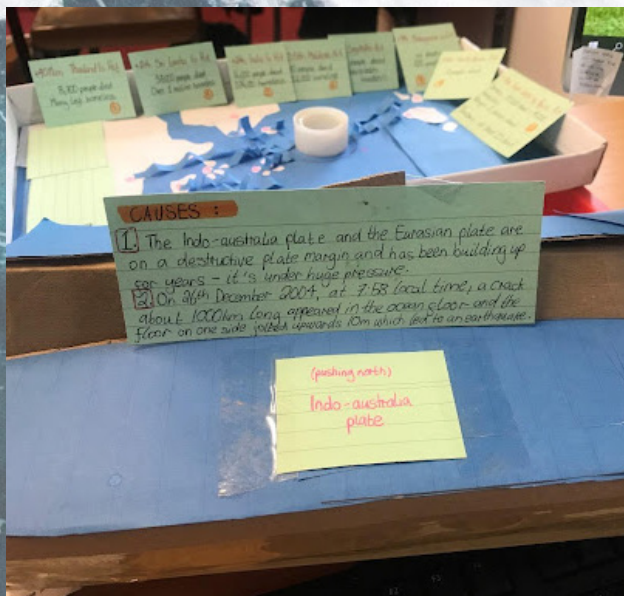
La couronne était des pouces loin de sa tête quand les portes formidables se sont ouvertes en claquant et les déclics de talons hauts ont défilé en bas de l'allée centrale. "Halte!", la femme a déclaré, arrêtant le couronnement de sa sœur: "la couronne est la mienne."

Waves of change

Emma

YEAR 9

In Geography we have been learning about tsunamis and how they are formed. We have mainly been focusing on the Boxing Day tsunami in the Indian Ocean in 2004. Our task was to make a model of the tsunami for our project - you can see some examples of in the photos. I really enjoyed the topic and it was a lot of fun building the 3D model of a tsunami at a destructive plate margin. I learned much about tsunamis and now have some very interesting facts about their causes. This was my favourite topic in Geography so far.

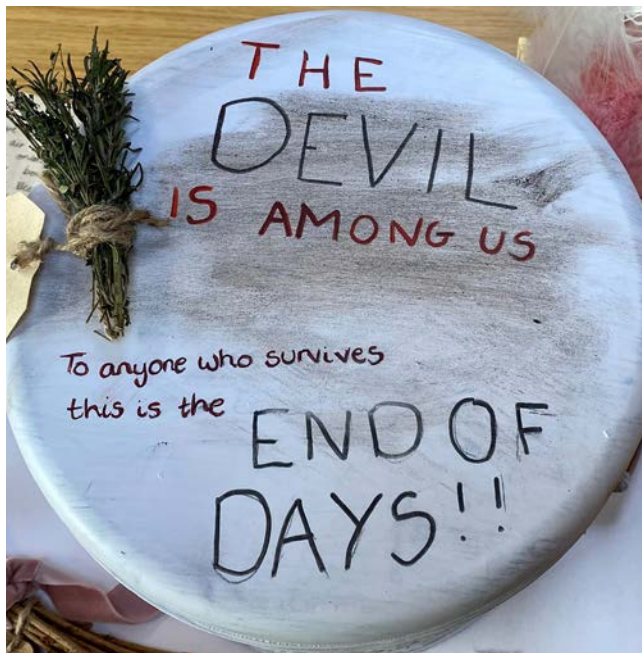


Humanities Faculty

Black Death Box Project 2022

Once again Year 7 have much enjoyed creating a Medieval time capsule that imagines what life was like for people who lived through the Black Death epidemic. We enjoyed their creativity with the artifacts they produced and the empathy they were able to show in diaries. This example was written by Lois. The wonderful artifacts are from a mixture of students.





For water, but failed to swallow it. Her boils burst as she died, dripping black pus onto her morbidly grey deathbed. Now the red rash has appeared on me. My time is running out. In an act of true desperation, I resorted to desperate measures. I tried everything. Burning herbs to drive the smell away, visiting the sewer, everything. I can't afford a doctor, so this evening I will try popping my boils with a needles, as that seems to work.
September 22nd, 1348

Dear diary,

My time is running out. I pray to the lord everyday, but my efforts are seeming more and more hopeless. The boils are spreading and becoming full of black pus. Dying people bang on my door, pleading for help, but I am too weak. I'm sorry I sinned Lord, please forgive me.

September 23rd 1348

A red and black rash has appeared on my body. I am to die soon, goodbye diary. I am fearful of my imminent death, but even more fearful of the agony that comes first.

September 17th, 1348

Another body pit was filled today. We are running out of space for the body's. Yesterday, Eleanor Chapman shut down her market stall to take care of her sick son. I pray to God it is not the plague. My fellow priests, son and wife, all gone to this terrible disease. It is Gods plan I suppose. Although is it in his plan for me to be next?

September 18th, 1348

Today I visited William (Eleanor's son). He appears to have the infamous plague. He has developed red boils on his body, and is getting weaker by the second. I prayed for him, then returned home. I've recently been feeling hot and sweaty, so I've not been able to visit as many people as I'd like to, though I've visited as many as I can. Today, Eleanor went down to the sewers and sprayed perfume in her house to drive the 'bad smells away'. I've told her praying is her only hope, but she clearly has resorted to desperate measures. People are drinking mercury and arsenic and burning herbs, no one listens when I say your only hope is praying. My hands ache more by the second, so I'll stop writing for now.

September 19th, 1348

The sins of England are growing. We have had to dig another pit.

Just outside the village, I visited William again, he has developed a red and black rash. He seems close to death. Oh Lord, what harm could a little boy have done? His mother has tried everything. Popping the boils, using a fire to drive away the smells, even holding a chicken on the boils! I have prayed for him everyday. Speaking of praying, I also pray for my fellow priests, most of which who are dead.

September 20th, 1348

Dear Diary,

William has passed away. The gracious Lord has not bestowed mercy on the young boy. The pestilence acted quicker than usual. Usually victims takes a week to die. His relentless screams echoed in the air on that night. His mothers screams followed, then a hacking cough. That same night, I found a boil on my body. God has spoken.

September 21st, 1348

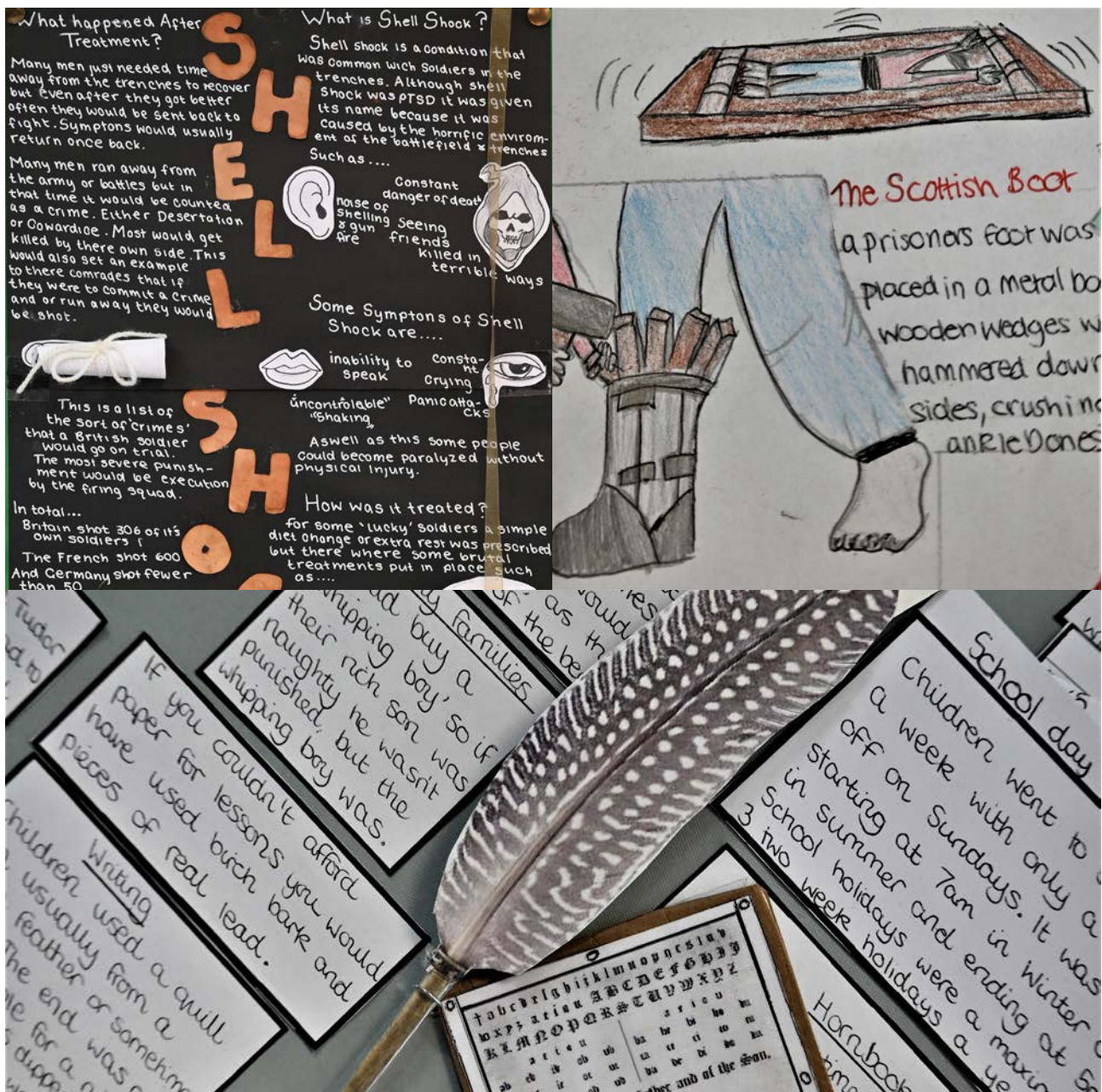
My boils continue to grow. I hear Eleanor cough every night. I believe she has caught the second, deadly plague. People are starting to loose hope. Will anyone survive? Maybe this is Gods final act. Maybe he has finally decided to end the Earth. Night.

I visited Johns mother today as she died. She screamed desperately

Humanities Faculty

Year 8 & 9 History Projects

Year 8 and 9 History students have been working on projects about life in the Tudor times and during WW1. There were some brilliant pieces of work created. These were chosen to go on display for their detailed factual knowledge and excellent presentation.



Georgia White

Weapons of War

poison gas
In 1915 the Germans attacked the French with poison gas on the front line. However, it wasn't very effective because the French ran in the opposite direction as soon as they knew what was happening. It didn't have very good range and was only successful from a closer distance. The two types of poison gas used were chlorine gas and mustard gas. Both were incredibly harmful. Chlorine gas suffocated the lungs and Mustard gas rotted the body. This included skin blisters, bulging eyes and coughing up the lining of the lungs. Horrendous!



artillery
Artillery was another word for the large heavy guns. These shot bomb shells over long distances and was an effective weapon. When the shells exploded, the red hot splinters would cut the enemy to pieces...

machine gun
The machine gun was made in the mid 1800s and was known as WW1's deadliest weapon. It fired up to 10 bullets per second!

rifle
A rifle was a long, lightweight gun used in the first world war. It was quite popular as it was accurate up to 600metres! It also had a high killing power. Some soldiers could fire between 15 and 20 bullets per minute if highly trained.

Grenades were hand-throw bombs that blew up when impacted. The pin had to be removed before thrown otherwise it would not explode. Grenades were quite successful but its range was terrible. It only affected those close to where it was thrown. The razor sharp fragments however caused a lot of damage!

40cm knife (bayonet)
could be fitted onto the end of the rifle!

Tudor Torture

Justices of Peace didn't just deal with crime. They were busy with other duties, such as looking after roads and bridges, checking alehouses and reporting people who always failed to come to church. As a result, the government sometimes used other ways of getting information, catching criminals & flogging plots. One way was employing spies, but this cost lots of time and money. A more brutal solution was torture. Here are some of the cruel ways

Tudor Crime and Punishment

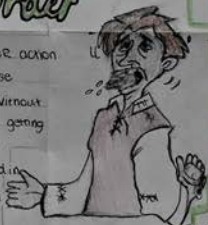
Law and Order

The Rack

a prisoner was stretched for hours, eventually their ligaments would tear and shoulders would dislocate



In 1531 the government finally took action. Old and sick people had a license to beg. People who were caught without a license were punished, 1st time getting caught you get whipped, 2nd time you would get a 2.5cm hole drilled in your ear, caught 3 times and you were hanged.



by Sophie Dutton

Poverty

When Henry VII banned his barons from keeping private armies, lots of men were left jobless. Farmers also started to lose their jobs along with Henry VIII closing all the monasteries, the poor people couldn't go to the local monasteries for handouts.

This all led to a massive number of beggars also known as vagabonds. Beggars of all sorts of tricks to get money. They were devious, also known as sturdy beggars. They were a major problem and needed to be dealt with immediately!

Books!?

This topic was so problematic that a man named Thomas Harman wrote a best-selling book about the 23 dangerous

Schools and Education in Tudor Times (1485-1603)

By Elodie Cudlipp

Dame Schools

A school run by a local village woman, who would teach the local children the alphabet and some, might learn to read. They were very poor schools.

Petty Schools

Taught young boys from the age of 4 to read. They had shorter hours so poorer boys also could go to work. Sometimes the local vicar would have taught them to read and write.



Teachers were always men, apart from women in Dame schools

Punishments

Teachers were very strict. Fridays were the worst school day when it would be tests and punishments. Teachers used 'birches' to beat pupils with 50 lashes. Some children would go to school, as they were afraid of the birch.

Whipping families

Would buy a 'whipping boy' so if their rich son was naughty he wasn't punished, but this whipping boy was.

If you couldn't afford paper for lessons you would have used burnt bark and pieces of real lead.

Writing

Children used a quill pen usually from a goose feather or sometimes a hen. The end was cut at an angle for a nib and this was dipped in ink. It was difficult to write with.

Literacy

To be literate in Tudor times a person had to be able to read and write in Latin (as taught in Grammar schools). It was considered a skill more useful to clerks employed by the rich, who would be employed to read and write for them.

Grammar Schools

Taught richer boys who could afford the attendance fee from the age of 7 until 15. They were called grammar schools because Latin grammar was the main subject.

Well-off families would employ a private teacher to educate their sons (and sometimes daughters) at home.

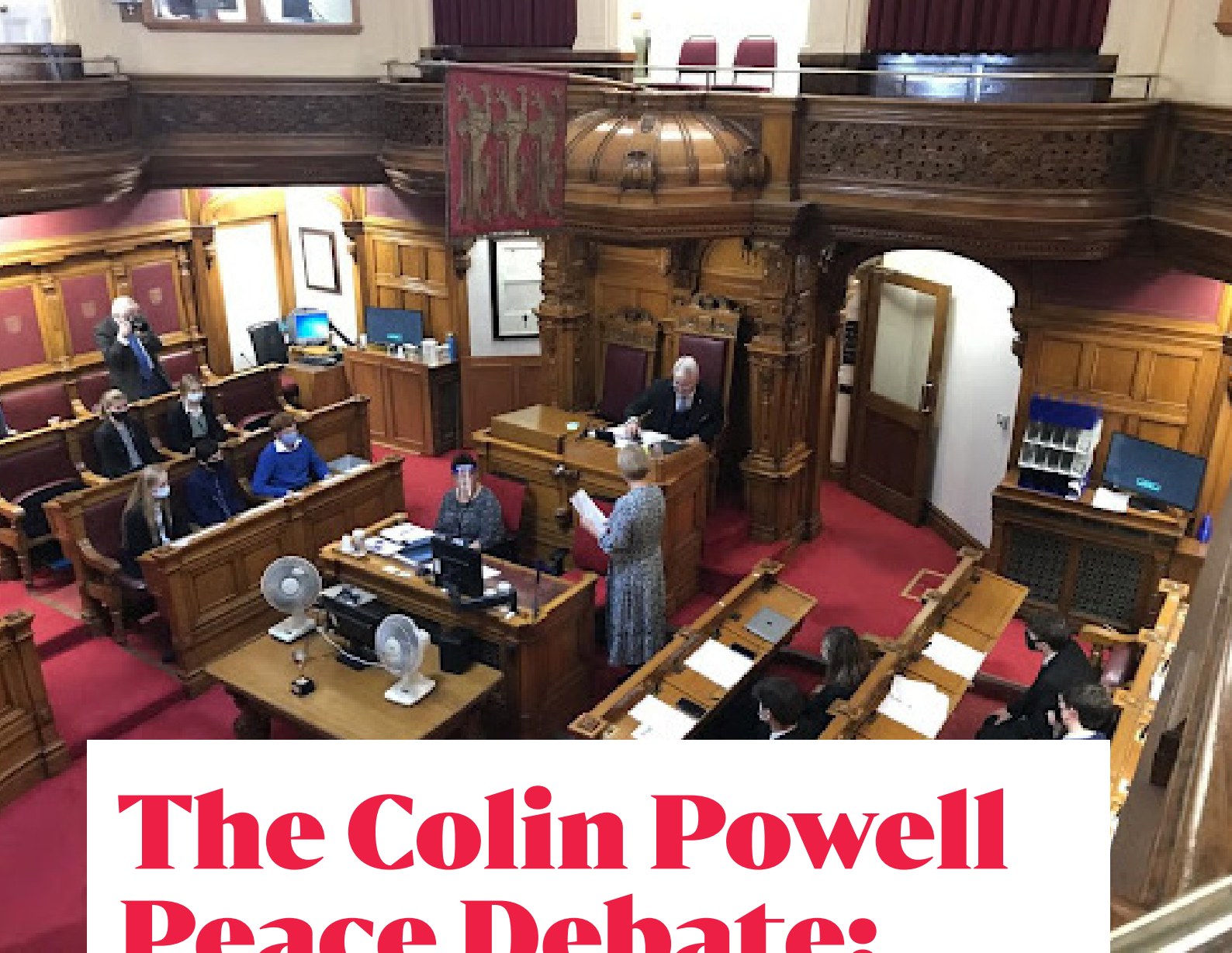
Universities

There were two universities in Tudor times, Oxford and Cambridge. Only boys went, at the age of about fourteen years old.



...had a license ...1st time getting ...2nd time ...drilled in ...you





The Colin Powell Peace Debate: Civil disobedience

Aarya & Anna

YEAR 10

There are arguments; then there are disagreements; but a few chosen specials become debates. The Colin Powell Peace Debate organised by Rotary Club was a real ultimate debate.

The overall theme of this debate was the very interesting topic of Civil Disobedience and our presentation particularly focused on the central topic of 'Should people in a modern society have the power to protest?' This was an incredibly divisive topic with many perspectives, but our team was thorough, and we prepped for long hours under the expertise of Mrs Briggs.

On arrival at the States Chambers on 19th of November 2021, we were greeted by the contestants from other secondary schools in Jersey. We were incredibly nervous to arrive and take our places, to be presided over by the Bailiff himself. The debate began with key notes from Naomi West and Lesley Katsande from Black Lives Matter. Their insights into civil disobedience and the role young people can play in bringing about a change, inspired us to think about our role in this world.

Humanities Faculty

One by one, we were asked to present our views, stating a range of well-articulated viewpoints and well-evidenced perspectives. There were a range of extracts presented from historical accounts on the negatives of Women's Suffrage to the highly disruptive protests by Insulate Britain. Each of us had our own take, which we strove to put forth passionately. Some of the interpretations by other school students left us pondering and reflecting on our stance. One participant spoke eloquently and at length on the model of "non-violence" by Gandhi in India or the one on Black Lives Matter that echoed our sentiments on the need for the protests to be peaceful and informed by evidence. Our team won a resounding applause when we presented our position on protests in modern world: where people have the choice to educate themselves and form their own opinions, it is logical to give up the age-old form of "taking it to the streets" and instead engage in modern tools like e-petition to protest democratically.

The teams from other schools challenged us with astute questioning but Honour, Hannah, Shruti, Saskia and Aarya were well prepared with research and answered confidently.

From the viewing gallery, we could see the competitiveness and agitation of all the participants. We noticed how well they organised the entire debate and that each school was given a 10-minute slot to give their speech and answer questions from the other schools. We were able to ask 27 out of all 40 questions asked and we were all able to bring up very valid and difficult questions for the other schools. Some of us rapidly took notes on techniques we found amazing and convincing to better our chances at winning next year. The whole event was truly spectacular, and we would love to go back and do it again

Participating in the debate was indeed a great honour and we returned enriched with knowledge on civil disobedience. It made our day, when somebody in the audience said, "Les Quennevais won the trophy, but JCG won our hearts!"



Humanities Faculty



Brain Day 2022

At the end of January, A Level Psychology students were given the opportunity to attend a talk given by Dr Guy Sutton, an Honorary Assistant Professor in Neuroscience at the University of Nottingham Medical School.

Phoebe

YEAR 12 JUNIOR PREFECT

Dr Sutton was an interactive and engaging lecturer, covering a broad range of topics in our morning session. Starting with brain anatomy, neural connections and brain plasticity, Dr Sutton showed us the beginnings of university study as we scratched only the surface of what it would be like to study psychology and neuroscience at a much deeper level.

We then proceeded to discuss more complex subjects such as the effects of drug use on the brain, as well as modern methods used to study the brain through brain imaging and internal deep brain stimulation.

Dr Sutton finished our morning session by showing us some new developments in neuroscience and psychology. This was a particularly interesting part of the session and included information about advancements in areas such as neural decoding, which is being used to create prosthetics for paralysed individuals, as well as some early research being made into decoding our thoughts into sound waves - something I found to be particularly interesting.

Dr Sutton's talk was a fantastic and valuable opportunity for us to further our knowledge on psychology, as well as introduce us to what it would be like to study the subject at a university level.

Maths & Computer Science Faculty

Economics visit from Richard Davies, author of Extreme Economies

Sixth Form Economists at JCG and VCJ were delighted to welcome Richard Davies, author of Extreme Economies to speak with us in November.

Mrs Hadjam

TEACHER OF ECONOMICS

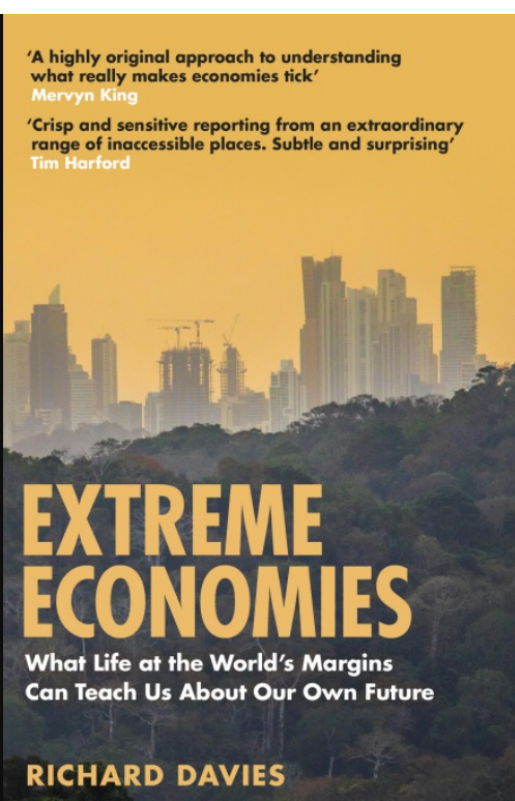
Extreme Economies is more of a travelogue than an Economics book and guides us carefully through Richard's visits to some of the world's most marginalised communities.

His fascinating talk on the 'Economics of Survival' was based on the recovery of Aceh, Indonesia after the 2004 tsunami; how communities can recover after losing 90% of their population to the disaster. Despite the grim outlook, it is a tale of extreme resilience and hope.

Richard also spoke about Zaatari, the world's largest refugee camp based outside Syria that features over 3000 businesses ranging from food to bicycle repairs to wedding dress shops. He asked us to consider how such entrepreneurial spirit can thrive when people have fled their homes with nothing; again a tale of resilience, hope and pride in earning a living.

He challenged us to think how we might survive if we had to start from nothing and to reflect on how we can ensure a more even distribution of resources around the world.

The rest of his book focuses on the challenges of tomorrow and he advised us to look to Japan for an insight into how our future might look!

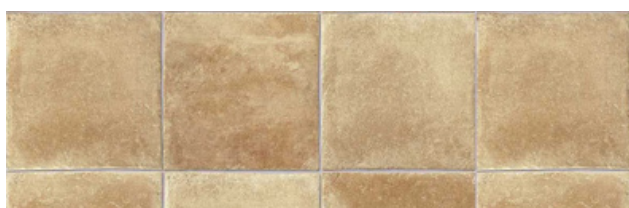


Tiling

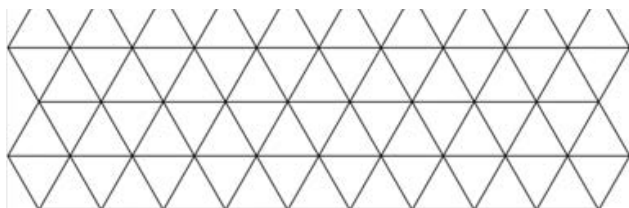
Nikita

YEAR 13

Mathematical tiles are everywhere: in your kitchen, bathroom, and even your garden.



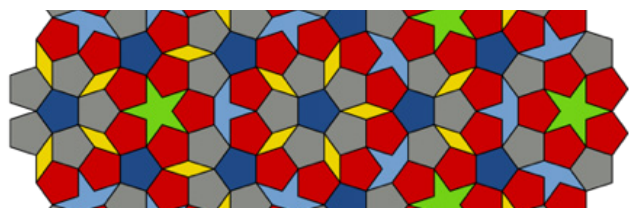
A tiling, or tessellation, is when a surface is covered by an infinite number of geometric shapes which fit together without any gaps. The definition sounds complex, however, you can easily create a tiling by simply drawing lots of connected triangles, or hexagons.



You might notice that these examples contain a special type of symmetry, as they are periodic. This means that you could pick up a part of your tile and place it on another part, and it will look exactly the same. In this hexagonal tiling, you can see how the pattern outlined in red is repeated several times.



Not all tilings act in this way.

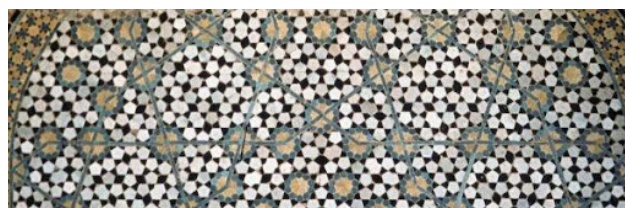


Penrose tilings, named after the mathematician Roger Penrose, are aperiodic. This means that the pattern is

infinitely changing, as there are no repeated sections which can be moved to another part of the tile without changing how it looks. While the concept may seem perplexing, these patterns are often found in art and architecture as their mathematical complexity adds great aesthetic value.



Penrose discovered his first aperiodic tiling while investigating what happens when you cover a surface with pentagons, stars and diamonds- shapes you might easily find yourself doodling. While he is credited for his mathematical work on the symmetries, he is not the first person to use them. Penrose tilings can be found in medieval Islamic architecture, on traditional 'Girih' tiles.



Recently, Penrose tilings have had interesting connections to structures within Chemistry. The aperiodic nature of the tiles makes them suitable models for quasicrystals, which are crystals with 'forbidden', or unexpected, symmetries. The first natural quasicrystal, Icosahedrite, was discovered in 2010, and has sparked new research into the connections between Mathematics and Chemistry.

As we can see, the mathematics of a kitchen tile isn't quite as boring as one would imagine. Penrose's research also serves as a reminder of the importance of Pure Mathematics. When mathematicians explore abstract concepts and ideas, we can then appreciate how intrinsic these structures are to our world.

Inspiring Electric Vehicle Workshop

Lois

YEAR 7

In one of our Physics lessons, we took part in a workshop about engineering, and an electric vehicle engineering company called Arrival. Amena (a previous JCG student now working at Arrival) talked about the many different areas and skillsets of engineering. Some of our class would probably never have considered a

career in engineering previously, but I'm sure a lot more of us have been convinced to investigate it after learning about the different skills they can use within this career path. It was great to see a previous JCG student working for this interesting company.



Amena Cotterill
Aftersales Project Manager

“

The area we found the most interesting was the epigenetic brain behaviours where our genes can be expressed or silenced in response to environmental factors.



Dr Guy Sutton Biology Day

Kyla & India

YEAR 12 BIOLOGY

In January we had a lecture from the amazing Dr Sutton on infectious disease and health.

It was very insightful as to what a university experience may be like and consisted of many different aspects of genetics, neuroscience and infectious disease. He mainly focused on diseases in the brain, different cancers in the body and neurological disorders including schizophrenia. The area we found the most interesting was the epigenetic brain behaviours where our genes can be expressed or silenced in response to environmental factors. He made us engage in each part of his lecture and inspired us to read further on the topics he had covered throughout the day. We hope he can visit again next year to provide us with deeper knowledge on his speciality of Neuroscience.

Cara

YEAR 13 BIOLOGY

On 24th of January, Dr Guy Sutton came over to Jersey to talk to the A level biology classes about the brain and neuroscientific research.

Dr Sutton provided us with a glimpse into the future, explaining a theory that mind-to-mind communication is no longer unthinkable, and some forms of research into this are already underway. He also described technologies that are decidedly more like Sci Fi than real life, describing how a prosthetic limb can now communicate through the brain of a paraplegic, via a computer. He explained how the idea had developed, and the obstacles overcome by the neuroscientists working on the project. All the information and research he provided was up to date, the latest scientific developments in his field, with some of the research he shared having just been published the previous week! I imagine when he comes back to JCG in the next few years, he will be telling them that mind-to-mind communication is happening already, and people are able to directly communicate with prosthetic limbs, without using a computer, through nerve impulses from the brain alone. Dr Sutton was so enthusiastic about his subject, and he made it such an inspiring talk, making a career in scientific research sound really exciting.

“

Dr Sutton provided us with a glimpse into the future, explaining a theory that mind-to-mind communication is no longer unthinkable.



Technology Enhancing Learning – Year 7

Year 7 have been on an amazing journey, developing their digital skills to support their learning. We have learnt together what works well and when it works well.

It has been wonderful to see students transition from “It’s not working” to “I can help”. Technology has allowed students to do things differently, problem-solve and be more creative, a few examples are shared below.

In Physical Education students have worked collaboratively to improve their skills. They have filmed their sporting activity, and then analysed and evaluated, identifying how to improve.



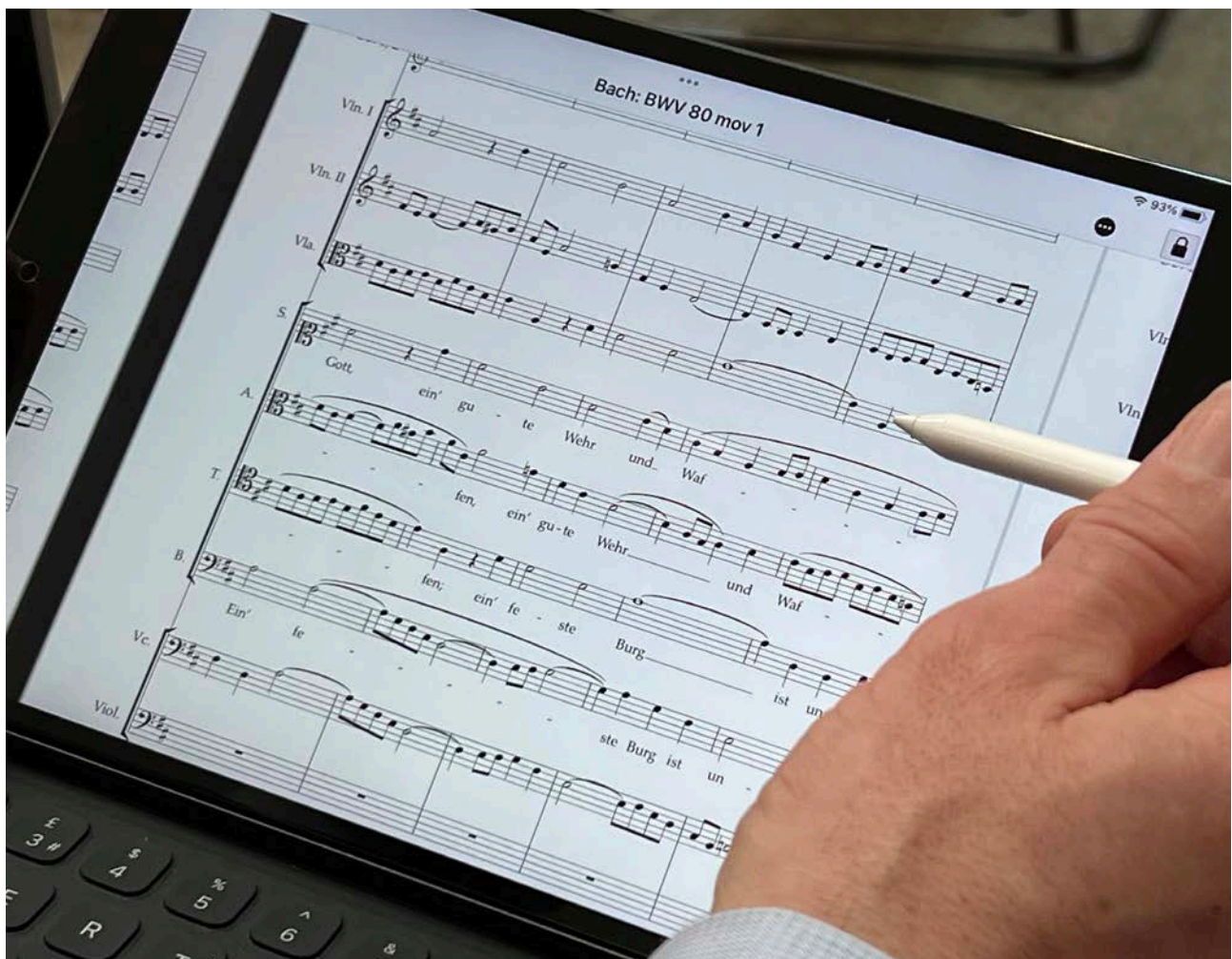
Digital Learning

In Music, students have taken greater ownership of their learning. The Sibelius app provides students with instant feedback, enabling all students to access music whatever their starting point.

Mr Bowley, Head of Music commented:

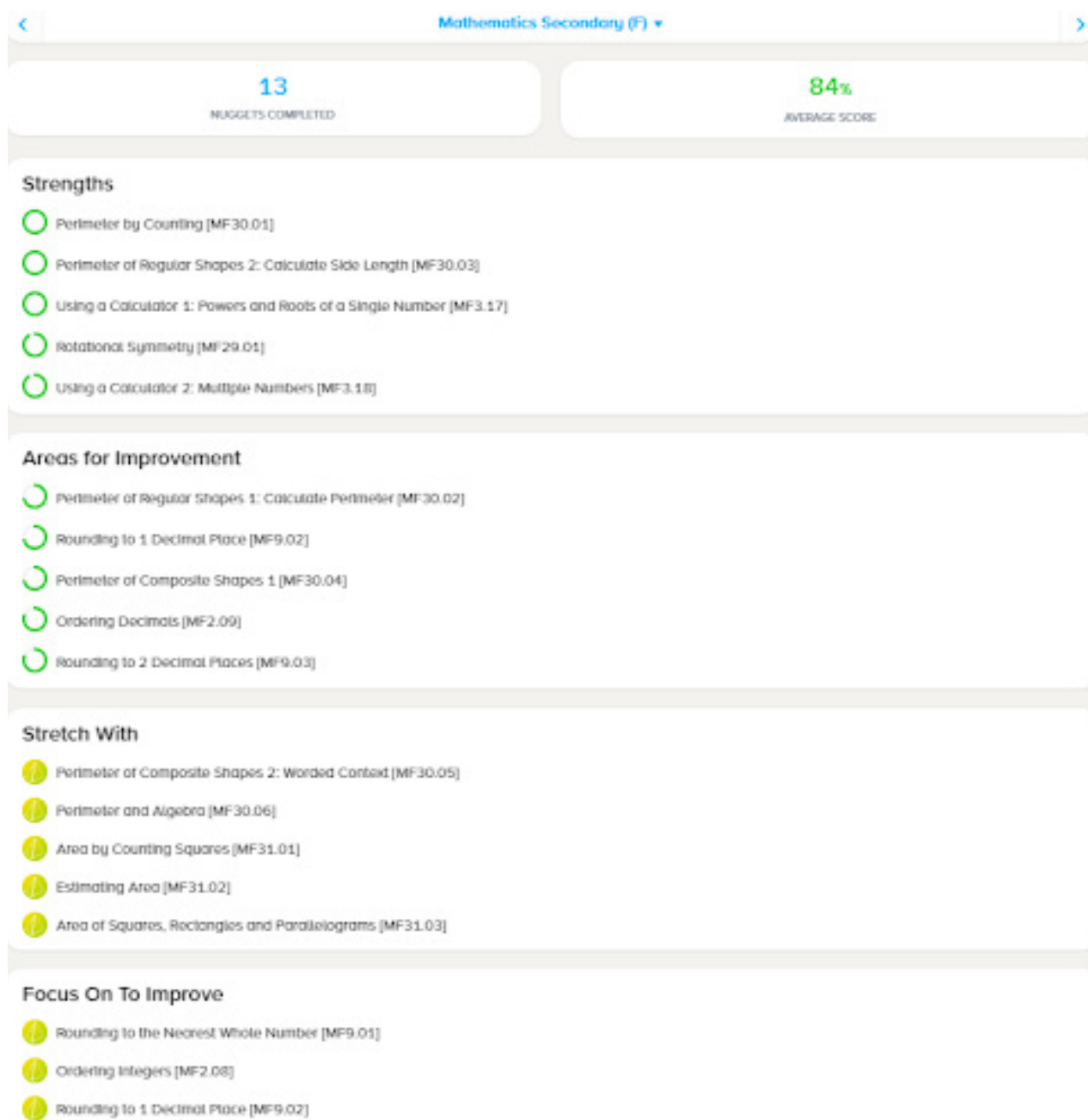
“

In the old days, which is last week... students would write music on paper. They could not hear the difference but now they can write music and hear the effects straight away. Each student is at a different place in their learning; by using technology, each student will have an experience perfectly tailored for their needs. I expect this to make a vast difference to their collective and individual progress in music – I am really excited.



Digital Learning

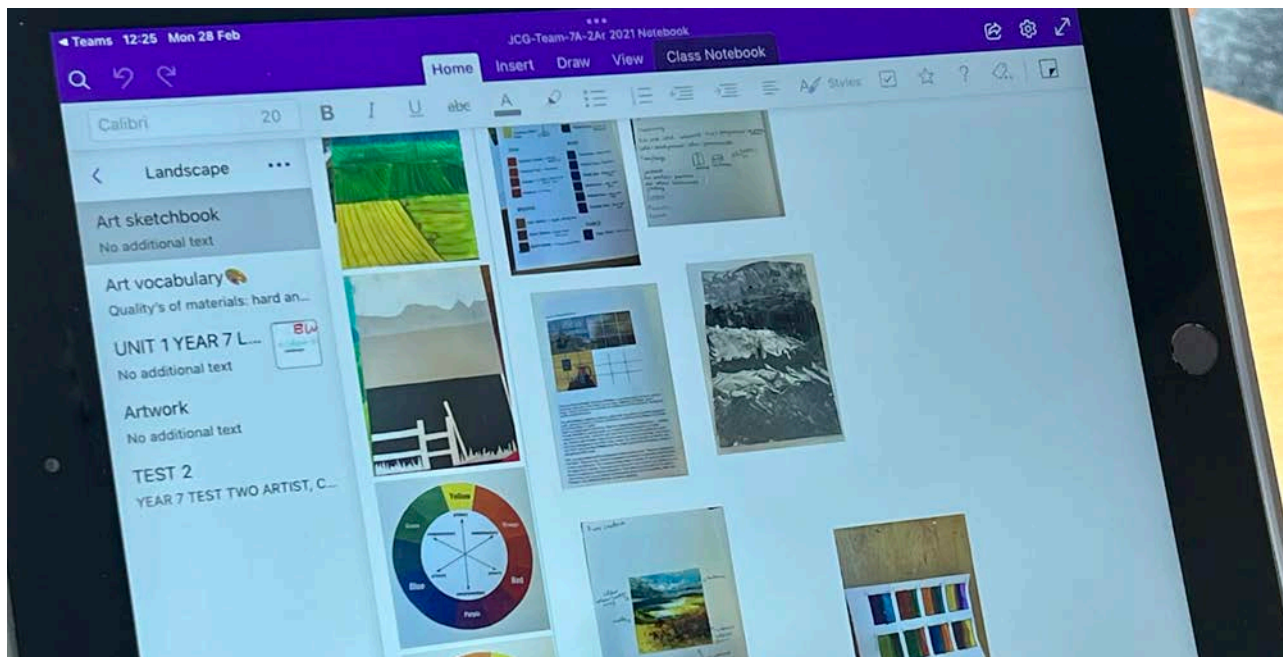
Students have been using Century Tech in English, Maths and Science. This platform uses artificial intelligence and diagnostic tests to identify personalised learning pathways for students.



We have introduced students to touch typing, which we hope they will persevere with at home to build their competency in this valuable skill for life.

We have discussed email etiquette, and practised how to construct an email. As well as the inappropriate use of technology and why it is a problem.

Digital Learning



In Art, students have used Class Notebook to keep a learning Journal, showing how their artistic skills are developing over time. In Science students have been able to capture images of practical tasks and models of molecules to reinforce concepts.

Lesson 8.2 Molecules Homework done

09/02/2022 11:00

Molecules and Giant substances

Please click the [link](#) and complete.
Then take a screen shot and paste below.

QUESTION 1

What do we mean by Molecules and Giant Substances?

A molecule is formed when two or more atoms bond together and have a fixed formula, like H_2O and H_2 . Water can only be (H_2O) we cannot add more atoms, it can only be two hydrogen atoms and one Oxygen atom.

Giant substances can have any number of atoms, they have no fixed size. The number of atoms depends upon the size of the chunk of substance in front of you.

For example diamond is made up of only carbon atoms, but we can have diamonds of different sizes, containing different numbers of carbon atoms. Therefore we cannot have a formula for diamond, so we just use the symbol for the element carbon, which is C, NOT C_2 , or C_{10} etc.

This is the same for metals, we can have large piece of iron or a small piece. Metals have no fixed size, therefore for iron we just the symbol Fe.

The answer:

A molecule is formed when two or more atoms bond together and have a fixed formula, like H_2O and H_2 . Water can only be H_2O we cannot add more atoms, it can only be two hydrogen atoms and one Oxygen atom.

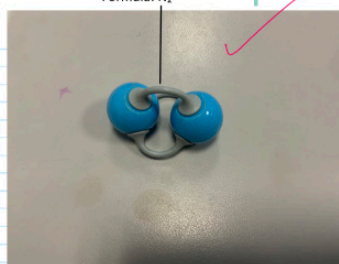
Photos of molecules.

Add your molecule photos.

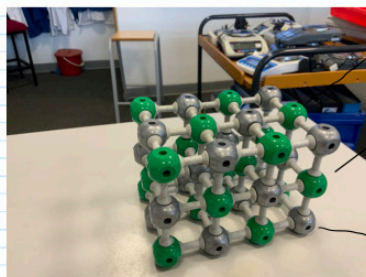
Label with the **name** and the **formula** for example:

Name = Methane formula = CH_4

Name: Nitrogen
Formula: N_2



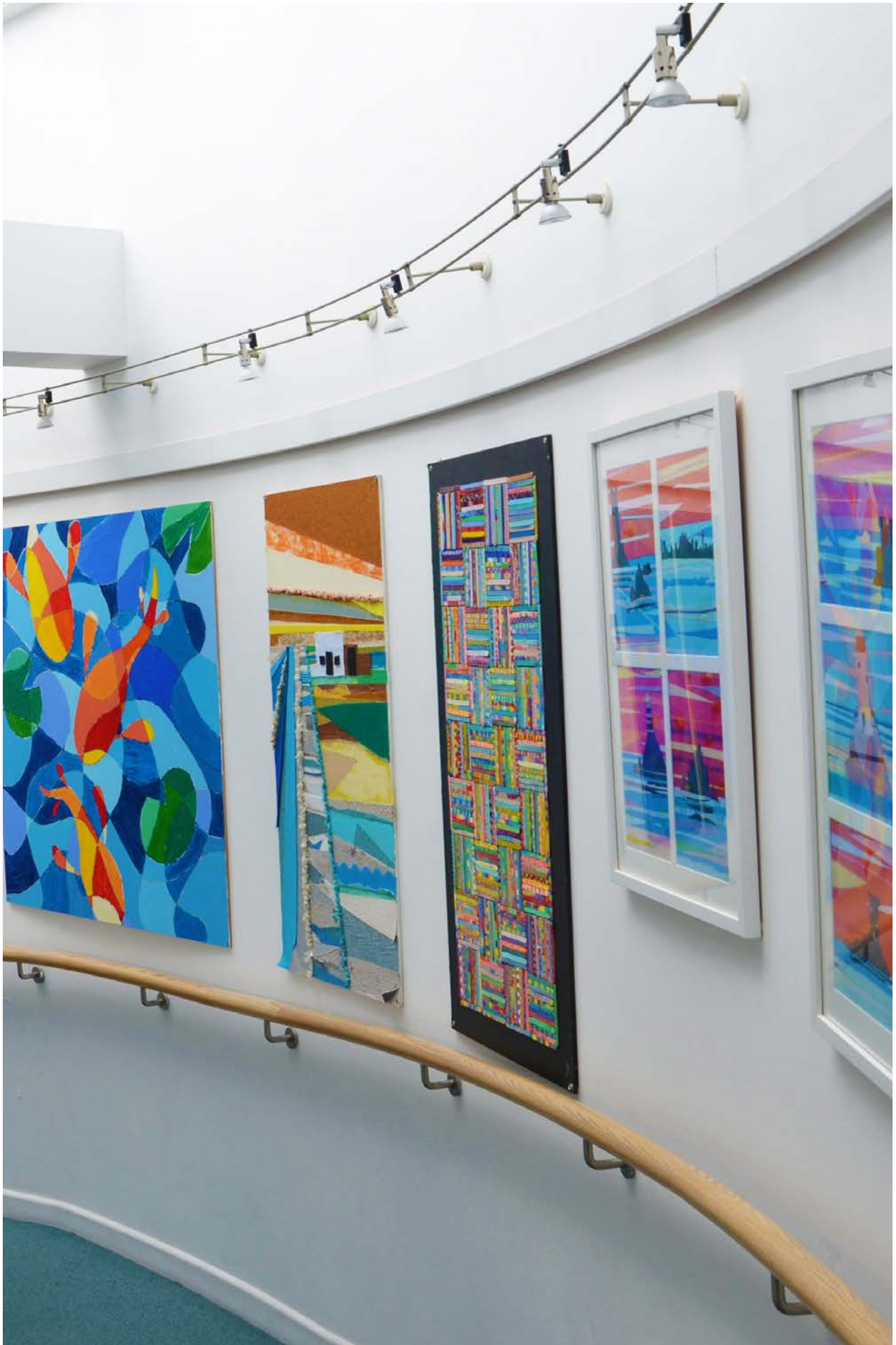
Super effort
neatly presented
+ correct + accurate
descriptions.



~~Chlorine~~ Chloride
Name: Sodium Chloride
Formula: $NaCl$

Sodium

We recognise that students are still carrying around heavy bags. Their conscientious approach to learning means they are carrying their textbooks around with them all the time. To address this issue from September 2022 we will be providing, free of charge, digital textbooks in a number of subjects.



Headteacher's Report



Richard Sugden
HEADTEACHER
JERSEY COLLEGE PREP

Since the last edition, we have been as busy as ever despite still being affected by various Covid-related restrictions.

Christmas Carol Service

Unfortunately, the Christmas Covid spike put paid to our Carol Service for parents, however we did put together a professional recording featuring Year groups, choir and orchestra which was shared with parents just before the Christmas break.

Rights Respecting School (RRS)

After a day-long virtual accreditation process we gained the UNICEF Rights Respecting School Silver Award and can proudly say that we are a 'Rights Aware' School. This is something that, as a school, we have been working towards for just over a year.

The key points the adjudicators found were:

- How confident and articulate all those who were interviewed were

- The enthusiasm, engagement and knowledge of the pupils.
- How everyone was so 'on board'
- The rapid progression we have made in extremely testing times.
- The 'visibility' of RRS in all areas around the school.

Emmanuel Jal

In January we hosted a talk by Emmanuel Jal, who shared his early life as a child soldier in South Sudan to pupils and students from both JCP and JCG. What an inspirational speaker! We learnt all about the need for self-belief and the true meaning of never giving up. We felt very privileged to hear about his childhood stories and how he overcame so many hurdles to become the successful person he is today. We also enjoyed dancing to his hip hop music!



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Top Standards in Writing

We were really pleased about the incredible successes in both the Commonwealth Essay Competition and the Eisteddfod Handwriting.

We have been regular participants in both of these over the years, but this time we have had what is probably our best overall successes to date.

In the Commonwealth Essay Competition, we were the top performing school on the island with 26 awards in total (6 Gold, 7 silver and 13 bronze) and our Head Girl at the time, Daisy, was awarded the top place for any student from Jersey (of any age) winning the RCS Jersey Award Cup.

Continuing in a similar vein in the schools Eisteddfod Handwriting section, we won all 4 awards available for the first time ever I believe. Here's what was said:

'Wow, CONGRATULATIONS!!

Jersey College Prep has swept the board this year, claiming all four Primary Schools Handwriting trophies! It gives me great pleasure to inform you that Jersey College Preparatory School has, for the sixth consecutive year (ignoring the break due to Covid in 2021), again won the Centenary Award for Handwriting, for the school submitting the best overall set of entries (one platinum, eight gold, four silver and two bronze certificates) in

the Handwriting & Calligraphy Section of the Jersey Eisteddfod Creative Arts Festival 2022. In addition, Alesha received the only platinum certificate awarded this year and has also won the Dean of Jersey Handwriting Trophy for the best overall entrant across the entire section. Evie has been awarded The Aidan Smith Trophy for the best and most appropriately decorated piece of work, and Holly has received the Amyson Cup for the best work submitted by a younger entrant, both girls also being awarded gold certificates.'

Ministerial Visit

We welcomed the Education Minister, Mr Scott Wickenden, along with the Group Director of CYPES, Rob Sainsbury and the Director of Education, Sean O'Regan who spent the afternoon looking at a large range of learning around the school accompanied by the Head and Deputy Head girls, Eleanor and Lola, and myself and the Chair of the PTA. They were extremely impressed with the sheer quality and diversity of the work they saw and thoroughly enjoyed meeting representatives of the School Council for a fascinating discussion into what they believe makes us such an outstanding school. It just reaffirmed that our children are always our greatest ambassadors!

Swimarathon

We were able to enter enough teams to take over the

entire Les Quennevais pool on Friday 12th March, with a staff team swimming on the preceding Wednesday evening. This was particularly pleasing after a gap of 2 years!

Eco Team

Our Eco Team have been busy recording their views about Fairtrade issues for BBC Radio Jersey's Breakfast Show with Ashlea Tracey which were aired each morning during the week beginning 28th February. As a recognised Fairtrade School, we also organised a competition to design a Fairtrade logo from recycled materials and a Fairtrade Dress Down day - all to raise funds for the local Fairtrade organisation.

School Council

The School Council had a busy week before the February half term! They had the opportunity to speak with BBC Radio Jersey regarding their 40th anniversary. They spoke clearly and eloquently about their views on listening to the radio and also the future of radio itself. BBC Radio Jersey will let us know when the comments will be aired.

The whole School Council team also had a virtual meeting with VCP's School Council to discuss ways in which both schools could find a mutually agreeable activity and time to spend together. We hope to be able to have a face-to-face meeting with VCP sometime in the near future to discuss issues which are prevalent for both schools.

There have been some terrific entries for the JCP Jersey Wildlife Photography Competition organised by the School Council which cost £1 to enter with all proceeds going to Durrell. The photographs are currently on display near to the foyer and will be there to see during Open Day. The winners will be announced soon!

Staff News

After almost 40 years of service to education in Jersey, nine of which have been at JCP, Mrs Allman, our Head of Music, has decided to retire at the end of this summer term. We are currently undergoing a rigorous recruitment process to find a suitable replacement for this key role.

We welcomed two new Teaching Assistants, Mrs Sue Le Maistre and Miss Stephanie Turner, both experienced practitioners who will be supporting in KS1.

We also welcomed two new Lunchtime Supervisors in Mrs Sue Paton and Miss Libby McLinton.

As a result of the new Parental Leave Policy, Mrs Georgina Langdon has decided to extend her maternity leave until the start of the new academic year in September. Fortunately we have been able to retain the current cover teacher, Mrs Gemma Baigent until the end of the summer term.

Mrs Kat Byrne will be starting her parental leave just after the start of the Summer term and will be covered by Miss Ashleigh Cummins who has covered before and knows the school well.

As for myself, CYPES have not yet decided when the recruitment process will start to find a suitable replacement for September.

Support for Ukraine

More recently, it has been a real wonder to witness the incredible community spirit of all at JCP in response to the events unfolding in eastern Europe. The support and time given freely by so many has been a demonstrable example of one of our key values – to belong.

Wishing everyone a happy, peaceful and safe Easter break.

“

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We have been regular participants in both of these over the years, but this time we have had what is probably our best overall successes to date.



Music

Mrs Allman
HEAD OF MUSIC

The music department has had a busy and successful term. Our Junior Polyphony scheme for instrumental tuition has continued to expand and achieve our aim of increasing the musical opportunities available to all our students.

We have the opportunity for our older girls to learn the Bassoon and Oboe, so I will be recruiting new players very soon. Our school orchestra now has 28 players from Years 5 and 6 who are playing a variety of music from jazz to classical. Our String Ensemble for younger players has continued to rehearse and is enjoying playing an Abba arrangement, although their favourite tune to play is an arrangement of "Dance Monkey!"

The Senior Choir had a delayed start this term due to Covid but are now making up for lost time and enthusiastically learning new songs! Our Year 4 Junior Choir has also restarted and are enjoying singing a variety of songs. We are all hoping to perform in the annual Open Day concert at the end of term.

Year 4 will also be taking part in the Music in Action event "Music Across the Bay" on April 6th. We will perform for 20 minutes in one of the huts along St Aubin's Bay and then, together with the other participating

schools, perform a large musical piece with buckets and spades!

Our annual Key Stage 2 House Music Competition was again online due to Covid restrictions and we hope that the House Choir section will take place next term instead. This term we will focus on the instrumental classes – vocal, strings, brass, percussion, piano and woodwind in 2 different groups - a junior section for Years 3 and 4 and a senior section for Years 5 and 6. Pupils sent in recordings of themselves singing or playing an instrument for me to judge- with the help of instrumental teachers! Everyone got 2 points for entering with gold, silver and bronze badges awarded to the winners in each section.

The Year 6 pupils were excited to find out that their annual production this year will be "Hoodwinked" – a version of the story of Robin Hood. Auditions will take place at the end of this term and the performance will be in June.





Sport

Mrs Vibert
PHYSICAL EDUCATION

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 dance, generic games skills, parachute games and swimming. The Year 1 children have been improving the consistency of their invasion game skills, as well as learning more about dance and health-related exercise. The Year 2 children have been improving the accuracy and control with which they perform dance, health-related exercise and invasion game skills. The Year 3 children have had the opportunity to learn new and consolidate existing skills in cricket, football, gymnastics, and squash. The Year 4 children have consolidated and further developed their skills in cricket, netball, squash and tag rugby. The Year 5 children have learnt more advanced skills and applied them with greater consistency within netball, squash, swimming and tag rugby. The Year 6 children have been learning to accurately and appropriately apply a variety of netball, squash and tag rugby skills within competitive situations. They have also been learning and practising new lifesaving skills in swimming.

Clubs at JCP have continued to run this term, with clubs running for every year group throughout the week. Lots of outside

agencies continue to 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, Mrs Delafield, Mrs James, Mrs Killick, and Mr Timlin, also provide 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 netball club. All children in Year 3 have had the opportunity to join a multi-sports club and some children have been able to join Mrs Duquemin's baton twirling club. Mrs Cartmell has also been able to offer a new Yoga club to some of Year 1.

Inter-school sporting opportunities have also continued this term. The primary school netball league has continued to run, with both the A & B teams competing regularly against other schools. Whilst both teams have found some of the matches tough, they have won some of their matches but most importantly, improved their game-play significantly. There have also been some opportunities

for inter-school football, with JCP taking part in a 4-school tournament and a Year 5 and 6 girls football festival. The children thoroughly enjoyed these football opportunities and enjoyed playing lots of small-sided games.

On Wednesday 2nd March, 54 children from JCP took part in the Open Primary School Cross Country competition at Les Quennevais. It was a brilliant afternoon, and it was great to see so many children across the island taking part. The Year 5 team once again enjoyed huge success, retaining the Year 5 girls team trophy. Florence was once again the overall winner of this competition,

with Niamh and Bethany finishing an incredible 4th and 6th place respectively, out of 230 runners. The Year 6 team also represented JCP well, finishing 5th in the team competition. Emily, Maggie and Ava all ran particularly well, finishing in outstanding 10th, 13th and 34th places respectively, out of 230 runners. All of the children who took part should be incredibly proud of themselves.

There are so many sporting events still to look forward to before Easter, including: Inter House swimming galas; Swimathon; netball tournaments and a hockey tournament.





School Council

Mrs James
SCHOOL COUNCIL

The JCP School Council comprises of members from Year 2 – Year 6. At the beginning of term, candidates put themselves forward and gave reasons as to why they should be chosen to represent their year group as School Councillor in the form of a speech, a PowerPoint, or poster. Votes are cast and successful candidates chosen.

As a result, JCP has a team of enthusiastic, motivated and proactive pupils. Each representative has a chance to voice their opinions and thoughts based on the ideas put forward by their year group. Decisions are made democratically, and everyone's voice is heard. Meetings are held either fortnightly, or weekly, depending on the level of activity!

So far, the School Council have had their say in new playground equipment, launched a sun safe campaign, set up a Reading Club for both Key Stage 1 and 2, and been involved in the choosing and planting of shrubs to improve the sloped area outside of the school office. Small adjustments and grievances are also addressed within the school which pupils have shared with their reps and each of the 'problems' has been rectified mainly by finding the correct person for the job (usually Mr Timlin).

Most recently, the School Council have launched a 'Wildlife in Jersey' whole school photography competition with the entry fee raising money for Durrell.

They have also met virtually with VCP to discuss ways in which the two schools can join together and enjoy a shared activity. Members also had the opportunity to have their opinions recorded about the future of radio to fit in with the 40th anniversary of Jersey Radio.

JCP are very proud of their School Council and pupils are aware of their right to share thoughts freely and have their views respected by everyone. Moving forward, we hope to make links with the JCG and VCP School Councils to make pupil voice a louder and stronger part of pupils' school experience because, as one representative said, '...adults might not always have the right ideas'.





Eco Team

Mrs Christopher

THE ECO TEAM

To celebrate our ongoing status as a Fairtrade School and raise money for the Jersey Fairtrade Group, our Eco Team launched this year's 'Fairtrade Fortnight' – with a fun and creative competition!

Pupils were invited to artistically represent the widely recognised Fairtrade logo using recycled materials – such as old scraps of fabric, Fairtrade packaging, wool, buttons, coloured paper from old magazines or newspapers, sea glass ... anything they could find!

This competition was judged by a member of the Jersey Fairtrade Group and total costs of entry were donated to help poor farmers worldwide to buy food and clothes for their families and support their education.

The CI Cooperative Society kindly donated prizes for the winning entries and selected logos were entered into the Eco Art section of the Eisteddfod.

Our Eco Team also did us proud by recording their views about Fairtrade issues for BBC Radio Jersey's Breakfast Show with Ashlea Tracey. These were aired daily throughout Fairtrade Fortnight.

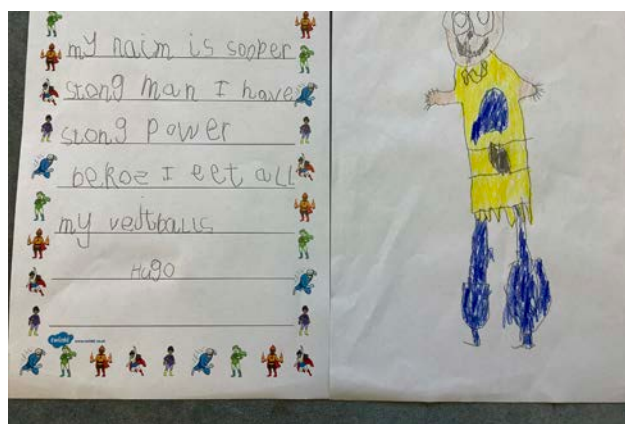
Finally, we invited all members of our school community to 'Dress Down' and come to school dressed in the colours of the Fairtrade logo – black, blue and green.

On this day our pupils made a special effort to make the contents of their lunchboxes as 'Fairtrade Friendly' as possible, and our lunchtime assistants were able to award lots of Fairtrade stickers and House points across the school.

We would like to offer a special thanks to Mr Timlin for promoting Fairtrade Fortnight by wearing his banana costume everyday at the crossing throughout and Mrs Vibert, who incorporated some fun warm-ups and games, using giant inflatable bananas throughout her PE lessons.

Chairman of the Jersey Fairtrade Group, Mr Anthony Allchurch, was most appreciative of our fundraising efforts and we continue to offer our support, encouraging the





Reception

**Mrs Scott, Mrs
Cartmell & Mrs
Crute**

RECEPTION TEAM

Over the term we have followed the children's interests and learning has been linked to these. Children have shown different interests in the three classes and teachers have responded to these with creative ideas.

Some have learned about diggers following an interest in the building work taking place in the Millenium Garden. Other children have been learning about the Arctic and what it is like in the polar regions after a cold snap and expressing opinions about how cold it was. All the children have been learning about birds in winter and were invited to take part in the RSPB Bird Watch. Children all made bird feeders,

many of which have been hung in gardens at home and successfully attracted some birds.

This year is the Chinese Year of the Tiger and children learned about the customs linked to this celebration. Thanks to Mrs Chinniah, all three classes were able to do some cooking and prepared egg fried rice and vegetable chow mein which they ate with prawn crackers.

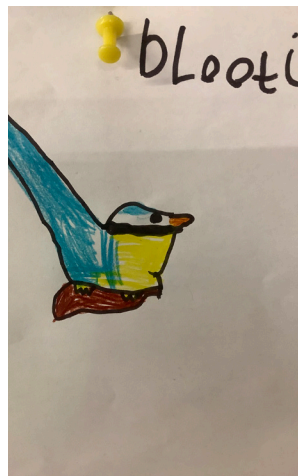
In Forest School we have been planting potatoes as part of the Genuine Jersey Growing Competition and other vegetables which we hope to harvest and eat. We have also planted other seeds and are caring for them, watching them grow and change.

For World Book Day we enjoyed joining in with the whole school theme of Superheroes, dressing up and sharing lots of stories. We drew our own superhero characters

which we brought to life using the app 'Chatterpix'.

Reception Scott have been swimming with Le Mourier Swim School this term.

We have learned about different festivals and celebrations including Holi and Easter. We have been for spring walks both at home and around school and have observed the signs of spring and how things are changing.





Year 1

**Mrs Harries,
Mrs Duquemin
& Mrs Walsh**

YEAR 1 TEAM

Fee-Fi-Fo-Fum watch out here come Year One!
Once upon a time there were 3 Year One classes
who were learning all about Traditional Tales.

First, we chased the gingerbread man through his story, meeting different characters; we retold his adventure and were inspired to write our own stories. Meanwhile, huge footprints had been discovered around the school, many ferocious fairy tale baddies had escaped! Wanted posters started appearing around Year One offering large rewards. The baddies read the posters and were never seen again! The three classes lived happily ever after.

In Maths, we have been solving addition and subtraction word problems and

practised counting in 10s, 5s and 2s to 100. We have learnt how to use a ruler to measure objects in centimetres and balance scales to compare the weight of objects.

As scientists, we have continued to learn about the seasons. We have been measuring and recording the weather as well as making comparisons. We have been looking at materials and their properties and investigating which material would make the best umbrella for teddy. Unfortunately, he got a little wet in the process!

In Design and Technology, we designed and made moving pictures using sliders, levers and wheels. Then in groups, we planned and created books that included these mechanisms.

Our History topic was The Great Fire of London. We used lots of different sources to find out what happened and how the fire was put out. Year One had lots of fun learning about all the different features of castles during our visit to Mont Orgueil. We worked together in teams to design and construct a castle made of junk modelling materials. To complete the task successfully, we had to

include the features of a real castle.

We all enjoyed dressing up for World Book Day and sharing stories about all kinds of superheroes, including real life heroes. We had fun completing lots of activities and created superhero art work.

Each class has planted a bucket of potatoes to enter into the Jersey Royal Potato competition. Which bucket do you think will grow the most potatoes?

We have had a fabulous term and hope all of our Year One families enjoy a wonderful Easter break.





Year 2

**Ms Byrne,
Mrs Chappell-
Jenkins &
Mrs Christopher**

YEAR 2 TEAM

This term our English work is based around our topic 'Lighthouses'. We started by reading the text 'The Lighthouse Keeper's Lunch' by Ronda and David Armitage. We then got into role as various characters from the story and we had fun acting out scenes and using Seesaw to document our learning.

The unit of work culminated with the children writing their own 'Lighthouse Keeper' story which they 'published' ready for everybody to read on Open Day. We have learned about Grace Darling and have written a recount and diary entry. We also used the Green Screen app to illustrate a scene from the rescue carried out by Grace Darling and her father.

In Maths we have been working hard on developing our problem solving and reasoning skills. We have also focused on money and shape.

In Science we have been learning about

eating well and exercising in order to keep healthy. We designed a healthy lunch for Mr Grinling, the lighthouse keeper.

In RE we have been learning about Islam. We have found out about the Muslim prayer routine and learnt about the features of a mosque.

In Art, we continued with the lighthouse theme and created beautiful lighthouse pictures using tissue paper and sketch techniques. We also designed our own lighthouses exploring the use of shape and colour to make them all individual and unique.

We enjoyed evaluating, designing and making our own fruit kebabs as part of our work in Design Technology. We then ate the kebabs we had created and evaluated what we were pleased with and could have done differently.

This year World Book Day followed a Superhero theme, so we designed and labelled our own superhero. We then used noun phrases and similes to describe them.

This term our history focus is 'Travel and Transport' and

we learned about the early travel methods of the Vikings, through to the invention of cars, trains and aeroplanes. We also looked at the significant individuals George Stephenson and the Wright brothers.

We have loved using IT in all aspects of the curriculum and we created posters for 'Internet Safety' day showing everything we know about how to keep safe online. We also used Book Creator to make some information books about lighthouses.



Year 3

**Mrs Anderson &
Mrs Killick**

YEAR 3 TEAM

The spring term got off to a flying start in Year 3 with our topic of Ancient Egypt. We became archaeologists as we excavated ancient artefacts and considered what they may have been used for or who they might have belonged to.

We explored what it would have been like for Howard Carter as we entered a dark unknown tomb in our classroom, discovering hidden treasures and a sarcophagus inside. We also were fortunate enough to visit an ancient Egyptian-themed escape room, solving riddles and reading in hieroglyphs in order to escape.

On our Egyptian day, we learned how to handle and manipulate clay, and made Egyptian good luck charms, known as amulets. In art lessons we used a range of mediums to create portraits of Tutankhamun and large scale paintings of the gods. In Design and Technology, we have created our own 3D pyramids and an Egyptian shaduf.

We have been using what we have learnt about the ancient Egyptians to inform our writing, including advertisements to entice visitors to the banks of the River Nile, explanations on the gruesome process of mummification and newspaper articles, reporting the discovery of Tutankhamun's tomb. Our class reader, *The Secrets of a Sun God*, by Emma Carroll, kept us all enthralled and allowed us to develop our skills of inference, summarising

and retrieval.

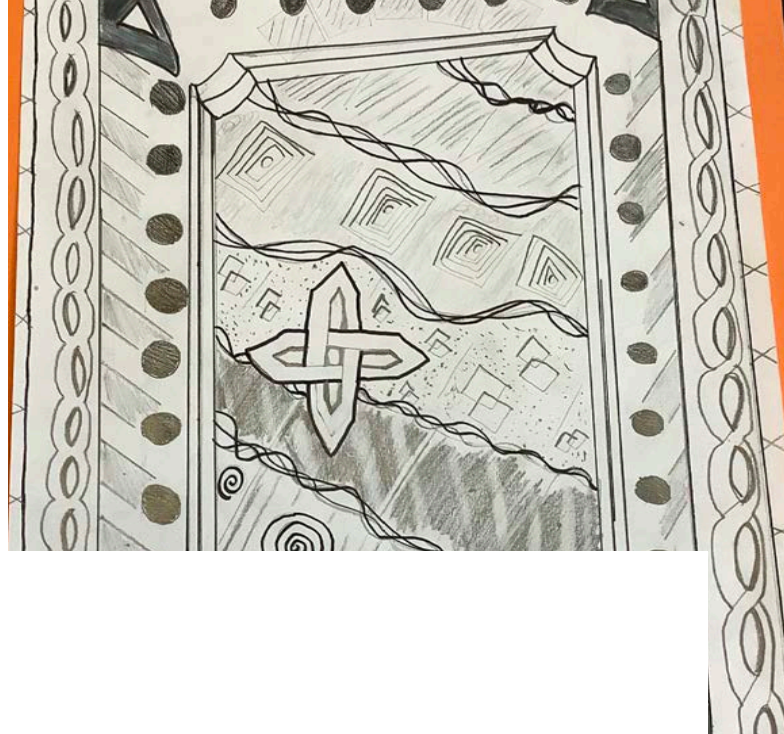
In Maths, we have focused on measure looking at length, mass and money, volume and time. We have developed our estimation and measuring skills, as well as learning how to convert between units, such as metres and kilometres. Problem solving has formed a large part of our lessons, manipulating and drawing bar models, to enable us to solve multi-step problems.

Creating our ancient Egyptian coprolite (poo) museum was the starting point to investigating diets from the past and what a balanced diet looks like today. We used our knowledge of rocks, to identify and create our own rocks from chocolate and made our own fossils using plaster of Paris.

In Music the children have spent the term learning a variety of songs relating to our Egyptian topic. In PE we have been practising our gymnastics and football skills with Mrs Vibert and enjoyed cricket with the cricket development officers.

We have had a fantastic second term in Year 3. Thank you to all families for their support this term.





Year 4

**Mr Paul &
Mrs Toudic**
YEAR 4 TEAM

This term the girls have worked mostly on multiplication and division. This has included finding different methods to solve multiplication and division problems. We have been looking at how to apply our maths in real life situations and we also covered equivalent fractions and adding them.

In Science the girls have investigated sound and how it travels. We used decibels to measure different sounds around the school as well as to test the sound insulation properties of certain materials. We also had a lot of fun with digestion and how the body works! This included making a working model of the whole digestive process -YES! the whole process!! We also designed an 'eggspersiment' to look at dental health and how our teeth can be affected by sugars and acids.

In English, the girls read the children's novel 'Invasion', this linked to their history topic this term, the novel is based on events in the Battle of Hastings. The children have based some of their writing on this historical novel. We also produced a newspaper and a green screen telling the story of the Battle of Hastings.

In History, we have learnt about the Middle Ages and in particular, the Battle

of Hastings, the Anglo-Saxons, and the Normans. We used the Bayeux tapestry as a primary source to find out about the battle. We also looked at how the Anglo-Saxons lived before the Normans invaded England in 1066.

In February we were visited by the Jersey Fire and Rescue Service and they taught us how to stay safe in the event of a fire and how to make an emergency call.

In Art and DT, the girls constructed their own Motte and Bailey castle and labelled the various parts of it, such as the 'Keep', 'Motte' and 'Bailey'; they also discussed why William the Conqueror built them. We produced some Anglo-Saxon art based on the 'Sutton Hoo' boat burial artefacts. Finally, the girls designed, made and tested their own siege catapults.

In French we have learnt sports and items of clothing this term. We also learnt how to sing and dance in Jerriais as well as how to ask some simple questions.

In IT the girls learned how to green screen as well as using IT in Science to look at sound and how it travels and how we measure it. We used a data logger to record decibel sounds in different parts of the school and produced a sound map to show this. We also developed our word processing skills by producing a newspaper front page.

In PE and Games, the girls took part in Netball and Cricket. In both sports they have been learning how to pass and receive the ball as well as strike the ball correctly. They have also had the cricket development officer with them for PE sessions and have been working on their Striking and Fielding skills. They also represented their Houses in the swimming gala.





Year 5

**Mrs James &
Mrs Baigent**

YEAR 5 TEAM

This term, Year 5 have been fully immersed into the snowy world of Narnia through reading CS Lewis' classic text 'The Lion, the Witch and the Wardrobe'. Extended reading sessions have enabled pupils to explore the rich language and themes of good versus evil, betrayal and courage whilst developing their fluency and expression when reading aloud.

We have analysed character traits through drama and inference from the text, using direct quotes as evidence. Pupils have also enjoyed the challenge of reading at least six Michael Morpurgo books, from our library, by the end of term, as well as researching and reporting on the author's life and achievements. In writing, we have been continuing to extend sentences using figurative language, a variety of openers and complex sentences structures.

Pupils' Mathematical and reasoning skills were put to the test when attempting to solve some challenging word problems using bar models to represent the problems and were given the opportunity to practice formal written methods of calculation.

Our history topic this term has been to discover the ancient civilisation of the Aztecs. We have learned about how their agriculture, land and religious customs shaped their culture and influenced future societies. We studied a range of sources to deduce and infer information, we compared other civilisations who existed in the same era to identify similarities and

differences, and we debated whether they were or were not a civilised society.

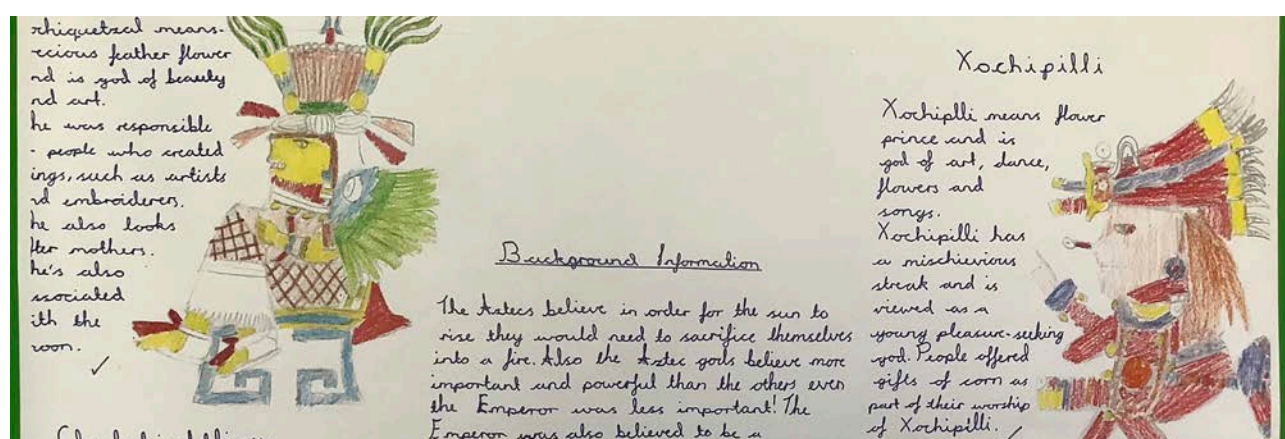
The pupils gained an understanding of the importance of Aztec stone calendars and have created their own interpretations of these using printing methods. They were challenged to create their own chinampa (an Aztec floating garden) in a STEM activity using everyday resources and have also created a multimedia warrior mask with oil pastels. We enhanced our computing skills with a PowerPoint detailing the intricacies of the Aztec hierarchy and created the city of Tenochtitlan on Minecraft.

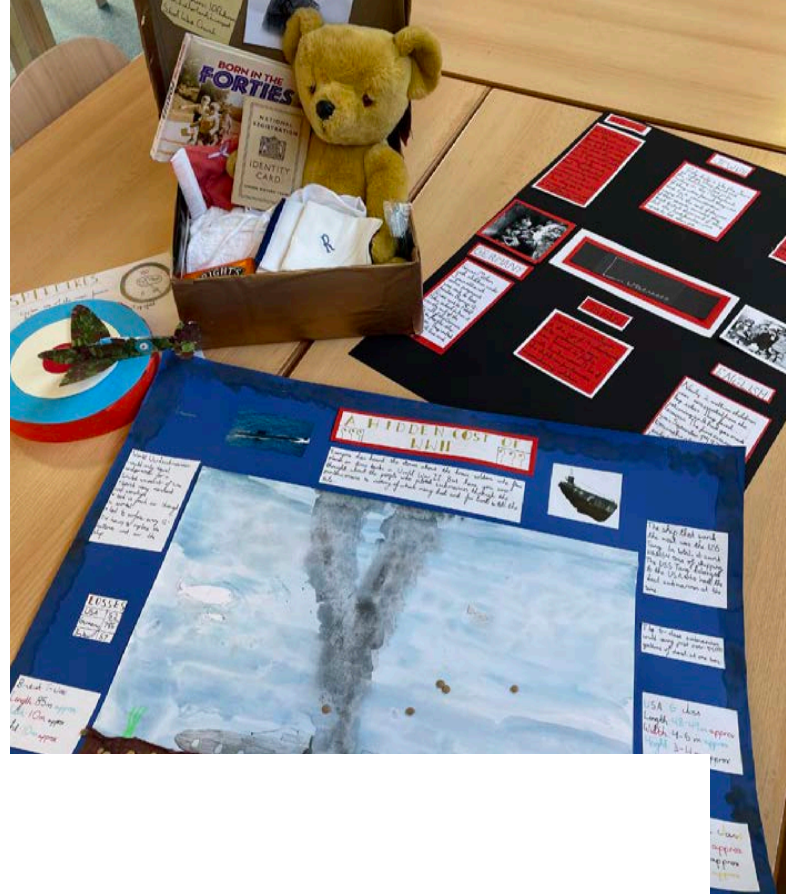
In Science, we have been busy exploring the properties of different materials using a hands-on investigative approach. The pupils tested, compared and sorted a range of materials and undertaken different tests to see how temperature and time affect dissolvability. Everyone learned how to separate materials using filtration, sieving and evaporation during a group investigation. These skills were then utilised in an attempt to clean dirty water during a challenging STEM activity. We stressed the

point of those countries who were not fortunate enough to have access to clean water and linked the lesson to the Rights of the Child – specifically Article 24.

The other varied learning experiences this term have

included: using digital audio editor and recording application software to record voices and create a jingle; using watercolours to create a still-life of citrus fruits and designing and an overnight visit to the Scout Centre in St Ouen.





Year 6

**Mrs Pateman &
Mrs Jefferson**

YEAR 6 TEAM

We have been fully immersed in our cross-curricular topic, World War II. This topic really challenges the children to think about Children's Rights, and the lack of them at the time.

We have explored major global events of World War II as well as studying the impact of the Jersey Occupation. On Holocaust Memorial Day, we had a fascinating presentation from Helen Otterwell (Jersey Heritage) about the 'Jersey 21' - 21 local people who were sent away to concentration camps and were victims of the Holocaust. Our studies on Kristallnacht set the context for the commencement of the Holocaust and what triggered initial conflict.

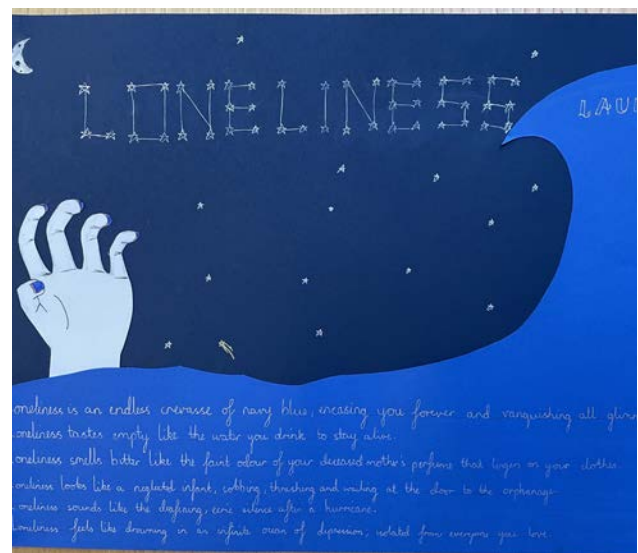
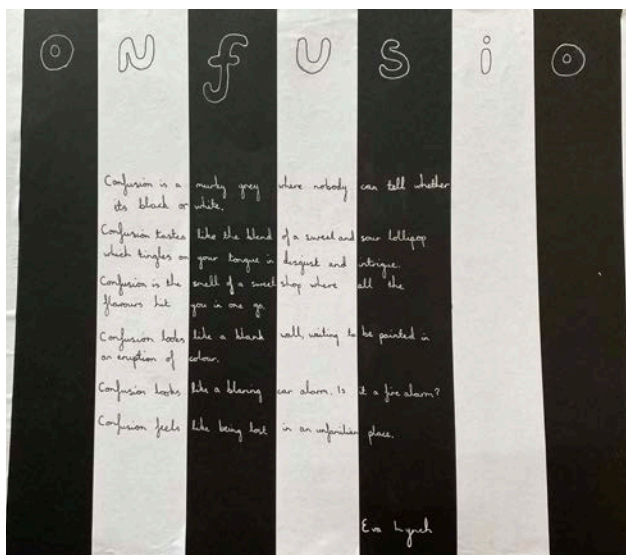
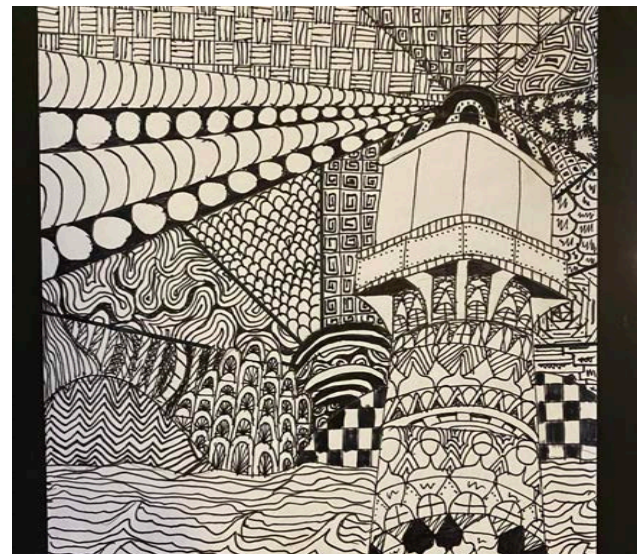
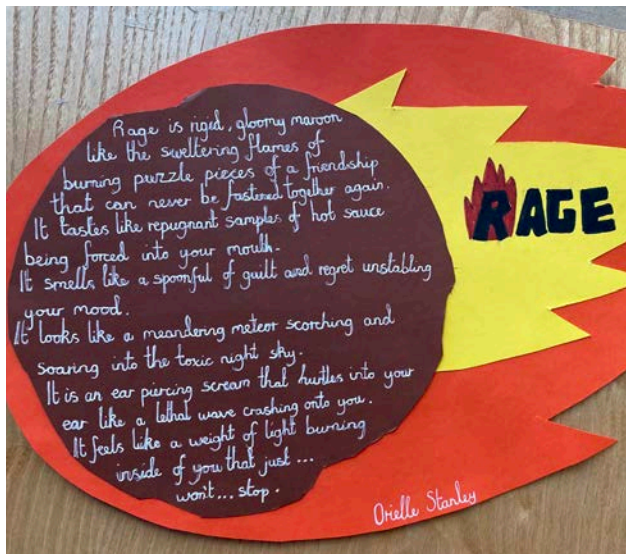
By exploring the renowned Rose Blanche picture book based on the Holocaust, we were able to consider World War 2 from the perspective of a German child. This led to some poignant and emotive creative writing.

Our class text 'Letters from the Lighthouse' by Emma Carroll, has enabled us to explore life as an evacuee and the impact on

families during the war. It also sensitively deals with Kindertransport and life as a refugee. Part of our studies include looking at significant women and their impact during the war, such as female spies, codebreakers, heroic acts. This book has also inspired some of our artwork including pen and ink zentangles of lighthouses and clay relief tiles.

The pupils were given the opportunity to follow their own line of enquiry with free-choice World War II research projects. This resulted in a whole range of different creations: from trump cards, story writing, interviews, to models of spitfires and evacuation cases.

Within English we have written on the abstract theme of emotions through our senses. These were very sophisticated and emotive with figurative language and illustrated in eye-catching, creative ways.





Inter School Fixtures

**Maddy, Michaela
& Lottie**

YEAR 12 SPORTS PREFECTS

We have taken part in various fixtures against schools since September. JCG has played both hockey and netball with a range of students playing across years 7-11. Students have demonstrated a range of skills, teamwork and collaboration and we will have further inter-school fixtures for rounders in the summer term.





Sports Ambassadors 2021 – 2022

Miss Carre

TEACHER OF PHYSICAL
EDUCATION

A new team of Sports Ambassadors was elected in October 2021. The students have been working alongside the Year 13 Sports Captains and Year 12 Sports Prefects. Sports Ambassadors and Prefects 2021-2022 have been attending weekly meetings and alongside this, students in Year 8 to 10 have been taking part in a leadership course run by the Sixth Form prefects.

Within the meetings, students have the opportunity to discuss sporting events and liaise with other students in the school, helping to promote and arrange extracurricular and House events.

During the leadership course, students acquire knowledge and understanding of how to become a young leader and deliver sports sessions to JCP.

Co-Curricular





Sports Women of the Month

Miss E Carré

PE DEPARTMENT

Well done to the following students who have been awarded for their sporting achievements and success.

November 2021 – Hannah and Amelia for their achievements with Regent Skating Club.

December 2021 – Summer for her selection in both the Under 14 and Under 16 Jersey Football squads.

January 2022 – Kathryn and Hannah for their achievements in Table Tennis, placing 5th out of 8 in the Women's British Table Tennis League.

February 2022 – Hayden for her perseverance and dedication to Karate, achieving a black belt.

Co-Curricular





Us v Them

Izzy & Beth

SPORTS CAPTAINS

In December, Year 13 students took part in the first round of the Festival of Sport.

Year 13 students from Victoria College and JCG took to the netball court after weeks of dedication and training. The boys led 3-2, with the girls making a strong come back to lead at half time 11-7. The girls used their speed to maintain the lead with the final score being 16 goals to 14 and a win for JCG.

There will be a rematch in the Spring/ Summer Term along with mixed badminton and rounders, which will conclude the festival prior to Year 13 students' study leave.





CCF Updates

Ryanna

YEAR 12

Since October half-term, the JCG students at CCF have been up to a variety of activities, including first aid, fieldcraft and having fun with the IR weapons.

Specifically, the Army section have been developing their theoretical and practical fieldcraft knowledge, leading to a small exercise before half term to understand how their skills would help them in a more realistic situation. The RAF section have been finishing off their proficiency training for the younger cadets to earn some badges and hopefully be promoted,

along with preparation for the Royal Air Squadron Trophy (RAST) Competition. The Navy section have been strengthening their first aid skills, including some practical activities with the mini-Anne dolls, along with continuing their proficiency training, involving quizzes and internal section competitions, and some of younger cadets starting to look at teaching lessons.

Co-Curricular

Cadet Staff Sergeant Liberty Conway commented on the recruit intake and training which took place from September to December:

“

This year, we saw the greatest intake in the history of the contingent – totaling just over 90 cadets. Not only this, but we also had more JCG recruits than VCJ, which is an amazing progression for inclusivity within the CCF. During their recruitment period, all our recruits made outstanding progress and took all their training in their stride, and as the cadet in charge of recruits this year, I was delighted to see so many of them develop as both people and cadets and can't wait to see them progress over the following years.'

The main event of last half term was the inter-section stretcher race, consisting of four challenges with a lap around the hockey pitch carrying a stretcher between each. All the cadets showed great determination, with the Navy section winning with a time of 14 minutes.

The main event this half term is the joint exercise for the RAF and Navy section, where the cadets were put up against each other with one section signaling for help whilst the other attempted to jam their radio signals. The final phase of the exercise challenged the cadets

to safely escort a hostage to a final rendezvous point for rescue.

One outstanding achievement, for one of the cadets from the college, was by Chief Petty Officer Louise Yates, who was chosen to represent CCF as one of the six Lieutenant Governor's cadets from the four cadet forces across the island. Louise went through an application and interview stage before being invited to an award reception at Government house. Through the role, Louise will take part in multiple events throughout the year, including the Remembrance Day parade and the reception for the Queen's birthday celebration.





Garrett Anderson Review of the Year

Phoebe & Kate

HOUSE CAPTAINS

We started our year off strong with House Tennis and Rounders, excited to boost the House spirit for the year ahead. Despite both of us captains having to isolate due to Covid, our enthusiasm managed to prevail during Sports Day and Buddy Miles, and we were thrilled to come in 2nd place thanks to the help of our GA sixth formers.

The Autumn term saw triumphs in the long-awaited House Fashion, where our committed teamwork allowed us to create and showcase an amazing collection, winning best creative piece.

House Art was also highly successful, coming in 2nd place overall and being awarded best KS4 piece and highly commended.

However stressful, our contribution of 120 shoeboxes to the Mustard Seed Appeal

made the process worth it, knowing that 120 children received a Christmas present this year thanks to our generosity.

We had many successful sports events, such as House Badminton and Netball, that saw true GA House spirit.

Top of the Pops was an incredible ending to the term with a fun-filled day of dancing and our seniors placing 2nd.

Our recent Valentine's themed House Spirit Day was a great success and, with our cake sale and many other activities, we managed to raise £450 for our House charity - the Blue Marine Foundation.

This year has been so much fun and we can't wait for the final upcoming house events, including House Music and our GA Quiz fundraiser, to end our year on a high.

Houses





Cavell Review of the Year

Ellie & Madelaine

HOUSE CAPTAINS

This year has been a fantastic year for Cavell. We started off the year with Sports Day, which was a huge highlight for us as we won the overall competition. It was great to see all the years back together supporting and cheering each other on, something we have missed out on throughout the pandemic.

We have both enjoyed getting to know all the girls in Cavell through the many House events after school, especially House badminton where we came 1st overall.

The main highlight of the year for us was seeing everyone come together to support our amazing house charity, Youthful Minds, through our ice cream sales, house spirit day and most importantly Cavell

auction. Just before Christmas, Cavell had its biggest fundraiser of the year, Cavell auction. This was a great success as we raised just over £3000. All the form groups made amazing hampers to auction and we would like to thank everyone who donated to this great cause. We had a great night auctioning the lots, we had many laughs and made great memories.

More recently, we have had House football, which is a great event for everyone. A special well done to Years 9 and 10 Cavell who won overall in their year group.

Thank you to everyone in Cavell who has helped us this year. You made our experiences as House captains so incredible and one we will never forget.

Houses





Curie Fry Review of the Year

Bethan & Mayling

HOUSE CAPTAINS

Being Curie-Fry House Captains this year has been the most rewarding experience of our JCG school life. We hope our House has had fun this year and felt more involved in the House spirit with lots more events being able to happen. Being able to bond with students from all different ages and create new friendships has been a strong highlight for us.

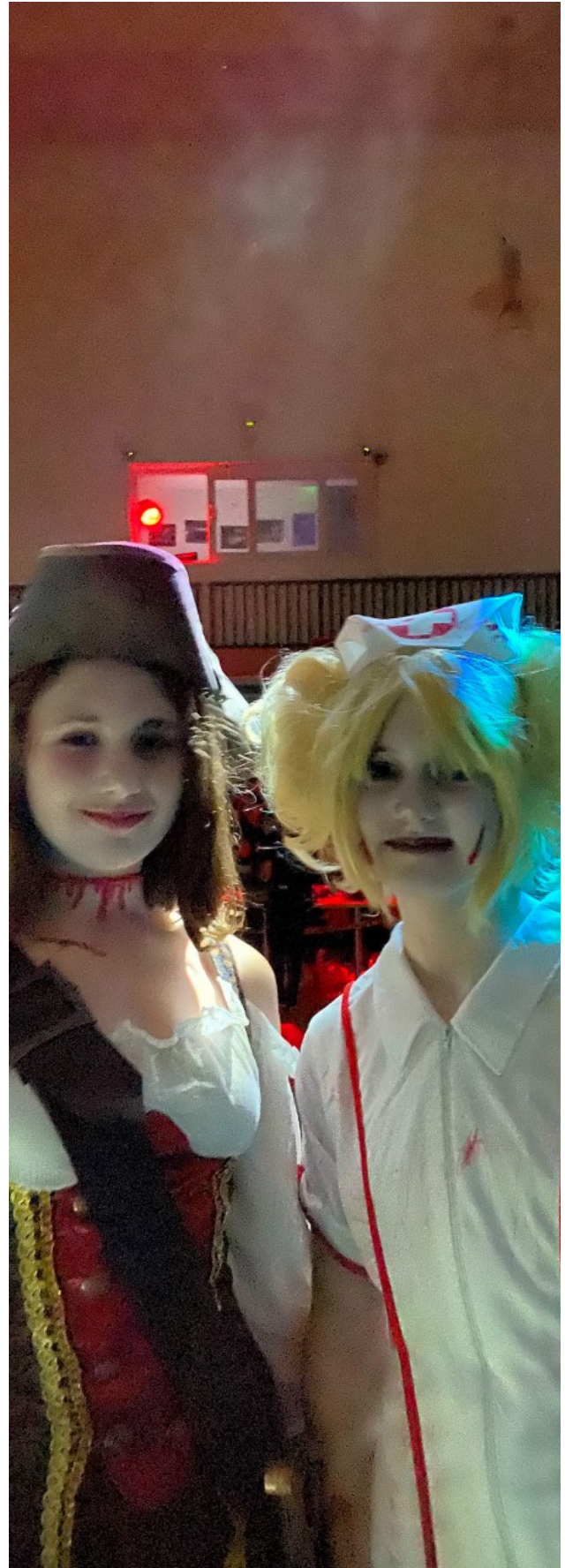
Top of the Pops was particularly exciting, both our juniors and seniors really tried

their hardest and absolutely smashed it on the dance floor.

Another highlight was the Halloween Disco we held for Year 7 and 8 - the spooky atmosphere creating lots of fun.

Finally, our House spirit day with the theme of disco, was tons of fun to organise with loads of cake and some 'Just Dance' in the band room at lunch that worked up a sweat.

Houses



Houses

Nightingale Review of the Year

Erin & Matilda

HOUSE CAPTAINS

Our experience of being House Captains this year has been far from our expectations. At the start of the year, we thought our role would be guiding our House out from the pandemic and reuniting them together. However, this year has proved the opposite and, despite challenges of not mixing bubbles and of students in isolation, we have made it work and it has given us a great sense of achievement. This role has been extremely rewarding and, having the opportunity to bridge the gaps between younger years through House events, has helped to revive House spirit which is so crucial at JCG, and we hope next year's House captains build on this.

Erin: My favourite event this year was Top of the Pops, the juniors' theme was Mary Poppins and our seniors' theme was Pitch Perfect. It was one of the few events this year where the whole house could be present together. I love Top of the Pops as performers are supported by the whole House creating a competitive environment which drives you to perform even better. Being able to

lead this as House Captain made me enjoy it even more. Performing on the final day brings a mixture of emotions but seeing the final performance after all the hard work that has been put in is extremely rewarding and never fails to remind me why I love it so much.

Matilda: My favourite event as House Captain has been House Fashion. It has always been my favourite event and was one of the events that inspired me to apply for House Captain. I've always enjoyed working with different year groups for House Fashion. We came up with a Female Villains theme and had a variety of ideas like Cruella De Ville and the Queen of Hearts. House Fashion is a great opportunity for the more creative students of our House to take part in House events. It was great as House Captain to organise the event and see the collection come together. The atmosphere of the dress rehearsal got everyone so excited for the night, which was a huge success. Being House Captain and watching the event made us so proud of all the students and seeing all the effort everyone had put in paying off.

Inglis Review of the Year

Tilly & Jess

HOUSE CAPTAINS

Being House Captains this last year has been a perfect end to our House journey, from being keen members of the house in Year 7 to proud House Captains in Year 13. It undoubtedly has come with its challenges, however, seeing the pride and fulfilment on the faces of Inglis girls after events makes it all worthwhile.

Through the new systems of House events due to Covid 19, we have been able to meet a wider range of our House which has allowed more people that wouldn't

normally volunteer to participate and show their talents and passions. We believe this has led to a stronger bond amongst forms, as well as more House spirit and confidence to volunteer to partake in events.

Top of the Pops was a highlight of year because it brought a competitive spirit and lively atmosphere as everyone was eager to win!

We are looking forward to our spirit day and Inglis Bingo and then, as the term comes to an end, we will be sad to pass on our role, however, we wish the next House Captains the best of luck!

Houses



Austen Bartlett Review of the Year

Phoebe & Ella

HOUSE CAPTAINS

We feel privileged to have led the House, Austen Bartlett, this year and have enjoyed every aspect of it. Although Covid has limited us, for example, house meetings, our annual variety show and other fundraising events, we feel like we have still got to know the individuals in each Austen Bartlett form. We have encouraged House spirit throughout the year, this was shown in Top of the Pops when we were all chanting in support of our House dancers. House spirit was also displayed in House Fashion where all years came together to help make amazing outfits, which won us the best collection award.

Although sports are not usually our strong point, we have had so many successful events like Year 7 & 8 House football, House tennis and House netball. These smaller events really bring our House together and allow everyone to get to know each other because they have not been able to in house meetings.

It has been a pleasure to work with each other and our partnership as House Captains has made us even closer as friends. The last event coming up is House music which we are hoping we can pull through and win overall! We hope the next House captains enjoy it as much as we have and Covid doesn't limit them.



House Top of the Pops

Ella & Phoebe

AUSTEN BARTLETT
HOUSE CAPTAINS

Top of the Pops is a fun event which involves all year groups. This year Austen Bartlett won Juniors, which had a Nativity theme. It really got the crowd going, the younger years were so committed and deserved the win. It was great because the group was a mix of students from Years 7, 8 and 9 so they had the opportunity to become better friends with people in their House. The judges commented on how they played their parts and that their facial expressions were well executed. This is something everyone really worked on. Eleanor Bayford

won Choreography for this and everyone was extremely pleased for her as she put in so much effort and time.

Austen Bartlett also won the Senior competition, which had a James Bond theme. With Covid, we had to be careful with people dropping out and not being able to do the dances last minute. Everyone managed these difficulties well, with backups and adaptations to the dances. It was an amazing outcome that everyone enjoyed. It was especially nice to come together after we had been split up by year groups for so long.

Houses





House Sporting Events

Mrs Carre

TEACHER OF PHYSICAL
EDUCATION

In November and December, the PE department ran a series of House sporting events including table tennis, badminton and netball. Students from all year groups took part with some advanced skills being demonstrated across the array of sports. Student volunteers from across several

year groups took on the role of officials and assisted with the running of these events which showed leadership and organisation skills. Well done to students who took part in these events and thank you to the volunteers.

House Table Tennis

Jess & Tilly

INGLIS HOUSE CAPTAINS

House table tennis was an entertaining event as it differs from the more prominent sports events, therefore it brought with it a more inclusive atmosphere. An aspect of teamwork was encouraged as the competition required teams of doubles. Partners competed in several mini games

which increased House spirit as they were motivated by each mini win. With Inglis Seniors placing first, it instilled a sense of achievement which encouraged other students in the House to volunteer for forthcoming events.

Junior House Table Tennis

1st place - Curie Fry
2nd place - Nightingale
3rd place - Garrett Anderson
4th place - Cavell
5th place - Inglis

Upper School House Table Tennis

1st place Inglis
2nd place Curie Fry
3rd place Austen Bartlett
4th place Nightingale
5th place Garrett Anderson
6th place Cavell

House Badminton

Erin & Matilda

NIGHTINGALE HOUSE
CAPTAINS

House badminton was a successful House event for Nightingale. Juniors achieving an amazing first place and Seniors coming runner-up in second. House badminton is always a fun event which brings out the competitive spirit of our Houses. Despite not many people playing badminton

outside of school, the standard of play is always pleasantly surprising! House Badminton is a great chance to get everyone together for another event and an opportunity for different years to get to know each other.

Junior House Badminton

1st place - Nightingale
2nd place - Garrett Anderson
3rd place - Austen Bartlett
4th place - Curie Fry
5th place - Inglis
6th place - Cavell

Senior House Badminton

1st place - Cavell
2nd place - Nightingale
3rd place - Inglis
4th place - Garrett Anderson
5th place - Austen Bartlett
6th place - Curie Fry





House Netball

Year 7 House Netball

Joint 1st place - Cavell and Curie Fry
3rd place - Austen Bartlett
4th place - Inglis
5th place - Garrett Anderson
6th place - Nightingale

Year 8 and 9 House Netball

1st place - Cavell
2nd place - Curie Fry
3rd place - Nightingale Joint
Joint 4th place - Austen Bartlett and Garrett Anderson
6th place - Inglis

Year 10 and 11 House Netball

1st place - Inglis
2nd place - Garrett Anderson
3rd place - Nightingale
4th place - Curie Fry
5th place - Austen Bartlett
6th place - Cavell

Sixth Form House Netball

1st place - Garrett Anderson
2nd place - Inglis
3rd place - Nightingale
4th place - Austen Bartlett
5th place - Curie Fry
6th place - Cavell

House Football

Ella & Phoebe

AUSTEN BARTLETT HOUSE
CAPTAINS

Year 7 and 8 House football was a good chance for the two years to mix and have a chance to compete in house events together. It was also a good chance to put the skills they learned in PE into practice in a competitive environment for House.

House Football

1st place – Austen Bartlett
2nd place – Curie Fry
3rd place – Garrett Anderson



Lions Young Ambassador of the Year Award

Chloe

YEAR 12

At the end of last year, I was nominated by the school to be a candidate for the Lions Young Ambassador of the Year award and managed to pass through the District Finals to the Multiple District finals along with 6 other candidates. As part of my nomination, I was lucky enough to be sponsored by St John Ambulance Jersey, with my application strongly supported by the Youth Development Officer, Simon Blackmore.

I am honoured to have been a part of this organisation for over a decade now, and since then have achieved my Grand Prior Award as well as over 50 hours of duty to the public, which unfortunately had to be cut down on a massive scale due to Covid-19 restrictions. In St John Ambulance, I was lucky enough to be appointed as

Deputy Cadet of the Year for 2022 and have gone up the ranks to become a Cadet Corporal. The duties and responsibilities of this role and rank have allowed me to teach other cadets first aid on a weekly basis and help them to get closer to achieving their own Grand Prior Awards.



Remembrance Day

Mr P Marett

ASSISTANT HEADTEACHER

On Remembrance Day at 11:00 in the morning, we came together in silence on the Terrace for 2 minutes to pay tribute to our war heroes who have given us the freedom we enjoy today. This marked the eleventh hour on the eleventh day of the eleventh month when the fighting stopped at the end of World War I.

Due to Covid, we were forced to gather outside. We were lucky that it was a fine day, but we had decided to gather no matter what the weather was like as we know those involved in war are exposed to adversity much greater than inclement weather. The outdoor observance added a powerful element, and we will continue to do this in future years.

Our theme for Remembrance Day this year was deportees. Mrs Peters, our Librarian, spoke to the College about former students who were deported, and we had evocative artwork to remind us of the impact of war on people like us.

“

**They shall grow not old, as we that are left grow old:
Age shall not weary them, nor the years condemn.
At the going down of the sun and in the morning
We will remember them.
When you go home, tell them of us and say,
For your tomorrow, we gave our today.**





Emmanuel Jal at JCG

Milena

YEAR 7

On 19th of January, Emmanuel Jal came into our school to inspire us by telling the story of his life.

He was a child soldier, who escaped war-torn Sudan, to seek refuge in Ethiopia and he joined thousands of children on a very long journey. He watched his friends collapse with no hope for survival. Until he himself had no faith left. But he kept going, he remembered for his aspirations, he fought through all the agony of losing almost everyone he knew.

Emmanuel Jal taught us to stand up for what we believe in, fight for our dreams

and to live a life of happiness and calmness.

Wonderful music filled the ears of the people in the hall, as we danced and sang along. We put our peace and power signs up, to fight for our right. Our imaginations, dream, hopes whirled around our heads.

Overall, this experience was once in a life time, and was just so motivating and emotional, and we are so grateful to be given this unforgettable opportunity.



Ashling Murphy Vigil

The College united in a vigil to honour Ashling Murphy's memory and call for an end to violence against women. Ashling had been killed in Ireland. The vigil was led by Mrs Mynes and attended by Deputy Jess Perchard, Constable Karen Shenton-Stone and Police Chief, Robin Smith.

Ketaki

YEAR 9

I feel privileged to have played a part in honouring the death of Ashling Murphy and am sending prayers to her family and loved ones. JCG has shown that this act of violence will not be forgotten and that her story will remain in our hearts, as we set

out to achieve a society that is safe and respectful to all beings - creating a happier community worldwide.

Catherine

YEAR 12

One of the main reasons I wanted to be a part of honouring Ashling's memory is because I feel passionately about stopping violence against women and feel that we, as a community, need to take a stance and raise awareness for situations like Ashling's. Especially after many students in our community came forward with their own

experiences regarding sexual assault and violence towards us. I feel this is a big issue that we as a college need to do our best to tackle. While women like Ashling should never have to be in a situation like hers, hopefully we can use Ashling's memory to make a change.



Reverse Advent Calendar

Chloe

YEAR 7

In December last year, the College came up with a great idea called the Reverse Advent Calendar! It was an optional event where students would go home and help around the house, a neighbour's house or a friend's. In return, they would find some tins to give to you. Once you had the tins, you gave them to school and the school transferred them to different charities

around the island. It would help families in need, giving them a better chance to have a better life. Even though you didn't get pocket money, it felt even better to help someone in need around our island. It was also a fun activity to do jobs with my friends to help others. I really hope I can help more people because the school really inspired me to do more good deeds.

Fundraising for Mont à l'Abbé School PTA

Harriet & Sophia

YEAR 10

During the autumn term, we were involved in raising money for Mont à l'Abbé School; this included selling raffle tickets and encouraging people to guess the weight of the cake at Holme Grown and De Gruchy, raising funds at school through a cake sale and more raffle ticket selling, and contributing to their bottle drive via a Year 10 House competition.

Initially in town, it was a little daunting asking people to buy tickets, but we became more confident the more we were there - and some people were even accidentally asked twice in the end (sorry!). It was really nice seeing people so willing to donate - even if they didn't want to buy a raffle ticket.

In total, we managed to raise over £1000 for Mont À l'Abbé, which we presented to

them in person. It was great delivering this to them and seeing some of the children whilst we were there.

We would like to say thank you to anyone who was involved in the process: people who baked cakes, donated bottles, sold or purchased raffle tickets or guessed the weight of the cake.





Busking Achievement

Robyn

YEAR 7

I adore busking, it is my passion, and it is great because, just like my music teacher said, "it is just more practice for me."

I started busking because other people playing on the streets influenced me. I thought I would try it because I do love music and I play the violin and sing, and it would be an amazing opportunity for me. I auditioned for the licence and got it after about seven weeks. As soon as I received it, I played in town during the weekend and really enjoyed it and, after that, I played

every weekend and on Thursdays after school, in any weather.

However, in December I thought it would be kind if I gave all the money I raised to Jersey Hospice Care. They were incredibly happy about receiving the total amount I raised - £869. I will definitely be doing that again. I felt proud of doing such a good deed.



Staff News



Martha Gordon

Tell us a little bit about your background?

I was born in Cali, Colombia but I moved to the UK 29 years ago. I had my school education in Colombia and my university education in Scotland, where I completed my MA in Linguistics and also my PGCE.

Is Gordon a Colombian surname?

No, my real surname is Betancourt and Gordon is my married name. When I first arrived in the UK, I went to London to study English where I met my husband on the first day I arrived. We have been together ever since.

How long have you lived in Jersey?

Since December 2021. I used to live in Guernsey where I worked as Head of Spanish at Elizabeth College. My family and I lived in Guernsey for 16 years and before that we lived in Scotland and London. I was extremely sad to leave Guernsey and our friends, but I am now excited to be part of my new JCG family.

What got you into teaching?

Before I was a teacher, I worked for IBM (a leading international computer company), it was an exciting job, but the personal rewards were not comparable to my current role as a teacher.

What is your claim to fame?

I worked as a translator for Mikel Arteta (Current Arsenal Manager), when he first joined the Scottish Premier League as a Glasgow Rangers player.

What is your favourite place that you have visited?

I have been in many beautiful places, but Barcelona is one of my favorite places in Europe and where I spent most of my summers before Covid. However, my favourite place in the world is the Tayrona National Park in the Colombian northern Caribbean region.



Hayley Farrell

What is your name and your role at JCG?

My name is Hayley Farrell and my title is Administration Assistant, I am also a first aider and lunch time supervisor.

Tell us about your childhood and your secondary school?

I am Jersey born so my childhood was mostly spent on the beach, I learnt to walk on the beach and spent all of my summers on the beach and still try to now.

Secondary school: I attended Le Rocquier School where I was a prefect from Year 9, I really enjoyed sports at school especially athletics and rounders.

What have you done since leaving school?

Since leaving school, I jumped straight into work. I did a couple of seasonal fun jobs while I was younger, Legoland

and Haven Holidays are my joint favourites. I then settled down into real work before having my 2 beautiful children.

What do you like doing in your spare time?

I spend most of my time with my husband and kids. We are a very outdoors family so if we are not on our mountain bikes or exploring the woods or beaches then we are in the sea paddle boarding, surfing, kayaking or even pier jumping.

What excites you most about working at JCG?

I am really looking forward to working with such a great team of people. There are a lot of roles available within a school, more than anyone would ever expect, and I am excited to be able to work with people to find exactly where I belong in the College and adapt my role to be able to fulfil my full potential and be an asset to the College.

Staff News



Liz Nicholls

Administration Team

My name is Liz Nicholls, and I have recently joined the lovely Administration Team at JCG (joined on 17/1/22). I left my previous role as a supervisor at a Medical Centre, where I was also the Safeguarding Admin Lead for the practice. My 2 reasons for leaving were to take on a new challenge now that my children are out in the world looking after themselves, and also to belong to a team where my daughter, Rosie, previous Head Girl, spent so many happy years blossoming into a lovely young lady. She grew from a very nervous little girl in Year 7, into a wonderful, kind, special young lady – no matter what was happening in our lives, Rosie left to go to JCG with a smile on her face every day.

My childhood was spent in Co Wicklow, east coast of Ireland. I left there when I was 18 and came to Jersey on my own to work for a season at the Norfolk Lodge Hotel. 36 years, 2 husbands, 2 daughters and 1 granddaughter later, I am still here! In the early days, I worked for a local bank for some years, I had my first daughter in 1992, and

Rosie was born in 2001. The latter years of my working life have been spent in the medical world, and I also worked for 5 years for the local branch of the NSPCC; I did not want to leave that job but I had to as my family circumstances changed dramatically and I had to work 2 jobs for a while. I am very passionate about children's safety and happiness.

My passion is reading as it takes me to another world. I also love spending time with my 7-year-old granddaughter who keeps me on my toes.

Working at JCG has certainly brought some challenges along my way, a massive learning curve for me going from something I knew so well, to being the new girl again, in fact, during my first week, I felt like the Project Trident girl! As each day passes, my confidence is growing again, and I am having to ask fewer questions. Hopefully I am not making more work for you all, and Rosie is so proud of me too.



Elodie Redoulès

Marketing and Communications Assistant

Where are you from?

I come from a small town in the south of France called Albi. I studied English at the university in my hometown, named after Jean-François Champollion who deciphered Egyptian hieroglyphs. I then went onto a Masters and spent the first year year at the University of Sussex in Brighton and the second at La Sorbonne Nouvelle in Paris on a bilingual journalism course.

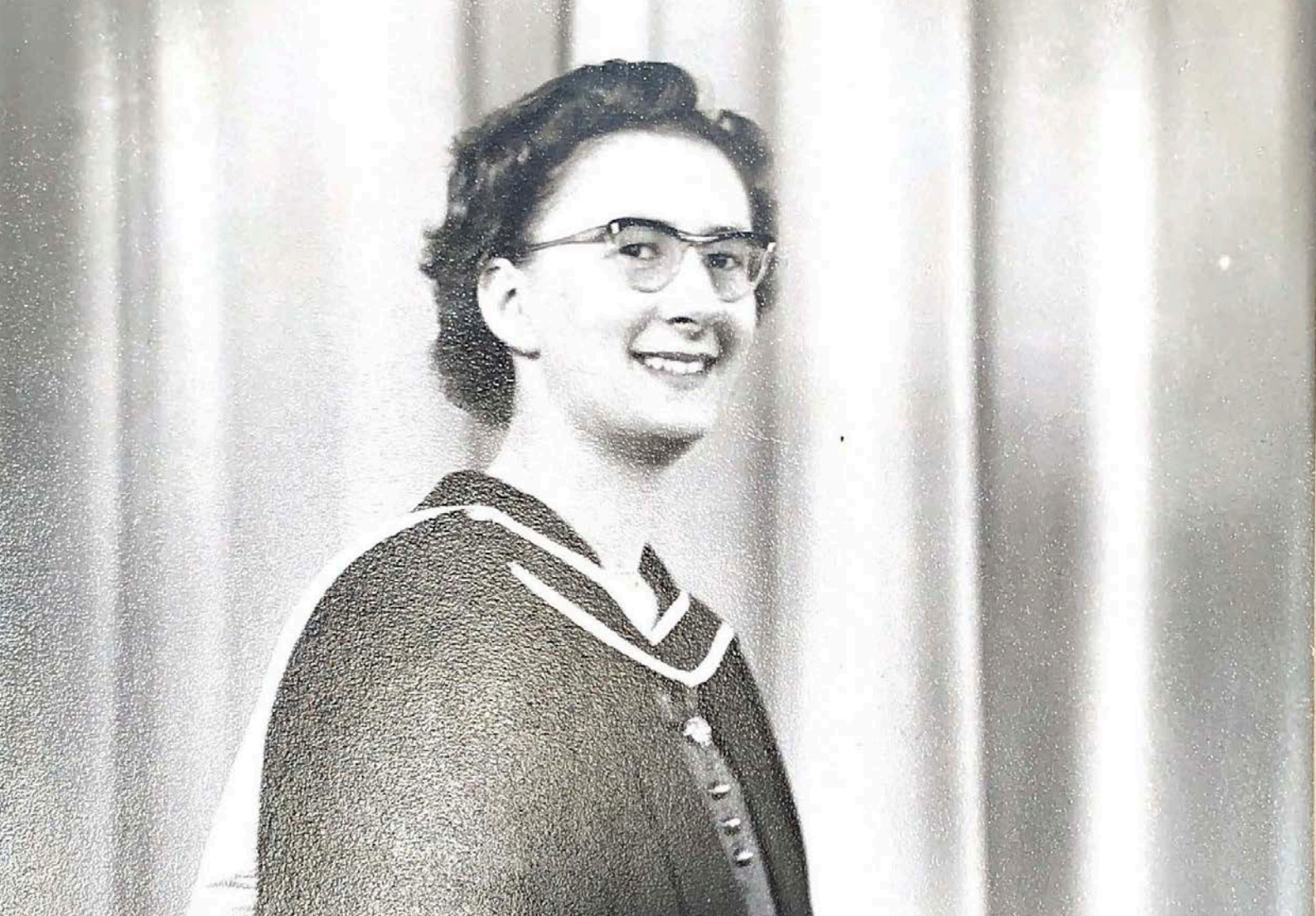
I arrived in Jersey seven years ago to work as an au pair. It was meant to be for a year only, but I am still there!

What was your previous role?

I spent just under five years working at the Bailiwick Express as a Reporter. I wrote articles on all sorts of subjects from court cases to States Assembly hearings and general community news but my favourite topic has always been the arts. I started a monthly column about local arts featuring profiles of local artists, as well as Q&A about their projects.

Do you have any hobbies?

In my spare time, I love to do anything crafty, I particularly like crochet, but I also dabble in cross stitch, embroidery, knitting and sewing. I also like to write, read, cook, and run.



Isobel Stevenson

This obituary written by Michael de la Haye was first published in the Jersey Evening Post on 5 February and is reproduced with the kind permission of the newspaper.

Isobel Stevenson, who died on 15th January 2022 at the age of 87, was Headmistress of the Jersey College for Girls from September 1981 until her retirement in 1994. She will be remembered as a headmistress who was firm but kind-hearted and who was never afraid to speak publicly and forcibly to defend and promote the best interests of the school.

Isobel Constance Stevenson, who was an only child, was born in Croydon on 19th May 1934. She lived with her parents halfway between Croydon and Biggin Hill and her world-wide travels started at a young age when her parents took her by boat to Australia in 1939 to visit her grandparents in Melbourne.

Miss Stevenson was educated at Croydon High School from the age of 5 but, at the age of 16, she travelled to Australia again for 8 months to visit her grandparents and spent a term at Melbourne Church of England Girls' Grammar School. After leaving school Miss Stevenson went to university at King's College, London studying for a degree in Mathematics and Physics followed by a Post-Graduate Certificate of Education.

Miss Stevenson had known since the age of 5 that she wanted to be a teacher and after leaving university she started her career at Shrewsbury High School teaching mathematics and science before moving to Wimbledon High School and then to Eastbourne High School where she spent 11 years as Head of Science.

In 1977 Miss Stevenson was appointed as Deputy Head of St. Elphin's School in Darley Dale near Matlock. The school was a Church of England boarding school and one of the oldest girls' public schools in England, having originally been established to provide education for daughters of the clergy. It was a school based on strong Christian principles, with daily worship in the chapel being a central feature of school life. Although she came from a day-school background Miss Stevenson settled easily into the boarders' world and valued the opportunity to get to know the girls outside the classroom. She ran a thriving badminton club, supported school music in all its forms and was happy to arrange numerous outings.

A year after Miss Stevenson arrived at St Elphin's the Head resigned and Miss Stevenson was appointed as Acting Head for the academic year 1978-79 before returning to the Deputy Head position in September 1979. She remained at St. Elphin's until 1981 and when she left the Head wrote in the school magazine that "Miss Stevenson's energy was phenomenal. A good disciplinarian, firm but fair, Isobel Stevenson should perhaps be remembered above all for the sheer enjoyment she had for every facet of school life. Her keen sense of humour was always apparent".

At the age of 47, Miss Stevenson arrived in Jersey to take up her new role as Headmistress of Jersey College for Girls following the retirement of Mrs. Evelyn Pullin. There had been 49 applicants for the position and Miss

Stevenson was chosen from the 5 UK based and 4 local applicants who were interviewed. Her appointment was the fulfilment of an ambition she had held since the age of 16 and at the time she was Head of both the main College and the Preparatory School, with a total of some 850 pupils. She had already worked in girls' schools for some 24 years and she made it clear that she thought that single-sex education provided the best environment to nurture girls' self-esteem and gave the maximum opportunity for development, particularly between the ages of 11 and 16.

Miss Stevenson was in some ways the picture of a traditional Headmistress, swooping into Assembly in her gown followed by a prefect holding her bible and hymn book. On arrival at the school many of the girls initially found her quite formidable but as they got to know her better they realised that she had a softer side, kind-hearted and compassionate with a sense of humour and genuine interest in them all, encouraging them to fulfil their potential and being very proud of their achievements.

When Miss Stevenson arrived in Jersey she was promised that new facilities, particularly new laboratories, would be built for JCG, as in addition to the failing physical fabric of the school buildings they were also becoming increasingly unsuitable to meet the demands of the modern curriculum.



Staff News

In 1985 the Education Department announced that JCG was to be 'remodelled' with the Director of Education stating that "of all our secondary schools it's now the least well-provided and it's time we turned our attention to it". Plans were put forward in 1988 to move JCG to Mont Millais but the first plans caused great concern for staff and parents who feared that the proposed site was too small and could cause JCG to lose its own identity. Eventually the plans were amended to include College House and Miss Stevenson then fought tirelessly to progress the move, which was delayed on many occasions because the necessary funds were either not available or diverted to other projects. She was never afraid to make her views on the delays known, with the JEP reporting in 1993 that she was 'disgusted, disillusioned and disheartened' by the decision of the Policy and Resources Committee to defer funding for the new CDT block at Mont Millais which was a pre-requisite for the move of JCG. It was not until 1999, 5 years after she had retired, that JCG eventually moved to Mont Millais.

In June 1986, Miss Stevenson again had to fight to save the school when the Education Committee announced plans to create a sixth-form college and close the sixth-forms of both JCG and Victoria College. Miss Stevenson felt strongly that the sixth-form was integral to the success of JCG and the pinnacle of school life that younger girls could aspire to. By rousing the PTA and Old Girls and giving interviews on local media, Miss Stevenson and her counterparts at Victoria College were successful in persuading the Committee to back down after much lobbying of States Members and others. When she retired she stated that this had been the biggest battle she had faced during her 13 years at the school.

Miss Stevenson said in 1990 that she considered her life to be divided into 2 quite separate parts; her life during term time, when she was constantly busy with the demands of school life, and her life during the school holidays when she could relax and travel out of the island. She enjoyed motoring and, at her flat in Bexhill, she even kept her mother's old 1966 Morris Oxford which she enjoyed driving when she spent time at the flat to get away from Jersey and unwind.

She admitted to being a frustrated rally driver at heart

and enjoyed driving long distances on holiday, once around the United States in a camper van and around much of Australia in a variety of vehicles. In 1988 she made an emotional return visit to Melbourne and was able to visit the house where her grandparents had been living when she had stayed with them at the age of 16. She was even able to play her grandfather's piano which was still in the house after nearly 40 years.

Miss Stevenson was an accomplished photographer and had many thousands of colour slides. She was a



proficient pianist, could also play the violin and she always enjoyed sharing her love of music with her students. She enjoyed gardening and surfing at St Owen on her plywood surfboard and in her younger days she was a good club badminton player and played for her university.

Miss Stevenson retired at the end of the summer term in July 1994, shortly after her 60th birthday which had been marked by the pupils in May that year by setting off the fire alarm to get Miss Stevenson out of the school and onto the lawn, where the 480 pupils were assembled to wish her a happy birthday.

Miss Stevenson began her retirement with a 3 month holiday in Australia and New Zealand which included a trip around Ayers Rock on the back of a Harley Davidson. She remained a member of the Soroptimists and the National Trust for Jersey and served on the councils of Communicare and the Royal Commonwealth Society. She was a regular attendee at St Peter's Church, a member of the Deanery Synod for several years and Secretary of the Jersey Church Schools Society. She served on the committee of the Jersey Association of Retired Teachers for some time and in 2006 became its President.

In 1995 she joined the Rates Assessment Committee for St Peter and was appointed as Chairman. It was a role she held for some 10 years at a time when the whole parish rates system was under review in the lead up to the enactment of the new parish rates law in 2005. As a result her time in office involved many meetings with assessors from across the island to devise a new scheme of assessing rateable value and she even offered her own property in St Peter as an example for assessors to rate in an attempt to obtain fair assessments across the island. Miss Stevenson was rightly proud of the improvement in academic achievements during her time as Headmistress at JCG and she undoubtedly made a huge difference to the lives of many girls. Jenny Hill, who is now the BBC's Berlin correspondent, remembers her in the following way - "I was terrified of Miss Stevenson at first - we all were. She was formidable, striding through the school corridors on the lookout for any girl who wasn't quite sticking to the rules. But now I look back, I see how secure we all felt with her at the helm. She also insisted on getting to know every

girl in the school and, in my day, that meant giving first year students music appreciation classes. Her passion for music was contagious and, as she told us stories about her travels, so was her sense of adventure. And somehow, without ever saying it out loud, she instilled in us all her conviction that girls could achieve anything".

Miss Stevenson had no close family but to her friends and former colleagues, and to all who remember her, JCG sends its sympathy.



Foundation News

Trudi Roscouet (Kelly) Class of 1987



Trudi Roscouet

JCG ALUMNAE

It's a real pleasure for me to be writing for Alumnae news as I am coming up to celebrating 37 years since leaving JCG!

My career has been varied after leaving JCG and attending Highlands. I started out as a PA before moving into the private client sector for over 25 years. I then left after having two children and started a training company. After the 2008 recession, I changed my career altogether and retrained as a Personal Trainer! Working in Jersey as a Manager of Bodyrox Gym, I specialised in women's and children's fitness for many years - leaving in 2015.

I never thought I would go back to the fitness world but, roll on to 2019, and my partner and I decided to try a new life in Spain. He left first, to set up, and I was "encouraged" to return to the Soulgenic 65 to start teaching. It was at this time that I discovered that I was going through menopause. I followed him to Spain seven months later, with no HRT or any information on the menopause when the lockdown happened in March 2020. I threw myself into research, talking to authors and experts and following a plan myself on how to lose weight successfully.

We returned to Jersey in December 2020 and in June 2021, I started to write articles and corporate presentations on

menopause. By this time, I had started working at Kleinwort Hambros and I started my coaching program with my own company. I offer a one-hour presentation about my journey and a holistic overview of menopause. I then incorporate that into an online coaching program on weight loss and gaining the New You! I managed to speak to various ambassadors in the UK, which led me to have a meeting with Carolyn Harris MP, who had just managed to pass a bill through parliament in October 2021 to reduce HRT charges in England. She agreed to come to Jersey and, although initially planned for December, it has now been postponed to early this year.

Menopause is the new buzzword and, with the help of local media, I am hoping to bring a three-part mini-series to ITV this year. I have already been busy this year, organising well-being Retreats, discussions on "The Menopause Forum" and completing the "50 mile challenge" for Dementia Jersey.

You can follow Trudi through Social Media - "Vitality40plus" on Facebook



Admiral Jude Terry

A century-old 'glass ceiling' in the Royal Navy shattered when, former student and Prize Giving speaker, Jude Terry became the first female admiral in its history. And with the numbers, breadth of talent and experience of women in today's Senior Service, she believes there will be many more women to reach the rank – and go higher.

A great example of all the amazing women serving today – and a role model for all who serve and those who follow.



From JCG to PhD – A journey of science, adventure and a bit of hard work

Eve Taylor-Cox

JCG ALUMNAE

Around 10 years ago, I set off from JCG on a journey and not even I knew where it would take me.

I had two things in my armoury: a love of all things Biology, and my hockey stick. I travelled north to the University of Manchester where I did my bachelor's degree in Biology. Little did I know but this would turn out to be the best three years of my life. I played hockey 6 times a week, made friends for life, managed to attend all my lectures, had a trip to Ecuador, completed a fantastic third year project on population genetics and connectivity of sea sponges and graduated with a 2:1.

Enjoying the red brick and rain of Manchester, I travelled up the road to Manchester Metropolitan University where I completed a masters in Conservation Genetics, achieving a distinction. During my masters, I found myself trekking up and, what I called, "mud-surfing" down untouched forests in the Aberdares Mountains in Kenya, searching for an extremely endangered and elusive antelope, the Mountain Bongo. Not only is adventure "out there" but also within a molecular laboratory, where I found myself in a research assistant role at MMU. I worked on many projects simultaneously, where I identified unique diversity in the captive population of the Mountain Bongo which will have huge implications on the conservation of this species. I also helped identify a new species of deep-sea sponge. The moments of discovery like these made me realise that I loved research, so my journey took me west to Liverpool, in the search of new horizons, or at the very least the Mersey and view of the Wirral, where I have been carrying out my PhD.

My PhD is researching ecological genomics of range expansion in the Speckled Wood butterfly. In response

to warming temperatures, this species has expanded its range from south-west England northwards and also across Scotland from a refugial population in western Scotland. Although now the most exotic destination for my adventure was the midge clouds of Scotland, I travelled extensively across the whole of the UK, running around stunning woodlands with a butterfly net collecting samples. I have learnt to code in 3 different languages and have discovered the genetic patterns, selection profiles and genomic architecture that underlies this rapid range expansion. With all this hard work, there was still time for play. Throughout all of this, my armoury has never changed and I still have my hockey stick in hand, just with a few more scars collected along the way.

Like a boomerang, I came back to the place where it all began, JCG and my inspiration, Mrs. Williams. Throughout my time on the mainland, I always enjoyed mentoring and teaching, so having successfully published scientific peer-reviewed papers and upon (very nearly) completing my PhD, I have decided it's about time I follow my other passion and become a teacher. I spent two weeks observing lessons and getting to know students at JCG which cemented my decision to leave research and hopefully help the future scientists in the classroom. I presented my research to the Year 12 Biology students and hopefully encouraged them to go "out there" and find their own adventure, making the most of every opportunity that comes their way. I truly believe I wouldn't be where I am today without the guidance and effort of all the teachers at JCG.

Foundation News



Yvonne Le Riche

Margaret Stone

CHAIRMAN OF JCOGA
FROM 1995 TO 2006

Yvonne Le Riche, who was born in Jersey and lived in the island all her life, was at JCG from 1936 - 1947. We know very little about her activities or achievements at school because of the loss of records when the Rouge Bouillon building had to be hastily evacuated in 1941 on the orders of the German occupying forces and because few records were kept at the school's temporary homes, La Coie Hall and Mount Pleasant - not least no doubt because of shortage of paper.

However, her time at College obviously meant a great deal to her as she supported the school throughout her life and gave valuable and practical support also to the Old Girls Association. She was rarely absent from a JCOGA event, whether reunion, coffee morning or other gathering, regularly attending the London branch reunions while they continued to exist, and she accepted invitations to College events such as Prize-givings and church services for as long as she was able.

Yvonne was a member of and a great asset to the JCOGA committee for many years. Apart from a brief time in a lawyer's office when she left school, her working

life was spent at the Income Tax office where she mentored and helped to train many who went on to have distinguished careers, and was much respected. All this experience, added to her meticulous nature, made her a most efficient Hon. Treasurer of JCOGA from 1982 - 1998.

For many years Yvonne scoured the JEP for Private Notice details of Old Girls, resulting in many pages in her precise, elegant handwriting, giving us information which helped us to keep our records up-to-date. Her great interest in and 30 years' work for the CI Family History Society is indicative of the fact that she was interested in people as individuals and not just as data.

Yvonne was made a Vice-President of JCOGA and was the second recipient of the 'Lifetime Service award', a lapel pin in the shape of a daisy, the flower which was an emblem of Jersey Ladies College in its early years.

Quiet and unassuming, Yvonne was pleasant and friendly to everyone and despite her modesty, made a very positive contribution to everything in which she was involved, and is much missed by all who knew her.

Foundation News



LE RICHE, Yvonne Anna. — Passed away peacefully in the tender care of Clifton Care Home on Wednesday, 24 November, 2021 aged 91 years. She will be sadly missed by all her family and friends. Reunited with her beloved parents Anna and Stan.

Funeral Service
Relatives and friends wishing to attend the funeral service for Yvonne are invited to meet at the Town Church, St Helier on Tuesday, 7 December at 1 pm, followed by a burial in Trinity Parish Cemetery. Family flowers only please.

Donations, in lieu of flowers, in memory of Yvonne can be sent to the Town Church, Church Street, St Helier, JE2 3NN.

All inquiries to Pitcher & Le Quesne, Funeral Directors, telephone 733330 or email enquiries@pitcherlequesne.com

Can you name the winner of the Mignot 1950?

Thanks to Mrs Irene Mallet (née Guiton) who provided the photo



*Yesterday's inter-insular swimming and diving contests at Haux des Pas
Winners of the Mignot Cup—the Jersey College for Girls*

1950





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