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## Editor's Note

**After washing my hands and putting on my mask, I think it's safe to say that this has been an unusual year! It has been my pleasure to work with such a diligent and supportive team to create this year's ILEX. I'd like to thank Phoebe Crook, Maddy Pope, Lucy Whiteman, Emily Abreu, Lily Reid, Lena Lenkovska and Katrina Guilbert, for all their help. Of course, I couldn't have possibly pulled this together without the guidance and help of Mr Hill and Mrs Page.**

We have been in a unique and fortunate position on Guernsey, being able to return to school before most other schools in the UK and Europe. It was wonderful to see how our strong knit, school community navigated this unprecedented time and quickly recovered from the lockdown period. Who would have thought we would be so desperate to go back to school?

Seeing the ILEX slowly taking shape has been a most satisfying experience, and proved that despite months of lockdown, the students had accomplished an extraordinary amount.

I think this only confirms the immeasurable number of opportunities offered at The Ladies' College, which help to shape us into curious, ambitious and well-rounded ambassadors ready for the challenges that lie ahead.

**Amandine Harris, Editor**

**"Who would have thought we would be so desperate to go back to school?"**

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## Introduction From The Principal

**Well, this has been an unusual year. I ended my report last year with, “I never lose, I either win or I learn” a quote from Chemmy Alcott, UK downhill skier and presenter of Ski Sunday. My underlying message this year is that when we sit back and look at events that have unfolded this year, we can say with confidence that we have been winning and learning, as has been the case for the past 148 years at The Ladies’ College.**

Compared with many other years, except those linked to the German Occupation of our beautiful island, we have learned so much about ourselves, what we value, what is important and how we respond to a loss of freedom, a lack of physical interaction and isolation from family and friends. For many of us our IT skills have taken a leap as devices were the platform for the delivery of lessons and meetings and helped to keep life as normal as possible. Judging by what we have seen with students back in College, they certainly seem to be spending more time talking to each other, outside and in the fresh air, rather than sitting with phones and not interacting in their free time. Have we all decided that too much screen time is not a good thing? I hope so. Or at least 20:20 plus 10 – 20 minutes screen time, 20 seconds looks away and a short break, to get some fresh air, has kept many going through lockdown.

I am incredibly proud of what has been achieved in College, especially during Covid-19 and thank you to students and parents who have expressed their thanks too. Your individual response and resilience has been impressive and for many of you, you have had to balance home life, parenting and work, all at the same time. How lucky are we to be able to sit here together today?

From day one of lockdown, we were able to teach and I must pay the utmost respect and express my heartfelt thanks to colleagues for making it work. They made it look easy, when anyone who has ever been in the classroom knows that a lesson is so much more than the academic work and teaching is so much more than delivering a subject. In the classroom we lost the physical cues, the constant scanning of the class for interest, engagement and understanding and, added to that had the challenges

ourselves in developing our own way to use Microsoft Teams for assignments and to record or be "live" in a lesson, where we were often talking to an inanimate screen. That is before the additional pressure of adapting and changing schemes of work, worksheets and activities, supporting individual students and managing personal situations at home.

We went into Covid-19 with absolute clarity about what we do at The Ladies' College. What was clear is that any threat to our health needed to be the prime consideration. The unknown was ahead of everyone and for the students taking Public Examinations, whose world was turned upside down in particular, it was imperative to keep well-being firmly at the core of what we do. If we are physically and emotionally healthy, then it is pretty straightforward to focus on work and what needs to be done and to do what is right, come what may, our College motto – "Fais Ce Que Dois Advienne Que Pourra".

GCSE and A-level courses were completed and additional courses developed to be relevant and interesting to students, although I also accept that motivation is especially hard in these circumstances. In all year groups the curriculum was adjusted and core work continued, with some great advice about exercise and keeping ourselves mentally well regularly posted on Teams and onto our Facebook page and website. Not completely without glitches, yet everyone settled into the new norm, and life went on.

To our fabulous students, I say, really well done.

Their engagement, determination, resilience and character really shone through and it was so wonderful to welcome them back to College in June for the last term of the year.

It is dazzlingly clear that our students work hard to be the best that they can be and they have a growth mindset. They are kind, not unkind; they are generous, not mean; they are forgiving and do not hold a grudge; they serve and do not expect to be served. Yes, there are moments of insecurity and a lack of confidence and self-doubt, yet I am increasingly heartened that they are able to recognise that there are teachers and adults who may not have all of the answers, but who will listen, understand, and do all that they can to support. Adults and students alike, our community has a great sense of fun, creativity and compassion.

As we made plans to come back to College, lots of decisions were made very quickly, yet my Leadership team for this year; Miss Bridge, Mr Barnes, Miss Clements, Mr Henderson, Dr Mitchell, Mrs Ozanne, and Mr Roughsedge are, and were, outstanding in their commitment to reach the best decisions. There are many of these decisions that I might mention, but I just want to take a moment to talk about uniform. It was, in my opinion, the only decision that would work for everyone; from the consideration of the psychological adjustments, to the challenges of replacing uniform when the shop was not open, walking or cycling to and from school and not being able to use the changing rooms for PE and Games during Phase 4. Add to that, I think some of the girls must have been sleeping in grow bags and have shot up in the two months we were away and would they need new now and again at the end of August? It was, a straightforward and logical decision, with the caveat that uniform could also be worn and, indeed, it was, especially by older students. Now I know that uniform is part of our College and students' identity, yet this is only one visual manifestation of what makes a Ladies' College student. Looking smart does matter, first impressions do count, yet it is who you are and what you do that matters so much more than how you look. Students are so much more than results or a uniform, yet I also know that they are proud to be a girl in green... and then navy! Each of them is unique, with their own skills, qualities and ambitions for the future and this transcends uniform.

Our Ladies' College students achieve so much every year and this year is no exception. Public examination results are one important part of the broad, balanced education which we provide here. We are delighted to report that the 50 Upper Sixth Ladies' College students who took A-levels did themselves, their parents, their teachers, and the College proud. Once again, our students achieved a 100% pass rate. Of the grades achieved,

29.5% were A\* and A, 61.1% were A\* to B, and 81.9% were A\* to C. 19 out of 50 girls achieved at least ABB and seven scored straight A\* and A grades.

54 students took GCSE examinations at the same time. 388 of the 530 results were 7/8/9 (A/A\*), with almost 6 out of 10 results, being 9/8 (A\*). The UK average for a student achieving at least one Grade 9 is 4.5%. At The Ladies' College for GCSEs in 2019 it was 70%.

To anyone who may be concerned about the impact of lockdown, I say this. We did not stop teaching and learning continued. The ethos in College of working hard and doing your best is well established. Unlike the UK, we have had a fabulous month to readjust and to rebalance. Our focus on well-being seeks to help to build capacity for learning. Learning is easier and more satisfying when we are contented and harder when we are anxious. We have had uninterrupted learning this term, without taking time out for internal examinations, for example, and we will continue to readjust over the coming year to, once again, help each individual student optimise their academic achievements and enjoy their holistic education at College. There is no need to do more and more and more. Our standards are high, and our support is immense and if lockdown taught us nothing else, it was the importance of balancing work and play and the importance of our relationships.

Our students are so much more than results and a uniform. So, what else have they been up to?

In Business Studies and Economics students have engaged more than ever with Business in Guernsey, with special thanks to the 19 firms who visited College and shared their expertise; Aurigny, Condor, KPMG, EY, Deloitte, Carey Olsen, Ogiers, Butterfield, HSBC, Lloyds, Saffery Champness, the Financial Times, LIBF, the Guernsey Registry, Tiger Lily, Sandpiper, Chefan and the States of Guernsey.

During lockdown, Upper Sixth students of Economics elected to study a modified curriculum to help to prepare them for further undergraduate studies of Economics; they were supported by input from alumni at the Universities of Durham, Manchester, Bath, Bristol, Brighton, Maastricht and Oxford. Upper Sixth students of Business Studies addressed what they could do to facilitate the lives of others in the community, which resulted in an initiative to re-purpose the iPads of the College, to enable elderly residents around the island to communicate with friends and family near and far. In all 58 of the College's devices were provided and have now been replaced by permanent gifts to care homes and needy individuals across the island. The programme would not have grown or be sustained without the contributions of 17 island companies; Swuffers, Health Connections, Wigwam, Sure, Deloitte, Galaxy, Resolution IT, Saffery, AGB, Guernsey Football, Cooper Brouard, Safra Sarasin, Home Start, Lloyds, the Pargiter Trust, and the Social Investment Fund.

In the Michaelmas term students in the Lower Sixth were invited to attend a Combined Colleges Careers Convention which had a different format this year with students opting to attend at least two different talks, with great support, once again, from local companies. Covid-19 of course had an impact during Lent and Trinity term, yet 'live' events were replaced with 'virtual' ones linked to university applications, with everyone appearing through the ether, or with key speakers joining students virtually in June. Students particularly enjoyed talking to 'old' girls. Phoebe who has just graduated from Bristol University and is now working as a junior doctor, as well as current first year students: Bella who is at Exeter, Ellie at Surrey and Olivia who is currently studying in Florida.

This year has been another creative and productive one in Drama, the highlight of which was the sell-out whole school production of 'Beauty and the Beast'. With over 50 students in the cast and about a further 20 in the band and in the back-stage and creative teams, this was the College's biggest production yet. This production was truly an example of teamwork, communication and kindness at its best, not to mention, a huge amount of fun for those involved and those lucky enough to get a ticket.

The Duke of Edinburgh's Award remains popular amongst the girls and is a very important part of College life. Nearly all Upper Four embarked upon the Bronze Award and all the girls have shown great dedication attending regular sessions in school and adapting to complete their Skills and Physical sections at home during lockdown. As part of the volunteering section, Joyce Adams produced a booklet on the 75 years of freedom on Sark, which will form the backbone of the island's WW2 exhibition on what happened to Sark after the German Occupation and Molly Wakeman, supported the Guernsey Youth Commission and inspired others by telling her DofE story on BBC Radio Guernsey. We missed the opportunity during lockdown for many of our expeditions however congratulations go to the 26 students who have completed their Bronze award and to the eight Silver and seven Gold awards.

In English, House Creative Writing and the Monahan Memorial Trophy, spring to mind as incredible bedrocks upon which the Department develops students' skills, and which helps to build towards terrific academic achievements in English. Many congratulations to all Upper Four who take part in this public speaking competition and especially to the finalists. Public speaking and debate are an art and our students certainly have the interest and opportunity to develop the skills for these.

On the island our 75th Liberation Day was not the event that had been planned. The artwork created in History by Rosie Morris, Lily Parkes and Rebecca Philp of a memorial flame, to remember the lives of three women deported from Guernsey in 1942, (Marianne Grunfeld, Auguste Spitz and Therese Steiner) and linked to the 75th Anniversary of the Liberation of Auschwitz., 'Renbillaons jomais' ('Never forget' in Guernsey French) was displayed in the UK national exhibition. Our talented artists also participated locally on Holocaust Memorial Day and our Senior Motet choir sang the hauntingly beautiful piece written in the Vilna ghetto, 'Unter dayne vayshe shtern' (Under your white stars) by the poet Avraham Sutzkever. In College, a series of assemblies urged us all to #StandTogether against prejudice to ensure that we learn lessons from History and understand fully the importance of equality.

Our Houses, Brock, Carey, Durand and De Saumarez continue to flourish and I extend a special thanks to Ms Ledger and Mrs Le Maitre for managing to organise the end of term House events in June, including the annual swimming gala. We were probably the only school in the UK able to do this at the time, and the winners received a trophy that is 100 years old.

The Ladies' College is at the forefront of online safety development in Guernsey with Mr Beasley leading an island wide approach to training colleagues about this. The Ladies' College was the only school represented at the Digital Ace event at Beau Sejour in February, where coding and robotics were shared by the students with visitors to this event. Thank you.

The Library continues to be a popular location for both reading and study. The Reading group is going from strength to strength and they have enjoyed welcoming Form III, Melrose, to review and discuss what they have read. A special mention must go to Mrs Richardson, our Librarian, who during lockdown, ran a bicycle delivery service to some of our more voracious readers, clocking up the extra miles both physically and metaphorically.

In Maths, Daisy Whiteman won Best in School in the UKMT (individual) Maths Challenge and Covid-19 has accelerated some work using an artificial intelligence package by Century Tech in Key Stage 3.

From the musical delights of the Carol Service to the impressive and brave performance of individuals at the Spring Concert and Eisteddfod, the music of the College never ceases to amaze. The Motet Choir's singing of 'Count the Stars' is spine tingling. Upper five student, Rachel Dawson is one of the top 10 songwriters in the 'Being a Young Songwriter' competition, with one of her GCSE compositions and is an incredible participant in anything musical at College. And Alex Dorey successfully auditioned for the National Youth Orchestra and, unable to travel to the UK, she took part in a project entitled 'Our Musical Planet' on the 29th May, with other local members of the National Youth Orchestra on the beach, with thousands of musicians around the world, who performed 'Jupiter' from Holst's The Planets.

In Physical Education, the Academic Year 2019-20 was dominated by headlines of equality and digital images of perfection. The students here are thriving in an environment that values resilience and determination above any other attribute. We are in an enviable position where we do not provide girls' sport or boys' sport – just sport! The opportunities to be creative or competitive or just do physical exercise for health benefits are met with equal enthusiasm.

The Ladies' College PE Department has been awarded the highest possible standard in the delivery of their provision achieving the Youth Sports Trust "Gold" Quality Mark. This Quality Mark gave a rigorous and robust validation of the vision, leadership, management, curriculum, provision and approach to physical activity and its place at the heart of well-being.

During the Michaelmas Term, Under14 and Under18 teams travelled to the West of England Hockey tournaments. Resilience was evident in abundance as they played in extremely cold and wet conditions to keep a very impressive defensive record. Sadly, goals were not as forthcoming, but minds were focused for the upcoming matches against local and Channel Island rivals. The Ladies' College continue to provide players for the Guernsey Ladies' Hockey 1st XI. Maeve Tully, Emily Savident and Jennifer Thomas were regular and valuable players for the team. In the age group teams, 25 Ladies' College students represented the Island.

Gymnastics continues to be a mainstay within The Ladies' College PE Department. The creativity and athleticism coupled with humour and determination ensure that the House Gymnastics and Dance Competition remains a highlight on the calendar. The gymnasts were lucky to have regular coaching with Guernsey Gymnastics Coach, Scott Little. Yet again, The Ladies' College PE Department hosted 54 students from six local primary schools for their Annual Primary Schools Gym Competition. All performers showed great talent, determination, and resilience to produce some impressive skills!

Our Key Stage 3 Badminton team dominated their league winning all their matches without conceding a game. They should have gone on to represent The College and Guernsey at the Regional Finals of the National Schools' Badminton Championships in the UK in March, but sadly these plans were disrupted. The Key Stage 4 team also put in some great performances to finish their league in 3rd place.

The Girls' Schools' Association (GSA) ran a Park Run initiative to encourage people (students, parents and staff) from GSA schools to run 5km on a Saturday morning, during the month of March. Before social distancing and lockdown prevented the event being completed, The Ladies' College had over 20 entrants running on March 7th 2020, which also coincided with International Women's Day.

The Ladies' College also continues to support great sailors with three students representing the College in the National Youth Team Racing Championships in Oxford at the start of October, sailing in approximately thirty races against many of the top sailors from schools across the UK.

In other news, as a College we made charitable contributions to Bright Beginnings, MacMillan, Save the Children, Crisis, Sports Relief and Guernsey's Coronavirus fundraising, Guernsey Swimathon, La Societé Guernesiaise, BBC Children in Need, St Stephens Church, The Hub, Bowel Cancer Guernsey, Kangaroos & Koala's, Rotary Club – End Polio and Sports Relief amounted to £6,547.05. The PTA we able to run some events with the Christmas Fair last December being an important fundraiser for charities (and to support the Upper Five Prom fund).

One last mention goes to my favourite event at the start of the academic year, the Institute of Directors Management Shadowing Awards. The Ladies' College students are very well-represented in this award, with 18 of the 39 Upper Sixth participants coming from College. Emily Savident was a worthy overall winner of the 10 finalists, five of whom were from College. I suppose that I like this event most because of the need for everyone who participates to spend time in a work environment, shadowing a leader or manager and recognising key skills which are needed in what can be complex roles and, at times, challenging situations. Making time and finding space to work through things that are tricky, with teamwork, communication and kindness at the core, as well as being authentic, (being true to ourselves), stands each and every one of us in good stead moving forwards.

We understand all of this at College and this is exactly where our focus is, providing the best holistic education that we can, with well-being at the core.

Please stay safe, stay well and stay in touch.

**Ashley Clancy, Principal**

# A Celebration of the Melrose School Year

**We started our school year, back in September with teambuilding activities. We find these a truly valuable way of settling the girls in to their new classes. This was further enhanced this year by our visit from Will Hussey, from the Art of Brilliance, who worked with both the girls and staff on the important effects of both happiness and positivity on how we learn, work and in our lives in general. Little did we know then how important that message would be later in the school year.**



The term then moved on in its usual way, filled with lots of active learning, trips out and visitors in. Highlights included our whole school Swimathon, Children in Need Day, the De Putron Challenge, visit to the Cheshire Home, Carol Service, the Christmas Fayre and other super PTA events and of course the Prep Department's slick Nativity – Wriggly Nativity. The term ended with a far shorter, far less slick staff pantomime.

We returned, refreshed after Christmas, for another busy term which included thinking of others through many charity events - our Loud Tie and Purple Pinkie days, Sports Relief and our highly successful Kangaroo and Koala toy sale, the brainchild of the Lower Prep girls and keenly supported by the whole school who wanted to support the plight of the animals effected by the Australian bush fires. The Pre-Prep girls joined the fund-raising team with their Australia week and over £700 was raised.

We celebrated many girls in the school taking part in the music and drama Eisteddfod, showing their Melrose Mindsets and team spirit. Rehearsals were in full swing for Aladdin with girls learning songs, dances and in some cases a lot of lines and then, on the 9th March, life started to change. A memorable date as, not only is it my daughter's birthday. It was the date of the first case of Covid-19 on Guernsey.

At that moment, I do not think any of us thought that this would lead to changes to our lives that were compared to those in the Second World War, changes that would require us to draw on our initiative, resilience, collaboration, and reflectiveness. In fact, draw on most of the Melrose Mindsets that we use with the girls every day at school. The girls and us, would now need to take this Mindset to another level, and we did.

Moving through the rest of the term, we had to make changes and adaptations as guidance and information changed until finally the school doors had to be closed to all but a few.

The team building and positive attitude that we had encouraged at the start of the year now had to come into its own – and it really did. Never before had we had to pull together as much as a community, staff, parents, key workers and girls, pulling out all the stops in order to get through what was an incredibly difficult and emotional time.

All our Melrose Mindsets came into play.

Risk Taking and Having a Go like Hamid Hedgehog, we all had to face the challenges of new technology and a new way of working after a very short run in time in order to make home learning successful.

Collaborative, working together like Tim & Tina Turtle, parents, staff and girls communicating through on-line applications - Microsoft Teams and Seesaw - in order to achieve a common goal.

Initiative – thinking for ourselves like Ellie the Elephant, when the technology did not always work or the internet went down.

Curiosity – like Marvin the Meerkat to explore and research new projects independently at home.

Resilience, oh how we had to be resilient and not give up like Desmond Duck, trying our best to juggle schoolwork, adult work, long trips to the shop and also try and find time to enjoy family life together. As a working mum I really understand how difficult that was and the resilience needed to get through.

And finally, but almost most importantly, reflectiveness. I have talked to the girls about this. That difficult time also made us reflect and realise what was and is important in life. It is not the things, but the people, the opportunity to show affection and share our life experiences with others. Something I will try hard not to forget as 'normal life' returns.

Underpinning all these Mindsets and the reason for our success in coming through lockdown and out the other side was the fact that we all worked together as a team. We talk at school about Together Everyone Achieves More and this is so true. It was the Melrose community team which pulled us through, and I would like to now thank those team members.

Firstly, I would like to thank you, the parents, for the support and encouragement that you gave to both your daughters and the teachers with Home Learning, whilst at the same time having to work from home and manage your commitments. We really do appreciate all that you did and the patience that was required.

Thank you to you girls for their hard work, positive attitude, and resilience during the home learning – they were inspirational.

Finally, I would like to thank all the staff for keeping the school open in order to support the key workers, working incredibly long days in planning work, giving live input, providing feedback and above all supporting the wellbeing of the girls. Providing live interaction through story times and class meetings where the girls could still see each other and feel part of a community; and offering one to one support where needed throughout the day really kept the girls positive and lifted them if they felt low.

And now we have come out the other side with the increased knowledge and experience that we will succeed if we have to ever do it again. And we have come back to school buoyant. The girls have been fantastic adapting to new systems and just in getting their heads around being back at school. The staff have also been fantastic as, since we have entered Phase 5,

**A celebration of the Melrose school year: Continued overleaf...**

# Board of Governors

As I write this introduction in my second year as Chair of the Board of Governors of The Ladies' College, I am conscious that the last year has been challenging for everyone in so many ways. Whilst the world around us is changing, the College remains a stable, happy, warm and engaging environment, offering an excellent education and great value for money.

Our community has shown resilience, strength and creativity: it has enabled our pupils and students to 'carry on' and achieve so much (as you will see from this yearbook); and it culminated in us coming together in the summer, in person, to celebrate our pupils and students at our Speech Days for Melrose and the Senior School and Sixth Form – which was quite an achievement!



Our College motto: "Fais ce que dois adviene que pourra" – do what is right, come what may - has never felt more poignant and meaningful.

I am so grateful for the dedication, resilience and good humour that has helped the College community over the last year. My thanks go to all those within our College community – our pupils, students, parents, operational and teaching colleagues and the Board of Governors – who work so hard to fulfil our aims to **encourage, create and inspire** our pupils and students on their journey with us; supporting them to "**be the best they can be**", by becoming rounded and grounded individuals, with a strong sense of responsibility, duty and integrity.

As we look forward, the Board will continue to budget so that fees can be kept as low as is feasible, whilst always ensuring that we deliver and develop the College's excellent educational provision. As one of the oldest girls' schools, we also look forward to coming together to celebrate the College's 150th anniversary in 2022.

In closing, I would like to thank my fellow Governors who work so hard to support the College and send special thanks to Dr Robbie Hanna and Mrs Diana Stenner, who have recently stepped down from their roles as Associate Governors, for their commitment to our board and wider community.

I do hope you enjoy this year's Ilex.

With very best wishes.

**Caroline Chan, Chair of the Board of Governors  
The Ladies' College, Guernsey**

## A celebration of the Melrose school year: Continued...

they have arranged eleven events or trips out in order to try and give the girls their normal end of term exciting activities, one of these was organised within 24 hours! I am pleased to say that Form III even had the chance to perform highlights in costume from the Aladdin show so their hard work was not wasted.

As I thank the staff I do need to thank two members of staff who are leaving us this term. Madame Watts who has been at Melrose for as long as I have (circa 20 years!) and who is retiring from teaching French in order to have a little more time (probably looking after her grandchildren). I would like to thank her for her enthusiasm and total

commitment and loyalty to the school over the years and wish her all the very best.

We also say goodbye to Miss Coubrough-Barnett who took over from me as Head of Learning support nearly five years ago. She has led the department from strength to strength with humour and many a cheery song and jazz hands, which the girls have loved. We wish her all the best for her new job as a Safeguarding Training Co-ordinator.

Thank you all.

**Mrs Ozanne, Head Teacher, The Ladies' College Junior School**



## The Senior School PTA Report

**The objective of the PTA is to enrich our children's school experience. We do this by fundraising through organising fun events both in and outside of school for the children and grown ups, as well as creating a social network of members. As Teachers, Parents and Carers of children at the school we are all members of the PTA, and it's fantastic that you are here to support your children's journey through both the school and the work of the PTA.**

The PTA is run by a committee that is elected each year at the AGM held in October. The AGM meeting is the only formal meeting of the year for the PTA and is one that deals with the formalities of committee elections, financial audits, reviews and plans for the future. A copy of the Constitution is available on request.

Before I launch into these formalities, I would like to take a moment to acknowledge and thank the serving PTA committee:

**Vice Chair – Alex Paxton**  
**Treasurer – Claire Dawson**  
**Secretary – Committee Members**

Through their hard work, dedication and commitment to the PTA, we have continued to accomplish our goals and improve upon already fantastic achievements – so thank you as you really do "make it happen".

I am also very grateful for the ongoing support and guidance provided by our Principal, Ashley Clancy who provides invaluable support to the team. A big thank you also goes to Head of Development & External Relations, Anastasia Page, as not only does she act as our communications guru she also designs our event posters, pens the newsletter updates and Facebook posts, and gives parents a friendly and welcome reminder when there are events forthcoming. Without you both the PTA would not function as it does. So thank you.

Other Committee Members include staff and parents and I would especially like to thank past members Cathy Perkins, Jill Dean and Wendy Ensink as well as the whole Committee who help us achieve our objectives and organise as well as attend fundraising events where possible.

Although Committee Members share the 'Secretary' position it would be advantageous if we could fill this role with a sole member, if anyone is interested. We welcome any parent/carer with a keen interest in enriching our children's education at The Ladies' College to step forward and speak to any of the PTA about the Secretary's role, or to become a co-opted member.

Now to summarise, the 2019/2020 academic year. The first half of the year was most definitely successful when it came to fundraising. Claire has detailed the breakdown of the income events in the Treasurer's report, but I want to mention our top fundraising events: that being the Bubbles and Sparkles event at St Pierre Park last November where we raised a whopping £957.80.

Although not present due to surgery, I heard from many who attended that it was a fantastic evening not just because of the array and variance of products on offer but also the ambiance that the people who attended created. So, a massive thank you to Alex, Wendy & Ana for organising such a prestigious event and I thoroughly look forward to the same again next month.



The ever-popular Halloween Disco for the children was held in October and as always this proved to be a fun-filled evening enjoyed by both the children and the parents and teacher volunteers who supported the evening.

The Christmas Fayre – Each year the fayre gets bigger and better, and the girls are heavily involved in the success of this festive event. The Core and the School hall were packed with stalls, and a total of £2,169.78 was raised with £723.26 going to the PTA. An excellent event and special thanks to Cathy Perkins and Claire Wakefield for organising the fayre so effortlessly. This event is a firm fixture in the calendar and one that we all look forward to.

As you are all fully aware the second half of the academic year was most definitely flawed with the Covid-19 pandemic which resulted in

Committee meetings being cancelled and events postponed. These were and continue to be unprecedented times but thankfully Guernsey is in a unique position whereby we are pretty much operating as normal and with our fantastic fundraising events in the first half of the year we met our fund-raising goal and can now proceed with replacing the stage curtains. So well done everybody in helping make this happen. The next fundraising goal is to be announced in due course.

Finally, I would like to finish the Chair's report by offering a word of appreciation to everyone involved in the PTA this year. Your commitment and willingness to contribute has been incredible, as have your efforts to ensure that the PTA continues to go from strength to strength. I look forward to the coming year.

**Fiona Trabold, Chair of The Ladies' College Senior School PTA**

## The Ladies' College Guild AGM 2020 President's Report



Good morning and welcome everyone and thank you to all for attending in particular thank you to Caroline Chan, Chair of the Board of Governors, Ashley Clancy, Principal of The Ladies' College and Anastasia Page, Head of Development & External Relations and Bronwyn Henderson, 150th Co-ordinator and College Archivist for supporting us today. I would also like to take this time to note special thanks to Diana Nicole née Bachmann, Monica Thomas, née Young, both of whom are "Denbigh Girls" and Margaret Smith, née Corfield who stayed here during the War (all of whom are in their 90s) for coming along too – take time to talk to them after the AGM as they have lovely stories to tell not least of having to share a tiny bunk on the Batavia III Dutch Cargo boat, when they were evacuated with College in 1940 and where they were in 1939 when Churchill announced that War was starting.

### President's Report

I think it is important to remember why we, the Guild, exist and so here is a little reminder! The aims of the Guild are three fold: To support the girls while they are at school, to support the alumnae once they have left school and to support the school itself.

Well what a weird year this has been and so I'm glad to see that people have managed to make it here today, again, thank you.

Very much away from our normal position and given the year it has been with the world self-isolating and engaging more and more with online media, we have made the decision to film key parts of the AGM so that they can be uploaded to our Facebook page. For the first time this will allow us to reach not only our members in Guernsey but also members further afield. In so doing the aim is to create inclusion and we hope people will feel more engaged with both The Ladies' College Guild and also the school. When you see that it has been uploaded please share with your friends who are fellow Guild members. For those of you without Facebook we can chat afterwards and we can let you know what you can do to spread the word.

Since our last AGM in June 2019, when we made the decision to move to a date in October, the Guild has been interacting with its members and supporting the school in various ways. Our two events this year have been the massively well supported and were incredibly good fun. We had a Puzzle Evening in January where the winning team did the 500 piece puzzle in 45 minutes flat and went on to complete a second puzzle and the Bridge Tea in February. It was soon after that that the dreaded Covid-19 hit us and so any further ideas we had were put on hold.

It didn't stop us from supporting the school however and so when we were approached by the Upper Fifth asking us to help them with their Prom, the photographs of which were in the Guernsey Press the Friday before last, we did so in the form of a donation. Sadly, Covid-19 had thwarted their fund raising efforts so with us stepping in alongside the PTA and others their Prom looks like it was a success! We also helped the Upper Sixth with a donation towards their leaving do. Both years sent us lovely messages of thanks.

In addition, in December 2019, I was invited to the Upper Sixth A-level certificate evening and there I was able to explain the role of the Guild. I gave each student an invitation to join the Guild that paid dividends because we signed up 47 girls to our membership towards the end of the summer 2020 term.

The Guild does have plans for this academic year and here are a couple of "Save the Dates". We will be holding a quiz on 26 November here at school and on 14th January, when we have the winter blues, we are going to hold another jigsaw puzzle evening. Both these events will take place in The Core with food prepared by Tim and his team.

The Guild is working closely with the College as we move closer to the 150-year celebrations in 2022. One item which will visually

celebrate the Guild at that time will be a board which will list past Presidents, thanks go to Jane Mahy for pulling together the now, complete, list which was no mean feat.

The Guild has a strong relationship with the school and when the Guild Committee meets we are joined by both Ashley and Anastasia and currently we are also being joined by Bronwyn Henderson, the 150th Coordinator and Archivist. Ashley may expand more on other celebration that will take place in 2022 to mark this milestone in the life of The Ladies' College.

Sadly there is a part of this role which every president does not enjoy and that is to remember the Guild members who have passed away. This year we have said goodbye to

- Edith Le Patourel, a Denbigh Girl, Jackie Sillars has written a touching obituary which she will share with us shortly
- Ethel Brouard (née Brouard), a fellow Denbigh Girl
- Kathleen Mary Masters (née Falla) who was in the group of students and teachers who were evacuated to England in 1940. Later she joined the WRNS and worked as a bomb operator at Bletchley park
- Sue Stephenson (née Davidson), who left College in 1981
- Rosemary Booth, History Teacher and Life Member of the Guild
- Elaine Berry, Geography Teacher and Life Member of the Guild (she died on the date of the last AGM, 22 June 2019)
- James Partridge, 6th Form Economics Teacher and founder of Changing Faces who kept in close contact with The Ladies' College
- Isabelle Davidson (née Laine), PE Teacher
- Jennifer Hardy (née Jeremie)
- Jane Sweet (née Bisson)
- Angele Dorey (née Falla)
- Marguerite Paul (née Brouard)

Our thoughts are with their families and friends. Please if I have omitted to mention anyone let me know and I can add their name to my report.

A big thank you to all of the Committee for their help and support over the last year. Sadly due to family and work commitments we are losing Fiona Trabold from our Committee, Fiona is however remains actively part of the PTA, thank you for your contribution to the Guild Committee Fiona.

### Close

Once again thank you for attending the 2020 AGM, we look forward to seeing you at some or all of our events and I now ask you to join us in The Core for tea, coffee and cake prepared for us by Tim and his team.

**Liz Van de Velde, President 2020**



# Preparatory Nativity 2019: Wriggly Nativity

**This year's nativity choice was extremely apt for our energetic, enthusiastic Preps! The girls thoroughly enjoyed the singing, dancing, narrating and acting and most certainly gave us a fabulous event to watch.**

The 'wriggly and jiggly' cast introduced the story of the First Christmas. Upper Prep played the traditional nativity roles and the delight on their faces as they delivered the lively songs was a joy to observe.

Middle Prep took on the role of all the animals from the stable; they too wiggled and jiggled around the stage, such entertaining animals!

Lower Prep dazzled as stars and angels, their dancing, singing and instrument playing was so graceful and delightful, as the youngest girls

on stage, they certainly did themselves very proud.

All the girls thoroughly enjoyed their chance to shine on stage and I am sure you will all agree what an amazing nativity it was.

Thank you Preps – it was my first Melrose nativity and you really did yourselves proud.

**Mrs Thorogood**  
Head of Preparatory Department





## Pre-Preparatory

Pre-Preparatory visited the beach for World Wildlife day. We checked the beach for litter, and the beach was super clean we are so lucky in Guernsey. We then went hunting for sea life. We found, crabs, shrimps, and even some tiny fish. We discussed how the fish eat and how to keep them safe and how we can look after the sea (and the world), so the sea life is safe and continue to be happy. We searched for mermaids but sadly, there were none out that day!

Pre-Preparatory love Christmas. We visited B&Q and chose our Christmas tree. The lovely B&Q staff let the girls help net the tree and carry it (with a little bit of teamwork) to the counter. We were very lucky as the staff thought we had all been so good they gave us some lights and decorations to put on our tree when we got back.

When we returned to school, we set about decorating the building and all of the trees! Although we only have one real one there are many dotted around to bring festive cheer to everyone who visits. The girls all enjoyed decorating the Bean pod tree.

The Pre-Preparatory girls enjoy visiting the elderly friends who attend the Russels Day centre as part of establishing relationships within our wider community. We dressed up in our Christmas jumpers, and sang all of our Christmas nativity songs. During the build up to the visit, the Pre-Preparatory girls bring in gifts to wrap and take to each of their elderly friends at the Russel, as there are many of the elderly who may not have



family visit over the festive period or see grandchildren. We had a surprise too; Father Christmas arrived and said he could feel someone was spreading Christmas cheer, which made him feel very happy. He gave us a present too!

In March the Wednesday Beans took part in the Guernsey Speech and Drama Eisteddfod. The girls took part in the Choral speaking. They all worked extremely hard and learnt a Growth Mindset poem to share with all of the audience. Everyone in Pre-Prep know all about the importance of a Growth Mindset.

The Beans all dressed up as super heroes; they did a phenomenal job, achieving a distinction certificate, and high praise from the adjudicator.





## Lower Prep

**It was an exciting start to the Michaelmas term. Lower Prep girls received a letter from the Queen of Jewels. She asked the girls if they could look after her jewellery. They used their Melrose Mindset and accepted the challenge. The girls looked after the jewels very carefully. We also visited 'Catherine Best' windmill studio, to find out more about the different gemstones. Here we found out about jewellery design and creation. Catherine very kindly let us try on some of the exquisite designs.**

Lower Prep also embraced outdoor learning. We call it 'Welly Boot Wednesday'. We had fun exploring the school grounds. In one session, to our delight we found apple trees. It was great fun picking apples. We took them back to school and baked apple sponges with Mrs Le Ray – they were very tasty.

Our next learning was all about 'Fairy tales', the girls loved dressing up and sharing their own stories in class. We arranged a visit to the Guille-Alles library. The girls showed how sensibly they could behave out of school and walked from the bus impeccably.

We had an amazing time exploring the new library and sharing some lovely stories. It was great fun to create some fairy tale art and craft. Then we climbed all the way to the story tower, where we listened to several stories.

The library staff could not believe how well we had listened and behaved on the day – a credit to Melrose.

Trinity term was not a typical one in 2020! It was certainly a time for the girls and teachers to 'dig deep' and show their resilience and Growth Mindset. All the girls worked extremely hard during lockdown, using their initiative like 'Ellie the Elephant'. Taking risks and being resilient to learn in new ways.

When we returned to school in June, we were very lucky to have been able to have a Sports Day and share it with our parents.

It was very special to end Trinity Term 2020 together at Melrose.

**Mrs Thorogood, Head of Preparatory Department**



# Middle Prep 2019-2020

Middle Prep were fortunate to have had visits from Mrs Day. On the first occasion, she talked about what it was like at Melrose when she was a little girl.

During her second visit, she told the girls all about her adventures in Africa. Middle Prep had been studying stories from Africa and were enjoying creating African art. We went on to have three winners in the island-wide Victor Hugo Creative Arts competition for their Lion collages or pastels. They enjoyed a wonderful afternoon tea and presentation at St Pierre Park Hotel. All the Middle Prep girls produced lovely Lion collages and pastel pictures, so it must have been very difficult to judge.

**Mrs Lloyd-Dodd, Teacher of Middle Preparatory**



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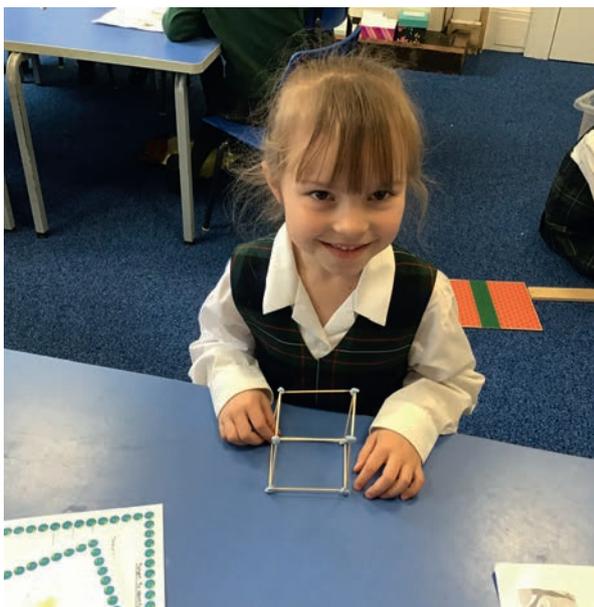
PRE-PREPARATORY



Mrs Sharma was kind enough to tell the girls all about Dentistry and brought in lots of artefacts for them to see.



In Middle Prep we like to challenge ourselves. We looked at the habitats of Minibeasts and decided to build our own in the Melrose garden.



Whilst learning about 3D shapes, they challenged themselves to build a cube just using BluTac and cocktail sticks.



Middle Prep benefit hugely from the interaction with the older Melrose girls, from sharing their own stories, helping with Mathematics in the ICT room or as reading buddies.

# Upper Prep 2019/20

## Book Week with Nicola Davies

During book week we all had Nicola Davies as our focus. Upper Preparatory looked at two books 'Lots' and 'One Tiny Turtle'. It really made us think about our responsibilities for the world. We made new covers for the book 'Lots' and then worked together to think about lots of animals. We went on a book hunt and each one of us found a new book! Each of us made a title page for 'One Tiny Turtle'.



## History

Upper Preparatory loves to learn about Famous People. We added Marie Curie and Mary Anning to our list this year. We spent time looking at the Great Fire of London and learnt about Samuel Pepys' Diary. It was great fun trying to write with quills and writing in a secret code. After that, we decided that we would try to see what it was like trying to put out a fire 1666 style! We loved using the buckets.



## Under the Sea

In October we began to think about our environment and how it affects the ocean. We collected mostly recyclable rubbish then used it to create our turtle. We loved dressing up on the Friday in sea themed clothes.



## Kangaroo and Koala Sale

All the girls in the school were very moved by the plight of the kangaroos and koalas following the bush fires in Australia. Lower Preparatory asked if we could do something to help. We all brought in toys, books or games and a donation. We all worked together, had lots of fun and raised a lot of money!





### Christmas Fayre Making

Upper Preparatory thought very hard about what we wanted to make to raise funds for our Christmas Fayre. We chose making Beeswax Wraps and Sock Snowmen. We loved making them and some of us took turns to sell them. It was great fun!



### Sorting Hat

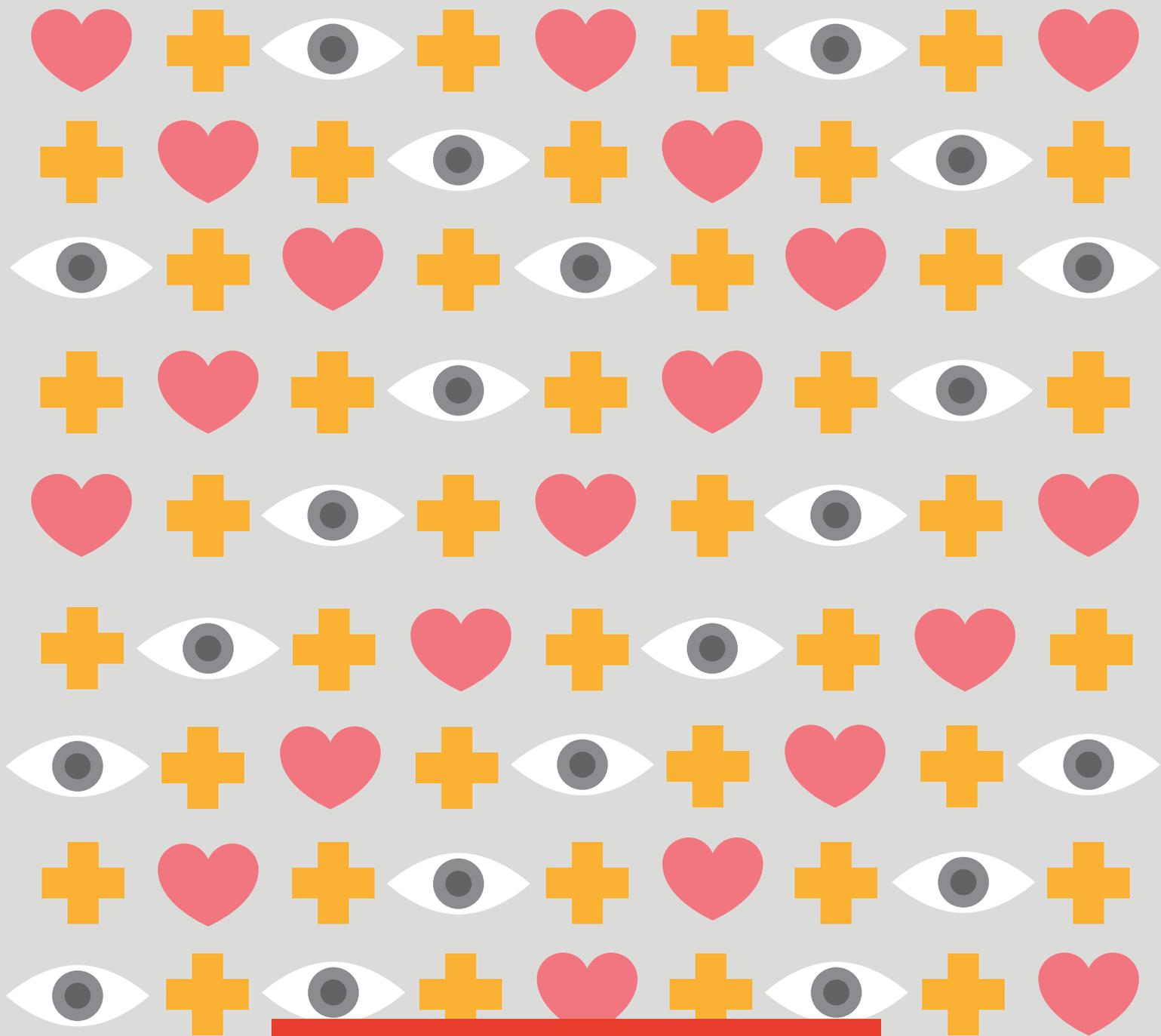
We had a very different, very socially distanced Sorting Hat assembly during Covid restrictions; however the Sorting Hat still managed from a distance to sort each girl into her new House reading for the Junior Department the following year.



### Prep Sports

We were so lucky to end our year with Prep Sports! We all got into our Melrose P.E. kit and had a fabulous afternoon. It was so hot we all had an ice-cream as we went home!

### Miss Kinley, Mrs Abreu and Upper Preparatory



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# New World, New Skills

## The urgency around upskilling the Channel Islands workforce

The future is already here. Beyond the automation of routine and repetitive tasks is a revolution in work ushered in by artificial intelligence. The Channel Islands' workforce needs to get up to speed or risks being left behind.

New PwC analysis reveals that around 30% of jobs in Jersey and Guernsey will disappear between now and 2035. While this might seem like a distant prospect to be put off until later, the Covid-19 pandemic has brought the employment and employability crunch much closer.

**'Our analysis shows a potential 27% of jobs are at risk from automation in Jersey and 32% in Guernsey between now and 2035 – this equates to over 27,000 jobs'**

If we don't take decisive action now, the jobs that were furloughed or lost in the downturn may never come back. Roles that were at risk of automation in 10-15 years could disappear much sooner as restructuring and cost saving accelerate in the wake of the pandemic. This could create social divisions as the young and those in low tech/low paid jobs are the most likely to get left behind. A PwC report – Will robots steal our jobs – indicates that financial services (FS) is the industry most likely to be affected by an initial wave of algorithmic automation over the next few years – given the reliance of FS across the islands, this is worrying.

Yet there is an upside. Technology change will potentially create as many new jobs as it replaces. Nearly three-quarters of the business leaders in PwC's 2020 Global CEO Survey said lack of key skills is a major threat. And over 40% of those CEOs are digitally upskilling their staff to fill gaps and are seeing benefits in productivity and innovation as a result. A PwC report specifically on FS organisations revealed the biggest barrier to digitisation isn't technology, process or data, but people. [See table below.](#)

**How do we digitally upskill people at speed?** The Covid-19 crisis has demonstrated the flexibility, agility and joined-up community approach that our islands have in abundance. These strengths could now be deployed to quickly identify tomorrow's skill needs and begin the task of upskilling to future-proof our workforce.

Digital upskilling is about giving people the opportunity to gain the knowledge, tools and abilities they need to use and understand ever-changing technologies in their daily lives. Not everyone has to learn to code, but many will need to understand and manage AI, data analytics and other tech that can't even be predicted yet. Learning how to think, act and thrive in a digital world in a way that is sustainable over time must be our goal.

A community wide upskilling effort across government, business and education could secure the economic future of our islands. Other jurisdictions are beginning to pull ahead – Luxembourg and Singapore are two examples where government and business collaboration on upskilling is already underway.

PwC estimates that the cost of upskilling an employee is 6 times lower than the ultimate cost of a person losing their job, having a period out of work before having to retrain and then re-entering the workforce.

### What could digital upskilling look like and what can be done to support it across the Channel Islands?

- A combined working group between government, employers and educators will allow a cohesive plan to be developed and activity tracked
- Fiscal stimulus to support the jobs market and fund an investment led recovery – achieve this by creating incentives for upskilling in areas with high growth potential for the future
- Economy-wide strategic workforce planning to help employers identify the emerging skills of the future and collaborate with educators to make these part of the curricula
- A business-led approach to create good quality work experience, continued education, jobs and apprenticeships for young people, with support from government and educators
- A strategic commitment to lifelong learning at governmental level, but with support from industries to invest in the skills of the future.

We recognise that there have already been some positive efforts made towards digital upskilling with some excellent initiatives from Digital Jersey partnering with business, and Digital Greenhouse in Guernsey. However, we now urgently need to ramp up both the scale and pace of change, bringing more parties together into a community-wide effort. We need to:

- Combine efforts across stakeholder groups – working on a pan-Channel Island basis would accelerate efforts more quickly and save cost
- Determine what future skills will be needed – culture change as well as specific tech training
- Identify the sectors, jobs and individuals most at risk and who needs to be upskilled
- Intensive training programmes to create new and transferable skills that motivate, inspire and boost the economy.

We believe digital upskilling is an opportunity for the Channel Islands to 'build back better', reinforce our position as a talent hub and get ahead of the pack internationally. But if we fall behind, we could see jobs and investment switching to jurisdictions where talent is seen as more innovative and tech-savvy. The time for action is now.



**Leyla Yildirim**  
Chief Strategy Officer,  
PwC Channel Islands.

Waves	Timeline	Description	Jobs at risk Guernsey	Jobs at risk Jersey	Job loss examples	Job creation examples
Algorithmic	to 2025	Automation of simple computational tasks and analysis of structured data.	2300	1900	FS administration, customer identity verification, public sector admin, retail, hospitality	Sector-specific data analyst, 3D print technician, digital content creation, data security and ethics specialists
Augmentation	to 2030	Dynamic interaction with technology for clerical support and decision-making. Also includes robotic tasks in	5000	8100	FS performance evaluation and asset allocation, tax advisory, accounting, logistics and transportation, medical sector - care and social services	Bespoke investment management (digital nomads), customer segmentation, proximity marketing
Autonomous	to 2035	Automation of physical labour and manual dexterity, and problem solving in dynamic, real world situations that require responsive actions.	3500	6900	Transportation (goods and people), construction, retail and office-based jobs	Customer management, cyber security, robotics technicians and engineers
Total			10800	16900		

Source: 'PwC New World New Skills: Upskilling the Channel Islands workforce for a digital world', July 2020





## Melrose Lower Junior Activities Week

Junior Remove and Form I enjoyed another fantastic week with Outdoor Guernsey. All the 'Melrose Mindsets' were put into action and were at the very core of the action-packed activities; adults and girls were forced out of their comfort zones.

Resilience was key when faced with a high jump in coasteering and a tricky path up the rock faces at Grandes Rocques. Collaborative skills were flexed during crate stacking in Le Guet, with clear communication and teamwork essential elements of success. There was a relatively strong breeze keeping us on our toes throughout the week. This made paddle boarding and kayaking more challenging than usual and all the 'Melrose Mindsets' were needed to keep all the girls afloat!

As well as providing an opportunity to develop all these skills, the week provided the girls with some much-needed time together to re-establish relationships impacted by the separation of lockdown. Most importantly of all though, everyone had a whale of a time! We were so pleased that we were blessed with sunshine this year!

**Mrs Donnelly, Form I Class Teacher, PSHE  
& Wellbeing Coordinator – Melrose**





# September 2019

## Brilliant Schools

Form I thoroughly enjoyed their workshops with Will Hussey and learning the 'Art of Being Brilliant'. Building on their work on 'Melrose Mindsets' they focussed on their resilience – not giving up when an activity is challenging; and taking a risk – having the confidence to give it a go. They were truly awesome!

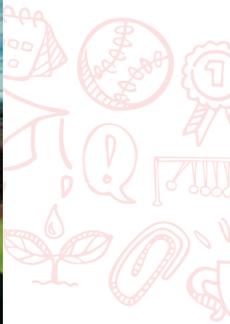


**Teambuilding** To start of the year, Form I flexed all their Melrose Mindsets with some teambuilding days. Their collaborative work was superb and they showed off their abilities to take a risk and really 'go for it' – fabulous!



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MELROSE





## Form I Digestion Activities

'Hands on' is what science is all about! Utilising a pair of tights and a few other household goods, Form I threw themselves into creating replicas of the digestive system. Education can be very messy at times, but still fabulous.

## Problem Solving in Maths

Problem-solving in Maths can be tricky! Form I embraced the challenge and enjoyed using the classroom equipment to help them find the solution.



# Form I – Sports Relief

Supporting Sport Relief was a rewarding experience. Form I got active on the netball courts and worked collaboratively to compete in some energetic team games.



## Form II Visits to St. Saviour's Reservoir and Kings Mills Water Treatment



As part of their Geography work, Form II spent a number of weeks looking at our topic of water. Our lessons led us on to the importance of clean water and how this can be achieved across the world. We took the opportunity to have two guided tours beginning with St. Saviour's Reservoir. Our guide Sarah Brown gave the girls a fascinating talk about the reservoir including its history, the many species that live in it and also the process that the water will go through before it ends up being piped into houses across the island.

Our second tour saw the girls battling the elements as they headed to Kings Mills Water Treatment where our guide Jason gave us a detailed talk about each stage of the treatment process before the water leaves and is used across the island. It was eye opening for the girls to discover just how much work there still needs to be done on water that on first inspection looks clean and ready to use. Our thanks to both Sarah and Jason for their time and expertise which the girls gained so much from.

**Mr Lewis, Form II Class Teacher**



## Form II Visit to Castle Cornet

Travel restrictions this year did not stop Form II from being able to experience some Tudor history closer to home. In June 2020, they visited Castle Cornet for a guided tour on how the Tudors influenced the history of the castle and what evidence there was still available as well as an insight into everyday life. The girls were extremely lucky and privileged to be the castle's first visitors since lockdown and enjoyed fabulous weather for their tour. We were greeted at the entrance by our guide Jo Dowding in Tudor costume who gave us a brilliantly detailed history of the castle.

The girls were engaged throughout and enjoyed exploring the grounds of the castle and seeing how it has changed over the years. They were then treated to an artefact handling session looking at a range of different items from the Tudor period and trying to work out what each one might have been used for. The final activity was looking at Tudor clothes with one volunteer being dressed up in a typical outfit for the period.

It was lovely for the girls to be out and about on the island and to be able to consolidate their learning over the year. Thank you to Jo and the staff at Castle Cornet for allowing us to visit.

**Mr Lewis, Form II Class Teacher**





## Netball

Netball is taught to all the girls from Form II and Form III. Every Wednesday there is a netball club. Melrose took part in the island tournament with the A&B team; both teams played exceptionally well this year. The A team came first out of all the schools and the B team came second. That's AMAZING. Melrose came 1st place at the Primary Schools Island Netball team.

Elle Harris



## Tag Rugby

In Form III we took part in tag rugby club which took place on a Tuesday lunchtime. There were about 20 of us who took part. In tag rugby you have two tags attached to your waist and the idea is rather than being tackled, people grab your tags. When you're tagged you have to pass the ball or drop the ball. As in normal rugby, you always pass backwards and run forwards; it's really good fun. We were working towards playing in a tag rugby festival but unfortunately it did not go on for reasons I'm sure you can guess. We really enjoyed playing tag rugby, despite Covid interfering with the festival, which is a real shame as we were starting to get quite good!

Lara Veillard

## Cross-Country

The Melrose Junior Cross-Country was held on an amazing, sunny day, perfect conditions for the race. It was run at Cambridge Park, and had slight changes to the course from the previous year. All the competitors did extremely well and persevered through a long, tiring course. The lower juniors showed great resilience through one lap, and the upper juniors did the same for two laps. All gathered points for their House. The lower school race, was won by Beatrice Wilson and the upper school race by Emily Gavey. Well done to everyone who took part.

Emily Gavey



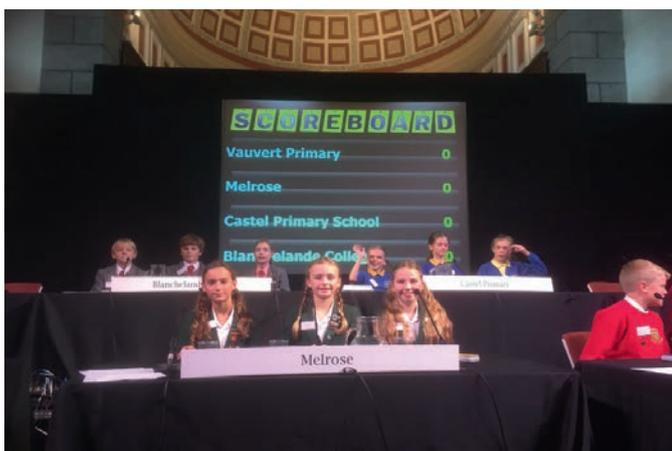
# Form III De Putron Challenge

On the 5th of November 2019, three members of the Form III class and a reserve entered the annual De Putron Challenge, sponsored by Ana Leaf Foundation and Orchard PR. The Melrose Mindbenders included Lara Veillard [captain], Lara Gavey, Annie le Ray and the reserve Tillie Hilgeland Wilkins. In the first heat Melrose and Castel Primary School scraped through to the finals, the other teams just a few points behind.

In the Final, Melrose, Castle, Vauvert and Blanchelande all competed for the spot in the inter-island competition in Jersey. There were five rounds; Current Affairs, Maths and Word problems, followed by the Video Showdown, a picture round and the final round – Arts and Literature. In 4th place with 8 points was Castel, in 3rd place with 13 points who really were mindbenders was Melrose, and a very close second with 14 points was Blanchelande, and 1st place was Vauvert with 15 points.

We happily took a whopping £50 back to school as our prize! We would like to thank Mrs Morris for being so supportive and helping us to be the best we can be by giving us lots of general knowledge quizzes to practise on; we also owe a big thanks to Form III for their amazing banners and asking us lots of fantastic questions to prepare for the event.

Tillie Hilgeland Wilkins and Annie Le Ray (Form III)



## Music at Melrose

**Music at Melrose continues to thrive and it is heart-warming to hear the progress made by each girl as they advance up the school. Music is science, mathematics, a foreign language, history, physical education and an art. Whether musical steps are large or small, taking part in this activity gives an experience like no other.**

The two choirs, string group, woodwind ensembles, handbell teams and mixed music making groups have rehearsed regularly and achieved fabulous results both at the Eisteddfod and in public performances. Melrose musicians have worked hard and we are proud of them.

The Carol Service maintained a combination of tradition and new and Form III enjoyed performing to the residents of the Cheshire Home in addition to communal singing.

Canto, the smaller Junior Choir, enjoyed the wonderful acoustics of St. James' gaining much praise and the J.P. Trophy from the Eisteddfod adjudicator. The handbell team brought the Camerata Bowl back to school, having performed confidently without a conductor. Junior Choir gave a spine tingling performance of 'Castle On A Cloud' from Les Miserables and the Preparatory Department Choir brought back silverware for their assured singing. The handbell team, Bellissima, showed musicianship skills performing without a conductor and were awarded the Camerata Bowl.

Without pause for breath the girls then turned their attention to the Junior Production of Aladdin. Although due to Covid-19, a fully staged production could not take place, a concert performance was given which gave the older girls the opportunity to perform their songs on top of the spoken lines.

**"Without pause for breath the girls then turned their attention to the Junior Production of Aladdin. Although due to Covid-19, a fully staged production could not take place"**

During the weeks that we could not come to school, much work went on across computer screens and girls made significant progress, boosted by having their Instrumental lessons online. Thank you to our visiting music teachers for working hard to make this happen and well done parents for supporting your children!

I was told by one parent that her husband, the cameraman for his daughter's piano lesson, looked forward to the lesson each week.

On returning to school, the Junior girls enjoyed the opportunity to make more noise with learning drumming techniques, trying out paradiddles and flams in their performing.

And as we eased back into the latter weeks of the summer, we were fortunate to be able to sing together again.

Mrs Owen, Head of Music at Melrose

# Form III Inspirational Women

**What makes someone inspirational? What qualities or kind of character do they have?**

I believe, that positive and grateful people, who have a vision as clear as crystal for the future, are inspirational. An inspirational person, will change people's views, and make them consider trying something else, or looking at something from a different angle. This person will be a leader, who carries the skills of being trustworthy, passionate, and will listen to everyone. They can communicate and get points across easily. They also have to work hard, and be determined, as well as being patient. An inspirational person, should also be someone who can socialise, and who is understanding. They will, a lot of the time, be people who achieved certain goals, by setting their mind on something and not letting it go.

**Think of 2 or 3 women who inspire you and explain why. What is it about each of them that makes them so special for you?**

## **Serena Williams**

I chose Serena Williams as one of my inspirational women. She is a professional tennis player, and former number one in women's singles! Although this isn't why I chose her. I chose Serena Williams as she is dedicated and hard working. She doesn't give up and even though she is very successful in tennis, she puts family first. I love playing tennis, so she is a good role model for me.

## **Marie Curie**

Marie Curie is a respectable woman. She was a physicist, whose work led to the discovery of polonium and radium. I chose her as one of my inspirational women, as she went so far with her work and her determination led to some amazing discoveries. This all showed, when she was the first woman to win a Nobel Prize in physics. She is an inspiring woman to me, as she never gave up and put her knowledge first.

**What are your inspirational qualities; how will people remember you? If you do not know then think about what you could do to inspire people.**

To inspire others, I think I would start by learning how to be a better listener and how to build up my confidence and belief in myself, because if I can't believe in myself, how could I expect others to believe in me. I would start to speak up about what I believe, then I could take something I love, like science or tennis, and build up on that skill. If I wanted to be inspirational, I would start by earning trust and good friends.

To inspire people, I could be a scientist when I am older, finding new cures, and fascinating discoveries, so maybe one of my creations could be what is used by everyone in the future.

SA: I enjoyed this piece of work, as it made me really think about what good qualities each person has and that no one is perfect either.

## **Lara Gavey**

# Form III Inspirational Women

## **Anne Frank**

Anne Frank is the first of my inspirational women because she was a Jew who died in a concentration camp in Germany. Anne had to go into hiding as her religion was like a crime in Adolf Hitler's mind. But she was betrayed to the German soldiers and she and her family had to be led away to the camp. Her family and her were taken to Bergen-Belsen concentration camp. Anne died due to a gas chamber just like the rest of the family except the father, who after the war, published her diaries. She is really inspirational to me as she was not very afraid, but she lived to the end.

## **Irena Sendler**

Irena Sendler is my second inspirational person. Last year I wrote my biography on her. She saved 1000s of children's lives by taking them away from their families, by changing their names and sending them to live with Christian families. She smuggled them away in coffins or bags, and she trained dogs to bark over children's crying. She saved lives, and she saved misery. That is why she is very inspirational to me.

## **Marie Curie**

Marie Curie is my last inspirational women as she developed and discovered radiation theories. She had to go from town to town, testing all her theories on chickens and using her dining table as an operating table. I think she is really inspirational as she used most of her life to develop the radiation theories. She developed the first of the theories to save lives through radiation.

SA: I liked doing this work, it was very interesting. My most inspirational for me was Irena Sendler. She saved so many lives and helped others nearly survive.

I think I am a bit of a role-model I try to donate some money to charity, but I also try to be a good friend to everyone I can.

## **Annie Le Ray**

What if staying  
in one place  
didn't mean  
standing still?

**A better working world.  
It's yours to build.**



The better the question. The better the answer.  
The better the world works.



**Emily Trebert, 26**  
Tax Consultant at EY

## We asked an employee why they chose to work for EY in Guernsey and what the future holds...

**School attended?** The Ladies' College, Guernsey.

**A levels undertaken?** Biology, Chemistry, Maths.

**What was your chosen degree and where?** Bachelor's Degree: Biological Sciences at University of Portsmouth; Master's of Research in Biological Sciences at University of Portsmouth.

**Favourite way to relax?** It is circumstantial, when I have more time, I enjoy baking or getting out in the fresh air, other times I curl up on the sofa with a cup of tea and watch a good tv series.

**Favourite place to eat in Guernsey?** Búho, the staff are attentive and there is always plenty of food and a great choice of cocktails.

**What's your favourite possession?** Gold Medal from Island Games for Badminton earned with my brother.

**What made you choose the company you work for?** EY being one of the 'Big Four' accountancy firms, gave me a great step on the ladder for my career and a great opportunity to learn and build relationships with colleagues and clients alike.

**What sort of professional training do you take?** I have just completed my accountancy qualification with ACCA (Association of Chartered Accountants). EY was extremely supportive during my studies and the work-study balance also provides opportunities to learn and discuss 'real-life' situations in which your course material applies.

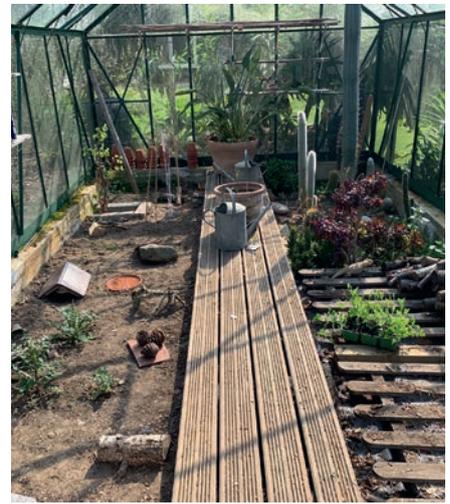
**What do you do on an average day?** Being in tax, the work is varied, and I end up carrying out different tasks and different types of work each day, from Tax Compliance through to Advisory work and Payroll. After work I'm often found at the Rohais Badminton Hall.

**What is your next step?** Having recently qualified, my next step is to take some time to relax. I am looking forward to being able to travel once Covid restrictions allow, so will start learning French and Italian to assist with this.

**What advice would you give to a school leaver considering the experience you have now?** Not everything goes to plan and that's okay, life throws up curveballs and opportunities, just make the most of them.



**If you're interested in learning more about career opportunities with EY please contact Anoushka Horgan, Human Resources email: [ahorgan@uk.ey.com](mailto:ahorgan@uk.ey.com)**



# Goodbye Darweena

**Darweena has now been adopted permanently by Emma. She enjoyed lockdown staying with Emma’s family and we are sad not to have our fantastical beast anymore, but we are delighted she is so happy in her new home.**

Emma Bertrand was awarded the Darweena medal at Mark Reading at the end of the summer term, for all the care she has given over the year. She was helped in this task by a keen group of Darweena carers in all years at the school. Many of the girls had completed the tasks needed to gain the Darween Carers pin badge to put on their blazers.

## Darweena’s Lockdown Blog April 2020

Hi Everyone

I am self-isolating with Emma. As I am 30 cm long when I am social distancing, everyone must be 50cm from me.

As I am a bearded dragon, I do not have to worry about this virus as it only affects humans. Emma put some newspaper down the other day for me and I happened to read an interesting article in it that said cats might be able to get it. Well cats and I don’t get on, so I am very happy to social distance from that species.

I was getting a bit unhappy cramped in my one room apartment and Emma noticed. She has made me my very own run- wow! I have a palace to roam around in now. I even have my own swimming pool. Talk about a 5-star hotel!

My host family have been unable to get me any locusts. Apparently, they are not considered essential and the shop selling them is not open during

lockdown. Excuse me – I feel that they are essential for my well-being. Please don’t forget us small creatures at the bottom of the food chain.

My bowels have been working overtime – I reckon it’s all this fresh air and greenery. I do prefer locusts and I am not that much of a fan of greenery.

I have had my poo analysed – it makes me feel very important. Apparently, I have pin worm. I have to go to the vet. I wonder what she will do to me. The girls at school give me a hot bath, a little squeeze and massage my tummy when they want my poo to come out. Maybe the vet will do the same. I might have to have some medicine.

My luxury carpet in my cage gets washed each day and dried on the washing line whilst I am doing my exercise.

By heck everyone – I’m having a blast. My advice for keeping cheerful during lockdown is:

- Plenty of exercise
- Lots of fresh fruit and grass and daisies (and locusts for a treat if you can get hold of them)
- Make sure you poo often.

**Love and kisses, Darweena**



Both environmental research groups pose at speech day for a fun photo with Dr Marshall.

# Carbon Footprint

Our story – Sophie, Genevieve, Hannah, Robyn, Ria, Lauren



**Project to investigate the Carbon Footprint of The Ladies' College – working with Institute for Research in Schools.**

**Robyn** – I heard about the project in my science lessons. Climate science is something I have always been passionate about and I felt that the project was an excellent way to make some positive changes to the local environment. I am keen to study this further.

**Genevieve** – I went on the Climate March last year and afterwards I felt that nothing had changed. This project was a really good way of making a difference.

**Ria** – we met for an hour each week for the whole year and gathered data to work out our carbon footprint for the school.

**Lauren** – We asked the bursar about how much electricity we use and also teachers were asked about where they go on school trips. Flights contributed quite a lot to our carbon footprint but we can't do much about that.

**Sophie** – We went to the Guernsey post office to look at their solar panels on the roof. When we got back we worked out how many solar panels that we could fit onto our flat roof at school. We had to take into account the weight of the panels when working out how many and what power they could give. Even though it would power all our needs, it would have been too expensive for the school to do.

**Robyn** – I helped to put together a questionnaire which we gave to the pupils in the Autumn term and the biggest part of our carbon footprint was the number of cars used to get students to school.

**Hannah** – We wrote up a research paper for IRIS and sent it off. Due to the lockdown, the conference we were going to was cancelled so we recorded our presentation instead. We were going to have a student environment conference in school but lockdown meant we had to postpone that as well.

Video of the presentation can be found here: <https://vimeo.com/431908367>

We were one of the top schools in the country for our presentation so IRIS made a video about our story to show other schools.

We gave our presentation to Mrs Clancy and Mr Roughsedge during lockdown and explained to them that we were keen to try and reduce the number of people coming to school by car and we also wanted to organise an island committee of students to share data and ideas.

# Here is the poster with the research collated by the Carbon Footprint group about lowering Guernsey's carbon footprint

## Lowering our Island carbon footprint

School name: The Ladies' College, Guernsey

Student names: Sophie Elliott, Genevieve Evans, Hannah Jones, Robyn Surcombe, Ria Thapliyal and Lauren Walsh.



### Overview

One Friday we went on a climate strike along with many other students from around the island and marched around town demanding climate action. A petition was signed and handed to the politicians to persuade them to make Guernsey carbon neutral. We were inspired by this and decided to think about ways that we could make our school carbon neutral.

We used the carbon calculator to investigate travel, fuel bills, water and waste.

There are three main ways that we can feel we can make a difference:

- Persuading less people to come to school by car
- Finding a renewable source of fuel
- Reducing our food waste and food miles

### Background Information

A carbon footprint is the amount of carbon dioxide released into the atmosphere as a result of the activities of an individual, organization, or community. As CO<sub>2</sub> emissions are increasing this is leading to changes in our climate. Within 12 years the damage that this will cause will be irreversible. Unless we act now and try to reduce our carbon footprint, our generation will be the ones to suffer these consequences.

For Guernsey this will mean the North end of our island will disappear under water and we will have more severe storms that will cut off our supplies in winter.



### Results: Fuel Source for school

100% of our energy is from electricity. Our electricity is from France and fed to us via a cable under the sea.

We visited Guernsey post office - they run an electric fleet of 92 vans using electricity from solar panels on their roof. We could power our school using this renewable source of energy.

We can fit 749 (1.5m x 2m) solar panels on our roof which would take up 2247 m<sup>2</sup>. Unfortunately, due to constant use, the playing field cannot be used to fit solar panels.

The problem with 749 solar panels on our roof is the total weight would be 8988 kg so we might have to reinforce the roof. It is also expensive but it is renewable - what price do YOU put on the environment.

The 654 Post Office solar panels give 200000kwh per year. They power off at night but we don't use the school at night. They feed electricity back into the grid so we would save money on electricity bills.

The flat roofs of our school are highlighted in red on the image from Digimap.



### Research Aims

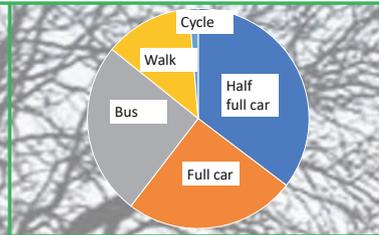
- To investigate how big our school carbon footprint is...
- To work out how out we can realistically lower this footprint...

### Experimental Method

- We made a questionnaire using survey monkey to investigate how people got to school
- We asked the Bursar for the fuel bills
- We went through the school calendar to list all the trips
- We asked the Deputy head how many staff had flown to the UK for CPD

### Results: Travel Survey

Number of Journeys Between Home and School each week



The total number of miles travelled by students and staff in day to and from school is approximately 1960 miles by car and 936 miles by bus. This makes the number of miles travelled by students at our school to and from school by bus and car in one 195 day school year enough to get you around the world 22.7 times... THIS NEEDS TO CHANGE!!!

It should not be too difficult as we live on an island 5 miles wide and 10 miles long. We need to persuade more people to cycle, walk and come by bus (or even a full car as a first step). This is our task for next term.

We are also a perfect location for electric cars and could easily have lots of charging points around the island. We are holding a **Student Environmental conference** next term and we will be asking the politicians why we can't do this.



### Analysis and Conclusions

**Our car usage is too high and on a small island with a good bus service we should be able to persuade the pupils at our school to get to school another way.**

**Our electricity usage contributes to global warming. We are in a perfect position to install solar panels and have a renewable source of power for the school. We will be presenting this costed plan to the Bursar.**

### Further work

**Our Youth Forum on the island is working with all the schools to reduce this and we have recently had an assembly on it.**

**Problems arising:** it was difficult sorting the different information which was often over different time periods. The questionnaire was only answered by a third of the school so we had to extrapolate the results. One of the questions was worded so that people misunderstood it and did not give us the information we wanted.





# Investigating Melting Icebergs in Antarctica

**Our story – In the autumn term of 2019, a group of Sixth Form girls were interested in using satellite images to follow the melting of Antarctica in a project set up by the Institute for Research in Schools.**

**Pia** – We met each Tuesday for an hour after school. Each week we downloaded a satellite picture taken by the sentinel satellite of Pine island in Antarctica. We measured the width and length of the cracks that we could see using a programme called QGIS.

**Rachel** – It was quite exciting each week downloading a picture to see how much bigger the crack was. To give an idea of size, the width of the crack was 1600m and at the longest, the length was six times the size of Guernsey.

We measured the width along the crack and took an average. We were able to plot graphs that showed the cracks melted at different rates, speeding up at the height of the Antarctic summer. The iceberg calved at the end of February and broke into smaller chunks. All the small chunks were big enough for Guernsey to sit on.

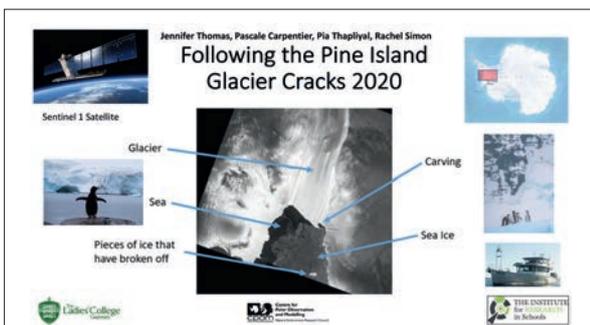
**Pascale** – We worked together as a team and wrote up our research to send to IRIS for the Student research conference which unfortunately was cancelled due to Covid.

**Jenny** – I was lucky enough to visit a boat called the Grey Wolf which had been to Antarctica the previous summer. They had been exploring areas in the region around the Pine Island glacier. I am interested in studying oceanography at University and this project was very interesting. I enjoyed researching additional information and I was asked to write up our research for the Geography Journal.

On the next page are the slides of the presentation which was one of the best in the country. This would have been presented at the science museum in front of eminent scientists but Covid put a stop to that as well as the conference. The poster of the research that the MELT group did about the Pine Island glacier is also shown overleaf.

To see the actual video of the presentation, visit: <https://vimeo.com/431910491>

**Jenny, Pascale, Pia and Rachel, Lower and Upper Six**



# Here is the poster created by the MELT group from the research about the Pine Island glacier

## Following the Pine Island Cracks, Antarctica

The Ladies' College  
Jennifer Thomas, Pascale Carpentier, Pia Thapliyal, Rachel Simon

**Aims: To investigate how the width of the cracks in Pine Island Glacier have changed over time**

**Introduction: History and Geography of Pine Island Glacier**

Pine Island Glacier is "one of the largest ice streams in Antarctica" and flows into the Amundsen Sea in the West of Antarctica. The glacier sits atop a "large, floating ice shelf" and this helps to stabilise the glacier (Bethan Davies, 2014). It is 175,000km<sup>2</sup> and the average thickness of the ice is approximately 2km (D.G. Vaughan, H.F.J. Corr, F. Ferraccioli et al, 2007). Pine Island Glacier is the fastest melting glacier in Antarctica and is responsible for 25% of Antarctica's ice loss. Calving events used to happen around every 6 years before 2013, but now they occur almost annually. Pine Island has shed glaciers in 2013, 2015 (these icebergs were calved amid the austral winter), 2017, and 2018. Satellite images using the Sentinel satellites are important as they enable year-round observation. The data is collected using microwave signals are transmitted at an angle. Smooth surfaces will reflect signal away from the detector so will appear dark in images; rough surfaces will back-scatter signal and so will appear brighter.

The next iceberg to carve from Pine Island Glacier is likely to be 5-6 times as big as the Island of Guernsey

**Reasons Why the Cracks are Expanding:**

- Antarctica is in the summer period, so the weather is a lot warmer. As a result of this, the ice is melting at a much faster rate.
- The pressure exerted on the glacier is concentrated in the cracks, which causes them to widen and this will induce a carving.

**Method of Collecting Data**

Starting in July, we downloaded the photos of the Pine Island Glacier from the Centre for Polar Observation and Monitoring website, taken by the sentinel 5 satellite. We started our observations by following the appearance of a crack in July 2019.

For each photo taken, we measured:

- The length of the two cracks
- The width of the two cracks across 7 locations and found the mean
- The total length surveyed
- The biggest gap between 2 width readings
- The percentage wide part

We then made several graphs to visually display how the length and widths of the cracks changed over time. The general trend of the graphs showed that as time went on the cracks got wider and longer. However, there were slight fluctuations in the graph as there were 4 of us measuring the cracks, so we started at different places, hence causing small errors.

**RESULTS**

18<sup>th</sup> January 2020 Notice there are now 3 cracks and the shape of the indent on the RHS is larger. SUMMER

7<sup>th</sup> July 2019 Notice the beginning of cracks and the shape of the indent on the RHS WINTER ( note absence of sea ice)

**Conclusion:**

Overall, we conclude that since July and due to starting the Antarctic summer with thinner and less ice from winter, the cracks in the Pine Island Glacier have both increased in length and width. Looking at the pattern, it appears that the cracks are widening in spurts, slowly widening then a sudden large movement. We predict that a calving will occur in the next few months as the widening of the cracks has started to accelerate.

**The Problem- Rising Sea Levels**

Additionally to the sea ice, melting glaciers are the third-largest contributor to eustatic sea-level rise and therefore the melting of pine island can have dramatic effects on global sea levels, posing the risk of inundation to low lying areas. Guernsey has reclaimed land from the sea in the past and this land is vulnerable to sea level rises.

**The Problem- Extreme Climate**

We were interested in how this can affect us in Guernsey and found that a similar event is happening in the Northern Hemisphere. The increased freshwater from the Arctic is reducing the net flow of the arctic chimney waterfalls which is, in turn, slowing the rate of the North Atlantic Drift. This together with the reduced flow from the south can have extreme effects on our climate in Western Europe. If it wasn't for the gulf stream, we would have a similar climate to Canada and it has been predicted that the slowing of the gulf stream could lead to cooling of up to 5-10 degrees! These effects highlight the importance of monitoring and measuring glacial melts in major ice stores such as Antarctica. We are already experiencing severe storms more frequently on the island in winter which is disrupting our supply of food and damaging sea walls. In the past decade drought is also becoming more common.

**The Problem- Gulf Stream**

Pine Island is the greatest contributor of sea ice into the ocean of any ice drainage basin system in the world. This is having adverse effects on the global climate as well as the ocean current systems. As the fresh meltwater is flowing on top of the dense seawater, it is causing **haline stratification**. This is an issue as it prevents the cold water from sinking and therefore slows the thermohaline circulatory system which is important in regulating the world's climate, which, in the southern hemisphere, are ultimately driven by water sinking in Antarctica.

The Gulf Stream-reference: <https://www.bbc.co.uk/news/science-environment-44875508> 24 June

**Evaluation:**

It was very difficult to accurately measure the distances as we had to magnify the image and it was quite pixelated. The crack also varied in length and width so we took many readings to find an accurate average. The satellite photos were not uploaded regularly so we often had a lot of data to process all in one go. If we had had satellite photos taken more regularly, the pattern in the graphs could be clearer due to the closer intervals. However we feel that despite the difficulties, we have produced data that shows what is happening to the crack.

**The Grey Wolf:**

In December, we visited the "Grey Wolf", which is a boat that explored an area of Antarctica close to the Pine Island Glacier. It was amazing to be on board a boat that had been to Antarctica! It was interesting to hear the stories and meet people who have experienced seeing the glaciers melting first-hand. We also saw some amazing video footage and photos of the geographical landscapes of Antarctica.



Runners up



The winning tower



## International Women in Engineering Day – Online

We normally take all of Upper Four go to this island event in June at the College of FE. This year, due to lockdown, the event went online.

There were two events that the girls entered, a quiz and a tower challenge. Lower Four and Lower Five took up the engineering tower building

**Eve and Bex** "It was a really fun experience, especially as I am looking into going into engineering in the future. We had great fun trying to find a way to securely hold the egg which resulted in many cracked eggs at the end."

**Sophie and Genevieve** "It was a fun experience and really nice to do a hands on activity with our friends after lockdown. We tried lots of different ways to build the tower to see which had the most structural integrity."

challenge in lesson time. They were given a selection of recyclable equipment and had to build a tower that would hold an egg, take a selfie and enter the picture. No single use plastics were allowed and therefore no cellotape. The tower was judged on Creativity, Stability, Structural Integrity and Sustainability.

**Judges** "We were delighted with the high standard of the entries and really enjoyed judging all the entries. These entries stood out for their creativity and structural stability."

"The 'Stack-em Up' competition presented the girls at College with a number of challenges faced on a daily basis in most engineering roles, including problem solving, teamwork, lateral thinking and resilience.

**Dr Marshall** "The girls really enjoyed making the towers and had two lessons to complete it. We collected lots of recycled stuff left over from previous challenges and they were not allowed any sticky tape as that is a single use plastic. There was lots of laughter and enjoyment during the sessions. We hard boiled 12 eggs for the girls to put on top of their towers and it is just as well as we did not have any non cracked eggs left by the time all the girls had completed their towers."

This competition was open to all Year 8, 9 and 10 pupils across the island.

**Charlotte** "My group was not very good at creating structural integrity for a tower made of random things and ours kept falling down but it was fun and opened a new mindset."

The winning tower (£100 first prize) was built by Eve and Bex and the runners up (£50 prize) were Sophie and Genevieve. The girls received their prize money from the sponsors SURE at an assembly in school.

**Dr Marshall, Head of Science**

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Future cities



# The Bright Idea Challenge

The science curriculum for Remove was suspended towards the end of lockdown as the practical topic that was due to be taught would have been very difficult to do online as it was full of class experiments.

Instead the Remove took part in the Bright Idea organised by Shell, looking at what a city for the future would look like. Skills learnt during this topic were very much 21st century which is appropriate for doing this online. They needed to present a new creative idea for the city of the future based on sound science research. They needed to collaborate and work as a team. Their idea needed to be presented and they needed to show good communication to explain the idea simply.

Each member of the team wrote their contribution to the online project in a different colour, so we were able to assess teamwork. New ways of working included: mind mapping and star bursting.

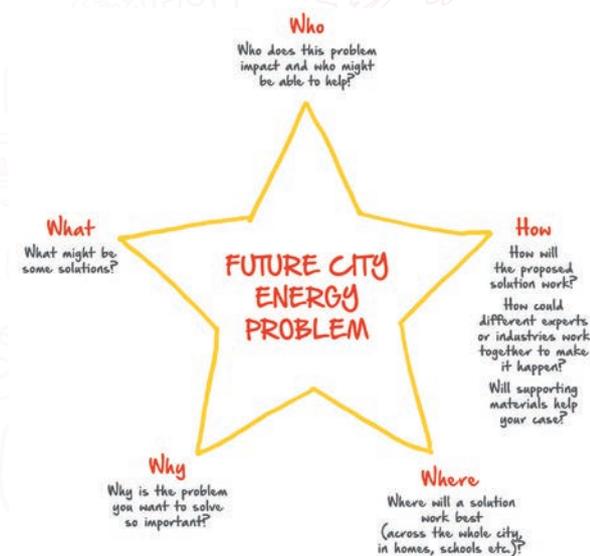
The girls had a live start to each lesson online and then created their own teams so that they could discuss their ideas and all contribute. They presented some lovely ideas at the end, showing a sustainable world that was not dominated by fossil fuels and we sent them off for the competition. Some teams even tried out their ideas at home. This is the big urban greenhouse trial by Polly and Flossie.

**The winners were:**

Remove X for their project on pedal power buses to solve future energy: Bailey Austin, Lottie Langford, Jess Peacegood, Jenny Mahe.

Remove Y for their project on using People effort at the gym to solve future energy: Sophia Eisenhuth, Claudia Radford, Darcie Harrison.

**Dr Marshall, Head of Science**



"It was so nice to see everyone during lockdown and I enjoyed learning about cities of the future" – Poppy B

"It was creative and fun" – Freya James

"It was a fun way of improving our scientific skills" – Imogen Bacon

"It unlocked my creative side and it was important to learn about how we can improve our future energy" – Izzy Boyden

"It was a fun thing to do to take our mind off Covid – we were able to meet with our friends to work on this project during lockdown" – Lara Sneddon

# The Great Science Share for Schools 2020

In May and June 2020, the curriculum at The Ladies' College, Guernsey was suspended for the Lower Four pupils. Each week they took part in a lesson based on the weekly theme for the Great Science Share for Schools.

## Week 1 – Astronomy

Each pupil was asked to access the Hubble telescope site and post the picture taken on their birthday.

They then accessed Zooniverse and classified galaxies.

<https://www.zooniverse.org/projects/zookeeper/galaxy-zoo/>

Finally, using a PowerPoint, pupils had to work out an approximate number for the stars present in a picture taken by Hubble. They did this by counting the number of stars in a small grid section and then multiplying up.

<https://www.stem.org.uk/resources/elibrary/resource/401678/counting-stars-using-estimation>

## Week 2 – Ecology

Each student was asked to take a selfie with a native tree either in their garden or on their daily exercise when they were allowed out for their houses for 1 hour during lockdown. They were also given a link to the woodland trust to help identify. The teacher also did this!

<https://www.woodlandtrust.org.uk/trees-woods-and-wildlife/british-trees/tree-id-app/>

During the live online lesson, the class went through the powerpoint which explained about the floating gardens of Bangladesh.

<https://practicalaction.org/schools/floating-garden-challenge/>

They were then asked to make a raft, add some soil, plant something on the raft, and test it out. They could test out a raft in the sink and to see if something would grow they could cut the top of a root vegetable such as a carrot and get it to grow or cress seeds.

## Week 3 – World Environments

By this lesson we were back in school under strict social distancing rules, a one-way system at school, huge amounts of hand sanitiser, all doors wedged open so that no one had to use a door handle, and cleaners cleaning chairs and desks twice a day.

This lesson was great as it was delivered outside, which was very much encouraged (even in the rain for one class).

Local pollution data was downloaded and discussed.

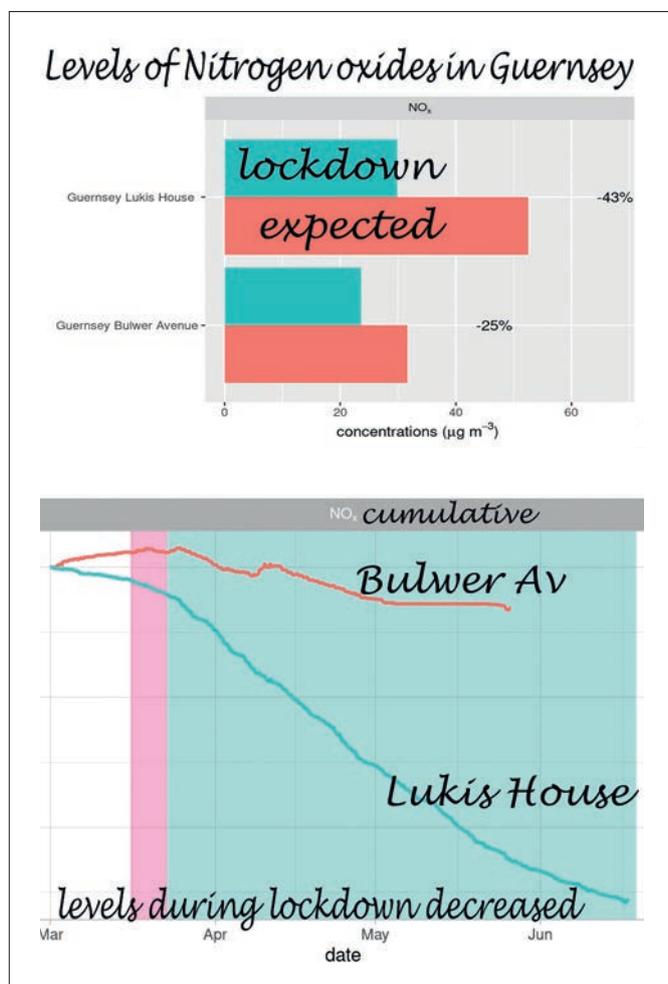
<http://guemseyair.ricardo-aea.com/>

See the following graphs for 'Average Reductions of Nitrogen Oxides During Covid-19 lockdown'. Red shows the expected levels of NO<sub>x</sub> extrapolating from previous data and Blue shows the actual levels. The baseline expected value on this graph is set to zero on this cumulative graph for NO<sub>x</sub>. It is very striking how the levels fell during lockdown when there was no traffic.

The students then went outside keeping 2m apart when possible and did a lichen survey. They were asked to input the data electronically using their phone into a file set up by the teacher. (We were asked to limit paper as this may have been a source of infection if it passed through multiple hands.)

They were asked to measure the width of the trees using hand span to limit using rulers or measuring tape.

See table on next page.



## Week 4 – Waste

This week students were asked to consider plastic waste.

They started off with looking at a variety of objects and they had to put them in order of how long it takes to biodegrade.

<https://practicalaction.org/schools/plastics-challenge/>

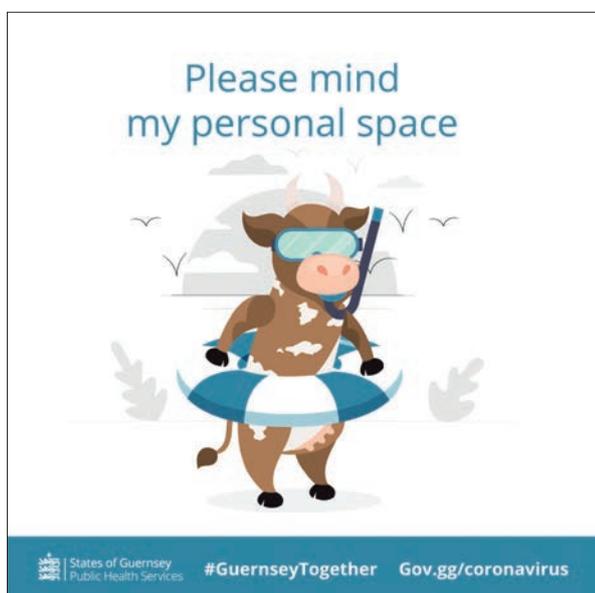
They looked at news articles about the waste generated by PPE which is mainly single use plastic.

<https://www.dw.com/en/coronavirus-plastic-waste-polluting-the-environment/a-53216807>

Students were then given the task to reuse plastics to make a social distancing device. This lesson was also delivered in online cubs:

The Local government published some delightful social distancing posters. The cow is the image is a Guernsey cow. Shown on the following page.

Name of tree	Amount of each indicator lichen on the trunk of each tree (0,1,2,3)			
	Oak	Crab apple	Lime	
Circumference of trunk (girth) (hand span)	1	1	1	
	2.5	3.5	1.5	
	2	4	3.5	
	2	1.5	20	
<b>Nitrogen Sensitive</b>				
1. Usnea	3	1	2	
2. Evernia	1	1		
3. Hypogymnia	11			
<b>Intermediate</b>				
4. Melanelixia				
5. Flavoparmelia	1	1	1	
6. Parmelia				
<b>Nitrogen Loving</b>				
7. Leafy Xanthoria				
8. Cushion Xanthoria				
9. Physcia	1	1	111	
<b>How many other types of lichen</b>				
Types of Algae	G 1	Green, 1	G	G
Green	O 1	O 1	O 1	O
Orange	N	N	N	N
None				



**Week 5 – World Oceans**

By this time life was back to normal. We were out of lockdown and all restrictions had been lifted. No social distancing was needed and all businesses were open and extra-curricular clubs were allowed to run. The only restriction was that the borders were closed and so in order to leave the island you had to take the "lifeline" flight which was the only flight off the island each

day to Southampton. To come back again you had to complete a 2 week quarantine and you were phoned and visited to ensure that you were complying. No tourists were visiting the island so people involved in the tourist industry were still in furlough.

Students started the lesson by looking at the beauty of the deep [https://www.ted.com/talks/david\\_gallo\\_underwater\\_astonishments](https://www.ted.com/talks/david_gallo_underwater_astonishments)

We discussed the amount of plastics washed up on our beaches and many students had taken part in the regular beach cleans which they talked about. This then led into the discussion about the Great Pacific Garbage patch.

<https://www.youtube.com/watch?v=0EyaTqezSzs>

<https://www.nbcsandiego.com/on-air/as-seen-on/pacific-garbage-patch-san-diego/146650/>

This was a fitting lesson to end the challenge with as this led to a discussion of how the lockdown had benefitted wildlife and the environment.

This involved using the questionmaker asking questions about life post Covid.

The students then went into groups and tried to answer each other's questions and discussed what they wanted the environment to be like post Covid and how to build back a better world. This would of course involve changing the way they did things.

# The Great Science Share for Schools 2020

## Feedback from Lower Four

"I enjoyed researching about the Great Garbage Patch because it was interesting."

"I enjoyed doing a different theme each week and this kept it interesting and something to look forward to in lockdown."

"I liked doing the practical challenges at home."

"It was interesting to know how the disaster in Bangladesh linked with science."

"I really enjoyed making the plant rafts at home- it was so much fun."

"I like how we did something different each week and we could make things at home during lockdown."

"I liked it because it provided some normality during lockdown."

"I liked it because it was something different each week and you didn't get bored by doing the same thing for 3 weeks."

"I liked it because I could be creative with the challenges and there was something new to learn each time."

"I really enjoyed learning about the Great Science Share for schools because it was really interesting seeing the clever ideas that scientists had come up with to keep the crops from drowning in the floods. I also enjoyed learning about the Great Pacific Garbage patch although it was upsetting how big it was."

"I found it really interesting to learn how air pollution had dropped in Guernsey during lockdown and I liked measuring the lichens to find out the pollution levels at school."



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# The Great Science Share

During lockdown, the Chemistry Department realised that they had a problem. In Lower Four one of the teaching topics at the start of the summer term was designed to develop practical skills. Girls had to design their own experiments using the equipment in the science lab including a bunsen burner. This was just wouldn't work with all the girls in lockdown, accessing the lessons virtually on Teams.



Dr Marshall and Miss Barclay came up with an exciting alternative curriculum by joining the Great Science Share for Schools.

Each week for six weeks we had a different sustainable theme which took us round the world. For the first week we travelled out of this world. We identified galaxies that had never been seen before as part of the Zooniverse project whereby people can look at all the pictures from the Hubble telescope, enlarge them and identify new galaxies.

The second week we travelled to Bangladesh and learnt how they are making floating garden so that they don't lose their crops when the land regularly floods. We were then challenged to use engineering designs and create our own creative floating gardens and plant some seeds on them. We tried them out on a garden pond or in the bath to check that they would float.

In world environment week, we identified trees in our own garden and on our daily hour of lockdown exercise. The unit was taught at the beginning of phase 5 so we did not have to socially distance when we went outside to measure pollution levels. Levels of NO<sub>2</sub> fell dramatically during lockdown and we had lovely clean air to breathe in.

Below are Floating Rafts for week 3 from Year 8 at The Ladies' College, Guernsey posted on the Great Science share website.



## Feedback from Lower Four

"I enjoyed researching the Great garbage patch because it was interesting."

"I enjoyed doing a different theme each week and this kept it interesting and something to look forward to in lockdown."

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**Madelaine McCann** – went missing from her holiday home in Praia da Luz when she was 3 in 2007.



### Explanations of Criminal Behaviour:

- Bowlby's Maternal Deprivation Hypothesis: Brückner's early adoption may have impacted his behaviour. 44 Thieves study supports this - 86% of "affectionless psychopaths" had early, prolonged separation from mothers.
- Bowlby's Critical Period: 2 ½ years, however, Rutter's suggested a sensitive period at 3 to 6 months. Brückner's sensitive period was likely disrupted, causing a lack of an internal working model which Harlow and Quinton found is essential for the formation of future relationships.
- Freud: fixation occurred at one of Brückner's psychosexual stages of development, but due to the reliance of this theory on the id, hard-psychoic determinism reduces his moral responsibility.
- Tiihonen: people with certain genes are 13x more likely to display repeated violent behaviour, suggesting genes encourage certain actions. Therefore, it is possible that Brückner's biological background could have influenced the likelihood of his destructive behaviour.



**Christian Brückner** – 43 years old; main suspect of Madelaine's kidnapping; has been charged with previous crimes, many of a sexual nature and involving children; adopted as a baby; put in a home for troubled teenagers.



### Conformity:

- The testimonies of eyewitnesses were subject to influence from conformity as individuals were questioned by the police and likely affected by their uniform and interview technique. Bushman found that uniform increases obedience, so their answers could have been impacted due to social desirability and pressure.
- Fisher's Cognitive Interview could have been used instead, as more accurate responses are typically given.
- Some believe the speculation over what happened to Madelaine is true due to informational social influence. This has led to 'fake news' being taken literally as people conform to other's opinions when they do not have enough information to make their own proper judgement.



### Eyewitness Testimony:

- Madelaine's nanny was shown a picture of Christian Brückner 5 days after the abduction. The nanny's memory could have been distorted by post-event discussion or by her under-estimating the value of this information at the time. Despite telling police she had seen the man in the photo, years later she didn't remember him. Bahrick et al found people could remember familiar faces for 40+ years.
- This questions the reliability of new information, due to the £20,000 reward incentivising people to bring forward potentially incorrect information. Mediation processes can explain this - when a person is motivated to offer any information, even if it is not entirely true, they see the benefit (reward) as outweighing the risk (being caught in a lie).

# The Royal Holloway Competition

In June 2020, we participated in the Royal Holloway National Student Psychology Competition. The task was to create a video and a poster with an audio summary about how psychology can explain current affairs.

This was a fascinating experience and having our work represent the school in the competition was really exciting. We chose to focus our research on the new update in the Madelaine McCann case and to explore the possible psychological explanations behind the new suspect's (Christian Brückner's) alleged criminal behaviour. In addition, we discussed the reliability of eyewitness testimonies in the case and the role of conformity in the surrounding interviews and speculation. The process of constructing our competition entry involved reading and making notes on various articles and questioning the reliability of these sources. We then compiled our work into mind maps and once we had the facts of the case, started looking into psychological research which could offer explanations and insightful evaluations of the facts we had found.

Bowlby's Maternal Deprivation Hypothesis would suggest that Brückner's early adoption may have impacted his behaviour. The 44 Thieves study supports this: 86% of "affectionless psychopaths" had early, prolonged separation from mothers. Bowlby's Critical Period: 2½ years, however, Rutter's suggested a sensitive period at 3 to 6 months. Brückner's sensitive period was likely disrupted, causing a lack of an internal working model which Harlow and Quinton found is essential for the formation of future relationships. This could explain his criminal behaviour. Tiihonen suggested that people with certain genes are 13x more likely to display repeated violent behaviour, suggesting genes encourage certain actions. Therefore, it is possible that Brückner's biological background could have influenced the likelihood of his destructive behaviour.

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Emily Abreu, Eva Hanel, Pascale Capentier and Rachel Simon

## Discuss Investigative Psychology and/or Geographical Offender Profiling.

Both investigative psychology and geographical offender profiling are part of the Bottom-Up Approach which is a British technique used in forensic psychology. Investigative psychology is when statistical procedures are applied to a crime scene to draw conclusions. Furthermore, patterns can be established, and interpersonal coherence can be recognised by analysing the offender's behaviour at the crime and linking it to their possible real-life behaviour. Additionally, geographical profiling can be utilised to highlight spatial consistencies of crimes which may identify where the offender may reside. Canter's Circle Theory (1993) uses this idea to locate the likely whereabouts of the criminal. Offenders can be classified as either commuters, who commit crimes near to where they live, or marauders, who live a distance from the crime scene.

A strength of the Bottom-Up Approach is that it is objective. Quantitative data is obtained and can be used in statistical procedures. This shows how the approach has a scientific basis and has practical applications to forensic psychology. However, when Paul Britton and his team chose to rely heavily on the geographical profiling method in the Rachel Nickell case, a man innocent of the crime was accused and trialled for a murder he did not commit. Therefore, geographical profiling should be used with a degree of caution as there could be drastic consequences if it is used irresponsibly.

Yet the approach does have research support, Canter and Heritage (1990) highlighted the usefulness of small space analysis, which focuses on small details of a crime to draw conclusions from. This credits the approach's objective attention to detail. However, they only used 66 sexual assault cases as

their sample. This questions the findings' applicability to other crimes and the small sample size raises generalisability issues. Furthermore, Canter was supporting his own theory so researcher bias could have been a confounding variable in the study. This would reduce the internal validity of the data obtained.

A further weakness of the Bottom-Up Approach was demonstrated by Copson in 1995 who found that across 48 police forces, the approach only led to 3% of accurate offender identification. This clearly accentuates how other factors must be considered when attempting to identify a criminal. Despite this, 87% of the forces did find the process useful. Therefore, the Bottom-Up Approach, including investigative psychology and geographical profiling, can provide insights into a crime but should only be used as a tool among multiple techniques to aid a criminal investigation.

**Emily Abreu, Upper Sixth**

## Extracts Taken From The Article: 'The Psychology Behind Smoking'

The first time someone has a cigarette or other product containing nicotine is usually due to normative social influence, or most commonly known as "peer pressure"... but due to the addictive nature of nicotine and how the substance rewards users with dopamine, the level of conformity can sometimes deepen to identification or even internalisation, where they will smoke even when they are not in a group. When this is achieved, the person is most likely addicted.

When someone smokes, the nicotine is absorbed into the bloodstream and attaches to neurons in the ventral tegmental area of the brain. This triggers the neurons to release dopamine and glutamate (a neurotransmitter that triggers additional release of dopamine), which creates a sense of pleasure.

The 'rush' of dopamine the nicotine causes is a positive stimulus and acts as positive reinforcement, so operant conditioning is subconsciously used to make people continue smoking. Over time, the positive reinforcement of the dopamine and the punishment of withdrawal symptoms when stopping conditions smokers into continuing smoking despite the risks to their health.

**Rachel Simon**



# Business and Economics

The year 2019/20 was marred by Covid, and the students were presented with unique challenges, which they responded with exceptional solutions.

The students of Economics determined, as a group, to pursue further studies in the field beyond the boundary of A-level and expanded their knowledge to undergraduate level models and content. As with previous years, students in Years 12 and 13 continued to participate in essay competitions, finding successes and honing their writing and presentation skills.

Business Studies students decided to put theory into practice, after completing their course content as lockdown set-in. In ideation sessions, students identified that elderly members of our community, and particularly those in residential care would suffer from restricted communication. The students requested

to lend The Ladies' College and Elizabeth College iPads to care homes across the island. With College support, all 55 available devices soon reached the hands of vulnerable people across the island. The initiative attracted support from Guernsey Charities, the Guernsey Football Club, Autism Guernsey and other groups. Substantial support was lent by Sure, Saffery Champness, and with Matter.gg the initiative was labelled #stayconnected. In total, 83 individuals have permanently been given the tools and know-how to communicate with family and friends in a safe, socially distanced fashion.

Mr Fotheringham, Head of Economics



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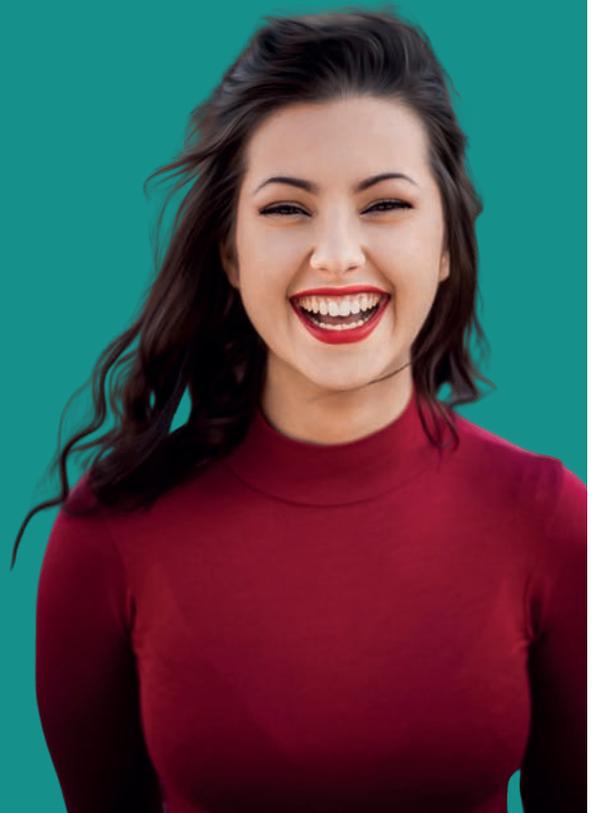
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**2020 saw the third group through the new syllabus, 9-1 Mathematics IGCSE and the second A-level group through the new linear course and though these year groups never got to sit the papers that they had trained so hard for, their results were incredibly well deserved. The Mathematics staff were very proud of the achievements of our Upper Five and Upper Sixth students with 98% achieving Level 4 or above and 56% of girls were awarded levels 9, 8 and 7 at GCSE. At A-level, students achieved a 100% pass rate of both Mathematics and Further Mathematics, with 55% achieving grades A/A\*.**

The top set Mathematicians in Upper Five also completed the new 9-1 GCSE Statistics, the second year group through the new syllabus; congratulations to them. This is undoubtedly a lot of extra work but gives those girls a whole new set of skills which will be useful at Sixth Form when studying Science, Psychology, Economics, Business Studies, Geography and many more subjects. Statistics is the study and analysis of data and as such, is an important life skill. Mathematics Statistics, in particular

**“This is undoubtedly a lot of extra work but gives those girls a whole new set of skills which will be useful at Sixth Form”**

have filled our newsfeeds this year as we have looked for answers about this new pandemic. The Office for National Statistics (ONS) has become a much-trusted source of information in these worrying times. Testing rates, R-rates, Covid statistics and exponential curves have become common vocabulary and everyone has become an armchair expert. Statistics is such a useful subject to study as it helps us study data in a wide range of disciplines from the pandemic to Geography, Physics, Psychology and Economics to name just a few. For those of you interested in Statistics, here are some interesting and relevant ones which come courtesy of 'More or Less', a Radio 4 show about Statistics in our daily lives.

### **1. Joe Wicks is twenty times less dangerous than a trampoline**

Statistics provided by Broomfield Hospital in Chelmsford, Essex have revealed that A&E visits by children aged between 0-16 are all about the proverbial (rather than the actual) 'swings and roundabouts'. For example, football injuries are down by 78%, but sibling-related injuries are up by 150%. Meanwhile, Joe Wicks' famous workouts have only caused two injuries, while trampolines have caused 40!

### **2. Lockdown's emissions lull may only make 1/100th degrees centigrade difference**

Everyone is noticing the clearer days and the absence of a pollution haze across our skies. But has lockdown had a lasting effect on the environment? Dr Zeke Housfather, Director of Climate and Energy at The Breakthrough Institute, suggests not. Even assuming a second wave of the virus and, therefore, a protracted lockdown, emissions could reduce by just 5% overall. As Dr Housfather notes, "the effects of CO<sub>2</sub> on the climate are cumulative, so what matters isn't how much we emit in a particular year, what matters is how much we emit over the next hundred years." That 5% reduction in emissions could have an impact equivalent to "maybe 1/100th of a degree centigrade by the end of the century, or a couple of hundredths. A tiny difference in global temperatures."

### **3. Car use time travelled us back to the 1950s**

While the reduction in CO<sub>2</sub> mentioned above might feel a little underwhelming, it's worth reflecting a little more on what has happened on UK roads during the lockdown. "Reduction in road vehicle activity has taken us back to levels similar to the 1950s," explains Dr David Carslaw, a reader in urban air pollution at the University of York. He adds: "in terms of emissions... we've probably gone back to the early 1900s."

Listen to the full report on Radio 4's More or Less.

Outside the Curriculum, the Department continues to broaden the girls experience of Maths by entering a number of externally run competitions. Students from Remove and Lower Four entered the Individual Junior Maths challenge run by UKMT and Upper Four and Lower Five entered the Intermediate challenge.

**“Outside the Curriculum, the Department continues to broaden the girls' experience of Maths by entering a number of externally run competitions”**

with the Sixth Form participating in the Senior round. For the first time ever these competitions were held online. Across the whole College, students were awarded a total of 28 bronze, and 7 silver certificates. Particular congratulations should go to Layla Ferguson in Lower Four, Eve Walley in Lower Five and Daisy Whiteman in Upper Sixth who were awarded Best in School in their respective age groups. Well done to all involved!

Once again, the faculty were set to enter teams for the UKMT team challenges. As the UKMT no longer holds the Channel Island heat of the UKMT Senior Team Challenge, the schools in Guernsey have for the last couple of years held the competition ourselves, with the UKMT kindly providing the materials. The Senior event was held at The Ladies' College and had a great atmosphere with students showing a competitive spirit and demonstrating pure enjoyment of the subject. Our teams, made up from students in Upper and Lower Sixth said that they enjoyed the experience hugely, with the Grammar School coming out on top this year. The Junior event was not held due to the lockdown but hopefully next year we can resume these worthwhile inter-school competitions.

**Mrs Gribbens, Head of Mathematics**

# The Monachan Memorial Trophy

**On Friday 26th June 2020, the finalists presented their speeches to win the Monachan Memorial Trophy.**

In Upper Four X, Rosie de Carteret spoke on "Tidal Energy" and Bella Duquemin presented the controversy of "Cat Calling". In Upper Four Y, Zoe Hubbard argued that "Skinny isn't a Compliment" and Celi Mahieux spoke on "Accessory Codes". In Upper Four Z, Hannah Street talked about the "Voting Age" and Molly Walkmen on "Barbie". All the speeches were phenomenal, and congratulations to Zoe Hubbard for winning this year's competition.

The Ladies' College English Department wishes to thank Ms Monachan for her kind sponsorship of this annual competition, and Mrs Massey for assisting with the judging.

**Mrs Ellis, Head of English**







Renbillaons jomais



## The Holocaust Flame

**This year marked the 75th Anniversary of the Liberation of Auschwitz. A group of three teachers (Mrs Montague, Miss Alston and Mrs Henderson) and three Lower Five students (Rosie Morris, Lily Parkes, Rebecca Philp) worked together to create a piece of artwork, incorporating the image of a flame, to remember the lives of three women deported from Guernsey in 1942, Marianne Grunfeld, Auguste Spitz and Therese Steiner.**

Our artwork, '**Renbillaons jomais**' ('Never forget' in Guernsey French) was displayed in the UK national exhibition and featured prominently in the exhibition catalogue. Mrs Montague attended the televised national memorial event at Westminster (with the Duke and Duchess of Cambridge leading the national in reflection) in January on behalf of us all. The Lower Five girls participated locally in our act of Remembrance at the White Rock on Holocaust Memorial

Day. On this date also, Senior Motet choir sang the hauntingly beautiful piece written in the Vilna ghetto, 'Unter dayne vayse shtern' (Under your white stars) by the poet Avraham Sutzkever, set to music by Avrom Brudno. Directly addressing God, the poem's speaker expresses the agony of his situation and calls out for help and acknowledgement. In College, a series of assemblies urged us all to #StandTogether against prejudice.

**Mrs Henderson, Head of History**

# Earn while you learn

PraxisIFM's annual bursary offers Guernsey university students a great opportunity to experience paid work together with a cash grant.

The 2019 bursary was awarded to former Ladies College student **Sophie de Garis**.

The Group's bursary students are guaranteed paid work within one of the Guernsey office's Trust, Fund and Pensions divisions, gaining exposure to a wide range of tasks. Each recipient also receives a grant of £2,500 each academic year.

*"My six weeks at PraxisIFM were so enjoyable. I learnt so much that can be transferred to university life. Firstly, I was with the Pensions department helping to complete multiple administration projects which meant that I got to know the whole team really well while learning a lot about pensions too.*

*"I was then with Central Services, helping with the post and scanning while also preparing meeting rooms. Delivering post around the office of 200 people meant I was able to get to know others from the departments that I didn't work directly with. I always had something to do which made me realise how much hard work goes on behind the scenes in an office environment.*

*"In the next two weeks I was with the Marketing & Business Development team. I was completing a project of updating a client database. At times I was working under some time pressures which will hugely benefit me in the future at university by enhancing my efficiency and organisation when taking on big tasks.*

*"I really enjoyed my final week with the HR team. I got to know them well and learnt a little bit more about what they all do, having no two days the same. While I was there, I was*

*completing a filing project which again I had to be very organised with.*

*"The weeks have flown by but the experience was eye opening. My confidence has been boosted as I have been put out of my comfort zone at times, but I have enjoyed every part of it and can't wait to come back once I am home in the holidays."*

The 2021 Bursary will open in May, further details are available on the website or from [recruitment@praxisifm.com](mailto:recruitment@praxisifm.com).



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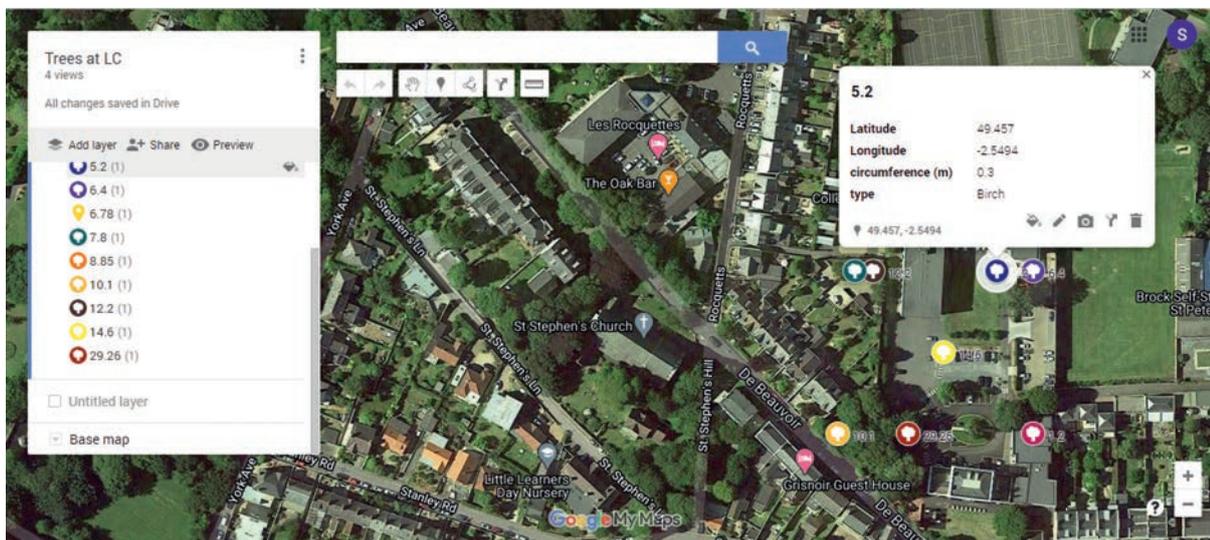
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# Geography 2019-2020

As the department begins implementing the curriculum review, we are increasing human geography, exploring fieldwork on island, responding to the demand from the pupil voice that we need to study hazards, and looking at what we can do on a personal level to integrate climate change into the syllabus. As a result, Ms Ace-Hopkins undertook the UN Climate Change educator certification course. Climate change is being written into every topic to ensure our students understand the impact it has on all of us.

Ms Ace-Hopkins and Mr McGovern are both working towards becoming Chartered Geographers as fellows of the RGS, which should be achieved by the time of publication.

Before lockdown, the Lower Four Geographers worked with the Science Department to undertake a tree survey of the grounds of The Ladies' College. Using maths skills, identification of species skills and a lot of giggling, we have started the database for the Science Department and have added it on Google maps! This will allow us to track the carbon dioxide we can capture onsite and see if we can improve our carbon footprint. It is still a

work in progress and we will need to keep updating the information.

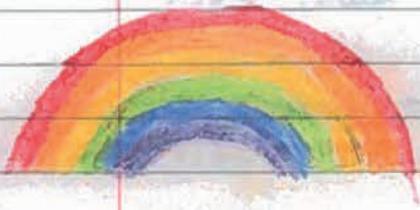
During lockdown the Upper Sixth made a brilliant video for the younger years all about coastal defences – we followed Maeve, Sophie and Jenny on a tour of some of the island's sea defences! We wish our Upper Sixth Geographers all the best for the next year as they head to University and into employment. They have been a fantastic group to work with and we will miss their contribution to the department.

**Ms Ace-Hopkins, Head of Geography**



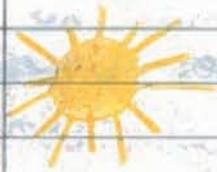
# R.S Homework

Day 1



A rainbow appeared in the Universe and from each layer the world was formed.

Day 2



The red broke away to form the solid ground, and yellow the sun to make day.



My

Creation

Story

Day 3



The blue formed the seas and the rivers and the green the trees and plants.



Day 4



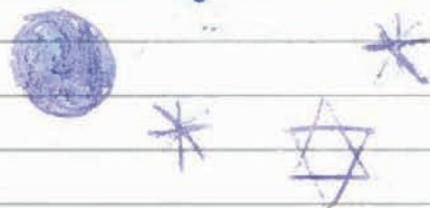
The orange became the people of the world.

Day 5



The indigo was the fish in the sea and other animals of the world.

Day 6



The violet became the planets around and the moon and stars overhead.



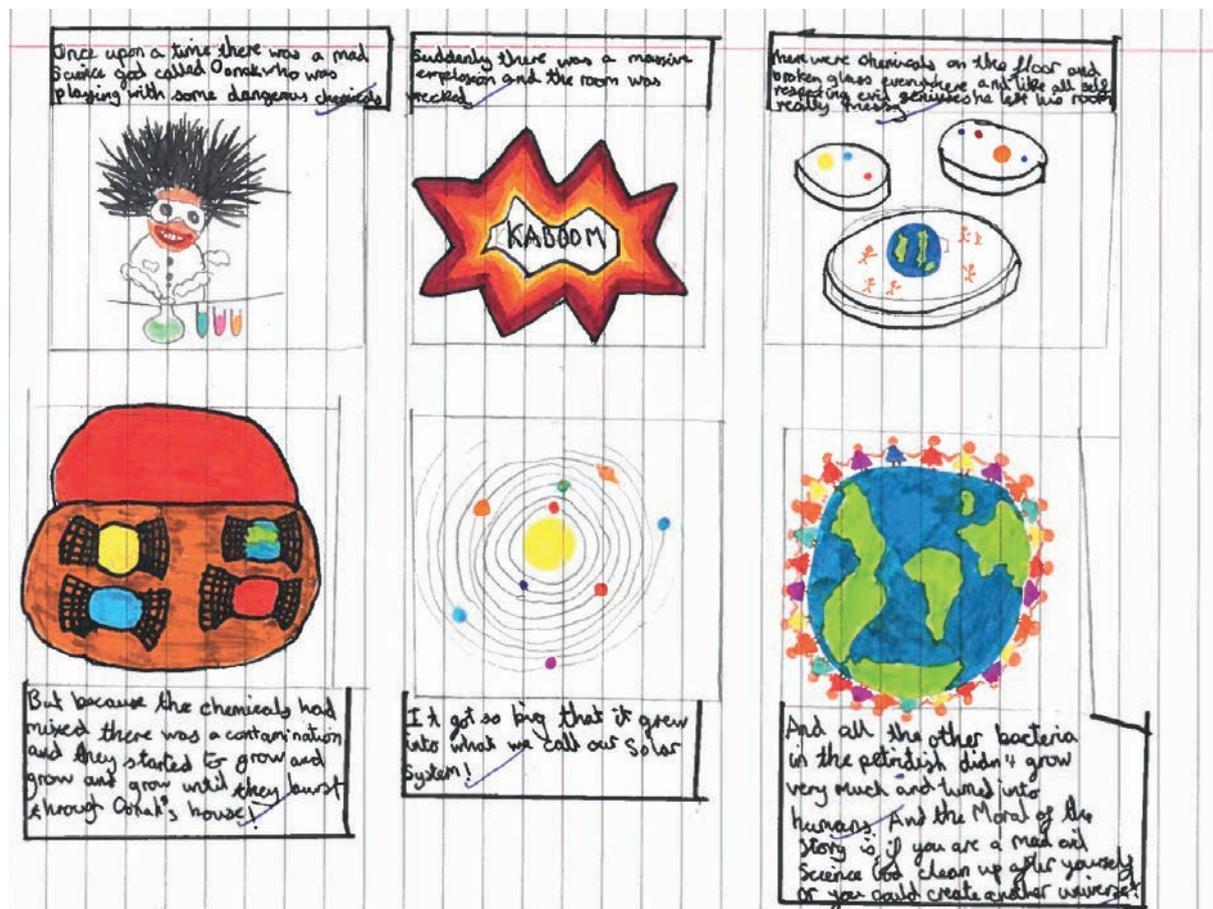
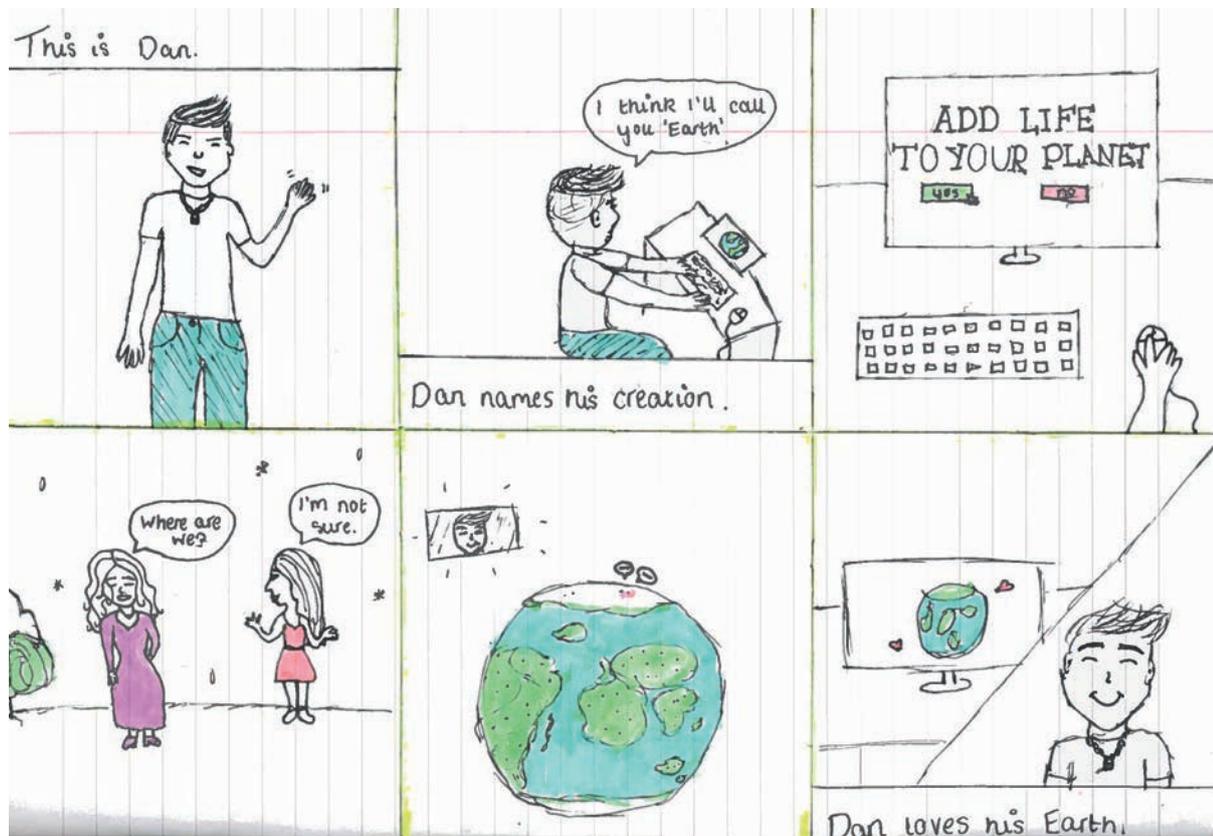
Really creative  
Grade!

# Creation Story Debate

In Lower Four we have been learning about creation stories and how they change in different societies and cultures. We have studied the Pan-Gu creation story and the Christian creation story and then, we were tasked to write our own. They were very fun to make and amusing to read as we all had such

weird and wonderful ideas which ranged from an evil scientist contaminating a batch of chemicals, to an online gamer creating what he thought was a 'virtual earth'!

Miss Le Maitre, Head of Religious Studies



# 'The NHS Has Replaced God.'

This is a very bold statement as God is omnipotent and the idea that a lesser being could replace him is an exaggeration.



Both Christianity and Islam are monotheistic religions, this means there is only one God, and only that can be worshipped. In Islam the greatest sin is called shirk; it is worshipping something other than God. Therefore, the idea that either religion would believe that something like a health service is more powerful than God is impossible.

However, some may say that God has abandoned the human race. All the time people question whether God can even exist when natural disasters kill thousands or more. Covid-19 is yet another example of an uncontrollable disaster that has affected nearly 4 million people and killed almost 300 thousand people. The idea that there is a being that knows this is happening, that knew it was going to happen and still does nothing thought provoking. How can this God only watch as thousands die and do nothing? Can this God even be omnibenevolent and do this? Right now, the only people who are attempting to save peoples' lives are the doctors and nurses; aka the NHS.

While that last argument was extremely powerful you could just as easily say that God created humans and told them to be stewards of the Earth, so they are just doing what God instructed. God told humans when he created them to protect the world, the NHS is just protecting the world from Covid-19; that's not replacing God.

Another strong argument against the statement is that while the NHS are an irreplaceable group of people that have done amazingly handling the Covid-19; that is all they have done. Whereas God has created the entire universe that we live in, has sent prophets to guide humanity and even sent his own son Jesus to give us Christianity and give us salvation by sacrificing himself. While the NHS are helping the sick, they don't have further relation to God's greatness and therefore cannot be his equal.

Finally, to further my previous points, Evangelical Protestants in particular would not agree to this statement as they have particular views on the role of women in society. Most believe that women should stay at home and look after their family and house and leave the providing to their male partner. So, the fact that 77% of the NHS are female workers would most likely give Evangelical Protestants further reason to deny this statement.

Overall this clearly shows that the NHS could not replace God as he is omnipotent and therefore we may never know what God has done to help the world but we should trust him as he trusted us with the world. So, no the NHS have most definitely not replaced God but we would not be where we are today without them.

**Samantha Whalley, Upper Five**



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# The Annual PE Department Review 2019-20

**The Academic Year 2019-20 was dominated by headlines of equality and digital images of perfection. The students of The Ladies' College are thriving in an environment that values resilience and determination above any other attribute. We are in an enviable position where we don't provide girls' sport or boys' sport – just sport! The opportunity to be creative or competitive are met with equal enthusiasm.**

This was illustrated by a fantastic visit from Leicester Tigers Rugby Community Coaches who provided the students with a wonderful experience of full contact rugby, during the RWC Finals.

The Annual Triathlon event was another success and provides pupils with a personal challenge in a fast-growing sport.

During the Michaelmas Term, U14 and U18 teams travelled to the West of England Hockey tournaments. Resilience was evident in abundance as they played in extremely cold and wet conditions to keep a very impressive defensive record. Sadly, goals were not as forthcoming, but minds were focused for the upcoming matches against the local and Channel Island rivals.

Lent Term fixtures were thwarted by inclement weather, failing travel links and Covid-19. However, in January a new Cup Match Fixture v Hautlieu College, Jersey was established. The girls played some excellent Netball and the Lower Five Netball Team successfully beat their Jersey rivals 22 – 9. The seniors, who had trained hard put up an excellent battle but lost 10 – 29. The 1st XI hockey team played well organised, structured hockey to win their match 7 – 0. The teams also experienced great success against local rivals, The Guernsey Grammar School and Sixth Form. The Senior Netball Team lost a very tight match 22 – 31, U14 Netball won convincingly 38 – 9 and the 1st XI Hockey Team won an exciting match 6 – 1.

The Ladies' College continue to provide players for the Guernsey Ladies' Hockey 1st XI. Maeve Tully, Emily Savident and Jennifer Thomas were regular and valuable players for the team. In the age group teams, 25 students represented the Island.

On Friday 24th April, whilst in lockdown, Upper Sixth Student, Jennifer Thomas decided to run a marathon in her garden to raise money for the 'Guernsey Social Investment Fund – Covid-19 Appeal' which helped local charities who were struggling as a result of coronavirus (due to having fundraising events cancelled, for example) as well as those charities which are helping to fight it on our front line. She said, "I wanted to do something challenging and surprising because I thought that would encourage more people to donate." She completed the marathon in a very impressive 5 hours and 32 minutes. She ran the entire distance and raised £1863.50.

The Island Schools' Netball season proved to be a success again this year with the Upper Four's and Lower Five's winning their age group trophies and leagues and the Removes and Lower Fours finishing Runners Up. Nineteen of our students played in the Island Age Group "Panthers" Teams in the UK this season.

The girls were lucky to have regular coaching with Guernsey Gymnastics Coach, Scott Little. This involved conditioning and skills, with many of them performing a back-handspring for the 1st time. Gymnastics continues to be a mainstay within The Ladies' College PE Department. The creativity and athleticism coupled with humour and determination ensure that the Gymnastics and Dance Competition remains a highlight on the calendar.

In the Island Gymnastics Competition, The Ladies' College Students placed in the top three in both events.

## Vault

1st Amy Partridge  
2nd Sophia Eisenhuth  
3rd Sophia Matthews

## Tumble

1st Sophia Eisenhuth  
2nd Sophia Matthews  
3rd Amy Partridge

Sophia Eisenhuth continues to be one to watch on the National and International Stage in the future. Covid-19 interrupted her plans to be selected for the British Tumbling Squad but no doubt she will pick up where she left off when normal competitions resume.

In Regional Tumbling Competitions Sophia Matthews won the NDP3 category and Amy Partridge won the NDP2 category. They were planning to go on and compete in the British Championships in June, with the English Championships 2 weeks later. Hopefully they will have another opportunity next year.

Yet again, The Ladies' College PE Department hosted 54 students from six primary schools for their Annual Primary Schools Gym Competition. All performers showed great talent, determination and resilience to produce some impressive skills! St Martins won the overall best team.

Our Key Stage 3 Badminton team dominated their league winning all their matches without conceding a game. They should have gone on to represent The College and Guernsey at the Regional Finals of the National Schools' Badminton Championships in the UK in March. But sadly, these plans were disrupted. The Key Stage 4 team also put in some great performances to finish their league in 3rd place.

The GSA ran a Park Run initiative to encourage people (students, parents and staff) from GSA schools to run 5km on a Saturday morning, during the month of March. Before social distancing and lockdown prevented the event being completed, The Ladies' College had over 20 entrants running on March 7th 2020 which also coincided with International Women's Day.

Rachel Simon was selected for the GB U17 Women's Sabre Squad competing at an international competition held in Hungary on the 5th and 6th October. Rachel is the first Guernsey person ever to be selected for this squad, which makes the achievement all the more impressive. Rachel was also invited to join the GB Athlete Development Program in 2018 and so has been attending regular training and development weekends in the UK for the past year.

The Ladies' College continues to produce great sailors. Hannah Jones (Lower Five), Jessica Duncan and Bella Duquemin (both Upper Four), represented the Colleges in the National Youth Team Racing Championships in Oxford at the start of October,

sailing in approximately thirty races against many of the top sailors from schools across the UK.

The trajectories of learning and progress were very steep, and this bodes well for future events.

The girls' showed fantastic resilience, teamwork, positivity and sportsmanship throughout, even when luck and officials' decisions did not go their way, and through some truly miserable weather.

Although only U12, Jessica Watson is currently 30th Optimist sailor in the U15 age group in the country. As a result, she has been invited to become a member of the RYA girls' squad. This means that she gets to attend RYA funded training camps.

This year, the main athletics season could not take place, but the girls ran well in the Autumn Cross Country Races. The Y7&8 and Y9&10 Cross Country Teams both won their events with Isabelle Lowe finishing 1st in the Y7&8 race.

Comfort is a key factor in the participation of girls' in PE lessons. We were delighted to have a visit from Lucy Horsell from our PE Kit provider, "Squadkit". Upper Four, Upper Five and A-level PE students had the opportunity to discuss how the kit was developed, where it was made and make suggestions for improvements to various items. The Squadkit team took the opportunity to introduce their new shorts which we have now added to our kit list as an optional item and will be in stock by September 2020.

During lockdown, the students were set daily physical challenges. The enthusiasm for sport and exercise was evident by the vast array of activities in which the girls took part. They showed resilience, creativity, determination and a huge amount of knowledge of the importance of good health and physical fitness.

The Ladies' College PE Department were awarded the highest possible standard in the delivery of their provision, the Youth Sports Trust "Gold" Quality Mark.

The recently reviewed Quality Mark gave a rigorous and robust validation of the vision, leadership, management, curriculum, co-curriculum, school sport, physical activity and its place at the heart of the well-being of the students and within The Ladies' College environment.

The Ladies' College PE Department were required to demonstrate amongst other things a clear, ambitious and well communicated shared vision of the aims of PE and beyond which reflects the current needs and interests of all students.

Some of the Departments strengths were highlighted as follows:

- Broad range and breadth of opportunities on offer in the curriculum and co-curriculum / enrichment.
- PE curriculum participation is at 100% – great engagement from the students that supports mental well-being.
- Innovative approach by the PE department to introduce new activities and sports such as triathlon, sea swimming and yoga.
- Working closely with the PE kit supplier to ensure modern and comfortable kit is introduced as it is developed. This has a direct link to levels of participation.
- Creativity shown by the students – especially through gymnastics and dance in which the girls excel.
- Peer to peer support from the students (through different roles in different activities – leadership, choreographer etc.) showing The Ladies' College values of empathy, encourage and inspire. This is clearly demonstrated in House events such as gymnastics, swimming and athletics.

Head of PE Helen Le Maitre was delighted to have the department's efforts recognised, saying "Physical Education and holistic well-being is a hugely important part of everyday life at The Ladies' College. In a world saturated by technology, digital accessories and a decline in the general well-being of young people, the students of The Ladies' College are first and foremost, physically literate and health aware. Equipped with these vital 21st Century skills, they can productively embrace future challenges. I am proud of the girls and the whole team, including staff, for achieving this prestigious award."

**Mrs Le Maitre, Head of Physical Education**

## House Netball



# Leicester Tigers Rugby



# Hockey



# Badminton







## Fencing

**I have been fencing sabre for seven years, during which I have competed in numerous national competitions and represented The Ladies' College 3 times at the annual Public Schools Fencing Competition, reaching a podium finish each year.**

Two years ago I was invited to join the British Fencing Athlete Development Programme and since then I have regularly attended various training weekends in the UK with members of the GB U17 and U20 sabre teams. I started the 2019/20 season ranked 11th nationally in the Womens' U17 age group and during September I competed in several national ranking competitions around the UK.

Following the first two ranking competitions of the season, I maintained my national ranking of 11th and was selected to represent Great Britain on the European competition circuit, becoming the first Guernsey girl to represent GB in sabre. I was invited to form part of the GB Womens' U17 Cadet Sabre Team competing in the Gődöllo Huniber Cup event in Budapest, Hungary in October and at the Camden International sabre competition at Olympic Park in London.

My performance in further British ranking competitions in Stratford-upon-Avon secured my place on the team for the second round of international competitions. In November, I competed with the GB Team in the Etropolis's Sabre European Cup event in Sofia, Bulgaria, and in December fenced in the

Wiekhorst Cup and Allstar Cup events in Eisingen, a town near Stuttgart in Germany.

The European competitions were a fantastic experience and gave me the opportunity to fence against teams from Russia, Japan and the USA as well as many European countries. I was thrilled to be selected this year, having missed out on selection the previous year by one place and feel so lucky to have been able to visit such amazing places and meet so many new friends through my sport. I particularly enjoyed being able to visit the Stuttgart Christmas Market with my GB teammates as it was really festive and allowed us to spend time together outside the competition.

Unfortunately the next competitions in which I was due to compete, including the 2020 Public Schools Fencing Competition and British Youth Championships, were cancelled as a result of Covid. Whilst I was disappointed that these events could not go ahead, we have been very fortunate to be able to continue training in Guernsey and hopefully it will be possible for these events to take place in 2021.

**Rachel Simon, Lower Sixth**



# The Normandy Trip

In October 2019, Lower Four travelled to Cherbourg for French Exchange.

After sailing on the Condor Rapide and taking a long coach journey, we arrived at La Scioto, where we were staying. Once we had been assigned our rooms, we went to Le Vent De Mer for our dinner. On the second day, we travelled to Le Cité De La Mer, where we had the chance to go into a submarine as well as seeing what it would have been like on the Titanic. We found

this incredibly interesting! After that, we visited the aquarium where we could touch sharks, stingrays and starfish. Finally, on the last day, we spent time with our penpals, going to museums, shopping and walking on the cliffs. I really enjoyed this experience and would recommend it to any younger students!

**Lydia Torode, Upper Four**





## This was another busy year in the Music Department with many opportunities for the girls to take part in and develop musical experiences.

In the Music Department we strive for a variety of experiences covering as many different genres as possible. We started the academic year with master classes and workshops the first from OperaUpClose. Performing on the island they were able to spend time with our young musicians where they passed on their expertise and vital tips.

Each academic year we combine forces with Elizabeth College to deliver the World Music aspect of the specification. Upper Five GCSE students were treated to Skype workshops, visiting musicians and demonstrations from professional musicians covering the Indian, African and Samba aspects of the World Music Area of Study.

Twice a year, younger musicians are given the opportunity to perform in more informal concerts. This year students performed their own compositions and solo pieces they have been working on outside the classroom.

A large event in the music calendar is the annual Carol Service. The orchestra accompanied the carols and there were performances from the choirs, motets and soloists. Remove performed as a year group and the whole school were treated to a staff performance on the handbells.

In February 'Affinity' took part in the annual Battle of the Bands. The band impressed the judges with their performance, giving the judges a challenge to decide this year's winner. Many thanks to Thirst Music School for their weekly and tuition and the organisation of the annual event.

Well done to Julia, Mathilda, Megan, Rhiannon and Robyn who continue taking part in the competition and flying the flag for women in music.

March is a very busy time of year for the Music Department as it is time for the annual Spring Concert and the Eisteddfod. Girls from all years took part in the Spring Concert and we were treated to solos from across the year groups. A diverse display of popular and classical music as well as each orchestra, wind band and choir taking part. It is also our chance to say goodbye

to musicians in Upper Sixth and thank them for their dedication over the 7 years they have contributed to the music department. In the Eisteddfod the Junior Choir, Junior Motet, Senior Choir, Senior Motet, Saxophone group, Combined College Choir and Senior String Orchestra took part. Congratulations to the Senior Motet, Junior Motet, Saxophone group and Combined College Choir on winning their classes. All groups received excellent feedback about their performances this year.

During her time studying music Rachel, in Upper Five, submitted her GCSE compositions to the Young Songwriter 2020 competition organised by Song Academy. As a regular performer we were delighted that Rachel finished in the top 10 in this international competition.

Alexandra in Upper Four successfully auditioned for her place in the National Children's Orchestra and has historically travelled regularly to the mainland to rehearse and perform. Due to Coronavirus she was unable to continue her travel and therefore took part in a project entitled 'Our Musical Planet'. Alexandra performed with other local members of the National Children's Orchestra on the beach where on Friday 29th May 5PM BST thousands of musicians around the world performed 'Jupiter' from Holst's The Planets.

We were very lucky to compete in the Eisteddfod and perform in the Spring Concert, as soon as these ended lockdown curtailed the majority of performance for the academic year. Sadly, we missed House Music and a variety of performances planned for the Trinity term. However, as a department we did not want to be silent and the Senior Motet worked with Mrs Roue virtually. A backing track was created and the choir submitted their footage. 'Count the Stars' by Andy Beck performed by Louise, Rosie, Florence, Harriet, Jasmine, Lucy, Mae, Giorgia and Rachel. We were delighted to resume live music towards the end of the academic year and the Senior Motet performed this work as part of our annual celebrations at Speech Day.

**Mrs Roue, Head of Music**





# Amsterdam Art and Photography Trip February 2020

During February Half Term 2020, a large group of Art GCSE & A-level Photography students were lucky enough to visit the beautiful and cultural city of Amsterdam with Miss Clements, Miss Alston & Mrs Anderson for four action-packed days of art, culture, walking and eating!

Conveniently, our hostel was in the heart of the city on the outskirts of The Vondelpark, which made it very easy to walk to exhibitions, galleries and shops.

As soon as we had reached our Hostel, we dropped off our luggage and headed straight out to the contemporary FOAM Photography Gallery on the Canal-front.

On Saturday morning straight after breakfast, we visited Museumplein which has the 'Big Three' famous Galleries situated in one Square. Starting with Rijksmuseum which showcases the Dutch Old Masters like Van Eyck, Rembrandt, Van Gogh & Vermeer, we were inspired by an amazing Tour Guide who really engaged us all in the incredible stories of the Celebrities of 17th Century Netherlands.

Then we walked to The Stedelijk, the polar-opposite Modern and Contemporary Gallery housing artists including Yayoi Kasuma and Barbara Kruger.

After lunch we went across the Square to The Van Gogh Museum which is an amazing Gallery that pays tribute to his life as well as his massive body of work; also work by artists who inspired him hangs on the walls next to heavyweight pieces such as Sunflowers.

On Sunday morning, in the pouring rain, we walked to the Canal

where we had an amazing hour on the waterways, for a guided tour of Old Amsterdam, Amsterdam Central and the Port, taking in the historical architecture amidst stories and informative snippets from Reuben our barge captain.

To inspire us further we walked the old, cobbled canal-side streets of Amsterdam taking photos, drawing and generally drinking in the quirky, creative, colourful city, that is drenched in culture and offbeat style. Oh, and some Retail Therapy (purely to shield us from the rain...).

Our last morning was spent in the unbelievably timeless Rembrandt House, which has original items such as the huge mixing stone where he ground the pigments for his paintings, a room full of stuffed fantastical animals from his dealings with the traders on the Silk Road & replica pieces of furniture that gave us an amazing insight of how Rembrandt's life would have been.

We feel privileged to have been able to make this journey in the nick of time before lockdown.

Overall, it was such an enjoyable and eye-opening trip, consisting of good food, good art, and not such good weather!

**Mrs Anderson, Art & Design Technician**



# Life Drawing 2019-2020

**The Art Department continued to offer extra-curricular classes and clubs throughout 2019-2020 to all year groups from Remove up to GCSE.**

These commenced with the annual offer of Life Drawing Classes, which are open to the Sixth Form Art and Photography Students.

Initially, this may seem to be a daunting challenge, but it is an indispensable skill to have in your portfolio, whether you want to go on to study an Art course or not.

Life Drawing is a sure fire way of improving the quality and speed of your drawing, and it teaches you to look at things in a different way; to draw what you see in front of you, not what your subconscious thinks you should be drawing; it teaches you proportion, light and shade, colour and that human bodies come in all shapes and sizes!

The tempo of classes vary, but all are fairly fast paced, many

encompassing four or five quick bursts of five to fifteen minute poses within the hour.

As an A-level Art or Photography student, you will find Life Drawing an indispensable skill to have- it teaches you so many useful drawing techniques that can be used in all areas of your work, and suits any style of work.

Personally, I loved life drawing. It challenged my artwork and skills and I found new ways of working which developed my coursework. The classes were fast paced and never boring.

**Rosa Bonner-Morgan, Upper Sixth**

## Sovereign Arts

**The Sovereign Art Foundation Students Prize is an island-wide competition for secondary school pupils that students of The Ladies' College are entered in annually.**

From all of the entries, of which I am one, 20 finalists will be chosen and notified by the 2nd October. The piece that I have submitted was completed while I was exploring the theme of reflections; I was drawn to photograph the original image because of the reflections in the glasses. Firstly, I completed the picture using only chalk and charcoal in order to

accentuate the shadows and highlights, but after I added tonal pastel in order to bring more depth to the picture. I am happy with the finished piece as I think it conveys a sense of wonder through the subject's expression.

**Jasmine Morgan and Mrs Anderson**





Paintings: L – R: (Left page) Structures by Maddy Mitchell, Inverted (Forest\_colours) by Bella Lee. (This page) Stages of Fruit by Louise Le Tissier, Oisine by Jasmine Morgan, Mirror in the Mountains by Suzannah Tostevin, and Pandemic by Coco Osborne.



# Drama Department Trip to London

In January 2020, the Drama Department took the GCSE – Lower and Upper Five – students to London to see three West End productions: 'Cyrano de Bergerac' at the Playhouse, 'Mathilda' at the Cambridge Theatre and 'As You Like It' at the Barbican. With three such varied, but equally impressive productions lined up, hopes were high – and certainly not disappointed.

'Cyrano de Bergerac', not a play known by many of the students at the outset, was probably the majority favourite by the end. Despite a last-minute change in the set design (and our seats!), which left staff and students up in the gods with a very steep rake, which was a little unnerving for some, the play was fantastic – an acting masterclass from James Mc Avoy, who starred as the eponymous hero (notably without nose). That wasn't the only unusual thing about this modernised production, with rap battles and black leather abounding. An exciting and innovative piece of theatre, which would be reason enough for any student of Drama to watch it, it also provided a rich inspiration for the necessary work for the written examination.

'Mathilda' provided a great contrast to 'Cyrano' and was known by some of the students before seen on this trip. It can safely be said that those who were familiar with the music, or who had seen the show, thoroughly enjoyed it all over again! A joyful and fun production that guarantees to make you smile – it has also inspired some characters in classwork, as well as – again – being a rich source of inspiration for the theatre review/analysis all GCSE students must write in Upper Five.

The third production was 'As You Like It' – a well-executed traditional production, with some excellent acting at the core, this final production provided again a third style of theatre for our enjoyment.

Not only did the students have the opportunity to watch top-quality theatre, they also took part in two workshops, led by professional actors: one on Clowning, one on Physical Theatre. Both were an absolute treat, and it was great to see the students take part with gusto.

No trip to London would be complete without the odd nice meal out (thank you Wahaca!), as well a brief shopping spell in Covent Garden. The students were even lucky enough to visit the theatre exhibition in the Victoria and Albert Museum.

On the flight home, there were several asleep, but all tired – a demanding, but very exciting weekend of wonderful theatre and workshops.

These annual trips not only provided much-needed resources for the GCSE and A-level written examination, but they provide inspiration for the students' own practical work as well as broadening the scope of the education provided at The Ladies' College: a few days in London, visiting theatres, learning from professional actors in workshops and learning about yourself being away from home – and certainly cementing friendships.

**Mrs King, Head of Drama**



## October 2019

### 3 Drama Department GCSE and A-level trip to see 'Faustus' by Splendid Productions at the Performing Arts Centre.

The GCSE and A-level students enjoyed a really 'tempting' performance of 'Dr Faustus' by Brechtian theatre troupe, Splendid Productions: a tale of human greed and the desire to 'have it all' any cost. The students took from it some great tips on multi-role playing, bold characters and audience interaction – performance techniques which were used subsequently in their examination work. Additionally, all students wrote a live theatre review of the production in preparation for the written examinations – focusing on character portrayal, as well as costume, hair and make-up and how this communicates to an audience.

The show was performed in the house style of the company – a multi-role playing feast with a warning about human greed, along with a healthy dose of humour. With much of the original text by Marlowe, Splendid made this as relevant to a modern (and largely young) audience as it would have been when first performed: should we have it all, or is there always a price to pay...?

**Mrs King, Head of Drama**



## Whole School Production: Disney's 'Beauty and the Beast'

**December 2019 saw more than a little Disney magic arrive at the Senior School with a wonderful production of 'Beauty and the Beast'. With a cast of around 50, ranging from Remove to Sixth Form, this sell-out production was a true pleasure to watch and be a part of.**

The story focuses on Belle, an intelligent girl longing for adventure, who ends up as the house guest of a fearsome Beast, along with his enchanted servants, now all turned into household items. Throw in a jealous wannabe boyfriend for Belle and a few pitchforks and there's a showdown not to be missed. By the end, however, Belle and the Beast have found love and it is precisely this which gives us our fairy tale ending: Beast is really a handsome prince underneath the horns and the fur and Belle finally finds a match and a life she longed for.

The cast worked incredibly hard on this Disney classic, rehearsing every Sunday from the start of Michaelmas term, as well as dance calls during some lunchtimes. This was a massive team effort from start to end – with some of the older students stepping up as Dance Captains and Choreographers, which was very impressive – and much appreciated!

The title roles were played by Amandine Harris and Jasmine Morgan (both Belle) alongside Isla Savory and Issy Davidson (both playing the Beast on alternate performances), with all four of them doing an amazing job. Congratulations to Amandine and Jasmine for playing a Disney princess (something that was particularly appreciated by our Melrose audience)!

It doesn't stop there, however; a true ensemble piece, there were fantastic performances a-plenty: Leyla Luff as Mrs Potts, Amelie Le Prevost as Cogsworth and Freya Guezo as Lumiere, to name but a few. Without listing the entire cast, it is safe to

say that everyone gave their all and created a truly magical production under the Direction of Mrs King, Mr Cheshire and Mr Henderson (musical director).

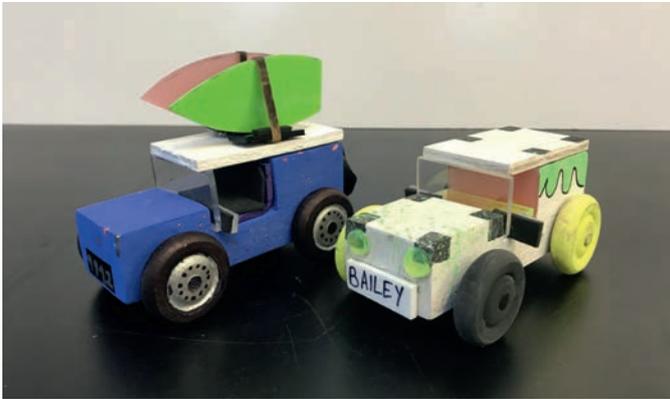
As well as beautiful performances, there were costumes to match – with many being created for the production by designer Mike Dean, such as an entirely wearable (and massive) teapot, a (wearable) wardrobe with working doors, or an over-sized carriage clock. It is fair to say that the cast found it helpful to rehearse in these early on in the process! It's equally fair to say that their hard work paid off, as they brought those costumes to life as servants to the Beast, under the spell of an enchantress.

The band were magnificent: it is always a hugely exciting moment for the cast to finally be able to work with the band – they bring an energy and talent that is astounding.

No production could happen without a strong back-stage crew and with help from Mr Hale and Mr Bougourd, there was a brilliant team who operated the lights and sound, the latter also in charge of setting up the many radio mics (thank you!).

It may be a 'tale as old as time' but 2019 saw Disney come to life at The Ladies' College thanks to the hard work of the whole cast, crew and band. Teamwork, communication and kindness at its best and an achievement to be proud of.

**Mrs King, Head of Drama**





## Design & Technology Highlights

**2020 was a year where the DT department had so many exciting projects going on combined with the challenges of lockdown measures. Using their creativity and skills developed throughout their DT projects, the students rose to the challenges and produced some excellent work.**

The Remove started the year with their traditional safety in the workshop project and really worked hard to produce such a wide variety of buggy designs. They fully embraced working on Teams during lockdown and took part in online videos, quizzes and puzzles. A real highlight was seeing videos and photos of the girls testing their home-made Kites out in the sunshine. Mr Smith took home one of the 3D printers and using TinkerCAD software the pupils continued their 21st century skills and designed models that could be made remotely!

Lower Four had started projects in semi-precious metals and their mixed material Bird Box. Lockdown led to them completing a project to design a piece of slot together furniture for IKEA and produce a card scale model. There were some original ideas presented and earlier projects were completed on the return to College in the summer.

Upper Four again produced some excellent house designs in the Architectural project and some really descriptive sales literature was produced to promote their dream homes. Working with the new iGCSE groups in the summer was a pleasure and the pupils worked hard to produce high quality silver rings before the holidays.

Lower Five had time to complete all three foundation projects in wood, metal and plastics before lockdown and had started their major projects. Moving their portfolios onto PowerPoint and Teams meant that they could continue working and feedback was given via videos.

Upper Five worked hard to complete some excellent major projects ranging from a beach cleaning station for Richmond

kiosk, a heated bee hive to prevent the spread of disease in the hive, a carton crusher to minimise waste, a tortoise enclosure, a filter for a roadside douit plus storage and recycling products.

The big news for DT this year has also been the work that has started on building the new Food Technology Block. This exciting project was on hold during lockdown. However, it was in full swing over the summer and looking to open before or just after the New Year. The building will offer a downstairs classroom space for theory lessons and briefings and a fully equipped kitchen environment upstairs for up to 12 students to learn basic cooking skills and hold events such as house bake offs. This really will be an exciting new activity for the students and an excellent extra to the DT provision.

I am so proud of the effort that the iGCSE Upper Five students put into their projects. To showcase their efforts the DT department produced a Virtual Exhibition of their Portfolios in an online flipbook. This can be viewed by going to: <https://www.flipsnack.com/ladiescollegedt/igcse-dt-2020-portfolios/full-view.html> or scanning the QR Code on this page.



Mr Smith, Head of Design & Technology

## Rotary Chef Competition 2019

On Friday 15th November, both Bea and Lauren entered the semi-finals of the Rotary Chef Competition at St. Sampson's High School. They had to prepare a starter, a main and a dessert and present it to a panel of judges. The judges were all head chefs from some of the islands leading hotels and restaurants

and the level of competition was high. Both students made some excellent dishes and competed well against other schools on the island. With the new food technology facility opening soon, we are looking to enter more teams next year.

Mr Smith, Head of Design & Technology



## Wellbeing Morning November 2019

Wellbeing morning was an opportunity for all students in the Senior School and Sixth Form to focus on themselves, their wellbeing and ways to make positive changes in their lives to be healthy and happy.



Once again Self Esteem Team were invited into College run a number of sessions. Kay, our Self Esteem Team speaker ran a number of sessions on social media, self esteem and managing stress. In addition to this, we invited back Pearl and Alice to run zumba and yoga sessions. Each year group followed a bespoke package covering topics relevant to their age group. For example, the effects of social media on our self esteem and ways to be mindful in our every day lives of our Sixth Form by focusing on taming our critical voice, prepping for examinations and managing stress.

In addition to these group sessions, tutors met individually with their tutees for 1-2-1 catch ups. An opportunity to celebrate success and talk through any worries and parents were also given the opportunity to hear the same messages as their daughters through a parent workshop session with Kay. Following feedback after the last parent session, parents submitted questions and topics to cover in advance in order to gain maximum benefit from the 90 minute presentation.

Dr Mitchel

**“Thank you for organizing an interesting and informative talk last night. Thank you for not just educating our children but parents too! With more understanding and education on mental, physical and nutritional health we will hopefully become better humans to each other and to ourselves.”**

**“I’m so happy that The Ladies’ College are creating a more rounded environment for our girls and it’s not just about achieving top grades. Mental, physical and nutritional health are just as important, good job! ”**

(Parent feedback)



## Wellbeing During Lockdown



Lockdown was a turbulent time mentally and academically for the majority of us. Some may have thrived with more independent online working whereas others might have felt rather anxious about all the uncertainty surrounding them.

However, whether you were one that thrived during lockdown or one, like many of us, who needed a little more support, our staff and fellow students were constantly there to give you a guiding hand, from the little things like Form Tutors sending reassuring emails or teams messages, to having full school assemblies live via teams. It helped us as students to feel mentally more at peace with the ambiguity about when things were going to be 'normal' again.

As a school, we were very fortunate to have the technology to be able to have those live lessons. Alongside just the academic lessons we also continued to have live Form video meetings. In these meetings, we were able to receive guidance and support from one another as well as having that sense of community and the vital communication each human needs to fulfil their need to socialise which we were unable to do face to face. Other activities that took place during these times consisted of yoga, meditation, mindfulness, and many others which were unique to each form. As well as group online lessons and form times, all staff were there to support us on an individual basis. One to one meetings and catchups were constantly offered to

us students, whether academic support or emotional support. During this time it was evident that all teachers had our well-being as a top priority and wanted to do even more to help us. They understood that each individual has their own distinctive situation which can make doing simple or complex tasks more challenging to complete. As students, it was very comforting to have some pressure of having hard deadlines lifted from our shoulders if we were finding it a bit more difficult emotionally during lockdown.

We have been in an incredibly privileged position as an island with our handling of Covid-19, although our lockdown was not as prolonged as the rest of the UK, some of us are still left affected. Without the constant support and empathy, our staff showed us, many of us may not have adjusted to lockdown as well as we did. I think as a whole, students who experienced lockdown 2020 have a large amount of gratitude to all staff and how we managed to keep some normality in our lives to preserve our emotional wellbeing as well as academic standards.

Nicole Hubert, Lower Sixth

## Mental Health Awareness Week

Mental Health Awareness week was celebrated virtually this year. The theme of the week was Kindness.

It was decided that each day we would explore different aspects of kindness including being kind to yourself, your mind and others. Highlights of the week included a workshop entitled "supporting mental health during lockdown" run in conjunction with Guernsey Mind.

The session was attended by parents, staff and students and covered all aspects of mental health and wellbeing as well as tips for looking after ourselves and others. On the Friday, Alice Marshall ran a virtual yoga session for all students and staff to participate in. A relaxing way to round off a busy week of being kind to ourselves and others.

Dr Mitchel

## Anti-bullying Week

We were fortunate to be joined by The Youth Commission (sponsored by Savills) to raise awareness of Anti-bullying week.

The Youth Commission spent the lunch break speaking to students in The Core and classrooms raising awareness of bullying; what it is and what to do if they or someone they know if being bullied. A stand in the main foyer encouraged girls to add their anti bullying messages, advice and who they would turn to for support.

Dr Mitchel



promoting emotional wellbeing and positive mental health

in partnership with





## Interview with... The Core Catering Manager, Mr Elliott

### **When lockdown was announced, what were your plans going forward?**

When the school shut down, we did too. As most students were not here, we thought it would be a really nice gesture to prepare food for the elderly and students of the key workers during lockdown, which we all agreed to do. Unfortunately, when we contacted the authorities, we were told we could not provide this service.

### **Why not?**

It was too high-risk, as there were too many different contact points; we would be here preparing the food, then someone would have to deliver the food, which meant that there were too many opportunities for the virus to be spread if anyone were to have it.

### **What other security procedures were there?**

There had to be many procedures in place: we had in place social distancing in the kitchen, we had to be a metre apart when we first

came back. The Core was made into a one-way system, with arrows to show people where to go. There was a separate entrance and an exit. This was the same for the Core when the students returned. There was a one-way system, with limited numbers allowed.

### **What kind of food could you prepare?**

At first, we could not prepare any hot food to be eaten in the Core because it was not safe for the staff to prepare it, in the event someone had the virus. Also, there would be too many girls in one space, which went against the social distancing rules put in place. Hot food resumed in June when this was changed. The students were allowed to eat in their classrooms to eliminate big numbers and allow them to spread out. We also had a delivery system for Melrose, where students could decide what they wanted to eat before lunchtime and then the food was delivered to then eat in their classrooms.

**Katrina Guilbert and Lena Lenkovska, Lower Sixth**



## Interview with... The IT Department Network Manager, Mrs Le Cras

### What kind of digital systems did you already have in place before the pandemic?

For the last few years, we have been implementing a strategy to become a fully integrated digital school.

Back in 2017, we formed a group of 'Digital Champions', who have continued to trial and advise on the use of hardware and software to prepare our pupils for 21st-century learning. All teachers were upgraded from laptops to Windows 10 tablet devices in 2018 and training was delivered on both the device and supporting software.

We have also been training our teachers and students to use cloud-based storage, for example OneDrive and SharePoint, which enables more collaborative work and allows access to documents and resources from any location.

We have continued to run training on platforms such as Microsoft Teams and Class Notebook, and many school groups were already familiar with using Teams for assignments.

### What about access to computers and laptops for remote working?

We have always had an IT suite, which gives students access to computers in addition to a space for regular IT lessons, but we have been increasingly encouraging students to use their own devices for schoolwork. We have been rolling out our Bring Your Own Device (BYOD) campaign to simplify and streamline the learning experience, which really helped during lockdown.

From September 2019, all new Remove had to have a Microsoft Surface device, either a Microsoft Go 2 or a Microsoft Pro 7 with a keyboard, and it is our aim that all students from Remove to Upper Five will have one by September 2021.

### What did you do when lockdown was announced?

In the two weeks before we knew that the College was going to have to close, we created Microsoft Teams for any remaining groups that did not have them in place and that were not going on study leave for exams.

We held after-school and lunchtime refresher courses for teaching staff so that when the inevitable happened they were as prepared as they could be. We also went to all tutor groups during their sessions to make sure that all students knew how to access Teams on their devices.

Once the order to close arrived we were as prepared as we could be in the circumstances and, I have to say, both the staff and the students rose to the challenge magnificently.

Our success was a combination of the attitude of the staff and students and having the appropriate resources and training.

### How did the College's staff and teachers adapt to the challenges presented by lockdown?

The IT team managed to keep working from home, remotely accessing devices to help people and providing advice via the Teams helpdesk.

We were also able to remotely access the College systems to ensure that everything kept running smoothly.

The admin staff, who on the whole had never seen or used Teams, took on the challenge of working from home and communicating via this new platform brilliantly.

The teaching staff found new and exciting ways to engage their students remotely using recorded lessons, live meetings, inventive projects and all manner of amazing ideas, and were only too happy to help each other out by posting and answering questions in the virtual staffroom Team.

The whole College kept in touch via the Virtual LC Team where Mrs Clancy posted her weekly recordings, with the weekly challenges being something of a highlight.

### How did you support the students who were learning in lockdown, particularly those dealing with exams?

For those year groups that were due to be doing public examinations, we were able to put Teams in place to help them further their education.

The Upper Five were able to get a head start on their A-level choices and also to get to know their counterparts from Elizabeth College as they were put together in Teams to get a foundation in their chosen A-level syllabuses.

Our Melrose colleagues deserve a big mention too. Despite not having been trained in the use of Teams they wholeheartedly embraced the challenge and set about delivering lessons alongside their Senior School counterparts with their usual enthusiasm.

### How is technology continuing to benefit the College?

The College has recently been made a Microsoft Test Centre through Certipoint, which means that we are able to offer both MOS and MTA qualifications along with Adobe certification to enhance our students' CVs.

We're proud to be one of only two centres here in Guernsey and we're the only educational institution to offer this.

The Upper Sixth were even given the opportunity to do a Microsoft Office Specialist qualification through remote learning during lockdown and 15 of our students passed with flying colours!

Eventually, we hope to be able to offer these qualifications to parents, and people outside the College community.

I am sure that there will be more challenges to come but we have the technology in place and are confident that we can accommodate them.

**Katrina Guilbert and Lena Lenkovska, Lower Sixth**





## THE LADIES' COLLEGE GUERNSEY

# Annual Report 2019-2020

The Duke of Edinburgh's Award remains popular amongst the girls, with nearly all of Upper Four embarking upon their Bronze Award. All the girls have shown great dedication to the awards by not only attending regular sessions in school, but also adapting and changing to continue their activities during the Covid-19 lockdown to complete their Skills and Physical sections at home. Many have also taken on volunteering activities to support our Bailiwick community. Notably Joyce

Adams produced a booklet on the 75 years of freedom on Sark for a commemoration event. The work will form the backbone of the islands WW2 exhibition on what happened to Sark after the German Occupation 1940-1945. Molly Wakeman supported the Guernsey Youth Commission and inspired others by telling her DofE story on BBC Radio Guernsey. Many other supported neighbours, siblings and voluntary organisations.

Expeditions have had to be put on hold in these extraordinary times, but we are looking forward to them hopefully resuming in the coming year.

The postponed Bronze expeditions are now planned to take place early in the Michaelmas term for the current Upper Fours. Bronze, Silver and Gold trips are also planned for the Spring and Summer 2021, which will be offered to all.

**Mrs Woolridge, D of E Co-ordinator**

### Bronze

Upper Four 56  
Lower Five 57 (11 completed)  
Upper Five 46 (11 completed)  
Lower Sixth 51 (18 completed)  
Upper Sixth 52 (22 completed)

### Silver

Lower Five 8  
Upper Five 7 (completed 4)  
Lower Sixth 8 (completed 4)  
Upper Sixth 3

### Gold

Upper Five 2  
Lower Sixth 3  
Upper Sixth 9 (Completed 4)  
Alumni (2018-19) 11  
(7 Completed)

### Honorary Award

– The 2020 DofE  
**Certificate of Achievement,  
(formal recognition of  
accomplishments in these  
extraordinary circumstances)**  
Upper Four 1



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# House Report 2019-20

**This year will certainly be one that we all remember, and the forced closure of College inevitably lead to a slightly different House programme.**

I was supremely proud of the Senior House Official teams who rose to the challenge of a being unable to hold face-to-face House meetings and who moved the meetings online with competitions, video clips and games to help keep the girls in contact with each other and giving them sense of belonging and community. I vividly remember sitting at my kitchen table laughing out loud at the antics of Carey House trying to play Pictionary with numerous girls all shouting answers whilst the House officials did battle with the technology which refused to cooperate!

Sadly, we had to cancel House Music and Athletics, but all other events were contested with the usual energy and enthusiasm. During Michaelmas term Brock won the first event of the year, Cross Country at Cambridge Park, Carey took the honours in Creative Writing and De Sausmarez triumphed in House Drama with their version of The Sound of Music, complete with singing mountains! Brock delivered a well researched and informative assembly about the life and achievements of Major-General Sir Isaac Brock on the 250th anniversary of his birth.

Lent term saw victory for Brock in Football and their Lower Four girls won the annual Spelling Bee. The Gym and Dance competition in February produced some exceptional performances showcasing the students' talent and love of this event. There were many outstanding and memorable individual performances and the overall title was taken this year by Carey.

On our return to College after Covid lockdown, we managed to conclude the year's calendar with Tennis, Rounders and Swimming and I must thank Mrs Le Maitre and the PE department for their hard work and support in organising and

running these events at short notice, once social distancing rules were relaxed. As is becoming a habit, Brock were victorious in the Swimming, with De Sausmarez winning Rounders and the honours being tied between Carey and De Sausmarez for Tennis.

In other news, the Quiz was won this year by De Sausmarez in a very close battle, beating Durand by one correct answer. The staff quiz is always energetically contested, with Brock being this year's champions. As always, the Photography competition produced some fascinating images, with this year's theme being 'Contrast in Nature,' and the winning House across all ages was Carey.

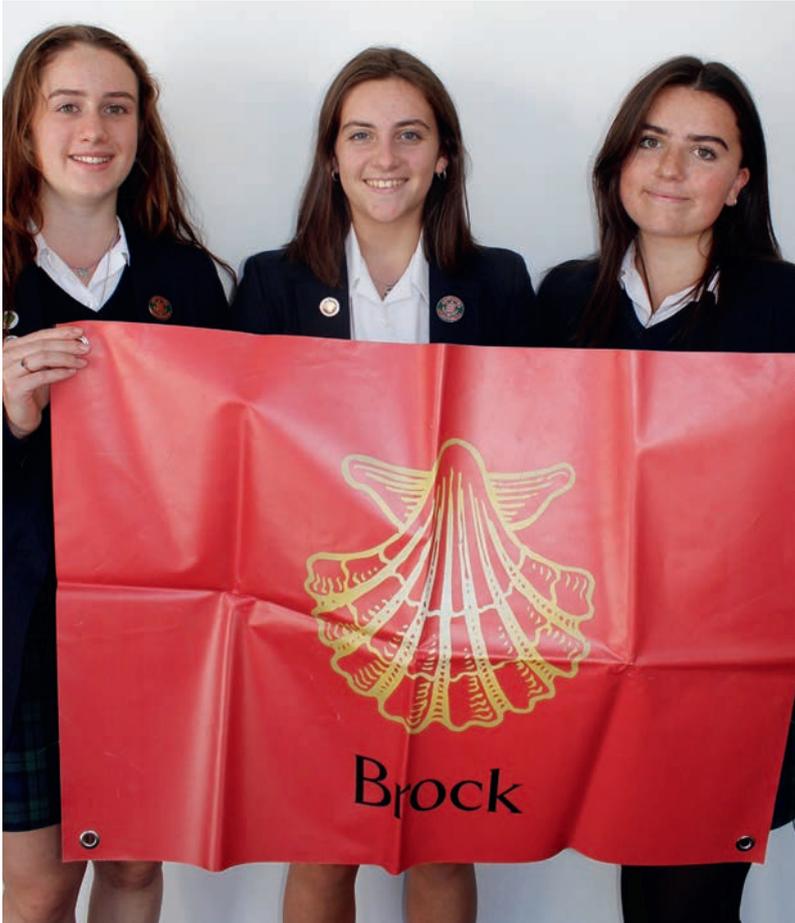
The Guild Ambassador Awards are awarded for service to the College community and reflect the commitment and generous spirit of the girls who are awarded it. This year, Durand were awarded the most of these awards and I know that the Senior House Officials were extremely proud of this achievement by the House.

I would like to thank Dr Marshall, Miss Bathany, Mrs King and Mr Fotheringham who all stepped down as Heads of House. They have been fabulous in supporting the girls and getting involved in House activities. We look forward to welcoming new Heads of House in September.

Congratulations to all who participated in House activities this year and thank you for your energy, and team spirit. I hope you all continue to support your Houses with enthusiasm and good-natured competitiveness next year.

**Ms T Ledger, House Co-ordinator**







# Brock

## Winners of the Cock House Trophy and the Coronation Shield

It's fair to say this year will be one for the records in more ways than one! From orange Oompa Loompas in our spectacular House Drama, to waterlogged football matches on the field, a flipping good pancake race and a House Swimming that went well, swimmingly!

The role of House Captain can be challenging and indeed, stressful at times, but it is made so much easier by all the girls who participate in each and every event, in or outside of their comfort zone. Brock House is filled with an overwhelming

sense of team spirit shared by all and this past year in particular has highlighted the versatility and strength we all share as a community. It has been a privilege to represent such a supportive and enthusiastic group of girls.

On behalf of myself, Emily and Isabelle, a massive thank you to everyone who got involved this year, we couldn't have done it without you!

**Sophie Brown, Brock House Captain 2019-20**





# Carey

## Winners of the Knight Trophy for House Leadership

### A poetic end to the year...

What a year it has been,  
For the whole Carey team,  
Across so many events,  
Its been quite intense,  
From cross country, hockey and even netball,  
And not to forget marching down the school hall,  
Singing Food Glorious Food to our heart's content,  
After hours of rehearsal the team underwent!

Despite defeat we did find success!  
In our fun House meetings and the quizzes we guessed!

But some of Carey's best glories,  
Were in photography and short stories!  
Not forgetting our gymnasts and dancers,  
With lots of giggles, especially after,  
Football in the wind, mud and rain,  
Yet our house spirit was still maintained!

We can't forget the Lower Four spelling bee,  
And of course our amazing assembly!  
The pancake race was a joy; second year in a row,  
And our mascots name is Shaniqua, didn't you know?

This year was cut short, thanks to Covid-19  
But Carey remained, just transferred onto screen  
"Carey Swanline" was the name of our show  
To keep Carey connected and to just say hello

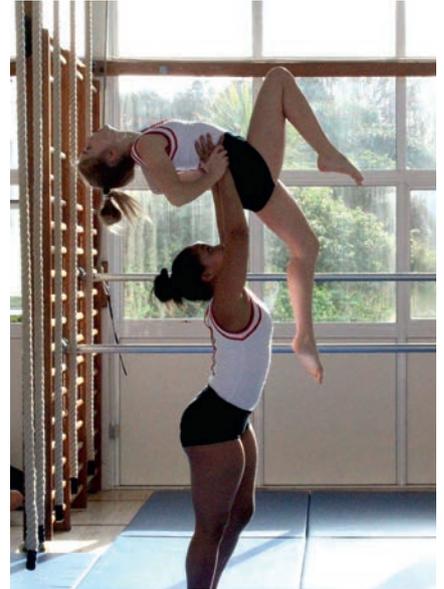
So now we would like to take the time,  
To express our thanks, all in rhyme!  
From Hannah, Alex and Maeve  
Thank you all, for the effort you gave!

Your spirit and determination,  
Truly deserve a standing ovation!  
Our gratitude is certainly undoubted,  
And we are so incredibly thankful,  
For each and every Carey member,  
That made this year one to remember!

So all that is left to say,  
As we go on our way,  
Is a final three cheers for Carey,  
Hip, hip, hooray!

**Maeve Tully, Carey House Captain 2019-20**







## De Sausmarez

2020 was certainly a year with a difference and when faced with adversity and change, similarly to our island, the girls of De Sausmarez showed their resilience and team spirit throughout. Nonetheless, the 2019/20 academic year was a rather successful one for our House which is entirely due to the enthusiasm and commitment displayed in abundance by the girls to volunteer and give new things a go.

The De Sausmarez girls excelled in many House events this year, including wins in Hockey, Rounders, Tennis, The Quiz and The Pancake Race, as well as close seconds in Photography, Netball, Cross Country and Swimming.

However, as House Officials our year highlight would have to be the house's triumph in winning house drama with *The Sound Of Music*. This is not normally an event we excel in and in fact haven't won since the 1990s!! (according to the trophy). Therefore, it was extra special for us to take the win in our last year. Although winning was excellent, as House Captain I was most proud of all our girls who took part and managed to pull off our rather ambitious ideas and songs. For this event in particular, we wanted to promote inclusivity as much as we could and tried to incorporate as many roles and characters as possible so everyone who wanted to be involved could be. Impressively we had representation from every year group from Remove to Upper Sixth, which created a great atmosphere and team spirit when rehearsing.

On behalf of Rosie and Lois, I would like to say a huge thank you to our Junior House Officials, Isabelle Lees and Freya Tardif, for all their hard work this year. From starring as Von Trapp children in House Drama, helping out at Melrose, sorting out the house board and making sure House events in the lower school run smoothly, you have both shown to be brilliant team leaders and have been a great help to us.

I'd also like to wish Jenny and the other House Officials good luck for leading next year, as well as thanking Mrs King for her continued support and enthusiasm as Head of House. Most importantly, I would like to thank the students of

De Sausmarez, you have shown yourself to be lovely, confident and well-rounded individuals, who are willing to give anything a go! It has been a privilege for Lois, Rosie and I to represent De Sausmarez as House officials and are leaving our time at College with memories we will cherish.

Best wishes for the future and I hope you continue to carry your high spirits into next year.

**Amelia Lees, De Sausmarez House Captain 2019-20**







## Durand

DURAND – A House full of fun-spirited, enthusiastic girls who are ready for any challenge and opportunity. During the 2019-2020 year, our results in House competitions may have remained fairly consistent (yay for consistency!), but we had many shining moments. From the excitement and thrills of Drama to the amazing team effort in hockey and every fun House meeting in between, we have showcased our talent and teamwork in every event.

The House system is a wonderful opportunity for girls from all years to work together and this year we showed how well that could be done. One of the earliest events of House netball saw the Lower Four teach the Remove a fantastic song they had made about Durand whilst they supported each other in between their matches. The Michaelmas term ended with one of our favourite events of the year, House Drama! Watching our rehearsals come together to form our wonderful final performance of *The Lion King* was one of my proudest moments of being House Official. The willingness of everyone involved to work together, rehearsing at lunchtime and inputting their own ideas really encapsulated the teamwork with enjoyment-based ethic that the house system provides.

The lent term saw some greater successes, with some stunning performances in House Gym bringing home some much

needed points before we had the unforeseen cancellation of the bigger House events during lockdown. Despite our temporary separation, we came back with a bang for some riveting rounders and tennis and some speedy swimming by all involved! Some very enjoyable events to end the year on.

Our greatest achievement came in Mark Reading, being recognised as the House with the most Guild Ambassadors! Now this is a great award to win. This award goes beyond talent and results, it signifies the effort and commitment that everyone in Durand has, and that is something to be so proud of.

Thank you to everyone who has got involved this year; we hope you've enjoyed it as much as we have! Special thanks must also go to Mr Fotheringham, whose time as an incredible Head of House has come to an end – thank you for everything you have done to support and help us along the way and for always getting involved! The care of Brian must now be passed to Mr McGovern and the new House Officials, to whom we wish the best of luck and success, I know you'll be an amazing team. Thanks again to everyone in the House for your optimism, determination, and incredible team spirit; it has been a privilege to lead you this year. We have always and will forever be proud to have been in Durand.

**Jenny Thomas, Durand House Captain, 2019-20**



# The Collas Crill Moot

Last year we took part in the Collas Crill Moot through school. This was an amazing experience that was so helpful in improving our confidence in public speaking and communication skills. The Moot simulates a court debate and gave us an understanding of what a career in law might look like.



You take part in the Moot in pairs, which meant that presenting our arguments was less scary! Every week we would be given a mock law case where we were assigned to be plaintiffs (prosecution) or defence, and then we would prepare our argument over the week. We were given all the information we needed so we didn't have to do any extra research. We would then meet with another pair from our school, Elizabeth College or Grammar who had an opposing argument and both present our case. A 'judge' from Collas Crill would announce the winner based on our presentation skills, clarity of argument and our ability to answer questions on the spot.

**"The Moot was a great experience offered to us through the school and we would really encourage others to take part in it"**

The Moot runs for three cases and then a final between the top two pairs. We were lucky enough to reach the final and present a case against an EC pair, with the judge ruling us the winners!

The Moot was a great experience offered to us through the school and we would really encourage others to take part in it. It's excellent to put on your personal statement and has been so helpful in improving our public speaking. It was also really fun to prepare our cases and be offered a glimpse into a career in law.

**Ella Birch and Maddy Pope, Lower Sixth**

# First Aid Course

During summer we were given the opportunity to do the St John's Training First Aid Course. Though it was only for a day, we learnt invaluable skills about providing first aid, and received our official certificate at the end. We learnt about a wide variety of different medical scenarios, from first degree chemical burns to how to help a child who is choking. While some of it was just listening to the trainer and watching videos, we also practised in Abdominal Thrusts (previously called the Heimlich Manoeuvre) and other interactive activities. This meant that

we really got a good grasp on the techniques we needed to know to potentially have to perform in real life. We really enjoyed this course as it taught us in depth knowledge and skills that gave us the confidence to know that if it came down to it, we would be able to do it to save someone's life. We'd highly recommend you take part in this course as it is one of the most useful qualifications you could gain, and looks great in your personal statement or CV!

**Mae Ingrouille and Sophie Riddiford, Lower Sixth**



# Young Enterprise

Taking part in Young Enterprise is an amazing way to understand how real-life businesses work as well as using your creativity to make a product that is unique.

Our group created a Guernsey card game called "Location Dictation" but unfortunately due to the Coronavirus pandemic, it couldn't quite make it to the shelves of our local newsagents and game shops. However, the process of creating our game helped me to develop my resilience and patience when things didn't quite go to plan. There was lots of teamwork involved when the various directors had to coordinate different stages of the project. It taught me the importance of organisation and meeting deadlines so we could progress with the next stage efficiently. Overall, Young Enterprise was a positive experience giving me an insight into what it may be like working in a business and prepared me with some lifelong skills.

**Pia Thapliyal, Lower Sixth**



## Combined Cadet Force

**When 17 girls from The Ladies' College Lower Sixth year group joined the Elizabeth College CCF, little did we expect that nine of the 12 Army Cadets chosen to compete in the 2020 Watling Drill Competition would be girls! After a few months of drill practice, we were assessed on our drill and the Army Cadet team was selected with Sergeant Varley instructing us. Our team was thrilled to win the trophy for the Army Cadets, beating the other teams from the RAF, Navy and the Army Senior section.**



Following a brief introduction to indoor small-bore rifle shooting, Elsie Lister, Emma Giles, Celeste Chandler and I decided to have a go at full-bore rifle shooting. Three shooting sessions were held at Fort le Marchant in early 2020 where we had the opportunity to shoot at targets

placed at ranges of 300, 500 and 600 yards. Despite our limited experience we decided to compete in the Pre-Bisley shooting competition, which normally would be used to select the team to represent Guernsey at the annual shooting competition in Bisley. The competition was held over 4 days in July and split into Junior and Senior categories, with the girls competing in the Junior event due to it being our first year shooting. After 4 full days of shooting, we had all significantly improved our scores over all distances and I was thrilled to learn I had won 3 of the 4 Junior trophies; the 500 yard aggregate, the 600 yard aggregate and the Overall Junior Aggregate. We all enjoyed the experience and will be continuing shooting for a second year once the full-bore season begins.

With the annual CCF camp in the UK having been cancelled this year, a Guernsey-based training camp was held in early October. Six girls participated in the training which involved various field craft activities including section attacks at L'Ancrese and a BB gun event around the reservoir. The tactical defence positions taken up by Lauren Rebstein, Emma Giles and me ensured no-one got past our position during one of the BB games, which

earned us the nickname of "the Triangle of Death". All girls who, along with passing all tests during the year, either completed the training camp or the shooting competition were promoted to Lance Corporal.

Joining the CCF presented opportunities that I otherwise would not have had the chance to experience and I would highly recommend taking advantage of this activity.

**Rachel Simon, Lower Sixth**



# Leavers' Day









Louise Cory



Alison Coubrough-Barnett



Ava Winter



Peter Fotheringham



Henry Fears



Dr Robbie Hanna



Diana Stenner



## Louise Cory

Mrs Louise Cory joined The Ladies' College in September 2018 as a Teacher of English and also as Remove Year Co-ordinator. Lou quickly established herself as a professional and passionate teacher, encouraging students to take responsibility for their academic development, as well as being keen to share teaching and learning ideas across the department.

Lou is a caring and dedicated English teacher. Her strong relationship with her students ensured her lessons at College were motivational and inspiring for all her classes.

Moreover, Lou was instrumental in developing new ideas for her year group, helping to make assessment days welcoming, friendly and fun! Lou was always keen to participate in the wider College community and regularly supported external events, as well as taking the entire Remove year group camping in Herm!

Lou's proficiency as a class teacher was well recognised throughout College; she had a very good rapport with the students and was always available to offer help, support and encouragement when required, particularly in terms of assisting students achieve their potential. During lockdown, Lou met regularly with all her classes, ensuring her students continued to make academic progress, whilst also looking after their individual well-being.

Lastly, as the College's self-appointed social secretary, Lou was renowned for organizing staff events, and her lively, fun-loving nature will certainly be missed in the Staff Common Room!

Sadly for us, we had to say goodbye to Lou at the end of the academic year 2019-2020, but we wish her every success in her new school and her life back in the UK.

## Alison Coubrough-Barnett

"Ms C-B", as Ali was known to her pupils in Melrose and students in the Senior School. She joined The Ladies' College as Head of Learning Support in January 2016, having been Senior Specialist Teacher at the Dyslexia Day Centre for a number of years.

In the Senior School, Ali brought in an entirely fresh approach to Learning Support, implementing systems to ensure the needs of all students are met in every subject. She was responsible for the administration of Exam Access Arrangements and made a huge impact on the lives of the girls with whom she worked closely. Ali achieved all this whilst simultaneously maintaining and further developing Learning Support at Melrose.

We wish Ali well in her new role with the States of Guernsey, delivering Safeguarding Training in all schools and other settings across the Bailiwick; we look forward to seeing her again when our Child Protection updates are required.

## Ava Winter

Mrs Winter first joined us in 2012 as Miss Schiavetta to teach physics. Throughout her time with us she got married and is now mum to two children, Nuria and Winnie. Having worked both part time and full time, many girls have grown to enjoy physics under her tutelage. She studied astrophysics at university and introduced us to visits to the observatory and talks by the astronomy section of société. She also liked to try out new and interesting experiments in her lessons.

Mrs Winter always enjoyed chatting to the girls over food and they could occasionally be seen munching away atom cakes, ice cream and chocolates down in the core - all, of course, in the pursuit of physics! She was happy to talk to girls as a friendly face in tutor time and in her spare time she took courses in counselling and how to best nurture the mental health of young people. Mrs Winter has left the Ladies' family in order to spend more time with her own family and young daughters.

## Peter Fotheringham

Mr Fotheringham joined The Ladies' College in 2016 to become Head of Business Studies and Economics. Having previously taught in a range of countries, including Thailand and Mexico, he quickly fell in love in Guernsey and the lifestyle and opportunities on offer.

'Fothers' will be remembered as a passionate teacher who also took his pastoral role very seriously. He fostered wonderful relationships with all that he encountered. He will also be remembered for the sartorial elegance that he brought to the staff room. His range of cravats, velvet jackets and brightly coloured trousers will live long in the memory. As indeed will his performance of Toto in the Wizard of Oz staff pantomime. "Woof", indeed. He threw himself with enthusiasm into all aspects of College life, be it coaching 'soccer' teams, supporting the House Sorting Hat at Melrose, compering the College Ball or making popcorn for the Sixth Form. It was fitting therefore that his traditional Bavarian dance routine with Miss Geach was the winning performance during the first Strictly Come College Dancing competition.

One of Mr Fotheringham's great passions was engaging with the local business community to help bring his subject alive and offer practical insights into the key concepts studied. The legacy of the contacts that he forged locally continue to enable students to enjoy a wealth of experiences. A genuine interest in pedagogy, combined with a sharp intellect, helped ensure that his students received the best possible academic provision. Colleagues also greatly appreciated how generous he was with his time, particularly the support offered regarding implementing new IT systems.

Mr Fotheringham's presence was felt throughout College and things will certainly be a little quieter without him! We wish him and his family the very best for the future as he leaves us to take up a senior leadership position in a school in the UK.

## Henry Fears

Mr Fears was only with us for a year as an IT technician, but in that time, he made a big impression. A larger than life character with his own heavy metal rock band, he was always ready to lend a hand. He left us to move to the UK with his partner and we wish him all the best in his future career.

## Dr Robbie Hanna and Diana Stenner

Dr Robbie Hanna and Mrs Diana Stenner both served as Associate Governors from May 2016 until August 2020. Whilst not voting members of the Board of Governors, the role of Associate Governor was introduced in 2016 to extend the depth and breadth of the Board's collective expertise and Associate Governors participate fully in Board and Committee meetings. Dr Hanna brought his wide medical knowledge to the Board whilst Mrs Stenner contributed in the areas of public relations and marketing.

Dr Hanna also served as a member of the Estates Committee (which incorporates Health and Safety matters) and Mrs Stenner as a member of the Business Development and Marketing Committee.

Both Dr Hanna and Mrs Stenner undertook their roles as Associate Governors in addition to their full-time work and the College is grateful for their time, commitment and advice and know that, although they may have left the role, they remain in contact with The Ladies' College and firm advocates of the education that is provided here.

Sinead Le Noury



Julia Martin



José Martires



Rhiann McFarlane



Louise Mitchinson



Kathrin Walter



Maxine Watts



Jane Dufty



## Sinead Le Noury

Jan 2018 – Mar 2020

Mrs Sinead Le Noury joined the Pre-Preparatory Department in January 2018. Sinead is a highly qualified and experienced practitioner; she settled into Pre-Preparatory life seamlessly and with her constant happy, gentle and caring personality became a very popular member of staff. Sinead also worked as a lunchtime supervisor; this role meant that she met and interacted with the girls throughout the year groups at Melrose, and was a much-loved member of the lunch staff team. Sinead worked with dedication and enthusiasm and rose to all the challenges that both roles gave her.

Sinead left the Pre-Preparatory Department to have her second daughter, the gorgeous Delilah, who joined the Le Noury family at Easter as a true Easter gift. We wish the Le Noury family many happy adventures in the future.

## Julia Martin

Miss Julia Martin joined Melrose in September 2017 as Lower Prep class teacher. Sadly, she was only part of the team for just over a year as she and her new husband wanted to broaden their life experiences by travelling and working around Europe. However, even though Julia was only with us for a short time, she made a really positive impact on the school and those whom she taught. Her passion for creative and practical learning and her eco warrior approach was inspirational, and helped move the school forward in many ways. Thank you, Julia.

## José Martires

Mr Martires joined The Ladies' College in January 2019 to cover Mrs Le Maitre's maternity leave. Having previously taught abroad, most recently in Morocco, he was no stranger to adapting to a new culture and lifestyle. However, January in the Northern Hemisphere was a real test, even for the most experienced traveller.

Mr Martires embraced the challenge of teaching girls in some unfamiliar sports with ease and enthusiasm. His love of biomechanical movement and his passion for all sports shone through within his teaching. Mr Martires was particularly popular with the students from Melrose who enjoyed his Dance and Netball lessons.

In September 2019 he took on the role of Head of PE for Melrose whilst Miss Dudin was on maternity leave. His short but memorable stint at The Ladies' College, was marked by the many winning teams he coached, most notable the Liberation Day Road Relay team and a clean sweep across the age-groups in the Island Athletics Championships. We wish him and his wife, Telma, whom he married between maternity covers, the best of luck for the future.

## Rhiann McFarlane

Mrs Rhiann McFarlane joined the Pre-Preparatory Department in September 2018. Rhiann joined the team as an afternoon practitioner with the Pre-Preparatory girls whilst also joining Mrs Reynolds in Wrap-Around Care. Rhiann settled into her roles quickly and enjoyed the variety of age groups which she interacted and cared for. Sadly, Rhiann had to make the difficult decision to leave Pre-Preparatory due to family circumstances. We wish her and her family the very best for the future.

## Louise Mitchinson

Duke of Edinburgh's Award Co-ordinator

Miss Mitchinson joined the College in September 2015 as the Duke of Edinburgh's Award Co-ordinator. During her 4 years with us she continued to promote the scheme, which has a key place in our co-curricular programme, engaging almost all of our Upper Four (Year 9) students at Bronze level. Just under 100 students were actively working towards Bronze, Silver and Gold awards during her tenure, with more and more of our girls challenging themselves to get involved each year. Miss Mitchinson planned and co-ordinated expeditions in Guernsey, Herm, the UK and Poland and, when HRH The Earl of Wessex visited the College to open the Wessex Wing, the Duke of Edinburgh's Award was at the forefront of his visit, which also celebrated 60 years of this wonderful award. Miss Mitchinson also supported the girls joining the CCF at Elizabeth College in 2018, bringing very practical experience to this role with her British Army background. We thank her for her work here.

## Kathrin Walter

Miss Kathi Walter joined The Ladies' College from the UK in September 2019 as Teacher of Modern Foreign Languages.

Miss Walter was a supportive team member, easy to work with, always willing to help others. She loved taking part in the staff panto along with her colleagues and made quite a good mime herself! She was a dedicated, enthusiastic and caring teacher with a real interest in her subject. Being a native German speaker, she has exposed students to authentic material and has shared her cultural knowledge.

Miss Walter has moved to Switzerland. She is looking forward to living closer to her family in Germany and enjoying the lovely landscapes. We wish her the best for the future.

## Maxine Watts

Mrs Maxine Watts has been part of Melrose for many years. She joined the team to teach French in 2008 but provided ongoing supply support for many years before that. Her commitment and loyalty to the school has been second to none, going above and beyond; by leading and supporting girls with the French Eisteddfod and organising the annual Form III French Trip.

Maxine has been a supportive and thoughtful colleague to all at Melrose, with nothing being too much trouble. Her energy has brought life to the staffroom throughout her time with us. I would like to sincerely thank her for all that she has done over the years and wish her a happy retirement. Not that she will be resting, but filling her days by supporting her family and looking after the grandchildren. We will miss you, Maxine.

## Jane Dufty

Mrs Dufty joined us two years ago as our Science Technician and brought with her an enthusiasm for everything science. Using her accountancy skills, she transformed our paper accounting into a slick spreadsheet where we were able to follow the money! Her efficient style enabled practicals to run smoothly and her eagle eye to detail meant that any anomalies in our teacher requisitions were able to be picked up quickly. Jane was instrumental in introducing us to an electronic based practical ordering system called lablogger. She is someone who doesn't let any problems phase her and she would always set to and find a solution with her "can do" attitude. We shall miss her, and we hope that she has enjoyed having more family time with her own family now that her days are not spent looking after her science family.

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Daniel de Kock Associate Manager

## What can Julius Baer offer you?

The leading Swiss wealth management group Julius Baer bases its recruitment on the quality of the candidate, not the stage of their career that they're at. The group provides personal and professional support allowing new and existing employees to develop their skills. Ex-professional rugby player Daniel de Kock was raised in both Guernsey and South Africa and joined the bank in August 2019 to further his career and studies in the financial sector.

### Professional growth

Since Daniel's school days he has consistently sought to improve his knowledge in private banking and investments. Completing a degree in Financial Mathematics only furthered his appetite for learning and he was thankful to join a bank that supports its employees' development like Julius Baer.

The Guernsey branch of the bank and its management are regularly supporting their team's ambitions, predominantly through a range of professional qualifications. Daniel is awaiting the result of his final exam of the Level 7 Chartered Wealth Manager Qualification.

Providing flexibility for an individual's learning process is one of many steps the bank takes to ensure its team study in the way they learn best. Daniel took the less-popular option of taking the first two papers of his qualification at the same time and has only received positive support from the team in his efforts to challenge himself.

Outside of Julius Baer, Daniel is also studying for his Masters in Global Finance and Banking with King's College London; even though it's a personal pursuit, the bank continues its support and provides flexible working hours and specific days off for exams and studying.

### Every voice is heard

Julius Baer's Branch Management Board and HR team have worked hard to build an environment that allows their employees to thrive professionally and personally. Team leaders and managers have also had training with local charity Guernsey Mind to ensure employees feel able to speak up and be supported with their mental wellbeing.

Not only has training taken place, but there is a constant focus and office understanding to consider an individual's wellbeing and mental health. 'No idea is a bad idea' is a theme in the office and no idea is ever 'shut down'. Feedback and constructive advice are given to team members on all ideas.

Staff input and the collaborative work culture has led to the office being a great place to be. Although, as this year has proved, not the only place to be. The team benefit from a flexible work/life balance following the introduction of a working from home scheme.

Julius Baer is proud to be a forward-thinking organisation that values diversity, equality and promotion from within. The management team provide support for their employees but also trust their team to complete work to the highest standard and give each of them the responsibility to do that.

### Not like every 9-5

Julius Baer in Guernsey has everything from an active sports and social club to an onsite gym for Daniel and new recruits to get involved with. The lifestyle surrounding working at Julius Baer all feeds into the exciting team dynamic; which Daniel is proud to be a part of.

The close-knit team at Julius Baer work together to support each other and ensure that the work they do for their range of clients always meets the highest standards. Julius Baer in Guernsey is continuously on the lookout for dynamic individuals like Daniel who are excited by the prospect of working in a team for a growing company that cares about its employees.

**If you're interested in learning more about career opportunities with Julius Baer get in touch with Karen Martin on +44 (0) 1481 702717 or [Karen.martin@juliusbaer.com](mailto:Karen.martin@juliusbaer.com)**

### Bronze Award

**26 girls have completed their Bronze Award**

Emily Abreu  
Abigail Bran  
Phoebe Crook  
Isabelle Davidson  
Helena Duguid  
Carys Hodgson  
Sophie Elliott  
Aimee Gavey  
Katrina Guilbert  
Amandine Harris  
Hannah Jones  
Imogen Johnson  
Lola Johnson

### Silver Award

Louise Le Tissier  
Jade Lewis-Gallienne  
Megan Lucas  
Chloe McArdell  
Amy-Jane Mealing  
Fancesca Miller  
Jasmine Morgan  
Eleanor Sauvarin  
Robyn Surcombe  
Ria Thapliyal  
Lauren Walsh  
Millie Wenlock  
Lois Vidamour

### Gold Award

**8 girls have completed their Silver Award**

Aimée Browning  
Rachel Dawson  
Eva Haenel  
Elsie Lister  
Amy-Jane Mealing  
Rachel Simon  
Pia Thapliyal  
Tia Timms

**7 girls have completed their Gold Award**

Liliane Moore (former student)  
Kathryn Halliday (former student)  
Anna Davies  
Courtney Endres  
Elizabeth Kennedy  
Leah Langmead  
Renee Hubert (former student)

## Sixth Form Enrichment Programme

The students in Lower Sixth have been fortunate to have had over 20 presenters to provide them with opportunities, information and advice during the year. The Ladies' College is very grateful to all those who help support our Sixth Form students.

#### Young Enterprise:

Several students joined together with students from Elizabeth College and The Grammar School to form companies for Young Enterprise.

Emily Abreu, Amy Burwood, Eva Haenel, Evie Hart, Elsie Lister, Giorgia Phillips, Lauren Rebstein, and Pia Thapliyal alongside 7 other students formed the company 'Seventeam' to produce a card game themed around places in Guernsey 'Location Dictation'.

Lucy Whiteman formed a company 'Blueroots' with 5 other students to produce a website.

Due to Covid-19 the progress of their products and websites has been delayed, but each group is hoping to continue in due course.

#### IOD Management Shadowing Awards, sponsor KPMG

Several students from Sixth Form participated in this scheme and made presentations and successfully completed this IoD programme.

**Finalists:** Sophie Brown, Sophie De la Mare, Elizabeth Kennedy, Jennifer Thomas, and Emily Savident who was awarded overall winner.

#### IOD Annual Convention (IOD Debate)

Orla Rabey and Suzannah Tostevin participated in this event.

#### De Putron Challenge, sponsor The Ana Leaf Foundation

This is an annual Inter-Island event and the Guernsey round took place at St. James.

**Representation:** Hannah Langlois, Sophie Raffray and Daisy Whiteman. The team competed confidently in this year's tough De Putron Challenge.

#### Collas Crill Moot

Students are given the opportunity to plan submissions for prosecution or defence in several fictitious cases and are assessed by lawyers from Collas Crill.

**Participating Sixth Form students:** 24 girls have taken part this year:

Emily Abreu, Simone Ashplant, Ella Birch, Amy Burwood, Sophie Charmley, Phoebe Crook, Tegan Geraint ap Sion, Amandine Harris, Evie Hart, Amelia Hudson, Mae Ingrouille, Elsie Lister, Jennifer Long, Sofia Mella, Lucy Merrien, Grace Moorshead, Giorgia Phillips, Madelaine Pope, Lily Reid, Beth Robinson, Pia Thapliyal, Paget Walker, Megan Wyatt-Nicolle, Lucy Whiteman.

**The finalists and 2019 winners were Ella Birch and Madelaine Pope.**

#### Sixth Form Diploma

All students completed and achieved success in the Joint Partnership Sixth Form Diploma.

5 PASS awards, 9 MERIT awards and 33 DISTINCTION awards.

#### CCF

The CCF offers students a chance to develop leadership skills, engage in a variety of challenging pursuits and enjoy a special sense of team spirit and camaraderie. The CCF forms the official Guard of Honour at many States functions. 18 Lower Sixth students are currently enrolled in CCF.

Upper Sixth students Elise Le Breton and Imogen Gill have been hugely successful in CCF and an inspiration to all. Both being promoted during basic training to Lance Corporal, with Imogen later being promoted to Corporal.

#### First Aid Certificate

Unfortunately due to Covid-19 lock down, the students from Lower Sixth were unable to complete their Level 1 training in First Aid at Work.

This is such a great opportunity for the students, and we are looking at rescheduling soon.

#### Work Experience Programme

Unfortunately due to Covid-19 lock down the students from Lower Sixth were unable to complete the hugely successful work experience programme this year. Many on island companies have offered virtual training for students and alternative opportunities, for which we are truly grateful.



# IGCSE RESULTS 2020

## 9 - 1

SUBJECT	TOTAL ENTERED	9	8	7	6	5	4	3	2	1
Biology	32	12	9	7	3	1	-	-	-	-
Chemistry	32	10	10	7	4	1	-	-	-	-
English Language	57	31	15	7	3	1	-	-	-	-
English Literature	57	25	14	13	4	1	-	-	-	-
French	18	7	6	3	1	1	-	-	-	-
German	20	5	6	4	3	2	-	-	-	-
History	33	7	12	10	2	1	1	-	-	-
Mathematics	57	9	11	12	10	11	3	1	-	-
Physics	32	8	10	10	3	1	-	-	-	-
Science Double Award	24	-	-	-	7	14	3	-	-	-
Science Double Award	24	-	-	-	4	11	8	1	-	-
Science Single Award	1	-	-	-	-	-	-	-	-	1
Spanish	20	2	1	8	5	3	1	-	-	-
<b>TOTALS</b>	<b>407</b>	<b>116</b>	<b>94</b>	<b>81</b>	<b>49</b>	<b>48</b>	<b>16</b>	<b>2</b>	<b>-</b>	<b>1</b>

## A\* - G

SUBJECT	TOTAL ENTERED	A*	A	B	C	D	E	F
Latin	3	-	2	-	1	-	-	-
<b>TOTALS</b>	<b>3</b>	<b>-</b>	<b>2</b>	<b>-</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>-</b>

# GCSE RESULTS 2020

## 9 - 1

SUBJECT	TOTAL ENTERED	9	8	7	6	5	4	3	2	1
Art & Design (Fine Art)	35	9	10	2	9	3	2	-	-	-
Design & Technology (Resistant Materials)	13	3	3	6	-	1	-	-	-	-
Drama	21	10	5	2	3	-	1	-	-	-
Geography	13	5	3	1	2	2	-	-	-	-
Music	12	4	4	3	1	-	-	-	-	-
Religious Studies	20	9	4	3	2	2	-	-	-	-
Statistics	18	1	11	2	2	2	-	-	-	-
<b>TOTALS</b>	<b>132</b>	<b>41</b>	<b>40</b>	<b>19</b>	<b>19</b>	<b>10</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>-</b>

# GCE A-LEVEL RESULTS 2020

ILEX20

## EXAM RESULTS

SUBJECT	TOTAL ENTERED	A*	A	B	C	D	E	N	U
Art & Design (Art, Craft)	1	-	-	1	-	-	-	-	-
Art & Design (Fine Art)	10	3	6	1	-	-	-	-	-
Art & Design (Photography)	7	3	2	2	-	-	-	-	-
Biology	9	1	5	2	1	-	-	-	-
Business Studies	9	1	3	3	2	-	-	-	-
Chemistry	5	1	3	-	1	-	-	-	-
Design Technology (Graphics)	1	1	-	-	-	-	-	-	-
Drama & Theatre Studies	2	-	2	-	-	-	-	-	-
Economics	6	1	3	2	-	-	-	-	-
English Literature	17	2	7	5	3	-	-	-	-
Film Studies	2	-	1	1	-	-	-	-	-
French	5	1	2	1	1	-	-	-	-
Further Mathematics	3	1	1	1	-	-	-	-	-
Geography	5	1	3	1	-	-	-	-	-
German	1	-	-	1	-	-	-	-	-
History	9	2	6	1	-	-	-	-	-
Mathematics	9	2	3	3	1	-	-	-	-
Music	2	-	1	1	-	-	-	-	-
Physical Education	6	1	3	-	2	-	-	-	-
Physics (Astrophysics)	6	2	1	2	1	-	-	-	-
Psychology	17	2	8	1	5	1	-	-	-
Religious Studies	5	1	2	1	1	-	-	-	-
Spanish	3	-	1	2	-	-	-	-	-
EPQ (Extended Project Qualification)	6	3	1	1	-	-	1	-	-
<b>TOTALS</b>	<b>146</b>	<b>29</b>	<b>64</b>	<b>33</b>	<b>18</b>	<b>1</b>	<b>1</b>	<b>-</b>	<b>-</b>



# Destination of Upper Sixth Leavers Summer 2020

NUMBER OF STUDENTS	PLACEMENT	DEGREE
6 students	Local employment	Fitness, Design, Accounting
1 student	Further Education	BTEC Level 1 Childcare
4 students	GAP - Applying for Entry 2021	Law, Optometry, English, History
1 student	Goldsmiths, University of London	BA (Hons) Fashion
2 students	University of Exeter	BA (Hons) Fashion BA (Hons) History and Ancient History
1 student	University of St Andrew's	BSc (Hons) Medicine
2 students	University of Manchester	BA (Hons) Sociology and Criminology MusB (Hons) Music
1 student	University of Chichester	BA (Hons) Social Work
2 students	Oxford Brookes University	LLB (Hons) Law BA (Hons) Marketing Management
1 student	University of Swansea	MEng Aerospace Engineering
2 students	Durham University	BSc Accounting with placement year BA (Hons) English Literature (Deferred)
1 student	Norland College	BA (Hons) & Norland Diploma Early Years Development
1 student	University of Winchester	BSc (Hons) Physiotherapy
1 student	University of Loughborough	BEng (Hons) Sports Technology with placement year
1 student	Nottingham Trent University	BSc (Hons) Sports Science and Management
1 student	Falmouth University	BA (Hons) Photography
1 student	University of Arts, London	BA (Hons) Ceramic Design
4 students	University of Sussex	BA (Hons) Anthropology BA (Hons) Childhood and Youth: Theory and Practice BA (Hons) Politics and International Relations BSc (Hons) Psychology
1 student	University of Portsmouth	BSc (Hons) Criminology and Criminal Justice
2 students	University of Bath	BSc (Hons) Sport & Exercise Science MEng Hons Mechanical Engineering
3 students	University of Liverpool	BA (Hons) Popular Music BA (Hons) Criminology LLB (Hons) Law and Criminology
1 student	Edge Hill University	BSc (Hons) Educational Psychology
1 student	University of Bristol	BSc (Hons) Economics and Finance with a year abroad
1 student	University of Southampton	BMBS Medicine
2 students	University of Newcastle	BSc (Hons) Psychology Civil and Structural Engineering (Deferred)
1 student	University of Kent	BA (Hons) Film
1 student	University of Plymouth	BSc (Hons) Ocean Science & Marine Conservation
1 student	University College, London	BA (Hons) Spanish and History of Art

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