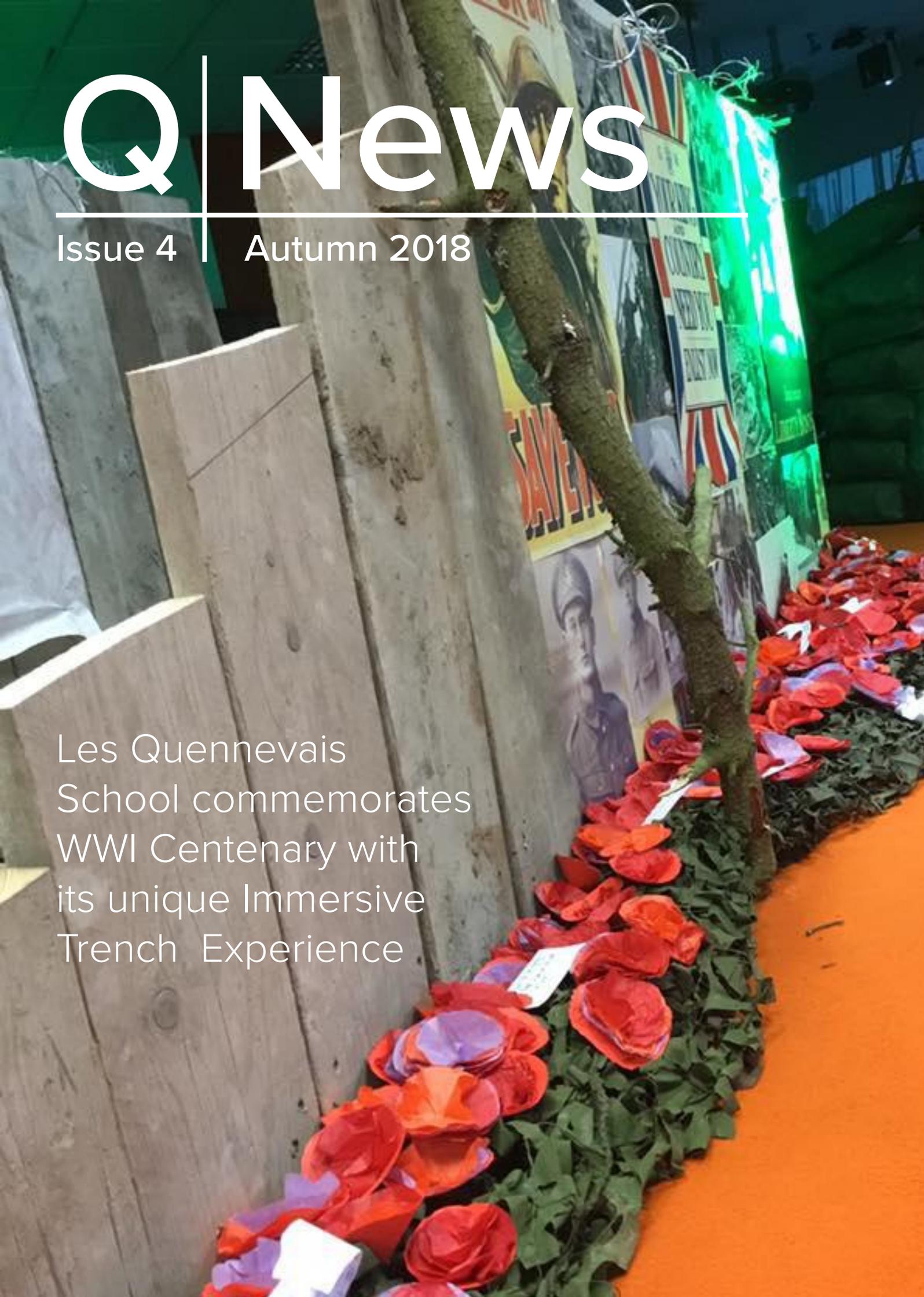


# Q | News

Issue 4 | Autumn 2018

Les Quennevais  
School commemorates  
WWI Centenary with  
its unique Immersive  
Trench Experience



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# Les Quennevais School

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# Dear Parents

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2018 has been a momentous year for Les Quennevais School in so many ways. After our outstanding school review, we began the Autumn term celebrating extraordinary examination results achieved by Year 11 in their GCSEs. Once again Les Quennevais School has broken Island records as the highest achieving 11-16 school in history. Furthermore, our students broke and far exceeded UK national averages in a wide range of subjects including English and Science and our value added and progress scores were exceedingly high. This level of attainment reflects the exceptional effort and positive mindset our students demonstrated in preparing for their exams and the high quality of teaching and support they received. Our outstanding results are available on our website, so please do take some time to look.

As you will see in this edition of Q News, time marches on and this term has been packed with a wealth of exciting activities as we strive to create challenging opportunities for our students beyond the classroom to enable them to thrive and develop into successful young people. Our school aim of 'learning to be your best through excellence and enjoyment' is palpable throughout this edition. These 'extra' extended opportunities reflect a strong and powerful culture at the heart of our school, highlighted in our school review findings, describing Les Quennevais School as a school that "doesn't just go the extra mile, it goes the extra 10 miles for its students" – Alan Taylor-Bennett HMI. Sometimes it's good to be reminded how lucky we all are to be part of a school where everyone embraces this philosophy and not take the special culture that drives so much here for granted. There are plenty of ideas on what creates excellence, but I was struck by one that I read recently, posted by an Indian Professor, K. Srinam:

Excellence can be obtained if you:

Care more than others think is wise;  
Risk more than others think is safe;  
Dream more than others think is practical;  
Expect more than others think is possible.

Caring seems to be at the heart of what we do and the biggest risk is not taking any risk ... in a world that is changing so quickly, taking initiative and action, where others may not, may well bring success that others may never see. As for dreaming, we dream big at Les Quennevais but making it happen is what we pride ourselves on.

"When love and skill work together - expect a masterpiece" – so says John Ruskin. When I look back on such a momentous year for our school, I cannot help but believe he is right.

I wish you all the happiest of Christmases and I hope to see you all at the Jersey Opera House for another outstanding show in January.

Thank you for all your continued support.

Merry Christmas!

**Mrs S Hague**  
**Headteacher**

# Year 7 Transition Exhibition

Mr P Jones, Assistant Headteacher & Teacher of Art



The transition exhibition held in the second week in September gave us a wonderful reminder of the ambition and talents of our youngest students. Every year, the diversity of responses to the Beachcombing theme never fails to inspire and the effort that so many students put into their creative responses is quite exceptional. The corridors were filled with poetry and creative writing, scientific and mathematical enquiries, protest art, beautiful paintings, models of rock pools and extraordinary furniture made from found objects collected from the shore. Students had a fantastic day of sharing their work and getting involved in team building activities to fully embrace becoming a student of Les Quennevais School.



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# Students take part in Poetry Slam

*Mr E Chain-Lopez, Head of English*

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Towards the end of September a group of Year 8 students had the opportunity to work with Farrago Poetry to develop their performance poetry skills.

Farrago Poetry, led by celebrated performance poet John Paul O'Neill, is best known for pioneering 'slam poetry' in the UK. For over two decades they have been running events up and down the country, as well as undertaking appearances at various London venues, Glastonbury festival, Radio 4 and Carlton TV.

On Wednesday 26th September members of Farrago Poetry visited Les Quennevais to offer a workshop to a group of Year 9 students. The students had to write, rehearse and perform their poems. Ultimately, a lucky few were selected to be finalists in the island wide Slam final which took place two days later.



As we have by now come to expect, our students rose to the occasion. They approached the final with courage, resilience and humour and did the school proud. Their poems were performed with passion and made a favourable impression on the judges who singled out the students' use of advanced vocabulary and poetic techniques as worthy of special praise.

All of the students excelled and the pairing of Charlie Dicker and Lucy Ronanye made it all the way through to the final three with a surreal poem about animals and food. Their poem was particularly impressive given the somewhat morbid nature of the competition.



The event closed with a final summing up which again singled out the high quality of the entrants from our school.

Overall, it was a great experience and one that we will be eager to repeat next year.



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# LQS WW1 Immersive Trench Project

*Ethan, Daisy and Phoebe, History Student Ambassadors*

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Now that a century has passed since the last shots were fired in World War One, it is more important than ever that we remember the mistakes of this conflict and the various impacts it has had on our society, ranging from votes for women to the existence of many nation-states today. It is also one of the biggest waste of life in human history, in which over 16 million people died, while the total number of both civilian and military casualties was around 37 million people. Furthermore in Austria, 1 in every 50 people died from their entire population. These men and women gave their lives for our tomorrow. They had little idea as to the horrors of the war they were volunteering or being conscripted for, believing it would be over by Christmas 1914. No family was left untouched by the trauma of the conflict, whether that be receiving a military telegram informing them their son, husband or father had been killed in action, or dealing with the impact of shell shock or other debilitating conditions. We must also remember the suffering of the non-combatants on the Home Front, as well as animals like horses that also suffered on the front line.

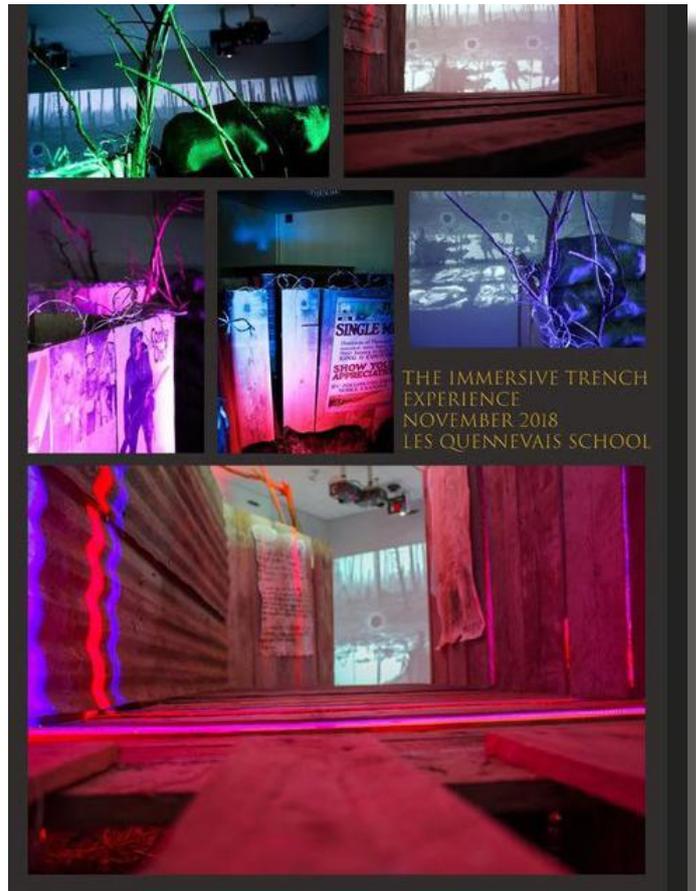


As part of commemorating the Great War, our history department decided to try and recreate what a trench might have looked like. Mr Jones, Mr Brennan, Miss Ritchie and the LQS History Ambassadors met on Wednesday morning during half term to finish off the installation that Mr Jones had constructed earlier in the week. In doing so we used a variety of materials that we were able to obtain, like broken tree branches, pallet boards and corrugated metal sheets. We also created a barbed wire effect using string and silver paint, making loops and stapling it to the trench creating a barrier for the enemy, as it would have looked like in No Man's Land. Next, we had to finish creating the structure, so we fixed the rest of the wooden boards with screws and electric drills. Along the walls of the trench, we stuck on propaganda posters from the time, and photos of soldiers who served. We also filled green mesh bags with newspaper so that they looked like sand bags and positioned them near the entrances to the trench. All of the branches and broken trees, pinecones and leaves, were scattered throughout to represent the damage done to the natural world around.

Additionally, we researched and wrote out heart-breaking letters written by soldiers to their families at home, full of hope, fear, love and a wide range of other emotions. There were recordings of war poetry made by our ambassadors on the interactive walls, as well as fact files on the floor, and PowerPoints and film clips giving further insight into the nature of the conflict.



The response to our project was incredibly positive. The first visitors to take a look were Channel TV who broadcast our project and interviews with the History Ambassadors on the evening news. We were also visited by the JEP, and Bailiwick Express. On returning to school from half term, students were shocked to find the trench installed in the immersive space. However this delighted them as many got the chance to write compositions and poems about it during their English lessons, and as Remembrance Day was soon approaching, many other lessons involved going down to the immersive space and getting a small insight and understanding of what it was like during the war and how they fought and risked their lives for their loved ones. Many students also chose to visit it at lunch and break times, and we have since had a visit from a local primary school as well. Our trench installation gave all members of Les Quennevais School an idea of just how horrific the trenches were during the war, though thankfully we can never truly understand the desperate situation that these soldiers were in when they heard their officer's whistles blow at first light for an offensive across No Man's Land.



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# Year 10s complete DoE expedition



*Brooke & India, Y10 students*

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On Friday 28th September we embarked on day one of our assessed expedition to Crabbé. The journey for our group began at Gorey Castle where we followed the coastline to Archirondel, where we recorded our first fortification information. Not long after, we arrived at the entrance to St. Catherine's Woods, feeling excited yet challenged. We ventured through the woods until we reached the tree swing where we decided to have our first break: India, feeling unbalanced due to the weight of her bag, toppled over into a nearby puddle soaking her shoes and socks. At this point, we chose to continue our walk in the hope that we would not encounter any other issues. As we continued our walk, we came to a hill. As we discovered the challenges that this dramatic incline brought, many complaints followed.

After a while we reached check-point one: Rozel Bay. We were greeted by our four teachers, who encouraged us into the first check-point. This gave us the chance to fill up our water bottles and replenish our systems, ready for our next trek to Durrell Zoo.

Leaving the tranquil environment of Rozel, we encountered a colossal hill (which we have to admit made us question our chances of success). Nevertheless, we began the ascent positively with a smile on our faces. At this point in our expedition, exhaustion was increasingly present, therefore so was extreme emotion. With tears of laughter from our awful singing and possibly weariness streaming down his face, Toby fell silent but pressed on with resilience as he knew that our next destination was almost in sight. Referring to our trusty map, we spotted Durrell in the distance. With many supportive waves from our ardent teachers, we approached the entrance to the zoo. Relieved to have made it this far, we gobbled a quick bourbon biscuit before gathering our belongings and setting off once more. Much to our dismay, Mr Harris then took several photos of our weary yet determined faces.

Soon after, we arrived at Trinity church, where we sat down for a moment to catch our breath. St John's church, our next check-point, was still nowhere in sight but we were feeling optimistic as we knew that we would eat lunch as soon as we reached it. As we plodded along the quiet country lanes, we knew we had to pick up the pace and get to the next check-point. With our spirits buoyed by our singing of classic Disney songs, we squealed with delight as the steeple of the church came into view.

We happily munched on our flattened lunches as we were ravenous. Tuc biscuits, a DofE essential, were then passed out within the group and we gobbled them up contently.

Without a crumb of food left on the table as we had eaten it all, we waved goodbye to the teachers and continued the last part of our trek for day one. With a spring in our step, we danced along to St. Mary's Church, tracing our steps from the last expedition.

When we arrived, we were welcomed by the rest of the groups and the relieved teachers to see all of us in one piece. We weren't able to relax now though because we were still yet to pitch our tents and cook our dinner, which was of course pesto pasta with sprinkled cheese on top! Once our tents were put up and sturdy with our enormous bags inside, Brooke and India were then designated as firewood collectors and followed Mr Morris up the hill to find some for the bonfire later on.

Night time came and we followed the teachers down to the campfire area for roasted marshmallows and a few more songs before bed. These songs included Footloose, All-Star, Wonderwall and of course a DofE classic Mr Brightside. Needless to say, it didn't take long for us to fall asleep.

After a well needed sleep, we weren't pleased when Mr Harris came down the next morning to wake us up. Although we knew that we would have to get up quite early in order to pack up our things and leave by nine o'clock, nothing could have prepared us for the awakening that Mr Harris gave us. At six-thirty, much to our annoyance, we heard the crashing of pans drawing closer to our tent. Reluctantly we crawled out of the tent, barely even awake, to find Mr Harris approaching us with two pan lids which he was banging together, whilst singing 'If you're happy and you know it clap your pans!' (Which we now agree should be added to the Duke of Edinburgh's album!)

We instantly began preparing our breakfast of beans on toast. We washed the pans, changed out of our pajamas, brushed our teeth, packed away the tents and sorted our bags, and we were ready to set off again for day two.

Somehow bursting with energy and feeling not at all tired, despite our slight lack of sleep, we quickly marched to St. Mary's church devouring a whole bag of sherbet spaceships as we went. (Yes, it was nine o'clock in the morning!)

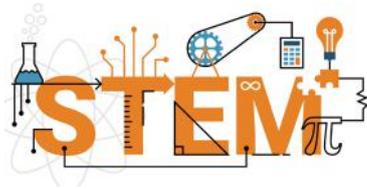
We then followed our route leading to St. Peter's Valley. And eventually coming to the Gunsite café on the front. With not long until our final destination, we recorded the dates and facts of The Beaumont Tower opposite the cafe and carried on to St. Aubin's Bay. In St. Aubin's, we ate our slightly squashed cheese sandwiches and enjoyed some Tuc biscuits yet again! Relieved that we were so near to the finish, we ambled up the railway track.

Suddenly, as the realisation that we had completed our Bronze Duke of Edinburgh's award hit us, we practically ran the rest of the short way up the gravel track to school just in time for the two-clock finish. We were amazed. We were proud. We were exhausted. It had been difficult at times, it had been hilarious at times, but most of all it had been an experience we will never forget.



# Les Quennevais launches STEM

Mr D Ferguson, Head of Design and Technology



stands for Science, Technology, Engineering and Maths. STEM is important because

it pervades every part of our lives. STEM club provides a platform to extend students' learning in a fun and exciting way, allowing all involved to explore STEM subjects in innovative and inventive ways outside the curriculum.

STEM education creates critical thinkers, increases scientific literacy and enables the next generation of innovators through design thinking. Innovation leads to new products and processes that sustain our economy. Initially our STEM club, made up of KS3 students has been exploring Neuroscience, discovering the exciting world of the brain, spinal cord, neurons and senses. We have looked into prosthetics and hacked humans, controlled devices using thought, created robot hands, learnt about the science of illusion using experiments, activities and games. We have created 3D parts, explored inside a virtual brain and we have 3D printed a net to record live brain waves and see senses in action.



*DT students have been visiting the new Les Quennevais site learning how much 'STEM' goes into a huge building project such as the new school*

Later this academic year we will be training students to be 'Airineers', which will involve students working in teams to design and build an efficient and manoeuvrable micro-sized drone that will compete in team games, individual challenges and time trials. And just in case making their own drone wasn't amazing enough, they'll experience all the action from First Person View or FPV via a tiny camera mounted on the drone itself.

Because the Micro-Drones are so small, students can use a number of manufacturing techniques to build their vehicle – 3D printing, laser cutting and CNC milling are all excellent examples of suitable types of CAM techniques that may be employed. Their small size also makes them extremely safe to operate indoors.

In the Summer term STEM club will be confronting the final frontier and training young 'Classtronauts' in a Space themed project exploring astronomy, stars and planets, biology in space, cutting edge science, space projects such as colonisation looking at 3D printing a moon base. This project will culminate in students launching a balloon into space, with live camera footage viewed at school and then the use of GPS to retrieve the payload, which can be analysed from instruments to measure temperature, pressure or impacts on landing etc.



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# The journey to plastic-free begins...

*Mr D Ferguson, Head of Design and Technology*



Our school is in the process of becoming the first Eco-School in Jersey. Underpinning this goal are many student led initiatives: reducing energy consumption; reducing litter; becoming plastic free; battling marine pollution and implementing recycling systems.

We are working with Kevin Mars at Jersey Hemp with an aim to reduce single-use plastics across the school and raise awareness of the health benefits of going plastic-free. Another strategy will be to seek support from parents to commit to reusable water bottles.

We are, at present, recycling paper, cans, water bottles and lids at the school by using equipment within the Design Technology department.

We are shredding and reforming into new materials which students can use for their projects. This is an exciting opportunity for students as this is not just a localised issue but is part of a global strategy which will teach them individual and holistic responsibility and systematic thought process.

These are highly sought after skills, especially in a modern world looking to drastically reduce carbon emissions and discover/develop technologies of the future. The journey to that goal begins with educating students in a healthy and sustainable environment such as LQS.

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## Fundraising 2018/19

*Keira, Teo and Abigail, Y7 students*

As ever at Les Quennevais School another busy year is planned; including raising money for some well-known charities. We are proud of our tradition of helping those in our own school community and beyond. Maybe this year we will again set some new records with our fundraising. Miss Le Quesne said "I am incredibly excited for fundraising this year, mostly because Red Nose Day has come round again! Planning is already happening to make this year the best yet. It is a tradition at Les Quennevais that Red Nose Day is a highlight of our students time here, all while contributing to a important charity."

### **Autumn Term**

Monday 17th December: Year 7 Christmas movie evening

Friday 14th December: Christmas Jumper Day for Save the Children (£2)

### **Spring Term**

Friday 18th January: Oliver! Non-uniform day (£2)

Friday 8th February: Staff Coffee / Cake morning

Friday 15th March: Red Nose Day

### **Summer Term**

Friday 10th May: Eoin's Trust Non-Uniform Day

Friday 14th June: Staff Coffee / Cake morning

A dark blue rectangular box containing the words "THANK YOU!" in large, white, bold, sans-serif capital letters.

**THANK  
YOU!**

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# Where are they now?

An interview with ex-Les Quennevais student Dr Jack Jouanny



I left Les Quennevais in 2003, having been Head Boy and Tranter Sports Captain, qualifying in Medicine (2012) from Warwick University, via a BSc Medical Sciences (Leeds University, 2008) and my A-Levels at Hautlieu. I live and work in London as a GP, spending my spare time chasing around after our two boys (Jonah and Reid) with my wife Louise. More recently I've taken up a separate role as academy club doctor for Stevenage FC.

I must admit I've sought the help of my longstanding best friends – Gary Male and Tiago Pedro – in helping jog my memory having left LQS 15 years ago!

## Which years were you at Les Quennevais?

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1998 - 2003

## Which teacher made the biggest impression on you?

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So many to choose from, but I know I speak for a lot of my peers when I say Mr Cartwright (English), Miss Ferrari (History) and Mr Jones/ Mr Heaven (PE) stand out after all those years. Mrs Hague was a fantastic Head of Year 11 too.

## What was your biggest challenge at school?

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Being the late nineties/early noughties, I was always a fan of the bouffant haircut (according to Tiago), so keeping that in check daily was obviously a challenge. Probably trying to balance schoolwork with football and the odd excursion into school Drama productions! Sadly not progressed too far in my acting career since...

## Greatest achievement at school?

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Being Head Boy was a proud moment, as was being part of a few football finals (although not sure we actually won any). Achieving well in GCSE's was massively down to the teaching staff and their support. At LQS we had, and continue to have, a close-knit group of friends and sharing so many memories with them is a special thing.

## Song/band/album that defined your school years?

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Oasis – Stop Crying Your Heart Out. A key part of a 'leavers video' that was put together at the end of Y11 that I'm sure is well remembered. A real tearjerker!

## Which aspect of life at Les Quennevais helped you become the person you are today?

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Tough one – I would say the sense of belonging, support and being encouraged to follow your interests and passions in learning was a key part of our time at LQS. I think that's definitely played a part in me wanting to pursue career as a football doctor.

**#ALWAYS  
QUENNEVAIS**

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### **Favourite lesson or activity?**

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The three classics – PE (sadly I've not maintained my GCSE trampoline and netball skills), History (Miss Ferrari's unique take on both the subject and current affairs ensured this was always a highlight in the timetable) and English (where, for reasons unknown, Gary, Tiago and myself started putting together a 'book of quotes' which was a 'humorous' take on our lives at LQS and beyond. I'm sure reprinted copies are available on request...). Gary also reminded me at one point a bunch of us did a charity school sleepover at school that sounds bizarre but I definitely have vague recollections of.

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### **Favourite memory of Les Quennevais?**

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Just too many to list! Year 11 in its entirety was a special time (even if getting gunged in front of the school for 'charity' might not have been). LQS regularly featured in our respective wedding/best man speeches, which is testament to the memories we all hold from our time there.

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# **CLASS OF 2003**

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### **What path did you take to get to where you are now and you inspired you along the way?**

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I took the longer route to qualifying as a Doctor, doing an undergraduate degree first to enter Medicine as a Graduate (having not quite got the grades needed in A-Level). It's been a long but ultimately rewarding road. Because of that there has been so many inspirational figures (teachers, tutors, colleagues) but the support of my wife Louise have been a constant and that keeps me motivated every day.

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### **Favourite aspect of your job?**

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In General Practice there is no telling who or what will walk through the door next which is always a challenge. I work in quite a deprived inner city area and being a part of such a culturally diverse part of the UK is a really interesting and rewarding experience. GP is a good opportunity to continue lifelong learning, as I need to be on top of a wide range of medical specialties.

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### **What advice would you give students looking at their career options?**

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I would say keep your options open to inspiration, consider all routes in and beyond Jersey. If you have a certain passion, speak to people who have been through the process. Embrace your interests and explore where they can take you in life.



# Year 11 Geographers explore the Lake District

Mr Spencer, Head of Geography



Resfeber, numinous, hygge, forelsket, eudaimonia and gratification - just a few words to describe the feelings and experiences both the staff and students had whilst in The Lake District on Les Quennevais first ever off-island geography fieldtrip.

Day 1 - Resferber - the nervous feeling you get before a journey is how I would best describe our students. Some who, for the first time were experiencing a flight, being away from parents or going to the U.K. So many firsts before we had even experienced any geography.

Greeted by Sarah our jubilant, ecstatic and passionate leader at the Castle Head Field Studies Centre (FSC) in Grange-over-Sands we had a tour of the site and sat down for some much needed food. Then straight into the classroom to understand why we were here, what we would be doing and how the experiential learning would support student preparations for examinations but most importantly "Sir what's the WiFi code?".



Day 2 - Numinous - the powerful personal feeling of being overwhelmed and inspired as we meandered through the bracken on our way up to the source of the River Eea before walking out into a clearing to see a Roche Moutonee - the sheep shaped glacial landform (Mr Letch was very happy). Clear blue skies, autumnal colours of the changing flora and the babbling waters of the river in its upper course the perfect setting for our geographers to start their journey just like the river.

Given equipment and divided into groups, students had to work out the velocity and cross-sectional area using the equipment they had been given - building resilience, evaluative and decision making skills. Into the water the students went, motivated using the theory they had learnt in the classroom and now experiencing it for real. The engagement and excitement of being in the river was clear to see - students were becoming inspired.

Moving into the middle course, the river became wider and deeper and the overwhelming joy of filling your welly boots with water whilst collecting the data was a great learning experience. Data collected, fun being had and passion for the subject growing. "Look, look?! It's a meander" the students shouted, our learning had been brought to life. A quick field sketch and discussion before we visit the mouth in the lower course at Morecambe Bay.





Over 15,000 steps had been walked, we were ready for a bit of down time before dinner and refuelling, before meeting back in the classroom to present our data and justify our methods. The buzz around the FSC that night was electrifying and it was clear that the students had become overwhelmed by the geography.

Day 3 - Hygge - the cozy feeling of relaxing with friends, best sums up the atmosphere of the day.

After a peaceful nights sleep and a hearty breakfast, students were in the classroom investigating services, transport and the built environment of two rural areas, Stavely and Burneside. Analysing secondary data, students developed vivid images of the two areas, created hypotheses, decided on which sampling strategies to use and created a risk assessment all before 11 o'clock.



Onto the bus, students were told that they would be exploring and collecting data within their groups whilst being remotely supervised. Team work, communication and trust all key components for successful outcomes. A meeting point and time was established and off the students went, exploring and collecting their data with the lure of a hot chocolate if they made it back successfully. They were becoming proper geographers.

Upon returning to the classroom we again presented our data but this time using GIS (Geographical Information Systems). Students described, explained and analysed the data whilst evaluating the reliability of their methods, equipment and results.

As the sun set and darkness descended on the green pastures around us, we put on our waterproofs, helmets and head torches to tackle the low ropes and obstacle course. Students will remember that night for laughter. Lots and lots of laughter. Excitement, conquering fears, doing something new and challenging and mud. It is in these moments that you realise that geography field trips deliver more than education, they create, memories and friendships that last a lifetime.

Day 4 - Dérive - letting the spirit of the architecture and scenery move you is how Mr Parkes felt about Morecambe. The undulating plains that surrounded the bay were nestled among the mist. Slate bird sculptures and coastal architecture added to the aesthetics of the newly rebuilt promenade.

In the classroom students were able to work more independently through the enquiry process with confidence. Assessing secondary sources, developing hypotheses, creating risk assessments and making decisions on how to sample the area.

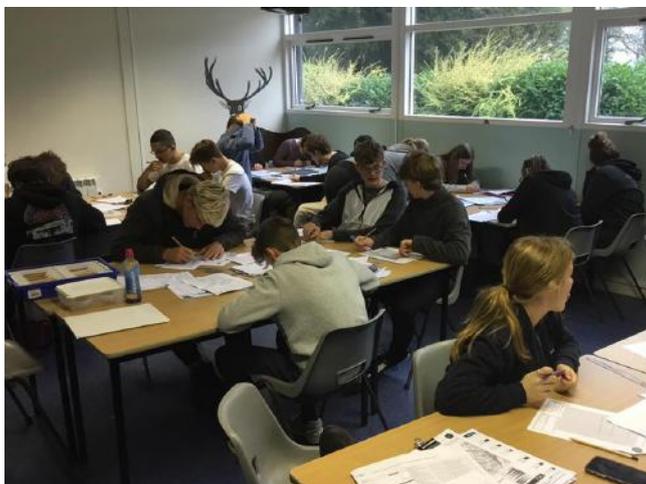
On the bus and off to Morecambe, the bus silent with sleeping students. It was a Saturday after all. However when we arrived the geographers (well most) sprung into action. A quick demonstration on how to use the equipment to do a beach profile and off the students went working in groups collecting their data, moving along the beach like transported sediment. A stroll down the promenade allowed us to take in the sights, but most importantly the many coastal defences and students were asked to complete a survey on the effectiveness of these. Observing the students and questioning them showed us that this practical learning experience was facilitating their knowledge and understanding of coastal processes and management. It was one those moments where you're proud you became a teacher.



Arriving back at Castle Head the students had a much needed and well deserved break to recharge. With their data in hand, the students set about creating three line graphs to show the beach's changing profile. Again students had to describe, explain, analyse and evaluate their data. Students were becoming much more versed with the enquiry process completing the work to a high standard interlinking what they had learnt from the other enquires.

The day ended on a high with much laughter, enjoyment and gloating, especially when several students beat Mr Parkes and Mr Letch at table tennis.

Day 5 - Eudaimonia - a state of feeling happy whilst travelling is how I'd best describe my feelings on this day. Happy that we had all had a good nights sleep, but mostly because the students had done Les Quennevais proud.



In the classroom, students performed highly with the planning and introduction sections of the enquiry. Little direction and guidance was needed. The students knew what to do and how to do it.

A trip back to Morecambe to look at urban regeneration and students had to ask members of the public a series of questions and take comparison photos of the town centre. The rain had arrived, but that didn't discourage our students, nor did having to talk to members of the public. The students just got on with it, doing what they had to do. After a few pictures with Eric Morecambe we went back to the FSC.



The students then went back into the classroom and again had to describe, explain, analyse and evaluate their data. Just like in the morning, we could stand back as teachers and observe them complete the work independently with confidence. This was like a 'eureka' moment, standing back observing the students in action.

That night the groups switched activities and were able to do the low ropes or obstacle course. Again, students got muddy, laughed and thoroughly enjoyed themselves. Oh and Team Spencer beat Team Parkes on the low ropes course. Packing and tidying consumed most of the evening but there was still time for table tennis, chess and much more laughter.

Day 6 - Gratification – That feeling of satisfaction you get when you arrive home after a long trip and realise that it was entirely worth it and want to start planning your next adventure.

The biggest compliments are from those students who said "I didn't think I'd enjoy myself but I've actually had a great time", "I didn't want to leave home but now I really don't want to go back" and "I thought it was going to be boring but I've had so much fun and learnt loads". It's in those comments you know that you've created the inspirational spark to take geography further but most importantly a memory and an experience they'll never forget.



# LEAP 2018

*Mr Harris, Assistant Headteacher*



During the summer holidays, three Les Quennevais students took part in the International project, LEAP. The Ladies Entrepreneurial Apprenticeship Programme gave our students the opportunity to work with other female students from around the globe to solve third world issues. The work they complete will be fed back to Student Parliament to develop further – we are hoping this may link to ideas for LQS to become an eco-school!

Robyn, India and Brooke, all in Year 10, met with other students from around the world including Taiwan, China, Malaysia, India, Thailand, Spain, South Africa and Jersey (3 local schools) came together to collaboratively develop their leadership and entrepreneurship skills at the LEAP 2018 programme. They were tasked with developing a social enterprise project to pitch to a team of seven dragons who had kindly committed over £4000 of funding. During their intensive 10 day programme they were trained, inspired, guided and mentored by over 60 leaders from the Jersey community; company owners, CEO's, CFO's, charity start-ups and government ministers.



*Robyn, India and Brooke*

I was fortunate enough to visit the girls throughout the programme and I have never in so short a period of time been able to observe students developing so many life skills and illustrating their ability to ignore cultural, racial, and national differences and actually follow their passion in such a constructive manner. It is a shame that these experiences are so rare for students in the 21st century.

All of our girls worked in different teams and collectively were given £2600 to make their projects happen. Robyn Croke was part of the winning team who were given £1200 to work with three primary schools in India and three primary schools in Jersey. The money will be used to launch their planting tree foundation.

Some of the key financial sponsors included: PwC, Perdurance Philanthropy, Fairway Group, Minerva, and Standard Bank.

LEAP 2019 will initiate in September and over 20 countries, with a total of 60+ delegates. In addition initial discussions are taking place for parallel programmes in Singapore, Phuket and potentially South Africa and China. We look forward to Les Quennevais students being part of this next year!



*One of the mind-boards used for their business pitch*

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# Meet Miss Hankinson

Miss N Hankinson, Head of Science



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## Who is Miss Hankinson?

I have taught both computing and science previously, having taught in the UK for twelve years, most recently at Elizabethan Academy in Nottinghamshire. After a while I decided I wanted a change. Since I loved science so much I came across this job to work at Les Quennevais and happily accepted.

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## How would you describe yourself in three words?

Excitable, enthusiastic and caring.

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## What were your first impressions of Jersey?

It is very beautiful, calm and laid back and I enjoy being able to wake up and see a view of the sea.

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## Why do you teach?

I loved science at my old school and my teachers fascinated me. They always encouraged me to do my best. That is what I want to do for my students.

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## Who were your favourite teachers?

Miss Tredget and Mr Kiddle: my science teachers. Mr Kiddle was the “mad scientist” type and he always wore a lab coat. He also had very frizzy hair.

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## What is your main goal with students?

To build relationships with them and get them to love science.

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## Why did you decide to work at this school?

When I came across the job I thought that the school looked amazing.

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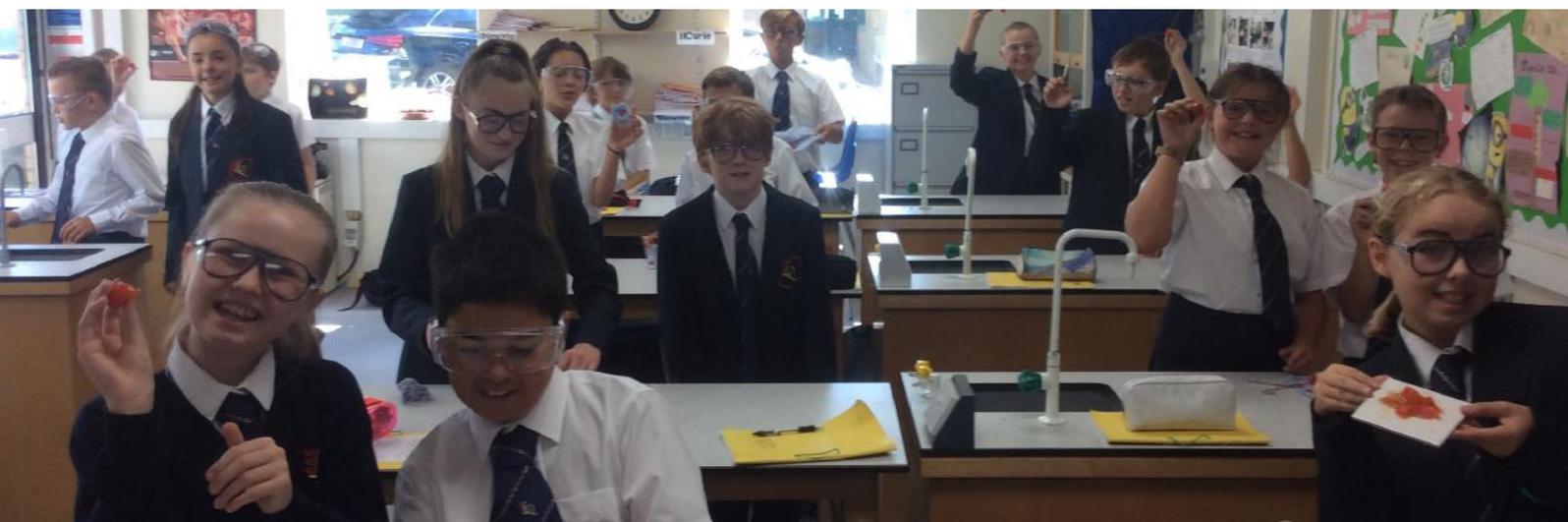
## What other hobbies or interests do you have?

I enjoy reading and also watching T.V. and films, particularly Marvel.

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*Interview by: Keira and Abigail, Y7 students*

*Y7 enjoying their intricate fruit surgery in Biology*



# Activities Week 2018 (16th - 20th July)

Erica, Y8 student



What a brilliant way to end the busy Les Quennevais School year with all Year 7-10 students experiencing Activity Week. This week allowed students to experience life 'outside of the classroom' and mix with their peers in a fun and challenging way. Students had the choice of staying on-island or off-island for Activities Week, with a wide variety of activities on and off-island such as: Stressless, London trip, surfing, France trip, horror week and many, many more.

So many amazing opportunities were had by all, but here are a few highlights.



**Surfing:** Students were based down in the beautiful bay of St Ouen for the week. During this time students learnt about the sea and safety precautions, beach knowledge as well as the highlight of learning how to surf. The best bit was having a go on the surfboard in the sea! Though some students also said they loved being able to pop into Big Verns for some food or a cold drink.



**Horror Week:** This week was perfect for students who had a loved for horror and the paranormal! Students immersed themselves in the whole experience from watching horror movie trailers to learning how to do real movie makeup including cuts and bruises and blood (which was made from syrup). Students worked to produce horror movies, even getting to hold a special screening at the end, Oscar style!



**Horse Riding:** This activity took place at Le Claire Riding Stables, St John. This was an opportunity for those who wanted to get into horse riding and also those who wanted to develop their existing skills. The students were all expected to 'muck in' and enhanced some wonderful skills; caring for the horse and tack, stable management and of course they enjoyed riding lessons too.

**Holland:** Holland was one of the off-island activities. The students had a busy schedule and visited multiple sights and amusement parks; Madurodam Model Village, Duinrell Amusement Park, Tiki Waterpark and Space Expo to name a few. Of course no true trip to Holland would be complete without a traditional Clog and Cheese Making Tour!



## Activities Week in pictures



It is without doubt one of the best experiences in the whole school year and students have already made choices for Activity Week 2019, waiting with anticipation the new memories and experiences that will be had.

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# Houses compete in Netball and Football

*Erin, Katherine, Dylan, Leon and Nando, Y10 students*

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The students again blew all expectations out of the water at the recent inter-house netball and football tournament, playing with astonishing energy and enthusiasm.

The competition took place on Monday 15th through to Tuesday 16th of October and was a complete success all around. The event was run by the PE department of the school, and was a special occasion for all of the students involved.



## **Y7 Netball Winners - McKeon**

McKeon eventually won the Year 7 netball after a long set of 8 games. All of the girls played well and appear to be settling in well with each other and developing many team skills and qualities. McKeon was closely followed by the team from Watts, Tranter finishing in last place. In the end, it all came down to the goals, as the Watts and McKeon teams all won the same amount of matches.

## **Y8 Netball Winners - McKeon**

After playing all afternoon, McKeon once again came away victorious, followed by the girls from Watts and then Tranter. These girls played even through the heavy rain that fell that afternoon and, even though they were cold and wet, they kept their spirits up and enjoyed the event. The McKeon girls were an outstanding team this year, winning with 24 points, 4 game wins, 2 draws and 2 losses.

## **Y9 Netball Winners - Watts**

The winners of the year 9 netball this year were the team from Watts, who won with a phenomenal 27 points. The girls played ferociously and made each of their respective houses very proud. Watts were closely followed by the McKeon team and then the girls from Tranter. These girls were lucky and managed to escape the rain, as it fell whilst they played in the sports hall.

## **Y10 Netball Winners - Watts**

Overall, Watts were the victors of Year 10, Tranter in second and McKeon taking third place. However, in the end it all depended upon the goal difference. With Watts being on +1, Tranter on 0 and McKeon on -1. All of the girls were incredible sports women, demonstrating all of the schools core values: ambition, resilience and respect.

## **Y11 Netball Winners - McKeon**

McKeon completely smashed the competition this year, winning all of their games and collectively scoring an incredible 30 goals! Tranter came second with 8 goals, one win and one loss, and finally Watts took third place winning neither games and only scoring 7 goals. McKeon gained 10 points with a goal difference of +26, Tranter came next with a goal difference of -11 and got 6 points, and Watts gained 3 points and had a goal difference of -15.

All of these girls did their school proud at their last house netball, showing just how brilliant Les Quennevais pupils can be.

### **Y7 Football Winners - McKeon**

Within Year 7, McKeon got a surprising 27 points, getting 4 wins, 3 draws and only 1 loss. Meaning Tranter came in at the 2nd spot, close to McKeon due to their 26 points; 4 wins, 2 ties and 2 losses. Unfortunately, this left Watts in the final spot, with only 8 points.

### **Y8 Football Winners - Watts**

Watts scored 31 points altogether in Year 8, with 6 wins and 2 losses. Tranter got 2nd place, with 21 points, and an even 4 wins and 4 losses, leaving McKeon to the final 3rd spot, with only 15 points; 2 wins and 6 losses.

### **Y9 Football Winners - Tranter**

Tranter won with a collective 26 goals between the teams. They had 5 wins, 3 losses and no draws. Watts had a collective 25 goals between both teams, one below Tranter missing out on the win, 5 wins, 3 losses and 0 draws.

### **Y10 Football Winners - Tranter**

Year 10 Tranter won with an amazing 2 wins and no losses, 10 points overall! Watts got 2nd place with only 7 points, 1 win and 1 loss. Finally, McKeon lost both of their matches, and got a disappointing 2 points only.

### **Y11 Football Winners - Watts**

In Year 11, Watts won with 1 win, no losses and 1 draw - they also had 8 goals. McKeon just lost out on the gold with one win, no losses and one draw - they also had 8 goals but fell short with 7 GD compared to Watts' 8. Tranter lost with no wins, 2 losses and no draws.



# Festival of Arts launches at Harbour Gallery

*Erin, Katherine, Dylan, Leon and Nando, Y10 students*



On Monday the 8th of October, Les Quennevais School launched its inaugural Festival of Arts. The exhibition was open to the public for the whole week; an amazing opportunity to showcase the awe-inspiring creativity of LQS students to a really professional standard.

While the showcase lasted for a week, the launch on the Monday evening was definitely the highlight of the event. The exhibition was celebrating the beautiful pieces of art, including paintings, backpacks and clothing, made by Les Quennevais students. Additionally, the festival included food and canapés from our food department, a fashion show, using the student's own handmade clothes, and many more incredible masterpieces. The paintings that were displayed at the event, are now being exhibited around the school, along with an assortment of the clothing on show. A host of teachers and students attended the event, including Mrs Hague, Miss Baron, Mrs Freeman and Miss Le Quesne. On arrival, guests were welcomed with outstanding performances from LQS musicians. Most of the credit goes to Mrs Croke, who organised the majority of the event, the students are all hugely thankful to her for giving them such an incredible opportunity.



Supported by The Art in the Frame Foundation and the Harbour Gallery in St Aubin, which hosted the occasion, it proved to be a giant success.

The Harbour Gallery has said themselves that, "We very much hope to have the pleasure of working with Les Quennevais, our 'local' secondary school, in the future." So we can take that as a good sign that there may be another potential collaboration between the school and gallery in the future.



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## Students prepare to tread the boards with Oliver!

*Erica, Y8 student*

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Here at Les Quennevais School we are known for our outstanding, sensational performances such as Grease, Footloose and latterly the Little Shop of Horrors. Expect 2019 to be no different as Oliver! takes centre stage at Jersey Opera House 22nd - 24th January. Students and staff have already thrown themselves into rehearsals.

This well-known tale of a poor orphaned Oliver running away to London stars Year 9 student Charlie as the protagonist. Expect to feel a whole array of emotions with the feeble and meek character, undergoing a personal journey, with a few familiar tunes along the way. The audience will certainly not be left 'asking for more' when they see the effort and performance on the evenings. Book your tickets now!



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## Peace Debate

*Miss Finney, Head of Religious Studies*

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We were given the opportunity to attend and present at the 5th Rotary Student Debate on Peace on Friday 16th November at the States' Chamber.



Our Year 11 Debate Team, Holly, Ebony, Diogo, Nadia and Charlie worked hard for many weeks in the lead up to the debate, researching and constructing a speech to fit the theme of charity and overseas. This theme was chosen by the Rotary Club in recognition of the 50th Anniversary of the Jersey Overseas Aid Commission. Our team decided to ask whether charity was effective in the 21st Century, exploring issues and possible solutions.

The debate was introduced by the Chief Minister John Le Fondre and the Minister for International Development Deputy Caroline Labey. Representatives from each school gave a speech based around the topic and the platform was then opened up to other schools to question and debate the motion presented.

The schools engaged in a plethora of motions from 'Charity begins at home', 'Kindness breeds kindness' to 'Businesses should be taxed to increase overseas aid.' Les Quennevais students asked poignant questions such as whether Victoria College believed, as presented in their speech 'Charity begins here', that helping first time buyers in Jersey was morally more important than providing food and clean water overseas?

Les Quennevais students explained in their speech 'Charity is ineffective', that Jersey currently allocates only 0.25% of the recommended 0.7% of their GNI to international aid. Nadia Williams argued that Jersey should be giving and funding more;

'Recognition, approval, glorification: should governments gain gratitude for actions that they should have funded without the need for charity?'

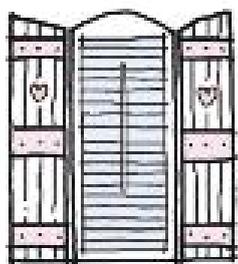
Jess spoke about charity becoming a popularity contest manipulating people rather than directing funding to those most in need;

'Donations are merely salving individual consciences rather than effectively assisting causes.'

Our students explored many solutions in order to make charity more effective and proposed that;

'If we compel all governments into making donating to charity a duty rather than a choice, it will bring accountability, togetherness and hope for the future.'

The team answered many questions about their speech with eloquence and passion. After summing up the debate, The Chief Minister invited the Assembly to vote on the proposition 'Should we, as an Island, give more to Overseas Aid?' The proposition was accepted, with twenty students voting for the motion, three voting against and six abstaining.



# Shutter Hut Plus

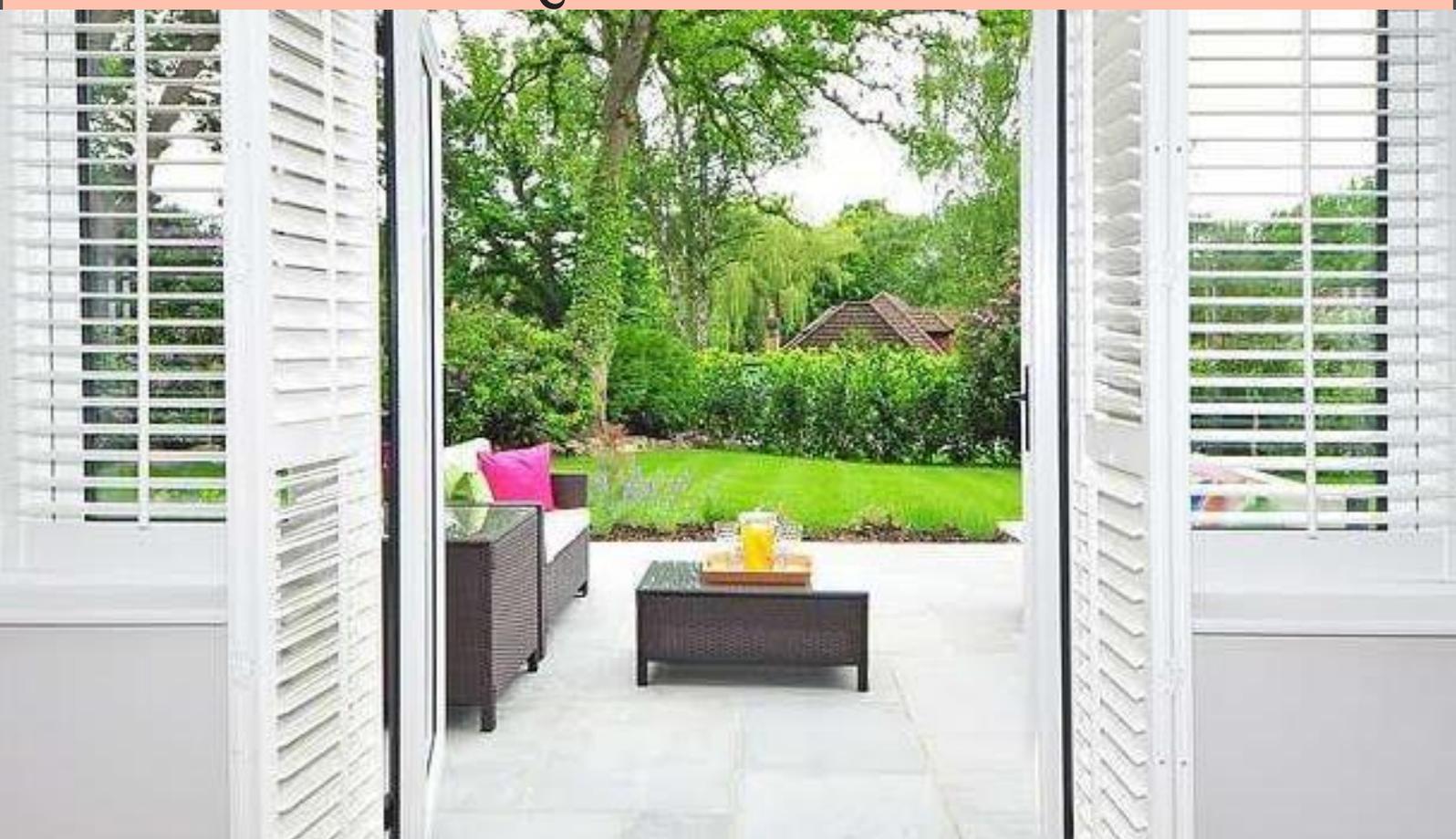
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# DATES FOR YOUR DIARY

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Monday 7th January - First day of term

Thursday 17th January - Y9 Options Evening

22nd - 24th January - Oliver! at Jersey Opera House

Thursday 31st January - Y9 Teen Boosters Vaccinations

Thursday 31st January - Y8 Subject Evening

Thursday 7th February - Y11 Subject Evening

Friday 15th February - Staff Inset Day

18th - 22nd February - Half Term

Wednesday 6th March - Swimming Gala

Friday 15th March - Red Nose Day

Monday 25th March - Y10 Trident starts

Friday 5th April - Last day of term

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