



HAUTLIEU HIGHLIGHTS

Celebrating Our Diverse Community



Lilie Mangematin

HEADLINES



Exploring this edition of Hautlieu Highlights has allowed me the luxury of reflecting on my first year as Interim Headteacher, and has prompted me to recall the wide range of opportunities provided to students by our energetic, enthusiastic and committed staff.

The theme of this edition is "Celebrating our Diverse Community". It is clear to me

from reading the range of articles included that Hautlieu continues to both celebrate and contribute towards building a more diverse and inclusive culture, not just here in Jersey, but also around world. Our students have travelled widely throughout this year, as demonstrated by the range of articles reflecting on trips and visits to Portugal, Sweden, Luxembourg, England and elsewhere. However, students have also taken advantage of the many opportunities here in Jersey, not least through the painting of the underpass mural in St Helier – detail of which forms the striking wrap-around cover for the current edition. Here at home, Hautlieu has also played host to its own visitors: from young, primary school scientists learning new skills, through fellow, Romanian high school students sharing experiences, to representatives from local businesses offering guidance. All have been welcome additions to our diverse community, and we look forward to welcoming them again in the years to come.

As we bid farewell to the Class of 2025, the interview with one of our final group of International Baccalaureate students, Adam Benson, demonstrates both the impact of growing up here in Jersey and the creativity and cultural understanding that is encouraged and developed by this unique and challenging qualification. These continue to be core aspects of our school community, and ones that we are committed to developing further as we move forward; and we will be looking to our Hautlieu alumni, like Adam, to support this work. Indeed, it is always inspiring to learn about the adventures and achievements of Hautlians beyond their time with us. Lula Roberts' exploits on the BBC television programme *Chess Masters: The Endgame* is a wonderful example of the exciting experiences for which we strive to prepare our students, and hope to see them enjoy.

Whilst looking back is often an inevitable focus of a Headteacher's editorial, this exercise also presents a welcome opportunity to celebrate the ongoing activities taking place across our school community. Truly inspirational to me this year has been the work of the Student Wellbeing Committee, a glimpse of which is recorded in these pages. What's more, the impressive improvements to the visitor's room in the Oncology Department at the General Hospital – made in memory of former Hautlieu student Callum McNulty – clearly show an understanding by our students about their valuable place in the wider community, as well as the contribution that they can make to support others. The nurturing of these essential sharing and caring values will continue to be our focus as we plan for the year ahead – and beyond.

I hope that you all have a wonderful summer!

Kate Blackhall, Interim Headteacher
Summer Term 2025

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ON THE Waterfront

In November, A-Level students from Hautlieu Art Department, under the guidance of Head of Art **Jamie Cole, joined students from other schools in a project to transform an underpass link-road in St Helier. Detail from the resulting mural can be seen wrapped around the cover of this edition of *Hautlieu Highlights*.**

Art students from De La Salle College, Beaulieu Convent School, Highlands College and Hautlieu School were invited by Jersey Development Company to showcase their creativity in waterfront-inspired murals. Hautlieu students decided to add this year's theme, "Celebrating Our Diverse Community", to the mix to create striking designs that have helped to revitalise the dull, grey, concrete Esplanade underpass that links St Helier Town to the Waterfront, close to Trenton Square.

For sixteen days in November 2024, the area was closed to road traffic during the day, allowing Year 12 students to paint their designs directly onto the walls of the underpass. The project – part of a wider, ongoing Government of Jersey scheme to develop St Helier's Waterfront area – provided a valuable opportunity for young artists to express themselves and to showcase their creativity.

The vibrant, high-impact designs purposely use vivid colours and bold lines to stand out in this unique, subterranean space.

Jersey Development Company's CEO, Lee Henry, commented that "JDC is delighted to be collaborating with the art students and we have been thoroughly impressed by the ideas and enthusiasm when they visited the site to discuss the brief. It is exciting to give the students an opportunity to showcase their work in this public setting".

For readers who would like to take a look at the murals for themselves, the Esplanade underpass runs under Route de la Liberation, just north of the Cineworld cinema, on the road that links the Esplanade car park exit with Rue de L'Etai. The route is open to cyclists and pedestrians, so there is no excuse not to go and check it out for yourself!





The Jersey Development Company (JDC), formed in 2011, is an independent arm of the Government of Jersey, overseeing major property development. It is accountable to its shareholder, the Minister for Treasury and Resources – essentially, the people of Jersey. The JDC has a focus on sustainability and a remit to build appropriate infrastructure and accommodation for future generations.

According to the company website, "By investing in direct development, rather than selling land to developers, we ensure that returns to taxpayers are improved as well as retaining control over design and quality". Part of this remit has been the regeneration of the St Helier Waterfront area.



We are thrilled to be part of this design outreach initiative. A focused team of Year 12 A-Level Art students took the lead in key decisions about the final design, drawing partly on their vision for the future of the Waterfront area. The Design Brief helped shape visuals, the colour scheme and motifs integrating key elements of community and public art. The students have embraced the project wholeheartedly, and hope to participate in similar projects in the future.

– Mr Jamie Cole, Hautlieu Head of Art



POLÍTICA E DIPLOMACIA Portuguesa

For a number of years now, Hautlieu students have taken part in the Portuguese Youth Parliament as part of their **Portuguese Studies** enrichment activities. *Hautlieu Highlights* Editor **Lynne Magowan** sat down for chat with **Elianne Pita** and **Vitoria Silva**, two members of the six strong delegation that travelled to Lisbon in May 2024.



How did you hear about this amazing opportunity, and what made you want to be involved?

EP: I had actually done it last year and I heard about it through my Portuguese teacher, Rui Pires.

Last year, we did it about Youth Mental Health and I thought it was a really good idea to go there and show that I had a voice and that I could participate in a thing that really affected me and young people. The theme this year was "Inclusion and Participation". I thought it was a really good idea if we could take four people rather than two, because it was really difficult last year.

VS: I found out through Elianne, but partially also my teacher, Rui Pires. He kept on insisting. He was like, "It's a great opportunity for your voice to be heard", "You're gonna meet so many people" and "It's something that in the future you'll appreciate". That's what made us want to go even more.

So, four people went...?

VS: And two teachers. Our Portuguese teacher and Miss Jardim, who speaks Portuguese.

What was the specific purpose of the visit to the Lisbon Parliament?

VS: Partially it's to bring a group of young people together and for their voices to be heard, and for them to suggest ways to make society as a whole a better place for anyone. To discuss and debate suggestions to make schools, and Portugal as a whole, more inclusive.

EP: Just the fact that you could be there and show that you can make a difference. The older generation, they have this perspective that young people don't care about society or anything. This event shows that you can make a change. So it's really important.

And why do you think that getting involved in a project like this is so important for young people?

VS: It ensures that our voice is heard; that people know that we are doing something to change society and just in general for us to become better. We are the future, so we need to know what we're getting ourselves into, and we will be able to fulfill the things that we want to.



Miss Jardim, Vitoria Silva, Elianne Pita, Emma Pimenta, Mr Pires and Leonor Lourenco

You mentioned "Inclusion and Participation"; what sort of issues were being debated?

EP: People with disabilities and how we could make a school accessible for them. For example, making sure each school has ramps or elevators to make sure they're not excluded.

VS: A lot about mental health: people that needed support; people who are not at their best, helped to do their best. They talked a lot about students being more engaged.

There was a lot of mention about how they wanted to be included more, because they just felt like adults made the decisions. They wanted to be part of it.

So it's a Portuguese youth parliament, and the connection with Jersey is the strong Portuguese community. What other regions were represented?

VS: Most of the other smaller cities in Portugal, like Porto and Faro. Also the islands like Madeira and Açores [Azores]. But because we were representing Europe, when we were competing to be in the actual Parliament, we were competing against Switzerland.

EP: And France. And schools from here too: Haute Vallée, Le Rocquier and Hautlieu.

Was it Key Stage Four and Five?

VS: You have to be between sixteen and eighteen.

So nobody under Key Stage Four?

EP: There's a separate one for that – earlier on in the morning.



You said it was a competition. Is there a debate where you have to try and get people to vote for your proposition?

VS: We did it a little bit differently than the people like Porto, because they actually had to go against other schools within their region. They had to debate. We just went with Switzerland and France and managed to win, but we weren't actually debating with them. And so it was really foreign to us when we got [to the Parliament] on the first day and had to debate with others. They knew how to argue because they had been doing it for a couple of weeks. And then the second day, we debated with the politicians.

How did that feel?

VS: They were so direct, so strong and firm with what they were saying and they didn't care. Obviously they were being respectful, but they pointed at a person that they wanted to be heard. It was so messy.

Quite intimidating?

VS: No, it was more, "Oh my God. We have to argue with them like that?" The Portuguese was so in-depth. I've never experienced anything like that. I loved every second.

And did you win your debates?

VS: When we got there on the first day, we had a debate with Portuguese schools or whoever was in our room. We got put with a Açores, Faro, Braga; all schools that had won. After more debating, one of the schools got chosen, and in our group it was Açores. Then on the second day, we had to defend Açores [against winners from other rooms].

EP: We had six rooms and out of those, one of the schools won. So then the one school said their suggestions and then all of us had to debate those – which one should stay, which one should be modified.

Did any of your proposals get through?

EP: It's really difficult, especially for us because we were only allowed two people to actually go into the Parliament and you're allowed to vote for yourself.

VS: Elianne and Emma had to stay at the top.

EP: That means if no one else votes for you, you're guaranteed two votes. But then cities like Lisbon are already guaranteed twelve, because they have twelve people, so it's basically impossible.

So it's given you an insight and the frustrations of parliament and representation...?

VS: That's something we did argue, because at the end we were all allowed to give a speech and a lot of them showed their frustration with things in the Parliament that happened that day. Leonor said how frustrating it was that [schools] outside of Europe cannot have more than two people. I think Porto also had twelve in their group.

EP: It's definitely given me like an insight on what politics is actually like. Just being in the Parliament and seeing the whole experience, like how passionate they all are, and how you can actually make a change in your society if you're really passionate about it too.

Has it triggered any ambitions to go further with this kind of thing? After Hautlieu.

EP: It's definitely something I could consider doing in the future. I'm doing Biology, Business and Spanish. I took a variety of subjects because I wasn't too sure what I wanted to do.

OK. So not sure about UCAS yet?

EP: Yeah, not too sure, but this has definitely helped me.

And what about you, Victoria? Are there any plans that might connect to this in some way?

VS: I think it's definitely encouraged me to – whatever field I go into – stand my ground, and if I feel like something is necessary, then I should always insist on that. I also wish Jersey had something like this, because I feel like we would have so much more improvement – and not just in schools.

There is a youth parliament in Jersey, I think; but this seems more... elevated.

VS: It feels more serious. It's being recorded; it's being streamed. Everything.

From the point of view of being part of the Portuguese community, do you feel a need to be more integrated into Jersey life – to have more representation?

VS: Yeah. I feel like we could also [share] a lot of our frustrations. I've talked to Polish people and Romanian people and they have frustrations too. If we did a project where it felt as serious as it was in Portugal, I feel the Government here would actually listen to us.

Tea with the Ambassador

In addition to his parliamentary activities this year, **Pedro Malta's** "best written e-mail" won him an invitation to a special afternoon tea in January at the Portuguese Embassy in London, hosted by the Portuguese Ambassador to the UK, Mr Nuno Brito. Pedro was selected as one of the ten best students from around two thousand enrolled in Portuguese lessons across the United Kingdom and Jersey. Congratulations to him for his amazing performance!

According to data from the World Economic Forum, at the current rate of progress, it will take until 2158 for humanity to reach full gender parity. **Leah Davies** rounds up some of the activities aimed at accelerating this progress – including a special breakfast event – as she reflects on this year’s **International Women’s Day**.

International Women’s Day 2025 was celebrated on the 8th of March. It has long been a day to raise awareness about society’s injustices and discrimination towards women, as well as a day to celebrate the achievements of women. This year’s theme has been “Accelerate Action” – a United Nations worldwide call for strategies, resources, and activities that positively impact women’s advancement in personal and professional spheres.

2025 marks the 30th anniversary of the *Beijing Declaration and Platform for Action*, a document which serves as the foundation to most of the world’s activity for the rights of women. Before 1995, only 12 countries had legal sanctions towards acts such as domestic violence; this has increased to 193 of the 195 countries of the world. Significant barriers to gender equality remain, yet with the right action and support, positive progress can be made for women everywhere.

Here in Jersey, the charity FREEDA works towards a community ‘FREE from Domestic Abuse’. Its mission is to protect and empower women and children, so that they can take control of their lives without fear. The charity’s teams encourage women and men to work together to end domestic abuse and violence. They also undertake preventative training in schools, professional settings and businesses.

A Jersey Breakfast

On Friday the 7th of March, FREEDA hosted its yearly International Women’s Day Breakfast at the Royal Yacht hotel in St Helier.

A CALL TO ACTION



Among the 240 attendees were Hautlieu student representatives Millie East, Amy Freeman, Sophie Hewitt, Erica Goncalves and Leah Davies, along with Miss Kedge.

The first official speaker was Director of the Centre for Women’s Justice, Harriet Wistrich, a UK-based solicitor who spoke about some of her legal cases. She stated that long-term domestic abuse has tragically caused women to become criminals by killing their husbands, after feeling that they have no other option. She spoke about the “potential to create change through law”, emphasising the need to understand the full backstory of each case. She also presented suggestions about how police should act when investigating violence against women. Harriet’s 2024 book *Sister in Law* charts many “shocking” cases and the fight for justice in a legal system “designed by men”.

Next, FREEDA’s CEO, Kate Wright and Friends of Africa representative, Lesley Katsande, discussed the cyclical nature of domestic abuse. Policies that harm women and girls now often continue to do so through trauma passed down the family line, and women’s struggles are often overlooked or hidden. Mrs Katsande asked whether society is brave enough to start necessary conversations about ideas such as what healthy masculinity should look like.

Of both men and women, she asked thought-provoking questions, such as: “Are you calling out the injustices?” “Are you empowered to talk?” “Is the system stopping you too?” To this end, Kate Wright noted the important work completed over the past year by the Jersey-based VAWG taskforce and its campaign to end Violence Against Women and Girls.

States of Jersey representatives – Chief Minister Lyndon Farnham and Minister for Justice and Home Affairs Mary Le Hegarat – spoke about government work to change policies and enforce laws against domestic abuse and coercive control. Nineteen of 77 recommendations, including those involving domestic violence and support funding, have recently been implemented. Meanwhile, legislation on stalking and a non-fatal strangulation is currently being processed and debated in states chambers. Minister Le Hegarat spoke specifically about the importance of members of the public reporting cases, so that authorities can offer help in the short-term and propose more effective change over time.

As Kate Wright stated in her summary speech at this breakfast meeting, this is not a ‘battle of the sexes’. International Women’s Day is an opportunity for women and girls (men and boys) to unite and work together to make necessary things happen.

LULA'S Gambit

When Head of Science, and chess fan, **Mr Daniel Swanwick** first watched the BBC TV programme *Chess Masters: The Endgame*, he was surprised to see someone he recognised: a former Biology student. In March, he caught up with **Lula Roberts** online to find out how chess has shaped her life since leaving Hautlieu.

DS: Lula, Hello. I didn't even know you were on that chess programme. I turned it on and there you were. It's fantastic!

LR: I wasn't allowed to tell anybody. So it was a surprise for everybody. The show is the only thing that there are guidelines on what I can talk about.



So what's your connection to Hautlieu School?

I attended Hautlieu from 2012 to 2016. I did my GCSEs there, and I also did the International Baccalaureate there.

And what did you do afterwards?

I went to Durham University, where I studied English literature. I graduated with a first in 2020. That was the start of COVID, so everything shut down. We got sent home in March in my final year. But actually the first two years were really badly affected by union strikes, so I probably lost like almost a whole year's worth of teaching throughout my university time, because of both strikes and COVID. And the first year I went, there was this really horrible snowstorm and I was in the North of England, so they just cancelled lessons for like two weeks. I sat all of my final exams at home, not in exam conditions. And then basically I didn't get my graduation ceremony; we didn't get our leaving dos and all of that. Everything was cancelled.

No one I knew was able to get jobs because we graduated into a really bad job market, so we were all kind of picking up random hobbies here and there.

And that's how you first got into playing chess...?

It was in lockdown. My boyfriend at the time, who I'm still friends with actually, taught me chess. We went to university together; he was a chess player the whole time, but then it just didn't interest me. I didn't see myself playing chess, because I actually thought that you needed to be good at maths to play. Not that I was bad at maths, but it wasn't my strongest subject, so I thought that I didn't really have the right background or the right skills to play chess. This is a complete misconception. I don't think you need any specific skills to play; chess is so unique, so you kind of learn all of the skills on the job. After I watched *The Queen's Gambit* [Netflix TV show] during COVID, chess became one of my hobbies and I got really into it. I started doing chess puzzles every day and then I started playing and I really became obsessed.

Did you go onto websites or read books around it, or just play frequently?

I did a bit of everything. Around 2020-21, when I started learning, there was a big online boom where a lot of people started producing and posting free educational content about chess, so I used YouTube, chess.com and all of the online resources that were available to me. I did start reading chess books later. I think that they're not as accessible for beginners, because you have to know notation – how to write chess moves – and if you don't understand those, then books aren't going to help you so much. Later, I also had coaching. I've had a couple of different coaches over the years. I started to make chess content on social media, streaming chess games on Twitch and making YouTube videos and all that kind of thing. I actually ended up joining the Jersey Chess Club and then I helped set up the first ever Jersey Women's Olympiad team that we took to India to compete in the International Chess Olympiad in 2022, which was really cool. We'd never had a high enough participation rate for women in Jersey to have a Women's Olympiad team.



Since then, I've just been doing more chess. I've been playing tournaments and now of course I'm on BBC's *Chess Masters*.

How did you end up being selected?

They did an open call for anyone to apply; I actually found out through some contacts I had at the English Chess Federation. Basically, you could send in an application video and then you had some interviews. They tested your chess level, and I think they were looking for intermediate level players. They weren't looking for Grandmasters and they weren't looking for total beginners. I wanted to be on the show because, since I started doing social media, I thought it was a very important part of popularising chess. That's something I've been trying to do, especially as someone who had such a misconception of what chess was like before I started playing.

So I've kind of been on this journey of trying to change other people's minds about it too.

Why do you think there are so few women who play chess competitively and at an international level?

The issue of women being a minority in chess is at all levels – at the top level and also at entry level it's still massively male-dominated. At the school level, before kids reach puberty, it's a bit more mixed, but that's when girls start to drop off, usually due to social pressures. I also think that in general, chess is not always the most welcoming environment, because it's like any male-dominated sport or game: you don't see yourself represented.

I think it's really important for girls and women, and any minorities, to see themselves represented in the industry they want to get into, otherwise they're going to feel like there isn't a place for them. At the top, there is not the same level of funding and sponsorship, so there's a huge pay gap between professional chess players, male and female.

This is not unique.

But it's cultural. If you look at countries like Georgia, like Hungary, where they were teaching chess in schools, you have a lot more female players, and some of the best female chess players, like the Polgár Sisters [Judit, Susan and Sofia], who are from Hungary. They learned as kids, they became extremely strong; Judit Polgár was in the top ten. We do have a positive change happening now, where there are more girls and women getting in. It's just very slow. I work with a charity called the Women in Chess Foundation, which helps with safeguarding. Chess was very backward: there were no rules about who could take kids on trips; none of it was regulated, so there were a lot of cases of abuse. The charity helps to train independent individuals, who will attend chess events and then if there is some kind of incident, it can be reported to an impartial third party. I think it's very important to admit that there is a problem with gender equality in chess. We would be wrong just to say that women aren't interested in chess.

And in *Chess Masters* – now into what, Episode Three? – the females are wiping the floor with the guys, aren't they?

Yeah, exactly. Which is really fun, because obviously none of us knew each other's levels. I think, Nick, who was knocked out in the first round, was probably even the highest rated, so it's not that they just got loads of weak guys to make the women look stronger. It's one thing to get fifty-fifty on the show through a selection process; it's another thing for the women to actually be doing really well. So it's really cool to see.

How many female chess Grandmasters are there in the world currently?

Oh, that's a really good question. Something like 11% of chess players are women, and there are only 42 female players who hold the Grandmaster title. And there are 2088 Grandmasters, so the gap is pretty huge [2.3% to 97.7%], but I think things are changing. There's a couple of really promising young girls playing chess at the moment in the UK. We have Bodhana [Sivanandan], who is like 9 and she's a WFM [Woman FIDE Master]. She's amazing. I've met her, and her family is super supportive. I really hope that she'll be able to go all the way and become a Grandmaster.

I've seen her on the news.

It's the kind of environment that kids are in, and if they're believed in and supported. I'm not blaming anyone, but I was never encouraged to play chess as a kid, whereas my brother was. It's just expectations that we have of what kids will do. It's cultural.

Do you have any top tips for people, old and young, who are thinking about taking up chess as a hobby?

I would say start with puzzles, because I think they scratch the same part of your brain. Sudoku or a word search, or one of these kinds of puzzles work as brain teasers. I think chess puzzles fit into this category, and they're free online. Or you can buy little books of chess puzzles, if you're really wanting to do it off-screen. You don't have to play the full game of chess from beginning to end. You're just finding like one or two moves and that's very... digestible and simple.

Has that helped you out with the challenges that you've come across on Chess Masters?

Definitely. It's a really important part of chess training to do puzzles. I don't do as many as I should, but I think if you if you did chess puzzles every day, you'd become very good.



Lula (right) with 5 other BBC Chess Masters contestants

But if you wanted to pick up chess for the first time from scratch, I honestly think that YouTube is the best resource. You have people explaining everything – from how the pieces move, to all of the chess openings, to how to checkmate. And everything is freely available. This has really helped to democratise chess, because the barrier to entry is no longer that you have to go to a chess club, which puts a lot of people off. I think that chess is a very good, small, perfect simulation of life. You have a beginning, a middle and an end, and you have many paths. Chess is very good for learning about yourself. I think I've learnt how to be more patient.

And you live in Paris now, right? Are you a fluent French speaker?

I moved here in October 2023. I've got good French, like strong intermediate. My comprehension is really good, but my speaking and writing still has a bit of a way to go. My boyfriend is French. We live together and he has been very helpful, especially with spoken French, because there's a lot of slang and there's a lot of stuff that you don't learn at school. So we've been doing it that way – and reading books, watching movies, that kind of stuff. When you come aboard and you meet people who are really good in English, it's usually because they've learnt it through films and books, rather than at school.

That's how they get to fluency level.

What's next for Lula Roberts? Do you think you'll continue with chess?

I have some chess tournaments, which is exciting. I'm going to Italy at the end of May, and I might be going to Spain later in the year. One of the great things about chess is that it's allowed me to travel in a way that I wasn't expecting. My plan is also to make a lot more content on social media. I don't really know where things are going to go after the [BBC] show, because we're still only a few episodes in. I don't yet know what the butterfly effect from that will be, but I'm excited to see what happens. I think content creation and social media is not very stable; Instagram could crash tomorrow, and then what do you do? But I write freelance articles for chess.com and I've been doing chess commentary, so I have been working on my skill set and widening my circle. If at some point I wanted to stop doing social media, I would have experience in other things.

You can watch Lula's progress on Chess Masters: The Endgame on BBC iPlayer and the BBC website. Good luck, Lula!

A REEL EXPERIENCE FOR BEN

The UK National Film and Television School Academy in Buckinghamshire runs a residential course each year for a select group of 16-19 year-olds, helping them to gain invaluable industry experience. Among this year's cohort was **A level Film Studies student Ben Collier**, who shares some his diary with us here.

Towards the end of 2024, I applied for one of the 54 places on the National Film and Television School (NFTS) Academy course. The programme includes making a short film in a team of 9 people over 2 weeks, under the guidance of industry professionals – the experience of a lifetime. My application was successful and I met my team online over a weekend in March, when we began to plan our short film project. The film that we finally produced is called *Chasing Shadows*. It's about a grieving young widow who attempts to relive her trauma by returning to an abandoned theatre where she used to go with her husband.

Day 1-3: Preparation and pitch

I met my fellow team members in-person for the first time on Sunday. We spent some time getting to know each other, before embarking on the planning stage for our project. This NFTS course is designed to give a real taste for what it's like in the industry, so our first task was to get our project greenlit (accepted and backed by producers, financiers, distributors, etc.).



We spent the next couple of days working together to hone our pitch presentation, to make it the best it could be. Happily, we were successful in getting the go-ahead and a budget for our film.

Day 4-5: Shooting the script

This period was spent on location, shooting with our actors. To say it was “stressful” would be a massive understatement! Setting up each individual shot (lights, camera angles, blocking, etc.) would take anywhere from 20 minutes to an hour; and with over 20 shots to film within the span of 2 days, the team had to work both efficiently and professionally.

Unfortunately, we had to make some adjustments to the shot list, but that's inevitable on a project like this. As the film's Editor my key job during the shoot was ‘runner’ – doing lots of little jobs to help to keep the process running smoothly – so I didn't contribute a great deal to the image gathering. I can say that, despite the trials, what we eventually captured was stunning.

**Day 6-7: Relaxation and inspiration**

These two days were spent winding down after the stresses of the 2-day shoot. We got the opportunity to visit Pinewood Studios (one of the UK's primary film facilities). Talking to Disney trainees and employees, and getting a sense of the sheer scale of the entire studio, was just great. We also got 'master class' from tutors at the National Film and Television School. To cap the experience, we watched a screening of the 2023 British film *All of Us Strangers*, an excellent psychological romance, written and directed by Andrew Haigh. It was very thought provoking and even brought tears to my eyes at the end.

Day 8-10: Editing our footage

Back at the Academy's editing suite and the dubbing theatre, these three days were spent putting our own film together. I had the opportunity to work with an NFTS tutor, who taught me how to use the industry-standard editing software, Avid Media Composer.

Learning this was quite difficult, but it presented a great opportunity. There were a few hiccups along the way, not least because mistakes made during the shoot were only now picked up; however, again, is an inevitable part of the process. Of course, the Director, my tutors and I pressed on, eventually constructing something visually that we were proud of.

Day 11: Finishing touches

Now the film needed to go through its sound design stage. While that was happening, our team finally got to breathe, knowing that there was nothing else we could do but relax and enjoy ourselves until the screening of the finished product the next day.

Final Day: A London premiere

Today was the Premiere for all of the films created during this year's Academy course.

We had the luxury of seeing our short film on the big screen at the Curzon cinema in Soho. It was an incredibly emotional experience to see the result of the past ten days' intensive work right there in front of us. It made us all so proud of one another. The final product, *Chasing Shadows*, was as good as we had hoped – if not better. The showing also meant saying our farewells to one another, which, even after just a few days, was quite a wrench. However, the connections made on this course were strong and valuable, and we plan to stay in contact and continue to collaborate in the future.

This was a fantastic experience, and I would recommend the NFTS Academy course to any aspiring filmmaker. The application process for next year will be open towards the end of 2025.

Poems, POTATOES & Prizes

Getting a book published is never easy. Doing it while studying for exams and following a personal loss makes it extra hard. In this interview with *Hautlieu Highlights* Editor **Lynne Magowan**, **Adam Benson** shares his experience of meeting these and other challenges to produce his own collection of poetry, *À bê*.

LM: Adam, how long have you been a creative writer? When did it start? What was the spark?

AB: It was actually last March-April time. The school hosted a competition for creative writing. Coincidentally, that was also the around the time that my grandfather passed, and I was lucky that those two events coincided because the poetry event gave me the opportunity to sort of explore that. And it worked for me. I was able to produce pieces of poetry that reflected how I was feeling and that did help me. And I did end up winning that competition due to those poems.

And before that point, you hadn't really done a lot of poetry?

When I was younger, I wanted to be an author, but I kind of stopped that afterwards. I did dabble in a bit of poetry from time to time, but that competition really brought it out.

Who are your favourite poets and what are they're saying that speaks to you?

My favourite poet of all time is Sylvia Plath. The way she writes is so... elegant, but so authentic. She doesn't shy away from negative feelings. In fact, she sort of embraces them. And the way that she transcribes that into her poetry is so beautiful, and that is so inspiring for me.

Anyone else?

Kelly Frost, who's a local author. I met her at a poetry event in September. At that point she had just had her first novel published. That was like a spark for me, for getting my own work published. I thought that was so fascinating that someone from Jersey was able to do that. She kind of walked me through the process and spoke about how difficult it was. But it was so inspiring to meet someone who had done that, and made it work.

How then did you then go about getting this work published? What were the steps?

It was one of the hardest bits of the process. I had to reach out to many different companies to see if they would have it. I did get a lot of positive feedback, but a lot of them required certain criteria in terms of things like formatting, and that was such a struggle. I spent at least a month going backwards and forwards with these companies. That was that was the most difficult part, but it was also a really fun part because that's when you get to pick the colour and texture of paper and all of that, so that part really brings it to life – from just a PDF to a proper physical book. That's amazing to watch.

Fantastic. And how would we get access to it?

In the future, there should be an event – after I've done my exams – at *caféjac* [Jersey Arts Centre, St Helier], I believe.



More details should follow. I can't think about it right now with exams, but if people really want a copy, they can e-mail me, because I have loads in school. The idea is that I'm going to ask for donations for a charity which I haven't yet decided on. I want to ask my mum what she wants the charity to be.

And after Hautlieu? What are your hopes, aspirations?

After Hautlieu, I'm going to go to uni for Counselling and Psychotherapy. Which may not be expected – being into literature – but the way that poets deal with emotions lends itself quite handily for counselling. And I am writing another anthology as we speak, but it won't be out for a very long time. This one took me like a year from start to finish; as I said, the first poem in here was written in March [2024], so it's a very long process.



Counselling and Psychotherapy. Where have you applied?

My firm choice is Manchester Met and my insurance is Royal Holloway.

So, leaving Jersey?

I do plan on coming back, because it is such... I love Jersey. It's my home.

An inspiration?

A lot of these poems you'll find are heavily inspired by Jersey. As I say on the back [of the book], it's paying homage to my heritage and home.

And can you give an example of one that does that?

There's a poem here called "jersey royalty" which talks about Jersey's history and its evolution into its present day.

And how has that meshed with your identity and experience?

I've developed, growing up in Jersey. Obviously I've not experienced Jersey since the very beginning, but I have seen it shift as I've grown up alongside it.

And what are those shifts? How would you describe them?

I would say... in the modern era, obviously you see shops struggling. I remember going to Town with my parents on a Saturday morning and you couldn't see like two metres in front of you, because there were just so many people crowding you. Now, it is a little bit different. The High Street is not what it was, and that is effectively something I talk about in this poem. It's saying that times change. Jersey has changed.

Give me a quote.

"Giving birth to a new monarchy of Jersey". Showing that what's important to Jersey changes. So, what we value as a community isn't the High Street anymore. It is alternative methods of shopping, like... I remember hearing my mum talk about how, when she was younger, so many of the shops were family owned. She grew up in St Ouen and all the shops were owned by friends and friends of friends. It was a very tight knit community. I live in St Helier, so it is a bit different. There isn't a big sense of community there: they're like big chains or big companies owned by people overseas, but even those are going now.

I think what I'm hearing is ideas of identity and heritage. And How jersey people are having to adapt to these changes.

Yeah. That's true.

And even though we're cut off physically, in a digital sense, we're now connected with the outside world more than ever.

Right. Right.

Do you feel that this has had an impact on how you've grown up? Do you feel more connected to Jersey or do you feel more connected to things outside?

I absolutely feel very connected to Jersey. I hear about things my mum specifically grew up with and it feels familiar to me as well. Living in Jersey does have many unique problems. Well, not necessarily "problems", but just differences, because we are such a small island. It's so different, I would imagine, from living in a whole nation. And yeah, we are connected digitally to other parts of the world, but we are still very... personal.

And what makes it "personal"?

I would say there is still a strong community here because everybody does still know everybody. It's really hard to go out to Town or wherever and not see someone you know in Jersey. I mean, that is part of the reason I wanted to go to Manchester or London... You have that sort of anonymity that you don't have in Jersey.

And how do you feel about going away?

I'm very nervous about it, because it is so drastically different from Jersey. But yeah, I'm so excited to live in such a contrasting way. And I'm nervous for coming back as well, because I do plan to come back and I'll probably be living in St Ouen. That's where my parents are. And so going from a place like Manchester to living in St Ouen will be such a culture shock.

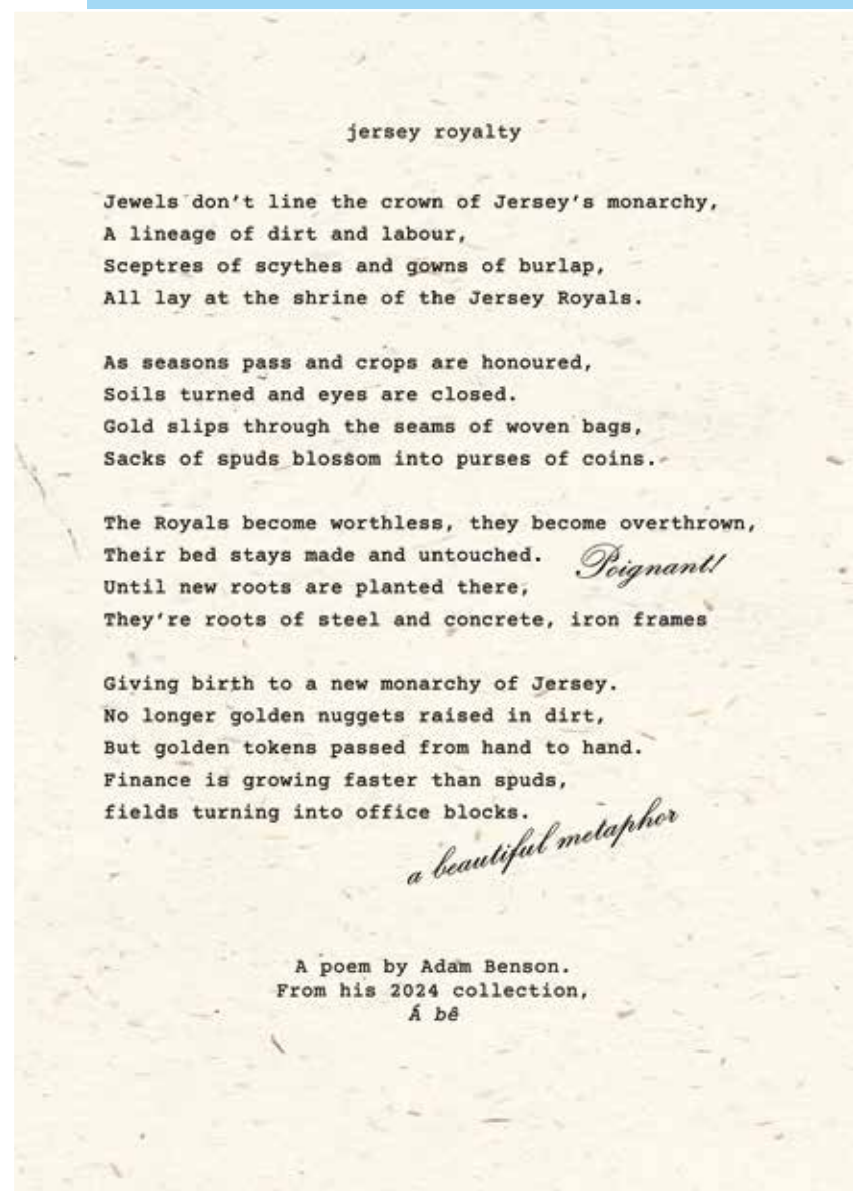
Final question. Some young people be reading this potentially thinking, "yeah, that looks like something I want to do". What advice do you have for anybody who wants to start writing poetry?

What I would say is this: your first few poems are going to be terrible.

I look back at some poems I wrote when I first started writing and... I'm honestly kind of ashamed of them, because they weren't anything good. But you just have to keep going, like that's OK, and you do evolve, and you do become better, and it's really nice to see that progression. Another thing I would say is if you are struggling to write poetry or to put those thoughts onto paper, just write something like a diary, but really focus on your emotions; that way it's so much easier to see the direction you want the poem to go in.

And then you can always work upwards.

*For further research, readers might like to seek out the Sylvia Plath work, Poems, Potatoes. Meanwhile, many thanks to Adam for his time, and congratulations to him on his fantastic achievement. Copies of **Á bê** are available now, in exchange for a charity donation. Please contact the author for details.*



VIEWS FROM THE Cole Face

Hautlieu's **Art and Photography Departments** have a proud tradition of guiding students through a range of challenging yet creative projects. In these next pages, Head of Departments **Jamie Cole** shares a small selection of the excellent work produced this year by some their A Level and International Baccalaureate students.

Art Briefs

This year, Art students have been exploring and interpreting the theme, "Decay – Distort – Destroy". At A Level and IB Level, they delved not only into visual possibilities, but also historical and theoretical iterations of the subject matter. The result was a range of outcomes, leading to a series of exhibitions and personal ventures. In addition, towards the end of the academic year, more individual themes based on other exam board prompts elicited an eclectic set of stylish paintings, drawings, prints and more!



Finlay Rees



Year 12 Work



Maya Lourenco-Oliver

Amelie Fitpatrick



Keira Dupre



Left: Tallulah Emery Right: Jacob Barker



Joseph Northcott



Liv Swain



Bottom left: TillyThompson
Bottom right: Liv Swain



Top: Ruby Garcia
Bottom: Lia Craig



Jess Medeiros



Left: Callie Davies
Right: Rebeca Apostu

Left: Tallulah Emery
Right: Finlay Rees



Year 12 Work



Top: Ruby Garcia
Bottom: Georgia Lumsden



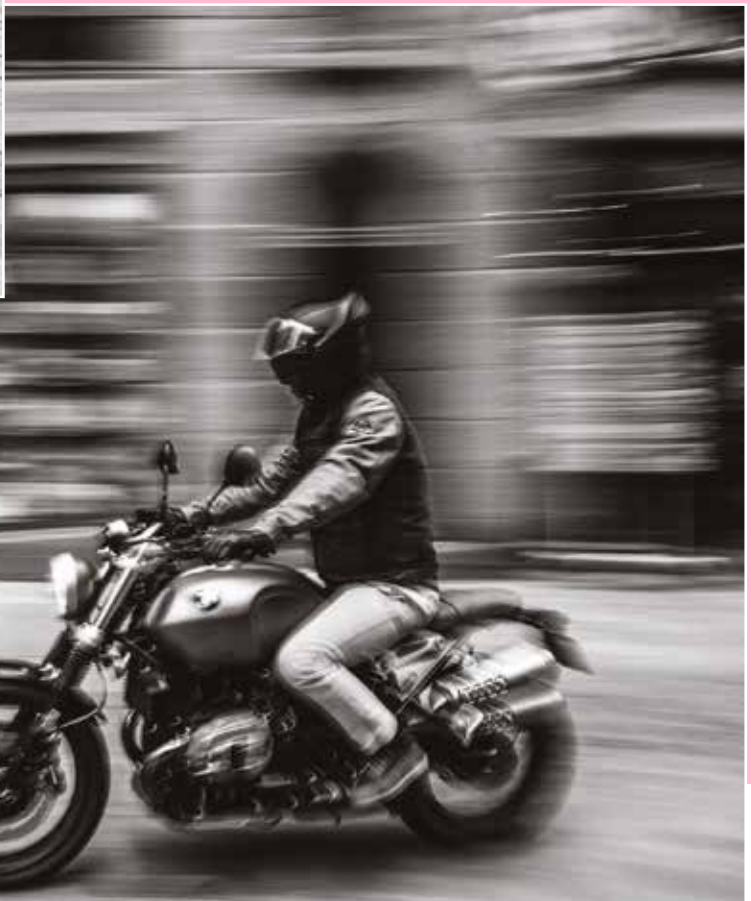
Jess Asquith

PHOTO Gallery

And now, **Mr Cole** is joined by Photography Teacher **Martin Toft** to showcase some of the impressive photographic images produced by their students, working in both Jersey and St-Malo, France.

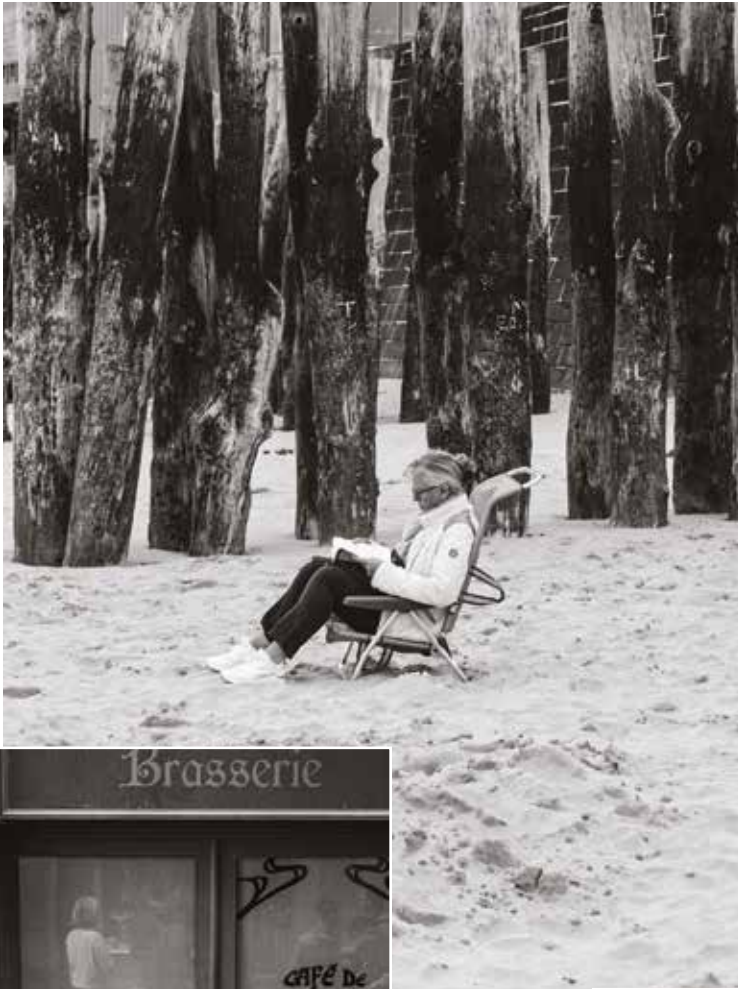
Photography Brief

In the final year of the Photography A Level programme, the focus is the exploration of visual storytelling. Students develop their knowledge and understanding of how to construct narratives, sequence images, and produce designs for magazine page-spreads. Using a variety of theoretical and practical starting points drawn from visual culture, Year 13 students this year were required to interpret and respond to the themes, "Observe", "Seek", "Challenge" and "Union" in their own unique and creative ways.









A century of "SITTING TOGETHER"

As we learn from this account of the latest **Jersey Eisteddfod** by French Teacher **Nadia Mokrani**, not only has this famous festival movement far outgrown its Welsh roots, it now embraces many other languages. And Hautlieu students are well-placed to capitalise on that.

If you sing, act, play an instrument or speak another language, the chances are you've heard of the Jersey Eisteddfod Festival – the long-standing celebration of the arts, whose name in Welsh literally means "sitting together". Many of us took part in our primary years, but now, to mark the event's impressive 100th edition, the Modern Foreign Languages department extended the opportunity to students across all year groups. The Jersey Eisteddfod was hosted this year at Highlands College, from March the 4th to the 7th. Participants of all ages showcased their talents in music, speech, drama, dance and other creative arts. The language section has grown to include seven modern languages: French, Spanish, German, Italian, Portuguese, Polish and – for the first time this year – Romanian. French has featured since the first Island Eisteddfod, and competitors also have the option to perform in Jersey's own traditional language, Jèrriais.

This year, sixteen entrants took part in the new Romanian category, competing across three age groups – and exemplifying our island's growing cultural diversity. Hautlieu students shone in several other languages too. Will Robinson, Jonny Renouf, Eloise M-Cellier, Lilliemae Lumb, Kate Follain and Samuel Piskorz delivered powerful French recitations, earning Gold and Platinum certificates. Eloise and Kate also won the prestigious Jurat F. Ahier Cup, alongside a De La Salle student.

//

When my teacher suggested I take part, I thought, 'Why not?' I've studied French for years, but outside of exams, I'd never had a real way to prove my ability. I underestimated myself. Performing in front of fluent French judges was nerve-wracking, but once I started, it just flowed. Winning Platinum was beyond my expectations. – Samuel Piskorz

//

Hautlieu Sixth Former Samuel Piskorz received the French Government Trophy for his performance of an extract by celebrated 19th century French writer Guy de Maupassant. The Spanish section also saw strong Hautlieu performances, with successes for Leonor Lourenco, Alicja Dobrowolska, Arnund Dhadda, Bea Dias, Maddie E-Carroll and Wakeen Van Doorsen. Maddie won the Ronda Cup, while Leonor achieved Platinum in both Spanish and Portuguese – a rare and commendable double win.

All First Prize winners were invited to the 2025 Jersey Eisteddfod Languages Gala, "a celebration of some of the many languages spoken in our Island home", held at the Jersey Arts Centre on 29th March – a fitting finale to this inspiring celebration.

The Eisteddfod is more than a competition; it is a salute to Jersey's multilingual community. At Hautlieu, more than 130 students speak a language other than English at home, representing 24 different languages.

We are proud to be a school where Modern Foreign Languages remain a core part of the curriculum. Congratulations to all of our participants. And if you would like to get involved next year – either as a performer or volunteer – we would love to hear from you!



Eloise M-Cellier and Kate Follain, Winners of the Jurat F. Ahier Cup.



Will Robinson, Jonny Renouf, Lilliemae Lumb and Eloise M-Cellier.



Leonor Lourenco, double Platinum winner.



Bea Dias and Armund Dhadda, Platinum certificate winners.



Maddie E-Carroll (with the Ronda Cup), Wakeen Van Doorsen and Alicja Dobrowolska.

Food, Culture & Connections

In April, Hautlieu welcomed a group of students and teachers from Romania, as part of an exciting international project. In her account of the visit, Multi-Lingual Learner Lead **Emma Williams** highlights values that are shared by students at opposite ends of a continent as we all *Celebrate our Diverse Community*.

From Field to Plate

This project was launched in July 2024, when a partnership was formed between Hautlieu School, Avram Iancu Theoretical High School in Cluj-Napoca, Romania, and Deputy Raluca Kovacs of St Saviour, Jersey. Focusing on food sustainability, *From Field to Plate* brings together students aged 14 to 18 to explore the journey of food – from how it's grown to how it's enjoyed. It encourages cultural and linguistic exchanges between our two communities, and offers opportunities to discover more about each other's rich heritage.

Through a blend of online workshops and immersive study visits in both Jersey and Romania, students have been examining the environmental and social challenges facing food production today. Along the way, this project aims to equip students with valuable skills for the future through – amongst other things – collaboration across borders, critical thinking, and ecological awareness. And all of this while celebrating the flavours and traditions that connect us through food, as well as promoting a greener, healthier future for all.

A Taste of Island Politics

Our Romanian visitors had a packed itinerary from Day One, beginning with a short tour of Hautlieu School and an impromptu Hautlieu Radio broadcast. The students then participated in a Business Sustainability workshop, facilitated by Miss Carroll and Mrs Wilson.



Together, we tackled some of the major challenges facing food production and agriculture in Jersey, such as: the profit/sustainability trade-off, seasonality, and encouraging new entrants into the industry.

In the afternoon, the group was given a guided tour of the States Chamber, before participating in a lively Q&A session with Deputy Luce of St Martin (Minister for the Environment) and Deputy Alves of St Helier (Assistant Chief Minister, Assistant Minister for Housing and Assistant Minister for Education and Lifelong Learning). This was a great opportunity for all students to learn about Jersey's political system, as well as to delve deeper into how policy shapes sustainable food practices on the Island. A good example of this is the Rural Support Scheme, which funded our visit to Anneville Farm later in the week.

The day was capped by a special reception at St Helier Town Hall, where our Romanian visitors were officially welcomed by Connétable Simon Crowcroft.

From Grass to Glass

Day Two began with visits to Woodland's Farm and Jersey Dairy, where students learnt about the Island's extensive agriculture industry. The Romanian students commented on various matters, including: the significant care, pride and affection that farmers have for their products, the cooperation between Jersey farmers to ensure a supply of fresh, local products to islanders, and how limitations on milk importation support the local economy as well as the environment. And, of course, Jersey's famously beautiful cows were also clearly a hit for all!



From Sea to Plate

Jersey's marine heritage is long and storied. To explore some of the Island's relationship with the sea, students embarked on a tour of the Oyster Beds in the Royal Bay of Grouville with *Jersey Walk Adventures*. Here they saw first-hand how an impressive tidal range supports a thriving oyster farming industry. Our guides also took the time to highlight aspects of the diverse coastal marine ecosystem and how this too can support sustainable food production – such as the use of seaweed as a fertiliser. Students also learnt about the deep connections between the ocean and island life and how the sea has long sustained Jersey's communities. Some traditions may have faded, but others endure through cultural continuity. For example, limpets were commonly eaten out of necessity during the Wartime Occupation; now Jersey's Madeiran community has rejuvenated this connection, as limpets remain a popular and valued part of that regional cuisine. Back on the Grouville beach, an oyster tasting session followed – for those who were brave enough to try!



From Fortress to Farm

Mr Fallon built on the theme of history and heritage with a brief introduction to the French Invasions, the Norman Conquest and Jersey's long-standing connection with the English Crown. Students were then free to explore the majestic Mont Orgueil Castle overlooking Gorey and to enjoy the views of the Royal Bay of Grouville at high tide.

In the afternoon, we visited the family-run, organic Anneville Farm, where farmer Justin introduced us to various ways of farming that support nature, while still supplying the island with fresh, seasonal produce. Methods include: the use of pollinator wildflower patches to support the bee population and crop rotation to maintain soil fertility and plant health. Students were then invited to pick a range of fresh, seasonal produce such as Jersey Royals, salads and edible flowers, which all contributed to the delicious barbeque enjoyed in the Anneville Farm orchard. It was the perfect way to experience Jersey's sustainable farming processes in action.

Cultivating Health

Towards the end of the visit, the group attended the *Cultivate Health Festival*, a vibrant event organised by Jess McGovern to celebrate local food and health. Here, students had the chance to share their own experiences from their week of learning, and also to introduce the outcome of an online workshop that took place prior to the Jersey visit: the *From Field to Plate* recipe book. This workshop, organised by Andreea Suciu, *From Field to Plate* coordinator and teacher at Avram Iancu, had invited students to create or research a recipe using local, seasonal ingredients. The resulting recipe book blends the students' creativity, culture and commitment to sustainability. It can be viewed using the QR code.



A Week of Learning and Reflection

Throughout this busy week, we were exposed to many excellent examples of the realities and rewards of sustainable living. We also reflected on ways in which Jersey could improve, such as organising and promoting regular farmers' markets and further promoting food sustainability in schools. This collaboration between Hautlieu School and Avram Iancu Theoretical High School not only highlights the challenges of food sustainability, but also the importance of heritage, community, and global cooperation as we build a greener, more connected future – proof, perhaps, that learning, much like food, is best when shared.

SOUND METHODOLOGIES

Recently, Hautlieu **Science Faculty** played host to pupils from La Moye and d'Auvergne primary schools. As we see below, these interactive, outreach days offer younger students opportunities to experience different learning environments and methods, exploring new science along the way – in this case, the worlds of Sound and Space.

Understanding Chladni Plates

During their visit, Year 4 students from La Moye Primary School learned about Chladni plates, flat surfaces that are used to visually demonstrate sound vibrations.

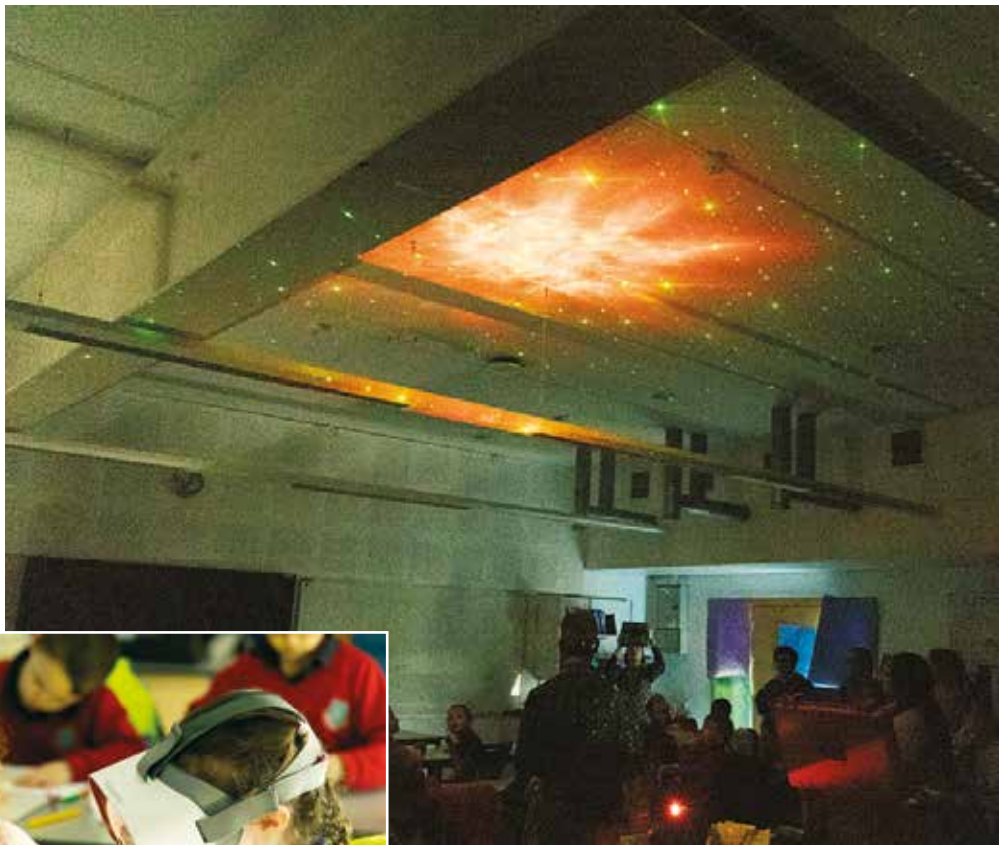
They are named after the German physicist Ernst Chladni, who first described their effect in a 1787 book with the English title *Discoveries in the Theory of Sound*. When the plates are vibrated, typically by drawing a violin bow along their edge or by using a frequency generator, they resonate at specific frequencies.

Sprinkling sand onto a plate reveals that resonances cause them to vibrate in distinct patterns, creating areas that move (antinodes) and areas that remain stationary (nodes). The sand particles migrate to the calm areas, forming intricate patterns known as Chladni figures. These patterns vary with the shape of the plate and the frequency of the vibrations, offering a visual representation of sound waves in action.



Exploring Virtual Space

In addition to sound exploration and Chladni plates, Year 1 students from d'Auvergne Primary School also joined us for a space adventure, using virtual reality headsets to explore our solar system and the galaxies beyond. The VR headsets took them on a simulated journey through the stratosphere on board a weather balloon, before sending them out into space to witness the wonders and challenges of space travel – from landing on the Moon to visiting other close planetary neighbours. On this journey, the students gained an understanding of Earth's place in space: the complexities of our own galaxy and those beyond it, and then on to the vastness of the Universe itself.



Reaching Out

The aim of bringing primary school pupils to Hautlieu for events such as these is to provide those students with educational and developmental advantages: These include, **early exposure to advanced learning**, enabling younger learners to experience secondary school laboratories, equipment and advanced scientific concepts. The **enhanced engagement** offered by interactive sessions, such as the Chladni plate demonstration and the VR space adventure makes learning tangible and hopefully encourages students to explore beyond the confines of textbooks – ultimately fostering curiosity and a deeper understanding of subjects like Physics and Astronomy. In addition, early familiarity with the secondary school environment can help to alleviate anxiety associated with moving to a new school, making future **transitions more smooth and comfortable**.

The net result of these visits is **community building**: a strengthening of the bond between Hautlieu and other schools. It is hoped that this will continue to promote friendship, collaboration and a cohesive educational journey.

Both of these primary school visits highlighted the value of offering young learners inspiring, interactive and immersive opportunities. We too gained hugely from this experience and we look forward to welcoming the staff and students of La Moye and d'Auvergne and others again in the future.

Special thanks to our Lab crew, Chris and Greg, for all their support in making this happen. It wouldn't have been the same without them!



IT'S NICE to be nice

The Hautlieu **Student Wellbeing Committee** meets every week to share ideas about how to promote attitudes and activities that foster positive mental health. In these next two pages, we look at efforts by The Committee and others to communicate this message throughout the school and beyond.

The Committee

The Hautlieu Student Wellbeing Committee meets every Friday lunchtime in History Room 1. We help to run charity events and awareness days, and we advocate for the important work relating to mental health being undertaken across the school, island and wider communities.

In April, Deputy Headteacher Miss Jackson presented three Year 13 members of the Committee with appreciation certificates to thank them for their hard work and support over the past year. All three students contributed much of their time and energy to help run events and assemblies throughout the year. They supported worthy causes and raised funds for charities such as Children in Need and Clic Sargent. We thank Sophie Hewitt, Leah Dupre and Ben Collier for their caring efforts, and we wish them all the best for when they leave Hautlieu.



On Friday the 13th of December, Emily Neil, Ben Collier, Sophie Hewitt and Tatiana Esteves Loureiro attended morning assembly at Springfield to present a cheque for the bench to Deputy Headteacher Miss Carroll.

The Hautlieu Kindness Award

Hautlieu has also introduced an award, to be presented on a termly basis, for acts of "Kindness, Respect, Fairness and Care", in line with our school's core values. The Autumn Term Award Winner was Year 13 student Ben Collier, recognised for his commitment to raising funds for several charities – a commitment which extended to him shaving his hair for the Little Princess Trust! Many thanks and congratulations to Ben.

Thanks also to our worthy Autumn Term runners-up, all nominated for acts of kindness, respect, fairness and care: Charlotte Wallace Sims (Yr10) for organising charity events outside school for a local charity; Isla England (Yr12) for crocheting Remembrance Day poppies to raise funds; Joel Le Motte and Tama Coxshall (Yr13) for supporting their friend Ben by also shaving and donating their hair to charity; Amy Larkins (Yr13) for assisting a young, primary student who had missed her school bus and was visibly upset and worried; Phoebe Le Breton (Yr13) for giving up her time to support her peers with their schoolwork; and Curran Dhadda (Yr13) for giving up his time voluntarily to support the cause of kindness.

The Importance of Kindness

It was of course natural for the Hautlieu Student Wellbeing Committee to endorse and celebrate World Kindness Day this year, which fell on the 13th of November. Indeed, the entire week was dedicated to promoting kindness across the school, as staff and students were challenged and encouraged to complete one random act of kindness in school each day. The resulting acts included a wide range of gestures, including: paying compliments to others, writing thank you cards, and offering to support fellow students with schoolwork. Research indicates that simple acts of kindness to others have positive impacts on our own mental health and wellbeing. They can help reduce stress, deepen friendships and generate a sense of belonging and purpose.

Hautlieu School also decided to spread kindness beyond its own walls and community by raising funds for charity and a local primary school project. Funds raised by a 'dress down' day and a cake sale were split between the Children in Need and Springfield Primary School for the purchase of a "Buddy Bench".



Remember: Hautlieu Student Wellbeing Committee will always need and welcome new members, so get along to History Room 1 on Friday lunchtime and join the team!

CALLUM'S ROOM

When Hautlieu student **Callum McNulty** passed away in 2022, his family and friends wanted to do something meaningful in his memory. Kindness, respect and care motivated the many subsequent activities, not least the creation of a special room in the Oncology Department at Jersey General Hospital.

Callum McNulty was studying at Hautlieu School in July 2022 when he died, tragically, following a battle with Ewing sarcoma, a rare form of bone cancer which generally affects young people. In February 2023, Hautlieu school, along with Mrs Joanne McNulty (Callum's mother), arranged a charity football match in his memory. Some of the funds raised by the game, as well as a raffle and an auction, were donated to various bone cancer research charities to support affected children and their families.

In addition to this, it was decided that some of the funds raised would be used to support the Oncology Department at Jersey General Hospital, where Callum and his mum had spent much of their time. The Oncology Ward includes a small room for use by visiting young people and families who are dealing with cancer diagnoses. Callum had used the room himself during his – often difficult – hospital appointments, while he was meeting the challenges of his battle with cancer. Callum's mother was passionate about making a difference in Callum's name and, as the hospital lacked facilities aimed specifically at 16+ teenagers, it was agreed that the remainder of the monies raised should go towards making the small, visitors' room a little more comfortable and 'teenage friendly' – to make a difference in Callum's memory.

Mrs McNulty, Hautlieu's Miss Kedge and Oncology Clinical Nurse Specialist Ms Skye Newton worked together on the project, deciding which items would be the most appropriate. The room now has a comfortable visitors' chair for family members, a PlayStation games console for the young people to enjoy and special hospital "grab packs", consisting of a hoodie, a water bottle and a bag. Each of these grab pack items carries the initials "CM" designed by Callum McNulty's mother – a tribute to his bravery and strength.



In addition, Year 13 Hautlieu Art students, Liv Swain, Anya Blair and Saskia Baker, designed striking paintings to bring warmth and light to the previously bare walls of the visitors' room. All three students feel honoured to be part of this important project and worked hard on their paintings, which have now been framed and mounted in Callum's Room.

"I know Callum would be chuffed to see the changes made to this room", said Mrs McNulty. "He was passionate about doing something for teenagers who found themselves in the same situation as him, and he struggled with the transition from paediatric to adult oncology. Callum wanted to do a lot more, but, as we know, he did not get the chance. I hope this is the first of many projects which make a difference in Callum's name".

Hautlieu School would like to thank everyone who has supported this project with their time, energies and generous donations.

"My painting was created with comic strips in mind. I wanted to create something that was interactive, and that could provide entertainment through small relaxing and cartoony paintings."
- Liv Swain

"The painting is of a beach that I visited in Scotland. I chose it because I loved the soothing and warming colours that were brought out as the sun was setting, which I felt gave a calming and peaceful mood."
- Anya Blair

"I chose this design because I wanted my piece to not overwhelm people, but I also didn't want to make it plain. Therefore, I chose a bright pastel colour scheme and added a white paint over the textures to make it much more interesting and nicer to look at. The painting is also quite abstract because I want to encourage people to use their imagination and create their own scenes and ideas of what is going on, which could be a nice distraction."
- Saskia Baker

Planning the NEXT STEPS

Deciding on a career takes time and can be daunting. Happily, help is on hand in the form of the Hautlieu **Careers Department**. As we learn from them below, face-to-face encounters, practical activities and hands-on experience can be invaluable to students thinking about their future beyond school.

Careers Fair

This year saw the second Next Steps Careers Fair to be held at Hautlieu, building on the enormous success of the first, which was organised by Mrs De Gruchy. In attendance, were almost 40 different employers representing a variety of sectors on the Island. All school year groups were encouraged to attend at various times during the afternoon, and it was great to see so many of our students engaged in conversations with the company representatives.

The fair is a great opportunity for students, particularly those in Years 12 and 13, to start networking with local businesses as they look to life beyond Hautlieu. They can find out about jobs, possible internships and summer work experiences that companies offer (such as the *Jersey Evening Post* placement detailed in Elliot Dougan's account on the opposite page).

Those familiar with the regular *Careers Bulletin* will know that the latter activities are offered by a number of employers – and there are numerous examples of these opportunities leading to full-time employment.

Offering this sort of chance to students is becoming more important year-on-year, as our statistics show that a greater proportion of them are either going straight into employment or choosing to take a gap year. Many former students have availed themselves of the opportunity to 'earn while they learn', achieving various qualifications appropriate to their planned future careers. Moreover, getting a 'foot in the door' by gaining experience in the workplace can really help students to achieve their first position in a company.

“One thing that I always get feedback from employers about is the engaging, articulate, enquiring nature of our students. Employers comment on the perceptive questions they ask and the maturity students show when speaking to them.”

– Mr Steve Price,
Head of Careers



Extended internships, especially during the summer holidays, offer opportunities to impress potential employers.

Meanwhile, Year 10 and 11 students often build on the careers education that they have already received and use this fair to start their career exploration. It provides them with an opportunity to find out about different careers paths, job roles and necessary qualifications, so they are in a good position make quality, informed choices about their future. The 2026 Next Steps Careers Fair will be on Wednesday the 15th of January. We look forward to expanding the experience and generating opportunities for more students.

Huge thanks must go to Debra Woodward and the Hautlieu Site Team for the massive amount of effort they put in to make these events work – and of course to the representatives from local businesses, who give up their time to come and speak to our students.



My JEP placement, by Elliot Dougan

As a student of English Literature, and someone looking to pursue a career in journalism, I wanted to spend my summer, after finishing Year 12, gaining valuable work experience in the field. This is known to be a difficult profession to find internship opportunities for, so I was not optimistic. However, thanks to Hautlieu's connections with the *Jersey Evening Post*, I was given the opportunity to take a two week work experience position, and so gain invaluable insights into the journalistic process.

Week One

Despite initially being nervous on my first day, I was given a warm welcome and shown around the *JEP* office, where I was given a comprehensive introduction to the tools used by the newspaper to research, draft, finalise and distribute information, not only in printed form, but also as articles and radio broadcasts via the *Bailiwick Express* website.



Under the supervision of other journalists, I wrote a short article on the Butterfield Public Art Series installation entitled "Dancing Together: A Ballad", which was then published in the paper. I also gained valuable insight into the process of interviewing members of the public as part of the research process. This included travelling to St Helier Central Market with another journalist to photograph the new MyDogify shop as it opened last summer, and to interview its founder, Ella.

Week Two

During the second half of my placement, I was granted more independence. I was sent to the Jersey Museum and Art Gallery to photograph Vince Talcone's exhibition, "loin des yeux, pres du coeur" ("out of sight, close to the heart").

I then had the wonderful opportunity to interview Vince over the phone in order to gather material for my article on the exhibition, which is now available on the *Bailiwick Express* website. I found this experience extremely useful, not only for understanding how to conduct interviews, but for learning how to select the most effective quotations for the finished article.

Overall, I found my two weeks with the *Jersey Evening Post* illuminating. As well as helping me to develop my skills in researching, writing, and editing, I was also able to mention the placement in my personal statement for UCAS, as an extra-curricular experience relevant to my chosen degree (English Literature). I would highly recommend any student who is considering a career in journalism to apply for a position at the *JEP* this summer.

Elliot's Vince Talcone interview and images can be found on the Bailiwick Express website here: www.bailiwickexpress.com/news/vince-interview/



Our HE Trip, by Acryn Martinez

The HE Trip is run most years, and presents Key Stage 5 students with an opportunity to see for themselves what higher education (HE) institutions are really like. I was looking forward to joining this year's group, because I knew that I would be able to learn much more about university life than I can from merely looking at various university websites. I would be able to ask questions about student life at university, see what the accommodation is really like, and understand more about what sort of establishment I wanted to go to. It turned out to be an amazing experience!

Day One

The first stop was the University of Brighton, which I learnt has a large, sprawling, city-based campus. We had taster lectures to understand the type of teaching that we might get, but most interesting to me was the campus tour and visiting the student accommodation. I discovered that the latter has different levels; for example, some accommodation comes with en-suite facilities, others are really quite basic. Most surprising was the choice and quality of food on offer from various cafes!

That afternoon, we travelled by train to Winchester, where we would be spending two nights in student accommodation. We stayed in en-suite bedrooms, 8-10 on a corridor, with shared kitchen facilities. Here, I realised the level of independence that I would need to achieve to look after myself; *i.e.* self-catering and no parents around to clean up after me!

Day Two

We spent the following day at the University of Winchester, taking part in various lectures and talks. Especially helpful were presentations by the Student Ambassadors, both of whom were from Jersey. They gave us a really good insight into the logistics of moving at the start of term and returning to the Island.

In addition, they reminded us of the seemingly small – but important – things that we will need to do; such as registering with a dentist and a GP. I hadn't even thought about that! Compared to Brighton, Winchester is a more compact, campus-based university with a much smaller student community [6,100 undergraduates to Brighton's 13,300]. It was useful to see the different environments, and I got a clear idea of what it was like to be studying at each.

Day Three

On the final day, we had chance to visit the University of Southampton [16,500 undergraduates], which is part of the Russell Group of research-focused universities. It was a great opportunity to compare this city university with that of Brighton, as well as the smaller campus university in Winchester. And we even managed some retail therapy at Westquay shopping centre!

This well-rounded trip to three very different universities allowed us to ask questions of both students and lecturers in various settings. The HE trip answered my original questions and many more; it also helped to answer any worries that come from going to university. Overall, it was a brilliant way to find out about my future life as an HE student.



LONDON (AND OXFORD) Calling

The Extended Learning Trip, organised once again by Gifted and Talented Coordinator **Miss Sinfield**, expanded its horizons this year to include more London learning locations. Year 11 attendees **Emily McCluskey** and **Shay Coleman** summarise another successful excursion.

Thirty Year 11 students were given the opportunity to join this year's Extended Learning Trip to London and Oxford in September. In a very packed schedule in the UK Capital, we visited a variety of places, including: The Natural History Museum, Tate Modern, The Science Museum, The Victoria and Albert Museum, Borough Market, The Gordon Museum of Pathology at King's College, and The Old Operating Theatre Museum & Herb Garret at Guy's and St Thomas' Hospital. The latter dates from 1822 and is the last known Victorian operating theatre and Europe's oldest surviving surgical theatre for female patients. Thankfully, it is no longer used for operations! The group who visited the Old Operating Theatre was given an insight into the evolution of medicine from the past to the modern day, including surgery performed at this location without the benefit of anaesthetics and antiseptics.

We were also taught about creating our own pomander, a small bag of herbs used in medieval London to ward off bad air. The London leg of our tour was capped by a visit to the Apollo Victoria theatre to see the musical *Wicked*, which was – wicked!

On the final day of the Extended Learning Trip, we visited Oxford University for an undergraduate open day. Students split into groups of ten to attend various lectures, according to their interests. Subjects offered by the university lecturers included: Maths, Physics, Law, Psychology, Medicine and Engineering. These lectures, and the visit itself, gave us a great insight into how subjects are taught as well as the qualifications necessary to apply. This is going to be hugely helpful when it comes to thinking about A level options. One group also had an opportunity to look around student accommodation at the campus colleges to see a little bit more of what university life is really like.

This entire Extended Learning Trip was amazing, and one that all of the students enjoyed. London was a wonderful experience and Oxford was extremely useful for gaining invaluable insight into university life.



Thank you to gifted and talented Miss Sinfield for organizing such a brilliant (if tiring) visit.

"I loved the Science Museum as there were so many interactive parts." – Year 11 Student

"Visiting these museums let us explore specific areas we were interested in as we were given the freedom to go around on our own." – Year 11 Student

"The Victoria and Albert Museum included an impressive array of historical and architectural artefacts and also an interesting section on Theatre." – Year 11 Student



WINNING Streaks

A *Hautlieu Highlights* edition would not be complete without a sporting round-up; and a **Sports Department** year, it seems, is not complete without a win or two. In this report, the school's sports captains, **Seren Coombs, Megan Hansford** and **Harry Ecobichon**, summarise yet another successful season.

Hockey Heroes - Again

Eager to retain its 2024 U16 Hockey crown, this season's Year 10 & 11 Hockey Squad set its sights on back-to-back titles – and delivered in style. Across the Secondary Schools Hockey Tournament, the team racked up a formidable 18 goals and conceded just one in reply, showcasing impressive authority and a dominant performance at both ends of the pitch. The midfield play was exceptional, with Poppy Hughes, Lucy Kirby and Isla Rafferty linking up seamlessly to control the attacking game. Meanwhile, Willow Carro defended her goal throughout the tournament with exceptional skill, directing the circle with an assured, commanding presence in every match.

The toughest challenge came against the team from Jersey College for Girls. Hautlieu's Kate Follain was outstanding in defence, expertly channelling JCG's attackers away from the D and turning defensive plays into scoring opportunities. Iris Wilmett also played a significant role at the back, ensuring continued pressure on JCG's attack, and helping to limit the number of shots on Hautlieu's goal. Up front, Lucy Kirby and Farrah Firby were all but unstoppable, each netting three goals in a single game, putting them among the tournament's top scorers.

Congratulations on an incredible tournament, with outstanding efforts from every player. Well done, girls!

Hautlieu Year 10 and 11 Hockey

Squad: Lucy Kirby, Poppy Hughes, Kate Follain, Farrah Firby, Sasha Rillstone, Isla Rafferty, Willow Carro, Iris Wilmett, Betty Dunne.



Rugby Repeat

Before 2024, the school's Year 10 & 11 Rugby Team had never won the prestigious Lord Jersey Cup. Readers of the previous edition of *Hautlieu Highlights* may recall that last year's team secured its impressive victory with an unbeaten record: four games played, four games won. This was in the minds of Lyle Pritchard and his team as they gathered on a dreary, drizzly March day to defend Hautlieu's title at the 2025 tournament.

field of formidable teams; however, an outstanding group stage left Hautlieu's boys second in the table. Vic College was indeed leading the pack at that stage, with a perfect 5 wins, but all was not lost: there was still a final to play. Determined to fight to the bitter end, Hautlieu lined up against the table leaders. Captain Pritchard led his team with skill; Arthur Mangematin and Gab Medeiros each managed to storm through and cross the line, with the latter's try being converted by Ollie Brown.

Expectations were high and the pressure was on, but they were not to be phased.

There were of course, challenges, not least from Victoria College which was the apparent favourite from a

These three scores went unanswered by Victoria College, and what was expected to be a nail-biting contest ended up as a 12-0 victory for Hautlieu. The boys had achieved their goal – to secure the Lord Jersey Cup for the second time in a row.

We now look forward to seeing if next year's team can meet the considerable challenge of repeating the impressive feats of the talented teams who have come before them. Good luck!

Hautlieu Year 10 and 11 Rugby

Squad: Lyle Pritchard (C), Arthur Mangematin, Joe Griffiths, Luke Cadoret, Isaac Cotillard, Ollie Brown, Ollie Cranmer, Charlie Kaye, Harrison Fitzpatrick, Owen Carter, Gab Medeiros, Harry Henderson, Jacob Watson, Marvin O'Connor, Pedro Maia, Will Faria.

Congratulations to all the players involved in this excellent team performance!

Football Focus

After coming so close to league victory last season, this year's Sixth Form First XI wanted to emulate the achievements of Hautlieu's hockey and rugby teams and prove themselves to be the best school football team on the island. Indeed, they were well on track to winning the elusive trophy, when unfortunate circumstances elsewhere led to a suspension of the league. At this point, Hautlieu was unbeaten, with notable victories coming in a 7-3 defeat of Victoria College and a 5-1 win over De La Salle College. One feature of this year's First XI was the number of talented Year 11 players joining the team. This can only bode well for the potential success of next year's squad when the Jersey school's league starts up again.

Unsurprisingly, the Year 11 Team itself did not disappoint. More than 20 players participating in matches across the year meant that Hautlieu was ready to face the challenges posed by any and all opposition. Once again, the school remained undefeated in the Year 11 league, beating every other team with impressive score lines. Congratulations to everyone involved in the impressive achievements secured by this year's squad.

And it doesn't stop there. Hautlieu's football success runs even deeper, as shown by the Year 10 Team, which has also been able to select from a squad of more than 20 players this season.



This strong showing, bolstered by hard work and dedication, has made Hautlieu Year 10s an opposition not to be underestimated. The result: four games played; three games won. This, once again, reinforces the potential for continued strength in the Sixth Form First XI for the years to come.

International Corner

Swimming Successes

Huge congratulations to **Sam Sterry**, who represented Team England at the Luxembourg Euro Meet at the beginning of February, delivering a series of fantastic swims throughout the three day gathering. His performances offered a great display of talent and determination on the international stage. Also flying the flag for England was **Megan Hansford**, who competed at the Swedish Grand Prix in March, where she helped to secure a silver medal in the relay – an outstanding achievement. Well done to both swimmers on their success and for their continued dedication to the sport!

Rugby Rose

Many congratulations also to **Seren Coombs**, who was selected to represent England in the Rugby Under 18s Squad. Following an invite to trials at training camps in December and January, she joined the English Roses for matches against Hartpury University and Ireland. Despite a minor injury slightly impeding her progress, she went on to take part in the U18s Six Nations festival during the Easter holidays – playing in test matches against Italy, Scotland and France. We look forward to following Seren's story as she moves on to the next stage of her international rugby campaign.



Should we prepare for **WAR**?

With a world seemingly in turmoil right now, the Jersey Rotary Club's annual Colin Powell Student Peace Debate feels more significant than ever. This year's motion for deliberation tackled the subject of war head-on. Would Hautlieu's Public Speaking Team be up for the fight from six other Jersey schools?



A vote was taken on the proposition that, "The Election of the New President of the United States Makes Peace in Europe More Likely". In what might be seen as a blow for the cause of peace, there were 26 votes against this statement, 7 votes in agreement, and 1 abstention.

Many congratulations to Hautlieu's Year 12 Public Speakers. Their complete performances at this year's Colin Powell Student Peace Debate can be seen online, here: www.youtube.com/watch?v=EbOGe4BBmPk

The Student Peace Debate is dedicated to the memory of Rotarian, humanitarian and peace campaigner, Colin Powell. Each year, Jersey schools send teams to debate a motion related to the notion of peace. This year's proposition was taken from the famous Latin adage, "Si vis pacem, para bellum", presented at the debate as, "If you want, peace, prepare for war". This statement can be traced back at least as far as the 5th century CE, but does it have resonances for today's world? This would be the question for the teams from Hautlieu's Year 12 Public Speaking Enrichment Class when it took to the floor of the States Chamber on Friday November the 8th, 2024.

The debate was heard under the presidency of Deputy Bailiff, Robert MacRae and was judged by Rotary Club President, Madeleine De La Cour, and Rotarian lead of the Rotary Club of Jersey Peace Programme, Tony Allchurch. The Lieutenant-Governor, Jerry Kyd was also in official attendance and gave an inspiring and thought-provoking welcome address before team members, visitors in the public gallery and viewers watching live online.

Each of the seven school debating teams was allowed a five-minute speech, which was followed by five minutes of questions from the floor. Speech titles ranged from Victoria College's warning that, "Global Peace is Dependent upon Mutually Assured Destruction", through Beaulieu's more measured, "Sometimes Forms of Conflict are Necessary to Facilitate Peace", to Quennevais' contemporary question, "Ukraine: Is the US Involvement for Peace or Economic Gain?". All seven teams gave good accounts of themselves; exceptionally well-researched and adeptly delivered addresses tackled questions posed by their proposals with great knowledge and insight. However, there had to be a winner, and the "Colin Powell Trophy for the Best Presentation" went to Hautlieu's team for its speech entitled, "International Peace Through Collaboration: A Delicate Balance", in which Zoe Lamont, Calum Brown, Tiago Dr Rosa, Chlodie Graham, Caleb Simon and Oliver Macready assessed the efficacy of intergovernmental organizations in the delicate quest for lasting peace.

At the end of the debate, Deputy Bailiff MacRae underscored the contemporary relevance of the day's theme by proposing a motion of his own.

Colin Powell MBE

This Student Peace Debate is named for former Hertfordshire-based Radlett Rotary member Colin Powell, who helped to establish the event as part of the Rotary Peace Programme. Jersey became part of that community in 2015. Mr Powell had contracted polio at the age of 6 months in 1949. He spent much of his later years campaigning for the eradication of the disease, so that others would not need to suffer in the way that he had. He was honoured with an MBE in 2022 in recognition of his services to this cause. His sad death was announced by Rotary Great Britain & Ireland in January 2023. His legacy lives on in the Colin Powell Student Peace Debate.





Elliot Dougan



SUMMA PETAMUS