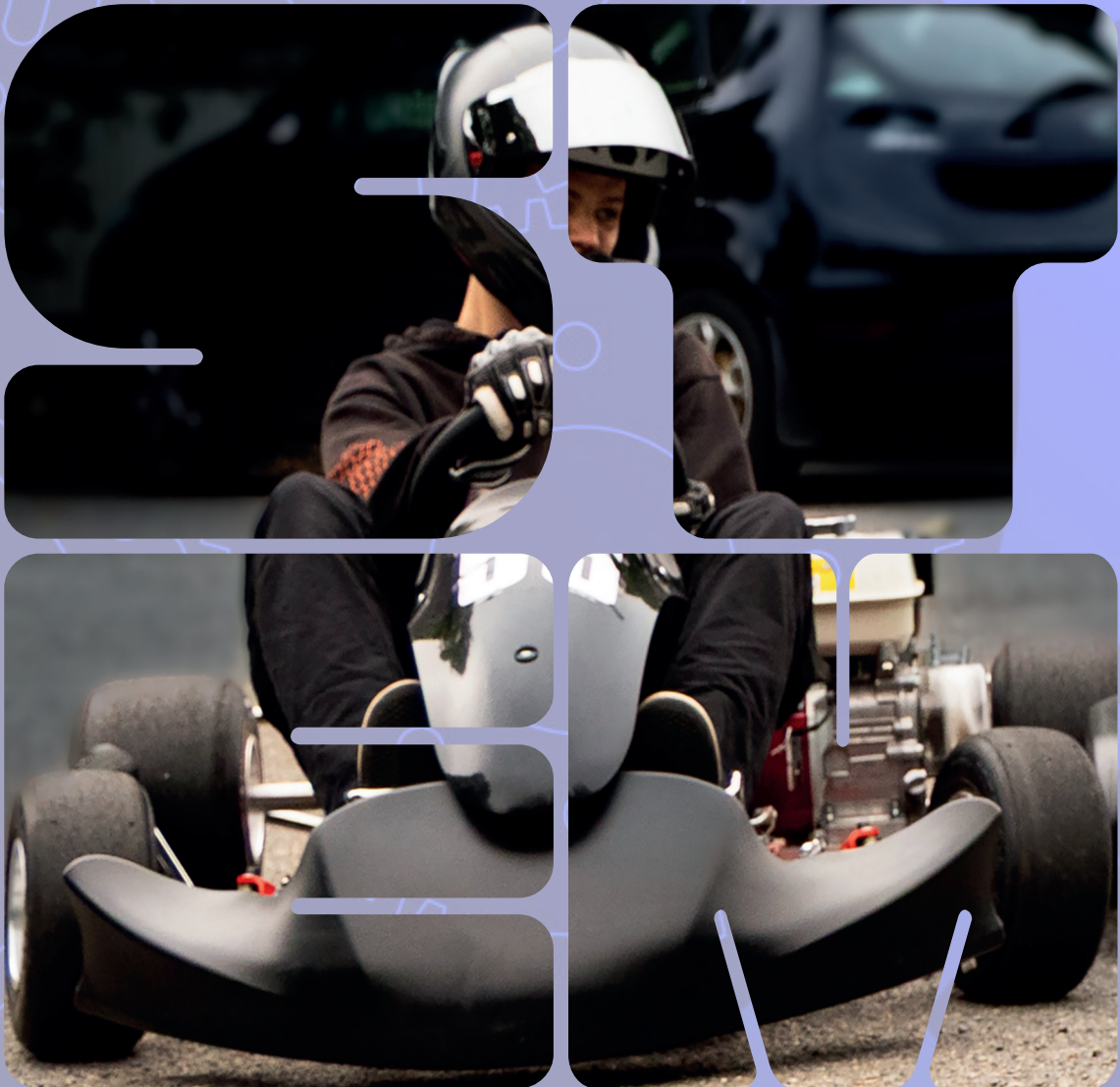


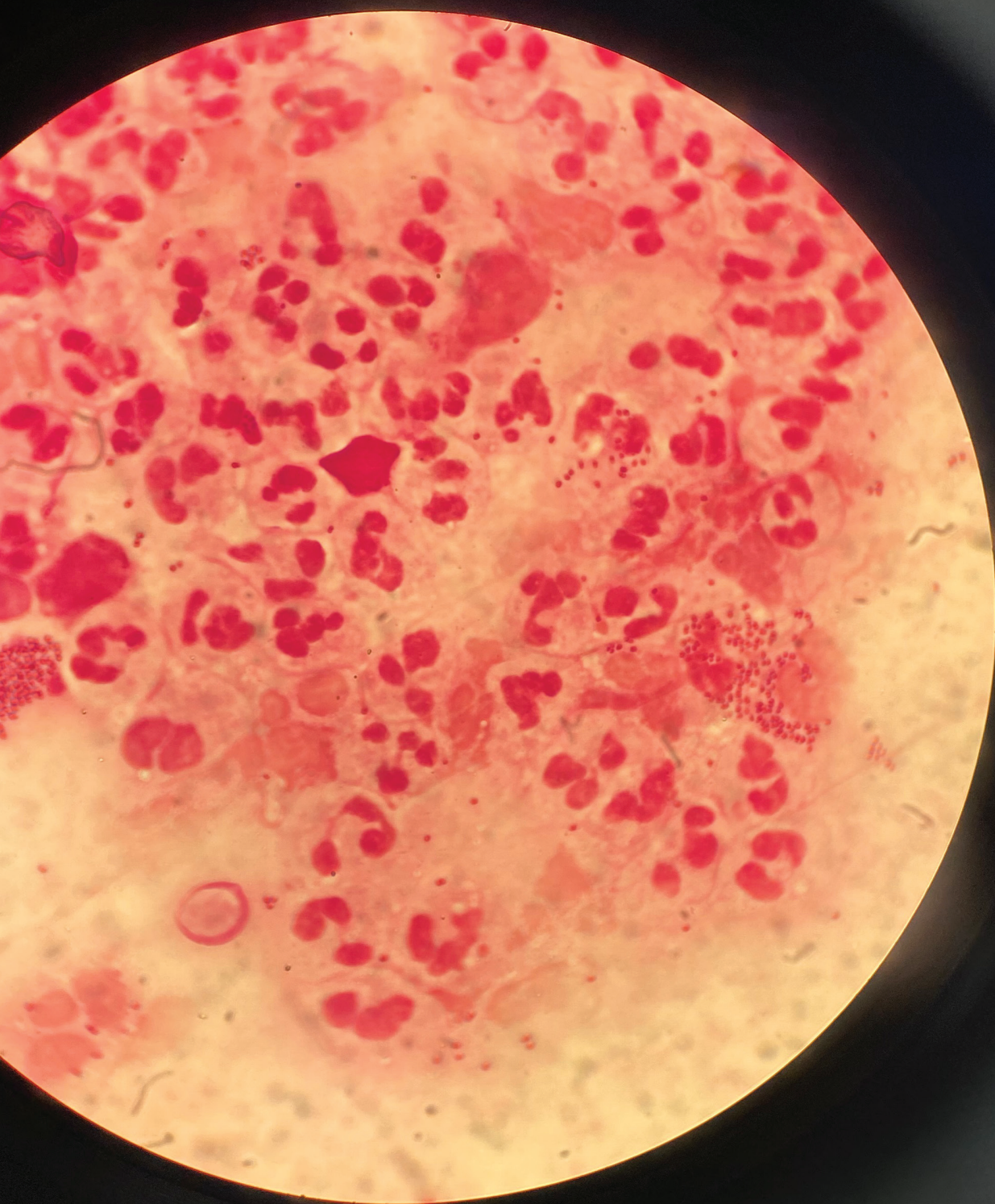
HH

HAUTLIEU HIGHLIGHTS



Celebrating Science, Technology, Engineering & Mathematics

microscope slide, Joana Martins



Headlines



Exploring this edition of *Hautlieu Highlights* has allowed me the space and time to reflect on my two years as Interim Headteacher, and the ongoing hard work of our wonderful staff and students.

The focus for this edition on STEM was inspired by Mr Bowen-Price who gently persuaded Mr Falle and myself to support the STEM on Track project, which has grown from strength to strength. Through the kind support of PwC, we have

been able to fully fund three go-karts this year and involve students from other schools in our work. As we plan ahead to bring more schools into the project, we are also looking to further develop wider initiatives, including the Daffodil DNA Project, as well as ongoing opportunities in Mathematics.

The focus on STEM has also enabled further celebration of the DEC course skillfully led by the fantastic Mr Foresterio. Since joining us, he and Mr Selby have worked incredibly hard to establish the course at both Level 2 and Level 3, and it is so successful now that it is oversubscribed every year! It was particularly pleasing to see their hard work rewarded in achievement of the DEC Partnership Award in 2024, and Mr Foresterio achieving the 2025 DEC Teacher of the Year Award.

A key aspect of life at Hautlieu is our desire to prepare students to be global citizens of the future, and our re-accreditation as a UNICEF Silver Rights Respecting School this year has helped us to sharpen this focus further. As we move forwards towards our visit for Gold accreditation in January 2027, I know that Mrs Campbell and her team will be calling on everyone who is part of the Hautlieu Community to come together to help show how we are consistently demonstrating our commitment to rights through every aspect of school life.

As I look back over my two years of Interim Headship, I would like to say thank you to everyone who has supported both me and the wider school. Whilst there have been moments of great success contrasted with those of incredible sadness, I know that the school continues to have an extremely positive impact, not only on our students, who come in to study with us every day, but also the wider community. The work of the Hautlieu Trust enables our staff and students, both past and present, to continue to make valuable contributions to life within Jersey and beyond – a key aspect of our work that I remain incredibly proud and privileged to be part of.

I hope that you all have a wonderful Summer Break!

*Kate Blackhall, Interim Headteacher
Summer Term 2026*

CREDITS

Editor in Chief:
Kate Blackhall

Editor, Copy Editor & Picture Editor:
Lynne Magowan

Original Masthead Design:
Keyra Perrais

With additional thanks to:
James Bailey, Lee Bourgoise, Dean Conrad, *Jersey Evening Post*, and all the staff, students, parents and friends who contributed to the making of this edition of *Hautlieu Highlights*.

CONTENTS

Features

STEM Focus:

2-5 STEAM Powered...?

Cover Feature. Learn about this high-octane, fast-paced STE(A)M activity.

6-7 Hitting the DEC

STEM success for staff and students here in an exciting architecture project.

8-11 Daffodil STEM (and Leaves)

Cutting-edge DNA research in this Biology Department study.

12-15 A Hautlieu Trust Exercise

Reporting on valuable support for STEM activities and more.

16-19 A Different Angle

The Maths Department picks up the baton with a range of features.

Rights Respecting Schools:

20-23 Reaching for Respect

Hautlieu is going for UNICEF Gold!

Regulars

Faculty Focus:

24-27 Art Strikes Back...

Back by popular demand: the Hautlieu student art gallery...

28-32 ...And Photography Lens a Hand

...plus more photos!

Student Services:

33 Leading the Way

Introducing the new Hautlieu Student Leadership Team – plus an old friend.

34-35 Working for Wellbeing

Something from those personnel who are helping to keep Hautlieu happy.

Sports & Enrichment:

36-37 Sports Reports

More from court, pitch and pool.

Student Achievement, Progression & Careers:

38 Politics at Work (and School)

Three Hautlieu students share their experiences of the political process in Jersey.

STEAM Powered...?

This year's *Hautlieu Highlights* Cover Feature showcases the exciting **STEM on Track** go-kart project led by **Mr Bowen-Price**, engaging students across all four year groups. Blending **Science, Technology, Engineering, Art and Maths** (now known as **STEAM**), students design, build and refine their own karts, developing creativity, teamwork and practical problem-solving skills through a hands-on STEM and STEAM experience...

The Project

STEM On Track is a year-long, student-led programme that combines real-world, hands-on learning with curriculum-linked digital modules in Science, Maths, and Design. With no planning required and no prior mechanical experience needed, students build a full-size racing kart using step-by-step video guides – learning the STEM theory behind each component as they go. The project culminates in on-track racing events, including a Test Day, STEM Fair, and National Finals, providing unforgettable, real-world inspiration and practical experience.

Building the Karts

Each school receives a full kart kit and tools in September. Over 39 practical sessions, students follow step-by-step video tutorials



to build their own kart from bare chassis to a fully assembled racing kart. The process covers real-world engineering skills, from installing braking systems to fitting engines. At the end of the year, teams dismantle their kart ready for the next year group – thus helping to ensure that the

programme remains sustainable and accessible year-on-year.



Design for the Karts

Every team designs their own kart graphics, turning blank bodywork into something bold, brilliant, and uniquely theirs. From colours and logos to full wraps, students learn what it takes to make their team stand out – on and off the track. In addition, students are also shown how to attract and work with real-world sponsors, who are not just names on the side of a race car; they're part of the journey.

Racing the Karts

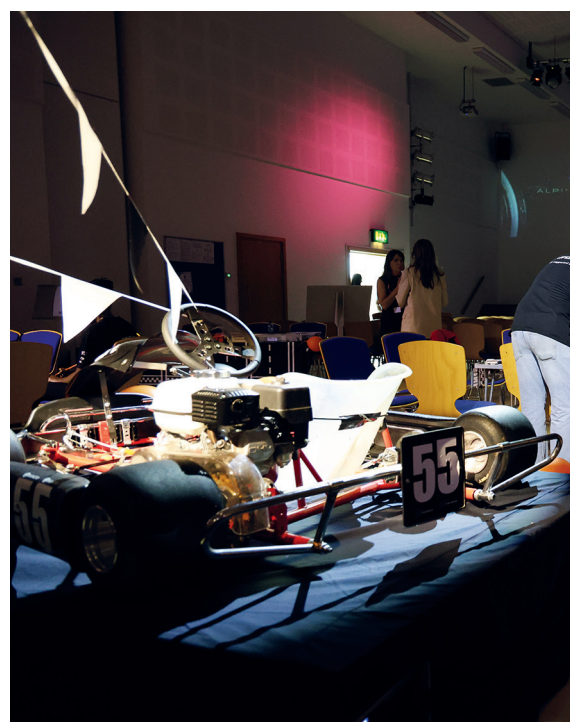
After months of building, learning, and solving problems together, it's time for teams to put their karts and their teamwork to the test. Students bring their self-built karts to the track for the first time for Regional Test Days, where they get hands-on driving tuition, and make those all-important tweaks. Successful teams head to the National Finals, where they compete head-to-head for the title. Every team, even those that didn't qualify, is invited to attend the event, to explore the STEM Fair, and to celebrate the

journey. During National Finals Day, students also get a chance to meet real people working in STEM and motorsport: engineers, designers, data analysts – and many, many more.



Key Project Elements

- Engages students in practical, project-based learning;
- Develops key employability skills, problem-solving, teamwork, leadership;
- Delivers over 1,650 hours of hands-on STEM learning per school;
- Empowers schools with all the tools, resources, and training they need;
- Connects young people to industry mentors and real-world opportunities.





Hautlieu Goes to the Races

More information can be found on the Hautlieu website at www.hautlieu.co.uk/stem-on-track including **Mr Bowen-Price's** full account of **Event Day! July 2025**, which sounds like it was a very exciting affair...

It was incredible to see the enthusiasm from everyone who attended. The energy and engagement from students and adults alike truly made the event what it was. Our vision was to push the boundaries of what's possible within a school setting; and I genuinely believe we achieved that.

Key Standout Moments:

- Xavier stepping up to speak on behalf of a teammate who was struggling, a brilliant example of empathy and leadership;

- Lauren and Alex recognising immediately that communication was key to delivering as a team, creating a *WhatsApp* group to post updates across year groups. A fantastic display of inclusivity and maturity;

- Austin opening a conversation with a PwC Director and seeking advice for his pitch, showing real initiative and curiosity.

We'll be racing to see the results of next year's STEM of Track project – using those recycled bits!





Hitting the DEC

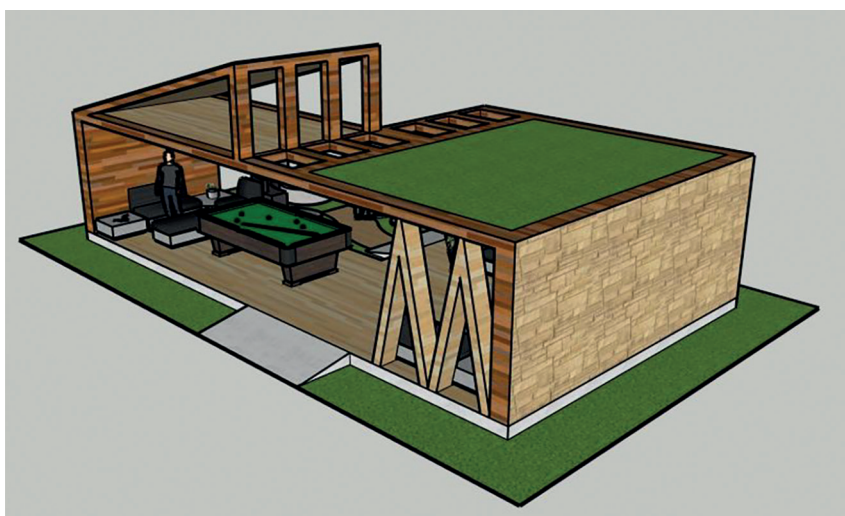
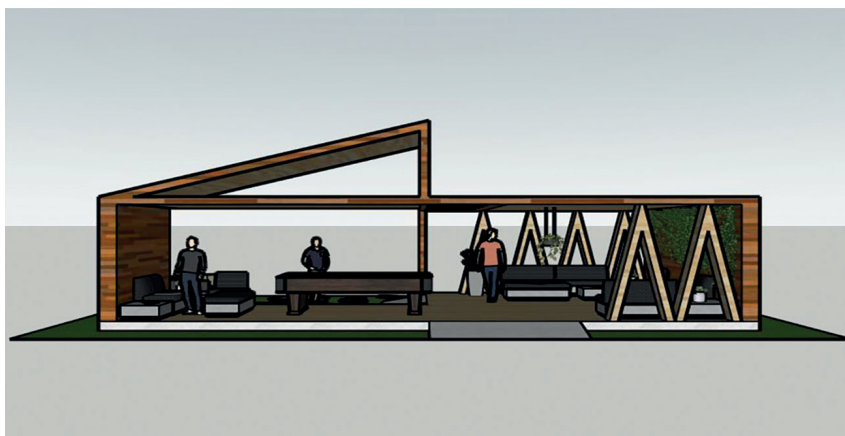
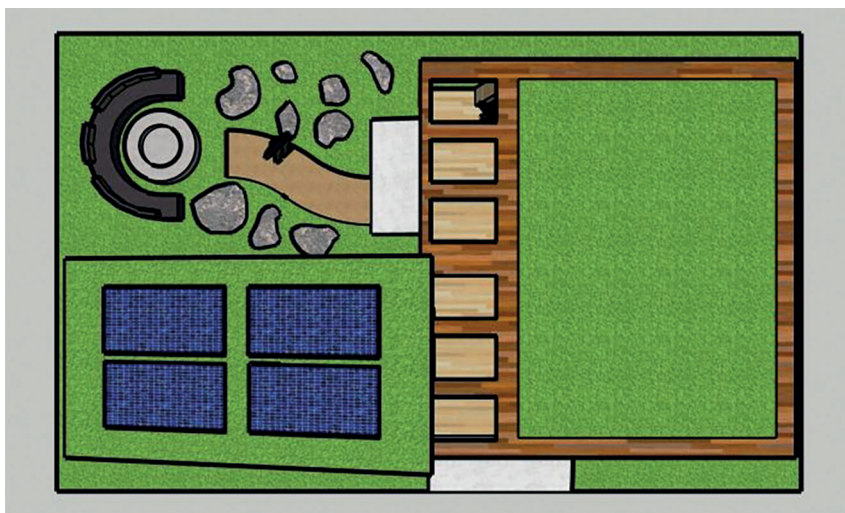
Work experience is a valuable — often essential — first rung on the ladder to career success. Here, **Mr Forestiero** tells us about an exciting STEM/STEAM initiative that has been providing just that for Hautlieu students. And success is not confined to the students, as we see from a recently received, well-deserved prize...

Design Engineer Construct! (DEC) is a course designed to inspire and excite young people about future careers in the AEC (Architecture, Engineering and Construction) industries. As part of the programme, students regularly present their work to local industry professionals, helping them to develop confidence, communication skills and real-world understanding of the sector.

One such professional supporter is Tom McAviney, architect and director of local practice, 9x5 Architects. Impressed by the calibre of work produced by DEC students, Tom opened up the practice to offer work experience placements during the school holidays. Tom himself remarked during his visit to Hautlieu that, “Clara, Jakob and Joao are all basically at the level I was at when I was at the end of my first year at university (or even midway through second year!) in terms of discussing a wide range of topics quite confidently. It’s impressive seeing the technical range of topics they present, such as structural diagrams, planning and legal issues, and how they impacted their design. And it’s been really quite heartening to hear sustainability talked about by everyone in their proposals.”

During their time at 9x5, DEC Level 3 students Clara, Jakub and Joao were each challenged to respond to a live client brief to design a “teen hangout” space. They were required to develop concepts, model their ideas and professionally present them to the wider 9x5 team.

The standard of work produced — alongside the confidence and professionalism shown by the students — demonstrated just how transferable the skills developed through DEC can be to real-world careers within the built environment sector.



Joao’s “LES CINQ CHÊNES” teen hangout concept design

“It’s impressive seeing the technical range of topics.”
Tom McAviney, 9x5 Architects

Jakub's "LES CINQ CHÊNES" teen hangout concept design

“Clara, Jakob and Joao are all basically at the level I was at when I was at the end of my first year at university”

Tom McAviney,
9x5 Architects



Clara's "LES CINQ CHÊNES" teen hangout concept design

“Si is fiercely passionate about the built environment and the opportunity that DEC can offer his learners.” DEC Website



Best DEC Teacher!

And not to be outdone, **Mr Forestiero** himself has been awarded the prize for **Best DEC Teacher 2025!**



Here he is at the Radisson Hotel, Jersey receiving his global DEC Teacher Award from Mrs Ferreira of Les Quennevais School (who won the award in 2024). The trophy was presented at a special celebration event for past DEC students and industry supporters of the qualification which took place on 2nd June 2026.

According to the DEC website, “Simon’s commitment to the DEC programme across two DEC centres in Jersey has been one of the leading reasons for the huge

success of DEC on the island.”

In addition, he “...epitomises everything that COYO [Class Of Your Own] aspire for when developing and supporting our network of teachers.”

“Si is fiercely passionate about the built environment and the opportunity that DEC can offer his learners.”

Many congratulations to Mr Forestiero, and of course to Clara, Jakub and Joao too.

Daffodil STEM (and Leaves)

As we can see from these pages, the **Biology Department** is not going to be left behind when it comes to cutting-edge science and technology. Indeed, this year, Hautlieu staff and students have been involved with some international **DNA analysis** – involving daffodils...

The Project

During the summer term, Year 12 Biology students had a unique opportunity to get involved in the first year of the DNA Daffodil Project – a collaborative, school-based research project, developed by Mr Jon Hale at Beaulieu school and supported by The Royal Society.

The project uses daffodil collections to introduce into school classroom some of the genetics and biotechnology skills and techniques that are typically only taught at university level. By extracting their DNA, replicating it, sequencing it, and analysing the data, Hautlieu students were able to contribute to real-world genetic research. They learned that daffodils are exceptionally useful for medicine, with potential links to therapeutic treatments for diseases such as Alzheimer's. The DNA extracted came from the chloroplasts contained in the leaves of the daffodils, as this is small and simpler to study than other DNA. Hopefully, this will help scientists to understand more about the daffodil family tree in the future. For our students, each session was extremely engaging and offered a plethora of new experiences...

Session 1:

An overview of the project protocols and some background information about daffodils was followed by a session of skilling up using micropipettes. This was key, as this essential skill would be used throughout the project – and so needed to be perfected.

Session 2:

This focused on isolating the chloroplasts from the daffodil

leaves, which had been grown by **Mrs Wharmby**, before being frozen and ground up with sand and water into a paste. Extraction involved various other processes, including using a microcentrifuge machine and filters to isolate the DNA.

Session 3:

Here we were introduced to a technique called 'gel electrophoresis', which means 'movement using electricity'. This process helped us to choose the best of the DNA isolated in Session 2. An electric current is passed through a gel, causing the DNA to move at different rates, according to size – allowing scientists to separate them out for selection.

Session 4:

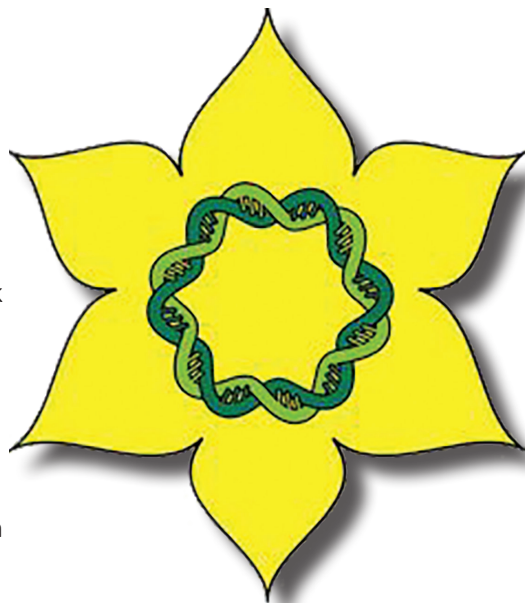
The DNA chosen in Session 3 was then replicated millions of times using an example of biotechnology: Polymerase Chain Reaction (PCR). This technique is used in crime scene investigations, paternity tests and many other real-world settings. For us, it was essential, because we had only a small amount of original DNA to work with; copying it gave us more material to study and test.

Later, we sequenced the DNA using MinION Oxford Nanopore technology to work out the order of the bases (A, T, C, G) in the selected and replicated samples. This was an amazing opportunity to see advanced, cutting-edge science in action in the classroom; something that is typically only used in research labs. DNA sequencing has

helped science to read the 'instruction manual of life' and then to apply that knowledge to human medicine and nature conservation. Unfortunately, on this occasion we were unsuccessful in sequencing our own DNA sample; however, using the remaining material, Mr Hale was able to obtain some viable data. This has been sent to the University of Dundee for further analysis, and we look forward to seeing some results in September.

The DNA Daffodil Project has been an extremely valuable and enriching opportunity. It has provided Hautlieu Biology Department students with hands-on experience of advanced biotechnology and insights into real-world genetic research, leaving all of us inspired by the possibilities of scientific discovery.

***Olga Wydro** is currently in Year 13 at Hautlieu, studying Biology, Psychology and English Language & Literature. She has applied to read Neuroscience at university.*





The Interview

In March, *Hautlieu Highlights* Editor, Ms Magowan, sat down with Programme Leader and **Biology Teacher, Mrs Wharmby**, for a fascinating interview about the **Daffodil DNA Project...**

LM: So who are you and what's your role at Hautlieu School?

SW: My name is Sam Wharmby and I'm a member of the Science Faculty. I teach GCSE sciences and A level Biology.

And you've been at Hautlieu for a number of years, haven't you?

Since last century. Since 1999!

And you were a student here as well. What subjects did you study?

I studied Biology, Chemistry, Geography and then we had to do General Studies as well. So four A levels.

Was there a reason why you ended up as a Biology teacher that links with Hautlieu?

I did a degree in Zoology, finished my degree and then it was like I had zero money and I think, oh, what could I do. It's quite hard to get into conservation stuff, and the Government was offering fully funded PGCE courses; so I thought, give it a go and haven't looked back since. I absolutely loved the training, I love teaching, and have been doing that ever since.

Moving on to the Daffodil Project itself: Can you tell me a bit about it? What's its correct name and how does it connect to the Hautlieu STEM Initiative?

The name is pretty much the same; it's just called the DNA Daffodil Project. It's a collaborative project, specifically designed for schools to be able to collaborate, work together in order to do cutting edge science. It's not everyday science. The practical skills and the equipment that our students were using are not part of the [examination] specification. It's way beyond that.

The equipment we were using is normally only accessible in research labs in universities. We had to have access to that equipment to be part of this project, so I put in a request in for a grant from The Royal Society of Biology. That money funded the

equipment that we needed to complete the project.

Is that on a loan basis, or is it always here now?

It was a one off grant which covered all of the necessary equipment and consumables that we needed to buy.

And what kind of things were they?

It was a whole range of weird and wonderful pieces of equipment that we were buying. The project is all about extracting DNA from daffodils, hence the name. It's what all students in school would have done if they are taught Biology: extract DNA, from a kiwi or from a strawberry. So the extraction of DNA is what we do. But this is actually sequencing that DNA.

That's the next step...?

Right. So when you extract DNA you actually only get really, really tiny bits. So part of the equipment was what's called PCR – a Polymerase Chain Reaction machine – which allows multiple copies of DNA to be produced. And then the really cool bit is that we also bought a sequencer.

The DNA fragments that we were able to extract from our species of daffodil got fed into this really cool piece of equipment that then sequences the DNA. Then all of that information gets fed into a computer which then analyses the base sequence, the DNA. That final step had to be done in the University of Dundee. So our samples were sent away. The final sequencing and all clearing up of the data was done by the university.

And the daffodils...?

I had to grow the daffodils first. You're given bulbs, so you have to grow them. That was prior to the spring; obviously then they start growing in spring and then it's the leaves that you want. It's quite a long drawn-out process.

Okay. So the daffodil bulbs

that you were given, were they specifically endangered? Was there something unique about them?

The daffodils that we had are from a less well known variety [Lowen]. They were trying to investigate more about the DNA of those daffodils, so each school was given a slightly different variety in order to carry out exactly the same practical work to collect that data – which would be new to science and feed into larger work.

Looking at DNA sequences, are there chemicals contained within the DNA that could actually benefit humans in the future?

With changing climate, we have to look at different species and the genes that they contain and which ones are better adapted to a changing environment. There's a huge amount of work being done at the moment, looking at different varieties of crop plants. Obviously daffodils aren't crop plants, but the research into genomes of these plant species could benefit us in the future.

So the daffodils are almost like a bellwether for other species.

Yes. And they are known to contain specific chemicals which are useful. So it's a case of just looking at that present in all varieties and going from there.

So what are the benefits of students were getting involved?

Our students learnt that these daffodils in particular have a chemical which is potentially linked to a treatment for dementia. It's chemicals that could be useful to humans in the future. A compound which has been linked to development of particular treatments for Alzheimer's. Then there's a branch of different projects which are looking at crop plants.

What do you see, from a teaching perspective, as the benefits of students getting involved in a project like this?

Oh, it's massive, because in

Jersey we're so isolated. We have Highlands [College], which has the university linked to it, but it's a very small number of courses. There are some companies in the island that do a bit of research, but we're really limited in what the students can access. So being part of this project, linking to universities, plus other schools as well, we're open to all of these experts and specialists, who are then opening up the door to all of this research that our students would never get access to. It was amazing. They were experiencing new practical techniques, and - as I've already said - the data that they collected is actually being really used for future research.

They're actually contributing to scientific study.

We know now how the technique works. This is using it for the benefit of human race. I know it sounds a bit over the top, but what they were doing had purpose to it.

They were learning, but they were also contributing.

Exactly.

Was it all year groups that were involved, or was it a specific year group...?

It was our first year through, and it's very complicated, so we limited it to Year 12. Mainly because it was in the summer term when we were actually carrying out the work. By that time, Year 11 has gone, Year 13 has gone; perfect for Year 12s.

And we were lucky that one of the leads of the project was Mr Hale, from Beaulieu. Jon has done the project at Beaulieu for a number of years now, from just before COVID actually. He was our local expert, and was able to take us through.

*Presumably, this is very handy
for personal statements...*

Yes, Especially UCAS applications. If they're thinking about what they want to be doing for degree, this was perfect; it's opening their eyes onto branches of biology, genetics which they might not have thought before.

And did many of those students go on to then apply to do biology?

We've got a couple of students who are doing biology courses or biochemistry. This is something extra to put in their personal statement. But with the skills that

girls all doing it. I would say there's more girls, but that's purely because that's the demographic.

Why do you think more girls favour biology is a science?

I think it's always been that way. Physics links into engineering, doesn't it? Which seems to have been dominated by males over the years. If you think about Mr Bowen-Price's [Head of Physics] project, *STEM on Track*: that's major league and he's trying to get more girls into that sort of science. I suppose you could flip that around and say, "What can we do to get more boys interested

Biology? You know that's something that we still need to, to work on, I suppose. Although, in my class of twelve, I had five boys, so...

We talked about the benefits of the Daffodil Project. Where does it go from here and how does it move forward? Does it continue next year or do you do something different?

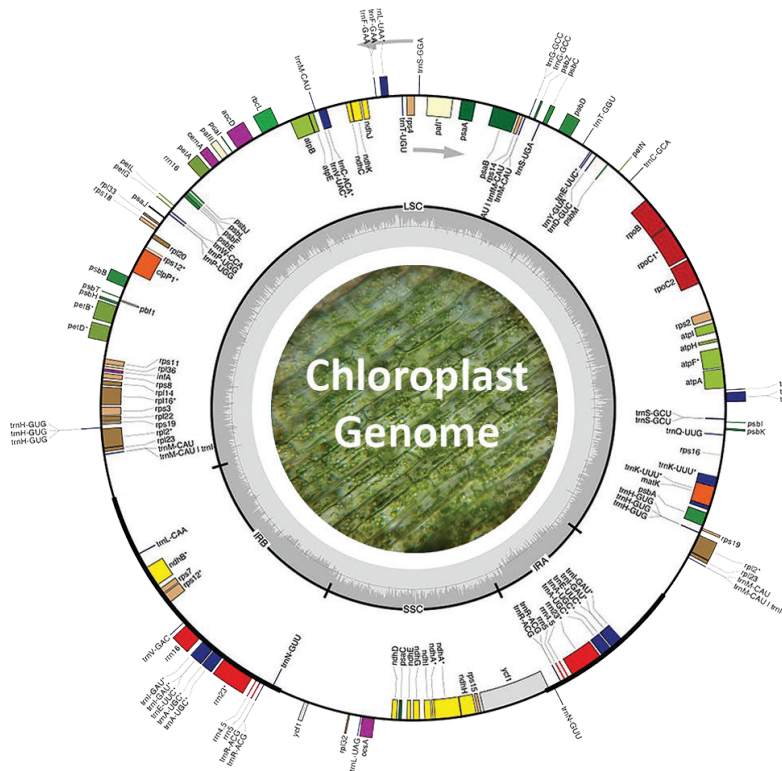
Well, there are two possibilities actually. We could carry on with the next cohort and do the same project. That would still be with daffodils, but a different variety. I have money left over that I can use to fund that. Alternatively, because I'm linked with the University of

Dundee and other schools, there are side projects that we could get involved with, using similar techniques.

Across the department?

Yes. This was a joint collaboration with a number of different teachers within the Biology Department. Mr Swanwick [Head of Science and Head of Biology] was great as well, so it wasn't just me. Certainly in the future we'd be looking to do that again.

We look forward to seeing the follow-up data for this fascinating project. Perhaps they will use the DNA to develop a long-lasting daffodil for Mothers' Day!



they've learned, they're going to be one step ahead.

There's been a lot of publicity around the fact that there's still a gender imbalance in STEM subjects. With this Daffodil Project, did you see any evidence of that? Did you make any attempt to redress some of that gender imbalance?

To be honest, we weren't specifically looking at a particular gender to do this project; we opened it up to anybody who was interested. From a Biology setting, we generally tend to have more girls than boys, Physics is more male dominated; but here we actually had a mix of boys and

A Hautlieu Trust Exercise

For more than 25 years, the **Hautlieu School Trust Fund** has been helping students, staff and even former pupils to extend learning opportunities and to broaden horizons. In these pages, **Chair of the Hautlieu Trust, Rob Shipley** tells us more about the fund – and we learn of a worthy recent beneficiary...

Enriching Education Beyond the Classroom

A registered charity, the Hautlieu School Trust was established in 1999 to raise money to provide members of the Hautlieu community with opportunities that might sit outside the statutory curriculum. Grants have been allocated for many diverse reasons, including: travel for educational or charitable purposes; to support and extend regular studies; for specialist equipment; and for a wide range of extra-curricular activities. Since its inception, the initiative has helped young people to pursue experiences that spur curiosity, personal growth and ambition.

In a world where education increasingly extends beyond textbooks and classrooms, the Trust's work embodies a forward-looking vision. It recognises that learning is as much about experience and aspiration as it is about examinations. By investing in opportunities that broaden students' horizons, the Trust continues to affirm a simple yet powerful belief: that every young person deserves a chance to aim for the highest and pursue their dreams, irrespective of financial means.

Whether enabling a student to deepen their understanding of a chosen academic subject, helping to develop their creative talents, or facilitating charitable work at home or overseas, the Trust is more than a fund – it's a catalyst for personal growth, enhancing confidence and broadening experience. In addition, it reinforces the sense of community and spirit of aspiration that define Hautlieu School.

In essence, the Trust is about

more than just finance; it's about opening doors. Funds are awarded to help with costs that might otherwise be prohibitive. Such support, which helps to bridge the gap between formal educational and the wider world, can make the difference between an ordinary school experience and an extraordinary one.

Real Stories, Real Impact

The Trust's influence can perhaps be best understood through the stories of the students it has supported. Joana's recent JCG "Biomed" course experience – included in these pages – is a good example, but she is by no means alone. Another Year 13 student, with Trust support, spent six weeks in the Peruvian Amazon rain forest – an experience that sparked a passion for conservation and informed his later choice to study Zoology. Another recipient received funding to attend the Vancouver Film School, where she produced a widely acclaimed short film. Other students have used grants to compete in sports competitions, to teach Drama and English internationally, and to participate in Model United Nations events.

These examples, and many more, illustrate how the Trust's support does far more than just cover costs – it broadens perspectives, helping young people to engage with the world in meaningful and often transformative ways.

How the Trust Works

Applicants – typically students or staff with a specific educational proposal – complete a grant form outlining their plans, a budget and

their activity's anticipated impact. The Trustees, who meet several times each year, review these applications and award grants based on their alignment with the Trust's goals and the potential benefits of the proposed activity – not only to the individual, but also to Hautlieu School as a whole. Successful applicants are urged to report back on their experiences [see Joana's Diary on page 15], helping the Trust to assess impact and refine its understanding of what works best.

Can You Help...?

Thanks to fund-raising efforts, appeals and donations from former Hautlians, parents and other supporters, the Trust has secured a modest capital base. The fund currently allocates grants that total an average of £5,000 a year; however, in the absence of new income, the good work cannot carry on indefinitely. The Trustees, who include former students and current members of staff, are therefore seeking to expand reserves.

If, as a former student, a parent or simply as one of Hautlieu's many friends, you feel that the school has played a part in shaping your life – or indeed Island life – for the better, you might consider supporting the work of the Trust with a one-off donation, or by pledging a manageable amount, monthly, quarterly or annually.

Details of how donations may be made can be found on the Hautlieu website at:

www.hautlieu.co.uk/about-hautlieu/hautlieu-school-trust/

Thank you for your consideration.

A Funding Case Study...

One grateful beneficiary of the Hautlieu Trust Fund has been **Joana Martins**, who was able to secure support for an extra-curricula **"Biomed" course** at JCG. Here, Joana tells *Hautlieu Highlights* Editor Ms Magowan about this valuable opportunity...



LM: What's your name? How long have you been at Hautlieu? And what do you study here?

JM: My name's Joana Martins. I joined for sixth form and I study currently Biology, Chemistry and Psychology. And I did Maths level 3 as well.

Right. So quite sciencey.

Yeah, very sciencey!

And what do you want to do when you leave Hautlieu? What's the plan?

So the plan is to be a biomedical scientist. Hopefully the University of Manchester.

Is that where you put your UCAS application in?

Yes. Yeah.

And have you got any feedback from them yet?

I've been given a conditional offer and then I have a few other conditional ones.

What do you need to get for your final exams?

Final for Manchester, it would be AAA.

How did you find out about the Hautlieu Trust?

I found out through an assembly that they did and it'd been

just after my biology teacher, Ms Warmby, told us about the JCG [Jersey College for Girls] biomedical course, which is why I applied to do it. So it was perfect timing for me.

An assembly? That's useful. What help did you get from the Hautlieu Trust? How did you go about applying?

I found the process quite simple actually. I spoke to the teacher who represents the Hautlieu Trust here.

That's Mr Harvey [Science and Physics Teacher]?

Yeah, Mr Harvey, he showed me where to look; it's all on Hautlieu's website. It's just a few forms I had to fill in and then parent signature.

I sent that into him and asked him to look through it. He just asked me to make a couple of changes, but that was easily done.

The process sounds fairly straightforward and clear.

It was very straightforward. And if I did have any questions I could just pop down and ask Mr Harvey, or I e-mailed him and he was always very good on his e-mails. It was really easy.

What did the Hautlieu Trust give you? What did that enable you to go on and do?

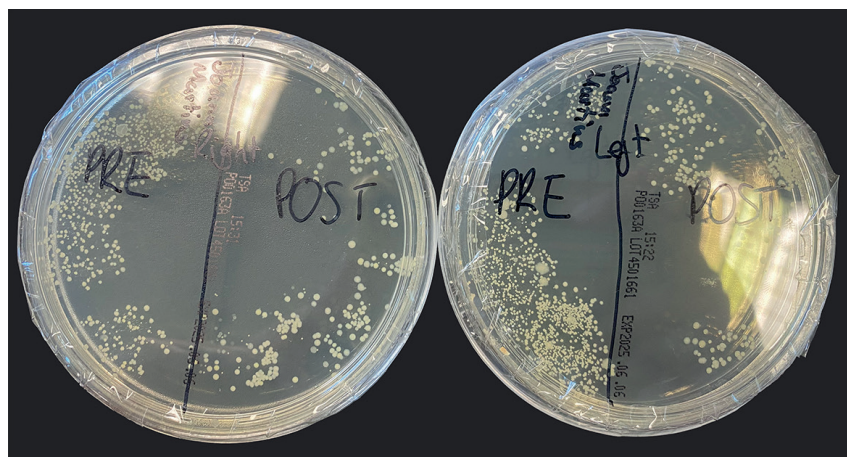
The JCG course, which is the one that I applied for, was very, very expensive. So, had the Hautlieu Trust not been an option for me, I wouldn't have been able to do that.

And what did you have to do in return?

As part of the process, you have to give [the Trust] some sort of feedback on the course and see if it was worth it or not. The way that I did it was a PowerPoint presentation; I did it all on slides. I included what I did every single day. I included a timetable, pictures, and reviews from other students as well.

Like a diary? And who did you have to feed that back to?

I just had to e-mail it over to Mr Harvey and then he passed it on.



So he would have presented it back to the Board or the Trustees to show them.

Then if they had any further questions, they would then have contacted me. But Mr Harvey said that it was all fine; they didn't have any problems.

So the Hautlieu Trust enabled you to go on this JCG course. What was it about, and what did it enable you to do?

The actual name is the JCG Biomedical [Leadership] course ["Biomed"]. It was advertised for anyone interested in sciences – primarily biology and chemistry – and a career in medicine or biochemistry or bioscience.

How long did that course go on for?

It lasted six days, from Monday to Saturday. We went on trips around. We went to the zoo and we went to the hospital to look at the labs.

All on Island?

All on island. Yeah. We had people come in from different industries. We had a few biomedical scientists from the haematology department where they discussed all sorts of blood viruses, and we did blood tests. So we all found out what a blood group is. It's really interactive and it was fun. Then we had a bunch of people from the industry telling us what their job actually entailed.

And that was useful?

I think reading about it and then actually experiencing it are two completely different things. We got to hear someone's first-hand experience within the industry. So that was really helpful as well.

You're saying that you now want to do biomedical sciences. Is that something you were able to put on your [UCAS] personal statement?

Yeah, I was originally going to apply for medicine, but going on that course and learning more about biomedical sciences really persuaded me to apply more towards the biomedical sciences instead.

What is it about biomedicine that really captures your attention and made you want to make that transition?

It's in-lab work. I love lab work. I love working with like Petri dishes and cultures.

Why is that?

It's just... It's systematic and very methodical and it's just that there's a right way to do it, and you have to do it this way. That's what makes sense to me in my head. With medicine, you might get the opportunity to do research, but it's not as available because you're going to be very busy all the time. And I like finding out new things.

So the research side of it appeals to you? That was the thing that you found about directly as a result of this course?

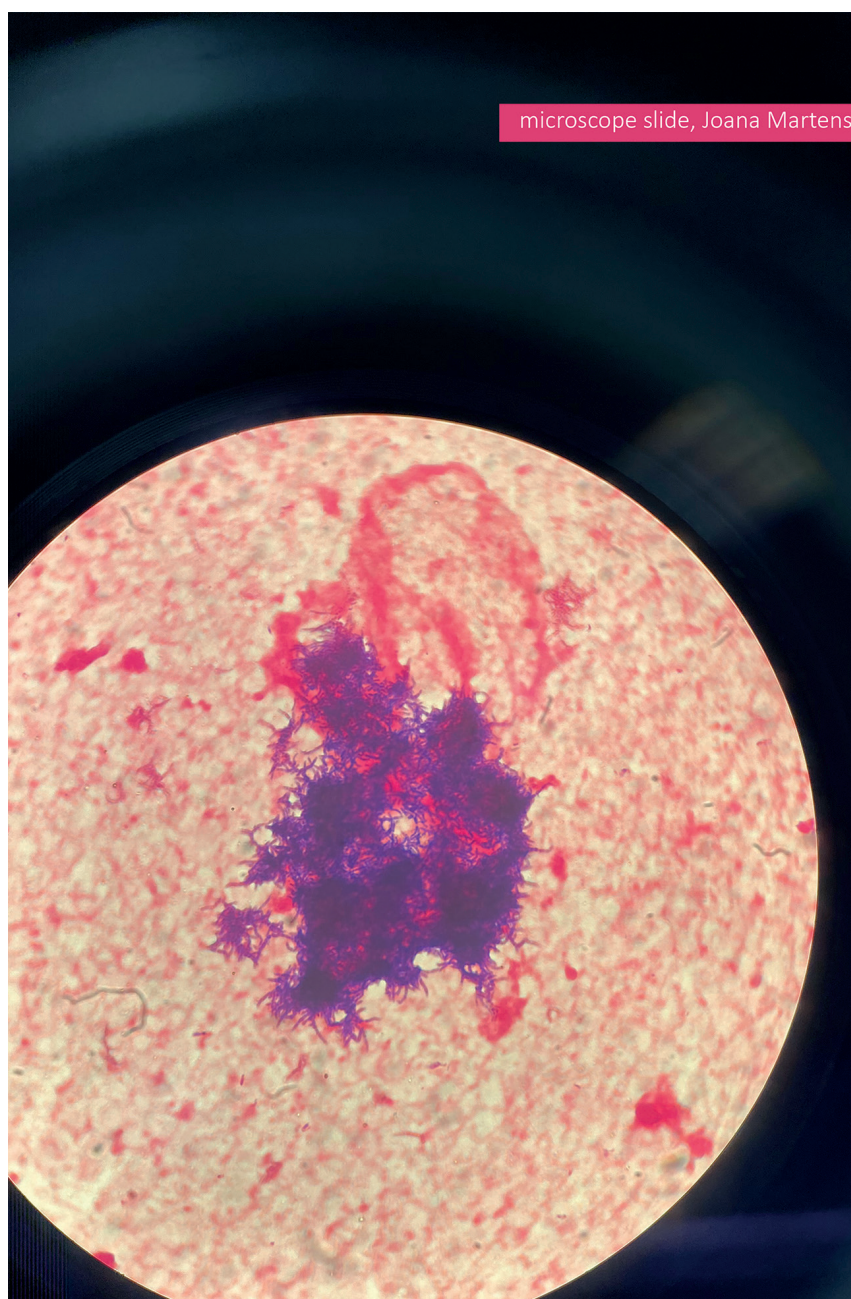
Exactly.

Would you recommend this course to others? And Why?

Absolutely! In fact I had a whole [PowerPoint report] page about that. It led me to have new experiences which otherwise I wouldn't have been able to have. As I said previously, I wouldn't have even considered applying to biomedical sciences, had I not done this course.

Thank you, Joana. I wish you the best of luck with all these exciting things going on.

Thank you.



More of Joana's "Biomed" images can be seen on the inside covers of this edition.

MY "BIOMED" COURSE DIARY

Joana Martins

Day 1: Monday

Started the week with a radiography lecture, where they explained what being a radiographer entails (x-ray, fluoroscopy, C.T., M.R.I., ultrasound imaging...). Also, possible career options within radiography (research, academia, reporting, management, etc).

Jersey Dairy Trip. We were given a tour around and shown the tests necessary for production of milk and other dairy products. During a veterinary lecture, we were told the entry requirements and what a day-in-the-life of a vet is like.

A representative from Southampton University presented an admissions lecture to prepare us for university application. They described what a medicine degree entails and prepared us for the downsides of medicine! (N.B. keep up-to-date with news and read books about medicine). During a nursing lecture, we discussed different types of nursing, the content of a nursing degree, and a day-in-the-life of a qualified nurse.

Day 2: Tuesday

Started off the day with a heart dissection. Discussed its anatomy, then sutured it back together!

Later, cleared up some misconceptions about occupational therapy. Learnt a lot about what therapists do daily - primarily providing equipment to people to make their daily lives easier.

Forensics. Dr Evans discussed a day in her job, specialising in sexual assault (dealing with both victims and perpetrators).

2. Unfortunately, the midwifery and dentistry lectures had to be cancelled due to emergencies, but that's the nature of medicine! We were given contact information, for questions regarding these careers.

Day 3: Wednesday

Trip to the Zoo in the morning! We discussed extinction, as well as considerations needed when saving animal species (basically, conserve as many genes as possible). At the Veterinary Station, they went through some of the (im)practicalities of caring for diverse animals, from small frogs to giant gorillas.

In the Operating Department, we were shown practical scenarios - including how to scrub in (with gloves and apron), intubation and CPR. A fellow course attendee even said, "This session has completely changed my mind. I want to be an operating department practitioner now!"

Later, we went through university options (including staying on-island) with the Faculty of Health & Education. We looked at studying children, adult and mental health nursing, and midwifery.

We had a Zoom call with an FY1 doctor, going through his year so far as a Foundation Year Doctor. Plus his experience in medical school: getting in and adjusting to university life after A levels. We also discussed opportunities to research within medicine as a doctor, and how he allocates time for it. That's important to me.

Day 4: Thursday

The neuroscience lecture was my highlight of the week! Dr. Guy Sutton is incredibly passionate. He included new and up-and-coming research relating to the current climate of neuroscience, providing us with a

3. realistic (albeit scary) view of the future of neuroscience. This included the ethics of using organoids (tiny organs created outside the human body), neural decoding (predicting the effects of brain activity), bionic limbs and their increasing sophistication.

The microbiology session focused on principles (fungi, bacteria and parasites) and practicalities (handwashing) within the pathology lab.

To learn about natural and unnatural flora on hands, we swabbed them before and after washing to see if we had cleaned our hands properly. The swabs were taken back to the pathology lab to be cultured. Results pending...

In the haematology session, we found out our blood types, how blood groups are determined, and how blood diseases occur (e.g. leukaemia and haemophilia). We also discussed what additional precautions doctors consider when caring for pregnant women.

Day 5: Friday

Started the day off with more lectures from Dr. Sutton. These discussed the anatomy of the brain, how mental health disorders affect that anatomy, traumatic brain injuries, and the effects of vaping, cannabis and diet on neurotransmission.

We also covered brain surgery and brain activity after death. We then dissected a brain and further discussed its anatomy!

In the biochemistry lecture, we discussed chemistry and biological influences within the industry, producing products such as cosmetics, lubricants, food and even 3D printed organs.

The Lecturer also described a-day-in-the-lab, and outlined her career as a biochemist.

4. In Microbiology, we examined the Petri dishes containing the results of Thursday's hand-washing experiment. We also examined prepared microscope slides of diseases found in the pathology lab.

In cellular pathology, we viewed slides of tissue samples and matched them to organs within the body. We also examined tissue to determine if it was cancerous or not.

Day 6: Saturday

Discussed the role of palliative doctors at Jersey Hospice and the General Hospital, as well as health opportunities within the armed services.

During a lecture from a 2nd year medical student, she explained the process of getting onto a medical course - including how to pick universities, and how to prepare for interviews and the U.C.A.T. (University Clinical Aptitude Test)

We then returned to the pathology labs to see setups for microbiology, haematology and cellular pathology. We even saw human biopsy samples and had a demonstration of how equipment worked across all the departments.

And finally a trip the beach! Here, we met with a marine biologist and looked around in rockpools, identifying organisms. We also discussed pathways into marine biology and how it links into a range of careers.

THE END - of a very busy week!

Joana Martins is currently in Year 13 at Hautlieu, studying Biology, Psychology and Chemistry. She has applied to study Biomedical Sciences at university.

A Different Angle

It has been said that, when you reach high enough levels of skill and understanding, Biology becomes Chemistry, Chemistry becomes Physics, Physics becomes Mathematics, and **Mathematics** becomes Philosophy and Theology. These pages offer Hautlieu's Mathematicians an opportunity to demonstrate their place in the **STEM** pantheon...

Beyond the Classroom

Every year a number of Hautlieu students look to further their mathematical understanding through wider opportunities outside the classroom. Here, Reed Williams shares some information about one such opportunity, offered by a popular Mathematics website...

The Tom Rock's Maths Essay Competition is run in partnership with Oxford University, but is open to all people at all levels of mathematics. All that you require are enthusiasm for a specific element of mathematics and an ability to cohesively express your ideas as if explaining this topic to someone who had never heard of it. Making the essay fun and including pictures are also encouraged.

There are two age categories for entry: 17 and under, 18+, each of which has individual winners. Some examples of competition winning essays are Can You Draw

– to encourage concise and well-thought-out explanations. Some essays have resulted in the development of YouTube channels and videos; I can personally recommend Can You Draw Every Flag In Powerpoint? under the channel name, @DrZye.

As well as being fun and informative for the reader, the Tom Rock's Maths Essay Competition offers the writer a very useful opportunity to add depth to their UCAS personal statements. Spending time looking more deeply into a topic of mathematics that you've never studied (or perhaps even heard of) before can broaden the

mind. And this can be very specific; for example, my own essay looks

at Gödel's First Incompleteness Theorem, which essentially states that, in given a system of mathematics strong enough to do basic operations of arithmetic, it is impossible to prove every that claim stated within that formal system is true or false. In other words, some claims are true, but

cannot be proved true, and some are false, but cannot be proved false [cf. Luca Medda's review of Fermat's Last Theorem in these pages]. I chose this subject for my essay because provability has always interested me. I had read mentions of the theory in books and people have brought it up in conversations, so I was interested in learning more.

And, as if the joy of participation is not enough, prizes can also be won: for those 17 years-old and under, the prize is £100; for winners in the 18+ group, the prize is a short online mathematics course of their choosing at Oxford Lifelong Learning. I thoroughly recommend that you take a look – and have a go!

Reed Williams is currently in Year 12 at Hautlieu, studying Chemistry, Physics, Maths and Further Maths. He intends to study for a Pure Mathematics degree at university.

TOM ROCK'S MATHS

Maths, but not as you know it!

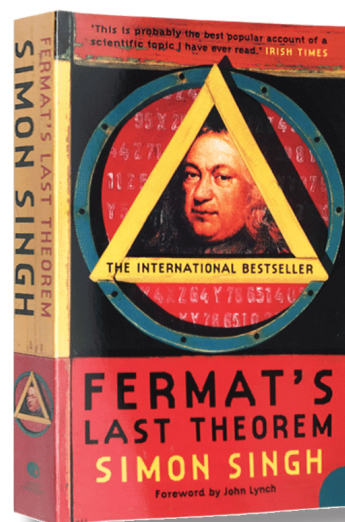
Every Flag In Powerpoint? (i.e. using only the tools included in that software), Graham's Number: How Close Can We Get To Infinity?, and 3D Mario, 2D TV (i.e. how objects on a flat screen are made to look three-dimensional). The essays are meant to be short – 2000 words or fewer

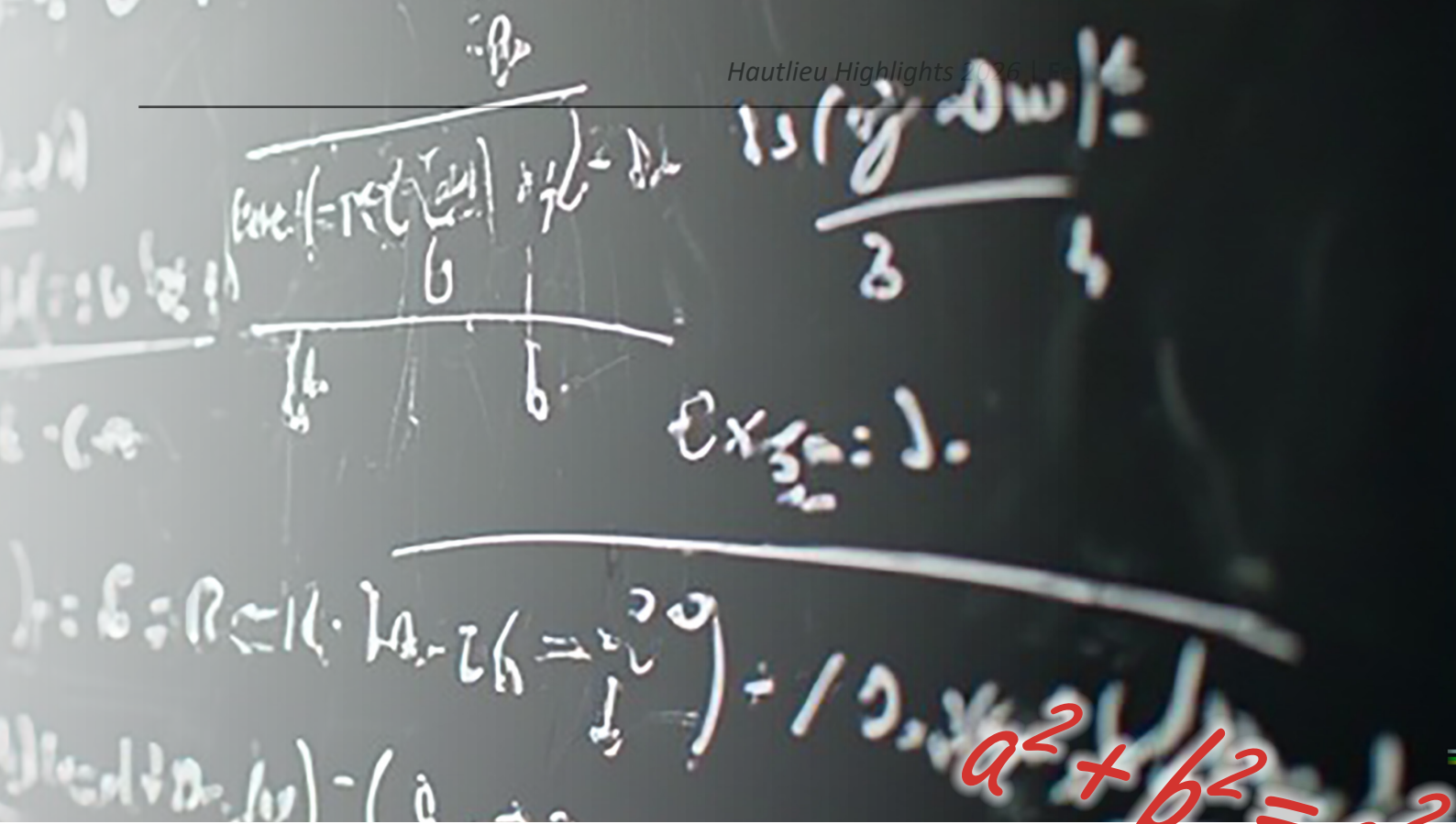
Recommended Reading

For many students, **Mathematics** can seem like a collection of formulae, conjectures and methods to memorise for exams. However, **Simon Singh's 1997 book, *Fermat's Last Theorem***, reveals a very different side to the subject – one filled with mystery, persistence, and remarkable human achievement. Here, **Luca Medda** summarises Dr Singh's best-selling work...

The enduring legacy of Fermat's Last Theorem is perhaps one of the most well-known examples of higher-

level mathematics within the general public. Simon Singh's fascinating exploration of the subject plays no small role in this





status. With his characteristic depth of discussion and attention to detail, Singh artfully lays out the sprawling tale of how an annotation scrawled in the margin of a 17th century text book captivated generations of mathematicians. In a way that even non-mathematicians can understand, Singh skilfully and simply explains the complex concepts and objects involved in this fascinating tale.

Fermat's Last Theorem states that there are no positive integer (whole number) solutions to the equation $a^n + b^n = c^n$, $n \geq 3$. It is known that there are infinite solutions for the cases $n=1$ (the trivial case, for example: $11+21=32$) and $n=2$ (known as Pythagorean triples, for example: $25+144=169$); however, for $n=3$ and up, no solutions could be found. Although seemingly simple, a proof that no solutions exist (or can ever exist) consistently eluded even the greatest mathematicians. What made this problem so captivating were the handwritten comments left in the late 1630s by French mathematician, Pierre de Fermat, in the margin of his copy of *Arithmetica* the 3rd century text by Greek mathematician, Diophantus of Alexandria. Fermat claimed to have a fully-formed proof for this centuries-old conundrum, but he did not write it down, "for lack of space". The

prospect that a proof existed using only 17th century mathematics inspired countless attempts to re-discover this theorem. While specific cases (i.e. solutions for the value n) were slowly verified, a full and certain proof of the infinity of such cases (i.e. for every value of n above 2) seemed out of reach. That was until the revolutionary work of Oxford University professor, Andrew Wiles, whose lifelong fascination with Fermat's Last Theorem led to an historic proof, finally published in 1995. Based upon his own BAFTA-winning documentary, *The Proof*, Simon Singh's book, *Fermat's Last Theorem*, is a sweeping and inspiring exploration of number theory (and mathematics as a whole), setting this colossal search for a proof against a wider backdrop of the history of mathematics.

Singh starts at the very beginnings of number theory – with the Pythagorean Brotherhood, and its 5th century BCE search for mathematical perfection. This leads neatly to Pythagoras' Theorem (in which the case $n=2$, noted above, is applied to a right-angled triangle), which sets the stage for the development of the field up to the modern day.

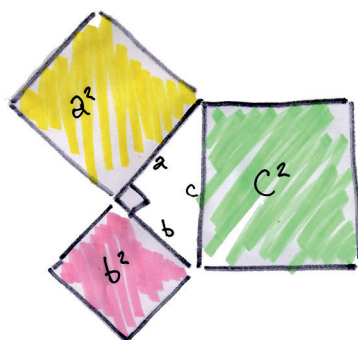
We then follow Singh through history, as new developments, techniques and fields are created,

with their relevance and key ideas clearly explained. The lives and times of the incredible mathematicians responsible for these revolutions are also explored, the likes of which include Sophie Germain and Kurt Gödel [see also Reed Williams' report on *Tom Rocks Maths* in these pages], whose inspiring stories are retold with meticulous detail. It is impossible not to become invested in the initial problem as this wider history unfolds, with each development bringing us one step closer to a solution to Fermat's Last Theorem. A large portion of the book is devoted to Professor Wiles himself, charting his journey from schoolboy to accomplished, award-winning mathematician – and now *Sir* Andrew Wiles. Singh's talent for factual yet emotional prose is especially evident here, with Wiles' deeply personal connection to the proof explored in a sensitive yet informative way.

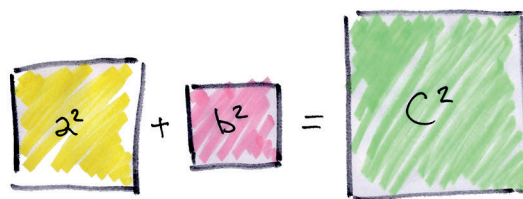
It is clear that Singh himself has a genuine fascination for mathematics, and a profound passion that becomes evident through this meticulously researched book. From the basics of mathematical proof to complex (imaginary) numbers, and from modular (repeating) forms to induction (more proofs), various relevant fundamental concepts are explained without

condescension or over-simplification – despite their complex, and in some cases highly abstract, nature. As a result, this book is extremely accessible, and is a must-read for anyone curious about the world of mathematics beyond the National Curriculum, regardless of their mathematical ability. It will leave you with a new-found appreciation of what it takes to tackle unsolved questions in mathematics, and what it means to be a mathematician.

What remains of course is the mystery regarding Pierre de Fermat himself. Andrew Wiles' proof deploys a vast array of complex mathematics discovered



and developed in the 300 or so years after that original margin statement – techniques to which Fermat himself could not possibly have had access. Could it be that the Frenchman had a far simpler solution? Was he mistaken in his claim? Or was he just lying to generate a legacy for himself?



Luca Medda is currently in Year 12 at Hautlieu studying Mathematics, Further Mathematics, Physics and Chemistry, as well as completing an EPQ [Extended Project Qualification] on Neanderthals in Jersey. He plans to apply to read Mathematics at university.

Even Further Maths

Charlie Yau left Hautlieu in 2024, after successfully sitting A levels in **Physics, Mathematics, Further Mathematics** and **Computing**. He has just completed his second year at Warwick University, where he is reading Mathematics. For this special STEM edition of Hautlieu Highlights, **Miss Jackson** contacted Charlie by e-mail to get his perspective on life at university...

CJ: What does your usual day at uni look like?

CY: The alarm rings and it is as annoying as ever! I get ready for the day and have a quick breakfast, before heading off to my first lecture. During lectures, I am normally furiously scribbling down notes and listening to what the lecturer is saying. After my lectures are done it's time to hunt for a spot to sit down and study and tidy up my notes. If I have any additional support classes, then I will also attend those. Following that, I'll have some lunch and have a walk around campus. It's a lovely way to clear your mind and just relax after however many hours of studying. I think the best part of the walks though is seeing and appreciating all of the natural wildlife; this is especially a treat around spring since that's when all the ducklings and goslings hatch! After my break, it's time to go back and do some more problem sheets, sometimes with friends. Finally, after a busy day, I head home for some dinner and rest.

How many lectures or study groups do you have a day?

On average, I have around 4 lectures a day, although this of course can vary depending on

module choices. My degree is divided into modules, each of which is like a mini A level that focuses on a specific topic. In the first and second years, the modules covered a variety of topics ranging from Analysis to Abstract Algebra to Probability. One of my modules even involved writing an essay (yes, Maths students also need to learn to write essays!). The primary teaching method for these modules is lectures, which consists largely of a lecturer talking and presenting the content to you. In addition, they may also use blackboards to sketch diagrams and write down definitions and more. In comparison to lessons at school, the most immediately obvious difference is that lectures will typically have hundreds of students in them (although this does tend to dwindle as term goes on!). They also go at a much faster pace. In school, we were given time to do questions during class, this very rarely ever happens in lectures; because of this, it is very important to take the initiative and practice questions in your own time – and attend any additional classes!

How do study and seminar

groups differ from lectures?

In addition to the lectures, there are also several more classes each week. In the first year, these consisted of twice-a-week, small-group supervisions that covered the core Mathematics material; in later years, there are weekly support classes for each module. Typically, these smaller classes are more focused on examples and problems to consolidate the material that you have already seen in lectures. Sometimes, if you're brave enough, you may go up to the blackboard to present your solution to the class! These group sessions also offer excellent opportunities to ask any questions that you have about the content. In general, to get the most out of the smaller classes, it is definitely a good idea to have attempted the problem sheets beforehand!

What do you do to balance study and social life?

There are many societies and clubs at the university. One that I frequent is the Bubble Tea Society; although, despite the name, we do not just sit around drinking bubble tea*. I think it is best described as a society where people come together to enjoy the fun events that they host – as

well as drink bubble tea! I have personally enjoyed many of their socials, ranging from energetic scavenger hunts to more-chilled board game nights. In addition, the Maths Society at Warwick also runs many events and socials. I frequently go to the academic talks that they hold, but then also stick around for hours after the talk discussing all sorts of (frequently non-academic) topics with friends. Even if you're not super-interested in every talk, it is still a brilliant way to meet new people. On top of all this, I was very fortunate to have a lovely group of flatmates in the first year; I still visit them a lot and we share various activities, such as bowling and watching films!

[*According to Wikipedia, "Bubble tea... is a tea-based drink most often containing chewy tapioca balls, milk, and flavoring. It originated in Taiwan in the 1980s and spread to other countries where there is a large East Asian diaspora population". It has now clearly also made it all the way to Warwick! Ed.]

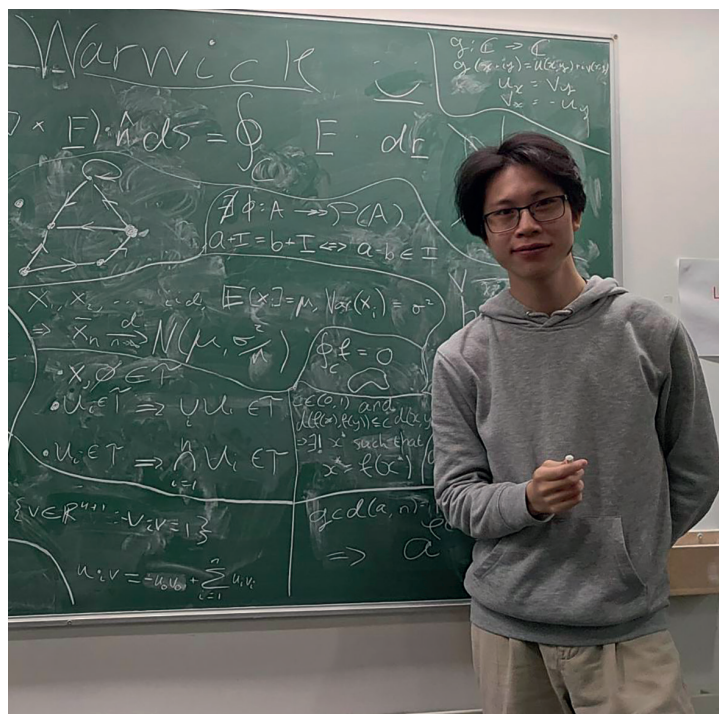
Why Maths?

A distinguishing feature of Maths is that once a statement or theorem is proven, it is undeniably true. There are no 'ifs' or 'buts'. In

Mathematics, we start with very simple definitions and make precise logical deductions to build wonderful theories. I would say that it is this precision and rigour that I enjoy the most. I recall being slightly annoyed in GCSE English with how often there was no 'correct' answer (I do now recognise that this has value in itself though!). I don't ever find myself having this sort of feeling with Mathematics, although I must say, it can be double-edged sword in the sense that if you are wrong, then you are wrong – no exceptions! Another aspect of Mathematics that I particularly enjoy is how far-reaching and

varied it is. From algebra, to probability, to statistics, to mechanics, to geometry, there is no end in sight when it comes to the places that Mathematics crops up.

No doubt there are many challenges when it comes to studying Mathematics; however, it is these challenges that make the subject what it is, and the reason people like it. You will like some areas of Mathematics more than others, and also find some of them more naturally difficult to grasp than others. Even in your favourite topic, at some point, the problems will get difficult and you will have no idea where to start. For me, this is



the biggest challenge in studying Mathematics: learning how to be stuck. Some assignment problems take me days even to figure out where to start, and that is absolutely normal. Perseverance and stubbornness are key. There are not many better feelings than – after spending ages on a problem – to have it click, and suddenly all is clear!

For any student considering Maths at university: I would advise you to read around the subject; whether that be books, articles or online videos. Whilst I do not have experience with many other subjects, I would say that Mathematics is possibly the

most different when it comes to comparing university and pre-university studies. For this reason, I believe it is extremely useful to at least get a prior taste of university Mathematics. The additional/further pure modules in Further Mathematics A level syllabus provide a decent baseline, but I cannot overstate how useful it is to read around the subject and do your own research.

Finally, for those who are already sure that they are going off to university to study Mathematics, here is some more advice. To succeed in this subject (or any subject really) at university, the most important qualities are: proactiveness and perseverance.

Unlike at school, there really is nobody stopping you from skipping all of your lectures and classes, and so it is vital that you hold yourself accountable and keep on top of the work. There is one quality that all of the lecturers and academics share: they all worked extremely hard to get to where they are. Some students may be more talented than others, but effort is what unites all who succeed.

And finally: a brief moment of reflection...

Whilst the past two years have certainly been some of the most difficult of my life, they have also definitely been some of the most rewarding. I have, of course, learnt a lot of Mathematics and honed my logical thinking skills, but above all that I think that university really forces you to grow as a person as well. To the reader, I wish you the best of luck in whatever you pursue, whether that's Maths at university, an alternative subject – or perhaps something different entirely. Thanks for reading!

Charlie certainly looks to be a very diligent student, but we would expect nothing less from an Old Hautlian! We wish him well.



Reaching for Respect

Civil rights, student rights and respect for others are a part of what we aim for naturally at Hautlieu, but recently, the school has been formalising these values by following the UNICEF UK Rights Respecting School Award programme. **Head of Student Development, Mrs Campbell** joined Hautlieu Highlights Editor, Ms Magowan, to explain her role in this initiative – as well as some ambitions for the future...

The Interview



LM: Who are you and what's your role in school?

MC: I'm Mandy Campbell and I am Head of Faculty for Business, Economics and Student Development. That includes things like in Internationalism, Student Skills and SMSC. So it's a broad range.

And SMSC is...?

Spiritual, Moral, Social and Cultural Development.

How did you become involved with the [UNICEF] Rights Respecting project?

We did have a Silver Rights Respecting initiative set up a number of years ago and it was set up and introduced in the school. We went through a process of getting bronze and then silver, but unfortunately the teacher who was in charge of that left, and over the course of the next few years we didn't renew because nobody picked it up. They only have a shelf life of about three years, so our silver expired.

And when we were starting this new role and we were talking about how to keep Internationalism going within the school, this is something that came to light. We posed the question, "what happened to that

then?" So that's sort of where it started, because this is a really fantastic link to maintaining our status as an international school. And that's how I ended up in it.

And what did it take to get to Silver? What kind of things did we have to do?

There's a process where we have to apply and then we have to put together a lot of evidence. There are nine outcomes that we have to demonstrate that we are meeting. And they cover a whole range of things, from just knowing what the rights are and understanding how that works. It's not an option for the school not to be ensuring that the students are able to access their rights.

From that base level, silver is not just about knowing about them, but proving that they're living them. And that's where the work came in. As a school we were already existing as a silver school, we just lost the badge. So it was really quite easy to recognize first and foremost that students are living their rights. But then we had to try and gather great evidence to show that they were and how they were.

And how do you go about gathering that evidence?

Well, we started in September, introducing the outcomes to the staff and saying, can you show me where this is? Asking them to look within themselves and what they were doing, and within their departments, any clubs, activities. So staff started gathering evidence of what they're doing, how the rights are written into their schemes of learning, examples in the classroom of things that they're teaching. And we had some fantastic examples come through where staff were able

to show, "look, this is it in our planning, this is how it developed into a class lesson plan. These are the resources that I've developed to go along and this is the outcome, this is the student work that reflects those rights," which was fantastic.

We also looked to things like school policies. Are the rights there? Are they visible? A lot of the policies have developed over time to include the rights, to either focus on ensuring students are accessing their rights through a policy or ensuring that the policy is clear and evident in terms of showing which rights it's targeting.

And then the big one: a focus on student voice. We've just developed so well in that over the last two or three years, the Student Council are doing amazing work, the staff working with the them, the Head Team. So it's really just about making that more clear, ensuring that there are clear strategies for student voice and that this was being taken seriously and included in some of the things that we were doing. A few surveys that came out, we resurrected the Student Charter and went back to the school population to take their opinion on what should be in that and what was important. So there was a lot of this sort of thing. Most of it was already there. It was just a case of making it explicit.



So what's next? How do we get to Gold?

If I explain the three stages...

Bronze is about knowing about your rights. Telling the school, telling the parents, letting everybody know that this exists and that you should know about it and this is why and you're entitled to it.

Silver's about living your rights. This is what we've been doing, this is how we are doing it, this is how it's feeding policy and the way we behave in school.

Gold is about acting for the rights of others. We're accepting that we do it for ourselves and that it's embedded in the school life. But now how do we create opportunities to make these things accessible for others.

What kind of things does that entail?

Okay, so on a local stage, that might be a student group looking at the way a certain group of students are being treated in school and finding perhaps that they're not being treated equitably, and then acting on their behalf to be make some changes; that could be in school level or, probably more likely, an island level. Getting involved with things like with politics, with action groups, with raising issues and knowing how and where to raise them and following through.

But more importantly, as an international school, this is about looking out from our small island. There are so many things going on in the world today where kids can't access their rights.

So what do we do about that?

You know, there's all sorts of things. It's not all direct action.

The Programme

The United Nations Children's Fund (UNICEF) UK's Rights Respecting Schools scheme takes the UN Convention on the Rights of the Child (UNCRC) as a guide, and embraces five core principles:

- Rights are for ALL children;
- Rights are there at BIRTH;
- Rights CANNOT be taken away;

We're not going to put our boots and our hard hats on and march off to somewhere to save the world; but we can save the world in small ways. It might be getting involved with something online to support a group that's taken actions.

We can think about making sure we're educated and we understand; that we understand bias and we understand what and where real things are happening, how do we get to the truth and take the time to formulate an opinion and be prepared to act. And we can do things more indirectly in our own behaviors. If you think about the environment and climate change and how children's lives are being so badly affected across the world by climate extremes.

We can't go over there, but if all of us take action, take a stand on climate and modify our behavior, walk to the shop, cycle rather than jump in a car, switch the lights off, turn the tap off; all these small things that we can do individually takes nothing, but as a mass it makes massive changes. And if we can do it, so can our parents, so can the next person, so can the next island, and as a mass take some responsibility.

These are the sorts of things now where it gets really exciting,

- Rights do DO NOT have to be earned;
- All rights are EQUALLY important;

The Rights Respecting Schools Award (RRSA) puts children's rights at the heart of school life.

The UK Committee for UNICEF works with schools to create safe and inspiring places to learn,



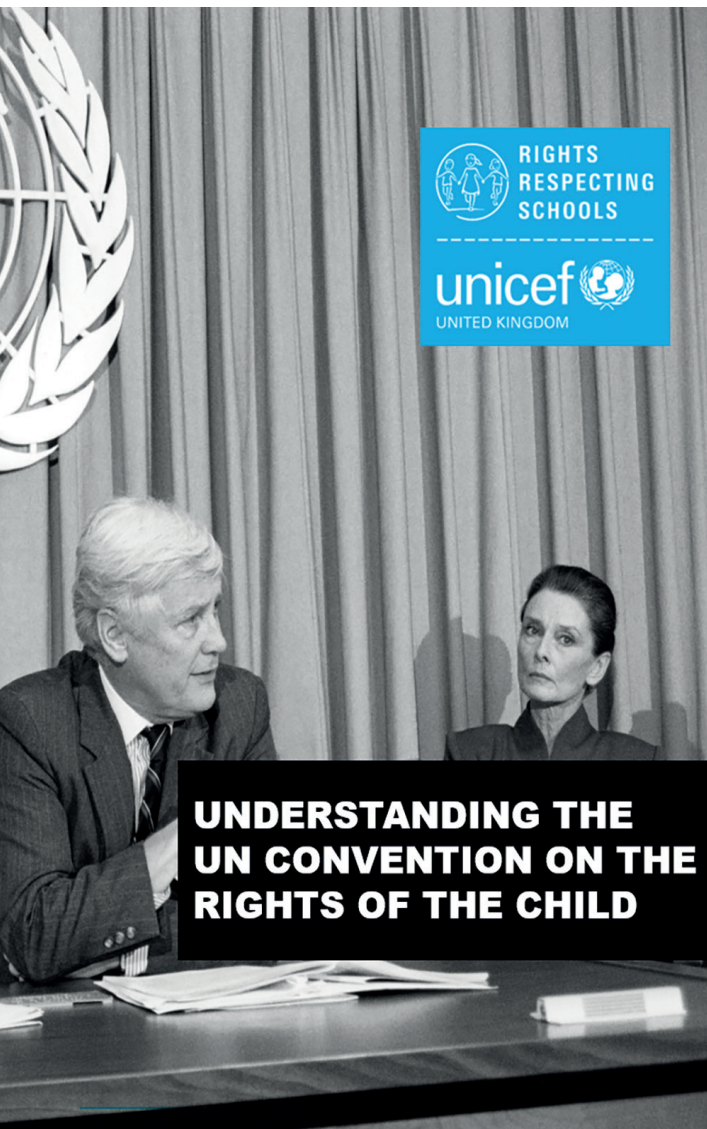
because we're really starting to look at, 'What do we care about?' And in order to care about something, you've got to be knowledgeable. So let's go and find out then make some decisions. How can we act here? How can we act in the world?

Fantastic. Thank you very much, Mrs. Campbell.

Thank you.

where children are respected, their talents are nurtured and they are able to thrive. The Rights Respecting Schools Award embeds these values in daily school life and gives children the best chance to lead happy, healthy lives, and to be responsible, active citizens.

Currently, more than 1.6 million children in the UK go to a Rights



UNDERSTANDING THE UN CONVENTION ON THE RIGHTS OF THE CHILD

Respecting School and over 5,000 schools around the country are working through the Award — on a journey to become fully Rights Respecting.

The Award recognises a school's achievement in putting the United Nations Convention on the Rights of the Child into practice within the school and beyond.

Going for Gold...

Schools involved in the Rights Respecting Schools Award



work towards the recognition that they have embedded children's and young people's rights in their school's practice and ethos. Schools are required to implement three evidence-based strands that cover the leadership of the school, knowledge and understanding of children's rights, ethos and relationships and the empowerment of children and young people.

There are three levels to the Award:

- BRONZE: Rights Committed
- SILVER: Rights Aware
- GOLD: Rights Respecting

Hautlieu is now on the journey to Gold. Silver and Gold accreditations are valid for three years, after which time the school will need to be re-accredited. This is a long-term commitment!

Our target, 'Gold: Rights Respecting' is granted by UNICEF UK

to schools that have embedded children's rights through every aspect of school life: practice and ethos, as outlined in the RRSA Strands and Outcomes [see the UNICEF website for details]. This journey enables leaders and teachers to strengthen students' sense of belonging and voice, and to create an environment for great learning.

To achieve our target level, Hautlieu will be assessed by an RRSA assessors who will look at the whole school's rights respecting work and the impact that has been made through embedding young people's rights into school life.

Achieving 'Gold: Rights Respecting' will mean that Hautlieu can show evidence of the following:

- The school has explicitly

adopted a child rights approach based on the United Nations Convention on the Rights of the Child, and has embedded it in school practice, ethos and culture.

- Children, young people and adults have an awareness and understanding of child rights, with rights respecting attitudes and language embedded across the school.

- The Award has had a positive impact on children and young people's learning and wellbeing.

- Inclusion and diversity are actively promoted and celebrated.

- Students see themselves as rights respecting global citizens and are advocates for social justice, fairness and children's rights at home and abroad.

- Leaders use the Convention on the Rights of the Child as a driver for school improvement.

- Children and young people also play an increasingly leading role in driving progress.

- Teaching and Learning involves modelling rights respecting language and attitudes and making strategic decisions that involve students.

- We can be ambassadors for the rights of others, helping them to develop as rights respecting citizens.

“A Rights Respecting School is a place where we can all feel confident with ourselves and it encourages us to use our voice. It has helped me build my confidence. It has helped me raise awareness of injustice in the world.”

A pupil from a
Rights Respecting Primary School
[quoted on the UNICEF website]

To get involved now, please contact **Mrs Campbell** at **a.campbell@hautlieu.sch.je** for ideas about what you can do to help get Hautlieu to Gold!

Art Strikes Back...

This edition of *Hautlieu Highlights* may be STEM focused, but that does not mean a slow year for the **Art Department**, far from it. Once again, they have been busy over there among the paints and pastels. In these pages, **Mr Cole** shares a *fraction* of the creative work that has been produced by staff and students, beautifying parts of Jersey, and in turn being inspired by the Island – and beyond...



Underneath the Arches

Our team of specialist, Year 12, mural painters embarked on a fantastic community art scheme in July 2026 – commissioned by ArtHouse Jersey, and ably lead by Mr Allen. For this project, the students responded to the theme, “Into The Blue”. Inspired by various aspects of Jersey’s rich maritime history, culture and mythology, they created a beautiful diptych that has received impressive reviews.

Look out for more of the same this coming year with another large mural designed and executed by Hautlieu School art students that will help to fill all of the Elizabeth Marina Arches and complete a truly vibrant and iconic new landmark.





Otherworldly Views

These paintings – on show in St Saviour's Church until April 1st – were the culmination of a visual investigation made between September and December. For the wider project, Year 12 students studied the human figure in a variety of contexts. They visited the church on numerous occasions to gather their thoughts about mortality and spirituality, inspired by the figures in the graveyard sculptures and the stained-glass windows.

They also visited Jersey Museum to study the human form in the context of history and narrative. Throughout this time, students kept visual journals, which they used to produce a series of images that reflected their investigation.

The St Saviour's Church works are a result of this process. 6-foot by 3-foot acrylic paintings on canvas, they echo the colours and forms seen in and around the church: the Lily Langtry sculpture, which was popular with many students, or the black lead framing of the stained-glass windows. As well as these temporary church paintings, students created their own human-figure sculptures out of concrete, as an evocation of 'permanence, physicality and nature'. These were installed in a forested area of Hautlieu School.

All of these works offer a sense of what young people think about and find important in their lives – beyond the material or social...





...And Photography Lens a Hand

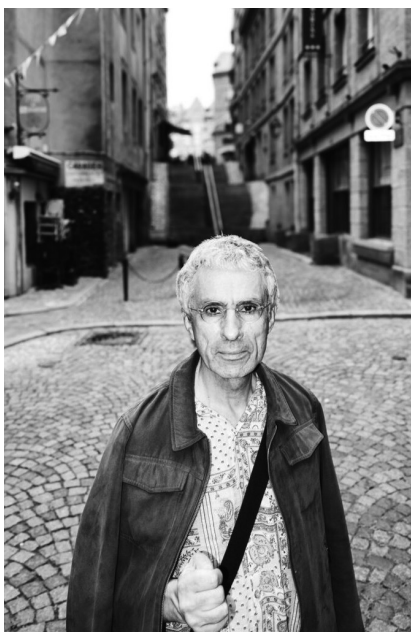
An edition of *Hautlieu Highlights* is never complete without a photo gallery, so back by popular demand are the distinctive and evocative images taken in Saint-Malo under the guidance of **Mr Toft** and **Mr Cole**. But before that, some inspiration closer to home...



St Ouen's Bay: An Exploration

Designed to encourage Year 13 students to explore the art of documentary storytelling, this day-of-photography focused on aspects of life in St Ouen's Bay, was facilitated by the Jersey Evening Post. Highlights included visits to various German bunkers and the Francis Le Sueur Centre (named for the much-loved former Hautlieu teacher). And, as we can see from these images, members of the RNLI Lifeguards and Jersey Surfboard Club provided plenty of interesting subject matter. We were joined by Hautlieu alumnus, George Blake, and local photographer, David Ferguson, who helped to guide the day's proceedings, highlighting techniques that hopefully shed a new light on 'life out ouest'...





St-Malo: A Return

The brief is simple: capture people going about their business. The result: workers, tourists, couples and *flâneurs* working, resting, basking in the sun and more. Inspired by the contrasting approaches of Henri Cartier-Bresson and William Klein, Year 12 students once again explored the streets and ramparts of Saint-Malo armed with DSLR and on the lookout for “the decisive moment”.

This annual pilgrimage to the ‘pirate capital of Europe’ is always a great way to cap off a busy year; an opportunity to wander with a purpose – and perhaps to sneak in a few crêpes and galettes too!





Leading the Way

This term marks an exciting new chapter for Hautlieu school community, as we proudly introduce our newly appointed **Student Leadership Team** – led by Head Girl, **Kate Follain** and Head Boy, **Lewis Carroll**. Bringing energy, ambition, and a shared commitment to making a difference, all team members have already made impressive starts in their new roles...

A New Chapter in Student Leadership



environment for all.

Planning is already well underway for one of the most anticipated events of the year – Chique Week (Charity Week). With creativity and teamwork at the forefront, the Leadership Team is working hard to organise a week full of engaging and exciting activities – all while raising funds for important causes.

We look forward to seeing the impact that Lewis, Kate, and the wider leadership team will have in the months ahead. With such a strong and enthusiastic start, the future of student leadership at Hautlieu looks to be in very capable hands.

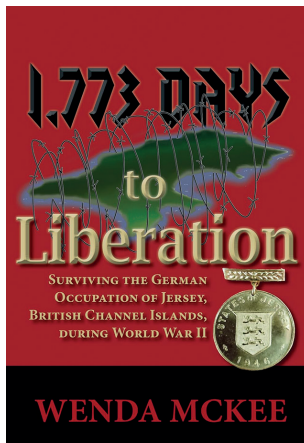
The new teams' journey began with a highly productive Student Leadership Planning Day, generously hosted by PricewaterhouseCoopers (PwC). This valuable experience gave the Team the opportunity to collaborate, share ideas, and begin shaping its vision for the year ahead. With guidance and inspiration from professionals, the Team left feeling motivated and

ready to lead with confidence.

Shortly after, the Team Members introduced themselves to the student body during assembly, where they shared their enthusiasm for representing the school and outlined their goals. Their message was clear: they are eager to listen, to lead, and to create a positive and inclusive school

Inspiration from the Past

Every year, former Hautlieu Head Girl (1951), **Wenda McKee** returns to Jersey from her home in Canada to celebrate Liberation Day. This year's pilgrimage was extra special, as she was here with her new book, *1,773 Days to Liberation*, her account of survival through the German occupation of Jersey during World War II.



Wenda's book was published on 12th April 2026, and is available on Amazon as a Kindle Edition.

Good luck Wenda. We look forward to seeing you back on Jersey again next year.



Working for Wellbeing

At the start of this year, **Isla England** secured the position of **Student Wellbeing Lead** for the Student Leadership Team – a position to which she has dedicated her time and energy consistently throughout her tenure. Working closely with **Miss Kedge** to promote wellbeing across the school, Isla has helped to support and lead the Student Wellbeing Committee. Below is just some of the important work undertaken by all of the **Student Support Team**...

Student Wellbeing Committee



The Committee had a busy and successful school year, arranging and promoting many events – with a central connection and focus, naturally, on promoting positive mental health and wellbeing throughout the school community.

October 10th was World Mental Health Day. To mark this occasion and to promote the importance of mental health, the committee arranged a free-to-enter raffle, open to all students to win a prize. Thank you to the Youth Enquiry Service (YES), part of the States-sponsored Jersey Youth Service (JYS), for providing many of the prizes: mugs, pens and stickers. YES offers advice and counselling support for young people aged 12 to 25; for further details, check out its website at: www.yes.je.

For Christmas 2025, the Committee organised various fun activities leading up to the holidays. The competition for the Best-Decorated Mentor Classroom

was won by Miss Holland and her Year 10 mentor group; while the Staff Mince Pie and Cake Competition was won by Miss Martin. More cake could be found in the hall with the Christmas cake and raffle sale, which was accompanied by a Christmas quiz. We hope that these activities helped to promote a sense of belonging and teamwork, while also promoting the importance of

giving by supporting local charities at Christmas. To this end, students also made a Just Giving Tree, where the school community was invited to donate toys for the Jersey Toy Appeal.

In February we celebrated Children's Mental Health Week and Kindness Week by encouraging students to complete random acts of kindness. These ranged from simple gestures – such as paying compliments, thanking teachers, opening doors, making someone a cup of tea or writing someone a letter – to buying a small gift for someone or helping elderly neighbours and supporting peers with schoolwork. A competition was set to see which mentor group could complete the most acts of kindness; the joint winners were groups led by Mr Moss (12ANM) and Mrs O'Prey's (12EOP) [although, as the latter is also Hautlieu's Staff Wellbeing Coordinator, perhaps this should come as no surprise!].

In May, the Student Wellbeing



Committee said goodbye to two of its founding members – Isla England and Amelia D’Orleans – as they venture onto the next part of their journey, taking their first steps beyond Hautlieu. We are very proud of you and we thank you for your support and commitment to the Committee and to the school over the past few years. The role of Student Wellbeing Lead has now been taken by Tatiana Eloureiro, who will begin work in the post in earnest as she enters Year 13 in September. Tatiana is also a Student Wellbeing Committee Founding Member. She has worked hard to support the Committee, helping to maximise its impact across the school – and will no doubt continue to do so in her new leading role. Congratulations and good luck, Tatiana!

May also saw the annual Mental Health Awareness Week, with this year’s theme being “Take Action.” Students were encouraged to do this by helping to clean up a garden space on the schools grounds – in return for a free ice lolly! Throughout the year, funds were also raised to go towards the restoration of this space; the plan is to turn the area into the Wellbeing Garden. Work and fund-raising is on-going, and it is hoped that the new garden will be ready for all to use by the end of the Summer Term.

Peer Mentors

This year, a number of Year 12 students trained to be Student Peer Mentors as part of an enrichment programme. These students will focus on supporting the new Year 10 students during their transition to Hautlieu. Congratulations to all of our mentors for successfully completing the programme.

The Hautlieu Award

The Hautlieu Award is presented termly to a student who demonstrates the school’s core values: Kindness, Fairness, Respect and Care. This year, the award was won by Alfred Kemp (Y10), for showing kindness and a willingness always to support his peers; and by Chemmy Delaney

(Y10), for being exceptionally caring towards another student. Congratulations to Alfred and Chemmy!

Isla England is currently in Year 13 at Hautlieu, studying Art, Biology and Psychology. She has applied to study psychology at university.



And The Hautlieu Award goes to...
Alfred Kemp and Chemmy Delaney
(presented by Mr Davies)



Sports Reports

As ever, it has been a busy year for the **PE Department**. Here, **Eliza Lehmann** presents a round-up of Hautlieu sporting activities – including some very exciting achievements by students beyond the school gates...

Hockey Highlights

The Year 10/11 Hockey Team delivered an impressive series of performances this season, competing against Beaulieu, Les Quennevais and JCG. In the opening fixture, the team demonstrated excellent attacking play against Beaulieu, moving the ball confidently and building structured phases of possession. Thea Thompson was awarded Player of the Match for her dynamic runs down the wing, as well as her ability to create multiple goal-scoring opportunities – even while favouring a one-handed grip on her stick! Defensively, the combination of Iris Willmet, Gemma Wery and Autumn Carro worked seamlessly to shut down opposition attacks, breaking up play and providing vital support that secured the team's first win of the season.

The second match, against Les Quennevais, began slower, with

Hautlieu conceding an early goal. However, a slight adjustment in formation, coupled with improved teamwork and communication, transformed the game. By the end of the first half, Hautlieu had taken the lead. Elina Durbano-Yard and Hannah Follain were instrumental in attack, consistently creating chances and driving Hautlieu forward to another well-earned victory.

The final two fixtures were played against JCG's First Team, a squad featuring a significant number of senior players. This presented an invaluable challenge for the Hautlieu team, supported on this occasion by several Year 12 students. Despite the strength of the opposition, Hautlieu rose to the occasion. Keira Wild delivered an outstanding performance in goal, and the team showed exceptional composure under pressure. In the final game, they held JCG to a 1–1 draw until the

final minute, when a late goal secured the win for JCG.

Overall, this season showcased Year 10/11 Hockey Team's resilience, development and ability to compete confidently against strong opponents. Their progress across the fixtures reflects both individual growth and an increasingly cohesive team dynamic.

Year 10/11 Hockey Team

Elina Durbano-Yard
Hannah Follain (c)
Autumn Carro
Thea Thompson
Keira Wild (g)
Lottie Fox
Gemma Wery (c)
Iris Willmet
Nicole Muthukui

Rugby Challenges

At the end of a very short season, the Year 10/11 Rugby Team played a fixture against a very strong De La Salle team at Grainville Rugby Pitch. The tackling and commitment on show led to a well-deserved Hautlieu try, but despite showing further resilience, perseverance and team spirit, the boys finished on the wrong end of a heavy score line. On March 10th, the team competed in the Lord Jersey Cup – a tournament won by Hautlieu in 2024 and 2025. This year's boys competed well and showed determination throughout the tournament, recording an impressive victory against Grainville. A

repeat success was not to be, however, as they lost all of their other games. Plans are already in place to regain the cup in 2027. Watch this space!

Meanwhile, the Year 12/13 Rugby Team participated in a Rugby 7s tournament against Victoria College, De La Salle and Guernsey-based Elizabeth College. Despite

losing all matches, The Hautlieu lads represented the school very well and were a credit to themselves throughout. They competed well in all games, showing perseverance and determination against the other teams who proved, in the end, to be a little too well organized!



Striking Out

And now, special mentions for Hautlieu students who have achieved sporting success this year, outside school...



Netball

A shout-out to Autumn Carro (Y10), Poppy Hughes and Emily Dove (both Y12) for being selected and playing for JETS 2 – the Jersey Netball 2nd team that plays in the UK Regional League. Well done, girls!

Hockey

Well done to Kate Follain (Y12) for her outstanding performance in Hockey, and for being selected to play for the Jersey Women's First team in the *Inter Insular Squad*. It's a great and deserved achievement that reflects Kate's hard work and dedication to the sport.

Football

Congratulations to Year 13 footballers Ewan Brodie, and Stanley Dunne and Riley Brennan (Y12) for being selected to play



in the *Under 21s Muratti*, where they beat Guernsey 5-2. What a fantastic achievement to represent Jersey in this prestigious match!

Rugby

Lyle Pitchard in (Y12), Jenson Russel and Archie Le Maistre (both Y13) have been performing with distinction in the Mike Richardson Sussex Colts Cup, reaching the final. Sadly, they were just beaten to the trophy by Haywards Heath RFC Colts, who won 19-17.

Swimming

Swimming now, and Sam Sterry (Y13) has added to his many previous achievements this year with the Jersey Sports Council Junior Perpetual Award in recognition of his outstanding achievement as a swimmer. Congratulations to Sam, whose continued swimming successes and goals are charted on the organisation's website at: jerseysportscouncil.com.

This this was also another successful year in the pool for Hautlieu's Swimathon participants. Students and staff swam 521 laps between them,

despite depleted student team numbers this year. Indeed, special mention should go to the only three girls who took part. Kate Follain, Cerys Hansford, Sophia Smith turned down generous offers of support from male students, and then turned in a total of 83 laps – 10 laps more than any of the other, larger teams! A total of more than £500 was raised by the Hautlieu Team



on the day. Well done to everyone who took part.

Well done to all of this year's Hautlieu sporting competitors, whether on the field, the pitch, the court – or in the pool!

Eliza Lehmann is in Year 13 at Hautlieu, studying Sports Studies, Psychology and Media, and has applied to study Educational Psychology at university.

Politics at Work (and School)

This year, Hautlieu student **Isabella Franca** had an article published in the *Jersey Evening Post*, exploring the disconnect between young people and local politics. Alongside this, fellow students **Jasmine Reddyhoff** and **David Palmer** undertook work experience at the *JEP*, which aimed to produce election-focused content targeted at younger audiences...

A Matter of Concern

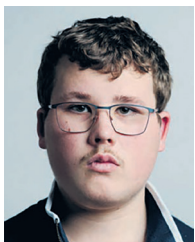


Isabella's article identifies a divide between young people and politicians, who are often perceived as distant and disconnected

from everyday youth experiences. This perception can reinforce negativity and mistrust on both sides with young people feeling "unheard" on issues which affect them; for example, the limited post-A level opportunities for further training and study locally.

Isabella notes that youth-voter turnout in 2022 was just 17%. This supports the notion of a "feedback loop" in which limited youth involvement leads to reduced political outreach, further reinforcing perceived disconnection. She argues, however, that when young people are given meaningful opportunities – such as the Fort Regent consultation – they respond positively and engage in large numbers. Her article emphasises the need for clearer communication coupled with strong educational foundations to ensure that young people feel informed and included.

Issues Arising



David reflects positively on how the recent election campaign in Jersey brought politics into everyday life – from leaflets

and posters to school visits and social media. What began as initial curiosity for David quickly developed into a sustained interest, with political discussions becoming a regular part of

conversations among friends and in online spaces.

David describes the act of voting as "straightforward, but meaningful". While the process itself was simple, it represented the culmination of weeks of learning, reflection and engagement with the issues. Perhaps most significantly, he emphasises the strong sense of community on Polling Day. The experience brought together people of all ages and backgrounds, creating a shared moment of participation and anticipation. For David, this demonstrated the positive role that politics can play in uniting the community, as well as encouraging active involvement in shaping Jersey's future.

A First-Time Voter



Jasmine describes her first experience of voting as "exciting and empowering". Whilst the responsibility of influencing

the Island's future initially felt daunting, it also sparked a strong sense of curiosity and engagement. Opportunities at school to meet and question candidates played an important role in building Jasmine's understanding and confidence. These interactions helped her to feel better prepared to make informed choices – a demonstration that young people's views can be sought and valued by those seeking power.

The initial polling station experience naturally felt unfamiliar, but Jasmine approached it as a significant learning opportunity. She reflects that, by the end of the process, she had a strong sense

of achievement and pride in having taken part in her first election – a demonstration that meaningful support and access can turn uncertainty into positive engagement.

Hautlieu in Action

At Hautlieu, political education begins in Year 10 PSHE, where students are introduced to the structure of the States Assembly and explore why voting matters. This foundation is strengthened through Year 11 and Sixth Form assemblies, which revisit these themes and connect them directly to real-world political events, including the recent election. Learning is made dynamic through interactive workshops, which focus on how to navigate manifestos, evaluate candidates' priorities, and make informed decisions. And a mock ballot helps to build confidence and familiarity with the voting process itself – ready for the real Polling Station.

A highlight of this year's programme has been the Candidate Fayre, where students in Years 11 to 13 met local candidates face-to-face. This provided an invaluable opportunity to ask questions, challenge ideas and understand different perspectives first-hand, making politics feel more accessible, relevant, and responsive.

These learning experiences at Hautlieu have been helping to bridge the perception gap identified by Isabella in her *JEP* article. They reflect the school's commitment to developing politically aware and active young people – future voters confident in using their voices to help shape our island.



microscope slide, Joana Martins

