

# ELIZABETH COLLEGE



## Prospectus

Elizabeth College  
The Grange  
St Peter Port  
Guernsey  
GY1 2PY  
Telephone: 01481 726544  
Email: [secretary@elizabethcollege.guernsey.net](mailto:secretary@elizabethcollege.guernsey.net).

[www.elizabethcollege.gg](http://www.elizabethcollege.gg)



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## Principal's Welcome

I am hugely proud of this unique and vibrant place. It is a school full of local character with a fascinating history and great tradition of scholarship. Yet whereas many schools have fallen slave to plain academic ambition in recent times, Elizabeth College shows us clearly that such achievement does not have to be won at the expense of a broader education. Yes, we take enormous pride in our superb examination results at GCSE and A level every year, but we are equally determined that our pupils live happy, fulfilling and stimulating lives through taking part in all the other activity we have to offer. Whether it is sport, the CCF, the Duke of Edinburgh programme, music, drama, or any one of a multitude of clubs and societies, we make it our priority to get all pupils involved in such pursuits to complement their studies, develop their confidence and give them that wonderful feeling of 'esprit de corps' which comes with such involvement.

The College has a great tradition of service to Guernsey and the positions of many Old Elizabethans in the Bailiwick bear clear testimony to that. Whilst our island home defines much of what we are, we also feel that it is our duty to broaden the horizons of our young men and women and make them aware of what the UK and rest of the world has to offer; over 100 off-island trips and expeditions a year provides clear evidence of that!

I am also delighted to continue the great tradition of inclusivity at this school. Throughout our history we have welcomed pupils from all walks of life and with a great range of individual gifts and talents. Our 'outstanding' pastoral care (ISI Inspection March 2009) and house system ensure that all pupils feel valued and welcome within the school.

Being conscious of our amazing heritage, we operate in a fairly traditional way; not stuffy or overly formal - but disciplined, organised and respectful. Pupils are expected to be smart and courteous, with the traditional Christian values of compassion and respect forming the basis of our community. We want our pupils to feel proud of the College and enriched by their experiences here, making them smile when, subsequently, they recollect their days at school.

So the active promotion of scholarship, the development of character through involvement, the broadening of horizons, the reinforcement of Christian values and good manners: these aims are not new to Elizabeth College but ones we continue to emphasise, hence the school motto 'Semper Eadem'; always the same.

George Hartley  
Principal



## Elizabeth College History

Elizabeth College was founded in 1563 under the orders of Queen Elizabeth I. Elizabeth referred to it as her "Grammar School", which would probably lead to some confusion today. It was the fourth school to be established on the island, the others being the (approximate) equivalent of primaries in St Peter Port, St Peters and St Martins. These schools were only parish schools, which provided very little in the way of further education, and so the Queen decreed that the College should be built. She also gave funds for a similar one in Jersey, which was never built, due to the funds being misused.

The island was in religious confusion, with the Presbyterian system having been newly introduced. One of the school's main aims was to create a religious unity that would suit Elizabeth's wishes. In order to achieve this, Franciscan friars were moved off their lands on La Rue Des Frères, where the College still stands. The College lands extended from College Street through the Grange all the way to Upland Road. However, the main College building of the time was the Cottage on the corner of the current campus, near to the top of Smith Street (Le Rue des Forges).

Five years later, the Governor officially handed the Island over to the States of Deliberation, under whose control the Island has been ever since. The States have been a College sponsor since their creation, but have always refrained from making the College a States school.

The College, despite early help, was not always in such a good position as it is now. Early records show the College students' number going from above fifty to below ten. The Principal of the College for its first five years, Dr. Adrian De Saravia, was a member of the Franciscan church, although not related to the monks who had previously resided in the college grounds. He had an exceptionally interesting life, founding churches and sects on the continent, going through the ranks of the clergy, being headmaster of two schools at different times, even being military chaplain to William of Orange! He left the College to join the team translating the King James Bible and never returned.

During the English Civil war the College was a bastion of Republicanism, the Royal Court even sitting here when they came under fire from the Royalist Castle Cornet.

In 1824 Lieutenant-Governor Sir John Colbourne ordered a public inquiry into education at the College, which culminated in a rechartering of the College by the States of Deliberation. One outcome of that rechartering was a commitment to create a new building to house the school, this was funded by an impôt tax on spirits and remains the main College building today. The building was designed by John Wilson and the foundation stone was laid on 19th October 1826. Since that time the school has flourished and grown from around 100 pupils in 1826 to around 750 pupils today across the Junior and Senior Schools.

All alumni of the school are invited to become members of the Old Elizabethan Association, which has an active membership and its own programme of very well supported annual dinners and sporting activities.



## Elizabeth College Ethos

**Elizabeth College provides a rich, diverse and exciting experience for all its pupils, enabling them to flourish and make the very most of themselves.**

We do think that it is vital that our pupils enjoy their schooling: therefore, we have a role to make education as pleasurable, rewarding and stimulating as possible. With so many subjects to choose from, great facilities, excellent teaching and such a huge variety of sport and extra-curricular activities, it is no surprise that most of our pupils love their time at College and remember their days here extremely fondly.

### Aims

- **To instil traditional Christian values, manners and a strong sense of service to others to enable our pupils to live lives that matter;**

We unashamedly put much emphasis on good manners, self-discipline and high moral standards at the College. If we are to produce happy, courteous and well-respected leaders, I see these attributes as pre-requisites. We also strongly believe in the altruistic notion of service to others. Whether it be within one's family, at school, in the island community or as global citizens, we all have a duty to contribute positively.

- **To encourage a love of learning so that all our pupils can achieve, or even exceed, academic expectations;**

Whilst our excellent GCSE and A level results speak for themselves, we do not just take pride in our top students with their garlands of straight A\*s; we also strive to ensure all our pupils do better than expected, at whatever level that may be. Our reporting and assessment system ensures all pupils are continuously monitored according to their own abilities. Doing well at school, however, is not just about ticking boxes and accumulating certificates: we put a real emphasis on our students taking genuine pleasure in their learning and relishing scholarship.

- **To provide a wide variety of extra-curricular activities and sports so that all pupils can find their niche;**

We strongly believe in the merits of a broad education and therefore encourage all our pupils to be involved in extra-curricular activities. Whether it is sport, music, drama, CCF, outdoor pursuits or any one of a multitude of other activities available, pupils derive great pleasure from such participation. They also develop essential life skills such as confidence, teamwork, leadership and perseverance. Such skills and character traits cannot be easily taught in classrooms!

- **To present opportunities for the broadening of horizons and the development of future leaders in all walks of life;**

Whilst we love Guernsey and all it has to offer, we also recognise the value and importance of getting our pupils off the island to enjoy experiences in the UK and wider world. With more than 100 off-island trips and expeditions every year, all our pupils have ample opportunity to make the most of such wider educational experiences. We expect that the majority of our leavers will head off to the UK for university and their early careers, with many likely to return as Guernsey's future leaders.



## Curriculum

We work with parents to achieve the best education for their children in all areas. We are ambitious in challenging our pupils not only to fulfil but also to maximise their potential in their studies and their activities. The education of the mind and body go hand in hand, as the one informs the other. Happy, emotionally fulfilled and active children achieve the best results. We therefore place the highest value on the quality of teaching and learning both in the classroom and in our extra-curricular programme.

Our aim is to provide inspirational teaching that challenges and extends the abilities of all our students, recognizing their individual needs and encouraging in them a genuine love of scholarship. Encouraging individual thought and independent learning has enabled us to create a closer focus on each boy to ensure that he is understanding and progressing with his studies.

Communication with parents and Heads of Year is an important part of this process. We welcome feedback and will contact parents if there are any concerns with progress. Early communication is the key to solving many difficulties.

### Key Stages 3 and 4

The core curriculum consists of English, Mathematics, Science and a Modern Foreign Language (French, German or Spanish). These subjects are studied at Key Stages 3 and 4. Boys also study Art, Classical Studies (with Latin), Design Technology, Drama, Geography, History, Information and Communication Technology, Life Skills, Music, Physical Education and Games, and Religious Studies.

Ability setting is introduced initially in the core subjects, to assist in the effective delivery of their teaching to the whole year group. These are carefully considered using the evidence of term and test performances along with those which measure ability that are used as our benchmarks for grading boys each half term.

As they mature, boys discover where their strengths and interests lie and so which directions they want to pursue with their education. We encourage them to study more than one Modern Foreign Language, and to develop their abilities in Creative Arts. At GCSE, they will select three options for study in addition to the core curriculum, making decisions as to whether to study combined or single sciences and which Modern Foreign Languages.

### Sixth Form

In the Sixth Form, boys are encouraged to select four subjects for study at AS level with most going on to complete three at A2. Our Sixth Form Partnership with The Ladies' College enables the Colleges to offer a wider range of choices, including subjects such as Economics, Film Studies, Photography and Psychology.

The majority of boys go on to study at University many at Russell Group Universities, with some choosing to undertake more vocational training or enter the workplace locally. A programme of careers advice and support is delivered throughout Years 10-13.



## Homework

Homework will encourage your son to put what he has learned into practice. He will develop self-reliance, and self-discipline. Homework has many important functions, which include:

- Helping students to make more rapid progress in learning
- Encouraging independent learning and self discipline
- Allowing students to practise skills learned in the classroom
- Giving students the opportunity to use materials and sources of information that may not be available in the classroom
- Involving other members of the family in the student's work to their mutual benefit
- Giving opportunities for sustained research
- Giving students experience of working to deadlines
- Aiding the preparation of learning styles essential for success at tertiary education

Homework is set according to a specific timetable for each Year Group and seeks to be relevant, appropriate and interesting. Year 7 students are given a fortnight without homework in which to settle into the school routine, after which they are set a combination of traditional style short tasks alongside guided independent research activities aimed at developing their independent learning. This pattern is extended and developed over succeeding years at Key Stage 3. In the GCSE and A level years, homework becomes focused on exam preparation, steadily increasing in length and frequency.

## Reporting and Assessment

Communication is fundamentally important to us. Regular feedback about academic performance is provided by careful and consistent marking of work, by comments to individuals and groups, in discussions with parents and in formal reports. Mid-term gradings give an indication as to whether boys are working to their potential. They provide immediate information on student performance with brief comments if required. Each term ends with a fuller written report along with a further grading.

Annual Parents' Evenings provide the formal opportunity for parents to meet with subject teachers. However, we urge parents who are concerned about their child's performance to make immediate contact with the teacher, tutor or Head of Year at College rather than waiting for the next parents' meeting, and risk the situation deteriorating.

The assessment of student achievement should be regarded as one component of the overall programme of educational planning in the College. The system of reporting seeks to ensure that parents and pupils are fully aware of both general and individual progress. It is intended to support educational goals, give positive reinforcement to our pupils and give valuable feedback to the classroom teacher.



## Learning Support

We aim to support all our boys throughout their time at College, recognizing their different strengths and learning styles. Those who have particular learning needs which may not so readily be served only in the classroom may benefit from additional help from the Head of Learning Support.

Boys for whom English is an additional language (EAL) may also benefit from extra support.

Early identification of any learning needs is important and may involve a more formal assessment by the Head of Learning Support. Elizabeth College identifies three levels of support which have varying responses according to the need. The wishes of the boys and their parents are of course fundamental in the support we offer and any provision is kept under regular review, with regular communication between the Head of Learning Support and parents.

Elizabeth College applies the National Association of Special Educational Needs (NASEN) principles that a child may have a learning difficulty as a result of one, or a combination, of conditions, which may be temporary or long term, mild or severe. Likewise we recognise that all children and young people are of equal value; they have the same basic emotional, social and educational needs regardless of their gender, ethnic origin, ability or disability. However, some children and young people will have additional needs that require extra help and resources.



# ELIZABETH COLLEGE

## Pastoral Care

At the heart of Elizabeth College is a compassionate and caring environment based firmly on Christian values. We find that teaching and learning are all the more effective when students feel valued, secure and happy to be at school. It is our aim that every Elizabeth College student comes to school each day knowing that they will be able to enjoy their learning experiences without someone else making their life unpleasant or distracting the teacher from what he or she is trying to do.

In order to achieve the 'outstanding' level of pastoral care that Elizabeth College delivers, it is essential that parents feel comfortable in communicating any concerns or worries. Our aims as teachers and parents are the same: the happiness, well-being and success of each student.

In keeping with our unique history and heritage, the College operates in a fairly traditional way. We aim to develop confident and reflective young men who develop a love of learning and embrace the opportunities that an Elizabeth College education affords. We equip our pupils for leadership and service, with a sense of responsibility, charity and the ability to take risks.

On arrival at College the boys are placed into four Houses (North, South, Town and Country). Each student will have a House Tutor who will be the immediate point of contact in the event of social or behavioural concerns, or when an academic problem has proved difficult to resolve with the relevant subject teacher. If parents have a concern about the progress or welfare of their sons, they should contact the relevant Year Head. It is our intention to address any parental concern to the best of our ability and with the utmost urgency. If necessary the school secretary will make an appointment to meet with the Year Head as soon as possible. On occasions, urgent or particularly delicate situations arise out of school hours and in such circumstances Year Heads are available to talk to parents on their private telephones. We offer this service to our parents because we take seriously the development and well-being of all the boys in College.

There is a comprehensive induction process for all new students; this process starts before the boys arrive in College through strong links fostered by Mr Tim Slann (Head of Year 7) and our feeder schools. The induction process includes an effective peer mentoring system as we seek to make the transition to senior school as seamless as possible. Prior to their son's arrival at College in September, parents of the new Year 7 intake will be invited to a meeting in June at which they will be able to meet their son's Tutor and Head of Year.

Our driving motivation is that Elizabeth College boys feel valued, supported and with the confidence and skills to lead happy and fulfilled lives. We would like our pupils to leave with a genuine sense of pride in the College and an awareness of their responsibilities to lead and to serve.



## Extra-Curricular

We enable our pupils to learn what is right for themselves and the community. We do this in many ways other than formally in an academic setting. One of these ways is through our extra curricular programmes. Pupils are given the chance through these activities to shine in areas other than academic studies.

### Music

The Upper School has a proud tradition of musical accomplishment. In addition to the taught programme, the Director of Music and Head of Strings arrange individual lessons and, with the help of talented staff members, supervise choirs, orchestras and two wind bands.

### Drama

We recognise the importance of offering the opportunity of dramatic expression to students and there are regular College productions, often in conjunction with The Ladies' College and/or Blanchelande College.

### Sport

Sport has a high profile in the Upper School and students perform at an outstanding level in our major sports of Football, Hockey and Cricket. Teams tour schools in mainland England and have an enviable record of success. Many other sports are on offer including Tennis (where the College has several times reached the national finals), Athletics, Badminton, Basketball, Cross-Country Running, Fencing, Golf, Rugby, Sailing, Shooting, Squash, Swimming and Volleyball.

### Outdoor Pursuits

Outdoor activities available to the boys include Canoeing, Life-Saving and Climbing. These often form part of the programme for the Duke of Edinburgh Award Scheme which offers many opportunities for growth and development to a large number of College students.

### Combined Cadet Force

Of all of our activities perhaps the most celebrated is the Elizabeth College Combined Cadet Force (CCF) which was founded in 1902. Membership is optional and open to all pupils in Year 10 and above. After their initial training cadets choose to serve in either the Army, RAF or Navy sections. The CCF offers students a chance to develop leadership skills, engage in a variety of challenging pursuits and enjoy a special sense of team spirit and camaraderie. The CCF forms the official Guard of Honour at many States functions.

### Hobbies and Interests

Many clubs and interest groups, catering to a wide variety of tastes, operate at lunchtime and after school. In addition members of staff are encouraged to lead curriculum-based and extra-curricular trips to the UK mainland and abroad. Popular destinations include London, Bath, the Cotswolds, France, Spain and Greece.



## Community Service

In the Sixth Form students can opt to become part of the College's Community Service group which offers assistance to a wide range of island people.

## School Council

The School Council was set up to enable pupils to take an active part in school decision-making, while developing a partnership that includes members of the whole school community. Pupils of each year group send their chosen representatives to School Council; these representatives, led by the Senior Prefect, meet five times per year.

The pupils learn how to present reasoned arguments, accept why their proposals may not always be carried out and experience what it means to be a 'good citizen' in their community.

The School Council is actively involved in decisions which affect all pupils in the school, including which charities should be supported or changes in uniform policy and other regulations. This valuable learning tool helps members of the whole school community to get to know and respect the views of others.



## Recent Examination Results

To aid comparison these are presented as the numbers achieving each grade rather than percentages. In assessing these figures please bear in mind that the intake into Elizabeth College comprises a wide spread of ability.

### A Level Results

	A*	A	B	C	D	E	U	No. of Candidates
<b>2011</b>	17	47	38	32	12	5	0	51
<b>2010</b>	20	47	47	40	17	5	1	58
<b>2009</b>		84	43	21	13	2	4	56
<b>2008</b>		55	29	24	11	5	0	42
<b>2007</b>		71	65	34	5	0	0	58
<b>2006</b>		49	42	30	15	8	0	55
<b>2005</b>		42	48	45	12	9	2	57
<b>2004</b>		55	41	31	20	3	1	52

- A fantastic 100% pass rate.
- Over a quarter of Upper Sixth formers gained three or more A\*/A grades at A2, with an impressive 89% of the results graded A\* to C.
- Half of the students achieved a UCAS score of 360 or more, which is equivalent to 3 A grades.
- 11% of entries were awarded the new A\* grade (requiring a mark of over 90% in A2 exams) and these were achieved across 9 different subjects, most being in Maths and English.
- One student achieved 3A\*s and another two gained 2A\*s.

### GCSE Results

	A*	A	B	C	D	E	F	No. of Candidates
<b>2011</b>	146	239	187	83	34	6	1	64
<b>2010</b>	225	258	172	78	34	2	0	73
<b>2009</b>	154	184	145	66	14	5	1	54
<b>2008</b>	196	224	145	79	24	2	1	65
<b>2007</b>	201	259	193	80	11	4	0	73
<b>2006</b>	132	162	168	104	30	3	0	58
<b>2005</b>	134	235	229	100	34	6	0	70
<b>2004</b>	117	130	152	170	54	11	2	68

- Pass rate of 94.2 % at grades A\*-C with the great majority of boys taking GCSEs in 10 or 11 subjects.
- 94% of College students achieved an A\*-C pass rate in at least 5 GCSE subjects, including the three compulsory core areas of English, Maths and Science.
- The average points per candidate was a record high at 67.7 (A\* = 8 points, an A =7 etc. so 64 points equates to eight A\* grades).
- 21% of results were at A\* grade and 55% grade A\* or A.
- One pupil gained 15 A\* passes and two other boys achieved 12 A\*s and 11 A\*s respectively
- A quarter of pupils passed 10 or more subjects at A\* or A.
- Over half the boys gained six or more passes at A\* or A.



## Destinations of those who left the Upper Sixth in 2011

The vast majority of Upper Sixth leavers moved onto University or other Tertiary Education. Despite concerns about the increasing competition for University places this year, almost all the College students who applied have secured places onto highly competitive courses at the best rated.

The most popular university destinations this year were Durham (5), Birmingham (2), Cardiff (2), Exeter (2) and UCL (2). The most popular courses were Geography & Geology (3), Engineering (various) (3), Architecture & Architectural Studies (3) and Law (3).

A significant minority of leavers this year decided to enter employment directly, generally taking up vocational training schemes such as accountancy qualifications (5).

**A more detailed breakdown of College's examination results is published annually in a States' Billet, is available on our website or can be obtained from the Principal's Secretary.**



## Upper School Clothing List

### ALL CLOTHING MUST BE CLEARLY MARKED WITH NAME LABELS

#### Forms 7-11

Navy blue Blazer	Regulation with badge from Fletcher Sports
Trousers	Charcoal grey from Fletcher Sports
Shirts	White
Pullover (optional)	Navy V-neck
Ties	House Tie (spares from Bursar's Office)
Socks	Dark grey or black
Footwear	Black and polished shoes
Belt	Black leather
Scarf (optional)	School scarf only
Top coat or Anorak (optional)	Navy blue or black (to cover blazer)

#### Sixth Form

Suit	Smart, dark two-piece suit plain in design
Shirts	Formal shirt suitable for a business environment
Shoes	Black or dark brown (polished) leather shoes
Ties	The Sixth Form tie, House or Colours tie
-Lower 6 <sup>th</sup>	As above or smart tie to match shirt
-Upper Sixth	

#### For Football and Hockey

Shorts	White
Shirts	Blue reversible Games Shirt and one House Shirt Country (green), South (yellow), North (red) or Town House (blue)
Socks	Navy blue with sky blue turnover
Tracksuit trousers	Plain navy blue (Prostar)
Sweatshirt	Navy blue with College Crest
Waterproof jacket	Navy blue with College Crest
Appropriate footwear	Football boots / Astro boots
Shin pads	Compulsory for Football and Hockey
Mouthguard	Compulsory for Hockey

#### For Physical Education and Athletics

Shorts, short socks	White
Polo Shirt	White emblazoned Elizabeth College
Training shoes	Predominantly white with non-marking soles

#### For Cricket

Sweater	Plain white or regulation College pattern
Shirt	White
Trousers	Blue tracksuit bottoms
Cricket trousers	White (for representative teams)
Appropriate footwear	Predominantly white
Cricket box	For representative teams

#### For Swimming

Swimming shorts	Plain navy blue
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**All uniform, sport clothing and goods may be obtained from Fletcher Sports in the Arcade  
([www.fletchersports.co.uk](http://www.fletchersports.co.uk))**



## Term Dates

### 2011-12

#### Michaelmas Term 2011

Term Starts	Thursday 8 <sup>th</sup> September
Half Term	<u>12.30 pm Friday 21<sup>st</sup></u> to Friday 28 <sup>th</sup> October
Term Ends	12.30 pm Wednesday 14 <sup>th</sup> December

#### Lent Term 2012

Term starts	Thursday 5 <sup>th</sup> January
Half Term	Friday 10 <sup>th</sup> to Friday 17 <sup>th</sup> February inclusive
Term Ends	12.30 pm Friday 30 <sup>th</sup> March

#### Trinity Term 2012

Term starts	Tuesday 17 <sup>th</sup> April
Bank Holiday	Monday 7 <sup>th</sup> May
School Holiday	Tuesday 8 <sup>th</sup> May
Liberation Day	Wednesday 9 <sup>th</sup> May
Bank Holiday/Diamond Jubilee (Half Term)	Monday 4 <sup>th</sup> June/Tuesday 5 <sup>th</sup> June
Term Ends	12.30 pm Friday 6 <sup>th</sup> July

### Provisional Term Dates 2012-13

#### Michaelmas Term 2012

Term Starts	Thursday 6 <sup>th</sup> September
Half Term	<u>12.30pm Friday 19<sup>th</sup></u> to Friday 26 <sup>th</sup> October
Term Ends	12.30pm Friday 15 <sup>th</sup> December

#### Lent Term 2013

Term Starts	Tuesday 8 <sup>th</sup> January
Half Term	Friday 8 <sup>th</sup> to Friday 15 <sup>th</sup> February inclusive
Term Ends	12.30pm Wednesday 27 <sup>th</sup> March

#### Trinity Term 2013

Term Starts	Thursday 11 <sup>th</sup> April
Bank Holiday	Monday 6 <sup>th</sup> May
Liberation Day	Thursday 9 <sup>th</sup> May
Bank Holiday/Half Term	Monday 27 <sup>th</sup> May
Term Ends	12.30pm Friday 5 <sup>th</sup> July



## Directors & Staff

**Visitor** The Bishop of Winchester

**Directors**

The Very Reverend Canon K Paul Mellor (Chairman)

Advocate Russell Clark

Professor Richard Conder

Nicolas Guillemette

Kelvin Hudson

Deputy Allister Langlois

Stuart Le Maître

John Perkins

Merise Wheatley

**Clerk to the Board of Directors & Bursar** John Willis

## Upper School Teaching Staff

**Principal** George Hartley MA MSc

*Geography*

**Vice-Principal (Academic)** Richard James BA

*English*

**Vice-Principal (Pastoral)** Jonathan Shaw BA

*History*

**Asst Principal (Head of Sixth Form)** Charles Cottam MA CTABRSM

*Latin, Ancient History*

**Asst Principal (Pupil Progress & Compliance):** Paula Cross BA ARCM

*Music*

Brian Aplin BSc

*Head of Yr 10, Geography, Life Skills, CCF, Games, Outdoor Activities*

Charlotte Buchanan BA

*Art*

Magnus Buchanan BA

*English, Drama*

Amanda Brun BA MA

*English, Art*

Maz Campbell BA MA

*Head of Drama, English*

Emily Chamberlain BSc MEd

*Biology*

Megan Chitsike BSc

*Mathematics*

Gary Cousens BA

*Head of Humanities Faculty, History, Games, Examinations Officer*

Paul Davis BSc

*Head of Physics, DofE Award Leader*

Richard Davis BA

*Head of ICT*

Aléna Demongeot BA MA

*French, Spanish, Lunchtime activities*

Tim de Putron BSc

*Head of Yr 8, Mathematics, Games, Life Skills,*

Phillipa Dudley MSci MA

*Chemistry, Higher Education & Careers, CCF*

Timothy Edge BA MA

*Head of Religious Studies*

Jo Flood BA MA

*Head of English Faculty, Drama*

Michael Garnett BA

*Head of Yr 11, Games*

Nicola Gava, BA

*Head of History*

Andrew Good BSc

*Head of Yr 9, PE, Games, Life Skills*

Helen Gordon BA

*English, History, Life Skills, Community Service*

Martha Gordon MA

*Head of Spanish, French*

Caroline Gribbens BSc

*Mathematics*

Andrew Hale BSc

*Head of Mathematics Faculty*

Rob Harnish BSc DPhil MA

*Religious Studies, CCF, Fencing*



# ELIZABETH COLLEGE

Peter Harris GRSM ARCM	<i>Director of Music</i>
Merewyn Hartley BA	<i>German, Latin</i>
Mathew Heaume BSc	<i>Head of PSHE, Games &amp; PE, CCF</i>
Carine Hélie Licence (Lit)	<i>French</i>
David Herschel BSc	<i>Head of Learning Support, Games, CCF</i>
Lee Hudson BA	<i>Head of Business Studies &amp; Economics, E-Learning Co-ordinator</i>
Simon Huxtable BA	<i>Head of Social Sciences Faculty, Geography, Games</i>
Ross Inderwick BA MA	<i>Head of Classics, History, Geography, Games, CCF</i>
Karine Labbé Licence (Lit)	<i>French, CCF, DofE</i>
Rick Le Sauvage BSc	<i>Head of Yr 12, Head of Biology, General Studies, CCF</i>
Peter McLeod BSc	<i>Science (from Jan 2012)</i>
Richard Morris BA	<i>Head of MFL Faculty, French, German</i>
David Raines BSc DPhil	<i>Head of Science Faculty, Chemistry</i>
Elaine Ryder BSc PhD	<i>Mathematics</i>
Michelle Schofield BA	<i>Head of Design Technology</i>
Katherine Shaw BA	<i>English</i>
Timothy Slann Dip NEBSS	<i>Head of Yr 7, Design and Technology, CCF</i>
Adam Stephens BA	<i>Head of Creative Arts Faculty, Head of Art, Elizabethan Coordinator</i>
Simon Tansey BA	<i>Head of Physical Education, CCF</i>
Christopher Telfer BSc	<i>Physics, Games, Cover and Invigilation Co-ordinator</i>
Chris van Vlymen BSc PhD	<i>Biology, Maths</i>
Martin Wesley BSc	<i>Design and Technology, CCF, DofE, Games</i>
David Wray BEd	<i>Head of PE, Games and Activities Faculty, Mathematics</i>

## Upper School Non Teaching Staff

Sandra Beaton	<i>Principal's PA</i>	Bela Pakey	<i>Fencing Coach</i>
Delga Buckingham	<i>Bursar's Secretary</i>	Gary Parfit	<i>Physics Technician</i>
Sandra Burton	<i>Accounts administrator</i>	Dave Power	<i>Groundsman</i>
Dot Carruthers	<i>Fdn &amp; Marketing Mgr</i>	Cheryl Roussel	<i>Receptionist</i>
Nadine Clarke	<i>Kitchen Assistant</i>	Jacqui Roussel	<i>Kitchen Assistant</i>
Roger de Carteret	<i>Reprographics</i>	Philip Roussel	<i>Groundsman</i>
Sarah Douglas	<i>Assistant Bursar</i>	Cori Setters	<i>Secretary to VP(A)</i>
Ian England	<i>Caretaker</i>	Vanda Slann	<i>School Secretary</i>
Kate Garnett	<i>Librarian</i>	Attila Stanitz	<i>Fencing Coach</i>
Barry Greenway	<i>Head of Maintenance</i>	Louise Stephens	<i>Art Technician</i>
Gary Greenway	<i>Maintenance team</i>	Christine Stephenson	<i>Kitchen Assistant</i>
Keith Hathaway	<i>Catering Manager</i>	Carl Thomson	<i>Head Caretaker</i>
Trevor Jefferies	<i>Biology Technician</i>	Katrina Thomson	<i>Chemistry Technician</i>
Kevin Lancaster	<i>Maintenance team</i>	Fraser Ward	<i>Fencing Coach</i>
Joe Langlois	<i>IT and D&amp;T Technician</i>	Paul Webb	<i>Maintenance team</i>
Rick Le Page	<i>CCF SSI</i>	Shaun Winterflood	<i>Accounts administrator</i>
Bruno Neves	<i>Maintenance team</i>	Sara Wright	<i>Foundation Secretary</i>



## How Do I Register?

Boys attending Elizabeth College Junior School (Beechwood) are already registered and their parents need take no further action.

If you wish to register your son to take our entrance test please complete the enclosed Registration Form and return it to the Principal's PA at Elizabeth College together with a non-refundable cheque for £110.00, payable to Elizabeth College. Your son's name will then be added to our list.

During Lent Term 2012 we will write to you asking for confirmation that you still wish your son to take the Elizabeth College entrance assessments and requesting your permission to obtain a report from his present Head Teacher.

The Elizabeth College entrance assessments will be held on Saturday, 3<sup>rd</sup> March 2012. These will take place at Elizabeth College from 8:45am to approximately 12:30pm. There will be an opportunity for retesting or late entries in June 2012.

If you have any further questions or would like to arrange to speak to the Principal please do not hesitate to contact the Principal's PA, Sandra Beaton, tel (01481) 726544, or email [secretary@elizabethcollege.guernsey.net](mailto:secretary@elizabethcollege.guernsey.net).