



Year 12 Parent Information Evening 2023

Mr Alan Falle – Assistant Head: Sixth Form – a.falle@vcj.sch.ie

Ms Dawn Murphy – Deputy Head of Sixth Form – d.murphy@vcj.sch.ie

Ms Suzanne Job – Head of Careers – s.job@vcj.sch.ie

Dr Gareth Hughes – Headteacher – hmsecretary@vcj.sch.ie



Dr Gareth Hughes
Headteacher, Victoria College



The Journey

OUR
FIVE-YEAR
PLAN
2023 - 2028

Amat Victoria Curam
'Victory Loves Preparation'

OUR VISION

A world-class holistic education that inspires every individual to contribute positively to our schools and society.





OUR MISSION

To create:

- A transformative curriculum in and out of the classroom that inspires excellence, curiosity and independent thinking.
- A dynamic learning environment underpinned by kindness, altruism and compassion.
- A diverse community where everyone is valued and supported to achieve their potential.

OUR VALUES

To nurture **respectful** and **resilient** young people and to help them build successful futures. We encourage boys to **aspire** to excellence in everything they do and make the most of all the opportunities we offer.

HALFORD MEDAL FRENCH MEDALS

QUEENS EXHIBITION QUEENS PRIZE

1856, R. Melville.	1862, G. T. Messervy.
1859, H. Ogle.	1863, A. Westaway.
C. Stevens.	1864, J. Patrickson.
1862, C. Heath.	1865, J. Toward.
1865, R. Clarke.	1866, H. W. Snell.
1868, S ^r G. Stock.	1867, C. J. F. Campbell.
1871, A. de L. Hammond.	1868, J. E. Robinson.
1874, G. C. Bohring.	1869, G. Snell.
1877, G. De Suenr.	1870, C. F. Le Cornu.
J. Pepin.	1871, J. W. Allen.
1880, S. J. Gruchy.	1872, M. R. Carden.
1883, G. G. Bohring.	J. E. Chapman.
1886, T. J. Williams.	1873, R. B. M ^r Cate.
1889, H. G. Atkinson.	1874, H. W. Hodges.

LONG 1866-72
LONG 1881-88

G. LE HUQUET 1870-72
R. LE HUQUET 1887-1901

LEMBERT 1874
F. CLEMENT

PROBING 1870-72

A. OLYTE 1870

EREUX 1903-10
EREUX 1903-10

C. WADDELL 1903

F. J. DE FAYE 1907-10

J. LE LIEVRE 1910-11



Aspirational

Set your standards higher and stretch yourself further, and passionately pursue the next level of personal best in everything you do: academic work, sport, creative arts, behaviour or just being a supportive friend.

Respectful

Behaving in a courteous, kind and polite way towards everyone in the school and the wider community. Listening to and celebrating different views and achievements. Supporting others.

Resilient

Developing a positive approach to learning and life. Understanding things might go wrong and there is always another way or a different option. Learning when to persevere and when to ask for help.

How our students describe our schools





AN EXCITING PLACE TO LEARN & GROW

A stimulating environment where everyone is challenged to be their best and embrace the available opportunities.

1
PRIORITY



1
PRIORITY

Add Academic Value

A focus on adding value to academic attainment, maximising personal progress and seeking the best outcomes for the individual.

Dynamic Learning

A comprehensive and exciting curriculum delivered through high-quality teaching and learning practices, that meets the skills and knowledge needs of all our students.

Beyond the Classroom

A diverse and extensive range of enjoyable and accessible co-curricular and enrichment opportunities that cater to the needs of our students and foster participation.

Student Voice and Leadership

A student-centered ethos that provides opportunities for student leadership across all year groups and includes student voice within decision-making processes.



A CULTURE OF KINDNESS

An inclusive and engaged community,
which fosters positivity, wellbeing and meaningful
outreach.

PRIORITY
2



PRIORITY
2

Positive Behaviour

Fostering excellent interpersonal relationships and full engagement in learning by cultivating and rewarding positive behaviour and individual effort.

Wellbeing and Inclusivity

An environment that cultivates and celebrates inclusivity and diversity, to ensure everyone's wellbeing in a high-challenge setting.

Partnerships and Outreach

A meaningful and mutually beneficial outreach program that engages with schools, businesses, organisations, and our alumni.

Community Cohesion

A strong community spirit, where everyone takes pride in supporting school and house events, and in being part of wider Island life through supporting charitable endeavours.



A REWARDING PLACE TO TEACH & WORK

A place where professional development is promoted, people feel valued, and have positive relationships with their work and each other.

3
PRIORITY



3
PRIORITY

Recognition and Engagement

A collective commitment to school improvement, where people are listened to and valued for sharing their ideas and expertise.

Developing our People

A learning community where career development and appraisal programmes are meaningful and tailored, maximising recruitment and retention of talent.

Connections and Networks

A commitment to improving educational provision and professional development through collaborative internal and external networks.

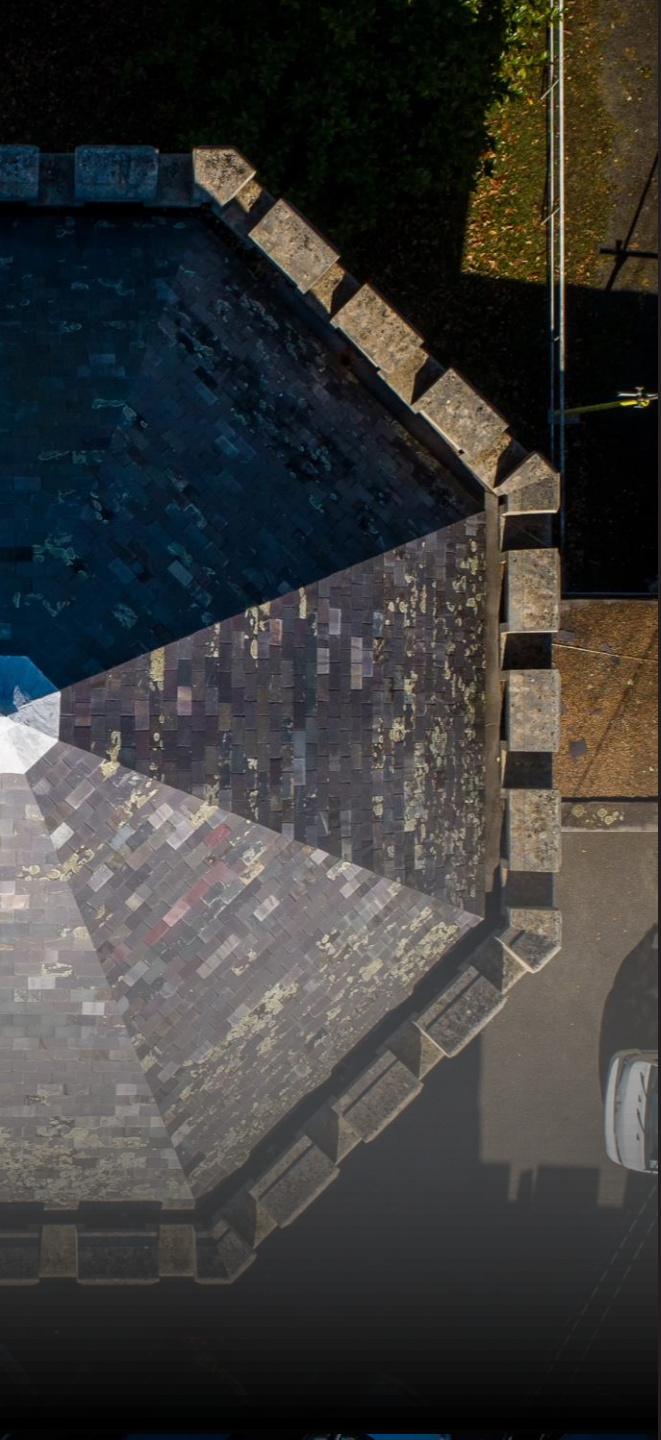
Technology for Learning

Technology development that focuses on the delivery of high-quality teaching and learning and considers future challenges in the educational landscape.

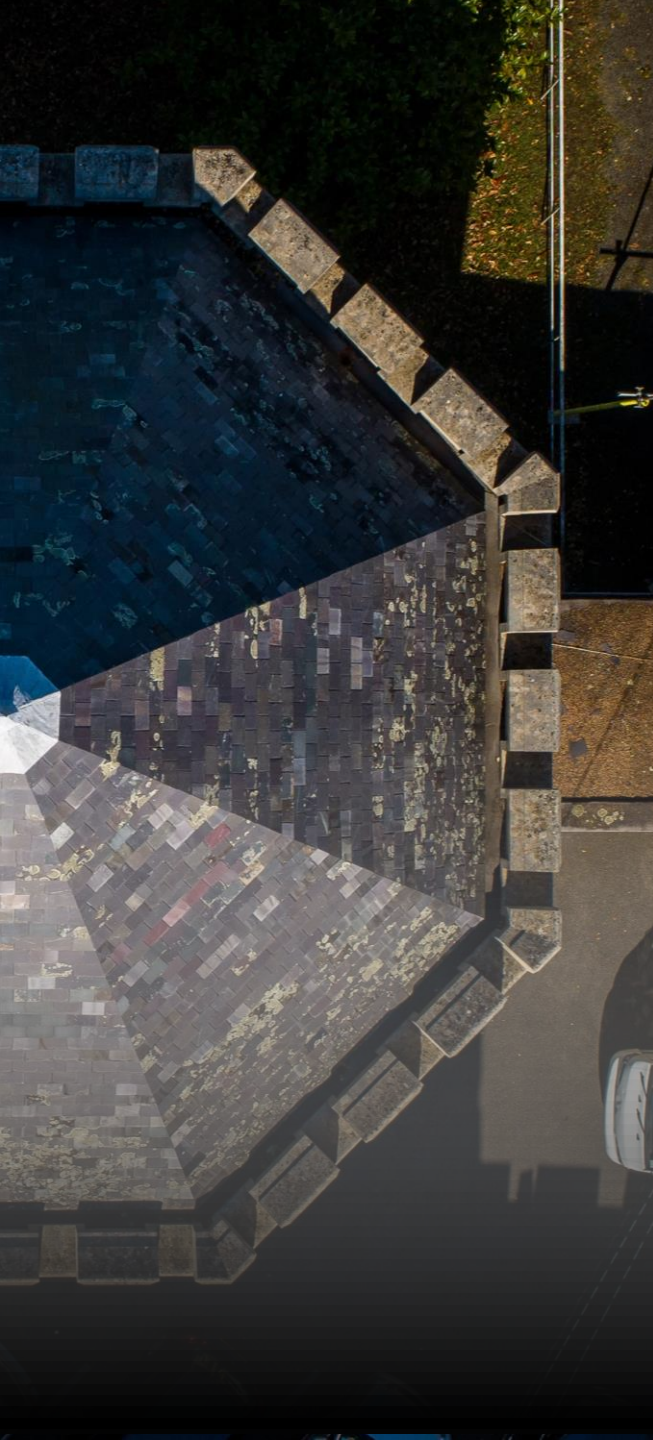


OPERATIONAL EXCELLENCE

Delivering our vision, mission, and priorities requires excellent governance and operations. The following principles are the foundations that underpin our plan.



Key areas of focus for 2023-24



Dynamic Learning

Oracy development and exploring curriculum innovation

PRIORITY 1
Exciting Place to Learn and Grow

Positive Behaviour

Committing to, and supporting, disruption-free learning

PRIORITY 2
A Culture of Kindness

Wellbeing and Inclusivity

Staff and student support, kindness and inclusivity

Technology for Learning

Exploring the use of AI, hardware and software developments, digital literacy

PRIORITY 3
A Rewarding Place to Teach and Work



**Curriculum,
Teaching &
Learning**

Ms Karen
Palfreyman



**Student
Progress & DSL**

Mr Anthony
Griffin



**Super-
curriculum**

Ms Rebecca
Kane



Staffing

Ms Parm
Plummer



Sixth Form

Mr Alan Falle



Bursar

Ms Carolyn
Ferguson



Mr Falle

Assistant Head: Sixth Form



Joint Charter of Respect

Created by a joint JCG and VCJ student forum: June 2021
Reviewed: July 2023 Next review: June 2024

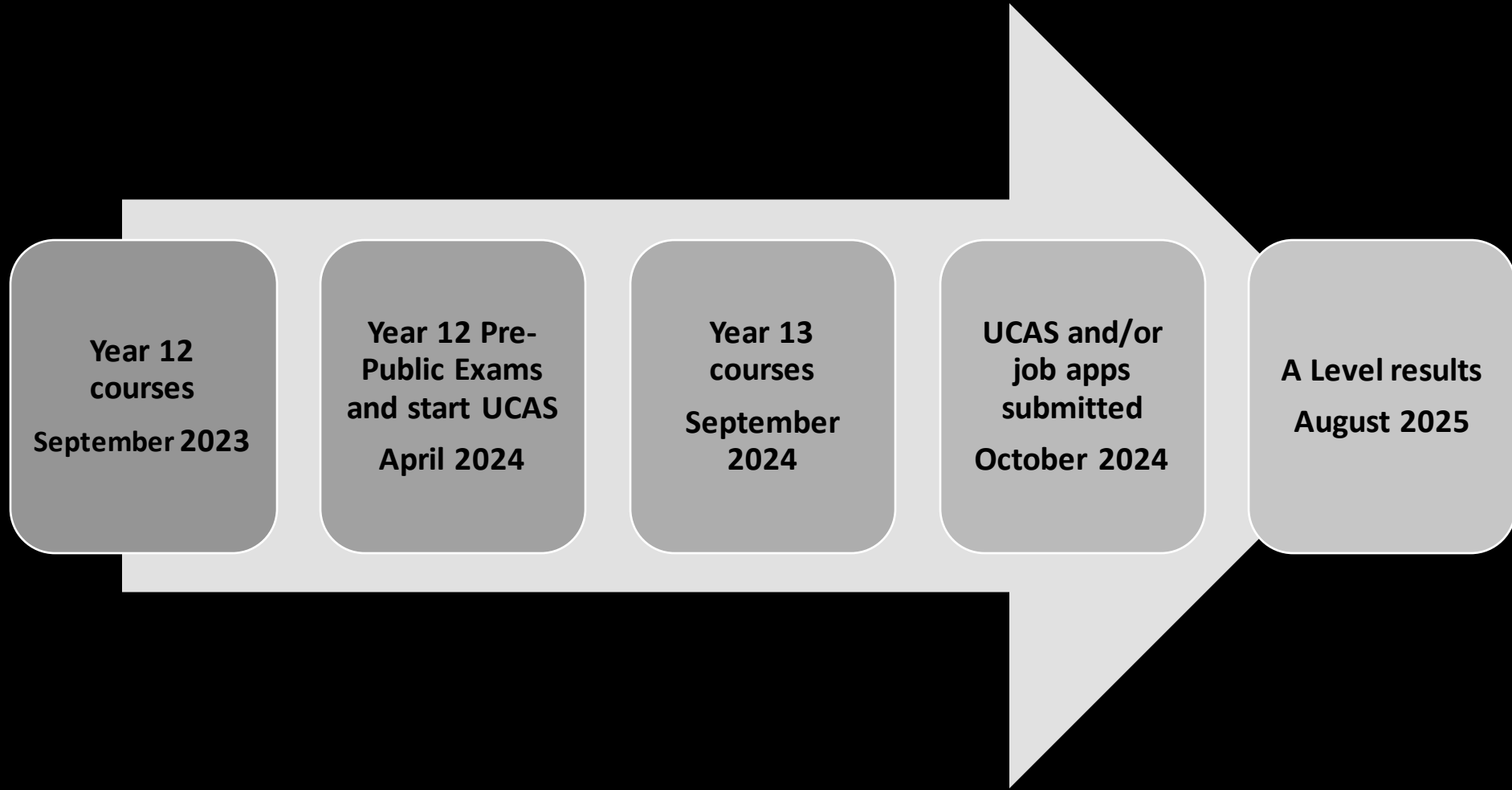
Respect is defined as having due regard for the feelings, wishes, or rights of others. At our Colleges, we believe that all students should feel comfortable and safe within our community. We believe that working in partnership with both Colleges, we can be a powerful force for good. As members of this community, we have a responsibility to be role models to all students. In order to achieve this:

Student Section:

- I will use language which is inclusive and respectful of others.
- I will not participate in intimidating or non-consensual behaviour.
- I will endeavour to challenge these behaviours or uses of language with constructive intent if I hear or witness them.
- I will be receptive to criticism of my behaviour and will be willing to educate myself.
- I will be accepting of all individuals.
- I will hold myself to the same standard online as offline regardless of the publicity of my actions.
- I will not hesitate to challenge the school leaders if and when more needs to be done.
- I will seek support from other members of the College community if I am not comfortable challenging behaviour and language.
- I will offer my support to my peers and encourage them to seek additional help.
- I am aware of the zero-tolerance policy within my college, and I understand what this means.
- I am aware that if any incidents occur across schools, consequences will be discussed across schools to ensure fairness for all students involved.
- If any of these clauses are broken by a student repeatedly, one VCJ and one JCG Prefect will have a discussion with said student.

Staff Section:

- I will endeavour to put an end to discrimination wherever I encounter it.
- I will challenge offensive views expressed by students.
- I will treat all students fairly and with equal respect.
- I will flag any concerns I have about students who have breached the charter to pastoral leads.





Adding Value



- A level courses are much more demanding than GCSE
- Students **must** be prepared for a different pattern of work - teachers expect much more from students
- Students should aim to spend a minimum of **fifteen hours a week** on work at home/outside of lessons
- During periods in which students are not in formal classes of any sort, it is anticipated that the boys will embark on **independent study periods**
- N.B. These are not '*frees*'!



In class

- Actively participate and engage fully in learning
- Seek feedback and reflect upon performance
- Persevere when faced with challenges
- Manage time effectively and use initiative during set tasks
- Attend, on time, with required equipment



Out of class

- Act upon feedback to improve upon work
- Persevere with challenges
- Manage time effectively and demonstrate self-discipline
- Use initiative to complete work set
- Work above and beyond expectations by accessing additional resources and support sessions
- Use independent time to make progress – 5 hours per subject per week




Pastoral Support

- Tutor
- School counsellors
- Mr Griffin – Assistant Head Student Support & DSL
- Mrs Scott – SENDCO
- Mrs Job – careers, Sixth Form guidance
- Ms Murphy – UCAS coordinator, Deputy Head of Sixth
- Mr Falle

Interventions

- Data led
- Tutors, teachers, Sixth Form team contributions
- Student ownership
- School action – study periods, afterschool, lunchtime
- Parental involvement
- Escalation and de-escalation


 VICTORIA COLLEGE
 EST 1852

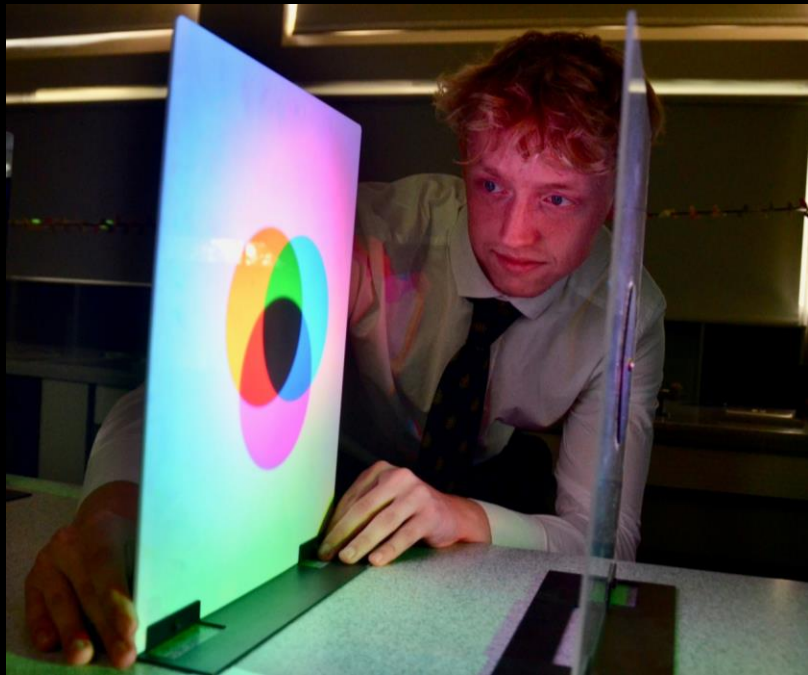
Individual Action Plan (IAP)

Pupil Name	House	Year	Tutor
?	?	?	?

Subject	Progress Review data	Comments	Subject specific super-curricular
	MEG – LTA – PPE – Aim –	Areas of <u>strength</u> ; Areas for <u>development</u> ; Focus/targets between now and end of <u>term</u> ; Longer term <u>focus</u> ; Consider – latest assessment feedback, coursework components	How have you engaged in the subject outside of lesson time? <i>*see table below</i>
Subject teacher <u>signature</u> :			
	MEG - LTA - PPE -	Areas of <u>strength</u> ; Areas for <u>development</u> ; Focus/targets between now and end of <u>term</u> ; Longer term <u>focus</u> ; Consider – latest assessment feedback, coursework components	How have you engaged in the subject outside of lesson time? <i>*see table below</i>
Subject teacher <u>signature</u> :			
	MEG - LTA - PPE -	Areas of <u>strength</u> ; Areas for <u>development</u> ; Focus/targets between now and end of <u>term</u> ; Longer term <u>focus</u> ; Consider – latest assessment feedback, coursework components	How have you engaged in the subject outside of lesson time? <i>*see table below</i>
Subject teacher <u>signature</u> :			

EPQ update (if taken)	
Other enrichment / Super-curricular engagement	
Extra-curricular engagement	
Leadership roles undertaken in school	
Activities week plans from spring term Y12	
UCAS updates from summer term Y12	Progress on 5 choices / alternatives to Uni Progress on Personal Statement
Work experience update including plans for activities week from spring term Y12	


Curriculum




	Monday	Tuesday	Weds	Thurs	Fri
1	Subject 1	Subject 2	Independent Study	Subject 3	Subject 1
2	Subject 3	Careers	Subject 2	Supported Study	Subject 2
3	Enr	Independent Study	Subject 3	Subject 1	EPQ
4	Subject 2	Subject 1	Weekly Lecture	Subject 3	Independent Study
Tutor Time		Assembly		Assembly	Games/CCF
5	Supported Study	Subject 3	Subject 1	Subject 2	

Enrichment and Leadership



 VICTORIA COLLEGE EST 1852				
	History	Mathematics	Music	Philosophy
Read	<ul style="list-style-type: none"> Both the History department and the library have a wide range of historical novels and non-fiction titles for you to choose from. Visit your local library, where the librarians will be extremely knowledgeable on their historical and political sections. Buying your own books needn't cost the earth: Amazon has a 'used' section, and Zipp Books have an extensive range of second-hand titles. Magazines include: <ul style="list-style-type: none"> History Today magazine, a monthly magazine on a wide array of historical and archaeological topics, available from magazines. The Week magazine, useful summary and comment on the most important news topics each week. The Economist, weekly current affairs and business magazine. Current Archaeology magazine. British Archaeology magazine. 	<ul style="list-style-type: none"> Alex's Adventures in Numberland by Alex Bellos The Code Book by Simon Singh Finding Moonshine by Marcus du Sautoy Mathematics: The Golden Age by Devlin 	<ul style="list-style-type: none"> Music: A Very Short Introduction by Nicholas Cook The Unanswered Question: Six Talks at Harvard by Leonard Bernstein This is Your Brain on Music by Daniel Levitin The real is noise by Alex Ross How Music Works by David Byrne BBC Music Magazine Write Programme notes Concert reviews Compositions, both in your own style and in the style of famous composers 	<ul style="list-style-type: none"> A very short introduction to Theology, by D Ford These very brief books are designed to give an overview of a subject for beginners. A very good place to start! Ethical Studies, Robert A. Bowie. A good textbook that is clear and interestingly written about the main ethical theories. Philosophy of Religion for A Level, Anne Jordan, Neil Lockyer & Edem Tate. Ancient Greek and modern philosophy of religion explained and evaluated in easy to read format. The Republic, Plato. The root of much of modern philosophy, Plato's teaching method of Socratic Method also makes the book easy to read. The Thinker's Guide to Good, by P Vardy The Thinker's Guide to Evil, by P Vardy The God Delusion, by R Dawkins The Dawkins Delusion, by A McGrath
Watch	<ul style="list-style-type: none"> The BBC have an excellent range of History documentaries available to watch for free on BBC iPlayer 	<ul style="list-style-type: none"> Mathematics is the Queen of Sciences 	<ul style="list-style-type: none"> Philharmonia Orchestra London Symphony Orchestra English Chamber Orchestra Live bands Opera at the ROH or ENOM Open masterclasses at the Royal Schools of Music. Classic FM 	<ul style="list-style-type: none"> Fr Frederick Copleston S.J. Beltracchi Debate on the Passage of Time Plato's World of the Forms https://www.gresham.ac.uk
Listen				
Click	<ul style="list-style-type: none"> Young Archaeologists Club, members receive newsletters, competition opportunities and information about volunteering on archaeological digs. https://www.gresham.ac.uk/schools/history https://www.gresham.ac.uk/schools/math 	<ul style="list-style-type: none"> Read this BBC article on why our brains see maths as beauty If you are interested in which careers maths graduates go on to visit Maths Careers. You will be surprised by just how many exciting careers rely on having a maths degree. https://www.gresham.ac.uk/schools/math 	<ul style="list-style-type: none"> Teoria Musica British Music Education Madness Society Contact Local Musicians National Youth Orchestra and Choir The Scholes Foundation https://www.gresham.ac.uk/schools/music 	
Make/do	<ul style="list-style-type: none"> Volunteering for an organisation or event that relates directly to History/Politics is an excellent way to show your subject passion, and is also a good way to meet people with similar enthusiasms, and to learn more. A local museum: if you live near a museum, it is worth asking them whether they accept volunteers. Smaller museums often welcome this, particularly in busy periods such as weekends and school holidays. 	<ul style="list-style-type: none"> Solve the puzzles Build a dice 	<ul style="list-style-type: none"> Enter composition and performing competitions such as: <ul style="list-style-type: none"> London International Music Competition Join a local choral society or orchestra – Jersey Island Singers BYMT Voluntary work for organisations such as: <ul style="list-style-type: none"> International Musicians Seminar National Youth Orchestra 	


VICTORIA COLLEGE
 EST 1852

MOOCs

What is a MOOC?

MOOCs are Massive Open Online Courses. They are free online courses, ranging across a huge number of topics. These can help you to improve your knowledge within a specific area, which in turn can help you to stand out from the crowd. MOOCs are a way of demonstrating your passion for a subject area. For more information, take a look at the following page from Unifrog, which includes a short video: [What are MOOCs and why should you take one?](#)

Why should I do a MOOC?

There are a number of reasons for completing a MOOC.

- A MOOC can help to prepare you for your chosen area of study in higher education. You could complete a generic MOOC giving you an introduction to your university course, or you could find MOOCs relating to specific modules that you're going to be studying.
- A MOOC could help you to reinforce your A Level learning. The absence of exams has likely meant that you have found it hard to motivate yourself to complete independent study or learning tasks. A MOOC will provide you with a platform to complete such learning.
- A MOOC will help you to stand out from the crowd. MOOCs demonstrate a passion for a subject and a willingness to get above and beyond the usual expectations. Whilst your university applications are already in place, this might help with securing jobs or placements during your studies.
- A MOOC can be taken to broaden your interests away from your chosen degree area. You may wish to use a MOOC to develop other skills such as learning a language or learning how to code. This might give you another 'string to your bow' whilst others on your course are narrowing their focus to solely course related content.

How do I do a MOOC?

MOOCs are available through a number of providers. Our recommendations are <https://www.futurelearn.com/> and <https://www.edx.org/course>. These providers have a range of MOOCs, which have been produced by various universities.



EPQ and UCAS

Ms Murphy

Deputy Head of Sixth Form



EPQ

- What is an EPQ?
- An optional qualification
- An opportunity to choose a topic of study that interests you.
- Examples of previous EPQ's





Example Topics

- The Most Notorious Serial Killer.
- Does a plant-based diet aid performance in the Gym?
- Who was Homer?
- The History and impact of Satellites on humans.
- Would the world survive without Bees?
- Why are there conspiracy theories over vaccines ?
- Is football becoming less entertaining?
- How will AI affect the investment process in financial markets?



Why do the EPQ?

- An opportunity to extend your breadth & depth of knowledge.
- Gain transferable skills: extended essay writing, research, referencing, planning and reflection. Prepares you for University study.
- It impresses Universities and differentiates you from other applicants.
- It will give you additional UCAS points and in some cases reduced university offers.



How to do the EPQ

- Determine a Topic and a Question.
- Through guided independent study.
- Essay, presentation & logbook.
- Completed by the end of Y12, results the following January.

EPQ – The research

- For the final research question, we found that EPQ students were more likely to achieve a good degree (31% achieved a first and 87.7% at least an upper second) than non-EPQ students (24.6% and 79.6% respectively).
- Students taking EPQ were more likely to progress to HE (88.5% within the next 3 years) than those not taking the qualification (66.8%).

Post 18 Destinations

UCAS





UCAS

- University & Colleges Admissions Service
- Intermediary between 6th Forms & Universities
- Application includes: Personal Statement and 5 university choices.



UCAS Timeline

Begins in January. Unifrog. Thinking about choices.

March

- Identification of early/competitive applications
- Medicine/Dentistry/Veterinary/Oxbridge

April

- Parents Higher Education Evening.
- Pre-Public Exams begin in April 2024.



UCAS Timeline

May

- Likely to achieve grades following PPEs give indication of UCAS grades

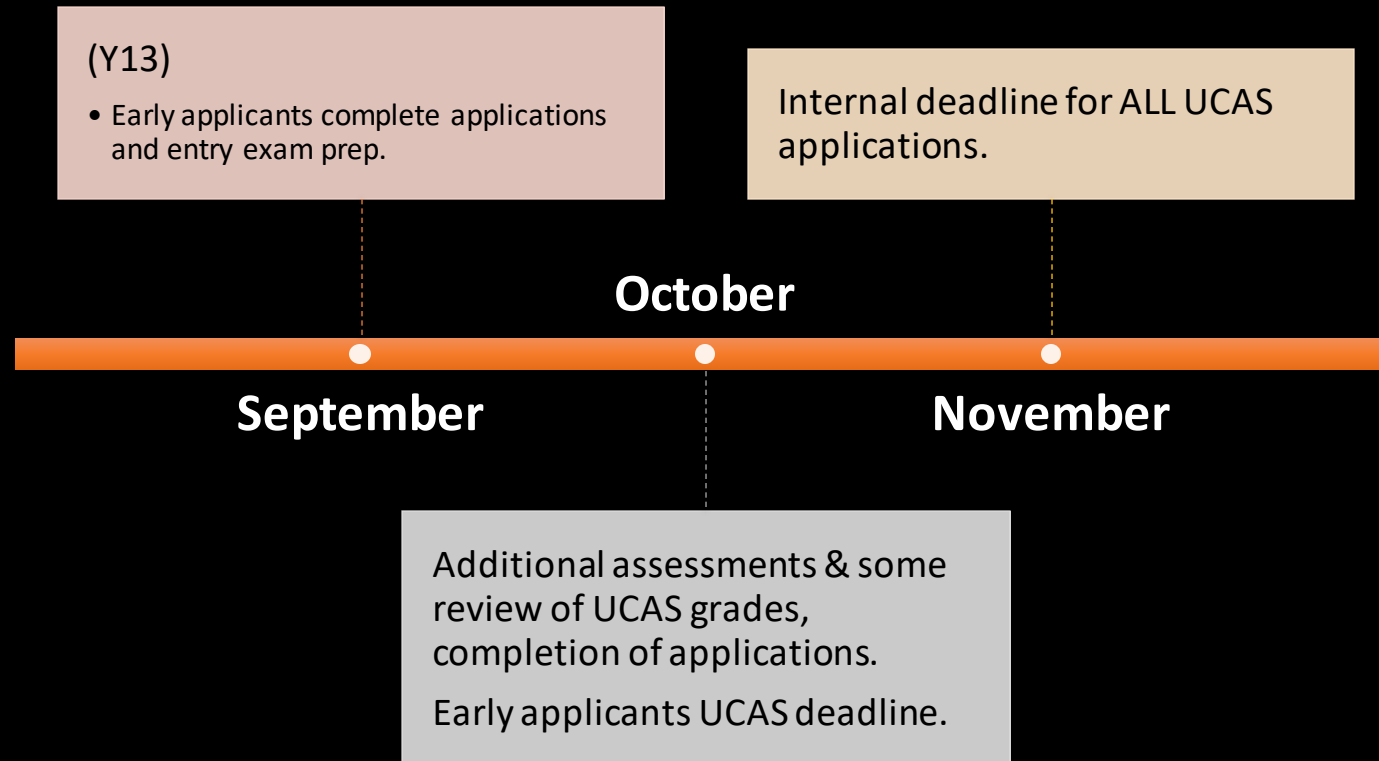
June/July

- Personal statement draft submission
- Admin aspect of UCAS to be completed by students

September/October

- Final UCAS grades determined – evidence based

UCAS Timeline





UCAS Support

- Careers lessons (Mrs Job)
- Tutors & Form Time discussions
- Head & Deputy Head of Sixth Form
- We encourage ALL students to apply

Preparation for UCAS, Apprenticeships and Employment



Enrichment



Peer
Mentoring



Community &
Leadership



Academics



Work & Work
Experience



Hobbies &
Interests



Mr Falle


Assistant Head: Sixth Form

Working in partnership



Student communication

< All teams



VIC-Team-2021/22 Y12 Stu...

- Class Notebook
- Assignments
- Grades
- Reflect
- Insights

Channels

- General
- Art
- Biology
- Business
- Careers and Employment
- Chemistry
- Computer Science
- Drama
- DT
- Economics
- English Lang Lit

General Posts Files +

Meet

4 July 2022

Alan Falle 04/07 07:05
Notices
[VIC-Team-2021/22 Y12 Students](#)

Morning gents,

Our final full week! A few notices for you. Please take a minute to look over them.

[See more](#)

Reply

5 July 2022

Alan Falle 05/07 10:29
Lecture / Personal Statements / Sports Day / Sixth Form Games
[VIC-Team-2021/22 Y12 Students](#)

A few updates/notices/reminders.

[See more](#)

Reply

8 July 2022

Alan Falle 08/07 11:02
Sports Day / Games / Personal Statements / Letter
[VIC-Team-2021/22 Y12 Students](#)

Hi gents,

Careers and Employment Posts Files Notes +

Meet

5 July 2022

Suzanne Job 30/06 14:57
[VIC-Team-2021/22 Y12 Students](#) - Gap year opportunity for you
Ski and Snowboard Instructor Internship Opportunities

**** Please pass this careers opportunity on to your careers department and any interested students****

[See more](#)

2 replies from Rachel and R

Reply


5 July 2022

Suzanne Job 05/07 08:12
[VIC-Team-2021/22 Y12 Students](#)

Rossborough are considering creating graduate opportunities - so when someone goes off to university and returns to Jersey in the holidays they have a paid work opportunity.

There is currently a talent search taking place next week (on 12th July) at the Rossborough Offices. This would be a great opportunity to work.

[See more](#)



Rossborough Careers | Rossborough Insurance

Be part of one of the largest insurance brokers in the world. No two days are the same working at Rossborough Insurance, regardless of which team you are a part of or which island you call home.

arter cover for life you live

www.rossborough.co.uk

Reply

7 July 2022

Suzanne Job 07/07 08:28
[VIC-Team-2021/22 Y12 Students](#) Thought this might be of interest to you

🌱 Aged 16-18, and love nature? 🌱

Like the idea of a career that makes a difference to wildlife? Then our Future Conservationists course is the ideal opportunity for

Prefect Appointment Process



Prefect Appointment Process



Prefect Application Information Pack

Thank you for your interest in the role of Prefect at Victoria College. This is a vital role in the day-to-day running of the school. By completing the application form, and providing the requisite accompanying statement, you will be considered for this role.

The process for application includes:

- Submission of application form and application statement before the closing date stated at the bottom of the form.
- Long listing, through which staff will be invited to comment upon your application and suitability for the role.
- Short listing based upon your application and staff feedback.
- Interviews for those short listed.
- Appointments made, including the roles of Head Boy, Deputy Head Boy, House Captain and Sports Prefect.

Please see below the job description for the role of prefect, and other additional roles.

Prefect Application Form

If you are interested in applying for the role of Prefect, please complete this form ensuring all data is accurate and up-to-date at the time of submission to the Head of Sixth Form. Prior to submission, this form must be signed by yourself and a parent, as well as a teacher who is willing to support your application.

Full Name	
House	
Start date at Victoria College	
Attendance record (please obtain this from reception or from Mrs Job)	
Examples of representing Victoria College	
Examples of representing your House	

Please complete the below using the data from your most recent Progress Review

Subject	
Approach to learning grade (delete as appropriate)	E / G / N / C
Current performance grade	
Likely to achieve grade	

Please tick the below boxes if you are interested in one of the additional roles of responsibility.

Head Boy/Deputy Head Boy	<input type="checkbox"/>	House Captain	<input type="checkbox"/>	Sports Prefect	<input type="checkbox"/>
Student Voice Prefect	<input type="checkbox"/>	Arts Prefect	<input type="checkbox"/>	Wellbeing Prefect	<input type="checkbox"/>

You should submit this form to the Head of Sixth Form, along with a short statement, on no more than one side of A4 with 11pt text, explaining the following:

- The skills and qualities you will bring the role of prefect, and evidence of where you have demonstrated this.
- Initiatives and ideas you would like to introduce as a prefect, and the benefits they would provide.
- Your reasons for wishing to become a prefect.
- If you have applied for an additional role of responsibility, you should also refer to what you will bring to this role and your reasons for applying for it.

The closing date for applications will be shared in assembly and with your tutors.

Procedures and expectations

Attendance

Additional study periods

Absence requests


Subject changes

Parking

Sixth Form Centre & subs

Appearance policy

Vaping


 VICTORIA COLLEGE
 EST 1852

Sixth Form Leave of Absence Request


Students should complete both sides of this form, inclusive of asking teachers to sign and comment, before submitting it to the Head of Sixth Form.

Student name		
Form Tutor		
Date/s of requested leave		
Number of days to be missed		
Reason for absence		

Impact on lessons

Subject	Staff comment (if needed)	Staff initials
1.		
2.		
3.		
4.		

Form Tutor comment	No. of absent days this year


 VICTORIA COLLEGE
 EST 1852

University visits
 If your absence is to view universities, please indicate which institution and the nature of your visit, e.g. interview, one to one tour, Open Day, etc.

Date of visit	University/ College	Nature of visit

Parent/ guardian consent
 I confirm that the form is complete, and hereby formally request leave of absence for my son.

	Student	Parent/ guardian
Signature		
Print name		
Date		

Please submit your completed form to Mr A Falle, Head of Sixth Form.

Head of Sixth Form's response

Approved, with expectation that all missed work is completed
 Approved, with concerns regarding some of the Tutors' comments
 Considerable reservations about absence at this stage

Comments

Signature	Date

Vaping

	1st offence	2nd offence	3rd offence
Confirmed vaping	1 day in Reflection (Study Centre)	1 day external exclusion, 1 day in Reflection	2 days external exclusion
Possession of a vape	2 days in Reflection	1 day external exclusion, 2 days in Reflection	2 days external exclusion, 2 days in Reflection



Key dates

- Parents' evening – 16th January
- Progress Reviews
 - Week commencing 13th November
 - Week commencing 12th February
- Pre-Public Examinations – 17th-25th April
 - Results 3rd May (student collection)
- Written reports – Week commencing 27th May

- Prefect applications and appointments – Feb-April
- Parental UCAS launch – 21st March
- Personal statement drafts – July 5th
- Activities week – 15th-19th July

Advice





- Develop a routine from the very start – a revision/homework timetable will help.
- Do not leave things to the last minute.
- Use your study periods and the time immediately after school. 3.30-5 can be a quiet time to get work done.
- Keep clear and organised notes.
- Seek advice from teachers if you fall behind or are struggling.
- Trust your teachers and ask for help if you need it.
- You will be sent loads of opportunities – you don't need to do them all at all, but try to engage in a few.
- Use your study periods well – sometimes the library can be an easier place to focus/avoid distractions.
- Engage in extra-curricular opportunities as much as possible – you might have less time to do this in year 13.



- The Sixth Form is a fresh start
- Pupils themselves will shape their Sixth Form experience
- Embrace the opportunities and focus on:
 - Academic achievement
 - Personal growth
 - Self-reliance
- Expect to be challenged if you aren't meeting our expectations
- Challenge us, appropriately, where you feel improvements can be made
- “Be the best that you can be”



Contacts

Mr Alan Falle – Head of Sixth Form – a.falle@vcj.sch.je

Mrs Dawn Murphy – Deputy Head of Sixth Form – d.murphy@vcj.sch.je

Mrs Suzanne Job – Head of Careers – s.job@vcj.sch.je

Dr Gareth Hughes – Headteacher – hmsecretary@vcj.sch.je



Tutors

12 Braithwaite – Ms M. Raindle (m.raindle@vcj.sch.je)

12 Bruce – Mr A. Warburton (a.warburton@vcj.sch.je)

12 Diarmid – Ms S. Kellett (s.flanagan@vcj.sch.je)

12 Dunlop – Mr J. Randles (j.randles@vcj.sch.je)

12 Sartorius – Dr S. Cooke (s.cooke@vcj.sch.je)