

The Turret

Wellington School Magazine

Autumn Term, 2016



Wellington
SCHOOL



Autumn Term 2016



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Welcome

Christmas is fast approaching and it gives me real pleasure to write an introduction to this edition of the 'Turret'. You will see that it has a fresh new look and, as well as the usual articles about school life we are also using this publication to showcase pupil artwork and writing.

Before the year started, the new Wellington School website was launched and I would like to give particular thanks to Roberta Bianchini, both for that and for maintaining the school's attractive and lively Facebook page. We also have plans to continue to develop the use of electronic communication in order to further improve our links with parents and the wider school community.

After such a busy term, it is impossible to mention everything that has happened. I cannot miss the opportunity, however, to thank everybody who was involved in 'West Side Story', which really did set new standards for school musicals. More recently, the annual WSA Carol Concerts attracted sell-out audiences and the creative talents on show at both the Nursery Nativity and P1-P3's 'Strictly Bethlehem' reached new heights. For everybody who was fortunate enough to see it, the wonderful 'Mary and Joseph Tango' will remain long in the memory!

Meanwhile, S6 have been working hard to raise funds for their chosen charity, the Glasgow Children's Hospital Charity and I am very grateful to all of the parents who give their generous support to events throughout the year. On the sporting front, our hockey players are never short of enthusiasm and the Ayr/Wellington rugby teams are enjoying a very successful season once again. Many pupils continue to excel in a wide range of sports and other activities and we are always delighted to receive news of the achievements and successes of individuals.

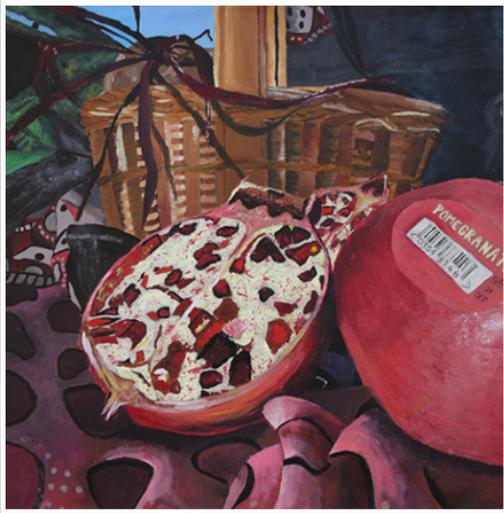
As I write, the final week has already begun and I am looking forward to the traditional church services that provide such a fitting and stylish end to the term. I wish every member of the Wellington community an enjoyable and restful break over Christmas and I look forward to seeing everybody refreshed and restored in the New Year.

SQA Results 2015/16

Ms G. Johnston, Acting Director of Studies

Congratulations go to all of our pupils on their excellent performance in the National 5, Higher and Advanced Higher examinations. We are particularly delighted by what these outstanding results mean for individual students and their families. The success of all our students at all levels of attainment deserves praise. Whilst examination results are important, we are equally committed to the all-round education, health and well-being of our students.

The vast majority of students in S6 commenced courses at their first choice of university in September. This is a great achievement and it reflects the hard work and talent of our students and the excellent support offered by their families and by our staff. These results are particularly impressive given that Wellington was ranked number one for Advanced higher results in Scotland (of schools with 20 or more presentations). This well-deserved success creates an excellent basis for our students to build on in the future, both within and beyond Wellington school. The infographic on P3 displays the key statistics from the 2015/16 diet results set to the backdrop of National 5 and Higher art pieces which were submitted to the SQA for external marking.



In the SCIS Schools league table, Wellington is placed in the top 12 performing schools at Higher and in the top 3 at Advanced Higher.



At Higher, 6 students achieved 5 A grade passes. (19%)

The A grade pass rate at Higher was 63% and the the A-C Pass rate at Advanced Higher was 95%



A-C pass rate at Higher was 94%



The A grade pass rate at National 5 was 75%



At National 5, 9 students achieved 8 A grade passes (17%)



At Advanced Higher 9 students achieved 3 A grades (20%)



The A grade pass rate at Advanced Higher was 69%



6th Year Charity

This term, 6th Year selected Glasgow Children's Hospital Charity as the cause to which we will lend our support this academic year.



Led by Head Boy, Cameron Reece and Head Girl, Celeste McGinley, the 6th year have already accomplished a great deal in terms of fundraising. They have: produced a 2017 calendar, put on the annual Fun Run, hosted the festive Christmas Craft Fair and no charity drive would be the same without numerous cake and candy stalls! The year group has also been supported by staff. Mrs McCrone, Mr Levif, Mr McColgan and Mr Byers ran in the Glasgow City Centre 10k and half marathon races. Meanwhile Mr O'Connell, Mr Mooney, Mr Levif and Mr McPhee took part in Movember (yes, Mr McPhee's really does grow in that shade of red!).

Most impressively perhaps, is the selflessness displayed by Imogen Andrews in P3 who asked all of her friends to give her money instead of presents for her recent birthday. She then donated the lot (£300) to the charity. Thank you Imogen for your generosity.



GLASGOW CITY CENTRE 10K & HALF MARATHON



IMOGEN WITH CELESTE AND CAMERON

MOVEMBER

ANNUAL FUN RUN



CHRISTMAS CRAFT FAIR



UK Bebras Computational Thinking Challenge 2016

In November, P7 to S5 pupils in the Computing Science department took part in the 2016 UK Bebras Challenge. P7 pupils completed the Junior Challenge, S1 and S2 pupils the Intermediate Challenge, S3 and S4 pupils the Senior Challenge and S5 pupils the Elite Challenge.

The Bebras Computational Thinking Challenge is an international competition which involves solving problems using computational thinking skills.

All participants received a Certificate of Participation with the top 25% in school achieving a Certificate of Distinction and the top 50% a Certificate of Merit. Best in School certificates were awarded to:

Rebecca Kelk
Junior Challenge

Jayden Lyons
Intermediate Challenge

Helene Plautin-McShane
Senior Challenge

Callum Duffy
Elite Challenge



The Special Relativitree

The new Higher Physics reflects some of the recent advances in modern Physics. This allows pupils to learn about some of the research being carried out in high energy laboratories such as CERN in Geneva and Fermilab in Chicago.

Topics such as Special Relativity and The Expansion of the Universe easily motivate pupils, however, other areas like The Standard Model can be a little less exciting. Therefore, the Physics and Chemistry departments devised an activity that involved the use of polymorphs. The students chose a particle and then using the polymorph, created their own version of the elementary particles that make up The Standard Model.

Pupils then decided to use The Standard Model elementary particle polymorph models as the baubles for the Physics Department Christmas Tree. The Higher Physics class named it The Special Relativitree and thought that Einstein should be the angel adorning the top.



Senior Maths Challenge

Matthew Taylor and Callum Duffy have both been awarded bronze certificates for the UK Mathematics Trust Senior Mathematics Challenge. Matthew also got certificates for being best in year and best in school.

Over 82,000 pupils sit the Challenge across the UK. The top 10% receive a gold certificate, the next 20% receive silver and the next 30% receive bronze.

Here are the boys looking festive with their certificates and Christmas Jumpers for the 9th of December Charity Day.

Colours

Every year, pupils are awarded colours for excellence in a certain subject or event. This term, the following pupils were awarded colours at a special assembly honouring their achievements:

Sport

Lucy Rennie

Horseriding Scottish Teams 2012 - 2014
and 2016 British Championships
- Full Colours International Initial

Craig Miller

Glasgow Rugby U18
- Dates

Marshall Illingworth

Swimming
- Dates and International Initial

Rowan Sweeney

Hockey
- Full Colours

Emily Nolan

Basketball
- Half Colours

Eve Meechan

Basketball
- Half Colours

Ellie Crosbie

Tennis
- Dates

Jordan Buesa

Ice Hockey GBU20 Squad
- Dates and International Initial

Rachel Foster

Golf Scottish Coaching Squad
- Half Colours

Isla Novak

Hockey
- Half Colours

Hamish Ablett

Basketball
- Half Colours

Performing Arts School Show

Sam Truesdale, Conrad Lynch

3 School Shows 2 Leads and 1 Minor part
- Full Colours

Claire Wilson, Megan Short, Jacqui Gibson, Jake Fremantle

2 Roles
Half Colours

Music

Cate Chambers

Saxophone Grade 5 Pass + Merit
- Half Colours

Georgie Taylor

Singing Grade 5 Pass + Merit
- Half Colours

Isla Novak

Violin Grade 5 Pass + Distinction
- Half Colours

Drama

Meera Mohankrishnan Drama
Grade 6 Pass + Distinction
- Full Colours

Anubha Bal

Drama Grade 6 Pass + Distinction
- Full Colours

Welcome to Drumley!

It has been another fantastic term in the Junior School and the academic year got off to a flying start! There have been many exciting events and excursions but I want to mention a few highlights of the term. In October, we had a very successful Open Day and we are now reaping the rewards with a number of new children joining our community. We also had a colourful Harvest Service, to give thanks for the food we have. Pupils delivered the donations to the charity, Seascope, and two local nursing homes. I wish to thank you for your support and donations.

Pupils embraced Halloween by coming into school in some fantastic costumes for the annual Halloween Party. This month, we enjoyed the fantastic Nativity plays and we are indebted to Mrs McKenzie for her inspirational script and song lyrics for "Strictly Bethlehem".

I would not normally name individuals but on this occasion, I am delighted to tell you an inspirational story about one of our P4 children, Imogen Andrews who, instead of asking for presents for her recent birthday, asked all of her friends and family to give her money which she gave to the 6th Year Charity: Glasgow Children's Hospital Charity. Imogen truly evokes the spirit of goodwill at this time of year and they charity will benefit from her substantial donation of around £300.

Wishing you all the very best for a peaceful Christmas and I very much look forward to welcoming pupils back to school in January, for what promises to be an extremely busy Spring Term!

Mr Cox, Head of Junior School

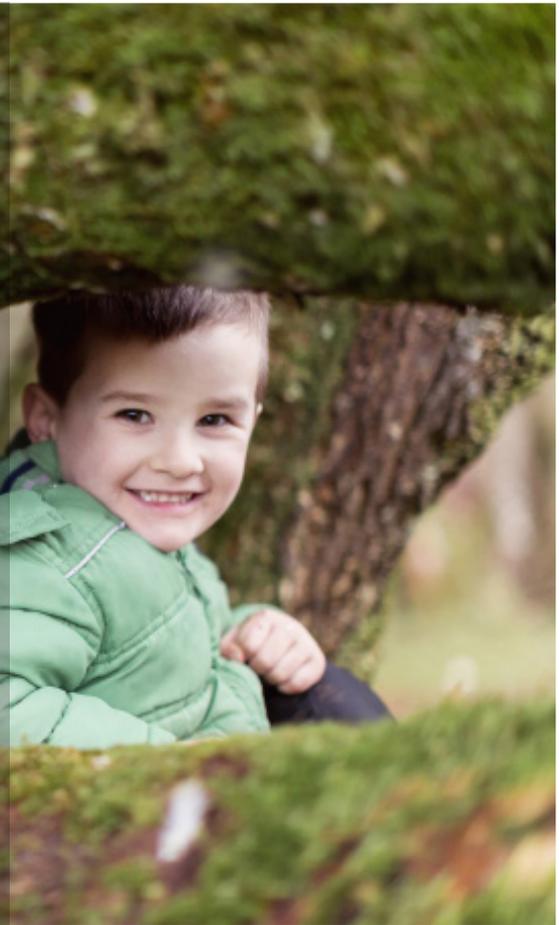


Nursery

As part of the Nursery Improvement Plan, we have looked at linking our Indoor and Outdoor learning experiences. In December, all the nursery children and staff visited the Outdoor Woods at Doonside for a truly magical Winter Wonderland. En route to the Oak Woods, Mr Dunlop had decorated a beautiful spruce tree and there was a teddy bear inviting us to follow the glittering fairy dust to our destination.

Children took part in an Elf Hunt, danced to Christmas music, decorated trees with bread stars they had made for the birds, made Christmas goodies in the mud kitchen and generally had lots of festive fun. Fairy lights twinkled and everyone enjoyed hot chocolate and toasted marshmallows around the warming fire. The highlight was, perhaps, a visit from Merry, the Elf, who chatted to children about their Christmas dreams and checked her list to make sure everyone was on the 'Nice List'.

Mrs Simpson, Chair of the Board of Governors, was able to visit and thoroughly enjoyed herself too!



Primary 1



Primary 1 have had a busy term exploring fairy tales. There was great excitement when the “Jack and the Beanstalk” production came to Wellington. The children



planted a bean and are watching to see if it will grow as high as their castle. After “Goldilocks and the Three Bears”, the children helped to collect sticks in the woods to build a fire on which they cooked porridge.



The SHANARRI Wheel* continues to influence behaviour, attitudes and the ethos of the class. The Christmas story is a major part of our RME work this term and the children loved appearing in the nativity as cherubic angels and boy shepherds. They have had lots of fun learning the songs and dances and thoroughly enjoyed presenting the show to you!



*What is a SHANARRI Wheel?

The acronym SHANARRI is formed from the eight indicators of wellbeing: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included. All of these wellbeing indicators are necessary for a child to reach their full potential.

Primary 2

Primary 2 have spent this term exploring forces. This has taken them to the Swing Park to investigate the forces that are needed to make their favourite toys work. Experiencing the strength of opposing forces took them to the beach, where they tried running against the wind with boards of different sizes, trailing plastic bags and played tug of war. Using different surfaces in the playground, they discovered the effect of friction.

Primary 2 found their visit to Glasgow Science Centre to be the most enjoyable of their outdoor learning experiences. There, they participated in a forces workshop. As well as learning a little more about the air powered rockets, they were also able to show off all that they had learned over the term. This was followed by a tour of the exhibits with lots of hands on activities to try.



Primary 3

The class has had a busy term learning about Water. Kyle Arnott (pictured) from Scottish Water was invited to school by a pupil and he gave a very enjoyable presentation about how our waste water is processed. The children have worked hard to design fun games for our Water Aid fund raising week. We hope to beat our total from last year and help children who do not have access to clean water 'on tap'.

Lego Learn to Learn is a new activity to P3 this year and the boys and girls have carried out a number of tasks to become 'Master Builders'. They have received their Building Licences and proudly wear them when they are designing and building Lego models in their weekly challenge.

In amongst regular class activities, the children spent a great deal of time learning their lines for the Nativity play 'Strictly Bethlehem 2'. They children very much enjoyed performing and put on an excellent show!



P3 Water Aid



P3 Lego Learn to Learn

Primary 4

We have continued our push on 'Big Maths' during this busy term and the children are seeing their weekly scores improve. Continued practice of Learn-Its and times tables will help all children. They should be able to give an answer as speedily as they can say their own name!

In Language, we have focussed on answering comprehension questions in full sentences and have introduced Cloze reading exercises.

Our visit to Glasgow Science Centre linked to developing our knowledge of The Human Body. The class took part in experiments which demonstrated blood flow, the digestive system and our organs. The children have also enjoyed learning about Living Things and particularly enjoyed visiting Doonside to explore the woods under the expert guidance of Mrs Gibson. Following this visit, the splendour and beauty of approaching autumn inspired the children to write poems about Autumn colours. Here are a few of their stanzas:

Autumn Colours

Crimson is the sunset over the bay as day fades
into darkness
A fire roaring with marshmallows toasted

Red leaves falling
Strawberries with chocolate on a winter's day
(Blair Thom)

Red is a rose blowing in the wind
A drop of blood
Or a coat as fluffy as fur
A bright parrot soaring over trees
(Ethan Adam)

Gold could be a sparkling throne
A crown sitting upon the Queen's head
A huge pile of shiny coins in a case
Golden hair with a sparkly clip
(Tiffany Cai)

Yellow is tall bright sunflowers shooting up to-
wards the clear blue sky
Creamy bananas in a delicious fruit salad
Or a pile of crunchy leaves hidden in
the shade of tall trees.
It could be a blazing summer sun floating in
space, filling the earth with light
(Isla Hall)

Brown appears as a hedgehog
snuggled up in a ball
A brown fluffy owl curled up in a tree
Hot chocolate boiling by the fire
A hot dog being toasted in the oven
(Verity Findlay)

Primary 5

As part of Health and Wellbeing lessons, P5 invited Mrs Ashley along to talk about health and wellbeing and the importance of making healthy choices in life. She brainstormed ideas with the children which led to discussions on the benefits of drinking water and the need for physical activity to build strength, coordination and confidence.

Mrs Ashley gave the children a 15 minute workout and they had great fun moving to music and stretching and flexing their muscles! The children loved telling Mrs Ashley about the many physical and sporting activities in which they participate on a weekly basis. Healthy snacks were tried (and devoured!) and the children talked about the advantages of including these in their diet.

When Rory Kilpatrick was asked to pour out 9 1/2 spoonfuls of sugar into a glass, everyone was shocked! They could not believe it was equivalent to the amount of sugar contained in a 500 ml bottle of Coke! Mrs Ashley then left us with the idea of a 'boot camp' afternoon on the low green for P5...

Who's up for the challenge, P5?!



Primary 6

Primary 6 have been fully engaged in our interdisciplinary learning topic, The Titanic. The children have relished learning about the ship and have shown great interest in the timeline involved in the building of The Titanic, the fundamental errors in its construction and the people on board. The class thoroughly enjoyed a day trip to Belfast and a visit to The Titanic museum. Sarah Mason wrote an account of the excursion (please see overleaf).



We have also spent quite a bit of time looking at feelings and the consequences of Good Days and Bad Days as our Health and Wellbeing topic. The children have talked about their feelings on a variety of subjects such as truth and honesty, stress and pressure, overcoming difficulties and courage. They have also shared feelings about death and loss and how to support a friend who has suffered a bereavement.

Primary 7

Primary 7 participated, most enthusiastically, in a Technology Day this term.

Mrs Clachan's class studied WW2: The Home Front this and were challenged to work as part of a team to design and build a WW2 Anderson Shelter. Pupils had to examine and explain why certain famous buildings are strong, identify the characteristics of a strong shelter, plan with their group according to a design brief and make a shelter with unique features. Some original ideas included: a descending plane, fairy lights and a party popper 'bomb' (which, sadly, failed to explode!).

Using problem solving strategies and applying their knowledge and skills of Science and Mathematics, Mrs Clark's class worked in groups to plan, measure and engineer a variety of bridges. Initially, they explored the designs of many famous bridges before embarking on building strong and robust structures, using a variety of media. Their evaluations were most insightful, particularly regarding the over-use of Sellotape!



One of the highlights of the Primary 7 experience is Islam Week.

This term, Mr and Mrs Gray kindly prepared an authentic feast for the class so they could sample curry. Lots of smiling faces can only mean that it was delicious!





The Titanic Museum, Belfast

Sarah Mason, P6

On Friday 28th October, P6 went to the Titanic museum in Belfast. The topic we are studying is all about the Titanic therefore we wanted to learn more about it in an interesting and exciting way.

Early that morning I arrived at school with a spring in my step. I could feel the excitement vibrating through me. Soon after everyone arrived we all got on to the bus. I sat next to Gracie. One hour later we arrived at the Stena line Ferry terminal, one step closer to our exciting destination. Lying in the sea, sat an extremely huge ferry. I thought it was a cruise ship at first! The bus parked on level five port side. After a while all thirty of us hurried off the bus and hurried up the stairs to level eight. It was marvellous! It had: a cinema, an interactive floor, a photo booth, a gift shop, computer games and even a lounge area. Soon it was time for lunch, however, some people felt a bit sea sick!

After a fun crossing, the ferry arrived at Belfast. Shortly after, we arrived at the Titanic museum. It looked like an iceberg but was meant to be in the shape of a star (for the White Star line). From the bus we could see the slip way and the poles that had held the ship in place while it was being built. When we got off the bus we sorted into groups and a tour guide told us some useful information. Surprisingly, all the people in Belfast seemed very proud to live in the birth place of the Titanic considering it killed over 1500 people.

The first section of the museum was called Boom Town Belfast. We learnt that many people had moved to Belfast because there was a boom in industry and there were jobs available for making linen, whiskey and of course building ships like the Titanic.

The second section of the museum was about the Titanic being built. I learnt that they had no protection in those days so nine people died during the construction of the ship. Also because of all the hammering of the rivets ninety percent of the builders went deaf! My favourite part of the day was the 'roller coaster' which was a ride that showed you more detail and simulations of the building.

The next section was the launch. Here we learnt that it was launched before it was painted and that the interior was finished then too. We saw: cabins, lifeboats and learnt more about Morse Code by playing games. At the end of the tour there was a big cinema that showed the ship wreck at the bottom of the Atlantic Ocean. We saw people's belongings like shoes and bags and even what is thought to be Captain Smith's bath tub!

Once we had finished we took photographs and ran the length of the colossal Titanic while other groups completed their tours. Finally we went to the gift shop and bought some souvenirs. Finally our time at the museum was over and we got back on the bus. The traffic was busy so it took a while for us to get to the ferry port. On the ferry we had a lovely dinner with all our friends and chatted about our day. Once we had finished our dinner we made our way back to the lounge area. As tired as ever we, we all slumped down in the black comfy chairs with heavy eyelids. Finally we arrived back in Scotland; we got on the bus and headed back to school. I slept like a baby the whole way back. At 11pm we met up with our parents back safely at school and headed home.

This was an outstanding school trip!

Erasmus + France Mobility 2016 Report

By Meera Mohankrishnan, Morven Murdoch, and Grania Archbold.

On September 25th 2016 we disembarked the plane, with no idea what was in store for us. On the bus to St Dominique the different countries sat huddled in their own groups. However by the end of the week we were crying on the bus to the airport, due to having to say goodbye to our new friends.

One of the best experiences that the Erasmus + Programme gives you, is the opportunity to meet different people. Building international bonds that last a lifetime. It is amazing how close you become over the course of one week. From sitting and playing in the park of St Dominique to travelling on a cruise down the Seine, we found that near the end of the Art Nouveau Art Re-Nouveau Erasmus Project 2014-2017, is that all the countries have become firm friends. As a result of this, after coming back from France, all the pupils of each country have formed a massive group chat on WhatsApp to keep in touch with each other.

One of the highlights of this trip in particular was the flash mob in Paris in front of the Eiffel Tower. Before we left for France, each country had to choreograph their own separate dance, which would be performed before the final dance with all the countries together. It was interesting to see each country's individual dance, which contained elements from their culture; our Scottish group was wearing tartan. We all found it great fun to perform the final dance together, which ended with all of us holding hands in a semi-circle as white balloons were released into the air representing the white doves of peace for Europe. It was an amazing celebration of cultural diversity!

As this programme's theme was Art Nouveau Art Re-nouveau, those of us taking part in the cinema workshop had a chance to create films with the help of Director and Film Producer, Chair of the Department of Mass Communication at Sam Houston State University, Texas, USA, Jean-Richard Bodon, and his assistant D.N. Patel. We also attended a conference held by them about the history and meaning of films.

As well as being an educational experience, Erasmus + is a great way of seeing Europe and truly experiencing the culture of a country. For some of us it was our first time in Paris. It was absolutely breath-taking! We were lucky as we came to Paris during Fashion Week and were able to look at some of the designer clothes on display in the individual boutiques and roam around the Galeries Lafayette. The gilded statues, the Arc de Triomphe, eating crepes in front of the Eiffel Tower, some of us spending 30 euros on macarons because they were so good! All in all our trip to France was a great success, and we all would highly recommend helping and getting involved with the Erasmus + programme, as it is definitely a gateway for many opportunities!

Monday

Meera Mohankrishnan and Grania Archbold

On Monday morning, we started our first day in France with a town trail in Paris to see the sights and take in some culture. As the topic of Erasmus + this year is Art Nouveau - Art Re-nouveau, we not only looked at the beauty of the buildings but learnt about the architectural styles, such as classical and baroque. Our group went to see the bridge Pont Alexandre III, one of 37 over the river Seine. It was made as a peace gesture towards Russia. Our tour guides told us that it was forty metres wide and it included many beautiful gilded statues of women with horses holding flowers or swords in different positions on huge columns. It was gorgeous to look at even with the grey sky as a backdrop.

We headed once again through the streets of Paris to Maxim's - an eccentric museum with an equally eccentric guide. The bottom floor was lavish, antique and painted a deep wine red and had not been changed for over a century, so the dance floor was amongst the tables in true art nouveau style. That trend continued as we headed upstairs to the more private rooms. The spiral staircase was slightly uneven, so we had to watch our step. The room was painted a fashionable pale blue and had two parallel mirrors that reflected each other creating the illusion of a corridor. Our guide told us that it was the same technique used in the palace of Versailles. We also heard that Marie Antoinette used this as one of her private rooms. Maxim's is still used today so the original parquet floor had been protected by expendable wooden flooring. However, the entry fee is an alarming 200 euros, which we were all astonished by, because, hey, no student has the money for that!

Tuesday

Morven Murdoch

When arriving at the school this morning, a warm welcome awaited us. We met in the dining hall and were quickly split into our workshop groups so we could start immediately. The three workshop groups all had different and exciting tasks to do. There was Sculpture, Stained Glass and Art Nouveau and the Movies. The cinema workshop was taken by Jean-Richard Bodon and we were split into four groups of mixed countries to come up with a plot and script for our movies- it was great fun! We then had a delicious lunch before heading to another hall to hear a very interesting speech about movies, given by Mr Bodon. We then had the chance to watch a most enjoyable film- 'Midnight in Paris' which relates back to the Art Nouveau period. After that, we had our first rehearsal for the flash mob which went well. I am looking forward to seeing what tomorrow has in store!

Wednesday

Jacqui Gibson and Anastasia Khymnyuk

In the sculpture workshop, our clay casts had plaster poured into them. The moulds would be left to dry overnight and broken the next day so they could then be painted. Aside from this task we were also give large blocks of a polystyrene-like substance to carve into our own designs which would then be shown at the exhibition on the final night. After a long morning of sculpting and carving, we headed off to lunch at the community centre. Once again, we sat in the park, relishing every moment of the warm sun. We taught some of the other students card games while making full use of the park equipment to take self-ies with the entire Erasmus group. This was one of the highlights of the trip for us as we got to spend time really getting to know the other students outside a classroom. After finishing lunch, we headed back up to the school for another lot of workshops: jewellery making, lino cutting and glass blowing. The workshops gave us the chance to work with some of the students we hadn't had a chance to get to know beforehand. After the workshops finished, we had our next rehearsal for the ANAR flashmob. We were starting to get to grips with the dance and it was all starting to come together. There was an air of excitement and anticipation during the rehearsals as we knew that each day brought us closer to our final dance in Paris.

Thursday

Jacqui Gibson and Anastasia Khymnyuk

Despite this not being the last day of the trip, Thursday proved to be an emotional day as it was the last day of the workshops we had been taking part in for the past two days. Our stained glass pieces had finally started to take shape and we spent the two hours arranging and modifying the different coloured pieces of glass into the lead frame. This was an especially rewarding part of the day as we got to see the other groups' pieces and appreciate the hard work put into them.

After another satisfying lunch spent outside so as to enjoy the sunshine and take many group photos, we walked back to Saint Dominique. Although the walk was noisy with chatter between people of every nation involved, there was something of a sombre tone to our conversations as we knew it was our last walk to the school. However, the weather soon lifted our spirits and it seemed as though no time had passed when we were facing the familiar buildings again. Our last rehearsal for the ANAR Flashmob was preceded by the lino cutting and jewellery making workshops which were really enjoyable and provided us with another opportunity to speak with people we hadn't had the chance to before. The busy day finished with a final rehearsal of our flashmob, and many teachers filmed this run-through so that we might see how far we'd come in just a few short days. The atmosphere was electrified as we collected our bags and we went home thinking of nothing but the day we were going to have tomorrow.

Friday

Ruby Magee

On Friday, we drove into Paris to do the well anticipated Flashmob. It took about two hours, but we eventually made it to Trocadero, and danced at around 11:30. It went very well, people even stopped to watch and film us! Afterwards, we had an early lunch and took pictures before walking to boat on which we would have a tour of the Seine. It was beautiful, and ended too soon, but not after seeing all the views of Paris you would need to see. We drove back to Saint-Dominique and had an hour to prepare for the closing ceremony. Everyone's art work from the previous three days was on display, and we even watched the films that were made by one of the groups. The certificates of participation were handed out alongside film-reel shaped plaques and two macarons each. The dinner we had at the school was - as the locals would say - 'délicieux': a two-course buffet with food such as quiche and tiramisu, and so much more. Finally, music was put on a speaker and we had a disco-style dance. It was so much fun the even the teachers joined in, and we were dancing with the flags of each of the countries.

Mrs Archbold Visits Saint-Dominique

Earlier this term, Mrs Archbold visited primary classes in our partner school near Paris. Wellington's primary pupils had prepared messages and a video of a song for Mrs Archbold to show them. The French pupils enjoyed watching the Wellington girls and boys singing to them in French. They have sent back a video of their rendition of 'Heads, Shoulders, Knees and Toes.' P3 classes also set up a penpal link and exchanged messages at Christmas time.

Mrs Archbold was in France with Wellington's Erasmus delegation to plan the proposal for our next Erasmus project. This will be based on the theme of Astronomy and pupils from Nursery to S6 will participate in our collaborative work with schools in Bulgaria, France, Germany, Macedonia, Portugal, Romania and Slovenia.



Médecins Sans Frontières

by Madame J. Bartholome, Teacher of French

MEDECINS SANS FRONTIERES

MSF is an impartial international medical humanitarian organisation which sends out volunteers to deal with the effects of war and natural disasters. Many of the volunteers use their knowledge of foreign languages on missions (for which they are not paid) so I thought this would present an excellent opportunity for our S3-6 pupils to understand the importance of languages. When Dr Newlands (who works with the NHS and Médecins Sans Frontières agreed to take part, I was delighted. Driven only by her desire to help others, Dr Newlands has experienced life in a war torn countries, providing medical assistance regardless of race, religion, political affiliation or financial means. I felt it was imperative that pupils heard Dr Newlands' experiences first-hand not just from the perspective of language learning but also in terms of raising awareness of world events and the importance of humanitarian work.

There was, of course, the opportunity to contextualise our pupils learning. Languages, biology and geography worked together to plan a project that would engage pupils and help develop their subject knowledge, insight, problem solving skills and self-confidence. The staged disaster created an opportunity for learning beyond classroom boundaries for S3 pupils. Each teacher worked hard at providing relevant, challenging and enjoyable learning experiences in the workshops. Pupils commented that they understood the relevance of their subjects and said that they had a deepened understanding of how their subjects can be applied in the wider world, which has had a positive impact in the classroom.

No matter what career path our pupils decide to take in the future, there are countless opportunities to 'give back' and help others, just as Dr Newlands has done with MSF.



(Above and right) Bananas undergo surgery to repair broken bones in the labs. Pupils from Kyle Academy were welcomed to Wellington for our staged disaster and enjoyed the experience immensely (their opinion, not ours!). (Inset) M. Levif as a wounded civilian.

A more detailed article about the staged disaster tasks for each subject area is currently available on the school's website (News & Updates)

A Visit to the Royal Conservatoire of Scotland

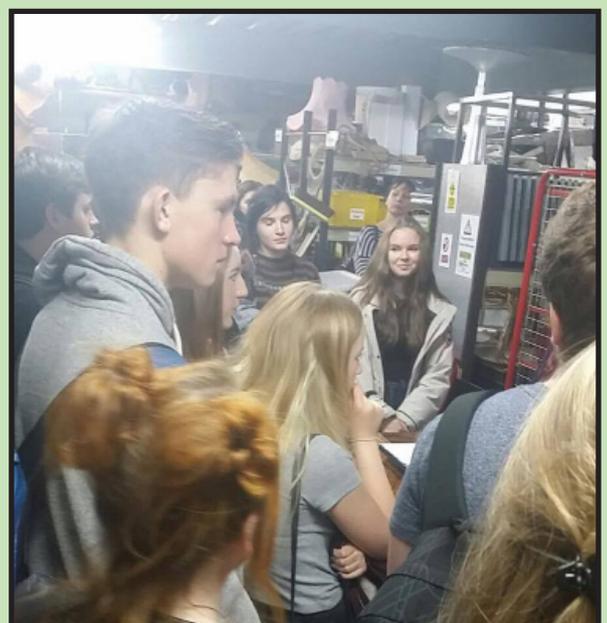
William McMahon, Eleanor McMahon and Celeste McGinley

On the 28th of October and 4th of November the Advanced Higher English, Music and Art pupils were taken on an excursion to the Royal Conservatoire of Scotland. The trip was organised by Mrs Ulph in order to further our knowledge of the backstage and technical aspects of what goes into a drama production. The group was accompanied by a group of students from Auchenhavrie who are also studying Advanced Higher English.

Upon entering the building we were greeted by Jamie Mackay who is head of postgraduate studies. He took us to the Wallace Studios at Speirs Locke. There we were able to visit the main workshop for set design including the wet and dry props room, machine workshop and paint room, and we saw the set of the upcoming production "The Snow Queen" in the making. We had the chance to meet Martin Mallorie, Lecturer in Design and Props, and he gave us an in depth look at the wet and dry props department and chatted to us about the difficulties he and his students are facing regarding their upcoming show, and how they work to problem solve whenever these problems arrive. After this we were taken on a tour round the costume and props store, the head of which is Ronda Barclay, and were shocked at the sheer volume of clothes in store and even more so by the level of organisation required to keep everything running smoothly.

After this we returned to the main building and were taken into the auditorium by Steve Macluskie who is BA Production Technology and Management Lecturer and were able to see a dress rehearsal of the play we were going to be seeing "The Burial at Thebes" in process. When the actors went on their lunch break we were able to explore the backstage area. Here we were able to see just how much goes into the backstage area of a production, and we got to see one of the lighting rigs that was being used to produce an on stage effect. The stage manager for the production was also a student at the Conservatoire, she had one of the most important jobs as she was in charge of the cues for the entire production, this was interesting as this was the first time we were made aware of the amount of technical timing required for this job which audiences don't often consider.

We were also given two lectures, one from Abbie from Drama Training Network who told us about the many different jobs available in theatre, and how to easily find courses that we would be interested in.



Continued overleaf...



The latter was given by Jamie, he showed us slides from the wide range of shows that had been put on at there in recent years, allowing us to see how the stage can be manipulated by different set designs in order to effectively convey the mood of a show, such as the granite and cold design of the set for “The Burial At Thebes” which helped to convey aspects of one of the main character’s personality.



The following week we travelled up to see “The Burial at Thebes” but before watching the production we were lucky enough to meet with Robin Peoples, Lecturer in Design, and third year student Gilly Slater who as part of her course at The Conservatoire had been tasked with the design of the entire production. She had been given a set budget and had combated logistical limitations, such as the proportions of the set, as well as health and safety. She had multiple consultations with the director on how to put across the theme and the ideas of the play while providing a consistent mood and atmosphere. We finished our experience at The Conservatoire by enjoying the show, “The Burial At Thebes” a tale of the struggle between loyalty to family or loyalty to state, and the will of a concrete dictator.



The fact that we had been behind the scenes and we knew how much work had gone into this production enhanced the experience as we were aware of techniques they had used, and we picked up on small details that we otherwise would not have noticed if we had not had this in depth look behind the scenes.

Fashion Show & Exhibition of Work

Summer Term 2017
Art Department & S5



Reflective Writing

Prestwick Airport: Pure Dead?

by Neil Large, S5

Glasgow Prestwick International Airport: Run down, deserted, useless. Bought for one measly pound in November 2013 after New Zealand Company "Infratil" decided to sell the airport after they were making devastating losses of around two million pounds a year. The Scottish government has predicted that nearly forty million pounds would be needed to invest into Prestwick airport to bring it up to a respectable standard. Why should the Scottish government be spending this much money on an airport when it could be better spent on improving facilities in hospitals and schools - the things which actually matter instead of improving an airport with no future? Prestwick airport has no future and should be closed.

Airports like Glasgow and Edinburgh have a much wider range of routes than Prestwick airport. From Doha to Delhi, Abu Dhabi to Australia the world is our oyster when flying from Glasgow or Edinburgh. When we fly from Prestwick, sadly, the world is more of an old kipper, offering us only our beloved Benidorm or a booze-filled flight to Ibiza. These airports make a mockery of Prestwick. Airlines won't even consider Prestwick for new routes because of the poor standards of the airport. Many people flying long haul will spend a great deal of money on their flight. For this they want a luxury flight experience. They are not going to be very impressed with the food encrusted carpet in the Elvis Presley café and they are going to be even less impressed rubbing (tattooed) shoulders with Ryanair's finest binge drinking bozo's heading for some Benidorm banter. Air traffic movements are predicted to double over the next 40 years and major airlines are investing in Glasgow and Edinburgh. Quite simply, Scotland does not need another major airport; particularly not an ineffectual down trodden shack.

Prestwick airport is also a waste of our tax money. The Scottish government has set approximately twenty-five million pounds aside to lend to Prestwick airport by the end of March 2016. Get your priorities straight, Scottish government. £25 million which is being invested into the airport could be better spent on improving school facilities, buy new books or it could build a new state of the art school for better learning conditions. £25

million could also be spent on medical equipment or treatment or improving hospital facilities, in fact, BBC Scotland had found out that hospitals in Scotland have massive occupancy rates some hospitals occupancy rates are over 130%. Shocking, but instead of these practical and beneficial ideas, the money is being spent on improving an airport that is not necessary when there is a much better, well looked after airport with more flights per day just 35 miles up the road in Glasgow. The airport is also reported to have loses of millions and millions of pounds annually. With Prestwick airport not gaining any profit shows that it is not viable of becoming a successful business.

Prestwick also has very little chance of growth. The airport is owned by the Scottish government meaning that funding for improving the airport is limited. Most airports in the UK are owned by private firms such as Manchester Airports Group or Heathrow Airport Holdings which are specialised in this industry and have a lot more money to spend on improving and developing these airports. These companies also have partnerships with airlines and ground services and know everything to get an airport running and busy. However since the Scottish government owns Prestwick airport, the amount of money needed to improve the airport would be hard to get funded towards. The Scottish government also doesn't have partnerships with airlines meaning that it is difficult to get major airlines to fly there meaning that the airport won't flourish. The Scottish government should close Prestwick as no major airport group wants to take it under it's (ahem) wing and the Scottish government have no experience in managing an airport the size of Prestwick. Would you invest your money into saving an airport with no future? I think not. The Scottish government should close Prestwick airport as the airport has a very limited future and that the money that the Scottish government is willing to invest in Prestwick airport could be better spent on improving public services like getting new books or equipment for a school or improving schools. The Scottish government also has not got enough money set aside to improve it as well as having little experience with airports at the size of Prestwick. Prestwick airport has seen better days, maybe once it was "Pure Dead Brilliant" now it is just pure dead.

Reflective Writing

Disney: Filled with Princes, Princesses & Privilege

by Callum Duffy, S5

I don't remember how I felt the first time I landed in Orlando International Airport, waited while my parents picked up the hire car, fell asleep in that new, unusual villa bed, and was taken through the entrance, to the most magical place on Earth. I don't ever remember how I felt, it happened when I was about one year old, however, the Disney and Universal theme parks in Florida have shaped my childhood as much as Santa Claus and the Tooth fairy. Almost every year since my first trip, my family has left the cold, dark weather of Scotland to the Sunshine State. Clearly, now, as I have matured, the magic of these holidays has worn off in some ways, and as someone who is, relatively, older, allows me to see the privilege I had as a child, that most kids, did not have.

It was never just Disney, the magic stemming from my middle class privilege came from other sources, such as a trip to Lapland, to meet the "real Santa", when was still at an age where I believed that a fat man in a red suit came down the chimney each year with gifts that cost him nothing. If such a world were real, then all children would be holidaying to Disney, living in warm luxury mansions, with all the latest gadgets and gizmos. While at Disney, we would typically spend over 2 weeks detached from everyday life. We'd spend several hours going into one of the theme parks, because of our holiday length, we could avoid the long queues as we could cherry pick rides with shorter queues, or use the FastPass system, unlike families who only had the one day to conquer the park. We would also either go shopping at Disney or one of the centres in the Kissimmee area, or go swimming or play mini golf under the Floridian sun. Then, we would eat at either one of our favourite restaurants. Most evenings we would then go back out, either to the Downtown Disney area, to stroll round the shops filled to the brim with Disney goods, or we might head back into a park, for an extra ride or two, and then to watch the fireworks above the parks light up night to sky, captivating the audience below, looking up at the colours and shapes, transforming the dark nights sky to a bright summers day. After this, we would return to the room, to sleep and start the process again the next day.

Just thinking about even the seemingly insignificant details of a trip to Florida makes me long to return to the place, where my mood is as high as their midday sun. However, it does cause me to stop and consider the privilege I have. Looking at the news, to places like war-torn Syria, poverty-ridden Sudan or disease-stricken Malawi. The children you hear about from all these

places, from refugees, to those dying from horrible illnesses in the middle of Africa, these children can never hope to have the kind of childhood that I and many others have selfishly enjoyed. Unfortunately, these countries are far away and we tend not to think about their issues, well, even if we do, it can be very easy to avoid the brutal reality of life, even more so when you are scoffing ice-cream with Mickey Mouse - and that is just my parents! However, these problems are also faced, by children in our own country. Children in Need highlight this once a year showing children who have no power, and no happiness. Even children who are not in such a deprived situation, may not have had the same level of childhood magic I did, some parents, who were not as well off as mine, may have struggled to afford a present from Santa for their Christmas. To other children, receiving a Christmas gift would be the greatest gift of all time. However, as a selfish naïve child, I would have bemoaned the fact I received a puppet, rather than a PlayStation. This privilege that I have had, will continue on into my later life. As an adult, I will have high expectations, and will continue to expect more from life than that of say, someone else who grew up in a poverty-stricken war-torn country. This child will not only expect less of the world, but will possibly gain less from the world. There is unfortunately nothing that can be done to fix the social inequality of the world, I will always be a more expecting person, and there is very little I can do to fix that, I just have to be grateful for what I have. However, I suppose the most I can do, is understand my privilege, and learn not to take things for granted.

However, that is the opposite point of Disney, it's not supposed to make you think deep, adult-like thoughts, However, that is the opposite point of Disney, it's not supposed to make you think deep, adult-like thoughts, the whole point is to make adults feel like children again, but, when you are standing around Main Street USA in the Magic Kingdom of Disney, looking at all the excited children, it can make you think, that some children may get this excited, by a second hand book as their solitary Christmas present, while these children would scream and kick at the thought of only a single gift from Santa. While the children here may get small amount of money, every time they take one step closer to adulthood, some children have never of heard of this so called "Tooth Fairy." Disney is exactly the same; many children will hear of Mickey Mouse and his magical kingdom, however some children can never dream of meeting such a famous character. However, I have, and there is little that can be done to fix this. All we as humans can do, is accept that most of the time only the privileged can truly experience the magic of Disney, and be motivated to help those who do not have the same.

The Governors' Award

Each year, the Board of Governors awards a sum of money to a specific department in the school in order to carry out a group project which will benefit the school. This year, the submission from Mrs Gabriel and Mrs Brindley won! Here are some excerpts from their application...

The Project:

Senior Art and Design pupil volunteers will lead workshops with Primary 6 pupils in order to design banners representing the school's houses.

Colour will be an important aspect with the Fauves colour scheme being prominent in all the banner backgrounds. Pupils will seek to represent the four inspirational figures whose names we use for our houses: Curie, Montgomery, Nightingale and Churchill. Image, pattern and text will also be important considerations. The project will be run in Drumley hall with bold, fun interactive participation for all in a more non-conformist manner.

The Award funds will be spent on digitally printing the banner fabric and then making it up into panels for permanent display in the school.

Who will benefit?

We anticipate that the banners will have a positive impact both internally (amongst pupils) and in the wider community, especially visiting parents and people who are not practically involved in the project.

There will also hopefully be an impact on the ethos of the school and the house system, reinforcing the history and tradition of Wellington in a modern society.



Weimar Project

by Celeste McGinley, S6

In August I travelled to Germany to take part in the UK German Connection Pupil Language Course. I spent two weeks staying with a family in Weimar along with 11 other pupils from around the UK.

We attended Humboldt Gymnasium where we received lessons from various teachers in German. Taking geography, history and maths classes in German was challenging as we had to pay very close attention to what the teachers were saying. We also spent time visiting the various sites around Weimar



including a local primary school, the Goethe Park and Buchenwald Concentration Camp. My favourite trip was to the Merkers Mine, where we whizzed through pitch black underground tunnels in miniature open roof trucks.

Spending time with a German family for a fortnight was a very rewarding experience as the family encouraged me to speak German constantly. I had a very different fortnight to the other students on the course as my family were very outdoorsy and sporty. I ended up going camping twice, wild horse riding and even scuba diving which I had not been prepared for!



Travelling to an unfamiliar country with students you have never met before and staying with a foreign family is a slightly intimidating experience but I found it hugely rewarding. I feel so much more confident speaking and listening to German and I met great people, both German and British. I would encourage anyone who is interested in German to seriously considering applying for a UK German Connection course or even a school exchange because I personally feel that exposure to a foreign language is absolutely the best way to learn.

Annual Dance Showcase

7th February 2017

After the success of last year's first ever Dance Showcase, we are delighted to be bringing you another in 2017! P3 to S6 pupils will be performing dances from around the world, including: Ireland, the USA, New Zealand, China, and Africa. A Scottish dance will be performed with pupils from Chestnut Hill School, Boston - hopefully via live video link!

It is not a show to be missed so please get this date in your diary now!



Art Reports

This term, S1 and S2 wrote mock reports for their progress in Art & Design as part of their self-evaluation. Here are some excerpts from their very honest appraisals (the pupil's reports have been anonymised at their request).



Mary finds chalk and charcoal work quite hard but she enjoys design and drawing from photographs. I think her next step should be working on blending paints and oil pastels and working on how to make accurate details in her paintings. Well done!

Neil got worse at art, but he's gradually getting better again. He shows positive energy in class but he does talk too much. He needs to work on his concentration and on improving his work.

Jane has improved a little this session and she has made progress in working faster. A positive point is that Jane works hard, but she will also talk a little too much! Jane's next step is to more to focus in class.

Daniel's art is good but he does daydream quite a lot.

Connor has made some good progress this year and has produced some nice pieces of work. However, sometimes, Connor can be a bit too talkative during class. After he quiets down, he works well. His next steps should be to focus just a bit more to show off his true potential. His tonal work is good too.

Joanna has made very good progress so far this year. She can do perspective drawings to a good standard. Joanna should work on tone and not focus on her mistakes. Even if she knows what to do, she is afraid to put a darker tone and needs to take more risks in her work!

Peter has made remarkable progress in both his effort and work rate this term. His attitude towards art this year has been marginally more positive than last year and he has learned to talk less and do more work. His work in class has also improved a lot. Peter should work on having confidence in himself as he asks quite a lot of questions in class.

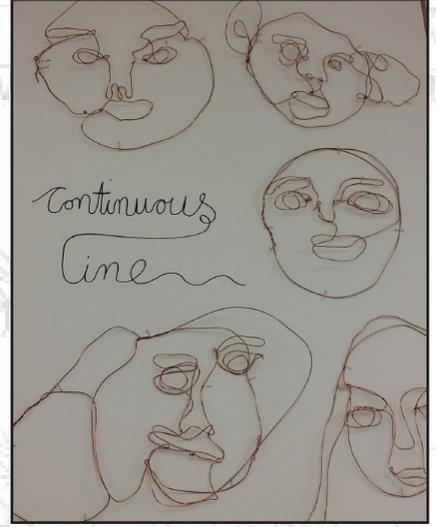
Over the course of the year, John has improved a good deal with his drawing. His painting is still pretty rubbish and he isn't the best with oil pastels. His next steps should be to knuckle down on painting and learn to be more delicate with his work.

Craig's drawings are slightly better than before and he is showing reasonable speed and accuracy. Negative points would be how messy Craig is when using anything other than pens, pencils and oil pastels.

Amanda has shown enthusiasm in all other work this session. She was particularly excited about the homework assignment over the October break. In the past few lessons, I have noticed her try to slow down and take more time with her work. I would say that the next step is to stop rushing through things.

Robert has done excellent in Art this session. He did an exceptional portrait. I think that Robert has to improve his drawing skill as he could become very good at it but he should now work on his shading.

Sarah has progressed a great deal this half term. She has worked hard on technique and tone. She is a confident, hard-working girl but I would like her to work faster. Her homework has been detailed and handed in on time and I am excited to find out how detailed her drawings will be in our S1 project.



Michael is kind of talented sometimes. He should get his head down more and not rush his work. He can do good work with tone if he tries hard enough.

Minecraft Visit

by Morgan Laraway, P6

On the 22nd November 2016 P6 went to an amazing event in Edinburgh which was about the spectacular Minecraft Education Edition. The day consisted of some talks, workshops and a mystery skype call! The best part was the workshops. We had a brief explanation about the features of Minecraft Education Edition from the amazing people at Microsoft who were open and friendly - which I loved. Some of the features we learnt about include: deny blocks which are a way to stop you breaking things above; barrier blocks which are a way to prevent people moving to a certain area and whiteboards which allow you to put facts and other educational bits of information on. We tried out the new features - it was quite exhilarating. I learnt lots of new things such as the NPC (someone you don't control), how to add restrictions to make sure it's used responsibly and all the different educational possibilities.

We went through all the different controls (I wasn't good at using them to start with) and navigated through the worlds. Then we were told to build a house and put a NPC in. I named him Bob! We also added a whiteboard to the house with the words 'come in'. With the help of the Microsoft team, I quickly figured out how to use the different controls and was excited about all the different possibilities I could create. After 30 minutes of using all these mind blowing features, sadly our workshop time was up. So we logged off and went to lunch.

Next we listened to some presentations from teachers who showed what they had done with Minecraft Education Edition in their schools. I was in absolute shock at how beautiful they were. They had created things that you couldn't even imagine: Roald Dahl Worlds, London During the Great Fire, Welsh villages, they had even created parts of the human body.

Finally we had a Mystery Skype call with the third person to ever play Minecraft who was calling all the way from Seattle! I was so excited so I asked him the question "What do you think is the scariest creature/mob in Minecraft?"

He replied "I think it is the ghaist because it sounds like baby children shrieking."

Sadly, this spectacular trip had to come to an end. I was extremely sad but as I went I said to myself, "I hope we get to do more of this in the future."

Short Tennis Tournament 2016

This year's P6 Boys Short Tennis Tournament showed that the boys had made extensive progress. The standard of this year's tournament was very high.

The winners were Michael Maxwell and Callum Peat who defeated Evan Kirkwood and Gurjeevan Basra in the final 11-1, 11-6.



WEST SIDE STORY

This year, the School Show was, of course, West Side Story. The talent and dedication from pupils, staff and our wider community never fails to amaze and everyone put in great deal of time and effort into making the show our best yet. The final night was sold out well in advance of the performance and there was even talk of having to provide additional seating!

West Side Story was the first performance in the Gaiety Theatre since the completion of its restoration project. A well-loved Ayrshire venue, it was a wonderful location for the hundreds of people who came to witness the stoy of Tony and Maria over the 2nd, 3rd, and 4th of November.





The Jets

Tony
Riff
Action
Diesel
A-Rab
Big Deal
Snowboy
Baby John
Anybodys
Graziella
Velma

Angus Brown
Sam Truesdale
Conrad Lynch
Jake Fremantle
Bobby Walker
Lewis Mcleay
Archie Kerr
Joshua Martin
Celeste Mcginley
Emilia Darwent
Jennifer Bowie

The Jet Girls

Eleanor McMahon
Katie Stewart
Emma Wishart
Emily McMunnigall
Eilidh Cosh
Laura Scott
Sorrell McNally Jones
Francesca Bailie
Amy Phillips
Ruby Magee



The Sharks

Maria
Anita
Bernardo
A Girl
Rosalia
Francisca
Consuelo
Chino
Pepe
Luis
Juano
Teresita
Estella

Holly Martin
Lilli Finucane
Callum Mccandless
Katie Carmichael
Claire Wilson
Chloe Dobbie
Jacqui Gibson
Harry Ledgerwood
Christopher Summers
Sam Ovens
Andrew Bucklin
Sophie Craig
Megan Short

The Shark Girls

Sylvie Stenson
Isla Novak
Kirstie Howat
Helen Mcpherson
Anastasia Khymnyuk

Adult Parts

Shrank
Krupke
Doc
Glad Hand

William McMahon
Lindsay Shaw
Adam White
Meredith Lynch



In Conversation with

Peter McCallum

Peter McCallum, who attended Wellington from P7 to S6 (leaving in 2009) has had a stunning year in rugby. In 2016, he topped the Premiership scoring charts with 15 tries, made his Scotland Club XV debut, and was named as BT Premiership Player of the Season. Peter's meteoric rise does not stop there. He is now Captain of the Ayr side while also training with the Glasgow Warriors.

What House were you in and did you hold any official positions at school?

I held the positions of Games Prefect and Captain of the 1st XV. I was in Montgomery house and we had a lot of success - we won everything but there was one thing we failed to claim: the house marching at Sports Day! We won everything, all inter-house sports, cricket, rugby, you name it but that was the one that got away... I was so annoyed about it! No McCallum every won it and five of us came through Wellington over quite a long period of time.

How long have you been playing rugby?

I started playing in Primary 7 when I first came to Wellington. I hadn't played before that point except from kicking a ball about the back garden a couple of weeks before I started here. Mr Ness was my coach and at that time and we played at Millbrae.

Mr Ness: I thought he had been playing since P1 as he was so good - Peter is definitely a natural!

What is your fonest memory of Wellington?

I have so many but I particularly liked the rugby tours. We went all over, including Lake Garda. We won the plate in my final year at Wellington and it was such a privilege to Captain that winning team.

I actually attended the first ever French Rugby Exchange too which was a good laugh. In fact, I really landed on my feet with the exchanges, I got a lot out of them, had great roommates and made lots of friends.

What did you do when you left school?

I went to work in the family business. My parents own Spar shops so I worked with Mum and Dad for a couple of years and then, around two years ago,

my Dad and I started up a self-storage business in Prestwick. Of course, I have also been playing a lot of rugby in my spare time! With Ayr, I am currently training about two days a week but over the summer, I was really busy! Glasgow Warriors took me on for the pre-season and it was a lovely experience, although it is a tough way to make a living! You have to do 10k on an exercise bike before breakfast and then again after breakfast. Each day basically followed the schedule of: gym, break, gym, break... 10k on a bike certainly wakes you up in the morning!

Over the summer, I also spent a brief time in South Africa playing rugby. It was an exchange organised through the club and we stayed in prison barracks which I suppose was quite an authentic experience - it was definitely character forming and looking back, it was a great exchange to be a part of.

How did Wellington prepare you for life?

It has given my excellent people skills - speaking with people and communication in general. School was great, I had so much fun. There are a couple of guys on the Ayr side who attended Wellington - Daniel McCluskey and Richard Dalglish - and we often talk about school. We do miss it, especially getting to go home at 4pm!

What was your best subject at school?

I enjoyed Business Management with Mrs Munn and Mr Byers in the classrooms on the top floor of Carleton Turrets. I spent a lot of time day dreaming out of the windows up there though...great views!

What was your worst subject?

French, I wasn't good at French but I wish I had been. Looking back, I really wish I had stuck with it...

In a recent interview you said you never could have imagined playing rugby professionally. Why so?

It was because of my attitude, rather than skill. At the time, I wasn't all that fussed about playing professionally but had I tried a little harder then, things could have been different. Now that I know a lot of boys who have gone on to be capped, it's a case of 'coulda, woulda, shoulda.' However, this summer, I have had a lot of opportunities and successes. I had a chance to go to London Scottish to play with the team alongside former

Wellington pupil, Robbie Fergusson. I didn't go but if I had done, I wouldn't be in the position I am now, holding the captancy at Ayr. There are also some other exciting things in the pipeline that I am excited about announcing! I am a great believer in what is meant for you won't go by you...

What's the funniest memory you have of school?

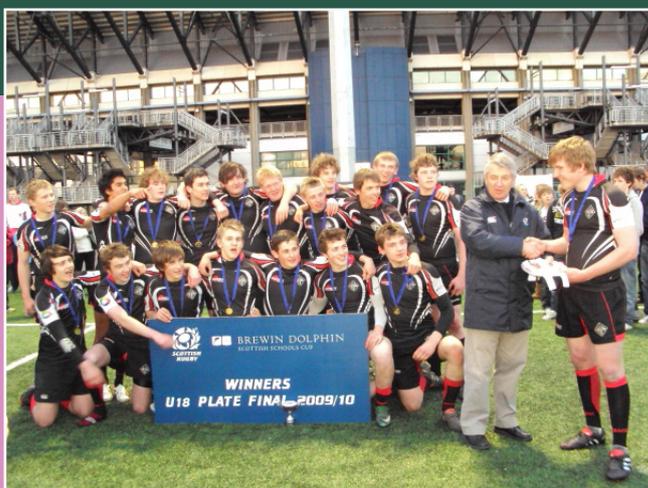
Nothing I could repeat...

Mr Ness: What about when you threw me in a swimming pool in Lake Garda?! I was given just enough time to remove my new trainers and save my mobile. Then, they threw me in... I took a good 4 or 5 of you with me, though. It was just before we left for the airport, the boys grabbed me and pushed me in fully clothed!

Peter: [laughing] one of the boys jumped in with his phone in his pocket!

Do you have any message for Wellington pupils?

Simply, have confidence in yourself and whatever you want to do. I try to be confident and I have had success in rugby but I truly believe that you get out what you put in. I very much go by that personally.



The pictures of Peter in the Ayr kit are copyright of George McMillan, Scotland Club XV & SNS Group.

The third image shows Peter playing for Projex

Waterboys, an invitational 7s and 10s side he plays for when he isn't playing for Ayr. The final image shows the team that won plate in 2009 - and Peter's most memorable try!



Mr Ness's 60 seconds with Peter McCallum

Born? Irvine

Favourite Food? Pizza

Best rugby memory? It has got to be winning the double in 2013.

Favourite color? Blue

Favourite book? Harry Potter

What does school rugby mean to you?

Good times

Ideal holiday? Florida

Hardest opposition? Melrose

Hardest man you've ever played against?

Bruce McNeill (Hawick, Number 8)

Hardest man in Ayr's 1st XV? Scott Sutherland

Funniest man in the 1st XV? Ross Curle

Chinese or Indian takeaway? Chinese

Relationship Status? Pass!

What would like your grave stone to say?

I won't have to read it so I'm not sure...

'Legend', I suppose!

What are your hobbies out with rugby?

I dabble in golf and I go rallying every so often.

Who did you look up to when you were at school? Mr Ness

Which rugby team do you support? Glasgow

Favourite rugby player? Richard McCaw

Who will win the live series? New Zealand 2-1

How many Scots will make tour? Five.

How many will make the team? Two, with one

on the bench.

Who will win the world cup? England?

Career aspirations? To be successful.

Nickname? P-Mac

Music: I used to play the trumpet; *Mr Ness: I meant what bands?!* Peter: One Direction, I can't deny it!

Most memorable try? Hmmm... there have been a lot but it has to be one that won us the plate in 2009.

The Last Word...

Mr Ness: If I had to say something about this man (and this is the gushy part!) I would say that he would be the first man on team sheet because he's a warrior and he's loyal.

Do you have any comments or feedback about this issue of The Turret? Please direct all correspondence to press@wellingtonschool.org

