

The Turret

Wellington School Magazine

Spring & Summer 2016/17

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Please direct feedback, comments or complaints about this publication to Miss Bianchini: press@wellingtonschool.org.

If your enquiry is about the curriculum or any other issue relating to education, please address your child's class teacher, form tutor or relevant subject teacher in the first instance.

Front Cover Art



Before we launch into this summer's edition of The Turret, it is only right that we credit the talented artist whose work adorns the front cover.

The Art Department has been typically active, and as successful as ever, in a number of national art competitions this year. The front cover of this edition of The Turret is the work of one such winner. Aaran Brodie (P7) was the regional winner for Ayrshire & Arran in the 2017 Fringe Festival Poster Competition. His winning design shows a line drawing contrasted with a bright red background. The jovial lined figure holds two musical instruments with the Forth Rail Bridge running behind. Aaran's classmate Joanna Meikle was highly commended in the same competition.

Running since 1980, the competition is one of Scotland's longest-running arts projects. This year, 238 classes from 187 schools across Scotland took part and 5,500 pupils entered the competition using art forms as varied as photography, poetry, digital creations, sculptures, illustrations, paintings and print work. We are delighted that the talent of two Wellington pupils stood out.

Aaran's piece will be displayed as part of a special exhibition at Dynamic Earth in Edinburgh from the 6th of June to the 28th of August alongside 13 other regional winners. Free entry will ensure that thousands of people will see this fantastic piece of work over the busy Festival period.

Welcome

It is hard to believe that over a year has passed since Speech Day 2016, when we awoke to the outcome of the Brexit referendum before making our way to the Town Hall. We can all agree, I am sure, that a lot has happened since then, both here in Wellington and in the wider world.

One of the pleasures of working with young people is seeing how much they progress in a year. The well-known author, Richard Ford, writes of the 'permanent period of life', and is referring to the years that his fictional character has lived through without much really changing. As we all know, the school years are quite the opposite of this. Every year is different to the one before and brings new challenges, new friendships, new ideas and fresh opportunities.

At the WSA concert at the end of term, I enjoyed listening to many performers who were outstanding last year, but who have moved on to a whole new level over the course of the last twelve months. Such is the possibility of youth. Recently, we changed timetable and our distinguished S6 suddenly became 'The Leavers'. Time waits for nobody in a school.

With this in mind, I invite you to enjoy this enlarged edition of 'The Turret' and to reflect on the busy year that has passed so quickly. I hope that you have many happy memories of the 2016-2017 session, and I hope every member of the Wellington community has benefitted from an enjoyable and restful summer break.

Simon Johnson,
Headmaster



Governors' Awards

The newly launched Governors' Award allows departments or individual members of staff the opportunity to request a grant of £500 to realise a specific project or event. The recipients of last session's Governors' Awards are listed below. As you will see, every application is innovative and exciting, which just bears testament to the enthusiasm of Wellington teachers!

House Banners - Mrs Gabriel, Art

Mrs Gabriel wanted to create house banners to bring to life the four personages who lend their names to our houses: Winston Churchill, Marie Curie, Field Major Montgomery and Florence Nightingale. As part of this ambitious project, 6th Year Art students worked alongside their counterparts in the Junior School to brainstorm ideas and then create each banner. Naturally, the pupils worked in houses and the outcome of their efforts is displayed to the right. Mrs Gabriel's plan now is to get the banners printed and displayed prominently in school for everyone to enjoy.

Public Speaking Coaching - Mrs Sheils, English

The first coaching session took place on the 29th September and ran for a total of seven weeks. Twenty-seven pupils took part including two from Belmont Academy, four from Marr College and eight from Queen Margaret Academy. In the first two sessions, the instructors, Michael and Hannah, led sessions on: why debating is important; how to combat nerves; how to construct an argument; and how to deal with points of information.

The feedback both from Wellington and external pupils was so positive that it is hoped these sessions will run again next session.

IT Equipment - Ms Lamont, P6 Class Teacher

Last summer, during their Lights, Camera, Action topic, P6 had lots of fun writing their own short scripts and turning them into simple animations using equipment and software bought with the Governors' Award grant. Pupils made their characters out of plasticine kits and then used animation software to film their masterpieces and Easi-Speak microphones to record the dialogue.

The microphones have also been used successfully this year by the French department to allow children to listen back and evaluate their French. Best practice has been shared amongst staff with our Digital Leaders have created 'how to' posts in their blog so other teachers can see what equipment we have and how to use it. The Digital Leaders have also set up the green screen equipment in the Junior School Library.

Fabulous Fiver Challenge - Mrs Munn & Mr Byers, Business Studies

This hugely successful voluntary enterprise challenge took place during the month of March. Pupils from P5 to S6 were involved although the younger year groups were particularly enthusiastic conjuring up all manner of ideas for products and services which they then sold to their peers, staff, parents and in some cases, the public!

More details about the challenge are covered in a feature article in this edition of The Turret.



Churchill



Curie



Montgomery



Nightingale

Reflections on ERASMUS

by Hélène Plautin-McShane, S4

Slovenia, Bulgaria, France, and soon Germany. This list of countries might not mean anything to you but to me it brings back fond memories, feelings of excitement and anticipation when I arrive in a new country. The list of European countries describes where I have visited as part of the Erasmus + project which my school participates in. Our Erasmus program began in 2014 with 6 European schools jointly focusing on the theme of Art Nouveau but, I only became involved 2 years ago. I believe Erasmus+ has helped me embrace different cultures, gain international friendships and develop my confidence through activities.

As a child growing up bilingually and residing in 3 countries I was aware from an early age of the importance of embracing different cultures. Accepting people's cultures helps me to value their opinions and in turn I am able to adapt better in numerous social situations no matter which country I am visiting. This is why I feel that the Erasmus + project has helped me to integrate with people and their cultures which I strongly believe has given me the necessary skills to prepare me for real world situations. Take teamwork for example, this is something we do every day: it helps explore different mind-sets and most importantly... have fun! At first it seems daunting, having to walk up to a table of strangers with different backgrounds and ethnicity. However, when I pluck up the courage to sit down and engage in a conversation, I feel much less awkward than I imagined it. In moments when I feel a friendship is blossoming I cannot describe the exact feeling of happiness it brings. This is why I am enraged when people have the opportunity to participate on an Erasmus trip and do not make the effort to make friends; worst of all, labelling people from other countries as "weird" for having different tastes or opinions. This pet peeve of mine doesn't just apply to Erasmus; it applies to any type of segregation due to narrow minded thinking. Thankfully, this rarely happens during an Erasmus excursion and instead you see friendships developing.

'Activities in Erasmus have helped me build my confidence by pushing me out of my comfort zone and into a whole new world.'

Friendships are one of the reasons why it is so difficult to return home after an Erasmus trip. Every time I introduce myself to strangers in Erasmus +, I'm practising and developing my social skills. Each time I manage to dispel an elephant from the room, I add a new friend to my growing collection. These friendships unexpectedly change my life as they never fail to reinforce the fact that just because we can't see each other all the time doesn't mean we can't have a close relationship. I grow to realise with each virtual conversation, through the blessing of social media that as long as my friends and I appreciate and value each other, distance isn't an issue. If anything, the distance which lies between us just itches at my desire to browse through flight prices, leap on a plane to fulfil my thirst for travel and continue from where our conversation had previously ended. The great thing about long distance friendship is that it can't separate us from sharing our passions. For example I love to rave to my Romanian friend, Christina, about the new book I've read or the new recipe I've tried as does she. Our mutual passion for food makes our conversations ones that always leave me famished. It doesn't help that we have a personal joke about a "pancake miracle" which entails of pancakes falling from the sky. However, it's not just about being the same, it's also about what's unique about us which makes us be ourselves. The mix of our cultures makes mine and Christina's friendship so special. Romanian culture is completely different from the Scottish culture I'm used to but it doesn't change the fact that we love learning about each other's cultures. Additionally, I always enjoy giving her a helping hand with her English just as I would with all my foreign friends. Before I would have questioned the authenticity of long distance friendships but now I appreciate as well as respect them due to being in several myself which I wouldn't change for the world.

Activities in Erasmus+ give the opportunity to build confidence. Think of the term "flash mob". It sounds terrifying, dramatic and worst of all, public. However, being in the Erasmus project means there are no limits

to what you can achieve which is why myself and 60 students decided to "flash mob" at Trocadéro in Paris. The plot twist was that I unaware that I was participating in this particular Erasmus excursion never mind the "flash mob", until the evening before departure. Although, I felt that I had danced well for someone with two left feet I'm glad that the pressure was eased off by the fact that the Scots were placed at the back. In spite of this, I do believe that I broke out of my invisible shell throughout the week although I may not enjoy admitting it. I tend to be easily embarrassed in crowded situations. Fear struck through me in case I ruined the entire sequence, as we only had one shot of the dance. That was my initial thinking process of the day, however, as I had practised it and had made friends who were in the same boat, I felt my confidence creating a shield blocking me from my fears. Nowadays, If I feel worry or fear trying to pull at my confidence in social situations I just think to myself that I danced in front of strangers in the capital city of France. If I can do that then I can do anything! The Erasmus + project has helped me to embrace different cultures, international friendships and develop my confidence through activities. Due to Erasmus+ I've been able to expand my group of friends and appreciate the efforts to maintain long distance friendships. Activities in Erasmus have helped me build my confidence by pushing me out of my comfort zone and into a whole new world. I am aware that my childhood spent living abroad has played a large part in how I see the world; therefore, I understand the importance of respecting people's cultural values. As I now live in a small coastal village in Scotland, unfortunately, I have seen people behaving in a narrow minded way towards ethnic minorities. I wish we could all follow the example Erasmus+ has set and put aside our differences in order to pursue international friendships and learn from our various cultures.

P3 Aztec Adventure Day

We're going on an adventure.
We're off to be some Aztecs.
What a beautiful day!
We're very excited.

Fold an eagle.
Draw an eagle.
Craft an eagle.
Take aim... throw!

Uh-uh! A river!
A fast flowing river.
We can't walk over it.
We can't swim under it.
Oh yes!
We get to canoe it!

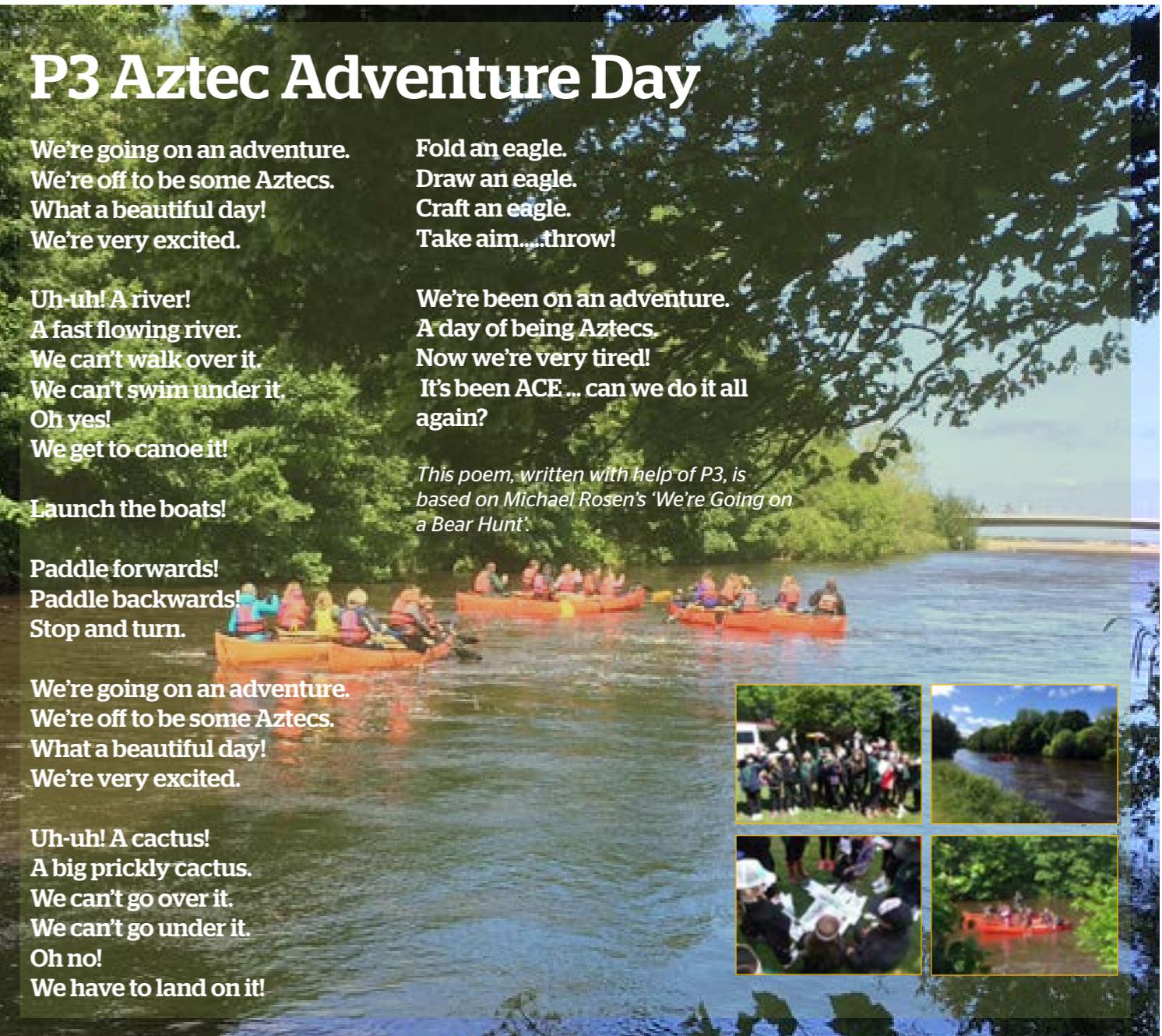
Launch the boats!

Paddle forwards!
Paddle backwards!
Stop and turn.

We're going on an adventure.
We're off to be some Aztecs.
What a beautiful day!
We're very excited.

Uh-uh! A cactus!
A big prickly cactus.
We can't go over it.
We can't go under it.
Oh no!
We have to land on it!

This poem, written with help of P3, is based on Michael Rosen's 'We're Going on a Bear Hunt'.



A Visit to St Dominique

Introduction by **Simon Johnson, Headmaster**

Daily accounts by **Wellington pupils**

At the end of May, I had the opportunity for the first time to visit St Dominique, our partner school in France, in order to join an exchange organised by Mrs Coontz. 'St Do', as it is affectionately known, is only a short 30 minutes north of the busy Paris Charles de Gaulle airport, but it could not be further from the hustle and bustle of France's major city. Drive into the small, quiet and obviously prosperous village of Mortefontaine, pass through the imposing electric gates that signal the entrance to St Do, and you enter into a leafy haven of peace and calm. That is, of course, until the bell goes and more than one thousand children flood out of the school in order to board the convoy of 21 coaches that form an orderly queue along the main drive.

What do I remember from my stay? Well, it is hard to forget the whole school outdoor Assembly that I attended and addressed (in English, and not at length) using a microphone. I am not sure that outdoor Assemblies would work well here at Wellington. Any visitor to the area will enjoy seeing the beautiful town of Chantilly, which, like Ayr, is famous for horse racing, and I was struck by the stained glass of the Chapelle de la Vierge in Amiens Cathedral. More importantly perhaps, I enjoyed gaining a better appreciation of the deep bond that exists between our two schools and it is clear that they value the partnership as much as we do. Just as France weaves its spell on us, so the view across the Clyde to Arran has entered the realm of myth for them.

Perhaps the thing that I will remember most is the parting. I am sure that many of the French parents would happily have adopted their Scottish visitors, such was their sadness at seeing our pupils leave. If you ever get the chance to visit Mortefontaine, take it - I know that St Dominique will find a place in your heart too.

'As we walked through a large passageway, we could see our French pen friends at the end. As we turned the corner, we were greeted with a round of applause and several cries of joy'

Eleana

Sunday 28 May

Départ pour la France. Bon voyage et bon vol!

'On my first night in France, I was excited to see what the trip would hold and what activities my host, Romane, and her family, had planned. I had been shocked how different our lives were already, and was interested to break out of my 'bubble' and see her version of normality, compared to mine. As it turned out, it wasn't so dissimilar but I was aware of a few differences. As Romane's mother and father were going to Zumba later on that evening, Leonie (Romane's little sister) was at her grandmother's house. This meant that Alexia (Romane's older sister) made dinner for us. The three of chatted with one another for an hour or so in my bedroom before we began watching 'Moana'. This is the French version of 'Moana', and with no English or

French subtitles, it took a lot of concentration to follow. Romane and Alexia offered me frequent assistance though, often translating sections which were difficult to understand. One thing I noticed was that they ate very late (8.45pm!). In Scotland, I usually eat around 6-6.30pm if I am not doing activities so I was starving! The film finished around 9.50pm, and I was extremely tired from my 6.30am wake-up. I jumped straight into bed, ready for another early rise the next day.

Overall, it was more similar to an average Scottish night than I had imagined. The eating times were later, and I also noticed they ate significantly less too. Maybe that's why (combined with the Zumba class) Romane's Mum looks like a movie star!

Eleanor Crosbie



Monday 29 May

A day in school: classes and activities which will include finding out about the history of Saint-Dominique in the school's 70th anniversary year.

We attended a normal school day in class with our French partners. In my class, there were 30 pupils who were all focussed on their classwork. All of the students were very welcoming and all tried to help me understand them which I think represents what a good school community they have. The pupils also showed 100% dedication to their school work which helped make our time in class very enjoyable.

Angus MacDonald

Tuesday 30 May

A day at Disneyland Paris!

Wednesday 31 May

Morning in class with your host then afternoon and evening with host families.

After I returned from out half day at school, we headed to Paris. The traffic was very busy and we were lucky to be moving at 5mph. Eventually we arrived in Paris and walked across a main bridge to get on the boat (my pen friend had arranged to meet up with her friends and their Scottish exchange partners). We took a boat tour up the river Seine, getting to see many famous French monuments on the way. We took several photographs of the sights and at the same time were informed about the history of the monuments. It was very warm and made a lovely afternoon out. I thoroughly enjoyed seeing the sights of Paris!

Eilidh Thomson

Thursday 1 June

Outing to Amiens Old Town and Cathedral.

We went to Amiens with our French partners and in the morning, we went to the Jules Verne Museum. We walked around his house on the riverside with audio guides telling us about his life, family and career. We

learned interesting facts about Jules Verne and saw many of his limited edition book covers. On the ground floor, we saw the winter garden and heard from Mme Verne about her two daughters. On the second floor, we saw Jules Verne's office, where he edited his work. In the office, we learned about his travels. Then, we crossed the road and had a picnic.

Euan Graham

After visiting the Jules Verne Museum, we travelled to Amiens, observing the stunning architecture. We visited a cathedral, pleasantly shocked by the grand, marvellous building. The massive cathedral was so big, that we had never seen a bigger cathedral. Everyone was extremely impressed by its beauty. Afterwards, we headed into the old town - it was very picturesque. We had a wonderful time in Amiens.

Amy-Edith Barbour

Friday 2nd JUNE

Morning trip to Senlis (market day)

The market place was very busy and it was obvious to see that it was not unusual for locals to visit. Many stalls sold fresh fruit and vegetables. Katy, Angus and I bought a punnet of fresh strawberries to share. We also went to a French patisserie and ice-cream shop.

Amazing smells drifted around the stalls. C'était délicieux! I really enjoyed looking at the different stalls. It really felt like we were experiencing real French culture. We all learnt a bit about French agriculture and c'était fantastique!

Grace Woodhouse

Saturday 3rd June

Morning with host family and afternoon flight home. Bonne fin de weekend!



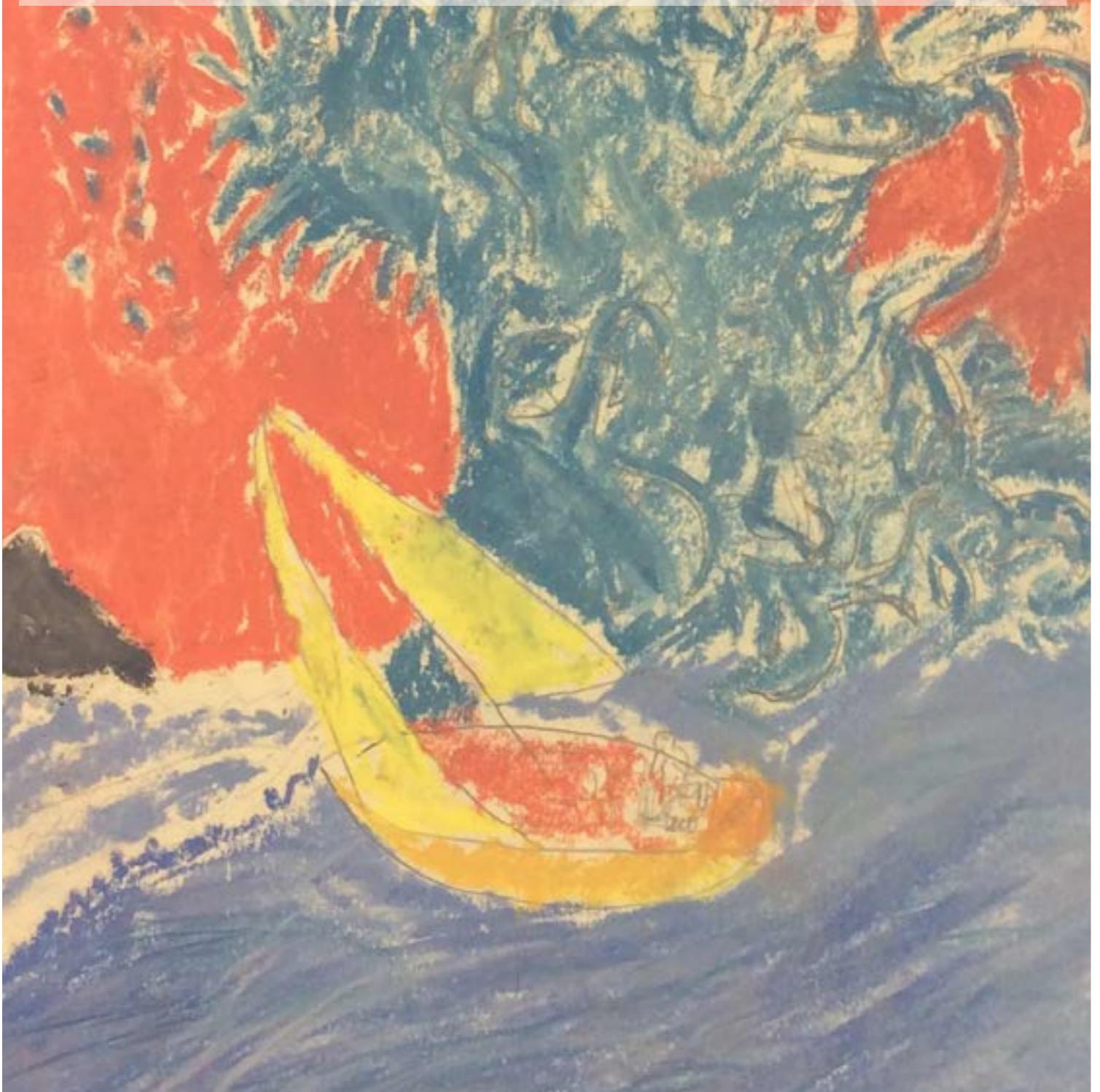
'...many of the French parents would happily have adopted their Scottish visitors, such was their sadness at seeing our pupils leave. If you ever get the chance to visit Mortefontaine, take it!'

Mr Johnson

Primary 5: Islands

This beautiful oil pastel is just one of the drawings by P5 children which capture the idyllic life of the Caribbean islands they studied last term. The class read *Kensuke's Kingdom* as a book study and were fascinated by the imagery portrayed by the author, Michael Morpurgo. His vivid description of the island Michael is washed up on greatly inspired the children: 'Sea. Sea. Sea. Nothing but sea on all sides. I was on an island. I was alone. The island looked perhaps two or three miles in length, no more. It was shaped a bit like an elongated peanut, but longer at one end than the other.'

The children were compelled to draw images of the lifestyle, landscapes and seascapes described in the rich language of the book, as well as everything they have researched about islands. They also wrote imaginative stories about being stranded on an island, just like Michael was in the novel. Finlay Ashley's story is reproduced on the opposite page.



My Island Adventure

by Finlay Ashley, Primary 5

I sat up. I was on a beach, a broad white sweep of sand, with trees growing thick and lush behind me. I was weak all over. I looked all about me. The wide blue sea was as empty as the cloudless sky above. I stood up but fell back soon after with agonising pain in my knee, I cried out in pain then thought for a moment. I am alone.

The sun was beating down on me, I could feel the warm tropical air forming around me and the soft smooth sand below me. I could smell the lush trees behind me and could taste the salty breeze blowing gently across my face. I could hear the monkeys howling and the birds tweeting and chirping. I can see the smooth waves rolling in then sinking back out, so lovely but I was still scared and alone.

How did I get here? All I can remember is a huge storm, I was on deck hauling ropes when wave knocked me over the side of the boat and before I could grab the side railing, I was in the sea treading water, screaming like a burst balloon and looking for something to grab then I saw Stella and of course. Stella brought me here so I'm not alone. I start calling for her, no answer. "Stella!" and yes she just casually trotted out behind the trees like nothing ever happened. I ran up to hug her and she greeted me too. After that Stella and I went looking for shelter or water or something, me, with the help of Stella, because my knee was hurting so badly.

Suddenly I saw smoke. I thought I had better get a look at that so Stella and I climbed up a hill and saw that it was coming from a clearing in the middle of the island just nearby. I thought fire must have meant people so I crept up to the clearing and hid in the trees. I squinted to see if anybody was there.

There in a clearing I could see a shelter and the fire but nobody was home. Suddenly I heard chanting from behind and spun around. It sounded like a pirate song so I hid in the bushes until I saw him. He looked like a pirate but without the eye patch and bloody cutlass, just a pistol. Then Stella started barking and he stopped chanting, slowly he turned around and looked at Stella. Confused, he started walking towards Stella so I jumped out to stop him. This startled him causing him to jump in the air, then he stared at us both for a bit and eventually he said, "Who talks first then, me or you?"

"Who are you?" I said

"Well I think the question is, who are you?" he smiled.

He ushered me in to his shelter and I told him how I had fallen off our boat and was washed ashore with Stella. He then asked why I was out so far at sea and I told him how my dad had had the idea to sail around the world so we did and it got me here! So then I asked him how he got on this island and he told me that he was a pirate (unsurprisingly) and captain and that he had been asleep, tucked in his hammock, as snug as a bug in a rug, when he was woken up by his crew and taken outside with a pistol at his head. They marooned him on the island with a pistol with one bullet that he could use to shoot himself and a bottle of rum for the slow treatment but he survived!

"So how are we going to get out of here?" I asked

"Arrr, you'll see soon enough!" he said.

"Follow me," he said then clambered out of the small shelter. I swiftly followed then my knee buckled and he rushed over to help me. Luckily, he knew a thing or two about pirate medical procedures so I was ok. He just attached bamboo to my leg for strength then took me towards the beach and when I got there, I saw something amazing...Nothing!

"Well where is it then?" I questioned.

"They will come when I call them," he said.

"Ok, you can stop kidding around now," I said depressingly.

He then started whistling and the waves started churning. Then BOOM!!!

Two whales came shooting out of the water with spectacular grace then rocketed back down, "Well ok let's get going," he said.

"You see it's not that easy, it's very hard to get on," but I was already wading out into the water desperate to be taken away and soon I was swimming with Jack, the pirate who was not far behind, calling and whistling at the whales. Then suddenly I felt like I was being lifted up and taken out to sea for miles and miles. Jack waved and shouted "Good luck!" He had decided that life on the island was fine for him but I wanted to go home.

In the distance I could see a ship of some sort. The whale took me towards it. I waved and yelled to attract their attention and I believe they stared in astonishment. I was going home.

Dance Spotlight 2017

In 2016, the Dance Club, led by Mrs Penton and Miss Jones, hosted the very first Dance Spotlight. The dances were performed by pupils from P6 to S6 and many participants chose to choreograph their own pieces which they developed in Dance Club. The event was a resounding success so Mrs Penton and Miss Jones decided to host another this year, giving it a distinctly 'global' theme.

Pupils performed dances from all over the world - New Zealand, China, the USA, Africa and Scotland. In the months leading up to the performance, pupils showed great creativity and commitment spending time choreographing and attending practices. Pupils showed enthusiasm and skill, performing a variety of styles including tap, ballet and modern. If you did not attend this year, be sure to get your tickets for the Dance Spotlight 2018!



'Performing in front of an audience allows pupils to develop confidence and bond with other children.'

Mrs Penton, Teacher of PE and Dance Club Leader



BEBRAS Computational Thinking Challenge

The Bebras Challenge is organised in over 40 countries and is designed to get students excited about computing. All Wellington pupils from P7, S1 and S2 and Computing Science students from S3 to S5 took part in the Challenge which seeks to introduce students to computational thinking using a set of problem-solving skills and techniques that software engineers use to write programs and applications. Examples of these techniques include the ability to break down complex tasks into simpler components, algorithm design, pattern recognition, pattern generalisation and abstraction. The tasks, which are delivered online, are fun, engaging and based on problems that Computer Scientists often tackle.

The tasks can be solved without prior knowledge but instead require logical thinking. The aim is to solve as many problems as possible in the allotted timeframe.

Every Wellington participant 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
for the Junior Challenge

Jayden Lyons
for the Intermediate Challenge

Hélène Plautin-McShane
for the Senior Challenge

Callum Duffy
for the Elite Challenge



P6/7 Inverclyde Hockey Trip

by Emily Muir

On Friday 19th of May, P6/7 set off on the bus to sunny Largs to stay at Inverclyde for the weekend. Miss Jones and Miss Hyslop accompanied us on our hockey trip.

When we arrived at Inverclyde, we were given a very warm welcome and were shown to our rooms. Once we had unpacked, we headed to the dining room for fish and chips. After dinner, we had our first activity in an AMAZING gymnasium where we were lucky enough to watch a Team GB gymnast practising her beam routine. We then got to try out lots of fantastic equipment and I think everyone would agree that the foam pits were the best.

After a good night's sleep, on Saturday morning we got some super hockey training and played some small tournaments. After lunch, we did archery and table tennis which was so much fun. The next activity was hardcore circuit training to build up our appetites. Saturday's evening meal was served by everyone's favourite server, Marcello. A walk to Largs town centre for ice-cream at Nardini's followed by a game of handball was the perfect end to a busy Saturday.

Our last day was Sunday, and after breakfast, we



played non-stop hockey tournaments. Luckily, we got to play in the indoor facility as the rain made an appearance. Each team made a funny chant which was based around their team colour and number. This just added to all the fun!

Sadly, we had to make our way back home on Sunday afternoon but to cheer us all up, we were allowed sweet treats before we left!

Set in the heart of North Ayrshire, **sportscotland** Inverclyde National Sports Training Centre is the first UK residential sports centre of its kind, designed for inclusivity. A provider of world class indoor and outdoor sports facilities to users at all levels of physical and sensory ability, Inverclyde is open to high performance athletes, sports clubs, school and education groups as well as the local community.



It is not every day that pupils have the opportunity to use world class sporting facilities. Recognising that, our P6 & P7 hockey players took **full** advantage of their weekend at Inverclyde!



Hockey Tour 2017

By Sorrell McNally-Jones, Helen MacPherson, Eilidh Cosh (S5)



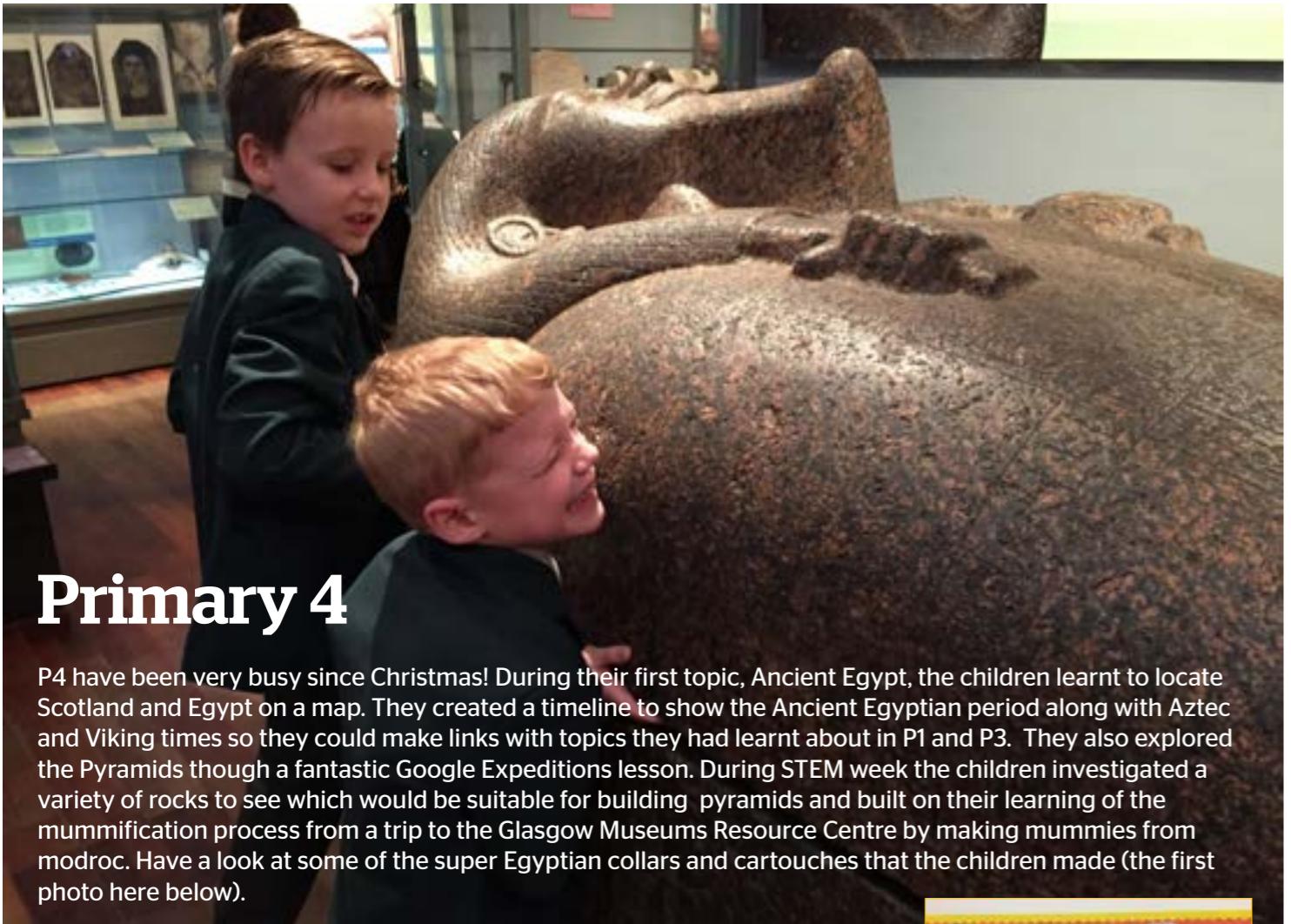
In June, the 1XI and 2XI took part in a hockey tour to Barcelona where we played matches against Real Club de Polo de Barcelona and Athletic Terrassa HC. The other teams played exceptionally well and were very competitive. They did not have as high a level of sportsmanship as we had thought they would,

however, that did not affect our team morale.

The hockey tour was designed to help us improve our skills and build new relationships within our team. A full training session with professional Spanish hockey coaches was a highlight of the trip and allowed us to consolidate our 3D skills. It was an invaluable session. It was also at this point that we learned that keeping hydrated during play is essential, especially in warmer climates.

While in Barcelona, we took a stadium tour of the Camp Nou and visited the sights of Las Ramblas and La Sagrada Familia.

We feel that the tour experience helped us learn more about one another and create lasting bonds both of which are vital for a cohesive team. On a personal level, Helen learned a lot about the culture of Barcelona (and not to leave her mobile phone in the reception of a hostel); Sorrel leaned to interact more with the team and she also became more confident. Finally, Eilidh learned that cooperation and that her pro braiding skills were extremely useful to the team.



Primary 4

P4 have been very busy since Christmas! During their first topic, Ancient Egypt, the children learnt to locate Scotland and Egypt on a map. They created a timeline to show the Ancient Egyptian period along with Aztec and Viking times so they could make links with topics they had learnt about in P1 and P3. They also explored the Pyramids though a fantastic Google Expeditions lesson. During STEM week the children investigated a variety of rocks to see which would be suitable for building pyramids and built on their learning of the mummification process from a trip to the Glasgow Museums Resource Centre by making mummies from modroc. Have a look at some of the super Egyptian collars and cartouches that the children made (the first photo here below).

Primary 4's enthusiasm for maths and Big Maths knows no bounds! Some children are so good at their Learn-its that they have covered much of the Primary 5 work already!

The children have covered all the core skills in Big Maths for Primary 4 and will consolidate this knowledge over the rest of the term. Over the course of the summer term, the children learned about different styles of poetry. They first produced a Limerick about a subject of their own choice and followed that with an acrostic poem about Scotland.

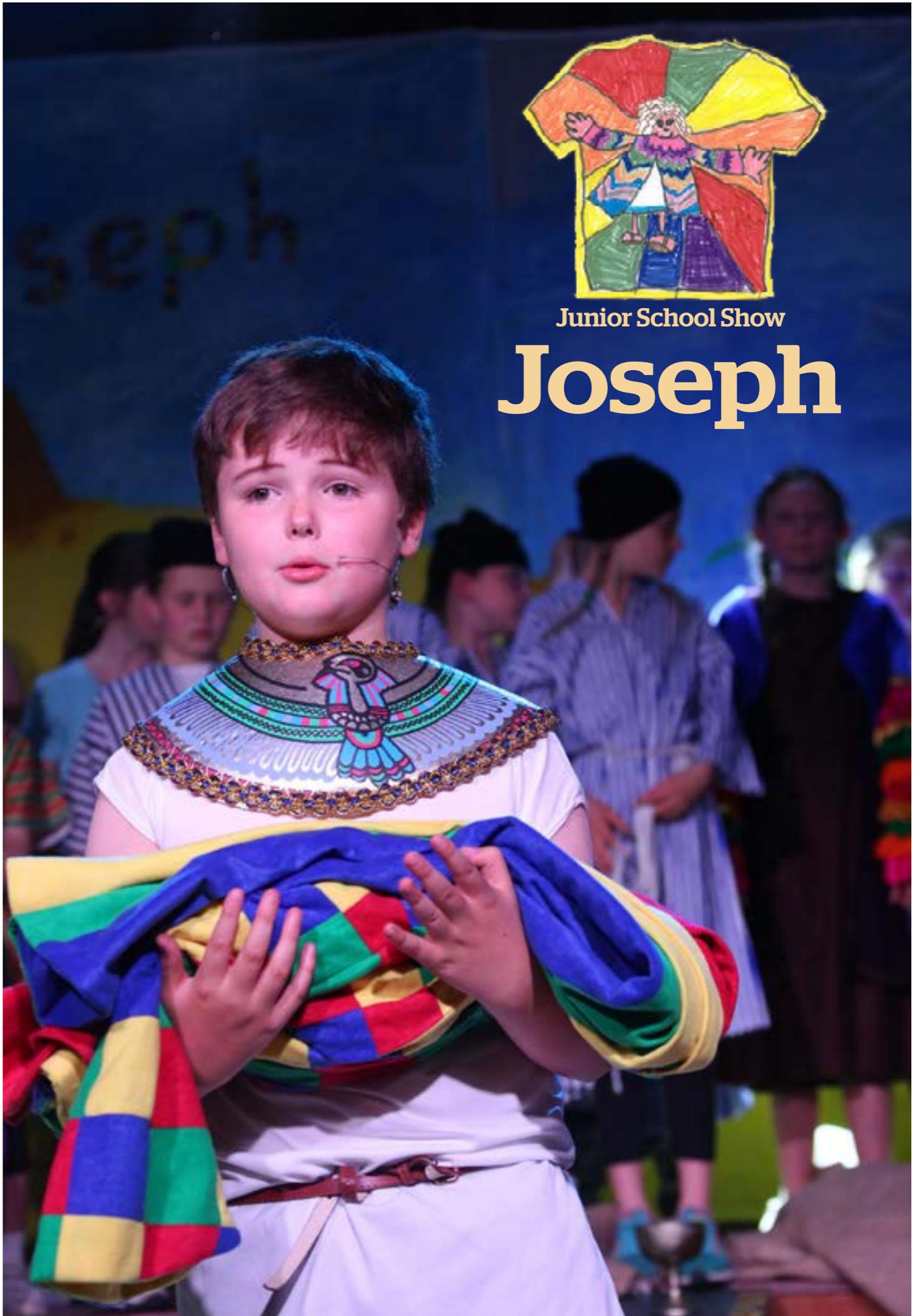
**There once was a man called
Monkey,
Who was very funky
He made people giggle
And sometimes wiggle
He rides a wonky donkey**

by Hamish Hailstone

Throughout the summer term our topic has been Scotland. We have learned about Scottish cities, landmarks and Scottish islands.

Our adventure during the summer term was to the Isle of Arran. We wanted the children to experience a flavour of island life and through our time on Arran we increased our understanding of what it is like to live on a Scottish Island.

The children participated in two workshops, one historical and the other with a geology focus. A particular highlight was the construction of a geological timeline - who would have believed that Arran was under water 600 million years ago and passed through various stages including being a swamp, a desert and the ice age? For a lot of our children it was their first time on Arran and they thoroughly enjoyed this experience.



Junior School Show

Joseph



The Cast

Narrators:

Jessica Haye
Enid Malloy
Georgia Stark
Oscar Kirkwood
Maxwell Wyllie

**Joseph:
Jacob:****Joseph's 11 Brothers:**

Quinn Neilson
Ava Holloway
Monty Saunders
Lucas Keston
Lucas Keston
Lillie McCluskie
Amelie Laraway
Katie Cowan
Oonagh Clark
Ethan Adam
Annika Cooke
Evan Kirkwood
Morgan Laraway
Arianna Howard
Naomi Cecchini
Jack Bryson
Sushanth Srinivasan

The Chorus

Tansy Allan, Jeevan Basra, Harry Bryson, Jack Bryson, Tiffany Cai, Juliet Cartner, James Cruikshank, Iona Fairbairn, Verity Findlay, Lucy Goldie, Hamish Hailstone, Isla Hall, Ewan Hamilton, Sophia Hamilton, Charlotte Hardy, Emily Harper, Emma Henderson, Fraser Holland, Anna Hunter, Rory Marshall, Marc McCann, Scott Miller, Aditi Mundunuri, Reid Neilson, Laura Paterson, Tamara Scott, Suri Soto Yáñez, Zoe Thomson and Issy Wilson.



'Mrs Mackenzie says we're all doing an amazing job...she motivates us so much and we all feel really excited about the show!'

Georgia Stark, P6



A Tale of Two Narrators

It is a Tuesday morning and Primary 6 pupil, Georgia Stark, is having a singing lesson with Miss Shrinivas (former Wellington pupil, daughter of our very own Mrs Shrinivas and now peripatetic voice coach at Wellington). They are clearly both musically talented but Georgia and her teacher have at least another thing in common - they both played the part of the Narrator in Joseph while at school. Georgia was part of this year's production which took place on the 7th and 8th of June, meanwhile, Miss Shrinivas played the part 12 years ago, when Joseph was performed as the Senior School show back in 2006.

When asked about the songs in Joseph, Georgia says they're 'really nice- they have good melodies'. Miss Shrinivas adds that Georgia has a 'beautiful, big, soulful voice' so she and her fellow narrators, Enid Malloy and Jessica Haye, really do those show tunes justice. Joseph is one of Andrew Lloyd Webber and Tim Rice's most well-known musicals - the story is compelling, the costumes are colourful and the music is just fantastic. Perhaps one of the most famous (and catchy) of the songs is 'Any Dream Will Do' - our Junior School performers only cemented the song in my mind



I enjoy working with pupils in the Junior School to really explore music.'

Miss Shrinivas

but it has actually been rattling around in there since Jason Donovan took the role in the 90s...

As a former pupil, we are delighted to have Alexandra back in school teaching. 'Being back here reminds me of when I was learning. That is a major strength because, drawing on those memories, I can engage effectively with my pupils and teach them the techniques that worked for me at that age. Everyone 'feels' music in different ways so I enjoy working with pupils in the Junior School to really explore music.'

Georgia says she loves the story of Joseph, 'especially the ending where Joseph's Dad, Jacob, and his eleven brothers realise they were wrong' but that learning all the lyrics can be difficult and that there are lots of rehearsals to attend. 'Mrs Mackenzie says we're all doing an amazing job though and she motivates us so much; we all feel really excited about the show now'.

Did you manage to get a ticket before they sold out?

Alexandra Shrinivas graduated from Aberdeen University in 2011 with a Bachelors of Music - Single Honours in Performance (First Study Voice).

In The Dark Night Sky

By Oonagh Clark, Primary 5

In The Dark Night Sky

I looked outside at the dark night sky
I saw something like a star shinning bright
On the 9th of July through my telescope
I saw it clearly the planets are in reach nearly
I caught it and flew up and up to all the
Planets above, I saw the sun and more importantly
EARTH !!



Short Tennis Finals

In the Junior School Girls Short Tennis Final Katie Cowan and Emma Henderson (Primary 5) defeated Amy Scott and Georgia Stark (Primary 6) 11-3, 11-6. The girls are pictured with Mrs Lomas who presented them with the Short Tennis Shield.

In the Boys Final, Michael Maxwell and Callum Peat (Primary 6) defeated Quintin Dunlop and Kahan Lendrum (Primary 5) by 2 games to nil. Again, Mrs Lomas presented the cup to the winners.



6th Year Report

by Celeste McGinley & Cameron Reece



It is hard to believe that our time as Head Boy and Girl is coming to an end. It doesn't seem so long ago that we collected our badges on speech day, affixed them to our ties and looked ahead to the upcoming year with equal excitement and trepidation.

Our experience of sixth year has had its challenges: UCAS applications, Advanced Highers, the organisation of charity events and a growing sense that it is time to move on from the confines of school. However, all of this has been hugely outnumbered by the mass of wonderful opportunities and experiences we have been presented with.

The Fun Run, the Christmas Craft Fair, the Post Prelim Plunge (Wellie Wade), multiple charity days, countless Cake and Candies and various other events have made for a year of fun and laughter. The highlight of our fundraising activities would unsurprisingly be our charity skydive in March. The opportunity to do something completely new, dangerous and unusual made up for the pressures of being Head Boy and Girl alone. The support of the staff, pupils and parents across the nursery, junior and senior school towards our endeavours for the Glasgow Children's Hospital Charity has been indescribably touching. We hope you are as thrilled as we are with the total raised of £25,222.56.



'We are deeply grateful to the school for everything.'

We cannot thank the school enough for presenting us with various other opportunities this year. The Christmas Dance and Prom were two of the most wonderful nights of our lives so far. All of the trips and activities offered throughout June (including Airspace, paintball, go-karting and many more) have been fabulous. We will cherish our memories from these trips during our last weeks as school pupils for years to come.

Over the year, we have developed deeper connections with all of our teachers and fellow sixth years. We have been treated with respect and given the responsibilities appropriate to

our maturity to make the year as fulfilling and fruitful as possible.

We are undoubtedly ready to leave school, ready to see new places and discover new things. The past year has helped to prepared us for what is yet to come. Nevertheless our final days at Wellington will be tinged with great sadness and nostalgia for the home that we are leaving behind. Wellington has given us immense happiness, provided us with an excellent education and delivered important life lessons that will be with us always. We are deeply grateful to the school for everything.

It has been a privilege holding the role of Heads of School for the session 2016/17, we hope to have served you well and made you proud. We would like to wish the school, the parents and the wonderful pupils continued success and happiness for next year and into the future.



Les Parties Du Corps

French is fun at Wellington School! Every term pupils explore a specific theme, which changes at every level. In class, we enjoy exploring French culture, as this allows us to gain an awareness of the people, their history and the country while learning the language. This term the Primary 5 French theme is 'Le Grand Monstre Vert', a children's book by author Ed Emberley. Pupils are exploring vocabulary of the face and body, as demonstrated on Archie!



The Dramatic World of Wellington

In Conversation with Mrs McKenzie

'I have always loved movement and drawing and I very much hope that the expressive arts will continue to flourish at Wellington. After all, anyone can take part, it builds confidence, promotes teamwork, create bonds between children and improves listening skills. As a result, I consider it absolutely crucial to child development. I still can't believe that P1 children stand on stage and give it everything they have got - it's impressive.'

Joseph was quite a challenge for pupils owing to the countless rehearsals, but the performances were fabulous and I was delighted to see some excellent talent shine through. It was also a very inclusive production because any child who wanted a part was given one. I very much hope the children involved will continue to act and sing well into the Senior School and beyond!

When I first started at Wellington, 19 years ago, I put on a little play and after she'd seen it, the Headmistress at the time, Mrs Gardner [*who now sits on the Board of Governors*], asked me to 'raise the profile of drama'. I was delighted because I had always wanted to act and be on the stage but my parents forbade it.

In schools generally, I sometimes feel like the expressive arts are underestimated because their value is, to a certain extent, incalculable. You can't determine at what level a child should be - there isn't a national standard, it's more about the child's personal experience and growth. One thing I have come to really appreciate is that you can take any child, even the most reserved in class, put them on stage, and their personality really comes out.

When I started the P1 plays and then the annual nativity [Strictly Bethlehem last year was a roaring success], I felt really hampered by the licensing rules. Often, we would have four children sharing a single script - it did not work at all. I started taking pen to paper and I began writing my own material: lyrics for songs and dialogue. From then on, all of the plays I put on were written and produced 'in house'. My Dad had a little band and I just loved listening to them, so when it comes to writing lyrics, I have a feel for the style of music I would like to use. I love working



'The application and industry of our children is truly magnificent. Working with them has been a joy.'

with Dennis Haggerty [*Wellington School's Director of Music*] because we work so well together. I say to him, 'the style I have in my head for this one is Cole Porter/Sinatra/Gershwin-esque'; he plays and I start to sing. We always get the result we want and every song is entirely unique. He is super to work with and we have had a good laugh over the years.

Despite retiring this term, I am coming back next session to produce the Senior School Show, Les Misérables. I have never done a Senior School production so working with a cast of older children and young adults will be completely new to me! I think I may have to alter my approach as I am so used to guiding the infants... I will, however, enjoy getting really stuck into the songs. Often, the early rehearsals with the very little ones involves a lot of 'note-bashing'!

The most important thing for 'Les Mis' will be getting pupils to really believe in their characters - that's the key. From there, they can really start to work on character development and audience interaction. I am a passionate advocate for decisive movement on stage, so I hope that energy comes across in the performances this October. We are being very

ambitious with two casts and four performances but if any school can do it, Wellington can. The application and industry of our children is truly magnificent. Working with them has been a joy and I know that I will really miss them! *Mrs McKenzie retires after teaching Primary 1 pupils at Wellington for 19 years.*



McDonald Creative Writing Prize 2017

Stars Don't Shine Forever

by Jennifer Bowie

I quickly pull on my jumper and head to the living room to pick up my bag. A smile spreads across my face as I see on the mantelpiece the shining trophies won in my youth and the silver-framed photos of me soaring across the world's most elaborate stages wearing tutus in the rainbow's brightest hues. The emerald satin of one is encrusted with countless crystals which shine like stars under the stage lights; the sapphire silk of another is embellished with rows of pearls which look at home in its azure curves. They are beautiful. I was beautiful.

A short tube ride later and I arrive at the theatre. Excitement and drama seem to linger in the very air of this place; a place where so many dreams have come true, but where so many hearts have been broken. I head through the deserted foyer towards the rehearsal studios. As expected, the changing rooms are empty, so, like I have every day for 20 years, I turn on the lights and sit on the bench. It'll be a while before the others arrive, so I begin to warm up my feet for the day ahead. As I gingerly massage each of my toes, I realise just how bruised and beaten they are. I push the thought out of my mind and thrust my feet into a new pair of pointe shoes before peeling off my leggings and jumper to leave me in my everyday get-up of leotard and tights.

Suddenly a woman appears in the mirror. She has dark hair pulled into a tight bun and dark eyes to match. Her long limbs are muscular, but her knees and elbows are knobbly and her prominent collarbones sharp like knives. Her face looks somewhat like mine, but her skin is pale and papery-white, with lines furrowing deep into her brow and creasing below her eyes. My heart sinks as I realise that this fragile, tired-looking woman is me. But before I can burst into tears at this realisation, I hear voices in the hallway and two of my (much younger, of course) colleagues burst in. We chat light-heartedly about today's Swan Lake cast announcement while the rest of the company gradually filter in. My earlier thoughts dissolve away as my colleagues buzz around me talking about the coming day. As we all head to the studio, I feel quietly confident after putting in decent auditions the previous days. After all, I am the company's prima ballerina... aren't I?

I walk into the airy studio and instantly clock the A4 sheet of paper secured to the exact same spot on the wall it has been ever since I came here as a naïve 18 year old. I hurry towards it and look at the top; where the coveted main roles are printed. The letters go blurry as my eyes fill with tears. Biting my tongue to stop the tears falling, I track my eyes down the page until I see my name against the measly role of 'Swan 12'. It feels like someone has taken my heart and torn it in two. Decades of work, countless hours of training, hundreds of performances in leading roles and this is how I am repaid; being cast as just another white-clad body in a flock of dancers, a nobody.

Words swirl in my brain, but I cannot speak them. My muscles tense but I cannot move them. Anger boils in my veins but I cannot vocalise it. The state of stunned paralysis which has consumed me is broken when the ballet master's voice bites through the air to arrive at my ears, "If I may have your attention please. I imagine you have all seen the castings for Swan Lake; we have a lot of work to do. Everyone to the barre."

The class, I suppose, is like every other I've ever taken. But suddenly I am acutely aware of the younger girls who surround me, whose slender legs lift weightlessly toward their heads and whose backs bend effortlessly into elegant curves to augment their long, slim necks. My legs feel heavy and cumbersome, my movements decidedly jerky in comparison to their serene smoothness. The sudden realisation that I am not the star of the company any more hits me like a hard punch in the gut.

The pianist strikes up a chord for the adage and I am back in Paris, where I trained; where I fell in love with a boy called Eric. The music takes me back to a time where I was little more than a child. I knew so little of life that I thought we would be together forever. But life got in the way, as it seems to do so often. The call for me to come here to London came so suddenly in the height of summer when I was at home in Poland. I didn't know what to do. My teachers told me I'd be crazy not to go, that rejecting the offer would be selfish and a

waste of talent. I believed them. So I packed my bags and went, without breathing a word to anyone. I didn't even say goodbye to Eric. My way of coping with this heartbreak was to throw myself into the only other thing I had ever loved: ballet. Working endlessly in the studio, eating next to nothing to stay lean and pushing my body to its ultimate limits every time I stepped on stage, I slowly broke my body trying in vain attempt to mend my shattered heart. I replaced his love with that of adoring fans. I substituted the elation I gained from being with him with the buzz I got from hearing the cheering crowds. But they never quite matched up.

I grow sadder as the class progresses, until this dull sorrow morphs into scarlet anger. Why was I so stupid as to sacrifice everything for my career? Why did I pass up my own happiness for stardom? Why did I lie to myself for so long? All I am now is a tired ballerina trying to stop the sun setting on her career, but that piece of paper proved in the most humiliating way that my star has already ceased shining.

I am finished.

Feelings of anguish and despair swirl in my head as the room seems to spin around me. But I swallow hard and walk to the front of the studio, calmly announce my retirement and, in a seeming trance, retrieve my belongings and walk out of the theatre for the last time. My body takes the tube home but my mind wanders far away. When I turn the key in the lock of my front door and step inside, I feel the raw emptiness in my heart as I accept that no one will greet me behind the door: that I have nobody. The trophies on the mantelpiece glint dangerously towards me. The metal feels cold against my fingers as they run along the contours of the cups. The photograph frames seem vulgar, the tutus I wear in their pictures lurid. The brightly coloured costumes remind me more of cheap plastic jewellery than priceless gems and their embellishments are more tacky than elegant. I pick up one of the frames and look at the girl smiling back, seeming to mock me. I let it fall to the ground, the glass shattering into jagged fragments on impact. I slump to the floor and a tear leaks out of my eye, tracing a pattern down my cheek. I am dejected and angry; but I also feel strangely liberated. It will take time, but maybe I will finally find happiness - after ballet, after Eric. A new chapter of my life is beginning.

Engineering the Future



Girls in S3 were given the opportunity in March to apply for a place on a very prestigious course at the University of Strathclyde in Glasgow. The course is a one week summer school called 'Engineering the Future for Girls' and it will take place from 19-23 June. Girls who study any combination of National 5 subjects were invited to apply for a place. The course is designed to challenge traditional stereotypes about subjects like engineering and mathematics, and allow girls in particular to experience these subjects first hand. There are only 100 places on the course, which are fully funded by BP and BAM Nuttall who will also be delivering activities throughout the week. This is a fully funded experience and all costs, including travel, will be covered by the university.

Several girls from Wellington applied and their applications and personal statements were first rate. Amy Barbour was granted a place by the selection panel and she is looking forward to the activities and challenges involved with the course.

To find out more, including a round-up of last year's course (at the time of printing, the course was underway), please follow this link: www.strath.ac.uk/engineering/outreach/engineeringthefutureforgirls/lookbackon2016/

Nursery Roundup

Mrs Lomas, Depute Head of the Junior School

2017 has been a busy year in Wellington Nursery and there have been so many exciting events.

In January we celebrated Chinese New Year and the year of the rooster. There were a variety of Chinese themed activities going on in the Nursery - from making Chinese wallets to participating in the spectacular dragon dance. Everyone loved the Chinese feast too!



At Outdoor Nursery, one of the many exciting activities relating to our Winter topic (and in response to a child's question 'how is rain is made?') was an experiment to recreate the water cycle.



A pot of water was put on the fire, as a puddle, and a pan was used to represent the clouds. Children now know how all this rain we keep getting is created!



Our new astro pitches, which were completed in May, have been well used by our Nursery children already. We have been Staff reaping the rewards and benefits of a 10 minute run or power walk at the beginning of each morning.

We were delighted to have our new door installed giving us direct access to the Nursery Garden from the nursery floor. We are making good use of this new provision and have lots of exciting ideas for next session to further develop the superb outdoor facilities we enjoy.

Primary 1



Primary 1 had an exciting start to the New Year, finding out about the Vikings in Scotland. A trip to Vikingar in Largs followed; the children sat in a longhouse, tried on Viking costume, experimented with artefacts and learned about the final battle between the Scots and the Vikings, which took place in Largs. They acted out elements of Viking life and particularly enjoyed hearing stories of the Viking gods.

The theme of sea-faring explorers was developed and Christopher Columbus' important voyages were the foundation for the Primary 1 play, "Christopher Columbus the Musical". Over the years, it has been found that putting a story in dramatic form is a fun and memorable way of learning. They sang the songs with gusto and their hornpipe was outstanding!

After the Easter holidays, a new theme about mini-beasts inspired various woodland activities. The children identified and recorded information about bugs they

found.

Current work revolves around the seashore, our local natural resource. After experimenting with wet sand and dry sand, a trip to Culzean was organised, with an excellent session led by the seashore rangers. The children progressed to Port Carrick beach where they spent a happy hour with buckets and spades, damming the river. A trip to Dunure beach followed and the children located, identified and collected shells with great enthusiasm.

The Scottish "Katie Morag" stories become a focus for the final part of the year. The children will learn what it is like to live on a Scottish island and discover the wildlife that may be found there. The culmination of this theme is a trip by ferry to Cumbrae, where they will travel round the island with different activities en route.

This has been a fun and inspirational year with the delightful children of Primary 1!

The Fabulous Fiver Challenge

A Governors' Award Funded Project

The aim of the Fabulous Fiver Challenge, another project funded by the Governors' Award, was to develop entrepreneurial skills in an era where setting up your own business straight out of school, college or university has become a desirable (and often highly profitable) career path for many.

Open to pupils from primary 5 to Senior 3, every team who volunteered to take part was given a 'fabulous' fiver with the object of turning it into as much money as possible. The initial start-up sum soon became a Tremendous Tenner as the number of children who signed up grew ever greater and team sizes also swelled. There were 50 teams/ individuals who took part - a total of 110 pupils!

In late February, pupils were issued with their money and a pack which included the rules of the challenge and copies of a Weekly Diary and Profit Record. Pupils were responsible for keeping an up-to-date record of all their financial activity and the diary helped them reflect on the successes and challenges that they faced along the way. In possession of the paperwork, pupils were raring to go for a whole month of entrepreneurial activity in March!

I found the Fiver Challenge exciting. It made me want to do well because I was raising money for people less fortunate than myself.

P7 pupil

P5 and P6 relished the challenge giving great thought to how they might spend their tenner and how to grow their profits. As part of the challenge, the children in both classes pitched their ideas to the children in the Junior School and held "Open Days" to allow pupils the opportunity to sell their wares to their peers. This created a hive of activity, with all pupils fully engaging in the event. Primary 7 were particularly innovative in their efforts but all of our pupils demonstrated boundless

I loved the buzz of making money grow'

enthusiasm and creativity.

Businesses sold delicious homemade tablet, cakes and crepes; dogs were not left out either with one team selling dog treats to local dog walkers. One team offered fitness sessions to peers, meanwhile, another enterprising outfit put on a concert in their local church hall where they entertained family and friends with their talents. According to class teachers, the children thoroughly enjoyed both the buying and selling experience and pupils' feedback certainly supports this assertion!

The rules of the challenge stipulated that half of the profits from each 'business' would go to the 6th Year Charity (Glasgow Children's Hospital Charity) with pupils to keep the other half, if they so wished. Many chose, however, to donate all of their profits - with one team converting their £5 into £500! The total donated to the charity was spectacular and it was truly heart-warming to see £2900 go to the GCHC. We are also delighted to announce that the original £500 from the Governors' Award has been banked, ready for the challenge to relaunch next spring!

The Fiver Challenge concept was established by Mrs Munn and Mr Byers of the Business Studies Department who worked in cooperation with other staff to help make this event a success. Gratitude must also be paid to parents who enthusiastically guided and assisted their young entrepreneurs - thank you for your support.



level of professionalism of the would-be traders and of their inventive ideas.

Pupils pitching their entrepreneurial ideas to their peers at a 'Fabulous Fiver' themed assembly. Mrs Munn was in the audience and was impressed with the level of professionalism of the would-be traders and of their inventive ideas.



'Our group met only once outside school to discuss how to raise money but we still managed to come up with lots of worthwhile and exciting ideas.'



'I found the Fiver Challenge exciting.'

It made me want to do well because I was raising money for people less fortunate than myself.'



'The fiver challenge was very exciting and interesting.'



It challenges you to think of ways to use your resources wisely.

When you try really hard to achieve something and it works, you have an amazing feeling!



(See above for a picture of cupcakes that I made for the challenge.)

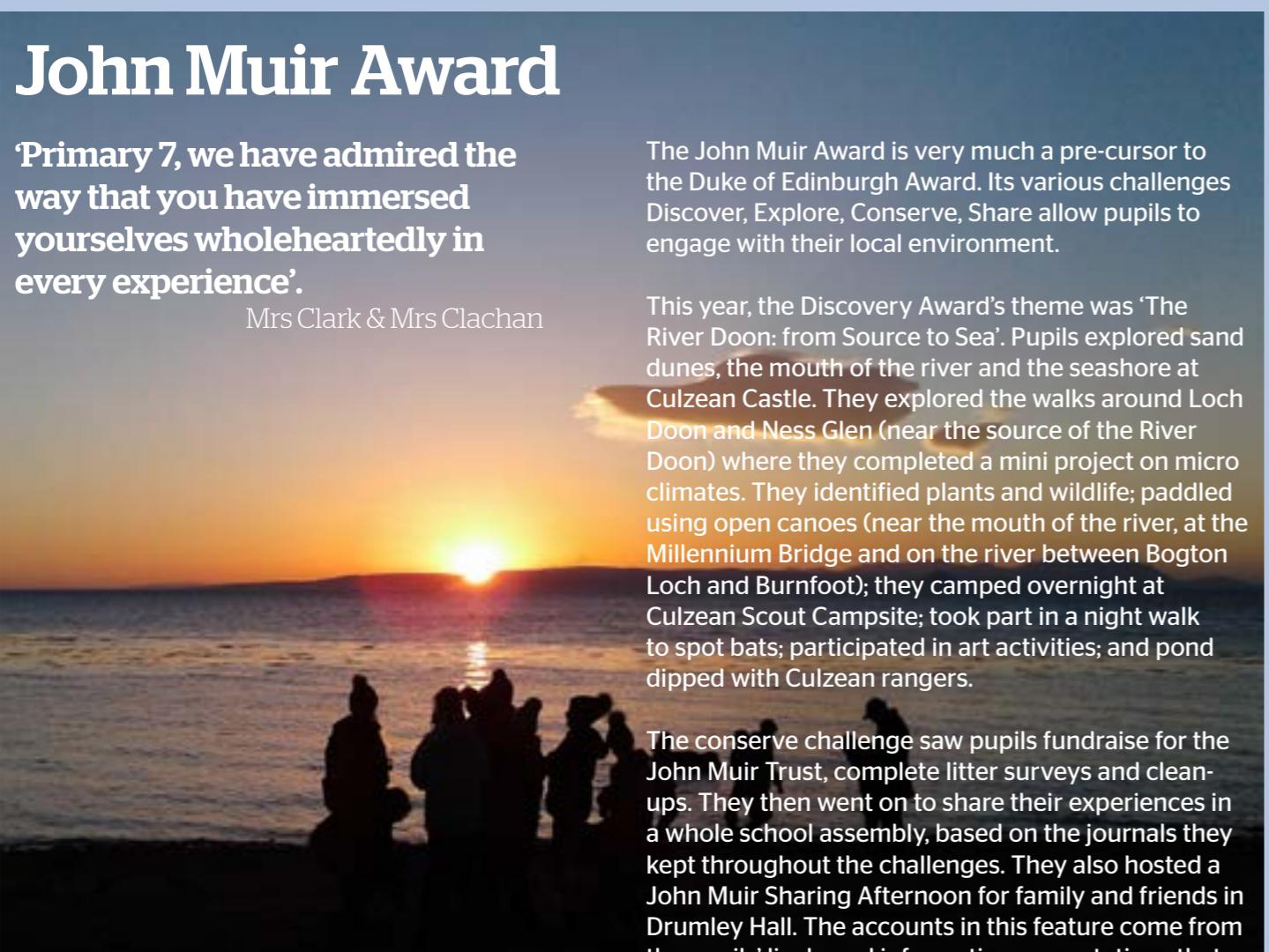
KieraP7D

Pupils sold their wares to pupils in the Junior School in a number of organised marketplace style events. There are certainly lots of happy faces!

John Muir Award

'Primary 7, we have admired the way that you have immersed yourselves wholeheartedly in every experience'.

Mrs Clark & Mrs Clachan



Beach Exploration

On Friday the 18th of November, everyone went down to Ayr beach to start the first part of the John Muir award: discovering and exploring. It was really exciting to finally begin!

The main purpose of the exploration was to find shells such as mussels, limpets and clams. We didn't find many because the tractors had just been and cleared away most of the shells, however, we still managed to find a few! The wind was crisp and biting at our cheeks, but if you were smart (like Emily) you brought enough layers to keep you warm! Half way through the trip, it started raining (with hailstones too). It was so bad that we had to sprint for shelter.

When exploring, we found an oil drum near the tide

The John Muir Award is very much a pre-cursor to the Duke of Edinburgh Award. Its various challenges Discover, Explore, Conserve, Share allow pupils to engage with their local environment.

This year, the Discovery Award's theme was 'The River Doon: from Source to Sea'. Pupils explored sand dunes, the mouth of the river and the seashore at Culzean Castle. They explored the walks around Loch Doon and Ness Glen (near the source of the River Doon) where they completed a mini project on micro climates. They identified plants and wildlife; paddled using open canoes (near the mouth of the river, at the Millennium Bridge and on the river between Bogton Loch and Burnfoot); they camped overnight at Culzean Scout Campsite; took part in a night walk to spot bats; participated in art activities; and pond dipped with Culzean rangers.

The conserve challenge saw pupils fundraise for the John Muir Trust, complete litter surveys and clean-ups. They then went on to share their experiences in a whole school assembly, based on the journals they kept throughout the challenges. They also hosted a John Muir Sharing Afternoon for family and friends in Drumley Hall. The accounts in this feature come from the pupils' lively and informative presentations that day.



and a road sign. The drum was so heavy, it felt like it weighed a tonne and why was the road sign there? Well, that was just weird. After the tremendous rain we were treated to hot juice and biscuits back at school.

Faris & Emily M.

Beach Conservation

In groups we had to collect as much litter as we could. We had a recycling bag and a waste bag and took turns of carrying a camera, clipboard, litter picker or a bag. Before we left school we were given a safety talk and we were told to wear gloves to protect ourselves. On the clipboard you would tally up all the different types of litter.

As it was a team project, everyone was working together and we got some great photos of friendship.

Groups were mixed so we got to work with a variety of people from both classes. The beach was extremely messy and it was interesting to see what and how much people eat - too much McDonalds! We all worked together well and managed to pick up a lot of litter and by the end we had managed to collect around 40kg of rubbish (we thought it was enough to fill a minibus!). Once we finished, everyone thought it was worth it because we helped clear the beach of all the rubbish people left behind and it showed how much litter people leave which we felt was disgraceful! We all really enjoyed the beach clean. The John Muir Award is a serious award but it is also about enjoying yourself and having fun so that's what we did. On the way we laughed, sang and danced.

Everyone worked hard, concentrated lots and focussed well. We found lots of unusual things at the beach like plant pots and batteries. Back at school, we weighed the rubbish and in maths we made excel graphs to show how much was collected of different types of rubbish. Next time you have a picnic on the beach, remember to put ALL your litter in the bin!

Euan, Beth, Ethan & Jocelyn

Ness Glen & Canoeing on the River Doon

We went to Ness Glen (near Loch Doon) on Thursday 16th May. When we first arrived at Ness Glen it was dry but cloudy but then it became very cold and rainy. We all had to wrap up! The first activity we did was tree stump, after that we skimped lots of rocks and towards the end, we walked over the river and tried not to fall in to the shallows.

When we were at Ness Glen, we learnt about three different types of fun: when it is fun in the moment; when it wasn't fun at the time, but when you look back it was fun; and when you do things you shouldn't have done but it was fun. Looking back, we really bonded as a class taking part in John Muir.

During the canoeing trip, we covered two aspects of the award which were *discover* and *explore*. Before we left, we had to get the equipment: helmets, buoyancy aids, wetsuits, special jackets, paddles and of course the canoe! The helmet is used to protect your head from banging against the rocks or hitting the water. The wetsuit was to keep us warm(ish) and as dry as possible. The wetsuits were black and blue or in some cases yellow if you were small. The spray jackets were blue and black. We used buoyancy aids to stay afloat if we fell in, these were red. The paddles were



used to move, steer and to keep control of the canoe. After we got all the equipment on it was constricting - everything felt tight! - however, we were not allowed to go in the canoe without it.

To get around safely and smoothly you had to learn basic manoeuvres such as the various ways of turning, going forward and going backwards. Going forward into the rapids is done by one person paddling one side and the other paddling on the other side. These manoeuvres are the basics and you can't canoe without knowing them. Usually, the moves were successful due to their simplicity but some people ended up going in the wrong direction into the rapids!

We attempted many fun tricks in the canoes. Many succeeded however there were the unlucky ones who fell in! Would you have liked to fall in freezing cold water? The other tricks were for the front person to crawl as far forwards as possible and lie on the front of the canoe whilst sticking their arms out! The other challenge we did was to go through the rapids backwards. Most of these challenges went well but some people fell over or didn't want to do it. It was quite nerve racking trying all the tricks because no one really wanted to fall in the water!

The rapids were like mini waterfalls with lots of rocks. We did many challenges whilst in the rapids like paddling through them whilst the front person is doing their superman pose. In addition, we paddled through the rapids backwards and paddled sideways through them as well. After that we went through the rapids standing up - it was great fun! Next we learnt how to jump in a canoe and later went through the rapids jumping. This was our favourite part as it was a bit more dangerous! The day that we went canoeing it was very windy so the rapids were strong and it was hard work, however, canoeing at Doonfoot was extremely fun and everybody thoroughly enjoyed it. We all had a fabulous time and would love to do it again.

Libby, Max, Kristian, Kate, Sidonie, William & Hugh



Bogton Loch

Bogton loch is near Dalmellington and is in the middle of the countryside. On Wednesday 28th April we went canoeing there. The whole class got to have a chance to get in a canoe with a partner. Everyone was pretty good at it and only a few people fell in. We were split into teams and passed the ball to each other from our canoes and we also learned about all the plants that were beside the river like stinging nettles and sticky willy.

Here, pupils relate their funny stories:

'Setting off was a rather exciting but all of a sudden, we started to drift. The current threw everything it had against us in order to throw us into uncharted waters. We panicked and in order to stop ourselves we rammed ourselves into a bush where we came to an abrupt stop. The current then started to retreat and the battle of Man vs Nature had finished and round one went to nature.'

Elliot and Ruaridh

'I had a very exciting finale to our trip. As I was dismounting the canoe, I slipped and dramatically face-planted into the water. When I surfaced again I gasped for air whilst flapping about like a dying swan. It took a while to recover.'

Elliot

'Let's not forget about Hugh pushing Charlie in the water - he wasn't very happy!'

Emily

Elliot ,Ruaridh & Emily S

Camping at Cuzean

As soon as we got off the bus, Cat and Lucy, two of the instructors, showed us around the campsite. It was huge! It also had the population of Scotland in bugs especially daddy-long-legs! We counted them, and there were 53!

We started to unpack and pitch our tents. Some housed up to four people so they were quite spacious but others were very small and 'cosy'. It was quite tricky to put up the tents as they kept falling down. We only had one chance to practise at school, which also made it quite hard.

So ask yourself this: when putting a tent up, what can possibly go wrong? We had never thought of all the

possibilities, but it looked like we were going to find out anyway! When we got there and started putting the tents up it just had to be windy, not cold, but windy. All the parts of the tents started blowing away, some ended up almost half the way down the field! Also, most of the pegs for our tents are the same and someone ended up having an extra two pegs at the end, how this happened we have no idea!

With the help of Mr Mooney, we finally pitched our tents. Once we had put up our tents some of us named our tents. Examples include Sky, Barbara, Pixie, Bestest, Joey, Van the four, Ross and last but not least, Ugly (!?). Putting up our tents was effectively our first activity so we were all buzzing and there was a great atmosphere with everyone helping one another. We were all so excited for what was to come!

During our stay at Culzean there was only half an hour of rain. Can you guess which half hour it was? Of course it was when we were taking the tents down that we had rain. The instructions to our tent ended up disintegrating! It was certainly an adventure and we highly recommend camping!



As part of our Camping trip, we went pond dipping and found some very unusual water creatures, like a small leech and an illegal newt. It was illegal to handle as they are a protected species. There were many other strange creatures such as one we found that looked like a mermaid crossed with a scorpion - we decided to call it a scermaid! Some creatures were actually a little vicious like one which bit into an instructor's hand! Ouch!

We learned lots from information sheets which gave the insect's name and described factors about it, like its length and its habitat. We looked everywhere to find the coolest creatures we could. Some were as large as your finger, others as small as a daisy petal; some were so strange that it may as well be from your dream world: they hide anywhere, jump metres at a time, are unusually quiet and most likely have eaten members of their own family! To search for the creatures we used long nets on poles and emptied them out into white trays. If the creatures were absolutely spectacular we would put them into cylindrical see-through containers to pass around. That included leeches, water worms, stick flies and ordinary flies. Kate, the instructor, emptied them all out back into the water once we were finished admiring and

classifying them. Newts are surprisingly fast and elegant meanwhile fresh water leeches are not blood sucking demons and are instead utterly harmless. Happy pond dipping and thank goodness you don't need to worry about little vampires in ponds! We had lots of fun and thoroughly enjoyed taking part in this amazing experience. We all LOVED pond dipping.

Elsa, Rebecca, Matthew, Erin, Kiera, Logan & Conall



Willow Weaving

Willow Weaving takes patience and can be quite frustrating. It can also hurt your fingers! We made bird feeders and willow plates.

Summer: It was easy! All we did was put one bit over the other.

Charlie: Easy?! I got my hands in a knot!

Noah: I wasn't as bad as Charlie but it wasn't easy...

Charlie, Noah & Summer

Bat Watching, Clay Modelling & Land Art

The view from the seashore at Culzean was marvellous! We saw the fields and the sunset - it looked like a scene from a really cheesy romance film! The castle has stood here majestically for hundreds of years and we all agreed that we understood why a castle was built here.

After admiring the view, we went closer to the water and started skimming stones. Mr O'Connell noticed us and suggested we played a game called 'hit the rock'. There was a first round, semi-finals and finals. After this, we went to some big rocks, sat on them and played truth or dare and found out A LOT about each other. We agreed that what was said on the beach... stays at the beach!

Then we went with the instructors to do some bat watching. Who knew that within its grounds, Culzean houses 15 of the 16 bat species in the UK! The instructors used a special kind of radio to pick up the frequency at which bats use their echolocation to hunt their prey. We didn't see many bats but we definitely heard them through the radio as you can't hear a bat's echolocation. During this walk we learnt to appreciate our surroundings and nature and to take care of the environment.

When we were at Culzean, one of the activities we undertook was clay modelling. As we were surrounded

by nature, we all had to create a creature that would live in the wild. Not only was it to be nature based it was to be magical too! Ideas included: Bob the flying snail, Unimunk (unicorn and chipmunk?) that could fly and can grant wishes and Daisycorn, a flower princess that can fly.

We thought clay modelling was so much fun and some of the stories were so funny. Once we finished making our clay masterpieces and telling their stories, we released them into the wild. Some of us put our creatures in nooks in the trees or other spots in the wood meanwhile, one person left theirs on an old climbing frame and someone even threw theirs as far as they could into the wood, never to be seen again!

Mrs Gabriel came out to Culzean to instruct us in land art. She brought paints and paper and we were separated into groups. We collected dead flowers and leaves so that we wouldn't harm nature. These things had to be on the ground because if you picked off the branch it would harm it.

We found a dead hedgehog whilst looking for leaves and sticks and it wasn't a good sight but we really enjoyed land art. By the end, our hands were covered in paint!

Brooke, Aaran, Carly, Katie, Lucy, Gabriella, Nathan & Katie M.

Orienteering

On the 11th of May, when we were at Culzean, our second activity was orienteering. There were two stages: there was the practise run where you went round the grounds (this was not a race) and then there was the competition. For this, we had to be back in thirty minutes, having collected 10 stamps by following the route on the map. Overall Kate and Sidonie won - they also got a new record for their age group.

Orienteering went well. We all enjoyed it and cooperated well with one another. It was so much fun that we really enjoyed being sent off to find our own way through Culzean without an instructor telling us exactly where to go. Would you like to run around Culzean with a partner? I'm sure that you would. The race was very fun and it was a challenge to use a map whilst running! Although there was a lot of competition and we had no time to spare! In the practice, it was great to look around at the green trees and brightly coloured plants.

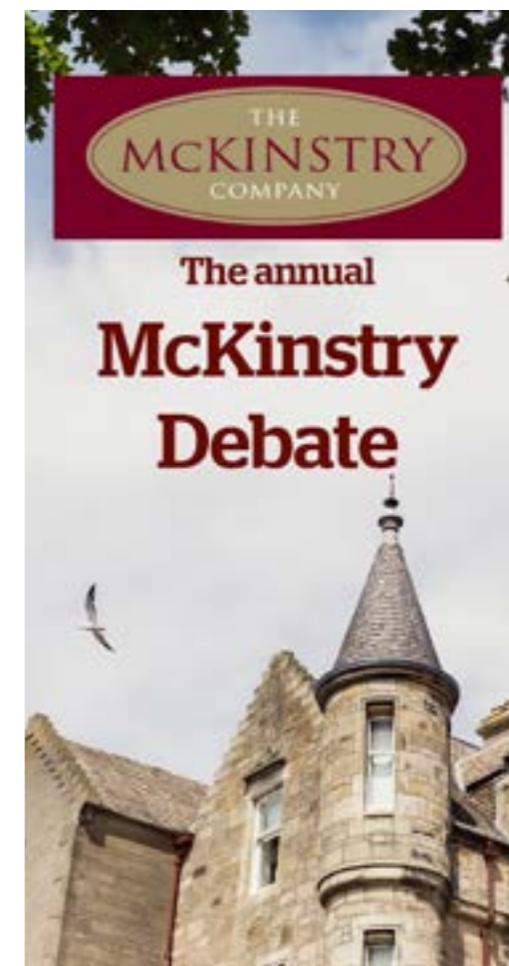
We learned lots from orienteering, some of the valuable skills included: learning how to read a map (this was a valuable skill for if we ever get lost); how to keep the map aligned; how to use the scale; and teamwork. As we were working in groups, we had to work together to find out where to go so cooperation was another key skill.

Findlay, Murray, Cameron & Joanna

be movers and shakers in industry' and remarked that the debaters 'carried themselves with amazing self-confidence and aplomb'.

In the final, debating '*This House believes that marriage is an outdated institution*', Celeste McGinley, Jennifer Bowie and Fiona Sykes (the latter two being debating novices) took the McKinstry cup with their comedic and skillfully presented argument.

Our 'live tweeting' event began with a warm welcome! Please see the red box here below



The 9th annual McKinstry Debate took place on Tuesday 27th June and it was, as always, a lively affair! With preliminary debates '*This House believes that Nationalism is an idea that has no place in the 21st century*' and '*This House believes that protecting the public from terrorism should come before civil liberties*', tensions ran high throughout the afternoon.

In order to reach a wider audience, S5 and S6 pupils ran Media Corner at the debate. The new Higher Photography pupils tested their skills with the department's DSLRs and two S6 pupils tweeted live as the debates took place. Excerpts from the Twitter feed can be seen here below and the full commentary can be found here: twitter.com/Wellington_Ayr.

As a passionate advocate for public speaking, Mr Graeme McKinstry (who sponsors this flagship event) commended all the pupils who took part and was also impressed by the many others who attended to listen to their peers' in action.

Mr McKinstry praised the teams of 'intelligent young people, the 'soon to



Junior ERASMUS Club

The Junior School Erasmus Club has been involved in an international Postcard Project this session which has kept them very busy. The children's colourful postcards have travelled 7,000km around Europe to our various Erasmus partner schools. The project began in August 2016 when eight 6-sectioned postcards were started, each one with a different theme: patterns, inventions, flags, animals, landmarks, flowers, poems and weather.

The children filmed an instruction video to accompany the cards, inviting children from each country to complete a section before sending it on to the next one. The countries that took part were: France, Romania, Bulgaria, Slovenia and Germany. Our senior Erasmus pupils delivered the postcards to St. Dominique in September and since then they have been lost in transit twice and could no doubt tell some tales if they were able! The great mystery remains

where they disappeared to in the Christmas post between Slovenia and Germany... In order to show off their well-travelled creations, the Junior Erasmus Club pupils led a Junior School Assembly in May. They told their audience about the activities they have done this session including their account of the Postcard Project and what it was like working jointly with our partner schools in Europe.

In July, the club was delighted to find out that they were joint winners of the National Agency Director and Deputy Director's Choice prize in the ERASMUS+ Photo Competition! Mrs Archbold will collect the prize (which will include travel vouchers) on behalf of the school at the ERASMUS+ National Conference in Westminster this Autumn.

The project has been a wonderful start to developing links between the partner schools' primary departments and will hopefully be the first of many collaborations. Don't you think the postcards look fantastic?!

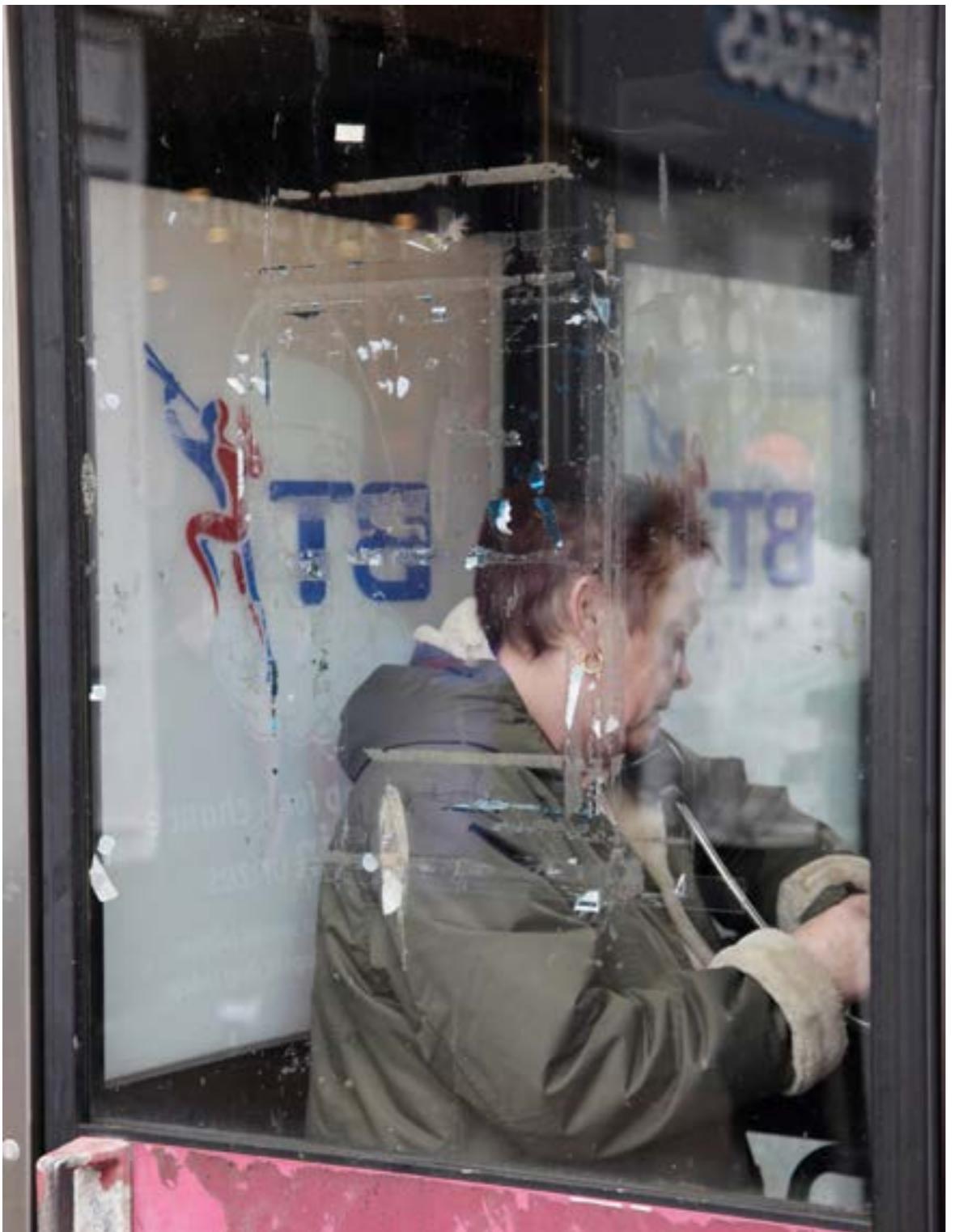
If you think your child would enjoy attending this dynamic club, please contact Mrs Archbold directly. Opposite page: flowers, inventions, poems, flags, weather, patterns and animals.



Our postcards travelled 1000s of kilometres!

Readers of
The Turret
Summer 2017

Pupils chose our local landmark,
Ailsa Craig (top left square).



Courtney McLennan
‘Just Going About Their Business’



Candid street photography in Ayr. Looking at the characters around town and how they fit or don't fit in.

Courtney was attracted by the irony and humour in people's situations and was curious about their life stories.

Higher Photography

Holly Martin
‘Movement in Dance’



Holly took inspiration from her passion for dance. She experienced the challenge of capturing movement and strength in a still image.

Holly worked closely with two of her dance friends to capture these images.



Sam Truesdale

Looking at
reflections and
movement.

The ghostly image of the figure is their reflection in a puddle.



Baccalaureate

At Wellington, pupils are fortunate to be able to undertake the languages Baccalaureate which allows them to gain an insight into the usefulness of languages in the wider world. Many often use the Interdisciplinary Project component (a lengthy, thoroughly researched piece of written work) to focus on a topic related to their future career expectations. In the research phase, pupils often establish important links and make useful contacts which may be beneficial to the student when they come to seek employment in the future.

The research that the pupils undertake during the Baccalaureate is excellent preparation for university given that the Baccalaureate is it widely considered to be the equivalent of the level of first year at university. As such, universities recognise that the Baccalaureate develops greater learner independence and raises an awareness of the wider world. Many Wellington pupils also find that the the Baccalaureate can provide a great deal of content for UCAS applications. Please find here below Celeste McGinley's project proposal and her insightful conclusion.

Proposal

The aim of the project is to analyse the different ways various European countries have handled the Refugee Crisis. I will examine the strategies adopted by the UK, France and Germany to handle the influx of refugees into each country.

- Firstly I will assess how each nation initially responded to the crisis and the immediate provisions that they put in place in order to cope with the influx of migrants. I will examine the initial mood of the population and governments of each nation.
- I will assess how each nation integrated the refugees and what has been provided for them. I will discover where the refugees in each country are now and investigate how successfully they are adjusting to life in Europe.
- Additionally I will examine the attitudes of the public and government in each country now that refugees have been here for some time. I will decide whether the initial mood towards refugees in Europe has altered and conclude on the final feelings of each nation.
- Finally by examining various crime, education and employment statistics and studying specific case studies from each country, I will determine which country has dealt with the crisis best and which country should set an example for Europe in the future.

The Refugee Crisis: Where Did We Go Wrong & Right? Suggestions and Solutions for the Biggest Disaster of the Last Decade

What is the Problem? Refugees or Europe?

Describing the European Union's handling of the Refugee Crisis as anything short of a disaster would be wrong. There has been no template for all countries to follow. There have been no secure guidelines. There have been no successful cooperation talks. No

partnerships. No unions. No stability. And for most, no success.

Germany opened its heart and arms. It was the most humanitarian and charitable nation on the planet. More importantly, it was the most proactive. Germany made a decision on what strategy it would adopt - and it followed this strategy for many months. Unfortunately, it is now paying for this choice. The problems with refugees are hidden in Germany, suppressed by the government and the press. Crime has risen, discontentment has grown. The refugees have brought some good to the country, but ultimately it will take years for Germany to regain stability and ultimate security.

No model for future integration of refugees in a crisis should be based on France. No planning and thought has gone into a process which has ultimately led to huge segregation and increased violence. France's leaders have failed to act. The National Front has grown, the country is filled with homeless refugees that seem trapped in an inescapable predicament.

The United Kingdom has been criticised since the beginning. Refusing to accept its fair share of refugees and refusing to cooperate with other European nations, the UK has garnered a shameful reputation for itself. And yet, it has had the most successful integration of all European countries. It has spent time and money on correctly helping refugees to build a life in the United Kingdom. Could the United Kingdom have accepted more refugees? Potentially. However, is it not better to do what one can to alleviate a disaster rather than cause a bigger one?

Germany's humanity, France's caution, Great Britain's planning. Three ingredients for the perfect recipe solution to our Refugee Crisis, and for all future disasters. Only time will tell if we can follow the instructions. Or if too many cooks will spoil the broth.

Mr Stovell Bids Wellington a Fond Farewell

Mr Stovell is known for organising 'everything that moves - and even things that don't'. From uniform to timetabling, event management and everything in between, Mr Stovell had oversight of many aspects of Wellington Life and fully immersed himself in our community since his appointment in 2008.

Since he graduated from Keele, Mr Stovell has always been a teacher (apart from successful stint in industry where he ran an IT company). He was first appointed as a Depute Head when he was 28 and has set the standard in the role for many years. We will miss his commanding voice (especially at fire drills), his never ceasing enthusiasm for folk music and his energy and dedication to all things Wellington.

When were you appointed as Depute Head of Wellington?

I was appointed in May 2008. Before that, I was Depute Head at Lichfield Cathedral School in the Midlands, not too far from Birmingham. It is a specialist independent music school, situated in the city of Lichfield and it was very closely aligned to the cathedral.

In my career I think there's hardly a subject I haven't taught! At Wellington, I have taught German, French and History. I recently taught History while Ms Hyslop was recovering from surgery and it was wonderful stepping back into a classroom. That's where the fun is.

Was Wellington a shock to the system?

It was very different coming to Wellington. In fact, it was a huge change coming to Scotland, full stop! Getting used to the Glaswegian accent was difficult and there are many things that are so different about Scotland. A topical example is politics. Here, there are a lot of local people, people I know, who are very heavily involved in politics. My next-door neighbour is the new MP for example!

The weather is another major difference but the friendliness and openness of Ayrshire folk is just lovely.

Which era in history do you most enjoy teaching?

It would definitely have to be Germany from 1870 to 1945 and my favourite subject to teach in the more



general sense would be German literature. Do I have any reading tips? Well, I am really into Walter Kempowski. He is someone I got to know (in both senses of the word) when I was at university. As well as being fortunate enough to know him personally, I was introduced to his books (he writes about the period between 1920 and 1950). I actually started a PhD on his work at one point but marriage, life and other things took over; I completed it to the point where I was awarded a Masters degree though.

What do you like so much about teaching?

I love that idea that the mind is not a vessel to be filled but a fire to be ignited. Plutarch said that and I wholeheartedly agree. I love the concept of passing on understanding, skills, knowledge and getting people excited about things that excite me. That's the joy of teaching.

I didn't always want to be a teacher though - I actually wanted to be a forester. I was amazingly into chemistry and you needed that subject in order to become a forester. In the end, however, I decided upon Chemistry and Modern Languages. It is an interesting combination, in my opinion. I actually taught chemistry for much of my career but I became very allergic to a number of metals which put an end to that. Thankfully, I had my languages to fall back on!

What do you love most about your job?

My incredible colleagues. I have a huge amount of respect for the people who teach here because they are the best teachers I have ever worked with. Their

dedication, their competence, their knowledge, their involvement and the way they really care about the children make them stand out.

Are there downsides to being a Depute Head?

No, but I have become even more OCD about getting stuff done. I like to know everything that is going on in the school and very much see it as my little bubble. That can mean that I don't actually get away to do other things that I enjoy doing quite as much as I would like but now I have no excuses - I will have plenty of time!

Do you remember your first day?

I spoke about it at my final assembly, actually! I was sitting in my office, just getting to grips with the many documents piled up on my desk when the clock came round to 10.55 (morning interval). I thought the sky was falling in on me! Turns out the children coming out of English [the classrooms directly above Mr Stovell's former office] were hurtling down the stairs so noisily that I really thought the ceiling was going to come in! I remember that day very well. I was struck by how polite and smiley the children were and how happy they seemed. I have just loved this school since then, absolutely loved it.

What is your funniest memory of your time here?

My funniest memory? Now you're putting me on the spot! That's actually a good question because there are just so many funny moments in my back catalogue. I think the very funniest one was the first ever Wellington Wade I attended. It was absolutely bitter out there [the Wellington Wade/Post Prelim Plunge is typically held in February] and the pupils ran into the sea squealing, helping and cursing. It was absolutely hysterical.

Have you had any disasters?

There have been a couple of disasters when I've thought 'that's it'. The one etched in my memory was a near miss actually! It was on course to going badly wrong but various people dug us out. I came into school one morning to find we were seventeen staff members down and classes needed to be covered. Everyone had come down with a sickness bug which also coincided with SQA days - there were a couple of trips scheduled too so you can only imagine the mayhem. However, in typical Wellington fashion, we all worked together - we doubled up classes and such like so it worked out alright.

What memory do you hold most dear, that will endure throughout the years?

That's really tricky! I think the first day I saw Wellington, the day I came up for my interview. It is still so vivid in my mind. It doesn't happen very often but when the sky is eggshell blue, the sea is flat calm like a mirror and you can see Arran which looks like

someone has got charcoal and drawn it on the window. That's what brought me here. I will never lose that memory. [the background image you see here is of the view Mr Stovell described so well]

In terms of memories of things that have *happened* here, well, that list is endless. Most recently, Jack Lynch's fury when the boys lost in the Dads vs Lads cricket match this year. That was a sight to behold! Jack's fists were clenched and he was jumping up and down! I think he's only *just* made up with his Dad!

Mr Stovell is an academic but one who believes in pursuing the path that excites and inspires. He himself has three degrees (including two masters) from the universities of Keele and Leeds.

Plans for retirement?

I am going to branch out a little, go back to my roots and look after trees! My wife and I bought a house in France which has a lot of woodland around it so I intend to play at being a forester while I am there... We intend to spend the summer months there and the winter here so I very much hope to remain part of the Wellington community.

We have both wanted to live in France for a long, long time. We both speak French and we love French wine, French food, the weather and the countryside. [Mr Stovell then gives a detailed account of where his new house is] It is about 45 minutes from Limoges - visitors will be admitted but don't write down the location too accurately!

We will be doing a lot of travelling this year too (we are going to Jaipur in India this September) but hopefully, from here on in, much of our time will be spent in Europe.

What will you miss most about Wellington?

I think the banter with the children and staff. There are a lot of happy things that go on at Wellington - it is a very happy place. I will also miss Mrs Gray's macaroni cheese - I absolutely love it!

I shall miss the Folk Club immensely. It was my baby - I established it and I feel it has come a long way. I started it because I thought it would be a unique way to give children an alternative to the classical, jazz and more formal music groups. I have always had a passion for folk music and I was extremely lucky to be surrounded by so many talented young musicians who wanted to take part. One thing I relished doing was performing at the 25th anniversary concert (between Wellington and our partner school, Mallinckrodt Gymnasium) at the Town Hall in 2016. That was a truly fantastic concert.

Are there any annual events you particularly love that you will miss?

[Without hesitation] I LOVE the Christmas Craft Fair. I



I don't like Speech Day but I could like it if I didn't have to organise it. It's true that I like all events that I don't have to organise actually! I simply love Sports Day because I go along, do what

I'm told and muck in. I always thoroughly enjoy the day. I helped this year but I am also judging the House Marching, which was quite interesting. I have been here for as long as I have and I admit that I still get the house colours mixed up... It's not for lack of interest, more a concerted effort to distance myself from the houses so that if I ever had to judge anything, I could be completely unbiased and even handed. Unlike many staff here, I have never been affiliated to a house.

Regrets - do you have any?

My regret is that I didn't go on more of the trips - I have never been to Saint Dominique, for example. I have been extended an invitation but I would have loved to have experienced it with pupils.

My wife and I are going to India in September and again, I was disappointed never to have gone with the school. In saying that, I feel really proud of Wellington and the work we have undertaken with Camps International. Trips to Africa, Peru and of course, Cambodia this year. In Africa we did some particularly good charity work. We worked really hard and saw our project through.

They were all ambitious trips now that I really think about it - long haul and physically, very demanding. It brings you closer to pupils though and I had some really lovely young people with me on those trips. Going to Macchu Picchu with the children was amazing. They were really awestruck by it.

I shall also miss the rugby but I hope still to be involved as I will be back in Ayr every winter!



'Mr Stovell's contribution to Wellington is immeasurable but we wish him well in his next adventure!'

Google Expeditions



When the Google Expeditions team came to Wellington, they took around 20 groups of pupils from Egypt to Martinique, back in time to the world of WW2 France and Van Gough and all the way out into the solar system! Organised by Mrs Bartholome, Teacher of French & Spanish, this was the first time a Google Expeditions team had come to South Ayrshire.

So, what is Google Expeditions? It allows teachers to take their classes on virtual field trips, immersing students in experiences that bring abstract concepts to life and giving students a deeper understanding of the world beyond the classroom. The Wildlife Conservation Society, PBS, the American Museum of Natural History, the Planetary Society, and the Palace of Versailles contributed to developing the curriculum for students and the trips are collections of virtual reality panoramas: 360° photo spheres, 3D images and video, ambient sounds all annotated with details, points of interest, and questions that make them easy to integrate into curriculum already used in schools.



'It feels like you're really there experiencing it independently.'*

*All the quotes in this article were submitted by Primary 7 & S1 pupils.

The full list of classes and their respective expeditions are as follows: Primary 3: Under the Sea; Primary 4: Egypt; Primary 5: Volcanos around the world; Primary 6: Senegal; and Primary 7: WW2 France.

Senior 1 classes visited Japan, Neuschwanstein, Arles (and the work of Van Gough), Martinique and Argentina. Meanwhile, Senior 2 went to China and S3/S4 followed Primary 3 Under the Sea.

Other classes/levels took part in the following: Higher Modern Studies: White House & Capitol Hill; Advanced Higher/S3 Maths: Visit to the Stars; Higher & Advanced Higher Art and Erasmus: Riga; Higher & National 5 Geography: Iceland; and Senior 2 & 3 Computing: The Arctic.

'It would generate real excitement about a new topic and inspire us to want to research and learn more. It could also add depth our knowledge about topics we've learned about already.'



When Primary 3D got back to class after a fascinating trip 'under the sea', they wrote to Mrs Bartholome to let her know how they got on...

'Dear Mrs Bartholome,

It was great! Mahesh says it is the best thing he has done in a long time! Freya says 'nothing I have done is better than that!' Emily thinks it was a little bit scary when you are in the water, but she really enjoyed it. Sophie states that it was 'an amazing experience. David claims that it is better than his Xbox 360... high praise indeed!'

Our favourite parts were when we got to touch a shark, see what Space looked like (we had a little visit into

Space at the end of the session), when we saw all the names of the different planets and what they looked like, when the sun was on fire and we got to see Space, seeing the barrier reef close up was amazing. Mahesh would love to see dinosaurs. We would also like to visit lots of other parts of the World including Australia (more of it), The Great Wall of China, where we live, Charlie and the Chocolate Factory, the Eiffel Tower.

Thank you very much for letting us have a really good experience, we hope we can do it again sometime.

*Kind regards,
Primary 3D and Mrs Williams*



'These 'expeditions' would allow us to quickly revise key points about a topic because it is more memorable than a text book - you feel like you are really living the experience. I really enjoyed it!'



'The graphics are amazing and it was extremely realistic!'

Standing In The Footprints Of The Dead

By Matthew Taylor, S5

Gravel crunched underfoot, dusting my respectful clothes with every step. I approached the iconic gate marked with the ironic lie: "Arbeit macht frei"*. Clearly, this would be emotionally draining. Those waiting to enter were nervous, speaking in subdued tones. Those exiting the camp were shuffling forward, silent, with pale and stricken faces.

I stepped through the gate and entered Auschwitz-I. I was surprised by the buildings, robust brick constructions rather than the wooden shacks I had expected. I turned my head to see where the camp orchestra would play, luring the latest arrivals into a false sense of security. As a musician, I wondered how it must have felt to perform there. Did they feel guilty for helping the Nazis to control their fellow prisoners? Perhaps the relief of having a job, a possible lifeline, helped them to forget any consequences. Regardless, this orchestra was not voluntary. It did not matter what the members felt. They had no choice.

Most of my time in Auschwitz-I was spent looking at the exhibits, horrified. They ranged from sinister heaps of rusting canisters of Zyklon-B to the pitiful personal belongings of the incarcerated people, right down to their prosthetic limbs. Most shocking was the great mass of human hair, stretching the full length of a barrack. Old ladies' grey buns and young children's tightly woven pleats were visible amongst the seven tons of tresses, shaved from the inmates' heads. I struggled to assimilate it, then flinched on hearing that this heap of human fibre was only the unprocessed excess, left when the camp was liberated. A hard-hitting reminder of the inhumanity of the Nazis. This hair was stolen, like wool from sheep, as material for the German war effort. Did such cruel efficiency show that the officers were hateful monsters, eager to degrade their prey, or was it simply the result of creating an emotionless generation who could regard human beings as disposable resources?

We walked silently to the "prison-within-the-prison", the infamous Block 11, which revealed yet more signs of extreme cruelty. There I was confronted with the deplorable "standing cells", each cell's floor area being less than a square metre. Internally I quaked as the guide described the torture. Four men would be packed into each cell every night, through a crawl hole, with only a five-centimetre gap left for air. Standing all night in their emaciated state, surrounded by excrement, they would still have to manually work the following day, or be further punished. Typically, a prisoner would spend ten nights in such abysmal confinement. No-one spoke other than our guide. No amount of reading had prepared me emotionally for the stark horror of this hell on earth. At this point I could not comprehend the thought processes of those responsible. If I were to respect those so tragically dehumanised I needed to keep my emotions in check. As we proceeded, passing the Death Wall, I realised being shot there would have been a deliverance for many. I dreaded the next location, the cellar used to first test Zyklon-B as a killing agent. What level of sadism is required to test pesticides on innocents who have already been worked and starved to the brink of death? Would the same men, born into a different ideology, be capable of kindness?

Had I been born under Nazi rule, would I have joined the Hitlerjugend?** Nauseatingly, the answer is probably yes, as I am a member of the Boys Brigade, which also promotes discipline and self-improvement. Would I have looked up to the figure of Hitler? It is possible, as I admire Queen Elizabeth as the figurehead of our nation. Would I have mocked the Jews being paraded through the streets en route to the labour camps? It was "normal" behaviour. Would I have known better? Would I have supported the German war effort, joined the Nazi Party, climbed the ranks of the army and undertaken abominable deeds? I certainly hope not. Surely my moral compass would have prevented me from disgracing myself.

Yet, is my moral compass really any stronger than that of the average Third Reich German? I think not, for, like the camp orchestra, the citizens felt they had to go along with the abominations. Perhaps they knew their actions were wrong, but fear of the Nazi authorities for their families overcame their qualms. Alternatively,

indoctrination from youth, following the pulverisation of their homeland from WWI, rendered them unable to question the situation. Taking that further, can we hold an old man responsible for his actions in a war crimes trial now? So much for me to consider.

I braced myself for the next walk, sickeningly aware of its abhorrent destination, the surviving gas-chamber and crematorium. It was horrifying to walk through the dark bunker, the minimal light available glinting through the vents created for Zyklon-B distribution. I walked where victims choked. I stood where victims died. The sense of death was suffocating. I could feel men, women and children spluttering out final breaths, held upright simply by the mass of humanity being annihilated around them.

We pressed on to escape the gas-chamber, only to be confronted by the crematorium. The wholesale destruction of evidence of the Holocaust by such furnaces enrages me. Deliberate actions were taken to remove people from history. We all have a right to be remembered, it is intrinsic to civilisation. These victims did not count and now cannot be counted.

We moved on to Auschwitz-II-Birkenau, the sister-camp. It was unsettling to walk up the familiar railroad and through the gatehouse, a setting known to me from "Schindler's List". Barbed wire fencing lined the distant horizon, entrapping discordant green grass and cheerful bird song.

Over the years most of the shacks have collapsed, their brick chimneys remaining. These stand like tall graves across the site, marking where inmates had lived and died. These sentinels are the only "personal" memorials many of the victims will ever receive and yet they bear not a single name.

Within the wooden shelters there are no beds, only shelves. Humans packed in like cattle for an abattoir. Lying in their own waste, many succumbed to disease. It reminded me of the historic Middle Passage slave ships. Yet these shelves are only seventy years old, shockingly recent. My grandmother was alive whilst Jews and gypsies, homosexuals and the handicapped lay there. Living memory.

Here we heard that the original guides were Holocaust survivors. How torturous it must have been for them, returning daily to these hellholes. Yet, while they still could stand they came, bound by honour to serve those who died, preserving the memory. Active resistance to the deniers of the Holocaust.

I walked past endless rows of these decaying buildings to reach the remains of the crematoria in a far corner. Their partial destruction by the fleeing Nazis before the Soviet liberation implies guilt. A cover up. The denial started before the war ended. Close by is the heartrending Ash Pond, where tens of thousands of victims' remains were unceremoniously dumped. I shuddered at the lack of respect. However, similar atrocities continue daily, documented in every newspaper I read. Finally, I stood at the memorial, carved in many languages. Built around the ruins of the chambers, crematoria and the laboratory of Dr Mengele, this concrete edifice symbolises the finality of the Holocaust.

I learned many facts from my guide that day, yet it was standing there, in the footprints of the dead, that changed my outlook. Ignorance of the ways of others should never be allowed to turn to fear and then to hatred. I will not walk in the ranks of the apathetic. I will not tolerate "casual racism". I will not sanction a legacy of hatred.

*Arbeit Macht Frei - Work sets you free

**Hitlerjugend - Hitler Youth

Subject Focus:

Geography

Field work and more generally learning in the outdoors, has been a focus of development in the Geography Department, and is ever more important because of the changes that have been made to the curriculum. Our S1 Geographers commenced the new term with field work. They enjoyed completing a study on 'factors affecting micro climate'. Students recorded air temperature, wind direction, wind speed and observed cloud type and amount at four different sites around the school. Having collected their primary data, students then learned how to process weather data into line graphs, a wind rose and display cloud cover in 'Oktas'. Through analysis of their graphs, our S1 students were able to link aspect to differences in temperature, wind speed and wind direction whilst also considering the impact of cloud cover and amount.

National 5 students visited Drymen and Balmaha, Loch Lomond National Park, for one day of field work. S4 students were investigating the impact of tourism on an upland glaciated environment. Before the field trip they were taught how to plan a geographical study from conception to realisation looking at different gathering techniques, presentation methods and methods of analysis. This enabled them to gather their own data and to start their own Controlled Assessment Investigations based on the hypothesis that they chose to study. A full day was spent gathering their own primary data (which included measuring footpath erosion, trample zones, vegetation cover, carrying out environmental quality surveys, traffic surveys, tax disc surveys, pedestrian counts and questionnaires) before returning to school to commence their write up. Last year the National 5 cohort enjoyed Geography results well above the SQA published national average. (82% achieving an A compared to the SQA average of 36%) In particular our Assessment Assignment marks were superb; this is worth 25% of the overall mark at National 5.

As part of the new higher pupils enjoyed a physical field day, in the Carrick Hills, examining the relationships between channel variables and processes within a fluvial environment. Data was collected from The Sauchrie Burn. Mrs Shaw assisted in enabling two groups of students to gather data over six sites at regular intervals with distance from the source. This allowed 12 sets of data to be analysed. Variables such as river width, depth and velocity allowed cross-sectional area and discharge to be calculated, while measuring wetted perimeter then allowed students to calculate hydraulic radius.

Students also sampled pebble size and roundness at all sites. In preparation for their Assessment Assignment, students have been taught how to write a detailed methodology and evaluate the techniques that they used. Since the excursion they have been processing and analysing their data to either prove or disprove their hypotheses.

To fulfil the human element of their field work the Higher students completed an urban land use survey, on a blank goad map of Ayr, to illustrate the changes in land use with distance from the CBD. Students used RICEPOT categories to complete their maps, recorded building height, completed a bi-polar survey on environmental quality, pedestrian counts and a 'living streets' survey. This experience can be written up to fulfil a learning outcome for the 'skills' unit assessment of the new Advanced Higher course and also fulfils four learning outcomes for the higher students in the human environments unit assessment. The Higher results were also pleasing. 43% of students achieved a grade A (26% nationally), 86% A-B and the department was delighted with a 100% A-C pass rate (73% nationally).

Easter 2018 takes the department, along with some students from our current S3 and S4 year groups back to Iceland. The tour will include a visit to a local open air geothermal swimming pool at Laugardalur with flumes and hot tubs. Pupils will visit Seljalandsfoss waterfall which is more than 200m high and be able to walk behind the veil of water. They will also see the Solheimajokull glacier tongue and visit the Eyjafallajokull museum - relevant to the N5 Global Issues case study on the 2010 Icelandic volcanic eruption. Pupils will see spectacular coastal scenery at Reynishverfi beach and witness the powerful waves on this very exposed black sand beach. The trip will include the famous 'Golden Circle Tour' which takes in Hellisheiði Power Station, Pingvellir National Park (meeting points of the two tectonic plates (North American and Eurasian), Great Geysir, Gulfoss waterfall and of course we look forward to the Blue Lagoon!

As of Session 2017/18, Mr Richard Ledingham, will replace Ms Johnston as Head of Geography. Ms Johnston looks forward to still being part of the department whilst focussing on her new role as Assistant Head, Director of Studies.



My Special Day

By Jessica Haye, Primary 5

I woke up, it was early, however I was wide awake. Outside it was damp; the air was thick and the smell of dampness spread across the fields. I wore my new jeans and my very old light blue top. Then I walked down my stairs and ran outside and at six forty-eight we drove off.

All of us were tired except me. The car had all our hand luggage in the front and in the boot there were our suitcases. Underneath my feet were my sisters' bags, all of their books and board games falling out of their bags. There were two J.K Rowling Harry Potter books scattered across the car floor, on the middle seat there were three board games: Monopoly, Cluedo and Treasure Island. Arriving at the airport I jumped out the car. We walked into the airport.

Looking at Glasgow Airport it looked like it went on forever. Walking to the check-in we loaded our bags onto the conveyer belt. Going through security I was amazed at the sight of the queue. It was very long. It only took a few minutes because we were in express. We had time to have breakfast. I had sausages, bacon and toast. My family and I reached where you boarded the aeroplane. The engine started and the plane took off at nine o'clock in the morning.

As the plane reached its destination, I ran off the plane with my family. After collecting our bags which seemed to take hours, we drove away in our hire car. It took one hour and a half to get to our holiday house - by now I was very excited.

We arrived at our holiday house, I ran out the car and straight away to explore the house. Looking at all the rooms was very thrilling and exciting. I was not really looking or spending much time in each room because all I really wanted to see was the pool so without thinking I jumped into the pool with a splash!

Did you know that there is a page on the school website dedicated to all things sport? News, fixtures, training details and results are all in one place making it easier for you and your child to know what, where and when.

Fixtures & Results

Primary 2

In the summer term, Primary 2 learnt about Knights and Castles. They began the topic by looking at where castles came from and learnt that William the Conqueror brought them over from France in 1066. These first castles were cheap and easy to build as they were made from wood. We had great fun in the woods building our own motte and bailey castles. We worked as a team, digging a moat, collecting sticks for the palisade and constructing a tower.

We learnt about the different features of stone castles and why they were so important for defence. Then we looked at the different methods of attack. We made lollipop stick catapults and used them to attack our model castles using polystyrene rocks!

We visited Dundonald Castle and met a real knight called Sir Colin. He told us all about his armour and we even got to try some of it on... It was so heavy! We learnt about how boys started training to be knights when they were about our age! They held jousting tournaments to practice their riding and balance skills and we got to try out our jousting skills on hobby horses!

Building motte and bailey sandcastles in the sand is no easy task but pupils always relish the challenge!

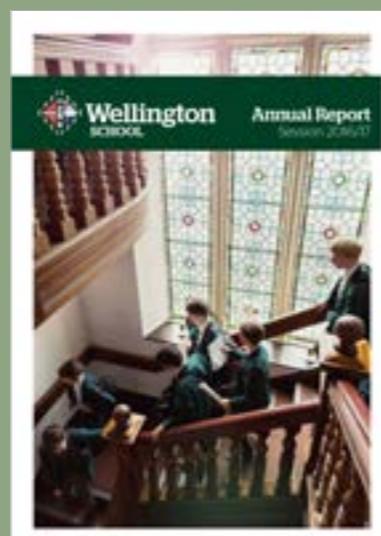


Sports Day 2017



Did you get a souvenir programme at this year's Primary 4 to Senior 6 Sports Day? If not, please contact: press@wellingtonschool.org to request a copy.

Annual Report 2017



The Annual Report can now be downloaded from the school's website: www.wellingtonschool.org/annual-report-2017/

Boswell Book Festival

Alison Bathgate, Teacher of P5



Adventure stories don't come much more daring than Jason Lewis's. Tales of encounters with curious whales, menacing sharks and predatory crocodiles are guaranteed to hold the attention of an audience and he indeed proved to be a thoroughly engaging speaker.

Primary 5 were invited to spend the morning at Dumfries House, at the increasingly popular Boswell Book Festival, where memoir and biography are the celebrated genres.

First stop on our literary tour was a rendezvous with the world's most famous diary writer, James Boswell. He entertained with readings from some of the more outrageous entries from his journal and encouraged the children to write their own sparkling entries. Having researched Jason Lewis prior to the event, P5 were primed with questions for the intrepid explorer. He is recognised by the Guinness Book of Records as the first person to circumnavigate the globe using human power without the use of motors or sails.

Jason Lewis took thirteen years to complete the seemingly impossible journey of 46,505 miles. He revealed the courage, determination and strength required to complete his goal. He also revealed to

the children that writing was not easy for him either, and that his book had taken a painstaking 3 years to write. He now is a passionate advocate of environmental education, and has spoken to 900 schools in 37 countries to date.

Jason Lewis kindly gifted a copy of 'Expeditions' to the Junior School Library. It is the most popular book to borrow at the moment, and indeed some parents have enjoyed it too.



Staff Farewells

"Forever and forever, farewell! If we meet again, then we'll smile indeed. If not, it's true, this parting was well done." said Mr Stovell (quoting Shakespeare) in a speech he gave at a reception for staff leavers in June. It was an bittersweet afternoon, filled with reminiscences from teachers whose combined Wellington experience fell just short of 120 years!

That same afternoon, Mr West led Mrs Clark, Mrs Malloch and Mrs Hemmings gave us a farewell song, a fabulous rendition of Sam Cooke's 'What a Wonderful Word'. Despite singing about not knowing much about chemistry, history, geography and such like, these teachers have been instrumental in preparing almost a generation of Wellington pupils for life beyond school. They definitely went out with a 'bang' when Mr West popped the balloon (pictured right) which impressively erupted into a ball of flames! Only a chemistry teacher...! Some members of staff have shared their experiences of the things they have loved and will miss at Wellington and their plans for the future, here below.

A full list of staff leavers and their plans for the future can be found in the Annual Report, 2017.

Mrs Clark

'I have been at Wellington for almost twenty years, having started in the Infant Department at Sleaford House in 1997 (the year I graduated from university as a mature student). Teaching Primary 7, I have taught a wide range of subjects: English, Maths, Social Studies, Religious and Moral Education, Technology and Health & Wellbeing.

I have a great number of fond memories at Wellington but the funniest has to be the time I was canoeing with pupils in the sea at Doonfoot (as part

of the John Muir Award). I had not planned to accompany pupils in the water but was there to supervise and take photographs. As a result, I was not suitably dressed in a wetsuit. It then turned out there was an odd number of pupils so I volunteered to share a canoe. However, the pupil I shared with leaned out too far and we both ended up in the sea! While the pupil had a



change of clothes, I had to walk back to school along the promenade dripping wet with nothing dry to change in to... I can see the funny side of it now but at the time, it was a different story!

When I retire, I shall miss the children and my good friends and colleagues. However, I plan to travel widely and often (outwith school holidays!), spend more time with my granddaughter (who is two) and I also intend to become a lady who lunches!

I look forward to doing things on a whim or the spur of the moment as well!

Mrs Malloch

'I have been teaching at Wellington for just over 10 years and have taught History, Geography, Modern Studies and Psychology!! Can anyone beat that?!

I will miss the students more than anything. They have made me laugh (and cry) and kept me young (ish). Who else but a child could muddle up exotic and erotic?!

I am looking forward to riding, rowing and dancing my way to old age whilst visiting a church or two along the way!

Mr West

'I have been at Wellington for 9 years teaching chemistry. I will miss the fun and banter with both pupils and staff.

I am going to work part time for a year at the High School of Glasgow and after that I will be trying to get my golf handicap down by playing as much as I can in as many different places as I can!'

Mrs Hemmings

'I started Wellington in 2004 as Head of Geography. I remained in post until 2013 and then became a part-time teacher of Modern Studies until, after 13 years of service at Wellington, I decided to retire.

I will miss the daily company of Mr McDougall, Mrs Shaw and Mrs Malloch. I also really like my S1, S2 and S3 classes and would have loved to have seen them grow into young adults. I would have also liked to have seen what career paths they chose to follow. Perhaps they will keep in touch as I often receive postcards of Dorset and The Yorkshire Dales from past pupils, (both were case studies of the old Higher Geography course). They seem to have positive and lasting memories of being taught the subject at Wellington!

My fondest memory of Wellington is teaching Geography in CH6 - the view out to Arran and Ayr Harbour is wonderful. I have very few plans for the future apart from learning how to sea kayak, something I have always wanted to do. I also want to walk the West Highland Way again. I walked it several years ago and have such good memories I would like to do it again.'



Ms Finch



Mrs Clark



Mr West



Mrs Gibson



Mrs O'Hare



Mrs Malloch



Mr McColligan



Miss Finnie



Mr Stovell



Leavers' Destinations

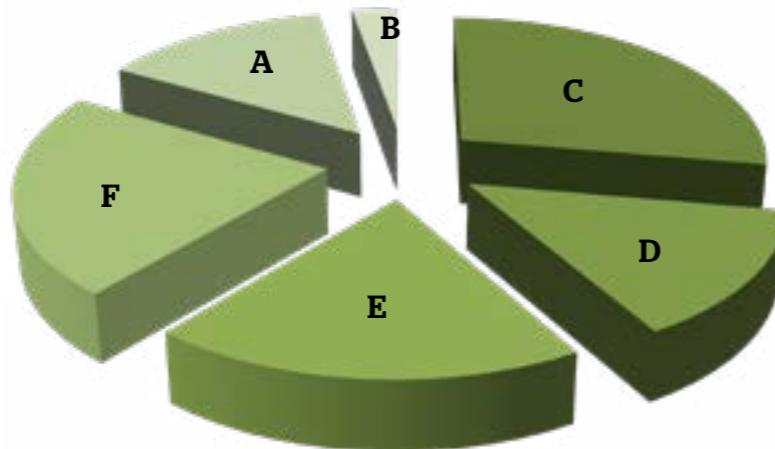
UCAS Applications: Session 2016-17

In his first year as Head of Senior Years Mr Byers dealt with a wide variety of applications to universities and colleges. Although mainly dealing with S6 students, Mr Byers also worked with members of S5 who had chosen to make an application to university or college as well as a small number of former pupils who returned to the school for advice and guidance in making their deferred applications for courses ranging from Business to Medicine.

Mr Byers worked with students throughout the Autumn Term of 2016 providing them with detailed advice on the UCAS process, personal statement writing and advice on how to choose courses and institutions which would best meet the needs of individual applicants. Students were encouraged to make trips to all relevant university open days to help in this regard.

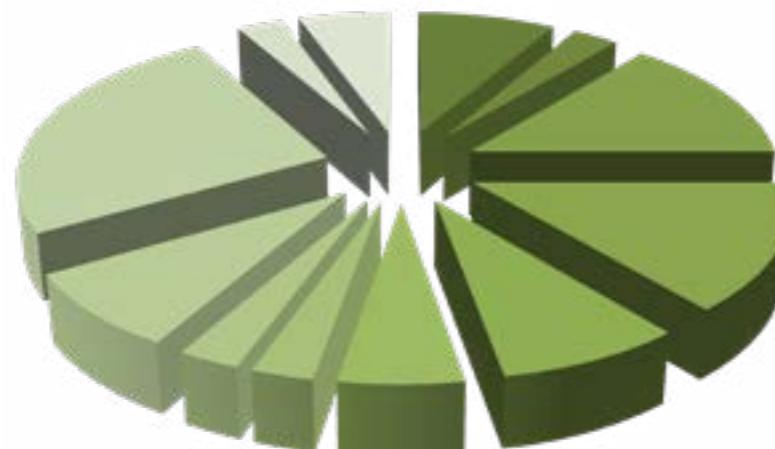
Mr Byers took a one-to-one, collaborative approach with each applicant which requires an enormous amount of time and effort and can be a stressful experience. However, when every applicant had received either an unconditional or a conditional offer, the hard work was all worth it. Mr Byers now looks forward to working with members of the new S5/6 cohort and, undoubtedly, some former pupils on their college and university applications for 2018 entry.

Applicant Destinations by Discipline 2017



- A:** Business (14%)
- B:** Teaching (3%)
- C:** Humanities, Languages & Law (28%)
- D:** STEM (14%)
- E:** Music, Theatre & Art (19%)
- F:** Veterinary Medicine, Medicine, Nursing & Dentistry (22%)

Applicant Destinations by Destination 2017



- | Destination | Percentage |
|--------------------|------------|
| Strathclyde | 25% |
| Edinburgh | 14% |
| Glasgow | 14% |
| College | 8% |
| Glasgow Caledonian | 8% |
| Stirling | 8% |
| Napier | 6% |
| Other English | 6% |
| Aberdeen | 3% |
| Oxbridge | 3% |
| Robert Gordons | 3% |
| St Andrews | 3% |

Higher & Advanced Higher

Design



**MADDIE EASDALE
HIGHER**



SAM TRUESDALE S6 (AH)



SUZANNE MCGOWAN S4 (H)



SUZANNE MCGOWAN S4 (H)



ROWAN SWEENEY S6 (AH)



HEATHER MCCREADIE S4 (H)



EMILY HENRY S4 (N5)



VITTORIA LUPI S5 (H)

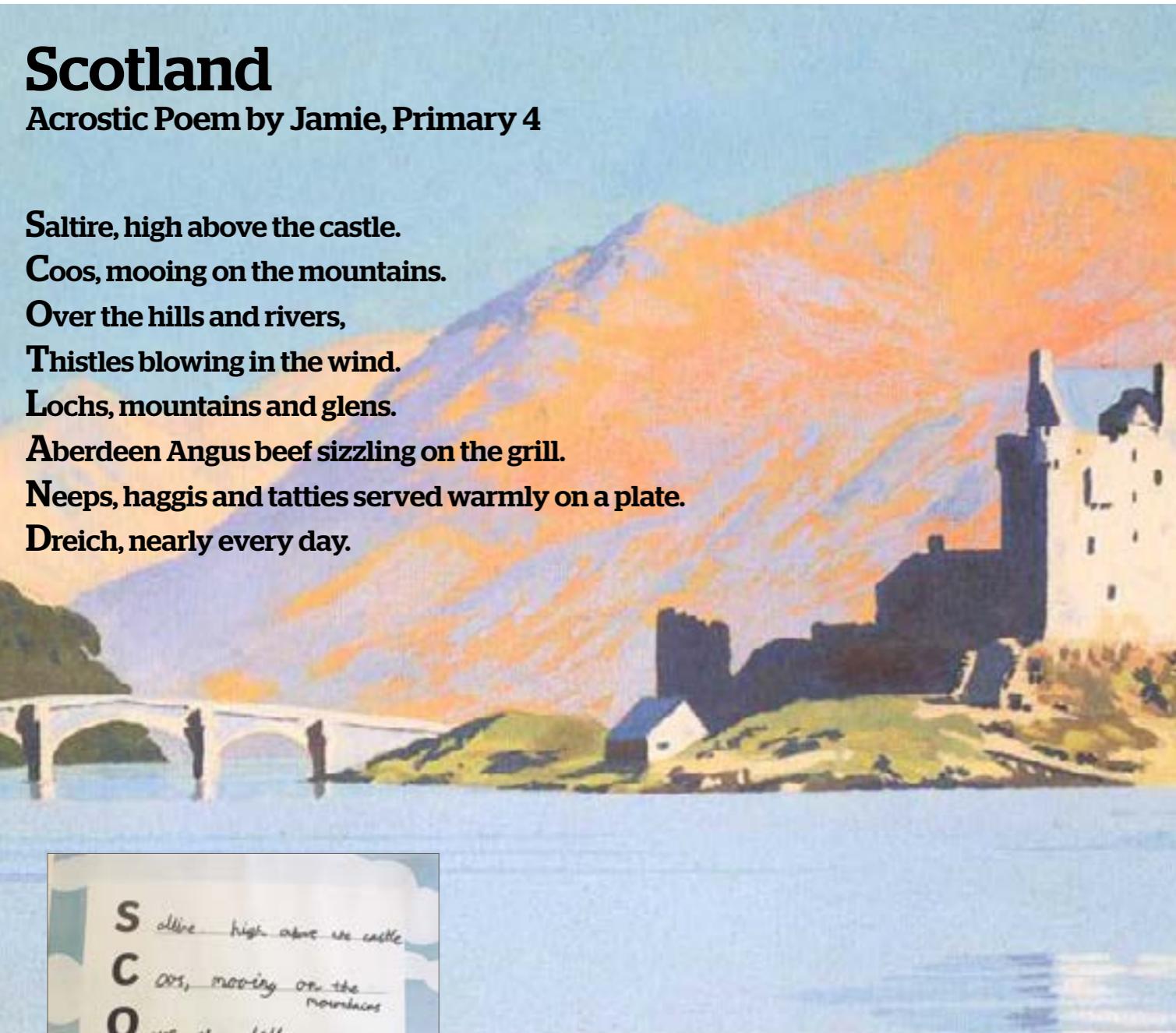
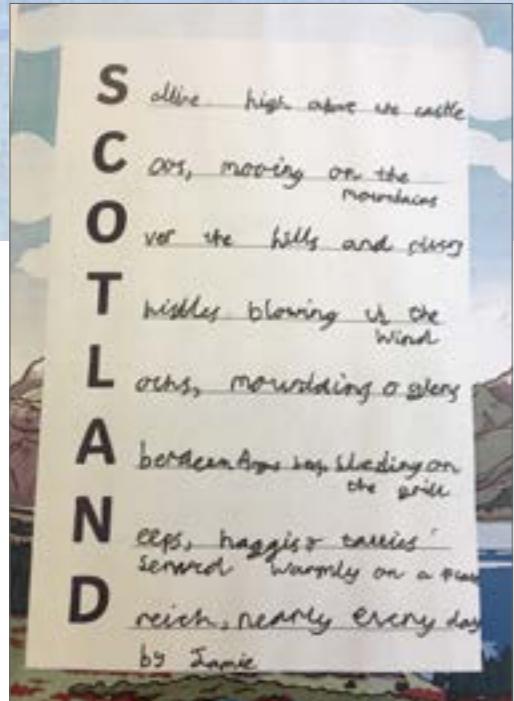


ROWAN SWEENEY S6 (AH)

Scotland

Acrostic Poem by Jamie, Primary 4

Saltire, high above the castle.
Coos, mooing on the mountains.
Over the hills and rivers,
Thistles blowing in the wind.
Lochs, mountains and glens.
Aberdeen Angus beef sizzling on the grill.
Neeps, haggis and tatties served warmly on a plate.
Dreich, nearly every day.



Helpers required for the school show!

This year, we are putting on 4 performances over 3 days (5th - 7th of October, 2017). Can you lend a hand backstage for at least one of these performances?

If so, we'd love to have you on board!
Please email press@wellingtonschool.org to register your interest. Thank you!

Expressive Art



Examples from S4 and S5. Clockwise from top right hand side: Rebecca Robertson, S5; Fiona Sykes S5; Sarah McGaffin, S4; Amy Phillips, S4.

The Death of a Maiden

By Christopher Summers, S5

Tell me, pray, tell me... Who rides so late through night and wind? Who, even when faced with death, flees so recklessly home? What manner of treacherous father murders his child and knows still not how? For if it is these ghastly questions whose answer you seek come not here. I know just as little as any other man – less even. It is you. Hades. Returning and seeking those very answers indeed, those lethal answers, these questions stained with her death – her murder – sweet Lord forgive me... for what sins I do not know! Sweet Lord, how does one take vengeance on oneself? She died – dear God she died! If I ever could go back...

You now come here. You who took her and who stole her. You who she cried upon with dying breaths, who appeared cape and crown before her. You, you come to me, her vile Judas. Scythe in hand, crimson blade... How late you have come... Years, years late! And how dare you come at all! You, who stole her so many wasted years ago.

Why do you not feel the pain of Death? How do you not still feel her cold and lifeless hands wrapped through your fingers. How dare you act as if nothing terrible has passed, how dare your eyes stay yet dry and yet piercing. How can you not feel the pain of her dying... Can you not recall the morbid night, the night enveloped in the darkness of her passing? Can you not recall what came to pass, how you took the most innocent life with gay abandon?

I'll tell you what happened. I'll tell you all that I know and have known. Damnable fiend I'll tell you.

The clouds were darkening, the bells of midnight had just been tolled, and the night had been long set in. The storm blew fierce, wind whistling through the trees as if recounting a demon's demented jig, it is the fiercest I recall still yet. I helped her into the breach. There was a crash behind us. A fearful crash of thunder. We had to return home. We wouldn't have lasted otherwise. That night she had been entirely silent. The whole night silent, as if distracted by the play of the storm or having lost her mind through her thoughts. I rode hard and fast. Homeward. I longed for safety. I longed to make it through the night. I longed for our tender, fragile life. My horse was strong as any that night, fast as though the storm did not distress her. She galloped through fields and my dear girl was still warm and safe in my arms, she bounded down lanes, still I grasped her tight. And on and on through the night we stole.

Fierce still, and yet fiercer the storm grew, even the mightiest oaks of the forest trembled in its gale. The path had grown faint, lost amongst the meld of wood and night. She cowered and shook terribly.

"My child why do you cower and hide your face? Surely you don't fear mere wind?"

"Father, Father, see you not Death lingering over the field?"

"My child do not worry. It is naught but mist and smoke. We shall be home soon, rest, rest and be still".

We rode yet harder, pounding, pushing, pursuing our ever evasive home. Fear I had none. Doubt I had none. Courage was the only virtue, safety the only goal. I held her closer, tight against my breast. Harder and harder still. Home! Why did you betray me? What penance had I forgotten?

"Father, father see you not Death before us with crown and cape on show ?"

"Dear girl, it is simply the thicket moving with the wind, tremble not. Please be still! Think not of horrible things".

Forward we rode. Ever forward.

"Father, dear father, do you still not hear? The voice of death is whispering in my ear."

"It is the storm, the whistle of the wind and no more. Be still my child, be still".

We stole on, rushing through the night. She trembled horribly. I held her closer still, I tried to keep her safe. Home was all I desired – all I have desired since. We pounded relentlessly on, galloping ever homeward. The power of a thousand horses would have been no quicker. Faster we pushed. Harder the storm raged. Onwards. Onwards.

"Father, father don't you see? There in the dark hollow Death's dark minions dance".

"My child it is clear. It is merely willows deceiving you as they sway. Let it trouble you not".

At this I began to scare. I clasped tighter. The forest was almost clear, the fringes just before us.

"Ah! Father, father! Death is with me now! He touches me now! He has done me great harm!"

I filled full with dread. Dear God it fills me still now! Furiously we galloped – my terror now wild. Mad still with fear we reached the court. Safety and sanctuary meant naught. The terror had not yet passed....

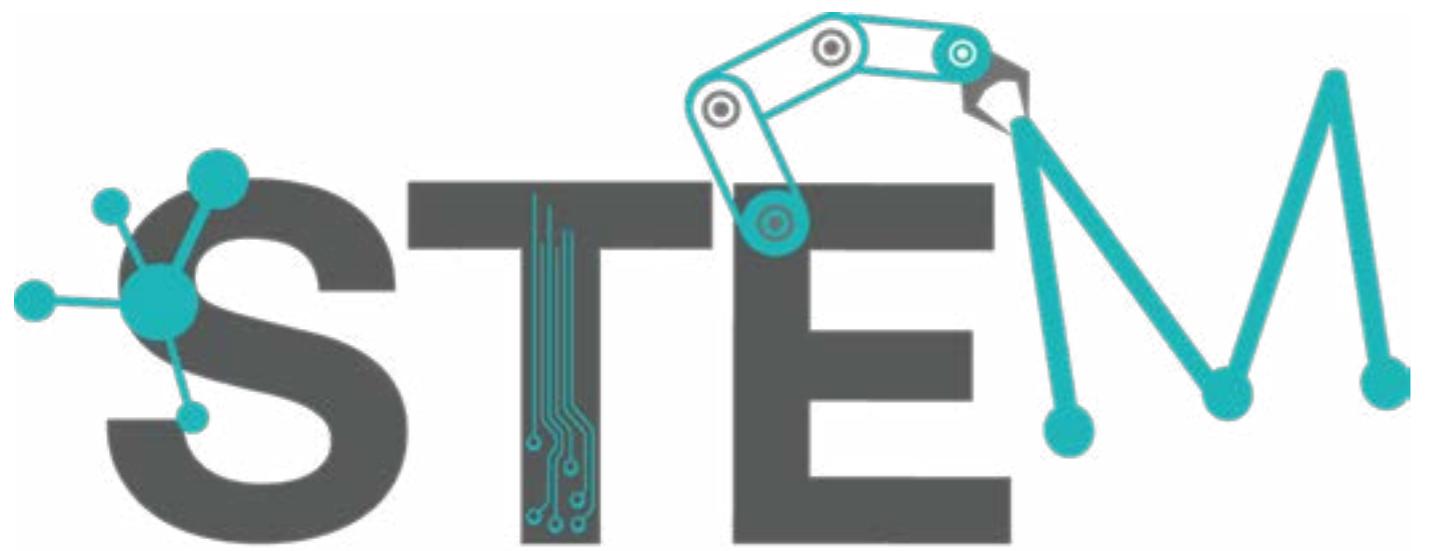
How dreadful it looked, my child slumped against the darkened sky, as lifeless from the mare she fell, a hollow death lying closed on her eyes.

Fearful, it was then and fearful it is now. I still feel her deadweight in my arms; I see the darkened eyes. The closed, hideous eyes, their lids wrapped over them as a shroud, as if to hide her from me. Ghastly, horrid things! I did not know what killed her, what horrid sickness or what terrible deed. I was there. Sweet Lord I was only there! How in God's name did it deceive me? Was it I? Dear God surely that could not have been... She had no illness. She complained of no pains. Not a soul else was with us, all was quiet but for the rushing of the storm, hooves on the path. There was no treachery, there was no sickness, no old age or decline – there was only a father and his child. Don't you see my shame?...

But I have always fancied mine to be a purely rational intellect and there was one factor that I could not entirely discount... Indeed it is true; she screamed the figure of Death was by her side... her voice was full of magnificent terror. True, mortal, terror. Perhaps just the madness of one's last moments. The senses always betray the dying, I thought, just as they always preserve the living. But there was no other explanation, none whatsoever. At first I did not accept my own deduction – Death plucks a young maiden from her father late on a stormy night – it was pure lunacy! The Brothers Grimm haven't written half as good a tale! It was folly I told myself, a mere childish delusion. But in the long years since I have spent a great many hours reliving her death, still feeling the terror, trying desperately to find any other explanation. Alas, alas, there is not one to be found.

So what brings you here? Here to a grief-riddled old man, asking questions the answers to which you already know? I have known you would come for me – it is abundantly clear. To kill me? Of course! But then why do you take so long? Why the questions? I have lived through many fates worse than death since she passed and to me death would be but a blessing. So torment cannot be your aim. Why then are you...

My dear, you still have such beautiful eyes.



STEM

SCIENCE TECHNOLOGY ENGINEERING MATHS

In February, the Junior School enjoyed STEM Focus Fortnight. Children from the Nursery right through to P6 took part in activities - from visits to building sites to an interactive seminar with a 'real-life' scientist. Junior 7 embraced STEM fortnight too with a variety of themed tasks. This annual event gives every pupil the opportunity to explore Science, Technology, Engineering and Mathematics in an accessible and fun way. All of the activities arranged by teaching staff supplement the curriculum and greatly add to pupils' learning experience.

Primary 7

Mrs Clachan's Primary 7 class continued to hone their STEM skills by undertaking a group bridge building challenge. Pupils learned about five styles of bridges and investigated the important forces of compression and tension.

Teams included a Challenge Captain, a Materials Master, a Testing Co-ordinator, a Chief Architect and a Rapid Reporter, with most groups agreeing that each role was performed well. Despite the odd technical difficulty, every group managed to successfully meet their design brief!

Primary 6

As part of STEM and their Harry Potter topic, Primary 6 made wands. As homework, the children researched and brought in the equipment needed to create their own wands. They then carved their wands, painted and then decorated them. Having completed their wands they then went on and attempted to cast

spells on one another!

In Science, Mrs Ness and Primary 6 enjoyed a herbology-based genetics lesson. Working in pairs, each set of Mandrake parents passed their genes on to the next generation. Once they had the genetic code for each individual's eye colour, nose shape and tooth, leaf and finger number, they were able to build their baby mandrakes. We are pleased to introduce you to our two populations of mandrakes (or 'Mandragora', as any good Hogwarts student would know). *Photo on opposite page.*

Primary 5

Meanwhile, Primary 5 explored the themes of Space and Electricity.

Space

The mobile planetarium came to Carleton Turrets Hall and while under the dome, the children were shown the stars and planets directly visible to them in 'real time'. They also learned about space travel and the competition to send a Rover to the moon. They



watched the moon landing in 3D and thought it was out of this world! They could not believe the latest news about other planets found as recently as June 2017 and discussed the impact that could have on future exploration.

The children also assembled a NASA spacecraft glider and tested the performance of the

aerodynamics in the open air.

Electricity

The children investigated circuits and electricity, specifically concentrating on testing circuits; using batteries, wires, bulbs and switches. They were successful in drawing and annotating a complete circuit, indicating the purpose of each part and tested materials to find out which are better conductors.

Primary 4

During STEM fortnight, Primary 4 focussed their learning around the topic of ancient Egypt.

This was an ideal time to explore 3D shape, particularly pyramids. In class, pupils completed a pyramid challenge and predicted how many sugar cubes would be required for different heights of pyramid. The children particularly enjoyed making their pyramids out of cubes.



Primary 4 cont.
Google came in to school and they led a workshop where the children were taken on a tour of The Pyramids of Giza and the Sphinx. This let them gain a real appreciation of the size and sheer scale of these incredible ancient structures. We spent time learning the Egyptian number system, and the children enjoyed experimenting using Egyptian symbols. They also investigated the properties of different types of rocks to see which would be most suitable for building pyramids. This learning was later extended in Arran where the class learned about the three different types of rock and how they are formed.

We visited The Glasgow Museums Resource Centre where the children not only saw a replica of the Rosetta stone but also learned how to handle artefacts appropriately using white cotton gloves. Here, they learned about the mummification process and wrapped poor Tiffany and Scott in bandages!



This article is intended only to give a flavour of all of the activities and events that formed a part of STEM Focus Fortnight. If you have any questions, please contact your child's teacher and they will be delighted to provide you with further details.

Young Ambassador for Dyslexia Scotland

By Rachel Miller, Senior 3

Rachel Miller, who is going into S4 in August, has been appointed as a Young Ambassador for Dyslexia Scotland. There are only about 10 young people in the whole country who are interviewed and chosen to become a young ambassador and we are delighted that Rachel was successful. Here below, Rachel shares her experience of this exciting role with you.

I am delighted to let you know that I am now a Young Ambassador for Dyslexia Scotland. I recently attended a youth day run by Dyslexia Scotland and that was where I first met some of the Young Ambassadors. I thought their role was extremely important and wanted to find out more. I went to Glasgow to be interviewed by Helen, who helps lead the Young Ambassadors, and was delighted when I learned that I had been selected to join the other seven Young Ambassadors.

So, what is a Young Ambassador? Well... Young Ambassadors are inspirational young people up to 25 years of age who have dyslexia. Our role is to help raise awareness of dyslexia and talk about our personal experiences to inspire other young people. This could include campaigning to raise awareness about dyslexia on a local level, providing information to the media to raise the profile of dyslexia and contributing to the Dyslexia Scotland magazine. Another key role is educating relevant people (teachers, family and friends) and offering support and advice to other young people who have dyslexia. I attended my first Dyslexia Scotland Young Ambassador meeting, of which there are four each year, in June. Our current aim is to set up a new website for young people with dyslexia and we hope this will be up and running by November. We have already discussed content, layout, colour and font size. I think our new website will be fab and I can't wait to show it to you.

While in this role I would like to make people aware that dyslexia is simply just a learning style. It has nothing to do with intelligence, it is not only about reading and writing, it is different for everyone and just incase you don't know it has huge advantages. Here at Wellington I want all children to feel confident about their dyslexia and I hope to support them in achieving this. I am delighted to be a Young Ambassador and look forward to updating you on my future adventure.



Les Misérables
School Edition

Wellington School is delighted to announce
that this year's Senior School Show is

Les Misérables

2 casts • 3 days • 4 performances

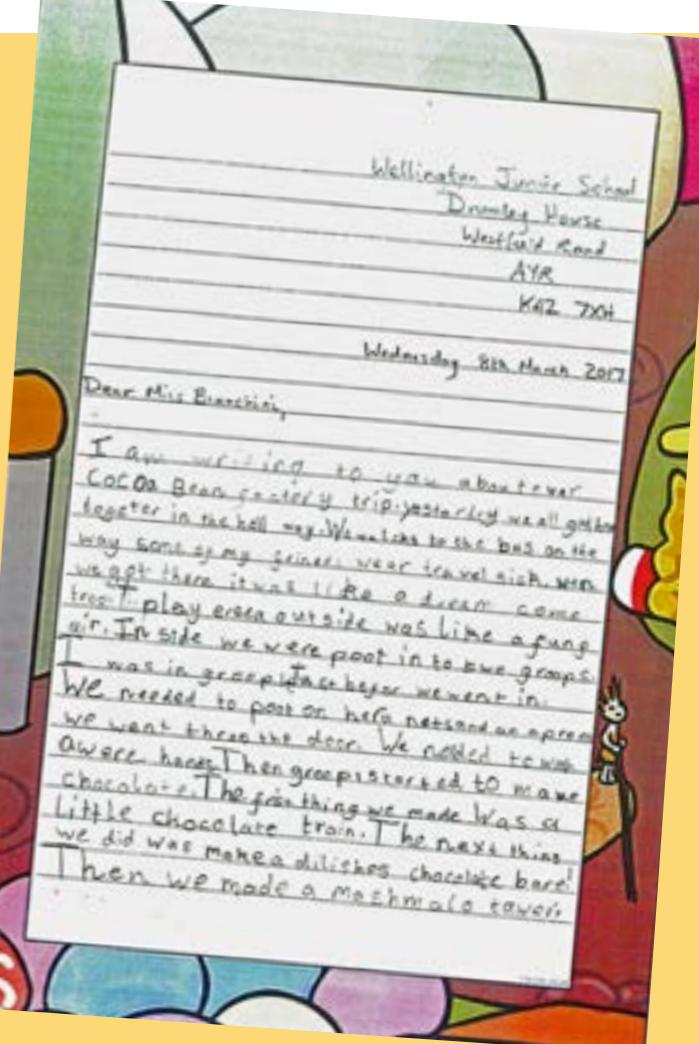
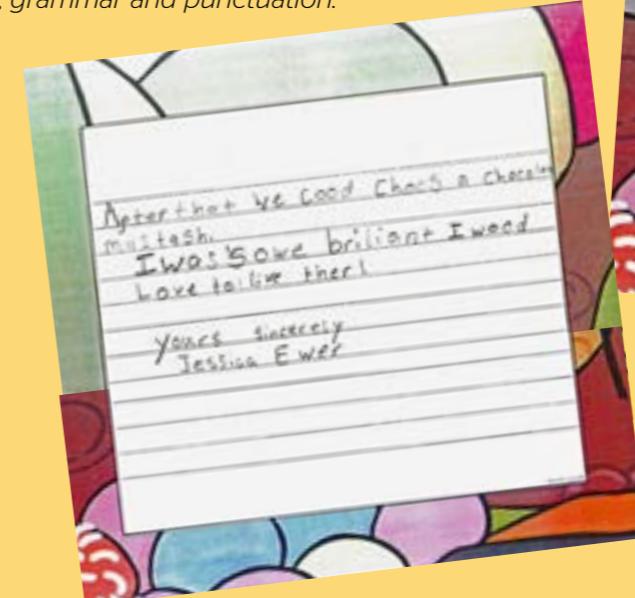
5th - 7th October 2017
The Gaiety Theatre, Ayr

The box office will open in the new term and a box office announcement will be made on social media and the school's website. Don't miss out on what promises to be a spectacular production!

A Trip to the Cocoabean Factory

By Primary 3

As part of their topic on Charlie and The Chocolate Factory, P3 visit the Cocoabean Company in Dumfries every year. The Cocoabean Company is a family run chocolate factory which not only hand makes and decorates all of the chocolate produced there, but it also offers workshops for children (and adults). Primary 3 were so enthused by their trip that they wrote letters to the Editor of The Turret describing their day. It is clear that they wanted their accounts published! Please note that the excerpts here below have been edited slightly for spelling, grammar and punctuation.



We went into the chocolate workshop. There were spinning wheels of chocolate, it looked so delicious!

Ava Clachan

'First I 'plaed' in the soft play. I went down the slide 8 times! Then we went into the workshop after one hour. In the workshop, we got to choose a mould. I chose a big, bouncy rabbit. It was lovely. After, we got lunch and when we finished all of our yummy and tasty lunch we played outside! I went through the maze and I couldn't find the way out. It was the best trip ever.'

Imogen Andrew

'We went and washed our hands and then we lined up. Then we went into the chocolate room. We made chocolate moulds. I picked a jumpy frog. When I finished my frog, we made chocolate bars. We mixed the chocolate with our fingers and we 'writed' our name on it. We dipped a marshmallow into chocolate and stuck it on to another one. When we finished we packed it up. The thing that I enjoyed most about the trip was making chocolate!'

Kyle Good

'The 'hayer' nets were to keep our hair back so it wouldn't go into the yummy chocolate and the apron was so you wouldn't get messy. We made a chocolate bar and put our finger in the chocolate to make a swirl, it looked cool! Then we put sweets on it.'

Chloe Anne Lehndrum

I loved my first trip, it was amazing!

Rachel O'Rourke

A New Chapter



Over the last 18 months, the marketing of our school has taken a different approach: a brand refresh, a new website, vibrant Facebook and Twitter pages, and just wait until you see our new minibuses! These developments are putting us on the map, helping you to engage with Wellington and giving pupils even more reasons to be proud of their school.

We are delighted to announce that the new Wellington School prospectus is now available to view in the Junior & Senior School Receptions. If you have friends or family who are considering a Wellington education, please direct them here to the school's website to request a copy:
www.wellingtonschool.org/admissions/prospectus/.

We hope you enjoyed this issue of The Turret and look forward to welcoming you back to Wellington for Academic Year 2017/18!



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