

The Turret

Wellington School Magazine

Winter 2017



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Assistant Editor's Foreword

Since the start of term, I have undertaken the role of Marketing Assistant at Wellington School.

So far, I have attended networking events and training at the Ayrshire Chamber of Commerce, interviewed a wide variety of pupils (both past and present) and I have also written press releases for the newspapers. This experience has been a tremendous opportunity and has provided me with valuable skills for my future.

As you know, The Turret is Wellington School's bi-annual magazine and I have enjoyed helping put it together - it is amazing to see all the events and activities that go on in our school, from Nursery through to S6!

I hope you enjoy this seasonal edition of The Turret and Happy Christmas! **Emily**



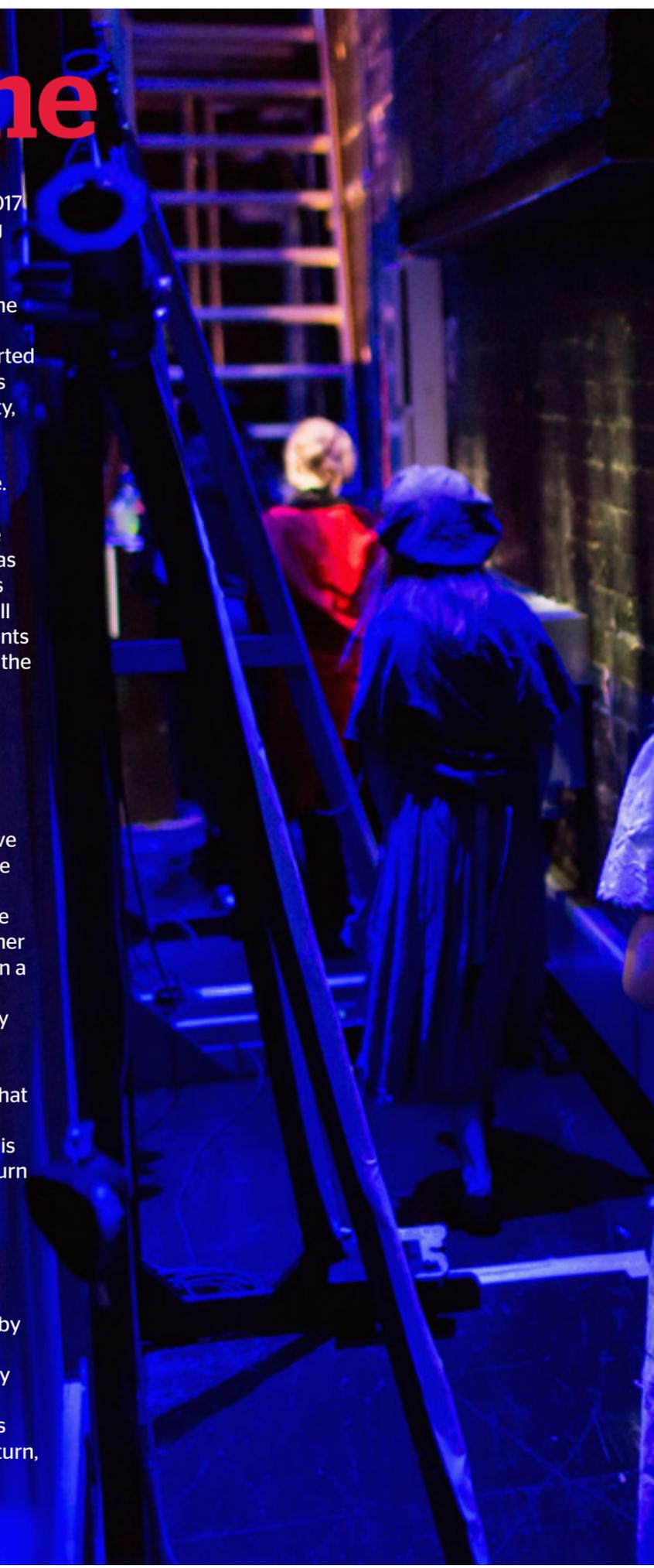
Welcome

As I write this introduction to the winter 2017 edition of 'The Turret', the sun is streaming through the window, the frost is twinkling on the Back Grass of Carleton Turrets and the hills of Arran are encrusted in snow. The setting is just perfect for Christmas and I would like to thank everybody who supported the recent Craft Fair, which raised in excess of £5000 for the Sixth Year's chosen charity, Alzheimer Scotland. This event marks the beginning of the festive season here at Wellington, but there is plenty still to come. By the time that you read this, the ever popular WSA Christmas Concerts, the Junior and Nursery Nativities, the Christmas Dances and the end-of-term Carol Services will all have passed. I would like to thank all of the pupils and staff who bring these events to life, and all of the parents and friends of the school who support them.

Last week, I had the chance to join the German Exchange visit for a few days in Dortmund and it made me reflect on the opportunities that are available here at Wellington. All of the pupils seemed to have a wonderful time and I know that they were generously looked after by their German hosts. They were able not only to enjoy the different sights, sounds and tastes of another country, but also to experience family life in a way that is just not available to regular tourists. I hope that each returned not only with happy memories of the visit and new friendships, but also with a deeper understanding of the common humanity that we all share, and that takes no account of borders. This is the kind of education that is difficult to measure, but, arguably, it may turn out to be the most important.

It is not possible to do justice to all that has happened since the summer here at Wellington in this short introduction, but I hope that you get an insight into the term by reading the articles and enjoying the illustrations in this publication. I wish every member of the Wellington community an enjoyable and restful break over Christmas and I look forward to seeing everybody return, refreshed and re-energised in January.

Simon Johnson, Headmaster



Les Misérables

By Emily McMunnigall, S6

The ambitious plans for four performances was a daunting prospect but as the show's Producer (and recently retired Primary 1 teacher), Mrs Virginia Mckenzie, said, 'if any school can do it, Wellington can. The application and industry of our children is truly magnificent.' In fact, many thought we could never top the success of our previous shows, such as the outstanding West Side Story in 2016, but Les Misérables was a knock-out! So much so that at one point, The Gaiety issued an announcement saying that only individual seats were left - and even they were few and far between! We are grateful to the many people (over 2000!) who came to see the show and to those who got in touch with glowing reviews - thank you.

S6 Marketing Assistant, and future Business, Enterprise & Accountancy student Emily McMunnigall submitted the following press release to the Ayrshire press, along with a selection of photographs she selected to accompany the article:

Les Misérables is one of the world's most popular and longest running musicals, which has been performed all around the world. In early October 2017, it finally came to the Gaiety Theatre in Ayr, where the stage was transformed into the streets of 18th century Paris, in a wonderfully colourful and atmospheric show. The recently re-furbished Gaiety played host to two talented casts in four sell-out performances.

Wellington School prides itself in its ability to produce a school show of this scale and the commitment and enthusiasm of pupils is awe-inspiring, both on and off stage. Pupils can participate in a whole range of roles to support the show. If they are not performers, they can take part in backstage activities such as props, makeup, lighting and sound or even photography for the programme. Every child who wants to take part can do so, allowing them a unique opportunity to nurture their strengths, learn new skills and enjoy a worthwhile experience.

Wellington is proud of the talent of its pupils and of the commitment everyone shows throughout the months of practice and rehearsals. School shows are held annually and Les Misérables follows on from other classics that include West Side Story, Chess and Crazy for You, each of which have all been a great success.

Wellington School aims to continually broaden its shows' theatrical boundaries, and this year was the toughest yet. When asked about their experiences, pupils admit that keeping up with the rehearsals was a great effort, but that overall, it proved a thoroughly positive and rewarding experience. After the curtain came down for the final time, and many backstage selfies were taken, pupils went off to celebrate in a quintessential teen manner - an after party!



The Gaiety Theatre

5-7 October 2017



'Red, the blood of angry men!
Black the dark of ages past!
Red, a world about to dawn!
Black, the night that ends at last!'

'I dreamed a dream in times gone by,
When hope was high and life worth living;
I dreamed, that love would never die,
I dreamed that God would be forgiving.'





Master of the house,
doling out the charm;
Ready with a handshake
and an open palm;
Tells a saucy tale, makes a
little stir;
Customers appreciate a
bon-viveur!



'Phantom faces at the window,
Phantom shadows on the floor,
Empty chairs at empty tables where my
friends will meet no more.'



Many thanks to Kestrel Press
for printing the programme
for Les Misérables free of
charge, allowing all of the
profits from sale of the
publication to go to the 6th
Year Charity.

P4 Science & The Human Body

This term, Primary 4 studied the Human Body. Mrs Ness came from Senior School and showed the class some animal organs including a duck heart, an ox heart, as well as a diaphragm, liver, lungs, eyeballs and kidneys. The children were all really brave and got to hold pigs eyes!

Our Trip to Glasgow Science Centre

by Laura Sheils & Harvey Ashley,
Primary 4B

We went to Glasgow Science Centre. We went because our topic is the Human Body.

While we were there we went to a Bodyworks Show. I was lucky enough to be chosen to help the presenter. I raced Adam, pumping blood round a body. It was really energetic. Mrs Smith said I was the fastest blood pump she has ever seen.

We learned lots of things, we were told broccoli stops you having cancer.

I liked the hamster wheel, the running track and the topsey turvey house.

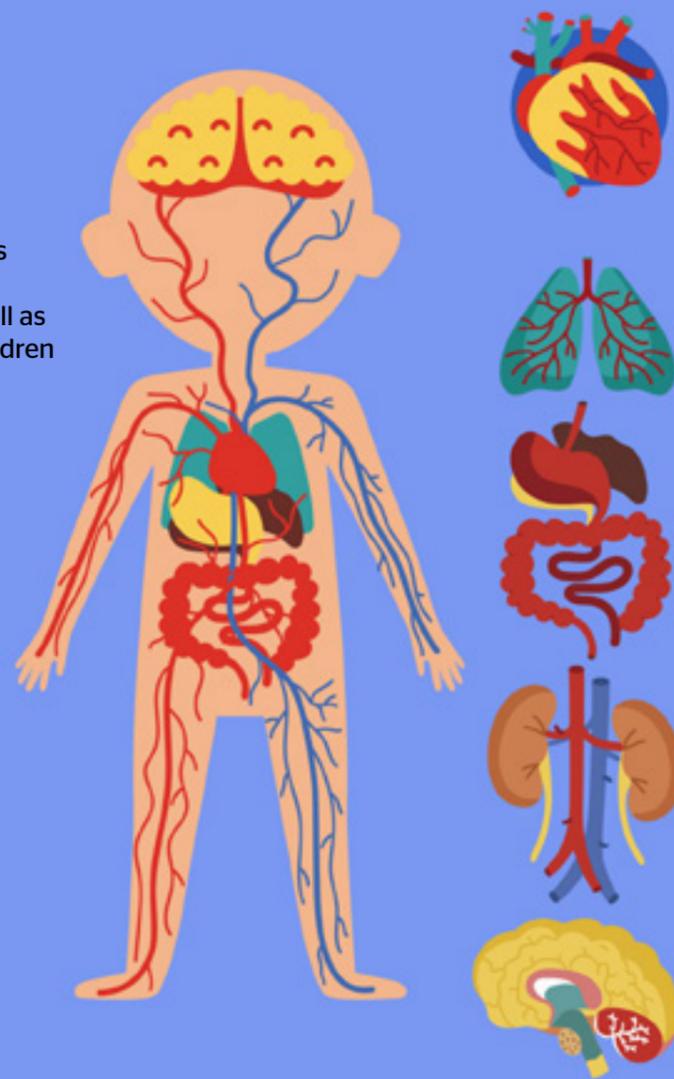
I would recommend this trip for the next Primary 4 class as we had a really good day.

Laura



We went to the Glasgow Science Centre. We went there because our topic is about the Human Body and it is fun.

We got there on a bus. My first partner was



Freya. The first trip was quite quick but the last trip took ages.

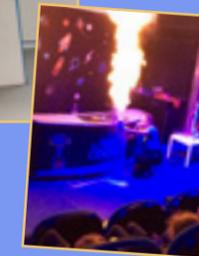
When we arrived we went to the floor all about the Human Body. I went on the hamster wheel. I got to full charge on it. Then I went to a test to see how long you can hang.

The next floor we went to is the fun section. We went into a house that is tipped sideways. There was also a science show. I got to go on to the stage. The lady handed me a ball and I threw it back to her. Then she put some goggles on me and I couldn't throw it back well because the goggles made everything go sideways.

My favourite bits of the trip were the hamster wheel, the sideways house and being on the stage. I learned that eating broccoli helps you stop cancer.

The whole day was great!

Harvey



P4's Trip to the Glasgow Science Centre



Higher Biology Visit

Miss Emily O'Hanlon from Strathclyde University visited the Higher Biology students this month. Emily is in her honours year studying Biochemistry and Immunology and wanted to carry out some research delivering a practical experiment to secondary pupils about how genes can be switched on or off in bacteria.

The pupils enjoyed their experiment with the lac-operon and identified which strain of bacteria was able to express the gene for the lactase enzyme so that it could digest lactose sugar in its environment. Some humans are lactose intolerant because they cannot make this enzyme to digest lactose sugar found in dairy products.



Higher & Advanced Higher Geography Fieldtrips

by Stefan Naczk & Kirstie Howat

Advanced Higher Geography Residential Fieldtrip to FSC Kindrogan

by Stefan Naczk, S6

In September, our Advanced Higher Geography class visited the Field Studies Council centre in Kindrogan, Blairgowrie. The three day trip was full of outdoor fieldwork and analysis back in the classroom. In order to complete our folio coursework we must be able to perform a self-led investigation into a topic of our choosing - this aspect constitutes a large proportion of our final grade.



The fieldtrip was invaluable at preparing us for this task, as well as allowing us to complete numerous fieldwork outcomes that would otherwise need to be completed back at school, without the opportunity for hands on experience of each technique. We also learnt about a variety of sampling techniques and statistical methods and how to apply them to our own fieldwork data.

We discussed the various ways to expand upon our data collection and how anomalies can be useful when explaining geographical theories and results, actually improving our overall grade and understanding of geography and science as a whole. The days were long and full-on but our enthusiasm never wavered, even as we dredged through mud and vegetation to take soil samples - after all, observing and measuring the world around us is why we all love Geography.

A major highlight was getting to work with pupils from Craigholme, St Columba's and the High School of Glasgow, who traditionally visit the field centre at the same time as us. We made some new friends and could share our experiences, hopes and worries for what our final year at school has in store.



Higher Geography Fieldtrip to Culzean

by Kirstie Howat, S5

On Wednesday 11th October, 15 Higher students from Wellington School, and 2 pupils from Kyle Academy, embarked upon a field trip to gather data necessary for our Higher Geography Assignment.

The one day physical study investigated the differences between two neighbouring stretches of coastline.



The coastlines we compared were Maidens and Culzean Beach. All of us braved the weather and completed numerous tasks such as beach profiling, beach sediment analysis and infiltration rates at different points on the beach. These results will be used to complete our assignment which is worth 33% of our overall grade.

Despite the rain in the morning, we all enjoyed the field trip and having the independence to carry out tasks individually or in small groups.



RZSS Science Summer School

by Fiona Sykes, S6

In August, I was lucky enough to be able to take part in one of the Royal Zoological Society of Scotland's Science Summer Schools that is open to students in S5 or S6. The week at Edinburgh Zoo allowed me to not just learn about the different species situated there but it also allowed me to work with other students on various animal based challenges and workshops.

At the end of the week, my team and I presented a study on the behaviour of the zoo's Red Pandas for which we were awarded a Silver CREST Award (CREST Awards are the only nationally recognised accreditation scheme for Science, Technology, Engineering and Mathematics project work). We also created a pitch in poster form on what animal we believed would be suitable for the zoo, as part of their collection. The school has not only raised my awareness of the complexity of running a zoo but also taught me a great deal about what zoological parks can do in terms of the conservation of species as well as many different skills that will come in handy in my future.



I highly recommend this experience to others not just because of how good it looks on a CV but also because I have come away with new friends and knowledge that I will take with me as I end my school career and start university.



Subject Focus:

Modern Studies

Overview by Mr McDougall, Head of Department

Opportunities for learning outside of the classroom has been a focus of development in the Modern Studies Department. Our S1 pupils have the opportunity to take part in the annual mock election, which is an exciting and engaging way to introduce Modern Studies and more specifically, the topic of Democracy. Primary 7 pupils are also invited to take part by being the audience at a hustings; they are then invited to vote for one of the parties created by the S1 classes. In 2017, S2 students greatly enjoyed 'Google Expeditions' where they were transported virtually to the USA and China.

Each year, National 5 students meet and ask questions of the local MP as part of the 'Democracy in the UK' topic, which is a central part of the course. We have been fortunate that MPs of various political allegiances have been willing to meet with our students and the exercise is highly beneficial as the information gathered can be used as research evidence for their Assessment Assignments, which are now worth 20% of the SQA award. In addition, the local community police are willing to engage with the pupils on a regular basis to further the students' understanding of Crime and the Law - another major unit of work - and in S4 pupils have the chance to gather further research data from local police officers based in Ayr.

Arguably the centrepiece of the department's experiences is the annual two day trip to London for S4, which is run in conjunction with the History department. On this residential trip, students enjoy a day at the UK Parliament, which includes a tour, workshop on elections and often the opportunity to meet MPs or peers. Many pupils find this to be both an enjoyable and highly advantageous venture as they can see first-hand where laws are made and the processes that are involved. All of these experiences have very much benefited our students and Modern Studies pupils have a good record of attaining pleasing results. For example, the 2017 cohort had a 100% pass rate at National 5 with 87% attaining a grade A, which is well above the national SQA average.

As students move on to Higher, the opportunities to engage in enhanced learning opportunities continue. Research Assignments are also undertaken at this level and students will be invited to hear speeches from visiting speakers. Higher students have, in recent years, attended party conferences to hear speeches from political leaders, such as the then Prime Minister David Cameron. These opportunities serve to strengthen their understanding of political and social issues that affect our country. The SQA results have been very pleasing at this level in recent years and the 2017 cohort attained a 100% pass rate with 72% attaining a grade A.

Each year, a considerable number of pupils choose to study Advanced Higher Modern Studies. Students study Criminology, which many pupils find advantageous (alongside other subjects such as English and History) when applying for politics, sociology and law courses at university. Advanced Higher is a course that encourages a degree of independent learning, critical thinking and analytical essay writing. At this level, students also have the chance to engage in learning beyond the classroom. In recent years, pupils have visited a working prison to see how the penal system operates. In 2016 pupils visited Cornton Vale and spoke with staff and inmates about the successes and failures of prisons in Scotland. Visiting speakers from HMP Kilmarnock visited in December 2017 and students interviewed them as part of the research component for their dissertations. Many students find this beneficial and it serves as important preparation for university. In 2017, the pass rate for Advanced Higher was 100%, 50% at grade A.

This session, two new teachers joined the department. Mr Jamie Smith (a short biography is available overleaf) was appointed Teacher of Modern Studies and Mrs Clare Smith, Deputy Head, has also played an active role teaching in the department.

Mr McDougall has the dual role of Head of Senior 3 and 4 and Head of Modern Studies.

Subject Focus: Modern Studies

Departmental Appointment

We are delighted to welcome Jamie Smith who joined Wellington in August 2017 as teacher of Modern Studies. He has taught both Modern Studies and History for three years at schools in Glasgow as well as at the independent High School of Dundee. Prior to teaching, Jamie enjoyed a number of successful careers: he was a journalist from 2003 to 2006 with the BBC, ITV and Channel 4 News before becoming a full-time musician performing and recording Scottish and Irish folk music. Jamie's interests lie in music, current affairs and history, with a particular interest in Central and Eastern Europe.

He holds a History degree from Strathclyde University and postgraduate degrees in journalism, Czech language and Czechoslovak cultural history. Jamie has embraced wider school life at Wellington, taking over the running of the folk group as well as mentoring in debating. *'I find that the small class sizes in Wellington allow me to explore complicated concepts and theories in politics and the media in much greater depth - pupil engagement in classes is really outstanding.'*

Social Subjects Captain

Lauren O'Brien in S6 was appointed Social Subjects Captain this year. As the first ever Captain of Geography, History and Modern Studies, Lauren has worked hard to champion these subjects in school. The photo on the right shows Lauren with one of our guests this term, PC Gilmour.

South Ayrshire Youth Forum Conference

In November, Senior Modern Studies pupils from Wellington School recently attended the prestigious South Ayrshire Youth Forum (SAYF) annual conference at the council chambers in Wellington Square, Ayr. Callum Duffy (Advanced Higher), Eve Meechan

(Higher) and Bethany Wake (Higher) all took part in a day of workshops, talks and roundtable discussions on issues affecting young people in South Ayrshire and beyond. Schools from across South Ayrshire were well represented and the atmosphere was upbeat, with musical performances taking place throughout the day to compliment the wide range of activities. Workshops focused on, among other issues, how to support looked-after young people, managing your finances, as well as community councils and how over-16s can get involved in democracy at its most local level.

PC Gilmour Does His Rounds

PC Stevie Gilmour from Police Scotland visited S4 Modern Studies pupils this term in order to help our students better understand the work of the police in communities across Scotland, and especially how they work with young people who are at risk of offending. Crime and the Law forms a significant part of the N5 course. PC Gilmour took a few minutes to talk about the work he does as a campus officer at a secondary school in South Ayrshire and the various other roles he has held since joining the police.

Pupils were then invited to ask questions and this provided a valuable opportunity to gather information for their N5 Assignments, a component of the course which requires pupils to carry out research. A wide variety of questions were asked and ably answered on crime prevention, substance abuse and the causes of crime. Pupils gained a great deal

from this experience and their knowledge of the work of the police has been enhanced.



A Visit from Bill Grant MP

In early December, the newly elected Conservative MP for Ayr, Carrick and Cumnock, Bill Grant, visited the Modern Studies department. National 5 pupils (S3) and Higher Modern Studies pupils listened to a short speech delivered by Mr Grant about the work of an MP and why he chose to stand for election in June 2017. These topics form a key part of both the National 5 and Higher courses. The pupils then engaged in a Q&A session with their Westminster representative and the high standard of questions varied from the NHS funding crisis to Brexit.

Mr Grant said he was delighted to visit and was happy to answer questions, many of which will go towards important research data for Research Assignments which are due later this session.

S4 Modern Studies/History London Trip, 2017

History and Modern Studies pupils in S4 visited London in early September as part of their National 5 courses. After catching an early flight to London City airport, the pupils visited the Museum of London in Docklands. The focus of this visit was the slave trade, which forms a major part of the History course. The museum provided the pupils with a valuable insight into the UK's role in the triangular slave trade and Wellington's historians were able to discover more about London's central role in the process through

an examination of primary sources from the era. Later that day, pupils enjoyed a trip to the theatre to see *Wicked* in London's West End.

The second day of the trip involved a whole day visit to Westminster. The key themes of representation and participation in the UK's political system are central to the Modern Studies National 5 course. The day began with a tour of the Palace of Westminster, visiting both the House of Commons and the House of Lords. Pupils even got the opportunity to watch a debate in the House of Lords! They then participated in an educational workshop on the subject of voting and electoral systems. This provided a useful revision of the Democracy unit and served to consolidate learning through active experiences with expert staff from Parliament.

After a quick whirl on the London Eye, Mr McDougall and Ms Hyslop led a walking tour of Whitehall to look around the main offices of Government and the Cenotaph before culminating at 10 Downing Street.





Wellington Future

Wellington School's Development Programme

A Time For Change

In a school such as Wellington, we are proud of our history but we also understand that schools need to constantly evolve to deliver the very best for their students.

Wellington is changing at a pace we have never experienced before: our portfolio is growing and pupil numbers are strong; the school is in a new phase of development with a number of exciting and ambitious projects on the horizon.

Wellington Future is Wellington School's newly launched Development Programme. It encompasses everything we seek to do over the next 10 years - from the acquisition and redevelopment of accommodation to improving current facilities and fundraising for a new Sports Hall.

What Will Be Achieved?

Under the Wellington Future Development Programme, the following areas will be regularly reviewed and improved: Campus Development; Pupil Welfare; Curriculum; Partnerships; Quality Assurance; Communication; IT; Marketing; Public Benefit; and Health & Safety.

How Will I know What is Going On?

Many of the developments made to procedural and internal structures (improved emergency evacuation drills, the appointment of a new members of staff etc.) will be of little interest to parents, however, going forward, the Annual Report will provide a detailed update on all Wellington Future activity that will affect teaching outcomes and pupil experience as well as major campus investment.

A newly created page on the website will also publicise updates on major milestones that have been reached and decisions that have been agreed, but in the first instance, Mr Johnson's termly emails will keep parents informed. wellingtonschool.org/wellington-life/wellington-future/

Campus Development

Phase 1

Development of Craigweil Lodge

Plans have been agreed for the development of Craigweil Lodge and we hope that the building work will be complete for the start of the new session in 2018. (continued overleaf)

After almost two hundred years of academic excellence, our future is looking brighter than ever...



Wellington Future

Wellington School's Development Programme

The plans include three classroom spaces, a staff working area and toilet facilities

Phase 2

Opening up of a path through the Craigweil Road sites

The completion of building work at Craigweil Lodge will then enable a pedestrian route to be opened between Carleton Turrets and Craigweil House. This will remove the need for pupils and staff to walk along the pavement in order to move from one building to the other.

Phase 3

Drawing up a whole-school plan for development using external agencies

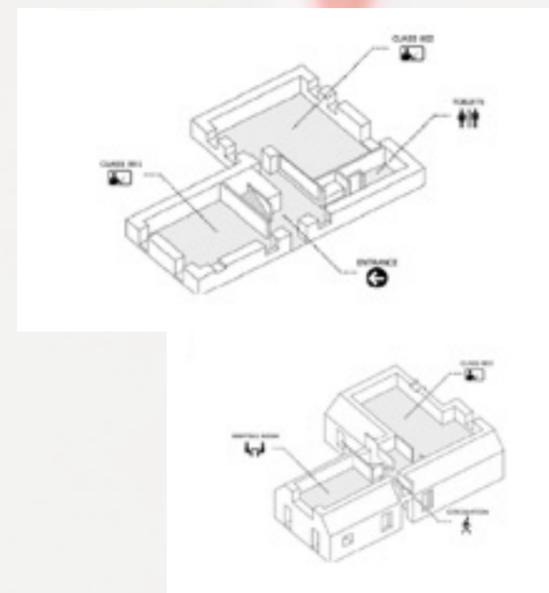
Wellington School now consists of a contiguous campus stretching from Blackburn Road to the end of Craigweil Road. A holistic approach to future development, in both the short and medium terms, is in progress.



An architect's drawing showing the proposed exterior of Craigweil Lodge.



This image shows what one of the top floor areas might look like, if configured as a staff working area or meeting room.



The ground floor of the property would be converted to include IT facilities and classrooms as well as toilets.

Left: architectural drawings show both levels of the property. The larger image shows the ground floor and the other shows the top floor.

P2 Have Fun With Forces

The culmination of Primary 2's topic, Forces and Magnets, was a visit to Glasgow Science Centre. During an interactive workshop, the children showed off their knowledge of pushes, pulls, gravity and magnets. Following this, they explored the Science Mall making the most of the opportunities to try the hands on experiments. The consensus was that this was 'the best trip ever!'

This topic has made full use of the outside classroom. The play park was the ideal place to learn about pushes and pulls through play, as well as to begin to question why the swing stopped swinging after the first push. The new Astroturf provided the ideal constant surface to land from the friction ramps that had a variety of surfaces. The children were also able to find a practical use for their newly acquired measuring skills.

Through fair testing, they discovered the reason why cars slow and stop and that different surfaces have different levels of friction.

The woods provided the venue to explore air resistance and surface area. Some of the children were quite astonished that two identical pieces of paper fell at different speeds, depending on their shape! Using this knowledge, the children made their own kites from sticks and plastic, deciding that the sticks should be as long and light as possible while the plastic should be as big as possible. We had great fun flying our kites on the next windy day!



The children explored surface area, friction, and resistance around school and also consolidated their measuring skills.

Report by the Junior Erasmus Captain: Official Opening of the Dark Skies Planetarium

by Lillie McCluskie, Primary 6

On Thursday 5th October Mrs Archbold, Matthew Taylor (Senior Erasmus Captain) and I were invited to the formal opening of the Scottish Dark Sky Observatory's new planetarium.



The opening marked the 5th anniversary of the observatory which is set among beautiful scenery on top of a very steep hill on the Craigengillan Estate near Dalmellington.

It was a great honour for us to be invited and to represent our school at such a special event. The new Dark Sky Tartan was launched and Mrs Archbold was the first person ever to buy some of the new tartan. I hope Mr McPhee likes his new tie!

The planetarium was opened by Mr Duncan, the Lord-Lieutenant of Ayrshire and Arran. Mr Duncan is a personal representative of the Queen. He wore a military uniform with medals and carried a huge silver sword. Mr Duncan was very interested to hear about Wellington and my dream of becoming an astronaut. He also enjoys watching the astronaut programme on Sunday nights too!

Inside the planetarium was amazing! David the astronomer projected different images of stars, constellations, the Milky Way and the moon onto the dome. It felt so real as if I was actually travelling through space. We had an excellent time at the

planetarium and look forward to going back soon.



Mr McPhee's ERASMUS tie collection, including the Dark Sky Tartan tie in the middle.

Enterprising Maths

On Thursday 21 September the combined S3/4 team of Amy Barbour, Dillon Leahy, Euan Graham and Jayden Lyons travelled to Hutchesons' Grammar School to compete in the regional round of the Enterprising Maths competition.

After a fiercely competitive four rounds of action, including a Group Round, Practical Stations Round, Crossnumber and Relay, the team finished in 10th place out of the two dozen schools taking part, a pleasing result as we have not competed in this competition for some time. We look forward to seeing how their junior S1/2 counterparts get along when they compete in the United Kingdom Mathematics Trust Team Maths Challenge next term.

The beginning of November saw over 82,000 pupils from across the UK enter the UKMT Senior Maths Challenge competition. Aimed primarily at pupils in the S5/6 age range, entrants complete up to 25 multiple-choice problem-solving questions of increasing difficulty. The top 10% receive a Gold Certificate, with the next 20% receiving Silver and the next 30% receiving Bronze. We are delighted to have achieved 2 Silver and 3 Bronze Certificates; congratulations go to Matthew Taylor (Silver, Best in S6 and Best in School), Emily Henry (Silver and Best in S5), Kirstie Howat (Bronze), Sarah McGaffin (Bronze) and Emily Nolan (Bronze).



Wellington School's New Erasmus+ Project: Eurostronomia

Eurostronomia is co-funded by the Erasmus+ pro-gramme of the European Union. The project is now well under way and pupils are given ample opportunity to get involved: the Senior Erasmus Club meets every Monday lunchtime and the Junior Club meets on Tuesdays after school.

For centuries, the Earth was thought to be at the centre of the universe. Today's science now believes that everywhere is the centre of the universe and that it is, in fact, constantly expanding. Whatever your beliefs may be, astronomy is at the centre of everything. It poses the biggest of questions which have fascinated humans throughout history. Where do we come from? Who are we? How can astronomy help us to answer these questions? How can we inspire young people to look to the stars for inspiration? How can we use astronomy to inspire a love of maths and science and deepen understanding? Astronomy is a science discipline which changes rapidly, just look at everything we discovered in 2016 alone. How can we make young people aware that scientific knowledge evolves and develops quickly and prepare them for a future in a rapidly changing world? How can we demystify 'hard' science and make it accessible to all?

What is the purpose of the project?

The main objectives of our Eurostronomia project are to harness our pupils' curiosity about the 'big' astronomy and physics questions and to use this to enhance the delivery of science courses in our schools whilst developing a range of materials and expertise that we can share with colleagues across Europe and beyond. We aim to help young people understand the relationship between astronomy and other sciences and to give them the skills required to develop their knowledge in their future studies. Through working with young people from other countries they will improve their linguistic competence, develop communication skills, understand more about living and working in a multilingual world, celebrate diversity and respect their own culture and that of others. They will gain an enhanced awareness of our shared European history and a sense of themselves as European citizens.

Who is involved & what will they be doing?

Students and staff from eight schools from Bulgaria, France, Germany, Macedonia, Portugal, Romania, Slovenia and the United Kingdom will take part in this project. A total of approximately 8000 young people will be exposed to the Erasmus experience through activities held in their schools. Within each school there will be a core team of Erasmus pupils and teachers who will lead the work. Activities will be developed to include pupils from 3-18.

The range of activities offered will take a holistic approach to the study of astronomy. There will be high-level activities in astronomy and astrophysics aimed at advanced students and introductory activities for the youngest. Music, Art, Maths, Literature, Geography, History and Language departments will embed learning and teaching activities on the theme of astronomy in their programmes. There will be a balance between classroom-based learning and collaborative work. Pupils will work together in the classroom and also in the digital classroom, allowing them to collaborate with young people on other countries.



Pluto has his passport ready for the many overseas trips Mrs Coontz has planned over the next few years. Bon voyage, Pluto!

What are the intended outcomes?

At the end of the project, the tangible results will be a range of open access learning and teaching materials which will be published on eTwinning and the web. These will be available in English and in the national languages of the project. The impact envisaged is deeper understanding of a range of scientific and mathematical principles amongst our pupils, a greater sense of European citizenship, improved linguistic competence and digital literacy and the development of lifeskills which will lead to greater opportunities in employment. Employers value the 'soft skills gained by those with an awareness of the wider world. Longer term benefits will be a group of confident and independent learners who have a 'can-do' attitude are ready to face challenges in a fast-changing and increasingly globalised world.



The Junior School ERASMUS Club inspects entries from the Logo Competition and here below, they pose with the telescope they bought with their prize money from the photo competition.



and Slovenia. More seniors will have the opportunity to go to Portugal, Romania, Macedonia and Germany during the lifetime of the project and Wellington will host an international meeting in September 2018.

Our project mascot, Pluto, has already visited our partner school in Germany with the Science Captain and has been to an international rowing competition in Amsterdam. Next stop, the Taj Mahal!

What's the story so far?

In September, Mrs Archbold, Mr McPhee and Mrs Coontz met with the coordinators from the seven partner schools to plan activities for the three-year project. There is a wide range of classroom-based and extracurricular activities organised for our pupils. In the Junior School, the logo competition was a huge success and our school's winners were Jonathan Dunn, Rory Robinson and Finlay Ashley, all from Primary 6. The Junior Erasmus Club are helping to make up a primary Astronomy Survey and are working with the Senior School Erasmus Captain to compose an anthem for their new planet. The Astronomy Club members are already learning about constellations and how to use a telescope.

Six senior pupils will travel to Slovenia in April to take part in the first mobility together with pupils from our partner schools in Bulgaria, France, Germany, Macedonia, Portugal, Romania,

New Netball Team

Miss Duffy, Teacher of PE

This year we have started a P7-S2 netball team that runs every Monday after school. The girls have been attending in large numbers and we now have an S1 team playing in an Ayrshire League.

So far this year, they have competed in two games with a close defeat. The girls continue to go from strength to strength as they learn more about the sport and the roles of their position. They are playing against girls that have been in the sport a lot longer than they have and I am delighted to report that they are well and truly holding their own! Netball is a fantastic sport and I hope that the numbers will continue to rise in years to come.

BEBRAS Computational Thinking

Challenge Mr O'Connell, Head of Computing

During the week of 13 November, pupils from P7 to S4 in the Computing Science department took part in the 2017 UK Bebras Challenge. P7 pupils completed the Junior Challenge, S1 and S2 pupils the Intermediate Challenge and S3 and S4 pupils the Senior Challenge.

The Bebras Computational Thinking Challenge is an international competition which involves solving problems using computational thinking skills. All participants received a Certificate of Participation with the top 25% in school achieving a Certificate of Distinction and the top 50% a Certificate of Merit. Best in School certificates were awarded to: **Sarah Mason for the Junior Challenge; Cameron Holland for the Intermediate Challenge; and Dillon Leahy for the Senior Challenge.**



Pupils received their certificates at assembly in December.

Culture In A Box

Boxes of Christmas treats have travelled between Ayr and Dortmund this December. The S1 German classes are participating in a 'Culture in a Box' project with pupils at our partner school, the Mallinckrodt-Gymnasium. Each child has sent and received a Christmas card, a photo and a small Christmas gift. Chocolate oranges and shortbread have gone to Germany and chocolate St Nicholases and Dominosteine have come back. Wellington pupils received gifts such as a Borussia Dortmund pencil and rubber, an advent calendar, and a selection of teas. They were delighted and some even asked for permission to text their German counterparts to thank them for the gifts, as many of them had written their phone numbers in the Christmas card.

During the session, two more culture boxes will be exchanged. In the Spring Term, we will send and receive a box with contents representing the traditions and culture of each country and the third box will contain items which depict school life in Scotland and Germany. May these Culture in a Box projects lead to many new cross-border friendships!

Wellington School has received funding from the UK German Connection and this supports joint ventures between the two schools, including the Culture in a Box project.

The photos here below and on the left show pupils from Mallinckrodt-Gymnasium opening their parcels from Scotland. The young man with the Santa socks looks particularly chuffed with his gift!



Top: Keira and Gabriella were delighted with their envelopes. Kristian and Nathan in the background.

Middle: Rebecca and Brinda opening their Christmas messages from Dortmund.

Bottom: Cameron, Faris and Cameron receiving post from Dortmund, whilst enjoying some traditional German Christmas treats (Zimtsterne & Lebkuchen).



SPOTLIGHT

Hits the West End

Wellington School's Dance Showcase | Tuesday 6th February | 6.30pm | Carleton Turrets Hall | Tickets are £5 and are available from the Finance Office

Many thanks to Kestrel Press for printing the programme for Les Misérables free of charge, allowing all of the profits from sale of the publication to go to the 6th Year Charity.

Kestrel Press
www.kestrelpress.com Four Decades in Print

World War II

Report: Ron's Visit

By Kathryn Taylor and Jack Bryson

'On Wednesday, 22nd of November Mr Ron Wilson and Dr Gareth Powel visited P7 in Carleton Turrets to talk about Ron's experience in WW2. He was one of the very first Land Defence Volunteers during 1940 who went on to fight in Burma with the Royal Marines in 1944.

Ron told us some amazing but sad stories about his time in service. One that was very touching was how he carried a photo of his sweetheart, Jean, in his bonnet wherever he went so that she was always with him. Often when someone's lover went to war the woman would find a new man as the chance of her sweetheart coming home was not big. A soldier would always dread a letter that was known as a "Dear John..." letter. When a man received a letter such as this he would usually take risks that no one would normally do, as he would have lost the will to live. Another was a tale of a talented pianist who lost both his hands so he could never properly play again. He was very brave to share these stories with us as we could tell that they were close to his heart.

Doctor Gareth Powel brought in some fascinating artefacts that soldiers from both sides would have used during their time of service. To name a few he brought in a Nazi armband, a deactivated rifle, an original copy of Mein Kampf, a British helmet and a silver cross (an award). He passed these round so we all got to observe the history hidden in these objects. Most of us agreed that the Nazi armband and the rifle were the most interesting. For instance, we knew that the armband had once been worn by a man who supported Hitler and all his schemes. The gun was also intriguing although it is now disabled, people had actually used the gun in the battle field.

Ron shared his experiences of when he was fighting in Burma. Because of the time period, most people had never been on holiday never mind a trip to a tropical country. Burma was full of insects and plants that the soldiers had never seen or heard of before. For example, leeches were a big problem for the soldiers as they cling onto your skin and suck your blood. If you pulled the leech off your skin its head would burrow into your skin and create disease. Disgusting, but true as many men died from this cause. The only way they could get rid of them was to take a cigarette and burn their tails so they drop off. But leeches were still problematic because they could get anywhere.

Another problem in Burma was mosquitoes, mainly malaria. Malaria is a dreadful disease that is spread through mosquitoes when they bite you and suck your blood. Men died from malaria and even if they survived the infection, lots of men were still being affected years later. One of Ron's friends, Fred, served in Burma as well but unlike Ron he sadly caught malaria. Even though he survived the disease he is still being affected years later as he is now 94. The cure for malaria that has been recently discovered kills the infection in the body, but one cell hides in a protective cocoon and is not affected by the treatment. That means that Fred's sacrifice in the war is still affecting him now and so are many others.

P7 were honoured by this visit as we know that we are the last generation to experience these words from someone who served in the war. We all thank Ron for coming to Wellington and sharing his experiences with us. It was an amazing visit, thank you Ron for your time and patience.'



'All of Primary 7 greatly admire and respect Ron's brave journey fighting for a cause and pursuing victory to the end.'

Adam and Mia

'Dear Dr Gareth Powell,

Thank you so much for coming to give Primary 7 a presentation on World War 2. We were really influenced by all the items you had brought in for us. We were really honoured to see one of the last World War 2 veterans. We can't believe we got to meet one of the original Land Defence Volunteers in 1940, and then how he went to serve Burma with the Royal Marines 1944 - 45.

We were personally intrigued about, the rifle and how we were to use it, also about the Ammunition and about how we were to load it and check if there were any problems with the Rifle. We were both inspired about the Nazi Helmet and the British Forces Helmet, we liked how the Nazi Helmet had a ventilation system. We liked the Shape and form of the helmets, the skirt of the two helmets must have made them really heavy!

We both liked the story about the story when Ron landed on a 4 foot Lizard, and how he said who would win, Beast or Japanese, Beast won. We really laughed at that story!

The Propaganda Posters really interested us into thinking about that they actually looked liked that in 1939. The How To book by a general was really inspiring and made me wonder about how it would be like. We also found in the how to book about what the soldiers needed and what they were expecting.

The 1939 'Mien Kampf' copy made us feel, well, different after we had heard about that Hitler's rants actually came true. It also really creeped me out, just even thinking about it. If we read a little bit of it I would really get shivers up our spine!

The Iron Cross influenced us into thinking that people deserved it for campaigning through the war to to keep us safe. The medals that Ron had really inspired me into thinking what people could achieve for fighting for their country.

The announcement that Ron Heard really creep me out because just hearing on the spot would just make you feel, we don't know. The malaria must have been terrifying if you were in a battle and leeches and mosquitoes on top of you, it would freak you out a bit if you knew that you had malaria. We also saw the nazi armband, we saw that it was really bright and when we held it we thought that it was really old. It was really weird to know that Hitler and the nazi party wore this symbol.'

Fraser & Bentley

'We were, and still are, so honoured to hear about your experiences, and WW2, in much more detail. We found all of your stories fascinating but our favourite was the one about the battles in Burma. Also, we loved hearing about your life and your time serving the country. Our favourite part about Burma was the picture of all the soldiers walking through the tough mud and working together to get to the shore. We liked this because it showed how teamwork can get you through anything.'

Our favourite artefact that you brought in was the Nazi armband because it helped us reflect on how serious WW2 really was. It was very powerful and brought the whole topic to life. Although that was our favourite bit of memorabilia we thought that all your medals showed how amazing your effort for the war was. We loved seeing all the memorabilia because it was very moving. We thought that all your friends, and you, were so brilliant and very inspiring and some of the stories were unbelievably real and touching. Our most memorable one was when you told us about the pianist who lost both his hands in the war. Although we think that the person (Fred) who got malaria, got it very unfairly as he served so well and he doesn't deserve it. We were so sad to hear that at 94 years old he still suffers with it today.

We learnt some very interesting new things but the most fascinating was when we heard that Adolf Hitler got his first medal from a Jew and Hitler later went on to detest Jews. It was quite crazy because from the start Hitler hated Jews for no good reason.

On behalf on Primary Seven we still thank you so much for spending your time with us and sharing all your incredible experiences with us. We found it very educational and gripping.'

Evan & Callum

'We are honoured that you kindly agreed to visit our school. Your talk was extremely moving and taught us that world war two was much more complex than we realised involving much more countries than just Germany and Britain. We took freedom for granted but now we realise the sacrifice of all the veterans in world war one and world war two made, including you.'

The cigarette cards were old. We thought it was smart of you to trade cigarettes for porridge, so you could live longer, and if you had a healthier diet you could have fought of viruses or disease more easily.'

Saad



'It must have been really hard to get up and go with so little food. Seeing the ration book made everything that you were saying seem even more real. To think you got hardly any food to go on a normal day. It is weird to think that if we want food we will get it as easily as clicking our fingers but yet if you wanted food at that time you would have to use up a big chunk of your rations even if you just want an apple. It would be really hard at first.'

Amy Scott & Evie Scott Galli

'Thank you Gareth for coming to Wellington School, to talk to us about WW2. You used up your own time to speak to us. We are all extremely happy you came and taught us about what you know.'

I liked it that you brought in a land defence army helmet, German WW1 helmet, the Le-Enfield, Hitler's book, a German badge and a propaganda booklet. I found it interesting that they released Hitler's book and that everyone ignored it.

The interview was also cool because when you asked Ron a question he always had a good answer. You always thought of good questions. As well as that you let us ask Ron question and if he didn't hear you said it.

My very favourite item was the Le-Enfield. I enjoyed holding it and cogging it but you were better at cogging it. I also enjoyed learning that the M1-grand was semi-automatic.'

Ewan

'Mr Ron Wilson, a WWII veteran, and Dr Gareth Powell, a WWII enthusiast, came to our school. Ron was 94 years old. Gareth was a young man. They both talked about amazing stuff. Gareth brought in a load of WWI & WWII artifacts. We passed around a German helmet from WWI, a Nazi armband, LDV (Land Defence Volunteers) Helmet, Mein Kampf (Hitler's book), a WWI Iron Cross medal, propaganda leaflets from WWII and a WWII cigarette card. He brought in a WWII Lee-Enfield British rifle (that was de-activated in 2014) with bullets.'

Ron also talked about his wife called Jean, who devastatingly died in January, this year. She sent Ron letters during the war and Ron sent letters to Jean too. Jean and Ron were married for 69 years. This year would have been their seventieth year together. Ron talked about his battles in Burma. He took a boat to Burma and arrived in a load of mud up to his knees! After two hours, Ron and the other soldiers finally got to the shores of Burma. He fought in Burma for the rest of the war. While in Burma, most of his friends' girlfriends sent them letters saying that they were going out with someone else. Luckily, Jean still stayed with Ron. Ron returned from Burma at the end of the war and reunited with Jean.

This was an epic event. We all enjoyed it and loved holding the artifacts.'

Nikolai & Mikey

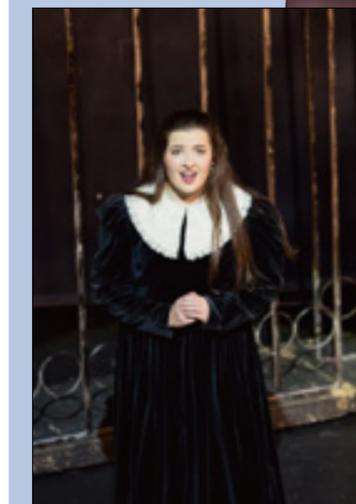
A Letter to the Headmaster & Deputy Head

from Mr Haggerty, Director of Music

'I took three pupils to sing at a Christmas event in Ayr Town Hall on Friday, 8th of December and they quite simply brought the house down!

Claire Wilson, Jennifer Bowie and Sylvie Stenson received a standing ovation for one of the best performances I have ever heard from school pupils. Claire with her outstanding musical theatre style, Jennifer with impressive, soaring operatic notes and Sylvie displaying a soulful pop voice like a young Whitney Houston.

The three girls were a credit to our school and presented a level of performance that would have been fully accepted in the music profession. The three girls were treated like superstars when they walked through the audience and spoke to everyone with politeness and charm. I was a **very** proud teacher.'



Sylvie (top), Claire (above) & Jennifer (left) gave spine-tingling performances in Les Mis this term.

An Adventure We Will Never Forget

By Mrs Lees, Head of Support for Learning

Two years of planning and preparation led us to Wednesday 13th July 2017 when a team of four adults and 22 young people boarded a flight into the unknown at Manchester Airport. We were already a team, having spent many hours tirelessly fundraising for our trip together, but little did we know how much our group would grow together over the next four weeks. We were assigned the name 'Team Svar' by Camps International and were informed that 'Svar' means 'Monkey' in Khmer (the language most widely spoken in Cambodia).

We arrived in Phnom Penh tired but very excited to start learning more about Cambodia. The first two days were spent sightseeing in the Cambodian capital. This included a heart-wrenching visit to The Killing Fields and S21 prison where we saw brutal evidence of the horrendous Khmer Rouge regime and its impact on the Cambodian people. Approximately 2 million people were killed in the three years of the regime from 1975-1978 and this was at a time when Cambodia's population was only about 7 million. It was very difficult to comprehend such huge loss of life and the visits were certainly very shocking for us all.

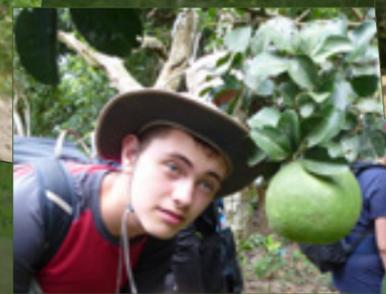
From Phnom Penh, we set off to Camp Beng Pae via 'Spider Town'. We were all delighted to discover some deep fried delicacies to try such as tarantula, scorpion, cockroach and worm. Yummy! Some enjoyed the experience more than others and quite happily took a bag of 'snacks' to munch on during the rest of our coach journey...

When we arrived at Camp Beng Pae, we were greeted with the warmest welcome from the camp manager, Sunny. We were even given a traditional water blessing by the local Buddhist monks - this involved getting extremely soaked! Camp Beng Pae is situated within a very deprived, rural community. Villagers can find it difficult to find work as the area is very remote and the villagers speak a different language. Here we worked from 8am until 4pm (with a midday break) on several community projects that aim to help improve the lives of villagers. This included working to build a well and a toilet for one local family who had no access to clean water or sanitation. Work was often very tiring in the blazing sun but the whole group were motivated to make a difference. We planted trees that will provide income in the future for local people and we also worked in the local English school to help the teacher. I have to say a highlight for me was teaching a class of Cambodian children to sing 'You canny kick your granny off the bus'. We certainly share a sense of humour with the Cambodian people! Sunny's sister managed the kitchen at Beng Pae and we were treated to the

most delicious traditional meals in our time here. Our time at Camp Beng Pae came to a close with a fantastic party around a bonfire with the local children and all the Beng Pae staff joining in. They taught us many traditional (and not-so-traditional) Cambodian dances and we danced the night away with our new friends.

The next part of our adventure started with another long bus journey to Camp Beng Mealea. By this point, we were getting very used to 'camp life'; sleeping on the floor under a mosquito net; lots of rice; being joined in the outdoor toilets/ showers by some rather large spiders and the occasional scorpion... However, Beng Mealea was very different and was set in beautiful, lush, Cambodian countryside with many gorgeous plants and stunning butterflies. Once again, we were made to feel so welcome by camp manager, Han, and had yet another Buddhist blessing in the nearby pagoda.

After a few days in Beng Mealea, we set off on our four day trek into the mountains. We crossed paddy fields, scrambled up rocks and made our way to a beautiful camp on the plateau where we were treated to spectacular views and the opportunity to sleep in hammocks under the stars.



Over the next few days we walked over 40km; along the way visiting Buddhist pagodas, meditating with monks, drinking from fresh coconuts, observing incredible wildlife, being awestruck by huge stone carvings, creeping inside a bat cave and swam beside a stunning waterfall to cool off. Tired and ready for a shower, we descended the mountain to catch a coach to Siem Reap. Never had we been so glad to have a warm shower and be inside air conditioned rooms! Siem Reap is a vibrant, buzzing city so we all really enjoyed having some well-deserved rest and relaxation with some home comforts. We had the incredible opportunity to visit the mighty Angkor Wat at sunrise which was quite unbelievable.

We returned to Beng Mealea for 10 days. During this time we helped to make giant water pots for locals to collect fresh, clean rainwater; planted trees; tended the jungle garden which produces food and medicine for the local community; taught in the local schools; improved the playground environment and helped to build a new house for a local family. Our evenings were spent playing chess, cards and reading books before heading to bed, shattered, by about 9.30pm. We met teams from different parts of the UK on camp and strong friendships were established between the Wellington group and other schools.

The young people on our trip were so inspiring from the very start and they made such a big difference to the communities they worked in. They were motivated, hard-working, good-humoured, polite and humble at all times. Each and every one of them pushed themselves to their limits and achieved more than they thought they were capable of. Some people might think we were crazy to 'give up' our summer holidays to work so hard and live in quite different conditions but I would urge everyone to take that *cont.overleaf*



'The young people on our trip were so inspiring from the very start and they made such a big difference to the communities they worked in.'

Learn Khmer

In Cambodia we learnt some of the local language, Khmer. Here are the basics to get you started...

ខ្ញុំចង់រៀនភាសាខ្មែរ



I want to learn Khmer

English	Khmer (phonetically)
Hello	jum-reap soo-a
How are you?	tau neak sok sapbaiy teh?
Good morning	arun sour sdei
Good afternoon	tiveah sour sdei
Good night	reah-trey sour sdei
My name is.....	k'nyom tchmouh...
Yes	baat
No	dteh
Please	suom mehta
Thank You	or-koon
Excuse me	sohm dtoh
Goodbye	joom-reap leah



plunge and sign up for a challenge like this because you certainly won't regret it. Spending the summer with such wonderful pupils from our school and taking part in sustainable, long term charity projects in Cambodia has been the highlight of my career and I feel so privileged to have had this opportunity.

Cambodia is an inspiring place with a vibrant culture and incredible people who have been through so much and yet are still so warm, welcoming and friendly. Well done to Team Svar, remember "only shooting stars break the mould"!

'I think it's safe to say that life at camp took some getting used to as there was quite a big change in terms of diet, hygiene and daily routine. However, after only a few days everyone enjoyed themselves and were completely accustomed. During the evenings, we played card games and made new friends from other school groups and became grateful for each meal consisting of chicken and rice! Overall, the sense of community at each campsite made us feel at home and I think we will always look back at memories from camp fondly.' Isla Novak, S5



The photos show pupils on a trek, building a toilet, having a nap in their hammocks, enjoying coconuts, and receiving a traditional water blessing. The mannequins (right) are housed in the Royal Palace where staff are required to wear a different colour of uniform each day so the royal family knows what day of the week it is.

P6/7 Football Team: The Story So Far

by Mr Graham, P6 Teacher & Head Coach

This year, we have established a P6/7 football team. Following a very well attended trial at Doonside, fourteen boys were selected to be part of the training squad. During the first month at training we focussed on working on organisation and the shape of the team. This period prior to our first match was crucial as it allowed the team time to gel and helped me to pick the squad for our first round of matches.

We were drawn in a difficult League Cup section against some strong local South Ayrshire schools. We found ourselves up against the current holders of the Mackie Cup Doonfoot, Tarbolton and Symington. We have had an unbeaten start to the season and won all three matches so far. In these games the boys have proved themselves to be an attacking force to be reckoned with. We have a potent combination of speed and skill amongst the team and due to this we have scored 18 goals across three competitive league matches. We have also played a friendly against Muirhead Primary from Troon with the team running out 7-5 winners. From a coaching perspective it has been a privilege to work with such a hard-working and enthusiastic group of young people.

After the Christmas break the draw will be made for the next round of the League Cup competition. All the other section winners will be in our group so it will be a real test for our boys. We also have the Mackie Cup and Craigie Cup to play in this season. I am sure that although there may be some tough games to come the squad will embrace these whole heartedly and I know that they will be trying their very best to bring some silverware back to the school this year.

League Cup	Tarbolton vs Wellington	1 - 7
League Cup	Doonfoot vs Wellington	2 - 3
League Cup	Wellington vs Symington	8 - 0
Friendly	Wellington vs Muirhead	7 - 5

To all the parents and staff that have been so supportive of this new endeavour, I would like to say a big thank you!

Primary 7 Team Members

- Cameron McNeilly
- Evan Kirkwood (Vice Captain)
- Quinn Neilson (Captain)
- Harry Amphlett
- Callum Peat
- Mikey Maxwell

Primary 6 Team Members

- Quintin Dunlop
- Finlay Ashley
- Ellis Porter
- Rory Robinson
- Jonathan Dunn
- Khalan Lendrum
- Fraser Steward
- Rory Kilpatrick



Junior German Exchange

The S2 and S3 exchange to Dortmund took place between the 29th of November and the 6th of December. It was, as always, an educationally rich but fun highlight for pupils studying German.

Wednesday

The day started off with us all meeting at the bus stop. It was so exciting! Everyone was ecstatic but we all had our doubts. Is the family nice? Will I like it? Do I know enough German? But after picking everybody up, we were at the airport and I was quite literally jumping up and down with a mix of excitement and curiosity of what was to come. The flight was delayed but that didn't matter because we were going to Germany! The plane was smaller than expected: it had two rows of seats. It wasn't until then that it really set in. When we finally got to Dortmund, it was dark. We met up with our host families and they were all so nice. When some of us were walking back, you could see the Christmas tree shining in the city. It was beautiful in the night sky. **Lucy Hays (S2)**

I woke up super-excited. I couldn't wait! I quickly got ready and went to the bus pick-up in Monkton. The bus was a little late but it was okay. I got on the bus and met all my friends. They were very excited, too. We set off for Kilmarnock and met Iona. She was even more excited! By the time we got to the airport, we couldn't wait to get to Germany. At the airport, we checked in our bigger bags. The line went down very quickly. After we checked in our bags, we went to security. We all got through. Some people got checked but it was okay. We then walked through all the shops to find out that our plane was delayed. It was not a problem because we got longer to look at the shops. I bought lots of things. Finally, we got on the plane. It was smaller than normal. There were two rows on either side instead of three. Some of my friends and I did some homework on the plane. It went very fast. When we landed, we collected our bags and headed to the bus. It looked like a party bus. Mrs Coontz said it was the cheapest. It was very posh. When we finally arrived after a lot of traffic, we said 'hello' to our families and headed home. I had cakes waiting for me when I got back. They were lovely. We had some bread and got ready for bed. It was hard to sleep as we were so excited for tomorrow. **Mhairi Chalmers (S2)**

Thursday

Today we had a tour of the school with our exchange partners. Then we had a piece of paper with tasks we

had to do around the city and we had to take a selfie to prove that we hadn't googled the answers. After that we came back to school for lunch and played some get-to-know-you games. Then we baked Christmas cookies with our partners. Afterwards, some of the parents came and we ate the cookies and had something to drink. **Poppy Easdale (S2)**

Friday

On the Friday we went to the DASA, a museum about worker safety in a multitude of jobs such as printing newspapers, making steel, using heavy machinery and driving a truck. There were many simulators that gave workers an insight into dangerous jobs such as flying a plane or running a power plant and a number of interactive exhibits too. One that we saw was designed to show the impact of springs on the bottom of truck seats by placing one with springs and one without on a vibrating platform. A few people had a rough time! **Euan Graham (S3)**

Friday was an interesting day, mainly because the entire day was dedicated to historical artefacts and museums.

The first thing we did was to go to DASA, a workplace safety museum. It had several exhibitions. The first was dedicated to typesetters who would set typeface for newspapers. We were also shown a fully-functioning newspaper printing machine that was extremely loud. Apparently, children had to keep it in check because of how small the maintenance areas were. Other exhibitions included a giant keyboard, vehicle simulators, a hallway displaying a timeline of laptops and desktop computers/writing machines. However, one of more strange activities was known as mind-ball. You would wear a headband that detected brain activity and screens would show how much you had. The ball would be magnetically attracted to the person with more brain activity. After the main excursion was a trip to an old coal mine. It was interesting seeing the old buildings and towers. My favourite part was the basement level which had loads of hidden areas - perfect for hide-and-seek.

Claymore Young (S3)

Saturday

Carolyn, Paul, Charlie and I went on the train from Dortmund to Winterberg. When we got off the train there was snow on the ground which made me really happy because it almost never snows in Scotland. Also, it is a mountain town so you get a really nice views. We took a bus through the snow-covered hills where you could sledge and ski. The sledding part was lots of fun but it was tiring bringing



pitch which they had just relaid last season. We continued on to see the best seats in the stadium which cost over €20,000 for a season ticket! We went out the back and saw the place where the teams come and prepare for the match. Afterwards, we went into the museum where we saw trophies previously won by Borussia Dortmund and watched a short video about the history of BVB including what it is like now. We checked out the changing rooms and walked through the tunnel

the sledge up the hill, especially when the snow was really deep. We all went to the café afterwards and had a hot drink and waffle.

Sunday

Carolyn and I got up and we had an English breakfast - bacon, beans, and scrambled eggs - which was really tasty. Then we made a chocolate cake. It tasted amazing with ice cream. Later on, Carolyn, her friends and I went to the Christmas market in Dortmund and saw the Christmas tree. I had a really full weekend in Germany. **Iona Magee (S2)**

Monday

We travelled to the BVB stadium on the underground which thankfully was not crowded. We got off about 200 metres from the stadium, where we got a great view, and walked past the stadium and into the gift shop where we hired a tour guide. We started off by walking around the outskirts of the

onto the pitch with the original BVB music playing us on. All in all it was a great experience which we all enjoyed and will remember. **Sam Bowyer (S2)**

Tuesday

On Tuesday morning we went into a huge church in the centre of Dortmund for a church service. It was packed full of pupils, chatting to their friends and waiting for the service to begin. When the priest walked in, everyone stood up and watched him walk up the aisle with two children, holding candles, in front of him. The service began with one of five hymns, which I didn't know, but I still tried to sing along with them.

After the church service finished, we reunited with our exchange partners and were told that we were now going to the train station to make a 50-minute journey to a city called Münster. We were warned about how many cyclists there were in the city and not to get in their way. When we arrived in Münster, we first visited the Peace Hall where a war ended over a hundred years ago. Once we left the Town Hall, we had tasks to do - the answers were to be found around the city. When we first set off, we were a little confused to begin with but we soon got the hang of it. We were sent all around the city and found out lots of information, for example, 90% of the buildings were destroyed during World War 2 but that they were rebuilt to look like they did before the war. My favourite part of the day, though, was the Christmas Market. I spent most of my money on Christmas presents and decorations. **Ella Snowden (S2)**



Recognition from The Duke of Edinburgh for Mr O'Connell

In July, Mr and Mrs O'Connell attended the Gold Award Presentation at Holyrood Palace, where Mr O'Connell was to receive a long service certificate from the Duke of Edinburgh.

Mr O'Connell recently stood down as Duke of Edinburgh Award Manager after 27 years in the role (30 years with DofE). Since his appointment in March 1990, he has guided hundreds of Wellington pupils through the award at all three levels: Bronze, Silver and Gold. He now leaves the programme in the capable hands of Mr Mooney, Teacher of Mathematics.



Primary 5: Roman Estate Agents Villas For Sale!

The current property market may still be suffering from the effects of a widespread financial downturn - but not at Primary 5's **Ancient Rome Estate Agents**. Get your gold coins at the ready for some fantastic deals including some excellent discounts on household staff!

These brochures were designed by Amelia Laraway, Isla Hall, Ethan Adam, Issy Wilson and Verity Findlay.

'Very large villa for sale at 20% off if bought with slaves. Built with quality materials so you will live in luxury. Presentation is grand especially if you order statues of yourself' Isla

This Roman villa has 5 to 6 glorious bedrooms. The bedrooms also have a special place to keep scrolls. The house will include breath taking mosaics and frescoes which you will not find anywhere else. This house will include an amazing king size entrance hall that will have a lovely fish pond with fishes from the Arctic. This house will have 6 cooks, 10 slaves and 3 maids. You will have a gorgeous garden with a hand made fountain. Your garden will also have mouth dropping flowers. In the vineyard you will have hand picked grapes from Britannia's best farm land.

Location and outdoor
This villa is in the middle of the countryside so you don't need to worry about any chariots or waste. You will be near to a market that will have fruit, veg, meat and some of the best fabric for clothing. If you by this Villa in a few months, you can get a free slave to go get and make your clothes. Now that you are in the country side you can have a vineyard to make breath taking wine. The vineyard will also have peach trees and bramble trees. The top things about this villa is that you will have the best heating in all of Rome.

Pictures of your villa

Thank you

Countryside Villa

Description
Very large and delightful Roman villa comes with seven spaced out bedrooms, one spotless kitchen, a small slave room, prayer room, dining room, very comfy living room also even comes with bath house AND shimmering garden with pool and fountain. Outside of villa is terribly attractive your friends will be jealous it's so very delightful! A large entrance under six pillars.

Location
This villa is located just outside Rome at the very top of Sun Ray hill so it has sunny weather every day. Here are the exact distant * it is fifteen miles from Rome and Sun Ray hill is twenty meters high.

Rooms include
All rooms include beautiful fresco's on the walls, wonderful mosaics on the floors, underfloor heating in every room and gardens are cleaned every week. Who needs to go and by furniture answer not you because we provide beds, tables and anything you might need. But we wont cram you in! The rooms we wont cram you in! The rooms we wont cram you in! The rooms we wont cram you in!

Local Amenities
This villa is next to some very relaxing and important places including... the forum, bath house and temple!

Special Features
As well as all this there's more! There is also underfloor heating, this villa comes with TEN slaves and an olive tree orchard lets hope you like olive!

If you ever need liveluxury.com then look out for this symbol.

Key selling points

There are two grape vines
And one Olive grove.
1% off if you buy them

Location!

THE VILLA IS JUST A MILE AWAY FROM ROME SO IT WON'T TAKE LONG TO GET THERE. IT IS BEHIND A HILL BUT ON FLAT LAND ITSELF SO IT'S VERY SAFE. THE FORUM IS TEN MINUTES AWAY FROM THE VILLA SO IT WON'T TAKE LONG TO GET THERE. THE SCENERY IS AMAZING AND IT'S HARD TO TAKE YOUR EYES OFF IT ONCE YOU START TO LOOK AT IT.

The Garden!

In this wonderful sight the fountain sticks out mostly (but all of the other stuff is quite cool as well.) The fig tree produces scrumptious figs that the slaves make into pies. The path goes around the outskirts of it and it also goes through the middle towards the fountain. Small bushes are seen every now and then.

Business Name: Ethan's excellent house! ☺
Tel: 1234567891
Roma Villa For Sale

'If you want to be pampered like a Siamese cat, then this villa is for you!' Amelia

Description
Lovely large roman villa with 5 bedrooms, 1 kitchen (food is provided) and 3 chefs. One slave room with 10 slaves provided, 1 prayer room, 1 living room and 1 dining room. Olive trees and grape trees around the villa with 1 vine yard and under floor heating that the slaves will keep nice and warm.

Location
On top of a lovely big hill and it's in the country side. Flowers and plants are around some of the out side of the villa there are a lot of pretty birds living in a nearby tree.

Outdoor area
Lovely big olive trees and grape trees for fresh wine and olive oil. Such big flowers in the garden and the grass is cut each 3 months for free.

Local amenity
This lovely villa is near the baths, local markets, the colosseum and a school.

ROOMS INCLUDED
Lovely mosaics on the on the floor and frescos on the wall and lovely glazed windows so beautiful you will like ...

Key selling points
The lovely master bedroom and a lovely warm relaxing stress relieving swimming pool and a fountain which is so nice and warm! Every one will be talking about your new villa!

For sale

Phone: 646-778-967
Fax: 646-778-967

The swimming pool is nice and warm

With a statue beside your pool and a warm deep pool and a smaller pool with a large changing area. The pool is really warm and if you are too warm—jump in to the cold pool and there is a normal kind of pool

This villa is one of the most luxury villas you could ever think of. There are 2 cooks 12 slaves 5 more slaves for the vineyard

High walls to make sure nobody breaks in. You can get 40% off guards for your villa!!!

ROMAN VILLA FOR SALE FOR 2345 GOLDEN COINS *****

'All the bed rooms are decorated with frescoes and mosaics - there is a mosaic of Julius Caesar no less!' Verity

Day Of The Dead Workshop

A group of S1 pupils took part in a school based workshop for the annual 'The Day of the Dead Procession'. They worked with Leona Stewart to construct and paint willow structures for the Ayr procession. The pupils seemed to enjoy the event with lots of creativity and concentration evident at the workshop.



Advanced Higher English A Trip to London



On the 10th of October, a group of AH English pupils, accompanied by Mrs Ulph, took a trip south to London to see "The Seagull" by Anton Chekhov. "The Seagull" is one of the three plays the class are studying this year and is a story of art and romance shared between an ensemble of varied characters. After leaving Glasgow in the morning, the class arrived in London Euston mid-afternoon and took every opportunity to note down events or characters they saw in order to assist them with creative writing. The first stop was the beautiful Hyde Park, where the class took inspiration from statues and scenery to add to their folio writing. This was a nice contrast to their earlier writing research in Glasgow's George Square, now seeing nature in cities and so the nature of cities, compared to what can be learned of a city from a bustling square. They then headed for a lovely dinner and made their way to the Hammersmith Lyric for the evening's performance. Having learned that the play was a modern adaptation of one of Chekhov's masterpieces, the class were slightly skeptical

as to what to expect. However, this did not disappoint. Simon Stephen's modern adaptation was able to perfectly transport the themes and attitudes of Chekhovian drama, and display it to a modern audience, with absolute precision. This continued the class's fortune in viewing quality productions, with our trip to the Fringe also bearing brilliant productions of Zweig and Irvine Welsh. And, after reviewing the play on the walk back to the hotel, it was the general consensus that the class had thoroughly enjoyed the production and had a better understanding of the play to help in their study of it.



On the 11th of October, the pupils awoke refreshed from their night of Chekhovian theatre. After a café breakfast courtesy of Mrs Ulph, the group left Hammersmith

heading for the centre of London. Their first stop would be a small art gallery, out of the way of the typical tourist temptations that engulf the capital. The gallery was playing host to the art work of a former pupil, Sarah Muirhead. Her art work was a unique exploration into the view of humans, distorting people's bodies to speak about the impact of poverty and addiction. Following this, the group went to Spitalfields market to sample London culture to enrich future creative projects.

The four students of Chekhov then took photos of the Tower of London, in order to inspire their creative writing portfolios. After a class photo on Tower Bridge and an obligatory stop at a local book shop, the pupils embarked on an important mission, finding lunch. After a fabulous bite to eat at Borough Market and a quick drink at a local café the group travelled by tube to London Euston station to close out a thoroughly fascinating and very useful trip.

One Roundhouse, Two Former Pupils, A Handful of Celts & Primary 5



Stig, the Celt, tells the children about his home; Primary 5 warriors get their faces painted for battle and the human timeline takes shape.

Earlier this term, Primary 5 embarked on a (rather longer than expected) journey to Whithorn, Dumfries & Galloway. Here, they were to meet Julia Muir Watt, Development Manager at the Whithorn Trust and Hazel Smith, Chartered Architect, who were going to show the children Whithorn's replica Iron Age roundhouse. As Michelle, our driver, waved us off the coach, the children gave vent to screams of delight as they saw the roof of this unique construction they had only ever seen in books.

Welcomed to the Whithorn Trust by Julia, Primary 5 immediately settled in to hear all about the roundhouse and many prepared for potential battle with woad face paint. Woad is a plant from which a dark blue dye can be obtained and it was favoured by Celtic warriors who often painted their bodies with it.

When asked why the roundhouse had even been built, Julia gave the children some background to the project. In 2015, an archaeological dig had unearthed the remains of a roundhouse dating back to around 450 BC. The farmer who owned the land had planned to drain the bog but when he came to carry out this work, he spotted a spear and realised it was something significant. At that point, the area was excavated and thanks to the water, many artefacts were beautifully preserved. This allowed archaeologists to come to the conclusion that a roundhouse had once stood on that spot. The children, Mrs

Morgans and Mrs Bathgate were enthralled.

Julia went on to explain that due to the lack of oxygen in the water, the preservation of the site was such that archaeologists could work out the size and shape of the original roundhouse, as well as the construction methods, materials and tools used.

Archaeologists were astounded by this find and the farmer can only be commended for not draining the site but instead calling in museum experts!

Primary 5 had lots of questions
cont. overleaf

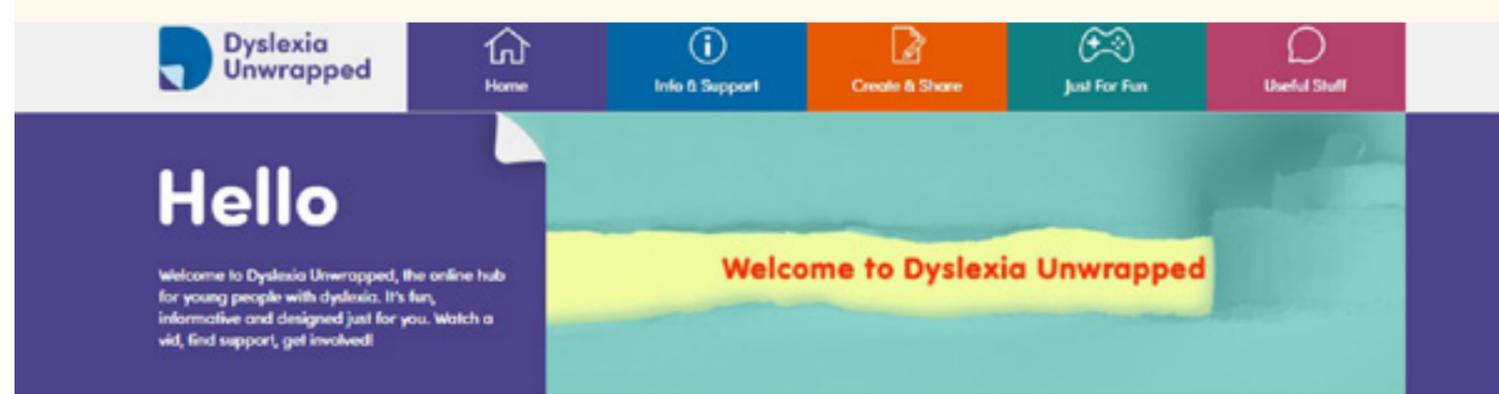
for both Julia and the architect who designed and oversaw the construction of the roundhouse, Hazel Smith. Both Julia and Hazel are former pupils of Wellington and we were delighted (and fortunate!) to be in the presence of two experts in their respective fields. Their knowledge and passion enriched the experience considerably.

Before entering the roundhouse, which was built almost entirely by local craftspeople trained in traditional methods, Julia helped the children better understand how far back in time the Celts lived by creating a human timeline in the field outside the roundhouse. The children showed their historical knowledge by correctly representing various events on the timeline (the reign of Queen Victoria, The Romans, The Ice Age etc.) using strides as units of time. When it came time to place the Iron Age, we were out of the field!

The roundhouse is spectacular; a construction made entirely out of wood, it was actually very cosy inside and the children were welcomed by Tom, Stig and Stig's wife - three Celts who were appropriately involved in the construction of the roundhouse. Stig

gathered the children around the fire and told them all about how he, his family (all 30 of them!) and animals all lived together in the roundhouse. It was previously thought that roundhouses had a hole in the roof to allow the smoke from the fire to escape, but, as identified by the pupils, fires need oxygen to thrive. The Celts realised this too and it is now generally believed that 'chimneys' did not exist and the smoke simply escaped from the building through spaces in the thatched roof.

Stig's wife showed the children how to use a loom, and taught them needlework techniques used by her 'contemporaries'. Another lady showed the children how to make bread which Stig baked for them on the fire (cooked in mere minutes, it was delicious!). Tom told the children that Celtic children would have been involved in building their homes and as such, Wellington pupils had to help too! Our 'wattlers' and wall builders showed great skill and Tom, a professional craftsman in his own right, seemed impressed by the children's hard work. All in all, it was a thoroughly enjoyable day for everyone who attended. We would counsel all parents to pay Julia and the dedicated volunteers at the Whithorn Trust a visit as the work they are doing is truly fascinating.



Dyslexia Unwrapped

By Rachel Miller, Dyslexia Scotland Ambassador

Rachel is a true champion for dyslexia. Not only does she raise awareness of dyslexia, she is committed to supporting pupils with this common learning difficulty. She was instrumental in helping to produce and promote the new online hub, Dyslexia Unwrapped - a major highlight of her role as Dyslexia Ambassador.

'Well here it is!

Taking part in the making of 'Dyslexia Unwrapped' has been an amazing journey. From sitting around a table deciding on content, coming up with a name, to filming in the studio which was fantastic, if not a little scary! The official launch in Edinburgh last night was very exciting. Approximately 200 people attended the event in the National Library. Paul McNeill, who is also an ambassador for Dyslexia Scotland and Regional Head of the Scottish Football Association, was the MC. He spoke passionately about how the launch marked a defining moment for Scotland

and that tonight was the night that would mark the start of the Young Ambassadors making a difference for children and young people with dyslexia. Margaret Rooke was the guest speaker. She discussed her new book "Dyslexia is my Superpower (most of the time)".

Then it was the young ambassadors turn. James and I spoke of our involvement in the production of the website and then the big moment. We unveiled the new Dyslexia Unwrapped website. It has been an amazing opportunity and I am delighted to have been involved in producing a website that will benefit so many. Why don't you take a look... here's the link:

www.unwrapped.dyslexiascotland.org.uk

Strength & Conditioning

At Wellington, we pride ourselves in sporting excellence. In recent years, our partnership with Ayr Rugby Football Club has allowed Ayr-Wellington to continue to be one of the best known and respected teams in school rugby, frequently and consistently beating sides from some of the most competitive schools in Scotland, including Hutcheson's Grammar and Merchiston Castle Schools. Our hockey teams have also enjoyed the benefits of this partnership with all teams showing an improvement in skill and discipline, especially since taking part in Strength & Conditioning programme. The sessions teach pupils techniques to improve their movement to help prevent injuries and ultimately, they help our sportspeople to perform at their optimum.

The sessions are delivered by the Ayr Community Rugby Trust, meanwhile the programmes, maintenance and monitoring are overseen by David Watt, Sports Therapist and Strength & Conditioning Coach from Callachan's Health & Therapy. The sessions are available to any S5 or S6 pupil wishing to take advantage of this elite training. David provides strength and conditioning support for athletes of all ages and has worked with various sports teams and individuals during his career. He has a keen interest in injury prevention in youth athletes and believes that the promotion of quality movement and effective strength training is key. These three areas are the foundation for our Strength & Conditioning training and it is clear that



David's wealth of knowledge and experience is crucial in helping our athletes take their performance that one step further.

Two of Wellington's most accomplished sportspeople, Emma Wishart and Mitchell Wyllie, offer their experiences on Strength & Conditioning for any pupils considering the sessions to improve their performance. As back row player for Ayr-Wellington U18s, Mitchell Wyllie says 'I have become a more physical player as the S&C work I have done so far has helped me add strength and size, two significant factors in rugby. Not only do the sessions fit into my timetable seamlessly, they are also enjoyable, even though they can be quite demanding! I do think that this is something that the school should continue doing as it is very beneficial and I would recommend it to all rugby players.'

As Captain of the school's first XI, Emma Wishart has found the sessions invaluable: 'Strength & Conditioning has helped enhance my hockey performance by improving my fitness and stamina, which is essential for any hockey position. It has fit easily into my timetable as it has been scheduled into my free lessons and is also made enjoyable by doing the sessions with your teammates, I would recommend Strength & Conditioning to any pupil.' The sessions are open all pupils in S5 and S6 with Mr Ness, Head of PE, rolling out Strength & Conditioning to the whole school over the coming year. He is also keen to highlight that these sessions are available to staff as well! In the future, it is hoped that the programme will include nutrition for sport (and general well-being).



Emily McMunnigall in conversation with Shiona Douglas

Miss Douglas & Emily pose for the camera. All other photography has been kindly reproduced from Miss Douglas's photo album and from Wellington School's archives.

The history of the school dates back to 1849 when Mrs Gross, a French-woman and wife of an Ayr Academy school master, founded a school to teach 'young ladies of quality' in Wellington Square. The young ladies were taught French, History, Art, Music, Embroidery and Elocution. Fast forward 100 years and the Wellington School Shiona Douglas attended in the 1950s, was a modern place, preparing young women for bright, exciting futures. When S6 pupil and Marketing Assistant, Emily McMunnigall, heard about Miss Douglas, she was extremely eager to

meet the former pupil who is, to this day, actively involved in the life of Wellington School. Those of you who attended the Prize Giving Ceremony at the end of term in 2017 may have noted the 'Shiona Douglas Trophy', which is awarded annually to the best Rugby Player. This trophy has been in existence for some years and we are grateful to Miss Douglas for her unstinting support.

Miss Douglas has been interviewed not once, but twice, this year as her stories of a bygone Wellington era are fascinating. Emily and Miss Douglas finally sat down to freshly brewed coffee, homemade club sandwiches and shortbread on a freezing morning in December to talk about school. As it turns out, the pair had many things in common!

In the 1950s, the school roll boasted around one hundred pupils, enjoying the still fairly 'new' campus at Carleton Turrets (the school moved here in the 1920s). The uniform is perhaps the most recognisable symbol of Wellington (that, and the turrets). Our bottle green blazers are immediately recognisable, as are the green tights and kilts for girls. Back in the 1950s, Wellington was an all-girls school and Miss Douglas wore all grey: a long grey skirt and blazer under which all girls were required to wear a liberty bodice. Miss Douglas asked 'have you heard of a liberty bodice, Emily? It was like a vest but it was almost furry inside. It had buttons on it to hold up your stockings. We were not allowed to take the bodice off until the snow was off the hills. I remember coming to school on the bus one morning and exclaiming 'ah! The snow is still on the hills, it's not spring yet!' It kept you lovely and cosy so we didn't mind wearing it really. Also, how else would we have kept up our stockings?!' Emily told Miss Douglas that the school's uniform rules are still strict, albeit there are thankfully no rules about undergarments!

In Miss Douglas's school days, 'the teachers were ladies and they expected the pupils to be ladies too. You were never allowed to wear a cardigan over your shoulder. If you were cold, you put it on, if you didn't need it, you left it in your bedroom, if you were a boarder.' At that time, the current English Department was in fact the dormitory for boarders. Miss Douglas was a day girl who 'only stayed if I had to! I was always terrified that there would be a fire alarm in the night though because I hated the evacuation drill - from the dorms you had to get into a swing made from rope. You were tied into it and then lowered down the side of the building. It wasn't all that high I kept thinking how awful it would be to do it in the dead of night!' Wellington may have been different then, but the school still possessed the family atmosphere we cherish to this day. It would seem that pupils in the 1950s were very similar to children now - full of fun and mischief. 'I remember we were sometimes reported for our behaviour outwith school. Someone reported my friend because we normally wore long stockings but when she got on the bus, she had rolled

them down! We also had to wear a hat when we were outdoors - it was a navy beret.' The formidable Headmistress of the day, Miss Carter, 'was very strict about our wearing it outdoors but we kept them in our bags. As the turrets came into sight during our walk to school in the morning, on went the hats! Of course, we really were meant to wear them the whole way there...' It is clear that some things never change - in those days stockings were rolled down and today, kilts mysteriously shorten and the odd hood can be seen under a blazer. There is something comforting to know that even 'ladies of quality' broke the rules sometimes and that particular age-old battle between teachers and pupils seems likely to persist!

Miss Carter wore a fur cape and Mrs Bradley's Primary 7 classroom was her 'sitting room' where she held meetings and carried out the business of running a highly successful school. Miss Carter had a cat and according to Miss Douglas, 'when the cat was off-colour we knew we were having semolina for lunch - it was the cat's favourite food!' Eloquent and cheery, Miss Douglas has been, on both occasions, full of stories from her school days.

Miss Douglas very kindly allowed Emily to peruse her photo album. Miss Douglas made special mention of her school dance photo. 'We all thought we looked very nice' and so they did, wearing demure, elegant dresses.

Pointing to one of the photos, Miss Douglas said 'this was us posing with two of the younger teachers - we thought they were wonderful. As prefects, we were allowed to be friendly with teachers. I was a prefect and the first House Captain of Curie. I think that the house system was introduced when I was at Wellington. Of course, we did the Sports Day Marching then too! I always try to come Sports Day each year; in fact, last time I was there, I overheard a lady behind me say 'fancy, they've been using that music for the marching for at least ten years!' I nearly turned round to her and said 'it's actually at least fifty!'

Outdoor pursuits were popular at Wellington but in the 1950s, there was limited sports provision with Carleton Turrets Hall not yet in existence. 'We played hockey on the front lawn and and we wore shorter, games skirts.



The photo of our hockey team is absolutely appalling!

On the contrary, Emily saw the photo and the girls looked wind-swept but happy.

'They kept taking photos of us and I said 'don't dare take these! It's a windy day and we look awful!' I remember thinking

our dear Mothers and Fathers would feel obliged to buy those terrible pictures! And as you can see, my parents did!'

According to Miss Douglas, senior girls were allowed to swim in the sea daily, after lunch, where the annual Welly Wade takes place each February. On being asked if it was cold, Miss Douglas chuckled and said 'not after you got in - it was wonderful! I loved it.'

In Miss Douglas's day, the school consisted of Carleton Turrets and not the extended campus we now know and love. 'The Sixth Year had privileges such as being allowed to use the turret room. It was our special treat and only seniors could use it. Have you been in the turret room?' she asked Emily. Emily replied informing her that one small sitting room has now been extended to create three classrooms and the school library! Incredulous, Miss Douglas didn't think the attics were quite as big as that...

After her happy time at school, Miss Douglas attended college 'where I took a Housewives Course for a year. I thought it would be quite nice to be a school matron and this course covered subjects such as home nursing. I knew I wanted to do something practical. After my year at college, I decided to stay on and do a course in 'High Class Cookery'. After I completed that course, my Mum decided that everyone should have a secretarial qualification so I did that for six months - mainly bookkeeping and typing. After that, I put in to do floral art near London. Unfortunately, before I got there, the company folded. It was a very well-known place as well, which was disappointing. Then, that summer, I heard about jobs supervising the making of school meals. You got all the school holidays so I thought 'that's the job for me!'. I started in a central kitchen, in New Cumnock, which meant I had to get the post train at 5.30am. I then applied for promotion, which was granted, and I moved to a kitchen in Ayr. We made over 2000 meals a day which went out to various schools in the area. Afterwards, at the Glasgow Corporation - as it was

known then - I worked for a lady called Miss Murray who was very precise in her manner. She made us dress properly, insisting that all the supervisors wear hats. She herself wore a mink coat and hat. We were 'her ladies' but she was very strict! The area of Glasgow I oversaw was vast - it had 26 kitchens and I had around 200 staff under me whose names I noted down at first, but I eventually got to know them all. The responsibility of managing the kitchens was all my own - no one ever asked where I was, what I was doing and we had to know our jobs inside out. All of the supervisors were trained cooks and our teams had to cater for around 60 schools. It was a lot. On my first week, Miss Murry took me out to visit all my kitchens; the following week, I was off sick, probably because I thought it was all too much! They had to persuade me to go back!

At that time, we were cooking 86,000 meals a day in Glasgow. Some kitchens were doing between 5,000 and 6,000 meals a day. The menus were lovely and the meals themselves delicious, mainly because the ingredients and cooks were both excellent. All of the supervisors had drivers to get us between our kitchens - Miss Murray insisted we wear our hats when travelling - and I was grateful to have a lift otherwise I could not have gotten around as easily. Wherever we stopped though, the driver would get out and come in with me. He would go off for a gossip with the janitors and I often had to wait for him, rather than the other way around!

Miss Douglas continues to work as House Convenor for Abbeyfield House, (a residential care home in Kilmarnock) and she is also involved in a group which takes children with disabilities horse riding. When asked what Wellington taught her in the wider sense, Miss Douglas replied 'Wellington taught me a lot of things but really, I think the real learning curve happens when you leave school and start work. In the 4 or so years I spent at Wellington, we were always encouraged to be hard-working and manners were taken very seriously. I took those qualities into the workplace but the most significant thing I learned was humility. Without humility you really won't get far in life.' Given her wealth of experience and a varied and exciting career, pupils will, we are sure, want to take a leaf out of Miss Douglas's book. A resident at Abbeyfield House recently told Miss



Miss Douglas, far left, and two friends in their school uniforms.

Douglas that she 'did well for her age'. Miss Douglas's response was wonderful, and perhaps sums her up better than any description could. In defiant and dignified tones she exclaimed 'I beg your pardon! Age has nothing to do with it!' She couldn't be more right.



Former pupils are an invaluable part of our community, so in 2018...

We are relaunching our Former Pupil Association

**Are you a former
pupil of Wellington
School or Drumley
Preparatory School?**

**Do you know
someone who is?**



Wellington
SCHOOL

Register as a former pupil via the online form or by contacting the school directly to rediscover and reconnect with your network: wellingtonschool.org/wellington-people/former-pupils/.

By registering, you will have the option to receive: invitations to give careers talks to current pupils; invitations to attend school events; assistance in organising reunions & tours of the school; copies of school publications such as The Turret.