

The Turret

Wellington School Magazine
Spring/Summer 2018

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In This Issue...

As always, there is much too much going on at Wellington to truly cover it all. This issue is jam-packed with as many articles written by pupils and teaching staff as possible. From Laura Gardiner, classmate of Nicola Benedetti and professional musician in her own right, who tells us all about her time at Wellington; tales of dragons from the creative minds of our Junior School pupils and the meteoric rise of Claire Wilson, the S6 pupil who has just graduated with a Diploma in Musical Theatre (yes, while she was still at school!). Read about the Salzburg Orchestra and Choir tour as well as vibrant accounts of trips to Iceland, India and Slovenia. Plus, if you had gone down to the Chestnut woods in May, you would have been in for a big surprise...!

We hope you enjoy this edition of The Turret.

A Note From The Editor

The Turret is a biannual magazine which aims to capture the essence of Wellington. While it is fun reliving the last 6 months of our ever-dynamic school year, the task of collating all the stories can be tricky! If you feel that we have missed something, please get in touch and we will seek to cover your story elsewhere, perhaps social media or the website – or even in the next edition of The Turret! In the event of there being a factual mistake, please accept our apologies. If you get in touch, we will amend the digital version of the magazine on the School Publications page on the website.

If you have any feedback, enquiries or requests, please contact Miss Bianchini via [email](#) (click the word 'email' for a direct link) or by telephone 01292 269321. Additionally, the school would be delighted to supply you with additional copies of The Turret at no cost so please don't hesitate to get in touch!

Former Pupils - you are receiving this publication because you indicated that you wished to receive copies when you registered online. If you no longer wish to receive The Turret by post, please get in touch by telephone (as above) or email formerpupils@wellingtonschool.org.



Welcome

Another school session has passed and, once again, we can look back on a year that is extraordinarily rich in successes, achievements and experiences. It is always interesting to hear the thoughts of somebody who is seeing with fresh eyes and I am delighted, therefore, that the Deputy Head, Mrs Clare Smith, has provided the introduction to this splendid edition of 'The Turret'. Mrs Smith, of course, has just completed her first full year at Wellington and I am pleased to read that she is very much enjoying being part of this special community

Only a year ago I was poring over past issues of the school magazine, hoping to gain an insight into the community I was about to join. It is a very nice feeling, twelve quick months later, to look through this edition, recognise the faces and know that I have lived it. Our retiring Head Boy and Girl, Mitchell and Emma, asked me at the end of term if I had enjoyed my first year at Wellington. The answer to that was an easy 'yes'. I would challenge anyone to come to this School and not be overwhelmed with the positive ethos. The quiriness of the buildings, the combination of tradition with modernity and, above all, the relationships between pupils and staff, all contribute to a feeling of being part of something special. They also asked me what they called a 'tricky question', namely, was there anything about the school that I didn't like? Had they asked this in January, I may have said the cold but in the glorious sunshine of June, the winter seemed like a distant memory and I could think of nothing else, which really says it all.

Keeping on top of the school calendar is one of the most demanding aspects of my job; The Turret illustrates why this is the case. The vast amount of trips, extra-curricular activities and school events is hugely impressive (and, at times, exhausting!). There are, of course, rewards as well as demands and a highlight for me this year was attending the Nursery's Teddy Bear's Picnic. There can't be many jobs which allow you to eat toast and honey in the woods with chatty 3 and 4 year olds while watching teddy bears on a zip slide!

Special mention for this edition must go to the S6 Charity effort. The numerous fund raising activities throughout the year resulted in an outstanding total of over £43,000 being handed over to Alzheimer Scotland, made possible only by the enthusiasm, commitment and organisation of our outstanding senior pupils, as well as the unwavering support from all parents and extended members of the school community. Thank you!

My thanks also go to Roberta Bianchini for once again skilfully capturing the energy, variety and ethos of the School in this edition of the Turret. I hope you enjoy reading it as much as we all enjoyed the events that have created it.

Clare Smith
Deputy Head

The background photo was taken at the Dance Showcase, 2018. This annual event, now in its 3rd year, goes from strength to strength and it will be back in February 2019!



Primary 4 to Senior 6

Sports Day is always keenly anticipated by pupils and staff at Wellington - and not least by our dynamic and dedicated PE Department. It is their flagship day and as always, Mr Ness and his department (Mr Craig, Mrs Penton, Miss McLarty and Miss Duffy) did not disappoint.

The sun shone throughout June, everyone competed enthusiastically and in the P4 to S6 Sports Day, Nightingale won the House Marching! The P4 to S6 warm-up was something new and the pupils loved it (so did Mrs Smith - we have the footage to prove it!) Thank you to Miss Rennie for her boundless energy in choreographing the moves and leading the school. In the photo below, Mrs Penton 'gives it some Welly' as Miss Rennie's helper!



Photo: Pupils from Nightingale House just can't stop smiling after their House Marching win!

2018 Sports Days & House Report

Nursery, Primary 1, 2 & 3



Wellington's House Marching is a tradition that goes back decades. Pupils moving up to P4 in Session 2018/19 have this unique event to look forward to!

The Rev Aitken kindly presented the prizes and judged the marching. As always, he was full of fun and greatly contributed to the gleeful atmosphere!



The Nursery and P1-3 Sports Days are always lively. Parents, grandparents and siblings gleefully line the 'track' shouting words of encouragement to all the competitors. Senior School helpers bustle about helping their little friends and staff are there to cheer on, congratulate and comiserate with the children.

Sometimes Mum and Dad are more competitive than their wee one (have you seen Welly Mums sprinting or Welly Dads jostling for 1st place in the sack race?!) but that's just part of the fun!

This selection of photos give a flavour of what went on at this year's Nursery and Primary 1 to 3 Sports Days. Some show the tenderness between our youngest and our oldest pupils, others show the determination to succeed on the faces of the children. The rest simply convey the enjoyment of Sports Day!



The hustle to the finish line where the friendly faces of staff and senior pupil helpers await.



This year, Mrs Wyllie, kindly accepted our invitation to present the prizes. Mrs Wyllie is the mother of three Wellington pupils (including Head Boy, Mitchell) and along with her husband, ran 10 marathons on consecutive days to raise funds for the 6th Year Charity. Two years ago, when their eldest daughter Wallis was in 6th Year, Mr and Mrs Wyllie ran 5 marathons - do you see an emerging pattern here? Hearty thanks go to the Wyllie family for their ongoing support of the school.



Above: Mrs Wyllie awards a medal. Left: the sack race is a favourite! Far top right: Dad takes a tumble. Top left: Mrs Wyllie with race winners. Middle left: pupils proudly showing off their trophies. Middle right: giggles as senior girls have a go at the sack race. Bottom left & right: excited little faces and a thumbs up for Sports Day!



House Report 2018

Mrs Newall, House Coordinator, gives her House Report for 2017/2018.

During this school year, we have had three interhouse activity days. The House Coordinators would like to thank all staff and house captains who helped supervise activities throughout the year. Highlights include new activities introduced for the interhouse days and setting new school records in the annual swimming gala.

For the second interhouse day, we introduced chess and basketball. We also made all teams for chess and sports coeducational. Interhouse chess was well attended by P7 to S6 pupils from each house. Another new sport, basketball was played enthusiastically by teams of boys and girls.

In May, the annual swimming gala was held at Prestwick Pool. This year, four school records were broken: Amy Grassom beat her own record in 25m butterfly, then set another record in the junior girls backstroke. Evie Scott-Galli set two new records, in

Primary girls freestyle and breaststroke. Finally, girls from Curie house set a new record in the house relay.

For the third interhouse day, in June, the Senior School went to Doonside on buses for an afternoon of rounders. Form teachers helped keep score which is greatly appreciated. Games of rounders were played by each year group in each house against another house for 15 minutes. All year groups participated and Curie won the Trophy for Rounders. In December, Churchill House won the Interhouse Debate.

In the interhouse events, Curie won junior hockey and junior mixed badminton; Churchill won junior mixed basketball, junior chess, the P5-S2 Swimming Gala and debating. Montgomery won senior hockey and senior chess. Finally, Nightingale won junior & senior rugby, senior mixed badminton, junior and senior mixed football and senior mixed basketball. They, of course, also won the Marching Cup!



P1 to 4 Author Visit

The first day back after the October half-term was greatly enlivened for the younger members of the Junior school by a visit of two local authors – Greta Yorke and Maggie Bolton. Dressed in appropriate Hallowe'en garb, they enchanted the rapt audience with tales such as 'The Witch Itch' and 'The Woo in the Wild Woods.'

Both ladies are retired Primary teachers, so knew their target audience well! Following the readings, there were activities and the chance to spend pocket money on a chosen signed book.

New books are in the pipeline, so we look forward to inviting the talented duo back to Wellington.



Charity Cheque Presentation

Under the stewardship of our Heads of School, Mitchell Wyllie, Emma Wishart and the rest of Senior 6, Wellington School raised the astounding sum of **£43,643** for Alzheimer Scotland this year.

The annual charity fundraising drive is an important aspect of our school life through which children from Nursery upwards learn the importance of selflessness. The saying 'there is always someone worse off than you' is by way of being a platitude but in actuality, it is very true. Annually, Wellington gives in excess of £20,000 (and often much more, as this year has proven!) to worthwhile causes, through the combined efforts of our community.

We would like, therefore, to thank every person who donned an ostentatious costume for the Fun Run, paid £1 to not wear uniform on a non-uniform day, bought cake or candy from one of the stalls, came to the Christmas Craft Fair, purchased a Wellington School calendar, jumped into the Firth of Clyde in the middle of winter (it took a while to thaw out, didn't it S6?!), bought a programme for the school show, Les Mis, or who simply dropped money into a charity bucket at one of our events.

To those people who undertook extraordinary challenges in the name of Alzheimer Scotland, **thank you**. Mr and Mrs Wyllie's 10 marathons in 10 days, Mr Cartner's 640 lengths, Mr Byers and Mia's half marathon and Mrs Docherty's drastic haircut (40cms!) raised tens of thousands of pounds and we are infinitely proud of their tenacity and selflessness. Thank you to the hundreds of people who sponsored any of these causes.

We are proud to support a good cause every year and we are delighted that Alzheimer Scotland is the worthy beneficiary this year. Mitchell, Emma and S6 have worked tirelessly to fundraise so it was with a sense of well-deserved satisfaction that they presented Jenni McKeand (Dementia Advisor) and Amy McLaughlin (Fundraising Manager) with our – quite literally – massive cheque at a special presentation ceremony at the end of term.

Kathryn Thomson

Former Wellington Pupil & Olympic Short Track Speed Skater



The Winter Olympics were held in the South Korean county of Pyeongchang between the 9th and the 25th of February 2018 and we were delighted to count a former Wellington School pupil as one of the 107 competitors! Ninety-two nations participated, including, of course, Team GB...

Kathryn Thomson was a quiet, hardworking pupil who was dedicated to her sport, short track skating. We lost her to her passion at the end of 4th year, when Kathryn, now in her early twenties, left school to become a full time professional athlete.

Soon after leaving school, Kathryn moved to Nottingham where she began to train with the national team. Short track skating is a fast-paced sport, where up to six competitors jostle for position (in speeds reaching 30 mph) on an oval track, 60 by 30 metres in length.

Kathryn's decision to leave school and pursue a her dreams paid off and at the age of 17, she won silver at the European Youth Olympic Festival and was selected to carry Team GB's flag in the closing ceremony. In 2017, Kathryn also competed in her first world championships finishing 15th in the 500m.

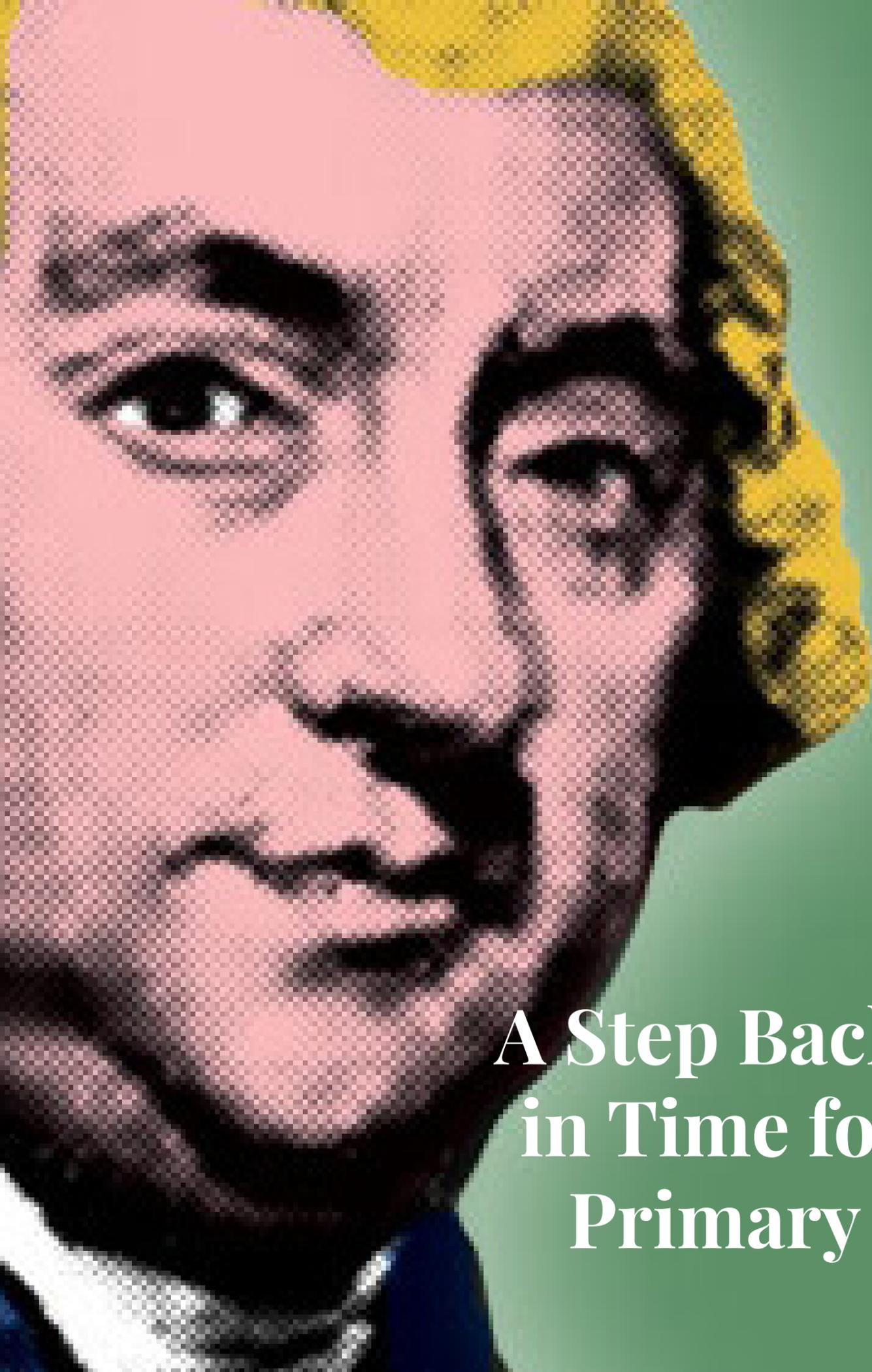
Qualifying for Pyeongchang 2018 was a career highlight for Kathryn, who told The Herald that the experience would be invaluable: *"it will be about soaking up all the experiences I can and feeling comfortable with being an Olympian. I'm not putting myself under too much pressure right now, that time will come but now it's about*

having fun." The run-up to the Games saw the national press pay particular attention to Kathryn's career so far. The Herald stated *'Thomson, determined and diminutive in equal measure, is a star on the rise'*.

Kathryn's future looks bright and we look forward to welcoming her back to school to talk about her experiences. Her enthusiasm and experience will, we have no doubt, motivate and inspire current pupils to pursue their own dreams!

The quotes have been reproduced from The Herald. Image Credits: Getty and <https://www.teamgb.com/athletes/kathryn-thomson>





A Step Back in Time for Primary 5



Mrs Alison Bathgate, who contributed the following piece, currently teaches Primary 5. She is also the Junior School's Literacy Coordinator.

'The Boswell Book Festival, now in its eighth year, has proven that it is a major Scottish cultural event. It has established itself as a niche event, as the world's only festival of biography and memoir. This year it once again attracted large crowds between 4-6 May.

While the setting of Dumfries House may exude history and tradition, the programme is contemporary and varied; the two blend perfectly together.

The festival continues to evolve, and this year I was delighted to be part of the Children's Festival Team, which this year saw the addition of a second venue; Bozzy's Marquee, allowing the Children's Festival to host even more events over the weekend.

For children to experience the book festival, they are reliant on parents to take them along. This isn't always an option for some families, and indeed the very notion of a book festival may seem alien. The Boswell Book Festival reaches out to children by inviting hundreds of children to a free author event on the Friday afternoon before the main festival, and through a programme where authors go in to local schools to work with children on literacy projects. Tickets for events are priced at £2 in order to counteract barriers of cost. Encouraging future generations of readers is a core value of the festival, and the programme is designed

to nurture a love of books. Encountering authors allows children to picture themselves as writers and engage in a dialogue which will spark their enthusiasm and creativity.

So why the 'Boswell' Book Festival? James Boswell became friends with Dr Samuel Johnson, compiler of the definitive dictionary of the English language, and would later become his biographer. The account of his life, published 222 years ago this May, has never been out of print. His Life of Johnson established him as the inventor of modern biography. (Primary 5 'met' Boswell at the Book Festival!)

Primary 5 from Wellington were lucky enough to be invited along to meet Nicola Davies, an author with a background in zoology and TV presenting. She captivated her audience with tales of encounters with animals, and a reading from one of her novels. They also were treated to a tour of the restored Dumfries House. Over the weekend pupils from the Junior School came with their families to a variety of events.

A highlight for me was having the opportunity to chair a talk by David Craig, a ninety-three year old veteran of the WW2 arctic convoys. David's story was one of bravery, friendship and recognition. As an eighteen year old he endured the hardships and danger of travelling to Murmansk in Northern Russia and survived repeated bombings. In 2016 the veterans were awarded the Uskanov medal by Russia for their help in supplying and defending Northern Russia.

Make a date next May to experience it for yourself!





When Primary 5 Met Bozzy

by Hamish Hailstone, Primary 5

We went to a large tent and met a man dressed up as James Boswell. He was a popular author, a long time ago. He talked about his best friend, then we wrote about our best friend. Harry is my best friend. In Dumfries House, the armchairs cost £1.6 million! The bookcase was worth £26 million!

You are not allowed to stand on the carpet, we could only stand on the liner and there are secret doors. As we went through to another room we were told to look through the door and there was a pee pot!

There was also this room that dogs and the adults were allowed but the children were not. The children were only allowed in the room if they had something to show like if you had learnt the five times table. There was a breakfast desk with a cage underneath so the dogs could not eat the family's breakfast. Then we finished the tour of Dumfries House and we were taken to a big marquee where Nicola Davies the author drew a big whale on massive piece of paper and read to us from one of her books called *The Lion Who Stole My Arm*.

I had a look at some of the books and they looked good.

by Mia Swift, Primary 5

We started our day by putting our bags away, we then lined up in the class room and got into partners. I was partners with Charlotte and we were seated at the back of the bus. We told each other weird things that had happened



to us in the past.

Finally we got off the bus and lined up. We were told that we would have a guide from Dumfries House to show us around. We met James Boswell who the festival is named after. He told us

about himself. I enjoyed hearing about his life and we were asked to fill in a sheet and write about our best friend, it was fun!

Next we were off to Dumfries House where we were shown around. We were not even allowed to stand on the carpets! There were secret doors and in one, we were told to peek through and we saw a pot for peeing in!! The house was full of expensive things and the bookcase is worth millions!

Eventually we got to meet Nicola Davies an author, who drew a massive whale and read one of her books to us. It was called *The Lion Who Stole My Arm*. I bought a copy of the book before we left.

Wellington is announced as the

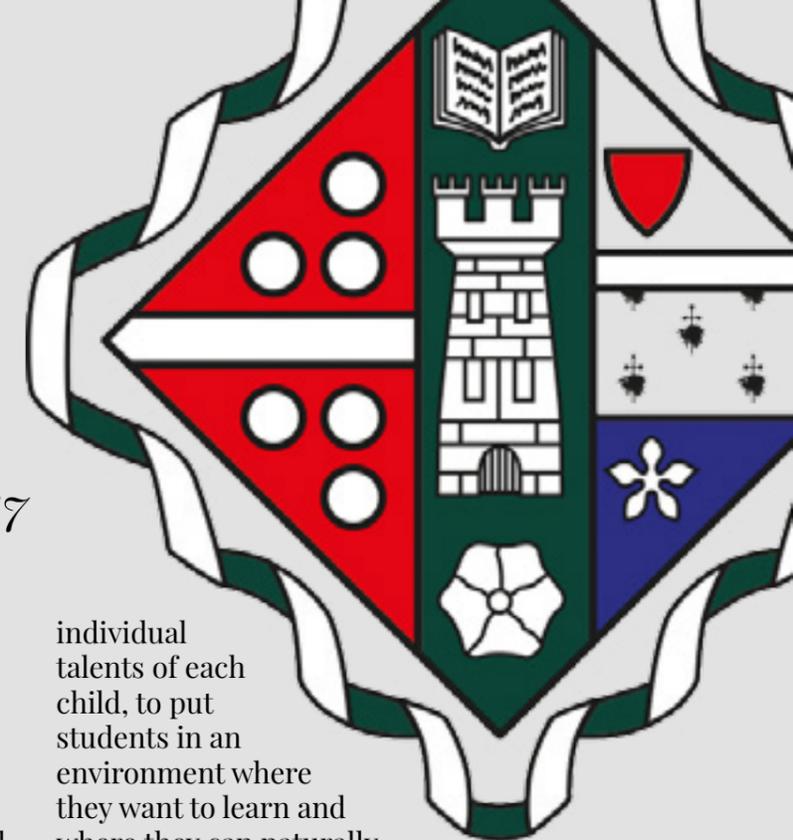
Top Scottish Independent School

by Advanced Highers, 2017

Ask someone what they might expect from an independent school and it is almost certain that they will say 'academic excellence'. They would be justified: independent schools pride themselves on the quality of their education, their exam results and subsequently, their position in league tables. Like any other school, Wellington is proud of pupils' results. Not only are they testament to the dedication and educational innovation of our inspirational staff, but most crucially, they play a key part in shaping futures - as the passport to further or higher education.

Wellington nurtures pupils to achieve their very best. While healthy competition is an important motivator, it is important to recognise that every person learns, works and performs to their own rhythm. Sadly, many children gauge their success against that of their peers, siblings or, in many cases, their parents. Often, they compare themselves to the (almost always) unachievable ideals portrayed on social media. This sort of thinking can be destructive. Instead, Wellington celebrates the achievements of individuals and our solid ethos encourages every child to realise their full potential. Gratifyingly, our system works: every pupil currently in the sixth year has gained entry to a university of their choice and three pupils from a year group of 47, have accepted offers to the University of Oxford.

The eminent academic and international advisor on education to government, Professor Sir Ken Robinson, highlights the problem of pack mentality and achievement: "education doesn't need to be reformed - it needs to be transformed. The key to this transformation is not to standardize education, but to personalize it, to build achievement on discovering the



individual talents of each child, to put students in an environment where they want to learn and where they can naturally discover their true passions."

Given our progressive attitude towards education, Wellington was honoured to receive an award for our ranking in Education Advisers' 2017 Independent School League Tables: Top Scottish Independent School for Advanced Highers in 2017. Surprisingly, none of the Glasgow schools even made the top ten - see, healthy competition in action! Wellington was also placed in the top 15 for Highers with over 80% of pupils receiving A and B passes. These statistics are impressive and we hope that every pupil will meet, if not exceed, their own expectations in the upcoming diet of examinations.

While League Tables are an indication of a school's academic standing, they do not tell the whole story. The opportunities available to Wellington children of all ages are unsurpassed in South Ayrshire: the Junior Duke, John Muir and Duke of Edinburgh Awards are offered to children throughout the school; we boast a thriving Support for Learning department; our International Education Programme involves every single child in school; our sector-leading Outdoor Nursery provides an innovative learning environment for children throughout the Junior School; and an untold number of extracurricular clubs sow the seed of new passions. In addition to all of this, we are continuing to improve our facilities with an ambitious programme of significant investment over the next decade.

Model United Nations

The United Nations attempts to create lasting peace throughout the world and find solutions to resolve problems and conflict in every corner of the globe. Several issues in our world are not controlled or restricted by national boundaries; global warming, drug trafficking and terrorism to name but a few. Conflict also has an enormous impact internationally as neighbouring countries seek to aid those affected or are drawn into conflict themselves. The driving mission of the UN is to “save succeeding generations from the scourge of war” – an aim every bit as powerful and important today as it was in 1948 when the UN was founded after the devastation of the Second World War. The UN has, as part of its global strategy to empower young people and give them the tools to succeed and enjoy their human rights, created the Model UN programme to teach young people about how the UN operates and what the organisation tries to achieve through peacekeeping in conflict zones or aid and other solutions. There are Model UN associations in almost every member nation and there is a long established UK Model UN Association. In Scotland, school pupils have been encouraged to set up their own model UN societies and take part in conferences with other schools to really get a flavour of what the UN can achieve and the issues that are discussed today at the UN General Assembly. It is also designed to encourage pupils to develop critical thinking skills, improve their presentation and communication skills and develop literacy and numeracy skills by doing research and preparing papers before attending the conference. Several Wellington pupils jumped at the chance to start their own Model UN Society and they were instrumental in seeking the support of their Modern Studies teachers to enter a team to take part in their very first conference this session.

In February, Wellington sent its first delegation of Model United Nations (MUN) participants to a national conference at Hutchesons' Grammar School, Glasgow. Schools from all over Scotland and northern England sent teams of students to take part in activities designed to encourage debate and critical thinking about global issues.



Six Wellington students took on the role of honourable delegates from Italy for the two days and were charged with preparing position statements and resolutions for the various committees the delegates were invited to attend. The issues they discussed ranged from the problem of gangs in Italy and other countries around the world, and territorial disputes in the South China Sea. The 200 delegate strong two day event encouraged students to work in a cooperative and productive fashion with delegates from various schools across Scotland. The Wellington students made friendships and enjoyed themselves immensely. In the awards ceremony on the closing day special commendation was given to Italy's resolution in the Youth committee on tackling gangs and organised crime. The Wellington delegates were Callum Duffy, Neil Large and Dara Hunter-Blair of S6, and Amy Phillips, Emily Henry and Eve Meehan of S5.

The Modern Studies department is in the process of setting up a permanent Model UN Society. Pupils from S3-S6 are invited to become involved with a view to not only learning more about the work of the UN and developing critical thinking skills, but also participating in more Model UN conferences around the country in future.

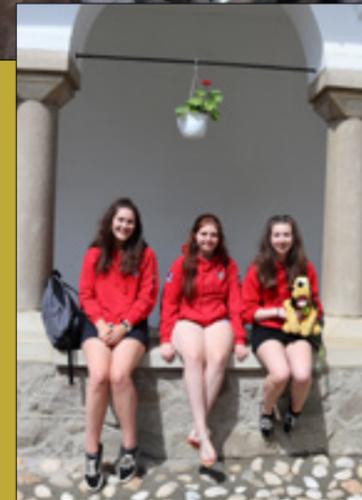


Club Europe in Romania

At the beginning of the summer holidays 'Club Europe', our new S6 Erasmus pupils, spent a week in Romania. Before meeting students from our seven partner schools, the girls had time to explore Bucharest in the searing heat. They visited Nicolae Ceausescu's house (Ceausescu was the last Communist leader of Romania) and the Village Museum in Herastrau Park - much more interesting than the name suggests!

Once in Targoviste, the group attended a planning meeting to prepare next session's activities. The pupils drafted a handbook for novice Erasmus students and this will be piloted at the pupil mobility in Scotland in September. Staying with families gave our girls an insight into family life and customs in Romania and helped to cement friendships. This is the first time that Erasmus arrangements have allowed pupils to join Project Management Meetings as Student Ambassadors to represent the pupil voice and the girls made a convincing case for inviting young people to participate. Amy, Emily and Helene were excellent Ambassadors for the project and for the school and brought their many years of Erasmus experience to the meeting. We are now looking forward to hosting 33 pupils from our partner schools in Ayr in September.

Last year, Mrs Archbold's Junior Erasmus Club won the main prize in the National Erasmus+ photo competition. This year, the Seniors are hoping to match their success (with the main photo on this page). Please lend us your support by voting via the links [here](#) or via the [Erasmus+ Facebook page!](#)



The West End Awaits for Wellington's Claire Wilson

Every Wellington pupil is exceptional – or so we believe. Nurturing our pupils, spotting those hidden (or indeed very obvious) talents or skills and bringing them to the fore is very much at the core of what we do. Celebrity is not the goal, rather, we encourage our leavers to strive to live fulfilled lives, contributing positively to society. Claire Wilson is a perfect example. She started Wellington when she was 10, settling well in to Drumley life. In Primary 6, she started taking singing lessons and from there, 'I completely fell in love with singing! I was about 14 when I started to really take an interest in Musical Theatre specifically, performing in shows with Wellington, Alloway Performing Arts and the Royal Conservatoire of Scotland.'

'I love performing especially the sense of freedom I have when I'm on a stage, where I am still me but I can experiment with different relationships and emotions. It is fascinating to be a performer, to put myself in a character's shoes. I adore the challenge of being able to interact with the text and really get into what I'm singing and acting. The aim I always have in the back of my mind when I am performing is to really convince my audience that I'm the character and not Claire Wilson. When someone says "I really believed you were the character there", then that's the best compliment a musical theatre performer can receive in my opinion.'

June marked the end of a truly stunning year for Claire, which, as she says 'started with a bang!' with the school show 'Les Misérables.'

Claire continues: 'I played the role of Éponine – I adored her! She is such an inspirational and interesting character to explore, so much so that I didn't feel ready to let go of her at the end! Les Mis has definitely been the most incredible show of which I have been a part.'

Then, early this year, I came first place in the Ayrshire Music Festival 'Songs from the Shows' category for my age group singing 'All That matters' from 'Finding Neverland' and I also placed first with Katie Carmichael [*another exceptional Wellington singer*] in the 'Songs from shows Duets' performing 'I Know Him So Well' from the musical, Chess.'

'My audition for drama schools began in January and I haven't stopped since. The preparation that goes into these auditions is immense. Thankfully Mr Haggerty has been by my side the entire time, coaching me and leading me in all the right directions. I challenged myself by only auditioning for the top schools in London and this resulted in two reserve places at Guildford School of Acting and Mountview Theatre Arts. Mr Haggerty told me to aim high, so I did! I only auditioned for the best schools (Guildford School of Acting and Mountview Theatre Arts are considered two of the best in the world) as I know that no matter how long it takes, I want to study there. I am absolutely ecstatic that I have two reserves in my first year of auditioning!'

'My biggest achievement this year is my Diploma in Musical Theatre with London College of Music. This qualification is a big step beyond Grade 8 which I achieved at the end of 2017. In the final assessment, I performed six contrasting pieces in full costume (singing and acting), sight-singing, a detailed conversation about my pieces, vocal technique, general musical theatre and much more. A lot of preparation went into this but with the Mr Haggerty by my side it made the experience a hundred times easier. He reassured and assisted me throughout which made the process less stressful and more pleasurable. I owe everything to Mr Haggerty. He has worked with me to get me to the level I need to be at for auditions and I cannot thank him enough. I



Claire as Éponine in Wellington School's production of Les Misérables alongside fellow pupils Thomas Henderson & Isla Novak.

am proud to have him as a coach as he does so much for the school and for individual pupils. I am lucky to be one of them.'

When asked what her favourite genre of music is, Claire exclaims 'can't you tell?! Musical Theatre! When my friends get in my car I have to switch to pop (I need to at least pretend to be cool!) because I will definitely have been listening to musicals before they got in! When I am with musical theatre friends though we play all the best musicals on full blast and sing at the top of our voices, karaoke style!'

Wellington's school shows are lauded year after year. The professionalism of everyone involved, the costumes, the set and the performances are all remarkable for a school production. Last year, one Les Mis audience member commented that she might have been in London's West End so impressive was the performance. We do not seek glory though. Wellington continues to offer ambitious shows as an invaluable learning experience and as a springboard for theatrical careers. Singing and acting aside, roles backstage can unearth unexpected sound engineers, costume designers and choreographers.

Claire is a strong supporter of Wellington's productions saying 'I would recommend taking part in a school show to anyone. Our school production of 'Chess' was one of my first proper shows and that was the point I knew beyond doubt that I wanted to be on stage as a career. Performing helps build confidence in an environment you know well with people who are your friends. I have made friendships that I know will last forever thanks to my shows at Wellington. From rehearsals to taking your final bows on stage, you find a new energy and excitement - I love that. I also feel that it is a good way to conquer nerves. When I think back to how nervous I was before sitting my National 5 exams in fourth year, I can hardly believe that that was me!'

Performing has taught me techniques for calming my nerves and looking for the positives in any situation. Sitting my Highers and Advanced Highers was a much more positive experience as a result.'

'Wellington school shows are incredibly unique. I have never witnessed another school show with such a professional attitude. It is an amazing platform for anyone who wants to try performing after school as it gives you an idea of what a West End stage would be like - something I very much hope to experience in the future! My dream job would be to perform on the West End and Broadway. Earning money for performing? I cannot think of anything better! If I secure a place at one of the schools for which I have a reserve place, my chances are pretty good. They have phenomenal contacts for taking you onto the West End straight after graduating, so that's what I'm working towards!'



'I believe that Wellington has prepared me for the next step in life. In sixth year, while you may still be a pupil, you are treated like an adult (which I believe is a great stepping stone before going out into the big bad world), but you still have someone to give you a push when you need it. Pupils are treated as individuals which is one thing I particularly love about the school and something I have benefitted from.'

'I will take away many fond memories of Wellington but look forward to coming back as Assistant Director of the 2018 show, Chicago - I can't wait!'

Opposite: Claire, and to her right in the red dress, Katie Carmichael (joint 1st place winners in the 'Songs from Shows Duets' category in the Ayrshire Music Festival 2018) performing in Wellington School's production of West Side Story in 2017. Right: Claire performing at the WSPFA Carol Concert.



S1 Animation

In Senior 1, Wellington's Computing students learn how to produce professional animations. They are involved in the entire creative process - from writing a script and performing it, to moulding characters and scenery from clay. Then, using Zu3D software, they make their stories come alive!

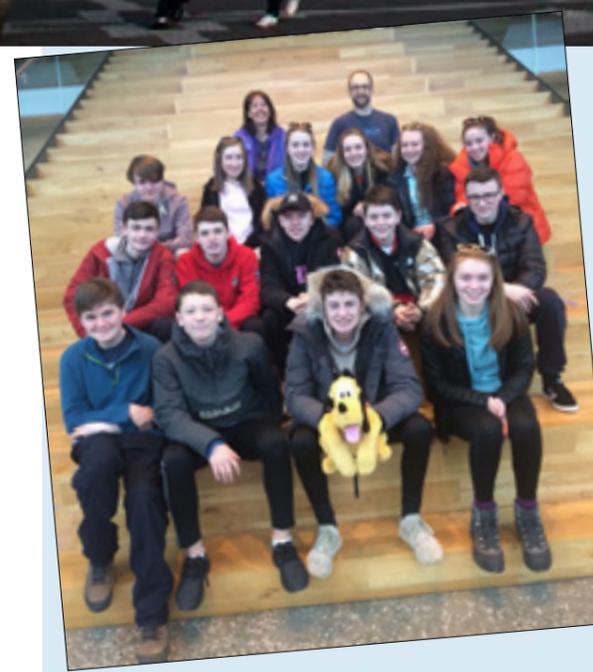
Mr O'Connell's pupils work in small teams to produce the best animation and once their masterpieces are complete, they are submitted to Mrs Morton, Head of Art & Design, who judges the best one. This year, Gabriella and Ava's vlogging inspired piece took 1st place (the girls are pictured here below).

Mrs Morton said 'I was so impressed by their great story, punchy effects and the way they engaged the audience. Ava and Gabriella displayed a good use of humour and the sound works harmoniously with the visuals.' Rebecca, Brinda and Nathalie took second place meanwhile Charlie, Ruaridh and Jack were placed third.



Nemendur Læra Landafræði Heimsótt Ísland

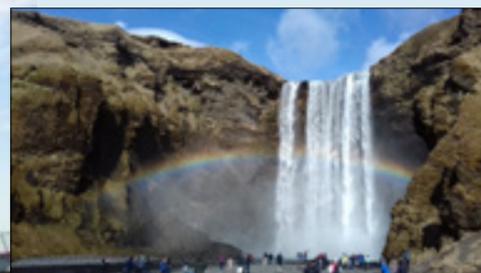
Wellington Geography Students
Visit Iceland *by Richard Ledingham,*
Head of Geography



The biennial Geography trip to Iceland took place at the end of March – it has continued to be an extremely popular excursion and is always a tremendous success, partly due to how much the department manages to pack in to the three days!

The trip started as we flew from Glasgow to Reykjavik. From here it was a short bus ride to the hotel, but there was no time to rest – having dumped our bags we headed to the open air geothermal swimming pool at Laugardalslaug and enjoyed illuminated flumes and (very) hot tubs under a clear and starry sky. After a delicious dinner there was time for a short walk into town to try some local delicacies – Icelandic ice cream and an assortment of drinks – before returning for some much-needed sleep.

Waking early on day two we stocked up on a hearty breakfast before undertaking our first full day of exploring. First stop was the black volcanic beach of Reynishverfi near the town of Vik, where we witnessed the awesome power of the waves on this exposed stretch of land. Next, getting up close to the Solheimajokull glacier tongue. It was amazing to see how ‘dirty’ a glacier can be as it deposits the rocks and ground-up powder that it has eroded on its journey from one of Iceland’s main ice sheets.



Our penultimate natural feature of the day was the Skogafoss waterfall, which at more than 200m high creates a double rainbow as sunlight filters through the never-ending mist. Waterproofs were a must for up close investigation and these were kept on for our final outdoor adventure as we walked in and behind the Seljalandsfoss waterfall, witnessing the awesome erosive power of the cascading water. Back on the bus we headed past our National 5 case study (Eyjafjallajökull) to the newly opened Lava Centre for an interactive tour of Iceland’s tectonic past, present and possible future. Our final stop of the day was Reykjavik city centre where highlights included a visit to the Hallgrímskirkja (church), Harpa Concert Hall and Hofdi House (a pivotal location during the cessation of the Cold War). After another scrumptious dinner it was time to participate in Mrs Ness’ general knowledge quiz – including the now infamous ‘mystery object’ round!

Day three began with a bus ride to Hellisheidi Power Station, where we could see exactly how modern technology is used to harness the raw power of the planet for an emission free existence. From here we journeyed to the two tier staircase waterfalls at Gullfoss before going on to the world-famous settlement of Geysir to witness the frequent erupting plumes of superheated water as they blasted 70m skywards from the vents and fissures below our feet. Our final stop of the day was the Þingvellir National Park (a rift valley) where we could literally enter the void between the North American and Eurasian tectonic plates as they drift apart. After an aerial view of Reykjavik from the Perlan Museum our last evening was already upon us, and yet one amazing adventure still lay ahead – a luxurious soak in the renowned Blue Lagoon Geothermal Spa. Located in a lava field on the Reykjanes Peninsula, in south western Iceland, this unique setting has turned the power station effluent into a fortifying and rejuvenating pool adorned by poolside drinks bars, silica rich mineral scrubs and high-tech locker rooms. None of us thought that our trip could get any better – until we were fortunate enough to catch a glimpse of the stunning Northern lights as they danced their way across the sky.

Everyone returned looking refreshed, revived and enthusiastic about their geography studies – and the rest of the Easter holidays still to come. Here’s looking forwards to the next adventure in 2020!

Bebras Computational Thinking Challenge

Who & When?

Every year, Wellington pupils take part in the Bebras Computational Thinking Challenge. This year, pupils in P7, S1 and S2 and Computing Science students from S3 and S4 took part.

What?

Bebras is an international challenge which is organised in over 40 countries and is designed to get students excited about computing.

Why?

The challenge introduces students to computational thinking using a set of problem-solving skills and techniques that software engineers use to write programs and applications. Examples of these techniques include the ability to break down complex tasks into simpler components, algorithm design, pattern recognition, pattern generalisation and abstraction. The tasks, which are delivered online, are fun, engaging and based on

problems that Computer Scientists often tackle.

The tasks can be solved without prior knowledge but instead require logical thinking. The aim is to solve as many problems as possible in the allotted timeframe. **Fancy having a go yourself? Find an example problem here below, but be warned! It is not as easy as it looks!**

Awards

Every Wellington participant received a Certificate of Participation with the top 25% in school achieving a Certificate of Distinction and the top 50% a Certificate of Merit.

P7 pupils completed the Junior Challenge with a Best in School certificate going to **Sarah Mason**. S1&2, pupils tackled the Intermediate Challenge with a Best in School certificate being awarded to **Cameron Holland**. S3&4 pupils participated in the Senior Challenge where **Dillon Leahy** took the Best in School.

Tunnels of the Homestead Dam

"Homestead Dam" has tunnels that connect four rooms: A, B, C, and F. A, B, and C are living rooms. F is where food is stored. (see image)

10 beavers are staying in room A, they are becoming hungry and they want to go to room F to eat. Since all the beavers are very hungry, they all want to arrive in the food storage as soon as possible.

It takes 1 minute to get through a tunnel and only one beaver may do this at the same time (not several beavers following each other).

The connections between the rooms consist of a certain number of tunnels:

- Between A and B: 4 tunnels.
- Between A and C: 1 tunnel.
- Between B and C: 2 tunnels.
- Between B and F: 1 tunnel.
- Between C and F: 3 tunnels.

All the rooms can fit as many of the beavers as want to be there.

Question:

In the best case, after how many minutes can all the beavers be in the food storage?
(Enter your answer as an integer.)

From Scotland to Slovenia

During the Easter holidays, six Wellington pupils travelled to Slovenia to attend the first Eurostromia mobility where they took part in workshops, cultural events and visits. In this feature, our S5 Erasmus participants write about their experiences - we hope you enjoy it!

Day 1 - Wednesday

After spending the night getting to know our host families, we arrived at the school bright and early at 7.45am. There were a few tired faces considering that, in our time zone, it was 6.45! We were greeted by the Slovenian teachers in charge of the project and got chatting to a few of the pupils involved too. We then split into our groups for the enterprise activity, the 5 other students in my group - including my host - became my best friends and we are all still in contact.

After lunch, we got the bus into Ljubljana centre for a tour. It was a lovely sunny day which allowed us to see the sites in all their beauty. Our group had barely finished walking before Mr McPhee suggested we take the steep hike up to the castle. Thanks, Mr McPhee! Although I must admit the views over the entire city were worth the sore feet.

We then met our hosts in Prešeren Square where they then took us off to go home. I went with my host and a number of her friends and their exchange students for pizza which allowed us to get to know everyone better. My host then took me to the Museum of Illusions which was an incredible way to end a long but interesting day. **Amy Phillips**



Day 2 - Thursday

Thursday, 12 April 2018 was the International Day of Human Space Flight and our second day of Eurostronomia activities in Slovenia.

Once everyone had gathered in the Matija Tomc Hall we were given two presentations: one by Mr McPhee focusing on the Day of Human Space Flight and another presented to us by a Slovenian pupils about their country and space.

Our morning activities consisted of 3D and role-playing astronomy and a debate about whether or not we should colonise Mars. In the afternoon, we participated in a workshop in which we programmed Lego robots. The 3D and role-playing astronomy activity was led by one of the pupils from St Stanislav's Institution, Nina, who taught us about the rotation of the Earth, the Moon and the Sun and how time was based around the position of the Earth during its rotation and orbit around the sun. Nina then talked to us about the cycle of the Moon. This was taught through visual guides which consisted of a globe (Earth), a lamp (the Sun) and a ball of tinfoil (the Moon) which made it easier to understand the position of the Earth, Moon and Sun and which way the rotations occur around one another.

We then moved to the primary section of St Stanislav's in order to reach the classroom where our debate would take place. Our group split into two and each side chose their position. My group was against the colonisation of Mars and after watching a few videos on the subject, which presented both points of view, the debate began. During the hour-long debate, issues such as overpopulation and funding were tackled and I think it is safe to say my team won!

After lunch, we began our Lego robot workshop. Working in pairs, each duo had a robot which we coded in order to complete "space missions" which were displayed on a flat game board. The workshop was supervised by another two Slovenian pupils. Each nationality enjoyed being able to code their own robot, especially since you could record audio files to be played out by it.

After the workshop, we had some time to work on our enterprise activity before my host and I went bowling with other hosts and their Erasmus partners. **Hélène Plautin-McShane**



Day 3 - Friday

We began Friday with another early start and made it to school for 7.44. When we met in the hall, we were treated to a short musical play put on by the Primary School. It had been written for the Nursery but, because it was related to space, they performed it for us. It was in English and was about the moon getting ready in the morning with help from the stars. Everyone enjoyed how catchy the song was.

After this we were sent on to our final day of workshops, all doing the ones we hadn't yet done. For me, it was a lecture day. We began with Dr Wolfgang Unkelbach from Mallinekrodt-Gymnasium, our partner school in Germany. He gave us a presentation on the moon. We learnt a range of interesting facts, for example, the moon is 400 times smaller than the sun! The Macedonian physics teacher also took us through some online simulations about the moon and stars.

After lunch we had everyone's favourite workshop - Mr McPhee's. He gave us a short lesson about forces, using live examples,

before letting us make our own water bottle rockets and launching them outside! Speaking to the other students, the consensus was that "Professor Andy" was the teacher they would miss most. To end the day, we had an hour to finalise our group enterprise projects because there would be no time the next day.

Later that night, we met back at the school and took a bus to the top of a hill so we could stargaze. We were split into two groups and first, the Slovenian physics teacher used a laser pointer and told us about everything we could see. We ended the night by looking through a big telescope. You could see globular clusters and some people even saw planets. This was amazing and everyone was very impressed. Then we got the bus home for some much-needed rest. **Emily Henry**

Day 4 Saturday

On the second last day of our trip, we had a

long lie in the morning and then set off for the coast. After a two hour bus journey we arrived in Piran. The seaside town was gloriously sunny and before setting off to the museums we split into two groups. The first museum I went to was the Mediadom Pyrhani. There we learned about the history of Piran through interactive exhibits and a 3D film. It was fascinating to watch how the town has grown culturally and physically over time.

The next museum was the Sergej Masera Maritime Museum. This museum was originally the Mayor of Piran's home but it now exhibits a variety of artefacts such as ship models and maps from many years ago. On the ground floor, there is a room in which the floor and walls are made entirely of glass. Behind this glass is a display of items recovered from shipwrecks, many of which are hundreds of years old. The museum gave us a wonderful insight into the history of the Slovene and Slav navies.

Finally we had some free time to explore the beautiful town ourselves. Most of us bought ice cream and wandered along the stunning beach from which you could see across the ocean to Venice. I definitely did not want to leave at the end of the day.

As I went on the previous Erasmus mobility to Slovenia in 2016, I was so happy to return to Piran as it was the highlight of my trip. It was just as enjoyable as it was two years ago and it was fantastic to learn so much more about the history and culture of the town. I can honestly say that I know I will find myself back in Piran in the near future as it is such a remarkable and unique little town. **Ruby Magee**





International Day of Human Spaceflight



On 12 April 1961, Soviet Cosmonaut Yuri Gagarin carried out the first ever manned spaceflight. Fast forward 57 years and students and teachers from Wellington School celebrated this landmark day – which has come to be known as the International Day of Human Spaceflight – in Ljubljana, Slovenia. Teachers and pupils from our seven partner schools also participated in this event (as part of the initial EU Erasmus funded Eurostronomia mobility) held at St. Stanislav's Institution, which you have just read about in the preceding pages. The event was opened by Mr McPhee, Head of Science at Wellington School, who described the experience of meeting an astronaut by two Wellington pupils, Meera and Mahesh Mohankrishnan.



Day 5 - Sunday

On our final day of the Slovenia trip we presented all the work we had completed in our groups throughout the week. For me, this included an Astronomy-themed game we made and our space mission plans. It was great to band together and show that we had made something as friends, despite having only met a week previously.

After the presentations, we had a closing ceremony, followed by a buffet meal of food made by our hosts. The buffet was delicious and helped solidify the connection between all the countries involved with this exchange. During the meal and farewell party, we bade goodbye to a lot of the people we met and exchanged contacts with even more new people. It was great to have the time to chat with many of the people involved in this mobility who we may have not had the time to get to know previously, and also to be able to say proper goodbyes to the faces that we had really got to know as friends. **Catherine Chambers**

The Eurostronomia project is funded by the European Commission and we have a lot to look forward to over the coming years! From the 16th to the 22nd of September 2018, Wellington School will host 34 young people from our partner schools and there will be an exciting range of activities on offer that week. Then, in Session 2019-20, our pupils will have the opportunity to travel to Portugal and Germany.



Meera, Mahesh and their mother, Manju, visited Belfast, Northern Ireland, to hear Commander Chris Hadfield speak about life on the International Space Station. As astronomy fans, they asked him: 'Did you watch the Space X Falcon Heavy launch and do you think that there is a role for privately funded missions to complement state funded missions in the future?' Commander Hadfield replied saying that he had watched it and that private companies would have to work hand in hand with government space programmes to facilitate space travel to other planets.

Mrs Mohankrishnan summed up the encounter by saying that 'we met up with Commander Hadfield afterwards and I have to admit, we were all a bit starstruck (literally) and lost for words at being in the presence of someone who had lived in outer space. It was a great experience. I am hoping that some of his enthusiasm for learning and being prepared for any eventuality has rubbed off on my offspring!'

The photo shows Meera and Mahesh with Chris Hadfield and Pluto, our now famous Eurostronomia mascot.

Culture & Heritage in a Digital World Youth Conference

By Hamish Ablett, Senior 6

On Friday the 15 June I flew to Berlin to take part in the UK German Connection 'Culture & Heritage in a Digital World' Youth Conference, an event involving 30 young people from the UK and 30 from Germany lasting the full weekend. The group of British people arrived at the youth hostel late Friday evening and met the German participants. As the event was funded by the German Government, all the travel expenses and accommodation were paid for. On Friday evening we shared our own examples of local culture in smaller groups – I talked about Robert Burns and the powerful influence of his poems.

On the Saturday we spent the morning doing different tours. One of the tours involved going to see the Berlin Wall and using virtual reality to take us back to the time of the separation of Germany which helped immerse us in the experience. Another tour allowed us to see all the vibrant and vivid street art that makes Berlin so lively and unique. On the third tour we learned about the persecution of the Jewish population in the time of the Nazis. Here, we managed to see Platform 17 at the Grunewald Station where over 50,000 Jewish people were deported during the 1930s and 1940s. As a memorial to this horrific event, both sides of the platform are split into multiple large iron slabs, each of which describes a date and the number of Jewish people taken away to a concentration camp on that day. We also saw the "stumbling stones", cobblestone-sized brass squares dotted about Germany with the name of a person who was persecuted under the Nazis and the date they were forcibly removed from their homes. Although this was a sobering experience, it was extremely interesting and thought-provoking.

After these tours we went to see Tempelhof, the former airport that was so essential to West Berlin during the Cold War. In 2014, the citizens of Berlin voted overwhelmingly to keep Tempelhof Airport as it is rather than let it be taken over by private property companies, something that could only happen in Berlin. It now plays host to countless festivals and events. We also had the chance to see all the famous sights in the centre of Berlin including the Brandenburg Gate, the Reichstag building and the Holocaust Memorial.



The tour concluded at the simple yet powerfully moving memorial of Platform 17 in Grunewald.



Saturday morning: 20 participants set off on a guided tour of Berlin's street art.

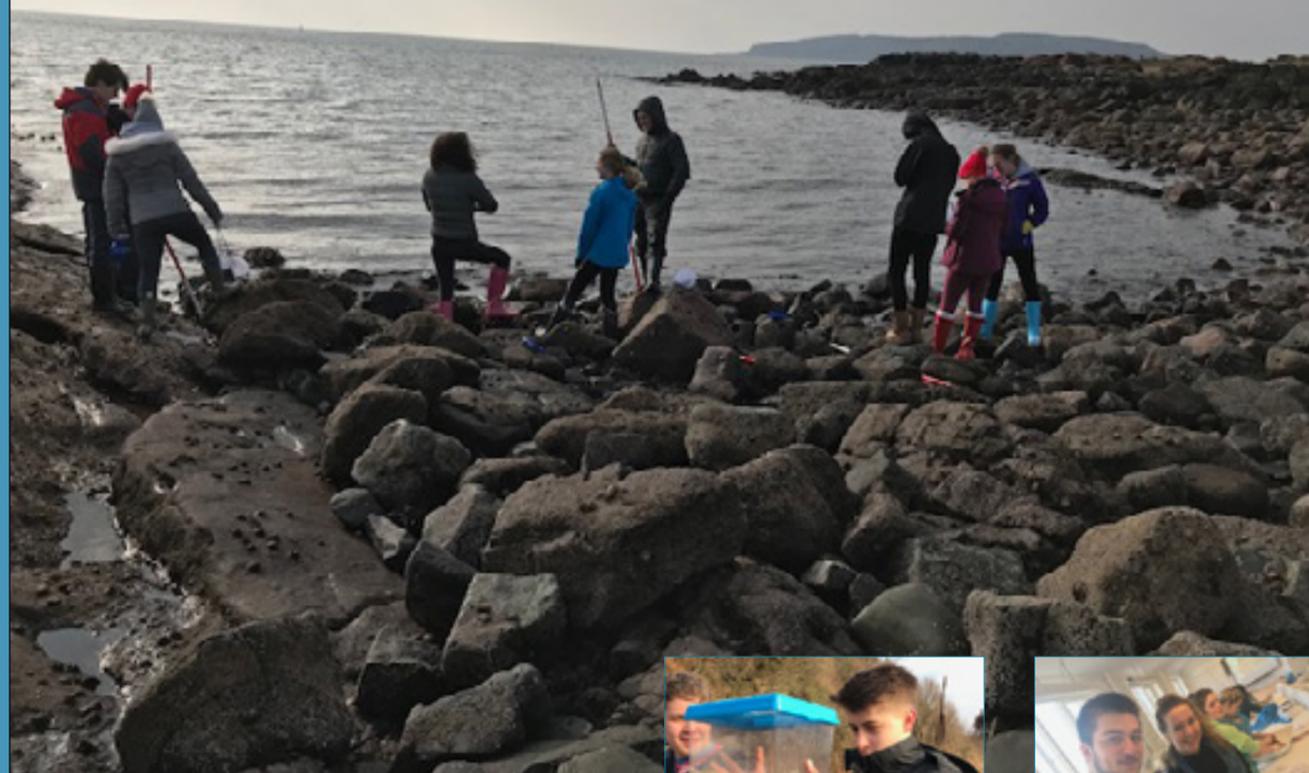


What do you hope to learn, do and take away from this weekend? Right: a group photo outside the Reichstag.

On the Sunday we made a video involving our discussions about cultural heritage, which was shown at the European Cultural Heritage Summit the following week, one of the key events for the European Year of Cultural Heritage. Overall, the weekend was a fantastic chance to see the vibrant city of Berlin as well as meet new people both from the UK and Germany.

Photos and descriptions are reproduced here courtesy of UK-German Connection. An interesting report and further images from the conference are available [here](#).

Advanced Higher Biology Field Trip to Cumbrae



Advanced Higher Biology students learned vital field techniques such as mammal trapping, moth trapping, a line transect of a rocky shore as well as a fish dissection to determine parasitic infection.



SAGT WorldWise Quiz

In April, six pupils from Wellington School took part in the regional qualifications for the SAGT WorldWise Quiz. The Scottish Association of Geography Teachers (SAGT) WorldWise Quiz is open to all 400 of Scotland's secondary schools. Each team must consist of three pupils - one from S2, one from S3 and another from S4.

The Regional Heats

The regional heats saw eight teams from Ayrshire and Arran compete against one another across a broad range of topics including OS map skills, the tundra, geographical news, international airline liveries and the geography of the Mediterranean. Wellington's 'A' team (Lucy Haye S2, Ziyad Elageili S3 and Ellie Haye S4) came 2nd whilst the 'B' team (Scott Mitchell S2, Kimberly Greenhill S3 and Bea-Bea MacKinnon-Belcher S4) came a close 3rd.

As such both teams immediately advanced to the regional finals where topics including the geography of Germany, plate tectonics and spelling were covered prior to the 'A' team being announced 1st equal and the 'B' team 2nd overall. This fantastic result meant that the 'A' team was asked to represent the school, and the southwest region of Scotland, at the National Finals to be held on 21st June at Larbert High School.

The National Finals

In June, we journeyed north for the National Finals where thirteen schools would now compete for the title of Scottish Champions 2018. The national heat topics included an observation round based on the topical issue of plastic pollution, geographical anagrams, the geography of health and physical landform identification. Yet again Lucy, Ziyad and Ellie were successful in seeing off nine other teams and advancing to the formidable final round!

Unfortunately, the topics of world currencies, Scottish Isles and the geography of New Zealand proved a step too far and we were narrowly beaten by teams including three-time champions Stewart's Melville College and this year's winners Mackie Academy.

Finishing in 4th place however ensures that we are in the top 1% of Scottish schools...not bad for our first attempt and preparations for next year have already begun!



Sophie Craig takes Burns to Budapest

Senior 5 pupil, Sophie Craig, travelled to Budapest on the 26th of January 2018 to perform for an international charity, where guests revelled in the works of our National Bard, Rabbie Burns.

Sophie was absolutely delighted to receive an invitation from the Robert Burns International Foundation Charity to attend their prestigious event, held in the 5 star Corinthia Hotel in Budapest. She provided the main entertainment for the evening, exhibiting a mixture of humour, recitation and songs of Robert Burns to 350 dignitaries and guests, which included the British Ambassador to Hungary.



Sophie opened the event, performing first on the grand marble staircase - while the pipe band gave her a guard of honour - then throughout the evening in the stunning grand ballroom. So impressive was her poise and singing that Sophie was even interviewed for Hungarian TV!

The charity, whose Honorary President is Sir Alex Ferguson and whose joint Patrons are the British Ambassador in Hungary and the Hungarian Ambassador in London, raises significant sums of money to help sick and disadvantaged children in Hungary and Central Europe.

Sophie was therefore thrilled to be a part of the evening and to contribute in her own way. After the event, she said 'I was so pleased to be able to help such a fantastic organisation as the Robert Burns International Foundation and to share the songs and verse of Burns with many international guests. The work that they do to help and support children in Hungary and beyond is truly inspiring.'

Sophie has recited and sung at numerous events over the last few years. She is very proud to be a Friend of the Prince and Princess of Wales Hospice and has also been delighted to help other charities close to her heart including the Ayrshire Hospice and the Glasgow Children's Hospital Charity.

January is always a busy time for the aspiring singer and 2018 was no exception. Sophie had the very special privilege of performing at an intimate and exclusive Burns Supper in Burns Cottage on the evening of the 25th January. The event sought to raise funds to help with the restoration of the Burns Monument at Alloway. The number of guests at this unique Supper is limited to 24 and the names of those who attended, along with the names of the nine gentlemen who attended the very first supper in 1801, will be retained at the museum to become part of the history of Burns Cottage. This momentous event was one Sophie thoroughly enjoyed and its significance was clearly not lost her: 'to be asked to perform at Burns Cottage on the anniversary of Burns' birth is a tremendous honour and one that I will always remember.'

Autism & What It Is

By Ross Duffy, Senior 3

We are delighted that Ross contributed this thoughtful and informative piece.

Autism is defined as a lifelong neurological condition that affects a person's ability to deal with social events, stress, physical contact and noisy environments. Roughly 1 in 100 people have autism and they can come from any country, background, religion or place; however the ratio of boys to girls is approximately 5:1, which some say is due to the fact that girls are less likely to be diagnosed because they 'mask' it better in their early years.

Most people with autism will struggle with at least one area of sociability. The main three are Social Communication, Social Interaction and Social Imagination. Social Communication problems affect a person's ability to work in groups, understand instructions and understand 'implied' meanings such as sarcasm, expressions and metaphors. Social interaction issues include struggling to cope with playground games and activities, shared spaces or equipment and resources and times such as lunch which are not structured unlike lessons which are very structured. Problems with Social Imagination usually involve rules; some struggle to understand the concept of 'unwritten rules', others struggle to cope with rules that have been broken. Other issues with Social Imagination include organisation problems and struggling to accept or see someone else's perspective with a subject. Not all Autistic people have all of these, but it is these, but it is common for an Autistic person to have a few, if not most.

Autistic people usually enjoy routines. The reason for this is because most autistic people can find the world unpredictable and having a routine provides them with a coping strategy for this. Changes in routine, however, can be hard for them to cope with. School is a common example of a place with routine, i.e. the timetable.

Some Autistic people can struggle to know what is expected of them in a social scenario such as school. This mainly involves them not knowing that it is expected for them to work on a task that does not interest them. Not making good eye contact is another example.

Most Autistic people struggle to cope with stress and anxiety. An example is not leaving something such as a game for a while if it is causing them stress or agitating them. This can result in them having outbursts because of frustration, or they can have extreme reactions to certain scenarios. The teenage years can be a very

difficult time due to the stress that comes with the changes and work (i.e. exams).

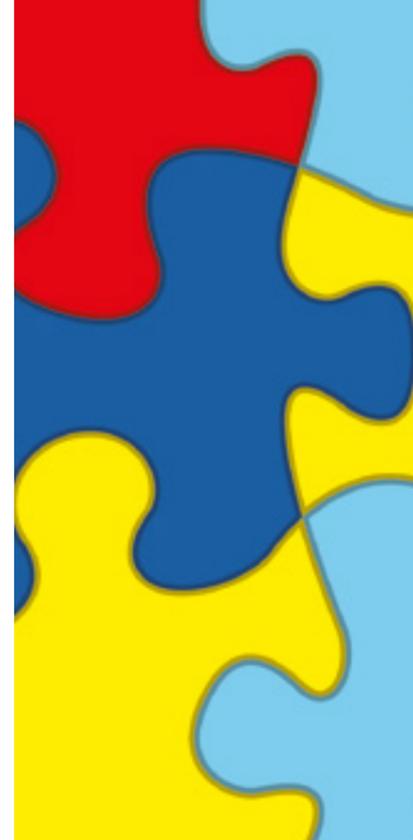
Girls are less likely to have autism than boys. Ratios are anywhere from 5 Boys: 1 Girl to 7 Boys: 1 Girl. Reasons for this may include girls 'masking' the signs of autism or due to difference in genetics giving girls more 'resistance'. Girls with autism still do display common signs including enjoying routines, not liking physical contact and not making good eye contact when talking.

Different support groups such as the National Autistic Society and Scottish Autism exist with different equipment to help autistic people. The National Autistic Society has an autism hour during the week of October 2nd where shops and businesses turn down lighting and sound to make their business autism friendly. April the 2nd is unanimously recognized by the United Nations as World Autism Awareness Day. More information about autism can be found in Mrs Lees' Room and on the National Autistic Society's website.

I hope this has helped you understand autistic people both in general and in the school community, as well as how autism affects them.



This brightly coloured panel is the multicoloured Autism Awareness ribbon. Ross, here pictured, loves his ribbon and wears it with pride every day.

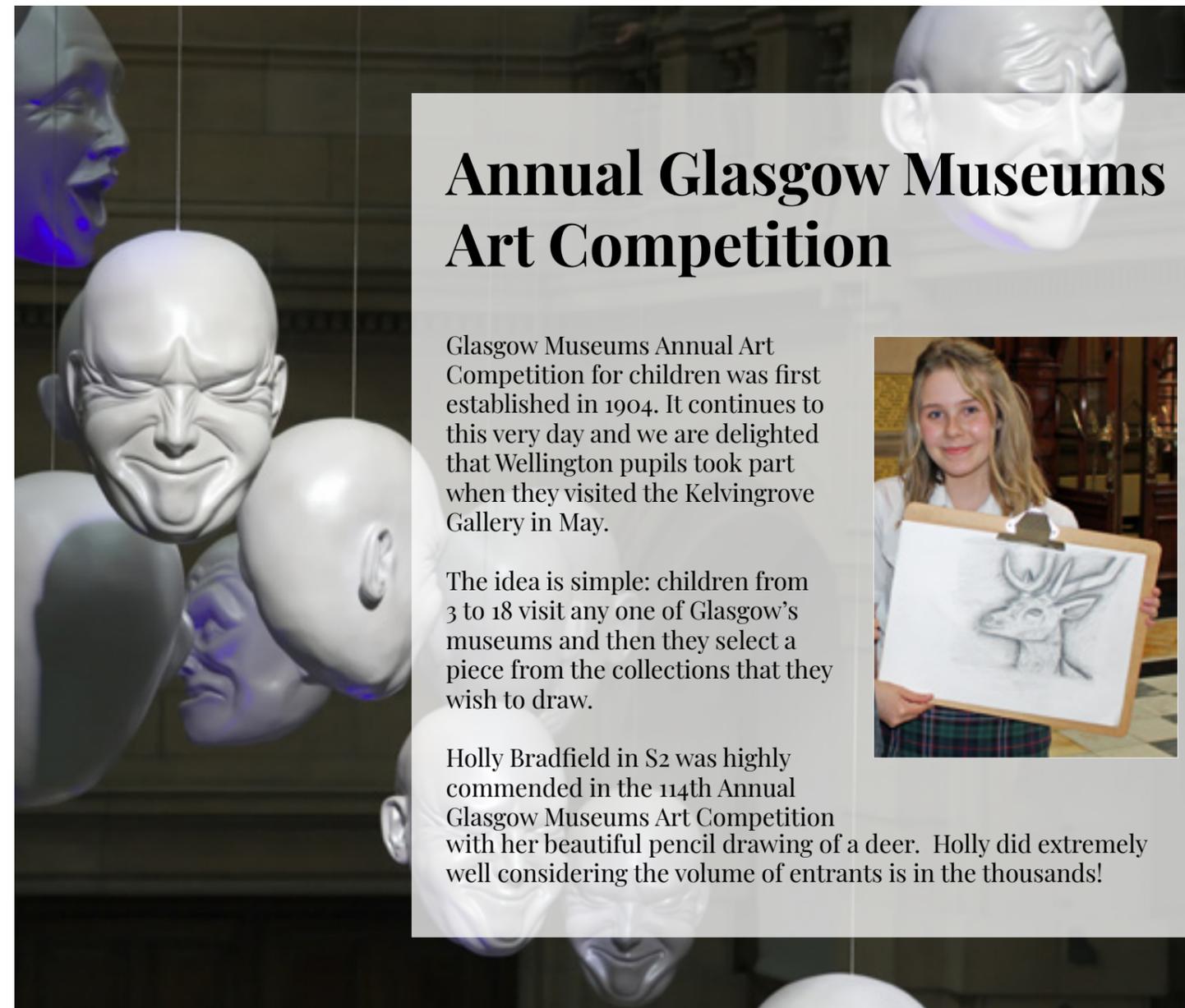


Annual Glasgow Museums Art Competition

Glasgow Museums Annual Art Competition for children was first established in 1904. It continues to this very day and we are delighted that Wellington pupils took part when they visited the Kelvingrove Gallery in May.

The idea is simple: children from 3 to 18 visit any one of Glasgow's museums and then they select a piece from the collections that they wish to draw.

Holly Bradfield in S2 was highly commended in the 114th Annual Glasgow Museums Art Competition with her beautiful pencil drawing of a deer. Holly did extremely well considering the volume of entrants is in the thousands!



Les Vacances De L'Enfer

Holidays From Hell

Senior 2 (Academic Year 2017/18) studied the topic of holidays in June. Rather than write an account of a holiday they have enjoyed, they imagined a holiday where everything went wrong. If your French isn't quite what it used to be, a translation is provided underneath each story.

L'année dernière, ma famille et moi, nous avons passé une semaine désastreuse à Madagascar. Nous sommes allés en avion, mais le vol a été retardé. Nous sommes arrivés à Madagascar deux jours plus tard. Nous sommes arrivés à l'hôtel vers minuit.

J'étais trop fatiguée pour aller au restaurant, j'ai dit à ma mère et mon père. « Je vais aller dans ma chambre, je suis vraiment fatiguée. » Puis je suis allée à la chambre devant la piscine, mais soudain, je suis tombée dans l'eau ! J'étais furieuse. J'ai couru à la chambre et j'ai essayé d'ouvrir la porte. Mais puis j'ai réalisé que je n'avais pas la clé.

Le lendemain, nous sommes allés en safari. Les éléphants étaient mes animaux préférés parce qu'ils sont restés loin de la voiture. Mais les singes sont montés dans la voiture et ont attaqué ma mère. Nous avons voulu aller à l'hôpital. Et quel hôpital ! Il faisait vraiment froid, et c'était très humide et sale. Ma mère et mon père étaient furieux.

Le lendemain nous sommes rentrés en Ecosse. Les vacances, c'était vraiment affreux. Je déteste le Madagascar ! Ce n'était pas comme dans le film.

Heather Houghton, Annie Udal-Stewart & Holly Bradfield

Translation

Last year, my family and I spent a disastrous week in Madagascar. We travelled by plane but the flight was delayed so we arrived in Madagascar two hours later than scheduled. We got to the hotel at around midnight. I was far too tired to go to the restaurant so I told my parents 'I am going to my room because I am shattered'. I made for my room, which faced the pool, but then I suddenly fell into the water! I was furious. I ran to my room and struggled to open the door but then I realised I didn't have the key.

The next day, we went out on safari. The elephants were my favourite because they stayed at a distance from the car. However, the monkeys jumped in and attacked my mum! It was so bad we had to take her to hospital - and what a hospital! It was freezing cold, damp and dirty. Both my parents were livid.

The following day, we returned home to Scotland. The holiday really was horrendous. I hate Madagascar - it wasn't like the Madagascar you see in films!

Je suis allé en Russie avec mon copain Marc. Nous sommes allés regarder l'équipe de France à la Coupe du Monde. Nous étions très impatients.

Nous sommes arrivés en Russie en avion et après le voyage nous sommes allés à l'hôtel. Le voyage a été très long et ennuyeux et j'ai renversé mon café sur mon pantalon. A l'hôtel, il faisait très froid et la télé ne marchait pas. J'ai oublié ma veste. Ensuite, nous devons dormir malgré le matelas dur.

Le matin, nous avons mangé un petit déjeuner et puis nous sommes allés au stade Kazan pour le premier match. La France contre l'Australie. J'ai été très excité. Nous sommes arrivés au stade mais nous avons dû faire la queue pendant trente minutes parce qu'il y avait un problème avec le billet. Finalement, nous sommes entrés dans le stade et l'atmosphère était stupéfiante. C'était très bien jusqu'à que l'Australie ait marqué un but. A un moment, la France a gagné un pénalty. Griezmann a shooté... il a raté. Quel désastre ! L'Australie a gagné 3-0 et Tim Cahill a marqué trois buts. Nous devons retourner à l'hôtel, gelés et fatigués. Ensuite, nous devons nous lever à quatre heures du matin pour notre avion. Quel désastre !

Gavin Basra & Euan Porter

Translation

I went to Russia with my friend, Marc. We went to see the French national team play in the World Cup. We were dying to see them.

We travelled to Russia by plane and on arrival we went straight to the hotel. The journey had been very long and boring, not to mention the fact that I tipped coffee all over my trousers. The hotel was freezing cold and the TV in our room was broken. To top it all off, I had forgotten my jacket... We settled down to sleep on a rock hard mattress.

In the morning, we had breakfast and went to the Kazan Arena to see the first match - France against Australia. I was so excited! When we arrived, we queued for 30 minutes because there was a problem with our tickets. Finally, we got inside and the atmosphere was thrilling. Everything was going well until Australia scored a goal but then France were awarded a penalty. Griezmann kicked...and missed. What a disaster! Australia won 3-0 and Tim Cahill scored all three goals. We went back to the hotel feeling cold and tired knowing that we had to get up at 4am for our flight - what a nightmare!



Wellington's Fundraising Legacy

The 6th Year Charity for Academic Year 2016/17 was the Glasgow Children's Hospital Charity. The school raised over £25,000, a remarkable sum which has greatly benefited the exceptional work the hospital does.

In March, Wellington pupils from P6 to S6 jumped at the chance to see the new rehabilitation kitchen which has been installed at the Royal Hospital for Children in Glasgow. Thanks to the collective efforts of Wellington pupils, friends and family this new state-of-the-art kitchen will assist staff from Occupational Health, Dietetics and Psychology working with children and young people during their stay in hospital. The pupils were given a warm welcome followed by a tour of the hospital from

Lara McDonald, Community Campaigns Fundraiser at GCHC.

There was even talk of a plaque being installed in the kitchen in recognition of Wellington's contribution - watch this space!

Mr Byers, Head of Senior Years, accompanied pupils on the visit and was delighted by what he saw: "It was really inspiring to see such a tangible result of the pupils' fundraising activities and I am delighted that Lara was kind enough to invite us for a tour of this fabulous new kitchen. I wish them many years of use and it is really pleasing that our donation will have a lasting legacy at the hospital".



Left: Pupils view the 'Tree of Remembrance'.

Parents who have lost a child can dedicate 'a leaf' to their child's memory. Viewing this memorial was an emotional experience for everyone.



Left: Mr Byers and pupils in the custom built kitchen that was made possible thanks to the funds raised by the Wellington community. Another emotional realisation for many of the children: every penny we raise goes directly to people who need it most.

Eurostronomia Junior School Writing Competition

The Erasmus Club were delighted to have Pluto, the project mascot, in class for a day or two this term. Pluto was in the Junior School launching an exciting writing competition based on his recent adventures in Slovenia. He was captured by a dragon in Ljubljana but, as you can see, he has returned safe and well.

Pluto challenged primary pupils to write the story of his ordeal and how he was rescued by the six Wellington heroines who accompanied him on his travels. Pluto loved reading the stories and was particularly terrified by the dragon 'Knife Tooth, who gained this name because his teeth were as sharp as knives, his claws were as deadly as chainsaws, his feet were huge and could trample a whole forest. In addition to this his wingspan was the length of three football fields!' Many thanks to Mahesh Mohankrishnan for this most vivid description.

Participation certificates were presented to every pupil who submitted an entry, however, the winners were as follows:

Primary 4 to 6
First: **Imogen Andrew**
Runner-up: **Isla Hall**

Primary 1 to 3
First: **Saraswati Unnam**
Runner-up: **Eva Taylor**

Commended:
Holly Carter & Caleb Ghosh

The first place and runners-up entries are available to read on the following pages, however, an ebook containing all of the submissions will be made available on the school website soon! Parents will be notified via the website and the school's Facebook page.



The Wellington Warriors Save Pluto From The Dragon

by Imogen Andrew, Primary 4

On a sunny day in April, the Wellington Warriors visited the stunning city of Ljubljana to meet up with pupils from seven other schools to take part in Eurostronomia activities.

They had taken their trusty mascot Pluto with them and he was receiving a lot of attention from tourists who had never seen anything quite like him. The city was an exciting place and had dragons everywhere and people were even wearing dragon t-shirts! The Wellington Warriors were very excited about their visit because they wanted to meet the other pupils and enjoyed searching the city for everything with a dragon on it.

Everyone who visits the city gets their photo taken with a dragon and the dragons proudly protect their city. Lots of people were very interested in Pluto and started to ask if they could have their photo taken with him. The dragons saw this and started to get angry that he was getting so much attention. When the Wellington Warriors went to meet the other schools, the dragons took their opportunity and captured Pluto when no one was looking.

After the fun Eurostronomia meeting, the

Wellington Warriors realised Pluto had been captured and went to speak to the head dragon to see if they could get him back. But the dragons were angry and refused to return him so the Warriors made a plan! They remembered the skills they had learned at school and went back to speak to the dragons.

The Warriors told the dragons that Pluto was a Scottish dragon (not a dog) who had travelled to the city to meet his famous dragon cousins who were known to represent strength, courage and might. They said that Pluto was not as strong as as grand as they were and had no wings or scales and he was keen to see them so that he could return home and tell the other Scottish dragons how amazing the dragons of Ljubljana are.

The dragons were pleased to hear this story and once the Warriors had also told them that the other schools from the Eurostronomia group would also be able to go back to their homeland and spread the word about the mighty dragons, they happily released Pluto back to the Warriors.

It had been a very memorable trip for Pluto and the Wellington Warriors. They were able to convince the dragons that spreading the word was better than capturing a silly Scottish dragon (who was actually a dog) and it gave everyone plenty to talk about on the way home.

Pluto's Adventure

by Isla Hall, Primary 5

Pluto is a dog, he is the Erasmus mascot. Pluto travelled along with six girls to Ljubljana, the capital city of Slovenia where all the Erasmus schools were meeting up. But Pluto had a bit of an adventure. You see he was kidnapped by a dragon! Here is the story of what really happened.

It was a bright and sunny day in the city of Ljubljana. The six Wellington girls plus Pluto were admiring the beautiful sights that Slovenia had to give. After hours of walking and sight-seeing, they found themselves on the dragon bridge. Slovenia is famous for its dragons because of the well-known legend. On the bridge, the fiercest dragon caught Pluto's eye. He looked closer. Did it just blink? 'No', he told himself, it is just a statue. The girls were getting hot so they decided to go for a well-deserved ice-cream. Just then, Pluto felt himself slipping out of the girls' hands and crash! He found that he was all alone on the dragon bridge. Suddenly, the fierce dragon moved. It stood up, gave a huge roar then started walking about. People were screaming and running for their lives however poor Pluto was being kicked about and couldn't do anything about it! The beast was getting closer. Surely it was going to crush him into dead meat but instead it got hold of him in its long, prickly paws and started dragging him back to its plinth. Finally, it picked Pluto up in its mouth filled with sharp, rotten teeth. When they got back to the plinth, the dragon turned back into a statue with Pluto hanging out of its mouth.

Later the girls came back but when they saw the horrible scene, mint choc chip ice-cream splattered to the ground. They sprinted up to the plinth and jumped around trying to reach him but they couldn't. And to make matters worse the dragon came to life again racing up to attack its prey. Although the girls knew the legend, they knew about this dragon, so having agreed on a quick plan two of them distracted the monster and the other four ran in both directions to get Pluto back. One of them grabbed him and ran back around but they could not start celebrating yet because the dragon wasn't that stupid. It knew the prisoner was free so it charged at Pluto. The girls started throwing him to each other and it all turned into a game of piggy (well, dragon) in the middle! Eventually, the piggy got dizzy and it

tumbled to the ground, its brain still spinning. Hooray!

The girls let out a big cheer - they had done it, they had rescued Pluto and this was a trip that nobody would forget for a long, long time.

Dragon Capture

by Saraswati Unnam, Primary 3s

One day on Wednesday 14th April, the six Wellington heroines went to Ljubljana. When they got there they went to the dragon bridge. They let Pluto off the lead while they went for a walk around Ljubljana. Pluto was left alone. Then the dragon noticed Pluto and wanted to keep him as a pet because he was so cute. So when Pluto turned around, the dragon quietly sneaked up behind Pluto and captured him. The dragon grabbed Pluto with his three claws and took him to a sweetie factory outside a school playground where no one would see them because they were hidden in a corner. When the girls came back, they noticed Pluto wasn't there and looked at the dragon bridge and the dragon wasn't there either. Suddenly, a loud 'woof! woof!' barked. The girls heard it and followed the sound. They saw Pluto in the sweetie factory so they climbed over the fence and grabbed him while the dragon was asleep.



Then they ran back to get some sleep.

In the morning, they were all at a tower, including Pluto, but the dragon came and roared so loudly it made the Wellington heroines drop Pluto and he got captured again. This time the dragon went to a library to hide. At night, Pluto ran home and woke up the girls. The girls saw Pluto and safely brought him back to Ayr so Pluto never got captured again and they all lived happily ever after.

Pluto's Capture in Slovenia

by Eva Taylor, Primary 3s

One sunny day in April, Pluto was out a walk in Slovenia and when he went to the Dragon Bridge, he noticed that people wanted autographs from the dragon. It was beautiful watching it happen. Pluto thought the dragon was a bouncy statue, so Pluto started jumping up and down. The dragon was very angry so he captured Pluto and put him in a small cage. Pluto was hungry. He saw a small cake in the small cage next door, so he put his long paw in to get it and he really liked it. Suddenly another dog got put in the cage because he was doing the same thing. Pluto said 'hi' and the other dog said 'hi' back.

"The dragon is going to come and eat us soon, but I'm sure my friends will come and save us."

Back at the Erasmus and Eurostronomia meeting, the girls noticed that Pluto wasn't there, so they went to the Dragon Bridge and asked for Pluto. The dragon was sneaky and said he wasn't there, but they knew he was, so they walked away and, the next day, snuck in.

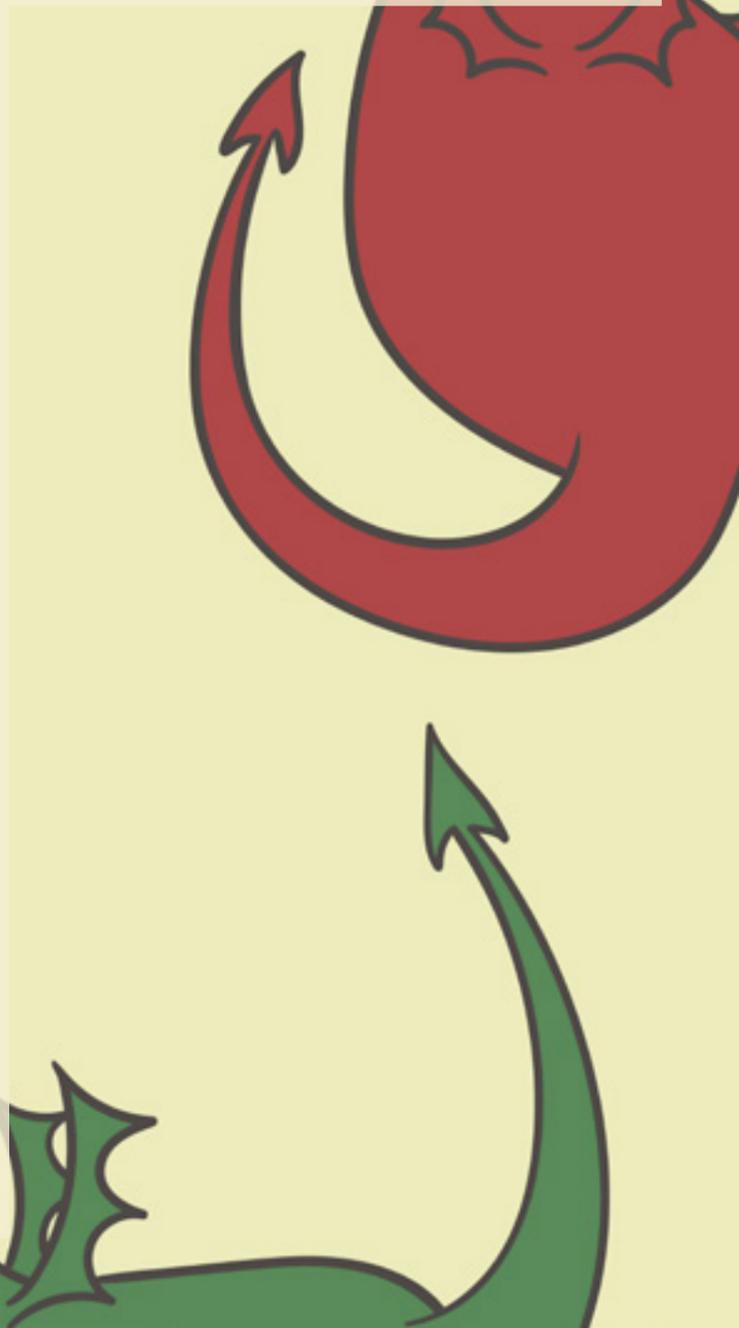
Pluto heard something and got scared, but it was his friends! "Shhh!" they whispered and rescued Pluto and his new friend. Pluto told them the whole story and asked

if they could keep his new friend and call him Perrie. They thought for a moment and then said "of course". So the six heroines took Pluto and Perrie back home safely and didn't annoy the dragon ever again.

Perrie and Pluto became brother and sister. They still go to the dragon bridge and remember that scary adventure and also... HE'S ALIVE!

Challenge!

Can you find the link between Slovenia's dragon and a star constellation?



Advanced Higher Business Management in The City

London is one of the most important financial centres in the world, so much so that it vies with New York as the pre-eminent location for international finance. For this reason, it made a very apt destination for the Advanced Higher Business Studies trip in late February. Pupils took part in a range of visits and activities planned for them by Mrs Munn and Mr Byers in the city where over half of the UK's top 100 listed companies (FTSE 100) and over 100 of Europe's 500 largest companies have their headquarters.

Pupils started with a visit to the Bank of England Museum where they learned about this renowned institution in great detail, including the role



of the Bank England in controlling inflation and interest rates in the UK. Outside the Bank, pupils even found a statue of our namesake, the Duke of Wellington! The group were lucky enough to visit City Halls (commanding excellent views of Tower Bridge) where they listened to a talk by the Mayor of London's Business Advisor who detailed the challenges and benefits of setting up a business in London, and what the Government is doing to counteract the possible consequences of Brexit.

London is forever expanding and regenerating which appeals to those in the world of business. Pupils took a 2-hour guided walking tour of Shoreditch, a very up and coming area favoured by new, creative industries. Still in East London, pupils visited Old Street Roundabout, which has been affectionately renamed 'Silicon Roundabout' (in deference to Silicon Valley) owing to the number of young web companies that have moved to the area. Due to its surge in popularity, East London is proving less accessible than before for businesses wishing to establish themselves and for individuals wishing to live there.



The very knowledgeable guide explained the ways that small businesses are aided financially (rates reductions, for example) so that they can still move to the area. He also introduced the group to lots of small entrepreneurial businesses.

On the final morning, the group visited the Houses of Parliament, Buckingham Palace and pupils were even allowed a well-deserved one hour shopping spree on Oxford Street! A great time was had by all and Mr Byers and Mrs Munn said 'we have nothing but praise for the conduct of our Advanced Higher pupils – their behaviour was exemplary and they were a real credit to the school.'

Magnificent, Mysterious & Memorable India

Matthew James Taylor, Senior 6

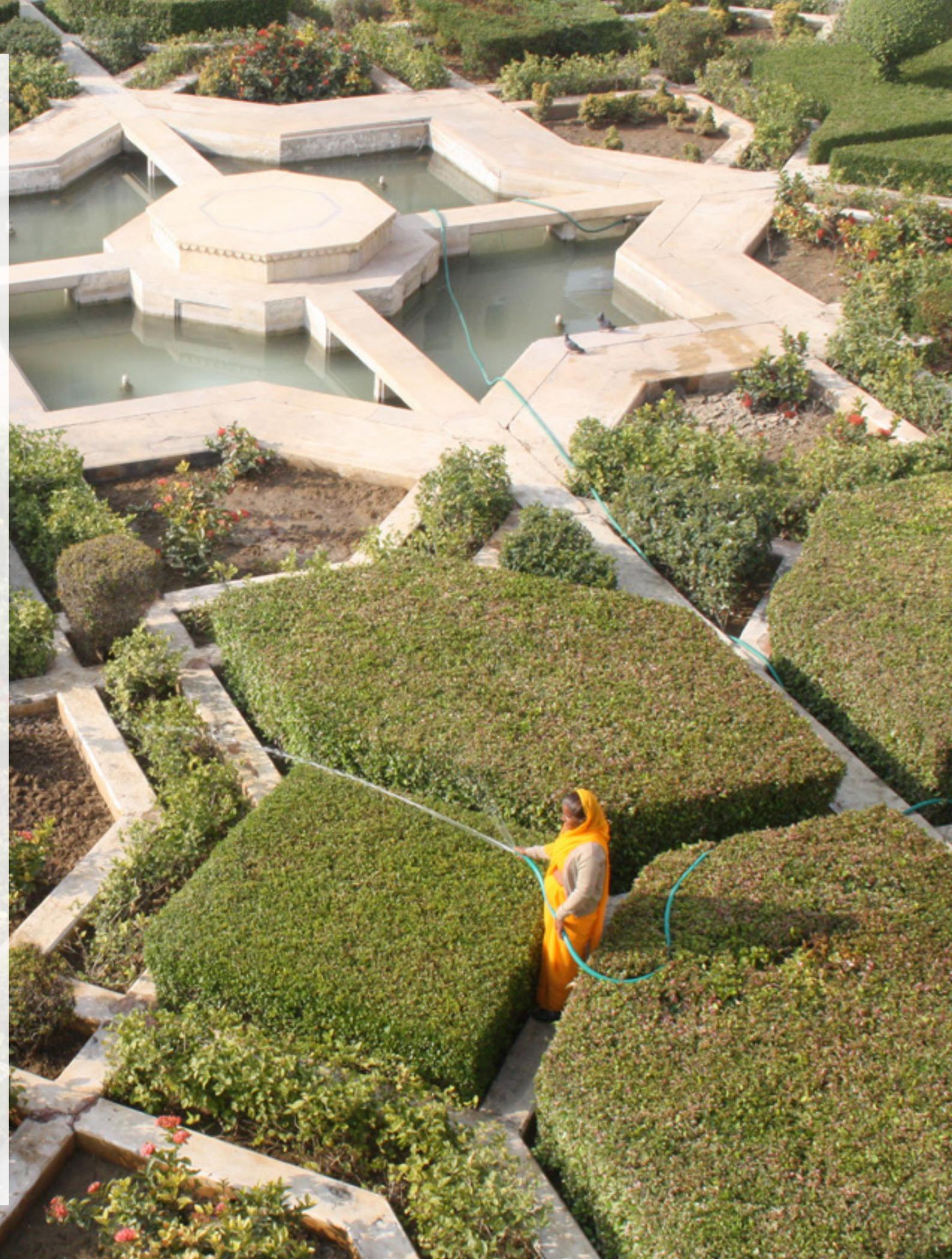
India - magnificent, mysterious and memorable. Exploring the Golden Triangle of Jaipur, Agra and Delhi with a group from Wellington has been an amazing experience in my final year of school. I hope these extracts can tempt others to travel to this enigmatic country, to experience the sights, sounds and sensations of such a vibrant land.

Thursday

After a very long journey we were met in Delhi by Hari, our excellent guide, who welcomed us with fresh marigold garlands. However tired we were, the Delhi-Jaipur road was fascinating, with endless settlements, free roaming animals and people to watch. Busy roads were mayhem, with cars, buses, lorries and bikes vying for position, whilst empty roads were occupied by inquisitive monkeys, sheep, cattle or playful children. Brightly clothed adults got on with their daily lives, striding out along the roadside or perched on laden motorbikes and tractors. Intricate temples jostled with ramshackle dwellings. Endless vivid flags and painted advertisements splashed across our views. Pluto, our ERASMUS+ mascot, has reached India safely, alongside eight students from S6 (Jake, Chris, Megan, Katie, Jennifer, Helen, Nicole and myself), four students from S5 (Ruby, Sophie, Isla and Kirstie), Mrs. Coontz, Mr. Johnson and Louise.

Friday

We truly feel we are in India, with all its noise and activity. Jaipur has been greatly spruced up since I was here in 2014 - the "Clean India Movement" has improved the local air quality and removed the rubbish from the streets. This morning was spent in St Edmund's School at their Winter Festival, an exotic version of our Christmas Craft Fair. Ganesh idols were displayed alongside Christmas decorations, different cultures and religions fused together. We were greeted with garlands and marked with a red bindi between our eyes. Whilst official photographs were taken we spotted some unusual bunting hanging up, constructed from Wellington school uniforms - materials from the kilt, the junior summer uniform and the PE kit. The festival was outside in the playground, with colourful stalls to investigate and Indian music drumming out. We were each presented with a pink and gold cloth pouch from the school Enterprise Team - the links between the two schools are clearly important. This afternoon was spent looking at local small industries, starting with a paper factory. The workers shred cotton rags before dyeing them and crushing them into paper sheets. The luxury paper products were available in their shop. Following that we drove on to the Blue Pottery factory, where a quartz dust technique used only in India and Turkey is utilised, producing remarkably similar ceramics from the two countries. There is minimal furniture in the factory - the workers simply sit on the ground and get on with their tasks. Again there were beautiful pieces on display in their shop, so more rupees were exchanged for gifts. After dinner we went out



sari shopping, a short walk from our hotel. Two of the teachers from St Edmund's joined us, which was of great help to the girls. Although obviously I wasn't buying a sari, it was still an entertaining evening, watching the reactions of the girls as they chose from towering mountains of cloths of every hue. I am sure they will look wonderful when the New Year's Eve party is upon us.

Saturday

We had a prompt start for a packed day of sightseeing around Jaipur. Our first main landmark was the Hawa Mahal, also known as the Palace of the Winds, an amazing sandstone building in Jaipur. It was built in the late 18th C to allow the purdah women of the harem to watch the state processions in the street below, and, despite its striking façade, it is only one room deep throughout. Once we had left the city we had a quick stopover to look at fortifications on the surrounding hills - there are many forts in the area and it all looks really impressive. Our next event was very exciting as we were riding elephants, perched in howdahs on multi-coloured throws, up to the Amer Fort (Amber Fort). It was a really odd sensation going up a zigzag path on the back of a huge beast (who lacks any suspension) but it was greatly enjoyed. The views up to the fort and down to the gardens and lake were excellent.

The Amer Fort was built in the late 16th century on the site of an 11th century fort, but was extended through the 17th century and it was the Kachhawaha citadel until their capital moved to Jaipur in 1727. It is a magnificent complex. Hari discussed the history and the architecture of the area, whilst explaining the purpose of each of the buildings, as he led us from stunning photo point to stunning photo point. Our cameras and phones are already laden with incredible images and our tour has barely started. The beautiful Sheesh Mahal (or Palace of Mirrors) within the Jai Mandir was spectacular. Some of the mirrors are actually highly polished marble, which is surprisingly reflective. We spent time exploring the fort, including the Diwan-i-Aam (or Space for a Public Audience) and the Aram Bagh (the enclosed garden), before taking jeeps back to the bus. Following this we had a photo stop at the Jal Mahal, the Palace on the Lake, set in the Man Sagar Lake. This 18th century palace appears to float on the water. We finished this morning's sightseeing with a visit to the City Palace, home to the rulers of Jaipur since the mid-18th century. It is a highly decorative complex, based around splendid gates depicting the four seasons.

Following lunch, we visited the Jantar Mantar, also known as the Jaipur Observatory, which looks like a sculptural park. There are sixteen huge instruments there which can predict how hot the summer will be, when the monsoons will come and how intense they will be, as well as the possibility of famine or flood. Pluto has featured heavily in the photos at this point - most apt for

an astronomy ERASMUS+ mascot! Once we were back on the road we passed endless roadside markets, including flower markets serving the needs of the current wedding season. There were cheeky monkeys running along the roof tops and across the buildings wherever we looked - it could not be any more different to Ayr. Our next destination was a private temple dwelling, occupied by the same family for over three hundred years. As it has a large flat roof it is ideal for kite flying and we learned how to make traditional Indian kites. They are constructed with paper, which is sugar glued around thin pliable wood and then attached to a string that is coated in glass dust. The kites are flown acrobatically with the intention of cutting an opponent's string. Once we were ready our group ended up kite fighting against children across the street and lots of the kites were cut away, left to drift slowly downwards. I understand the appeal of the kite-flying festival, though I am not willing to rip my fingers to shreds on the brutal string!

Sunday

We are now in Agra, having spent much of the day drowsing or reading on the bus. As we neared our destination we visited Fatehpur Sikri, (Fatehpur Sikri), built in the 16th C by Mughal Emperor Akbar. It was an abandoned ancient city, rediscovered by British officers during the Raj Era when they travelled through the jungle that had swallowed up the buildings. It's incredibly well preserved and filled with fascinating details. Akbar promulgated Din-i-Ilahi, a syncretic creed in which he took central role as a prophet. Within the Diwan-i-khas building there was a pillar that he would sit atop unseen, his voice booming out to those below, like a god. Very "Wizard of Oz"! Once we reached Agra we drove through the outskirts, watching all the street activity. The place was buzzing with people, animals and vehicles, all jostling together. Everyone drives as though they are taking part in a game and I am very glad that I am not learning to drive in India... The city is incredibly foggy right now so our proposed trip to the Taj Mahal at sunrise tomorrow has been delayed till later in the day, as we would be unlikely to see anything in a heavy haze. Tonight we are all attending the New Year's Eve party in our Indian finery and we hope to cut a dash!

Monday

It is 2018 now, both here and at home. Last night's party went extremely well, possibly best summed up as "very loud Bollywood"! The girls were beautiful in their saris and us boys held our own in our Indian pyjamas. The event, hosted by Swati Sharma, was held in a huge marquee in the grounds of the hotel, with entertainment throughout, mainly provided by Falguni Brahmabhatt and her back-up singers. There were various competitions and Sophie won the competition for the loudest voice. We spent much of the night chatting amongst ourselves, whilst availing ourselves of the dance floor on and off. Towards midnight there was a grand announcement about the winner of "the lucky ticket", and it turned out to be Jennifer!

The countdown was very hyped up, as expected, and we were all up on the dance floor as midnight came. It was an amazing way to see in the New Year. Dragging ourselves out of our beds, we visited Agra



Fort this morning. Despite the dense fog both inside and out, this mid-16th century citadel was really impressive. There were chipmunks running around, presumably the Indian equivalent of our squirrels, which were very cute. After lunch we made our way to the Taj Mahal. Here we found separate queues labelled "Indian Male", "Indian Female", "Foreign Male" and "Foreign Female"... The Taj Mahal complex is based upon the Islamic view of paradise, consisting of gardens with four rivers, taken from the description of the Garden of Eden in the Hebrew Book of Genesis. It was built to commemorate Mumtaz Mahal, the favourite wife of Shah Jahan, a Mughal emperor. Although there is endless marble in the construction, there is also 500kg of gold in its decoration. Hari guided us around the outer complex before moving us into view of the main mausoleum, a stunning vista. Once we had walked through the Main Gateway we got several group photos at the top of the gardens before moving up closer to the iconic building. Mrs. Coontz then took shots of us on the "Diana bench" to send home to all the parents, who seem to be enjoying following our every move (she is extremely diligent with her updates home). The fog lifted enough to allow us to tour the interior of the actual mausoleum and we have all thoroughly enjoyed visiting this Wonder of the World, another highlight of the trip.

Tuesday

Now we are in Delhi, the last corner of the Golden Triangle. We had an early stop off today at the Agra Bear Rescue Facility. This sanctuary is managed by Wildlife SOS India, an animal rescue organisation that has eradicated the practice of bear dancing in India. The bears - they are all sloth bears - look cuddly, but their long claws would put me off entering their enclosures. There were monkeys everywhere (as they congregate to steal the bears' food), plus a deer and a really sappy dog, Simba. The centre only occasionally get new bears now, which generally are wild bears that have been pestering farmers, who want them moved pronto. Some of the rescued bears are eventually released into the wild, should they be expected to cope. However, for the ones that remain in the centre, they have a fair amount of fenced-in land to roam, with exercise areas where they can play and swim, and they all looked relaxed and healthy. Conversely, we all look exhausted - I am sure we will sleep well tonight.

Wednesday

We've been sightseeing round Old and New Delhi today - it is far busier than the other cities I've visited and it has a very chaotic feel, though it is fascinating. In some respects it feels quite Westernised - there are buildings that would not have been out of place in London - but much of it is very Indian, with its distinctive architectural styles and its endless disregard for health and safety...

Our first attraction was the India Gate on the Rajpath, a huge memorial for the Indian soldiers of WWI. Then we went to the largest mosque in India, the Jama Masjid, a grand mosque built in the 17th C for Shah Jahan. The girls had to don long colourful robes before entering, though they didn't need to cover their heads. There is a huge flight of red sandstone steps up to the great arched entrance, which, like the main courtyard itself, is marked off in rectangles, as the mosque gets extremely busy during special





occasions and even the stairs are used to pray from. Beside the enclosure at the back of the courtyard (where the women pray) there is a caged off room which contains a box that houses a ginger hair claimed to be from the beard of Mohammed. Jama Masjid is therefore known as the Delhi Mecca. Following this interesting visit we then took a rickshaw ride through the city, capturing some of the essence of Delhi, with its umpteen shop fronts, surrounded by a heaving mass of humanity and a haphazard knitting of cables above everyone's heads. It is certainly an assault on the senses and it is well worth experiencing. We sedately got back on to our bus to travel on to the Raj Ghat, a memorial dedicated to Mahatma Gandhi. It is placed at the site of his cremation, by the banks of the Yamuna River. Following that we drove past the Indian Parliament buildings which were built in the early 20th century, combining Western Classicism with Indian decorative motifs. Our next exploration was based around Humayun's Tomb. This was built in the mid 16th C and is the tomb that the Taj Mahal was based upon, though it is substantially smaller and is built in red sandstone rather than white marble. The Humayun's Tomb contains the graves of several important Mughal royals, including

Humayun himself. Our final site today was the ruins of the first city of Delhi, which contains the Qutb Complex. According to Hari, the Qutb Minar is the world's tallest minaret, standing 73m high, and it is rather imposing. It was constructed over the 12th to 14th C. There had been an ill advised attempt to build a minaret twice as tall nearby, but only the first story remains. I also spotted a pure, non-rusting, iron pillar from the 4th century that I'd previously heard about as supposed evidence of Ancient Astronaut Theory... That certainly seems to be quite a leap to me, but the metallurgy is very impressive, given the time period. It had been made as a flagstaff in Vishnu's honour. Today has certainly been very interesting and we have crammed in so much of Delhi. Once we got back to the hotel we said our goodbyes to Hari, who was rewarded for his amazing commentaries with a chocolate orange! I hope he enjoys it - he really did make our entire trip special with all his information.

If you have not visited India, please consider putting it on to your bucket list. You will not be disappointed. The culture is fascinating, the architecture stunning and the people are so helpful. We have returned buzzing with all that we have experienced and it was an unforgettable start to 2018. My most grateful thanks go to Mrs. Coontz, Mr. Johnson and Louise, for escorting us around this incredible country.



500 Words Competition

Is the Moon Made of Cheese?

By Emily Taylor, Primary 7

"Is the moon made of cheese?" I asked Mrs Bradley; she turned and stared at me with a perplexed look on her face "why ever would you think that Madelaine?" she said.

"Oh, it's just that it seems to me to be the most logical explanation for the moon to have craters." Mrs Bradley sighed. She seemed to think that I was totally off my rocker to think that the moon was made of cheese. I gazed at her, my brilliant blue eyes bore into her soul like a metal drill. At that moment I made it my mission to prove that the moon was not made of rock(boring grey stuff),it is made of cheese!

That night, I set to work to make an amazing rocket! I used cardboard, paper and decorative tape. So, I set off to find a crew; I searched all over the house till I could search no more. Finally I settled on a crew of me, my pet rabbit and my teddy bear. We entered our new, state of the art, space rocket to discover that.....we had no interior! I was the searcher while my crew members guarded the ship.

I entered the jungle (my closet) with only a small bottle and 5 animal crackers. Within fifteen minutes I had eaten four of the five animal crackers and I had drank all of my juice; yet I was only skirting the edge of the monstrosity they call my closet. By the time I had reached the depths of the mess, I had run out of everything. I struggled on till I reached my cushion campsite. I scavenged for food and to my delight I discovered many cartons of milk! I gulped down the slightly warm heaven, only stopping to recycle my empty cartons in the bin.

Later on I struggled back to the

cardboard rocket ship carrying five cushions, one bin and a plastic giraffe chair. We stuck the materials into the rocket ship using the stickiest material known to man...the Pritt Stick! So far in my very short eight years of life I have found that glue stick brand the most effective and reliable of them all!

Once I was sure the interior of my ship was ready to go and was suitably dry, I set to work on the mechanics. Using a series of potato powered clocks and simple circuits that turn small light bulbs on. I was able to create a complicated mechanism that would turn my rocket on and off. It was time. All I needed now was a spacesuit to carry me to the moon. I decided on my giant duck costume as it was the most colourful.

It was time. 10...9...8...7...6...5...4...3...2...er...1 and a half...o.5...o! We took off from my back garden and in a short while I was landing on the moon. To my surprise it was made of... SHORTBREAD (with cheese aliens)!

Now in its eighth year, the 500 Words story writing competition for children saw a staggering 135,000 entries! Children from 5 to 13 are eligible to apply and this year, 500 Words was supported by Oxford University Press to reach over 20,000 schools.

Emily's imaginative submission was selected to go through to the 2nd round of judging. This is no mean feat - at this stage, only 5000 (of 135,000) go through and it is from here that the finalists are chosen. Mrs Bradley, Primary 7 Teacher, said that this was a first for any pupil she has ever known! Congratulations, Emily, on this spectacular achievement!





Wellington, Nicola Benedetti & Me

Wellington and Beyond for Former Pupil, Laura Gardiner

I remember being three years old and asking my mum for a violin because I'd seen one on the TV. Luckily, there was an excellent Suzuki violin teacher, Brenda Smith, working at Wellington at the time. That was back in 1989. I don't remember life without music in it and my musical friends, as well as many others, have remained a part of my life since leaving Wellington in 2004.

Throughout my fifteen years at Wellington, I was involved in everything: music, sport and academic life. My secondary school years seemed to be spent either in the music department or on the hockey pitch. The great thing about life at Welly was that you never had to choose – you could do music and sport and also succeed academically. Participation in everything was always encouraged.

I saw many changes during my time at the school. When I first started, the Infant School was in Hartfield House – our violin teacher used to come in and take us for orchestra and I have vivid memories of playing on the monkey bars in the playground. We then moved to Sleaford House, boys arrived and, when I was in Primary 6, we merged with Drumley House School and moved down to

‘The great thing about life at Welly was that you never had to choose – you could do music and sport and also succeed academically. Participation in everything was always encouraged.’

the building which now houses the Junior School.

During these primary school years, we had a super string orchestra. My early memories of music at Wellington are of entering the Ayrshire Music Festival with our school string group – all students of Brenda Smith – and playing a concerto by Telemann with

soloist Nicola Benedetti (a sign perhaps of things to come). For those of you who don't know, Nicola went on to study at the Yehudi Menuhin School in Surrey and to win the BBC Young Musician of the Year Competition in 2004, aged 16, in Edinburgh. She is now an internationally acclaimed soloist.

Around this time, the National Youth Orchestras of Scotland formed a Children's Orchestra. Many of us were lucky enough to be accepted into the first orchestra and Nicola was its very first leader. As well as this, some of us also went to the National Children's Orchestras of Great Britain. I spent five wonderful years as a member of NCO-GB; many years as a member of NYOS (the National Youth Orchestra of Scotland) including tours in Berlin and Amsterdam as well as the UK; belonged to Camerata Scotland; led the West of Scotland Independent Schools Orchestras on multiple occasions and was the leader of Quartz Quartet – after which the Quartz Trophy for Commitment to Music is named. The quartet donated this trophy when I left school in 2004 to recognise the outstanding contribution to the musical life of Wellington by a sixth year pupil.

Without Wellington, Quartz may never have existed. We were put together by the then Head of Music, Andrew McGarva, to play in the Infant Production when we were in S1 and S2. After this our first gig was the wedding of a former pupil at Turnberry, the second was at the army barracks and the rest, as they say, is history. We were lucky to be signed by an agency, Hireaband, who provided us with amazing opportunities: we played at the West Sound Burns Supper, at a footballer's wedding, and probably our most high-profile performance was for former US President Bill Clinton. We owe a lot to Mr McGarva.

An inspirational series of teachers guided us all through our secondary school years. I made the decision to study music at university and spent three very busy years studying at Leeds University, during which time I met some more truly inspirational musicians. I also began to work for the National Children's Orchestras of Great

Britain and was fortunate to go on their first ever international tour, to China! At university, I went on to manage the Music Society Symphony Orchestra organising a tour to Italy and a huge charity concert in Leeds Town Hall.

After graduating from university, I carried on my musical studies at the Royal Northern College of Music in Manchester, where I studied with someone who has had a lasting impact on my life, Eyal Kless. He taught me what it took to be a successful musician: drive, determination, a lot of self-motivation, practice (of course!) and being innovative. When I started at the RNCM, I was also able to reconnect with a friend who had been at Wellington with me and had gone off to music school in S1. We'd begun to play the violin together, had been in that winning orchestra with Nicola Benedetti and now here we were, ten years later, back together studying in the same place. We both also went on to complete a PGCE in Primary Teaching at Manchester University the following year. Music is a very small world and people you meet and work with continue to be a large part of your life. In 2009, I moved to Lincolnshire to take up a

‘If you have focus, determination and the courage sometimes to take a risk, you can achieve great things.’



post as a classroom teacher in a very musical (and therefore very rare) state primary school. I also began to teach the violin privately alongside my full-time job. Three and a half years later, I left my full-time teaching job to concentrate on teaching violin, but I could never have predicted what would flow from that decision.

I had some quite talented four- to six-year-olds learning to play the violin, who reminded me of my violin friends and myself at that age, so I got them together and we started to play in a group. We decided to do a concert



and needed a name: I lived in the village of Oasby at that time and so the Oasby Music Group was formed. In that very first group, there were seven young string players, all of whom are still members. Today there are 75 players in the Oasby Music Group and it has now just celebrated its fifth anniversary with a concert in which twelve different ensembles of all ages (the youngest musician was five, the eldest nineteen) performed a vast range of repertoire to a packed audience.

Reflecting on the achievements over the past five years of the children who performed in the first concert is quite something. Setting aside some impressive exam results and festival appearances, all seven became full members of the National Children's Orchestras; three performed with Nicola Benedetti in a concert on her Four Seasons Tour; two have played in the Chineke! Junior Orchestra and have places in the National Children's Chamber Orchestra; one was named Lincolnshire Primary Young Performer 2017 and won the United Learning

Creative Arts Pupil of the Year Award in 2018; one has been awarded a place at music school; one now studies with a world-class teacher and has given a solo recital; and four are this year's Pro Corda National Under-Twelve Chamber Music Champions.

From the very first summer, OMG has run school holiday courses open to all young string players. We have had tutors from the Royal College of Music, Royal Academy of Music, Royal Northern College of Music, Trinity Conservatoire, Royal Conservatoire of Scotland and Birmingham Conservatoire; but we also draw on the considerable music teaching talent and experience available locally. We've involved year-twelve and thirteen musicians as mentors and three of these mentors are now studying music at

‘Growing up, I could never have imagined my career would take this path, but I’m sure the influences, role models and experiences we find at school affect our lives profoundly’



conservatoire and university and regularly return to tutor the current OMG members. The mentor scheme is currently being widened and developed to include our younger students as well.

The aim of the Oasby Music Group is to offer a high level of music education independent of arbitrary variation between schools, and accessible to as many children as possible. Special events have included percussion workshops with the Principal Percussionist of Opera North, and coaching from both the Villiers String Quartet and The Stringcredibles; and of course the most special event of all was when Nicola Benedetti and Leonard Elschenbroich came to work with the children last autumn.

Nicola and I have kept in touch over the years since she left Wellington back in 1996. We would see each other occasionally at musical events and then three years ago we got together and I brought my students to meet her. From this came the plan that she would come and work with them. The article you read earlier in the year talked about the phenomenal impact this had on a new generation of young musicians. On 4th July, Nicola and I will be working together again, at Leeds Town Hall, giving a presentation on teaching for excellence to UK members of the European String Teachers' Association. Five of my students will be on stage, helping us show how young children learn and how much they can achieve.

It is such a precious privilege being able to help shape the lives of children, and music teaches so many transferrable skills, all of which I see being used every day. Growing up, I could never have imagined my career would take this path, but I'm sure the influences, role models and experiences we find at school affect our lives profoundly – even if in unpredictable ways! I'm still in touch with many of my school friends – they are doctors, lawyers, engineers... and musicians! The years you spend at Wellington are some of the best years of your life: just remember – if you have focus, determination and the courage sometimes to take a risk, you can achieve great things.

‘Lots of Socks’ for Down Syndrome Day

Down Syndrome Awareness Day took place on the 21st of March and if you did not know that, where have you been?! A video, featuring mothers and their children with Down Syndrome playing carpool karaoke went viral on social media – for all the right reasons! One of the children in the video is the cousin of one of the girls in our nursery. A video on our Facebook page shows her demonstrating to her friends the now infamous hand gestures... You should know by now that Drumley children are exceptionally good at accompanying songs with hand movements!

In addition to the video, the children also took part in the annual ‘Lots of Socks’ campaign, by wearing mismatching or bright socks. Why socks you might ask? Well, chromosomes look like socks and people with Down's Syndrome have an extra chromosome! “Lots of Socks” is acknowledged around the world as being associated with Down's syndrome and we were proud to be a part of it.



Wellington Nursery
**Excitement, Enchantment
 & Education**

Our Nursery is a place where children's imaginations run riot and where outdoor learning is part of the experience. Wellington School Nursery is nurturing, friendly and a place where preparation for primary school is all part of the fun!



STEM

STEM Focus Fortnight is always a fun and hands-on supplement to the children's learning, uniting Science, Technology, Engineering and Mathematics.

Every year, the Nursery children take part in a different activity. This February, they designed and constructed different types of beds for Goldilocks.

Our children are all encouraged to express themselves and to enter into discussion. In the photo above, a serious construction takes place between a keen designer and her contractor, Mrs Fleming.



The Thistle Tea



The Wellington Nursery experience instils a great deal of confidence in the youngest members of our

community. Children are given countless opportunities to perform for parents and to challenge themselves. The Thistle Tea is one of the Nursery's annual fixtures – parents, grandparents and friends pile into Drumley Hall to hear the Nursery children sing all their favourite Scottish songs including Ye Canny Shove Yer Granny, Three Crows, Ali Bali, Jelly on his Head, Jeanie McCall and Auld Lang Syne.

The Thistle Tea ties in with the children's learning, specifically their topic on Scotland. The children explore all things Scottish – from searching for the Loch Ness Monster, learning about castles, identifying and drawing the saltire and the Scottish thistle. The children also discover Scottish rhyming words and try their hand at weaving tartan and painting Scotland themed pictures. Mrs Lomas says that

it is very much a 'celebration and a culmination of all the children's Scottish-themed experiences in the Nursery.'

This year, Thistle Tea attendees donated £534.29 for The Ayrshire Hospice. Thank you from everyone in the Nursery.



Toddle Waddle

In October, the children in the Nursery took part in a sponsored Toddle Waddle along Ayr Beach promenade and at Doonside.

The children wore beautifully hand-decorated headbands and were accompanied by parents and friends who walked with and supported them.

This event raised a staggering £940.65. A giant cheque was presented by the children to Amanda Harris from Meningitis Now.

A Visit to the Dentist



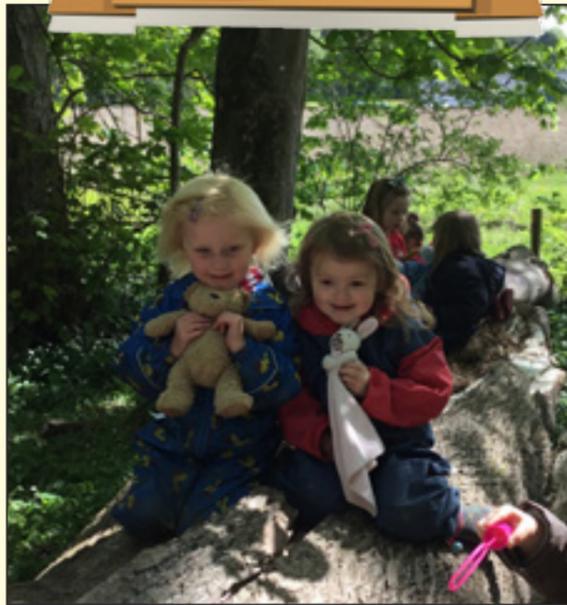
Embracing both the Junior School's Health Focus fortnight and National Smile Month in May and June, the Nursery children bravely visited Lynne Thomson-Coulter, Dental Hygienist at Sandgate Dentistry.



The children were able to see, hear and feel the equipment in a way that assuaged all their fears of the dentist and helped build confidence. They touched "tooth pillows", moved the chair into different positions and listened to and used the suction tubes which made liquid disappear mysteriously from cups. They were also welcomed by the tooth fairy and dentist bears.

This is a perfect example of a Wellington parent sharing their professional experience with our children. A useful learning resource for children at any stage in school, it inspires and educates simultaneously! Thank you to Lynne for hosting the Nursery children.

Teddy Bears' Picnic



Outdoor Nursery.

It is not every day that you see a teddy bear's picnic in full swing and as you may imagine, the children and their teddy bears had a fantastic time. They enjoyed many activities, from flying through the air on a zip wire (teddies, not the children!), bear ear making, tight rope walking and a bubble station to toasting bread on the fire and slathering it with delicious honey. The teddy bears didn't miss out either as their Nursery friends made them nutritious porridge in the mud kitchen. Yummy! The big teddy, who kindly took time out of study leave to have a slice of toast and a chat with the children, was given a warm welcome by the children and the smaller teddies.



If you had gone down to the Chestnuts Woods in May, you would have been in for a big surprise!

As part of the children's topic Healthy, Happy Me! and Health Focus in the Junior School, the Nursery children and their teddy bears enjoyed a fun-filled morning in the sunshine in the school's stunning Chestnut Woods, the site of our



Mathematical Challenge

Scottish Mathematical Challenge

This year, pupils once again took part in the annual Scottish Mathematical Challenge, a problem-solving competition for individual pupils in Scottish secondary schools and upper primary schools (mainly P7). The competition is divided into 4 divisions, and this year we had pupils taking part in the Junior Division (S1 and S2) and the Primary Division (P7).

The top-scoring S1 and S2 certificate winners were invited to a prize giving ceremony at The University of Glasgow, including a talk on 'Platonic Solids', where certificates and mugs were presented. Congratulations go to Catriona Smith (S1: Bronze), Kiera West (S1: Bronze), Kate Miller (S1: Silver) and David Bondar (S2: Gold). Meanwhile, in Primary 7 the following pupils were worthy certificate winners: Jack Bryson, Bentley Cai, Saad Omer, Kathryn Taylor (Bronze); Mikey Maxwell, Callum Peat, Amy Scott (Silver); Adam Bondar, Morgan Laraway (Gold).

UKMT Mathematical Challenges

In the United Kingdom Mathematics Trust (UKMT) Mathematical Challenges, pupils throughout the school won various awards at Gold, Silver and Bronze level.

The Junior Challenge, which is aimed at children in S2 and younger, saw large numbers of pupils participating from across the Senior School and, for the first time, from Primary 7. We are delighted to have attained some 24 Bronze certificates, in addition to 5 Silver Awards for Evan Kirkwood (P7), Faris Alnakkas (S1), Elouisa Cairns (S2), Mhairi Chalmers (S2: also gaining Best in Year) and Emily Stribling (S1: also gaining Best in Year and Best in School).

The photos show the Scottish Mathematical Challenge winners and the Junior Maths Challenge winners in Primary 7 standing on the entrance steps to Carleton Turrets. A full list of mathematical achievements, including the UKMT Mathematical Challenge winners, can be found in the Mathematics entry in the Annual Report 2018



Holocaust Memorial Day Trust Postcard Project



'WHEN I SAID GOODBYE TO MY PARENTS AT COLOGNE TRAIN STATION, ALTHOUGH THERE WERE MANY PARENTS AND CHILDREN AROUND I CAN ONLY REMEMBER MY PARENTS AND LOOKING AT THEIR FACES AND THINKING I MIGHT NEVER SEE THEM AGAIN.'

RENIE INOW
escaped the Holocaust
on the Kindertransport



For Holocaust Memorial Day (HMD) 2018, thousands of people took part in the HMD Trust's 2018 postcard project, encouraging people to use their own words to respond to the stories of Renie Inow, a Kindertransportee and Sedin Mustafić, a survivor of the Genocide in Bosnia. Senior 1 English pupils sent postcards to Renie, who in turn, responded to them!

Holocaust Memorial Day Trust has a clear vision: that Holocaust Memorial Day activities will enable people to learn lessons from the past in order to create a safer, better future. It is clear that our Senior 1 pupils were inspired to change their lives for the better after reading Renie's remarkable and yet tragic story...

Holocaust Memorial Day Trust Postcard Project S1 Postcards & Renie's Response

Dear Renie,

I cannot imagine what you have been through, the terror you must have felt when your brother was shipped off to a concentration

camp and how scary it must have been on the Kindertransport. It would also be scary going to another country and being unable to speak the language, not knowing anyone.

Your story has inspired me not to stress over everything.

Nathan

'The fact that you travelled all the way to Britain from Germany makes me admire your bravery. I have been inspired to change because I am not very brave.'

Lucy R

Dear Renie,

Your story certainly gave me a lot to think about. I never appreciated how horrific it must have been. Being a child who has never experienced war I find it hard to understand what actually happened, however, your story has made me realise the suffering that people like you would have had to endure. So I would like to thank you because it is stories like yours that stop things like that happening again.

Ruaridh



Dear Renie,

I have read your story and honestly I feel absolutely rubbish and so ignorant. My struggles are nothing compared to yours were at my age. Reading your story made me think about all the times I have complained about my parents not getting me things and all the times I have cried over things not worth crying about. Comparing my problems to yours shows me that I should be more grateful. I'm truly sorry for what you had to endure as a child. That must have taken a toll on you physically and mentally. I hope things are better and you do not reminisce about those memories.

I have always been intrigued about what happened in those dark years and reading your story shed a light on what a lot of kids had to endure. I've been inspired not to focus on the small issues but the bigger picture and no matter how much I think I know how you felt, I will never know. I give you my deepest apologies for what happened to you and thank you for reading my postcard – your experiences have truly changed me.

Brinda

'It must have been terrible to live in constant fear of capture. You have inspired me to try and stop people from being looked down upon or abused due to their race or religion as everyone should be equal.'

Cameron Holland

Dear Renie,

Your story is amazing. It has changed my perception of the world I know. I feel admiration for you and your siblings for staying strong and carrying on in life. I can't imagine what it would have been like knowing

my sibling was prisoner in a concentration camp. I will never know... I will try my best to be kind to others as you never know when their time will be up. Your parents would be thrilled to know you survived. Thank you for sharing your story.

Cameron Hainey

'Your story made me feel very emotional and sympathetic for you and your family. I would hate to split from my parents and brother. Your story has inspired me to stay strong-minded no matter what happens.'

Catriona

Dear Renie,

The holocaust must have been so tragic and especially for you only being 10. It must have also been hard without your parents. I admire you so much for how well you coped. Your story has made me realise how cruel the Nazis really were – I couldn't believe the names they called you and the awful things they made you do at concentration camps. From reading your story, I will be extremely grateful for everything I have from now on.

Beth

From Renie to Senior 1

Thank you for your postcards, I very much enjoyed reading them and was pleased to hear about the ways you have been learning about my life and the letters I sent to my parents when I was a child.

As you have learnt from my story, the words we use when we speak to each other are very powerful. We have to choose which words we use carefully to make sure people understand what we are trying to say, and the make sure we are using our words for good.

Although the Holocaust feels like it happened a very long time ago, discrimination and prejudice still exist. That is why I believe that learning about the Holocaust is essential today. Yours, Renie



“Selecting our overall winner was a tough decision and all the teams demonstrated a good understanding of the brief, did their homework and put together impressive presentations for the judging panel. Congratulations to all our finalists.”

“As a franchise business, the Subway® brand is run by entrepreneurs who live and work locally in their communities and we are committed to fostering and developing the business skills and employability of young people. The students who entered the Design a Sub competition demonstrate excellent creative and business skills and it was a privilege to be involved.”

Mrs Munn, Head of Business Studies & Accounting at Wellington was thrilled with the girls’ achievement saying ‘Eve, Laura, Bethany and Francesca thoroughly enjoyed getting to grips with the Design a Sub competition. It offered them a fantastic opportunity to put the business and marketing skills they have been learning in the classroom into practice in a real-life business environment. What’s more, they have been able to develop important life and employability skills, such as research, communication, presentation and team work, which will hopefully stand them in good stead in the future.’”

Back at school, Mrs Munn gave S2 Business Studies pupils the opportunity to have a go at the Design A Sub competition too. In small teams, they selected ingredients for their own unique sub or flatbread, costed it and designed a marketing strategy. Pitching to the panel (Mr Byers, Miss Bianchini, and a squadron of hungry Business Studies pupils from S3), all of the presentations were excellently delivered, costings were realistic and the subs (which were there for everyone to sample) were...less uniformly good!

‘The Lunch Box’s’ Wildlife Sub was announced as the winner. Team members were Brook Boyd, Callum Morrison and Livi Roseburgh. The runners-up were Olivia Stark and Adam Henry of ‘Cibo Creativo’ with their Pizza Sub.

Subway® Design a Sub Competition

The Subway brand is the world’s largest submarine sandwich franchise, with more than 44,000 shops in over 112 countries. Four Wellington pupils were named runners-up in the brand’s ‘Design a Sub’ competition earlier this year, seeing off competition from schools and colleges across the west of Scotland.

The challenge, which was launched in Scotland in 2017, asked budding entrepreneurs and business management students from schools and colleges across Ayrshire, Argyll and Bute, Dumbarton, Falkirk, Glasgow, Lanarkshire, Renfrewshire and Stirling to come up with their own design and marketing campaign for a brand new 6 inch sub or flatbread. The winning team’s culinary creation would be made available to purchase in a hundred stores across the region.

The team from Wellington School, which comprised Eve Meechan, Bethany Wake, Laura Scott and Francesca Bailie, was shortlisted down to the final six. The girls went head to head with the five other shortlisted teams where they pitched their marketing and advertising campaign to a panel of Subway experts at the SEC in Glasgow. Unfortunately the girls just missed out on the top prize, with Dunblane High School taking first place.

Speaking after the final, Bethany Wake, said: “We’ve really enjoyed the competition from start to finish. It was great to put the business skills we have been learning into practice with a brand that we all know and love. It’s been a brilliant learning experience; pitching in front of the panel from Subway was really nerve-wracking, but such great preparation for the future.”

Subway brand entrepreneur, Shahid Sadiq, commented: “This is the first year that we have run the Design a Sub competition in Scotland and we had an outstanding response, with some brilliant creative designs and marketing proposals submitted by students from across the region, demonstrating that the entrepreneurial spirit is well and truly alive in West Scotland.



Day O' The Deid

In May, twelve S1 pupils, accompanied by Mrs Hunter, took part in the Day o' the Deid printmaking workshop at Rozelle House. The workshop was run by local artists Leona Stewart and Ian McNicol who guided the pupils through the process of reduction printing. The prints produced will be made into a theatrical costume in conjunction with the Gaiety Theatre and worn in the Annual Day o' the Deid procession through Ayr in October. *Back row: Kristian Keenan, Ruairidh Hunter, Findlay Peters, Elliot Bisland Front row: Lucy Robinson, Keira West, Tilly Roper*

Salzburg Orchestra & Choir Tour



The International Education Concert Programme continues to thrive and develop under the stewardship of Mr Haggerty and his department. In early June, forty-one pupils were accompanied by Mr Haggerty, Mr Johnson, Mrs Bowyer and Mr Levif to Salzburg, Austria.

Mr Haggerty chose Salzburg for its musical heritage – the prodigious and prolific classical composer, Wolfgang Amadeus Mozart was born in the city and two festivals of music and drama are held there annually (in July/August and during Easter week). Indeed, there have been music festivals in the city since 1887 making it one of the most significant cities for music in Europe.

‘It seemed crucial to me that our pupils had the opportunity to visit this very important city – and not just for Mozart, many other classical composers spent a great deal of time there or were from Austria. Haydn is a perfect example. Furthermore, Salzburg is almost synonymous with musical theatre, thanks to The Sound of Music. The tour gave pupils an incentive to improve and really challenge themselves, however, it was also a celebration of their talent. The professional concert length programme [overleaf] was 90 minutes in duration but it did not phase members of our Chamber Choir or Orchestra’ said Mr Haggerty.

The group performed classical, musical theatre

and Scottish music in two concerts: one at Christuskirche and another in Bad Ischl, a spa town east of Salzburg. Both were extremely well received. The impromptu ceilidhs the pupils held on the streets of Salzburg in order to promote their events (an ingenious marketing strategy devised by the pupils themselves) really caused a stir. Mr Levif even played his bagpipes which made it even more authentic!

The tour included a number of cultural pursuits including The Sound of Music Tour and a visit to Mozart’s house, where Mr Haggerty left promotional leaflets on the great composer’s piano! If Mozart had been alive, we are sure he would have taken time out of his schedule to attend one of Wellington’s performances!

Meals out and another ceilidh in the hotel gave everyone the chance to relax and the pupils enjoyed each other’s company in their ‘spare’ time. En route home, the group pit-stopped in Munich for a trip to BMW World and the Hard Rock Café. The older pupils particularly impressed Mr Haggerty, Mr Johnson, Mrs Bowyer and Mr Levif with their ‘tenderness towards younger pupils which was truly heart-warming to see.

We really cannot stress how successful this

tour was. Pupils are used to performing in Carleton Turrets Hall, packed full of parents, staff and peers but the people who attended our concerts in Austria knew nothing of Wellington. They came to see us because they were impressed by what they saw and heard in the street ceilidhs. When we played in the Christuskirche, we left the doors wide open – it was an idyllic setting. Many people lingered at the door and then came in. It was a wonderful endorsement for a spectacular group of young people.’





Salzburg Orchestra & Choir Tour Programme

First Half

Prelude	Charpentier
Gloria	Vivaldi
Ave Verum	Mozart (arr. D Haggerty)
Sull'aria	Mozart <i>Soloists: Jennifer Bowie & Ruby Magee</i>
Ave Maria	Schubert <i>Soloist: Katie Carmichael</i>
Sicilienne	Faure <i>Soloist: Isla Mason</i>
Sanctus	Faure <i>Soloist: Matthew Taylor</i>
Pie Jesu	Lloyd-Webber (arr. D Haggerty) <i>Soloist: Sophie Craig</i>
Pomp & Circumstance	Elgar
I Vow to thee my Country	Holst (arr. D Haggerty)

Second Half

Overture: Die Fledermaus	Strauss
Memory	Lloyd-Webber (arr. D Haggerty) <i>Soloist: Claire Wilson</i>
Seasons of Love	Larson <i>Soloists: Megan Short & Joshua Martin</i>
You will be found	Pasek/Paul <i>Soloists: Jennifer Bowie, Claire Wilson, Megan Short & Thomas Henderson</i>
One Day More	Schoenberg <i>Soloists: Conrad Lynch, Thomas Henderson, Jennifer Bowie, Claire Wilson, Ronan Aitken, Dara Hunter Blair, Jake Fremantle & Megan Short</i>
March, Strathspey & Reel	Trad (arr. J Mason)
Margaret Anne Robertson	Trad (arr. J Mason) <i>Soloists: Alexander Cheng & Fiona Sykes</i>
Red, Red Rose	Burns (arr. R Clausen) <i>Soloist: Issy Girgis</i>
Auld Lang Syne	Burns (arr. D Haggerty)
Highland Cathedral	Kerb/Roever (arr. D Haggerty)



My Experience at the BBC

by Ellie Haye, Senior 4

For my S4 work experience, I was lucky enough to get a placement at BBC Scotland. I worked with the Gaelic department, where I spent time with a wide range of people, including editors, producers and directors. Among many other amazing things, I had a chance to sit in the gallery during the lunchtime broadcast of Reporting Scotland. I also worked closely with a TV producer to create a trail for Belladrum 2018, an experience I found to be truly thrilling!

Everyone I worked with was kind, helpful and happy to answer all of my questions. The experience has opened my eyes to many career paths which I would never have considered before and I would like to say thank you to all of the incredible people at the BBC who made my time so enjoyable.

Donna L. Murchison, Producer at BBC Scotland said 'Ellie did a wonderful job of clip spotting for me and researched, located and transferred a great number of the visuals used within this trail. The prep Ellie did was spot on and ensured that I had a great choice of footage to use in the edit.'

The trailer Ellie helped produce went out on BBC Alba the week commencing the 23rd of July. Did you see it?!

Are you a Wellington parent or former pupil with a profession you think might interest a current pupil? Do you (or someone you know) work in an industry that is difficult to access? Please get in touch with Mrs O'Connell to discuss work experience opportunities via email: noconnell@wellingtonschool.org.



Belladrum '18 (2-4 August) was broadcast exclusively on BBC ALBA. bbc.com/alba.

View the trail Ellie helped make [here](#).

Two stories from two very imaginative minds

Creative Writing in the Junior School

My Story

by James Wardrop, Primary 5D

When you look at me, you see an ordinary man trying to make a living out of nothing. But I have been through horrible things, things no one could imagine, and worse, I've had no one by my side. This is my story.

The thing I hate about society is that they say "Oh, look at that! I wish I had that!" and then they get it, and forget about it because they have found something better. I was evicted a couple years ago. I was barely getting paid; I did work as a life guard and which I classify as sitting in a chair and telling kids off for the tiny little things because that's all you have to do. I felt kind of sorry for them, considering they came there to have fun, but they're getting told off for doing nothing. I lived in a tiny flat with a battered couch, no TV and stains on the wall. But I was so grateful for this, even if the bed had been used by about twenty people before me. Even with a small amount to pay, I was still struggling. Eventually there came the day where my flat company left an eviction notice on my door. This was the one time in my life when I had lost hope.

Everyone thinks that homeless people are really average people in disguise. I can't blame them for that, because honest people are hard to find. I thought to myself about how good it would be if someone came to my aid and kept me company. Like a dog, or maybe even a cat. It crossed my mind that maybe I could keep moving every day. I decided I would move at the crack of dawn, which was usually when I woke up because the swimming pool opened so early. I thought that if I did this, I would avoid the streets being so busy. However, this was not the case. People were running up and down, simultaneously hitting me and saying sorry in a kind of "I don't care" way. I walked about two miles and eventually fell on the ground in pain. Luckily, I made it to the shopping centre, which was good because there were fast food restaurants, and there was also a roof to keep the rain from coming in. I fell asleep nearly straight away. I was asleep for what felt like for 1 minute, when someone tapped me on the shoulder. The man and his friend tortured me until they realised it wasn't fun anymore.

Then, I woke up in the hospital bed, with my parents looking me in the eyes and saying, "Son, we have come to take you home." All these events have led me up to now.

An extract from

It Was One Normal Day...

by James Cruikshank's, Primary 5A

It was one normal day but it was all about to change... On a Saturday evening in April, in an ordinary house, in an ordinary street, in an ordinary town, in an ordinary world a boy was building a Lego world and it all came to life. He didn't know what had happened. His family was gone. His friends were gone. Everybody was gone except for only five kids - but he didn't know that yet.

He was building his Lego world and as he did so, he spilt some orange juice... what happened next? As the juice touched the model, the Lego started to move, then it began to swirl, and swirl, and swirl until the whole wide world came to an end. After the world came to an end he got transported to a little town in the highlands called the Deadly Desty and after he looked at his surroundings he found a girl called Lucy. They continued their journey to a different world called Gooseland, where they met a boy called Sammy. In the south of Gooseland, they met a girl called Charlie. Then they

went to a weird and wonderful world called Wimpy Kid World and they met a wizard called Rory. From there, they continued their journey to the epic Robot World. The children found a place to sleep for the night and in the morning they went to a weird building called the Building of the World. Outside, there were three guards. The children tried to get around them but it was no good. They tried to talk to the guards saying that they were there to take over from the guards on the orders of their boss. The guards reply was that they did not have a boss... The guards suspected that the children were trying to get into the building, but before they knew it, they had ducked under their arms and had run up the stairs. At the top, there was a boy who announced 'My name is Reid and I'm the King of Robot World!' They couldn't believe their eyes! They were actually meeting the King of Robot World. King Reid said 'you are in great danger of being killed because the robot called Dismo is a very bad robot!! If you go near him he will blow up but he will still survive so do not go to his hideout!!' The gang replied that they would not go in search of Dismo. They gang continued their journey to seek out new things no one has seen before. They reached a station called Beano Station. They walked down the stairs to the platform and waited until a ghost train approached. Lots of ghosts came out of the train and started attacking them! The gang managed to escape on the ghost train where they continued their journey. At the next stop they got off and went up the stairs. When they got to the top, they found a fun fair. The gang went on all the rides, having a time of their lives. Afterwards, worn out by all the fun they had had, the children fell asleep as they walked along the street! When they woke up everything seemed different. When they stood up they walked to the Information Headquarters to get a map. Looking up from their map, the gang saw a bunker house in the middle of the street. They went over to it and when they reached it, they went inside. Inside was deadly Dismo the robot! They went closer until Rory the Wizard said "stop!" very quietly. The robot heard them and started throwing stuff at the children. The robot started to run after them so the gang tried fighting back with an old fashioned sword and a spear. Finally, they managed to destroy Dismo. Afterwards, they tried thinking of a plan to get back to the normal world so they tried, and tried, and tried until they finally did it!

Once they got back home to their own world, the children went to bed. When they thought everything was ok, they had a dream but it wasn't a dream they were actually transported back to Robot World but they didn't know that yet.

When the gang woke up, they found themselves on the ground with lots of bruises all over their bodies. They started thinking of another plan to get back home. They tried and tried but it was no good! Then, Lucy said 'stop, we have to work together.' The children decided to start looking for clues to help them get home. They went all over looking for people to join their gang and nine people joined. Their names were Scott, Hamish, Thor, Mia, Blair, Millie, Josh, Jamie and Harry. The new gang travelled all over Robot World collecting lots of clues but it was no good, they were stranded there for life!

The gang thought they could make a vortex to suck the whole of Robot world into the real world. So they tried to think up a solution that would do the trick. They worked all night and all day for two whole days until they built the vortex to get back home. When they were ready to go back to the real world they switched the vortex on and everything got sucked in! However, the children did not get home, they were mistakenly transported to a different world where they lived happily like any other kid...

James and James submitted these stories, without a staff prompt, for consideration for The Turret. They must be commended for having the confidence to do so. Their passion for writing and brilliant imaginations are clear to see!

The Importance of Outdoor Play

by Carol Sanderson, Primary 1 Teacher

Every week, Primary 1 go on an adventure to the Chestnut Woods, the site of our Outdoor Nursery. The background image in this feature was taken in the woods last February. The tall trees and the unfamiliar sounds fuel the children's imaginations.

This year, Primary 1 made a friend in the woods, Mr Frog. Primary 1 teacher, Miss Sanderson offers her opinion why outdoor play is fundamental in the development of healthy minds and bodies:

'Each week, we go to the woods and it is a great opportunity for children to play with each other in the great outdoors. We don't always have a planned activity as I think it is important for children to have time to play freely in an unstructured way. Playing with other children, outdoors if possible, is how they learn important skills for life: problem solving, decision-making and managing their emotions. It is also how children learn to make friends and get along with other children and it is an opportunity for them to be creative, take risks, build perseverance and resilience – I could go on and on!

Many children were very excited by the frog. At first they were frightened to touch it or hold it, but a few of them overcame their fear and this gave them a wonderful sense of achievement. Some children were very involved in role-play, acting out their own stories based on the story of "Goldilocks and the Three Bears" which we have been studying in class. Others climbed and balanced on logs, both healthy forms of physical development.

I believe that this kind of free-play is very important. Sadly, many children today do not have the same opportunities that I had as a child to play outdoors with other children, where the play is directed by them. Children nowadays are more likely to spend time in adult-directed activities (extracurricular lessons, for example) or else in front of a screen. While there is a place for extracurricular lessons, and I do not deny that children learn a lot from them, they do not necessarily hold the same intrinsic rewards as free, child-directed play does. Too often children do something only for external rewards and not simply for the joy it brings. That said, we do still have a planned activity in the woods - like cooking and eating porridge!



Poppyscotland Competition

Poppy Places & Spaces

Last year, Primary 7 pupils across Scotland submitted their entries to Poppyscotland's competition, 'Poppy Places & Spaces'. Designed to mark the 100th anniversary of the end of the First World War, the competition offered children an opportunity to explore the question 'Why is it important to remember?' by designing an area for remembrance and reflection in their school or local community. The winner of the final stage of the competition - an online vote - would be given the unique opportunity to have their Poppy Place or Space built by Poppyscotland.

The competition was open to all school-age children in Scotland so we were extremely proud when it was announced that Primary 7D were shortlisted for their incredibly thoughtful submission.

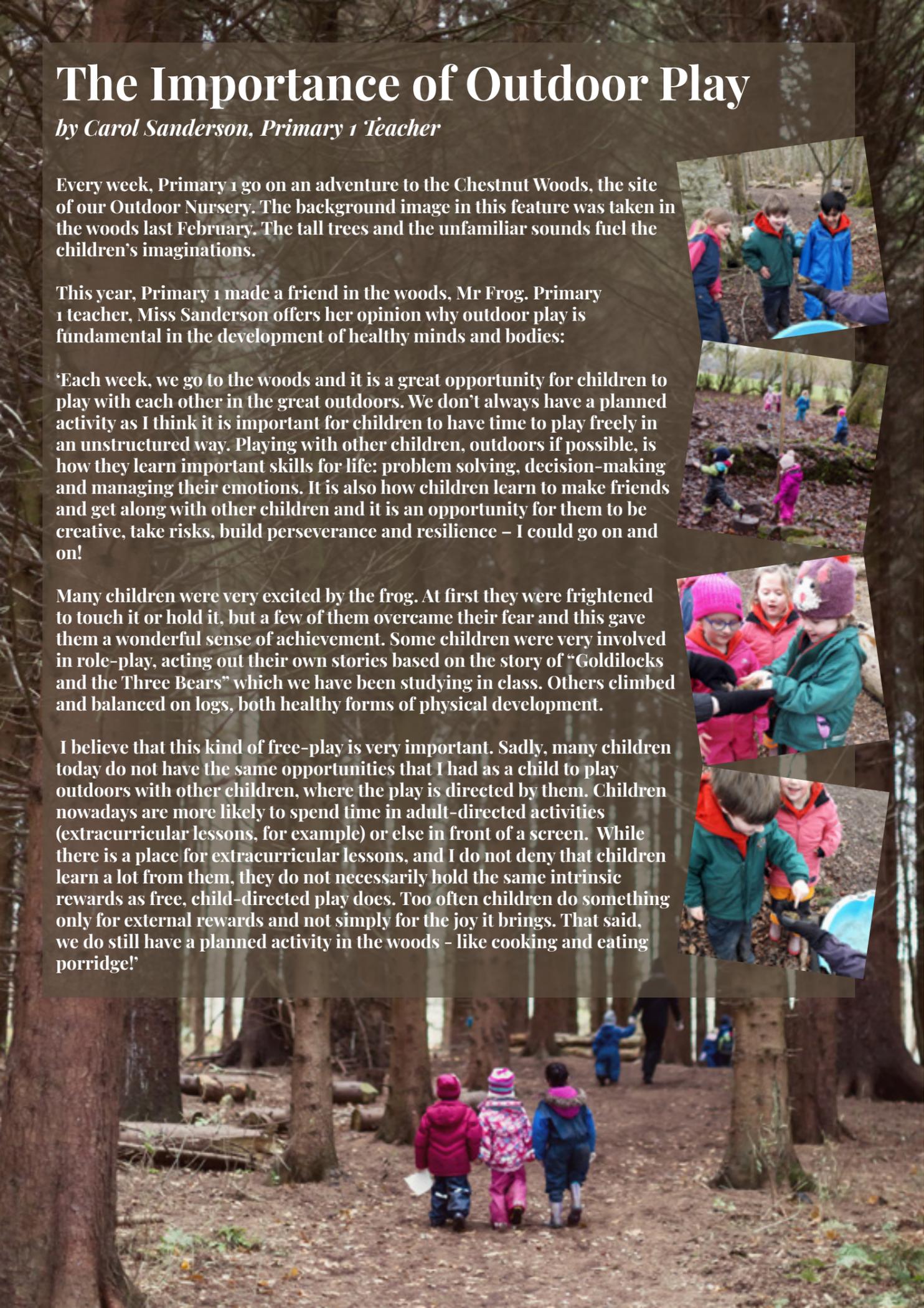
What was this inspirational idea? Well, Marc McCann (who designed the class's entry) describes his design: 'my idea for the Poppy Places & Spaces competition was a transparent, Perspex box, 7ft in height, containing a 6 foot poppy made of thousands of tiny poppies. These poppies would represent the many service people who died in the wars. The box would have been placed on the Low Green outside school, facing both east and west, so that the sun could be seen rising and setting through the Perspex. The base was black and the following was to be printed in gold lettering: 'At the rising of the sun and at its going down, we remember them'. See here below for Marc's mood board.

All of the entries submitted to Poppyscotland were open to public vote and Wellington's entry received a staggering 405! Sadly, though, this was not enough to clinch the competition. Yvonne Caddell, Learning & Volunteer Coordinator at Poppyscotland said 'unfortunately Wellington did not win the competition but as you know, Primary 7D's journey to being shortlisted was very competitive. The school should feel very proud of the class.'

As runners-up, Primary 7D received an official Poppyscotland Highly Commended certificate and a £50 Amazon voucher to spend on something for their classroom. A Certificate of Appreciation was also presented to every pupil.

Primary 7 D were asked to provide a quote giving the reason why they had decided to take part. Being a creative class, they decided to submit the following poem:

**'Taking Part in this competition
We were taught
About those who fought
And why poppies were bought
That's why we designed
Our poppy spot.'**



Footballers, Entrepreneurs & Dyslexia

What does dyslexia mean to you? According to Rachel Miller, Wellington pupil and one of Dyslexia Scotland's Young Ambassadors, it is simply 'a different way of learning'. Earlier this term, Rachel presented a special assembly for Junior School pupils in Drumley Hall. She opened by telling pupils that 1 in 10 people have dyslexia, that it runs in families and that it will never go away but that there are a great number of advantages too. For example, while mental maths may be a 'no no' and reading aloud in class is tricky, Rachel says that people with dyslexia are brilliant problem solvers, excellent sportspeople and successful entrepreneurs (40% of the world's self-made millionaires are dyslexic and Rachel would like to be counted as one of them in the future!).

Drumley was silent as Junior School pupils learned that while certain aspects of school life are different for Rachel, she has become adept at developing strategies and thinking laterally in order to make things easier. Instead of copying from the white board, Rachel simply takes a photo. In fact, technology has made things much simpler and Rachel is thankful for her trusty iPad and calculator!

Our Support for Learning Department is instrumental in assisting pupils like Rachel make the most of their school life. To state that education is fundamental is obvious but this does not just apply to pupils! Understanding dyslexia and other learning disabilities is imperative for teachers too so that they can adjust their teaching methods to make sure everyone is learning all of the time. For example, people with dyslexia find remembering instructions nigh on impossible, however, a proactive teacher can provide that pupil with written instructions and extra time to complete tasks.

After her very thorough introduction, Rachel invited the children in the audience to take part in a quiz (the Junior School children relish all quizzes), before introducing a very special guest, Steven Naismith.



Steven is a professional footballer who has played for teams such as Rangers and Kilmarnock, not to mention the Scottish national team.



Steven explained that while he was at school, he was poor at reading and writing and tried hard to hide the fact that he had dyslexia. He went on to say that 'there are a lot of tools and support available now which just did not exist when I was at school. Reading out loud in class made me panic so I would scan the paragraphs coming up next so that when it was my turn, I had had a bit of a head start. It was really tough having dyslexia but I soon realised I was really good at something and that was football! People with dyslexia have good peripheral vision and that has been invaluable to me as a professional sportsman. As I became better at playing to my strengths, I also become more confident in asking for help. Soon I went from bottom of the class to the top! I finally started to embrace the fact that that I had dyslexia – it has been an invaluable journey which has taught me that everyone should pursue their dreams! Rachel is someone you should look up to – she's a great ambassador for Dyslexia Scotland and for people with dyslexia full stop.'

We were also delighted to welcome Helen from Dyslexia Scotland, pictured left alongside Mrs Simmons and Lucy, Rachel and her younger sister, Kate, Steven Naismith, Mrs Lees, Head of Support for Learning and Mr Cox.

Duke of Edinburgh Gold Presentations 2018

The Duke of Edinburgh Award continues to be a popular choice for Wellington pupils. The introduction of the Mini and Junior Dukes (Primary 2 to Primary 6) instils the qualities of exploration, adventure, volunteering and trying something new in our youngest pupils. Meanwhile, in the Senior School, we continue to see pupils jump at the chance to take part in Bronze, Silver and Gold Duke of Edinburgh Award. Former pupil, Natasha Bailie returned to school in January to receive her Gold Duke of Edinburgh Award badge in a special presentation assembly along with Katie Stewart in S5. Matthew Taylor and Jennifer Bowie, who are also in S6, received their Gold awards earlier this year and they will all receive certificates at Holyrood over the summer. You may recognise Natasha's surname – her sister, Francesca, is going into S6.



L to R: Matthew, Mr Mooney, Jennifer, Mr Johnson, Katie & Natasha

Debating

John Stuart Mill Cup

Senior 6 pupils Dara Hunter Blair and Callum Duffy won the prestigious John Stuart Mill Cup in June for their debating performance at the University of St Andrews. In the final, the boys competed against eleven teams from across the UK. Up to 7 debaters can form a team but Dara and Callum were the only two representing Wellington, making this result even more impressive.

The John Stuart Mill Cup has a dual purpose: to promote interest in philosophy among secondary school students and to model and promote civil discourse on issues of public concern. It is founded on three fundamental tenets: firstly, that in a multicultural democracy disagreement about important moral issues is inevitable; secondly, that members of the public should not shy away from expressing, in the public forum, their convictions on these issues and finally, that as a society we could make quicker progress toward reaching mutually acceptable resolutions of these disagreements, without creating resentment and hostility as a side effect, if more entrants in the public debate made use of the philosophers' toolkit (the attention to logic and fallacy avoidance, the back-and-forth cycle of argument-counterargument-revision, the principle of interpreting one's interlocutor's position as charitably as possible, etc).

The John Stuart Mill Cup is designed to reward not the ability to win an argument but rather the ability to thoughtfully advance debates on ethical issues of public concern. Dara and Callum's achievement speaks volumes for the debating ability at Wellington. After the winners were announced, the Centre for Ethics, Philosophy, and Public Affairs at St Andrews University tweeted 'Congratulations to the winning team on their measured, lucid and charitable performance. Well done!'



Callum & Dara receive the John Stuart Mill Cup; Callum, Anubha & Isla with Mr McKinstry.

The McKinstry Debate

The McKinstry Debate is a highlight in the debating calendar, especially given the close connection its namesake has with the school. Mr McKinstry, Chairman of The McKinstry Company and President of Ayrshire Chamber of Commerce and Industry, sent his children to Wellington and for the last 10 years, he has been pivotal in making the McKinstry Debate what it is today. The Reverend Aitken, long-time friend of Wellington, joined Mr McKinstry on the panel. Both judges offered their own excellent insight into the art of public speaking and adjudicated with sensitivity.

The McKinstry debate never fails to showcase the impeccable standard of debating at Wellington and this year was no different. Teams tackled the following motions: 'This House believes that humanity should fear advances in artificial intelligence' and 'This House would allow prisoners to choose death over a life sentence'.

Callum Byers, Anubha Bal and Isla Novak won convincingly in favour of the motion 'This House believes that the government should pay stay at home parents for their work'. Grace Woodhouse, Amy Barbour and Joanna Kennedy were defeated on this occasion, but such strong speakers will not remain silent for long and we look forward hearing them all again in future debates.

Senior 6 pupils ran Media Corner, this year boasting three 'tweeters'. Their lively and very witty commentary was enjoyed by the 'twittersphere' (including our very own avid tweeter, Mr Byers). Harry, Jake and Matthew who did an excellent job of keeping up with the fast-paced debate. As they said themselves 'We would like to thank the astounding articulate Mr McKinstry for giving us his time, it is a great pleasure for the school to host him. It was a pleasure, as always, to see Rev Aitken. That's all folks!'

The Old Girls' Public Speaking Competition

The Old Girls' Public Speaking Competition was held on Friday afternoon and was judged by former Head Girl Alyssa Shepherd (who is

graduating next week with a First in International Relations and Modern History from the University of St Andrews). The winner was Meera Mohankrishnan who spoke about whether or not statues to controversial figures should now be abolished.



The Law Society's Donald Dewar Debate

In January, Meera Mohankrishnan and Anubha Bal reached the semi-finals of The Law Society Donald Dewar Debate, unfortunately

knocking out Callum Duffy and Christopher Summers. This stage in the competition took place at Grange Academy and the motion was 'This House believes that democratic countries should boycott the 2018 World Cup in Russia'.

In June, Meera, Anubha and Callum travelled to the Scottish Parliament to watch the final of the debate, having just missed out on a place in the final this year. Mrs Sheils has very high hopes for the girls this coming year.



Christopher, Callum, Anubha & Meera competed against one another in the quarter finals of The Law Society's Donald Dewar Debate.

The Ayrshire Music Festival

by Lynne Bradley, Teacher of Primary 7

It is Thursday the 30th of May 1912. Women do not have the vote, the Titanic has recently sunk to the bottom of the ocean and the Ayrshire Musical (Competitive) Festival is born. There are already 80 Festivals in existence in England, but only three in Scotland: Ayrshire, Aberdeen, founded in 1909 and Glasgow, founded in 1911.

The aims of the Ayrshire Musical (Competitive) Festival were: to bring young and talented musicians to the fore; to enable competitors to compare, and thus improve, their performances; to develop the public's interest in good music; and finally, to unite all lovers of music for the common purpose of advancing the art.

In the Festival's second year, there were 2000 competitors - a vast number, which caused no end of havoc for the public transport of the day! In fact, additional services had to be provided to accommodate the many competitors and supporters. Most of the competitors sang in choirs, nothing like the festival today where the categories have diversified to include dance, speech and drama, solo singing and a whole range of instrumental classes that mirror the variety of music currently delivered in schools. It is not surprising that the Festival is a springboard for many young musicians wishing to take their talent and ability beyond school. Among the many musicians who have taken part in the Ayrshire Festival and have gone on to become well-known figures (dare we say, celebrities?!) Wellington can claim Nicola Benedetti and Michael Foyle.

While the Festival continues to grow and thrive, there have been some obstacles in its 106 year history. In 1914, Ayr school teachers boycotted the festival though records do not state their reasons for doing so and in 1937 snow storms and a bus strike caused the numbers to fall dramatically. Also, let's not forget that the Ayrshire Music Festival has

withstood two World Wars!

I first participated in the Speech and Drama section because my elocution teacher, Anne Girdwood, was a strong supporter of the Ayrshire Music Festival. She encouraged all her pupils to take part and I received many certificates. More importantly perhaps, the Festival and all the preparation that goes with it has furnished me with a wealth of cultural knowledge - from poetry and stories to what makes a winning performance. I genuinely do not think that I would have gained that experience elsewhere.

Thinking back to my competition days, Wellington's elocution teacher was Marjorie McKinlay. I vividly remember her ushering in lots of 'little green girls' (as they were known then) who would scoop up prize after prize, much to my discontent at the time!

Given Wellington's AMF tradition and renowned excellence in all things music and drama, it was with immense pride that I attended the Festival this year with my own small hoard of green blazers!

As a teacher, I fully understand the importance of the Festival. I was delighted that Primary 7 had such a successful year, as did many other pupils across all stages of Wellington School - not just in Speech and Drama but in the Music categories too. There are so many I will not name them all here, lest I inadvertently miss someone!

Every single Primary 7 pupil took part - some as solo performers and others in the choral speaking category. Poems such as Willie Wastle, To a Louse, Ma Hoggie and Address to the Toothache delighted the adjudicator, Brian Marjoribanks. Mr Marjoribanks, a former professional footballer, actor and teacher of Speech & Drama applauded Wellington's performers on their energy, excellent diction and clear love of the Scottish

language. It was heart-warming praise that Mrs Clachan and I were proud to hear.

My class, Primary 7d, won the choral speaking competition with their recitation of The Red Herring. There is video of them performing it on the school's Facebook page. If you have a spare moment, please go and have a listen!

Meanwhile, Mrs Buchanan's Speech and Drama pupils also achieved wonderful results. The photo above shows Mrs Buchanan's certificate winners and Aditi Mudunuri, the winner of The Ann Girdwood Trophy for Speech and Drama.

Volunteers from all over come to assist with the daily running of the Festival. It must be wonderful to absorb all the rich, local talent for a couple of weeks. My father, Tom Raffel (pictured here below), is one of those who volunteer - in fact, he is now President of the Ayrshire Musical Festival! I guess you could say that our passion for this annual cultural event, steeped in history and tradition, is in the blood.

While other festivals have closed their doors due to lack of numbers, ours goes from strength to strength: long live the Ayrshire Music Festival!



Above: Mrs Buchanan's Speech & Drama winners. Right: Mrs Bradley and her father, Mr Raffel, President of the AMF.



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Winner of the Macdonald Creative Writing Prize

Single Use

By *Ellie Crosbie, Senior 4*

I sit, waiting expectantly, on the middle shelf of the fridge, in the local corner shop.

I know I'm luckier than the others – here I will almost certainly be picked up by a child from the school five minutes away, or be chosen by a boy going to the football pitch that is round the corner. If the laziness of humans and good fortune favour me, one day I might be free, but only if I reach the local stream, which feeds into the ocean beyond.

I'm now at the front of the queue on the shelf, and as the children swarm around the fridge at lunchtime, their eyes glaze over the selection on offer. But not towards me. There goes Colin from the Capri Sun aisle; Fred from the Fanta section. For God's sake, if I can just make it to the stream I might finally have a chance get to where I want to go! Do your parents not care that you are guzzling down fizzy juice, packed to the brim with artificial colourings and flavourings? I'm an ignored bottle of pureness and goodness! 'Hang on, what's this...? Oh yes! Finally!' At long last I make my way over to the checkout, and out of the shop. Once in the wide ocean, who knows what sunny, faraway beach I might end up on. Bobbing around in Caribbean seas...lounging on the romantic beaches of Spain. I just need to trust that he doesn't put me in the bin.

As I am carried along the road, the boy glugs the water out of me and I realise that it must nearly be time for me to be deposited. Adjacent to the stream, there are a series of bins that have been placed as a barrier to stop bottles like me reaching our haven of freedom. If I end up in there my chance will be gone.

THUD! I've been dropped, but not quite as close to the stream as I would have liked. You had only one job boy!

My only hope is if the wind picks up and I am blown down into the stream, but on this calm summer day, that is about as likely as the end of the world. So close and yet so far; is this really where I'm destined to end up?

OUCH! That's a bit rough don't you think? The jaws of a buoyant and vivacious dog press into my sides, and I am crushed and twisted as I am manoeuvred into a different shape. The pain is agonizing, but if he can just drop me into the water, he could help me on my way. That's right, good boy I think to myself, as he lunges towards the stream for a drink. I try to make myself as undetectable as possible, hoping he will not be enticed to pick me up again. I should be good at this considering how long I was left on that blasted shelf. It works. The dog, panting and wheezing, bolts back up the bank, and begins to choke on the plastic wrapper that has become entangled in his throat. That will serve him right. I'm forgotten.

The gentle current guides me smoothly along the stream, and I notice all the other plastic bottles decaying along the banking. They were so close! Unfortunately for them, they never made it quite as far as I did. I knew I was destined for freedom ever since I had

been placed in that fridge at the corner shop and watched all those children rushing in. It's the children that pick us, and I couldn't be more appreciative. At that age, you think everything around you is indestructible – that it won't matter if they drop us because one plastic bottle makes no difference to the world. Some adults are more sceptical, and they know the damage that we can cause. They want to crush and recycle us, in an attempt to stop the deluge of plastic in the seas, and the massacre of marine life that we trigger. But it's not like we mean it, or that it is really our fault. It's theirs. If the children didn't drop us like inconsequential rubbish, then none of this would happen – they need to realise that once we have been carelessly discarded they can't destroy us, or get rid of us.

We exist forever. Eternal life.

I eventually make it to the wide ocean. The gentle bobbing of the waves is calming, and I look around and notice a horde of other plastic bottles like myself. What a lot of us have made it to freedom, and not just water bottles like myself, but plastic containers and bags too. Before I know it, I am drifting further and further out, pushed by the prevailing wind to end up who knows where. What I do know is that I'm going to be around for a very long time.

Suddenly, in the darkness, I am swallowed by some sort of organism. I appear to be encased inside some large living creature and, as I look around, I notice I'm surrounded by other pieces of scrap plastic and fragments of junk. It smells strangely...fishy.

I panic a little. But I'll be damned if I am destined to end up as fish food!

Soon, however, I remember that I am imperishable, and I realise that this can only go one way. For the moment my freedom has been taken away – I will be stuck in here for a while. But as the fish, ever hungry, gathers and collects more and more bottles like me inside his gullet, I know he will eventually die from the toxic poisoning that some plastics cause. He will fall to the bottom of the sea and, unlike myself, decompose. It is only a matter of time before I will be liberated once more.

I sit, waiting expectantly, inside the decaying gullet of a soon to be dead fish, in the middle of the sea.



Ellie's story makes for a fantastic read but it also acts as a cautionary tale. She highlights the damage we are causing to our planet and the life forms that live here with us.

Ellie's stark warning cannot fail to penetrate – plastic will live on, even after we are gone...

The Great Lives Behind the Names

Churchill

The Summer Term is an important one for the four Houses of Wellington School. Churchill, Curie, Montgomery and Nightingale go head-to-head in innumerable events, house points are counted and winners are announced. While these achievements are notable, the achievements of Churchill, Curie, Montgomery and Nightingale changed the world. The end of the school year is an opportune time to reflect on the four people we take as mentors and guides.

The Normandy landings, otherwise known as D-Day took place on the 6th of June 1944, an event that united Sir Winston Churchill and Field Marshall Montgomery. Meanwhile, International Women's Day in March is an occasion on which we can be proud of two incredible women, Florence Nightingale and Marie Curie, whose commitment to bettering the lives of others through science, saw them both make significant contributions in the field of medicine.

Florence Nightingale & Marie Curie

Many of humanity's greatest achievements have come in the field of medicine. Our understanding of how the human body works and our ability defend ourselves from sickness and disease have improved dramatically in the course of human history.

In the last two hundred years, an explosion in scientific understanding has dragged us from a position of near total ignorance to a modern age where we can benefit from cutting edge, life-changing medical procedures and treatments.

At Wellington, we love to

learn, and it is that sense of inquiry, innovation, dedication and willingness to pursue ideas that led us to name two of our house teams after the great medical pioneers Florence Nightingale and Marie Curie.

Many of the diseases we encounter in our lives were killers only 100 years ago. The Spanish flu of 1918-20, for example, killed an estimated 60 million people (three times as many people as died in the First World War). The invention of the antibiotic, Penicillin, by Ayrshire's own Alexander Fleming only ten years later, would have saved most of those lives.

In this era, before the invention of antibiotics, unsanitary conditions and a complete lack of understanding of germs and

bacteria saw many people die of preventable illnesses. But it took someone with real vision and dedication to make the connection and provide the solutions.

At an army field hospital during the Crimean War (1853-56), Florence Nightingale noticed that ten times more soldiers under her care were dying from infection than their battle wounds. Through experience, experimentation, observation and a meticulous recording of evidence, Nightingale transformed the design of hospitals and invented what we would recognise as the modern profession of nursing - leading to clean bedding, hygiene, sterilised equipment and proper nutrition for patients.

Operating in an era where

women were effectively second class citizens, Nightingale's strength of character and ability to present her arguments and evidence in a compelling way was the basis for the change she delivered. Indeed it is often forgotten that she also pioneered the presentation of statistics, inventing new table and diagram designs that we still use today.

Born almost 50 years after Nightingale, Marie Curie was instilled with the same innate curiosity and would also go on to transform medical world with her discoveries. Young Marie Curie had a thirst for knowledge that was insatiable. And despite her inability to afford a formal education, personal study eventually allowed her to gain entry to the Sorbonne University in Paris, where she studied

maths and physics and discovered an almost natural talent for the subjects. Curie undertook experiments to explain why invisible rays from uranium could penetrate metals and other substances. Her work led to the discovery of new radioactive chemical elements (polonium and radium). Not content with having discovered new elements, Curie also pioneered their use in the treatment of cancers - pioneering what we now call radiology. Marie Curie is still the only person to have won the Nobel Prize for both chemistry and physics.

Like Nightingale, Marie Curie was a selfless person and also spent time in military hospitals, helping the wounded of the First World War - putting her ground-breaking research in a safety

Curie

deposit box until the war was over.

Along with her daughter Irene (who also went on to win a Nobel Prize) Marie Curie developed and raised funds to build small mobile x-ray machines (known as Petits Curies) which she used to help army surgeons locate and extract bullets from wounded soldiers - saving thousands of lives and improving the treatment of countless others. The x-rays machines we use today are almost identical in design.

Marie Curie and Florence Nightingale were visionaries and pioneers in the field of medicine - totally transforming the way we treat and care for people when they become ill. The legacy they have left and the difference they have made to humanity is unparalleled. It is the reason their names are still household ones.

Although half a century separated them, both women shared much in common: a natural curiosity, perseverance, compassion, a desire to improve on their work and a devotion to learning, understanding and the accumulation of knowledge for its own sake.

Sir Winston Churchill & Field Marshal Montgomery

Early June (1944) was a hugely important time for the individuals two Wellington house teams are named after: Churchill and Montgomery. After five years of gruelling conflict and many bruising defeats, the Allies were about to turn the tables on the Nazis. On 6th June 1944, they launched a massive invasion to liberate Europe and defeat Hitler. The date went down in history as D-Day.

For British Prime, Winston Churchill, D-Day represented the great fight back. In 1940, he was only able to watch on as Europe was conquered and the British army made a miraculous retreat over the English Channel back to safety. With Britain standing alone, Churchill was defiant and refused to surrender, despite years of relentless bombing and the constant fear of invasion.

Montgomery

By 1944, the tide had turned and it was the Nazi occupiers of Europe who now feared invasion. Churchill's resilience had led the Allies to this point and, while he relished the opportunity to take the fight to his enemy, he was plagued by worry that casualties would be astronomically high and D-Day a disastrous failure. Thanks to the efforts of his most senior soldier, General Sir Bernard Montgomery, his fears proved unfounded. General Montgomery was a charismatic military leader and had delivered Britain's first victories against what seemed like an invincible opponent.

Meticulous in his planning, Montgomery was haunted by the appalling losses of the First World War, and took as many precautions as he could

to eliminate unnecessary risk to his troops. He also believed that simplicity was key and historians have recently uncovered his one page plan for the entire operation.

Montgomery ensured his soldiers were in peak physical shape, well trained and in good spirits. He believed he should be seen and wanted to connect with his men. As part of this, he toured the country speaking to them; inspiring those who were soon to find themselves in combat.

D-Day was a huge success. Over 160,000 men landed in France in the first day alone. Within weeks, hundreds of thousands more arrived and the advance on to Germany began.

Just over a year later, in

September 1945, the Second World War was over, peace resumed and the rebuilding of Europe could begin.

Churchill and Montgomery were crucial to this success. Their talents and personal qualities - resilience, planning, passion, leadership, charisma - made them invaluable to the Allies and remain attributes we can all make good use of in our everyday lives.



Churchill & Montgomery in March, 1945.

Nightingtale

My Account of Dumfries House

Sushanth Srinivasan, with some help from some of his classmates, gives his account of Primary 5's residential at Dumfries House in June.

'It was finally the day, the day I couldn't wait for since I had heard the news!

'I woke up today thinking it was a normal Wednesday. No, I was wrong, we were going to Dumfries House! When I arrived at school I brought in my huge suitcase. Everyone was so excited so we sprinted onto the bus and chatted to each other about the dorms and who would be on the top and who wouldn't.'
Reid Neilson

I rushed out of the car more than excited to start our journey. I approached the gate with my Mum and Dad on either side of me, ready to say their goodbyes. Moments later, I found myself walking inside Wellington School with my parents still waving goodbye.

Assembly had just finished and my class were buzzing.

'We were lined up outside waiting for the bus to come. We were all playing on our suitcases and pretending they were horses and Claudia was zooming around the place! Eventually the bus arrived so we said our goodbyes and we were gone! I was partnered with Charlotte and we sat near the back of the bus. We played a game where you take turns humming a song while the other guesses which song it is. For one of the songs, I did 'A Million Dreams' from the Greatest Showman. I couldn't do it, I kept laughing!'
Mia Swift

Finally, we reached our destination. We strolled into what we now called our home.

'Oh yeah, we are here and I am so happy because my suitcase was broken. It was making a lot of noise like a broken door. When we got inside we found out who was in our dorm - the tension was high.'
Issy Wilson

Everyone found out who was in their dorms and I am sure everyone was happy with the result. After we had settled, we walked over to our first activity.

'I was eager to get going on our first activity. Lucky for me that's exactly what we did. First we all walked down to the engineering centre for STEM. The main task was making quiz boards. When they were finished, the tester was supposed to light up when you joined up two right answers. Our group's board was about famous actors and which movies they're from.'
Isla Hall

'We talked about electricity and forces and one of our instructors told us that we were going to make a quiz board. Me, Tiffany Jessica and Jamie were all put together in a group and we decided to make a space theme. It was a bit complicated but we managed. We had to colour in our board which was made of polystyrene. We made it look A LOT like space and then I made the tester lights. If you get it right, the tester lights up and if it is wrong then it doesn't light up. We colour in all black with yellow for the stars and the planets.'
Verity Findlay

After that it was time for lunch. Sandwiches were the main thing but some crisps and fruit also did the job!

Next it was time for some gardening. We of course skipped over to the garden and re-planted some chives. Gardening was probably my worst skill!

'replanting chives in the beautiful gardens, the aim was to plant the chives so that they would grow again. Step one was to dig up the chives in a small bunch making sure to get the roots as well. Step two was to dig a deep hole and put the bunch in. Finally, step three, cut off the flowers and stalks then throw any bunches with no roots in the compost bin.'
Isla Hall

Visiting the farm was next on the list. We

saw all kinds of animals and the best bit was feeding them. My two favourite animals were the pigs and the sheep!

'We got to go into the pen with the pigs, whose names were Hilda and Gilda. Their hair felt like firm hay and they had little faces and big snouts that would come up to you. My favourite pig there was Gilda because she was happy with me hugging her over and over again. If no one was there I am sure that I would have taken her home.'
Amelie Laraway

'My favourite animal there was Hilda the pig. I had a small conversation with her as I liked the way she snorted. I also liked to stroke her back because it somehow felt quite firm.'
Ethan Adam

'I may or may not have renamed the lamb 'Munchkin' when it tried to munch on my joggers! After we'd checked out the farm, we hiked up hills and through fields until we reached a chive garden, though, no one was sure why it was called that because we saw a couple poppies in there too!'
Charlotte Carter

'Then we had a look at the girl cow with horns. I know, right? A girl, with HORNS! After that we saw the turkeys. Sadly, they didn't puff out their feathers. The geese were my favourite. They looked so soft to touch.'
Rory Marshall

Then it was finally time to make our dorm a tiny bit tidier by unpacking and making our beds.

'What my group did to make our dorm extra special was we put our shoes in order from the first colour of the rainbow.'
Amelie Laraway

Unpacking was easy but for my group making our beds was a real challenge! After we thought we made our bed it was time for dinner. The pizza looked amazing and once I had that first taste it tasted amazing as well!

Now it was time to do the thing that caught my eye the minute we came here... THE OBSTACLE COURSE. It looked spectacular. Everyone hurried outside to climb the obstacles but first we had to go through the safety procedures just in case we have an injury. One by one Adele (the guide) explained

everything carefully. After about fifteen minutes of explaining it was time to start what looked like something fantastic. Without a doubt this was probably the highlight of Dumfries house!

'I got mud all over my good clothes. I first went on the Tarzan ropes. It was very fun, but much harder than it looked. Then the swinging bars, even the small one was hard!'
James Wardrop

Half an hour passed and sadly it was time to go back in side. Time surely flies when you're having fun! But the fun had not ended yet because right now we are doing a QUIZ! There four different topics and the one I thought I would be the best at would be sport.

'Our group drew with teachers (we kind of won because the teachers used their phones)'
Reid Neilson

At the end of the quiz the teachers won three of the rounds and another group won one. After such an exhausting day, I couldn't wait for bed time!

'When I finally got to sleep, we had an unexpected visitor...Claudia! She came in at 5am because she couldn't sleep. Laura was sleep talking and that scared Claudia so she slept with Millie and me in our dorm for 4 people.'
Lucy Goldie

Day 2

After such an amazing day yesterday I was fresh and ready to start. I was still so excited to start day 2. I was extremely curious to see what was for breakfast. Normally I am a very picky person but today I liked everything! There was cereal, pastries and cinnamon rolls. After a delightful breakfast it was time for some geo caching.

I had only done geo caching once and that was a long time ago so I was ready to experience something that will be brilliant. If you don't know what geo caching is, it involves clues and having to find certain locations on GPS. You should have seen the wind, it was chaotic!

'It was not a nice day - it was far too windy. The instructor said it was supposed to get

worse. I was not happy about this! Even worse, we went geocaching in that horrible weather...! *Blair Thom*

After walking through a cold breeze the guides gave everyone the thing they wanted the most... HOT CHOCOLATE WITH MARSHMALLOWS! It was scrumptious.

After that it was circus skills. I had never been to a circus or held circus equipment so I was more than ready. Duncan the guide led us to a huge hall. On the floor in front of me there were some things I have never seen in my life. Each one was talked about in great detail: how to use them, where they were from, and their names. After we learned how to use them, it was finally time to have a go. Every toy had something unique like, for example, the one where you have to balance on a cylinder that is all about balance or the one where you spin the plate or a straw that is all about concentration.

'I was not the best but I loved the pedal racers. Amelie and I put on a show where we did a high five. We missed and fell because we started laughing!' *Issy Wilson*

After such an amazing activity it was time for lunch. After that it was team building. In team building there were all sorts of challenges which required a lot of thought. The first activity was where there were 5 buckets. Each bucket had a number from 1 to 5. The aim was to put the buckets in order, biggest to smallest. At the start, the buckets were jumbled up and we were not allowed to put the higher numbers on the lower numbers. Easier said than done! Next was the obstacle course but this time it had a twist.

'You needed to get a bucket of water across most of the obstacles, but they never mentioned WE needed to get across the obstacles too! So we slid the bucket across and moved on to the next obstacle. All was going well until we got to the monkey bars. There was a small (easy), a medium and a large. The group we were facing were on the large while we were stuck on the medium. And when they had finally made it across the large bar, the whole bucket of water fell. I managed to dodge it but some people were left with damp clothes for the rest of the day.' *James Wardrop*

We had to try to keep as much water in the bucket as we could and to have the fastest time. At the end of this competitive game the group that I was in won!! After some hard work it was time for some dinner. And not just any dinner - it was FISH AND CHIPS!

The fish and chips gave me some energy and was ready for the task. I was expecting it to be something like a mind game or a race, but no it was the perfect thing - a disco! Ewan (or as we now call him the DJ) put some funky songs on and no one looked tired, in fact this was the happiest they have looked this trip. My favourite part of the disco was the floss off! I have no idea who won but by the looks of it I am sure it was Sammy. Shortly after, when everyone thought it was time for bed, Ewan announced that it was now time for a movie (spic). To be fair I was extremely tired but I did not want to sleep through a movie. So I decided I would stay up and watch. After a vote, Minions won! It was time for some laughter!

After this, it was surely time for bed! We brushed our teeth and slowly but surely drifted off into deep sleep.

Day 3

That night I slept a lot better and knew that sadly this was the last day. I was happy and sad at the same time. I was excited to see my parents but I had never had this much fun ever! After breakfast it was rock climbing. I had done this activity recently so I was not as nervous as I would have been if this were the first time.

'I was really good at rock climbing - I got halfway up that wall. Good, right?!' *Blair Thom*

First we did a warm up below the safety line. Then it was time for some action! We carefully put on our helmets and harnesses and then began the climb. I was third in the line so it would take some time to have my turn. After three people, it was finally my go! I had a quick warm up (getting used to the harness) and then started the climb. Slowly I worked my way up and after some tense moments I was so close to reaching the ceiling. Only one more step and...YES I had made it! I was scared to look

down but I managed to slowly make my way down. I felt some relief as I touched the floor and felt safe again. After this fun activity it was the thing I was looking most forward to: archery.

Adele taught us all the rules of archery and how to handle the bow. We were split into four groups again and we all took turns to fire the arrows. Mrs Morgans got 3 bullseyes and I got one!

We had one last go at the obstacle course which was great fun. But that fun did not last for long. It was now time to go back home and to see our family again. We slowly walked over to the bus saying our farewells and that was the end of this epic journey!

'The trip to Dumfries house was by far the best school trip ever' *Connor McGlynn*

The Junior School Librarians

Interviewed by Emily McMunnigall, Senior 6

On being asked why they wanted to become Junior School Librarians, Charlotte Carter, Isla Hall, Laura Paterson and Lucy Goldie are all eager to explain and it is clear from the very start that the girls simply adore books! Charlotte says 'books are my life! When I see them not being cared for properly, strewn all over the floor, it makes me upset to think that someone has spent a great deal of time writing that book, just for children not to care about it.' Lucy agrees 'I wanted to be a librarian because I hate finding that books are being thrown everywhere. I find that the worst class is [at this point all the girls raise their voices in unison] PRIMARY 2! They mess up the library and put nothing away. It hurts me because books are everything to me!'

I have to admit that sometimes it was difficult to credit an individual librarian for her comments. Lucy, Laura, Charlotte and Isla were so passionate that they usually all spoke at the same time! For example, when I asked if they enjoy being librarians, the girls cooed in unison 'yeeesss!' and 'we loooove it!'. Their enthusiasm is infectious and we were soon chattering away about our favourite books. Harry Potter is the librarians' absolute favourite, meanwhile Tom Gates' Diary of a Wimpy Kid is not far behind (although it apparently does not rate quite so highly in the eyes of mothers!). The House of Secrets by Chris Columbus and Ned Vizzini and Percy Jackson by Rick Riordan (my favourite too!) are also very popular.

Lucy talked about a lovely tradition in her family whereby a series called 'The Adventure Books' has been passed down through the generations. 'My granny's mother's granny had them and

'I especially like books with no pictures because you can then paint the pictures in your head'

Laura

then they were passed from father to daughter, father to daughter, father to daughter.'

The role of Junior School Librarian was created by Drumley's Literacy Coordinator, Mrs Bathgate, who asked for potential candidates to write her an application letter explaining their reasons for wishing to take up the important role. Laura, Lucy, Isla and Charlotte thought long and hard about their reasons and were announced as the Junior School Librarians by Mrs Bathgate at a special assembly in August.

This interview was held in the cosy Junior School Library where the girls told me all about what the role of librarian entails. One of their first tasks was to organise and advertise a competition to mark Roald Dahl Day on the 13th of September. The girls selected quotes from their favourite books by the well-loved author, and hid them all over the Junior School. Pupils were tasked with finding the quotes and then correctly guessing which book they came from. It was a triumphant success and by no means the last of the librarians' events. Indeed, at the time of the interview, the librarians were organising a book fair. One of the main aims was to fundraise for the school charity but a target had not yet been set. After a quick discussion, the girls agree on the princely sum of £13,000. Not only are the girls enthusiastic, thoughtful and imaginative, they are an ambitious bunch too!

Laura explained that as part of their remit, the librarians are always busy: 'we have to tidy the library, run competitions for World Book Day, we organise events like Harry Potter Day and Roald Dahl Day and we also host assemblies from time to time. We have special advantages

too. For example, at break, no one is allowed in the library except the librarians!' This time is mainly used for their daily Librarian Meetings, however, the girls inform me that they miss meetings now and again because sometimes they simply prefer to catch up with some reading!

When asked if there is anything they don't like about their roles, the girls agree that 'sometimes we don't like clearing up other people's mess when we would rather be reading or playing outside!' Also, the troublesome twos are always messy visitors... "When we hear that the P2s are visiting the library we think to ourselves, 'what on earth are they going to get up to now?!'"

As enthusiastic readers, the librarians love to immerse themselves in books but some children take it too far! "We could name some bad people but we won't! We have a folder so we know who has a book on loan and if they are late returning it. There are also people who ignore the rules. Our limit is two books per person, but some people take more than that and then they come back trying to borrow even more so we have to be firm: 'no more borrowing until you bring all the other books back!!'"

'I like reading because it is a really good way to educate myself. I also love all the adventures in the books. It is good to read because I see the pictures in my mind – books do that.' *Isla*

I thoroughly enjoyed meeting Isla, Lucy, Charlotte and Laura. The girls have worked hard to make the library an organised and calm place and I am sure their respect for books has rubbed off on the other children. They are wonderful ambassadors for bookworms everywhere!



First XI Rugby Player Takes PE

Former pupil and First XI player for Ayr, Danny McCluskey, came to Wellington this term to deliver a strength and conditioning programme for pupils from S1 to S4. The sessions took place during their timetabled PE lessons.

Strength and Conditioning Training teaches pupils techniques to improve their movement in order to help prevent injuries and ultimately, it helps our sportspeople to perform at their optimum. Pupils thoroughly enjoyed this elite training and will continue to use the techniques they learned to improve their performances. This opportunity really boosts the learning of our pupils and we are grateful to Danny for his professional insight.

Earlier this year, the PE Department offered S&C sessions to all S5 and S6 pupils. They were delivered by the Ayr Community Rugby Trust, meanwhile the programmes, maintenance and monitoring were overseen by David Watt, Sports Therapist and Strength & Conditioning Coach from Callachan's Health & Therapy. The success of these sessions led Mr Ness to roll out Strength & Conditioning training to the whole school (staff sessions to follow!) and in the future, it is hoped that they will also be supplemented by training on nutrition for sport and general well-being.

Emma Wishart and Mitchell Wyllie are two sportspeople who benefitted from the sessions at the start of the year. As back row player for Ayr-Wellington U18s, Mitchell Wyllie said 'I have become a more physical player through my S&C work. It has helped me add strength and size, two significant factors in rugby. I 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 Strength and Conditioning sessions invaluable: 'S&C has helped enhance my hockey performance by improving my fitness and stamina, which is essential for any hockey position. It fit easily into my timetable and it was enjoyable doing the sessions with my teammates.'



The Inaugural Year of the Mini & Junior Duke Awards

Sally Lomas, Deputy Head of the Junior School

We are frequently being told in the press that children spend excessive amounts of time 'glued to their tablets and phones'. Fake news? Perhaps not. It has been heartening to see so many Junior School pupils take part in the Mini and Junior Duke programme (no digital devices required!). The programme is open to all pupils from Primary 2 to Primary 6 but is by no means compulsory. Instead, children opt in. The Mini Duke Silver and Mini Duke Gold are undertaken by Primary 2 and 3 respectively, meanwhile, Primary 4, 5 and 6 take the Junior Duke Bronze, Silver and Gold.

We were delighted to introduce the Mini and Junior Duke Awards because it is clear that they give children the opportunity to gain new experiences and learn important life skills. Every child who takes part is required to complete seven challenges of their choice from a selection of ten. They choose the activities themselves and complete tasks without any help (ok, I admit it, assistance was required when it came to repairing a puncture in a bicycle tyre!). The challenges encourage independence and self-motivation, for example, in P2, a pupil may have to use a Hoover or polish their shoes. They may also have to pack for a family walk; having considered appropriate clothes and footwear, they then carry their own rucksack for a couple of hours (we apologise to all the families who endured cold, wet weekend walks in December!). In P5, some children learned how to sew a button on a shirt. The children who completed this activity said it was something they would never have attempted in any other circumstance, but that they could see the value in such a skill. Older children had to learn a fairytale or story which they then recounted to younger pupils. There were also first aid challenges and cookery activities - the variety of tasks meant that everyone had the chance to try something they had never tackled before.

The whole family of Junior School staff were involved as Assessors or House Representatives - even Dot and David Gray! As you can imagine, cooks like Dot and David have tasted many culinary delights so we were thrilled when they gave (most of) our pupils' soups, cakes and other baked goodies their seal of approval!

The cornerstone of the Mini and Junior Dukes Awards is initiative. Children were very much directing their own experience - not only did they have to choose their challenges independently, they also had to discuss their proposed methodology with their Assessor. Children had to make an appointment



for their assessment and it was up to individuals to ensure the various components were completed to the high standard set by the Assessors. After the many steps involved, I am sure you will appreciate that successful completion of all the challenges was very rewarding!

A large number of children received a certificate along with a bronze, silver or gold award badge at our very first presentation in April. This spurred on those who still needed to complete their challenges by the June deadline and thankfully, everyone managed it! It was a real thrill to see proud smiles when badges were pinned on blazers by Mr Mooney, John Muir and Duke of Edinburgh Award Manager and Mrs Wyllie, Mum of Mitchell, our Head Boy. Mrs Wyllie gave a fantastic talk at the final presentation assembly. She spoke about challenging oneself, setting goals, never giving up and many other lessons she learned from her 10 in 10 Marathon Challenge.

Finally, no achievement in the Junior School is truly recognised unless there is a proper celebration so staff threw a party! It was satisfying watching the children chatter excitedly about the new experiences they had enjoyed and ultimately, their success in attaining their award. Mini and Junior Duke Awards also counted towards a Duke House Cup, which was won by Nightingale House. New House Captains will be encouraging as many children as possible to sign up again in September. Last year's House Captains chose the largest trophy they could find in the shop so we very much hope pupils' zeal for adventure continues to the next level!

Speaking on behalf of Drumley staff, it has been super to watch pupils challenge themselves to achieve their goals and motivate themselves to go the extra mile. My thanks go to parents whose patience and support are, as always, unwavering.



Mitchell in P2 perfected the art of making & buttering his own toast.

As part of their celebration of achievement/party, pupils were treated to a thrilling magic show!

Lewis in P2 took the 'build a den' challenge to another level when he constructed an igloo with his Dad!

Wellington School Parent Teacher Association (WSPTA)

by Gillian Thomson, Vice Chairperson

As a Wellington parent, you are a member of the WSPTA. You may ask yourself 'what does that actually mean?' Wonder no more, Mrs Thomson, Vice Chairperson of the WSPTA Committee and Wellington parent explains all...

Up until 2018, the WSPTA was simply called the Wellington School Association (WSA). This name did not make it immediately obvious what the function of the association was, especially for new parents. This change hopefully conveys the fact that parents and teachers work together to benefit the school and our children in a variety of ways.

The WSPTA is led by a committee made up of parents and teachers from all stages of the school - nursery, primary and senior. As a Wellington parent, you are automatically a member of the WSPTA and as a committee we welcome your suggestions and feedback.

The Chairperson

Victoria Birrell, Wellington parent

Vice Chairperson

Gillian Thomson, Wellington parent

Treasurer

Stephen Miller, Wellington parent

Secretary

David Watters, Wellington parent

Committee Members

Catherine Ness, teacher & parent; **Karen Henry**, parent; **Laura Alexander**, parent; **Claire Smith**, Wellington's Deputy Head & parent; **Karis Leckie**, teacher; **Lynne Bryson**, parent; **Lynne Bradley**, teacher; **Katherine Penton**, teacher; **Marc Charron**, parent.

What We Do

Over the past few years, the main fundraising events have been the Christmas carol concerts

and the summer concerts, both of which showcase the incredibly talented musicians and singers that the Music Department nurtures. Last year, the WSPTA hosted highly successful Halloween parties for the children of the Junior School and the committee hosted a stand at the highly popular Christmas Craft Fair selling branded merchandise.

The Thrift Shop, managed by Wellington mum, Holly Saunders, is an extremely popular service. It is a good way of recycling uniform, a more cost effective way of clothing children who grow several inches a term (calling all parents of teenagers!) and it is also useful in emergencies when items are 'lost'!

Where your money has been spent

Over the past year, your money has gone towards a variety of items including but not limited to:

- Blackout blinds for the Art Department
- Recycling bins throughout the whole school
- Three table tennis tables for the PE Department
- A wireless speaker for the Modern Languages Department
- Trail camera & bird box camera for the Science Department
- Music stands for the Junior School Music Department

Other items have been requested and are currently on order. With the new academic year around the corner, we confident that there will be many more requests! In the past, the then WSA purchased a laser cutter for the Art Department as well as school minibuses.

As I have already said, you are all members of the WSPTA so please let us know your thoughts - ideas for fundraising are always welcome!

Plans for the Future

The WSPTA hopes to become an effective link between the school and parents. If you have positive or, indeed, negative feedback that you wish to be raised by the WSPTA with the school's management team, you can do so by emailing pta@wellingtonschool.org. All points raised via this address will be discussed at the next scheduled meeting and feedback will be provided.

We are also committed to introducing more events throughout the year. Some will involve the children, some will be adult only and plans are already afoot for a 'Pub Quiz' style evening. These events are designed to bring parents together while also being a primary means for raising funds. The highly successful Christmas Concerts will feature in December and in the New Year, there will be another Curry Cup Race Night. If you have an idea for a fun fundraiser, please let us know and we will endeavour to deliver!



TICKET INFORMATION

for

The Official Relaunch of Wellington School's Former Pupil Association

Drinks Reception & Lunch
on Saturday, 6th of October 2018
at 12.30pm

Tickets are £10 and can be purchased by contacting the person named below, according to the year you left school:

Leavers from **1960 to 1969** inclusive:
Fiona McKeller
stnicholaspark@btinternet.com

Leavers from **1970 to 1979** inclusive:
Lesley Brown
lesleybrown60@gmail.com

Leavers from **1980 to 1989** inclusive:
Alison Somerville
asomerville@dustacco.com

Leavers from **1990 to 1999** inclusive:
Sally Lomas
sloomas@wellingtonschool.org

Leavers from **2000 to 2018** inclusive:
formerpupils@wellingtonschool.org

All general enquiries can be made by telephoning 01292 269321 or by emailing:
formerpupils@wellingtonschool.org



Former pupils of Wellington & Drumley House Schools are invited to attend a drinks reception & lunch in Carleton Turrets Hall to celebrate

The Official Relaunch

of Wellington School's Former Pupil Association

Saturday, 6th of October 2018 | 12.30pm | Tickets £10



Tickets: see inside back cover for ticketing information.
General enquiries: formerpupils@wellingtonschool.org

