



# The Turret

Wellington School Magazine

Autumn/Winter 2018

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## Cover Art

The striking artwork which features on the front cover is by **Ellie Haye**. The portrait was painted as part of her 'expressive' coursework for National 5. Ellie's use of colour and bold brush marks are exceptional.

# Welcome

*from Mr Johnson, Headmaster*

As I write this introduction, our annual day of Nativities has just ended with P1-P3's fabulous second performance of 'The Apprentice' – a gently re-carpentered version of the traditional Christmas story. Once again, the singing and acting were outstanding and the show was delivered with real gusto and the sheer sense of joy that young children convey so effortlessly. People often comment on the wealth of talent that we have here in Wellington and, of course, they are right and we are fortunate. I suspect there is talent everywhere, however, and the real difference is the way in which it is encouraged and nurtured both in your homes and in the school. I would like to thank the pupils and staff for showing what can be done with talent, and all of the parents and friends of the school who provide the support and encouragement without which our work would be so much harder.

Every term in school is busy and this one has certainly been no exception. The most significant event is probably the opening of Craigweil Lodge, which has already made a big impact. Whilst not every pupil has the pleasure of attending lessons in the bright new classrooms, everybody is certainly enjoying having easy access from Carleton Turrets to Craigweil House. Perhaps most importantly, the project has given us all just a taste of what we hope will be possible in the years to come.

I hope that you enjoy the articles, the creative writing, the artwork and the photographs that appear in this edition of the Turret and provide a glimpse into the richness of school life. Meanwhile, I look forward to the start of a new calendar year and wish everybody in the Wellington community a happy and successful 2019.

# World Poetry Day 2018

In September, Primary 7 were given the opportunity to participate in World Poetry Day.

The class had a wonderful time building up to and celebrating World Poetry Day with their class teachers Mrs Clachan, Mrs Bradley and Miss McGowan. Pupils learned about the generic features of poetry but they also studied a range of specific poetry styles including kennings, concrete poems, haikus, tankas (thirty-one-syllable poems, traditionally written in a single, unbroken line) and cinquains (a five-line poem inspired by the Japanese styles of haiku and tanka).

They children enjoyed a productive poetry writing session with S1 where groups explored the theme of 'Change'. Individually, pupils wrote powerful poems in a variety of styles taking inspiration from 'Photograph of a Child' (the picture on the right). Pupils were tasked with writing each verse from a different perspective. Verse 1 was to be written from our perspective, as outsiders looking at the child; verse 2 was from her parent's perspective; and verse 3 from the girl's own perspective. Some pupils shared these poems at a special Primary 7 Celebration Assembly.

It is apparent that Primary 7 are a creative and thoughtful class, as proved by their poetry here below.

## **Eliza, oh Eliza** *by Katie*

Little girl freckled, rosy face with cinnamon short  
twisted hair,  
Where are your parents, you are as quiet as a mouse,  
Sitting next to a note that read Eliza,  
Eliza, oh Eliza.

Where is our daughter, our treasured daughter,  
All I can hear is her is her worried  
voice echoing through my mind,  
Drip! The rain comes on, the rain  
was crying for her,  
Eliza, oh Eliza.



Hello, anyone there,  
I am as lost as a stray animal,  
all alone and agitated,  
For the millionth time,  
Mum and Dad where are you,  
Eliza, alone Eliza.

## **The Girl in the Pink Dress** *by Sophia G*

In a city demolished by a bomb,  
Sat an upscale, unfortunate girl all alone,  
If you're quiet as a mouse you can hear her groan,  
Who are you and where have your parents gone?

Crash, boom where is my tiny daughter?  
Just her alone with that silly rag doll,  
If you find somewhere oh please do call,  
Where are you, at least find some water?

I am so disoriented, so afraid,  
I have lost mummy and daddy,  
Will I find them again?  
I am still trying to get it into my brain,  
Where are you parents, tell me, I prayed.

## **These Bombers Will Pay!** *by Fraser*

Boom, crash,  
Bash, bash, bash,  
She's as quiet as a mouse,  
Or a little woodlouse,  
Talk to me please,  
You're draining me to my knees,  
Are you ok?  
These bombers will pay!

This has torn me apart,  
Like someone ripping paper,  
My heart is broken,  
Look at all the smoke,  
All I can smell is dust from,  
That big gust,  
I hope she's ok,  
These bombers will pay!

Bombs please,  
Stop shouting at me,  
These bombs are pushing me to the ground,  
Pound, pound, pound,  
For the millionth time,  
Maybe only nine,  
Can I have some food?  
The Germans are so rude,  
I'm ok,  
These bombers will pay!

## **The Heartbroken Girl** *by Tansy*

Like a drooping rose,  
A tear ran down her button nose,  
With eyes of jade surveying the sight,  
All her happiness and love took flight,  
Will she persevere the dooming twilight?

Our darling girl,  
With tufts of curls,  
Is she laying heavy as lead?  
Our little girl might be dead,  
We both said,  
From the roar of shelling over head.

My Ma and Pa,  
Are they safe?  
The fire brigade found no trace,  
Although there is a bit of lace  
My doll and me, we survived,  
But we thumped into a killer bees hive,  
Where oh where are my Ma and Pa?

## **Piercing Blue** *by Sophia H*

Sitting there like a turtle too scared to come out  
of its shell,  
A book too shy to open,  
A question to afraid to ask,  
As the answer may be so dreadful,  
That she'll just become hazel brown hair,  
And piercing blue eyes...

Did I make the right choice?  
Sending her away from me,  
Where she would be "safe" in the town,  
But not in the big city,  
My heart would not beat,  
But can I ask the question?

Is everyone safe?  
Will I be safe?  
Will anyone care?  
If ...the bomb dropped here,  
No...it can't of dropped...there.

# Honouring The War Dead at Compiègne

By Ellie Crosbie, Meera Mohankrishnan, Archie Kerr, Ellie Haye, Emma Stevenson (S5) & Ruby Magee (S6)

On the 11th Nov 2018, 100 years on from the signing of the Armistice to end World War 1, Wellington pupils were delighted to represent Scotland at the UCAPE conference, hosted by the French school, Institution Jean Paul II. Standing alongside fellow Europeans in the heart of Compiègne, the city where the Armistice was signed in 1918, we commemorated the millions of soldiers who lost their lives in the Great War.

Standing around the edge of a 25 meter crater in the middle of the Somme battlefield, the reality of war slaps you in the face. Lochnagar mine is one of the many scars left by WW1 on the French landscape. Alongside 140 young people from across Europe, 8 pupils from Wellington School gathered in Compiègne over Remembrance Weekend to reflect on the horrors of the war. Each school presented their country's respective war heroes, ranging from soldiers to suffragists, in a variety of languages.

We took part in a range of activities centred around WW1, one of which included giving a presentation about Scottish war hero Elsie Inglis in front of 200 students in French. Inglis was a suffragist and doctor who dedicated her life to helping save wounded soldiers of all nationalities, and set up various Scottish Women's Hospitals across Europe. Due to her efforts, it is estimated that 300,000 lives were saved. A local journalist attended and told us about the life of George Gynmer, a legendary pilot whose statue we passed on our way to the Remembrance service

Conference delegates had the opportunity to learn about and discuss the true horrors of war that the soldiers had to endure by visiting the Peronne Historial Museum of the Great War, the Somme battlefields and the Thiepval Memorial, honouring French, English and South African fallen soldiers. The experience was truly moving for everyone, made all the more poignant by the fact that we were able to share it with our European counterparts.

As the weekend progressed, we continued

to explore the devastating impact of the 1st World War, visiting battlefields, remembrance monuments and frontline trenches. We discussed how we can move on together, not just as allies, but as friends. UCAPE, an organisation that encourages meeting other young Europeans to learn from each other, gave us this opportunity to discuss peace and friendship amongst young people interested in and concerned about the future of Europe.

On the morning of the 11th, the group attended a traditional French mass in the Eglise Saint-Jacques in Compiègne, before holding a touching minute's silence at the War Memorial. To conclude the compelling weekend, the group finally attended a commemorative ceremony at Rethondes where the Armistice was signed 100 years ago to the day. World leaders such as Macron and Merkel had also been in attendance the day before. A select group of students were asked to prepare a short speech which was read aloud to the whole group and a wreath of our own was placed next to that of Macron and Merkel; a fitting conclusion to the whole weekend.

The experience was enjoyed thoroughly by all pupils - a true reminder of past and future connections we will always have with Europe.



Above: Peace is declared; far right: a notice warning parents not to buy military toys 'children should not play at war'; right: the 10 commandments of victory: 'unity makes us strong: love one another.'



Mrs Morton is well and truly settled as Head of Art at Wellington. Here, she offers a round-up of some of the activities the department has engaged in this term.

## Masterplans

S2 have been inspired by the long term masterplan for Wellington. They are currently working on an architecture project. This started with drawings and paintings of the iconic school buildings. S2 were then given the challenge of designing a new building they would like to see developed on available space on the school site. Working cross curricular with Maths they made scale drawings before moving on to create architectural models.

## Embroidery

In November and December S3 and S2 pupils enjoyed future textiles workshops at Dumfries House learning sewing and textile skills. The end results were festive cushions beautifully embroidered and embellished.

## Junk Kouture

At lunch times and after school S3 pupils are busy working on costume designs to enter national fashion competition Junk Kouture. This competition encourages young designers to create striking couture designs. Using everyday junk materials our pupils are taking elements such as fashion, design, engineering and environmental sustainability to create wearable works of Art.

Erasmus

## Art, Language & Astronomy

During Erasmus week we were delighted to welcome Pea Cooper millinery to the Art department. Our S3 pupils created wonderful headpieces inspired by the Erasmus theme of astronomy and the solar system. There is more about Pea's workshop in this edition of the Turret!

The Art department was also delighted to welcome our guests from France, Germany, Portugal, Romania and Slovenia to make scarfs inspired by the galaxy and astronomy. It was exciting and inspiring sharing creative ideas with pupils in our partner schools.

Taylor Quate from Avenue design visited to share his graphic design expertise helping us to understand the importance of branding and logo design. The knowledge helped the



The work here featured comes from the following artists/designers: Ayesha Nur, Anubha Bal, Ellie Haye, Fiona Sykes, Myah Neilson, Susannah Young, Charlotte Robb, Eleana Meikle, Isla Mason, Lucas Short.



children to design their own logos as part of an Erasmus competition to celebrate the 30 year partnership between Wellington and our partner school in Dortmund.

## Scottish Colourists

In September S4 visited the Scottish Colourists exhibition at the MacLaurin Art Galleries. This was an exciting opportunity to learn about paintings first hand that we are studying in class. We were delighted and very grateful to receive a very informative guided tour by Dianne Gardner one of our governors. Dianne is a member of the MacLaurin trust and gave us valuable insight into the painting techniques used by the Scottish Colourists.



# Fifty Years of Wellington

As former pupil, daughter of a former Wellington teacher, parent to a current pupil, parent to a former pupil, Chair of the Board of Governors and an Ambassador for the Ayrshire Hospice, this year's 6th Year charity, Jennifer Simpson has a multi-faceted connection with the school. She really is an ambassador for all things Wellington and is often spotted in and around the campus – not least belting out the school hymn at the recent Former Pupils Association Relaunch!



*It seems like you tick every box for connections to Wellington, Jennifer! Please tell us a little more about your Wellington history.*

Well, as you say, my connection with Wellington is a long one! My mum taught in the Junior School in the 1950s, I started Wellington in Nursery in 1968 and left after 6th year in 1982. My daughter left Wellington in 2016 and my son is still here. Wellington has had a huge impact on my life. I think it is very important that your school days are enjoyable and I certainly enjoyed my time here. I wanted my children to enjoy their education as much as I did and Wellington was the obvious answer. Being a pupil, a former pupil, a parent and a governor are all experiences that have allowed me to see different aspects of the school and I have been privileged to learn so much from Wellington – both as a child and as an adult!

*We talk a great deal about Wellington being a special place, what do you think makes us so?*

Wellington has always been a family. Former pupils and staff are still very much part of the family and we are always open to any friend, no matter how long ago they left us. For example, I still keep in touch with friends from school and we had a very successful year group reunion last year. Girls came from all over the UK (and Europe!) and it felt like we were all teenagers again – walking into the staff common felt really naughty!

As a school, I believe that Wellington excels in every area. I am very proud of the excellence our students demonstrate academically, in the arts, on the sports field and in cultural, social and community activities. This is to be expected given that they are led and inspired by our outstanding teaching staff.

For a relatively small school, we punch big – despite the lack of facilities in some areas. The staff, the resolve of pupils and the inspirational things that happen here are simply not prevalent in every school. There is something about Wellington – perhaps the mutual respect between teachers and pupils – that makes everyone work hard for the benefit not only of the individual but for the community as a whole. I am constantly humbled by the talent we show in music, drama, sport, public speaking, art and the vast array of ERASMUS and

Jennifer and her class in the mid-70s



modern languages activity.

*We think our staff and pupils are one of a kind. How would you characterise Wellington pupils and staff?*

A crucial part of education is to inspire young people to raise the bar, to reach for the stars and to aspire for excellence in whatever field or endeavour is their forte. Wellington teachers are proud of their school and they are dedicated to their jobs in a way I have never seen in other workplaces. I am always moved when it comes to exam results time as the teachers take each pupil's results personally. Despite it being their summer holiday too, they come in looking very anxious. It is this concern for every individual that makes me extremely proud to be a part of Wellington's community.

The staff give 100% in everything they do, every day that they are here. You can see their commitment by all the extras that they offer to pupils. You only have to glance at the list of extracurricular activities to see for yourself. Meanwhile, the pupils themselves continually reach for the stars and excel in every field. There is a real can do attitude and you notice that everywhere you go. The pupils have a pride in their school and Wellington is proud of them.

*When did you become a governor?*

I became Governor in 2013 and ever since, I have thoroughly enjoyed learning about how the school is run. I like being able to use some of my business experience to help the school move forward and it is exciting to be part of the long term development strategy for the school.



Jennifer's mother, Mrs White, and Wellington School staff in 1955.

I would like to see Wellington continue to flourish. With the opening of Craigweil Lodge, I would like to see that as the start of the campus development and for that process to continue. I hope we will continue to develop and grow. I would also like to see more recognition of our talents. I feel sometimes we are not recognised enough for the wonderful things our pupils achieve.

**The 6th year charity is a fairly new Wellington tradition. Did you have anything similar in the 70s and 80s when you were a pupil here?**

Wellington has a history of charitable giving. When I was a pupil, we held an annual Christmas Fayre with all monies raised being donated to our chosen charity. The pupils ran the whole thing, including manning all the stalls. Being an all-girl's school at the time, even Santa Claus was female!

**You are heavily involved in this year's charity. What do you do and how did the staff feel when we made our announcement that the Hospice was going to be the 6th Year charity?**

As a Business Ambassador for the Ayrshire Hospice, I have been heavily involved in the introduction and organisation of the Starlight Walk and the Hospice's Silver Anniversary Campaign. As an Ambassador, I know that the charity is delighted to have been chosen because it is well known in South Ayrshire (and perhaps beyond!) that our 6th year pupils are committed to raising both awareness and money for their chosen charity. Being chosen as the Wellington 6th year charity is the envy of many charities in fact.

I know that the Hospice is thrilled that Wellington values its role within the local community and for me, it is interesting to note that both the Ayrshire Hospice and Wellington School are unique in their own 'sectors'. The Hospice is the only facility of its kind in in Ayrshire and Wellington is the only independent school.

**If you have any questions for Jennifer or the Board, please email by clicking [here](#).**

Jennifer carrying out one of her duties: presenting prizes at the annual Junior Prize Giving ceremony.



**What do governors do?**

Governors are important because they provide strategic leadership and accountability. They oversee financial performance and hold the school accountable for educational performance. The Governors at Wellington are Directors but also Trustees of the Charity so have legal responsibilities too. Our two key responsibilities are development of the strategic direction of the school and governance. Meanwhile, in my role as Chair, I lead the board by in ensuring we work as a team as part of the strategic leadership of the school. By doing so, we drive improvements. It is my role to attract new Governors with the correct skills and also to ensure that everyone on the board contributes and shares the workload. I work closely with Mr Johnson and meet with him regularly. As chair I attend many sub-committee meetings and I am also involved in interviewing for senior positons within the school.

**What are your hopes for Wellington's future?**



# Institute of Physics Award

for Best Performance in Advanced Higher Physics 2018



Former pupil, Hamish Ablett, who left Wellington in 2018 to study a joint degree in Physics with Mathematics at Glasgow University, recently received the Institute of Physics' Excellence in Physics Student Award. This accolade was awarded to Hamish and the staff of Wellington School 'in recognition of their contribution to the success of Hamish Ablett, who achieved the highest marks in the 2018 Physics Advanced Higher examination'.

Mr McPhee, Head of Physics, accompanied Hamish to Dynamic Earth in Edinburgh where the award was presented by Richard Lochhead Minister for Further Education, Higher Education and Science as part of the Science and the Parliament conference. The aim of this conference is to foster close relations with policymakers and key stakeholders, Science and the Parliament. It is organised by the Royal Society of Chemistry on behalf of, and in cooperation with, the Scottish science and engineering community.

This conference is in its 18th year and as such

is a firm fixture in the Scottish parliamentary calendar. This year, it comprised an exhibition (an excellent opportunity for leading scientific societies, professional bodies, and universities to demonstrate their work) together with an impressive speaker programme of keynote addresses and panel discussions, including one with MSPs representing the main political parties.

This year's theme was Education and Skills which tied in with the Scottish Government's five year STEM Education and Training Strategy, launched in October 2017, and the Royal Society of Edinburgh (RSE) and the Young Academy of Scotland (YAS) consultation: Tapping All Our Talents: Six Years On, a review into the progress that has been made towards equality in the Scottish STEM workplace over the past six years.

We are delighted that Wellington was represented at such a prestigious event.



# Learning in the Clouds: Wellington's Chromebook Pilot Project

Depute Head, Mrs Smith brings us an update on the Chromebook pilot.

TECHNOLOGY at Wellington took a significant leap forward in August 2018 with the launch of the Primary 7 Chromebook initiative. Pupils can now learn in the classroom and 'in the cloud' as each of them and their form teachers have their own Chromebook. This project is part of a whole school IT strategy which involves incorporating Google Apps for Education, especially Google Classroom, across all subject departments and year groups, providing a virtual learning environment.

The Chromebook is a learning tool like no other; lightweight to carry, it stores pupils' work and teachers' lessons in the cloud. Users enjoy instant access to documents, applications and internet browsing (limited only to relevant areas). What is more, pupils take the devices home for homework exercises too.

**'I like Chromebooks because they are good for sharing documents when you are in groups and I love Google Classroom - your homework is always there!'**

Lillie

Mr O'Connell, Head of Computing and Google certified Educator, is the enthusiastic leader of this initiative, saying 'the Chromebook marks a significant change from traditional paper-based working. There are myriad benefits of these devices. Word-processing and presentation tasks can be worked on collaboratively both within and out with the classroom and Google Classroom provides paperless communication between teacher and learner. Using Classroom, homework assignments can be issued by teachers, completed by students and then

returned and marked all within the Google Apps for Education framework.' While Mr O'Connell delivers the P7 Computing course entirely on the Chromebook and P7 teachers incorporate them into every day lessons, a wide number of subjects such as History, Geography and French are also utilising their advantages.

**'I think the Chromebooks are making everyone more productive. It helps when you don't know the spelling of a word. You don't need to ask the teacher, you simply look it up!'**

Oscar

Head of Primary 7, Lynn Clachan says 'Chromebooks are making everything easier, enabling us to develop a 21st Century curriculum with technology that supports teaching and learning. The main advantages of Chromebook versus more traditional learning tools are that everything is saved onto each pupil's Google Drive so that data is never lost and that our pupils have instant access to resources that enhance any lesson. Primary 7 can be a challenging time for children; they are embarking on a new and daunting phase of school life in the Senior School. With the Chromebook, I feel that my class are well supported at this transitional stage because they receive notifications of upcoming events and homework reminders.'



**'I think the Chromebook is really good because you can catch up with your classwork if you are off ill and fall behind.'**

Arianna

Pupils have signed an agreement stating their intention to take responsibility for their laptops, including charging them every evening and transporting them with care. I believe the Chromebook initiative allows pupils to become independent learners. It is an exciting project and pupils have embraced the opportunity to become technologically literate. Under the careful guidance of Mr O'Connell, P7 teachers and pupils are learning together and exploring the ways in which this technology can enhance traditional teaching and learning methods. The initiative, still in its early stages, has already surpassed the benefits we expected to see.

**'I like Chromebooks because it helps you research information, rather than asking the teacher. I also like that there's Google Classroom so you can see what you have for homework and write to the teacher if we are stuck on a question. Thank you so much for letting us have Chromebooks!'**

Suri

# Chickens Away!

**Malawi Mission 2018: Wellington's generosity helps young girls evade marriage and stay in school.**

In April this year, Rev Aitken chose the Alloway Church trip to Malawi as the charity to receive the offerings from Wellington's Easter services. Wellington parents generously donated and we are delighted that the money has been put to very good use, helping to set up a sustainable chicken farm project called 'Chickens Away' at Bandawe Girls School.

Secondary education in Malawi is not free. As a result, they usually choose to send their sons because they cannot afford to send all their children and girls are a very useful resource. Tragically, the money for educating sons comes from marrying off daughters for their dowry. Girls as young as 9 years old can be married to men of any age, just so that their brothers can go to school. The money raised by the Wellington community has helped fund Chickens Away, an income source which will help the school – and many girls – to flourish. By giving these girls an education, not only are we changing their lives but



saving them from a life of physical abuse.

This term, Wellington was delighted to receive a visit from Julie Griffiths, Rev Jailos and Rev Shadreck from Alloway Church Malawi Mission. Julie spoke passionately to pupils about the partnership the Church has with Bandawe School and how our donations have had a positive impact on the lives of girls the same age them. Junior school pupils tried on traditional Malawi dress and learned about school life. Senior school pupils

learned about the country and the enthusiasm for learning young Malawians have.

Former Wellington P6 teacher, Mrs Lamont, was one of the Malawi Mission participants and the photos on these pages were taken by Chrissie and the rest of the team. If you look closely, you will see that Wellington even gets a mention on the outside the Chickens Away building!

On returning home, Mrs Lamont received the following email from Ernest

Kingsley Chirwa, Headmaster of Bandawe Girls School (BAGSS).

'Dear Mrs Lamont,

Please let the whole of Wellington School receive our most sincere gratitude for the money sent to us to embark on a poultry project we have been longing for. If it were not for their hand of generosity where would we have been? What would we have been doing? What would our dreams be like?

This donation has given us energy to move on! Immediately it was announced that we had received this cash for raising chickens, we bowed down in our hearts and tears of joy flowed. We realized that though we may be born in a poor country like Malawi, there is one greatest assurance in the love of God.

Please, we must be understood that we were born in Africa, in one of Africa's smallest countries where some students cannot afford to pay the fees per term and yet Wellington School decides to help us. We are lacking words worthy enough to appreciate for all this. Wellington School students and management we, Bandawe Girls Secondary School, thank you deeply and sincerely.

When the building is finished, which we believe it will be soon, we pray that we will have a source of income to buy chickens and their feed as well. Once again, thank you Wellington School .

**LONG LIVE WELLINGTON SCHOOL! LONG LIVE ALLOWAY CHURCH! LONG LIVE AYR PRESBYTERY!**

In another email, Ernest reported that 'things are moving on. Our chicken project is at an advanced stage and we thank you and Wellington School for everything!'

**We wish Bandawe Girls School all the very best in their future endeavours and hope to bring you further news as the the chicken project establishes itself in the community.**



# There's No 'Hell' in Helvellyn



In early September, Mr Johnson, Mr Ness and Miss Duffy tackled the Helvellyn Triathlon in the Lake District. This is one of the toughest triathlons in the world; it involves a swim in the crystal clear Ullswater (the second largest lake in the Lake District at approximately nine miles long and 0.75 miles wide with a maximum depth of slightly more than 60 metres); a cycle which includes the infamous "struggle" to the top of the Kirkstone Pass (1489ft); and finally, a run up and down Helvellyn (a 3118ft high mountain).

Miss Duffy, a former swimming champion, who represented Scotland, swam; Mr Ness, who was fresh from 'training' in the Italian hills during he summer holiday, cycled; and Mr Johnson, who enjoys running up hills when he gets the chance, scaled Helvellyn. In response to Mr Ness's assurances that Mr Johnson was going to be the fastest of them all, Mr Johnson said 'I am without doubt the weakest link. My biggest fear is being handed the baton with our team in first place and then going on to finish last! The run leg does a beautiful loop from the shores of Ullswater to the summit of Helvellyn via Swirral Edge and then back to the lake. I may have to stop to admire the views from time to time...'

While his modesty does him credit, our triathletes finished a very respectable 5th out of the 17 teams that competed. There were 375 entries in total – mainly individuals – and our team finished in 54th position overall.

Miss Duffy's swim was incredibly fast, registering 21 minutes and 40 seconds on the clock. She was 29th overall and 5th fastest female! Mr Ness's cycle and Mr Johnson's run saw them both finish well within the top 100 competitors for each leg. Our dream team has done Wellington proud. Will they reunite for more challenging triathlons in the future? Here's hoping so!



*Top: Mr Ness; Middle: Miss Duffy; Above: Mr Johnson crossing the finish line. Our athletes pushed themselves to the limit in aid of Ayrshire Hospice and we are grateful for their efforts and your donations!*

# Eurostronomia

In September 2018, our Erasmus+ project, Eurostronomia, entered its second year. Last session we had a busy year of activities and this new school year started off with our hosting a mobility here in Scotland. We welcomed 33 young Europeans and their teachers to Wellington to attend our Eurostronomia Erasmus+ Training, Teaching and Learning Activity.

Our guests arrived from all over Europe: France, Germany, Portugal, Romania and Slovenia. We even had two special guests from our partner school in India for the event. The visitors were lulled into a false sense of security with an unseasonably beautiful first day, which was great for the photographs and the Ayr Selfie tour. By the middle of the week normal Scottish autumnal weather had resumed with Storm Ali throwing its worst at us. In light of the weather, some activities had to be adapted for indoors with, for example, the beach being brought to the school rather than vice versa. The warm welcome in school and in the host families more than made up for the inclement conditions outside.

A main aim of the project is to give all ages of students from all countries involved an increased knowledge of astronomy and an appreciation of how astrophysics has shaped our world, solar system, galaxy and universe. The activities have been specifically tailored to all levels of physics and scientific ability and student age.

Primary pupils have learned about telescopes, the night sky and the solar system. They have generated their own imaginary planet for which they have designed a flag and they have written and performed a musical anthem which they presented to the visiting Erasmus groups in September. The primary Erasmus Club members





enjoyed being part of Erasmus week and took part in the opening and closing ceremonies and gave a presentation about Wellington School and Scotland. They joined in workshops in the Art Department where they painted planets. On the Wednesday, the mobile planetarium from Dark Skies Observatory came to school and many primary classes were able to spend time with the astronomers and the Erasmus group had the opportunity to learn about telescopes with members of Ayr Astronomical Society. During the second half of the project, a group of pupils will visit the Dark Skies Observatory.



An Erasmus project is not just about learning in a formal environment. For many of our pupils, hosting a project gives them the opportunity to take on the role of mentor for our visitors.

**Holly Bradfield (S3)** explains: 'I took part in some of the workshops in the September Erasmus project. The first workshop I participated in was the galaxy scarf making in the Art Department. There were six Scottish people helping out, and we were put into pairs and allocated a group to help with. I helped out at the German table and I made lots of friends from different countries during the week. I exchanged phone numbers with them and I still keep in contact with them now. It is really amazing, I think, to be able to make friends with people from different cultures and backgrounds.'



Younger secondary students took part in a fun



activity to design and build a Mars Rover. They then had the opportunity to test their Rover to see which group's design could cope best with the different terrains encountered on a trip to Mars. As a parallel project to this, students of all ages submitted entries to the Airbus national competition to name the new Mars Rover.

**Brinda Kandimalla (S2)**

'Erasmus was a very eye-opening experience seeing people from many different countries coming together as good friends rather than strangers. I participated in the Mars Rover activity and it was really fun! We mingled very well talking about our interests and also about future trips and we exchanged numbers and social media contacts.'

Other activities that were suitable for both physicists and non-physicists were the design and production of Top Trumps Astronomy Card games, an astronomy board game and a historical review of the East-West Space Race leading to a booklet being produced. An astronomy dictionary is also being worked on in each country and it will be available in all languages by the completion of the project.

A number of the countries have carried out debates around the theme of astronomy. "Should we colonise Mars?" has been done by a few of the schools and "Is money spent on Space a waste?" will be carried out as a whole school debate during 2019.

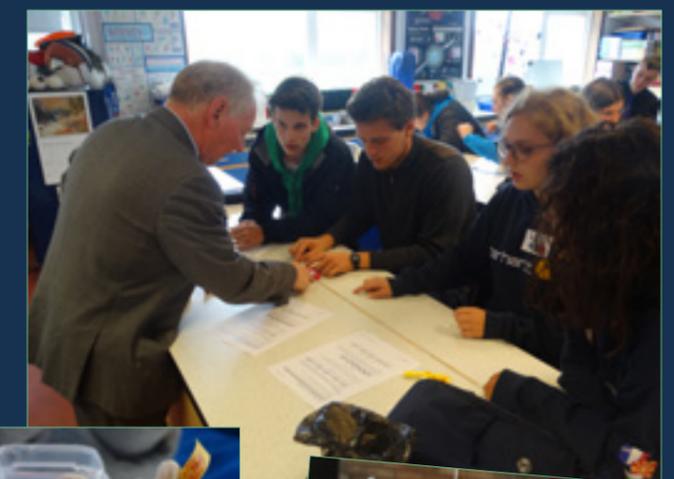
Each of the countries involved in the project has been working on an educational astronomy video. To date, videos on The Solar System, Gravitation and The Expansion of the Universe have been made and used as an introduction to the basic physics required prior to attendance at the different mobilities. This has ensured

that even students who have followed a different curriculum to the host country will be well prepared for the activities that will take place when they visit. We have also undertaken video conferencing on two occasions, once between Scotland and Macedonia during the Scottish Mobility and on the other occasion with all eight countries involved. We plan to communicate using this method during the remainder of the project.

An important part of the project is the social aspect. Students come together from eight different countries and many of the activities during each mobility are designed to ensure that they make friends and get as much out of the week as possible.

**Amy Phillips, Erasmus Captain (S6)**

'A couple of my friends were hosting too, so in the middle of the week we agreed to take our guests for a very Scottish meal of... fish and chips. We had been talking about it around



school, and so had our guests, so by the time we went out after school, the group was up to 19! It was funny to see everyone experience it for the first time, although they seemed very unsure of the “brown sauce”, asking us loads of questions that we never could have predicted. Nobody wanted to leave after dinner so we went for a walk and spent time down at the beach before we all had to go home.

At the start of each mobility there is an icebreaker day where the students are put into mixed groups from all the different countries and carry out some fun games to get to know each other better. This has also involved interactive tours of the host town to enable participants to get to know their new surroundings better.

In Scotland, all students took part in a ceilidh on the first night. The majority went into it extremely excited to learn some new dances with their friends and hosts, a few were unsure at the beginning and initially sat at the side. The hosts ensured that everyone was up and dancing by the end, and we made sure they didn't regret it. The night was mentioned again and again during the mobility. It was a great start to a very busy week!

**Emily Henry, Erasmus Captain (S6)**

‘On the second night, there was no formally organised activity with the school, but as Erasmus Captains, Amy and I planned a bowling night for as many people as possible. It was very successful with roughly 50 people there. The lanes were mixed up just as people arrived and it was fun to get everyone together out of school; it felt like any friends' night out.



Some of the activities for the older students include investigating the detailed working of gravity, rotational and satellite motion, projectiles, the Doppler effect, the Big Bang, and the Expanding Universe. Parallel non-physics based activities were always scheduled at the same time as the specialised lessons to ensure that all students could participate fully.

An overarching aim of each mobility is to examine different aspects of astronomy in both a scientific and more general manner. The Slovenian mobility focused on The Moon and The Solar System. The Scottish mobility focused on Gravitation, Satellite motion and The Expanding Universe. Future mobilities in Germany and Portugal will focus on the wider Universe to ensure that many areas of astrophysics will have been covered on completion of the project. We feel that the “hands-on” activities during the mobilities in partnership with the on-going activities being carried out throughout the year give the Eurostronomia project a balance that appeals to all ages and abilities of students across eight European countries.

Pupils who take part in Erasmus+ activities particularly enjoy the contact with the local culture and being able to see beyond the tourists' view of a destination. Thank you to all our wonderful Wellington families who made this happen for our 33 young visitors.

Small groups of Wellington pupils will travel to Skopje, Macedonia, in July 2019, to Esposende, Portugal, in September 2019 and to Dortmund, Germany in March 2020.

**This Project is co-funded by the Erasmus+ Programme of the European Union.**

## New Horizons: Craigweil Lodge

Wellington School is well-known for its three iconic turreted mansions by Ayr's Low Green. Often described as Ayrshire's answer to Hogwarts, we are proud that our school is as beautiful as it is magical and like Hogwarts, Wellington boasts a long history. While he cherish the last 180 or so years, Chair of the Board of Governors, Jennifer Simpson says, 'we simply cannot afford to stand still and the board are continually looking at ways to move the school forward.' Moving forward we certainly are – in early December, Wellington officially opened a new addition to the campus, Craigweil Lodge.

Headmaster, Simon Johnson said: "The opening of Craigweil Lodge represents a very significant step in the evolution of Wellington School. Yes, it provides us with additional accommodation of the highest quality, but it also forges a link between the existing buildings of Carleton Turrets and Craigweil House. Wellington School now has a single, coherent campus and the development potential of this wonderful seafront site has been well and truly unlocked. We are currently working in partnership with prestigious architects Austin-Smith: Lord on a long-term masterplan for the campus and this is very close to publication. It is an exciting time to be part of the Wellington story.



The Lodge, as it has already become known, contains an additional P7 classroom. It is worth noting that, for the first time, we have required three P7 classes this session in order to ensure favourable class sizes of no more than 20. It also contains an additional social studies classroom, a staff work room and an attractive new Support for Learning Hub.

Equally significantly, the Lodge and its grounds link up Carleton Turrets and Craigweil House, creating a single coherent campus. Pupils will be able to move freely between buildings without having to go out onto the public pavement along Craigweil Road. This also frees up the development potential of our site and the publication of a long-term masterplan is imminent."

Wellington seeks to treat every child as an individual and great care is taken to ensure that they are supported and nurtured throughout their Wellington journey. This is certainly apparent in the Support for

## New Horizons: Craigweil Lodge Cont.

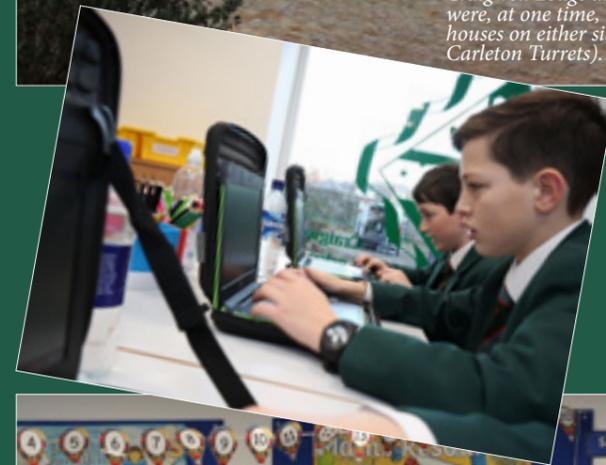
Learning (SfL) Department. Head of Department Rachel Lees said 'the new Support for Learning room in Craigweil Lodge, 'The Hub', is a facility that will benefit all pupils who access support at any time in their school life at Wellington. I would like it to be a place where every pupil at Wellington feels welcome when they need support, whether that support is for a particular need or just for some general advice on study skills, revision techniques or how to cope with exam stress. It will benefit pupils by providing a safe, quiet space to reflect or de-stress during the school day should they need it.

The Hub will boast a relaxation area with bean bags and soft lighting for the promotion of good mental health and state-of-the-art technology to enable us to teach in an innovative, modern way that will inspire pupils to achieve all that they can. A vast range of Support for Learning resources will be easily accessible to pupils and staff, including a large library of books. Meanwhile, the quiet working spaces and a large group work table will allow children to work in a way that suits them. This new space will help the SfL department to provide support and promote inclusivity, so that each and every individual can reach their full potential.'

While the masterplan will present an exciting plan of works that will take some years to come to fruition, the acquisition and renovation of the Lodge (a former stables and dwelling) offers immediate benefits to staff and pupils. Both current and prospective families who visited Wellington at our December Open Events were thrilled with the



Craigweil Lodge and the Science block were, at one time, the stables to the grand houses on either side (Craigweil House & Carleton Turrets).



Mrs Bradley's Primary 7 class have settled in well!

Left and below: pupils use their new Chromebooks in a classroom flooded with light.



Above: In Mrs Lees' SfL Hub, pupils Charlie and Leigh pose for a photo in what will be the relaxation space.

high specifications of the interior and the natural light. Perhaps more importantly, it gave a taste of things to come!

Visitors are most welcome to visit the Lodge. Please get in touch to arrange a tour!



## Creations That Are Out Of This World

During Erasmus week, the Art Department was delighted to welcome Pea Cooper Millinery to Wellington.

S3 pupils created wonderful headpieces inspired by the Erasmus theme of astronomy. The class focused on the solar system and as you can see, their designs are out out this world! Planets, meteors and space matter featured heavily and our creative class used texture and colour to dramatic effect.

Pea Cooper is an award winning milliner and bespoke hatmaker who studied Millinery at Kensington & Chelsea College, London. After graduating, she became an assistant to Australia's most famous milliner. On returning to Scotland Pea started her own

business designing and making her 'quirky but wearable' bespoke hats that are inspired by her love of Vintage clothing. She has made hats for international events such as Melbourne Fashion Week and for racing events like the Gold Cup.

As one of the very few fully trained milliners in Scotland, Pea has the skills to make any kind of hat and frequently says she can make a hat out of anything!

We are extremely fortunate that Pea accepted our invitation to host this workshop, her knowledge and skills have inspired our S3 no end. Thanks, Pea - you're welcome back any time!

# CHICAGO

This year's school show was the inimitable Chicago which enthralled audiences at the Gaiety Theatre in Ayr from the 4<sup>th</sup> to the 6<sup>th</sup> of October.

So what's the story? In roaring twenties Chicago, chorine Roxie Hart murders a faithless lover and convinces her hapless husband, Amos, to take the rap...until he finds out he's been duped and turns on Roxie. Convicted and sent to death row, Roxie and another 'Merry Murderess', Velma Kelly, vie for the spotlight and the headlines, ultimately joining forces in search of the American Dream: fame, fortune, and acquittal.



In his foreword in the programme, Mr Johnson paid tribute to the cast, crew and all the staff who gave us yet another breath-taking production this year:

'Chicago first opened to audiences in 1975 and, since then, it has never strayed far from the limelight on either side of the Atlantic. In an age of celebrity culture, reality TV, social media and fake news, the satirical story may have lost some of its notoriety, but the quality of the song writing and the energy of the drama shine as brightly as ever.

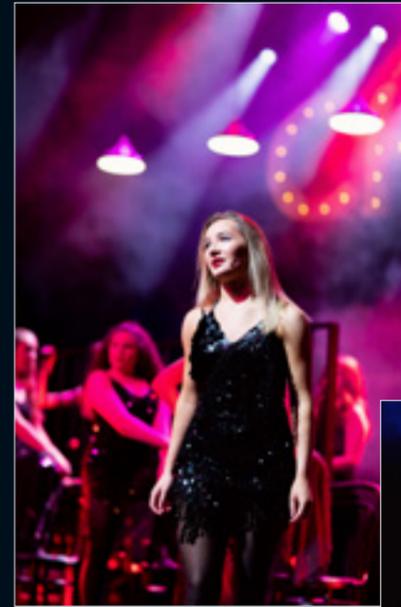
The success of 'Chicago' is surely based on the enduring appeal of wonderful songs like 'All That Jazz', 'Funny Honey' and 'Razzle Dazzle', but our fascination with the brash glamour of the Jazz Age shows no sign of fading away just yet. It may be hard to sympathise with either Roxie or Velma, but they do not fail to grab our attention!



Such is the enthusiasm for singing, dancing and acting at Wellington School that, once again, many of the principal parts in the show were 'double cast'. My thanks go to every single performer, whose enthusiasm and energy lit up the stage for us.

I thank also the many pupils and teachers who are providing technical and backstage support, without which there would be no performances for us to enjoy. It is not possible to stage a professional show without a production team of the highest calibre and I offer my sincere thanks to our Producer and Musical Director, Dennis Haggerty, to choreographer, Heather Rennie, and to Stage Manager, Roger Robinson.

As in previous years, we are indebted to the Board of Governors, all staff in the school and our sponsors, without whose generosity the show could not have been staged.'



## The Pink Cast

Velma Kelly  
Roxie Hart  
Billy Flynn  
Mama Morton  
Mary Sunshine  
Amos Hart  
Master of Ceremony  
Kitty  
Fred Casely  
Sergeant Fogarty  
Aaron

Gaby Williamson  
Ellie Crosbie  
Archie Kerr  
Charlotte Robb  
Isla Kirk  
Joshua Martin  
Amy Phillips  
Grania Archbold  
Conrad Lynch  
Finlay Williamson  
Isla Novak

## The Black Cast

Velma Kelly  
Roxie Hart  
Billy Flynn  
Mama Morton  
Mary Sunshine  
Amos Hart  
Master of Ceremony  
Kitty  
Fred Casely  
Sergeant Fogarty  
Aaron

Katie Carmichael  
Sophie Craig  
Ronan Aitkin  
Kimberly Greenhill  
Ruby Magee  
Conrad Lynch  
Isla Novak  
Cara Hope  
Joshua Martin  
Oliver Ledgerwood  
Amy Phillips



## Jail Birds

Mona  
Annie  
June  
Hunyak  
Liz

Kirstie Howat  
Eilidh Thomson  
Abigail Kirkwood  
Emma Stevenson  
Eleana Meikle

## Other Parts

Harry  
Judge  
Court Clerk  
Harrison

Oliver Ledgerwood  
Ross Duffy  
Issy Girgis  
Tymon McGinley

## Ensemble

Isla Mason, Robyn Munro,  
Katie Brennan, Emma Schneider

# SeAscape Charity Receives A Special Donation

In the past, Mr Johnson has said that 'education is about looking out, opening doors and broadening horizons'. Apply this phrase to the way we seek to instil the qualities of social awareness and equality into all of our pupils and we see that this statement is extremely perceptive. Our pupils do **look out** and consider others less fortunate than themselves, where they see inequality they **open doors** bringing change and opportunity to even the most hopeless situations. Finally, through their tireless fundraising, Wellington children most definitely **broaden horizons** for many unfortunate people. Time and again, pupils have been found to donate their pocket money, birthday presents or foodstuffs to those who need it most.

Wellington pupils have an invaluable impact on the community as a whole and this term, we were delighted to receive the following email about Primary 6 pupil, Jessica Evans:

'My name is May Gilchrist and I'm the Fundraising Manager for SeAscape, which is a locally based charity tackling poverty and homelessness in South Ayrshire. Yesterday one of your pupils, Jessica Evans, came into our office with money she had saved up and wanted to donate it to help people who are homeless. She came in with her mum Angela, who was as impressed with her attitude to the plight of others less fortunate as we were. What a lovely caring young girl and I had to write to you to let you know that her actions and donation will help people in our home town who are socially and financially disadvantaged.

With areas like Alloway and Doonfoot, Ayr is often regarded as an area of affluence, but statistics show that this is not the case across the board. This perception can make it difficult for us to convince people that there is a huge problem in our home town. South Ayrshire is 4th in the poverty league behind Glasgow, Glenrothes and North Ayrshire. Last winter we gave out over £6,000 in heating payments to families who had to make the difficult choice



"...Education is about looking out, opening doors and broadening horizons'. Our pupils do **look out** and consider others less fortunate than themselves; where they see inequality they **open doors**, bringing change and opportunity to even the most hopeless situations. Finally, through their tireless fundraising, Wellington children most definitely **broaden horizons** for many unfortunate people."

whether to heat their home or feed their child. This donation will go towards the work we do for children, families and individuals who are living in poverty. I've attached a photo of Jessica with our Depute CEO Kelsey Kane and I would like to thank your school for having a socially minded young girl in your midst'

Find out more about SeAscape [here](#).

# Football Report

by Mrs Penton

This year Wellington has entered a football team into the Ayrshire League. In November, the team played Grange Academy, the winners of the league last season. Our team played a defensive game against very strong opposition but ultimately lost. Players of the match were Ziyad and Angus.



The second fixture was against Greenwood Academy where the boys showed good team work, communication and work ethic on the pitch. Special mentions go to Ziyad who was outstanding, Robert who made some great stops as goalkeeper and Manuel who had



some amazing clearances from defence to prevent goals being scored. Ziyad and Richie both scored (Richie narrowly missed a goal in the first half when the ball hit the cross bar). Unfortunately the team were defeated in this thrilling match but they continue to improve, so watch this space next season!

In other football news Brendan McLaughlin in S2 has been selected to play as goalkeeper for the West of Scotland Youth football team. Congratulations, Brendan!

**Calling all S1-S4 footballers! Mr McPhee is running football training every Thursday lunch - players of all abilities are welcome!**

# Bebras Challenge

by Mr O'Connell

During the week of 12 November, P7 to S6 pupils took part in the 2018 Bebras Challenge. This is an international competition which involves solving problems using computational thinking skills. In the UK alone, there were over 200,000 participants.

All participants will receive a Certificate of Participation, Merit or Distinction. Whilst the emphasis is on participation, it is also important to recognise top performing students. This year, Best in School certificates were presented to the following pupils:



**Junior Challenge:**  
Khalan Lendrum



**Intermediate Challenge:**  
Kathryn Taylor



**Senior Challenge:**  
David Bondar



**Elite Challenge:**  
Laurie Shinn

# Be The Best Learner You Can Be

By Mrs Lees,  
Head of Support for Learning

Support for Learning at Wellington is all about enabling pupils to achieve their full potential. One of the most important elements of this is equipping pupils with revision skills, study skills and coping strategies that will help them to learn well independently and get the most from their education.

Learning to study effectively is vitally important not just in school - they also help young people to be successful at university and in the workplace where working on your own initiative is essential. Wellington pupils benefit from PSE lessons about how to learn effectively and teachers across all subjects promote learning strategies, specific to their subject. In addition, a range of SfL workshops are offered to all pupils across the senior school to help develop skills and knowledge further. The workshops are open to any pupil who wishes to attend.

**Maybe the stress of exams gets on top of you? Or you just don't know where to start with studying? Perhaps it seems impossible to remember everything you need to?**

If you can answer 'yes' to any of these questions, attending a workshop would be beneficial to you. Quite often a small change in approach can make a big difference.

One of the most common things I notice is pupils who spend a long time just reading over pages and pages of notes as their approach to studying and who are then disheartened with poor results as they spent an enormous amount of time studying in this way. Do you recognise this in yourself?

The aim of each workshop is to add strategies and methods to your tool belt so that you can vary your approach and find

ways that work for you. The workshops are detailed below and I would encourage as many of you as possible to sign up for them.

#### Register online:

1. By clicking [here](#) *or*
2. Simply head over to the school website where you will find a news article titled *Improve Your Memory & Study Skills*. It contains all the relevant information and registration details.

#### Register in person:

- You can also sign-up by paying Mrs Lees a visit in the SfL Hub in Craigweil Lodge.

*Monday 14th January:*  
Memory skills (S3-S6)

*Thursday 24th January:*  
Memory skills (P7-S2)

*Monday 4th February:*  
Revision skills (S3-S6)

*Tuesday 19th February:*  
Revision skills (P7-S2)

*Monday 25th February:*  
Making a revision plan for exams (S3-6)

*Tuesday 5th March:*  
Effective home learning (P7-S2)

*Monday 11th March:*  
Coping with exam stress (S3-S6)

*Tuesday 19th March:*  
Knowing your strengths and using them (P7-S2)

*Monday 25th March:*  
Exam technique (S3-6)

**...and remember: 'quite often, a small change in approach can make a big difference'!**

**For Mrs Lees' top tips for revising, please turn over!**

# Revise Like a Pro

*Tips from Mrs Lees*

- **Create a study space that is calm and organised.** Don't be afraid to spend time doing this as it can make a big difference to how productive you are and how you feel about studying.
- **Use a variety of approaches** and find out what works for you. Flashcards are great for testing yourself with tricky concepts or vocab; mind- maps are fantastic for puzzling things out and making sense of difficult topics and recording essays or work on your phone to listen back to is a great way to take in information in a different way.
- **Take regular breaks!** Work hard for 45 minutes then relax for 15 minutes.
- Set realistic goals and don't be too hard on yourself if you don't quite get there at first; **goals should be something to motivate you, not something to beat yourself up about.**
- **Ask for help** when you need it.
- Minimise distractions- **spending 4 hours 'studying' whilst looking at social media every 5 minutes is not effective**, meanwhile, 45 minutes of uninterrupted, focussed revision can be much more efficient.
- **Look after yourself and your mental health.** It is by far the most important thing you can do to make sure that you are able and ready to work to the best of your ability.

English

# Romeo & Juliet

by Mrs Sheils, Head of English

'And as imagination bodies forth  
The forms of things unknown, the poet's pen  
Turns them to shapes and gives to airy nothing  
A local habitation and a name.'

**A Midsummer Night's Dream**  
William Shakespeare

Although it is over 400 years since his death, William Shakespeare continues to inspire and entertain. It seems incredible that we continue to study his plays and is a testament to his beautiful choice of language, complex and believable characters and plots that stay with us long after we have read or seen the play. As a society, we can still learn from the lessons that lie within each one; whether it is the dangers of over arching ambition, greed or jealousy or the importance of love, friendship or family.

Not only do these themes illuminate our behaviour as human beings, much of Shakespeare's language has found its way into our every day communication. If you have ever used phrases such as 'wild goose chase', 'green-eyed monster', 'seen better days', 'heart of gold', 'good riddance' or 'in a pickle', you have been quoting the bard.

My S3 class has been studying the tragedy 'Romeo and Juliet' and, although frustrated that the main characters met a sorry end (sorry, spoiler), the pupils have enjoyed the challenge. As well as writing a formal criticism of the text, they were asked to respond in any way they chose. Too often, pupils are straight jacketed by having to conform to the requirements of our examination system and, therefore, it is crucial to allow them a degree of freedom and the opportunity to express their individuality. As you can see, the results are evidence of their wonderful creativity and sense of humour.

## A TWITTER ROMANCE

While 'Kimye' are flourishing in the tweetsphere, 'Romiet' are perishing. Read their saga in full by searching for @myenglishtask on Twitter.



“@Romeo my true love is dead,  
I have nothing left to live for.  
#theworldisblacklikemysoul”



THE TEXT-ATHON



"We can talk secretly - no-one needs to know. You have no idea how much I want to get to know you - you're gorgeous."

"OMG you're embarrassing me! ! It's amazing what a bit of lipstick can do! Hahahaha!!!"

DELICIOUS DEATH

"O happy dagger! This is thy sheath; There rust, and let me die."



THE MARRIAGE OF POETRY & ART



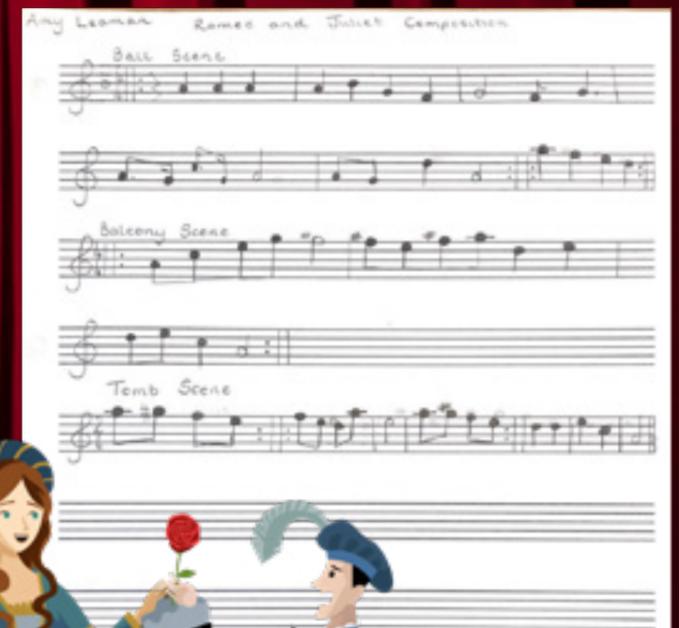
"From beneath the earth it rises, and into my bones it seeps, and through my veins it flows, and in my lungs where it breathes,

The only way I can get it to you, is through your ribcage bars, The pulsating ball of muscle, the lives on despite the scars."

TRAGEDY IN SIX PARTS



THE 'EMO' SYMPHONY



"Not if I drinketh a potion which pulleth me to sleep until Rome returneth"



# A Halloween Story

*Creative Writing by Sushanth Srinivasan, Primary 6*

Arthur suddenly started to panic; he was getting stressed trying to find a solution but it was taking too long. The brooms slowly started to fill up the room. Arthur had no choice but to start putting random letters together! "Colee" he screeched. "Goco" he screamed and then "Miki" he shouted. Suddenly everything was just a blur.

He strained to open his eyes. After trying and trying Arthur finally managed to get them open. But he had no clue where he was. He struggled to his feet and found himself on an empty road. He was in a city. But where was he? How could he get home? He had so many questions that so badly needed answering. Arthur had a great fear of the dark. But he really had to face his fear. It was a full moon so at least that reflected some light on him. Then suddenly, he saw a light on in a house about 100 metres away. Arthur decided that he would go over and ask a few questions - surely they would know!

A few minutes later he was right in front of the door. He thought to himself that there was definitely something odd about this house. There were huge claw marks on the wall and blood next to them. He started to have doubts. Should I just wait till morning and ask someone else? he thought. Are the people in the house nice? he pondered. After a few minutes of decision-making he finally made the decision that he would be brave and knock on the door. Slowly the door creaked open and a rather suspicious man looked him straight in the eyes. "Come on in" he ordered. He looked extremely scary and Arthur really did not want to go inside but he simply had to. Who knows what he could do to me? he worried.

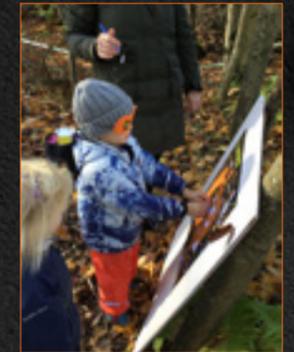
Arthur slowly staggered into the relatively small house. The man sat Arthur down and said "stay put - I will be back in a few minutes". Five minutes had past and there was yet no sign of him. Arthur stood up and started to walk over to what looked like the door... Suddenly he took a quick step back and saw something too gruesome! There, right in front of him, he saw the suspicious man slowly transforming into a werewolf! That man had monster written all over him he thought to himself then suddenly the werewolf's blazing yellow eyes looked right at him.

Arthur slowly walked then that turned into a jog and the finally a full on sprint! He ran as fast as I could out the door. The sun was rising. The boy sprinted to another house, kicked the door open at this point the monster was right on his tail. The door was open and Arthur found himself looking at the SORCERER! Arthur woke up. There was the sorcerer looking right at him! "You have a lot of explaining to do" he said!

# The Nursery's Halloween Hoolie



This year, instead of a party, the children in the Nursery were treated to a Halloween Hoolie!



Little witches and goblins had lots of fun in the Chestnut Woods painting and crafting, pumpkin carving and dooking (or rather, fishing) for apples. They made giant spiderwebs round the trees and delighted in the crisp, sunny autumnal day. How idyllic!



**'Double, double toil and trouble; Fire burn and caldron bubble.'**



**'In the caldron boil and bake; Eye of newt and toe of frog, Wool of bat and tongue of dog, Adder's fork and blind-worm's sting!'**

# S1 Book Club: Book Reviews



Did you know that in Iceland, giving books is a long-standing tradition? It is called Jólábókaflóðið (Icelandic for “Yule book flood”) owing to the huge number of new publications published in readiness for increased demand. Most Icelanders receive books as presents over the winter months - and especially on Christmas Eve!

Mrs Bruce’s S1 Book Club members are extremely enthusiastic readers. They read prolifically and Mrs Bruce says that they were keen to submit some reviews to The Turret to inspire readers to pick up a book this Christmas.

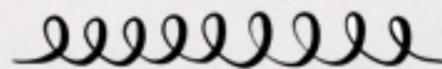


## Where the World Ends by Geraldine McCaughrean

Summary: Based on a true story, the book is about a group of boys stranded on a remote area off the coast of Scotland. Gripping and exhilarating, this book makes you want to read it again and again!

My Favourite Part: When Quilliam (the main character) is kicked out of the main cave by the “minister”. He fend for himself and the rest of the boys end up escaping and letting him come back.

Would recommend if you like: Adventure books and thrillers!



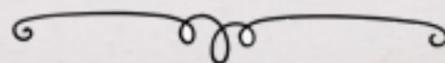
## Summer’s Dream by Cathy Cassidy



Summary: Summer is a dancer who gets accepted for an audition at Rochelle Dance Academy. It’s a dream come true... until she goes on a diet!

My Favourite Part: When Summer finds out she’s been accepted.

Would recommend if you like: Life struggles and dancing!



## Harry Potter & The Prisoner of Azkaban by J. K. Rowling

Summary: Harry Potter escapes and is whisked away and taken to Diagon Alley. When he reaches Hogwarts he receives terrible news which helps him embark on an adventure.

My Favourite Part: When Snape discovers Harry and his friends in the shrieking shack and they knock him unconscious.

Would recommend if you like: Fantasy, action and adventure!



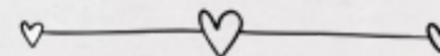
## Sweet Honey by Cathy Cassidy



Summary: It is about a drama queen rebel who moves to Australia to live with her “workaholic” dad. Soon Honey starts to be hacked and soon she finds out that her “cool” dad has a deep, dark secret.

My Favourite Part: I like close to the middle where Honey’s Cyberbully gets out of hand and she finds out about her dad’s secret.

Would recommend if you like: Drama



## A Thousand Perfect Notes by C. G. Drews

Summary: Beck’s mother used to be a world-famous pianist, but now, crushed by the disease in her hands, she forces Beck to play the piano every waking day of his life. Then he meets August who is fierce and always protecting those in need. Can August unlock Beck’s full potential?

My Favourite Part: EVERY SINGLE PAGE!

Would recommend if you like: Adventure/Romance

# Mentorship Makes for a Magical Christmas

INTRODUCTION  
BY  
**Emily Henry  
ERASMUS  
Captain**

On the 25th of November, fifteen Primary Sevens and six senior mentors travelled to Dortmund for a UK-German Connection project called "Magical Christmas" at Mallinckrodt-Gymnasium. This is a partially funded trip which was set up to encourage younger students to make friends across Europe. The p7s would meet a class of German students of the same age, spending two days in their school, baking, crafting and getting to know each other. The Sunday was a travel day, an early start for everyone as we flew from Edinburgh to Cologne before travelling and getting settled into our hostel in the centre of Dortmund.

On Monday, the two groups met and after a few ice breaker activities, we travelled into the Christmas markets in our mentor groups of two or three Scots and two Germans per mentor. We found some delicious food such as crepes and the sugared almonds were very popular. After lunch at school, we baked some typical German Christmas biscuits. Everyone agreed they were all delicious and some of the mentors sneaked the recipes home to make themselves. A few of the German students came to have dinner with us at the hostel.

On Tuesday morning, we returned to the Christmas markets on a selfie tour. This required the groups to take part in a scavenger hunt around the city centre and school, proving we found everything by taking a selfie with it. After lunch, we used these photos to make a collage on a poster of our time in Dortmund. The children made some diamond shapes which will be sent to the seven other schools involved in our ERASMUS+ project. The diamonds will be made into stars with eight points and eight languages. To finish the day, we then sang some Christmas songs together. Finally, the p7s were split amongst several German families for dinner. They had an amazing time, it was a struggle to get them to pack and go to sleep for our early start the next day. It was safe to say the German trip was a huge success, with many friendships made. Everyone had a great trip and can't wait to return to Dortmund in the future!

WHAT IS  
**UK-German  
Connection?**

UK-German Connection is a bilateral government initiative for school and youth links. It was established in 2005 and is funded and governed by the UK and German governments, British Council and the Pädagogischer Austauschdienst.

OBSERVATIONS  
FROM  
**Our Mentors**

**Eleana Meikle**

**Would you recommend this to anyone else?**

Definitely! This trip enabled me to explore the German culture,

language and local delicacies; something I had never had the chance to do before. It also gave me a short insight into the similarities of school life and the subjects on offer. Despite knowing little German to begin with, picking up a few words and sentences of the language filled me with pride, even with a small knowledge on the language it did not hinder me in the slightest and I would therefore still recommend the trip to those who are less fluent in the language.

Everyone there was kind and greeted me with a smile, helping me feel safe and welcome in the environment. The experience of being a mentor was a great way for me to improve my leadership skills and it also helped me be more responsible. When applying I knew it would not be an easy free trip but that I would have to work hard looking after younger pupils and helping staff. I enjoyed working with the younger children - it reminded me of what I was like at that age, being away from home and parents. Experiencing this trip, my first time as a mentor, has made me appreciate how stressful looking after younger children is, constantly having to do a head count every 2 minutes, which made me appreciate the teachers who have been on school trips with me over the years even more. Overall it was an amazing few days and I would not hesitate to do it again.

**Bethany Wake**

**What did you enjoy most?**

Our trip to Germany was incredibly enjoyable for not only the P7 students, but for us mentors as well. I was very enthusiastic to meet my mentee group of Scottish and German pupils and discover their individual personalities. I learned a lot from all of them which I will never forget!

I thought it was particularly interesting to go around the Christmas markets with two German pupils, Sebastian and Colin, who we relied upon to translate and buy gifts/food (many of the stallholders did not speak English). I was very impressed with the boys who were almost fluent in English - and at such a young age too! We tried many mouth-watering German foods at the stalls including roasted almonds, Lebkuchen and Bratwurst at the recommendation of the German students.

We also watched the famous Dortmund Christmas tree being lit for the first time which was mesmerising.





I didn't believe how large the tree was until I saw it with my own eyes! If anyone is considering going to Germany in the winter I would definitely recommend visiting Dortmund. It is a beautiful city and I intend on visiting it again in the near future. I miss it already!

### **Bethan Rees**

#### **Why I applied to be a mentor**

I applied for the role of mentoring our Primary 7 pupils because I have found the experience of mentoring in the past very rewarding and stimulating. Through supporting others to explore an issue or topic I also find that this enables me to discover more as well. As I had experiences on previous German exchanges, I really wanted to share what I had loved with our younger pupils and help them to learn more about German culture and fall in love with it like I did!

### **Beth Scott**

#### **Would I recommend the German trip - mentor's point of view**

I would one hundred percent recommend the German mentoring trip to all 5's and 6's, it was magical experience that will stay with me for a long time. I would recommend it not only because of the enjoyment I received personally from it but also because of the happiness it clearly brought the P7s. It was a fantastic opportunity to get to know the younger pupils who we had never had the chance to bond with before.

Another reason why I would recommend the trip is because it offers the chance to meet our German exchanges who we had not seen in a long time as on the final night we were able to go around the Christmas markets with them. Overall I cannot recommend this trip enough, it had everything; from meeting new people, to exploring a foreign country and even learning a new language. If the opportunity was to ever arise again I would recommend to everyone in 5 and 6 as they will not regret it.

### **Ruby Magee**

Although we spent most of our time mentoring younger children, all of us plan to stay in contact with the people we have met in Germany. While at the School, we were introduced to friends of those in the group who had travelled to Dortmund before and on the final night we experienced the Christmas market alone with a few of these local friends. We made plans

to stay in contact with many of the people we met through social media. All of us would love to travel back to Dortmund, especially to meet up with the friends we have made again. This will be especially useful for me, as I intend to apply to study German at university.

#### **OBSERVATIONS**

##### **FROM**

##### **Primary 7**

#### **Which activities would you recommend doing with future trips?**

I would recommend spending one more day in Germany because we had only two days at Mallinckrodt. The first day, we got to know everyone and by the second, we were saying goodbye!  
**Jessica**

#### **Considering the trip as a whole, are you more/less/just as likely to choose German as a subject next year?**

I am more likely to choose German next year because it is a lovely language. I really want to explore more of Germany because I would like to become a photographer, as a hobby. It would also be good for telling people that I am coeliac.  
**Tansy**

#### **What was the highlight of Tuesday for you?**

My highlight was the selfie tour because I enjoyed walking around the city. I felt really excited about going home with a German family because I didn't know what was going to come next. I will definitely keep in touch with my German friends, especially Noelle and Diana because they are my best German friends.  
**Lillie**

# **The Wee Pencil**

This term, local author A P Pullan spoke to P7 and S1 pupils about his inspiration for his novel *The Crying Wind*. The session was designed to help pupils set about writing themselves - whether they're tackling a writing assignment for homework or simply writing for fun.

Pupils were split into nine mixed groups. They were then given the task of writing a poem on the theme of change (the National Poetry Day theme for 2018). At the end of the morning, each group presented their poems (with various hand made props) to their peers and Advanced Higher English pupils.



# A Fortnight in Friedrichroda

By Ruby Magee, S6



**Top left:** Ruby tucks into an extra large schnitzel; **above:** Ruby & Shreya; **left:** Ruby & Antonia; **background image:** Schloss Wartburg.

On the 16th of August, I travelled to Friedrichroda - a small town in Thüringen and part of former East Germany. I stayed there for two weeks, alongside 11 other students from across the UK selected by UK German Connection. We each stayed with host families and spent our time in Perthes Gymnasium in "Deutsch als Fremdsprache" - German as a foreign language - classes, classes with our host partners and on day trips such as visiting the Lutherhaus in Eisenach and hiking 17km of the Rennsteig.

In the Gymnasium we mostly attended classes with our host partners. It was wonderful to experience how lessons differ between Scotland and Germany, yet it was difficult at times as understanding Physics is hard enough in English, let alone in a foreign language! The group from the UK also worked alongside our host families as part of a project to investigate our heritage and culture. I learned so many new things about my own history and the histories of others, especially those who had experienced life in the GDR and the fall of the Berlin Wall first hand.

As part of the culture and heritage project, I have to work with primary children and teach them about an aspect of German culture of my choosing. Since I will be teaching a group of Primary 3 through November and into December, I have decided to teach them about Christmas in Germany and learn some traditional German Christmas songs with them.

My experience in Germany and with UK German Connection has really deepened my knowledge of Germany and improved my confidence when communicating in German. I would highly recommend applying to the course to any S3 or S5 student currently studying German.

# P5's Celtic Adventure

By Mrs Loughlin

Primary 5 had a wonderful trip to the round house at Whithorn this term, where they experienced the culture, crafts and lifestyle of the Celts. After a warm welcome from our Whithorn Trust guides, we were taken to the replica round house via a human time line that spanned an entire field. It was a great representation for the children of the distance between now, and some historical periods and figures with which they were familiar, and the time of the Iron Age.

On arriving at the round house, Primary 5 were transformed from modern school children to Celtic apprentices. They jumped at the chance to dress up in period clothes and some of the children looked as if they were ready to defend their home against all comers, with fearsome woad face paint. A number of children learned that successful wattling requires teamwork and a lot of stamping to create a well-structured wall. Others tried carding, spinning and weaving wool. It was generally agreed that spinning was the hardest skill, but many took home beautiful weaving. The apprentice jewellery makers learned about Celtic design and bent wire to create spiral cloak brooches. An appreciation for the ability to pop to the shops for a loaf of bread was expressed by those who took a turn at grinding wheat into flour.

To finish off the day, a Roman soldier and Celtic warrior 'debated' which army had the more skilled fighters. The Celtic warrior won the day after a near unanimous vote in his favour. A quiz to round off the trip demonstrated how much the children had learned from the day, with each group scoring maximum points. A great trip and a rich learning experience for all!



# Titanic Poetry

by Primary 6

As part of their project on the Titanic, P6 visited Titanic Belfast, a monument to Belfast's maritime heritage on the site of the former Harland & Wolff shipyard in the city's Titanic Quarter (where the RMS Titanic was built).

By imagining themselves as witnesses of the tragedy, P6's vivid language and careful study of the events on the 14th of April makes for some very moving poetry. The photo shows Primary 6 excited about their imminent departure!



## The 14th

By Issy & Verity

The Titanic confidently sailed the seas,  
Waves smacking against the rocks,  
Or should I say icebergs that made the ship rock,  
The echoing screams of men, woman and children,  
This fateful night will never be forgotten  
But secrets still lie at the bottom.

## Titanic

By Jamey

The china, cutlery and plates,  
Shiny as the sun reflecting off the sea.  
As we went across the water,  
It was like a warm knife through butter.  
The peaceful ocean and a peaceful ride,  
Until we heard the bell ring,  
Terror and confusion spread from stern to bow.  
Our civilised existence was shattered,  
Like the china, cutlery and plates in the dining room.

## Pray

By Tiffany, Sushanth & James

I saw it all from the sky  
when all those people were left to die  
I could see tears running down their faces  
while they ran to lifeboats to their place  
I wish I could go and help  
as I saw families whelp  
Titanic slowly sank to its fate  
as the Carpathia was late  
All the people started to pray  
that this wouldn't end in a horrible day.

## Fearful Thoughts

By Harry Morton

Fearful thoughts filled my mind,  
As I heard scraping from behind,  
Standing in my boiler near the fire,  
Soon enough my eyes grew tired,  
The sky was dull,  
Then I noticed damaged near the hull,  
A lot of water compartments are filled,  
At least half of the people are going to get killed,  
I saw the people jumping in the sea,  
The cold water frightened me,  
But I knew that it was my fate,  
I could have got on a lifeboat but it was too late.

## Fearful Night

By Blair

On that fearful night,  
I witnessed such a sight,  
Were these structures destined to meet?  
This ship was a member of the elite,  
In this time of worries and fears,  
The muffled screams no one hears,  
The churning sea returned to dead calm,  
The quiet sobbing of the survivors sang,  
Sir Cosmo Duff Gordon and his selfish actions,  
Meant the list of survivors were just fractions,  
And the survivors said, 'this is a night I'll remember.'

## Titanic

By Jessica

In the meeting in the darkness the disaster began,  
The tides were gliding smoothly,  
Then fate decided that Titanic was going to meet  
her nemesis that night,  
The ship swings on,  
The peaceful waves give way to silence,  
Then, 'Crash!' The Titanic was bathed in darkness  
like a light had been turned off.  
Kids lingering, people shouting  
The great ship was gone  
There was fog and then  
The Titanic sank slowly to the bottom of the sea  
To her resting place.

## The Titanic's Fate

By Aditi

As I gazed at the Titanic's fate,  
I realised that the warning was too late.  
I regret leaving my brothers behind,  
But there's always something to remind.

The bitterness will not be forgotten,  
As my memories lie at the very bottom.

## Destiny

by Isla

She sliced through the ocean like a  
glimmering knife,  
It was the best experience of my life,  
As day turned to dusk,  
And dusk turned to day,  
The difference in speed was great I say,  
The fateful night arrived at last,  
But nobody knew it was wrong to go fast,  
A bump a crash a jolt I felt,  
The pride of this great ship was beginning to  
melt,  
As the lifeboats lunched I ran around  
desperately,  
My heart pumped like a piston-I knew my  
destiny,  
I fell through the air and into the cold,  
The ship in front of me looked suddenly old,  
While the knives where stabbing me I started  
to shake,  
As loud as a whisper was the scream I could  
make,  
As I sank to the bottom my body went  
lifeless,  
I thought of Titanic as I fell into darkness.



# Senior Mock Court Project

By Amy Phillips, Debating Captain

This academic year, more than 80 schools registered for Switched On's Mock Court Project. Some 3,000 students in schools across Scotland took part, including Wellington, as well as 150 tutors and countless Sheriffs spread across six regions (Ayrshire, Lothians, Falkirk, Glasgow, Tayside & Fife and Central).

Debating Captain, Amy Phillips, gives an account of her experience of the Mock Court, which pleasingly coincided with her making an important decision for her future...



## What is A Mock Trial?

A realistic court proceeding complete with lawyers, expert witnesses and a judge. At the junior level, participants can adopt the role of artist or gown-maker but at the senior level (S3-6), at which Wellington pupils took part, the experience is much more academic.

Pupils were required to take part in tutorials outwith school hours for a total of 7 weeks. During this time, they were coached by professionals from fields of expertise including medicine, prosthetics, biochemistry, neuroscience and the environment. Following the training, intermediary trials were held in courts within each school's region and this session, the final trial is to be heard in the Lord President's Court (Court of Session) before The Rt. Hon Lady Dorrian, The Lord Justice Clerk, Scotland's second most senior judge.

As part of the project, students are expected to not only attend the weekly tutoring sessions and trials, but also to complete paperwork and assignments which are submitted for consideration.

As per the rules, Wellington entered two teams

(one defending and the other pursuing) who competed against other schools. Wellington pupils put in considerable effort and their skill was notable. Unfortunately, they just fell short of the semi-finals.

## What was the case about?

This year, the case surrounded a personal injury and a possible claim for injuries and loss of earnings. Students worked through a mountain of paperwork to try to ascertain the relevant facts and then consider the law applicable to the case.

## What was it like being part of a realistic court setting?

Amy Phillips explains: 'Wellington entered two teams into the 'Switched On' Mock Court project earlier this term. The project aims to educate young people from over Scotland about the world of law and involves life-like trials with real judges in order to give the most accurate representation of the criminal justice system.

When I was approached to take part I was excited considering I had just decided I wanted to study law at university and I knew it would be an invaluable experience for me. I really couldn't have guessed how incredible it would be though!

We arrived at Prestwick Academy for our first training session and quickly discovered that we were in over our heads. We were paired up with a real lawyer who coached us through our case giving us tips and sharing her expertise. The case was real in every possible way and



involved a couple involved in a car crash which left the wife dead and the husband a double amputee. We had 8 training and planning sessions including a talk from a doctor who guided us through the medical side of the case. The sessions were ultimately preparing us to go to Ayr Sheriff Court to act out our trial with the chance of winning and carrying on to trials in Glasgow and Edinburgh.

The practice sessions were over before we knew it and it was time to go to court. Our team of 5 was split into 3 witnesses and 2 solicitors. I was a defence solicitor and my job involved cross-examining the pursuers' witnesses while Cara, my co-solicitor, questioned our witnesses. It felt like the case was real with us calling the judge "My Lord" and the case running as it would in real life. Our team managed to get the claim down by £500,000 which was a very successful result however, sadly we didn't make it through to the next stage of the competition.

The experience was incredible and gave the entire team the chance to experience a real trial and gain knowledge from our mentor solicitor. I would strongly encourage anyone interested in a law career or anyone simply looking to improve their confidence and debating skills to take part next year if given the chance.



# Netball Report

by Miss Duffy

Netball Club has almost doubled in size, with 30 pupils consistently attending training on a Monday after school.

Our S2 team are playing in the S1/2 South Ayrshire Netball League and are hoping to better last year's placing. They have made a fantastic start to the season with a win against Carrick Academy and a very close loss to Cumnock 1, who placed 2nd in the league last year. This year, they are captained by Katie Murray who was recently selected for the District Under 15 squad. This is a fantastic achievement, especially after only playing a year.

Our S1 team have also entered the S1/2 South Ayrshire Netball League for the first time. They are a young team and have had a tough couple of games to begin the season but shown massive potential. This year I have already seen fantastic improvement in their skills and I am excited to see their game develop throughout the year. Rowan MacDonald has been selected as the S1 Captain. She also plays netball out of school with Shortlees Netball Club.

Our P7 Team are the biggest team I coach. So far this year, the team has taken part in a number of training days which involved them integrating with other schools around Ayrshire for skills development. They are entered in the South Ayrshire Primary League and their competitive matches are due to start in January. They have also shown massive potential and I am excited for the season to begin! Savannah Boyd is their Captain this year.

# The Official Relaunch

## of Wellington School's Former Pupil Association

In early October, over 100 former pupils congregated in Carleton Turrets Hall for the relaunch of the Former Pupil Association. This event was organised by a working group of school staff and former pupils who hosted an afternoon of fun, frolicking (or should we say Marching - with a capital M!) and nostalgia. Before lunch, former pupil Alison Somerville said grace and then Mr Johnson, Headmaster, accompanied attendees on the piano as they sang the school hymn, Be Thou My Vision. It was a wonderful, if emotional, moment for many.



*We wonder what pupils would say if we brought back this rather fetching summer hat?!*

Then, Mr Johnson spoke about Wellington past and present - he even gave a teaser about all the exciting developments to come. After a delicious spread, provided by our caterers Dot and David, current Senior 5 pupils gave tours, sometimes accompanying more than 10 former pupils at a time. Thankfully, they managed to keep everyone in check! Many former pupils were astounded by the changes they

witnessed on their tours: old dormitories turned into classrooms, technology everywhere and off-limits areas now fully useable (the Business Studies and Computing classrooms were, at one time, a young ladies' sitting room, only used by pupils in their final year of school - think a very civilised Common Room!)

When the end of the event was signalled by 'The Marching' music, more than one squeal of delight was heard. Immediately, former pupils from 33 to 83 began to stand in line, shouting orders to 'get those knees up' to the less energetic of the group. It was a fitting end to a very memorable day!

Jennifer Simpson: 'We really needed this relaunch because the Association had petered out. About a decade ago, we ran a few very successful lunches and then, due to various reasons, they stopped. Having a new website and a new Marketing Manager in Roberta Bianchini, the time is right to relaunch. I feel that this time, there is a real desire and commitment (both from inside school and out) for the Former Pupil Association to succeed.'

Everyone who attended the lunch really enjoyed it and is keen for another meet. If you join the FPA, you have the opportunity to reconnect with former school friends and also with the school. For those who are not keen on big events, there may be the opportunity for individual year group reunions which are always popular. Who knows, you may meet a former pupil who may have similar career or business interests and could be helpful in your working life?'

[Register as an FP here \(please click\).](#)

# Mindmapping Club

In the Junior School, pupils begin to build up skills in mind-mapping and touch typing with their class teachers and/or Sfl teachers. Mrs Simmons, Sfl Teacher, works with Rachel Miller, S5 pupil, on a Monday to run a mind-mapping club at lunchtime for those who are developing the skill further. Here is what some of our fantastic pupils had to say about it:

projects." **Chloe P5**

"Every Monday I go to Mindmapping Club. Mrs Simmons and Rachel Miller help us to make mindmaps for our Big Writing. I find it really helpful because it helps me to organise my ideas and plan my writing. In the future I will use it for studying for exams at school and university." **Harry P5**

"Every week I go to mindmapping club with my friends. It helps me to organise my writing and my daily life. It inspires me to use my imagination to write more enthusiastic pieces of writing." **Adam P5**

"I go to mindmapping on a Monday afternoon and it is fun. It helps with my Big Writing and my stories are higher quality because I use my mindmap to plan my writing. It will help me when I go to Senior School to study for my tests and exams." **Imogen P5**

"I go to mindmapping and I really enjoy it. Rachel Miller helps me a lot, she is the Dyslexia Ambassador for Scotland. It helps me to do all of my subjects. It helps me to plan my Big Writing and I think everyone should have the ability to mindmap." **Jessica P5**

"I like mindmapping because it's fun and it helps me with my Big Writing. It's very useful to help you get all your ideas down on paper so you don't have to hold them in your head for long. You can use it for anything at all, I have used it for my class projects and homework activities. If you want to think of something, a mindmap can help you to break it down into little stages." **Lana P5**

"I go to mindmapping with friends from my class and it is a lot fun. It helps me to plan my Big Writing and organise my ideas to start my story. It is a life skill and can be used for invitations and

# Uniting Generations



Our P5 and P6 HUG (Helping Unite Generations) group visit Mathieson House, a care home in Ayr, every week for bingo, dominoes and story-telling. These visits not only benefit the children, but they are important for the residents as well. Learning from one another and talking about their lives and interests gives both age groups a different perspective on life.



*In addition to a display of photos from the school archives, many people brought along their own photographs.*

# Hockey Report

By Mrs Penton

## Scottish Schools Cup

The Scottish cup is a great opportunity for our teams to play other schools that are not on our Saturday fixture list.

The 1XI are competing in the Open Scottish Schools Cup. In the first round Wellington played Glenalmond College. The players worked well as a team and convincingly won 6-0 progressing to the second round. The second round was played on 7th November where Wellington met tough competition from George Heriot's School and were unfortunately defeated. The player of the match was Eilidh Thomson.



The 3XI team are competing in the S3 Scottish Schools Cup this year and in the first round, they played St George's School. Wellington's girls showed a great work ethic and had a number of chances in attack. Despite this, they were beaten by a fast-paced St George's team.

The team then went on to play Peebles High School in the plate but were unfortunately narrowly defeated in an exciting and evenly matched game. Lucy Haye scored and Isla Mason was player of the match. Both teams are waiting for the draw to be announced for the bowl which will be played in February.

## District and International

Well done to Olivia Stark, Eilidh Thomson, Amy Grassom and Isla Novak who represented South West at the Inter-district Tournament in October. This is a great achievement! At U16 South West, the girls lost a very close game with South which meant they finished 2nd in their pool and 5th overall.

Amy Grassom has been selected to attend

the Scottish Hockey Academy programme which starts in February of next year. The standard at the initial Talent Day was very high and this is an outstanding achievement. As a school, we are very proud!

## Hockey Tour to Amsterdam June 2018

The S1 and S2 hockey teams departed on their annual hockey tour to Amsterdam in June. They played matches against Hurley Hockey Club and Amsterdam MC 7. It was lovely to see our players make friends with players from other clubs – some still maintain contact via social media. The players develop their performance by taking on advice from the opposition and coaches.

An educational tour of The Anne Frank Museum was also on the agenda for some inter-disciplinary learning as pupils read this book in English. An exciting day was also had at Walibi Theme Park. To finish the tour, the players attended an awards presentation at the hostel.

Libby White gives an account of her experiences of the tour here:



## Hockey Tour 2018

By Libby White

In June 2018 I went on the best trip ever to Amsterdam! The days were short but filled with laughter. On the first full day we played our first game against the local team. It was a very exciting match and I learnt lots from watching the other team play. Also, I discovered my love for bread nutella and chocolate sprinkles. After the match we visited the city exploring the house of Anne Frank. At night we went to Wagamama it was delicious. The next day was by far my favourite as we visited Walibi theme park. It was great fun. The hockey trip came to end and I was sad to say goodbye but I knew I would have other opportunities to go on another hockey tour.

# My Duke of Edinburgh Experience

By Amy Leaman, S3

Wellington School has a long affiliation with the Duke of Edinburgh Award. Countless pupils have achieved their Bronze, Silver and Gold Awards with us and many have attended the final certificate presentation at Holyrood Palace. D of E is an excellent programme which allows young people to flourish in many ways – it's not just about learning to put up a tent, as important as that skill may be!

At the end of September, pupils undertaking the Bronze Award took part in an expedition to Loch Doon, south of Dalmellington. They had to walk 12 kilometres each day, after which they were required to pitch their tents and cook a hot meal, among other tasks. Here, Amy talks about her experience:

'Since I started Wellington, I knew that I wanted to take any opportunities that were given to me. I love experiencing new things and learning new skills, which is why, when our year group was asked if we wanted to complete our Bronze Duke Of Edinburgh Award, I had to say yes!

The days leading up to the expedition went by so quickly and before I knew it, the time had come to for us to set off on our journey. I was so nervous as I had no idea what was in store for me. Nonetheless, I couldn't contain the excitement that I felt to be experiencing my

expedition with my friends.

At moments throughout the journey the strong relationships I shared with the people in my group really helped keep spirits high. In turn, our team morale was also what kept us motivated! I had such a good time and my team made each moment of the trip memorable.

One of my favourite memories from my Duke of Edinburgh experience was on the last day of the expedition, when we were walking the final part of the route. We were all feeling a little tired and some of the girls felt demotivated, so we decided to sing some ABBA songs. Miss Duffy and Mr Mooney were about a mile ahead of us and due to us singing (shouting) the lyrics so loud, they could hear us. As soon as we were aware of this, we all burst into laughter. It truly was one of the best moments. Overall, I had such an amazing experience on my Duke of Edinburgh expedition, and I know that I will never forget the great memories that we made together.'



This photo shows us on our expedition (I am on the far right) with Mr Mooney photobombing us! The photo in the background shows the wonderful scenery we enjoyed.

# Junior School Assemblies

By Mr Cox

Assemblies are a great time for all of the Junior School children and teachers to meet. The usual routine is me on a Monday morning, Mr Johnson on Wednesday morning and Rev. Aitken or Mrs Lomas on Friday morning. Class assemblies and other events permeate this routine throughout each term. At the expense of incurring the wrath of Mr Johnson, I think that both Rev Aitken and Mrs Lomas give the best assemblies as they are usually fun-filled and delivered with the panache of seasoned raconteurs. Mr Johnson usually turns to interesting and wonderful facts and tells a story about scientific topics, the islands, stars, roads and even wind speed. My Monday morning assembly is a celebratory one and often allows us to share happy and memorable occasions with all of the Junior School. Weekend victories and events are celebrated and this year has seen a first for me when I presented two Blue Peter Badges to James Cruikshank in P6. James was awarded a Sport Badge for trying a new sport and a Diamond Badge for writing about respect. House Certificates and Star Awards are regularly presented to children who carry out good deeds.

Assemblies in the past have been based on values such as respect, tolerance, kindness, bullying, rules, behaviour, uniform, health, books, the lunch hall and the playground. Recently, P6 presented a very informative look at the Titanic disaster as a follow up to their trip to Belfast Titanic (did you enjoy their poetry in this edition of The Turret?!).

During my assemblies, I often ask children to challenge themselves and 'reach for the stars'. They will only know how good they are when they really push themselves and I challenge them every term to try something new, whether in or out of school. Of course, this is a message I convey throughout the school week – not just at assembly!

## Higher Biology DNA Workshop



Mrs Ness accompanied our Higher Biology students to a DNA technology workshop at the University of Glasgow this term. Using cutting edge molecular biology techniques, equipment and reagents, they benefitted from unique practical experience of the Polymerase Chain Reaction (PCR) and Gel Electrophoresis.



This sort of experience is not available in schools due to the prohibitive cost of the equipment and chemicals required. Therefore, the workshop (which is run in collaboration with the Science Education team at the Glasgow Science Centre), gives young scientists an invaluable opportunity to take their learning further. It also gives them insight into how a large laboratory is managed and the sort of equipment they might use, should they take their biology studies further.





## World Tolerance Day & Journalism Competition

Did you know that the 16th of November was the UN's International Day for Tolerance? To reinforce the clear message of this important day (that, as a society, it is fundamental that we listen to and respect others' views) Primary 7 worked very hard to prepare entries for the national Learn2Think Young Journalist Prize "Tolerance Day" competition.

In class, pupils learned about the generic features of news articles and persuasive writing and were inspired by a visit from a journalist who is Sports Editor for a national newspaper. Each pupil then selected a topic on which they have a passionate opinion and put pen to paper. As a requirement of the competition, they were also required to interview two people.

Mrs Clachan, Mrs Bradley and Miss McGowan are delighted to announce that Wellington pupil, Emma Henderson, who wrote a fantastic piece emphasising why 'everyone should have access to sport regardless of disabilities or financial background' has been selected as the national runner up! Various pupils, mentioned here below were given special commendations from the panel.

- Suri Soto - 'Why is plastic harmful for the environment?' Suri received commendation for raising environmental awareness.
- Jake Woodhouse - 'Should we be more aware of mental health?' Jake received a special 'well done' from the judges for his thoughtful piece on this important issue.
- Benjamin Richmond - 'Lego changing materials'. Benjamin was commended for raising environmental awareness.
- Ellis Porter - 'How can we stop bullying before it starts in school?' Ellis was commended for raising awareness of mental health.
- Jonathan Dunn was commended for great reporting skills in his article, 'Should we legalise cannabis?'
- Katie Cowan was commended for her activism for her super article 'Should animals be tested on?'
- Luca Harris - 'What can we do to prevent animal cruelty?' was commended for research.
- Saurabh Nayar - 'Are planes harming the environment?' was also commended for research.

We wish we could reproduce all of the submissions but here are three which will perhaps inspire you to think differently about one of the issues discussed.

### Should we legalise cannabis?

by *Jonathan Dunn*

With Canada being the second country to fully legalise cannabis after Uruguay, many people and groups want their country to legalise cannabis. So what are the pros and cons of cannabis?

You first have to understand that there are two types of cannabis, medicinal cannabis and recreational cannabis. We'll first have a look at medicinal cannabis.

Medicinal cannabis is cannabis that can be used for health or treatment. To gain a better understanding of medicinal cannabis I spoke to Garry McDonald, a pharmacist from Glasgow. He said, "In cannabis there are sixty-five different scientific compounds, these are known as cannabinoids. Sativex, a cannabis based medicine used to treat symptoms of MS, only uses two of the sixty-five cannabinoids. The advantages of medical cannabis is that we

can monitor it, we can quality control it and use safeguarding controls".

The next type of cannabis is recreational cannabis which can be smoked for fun. Only a handful of countries have legalised recreational cannabis, these include, Canada, Uruguay, South Africa and nine US states. I recently spoke to PC Woodley, an antisocial behaviour liaison officer for Police Scotland. When asked if legalising recreational cannabis would impact the police he said, "We do not exactly know how legalising recreational cannabis would affect the police." When asked about the current problems he said, "There is an unregulated system, criminal gangs can get profits, and people do not know they are buying."

So what are the arguments against legalising cannabis? Some people say that cannabis increases crime. However, this has been debunked as since the US state of Colorado legalised cannabis crime has fallen by 15% and murder has fallen by 50%. Another theory is that "the munchies" (hunger pangs) which cannabis can cause, will lead to obesity. This has also been debunked. One of the only arguments against cannabis that has sufficient evidence is that cannabis can make people stupid. Research has shown that cannabis can have an impact on the memory and can cause learning difficulty. Even pro cannabis groups in various countries admit this.

Arguments for cannabis is that it is less harmful than alcohol. Scientists say it is around one hundred and fourteen times safer than alcohol. Some people say it can kill cancer cells. Believe it or not, it's true! Others say that it is less addictive than coffee. A study showed that only 10% of cannabis smokers become addicted to cannabis.

So what do you think? Do you think that legalising cannabis will lead to obesity or do you think that cannabis is less harmful than alcohol? But whatever you think, legalising cannabis still remains an important topic in our world today.

### Are planes a good mode of travel and logistics?

by *Saurabh Nayar*

A lot of people use planes to fly around the globe for holidays or work, but many others think that it causes pollution or that

airports waste space. Just recently there was a debate about the third runway at Heathrow International Airport, as it would mean an increase in CO2 emissions from 37 million tonnes to 43 million tonnes per year. However in my opinion I think air travel is an excellent mode of transport.

I recently spoke to my teacher Mrs Bradley who before becoming a teacher, was a travel agent. Mrs Bradley explained "Without aircraft, I and many of my colleagues would have been unemployed". Another individual I interviewed, who prefers to stay anonymous, countered "The problem is not just that planes burn a lot of fuel and therefore produce plenty of CO2 per passenger. Just as important are a host of other high-altitude impacts, including vapour trails and ozone production, that are usually said to cause as much global warming as the CO2 itself". Air travel makes up about 2 percent of global carbon dioxide emissions but is one of the fastest growing sources. From 1990 to 2010, global aircraft carbon dioxide emissions grew up to about 40 percent.

On the other hand, aviation is one of the main drivers behind globalisation, driving the development of the modern world. A network of airlines, airports and air traffic management organisations link the major cities and small communities of the world 24 hours a day with increasingly advanced aircraft. Aviation supports almost 63 million jobs worldwide and enables \$2.7 trillion in global GDP (Gross Domestic Product). It allows people to have adventures in new countries, to relax on tropical beaches, to build businesses and to visit friends and family.

Aeroplanes also play an important part in transporting cargo across the world. They facilitate transport of perishables such as fruit and vegetables across large distances. That's how we are able to enjoy fruit and fresh cut flowers in the middle of winter.

Air travel is also one of the safest modes of transport. Statistics show that travelling in a car or truck is 100 times more deadly than in an aeroplane.

There are people who disagree with air travel and others who agree with it but in actual fact today's world cannot exist without air travel. What do think about air travel?

## Lego Changing Materials by Benjamin Richmond

Do we really want to waste natural resources on toys?

one thing that has been on some news stations recently has been that, surprisingly, Lego are switching from the normal ABS plastic to plant fibres! They announced that fact over seven months ago, and, however much people think about it, the initial reaction has been much the same; surprise. I recently spoke to Mr Peter Richmond, who told me that he thought that the new Lego was a "good, renewable source of energy"

Other people aren't so sure: Mrs Gillean Richmond said that the new form of Lego is "not useful, as it may catch on with other companies, and that would be improper as then it wouldn't be nature-friendly because whole forests would be cut down to be replaced by plants for use of manufacturing toys."

I personally think that the old Lego was the better, as Lego recycled old and unwanted bricks into new sets. However, with the new bricks, this cannot happen. They can decompose them, but other people may put them in the plastic bin. This would be harmful to the environment, and would also render the new bricks useless.

The whole point of the new bricks is to allow them to be decomposed. And, if they are put in to the wrong bin they would be not fulfilling their purpose. Also, as aforementioned, if all toy companies catch on then the environment would be damaged when they cut down swathes of forests to make places for suitable plants to make lego/other toys.



## Stars Across Europe

This project is open to the eight schools in the Erasmus+ project. Initially we will send each other diamonds decorated with Christmas Greetings in our own languages. The diamonds are then built into stars which contain the greetings in each of our eight languages. Pupils can use their stars to decorate Christmas cards or their classrooms, whatever they wish. We will share stars/diamonds physically (by post) and virtually (eTwinning).

Here in Scotland the Junior Erasmus Club and P2 have made enough diamonds to send across Europe. We are eagerly awaiting diamonds from the other seven schools so that we can complete all eight multilingual Christmas Stars.



## Dorothy & Her Yellow Lamborghini

Creative writing by Harry Morton, Primary 6

Dorothy was awakened by a shock. She looked around to find Toto, her sweet little dog looking just as surprised. Dorothy sat up to find that the house was not moving: nor was it dark, for the bright sunshine came in at the window, flooding the little room.

Dorothy gave a cry of amazement and looked about her, her eyes growing bigger and bigger at the wonderful sights she saw. The cyclone had set the house down, in the midst of a country of marvellous beauty. There were lovely patches of green grassland all about, with large trees bearing rich and luscious fruits. Banks of gorgeous flowers were on every hand, and birds with rare and brilliant feathers sang and fluttered in the trees and bushes. A little way off was a small brook, rushing and sparkling along between green banks and dazzling vibrant flowers.

While she stood looking eagerly at the strange and beautiful sights, she noticed coming towards her a group of the oddest creatures she had ever seen. Dorothy could not believe her eyes when she saw all those animals! She thought they were rather weird and wonderful creatures: parrots that could sing and a camel that could fly and a frog that could never ever move.

Dorothy would go home from time to time with her little sausage dog to see her Mum and Dad

but one day when she went to visit it was a very stormy night and all the doors in the street were banging and shutting. Everybody was hiding except little Dorothy. That night, she was determined that she was going to find out what was in the castle. It was no night to be going out alone with a wee dog but she still managed to go out despite the tornado.

She opened the big doors of the big castle and then she saw all of the weird and also at the same time wonderful animals! The parrot started singing 'come in! Come in!' but Dorothy started to feel a bit worried and the dog started barking. Dorothy started talking steps forward and with every step she heard a creak. Then she saw an elevator. It said 'tap the third floor and it will take you to the Chief', so she did. Down she went and the Chief said 'who comes to me today?' 'Dorothy and my wee sausage dog' said Dorothy. The chief said 'come forward'. The Chief said to his butler 'give them the largest room with the best view'. Dorothy said 'NO! All I want is to go back home safely!. The Chief looked at her and said 'do want a Lamborghini?' Dorothy replied 'yes, that would be lovely!' At this point, the sausage dog whispered 'ask that guy if we can keep the car - and also, is there anything for me?' The chief said 'you can have a bone or whatever you want'. After zooming off into the horizon, Dorothy and her dog lived happy ever after.

## A Note From The Editor

We hope you have enjoyed this edition of The Turret!

This biannual magazine aims to capture the essence of Wellington and it has been fun reliving the first 4 months of the new academic year, the task of collating all the stories is tricky! We know we have missed out many events and achievements but if you feel that we really should have given something a mention, please get in touch and we will seek to cover your story elsewhere (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 let us know, we will amend the digital version of the magazine which is published on the School

Publications page on the website. If you have any feedback, enquiries or requests, please contact Miss Bianchini via email: [press@wellingtonschool.org](mailto:press@wellingtonschool.org) 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 or email: [formerpupils@wellingtonschool.org](mailto:formerpupils@wellingtonschool.org).

Wellington School's Annual

# DANCE SHOW

*THIS YEAR'S THEME IS "TIME TRAVEL"*

TAKE A STEP BACK IN TIME WITH US ON THE  
5TH & 6TH OF FEBRUARY 2019

*See social media in the New Year for further details*

