



# The Turret

Wellington School Magazine  
Spring/Summer 2021





# Contents

2020/21 Prize Winners	2-5
Teaching & Learning Geography in a Global Pandemic - A Shared Journey	6-8
S1 Humanities Project - "A Passport to....?"	9-11
The Scottish Space School by Rachel Watson	12-13
S3 Engineering the Future for Girls by Kathryn Taylor	14
The Scottish Baccalaureate in Languages by Olivia Stark	15
S6 Charity Cheque Presentation	16
Katie's Virtual Cycle	17
Virtual Kiltwalk 2021	17
Scarlett Gets the Chop	18
P6 Pupils Say Farewell to the Junior School	18
P4B Scottish Inventors of the Future	18
Libby's Athletic Achievements	19
Art & Design Update	20-21
Familiar Wellington Face on The Voice by P4B	22-25
An Interview with Mr Levif by Summer Saunders	26-27
Amy's Hockey Success	28
Erasmus+ Update	29
We Will Miss You Ron	30
Young Scot Awards 2021	31
Advanced Higher English - Portfolio Writing by Oliver Ledgerwood	32-33
S6 Farewell Ball	34-35
My Volunteering Experience at Whiteleys by Charlotte McEwen	36
French Essay Success for Olivia	37
A Note from the Editor	37

# Welcome

## From Mr Johnson, Headmaster

The start of a school session is the beginning of a new adventure, but the publication of ‘The Turret’ provides us with a welcome opportunity to reflect on all that has happened in recent months. It seems hard to believe that the launch of the last edition coincided with the start of ‘lockdown #2’ in January 2021, which few of us could have predicted.

Flick through the pages of this magazine, however, and you will see that nothing can dim the brightness of Wellington life. I draw attention, in particular, to the astonishing charity fundraising efforts of the whole school community. It is hard to believe that in excess of £35k was donated to the British Heart Foundation at the end of a year throughout which so many of our traditional events were unable to take place on account of the ongoing restrictions. The S6 Leavers deserve a special mention for their contribution and you will enjoy seeing pictures of their stylish Prom, which took place on a perfect evening in August at the Lochgreen Hotel in Troon. We wish them all happiness and success as they embark on the next stages of their lives.

Summer traditionally brings blue skies and the front cover of this publication reminds us that when the sun shines, there is no better place to be. Enjoy reading this edition of ‘The Turret’ and let us look ahead with confidence to all that the coming weeks and months will bring.

*Simon Johnson*



## 2020/21 PRIZE WINNERS

Normally on the last day of term we would be celebrating at Speech Day and congratulating all our pupils on their hard work and enthusiasm over the last year. Unfortunately we never got the chance to have our usual Speech Day celebrations and instead had individual year group prizegivings, with our S5/6 prizegiving on the last day of term. Our prize winners all still received their certificates and prizes, congratulations to you all, you are a credit to our school!

### SENIOR SCHOOL PRIZE WINNERS

#### S1

S1 Humanities Project: Erica Baird  
Verity Findlay  
James Watson  
Isla Hall

The UKMT Junior Mathematical Challenge 2021 Bronze Certificates: Connor McGlynn  
James Watson  
James Gilmour  
Jamie Wardrop  
Samuel Maxwell  
Sushanth Srinivasan

Silver Certificate & Best in Year: Jack Ritchie

S1 Boys Sports Champion: Charlie Thomson

S1 Girls Sports Champion: Mia Swift

#### S2

The UKMT Junior Mathematical Challenge 2021 Bronze Certificate: Rohan Sunderesan

Silver Certificates: Charlotte Hardy  
Benjamin Richmond  
Sophia Hamilton

Gold Certificates: Jonathan Dunn  
Emma Henderson

Gold Certificate & Best in Year: Callum Frater

The Scottish Mathematical Council, Junior Division Mathematical Challenge 2021

Gold Awards: Katherine Paisley  
Benjamin Richmond

Junior Girl's Sports Champion: Charlotte Hardy

#### S3/S4

S4 Merit: Joanna Meikle  
Kate Miller  
Emily Muir  
Noah O'Brien  
Catriona Smith  
Yiming Sun  
Emily Young

S4 Progress: Aaran Brodie  
Sidonie Harris  
Amy Morrison

McMillan/Kilpatrick Prize for Achievement in S4: Katie Thomson & Findlay Peters

Prize for 3rd Year Public Speaking: Katie Ronnie

Junior Boys Sports Champion: Evan Kirkwood

Senior Girls Sports Champion: Emily Muir

#### S5/S6

MacDonald Prize for Creative Writing: Holly Bradfield

Gainsborough Cup for Art: Holly Bradfield



Milne Cup for Citizenship: Olivia Stark & Callum Byers

The McKinlay Trophy for Commitment to the School: Fraser Thomson & Ross Duffy

Special Prize for Accounting: Maxwell Littlejohn

Prizes for Advanced Higher Accounting, Business Management & Computing: Callum Morrison

WSA Award for Art & Design in the Senior School: Livi Roseburgh

Special Prizes for Biology, Chemistry & Physics: Osman Omer

Prize for Advanced Higher Chemistry: Anubha Bal & Rory McCluskie

Special Prize for Classical Studies: Keira Ticcioni

Cup for Computing: Rachel Watson

Sheila McKinnon Roebowl for English: Holly Bradfield

Special Prize for Latin: Holly Bradfield

Prize for Advanced Higher English: Grace Woodhouse

Special Prize for French: Elouisa Cairns

Prize for Advanced Higher French: Olivia Stark

Special Prize for Geography: Amy Grassom

MacFarlane Cup for Mathematics: Amy Grassom

Prize for Advanced Higher Geography: Ziyad Elageili



Special Prize for German: Ruby Capon

Clark Prize for History: Gabriella McLatchie

Taylor Cup for Advanced Higher History: Maxwell Littlejohn

Prize for Advanced higher Mathematics, Mathematics of Mechanics & Physics: Anubha Bal

Gold Award for the Senior Division of the Scottish Mathematical Challenge: Anubha Bal

Trophy for Advanced Higher Modern Studies: Jayden Lyons  
Prize for Advanced Higher Modern Studies: Olivia Stark

Cup for Music (S5): Leigh Timothy

Special Prize for Music Technology: Oliver Ledgerwood

The Brady Award for Performing Arts: Abigail kirkwood

Quartz Cup for Commitment to Music: Issy Girgis

Special Prize for P.E.: Ella Snowden

Senior Boys Sports Champion: Dean Murray

Cup for Modern Languages (Excellence in Spanish): Amy Leaman

Prize for Advanced Higher Spanish: Amy Holt

Sinclair Cup for All Round Achievement in the Senior School: Amy Grassom







Special congratulations go to the following pupils for their hard work and tremendous effort for 2020/21:

Dux of School: Holly Bradfield

Proxime Accessit: Amy Grassom

The Kenneth Manderson Prize for Academic Excellence in Sixth Year: Anhuba Bal

## 2020/21 House Awards

Throughout the year, our 4 school Houses have been competing in various activities in order to win House Points. At the end of last term the points were counted and were as follows:

Curie - 703  
Churchill - 730  
Montgomery - 967  
Nightingale - 1136

Congratulations to our winning house for 2021 - Nightingale!

Each House received awards at Speech Day and were collected by our House Captains. The Trophies awarded to each House were:

Curie - The Rounders Cup, Junior Hockey & The Championship Shield

Churchill - Academic Shield

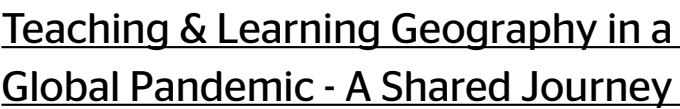
Montgomery - Junior Rugby (shared with Nightingale), Junior Netball (shared with Nightingale), the Interhouse Quiz

Nightingale - Junior Rugby (shared with Montgomery), Junior Netball (shared with Montgomery), Junior & Senior Football, Junior Cricket, The MaCallum Shield for Conduct & Debating

Well done to all Houses for their hard work and effort and to our House Captains who were excellent at encouraging their Houses to take part and collect points.







I am immensely proud of the pupils, and staff, in the Geography Department who rose to the challenges of learning and teaching in the 'dynamic' academic session that was 2020-21. Thanks to their perseverance and hard work the pupils have achieved a great deal and been able to access all aspects of the various Geography courses throughout the year, regardless of circumstances.

## Junior Geography (P7-S2)

Primary 7 pupils started their senior school Geography education with a unit on “Hurricanes”; introducing the concept of a ‘Global Issue’ as well as the causes, impacts and mitigation protocols for these devastating weather phenomena. Thanks to the school’s investment in the incredible Clickview software, pupils could access a diverse range of interactive videos to deepen their experience. They created perfect storm “recipes”, dissected the anatomy of a tropical storm and took part in a competition to generate an alternative naming system for Atlantic storms. Towards the end of the session “Atlas and Ordnance Survey Map Skills” were learnt providing a context for pupils to develop skills and knowledge with regards to the world around them. The feedback from pupils was

Upon our return from the summer holiday our S1 pupils embarked upon their "Weather" unit. Time in school was spent using a variety of instruments to measure and analyse the weather including our very own school's microclimate. The second unit, "Kenya - A Developing Country" enabled students to study the population, rural/urban cultures and the emerging economy of this fascinating nation. Assessments included a scenario based tourism project to highlight the opportunities that exist for a country like Kenya to increase employment rates and to promote itself as a destination for international business and leisure.



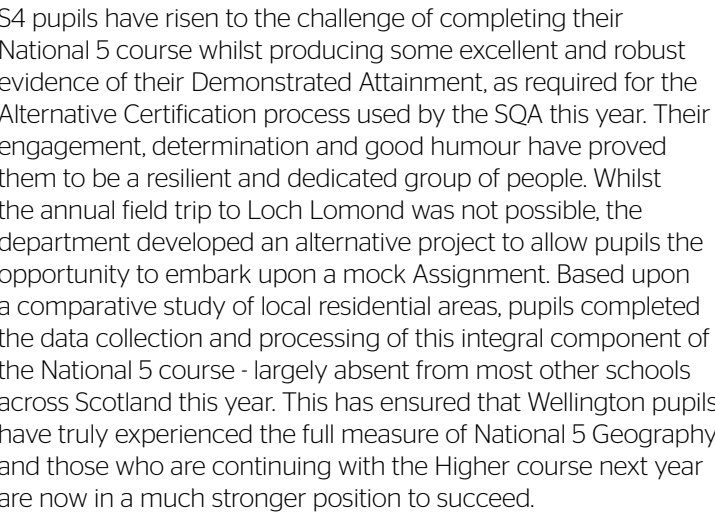
As with all junior classes, the S2 course covers the three aspects of modern Geography - Physical, Human and Global Issues - in preparation for SQA courses further up the school. In contrast to Kenya, pupils started their year studying Japan - A Developed Country. Always a popular unit, this work highlights the unique nature of Japan's population and culture. The second unit on Earth Forces allowed pupils to understand our planet's raw power and the awesome impact of natural hazards such as Earthquakes and Volcanoes. Time at home was used to its fullest with model making and practical activities not normally possible in the classroom. Pupils were also able to qualify as "Virtual Seismologists" using the online Geology Lab run by the U.S. National Science Foundation.

With no timetable change until August, and improved weather conditions, the department seized the opportunity to expose the outgoing S2 pupils to some coastal fieldwork. Having learnt the theory of how wave types affect coastlines of erosion and deposition, pupils were able to measure these environments for themselves and create field sketches to highlight the differences.

Our S3 cohort have worked diligently since August - covering a range of topics. In addition to in-depth case study investigations of the crime found in Rio de Janeiro's favelas, the pupils also stretched their artistic muscles to create a scale model of the Rocinha shanty town.

In addition to work on Population, Weather and Health, our new Climate Change unit allowed pupils to grapple with an 'existential threat' to our planet's future as the causes, impacts and solutions were debated using a vast array of online resources in the lead up to Glasgow's hosting of the COP26 Conference in November 2021.

Thanks largely to their experience last year, these pupils were fully versed in digital learning and assessment scores have proven the switch to electronic notes has not hindered academic progress. Of course paper jotters are still being used, for important revision notes and hand-drawn diagrams, but their function has changed and the recording of information has become more streamlined; facilitating additional active learning opportunities and allowing for a greater breadth and depth of classroom experiences.



The Higher candidates have also performed excellently from start to finish. The early timetable change in June of last year ensured that we would be able to cover the full Higher course and content rich units were delivered uninterrupted between home and school. Additional activities were even undertaken to





solidify understanding, for example our pupils created 'edible soils' to inject some fun into the 'dry' Biosphere topic.

Despite the delay to Prelim assessments the S5 students continued undeterred with full engagement as they continued to make their preparations. Other formal assessment opportunities, utilising SQA produced materials, were also used to help generate additional attainment evidence and as with other certificate courses a comprehensive programme of internal and external quality assurance ensured fair and accurate grading for all. Whilst the traditional coastal field trip to Culzean could not take place, pupils ventured onto Ayr Beach in June to perform some data gathering techniques and results from previous years were used to complete a mock assignment. Whilst not used to help determine their overall grade this year, this work is fundamental to the experience of Higher candidates and embeds the skills and qualities required for modern geographers at this level and beyond.

The five Advanced Higher candidates excelled in the circumstances and produced outstanding bodies of work. Virtual field trips and interactive courses hosted by outside agencies were suitable substitutes for the annual residential fieldwork weekend at FSC Blencathra, although both pupils and staff look forward to a return to normal next year. With Prelim exams successfully finished, pupils focused on the completion of their folio pieces. This year's topics included essays on deforestation, ocean pollution, the impact of COVID-19 on climate change and the plight of Libya's migration pathways. Investigative fieldwork studies proved challenging with tiered travel restrictions but pupils astonished us with clever approaches to data gathering, combining primary and secondary information in a seamless fashion, to explore the links between deprivation and health/education as well as more general comparisons of urban settings for Glasgow, Ayr and Newton Mearns. Physical projects focused on the Ayrshire coastline and a biogeographical study of the hills of Straiton.

We have received excellent feedback from our external moderators, who were equally as impressed by these pieces of work, and we are delighted that they have been read by a wider audience. As such, our S6 pupils are now well prepared for what lies ahead of them and we wish them all the best as they venture to a host of exciting opportunities both home and abroad.

We stand on the precipice of a new and exciting era for geographers at Wellington School. Armed with new topics, technologies and resources we will be striving to further enrich our educational provision for all in our care in the coming years. The challenges of 2020 and 2021 have been many, but this common experience has encouraged us all to seek new and exciting opportunities when discovering the wonder of our planet and all that it contains.



## Humanities Project 'Passports'

### S1 PROJECT TASK:

You are going to create a research '*passport*' to a chosen country. You will be assigned a Google slide presentation to work on your passport.  
In class you will research information about your country in the following **5 different subjects**.



Your subject teachers will help you with each specific subject's task making this and enjoyable and truly '*cross-curricular*' learning experience.

*Once you have finished the project you will have produced a humanities passport project on your chosen country.*



Research information on your country's location: mention it's Continent Neighbouring Oceans & Countries; Capital City; Climate; Natural Resources; Significant Natural Features; Population; and your country's flag. You should also include maps and pictures.

Produce 3-5 slides to summarise your research.



Research information on one major, famous historical event in your country's past (*mention what it was called, who was involved, when and where it happened, what happened and why it happened*).

Produce 3-5 slides to summarise your research.



Research information on one modern political debate/issue your country faces (*e.g. America might be facing gun issues, China facing population issues or Switzerland might be debating Euthanasia*).

Produce 1-2 slides to summarise your research.



Research information on one traditional cultural art associated with your country in terms of either: visual art, architecture, sculpture, textiles or another form (*mention it's style, origins and images of what it looks like, and your views on it*).



Research information on one famous writer from your country to celebrate their contribution to this country (*mention who they are, what they are famous for, what they wrote about and what their writing style is like*). This could either be a writer, poet, screen or play writer for example.







S1 Humanities Project - 'A Passport to....?'

In June S1 took part in a new cross-curricular project across various subjects at Wellington. The name of our S1 Humanities Project was "A Passport to...". In class, pupils undertook extensive research on a chosen country in the following different subject classes: History, Geography, Modern Studies, Art, English and Languages. Our S1 pupils worked very hard to create a research 'passport' to their country in the form of a google slide presentation. Subject teachers supported pupils with their specific subject tasks in order to facilitate a truly 'cross-curricular' learning experience. Upon completion, each pupil produced a multi-dimensional humanities passport project on their chosen country. Finally, a judging panel of staff of met to review our pupils' hard work. We are delighted to announce that the top 3 school Humanities Trophies were awarded to Verity Findlay (Australia), James Watson (Australia) and Erica Baird (Egypt) for their exceptional projects and outstanding research. We also awarded a special Humanities prize to Isla Hall for her excellent project on Switzerland, which she independently researched remotely.

Ms Hyslop would like to thank all S1 pupils involved for their enthusiasm throughout the process and all staff involved in the project for their specialist teaching role (Mr Ledingham, Mrs Shaw, Mrs Morton, Mrs Hunter, Miss Bellwood, Mrs Bruce, Mrs O'Connell, Mr Howie, Mr Smith, Miss MacGlade, Mr McDougall and Mrs Coontz). A special thanks must also go to S5 pupil Iona Magee who provided invaluable mentoring support to S1 pupils during their classes to assist with their research.

After a challenging year for everyone and the limitations on travelling abroad, we wanted to end the year with something a bit different and for pupils to embrace a somewhat unique and imaginative travel journey. We hope that all S1 pupils involved enjoyed their experience as they became true 'experts' in their countries as a result of their comprehensive research. Perhaps one day, our pupils will have the pleasure of being able to visit

their country.

Some of our pupils sent in their evaluations of their experience via a survey created by Mr Ledingham:

"It was really fun because it was a change to what we normally do"

"I liked the art slides, because finding out about Japanese culture was really fun and interesting! But overall this project was good."

"I liked that it was across a lot of different subjects"

"I love Norway"

"I enjoyed spending time researching the chosen country and learning more facts about it"

"I liked that we could learn at the same time as we do the project and we could have fun doing it"

"I enjoyed being able to have creative control over my Google Slides and learning about Morocco"

"I enjoyed learning things about my country and finding information"

"I liked the fact that I could explore my country and learn a lot about it"

"I liked finding out different aspects of my country"

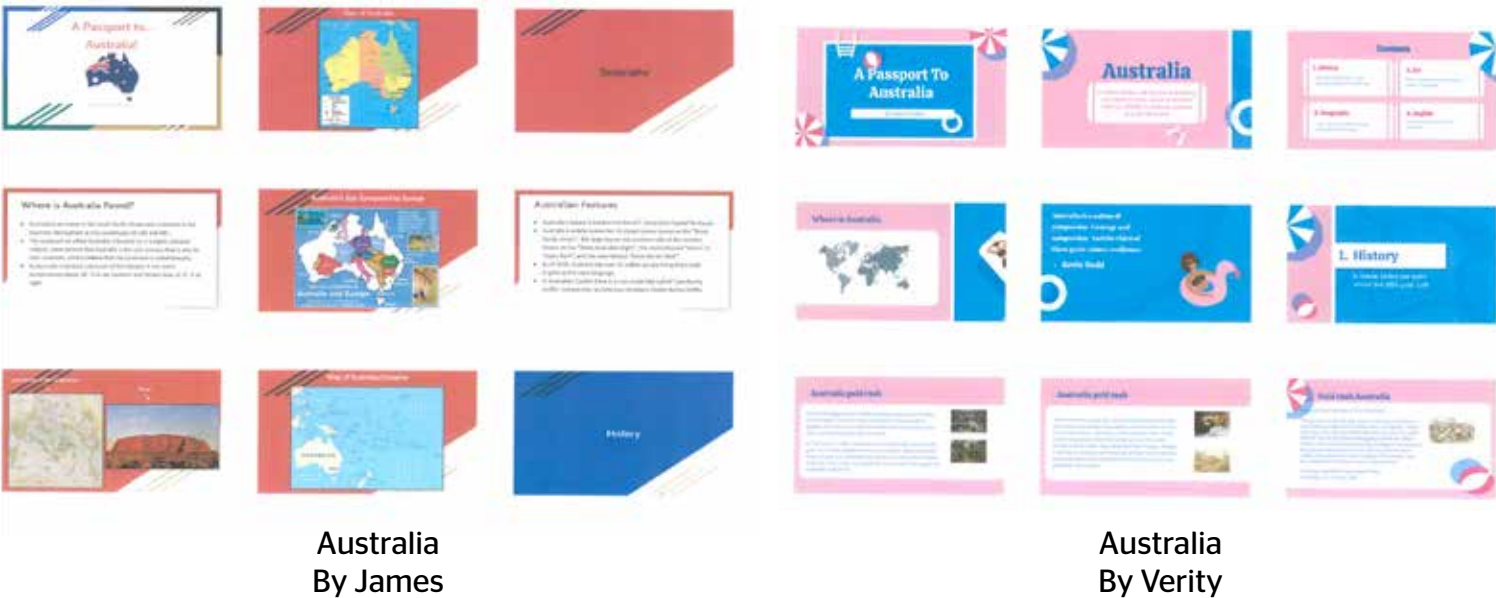
"I liked to learn about different subjects, how they relate to the country and finding out more about the country"

Iona Magee (S5 Social Subjects Mentor) also commented on her experience:

"I thoroughly enjoyed helping the S1s work through their Humanities Project, it was a fabulous experience for both the pupils and myself! The project itself was a great opportunity to get all pupils engaged within a topic of their choice, and develop their own level of understanding for their chosen topic. i really liked seeing how much more freedom pupils were given when completing thier own presentations throughout this project; this was a great way for all pupils to take the lead and make it their own work, different from everyone else. All pupils should be very proud of themselves for the amount of time and effort they put into making their project the best it can be, as they were all amazing! I really hope to be involved in a project like this one, next year too!"

The Winning Projects

Well done to all S1 pupils on their hard work and creative projects. Our winning projects came from Erica Baird with Egypt, IJames Watson with Australia and Verity Findlay also with Australia. Isla Hall's project on Switzerland is also below, which was awarded the Special Humanities Prize. The winning projects can be seen below.





## The Scottish Space School By Rachel Watson

"The Scottish Space School is a week-long event run by the Faculty of Engineering at the University of Strathclyde. The program was founded in 2002 and since then 1,800 5th year students have been selected to take part. Its goal is to inspire students to pursue a career in STEM (science, technology, engineering and maths) as well as to build teamwork and communication skills. Due to COVID-19 restrictions, the Scottish Space School 2021 was online however it was still an incredible experience.

Throughout the week we had the opportunity to hear from people in the STEM industry. While there were many speakers, there were two NASA engineers that I found to be particularly motivational; Heather Paul and Nicole Lloyd. Heather Paul attended Auburn University and graduated with a Bachelor Degree in Mechanical Engineering and Spanish before gaining a Master of Science Degree in Mechanical Engineering at the University of Texas. She was then awarded an honorary Doctorate of Science from the University of Strathclyde in 2016. Ms. Paul also has a passion for fitness and obtained a Masters Degree in Fitness and Human Performance. At the Johnson Space Centre, she spent the greatest percentage of her engineering career developing future spacesuit life support systems at NASA. She now works with the Orion Program as The Health and Medical Technical Authority for the Crew and Service module. Heather's presentation about her path to becoming a NASA engineer was both insightful and inspiring.

Nicole Lloyd has been a part of the Scottish Space School since it began 19 years ago. Nicole has a Bachelor of Science degree in Public Health with a particular focus on Infectious Diseases and Microbiology. Nicole's talk centred around her experiences working at the NASA Johnson Space Centre as an engineer, lab researcher and data analyst. Her engineering background was focused on robotics, and she became a successful competitor in robotics competitions. She is now a Graduate Research Assistant pursuing a Doctorate in Experimental Pathology at the University of Texas focusing on the development of treatments and vaccines for emerging infectious diseases. As well as being incredibly informative she also took some time to remind us that test scores and grades do not define

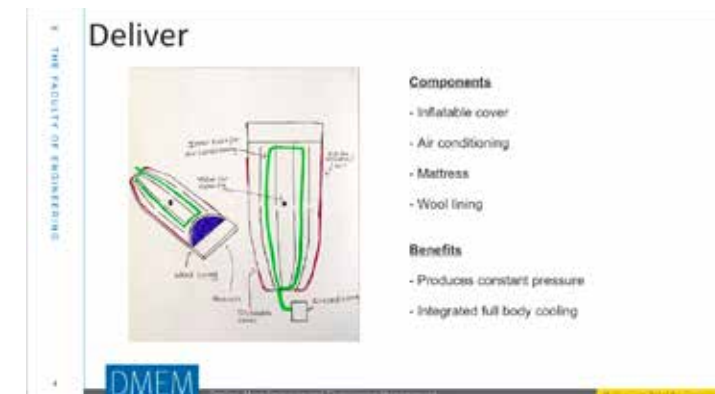
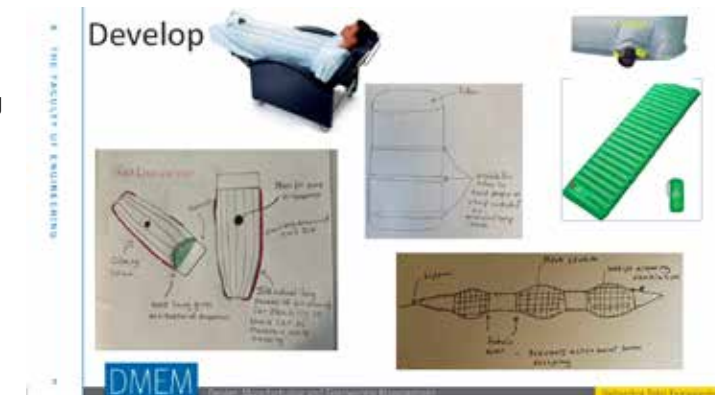
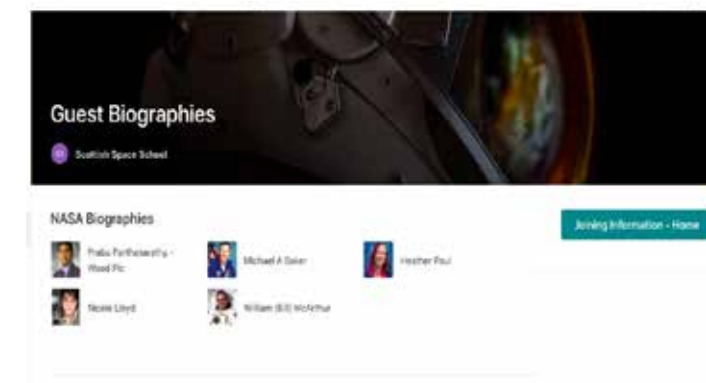


us or create limits to how successful we can be.

Halfway through the week, the University held an event called "An Evening with NASA" which was open to the public as well as the students attending the Space School. Recently retired NASA astronaut Colonel William Surlles McArthur, Jr. gave a presentation about his journey to becoming an astronaut and life on the International Space Station. Colonel McArthur received a Bachelor of Science in Applied Science and Engineering from the Military Academy, West Point and then went on to gain a Master of Science in Aerospace Engineering from the Georgia Institute of Technology. McArthur was chosen to be part of the Astronaut program in 1990 and since then has spent more than 224 days in space and also took part in four space walks. After his last mission he took on senior management positions at NASA including the Director of Safety and Mission Assurance for the Johnson Space Centre. McArthur's fascinating speech also included stories about the challenges that he faced on the ISS as well as the rewards of a unique career path.

The main event of the week was the group project. In groups of ten, we were tasked with developing a product for astronauts on the International Space Station to improve the astronauts' quality of life. Each team was given an aspect of life on the ISS which could be improved: eating and drinking, sleeping, washing and exercising. My group was given the challenge of developing a product which could improve the quality and quantity of sleep for the astronauts. Everyday we would have group meetings and brainstorm ideas. We started by researching the main difficulties of sleeping in space which included noise, light and comfort; there are 16 sunrises and sunsets every 24 hours on the ISS. After much discussion, we decided to create a product which would improve the astronaut's comfort by developing a sleeping bag which would regulate body temperature and improve the quality of sleep. At the end of the week, each group gave a three-minute presentation to a panel of judges which included staff members from the University of Strathclyde and NASA astronauts and engineers."

I would strongly recommend that fifth year students who are contemplating a career in engineering or whose interests lie in aeronautics, robotics or space apply for this course. It has solidified my understanding of the different types of engineering and the parts they play in scientific developments and clarified that my choice of university courses are the right ones for me. The Scottish Space School was a once in a lifetime opportunity to hear directly from those people who have studied in the STEM field and show a true reflection that with hard work, determination and focus, the sky really is no longer the limit."







# The Scottish Baccalaureate in Languages

By Olivia Stark



## S3 Engineering the Future for Girls By Kathryn Taylor

Earlier this year, S3 pupils Kathryn and Rowan attended a virtual 3 day event run by Strathclyde University's Engineering Department called S3 Engineering the Future for Girls. Each day there were events designed to introduce various disciplines of engineering to participants. These were presented by staff from the University's Engineering Departments of Civil and Environmental, Geophysical, Design & Manufacture, Chemical and Process Engineering and Naval Architecture. One session involved staff from BP discussing careers in engineering. Kathryn recently shared her experience of the event:

"From the 7th to the 9th of June Rowan and I attended a program called Engineering the Future for Girls, run by the University of Strathclyde. The program is designed to engage young girls in a range of challenges that will inspire them to become an engineer in the future.

In order to take part you had to send in an application, detailing why you wanted to be in the program and what you think you would get out of it, along with a separate paragraph about an engineer who had inspired you. I wrote about Katherine Johnson, who worked at Nasa and calculated and analysed the flight paths of spacecraft by hand. Due to Covid, the program was not in person this year but over Microsoft Teams instead.

The main activity throughout the course was to design a resilient town. We were split into small groups and had to try and create the most efficient town possible. This included costs, space, population, energy and safety. All groups were given the same map, and at the end of the program the winners of different categories were announced (who had the smallest population, cost, etc).

Other than the group project, we also listened to various talks given by experts. We learned about different careers available in engineering, courses that can be used in engineering at school, and chemical engineering and how it affects us everyday. I

found the program really interesting and the group project was great fun! Working with other girls was awesome and it was an amazing opportunity to learn things that we wouldn't have learned at school. I'd love to do it again and would recommend it to anyone."



This year I decided to undertake the Scottish Baccalaureate in Languages; an Interdisciplinary Project incorporating languages with the development of general skills. The Baccalaureate allows pupils to choose any topic to conduct research on and present their findings and the flexibility of this gives pupils the opportunity to investigate into a wide range of areas, encouraging independent learning and critical thinking. The project is offered in only a few schools in Scotland, and as it is ranked equally with an Advanced Higher subject, involves hard work and initiative.

For my project, I chose to combine my interest in sport with languages. I decided to focus on the differences in rugby between Scotland and France because not only am I interested in French culture and language, having studied French for nine years, but rugby is of great importance and popularity in both countries. Due to COVID-19 having such an immense impact on sport this year, I thought it was appropriate to research the impact which COVID-19 specifically has had on rugby, investigating how it affected the playing season, as well as players both physically and mentally. I also looked into the financial impact and how the future of rugby will be affected to expand my project further, which provided interesting findings.

To gather the relevant information for my project, I established links with Scottish and French rugby players and coaches. By conducting interviews, creating surveys and communicating with several officials in both countries I gained a wealth of knowledge and valuable evidence. The Interdisciplinary Project can take form in several ways, but I decided the best method to demonstrate my findings was by a presentation, allowing me to display my evidence using graphs, images and quotations, in addition to a visual analysis of my research. During the process of creating my project, I compared my findings to identify the similarities and differences of the impact of COVID-19 on rugby in Scotland and France, collecting data to analyse and reach effective conclusions.

Throughout this interdisciplinary project, I developed my independence and ability to conduct thorough research, in

addition to improving both my interpersonal and practical skills. From conducting interviews in French to finding and translating news articles, I also improved my language skills immensely. Ironically, COVID-19 impacted my research throughout as the cancellation of my trip to France meant I couldn't conduct vital research at French clubs and the Stade de France and several lockdowns delayed my progression. However, using problem solving skills, I was able to gather the data I needed through alternative methods.

This project benefited me greatly as it provided the opportunity to develop invaluable assets which will be useful beyond school. The time and hard work spent on my project was undoubtedly worth it, as despite the barriers I faced, I was still able to fully complete my research and presentation. My communication and organisation skills were certainly tested, but with this came the ability to plan effectively and manage my time. These life skills will be vital at university and in employment, therefore I am grateful to have undertaken this project.





## S6 Charity Cheque Presentation

This year, the 6th year elected the British Heart Foundation as their nominated good cause. This was an especially personal choice for S6 pupil Fraser, who sadly lost his father, Tom, to a heart attack. Throughout the year S6 have worked exceptionally well as a team and have consequently had a very successful year with the charity. A myriad of innovative 'virtual' rows, cycles and walks were undertaken in order to raise funds in addition to our traditional House Charity Days, non-uniform days and regular cake and candy stalls. All of these generated extensive funds, while the 'Kiltwalk' was a fun experience for staff and pupils alike! Furthermore, a huge "thank you" must be paid to the entire Wellington family, who gave such overwhelming support to the charity work, whether through completing a challenge or giving so generously in support of them.

Overall, the 6th year charity has a very positive impact throughout the school, bringing together Nursery, Primary and Secondary, Parents and Staff and achieves exceptional results annually. It is to everyone's credit that the school has raised another extraordinary sum for another very worthwhile cause, with British Heart Foundation receiving the fantastic sum of £35,829.64. This is a tremendous effort, especially in light of the testing environment of the past year.

We would like to thank our Heads of School, Callum and Olivia, and their Sixth Year counterparts, for their commitment, enthusiasm, humour, hard work and determination in driving many of the charity activities. Whether the task in hand was charity fundraising, giving tours of the school, chairing debates, hosting podcasts, or anything else we threw at them, their poise and positive demeanour made a lasting impression on all who interacted with them - they are all excellent ambassadors for the school.

Wellington School was nominated and has been shortlisted for the British Heart Foundation's "Innovative Fundraiser" award, as part of this year's BHF Heart Hero Awards. This accolade is due to the amazing work undertaken by our entire school community, from Nursery to S6.



## British Heart Foundation



## Katie's Virtual Cycle to Twickenham

Earlier this year, Katie decided to do some fundraising for the British Heart Foundation in conjunction with her upcoming 16th Birthday on 5th February and in memory of her dad, Tom. Katie set up a Just Giving Page to assist her with her fundraising and left a message for everyone providing more information on her challenge:

"In May 2019, I lost my dad due to a sudden heart attack. He was just 58 years old and I was only 14. My 16th Birthday is the 5th February and this will be my second birthday without my dad. As a family, we thoroughly enjoyed attending RBS 6 Nations matches at Murrayfield and a few years ago we were lucky enough to watch France v Scotland in Paris. My dad always talked about going to Twickenham to watch an England v Scotland match, he never achieved that dream.

As a fundraiser and in honour of my dad Tom Thomson, I have decided to virtually cycle from our home in Ayr to Twickenham, a total of 710.1km or 441.2 miles. This means I will be required to cycle 32 km or 20 miles each day and my aim is to arrive no later than 1600hrs on Saturday 6th February, the day after I turn 16.

This fundraiser is for BHF Scotland, Wellington School Ayr and most of all my much loved dad TOM. All donations will be gratefully received, along with your support to keep me going over the next 3 weeks."

Katie completed her cycle on Saturday 6th February, in time for the England V Scotland Kick Off, where she got a special message from some of the Scotland Team, who sent in video messages of support. After completing her online school work, Katie then hopped on her bike to cycle 20 miles each day in order to complete her challenge, raising an incredible £5,600.

We are all incredibly proud of Katie for her hard work and commitment and of the Wellington community, Katie's family and friends for all supporting Katie on her journey. We are proud to report that Katie has been nominated for an individual "Young Heart Hero" award from the British Heart Foundation, in recognition of her amazing virtual cycle to Twickenham. Well done Katie!



## Virtual Kiltwalk 2021

A team of Wellington teachers and Sixth Years put their best foot forward earlier this year for the British Heart Foundation. The team took on the virtual Kiltwalk, a 25km route around Ayr which started and end at the school. The sun was shining for our team as they successfully ticked each km off and raised an impressive £775 to go towards the British Heart Foundation. Well done to all the staff and pupils who took part and thank you to everyone who supported them!





## SCARLETT GETS THE CHOP!

P7 pupil Scarlett has always had long hair and used to say she wanted to grow it as long as Rapunzel's. When the hairdressers reopened after lockdown, she decided she would make her haircut count by going for her first ever big chop and donating her long locks to the Little Princess Trust so they could make a wig for a little girl with cancer. It costs £550 and can take up to 14 individual donations to make one wig so Scarlett wanted to contribute towards this.

Scarlett created a Just Giving page to help with her fundraising and managed to raise £445 as well as donating her hair and is now sporting a very fashionable shorter hair cut.



## P6 PUPILS SAY FAREWELL TO THE JUNIOR SCHOOL



Former Primary 6 pupils said goodbye to the Junior School at the end of last term by having a full Scottish Breakfast and a Prize Giving Celebration.

As Toby, our Depute Head Boy said in his vote of thanks, "What a send off! Thank you David and Dot. Delicious!"

We look forward to seeing more of our new P7 pupils as they move over to the Senior School.



## P4B SCOTTISH INVENTORS OF THE FUTURE

The children in P5 (formerly P4B) have been thinking up solutions for Climate Change problems and may well follow in the footsteps of some of the great Scottish Inventors!

In the photos you can see their 'prototype' flying saucers, robots, vehicles and devices to deal with plastic pollution, litter, tree-planting and saving animals on land, in the air and in the sea.

All designs are powered by alternative energy sources and we think the future of our planet will be safe in the hands of this new generation of 'out of the box' thinkers!

Well done!



## Libby's Athletic Achievements

Libby White competes for Ayr Seaforth, specialises in the Triple Jump and is coached by David Watson who she travels to Glasgow at least twice a week to see. On other training days she follows a program which he provides and she does that at home.

Libby is currently 15 and competes in the U17 category. 2021 has been a fantastic year for Libby, where she has achieved some outstanding results:

She is Scottish U17 Champion with a distance of 11.93 and is currently ranked No.1 in the United Kingdom with a personal best of 12.20, which also ranks her No.2 in Scotland of all time. Libby obtained her 1st Scottish vest on Wednesday 18th August in Manchester. This was an U20 competition against the best athletes from Scotland, England, Ireland, Wales and also a representative team from Great Britain. Libby delivered an amazing performance and got the bronze medal, with Libby the youngest competitor in the entire field.

Libby has been picked for Scotland in 2 more competitions in September, where she will compete at the British School games in Loughborough and the SIAB (Schools International Athletic Board) competition in Derby. Libby still has another year in the u17 age group, so hopefully will see even more amazing performances in 2022.

The 2021 School Games National Finals, supported by National Lottery funding from Sport England and delivered by the Youth Sport Trust, is a major multi-sport event for talented young athletes across the UK.

Between Thursday 2nd and Sunday 5th September, more than 1,300 young athletes will compete across ten sports, including disability disciplines, at venues across Loughborough University Campus.

The School Games National Finals will be the first multi-sport event for young athletes following the lifting of lockdown restrictions. Our athletes have spent the last year and a half working tirelessly on their fitness and training in the hopes of competing at Loughborough University this summer.

Now back and in its 14th year, we'll be celebrating the resilience of our young athletes by sharing their stories of how they have stayed motivated and maintained their competitive edge to be ready to compete on this national stage.

With ten sports available, including four disability events, the School Games National Finals aims to spring-board young athletes to greater heights in their sporting careers.

The School Games National Finals at Loughborough University is underpinned by the School Games programme of intra and inter-school competition operating throughout schools in England. Over 18,000 schools are registered to take part.

Although the 2021 School Games National Finals will look different to previous years, the young athletes selected for the National Finals will be immersed in a major multi-sport event, hosted by the world's top sporting University, Loughborough University.

Photo credit Bobby Gavin

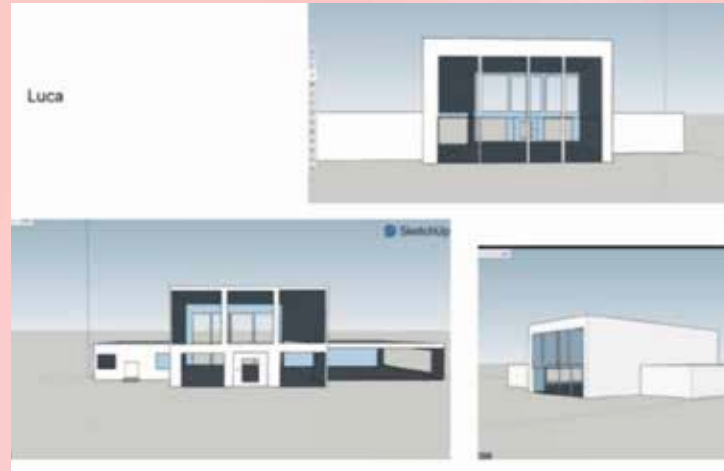




# Art & Design

## S2 Architecture

S2 pupils studied the work of famous architects from the past and present including Robert Adam, Charles Rennie Mackintosh, Zaha Hadid, Norman Foster, Antoni Gaudi and Frank Gehry before going on to design their own buildings. This project was completed during lockdown and though access to materials to create scale models was limited S2 developed new skills in technology using 3D design software to realise their architectural design ideas.



## National Art and Design Competitions

Isla Hall in S1 was runner up in the UK Creative Earth Art Competiton with her beautiful design showing us her vision for the future planet. Her artwork will be displayed for the world leaders at the COP26 Summit in Glasgow!



Sophia Girgis and Katherine Paisley in S2 were Highly Commended in the prestigious Royal Scottish Academy School Art Awards with their work exhibited on the Royal Scottish Academy website.

The Art Award is considered by teachers to be one of the most prestigious awards made to pupils. The award has no theme. The emphasis is on skills of technique, observation and interpretation. Sophia and Katherine both demonstrate great creativity and originality in their work.



Sophia, S2



## Junk Kouture

Kate Miller, Summer Saunders and former pupil Olivia Przygoda, in S4, have reached the Grand Final of national fashion competition Junk Kouture with their innovative costume design Flanders Fields. The event will take place later in the year.

Following a visit to Lady Haig's Poppy Factory the girls were given offcuts of fabric that they used to create the stunning skirt in their design. Poppies from Remembrance Day were recycled to create the shoes and neckpiece. The striking painted bodice features the silhouette of a soldier and a dove against the setting sun. Judges were music manager and television personality Louis Walsh, American actress and singer Michelle Visage and Jane Leavey Programme Director for Fashion at Griffith College Dublin. Junk Kouture is a global platform to unleash the creative brilliance of young people. The fashion competition challenges the most talented emerging designers, engineers, artists and performers to envision, create and model high end couture from everyday junk.



## Erasmus

The art department has continued to be involved in Erasmus projects this year and we look forward very much to sharing artistic ideas with our partner schools for the new project Europe on the Move. Working with schools overseas broadens our artistic and cultural awareness.

A jewellery workshop delivered by Mrs Hunter and Mrs Morton gave S3 pupils the opportunity to design Roman Armour and Jewellery. This workshop was part of the programme for our Small Countries - Strong Cultures Erasmus project. Inspired by Roman designs, the pupils developed their own ideas and made a spectacular range of 3D work. They thoroughly enjoyed being able to complete their brief in the space of a day.



Exceptional work has been produced by our National 5, Higher and Advanced Higher Art pupils. Working at home presented challenges for them and we are so proud of the work they produced.







## Familiar Wellington Face on The Voice

There was a lot of excitement within the Wellington community earlier in the year, as many pupils, staff and families gathered round their televisions to cheer on Languages teacher Mr Levif as he started his singing journey on The Voice! Week after week we all supported Mr Levif (with some very excited cheering) as he continued through the competition, making it all the way to the semi-finals! We are all so proud of Mr Levif and can't wait to see what he does next. For now, our (new) Primary 5 pupils share their views on the experience!

### M. Levif is on The Voice! By Archie Hobbins

#### The Voice

The Voice is a reality TV show on ITV on Saturday nights. The contestants compete against each other trying to go through to the final and win. There are four judges who are all successful singers, they are Will.i.am, Anne-Marie, Sir Tom Jones and Olly Murs. The prize is a recording contract. The show is called The Voice because the judges have to listen to the voices of the singers before they are allowed to see them. If the judges like their voice they hit their "I want you" button and their chair turns round and they can see who's singing.

#### M. Levif

Our teacher Monsieur Levif has entered The Voice UK this year, he has some outstanding talents including speaking French and English, playing the guitar and bagpipes and he has an extremely astonishing voice.

#### The Blind Auditions

In the blind auditions M. Levif sang How Long Will I Love You. He got a four chair turn from the judges, but Olly Murs was blocked by Sir Tom Jones! M. Levif chose Will.i.am to be his coach. I think it was a good choice because Will.i.am has been a good coach to other singers.

#### The Battle Rounds

Two singers from the same team have to sing against each other in the battle rounds. M. Levif sang against Kezia Johnson. They sang Clocks by Coldplay. I thought that was a

really good song for M. Levif to sing. I think he smashed it and so did the judges and he got through to the semi-finals of The Voice.

#### What happens next

I think M. Levif will be doing a lot of preparation for the semi-finals. I hope he doesn't feel too nervous about it, he has been marvellous in the early rounds. I wonder what song he will sing next?

#### Semi-Finals

In the semi-finals three singers play against each other and the coaches have to choose who goes into the public vote but they have two weeks of it and the coaches have two singers in their team so the public gets a vote and the other two are eliminated. Whoever gets the most votes goes to the final and then at the end of the final there is another public vote to see who wins! I think M. Levif's performance was great and the choice was wrong from Will.i.am. I think Okalaja was ok. I think M. Levif should've chosen Tom or Olly but he was blocked because of Will.i.am. Now I can just watch and see who wins. M. Levif sang 'Always be my baby'.

#### The end of the journey

Sadly M. Levif did not make it to the public vote but the coaches can only pick one singer but there is still hope because Okulaja could get COVID-19 and M. Levif can come back in to perform in the final and WIN on T.V!

### My amazing teacher M.Levif is on The Voice! By Eva Crane

#### The Voice

The Voice is a television programme on ITV and contains four celebrity judges. They are Ann-Marie, Will.i.am, Sir Tom Jones and Olly Murs. Emma Willis is the presenter. It is a singing competition and is based solely on the voice of the singer auditioning.

#### M. Levif

M.Levif is a teacher at our school. He teaches French and German, he is such a good teacher. One time in our class he played his guitar and sang to us in French. His voice was amazing. He also plays the bagpipes. Even during lockdown he comes online and teaches us every Tuesday morning. It was so fun to watch M.Levif on the television, Even though I was quite nervous too.

#### The Blind Auditions

The Blind auditions actually got filmed at the end of last year. The four judges sit in the chairs with their back to the contestants and listen to them sing without seeing what they look like. If the judges like the sound of their Voice they press a red buzzer and their chair turns. All the judges turn around for M.Levif. I was so excited for him. The song he sang was "How long will I love you", by Ellie Goulding. He sang it very nicely. His fiancée was watching him from the side with Emma Willis and looked so proud of him. M.Levif then had to pick whose team he wanted to be on since they all turned round for him. Will.i.am had actually blocked Olly Murs from being able to have M.Levif on his team (Tom Jones had tried to block Olly too but couldn't as Will.i.am had done it first). In the end M.Levif chose to go on Will.i.am's team.

#### The Battle Rounds

Now on Will.i.am's team, it was time for the battle rounds. This is when two contestants from the same team battle it out and sing against each other for a place in the semi-finals. M.Levif sang a song called "Clocks", Coldplay and he sang against Kezia Johnson. Will.i.am then had to choose a winner to go through to the semi-finals, he chose M.Levif. I am so happy for M.Levif he is doing so well.

#### The semi-finals

Now it's time for the semi-finals where three contestants compete to go to the finals. M.Levif sang, 'Always be my baby,' and the people he competed against were, Broken Pen and he sang, 'Con calma,' and Okulaja sang, 'Can't hold us,'. Then it was time for Will.i.am to pick who stays and who goes. I was so nervous for M.Levif and he didn't go through but all that matters is that he tried his best but we are all still proud of him. Okulaja got through because another girl called Wurra was ill so Okulaja came back in and I think that is not fair but at the end of the day it's up to Will.i.am but M.Levif still did the best.

#### The end of the journey

M.Levif still did his best and we are so proud of him. Even though he is out of the competition is still amazing we will never forget him and his journey on the voice. His fiancée is probably so proud of him we are so happy for you M.Levif and never give up singing.





## M. Levif is on The Voice! By Evie Jamieson

### The Voice

The Voice is a singing competition where the judges do not get to see the singer first, so that they choose them based only on their voice. The four judges are Will.i.am, Tom Jones, Olly Murs and Anne-Marie. Firstly, there are the blind auditions, then battle rounds, where two contestants are set against each other, then there are semi-finals and finally the final.

### M. Levif

M. Levif is an amazing French teacher, who has been teaching us since the start of P4B. He is funny and kind and teaches us by playing fun games which makes french very interesting. We did not realise he was also a fabulous singer. He was also my sister Eleanor and brother William's french teacher and when she was home for Christmas she told us that M. Levif was going to be on The Voice, so we sat and watched the first audition all together.

### The Blind Auditions

We were on the edge of our seats as we waited for M. Levif to perform his song. Finally it was his turn and we nervously watched as he started to sing How Long Will I Love You by Ellie Goulding. My Mum had her hands over her eyes, but then we realised he was a fantastic singer. Before the end of the second verse Anne-Marie had turned around, followed closely by Will.i.am but not before he pressed the block Ollie button. When M. Levif started to sing in french Ollie and Tom Jones also turned round. Tom kept trying to press the block Ollie button because he didn't realise he had already been blocked. When Ollie turned round he realised he had been blocked. I think it is a shame that Ollie was blocked because I think M. Levif would have picked him, as he is a fan of his and follows him on social media. M. Levif was very happy that he had got a four chair turn. You could see that his fiance Kirsty was very happy and proud. So were we.

### The Battle Rounds

In the battle rounds M. Levif was set against Kezia. They sang Coldplay's Clocks. I thought both of them sang well but M. Levif's voice was soft and kind and he reached the notes perfectly. We had the subtitles on because my mum is part deaf and so before I even heard Will.i.am say M. Levif, my mum saw the name Jeremy come up on the screen and she cheered and made me jump out of my chair. We were all very happy.

### What Happens Next

In a couple of weeks M. Levif will be performing in the semi-finals. It is very exciting and I am very happy for him. We will all be watching anxiously and I hope he does very well, although I do not want to lose him as my french teacher.

### The semi finals

In the semifinals M.Levif was put against Okulaja and Broken Pen. Wurra was supposed to be there instead of Okulaja but she was not very well and Okulaja got brought back in and sang 'Can't hold us', Broken Pen sang 'Con Calma' and M.Levif sang 'Always be my baby'. In the semifinals the judges have 3 people and can only choose 1 to go to the finals Will.i.am choose Okulaja because he did a rap and Will.i.am is a rapper himself. M.Levif is a nice calm singer and he has a job at Wellington school.

### The End of the Journey

I am happy that he had got so far.



## M. levif on the voice! By Joe Conetta

**The Voice** - The Voice is a popular tv show in Britain on ITV. You can't see the person but you have got to judge by the voice. The coaches are Will I am, Olly Murs, Tom Jones and new judge Anne Marie. This year you can block another judge to stop them from getting the person onto their team. Each judge is allowed 10 people on their team.

**M. Levif**, is a contestant on the Voice. He is a brilliant french teacher and can sing very well. He has a YouTube channel and every Tuesday he performs a song. He also works at Wellington Junior and Senior School and for the senior school he does german and french! He teaches P4b on a Tuesday morning. Good job M. Levif!

**The Blind Auditions** - It is called a blind audition because the Judges can't see you sing. When it was M. Levif 's turn he sang 'how long will I love you'. I got so nervous then I saw him sing and he was excellent. Then Anne-Marie and Will.i.am turned around. I was very happy and I think he was too! Then Olly got blocked by Tom and it was a 4 chair turn! Then he picked to be in Will.i.am's team.

**The Battle rounds** - in the battle round he was v Kezia Johnson. They sang Clocks by Coldplay. They sang a few lines of the song each. The Judges were impressed with both of them but I thought M. Levif performed better than Kezia. At the end of the battle Will.i.am picked M . Levif to go through and Kezia got knocked out.

**The Semi- finals** were on the 13th of March, it was the 2nd semi final and 3 different people went into battle. M.Levif was going to be against Okulaja who sang 'can't hold us', Broken pen sang 'con calma' and M. Levif sang 'Always be my baby'. At the end they would have to vote. At the beginning Broken pen went up first and he sang in 3 different languages! Spanish English and Portuguese and sang very well. Next Okulaja was in the semi finals because he sang extremely well and the person had to pull out so he sang 'can't hold us' by Pentatonix and it was all about Marcus Rashford and Sir Tom Moore. Then it was M.Levif's turn so he sang Always be my baby and sang excellent then all of the people came back and Will.i.am picked Okulaja to go through the public vote.

**The end of the journey** When Will.i.am picked Okulaja I felt very sad and I think he did too but he will not stop doing his astonishing music.





# Jeremy Levif - The Voice

## An Interview with Mr Levif By Summer Saunders

At the beginning of the summer holidays, Wellington's up and coming language teacher, Mr Levif and I met to discuss his recent appearance on The Voice UK. I asked these questions to gain an insight into the performing industry.

### **What advice would you give to someone who wants to enter a career in music?**

Perseverance is very important, and never give up. You really have to love what you're doing in the first place and you want to expose your music to other people. Another piece of advice is to be able to take criticism.

### **Who is your biggest musical inspiration?**

My biggest inspiration is a British jazz-pop musician named Jamie Collum. He is my inspiration because he is incredible on stage. He is a great singer as well as musician, and I aspire to perform like him.

### **If you could perform a duet with anyone who would it be?**

Probably Jamie Collum, but if I were to perform with a female artist I would choose Angé Carlsson or Dua Lipa.

### **What was your initial reaction to making all of the judges turn, during your audition in The Voice?**

Unfortunately nobody turned for the girl before me, so before entering the stage I felt very nervous, and I didn't expect anyone to turn. When William and Anne-Marie turned during the first verse I felt shocked but also reassured in some ways because they had turned before the end. It gave me strength and empowered me for the rest of the song. I then knew that whatever I did, one of them wanted me on their team.

*Mr Levif added that the contestants don't hear the buzzer as heard on television as it is an added sound effect. So when the judges turned round he still wasn't sure whether he made it through or not!*

### **After your blind audition on the voice you chose to join team Will, why did you decide to choose him?**

I initially wanted to choose Ollie but after he was blocked I decided to go with my gut and choose William.

### **What accomplishments would you like to achieve within the next 5-10 years?**

I would love to keep on releasing new songs and for them to be played on the radio. I also want to grow my fanbase and to have people coming to support me.

### **Do you suffer from stage fright and if so, how do you overcome it?**

I felt very stressed during the blind audition especially because I had to turn up at 8am but I couldn't perform until 5pm, it felt like a long wait with the added worry of the competition. To anyone who suffers from stage fright I would recommend breathing exercises, and imagining yourself performing. You just need to be in the song and not worry about people judging you, think of the message and hopefully it will work out!







## Amy's Hockey Success

S6 Pupil Amy has had a very successful year in Hockey.

Selection started last December then was put on hold due to COVID restrictions. To ensure she was still able to train while not able to travel outside her local authority area Ayr Hockey Club allowed her to train with them, something which made a big difference when she did get back to selection days.

In April she was selected for the U18's Academy Training squad with final selection for Glasgow Thunder team in the Academy Series matches against Edinburgh and Dundee confirmed in May. Glasgow Thunder won the series!

Following that she was invited to train with the Futures Cup squad which has included several training camps during the summer and matches against Ulster, England and Wales. Selection of the final Futures Cup squad of 18 confirmed last week so has been a long road to selection for all the players! One of the coaches is Zoe Sinclair, former pupil of Wellington and who Amy remembers helping to coach hockey and tennis as an S6 pupil - small world right enough!

Amy plays her club hockey at Western Wildcats in Milngavie, but originally started at Troon Hockey Club at the end of S1 after playing for South West Team in the U14's District competition. Amy recently got some amazing news, that she has been selected as part of the U17's squad to play at England Hockey's Futures Cup!

Amy had this to say about her recent achievements: "Its been a lot of work to get to this point but worth it. After the disappointment of last years matches being cancelled due to Covid I was determined to train hard and make the Futures Cup Squad! I'm really excited to be playing with a great group of players and coaches!"

The Futures Cup took place at the end of August so keep your eyes peeled for how Amy got on via our social media pages!



# Erasmus+

In summer 2021 our Erasmus project Celebrating Success drew to a close. We are delighted to have two new projects funded, FuturEnvironment, and Europe - on the Move! FuturEnvironment examines the theme of Sustainability and Wellington pupils will explore environmental topics through collaborative activities with their peers in five European countries: Belgium, France, Germany, North Macedonia and Slovenia. Europe - on the Move! involves our girls and boys in a wide range of activities which will be carried out both virtually and in face-to-face meetings. These include robotics, choreography and dance, textiles, computer programming, film making, fine arts, circus arts, physics, drama and story-telling. This project also involves six schools and we will work with our long-term partners from Germany and Slovenia and with new partners from Mons, Belgium; Beauvais, France and Walbrzych, Poland.

Recently our pupils were asked to design a logo based on how they would like the world they inherit to look for the upcoming COP26 conference in Glasgow. We are very proud of all our logo entries from our pupils (which can be seen below) and of Isla (S1) who was selected as one of the runners up in the Creative Earth Art Competition. Judges including Muriel Gray, Geri Horner and Simon Reeve, looked at thousands of entries from across the UK and were particularly inspired by Isla's vision for a healthy earth with vibrant plant life and the use of sustainable resources (top left logo).





**We Will Miss You Ron!**

It is with great sadness that earlier this year, we announced the passing of our beloved Ron Wilson.

Ron was a good friend of Wellington School and visited the pupils of Primary 7 annually to share his World War 2 experiences along with his loyal companion, Dr Gareth Powell. The children gained so much from his visits and he loved answering all the questions and sharing his stories with our 'fabulous pupils'. Their favourite story was that Ron drew strength throughout the war by keeping his sweetheart Jean's photograph in his beret at all times.

Ron spent the last few days of his life in Creggan Bahn with Gareth by his side. Gareth explains that in one of his last visits: 'We read a little and listened to Vera Lynn for a little while. I could see his lips trying to form some of the words as she sang. He had his eyes closed with a smile on his face and I can only imagine what he was thinking as we listened to 'The White Cliffs of Dover' and 'We'll Meet Again'. I strongly suspect that he was dancing with Jean.'

The word legend is used all too easily, but Ron was a true legend and will be sorely missed by all who knew him.



**Young Scot Awards 2021**

Our S6 International Ambassadors were finalists in the International category of the prestigious Young Scot Awards 2021, sponsored by British Council Scotland. Our Ambassadors' work to develop and maintain international, cultural and educational links was recognised. As a group, they have travelled to our partner schools across Europe and in India. They have taken part in exchanges, Erasmus projects and educational visits. An important part of their work has included mentoring our younger pupils and welcoming visitors to Wellington.





## Advanced Higher English

### Portfolio Writing

#### By Oliver Ledgerwood

#### **Niandra LaDes and the comforting malice of addiction “I’ve got blood on my neck from success”**

##### **John Frusciante**

He is sitting atop the backrest of his old, worn out swamp green couch. His guitar slung round his shoulder. Restless, he’s fidgeting with anything he can find, making his unease at the camera crew and interviewer present known. Dark trousers that would be tight on an averaged-sized man hang loosely around his sticklike legs, drooping over his bare feet which are visibly covered in grease and grime from all sorts of dark places. His face, once vibrant and full of expression, now devoid of any emotions. It’s thin and wasted, his cheeks are clenching onto what muscle and bone they can and crumbling brown teeth. A, sadly, perfect physical embodiment of Edvard Munch’s “The Scream”. With a cigarette in hand and the phrase, “I’m a junkie and I love shooting up”, the interview can begin. The interviewer asks him to perform a song, but what was performed was more akin to a wail of pain fueled by years of substance abuse. By this time he had already overdosed multiple times, he was on his way to becoming the newest member of the 27 Club. The genius that was John Frusciante lost in a dark spiral leading down and down. 6 years later, the once creatively fueled man was back. His songs of sorrow, despair, heartbreak, of trials and tribulations, speaking volumes for his talent and his tale.

At the young age of 15, a musically innocent Frusciante first stumbled upon The Red Hot Chili Peppers. Their harsh funk psychedelic fusion driven by sharp vocals and chunky bass immediately piqued Frusciante’s curiosity and due to the structure of LA’s underground music scene it wasn’t long before Frusciante befriended the RHCP’s current guitarist Hillel Slovak. He idolised Slovak and the hardcore rock star life style that the RHCP led. The alcohol, the women, the drugs, these were Frusciante’s goals. The last of that list darkly foreshadowing his ever approaching downfall. Having begun to find his way around the local scene, Frusciante became well acquainted with the Dead Kennedys drummer D. H. Peligro. Little did Peligro know that he was about to introduce Frusciante to his perfect musical counterpart. On a fateful day, under the browning sun of LA, Frusciante received an invite to jam with Peligro. Never one to say no to playing guitar, Frusciante eagerly accepted. Upon arrival Frusciante realised that Flea, the bass player of RHCP, also happened to be at the jam. It would seem that the sun and stars perfectly aligned on that fateful day as from that day a bond closer than brotherly formed between Flea and John Frusciante. Around this time Frusciante was in the process of auditioning for Frank Zappa’s band, however his craving for drugs, sex and rock ‘n roll meant that he dropped out before the final audition. Zappa had a ban on all drugs and according to Frusciante “I realised that I wanted to be a rock star, do drugs and get girls, and that I wouldn’t be able to do that if I was in Zappa’s band.”

June 27th 1988. The intense, warm orange sun oversaw all doings in LA that day; the RHCP had been on a break for a while after a long period of touring. The band members, having not heard from Slovak for a long time, attempted to reach out to him. Radio Silence. Their friend, who they have such a close bond with, had decided to ignore them - this couldn’t be right. Panic arose and the police were called. The post mortem determined that Slovak had passed away due to a heroin overdose two days earlier. Heartbreak. Slovak’s death caused the band to fall apart, with the current drummer Jack Irons leaving, feeling guilty for his best friend’s death. It would be some time before Flea, remembering his jam with Frusciante, invited him into the RHCP family.

A young Frusciante couldn’t be happier, his dreams had come true. His heroes, who he had studied religiously, had actually asked him to play for them. It wasn’t long before the band began the recording of the 4th studio album, “Mother’s Milk”. This was it, the life he’d been hoping for, all the women he could want added with all the drugs he could snort. This was the beginning of his Fall. Following the success of “Mother’s Milk”, the RHCP, with advice from their producer, Rick Ruben, moved to a large Hollywood mansion to begin the recording of their next album. From this move, Frusciante began to develop destructive habits; rarely did he ever leave the house, spending most of his time inside smoking as much marijuana as his lungs could handle. Soon their 5th studio album “Blood Sugar Sex Magik” was released. The album helped skyrocket the Chili Peppers to super stardom but it was too much, too soon for Frusciante. The money he made from the album began to fuel his growing drug addiction which led to him shutting himself away from the band. He began to fight with his fellow members before shows, arguing that they didn’t need this level of fame and that they should go back to the underground scene. A drug controlled and senseless Frusciante began to deliberately mess up performances, famously butchering their performance of “Under the Bridge” on Saturday Night Live.

The infamous SNL performance. Frusciante was already struggling to cope with the European leg of their tour so when the band flew back to New York for a one off performance on the show, there were always risks. Anthony Kedis, the lead singer, in his autobiography ‘Scar Tissue’, recounts that backstage, John was extremely agitated - even fighting with many of the staff before threatening not to do the show. When on stage, Frusciante represented the visible and mental opposite to the rest of the band. Where the rest of the band acted and dressed like your classic 90s rock star; shirtless, knee length shorts on, bursting with energy during the performance - Frusciante wore a discoloured brown cardigan over a dull blue checked shirt. Frusiantie appeared physically exhausted whilst playing the song, changing his entire part, throwing off the rest of the band. It’s apparent that throughout the whole performance, Anthony Kedis is glaring at Frusciante with a mixture of confusion and anger. The lackluster Frusciante continued to give no energy into the performance right up until the climax of the piece. Out of nowhere,

Frusciante approached his mic and began screaming down it, senseless wails that masked the entire song, he was releasing all of his pent up frustration in one go. The song began to fade out and you can see the bewilderment of the band and as soon as he left it, Frusciante returned back to his visibly tired state and exited the stage on his own. The band felt betrayed by his antics, they felt as if he tried to ruin them on national television. It was discovered later that Frusciante had taken an extreme amount of heroin before that performance. The remaining mental strength that Frusciante had, crumbled on their Japanese leg of the tour with Frusciante quitting the band right on the stop just before they would take stage in Tokyo.

Upon returning to LA, Frusciante’s once slow and steady decline began to freefall. He entered a deep depression and turned to drugs and alcohol to help cope with it. Having felt betrayed by his friends Frusciante stopped playing guitar and began to fill his drug induced days with painting and screenplay writing. However, money began to run low and Frusciante decided to release a collection of recordings from many years of recording. The haunting album was released under the name Niandra Lades and Usually just a T-shirt and gives the listener an almost uncomfortable insight into the mind of a senseless and fractured Frusciante. The album is split into two parts, the first part being Niandra LaDes and the second part being Usually just a T-shirt. The origin and idea for the title of the album is unclear, and it’s suspected that this was created under the drugged mind of Frusciante. The songs of the album appear in the same order that they were recorded and it is clear upon listening that the quality of Frusciante’s mind was deteriorating. As each song passes, the lyrical and sonic qualities begin to become nonsensical and the recording quality as well quickly becomes a mess. Around this time Frusciante was shooting heroin everyday and drinking alcohol like it was water. “I was very sad, and I was always happy when I was on drugs; therefore, I should be on drugs all the time. I was never guilty—I was always really proud to be an addict.” Frusciante felt no shame in his addiction for he was finally happy, with him describing his reason for shooting heroin as a way of “making sure you stay in touch with beauty instead of letting the ugliness of the world corrupt your soul.” The drugs had begun to corrupt his character and mind. One incident rocked Frusciante to his core - the death of his best friend River Phoenix. Not being able to cope with this, the only option for Frusciante was to increase his drug intake. For three years Frusciante was cooped up in his home in the Hollywood hills with his friend Johnny Depp, making a documentary which showed his living conditions with his walls covered in graffiti and his flaking skin struggling to hold onto the bones.

Just when his deterioration couldn’t seem to have gotten worse, disaster struck. His house caught fire and he made it out just in time, covered in burns. However, he lost his vintage guitars and extensive record collection. Instead of taking this as a sign to stop, Frusciante read this as the universe telling him to do more drugs. However, for drugs you need money and so Frusciante released the album “Smile from the Streets You Hold” specifically designed at building Frusciante’s drug money. Throughout the entire album you can hear Frusciante coughing from his deteriorating health.

Frusciante would suffer for five years before a friend convinced him to enter rehab. This move ultimately saved his life. Enduring years of alcohol and drug abuse, Frusciante had become a hollow shell of his former self. A broken man, cracked and scarred. A borderline lethal infection had spread in his mouth; his teeth cracked like charcoal from years of smoking then had to be replaced. His arm was plagued from abscesses that resembled craters, to which he had to receive multiple skin grafts to treat them. The Chili peppers, having gone through a rough few years without Frusciante, were on the verge of breaking up. Flea, as a last effort to save the band, approached a now sober Frusciante and asked him to rejoin the band; to which the emotionally and physically fragmented Frusciante broke down and replied, “nothing would make me happier in the world”.

The stage is set. The band, a band of musical brothers, reunited. The lights fall dark on the stage as three figures emerge, silhouettes upon a dark blue backdrop, celestial bodies amongst the stars seconds away from alignment. A figure approaches the front of the stage. To the audience his actions are unclear but for him they are meticulous. Adjusting the tone on his pedals, the bass begins to rumble around the arena, followed by a crescendoing roll from a snare. A beautiful and haunting wail echoes around the arena, the lights focus upon the performers, Frusciante takes centre stage, sustaining one single note whilst looking up to the sky. One man, all his despair and sorrow, elation and triumph, shown with one single euphoric note. He steps aside and locks eyes with the fourth figure joining them with mic in hand, with a slight nod. After spending years preparing himself to make death’s acquaintance, Frusciante had finally come back home.







## S6 Farewell Ball

In light of the easing of restrictions in early August, our S6 pupils were allowed to go ahead with their Class of '21 Farewell Ball. The event took place on 25th August at Lochgreen House in Troon and was a roaring success. As well as enjoying a 3 course meal & dancing along to the DJ music, pupils and staff also had access to a photobooth!

The S6 graduates and Wellington staff had a wonderful evening, everyone looked amazing and it was lovely to see all the pupils for one last celebration. Thank you to George McMillan at East & West Events Photography for the photobooth and photos of the evening.







## My Volunteering Experience at Whiteleys By Charlotte McEwen

Whiteleys Retreat is a wonderful charity that dedicates itself to providing therapeutic short breaks for children with serious illnesses.

I was very lucky to be given the opportunity to volunteer there for the volunteering section of my Bronze Duke of Edinburgh. It was very fun, but also hard work.

At Whiteleys, there are a few different types of animals. They have three beautiful (but very hairy) Shetland ponies, called Bugsy, Jigsaw and Puzzle. They are incredibly sweet and love cuddles. They also have two alpacas, who are a little bit more skittish when it comes to people, but are still lovely. Their names are Eclipse and Andy. Eclipse is black and Andy is white. And, the best for last, the bunnies. They are lops, and have very floppy ears. Darcy, Rosie and Archie. They are super friendly, although sometimes Archie can be a bit wary of strangers, which makes it very fun for him to get to know you.



## French Essay Success for Olivia

Olivia Stark, our Head Girl and French scholar, was a finalist in the Madame Jacqueline Munro-Lafon Essay Competition organised by the Franco-Scottish Society and SCILT. In honour of Madame Jacqueline Munro-Lafon's long and active life in the Franco-Scottish Community, the Franco-Scottish Society of Scotland offered to award an essay prize in her name this year to mark her one hundredth birthday. The competition was aimed at Advanced Higher learners of French. All essay submissions had to present a reflection on life and society from 1921 to 2021 in France and Scotland, taking into account Madame Munro-Lafon's life and interests.

We congratulate Olivia on her Highly Commended Award. In addition to being presented with a certificate, Olivia also won an Amazon voucher for her essay on 'La seule constante c'est le changement : La vie en France et en Ecosse 1921 - 2021'.

## A Note from the Editor

We hope you enjoyed this summer edition of The Turret! This biannual magazine aims to capture the essence of Wellington School.

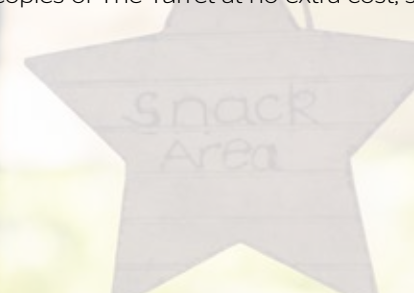
I would like to start by thanking everyone who has contributed to the Turret, the pupils & parents who have shared their news and work to be displayed, especially to our article authors for this edition; Summer, Charlotte, Rachel, Kathryn & Olivia.

While it has been exciting reliving the last few months of the academic year, as always, trying to fit all our stories in can be quite tricky. If you feel we have missed something, please get in touch and we will seek to cover your story either on social media, the website or even the next edition of The Turret.

In the event of there being a factual mistake, please accept our apologies. If you get in touch, we will amend the digital version of the magazine, which is available on the School Publications page of the website: [wellingtonschool.org/wellington-life/school-publications](http://wellingtonschool.org/wellington-life/school-publications)

If you have any feedback, enquiries or requests, please contact Miss Cassells via email: [press@wellingtonschool.org](mailto:press@wellingtonschool.org) or by telephone 01292 269321

Additionally, the school would be delighted to supply you with extra copies of The Turret at no extra cost, so please don't hesitate to get in touch.





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