



THE HUTCHESONIAN 2021

The Pedagogical Legacy, or Hutchie Memories

From the warmth and kindness of Mrs McDonald in Primary 1 to Miss Lovell's creation of an artistic utopia in the S6 art room, throughout my 13 years at this school there are many teachers who have had a definitive impact on my personality, passion for learning and values. I predict that their impact will become more definitive as the years pass.

Teachers have always been key workers. However, this year has been particularly challenging so I thought it would be nice to celebrate some former teachers and offer nostalgia in this strange edition.

Mr Douglas Kinnaird put it nicely "The teachers responded, reacted and reassessed their teaching to ensure the current pupils get the best they can. They will be remembered for it and thanked in many years to come."

So, to any teacher reading: thank you.

And thank you to everyone who sent in messages and anecdotes, they have made for lovely reading and reinstated how valuable our teachers really are. I couldn't include them all here, so for further reading and sharing of stories you can find them on the Hutchie Bugs Facebook group.

Molly Wilson, S6

"Happiness is Mathematics. Mrs Fotheringham was one of my favourite teachers. She adapted Ken Dodd's famous rendition of 'Happiness' adding the word Mathematics to the song which she sang with gusto but entirely out of tune. She swooped up and down between the rows of desks in her black gown singing that, while we battled with x and y, sin, cos and tan. She was deeply empathetic, warm and was a fabulous conveyer of mathematical concepts. I loved her."

Ruth MacSween C83

The teacher who had the biggest influence on me was Miss Louise Graham (p5 and p6). She gave me self-belief, nurturing me from a reserved little girl to one confident enough to play Dorothy in The Wizard of Oz (despite the fact I needed a voice double – thanks Marco Riato!)

Alison Sheils C90

Miss Ivy Scott and Miss Marian Baillie are my favourite memories... strong and inspiring women who were passionate about the arts and so very much ahead of their time.

Elizabeth Alexander C66

When 5th year came to an end Miss Baillie gathered her most enthusiastic pupils around her and swept us off to Stratford upon Avon to experience Shakespeare on stage at the Festival Theatre. 1955 was one of the sunniest summers on record and this coincided with a fashion of circular skirts and frou-frou petticoats. A different dress for each performance was a necessity! It was also the year in which Keith Michell was playing the juvenile leads in the Shakespeare season. Miss Baillie's strategy for the trip was to be sure that we were all kept fully occupied – no time for hanging about at the stage door! There were lectures in the morning and cultural visits in the afternoons before we took our seats in the theatre in the evenings. It was a wonderful week.

Marion Baillie went to Jordanhill as Assistant Principal and Dean of Women. I came to know her as a colleague admiring her ready wit and administrative ability, but also thinking that the new generation of Hutchie girls were missing out on one of the most brilliant teachers of English in her generation.

Sallie Coverly Moodie now Harkness C56

TJ Wilson let me go on a History group trip to St Andrews 1980. Didn't do history. Just turned 18. His advice was: if you are 18, don't be in the pubs the teachers are in; if you are under 18, don't get caught.

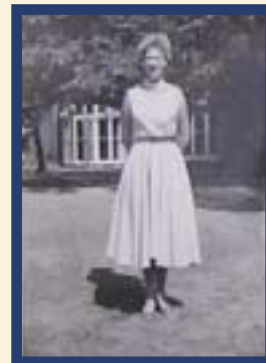
Stuart Cunningham C80



John McKie



James Whyte



Sallie Harkness



Mrs Ross

Danielle Candice Gordon



THE HUTCHESONIAN 2021



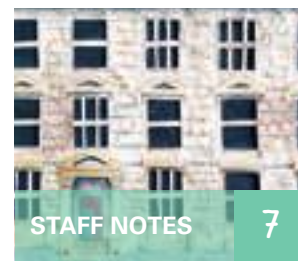
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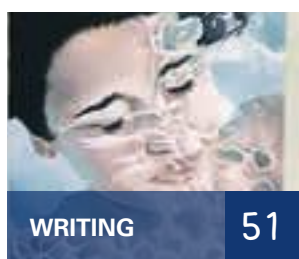
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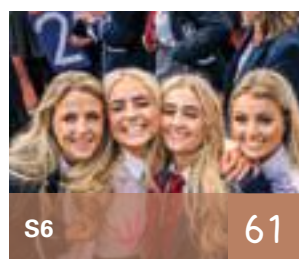
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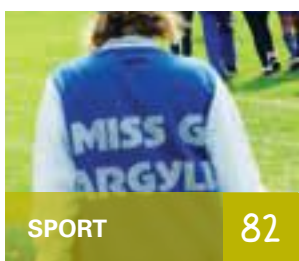
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EDITORIAL

We don't need the memories. As the global catastrophe looks to be easing, I feel comfortable in this assertion. We don't need the memories. We finally have a chance to move on from some of the darkest times in our lives. We have the ability to look forward now, as well as back. In the last year, I've felt like just getting through each day was its own challenge; never mind looking ahead to tomorrow. But now, I am beginning to feel the relief of not wondering if my spirit is going to survive the day.

Perhaps even more importantly, we have been returned the luxury of the present. Previously I felt as though there was no real time at some points, because every day was the same. Crawl out of bed, open my laptop and attempt to learn anything that I could about Cormac McCarthy's *The Road*. Slowly but surely we are meeting friends, catching up and moving on.

The door of the world is being ever so slightly nudged open day by day as it lets in the light of this moment.

This is not to say that the past year wasn't valuable, far from it. What I mean by not needing memories is that we cannot become fixated on the past year. It would crush our souls to constantly be reflecting on an overall dismal and grey period in our lives constantly. I do think that the lessons we have learned are essential to moving forward; but these feel engraved into my skin. These are life experiences so defining that I couldn't forget them even if I tried. I don't think these are memories, they are new pieces of our identity, of who we are.

The panic, sadness and loss over the past year has influenced us. But it cannot define us. The future defines us. The present defines us. We don't need the memories.

Freddy Russell



What a year this has been. When we were sent into lockdown at the end of last session, no-one could have anticipated the challenges we would face in the year to come. The fear surrounding this new virus, concern for the wellbeing of our friends and family and an overwhelming uncertainty for the future. The road ahead was daunting, with none of us having been in circumstances like these before.

In spite of these adversities, the Hutchesons' community has shown immense resilience. We rose to the challenge by adapting to online learning through Microsoft Teams and Firefly. We made video calls to our friends and relatives to stay connected and keep each other company despite the distance between us all. Our collective compassion shone through, bringing light to the darkest of days for many.

Even when we returned to in-person learning, many restrictions limited what we have been able to do across the school. However, the Hutchesons' family came together in the face of great trials and personal

tragedy. We made the most of a bad hand and over time, life returned to some form of normality. In the words of Amanda Gorman from President Biden's inauguration, *"while once we asked 'how could we possibly prevail over catastrophe?' now we assert, 'how could catastrophe possibly prevail over us?'"*

In these dark times, I found my friends were the greatest source of joy in my life. With every joke and laugh and smile, the world seemed that little bit brighter and I will always be grateful for the times we have shared. Having lived through the year of lockdown and isolation, we may all be kinder to those around us in the future and bring light to their days. While my time at Hutchie has come to an end in a year I could never have anticipated, I have thoroughly enjoyed my time in school and will remember it fondly. With the lessons we have learnt about ourselves from these trying times, I look forward to better, brighter days for us all.

Stewart Alexander



FROM THE RECTOR

Bringing light to the dark.

The image conjured up, often religious, is of one solitary candle burning bravely, casting forth a sphere of warm-hued light into the darkness beyond. Often there is a hand, maybe holding the candlestick, or a face, to make clearer the impact of the light on a person, on *the* person.

The unit of the brightness of light is the “candela”. Appropriately for science, in its quest for replicability, the unit is originally based on a ‘standard’ wax candle, made originally of sperm whale wax. (candela (cd) – NPL). The lumen, with which you may be more familiar, measures the total light in all directions from a source, the sphere that I describe above.

Things get more interesting still. The candela is the only *psychophysical* SI unit (International System of units). One candela requires a brain and an eye to perceive it. The hand and the face beside the candle.

Similarly, for darkness? Darkness is surely only the complete absence of light, a zero on the light meter. Witness the excitement around the new paint Vantablack, the blackest black, that reflects so little light that objects appear two-dimensional. Does darkness too require a human brain and an eye to perceive it?

Looking back at my last Hutchesonian article, I found it focussed on the impact of the coronavirus and was written from home during the first lockdown. Who would have imagined that one year later, we would have returned to school, having been locked down a second time, and only just seeing Glasgow emerge from Level 3 status. What a year!

And what of the hand and the face in the darkness?





WE KNOW THAT OUR PEOPLE
HAVE FOUND BEING LOCKED
DOWN TWICE HARD. WE KNOW
TOO THAT SCHOOL PROVIDED A
CONSTANT THROUGHOUT.

We have been so proud of how the whole school community has responded to the unique challenges that this year has brought. We know that our people have found being locked down twice hard. We know too that school provided a constant throughout. It could not be physically open for all, except those children of key workers and those whose essential work in school could not be done from home. But it had to adapt once more to provide the highest quality education that it could, and to do it alongside providing more contact for its pupils and staff. This is the right opportunity again to thank your teachers, who have worked so hard to try and make your learning as fun, and successful, as possible. For those in senior years, you will remember another summer without external SQA exams and with the peculiar pressures that this brought you. The Hutchie Happy survey showed us that the resilience shown in the first lockdown was mirrored in the second, that while we did not exactly enjoy working from home, we were able to cope, to find the positives and to make the most of them. Perhaps, though, not in the face-coverings; we have all had enough of masks.

Wherever possible we have tried to keep school events going – whether a fine Founders' Day speech from Mr Paul Clark (class of '76), the online Canadian FP reunion, the HGSPA Annual Quiz with Wine Tasting or our Prizegiving. We have not been able to replicate competitive sport and have really loved to see this summer term bringing back cricket, tennis and athletics.

The year has brought tragedy too. The tragic death of our Sixth Former Daniel Caplan from his rare and currently incurable DIPG brain tumour had a massive impact on so many of us. However, bringing light to the darkness was the remarkable music concert, "Doing it for Daniel", with cameo appearances from Sir Mick Jagger, Sting, Emilie Sande, Gregor Townsend and Stuart Hogg to introduce our own talented youngsters and teachers as they played and sang. What was less clear to many from the performance itself was that the professional video recordings, done by students at the University of the West of Scotland, had to have our performers miming to earlier audio recordings of themselves. Why would we go to these lengths; why not just record live? COVID-19, of course; another of the myriad implications and restrictions.

Mrs Devenney, our school archivist, tells us that the 1918 influenza pandemic is covered by only three paragraphs that she has found. I hope that future generations have to wait a similarly long time until they are scouring the archives to see what happened in the 2020-21 COVID-19 pandemic. I also hope that by that time Funding Neuro has been successful, has brought light to the darkness and discovered a cure for DIPG tumours. Maybe one of you will be involved in that quest?



Murray Fleming 3G

FROM THE HEAD BOY AND GIRL

Our reign as senior prefects has been unlike any other. A huge thanks must go to our predecessors, who left a pandemic in their wake for us to handle.

It would be remiss not to recognize the toll this year has taken on the school. In particular, Daniel Caplan's death is a huge loss to our year group and the school community.

And then there were those hollowed lockdown weeks. The hallways, usually bustling with life, began to quiet, left abandoned and eerily still. The echoes of a single voice in a classroom, being filtered through online Teams lessons.

And those weeks of respite when the school was open, marred by masks and one-way systems. The kind, welcoming nature of Hutchesonians cloistered by string and cloth, and always at two metres apart. For senior prefects, it was a year of uncharted territory, often deep within the virtual jungle. Assemblies live-streamed, in front of sparse audiences, and finding ourselves muted halfway through, drawing up lunch rotas for outdoor lunches around quarantine.

Despite this, however, there are two key similarities between our time as Senior Prefects and all others, past and future.

The first is the inspiring humanity at Hutchie. The light which comes from every darkness. From Daniel's passing arose the incredible efforts of his community, in the form of 'Funding Neuro'. From the oft-ignored struggles of BAME students came the earnest commitment of the SLT to make the school a more equitable place for all.

Even in those hollowed months of lockdown, glimpses of the Hutchie ethic shone through. Our key workers, the cleaners, the bus

drivers, the matron, the counsellor, janitors and catering staff, the IT team, all with their increased workload; the school has always thrived on their contributions, and will prize them now, and forevermore.

The second similarity was the overwhelming gratitude for our school which has served each of us for years. It may be that we lose contact with many of the prefects, whose engagement, resilience and friendships were indispensable to us throughout this trying year. It may be that we lose our connection to those conscientious teachers, who worked tirelessly to make remote learning engaging and effective. So, we must thank them now, immortalized on these pages.

We must thank Mr Martin, who, besides guiding us into our plans (or lack thereof) and leading weekly prefect meetings, gave us the support we needed to fulfil our senior prefect duties.

We must thank our Depute Head Boy, Stewart Alexander, for his organisational skills and speed walk, which kept us on track. We must thank Karina Mann, our Depute Head girl, for her ability to make those early meetings as fun as they were, even alongside those 728 other sports and projects she was balancing.

All S6s, past, present and future, will understand the strange, bittersweet melancholy of these last weeks at Hutchie. For us S6s, this is the end of an era.

But besides a year group of compassionate students, Hutchie is also losing Ms Valdelievre. As she begins work at Education Scotland, Hutchie loses with her the influence she had on pupils and teachers alike. We'd like to thank her in particular, for her legacy in the name of equity within the school.



FROM THE HEAD BOY AND GIRL



For senior prefects, this is the end of our quest to cure the world (given the vaccine rollout it seems like we've done alright). But as we know, a work of art is never finished, only abandoned. A final message then, to our successors, to whom we leave a blank canvas. To the next year, and indeed all years, all students and teachers who will paint over our time here, we have to say this:

Deep in the featureless stretches of uni applications and Firefly tasks, in amidst the labour of hauling your body from class to class, week to weekend, prelim to exam, there is that bit more. Deep in the throes of exhaustion and work, there are the plucky drumbeats of Hutchie community. The Funding Neuros, the Anti-racist Clubs, the Stewarts, the

Karinas, the Tomitakas, Lovells, Simpsons and Reeces, the Hutchesonian's Hutchesonians. It is through them, and always through them, we reach that triple aspiration of the school; it is through them we belong, flourish and achieve.

Moayad Karar & Molly-Jean Wilson, S6



Afifa Khan



Annvita Gupta

STAFF NOTES

Leavers

Julie Biguzzi, Modern Languages Dept

Julie Biguzzi (née Fahy) joined the Beaton Road staff in August 2003 as a full-time teacher of Spanish and French. Hugely enthusiastic about these languages and the cultures of the countries in which they are spoken, she enjoyed the daily opportunity to converse with our language assistants in their native tongue. She organised a number of trips to the Glasgow Film Theatre to give our pupils an introduction to European cinema and to Malaga Tapas to give them a taste of Spanish food. A talented artist, Julie regularly used her drawing skills in the classroom to bring



language to life in an attractive and memorable way. Julie was always keen to become involved in the wider school community, overseeing Games lessons and attending our Model UN group in recent years. She also co-ordinated the S6 yearbook and mentored a Young Enterprise company. As well as teaching in Scotland, Julie spent summers teaching English as a foreign language in Spain. Widely travelled before marrying and having her family, Julie's interest in all things European led to some lively discussion over lunch in the Base with colleagues. We wish Julie well as she moves on to a full-time post at Vale of Leven Academy.

LB

Hayley Cohen, Kingarth Street

Hayley joined Kingarth Street in 2018 as a temporary teacher in Primary Three and quickly immersed herself in the daily life and ethos of our busy primary school. Her friendly and caring nature endeared her to colleagues, pupils and parents as she led her P3 class enthusiastically throughout the year. She was then delighted to be offered a further year's contract, moving up to join the P5 year group. An



excellent team worker with a patient manner and great sense of humour, Hayley soon built up a good rapport with the children in her care and then as the reality of the first lockdown unfolded, she went on to embrace online learning and guided the children and parents through this difficult period.

Hayley has a wealth of educational experience, stretching from Glasgow to London, and beyond to America, and this, combined with her love of travelling, will ensure that Hayley will go on to enjoy the opportunities, successes and adventures that await her.

DD & MM

Mary Flannigan, Modern Languages Dept & Year Tutor

Mary Flannigan joined the Modern Languages Department at Hutchie in August 1997, initially to teach French and German at Beaton Road, having previously taught at Loudoun Academy in Ayrshire. At Hutchie she soon became Senior Teacher with the remit of overseeing the teaching of French at Kingarth Street, while continuing her own teaching role in the senior school. Mary's keen interest in pastoral care saw her take on the position of Assistant Year Tutor and laterally Year Tutor, with her final years concentrating on the nurturing and wellbeing of our S6 pupils. In addition to



teaching Modern Languages, Mary was involved in the early roll-out of our Thinking Skills programme, also delivering a CPD session to colleagues on counting in Japanese. Mary's annual "crêperie" to raise funds for the school charity became an institution, looked forward to and supported by many pupils and staff. A keen sportswoman and singer, Mary took part in a number of school events, while her fitness was the envy of many a pupil who encountered her during an early morning gym session. As she moves on to the next phase of her life, enjoying time with her children and grandchildren, Mary will, no doubt, relish the opportunity to spend more time on crosswords and her garden.

LB

Grace Gill, School Office

Grace started work at Hutchesons' Grammar School within the Catering Department at Kingarth Street on 27th October 2008. During her time as Catering Assistant in the Primary School, she was a valued member of the team and loved working with infants and young pupils during the lunch service period where she became very well known. Working within the Catering Department allows for contact with both staff and pupils alike and this was achieved through not only her lunch duties but her willingness to be involved with the school hospitality and events services.



Grace made it known through her reviews that she was keen to progress her career and develop her skills further within the school and when a position became available at Beaton Road, she applied and was offered an admin role within the School Office. Grace started work at the Senior School on 30th September 2014. She carried out

numerous duties including photocopying, reception cover and many other duties as well as assisting in the Cash Office. Grace enjoyed the variety of work within the School Office and at the same time, getting the opportunity to learn some new skills. It was clear that Grace thoroughly enjoyed her interactions with pupils and staff alike and was well-known by all. The School Office has been particularly busy in more recent times and Grace was keen to get involved with different tasks, helping out with SMT duties and working well as part of the team.

Grace decided to leave her post at Hutchie when her husband, Alan, was retiring in May 2020. Grace and Alan had plans to travel more and enjoy time together but unfortunately COVID-19 put a temporary stop to that; hopefully they will make up for lost time as soon as COVID-19 is under control.

We wish Grace well in her new ventures and hope to see her for her overdue "leaving do" in the not too distant future.

BY

Ian Harrow, Business Dept

Ian Harrow joined Hutchesons' in 1989 to teach two relatively new subjects, Economics and Accounting. He joined Mrs Frances Mitchell, who was the Head of Department at that time, and taught in 'the huts' for several years. Thankfully the department, and the school buildings, expanded and the department was soon accommodated in the main building!



Ian builds relationships with pupils quickly and genuinely cares about their wellbeing and learning, so it was no surprise when he gained a role in the pastoral side of the school. Ian was the Assistant Year Tutor, and then Year Tutor, for S1 and S2 pupils and worked alongside Mrs Madden, Mr Wood and Mr Russell for many years.

Ian has always recognised the importance of local community and knew the value a school like Hutchesons' could offer. For many years he ran the 'Community Service' programme in the school, alongside Mrs Bertram, where he arranged voluntary placements for our pupils at local care homes, schools and charities; between them they found placements for almost 100 pupils. Later in his career he stepped down from Pastoral Care and became the 'Head of Community' which allowed him to once again ensure the local community benefitted from the school.

Over the years, Ian offered his time freely and was very involved in extra-curricular activities. I am not sure he ever taught in the department period 6 on a Wednesday as this was ring-fenced for his second department – PE! Monday mornings would involve detailed analysis of the main rugby games that weekend, namely the Hutchesons' P6s and P7s. Ian gave up his Saturday mornings throughout his time at the school to coach our Primary pupils and travelled the length and breadth of Scotland in all weathers. He went on many rugby tours and a particular highlight would be his trip to South Africa with the senior pupils in 2015. Ian often said his

favourite day in the school calendar was Primary Sports Day, and he was deprived of his last one in the summer of 2020. Perhaps a guest judge might be needed for 2021? Ian also gave his time to attend school trips with other departments including China and the battlefields of both world wars. He also organised our own departmental trip to London for many years.

Ian was an engaging teacher and had lots of motivated pupils in his classes. He knew how to make the topics interesting and often gave his time after school and lunch times to help pupils. Ian never lost his enjoyment of being in the classroom and his enthusiasm for helping pupils to learn never waned. He was supportive to all his colleagues and was always the first to offer his time and assistance when needed.

Ian's dedication to his profession and the pupils was exemplified at the very end of his career. At a time when Ian should have been taking his foot off the gas, to an extent, and enjoying a more relaxing third term, the pandemic hit. We went into lockdown and ventured into the new world of remote learning. It should be noted at this stage that Ian had only acquired a mobile phone two years earlier, under duress, when he was elected to serve as a Councillor. However, in the final term of his career he was required to become a master of technology and he absolutely triumphed! He was present at TEAMS meetings, conducted live lessons, accepted and marked work electronically and even had his 'leaving do' on Zoom!

Ian has a very full life outside of school. He has been elected to serve as a Councillor in South Lanarkshire and I hope he now has the time to give this job the dedication and commitment that I know he would like to be able to do. Ian has inspired many pupils throughout his time at Hutchesons'. We have many anecdotes and humorous stories which reflect his character, but these will have to be put to one side for now. At some point, in the very near future, I look forward to sharing these stories and giving Ian the farewell he deserves. Thank you for your friendship, advice and hard work throughout your time at Hutchesons'.

CK

Stuart Lang, PE Department

Stuart Lang was educated in Edinburgh at George Heriot's School and was in the same year and rugby team as Dr Ken Greig, previous rector of HGS. He attended Jordanhill College of Education (and the famous SSPE) from 1978 to 1982. Stuart moved down south to teach at Ramsden Boys School in Orpington from 1982-1985, playing rugby during this time for London Scottish and Westcombe Park.



His first day at Hutchie was the 5th of January 1986 (his future wife's birthday) and he joined as an assistant Teacher of PE, allocated to Montrose House, and soon was in charge of the rugby 1st XV and of cricket. One of his early 1st XV teams had an unbelievable four boys selected to start for the Scottish Schools U18 team – he was immensely proud of this and a signed rugby ball to commemorate this sat on his desk for many years. All of Stuart's 1st XV's were immensely fit and he took great pride in his "Suffer" Lang moniker. Stamina sessions on Thursday lunchtimes were impressive to watch and the boys always "put a shift in". His teams played with great desire and attitude and this was due in no small part to Stuart's approach and coaching. While in Glasgow, Stuart has played for Clarkston RFC, Glasgow Southern RFC and has recently become heavily involved in GHA.

Stuart met Sheila when he started at the school and they married in June 1990, before Scott (June 1991) and Heather (April 1993) arrived. Soon they too were Hutchesonians and both have gone on to great success, making dad very proud.

Stuart became Head of Boys' PE when Magnus Brown moved across the city, and then Director of Sport when

Wendy Justice left. He has seen the department grow from three men and three women when he started, to thirteen staff by the time he retired in June 2020. He moved away from cricket to be involved in primary and secondary athletics and cross-country and brought the school more success in these areas. He led rugby tours to Holland, England, Ireland and Wales and the boys spoke about these for years to come.

Of course, no discussion about Stuart would be complete without mentioning his joke-telling ability ... or lack thereof. Scuba-divers, telephone directories and scissors all spring to mind. And there are a fair few "Jellyisms" to note:

"White socks, rugby socks or no socks"

"...there will be no sporadic clapping.."

"Bah Humbug" (with special matching hat at Xmas time)

"Heather? That's my daughter's name" (while on golf tour in Newtonmore)

These are just a few but, in all seriousness, the thirty-four years Stuart spent in the PE Department have been among the most exciting in the school's history, and the school name has become synonymous with success in rugby, athletics and cross-country under his stewardship. We have all had so many laughs and good times in the department that it has never been a chore to come into work; Stuart was responsible for much of this. Ross and I both owe him a lot; he told us we were like his extra twin sons!

We wish him well in his retirement and in his post as the current President of GHA RFC and await his presidential invitation for hospitality at a game sometime soon!

PR



Abeer Khan S1



Adam Stansfield

Linda Murning, Kingarth Street

Linda joined the Learning Support Department at Kingarth Street in 2014.

As an experienced teacher of over 20 years Linda joined us on an easterly wind, settling into her new role with ease and quickly establishing strong relationships with pupils, teachers and families alike.

Linda has been committed to supporting pupils in every aspect of school life. In the classroom an element of fun ran through every lesson, and even the most stubborn of pupils could be persuaded to believe that the impossible, was indeed possible. Her genuine kindness, and determination for everyone to achieve their best shone through. Her firm but caring approach cajoled all in her care to do just a little bit more than they thought they could.

As a colleague and a department stalwart, Linda will be much missed. She has been generous with her wisdom and her time and is a natural sharer of good practice and

teaching gems. Her expertise in our field is outstanding and she leaves behind a legacy of improved provision and an inspired department.

'Going above and beyond' is Linda's trademark. Not purely confined to supporting pupils in the classroom, Linda could be tracked down supporting our youngest hockey players on the pitch on a Saturday, directing 'traffic' during a Bikeability session, tuning an instrument prior to a performance, or laying out a cream tea for a staff birthday. Linda's involvement with school was about the whole community and she gave her time willingly and with enjoyment.

It is no surprise that this energy and community spirit takes her away to pastures new. Parish life in Paisley, a caravan on the Solway coast, and new dog, Cora, are all competing for Linda's attention in this next step. We wish her, John, and her grown-up family all the very best for the future.

AM

Pam Taylor, Modern Languages Dept & Assistant Year Tutor

Pam Taylor joined the staff of Hutchesons' in January 1997, initially to cover Liz Smith's maternity leave but in the end staying a further 23 years. Pam had already taught French and German the length and breadth of the country, gaining invaluable experience in a variety of schools, and she was welcomed to the department as a caring and supportive colleague. Passionate about her subjects, Pam enjoyed all aspects of teaching but particularly relished the opportunity to teach French and German literature to our Advanced Higher candidates. Her knowledge of the culture and history of both countries



was put to good use in preparing our senior pupils for this demanding exam. Pam was also involved with cultural visits to Germany during our exchange programme with the Hans-Sachs-Gymnasium in Nuremberg. Beyond the Department, Pam's role as an Assistant Year Tutor, latterly with S6, gave her much satisfaction. She undertook training in various counselling programmes and was involved in the YPI events and S3 enrichment weeks. Her organisational and hospitality skills were put to good use in the planning of the successful school dances held each December. Pam's "crème brûlée", a thing of legend at departmental soirées, will be much missed, as will Pam. We wish Pam and recently-retired husband Brian well as they embark on extended grandparent duties.

LB



Ishan Barnes S3



Hannah McPartlane

Joiners

Eric Milligan, Department of Physical Education

Eric was born and raised in Ayrshire, in the rural town of Stewarton. A passionate sportsman his love for rugby took him on many adventures, representing his country at age grade level and competing in Junior World Cups across the globe. Two summer seasons playing in New Zealand and coaching youth teams fuelled his desire to become a teacher. He



was educated at Edinburgh University where he studied for his degree in Physical Education. After graduation he gained employment at St Columba's School, Kilmacolm, as a teacher of Physical Education until he took a four-year sabbatical to pursue a career as a professional rugby player with the Glasgow Warriors. On return to St Columba's, he took on the role as Director of Sport at the School and held this post for eleven years until his appointment at Hutchesons' Grammar School in August. In his spare time, he continues to enjoy being physically active and is an enthusiastic cyclist and skier.

Jillian Moon, Economics & Business Department

Jillian grew up in the quaint village of Carmunnock, Glasgow. On completion of her final year of high school, she travelled Australia for a year before studying for her Honours degree in Marketing with Finance. Following this, Jillian worked in industry but lacked job satisfaction, leading her to pursue a career in Teaching and achieving her Postgraduate degree, at Strathclyde University. On completion of her probation year at Barrhead High she was offered a full-time position but instead, seized the opportunity to teach at The British School of Gran



Canaria. After 4 years of island life, she accepted a post as Head of Business Studies at the British School of Malaga and performed this role for 2 years. On her return to Glasgow, she was delighted to be offered a position at Craigholme, which she relished. On closure of Craigholme she took a position at Fernhill before proudly being offered the opportunity to become part of the Hutchie community.

Since age 11, Jillian has been the proud owner of her horse Nikita. Now both in their 30s, she can confidently say their competing days are behind them. Jillian is an avid tennis player and spectator, she also enjoys skiing and is an ardent music fan, attending as many live shows and festivals as possible, her favourite being Glastonbury.

Lisa Schwartz, Modern Language Assistant

Lisa Schwartz is originally from a very small village in Schleswig-Holstein in Germany, but decided to come to Scotland as a German Language Assistant as part of her studies. When not in Scotland, she lives in Bochum, where she studies English and Philosophy. Once she returns to Germany, she will continue to study English and Media Studies.

Despite the current situation and travel restrictions, Lisa has grown very fond of Scotland, its coastlines and its people. She hopes there will be a chance to return and see the rest of the country!

When not locked in her room for online teaching, Lisa enjoys reading, drawing, learning other languages, Taekwondo and a variety of other hobbies.



Idhant Agraharam P6M



Anna Green P6W



OUR COVID YEAR

The Impact of COVID-19

Challenges and opportunities, how staff and pupils have coped, and what happens now?



The last year has been a significant challenge for us all – not more so for the pupils, staff and parents of Hutchesons'. School site closures and the cancellation of examinations brought the immediate necessity for our pupils to receive the same Hutchesons' education, online, whilst ensuring all aspects of school life continued in a new form. A whole new model of schooling was put in place, in a matter of weeks, built on existing platforms such as Firefly, Snagit, Clickview and Teams for live discussion and lessons. The urgent change and rapid transition was without precedent, but the robust online model of education that has emerged at Hutchesons' is formidable and we know it will stand the pressure of any further COVID-19 related measures that may arise.

When the pandemic struck in March 2020, we were already in the midst of an IT strategy that included the roll out of laptops to all staff and the use of a wholly cloud based system which allows our teachers to access Hutchesons' systems wherever they are. The planned CPD and training – that would have been completed by 2023 – had to be put in place almost overnight. Hutchesons' owes a great deal to our IT Services Department which provided daily 'How to ...' videos and clinics to ensure teachers could use the technology quickly and efficiently. As a result, our junior classes continued with their planned examination while the outgoing S6 took on undergraduate preparation within Departments attached to the area of study to which they have now progressed. Our senior students moved on to their next set of SQA examination classes – and as our new S5 and S6 returned to school last August, it might even have been the case that they were further ahead than they ordinarily would have been.

The School has constructed a continuum model which allows us to respond rapidly – moving from full in school teaching to full lockdown home learning, or anything in between, as required. Mrs Smith, our Timetable Manager, may already have received her medal! It became customary in this academic session to pass a classroom and see a lesson being simultaneously taught live to the pupils in school and those at home, if one or two members of the class had been required to self-isolate. The return to school was complex and required a detailed Risk Assessment for every facet of school life, designed to quickly secure the confidence of the entire Hutchie family, and we hope that it has achieved this. School has always been, and remains, an utterly safe place to be.

There is also much that we will retain from this period going forward. The increased use of the whole school site and our outdoor space has had a very positive effect on pupil well-being. The fresh air and extra exercise at lunchtime promotes even greater levels of concentration in class in the afternoon. Although competitive games against other schools on a Saturday morning were curtailed last session, ironically, attendance on Saturday mornings for both girls' and boys' practices was up as all pupils can be involved, together in year group bubbles, striving to improve their individual skills. Parents' Evenings took place on Teams, with staff and parents at home, and are more streamlined with appointments.

And of course, the cancellation of the 2021 diet of examinations led to Hutchesons' putting in place our own summer assessment period – replicating the SQA experience for our Senior pupils to ensure they have the best evidence available for their qualifications and preparing them fully for the examinations they will surely sit in the future.

In essence, the future looks very positive. Hutchesons' core values have never been more important, and our pupils have demonstrated the true meaning of resilience. What is most evident is the respect and compassion they have for others as well as a creativity of approach and a genuine curiosity for how we can do things differently and better. Our pupils are flexible and emotionally intelligent, which will hold them in good stead as they embark on whatever comes next. We want them to know they belong – and that the school's curriculum is designed to allow them to achieve and flourish, whether they are in a classroom or online. One-way systems, mask wearing, seating plans, track and trace, year group zones, packed lunches in the drizzle, windy marquees, constant hand-washing and staggered breaks – we have conquered them together. The only downside, perhaps, is that we may never have another 'snow day' as a result. The lessons can, and will, go on.

DC

Online Learning

Online learning was the most unique of challenges. This statement holds true for both teachers and pupils. Teachers had to figure out how to teach in a world where they often could not see their pupils' faces; and pupils had to figure out how to turn their cameras off so that the teachers couldn't see their faces. Lockdown meant that so much of this year was spent in our bedrooms when we should have been at school, posing some obvious obstacles. Lack of motivation was the most gruelling of these, as I crawled out of my bed limply at 9:10 every Monday with a distinct lack of enthusiasm for the exploits of Robert the Bruce. I got on with work even though my eyes disagreed strongly with this prospect. Whether in S1 or S6, I can safely say that there is almost nothing life can throw at us that would rattle us more than this past year. Strange times indeed.

Freddy Russell, S6



Blended Learning

While our lessons took place exclusively online at the start of the new year, by March restrictions were eased enough to allow "Blended Learning" to take place. Throughout March, our year groups were split in half and we took alternate days for in-person learning and online learning. By this time, we were all comfortable with the online lesson format. We followed our school timetable of lessons while at home, giving structure to our days, and our teachers kept in contact with us through regular Teams meetings and video lessons. However, the return to school was eagerly anticipated by all. The chance to see our friends in person once again helped to lift our spirits and maintain motivation heading into our exams. While this was a strange time, the maintenance of continuity in our learning allowed us to make the most of our time in and out of school.

Stewart Alexander, S6



Purple Friday



Inside Out





Key Worker Care at Beaton Road

Working from the school library during the pandemic had, like most things, pros and cons. The school felt weird, deafeningly quiet, sad and slightly eerie. On the other hand, I became friends with people who I hadn't had a chance to chat to in 'normal school'. I was delighted about that! Overall, I felt lucky to have somewhere, other than my bedroom, I could attend to do my school work, and a place where I could have snowball fights and play football with friends at break and lunch (there are only so

many hours and days and weeks and months one can spend with one's sister!) Spotting the odd teacher was also strangely comforting and my parents, both key workers, were grateful for the facility. Altogether the experience proved to be a silver lining for me and my family in the middle of a very dark cloud. Thank you once again to my friend the library!

Myles Macaulay, S1

Key Worker Care at Kingarth Street



Imagine a school where the playground is virtually silent; where there is no music playing; no assemblies buzzing with children and no bags or jackets in the cloakrooms. Where the corridors seem never ending and very still. Imagine a school where you can wear whatever you like (including earrings!); work in different classrooms each week and chat to people you never get the chance to

chat to in 'normal school'. A school where you get the lion's share of freshly fallen snow all to yourself; where you get all of the playground apparatus to yourself but where you sit on a different floor from your class teacher and talk to her on Microsoft Teams. This school was Hutchie Primary in lockdown and I was there.

Both my parents are key workers, so lockdown care at Hutchie was a place for me to go to do my work and a facility that allowed my parents to continue *their* work. It helped my family a lot: I loved that I had a place, other than my bedroom, to work; a place I could see some of my friends; a reason to pack a school bag; a reason to make a packed lunch; a routine like none I'd ever had before ... and a reason to get out of my pyjamas! I made memories there that I will never forget but, having said all of this, I hope 'normal' school stays forever.

**April Macaulay
(pandemic survivor), P6**





AROUND THE SCHOOL



Greek Theatre

Recently, I have had the opportunity to attend two excellent online showings: Euripides' *The Bacchae* (performed and recorded by RCS students) and Sophocles' *Oedipus Rex* (performed live on Zoom, by Theater of War). Each performance was exceptional, offering a modern take on each play and allowing access into ancient culture and theatre to any viewer, from the casual spectator to the seasoned theatre buff. Of course, the performances were restricted to the Internet due to the COVID-19 pandemic, but the efforts reflect the strength of classical theatre itself, its worldwide interest. With the opportunity to study Classical Greek at Hutchesons', students have a unique chance to dive not only into the ancient language itself, making associations

between the language and our own, but also to take a look at ancient Greek lives; this is done through a range of exercises, from translating real, ancient Greek texts by the greatest classical tragedians, to a full-blown culture class. A Greek student myself, I have enjoyed this rare opportunity to study such a beautiful and influential language, and to have the ability to associate the Greek values and cultural aspects with real productions. Viewing, and reading, Greek plays and discussing them with one's teacher or classmates is a refreshing way to boost one's knowledge of this historic world and create a relationship with it and its language.

Aubrey McCance, S5

Engineering the Future for Girls

Engineering the Future for Girls is an opportunity run by Strathclyde University to encourage girls to join the field of engineering.

Normally this would have been a great opportunity to visit Strathclyde University and experience what being a student is like whilst gaining an understanding of various types of engineering. Due to the pandemic, we had to attend online over 3 half days.

We joined online lectures with pupils from across Scotland. Here we had many guest speakers from the engineering industry as well as lecturers and current students. I feel very fortunate to have had the opportunity to be a part of that.

We also had the opportunity to work in smaller groups through breakout rooms where we also worked on a team project: Designing a Resilient Town. We had to design a town that

was protected from natural disasters and was also environmentally friendly, spending as little as we could. We saw many interesting experiments such as flocculation and the project was good for gathering insight on what career options there are in engineering.

It is a really great course for anyone interested in engineering.

Harnisha Aulak, S3



The Month before Christmas

This year, during the run up to Christmas, the English department treated the S1 and S2 pupils to the wonderful gift of poetry, as they enjoyed a selection of festive delights from across the globe and representing a variety of cultures.

Miss Valdelievre read *Snow Men* by the Kashmiri poet, Agha Shahid Ali and *Il fait froid* (it is cold) by the French poet, Victor Hugo and our Spanish assistant, Noa Martinez Hipolito read *Poesía de Navidad*, a modern twist on the story of the Three Wise Men where they bring him toys and dreams.

We also had a wonderfully ambitious reading by Mrs Reece, who attempted to read an Australian version of *The Night Before Christmas* in an Ozzy accent – almost!

Mr Spencer read *Just Before Christmas* by Kit Wright, Mrs McArthur read *The Night Before Christmas* in Gaelic and the festive feast was topped off by Mr Symington reading the heart-warming and endearingly humorous short story, *Father Christmas and Father Christmas* by David Henry Wilson. How will we top it next year?

RC



Making a bookshelf Insert

During Lockdown, I was tasked to make a Bookshelf Insert about one of the books I had read, and I thought it was a good idea because there was not much to do. The idea to make an Ickabog themed diorama came to me almost immediately because I had finished reading it recently, and I wanted to base it on the 4 towns – Chouxville, Kurdsburg, Barowstown, and Jeroboam – which are in the story. Each town specialised on a specific food, so I decided to make 4 little buildings that represented them and their delicacy. To make the buildings, I collected old medicine boxes and covered them with plaster of Paris. I designed wee roofs to place on top and painted the boxes. Because it was just after

Easter, I had loads of crème eggs! So, I used the wrapper and cut it into tiny squares and covered them with ripped pieces of plaster. Next, I painted them different shades of grey, the little holes in the plaster gave an accidental bumpy effect and the cobble stones turned out great! Then I tried to make a clay Ickabog, I had never used clay before, except in early primary school so making the Ickabog was quite a challenge, but I really enjoyed the experience. Making the entire bookshelf insert was very time-consuming but definitely worth it!

Rebecca Frain, S1

Learning The Tempest at Home

As with anything during lockdown, school has been very different. We had to make the best possible situation out of the worst possible situation and that would be a challenge for anyone. Even though certain things at school have been harder than others to replicate online, such as games for example, I believe that one of the best parts of online school has been reading 'The Tempest' by William Shakespeare. I think this because it doesn't feel too alien; all we're doing is reading a play and analysing it, just like we would be doing at school. It is nice to have something that feels normal in such an abnormal time. This being said, it is not completely the same as sitting in a classroom and there are obviously some noticeable differences.

For me, the main difficulty was definitely the change in setting. Personally, I found it a lot harder to concentrate and stay motivated on a task when I was at home; there were a lot more distractions around that would constantly catch my attention and, having a new puppy at home, there was a lot more on my mind than normal.

One of the great things about learning 'The Tempest' at home were the tasks that were set – they were easy to do, and the main focus was on discussing different factors of the play with the rest of the class. It helped us both to socialise with our classmates and friends, and to gather a greater understanding of the play by learning other people's thoughts on the matters that we were discussing. These were two of the most important things that online school had deprived us of; it forced us to work seemingly alone, and the only person we could easily consult was either the teacher or ourselves, whereas at school we always had our peers there to discuss matters with.

Lockdown has presented us with many different challenges. However, for me, I have also gained a greater appreciation of school, both the educational and social aspects. Looking back, I believe that we will be thankful for living through such a tough period of time as it will make us stronger in the end.

Henry Abbott, S3



• The destruction is outrageous. An entire city could be wiped out in a matter of seconds. It sets the country back extremely far. Imagine that the capital city of the U.S.A (Washington DC) was wiped out in a matter of seconds, and the air would be unusable for centuries to come? Would you surrender so they won't do it again? I know you wouldn't because we have a huge land mass whereas Japan would surrender because they are 26 times smaller than us and that could have a great effect on them.

• It shows the entire world our power. It could even stop future potential wars. If another country thought about going out to war with us, then they would remember what we had done to Japan. Easy.

Overall, this is the best way to go. It's guaranteed that they will surrender with some of my bombs. It's quick, easy and reliable.

Yours Truly,
The Secretary of War



How We Have COVID-19 the Curriculum in History

In 1963 President John F Kennedy said, "For time and the world do not stand still. Change is the law of life. And those who look only to the past or the present are certain to miss the future." Since the global pandemic began, we have all experienced the sharp end of how necessity breeds innovation. In History, this came at a time when we were assessing and implementing changes to the content and delivery of our curriculum. How we did this was accelerated; how it would affect our future, unforeseen.

With the swift closure of schools in March 2020, we embraced the opportunities provided by Snagit to create video content to explain new topics, provide detailed feedback, and for revision. Following positive pupil feedback, we are now creating a bank of these videos for pupils to use as and when required. Firefly blogs and chat forums provided the flexibility to ensure pupils could access teaching materials and engage in discussions at a time that suited their individual working patterns. By the end of the academic year, we had incorporated live lessons.

When we returned to school last August, we endeavoured to include as many traditional classroom activities as possible within the parameters of the measures in place for COVID-19. S3 pupils created their own solutions for the requirements of WWI trenches using shoeboxes, and then put them together in the dining room to explore their defensive characteristics. We also organised a First World War virtual conference, 'Battling germs, Fighting Germans'. Class discussions in all year groups were enhanced by using Mentimeter, an online tool for live polls which facilitated individual and group evaluations of a wide variety of topics.

OneNote was an instant success with our senior classes. Not only does it provide a place where class notes and other written work can be stored safely in the cloud, the need to quarantine pupil answers was removed, meaning feedback was instant and therefore much more valuable to pupils.

The department also used the school's one-way system to our advantage. Previously, very few pupils would visit the department unless they had a lesson with us, but the

AROUND THE SCHOOL

one-way system significantly increased our footfall. Our display boards were updated to provide factual information on Black History, Women's History, the legacy of the First World War, and The Crusades, as well as promotional information on how studying History provides the skills required for an extensive range of careers.

As the numbers of pupils self-isolating increased we facilitated the live delivery of lessons to those at home as well as those pupils physically in school. This meant that when pupils did not return to the building in January, we had given ourselves a head start and quickly expanded the range of tools and techniques used. Breakout rooms on Teams enabled group discussions that had not been possible in school, and provided an opportunity for pupils to interact socially with their peers, vital for their health and wellbeing. Teams could also be used for polls and quick answer questions, including using a 'waterfall' where pupils are asked to type in an answer and not press 'enter' until everyone is ready.

Senior classes became adept at using Spiral to write, gain feedback, and quickly amend sentences or short paragraphs, which were then downloaded and saved on their OneNote page. S2 and S3 pupils went on virtual tours of Auschwitz and Berlin to complement their lessons on the Holocaust and Cold War. Classes were set quick, fun, challenges: from S1 pupils recreating the round city of Baghdad to S6 pupils designing, building, and testing their own medieval weapons. Our Advanced Higher pupils also took advantage of a range of online

resources made available by different libraries and archives, so that they could conduct their dissertation research safely. After returning from study leave, S6 pupils then got involved with the 'Making Memories' project we organised with the school's archivist to create a range of memories for the archive on the experience of studying at Hutchie during the pandemic.

We enhanced our virtual presence too. Regular updates on our Twitter (@HutchieHistory) and Instagram (hutchiehistory) pages promote the pupils and activities in the department. Each week begins with us posting our 'This Week in History' board and ends with an update of what classes have been studying. To assist those pupils making subject choices we made videos to provide course information, the general benefits of studying History, as well as feedback from current pupils. We also used our expertise in making videos to guide S4 pupils through the process of making a documentary on one of their Higher topics, rather than write a formal essay.

Overall, it has been an experience full of promise and opportunities for improving the delivery of our evolving curriculum. We have been extremely grateful for the very positive feedback received from parents and pupils alike. And we are sure that President Kennedy would approve of our approach; by studying the past and embracing the present, we are striding towards a stronger and brighter future.

AL



From the Maths Dept

Hutchesons' pupils are so enthusiastic about learning mathematics and taking part in competitions. Despite the lockdown, 2020/2021 has been another wonderful year for all our pupils who have taken part in the various mathematics competitions. Many have gone ahead online and pupils have taken part from the comfort of their own homes. Whether at home or tackled in school we have had another year of fantastic achievements.

We started the year with the Mathematical Olympiad for Girls. The competition is aimed at girls in S4 to S6 who show a particular aptitude for Mathematics and is taken by only around 2000 pupils each year across the whole of the UK. This year **Arianna Agnihotri (S4), Rebecca Augier (S5), Ashmi Deb (S6), Esther Leung and Delphie Nairn (both S4)** took on the Challenge. All our pupils performed admirably but **Ashmi Deb** scored particularly well achieving one of the top scores in the UK. We were all so impressed by the performance of these young women in what is an extremely challenging and prestigious competition.

Time passed quickly and it was soon November and time for the UKMT Senior Mathematical Challenge, which took place online due to COVID-19 restrictions. This year our S5, S6 and some outstanding S4 pupils took part. S5 and S6 also attempted the Challenge as part of the fund-raising efforts for Funding Neuro, this year's school charity. We achieved six Gold, eight Silver and nine Bronze Certificates. Special mentions go to **Ashmi Deb** and **Brodie Knight (S6)** who qualified for Round 1 of the British Mathematical Olympiad and **Richa Kulkarni (S5)** who qualified for the Andrew Jobbings Senior Kangaroo competition. Our wonderful pupils successfully raised just over £700 for Funding Neuro which was a marvellous achievement.

Ashmi went on to achieve a Merit in the British Mathematical Olympiad as did **Richa** in the Senior Kangaroo. The follow-on competitions are highly prestigious competitions taken by only the best young mathematicians in the country, so our pupils should be extremely proud of their wonderful achievements.

In February it was the turn of S3 and S4 to take part in the UKMT Intermediate Challenge, once again online due to the second lockdown and us all being at home. However,



... HUTCHESONS' CONTINUES TO BE ONE OF THE BEST PERFORMING SCHOOLS IN SCOTLAND IN MATHEMATICS COMPETITIONS ...



WE HAD ANOTHER WONDERFUL SET OF RESULTS WITH THREE GOLD, 17 SILVER AND 22 BRONZE CERTIFICATES.

once again our pupils excelled achieving 16 Bronze, eight Silver and three Gold certificates. **Robin Ferguson (S4)** and **Maoyang Li (S4)** achieved Gold and went on to qualify for the Pink Kangaroo Challenge. **Daniel Ogilvie (S3)** excelled in the Intermediate Challenge and qualified for the prestigious Hamilton follow-on round. All three performed extremely well in their respective follow-on competitions and most importantly thoroughly enjoyed tackling some interesting mathematics problems. **Daniel's** achievements in UKMT competitions have this year secured him a place at the elite UKMT Summer School this July.

In April it was the turn of S1 and S2 young mathematicians to try their hand at the UKMT Junior Mathematical Challenge. It was great to finally be able to do the Challenge once again in school and everyone enjoyed taking part. We had another wonderful set of results with three Gold, 17 Silver and 22 Bronze certificates. **Rohan Deb (S1), Andrew MacShannon (S2)** and **Euan Mitchell (S2)** went on to qualify for the Junior Kangaroo, and as I write we await their results from this competition.

The Scottish Mathematical Challenge is an annual competition held by the Scottish Mathematical Council. Because entrant numbers are so much smaller than for the UK wide competitions this allows the competition to be based on written solutions. There are three levels: Junior for S1 and S2, Middle for S3 and S4 and Senior for S5 and S6. Round 1 questions come out at the start of the academic year in August while Round 2 questions are released in January. This year we had 15 pupils take part which involved submitting full written solutions to 10 extremely challenging problems. Together they achieved six Gold, one Silver and two Bronze Awards. All received certificates with Gold and Silver achievers receiving one of the much sought after 'Mathematical Challenge mugs.

It's wonderful to see how much all our young people enjoy the mathematics competitions and challenges. As we often say to the students, these competitions are 'challenges' rather than tests, so achieving any marks in them is an achievement. However, Hutchesons' continues to be one of the best performing schools in Scotland in Mathematics competitions: all credit due to the wonderful pupils of our school.

CK



S3 Activity day

On Friday 15 June, S3 were treated to a fun-filled day of challenges, games and madness. Pupils were transported back in time as they threw axes, became hunters in the woods with bows and arrows and gained team-building skills from various challenges. One of the more popular activities was the zorb-balls where the students bumped into each other and rolled over, playing

games like 'last man standing'. Many pupils also enjoyed playing frisbee golf and rounders. The day was rounded off with a water fight and everyone got absolutely soaked with sponges and water guns. The day was definitely one of the highlights of the school year and was a perfect day to finish S3.

Lucy McQuilken, S3

Youth Philanthropy Initiative

Since it was introduced to Scotland in 2008 by The Wood Foundation, YPI has engaged more than 200,000 young people who have taken responsibility for £4.5m of charitable giving. YPI is the biggest independent initiative being delivered in Scottish education. Each school is responsible for directing a grant of £3000 to a local charity.

When choosing a charity we wanted one we could connect with. That is why we chose Renfrewshire Carers' Centre. They help support people our age who are looking after a parent/guardian and a sibling.

We first emailed Renfrewshire Carers' Centre and arranged a call with the Education Worker. She explained to us what the charity does and how they help. After this we decided to get in contact with a young carer so we could get an in-depth understanding of their life. We are delighted we were able to win £3000 for this amazing charity. This money will be able to help so many young carers receive the support they deserve.

Hana Naveed, Drew Bunis, Grace Campbell & Aoife O'Neil, all S3



British Biology Olympiad

On the 25th anniversary of the Royal Society of Biology British Biology Olympiad, pupils enjoyed fantastic success once more. **Becca Augier in S5** received a Silver Medal. **Richa Kulkarni**, also in **S5**, received a Bronze Medal. **Safiyyah Ramzan in S5** was Highly Commended and fellow **S5** pupils **Rayyan Khalid** and **Finlay Taylor** were Commended. In **S6**, **Farwah Rushd** was also Commended.

The British Biology Olympiad is an extremely tough competition that is incredibly challenging and heavily biased towards the English Curriculum. A total of 8476 students from 622 schools worldwide took part this year and to have continued success again this year with 6 of our pupils in the award categories is excellent. Their commitment and interest in biology through the many challenges that the pandemic has presented them with is inspiring.

AK



Biology Silver CREST Award Project

The CREST project is a national research competition in which you choose what to research and complete experiments to prove or disprove a hypothesis. We chose to research plastic and its impact on plant development, and this gave us a chance to delve into more detailed topics that are perhaps missing in the news and build on our class topics. We learned how to develop our own experiments and properly use equipment. Our project, along with the other groups, took us to the James Hutton Institute in Dundee where we learned about revolutionary ways to grow crops in an

economical and sustainable fashion through vertical farming. On this trip we learned a lot about plant adaptation in response to changing environmental conditions. This is especially topical because of the effects of global warming. Completing our CREST project has taught us how to question, how to be independent and how to work well in a team. It has made us both ever more interested in the world of biology.

Elli Greaves & Samyu Kumar, S4

CREST is the British Science Association's scheme for STEM project work that inspires young people to think and behave like scientists and engineers. The Silver level is designed to stretch students. It is a long-term, in-depth project that the pupils have run themselves with very little direction. Elli and Samyu worked extremely hard – as did all of the pupils completing a CREST project – and they are to be commended for completing their project during a global pandemic. Dr McCarthy organised for the CREST pupils to visit Intelligent Growth Solutions at the James Hutton Institute in Dundee. This provided an amazing look into the future of farming through the use of technology, growth towers and vertical farms. The visit really helped to give the pupils an important context to their CREST projects.

AK



COMPLETING OUR CREST PROJECT HAS TAUGHT US HOW TO QUESTION, HOW TO BE INDEPENDENT AND HOW TO WORK WELL IN A TEAM.

DofE – Back with Style

What a privilege it was to finally be back with DofE groups on expedition after such a difficult year with COVID-19. It was fabulous to see the teams working so well together as they journeyed through the Highlands. For the Practice Expedition they were based in the beautiful Loch Laggan area – those of you old enough might remember this was where the TV series, Monarch of the Glen, was filmed and the teams camped in view of Glen Bogle Castle. For the Final Expedition they started in Fort William and either walked the Great Glen or paddled the Caledonian Canal to Fort Augustus. The weather was gorgeous and we are one of the very few people this year to have had a week in the sun. Well done to everyone in S4 Silver A for passing their expedition section and we are looking forward to a further 4 weeks as the rest of S4,5 & 6 get out.

CM



Duke of Edinburgh Letter Writing



S4 pupils at Hutchesons' embarked upon their Duke of Edinburgh's Award in August 2020. The Award encompasses four components: Expedition, Skills, Physical and Volunteering.

This year pupils have been very creative in seeking out opportunities to complete these sections due to the restrictions imposed during the current worldwide pandemic. Particularly hard hit were the volunteering opportunities available. The pupils felt they wanted to help the over 70s – many of whom have been self-isolating in their homes since March. AgeUK run activities to help combat loneliness but have been restricted to a telephone befriending service currently. Our pupils liked the idea of writing letters and sharing their stories from Glasgow. They have partnered up with AgeUK and are now helping many combat loneliness. This activity also serves as their Volunteering section of their DofE Award.

Six months on and the director of AgeUK Manchester, Mrs Jane Lees, said the Hutchie volunteers have been

incredibly dedicated in their efforts. She wanted to express a huge thank you to all the volunteers. She has spoken to all the over 70s involved and has received many positive comments. Those who were able have responded to the letters received by our young volunteers. One lady who had not spoken to anyone for several days went to check the door for letters. She could see a handwritten letter waiting for her – 'This really made my day, and it got me thinking about what more stories I would re-tell to Heather in my next correspondence,' she informed Mrs Lees.

DS

"Mental Health can have a huge effect on elderly people, as I understand the problems caused by mental health. I was very interested in bringing some happiness to elderly people during this lonely time!"

Max Miller, S4

"I wanted to volunteer because I know how hard isolation can be for the elderly and wanted to help make a positive impact"

Samyuktha Kumar, S4



The Duke of Edinburgh's Award

The Duke of Edinburgh's Award has been extra challenging this year as COVID-19 meant that many of the usual activities for Volunteering, Physical, Skills and Expedition were cancelled. However, our pupils showed creativity and determination to find new ways of completing these activities within the confines of the COVID-19 guidelines. Helped by ideas from the DofE with a Difference website

www.dofe.org/DofEwithadifference our pupils were able to adapt and continue their Award. Some great examples are below:

Several pupils felt they wanted to help the over 70s – many of whom have been self-isolating in their homes since March. Our pupils liked the idea of writing letters and sharing their stories from Glasgow. They have partnered up with AgeUK and are now helping many combat loneliness.

Pupils have been helping drop off food to those who are either bed bound or living in isolation in their neighbourhood during the pandemic.

One pupil looked through the ideas on the DofE with a Difference website and found an option that interested her which was a diverse platform, Zooniverse, that allows people to help out on projects set up by experts in a range of fields (sciences, history, arts) by classifying images. She has been focussing on scientific projects so far.

Other pupils have been helping clean up the environment in their local area by spending an hour a week picking up

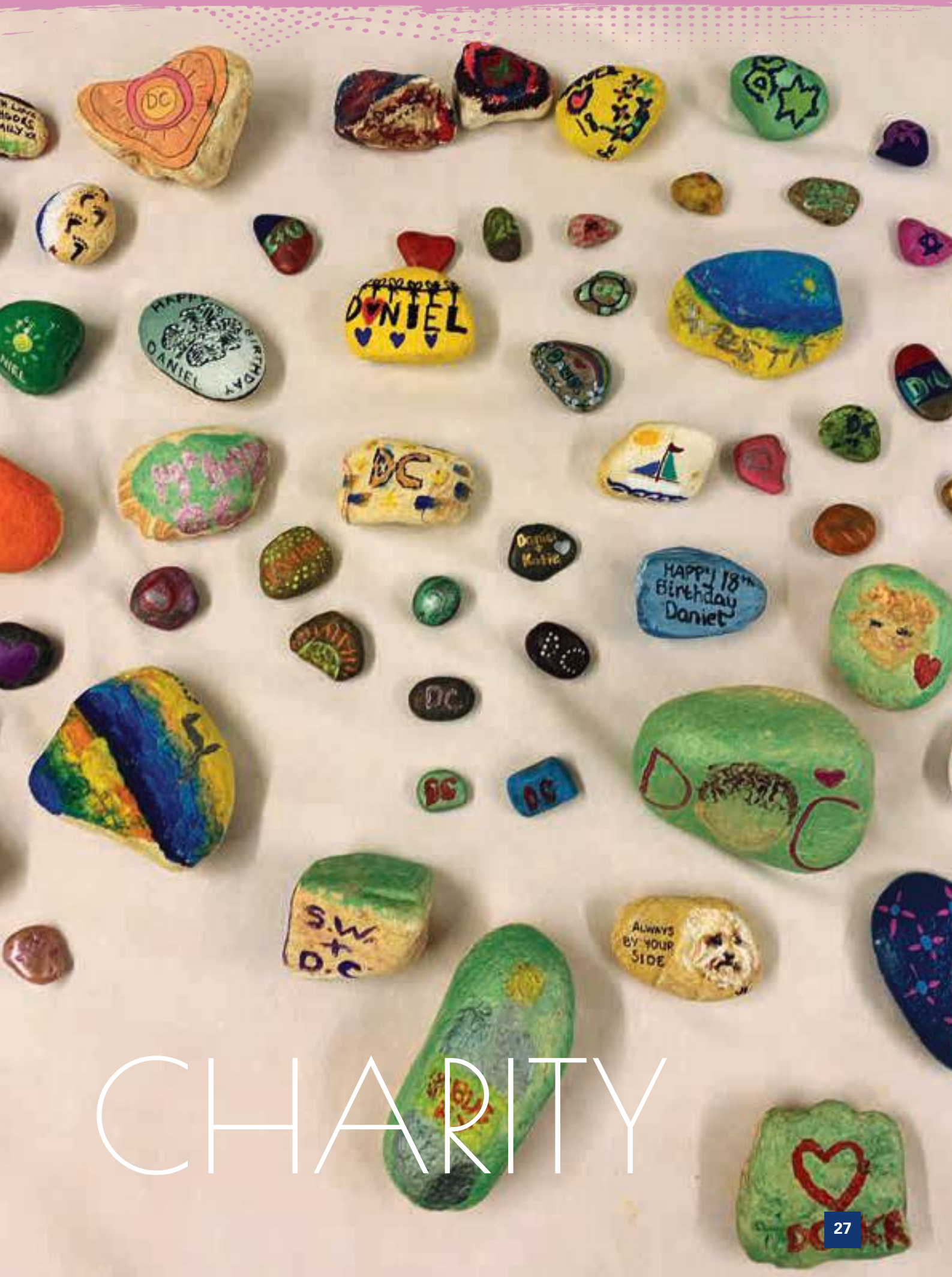
litter, filling up a bag of rubbish. It's great to learn of the positive impact this is having.

For the physical section during lockdown restrictions pupils have been recording their walk, run or cycle on apps such as Strava as part of their daily exercise.

For the Skills section Mrs Breckenridge has set up an online photography course where pupils have been enjoying experimenting with different viewpoints and subject matter, thus developing their skills. There is a beautiful collection of their projects on our Firefly Page **Online Photography Course — Hutchesons' Grammar School (fireflycloud.net)**

CM





CHARITY

School Charity

In May 2020 one of our senior pupils, Daniel Caplan, was diagnosed with a rare form of brain tumour. He and his family were supported by the charity 'Funding Neuro', who are a Glasgow based charity that are campaigning for more research into childhood brain cancers. This session, following overwhelming support from pupils across all year groups, staff, and families in the Hutchie community, Funding Neuro was chosen unanimously as the school charity for the year.

About Funding Neuro

Funding Neuro is a Glasgow based charity that aims to accelerate the research and development of new treatments for many of the most serious neurological conditions. The charity works to ensure that promising clinical research can find its way out of the lab and to the patient in the treatment room. It is the aim of Funding Neuro to translate breakthrough research into breakthrough treatments, so that the effectiveness of neurological care can be revolutionised. Funding Neuro works with the NHS and other care providers, universities, government, industry, and philanthropists and other charities to support developments in this area.

Daniel was diagnosed with Diffuse Intrinsic Pontine Glioma (DIPG). DIPG is a brain stem cancer that affects young people and is the most fatal form of brain cancer. There is currently no effective prevention or cure for DIPG. Due to their location in the brain stem, DIPG tumours cannot be surgically removed. It primarily affects children between the ages of five and nine years old. However, children and young people of all ages have been diagnosed with DIPG. In the UK there are around 40 new cases every year. The average lifespan post diagnosis is just nine months, and most children die within 18 months. Scientists believe that 1,000 or more DIPG cases are diagnosed across the developed world each year.

DIPG is rare, understudied and as a result the prognosis for children diagnosed with DIPG has not improved during the past 60 years, due almost entirely to a lack of research and resources. Funding Neuro are helping to support the work of neuroscientist Professor Steven Gill in Bristol, England. Professor Gill is working on a trial that delivers chemotherapy straight to the tumour using a new drug delivery system. This approach, known as Convection Enhanced Delivery, has been proven to work in a series of compassionate treatments where young people who were treated survived for on average an extra precious year. Professor Gill is now raising funds to further develop this convection enhanced delivery system for use in a formal trial.

Funding Neuro hope to begin a clinical trial within the next year to treat 18 children with DIPG/DMG. Sadly, Daniel passed away in November but this trial and others like it will give real hope to many suffering from this type of tumour. It will also support vital research into a largely untouched area of childhood cancer, improving the outcome for many more. More details can be found on their website : <https://www.fundingneuro.com/>



Our fundraising efforts

Our first fundraiser to kickstart the year was the sale of Hutchie face masks. These proved to be hugely popular across both the primary and senior sites, with pupils and staff alike. Our senior girls got together to organise a charity hockey match. This gained the support of current hockey players and even senior girls who had hung up their boots in S2! Everyone turned out to play the match, with all the players paying an entry fee to raise funds. The match itself was a great deal of fun and ended in a penalty shoot-out to the delight of the year group spectators. This raised over £1500 and was a great start to the term.

As the term marched on, we were excited to see the launch of the newest Hutchie charity initiative with our first live Treasure Hunt. Despite the weather, participants had a great deal of fun and we were pleased to repeat this experience for all families again in June. Sixth Year pupils continued to lead the way in supporting Funding Neuro with the launch of an online Christmas raffle in lieu of our Winter Fair. Working together with the support of the Development Office we were able to gather an array of impressive prizes which illustrate the kindness and generosity of the wider Hutchie community. Our term culminated in our traditional non-uniform day with all proceeds going to Funding Neuro.

Pupils enjoyed a dress-down day on the last full day of term in preparation for the holiday.

It is fair to say that Daniel's cause struck a chord with everyone and the whole community wanted to show their support in different ways. At Beaton Road one of our Modern Languages teachers, Mrs Dodds, raised money from the staff body with a Lucky Numbers competition which gave everyone an excuse to have a flutter on the lottery. Additionally, Mrs Bertram, also from Modern Languages, has been especially creative during lockdown and producing a range of handmade products to sell to staff and friends. In the Maths department, Dr Kilgour and pupils gathered sponsorship for a UK maths competition and were successful in raising £700 for Funding Neuro with their efforts. Finally, each year our S6 pupils take part in the Hutchie Enterprise programme. Pupils run their own company, sourcing and designing products, and taking them to market. Pupils always give a proportion of their profits to the school charity but this session we saw many groups give all their proceeds to the school charity.

As well as fundraising, we aim to raise awareness of the charity more widely. Throughout the winter term the Music Department were busy working with pupils and recording

tracks for our charity 'Doing it For Daniel Concert'. A major feature of this was the work undertaken by Mr Rhodes and Mrs Belch who worked hard to ensure maximum publicity for the charity, as well as gaining support from well-known musicians and sports stars. This culminated in a performance in May which was a huge success for everyone involved and raised priceless publicity in terms of awareness of DIPG and Funding Neuro. Additionally, throughout the session the school has linked all charity work and efforts to social media in a bid to spread awareness of DIPG and the work of Funding Neuro further.

This has been a difficult year in so many ways, and many of the things that we normally enjoy doing for charity have been prevented by COVID-19. What shines through all of this is the support and love of the Hutchie community for their friend. Although we sadly lost Daniel, pupils, staff, and the wider community have been committed to fundraising and supporting this charity. Daniel has been at the forefront of all our efforts and his friends continue to hold him in their thoughts. Pupils recently painted pebbles to mark Daniel's 18th birthday. They came together to smile and remember the fun that Daniel brought to any gathering they had.

MW

Fundraising at Kingarth Street

Despite being unable to hold the usual Children in Need festivities and fundraising stalls of sweets and makeovers this year, P5U wanted to continue to raise funds for such a worthwhile and important charity, especially during the current climate when more children than ever might be in need of support and companionship. Each pupil brought in £1 in order to have a special Popcorn and Movie day treat in class. We raised over £20 and thoroughly enjoyed watching "Spies in Disguise" and scoffing popcorn from our own individual cups!

The Winter Fair has been a highlight in the school calendar for several years at Kingarth Street. Each year the event has raised a huge amount for charity, has promoted an enterprising spirit within our pupils and been a chance for everyone within the Hutchie community to be

together for an afternoon of festive fun!

Although this year was very different, we still wanted our pupils to have a memorable afternoon of festivities whilst raising money for our school charity. We had lots of virtual activities including a raffle and Christmas Quiz. The event was planned, promoted and presented by the Charity Committee.

Primary 4 worked extremely hard on their Enterprise topic in order to raise funds for Funding Neuro and buy supplies for a new school nature garden. The focus of the topic was collaboration and the children worked effectively in groups to complete several challenges. The first challenge required each team to pitch a product that the year group could go on to make and sell. Following The O.M.B.R.E.Y.S successful pitch in the final, Primary 4 got to work

budgeting the cost of making lavender, lemon and pine scented hand sanitisers. The pupils learned about the importance of marketing and advertising, creating their own slogans and logos for their newly named product, 'Treemendous Hutchie Gel'. Violet Malcolm (P4P) designed the beautiful tree displayed on the front of each of these super scented sanitisers. Sales have been very successful and Primary 4 can be very proud of all their efforts.

Our final charity event for the year was a Maths-a-thon. Children from Primary 1 to Primary 7 worked hard to learn lots of maths facts and asked their families and neighbours for sponsors. Well done to everyone involved. The money is still coming in with a current total of £6631.

MS



Missing Daniel

The Daniel I knew was a noisy sixteen-year-old, spilling over the edges of a brown plastic chair, folding his legs under the table that couldn't contain them, stretching his arms out to keep subconsciously lifting the edge of the desk up and down, up and down, driving me bananas. He could have led a masterclass in how to communicate with three of his pals simultaneously with a single glance across a room. Or how to encourage a teacher to drift off topic and into a conversation engineered to take up the final twenty minutes of a lesson. He's the boy desperate to get out to the loo, and to take a leisurely turn around

the school on a Friday afternoon, instead of listening to me discuss sentence structure (fair enough, Daniel, fair enough). I've no doubt there were umpteen classrooms he paid a visit to and regally waved in as he toured the building.

He was also the first student to tell me to 'Stay safe' when we locked down in March 2020; I won't forget that.

Many people knew him much, much better than me – this school is full of his friends. Their tributes to him, and pictures of him, are full of parties, football matches and holidays, nights in and days sitting in the sun. I am touched by their words of love and fraternity and friendship and respect. In their photos, Daniel looks happy, and confident of himself and where he is going, the centre of attention.

His good cheer has been noted by so many of my colleagues. We remember his originality and humour and confidence, a boy, and then a young man, who was always surrounded by friends but who also made *us* laugh – he was a vivid teller of stories!

Daniel filled whatever space he was in. Yes, he was both tall and broad, but his presence was about more than that. His voice and his character filled classrooms, corridors and halls. You knew when Daniel was on his way to your room; you heard him approach. And the school feels emptier, quieter, smaller without him.

JS

Doing it For Daniel Concert

This was a monumental and emotional effort by all the pupils and staff at Hutchie. The process started back in September when Mr Rhodes came up with the idea to produce a concert for Daniel Caplan and raise awareness of DIPG and the fact there is no cure. Mr Scott recorded the performers and mixed the recordings with the help of staff. Pupils and staff had to be individually recorded due to all the numerous COVID-19 restrictions, and different microphones were used each day recordings were made. Songs were carefully chosen to suit the pupils and many of the artists who wrote the songs were approached and subsequently offered messages of support to the school, Daniel and the family.

The University of the West of Scotland kindly offered their services to come and video the pupils performing to their own recordings, and we also had Hugh and Will Shiels create some amazing lighting as well.

TR

Recorded on the 27th and 28th of March and airing two months later on the 28th of May, the Doing it For Daniel Concert was a rousing success. Done to raise money for the school charity Funding Neuro, recording the concert was an emotional and worthwhile experience for myself and everyone else who did. I played bass for two tracks: Let There be Love by Simple Minds and Start Me Up by the Rolling Stones. Mick Jagger heard about the efforts being made and was one of the many artists to send a message through. It was incredible that he took notice and expressed his full support of the concert as well as the Funding Neuro charity.

Other artists who left messages of support were Sting, Emeli Sandé, Travis, Biffy Clyro, to name but a few as well as a ton of Scottish Rugby stars such as coach Gregor Townsend and iconic full-back Stuart Hogg. Although the sadness of losing a peer like Daniel will always be with us all as a 6th form and school, the amazing experience of recording, videoing and seeing us all on BBC Breakfast, the news, as well as the radio and up on billboards all around the country showing support for such a worthwhile cause, will live in our memories always, just like Daniel.

Freddy Russell, S6

Hockey



Footie





The Great Hutchie Treasure Hunt

On a dull Sunday afternoon, many from within and out with the Hutchie community- including a group from New York – were getting ready to compete in a treasure hunt with our online teams to raise money on behalf of the Funding Neuro Charity. This involved finding 50 specific items within a time limit of 90 minutes starting at 2pm. My competitive nature was kicking in as I facetimed my team and discussed a strategy. We were taking this very seriously. The list arrived and my group headed out searching for the treasure, staying in contact throughout via our phones. We had to take selfies with different objects,

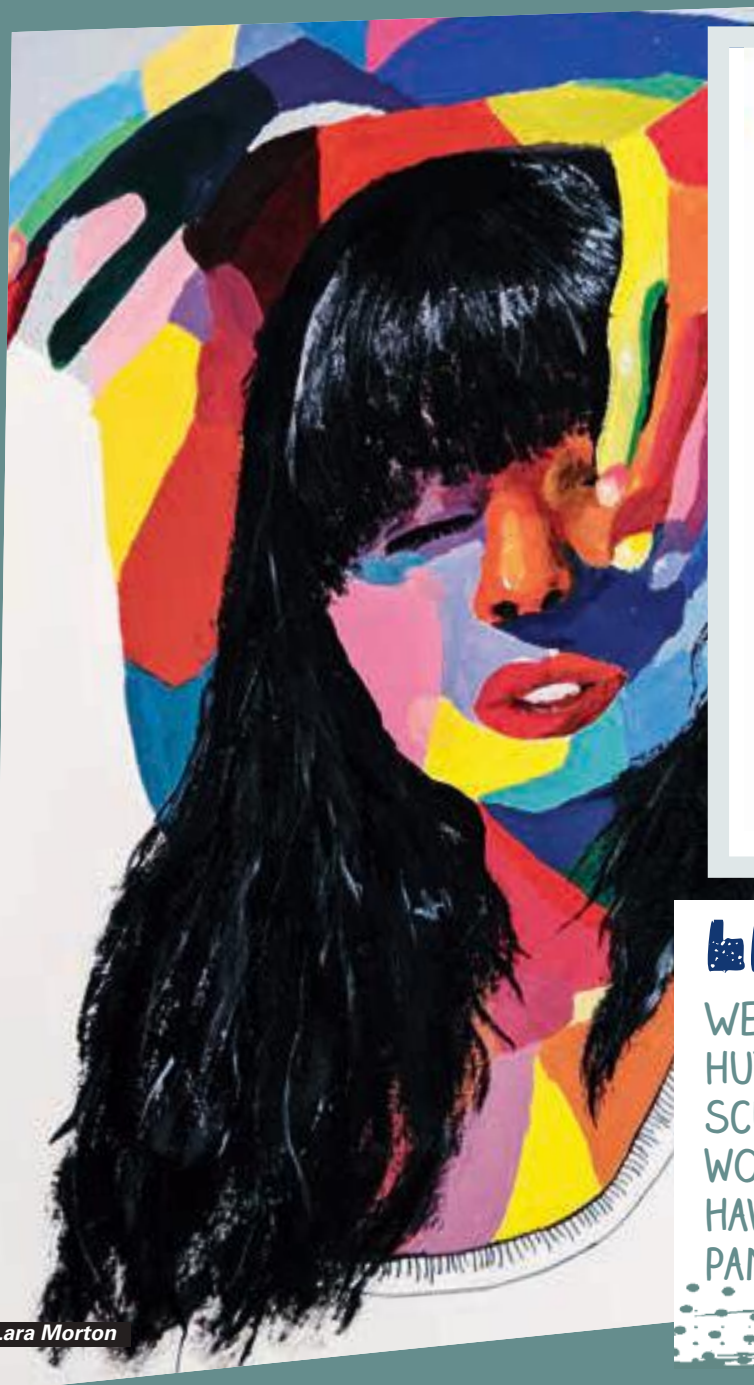
buildings and signage. We put our shyness aside, asking strangers if we could take selfies with their dogs as we would do anything to win. As the clock ticked away, my team dashed around, scrambling to find the remaining items whilst being lashed by the rain. This activity forced us out of the house, to spend time in the fresh air and do something fun whilst raising money. After the running around, I was so hyper. The hard work paid off as my team were the winning group in our category and it was all for a good cause!

Tiana Aulja, S6



AS THE CLOCK TICKED AWAY, MY TEAM DASHED AROUND, SCRAMBLING TO FIND THE REMAINING ITEMS

GLOBAL CITIZENSHIP



Lara Morton

BELONG FLOURISH ACHIEVE

The LGBT Café is safe space for LGBT pupils and their allies to talk and to listen, or just to eat their lunch.

Everyone is welcome.

LGBT Café

Friday at 12.30pm in room B23



WE REACHED OUT TO HUTCHESONS' PARTNER SCHOOLS ALL AROUND THE WORLD TO HEAR HOW THEY HAVE EXPERIENCED THE PANDEMIC.

Partner Schools

Hutchie's Global Partners

Around the world, life has changed dramatically in the last year. We've spent enormous amounts of time at home; motorways have fallen silent; shops and theatres and restaurants have all shut their doors.

As with all aspects of life, education has been significantly affected by COVID-19. We reached out to Hutchesons' partner schools all around the world to hear how they have experienced the pandemic. Here, we hear from them about their lives in 2020/21.

Shona McCallum, S6

Chuini Secondary School, Zanzibar, Tanzania

In order to reduce the spreading of COVID-19, our government decided temporarily to close schools. Usually we are together in school before the exams for group discussion but following the government stopping people staying together in many places, we could not participate in groups.

Not only did the teachers find it difficult to finish the syllabus at the planned time but the students found it hard to get everything they needed to know at the exact time expected. So it was a challenge for both teachers and students to cover all topics.

The government decided to set up learning programs through TV and radio to help students but it was hard either listening to the radio or watching television due to the electricity cutting off or having no signal.

To be honest, the government took big efforts to make sure that students did not stay at home without revising, and everyone (teacher and student) appreciated it. The government also asked the people to make sure that



they avoided this problem by taking some simple precautions, such as wearing masks, cleaning their hands and physical distancing.

Maryam

Lerala Junior School, Lerala, Botswana

Schools here closed on March 23rd 2020 for nearly 3 months, but they have been open ever since. The school was not ready for remote learning so, during that time, the students' education suffered, although there were some lessons on TV and radio. I think our students' mental health also suffered badly during the lockdown. Since we have been back in school, class sizes are smaller, we converted our Assembly Hall into classrooms and everyone has to wear a mask. We have increased the number of water stations to make hand-washing possible for everyone. We are quite proud that Botswana has not suffered badly from COVID-19. Even now there have been only 500 deaths. The government did have to bring in a night-time curfew, however, during January. We have just received the CoviShield vaccine from India and we started vaccinating older people at the end of March. We should soon get more vaccines from the COVAX scheme.



Nitte, India

Hutchesons' partnership with Dr. NASM Middle School in Nitte, India, is long-established and important. In a typical year, senior pupils from Glasgow and Nitte will take part in an exchange trip, making memories and friendships which span the almost 5000-mile distance between our two schools. I was lucky enough to take part in the exchange in 2018, and it was one of the most special experiences of my life. Since the trip was unable to take place this year, some friends and teachers in Nitte put together an account of their school's experience of the pandemic year. Thank you especially to Mrs. Radha Prabu, headmistress at Nitte, for helping to organise this. Although not in person, the partnership our schools are so proud to have continued.

Shona McCallum, S6

Since we were required to stay at home for the majority of the time, I spent my days reading books (especially novels), trying out new recipes, enjoying time alongside my brother – playing games, sharing stories – and the like. My online classes were progressing smoothly and I wasn't experiencing too many issues with them.

Our school reopened on January 1st, 2021, and everybody was looking forward to seeing their friends again after a really long time. Back to school, most of us concentrated on our studies because the tenth grade

examination is crucial since it affects our entrance into a pre-university college.

This pandemic has taught everybody a valuable lesson: 'Never lose faith in the face of adversity and keep moving ahead.'

Smaya

In India, the first lockdown was imposed on 22nd March in the form of a one day public curfew. But later on, a nationwide lockdown was imposed for a period of 21 days. The lockdown was ultimately extended up to May. During this period the government asked everyone to step out in the balcony of the houses to clap for the medical and other health workers and light lamps to express the country's unity in the fight against COVID-19. The number of cases increased rapidly over time. However, the rate of recovery was much higher than the death rate.

Lockdown for everyone had been hard in the beginning. Especially to homeless and daily wage workers. We were sad as we couldn't enjoy our summer vacation. But it gave ample time for us to spend with our families. We read novels, learnt new things such as cooking, painting, yoga, DIY crafts and so on.

Vaishnavi & Prerana

Liwonde Secondary School, Liwonde, Malawi

It all started like news. It all started like news in a form of rumour! If not Hollywood fiction! Little did we believe that that could be true! No sooner did we doubt than we heard that like bush fire the virus spread to a number of rich nations. We thought, at first, the virus was meant for the rich nations – we had our own problems! But in no time, we heard of African nations under siege. Still Malawians could not come to terms with the reality that COVID-19 was real. It can affect everyone and every nation.

When it was announced that Malawi was also hit, there were many arguments about the virus. We didn't know whom to believe. Then our teachers called for an emergency assembly. "We would like to inform you that government has made a communication that schools must close indefinitely due to the pandemic. Please, when you go back follow the preventive measures," concluded the Head teacher.



Life was not all that good. We stayed longer at home without knowing when we will meet again our friends, and our beloved teachers.

Judith, Patience, Chitsanzo, Charity, & Halima

Namandanje School, Namandaje, Malawi

When the virus affected our country the whole of Malawi schools were closed and this resulted in a lot of students dropping out.

We have also seen increased poverty. Due to COVID-19 businesses were not running and some people they stopped running businesses for fear that they would catch the virus.

COVID-19 has also made the transport difficult, because buses can only carry two people. We have also had food insecurity, with less food being produced and less tourism, because people are not visiting.

The pandemic has made life difficult because we don't know how to defeat it.

Francis & Mayamiko

Dingman-Delaware Elementary, Delaware, USA

When the coronavirus happened, it was quite rough. I was stuck at home, and the only time I went outside was to get fresh air. Everything was closed. In the summer, it was incredibly boring because the pool was open for only a month, and the two lakes my family and I swim in were either being tested or completely drained. I guess this was the new normal. When school started, I was really eager since my mom told me there was a choice between staying at home and going into school. It was a no-brainer that I chose real school!

Anna

De Amersfootse Berg, Amersfootse, Netherlands

Nearly a year has passed since the Coronavirus entered our lives and during that period we have seen a wide range of restrictions come and go.

It all started with an "intelligent lockdown" which meant that we all had to stay at home as much as possible, socially distance and wear facemasks while traveling with public transport. During this lockdown, all schools were closed and therefore we had to follow online lessons. In the beginning it was quite challenging, but eventually we got used to it and found ways to keep ourselves busy.

Luckily, after three months the government thought it was safe enough to stop the lockdown and life slowly went back to normal but, sadly after the summer holidays, the numbers went up again and new

restrictions had to be put in place. Even though there was a lot of resistance, the government decided to obligate wearing facemasks in public areas. Restaurants had to close their doors once again and this time shops had to do so too. After careful consideration, schools had to partially give online lessons again too. Only pupils in their exam year were allowed to go to school to ensure that they could be able to take their exams; it was quite a surreal experience to have the whole school for ourselves.

We also have an evening curfew from 21:00-04:30, which is still in place now. Of course, we are all counting down the days until enough people are vaccinated so that hopefully everything can return to normal.

Iris

Capellen Campus, Zwolle, The Netherlands

Dear You,

When the first lockdown began, we all had online classes. This felt doable, yet truly wasn't. I soon enough noticed that I was falling behind for every course, and I also failed the first test week enormously because of this. It was a major setback, but I tried to keep my hopes up.

Then, we got some news. Schools were allowed to re-open. For our school, this meant sending a class or two/three to school on some days, and the other days were online. This made it a bit easier to follow the courses and get back on track. All exam classes are allowed to go to school. This would sound like major

progress and the ability to get back on the right trail, but instead, we decided to divide groups over three classrooms, and instead of 45 minutes of class, we now have 30.

If we look at the situation outside of school, we notice differences, obviously. The weird thing is, I don't miss the shopping. I miss going to bookstores and being able to hang out with friends. We either don't feel up to it anymore, or there's no use because there's nothing we can do.

I would love to have the old way of life back!

Megan

Amnesty

The events of the last year have once again proved the importance of the commitments to equality, solidarity, and humanity which are the foundations of Amnesty. Around the world, people have united and campaigned for causes they believe in: online, in the streets, and in places of power. Our group has found so much inspiration in the myriad causes which have found support and impact globally, which affirm Amnesty's commitment that "it is better to light a candle than to curse the darkness." Many of our members have had personal connections to these movements, and educating each other on the causes. Amnesty champions has been a very special experience, in our meetings and in our daily lives.

Although our work has been limited this year, we managed to hold our annual *Write for Rights* campaign in November. Our group wrote in support of the El Hiblu 3, three teenage boys who received excessive and unjust sentences in Malta following an attempt to migrate to Europe from sub-Saharan Africa via Libya and refusing deportation. That these boys were around our age made us particularly keen to support them. The turn out from our members, as well as supportive teachers and pupils, made this the most successful *Write for Rights* our school Amnesty group has ever had. We also supported the

LGBTQ+ Café's letter campaign to activists in Turkey, which was a wonderful moment of collaboration for the school community.

Most of our members are senior pupils, and we now have the opportunity to reflect on the progress the Hutchesons' Amnesty group has made over the past six years. During this time, we have run campaigns such as the Refugee Café and clothing drive, we raised awareness of causes such as women's rights in Iran and the 'Day of the Disappeared' on our noticeboard, we saw the LGBTQ+ Café being set up, and, this year, our members established the Anti-Racist Club. We have seen our membership grow and change, influenced by the different people who come to our meetings to share their knowledge and experiences. We have established a community of people who care for each other and for different causes around the world, and who are dedicated to their activism both in and out-with our meetings. Therefore, we are incredibly proud of, and grateful for, our members for working hard to build this club, and we are very excited to see what they, and the club itself, achieve in the future.

Shona McCallum, S6



Finlay Holmes



Darcy Johnston

THE ANTI-RACIST CLUB



GET INVOLVED

VALDELIEVREM@HUTCHESONS.ORG

Team and Heads of Department about how we can reduce and deal with instances of racism in school, and how to make the most of the amazing diversity of Hutesons' community. Some of the solutions we discussed are ensuring good diversity in our curriculum, learning about the cultures in the school, and making sure racism is acknowledged in the pastoral system.

Some of our other projects and discussions were around Holocaust Memorial and Remembrance Day, putting up our posters around the school, and conducting a language survey of S1-3. We discovered the extraordinary figure that **27 different languages** were spoken in just those three years: from Albanian and Cantonese to Urdu and Yoruba.



Anti-Racist Club

We launched the Anti-Racist Club in June last year, having been inspired by the Black Lives Matter protests, and broader conversations occurring about race and racism, which occurred across the world. As senior pupils, we wanted to celebrate the incredible diversity of the Hutesons' community, as well as provide a club where pupils who have experienced racism can discuss their experiences. Our club is dedicated to a positive view that we can make improvements and changes in the school which benefit both our pupils of colour and white students, as well

as teachers and anyone else in the Hutesons' community.

To this end, our core group meet most Wednesday lunchtimes to discuss race and racism globally, in the UK, and in Scottish schools. We have members from S1 to S6 and staff, including Ms Valdelievre whose expertise and passion on this topic were incredibly valuable to our club.

Some senior pupils, including Head Boy **Moayed Karar (S6)** and Depute Head Girl **Karina Mann (S6)**, have spoken to the Senior Leadership

We found setting up and working with this club to be one of the most rewarding things we did with our time at Hutesons'. This was a cause we care very passionately about: seeing the progress we made this year and the impact we hope we have had to pupils throughout the school makes us feel so proud of, and encouraged by, the school community. As we leave for university, we cannot wait to hear how our work is carried on in the future.

Shona McCallum, S6

J8 – Malawi

We walked a marathon (26.8 miles in total) on the 27th September from Rouken Glen Park to Hamilton Race Course and back to raise funds to support education in Liwonde. We began at 8am, and finished much later that day!

Blisters began to bleed as we walked through fields, down main roads, sang a few songs, got a bit lost, and

considered getting the bus back – all in all a really enjoyable experience. The next day was painful but extremely rewarding as we knew we had raised £561, enough to sponsor our pupils through school.

Molly-Jean Wilson, S6



J8 – Tanzania

Although this year has been really hard for everyone, we haven't stopped our work with J8. It's especially important during a time like this to continue spreading the importance of education. Over the past three years, we have formed a link with a school in Chuini, Zanzibar, Tanzania, as well as a more local link with St Vincent's Primary School. A pen pal initiative was set up, so students in Chuini and Glasgow could trade letters about books they've read and other interests, to improve their reading and writing skills. While we haven't been able to visit St. Vincent's regularly, we have been sending them videos about our reading experience to keep the conversation going.

As well as the younger pupils' link, we also keep in contact with the five pupils who we have sponsored with bursaries. We chat about interests and hobbies and sometimes go as far as to help each other with school work. It's a really lovely connection and we've made some good friends.

Chuini is a town that hasn't been greatly affected by COVID-19, so life has continued almost as normal for them. Because of that, they have been able to install a much-needed security wall around the school. This is to ensure the pupils are safe when they come to school and no supplies are stolen when the school is closed. The building of the wall is being funded by local authorities, but our group will be covering the cost of one gate to show our support. Later in the year, the students will have an opportunity to decorate the wall and we're collaborating on ideas to make it as lively as possible.

As difficult as this year has been, it's been really great to be able to do this work and help others. We look forward to passing on our work to a new group and allow them to be the change they want to see in the world.

Iman Malik, S6

LGBTQ+ Cafe

The world may have ground to a halt back in March, but for the LGBTQ+ Café it just meant we needed to change our thinking. With everyone working from home we couldn't have our normal Friday lunchtime meetings, but we managed to make excellent use of Teams. From sharing articles to opening up about our own experiences, we established a great line of communication. When we got back to school the Teams chat was still a useful resource for us, as we couldn't be back together in our usual space. We've had guest speakers beamed into our classrooms from all over the country to talk to us, whether they were language experts or charity representatives, we heard from many different people, and learned many different things. Although we moved into another lockdown, we didn't let it stop us from carrying on with our meetings and presentations. We attend weekly virtual meetings where we raise issues that we want to address within the school community and recently we worked on the best way to stamp out bullying and improve queer sex education. Our community adapted to life in lockdown, and we were proud to still offer a safe, welcoming space to anyone who needs it.

Amy Campbell, S5

**BELONG
FLOURISH
ACHIEVE**

Everyone is welcome.



ART

Beaton Road



Cameron Law



Amber Beckwith S5



Cecily Evans S3



Clara Campbell



Evie Unkles



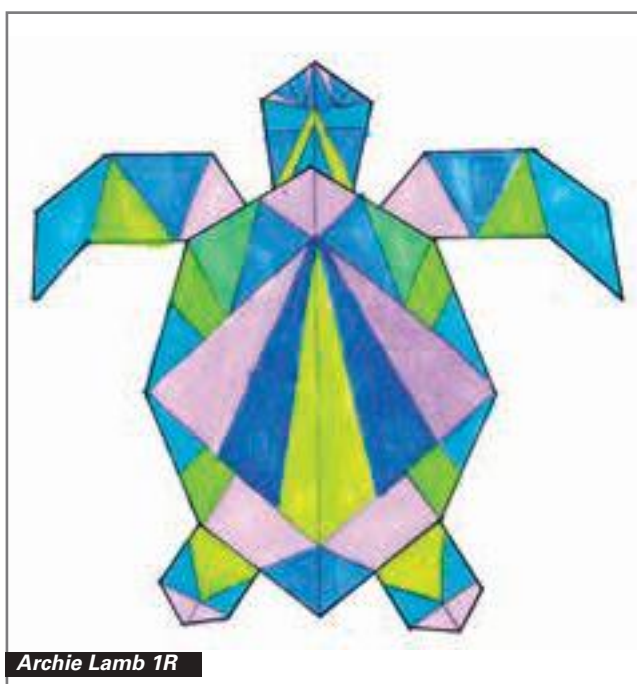
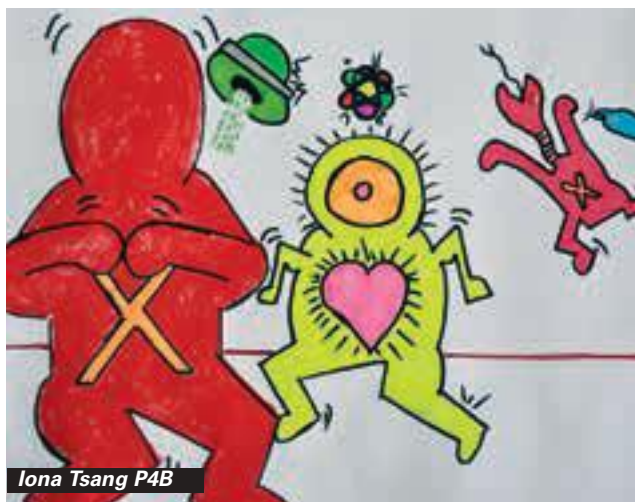
Esther Leung



Harper Noi



Kingarth Street



A creative year like no other!

Despite the challenges teaching staff and pupils have faced, we are delighted to share some images of the truly amazing art and design work created remotely and during the very limited time pupils actually spent in the art department this year.

We have been bowled over by the creative ingenuity, resourcefulness and imagination of all our learners. Well done everyone!

Congratulations must go to our talented sixth years who have secured places on the following courses.

Petra Mellentin continues with her studies in fashion at London College of Fashion, **Molly-Jean Wilson** has decided to embark on a Creative Industries course at City of Glasgow College, **Hana Monib**: Art and Animation, **Eve Workman**: Architecture, **Ailsa Marshall**: Art History and Spanish and **Erin Cairns** (all S6): Communication Design at Heriot Watt University.

The art department is busy planning ahead for the new academic year which will hopefully see a return to a more normal teaching environment

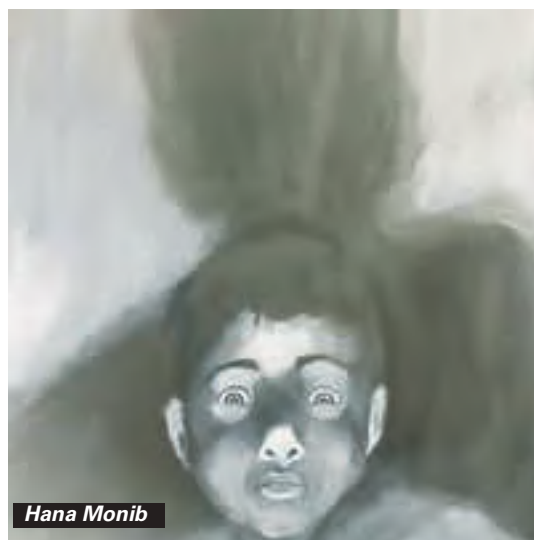
where pupils can extend their creative skills and enjoy greater freedom to move around the classroom and use any materials and techniques of their choice!

My gratitude must extend to Ms Lovell, Miss Drake and Ms Armour for their unwavering professionalism, creativity and willingness to embrace so much new technology whilst delivering exciting and innovative art lessons during two national lockdowns!

SB



Petra Mellentin



Hana Monib



Molly-Jean Wilson



Eve Workman



Erin Cairns

MUSIC



Manasvi Vanga



Lockdown choir

Starting Tuesdays and Thursdays off with choir rehearsal was a staple of many students' – and teachers' – weeks last year, and it seemed to be a growing trend. Numbers soared, and we regularly saw more than one hundred people squeezed into the Georgeson Room. Choir has not been the same this year, but we did put together something for Remembrance Day and will hopefully be able to start back up in some form towards the end of the year.

Recording for Remembrance Day was an interesting experience. A small group of S6 choir members recorded

'God be in my Head', singing outside and staying 2 metres apart. It was an unusual way of performing, and finding a day in late October when it was not raining and everyone was available to rehearse and record was a little tricky, but it felt good to be singing again with others.

It has been an unusual year so far and music at Hutchie has been sorely missed, but no doubt the choir will be up and running as soon as it is safe, so keep an eye out for our first performance back because it is sure to be a cracker!

Lucas Myhill, S6

Music 2020 Style

What a year 2020 has been for the Hutchesons' Music Department. It wasn't a normal year for the department – walking into the Fotheringay there wasn't that same feeling of warmth hearing the music playing. It was silent; we were silent. However, when the Founders' Day ceremony came round, a select number of S6 pupils received the best news in a while: a performance. They were asked to perform Orlando Gibbons "Drop, Drop Slow Tears." Although having to rehearse outside in the freezing cold in the bleak midwinter, Mr Rhodes rallied them together creating the performance of a lifetime which was wonderfully received by the school community. The following few weeks were again silent. But another opportunity arose for the S6s in the form of

the George & Thomas Hutcheson Awards. We were lucky to have two performances that day, one from our talented pianist **Laura Mackie (S6)** playing Haydn's Piano Sonata No.7 in D followed by the newly formed Piano Trio consisting of two violinists: **Glen Mouat & Lucas Myhill** and pianist **Calum Murray (all S6)** performing the 1st movement from Shostakovich's Five Pieces for Two Violins and Piano. This was by far the biggest challenge these musicians have faced having to go through socially distant rehearsals. But again, the live performance was heartily welcomed and breathed some life back into our much-loved music department.

Laura Mackie & Glen Mouat, both S6

Music lessons in school

Music has many benefits for the health and wellbeing of children and young people. The coronavirus had a big impact on our face-to-face learning of music, but at Hutchie, we're fortunate that we continued to have regular music classes in a safe way. In school, we were able to work together as a class, get direct feedback from teachers and do lots of practical work, which is an important part of music. Having music lessons in person makes it more engaging and a fun learning

experience. Learning music online is difficult, because we missed out on practical learning and not everyone has access to instruments at home.

We are grateful that our teachers put in a lot of effort and creativity to make the lessons intriguing and interesting for us students.

Lucas Myhill, S6

Online music lessons

Pre-pandemic, remote music lessons sounded like a fantastical, high-brow idea that would never work out. And yet, every week, for nearly a year, that's exactly what I've been doing.

There have certainly been challenges, and the main culprit here is the failure of technology. For instance, after the initial high of triumphantly nailing a particularly difficult section for your teacher, you glance at the screen and realise they have been frozen the entire time and

that you are doomed to repeat that once-in-a-lifetime feat. Or trying to maintain focus on playing your song despite hearing your echo merrily playing along with a one second lag. It's also hard for the teachers; the subtleties in the sound are lost through the call, making their job much harder.

Surprisingly, I realise I'm still progressing and enjoying my music-making. After all, there is something nice about doing it from the comfort of home.

Esther Leung, S4

As a result of the pandemic, individual music tuition was forced to move online. It has been great to have the opportunity to undertake these lessons and I realise how fortunate we are to be able to continue with our music lessons thanks to technology. Initially, I was sceptical about having music lessons being delivered remotely – I understood that the quality of sound over the internet and delay would cause issues and I was unsure what to expect. Of course having music lessons remotely isn't the same as face-to-face lessons and I looked forward to the music tutors being back in the Fotheringay centre, but the fact that music lessons continued as nearly-normal is quite remarkable.

Daniel Ogilvie ARSM, S3



HAVING MUSIC LESSONS REMOTELY ISN'T THE SAME AS FACE-TO-FACE LESSONS AND I LOOKED FORWARD TO THE MUSIC TUTORS BEING BACK IN THE FOTHERINGAY CENTRE, ...

DRAMA





The Night Before Christmas

In December, the Drama Department helped us countdown to the Christmas holidays with a whole new performance of the classic poem, *The Night Before Christmas*. Read and recorded by some of Hutchie's best known faces, the poem was given new life as we made our way to the end of one of the most unusual school terms ever.

NC Drama – Anyone for Breakfast

The Drama department at Hutchie is home to some of my fondest school memories. Timetable clashes meant I couldn't study Higher or Advanced Higher Drama but the NC course offered an alternative. The play we performed is called 'Anyone for Breakfast?' a comedy written by Derek Benfield. Our cast this year is tight-knit and is made up of three boys and three girls. COVID-19 restrictions meant rehearsals were moved to MS Teams for a duration but luckily, we are now able to be in school together on Fridays working tirelessly to block and film a production of

the play instead. During this experience we have worked closely with our terrific director Ms Queen and without her constant support, guidance and enthusiasm none of this would have been possible. Similarly, the set design and costuming definitely helped in bringing our performance to life and makes it that much more convincing. The NC drama journey has been a highlight of S6 for me and is an experience I will never forget.

Amy Miller, S6

NC Drama – Hedda Gabler

I have always had a passion for drama and theatre. I have taken part in multiple performances with the Hutchesons' drama department and was thrilled to have the chance to partake in the NC Drama course this year. We chose to perform 'Hedda Gabler', a period drama piece by Norwegian playwright Henrik Ibsen. In a year where most creative avenues have been limited by the current pandemic, working together with others to create this performance through rehearsals have become some of my fondest memories from the past year. While rehearsals took place virtually initially, our small company of actors became incredibly close through our time spent exploring our characters, rehearsing our blocking and eventually filming our performance for a virtual screening. Throughout the last five months we have spent creating this show, Mrs Alderson has been wonderful as our director, encouraging us to perform at our very best. NC Drama has been a brilliant experience and one that I will always remember fondly.

Stewart Alexander, S6



S3 Technical Workshops

In November 2020, S3 Drama students took part in a series of specialist lessons on the backstage departments as part of the curriculum. The topics covered varied from Lighting & Sound and Costume and Make-Up. Susannah, the Drama Technician, and Ms Queen took the opportunity to use an online streaming of *Emilia – The Play* by Morgan Lloyd Malcom to study the technical aspects of the production with a focus on lighting. With prior lessons on lighting fixtures and terminology, students were able to identify design concepts and key moments. What made this experience unique was that we were able to have a live Q&A with the lighting designer Zoe Spur. Zoe was a joy to work and communicate with and eagerly answered the students' questions and queries. From the knowledge and experience gained, we continued into creating a lighting design of their own. Under restrictions at the time, we were able to have small mobile lighting fixtures called 'Birdies' and a variety of coloured gels. This equipment was used with a box set to create a small plot and key moments. The class were split into 4 groups and created unique lighting designs and supporting stories. This introduced colour theory and basic light positioning to the students.

SM



"It was enjoyable and interesting to see how they used the stage and how they used the lights to show the river and the general atmosphere. We got to talk to someone who actually does this as a profession, and it was interesting to see the process of creativity in forming a Lighting Design, and talking to her about her journey into the profession."

Rebecca Cobb, S3



Makeup and costume

In S3 Drama, we learned about makeup production skills and made a mood board about the character we chose to do. I chose Hagrid from Harry Potter. We then had to make 10 different designs and choose one to develop and show to the class.

For my final design of Hagrid, I created a makeup look for him

coming out of battle. I used liners and eyeshadows to age and add depth to my face. I then used a lighter shade of foundation to give the effect of being tired and ill. When doing this task we were still in lockdown, so I used a mix of Vaseline and flour to make nose putty to give myself a bigger nose and slash on the face. I enjoyed turning myself into a

different person and seeing a dramatic change.

For Hagrid's costume I made a mood board and worked out his main colour scheme. I then drew out 10 designs then selected my favourite one. I had to get oversized clothes and a pillow to make myself look bigger.

It was a fascinating experience finding out the other side of theatre that wasn't just acting, and seeing everyone else's perspective on doing stage makeup and costume. I learned that costume does a lot more to a character than just dress them. It can show status, time period, personality and/or age.

Overall, I feel this experience showed me a different side to drama and has really expanded my knowledge of the creativity and thought that goes into every detail of a character from the eyelashes to a single ring on their finger which is something I never took into account before. This was one of my favourite topics to do and I have taken a lot away from it.

Haniya Zahid, S3



The House System

June 2020 brought the end to the school year, lockdown, and our annual House Competition. Our overall champions were Montrose House who led most of the way, closely followed by Lochiel, Stuart and Argyll.

With the move to distance learning, our House Competition had to move online. Through the House Firefly page and weekly blog, pupils were kept up to date with all the events they could participate in from the comfort of their own home. Even though they were unable to attend their favourite clubs and societies in person, they could still earn points by participating in weekly challenges. As well as regular contact with their fellow Housemates, the blog also featured tips on mindfulness and strategies to ease the frustrations of being at home.

Our S6 captains have been excellent in assisting the Heads of House and have been great role models for their younger peers, I would like to thank them for all their efforts. Through their enthusiasm and creative ideas, we



have had many fun challenges that pupils loved entering. We painted rainbows to show Hutchie's support for the NHS, designed bright and colourful Hutchie themed face masks, took a moment to capture pictures of "what makes us happy" and baked some extremely impressive cakes!

We are now nearing the end of the term and into the month of June once again. With the relaxing of restrictions we are delighted to have some of our traditional House Sport competitions running at lunchtimes and matches on Saturday mornings. The grand finale in the form of Senior Sports day is just around the corner. An event where the winning House has changed hands several times in the past, reigning champions Montrose enter in the lead. We are all looking forward to next year and a return to normal school life. We expect the wealth of diverse extra-curricular activities to return and pupils will be able to flourish in both their academic studies, passions and pursuits.

PM

Argyll House

It's been a year full of challenges for all of us. I'm proud that, despite the change to our normal routines, all Argyll captains and members have fully embraced each and every challenge. From online lockdown design competitions, to Maths challenges and Physics Olympiads, to a whole host of sports heats and finals, it's been fantastic to see all Argyll members continue to make the most of every opportunity.

Our captains Charlotte and Glen, and vice captains Farwah and Faraaz, led the way with outstanding efforts in recording the Funding Neuro "Doing It For Daniel" concert, and taking part in online quizzes and helping to keep form classes motivated and participating.

I know they have really enjoyed being your House Captains this year.

Well done to all!

LA



Lochiel House

This last year has been a strange one to say the least. And we are very proud that despite the challenges faced due to COVID-19 the Lochiel house members managed to remain positive and put high levels of effort and enthusiasm into every house event. Due to social distancing restrictions, this year interhouse competitions took place mostly online, but we were still impressed to see the various talents of the Lochiel house.

From quizzes and scavenger hunts to strava running and keepy uppie challenges, Lochiel members demonstrated their various musical, intellectual and athletic abilities.

We have really enjoyed being your house captains and we hope that you have enjoyed your year as part of Lochiel house!

A massive well done!
From the Lochiel House Captains,

Elise Fitzgerald, Saad Mahmoud, Ashmi Deb and Brodie Knight (all S6)



Montrose House

This has been a school year like no other! Unfortunately, house events that would normally be held couldn't take place due to COVID-19. However, we have still managed to organise a variety of inter-house challenges and competitions throughout the year.

One of the most popular competitions was the "Bake Off Competition" where pupils from S1-S6 baked a showstopper cake. We picked up House points in other areas of the school, for example, participation in sports and music events, showing the versatility of our House. With enthusiastic involvement in special events including the "House Pancake Challenge" and "Pet Trick Challenge", we secured lots of points for event participation.

Montrose are currently top of the leader board for House points, which is testament to the hard work which has been put in throughout the year.

Thank you to Miss McGlynn, our Head of House, for her support, advice and encouragement this year.

Khushi, Rayaan, Lewis and I have all really enjoyed the opportunity to represent Montrose and would like to thank everyone who has participated in this year's house events. Best of luck next year!

Laura Mackie, S6



Stuart House

This school year has undoubtedly been the strangest and most unprecedented time of our lives. Between social distancing and face coverings, house events have been few and far between; however, we still managed to enjoy challenges this year. From face mask designing to pancake baking, we have loved seeing the creativity which is so prevalent throughout the school.

Alongside these individual challenges, we have also seen pupils pulling together to create both small and large-scale concerts which saw many Stuart house members participating and contributing to these fantastic events.

Currently, Stuart house is sitting second place in the house standings which is a huge achievement given the distinct lack of point-gaining activities throughout the year. **Lucy, Iona, Seamus** and I are extremely proud of everyone who has managed to participate. A special mention goes to Mr Ferguson, our Head of House who has guided us through our year as captains. I wish every house member the best of luck for the future and hope that our successors find as much joy in their role as we have.

Calum Murray, S6





WRITING

The Alexander Stone Memorial Essay Prize

If On A Winter's Night a Traveler

The essence of great literature is its ability to transform the perspective of the reader towards the aspects of the work they are reading; this may involve narrative structure, characterisation, or the subsequent relationships that the characters form with both reading and language in a challenge to traditional literary conventions. Italo Calvino's work of postmodern metafiction, "If on a Winter's Night A Traveler", transforms our approach to literature, breaking new ground in its style and narrative technique, as the reader ("you") embarks on an odyssey to find the endings to various novels encountered along the way.

The primary way the novel alters our conception of the traditional narrative

is in its self-conscious, labyrinthine artifice: a work of metafiction, fiction aware of its own existence as a narrative. Calvino creates a fictional character while simultaneously influencing the reader's beliefs, thereby transforming the traditional author-reader interface and flouting narrative tradition. He replaces it with the versatility and plasticity of his own literary device as the book itself splits into two, the first section of each chapter being in the second person, describing the reader acquiring their particular book, while the second section is the opening of a new book they find.

The transformational effect begins with Calvino blurring the lines between reader and protagonist when the second-person reader-

protagonist sits down, like ourselves, to read his eponymous work, only to discover a mistake with their copy: a portion of the text is extant and repeated ad infinitum ("the narration is repeated, identical to the pages"). Calvino breaks further walls when he cleaves a split between the reader as a character and the story which they are reading in the opening pastiche:

"a locomotive huffs, steam from a piston covers the opening of the chapter, a cloud of smoke hides part of the first paragraph."

Calvino transforms tradition by using words as a palimpsest, burying meaning under the surface, blurring the lines between books and the tangible world. He immediately paints an ambiguous and ill-defined

boundary between our universe and the one contained within the book the protagonist reads. The words on the page become obscured, symbolising the precarious relationship between fiction and reality.

Thus, the relationship between words and their connection to supposedly “real” things permeates the novel. However, the speaker goes on to suggest that words are capable of obfuscation, as much as, if not more than, mere description, broadening our limited perspective of traditional conventions:

“The lights of the station and the sentences you are reading seem to have the job of dissolving more than of indicating”

Calvino seems to question his own craft as a writer and creator of reality: instead of using both light and words to paint a precise picture, he subverts their original purpose, eschewing clarity for ambiguity, delivering a message of substance for the reader to interpret. Similarly, the character of Irmario (a “lanky young man” the protagonist encounters in the university) has taught himself to ‘unread’, and further alter the time-honoured concepts of reading and language:

“The secret is not refusing to look at the written words. On the contrary, you must look at them, intensely, until they disappear”

Once more, tradition is dismantled in favour of a more subversive, postmodern approach. With Irmario, we see the emptiness behind language, the void of silence underlying words as he remodels and repurposes books, tombs of knowledge filled with words, as “good materials” for his art. Instead of reading, he “make(s) things with books”, in an ironic twist, creating “artworks: statues, pictures, whatever you want to call them”, rejecting their original, primary functions. Language is consequently deprioritised, stripped of meaning and pared back to its rudiments in a transformation of literary expectations.

However, the author fares no better than the language they cultivate. In prose or poetry, a single voice is habitually identified as being responsible for the authorship of the text. The general consensus is that the author has a view of reality which is promulgated through the medium of the text by whichever form or means of writing they use. Until the early twentieth century, the historical approach to reading assumed the readers’ trust, understanding and acceptance of the writer’s narrative, reaffirming the concept of logocentrism. However, more recent developments in literature, like postmodernism, question and challenge such outmoded ideologies: the author does more than voice what the reader hears, summarised by Calvino’s variation on the Cartesian dictum:

“If we assume that writing manages to go beyond the limitations of the author, it will continue to have a meaning only when it is read by a single person and passes through his mental circuits... I read, therefore it writes.”

Calvino’s narrative technique here evades narrow definitions with its fluidity of meaning, compared to more traditional logocentric structures and methods. The narrator adopts a metanarrative form of storytelling, intermittently claiming the position of the main character, in place of the reader, and indicating that the author is attempting “conceal(ment)” by referring to the character as “I” while endeavouring to “put into this ‘I’ a bit of himself, of what he feels or imagines he feels”. In a labyrinth of pronouns too intricately woven to navigate without disorientation, our perspective of the time-worn structure of the narrative is necessarily transformed.

Through questioning the author’s own intentions, Calvino attacks the traditional assumption that the author and narrator are related, drawing on Roland Barthes’ thesis “The Death of the Author”. Reader and writer exist in a state of mutual dependence, where one cannot function without the other, meaning that the tradition of complete authorial hegemony over plot, themes and characters comes at

the expense of reader passivity. The logical consequence is the eventual disappearance or “death” of the writer and the corresponding “birth” or metamorphosis of the reader into the active figure, assuming autonomy over textual exegesis.

Acting as a final agent of change, the reader calls into question the traditional assumptions, held by both ourselves and the protagonist, regarding novelistic structure:

“Do you believe that every story must have a beginning and an end? In ancient times a story could end only in two ways... the hero and the heroine married, or else they died.”

Here, the reader queries the protagonist’s traditional views, subverting the Aristotelian concept of plot with a rhetorical question. While postmodern novels frequently pastiche literary styles from the sixteenth century to the early twentieth, here we see Calvino analysing and delving even further back into ancient times. He transforms our views and challenges us to question the act of reading itself: is reading idle entertainment, trusting in the pen of the author, or an adventure where we break the shackles of tradition and embark on new experiences?

Italo Calvino’s “If on a Winter’s Night a Traveler” is a transformational work on many levels, offering fresh perspectives on language and literature, and a thoroughly postmodern narrative structure. Calvino not only challenges literary conventions through his artful manipulation of structure and idiosyncratic approach to narrative technique, he also requires his reader to shed passivity and engage with the text on an active level, thereby inspiring change in our limited expectations and effecting the most complete transformation and transcendence of our status as the reader.

Aaliyah Sandhu, S6

Our Advanced Higher writers shine some light

"The place was a mess. Wallpaper sagged from the plaster, sad and brown. A single bulb flickered and dimmed. I glanced across at my graduation photo on the wall opposite. My confident, younger self stared back reproachfully. So much unrealized potential, it never failed to disappoint me."

Jamie Bogan

"Maybe the gentle nobility of finding some humble corner of purpose and sanity to sit in is enough. No need to unravel climate catastrophe and eradicate war. Just an effort, whilst sitting on the precipice of dying forever, to be decent."

Moayad Karar

"Immediately recognisable with his big lips and fake tan, he deals with tears over chips, doesn't react to being called gay boy over the phone, and on a Friday night when people come in extremely intoxicated, he correctly guesses their order by the drool they leave on the glass display."

Molly-Jean Wilson

"They are quilts of writing, composed of different layers, different chapters which can warm you up on the coldest of nights. They are stages of an art like no other, tapestries of adventure, love and madness"

Aaliyah Sandhu

"The way I see things after this ordeal is that Stuff Happens, and even when this Stuff comes out of the blue, completely unexpected, it's up to you what you do about it. I'm not going to wallow in my own sadness about all my misfortunes (well maybe I did a bit; I'm only human.)"

Holly Wheeler

"My people's suffering was ignored then – thirty five million Indians died during the British Raj at the hands of the British – as it is now, when we write essays on the benefits of the Raj. The whitewashing of our history can only harm chances for representation, when all we are still seen as is barbaric."

Karina Mann

"Suddenly, I heard the wooden gate again. And I saw the four approaching the car. Blood-stained blouses. Bloodied knives in hands. Haunting grins matching Charlie's from earlier. I locked eyes with Charlie."

Paddy Lamont

"Pulling myself back into reality, I avoid machine gun fire, tracers across the night sky. Swerving between AA fire, they're like fireworks, mesmerising, exploding in brilliant orange and black around me. Planes fall like birds diving in for their prey, arrowing towards the ground."

James Bacon

"The phrase 'humane slaughter' is an oxymoron; there is nothing compassionate about savagely butchering perfectly healthy animals who are as terrified by the prospect as any human would be."

Eleanor Watson

"Reaching to his heart for the ultimate judgement, his final action, disregarding the costs but now it's too late."

Ava Bryce

"The girl dancing across my screen is lithe and sexy. Big hair, big lips, big eyes. Shrouded in the golden glow of her 'bling filters', she flashes her porcelain teeth and sharpened claws at me and 51.3 million viewers."

Anyah Sandhu

"Survey Log 9-13, 14:50 hours local time. I have observed a member of the dominant species on this planet. They didn't notice me. They seemed engrossed by some kind of hand-held device."

Cameron Rodgers

"**HALIMA-** (Tenderly) My sweet girl, we continue to betray each other – we women – at the behest of men. (Kneels and speaks passionately) We cut, and we mutilate, and we betray in service to them. Like they are Gods and we their playthings."

Eilidh Haughan

"He reminded me of the statues of Greek Gods, casually lounging. The profile of his face displayed a cold power, yet his body was nonchalantly relaxed. His hand carelessly slack with the weight of the wine glass, leaning on the table with such arrogance."

Hana Monib

"Deeds define us, make us.
Exceptions, they are the
Rule. Posterity's rule."

Lewis Dunipace

"From the few interactions I'd had with him, I could
always tell he was out to ruin me; that smug smile
he always wore whenever he asked for the monthly
sales reports, the way he would avoid making eye
contact or refuse to reciprocate a head-nod when
passing by at least two thirds of the time."

Lewis Keates

"I can still see our brothers and sisters faces now,
screaming in pain, as the US soldiers yanked them
towards that icy river. Monsters, all of them they
are all monsters. My eyes drifted from the red
stained water to the rest of our destroyed land."

Miriam Akram

"I'm looking for my gun, which I've dropped on the
floor. I'm screaming my lungs out. My head is
spinning. I feel sick. I can hear footsteps running
towards the basement door. I'm trying to make out
my bearings. But darkness is all I see."

Rhys Williams

"The ancient fire of the stars form
a window to the past, burning brilliant and
eternal, yet too remote to light the night."

Stewart Alexander

"He looked a stranger to himself. He was, in a way.
His life only existed in two chapters. The beginning
and end. There was no middle. He was a different
person entirely. Tired and empty."

Ria Tejwani

"The grey sidewalk is jagged and crooked, like an
addict's gap-toothed smile; the dim street lamps
light cataleptic men and women sleeping in tin foil,
next to overflowing trash cans."

Tiana Aujla

"He mocks me – that Thief.
Crystals sparkle on his hair, his lips,
Like snow
Melting to cold transparencies."

Manal Alam

"You sit as the world falls to turmoil around you,
As everything on the planet spins,
as you rocket through time, dimension and space
And the reverberation of a fine string of tension
Keeps us together"

Sifana Shahzad

"If you can't erase something, then you have to
learn how to live with it. And if you're not allowed
to love people alive, then you learn how to love
people dead."

Freddy Russell



Alisha Chaudry



Jock Ritchie



Grace Gilbride



Isha Mahmood

The Pin Cushion

"Pick them back up and try again, Grace" came the critical voice from Mother. She raised her eyebrow in disapproval and let out a sigh. "You must learn this before your father comes home."

"If I have so many books to carry, I ought to have a bag." Grace shot back with a grin on her face. "I would never have to do this in the real world."

"Don't be funny. Men won't marry funny. Pick up your books and try again."

Grace obeyed. She stacked up the enormous novels onto her head and began to walk up the stairs but before she knew it, the books were back on the floor.

"Granny would have let me go play."

"Play? Grace, you're thirteen, you have no time to play."

"Then I won't play, I'll do something else. I'll sew."

"You don't know how to sew. You don't need to know how to sew. You need to know how to walk properly."

"Of course I can sew, and it's an important skill too. I could need that in the real world. Granny showed me how to sew. I can sew."

"That's quite enough out of you. You will not leave until you walk up the entire staircase with these books balanced on your head. Is that clear?"

"Yes mother."

Moonlight peeked through the thin curtains and a spring breeze made Grace shiver in her nightgown. The smell of rain-soaked wood drifted in the air. She crept up the stairs, and into her grandmother's bedroom. Everything had been left untouched and a coat of dust laid on the delicate bedspread. Grace's fingertips brushed a shelf holding antiques and expensive looking objects. She moved over to the dressing table and eagerly opened each drawer and rifled through. A white lace pin cushion with a dozen sewing needles and hat pins of all the colours and textures.

She picked out one of the pins. A bright cobalt blue. Amazed by how sharp it was, she gently pushed the end into her finger, and was mesmerised to see that it effortlessly produced a scarlet bead that rolled down her skin. She felt vulnerable in a way she had never experienced before. Although she had previously watched Granny sew, she had never been allowed to hold the needle. She searched the drawer, but to her dismay, there was no thread.

Grace's morning tea had gone cold. All she could think about was how excited she was to tell her mother about

the beautiful pin cushion she had found. She finally heard the cheerful greeting from her mother to all of the kitchen staff. She sat down on the opposite side of the excessively long dining table. She poured her tea and picked up a slice of toast, humming to herself.

"So mother, you'll never guess what I found yesterday!"

"What, darling?"

Grace could feel the cold pin in her hands under the table.

"I found Granny's old pin cushion! The white one, you know, with the lace and all the colourful pins." Mother's face looked confused at first, then angrier and angrier still. "Anyway I was thinking maybe -"

"No."

"I just wanted to see -"

"No. I won't have you sewing anything. You don't need to know how to sew anything. Besides, you don't know how to sew and I won't teach you." She went back to focusing on her tea.

"I watched Granny sew multiple times. I can sew. I'm sure of it. I will need these kinds of skills in the real world when I grow up." Grace fiddled with the pin cushion under the table and muttered to herself "I can sew".

"What do you know about the real world? I will never understand why your grandmother liked to sew, but I won't have you touching thread. It isn't ladylike - you shouldn't be using your hands. Proper women in this day and age know it is about how you look rather than what you do."

"I'm telling you, Mother, I can sew. I could make something really special."

"Nobody cares about making something special. Go to your room and don't return until you have learned proper values."

Steaming and muttering to herself, Grace opened the cupboard door and found a whole array of colourful dresses in a variety of fabrics and styles. She always liked her mother's clothes but was never allowed this close. She pulled out a gold ballgown with feathers at the bottom. She had seen her mother wear it once. A dinner with some of her husband's esteemed guests, she always dressed up, naturally. The big jewellery and the loud makeup paired with her favourite dress were always enough of a statement that she didn't say much herself.

Grace quickly laid the dress out on the floor and set out her pin cushion next to her. She reassured herself "I can sew". She folded over the two sleeves to the middle of the fabric and pinned them together just above the final seam. The sweet taste of vindication so close, she shakily threaded a needle and began to sew. There was something oddly satisfying about the delicate threads swimming in pools of gold silk. Grace lost herself in the beautiful repetition of the up and down motion of the needle. She was finished before she knew it. She picked the dress up by the shoulders and admired her handiwork. The sleeves of the dress were attached at the wrists, and Grace started to shake with excitement and vindication. Assessing her work, she pulled the dress over her head and adjusted the fabric over her body. Looking in the mirror, she moved her hands back and forth, satisfied with the tight grasp around her wrists. She pictured her mother standing where she was now with her hands clasped together, startled, confused, incapacitated, but as graceful and elegant as she always was.

After the struggle of taking it back off, she hung the dress back in the cupboard, careful to make it look as innocent as possible, whatever that meant. Browsing through the rest of the dresses, she chose her next victim.

Delphie Nairn, S4



Annvita Gupta

Game Night

With bloodshot eyes, he scanned the living room, from the shards of broken glass bottles to the pack of faded playing cards. Slowly turning his pounding head to the other side of the room, he noticed an unexpected figure materialise in his periphery. He staggered to his feet, swaying dangerously and struggling to focus.

Had he finally lost the plot?

Or was that who he thought it was?

Death.

"Took you long enough." He said hoarsely.

Death looked amused. "Most people are terrified at the prospect of Death greeting them."

He plastered a humourless smirk onto his face.

"I'm not here to reap you. It's my day off." She explained.

"Death gets breaks? Is there good pay, too? A Christmas bonus?"

Death's amused expression didn't waver. "Leading the dead to their afterlives is a tiring job. So yes, I get breaks. I usually spend it alone but, this time, I wanted to visit someone living."

"It had to be someone who wouldn't tell though." She added.

At this, the man furrowed his brow. "I don't have many games and the TV is broken." He paused. Who was he to refuse an offer from Death? It's not like he had anything left to lose. "How do you feel about poker?"

Death tilted her head inquisitively, empty sockets questioning. "How do you play?"

A short while later, Death and he ended up sitting on opposite sides of the coffee table, each holding their hand of cards while the rest of the deck and chips lay on the table. They had decided that, considering neither of them had money – and Death no use for it – that the man would bet a week of his life each round and Death an object from his home that she found fascinating.

The concept that you didn't need a face to show expressions was one that entertained the man as, several rounds later, Death's pale skull was grinning widely at him, her dark hood pulled back and glimmering scythe thrown haphazardly by her side. As they played, they took turns asking questions.

Placing his winning cards on the table, the man finally asked the question which he had been dying – a poor choice of words on his part – to learn the answer to.

"Were you human once? It's just that, you have a human skeleton and your voice—" He broke off abruptly, thinking that he had crossed a line.

But Death smiled sadly. "I was human and, unsurprisingly, I wasn't born with the name Death. That name comes with the territory. It used to be Ava – means life. Irony, isn't it?"

The man listened intently as she recounted events from her life, millennia-old memories hazy, only pausing to play her cards. Death, or Ava as she had once been called, had been the first human to die, and although she wasn't

allowed to disclose the events that followed, it was then that she became Death.

Pleased at winning the next round and now in possession of the man's Rubik's cube, Death studied the curling stickers with interest, slowly twisting it and listening to the clicking of the blocks. As she fiddled with the cube, entranced, she wondered how humans could invent such things.

Death's attention was pulled back by the man as he motioned for her to play. She wanted to know more about the man that had, with so much carelessness and ease, accepted her offer.

"Sorry."

The man looked up from his cards, confused. "What for?"

"Your family." If it was even possible, Death looked uncomfortable.

He shook his head. "Not your fault, right? You do what you have to do."

Now it was Death's turn to look confused; people tended to blame her for their losses.

"These were his cards. My brother's – we played every Saturday. Haven't touched them since he—you know. But who would I even play with?" He laughed dryly.

Death nodded and they quietly returned to their game. She went onto claim a yo-yo, thoroughly enjoying the spinning motions and satisfying bounce as it slowed to a stop. Soon, she began to talk about aeroplanes, struggling to form her thoughts into questions as her excitement tumbled into her words, stuttering slightly. Much to her dismay, the man was visibly unfamiliar with the mechanics behind the invention.

"Why did you come to me?" The man asked, giving Death a quizzical look. "I'm not successful or all that intelligent. I don't have much to offer."

"Where else would I go?" Death replied. "My alternatives are equally as ridiculous as the next – the deceased, dying and the knowledgeable."

As it happened, the recently deceased weren't willing to talk; more often than not following Death in a daze to the end (or whatever there was after death). Others were hysterical past the point of coherence. And even Death was empathetic enough to refrain from casually discussing the intricacies of human whimsy with those on their deathbeds. As for the experts, well, the image of Death consulting a scientist was comical and if she had, the chances of them become unhinged were far higher than the chances of them believing her.

"So I'm the only option?" He asked, jokingly, pushing his chips forward.

"Yes, actually."

"In that case, I'll be sure to find some more trinkets for you." He chuckled quietly, not missing the eager look on her face.

Hours had passed before the man was too tired to continue playing. His hands were limp and the cards almost slipping out of them. This didn't go unnoticed by

Death who had momentarily forgotten about the concept of sleep – understandable since it wasn't something she had needed for a few millennia.

"Can we play this— you called it poker?"

When he nodded, she continued. "Can we play it again next week?"

He gave her a small smile which came out more like a grimace, but Death got the idea. "Sure. I might even find some other card games."

It's not like he had anything terribly important to do, and Death wasn't such bad company.

And that's how their first meeting ended. The man had the misconception of having 3 weeks less to live, and although he wasn't completely sober enough to comprehend that, he wasn't so sure he wanted that. Death on the other hand, left with a smile, a jumble of mundane technology and the knowledge that the man would live for longer. She had known from the start that, despite his reckless tendencies, he wasn't ready to die. And now he wouldn't; not soon anyway.

He had been cheated by Death.

Laibah Minhaj, S4

From The Amazing Maurice Script

Bad Blintz in the town square guardhouse. A sound of tiny singing voices fades away, enter Sergeant Doppelpunkt holding a bottle of beer. Sergeant Doppelpunkt looks perplexedly at the bottle of beer for a second and then stashes it out of sight as Corporal Knopf stashes in.

Corporal Knopf: Morning, sergeant. It's that... *(Stops mid-sentence as he notices Sergeant Doppelpunkt's surprised expression lingering and his overall demeanor as though he was caught off guard by something)* What's up with you?

Sergeant Doppelpunkt: *(Emphatically)* Nothing, corporal! *(Pauses to wipe his perspiring face)* I certainly haven't seen anything strange at all! *(Quickly changing the subject with the air of trying to avoid saying something, reclaiming his certitude and authority)* Why're you standing around? *(Loudly; with ascendancy)* Time to get those gates open, corporal!

Sergeant Doppelpunkt steps out of the guardhouse to open the city gates. They open with the scrape of metal on hard ground, allowing the sunlight to stream through. But the golden light is blocked out by some shape – its form not distinctly visibly as it is moving – causing a long

shadow to fall through the open gates. Quickly, the shadow is overtaken by what is now seen to be a man on horseback who rides on through the gate with so much a second glance spared for either of the men standing at it.

Corporal Knopf: Halt! What is your business here? *The man on horseback does not stop, but continues to ride to the town square, still wearing a light smile in his expression. The rider is solely dressed in black and white garments.*

Corporal Knopf: All right, maybe you haven't any actual business, but it won't cost you anything just to say who you are, will it?

The rider looks down at Corporal Knopf from his horse, then resumes staring straight ahead. A small covered, donkey-drawn wagon comes through the gates which an old man accompanies. Sergeant Doppelpunkt walks toward the wagon resolutely, letting the black and white dressed rider go while he attempts to stop the old man instead.

Sergeant Doppelpunkt: *(Decisively)* Halt!

Maryam Majid, S2

Highlands

here in this sleeping realm
yesterday is ancient history
tomorrow is an unlikely future
an unmoving planet
of trees and streams
an orbit of its own
a silent symphony
of quasi-ideals
and simple frames

*

draw it round
that staling sphere
and start stopped time

uncork that highland spring
drink its wine.

Aubrey McCance, S5

Sea storm

Waves beating and pushing the rocks with all their might
Wind gusts causing stirring yet to put up a fight

With each wave the fragile ship was thrown and tossed
Many sailors' important commodities lost

The sky became darker and deeper with fright
Atlas there was no light

Soon the ship broke into the deep blue
Passengers afloat too

Waking up from a dreadful nightmare
Crew left shaking with despair

They were lost on an island afar from reality
Questioning their only sanity

They took in their surroundings
Seems as though it is quite a founding

Palm trees, heaven like sands and a sun that glows
Nothing quite like this makes your heartbeat and flow like it used to

All hope was thought forgotten
Because of the tempests misbegotten

Chloe McDonald, S3

The last sip

The small town was abuzz with noisy families heading towards The Garreth, the transatlantic liner which would transport them to America, far from the threat of the German bombers which darkened the skies of London. The whistling of trains arriving in the local train station pierced the air. Chaos surrounded passengers who hurried, stumbling, towards the harbour. The sea glistened in the early morning sun and the salty pungent smell of dried seaweed wafted up from the bay.

As the people turned the corner at the end of the street, the children ran forwards to play on the stony beach, picking up shells and skipping stones, while from the adults a cacophony of shouts of excitement filled the air as they caught sight of the towering Garreth. The sea breeze swept through the crowd, embarrassing some of the ladies whose skirts flew up uncovering their stockings and undergarments, much to the delight of the sailors on board who whistled to show their approval.

Two stewards in uniform with gold buttons sat at the top of the gangway in front of wooden tables marked 'Cabin' and 'Steerage' and passengers filtered to left or right accordingly. Smiling, smartly dressed porters helped with trunks and cases. 'Move over! Out of my way!' shrieked a dumpy sour-faced lady carrying a small white poodle in a carpet bag. The stewards looked at each other in a knowing way. Two men in bowler hats sitting on wooden deckchairs scanned the headlines of their newspapers and discussed rumours of German naval strategy in low voices under furrowed brows.

At 11.30am, the ship glided out into the sea leaving the harbour empty with only two cats and sleeping dog to be seen along with the two lithe suntanned sailors wrapping the heavy ropes released by the ship. On board, the passengers settled in, some having found the bar already, others trying to settle frightened or excitable children.

In the kitchen, work had already started on preparations for lunch. Danny the sommelier checked the Cabin class menu cards: Oysters on half shell, Real Turtle Soup, Quail aux Muscat, Coffee with Petits Fours. He wandered through his makeshift cellar looking for a white Burgundy. They would also need brandy and whisky and he dusted off the bottles. 'Isn't it a bit early for whisky?' chuckled one of the chefs as Danny slid past. But Danny did not hear him. He was too engrossed in his own reminiscences about the bargain he had struck with his cousin, Donald, to buy twenty bottles of Ransom whisky looted, or 'rescued' as Donald preferred to call it, from the SS Politician earlier that year.

On deck, excited squeals heralded the arrival of a pod of dolphins looping out of the water as if greeting the ship and her guests. The sun sparkled on the green sea and a thin young boy jumped up and down pointing at a flock of migrating geese arrowing through the blue sky.

Lunch was served at promptly at 1pm. The percussive clattering of cutlery complemented the soft music played by the band. As the last child had his reluctant face cleaned by his mother, the dining room emptied and almost everyone headed out to enjoy their afternoon activities. Many of the passengers headed to the front of the boat to enjoy the views. Some children had found the deck quoits and were noisily challenging each other to matches. Suddenly, a harsh gust of wind slapped the guests and the sky darkened as if it was about to rain. The temperature dropped and people started to head inside. Only the ear-splitting cries of the seagulls following the ship punctured the silence. One small boy in dark grey shorts and socks stood looking over the railings into the dark waters. He ran over to his father and anxiously tugged him towards the side. They peered into the water silently. An enormous area, black as squid ink, lurked below them. It moved through the water like a giant sea monster hunting down its prey, but it seemed too big even for a whale. Initially the father thought it must be the liner's shadow, but the boy pointed out that the sun had gone behind the clouds. Slowly, slowly it glided off.

Suddenly, one of the sailors saw the shadow and shouted an alarm. Moments later a deep reverberation rose though the ship. For a few seconds, a snow-like silence settled over the ship. All that could be heard was the gentle chopping of the waves. Then panic broke out as some of the passengers realised the ship had been hit and others struggled to understand what was happening. Parents shouted to their children, some ran to cabins to rescue their most precious belongings, some ran to the railings to see what was happening. Sailors relayed shouts of 'Starboard struck!' Distracted stewards directed distraught passengers towards the lifeboats. A Mayday call was sent out. Gradually, the boat started to lean to one side. Deckchairs slid across the deck and passengers clutched on to the railings. As the lifeboats filled up, the stewards shouted 'No baggage, no baggage' but the sour-faced lady heaved herself in defiantly clutching her carpet bag containing her canine stowaway. As the lifeboats cast off, some people jumped into the freezing water hoping to swim to safety. It became clear that there were not going to be enough spaces on the lifeboats. The captain and some of the crew stood helplessly on the listing deck. Some cried, some prayed in damp huddles of humanity. Danny felt calm. He did not know why. The salty sea breeze ruffled his hair. He held a bottle of Ransom whisky and two glasses. He offered one to the captain and poured two large measures. He could not put into words the irony that this bottle should be witness to two shipwrecks. As Danny and the captain took their last sip, the Garreth heaved its last breath and sank slowly below the waves.

Millie Johnson, S4

From Puma

Over the mountains on which
Snow is piled high, and over
The valleys, over the banks of the rivers and the streams
Frozen by the rough winter, I set out.

At the rising of the sun, I stare out on to the skyline,
The cliffs, the crevasses, and the half-broken ledges,
Areas in which I had not,
Dared venture before,

...

The landscape makes for a bleak picture,
Painted white in its entirety,
A thick sheet of snow. A once distinctive hill
Is barely discernible from the others that surround it.

My paws the only marks in the otherwise
Untouched blanket that has been draped over
The never-ending rolling hills, I move warily,
So as not to become a victim of the winter.

Jacob Brown, S3

Old

What's it like to be old?
The young girl asked

It's like time has sped ahead of you
But yet stands still
Dwelling on your years of youth knowing
That world lives only in your mind
Holding onto your memories
As they fade
Your mind gets wiser but your body
Is a prison
Seeing young people with ability
But no will
Soon to be trapped by the same
Imminent ending
And as each day ends you know death
Creeps closer
But as the world around you grows
You take joy, not envy,
Desire freedom, and will welcome
endless sleep with open arms

That's nice the girl yawned
And ran off to bed.

Rachel Leung, S3



Haniya Zahid



Siri Padmanabuni

S6

Young Enterprise



S6 Committee

The S6 committee is formed of a group of pupils from S6 and is led by the Head of Committee, Mrs Robertson. Our aim is to ensure the students in S6 have a smooth and enjoyable experience for their last year of school. Every Tuesday morning, we meet to discuss possible improvements and changes that have been brought to our attention by our fellow peers. We propose these to Mrs Robertson, and she helps us put these changes into place. The most successful changes made this year was

the introduction of the S6 Friday coffee morning, which the students loved, and having "Tie Tuesdays" during the first term. Throughout this time, I have thoroughly enjoyed being part of the committee, being able to see the positive improvements we have made as a team is very rewarding and I would strongly recommend it to others thinking of getting involved.

Kate Rennie, S6

Classy COVID-19 Coverings

In October 2020, the annual S6 Young Enterprise Scheme began. We decided to make face masks and began sourcing the necessary materials. Molly designed the template for the face masks and having chosen three complementary fabrics, we were able to start the project. Our sewing skills were put to the test but we soon gained in experience and confidence. We advertised on social media platforms including Instagram and Facebook and took orders from family, friends, the school and

wider community. We sold 180 masks raising £670 and this enabled us to support the school's charity "Funding Neuro". We would like to thank our mentor, Ms Luker, for all her advice and guidance. We all loved the experience of running our own business and we had lots of fun and many laughs along the way.

Laura Mackie, S6

Kingarth Street Helpers

Working with Kingarth Street for the past months has been an amazing experience. Getting to teach, while organising lessons and activities for the primary school, has been very exciting and a interesting experience.

We worked in small teams to organise interactive events for the primary school children which they would also learn and develop skills from. Some of these events were just learning activities or fun little videos which we thought the children might enjoy.

One of the most important parts of being a Kingarth Street helper is making sure you can relate with the pupils. To truly get a feel to what might be of interest to the pupils, you must be able to remember back to

when you were at primary school and think about what type of content would have appealed to you. In a sense, helping with the pupils at Kingarth Street really brings out a nostalgic sense of childhood youth but also allows you to, in some ways, provide yourself as a sort of guide for the pupils: to be the type of role model you would have wished to have had as a young child.

Despite the limited face to face interactions between us and the primary school children, due to the COVID-19 restrictions, being a Kingarth Street helper has really been an exceptional journey to embark on and was also a learning experience for me as well.

Rayaan Syed, S6

S6 Buddying

We all know the transition into secondary school can be particularly daunting for younger pupils. Our role as S1/2 buddies has been to help make this experience more comfortable and enjoyable, offering our support and guidance along the way. Since being allocated a Form class at the start of the year, we have all loved preparing weekly games and quizzes for them and hearing their feedback. Despite not being able to meet the class in person due to COVID-19, communicating through videos has

proved to be great fun. During the lockdown many of us have also been keeping in touch with our designated class by regularly video-calling them to see how they have been coping with the many changes. Overall, being able to give back to the school community by being an S6 Buddy has been incredibly rewarding and we wish the S1/2s the very best of luck in the years to come.

Harini Kumar, S6

Prefects

Despite the unusual circumstances of this year, being a prefect has still been a wonderful and truly memorable experience! It has been extremely rewarding to hold this position of responsibility which presents such an amazing opportunity to give back to our school community. Additionally, I have found that being a prefect allowed me to meet with the senior staff and gain a deeper insight into the smooth operation of our school. However, what I loved the most was having the chance to collaborate with many individuals outside my own circle, and consequently

build countless new friendships. What I have learned is that there is no model prefect: every individual brought something unique to our team. So, whatever your skill set, friendship group or interests I strongly encourage those in the lower years to grasp this opportunity which has truly been one of the highlights of my 6th year experience.

Iona Symon, S6



S6's last day of school

In a year where many events were restricted or cancelled, the final academic day became the highlight of the year for S6. We started with our shirt signing and a year group photo before heading to Auldhouse for the afternoon. A barbecue courtesy of Mr Dewar served food while Mr Scott offered live music as our DJ. As many took photos together or sat down on the grass and relaxed in the brilliant weather, others took part in football matches or threw a frisbee the length of the rugby pitches. As the afternoon continued, it came time for the

water balloons and water guns to take charge, with pupils and staff alike being soaked in good fun. By the time we returned to school at the end of our final day, some were covered in face paint, others counted themselves lucky to have been spared from the water fight, but all of us left with smiles and laughter after a fun farewell to our final year at Hutchie.

Stewart Alexander, S6



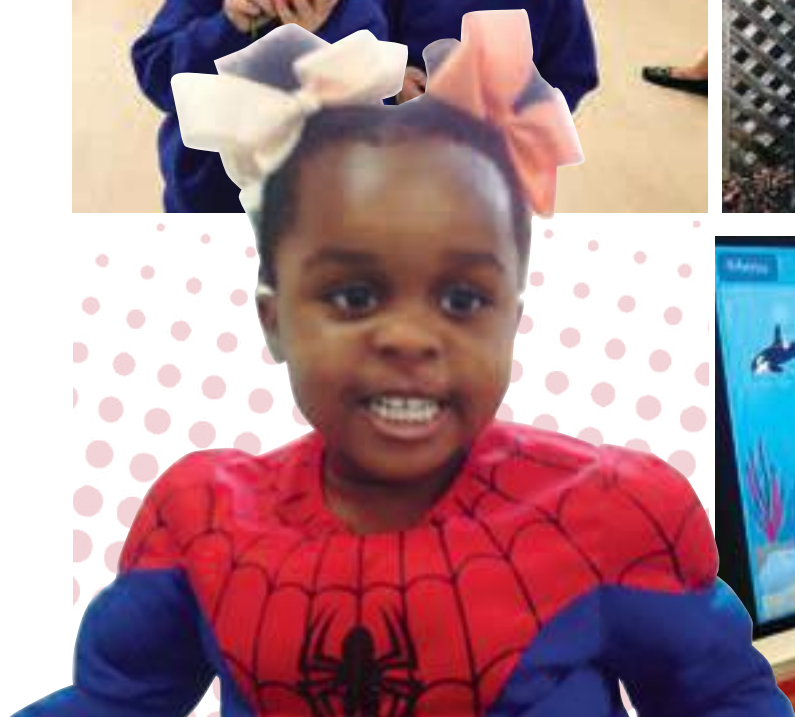


KINGARTH STREET



ANOTHER EVENT THAT HAS BEEN ABLE TO TAKE PLACE IS SPORTS DAY, A FULL DAY REVOLVING AROUND FUN FOR P1-P7.

Pre-school



Clubs

Science Week Innovations

Innovation is about making something new and better out of other things that have already been invented. It can mean putting different inventions together, using an invention in a new way, or changing it. It can mean making something that people don't normally like doing, fun. Innovation means new ways of doing something so that it is easier, more fun or imaginative. It can mean sparking new ideas and letting crazy ideas come to life! This year, we

looked at innovation during Science Week. The infants made their own lockdown games using games they already like and ideas of their own. They brought them into school and played them with their friends. In Primaries 4-7, children designed innovations that they would like to see at Kingarth Street. These included first aid playground robots, singing hand sanitisers and sound effect recycling bins! We hope to see some come to life!

Cassie Lyall, P4B



INNOVATION MEANS NEW WAYS OF DOING SOMETHING SO THAT IT IS EASIER,...

House

Argyll House

This year Argyll has not had a chance to really get together because of restrictions but the things we have done together have been great. Not all of you will know us because we haven't had many house assemblies to get to know the House well. If you didn't know our house and vice captains well their names are Charlotte Savage, Nitin Karthigayan, Ella Hopkins and Michael Lenagh. The house and vice captains are all very nice and will help anyone who needs help.

Since next year will hopefully have fewer restrictions for coronavirus, we will be able to do more things to help us earn more bonus points. We are third place, but we are still counting. We have had some events like sports day which got us house points. Still, we have not won in over thirteen years, but we are hopeful we will win very soon.

We also have the best house mistress, Mrs. Waugh, who is always very supportive and helps all of us in Argyll and we could not do nearly as much without her.

Charlotte Savage, Nitin Kathigayan, Ella Hopkins and Michael Lenagh (all P7)

Montrose House

During this very unprecedented year, being captains has been a lot harder than we expected, but we pulled through together, as a House and most importantly, as a family. We may not have been able to organise some of our usual activities, however, we found a way to make the year as much fun as we could within the restrictions. One of the events that we have had is the P7 Sports Heats, a competitive House competition featuring many races including a 200m race, mile cup and many more. Another event that has been able to take place is Sports Day, a full day revolving around fun for P1-P7. Other than sports events, we usually have House assemblies and House days, but due to COVID-19, we found an alternative way to show other Montrosians what was going on in the school. We had lots of fun creating PowerPoints and enjoyed presenting news and activities fellow Montrosians could take part in. Even though this year has been extremely difficult for most and we were not able to do all the usual things that we would normally be able to do it has been a successful year in many ways for this House. Many of you managed to complete your Junior Dukes and receive your badges and bonza bonus points which really helps the House and puts us closer to fulfilling our goal and winning the House cup. Despite this hard year, we still had the Montrose spirit and rose to the challenge. The House Captains are moving up to the senior school but we hope that you keep up the great teamwork. Good luck!



By Leo Skilling, Zara Mohammed, Daniel Sim and Daisy Srivastava. (all P7)

Lochiel House

Although it has been a crazy year for all of us, Lochiel has stayed the same kind and friendly House it has always been. This year as House Captains we have not had the same experience as the previous House Captains, but we have still enjoyed every minute of it. Our House Mistress, the lovely Mrs Unkles, has always been there for us and willing to give us a helping hand.

It has been an incredible year for bonus points, and we have done very well and have a chance of winning the House Cup. Our bonus points have ranged from 'doing a kind act' for example helping a teacher or holding a door open for someone. Or it could be as exciting as winning a big tennis competition.

Lochiel is one big family and even though it was hard in lockdown we got through it and nothing has stopped Lochiel – even going into lockdown. Although we have not had House days this year, we all remember everyone's favourite part that we all enjoyed when the scores on the doors were revealed! We will miss being in Lochiel at Kingarth Street, but we will always remember it.

Amelia Paton, Blake Burnett, Morgan Cleland and Rowan Purcell (all P7)

Stuart House Report

S

Super Captains

Thank you to all the captains; Imogen, Felix, Daisy and Findlay for helping with all the assemblies and events.

T

Tremendous Prizes

Over this year many bonus points have been won and the quack has been awarded. We will know the cloak winner at the end of the year.

U

Unimaginable students

Lockdown has not been easy for everyone, but Stuart house has pushed through these difficult times with perseverance and independence.

A

Amazing effort

Thank you to all of you for always putting your best effort in to everything and always trying your hardest.

R

Responsible children

Being responsible is a very important skill, and it gets more important as you move up through the school, but that doesn't mean you can't have fun!

T

Terrific teachers

Thank you to all the Stuart staff for your help and cooperation throughout the year, especially Mr McCrossan!

P1



My antee had a baby
 it was a boy I am a big
 RUSUNG I am so excited to meet
 him The doctor came in
 go a picture he was cool
 I Love him he was my
 love from my heart he made
 my heart melt.

P3



P4

Chapter 1: Jack

Jack Swift rode slowly but steadily onto the creaky drawbridge. Her short red hair was bouncing up and down. Her shiny armour shone in the afternoon sun and felt heavy on her aching shoulders. The muddy moat around her was still. She had been there for over three exciting months and still no one knew her precious secret: She was really a girl! Everyone thought she was a boy but everyone, including the Lord, was wrong.

As she rode towards the gigantic castle the rusty wooden door came down for her. It creaked as it fell in front of her brown silky horse. In she went, into the stone courtyard. Jack went around to the stables and

jumped off her horse. "There you go," whispered Jack to the horse, then she walked into the magnificent castle.

She looked at the huge, colourful tapestries in the beautiful Great Hall. Jack loved them. Suddenly, the Lord saw her. "Get to your room NOW!" He shouted. "Yes sir," said Jack in the gruffest voice she could. Jack hurried off to her room. It was quite a small room. Actually, it was a very small room however when Jack was in there it made her feel safe. On her table were letters from her family, whom she missed very much. Jack walked over to window. Outside she saw the lush, green fields of the Kingdom and busy people in the

market. She fought for them all, Jack was proud of that.

Jack heard the screech of the dark crows and the bustle of people in the market, then for some strange reason, she thought of her sister. Catherine was terribly sick and needed money for medicine and that is why Jack had left to be a knight. Suddenly, the smell of steak pie from the kitchen filled her nose. Jack snapped out of her day dream and smiled. She loved steak and she loved pie. That juicy meat with crumbling pastry, she couldn't wait for dinner, with the Lord and Lady and the other knights.

Cassie Lyall, P4B



Castle Story Chapter 3: The Plot

Singing and laughter filled The Great Hall and fortunately, the pleasant sounds echoed, and it was absolutely joyous. While servants were dashing and running around, nobody noticed Elsa in the corner of the room. Thinking and plotting a plan quietly as she whispered to herself. "Carefully sneak into The Lady's room; take her evening dress, the one that she will change into after supper, and destroy it". Elsa had an evil smile on her face while she rubbed her hands together. "This is my master plan! I want Hattie out! I want her role! I want a connection with The Lady so badly!" Elsa cackled. Who would have known that this was likely or even going to happen?

Shortly after, Elsa slipped out of the room, quickly glancing around and behind her constantly, she hurried up the cold and narrow staircase. Trembling, she turned the doorknob of The Lady's chamber and scrambled in frantically, searching for the dress. Sneakily, she pulled the wardrobe doors open and grabbed the beautiful, elegant lace dress. She darted around peering into

cabinets and drawers and to her luck, she found a pair of scissors. Her eyes lit up viciously and then she began to snip! She heard noises outside and feared for her life and as the noise drew nearer, she panicked and unfortunately, knocked over a candle. "OH MY GOSH! What have I done!" she cried. Her plan had gone horribly wrong. Just then Hattie scurried in...She couldn't believe her eyes and immediately started to yell. "HELP! HELP! FIRE! THERE'S A FIRE! HELP! HELP US!" Nobody could hear them. Elsa gripped Hattie's hand tightly and shouted, "What have you done, you wretched girl?"

Hattie froze for a while and could not fully understand why someone would do such a cruel thing. The fire started to spread and both of them were screaming uncontrollably. Finally, Hattie pulled herself together, sped down the corridor and managed to raise the alarm. Hattie knew she had to fix this. Elsa was the other problem! Why? Why? Why?

Iona Tsang, P4B



THE WALL MOVED, REVEALING A STEEP, STONE, SPIRAL STAIRCASE.

Castle Story Chapter 3 – The Deserted Dungeons

With a sense of trepidation, we approached the solitary and melancholy old castle. Somewhere in the bowels of the castle was our mother and we were going to get her!

"Come on Agnes we can access the dungeons through my chamber," Robert whispered. "I will smuggle you in as my servant." Robert threw me a servant's uniform and together we slipped silently into the foreboding fortress. Robert's chamber was richly decorated with all sorts of tapestries and embroidery. In the corner of the room there hung the most intricate tapestry of them all depicting the Greek myth of Theseus and the Minotaur. I inhaled sharply in surprise as Robert proudly flung back the tapestry revealing an ancient, oak door. Creaking, the door swung open revealing an oppressively dark tunnel. Crawling cautiously, we felt our way through the narrow passage. Finally, we pushed through to a dark dingy place. We could barely see. It was dimly lit which gave it a slightly eerie look about it. The meandering maze of goal cells was disorientating. We jumped in shock as a blood curdling scream reverberated around the dungeon chambers. Torture, I thought grimly.

In hushed whispers we decided to split up and search the dungeon for signs of our mother however our search was to no avail. There appeared to be no female prisoners. We stared at each other in dismay. Whatever were we to do next? Just then, loud voices could be heard fast approaching down the corridor. Panicked, we fled to the nearest crevice in the dungeon wall and

covered ourselves with our cloaks, listening all the while. Peeping guardedly out from our cloaks we saw two burly guards ambling towards us. One of the guards, I recognised as my best friend's brother. They were so close now I could hear clearly what they were saying.

"It's a miracle she's still alive down there," muttered one of the guards. "I think it's beyond cruel what Lord Melbourne has done to that poor woman, all alone and locked up in the deepest dungeon. The only access is down through the hidden staircase which no one knows about because it's hidden in the last gaol cell. No one would guess that you just need to press the brick in the back wall to reveal the staircase. We must be the only ones and Lord Melbourne who know where that poor soul is kept hidden," the other guard replied sadly.

As their footsteps echoed away, we leapt out of our hiding place and exclaimed, "So that's where she must be kept!" Frantically, we rushed towards the last gaol cell which was thankfully empty and searched desperately for the brick that the guards had mentioned. There was one brick which protruded ever so slightly from the wall. Robert vigorously pushed the brick. The wall moved, revealing a steep, stone, spiral staircase. Eagerly, we descended. To our horror, at the bottom of the staircase, we were met by the stern, sinister gaze of Lord Melbourne.

Josephine Paintin, P4B

Chapter 3: The Battle of Kingarth

Unfortunately, Adam did not get a wink of sleep. He was full of excitement mixed with nerves along with the loud noises echoing around the castle with everyone frantically preparing for tomorrow's big Battle of Kingarth.

Fortunately, the early morning came quickly. Adam was all set to go so he raced downstairs to the courtyard where Robb's armour and his horse were waiting to be prepared. Adam got to work immediately. As the sun rose, he heard the army of Knights heading towards the courtyard. Adam nervously handed Robb his shiny armour and helped him up on his horse. Adam followed behind him. Robb was not a man of many words so he nodded his head politely. Did this mean Adam did well?

As they galloped through the drawbridge heading towards the battleground the beating of the drums got louder and louder and flags were wildly waving in the wind. Within minutes the battle began. Swords were clashing, screams were roaring, and a mixture of blood and mud were flying everywhere. Adam was always next to his master, they both fought courageously impressing each other.

Unfortunately, Adam was unprepared for what was coming next.... A squire boy came up from behind to attack Adam. Adam was too quick and turned to knock the boy flat down on the floor using his shield. The boy looked up crossly and stared at Adam and then shouted, "Arya is that you?" Adam looked at the boy and realised it was his evil cousin Goffery. Adam felt sick and he felt his face turn strawberry red. When growing up Arya and

Goffery hated each other because Goffery was jealous of Arya. He made her life a misery so she was glad when her family moved away from the village. She thought she would never see him again.

"SHE'S A GIRL! SHE'S A GIRL!" he angrily shouted from the top of his voice. Robb turned around and looked Adam up and down in silence.

Ruby Rakhra, P4B

King of the World

Curiouser and curiouser
I climbed upwards
To the top of the world.
From my perch on a fragile branch
I was king of the world.
Swaying in the wind
The tree began to creak.
Tumbling through the air
I fell to the ground
And I could feel the cold concrete on my cheek.
Curiosity had nearly killed me.
Good job I have another eight lives.
Miaow.

Charlie Buchan

Persuasive Writing: Screen Time in Lockdown

Although not everybody would agree, I think that having more screen time in lockdown is helpful for children.

I have several reasons for arguing this point of view. My first reason is that digital devices let you keep in touch with your friends in tough times when you can't see them in real life. It is very important for children to play, have fun and enjoy themselves. A further reason is that children always enjoy screen time. I like screen time. Do you? I have loved being able to contact my friends and family.

Some people blame increased screen time for obesity

in children, but there is little evidence to support this. Furthermore, many games or Apps make you exercise or move. Also, it is mostly what you eat that makes you fat.

Finally, Unicef's report, "Growing up in a Connected World", says what children do and see online is more important than screen time.

In conclusion, I think I have shown that screen time during lockdown is helpful for children in these stressful working times.

Max Lavelle, P4B



I LIKE SCREEN TIME. DO YOU? I HAVE LOVED BEING ABLE TO CONTACT MY FRIENDS AND FAMILY.

P5

Ewan's FUNdraising book!

Ewan Leitch of P5M wrote and illustrated his own humorous story based on one of his favourite series, "Tom Gates" by Liz Pichon, for World Book Day 2021. Not only did he get creative with words and pictures, he also had the idea to sell copies to his neighbours to raise money for the school charity, Funding Neuro. Very enterprising all round!



EWAN LEITCH OF P5M WROTE AND ILLUSTRATED HIS OWN HUMOROUS STORY BASED ON ONE OF HIS FAVOURITE SERIES



P6

Aboriginal Art

For our Australia topic, we learned all about the Aboriginal people being the oldest living culture in the world. We liked finding out how stories have been passed down through the generations and how it's quite new that their stories have been made into art. We thought it would be fun if we had a go at making some Aboriginal art ourselves. It was very good fun. Although the paint dots smudged easily, we liked using a mixture of their symbols to create our own stories in dotty art.

"I was happy with the way mine turned out."

Rachel Jauhar, P6

"I wasn't because it didn't turn out the way I thought it would."

Ellie Holmes, P6



Beantastic!

Instead of a normal Advent calendar, Mrs Waugh brought in the contents of hers for us to share. Every day, there was another bag of eight jelly beans. Some were tasty and some were disgusting. We didn't HAVE to do it but we all WANTED to do it!

It was an event that happened every morning and, while eight of us stood nervously with a bean in our hand, the rest of the class watched on nervously! Most of us felt quite sick at times but we were all very relieved when we got a good bean. The worst beans were Skunk spray, Raw fish, smelly socks and vomit!

Scott Gilmour and Idris Bhatti, P6



Junior Bake off

During Lockdown, everyone seemed to be baking a lot and we talked about it on our Teams calls. Because of that, and because nobody was going away anywhere during the February week, we had a Junior Bake Off.

There were twenty-seven entries in the week with a variety of cookies, sponges, show-stoppers, traybakes. The photos were delicious!

Mrs Waugh found it very hard to judge so she made up lots of categories and lots of us won baking prizes! Some children found baking very satisfying and others felt happy and excited that their bakes turned out so well.

Joshua Young and Anna Green, P6



I FELT QUITE AMAZING WHEN I FOUND OUT MY CHOCOLATE LOG CAKE WON!

Joshua Young



I LOVED GETTING TO USE SOME OF THE ICING CUTTERS THAT I GOT FOR CHRISTMAS! I MADE A FAIRY HOUSE WITH LOTS OF FLOWERS AND IT WON THE SHOW-STOPPER CATEGORY!

Livvi Hardwick

First Day of Uniform



Junior Duke Knitting Lori



P6 Girls' Hockey

Up until Christmas, every Thursday, after school, we went to the high school to play hockey. It was always really good fun and it didn't matter what the weather was like, we still played (unless it was snowy).

One normal day, the bus did not arrive so we had to walk! It took up about half of our hockey time which was annoying. Still fun though.

Anna Green, Alyssa Lavelle and Imaan Iqbal, all P6

Saturday Rugby



Parachutes

When we were learning about Forces in Science, the whole of P6 made parachutes out of different types of materials. We worked out that we could only change one thing about our three parachutes to keep it fair. We used things like bin bags, tinfoil and fabric. We attached highlighter pens to the strings from our parachutes as weights then dropped them off the balcony. We worked in groups of three to drop, time and record each drop. It was really good fun especially when the parachutes didn't work and just fell down rapidly, hitting the ground, killing the brave highlighter soldiers! There was lots of running up and down the stairs!

Alyssa Lavelle and Livvi Hardwick, both P6



Best Catapult Creation 2020



Flora Victorian Parlour Maid



Victorians

When we were in Lockdown number two, we did a book study to learn about a boy called Jim Jarvis who lived on the streets of London during the Victorian times. We learned that even though life on the streets was horrible and cold and scary and that living in a workhouse was not nice, there were very kind people as well.

We had to work hard at home being a Domestic Servant so that we could find out what it would have been like. Some of us didn't do as many jobs as we should have and some of our parents thought we

should have been fired! We didn't like the idea of having to move away from home to get a job like that. We would not have liked to have lived in the Victorian era!

In the book, at the end, Jim Jarvis met a kind Doctor called Doctor Barnardo. It was a good bit of the story and we were all very surprised when we found out that what he did was actually true!

Louise Williamson and Arissa Iqbal, both P6

Is friendship the greatest treasure?

Dear Mrs Ritchie,

I think that friendship is the greatest treasure because money can't ever bring people as much happiness than having a true, loyal and trusting friend that you may have forever. Some people do try to use money and fame, treasure and power instead of friends but, it will never be better than having a friend and you will end up lonely. Friends are there when you are sad or lonely. You may have money and be able to buy treasure, but you will never be able to buy a true friend because they have to be earned.

Kindest regards

Livvi

Dear Mrs Ritchie,

I don't think friendship is the greatest treasure because I think my family is. Friendship is a good treasure but your family is related to you and you live with them. I have missed my friends during lockdown but I still think my family is more important to me.

Yours sincerely,

Kamran Saleem

Dear Mrs Ritchie,

I think friendship is the greatest treasure because you can play with it, you can go places with it, you can have parties with it and you can laugh with it. It is just fun to get to know other people and their personalities, the things they like and you don't need a special treasure map to find it.

From

Joshua Young

Key Worker



SPECIAL SKILLS TO MAKE OTHERS FEEL HAPPY

Ameerah's special skill is being so good at Maths. She went on Facetime and helped me to understand things during Lockdown.

(Elouisa Kerr)

Elouisa's special skill is being kind and caring because she took me to Matron when I fell and skinned my knee in the playground

(Ameerah)

I was stuck on a Music task one day in Lockdown and Imaan used her special kindness and musical skills to help me.

(Anna Green)

My dad has special building skills and he helps my brother and me to fix tech as well as to build dens and rafts.

(Joshua Young)

Ellie's special skill is that she has long arms! She was able to get the tennis ball from through the hedge because nobody else could reach.

Anna's special skill is being strong and having a good grip because she can open my flask when I can't.

(Hadiyah Bashir)

Scott's special skill is being really mathematical. He helps me with the things I don't understand.

(Paul Baird)

Rachel's special skill is being so small. When I dropped a pencil down the side of the bed, she was small enough to go underneath to get it!

(twin brother, Michael Jauhar)

Lucas's special skill is being so tall. He helped me to get a ball out of a tree!

(Kamran Saleem)

Starting back after five months off school

We were not in school from March 2020 until August so going back to school seemed a bit of a shock. Coming back into the building was quite exciting and a bit nerve racking. Some people seemed quite nervous about catching Coronavirus but things were different from normal in school so you could tell that we were being kept safe from germs. We had special entrances for each year group, we could only play with our own year group and each year was given a separate part of the playground to play in, there was tape along all of the corridors and stairs so that people walk in the right direction and on the proper side of the tape, we had to stop off and sanitise our hands before going anywhere and there were different times we got to leave school to meet our parents at the end of the day.

In the classroom, things were quite normal but, instead of sitting in groups, we all had to face the front. Also, we had to sit next to the same person in class, in Art, in Music, in ICT and in Languages. It got a bit boring!

We thought it was very exciting that we were the first children to get to play on the grass in front of the school but, once the rain came, it got soft and muddy so we weren't allowed on it which was annoying.

Lewis Burns and Paul Baird, both P6

Benefits of Home Schooling

It was good to be off school because you could see your family more often. Also you could get more exercise. But what was REALLY good was that it was during winter and it snowed a LOT which meant that all the children could go outside and make snowmen, igloos, have snowball fights and even go out sledging! When we weren't doing that, we were doing our home schooling but, even then, we could do it in any order we wanted!

Ameerah Hanif and Elouisa Kerr, both P6

The Downsides of Home Schooling

I didn't like having to stay at home. I found it hard to communicate with my friends and the rest of my family. The most annoying thing was when the WiFi didn't work and you couldn't get on the calls or see which work you were meant to do. That felt stressful. I felt trapped inside my house and couldn't go to any restaurants. When I did go out of my house one day on my bike, I fell off and broke my wrist.

Hadiyah Bashir, P6



James Linblade

The Boy Who Biked the World

For two weeks of home schooling, we did a short topic on the second book in The Boy Who Biked the World trilogy. We learned a lot about the geography, animals, foods, clothing, glaciers and lifestyles of South America. It is VERY different from our lives here in Scotland. They don't really have shops to buy things, they have to grow their own food!

The boy in the book is called Tom and, when things got too hard for him, he changed the way he thought about things and just aimed to ride for one more mile. It is a good lesson for us too when things seem really hard.

We were given about ten challenges for each chapter and we uploaded all of our work onto a 'Padlet' page which was cool because we could see everything that the rest of the class was doing.

I think it looked really exciting and I would like to go to some of those places but I wouldn't want to cycle around the whole world like the boy in the book!

Kamran Saleem, P6

Earth

I think back to a time when my grasses grew green
 I think back to a time when each creature that lived
 on me was free
 I think back to a time when my air was much
 cleaner
 I think back to a time when my ice stood strong
 I think back to a time when my oceans were not
 plagued with plastic
 I think back to a time when I was coated with forests
 I think back to a time before it all went wrong.

Eleanor Hart, P6M

Hope

The match that lights the fire
 The spark that lights the flame
 The stubborn niggler that refuses to give into despair and
 defeat
 The thing that spreads from person to person
 Place to place
 Heart to heart
 The thing that can change a person a, a place a country, a
 continent, the world.

Eleanor Hart, P6M



Holly Macintosh

From a human

Do not boss me
 But do not leave me with no instructions
 Do not try to trick me, for I will often guess it is a lie
 But do not think that will always be the case
 Do not forget that my bark is worse than my bite
 But do not forget that I still have one
 Do not assume things about me but do not ask me every
 time
 For I am a human.

Eleanor Hart, P6M

Sleep

**Its warm embrace envelops you as you
 snuggle in its layers
 Whilst dreams dance around your head
 And yet, it often seems impossible to reach.**

Eleanor Hart, P6M



Leo Duman P5U

P7



Activities Week

This year the Primary 7 pupils did not get to go to Newlands because of COVID-19 restrictions and so instead we had a Primary 7 activities week. On Monday we did team-building activities at Cartha Rugby Club. There we all had to work together in our teams to transport water from one bucket to another one or find our way blindfolded to the other end of the pitch. On Tuesday we went to Auldhouse, where there were activities like dodgeball and bouncy castles. Some people went to Go Wild where they lit fires and built dens. On Wednesday we climbed Conic Hill together. There were

some great views, but everyone got a bit wet! On Thursday, the people who had not been to Go Wild went there and then we went sailing and raft building – everyone got very wet in the water. Finally on Friday we did Taskmaster, where we had to use teamwork to turn over a rug with all of us on it, among other things. We also went kayaking on Friday, which was great fun. Activities Week was wonderful.

Ella Hopkins, P7S

P7 visit to Beaton Road

The 16th June saw Beaton Road abuzz with over 100 Primary 7s – the new S1 had come to visit. Everyone met their new House team – and each other – with initial presentations on a day in the life of an S1 and a virtual tour of the school. Then to team building! Even those who looked a little shy an hour before were soon right in the mix of things as we challenged everyone to get to know one another through games and activities. All left full of hope and excitement for the new adventure ahead in August...

S6 Montrose Team



Bikeability Award

Curiosity

Is curiosity good for you? That is the question we are going to discuss today. Curiosity is the part of the brain that makes us interested in something and we want to find out more. Although it does sometimes have its downsides.

First of all, we should talk about the fact that without curiosity life would never change. There wouldn't be any inventors because they wouldn't be curious to find the solution to something that annoys them. Nobody would be interested to make light for when it is dark. We would also not have any scientists because they wouldn't be curious and trying different ideas that could go either very well or terribly wrong.

I would also like to touch on how dark the world would be without curiosity. Nobody would ever ask questions or be social with other people and no person would ever ask you what you did on the weekend because they just weren't curious enough. You wouldn't be able to learn much because if you didn't understand it first time round then you wouldn't be curious enough to ask how to do it.

On the other hand, being curious can lead to us finding information that we just don't want to hear because it makes us sad or uncomfortable about something. This is one of the reasons people don't like being curious because we get answers to questions that we didn't want asked in the first place. This can be upsetting.

The other reason is about being nosy. People don't like a nosy person because they are invading their privacy. But really we are all that nosy person inside. For example if you tell a child not to press the big, red button on a big stand that says do not touch on it, what do you think their first impulse will be? To press the button. So, is curiosity good or is it something we should get rid of?

I personally think that curiosity is a good thing that humans have because like I said before the world would be a sad, dark, boring, miserable place to live. I am sure my first two points will back me up here. As for the others, well if the odds are stacked against you don't do it but if not then what's to stop you taking the risk?

Callum Kerr P7M



I PERSONALLY THINK THAT CURIOSITY IS A GOOD THING THAT HUMANS HAVE BECAUSE LIKE I SAID BEFORE THE WORLD WOULD BE A SAD, DARK, BORING, MISERABLE PLACE TO LIVE.

My entire life can be summed up in one sentence:

Well, that didn't go as planned!

Monday (Dear God, no)

Mondays are the worst! You wake up at 7.00 AM with that horrible taste of last night's Spaghetti Bolognese left in your mouth. Next thing you know, your body is as frozen as a fridge and you can't wake up OR move.

Ok! Ok! Maybe I'm over exaggerating. I really should try and open my heart to Mondays! NOPE! Mondays are awful and there is nothing, WE, AS HUMANS, can possibly do.

There are plenty of reasons I can't sleep on Sunday nights, like maybe I'm scared of school or friends or working or MAYBE my teacher marks a task as done at 3 o'clock in the morning and you get a notification on your phone, LOUDER THAN AN ELEPHANT BLOWING ITS TRUNK!

That bad night's sleep then leads to being really tired the next day or sick and then you don't get much work done. My Monday isn't much better. I managed to get to the end of the day, then there I was walking to the open door, I got it slammed right into my face (IT HURT A LOT).

As I sit here writing, I can still feel the lump on my eyebrow and the dust on my BRAND NEW GLASSES! Here's hoping tomorrow is better.

Tuesday (Getting better)

Leo Skilling P7K

'This above all, to thine own self be true.'

Shakespeare, a famous playwright, wrote the quote, 'This above all, to thine own self be true.' This means that we should be true to ourselves. Shakespeare was born on the 23rd April in Stratford-Upon-Avon which is in England. He barely had time for his family, but he was following his true self. In Hamlet (a play written by Shakespeare) he trusted his friends and followed his heart to kill his uncle so maybe not kill your uncle, but this is a good quote to live by.

During lockdown there were many ups and downs, and rules that forced us to not be ourselves but there were other opportunities that helped us to be ourselves. During lockdown an opportunity to be myself was laid right in front of me. I love baking but because I don't always have the time, I don't bake too often but because of lockdown I got the chance to bake cakes, pancakes, cupcakes etc. which I liked.

There were times where my brother annoyed me. I was my true self when he came in and annoyed me!

Then there were times when you couldn't see anyone, and you couldn't be yourself, so you had to put on a brave face for the sake of your sibling and everyone else. I think there are times when you shouldn't be your true self because it can sometimes hurt other people, so you need to be cautious of what you say and of what you do.

In conclusion, I think that this is a very powerful phrase that inspires you to be more yourself, but to also be careful keeping in mind everyone else's true self and even though we might not agree with them we should respect other people's true self.

Daya Baryah, P7S

Lockdown Poem

Living in lockdown is very hard!
Opening our doors, is impossible to do.
Covering our faces.
Staying at home whenever possible.
Don't see your friends, you might have it!
On your laptop doing your work.
With your family, all the time!
When can it be back to normal?

George Dowell, P7K

LOCKDOWN HAIKU

We are in Lockdown
Permanent padlock on doors
No friends can come round

Rory Matthews, P7K

Lockdown

The sky is dark and grey.
The moon is out so early.
We are locked inside
With nothing to do.
It is so terribly stressful.
Our parents have work
We have school
They can't keep up with it all.
At least we still have Subway,
Cafes and hot chocolate too.
This is never ending
For me, my family and you too.

Skye Finlayson, P7K

Lockdown Lockdown We're all Bored!

Lockdown! Lockdown!
Stay at home
Open your windows
Do some chores
Don't be frightened
We are with you all
Lockdown, Lockdown
It'll soon be gone!

Vibha Thorat, P7K



SPORT



FOR ME MY BEST MEMORY FROM RUGBY AT HUTCHESONS' HAS GOT TO BE THE SOUTH AFRICA TRIP. MEETING NEW PEOPLE, EXPERIENCING A COMPLETELY DIFFERENT CULTURE, COMPETING AGAINST 3 DIFFERENT SOUTH AFRICAN SCHOOLS AND JUST HAVING A LAUGH COLLECTIVELY MADE THE TRIP ONE I WILL NEVER FORGET.

Noah Bateman, S6



FOLLOWING THE SOUTH AFRICA TOUR IN THE SUMMER THE BOYS HAS BEEN REINVIGORATED IN THEIR PURSUIT OF RUGBY AND DUE TO THE COACHING WE HAD RECEIVED WE HAD SOME NEW POINTS TO FOCUS ON, SPECIFICALLY IN DEFENCE, AS WE HAD BEEN TAUGHT HOW TO INTRODUCE MORE STRUCTURE INTO THIS AREA OF OUR TEAM.

Toby Devenish, S6



A Year Like No Other...

"To be a remarkable athlete, you must cultivate the mindset of a winner. There are no obstacles in sports, just challenges. Every challenge is an opportunity to develop a new strength and to find within you a power you never realised you had."



Sport at Huthesons' has seen many challenges this year but through them, we have all had the opportunity to develop new strengths, enjoy new experiences and learn new skills. Although this year has been difficult in so many ways, I firmly believe as individuals, as squads and as a school, we will be stronger from the lessons we have learned.

All pupils were welcomed along to pre-season rugby and hockey training last August and there was a genuine excitement among the pupils and staff at the prospect of being allowed to run around in the sunshine, with friends, playing the sports we enjoy. This excitement, however, was mixed with an uncertainty about whether we would be able to participate in any of our scheduled fixtures, but this did not deter pupils from working hard and enjoying their time with their squads.

This uncertainty, unfortunately, became the norm as pupils turned up for training session after training session with a hope they would be rewarded for all their hard work on the training pitch by playing a fixture. This reward, unfortunately, never came. As COVID-19 restrictions changed, we again faced more challenges in what we could and could not participate in. However, all credit has to go to the pupils who attended every session with a passion, enthusiasm and joy that was contagious for everyone involved. We didn't look at these restrictions as obstacles but instead grouped together and worked out a way to enjoy the challenges we were faced with.

Although external fixtures were put on hold during Term 1, pupils attended Saturday morning training sessions where we saw a significant increase in playing numbers in our major sports – this will hopefully continue as we progress

into next year and beyond. All pupils were also exposed to a range of new activities during their curricular PE lessons in this Term with orienteering, tennigolf and rugby golf becoming firm favourites among the pupils and staff alike. This wasn't a traditional term by any means, but it was a fun term where new skills were developed, and memories were made.

Term 2 – what can I say? Lockdown 2 started, restrictions tightened, and the poor weather tried to derail our positivity, but again, none of these factors could curb the enthusiasm we were witnessing in our online lessons or in the video clips being shared. 'Wake Up to Work' was launched with staff helping prepare pupils to limber up physically and mentally before their day of home schooling. Mr Dewar led the charge with his 'fact of the day', multiple fancy dress outfits and of course his range of incredible wigs. Mr Sorbie and Mr Milligan were often trying to raise heart rates, even in the snow out at Auldhouse and our resident dance expert, Mr Williamson, assisted by Miss Lang and Miss Harkness provided daily dance routines quite often incorporating his signature moves – 'the bull' and 'the aeroplane'. A huge thank you must go out to all the special guests who joined us online on any given morning.

Weekly Bingo Challenges were launched this Term for our primary pupils where everyone had the opportunity to try out different games, TikTok dances and 'Beat the Teacher' challenges. Videos were shared weekly, and we had great fun watching the pupils thoroughly enjoy the activities. In the Senior school, pupils attended online lessons and were challenged with inventing dance routines in breakout rooms, completing 'Beat the Teacher' challenges and





AS I STOP AND PAUSE AT THE END OF A BUSY TERM, I LOOK BACK OVER THE LAST YEAR AND FIND IT INCREDIBLE HOW MUCH HAS HAPPENED IN THE SPORTING LIFE OF THE SCHOOL IN PE LESSONS, ...

working on improving their individual skill development in activities such as Football, Hockey, Cricket and Athletics. Pupils were also encouraged to join the 'Strava' club and record miles when they were out walking, running and cycling – this became a House competition where miles were logged, and House points were awarded. Although this Term was challenging in many ways, the engagement from our pupils was nothing short of remarkable and I have to commend them all on the effort put in and the outcomes achieved.

Towards the end of Term 2 and into Term 3, pupils were finally welcomed back into school. I am not sure who was more excited, the staff or pupils. But the lessons that followed were full of fun, joy and laughter. With restrictions easing gradually throughout our Summer Term, we were able to offer many of the activities that pupils missed out on during the previous summer in Lockdown 1. Our cricket season kicked off with a bang and we even managed to squeeze in competitive fixtures against our local rivals. Witnessing the first fixture against any opposition in over 14 months was incredible. The excitement, encouragement and joy on the faces of our pupils is something that will stay with us all for a long

time and it was a timely reminder of why we encourage all pupils to enjoy sport and physical activity as often as possible.

As the sun continued to shine in our summer Term, our athletes were often found running around the track, throwing javelins, discus and shots or jumping into the sand or over the bar. We had fantastic numbers join us for our weekly Athletics clubs and all inter-house year group championships took place. We even managed a slightly different Primary Sports Day at Auldhouse where all pupils were given the opportunity to compete against their classmates in a variety of events. There was even a teachers novelty race to end the final day which saw Mr McCrossan sprint to victory. The less said about Mr Cornfoot falling over at the first hoop the better! This was a joyful event and a huge thank you must go out to all the staff and S6 helpers who made this event possible.

As I stop and pause at the end of a busy Term, I look back over the last year and find it incredible how much has happened in the sporting life of the school in PE lessons, House competitions and extra-curricular activities. Although we have faced many challenges this year, it would be fair to say we, as a school, have grouped together and developed a strength to help us overcome these challenges. A special thank you must go to all our S6 pupils who have represented Hutchie faithfully over their school career. I am sure this was not the end you had pictured for the conclusion of your school sporting life, but, I would like to thank you for all the hard work, dedication and commitment you have demonstrated and I wish you every success for your sporting futures.

And finally, to all in the Hutchie community – pupils, staff, coaches, referees, parents and supporters – thank you for your support, commitment and perseverance through a long and unusual year; a year of enjoying challenges; a year of developing strength; a year like no other – thank you!

CS



Senior Rugby

There was great excitement around the squad as we started pre-season back in August; we knew we had a talented group of S5 players joining a strong cohort of S6 players. However, there was also a lot of uncertainty with regards to what the season would look like due to the coronavirus pandemic. Regardless of this, we hit the ground running and prepared in the best way we knew how in the hope that we would be able to play fixtures sooner rather than later.

Unfortunately, the 2020/2021 1st XV season was not to be. This year has certainly had its ups but frustratingly many more downs. From the offset at pre-season, the boys worked relentlessly in preparation, only for it all to be snatched from our grasp as no competitive fixtures took place against another school throughout the span of the season. Nevertheless, training continued in the hope of restrictions being lifted and attendance throughout the season, especially the winter months, was maintained at a remarkable standard as we battled the wind, rain and

cold. The attitude of the team was unhindered, even though many obstacles had to be overcome before we were allowed to play. We remained committed and continued to work on the plays and systems we would have implemented into the games that should have been taking place.

Although a disappointing season for both the 1st XV and U16 squads, the cohesion between the two teams during training will only go on to forge a new 1st XV team next season, who have the benefit of already playing with each other. There are already strong relationships within this squad that will pull them through the tougher moments in the season to come and I have every confidence that they will be a success.

On behalf of the whole squad, I would like to thank Mr Sorbie and Mr Milligan for all their work and continued enthusiasm throughout the year.

Toby Devenish, S6

S1 Rugby

Rugby this year has been tricky. In August we went into the season with high hopes of getting a few games under our belts before the Summer Term. However, that was not to be the case. Despite the tough season there were a few positives. The team morale among our squad is very high due to the tough shared experience that we all had. We have all grown up in the past year and in doing so have much more intelligence about the game.

Everything in rugby has been a bit more difficult this year, and training is no exception. Due to the presence of COVID-19 we have been restricted to what we can do in training. We have mainly just been playing touch rugby and practicing set plays. From home we have been encouraged by our coaches to stay in shape as much as we can.

I believe that those of us who are continuing with rugby next year have a massive chance of achieving our goals in the sport that we have all grown up with.

I look forward to what the first team has in store next year and am very excited for the challenge ahead.

Hamish Cornell, S1



ALTHOUGH IT WAS ANNOYING THAT WE COULDN'T DO CONTACT IT MEANT THAT THE PUPILS THAT WERE NEW THIS YEAR HAD A CHANCE TO LEARN THE SKILLS AND BASICS INSTEAD OF DIVING INTO THE CONTACT SIDE OF IT.

Murray Waugh, S1

S2 Rugby

Rugby, as anyone knows, is a hard physical sport. As well as the skills of passing and running, it depends on physical contact to create excitement. So how did we cope when we were unable to tackle opponents? The answer is: as well as could be expected.

In training we focused on adapting our skills, while fully aware that we would not be able to line up against opponents at Auldhouse or anywhere else. It became a personal challenge to each of us to work as hard as possible to become better players. Our coaches did what they could to keep us motivated whilst we were in

school and also from January to March when we were at home. They would send us workout videos in order to make sure we kept in the best physical shape possible.

It was a frustrating year, but we learnt valuable life skills along the way and at least it was the same for all of us. Perhaps an example of team building. Looking forward we have acquired many different skills which can benefit us in the upcoming season. And we can truly say that COVID-19 gave us a bond that will stand us in good stead.

Kian Lonergan, Luc Hartung, Thomas Savage (all S2)

S3 Rugby

This year has been very challenging for anyone playing sports but particularly rugby. When we got back to training, we couldn't do any tackling due to COVID-19 and this is really the main point in rugby! So, in the end we were forced to do touch rugby as well as running drills and walking through different plays. Saying this, a couple of positives did actually come out of this experience including – but not limited to – our passing improving by constantly working on it; our spacing getting better as we learnt how to 'widen' the pitch through our positioning and our cardio getting a lot better as we were running about a lot during basically every session. This year has not been convenient by any means, but we did learn a lot and we are excited to get back to playing rugby next year, whilst taking the new skills we have learned to the physical game we are used to.

Isaac Bateman, S3



EVERYONE REALLY ENJOYED HAVING MR BLACKHALL AND MR MCGROARTY AS OUR COACHES BECAUSE OF THEIR ENTHUSIASM AND DRIVE TO MAKE THE TEAM BETTER.

Campbell Waugh, S3



Senior Hockey

Our senior hockey season has been a rollercoaster both on and off the pitch. From training twice a week and looking forward to the potential of weekend games resuming, to sitting at home pretending to participate in live-streamed HIIT sessions, it is fair to say this hockey season has been full of many twists and turns. Despite spending a significant portion of our season at home, the time we did enjoy at school was jam-packed with various practises and matches.

One of these matches included both the 1st XI Girls and the 1st XI Boys facing off against one another in a friendly game in the hopes of allowing the teams to play together properly for the first time. It also meant we could put everything we had worked on in training to practice. The

first half of the match resulted with the girls taking the lead with a score of 2-1 with goals scored for the girls by **Anais Bonner (S6)** and **Anna Winter (S5)**. However, as the match continued, the boys were able to score an equalizer to bring the score up to 2-2, shifting momentum for their team and giving them a good platform to work from as their fitness levels were able to keep them going while the girls tired. This, combined with what the girls claim to be a couple of missed foots and unfair fouls on the ref's part, resulted in the final score to be 5-2 to the boys team with their scorers including: **Christopher Richmond (S6)**, **Jamie Gambles (S6)**, **Misha Hildebrandt (S6)**, **Jamie Green (S4)** and **Johnny Bradley (S4)**. Despite such a great score in their favour, later false claims arose from the boys' team, suggesting

the final score was 6-2, starting a long, light-hearted "mystery" which has yet to be officially resolved.

Along with matches, both teams were also able to train together to offer a wide and diverse range of skills which were also displayed during mixed team games and seven-a-side games where an equally high level of hockey was emulated.

Following such games, the girls' S6 leavers were fortunate enough to be graced with the news that they would finally be playing a match against The High School of Glasgow where they were able to put their skills gained playing against the boys to the test. With a bounce in their step and smiles which rivaled the sun, the girls played the match with exuberance and vigor, resulting in a win of 1-0 to Hutchie, with the goal having been scored by **Kate Rennie (S6)** from a pass by **Aaliyah Sandhu (S6)**. Throughout the game, Hutchie was able to keep most of the possession of the ball and created many chances which they were just unable to finish. However, the defence played exceptionally, especially without a goalie, with our team only conceding one chance to the opposition, which **Elise Fitzgerald (S6)**, **Georgia Coyle (S6)** and **Amy Miller (S6)** managed to clear out with great composure.

Even though this has been a difficult year for many, everyone in hockey must be praised for their positive attitude towards the circumstances. Congratulations are in order for **Owen Gould (S5)** and **Jamie Green (S4)** who were selected for the Glasgow Thunders U19s team and to **Archie McLean (S4)**, **Foster Harrowell (S4)**, **Jamie Green (S4)**, **Johnny Bradley (S4)** and **Robin Ferguson (S4)** who were selected for the U16s team, all for the Academy Series, on the boys side and **Emma Murray (S4)** who was also selected for the Glasgow Thunders U16s team in the Academy Series on behalf of the girls. Further congratulations are required for **Johnny Bradley (S4)** and **Jamie Green (S4)** for being selected for Scotland under 17 squads. The possibilities this year could have been incredible with the talent coming through from younger years if we had an official season to play. However, unfortunately it will have to be left to the imagination.

Again, although this season has not been quite what we planned, we are sure it will be one we will all remember.

1st XI Girls' & the 1st XI Boys' teams

S6 Hockey memories



I WOULD HAVE TO SAY MY FAVOURITE MOMENT OF HOCKEY AT HUTCHIE WAS WINNING THE SCOTTISH PLATE IN S4 - THE WHOLE TEAM WAS JUST GREAT BOTH ON AND OFF THE PITCH. IT IS DEFINITELY MY MOST MEMORABLE MATCH.

Elise



I HAVE MADE A LOT OF GREAT MEMORIES PLAYING SCHOOL HOCKEY. FROM WINNING BOTH OUR P7 TOURNAMENTS, TO TOURING AMSTERDAM AND NOW HAVING PLAYED SENIOR HOCKEY FOR THREE WONDERFUL, IF STRANGE, YEARS.

Aaliyah

S2 Hockey

Going back to school in August, we were all so excited to get back and play hockey even though we weren't allowed to play matches due to COVID-19 restrictions. Mrs. Campbell and the other coaches introduced some fun drills and skills to keep us entertained during games and on Saturday mornings, which kept us keen. We loved being back together as a group even if we didn't get to play real matches, and we didn't mind the rainy mornings at training.

At Christmas time we did a Santa dash as we had moved into Tier 4 and were not allowed to play hockey at all. It was really enjoyable, and everyone had a great time

dressing up, having our faces painted, and wearing tinsel; it really got us into the Christmas spirit! As we went back into our second lockdown, we kept our fitness levels high by going on lots of runs, cycles and walks.

The PE department put in a lot of effort to keep us fit; during games we attended the live fitness sessions with the PE teachers, and this included fun workouts and kept us fit and motivated.

Next year we're really looking forward to going back to playing matches and playing as a team again!

Matilda Littlejohn, Issy Buchanan and Andie Gillespie (all S2)

S3 Hockey

Despite the chaos of lockdowns this year, the S3 girls managed to get in some practise before the Christmas holidays, and we were able to work keeping our skills sharp. We worked on things such as pick-ups, moving the ball quickly, and leading into space, as well as practising hard to improve our 3D skills and passes. We also practised doing one-on-ones and small-sided games to work on our ability to beat players whilst dribbling, focusing on skills such as left-hand drags, right-hand drags, v-drags, small lifts, and dummies. On the 31st of October, we switched up our usual Saturday morning hockey training to get into the spirit of Halloween. We dressed up, with memorable costumes being devils,

skeletons and Winnie the Pooh, Piglet and Tigger, and had a small round-robin tournament. We all had a lot of fun, despite the wet weather, and it was a great way to have a laugh for Halloween. Congratulations should also be given to both **Katie Dobbie** and **Miranda Schmulian**, who were selected for the Glasgow Thunders under-16 team, an amazing achievement. We are all disappointed to have missed out on so much hockey this year due to the pandemic, but we are definitely eager to get back on the pitch and playing as soon as we can.

Rebecca Cobb, S3

P7 Hockey

The Primary 7 girls were very excited at the beginning of the season with the prospect of being involved in school hockey. As with most things over the last year, their schedule had to be adjusted to accommodate the

restrictions put in place. This, however, did not dampen the enthusiasm of the players. New skills were developed during practises, with match play being the focus of Saturday mornings.



HOCKEY IS FUN TO PLAY BECAUSE YOU MEET NEW PEOPLE.

Kerry Gaya

IT WAS SOMETHING THAT WE COULD DO THAT WAS ENJOYABLE AND WE WOULD DO NORMALLY. I FOUND THE HALLOWEEN TOURNAMENT FUN BECAUSE IF YOU MIX UP DRESSING WITH HOCKEY IT MAKES IT EVEN MORE FUN.

Sophie Agur



PLAYING MINI MATCHES AND LEARNING NEW SKILLS.

Vibha Thorat

LEARNING NEW SKILLS IS GOOD BECAUSE WHEN IT COMES TO PLAYING IN A MATCH YOU HAVE MORE STUFF TO DO TO DEFEND YOURSELF.

Imogen Lavelle

Cricket

What began as a period of high promise ended up with almost no competitive games at any level as COVID19 cut a swathe through the cricketing year, with few games to report on, limited representative games and no school games. Despite the arrival of Coronavirus, Hutchie was fortunate to have three senior pupils selected for and training in representative squads.

Aditya Mahapatra (S5), Nikhil Koteeswaran (S5) and **Owen Gould (S5)** all played district cricket with the Western Warriors and these three have been training with the Scotland squads, first at Under-15 and

now at Under-17 age groups. It's a shame for these three that the international season was completely curtailed. Hutchie pupils have also been playing club cricket across all age groups, including **Rohan Banerjee (S4), Andrew Cash (S3), Robin Ferguson (S4)** and **Dhruv Shenoy (S3)** (U16 club cricket at Clydesdale) and many others too. Faced with this level of quality players, the future for this coming season of Hutchie cricket is bright.

Owen Gould, S5

Golf

This year has been an exceptional one for Hutchie with regard to golfing success.

Both **Aaliyah Sandhu (S6)** and **Rosie McGuire (S3)** represented Renfrewshire County during the annual Kennedy Salver tournament where they participated in a series of matches throughout the day against other counties from the west of Scotland. Both girls, equipped with enthusiasm and sunscreen, approached the day with high hopes. In the morning they were paired together for a foursome where they managed to win their match on the 17th hole where Rosie McGuire sank the winning 8ft put. In doing so, both girls were able to secure points to help them secure a win of joint first alongside Ayrshire, where Aaliyah Sandhu picked up the shield alongside Ayrshire's captain.

This was a wonderful win for the girls, especially following the win

from the previous Kennedy Salver where, at the time, four Hutchie girls – **Sophie Kyle (FP; captain)**, **Emily Crusher (FP)**, **Hannah Carson (S6)** and **Aaliyah Sandhu (S6)** were selected for and represented Renfrewshire where they won all nine of their matches, which had never happened before.

However, the achievements of Hutchie's boys must also not be overlooked as both **Adam Stansfield (S4)** and **Andrew Corrigan (S4)** represented Haggs Castle Golf Club's junior team who placed 2nd in the Scottish Final of the Junior Team Golf Championship held at Royal Montrose Golf Club. They were therefore able to go on and represent both Hags and Scotland against Forest Pines Lincolnshire in the Home Nations Championship which was covered by Sky Sports.

Aaliyah Sandhu, S6



Tennis

Senior Boys

The following boys were involved in the Scottish tennis championships where they lost to a strong High School of Glasgow team in a highly competitive match.

Gregor Adams (S6), **Quasim Akrim (S6)**, **Leo Watt (S4)** and **Ethan Ellor (S2)**

Senior Girls

From the tennis season 2021 the senior girls team lost in the first round to another very strong High School of Glasgow team. The team consisted of **Rachel Pang (S5)**, **Brodi Cuthill (S4)**, **Rubi Cuthill (S2)** and **Isabella Buchanan (S2)**.

Junior Boys

15U boys comprised of **Leo Watt (S4)**, **Cameron Anderson (S3)**, **Charlie Gaya (S3)** and **Ethan Ellor (S2)**. They narrowly lost 2-4 to The High School of Glasgow. They played some excellent tennis, beating Glasgow Academy 5-1 in their final fixture of the season. All matches were closely contested.

13U boys had a squad of **Nikhil Bollapragada**, **Logan Johnston**, **Gregor Sloan** and **Thomas Morton (all S1)** who played both The High School of Glasgow and Glasgow Academy. Again, they played well and beat Glasgow Academy 6-0. They faced difficult opponents against The High School and played some excellent tennis, losing the match 6-0.

Junior Girls

15U girls squad included **Brodi Cuthill (S4)**, **Lauren Edward (S3)**, **Miranda Schmulian (S3)** and **Rubi Cuthill (S2)**. They played The High School of Glasgow and The Glasgow Academy and had some closely contested matches. They narrowly lost out on a tie-break shoot out to The High School of Glasgow and they beat The Glasgow Academy 6-0.

13U girls played some excellent tennis but lost on a tie-break shoot out to The Glasgow Academy and were beaten by another strong The High School of Glasgow squad. The squad consisted of **Isabella Buchanan (S2)**, **Ruby Pollock (S1)**, **Eilidh Turnbull (S1)** and **Anna Steele (S1)**.

There were also some friendly tennis matches hosted by The Glasgow Academy on a sunny Saturday in June for pupils in P7, S1, S2 and S3. This was a successful day with lots of tennis being played and friends being made.

At class level, our P5-P7 girls enjoyed lessons on a weekly basis at Titwood Tennis Club, and our senior pupils likewise enjoyed tennis during games lessons. Stuart Clark, the Titwood Tennis Coach, led Senior Games sessions on a Wednesday, inspiring all standards to push themselves onwards. Thanks to him for all his efforts and his encouraging manner.

HL



The Primary Sports Days this year were fun filled and exciting! Auldhouse was the venue and the children were split into 3 groups with Primary 1 – 3, Primary 4 & 5 and Primary 6 & 7 coming along in separate groups. After being transported out from Kingarth Street, they started with a Wake up to Work style

warm up and ended with a House dance off competition. We were joined by Squirrel Hutchkins and his friend, the Wake up to Work Chicken! There were stickers, novelty races, music, teacher races, fun, relays, loads of smiles and even some sunshine!

RD

LIST OF PRIZES AND PRIZE WINNERS JUNE 2020

PHYSICAL EDUCATION

The Hamish C Robertson Trophy for Excellence and Commitment in Athletics
Awarded jointly to
Julia L Cash
Zoe Flower

The Harris-Kay Cup Half-Full
Ben A G Philips

Rugby Football
The Willie Wilson Memorial Award for Leadership in Rugby
Hamish C Smith

Hockey
The Watt Stevens Shield for Leadership in Hockey
Erica Drummond

1st XI Hockey Boys' Captain
Varun Rana

1st XI Hockey Girls' Captain
Zara E Mason

1st XI Soccer Captain
Logan C Anderson

1st XV Rugby Captain
Alex W Marshall

Prize for Commitment in Hockey
Awarded jointly to
April O Templeton
Kathryn M Barr

Prize for Commitment in Rugby
Jonathan R Good

Prize for Commitment in Hockey
David A Tobias

Prize for Commitment in Soccer
David Reid

The Philip Nobel Trophy
Awarded jointly to
S6 Rugby Players

HOUSE COMPETITION

The Junior House Shield
Winning House Captains
Montrose
Olivia L Yuill
Nicholas A Richmond

The House Cup, the *W H Macdonald Trophy*
Winning House Captains
Montrose
Josephine A E O'Brien
Trudy M McLeod
Mus'ab S Quayum
Calum J A Taylor

Senior Pupil with the highest number of House Points
Argyll House
Constance S Macleod

Lochiel House
Maryam Majid

Montrose House
Jack Wallace

Stuart House
Rebecca M J Cobb

DUKE OF EDINBURGH

Silver Awards
Manal Alam
Sumaya A Arfan
Charlotte E R Barry
Lance N Borland
Hannah L Carson
Georgia M Coyle
Ashmi Deb
Ben J W Dickson
Aimee J Duncan
Beth Fagan
Eva M Fenn
Gregor W Gerry
Oliver J Hartford
Fiona S Henderson
Mihail L Hildebrandt
Lauren K Kane
Laura J Mackie
Seamus M Magennis
Saad Mahmood
Jackson M McCawley
Rachel A McGettrick
Amy J Miller
Shreya Prabhu
Kate O Rennie
Abby Stansfield
Yasmin S Wheeler
Archie J Wiewiorka

PUBLIC SPEAKING PRIZES

First Year
The First Year Trophy
Daniella Gabbay

Second Year
The I G McIver Memorial Trophy
Daniel J Ogilvie

Fourth Year
The John M Hutchison Cup
Aubrey C R McCance

Fifth Year
The 1957 Group Trophy
Nathanael C B M Knight

THE SCHOOL CHESS PRIZE

The Autumn Chess Cup
Syed R Zaidi

SPECIAL PRIZES FOR THE JUNIOR SCHOOL

Primary 7 Awards for General Excellence
P7M
Anna G Campbell

P7R
Ollie J McVicker

P7S
Logan J Johnston

P7U
Mariam A Hanif

The Terries-Neal Quaich for outstanding contribution to the life of the Primary School
Zara A Rashid

The Dux of the Primary
The McKie Cup
Ollie J McVicker

The McKie cup was endowed by John and Lorna McKie in 2012. We record with sadness the passing of **John McKie, c1957** in March 2020, proud Hutchesonian, and long-time Head of Classics until his retirement in 2005.

FORM IV SUBJECT PRIZES

English 3rd
Isabella R G Brown

French 1st equal
Aubrey C R McCance

Spanish 2nd equal
Elliott A A Atkinson

Art & Design 2nd
Aliha S Ahmed

Biology 1st equal
Safiyah F Ramzan

Business Management 1st equal
Jemma E Young

Geography 1st equal
Finlay R H Taylor

Computing 1st
Atton Cheung

German 1st
Kaan Comlekci

Graphic Communication 1st
Tarah Atrah

Modern Studies 1st
Jayden D Groden

Music 1st
Owen G T Gould

Spanish 1st
Nayan S Bedi

Economics 2nd, English 2nd
2 prizes
Gail K Stewart

Mathematics 2nd, Physics 2nd
2 prizes
James T Garven

Chemistry 2nd equal, Greek 1st
2 prizes
Hasneen M A Shakoor

Chemistry 2nd equal, Latin 1st
2 prizes
Sara K Ahmed

Business Management 1st equal,
Geography 1st equal
2 prizes
Zoya K Ahmad

Mathematics 3rd,
Engineering Science 2nd,
Modern Studies 2nd
3 prizes
Nikhil K Koteeswaran

Chemistry 2nd equal,
Engineering Science 1st,
Physics 1st
3 prizes
Samuel J Oades

Spanish 2nd equal,
Drama 1st,
History 1st
3 prizes
Erin Frew

History 2nd,
Biology 1st equal,
French 1st equal,
Chemistry 1st
4 prizes
Rhona A Logie

Biology 3rd,
French 1st equal,
Art & Design 1st,
Economics 1st,
English 1st,
Mathematics 1st
6 prizes
Sowparnika Gopalakrishnan

FORM V SUBJECT PRIZES

English 3rd
Sifana S M Shahzad
Mathematics 2nd
Aaliyah K Sandhu
Modern Studies 2nd
Mustafa Atrah

Chemistry 1st equal
Nathanael C B M Knight

Chemistry 1st equal
David Reid

Biology 1st
Saad Mahmood

Computing 1st
Advay R Iyer

Drama 1st
Tiana K Aujla

Engineering Science 1st
Stefan Vuckovic

German 1st
Holly I Wheeler

Graphic Communication 1st
Noah T Bateman

Latin 1st
Karina K Mann

Mathematics 1st
Lewis J Dunipace

Music 1st
Calum J Murray

Religious, Moral & Philosophical
Studies 1st
Saarah I Mohammed

Spanish 1st
Eve E Workman

Biology 2nd, Geography 1st
2 prizes
Iona A Symon

Geography 2nd, Greek 1st
2 prizes
Shona McCallum

Business Management 1st,
History 1st
2 prizes
Mohammed S N Khan

Chemistry 3rd, English 2nd,
Physics 1st
3 prizes
Moayad K A Karar

Mathematics 3rd,
Art & Design 1st,
French 1st
3 prizes
Molly-Jean Wilson

PRIZES AND PRIZE WINNERS 2020

History 2nd,
Physics 2nd,
Economics 1st,
English 1st,
Mathematics 1st
5 prizes

Ashmi Deb

SCHOOL PRIZES, DONATED & ENDOWED PRIZES

The School Prize for Accounting and Finance
Anna Rea

The School Prize for Advanced Higher Art
Marcus L Arbon

The School Prize for Biology
Varun S Rana

The School Prize for Chemistry
Shreyas Gupta

The School Prize for Business Management
Eva C Murray

The School Prize for National Certificate Drama
Anna Rea

The School Prizes for Citizenship Awarded to the Depute Head Boy and Girl
Arun D Uttamchandani
Oria A Young

The School Prize for Economics
Ella D Bryant

The School Prize for Italian
Stephanie A Armour

The School Prize for Advanced Mathematics
Alex R Hyman

The School Prize for Music Technology
M Louis
J Fitzpatrick

The School Prize for Higher P.E
Hannah J Stewart

The School Prize for Higher Photography
Matthew G Wilkie

The School Prize for Psychology
Sophie E Barnett

The Alexander Stone Foundation Essay Prize
First
Charlotte J M Adams
Second
Trudy M McLeod

The Alyssa Bentley Prize for Singing
Charlotte E Wallace

The Asgher Mohammed Cup for contribution to the Muslim community of the School
Omar A Arfan

The Gillian Tooth Prize for Photography
Alicia M Brooks

The 1957 Group Margaret Duthie Art Award
Rory J McLachlan

The Dr Iain Galbraith Prize for Outstanding Expressive Work in Art
Elise B Fitzgerald

The Dr Iain Galbraith Prize for Outstanding Expressive Work in Music
Calum J Murray

The William W Murray Prize for Poetry
Emily S R Cowie

The Pamela and Martin Livingston Salver for Service to the Jewish community of the School
Daniella Gabbay

The Dr J A McCallum Prize for Physical Education and the Matthew Cup
Zara E Mason

The Dr Spence W Alexander Memorial Award for Community Service
Awarded jointly to
Saad Mahmood
Mus'ab S Quayum

The FP Club London Section 350th Anniversary Cup
Awarded jointly to
Somrupa R Banerjee
Ashmi Deb
Craig C Dunipace
Stefan Vuckovic

The Freda Brown Award
Awarded jointly to
Somrupa R Banerjee
Katya A Johnson
Anna Rea

The International Rescue Corps Trophy for outstanding charity work
Rayaan A Syeed

The Jan and David Dobson Award for service to the musical life of the school
Meganne J McCartney

The John Marco Memorial Prize for Citizenship Senior
Muhammad U Imtiaz

The John M Biggar Memorial Prize for English
M Louis J Fitzpatrick

The Lesley Anderson Memorial Prize
Megan C Brown

The Mary Y Adam Prizes for contribution to the Christian community of the school
Lucas R Myhill

The Magnus Houston Prize for Sports
Struan R I Walker

The Peter Howie Memorial Prizes
Violin
Junior
Shiladitya R Banerjee
Senior
Katya A Johnson

The Robert Hillman Memorial Prize for Languages
Pragna L Challapalli

The Rouken Glen Veterinary Surgery Prize for the most imaginative and innovative project in the sciences in Form 6
Awarded jointly to
Pujitha Kommuri
Stanley J Hickey

The W B Henderson Prize for Greek
Shona McCallum

The Webster Trophy for Citizenship
Awarded jointly to
Pupils of S2C

The Independent Research Paper Award with Distinction
Somrupa R Banerjee
with Merit
Mehreen A Khan

Bruce Haggerty Family Prize for the best student going forward to Veterinary Medicine
Awarded jointly to

Natasha K Dick
Morgan D Whiteford

The Alexander Stone Scholarship for the best student going forward to Law
Pragna L Challapalli

The Baird Salvors and the FP Club Prizes for Leadership awarded to the Head Boy and Head Girl
Craig A Geddes
Megan C Brown

DUX AWARDS

Dux in Art & Design
Cara J Hamilton

Dux in Biology
The Gillian Macpherson Prize
Saketh V Jampana

Dux in Business
The Linda Russell Memorial Prize
Hannah J Stewart

Dux in Chemistry
Mus'ab S Quayum

Dux in Computing
Leonid Lesyk

Dux in Drama
The Class of '86 Prize
Trudy M McLeod

Dux in Economics
Adithya Mohan

Dux in English
The Sandy Strang Memorial Prize
Pragna L Challapalli

Dux in French
Pragna L Challapalli

Dux in Geography
The Duncan Fletcher Prize for Geography
Ella D Bryant

Dux in History
The Old Boys' Prize
Somrupa R Banerjee

Dux in Mathematics
The Baillie Prize
Craig C Dunipace

Dux in Modern Studies
The Peters Family Prize and the McLennan Quaich
Hannah J Stewart

Dux in Music
Katya A Johnson

Dux in Physics
The John M Biggar Memorial Prize
Craig C Dunipace

Dux in Spanish
The J D Pearson Memorial Prize
Pragna L Challapalli

Proxime Accessit to the Boys' Dux
The Fairweather Prize
Adithya Mohan

The Girls' Dux
The Mary McMillan Kerr Prize and Gold Medal
Awarded jointly to
Pragna L Challapalli
Somrupa R Banerjee

The Boys' Dux
The Rector's Prize and 1829 Silver Medal
Craig C Dunipace

Recent Dux Medallists

2009-2010
Girls' Dux
Matilda L Greig
Boys' Dux
Russell L Park

2010-2011
Girls' Dux
Charlotte U Browning
Boys' Dux
Timothy J Heelis

2011-2012
Girls' Dux
Lara M R Gilmour
Boys' Dux
Scott Meenan

2012-2013
Girls' Dux
Grace E M Cheah
Boys' Dux
Pranav B Manoharan

2013-2014
Girls' Dux
Catherine Sutherland
Boys' Dux
Alexander R Peters

2014-2015
Girls' Dux
Elaine M Duncan
Boys' Dux
Dewi S W Gould

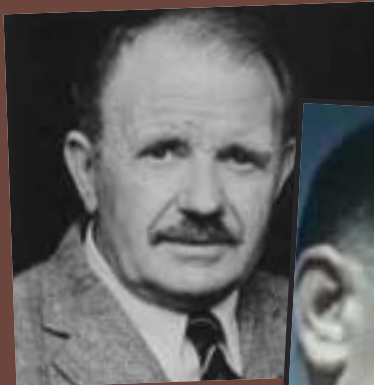
2015-2016
Girls' Dux
Kelly A MacInnes
Boys' Dux
Anish V Amin

2016-2017
Girls' Dux
Eve E Thomson
Boys' Dux
J Daniel Boulton-Jones

2017-2018
Girls' Dux
Florence E Sharkey
Boys' Dux
Max D Rodney

2018-19
Girls' Dux
Emily J Boulton-Jones
Boys' Dux
Tarun K Kooteswaran





Wee Roy Smith



My History teacher, Mr Paterson "The Skull", once told us "I am not here to get you through exams, I am here to educate you." A wonderful sentiment which would get him sacked now as the pressure from parents and league tables requires exam success above all else.

Wee Roy, also known as 'the pocket rocket', was without doubt the most respected, liked and loved teacher we had. He ran PE as a tight ship but was interested in all and dispensed life skills and awareness just as much as fitness. He retired and returned and I well remember in primary gym he told us he was 60 that day...ancient to a 10 year old. He said this is what you should do on your 60th birthday. He went into a handstand then walked on his hands twice the length of the gym (now the library).

John McKie taught classics and presented himself as a venerable "classic" but was in fact only 27 when he started. I still remember the cartoon posters on his wall for "Mens Sana in corpore sano" and "tempus fugit" and I often sign off letters to FPs with "Gaudemus igitur juvenes dum summus".

Mr Douglas Kinnaird C72

Dr Kenneth Allan classics was my form teacher for three years S3-S5, he allowed us to create our own mural in our form room. I can only guess at the institutional hurdles he overcame to allow us to do this.

Joe Wilson C81

My guiding star in history was Josh Whyte (Mr James Whyte). He it was who taught me to study Scots history through the eye of European history. At age 77, I still do. He was possibly my first mentor in internationalism.

Gordon Casely C61

Hated history with a passion but when Josh came to the girls' school in third year he was a breath of fresh air. History came alive. I even considered for a half minute continuing history instead of geography which I loved. I still think of Josh's remarkable pale blue eyes when I see just the right shade of sky.

Sally Horton C62

Hope Ross made every lesson fun. Every lesson was like a show and we were all in the cast. She, of course, was the star. She didn't do things by the book, in fact I remember one time we were looking at an exercise in Le Français d'aujourd'hui. She asked us if we were bored. Polite Hutchesonians that we were, we replied, "No." She then said, "Well I am," and proceeded to chuck the textbook across the classroom and burst into a French song. She taught us so many songs, which I remember much more than any textbook lesson. I still know Les Misérables better in French than in English, thanks to her.

When I became involved in raising money for the school charity, I decided to stage an episode of Blind Date in the Assembly Hall. Who else would we possibly ask to be Cilla Black, but Mrs. Ross? She was spectacular, as always and raised a lorra lorra laughs and a lorra lorra lolly.

I loved Mrs. Ross and, apart from my parents, she had the most influence over why I am doing what I do today.

Jane Ritchie (McKie) C88

I would like to remember Mr Yacoubian, who was the most patient and kind mathematics teacher. His encouragement and positive energy made what might have been a very stressful class, a wee oasis in my week. In spite of a horrible track record in maths, he treated some friends and I to a strawberry tea in Pollok House on our last day of school. He was my role model when I became a teacher myself... oh and I passed higher maths!

Linda Tudball C82

MR ANDRE YACOUBIAN (MATHS 1970-90)
Egyptian by birth, Glasgow graduate Mr Yacoubian joined the Boys' School as a Maths teacher in 1970. He went on to become Assistant Principal Teacher of Guidance before taking over the post of Assistant Rector in 1982. Always warm and smiling in approach, Mr Yacoubian was unstinting in his willingness to help pupils, through his encyclopaedic knowledge of university entrance requirements and his links with business and industry (he was a member of the British Institute of Management). He was also involved in the School Chess Club; was advertising manager of the Hutchesonian and a Director of the old Former Pupils' Club. He is sorely missed by all who knew him and is survived by his wife, Mary, and their children.



Miss Ivy Scott



Mrs Fotheringham



Primary House Captains 1992-93

Standing: Iain McCallum, Alastair Wallwork, Emma Ralston, Hannah Thomson, Bruce Haggerty, Keith Dunlop
Sitting: Alison Christie, Miss Davidson, Mrs Weir, Mr Jamieson, Mrs Chapman, Miss Graham, Murray Reid



When day comes, we step out of the
shade aflame and unafraid.

The new dawn balloons as we free it.

For there is always light, if only we're brave
enough to see it.

If only we're brave enough to be it.

Amanda Gorman, 'The Hill We Climb'