

SCHOLA CLARA

ISSUE 8

WINTER 2023





Just as the dark winter evenings begin creeping in, the iconic pillars have taken on a vibrant new hue. The LED lights which now illuminate the front of our school have been provided by the generous support of Insights, The Lothian Family and the High School of Dundee Foundation, to whom we would like to express our deepest gratitude.



Left to right: Kay Pratt, Chair, HSD Board of Directors; Andy Lothian, CEO of Insights Group; Lise Hudson, Rector; Andi Lothian, Founding Director of Insights Group; Sheena Leadbitter, Chair of the High School of Dundee Foundation.

A Message From Our Editors

Hello, and welcome to this year's edition of Schola Clara, our school community magazine. 2023 has been as busy as ever and, as you're about to find out, our young people and alumni have continued to excel and amaze us with what they can achieve.

As two somewhat newcomers to the school (Zoe, although an FP, graduated 10 years ago and Matteo previously worked across the road at DC Thomson but had only ever seen the school from his window), pulling this edition of Schola Clara together has been a chance to introduce ourselves to the school community and gain (or refresh) an understanding of what it is that makes HSD special. It's clear that this school fosters an ethos of kindness and community, and we can sincerely say that each and every person who contributed a story, interview, picture or design was an absolute pleasure to work with.

This issue contains articles and interviews with a great variety of unique and interesting alumni, including a Scottish BAFTA nominee, a budding rugby international, an author on the verge of her debut and a diplomat currently working in Ukraine. Furthermore, it shows the outstanding work that our young people have been producing day-by-day and gives them a chance to show for themselves what it means to be a pupil at our school. In the following pages you'll learn how our pupils have created their own clubs, designed simulations which are being used to train others and put in the work to make what they want a reality. We've also had a chance to hear from the teachers and support staff who keep the school running smoothly and create a friendly, nurturing environment for our pupils.

We sincerely hope that this magazine will give you a chance to see all the great opportunities and experiences our young people have had, as well as a taste of the different directions some of our FPs have gone after leaving the school.

Thanks for reading,

Zoë Urquhart and Matteo Bell
Digital Communications Coordinator
and Communications Coordinator



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Contents



The School Today

- 2 An Interview with Mrs Hudson
- 4 House Reports
- 6 Highlights From the Year
- 8 Early and Junior Years
- 9 Ready for the World
- 10 Sports Highlights 2023
- 12 Futsal Club: Kicking Lunchtime Football up a Notch
- 14 Drama Club: Pupils Improv Scenes to Improve Skills
- 16 George Li: Programming Simulators to Replace Russian Sites
- 17 HSD: Our School Community

Alumni News

- 18 Paul Dryden: Stories of a British Diplomat
- 22 Back to School: Returning to HSD as a Teacher
- 24 Jock Peggie: Growing Rugby Around the World
- 26 Artists Round-up
- 28 Shona Campbell: From Mayfield Training to Olympic Qualification
- 30 Neil Forsyth: How Playground Stories Became TV Glory
- 33 Leigh Hodgson: Excellence at Every Age
- 34 Roger Burns: Unpath'd Waters Research
- 36 HSD: The School That Never Leaves You
- 38 Rebecca Brown: Myths, Magic and Two Spells at HSD
- 40 Pupil Nationalities
- 42 Giulia Snodgrass: Treasured Memories
- 44 Sheena Leadbitter: A Word from Our Foundation
- 46 Our HSD Community: Empowering Futures Together
- 50 Archive
- 52 Prizegiving 2023
- 57 High School of Dundee Merchandise

An Interview with Mrs Hudson

Having worked at the school for more than 30 years and now approaching the fourth anniversary of her appointment as Rector, nobody knows more about the High School of Dundee than Lise Hudson.

She sat down with us to discuss the school, and her experience leading HSD over the past four years.

Hi Lise, great to speak with you. You've been Rector for a while now, and I wanted to ask for those of us who have never had the honour: what's the best part of the job?

For me there are two things. Firstly, I love being around the community, in the front row at events, seeing our young people performing, being with their friends and just having fun. As Rector, I get a ringside seat – that's a real privilege and something I love.

And the second thing – this is as a result of being here for as long as I have and stepping into the Rector's role from previous roles in the school – is the fact that I know (and have taught) lots of the community. It is a very special privilege to be teaching the children of former pupils whom I have taught in the past and to be able to share memories with grandparents who have been colleagues or supporters of the school in all sorts of different contexts. No matter where I go, I am able to engage with what I see as the unique impact of HSD/ DHS, the extraordinary bonds of friendship which connect our pupils to each other, and the school, for a lifetime. Their support for me as rector of their school is humbling. It's difficult to articulate, but it's an emotional thing for me. My own family have come through the school, been part of that community. It's such a privilege to be able to come into this role as Rector. I see myself as a custodian of our amazing School; I have the best job, looking after it for a while, nurture it, guiding it forward. It's just like a pupil to me!

And what's the most challenging part?

I think I would probably answer that in a personal way and a professional way. The most challenging part professionally is that you're always the Rector. It doesn't matter whether you're at the supermarket, maybe not looking your sparkly best, or you're on a walk locally. This community is so close-knit that you're always on. It's sometimes difficult to find that space where you can just step back, step out from the role. That's not to say I don't love the role, but, yes, it is sometimes a challenge.

Seeing as we're reaching the end of the calendar year, I wanted to ask: what have the highlights been for you?

When I reflect on my highlights as Rector over the past year, my thoughts always go to whole school events where we have pupils from all ages and stages, celebrating their talents together and involving the wider community in that celebration. Last session's Festival of Sport is a great example! In the magnificent setting of Mayfield, under sunny skies, seeing all our House Groups parading was a wonderful celebration, not just of sport but of music, drama and fundraising. Finishing with the Parents'

Association colour run, it was a fantastic day which will live long in my memory. There are so many events in the course of every week but another, big picture, highlight was the Junior Years musical Matilda. It was just a completely joyous production, which was a wonderful end to a really challenging year, and it really reminded me of why I do what I do!

I am someone who always looks on the positive, however, it is very important that I acknowledge that last year was really challenging. I think in some ways it was the most challenging year we've ever had as a community, in terms of recalibrating and reducing staff numbers to set a sustainable way forward for the school. I know that we are not alone as an Independent School or indeed many businesses but for such a tight knit community with a tradition of long service, and a culture that considers the school community as a family, it was especially difficult.

I was determined to be front and centre of all processes. It was personal for all members of the community, and it was important that I engaged with the personal toll that this took on my colleagues. I took this responsibility very seriously indeed and it did have a huge impact on me both personally and professionally.

The response of all colleagues and the level of professionalism that they have shown in maintaining an ultimate focus on the learning experience of our pupils and working hard to minimise the impact that the process had on the young people we are nurturing and inspiring has been remarkable. I don't underestimate the impact that this extremely challenging process has had.

For all of us that work here, the High school is so important, and I see every day how committed we are to finding the things that make our young people tick and supporting them to achieve. It is this focus that motivates us all and it is our pupils (and former pupils) that make us proud and bring us joy.

What are some changes we can expect to see in the next year?

We have been working over the last few years on building 'real world learning' into our curriculum. We want to nurture young people who can see beyond the requirements of an exam to how they can apply creative thinking, effective communication and problem-solving skills in business, further education, STEM innovation entrepreneurial and further contexts. We are the first school to have embedded this style of learning and development into our core curriculum. Courses are now delivered by departments and colleagues working together in a collaborative context. The success of this new way forward was reflected in the High School winning the Dundee and Angus Chamber of Commerce Business Award for Future Skills. This recognition was something very special and just reward for the hard work and commitment of a number of our staff in delivering this experience for our pupils. It's been fantastic to see STEM science, business, engineering, and computing involved in working together on how this approach can evolve and develop. It's very much our focus on real-world learning.

For all of us that work here, the High school is so important, and I see every day how committed we are to finding the things that make our young people tick and supporting them to achieve.

Do you think there are challenges that come with being the city's only independent school?

I think that there is an assumption that as an Independent School, all our pupils and staff think of themselves as superior. Perhaps there is also an assumption that our parents are able to pay the fees and afford all the extras quite easily. In addition, there is a view that they can also afford to have somewhere nice to live and the cars and the holidays and all the things that people perceive as signs of success. However, a significant proportion – larger than people might think – of our families are not in that position. They might be receiving financial support or are making sacrifices elsewhere. We don't underestimate the hard work of our parents and when a pupil joins HSD we know that we are being entrusted with the privilege of working to achieve the very best outcome for them. That's a commitment we take very seriously.

I think we have to acknowledge that point of view and recognise there is that barrier in how people see us. My point of view is that we have to try and understand that, what's causing it, and consider ways of moving forward in a way which is mutually beneficial. I think it's really important for us to acknowledge that and reach out to build those bridges.

So, is that something we can expect to see in the future? The High School connecting more with the community of Dundee?

Yes, that's certainly my intention. I'm not quite on a charm offensive, it's more that I'm interested to learn and use that learning to build partnerships and collaborations for the benefit of young people across the city and further afield. We only have to cross the road to Abertay, to Dundee University, to DC Thomson, the McManus, Discovery Quay and the V&A to find innovative, ambitious and creative institutions with shared goals and aspirations. It is exciting that the High school is right in the heart of this amazing city in the midst of transformational change and a bright future ahead.



House Reports

Airlie

This year we think Airlie has the strongest sense of involvement and pride across the whole school. It's always felt like being part of something bigger than just yourself or your social group. Our house is our tie to every part of the school, from L1 right up! Being a prefect is very rewarding, attending house events and being involved in activities has given us all leadership experience; it's a lot of responsibility but a lot of fun too.

Being involved in your house means your whole school experience doesn't just revolve around academics. It's a nice break from studying for tests or working on homework. I think it's important to remember that not only is school about passing exams, but there's also a fun side too. Being a House Captain allows us to demonstrate that. Being part of Airlie has allowed us to make good friends and get to know other years.

There's so much we've got going for us in Airlie: we've got the best colour, the best name and the best F6 registration teacher: Mrs Tevendale! Attitude really counts in Airlie: everyone is included, and everyone is valued. Even when we don't succeed in house events we show up and we have fun. That's what we're all about.

Participation is really important to us, getting involved and ensuring there's a good house spirit. It sounds cliché but it's true: we're a family and as house captains it's our job to help the younger years and support them. We do that, and that makes us proud.

When I'm asked what makes the younger Airlie pupils get involved, I would like to think it's the sense of camaraderie and support... but it's probably the sweets and prizes we give out at house events! We do a house Pupil of the Month too, which is fun and gives people something to work towards. I think it's a fun house to be part of.

Winning the House Shield would not only give us House Captains a massive sense of pride for ourselves but for everyone in Airlie. It would also show us that all the struggles were worth it worth it: things like panicking over getting people to come along to house events while meeting our own school deadlines. It really would mean the world to win this year as we haven't won the house shield since I have joined the senior school – it's time to bring the cup home to Airlie!

Ade Adeniyi, Lily Christie, Calum Anderson, Ramit Kanodia



Aystree

Aystree has three things at its heart: friendship, teamwork, and pride. Simple things really, but they're things you wouldn't necessarily get out of the other parts of your academic life. Being part of Aystree comes with a sense of belonging – you're part of something bigger and that's a great feeling. You might feel the Aystree spirit strongest at house events or sports day. We all come together and it's amazing to see the sea of blue – we certainly shout the loudest!

I think we're the most cohesive house. We have a tight-knit community and an unbreakable house spirit – everybody gets involved! Each member of the house brings something unique to the table and we try to recognize and take advantage of that. Our mascot is an Alpha Wolf – we think it represents loyalty, friendship, community and respect.

We have a cool song, you'd need to come down to a house event to hear it – but I think that younger pupils really enjoy getting involved with that. It makes you feel part of something. We also go all out, dressing up in blue garb and painting our faces blue any chance we get! But most of all we enjoy winning. Aystree has a great history of coming top and we're on track for another victory this year!

Jack Fleming, Anthony Adegbesan, Libby Finnegan, Caitlin Cowie



Lindores

If you're in Lindores you're part of the lion pack. Our lion mascot represents the pride of the house, as well as confidence and solidarity in each other.

These values help us thrive as a community, which is clear in all our house events such as the swimming gala, sport events and even winning the house choir, which was our biggest achievement yet! Additionally, we are proud of the comforting sense of community that we strive to create for our house through our engagement on the Lindores Instagram page.

We believe being part of Lindores increases our confidence, communication, creativity and even leadership skills. We felt that Lindores spirit from attending our first house event and we want to further encourage others to follow in our footsteps.

We feel our strongest attribute within the house is our collaboration with other years, ensuring a creative approach to our events. Taking our name from the founders of the school gives Lindores a rich history which we hope to live up to and continue throughout the years.

We hope that younger pupils enjoy spending time with their friends at house events, getting into the house spirit and having the chance to be endlessly enthusiastic and competitive. They can shine in their element but are also welcomed in events they are less confident in. We hope they enjoy being able to participate and that they enjoy the creativity of being in Lindores.

We also hope people enjoy being able to socialise and communicate with the whole school, bonding across the year groups to give a sense of unity to the school. This helps to give the F1s, who are just joining the senior school, a sense of belonging. We hope the younger pupils feel confident if they ever wanted to speak up or get in touch with us as captains, or any of the older pupils- they're more than welcome. We are the lion pack, and we're here to support each other!

Winning the House Shield would be the perfect way to end our time at the school and go out with a bang! To go up on stage and raise the shield, not only as house captains, but as friends would be extremely rewarding and fill us with pride for what the whole Lindores community has achieved. We would also hope that raising the House Shield will inspire the next set of Lindores House Captains to continue the legacy that we hand over to them."

Daniel Youssef, Anish Chaudhuri, Sophia Donald, India Simpson



Wallace

Wallace is a great house as we're the namesake of William Wallace, so we think that makes us the house of the brave! Working with the Wallace Warriors in the younger years has been a particular highlight for us, we want everyone to feel included in part of a big family- that would be our hope for our legacy.

It would be great to win the House Shield again and know that the hard work of our Wallace Warriors had paid off- and it would personally be a great way to end the school career for the House Captains. Last year Wallace won the House Shield for the first time in a school generation! It was hugely uplifting and motivated us for the whole year. The enthusiasm and dedication of all our older warriors is something we're proud of.

Gregor Byers, Emily Elder, Neil Bhat, Chloe D'Ambrosio



Highlights From the Year

January – Space Day

Children in L5 got their year off to an exhilarating start, traveling ‘to infinity and beyond’ as they learned more about the solar system during Space Day.

February – Junior Years Music Competition

Magnificent melodies echoed from the Margaret Harris Hall as the Junior Years Music Competition took place! Whether a pianist or guitarist, percussionist or cellist, pupils from L1 to L7 gave their best performances on a wide range of instruments.

March – Rugby success

Our senior school rugby teams were again crowned as regional champions!

For the second year in succession, HSD has won the school conference – the Inspiresport Boys National 2 (East) Schools Conference – in which it competes. The Conference title is decided by the results of all of the teams for each competing school, right the way from U13 to U18, making it a truly whole school rugby effort, spread over an entire season of challenging fixtures.



April – F6 traditional shirt signing

On their last day of classes before their study leave began, in time-honoured fashion our F6 pupils took the chance to sign each other's shirts as the School wished them good luck for their final exams!

May – Rocket Competition

In May, a team of HSD Advanced Higher Physics pupils qualified for the UK final of the UK Youth Rocketry Challenge, a contest which tasks budding rocket builders with launching their own projectile to a height of 850 feet, before bringing it back down for a controlled landing within 42-45 seconds. With a fragile payload – a raw egg – intact!

June – Matilda the Musical Jr

Children in L6 and L7 wowed audiences at The Space Theatre with their production of *Matilda the Musical Jr*.

Every pupil in L6 and L7 played a part delivering the uplifting tale of an extraordinary little girl who, armed with a vivid imagination and a sharp mind, dares to take a stand and change her own destiny.



July – First ever HSD sailing trip

A group of HSD pupils and staff made waves over the summer holidays by embarking on the School's first-ever sailing expedition! Ten F2 and F3 pupils jumped on board Ocean Youth Trust Scotland's yacht *Alba Venturer*, for a week-long maritime adventure in the Hebrides.

August – World Pipe Band Championships

Competing in the Novice A Juvenile category for the first time, the School's Competition Band sealed 5th place at the World Pipe Band Championships, with the Development Band also performing superbly in the Novice B Juvenile section as two HSD bands lined up at the event for the first time!

September – Future Skills award

In September we were delighted to have been announced as the winner of the Future Skills category in the 2023 Dundee and Angus Chamber of Commerce Business Champion Awards! The award recognised the School's embedding of Future Skills into our S1 and S2 curriculum via timetabling of exciting new interdisciplinary STEM Innovation and Business Enterprise courses, in addition to computer science for all.



October – Mini Lecture Series

A brand-new lecture series at HSD is giving senior pupils the chance to get first-hand insight into a range of career paths. As part of the F5/F6 PSHE programme, a number of guest speakers are coming in to school to talk to the pupils about their professions, as well as some of the issues which are impacting careers at the moment.

November – Armistice Parade

The School marked Remembrance with its traditional Armistice Parade and Service. In tribute to the fallen, including all those from the High School community who have died in armed conflicts past and present, the School's Combined Cadet Force and Pipe Band completed a parade in front of the school.

December – Sam Hiller's musical theatre masterclass

In December the Drama Department was thrilled to welcome West End star Sam Hiller who took the cast of *Whistle Down the Wind* (which HSD pupils will perform in June) through a musical theatre masterclass.



Early and Junior Years

The Nursery and Junior schools are always a hive of activity but we managed to catch a few minutes with Julie Rose, Head of Early & Junior Years on a very busy Monday morning.

What sets the Nursery apart?

“It must be the location. You are out in the beautiful greenery; it feels like being in the country, but the children are also so close to the amenities of the city. Also, the high-quality staff, the top resources and the positive ethos we have.”

What sets the Junior School apart?

“The small class sizes, the dedication and commitment of the teachers, a sense of community and safety the children experience here. I also like to think they get different opportunities with the trips and special days we have. We like to find something for everyone, something everyone can thrive with.”

What have been the highlights of the year?

“*Matilda* the musical, it was so special. Seeing the children perform on stage in a proper theatre amazed me. Watching them perform every night to packed crowds and seeing the confidence and camaraderie of the cast was very special. The children remember days like that – the days that stand out are the trips, the shows and the adventure days.”



Ready for the World

In an increasingly competitive world of work, having great grades is no longer a guarantee to the course or career of your choice. At High School of Dundee F5 and F6 pupils are offered Networking opportunities, talks from industry experts, event management experience and more. This is part of a varied programme to broaden their skillset, increase their life experience and get them ready for the real world.

Biology teacher Graham Rodgers looks after a group of students aspiring to careers in the medicinal, veterinary, dental and allied health professions. Taking the lead, F6 pupils have arranged weekly presentations, helping them to prepare for interviews while inspiring the F5s.

Graham said: "I have always tried to put the onus on to them to organise the events. I firmly believe that if the pupils take ownership of the process, with my guidance, it develops their ability to lead and the plan going forward is for the society to become self-perpetuating."

The UCAT test strikes fear into the hearts of aspiring medics up and down the country. An incredibly challenging abstract reasoning test, a score can make or break even the most academically sound application. At HSD vital support and experience is being offered under the guidance of Duncan Brown. The group aims to improve confidence and provide practice in taking tests under timed conditions.

Entrepreneurial minded students are given a taste of networking with the Futures Breakfast. The career and networking event is run by Neil Higgins, and a group of pupils who have expressed an interest in Events Management and Public Relations. Pupils are encouraged to think about their future paths as they meet professionals from a breadth of diverse career paths. The breakfast includes an inspiring keynote speaker who details their own journey and imparts some of their wisdom on the audience. The Futures Breakfast runs in June to fall in line with the F5s UCAS applications.

Another exciting experience the pupils are offered is our mini-lecture series, which features speakers on a variety of subjects and is coordinated by Chris Allan (Pastoral Care and Support). The lectures work to enhance the pupils' experiences that they can take into future interviews, as well as giving a taste of lectures and what might lie ahead if they venture into further education. The content is devised based on the interests of the pupils. Past topics have included *Ethics & AI*, *Surveying & Renewables* and *K-Pax and Lamborghini Racing*. The talks have been exceedingly well-received and the whole school are very grateful to the speakers who donated their time and knowledge.

Despite the turbulent modern-day world, it is hugely encouraging to see the initiative and drive the young people at HSD exhibit. Our pupils have shown their parents, teachers and, most importantly, themselves what is possible when they work hard and cooperate. We have no doubt that they will make the most of their futures – no matter what they decide to do.



Sports Highlights 2023

January – A trio of pupils from HSD competed against a curling squad from the United States as part of a four-man Dundee team. Keir Chalmers, Calum Skea and Ben Watson helped the team achieve an amazing 14-2 victory against their American opponents.

February – The Dundee and Angus Badminton Championships were hosted at our school. Our pupils put in some amazing performances, with a number taking home silverware and progressing to the Scottish Schools Championships.

March – March saw double hockey success for HSD. Our girls 1st XI team were crowned Scottish Plate champions and our boys 1st XI team took home the Aspire Cup.

April – Four of our rugby teams competed in the Lathallan Rugby 7s tournament. All four successfully made it out of the group stage and into the semi-finals, with our Under 12 team and Under 14 team qualifying for their respective finals. The Under 14 team went on to win their entire tournament, being crowned champions and bringing home more silverware.

May – Our water polo team were crowned Scottish champions in Livingston. The team, coached by F6 pupil Anna Campbell, won the F1-3 Scottish Schools Championship after a thrilling penalty shoot-out in the final.

June – Our inaugural Festival of Sport took place at Mayfield, with pupils from all age groups getting the chance to compete in a range of events. New records were set in the long jump, the shot put and the relay race, and in the end, Wallace came out on top for points.

Summer Break – Even during the school holidays, our pupils kept impressing us with their sporting success. Twelve HSD pupils took part in Scottish Hockey's Brave Cup, which took place across the country between August 10 and August 13.

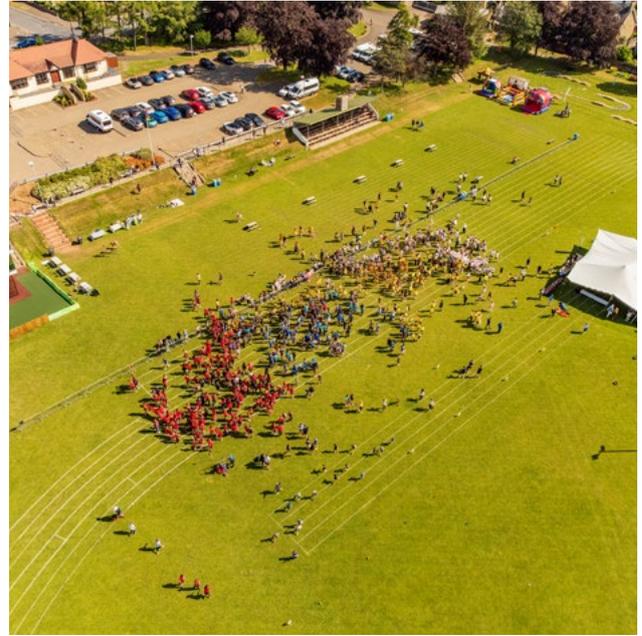
September – As our pupils settled back into school, we held an afternoon of Junior School House Matches at Mayfield. The competition saw Wallace coming out on top in rugby, with Aystree taking the top spot in hockey.

October – The annual L7 Hockey and Rugby Tournament was held at Mayfield, with schools from across the country travelling to Dundee to compete. Our own team were crowned hockey champions, lifting the trophy after an exciting round-robin tournament, while Edinburgh Academy won the rugby competition.

November – Our hockey team qualified for the final of the Aspire Cup after taking top spot in the qualifying tournament, which was held at Dalnacraig. The team will travel to Glasgow National Hockey Centre in March, where they'll take on Trinity School in the final.

December – At the end of the year, our first XV travelled to Murrayfield to take part in the U18 Scottish Schools Shield final. Cheered on by scores of our pupils who also made the journey to Edinburgh for the final, the boys revelled in the chance to perform in the stadium before eventually losing out in a thrilling final.





Futsal Club: Kicking Lunchtime Football up a Notch

When it comes to lunchtime games, few are as timeless and universal as the classic ‘kick-about’. Walking through our playground on any fair day will show just how popular and beloved these midday matches are, with pupils of every age grabbing at the chance to hit volleys, take shots and show off their skills. However, one group of sixth form boys has decided to take the lunchtime tradition a step further by organising indoor futsal sessions for some of our younger pupils.

When given the chance by our Director of Sport, Ewan Jack, to come up with some extra co-curricular clubs, senior boys Ade Adeniyi, Anthony Adegbesan and Gregor Byers jumped at the chance and began running their own Futsal Club on a Tuesday lunchtime. Futsal is similar to football; however it is played indoors with a smaller ball. Teams are also smaller, comprising of five players with a bench of rolling subs.

Three other senior boys – Rory Gifford, John Rourke and Jeevah Joha – joined later and also help run the club.

“All of us really like football,” said Anthony. “We came up with the idea after Mr Jack asked us to think about some new lunchtime clubs which could be set up

“We’re all sporty people and we know that a lot of the kids here like football, so we thought we’d give them somewhere to play that’s a bit more organised.

“We’re really happy with how it’s been received. We’ve been getting a lot of positive feedback.”

The boys originally offered the sessions to all pupils from F1 to F6, however, after receiving more than 100 sign-ups, they had to make the tough call to make it available to only F1 and F2.

The games – which have been running for a few months at the time of writing – continue to prove popular, with eager pupils rushing to the gym hall at our Main Building as soon as they’ve finished their lunch.

F1 pupil Matthew Roberts said: “I come every week – it’s really fun and great to have a football-themed club you can go to at lunchtime.

“It’s fun for everyone and the guys that run it are really good. They’re good referees and they’re fair in their decisions.”

The boys’ initiative has also impressed staff at the school, with Ewan saying: “It’s great. The boys run it themselves, I’m really just there to supervise.

“They do it every week and do everything themselves. They divide the teams and referee the games, make all the rules posters and play music which adds to the atmosphere.

“It’s great for the staff to see the older pupils taking the initiative and doing things for themselves. It shows that what we’re teaching them isn’t just about sports, but also about leadership, organisation and initiative.

“I think it’s really good to see.”

While the sessions currently consist of quick one-off games, the boys are considering expanding to a league or tournament format, with prizes for winners. However, for the time being, their aim is just to embrace what they’ve started.

Anthony said: “We’ve been going for a while now and we see the same people coming back, which is quite rewarding. It’s nice to do something they appreciate.”





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Drama Club: Pupils Improv Scenes to Improve Skills

At HSD, we have no shortage of performers. Whether it's a chance to get behind a piano and wow us with a magical melody or an opportunity to step onto the stage and melt into a role, our young people are always keen to embrace their creative side. That's why it's been so exciting to see some of our senior pupils take the lead at our Drama Club, which runs on a Wednesday lunchtime.

The club – which has around 40 members – was started in August 2022 by pupils Laris Spence and Sarah Campbell, however since then other senior pupils have joined the team. Taking place in Trinity, the club allows younger pupils from the Senior School to work on their acting skills by playing out both improv scenes and devised pieces.

"The club initially started with me, Sarah and Mrs Sangster," said Laris. "But when Mrs Sangster went on maternity leave, Sarah and I decided to keep things going.

"We really wanted something like that when we were in F1 and F2, but we didn't have that opportunity. When my sister was here there was one, so we thought it might be a nice thing to do for the younger years.

"At the moment, we just do little bits and bobs – improvised and devised pieces. The F1s are doing their own murder mysteries right now, so that's a lot of improv. They're coming up with their own devised stories."

F5 pupil Roman Baradhi added: "We gave them a selection of different themes, places, characters and weapons. They got to choose their own and develop the story themselves."

While the club focuses on acting, it also gives pupils a chance to gain confidence and learn valuable teamwork skills.

Laris said: "It's just great to see them all coming up with their own ideas, they're all so much fun.

"They were all being themselves the whole time as well, which is nice to see. They're quite confident, and a lot of them have grown in confidence.

"Especially the F1s, some of them have grown a lot and it's really nice to see.

"It also gives them more understanding of drama as a subject, and it's just fun for them. Everyone's always having a good time.

"It gives them a chance to make friends as well. Especially my F2s, I've noticed that a lot of them made friends here that they maybe don't see a lot, but as soon as they're here they're like besties.

"They all get along really well – I think it just shows bonding between their year groups. Getting F1 and F2 to work together is pretty amazing."

Roman said: "I think it's a good introduction to National 5. They can come along and understand what it's like to take the subject further."

Laris continued: "Also, they can ask us questions. We like to answer questions about Higher, Advanced Higher, what it's like to take Nat 5 and if it's worth doing drama if you want to study something else.

"The club is run by very creative people who love drama and love seeing people doing drama."



High School of *friendships for life*



**Alumni
Reunion Day**

Sat 21st Sep 2024

alumni@highschoolofdundee.org.uk

George Li: Programming Simulators to Replace Russian Sites

An HSD pupil could help students across Scotland study Engineering Science after designing a series of programmes to replace those made inaccessible by the war in Ukraine.

F5 pupil George Li has coded four simulators to help students learn part of the Higher Engineering Science course – despite not studying the subject himself.

As part of their course, pupils are expected to analyse forces and then use a simulator to check their calculations. However, these simulators were blocked after the invasion of Ukraine as they're hosted on a Russian site.

Having been made aware of the issue by the Physics and Engineering Science Department, Head of Computing Scott McBride approached George to ask if he'd like to get involved in developing a simulation to allow pupils to overcome this problem.

Keen to help, the coding expert armed himself with the required subject knowledge by learning Higher Engineering content with Head of Physics and Engineering Science, Jamie Darby, during lunchtimes.

After acquiring the know-how to analyse forces on beams, George designed and coded a simulator to replace the one hosted in Russia.

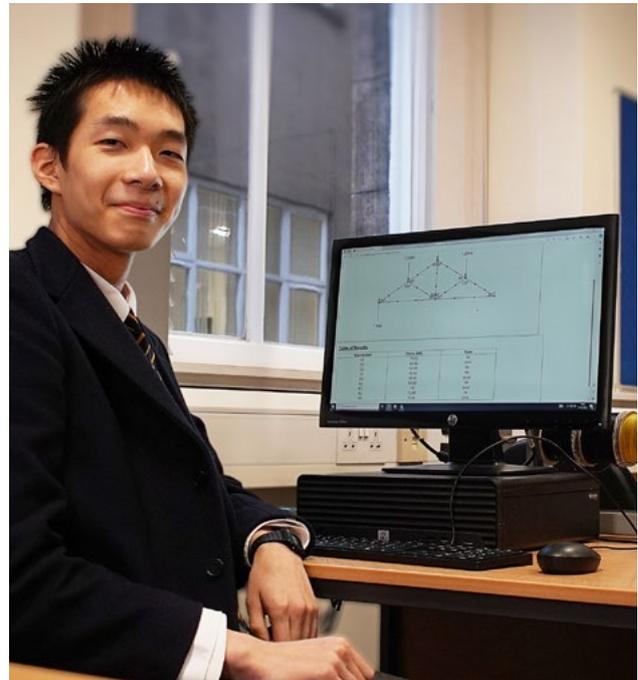
Eager to do even more, George then undertook another two weeks' worth of Higher Engineering Science learning (again, in his and Mr Darby's own time) on simple and complex resolution of forces so that he could design and code a further two of the simulations.

But he wasn't done there! A further week's worth of Higher learning gave him the basis to design a simulator for checking calculations in the fourth and final context – nodal analysis; a task that involved complex problem solving, difficult mathematics, and a combination of challenging engineering science and coding.

George is now making final adjustments to his programs, packaging together all four simulations into one bundle which he will then hand over to Jamie Darby.

George explains more: "Mr McBride asked me if it was something that I'd be interested in getting involved in and it seemed like it would be fun and useful for other pupils so I said yes.

"I enjoy Physics but I've never done Engineering Science. But, for me the theory wasn't too different – working out how a structure would react to a force, and calculating the force. It's doing similar things but in a different context.



"I'm not sure if Mr Darby expected me to be able to do it but he was very helpful working with me to give me feedback and ideas about adjustments to make.

"I didn't realise how much it would involve. I thought it might just be a small project for over the school holidays, but it turned into more! I would absolutely do it again though. I've enjoyed it; I've learned new skills and it will help other students, which was really important to me."

As well as learning some of the Engineering Science curriculum, George also had to augment his own coding knowledge in order to complete the design of the simulations.

"I already knew how to use Javascript, but I had to learn React in order to be able to use Next.JS, which is the code I used for the simulations."

Mr Darby, who has awarded George a merit in recognition of his efforts, is no doubt about the value of what George has produced. He said: "What George has come up with is massively helpful in delivering the Higher Engineering course.

"The result is an incredibly user-friendly interface, that will be of great benefit to our pupils in their coursework.

"These simulations simply do not exist elsewhere. George has produced a resource that I believe would be of benefit to pupils across Scotland."

HSD: Our School Community

A good way to feel more closely connected to the school community is to get involved with one of HSD's groups or associations listed below or come along to the many events across the year. We are also arranging a school community ball for April 2024 (details below and on the Events Page of the website highschoolofdundee.org.uk and other school functions can be found within the school calendar.

If you'd like to help out at event, offer careers advice, work experience, provide sponsorship, make a donation or show your support in other ways we'd love to hear from you.

Parents' Association

Chair – Pippa Landsburgh

Contact parents@highschoolofdundee.org.uk

Parent representative

Check the Firefly pages under Parent Information to find details of your year group representative.

Former Pupils' Association, Old Girls' Club

Operated by the Alumni Team.

Old Girls' Club

President – Ashley Petrie

Old Boys' Club

President – Ross Forster

For information about forthcoming alumni events and to contact the Former Pupils' Association, The Old Girls' Club or the Old Boys' Club please email alumni@highschoolofdundee.org.uk.

The High School Of Dundee Foundation

To chat about supporting the school and to make a donation please contact: development@highschoolofdundee.org.uk

Former staff

Please get in touch with development@highschoolofdundee.org.uk who will help you to connect with the ex-staff club and let you know about forthcoming events.

Friends of High School of Dundee

The Friends are the current iteration of what began as the Subscribers, donors who were largely responsible for the funding of the original "Boys School". Anyone, FP or not, who is sympathetic to the tremendous work done by the School and who has its interests at heart is very welcome to join the Friends, at no cost! Expressions of interest in joining the Committee will be most welcome. Ken Andrew, Chair kga@scot-int.com

The Board of Directors

The Board has overall responsibility for the administration of the School and Board members are elected by bodies within the School and business communities.

Kay Pratt – Chair of the Board of Directors

David Thompson – Vice-Chair of the Board of Directors

To contact the Board of Directors please email coo@highschoolofdundee.org.uk

Euclid Ball



Enjoy a night of dinner, dancing and great company at the most anticipated event of the year.

Date: **20 April 2024**

Time: **7.00pm for welcome drinks**

Carriages: **12.30am**

Venue: **Invercarse Hotel, Perth Road, Dundee**

Gather your friends and reserve a table of 10, half tables or individual tickets.

Spread the word and start planning your table now. Chat with your friends over the holidays as tickets will be released at the end of January. Remember, this is an event you don't want to miss! So, mark your calendars and prepare for an entertaining and fun evening whilst raising money for the school.

Stay tuned for more updates and announcements in January. We can't wait to see you at the Euclid Ball!

Paul Dryden: Stories of a British Diplomat

Paul Dryden MBE is a British diplomat and an FP of our school. He joined the Foreign Office in 1990 after leaving his post at Ratner's jewellery store in Dundee. During his three decades working for HM Diplomatic Service, Paul has been posted to Poland (twice), Croatia, Canada, Bermuda, Turkmenistan, Mozambique, India (twice), Kuwait and the Solomon Islands. He's met with the Queen and Nelson Mandela and has travelled to some of the most remote parts of the world. Now he's working as British Consul to Ukraine, helping and protecting Brits who still live and work in the war-torn country. Paul called us from his office in Poland to discuss his life and work.

So, Paul, to start with – can you tell us a little bit about your time at HSD?

Sure. I joined in August 1974 and completed sixth form in 1987. I was at both the Junior School and the High School, so my entire school career was spent there. It's fair to say that I loved politics when I was growing up. In the 1980s, the UK was a fascinating place with Mrs Thatcher as Prime Minister. Politically, it was pretty dynamic. The country was changing, some would say for the worse and some would say for the better. At the time, there's no question politics was at the forefront of my mind, especially international relations.

I think my interest in politics was mostly outside of school at the time. In those days we didn't have the internet, and the media was pretty limited in terms of access. It was newspaper, radio or television. It wasn't as easy to access news and it wasn't as fast as it is now. A breaking story in my day was something that you picked up maybe 12 hours after it happened.

Still, I loved newspapers. We had an English lesson one day with Mr Durham – the late Mr Durham – where he was showing us how the same story can have different angles. There would be a political story and he'd show us it in the *Guardian* for the left-wing stance, then he'd show us the *Telegraph* for the right-wing and the *Independent* for a more balanced approach, then he brought out the *Dundee Courier* and showed us the same story, but it was more of a local angle. I always remember that lesson and that's going back nearly 40 years now. I did enjoy that kind of thing.



Did you go to university for politics after school then?

No, I didn't actually. I went to the Solomon Islands, of all places. I went on a gap year and I think that's when I really got the bug for travelling. I did voluntary work whilst there, and I was going up rivers in canoes, rivers that were teeming with poisonous river snakes and saltwater crocodiles. I met people who had literally never met a white person – incredibly rural places. Forget the health and safety, you couldn't do it now.

Just to fast forward 30 years, I was actually made Deputy High Commissioner to the Solomon Islands, and it was a huge honour to go back to where I was and serve my country. It wasn't quite full circle, but it was a huge moment for me.

While I was there, I was meant to be doing a Hospital Administration course at Napier, but it was cancelled. I didn't know what to do, so when I got back, I got a job at Ratner's in the Murraygate. It wasn't a job for life, but I learnt a lot about people skills and communication.

While I was working there, I saw a newspaper ad for a job in the British Diplomatic Service. I didn't think I would get it because I was 19, but I went along for the interview. I had to answer questions about how we'd react to the policies of the day. I think I answered the questions correctly because here I am today.

How did you start your career as a diplomat then?

Well, I spent a couple of years in London, and then things started really getting going in 1992, when I was posted for the first time. Funnily enough, I was actually sent to Poland – where I'm calling you from today. It's changed a lot since then, it's like chalk and cheese. I think it's fair to say that Poland in 1992 was very limited – still very interesting – but today it's a very dynamic country and it's going to be at the forefront of European politics going forward.

I was there for a few months in 1992 before I was sent to Croatia during the (Yugoslav) war. I was in Zagreb working for the European Community on an EU mission which Britain was running. I was working as an accountant, but some of the stuff I used to do! I remember taking money to British troops in Split by helicopter, flying over the mountains, seeing the Serbs down below. That was an interesting time.

I did that before being sent to Ottawa, Canada, and serving a couple of years there. Then I was sent to Bermuda, where I was part of a very small team. If you don't know, Bermuda is an overseas territory of the UK. I was the number three while I was there, which was a very interesting job because I was actually helping to run the country – not many people can say they've done that.

You've had quite a few interesting postings – which was your favourite?

I would say Mozambique. I was covering for a maternity leave, but the lady didn't return so I was there for about a year. I met Nelson Mandela, who was living in the capital, Maputo. I was also able to get out of Maputo and drive to the South African border to see Kruger National Park, which is something I'll never forget.

I was able to travel a bit of Mozambique. I made it to the very north of Mozambique, where I was accompanied by staff from the Commonwealth War Graves Commission. They look after all the graves of Commonwealth soldiers, and there's a very small cemetery in the very north of Mozambique which they hadn't been able to access for years because of the civil war. Someone had been looking after it locally, but this was the first time the CWGC had been able to go back.

It was so remote that, after the First World War, there were still German soldiers hiding in the forest of Tanzania – which was a



German colony – and coming back into Mozambique – which was Portuguese – to fire on British and Portuguese soldiers. That kept happening for about six months. It was very sad to see these graves of British guys who had been killed months after the war ended. Eventually the Germans surrendered, but it was six or seven months after the war.

How did you earn your MBE?

After Mozambique, I was posted to Calcutta, in India, and then I was sent to Kuwait. In Kuwait, I was head of the very, very busy visa section at the British Embassy. It was because of my work there that I was fortunate enough to be nominated for my MBE for services to prosperity. I did a few things in Kuwait which led to a huge amount of investment in the UK. I was very, very fortunate because, not only did I get an MBE, but I had it presented to me by Her Majesty the Queen at Buckingham Palace. That was a real highlight of my career – one I'm very proud of.

I can imagine. What came after that?

I did another four years in London, working for the Counter Terrorist Department just after the Olympics. That was a very busy period with the rise of the Islamic State and Al-Qaeda. Unfortunately, we were very busy.

I did that for four years, then in 2016 I went back to the Solomon Island as the Deputy High Commissioner. I stayed until 2019, then I was sent off to Chennai in India.

That was an interesting posting because Covid hit just seven or eight months after I arrived, and I had to help with the biggest repatriation since the Second World War. We repatriated about 25,000 British nationals just after Covid arrived on scene.

I was dealing with the south of India. I had to deal with four repatriation planes from Chennai, a place called Trivandrum in the very south of India, Bangalore and Hyderabad. That was quite a challenging time, but quite an interesting time too.

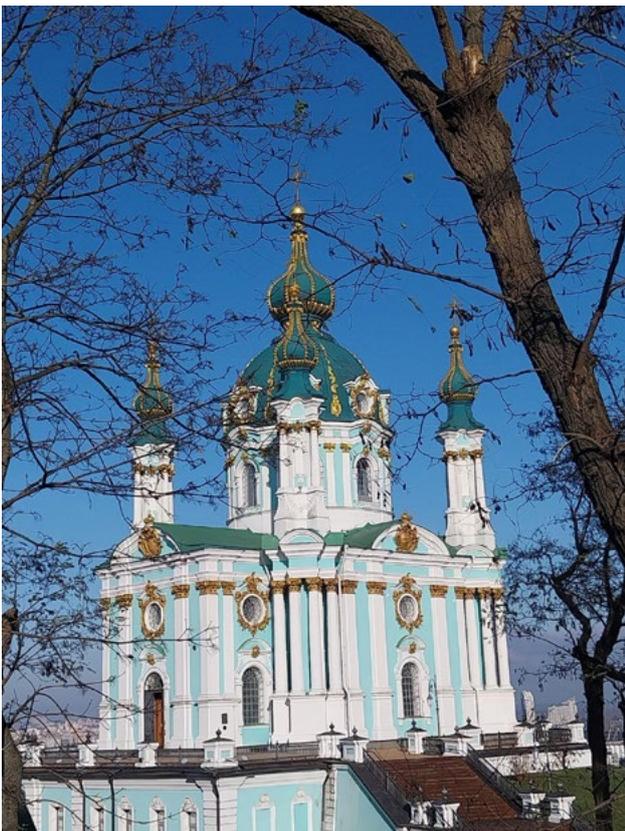
After that, I started working on the Covid response in terms of trade, and one of the things I'm proudest of is that I reached out to the Chambers of Commerce in Dundee, and we set up a video call. It was at the very start of all the Zoom calls and Teams calls, and what we did was get Indian companies and Dundee companies to talk to each other.

There was one company – and I had no idea about this at the time – but the guy on the line was actually an old school friend of mine, Stuart Morrison. He runs a company called MEP Technologies, working on batteries for electric vehicles and such. I put him together with an Indian company and he's now got a contract with them.

What a coincidence! So, I think that about brings us up to the current day. Can you tell us a bit about what you're up to now?

I'm now in Warsaw, but I'm His Majesty's Consul to Ukraine. I just returned from Ukraine, I was in Kyiv for two weeks. It's an amazing city – it's beautiful but it's such a tragedy that they're suffering so much from this illegal invasion. Still, the Ukrainian people are amazing. Their resilience is so incredible.

While our travel advice is very clear not to come to Ukraine, there are still a lot of Brits who are here, and it's my responsibility to assist them if they require our help. We do have a number of ex-military Brits who have volunteered to go to Ukraine. I would like to stress that our travel advice is very clear: you shouldn't travel, but some people do. A lot of them come



with humanitarian aid which they're taking to the front line, and sometimes they get into a bit of bother which is when we help them out.

We also have deaths, and it's my job to ensure the repatriation process is as quick and smooth as possible. The Foreign Office in London assist and engage with the families in the UK, but it's my job to ensure that the body is smoothly repatriated – that's the dark side of it.

We're also trying to build up our capacity for mental health training. A lot of people in Ukraine who are British don't have access to mental health support, and that's something we're looking at.

We're also engaging with the Ukrainian government to ensure our procedures for Ukrainians in the UK are good, which I think they are. We have a good relationship with the Ukrainian government, so we're working really hard with them.

What's it like in Kyiv right now?

Last week, I was there for the largest air raid of the war in Kyiv, so that was one to remember. In terms of day-to-day, I can only really talk about Kyiv because that's where I've been. If you walked around the city this morning and there were no air raids, you would think that everything is normal. If you go to the supermarket, everything is there. They've got fresh fruit, dairy goods, foreign goods, anything you'd need. You can go out to a restaurant, there's all sorts in Kyiv – Chinese, Indian, French, Ukrainian. There are no shortages.

Day-to-day is fine, but there are air raids. There's no getting around that, and they can be quite terrifying, especially if you're close to where these things land. Fortunately, Kyiv has a good air

support system. I'm not saying that all the drones get shot down, but thankfully the vast majority do.

It's a very different story in other parts of Ukraine. In the east of the country – Crimea and such like – it is completely different. I cannot describe how awful it must be. It is extremely cold there. Right now it's about minus eight, and that's just the start of the winter.

One thing I will say is that, in Kyiv, the pavements are extremely treacherous, because the place they get all the grit and salt and sand for the roads is in the Russian occupied area.

You've clearly had a very interesting career. What are your personal highlights?

Well, being in Ukraine has been interesting, being in a historic place. That's why I chose the job – it's live history.

I also think returning to the Solomon Islands was a big moment – I'm really proud of that.

Still, as I said earlier, I think my MBE for the work I did in Kuwait which resulted in £800 million worth of investment in the UK – meeting the Queen will always stand out as something special.



Back to School: Returning to HSD as a Teacher

For most pupils, graduating sixth form marks the end of their day-to-day experience at the High School of Dundee. While some may return as parents, or to catch up with old teachers, it's rare that we see them again on a daily basis. However, we are lucky enough to have some FPs join us again as teachers.

Anthony Kent, who teaches History, and Alison Campbell, who teaches Business, both attended HSD as students before joining us again later in life. They've had a chance to see both sides of the school, gaining a unique understanding which helps them connect with our pupils.

Anthony joined the school in December 2003, halfway through his third year. He quickly signed up for the School's rugby team and stayed with them until leaving the School in 2007.

He said: "I really enjoyed the rugby side of things. Being part of a team and getting to meet loads of people from all over the school was great.

"On the school side, I had some pretty great teachers, especially on the History and Modern Studies side of things. They made the subject really interesting and captivating. I think there are a few people from my year and the year below that are history teachers now.

"Mr Wilson and Mr Bennett stand out. Mr Wilson was Head of History and Mr Rennet taught Modern Studies. They were both really good fun.

"The PE Department were brilliant too, they were really good fun."

Alison, meanwhile, spent a little longer at our school – joining at the start of F1 and staying through until the middle of F5.

She said: "I remember the first time I ever came to the school. I just thought it was massive. It was spread all over.

"I really enjoyed all the different subjects we did – I thought it was really interesting. I liked being able to move around the school a lot more too.

"A lot of my memories come from the Art Department. I would go up at lunchtime to finish my work. I also remember coming to Bonar, which was a gym hall at the time. I still have all these wee memories that give me a little fuzzy feeling inside."

Despite enjoying their time here, neither Anthony nor Alison ever planned on coming back as a teacher. After leaving HSD, Anthony went into a career as a rugby player before going to university for History, while Alison went to college for a year before going to Aberdeen University to study Business.

Anthony said: "I never imagined that I'd get into teaching. It was only after I went and did a bit of rugby coaching that I realised it might be something for me."

Alison added: "Quite often, kids ask me if I always wanted to be a teacher. The answer to that is categorically no.



It felt quite surreal to come back, but it's been nice. It's still the same building – it even smells the same!



The idea of the career appealed, so I got into teacher training to do business and from the moment I got into the classroom I realised it was the job for me.

“I just worked under this assumption that what I wanted to do would just appear. It wasn’t until I got to fourth year of uni that I realised I quite fancied teaching. The idea of the career appealed, so I got into teacher training to do business and from the moment I got into the classroom I realised it was the job for me.”

Both teachers spent time at various other schools before they got the opportunity to move back to their old stomping ground – however, they say the decision to return was an easy one.

“I wanted to move back to Dundee after the pandemic,” Alison said. “I grew up in Broughty Ferry, and after being away in Aberdeen for so long I realised that I wanted to come back to be with my family.

“That was mulling around in my mind, and then the job came up here and I was interested. I know the High School, I know the values it has and they align with my with my own values.”

Anthony added: “When the job came up, I was keen on moving back to the city, and I thought that if I had the chance to work here again that’s definitely where I’d want to work.

“It felt quite surreal to come back, but it’s been nice. It’s still the same building – it even smells the same! All the familiar faces and friendly teachers too, they made it really welcoming.”

While it might’ve been a while since they roamed the halls of HSD as pupils, Anthony and Alison can still see similarities to the version of the school they once attended.

Alison said: “It’s weird coming back as a teacher because obviously I have that experience of coming here as a pupil. I know what it’s like to sit here. When I see the F1s especially – I remember I was terrified coming here in F1 so I always ask if they know where they’re going and what to do.

“I think that actually, in a way, it makes it easier to relate. There is a real sense of community coming back and I really have been made to feel so welcome.”

“It’s definitely still got that feeling,” Anthony continued. “It’s a nice place to work, it’s a nice place to be in.

“I guess that’s just part of that school community. It feels more like coming into a community than a place of work.

“I think it’s still quite similar to how it was when I was a pupil. There are some physical changes – silly things, like how Business used to be a gym hall. In terms of teaching though, its still pretty much the same. We’re still trying to get the best out of every learner and help them enjoy school as much as they can.”

Jock Peggie: Growing Rugby Around the World

Jock Peggie describes himself as “rugby-daft” – and he isn’t wrong. The Class of 1991 alumnus played for the school and has worked in the sport for almost his entire career. He began as a Development Officer for Scottish Rugby in West Lothian in 2000, before moving to the same role in the Highlands and Islands in 2002. He returned to Edinburgh in 2005, where he became Coaching Development Manager for Scottish Rugby, designing and delivering new rugby coaching qualifications for the UK.

After 13 years working with Scottish Rugby, Jock was hired as Training Manager at World Rugby. The new job saw him develop and deliver World Rugby’s Training Portfolio for coaches, referees, medics, administrators, and match day staff around the world. He is now Head of Education, Laws and Compliance, working with an internal team of 12 and a further network of 2500 licenced educators to improve, protect and grow the game and the people within it across the world. His work has taken him to dozens of different countries, including Japan, Madagascar and Fiji. Jock called us from his office in Edinburgh to discuss his journey through the world of rugby.

So, to start with, could you tell us a bit about your time at HSD?

Sure, no problem. I was at school from 1986 to 1991, and obviously while I was there I was completely rugby-daft. I loved playing at school, and that was all down to Sandy Hutchison and Graeme Spewart, who were the two driving forces while I was there. The school rugby culture at that time was fantastic and they really drove the rugby programme well. It was a very successful time, and, for me, it really made rugby my focus.

What is it that made you fall in love with rugby?

It started when I was very young. I think it’s the values of the game and being part of a team that really appeals to me. The sense of belonging you get from being with your teammates and the feeling of importance you get when you’re doing your job is really like nothing else.

I also loved the contact and the physical side of things. I was quite small growing up, so it was a real challenge, but I was so driven to break into the team. I think that challenge to break into teams and get that sense of belonging was a real draw for me.

Do you think that love and determination started during your school days?

Definitely. I didn’t play until I got to the High School in first form, but I took to it like a duck to water. I loved all the camaraderie of it, and I loved the atmosphere.

I think it comes down to the staff and the atmosphere they create. I’m sitting in my office, and I have a lot of rugby memorabilia on my walls, but I’m looking up at the School’s first team photo from when I was there. Sandy Hutchison’s standing there, and I think the way he coached and spoke to you had an awful lot to do with the culture at that time – same with Graeme Spewart. The way they operated was fantastic.

How did you decide that working in rugby was what you wanted to do?

Well, when I went off to university in Aberdeen, I didn’t really know what I wanted to do. I was studying Biology, just because I think that’s what I had the best marks in, but I wasn’t really sure what I would do with it.





When I left uni, I wasn't sure if I wanted to be in a laboratory for the rest of my days. I thought about what other options there were, and I had done my Honours project on cardiorespiratory and exercise physiology and that just opened different avenues to study sport and work in sport. I then went onto complete an MSc in Coaching Studies at Edinburgh University with an aim to work in the game. I also knew some of Scottish Rugby's Development Officers at the time and I thought it looked a really good job. Within a few months of completing my Masters degree I started with Scottish Rugby.

What has it been like watching rugby all over the world?

It has been really special. Over the last ten years, I've travelled to a lot of World Rugby's member unions. I've been to mature unions which are very big and well-established – such as South Africa and France – but I've also been to many less mature unions – Madagascar, for example – where they have thousands of players, but they need structures and systems in place to help grow their sport.

Every union is different, they've all got their own cultures and context. If you go to Fiji, you can see them playing on the beach or on hard ground. That's why their handling is so good – they don't want to get tackled into the hard ground!

It's definitely rewarding to help unions put their systems in place and get them trained up so they can grow their game and make sure it's as safe as possible.

Of all the places you've been, which is your favourite?

It's hard to say. I think Fiji is a very special place. I've been there a couple of times and the people are just so friendly and welcoming. They're massive, huge like the other Pacific islanders.

I think I've probably got a favourite place in every region, usually because of the people. There are some I wouldn't rush to get back to, but that's only a couple!

I've probably been to about a third of the 132 member unions we have at World Rugby. Mind you, that's within ten years. The travel is a big part of the job, so I've been really lucky there.

I'm sure there are pupils at the school just now who are interested in working in rugby. What do you think is the best way to pursue that interest?

I think they've got to realise that there's more to the game than playing. The more the game grows – and it's growing at a pretty fast rate across the world – the more people will be needed to help players play, so if you're not part of the very small percentage who make it as a pro player, there's still plenty of opportunity.

There's still going to be coaches, referees, medics and administrators needed at every level. The game will keep growing and it'll need people to keep coming into those roles as it does – not just in Scotland, but around the world. There are plenty of academic qualifications out there, but gaining practical experience at the same time will help.

Further information on World Rugby's Training and Education portfolio can be found at passport.world.rugby

Artists Round-up

Creativity is one of our Core Values at the High School of Dundee, which is why it's always such a pleasure to see our alumni making waves in the art world. Here are five former pupils who have gone on to work in art and create some incredible pieces.



Jill Calder

Jill Calder is an award-winning illustrator and calligrapher who is currently based in Fife. After leaving the High School in 1987, she attended the Edinburgh College of Art before moving to the Glasgow School of Art. Jill graduated in 1992 and got her first commission from *The Scotsman* six months later. Since then, she has illustrated a number of children's books including Michael Rosen's *What is Poetry?*, Dan Smith's *She Wolf* and *The Picture Atlas* by Simon Holland. She also collaborated with the Eden Mill Distillery this year, creating award-winning artwork for their *Art of St Andrews 2023* limited edition whisky, and has previously created work for clients such as *The New Yorker* and Bloomsbury.



When asked about her time at the High School, Jill said: "I always wanted to study art. I loved the Art Department at the school, they were always so helpful and encouraging with anything I wanted to create."

"I don't actually remember quite how I managed it, but I used to be able to get out of sport and go and hang out there – I'm sure that's not allowed up there."

"It was a wonderful space. I came back on a school reunion tour just a couple of years ago and it was so good to be back in that department. Not much had changed and I mean that in a good way. I just remember it being such a lovely space and the teachers were so encouraging."



Luci Maclaren

While she now lives in London, Luci Maclaren first picked up painting in the United States. She was born in Perth and attended both the High School and the University of St Andrews before moving halfway across the world to Los Angeles. While in LA, Luci started studying Fine Art at Santa Monica College and painting pieces of her own.

She has since moved to London, however the change of scenery did nothing to hinder the growth of her artistic career. Luci's work, which focuses greatly on colour and movement, has been displayed and sold at galleries throughout the capital. Her pieces are usually painted on raw linen, and feature scenes from sports such as polo, swimming, cycling and cricket.

Luci said: "I loved sport and art while I was at school, so I suppose that it makes sense for me to combine them both now."

"I played a lot of hockey and tennis, but that was a long time ago. I didn't really see sport or art as a career though. It wasn't until I was older that I discovered that as something which I could go for."

"I don't know if I would have done it if I'd stayed in Scotland. Being around these Americans with a very positive attitude definitely helped, so did being away from everyone I know and not having that expectation."

"I think there's great pressure when you leave school to decide what you want to do, but there's no right or wrong."



Suzi Mitchell

Like many of our FPs, freelance writer and artist Suzi Mitchell no longer lives in the UK. Now based in the Colorado town of Steamboat Springs, her creative career came after a move across the Atlantic and almost a decade working in golf management. She began writing after having children and decided to pick up her paintbrush after her grandfather, who was also an eager painter, died and left her his supplies.

Suzi's pieces, which are mixed media, usually revolve around the natural world. She has her own studio in Steamboat Springs and runs regular pop-up shows out of an old barn. During the pandemic, she began teaching at a local school as a substitute, which inspired her to start *You Out Loud*, an art therapy programme for young people.

She said: "I think the High School was an amazing foundation in terms of connecting – connecting to the area, the other pupils and families. Even though I'm a lot further away now I still feel that connection. Two of my best friends are people from school."

"Once you've left school, there's still a really strong network. No matter where you are, you could still run into someone who went to the High School."



Anne-Marie Trudgill

Anne-Marie Trudgill is a painter, crafter and art teacher based in Aberdeenshire. After studying Art during her last year at HSD, Anne-Marie began attending Gray's School of Art in 1988. She spent five years training as a teacher before working at various schools – however, her busy family life made it hard to find time for her own personal projects. It was only after her twin daughters grew into adulthood that Anne-Marie was able to start focusing on her own art. Since then, she has created various paintings and craft pieces which are sold out of a shop belonging to one of her former pupils. She also has her own Etsy store, and a studio space in her garden which she opens to the public as part of the North East Open Studios event. Like Jill, Anne-Marie has fond memories of the Art Department at the High School.

She said: "I remember spending a lot of time there. The teachers we had in the Art Department then, Mr Cunningham and Mrs Crerar, were absolutely fabulous and so encouraging. So much comes from the teachers you click with – they really instil that passion in you and that stuck."

"They were always very encouraging and happy to give feedback. It made the classroom seem very welcoming."



© Henry Pomfret

Jim Whitson

Like Jill Calder, Jim Whitson is also an award-winning artist – however, his medium is a little different. Working under the title *The Blazing Blacksmith*, Jim makes a living morphing metal into intricate and impressive designs. The Peebles-based artist has produced various pieces – including gates, fences, furniture and public sculptures – since founding his business in 1998, and in 2021 he was awarded the prestigious Tonypany Cup for a gate he designed in Edinburgh. Jim mainly works with mild steel, and his designs often feature elements from nature, such as vines or leaves.

He began blacksmithing after graduating HSD, getting his start after attending a 'forge-in' hosted by the British Artist Blacksmith Association – an open blacksmithing event that lets anyone try their hand at the trade. Jim gave some advice to budding blacksmiths, saying: "It's not easy to get into. My big thing is trying to get hands-on experience – even if it's just going along to people's studios to sweep the floor."

"You'll pick things up from just being around. Network with people, speak to as many as you can. You might get some people who say they're too busy, but some might offer for you to come down on a Saturday and try it out for a few hours."

Shona Campbell: From Mayfield Training to Olympic Qualification

From late nights practicing at Dalnacraig to standing on the cusp of her first Olympics, Shona Campbell has come a long way on her journey through the world of rugby. Born in Montrose to rugby-obsessed parents who run their own club, she began playing the game at just four years old. However, it was her move to the High School of Dundee in F3 which allowed Shona to join the High Performance Sport programme and take her skills to the next level.

When Shona joined our school, she wasn't only playing rugby. At just 14, the young sports star was also showing great potential in hockey and netball – where she was on track to make the Scotland team.

Shona said: "When I came to Dundee, netball was kind of taking off – in the sense that I was in the Scotland pathway. Every weekend I was playing netball.

"I picked up touch rugby in my last two years of school and while at the school I represented Scotland at U18 level as well as at senior level. At the same time, I was still playing netball and hockey.

"Then, in my last year of school, I took part in the U18 7s for Scotland. I decided to go back to rugby because I had always loved it and wanted to explore it as an option."

After leaving school, Shona continued to play rugby and netball for Edinburgh University while studying psychology. However, during the pandemic she had to make a choice.

"Covid hit," she said. "And the way that the Scotland (rugby) bubble worked was that if you were in the bubble you had to be in the bubble – it made it difficult to still play others sports.

"As Covid came back to normal life I stuck with rugby, everything else began to drop off and then rugby really took over".

Following her time in the Scotland rugby bubble during Covid, Shona was called up to join the Scotland squad at the Six Nations in 2021. She was uncapped during the tournament but got the chance to make her first appearance later that year in a 36-12 win against Japan.

She competed for Scotland sevens for two seasons and was called up to represent her nation again at the 2022 Commonwealth Games in Birmingham, before travelling to New Zealand for the Rugby World Cup in the same year.

However, it was the following year that gave Shona get her first taste of international success, winning a bronze medal with GB Rugby Sevens at the HSBC Hong Kong Sevens in April. She followed-up the third-place finish with a win at the European Games in Krakow, gaining Team GB's first Gold Medal in Rugby Sevens.

The win also means that Team GB have qualified for the 2024 Olympics in Paris – and Shona hopes to be called into the squad again.

She said: "The Olympics is very much my goal for this season. The squad has qualified, but now I need to work on getting selected myself later this year. That's my goal for this season."

While she's achieved plenty after leaving school, Shona hasn't forgotten the role HSD played in her sporting career.

"The school supported me to pursue my sports while I was still at school. It wasn't academics or sport, they facilitated me getting good grades and also still pursuing all my sports opportunities.

"The High Performance Sport Programme, that was something which very few other people I know have had the chance to experience.

"It allowed me to have extra skill sessions, but also plan how I'm going to manage my academics and my sport, picking the right university for my sport."

The budding sports star also praised Phil Godman, Head of Rugby at HSD, saying: "You get a relationship with someone who's been through what you're trying to do, and they can give you advice that helps with the journey.

"Especially when you're building those high-performance habits, the younger you are the better it is to be told what it really takes to get there.

"Being in that programme, I was able to understand that from quite a young age."

While she is currently contracted to Great Britian Rugby Sevens as a full-time job, Shona plans to finish the last year of her psychology degree at the University of Edinburgh.

She added: "I would struggle to have sport as my only passion. I need something to work on and challenge myself with outside of rugby.

"With rugby, the reality is that you never know when your career might stop, and I want to be ready for life post-rugby."

The international athlete also shared some wisdom for those at HSD who may want to follow in her footsteps, saying: "I know it sounds a bit naff, but you need to learn to enjoy the journey and the process of it.

"Just because you have one setback, doesn't mean that your chance is over. Hard work always pays off.

"At the top level of elite sport everyone has talent. It's about putting in the extra work to be the top 10%.

"For me, it still doesn't feel real. It feels like it's happened in an instant, but it has also been years in the making.

"If you'd asked me when I was five what my dream job was, I would have said playing rugby and going to the Olympics.

"I've still got some way to go, but even now it still feels mad. It's a dream job."



Neil Forsyth: How Playground Stories Became TV Glory

From *Bob Servant Independent* to *The Gold*, Neil Forsyth has cemented himself as one of Scotland's most prominent writers. The High School alumnus has worked with figures such as Brian Cox and Carrie Fisher, and was nominated for a Scottish BAFTA earlier this year (his Edinburgh-based series *Guilt* already scooped the Best Drama award in 2020).

Born and raised in Dundee, Neil often sets his stories in familiar places such as Broughty Ferry and Pitlochry, and references to his beloved Dundee United aren't uncommon. During a return trip to the city, Neil took the time to tell us a little about his life, career and memories of HSD.

As a former pupil, how do you think your time at the High School prepared you for the career you've had? Also, how do you reflect on your time here?

I think it prepared me in a couple of ways. Firstly, through some great teachers who encouraged my writing, particularly in English and History. Teachers such as Mr Ferrie, Mrs Tosh, Mr Wilson and Mrs Hudson. Mr Ferrie was a real character, he took a great interest in me and really encouraged me to write and, just as importantly, to read. And then, equally importantly, learning the art of storytelling in the playground which could be a tough crowd with limited concentration levels.

Do you remember when you decided you wanted to be a writer? Was it during your time at school or further down the line?

It's hard to say. Maybe when I read *Paddy Clarke, Ha Ha Ha* by Roddy Doyle in Mr Ferrie's class. Or when I read *Money* by Martin Amis on holiday when I was a teenager. Or when I watched *Cracker* by Jimmy McGovern. I think I always dreamed of being a writer, but it felt like a very distant dream.

You've worked with some very talented people throughout your career. Are there any highlights which stand out particularly?

When I worked with Carrie Fisher on *Elizabeth, Michael & Marlon*, the other actor had to leave the set. So, I delivered the other side of the dialogue from off camera, as Carrie stared me down. That was a pretty unforgettable experience, but making *Bob Servant* with Brian is definitely the most magical filming experience I've had. It was all so new and unexpected, and to be filming in Broughty Ferry was just amazing.

As someone who's seen a lot of success in a creative field, how can our pupils achieve their best creatively? Do you have any tips that work for you?

You need hard work, luck and talent. The one element you can control is the hard work, so that is something to embrace. Hopefully the talent is nurtured by the work, and the luck comes along when it's needed.

Through a lot of your work, you've become very linked to Scotland and Dundee. How do you feel about this connection to the city? Is it strange to come back?

I am back all the time to see my parents and Dundee United, so I feel very connected to Dundee. I love writing shows set in Scotland, and very much hope to do more. There are also brilliant TV crews in Scotland, who are a lot of fun to work with.

Finally, what are you hoping to achieve in the future? Do you have any new ideas in the works?

I am about to start filming the second series of *The Gold*, then have a new show that will be following on. For now, I am just very grateful to be making television shows at a difficult time for the industry.







Leigh Hodgson: Excellence at Every Age

While going straight to university might be the option the vast majority of HSD pupils take after finishing F6, others take a different path. Leigh Hodgson, an FP of the school who left in 1998, has shown that it's never too late to change your route – graduating top of her Heriot-Watt class at the age of 53 through the graduate apprenticeship scheme.

After finishing her MA Business Management course with a first in December, Leigh told us about her journey and how HSD helped her prepare for her university career, despite the slight delay in-between.

Congratulations on your graduation! Before we get into what you've been doing, do you want to tell me about where you were before you decided to go to university and what spurred you to make that decision?

Sure – can I rewind a little bit? When I left school at the end of sixth form, I think I was still quite immature and, if I'm honest, I hadn't even considered university at that point. I didn't exactly apply myself when I was at school, probably due to immaturity.

Throughout my working career I've always done things, taken extra courses and tried to better myself. It got to the stage where I was working over at Heriot-Watt University. At the age I was when I decided to do this (go to university) I was 48. It was always a regret not doing it when I was younger, but things got in the way, and I had a family and gave up work for seven years to raise them. It was never the right time, but by the time I was working at Heriot-Watt one of my kids had just left high school and the other was 16. It just felt like the right time, and I wanted a new personal challenge – and I have to say, it's the biggest challenge I've ever taken on.

How did you feel about starting the course?

Well, before I started it, I thought to myself: "Wouldn't it be great to get a first?" That was my goal. Then, after I started the course, I was thinking: "Please God, just let me pass."

I had never gone to uni before, so I had no clue what it was going to be like. It was a huge learning curve in first year – a huge learning curve. Also, Covid struck halfway through first year – well, second semester – so we had to switch from in-person to online for the duration.

After first year, I attended every extra class that was available, and I learned how to write academically. I learned everything I needed to write a good assignment, so from second year I started to get good marks and that spurred me on.

That's great. I also want to know – how do you feel that you've finished the course now?

Ach, tremendous. I mean, it consumed my life because I'm the kind of person that, if I put my mind to something, that's it. It becomes my focus. It really was for four years, and at the end of it I came top of my year, so I was absolutely delighted.



Especially having gone to the High School and not having done this at the time. Most of my friends went off to uni and both my brothers went as well. I was the only one in my family that didn't go, so yeah, it just feels amazing.

It was definitely tough going, but I gave it my all and I think I've reaped the rewards. I got promoted at work on the back of it too.

You've said not going at the end of school was a bit of a regret and you wished you'd grasped your time at HSD better. What would be your advice to current pupils?

Well, it's difficult because it's a maturity thing, as I said. When some people finish school, they feel really ready to take university on and I just wasn't.

I think I would say just grab everything. Take everything you can get from being at the High School of Dundee. Every opportunity that's available, just grab at it. Stick in, work hard.

It's easy for me to say now, but that's the advice I would give them.

Definitely. The final thing I wanted to ask is about your time at Heriot-Watt. While doing your course, did you ever have moments or come across things that reminded you of your time at HSD?

Funnily enough, at the end of each year we had to write a reflective piece on our journey, and every year I would write about being at the High School and my peers all going off to uni. Now, I finally feel like I've done it too – I'm there with you!

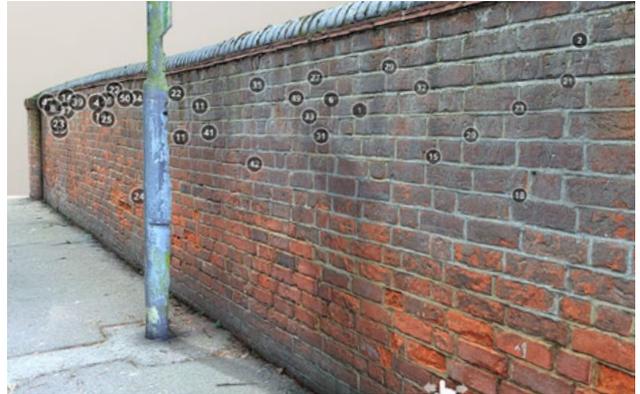
I have thought about it a lot over the years though, and I just think that, even though I didn't do the whole university thing at the time, the advantages I had from going to HSD even in terms of confidence helped a lot.

If I'd gone to another school, God knows where I'd be now.

Roger Burns: Unpath'd Waters Research



Project Viewer showing over 1,100 wrecks along the South coast sunk during First World War Hostilities. Data for each wreck is presented, and by scrolling down the site, articles about how Southampton was heavily involved, designated as the American 14th Port.



3D Project Viewer depicting the names of American soldiers who, while waiting to embark for Normandy, etched their names into the wall. These soldiers have all been researched with data shown, plus several related articles.

For the previous six years, Roger Burns, Class of 64, has been volunteering with the Maritime Archaeology Trust (MAT) – maritimearchaeologytrust.org and the Museum which they manage, the Shipwreck Centre and Maritime Museum on the Isle of Wight museum.maritimearchaeologytrust.org – researching maritime wrecks and drafting articles and blogs for the Trust's websites.

Recently, Roger has been heavily involved in *UnPath'd Waters*, part of an overarching project *Towards a National Collection* embracing all of the UK and the Isle of Man. Funded by UKRI's Arts and Humanities Research Council, *Towards a National Collection* is supporting research that breaks down the barriers that exist between the UK's outstanding cultural heritage collections, with the aim of opening them up to new research opportunities and encouraging the public to explore them in new ways.

MAT is one of many organisations using their expertise to contribute to this project which is the only pilot project focusing on marine and maritime data. Roger's involvement has included using the National Record of the Historic Environment, MAT data and other historic online data sources as a basis for identifying and researching a variety of vessels within a small 2.5km radius, adjacent to the Needles, Isle of Wight, and encroaching onto nearby terrestrial sites associated with the Needles. All of the vessels identified had gone aground and just a few had floated off to continue in service. Roger has reviewed and enhanced the data for these vessels and sites, and of a few aircraft crashed within the area of interest, providing, where available as the vessels range back to the 16th century, ship construction, builders and owners, voyage histories, and circumstances of the losses, together with information about the related terrestrial sites. The recently launched 'Needles Voyager', created by MAT staff, provides an interactive way to access this data, alongside a range of associated archaeological archive images, videos and 3D models, this ideally requires a PC/Laptop for viewing,

and can be found at unpath.maritimearchaeologytrust.org. This project and interactive showcase the diversity and significance of the marine historic environment and is benefiting from the input of volunteers working alongside MAT staff.



You may also be interested in two other projects with Roger's involvement. Firstly, *Forgotten Wrecks of the First World War* at maritimearchaeologytrust.org/projects-research/forgotten-wrecks-of-the-first-world-war.

And secondly, *D-Day: stories from the Walls* at maritimearchaeologytrust.org/ddaywalls.

Images are © Maritime Archaeology Trust

Roger Burns



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HSD: The School That Never Leaves You

The High School of Dundee (or DHS as we called it in my day) never leaves you. I left both the school and the city of Dundee in 1991 but over 30 years later they are still an important and influential part of my life despite living over 4,000 miles away in the beautiful state of Montana, USA.

The Class of 91 were, and still are a special group and I still speak to a good number of them on almost a daily basis. I am married to someone from the Class of 91 (and we are not the only Class of 91 couple), been a best man and an usher at three of their weddings, the godfather to a child of another and the bonds that were forged at DHS in the late eighties and early nineties still exist today. Why is that?

I lived in Newcastle-Upon-Tyne for 16 years and made many good friends but I was always intrigued that none of them really kept in touch with any of their school friends. Now that I live in Kalispell, Montana, none of my American colleagues or friends seem to have much contact with people from their youth either. I understand that people grow up, people move on, people drift apart so why is it that my experience is different in that regard?

The reason is the High School of Dundee factor. For me it not only provided a kid from the Hilltown (well not really but I did live five minutes away and if I walked home from school via the Hilltown in my DHS uniform, I was definitely taking my life into my own hands!), with a fantastic education, it provided me with core values, valuable life skills and lessons that are still with me today. It also provided me with a sense of community and belonging that has kept many of the Class of 91 in touch with each other today.

When I left in 1991, I went to the University of Aberdeen to study History and International Relations and there were nine of us from my DHS year. We all hung out together in halls of residence, and then shared flats together in subsequent years and had our mini High School community in the Granite City.

Kenny Ross as a school boy



I also regularly went to visit Class of 1991 friends at Glasgow and Edinburgh University, coinciding these visits with going to watch my first love Dundee FC when they were in town and when The Dee came north to Aberdeen, my mates from Glasgow and Edinburgh would come and stay with me. It was clear even then that the friendships that had been forged in DD1 1HU in the Eighties were for life.

We all regularly wrote to each other in these pre internet and mobile phone days and it was an event to line up in the mail room queue in Halls of Residence to see if any of your DHS mates had sent you anything.

These routines were cultivated as soon as we left the school because of the bonds and attachments we had shared in the previous six (and in some cases) 13 years. The High School of Dundee fosters these relationships and continues to do so after you leave with the Old Boys and Old Girls clubs and events, FP magazine and class reunions that are so well attended. It is a magical thing.

I chose to study History at Aberdeen because I loved it so much at the High School and was hugely influenced by my history teachers Mr Wilson and Miss McAslan, who is now the Rector Mrs Hudson.

I chose to pursue teacher training after I graduated from University because I looked back with such fondness to my school days and wanted to emulate the teachers I had at the High School and inspire students the way they inspired me. Thirty years on I am still a teacher today in Whitefish, Montana and bring to the classroom the ethics and values instilled in me in Euclid Crescent.

I have written seven books about Dundee Football Club and when I wrote my first in 2003 I received a complimentary letter from Ian Wilson, the Head of the History department and it meant so much to me.



It is fair to say that the High School of Dundee has continued to be important and an influence well into my adult life.

When I came back this summer to visit my family in Dundee for the first time since moving to the United States, I couldn't resist the temptation to ask if I could come and visit the school and step inside for the first time since 1991.

I therefore contacted Mrs Alex McGrory (who like me is a former pupil and married to an FP), the Head of External Relations at the school and was delighted when she offered to give me a tour of the school during my first week back in Dundee.

It was great to be back behind the pillars and see so many familiar classrooms and areas in the main building (Boys School) and in the Girls School, which these days is called the Margaret Harris Building and has a sign that covers up the Girls School sign above the entrance. I visited many of my old classrooms and form rooms in a very nostalgic and positively emotional morning, even catching up with an old childhood friend of mine Niall Joss, who now teaches in the Junior School.

Just as fascinating was to see the modern expansion of the school since my days. Bonar House was almost unrecognisable while Trinity Meadowside had just opened while I was in Sixth Form, and the purchase of Baxter Hall had just been completed so it was interesting to see how they have evolved and are now utilised. The impressive Robert Ferguson building is a great home for the English department which was scattered all over the Boys School when I was a pupil and it was fantastic to see how the school has evolved and grown over time.

I was desperate to meet up with the Rector Mrs Hudson as she was the only surviving teacher from my time as a pupil but she was out of school that day. However that proved to be serendipitous as she had left an invitation for me to attend the sports day at Mayfield two days later and meet up with her then.

Lise Hudson and Kenny Ross



It was great to visit both Mayfield and Dalnacraig where I have so many happy memories playing rugby, hockey, tennis and cricket, though I was saddened to see the demise of the tennis courts at Mayfield which were a staple use in games lessons when the pitches ere frozen.

The highlight of my visit of course was meeting and spending time with my Certificate of Sixth Years Study History teacher Miss MacAslan, or Mrs Hudson as she goes by these days. She taught me in her first year of teaching and she didn't even have a classroom; teaching lessons in Halls A and B in Bonar House and teaching my CSYS is a literal broom cupboard!

She was a fantastic teacher and a total inspiration to me becoming a history teacher and I am forever grateful for her help, support and encouragement in my final year at the school. I wouldn't have made it into university if it hadn't been for her support. It was great to catch up and reminisce. She was so generous with her time for me on a busy sports day and it was great to eat strawberries with her and be back inside the HSD community again, however briefly.

The High School of Dundee is a wonderful institution and the success of so many of its former pupils over the years is a testimony to that. The fondness that I hold for my school days has never diminished and nor has it for my wife Claire Scanlon or my friends for life that I first met inside the pillars in 1985.

Its core values of inspiring, empowering and support young people has never left me and I see my time at the High School of Dundee all these years ago as a gift

Kenny Ross

Kenny and Claire Ross



Rebecca Brown: Myths, Magic and Two Spells at HSD

It's hard to tell what Rebecca Brown knows more about – Scottish folklore or the High School of Dundee. The former HSD pupil and employee, who served as a digital communications coordinator at the school for two-and-a-half years, now works in digital marketing and runs a charity dedicated to the preservation of Scottish myths and folk stories with her husband. She stopped by the school to tell us all about her work – and her debut novel, which is hitting shelves next year.

So, Rebecca, what is it about folklore which interests you and your husband so much?

I mean, we both really love stories and there's always really good stories in folklore, but it was also this aspect of the fact that traditional storytelling is starting to die out.

Gone are the days when great-grandparents would tell stories to kids around the fire and these stories would get passed down orally through generations.

We really wanted to play a part in preserving those stories and making sure they didn't get lost. Also, a lot of the time when they have been written down, they're written in these huge tomes which are really inaccessible, because people don't connect with the language. We wanted to write them in a more accessible way and do podcasts and stuff so people can remember them.

Why do you think these stories are such an important part of Scotland's heritage?

I think the folklore that countries create can tell you a lot about the people in them and a lot about their day-to-day lives that they have.

My favourite example is that, in Scotland, we have a lot of stories about Kelpies and water creatures, and that's just because water played such a role in Scottish life, whether it was fishing or boat-building or just lochs, which are really dangerous. We have a lot of stories about water which convey the danger and power of water, and I find that really interesting.

When did that interest begin for you?

It kind of started with Welsh mythology and the Arthurian legends. I really liked BBC Merlin, the TV show, and from there I really got into the Arthurian legends and, in turn, Welsh mythology, and then I realised that we have our own really interesting mythology here.

So, is it something you took an interest in while you were a student at HSD?

Yeah – not so much in the same way that I do now, but I definitely had a fascination with folk creatures and myths. I remember in F1 or F2, I had to do a presentation in English class, and I'm pretty sure I did mine on folk creatures.



I take it English was one of your favourite subjects in school – what do you remember about it?

English was my favourite subject, and my favourite teacher was Mrs Phillips, the head of English at the time. I used to bring in stories that I'd written outside of class, and she would read them and mark them for me.

Do you have a favourite myth or creature?

Oh, there are so many. Let me think. I really like the Kelpie of Loch Garve, because it has a happy ending which is quite strange in Scottish folklore – they're usually quite tragic. This one is just about a kelpie which falls in love with a woman and gets a magical chimney built for her so she can live underwater.

Sounds lovely. Something else I wanted to ask you, as someone who's both worked and studied here: is there anything that really stands out about the culture here?

I think I was quite shy when I was at school here, and then when I came back I was a bit more confident and mature, so it was nice to see the school from an adult perspective and think that it seemed like somewhere I would still want to go now.

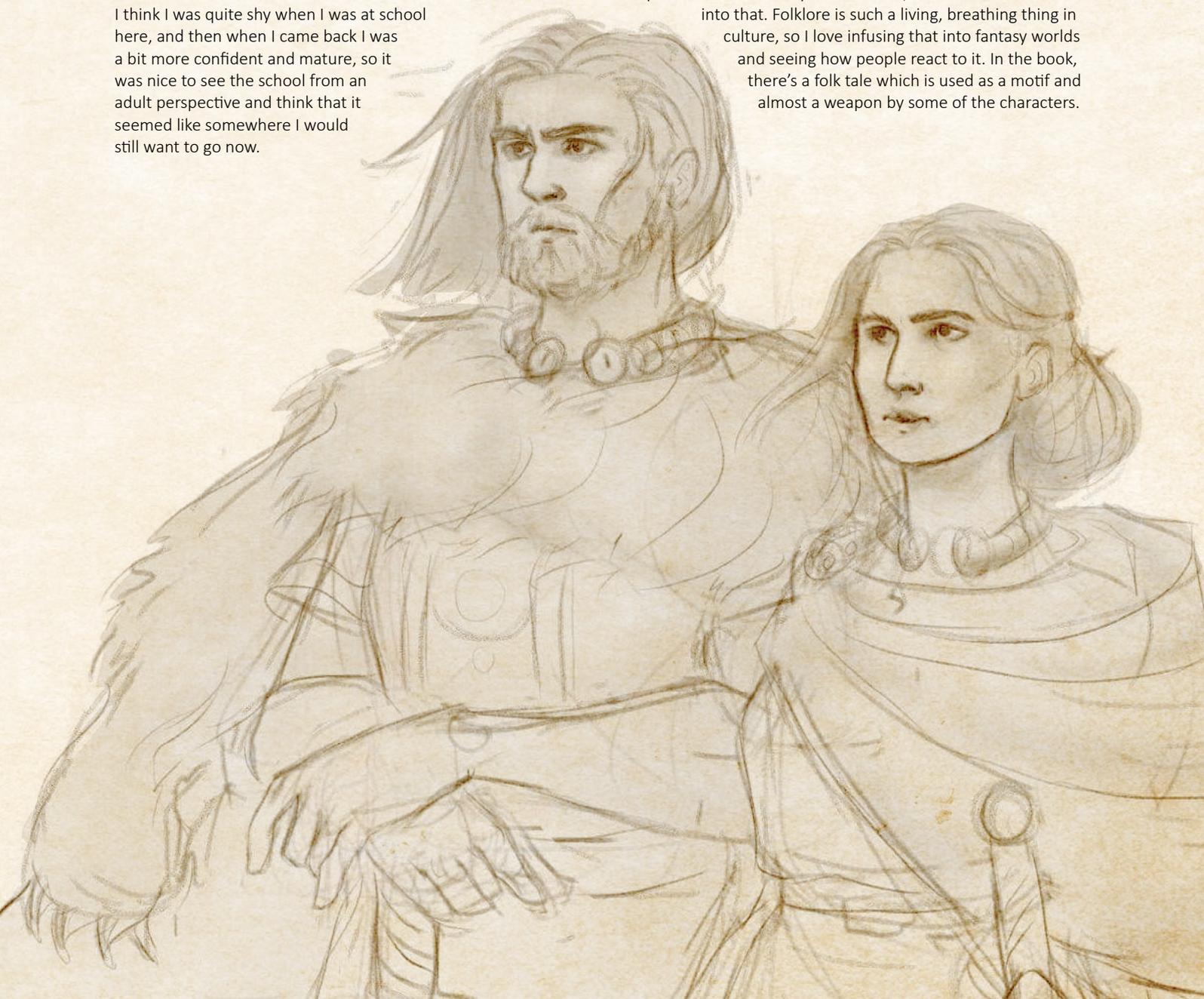
It looks like a really positive atmosphere that helps nurture whatever you want to do – whether it's science and maths or English and the arts.

Absolutely. Speaking of things you want to do, you have this book coming out which I'm sure you're very excited about. How's it felt to have that become a reality?

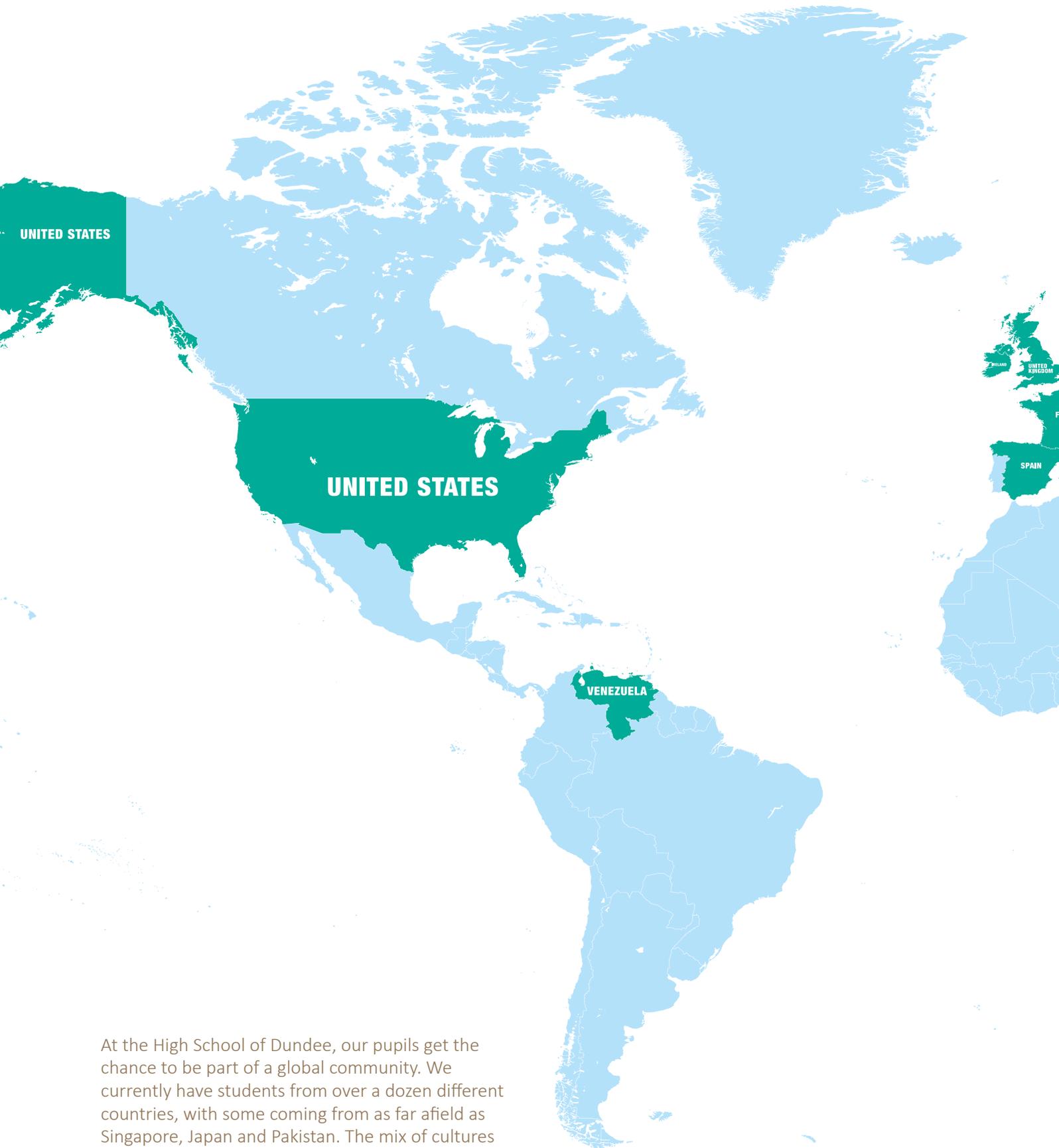
It's felt very surreal – it hasn't really sunk in yet. I've wanted to write books since I was tiny. It's something that's always been a pipe dream that I've worked towards, so it's surreal to be in the process of pulling that together. It's still quite early days – we're still going through the editing process – but it's a total dream come true.

The book is called *Song of the Stag*, right? Can you give us any indication of what it's about? Does it relate to folklore?

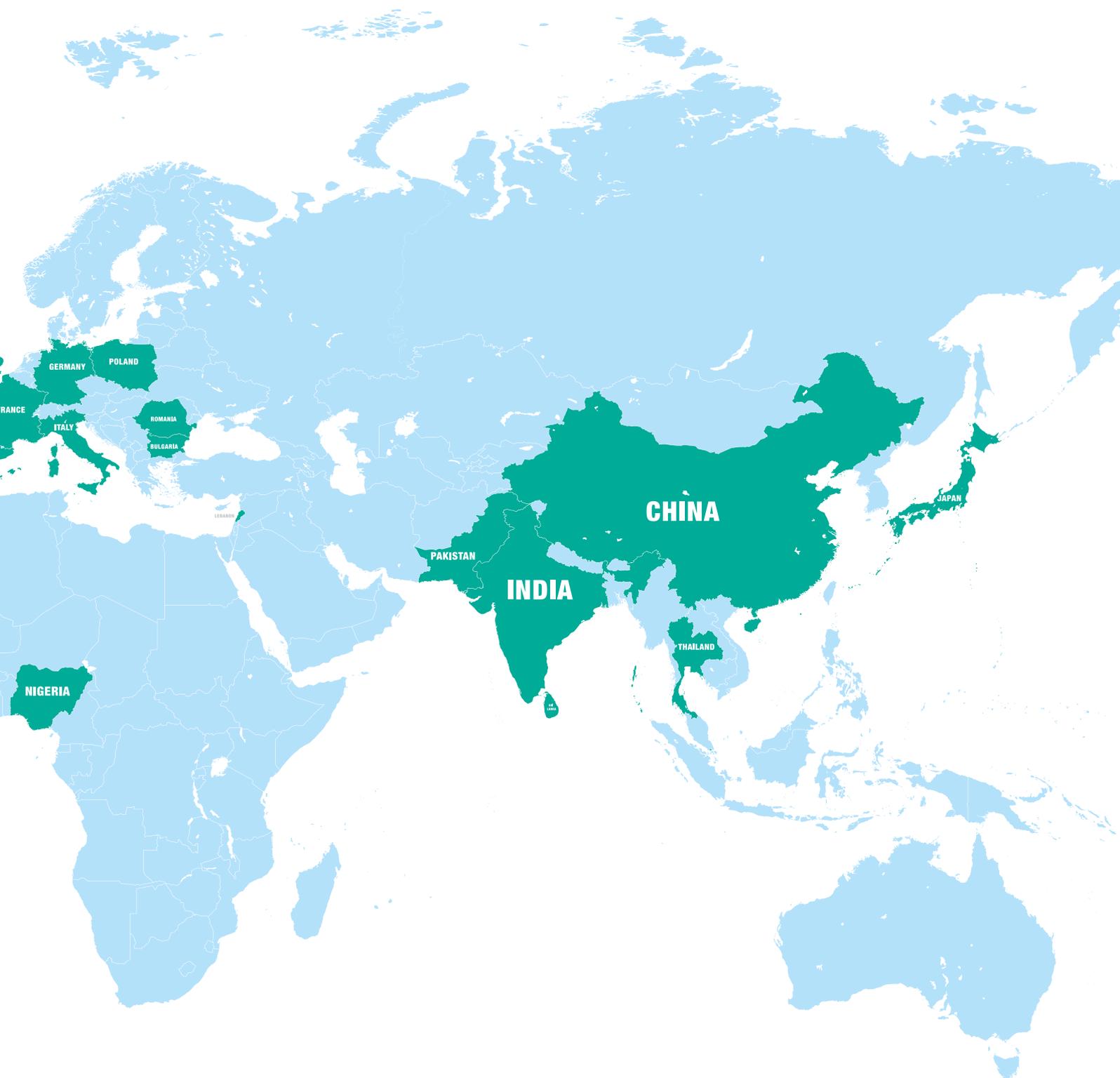
The story itself is about the power of autonomy, whether that's in a person or in a country or as a belief, and folklore is tied into that. Folklore is such a living, breathing thing in culture, so I love infusing that into fantasy worlds and seeing how people react to it. In the book, there's a folk tale which is used as a motif and almost a weapon by some of the characters.



Pupil Nationalities



At the High School of Dundee, our pupils get the chance to be part of a global community. We currently have students from over a dozen different countries, with some coming from as far afield as Singapore, Japan and Pakistan. The mix of cultures and nationalities at our school gives our pupils a chance to see beyond their own birthplace and expand their horizons.



Giulia Snodgrass: Treasured Memories



© brother and sister David Snodgrass and Lorna Harris née Snodgrass
(Louise's nephew and niece)

This profile on former pupil Giulia Snodgrass, written by current pupil Izzy Clark, was brought together after Lorna Harris, Giulia's great-niece, kindly donated her medal to the High School.

Giulia Louise Margaret Snodgrass (commonly known as Louise) was born in 1914 as the first of four children belonging to Mr & Mrs N S Snodgrass and the only girl amongst them. She attended the High School of Dundee at least through to the end of 6th year and was a member of the girls' literary society in 1930. At prize-giving in 1932, she received the Armistead Trust Prize for Dux of 3 (three!) different subjects – French, German and English. If you look at the plaques for the history of the school's prizes, you can still find her French award recorded in stone, where she's credited as "Giulia LM Snodgrass".

After graduating the High School, presumably at the top of every single class, Louise went to St Andrews University, where, in June 1936, she achieved 2nd-class honours in her MA in English Language & Literature. Clearly not done with education, she went on to do Modern History at St Andrews. Having thoroughly exhausted all viable routes of education, Louise then went into a career filled with learning – briefly as a teacher, then as a librarian, then finally as a lecturer on children's literature at Strathclyde University – until she was more than 60 years old. Louise died in 1987, nine years after retiring from Strathclyde. Thoroughly engrossed in her work, she never married.

As previously mentioned, Louise was the eldest of four siblings. She had three younger brothers, Robert, David and Nigel, all of whom also attended the High School, and served in the

army during World War 2. The eldest of the three, Robert, was vice-chair of the school's boys' literary society in 1930 when he participated in a debate over disarmament. During his time in the army, he served in Burma (modern-day Myanmar) before returning to Fife and becoming senior manager of the National Coal Board. He died in 1965 but is survived by his children David – named after Robert's brother – and Lorna.

The middle of the three Snodgrass brothers, David, won the Leng Medal for singing at the High School in 1932 – the year of his sister's graduation. However, if you've read over the school's war memorial you may have seen David's name, as he died in 1941 in Newport after returning from service, having been severely injured.

The youngest of the three, Nigel, also served in the forces during the war. Following his time in the RAF, he qualified as a veterinary surgeon. He had distinguished career, serving as President of both the Royal College of Veterinary Surgeons and of the British Veterinary Association. He died in 2001 and is survived by two sons.

A huge thank you to Mrs McGrory for helping with the research for this piece, the UK census data on *Findmypast*, and, most importantly, Lorna Harris née Snodgrass, Giulia's great-niece, who donated her Armistead Trust Prize to the school and prompted this work.



David R Snodgrass and his medal group



Giulia Snodgrass with 1931-32 Medal Group

Sheena Leadbitter: A Word from Our Foundation

Sheena Leadbitter is Chair of the High School of Dundee Foundation, leading our fundraising and keeping in touch with some of our most notable alumni. As the former Head of Early Years and having worked here for more than 30 years, Sheena knows the school inside and out. Her daughters also attended HSD, giving it a particularly special place in her heart.

Sheena, thanks for giving us a bit of your time today. As the chair of the Foundation, you probably know better than anyone else – what makes it so important?

The Foundation is the charitable wing of the school which donations come into. There is the committee, which I chair, and three trustees.

We, as trustees and the committee, are very aware that we are trusted with this money, and that it is to be spent wisely in ways which benefit the pupils.

When donations come into the school, they can either go to a restricted fund or the unrestricted fund, but both types of donations have a huge impact. They can enhance the opportunities offered by the school and the fabric of the school, which both present and future pupils benefit from.

One of the major areas supported is our Bursary Fund. In today's world, more and more families need a little help. We at the High School believe that we are part of a community, and we want to give back, so, when we have donations towards the bursary fund, we know that money will benefit a child and benefit a family. We also know that it will benefit the whole school community to have new people and fresh perspectives coming in. They bring something that's not already there.

Some supporters ask that their donation goes towards a specific part of the School and it the role of the Foundation to ensure that this request is honoured. We also receive requests from Heads of Department to the Foundation to support various projects – if the Music Department needs extra instruments, for example. When a request is made, we don't make decisions lightly, of course. There's a format, a very, very, distinct format to go through, and then a decision is made. We don't just hand it out.

Where do donations come from?

They come from lots of different people who care about the school. We get some from alumni, some from present parents and some from businesses we've been able to attract and build relationships with.

We are so grateful to these donors from all walks of life – from those who just buy a ticket when we put on an event to those who have given even more. It's very important that the donors know and are given the information about what their money is doing so we try to share information throughout the year about the impact that their donations have made across the school.

Definitely. You mentioned bursaries earlier, and I want to talk about those a little bit more. What kind of impact do these funds have on the individual pupils who receive financial support and their families?

Well, we don't know in the Foundation who gets the bursaries, but former pupils will sometimes get in touch to let us know that they had benefitted from bursary support, and they share information about where they are today.

I don't think we will ever really know the true impact, but a child's life can be changed by the opportunities we have here. They will benefit and their family will benefit.

However, it's not just the child that benefits. The school benefits too. Each family, whenever they join HSD contributes in their own special way, enhancing our own school community.

Do you think there's something about the school that makes our FPs want to keep such a close connection and support us even after they're done learning?

Yes, I do. It's not really a word I'd use, but I think people see the school as a family. They've come through the school, and they want to give back. I don't think we can teach it, but I do think that giving back is part of the ethos of the school.

Speaking on behalf of the Foundation, is there anything you'd like to say to those who have made donations to the school?

I would say, as Chair of the Foundation, I thank sincerely each and every donor who has given to the school. Be assured, your donation will enhance the experiences of present-day pupils and provide valuable opportunities for pupils of the future. Thank you all so much.



I don't think we will ever really know the true impact, but a child's life can be changed by the opportunities we have here.

Our HSD Community: Empowering Futures Together

Your donations and support in-kind reaches all areas of the school and our wider community and we are incredibly fortunate to have such a generous community of supporters making a difference to the lives of our own young people and others across the region. We also encourage use of our facilities by local groups and are keen to form more partnerships with organisations across the area.

Closer to home, as a not-for-profit school, we rely on donations to provide added-value to teaching and learning at the school and make improvements to our facilities. The new LED coloured lights across the front of the school demonstrate the power of donor support which not only allowed us to replace much needed new lighting but also allow us to stand proud in the City of Discovery and spread a little cheer at the same time.

We receive monthly donations to the school from current parents, former pupils and supporters as well as individual donations, often in response to specific appeals.

What happens to your donations?

When you make a donation you can choose to support the Bursary Fund, General Fund or a specific area of the school.

- **Bursary Fund** – ‘the gift of an education’. We are currently only able to support around 13% of families through the limited donations that have been received into the Bursary Fund this year. Given the cost-of-living crisis, it is hoped that we can encourage more donors to make a contribution to this much needed fund over the coming year.
- **General Fund** – By giving to the General Fund this allows the school to utilise these funds to the areas of greatest need.

- **Restricted Funds** – We are always happy to speak to donors who would like to see their contribution benefit a specific area of the school such as for equipment or to enhance the facilities.

How has your donation been used this year?

Here are some of the main areas where restricted funds that have been donated to the school’s Foundation have directly impacted areas of the school.

- **Music Department** – £14,000 towards the Music Instrument Fund
- **Pipe Band** – £800
- **Drama Department** – £5,000 towards improving sound equipment and costume/prop storage
- **Sports Department** – £5,000 towards improving natural play equipment and extending the Strength and Conditioning area at Mayfield
- **Chemistry, Biology, Engineering & Physics** – £9,000 to procure robotics kit for the new F2 Innovation course including microcontrollers and electronics resources.
- **Computing Science** – £1,250 to purchase DIY Programmable devices which support block programming and Python to improve programming ability, problem solving and creativity as well as purchase of a device to support our rapidly growing Esports co-curricular club and weather stations.
- **Art Department** – £9,500 for purchase of specialist art equipment.
- **Health and Food Technology** – £5,000 purchase of 60 new cooking pans and the department is investigating the possibility of a new blast freezer.





Other donations and in-kind support

With such a wide range of supporters both local and global we have been able to tap into expertise in various fields for online and in-person careers talks, mentoring and participation in various curricular programmes such as Enterprise, Design and Innovation.

We have also received donations of furniture to help us transform some of our indoor and outdoor social space areas this year and invaluable help in reupholstering seating. All of this supports to work of the pupil-led wellbeing group.

If you would like to offer advice or support in some way then please email development@highschoolofdundee.org.uk and we can put you in touch with the relevant department.

Sponsorship

We often invite sponsors through our school newsletter to reach local parents and seek wider sponsorship through our alumni and supporters networks. Sponsorship takes many forms with the main ones being sport-related and events-related.

Last year the Old Girls' Club and Old Boys' Club supported a number of activities and competitions. Many other local businesses supported the school throughout the year. For example, Clarks Bakery supported our Garden Party Bursary Fundraiser, Waracle sponsored our annual Careers Breakfast and Ion8 supported the Senior Years trip Florida.

Sports-related sponsors include:

- **Mercedes-Benz** – 1st XV Rugby Team
- **McIntosh Home Developments and Dymock Properties Ltd** – U16 Boys' Rugby Team strip sponsors
- **Specsavers Dundee** – 1st Girls' Hockey Team

We are currently seeking sponsors for post-protectors at Mayfield which provides an opportunity for all-year round advertising on the sports fields.

In addition, we are looking for major sponsors for the following upcoming events:

- FEBRUARY – 3-day Piano Festival in February
- APRIL – Spring Concert in the Caird Hall
- JUNE – Whistle Down the Wind Senior Musical
- JUNE – Sports Festival

We'd be keen to hear from anyone who would like to sponsor our teams, equipment and events so please email development@highschoolofdundee.org.uk for more information.

Partnerships and Collaboration

We also encourage use of our facilities by local groups and are keen to form more partnerships and collaboration with organisations across the area.

At present, 27,000 members of the public access school facilities on an annual basis. They visit to spectate and take part in a variety of sport and leisure activities, including Rugby, Hockey, Martial Arts, Cricket, Yoga, Cheerleading, Dance, Netball Volleyball, Football, Choral Practice, tuition, and hospitality events.

We want to establish more inter-school events in the future. In September 2022, we invited 110 pupils from Dundee schools to participate in our joint Woodwind/Brass/Percussion Day alongside 50 of our own pupils. In September 2023, we hosted 500 pupils from local schools at a Careers in Aviation and Space event on behalf of Dundee's Young Workforce.

At our Nursery we have a long-standing working relationship with Dundee and Angus College to support their students through Foundation Apprenticeships, SVQ 3 & HNC. We provide placements for students and qualified members of staff who mentor them with their course work while in the setting. We have regular meetings with the college tutors/assessors who come in to observe and assess their students.

Our pupils benefit from Dundee and Angus College Apprenticeship Programmes.

We also support local groups and events such as the West End Tennis Association, Dundee Youth Music Theatre and Dundee Eagles Junior Rugby Club.

How can you help HSD?

[To arrange a monthly, quarterly, annual or one-off gift to the Bursary Fund please click on the link here.](#)

[To arrange a monthly, quarterly, annual or one-off gift to the General Fund please click on the link here.](#)

If you would arrange a gift to a specific area of the school or to discuss other ways that you may be able to help support the school, please email development@highschoolofdundee.org.uk and we can put you in touch with the relevant department.

Charities' Support – Volunteering and Outreach

As well as raising money to support our own facilities and learning programmes, we support others through significant volunteering programmes and charity fundraisers.

We have a vibrant charitable fundraising programme which is run by the pupil-led Rotakids group in the Junior Years and Interact in the Senior Years, as well as the Staff Charities Committee. Our Nursery also gets involved in fundraising.

Each year the groups pick a number of local charities to support and organises initiatives to raise money for them.

In November the Junior Years alone raised £290 for Children in Need.

Karlene Douglas, who is the school's Charities and Community Outreach Coordinator, revealed that last year we raised almost £13,000 and this included amounts raised for local causes like the Food Train Dundee, Togs Dundee, Social Bite, Dundee Foodbank, Maggie's Dundee, Grey Lodge Settlement, Friends of the Caird Hall Organ and Dundee Dragons Wheelchair Sports Club.

Charity fundraising is embraced throughout the school, forming a core part of our co-curriculum, and helping our pupils appreciate their roles within society and their responsibility to the wider world. It's always so rewarding to see our pupils thinking of others and putting so much effort in for a range of very worthwhile local causes.

We also have a pupil-volunteering programme which sees pupils from F1-F6 (S1-S6) volunteer at various community projects on a weekly basis. All our pupils that volunteer have the opportunity to sign up to the Saltire Awards scheme which recognises the impact their volunteering hours have on the local community.

Volunteering is of paramount importance in our school; in so many ways it reflects some of the key Core Values which underpin our school, namely kindness, creativity and respectfulness. All pupils are encouraged to sign up to Volunteering and part of the role of the Charities and Community Outreach Co-ordinator is to support pupils to secure and maintain these opportunities and to help the pupils recognise the enormous impact that their volunteering has.

In 2022/23 alone, our pupils spent a total of more than 10,000 hours volunteering with a range of local organisations, clubs and charities.

We also seize opportunities to organise mass volunteering for whole year groups through our Activities Week or this year as part of the Big Help Out. This allows us to make a significant difference to local charities and projects in a single week.

Many of our staff also give their time and effort to local organisations and this serves as a fantastic inspiration to our pupils to get involved themselves.



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Free kids' glasses plus second pair half price



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Includes Specsavers single-vision lenses with a scratch-resistant treatment and UV filter. Plus, under-16s get a free NHS eye exam. Cannot be used with other offers. To the same prescription only. Offer valid until 31 March 2024. Extra Options available at an additional charge. Offer available in UK only.

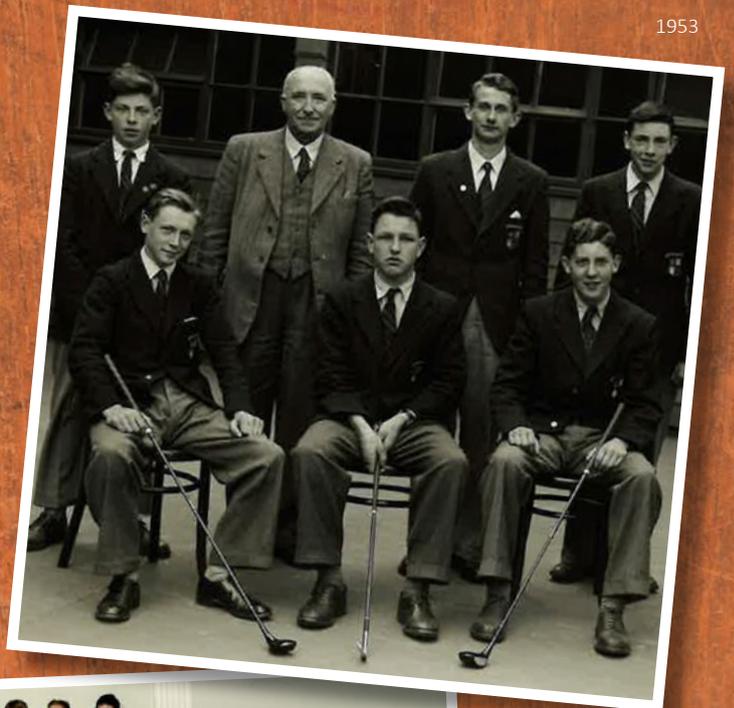
Archive



Familiar Faces?

As many of you will know, we have a long history of fundraising to enhance the school's facilities. This photo of a group of Junior pupils from December 1953 was part of a Reconstruction and Improvement Fund Appeal to create new science, geography, technical and cookery classrooms. We'd love to know if you recognise anyone from this photo. Please get in touch by emailing us at development@highschoolofdundee.org.uk.

The following photos are from our decades list, with some dating as far back as 1913. For current pupils and younger alumni, they are a glimpse at what came before. For our older FPs, they may be reminders of bygone days and old friends. Once again, if you recognise any of the faces below, we'd love to hear from you.



1953



1993

1963



1913



1983



1933



Prizegiving 2023

L5

Tie for International Recognition (Karate)
Robbie Prize for Public Speaking

Emily Harbison
Monty Parratt

L6

Academic Merit Prize

Prize for Bagpipes
Prize for Strings

Archie Bickerton; Joanna Gui; Astrid Kiddie; Siena Majumdar;
Katherine Stevenson; William Walker; Harry Wilson
Rory Ogg
Fiona Wei

L7

Academic Merit Prize

Tie for International Recognition (Karate)
Walter Smith Memorial Prize for Drama in L7 (joint)
Dr Rita Forrest Prize for Art in L7
Prize for Pipe-Band Drumming
Leng Silver Medal for Singing
Tie for International Recognition (Ice Hockey)
Elsie Dunkley Cup for Junior Snare Drum
Academic Merit Prize
Old Girls' Prize for Creative Writing in L7 (joint)
Old Girls' Prize for Piano
Stark Cup for Public Speaking
Academic Merit Prize
Old Girls' Prize for Creative Writing in L7 (joint)
Academic Merit Prize
Walter Smith Memorial Prize for Drama in L7 (joint)
Old Girls' Trophy for All-Round Ability in L7
Russell Prize for Chess
John McLennan Prize for Proxime Accessit
Hutton Prize for Environmental Studies in L7
Woodman Trophy for Mathematics in L7
E M Stewart Prize for Dux of Junior School

Shahzad Hossain-Ibrahim; Emily Mackenzie; Jai Martin;
Fraser Rowan
Rory Martin
Archie Delaney
Catherine Lauchlan
Catriona Oswald
Sophie Thomson
Alexander Christie

Elena Elassar

Aaron Oparka

Kalhan Pathak

Freddie Milne

Ian Zhou

Meera Kulathu

FORM 1

Academic Merit Prize

Tie for International Recognition (Water Polo)
Tie for International Recognition (Water Polo)
Tie for International Recognition (Water Polo)
Betty Sword Prize for Academic Improvement in Form 1
Academic Merit Prize
Tom Durrheim Quaich for Recitation in Forms 1–3
Robertson Prize for Proxime Accessit of Form 1 (joint)
Robertson Prize for Proxime Accessit of Form 1 (joint)
Alexander Mill White Prize for All-Round Ability in Form 1
Florence Whytock Memorial Prize for Dux of Form 1

Cathleen Lin; Jack Mitchell; Rosie O'Ready; Eilidh Payne;
Aswin Poudel; Diya Prasad; Arthur Rutherford; Kenny Sennuga
Eleanor Campbell
Andrew Coulson
Ksenia Mann
Sophie Clarke
Ansh Pavan

Haoqi Liu
Emily Smith
Cora Johnston

FORM 2

Academic Merit Prize

Tie for International Recognition (Water Polo)
Tie for International Recognition (Karate)
Andrew K Paton Memorial Trophy for All-Round
Sporting Ability in Form 2 Boys
Maggie Stewart Memorial Salver for All-Round
Sporting Ability in Form 2 Girls
Betty Sword Prize for Academic Improvement in Form 2
Academic Merit Prize
Neil Fraser Cup and Prize for All-Round Ability in Form 2 Boys
Academic Merit Prize
Old Boys' Club Prize for Creative Writing in Forms 1–3
Prize for All-Round Ability in Form 2 Girls
RSL Macpherson Prize for Proxime Accessit of Form 2
RSL Macpherson Prize for Dux of Form 2

Jamie Donald; Isabella Lowrie; Jonathan Nagy;
Charlotte Steuart Fotheringham; Nathan Szejewski
George Bickerton
Max Martin
Henry Dorman

India Dow

Finlay Scrimgeour
Oliver Ledlie

Antonia Schweikert

Emily Patterson

Ayanah Adam

FORM 3

Academic Merit Prize

Tie for International Recognition (Karate)
 Tie for International Recognition (Air Pistol Shooting)
 Tie for International Recognition (Choir) (re-award)
 Larg Prize for Bagpipes
 Leng Gold Medal for Singing
 Chris Rea Prize for Games in Form 3 (Boys)
 A S Drummond Prize for Public Speaking in Forms 1–3
 Academic Merit Prize
 Chris Rea Prize for Games in Form 3 (Girls)
 Tie for International Recognition (Pipe Band)
 Graeme D Robertson Quaich for Senior Snare Drum
 Pipe Band Lead Drummer's Shield
 Academic Merit Prize
 Beckingham Trophy and Chess Club Prize
 Intermediate Chess Club Trophy and Prize
 Jane Spiller Prize for Proxime Accessit of Form 3
 Dvořák Prize for Instrumental Ensemble
 Jane Spiller Prize for Dux of Form 3

FORM 4

Academic Merit Prize

Tie for International Recognition (Hockey)
 Tie for International Recognition (Orienteering)
 Dvořák Prize for Instrumental Ensemble
 David Mathers Trophy and Prize for Improvement in
 Mathematics in Forms 3–4
 Dvořák Prize for Instrumental Ensemble
 Leng Silver Medal for Singing
 Jane Ray Prize for Home Economics
 Tie for International Recognition (Choir)
 Rotary in Scotland Young Musician of the Year (Vocal)
 RSL Macpherson Prize for Proxime Accessit of Form 4
 Armitstead Trust Prize for Dux of Form 4 George Li

FORM 5

Academic Merit Prize

Tie for International Recognition (Hockey)
 Tie for International Recognition (Brass Band) (re-award)
 Tie for International Recognition (Curling)
 Tie for International Recognition (Karate) (re-award)
 Tie for International Recognition (Curling)
 Games Merit Scarf (Badminton)
 Prize for Higher Drama
 Prize for Higher Physical Education
 E M Stewart Prize for Higher English
 Spankie Quaich for Higher Engineering Science (joint)
 Caird Prize for Higher Business Management (joint)
 Isabella Hunter Award for Higher Art
 Prize for Higher Environmental Science
 Larg Prize for Guitar
 Harvard Book Prize
 Robert Biggar Prize for Higher Geography
 Prize for Higher Philosophy
 Spankie Quaich for Higher Engineering Science (joint)
 Academic Merit Prize Clara Fraser
 Prize for Higher Mandarin
 Academic Merit Prize
 Glenday Award for Higher Biology
 Tie for International Recognition (Brass Band) (re-award)
 Larg Prize for Brass
 Academic Merit Prize
 Prize for Higher Classical Studies
 Edinburgh Angus Club Prize for Higher Spanish
 Academic Merit Prize
 James Stevenson Memorial Prize for Higher French
 Dennis F Collins Prize for Higher Latin

**Georgia Berry; Emma Frullani; Nellie Luxford; Zahirah Mason;
 Lyndsey McDowall; Shan Scott; Lucy Smith**

**George Duffus
 Gemma Pattullo
 Fergus Stubbings-Tilley
 Charlie Grewar
 Matthew Jamieson
 Jack Lawson
 Nina van der Kuyl
 Lucie Johnston**

Emily Hough**Nhat Nguyen**

**Ed York
 Scott Xu**

Ben Harris; Rayyan Khan; Amy Leburn; Emily Macdonald;

**Calan Steven
 John Donald
 Chloe Grattan
 Cameron Brown
 Niamh Cumming**

**Simone Finlayson
 Zoe Loveday**

Nathan Ogston**Freya Tyson**

**Ananya Sanu
 Sophia Donald
 Tegan Ellis
 Calum Skea
 Zara Steele
 Benjamin Watson
 Callan Short
 Sarah Campbell
 Lily Christie
 Caitlin Cowie
 Fraser Hardy
 Sophia Kapelyukh
 Kirsty Leng
 James McDowall
 Alexander Milnes
 Sara Okhai
 Poppy Rawson
 Aoife Stewart
 Jacob Taylor**

Lukas Mearns**Polly Parker****Izzy Clark****Daniel Higgins**

Academic Merit Prize
 Caird Prize for Higher Business Management (joint)
 Christopher and Philip Daft Prize for Higher Physics (joint)
 Academic Merit Prize
 Irene McGrath Prize and Cambridge Gavel for
 Outstanding Contribution to Debating
 Armitstead Trust Prize for Higher Modern Studies
 Academic Merit Prize
 London Angus Association Trophy and
 G H Philip Prize for Public Speaking in Forms 4–6
 Edinburgh Angus Club Prize for Higher History
 Academic Merit Prize
 J B Meiklejohn Prize for Higher Mathematics
 Graeme Matheson-Bruce Prize for Higher Music
 Christopher and Philip Daft Prize for Higher Physics (joint)
 Edinburgh Angus Club Prize for Higher Economics
 Caroline S Low Memorial Prize for
 Proxime Accessit of Form 5 (joint)
 Larg Prize for Piano
 Edinburgh Angus Club Prize for Higher Computing Science
 James Stevenson Memorial Prize for Higher German
 Caroline S Low Memorial Prize for
 Proxime Accessit of Form 5 (joint)
 Sandy Wardlaw Memorial Trophy and Book Prize for
 Higher Chemistry
 Dennis J Paterson Prize for Dux of Form 5
 Form 6 Leaver Award

Duke of Edinburgh Gold Award
 Form 6 Leaver Award
 Duke of Edinburgh Gold Award
 Form 6 Leaver Award
 Bain Prize and Dr John M Morgan Prize for
 Outstanding Service to School
 Form 6 Leaver Award
 Armitstead Trust Prize for Dux in English
 Form 6 Leaver Award
 Duke of Edinburgh Gold Award
 Form 6 Leaver Award
 Duke of Edinburgh Gold Award Theo
 Form 6 Leaver Award
 Joyce Hunter Cup for Commitment to School Hockey
 Form 6 Leaver Award
 Bain Prize and Dr John M Morgan Prize for
 Outstanding Service to School
 Form 6 Leaver Award
 Bain Prize and Dr John M Morgan Prize for
 Outstanding Service to School
 Form 6 Leaver Award
 Bain Prize and Dr John M Morgan Prize for
 Outstanding Service to School
 Form 6 Leaver Award
 Prize for Dux in Physical Education
 Form 6 Leaver Award
 Bain Prize and Dr John M Morgan Prize for
 Outstanding Service to School
 Form 6 Leaver Award
 Duke of Edinburgh Gold Award
 Form 6 Leaver Award

Kaile Liu

Ruby McIntee

India Simpson

Hugh Docherty

Ava Newton

Christopher Scott

Neil Bhat

**Nairn Addison; Rishabh Akula; Alistair Binnie; Daniella Bruce;
 Joseph Campbell-Rodger; David Cargill; Muzzamil Chohan; Alistair
 Clark; Angus Clark; Thea Clifford; Sally Connolly; Olivia Cotton;
 Samrat De Chatterjee; Esther Douglas; Ruairidh Edmond; Hamish
 Forrester; Madeline Fraser; Lois Freeman; Roxy Hill; Parisa Hossain-
 Ibrahim; Alex Hough; Ahmed Ikram; Phoebe Jennings; Hannah
 Marnie; Isabella McDonald; Hayley McWalter; Zac Neser; Zamin
 Okhai; Helen Olver; Louisa Pritchard; Grace Purdie; William Ramsay;
 Ellie Reid; Callum Robertson; Mairi Robertson; Dexter Samani;
 Abdurrehman Shammas; Jacob Shaw; Lewis Simpson; Lachlan
 Smith; Levana Starkey; Annan Stuart; Rory Stuart; Sebastian Stuart;
 Suzie Sturrock; Robert Taylor; Jamie Tonks; Harriet Vincent; Josh
 Wallace
 Conor Arbuckle**

Grace Berry

Kirsty Bett

Rebecca Bonnyman

Kate Dalglish

Ellis-Morton

Fraser Gray

Cameron Houston

Milly Houstoun

Iona Kennedy

Hannah Mackland

Maishah Mason

Amy Paterson

Dott Memorial Prize for Dux in Music
Form 6 Leaver Award
Duke of Edinburgh Gold Award
Form 6 Leaver Award
Bain Prize and Dr John M Morgan Prize for
Outstanding Service to School
Form 6 Leaver Award
Prize for Dux in Classical Studies
Form 6 Leaver Award
William Laird Prize for Scottish Studies
(Geography) (joint)
Form 6 Leaver Award
Duke of Edinburgh Gold Award
Form 6 Leaver Award
Sibbald Prize for Dux in Geography
Form 6 Leaver Award
Tie for International Recognition (Hockey)
Mhairi Henderson Cup and Prize for
Outstanding Performance in Physical Education (Girls)
Form 6 Leaver Award
Bain Prize and Dr John M Morgan Prize for
Outstanding Service to School
William Laird Prize for Scottish Studies (Geography) (joint)
Form 6 Leaver Award
Duke of Edinburgh Gold Award
Larg Prize for Pipe-Band Drumming
Form 6 Leaver Award
Monifieth and Dundee Rotary Young
Musician of the Year (Vocal)
Larg Prize for Voice
Form 6 Leaver Award
Tie for International Recognition (Hockey)
Dallas Allardice Cup and Prize for
Outstanding Performance in Physical Education (Boys)
Form 6 Leaver Award
Bain Prize and Dr John M Morgan Prize for
Outstanding Service to School
Tom Durrheim Memorial Prize for Burns' poetry
Form 6 Leaver
Bain Prize and Dr John M Morgan Prize for
Outstanding Service to School
Pipe Major's Shield
Form 6 Leaver Award
Duke of Edinburgh Gold Award
William Laird Prize for Scottish Studies (Literature)
Form 6 Leaver Award
Bain Prize and Dr John M Morgan Prize for
Outstanding Service to School
High School Quaich for Best All-Round Instrumentalist
Form 6 Leaver Award
Duke of Edinburgh Gold Award
Gannochy Award for Senior Tenor Drumming
Form 6 Leaver Award
Bain Prize and Dr John M Morgan Prize for
Outstanding Service to School
Block Prize for Creative Writing in Forms 4–6
Form 6 Leaver Award
Armitstead Trust Prize for Dux in French
Eiko Takahashi Prize for Excellence in Modern Languages
Form 6 Leaver Award
Bain Prize and Dr John M Morgan Prize for
Outstanding Service to School
Duke of Edinburgh Gold Award
Form 6 Leaver Award
Bain Prize and Dr John M Morgan Prize for
Outstanding Service to School
Duke of Edinburgh Gold Award
Form 6 Leaver Award

Jonah Phillipson-Masters

Bella Porter

Corinna Rodger

Rohan Seenarine

Isobel Skinner

Gregor Tyson

Isla Watson

Alex Bayne

Lucy Clarke

Emma Gilchrist

Cassie Greig

Ollie Hall

Martin Kelly

Alastair Leonard

Eve MacCallum

Cameron Maclean

Olivia Patrick

Martha Reeves

Alix Saddler

Jack Sandilands

Scott Smith

W E Crichton Prize for Dux in Economics	Zara Taylor
Dott Memorial Prize for Dux in Mathematics	
Form 6 Leaver Award	
Bain Prize and Dr John M Morgan Prize for Outstanding Service to School	Hamish Will
Duke of Edinburgh Gold Award	
Form 6 Leaver Award	
Tie for International Recognition (Water Polo) (re-award)	Anna Campbell
Games Merit Scarf (Water Polo)	
Bain Prize and Dr John M Morgan Prize for Outstanding Service to School	
Form 6 Leaver Award	
Tie for International Recognition (Orchestra)	Kirsty Elgin
Bain Prize and Dr John M Morgan Prize for Outstanding Service to School	
Southgate Prize for Musical Ensemble	
Form 6 Leaver Award	
Bain Prize and Dr John M Morgan Prize for Outstanding Service to School	Chloe Samson
Duke of Edinburgh Gold Award	
P Gordon Grant Trophy for Contribution to School Sport	
Form 6 Leaver Award	
Bain Prize and Dr John M Morgan Prize for Outstanding Service to School	Naomi Sibson
Duke of Edinburgh Gold Award	
Southgate Prize for Musical Ensemble	
Form 6 Leaver Award	
Duke of Edinburgh Gold Award	Jan van der Kuyl
Lyle Cup for Senior Piping	
Simon Newton Memorial Trophy for Commitment in Music and Sport	
Form 6 Leaver Award	
Frank Young Prize for Excellence in Natural Science	Jinken Li
William More Prize for Dux in Applied Mathematics (joint)	
Brian McNeill Prize for Dux in Biology	
T S Murray Prize for Dux in Chemistry	
Form 6 Leaver Award	
Bain Prize and Dr John M Morgan Prize for Outstanding Service to School	Andrew Loveday
Duke of Edinburgh Gold Award	
J Torrington Bell Prize for Dux in Art	
Graeme Adamson Prize for Dux in Drama	
Form 6 Leaver Award	
Tie for International Recognition (Hockey)	Archie Macdonald
Duke of Edinburgh Gold Award	
W E Crichton Prize for Dux in Computing Science	
Jacuk Prize for Dux in Physics	
Bain Prize and Dr John M Morgan Prize for Outstanding Service to School	Jessica Chen
Larg Prize for Strings	
Southgate Prize for Musical Ensemble	
William More Prize for Dux in Applied Mathematics (joint) Prize for Dux in Mandarin	
Form 6 Leaver Award	
Bain Prize and Dr John M Morgan Prize for Outstanding Service to School	Sahar Jafferbhoy
Sir John Leng Trust Prize for Dux in History	
William Laird Prize for Scottish Studies (History)	
John Robertson Prize for Journalism	
Edinburgh Angus Club Prize for Dux in Modern Studies	
Form 6 Leaver Award	
Rector's Prize for Deputy Head of School	Hannah Mackland
Rector's Prize for Deputy Head of School	Zara Taylor
Erskine Prize for Head of School	Ollie Hall
Lowson Prize for Head of School	Jan van der Kuyl
Vannet Prize for Proxime Accessit (joint)	Archie Macdonald
Vannet Prize for Proxime Accessit (joint)	Zara Taylor
Harris Gold Medal and David Gray Book for Dux of School	Prize Jinken Li

A history of named prizes in the High School of Dundee Annual List is available here: www.highschoolofdundee.org.uk/history_of_prizes

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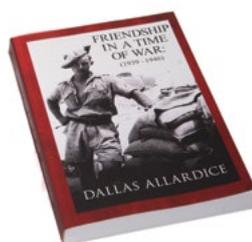
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A photograph of three children running happily on a city street. In the foreground, a young girl on the left is wearing a white shirt, a blue and yellow striped tie, and a dark blue and yellow plaid dress over black tights and black shoes. To her right, a young boy is wearing a dark blue zip-up jacket with a crest on the chest, dark blue shorts, and purple sneakers with grey socks. In the background, another child is partially visible. The street has a pink carpet-like surface in the foreground.

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Mon 19th to Fri 23rd Feb 2024

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