



DHSB MAGAZINE

2019

03. THE EDITORS' WELCOME
04. THE HEADTEACHER'S UPDATE
05. SCHOOL CAPTAIN'S ADDRESS
06. THE ADDAMS FAMILY
07. CLIMATE PRESSURE
08. PHYSICS SOCIETY
09. THE LEARNING COMMONS
10. ARTWORK
12. CREATIVE WRITING
14. AS OTHERS SEE US- INTERNATIONAL LINKS
15. UP THE CREEK - SCHOOL HISTORY
16. SPORTS UPDATE
17. ARTWORK
18. INSPIRE 2 INVOLVE
19. OBITUARY

Cover Image: Reuben Jones

THE EDITORS' WELCOME

Coretta Scott King once said that the greatness of community is measured by the compassionate actions of its members. At DHSB, the spirit of community and compassion is present in everything that we do; King's words were constantly on our minds during the creation of this magazine in the aim of doing justice for the astounding amount of achievement at DHSB this year. With this in mind, we decided that to celebrate the work of the DHSB community we would centre this year's edition of the school magazine around the theme of responsibility.

In terms of academic achievement, Mr Roberts wrote in the first Head's Blog of this academic year that *'our results, in all the key headline measures, have increased to our highest ever'*. This is a credit not only to the school but to the students and also to the amazing teachers that inspire us everyday. Together, we continue to prove that, at DHSB, *'Everyone Succeeds'*.

In other news, 2019 has seen an impressive amount of student leadership and participation as we continue to show the immense amount of talent and skill that the school harbours.

When putting this magazine together, we thought long and hard about we could best capture the spirit of community and responsibility. Of course, we couldn't include everything, and so we have tried to include a diverse range of content to show excellence in every facet of daily life at DHSB. There are also, however, a few articles of general interest for you to enjoy as well.

We have thoroughly enjoyed the process of creating this magazine and we hope that you enjoy reading it as much as we have.

Finally, we would like to thank all the amazing staff and students who contributed, to Mr Davis and Mrs Nicholson for their support, and to Mr Roberts for giving us the opportunity to create this magazine.

PRORSUM SEMPER HONESTE

The Editorial Team



Starting from left to right:

James Boyce-

Editor and Marketing Director

Joseph Watkinson-

Editor-in-Chief and Designer

Reuben Jones-

Editor and Technical Director

Henry Parker-

Editor and Marketing Assistant

THE HEADTEACHER'S UPDATE

Welcome to our fantastic school magazine created and published by our students. Every year they never fail to surprise us with a wonderful magazine, they demonstrate their talent by leading on the writing and publication of this all on their own. Like each year this edition is packed full of interesting insights and updates about what has been happening at DHSB over the last year, I hope you enjoy taking the time to read through it.

The DHSB community has been working immensely hard to develop and embed our culture of excellence. All of us, students and staff, are aiming towards our goal of ensuring that *'Everyone Succeeds'*.

Our young people continually surprise me in just how resourceful, resilient and determined they can be if they employ their energy and mind. All young people have great potential to make a difference and have a positive influence on their schools and the wider communities but they can only do this if they are given the conditions to flourish and to be nurtured in a culture that empowers young people to take risks and make a difference to others. This is even more effective when they feel confident to lead initiatives or even better create the opportunities or identify the problems that need fixing themselves. At DHSB, I am proud that as a community we are extremely open, approachable and supportive of students. We support a culture of improvement and making a positive impact, and as a result our students have the confidence to come forward and take the initiative.

In the last year we have seen many more of our students take the lead in our partnership work supporting other young people in other schools such as local primary schools, secondary schools and other schools through our international partnerships. A wonderful example of this is the 'DHSB play in a Week', our staff and some of our students worked on a special collaboration with the Theatre Royal Plymouth, when young children from primary schools in Devonport and Stonehouse developed and performed a play during half term and then showcased this in a final performance to their families and the wider community. We are extremely proud of the personal development of the young people that were engaged in this performance and the positive impact that it will no doubt make on them as they grow older.

There are so many more examples of partnerships like this; I encourage you to keep updated more regularly through our website and in particular please read my weekly Head's Blog and the school's Twitter feed (@DHSBoys) for updates during the year.

PRORSUM SEMPER HONESTE

Dan Roberts
Headteacher



SCHOOL CAPTAIN'S ADDRESS

*'Is your glass half empty or half full?
I think I'm grateful to have a glass.'*

— The Boy, the Mole, the Fox and the Horse, Charlie Mackesy

This question has stuck with me throughout this year as I reflect on my journey as School Captain. Devonport High School for Boys does not become a great teaching institution without a compelling vision, inspiring leadership and cohesive team working from dedicated staff. This year has allowed me to give back to the school and enabled us to help other students to achieve their potential; be it academic, vocational, sports or life skills. Every moment of this journey has been incredible; I soon realised that simply being grateful for having a glass to fill with opportunity is important, because, without it, half of anything wouldn't matter.

I find it difficult to put into words how phenomenal this year has been. At the start of the year, we advocated on supporting a growth mindset, strength through diversity, and cultivating an environment of community, criticality and collegiality.

As the largest team ever of over 160 Prefects and Captains, we have achieved this through 20+ events and more than 3,000 hours to the school through lunchtime duties. It has been a privilege to lead such an incredible bunch of highly talented, intelligent and inspiring people; I have watched so many of them flourish over our time at DHSB. I hope that they continue to spread positivity and inspire others as they have done to the lower years. Their dedication to always go the extra mile has been admirable and unyielding, ranging from the tea sommeliers at parents' evenings to incredible charity events supporting local and international projects raising a total of over £5,000 raised for 18 different charities; ranging from Maranatha Care supporting South African Orphans to Cancer Research UK supporting leading clinical advancements. In December, together with the House Captains, we raised significant funds in our first ever christmas charity week for the Bristol Children's Hospital and St Luke's Hospice. I would like to take this opportunity to thank them all for their excess of commitment, dedication and passion to the game.

In April, I was given the opportunity to travel to Brussels with a team of House Captains to co-lead on Project Emise with our partnership school from the Czech Republic. Collaborating with our keen-minded year 13 students, we built our own light meter using the software Raspberry Pi which enabled us to collect data around Plymouth. Together we visited the European Parliament complex and presented our research on the effects of light pollution to a MEP inside the Czech Republic Embassy.

In the summer, I launched the DHSB One Tree Planted Project intending to work with the lower school to promote global reforestation and sustainability, as well as planting a tree for every student at DHSB. On World Earth Day, we planted a Liquidambar styraciflua tree on the school's main drive to commemorate our pledge as a green school; we also held fundraising activities and a 'Wear Green' mufti day. In total we raised the second-highest amount of donations globally, surpassing our goal by planting over 1500 trees in Costa Rica and sequestering over 30,000KG of carbon dioxide. It has really shown me that each one of us can really make a difference.

Lastly, I would like to thank the Leadership Group and staff for their unyielding support this year. This role has been a rollercoaster packed with memorable challenges as well as pride, excitement and trepidation. A special thanks to mentors Mr Roberts and Ms Davidson who have believed in me from the moment I pinned the badge to my blazer. It is now time to pass on the baton to Joseph Watkinson; I have every confidence in him and his team and I know the new year will be filled with success and opportunity.

This year has taught me to be grateful, to choose a path that puts living fully in this moment at the centre of everything. I think 'great fullness' is about understanding that in each and every moment that we show gratitude, kindness and appreciation, we succeed in creating a life that truly hovers resplendently at the brim.

Be grateful for every second of every day that you get to spend with the people you love because, in the fullness of time, it is all about the glass, not what is in it.

Tobias Leung

Tobias Leung
School Captain
2018-2019



THE ADDAMS FAMILY

Another year and another fantastic school production. This year, Mr Norris and Mr Newton have worked their magic on a musical about the Addams Family. School plays are always great opportunities for student and staff to display their talent and this year they have surpassed themselves.

Firstly, huge praise has to be given to the cast. I would like to give special praise to Connor Webster, who was amazing as the family patriarch Gomez, as was Emily Casey, who perfectly captured the incisive and subtle Morticia Addams. They were, in turn, supported by many other star performances.

Of course, an achievement like this does not just happen. Months of hard work and effort from the cast, backstage team, school band, and the teachers were all essential in creating this amazing show. I would like to extend a special thanks to the girls from DHSG and Notre Dame for taking part and making the show possible. Of course, a big thank you must be given to Mr Norris, Mrs Witchell, and Mr Newton for the immense effort, time, and care they put into the show and their unwavering support to everyone involved.

Joseph Watkinson & Ellie Coles
Year 12

Photography by Sarah Nicholson



CLIMATE PRESSURE

One of the school's aims this year has been to raise awareness of environmental issues and also to empower students by doing so. This has been a huge success.

Starting with the One Tree Planted project before the summer, the school has made an impressive contribution to becoming a greener school. Another of the most exciting projects we have started is our aim to become a Green Flag certified eco-school: a prestigious accolade that we can use to not only educate DHSB students about the environment but also to influence schools across the region as well.

This year has also seen a great deal of climate activism and whilst DHSB students did not walk out of classrooms, a group of year 12 students did decide to set up a cross-party pressure group, Students Vs Extinction, to help empower students into having a say on one of the most important issues of our time. The first campaign the group led was to create an 'Amazon mosaic' (pictured right) to act as a mandate for legislation to tackle the climate crisis. It is a testament to the our students that, over a two week campaign, the group received over 170 images of students next to (or hugging) trees. Furthermore, Students Vs Extinction gained recognition for their efforts from Tudor Evans, Luke Pollard, and Rebecca Smith, who mentioned the group in the media around this year's Conservative Party Conference.

To conclude, the school's journey to becoming an eco school may only have just begun, but from charitable events to cross-party campaigns it is safe to say that students have taken responsibility in standing up for an issue that they are passionate about.



Tobias Leung and his team planting the Liquidambar styraciflua tree on World Earth Day.



Reuben Jones
SVExtinction
Member



PHYSICS SOCIETY

There is not a better example of students taking responsibility for their learning than in the Physics Society held after school every week. Although the hour is facilitated by the physics department, it is run by the students - namely the departing physics ambassadors: Som Bagchi, Felix Wood, Freya Moxham, and George Westmore.

Students will regularly put themselves forwards to host a talk on a part of physics that they have researched and wish to relay to the rest of the group, prompting further discourse in the group about layers of physics beyond what is taught in the GCSE and A level syllabi. Such as a look at quantum physics; gravitational waves and the development of rockets through time.

On occasion, former DHSB students have returned in order to talk to the group about where their career in physics (and other related sciences) has led them. It allows the year 12 and 13 students to have a window into where they may like to go after they leave DHSB. But at physics society there is no exclusivity when it comes to your year group - currently there is a year 11 student who also attends the weekly talks.

On the other hand, the support of physics society does not end with DHSB. Through isaacphysics.com students are able to enter into the Senior Physics Challenge; a program which involves a summer school course at Cambridge University for year 12 students at the end of June. This brilliant opportunity to show your worth to a university is made possible due to the support provided by physics society.

It is an environment where students are all on a level playing field and are made comfortable to contribute anything they have to offer. Asking questions is encouraged so that when each session ends, there is a guarantee that we have all learnt something and have taken responsibility for that learning.

Henry Parker
Year 12



THE LEARNING COMMONS

The Learning Commons is a unique space within our school, one which has technology and education at its core. It houses a wonderful selection of books and is a creative and innovative space for all of us at DHSB to enjoy. A space like this is essential in a modern school whose students will leave to join an ever evolving, ever more technological workforce.

The main driver for the space since its inception has been the mobile, adaptable and collaborative Chromebook. These devices have taken centre stage in education due to their durability, speed and their focus on educational apps that just work.

Chromebooks are a tool for discovery, creativity and collaboration and can open new doors for learning in the 21st century. In order for us to help all staff and students get the most out of these devices, we have a team of Digital Leaders; these are students who take on the role of the IT help desk staff and are able to have technical support tickets assigned to them. They are an amazing resource for the school, saving time and allowing technical staff to concentrate on infrastructure issues. Our digital leaders are available to run the theatre lighting desk, set up for assemblies, lead Code Club sessions and produce graphics/informatics for departments across the school, to name only a few. Some of the team, are also e-safety ambassadors and run workshops around relevant issues. All the students involved show fantastic problem solving and creative thinking skills, whilst learning invaluable skills such as leadership and teamwork.



The Learning Commons though, also reflects the technological world and is currently going through an update. The space downstairs has been transformed from a passive one into an immersive one. We have 12 Raspberry Pis, all of which have their GPIO pins exposed so that students can experiment and tinker with a range of add ons such as: infrared and temperature sensors, LED lights, motors and even work with programming sound using the Sonic Pi software. There are micro:bits, small robots and random household objects - all designed to inspire creativity and hopefully will empower students, helping them to shift from being passive consumers of information and products to active creators and innovators. As Martinez and Stager (2013) assert, "Making lets you take control of your life, be more active, and be responsible for your own learning".

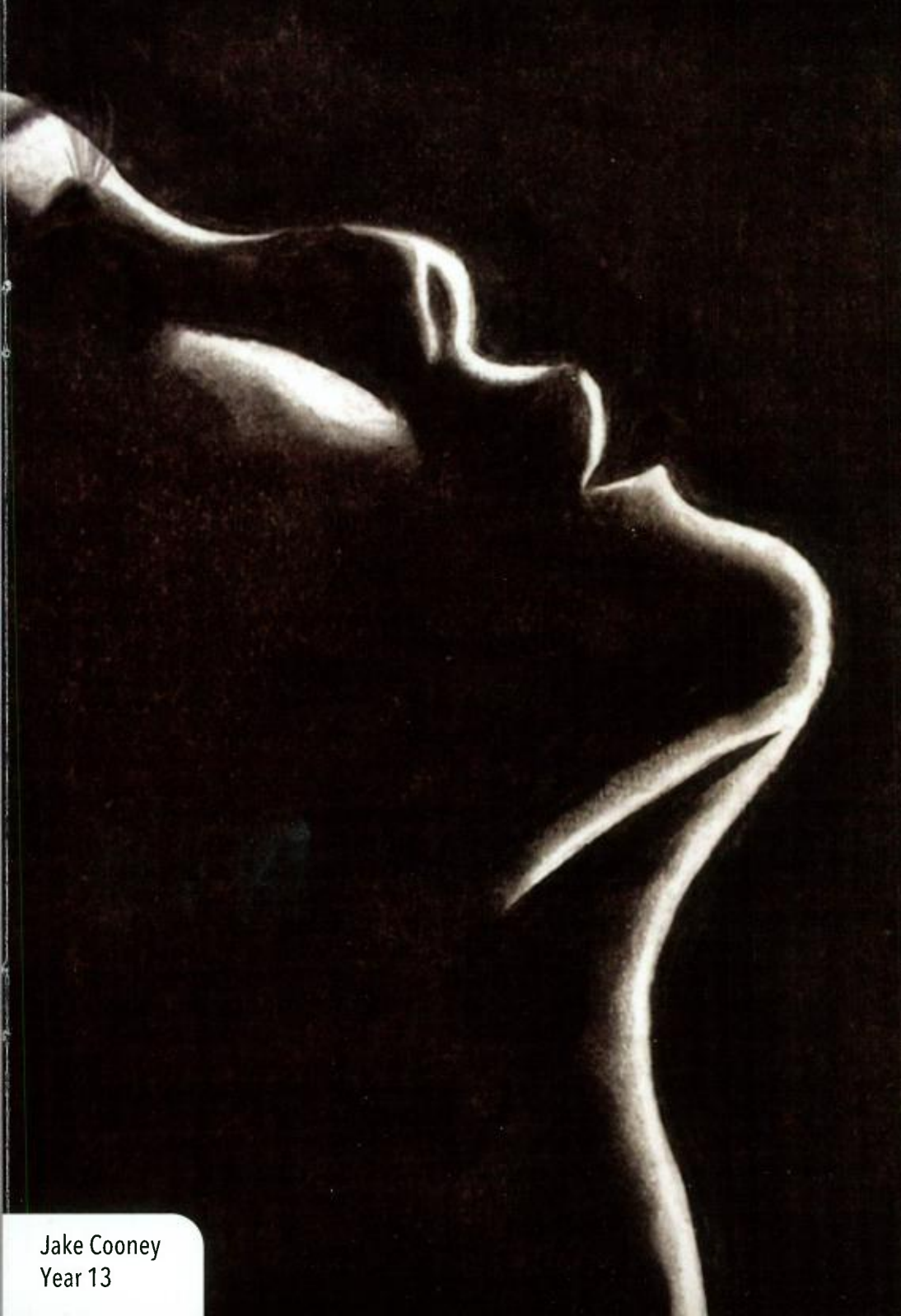
Currently, the makerspace is open for Year 7 and 8 to experience via an after school club, but we will be opening our offer out to all students in the New Year... Watch this [maker] space.

Claire Buckler
Director of the
Learning Commons





Jessica Gould
Year 13 (2018)



Jake Cooney
Year 13

CREATIVE WRITING

Atlantis (*Beginning*)

Atlantis was lost for a reason, but there weren't any tales to tell us that. The quest for knowledge always fuelled mankind, I guess it fuelled us to extinction. I must start this story with an apology, for what happened and what will... I had never planned for this; we never thought it would come to this. I must tell you now why the children of tomorrow won't go to school, or get a chance to vote- because they probably won't even get a chance to live. This is a sad tale, so look away, and don't ever come back.

Somehow I have managed to retain your attention which means you're either incredibly brave or as stupid as I was. I tell you this story in an odd manner, it will be fragmented and jumbled, so that it makes sense. It didn't to us.

About two months ago, an archeological dig had uncovered something massive. The mother of all discoveries, but it was also the harbinger of death. On the coast of Greece, or what was left of it, a beach clean lead to a startling discovery. The head of Alta (the queen of Atlantis) was found in Greece! This caught the eye of myself and others like the famous Rafe and Grey Hathaway and also Amy Kyne. What was once a race between us slowly became a joint man hunt (or city-hunt).

Now I'll tell you how it made its way to Greece. Once we were in the city (which we found and I'll explain later) there was a huge (and I mean gigantic) hole in the dome covering top and sides. Using our keen skills of inference and deduction, or at least Kyne's, we figured out that the water pressure had blown a hole, allowing water to flood in and shatter the hollow, clay and once marvellous statue. The head flew to the surface and the current swept it away like a crane would move a bag of feathers. That's how we got in - we followed the current.

Let's go back again, though, to that beach clean, we continued to dig around the head but to no avail. There was still hope though, other beaches may have more to uncover, and they did.

We went to Australia and found blueprints for a dome, large enough to cover England and strong enough to withstand great pressure. Not enough pressure though, unfortunately. The text of the blueprints was in multiple foreign languages, only some of which Rafe and Grey Hathaway knew. It was like a giant effort from the entire globe to sink Atlantis. But why make a dome to protect it, and why were there no records what so ever?

Rudi Gibbs

Year 9

The Tribe of the Moon

I lay unconscious; recalling my dark pat on the cold, hard ground. Like forked tongues, the flames licked the effigy and the blaze burned brightly. This was the night, the night of the transformation- the clear night sky which housed twinkling stars and a bright full moon strengthening our tribe. We had been given a gift or a curse as some see it by Artena; the divine of hunting and our saviour. She was our creator and we were made to fill out her orders every full moon.

'Shall we begin?'
said our tribal elder as she lit her torch.

She was Sabrina. She had long wavy black hair and beautiful emerald eyes which sparkled like gemstones. Sabrina was at the top of the hierarchy of our tribe; she was the most spiritual and our tribe survives only divine grace.

'Yes we shall'
proclaimed our chief.

Our chief had mundane, grey eyes and was merely a puppet of Sabrina. She pulled the strings and we followed her despite knowing how corrupt our tribe was.

The pain. Our bones were reshaping into our new form in order to access our gift. Everything good comes to an end and I fell and I hit the cold, hard floor. I had transformed into a wolf.

My vision blurry, I lay still peaceful until suddenly I focused and saw figures towering over me. I didn't make it to the second transformation ceremony transforming us back into humans: I was stuck as a wolf.

As soon as I woke up, I just as soon felt the torpor of the dart taking its toll on me again and I became unconscious again. When I regained consciousness, I was in a building; my cage was old and rusty. I was in a whole room of wolves. I turned to my left and she spoke to me.

"Hello newcomer; welcome to the end," she said sadly and without hope.

'What do you mean the end?' he said frantically.

Angus Kerr
Year 9

AS OTHERS SEE US

'Oh, would some power give us the gift to see ourselves as others see us!'

With these words, Robert Burns encapsulated the idea that through understanding others we can better understand ourselves. With this in mind, Mr Berryman recently travelled to China as part of an international links project. Here is his report:

I was extremely lucky to be invited to China last week to attend the British Council seminar as part of the Chinese exchange programme. Claire Jones (Deputy Headteacher) Marine Academy Primary and I attended the seminar in Kunming Province China. The British Council are looking for British schools to link with schools in China to raise the aspirations of disadvantaged students. The project will be based around a cultural exchange trip working on a project with our link school No.24 Kunming Middle School and MAP.

Whilst in China I signed an agreement to secure the funding for this project to happen. We will be organising an opportunity to take students and teachers out to China before May 2020. The students and teachers will visit our partner school. Upon returning to the UK students will then present the project and work alongside MAP primary on shared media activity.

This trip will then be reciprocated by our Chinese partners and we will welcome/host their students here at both DHSB and MAP. We will also be building in activities within our curriculum so that the whole school is aware of the link partnership and I hope this will be the basis of a long term relationship where we can secure funding to allow more students and teachers to visit our partners in China.

Global awareness and becoming internationally aware of different cultures is an important part of shaping and developing our students here at DHSB. As this project develops I will be reporting on the basis of the project and sharing our exciting news as the project unfolds. I am looking forward to our students and MAP students having the opportunity to collaborate on such an exciting project

Nick Berryman
Assistant Head



UP THE CREEK

If walls could talk, the buildings of DHSB would have quite a story to tell. Walking through the school site now; the sounds of teachers and students wafting through the corridors and the gentle rustling of the trees, it is hard to imagine the site during its original use as a military hospital.

The story of the school site began on 30th May 1795 when two fields were leased for 99 years so that a military hospital could be constructed on the land. The site was likely to have been chosen for its proximity to Stonehouse Creek, the purpose of which would be to transport patients by boat to the hospital and allow patients to breathe in the sea air (which at the time was believed to have healing properties). Furthermore, built in an elegant and simple Georgian style, the buildings would have been at the cutting edge of hospital design in the late 1700s. Inspired by the French 'pavilion' design, the light and generous wards (measuring 60ft by 24ft) were cross-ventilated by internal windows in an attempt to provide light and fresh air to patients. On top of this, the blocks were linked by an arcade and balcony so that patients on the first and second floors could quickly access the outdoors.

In the 1860s, E block was added and the arcade was extended to its current length of around 180 yards: thus completing the military hospital site (which can be seen in the image below).

The next major change to the school site came on Thursday 15th June 1933 when the site was sold to the Local Education Authority who converted it into four schools: each occupying one of the blocks. To accomplish this, the city architect's office was tasked with designing a rendered extension to each of the blocks; the different sizes and shapes of these extensions responded to the needs of the different schools. Finally, after a brief period during World War 2 (in which the site was again used as a hospital), DHSB moved into C, D, and E blocks in 1945.

So, if the walls could talk, what would they say? Would they speak of the cries of the patients or would they speak wisely of all that they have learned through the site's use as a home to education? This, I leave for to you to decide.

Joseph Watkinson
School Captain



I would like to thank Mr Mitchell for providing this image and Christopher Munson, whose research I used to write this article.

SPORTS UPDATE



Well done to all the runners in the Plymouth Schools 5K race, especially to Sam Pearson 7W who was the first runner back and inside the top ten overall for the whole event. Sam was closely followed by Sakthi Pandey 9W.



The Year 9 team beat Coombe Dean School 3 – 0 also to make it into round three of the national schools cup. Mr Strang said this was a “Workman like performance on a heavy pitch” so well done to the team.



The final athletics fixture of 2019 was a junior match against Tavistock College with DHSB taking the win 33 – 30. This was a great way to end the season.



Jemm Lloyd
Year 13

INSPIRE 2 INVOLVE

We are very excited to announce the start of a new student led book club, which takes place every other Tuesday lunchtime and welcomes anyone in year 10 and above with a passion for reading. As Sixth Form English Ambassadors, it is part of our duty to contribute to the English department and we felt that the school's passionate readers were sorely missing their book club. It is important to us that students are reminded of the joy of reading outside of the books set as part of the curriculum, and the perfect way to do so is by discussing good reads with like minded book enthusiasts.

The aim of the book club is to encourage a passionate attitude to reading within the school by exchanging opinions on books, sharing different interpretations of stories and recommending good reads. We hope to vary the style of the club by setting a genre each meeting and discussing the books we each choose to read with one another. Examples of a genre may be murder mysteries, favourite childhood books, biographies, fantasies, science fiction or philosophical.

The club was also set up as part of our 'inspire2INVOLVE' project. Inspire2INVOLVE is a scheme targeted to raise aspirations for success for students with high academic potential. It firstly consists of a week long trip to Downing College, Cambridge to study a degree-level course of your choice (creative writing, philosophy and politics, physics etc) in a real, top-standard university environment.

The second part of the programme requires students to create, launch and lead an educational enrichment activity that benefits their school community, the book club being our chosen activity. Whilst benefiting the school and encouraging a positive approach to reading amongst the students, by leading the club we aim to develop our leadership skills and confidence in project management.

Elsa Hopkins
Year 12



OBITUARY

PETER GEORGE EAMES

Peter George Eames was a pioneer of neuropsychiatric care. First becoming interested in neurology whilst being trained at the London Hospital, he would go on to lead a highly prestigious and accomplished career. After some time in the RAF (which he left in 1971), he worked at St Brendan's Hospital in Bermuda where he furthered his interest in neuropsychiatric rehabilitation. He also gained national and international recognition for his work through the Kemsley unit (a centre for brain injury rehabilitation that he set up in Northampton) and subsequently gave regular lectures in the US and Europe on neuropsychiatry. In 1985 he moved to the Burden Neurological Hospital in Bristol, where he set up brain injury rehabilitation services for the subregion. Peter retired from clinical practice in 2004.

He was always curious: possessing a huge breadth of experience and knowledge and was almost constantly thinking about the brain and how it works. His research and work has undoubtedly improved the lives of many hundreds of people with brain injury and their families.

He is survived by Lesley, his wife of 45 years.

Joseph Watkinson,
School Captain



DEVONPORT
HIGH SCHOOL
FOR BOYS

