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The Team - DHSB Magazine 2011-12



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Hello and Welcome to the 2011 issue of Devonport High School for Boys' annual magazine!

With this edition being the 160th, and the very first in full colour, we had a lot to live up to and hopefully will

Welcome!

fulfil and exceed your expectations. The theme this year is Creativity so throughout the magazine you will see a variety of brilliant pieces of artwork and creative writing, not to mention the articles themselves.

Of course, none of this would have been possible without the tireless work of our fantastic

team, with special mention for our chief designer, Tom Brewer, whose final efforts have been a key part of this publication's success. Further thanks must go to the whole team, one of the largest ever, without whom we could not have reached this final product.

We hope you enjoy the rest of the magazine!
Joe and Tim

Living With Success

It has been an outstanding year for the school. This was verified externally with an Ofsted inspection in February that acknowledged our outstanding provision. It was particularly pleasing to receive this judgement for the quality of Teaching and Learning - the *raison d'être* of every school. These judgements were manifest in our best ever GCSE results in the summer.

The school's success however, has perplexed

some people. I've had some unusual responses from, 'What are you going to do now?' to 'When are you leaving?'

The first response fails to recognise the team behind the achievement and the second assumes there is nothing left to be done. In considering these questions it occurred to me that we sometimes feel as vulnerable after success as we do when we know we could have done better. Perhaps this is a peculiarly



British phenomenon? As a nation we seem to prefer charming understatement in anticipation of a fall and are cast more happily as

underdog. Sadly, there isn't enough space to consider the British condition in this article!

On a personal level, it is true to say that I began considering what the school needed to do next the day after Ofsted left. In truth there will always be more to do; DHSB must continue to respond positively and decisively to changes in society and government policy. Education will continue to be an area of intense Government and media scrutiny. We will never arrive and should always be trimming the sails.

One of the joys of this odyssey, and of belonging to the DHSB community, is being surrounded by excellence. We support each other and enjoy one another's successes. In this spirit we re-launched School colours this year. These are awarded for outstanding representative achievement in sport and the arts (most fitting as we anticipate the London Olympics). Antony James's reflections on his preparations in this publication are a fascinating insight into what it takes to succeed

Devonport High School for Boys Beyond Outstanding



at the highest level.

Modest and British is fine but increasingly comfortable with success? Let's hope so. Our new development plan is simple but focused. We believe we can be even better. At the heart of our targets are the Learning Relationships that we enjoy daily and it is important to our sense of collective well-being that we acknowledge success and the fact that

we are making further progress culturally.

I trust this community to respond creatively to the challenges ahead. In the words of the Pearl of Africa Children's Choir who visited in October: 'Are we ready? We were born to be ready!'

Mr Earley



We Will Rock You!

This year's school musical is the incredibly successful 'We Will Rock You' – most notable for holding the record of the longest-running show at London's West End. Accompanied by the brilliant school stage band, students from our school, DHSB and Notre Dame have an opportunity to be rock stars for three nights! The vocal talent this year is phenomenal, and the students certainly have an excellent opportunity to demonstrate their potential. The cast includes

students who have performed in the two previous musicals, but also some fresh talent, who can glean some experience from the older members of the cast. This always provides a great atmosphere in the group – where the older actors can mentor and assist the younger ones, supporting and encouraging them to perform to the best of their ability.

Working closely with the Director, Mr Norris, the Choreographers, Miss Landrigan and Miss Sanders, and the Musical

Director, Mr Newton, students have been honing and improving their speech, singing and especially dancing, in preparation for the shows in January! It should be a very slick performance, and will hopefully mirror the success of its predecessors: 'Grease' and 'Joseph and the Amazing Technicolour Dreamcoat'.

A juke-box musical of all Queen's most popular songs – it looks to be a fantastic night!

'By the pricking of my thumbs, something wicked this way comes!'

The first performance of a Shakespearean play in some years, The Scottish Play will mark the return of classical drama to DHSB in an exciting production, envisaged and produced by Year 11 student Harry Samuels. The play has a gifted cast which includes Mr. Bowden, Mr. Hardie and the Headteacher, in addition to students from other schools.

With direction from Ms. Davarian and myself, this production has been an excellent opportunity for students to gain some experience in acting, directing and working as a team.

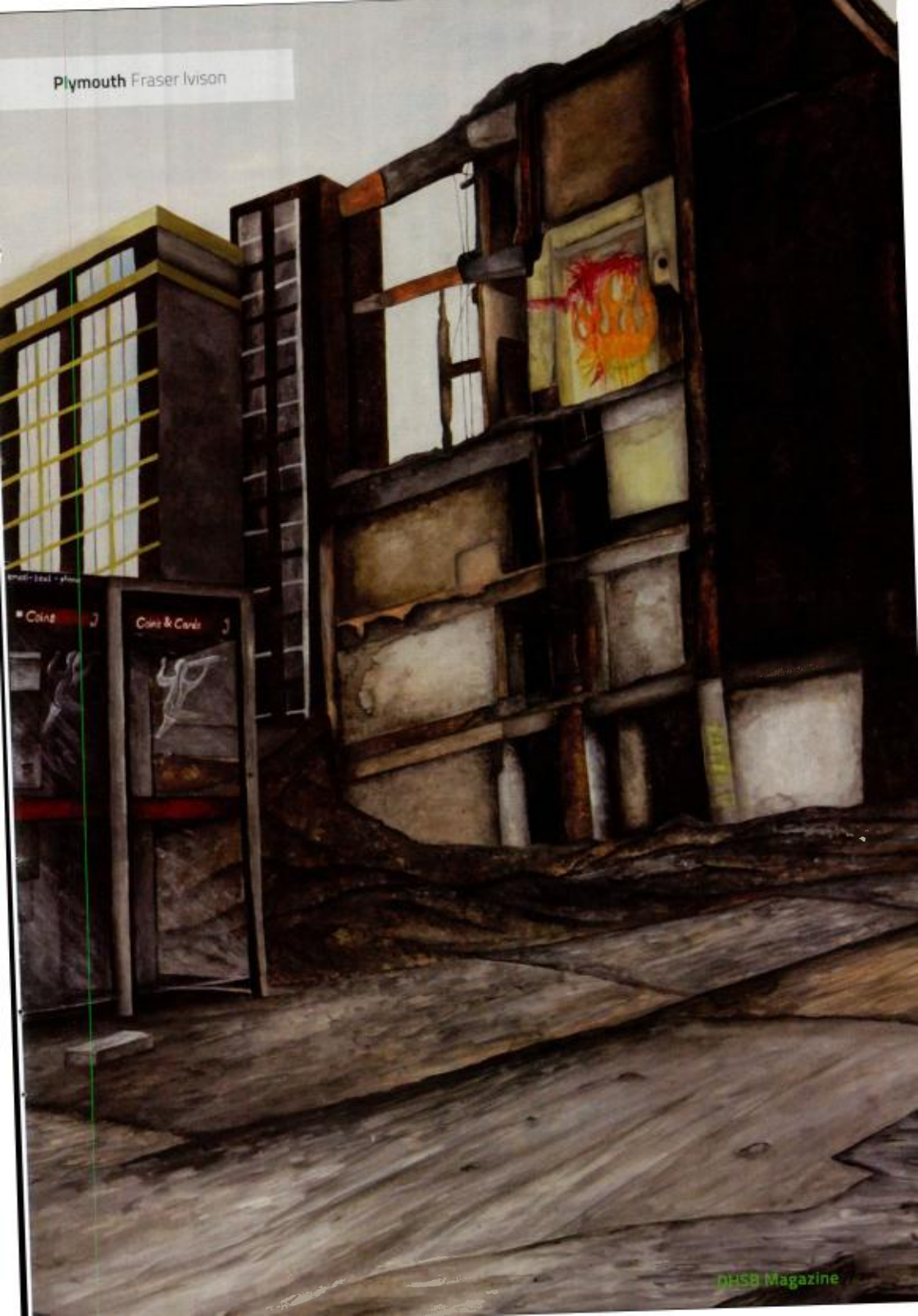
The play is, undoubtedly, one of Shakespeare's finest masterpieces and is providing both a challenging and enriching assignment

for all involved! We hope that the performances in March 2012 will live up to our high expectations and will reveal our unique interpretation of this classic tragedy.

'A drum, a drum; Macbeth doth come!'

Written by Tom Phillips

Plymouth Fraser Ivison



Antony James, former pupil of Devonport High School for Boys, swimmer for Great Britain, Commonwealth Games medallist, and the Guest of Honour at the 2011 Speech Day, talks to Genevieve Vaughan about DHSB, swimming and his future.

Firstly, when you were visiting DHSB recently were there any differences in the school that surprised you?

When I visited recently the main difference I noticed was the overall atmosphere in and around the school – it was a relaxed, energetic atmosphere which I believe is key in successful education.

Some pupils, especially sixth formers, are interested to hear how you coped balancing your training schedule on top of schoolwork. Was there anything in particular which helped you along?

There were many things that aided me in training full time (up to 24 hours per week) and completing A-levels. The teachers were always so helpful and supportive; one thing that stands out with the teachers is the personal interest they take in every pupil.

Are you equally nervous before all events, or are there some that are worse than others?

Most events I try not to get too nervous, I have a race routine that I go through in my head regardless of what meet I am at, it helps me relax and focus on my race. Although, walking out in front of 17000 people at the world championships in Shanghai definitely got my heart racing!

How do you think DHSB has helped to prepare you?

I think that DHSB helped prepare me for the real world and is a great stepping-stone to prepare for degrees – I'm currently studying psychology at Plymouth Uni. Also, having such a big base of support behind you in the form of teachers and friends it makes it easier to succeed.

Do you find the extra responsibilities that come with being a sportsman hard or have you enjoyed taking them on?

I always enjoy the pressure of being a sports person, the constant activity keeps me healthy and it's always easy when you love what you do.

In your sporting career, what's your biggest goal or dream?

At the moment my goal is to compete in the London Olympics, after that win at the Rio Olympics.

Who is your biggest inspiration?

I'm inspired by my parents and family, they are the top people in my life.

Written by Genevieve Vaughan



Antony James with DHSB students Tom Turner and David King.

Acknowledging Success

Connor Willingham on success in sport and performing arts here at DHSB.

In recent weeks a new system of achievement has been introduced to DHSB in order to reward those pupils who excel in sports and the performing arts, as well as competitive activities such as chess and debating. There are three levels of recognition for pupils to aim for, which are junior, half and full. In order to be eligible for colours you will have to excel in your specialised area. This includes a variety of things such as showing great dedication to attending events, as well as the training sessions, and also being considered as a role model to fellow students who follow that activity themselves.



Junior colours can be achieved between Year 7 and 11, but it is very unlikely a Year 7 will achieve colours and Year 8s will have to have gone far beyond any other to achieve junior colours. Half colours can be achieved from Year 10 and above and will be given only if a student has shown great dedication

and determination. Full colours can only be achieved by students in the sixth form and this is difficult if they haven't yet been awarded half colours.



In an interview with Mr Margetts, who was responsible for re-introducing this system, he stated that it 'recognises excellence in a school so full of excellence'. I believe that this is a perfect summary of what this system achieves, as previously there were only rewards for students in the field of academia, such as commendations, student of the week, and the VLE etc. Now there is something for all students to aim for no matter what they excel in, they have a chance to be recognised, and to be proud of their achievements in a way others recognise.

Written by Connor Willingham

Houses of History

All pupils are in one of six school Houses, named after famous people who excelled in their chosen fields; Campbell, Edison, Newton, Priestley, Smeaton and Winstanley. Every year the Houses compete to win the St Levan shield. This system is only a few years old and we thought it would be interesting for all readers of the magazine, parents, pupils, and Old Boys, to know why these names were chosen, and who they are named after.

Donald Campbell (1921-1967) was a qualified engineer, businessman and holder of several world speed records. Awarded a CBE in 1957 he is still the only person to have broken both land and water speed records in the same year (1964); breaking the land speed record in July in Australia, with a speed of 403.1 mph and on the last possible day, the water speed record in his speedboat, 'Bluebird' reaching 276.33 mph.

Thomas Edison (1847-1931) was an American inventor and businessman. Some of his most important inventions were the light

bulb, phonograph and the motion picture camera; he held over 1000 patents in the USA alone. He created the first industrial research laboratory and came up with the concept of generating and distributing electricity to homes, shops and factories; building his first power station in Manhattan, New York.

Sir Isaac Newton (1642-1727) was a physicist, astronomer, mathematician, alchemist, philosopher and theologian. He is most well-known for his three laws of motion and his theory of gravity. His revolutionary work advanced physics greatly. Newton also built the first practical reflecting telescope. He studied white light and discovered, by refracting it through a prism, that it is made from many colours.

Joseph Priestley (1733-1804) was a theologian, clergyman, philosopher, educator and chemist. He played a major role in the discovery of oxygen and other gases. He also invented soda water, which he mistakenly believed was a cure for

scurvy. His publications were so controversial that in 1791 he was forced to flee to America after he had spoken in support of the French revolution.

John Smeaton (1724-1792) was a civil engineer who designed bridges, canals, harbours and lighthouses. He designed the 3rd Eddystone lighthouse, which now stands on the Hoe; known as Smeaton's tower. He designed it in the shape of an oak tree, to provide stability and strength. It was removed when it was discovered that the rocks beneath it had eroded.

Henry Winstanley (1644-1703) was an engineer, most well-known for constructing the 1st Eddystone lighthouse. Two of his ships had been wrecked on the Eddystone rocks, so he decided to build a lighthouse, with the support of the Admiralty. Winstanley believed it to be so safe he would be happy to be inside it during 'the greatest storm there ever was'. Ironically, in 1703, the Great Storm destroyed the tower and Winstanley was killed. By Laura Harbach

A Look at the Scores...

Houses Update

Over the years DHSB has changed greatly, but one of the biggest developments it ever facilitated was the introduction of four different houses into the school system. Though this system has been modified it still plays a large part in the life of DHSB. Up until 2009, the four houses: Drake, Gilbert, Grenville and Raleigh, competed to win the St Levan shield, a prestigious prize, and the winners would feel proud of their accomplishments as a house and their efforts individually in contributing to that victory. These feelings still permeate the house system today although they changed from four to six, with the introduction of the

forms representing the house. It is one of the hallmarks of DHSB and this modification has still managed to retain the feeling which has traditionally been so important.

Demonstrating the high esteem the houses are held in are the house captains; this is one of the highest positions a student can attain during his time at DHSB and many aspire to reach this role. It is a demanding post, as you have to organise your house for all house competitions and encourage the people involved, keeping them motivated throughout the year. Though it requires great effort and commitment, many house captains have enjoyed the role and

those who eventually came out with the shield were very proud of both the achievement itself and the people who worked for it. They have said that leading their house was a brilliant and very rewarding experience and that they would recommend it to anyone who asks.

Finally an update on how each of the houses has done over the years. This details the number of times each house has won the St Levan's shield:

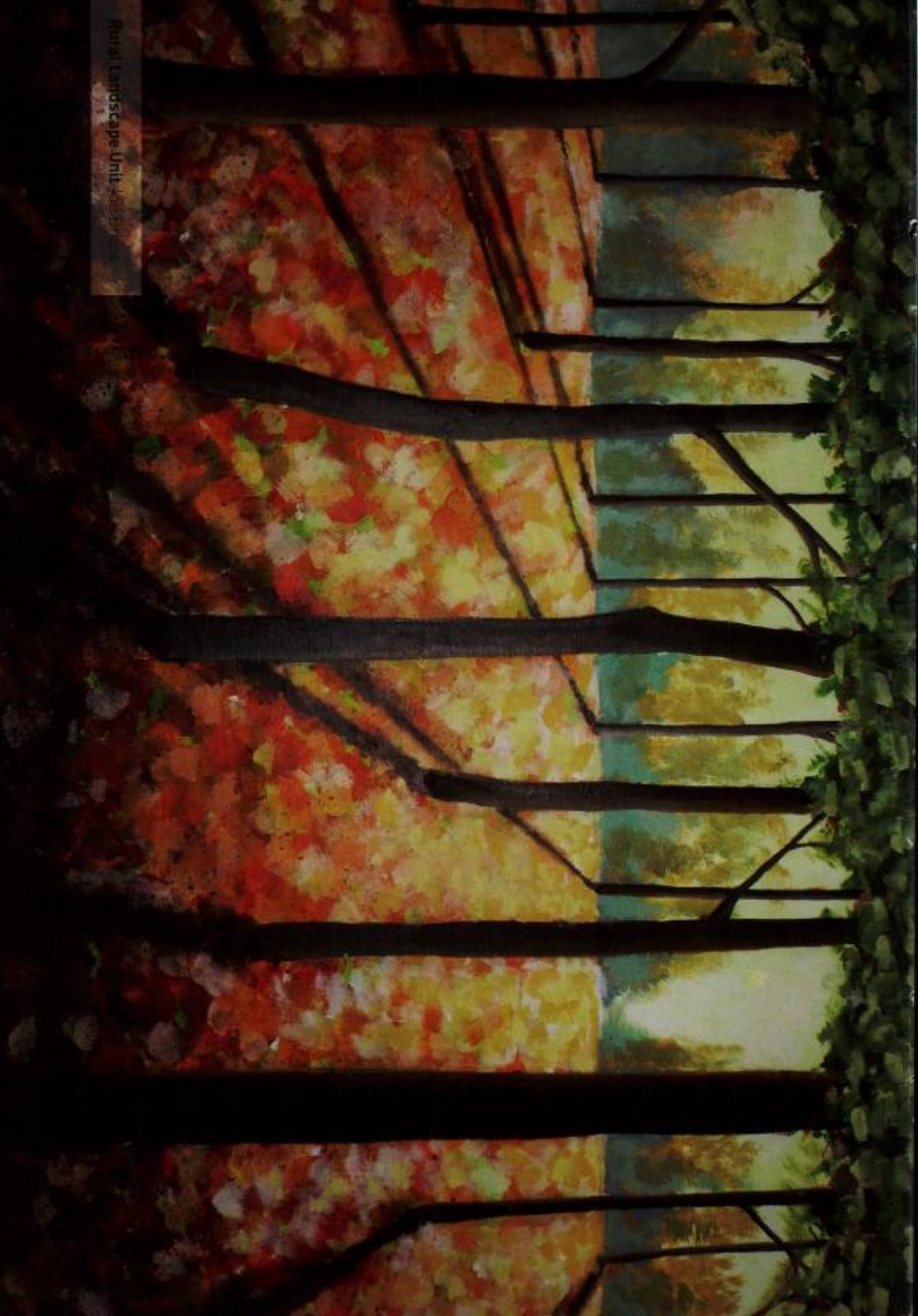
Drake – 27
Gilbert – 19
Grenville – 28
Raleigh – 15

Since the introduction of the six house system Newton won the shield in 2009 and Priestley won in 2010.

The longest winning streak also goes to Grenville who won it 14 times in a row!

By Josh Broughton





The Sound of Success

Dan Dai on the musical achievements of DHSB's many talented musicians.

With the theme of this year's magazine being creativity, what better way is there to express yourself than with music? Music is abundant throughout the school, and this past year has seen a continuation of many musical activities and achievements. The school orchestra has played in a multitude of events this year, one such example being the highly successful school productions. In addition, the school choir has continued to provide an opportunity for students to showcase their singing talents and also perform in front of the school, showing it isn't all just about playing an instrument.

This year has also seen many school bands starting up and continuing to play music, often performing in assemblies – sometimes performing their own compositions. This, along with the huge choice of musical clubs which have been running over the year, has allowed music to continue being an important part of creativity within the school.

However, it isn't all group performance, and throughout the year there have been many individual achievements and successes. Below is a small selection of the more outstanding musical talent:

Will Reis – Clarinet
Rahul Raman – Violin
James Clarke – Piano, Violin
Jon Stafford – Piano
Alex Hansford – Piano
Tom Phillips – Vocals (all sixth form)

Matt Adams 10W – Drums
Matt Adams 11C – Violin
Ross Bellringer 10N – Saxophone
Kurtis Manhood 10E – Vocals
Patrick Fowell 11N – Guitar
Piran Speed 11E – Trumpet
Tom Adams 9C – Guitar, Violin, Viola
Matt Stacey 9N – Guitar
Oliver Bredemeyer 8S – Piano, Violin, Vocals, Flute

Written by Dan Dai



Oliver Bredemeyer



Tom Adams

Higher Education: Is it worth it?

With students being faced with frighteningly large debts on leaving university, George Pope finds out how students can ensure university is still accessible.

Devonport High School for Boys prides itself upon having a large proportion of students who go on to attend university. Of the pupils who left in 2011, 133 went on to some form of higher education, with quite a large section attaining places at prestigious universities such as those in the Russell Group. However, with the recent rise in university fees, some people may feel more reluctant to attend university due to financial worries, but there is always support to be offered. For example, the school itself recommends the Justin Bickle Bursary which is a grant of £2500 awarded by Justin Bickle, a former

pupil, to two students who demonstrate an exceptional level of personal enterprise. Alongside this there are usually many other grants that students wishing to attend university are able to receive.

Universities themselves and the government often offer extra funding such as scholarships based on certain requirements; sporting or academic excellence can often mean that a student may receive funding for either their course or living costs from the university itself. Some universities such as Warwick also offer scholarships to students whose household income is below a certain

threshold. Alongside these, the government gives maintenance grants to students with a household income of less than £42,600 with the maximum grant being £3250. These are designed to help the student pay for food and accommodation but not their actual tuition fees, meaning that there is not such a strain simply for them to survive during their university years. Maintenance loans are also offered to pupils who don't receive a maintenance grant and are similar, but must be paid back.

Overall, the increase in fees should not be a deterrent to anyone who wishes to attend university and Devonport High School for Boys always does its best to help students in the paths they want to take after they leave the school. Bursaries are just one method of financial aid that is offered through the school, living costs being covered in different ways.

Written by George Pope



Tuition Fees & Bursaries

Changes introduced by the current government mean that university tuition fees will increase to £9000 for most people from 2012 onwards. The change is purportedly to save money, though in the short term, because the fees are no longer paid in advance, this means that the government's costs will actually increase, until a sufficient number of graduates earn enough money to begin to pay off their debt. The debt's value changes with inflation, and interest is added at a rate of 3% when earning over £41000 per year or studying. Students from poorer households may have fee waivers for the first one or two years as well. Unpaid debts are written off after twenty five years, or upon reaching the age of 65.

A notable advantage of this new system is that fees are paid back later when the student is employed and has a sufficient income. However a major disadvantage is that it stigmatises education by putting a large price

tag on it, which may serve to discourage people from doing things which truly interest them, instead opting for things which they perceive to be capable of getting them a job. This could in turn cause some departments to be starved of necessary funds, meaning they might become the preserve solely of the elite universities which have large amounts of money with which to subsidise the courses.

However it is important not to ignore the other side of that argument, the 'stigma' of a price tag could be beneficial to education seeing as currently one may view that university has become almost expected, or perhaps even an easier option for post 18 students, rather than finding a job or work placement. It could even be suggested that some might go to higher education merely for the social aspects and benefits. This new system might be an effective method of dissuasion.

University as a means

of higher education will never be replaced with any method that holds the same esteem and prevalence. Throughout history, that cherished degree as a mark of a university education has always signified a good standard of schooling, and also often used to lead to a higher position in society. Today, one might argue that a degree is becoming almost irrelevant, with so many unemployed, qualified young people throughout the country. This can lead to resentment, especially with the increase in fees, but also, more importantly, is making the whole system of universities superfluous. It's important to note though that university still remains the paramount form of higher education in many eyes, and it will be interesting to watch how the substantial fee increases will affect the stature and operation of these institutions.

Written by
Joseph Meethan

Around the School

Since the Refectory was built in 2001, it hasn't seen major redecoration work, so when the opportunity arose this year to renovate the school's eating space; it was to the joy of students and staff, with all in agreement that the space now looks refreshingly modern. The whole approach of the new business venture 'Refuel' was to create a businesslike eating environment where students can go and relax whilst enjoying their lunch with peers. During the renovation, the Refectory has seen the instalment of three televisions on the walls which project daily menus and music videos during lunch and break. The newly refurbished facility can now also seat 197 people.

The other major grounds update this year is that of the 'Sport for All' Campaign. Following the successful fundraising programme, the Astroturf pitch has now started its planning application process. If the application is approved, the work is due to commence during the early part of 2012 and it is thought that the work will take three to four months. Hopefully, the new facility will see some use before the summer term is over.



The modern logo of the school's new REFUEL facilities.

Finally, last year, a new initiative was brought into Devonport High which has seen the classroom décor refurbished. So far twenty-seven classrooms have been painted and ten classrooms recarpeted. The aim of this scheme is that every room will go through the process of being modernised before the cycle starts all over again with the rooms having their carpets and furniture refitted to make the learning environment a more vibrant and improved place to learn, creating a system of constant update and refreshment.

Written by Nathan Vosper



Plymouth law firm Bright Solicitors have recently become the School's official Legal Partners. The deal will see Bright provide professional advice on all matters legal for the next five years and to show their commitment, Bright have made a very generous donation to the Sport for All campaign.

Andy Price, Bright's Chief Executive and an Old DHSian told us: 'This is an ideal partnership for us and we are proud to work with the school...not only will we be exclusively providing legal advice and services but we very much look forward to working with the students, particularly those considering a career in the law, to help in preparing them for life after school.'

Bright are also offering discounted fees to parents, staff, governors and all Old DHSians across their range of private client services, which includes residential conveyancing, wills and probate. To take advantage of this fantastic offer, simply contact the team at Bright on (01752) 388883 or via info@brightllp.co.uk in the first instance.

Another Excellent Year

Exam Results

2011 was another successful year at Devonport High School, with overall pass rates of 92% at GCSE, and 93% of students getting eight, or more, A*-C grades. Tom Weatherby and Will Reis attained 11 A*s and an A each, George Hawker 10 A*s and 2 As, and Rob Lloyd 10 A*s, to name a few of the highest achieving students. Success was well spread out too, with pupils performing well in sciences, humanities, and languages. Furthermore 47% of the 1665 GCSE entries received grades of either A or A*, demonstrating the ability of students, and of course their teachers.



At A level 98% of exams were passes, of which 50% were A*, A, or B. 96% of students gained three or more passes at A level, and 81% gained four or more. Notable successes are Latin, in which 100% of entrants gained top grades, and Further Maths where the figure was 80%, both of which are very challenging

subjects, and it is testament to the quality of teaching and the pupils themselves that such great results were achieved.

Accompanying the level of success was the news that Jimmy McConville and Jon Hunt were admitted to Oxford, and Blaise Sturley to Cambridge.

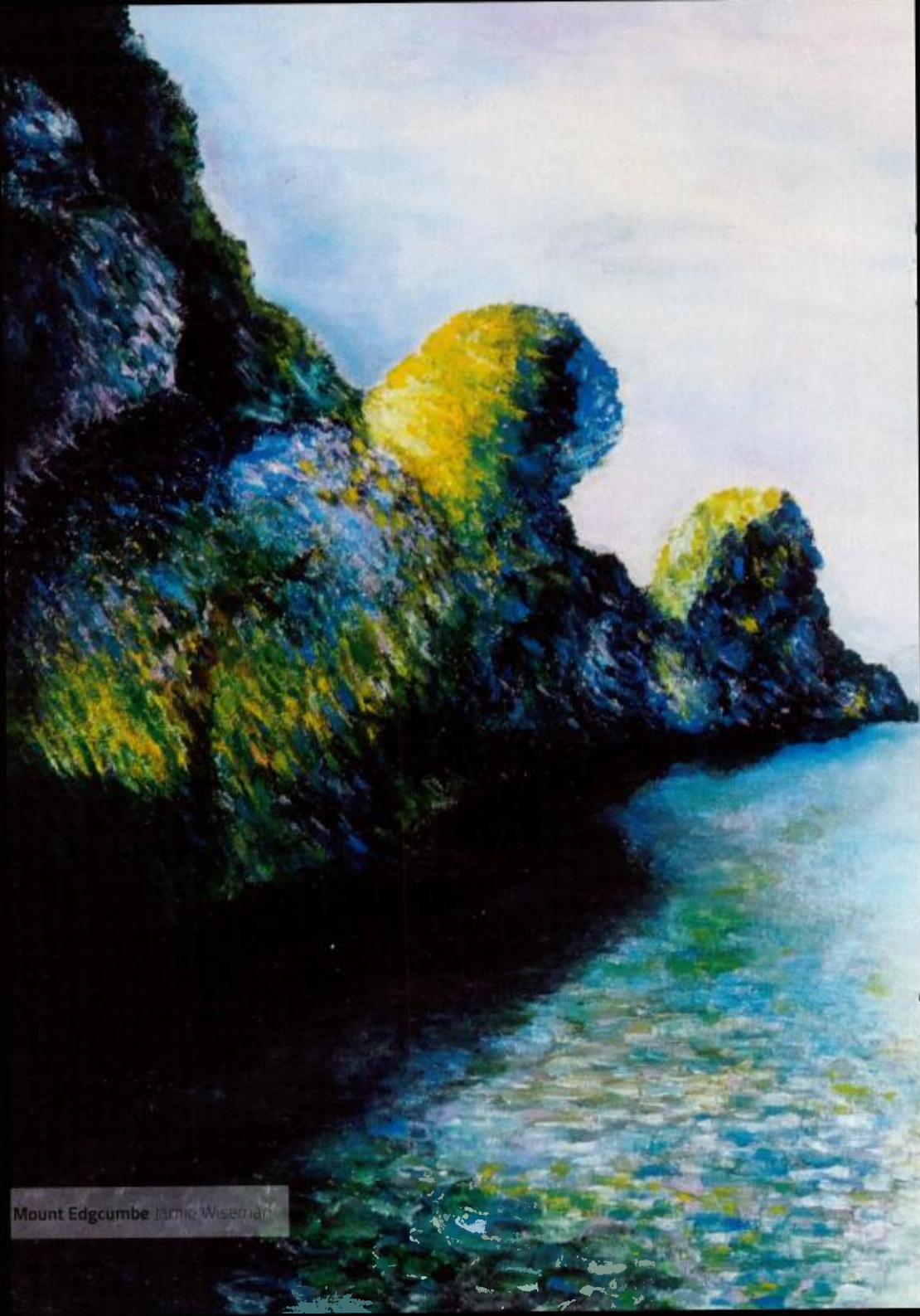


Including these three, 61 pupils from our school went to either Russell Group or 1994 Group universities, demonstrating a good record for university admissions, and congratulations are due here to all of the staff members who were involved.

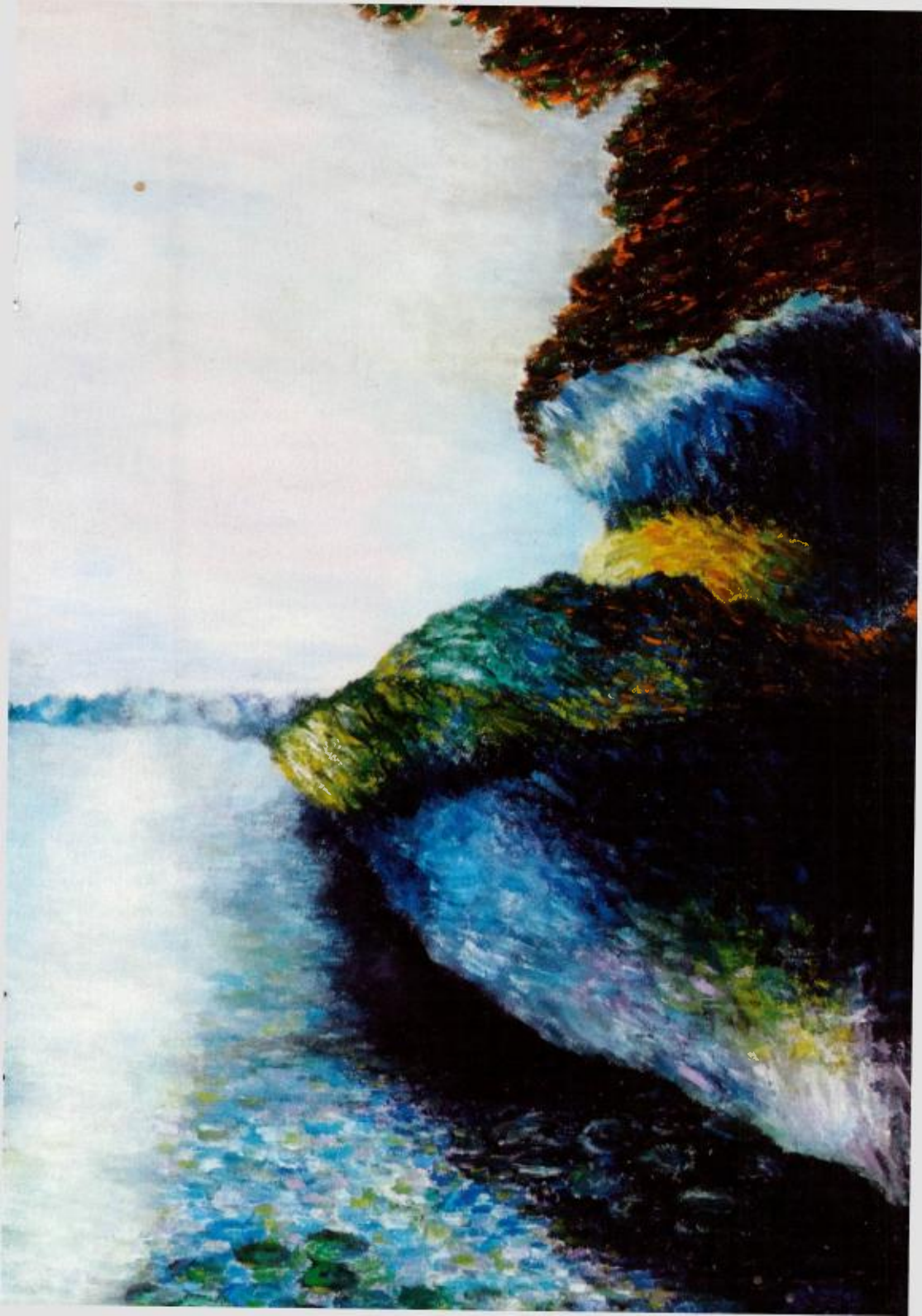
Almost all of the remaining students also got into universities too, and of course their achievements should not be overlooked.



Written by Joseph Meethan



Mount Edgcumbe Jamie Wiseman



In the Spotlight



English teacher Mr Hardie on his past, his career and his time in prison (it's not what it sounds like!)

When did you join DHSB, and why did you become a teacher?

I taught, not as an inmate, I hasten to add, for ten years at Dartmoor Prison. I enjoyed the years in which I was allowed to develop or help to support things, like bringing in theatre companies, opera companies, creative writing sessions, all of these things which became unnecessary towards the end of my time there in the eyes of the powers that be: all that prisoners required according to them were basic skills, literacy, and numeracy. All these extra things, as they saw them, were rooted out of the curriculum, which was what provoked me to leave. Two years later, and armed with the MA that I'd done at Exeter, I applied for a job here

and much to my surprise, I got the position, and this coming January I will have been here for ten or eleven years, I'm not quite sure.

What would you say that you enjoy the most about teaching?

What I've most enjoyed here is teaching several people throughout my time who are far more gifted and academically able than I am. The difference between me and the youngsters in front of me is that I happen to know more, perhaps, on a given novel, or play, or poem, but that doesn't mean that I have better insight; in fact it's very often the opposite.

As we know from our lessons with you, you've had a very interesting life. What would you say

is your favourite part of it?

I suppose that the time I was happiest was when I spent just about four years teaching in Zimbabwe, that was a wonderful experience. That was when I was relatively young, and I taught in the capital, Harare. Though I suppose the most exciting thing about Zimbabwe was that it was a new country, a new political system, the white minority rule had gone, and these were the early days of Robert Mugabe. Things were going fairly well, depending on who you were and where you were. It's a great tragedy of course what has happened there, I feel very strongly for Zimbabwe.

In many ways Zimbabwe was interesting because you've got

these extremes, well, interesting is the wrong word, but you had these extremes of wealth and poverty. Today of course they are still there, perhaps even worse, though not along racial lines. I don't know how to describe that, there's



Dartmoor Prison. Where Mr Hardie taught for 10 years.

something that just lives with you, if you ever visit Africa then you'll know what I mean.

What do you think of the way education has changed since you were at school?

The biggest most positive change is in the area of relationships. There's no doubt that as irritated as I may pretend to be at 'lower standards of behaviour' to students, it's all nonsense, the

atmosphere in this school is a happy one and very few people educated in the 50's and 60's would say that they would put happy as the first word when they think of school and I think that's important. Schools are far happier and creative than they were before; some of the extra-curricular activities that go on around the school are really impressive and encouraging.

What do you like doing in your spare time?

I've recently resurrected my interest in photography and I take my old fashioned film camera with me for walks on Dartmoor. Reading is obviously a huge love of mine as is writing poetry. I think that after my retirement I shall have to take a specific interest, maybe a closer look at the work of Emily Dickinson, an American poet. I won't be tempted by amateur dramatics, the proof of that will be clear at the last night of Macbeth where I'm standing in for Mr Earley as the porter that night.



Victoria Falls in Zimbabwe. A country very close to Mr. Hardie's heart.

Do you have any specific memories from teaching which meant a lot to you?

A recent memory which means a lot to me is the visit of two teachers from a township outside of Cape Town. They came into one of my Year 8 lessons because they wanted to see an English lesson and eventually the children began asking the teachers questions and that was memorable for me because what they said touched me because they have to be not only teachers to their pupils, but parents too.

Written by George Pope

Creativity in Education

As a school which is famed for its academic excellence, DHSB has had a long association with traditional subjects, such as maths and the sciences, and our fantastic history of exam results truly pays testament to this. But now, in the 21st century, academia has evolved to a system that encompasses those conventional subjects as well as the arts, which, as you can see in this year's magazine, are flourishing. To say that they are supplementary to the long established pursuits would be to undervalue their contribution to the well rounded individuals that pass through our corridors. Creativity and a creative outlet enhance the soul, not only in schooling, but also in life itself.

It would be wrong to suggest that the arts hold a lower level of importance than for example physics or chemistry. Some may spurn these subjects as

an 'easy' option, perhaps under the impression that their choices are of a higher brow, and of course we are not implying that sciences and maths are not illustrious in themselves, but in this editorial, we are championing equality. It is academically acknowledged that a creative outlet is crucial for personal development, particularly in the formative teenage years. Within those methodical areas, one can only be right or wrong, but having that outlet enables a great deal of self-expression, and while that is not to the liking of some, many appreciate its ability to help discover oneself.

In a stereotypical lesson format, the students sit quietly while a teacher dictates information, which yes, has proved effective for subjects which require that kind of learning, but on the other hand, this approach is often restrictive upon artistic minds. They



Help is always on hand for people who need some advice to help them direct their creativity.

thrive in an open environment, where they can have an interchange with both the teacher and likeminded students. Under this teaching style, they can expand their own horizons, and hold higher self-esteem. An artist needs that self-confidence in themselves and their work to truly develop their talent. Arguing to the contrary can crush this progression, ergo doing the community a great disservice.

Lewis Carroll wrote his most famed character Alice to say 'Why, sometimes I've believed as many as six impossible things before breakfast.'

Creativity is just that; imagining things previously unimagined, designing things previously undesigned, forging ideas previously unforged.

In releasing that previously hidden talent, you can show the world who you really are, rather than being restrained within what some would see as an overly rigid structure in terms of education. Many of the worlds most brilliantly innovative minds, from artists, to philosophers, to actors, would never have thrived in the way that they have, had they been through the more regimented style of teaching.

Of course, we cannot merely suppress the limits of such a free topic to visual creativity - art and design. Some of the best literature is often the most imaginative, the author thinks outside the box. The same applies to the dramatic arts; performances which do not necessarily conform to expectations, but surprise and delight us in ways anew, are frequently the most effective. Moving even further from stereotypical examples, creativity can be applied in anything you do, be it sport, mathematics, retail, or virtually any other pursuit. All you need is imagination and perseverance.

All of this is readily seen in DHSB today, in a variety of different settings;

from English, to Economics, and from Maths, to Music. A lack of creativity is poisonous; it's toxic to the individual, and those who are slaves to an overly formal environment, will not gain the benefit of an increase in creative output which makes us all stronger than yesterday, allowing us to thrive and evolve from the old order of things. We must confess that we still believe that in society today, there can be sentiments that purely the traditional is acceptable, and this is highly unjust.

As we progress further and further into the 21st century, the importance of creativity is becoming ever more prominent. In this concept-driven age, problem solving is evolving into a skill of paramount standing, and those creative minds will inevitably be better equipped to deal with whatever is thrown at them. It is therefore intrinsically important for the future of the nation that we greatly nurture these young minds, and help to liberate the inspiration and talent within them.

So, in conclusion, while we know we're not going to convert everyone overnight, we hope we have impassioned at least a few of you to join our cause! Enjoy the rest of the magazine!

Written by Joe Hill and Tim Cannon



Entrepreneurial Spirit

Fergus Shaw speaks to DHSB's successful Young Enterprise team about the fantastic opportunity they had; to start a business from scratch.

Each year, around forty students from DHSB enter the competitive world of business in a bid to earn themselves an insight into the life of an entrepreneur, and if they're lucky, a profit too! Students must assemble themselves into groups of around fifteen to twenty and subsequently assign roles to each member. Once their groups are organised, each team is then left almost completely to their own devices, having being tasked with designing, manufacturing, marketing and finally, selling a product of their own invention. Over the course of the year, participants have the opportunity to obtain many new skills. Managing finances, for example, is an integral part of the course, as students must first raise funds through selling shares, then utilise them in their own company bank account. Working as a team is one of the driving forces behind the entire programme, and therefore a skill which is greatly developed by everyone taking part in the scheme. Participants also have an opportunity to mature their skills in interacting with the public at several trade

fairs, where they must try their hardest to sell their product to the public.

One of last year's teams, KickStart, were extremely successful, reaching the regional finals, having outperformed countless other teams. KickStart put together an innovative product, a regional cookbook and restaurant guide, titled; Simply South West. Their product was an instant hit, being sold in Waterstones and on Amazon in hard copy form. As testament to the quality of the book, it is still available for sale in eBook format over a year since its publication. Former participants in Young Enterprise have nothing but praise for

the scheme. Chris Martin, the Marketing Director for KickStart shed some light on just how enriching an experience it was, and just why he did it.:

'The chance to be a part of a developing business is not one that comes often and I was keen to learn as much as possible about it...the various events we attended were enormous fun"

This is a perfect illustration of precisely what the Young Enterprise scheme offers; fantastic skill development combined with an entertaining and enriching adventure in commerce.

Written by Fergus Shaw



KickStart - DHSB's most successful Young Enterprise to date.

DHSB Around the World

The Autumn Term of 2011 was an incredibly busy month for DHSB in terms of visits from around the world. First off, DHSB hosted the Pearl of Africa choir, a music group from Uganda, who dazzled staff and students alike with their beautiful harmonies and exotic drumming. The concert was incredibly well received by all who attended and their CD was particularly popular. Next came DHSB's annual exchange with the Lycée Notre Dame in the small Breton town of Guingamp. The French students arrived on Saturday 8th of October and were paired off with their British counterparts. Not only being an incredibly fun week, with activities including trips to Morwellham Quay, the Plymouth Aquarium and even Goose Fair. The trip also provided British and French students an



The Pearl of Africa Choir visiting DHSB.

excellent opportunity to improve their level of French and English respectively, giving an insight into each other's cultures. Many of the French students were impressed by the teaching and facilities at DHSB, the 'Headphones Policy' being particularly well received and something they will no doubt want to replicate back in France. The general feeling at the end of the trip was the exchange was highly successful with one French student saying 'It was the best week of my life' and there were even tearful farewells at the ferry port as all students, French and British, wait for the trip back to France in March 2012.

At the same time of the exchange Miss Rowbury welcomed Mrs Mandisa Ngwadla and Mrs Theimbisa Kosi from the Zimsasa Community School in Cape Town, South Africa. The delegates from the South African school came to set up a link between our two schools which would allow us to obtain funding to promote mutual understanding between Devonport High and Zimbasa Community School. All felt the trip

was highly successful and the schools have received the funding from the British Council. It is hoped that this will usher further cooperation between the two schools and allow all to understand a completely different culture and way of learning. Miss Rowbury, who visited the school in Cape town earlier on in the year, described the area in which the school was located, as very impoverished, but the school still provided the children of the area the opportunity of a brighter future. On 10th October, a lunch was held between the South African visitors, teachers from DHSB, and Miss Rowbury's Afitwin students in which the plans for further cooperation were drawn out, starting with a return trip by Miss Fennell and Miss Burdon next year. All participants of the visit felt that this was only the start of a long lasting partnership between our two schools.

Written by Sam Duxbury



Prorsum Semper Honeste

Devonport High School for Boys is, and will always be, a hotbed for academic achievement. In a school so full of talented individuals this is inevitable. As John Hope said; "dissatisfaction with possession and achievement is one of the requisites to further achievement," and this can certainly be seen at DHSB where students continue to strive for greater and greater levels of success. This page is dedicated to just some of the great achievements in the last year.

Alex Lea, Matthew Walker and Isaac Whittingham have recently passed their speech and drama exams with flying colours. Matthew Walker attained Solo Acting Grade Two, Isaac Whittingham a Using Spoken English Grade Three and Alex Lea a magnificent Verse and Prose Speaking Grade Seven.

We must also mention Phillip Willis, who was awarded a certificate of high commendation in the St John's Classics and Ancient History Essay Prize. He wrote his essay on the Aristotelian concept of "the good life". This is a fitting reward for his hard-work and talent.

The DHSB Junior Schools Challenge team (Stanley Beal (captain), Sam Sells, Paul Tregunna and Ali Awan) are to be



Alex Lea passed his speech and drama exam with flying colours.

acknowledged for their fantastic performance in last year's competition, winning the regional heat, thus becoming South-West regional champions. We hope that this level of



Sam Chown, Roger Pan, Dylan Morris, Nathan Vosper and Joe Hill - Team Vitesse

accomplishment can be matched by our future teams.

Last, but not least, is the F1 in schools competition. The regional championships, which were held last February, resulted in one of the school teams, "Team Oblivion", winning the "Best Team Identity" award and the other, "Team Vitesse", which consisted of Sam Chown, Roger Pan, Dylan Morris, Joe Hill and Nathan Vosper, coming away as the "Best Overall F1 Class" team and with an invitation to the UK National Final. They went on to win the "Innovative Thinking" award for their research into nano-technology drag reduction paint. Special mention is also allotted to team captain Nathan for attaining the prestigious Arkwright Scholarship, having passed an aptitude test in which he was asked to demonstrate skill and originality in solving problems and also by presenting GCSE work to a panel of assessors.

Written by Rob Pearce

The PTFA

Go on, admit it, you think that the PTFA is somewhere between a 1950s Women's Institute and Sarah Palin without the posh suit. However, there are some brave fathers who join in, and none of us wear posh suits. We aren't mysterious or exclusive; we have fun and raise a lot of money for the school. The money all goes to enrich the quality of education at DHSB by funding the parts that the school's budget simply cannot stretch to. The PTFA has supported music, languages, photography, a computer junkyard, the theatre, drama, school sports teams, art, DT, and PE amongst others. We funded the change in PE kit and have donated the uniform shop assets to the school so that it can manage the uniform supply. It is more than money though. Wasn't it nice

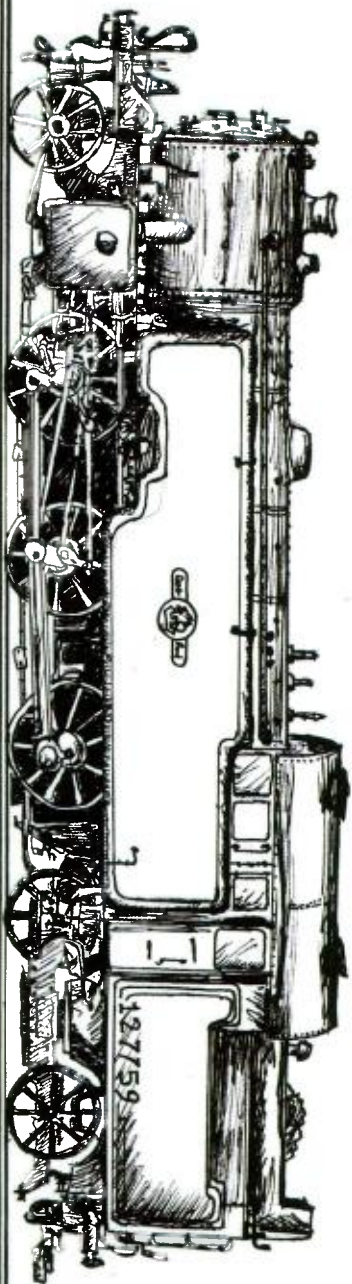
to have a cup of tea when your son took the 11+? Isn't it easier to ask another parent a question sometimes? Have you or your children been on the trips to Alton Towers, or to the discos? Had refreshments at a school event? We have begun to do our own social evenings out too!

I have been the parent in charge of the uniform shop for five years; it has been an interesting and entertaining part of my life working with other parents and meeting all of the pupils as well as members of staff.

More information about the PTFA is available at www.dhsb.org under 'PTFA and Governors', which can be found after logging in to a parent's account.

Written by Sally Meethan





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The Captain's Log

Marcus Natale on a year being School Captain.



When Mr. Earley first invited me to be School Captain, I had no perception of what the year would have install for me; from late night open evenings to early morning Ofsted meetings we have had our fair share of both excitement and panic.

In December when I remove my badge and consign it to a small box on my mantle, I shall recall what has been a tremendously challenging year. I am very grateful to my indispensable Vice-Captains; Ed Ames, Gareth Farmer and Alex Bennett, whose unbridled commitment to running the school can be witnessed daily at DHSB.

A great deal of thanks ought also to be paid to my entire prefect team, without whose dedication and support the 'DHSB brand' would grind to a halt. Being

a prefect goes beyond having the distinctive green tie and extra twelve characters on your personal statement, each day is met by a new and more challenging responsibility; from being the notorious Jeremy Paxman in our Sport for All Campaign evenings, whose questions are skilfully countered by a well versed Headteacher, to being what I hope have been expert baristas in the provision of refreshments on winter parents' evenings.

The calibre of the current year 12s has made the decision for next year's Student Leadership Team an arduous and difficult charge, yet I have every confidence that next year's 'prefecture' will reflect the confidence, dedication, capability and potential which I believe all DHSB students possess. Those who find themselves in these positions in 2012

will be confronted early on by the difficulties of leadership, but should remember that if they are fortunate enough to encounter, as we have frequently, an occasion which they can later call to mind and fondly remember then they should consider their time at Devonport High School for Boys very well spent.

Marcus Natale
School Captain

How We Did It...

Bringing this magazine together, as you may expect, was a lot of hard work, but also a lot of fun. It's now 102 years old and we hope we can live up to the legacy! Being the first issue in full colour, we knew there was a lot of pressure to be the best, and after all our efforts, we hope it will stand the test of time.

After our initial meetings with help from last year's team we started to brainstorm a possible theme. We thought about making the theme the Olympics, but after further discussion we decided on creativity. This year's magazine team is one of the biggest there has ever been, everyone put in a lot of effort to make this magazine as creative as possible.



Editors Tim and Joe deciding the articles that go into this very magazine!

Having a meeting with Pepper Communications was the first step to the making of this magazine; we talked about pages, colour and number of copies. We managed to get a brilliant quote for 600 copies in full colour. After this meeting, we were full speed ahead! We then had further meetings and decided on articles to be written and creative pieces to be included. Everyone was given deadlines which helped motivate the whole team.

The last week was probably the most stressful for all of us! There was lots of work to do, but we managed to pull together as a team and produce DHSB's 2011-2012 magazine. There was still more work to do after the printing of the magazine, we had to decide what events we were going to sell at and how we were going to sell it, we have such an enthusiastic team so this was not a challenge for us.



One of our weekly team meetings.

This year's magazine team had a lot of fun producing the magazine, it is something we can all look back on and be very proud of.

Here are some quotes from our team:

'I had so much fun, I really enjoyed running the social media element, as a team we found it essential!'

'It was hard work, but we knew from the start that we wouldn't let our team down.'

'I feel very proud to be part of this legacy!'

Written by Toni Lawrence and Joe Hill



Podium finishes at DHSB

Sporting Achievements

As a school, DHSB has excelled in sport over the past year and we continue to produce individuals and teams of the highest standard through a wide range of sports. Following are just a few examples:

Dave King



Dave has had a great year which started off at the midland counties AA championships where he won silver in the under 20's 60m hurdles. Then in May, he competed at the GBR trials in the 110m hurdles and finished third overall. Finally, Dave took part in the English Schools Athletics Finals and managed an outstanding result of 5th and 1st Year 12.

Robbie Robinson

Robbie has also had a year full of achievement in sailing. He started the summer by winning the British National Inland Topper Championships in May. After this great result, he travelled to Ireland for the Topper Sailing World Championships and finished second to round off the season.



Josh Wrigley

Josh has really shown his talent in fencing this year when he was selected to fence in the British Youth Championships where he came 7th in the Under 14 Epée. However, Josh's greatest achievement came a month earlier in April where he represented England at the Challenge Wratistavia International.

These students are just an example of the wide variety of sports done by DHSB boys and the level at which they compete. Other successes include:

- Toby Bamforth - Under 15 Cornwall County Badminton Champion
- Tom James - First at the West Region Indoor Rowing Championships
- Nicholas Glasson - Won 100m, 200m and 400m individual relay medley, 100m and 200m breaststroke, and 100m and 200m butterfly at the Devon County Swimming Championships.
- Jacob Hemming - First in his category at the National Under 15 Windsurfing Championships.

As well as individual triumphs, our teams have done the school proud this year, with highlights being our Under 15 football team winning the Devon Cup and the Year 8 rugby team winning the West Devon Series.

Congratulations to everyone who took part in these competitions throughout the year, and upheld our reputation as one of the highest achieving schools in sport.

Written by Rob Lloyd

Poetry: (Untitled)

Running rushing
floods of colour spew they imbue
senses already enflamed
with passions, entrenched
Thin line of visceral cotton
colour dies vibrantly
climbs up – down that trope
of frozen flame
What is the worth in a façade?



By Joe Hill 6KS

Prose: (Untitled)



Then the black clad figure attacked. Armed with a pistol he rolled out of the shadows behind them and shot four men down in four shots, hitting every single casualty at the base of their skull, severing their spinal cord, and entering their brain. The figure that stood before them collapsed into a small mound of blood and Kevlar. The figure that stood before them

was covered in black armour, his face mask was shaped with a sharp edge over the nose and mouth, which flattened out to reveal a tinted visor and then covered the rest of the head.

The next soldier in line raised his gun, but he hesitated on the trigger, which gave the creature a perfect opening to punch through his stomach, and grab his heart, ripping the organ from the screaming body. He then threw a blade with such force that it pinned the next man to the wall by his neck. By this time the remaining four men and Simon had opened fire, but the bullets just glanced off the creature's armour. It rolled, and raised a vambrace, which opened up to reveal a silenced weapon. The next



By Sam Sells 9P

two men were cut down with a duet of hisses, and only Simon and his captain, Raul, a Spanish veteran, were left. The creature drew a sword, unhappy about wasting ammunition, and with a blur of flashes sliced Raul across the belly, spilling his intestine across the floor, then with one final twist cut Simon across his neck, and Simon was left to choke on his own blood, crawling and writhing on the solid ground, until he could no longer breathe, and stopped trying. As he looked up for one final time, the figure stood over him. It looked pitifully at the soldier he had just terminated. He eased his passing, with a solid stomp to the head, erupting grey matter onto the walls around him.

Poetry: **The Smurfs**



Their thick white hats glow like the moon,
when they sing a beautiful tune.
United strongly in a crowd,
They stand together small, but proud.
With pride, they wear a big blue nose,
Bigger and stronger than their toes.

Everyone works hard as a team,
Their life is a magical dream.
Until evil forces arrive,
By Gargamel's clever disguise.



By James O'Connell 7W

Prose: **(from) Strike Three**



I hurled the stupid, old piece of wasted resources across the room, bellowing in frustration at the insolence of the dreadful machine. Smash! Exploding into a million pieces against my dreary bedroom wall, a deadly mixture of glass and plastic razor sharp shards splintered across

the room, embedding themselves in anything and everything. Ducking down to avoid being peppered with bullet-like spines, using the keyboard as a makeshift shield, I cowered behind my bed. After the apocalypse had finished, I regained my stance, looking around the room, noticing wires, motherboards and other interesting things protruding from its once smooth and sleek surface. I smiled in satisfaction as the monster of all things technological had been removed from existence. A computer...



By Tom Cahill 9C

The Old Boys

DHSB was founded in 1896 and in the 115 years since, thousands of pupils have wandered through its corridors, studied in its classrooms, and played on its sports fields. In school the pupils form a diverse and vibrant community, and it is one of the core aims of the DHSB Old Boys' Association to help maintain this unique bond between fellow students, as they move into the wider world. They also aim to help the school and its students, both financially and through the wide range of skills and experience that their members have to offer.

The Old Boys Association was founded in 1914, and for 60 years it flourished. However, through the 1980s, it began to slowly die away (as also, incidentally, did this

very publication). For a time it seemed as if the Old Boys Association may merely have become a dusty relic of a bygone era. But as the school approached its 100th Anniversary, its ever industrious former pupils sprang into action and worked with the then Headmaster, Dr. Pettit, in order to re-establish the group.

But enough of the past! What does the future hold for the 'Old DHSians', as the Old Boys are affectionately known? Well, a very exciting development is now coming to fruition, as the Old Boys' official website (www.dhsob.co.uk) is being launched just as we go to press, aimed at making membership a much more attractive proposition. It is linked to the main school homepage, but run independently. It will be regularly updated

with information about what's happening, interviews with staff past and present and is going to be a focal point for the organisation of re-union events. There is also a gallery, containing a fantastic array of photos, from the First XIs and XV's of years gone by, to the old prefecting teams, and many more besides. There is even a shop with products such as Old Boys' ties, specially designed leisure wear, and back-dated copies of the school magazine from throughout its 107 year history.

This article could probably stretch to several volumes extolling the virtues of all our former pupils and our fantastic Old Boys Association, but I will conclude it now by saying that there has never been a better time to be a part of this ever evolving community.

Written by Alex Lea



The school song is hardly recognised anymore, the tune has been forgotten and the lyrics are said to be 'boring'. With the magazines theme being Creativity, we as the team this year have decided to revive it! The lyrics will be changed and new music will be written. We called upon two of the schools very talented musicians; Will Reis and Rahul Raman. They have been working very hard to make the school song something to be proud of once more! The sheet music and new words will be available online on the DHSB website hopefully before Speech Day. We asked Will and Rahul a few questions so we could find out a bit more about this development!

What is your opinion on the original school song? - (Will) Honestly I feel as though it's too traditional and quite boring, however it is a good starting point for a new beginning.

Are you planning on completely changing the lyrics? (Rahul) Of course not, we are obviously going to update them and add parts but we still want it to be like the original.

What instruments are you rewriting the song for and why? (Will) We are planning on writing it for guitar, piano and ukulele, as they are all popular instruments and very easy to pick up on!

Are you planning on changing its genre? (Will) I thought bagpipes... (laughing)...We haven't thought of a specific genre yet, we just want it to be a lot more upbeat and catchy!

What changes will you be making to the lyrics? (Rahul) Well, we want to be able to sing about the schools achievements, the school is full of a lot of achievers and we want people to know that!

Written by Toni Lawrence and James Clarke



BACK COVER DESIGN:
DESIGN AND LAYOUT:

MAX JEDWAB
TOM BREWER

For exclusive online
content, scan this code
with your smartphone





PRO ARTE PRO HUMANITATE