



Turnbull Times

MARCH/APRIL 2022

LETTER FROM THE HEAD TEACHER



Dear Parent/Carer

Welcome to this Spring edition of the Turnbull Times. As we approach the Easter break the attention of our senior phase pupils turns towards the upcoming SQA exam diet. The latest updates from the SQA in relation to the 2022 diet is provided below.

SQA Exam Diet 2022

To ensure fairness and credibility are maintained in light of the ongoing impact of the pandemic, SQA has recently announced additional support measures for learners who are taking National 5, Higher, and Advanced Higher courses in 2022. In moving to Scenario 2, SQA will provide revision support for learners during week beginning 7th March, to help them prepare and focus their revision, in the run up to the exams. Revision support will be available for all courses that have an exam. The type of revision support for each course will depend on the modifications to assessment that were made at the start of the school term and will reflect the types of questions that are in the exam. A table showing the type of revision support that will be provided for each course is available on the SQA website.

Exceptional Circumstances

The SQA has published information on their exam exceptional circumstances service, which will be available during the exam diet. This will be in place for learners who are unable to attend an exam due to a reason beyond their control, such as a medical condition (including Covid-19 related absence) or bereavement, or who have been impacted by a disruption at their school, college or training provider on the day of the exam, which means the exam can't take place. In these instances, the learner's school, college or training provider will send evidence of their assessments from throughout the year to SQA to be reviewed by subject experts, who will judge it against the national standard for that course to determine their grade.

Turnbull High School

St Mary's Road, Bishopbriggs
Glasgow G64 2EF

Tel: 0141 955 2393

Fax: 0141 772 8016

www.turnbull.e-dunbarton.sch.uk

Email: office@turnbull.e-dunbarton.sch.uk

(Continued from page 1)

SQA Appeals Service

The SQA has also published information on the 2022 appeals process, which will be available after results are published on Tuesday 9th August. This is an important service for learners who want to question their SQA results. In 2022, all learners will continue to have free direct access to the appeals service and a priority service will also be available for those applying to university, college, training or employment. This year's appeals service will involve practising teachers and lecturers reviewing evidence of the assessments that learners have completed through the year. They will judge this evidence against the national standard for that course. SQA will also conduct a clerical check on exam scripts. Through the appeals process, learners will be awarded the higher grade of the two types of evidence (their exam and/or coursework and the assessment evidence submitted in support of the appeal).

SQA Invigilator Appeal

The 2022 SQA exam diet will run from Tuesday 26th April to Wednesday 1st June. If you would be interested in becoming an Invigilator at Turnbull High School more details of what is involved can be found using the link below.

<https://www.sqa.org.uk/sqa/35770.html>

Please contact Mrs McLaughlin by email or by phoning the school office if you would like to become part of our team.

Lent 2022

During Lent pupils are asked to reflect on 'A Time for Prayer', 'A Time for Fasting' and 'A Time for Almsgiving' through our weekly themes.

They will have the opportunity to participate in Eucharistic Adoration (Thursday at 8:45am) and Lenten Prayer (Friday at 1pm) in our beautiful Oratory. This year we have decided to make the situation in Ukraine our special intention/prayer request as we offer our Lenten prayers.

All monies raised through our Lenten Charities Campaign will support our continuing sponsorship of Vonzua Public School in Liberia. Planned activities include Easter Egg Appeal, foodbank collection, sale of Mother's Day gifts and sponsored silence.

Staffing

After 26 years of service, Ellen Cameron will retire from her post as facility assistant on 31st March. We thank Ellen for all her hard work and wish her a long and happy retirement.

Mr David McArthur has been appointed to the post of 1FTE Teacher of Physical Education.

Mr Calum de Sainte Croix has been appointed to the post of 0.5 Teacher of STEM within our St Columba base.

(Continued from page 2)

School Uniform

The impact of Covid mitigations on our standard of uniform is causing some concern. I am appealing to parents and carers to support us in returning to our previous high standards. In particular I would like to highlight the following expectations.

- Pupils should remove outer jackets within the school building and blazers should be worn at all times as pupils move around the school.
- Plain black shoes should be worn.
- Leggings are not an acceptable uniform item.
- PE kit should only be worn travelling to school if the pupil has PE period 1.

End of Term Arrangements

School will close for the Easter holiday on Friday 1st April at 2.30pm

The new term will begin on Tuesday 19th April at 9am.

I would like to take this opportunity to wish you, and your family, a happy, peaceful and Holy Easter.

Please do not hesitate to contact me if I can be of any assistance to you.

Yours sincerely

E Kennedy
Head Teacher

Exam Prayer

Dear Lord, please help me in my examinations.

Help me to face them with courage, steady in nerves and keen in mind.

Please help me to grasp fully the questions that are asked, to remember all that I have conscientiously studied, to express my answers accurately and with the completeness desired.

Grant me, dear Lord, a due sense of timing, and let me not waste precious minutes in irrelevant asides.

Before I hand in my papers, give me the wisdom to examine what I have written, and the alertness of mind to detect and correct any mistakes I may have made.

Lord, grant me success if success is good for me.

But I know you know what is best for me.

With loving trust,
therefore I say,

“Whatever the results, blessed be your holy will.”

SENIOR PHASE EXAM PREPARATION



As the SQA exam diet is now only approximately 6 weeks away, the following advice may help you support your child in their final exam preparations.

1 SQA EXAM TIMETABLE

It is important that pupils are clear about exactly when their SQA exams are in order to make sure they does not miss any of them and to help them structure their study planning. Information about exam times can be found on the SQA's website (<http://www.sqa.org.uk/sqa/1439.74.html>) and a personal exam timetable service (as a website feature or app) is available here too.

If a pupil is going to be late or absent on the day of any of these exams then the School Office must be contacted immediately.

2 TARGET SETTING

Pupils should be able to use the information in their Senior Phase Progress Record, profile and any mentoring activities to identify the subjects that they should prioritise in their revision in order to address any development areas and so maximise their performance in the final SQA exams in May.

3 COURSE REVISION

A summary of the course content that pupils will be assessed on in their exams in May can be found in the ASSESSMENT INFORMATION booklet which was issued with the SENIOR PHASE PROGRESS RECORD at the beginning of the year. This information can help pupils ensure that they have fully revised and can be a useful mechanism for dialogue between you both about exam preparation.

SQA SPECIMEN PAPER SERVICE

Pupils should try and ensure that they set aside a significant amount of planned study time to familiarise themselves with the

structure, timing and content of their final exams by attempting and marking specimen paper questions. Free access to these papers and solutions in every subject can be found at the PAST PAPERS section of the SQA website. These can be (<http://www.sqa.org.uk/pastpapers/findpastpaper.htm>).

5 SQA UNDERSTANDING STANDARDS

Students can use the SQA Understanding Standards resources to look at sample answers and how they have been marked by the SQA at <http://www.understandingstandards.org.uk/>. These resources can be very useful in helping students hone their answer technique and use of the SQA command words.

6 STUDY PLAN

Pupils should maximise the use of their time between now and the exams by creating a plan of when they will revise and what topics and activities they plan to do during this revision time. To help pupils in doing this they can use their planner, a diary or the "My Study Plan" app from the SQA instead (<http://www.sqa.org.uk/sqa/1439.74.html>).

7 EXAM LEAVE STUDY CLASSES

There are a series of revision sessions being planned for during the exam leave time to allow pupils to meet with staff and go over any last minute concerns or questions. Please encourage your child to sign up to and attend these sessions when the booking form is issued.

SENIOR PHASE EXAM PREPARATION



8 PARENTAL PARTNERSHIP

Resources to help support parents assist in the development of study skills, recall and managing stress are available on the LEARNING and STUDY SKILLS section of the School website (<http://www.turnbull.e-dunbarton.sch.uk/learning/study-skills/>)

Study Skills - Turnbull - Turnbull - Turnbull

Below are links to advice and presentations used at Information Sessions in the school about maximising the effectiveness of study and improving attainment.

www.turnbull.e-dunbarton.sch.uk

9 SQA EXAM RULES

It is important that pupils are clear about exactly how they should conduct themselves during their SQA exams to maximise their performance and prevent a paper being cancelled by breaching rules. A summary of the key things to consider can be seen below and more information about this can be found at <http://www.sqa.org.uk/sqa/69124.html>

GENERAL

- ✓ school uniform is to be worn when sitting exams
- ✓ arrive in good time (about 10 minutes before the exam starts) and check its location
- ✓ bring the right equipment (black/blue ink pens, pencils, etc)
- ✓ bring your Scottish Candidate Number (SCN)
- ✓ check you have been given the correct exam paper
- ✓ complete all your details on every piece of work that you hand in
- ✓ read all instructions and listen carefully for additional instructions
- ✓ ensure you answer all sections and questions – check you have not missed any out
- ✓ remember to cross out all rough work once you have made a final copy
- ✓ if you feel unwell, tell the Invigilator
- ✓ stay in the room until the exam is finished – use spare time to check over your answers.

CONDUCT

- ✗ do not copy from someone else, or share your work with anyone else
- ✗ do not use offensive or frivolous language in your answers
- ✗ do not speak to any other pupil
- ✗ do not behave disruptively or cause a disturbance in the exam room
- ✗ do not share equipment with anyone else

Pupils must not have ANY of the following in the exam hall (or their paper will be cancelled)

- Mobile phone
- Digital electronic device such as MP3 player, tablet or smartwatch
- Book, notes, sketches or paper
- Pencil case/calculator case
- Calculator or Dictionary – except in specified subjects

**KEEP
CALM
AND
GOOD
LUCK**

LEARNING AND TEACHING CONFERENCE : BUILDING LEARNING POWER

On our latest Inset Day, we held our second Learning and Teaching Conference, which had a focus on Building Active Participation. Teachers from across subject areas discussed with their colleagues the different teaching strategies used in the classroom to enhance our pupils' learning experience.

Furthermore, some of our Building Learning Power ambassadors joined us and made a presentation to staff, sharing their learning experiences.

Our staff and young people would like to share their conference experience with you...

*"What an outstanding display of excellent practice from across our school community.
I know that every member of staff took something from the morning.
A very inspiring conference."*

Mrs Kennedy

Our recent Learning and Teaching conference was a wonderful opportunity to see the innovative strategies that are used around the school. I found that having time set aside to refocus on the quality of the bread and butter of our work- Learning and Teaching- has given me the chance to refresh my thinking, revive my routines and pinch some of the great ideas that my talented colleagues shared!

Mr Pearce



Once again, our Learning and Teaching Conference has been invaluable to the professional learning of staff in our Turnbull High School community. There were great examples of excellent practice which were shared across our staff, for the benefit of all. In addition, our pupils participated so well in talking about the experiences that best work for them in the classroom in active participating in learning.

Mrs McLaughlin

LEARNING AND TEACHING CONFERENCE : BUILDING LEARNING POWER

(Continued from page 6)

I presented a resource called spin/stop wheel which could be used as a start, plenary or revision task.

Each group that visited had a different dynamic, some very lively and wanted to discuss things, others more quiet waiting for direction. This replicates our classes I guess.

I provided an overview of the activity and decided the best way for colleagues to learn was by doing. I had created a set of general knowledge themed questions. To begin with, the group split into pairs and chatted/discussed their answer before replying. There were full group discussions about different answers or chains of thought before I revealed the answer.



Overall, each group was extremely engaged and wanted to answer all of the questions. Some groups were particularly competitive where each pair wanted to win in the class. I explained the choice of my questioning which involved single word responses, multiple choice answer and answers which provided further depth.

To finish, I provided further examples of templates I've created for my Higher class and how I use them in lessons. I explained the instant feedback provided by pupils from the groans or cheers depending where the spinner landed. This enabled me to see areas for development in the lesson or the future.

Mr Walker

Staff spent time looking at a number of interesting teaching strategies and resources in order to continue developing the quality of our support for Turnbull pupils in their learning. Teachers volunteered to present/showcase some strategies and each session generated some really interesting ideas and dialogue between staff as we looked at the practicalities for how these could help impact pupils' learning positively and make learning fun and engaging, and effective, for our pupils. As a



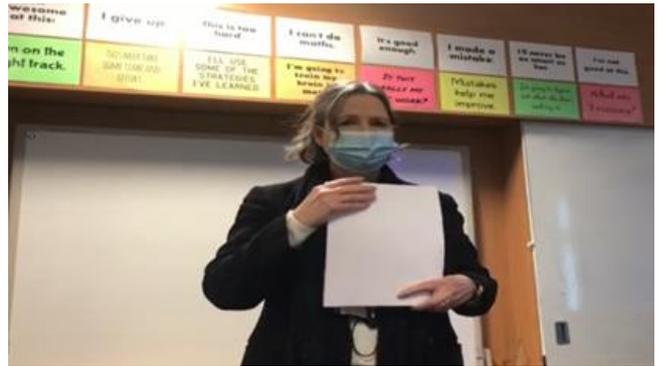
staff, we are now moving towards implementing some of what we have seen in our own classrooms. It was clear that staff had enjoyed spending time together, looking at practical ways of improving teaching and learning, which is at the very heart of everything we do.

Mr Hoyle

LEARNING AND TEACHING CONFERENCE : BUILDING LEARNING POWER

(Continued from page 7)

As part of the Action Group for Building Learning Power (BLP), I volunteered to take part in the teaching and learning conference organised for the in-service day on the 9th of February. The idea behind the conference was a teacher from every department would share good practice in relation to the first Building Learning Power unit, Building Active Participation. I chose to share a technique the Maths department use regularly to encourage Active Noticing.



I created a worksheet of examples that included common mistakes made by pupils in 4th level Algebra. The worksheet asked the pupils to identify the common mistake, rectify the solution and explain what mistake had been made. The idea behind this is to create a discussion to draw attention to mistakes to allow pupils to be more aware of the pitfalls.

On the day, the teachers carouselled through the conference so I presented my worksheet to small groups. They all choose to attempt the worksheet although I did make this optional and I then explained how the same idea could be altered to become a useful tool when going over examples in normal lessons.

My colleagues were happy to discuss whether they use a similar technique in their departments or if it could be adapted to be used in their departments.

After presenting in session 1, I was able to join the rest of the staff to experience some of the innovative ideas developed around the school. Overall, this was a very inspiring experience.

Mrs Cowie

In our recent Learning and Teaching Conference, Support for Learning enjoyed the variety of teaching skills and ideas being demonstrated. Prior to the day, we thought that most of the activities being shown would not be much use in our tutorials. However, we found most of them very helpful, and something we could integrate into our sessions. In particular, we liked the pupil's presentation, as it was great to get their perspective on active learning.

Mrs Carberry

LEARNING AND TEACHING CONFERENCE : BUILDING LEARNING POWER

(Continued from page 8)

About our pupils...

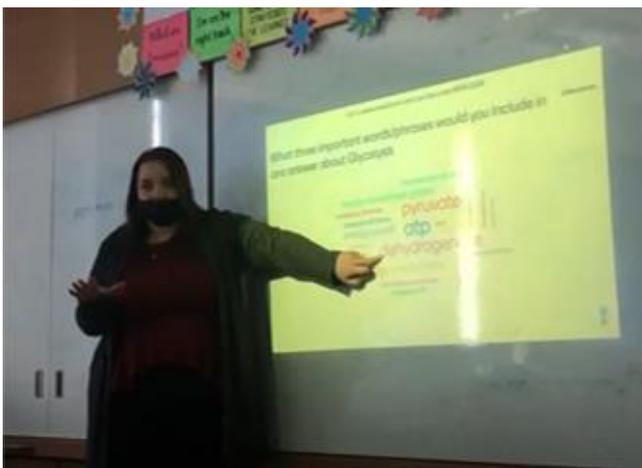
The Learning and Teaching Conference at our recent staff INSET day was devoted to the sharing of good practice in line with the tenets of 'Building Learning Power'. This was an invaluable opportunity to engage in meaningful professional dialogue and to sample the innovative pedagogical strategies employed across our school community. A particular highlight of the conference was the outstanding contribution of our young people in S6 who confidently presented to staff concerning the teaching methods they found most useful in their learning journey. As a group, the teaching staff of Turnbull High School are dedicated to capturing Pupil Voice to enhance the learning experience for our young people. Teoni, Aidan, Ryan and Dario's thought-provoking and well-informed presentation celebrated the creative and unique lessons they participated in and provided tangible and constructive feedback to consider for future year groups. The conference was transformative in a number of respects: none more so than the excellent input of our senior pupils. Thank you - and well done!

Mr Hendrie

At Turnbull High School, we expect all our students to be leaders of their own learning and promote positive change in our school community. At our recent Learning and Teaching Conference, our Building Learning Power (BLP) Ambassadors brought a refreshing insight into their experience as they shared with staff the impact of our BLP work on them.

Aiden, Teoni, Dario and Ryan very ably described how positive learning strategies had developed a deeper knowledge and understanding of what was being taught. By discussing the impact of BLP strategies on their learning, they were able to explain how this variety of approaches had made them more responsible, effective and active learners. Our young people demonstrated not only a clear understanding of how their learning was linked but how our strategies had helped them become more confident and independent in their learning across the school. Most impressive!

Mrs Bray



LEARNING AND TEACHING CONFERENCE : BUILDING LEARNING POWER

(Continued from page 9)

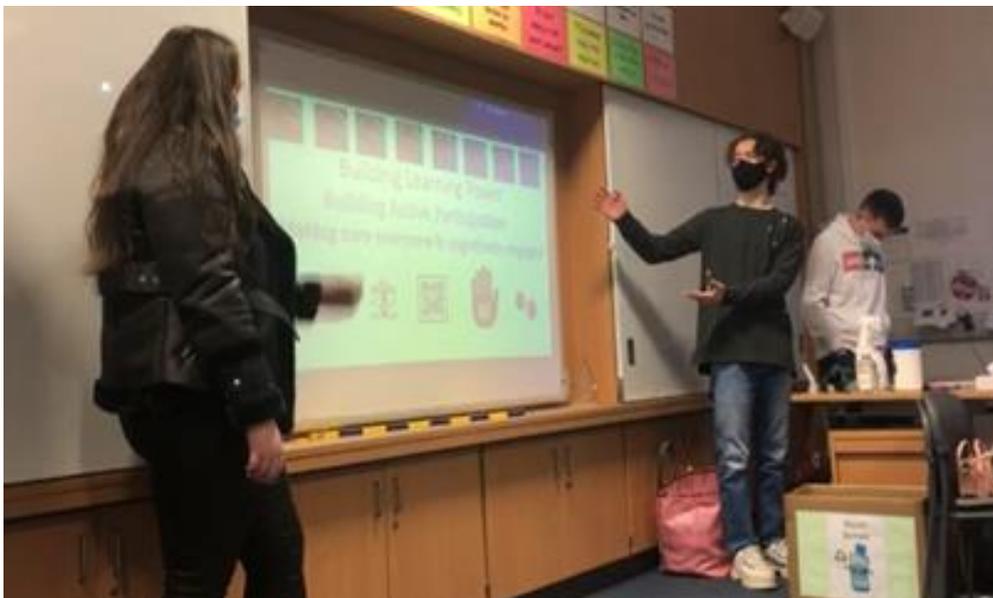
Our pupil experience...

"Our group of S6 BLP Ambassadors presented a talk to groups of teachers during the in-service day, to provide an account of our most memorable learning experience across every department in our 6 years at Turnbull. We spoke about online learning tools and discussion methods teachers have used for us that we feel have best invited engagement, participation, and increased opportunity for understanding. Every teacher was incredibly encouraging during our presentation, allowing us to feel comfortable and able to communicate our ideas effectively and concisely. This experience has strengthened our faith in the Building Learning Power initiative, and we are excited to see how this transpires within the broader curriculum in the future."

Aidan T, S6

"For the Building Learning Power Initiative, the BLP ambassadors took part in staff in-service day where we completed a 10-minute presentation to teachers, discussing different learning strategies which have helped us during our learning experiences at Turnbull High School. This experience was extremely beneficial in helping the teachers understand different learning techniques which have been most beneficial during our learning and studying and provided them with potential ideas that they might like to implement into their future lessons. I believe that this experience had a positive impact because it allowed teachers to ask questions and understand what learning techniques work best with students and it allowed students to give honest opinions about their learning in Turnbull High School. By allowing us to have an informal conversation and open dialogue with the teachers, we were able to talk about our learning confidently and honestly in school and how we, as students, learn best. "

Teoni K , S6



PRINCE'S TRUST ENTERPRISE CHALLENGE

The Enterprise Challenge is an inter schools competition where young people are supported by trained mentors to participate in a business simulation game. The team with the highest game scores in Scotland go through to the regional finals.

By taking part young people will have the opportunity to:

- Develop their confidence and aspirations for what they can achieve
- Increase their understanding of the world of work and their ability to have a positive impact on their wider community and society
- Build important skills: team work, decision making, problem solving, communication, creative thinking and resilience
- What happened on the day?

Our trained mentor Chloe McCutcheon from HMRC came to the school to advise the S3 pupils on the best business model to use as the young people competed to play the business simulation game.

Based on the concept of a pop-up shop, the game put the young people in charge of the conception and running of a brand new micro-business. From choosing what to sell and for how much, to where to set-up shop and how to attract customers - it's up to young people to build hype, get sales and make a profit.

Points go to the team that makes the most profit, puts ethical and sustainable business values at the heart of their decision making and build the most hype by thinking about the needs of their customers.

Following game-play young people work with mentors to develop and pitch their own business idea, putting into practice what they've learnt about what it takes to start an enterprise.

It was a great day, pupils were fully engaged in developing their own business concepts and we are now waiting to hear if Turnbull High School has enough points to compete in the regional final of this Enterprise Challenge.



ROUTINES FOR SUCCESS!

This term during BGE assemblies, we have been looking at the importance of good routines to ensure we achieve our best in school.

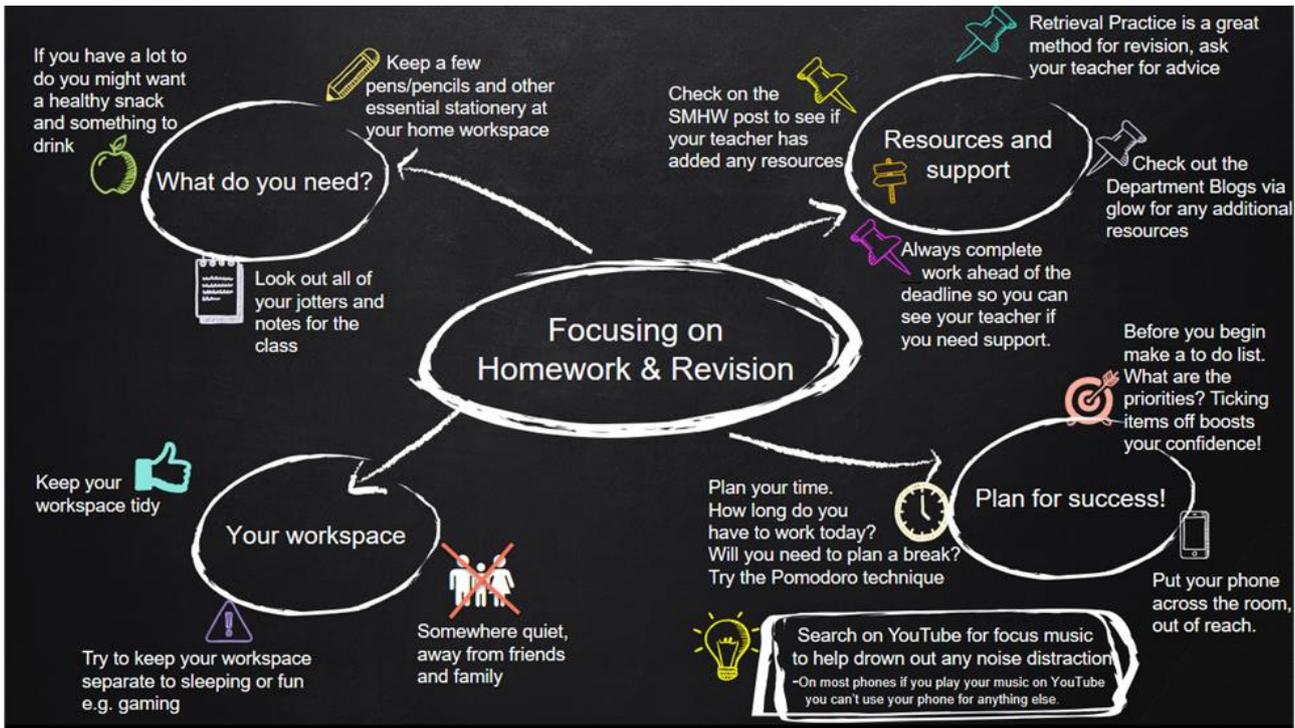
Themes have included:

- Packing all of your school equipment in advance
- Tips to stay focused in lessons
- Understanding how our behaviour in the corridor and as we enter/exit classes impacts our performance
- Strategies to keep our brain paying attention when listening in class

As we work on these habits in school, we should also reflect on how we can support this at home.

See our tips below!





Make Time for Breakfast and Reap the Benefits!

- Increases physical energy** (Icon: Running person)
- Helps improve test scores and grades** (Icon: A+)
- May help maintain a healthy body weight** (Icon: Scale)
- Helps with muscle building and repair** (Icon: Muscle arm)
- Helps you focus more clearly and be alert at school** (Icon: Person at desk)



Protein at breakfast helps you from getting hungry so quickly

Include Protein for a Power-Packed Breakfast



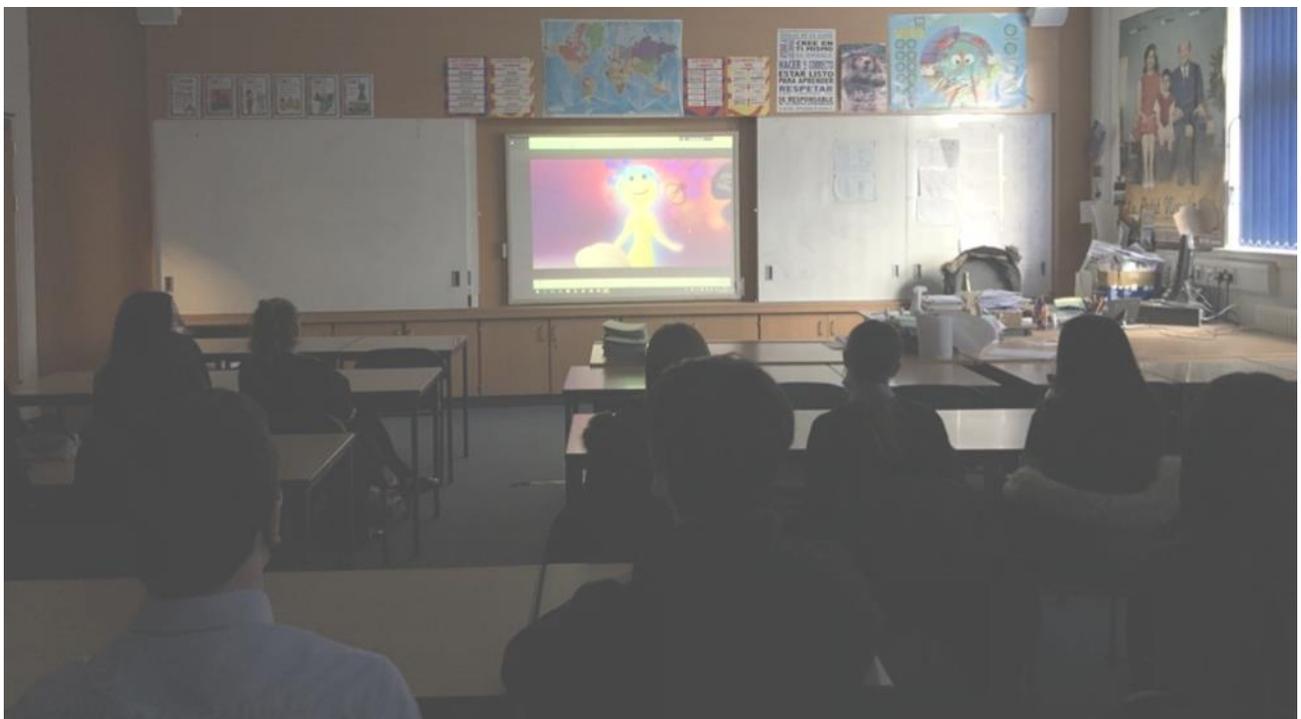
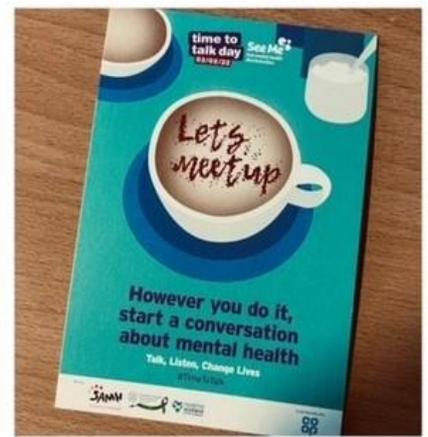
- Protein-packed foods**
- Greek Yogurt 6 ounce carton
 - 1 Cup of Milk
 - Peanut Butter 2 Tbsp
 - 2 Eggs

Discuss these tips at home, are there any that could be implemented in your house to promote healthy routines?

S3 Mental Health and Wellbeing Day

On Friday 4th February, all S3 pupils enjoyed a day off timetable to participate in a series of workshops and activities aimed at understanding and improving their mental health.

During periods 1 and 2, all pupils engaged in tasks in their groups that allowed them to analyse their own emotional, physical, mental and social wellbeing. After interval, pupils explored their understanding and awareness of anxiety and potential triggers by taking part in active learning activities.



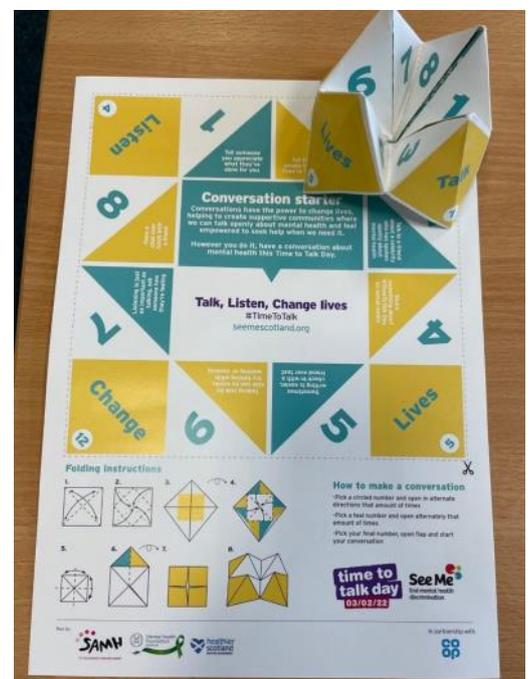
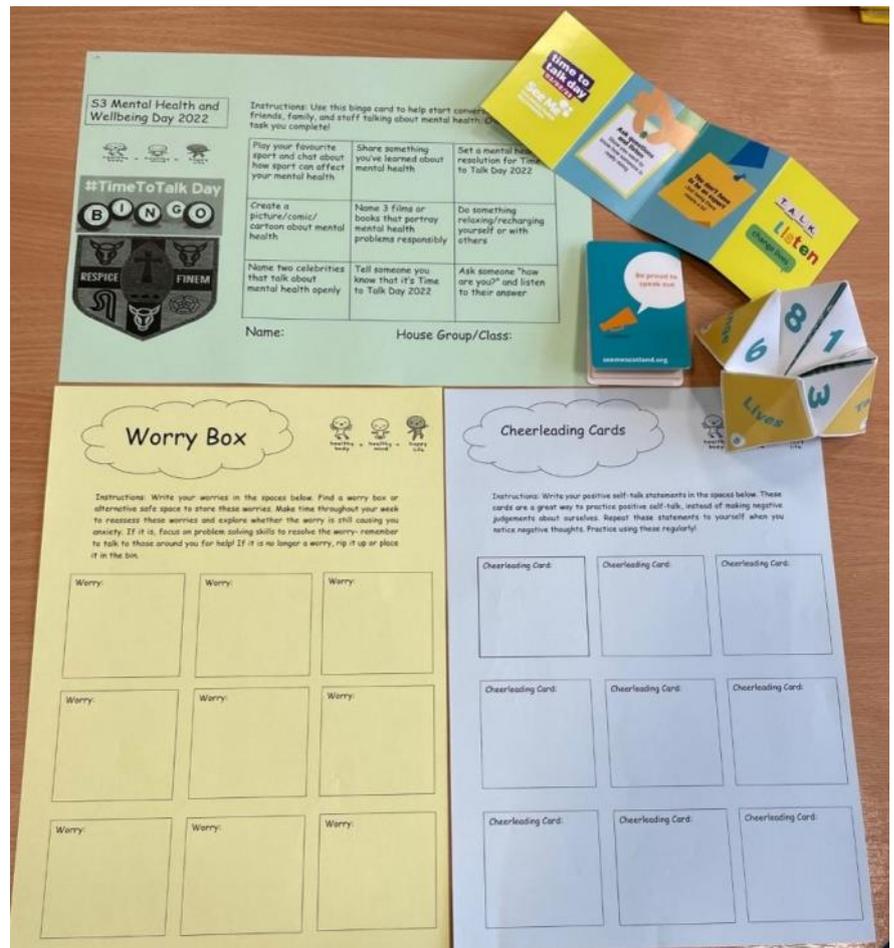
S3 Mental Health and Wellbeing Day

(Continued from page 14)

Pupils were then able to select from a choice of practical activities including PE, reading, listening to music and watching movies before they went for lunch.

After lunch, pupils took part in a gambling workshop with Youth Development Worker, James Crumless. Pupils enjoyed this workshop which aimed to improve their understanding of the social issues alongside the personal issues associated with problem gambling and how this is even in an issue with “in-game purchases” as part of games they may play at home.

This was an excellent opportunity for our young people to engage with activities that will help them identify potential issues and use strategies to help improve their own mental health. The feedback from pupils regarding the day has been very positive and we look forward to continuing with this work in improving all young people’s mental health as part of our practice.



PHYSICAL EDUCATION DEPARTMENT

Athletics Competition

Some of our BGE Pupils have recently represented Turnbull High School at the SSAA Indoor Athletics competition at the Emirates Arena in Glasgow.

Well Done to:

**Matthew, S3 and
Umberto, S2**

for their commitment and hard work in their Track events.

Matthew will also be representing Turnbull at the forthcoming Secondary Cross Country event in West Lothian on 3rd March.

PEPAS Academy

Some of our BGE pupils have been selected to be members of the Turnbull PEPAS (Physical Education, Physical Activity and Sport) Academy. After completing a successful online form.

Some of the tasks the pupils will be carrying out include: Organising Inter-House Sports Competitions, writing articles for the Turnbull Times, Fundraising/Sponsorship Events.

Winter Olympics IDL

This past week the Winter Olympics have been going on and Turnbull High School has been taking part in an IDL, which is different activities related to the Winter Olympics. This has been organised by Mr McGlinchie in PE.

The Winter Olympics were first held in Chamonix, France in 1924.

There are 12 Events including Alpine Skating, Diathlon, Bobsleigh, Figure Skating, Curling, Ice Hockey, Luge and Snow Boarding.

Throughout the week different subjects Have been doing lessons on the Winter Olympics.

In **Modern Studies** pupils learnt about the Diplomatic Boycott that the UK, USA and Canada have started.

In **P.E.** we watched videos on advertisements for the Winter Olympics and used Gymnastics apparatus to find Flight, Power like you do in Snow Boarding and Ski Jumping. We also did indoor curling. The Ladies team GB won Gold and the men's team won Silver.



In **Art** we have been creating posters to advertise the Winter Olympics.

by Poppy H, 1HA

PHYSICAL EDUCATION DEPARTMENT

Water Bottle Recycling Initiative



As you may know already, the Turnbull P.E Department sell bottles of water for 50p each. If you buy one and recycle the empty bottle you get a free bottle. We then donate the empty bottles in our recycling bin to Cardinal Winning Secondary School.

Cardinal Winning School is an ASN school in Tollcross. The link teacher is Ms Graham who also collects waste plastic bottles from other different schools. Some of her students take them to “reverse vending machines” in many different areas in Glasgow. If you buy one you get a 5p voucher to spend at the shop/supermarket. Ms Graham and her pupils then use the vouchers to buy food for local food banks.

By Turnbull donating our used water bottles to the Cardinal Winning Secondary, we are in a very small way making a contribution to a good cause, which is fighting climate change.



RELIGIOUS EDUCATION AND CHAPLAINCY

Follow our RE and Chaplaincy Department on Twitter and Instagram for more updates and spiritual well-being resources
[@turnbullhs_re](#)

Hello Maker: Encountering God through Faith and Science

One of the most common questions in the conversation around faith in our times is whether faith or science provides the answers about the big questions in life. On the 21st of February, our S6 pupils had the unique opportunity to attend a conference on the compatibility of faith and science which was jointly organised by the RE and Science departments. The keynote speech was delivered by Dr Gerald Bonner, a laser physicist who had just returned from speaking at a large scale conference of scientist down south.

Dr Bonner spoke eloquently about the wonder and awe of creation, experienced in everyday life and how his own study of physics has deepened his appreciation for God's handiwork in the universe. For him, the intelligibility of the world around us does not take away from the idea of a creator God but in fact, it testifies to the existence of the designer. He spoke about causality and that physical causes do not negate metaphysical ones. Using the analogy of a boiling kettle, he showed that the scientific explanation of how the kettle causes the water to boil does not take away from the process being caused by a person wanting a cup of tea!

Interspersed with time for group discussion, Mr Hannah (PT Physics) and Mr Broadley (PT Biology) gave fascinating talks on theistic perspectives on The Big Bang and Evolution. It was interesting to see how they used scientific and theological sources and perspectives to demonstrate that belief in God, and specifically the Catholic faith, is compatible with science with science answering the HOW questions of existence and FAITH answering the WHY. Pupils who attended were clearly engaged and stimulated by the topic because the panel Q&A which followed demonstrated a deep level of thought and reflection. Joined by Canon Hill, himself a scientist, our young people were able to ask sophisticated questions and receive specialised answers.

Our sincere thanks to Dr Bonner and our own Turnbull Scientists for their input to providing such an excellent learning opportunity for our young people.

TREE OF REMEMBRANCE



A year has passed since the sudden death of our archbishop on the feast of his predecessor, St Mungo and led by the initiative of the archdiocese, Turnbull High School held a year's mind service and planted of a tree of remembrance. The love and might of God are revealed in creation all around us but trees have a particular prominence in the history of salvation.

As a priest and bishop, Philip Tartaglia pledged his life to the preaching of the Word and administering the healing power of the sacraments. Since sin came into the world through the disobedience of Adam and Eve in eating from the fruit of the forbidden tree, so salvation comes when the fruit of the New Eve's womb is sacrificed upon the tree of the cross and given for us to eat as the Eucharistic remedy. Archbishop Tartaglia gained his PhD in the teaching of the Council of Trent on the Holy Eucharist and would have meditated on his role as a priest in mediating that salvation through offering the Holy Sacrifice of the Mass. In the last years of his life he called for a rediscovery of reverence for the Blessed Sacrament. This desire to put the real presence of Jesus in the Eucharist is echoed in our school consecration, which the archbishop led in 2017. Devotion to Our Lady, whose swift obedience to the will of God is the inspiration behind our consecration, prompted him to consecrate Scotland to Her Immaculate Heart in the same year.

Central to the life of priests and religious is the praying of the Liturgy of the Hours, services that punctuate the day which primarily consist of the psalms. These poems are replete with dendrologous imagery from the strength of the cedars of Lebanon to the just, flourishing like the palm tree. Psalm 1 explores the image of one who is not concerned with the superficial things of a worldly life and describes the one who meditates on the things of God as planted by flowing waters. Far from the tree that never grew, this tree is full of life. In the Parable of the Mustard Seed, we hear that faith, like this smallest of seeds can grow into a great tree whose branches become a resting place for the birds of the air. Archbishop Tartaglia, faithful to praying his breviary (reputedly in Latin) could offer us an example of how nourished we can be if we allow our roots to be deep in the things of God. This tree bears its fruit in due season, the fruit of a virtuous life and can grow into a place of restoration and nurture for others.

As we continue to pray for the soul of Archbishop Tartaglia, and as we notice the blossoming of the tree near the pitch (a front row seat for a most religious hoops fan!), we can also think of the rewards of a virtuous life. In St John's vision of the heavenly homeland in the Apocalypse, we see the tree of life planted by the river in the heavenly Eden, which bears twelve kinds of fruits. In this restored Eden-Temple, the servants of God serve him in perfect joy, reigning with him and basking in the light of His presence. When we see that tree, let us pause to pray that the archbishop will join those ranks in God's time and that we too will one day reach our reward for having served the Lord as Philip Tartaglia sought to do in his ministry among us.



Primary Forensic Challenge Event

We are the STEM Leaders and Captains, Acsah, Blessing, Divine, Desiree and Mark and our role as STEM Leaders is to create, plan and deliver STEM activities, events and interactions for other people.

Recently, we hosted a Primary Forensic Challenge Event for the Primary 5 and 6 pupils of our Primary Schools. At St Helen's Primary, on Thursday 18th February, 76 pupils from the two P6 classes and one P5/6 composite took part. On Thursday 25th February, 51 pupils from St Nicholas' Primary also took part. Our primary learners enthusiastically got involved, enjoyed solving the crime and asked some great questions about general science and the role of forensic science in crime solving.

This year we conducted our activities via Microsoft Teams. We introduced the concept of Chromatography and conducted a fun forensics experiment involving a crime scene and various evidence left by the culprit.

The second activity was some fun DIY Skittles Chromatography. The Skittles Chromatography experiment shows what happens when the colour particles from the skittles move through the water.



The last activity that we did with the Primary 5/6s was called 'Chromatography Art'. As part of this activity, we used filter paper, felt tip pens and drops of water to create art with the chemical process of Chromatography. The activity involved drawing a design in felt pen on the filter paper and then sprinkling a few drops of water using a dropper on the filter paper. After that, the primary pupils were able to see the colour of the pen inks disperse through the filter paper. This activity helped the primary pupils witness and take part in one of the more fun parts of Chemistry.

SCIENCE: STEM



(Continued from page 20)

After the experiments and fun activity, we ensured that pupils were given the opportunity to ask any questions and our team were astonished by the interesting and intellectual questions they had. Their curiosity and eagerness to learn about Science in high school and about careers in Science was very wholesome. One of the pupils asked about what they would learn in Chemistry in high school, we used this as an opportunity to go in turn and say what our most memorable or favourite topic was in Chemistry from National 5 to Advanced Higher and briefly explain what the topic was about. We mentioned the Periodic Table, Carbon, and Fuels. We were able to summarise Chemistry as the study of matter and “stuff.”



At the end of the tasks, pupils filled in evaluation sheets handed out by their teacher to comment on the experiments. We were able to find out 80% of pupils enjoyed Science. 26% of the students who enjoyed Science were either unsure about Science or did not enjoy Science at all prior to the experiments. As a team, it was very pleasing to find out that we were able to change their minds and make learning about Chromatography fun and interactive.



Quotes from some of the Primary Teachers:

Mrs Friar : Thanks so much P5/6 really enjoyed their lesson. The presenters were very confident. Thanks again.

Miss D Chatham: Thank you so much, we loved the experiments and the pupils were excellent! We can't wait to do Science at Turnbull!

TURNBULL HIGH SCHOOL UNIFORM POLICY : DRESS FOR SUCCESS



Our dress code aims to provide a cost-effective way for pupils to show that they are proud to belong to our school community. Wearing uniform reflects a positive attitude to learning and removes any peer pressure to wear expensive brand names. Wearing uniform also promotes equality and inclusion. We continue to expect the highest possible standards for our Turnbull school uniform.

BLAZER

The school blazer complete with embroidered badge is compulsory for ALL pupils. There are two styles of blazer available, fitted or traditional design, for both boys and girls.

Plain black jackets, **no logos or colours**, may be worn over the blazer and removed upon arrival at school.

SCHOOL SHIRTS/BLOUSES

Only blue school shirts/ blouses that can be fastened to the top are acceptable. These should be traditional school wear clothing.

TIES

- ✓ S1-S3 striped
- ✓ S4-S5 plain blue
- ✓ S6 plain blue with bar
- ✓ The school tie should be full length when worn.

SKIRTS

- | | |
|---|--|
| <ul style="list-style-type: none"> ✓ Smart, formal school skirts must be of an appropriate length, coming to just above the knee. ✓ Skirts must be black. | <ul style="list-style-type: none"> ✗ Dresses, pinafores and lycra skirts are NOT acceptable. |
|---|--|

TROUSERS

- | | |
|--|---|
| <ul style="list-style-type: none"> ✓ School trousers must be black, formal and tailored. ✓ If belts are worn with trousers these should be plain black with small buckle. ✓ Shirts must be worn tucked into trousers. | <p>All other forms of trouser are NOT acceptable:</p> <ul style="list-style-type: none"> ✗ shorter length ✗ skinny- fit ✗ leggings ✗ jeans ✗ chinos ✗ shorts ✗ culottes |
|--|---|

UNIFORM POLICY : DRESS FOR SUCCESS

CARDIGANS/JUMPERS

- | | |
|--|---|
| <ul style="list-style-type: none"> ✓ Black school cardigans must be fitted and be of an appropriate length ✓ Only plain black V- neck jumpers must be worn | <ul style="list-style-type: none"> ✗ Long cardigans and tank tops NOT acceptable ✗ crew neck jumpers and hoodies are NOT acceptable |
|--|---|

TIGHTS/SOCKS

Black tights should be worn. They should be plain without any pattern. Black knee high socks and short socks must be plain.

FOOTWEAR

- | | |
|---|---|
| <ul style="list-style-type: none"> ✓ Black, formal school shoes or plain black trainers which appear similar to school shoes must be worn. ✓ Black boots must be robust and in keeping with the formal dress code | <ul style="list-style-type: none"> ✗ ALL other types of fashion footwear are NOT acceptable eg Converse etc |
|---|---|

PE KIT

Plain T- shirt or Turnbull PE top must be worn with shorts / plain sportswear trousers. Leggings are allowed for girls.

Neutral colours are fine it need not be black.

However, colour can be worn if it is a Turnbull PE top that has been purchased via the PE Department. These tops are £10 each and come in a vast range of colours. Please note: they are not available from Baru.

Additional uniform items available for PE kit include a technical fabric top and a hooded sweatshirt for outside use.

Vest/ low cut tops are NOT acceptable. Proper training shoes that support and protect feet should be worn

Other Information:

The wearing of jewellery should be kept to a minimum as it can be a Health and Safety risk. Make up should be minimal in keeping with the formal standards of the school. Hair accessories should be black.

We appreciate that this information is prescriptive. This is to ensure that there is no ambiguity as to what is acceptable with regard to school uniform. The school supplier, Baru, provides a very cost effective package for our school.

Uniform may also be purchased from reputable stores, or supermarkets which also provide an appropriate range of school wear. High Street fashion retailers do not provide appropriate Turnbull High school uniform. If you are in any doubt please contact the school before purchasing.

DATES FOR YOUR DIARY

TERM 3		
April	Holiday (Easter Break)	Mon 4 April to Mon 18 April 2022 (inclusive)
TERM 4		
April	Pupils Return	Tue 19 April 2022
May	Holiday (May Day)	Mon 2 May 2022
	INSET DAY 5	Thu 5 May 2022
	Parent Council Meeting	Mon 9 May 2022—7pm (via Teams)
	S4 Induction	Wed 11 May 2022
	Start of New Timetable	Mon 16 May 2022
	Holiday (May Weekend)	Fri 27 May 2022
	Pupils Return	Mon 30 May 2022
	P7 Induction Days 1 and 2	Tue 31 May and Wed 1 June 2022 (tbc)
June	P7 Induction Evening	Wed 1 June 2022 (tbc)
	Holiday (Queen's Jubilee)	Thu 2 and Fri 3 June 2022
	Pupils Return	Mon 6 June 2022
	S5/S6 Induction	Mon 6 June 2022 (tbc)
	End of Term	Thu 23 June 2022
	Pupils return	Wed 17 August 2022
PLEASE NOTE : Some of the above dates are subject to change due to possible on-going COVID restrictions.		



Our annual appeal for Easter Eggs has started. We are collecting Easter Eggs for Chesters Nursery in Drumchapel and St Aloysius Church in Springburn. Thank you to everyone who has donated so far.

**Please hand in your Easter Eggs to:
Mrs Swann, Guidance Base or Mrs McNamara, Main Office
by Friday 25th March.**

Thank you.