



Turnbull Times

MARCH 2025

LETTER FROM THE HEAD TEACHER

Dear Parent/Carer

Welcome to this Spring edition of the Turnbull Times.

Lenten Activities

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.

Our 'Daily Decade' continues to take place in the Oratory every morning with a range of different types of prayer taking place in our school Oratory every Friday.

Our Lenten Charities Campaign launched on Ash Wednesday. All monies raised will support our continuing school sponsorship through Mary's Meals. Food and Easter Egg donations will be used to support local foodbanks, Chesters Nursery Drumchapel and St Aloysius Parish Springburn.

SQA

As we approach the Easter break the attention of our senior phase pupils turns towards the upcoming SQA exam diet.

Planned supported study classes began on Monday 3 March for 4 weeks. In addition to supported study, all students will have planned revision activities set to access independently.

Important information in relation to the 2025 exam diet is provided below.

Exceptional Circumstances

SQA recognise that there are times when learners cannot sit an exam for reasons outwith their control. The Examination Exceptional Circumstances Consideration Service (EECCS) will continue to be available this year, meaning those learners with exceptional circumstances can have alternative assessment evidence reviewed to help determine their grades. **The EECCS is a pre-certification service and will be available to learners who are unable to attend an exam as well as those whose performance in the exam may have been affected by a personal circumstance, or an unplanned incident on the day, which is beyond their control.** This includes, but is not limited to, a medical condition or bereavement, or disruption on the day of the exam reported by the Chief Invigilator.

To be eligible for the EECCS, learners must have completed all the compulsory non-question paper components of their course, such as performances and portfolios. They must also have an estimated grade submitted by their centre.

If a learner is eligible for the EECCS, an SQA-appointed subject specialist will review all the available assessment evidence, including the alternative assessment evidence submitted by their centre, to determine their grade. Heads of Centre will be responsible for ensuring SQA's criteria are applied when deciding whether the EECCS is the best option

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(Continued from page 1)

for individual learners. **The EECSS is not available to learners who have underperformed on the day of the timetabled exam unless they have suffered an exceptional circumstance.**

You can keep up-to-date with all the latest information and advice on SQA exams via their website: <https://www.sqa.org.uk>

School Uniform

I would like to thank parents and carers for their continuing support of our uniform policy. As we move into spring / summer term, I would like to highlight the following expectations.

Outdoor jacket should be removed on entering the building and stored in lockers or school bags.

Blazers should be worn at all times as pupils move around the school.

Plain black shoes/trainers should be worn.

Hoodies are not an acceptable uniform item.

Leggings are not an acceptable uniform item.

Cropped tops/jumpers are not an acceptable uniform item.

Only senior students timetabled for PE period 1 are permitted to arrive at school in PE kit.

Full details of our uniform policy can be found on pages 19 and 20.

Staffing

We are delighted to inform you that Mr. Hendrie has been appointed to the post of Curriculum Leader in Dunbarton Academy. We thank Mr. Hendrie for his extensive contribution to our school community and wish him every success and happiness in his new post.

School Improvement Planning

We are currently developing our School Improvement Plan for session 2025/2026. The plan is centred around three key priority areas – How We Learn, How We Grow and Equity.

Our priorities for next session will be determined by school self evaluation, local authority targets, national priorities and the responses to our stakeholder questionnaires.

Your views are important to us and we would be most grateful if you would take the time to complete and return the parent survey.

End of Term Arrangements

School will close for the Easter holiday on Friday 4th April at 2.30pm

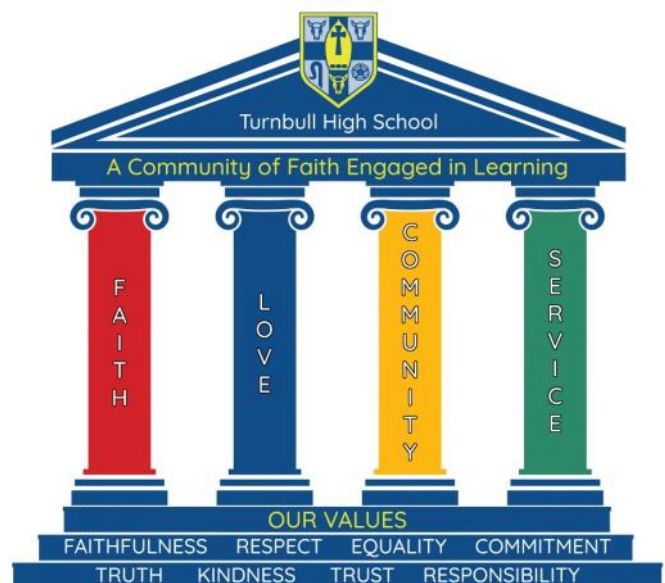
The new term will begin on Tuesday 22nd April at 9am.

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
Headteacher



BUILDING LEARNING POWER

FAITH

LOVE

COMMUNITY

SERVICE



BLP Ambassador Conference



As we move forward with our Building Learning Power initiative, we are excited to tell you that we will be focusing on pupil feedback and checking for pupil understanding. In collaboration with parents, we have recruited many young people across different year groups into these leadership roles. However, it would be remiss not to thank our S6 ambassadors for all their significant contributions made to promoting the BLP across the school during their time here: THANK YOU!

Please see two articles below written by two of our BLP Ambassadors, Abel and Keith, reporting on their experience of the conference:

Abel

I recently attended a conference on Building Learning Power (BLP), and it was a really insightful experience. The event brought together teachers from different departments to discuss ways to help students become more confident and independent learners. Basically, helping students learn how to learn. There were some great discussions about fostering a growth mind-set, encouraging young people to see challenges as opportunities rather than obstacles. It was interesting to hear how different teachers are applying these ideas in their classrooms.

One of the best parts was hearing about the different feedback strategies teachers are using to help pupils move forward in their learning. Some of the strategies include learner conversations before and after tests so that you would know how you are progressing in class. Also teachers talked about how you can compare your work with others to see what you're missing and try and improve your work. One of the more interesting ones was how you can scan a QR code to listen to your feedback instead of reading it all the time. A lot of the conversation centred on giving students more independence, so they take more responsibility for their own learning instead of always relying on teachers.

Overall, it was a really inspiring conference, and I walked away with plenty of ideas to try out. It reinforced the idea that learning isn't just about memorising facts, it's about building the skills and mind-set to tackle new challenges with confidence. I'm excited to see how I can bring some of these strategies into my own learning!

Keith

The conference brought together students and teachers to discuss innovative approaches to improve learning outcomes and revision and to help prepare and build independence in students with their learning for upcoming exams and for their future education. Mrs Cowie and Mrs Thomson coordinated this lovely conference which helped build further insight into methods of Building Learning Power (BLP) by focusing on feedback strategies to help pupils understand where they have gone wrong. This also

BUILDING LEARNING POWER

allows them to problem solve and take initiative in their learning.

After being taught about BLP strategies, various departments showed the diverse ways they implement BLP into the classroom environment. This helped us enhance our perspective on how we are exposed to these BLP strategies in these different environments. For example, Art has walls of example pieces at different stages which allows students to compare work and see what they could adjust to further improve their artwork. PE allows students to rate their performance using a scale from 1-3 which allows them, and the teacher to see what they have achieved throughout the lesson. English and Maths provide written feedback, and example answers to allow students see where they have gone wrong and how to correct it. These methods from the departments help allow students to reflect on their work and get clarity on what they need to improve on, encouraging them to put in the work needed for success.

This experience was admirable and really helped develop insight on how to effectively use the Building Learning Power methods to maximise our success in learning and to help prepare us for our different paths in life.

Some pictures of the event:



Here is Miss Christy from the Art department explaining how she uses visual feedback strategies to help support learners understand how to achieve at different levels.

Mr Sab from PE, gave pupils out post-it notes that they could give him feedback on his presentation, encouraging pupils to take on the role of the teacher.



BUILDING LEARNING POWER



Miss Tunney in English explained to everyone how English teachers use a special feedback sheet for Critical Essays so that pupils have a note of how to improve next time they write one.

Miss McPhillips is informing the pupils how the Science department give feedback to National 5 and Higher pupils by giving them the opportunity to self-evaluate their performance using a self-evaluation paper which covers all aspects of the exam.



Note to parents and carers....

Please pay attention to your emails as our invites to the next Community Learning and Teaching meeting will be issued very soon....



UNICEF UK Rights Respecting Schools Gold Award



As you know, Turnbull High is a school where children's rights are at the heart of our ethos and culture, to improve well-being and to develop every child's talents and abilities to their full potential. We are currently working towards recognition of the Rights Respecting School Gold Award.

UNICEF UK works with schools to create safe and inspiring places to learn, where young people are respected, their talents are nurtured and they are able to thrive. The Rights Respecting Schools Award supports schools to put in place a set of standards based on equality, dignity, respect, non-discrimination and participation. These values stem from the UN Convention on the Rights of the Child (CRC).

At Turnbull High pupils are learning about their rights and putting them into practice every day.

Parents/carers can find out more about the award here: unicef.uk/AboutRRSA

THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD

The United Nations Convention on the Rights of the Child is an important agreement by countries who have promised to protect children's rights.

The Convention on the Rights of the Child explains who children are, all their rights, and the responsibilities of governments. All the rights are connected, they are all equally important and they cannot be taken away from children.

Please note the rights are referred to as articles – see poster opposite



UNICEF UK Rights Respecting Schools Gold Award

HOW CAN PARENTS AND CARERS HELP?

Parents and carers can help by completing the Family Learning task with their child as set out below. This will help reinforce the learning that our young people are experiencing in school.

Look at the summary of the CRC and read together with your child the articles below to see how many ways parents, carers and families are mentioned in the articles. This will enhance everyone's understanding of these important issues:



article 5

(parental guidance and a child's evolving capacities)

Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices.



article 7

(birth registration, name, nationality, care)

Every child has the right to be registered at birth, to have a name and nationality, and, as far as possible, to know and be cared for by their parents.



article 8

(protection and preservation of identity)

Every child has the right to an identity. Governments must respect and protect that right, and prevent the child's name, nationality or family relationships from being changed unlawfully.



article 9

(separation from parents)

Children must not be separated from their parents against their will unless it is in their best interests (for example, if a parent is hurting or neglecting a child). Children whose parents have separated have the right to stay in contact with both parents, unless this could cause them harm.

UNICEF UK Rights Respecting Schools Gold Award



article 10 (family reunification)

Governments must respond quickly and sympathetically if a child or their parents apply to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit and keep in contact with both of them.



article 11 (abduction and non-return of children)

Governments must do everything they can to stop children being taken out of their own country illegally by their parents or other relatives, or being prevented from returning home.



Article 14 (freedom of thought, belief and religion)

Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.



Article 18 (parental responsibilities and state assistance)

Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to raise their children.



Article 19 (protection from violence, abuse and neglect)

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

UNICEF UK Rights Respecting Schools Gold Award

A REMINDER....

What is a UNICEF UK Rights Respecting School?

Questions and Answers

You might ask...	As school leaders we think...
What is a UNICEF UK Rights Respecting School?	A UNICEF UK Rights Respecting School is a school that ensures children's rights are taught, understood and lived in school. Rights Respecting schools put in place a set of standards based on equality, dignity, respect, non-discrimination and participation based on the UN Convention of the Rights of the Child. These values are ever-present in a Rights Respecting school, from the classroom to the canteen. As a result, the Rights Respecting Schools Award transforms whole schools into places where children feel safe, nurtured and in control of their futures.
Why is this happening?	A UNICEF UK Rights Respecting School models rights and respect in all its relationships, whether between adults and pupils, between pupils or between adults. It is proven to benefit everyone in the school community to grow and learn together. Read more about the Award at www.unicef.org.uk/rrsa
How will becoming a Rights Respecting School benefit my child(ren)?	The RRSA Impact Report demonstrates that children and young people who attend a school that has progressed through the Award are engaged in their education, feel a shared sense of community in school, believe they can change the world for the better, develop self-esteem and value themselves and have a school environment where they feel safe and cared for.
How can I get involved?	We hope you will support the school's journey to become a UNICEF UK Rights Respecting School. Please do read about the Convention and UNICEF's work to see what it's all about. Read more: unicef.uk/intro_to_crc

UNICEF UK Rights Respecting Schools Gold Award

What is a UNICEF UK Rights Respecting School?

Questions and Answers

You might ask...	As school leaders we think...
<p>What is the UN Convention on the Rights of the Child?</p>	<p>In 1989, governments worldwide promised all children the same rights by adopting the UN Convention on the Rights of the Child. The Convention recognised that all children have the right to be treated with dignity and fairness, to be protected, to develop to their full potential and to participate. The rights in the Convention describe what a child needs to survive, grow, and live up to their potential in the world. They apply equally to every child, no matter who they are or where they come from.</p> <p>The Convention changed the way children are viewed and treated – in other words, as human beings with a distinct set of rights instead of as passive objects of care and charity. It is the most widely ratified human rights treaty – only the United States has not ratified it. The UK signed up to it in 1991.</p>
<p>What is UNICEF?</p>	<p>UNICEF is the world's leading organisation for children and young people, promoting the rights and wellbeing of every child, in everything they do. Together with their partners, UNICEF works in 190 countries to translate that commitment into practical action.</p> <p>UNICEF UK is a registered charity. It raises funds through donations from individuals, organisations and companies and campaigns to keep children safe. UNICEF UK also works with schools, hospitals and local authorities in the UK to put children at the heart of what they do.</p> <p>To find out more about Unicef, go to: www.unicef.org.uk</p>



Surveys are one of the most direct ways for schools to engage parents more. By asking parents for their opinions on various school matters and soliciting their ideas for changes and improvements, schools encourage parents to think about their child's school and what it means to them.

Surveys are essential for schools as they provide valuable insights into local context. By understanding the needs and preferences of students, parents, teachers, and community members, schools can make informed decisions about school improvement efforts.

YOUR OPINION MATTERS TO US

Turnbull High School has recently issued our annual survey electronically to all parents via groupcall. We ask you please, to take time to respond to this survey and help shape the future direction of our school. If you would prefer to complete a paper version, please contact the school office for this to be arranged.

THANK YOU

ART DEPARTMENT

Advanced Higher Art Pupils Support Fellow

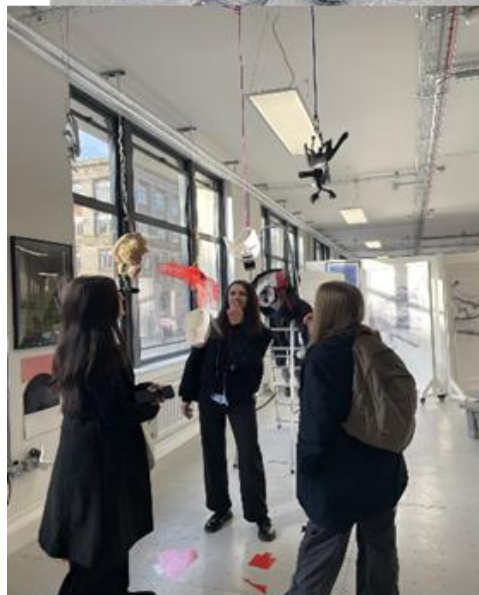
**THE GLASGOW
SCHOOL OF ART**

Artist at GSA Group Exhibition

Recently, pupils from the Advanced Higher Art class had the opportunity to showcase their support for a fellow student at a group exhibition hosted at the Glasgow School of Art (GSA). This experience proved to be more than just an art show - it became a moment of creative connection and an inspiring day for all involved.

The exhibition, which included a diverse array of artwork from students at various stages of their artistic journeys, provided an invaluable opportunity for the Advanced Higher Art pupils to witness first-hand the creativity of others at a similar point in their academic and creative development. One of the most exciting aspects of the visit was the chance to tour working studios at GSA.

The students were able to see the behind-the-scenes process of how artists work and create in a professional setting. These studios showcased the daily practice and dedication needed to turn ideas into art. For the Advanced Higher Art pupils, this provided a real-world context to the skills they are developing in class.



CHEMISTRY DEPARTMENT

The chemistry department were excited to host an event for the Global Women's Breakfast. This year's theme was "Accelerating equity in science" with the aim to celebrate the contributions and successes of scientists working towards a more equitable and inclusive scientific community.

Our event was held in the library during Period 1 of Tuesday 11th February and it was informal and relaxed. Learners enjoyed some tasty treats before listening to our speaker from the pharmaceutical company CPI. Debbie McElhone is the Head of Sustainability (Pharma) and who leads CPI's Pharma sustainability initiatives.

Debbie kindly shared her career pathway with valuable insights and experiences in her field. Debbie's discussion included several key topics that resonated with our senior science pupils:

- **Her Career Journey:** An inspiring pathway filled with challenges and achievements. She talked about being resilient and adapting to new roles.
- **Two Tough Career Moments:** Examples of overcoming obstacles under both male and female corporate leadership. She also discussed the challenges associated with working with colleagues across the world who may have different expectations and biases to what you are used to.
- **What She Wishes She Had Realised Earlier:** Valuable lessons learned throughout her career including knowing your worth and negotiating a fair salary before you accept a job.
- **Future Tips:** Essential advice for students to consider as they navigate their STEM careers.
- Her insights provided not only motivation but also practical advice for our students' futures in science and technology.

Many thanks to the Advanced Higher Chemistry and Health Sector classes for helping organise the event as well as Mrs Wright for welcoming us into the library.



CHEMISTRY DEPARTMENT

The following learners proudly represented our school at the regional Top of the Bench Chemistry competition which was held at University of West of Scotland in January.

UWS UNIVERSITY OF THE
WEST of SCOTLAND

S2: Ryan K

S3: Tyler H

S3: Daniel G

S4: Joy O



Learners worked well as a team to answer questions relating to traditional and sustainable fuels. They showed confidence and resilience as they faced problem solving questions that were unfamiliar to them. They were able to work collaboratively to apply their existing chemistry knowledge and solve puzzles. Well done to all involved.

They also enjoyed an interesting lecture delivered by former pupil Joseph Cameron who is now a lecturer at Glasgow University in the Chemistry Department.

The competition ended with a 'fun' bonus round. Below are a few questions...how many can you name?!

Musical elements: Can you work out the artists sounded out by these elements?

1. Molybdenum Boron Yttrium
2. Lutetium Lutetium
3. Germanium Neon Silicon Sulphur

RELIGIOUS EDUCATION AND CHAPLAINCY

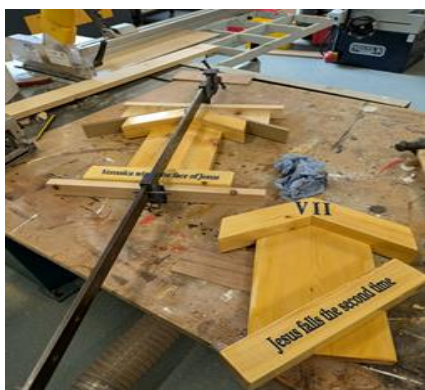
Follow our RE and Chaplaincy department on Twitter and Instagram for more updates and spiritual well-being resources @turnbullhs_re

New Outdoor Stations of the Cross Walk: A Spiritual Journey This Lent

This Lent, Turnbull High School is inviting its community to experience the timeless tradition of the Stations of the Cross in a brand new way. Thanks to the hard work and dedication of our technician, Stuart Love, a set of outdoor Stations of the Cross has been designed and constructed, offering pupils and staff a chance to reflect on Christ's passion and journey during this holy season.



The Stations of the Cross are a series of 14 images or sculptures depicting key moments from Christ's last day, from His condemnation to His burial. The new set at Turnbull High School has been thoughtfully designed with both aesthetic beauty and spiritual significance in mind. The artistically crafted stations reflect the profound nature of the journey, helping to invite participants into a deeper understanding of Christ's love and sacrifice.



RELIGIOUS EDUCATION AND CHAPLAINCY

The Stations of The Cross Walk provides an opportunity for the school to engage its community in a meaningful and prayerful way. It will allow participants to physically walk through the 14 stations while meditating on the events leading up to Christ's crucifixion. The outdoor setting adds an immersive dimension to this spiritual tradition, offering a fresh perspective on this centuries-old practice.



The new outdoor Stations of the Cross represent the school's commitment to providing an enriching, prayerful atmosphere for its students and staff. As the Turnbull High School community embarks on this year's Lenten journey, the outdoor Stations of the Cross provide a powerful and meaningful way to reflect, pray, and walk in the footsteps of Christ.

Why do we have Stations Of The Cross?

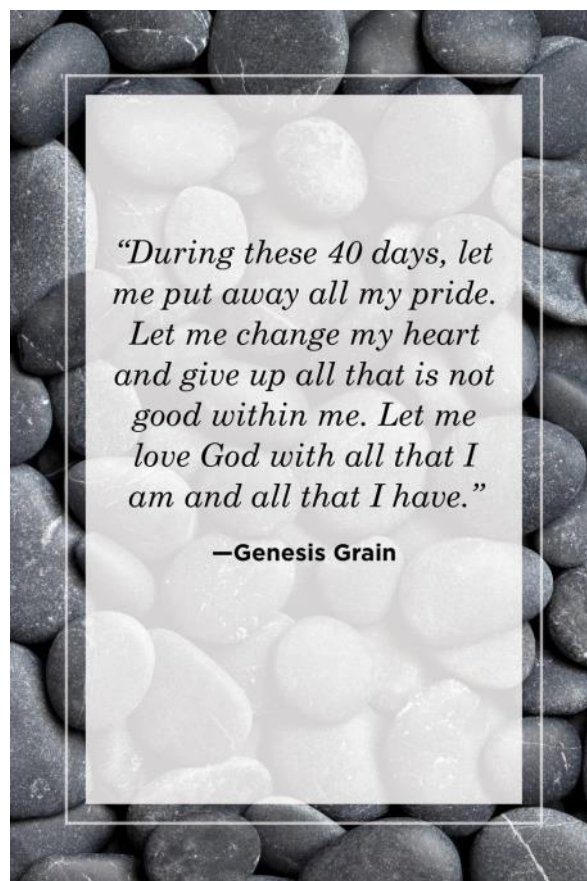
The Catholic faith is an 'in the flesh' faith. Because God made us to have a body and a soul. He has always used physical things to show us who He is. In the New Testament, Jesus gives us the sacraments which cause change in our souls, but also use physical elements which our bodies can see, touch, taste, hear and smell. We need physical things to help us understand spiritual things.

RELIGIOUS EDUCATION AND CHAPLAINCY

Another of these physical things is pilgrimage- making journeys to holy places, taking it all in. Tradition tells us that Our Lady used to visit the places where major events in Jesus' life, death and resurrection had happened, especially the route along which he carried the cross. We can imagine all the memories flooding back as she meditated on them.

Over time, many others would visit these special places to pray and, because travel to that part of the world was difficult and often extremely dangerous for Christians, churches in other places began to set up pieces of art that represented Jesus' journey with the cross in their local communities. These became known as the Stations of the Cross.

Nowadays, every Catholic church has Stations of the Cross on the walls of the church and, particularly during Lent, Christians walk from station to station to help them make a spiritual journey with Jesus as they reflect on the meaning of His sacrifice for us.



EASTER EGG APPEAL 2025

Turnbull High School are continuing our annual Easter Egg Appeal for St. Aloysius Parish in Springburn and Chesters Nursery in Drumchapel.

This appeal, as part of our Lenten Charities, was launched on Monday 24th February and will run until Friday 28th March.



Any donations, **small eggs please**, will be greatly appreciated and can be handed in to Mrs Swann in the Pastoral Care Base or the main school office.

Thank you.

CHRISTMAS ADVENT APPEAL 2024

Thank you to everyone who donated to our Selection Box Advent Appeal.

A fantastic 366 selection boxes were donated.
An excellent result!

Thanks again to everyone.

A message from Father Gallacher, St Aloysius, Springburn

On behalf of the parishioners and people of Springburn I want to express heartfelt and humble thanks for your very generous donation of selection boxes.

This is fine testimony to the Christian spirit of giving so evident in your school.

God bless you all.

A message from Chesters Nursery, Drumchapel

A BIG thank you to Turnbull High School for the donations of selection boxes. We were completely overwhelmed by the generosity of everyone.



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 |
|--|---|

CARDIGANS/JUMPERS

✓ Black school cardigans must be fitted and be of an appropriate length	✗ Long cardigans and tank tops NOT acceptable
✓ Only plain black V- neck jumpers must be worn	✗ 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

✓ Black, formal school shoes or plain black trainers which appear similar to school shoes must be worn.	✗ ALL other types of fashion footwear are NOT acceptable eg Converse etc
✓ Black boots must be robust and in keeping with the formal dress code	

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.

Please take note of the following guidelines for your young person's PE kit:

- **Full Change of Clothing:** Students must bring a full change of top, bottoms, and footwear specifically for PE. This helps maintain hygiene and ensures they are dressed appropriately for class.
- **Tops:** Crop tops, belly tops, or any top that exposes the midriff are not permitted. Students should wear a full-length t-shirt or sports top.
- **Bottoms:** Students should wear appropriate sports shorts, leggings, or tracksuit bottoms. These should be suitable for physical activity and the weather.
- **Footwear:** Proper sports trainers are required for PE. Please ensure your child is wearing footwear that provides adequate support. ****Crocs, sandals, or any open-toed shoes are not appropriate**** for PE activities.
- **Team Colours:** To maintain a neutral and inclusive environment, we ask that students do not wear clothing with football colours or logos from any team.
- **Weather-Appropriate Gear:** On days with wet or cold weather, please provide your child with a waterproof jacket or other appropriate outerwear. This will help them stay dry and comfortable during outdoor activities.'
- **Jewellery:** No Jewellery should be worn during PE, with particular reference to hooped earrings, bracelets and necklaces that are on show as they can be easily damaged, lost or cause harm to the wearer and classmates.

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.

Our Community Hub offers recycled uniform items to support all pupils in wearing full school uniform every day. Pupils should go to the Community Hub between 8.45am and 9am to collect required items - stationery, toiletries etc are also available free of charge.

St Matthew's Parish Parish Priest: Father Alex Mpagi	2 South Crosshill Road, Bishopbriggs, G64 2LZ Tel: 0141 772 1619 Parish Email: stmatthew@rcag.org.uk Website: www.stmatthewsbishopbriggs.co.uk
Sunday Masses:	Evening Vigil: 5.30pm Morning: 9.30am Morning: 11.00am
Weekday Mass:	Monday to Friday: 10.00am
Confessions:	Friday after 10am Mass and 5:00 pm before Vigil Mass

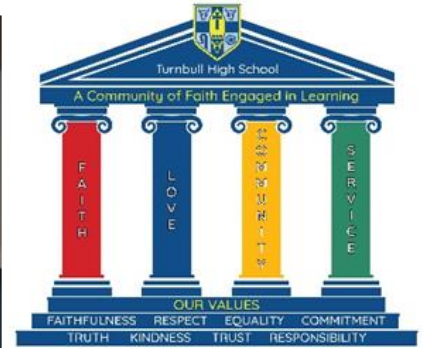
St Dominic's Parish Parish Priest: Father Chiedozie Ezeribe	21 Kirriemuir Road, Bishopbriggs, Glasgow, G64 1DL Tel: 0141 762 1154 Parish Email: stdominic@rcag.org.uk Website: www.st-dominics.org.uk
Sunday Masses:	Evening Vigil: 5.00pm Morning: 10.00am Midday: 12.00pm
Weekday Mass:	Monday - Friday 9.30am
Confessions:	Immediately after weekday Masses Saturday 4.30pm to 4.50pm and on request

St Andrew's Parish Parish Priest: Father Michael Maloney	29 Roman Road, Bearsden, G61 2SN Tel: 0141 942 4635 Parish Email: standrew@rcag.org.uk Website: www.standrewsbearsden.co.uk
Sunday Masses:	Evening Vigil: 5.00pm Morning: 10.00am Morning: 12.00pm
Weekday Mass:	Monday to Friday: 10.00am
Confessions:	Saturday Afternoon: 4.15pm - 4.45pm Sunday Morning: 9.15am - 9.40am and on request.

DATES FOR YOUR DIARY

Month	Event	Date
April	Holiday (Easter Break)	Mon 7 to Mon 21 April 2025 (inclusive)
	Pupils Return	Tue 22 April 2025
May	Holiday (May Day)	Mon 5 May 2025
	Inset Day 5	Tue 6 May 2025
	Pupils Return	Wed 7 May 2025
	Parent Council Meeting	Mon 12 May 2025
	Holiday (May Weekend)	Fri 23 May and Mon 26 May 2025
	P7 Induction Day 1 and Day 2	Wed 28 May 2025 and Thu 29 May 2025
	P7 Induction Evening	Thu 29 May 2025
June	End of Term	Wed 25 June 2025
August	Pupils Return	Thu 14 Aug 2025

<https://www.eastdunbarton.gov.uk/residents/schools-and-learning/school-holidays>



Prayer for the School Community

Jesus our Teacher, in your love for us, help us to develop our own talents so that we may become like you and lead lives of goodness.

Bless all learners and all teachers.

May our Catholic schools continue to serve our families, our communities and our country.

Help us, through our learning, to believe in you and to celebrate the life of your Church.

Help us to grow in holiness as we grow in friendship with you and try to become saints.

We make this prayer in the name of Jesus, our Lord.

Amen



Turnbull High School

A Community of Faith Engaged in Learning

Our Values

FAITH

LOVE

COMMUNITY

SERVICE