



Eco Schools
Award 2004



Turnbull Times

Issue 145

March/April 2015



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

LETTER FROM THE HEAD TEACHER

Dear Parent/Carer,

Welcome to our March/April edition of the Turnbull Times. Inside this edition you will find information on Primary/Secondary Transition, Developing Skills for Life, Learning and Work with Curriculum for Excellence and Surviving SQA Exams. I hope you will also enjoy reading about some of the wide ranging experiences of our students within departments and through the life and ethos of the school.

Lent

As we continue on our Lenten journey, our pupils will have the opportunity to participate in a variety of liturgical experiences organised by our Chaplaincy Group. Students in S1-S3 will develop an understanding of the Triduum through a guided reflection developed by Mr Pearce whilst senior students (S4-S6) will reflect on the Stations of the Cross. I would also ask you encourage your son/daughter to attend Mass in the Oratory on a Thursday morning at 8:40am throughout the year.

A School Reflection for all staff and pupils will be held on Holy Thursday from 2pm to 2:30pm.

As ever, our pupils have been involved in a number of fundraising activities for our Lenten charities.

Our SVDP Youth Conference have launched an Easter Egg campaign for the children of Chester's Nursery in Drumchapel and are well on their way

to exceeding their target of 120 eggs. Our S6 students have completed a 24 hour SCIAF fast and a dress down day for 'Live for Hope' will take place on Friday 27th March. Caritas students are aiming to further enhance these fundraising activities by organising year group events in liaison with individual departments.

SQA Exams

The SQA Exam period runs from 28 April to 5 June. The last day of attendance for S4/S5/S6 pupils is Monday 27 April.

All staff have been working hard to ensure our young people are fully prepared for these exams and have been offering lunchtime support and Supported Study classes after school. All senior students have also participated in a Live 'n' Learn Conference.

To ensure success in these exams it is essential that senior pupils plan a significant programme of study for all their subjects. This should involve identifying their weakest topics, making notes and mind maps, doing past papers and asking family members to 'test their knowledge'. Advice on what and how to study for individual subjects is provided on our school website: www.turnbull.e-dunbarton.sch.uk

Half day SQA preparation sessions will also be offered for every subject during the SQA study leave period. Senior students have been issued with sign-up

(Continued from page 1)

forms, which should be returned by Thursday 2nd April. Again, details can be found on our school website.

Further advice on SQA exams can also be found on the SQA website:

www.sqa.org.uk

Our SQA mass will be celebrated on Monday 27th April.

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.”

School Planners

School Planners are provided by the PTA for all pupils in S1-S6. These planners provide an excellent vehicle for home/school communication and should be used by students to record homework, assignment deadlines, assessment dates etc. Please check your son/daughter's planner on a weekly basis and sign each fortnight as indicated in the planner.

Replacement planners are available from the School Office at a cost of £3.

End of Term

School closes for the Easter Break on Thursday 2nd April at 2:30pm, reopening on Monday 20th April at 9am.

I would like to take this opportunity to wish you all a happy 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

Please remember all our exam candidates in your prayers in the coming weeks.

S1 : Information for Parents/Carers

Primary/Secondary Transition

In January 2015, we held an S1 Parent Focus Group to look at parental experiences and views regarding transition to secondary school and how we could build upon this. Other topics discussed on the evening included parental views on communication, teaching and learning.

As parents/carers will be making preparations for transition to Turnbull High, in this edition we have included some advice which we hope you will find helpful.

You said:	We did/are doing:
Inconsistency in communication with parents across departments	School website is undergoing a revamp. This is on going and part of whole school improvement planning. C Bray to work on "communications policy" with staff to bring consistency to communication with parents.
Inconsistency in use of planners by children	Whole revisit of planner – every learner to have planner out on desk for every lesson; parental signatures to be sought.
Clarity regarding Homework	Website will include departmental information and will include S1 subject specific information on course outline and homework. Departments will request that parents see and sign all homework.

Transition to Secondary School

Moving from primary school to secondary school can be unsettling time for young people and their parents/carers. From being the big ones at primary school, they are going to be the youngest in a much bigger school. They are looking for more independence but at the same time feeling unsure of themselves.

Read our tips below for some advice on helping the transition be a smooth one.

1 Visiting the new school

Turnbull High has a series of special evenings where new parents and children can visit, look around and talk to teachers. In June, 2015, we have two Induction Days for P7 pupils on June 9th and 10th followed by a P7 Induction Evening on June 11th at 7pm. If your son/daughter is especially nervous or unsettled, contact the school to share concerns and arrange a pre visit. Even though your child will not remember where everything is, at least the journey and buildings will be more familiar on their first day.

2 Their first day

We all appreciate that your child will be going from being the eldest to being the youngest in the school which can be daunting for some children. Children will want to be more independent and will want to get to school by themselves. Try to arrange for your child to travel to school with a friend or older sibling to start with. They will soon be confident enough to make their own way.

3 Talking and listening

Dialogue is crucial at this stage in a young person's life. Talk to your child about their new school, the teachers, friendships and the work. They may have worries so try to encourage them to talk to you about how they are feeling. You could talk to them about your first day at high school.

4 Praise and encouragement

When your child moves to high school you may feel that your role is diminishing. Parents/carers remain just as important to their children especially during the tricky move to high school. Praise and encourage them at every opportunity. This will build their self esteem and enable them to feel more confident and secure in their new surroundings.

5 Show interest

Transition to a new school lasts longer than a few days. We know that it takes time for young people to settle into a new learning environment so let your child know that you are genuinely interested in what he/she does at school and at home. Offer support and guidance with school work but be careful not to pressurise them. Talk to your son/daughter's Pastoral Care Teacher if you feel there are any issues. They will be happy to help.

6 Give them space

Being a teenager isn't easy ! Being the parent/carer of a teenager can be tricky too. We realise that we all need time for ourselves. Young people do need to have their own space, some time for themselves and the option to flit from being a talkative child to a moody adolescent.

7 School activities

Turnbull High has a variety of clubs and activities on offer. Find out about after school activities and encourage your son/daughter to become involved. You can usually find out about what's going on through your child's school website. This is a good way for your child to discover new interests and make new friends. We hope that every new pupil will become involved in at least two lunchtime clubs.

*(Continued from page 3)***8 School contact**

Make the most of your partnership with the school by attending school Parents' Evenings and school meetings. This will help you get to know the staff and put a face to a name. We know you will be very keen to know how your child is progressing. This also sends a very positive signal to your son/daughter that you are interested in how things are going. Do not hesitate to contact your son/daughter's Pastoral Care Teacher if you have any concerns about your child.

9 Look after yourself

Parents/carers today have a difficult job to do but you don't need to be perfect. Make sure you look after yourself and have people to talk to when you need to.

Big Question from S1 to Parents/Carers

How might Turnbull High School involve parents/carers more fully in supporting their child through the transition process?

Please email your comments to:
cbray@turnbull.e-dunbarton.sch.uk

S1 Attitudes to Learning and Homework

A recent survey of S1 pupils asked for their views on attitudes to learning and homework. This has flagged up that S1 are not always keen to discuss learning and homework with their parents/carers! As a result, we thought we would make it easier on our young people to share their experiences with you by providing some advice and tips on homework and learning.

On a regular basis, please:

- Check and sign planner
- Check and sign homework/assessments
- Discuss with your son/daughter any new skills and new learning they are undertaking
- Ask your son/daughter about the feedback they have received on how to improve
- Discuss your child's Personal Learning Plan when it comes home with him/her and sign it

Top Tips for Successful Learning at Home (aka stress free homework for all!)

Provide a Suitable Environment and Materials

It's important to provide your child a quiet, well-lit space, away from distractions and with all the right study materials — paper, pens and pencils, a dictionary, a desk or large table, and whatever else he/she may need to be comfortable yet productive. Right after school, have your child look over his assignments to see what textbooks and materials he/she needs.

Establish a Learning Routine

Create a regular schedule, allowing for adequate study and free time. Most teenagers are more productive earlier in the evening and not too close to bedtime, but others need a little after-school break and dinner, or at least an energising snack, before taking out the books. The most important thing is to establish a routine that works for your child.

Make Homework Time Tech-Free

Limit TV, mobile phone and laptop time. Unless your child needs to use the computer for his homework assignment or his phone to consult with a classmate (hint: confirm that claim is true!). Make your child surrenders his technology to you during homework time. It's a really hard line to draw and enforce, especially with tech-obsessed tweens and teens — but the better he/she focuses, the sooner quality homework can be achieved.

Be Ready to Be a Resource

Whenever possible, be available to answer homework questions. Try doing a problem or two together and then watch as your child tries the next one. Let's face it: You're a busy parent with a lot going on but remind your student (and yourself) that school work is a top priority, and you're always around to answer questions or look over his work.

(Continued from page 4)

Don't Give the Answers

Doing the work for your child is a no-no. Avoid simply giving answers. Instead, ask questions that let your child see the problem in smaller, sequential steps. You won't be there to take your child's tests for them, so doing tough science projects and maths problems for him/her will not help in the long run.

Use the School Planner

From day one of the school year, your child is provided with a planner for writing down assignments, homework and learning reminders. Encourage your child to record homework details, assessment and assignments in a clear, detailed format which will help them remember everything. When he/she has finished with all the homework, preparation and study, sign off the planner and sign off the homework. This will keep you in the loop as to the daily expectations and demands your child has.

Connect with the Teacher and School

Use the information we send you about your child's progress to support and encourage. Pupil profiles will give subject specific next steps to improve. Monitoring and tracking reports will flag up issues and concerns.

At any point during the school year, share any concerns you have about the amount or type of homework assigned. Be sure to let the teacher know if your child is regularly having difficulty or is bored. First point of contact should be your child's Pastoral Care Teacher.

Review Graded Work and Mistakes

Look over completed and graded assignments. Discuss any errors to be sure your child understands the material. Incorrect answers are an opportunity to learn, and those tough questions might be asked again in end-of-year exams, so it's smart to help your child learn the correct answer when the material is fresh in his mind.

Keep Up Healthy Habits

Many young people are sleep-deprived, falling short of the 8.5+ hours of sleep that their growing bodies need. If your child is nodding off over his homework, try moving bedtime up by an hour for one week to see if that helps. If your child's schedule is booked every afternoon and evening — with everything from clubs to sports to volunteering or a part-time job — it might be time to rethink all those extra activities. Children need some time to unwind at the end of the day. Also, encourage healthy eating habits and regular exercise to help keep your young person's mind sharp and prevent illness.



"I CAN'T COME OUT. I HAVE TO HELP MY DAD WITH MY HOMEWORK."

We Love Literacy – Tips for Encouraging Good Reading Habits

- Show your teenager that it is as much fun to read a book as it is to watch TV or play on the computer.
- Create a quiet, well-lit space in your home to encourage reading.
- Make sure that your home contains books that will interest your teenager.
- Encourage your teenager to read magazines, newspapers or the sports guide. Leave them around your home. It doesn't really matter what your child reads as long as they read!
- Subscribe to a magazine that your teenager has an interest in.
- Share articles you've read from the newspaper or a magazine, especially if it's something your teenager is interested in. Sunday supplements are particularly good.
- Play audio books in the car. This will encourage reading for enjoyment.
- Recommend adult-themed books that would be appropriate.
- Link books to films and video games they know
- Introduce books which are part of a series, and biographies.
- Ask teenagers to recommend books for younger readers in the family.
- Make use of e-books and e-book readers such as Kindles.
- Make sure you promote the reading of non-fiction.

Curriculum for Excellence: Developing Skills for Life, for Learning and for Work

The secondary school curriculum has two distinct phases: the broad general education (S1-S3 for secondaries) and the senior phase (S4 and beyond). Curriculum for Excellence is designed to provide all children and young people with opportunities for developing skills for learning, skills for life and skills for work. Broadly, a skill might be usefully defined as an activity that a learner undertakes, can do again, can

apply to different circumstances and can improve over time.

Key skills open the door to children's progress. The skills below feature in Curriculum for Excellence learning and in wider achievement activities. As a result, the curriculum should develop knowledge, skills, attributes and transferable skills.

Key skills	Thinking skills	Personal Skills
<ul style="list-style-type: none"> • literacy • numeracy • communication • problem-solving • technological competence • skills to support physical, emotional and mental health and wellbeing • learning skills 	<ul style="list-style-type: none"> • knowing • applying • analysing • synthesising • evaluating • systems thinking • creating 	<ul style="list-style-type: none"> • personal qualities, attributes and character development • interpersonal skills • employability skills: <ul style="list-style-type: none"> • specific subject, occupation, industry or sector skills • technical skills • professional skills • skills in enterprise • investigative/research skills • leadership skills

The key message is that knowledge on its own is not enough.

The Broad General Education, (S1-S3 for secondary schools) is designed around planned experiences that build on the skills and knowledge developed during earlier stages of your child's education.

The curriculum levels below will provide you with a general guide to children's progression through the broad general education. However, it is important to remember that your child will progress at their own pace - the curriculum is designed to be flexible to permit careful planning for those with additional support needs, including those who have a learning difficulty and those who are particularly able or talented.

At the end of the Broad General Education, your child will be supported in planning a course of study through what is commonly called the **Senior Phase**. The senior phase provides scope for more specialised study and gaining qualifications.

Curriculum Levels Overview

LEVEL	STAGE
Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and Fourth	S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes.
Senior phase	S4 to S6, and college or other means of study.

Curriculum for Excellence: Developing Skills for Life, for Learning and for Work

(Continued from page 6)

Your child will also have opportunities, at all stages, to gain recognition for learning and achievements that take place outside the classroom. For more specific and individualised information about your child's learning, please contact your child's Pastoral Care Teacher.

Mr Condron – St Andrew House
tcondron@turnbull.e-dunbarton.sch.uk

Mrs Keenan – Marian House
ckeenan@turnbull.e-dunbarton.sch.uk

Miss Connolly – Kentigern House
aconnolly@turnbull.e-dunbarton.sch.uk

Mrs Hoey – Blessed Teresa House
mhoey@turnbull.e-dunbarton.sch.uk

Focus on Our Young People's Health and Wellbeing

Mental and Emotional Wellbeing:

Simple ideas to help young people discuss and manage their feelings.

As we prepare for several school based assessments and the SQA exam period, here is a summary of how to promoting young people's Mental and Emotional Wellbeing:

- Take time every day to talk and listen to your child without distractions. Share the ups and downs of your day and encourage them to do the same.
- Encourage and support your child to resolve issues independently and to know when and where to seek help and advice.
- Keep a sense of humour and perspective to hand and encourage your child to develop this outlook.
- Praise your child for their efforts and help them to persevere when things don't work out.
- Believe in your child's ability to think things through for themselves. Let them know you are there to help if need be but don't insist on giving help. The decision/solution they devise may be different from your ideas. If things don't work out encourage your child to see why that was and to think about what they would do differently in future.

Social Wellbeing:

Simple ideas to help children and young people learn about relationships, rights and responsibilities.

- Young people learn through the behaviour they see: think about the behaviour you model and how this values and supports positive relationships.
- Negotiate and agree how household responsibilities are shared.
- Remember to thank them for their efforts and attitude and encourage mutual respect.
- Encourage your child to get involved in local groups/sports clubs. Negotiate how travel to/from clubs etc will be arranged if they need to be driven. Discuss what this might mean in terms of weekend and after school commitment.
- Support your child's efforts and involvement in school groups and the local community.

Physical Wellbeing:

Simple ideas to help children and young people learn about their bodies and keeping themselves safe.

- Talk to your child about their responsibilities for themselves and toward others when using social media and the internet.
- Help your child to make choices that support their health and wellbeing. Talk about current local and national issues and reports which are of relevance. For example, find out what your child's views are on the way the media can portray young people and their behaviour - do they think it is a fair reflection?
- Promote and model safe driving, ie not using the phone whilst driving, wearing a seat belt, sticking to the speed limit, showing consideration and tolerance toward other road users, giving cyclists and horses and riders plenty of room and reducing speed accordingly.
- If your child has completed a first aid course, ask if they will demonstrate/share what they learned with you? Acknowledge their efforts and the skills they have learned that could save someone's life - perhaps a skill you do not possess?

THE S3 PROFILE

Over the coming weeks the young people in S3 will be completing their S3 Profile.

The S3 profile is a snapshot of a young person's best achievements at a given point in time – in this case at their transition from the Broad General Education into the Senior Phase. The content of the profile is decided by the young person following a conversation with their teachers.

All S3 learners will have a profile which reflects their progress in learning and achievement. Spend time looking over and discussing the profile with your child.

What is the difference between a profile and a report?

A **profile** is a positive record of a learner's achievement and emphasises their strengths. A **report** includes information on your child's development and next steps in learning.

What is the purpose of profiles?

The profile is a positive statement of your child's best achievements in school, at home and in the community.

Completing the profile gives the learner the opportunity to talk about their learning and achievements with parents and others, and can challenge, motivate and support all learners.

The profile provides a way for learners to share valuable information about their achievements with parents, teachers and, in the future, staff in colleges, universities and future employers.

The profile will support good transitions when moving from primary to secondary, from S3 into the senior phase, and when leaving school to work, higher and further education.

Who will complete the profile?

The learner will complete the profile with appropriate guidance and support from the school, parents and key adult such as a youth achievement award provider.

What will it look like and what is likely to be in a profile?

The Turnbull High School Profile is an A4 Document within which the learner records their success, achievements and interests within the curricular areas as well as outside the school curriculum.

The curricular areas and subjects are:

- **Health and Wellbeing** (Health and Food Technology and Physical Education)
- **Religious Education**
- **Social Studies** (History Geography and Modern Studies)
- **Expressive Arts** (Art and Design and Music)
- **Languages** (English and Literacy and Modern Languages),
- **Mathematics** (Mathematics and Numeracy)
- **Sciences** (Biology, Chemistry and Physics)
- **Technologies** (Administration and IT, Business, Computing

Science, Graphic Communication, Practical Woodworking)

Your child will also record their skills development which includes Creating, Evaluating, Analysing, Applying, Understanding and Remembering – the higher order thinking skills which they use across all their learning whether in school or beyond and will be important in their future.

These can be recorded within their successes and achievements in the curriculum, the life and ethos of the school, interdisciplinary learning and their personal achievements in and out of school.

Your child's involvement in school clubs and activities such as sport, chess, St Vincent de Paul, Aid to the Church in Need, the school bands and choir and the Dance Club would be part of their engagement with the life and ethos of the school.

Personal achievements would involve your child's involvement in hobbies, clubs and other activities outside of school such as sport, art, volunteering and so on.

Finally they are asked to think about their aspirations in the Senior Phase.

It would be really helpful if you could discuss these areas with your child to enable them to have as complete a profile as possible. Your child will also have assistance from the staff in school.

Survival Guide for Exams

Studying

Make studying a part of your everyday school routine and don't be limited to 'cramming' for exams and tests.

Establish a routine: Set aside a particular time each day for study and revision and stick to it.

Create a study environment: This should be away from interruptions and household noise, such as the television. Ensure there are adequate lighting and ventilation, a comfortable chair and appropriate desk.

Set a timetable: With a timetable you can plan to cover all your subjects in an organised way, allotting the appropriate time for each without becoming overwhelmed.

Look after yourself: Drink plenty of fluids, especially water, and eat healthy foods. Keep sugary foods to a minimum. Make sure you get enough sleep each night. Regular physical exercise makes you feel great, boosts your energy and helps you relax. So try to keep up regular sporting activities or at least fit in some regular exercise as often as you can.

Reward yourself for studying: Watch your favourite television program, spend time with your friends, walk to the park and play sport throughout the week.

Have variety in your study programme: Study different subjects each day and do different types of work and revision in each study session.

Avoid interrupting your concentration: Have all the appropriate materials with you before you start a session of study to minimise distractions.

Test yourself on what you have studied: Ask your parents or family members to quiz you on what you have learnt, use draft questions from books, past assessments or major exam papers.

Don't panic at exam time: If you have followed a study routine and have been revising your class work, there should be no need to worry. Try to keep yourself calm, positive and confident.

Ask your teachers for guidance, especially if you're having trouble - whether it's grasping a new concept or understanding something you learnt earlier in the year. They will be happy to help so make sure you attend Supported Study, SQA Revision classes planned during the SQA exam period and use the drop in sessions which many departments offer.

Before the Exam

- Get plenty of sleep the night before.
- Give yourself enough time in the morning for your regular routine.
- Eat a good, nutritious breakfast.
- Give yourself positive, reassuring statements throughout the day (such as "you can do it" or "you know the material, so relax").
- Stop studying at least half-an-hour before the exam and do something relaxing.
- Avoid getting to the exam hall too early. (The time right before the exam is usually spent worrying about the test.)

During the Exam

- Avoid students who'll ask you questions before the exam. This will only increase your anxiety.
- If possible, sit in the seat you normally occupy in class/exam hall.
- Be sure to read all instructions.
- Look over the test and spend more time on questions worth more marks.
- Don't change your answers. (Unless you're sure you were wrong the first time.)
- Read each question twice, slowly.
- Skip questions you can't answer and go back to them later.

Signposts for Parents/Carers of S4 – S6 Pupils

Preparing for Exams

Revision guides

[Study guides](#): SQA Study Guides are designed to help candidates prepare for their exams no matter what subject they are studying.

[BBC Bitesize: Revision guide](#): Resources and information to support school work and homework.

[Revision in a Nutshell subject guides](#): Downloadable revision guides to 20 of the most popular subjects at National 5.

[Pointers for Parents and Pupils - Supporting Learning and Revision \(PDF\)](#): Revision tips and essential information from the National Parent Forum of Scotland.

Sample papers

[Past question papers](#): Download SQA National Qualification question papers for Intermediates, Highers and Advanced Highers - completely free of charge.

[National 5 Specimen \(sample\) question papers](#): These illustrate what the National 5 exams will look like, what candidates are expected to do, and how SQA will mark them.

Exam dates

[Exam dates and timetables with mobile timetable builder](#): The Scottish Qualification Authority (SQA) NQ Examination Timetable with information on the online and mobile personal timetable builders.

Candidates with additional support needs/ disabilities

[Guidance leaflets for candidates and parents](#): If your child is disabled and/or needs additional support, SQA can allow an assessment arrangement to be made for them in their exams and assessments.

'Nationals in a Nutshell' guides

[Nationals in a Nutshell](#): A series of summaries of the National 4 and National 5 qualifications from the National Parent Forum of Scotland for parents and carers.

[Nationals in a Nutshell: Assessment \(PDF\)](#): An assessment guide for Nationals in a Nutshell from the National Parent Forum of Scotland.

SENIOR PHASE EXAM PREPARATION ADVICE



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 do 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.

2 **TARGET SETTING**

Pupils should be able to use the information in their 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 April.

3 **COURSE REVISION**

A summary of the course content that pupils will be assessed on in their exams in April can be found in the COURSE ASSESSMENT SPECIFICATION document for each subject. 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. These documents can be accessed on the individual subject areas of the SQA website. These can be found at QUALIFICATIONS – CURRICULUM FOR EXCELLENCE – BROWSE NEW NQs (<http://www.sqa.org.uk/sqa/45625.html>).

4 **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 **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>).

6 **EXAM LEAVE STUDY CLASSES**

All subjects will have a 3 period revision session available 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.

7 **PARENTAL PARTNERSHIP**

The Pupil Support staff in the School has produced a leaflet which provides advice about helping organise positive study routines and cope with exam stress. It can be found by visiting the School websites and then going to the PARENTS AND CARERS section and EXAM ADVICE page (http://www.turnbull.e-dunbarton.sch.uk/page_viewer.asp?page=Exam+Advice&pid=256).

SCIENCE DEPARTMENT

Dragons' Den

S1 Elective

During January, all S1 pupils, as part of their Science 'Elective', took part in an exciting project centred around the innovative and fast moving area of Smart Materials. A smart material is one which changes according to the changing environment (pupils may have been aware of baby food spoons which change colour according to the temperature of the food).

Pupils were introduced to the project by Mary Campbell, a local inventor (her company Fabulous Inventions sells PackaPouch) and Jiveen Lal, a business advisor from Business Gateway. Mary spoke about her own experiences as an inventor and how pupils should approach their own product design task.



Mary Campbell and her 'hands free' PackaPouch ([http://](http://www.dailymail.co.uk/femail/article-2158154/Mother-invents-floral-hands-free-bag-straps-busy-parents.html)

www.dailymail.co.uk/femail/article-2158154/Mother-invents-floral-hands-free-bag-straps-busy-parents.html)



Mary discussing the intricacies of her product PackaPouch.

Pupils gained firsthand experience about the logistics of the work of an inventor and exhibited their interest and critical thinking by asking a variety of interesting questions such as:

'Does the PackaPouch hurt your back?'
'How many do you sell?' and
'What other inventions have you made?'

SCIENCE DEPARTMENT

(Continued from page 12)

Jiveen inspired us to 'think big' and directed pupils to various entrepreneurs and their twitter profiles for inspiration (**check out @BillAulet and @MaryMcKenna**). He also provided us with information about the support that is available to entrepreneurs from Business Gateway and even invited pupils to come along to the next drop in session!



Jiveen inspires S1 pupils to 'Think Big'

After a few weeks researching Smart Materials and working as teams to design inventions incorporating these innovative materials, pupils were ready to present their inventions to the Dragons. Our outside speakers Mary and Jiveen were joined by in-house Dragon Mr Mitchell.

All the dragons were impressed by the innovative designs and pitches made by all teams. Some examples of the products included:

- a shower light that changes colour according to the temperature of water (to prevent injuries caused by burning)
- a pair of trainers (making use of smart memory alloys) that change shape according to temperature.
- a toaster that indicates when toast is at the optimum 'toast level'.

It was clear that pupils were working cooperatively to complete this task and the range of tactics used to promote their designs were vast! Many pupils took inspiration from Levi Roots and composed songs and dances to accompany their pitches.

SCIENCE DEPARTMENT

(Continued from page 13)



It was a very close competition
but Congratulations to:

Class 1.4

**special recognition for the pupils
delivering the pitch:**

Kieran Mulheron, Daniel Fury and Antony Fury

who won with their colour changing
shower light product.



The Science Department would like to thank our visiting entrepreneurs Mary Campbell and Jiveen Lal and Mr Mitchell for judging the designs. Further thanks to Business Gateway who donating 20 pens and 20 USB sticks for the winning class.

SCIENCE DEPARTMENT

Cafe Sci – Marine Biology Event

On the 29th January, 27 young people came along to an exciting presentation organised by Cafe Sci. The presentation was titled “The Deep Ocean Is this Man’s Future?”. Two marine biologists, Dr Azra Meadows and Dr Peter Meadows from the University of Glasgow took time out of their busy lives to talk to us about tectonic plates, earthquakes, flood probability and case studies relating to Pakistan. The presentation was very interesting and the members of Cafe Sci along with Mrs Scally are very grateful for Dr Azra and Peter Meadows for coming into speak to us, thank you also to all the young people who took time out of their lunch to come and listen. We hope you enjoyed it! Here are some comments taken from S1-S3 after the presentation:

I enjoyed it, thank you

I learned more about earthquakes and tsunamis

Very interesting to hear what really goes on!

Thank you for coming to talk to us! I really appreciate it!

It was really interesting!

It was a very informative talk and I learned a lot!

Amazing, very interesting!

Hopefully these comments will encourage more people to come along to our future events!

**Alice Orr, Megan Smith, Melissa Harper
and Anna Maclure (S6)**



CSI Comes to Café Sci!

Turnbull high were extremely lucky to have received a very interesting and vibrant presentation from two Forensic science students from Strathclyde University last week. The talk involved a large amount of useful information regarding their course and also some exciting facts and knowledge on forensic science itself. This



presentation was organised and ran the Café Sci club and was undoubtedly beneficial to many budding scientists who attended the talk during their lunch time in the assembly hall. The talk was very enjoyable and we have another presentation next week on cosmetics.

MODERN LANGUAGES DEPARTMENT

**Pistoia 4 -11 February
2015**

International School Exchange

Visiting Italy this year was a fantastic experience. We spent time in Pisa, Venice, Viareggio, Florence and, of course, Pistoia where we were based. I really enjoyed visiting Florence as it had lots of shops with amazing clothes, shoes, handbags and make up. We had a great time with our Italian twins that we'd been paired with when they

came over in September. They took us to their homes and welcomed us into their families. We all loved the Italian way of life, especially the food. The Italians eat a lot more than us and at first we couldn't eat it all but by the end of the week we could eat it all with ease. I had a great time in Italy and I hope to keep in contact with my twin and visit Italy again in the future.



Rachel Jamieson S5



MODERN LANGUAGES DEPARTMENT

S3 Spanish

Qué aproveche!

To round off our food and drink unit the S3 Spanish class completed a food diary for one week using the new vocabulary which we had been learning in class. In groups, we were then asked to look in local shops and supermarkets to see what kind of Spanish food was available. Amazingly we were able to prepare quite a spread.

We all tucked into tortilla, jamón serrano., chorizo, ensalada and a range of tapas including aceitunas (olives), pimientos (peppers) and queso (cheese). We also had Madalenas (Fairy cakes) and turrón (Spanish nougat) for dessert. Thanks to Louisa Keenan it was all washed down with a refreshing drink of Sangría prepared with freshly chopped fruit.

We thoroughly enjoyed our Spanish food tasting lesson and we all agreed that the Mediterranean diet is so much more interesting than the Scottish!



LET THE CHILDREN LIVE!

(Vivan los Niños!)

Let the Children Live was founded by Fr. Peter Walters to provide food and shelter for the street children of Medellín, Colombia. When our Modern Languages teachers told us recently that Fr. Walters was struggling financially to even put food on the table we decided to help by organising a *Vente aux Enchères* (an auction).

Each pupil in S2 and in the S3 Spanish class brought in what they could to sell - books, CDs, DVDs, toiletries, games, soft toys etc. And of course, money to spend! Some generous pupils also contributed prizes for the raffle.

Before the big day we all revised our numbers up to 100 in French and Spanish so we could take part in the bidding. We also enjoyed being the auctioneer and trying to sell our goods for the best possible price.

Altogether, we raised £140 which was sent immediately to Colombia.





**Society of
St. Vincent de Paul
Scotland**

BACKPACK APPEAL

Recently at Turnbull High School, the members of the St Vincent De Paul Youth Conference have been taking part in the backpack appeal.

The Backpack Appeal which is run by Mary's Meals involves collecting Backpacks filled with educational items for children in Malawi. A simple backpack with educational materials can be a lifeline to these children as studies show that an education is the best way a chronically poor child can escape poverty in later life.

The pupils managed to collect just over 50 backpacks for the appeal which were collected by Mary's Meals on Monday 16th February.



Miss Young (Teacher), Gemma Swann, Adam Bell, Eve Crawford, Mia Crawford, Christopher McHugh, Sophie McLaughlin, Maddie Andrews, Anna Maclure, Breda Houston, Eva Mulligan, Sean McKenna and Mrs Grant (Staff).



Volunteer Champions, S5

After contacting ASDA Bishopbriggs about our Food Bank project, they kindly donated 1,000 carrier bags which we can use to distribute the food at the Food Bank. This will be a great help as the new charges on carrier bags will ensure that the Food Bank will not run low.

Gemma Swann



Sean McKenna 5HT and Gemma Swann, 5HM

Collections for the Food Bank will take place on the last Friday of every month. Donations can be handed into the Conference Room before 9am, during interval and during lunch. Please encourage your son/daughter to continue to contribute to this very worthy cause.

Sports Leaders First Aid Award

On the 6th of March, the Sports Leadership class participated, passed and was awarded the First Aid Certificate. In the class - delivered by First Aider Mrs Swann - we learned about the various sports injuries and the treatments they would warrant. We learned that the most common practise was to bandage the injured person and subsequently learned how to apply bandages in multiple situations. Following this, we proceeded to learn of the dangerous instances where CPR is required and how to put these methods into practice. Once the class was competent in this, we began learning about generic injuries and potentially problematic situations and how to approach them with a safety minded approach. The class then sat a test on everything they learned and everyone passed. This was a relevant and useful activity, whilst still being enjoyable for all in the class.



Greg Fitzgerald, S6

Dance Fest

Article by Lucy Fitzgerald S3

The reigning champions returned...

On the 2nd March 2015, Turnbull High School Dance club set off to compete in EDC's annual Dance Fest, which comprised the eight secondary schools across the authority. After several months of preparation and rehearsals, we were ready to showcase our talent.

This year the host was Bishopbriggs Academy; it was a great venue.

The competition was split into two sections: Junior and Senior. The Junior division consisted of S1-S3 pupils, whilst S4-S6 girls made up the Seniors. In each section there were three separate categories: Hip-Hop, Contemporary and Other.

Every school entered a variety of dynamic and innovative routines across the six categories.

Turnbull was no exception. Prominent in every area, we showed off our skills. A group of first and second year girls entered the Junior Other category and performed an intriguing and unique routine to the song 'Faded.' The performance portrayed a girl waking up in her own nightmare. This captivating dance, entitled 'Nightmare' was choreographed by Cara Docherty in S5. In the Junior Hip-Hop category another group of S1/S2 pupils confidently delivered a lively dance to Madcon's 'Beggin'. It was created by fifth year pupils, Roisin McCumesty, Ashley Connolly, Erin O'Connell, Monica Gallagher and Laura McBride. A great deal of time and effort went into producing both routines.

Last of our Junior participants were a team of third year girls, including myself. We displayed 'Night at the Museum' – an animated performance which involved the famous Mona Lisa, American Gothic and Scream paintings coming to life, in addition to Egyptian mummies! The hard work paid off as we placed 1st for Junior Hip-Hop.

After a successful morning, we progressed to the Senior division...

In the Senior Other category, S4 pupils delivered an extremely energetic and bright routine to a Jackson 5 compilation. With afro wigs and flared trousers, it ticked all the boxes! After placing first, it was revealed that it was the highest scoring dance of the entire event!

In Senior Hip-Hop, several fifth year girls gave a slick and very impressive performance of 'It's Britney' to a mix of hit songs. The creative piece ranked first place also.

Finally, the group of sixth years presented two very different but equally engaging dances. One was a graceful and compelling contemporary number that tells the story of a stressed young girl dealing with various issues in her life, but eventually finds her way with the support of her friends. It was very appropriately named 'The Journey.' 'I Do' was the title of their second routine – a vibrant wedding-themed dance.

Perhaps the loudest school there, we demonstrated great sportsmanship when cheering on other schools for support. After all the category winners were announced, we awaited the final outcome with great anticipation.

Who had won the overall trophy of EDC's 2015 Dance Fest?....We had.

For the second year in a row, Turnbull had achieved the ultimate prize. However this feat would not have been possible without the continuous support of Mrs MacNab, Mrs McQuarrie, Miss Young, Mrs Grehan and Mrs Henderson whose commitment to the club is greatly appreciated. They give up their time to organise and supervise the club every Tuesday after school. Teamwork indeed!

ACTIVE SPORTS NEWS

Gymnastics Competition

A group of our talented pupils won the Scottish Gymnastics Regional competition at Kirkintilloch Sports Centre on 30th January! The pupils are:

Kieran Mulheron Holly Healy-Coote Lauren Allison

They are off to the National final in Perth on Saturday 28th March 2015. Well done to the Gymnasts and to Mr Sloan in PE for preparing them so well.



Taylor MacKenzie, Jennifer Miller, Rachel Hulmes, Kieran Mulheron, Holly Healy-Coote, Lauren Allison, Sophia Halpin and Mr Sloan

Coming Soon PE Games Club

There will be a PE Games Club starting after the Easter Holidays. Here are some of the details:

- The club is for all pupils, boys and girls from all year groups and is on Mondays after school.
- The first date of the club is 18th April 2015.
- The club will run until 22nd June 2015.
- A variety of activities will be on offer at the club including Basketball, Badminton, Volleyball, Dodgeball, Gymnastics, Tennis and Table Tennis!
- If you are interested in attending the PE games club, please give your name to Mrs Kerr in the PE Department.
- You will need to complete and hand in a 'permission slip' before you can come along.

**All pupils
should
regularly look
at the Active
Schools**



**Boards in both the PE
department and in the Dining
Area. We regularly post
information about National and
Regional Sports Competitions
and we would like to enter as
many talented Turnbull pupils
as possible.**

ACTIVE SPORTS

Primary PE Transition Club

Our Primary PE Transition Club started on Wednesday 4th March 2015 and finishes on Wednesday 25th March 2015. Pupils from St Andrews, St Helens and St Matthew's Primaries come along and enjoy the sports sessions, coached by our senior pupils including our Active Schools Captains and Sports Leaders. There are different sporting activities offered every week including Handball, Badminton and Gymnastics!



Our thanks to Acting Active Schools Coordinator, Heather Davies, who helped organise the great success of this club.



PARALYMPIC PATHWAY FESTIVAL

RAVENSCRAIG sports centre welcomed youngsters from all over the West of Scotland for the annual Paralympic Pathway Festival.

The event encourages children and young people with a visual impairment or physical disability to try a new sports activity and perhaps join a club or an activity session.

More than 80 school children got involved in a range of sports including football, badminton, athletics, basketball, table tennis, judo and boccia.

Five Scottish Paralympians attended to give out coaching tips and advice, including Jonathan Paterson from Motherwell of the Team GB football squad.

The festival was organised by the North Lanarkshire Council Active Schools team and Scottish Disability Sport.

On the 10th March, I was lucky to attend the Para-Sports Festival at Ravenscraig Stadium, Motherwell. It was organised by Scottish Disability Sport and was sponsored by the Celtic FC Foundation. It was a brilliant opportunity to try new sports which were accessible to people with physical difficulties. As this was my first time at the annual event I was anxious about taking part, however I feel very glad that I did as it was a great experience.

I took part in a range of different sports and activities including Judo, Athletics and Lawn Bowls. The activity that I enjoyed most was Judo as there was a number of elements to it. We began by learning basic commands to indicate when to start or stop and then moved onto working on how to move round the mats. Once we had finished these basic movements we were put into pairs to start working on throws. For this, we took turns to hold the other person's wrist facing them and then turning so that both parts of each pair were facing in the same direction. After this we were shown how to make these throws effective by holding the other person's wrist with one hand and their waist with the other. To proceed you would then turn to face the other person as before and turn slightly whilst extending your arm to put your partner off balance.

One other great thing about this experience was that groups were made so that everyone with a certain type of disability was working together. This meant that in each group every participant had about the same ability.

In general, I thoroughly enjoyed taking part and hope to have this opportunity again.

Maddie Andrews, S2

ACTIVE SCHOOLS EXTRA-CURRICULAR TIMETABLE

LUNCHTIME CLUBS - APRIL TO JUNE 2015

Day	Club	Supervising Teacher	Venue
MON 1:35 to 2:00	S3/S4 Football	Mr Mitchell	3G Pitch
	Fitness Club	Mr Sloan	Fitness Suite
	Table Tennis	Mrs Irvine	Gym Hall
TUE 1:35 to 2:00	S1/S2 Football	Mr McLachlan	3G Pitch
	Fitness Club	Miss O'Prey	Fitness Suite
WED 12:45 to 1:10	S5/S6 Football	Mr Mitchell/Mr McLachlan	3G Pitch
	S1 Badminton Club	Mrs Brown	Games Hall
	Gymnastics	Mr Sloan	Gym Hall
THU 1:35 to 2:00	S3/S4 Football	Mr Mitchell	3G Pitch
	Badminton S2 and above	Mrs Irvine	Games Hall
	Fitness Club	Mrs McBrearty	Fitness Suite
FRI 12:45 to 1:10	S1/S2 Football	Mr McLachlan	3G Pitch
	Basketball Club	Mrs Kerr	Games Hall
	Fitness Club	Miss Allison	Fitness Club

All pupils wishing to participate in an After School Club must collect a permission slip from the teacher who takes the club.

AFTER SCHOOL CLUBS - APRIL TO JUNE 2015

Day	Club	Supervising Teacher	Venue
MON 3:45-4:45	Netball	Mrs Paul	Games Hall
	PE Games Club	Mrs Kerr	Gym Hall
TUE 3:45-4:45	Dance Club	Mrs McNab/Mrs McQuarrie	Games Hall
	S1 Boys' Football Training	Mrs Irvine	3G Pitch
WED 2:55-3:45	Girls' Football Training (All Year Groups)	Mrs Kerr (PE)	Games Hall
THU 3:45-4:45	Rugby Training	Mr Hughes	Games Hall
FRI 2:55-3:45	Senior Pupils 5-a-sides	Mr Condron	Games Hall