



**Eco Schools**  
Award 2004



# Turnbull Times

MAY 2020



## LETTER FROM THE HEAD TEACHER

Dear Parent/Carer,

Welcome to our May newsletter. As we enter into the final term of session 2019/20 we find ourselves in unprecedented times. I hope that you and your family are staying safe and healthy during lockdown. In this newsletter we will keep you informed of some recent happenings and look forward to forthcoming events for our school community.

### 2020 SQA Examinations

The cancellation of the 2020 examination schedule has required the SQA to consider, review and adapt our qualification processes. This year results will be based on estimate grades provided by teachers. An estimate grade is what teachers would expect your child to achieve. They will use their professional knowledge and experience of how your child has performed through the year. An estimate grade is not just the result of one prelim or one project. It's an overall judgement based on all activity across the year. The SQA is committed to ensuring that learners' work is rightly and fairly recognised this year and has assured stakeholders that results will be delivered on the 4<sup>th</sup> August as planned. Full details on this process can be obtained on the SQA website:

[www.sqa.org.uk](http://www.sqa.org.uk)

### Home Learning

With school closed at present, our teachers are engaged in delivering home learning opportunities for pupils. We are aiming to do this as effectively as possible, working hard to ensure a balance between what is desirable and achievable given the difficult circumstances that staff, children and their families are dealing with at this time. Family circumstances can vary greatly and there is no one size fits all. Now more than ever two-way communication between home and school is crucial to creating a successful learner experience for our young people.

### Daily Prayer

During this special month of devotion to our school patron, let us all pray together the Memorare.



### Memorare

Remember, O most gracious Virgin Mary, that never was it known that anyone who fled to thy protection, implored thy help, or sought thine intercession was left unaided.

Inspired by this confidence, I fly unto thee, O Virgin of virgins, my mother; to thee do I come, before thee I stand, sinful and sorrowful. O Mother of the Word Incarnate, despise not my petitions, but in thy mercy hear and answer me.

Amen.

### 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](http://www.turnbull.e-dunbarton.sch.uk)

Email: [office@turnbull.e-dunbarton.sch.uk](mailto:office@turnbull.e-dunbarton.sch.uk)

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If your child is experiencing any difficulty in completing work allocated by their teacher, please encourage them to e-mail their teacher direct. Their teacher will be best placed to provide support and guidance related to their specific subject.

If you have any concerns regarding any aspect of home learning, again I would urge you to contact the school. You can choose to contact your child's Pastoral Care Teacher, Year Head or myself using the following contacts:

#### **HEAD TEACHER**

**All S1-S6**

[ekennedy@turnbull.e-dunbarton.sch.uk](mailto:ekennedy@turnbull.e-dunbarton.sch.uk)

#### **YEAR HEAD**

**S1**

[cbray@turnbull.e-dunbarton.sch.uk](mailto:cbray@turnbull.e-dunbarton.sch.uk)

**S2**

[cmclaughlin@turnbull.e-dunbarton.sch.uk](mailto:cmclaughlin@turnbull.e-dunbarton.sch.uk)

**S3/S4**

[lthomson@turnbull.e-dunbarton.sch.uk](mailto:lthomson@turnbull.e-dunbarton.sch.uk)

**S5/S6**

[dmitchell@turnbull.e-dunbarton.sch.uk](mailto:dmitchell@turnbull.e-dunbarton.sch.uk)

#### **PUPIL SUPPORT**

**Saint Andrew House**

[mhenry@turnbull.e-dunbarton.sch.uk](mailto:mhenry@turnbull.e-dunbarton.sch.uk)

**Saint Kentigern House**

[mhendrie@turnbull.e-dunbarton.sch.uk](mailto:mhendrie@turnbull.e-dunbarton.sch.uk)

**Marian House**

[cbritton@turnbull.e-dunbarton.sch.uk](mailto:cbritton@turnbull.e-dunbarton.sch.uk)

**Saint Teresa House**

[amcbride@turnbull.e-dunbarton.sch.uk](mailto:amcbride@turnbull.e-dunbarton.sch.uk)

We are all in this together. Please do not hesitate to get in touch.

#### **IT Access**

EDC has set up a programme to provide IT hardware and access to those pupils who have no device and no internet access at home. Arrangements are currently being made to allocate these resources with preference being given to pupils in S4-S6 followed by S1-S3.

If you would like to access this service, and have not yet done so, please e-mail me direct. Please provide me with the name(s) of any children in your household who require a laptop stating the year group they will be in for session 2020/21 and if you require broadband access.

#### **Staffing**

After 12 years of dedicated service to the community of Turnbull High School, Mrs Isabelle Henderson will be retiring on the 15<sup>th</sup> May. I would like to take this opportunity to thank Mrs Henderson for her hard work, enthusiasm and dedication to the young people of Turnbull High School. I am sure you will join with me in wishing her a very long and happy retirement.

I am delighted to inform you that Miss Carroll has successfully completed her probation year with the Biology Department and is now a fully qualified member of the teaching profession. We wish Miss Carroll every happiness and success in her future career.

#### **School Improvement Plan**

Many thanks to those parents who responded to our school improvement consultation, your contribution to this work is greatly appreciated.

In addition to these consultation responses, our school improvement plan also takes account of the recent stakeholder surveys involving pupils, parents, partners and staff.

A summary of our school improvement plan priorities for 2020/21 can be found on page 4.

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This year a number of parents have signed up to work with staff in various improvement groups to deliver this plan.

***If you are interested in becoming involved in supporting any aspect of our improvement work please contact me directly to discuss your area of interest and availability.***

### **Our Heroes – Turnbull Technical Department**

As many of you will know four members of Turnbull staff have been busy working hard in the Technical Department to make PPE equipment for local authority care staff and NHS workers. You can read about their work on page 27. On behalf of the whole school community I would like to say a huge well done and thank you to Mr Simpson, Miss Murray, Mr Walker and Mr Love.

Thanks are also due to our Parent Council who set up a Go Fund Me page and to the many staff and parents who contributed to this, helping us raise over £3,500 to buy materials to continue making visors. In addition, a special thank you goes to the Bishopbriggs Community Council who made a £200 donation to support this work.

The work of technical staff across East Dunbartonshire schools was recognised by Rona Mackay MSP who submitted a motion to the Scottish Parliament to recognise the efforts of this group of staff in producing a large amount of PPE in recent weeks.

As we continue to work through this period of Covid-19 together please be assured of our availability and support. Whilst it is certainly not business as usual, we are doing all that we can to provide for our young people and keep our school moving forward. We will continue to communicate with you through Groupcall, Twitter and our school website.

If I can be of any assistance to you please do not hesitate to contact me.

Yours sincerely

**E Kennedy**  
Head Teacher

# Overview of Whole School/Establishment Priorities and Targets 2020/2021 (Year 3 of 3)

<b>Priority 1</b>	<b>Raising attainment through the promotion of excellence and equity</b>
<ul style="list-style-type: none"> <li>• Improve the quality of passes at N5 (A-C) and conversion rate to Higher; improve the quality of passes at Higher (A-C)</li> <li>• Continue to review Senior Phase Pathways to ensure the school offers appropriate pathways which meet the needs of all learners</li> <li>• Develop a whole school strategy for BLP and establish a Parent, Pupil and Staff Learning &amp; Teaching Group (BLP Champions)</li> <li>• Continue to develop &amp; implement our Literacy Strategy, Numeracy Strategy and STEM Strategy with a strong focus on pupil equity and parental engagement</li> <li>• On-going development of Parental Engagement Strategy and application of toolkit, <i>to include a review of school homework policy and development of targeted family learning programme for equity pupils</i></li> <li>• Further develop staff skills in analysing data to determine follow up attainment/ intervention strategies including the use of SEEMIS BGE Tracking</li> <li>• Identify priorities from EDC's Enhancing Learning and Teaching through the use of Digital Technology</li> <li>• The development of ASN Resource and implementation of Including Every Learner Policy Framework.</li> </ul>	
<b>Priority 2</b>	<b>Improvement in young people's health and wellbeing</b>
<ul style="list-style-type: none"> <li>• Implement Developing in Faith Action Plan: <i>to include the implementation of the review of our Sexual Health &amp; Relationships Strategy and SCES equality materials</i></li> <li>• Ensure HWB Responsibilities of All curriculum is explicit across all curricular areas - nurture</li> <li>• Increase awareness of how to maintain the positive mental health and wellbeing of pupils and staff, with a focus on pupil self-safety</li> <li>• Continue to improve young people's fitness and wellbeing through increased engagement in school based activities.</li> </ul>	
<b>Priority 3</b>	<b>Improvement in employability skills and sustained positive school leavers destinations for all young people</b>
<ul style="list-style-type: none"> <li>• <b>Develop whole school Careers Education Strategy. <i>To include the further development of the BGE skills profile within the BGE.</i></b></li> <li>• <b>Increase uptake of wider achievement awards by capturing awards within subject areas and embed within courses and link explicitly to skills (BGE into Senior Phase).</b></li> </ul>	

Closing the attainment gap and promoting leadership opportunities at all levels are entwined within these three priorities.

## HEALTH AND WELLBEING



# Home Learning and Health and Wellbeing during Lockdown



During these times of self-isolation, disrupted routines and social distancing, it is more important than ever to take care of your family's and your mental health and wellbeing. Supporting young people in these unprecedented times can be challenging.

To help our community, we have tried to give some simple reminders for you to consider and some advice on home learning and wellbeing. Remember to be kind to yourselves during this time.

### Advice for Parents and Families

- Support your son/daughter to establish a Monday to Friday routine so that you can all have a healthy work/life balance and sufficient sleep. Healthy sleep routines help to keep you feeling positive and boost your immune system.
- As a family, discuss and agree a new routine or timetable that has a balance of work, physical activity, fun things, rest breaks and on-line social catch-ups with friends and family. Doing lots of different things will help with motivation, while staying active will raise your spirits.
- Encourage your young person/people to set up a suitable area to study in and remind them to check in daily with Show My Homework and GLOW, so that they can get new tasks and access support from teachers with schoolwork, if necessary. Staying connected to the school community will provide confidence and reassurance, while helping young people to develop valuable communication skills.
- Encourage your son/daughter to unplug from electronic devices regularly so that they are not overwhelmed with news about COVID-19 or spending too long on-line – doing practical things will help them to learn new skills, such as baking or cooking, helping with household/garden jobs, writing letters and posting them to grandparents, reading a book or playing an instrument/board game. Conversations with young people to help them identify how they could spend their time usefully will give them a sense of control and help to give them purpose, which is important for their mental wellbeing.
- Encourage your son/daughter to use social media apps to chat to friends online and manage the timings of this sensibly, so that it does not interfere with family life or study time. That way, they can stay physically distant, stay safe, save lives and stay connected.
- Some ideas to help manage the new routines and reduce stress.
  - ✧ Exercise together for an hour outside – fresh air, exercise and green space can help everyone to relax together, have some fun and feel better.
  - ✧ Kindness, encouragement and patience will go a long way when supporting young people. Everyone is struggling with these challenging times, acknowledging that, making time to listen to worries/questions and problem solving together is reassuring for young people.
  - ✧ Talk to your young people about what they are looking at online, watching on TV or listening to – too much information about COVID-19 may make them anxious, so it is important to support them to access accurate and factual news and help them to understand the key messages.

## HEALTH AND WELLBEING

*(Continued from page 5)*

- ✧ Be flexible and realistic- the situation is moving so quickly and these are unprecedented times -news ways of working will evolve & new skills will be learned- look for the positives, praise effort, don't be afraid to try new things or change things, if they are not working. Don't try to reinvent the wheel – the school will provide resources for your young people – encourage them to take responsibility for their learning by using these resources and connecting with their teachers. Effort and a positive attitude are always more important than getting everything right.
- ✧ Teach healthy behaviours to keep your young people safe – we can't all teach Maths but we can demonstrate handwashing routines/safe hygiene, repeat the government instructions on social distancing, help young people to recognise the symptoms of illness and let them know we're there to help.
- ✧ Humour is often the best medicine – where appropriate, share funny videos and jokes with the family to keep everyone smiling and sharing something positive.
- ✧ If something is not going right with the Home Learning tasks, contact us so that we can help, resolve and reassure.

## For young people

- Plan a timetable for yourself - go to bed and get up at roughly the same times Monday to Friday. Healthy sleep routines help to keep you feeling positive and boost your immune system. This also helps with positive relationships at home – no nagging about routines or school work!
- Make sure your new timetable has a balance of school work, physical activity, fun things, rest breaks and on-line social catch-ups with friends. Be creative - doing lots of different things will keep you entertained, learning, active, moving forwards and motivated.
- Make the most of the hour of exercise outside. Dust down your old bike, go for a walk and enjoy the fresh air. Being physically active releases positive endorphins in your body, which will make you feel great and will help you to sleep better.
- Keeping in touch with teachers through Show My Homework and GLOW will support you to keep going with your school work. Problem-solving by asking for help will give you a sense of achievement and develop your communication skills. Go back to the 3B4Me independent learning checklist.
- While you can't go out to your usual clubs or see your friends, make sure you check your clubs' websites to keep in touch and stay socially connected through video calls with friends. Stay physically distant, stay safe, save lives but stay connected. This is also a way of developing your skills.
- Unplug from social media and electronic devices and only check in at planned times so that you don't get overwhelmed by news. Keep yourself well informed so that you can be confident, prepared and reassured, but give yourself a break too and stay in control.
- Volunteering to help others can help you to stay positive, feel useful and it doesn't mean going out. Do jobs around the house to help parents working from home, keep younger siblings occupied, help a friend with their schoolwork, try to get your whole class on a group chat to make sure no one is socially left out or video call your grandparents to cheer them up. Doing your bit to help others will help you to feel good and will help you stay connected. Remember all the advice you have been given about staying safe online.
- If you have any issues with your Home Learning, let us know so we can help.



**HEALTH AND WELLBEING****Some key messages to help us keep on top form during this time:****Acceptance**

- We have all had to adjust to our new routines.
- We do not have the power to change this as our health and safety must come first.
- Lockdown will end so having the correct mindset will help us get through the social distancing, isolation and changes to how we learn and work.
- Home Learning is definitely not the same as being at school. This will be a challenge! Do what you can.
- We should try to spend our time and energy well - not on the things we have no control over.

**Expectations**

- Know what will work and what is manageable for your family setting.
- Agreeing what is right for your family with your family during lockdown will help everyone understand the reasons behind the new routine.
- Everyone in the family has a part to play. This will help with home learning routines whilst parents/carers work from home. Everyone will be juggling the different demands placed on them with a variety of success.

**Structure**

- Having and following a structure to our day is essential. It is the key to managing the demands of home learning well.
- Agreeing rotas and routines whilst home learning and working helps everyone be clear on what they have to do and take responsibility for it. This can include household chores as well as home learning or applying a new skill. It might actually be fun!
- Keep to your usual sleeping patterns e.g. waking up and bedtimes.
- A good quality of sleep is central to everyone's wellbeing and keeping us in the correct frame of mind to complete home learning tasks.

**Self-Care**

- We can expect to feel unsettled and out of sorts during lockdown. Managing our news intake and ensuring it is from a reliable source may prevent us feeling overwhelmed or anxious.
- Everyone will deal with being in lockdown in different ways. Some of us may feel emotionally worn out so it is important to take that daily exercise; make time for things we enjoy; keep in touch with friends and family.
- Home learning is not only about academic learning. Looking after our wellbeing is a life long skill.

## HEALTH AND WELLBEING

## Signposting - Information and Website Links to Help with Home Learning and Wellbeing

East Dunbartonshire Telephone Counselling Service for Young People (10 years+) during Covid 19:	LifeLink helpline: 0808 196 3700.
The School Website	<a href="http://www.turnbull.e-dunbarton.sch.uk/">http://www.turnbull.e-dunbarton.sch.uk/</a>
<ul style="list-style-type: none"> <li>Home Learning</li> </ul>	<ul style="list-style-type: none"> <li>Home Learning</li> <li>Show My Homework and GLOW Blogs</li> </ul>
<ul style="list-style-type: none"> <li>Mental Health and Wellbeing: NHS signposts and key sites to support good mental and wellbeing.</li> </ul>	<a href="http://www.turnbull.e-dunbarton.sch.uk/news/mental-health-and-wellbeing/">http://www.turnbull.e-dunbarton.sch.uk/news/mental-health-and-wellbeing/</a> <a href="http://www.turnbull.e-dunbarton.sch.uk/media/10378/mental-health-support-002-002.pdf">http://www.turnbull.e-dunbarton.sch.uk/media/10378/mental-health-support-002-002.pdf</a> <a href="http://www.turnbull.e-dunbarton.sch.uk/media/10484/stress-control-may-2020.pdf">http://www.turnbull.e-dunbarton.sch.uk/media/10484/stress-control-may-2020.pdf</a>
<b>Others:</b>	
CAMHS resources	<a href="https://www.camhs-resources.co.uk/">https://www.camhs-resources.co.uk/</a>
Children 1st – parent-line – advice and helpline for parents	<a href="https://www.children1st.org.uk/help-for-families/parentline-scotland/">https://www.children1st.org.uk/help-for-families/parentline-scotland/</a>
Education Scotland – Parentzone – support for parents and carers	<a href="https://education.gov.scot/parentzone/learning-at-home/covid19/be-at-the-heart-of-your-child-s-learning-during-covid-19/">https://education.gov.scot/parentzone/learning-at-home/covid19/be-at-the-heart-of-your-child-s-learning-during-covid-19/</a> <a href="https://education.gov.scot/parentzone/learning-at-home/covid19/supporting-children-with-additional-support-needs/">https://education.gov.scot/parentzone/learning-at-home/covid19/supporting-children-with-additional-support-needs/</a> <a href="https://education.gov.scot/parentzone/learning-at-home/covid19/support-for-parents-and-families-who-use-british-sign-language-bsl/">https://education.gov.scot/parentzone/learning-at-home/covid19/support-for-parents-and-families-who-use-british-sign-language-bsl/</a>
Education Scotland – Parentzone – keeping young people motivated and safe while engaging with digital learning	<a href="https://education.gov.scot/parentzone/my-child/digital-learning/">https://education.gov.scot/parentzone/my-child/digital-learning/</a>
Support for carers and young carers in East Dunbartonshire	<a href="https://carerslink.org.uk/">https://carerslink.org.uk/</a> <a href="https://carerslink.org.uk/covid-19/">https://carerslink.org.uk/covid-19/</a>
The Anna Freud National Centre for Children and Families – supporting young people’s mental health during periods of disruption and self-care	<a href="https://www.annafreud.org/selfcare/">https://www.annafreud.org/selfcare/</a>
The Mental Health Foundation – advice on staying at home and staying healthy	<a href="https://www.mentalhealth.org.uk/coronavirus">https://www.mentalhealth.org.uk/coronavirus</a>
Mental Health at Work	<a href="https://www.mind.org.uk/workplace/mental-health-at-work/taking-care-of-yourself/five-ways-to-wellbeing/">https://www.mind.org.uk/workplace/mental-health-at-work/taking-care-of-yourself/five-ways-to-wellbeing/</a>
The National Parent Forum of Scotland – online educational resources to support your young people	<a href="https://www.npfs.org.uk/">https://www.npfs.org.uk/</a>
The Scottish Government – advice for households	<a href="https://www.gov.scot/collections/coronavirus-covid-19-guidance/">https://www.gov.scot/collections/coronavirus-covid-19-guidance/</a> <a href="https://www.parentclub.scot/topics/coronavirus">https://www.parentclub.scot/topics/coronavirus</a>
The UK Government – advice for households	<a href="https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance">https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance</a> <a href="https://youngminds.org.uk/blog/how-to-stay-connected-during-lockdown/">https://youngminds.org.uk/blog/how-to-stay-connected-during-lockdown/</a>
Young Scot	<a href="https://young.scot/campaigns/national/coronavirus">https://young.scot/campaigns/national/coronavirus</a>



HEALTH AND WELLBEING



# ACTION CALENDAR: MEANINGFUL MAY 2020



MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

SUNDAY

"Start Where You Are. Use What You Have.

Do What You Can" ~ Arthur Ashe



4 Focus on what you can do rather than what you can't do

5 Send friends a photo of a time you all enjoyed together

6 Take a step towards one of your life goals, however small

7 Let someone you love know how much they mean to you

1 Take a minute to remember what really matters to you and why

2 Do something meaningful for someone you really care about

3 Reconnect with nature today, even if you're stuck indoors

11 What are your most important values? Use them today

12 Be grateful for the little things, even in difficult times

13 Today do something to care for the natural world

14 Show your gratitude to people who are helping to make things better

15 Find out about the values and traditions of another culture

16 Look around you and notice five things you find meaningful

17 Take a positive action to help in your local community

18 Hand-write a note to someone you love and send them a photo of it

19 Find a way to craft what you are doing to give it more meaning

20 Reflect on what makes you feel really valued and appreciated

21 Share photos of 3 things you find meaningful or memorable

22 Ask a loved one or colleague what matters most to them and why

23 Share an inspiring quote with others to give them a boost

24 Do something special today and revisit it in your memory tonight

25 Give your time to help a project or charity you care about

26 Recall three things you've done that you are really proud of

27 Today link your decisions and choices to your purpose in life

28 Tell someone about an event in your life that was really meaningful

29 Think about how your actions make a difference for others

30 Find three good reasons to be hopeful about the future

31 Look up at the sky. Remember we are all part of something bigger

ACTION FOR HAPPINESS



www.actionforhappiness.org

31 actions to look after ourselves and each other as we face this global crisis together

Keep Calm · Stay Wise · Be Kind

## HEALTH AND WELLBEING

**wee changes** can make a **big difference** in helping you feel better

*Tips for a better night's sleep*



### Make your bedroom a place to unwind

Decluttering your bedroom, using relaxing colours, positioning your bed in a way works best for you can all help get a better night sleep

### Leave social media out of the bedroom

If you want a good sleep don't have mobile phones, iPad, anything which pings to let you know you have mail or updates on social media this is a time to relax and unwind not socialise



### Get into a routine

A routine before bedtime sends a signal to your mind you are getting ready to go to sleep, also, going to bed at a regular time helps programme your mind for sleep, work out a routine which is helpful for you and try and stick to it

### No stimulants

Trying to get to sleep means you want to unwind, coffee, cigarettes, fizzy drinks can all be stimulating and make it harder to sleep so avoid at least an hour before bed. Also, using alcohol is not a healthy way to get a good night's sleep and overuse can just lead to more problems. Also try and not eat anything heavy to digest before going to bed as this too can keep you awake



### Be active during the day

Exercising, going a walk, being active during the day all makes you more likely to feel tired so be more likely to go to sleep and have a good sleep once you are in bed

Remember consult with your GP before making any lifestyle changes. For more information contact COPE on our website: [www.cope-scotland.org](http://www.cope-scotland.org)



## HEALTH AND WELLBEING



# Joint Peer Education Programme with St Nicholas' Primary

The Mental Health Foundation Peer Education programme was successfully completed by 11 S6 pupils in February 2020.

This Peer Project is a school-based programme that aims to give young people the skills and knowledge they need to safeguard their mental health, and that of their peers. Some of the S6 pupils choose this project as they are interested in careers in medicine, nursing, education and social care. This project also contributed to the pupils completing their SQA Higher Leadership Award.

The project was born out of the idea that a key source of support to young people experiencing mental health distress is their peer group within the school environment.

The S6 pupils were trained to teach mental health lessons to P6 students at St Nicholas' Primary. The project aimed to bypass the walls many young people put up when being taught such nuanced, personal topics by adults whom they feel are detached from their personal experiences.

The S6 pupils enjoyed working with St Nicholas' Primary. Both staff and pupils made them feel very welcome.

### What did the project teach?

We know that three students in every classroom are likely to be experiencing a mental health problem. With 50% of mental health problems established by the age of 14, a child's time at school is an important time to equip them to understand, protect and sustain their mental health throughout their school career and beyond.

- The project introduces mental health as something that we all have, like physical health.
- It encourages students to think about ways to stay well, how to seek help and support friends.

It also introduces common myths around mental health, and the stigma and discrimination people experience as a result.

These simple messages were taught to the P6 pupils in a fun and simplistic way by lessons designed and taught by the S6 pupils. Both S6 and P6 learnt about the importance of understanding your own mental health and ways to help yourself and others. Any information regarding the mental health messages taught are available through: <https://www.mentalhealth.org.uk/campaigns/mental-health-schools-make-it-count>.

## Nathan M – Police Scotland Youth Volunteer and Local Hero

In March of this year, Nathan M, 6HM, completed his volunteering work on a high by graduating from his final year as a Police Scotland Youth Volunteer. Nathan secured one of the three places on the programme back in S3 after a very rigorous and competitive series of interviews. There was a great deal of interest from our young people and the calibre of candidates was extremely high. Nathan has thoroughly enjoyed his time as a Police Scotland Youth Volunteer. This has included taking part in a variety of training sessions, developing and applying a range of new skills as well as learning more about policing in Scotland.

In the three years of the programme, Nathan has been involved in a range of important and high profile PSYV campaigns such as national housebreaking, crime reduction and public safety e.g. anti-fraud. He and the members of the East Dunbartonshire Branch of PSYV have also supported major events such as T-In the Park, the Open Golf, the Royal Edinburgh Military Tattoo and the Scottish Air Show to name a few. As a group, they have committed thousands of hours to volunteering and supporting their community. Their efforts have been especially important to those in our community who are vulnerable, housebound and elderly.

The celebration of the PSYV commitment and successes was held in Glasgow City Chambers with a range of high profile dignitaries including Glasgow's Lord Provost and our very own Inspector Craig Walker who has responsibility for the Local Problem Solving teams in East Dunbartonshire.

As Nathan prepares to leave Turnbull High School to take up his place at the University of the West of Scotland to study Criminal Justice, we wish him well and thank him for his commitment and hard work over the years. What a role model he is to us all!

The PSYV programme is open to all young people aged 13 – 18 and allows successful applicants to get an insight into policing in Scotland and inspire individuals to participate positively within their communities.

**If anyone is interested in knowing more or applying for a place, please contact C Bray.**



Nathan and Inspector Walker PSYV Graduation, Glasgow City Chambers, March 2020.

# CHEMISTRY DEPARTMENT

## Chemistry isn't just for the chemistry laboratory!

The Chemistry Department hope that you are all well and safe in your homes. You and your families can still continue to explore the scientific world by doing simple experiments safely with household substances and things you can find in your garden or during your daily exercise.

Why not try to make your own chemical indicator? You can test your indicator with different household substances such as lemon juice, fizzy water, milk, toothpaste, bicarbonate of soda, washing powder and soap to name a few.

**Always check with an adult before performing any experiments : )**

*Keep safe and stay at home,*

**Mrs Scally, Mrs Brown and Miss Kiilty**

### MAKING AN INDICATOR FROM RED CABBAGE

The compounds that give red cabbage its colour can be extracted and used as a pH indicator solution. Here we look at the method and the colours!

**MAKING THE INDICATOR**

1. ROUGHLY CHOP THE CABBAGE
2. BOIL FOR A FEW MINUTES
3. STRAIN AND LET COOL
4. USE AS AN INDICATOR!

© Andy Brunning/Compound Interest 2017 - www.compoundchem.com | Twitter: @compoundchem | FB: www.facebook.com/compoundchem  
This graphic is shared under a Creative Commons Attribution-NonCommercial-NoDerivatives licence.

Using an empty blister pack as well plates to hold the indicator solution

Citric acid      Tap water      Sodium carbonate

### Bluebell Indicator

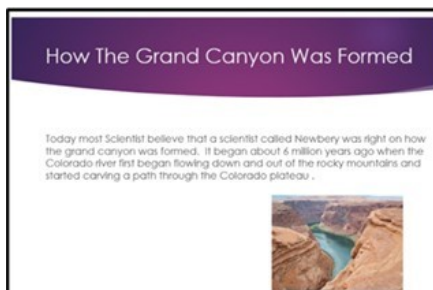
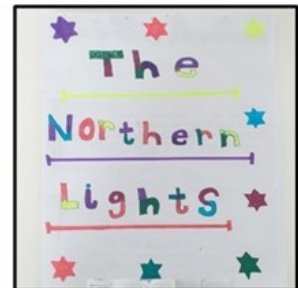
Photo on the left is natural but enhancing the colours really shows the blue area.

Check out our twitter page **@TurnbullChem** for more ideas and updates on all things chemistry.

To view a video that supports the experiments go to:  
[https://youtu.be/\\_pY2-cjrhwU](https://youtu.be/_pY2-cjrhwU)

## GEOGRAPHY DEPARTMENT

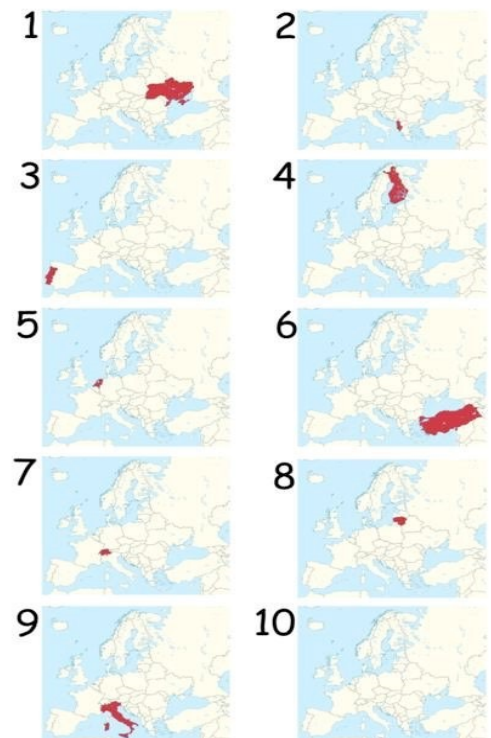
## Working from home



S1 and S2 Geographers have been working hard at home on research projects based on Natural Wonders of the World and Climate Change. We have been extremely impressed by the effort, creativity and detail in the final projects that have been submitted. S3 pupils have consolidated their learning over the course of the year with revision based tasks including revision sheets, quizzes and video clips. Pupils across all year groups have taken part in general quizzes on SMH from capital cities to spelling of key words.

In addition to the formal online learning resources, we have created a number of fun quizzes for pupils to participate in. These have been delivered via Kahoot, SMH and the department Twitter page: @turnbullgeog. Our weekend Kahoot quizzes have proved particularly popular with the 200 player cap met for both quizzes!

Can you name the 10 countries in the picture on the right?



## GEOGRAPHY DEPARTMENT

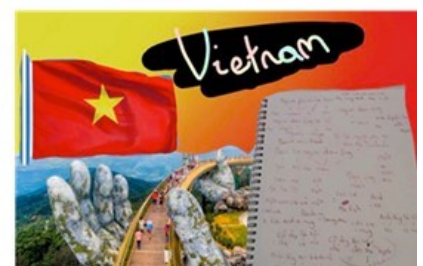
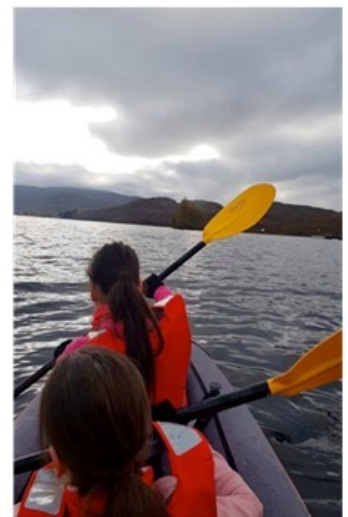
## What Does Geography Mean to You?

The Geography Department launched a Photograph Competition via Twitter and SMH based on the theme “*What Does Geography Mean to You?*”. We were overwhelmed by the response from pupils from all year groups with a wide range of entries from countries or cities they’ve always wanted to visit, or a photograph they took themselves on their travels to using lockdown to develop new skills like jigsaw globes or learning a new language!

The judges faced an incredibly difficult decision to judge all the entries but awarded Michaela B (S1) first prize for her picture she took on a beach in Greece. We loved the way she captured the light and how real the waves looked!

Pictured below are our runners up photos. Prizes have been emailed to the recipients.

***Well done to everyone who took part.***



# HISTORY/MODERN STUDIES DEPARTMENT



## Building Learning Power in History and Modern Studies



### General Election 2019 – Group Roles

#### What Building Learning Says

To make the shift towards collaborative learning requires students to begin to develop their social skills, and in particular listening to others and taking turns.

Discuss, agree and display basic classroom 'rules' like:

- Don't interrupt or talk over others
- Look at the speaker
- No shouting out
- Give others a chance to say what they think

Remember – our students have been exposed to 'good listening' and encouraged to 'take turns' for years, and yet many still do neither. It will take time to turn this round. These basic agreed rules need to be referred to very regularly and explored at every opportunity.

#### BLP Suggested Group Roles:

##### Resource organiser

Finds and returns resources  
Ensures team cleans up



##### Volume controller

Ensures team doesn't talk too loudly  
Uses pre-arranged quiet signal



##### Question checker

Checks to see if individuals have any questions  
Make sure they are asked and answered



##### Reflector

Leads team in looking back on the process  
Ensures team pauses to review progress



##### Recorder

Writes down group decisions / answers or ideas  
Seeks clarification if necessary



##### Taskmaster

Keeps the group on task  
Re-focuses activity



##### Encourager

Shows appreciation of contributions  
Brings out reluctant students  
Ensures team stays motivated



##### Timekeeper

Keeps check on time  
Ensures team works to time constraints



##### Gatekeeper

Ensures everyone has their say  
Equalises participation  
No hogs, no logs





## HISTORY/MODERN STUDIES DEPARTMENT

### What We Did

Nothing engages people in dialogue more than a political hot topic. The General Election was one of these moments with Brexit and the illegal shut down of Parliament.

To promote people's understanding of a General Election, our S3 pupils in Modern Studies took on a variety of group roles to produce a Turnbull General Election. Mr Thompson's class were the recorders, gatekeepers, taskmasters, timekeepers and volume controllers. Their aim was to work collaboratively to ensure the whole school had access to information regarding all the major political parties.

Mrs Britton's class were the resource organisers, bringing all materials together and creating a real life, working polling station supported by their own timekeepers and taskmasters!

By working together like this, our young people created a real election experience where almost the whole school (staff and pupils) learned about the election and what each party stood for. Furthermore, there was some numeracy thrown in for good measure as pupils examined the election results!



### Pupil & Staff Voice

Pupils said that they really enjoyed learning about the election process this way rather than just from a book or clip.

Most pupils felt it was beneficial and understood what actually happens in a polling station a lot more.

Pupils were also surprised at being able to pull it together in such a short period of time. They said that this showed them how much they were capable of when they applied themselves.

Many staff commented on how realistic the process was and how impressive the pupil work was. Staff also really enjoyed taking part in the election process and some even said that they had learned a little!

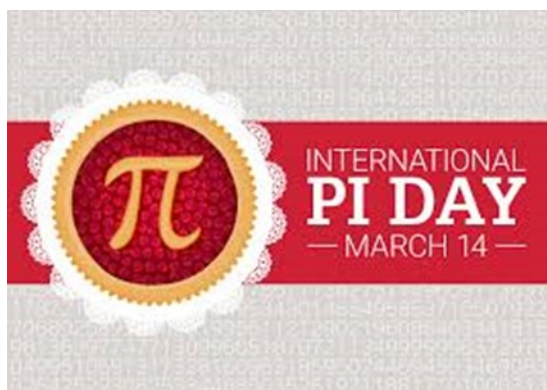


# MATHEMATICS DEPARTMENT

A big hello to all our pupils from the Maths Department.

We know times are strange and we hope all your friends and family are safe and well.

## Past events in the Mathematical Calendar



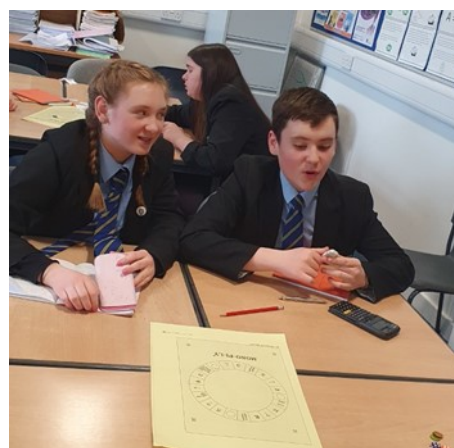
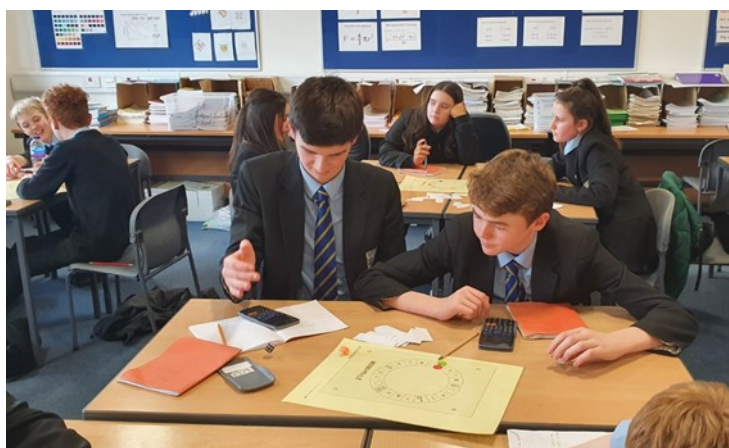
### Pi day 2020

Every year, Pi day is celebrated on March 14th.

Why?

Because the American way of writing this date is 3.14!

The Maths Department celebrated Pi day (a day early due to the weekend) with a number of activities in classes including playing Mono-pi-ly, learning about arcs and sectors and circle bingo!



*S2 pupils playing Mono-pi-ly*

Pi is such an important number in Maths, but how many decimal places can you recite it to?

*Hayley Y in S1 memorised 31 digits overnight, well done Hayley!*

Why not try challenge your family to learn as many digits as possible....the winner could receive a pie as a prize!

$\pi = 3.1415$   
 92653589793  
 238462643383  
 279502884197169  
 39937510582097494  
 4592307816406286208998

## MATHEMATICS DEPARTMENT

### S1 Numeracy League

Well done to all S1 pupils for taking part in the second edition of the Numeracy League. A very big thank you to our Numeracy Captains Ellie D and Lucy R for all their hard work in putting this competition together.

*Winners of the second round of the  
S1 Numeracy League  
with Numeracy Captain Ellie D*



### Turnbull Cluster Primary Maths Challenge

After our successful Primary Maths challenge events at St Helen's, St Matthew's and St Nicholas' Primary Schools as part of Maths Week Scotland, the winning teams from each primary were invited to take part in a grand final at Turnbull on the 25<sup>th</sup> February.

Teams of pupils from St Matthew's and St Helen's attended and competed to earn their primary school the coveted prize of having their name on the shiny new shield!

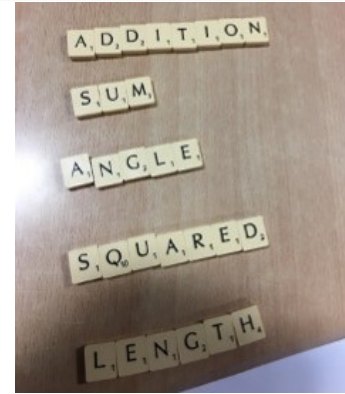
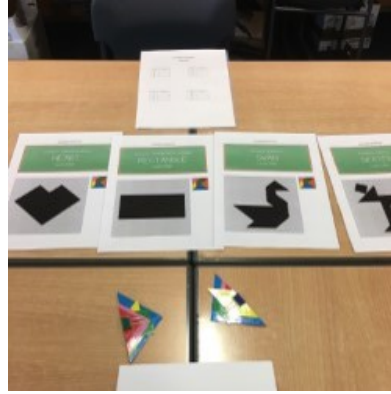
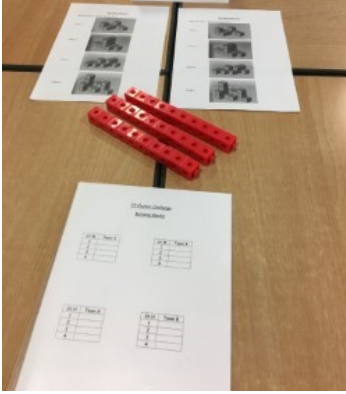
The event was organised by Miss Young and Mrs Cowie of the Maths Department, with other staff stepping in to help, and a number of our S6 pupils also came along to support the teams and lead various rounds within the challenge.

In the end a team of pupils from St Helen's were victorious and were awarded their winners medals on the day. The trophy will be engraved (post lockdown!) and awarded formally asap.

Everyone had a fantastic afternoon, and the Maths Department were very impressed to see so many talented Mathematicians. Well done to everyone who took part and we look forward to welcoming you all to the department in S1.



## MATHEMATICS DEPARTMENT



## Future Events in the Mathematical Calendar



The aim of National Numeracy Day is to help people feel more confident about numbers and to recognise the presence and value of numbers in real life.

Unfortunately, we won't be able to run the activities we had planned for this event, but look out for a Numeracy-themed family learning activity on Show My Homework!

Having strong Numeracy skills will help you in learning, life and work and the National Numeracy Day website previously published some interesting statistics:



Nearly half the working-age population have the numeracy skills of a primary school child.



Those with poor numeracy are more than twice as likely to be unemployed.



The average cost to individuals with poor number skills is £460 a year.



Research has revealed that good number skills can help people better manage their money and avoid debt.



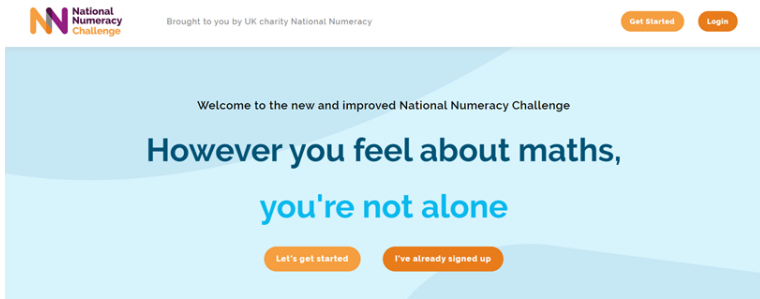
Estimates indicate poor numeracy costs the UK economy £20.2 billion each year.



Low numeracy levels cost UK employers £3.2bn each year.

Pupils/parents/carers/teachers – if you are interested in improving your Numeracy Skills, why not take the Numeracy challenge to highlight any areas for development you may have:

## MATHEMATICS DEPARTMENT



National Numeracy Challenge  
Brought to you by UK charity National Numeracy

Welcome to the new and improved National Numeracy Challenge

**However you feel about maths,  
you're not alone**

Let's get started | I've already signed up

Once you have identified your target areas, you can use the resources provided to aid the development of your Numeracy skills.

### Home Learning

We understand that home learning is a challenge for everyone however, to ensure you continue with the excellent progress made in school, it is essential you try your very best to work at home, practising and applying your prior knowledge and also learning some new skills.




Tasks are set weekly by your class teacher on SMH (BGE) or by GLOW group emails (SP). It is vital that you complete all tasks, check worked solutions from the Maths Blog, and submit evidence to your teacher of the tasks you have completed.

If you have any concerns or difficulties please do not hesitate to contact your teacher through SMH or by email. Any issues regarding access to resources should be directed to Miss McDonald.

### Daily Chilli Challenge


Well done to all the pupils regularly taking part in our Daily Quiz, the **Chilli Challenge**. Every week we have over 200 pupils from S1 to S3 getting involved by answering as many of the challenge questions as they can, with 3 questions each day: Mild, Hot and Extra Hot!

Responses 215


**Mild** 

Calculate:

$63 \times 200$




Responses 215

**Extra hot** 

Multiply out the following brackets and simplify...

$4(2x - 6) + 19$



Our weekly winners so far are:

WEEK 1	WEEK 2	WEEK 3	WEEK 4
23 to 27 March	30 March to 4 April	20 to 24 April	27 April to 1 May
Mikolaj O Olivia W Sarah B	Ciaran B Fares S Liam A Lily B	Faith O Jamie D Mairi J Michael M	Cameron M Christina H David C Faith O Joseph S Lily B Matthew F

## MATHEMATICS DEPARTMENT

### Family Learning

Well done to the many pupils and their families for submitting family learning tasks. We have received so many Posters, PowerPoint Presentations, and booklets full of information related to the following tasks:

### Famous Mathematicians



### Albert Einstein

- Albert Einstein was born on the 14th March 1879 in Ulm a city in Germany and died on the 18th April 1955 in Princeton in New Jersey which is a state in USA.
- He is most famous for the equation  $E=mc^2$  which is called "The world's most famous equation."
- Albert Einstein did not speak until the age of 3.
- He was diagnosed with a disorder called echolalia which caused him to repeat phrases 2 or 3 times in addition he liked to think through pictures.
- Einstein never wore socks because he thought they were a pain and would always create holes in them.
- If he did not become a scientist, he said that he would have become a musician and his Mum played the violin.
- After he died his body was cremated however his brain was not, pathologist Thomas Harvey at Princeton Hospital had taken his brain and would not give it back after the autopsy.

### Childhood

- Einsteins parents were Hermann Einstein and Pauline Einstein in addition he had a sister called Maja Einstein (she was born two years after him.)
- His Dad and Uncle founded a company which supplied manufacturing electrical equipment.
- At the age of ten he started reading lots of maths and science textbooks.
- When he was 12 years old, he got a compass and saw the metal pointing in the direction he was facing and that was invisible science and that then turned his head from engineering to science and he knew what he wanted to pursue.



### Maths

- Einsteins contribution to maths was his famous  $E=mc^2$  proving that matter and energy are simply just forms of the same thing and can be changed into each other.
- In 1915 more of Einsteins mathematical work was published lots of equations however 10 of them are called the Einstein field equations.

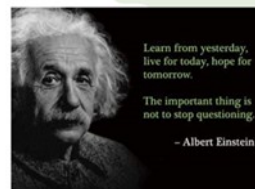
Einstein's Field Equation

$$R_{\mu\nu} - \frac{1}{2}Rg_{\mu\nu} + \Lambda g_{\mu\nu} = \frac{8\pi G}{c^4}T_{\mu\nu}$$

(Left: matter/energy from Einstein's equations) (Right: matter/energy from the mass of things around equations)

### Contributions

- Einstein received a noble prize for his work in physics which included the laws for the Photoelectric effect as well as many other services in theoretical physics.
- Einstein's first published work was "The Investigation of the State of Aether in Magnetic Fields" in 1894, when he was just 15 years old.
- In 1915 he published another paper explaining gravity as a property of space-time.
- As I have already said his contribution to maths was  $E=mc^2$



### Why is Albert Einstein's work important today?

- His work is important today because with the statements and formulas he produced it will help people today in addition future scientists that may not have even been born yet will be able to use his knowledge to produce more formulas or produce something to help the world develop into a better place.

## MATHEMATICS DEPARTMENT

# Maths in the Real World



### Maths in the real world

#### Job- Nurse

- The level of Math qualification required is 2 higher, at grade B or above
- The pathway to lead to this career is you have to go on an approved nursing degree for 3 years but if you want to specify in a particular area in nursing it is 4-5 years, maybe longer.
- Math would be used frequently in nursing. The applications use would be addition, subtraction, finding fractions and ratio and algebraic equations. These would be used to deliver the amount of medication to their patient and/or to monitor changes in their health.



#### Job-Pharmacist

- The level of math qualification required to be a pharmacist is Higher grade B or above.
- The pathway to lead to this career is you have to go to university for 4 or 5 years, depending on the qualification you wish to achieve.
- Pharmacists use a lot of Math applications, including weight and volume.



#### Job- Primary teacher

- The level of math qualification required to be a primary teacher is Math higher grade, level C or above.
- The pathway to lead to this career is you have to attend university for 4 years.
- Primary teachers use all math such as fractions, decimals, percentages, multiply, divide, subtract, addition, weight and many more.



## MATHEMATICS DEPARTMENT

## Look out for future home learning tasks such as:

- **Is breakfast cereal healthy?:** comparing the nutritional values of many breakfast cereals. They do say breakfast is the most important meal of the day and sets you up for your day of home learning!
- **Party time!:** plan and cost a dinner party for 14 people (for when lockdown ends!).
- **Snakes and Ladders:** revise prior learning through playing this Mathematical version of the old classic!

All of these can be found on the BGE tasks page, linked to Family Learning, within the Supporting Pupils section of the Maths GLOW blog.

Well done to all families for your participation in these tasks – keep them coming!



## To those who are leaving us this year...

The Maths Department would like to wish all senior pupils, who are now leaving us, the very best of luck in their future! With special thanks to our Numeracy Captains, Ellie D and Lucy R, for all their support and hard work throughout the year. We will miss you all - keep in touch!

## Good bye and Good luck!





## Intergenerational Team 2020

The Intergenerational Team have worked brilliantly over the last school year to forge important links in our community and build some lasting friendships.

Throughout the year we have forged a partnership with Lillyburn Care Home in Milton of Campsie.



### Dementia Awareness Training

Earlier in the year the management and care staff from the Care Home visited us at Turnbull to deliver some Dementia Awareness Training to our Intergenerational Team. This included preparing them for potential scenarios they could face when working with people who live with Dementia as well explaining in detail what Dementia is and how it can affect people. This was a hugely worthwhile training day and one which the pupils fully appreciated and enjoyed.

### Intergenerational Ceilidh

The highlight of the year was the Intergenerational Ceilidh we ran at the beginning of the year where we invited guests from Lillyburn, Alive and Kicking Glasgow and some friends in the community! On the day we had almost double the numbers we were expecting arrive at the door which made the event even more memorable. It was a true party atmosphere, with singers, musicians and dancers.



*"On Wednesday 29th January, the Turnbull 'Intergenerational Team' run by Mr Corr and pupils across S1-S6, held a bonnie Scottish Ceilidh for guests from Lillyburn Care Home and Alive and Kicking Glasgow. The event took lots of planning and was an amazing success. On the day we welcomed our lovely visitors to our school and supplied them with lots of tasty Scottish refreshments, as we entertained them with some traditional Ceilidh dances, with music from our teachers. Some of the pupils showcased their dancing and musical talents and our visitors also displayed their own talents, by reading us poetry, singing and joining in the Ceilidh dancing. It was great for us to chat and interact with the older generation and to hear their wonderful stories. It was such a fun day, enjoyed by all but also very rewarding, especially when we saw the big smiles of joy on our visitors faces. Big thanks to Mr Corr for putting together this amazing group, that I'm so happy to be part of, and we now look forward to planning our next intergenerational event!"*  
**by Christina Hill S3**

## Intergenerational Team 2020

(Continued from page 25)

### Presently

Due to current events in the world sadly a lot of our upcoming plans were postponed which included visiting our friends at Lillyburn, organising some exercise classes, some community visits with partners and a 'Battle of the Generations' talent show!! All of which of course will be added to next year's Calendar of Events which is already being planned!

The team has still been busy during the lockdown. We have been creating Birthday Cards for Iris who turned 100 and is a resident at Lillyburn! The wider school community also got involved in this as cards came in from pupils and staff! We are also in the process of trying to plan some webcam sessions where we can run quizzes and have some chats with our new friends online.

### Awards

Our S6 Pupils were awarded their Level 5 Health and Wellbeing Award for the work they accomplished this year and indeed the whole group also gained a Learner Participation Award on top of their Dementia Awareness Training. Next year there will be further SQA Awards available to the group.



### Thank You

On a personal note I would like to thank all the members of the Intergenerational Team. They have been an absolute pleasure to work with this year. Despite all the hard work we have had so much fun this year, lots of laughs and a few tears as well! The compassion, care, respect and all round kindness they have displayed towards our new friends and guests has been an absolute privilege to witness, the pupils have been a true credit to themselves and their families.

We hope all our friends at Lillyburn and Alive and Kicking continue to remain safe and well and we thank all the Nursing and Care Staff at Lillyburn for the incredible job they are doing along with all their colleagues across the country. It is greatly admired and hugely appreciated.

### A Sad Farewell...

On a final note, sadly we are losing three of our Seniors from the Intergenerational Team this year, Sophie, Ellie and Brooke, who have now graduated from High School! The three of you have been fantastic all year and indeed for all the years you have been at Turnbull. It has been a privilege working with you over the years and the whole team are going to miss you a lot, but we hope you attend future events and we wish lots of luck for the future.

*Stay Safe Everyone,*

**Mr Corr**

## TECHNICAL DEPARTMENT

# PPE Visors

As you may have seen on social media, Technical Departments across East Dunbartonshire have been getting involved in manufacturing face visors for the NHS and other key workers. Miss Murray, Mr Simpson and their newest apprentice Mr Walker, have been spending time in school to help the cause.

To make the visors, the parts are first cut out using our laser cutter. They are then heated in the oven until they are soft and are then shaped around wooden formers until they cool and harden. Once cooled, they can be assembled and the plastic visor can be added.

A GoFundMe page was very kindly set up by our Parent Council and we have absolutely smashed our £1000 target, having raised over £3700! Your very kind donations will help us to continue to purchase materials to make more visors to help protect front line workers.

Here is a breakdown of where the visors have been donated so far:

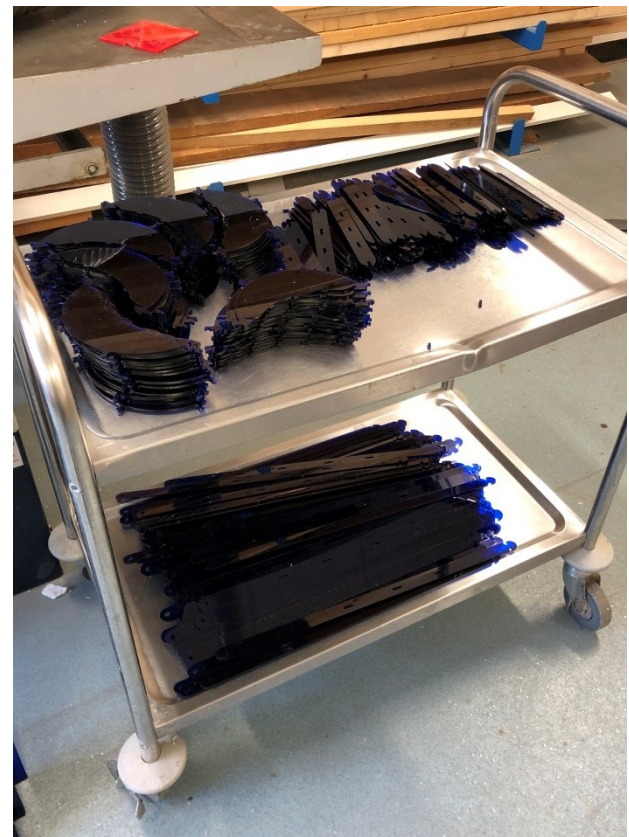
- 140 to East Dunbartonshire Care Homes
- 120 to Care Homes in Maryhill and Springburn
- 30 to Social Workers in East Dunbartonshire
- 50 to NHS staff across various local authorities

*We will be in school over the next few weeks to continue manufacturing -  
you can follow our progress via:*

**Facebook on our Turnbull High School Enterprise page or  
Twitter at @THSTechnical**

*Thank you all once again for all of your kind messages,  
support and donations.*

## PPE Visors





Thank you  
**NHS**  
and all Key Workers

