



# ST MARY'S CHRISTIAN BROTHERS' GRAMMAR SCHOOL

## GOVERNOR/PARENT REPORT

2018–2019



**O God, we thank you for the life of Blessed Edmund Rice.  
He opened his heart to Christ present in those oppressed  
by poverty and injustice.**

**May we follow his example of faith and generosity.  
Grant us the courage and compassion of Blessed Edmund as  
we seek to live lives of love and service.  
*We ask this through Christ our Lord, Amen.***



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Dear Parents

I am pleased to present the Annual Report of the Board of Governors for the academic year, 2018-2019. It provides a summary regarding the Board of Governor's statutory responsibilities, to provide education of the best quality to the students attending St. Mary's. The report is a summary of the activities and achievements during the last academic year. The information included in the report provides a record of the work executed across the school and also echoes the vision, leadership and management of the Board of Governors, the Principal and teaching and non-teaching staff who have responsibility for the pastoral care, safeguarding and education of our students.

St. Mary's has experienced a number of changes this year, with the retirement of Mr Martin as Principal and my appointment. As the new Principal of St. Mary's, I have been impressed by the hard work and dedication of all staff and the enthusiasm of the boys across the key stages. The students' experience a wide and varied curriculum and participate in an extensive range of extra-curricular activities. The report acknowledges the wider opportunities that are available to students through our social justice projects available because of the extensive voluntary commitment of staff across the school community.

Included in the Annual Report of the Board of Governors are the public examination and curricular summaries as well as an overview of Pastoral provision. The report provides a window into the many and varied activities that have taken place this year in St. Mary's. The students have been afforded many opportunities to follow the vision of Blessed Edmund Rice, and the Christian Brother heritage over the past academic year. As you know, St. Mary's is a busy school and this report provides a flavour of life in our school. We keep our parents, past pupils and friends of the school informed of our activities and successes through our "Simmarian", text messages, updates on our website and frequent use of Twitter and Facebook.

At the start of the school year we welcomed Ms Maria Hatchell (Head of English), Mrs Sarah Crilly (Temporary Science), Ms Marie McCloy (Temporary Art), Ms Kelly Ann Devlin (Classroom Assistant), Miss Paloma Lafuente (Classroom Assistant), Mr Mark Napier (Classroom Assistant), Mr Brendan Quinn (Classroom Assistant) and Ms Gemma Mallon (Classroom Assistant). The school also wished long serving members of staff a happy, well deserved retirement, Mr John Martin (Principal) retired October 2018, Mr Denis Mahon changed roles in school retiring as a technology teacher and taking up the role of physics technician in the next academic year. Mr John Heaney (Technician and former Head of Technology). Mr Michael Greene has also left us this year after many years of service in the Irish Department. Miss Orla Morrison (Examinations Officer) has left to complete a PGCE. They each had the interests of students and staff foremost in their daily work and we wish them well.

St. Mary's is committed to continuous improvement, as part of this it is important to pause and reflect on the achievements and progress that has been made. As a school community we will use this backdrop to further develop St. Mary's in the year ahead to meet the needs of our students and challenge ourselves so that St. Mary's continues to deliver quality education to all of our students.

I hope that you enjoy reading about life in St. Mary's during 2018-2019.

Yours sincerely

Siobhan Kelly  
Correspondent to the Board of Governors  
St Mary's Christian Brothers' Grammar School  
147a Glen Road  
BELFAST  
BT11 8NR



## ANNUAL REPORT OF THE BOARD OF GOVERNORS 2018-2019

### Introduction

St. Mary's Christian Brothers' Grammar School is a community of Christian values and excellence where children can realise their full potential in their academic, creative, personal, physical, moral and spiritual development. Our mission is to provide Catholic education in the Edmund Rice tradition.

This Mission Statement guides us in the task of enabling each of our students to realise his full potential. It stresses the importance of relationships. Students are to be cared for and their talents developed in a harmonious manner. They are encouraged to use their talents for the benefit of others.

St Mary's Christian Brothers' Grammar School core aims as outlined in the charter of the Edmund Rice Schools Trust (ERST):

- Nurturing faith, Christian spirituality and Gospel-based values;
- Promoting partnership in the school community;
- Excelling in teaching and learning;
- Creating a caring school community;
- Inspiring transformational leadership.

Edmund Rice Schools in partnership with the home and the parish are dedicated to providing and developing a Catholic education that cultivates a living faith, fosters Christian spirituality and educates people in Gospel- based values.

### Board of Governors

The role of the Board of Governors is to manage the School so as to provide the best possible education and opportunities for all our students. The Board consists of nine voting members and the Principal. In addition to its statutory functions and subject to the provisions of the Education Orders and Regulations, orders and directions made there under and to the provisions of schemes under the Education Orders; the Board of Governors still manage and control the school.

These responsibilities include:

- Identifying the school's goals and vision
- Advising, monitoring, measuring and evaluating school's performance;
- Determining school's policies;
- Advise on the planning process, including the planning of the school curriculum;
- Outlining the role and responsibilities of the Principal and Senior Staff;
- Advising on issues such as employment, pastoral care and child protection;
- Advising and managing community relations;
- Overall support to school staff, parents and pupils;
- Establishing and maintaining the school's ethos;
- Promoting self-evaluation to sustain school improvement.



The Board of Governors met on four occasions during the year. In addition, the sub committees of the Board met to deal with issues such as strategic direction of the school, curriculum, appointment of teachers, finance, auditing of accounts, safeguarding, staffing, premises, discipline and the admission of pupils.

#### **Membership of the Board of Governors**

Mr Sean Mahon	Trustee Representative (Chairperson)
Rev Brother P Carlin	Trustee Representative (Vice-Chairperson)
Mr Paul Cooper	Trustee Representative
Mr Colm Martin	Trustee Representative
Mr Tony Bell	DE Representative
Mrs Sarah O'Reilly	DE Representative
Mr Jim Sheerin	EA Representative
Mr Jim Kelly	Parent Representative
Mr Adrian Smyth	Teacher Representative
Mr John Martin	Correspondent

**Membership of the Board of Governors until December 2018**, Mrs Fiona Crookes (Correspondent)

**Membership of the Board of Governors from January 2019 until June 2019**, Mrs Siobhan Kelly (Correspondent) and Mrs Eileen Donnelly (Co-opted).





## TEACHING STAFF: SCHOOL YEAR: 2018 – 2019

### Principal until October 2018

Mr J Martin, BSSc, PGCE, MSSc, PQH, Adv Cert Ed, Cert SP LD

### Principal from January 2019

Mrs S Kelly, BA, M.ED, PQH (NI)

#### Vice Principal (Pastoral)

Mrs F Crookes, BEd, MEd, Cert Prof Dev

#### Vice Principal (Curriculum)

Mr G O'Connor, BSc, MSc, PGCE, PQH

#### Senior Teacher (in charge of KS3)

Mrs M Lewis, BA, MA, PGCE, MEd

#### Senior Teacher (in charge of KS4)

Mr R Herron, BA, PGCE, PQH

Senior Teacher (in charge of Senior School)

Mr M Robinson, BEd, Cert Prof Dev

Senior Teacher (in charge of Caring Community)

Mrs A Barr, BA PGCE

Mr D Armstrong, BA, PGCE

Mr A Austin, BA, PGCE

Mr P Brady, BSc, PGCE

Mrs A Burrows, BSc, PGCE, PGCEd

Mrs J Carron, BA, PGCE

Mr C Clarke, BA, MSc, PGCE

Mrs L Cleary, BSc, H. Dip. Ed

Miss J Conere, BA, PGCE

Miss O Convery, BSc, PGCE, MSc

Ms S Crilly, BSc, PGCE

Mr P Cunningham, BSc, PGCE

Dr M Donnelly, BSc, PGCE, PhD, PGC(HE)

Mrs M Farag, BSc, Dip Ed, PGCE, PGC(HE)

Cert in Counselling,

Dip Nutrition & Health

Mr C Flynn,

Mrs M Gibson, BA, PGCE

Mrs C Gillespie, BSc, PGCE, MSc

Mr P Gormley, BSc, PGCE

Mrs L Gourley, BEd

Mr R Graham, BSc, PGCE

Mr M Greene, BA, PGCE, MSc

Mrs D Hamilton, BA, PGCE, PG DipEd

Ms M Hatchell, BA, PGCE

Mrs U Hughes, BA, PGCE

Mr C Hynds, BA, PGCE

Mr S Kelly, BSc, PGCE

Mr P Lavery, BA, PGCE

Mr M Leydon, BSc, PGCE, PG Dip

Mr P Linden, BEd, PQH

Mrs C Logan, BSc, PGCE

Mr D Mahon, BEd, PGCE, PG Ed Computer

Mrs K McAleese, BA, PGCE

Miss C McAtamney, BA, PGCE

Mrs C McCabe, BA, PGCE

Dr E McCaffrey, BSc, PGCE, PhD

Dr E McCaffrey, BSc, PGCE, PhD

Mr C McCann, BSc, PGCE

Mr T McCaughey, BA, PGCE

Ms M McCloy, BA, PGCE

Mr B McComb, BA, PGCE

Mrs C McComb, BA, PGCE

Mr F McConville, BA, PGCE

Mr C McDonnell, BSc, GTP

Mr C McEvoy, BA, MA, PGCE

Mr H McGettigan, BA, BEd, Dip Man Studies,

M Bus Admin, PQH

Mrs M McGettigan, BEd

Mr S McGoldrick, BSc, PGCE

Mrs C McGonagle, BA, PGCE

Miss L McGonagle, BA, C Ed, PGCE

Mr E McGuckin, BSc, PGDipEd

Mrs A McGurk, BSc, BEd

Miss M McNally, BSc, MSc, PGCE

Miss J Mervyn, BA, PGCE

Mrs C Morris-Spillane, BMus, PGCE, PQH

Mr S Moyes, BEd

Miss D Murphy, BA, PGCE

Mr T Murphy, BA, PGCE

Mr V Murphy, BEd

Mrs M Murray, BSc, PGCE, M Phil, Ad Dip

Prof Dev

Mr E O'Neill, BA, PGCE

Mrs S O'Neill, BSc, PGCE

Mrs C Osborne, BA, PGCE

Miss K Porter, BMus, PGCE, PG Dip

Dr K Robinson, BSc, PGCE, PhD

Miss S Rogan, BA, PGCE

Mr A Smyth, BSc, PGCE

Mr P Tully, BA, PGCE, MA

Mr N Ward, BSc, PGCE

Ms K Warren, BA, PGCE

Mr M Watson, BSSc, PGCE

Mrs C Wright, BEd



## SUPPORT STAFF

**Director of Corporate Services:** Mr D Finnegan

**Office Staff:** Miss A M Collins – Principal's PA

Mrs M McGurk – Receptionist

Miss M Morris – Assistant Bursar

Miss O Morrison – Examinations Officer

Mr N O'Sullivan – Bookstore, Canteen, Travel

**Academic Achievement Officer:** Miss A McKeown

**Careers Advisor:** Mrs O Flood

### Classroom Assistants:

Paula Brennan	Lisa Campbell	Annette Chivers	Kelly Ann Devlin	Karen Gibney
Louise Gribben	Kevin Herron	Patrick Hickey	Cathy Ireland	Luke Kelly
Conor Kerr	Paloma Lafuente	Gemma Mallon	Paul McDonnell	SarahMcGarrigle
Courtney McKenna	Adrienne McDonnell	Feargal McPhillips	Mark Napier	Brendan Quinn
Barry Rock	Kiefer Toolan	Niamh Weir		

### Language Assistants:

Padraig Mac Riabhaigh (Irish)      Marianne Casal (French)      Maria Ortiz Calonge (Spanish)

**Maths Support:** Mrs Geraldine McKeever

**Literacy Support:** Mrs Cheri Dobbin

### Study Supervisor:

Ms Gerlyn Curran, Mr J McGreevy, Mr Gerry Vernon

### IT Technician:

Mr Stephen Smart

### Reprographics Technician:

Mr Terry O'Neill

### Technology Technician:

Mr Dermot Malone

### Science Technicians:

Ms Truly Thompson, Mr J Heaney, Mr T Hughes

### Maintenance Staff:

Mr Raymond Collins – Grounds Maintenance

Mr Sean Corrigan – Grounds Maintenance

Mr Tom Doherty – Buildings Maintenance

Mr Joe McBurney – Buildings Maintenance

Mr Jack McGarry – Grounds Maintenance

Mr J McGlone – Cleaning Supervisor

Mr J McKeaveney – Electrician

Mr Conor Tohill – Building Maintenance

### Night Security:

Mr Damian Gallagher

Mr Charles McDonald

Mr Patrick O'Halloran

### Catering Staff:

Miss Antonia Boyle

Mrs Patricia Burns

Mrs Rosemary Burns

Mrs Sharon Cunningham

Mr Stephen Dinan

Mrs Teresa Hope

Mrs Martina Lee

Ms Eileen McDonnell

Mrs Caroline Nolan

Miss Yu Chun Yuen

### Cleaning Staff:

Mrs Loreen Bowman

Mrs Brenda Cowan

Ms Fiona Donaghy

Miss Collette Fox

Mr Damian Gallagher

Ms Jean Logue

Ms Bernadette McAllister

Mrs Cathleen McCann

Mrs K McClenaghan

Mr Francis McDonnell

Miss Roisin McKay

Mrs Teresa McMenemy

Ms Carolina Miranda

Mrs Rita Morrison

Mrs Susan Patterson

Ms Catherine Wallace

Miss YC Yuen





## Staffing Updates

- Mr John Martin, Principal retired in October 2018, on his last day the staff thanked him for his leadership and wished him well in his retirement.
- Mrs Fiona Crookes took up the post of Interim Principal from October until the end of Term 1. In this role, Mrs Crookes worked hard and fully supported the whole school community.
- Miss Maria Hatchell took up the position of Head of the English Department
- Mrs Eileen Donnelly has joined the Board of Governors.
- Mr. Michael Green, Head of the Irish Department has left St. Mary's to take up a position in Europe.
- Mr John Heaney, Science technician retired.
- Mis Orla Morrison, our Examinations Officer has left us to complete a PGCE.
- A number of our classroom assistants have also left this year. We thank them for their work: Annmarie Murphy, Paul McKenna, Stephen Rooney, Kerry McLarnon, Zoe Purvis, Natalie Morris, Deaglan Smart and Louise Gribben.
- Mr Conor Flynn has been appointed as Head of the Irish Department for the coming year.
- Mrs Colette Morris-Spillane has resigned her post as Head of Music. Karen Porter will be our new Head of Music for the coming year.
- Mr. Denis Mahon has changed roles in school retiring from teaching and has accepted the post of Physics technician in the new academic year.
- Miss Mairead McNally was appointed as a permanent member of the Science department.
- Mr Eamon O'Neill was appointed as a permanent member of the French and Spanish Departments
- Mr Dermot McVeigh was appointed as a permanent member of the PE department.
- Mr Patrick Hickey, Ms Cathy Ireland and Miss Niamh Weir were appointed as permanent classroom assistants for the coming year.
- A number of teaching staff applied for, and were permitted a temporary variation of contract to three/four days.

## Staff Development and Training

- Mrs Fiona Crookes delivered training in safeguarding/child protection to all staff.
- Amazing Brains workshop for staff – October 2018
- Ms Laura Gill a representative from 'Inspire' delivered a presentation to staff addressing Staff Welfare.
- There was a presentation to all staff on 'Darkness into Light' and the issues surrounding suicide.
- There was a focus on the induction of new staff and particularly, Beginning Teachers and teachers in the Early Professional Development cycle. This included regular meetings with the teacher with responsibility for newly appointed teachers. All new staff and EPD teachers were observed teaching and were given feedback.
- This year Heads of Department were supported by their senior leadership team links. There was significant focus on marking for improvement and student feedback to aid learning, across all subject areas.
- The Head of English, Miss Maria Hatchell was involved in developing literacy resources and working in collaboration with other school in the WBALC to deliver training in literacy.



## Staff Working Group

The Options Working Group met in September and November 2018 to consider the provision for the students. This work led to the introduction of a Transition programme to assist with next year's provision within Key Stage 5.

## Staff Council

This year we introduced a Staff Council made up of both teaching and non-teaching staff. Our twelve council members gave up their time organising and planning events that positively contributed to school life. These included the Divis mountain walk and initial ideas and planning associated with the setting up of a staff fund to celebrate events for our staff – births, weddings and retirements.

## Staff Council member 2018-2019:

Annette Chivers	AEN Department
Patrick Hickey	AEN Department
Joanne Mervyn	Spanish
Denis Mahon	T&D
Oonagh Convery	IT
Kathryn Warren	English
Paul Laverty	Drama
Christopher McDonnell	History
Adrian Smyth	Mathematics
Sean Moyes	Business Studies
Dermot Malone	Technician
Cahal McEvoy	LLW/History

## Board of Governor Links

In November 2018 the Interim Principal, Mrs Fiona Crookes and the Vice Principal for Curriculum, Mr Garvan O'Connor met with all Heads of Department to review their Action Plans, associated evidence and discuss areas of concern. Mrs Siobhan Kelly also attended these meetings in advance of taking up her position as Principal in January 2019. The BOG received a full report on these discussions. Mrs Eileen Donnelly worked closely with the Principal and Vice-principal, (Mrs Fiona Crookes) in relation to the school's performance in Pastoral care. This involved meeting with all Heads of Year to discuss their End of Year Reports and to set and review targets in a number of areas.



## **School Policies**

The following policies were reviewed and ratified by the Board of Governors:

- Fire Evacuation Policy
- Access Arrangements Policy
- Attendance Policy (non-teaching staff)
- Attendance Policy (teaching staff)
- Child Protection Policy
- Data Protection Policy
- Equality, Diversity and Inclusion Policy
- Examinations Policy
- School Visits/Trips Policy
- Complaints Procedure Policy
- Student Attendance Policy
- Waiting List Policy
- Pupils Driving to School Policy



## Staff Development and Training 2018-2019

Staff INSET day	Agenda Items
INSET 1 28/08/2018	Principal's Address Analysis of GCSE/A2 Results Safeguarding and Split Lunch Supervision Pastoral Briefings Department work on SDP
INSET 2 (14/09/2018)	Options Working Groups AEN Parents Morning Departmental work on Differentiation SLT QA Written Feedback Pastoral Meetings
INSET 3 (28/10/2018)	Health and Safety briefing Departmental Follow up ARP1 Amazing Brains Workshop Evaluation of Careers Programme
INSET 4 (05/11/2018)	Year 9 PTM Departmental work on Differentiation SLT QA Written Feedback Options Working Group
INSET 5 (21/12/2018)	Pupil reports HoDs gathering evidence identified in HoD report
SDD 1 (04/01/2019)	Principal's address Pastoral update Departmental work on Differentiation HoD SLT meeting to AQ AFI in HoD Report Staff Mass
SDD 2 (18/01/2019)	Departmental work on Differentiation ARP2 Meetings Staff Welfare Staff Council Year 13/14 PTM Departmental work on new website
SDD 3 (15/02/2019)	HoD SLT meeting to QA AFI in HoD report Year 11 PTM Staff Council
SDD 4 (15/03/2019)	Departmental work on Differentiation Year 8 PTM Staff Council
SDD 5 (18/04/2019)	Moderation & GCSE Focus Staff Council Review of SDP Action Plan progress



## FINANCIAL REPORT 2018/2019

	£	£
<b>DENI Funding:</b>		5,557,157
<b>Other income:</b>		52,001
<b>EXPENDITURE:</b>		
Salaries and Wages (Staff - Teaching, Administration, Ancillary, Cleaning)	5,053,695	
Redundancy	-	
Insurance	55,970	
Heat, Light and Water	129,116	
Cleaning Supplies and Protective Clothing	11,487	
Maintenance of equipment	6,743	
Maintenance of buildings & grounds	221,316	
Hire of Equipment	7,091	
Purchase of equipment	24,328	
Printing and stationery	43,958	
Telephone and Postage	13,324	
Advertising	12,992	
Stationery, books and materials	33,022	
Examination Fees	108,520	
Audit and accountancy fees	5,200	
Other expenses	35,903	
Transport and Field Trips	30,086	
Sports and Games	22,296	
Professional Fees	25,692	
<b>TOTAL EXPENDITURE :</b>	<b>5,840,739</b>	
Deficit 2018-19	231,581	
Surplus brought forward 2017-18	21,926	
<b>Deficit carried forward</b>		<b>209,655</b>



## Building and Resources

St. Mary's has been selected under the School Enhancement Programme to benefit from a 4-million-pound investment in the school's sporting facilities. We are excited as we watch this progress and anticipate that this building project will be completed by 2022.

<b>Estate works Carried out 2018/19</b>	<b>£</b>
New L2 fire alarm system	80,000
New Boiler ERB	14,000
Avigilon Camera System	45,000
Refurb & painting	30,000

### **Planned works – Go ahead given**

#### **Minor Works**

Fire Compartmentation	35,000
Replacement LED lighting	40,000

### **School Enhancement Programme**

New Sports Hall	4,000,000
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St. Mary's has been selected under 'School Enhancement Programme Second Call – Second Tranche'. This exciting building programme will be for additional extensive Sports facilities including teaching classrooms for this curricular area. The possible completion date of this building programme is 2022.





## Curriculum, Learning and Teaching

### a) Enrolment for 2018-2019

Total enrolment on the DE Census 2018-2019 was 1154.

Year	Total
Year 8	181
Year 9	173
Year 10	182
Year 11	179
Year 12	171
Year 13	127
Year 14	141

### Attendance

Group	Presents	AEA	Authorised Absences	Unauthorised Absences	% Attend
Year 08	93.6	1.5	4.4	0.5	95.1
Year 09	92.3	1.4	5.7	0.6	93.7
Year 10	91.5	1.3	6.3	0.9	92.8
Year 11	91.8	1.1	6.4	0.8	92.8
Year 12	74.6	20.4	4.3	0.8	94.9
Year 13	79.5	15.8	3.9	0.8	95.3
Year 14	72.1	17.6	5.9	4.5	89.7
Totals	86.0	7.6	5.3	1.1	93.6

### b) Academic Arrangement

233 applicants sought admission to the school at Year 8, 176 pupils were admitted.

### c) Academic Curriculum

The Curriculum of the school seeks to fulfil both the educational aims specified in the School Development Plan and the complementary school aims which are stated in the Prospectus. In addition to the compulsory subjects specified for study at each key stage, it is the policy of the school to provide an enriched curriculum for all pupils, offering optional subjects as appropriate and making wide choice of extra-curricular activities to all age groups.



## Overall Aims

Our aim in St Mary's is to provide the richest personal experience possible in a secure, fulfilling and challenging environment for all of our pupils. To this end, our school has agreed the following strategic goals to promote the education of every pupil:

- To ensure that our ethos based on Christian values is a key priority for the whole school community and to ensure that this inclusive approach will develop the confidence of all;
- To improve the quality of learning and teaching by embedding Assessment for Learning and extend active and independent learning practices across all subject areas;
- To further develop the sharing of best practice in learning and teaching across the curriculum;
- To raise the level of pupil achievement at all levels and to further embed the culture of tracking including improved target-setting by staff and pupils;
- To improve the quality of the pupil experience and to further embed and develop the Pupil Voice;
- To promote the school community by further developing the parent link and the links with educational partners at primary and post-primary levels.

## Key Stage 3 Curriculum

At Key Stage 3 (Years 8-10) the school provides a broad and balanced curriculum and has fully implemented the revised curriculum as required by the Education Order 2006, including Skills and Capabilities (incorporating Communication, Using Mathematics, Using ICT, Thinking Skills and Personal Capabilities) and the general Areas of Learning: English and Media Education, Maths and Numeracy, The Arts (Art, Drama and Music), Learning for Life and Work, Modern Languages, Environmental Studies (Geography and History), Science and Technology, Physical Education and Religious Education.

### Key Stage 3 Subject List

Art	Geography	Learning Support	Physical Education
Careers	History	Learning for Life and Work	Religious Education
Drama	ICT	Mathematics	Science
English	Languages	Music	Technology

In addition to the subjects listed above, Year 8-10 pupils undertake a Personal Development programme in the second and third terms each year.

Upon entry to Year 8, pupils are allocated to a form class on the basis of ability on Maths. The majority of the subjects listed above are taught within the form class with the exception of languages and practical subjects. Pupils choose one language from a selection of French, Spanish or Irish and are allocated separate language class on the basis of their choice. Pupils who attended an Irish Medium primary school will complete GCSE Irish at the end of Year 10. Pupils will also be allocated to a separate class for practical subjects; these are not taught in form class.



## Key Stage 4 Curriculum

**At Key Stage 4 (Years 11-12) the school aims to address the following:**

- Provide a broad and balanced curriculum that will enable pupils to have access to studying a range of subjects that are in their sphere of interest.
- Provide a curriculum that is accessible for pupils who display evident barriers to learning but enables us to stretch those pupils who are gifted and talented.
- Provide pupils with a curriculum that provides appropriate and viable pathways for transition into Key Stage 5 at St Mary's and then into further education or employment.
- Deliver a curriculum that will meet the Entitlement Framework and is realistic to deliver with our current staff/resources.

To achieve these aims, the school streams Key Stage 4 pupils which will dictate the number of GCSEs studied (from 8 to 10 GCSEs) and available subject choice. Decisions based on determining a pupil's core curriculum are completed through an extensive analysis of available data, including Progress in English and Mathematics assessments, Year 9 and 10 ARP Tracking data and staff feedback for pupil suitability for Further Maths, English Literature and Double Award Science.

Year 10 pupils and parents are invited to attend a talk in February which provides detailed information regarding the options process, subject choices and timelines.

Core Subjects			
Mathematics	English Literature		DA Science
Further Maths	LLW		SA Science
Statistics	Cert in Personal Effectiveness & Wellbeing (Level 2)		Religion
English			Cert in Religious Studies
Art & Design	Business and Communication	History	Government & Politics
BTEC Sport (Level 2)	Digital Technology (Multimedia/Programming)	Home Economics	Music
Contemporary Craft	Drama	Irish	Spanish
Cert in IT Applications (Level 2)	French	Leisure & Tourism	Sport Studies
Business Studies	Gaeilge	Media Studies	Understanding Business Enterprise with Language & Tourism (UBELT) (Level 2)
Technology	Geography	Moving Image Arts	



- 34 subjects in total – 25 General/9 Applied (Entitlement Framework compliant).
- Subjects in green are studied by all pupils at GCSE. All pupils will also study Religion, Science and PE.
- Subjects in yellow are in core for pupils but are only studied by selected groups of pupils; these subjects are not available as a choice.
- Subjects not highlighted are in the options pool and are generally available as a choice for pupils, but some restrictions apply for certain pupils and subjects.

## Key Stage 5

### Year 13 General Pathway

Pupils will complete 3 or 4 A Level subjects – two-year course.

- Subjects selected through option choices sheet.
- Entry onto this pathway will be based upon academic and pastoral entrance criteria (Gcse performance and conduct/attendance record).
- Specific academic entrance criteria will apply for entry into Maths, Biology, Chemistry, Physics and Computing.

Year 12 pupils and parents are invited to attend a talk in February which provides detailed information regarding the options process, subject choices, entry requirements and timelines.

To obtain entry to our General Year 13 Pathway pupils must obtain at least **thirty-three points** from six GCSE grades. This is the equivalent of three B and three C\*/C grades at GCSE (A\*=8, A=7, B=6, C\*/C=5).

These must include English and Mathematics at Grade C or better. To study BTEC Level 3 in Sport, pupils must obtain at least **thirty points** from six GCSE grades. This is the equivalent of six C\*/C grades at GCSE.

The school will carefully consider a pupil's conduct and attendance record. These will be checked along with the academic criteria listed above before offering a pupil a place in Year 13.

### General Pathway – Subject Specific Criteria

Some subjects at AS Level have specific entrance requirements which are reviewed annually. These criteria were introduced to allow pupils to select subjects which are appropriate to their skill set, their aspirations and abilities.

After receiving their GCSE results in August, each Year 12 pupil wishing to transfer into Year 13 has an individual meeting with a member of the Senior Leadership Team and their parents to discuss subject choices. The subject entrance criteria to these discussions and this allows our pupils to succeed and progress to the next stage of their learning:

- Mathematics A or A\* in GCSE Maths and/or at least a grade C in Further Mathematics.
- Biology and/or Chemistry: at least AA in Double Award Science (Modular Scores).
- Physics: AA in Double Award Science (Module) plus the criteria for Maths,
- A Level Computing: Grade B in GCSE Mathematics or a Grade C in GCSE Computing.



### Subject List for AS Level

Art	Chemistry	French	Further Mathematics	Spanish
Applied Business Studies (Extended Cert)	Computing	Geography	Media Studies	
Applied Sports Science	Drama	Government & Politics	Moving Image Arts	
Biology	Digital Technology	History	Music	
BTEC National Diploma in Sport	English Literature	Irish	Physics	
Business Studies	Financial Services	Mathematics	Religious Studies	

Year 12 pupils choose their AS subjects from the list above and we fit blocks around pupil choice. Our aim is to maximise pupil choice and allow pupils the freedom to select subjects they wish to study.

### Alternative Pathway

The school may provide an alternative post GCSE pathway for pupils who meet the pastoral entrance criteria (conduct/attendance record) but do not meet the academic criteria required for entry to AS studies. Further information will be made available to relevant pupils and their parents after GCSE examinations have been completed.

### Transition from Year 13 to Year 14

This transition is based on pupils achieving good grades at AS Level, as well as meeting the general expectations of good attendance, punctuality and behaviour.

Pupils require a minimum of 3 Grade Cs (or equivalent) at AS Level to transfer into Year 14, however grade Bs would be considered a minimum if the pupil needs to achieve high grades.

### Entitlement Framework

Through participation in the West Belfast Area Learning Community, St Mary's works alongside other local schools to ensure that pupils in the West Belfast area have access to a wider selection of AS and A2 subjects than those available in their home schools. St Mary's acts as the providing school for a number of subjects. Not all of our current subjects are accessed by EF pupils from other schools every year but we accommodate EF pupils where we have space in classes and where the EF pupils achieve the same entrance criteria as our own pupils.



## **Financial Viability at Key Stage 4 and 5**

Due to current and budgetary constraints, it is imperative that we achieve best value for money for each of our pupils. In the case where there is low uptake of pupil numbers for a GCSE or AS class we will review the viability of running the class. In some cases, where class sizes are low we will run classes on a reduced period allocation.

## **Enrichment Programmes**

Pupils are encouraged to participate in at least some of the enrichment activities which are on offer, for example, the Pope John Paul II Award, Public Speaking and Debating, the school magazine, Young Enterprise, the Engineering Education Scheme, Public First Aid, music and drama productions, orchestras, bands and choirs, exchange visits abroad, a wide range of sporting activities and the Catholic Caring and Trocaire campaigns.

## **Work Experience**

Lower Sixth pupils have the opportunity of participating in work experience which usually lasts for one week. It gives them insight into the world of work and helps them with their choice of career. Some Modern Language pupils may have the opportunity of completing their work experience in the country of their target language.

## **Subject level training**

Staff across all departments attended CEA Agreement trials and training in new specifications, training as examiners, revisers and moderators.

The Head of English participated in the production of resources and the delivery of literacy training within the **WBALC**.

The Departmental focus this year has been on **pupil marking and feedback**. This has been the focus of training and departmental meetings on INSET days. The progress of this SDP target has been monitored by the link SLT working closely with HODs.

Coupled with this the **Pupil Voice** has been increased, this year gathering pupils' views on pupil learning experiences in the classroom. This exercise was carried out using questionnaires. Areas for improvement were identified and will provide the focus for our action plans in 2019-20.

INSET time has also been used to work closely with HODs and teachers to gather the staff voice and give staff an opportunity to reflect on the pupil voice exercises so that both staff and pupils can contribute to the SDP action planning for Year 2 of our developmental plan.

## **Trusted Colleague Network**

Many staff across departments availed of the opportunity to participate in TCN and to invite the Principal into their classroom to observe pupil learning.

## **Data**

Staff were given up-to-date information on the school's latest benchmarking data at whole-school and departmental level using the Fischer Family Trust data (FFT).





## GCSE and A Level Examination Results 2015-16 to 2018-19

### GCSE

Performance Indicator	2015-2016		2016-2017		2017-2018		2018-2019	
	St Mary's CBGS	NI Average (Males Grammar schools)	St Mary's CBGS	NI Average (Males Grammar schools)	St Mary's CBGS	NI Average (Males Grammar schools)	St Mary's CBGS	NI Average (Males Grammar schools)
%achieving 5+ GCSEs at grades A* - C	90	95.9	89	93.6	86	89.5	93	87
%achieving 7+ GCSEs at grades A* - C	77	89.1	73	86.2	75	79.8	71	77.9
%achieving 3+ A-Levels at grades A* - C	72	73.7	67.7	72.3	73.5	66.5	76.1	69.1

### Year 12 GCSE Results Summary 2018 – 2019

% entered for:		% achieving grades A*- C in:		
7+ GCSEs	5+ GCSE	7+ GCSEs	5+ GCSEs	0 GCSEs
98.8%	99.4%	71%	93%	0%

Number of students in Year 12:

170

Number of students with a Statement of Special Educational Needs:

7



## Year 12 GCSE Results by subject 2018-2019

Subject Area	A*	A	B	C*	C	D	E	F	G	U	Total	%A*-B	%A*-C
Art	1	10	6	10	11	6	1	0	0	0	45	37.8	84.4
BTEC Sport	0	0	10	0	4	0	0	0	0	0	14	71.4	100.0
Business and ICT	0	4	4	1	2	3	0	0	0	0	14	57.1	78.6
Business Studies	0	5	4	5	7	2	0	0	0	0	23	39.1	91.3
Cert in Financial	0	8	18	0	12	4	0	0	0	0	42	61.9	90.5
Cert. in Digital Apps	0	7	6	0	0	0	0	0	0	2	15	86.7	86.7
Computer Science	2	9	3	0	4	2	0	0	0	0	20	70.0	90.0
Craft	1	4	2	11	9	3	0	0	0	0	30	23.3	90.0
Design Technology	0	5	4	9	0	2	0	0	0	0	20	45.0	90.0
Drama	0	0	4	3	3	3	0	0	1	0	14	28.6	71.4
English Language	3	16	37	60	35	14	2	2	0	0	169	33.1	89.3
English Literature	2	10	21	26	25	11	0	1	1	0	97	34.0	86.6
French	0	3	5	4	1	1	0	0	0	0	14	57.1	92.9
Gaeilge	0	3	1	1	0	0	0	0	0	0	5	80.0	100.0
Geography	1	12	12	10	18	12	6	10	0	0	81	30.9	65.4
History	0	14	15	23	15	17	9	2	5	1	101	28.7	66.3
Irish	4	4	3	0	0	0	0	0	0	0	11	100.0	100.0
LLW	0	28	38	40	22	9	1	0	0	0	138	47.8	92.8
Mathematics	9	35	41	5	65	9	6	0	0	0	170	50.0	91.2
Mathematics Further	4	11	9	5	2	0	0	0	0	0	31	77.4	100.0
MIA	1	0	2	5	5	4	0	0	0	0	17	17.6	76.5
Music	0	2	2	3	2	2	0	1	0	0	12	33.3	75.0
Level 2 Cert. in PSAWB	0	0	0	0	32	0	0	0	0	0	32	0.0	100.0
Science Double Award	9	30	44	64	37	10	0	0	0	0	194	42.8	94.8
Science Single Award	0	0	3	16	44	7	2	0	0	0	72	4.2	87.5
Spanish	0	5	1	4	3	0	0	0	0	0	13	46.2	100.0
Sport/PE Studies	0	8	5	13	9	7	2	0	0	0	44	29.5	79.5
Statistics	0	0	2	4	8	0	0	0	0	0	14	14.3	100.0



## Year 14 A Level Results Summary 2018-2019

	Number of pupils in final year of course	% achieving 3+ grades A-C	% achieving 2+ grades A-E
<b>A Level</b>	117	76.1%	99.1%

Number of pupils with Statement of Special Educational Needs:

1

### Year 14 A Level Results by Subject 2018-2019

Subject	A*	A	B	C	D	E	U	X	%A*-C
Applied Business	0	1	0	0	0	0	0	0	100
Art & Design	1	1	6	4	0	0	0	0	100
Biology	0	1	1	2	1	0	0	0	80
Business (Voc)	0	0	5	10	0	0	3	0	83.3
Business Studies	0	1	4	4	1	2	1	0	69.2
Chemistry	2	1	1	3	0	0	0	0	100
Computer Studies	0	2	3	2	1	0	0	0	87.5
D&T Product Design	0	2	9	0	0	0	0	0	100
Digital Technology	0	0	4	3	2	1	0	0	70
Drama	0	0	0	2	0	0	0	0	100
English Literature	0	0	1	2	1	0	0	0	75
Financial (Diploma)	0	9	9	6	0	0	0	0	100
French	0	1	1	1	0	0	0	0	100
Geography	0	1	1	2	1	1	1	0	57.1
History	0	1	8	8	2	0	0	0	89.5
Irish	0	1	1	0	0	0	0	0	100
Level 3 BTEC Sport	0	7	41	44	1	0	0	1	97.9
Mathematics	1	6	3	2	2	0	0	0	85.7
Media Studies	0	0	6	5	2	0	0	0	84.6
MIA	0	2	1	3	1	0	0	0	85.7
Music	0	0	1	2	0	0	0	0	100
Physics	0	2	2	0	0	0	0	0	100
Politics	2	8	11	11	1	1	2	0	88.9
Religious Studies	0	0	1	4	1	0	0	0	83.3
Spanish	0	1	0	0	0	0	0	0	100



## Year 14 Destinations: 2018-2019

Surname	Forename	Institute	Course Placed
AKINSEHINDE	Wesley	QBELF	Business Information Technology
ALTIMAS	Dara	Belfast Met	FD Construction engineering
ARMSTRONG	Anthony	QBELF	Architecture
AUSTIN	Cein	ULS	Health and Social Care Policy
BECK	Caoimhin	SMUCB	Lib Arts Sports
BECK	Caolan	QUB	Environmental Management
BELL	Liam Sean	QBELF	Chemistry (with a Year in Industry)
BELLEW	Gerard	ULS	Politics
BRADLEY	Aaron	ULS	Accounting and Law
BRANIFF	James	ULS	Law
BRYSON	Ruairi	USW	Strength and Conditioning
BURNS	James	ULS	Politics
BURNS	Thomas	SUCB	Foundation Health, Physical Activity and Sport
CAMPBELL	Ryan	PORT	Film Production
CLOSE	Michael	BMET	Accounting
CONLON	Zachary	SUSX	Business, Management and Economics
COURTNEY	Anthony	ULS	International Hospitality Management
CROSSEN	Caolan		Employment
DEANE	Michael	QBELF	Computer Science
DEEDS	Joseph	QBELF	Music and Audio Production
DONNELLY	Ciaran	SMUCB	Lib Arts PE
DONNELLY	Corey		Employment
DONNELLY	Darryl	QBELF	Computer Science
DUFFY	Tiernan	ULS	Sport and Exercise Sciences
FALLON	Niall	ULS	Marketing
FINN	Steven	ULS	Software Engineering
FLANNERY	Conor	ULS	Law
FOGARTY	Corey	QBELF	History
GALBRAITH	Ruairi	LHOPE	Accounting and Finance
GORMAN	Paul	ULS	Human Resource Management
GOUGH	Declan	SUCB	Foundation Health, Physical Activity and Sport
GRAHAM	Lughan	ULS	Journalism with History
HAMILL	Ruairi		Employment
HANNA	Christopher	SMUCB	BED Prim Business Studies
HANNA	Padraig	SUCB	Sport, Physical Activity and Health
HANNA	Pearse	ULS	Business Studies
HEATHWOOD	Caolan	ULS	Community Youth Work
HENNEBRY DAWSON	Conor		Employment
HENRY	Sean-Paul		Employment
HERCEDA	Patrick	ULS	Architecture
HILL	Daniel	Belfast Met	
HILLMAN	Thomas	LJM	Quantity Surveying



HUGHES	Gavin	QBELF	Environmental and Civil Engineering
IKAUNIEKS	Roberts	ULS	Mechanical Engineering
JOYCE	Stephen	BMET	Science
KELLY	Ryan	USW	Strength and Conditioning
KERR	Stephen	ULS	Sport Studies
KETTLE	Gary		Gap year
KIELT	Sean	ULS	Biomedical engineering
LAVERTY	Dylan	LJM	Computer Networks with Foundation Year
LIVINGSTONE	Joseph	ULS	Politics with Criminology
LOUGHRAN	Daniel	ULS	Politics with Criminology
MAGILL	Oliver	QBELF	Computer Science including Professional Experience
MAGUIRE	Sean	QBELF	Planning, Environment and Development
MARSHALL	Patrick	BMET	Alevels
MARTIN	Ryan		Employment
McCUSKER	Conor	ULS	Art and Design
McALLISTER	Sean	ULS	Politics with Criminology
McALOON	Daniel	BMET	Foundation Degree Business
McAULEY	Kealan		Employment
McCAFFREY	Ciaran	QBELF	Physics
McCANN	Finn	QBELF	Medicine
McCLUSKEY	Ronan Patrick	QBELF	Mathematics with Extended Studies in Europe
McCONWAY	Matthew	ULS	Music, Sound and Technology
McCOUBREY	Daniel		Unknown
McCRUDDEN	Aaron	ULS	Sport, Physical Activity and Health
McCULLOUGH	Eamonn	Belfast Met	Alevels
McDONAGH	Finn		Apprenticeship
McDONALD	Shea	Belfast Met	FD Software engineering
McGETTIGAN	Cormac	SMUCB	BEd Primary PE
McGETTIGAN	Niall	QBELF	Civil Engineering (with a Year in Industry)
McGLADE	Caolan	QBELF	Business Economics
McGRATH	Luke	QUB	History
McGRATH	Odhran	ULS	Human Resource Management
McGREEVY	Emmet		Gap year
McGUIGAN	Ryan	QBELF	Politics
McKEE	Joe	SUCB	Foundation Health, Physical Activity and Sport
McKENNA	Caoimhin	QBELF	Accounting
MCKEOWN	Louis	SMUCB	Liberal Arts Irish
MCMENAMIN	Eoghan	ULS	Quantity Surveying and Commercial Management
MCNERLIN	Brandon	BMet	Sport
MCPARLAND	Cillian		Gap year
MCVEIGH	Joseph	ULS	Nursing (Adult)
MOLLOY	Emmett OG	Belfast Met	
MONAGHAN	Harry		Gap Year
MONGHAN MCCULLOUGH	Fiontan	QBELF	English and History
MORRIS	Conor	ULS	Sport Studies
MORRIS	Declan	ULS	Criminology and Criminal Justice



MORTON	Callum Jerome	ULS	Business Economics
MURTAGH	Criomhthann	QBELF	Mathematics
NEESON	David	ULS	Therapeutic Communication and Counselling Studies
NOLAN	Louis		Employment
O'DONNELL	Jordan	LJM	Primary Education
O'NEILL	Chaiolfhionn	ULS	Sport and Exercise Sciences
O'NEILL	Jack	LJM	Sport
QUIGLEY	Jack	ULS	Architectural Technology and Management
QUINN	Conall	SUCB	Foundation Health, Physical Activity and Sport
RAINEY	Declan	ULS	Human Resource Management
ROUTLEY	Stephen	QBELF	Software Engineering
RUSSELL	Mark	QBELF	Law with Politics
SAJI	Prince	SERC	Foundation degree Mechatronics
SKILLEN	Tomas	SUCB	Foundation Health, Physical Activity and Sport
SMYTH	Dean		Employment
STANLEY	Tony	ULS	Sport and Exercise Sciences
WALSH	Thomas	LVRPL	Actuarial Mathematics
WARDLOW	Stephen	ULS	International Hospitality Management
WILKINSON	Niall	QBELF	Finance
WILSON O'NEILL	Tighearnan	ULS	Real Estate





## Special Education Update

### SEN Register 2018-2019

Stage 5 Statement of Educational Needs:

- |          |   |     |
|----------|---|-----|
| <b>1</b> | <b>Number of pupils with Classroom Assistant hours:</b> | 34  |
| <b>2</b> | <b>Number of pupils with PLPs:</b>                      | 161 |
| <b>3</b> | <b>Number of Pupils on the Medical Register:</b>        | 291 |
- (this total includes 25 serious medical conditions)
- 4 Educational Psychological support/referrals this year**
- Fifteen hours allocated for Educational Psychology referrals. Referrals completed for three pupils. Statements approved for two of them and waiting for the other one.
- 5 Support for other pupils (eg Dyslexia, SEBD, illness acute and chronic)**
- Learning support and a member of the AEN team attended EA Training on supporting Dyslexic learners (2018/19). Use of Dyslexic Portfolio as an added diagnostic alongside Lucid Exact.
  - PLPs shared via SIMS and identify reasonable adjustments/classroom strategies to support learning for identified pupils on the SEN Register.
  - ASD Training for newly appointed classroom assistants.
  - Approval of an SEN Support Hub (former Green Room) and refurbishment work underway to provide a supervised safe place for vulnerable pupils.
  - Pastoral mentoring delivered by Miss Sarah McGarrigle (large demand from Year 8)
  - Time-out passes issued to identified pupils with anxiety disorder/SEBW needs and we now have a supervised support hub for pupils to avail of time-out for short periods.
  - School counsellor from FamilyWorks available on Wednesday mornings.
  - Care Plans in place for pupils with diabetes, epilepsy, anaphylaxis and cystic fibrosis.
  - Allergy passes issued to all pupils who carry Epi-Pens and all who have food allergies.
  - On-going one to one support from the SENCO when required.
  - Continued support from ASIS, year 8 meeting took place in October and May.



## **6 Literacy and Numeracy Support**

Learning Support Tutors making more effective use of PTE/PTM/CAT4 data to identify pupils requiring support and the target areas for intervention.

Review of referral system and redefining of roles – agreed to make use of PTE/PTM/CAT4 to screen pupils in Term 1.

## **7 Annual Reviews/Transition support**

- Annual Reviews completed and Transition Plans devised for pupils in Years 10-14.
- Classroom Assistant reports completed (in AEN e-folder)
- Agreed that Statements will cease for 3 pupils.
- Additional hours requested for 3 pupils.
- End of Year meetings with all members of the AEN team to evaluate work achieved and plan for next academic year.
- AEN Coffee Meeting with COP5 parents took place in September, allows parents to meet the assistant working with their child.



## Pastoral Care

### Parents' Meetings

- Parent- Teacher meetings were held for all year groups.
- Parent Induction meetings were held for transition years- Years 8, 11 and 13.
- Additionally, a Parent Induction meeting was held for Year 12.
- In February we held a Careers Exploration Evening for Years 10, 11, 12 and 13.
- Intervention meetings were held across all year groups following key Assessment Recording Points (ARPs) and following the publication of external exam results.
- An Options Event was held for Year 10 and 12 pupils and parents.
- Mr O'Connor, VP Curriculum, also hosted a Transition event for a smaller group of Year 12 parents in June 2019.
- Individual decision meetings were held between the VP (curriculum) and Year 10 pupils and year 12 pupils and parents in regards to their GCSE and AS level choices.
- Students were given careful guidance using a wide range of data including ARP results, teacher comment reports, attendance data, CAT4 predictor data and HOY input to assist parents and pupils in decision making and to help the students make appropriateness choices for their future pathways.

### Pastoral and Child Protection Training

- August 2018- Safeguarding and Child Protection Training was delivered to all staff.
- November 2018- Mrs S. Kelly attended training on 'Managing Child Protection & Safeguarding in Schools- Newly Appointed Principal Training'
- April 2019 – Mrs. Fiona Crookes attended refresher Designated Teacher for Child Protection Training.
- February and March 2019 – Mrs. Fiona Crookes attended Anti-Bullying Training.
- February and March 2019 – Mrs. Fiona Crookes and Mrs. Michaela Lewis attended a two-day training programme in preparation for a refresh to the Positive Behaviour Management Policy for the school.

### Review and Evaluation – Policies

- In March, the DT and the Principal updated the 'Safeguarding and Child Protection Policy' after reviewing the guidelines in the recently updated DE Circular 2017/04 'Safeguarding and Protection in Schools'.

### External Links

- **Education Welfare Service**- regular meetings with EWO throughout the year to address attendance issues. A number of referrals were made for students whose attendance was consistently falling below 85%. A few pupils required additional support as school refusers.
- **Gateway Team**- Child Protection Referrals.
- **PSNI**- delivered a range of presentations to all Key Stages on safer social networking alcohol and drug awareness, knife crime and appropriate behaviours in social settings. PSNI also completed educative training with three pupils and their parents to further support them.
- **Family Works Counsellor** continues to provide counselling weekly for a number of students throughout the year.
- **Safety Bus** - The Year 8 pupils are encouraged to use public transport in an effort to look after the environment and reduce the number of pupils travelling to school by car. Each year the Year 8 pupils participate in a Safety Bus presentation by Kevin Wallace (Translink) to encourage personal safety and good behaviour while using public transport.



## Student Leadership Team 2018-2019

<b>APPOINTMENT</b>	<b>ROLE</b>	<b>NAME</b>
Head Boy	<b>Leader of School Prefect Team</b>	Ronan McCluskey 14C
Deputy Head Boy	<b>KS3</b>	Finn McCann 14B
Deputy Head Boy	<b>KS4</b>	Eamonn McCullough 14C
Deputy Head Boy	<b>KS5</b>	Ciaran McCaffrey 14A
Senior Prefect	<b>Promoting Sport</b>	Corey Fogarty 14E
Senior Prefect	<b>Careers</b>	Stephen Routley 14D
Senior Prefect	<b>Literacy Support</b>	Daniel McCoubrey 14E
Senior Prefect	<b>House System</b>	Conor Flannery 14D
Senior Prefect	<b>AEN Support</b>	Joseph Deeds 14B
Senior Prefect	<b>Numeracy Support</b>	Michael Deane 14D
Senior Prefect	<b>Reprographics</b>	Steven Finn 14A
Senior Prefect	<b>School Environment</b>	Thomas Burns 14A
Senior Prefect	<b>Chaplaincy &amp; Caring Community</b>	Connla Ward 14A
Senior Prefect	<b>First Aid Support</b>	Mark Russell 14A



## **Pupil Events**

Year 13 students completed a detailed **Induction Programme** into Key Stage 5 led by the Head of School and the Head of Year.

Year 14 students applied for positions of responsibility to support the school community, represent the school on occasions and specially to support our younger pupils. Regular contact is maintained with our Prefects team by their Head of Year. In the third term we held interviews for the **Student Leadership team**. The boys showed a great loyalty to the school and a willingness to make a valuable contribution in the new academic year.

## **Pastoral Rewards**

A range of rewards were introduced into Key Stage 3 to encourage good behaviour, engagement in learning and to reward excellent attendance. These are embraced with enthusiasm among the students. They were used also to help promote the Edmund Rice Ethos within the school with the Year 8 pupils completing the competition projects on Blessed Edmund. This has helped to promote and embed the Edmund Rice Ethos within year 8 and develop our new students' understanding of the expectations in St. Mary's.

The pastoral team presented certificates at Assemblies and letters were sent to parents where significant improvement is noted.

## **New Initiatives within the Pastoral Team**

**Motivational / Educational Posters and Banners** displayed throughout the school encouraging an ethos of aspiration and idealism. This involved collaboration with the Art department and the Year 8 pupils and included framed art work promoting our core value. This was a new initiative this year by Mr McComb and he plans to further develop this in the coming academic year.

**Increase staff presence to raise standards** and encourage good behaviour and adherence to the code of conduct through creation of a new 'AM Front Lane Duty'. This duty was facilitated by SLT and Mr McGettigan the 'AM Lane Duty Supervisor'. This has been a very successful initiative this year. Ten teacher volunteers were recruited for 'Back Lane Duty' to complement front lane duty. Mr McComb took the lead in establishing these new initiatives. This will continue to be rolled out in the next academic year and further developed.

To encourage good behaviour and safeguard the school community **new protocols and procedures for break and lunch time supervision** were written and prepared by ELT. The proposals were then reviewed by the Pastoral Leadership team. These will be implemented in the new academic year.

Revised protocols for **study supervision and classroom cover supervision** were designed and prepared by ELT with input from staff. These protocols will complement our positive behaviour management policy development. These protocols will be implemented in the new academic year.

**Mobile Phones:** To encourage pupil engagement staff were consulted on concerns about mobile phone usage by pupils. For Health & Safety and Child Protection reasons a stricter policy was discussed with the



pupils and parents. A lot of preparation work was completed in 2018-19 with the pupils in advance of this revised school rule. This will be introduced in the new academic year.

**Parental/Carer Communications:** Detailed information was sent to parents at beginning of the school year outlining our ethos and approach, setting out clearly the procedures we follow and asking for their continued support. We stressed to parents the importance of our working in close partnership with them. A new Information flyer on Child Protection/ safeguarding procedures at school was designed and sent to parents. The parents also received a revised Code of Conduct.

**Lesson Monitor** was used as a means of closely and regularly monitoring pupil behaviour and of our reacting promptly to issues that can impact on learning and emotional well-being. In the first instance these are discussed with the pupil at form class level and then monitored via the PLT team. Parents are fully informed when concerns arise. This is done in partnership with the FT and the HOY. Lesson Monitor is also used to capture other pastoral information and on occasion celebrate successes in learning.

**Use of Homework Diaries** to reinforce guidelines and procedures to encourage pupils to record their homework and learning. The Homework Diary is continually developing to meet the needs of our pupils and Mrs Lewis carried out a complete review of the content with input from staff and pupils. The revised homework diaries will be launched in September 2019.

**Regular focus** on particular issues by all members of staff were encouraged this year. These included pupil behaviour while moving around the school, how pupils address and interact with each other, entering a room politely and addressing the teacher appropriately, uniform, footwear and haircut rules and mobile phone rules. Regular reminders were given to staff by Mrs Fiona Crookes, VP Pastoral.

Year group notice-boards displaying images of events and celebrations focusing on achievements and 'life in St. Mary's over and above the purely academic.

Year 14 Prefect team helping the Year 8 pupils settle into school. Subject Mentors (older pupils) e.g. Maths, English encouraging learning.

### **Personal Education Programme Delivered during Form Period for each Key Stage**

**Personal Education** encouraging the growth of a positive self-image, self-discipline and healthy living among our pupils. This year we have begun to review the programmes in place including a range of motivational speakers for each Key Stage. These are offered in collaboration with LLW and the Careers Department. Our Programmes for personal education include Relationships and Sexuality education will continue to be updated in 2019-2020.

Pupils also participate in a range of Induction Programmes to ensure a smooth transition for all of our pupils. Pupils and staff participate in an 'Amazing Brains' training programme.





## School and Community Links

We have established and maintained strong links between the school and the community. We see the school as a vital part of our main contributory parishes and take every opportunity to contribute to the life in our local area. We have established close links with our feeder primary schools. All of these initiatives teach our pupils the values of collaboration and team spirit. By contributing to the varied initiatives our pupils are personally developed and at the same time are giving to others.

## Eco Club

The Eco Club have had a very busy year. They have developed new partnerships with NI Water & Belfast Hills Partnership, as well as maintaining existing partnerships with Colin Glen Forest park, Ballydown Court & Belfast City Council. Areas of focus this year were the plastic waste issue, biodiversity and litter management. The boys took part in the Youth Reporters for the Environment competition again this year. The junior boys came 2<sup>nd</sup> in the Report Writing section, with their report 'St. Mary's Ditch Plastic for the Planet'. The senior boys won the Video Section with their video 'Plastic We're Drowning In it'. Both groups of boys attended a ceremony in Bangor on the 11<sup>th</sup> of June to celebrate their success. The Eco Club have plans to further enhance the school site through horticultural projects in the coming academic year.

Litter Less Campaign:           1<sup>st</sup> Place in the National Award Video Reportage (15-18)  
  2<sup>nd</sup> Place National Award Article (11-14)

## Spring Concert

Year 8 to Year 14 performed a marvellous selection of music at the Spring Concert. The music department was assisted by the peripatetic teachers and parents with this production.

## Zambia Immersion Project

St. Mary's has a long tradition of serving the community and helping others. A group of staff and pupils fundraised tirelessly throughout the year and travelled to Zambia in late June to help out on a range of projects. The young men who participated showed incredible kindness and dedication as well as a strong sense of care towards others.

**The Social Justice Advocacy Group (SJAG)** carried out their activities during Homelessness Awareness week in December. They attended a panel discussion on homelessness in the city centre and held their shoe-box appeal collection in the Kennedy Centre. Our work as a school promoting Edmund Rice Beyond Borders projects continues. This meant that St. Mary's presented their work helping others, during an event in Dublin celebrating the 10<sup>th</sup> Anniversary of the Edmund Rice Charter.

**St. Vincent de Paul** - Throughout the year the need to serve the community was evident with the work of the St. Vincent de Paul society with the Christmas hamper and Catholics Caring providing Christmas gifts for local families.

As a lead school in helping the homeless initiative, in November CCEA/DE chose our school for the launch of Resources on Homelessness and in December this was followed with the BBC News featuring our **Homelessness Project**, showcasing our Christmas dinner where the SJAG hosted residents from two homeless hostels.



### **Pope John Paul II Awards**

A number of students participated in The Pope John Paul II Awards. The Pope John Paul II Award has enabled our pupils to become more actively involved in the life of their school, parish and community. Currently Year 13/14 pupils have been working with Mrs Wright and are responsible for helping with religious services throughout the year. The following students were presented with Gold Awards at an event in St. Mary's Chapel Lane in March: Jerin Panikulangara, Jefin Jose, Ronan McCluskey, Fionn McCann, Michael McGeown and Steven Finn.

**All these opportunities help our students to develop their skills and talents beyond the classroom.**

### **Partnerships with Parents**

Building links with our parents as partners in the education of their sons is particularly important. This year parents and carers have been fully involved in their son's education.

This family atmosphere started this year with the Edmund Rice Camp for our new Year 8 pupils and our family barbeque welcoming all of our new students in September.

Parents have been encouraged to join our Parents, Teacher and Friends of St. Mary's association and this year they hosted a range of events including quiz nights, one in September which raised money to purchase a secure Defibrillator unit for outdoors, and another in March which raised money for the Cancer Fund for Children and the Zambia Immersion Project.

### **Pupil Voice through the Student Council**

The School Council continues to provide a platform for positive student contribution to school life, taking its members from a whole spectrum of the student body with each year having its own representative chosen from a pool of elected class representatives.

The Student Council met throughout the year and provided a forum for all students' voices to be heard. The council fed into discussions around school uniform, school facilities and school lunchtime arrangements. The members of the council were treated to the Friendship Four Ice Hockey competition at the SSE Arena.

### **Feeder Primary School Links**

Taster days took place on 20 and 21 June 2018. These were open to Year 6 pupils. The following Primary Schools attended:

<b>Holy Chid PS</b>	<b>Holy Trinity PS</b>	<b>St Oliver Plunkett PS</b>	<b>St Clare's PS</b>
<b>St Teresa's PS</b>	<b>St Colman's PS</b>	<b>Good Shepherd PS</b>	<b>St John the Baptist PS</b>
<b>St Kevin's PS</b>	<b>John Paul II PS</b>	<b>Our Lady Queen of Peace PS</b>	

The Year 6 pupils were assisted by our Pupil Leadership Team and completed activities across the school. The following departments planned and delivered learning activities for the visiting Year 6 pupils: PE, Art, Science, Technology, Drama, Home Economics, Drama and ICT.

Mrs M Lewis has designed and developed a new information leaflet to be used when visiting primary schools. She has also planned and designed new 'pop-up' posters to be used at school events and during visits to feeder Primary schools.



## Other Events

Our combined Edmund Rice Awards and Christmas Carol service which was extremely enjoyable and well received.

Open Nights in September and January, once again these were a resounding success.

Two Art students (GCSE and A Level) had their work exhibited at the True Colours Exhibition in the Ulster Museum. The evening was enjoyed by parents, the department staff and the Principal.

In April, two members of our senior hurling team, Cormac McGettigan and Arron Bradley, were awarded Ulster Schools' All-Star Awards at an event in the Europa Hotel, a wonderful achievement for the boys personally and for their coaches in school.

## Extra- Curricular Provision

Our aim in St. Mary's is to continuously improve the educational experiences, both curricular and extracurricular of all of our students. This is possible because the hard work and dedication of staff who volunteer to mentor and coach our boys beyond the classroom. The staff offer a varied sporting and extra-curricular programme and encouraging pupil involvement.

This year again our achievements have been recognised in our extra-curricular programme with a range of sporting successes.

**Year 8:** The year eight Gaelic football team won the Oisín McGrath Shield final in February.

**Year 11:** The Year 11 hurlers won the Leonard Cup with an extra-time victory.

**Year 10:** Our Year 10 footballers were narrowly defeated in the Corn Colmcille final

**Year 9:** The Year 9 hurlers represented the school in the McNamee final at the beginning of the year.

**Senior School:** The senior hurlers were pipped to the post in the Mageean Cup Quarter-final.

**Basket Ball Team:** It was a very positive year for our basketball Minor and Junior teams both won the Northern Ireland B league and qualified for the All Irelands. The Junior boys won 2 out of 3 games, and lost out on points difference at a spot in the All Ireland Semi-Final. We entered teams from 8-14.

Two Year 11s and two Year 12s represented Northern Ireland in international series.

**Year 10 and Year 12:** The Year 10 and 12 soccer squad successfully made it to the NI Cup semi-finals.

**Year 11:** The cross county Year 11 boys qualified from the Antrim competition to participate in the Ulster series.

Hurling Team won the Leonard Cup, Ulster A Hurling title beating St Patrick's College, Maghera after extra time.

**Water Polo:** The Water polo side competed fantastically in the U14 and U15 Ulster league, winning three of their four games.  
Year 12 pupil was selected for the U16 Ulster and Irish team and another Year 12 pupil was selected for the U16 Ulster team



**Senior Hurling Team:** In April, two members of our senior hurling team, Cormac McGettigan and Aaron Bradley, were awarded Ulster Schools' All-Star Awards, a wonderful achievement for the boys personally and for their coaches in school.

**Cross Country/Athletics:** St Mary's CBGS Cross-country/athletics continues to go from strength to strength after another successful season in the district championships. With over 20 students competing in the district championships in January the 1<sup>st</sup> year team gave a solid account of themselves picking up the silver medal in the team event and Leon Lavery winning silver in the individual. The intermediate year 11 team also had great success picking up the silver medal. There was further success for the Athletics team with Pearce Short winning gold in the 800m district championships and Eoin McBriarity winning silver. Eoin capped off the season by representing Ireland in the London Marathon. Mile before breakfast club was a huge success

**Chemistry:** Four Year 9 boys competed in the Salters Chemistry Challenge in May 2019. They did not win but were presented with certificates.

**Creative Writing Club:** Year 10 from last year had his entry for the Young Writers' Competition, 'Mission Catastrophe' published in the Young Writers' 'Survival Sagas' book. The school received a complimentary copy.

**English:** Pupils entered for the Poetry Allowed and Business and Professional Women's Speaking Competition.

**Social Justice Advocacy Group:** Shoe Box Appeal for the homeless and Homeless Christmas Dinner served in Assembly Hall to Homeless Outreach.

### **Ski Trip**

In March the school Ski trip saw staff and pupils enjoying the sunshine and slopes of Garmisch in Germany. This was enjoyed by all those who participated and everyone returned safely.



# **RESPONSIBILITY REPORTS**

**2018 – 2019**

**Senior Leadership Team**



## Siobhan Kelly - Principal

### Development Plans for 2018-2019:

- Begin leadership of the school community following appointment as Principal, January 2019 by reviewing the proposed School Development Plan (SDP) and making appropriate amendments.
- Meet all post holders and review their plans for their areas of responsibility.
- Update roles and responsibilities to reflect the needs of the school.
- Lead the staff through the Action Plans for Year 1 of the SDP.
- Review a range of school policies for presentation to the Board of Governors
- Review of posts of responsibility and job descriptions to meet the needs of the school.
- Visit classrooms to review teaching and learning and identify resource needs.
- Meet with ERST and EA regarding facilities on the school site.

### Progress Made 2018-2019:

- Consultation meetings with relevant ELT and SLT staff regarding the current SDP to establish a base line position
- Meetings with Heads of Department and other post holders to initiate discussion on the additional key developments to contribute to the SDP.
- A clear strategic SDP has been put in place for our school for the next three years and agreed with the Board of Governors and staff.
- Lead and guide the SLT and staff through their Action Plans.
- Review evidence gathered against Year 1 of the SDP.
- Range of school policies have been updated and presented to the Board of Governors, this will continue in 2019-2020.
- Changes to teaching and non-teaching job descriptions have been agreed with staff to better meet the needs of the school.
- Reflection of visits to the classrooms used to plan for Year 2 of the SDP and how to further develop teaching and learning experiences for the students.
- School successful in the School Enhancement Programme – SEP2 moved now to advanced planning stage.

### Development Plans 2019-2020:

- Building links with our feeder Primary schools, literature, visits and classroom support
- Introducing revised protocols and procedures for classroom supervision and student supervision throughout the school day.
- On-going review of school policies
- Lead the staff through the Action Plans for Year 2 of the SDP.
- Provide training for staff against the priorities identified in Year 2 of our SDP.
- Move the plans for the Sports Hall and associated facilities with the assistance of the Department of Education.

### Overall Comment:

We have a lot of plans for the year ahead, but we are in challenging times for education. I am confident that with the continued support of the Governors and staff throughout the school these challenges can be met.



## Fiona Crookes – Vice Principal (Pastoral)

### Development Plans for 2018-2019:

- Ensure all staff receive Child Safeguarding Training
- Lead staff in effectively managing the behaviour of pupils across the school during class and recreation time.
- Shadow John Martin in preparation for taking on the role of Interim Principal.
- Act as Interim Principal in November/December 2019.
- Introduce and manage the new arrangements for a split lunch.
- Lead and manage the PLT.
- Maintain the Child Protection Register and attend relevant case conferences as appropriate.
- Annual review of all pastoral policies.

### Progress Made 2018-2019:

- All staff briefed on Child Safeguarding in August 2019
- All staff addressed at various Inset day training session about the importance of consistency in the application of school rules and procedures in promoting positive behaviour.
- Fulfilled the role of Interim Principal during November/December 2019 and effectively managed the issue which arose during this time.
- New split lunch arrangements were reviewed and appropriate changes made reflecting staff feedback.
- Attended all relevant CP case conferences and LAC reviews.
- PLT were effectively managed and lead through the year. One member of the PLT engaged in CPD which lead to the creation of the new role of AM Lane Supervisor.

### Development Plans 2019-2020:

- All staff to receive updated Child Safeguarding Training which will be assessed using a Survey Monkey Questionnaire.
- Update staff on new initiatives in the drive to promote positive behaviour e.g. the mobile phone ban, staff presence on the main entrances to the school.
- Review and update our policy on Promoting Positive Behaviour.
- Oversee the review of our current rewards system with a view to enhancing how best to recognise effort and achievement.
- Review and implement the changes to our Anti-Bullying Policy in line with the advice from EA.
- Annual review of all pastoral policies.

### Overall Comment:

This has been a very challenging and demanding year for me in St. Mary's for many reasons. I feel I have been effective in managing a variety of roles this year. I am looking forward to a more structured year in 2019 – 2020 as our new Principal leads us in in providing the best possible educational opportunities for our boys. My main focus will continue to be based around the promotion of positive behaviour with the view to all staff feeling equipped to deal with the many challenges they encounter in the areas of teaching & learning and pastoral.



## Garvan O'Connor – Vice Principal (Curriculum)

### Development Plans for 2018-2019:

#### Marking and Feedback

- Review of departmental marking and feedback policies.
- Ensure written feedback is provided to students in line with departmental policies.

#### Options Process & Transition Year Programme

- Lead and manage the options process for Year 10 and Year 12, including a review and where necessary adjustment of the process to incorporate planning for possible provision of a three year Programme of Study for post 16 students.

#### Management of Timetable

- Lead and manage timetable changes, to include introduction of students studying two languages in Year 8, enhanced provision for KS3 ICT and adjustments to the timings for break and lunch.

### Progress Made 2018-2019:

#### Marking and Feedback

- Departments provided with detail of what is expected in relation to the creation of a marking policy. Areas such as the nature and frequency of the feedback were to be included in the policy.
- Time allocated for HoDs during INSET to formulate and communicate their marking policy with their departmental members. Revised departmental policies were discussed with SLT links.
- All departmental marking policies updated and submitted to SLT.
- Due to industrial action, departments have not been directly involved in Collegiate Book Discussion (CBD).
- SLT have been sampling work from Year 12 classes to QA feedback provided for students as per departmental policies.

#### Options Process & Transition Year Programme

- Working Group set up and meetings held to discuss the format of Programme of Study for the Transition Year.
- Ideas discussed in relation to entrance criteria, subjects offered and the structure of the programme.
- Programme designed and communicated to all BoGs, HoDs and staff.
- Classes allocated and staffed for Year 1 of the Transition Programme.
- Parents informed about the Transition Programme with more detail to follow.
- Entrance criteria set and communicated to staff. Implementation in August after GCSE results.
- Included in the curricular offer for the pupils in Year 1 of the Transition Programme is a class for GCSE Maths and GCSE English, allowing pupils to repeat/enhance their GCSE grades in these key subjects.
- All staff are aware of the Programme, with information disseminated through their HoD and Year 1 of the Programme emailed to all teaching staff after departmental allocations were sent to HoDs.
- All HoDs were presented with information outlining all aspects of the Programme.
- All staffing for Year 1 of the Transition Programme has been accounted for and includes no additional staff above the current staff complement.
- HoDs are staffing classes for Year 1 of the Transition Year in relevant departmental areas.
- Staffing still to be completed on Nova T6.

#### Management of Timetable

- Worked in conjunction with the Heads of Languages to ensure that we have timetabled provision for students studying two languages in Year 8.
- Realigned the staffing and timetabled provision for KS3 ICT to enhance the delivery of this subject, with the introduction of a double period in Year 10 and the recruitment of a specialist teacher to deliver the programming element of KS3 ICT.
- Reviewed with all staff the current timings for break and lunch and adjusted the timings for these in the 2019-20 timetable to run later in the day.
- Reviewed with staff the methods for internal assessment and have made adjustments for 2019-20 to include:





## Garvan O'Connor – Vice Principal (Curriculum)

- Unified grading for all ARPs
- Bolstered post ARP2 follow up to include parental interviews, completion of and adherence to academic monitoring contracts conducted by SLT.
- Provision for students who have missed ARP4 assessments.
- All full pupil reports will be completed after ARP2 with staggered deadlines.

### Development Plans 2019-2020:

- To lead and manage the options process for new KS4 and KS5 pupils.
- To work with and support HoDs to ensure that all aspects of PRSD are carried out to include:
  - The planning of, delivery and evaluation of lessons for key topics to focus on methods of pedagogy to enhance pupil learning.
  - The implementation of departmental feedback policy to ensure that pupils are fully utilising the feedback provided for them.
- To ensure that all appropriate school data is up to date and shared with relevant staff who are provided with CPD and support in relation to the use of data to improve pupil outcomes.
- To oversee careers provision in the school, including careers events and the teaching of careers at all key stages.
- To ensure that all staff INSET is relevant and organised to allow staff to be fully developed and supported.
- To work with the rest of the SLT and staff to integrate our targets within the new School Development Plan for 2019-20.
- To work with and support staff to ensure that all aspects of the school's revised Assessment Cycle are carried out to include:
  - Formulation, agreement and communication of the assessment framework.
  - Associated staff training to include recording of assessments on tracking sheets and the interpretation of pupil baseline data.
  - Leading and managing the intervention and monitoring process for pupils across all subjects at a number of levels to include departmental intervention, individual intervention (SLT/parental meetings) and collective intervention by Year Heads.
- To support the Principal in all aspects of school development.

### Overall Comment:

A major challenge and priority will be to ensure that all the curriculum and staffing issues are fully addressed in light of the pending budget cuts. It is vital that we continue to provide the best possible education for our pupils in light of the reduction in funding from DENI.



## Amanda Barr – Senior Teacher (School Community/SENCo)

### Development Plans for 2018-2019:

- Implementation of new SEN guidelines, including separation of SEN and Medical registers and revision of SEN/Medical categories
- Attendance at EA SENCO training for new SEN guidelines and COP
- Data cleanse of current SEN register and communication with parents to inform of removal of pupil from SEN register; transfer of pupil from SEN to Medical register; change of SEN status or request updated evidence.
- New PLPs in place
- Uploading and sharing of SEN information, including PLPs and associated specialist reports on SIMS for improved sharing of information with staff.
- Increased training opportunities for classroom assistants
- Classroom assistant assigned to each Year Head for additional admin support
- A Barr to complete Level 7 training in CCET/AAT for diagnostic testing and Access Arrangements.

### Progress Made 2018-2019:

- Separation of SEN and Medical registers is complete
- To date the new COP guidelines are not being put in place – revised categories for SEN and Medical are being implemented and changes made on SIMS. We are still operating with the old 5 Stage Code of practice.
- SENCO has attended EA training in new SEN guidelines; Transition; Annual Review Meetings and PLPs. SENCo Handbook has been populated with updated resources.
- New SEN and Medical Registers in place for September 2019
- Communication with parents completed in February (removal from SEN) and May 2019 (transfer from SEN to Medical and evidence request letters)
- Establishment of PLP working group within the AEN Team to capture pupil and parent voice for PLPs from September 2019.
- SEN Statements and additional SEN information has been uploaded to SIMS and can be accessed by staff via 'linked documents'
- Classroom Assistants have availed of increased training opportunities throughout 2018/19. (See Year 1 Action Plan and staff evaluations)
- CCET/AAT training completed in Dec 2018. Awaiting certificate.

### Development Plans 2019-2020:

- Improved SEN provision through establishment of a Student Support Hub following re-development of current 'Green Room'. This will ensure a safe space is available for vulnerable students and a base provided for members of the SEN team to assist with academic and/or pastoral interventions.
- Enhance the role of classroom assistants/ AEN Department as outlined in the 'More effective use of baseline data' action plan in the SDP (Year 2)
- Training for LS Tutors in the interrogation and interpretation of PTE/PTM/CAT4 data to pre-identify pupils with barriers to learning and to inform intervention.
- Address to staff on a designated INSET day on Access Arrangements Policy and SEN changes to date

**Overall Comment:**

I have welcomed the challenges that 2018-19 have brought. I have welcomed opportunities for further professional development and extend my thanks to the school for funding my Level 7 certification. I am delighted to have secured accommodation for the AEN team as I feel this will improve collegiality, boost morale and enhance the status of the team and the work undertaken within the school. I consider it a great privilege to work with AEN students and I know the student body will welcome the investment made to provide them with a nurturing and supportive hub. I have enjoyed representing St Mary's during primary school visits and am pleased we have recognised the need to invest in promotional materials to showcase the excellence within the school.



## **Michaela Lewis – Senior Teacher (Head of KS3) Year 8-10**

### **Development Plans for 2018-2019:**

- Acting VP in November and December 2018: managing the staff rota, leading the PLT, overseeing all pastoral issues in the school.
- New prospectus by January 2019.
- 'Flyer' to promote the school.
- Pop-up banners.
- New staff handbook.
- Oversee changes to the Year 8 Pastoral booklet material.
- Mentoring of new Head of Year 8.
- Supporting Year Heads.

### **Progress Made 2018-2019:**

- Acting VP (November and December 2018).
- New prospectus printed by beginning of January 2019.
- 'Flyer' to promote the school printed by end of June 2019.
- Pop-up banners printed by end of June 2019.
- New staff handbook by end of June 2019 – to be presented to staff in August 2019.
- Supported new Head of Year 8 throughout the year, including his introduction of the punctuality rewards.
- Ongoing support extended to Year Heads in Years 9 and 10.

### **Development Plans 2019-2020:**

- To oversee the updating of the KS3 pastoral programmes in collaboration with Year Heads and Sean McGoldrick (LLW Co-ordinator).
- Working on the 'Promoting Positive Behaviour' policy and helping to drive the whole school focus on Positive Behaviour.
- Working with the Events Co-ordinator to oversee the new joint Year 13 and 14 Prize Giving event.
- Work with the Exams Officer to enhance existing good practice.

### **Overall Comment:**

This academic year was a very demanding one and, given that I spent 2 months as Acting VP alongside all of my usual SLT duties, I am very happy with the progress made in 2018-19. A key focus for next year will be on the promotion of positive behaviour which is an important element of the School Development Plan.



## Raymond Herron – Senior Teacher (Head of KS4 Year 11-12)

### Development Plans for 2018-2019:

- Complete EREBB Leadership Certificate with Marino Institute of Education Dublin to consolidate ongoing promotion of EREBB projects in school
- Research, design and build fit-for-purpose website for the school
- Expand the Whole School Student Council to include the KS5 Student Leadership Team.
- Work with Head of Year 12 in providing appropriate academic intervention for underachieving students.

### Progress Made 2018-2019:

- EREBB Leadership Certificate awarded January 2019. Further staff signed up to complete certificate.
- Website format agreed after school visit. 'Wibble' contracted to build website following concept approval. Departmental material updated and stored in staff area.
- Senior Leadership Team members presented with unique Student Council tie. Pupil voice exercise in relation to proposed uniform changes was completed by Student Council. Whole School Student Council now representative of every form class in the school.
- Underachieving students were identified through regular ARP and close monitoring. Working closely with departments and parents, appropriate strategies were put in place to support learning and progress, including enhancement opportunities on INSET days.

### Development Plans 2019-2020:

- Lead the actions identified on Action Plan for promoting School Ethos and Enhancing the Edmund Rice Identity.
- Complete the creation of the new school website and provide training for all departments and post holders to enable a wide team of staff to contribute to their area of interest on the website.
- To overhaul the Daily Events Calendar using Outlook Calendar, giving all staff access to a live calendar which they can update and on which they can make venue bookings. I have been researching ways in which this calendar can potentially be shared with the Home Page of the new website to allow live synchronisation between the school calendar and that displayed on the website.
- To roll out a comprehensive E-Progress File programme for all Key Stages.

### Overall Comment:

Good progress was made throughout this academic year, although not without challenges due to carrying the duties of one of the Year Heads throughout Terms 2 and 3 as a result of their long-term absence.

I look forward to progressing the development of the new website with increased urgency in September 2019 and leading the promotion of the aims contained in the Ethos and Identity Action Plan.



## **Mark Robinson – Senior Teacher (Head of KS4 Year 13-14)**

### **Development Plans for 2018-2019:**

- To introduce a half-termly attendance reward programme for Year 8 pupils.
- To develop a standardised parental interview sheet for all attendance interviews (Head of Year/Head of School etc).
- To identify key themes for & develop a form period pastoral programme for Year 13 students.
- To produce a standardised EWO/School audit sheet which can be used to collate attendance data for the six-weekly audits.

### **Progress Made 2018-2019:**

- Fully completed with half-termly reward assemblies led by the Head of Year.
- Sheet drawn up and available for use at attendance meetings.
- Year 13 programme available for form period use (Sept 2019).
- Audit sheet developed & used for Head of Year internal attendance monitoring and in Senior Leadership Team attendance referral meetings with the Education Welfare Service.

### **Development Plans 2019-2020:**

- To continue with the Year 8 attendance reward programme and roll out to Year 9 students on a half-termly basis.
- To liaise with the Curriculum VP to ensure the change to the ARP reporting cycle leads to all full reports being prepared, quality checked and posted to parents in the January/February window.
- To support the development of an Attendance Interview Panel system which addresses absenteeism across the key stages (Pastoral Vice Principal/Head of School/Head of Year).
- To further refine the form period programme and develop a similar programme for the Year 14 cohort.

### **Overall Comment:**

Much of the plans I have considered for next academic year focus on developing further work or initiatives introduced during the school year 2018/2019.

I am happy with the progress made this academic year as outlined above.



# **RESPONSIBILITY REPORTS**

**2018 – 2019**

**Heads of Departments**



**DEPARTMENT: Art & MIA**  
**Head of Department: Linda McGonagle**

Departmental Targets Identified in HoD Report - September 2018	Outcome – Progress Made Against Priorities	Evidence to support statement of Progress	Whole School / Departmental Targets for 2019-20 (Curricular)
<p>Devise and implement a departmental policy on how to provide pupils with written feedback.</p> <p>Policies must contain:</p> <ul style="list-style-type: none"> <li>The learning outcomes you will be providing feedback to the pupils.</li> <li>How often the feedback will be provided.</li> <li>The need for feedback to include specific advice to the pupils on how to improve in relation to the learning outcomes.</li> </ul> <p>Quality Assurance will focus on the implementation of departmental policy in Year 12.</p>	<p>In KS3 Feedback is given at the end of each Unit of Work. GCSE and 'A' level the feedback is on a continuous basis in their sketchbooks.</p> <p>Written feedback is less beneficial than individual verbal/practical feedback. In every lesson each of our students are given verbal appraisal. We routinely have plenary sessions to ensure that the students are working to their full potential and working for improvement.</p>	<p>There is written feedback for every pupil in their folders at KS3, folders/sketchbook GCSE and Sketchbook at 'A' level.</p> <p>Whilst feedback is necessary it is less effective than dialogue and demonstration.</p>	<p>Departments will carry out a review of current departmental feedback policy.</p> <p>Departments will ensure policy practice is embedded and pupils receive and act upon high quality feedback. Quality Assurance of feedback will focus on KS3 and KS4 pupils.</p>
<p>Focus to improve GCSE outcomes in MIA. Rigorous monitoring of pupil work by HoD in conjunction with subject teacher to ensure GCSE MIA work is of the highest standard.</p> <p>Strict deadlines for the submission of MIA work to allow for review.</p> <p>Work with CCEA subject officer for support.</p>	<p>There was monitoring by HoD to ensure that all pupil course work was completed to a good/ to high standard. Joanne worked with the less able pupils to ensure that all components were completed and submitted on time.</p>	<p>Joanne used Google Classroom effectively with all the work in folders and evidence of communication with pupil and parents. Results should reflect the rigorous work carried out.</p>	<p>Departmental focus on improving achievements and standards for Year 11-14 pupils. Departmental members led by HoD will agree action to bring about improvement in public exam results. These actions will address specific issues with pupil performance highlighted following an in-depth analysis of examination results in August.</p>
			<p>Departmental focus on maximising pupil learning experiences.</p> <p>Departmental members led by HoD will explore various approaches to pedagogy that will help maximise pupil learning in their subject area. Departmental staff will use pupil/staff feedback on what works best for helping students to learn. Departments will agree on, set and adhere to expectations to help create an effective learning partnership between staff and pupils.</p>



**Highlights/Successes for the Year:**

Louis Maguire GCSE and Ryan Mulholland A2 were chosen to exhibit their work at the prestigious True Colours Exhibition at the Ulster Museum.

The Annual Art Exhibition showcasing the talent of our GCSE, AS and A2 pupils.

Deborah Hamilton worked with Year 8 and Eco Club.

Lucy Moyes local artist worked with Year 11.

In conjunction with Brendan McComb, large scale posters were created and displayed around key areas around the school.



**DEPARTMENT: Business Studies**  
**Head of Department: Mrs C Gillespie**

Departmental Targets Identified in HoD Report - September 2018	Outcome – Progress Made Against Priorities	Evidence to support statement of Progress	Whole School / Departmental Targets for 2019-20 (Curricular)
<p>Devise and implement a departmental policy on how to provide pupils with written feedback.</p> <p>Policies must contain:</p> <ul style="list-style-type: none"> <li>The learning outcomes you will be providing feedback to the pupils.</li> <li>How often the feedback will be provided.</li> <li>The need for feedback to include specific advice to the pupils on how to improve in relation to the learning outcomes.</li> </ul> <p>Quality Assurance will focus on the implementation of departmental policy in Year 12.</p>	Achieved	<ul style="list-style-type: none"> <li>Departmental policy – specifically for KS4 and KS5</li> <li>Marking templates used at KS5 and Assessment Objectives clearly stated</li> <li>Often excessive feedback given to KS5 applied BS students</li> <li>Exemplar answers provided to students</li> <li>Induction materials produced for A level courses covering Quality Indicators</li> <li>Evidence of marking submitted to SLT link</li> <li>Follow up meeting with SLT link following ‘book scoops’</li> </ul>	<p>Departments will carry out a review of current departmental feedback policy.</p> <p>Departments will ensure policy practice is embedded and pupils receive and act upon high quality feedback. Quality Assurance of feedback will focus on KS3 and KS4 pupils.</p>
<p>Successful introduction of the new Level 3 Applied Business Studies course. Resourcing and reviewing approaches to pedagogy.</p>	Achieved	<ul style="list-style-type: none"> <li>Student resource booklets produced</li> <li>Moderation of coursework</li> <li>Pupil voice exercise carried out</li> <li>Positive feedback from exam board following winter submission of coursework</li> </ul>	<p>Departmental focus on improving achievements and standards for Year 11-14 pupils.</p> <p>Departmental members led by HoD will agree action to bring about improvement in public exam results. These actions will address specific issues with pupil performance highlighted following an in-depth analysis of examination results in August.</p>
			<p>Departmental focus on maximising pupil learning experiences. Departmental members led by HoD will explore various approaches to pedagogy that will help maximise pupil learning in their subject area.</p> <p>Departmental staff will use pupil/staff feedback on what works best for helping students to learn.</p> <p>Departments will agree on, set and adhere to expectations to help create an effective learning partnership between staff and pupils.</p>



<b>Extra-Curricular Activities:</b>  Timetable challenges (sharing of classes which resulted in excessive workloads) and lack of access to proper resources, hindered extra-curricular activities. The logistical challenges in organising events, was also a factor. Staff give up own time to support students in the form of lunch and after school coursework clinics, and revision sessions for students resitting exams.	<b>Highlights/Successes for the Year:</b>  Following the withdrawal of personal finance in September 2019 (for which we were fully prepared and resourced) we faced a number of challenges in sourcing the right course for our cohort of pupils. We did eventually start UBELT in November 2019 and have successfully completed 5 modules this year. Teacher and student resource booklets are now in place. Feedback from AQA (applied BS) Year 12 BCS ICT practical mock exam – alleviated a lot of the difficulties we experienced in the past with pupils sitting the exam ‘first’ time Sharing of classes – whilst this was challenging, all staff ‘stepped up’. Disruption to students was managed well.
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**DEPARTMENT: Computing**  
**Head of Department: Mr D Armstrong**

Departmental Targets Identified in HoD Report - September 2018	Outcome – Progress Made Against Priorities	Evidence to support statement of Progress	Whole School / Departmental Targets for 2019-20 (Curricular)
<p>Devise and implement a departmental policy on how to provide pupils with written feedback.</p> <p>Policies must contain:</p> <ul style="list-style-type: none"> <li>The learning outcomes you will be providing feedback to the pupils.</li> <li>How often the feedback will be provided.</li> <li>The need for feedback to include specific advice to the pupils on how to improve in relation to the learning outcomes.</li> </ul> <p>Quality Assurance will focus on the implementation of departmental policy in Year 12.</p>	<p><b>For each ARP</b></p> <ul style="list-style-type: none"> <li>Learning Outcomes of each CA identified.</li> <li>Each student was provided with written feedback.</li> <li>This feedback was also discussed on a one to one basis with each student during class.</li> <li>Feedback was provided orally on a regular basis during class.</li> <li>Pupils were encouraged to ask questions and answers were provided to the class as a whole when appropriate.</li> <li>Feedback was used to enhance quality of all practical and written submissions.</li> </ul>	<ul style="list-style-type: none"> <li>SLT link received and approved samples of quality feedback.</li> <li>Focus group chosen was low ability Yr12 Digital Applications Class</li> <li>Submitted work improved in Quality with the majority of the students.</li> <li>Evidence are marks submitted to exam board.</li> <li>Examples of Written Feedback provided</li> <li>Scores submitted to board provided</li> </ul>	<p>Departments will carry out a review of current departmental feedback policy.</p> <p>Departments will ensure policy practice is embedded and pupils receive and act upon high quality feedback. Quality Assurance of feedback will focus on KS3 and KS4 pupils.</p>
<p>A focus on improving results in Digital Technology.</p> <p>Resourcing for GCSE and A2 Digital Technology.</p> <p>Focus on improving pupil performance in written papers in AS/A2 Digital Technology.</p> <p>Support classes in Programming &amp; Multimedia.</p> <p>Use of CCEA support exam materials.</p>	<p><b>Year 13/14 Digital Technology</b></p> <ul style="list-style-type: none"> <li>Weekly, after school, CA clinics</li> <li>Revamped Year 13 and Year 14 Revision Booklet with Past Paper questions.</li> <li>Past papers used with all Homeworks.</li> <li>Past Papers provided by board used for exemplar good practice, and discussed with pupils.</li> </ul> <p><b>Year 11 Digital Technology</b></p> <ul style="list-style-type: none"> <li>New resources developed for GCSE DT Unit 1 due to its first year of teaching.</li> <li>After school sessions for programming and Multimedia for year 11's</li> </ul>	<ul style="list-style-type: none"> <li>Results in August</li> <li>Revised Year 13 and 14 Digital Technology revision resources.</li> <li>Bank of year 11 Digital Technology Unit 1 resources.</li> </ul>	<p>Departmental focus on improving achievements and standards for Year 11-14 pupils.</p> <p>Departmental members led by HoD will agree action to bring about improvement in public exam results. These actions will address specific issues with pupil performance highlighted following an in-depth analysis of examination results in August.</p> <p>Departmental focus on maximising pupil learning experiences.</p>



			<p>Departmental members led by HoD will explore various approaches to pedagogy that will help maximise pupil learning in their subject area.</p> <p>Departmental staff will use pupil/staff feedback on what works best for helping students to learn.</p> <p>Departments will agree on, set and adhere to expectations to help create an effective learning partnership between staff and pupils.</p>
<p><b>Extra-Curricular Activities:</b> BelTech Conference – Titanic Quarter for Yr 13 Digital Technology and Computing Students. World of Work MakeMatic Event – Year 13/14 Computer Students</p>			



**DEPARTMENT: Drama**  
**Head of Department: Mr P Lavery**

Departmental Targets Identified in HoD Report - September 2018	Outcome – Progress Made Against Priorities	Evidence to support statement of Progress	Whole School / Departmental Targets for 2019-20 (Curricular)
<p>Devise and implement a departmental policy on how to provide pupils with written feedback.</p> <p>Policies must contain:</p> <ul style="list-style-type: none"> <li>The learning outcomes you will be providing feedback to the pupils.</li> <li>How often the feedback will be provided.</li> <li>The need for feedback to include specific advice to the pupils on how to improve in relation to the learning outcomes.</li> </ul> <p>Quality Assurance will focus on the implementation of departmental policy in Year 12.</p>	<p>The practical component for GCSE had been completed in Year 11.</p> <p>Catherine Osborne and myself decided to completely change and start from scratch new devised pieces.</p> <p>Greater feedback on performances was given.</p> <p>More detailed feedback on students' written logs was given.</p>	<p>Mr O'Connor witnessed the performances</p> <p>The performances were recorded on video camera.</p> <p>Students' logs and feedback for same was seen by Mr O'Connor</p>	<p>Departments will carry out a review of current departmental feedback policy.</p> <p>Departments will ensure policy practice is embedded and pupils receive and act upon high quality feedback. Quality Assurance of feedback will focus on KS3 and KS4 pupils.</p>
<p>A focus on improving pupil outcomes in GCSE Drama.</p> <p>The improvement of practical/performance grades which amounts to 60% of the overall candidate score in GCSE Drama.</p>	<p>This onerous task was completed by January.</p> <p>All grades were improved from the previous year.</p>	<p>Improved grades were recorded in both practical performances and student's logs.</p>	<p>Departmental focus on improving achievements and standards for Year 11-14 pupils.</p> <p>Departmental members led by HoD will agree action to bring about improvement in public exam results. These actions will address specific issues with pupil performance highlighted following an in-depth analysis of examination results in August.</p>
	<p>Additionally, work on exam preparation, including modelled and scaffolded exam written answers was carried out by Mrs Osborne.</p>	<p>This work and written feedback was seen by Mr O'Connor</p>	<p>Departmental focus on maximising pupil learning experiences.</p> <p>Departmental members led by HoD will explore various approaches to pedagogy that will help maximise pupil learning in their subject area.</p> <p>Departmental staff will use pupil/staff feedback on what works best for helping students to learn.</p> <p>Departments will agree on, set and adhere to expectations to help create an effective learning partnership between staff and pupils.</p>



<b>Extra-Curricular Activities:</b> Year 8 Drama Club every Wednesday.	<b>Highlights/Successes for the Year:</b> Year 8 Drama performances will be seen in September. Year 13 A Level students completed their A Level devised piece with top band grades.
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**ENGLISH/MEDIA DEPARTMENT**  
**Head of Department: Mrs M Hatchell**  
**Assistant Head of Department: Miss K Warren**

Departmental Targets identified at September 2018	Outcome	Evidence to support statement	Whole School / Departmental Targets for 2019-2020
Devise and implement a departmental policy on how to provide pupils with written feedback. Policies must contain the learning outcomes you will be providing feedback to the pupils; How often the feedback will be provided; The need for feedback to include specific advice to the pupils on how to improve in relation to learning outcomes. Quality Assurance will focus on the implementation of departmental policy in Yr12.	Consultation with department on what should be in the policy; details of this forwarded to SLT Link Teacher. Department planned to carry out an audit with the focus groups YR12 and Yr14 pupils) to gain an insight into what the pupils consider to be the most beneficial form of feedback, but this has yet to happen. English Department marking is consistent and regular. In some instances, it needs more specific and personalised detail. Ensure that what is good about the work is also highlighted. Policy being implemented	Copy of the Consultation document attached. Book Scoops carried out by SLT Link Teacher and feedback provided to HoD.	Departments will carry out a review of current departmental feedback policy.  Departments will ensure policy practice is embedded and pupils receive and act upon high quality feedback. Quality Assurance of feedback will focus on KS3 and KS4 pupils.
Concern with current Yr12 results carrying forward from Yr11. Unit 1 Scores – Focus on securing outcomes for Year 12 pupils in GCSE English so they match or exceed CAT4 expectation.	<b>Pupils Performance in Departmental Tracking Assessments against Expected Outcomes –</b> We track pupil performance across all subjects and record this at each ARP. In Yr12 there are three ARPs – scores generated from ARP1 & 3 are based on the current level the pupil is working at in class and ARP2 scores are based on a formal standardised assessment at Christmas. In March of Yr12 subject teachers formulate predicted grades for each pupil studying GCSE. These are reported on discussed during our second HoD meeting with the Principal and Curriculum VP. <b>ARP1 (Nov) %A*-C = 88.3; ARP2 (Dec) %A*-C = 71.4; Predicted Grades (March) %A*-C = 88.9</b>  <b>Update on Public Exam Performance – January Modules –</b> A number of pupils sat public examinations in English in January 2019.	Pupils were identified and encouraged to repeat Unit 1 exam in January; Teachers provided with spreadsheets to work out pupil marks; Papers were ordered back from CCEA to provide advice and guidance to pupils repeating; Teachers have spoken individually to provide feedback, advice, guidance and support; Revision classes provided after school (class teachers and JC through WBPB) and during Christmas tests to support repeaters; Mock exam provided for repeaters; Revisiting and mastering CD ongoing across all classes;	Departmental focus on improving achievements and standards for Yr11-14 pupils.  Departmental members led by HoD will agree action to bring about improvement in public exam results. These actions will address specific issues with pupil performance highlighted following an in-depth analysis of examination results in August.





	<p>All current Yr12 pupils completed the Unit 1 Module (30% of the English Award) in June 2018, with 118/171 (69%) of them achieving at least a C grade.</p> <p>A number of pupils retook this module in January 2019. After the resits, 144/171 now have at least a C grade in Unit 1 (84.2%). This sits 5% points above the CAAT4 benchmark of 78.7% and the English department have predicted that 89% of the cohort will achieve at least a Grade C in the overall award.</p> <p>In February 2019, Yr12 marks for Speaking and Listening were submitted to CCEA and subject to moderation. This consisted of completing a minimum of 6 tasks and three best marks (1 speech, 1 group discussion and 1 role play) being sent to CCEA. 166/171 achieved at least a Grade C in their speaking and listening.</p> <p>In May 2019, Yr12 marks for Controlled Assessment were submitted to CCEA and subject to moderation. This consisted of completing two written pieces under exam conditions. 154/171 (90%) achieved at least a Grade C in their Controlled Assessment. Yr12 pupils sat their final exam, Unit 4, in June 2019.</p>	<p>Literacy Support provided by CD for repeaters and underachievers;</p> <p>Exemplars provided (online staff area);</p> <p>Feedback provided;</p> <p>A/B classes provided extra support classes and separate resources created for this (online staff area);</p> <p>Student from St Mary's provided support for A/B classes;</p> <p>Easter revision school promoted via letters to parents/speakers at Yr12 assembly/posters/class teachers;</p> <p>Department implemented a timed mock for Yr12 Unit 4;</p> <p>Spreadsheet of interventions and targeted pupils attached;</p> <p>Spreadsheets of repeat Unit 1 results attached;</p> <p>Spreadsheet of results to date attached.</p>	
			<p>Departmental focus on maximising pupil learning experiences.</p> <p>Departmental members led by HoD will explore various approaches to pedagogy that will help maximise pupil learning in their subject area.</p> <p>Departmental staff will use pupil/staff feedback on what works best for helping students to learn.</p> <p>Departments will agree on, set and adhere to expectations to help create an effective learning partnership between staff and pupils.</p>

**Extra-Curricular Activities:**

Creative Writing Club – CD and Year 10 pupils held their Creative Writing Club throughout the year, collaborating on stories, entering competitions and running writing competitions within the school;

Debating Society – Year 13 pupils, facilitated by MH ran a debating society every Thursday for pupils;

Business and Professional Women’s Speaking Competition – Year 13 pupils: Carter Wickham, Fionntan Austin and Tiernan O’Flaherty (facilitated by MH) entered this role play and public speaking competition in November and worked all through the first term on preparing their speeches and roles;

Poetry Aloud – Year 11 pupils, Eoin Millar, Patrick Harley-Moyes, Paul Kelly and Jude Munroe, along with Year 8 pupil, Daniel O’Hare, worked with MH and KW every Tuesday in the first term to prepare for this competition that consisted of learning and reciting two poems.

**Highlights/Successes for the Year:**

Inter-Class Debate with Year 8, organised by KW and AB with support from Year 13 pupils (November 2018);

Daniel O’Hare (8C) making to the finals of the Poetry Aloud Competition (December 2018);

World Book Day Celebrations – Year 13 pupils speaking at assemblies, Read Write Cafes and Art Competition (March 2019);

Creative Writing Competition (April 2019);

Publishing of pupils’ work in Young Writer’s Competition (May 2019).

Charity football match (raising money for Mental Health) organised by KW between her two Year 11 English classes (June 2019).



**DEPARTMENT: French**  
**Head of Department: Miss C McAtamney**

Departmental Targets Identified in HoD Report - September 2018	Outcome – Progress Made Against Priorities	Evidence to support statement of Progress	Whole School / Departmental Targets for 2019-20 (Curricular)
<p>Devise and implement a departmental policy on how to provide pupils with written feedback.  Policies must contain:</p> <ul style="list-style-type: none"> <li>The learning outcomes you will be providing feedback to the pupils.</li> <li>How often the feedback will be provided.</li> <li>The need for feedback to include specific advice to the pupils on how to improve in relation to the learning outcomes.</li> </ul> <p>Quality Assurance will focus on the implementation of departmental policy in Year 12.</p>	<p>Policies devised and distributed to departmental members</p> <p>Contained in policy every 4-6 weeks.  More for GCSE/AS/A2  Feedback on specific targets to improve and feedback on what went well  Regular feedback in GCSE speaking/writing booklet + on HWs marked using CCEA mark scheme</p>	<ul style="list-style-type: none"> <li>Evidence of written feedback with SLT on One Drive</li> <li>Emailed to G O'C</li> <li>Pupil booklets</li> <li>Exam results</li> <li>Pupils HWs</li> </ul>	<p>Departments will carry out a review of current departmental feedback policy.</p> <p>Departments will ensure policy practice is embedded and pupils receive and act upon high quality feedback. Quality Assurance of feedback will focus on KS3 and KS4 pupils.</p>
<p>AS French results below expectations.  Improve pupil performance in the listening component of the A Level examination. Use of listening machines and individual CDs.  Monitoring of progress against exam questions.</p>	<ul style="list-style-type: none"> <li>Pupil results increased in every test.</li> <li>Pupil confidence increased and motivation levels increased.</li> <li>Pupils provided with individual cds and machines early in the year</li> <li>Pupils completed listening hws and worked independently</li> <li>Marks monitored throughout the year and reported to SLT link</li> </ul>	<ul style="list-style-type: none"> <li>SLT have evidence of papers on One Drive</li> <li>Emailed results to G O'C</li> <li>Pupil results in past papers questions increased every time</li> </ul>	<p>Departmental focus on improving achievements and standards for Year 11-14 pupils.  Departmental members led by HoD will agree action to bring about improvement in public exam results. These actions will address specific issues with pupil performance highlighted following an in-depth analysis of examination results in August.</p>
			<p>Departmental focus on maximising pupil learning experiences.  Departmental members led by HoD will explore various approaches to pedagogy that will help maximise pupil learning in their subject area.  Departmental staff will use pupil/staff feedback on what works best for helping students to learn.  Departments will agree on, set and adhere to expectations to help create an effective learning partnership between staff and pupils.</p>



<b>Extra-Curricular Activities:</b>  Revision classes run after school to support GCSE/A2 pupils Revision classes run at break and lunch to support KS3 pupils Organisation of yr14s to work with GCSE pupils for their speaking tests French breakfast for GCSE pupils French Research project for prizes for yrs 9/10	<b>Highlights/Successes for the Year:</b>  100% GCSE pass rate Resources completed for GCSE/AS/ A2 French New schemes for GCSE/AS/A2 French
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**DEPARTMENT: Geography**  
**Head of Department: Mr M Watson**

Departmental Targets Identified in HoD Report - September 2018	Outcome – Progress Made Against Priorities	Evidence to support statement of Progress	Whole School / Departmental Targets for 2019-20 (Curricular)
<p>Devise and implement a departmental policy on how to provide pupils with written feedback.</p> <p>Policies must contain:</p> <ul style="list-style-type: none"> <li>The learning outcomes you will be providing feedback to the pupils.</li> <li>How often the feedback will be provided.</li> <li>The need for feedback to include specific advice to the pupils on how to improve in relation to the learning outcomes.</li> </ul> <p>Quality Assurance will focus on the implementation of departmental policy in Year 12.</p>	<p>Target KS4 – with DIRT analysis and skills formally built into lessons following assessments and home-works.</p> <p>Whole class feedback given on common mistakes and technique along with the opportunity for pupils to make notes and ask questions.</p> <p>Written feedback encouraged and aimed at targeting individuals with specific concerns.</p>	<p>Teacher comments in booklets</p> <p>Book scopes by SLT</p> <p>Feedback from SLT – generally positive and with realistic expectations</p> <p>Improving results with skills based questions</p> <p>There is no a noticeable focus on technique following home-works and exams in schemes and built into the start of lessons.</p> <p>Hopefully this will manifest itself in maintaining excellent results .</p>	<p>Departments will carry out a review of current departmental feedback policy.</p> <p>Departments will ensure policy practice is embedded and pupils receive and act upon high quality feedback. Quality Assurance of feedback will focus on KS3 and KS4 pupils.</p>
<p>Concern with current Year 12 progress based on performance in Year 11 ARPs.</p> <p>Low GCSE scores in 2016-17.</p> <p>To ensure that current Year 12 pupils achieve at least 80% pass rate in GCSE Geography.</p>	<p>All Year 12 students were re-examined on all 4 Year 11 topics in the first term.</p> <p>ARP 3 will be based on a mock fieldwork paper.</p> <p>All Year 12 were tested 4 additional topics.</p> <p>All students received revision materials, a task time table and a list of dates detailing when notes would be checked by post and parents messaged. A revision timetable detailed when each revision task was checked by the subject teacher.</p> <p>All teachers ran 13 revision classes between Feb – June – letters set home and parents were messaged by text.</p> <p>Classes also took place before each exam.</p>	<p>Assessment scores showed improvement overall on Year 11 results.</p> <p>ARP 3 scores were poor across the board.</p> <p>Year 12 scores varied on current topics.</p> <p>Revision materials and timetables proved successful with all students buying into revision and all showing evidence for the first time. Several pupils across all 3 classes had letters sent home and several names were forwarded to the Head of Year.</p> <p>Attendance dropped off towards the end and letters were sent home and parents contacted by phone. The Year Head also spoke to a number of students.</p> <p>Attendance to revision classes before the exam was excellent.</p>	<p>Departmental focus on improving achievements and standards for Year 11-14 pupils.</p> <p>Departmental members led by HoD will agree action to bring about improvement in public exam results. These actions will address specific issues with pupil performance highlighted following an in-depth analysis of examination results in August.</p> <p>Departmental focus on maximising pupil learning experiences.</p> <p>Departmental members led by HoD will explore various approaches to pedagogy that will help maximise pupil learning in their subject area.</p> <p>Departmental staff will use pupil/staff feedback on what works best for helping students to learn.</p> <p>Departments will agree on, set and adhere to expectations to help create an effective learning partnership between staff and pupils.</p>



<b>Extra-Curricular Activities:</b> ECO Club	<b>Highlights/Successes for the Year:</b> Best GCSE results ever 98% A-C Complete revamp of schemes and student resources for the new GCSE Year 8 visit to Colin Glen GCSE Year 12 Fieldwork Year 13 Visit to Murlough
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## GOVERNMENT & POLITICS DEPARTMENT

**Head of Department: *Mr T Murphy***

Departmental Targets identified at September 2018	Outcome	Evidence to support statement	Whole School / Departmental Targets for 2019-2020
Self Resourcing of Year 11 GCSE	Complete handouts, powerpoint questions and short answer questions.	Availability of a wide range of internally formulated resources.	Self Resourcing of Year 12
Incorporation of Active Learning Strategies into Schemes of Work (SOW)  Schemes should identify appropriate teaching strategies to be used , not just to be covered.	A wide variety of learning strategies are incorporated into the day to day delivery of the subject. Foremost among these are the use of effective questioning, debates, stimulus sentences and the use of super summaries.	ETI Inspection Report	Continuing to focus on literacy within the subject with specific reference to the use of appropriate political vocabulary, a politics glossary and the students Course companion.
Sharing of good practice within Departments through peer observation (TCN)  Peer observation within departments. Staff being observed teaching (not necessarily by their line manager).	Full participation in TCN, Classroom observation of Mr P Tully.	Meetings with line manager twice yearly.	Updating Fronter, VLE including the use of subject appropriate apps (BBC News).
<b>Highlights/Successes for the Year:</b>  See Year 11 GCSE and Year 14 “A” Level Results.			



**DEPARTMENT: History**  
**Head of Department: Mrs K McAleese**

<b>Departmental Targets Identified in HoD Report - September 2018</b>	<b>Outcome – Progress Made Against Priorities</b>	<b>Evidence to support statement of Progress</b>	<b>Whole School / Departmental Targets for 2019-20 (Curricular)</b>
<p>Devise and implement a departmental policy on how to provide pupils with written feedback.</p> <p>Policies must contain:</p> <ul style="list-style-type: none"> <li>The learning outcomes you will be providing feedback to the pupils.</li> <li>How often the feedback will be provided.</li> <li>The need for feedback to include specific advice to the pupils on how to improve in relation to the learning outcomes.</li> </ul> <p>Quality Assurance will focus on the implementation of departmental policy in Year 12.</p>	<p>Achieved – departmental policy produced</p>	<p>Departmental policy devised which contains guidance on feedback to pupils and how often that feedback will be provided. Feedback provided will be high quality which will include specific advice on how to improve in relation to the learning outcomes.</p> <p>Feedback for KS4 and KS5 to be based on the agreed mark schemes and assessed work will relate directly to the exam. Sent to SLT link</p> <p>Meetings with SLT following book scoops – feedback received.</p>	<p>Departments will carry out a review of current departmental feedback policy.</p> <p>Departments will ensure policy practice is embedded and pupils receive and act upon high quality feedback. Quality Assurance of feedback will focus on KS3 and KS4 pupils.</p>
<p>GCSE results below expectations.</p> <p>Improving GCSE performance.</p> <p>Resourcing new specification.</p> <p>More rigour in Year 10 ARP.</p>	<p>GCSE results pending August 2019.</p> <p>New spec fully resourced.</p> <p>More rigour introduced.</p> <p>Year 10 ARP – decline in pupil uptake GCSE due to higher standards outlined/expected</p>	<p>Homework policy reviewed – H/W plan all departmental members setting same tasks, feedback provided, sample answers given, quiz questions.</p> <p>Homework scores monitored – intervention where appropriate, subject teacher, HOD, HOY.</p> <p>Revision programme introduced in class – NEW, one period per week, emphasising material from homework.</p> <p>ARP2 pupils identified.</p> <p>Letters home from HOD to all ARP2 students re Mock.</p> <p>Weekly lunchtime classes held.</p> <p>Attendance monitored – parental contact.</p> <p>Letter from HOD to parents informing them of the date for the repeat paper for underachievers.</p> <p>Additional exam for underachievers Wednesday 13<sup>th</sup> March.</p>	<p>Departmental focus on improving achievements and standards for Year 11-14 pupils.</p> <p>Departmental members led by HoD will agree action to bring about improvement in public exam results. These actions will address specific issues with pupil performance highlighted following an in-depth analysis of examination results in August.</p> <p>Departmental focus on maximising pupil learning experiences.</p> <p>Departmental members led by HoD will explore various approaches to pedagogy</p>





		Departmental DTs and school DTs for non-attendance. Revision booklets completely revised. Thursday after school classes held to compensate for missing Friday periods.	that will help maximise pupil learning in their subject area. Departmental staff will use pupil/staff feedback on what works best for helping students to learn. Departments will agree on, set and adhere to expectations to help create an effective learning partnership between staff and pupils.
<b>Extra-Curricular Activities:</b>  A2 History field trip to Dublin Year 11 Living History talk Year 8 Castle competition			



**DEPARTMENT: Irish & Gaeilge**  
**Head of Department: Mr C Flynn**

Departmental Targets Identified in HoD Report - September 2018	Outcome – Progress Made Against Priorities	Evidence to support statement of Progress	Whole School / Departmental Targets for 2019-20 (Curricular)
<p>Devise and implement a departmental policy on how to provide pupils with written feedback.</p> <p>Policies must contain:</p> <ul style="list-style-type: none"> <li>• The learning outcomes you will be providing feedback to the pupils.</li> <li>• How often the feedback will be provided.</li> <li>• The need for feedback to include specific advice to the pupils on how to improve in relation to the learning outcomes.</li> </ul> <p>Quality Assurance will focus on the implementation of departmental policy in Year 12.</p>	<p>Personalised and differentiated written feedback was provided to pupils with targets for future success set and examples of good work given.</p> <p>Detailed written feedback was given once per topic at KS3, with oral feedback given more frequent personalised feedback, both oral and written, was given with controlled assessment tasks.</p> <p>At A-Level, pupils were provided with personalised written feedback and targets for success and development on a weekly basis.</p>	<p>SLT link was provided with samples of quality feedback.</p> <p>All Year 12 pupils were able to access the top band of the mark scheme in speaking and writing controlled assessment talks (subject to exam board external moderation)</p> <p>Exam results in August.</p>	<p>Departments will carry out a review of current departmental feedback policy.</p> <p>Departments will ensure policy practice is embedded and pupils receive and act upon high quality feedback. Quality Assurance of feedback will focus on KS3 and KS4 pupils.</p>
<p>Improve the Extended Writing components of AS and A2 examinations.</p>	<p>Creation of new resources for AS/A2 films and texts.</p> <p>Creation of detailed, expanded mark scheme.</p> <p>Personalised written feedback given on extended writing exercise once per week.</p> <p>Examples produced of good essay writing and reflection drawn to the mark scheme.</p>	<p>SLT link provided with resources, expanded mark scheme and samples of essays/feedback.</p> <p>Progression is highlighted in the feedback given.</p> <p>Marks given on essays reflect progression.</p> <p>AS/A2 results in August.</p>	<p>Departmental focus on improving achievements and standards for Year 11-14 pupils.</p> <p>Departmental members led by HoD will agree action to bring about improvement in public exam results. These actions will address specific issues with pupil performance highlighted following an in-depth analysis of examination results in August.</p>



	<p>Departmental focus on maximising pupil learning experiences.</p> <p>Departmental members lead by HoD will explore various approaches to pedagogy that will help maximise pupil learning in their subject area.</p> <p>Departmental staff will use pupil/staff feedback on what works best for helping students to learn.</p> <p>Departments will agree on, set and adhere to expectations to help create an effective learning partnership between staff and pupils.</p>
<p><b>Extra-Curricular Activities:</b></p> <p>Over 50 pupils attended the Gaeltacht summer courses.</p> <p>Year 10 Irish students attended Gael Linn Quiz.</p> <p>Year 10 students received Fáinne Airgid for proficiency in Irish.</p> <p>After school revision classes for Years 8, 10 and 12.</p>	<p><b>Highlights/Successes for the Year:</b></p> <p>Introduction of Irish students of the Month.</p> <p>2<sup>nd</sup> Prize in Irish Language quiz.</p>



<b>DEPARTMENT: LLW</b> <b>Head of Department: Mr S McGoldrick</b>			
<b>Departmental Targets Identified in HoD Report - September 2018</b>	<b>Outcome – Progress Made Against Priorities</b>	<b>Evidence to support statement of Progress</b>	<b>Whole School / Departmental Targets for 2019-20 (Curricular)</b>
<p>Devise and implement a departmental policy on how to provide pupils with written feedback.</p> <p>Policies must contain:</p> <ul style="list-style-type: none"> <li>The learning outcomes you will be providing feedback to the pupils.</li> <li>How often the feedback will be provided.</li> <li>The need for feedback to include specific advice to the pupils on how to improve in relation to the learning outcomes.</li> </ul> <p>Quality Assurance will focus on the implementation of departmental policy in Year 12.</p>	<p>We initially focussed upon answering the shorter questions and worked extensively on how to attain the 2 marks available. Simple strategies were introduced and things like the importance of connectives were emphasised.</p> <p>Focus then shifted to concentrate upon the 6 mark questions and the importance of developing points to ascertain the available marks.</p> <p>Lastly, we looked at the 10 mark questions and focussed upon key command words and how to evaluate.</p>	<p>The main source of evidence will be the modular results that arrive in August.</p> <p>We arranged a visit from the Head of LLW at CCEA and discussed issues that had arisen from the results that we received in Year 11. This was a very worthwhile meeting and guided our feedback to students thereafter.</p>	<p>Departments will carry out a review of current departmental feedback policy.</p> <p>Departments will ensure policy practice is embedded and pupils receive and act upon high quality feedback. Quality Assurance of feedback will focus on KS3 and KS4 pupils.</p>
<p>Concern with current Year 12 progress based on performance in Year 11 ARPs.</p> <p>Low GCSE scores in 2016-17.</p> <p>Improve GCSE outcomes for current Year 12 pupils. Shifted DL for completion of CA and heightened focus on pupil performance in examination.</p>	<p>The pathway for a number of our students was altered to enable them to achieve a pass grade in an alternative to GCSE LLW. This involved 32 students and they embarked on an OCN Personal success and well-being course.</p> <p>Controlled assessment was a key focus for the department and all students completed this. Revision and controlled assessment clinics were available for all of the students that had failed a module or both modules in Year 11.</p>	<p>Results are pending. Each student has completed then required booklet and we are waiting on a visit from the external invigilator.</p> <p>GCSE results pending</p>	<p>Departmental focus on improving achievements and standards for Year 11-14 pupils.</p> <p>Departmental members led by HoD will agree action to bring about improvement in public exam results. These actions will address specific issues with pupil performance highlighted following an in-depth analysis of examination results in August.</p> <p>Departmental focus on maximising pupil learning experiences.</p> <p>Departmental members led by HoD will explore various approaches to pedagogy that will help maximise pupil learning in their subject area.</p> <p>Departmental staff will use pupil/staff feedback on what works best for helping students to learn.</p> <p>Departments will agree on, set and adhere to expectations to help create an effective learning partnership between staff and pupils.</p>



## DEPARTMENT: Mathematics

### Head & Assistant Head(s) of Department: Mr P Gormley (Acting) & Mr M Leydon

Departmental Targets Identified in HoD Report - September 2018	Outcome – Progress Made Against Priorities	Evidence to support statement of Progress	Whole School / Departmental Targets for 2019-20 (Curricular)
<p>Devise and implement a departmental policy on how to provide pupils with written feedback.</p> <p>Policies must contain:</p> <ul style="list-style-type: none"> <li>The learning outcomes you will be providing feedback to the pupils. (L.I)</li> <li>How often the feedback will be provided. (1 per mid-term)</li> <li>The need for feedback to include specific advice to the pupils on how to improve in relation to the learning outcomes. (Marking framework)</li> </ul> <p>Quality Assurance will focus on the implementation of departmental policy in Year 12.</p>	<p>The general outcome and feeling of this departmental target was that it was unworkable for a number of reasons, outlined below:</p> <p>There were too many detailed points that needed to be marked according to the framework, even after being abbreviated (seven in total)</p> <p>It was difficult to monitor progress because of the above, i.e. a teacher would have had to back track to the previous comments and seven targets and go through each to see if progress had been made.</p> <p>Because of this the marking of books became far too onerous and took up far too much time</p> <p>Teachers were being overwhelmed with marking for those classes that were sitting GCSE's: it was hard to mark books, in class topic tests, past papers and ARP's all in the allocated time frame.</p> <p>Was it beneficial to mark KS4 books according to the framework – especially as marking paper marking was much more beneficial for the pupil.</p>	<p>Marking policy completed and agreed at departmental meetings.</p> <p>A3 posters were created, laminated, and distributed throughout the department. The posters have been on display in teachers' rooms for the pupils.</p> <p>Departmental meetings and HOD/SLT Link meetings took place to monitor progress.</p> <p>Bookscoops done by SLT and HOD.</p> <p>Photocopies of marking uploaded to One Drive</p>	<p>Departments will carry out a review of current departmental feedback policy.</p> <p>Departments will ensure policy practice is embedded and pupils receive and act upon high quality feedback. Quality Assurance of feedback will focus on KS3 and KS4 pupils.</p>
<p>Concern that a number of Year 12 pupils are not on track to pass their GCSE Maths.</p> <p>Overall dept. on track against expectations.</p> <p>Continue to work with and support pupils who are struggling to pass their GCSE Maths.</p> <p>Revision clinics, support classes, dept. resourcing and effective written feedback against assessments.</p>	<p>The outcome to date of this target is very positive.</p> <p>We have made excellent progress in achieving 85% pass rate to date with still two classes 12A and 12B to cash in.</p> <p>We started of the year with 36 boys still to pass but have reduced this to 26 representing a 84.8% pass rate. We are envisaging a final pass rate of something in the region of 90%. This has been achieved in light of some of the difficulties in the department listed below:</p>	<p>Results from CCEA of 145 pupils cashed-in</p> <p>Registers of attendance at revision classes</p> <p>Letters to parents for pupils to attend the Easter School</p> <p>Registers of attendance at the Easter School</p>	<p>Departmental focus on improving achievements and standards for Year 11-14 pupils.</p> <p>Departmental members led by HoD will agree action to bring about improvement in public exam results.</p> <p>These actions will address specific issues with pupil performance highlighted following an in-depth analysis of examination results in August.</p>



	<p>The HOD has been out on maternity leave. Mrs O'Neill's GCSE class have received a poor set of results from the Jan modules and it is challenging for a cover or inexperienced teacher to turn this around. Miss McKeever has been off sick quite a bit and this has resulted in the learning support not being offered for a significant number of days.</p> <p>Teachers were finding it very difficult to keep the pupils that have passed on task with other subjects. Time is being taken away from teaching to tackle discipline issues.</p> <p>We do not have the luxury of repeating modules for 12A and 12B as 14 pupils were undergoing the new specification.</p>		
	<p>As HOD I attended an event on Maths Mastery learning which is a new way of maths pedagogy getting great results around the world. The Maths Mastery programme is currently being carried out in St. Louise's. However, it requires the maths teachers to meet once a week to discuss methods and evaluate learning. This time is built into their timetable currently to avoid issues around industrial action. The course is also expensive, costing £5000 for the first year dropping to £3000 in subsequent years. It would be a tremendous investment and would open up a world of new concepts of teaching methods which we need in the department.</p> <p>I also attended a WBALC meeting in Malone College where the following points were discussed:  KS2/3 transition pilot - feedback and follow up on resources used (for Oracy Development)  Updating new resources for the new GCSE maths spec  CCEA online numeracy pilot (CAT tests)  Shared School Action Plans</p>	<ul style="list-style-type: none"> <li>• Attendance at the event /emails</li> <li>• Places booked on the course delivered by Craig Barton in August</li> <li>• Attendance at the meetings of the WBALC and discussing different teaching methods at the departmental meetings in St.Mary's.</li> <li>• CAT tests held on June 17th</li> </ul>	<p>Departmental focus on maximising pupil learning experiences. Departmental members led by HoD will explore various approaches to pedagogy that will help maximise pupil learning in their subject area. Departmental staff will use pupil/staff feedback on what works best for helping students to learn.</p> <p>Departments will agree on, set and adhere to expectations to help create an effective learning partnership between staff and pupils.</p>

**Extra-Curricular Activities:**

We carried out various activities this year beyond the curriculum to make learning mathematics fun and enjoyable. A list of these included:

- Maths Competition in Queens in December
- Maths Week Ireland saw pupils attend an event in QUB relating to Code making and code – breaking at Bletchley Park
- The year 8 pupils took part in a numeracy day for charity where Mr Leydon carried out a mathematical treasure hunt around the school.
- Pi –day was commemorated on the 14<sup>th</sup> March where pupils entered into a competition to recite pi to as many decimal places as possible. The winner was Kaelan Smyth who recited Pi to 50 decimal places.

There were three maths challenges that took place throughout the year: Junior, Intermediate and Senior. The Silver winners were given certificates. T

**Highlights/Successes for the Year:**

The highlight and success of the year, beyond the success of beating our previous years pass rate at GCSE level, must go to the Year 14 pupils participation in the maths Quiz at Queens. With exceptionally challenging questions our pupils were pitched against 30 other Grammar schools on the day and our pupils made the top ten.



**DEPARTMENT: Media**  
**Head of Department: Miss K Warren**

Departmental Targets Identified in HoD Report - September 2018	Outcome – Progress Made Against Priorities	Evidence to support statement of Progress	Whole School / Departmental Targets for 2019-20 (Curricular)
<p>Devise and implement a departmental policy on how to provide pupils with written feedback.</p> <p>Policies must contain:</p> <ul style="list-style-type: none"> <li>The learning outcomes you will be providing feedback to the pupils.</li> <li>How often the feedback will be provided.</li> <li>The need for feedback to include specific advice to the pupils on how to improve in relation to the learning outcomes.</li> </ul> <p>Quality Assurance will focus on the implementation of departmental policy in Year 14.</p>	<p>Departmental policy devised following feedback from first SLT book scoop.</p> <p>Policy being implemented in subsequent book scoops by SLT and HoD throughout the year.</p>	<p>Feedback Policy</p> <p>SLT book scoop feedback on One Drive.</p>	<p>Departments will carry out a review of current departmental feedback policy.</p> <p>Departments will ensure policy practice is embedded and pupils receive and act upon high quality feedback. Quality Assurance of feedback will focus on KS3 and KS4 pupils.</p>
<p>Concern with current A2 pupils with poor performance in Year 13 AS. A2 and AS uncoupled.</p> <p>Focus on ensuring good results in Year 14 Media. Ensure that students' preparation for exam and quality of CA improves compared to standards achieved at AS.</p>	<p>After-school clinics provided to support pupils with competition of CA to the highest standard. Continued communication with home to ensure parents knew of expectations and deadlines.</p> <p>Monthly focus on exam through timed responses and feedback.</p> <p>Pupils performance tracked through ARPs indicated progress in line with predicted grades.</p> <p>Controlled assessment scores uploaded in May 2019 indicate high quality with scores ranging from 48-56/60.</p>	<p>Awaiting results August 2019</p>	<p>Departmental focus on improving achievements and standards for Year 11-14 pupils.</p> <p>Departmental members led by HoD will agree action to bring about improvement in public exam results. These actions will address specific issues with pupil performance highlighted following an in-depth analysis of examination results in August.</p> <p>Departmental focus on maximising pupil learning experiences.</p> <p>Departmental members led by HoD will explore various approaches to pedagogy that will help maximise pupil learning in their subject area.</p> <p>Departmental staff will use pupil/staff feedback on what works best for helping students to learn.</p> <p>Departments will agree on, set and adhere to expectations to help create an effective learning partnership between staff and pupils.</p>



**Highlights/Successes for the Year:**

Increased interest in subject leading to Year 11 class for 2019-2020. Continued strong interest in subject at A level from current year 12 even without any GCSE class.



**DEPARTMENT: Music**  
**Head of Department: Mrs K Porter (Acting)**

Departmental Targets Identified in HoD Report - September 2018	Outcome – Progress Made Against Priorities	Evidence to support statement of Progress	Whole School / Departmental Targets for 2019-20 (Curricular)
<p>Devise and implement a departmental policy on how to provide pupils with written feedback.</p> <p>Policies must contain:</p> <ul style="list-style-type: none"> <li>The learning outcomes you will be providing feedback to the pupils.</li> <li>How often the feedback will be provided.</li> <li>The need for feedback to include specific advice to the pupils on how to improve in relation to the learning outcomes.</li> </ul> <p>Quality Assurance will focus on the implementation of departmental policy in Year 12.</p>	<p>Regular formal feedback including clear learning outcomes and targets for improvement have been implemented</p> <p>Feedback is at the end of each unit</p> <p>Formal feedback has been extended to all components of Music at key stage 4, including performance, listening and composing.</p>	<p>Pupil work in books contains pro-forma with feedback</p> <p>Where necessary, re-assessment has been used as a progress indicator</p>	<p>Departments will carry out a review of current departmental feedback policy.</p> <p>Departments will ensure policy practice is embedded and pupils receive and act upon high quality feedback. Quality Assurance of feedback will focus on KS3 and KS4 pupils.</p>
<p>A focus on improving pupil results in the written paper for both GCSE and A2 pupils.</p> <p>Pupil work in their books will contain pro-forma with feedback and signature and each re-assessment attempt should be a progress indicator.</p> <p>Review of Schemes to include more traditional methods of music education such as theory (already underway with G&amp;T Year 8).</p>	<p>Regular formal feedback for written assessments has been introduced</p> <p>Greater emphasis on the use of varied resources at KS4 and KS5</p> <p>Focus given to super-summaries and revision techniques</p> <p>Analysis of exemplar answers</p> <p>Exam technique has been addressed</p> <p>Theory (ABRSM) has been introduced and extended listening tasks introduced for G&amp;T</p>	<p>Pupil work in books contains pro forma with detailed feedback</p> <p>Evidence of improvement in listening/written assessments using re-assessment as a progress indicator, where necessary</p> <p>Excellent attendance and commitment to improvement through delivery of revision classes for GCSE, AS and A2 pupils</p> <p>Varying the presentation of resources has enabled successful learning from 'different angles'</p>	<p>Departmental focus on improving achievements and standards for Year 11-14 pupils.</p> <p>Departmental members led by HoD will agree action to bring about improvement in public exam results. These actions will address specific issues with pupil performance highlighted following an in-depth analysis of examination results in August.</p> <p>Departmental focus on maximising pupil learning experiences.</p> <p>Departmental members led by HoD will explore various approaches to pedagogy that will help maximise pupil learning in their subject area.</p> <p>Departmental staff will use pupil/staff feedback on what works best for helping students to learn.</p> <p>Departments will agree on, set and adhere to expectations to help create an effective learning partnership between staff and pupils.</p>



<b>Extra-Curricular Activities:</b> Singing Club; Junior and Senior Traditional Group; Orchestra; Senior, Middle School and Junior Bands; String Group and DJ Club.	<b>Highlights/Successes for the Year:</b> Year 8 Graduation; Christmas in the Community Visits; The Spring Concert; The Leavers' Mass; DJing Competition with judges from Cool FM.
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**DEPARTMENT: PE**  
**Head of Department: Mr C Hynds**

Departmental Targets Identified in HoD Report - September 2018	Outcome – Progress Made Against Priorities	Evidence to support statement of Progress	Whole School / Departmental Targets for 2019-20 (Curricular)
<p>Devise and implement a departmental policy on how to provide pupils with written feedback. Policies must contain:</p> <ul style="list-style-type: none"> <li>• The learning outcomes you will be providing feedback to the pupils.</li> <li>• How often the feedback will be provided.</li> <li>• The need for feedback to include specific advice to the pupils on how to improve in relation to the learning outcomes.</li> </ul> <p>Quality Assurance will focus on the implementation of departmental policy in Year 12.</p>	<p>Feedback marking policy adapted to suit each individual course.</p> <p>BTEC Sport Dept developed Marking Grid BTEC Assessment Sheet</p> <p>Sports Studies: Traffic light system</p>	<p>Development of marking sheets and grids. Marking for improvement/written feedback All these resources either attached or with GOC</p>	<p>Departments will carry out a review of current departmental feedback policy. Departments will ensure policy practice is embedded and pupils receive and act upon high quality feedback. Quality Assurance of feedback will focus on KS3 and KS4 pupils.</p>
<p>GCSE PE – pupil performance in the written component of the examination.</p> <p>Raise attainment in the written component of the GCSE PE exam.</p>	<p>N/A – progress cannot be gauged until marks are released from CCEA.</p>	<p>Differentiated resources PE simplified Curriculum mapping (these are with GOC) Revision sessions 1-2-1 student/peer guidance Use of Placement student.</p>	<p>Departmental focus on improving achievements and standards for Year 11-14 pupils.</p> <p>Departmental members led by HoD will agree action to bring about improvement in public exam results. These actions will address specific issues with pupil performance highlighted following an in-depth analysis of examination results in August.</p>
			<p>Departmental focus on maximising pupil learning experiences.</p> <p>Departmental members led by HoD will explore various approaches to pedagogy that will help maximise pupil learning in their subject area.</p> <p>Departmental staff will use pupil/staff feedback on what works best for helping students to learn.</p> <p>Departments will agree on, set and adhere to expectations to help create an effective learning partnership between staff and pupils</p>



<b>Extra-Curricular Activities:</b>  Hurling; Gaelic Football; Cross Country; Soccer; Water Polo.	<b>Highlights/Successes for the Year:</b> In year eight gaelic football we won the Oisín McGrath Shield final back in February. This came a few weeks after our Year 11 hurlers won the Leonard Cup with an extra-time victory. Our Year 10 footballers were narrowly defeated in the Corn Colmcille final and our Year 9 hurlers were beaten in the McNamee final at the beginning of the year. The senior hurlers were pipped to the post in the Mageean Cup Quarter-final and our MacRory Cup squad exited the competition in the play-off stage. We had two hurling All-Stars with Cormac McGettigan and Aaron Bradley It was a very successful year for our basketball team who won the Ulster minor league and represented the school at the All-Ireland play-offs. Our Year 10 soccer squad were beaten in the NI Cup semi-finals, with the Year 12 going out at the same stage. The cross county Year 11 boys qualified from the Antrim competition to participate in the Ulster series Our Waterpolo side competed well in the Ulster competition – winning three of their four games
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**DEPARTMENT: Religion**  
**Head of Department: Mrs C Wright**

Departmental Targets Identified in HoD Report - September 2018	Outcome – Progress Made Against Priorities	Evidence to support statement of Progress	Whole School / Departmental Targets for 2019-20 (Curricular)
<p>Devise and implement a departmental policy on how to provide pupils with written feedback.</p> <p>Policies must contain:</p> <ul style="list-style-type: none"> <li>The learning outcomes you will be providing feedback to the pupils.</li> <li>How often the feedback will be provided.</li> <li>The need for feedback to include specific advice to the pupils on how to improve in relation to the learning outcomes.</li> </ul> <p>Quality Assurance will focus on the implementation of departmental policy in Year 12.</p>	<p>Policy has been slightly amended recently due to change in course at GCSE. This revised policy will be forwarded to relevant members of SLT with this document. One member of the RE department is currently teaching GCSE RE this year. Marking has been very thorough in light of the marking policy. A Level essays have also been marked thoroughly with constructive feedback. Key Stage 3 books have been marked once per term, with focus on pupil responses in extensive writing tasks. Spelling and grammar issues have also been highlighted in feedback given to students.</p>	<p>OneDrive currently holds an extensive amount of photographs of marked work at GCSE and A Level with evidence of teacher feedback. Teacher planner records from teachers containing grades at KS3, GCSE and A Level.</p>	<p>Departments will carry out a review of current departmental feedback policy.</p> <p>Departments will ensure policy practice is embedded and pupils receive and act upon high quality feedback. Quality Assurance of feedback will focus on KS3 and KS4 pupils.</p>
<p>Concern in relation to performance of pupils in GCSE Religion.</p> <p>Raise attainment at GCSE. Change of teaching Unit away from Catholic Church. Sharing good practice - CW marker.</p> <p>Successful introduction of L2 COPE through RE.</p>	<p>CW currently an examiner for the Year 11 Mark's Gospel unit. LG also an examiner for the Year 12 Christian Ethics unit. Regular liaising with GCSE RE teacher has enabled a greater focus on strategies for answering questions succinctly and effectively to improve marks. Revision classes have been held for the Year 11 class since Spring 2019 to ensure a good grasp of the material. Regular contact with home has been made via phone call and/or letter for students who are underachieving.</p>	<p>OneDrive contains: Extensive evidence of samples of work from TMC GCSE class. Copy of letters sent home to students who are underachieving. Photographs of work from top, middle and bottom candidates in the COPE Level 2 class.</p> <p>Order of work for the delivery of OCN as well as assessment plan and student booklet attached with this report.</p>	<p>Departmental focus on improving achievements and standards for Year 11-14 pupils.</p> <p>Departmental members led by HoD will agree action to bring about improvement in public exam results. These actions will address specific issues with pupil performance highlighted following an in-depth analysis of examination results in August.</p> <p>Departmental focus on maximising pupil learning experiences. Departmental members led by HoD will explore various approaches to pedagogy that will help maximise pupil learning in their subject area.</p> <p>Departmental staff will use pupil/staff feedback on what works best for helping students to learn.</p> <p>Departments will agree on, set and adhere to expectations to help create an effective learning partnership between staff and pupils.</p>



<b>Extra-Curricular Activities:</b> Pope John Paul II Award SVP Social Justice Advocacy Group EREBB  School trips: Year 10 visit to Belfast Islamic Centre Year ER trip to Callan	<b>Highlights/Successes for the Year:</b> 6 students achieved gold in the PJP II Award Continued success with Christmas hampers and Catholic Caring Appeal Christmas dinner for the homeless held in St. Mary's – organised by the COPE class and the SJAG members CW successfully completed the EREBB Leadership Certificate.  14 students awarded for effort and academic attainment got to meet local Imam, Anwar for a question and answer session in March 2019 Edmund Rice project winners visited Edmund Rice's birthplace in June 2019
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<b>DEPARTMENT: Science</b> <b>Head &amp; Assistant Head(s) of Department: Mr S Kelly, Dr K Robinson &amp; Mrs M Donnelly</b>			
<b>Departmental Targets Identified in HoD Report - September 2018</b>	<b>Outcome – Progress Made Against Priorities</b>	<b>Evidence to support statement of Progress</b>	<b>Whole School / Departmental Targets for 2019-20 (Curricular)</b>
<p>Devise and implement a departmental policy on how to provide pupils with written feedback.</p> <p>Policies must contain:</p> <ul style="list-style-type: none"> <li>• The learning outcomes you will be providing feedback to the pupils.</li> <li>• How often the feedback will be provided.</li> <li>• The need for feedback to include specific advice to the pupils on how to improve in relation to the learning outcomes.</li> </ul> <p>Quality Assurance will focus on the implementation of departmental policy in Year 12.</p>	<p>Detailed policy now agreed on the targets identified. There may be some change in the physics element as Physics department have identified a slightly different extended style question relevant to physics papers only which would be of greater benefit than the 6 marker extended question.</p> <p>Continued improvement in feedback form but still some improvement needed in terms of pupil response to feedback and timing set aside in classroom for this feedback to occur.</p>	<p>Minutes from Departmental meetings and scanned examples of marking and feedback. All available from SLT link on OneDrive.</p>	<p>Departments will carry out a review of current departmental feedback policy.</p> <p>Departments will ensure policy practice is embedded and pupils receive and act upon high quality feedback. Quality Assurance of feedback will focus on KS3 and KS4 pupils.</p>
<p>Slight drop in GCSE results for DA Science but still stable at NI average.</p> <p>Improving pupil performance in 6 mark questions in DA Science Exam.</p> <p>Resourcing &amp; approaches to pedagogy.</p>	<p>Will not know progress until results in August.</p> <p>As Year progressed pupils showed improvements in signs of implementing the 6 mark strategy and showed more willingness to try the extended questions.</p>	<p>CCEA analytics tool used to outline problem areas for the Year 11 Exam. No evidence available for Year 12 as this will be the first year of the New Specification Exam</p> <p>Observations from staff during extended questions being completed in class.</p> <p>Science staff area has assessed 6 marker scores showing an increasing number of pupils achieving at least 4 out of 6.</p>	<p>Departmental focus on improving achievements and standards for Year 11-14 pupils.</p> <p>Departmental members led by HoD will agree action to bring about improvement in public exam results. These actions will address specific issues with pupil performance highlighted following an in-depth analysis of examination results in August.</p> <p>Departmental focus on maximising pupil learning experiences.</p> <p>Departmental members led by HoD will explore various approaches to pedagogy that will help maximise pupil learning in their subject area.</p> <p>Departmental staff will use pupil/staff feedback on what works best for helping students to learn.</p> <p>Departments will agree on, set and adhere to expectations to help create an effective learning partnership between staff and pupils.</p>





Extra-Curricular Activities	Highlights/Successes for the Year
<p>Big Bang Fair, UUJ</p> <p>Primary school visits. MD went out to Holy Cross and we also had a number of primary schools visit during the Summer exams.</p> <p>Salters festival of Chemistry Queens</p> <p>12H went to Chemistry at Work Exhibition in Queens University with KR and TT.</p> <p>KS3 Science club ran by MD</p> <p>GCSE Science revision classes, 6 weeks pre November, 6 weeks pre February repeats. 3 morning revision blocks prior to GCSE Year 12 exams. All staff were involved</p> <p>Key stage 3 Science Booster classes for Year 8/9/10 3 weeks prior to each end of unit test for pupils needing additional help. SK/MD/KR</p>	<p>A continued highlight is the work that the staff put in to support the pupils and each other within the department. The technicians have given great support and have worked extremely hard in implementing the Practical elements of the New Specification.</p> <p>Successful preparation and carrying out of the new Science Practical assessments covering all Year 12 pupils. 100 Double Award pupils carried out 3 one hour official GCSE practical exams. 80 Single award students each carried out a 2 hour official GCSE Practical exam. These were carried out over a 4 week period. Again a mention to the work of the technicians for the trialling/setting up/ invigilating and clearing everything afterwards has to be acknowledged.</p> <p>Successful completion of resources for New Specification Year 12 GCSE topics</p> <p>A Level Biology and Chemistry had a 100% pass rate.</p>



**DEPARTMENT: Spanish**  
**Head of Department: Miss J Mervyn**

Departmental Targets Identified in HoD Report - September 2018	Outcome – Progress Made Against Priorities	Evidence to support statement of Progress	Whole School / Departmental Targets for 2019-20 (Curricular)
<p>Devise and implement a departmental policy on how to provide pupils with written feedback.</p> <p>Policies must contain:</p> <ul style="list-style-type: none"> <li>The learning outcomes you will be providing feedback on to the pupils.</li> <li>How often the feedback will be provided.</li> <li>The need for feedback to include specific advice to the pupils on how to improve in relation to the learning outcomes.</li> </ul> <p>Quality Assurance will focus on the implementation of departmental policy in Year 12.</p>	<p>2 written assessed hws max per topic &amp; feedback</p> <p>Individual &amp; differentiated written feedback</p> <p>Positive feedback with suggested areas for improvement</p> <p>Follow up tasks devised stemming from written feedback</p> <p>Individual Oral feedback &amp; guidance which then assisted in determining GCSE tiers of entry</p> <p>ARPs revamped in line with new CCEA GCSE specification &amp; feedback given as above</p>	<p>SLT link did book scoops to obtain evidence of written feedback</p> <p>Mixed ability Yr12 class was the focus</p> <p>ARP results demonstrated areas of improvement</p> <p>Pupils were able to write extended answers of a higher standard than in Term 1</p> <p>6/13 students were initially entered for Higher Tier writing – however, another student decided to switch from Foundation to Higher 1 week before exam after attending revision classes</p>	<p>Departments will carry out a review of current departmental feedback policy.</p> <p>Departments will ensure policy practice is embedded and pupils receive and act upon high quality feedback. Quality Assurance of feedback will focus on KS3 and KS4 pupils.</p>
<p>GCSE Spanish results below expectations.</p> <p>Improve the quality of written work in the GCSE Spanish exam.</p> <p>Update and differentiate existing resources for the written component of the GCSE Spanish exam.</p> <p>Adaptation of KS3 SoW to focus on translation exercises.</p> <p>Revision of vocab and verb tenses.</p> <p><b><i>Unit tests on translation after half term?</i></b></p>	<p>Afterschool/Easter/Weekend</p> <p>Revision classes run for Yr12/13/14 pupils</p> <p>Revised GCSE resources to allow for differentiation</p> <p>GCSE Q&amp;A booklets created</p> <p>GCSE Role-plays devised</p> <p>KS3 ARPs revamped to include more translation tasks</p> <p>Yr11 weekly vocabulary tests</p> <p>What does “<i>unit ... term</i>” mean???</p>	<p>GCSE results in August 2019</p> <p>KS3 vocabulary test results</p> <p>Yr11 weekly vocabulary test results</p> <p>KS3 ARP results</p> <p>KS3 &amp; KS4 assessed homeworks</p>	<p>Departmental focus on improving achievements and standards for Year 11-14 pupils.</p> <p>Departmental members led by HoD will agree action to bring about improvement in public exam results. These actions will address specific issues with pupil performance highlighted following an in-depth analysis of examination results in August.</p> <p>Departmental focus on maximising pupil learning experiences.</p> <p>Departmental members led by HoD will explore various approaches to pedagogy that will help maximise pupil learning in their subject area.</p> <p>Departmental staff will use pupil/staff feedback on what works best for helping students to learn.</p> <p>Departments will agree on, set and adhere to expectations to help create an effective learning partnership between staff and pupils.</p>

**Extra-Curricular Activities:**

Afterschool/Easter/Weekend Revision Classes run for Year 12/13/14 pupils.  
A Level Cookery Class with Spanish Assistant  
QFT AS Spanish Film Day.

**Highlights/Successes for the Year:**

Ronan McCluskey Year 14 was entered for “Best UK Spanish Student” run by the Spanish Embassy Education Office.



**DEPARTMENT: Technology & Craft**  
**Head of Department: Mr V Murphy**

Departmental Targets Identified in HoD Report - September 2018	Outcome – Progress Made Against Priorities	Evidence to support statement of Progress	Whole School / Departmental Targets for 2019-20 (Curricular)
<p>Devise and implement a departmental policy on how to provide pupils with written feedback.</p> <p>Policies must contain:</p> <ul style="list-style-type: none"> <li>• The learning outcomes you will be providing feedback to the pupils.</li> <li>• How often the feedback will be provided.</li> <li>• The need for feedback to include specific advice to the pupils on how to improve in relation to the learning outcomes.</li> </ul> <p>Quality Assurance will focus on the implementation of departmental policy in Year 12.</p>	<p>Written feedback was provided to pupils on their design folders.</p> <p>Written feedback was given/wasn't possible to give throughout the year as pupils were completing practical projects from Nov-Feb.</p>	<p>Evidence provided to SLT link throughout the year which can be found in SLT folder.</p>	<p>Departments will carry out a review of current departmental feedback policy.</p> <p>Departments will ensure policy practice is embedded and pupils receive and act upon high quality feedback. Quality Assurance of feedback will focus on KS3 and KS4 pupils.</p>
<p>Pupil performance in exam component of GCSE Technology.</p> <p>Adjust DL for CA to an earlier date. Heightened focus on improving pupil performance in written exam.</p>	<p>All pupils had completed the manufacture of their projects on the 14<sup>th</sup> February. However, the new specification required considerable more pages to be handed in with the design folders. (increase from 15 pages to 25/30 pages). This meant that the controlled assessment ran on longer than anticipated.</p>	<p>Coursework Calendar.</p> <p>Copy of emails to evidence pupils being detained for failure to complete work.</p> <p>Copy of detention letter that was sent to parents.</p>	<p>Departmental focus on improving achievements and standards for Year 11-14 pupils. Departmental members led by HoD will agree action to bring about improvement in public exam results. These actions will address specific issues with pupil performance highlighted following an in-depth analysis of examination results in August. Departmental focus on maximising pupil learning experiences. Departmental members led by HoD will explore various approaches to pedagogy that will help maximise pupil learning in their subject area. Departmental staff will use pupil/staff feedback on what works best for helping students to learn. Departments will agree on, set and adhere to expectations to help create an effective learning partnership between staff and pupils.</p>



<b>Extra-Curricular Activities:</b>  Coursework classes provided for pupils after school (Monday to Friday 8.00 am to 8.55 am and Monday to Thursday 3.15 pm to 4.15 pm).	<b>Highlights/Success for the Year:</b>  Introduction of GCSE Contemporary Craft.
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# **RESPONSIBILITY REPORTS**

**2018-2019**

**Heads of Year**



## Activity: Head of Year 8

### Mr S Moyes

#### **Attendance/Punctuality:**

**The target for 2018/19 is to meet the Grammar school average of 95%.**

#### **In order to achieve this, I have:**

Provided data to form teachers of their own form classes attendance

Attendance competition in conjunction with MR – Class with the most pupils with 100% attendance receive a free pass at the tuck shop. Certificates provided to all students with 100% attendance. Celebrated at assemblies.

Collating notes and information for EWO referrals

Supporting FT teachers if notes not supplied – speaking to pupils, telephoning parents, organising DT's.

Ensure that FT teachers follow the school policy of phoning home after 3 days' absence.

Detentions for persistent lateness in line with school policy

In case of prolonged absence phoning parents to monitor situation and organising work home.

Reward for pupils with 100% punctuality – football or DVD as a pilot – idea came from FT.

#### **Academic Monitoring ARP:**

To date 3 ARP's have been completed.

Data shared with form teachers

Academic progress has been discussed at assembly after each set of results.

Academic progress was discussed at assemblies in the run to each assessment point.

Letters posted home to students failing 3 or more tests.

Follow up meetings with all parents to help develop study strategies for pupils.

Reminding students to use their Amazing Brains packs to help with study.

Targets set and reviewed at next ARP. Most students have improved.

Students who need to make further improvement after ARP 3 are being interviewed with parents.

Phoning/meeting parents to identify if there any pastoral issues which restricted learning. Shared information with Ft and relevant subject teachers.

I have liaised with HODs and individual teachers regarding students who were struggling. Plans have been developed to help students improve their performance.

I have sought help from the Head of Maths to seek Numeracy Support for individual students who are struggling.

I also used the Classroom assistant Paloma to assist a student who is struggling with Spanish via AMB.

Liaised with Ft, Parents and AMB to help identify students with Pastoral needs that were creating a barrier to learning. These needs were prioritised and the relevant students were either given internal counselling via Sarah McGarrigle or External Counselling assisted by Sheila from Family Works.

#### **Year 8 Induction**

##### **Outcomes:**

Worked with MDL, HmcG and DF to ensure that all students took advantage of the induction period, ER camp and BBQ.

Met with Margaret from Retreat to discuss 07/09/2019.

Assembly took place on 11/09/2019

Met with Gary Symmington (Lighthouse) and RH Monday 10/09/2019. To discuss the Mental Health program and how it would work

Liaised with Health Team to organise health checks December 2018. Notified FT and ST of schedule and time of each class to visit.

Amazing Brain's – Ultimate Study System 23/24 October 2019. Schedule for all classes was organised over 4 sessions. Emailed to relevant ST.

Follow up workshop with parents October 2019

Used notice board, Facebook and assemblies to promote year group success

Used Sims to monitor the behaviour, work rate and attitude of the year group. Students who were generating multiple red flags were identified.

Pupils placed on FT log- The use of logs has been effective. The behaviour of all students involved to date has improved.

**Development Plans for 2019 – 2020:**

In line with the SDP support the Action plans agreed for next year:

Quality of Provision:

Seek ways in which HOY can support pupils and maximise their learning experiences

Communicate and instil these expectations in the pupils in my year group.

**Promoting Positive Pupil Behaviour:**

To promote positive pupil behaviour in my year group.

To promote our School values with my year group throughout the academic year.

To support Form teachers with their classes to create common agreed school values, rights and responsibilities which are shared throughout the year group.

To promote a drive within the year group to implement positive behaviour.

**To raise levels of Pupil Attendance:**

Working to raise the attendance levels of our students in line with the Grammar School average of 95%

To promote the Key Stage 3 Reward Programme for good attendance

To promote the Edmund Rice Ethos within the school

Promoting and embedding the Edmund Rice Ethos within my year group.





## Activity: Head of Year 9

Mr Tony Austin

### Attendance/Punctuality:

When reviewing attendance in the first term of all year 9 students, I personally interviewed students who were below the grammar school average, all parents informed of their percentage.

Second term attendance reviewed and all students interviewed and given short, medium and long term targets (SMART targets) to adhere to. (All parents were contacted on their student's attendance and punctuality and letters were sent home on regular occasions when lates reached over a total number of 3.)

The year 9 form teachers were asked to closely monitor on attendance, look for trends ensuring notes are kept and updated. Form teachers of year 9's were asked to contact home via letter and phone. Individual meeting with form teacher, and myself. In term three I reviewed the punctuality and attendance with form teachers by keeping a close eye on things by monitoring notes given and phone calls home. On most occasions a meeting or telephone call was enough but still an ongoing problem with a select few. (EWO and 6 pupils have personal meetings with myself and SLT in June.)

### Academic Monitoring ARP

To build on academic standards for the pupils so they can begin Year 10 maintaining the high standard that is expected of a grammar school pupil.

A system is in place for students to do their exam in September, if they haven't completed their summer exam.) I will be able to keep a close eye on these scores.

Throughout the year I had brought in external organisations to develop, pastoral mental and physical talks.

Co-ordinate the functions of the form teachers in year 9 under the direction of the senior leaders (M. Lewis).

Constantly providing pastoral support in year 9 to ensure smooth transitions of the pupils moving from year 9 to year 10.

The year 9 seems to be more time consuming over the last few terms and years due to major pastoral issues and one to one meeting with parents. I have found parents are more in need of our school for support which they greatly appreciate. This is often on a daily basis.

Often now I have dealt with both parents and grandparents in which have been highly supportive for example non completion of homework's, uniform, school diaries not signed.

In order to try and help the year 9's integrate better at lunch time and keep minimum disruption and help those who found it difficult to mix a swimming club was organised during lunch time for any year 9 student. This operated in October and November with the help of Mr Fisher. It was an overall success and was strongly. This was operated in conjunction with Ball wall sessions in the gym also organised by Mr Fisher

Sports day – 29<sup>st</sup> May took place in Mary Peter's athletics track for years 8-10. The aim was to push for a large number of year 9's and get them involved in competing in as many events as possible. This was a major success for students in year 9 to be actively involved in a sports day and had a strong foundation from last year's year 8 progression.

With the progression into year 10 I will liaise with both the Vice Principle (Mr O'Connor) to help with appropriate choices for GCSE level.

At assembly's my main focus was and will continue to be to promote positive behaviour, Trust, Inclusion, Respect, Support, Safety in and outside of school.

### Outcomes:

From monitoring the ARP's throughout the year having personal meetings with myself and subject teachers, phone calls with parents, the subject grades across all subjects are progressing in the right direction. I have found that this year's year 9's has summer exam scores and in conjunction with GL scores and we want to keep them moving in the right direction in the junior school.

Constant work has been done by all form teachers in study skills, organisational skills, planning skills and pastoral skills to ensure that the students are made aware of to progress into year 10. A lot of time is spent on organisational skills throughout the year by ensuring homework's are done and books and pens are brought to school on a daily basis. Staff members are now keeping boxes of learning materials because pupils are coming to school unprepared for study. Simple organisational skills have made their daily school life a lot easier.

### Evidence

Pupil intervention meetings lasting approximately 10-15 minutes. Letters personally sent home. Telephone calls made home and logged. Departments informed on children under achieving in theirs subjects. My aim was to try to keep grades to a minimum of grade C. This was worked on a colour coding basis highlighting those in red



who failed to achieve a grade C or above and those students who had failed 3 or more were directed towards SLT members and myself.

**Development Plans for 2019 – 2020:**

In line with the SDP support the Action plans agreed for next year:

**Quality of Provision:**

Seek ways in which HOY can support pupils and maximise their learning experiences

Communicate and instil these expectations in the pupils in my year group.

**Effective use of Baseline Data in Year 8**

Make effective use of baseline data to target set and inform specific intervention programmes to support pupils with identified academic and/or pastoral difficulties in my year group.

**Promoting Positive Pupil Behaviour:**

To promote positive pupil behaviour in my year group.

To promote our School values with my year group throughout the academic year.

To support Form teachers with their classes to create common agreed school values, rights and responsibilities which are shared throughout the year group.

To promote a drive within the year group to implement positive behaviour.

**To raise levels of Pupil Attendance:**

Working to raise the attendance levels of our students in line with the Grammar School average of 95%

To promote the Key Stage 3 Reward Programme for good attendance

**To promote the Edmund Rice Ethos within the school:**

Promoting and embedding the Edmund Rice Ethos within my year group.



**Activity: Head of Year 10**  
**Dr Eileen McCaffery**

**Attendance/Punctuality:**

The whole pastoral team is working extremely hard to promote, within the year group, the relationship between good attendance/punctuality and academic achievement. This has been reinforced through whole year group assemblies and during form class registration.

Where attendance/ punctuality concerns arise, they often occurred because of genuine health problems (physical and emotional) and also behavioural problems which have resulted in a number of pupils suspended on numerous school days which impacts on average attendance figure for his form class.

I have played an active role in monitoring attendance, issuing letters to parents and also meeting with specific students and parents. I have also liaised with form teachers within Year 10 and also M. Robinson vis a vis referring to EWO.

As part of the whole school initiative to improve punctuality I monitor lates within the year group. These are recorded and those pupils exceeding the limit are sanctioned as outlined in the school disciplinary policy.

Throughout the Year this has also involved meetings with parents and pupils to discuss late coming and to work with parents/pupils to put strategies in place to improve attendance and/or punctuality

**Academic Monitoring ARP**

On a regular basis I collate information from lesson monitor. From this data I am able to identify pupils who are not completing home works etc. Pupils when identified are placed on log so that teachers can clearly communicate home works and behaviour. This also involves liaising with the parents of certain pupils within the year group on a regular basis. Intervention strategies have been put in place in relation to a small number of pupils in order to improve academic performance. These are monitored, reviewed and amended accordingly.

ARP outcomes have been a very useful tool for monitoring the academic progress of all the year 10 pupils throughout the academic year. I have used the data from each ARP cycle to identify

- Pupils who are meeting their target grades
- Pupils who are not meeting their target grades in various subjects
- Pupils who are achieving above their target grades

**Evidence**

Letters have been issued to parents of pupils, where there are concerns, at the end of each cycle.

I have met with the pupils and parents of those pupils identified as seriously underachieving after each assessment period.

Strategies are discussed with parents and pupils for improvement. I also liaise with the SENCo and support teachers/HoD's to ensure additional support for those identified is provided and is availed off by pupils.

Results from ARP data are discussed with pupils both on an individual basis and as a whole year group. Good achievement is recognised and celebrated at Year group assemblies and on the Year 10 noticeboard.

This ongoing proactive approach to monitoring academic achievement has provided me with the knowledge and evidence to assist/inform both pupils and parents in relation to subject choices for GCSE.

**Monitoring of pupil behaviour/organisation/ work ethic/uniform within year group.**

Set high standard in relation to uniform/behaviour within the Year group

Behaviour and academic achievement are a focus during year group assemblies.

Acknowledgement of successes/achievements at Year 10 assemblies,

On a daily basis I monitor behaviour through lesson monitor and liaising with form teachers and subject teachers.

Liaising with SENCo., parents and outside agencies in relation to a number of pupils with challenging behaviour.

**Evidence:**

This has taken a tremendous amount of time and effort this academic year. It has involved being proactive in terms of monitoring students, ensuring that intervention has been put in place early. It has involved interviewing students and parents on a regular basis throughout the year.



Throughout this academic year I have worked closely with subject teacher's/ form teachers/ SENCo and Pastoral V.P./SLT in relation to four pupils within the Year group with behavioural/ academic issues/concerns. Through this work we have been able to ensure that the majority of pupils in the Year group have a school environment that is safe and that is conducive to learning thus allowing them to maximise their academic potential.

**Development Plans for 2019 – 2020:**

In line with the SDP support the Action plans agreed for next year:

**Quality of Provision:**

Seek ways in which HOY can support pupils and maximise their learning experiences

Communicate and instil these expectations in the pupils in my year group.

**Promoting Positive Pupil Behaviour:**

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**To raise levels of Pupil Attendance:**

Working to raise the attendance levels of our students in line with the Grammar School average of 95%

To promote the Key Stage 3 Reward Programme for good attendance

**To promote the Edmund Rice Ethos within the school:**

Promoting and embedding the Edmund Rice Ethos within my year group.



**Activity: Head of Year 12**  
**Mr B McComb**

**Attendance/Punctuality:**

To maintain an attendance of above 95% in line with the grammar school average.  
Currently Year 12 attendance is 94.2%  
Regular updates provided to form teachers of their own form classes attendance  
Graphs/league tables displayed on Year 11 noticeboard  
Letters home to all pupils with attendance below 90%  
Phone calls made to parents of pupils with attendance that drops below 85%  
Meetings with pupils/parents involving HOY, HOS and MR  
EWO referrals  
Completion of monthly attendance data explaining pupil absences – passed onto MR  
Copies of letters regularly supplied to form teachers for pupils that fail to supply a note after a period of absence  
Referral to HOY if pupils persist in not provided absence notes and detention arranged  
Detentions for persistent lateness.

**Academic Monitoring ARP**

Completion of x3 ARP's  
Data shared with form teachers  
X3 Academic Intervention themed assemblies after each ARP throughout the year  
Letters posted home  
Pro forma completed and signed by parent and pupil returned to HOY  
HOY interviews for those failing subjects  
Targets set and reviewed at next ARP  
HOY laisses with form teacher/HOS and SENCO re. pastoral barriers to learning  
HOY laisses with HODs regarding revision/catch up classes/Controlled Assessment Clinics  
HOS, form teachers, subject teachers, invited to attend pastoral/academic intervention meetings with HOY, pupils and parents  
Collaboration with Literacy and numeracy support tutors – support and guidance provided

**Outcomes:**

Oct/Nov 2018 1<sup>st</sup> assessment review point based on ARP1 – Halloween exams.  
Dec/Jan 2018/19 2<sup>nd</sup> assessment review point based on ARP2 – GCSE mocks.  
April 2019 3<sup>rd</sup> assessment review point based on ARP3 – Easter assessment  
Information used to inform intervention – progress reports, HOY log and parental interviews.  
GCSE profiles of a number of underachievers reduced following academic intervention – On account of serious pastoral issues.

**Evidence:**

Pupils failing a number of subjects met with HOY, letter sent to parents, academic underachievement pro forma completed by parents and pupils and returned to HOY, this pro forma informed HOY interview with pupil.  
Targets set and reviewed.  
All parents contacted and telephone interview carried out by HOY and HOS.  
Recorded in monthly pastoral reports and on SIMs, sent to Head of School and Pastoral VP.  
Medical evidence obtained, meetings with parents, communication with external agencies – on-going support provided.

**Personal Development in Year 12**

To run a series Year 12 study skills workshops – Amazing Brian's  
West Belfast Partnership Easter School – Maths and English  
Banjaxed/Belfast City Council/PSNI – Anti-social behaviour awareness  
World Mental Health Day 10<sup>th</sup> Oct 2018 – focused assemblies'/form periods  
Anti-Bullying week 12<sup>th</sup>-16<sup>th</sup> November 2018 – Focused assemblies'/form period  
Year 12 Careers Programme  
Resilience focused Assemblies and form period lessons  
CV and Personal Statement  
On-going monitoring of behaviour and attitude

**Outcomes/ Evidence:**

5 Steps to Success 10<sup>th</sup>/12<sup>th</sup> October 2018 completed by the entire year group.

Built upon workshops from Year 11.

West Belfast Partnership – provided funding for Year 12 revision classes and an Easter schools revision programme for GCSE Maths and English - addressed Year 12 Assembly 22<sup>nd</sup> March 2019.

Banjaxed performance in Girdwood Community Hub 9<sup>th</sup> Oct 2018– Focused on Drug abuse and paramilitary style ‘punishment beatings’.

Belfast City Council presentation regarding anti-social behaviour on 22<sup>nd</sup> Jan 2019.

PSNI presentation raising awareness of stop and search procedures/drugs crime.

Resources shared with form teachers for lessons during form period.

Coordinated with Careers Advisor Miss Flood.

‘Aspiration and Careers Focused Assembly’ 12<sup>th</sup> Nov 2018 – Guest speakers.

Pre-identified leavers visit to Workforce.

Whole year group attended careers exhibition event.

- Key areas of development identified to help pupils become more resilience
- Form teachers supplied with guidance on how to complete CV and Personal Statement
- Pupils that persistently exhibited negative behaviours pertaining to H/W, PB, organisation or poor attitude were sanctioned. Pupils placed on HOY log
- Progress reports completion informed intervention/target setting and parental meetings
- Detentions for persistent lateness.
- Increased presence at break and lunchtime
- School Improvement Project focused on ‘Promoting Positive Behaviour’
- Long-term reduction in Bullying
- Pupils supported via- Mediation, sanctions, counselling, resilience training
- Pupils gathers relevant careers advice/literature/information. Increased awareness of future career pathways. Every pupil finished year 12 with a CV and Personal Statement
- Collaboration with Curriculum VP re. ‘Transition Year’
- Growth Mind-set resources developed and will be shared with form teachers to use via form period
- Procedures for promoting positive pupil behaviours flow chart enforced consistently across the year group – DT, followed by staff day DT, Saturday DT, parental phone calls and interviews and suspensions. Effectiveness evidenced – Lateness, homework and behaviour have all improved for individuals when sanctions were escalated to this level
- Reports completed via SIMs by form teachers to enforce sanctions – pupil punctuality has improved across the year group
- Break and lunch isolation. Number of pupils isolated/excluded at break (E35) and lunch (lunchroom)– Rota created – reduction in out of bounds violations/smoking
- Meetings/presentations with Principal, SLT and PLT outlining proposals for School Improvement Project
- Collaboration with the Art department/Year 8 pupils – Framed Art work promoting our core values
- Collaboration with HoD’s – Positive poster campaign
- Increase staff presence to raise standards (behaviour and adherence to code of conduct) through creation of a new ‘AM Front Lane Duty’, duty to be facilitated by SLT and new ‘AM Lane Duty Supervisor’
- X10 volunteers recruited for ‘Back Lane Duty’ to complement front lane duty
- St. Mary’s jackets being ordered for staff on these duties
- Uniform violation procedures drawn up clarifying staff’s roles in enforcing standards being set as pupils arrive through AM duties
- Student voice exercise completed to assess the impact of School Improvement Project and identify areas for improvement

**Development Plans for 2019 – 2020:**

In line with the SDP support the Action plans agreed for next year:

Quality of Provision:

- Seek ways in which HOY can support pupils and maximise their learning experiences
- Communicate and instil these expectations in the pupils in my year group.

Effective use of Baseline Data in Year 8

- Make effective use of baseline data to target set and inform specific intervention programmes to support pupils with identified academic and/or pastoral difficulties in my year group.

Promoting Positive Pupil Behaviour:

- To promote positive pupil behaviour in my year group.
- To promote our School values with my year group throughout the academic year.
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To promote the Edmund Rice Ethos within the school

Promoting and embedding the Edmund Rice Ethos within my year group.





## Activity: Head of Year 13 Miss Oonagh Convery

### Attendance/Punctuality:

**To achieve a Year 13 attendance figure above the 95% grammar school average.**

Final attendance figure for current year 13 students is expected in June but currently stands at 94.58%. This should rise above 95% by the end of term.

Overall this is a positive result and year 13 students.

### Attendance Procedures:

FTs monitor attendance daily and it is recommended that they contact home after 3 days.

Having met during staff day on 27<sup>th</sup> May 2019, FTs agreed with YH that from next year we will make contact after 1 day.

### Term1

1. Attendance is analysed monthly by YH.  
The “broken weeks” report was analysed from the end of September 2018. Early intervention took place where students were interviewed by OC if pattern of broken weeks emerged without valid reason in September.
2. Analysis of attendance took place prior to Halloween break.  
All students presenting attendance less than 95% at Halloween were sent attendance letters by FT highlighting concerns and the effect of poor attendance on academic progress.
  - 13 students presented with attendance between 90% & 95%
  - A further 15 students presented with less than 90% and these were also spoke to by YH.
3. This monitoring process took place again at the end of term 1.

### Term 2

OC/MR carried out a full attendance audit at the end of March.

- 1) 37 students had attendance rates between 90% and 95%
- 2) 19 students presented with attendance below 90%
  - YH liaised initially with FTs to verify that all absences covered by parental notes.
  - 5 students are/have health conditions which have caused major absences.
  - 2 students had unauthorised family holidays and were referred to MR.
  - 4 students and their parents worked with OC as they weren’t happy in school. These students have now left.
  - FTS asked to identify students causing concern.
  - OC & MR held interviews and sent letters to those identified by FTs.

### Punctuality Procedures:

- Punctuality procedures changed this academic year and are now cumulative across the entire academic year.
- These changes were highlighted to all parents and pupils during the year 13 induction.
- Weekly assemblies were used to reiterate the new policy.
- The new procedures were fully implemented throughout the year.

Punctuality has improved considerably since the introduction of this adapted procedure.

No year 13 student has been suspended this year due to poor punctuality.

Both the attendance and punctuality procedures are coupled with pastoral support for students with difficult personal/family circumstances.





## **Academic Monitoring ARP**

### **Proposed Plan**

- Data received from subject teachers at 2 key points in the year.
- This data to be analysed in conjunction with SLT.
- Appropriate action will be taken to manage under-achievement and to encourage students to reach their potential.
- FTs, YHs, SLT and parents will be involved in this intervention process.

### **Outcomes**

- Data collected and analysed from subject teachers at 2 key points in the year: After Halloween and January
- At Halloween Parents will be informed by letter of concerns.
- YH will interview all pupils in this category.

The procedures outlined below will be applied to students identified at in January as at risk in one or more subjects. (At risk means student has been assessed as scoring less than a C grade.)

#### **1 subject at risk:**

- YH Interview
- Short term targets set in conjunction with teachers.
- YH liaised with subject teachers/HODs and parents.

#### **2/3 subjects at risk:**

- SLT interview
- Parental contact
- Short term targets set in conjunction with teachers.
- Close monitoring & feedback from STs.
- Some students in this category are sent for careers advice and may be advised to pursue a different pathway.

### **Evidence**

#### **Data Analysis Halloween**

- Pupils highlighted as failing 2 or more were interviewed, sent letters and spoke to all parents.
- A number of students were identified as failing one subject.  
These were followed up by:
  - Meeting after weekly assembly.
  - Target setting individually. OC met with some students and FTs carried out the target setting with others and liaised with OC where required.
  - OC also contacted STs/HODs for extra support where required.

#### **Data Analysis January**

- A number of students were identified as at risk in 2 or more subjects.
- YH Interviews took place with a number students and parents with a view enhancing progress.
- Advice with regards to revision classes and study time was discussed and reiterated at assembly.
- Parents also met with OC/MR during January PT meetings to discuss concerns.
- A number students were referred to O Flood for advice where required.
- A few students have left to pursue other areas of study.
- A further number students have been shown as 'at risk' in 1 subject.
- OC met with these students as a group.
- FTs/OC followed up target setting process.
- OC liaised with HoDs where required.
- Monthly pastoral reports.  
Pastoral support has been provided for students with difficult personal/family circumstances. This can hinder academic performance.



### **Maintenance & monitoring of a positive study environment.**

- Liaise with study supervisor to check work rate/ethic of students whilst in study.
- Liaise with study supervisor to develop ownership/responsibility for a positive study environment.
- Closely monitor attendance in study hall.
- Manage pupil practical activities during study periods.
- Close monitoring of repeat AS and BTec students and their progress.

Notice boards & library of books and resources to be maintained.

### **Outcomes**

OC visited study hall regularly to personally monitor study facilities.

At Halloween, the study supervisor completed a full report on application and attitude to study as well as behaviour.

Attendance at study periods checked daily by OC.

Study issues addressed during/at the end of weekly assembly.

Repeat AS and BTec students spoken to as a group as part of induction and identified to FTs in induction lists.

Study supervisor liaised with OC/OF and HoDs to develop informative notice boards and production of a 'Library' for student reference material.

### **Evidence**

Study supervisor highlighted a few students in early September who found it difficult to settle into independent study. OC spoke to these students individually and as a group and suggested strategies.

Study supervisor's Halloween report highlighted 13 students for whom there are considerable concerns about application during study periods and a further 34 students for whom there are minor concerns.

- OC liaised with FTs who spoke to some students.
- OC liaised with HoDs for certain subjects to ask for additional study material for students struggling to work independently.
- OC spoke to some students about behaviour and excluded them from study for a period of time and outlined clear expectations before they returned to study.

Unannounced visits to study hall by OC to support study supervisor. No major issues arose.

Library of resources has been set up and will be further developed next year.

Concerns about BTec/Repeat students were referred by study supervisor on occasion. OC liaised with PE staff and relevant form teachers to resolve issues. Parents contacted about concerns for a very small minority.

After checking attendance during study periods, OC applied detention sanction consistently for absences from study and spoke to parents of those involved. Repeat offences were sanctioned with 2 further detentions

### **Revised Induction Process**

Developed resources for:

- Parent Induction
- FT/Student Induction
- YH/Student Induction

Liaise with FTs/HoS to ensure consistency.

Presentations developed for FT, pupils and parents.

OC met with FTs prior to induction about expectations and updated procedures for new academic year.

FTs implemented new procedures.

Smooth running of year group.

Very limited conduct issues or conflict with parents this academic year.

**Development Plans for 2019 – 2020:**

In line with the SDP support the Action plans agreed for next year:

Quality of Provision:

- Seek ways in which HOY can support pupils and maximise their learning experiences
- Communicate and instil these expectations in the pupils in my year group.

Promoting Positive Pupil Behaviour:

- To promote positive pupil behaviour in my year group.
- To promote our School values with my year group throughout the academic year.
- To support Form teachers with their classes to create common agreed school values, rights and responsibilities which are shared throughout the year group.
- To promote a drive within the year group to implement positive behaviour.

To raise levels of Pupil Attendance

- Working to raise the attendance levels of our students in line with the Grammar School average of 95%
- To promote the Key Stage 3 Reward Programme for good attendance

To promote the Edmund Rice Ethos within the school

Promoting and embedding the Edmund Rice Ethos within my year group



## Activity: Head of Year 14

### Dr. Karen Robinson

#### Attendance/Punctuality:

- To monitor % attendance during Yr14. From the start of the School Year, I have been monitoring monthly attendance data from MR and speaking with pupils & parents as evidenced in monthly pastoral reports to Mrs Crookes
- Contract introduced during the year for Senior School - interviewing students with poor attendance and their parents.

#### Academic Monitoring ARP

- I spoke with all those students failing one subject at an assembly and they completed the Monitoring Pro Forma and identified areas for improvement.
- I interviewed individual students that failed two subjects and set targets for improvements. I sent letters home to their parents containing my e-mail address for them to notify me that they had received the letter and for any future contact.
- SLT sent letters detailing underachievement to parents of pupils failing 3 subjects in Jan. I arranged interviews with Mrs Flood for career guidance and parents were asked to contact me via e-mail to discuss their son's results.

#### Evidence

- Results from ARPs 1&2.
- Completed forms from interviews.
- A small number of students were failing subjects and were supported to reduce the risk.
- A small number of parents e-mailed returns to the HOY when concerns were highlighted after ARP1 and ARP2.

#### To raise standards in the Senior School

##### Senior School Contract drawn up by MR for:

A small number of pupils need further guidance on expectations for behaviour in Senior Study.

Pupils failing to submit work/coursework by set deadlines.

Poor attendance and punctuality were addressed.

Senior School Contract now in place. Pupils and their parents signed the Contract during interview with HoS & HoY.

#### Development Plans for 2019 – 2020:

In line with the SDP support the Action plans agreed for next year:

##### Quality of Provision:

- Seek ways in which HOY can support pupils and maximise their learning experiences
- Communicate and instil these expectations in the pupils in my year group.

##### Promoting Positive Pupil Behaviour:

- To promote positive pupil behaviour in my year group.
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# **RESPONSIBILITY REPORTS**

**2018-2019**

**General**



## Activity: School Chaplain (Mrs M Farag)

### Highlights 2018-2019:

Prayer and reflection at beginning of each term, on all staff days, special school occasions and at prize giving events. Prayers offered at special assemblies and staff gatherings.

Public announcements prepared for delivery on days of religious significance.

Display board in front hall updated monthly to reflect themes related to chaplaincy and the Church year.

Act as leader of Project Zambia immersion experience for year 13 and 14 pupils.

Lead our school chapter of Youth SVP for West Belfast. Open to Year 13 and 14 pupils.

Help out with charity and other school events where the Chaplain's assistance would be beneficial,

### Term1

Edmund Rice Camp pupils welcomed and encouraged to follow the example of Blessed Edmund Rice.

Year 8 Barbeque available to talk to parents and help with catering.

MacMillan cancer cake sale held in S24.

Retreats for Years 8, 11 and 13 planned, prepared and organised with pupils prepared in advance.

Remembrance table set up in the front hall for November and display board to reflect focus on remembrance.

November dead list circulated for pupils and staff to complete.

Assembly materials and a prayer service for November provided for all staff to support the remembrance of those in our school community who have passed away and those who are bereaved.

Advent wreath set up for the season of Advent and display board explaining the meaning of the Advent season.

Counselling and support provided on site for pupils affected by the tragic death of a parent outside the school gates.

Support secured from the local parish priest for staff and parents affected by the same tragic death.

Year 8 pupils selected and prepared in advance to perform in the graduation event.

Nativity crib set up in the hall and in the Chapel as Christmas approaches.

Year 8 Graduation prayer and reflection followed by presentation of the Nativity Story with Year 8 pupils.

### Term 2

Staff Mass to mark the beginning of the new school year and the new Principal's arrival.

Catholic Schools week advertised and assembly materials distributed. All staff invited to take part.

Catholic schools' week celebrated with display of materials and distribution of materials for use of in lessons.

Daily themes for catholic schools' week announced daily.

Prayer cards prepared and distributed to all staff for use in the classroom.

Lent and related Holy week dates advertised and explained on display board.

Pancake Tuesday celebrated for all cookery classes.

Ashes distributed to all staff and pupils during full prayer services in the school chapel for all year groups on Ash Wednesday.

Daily reflections throughout the season of Lent prepared and made available to all staff for use in registration or assembly as required.

Lenten talks in class groups in Years 8, 9 and 10 presented by Jim Deeds of the Living Church.

Trocaire and Project Zambia charity talks by visiting volunteers organised for senior school in Years 11, 12, 13 and 14.

Pope St John Paul II Award, pupils offered opportunities to work alongside Chaplain and teachers to help prepare and deliver talks and prayers services in Lent.

Display board updated for Holy Week theme as Holy Week approaches. Solemn Holy Week ceremonies made available to all classes in Years 8 and 9 on Wednesday of Holy Week.

Trocaire Lenten 24 hour fast set for Holy Week. Volunteers briefed and donations collected and counted for presentation on Holy Thursday.

### Term 3

Display Board prepared to reflect the season of Easter.

Leavers' Mass prepared and organised.



Final meetings organised for SVP and Project Zambia Groups.  
Edmund Rice Feast day celebrated on May 5<sup>th</sup> and Year 8 projects displayed in Hall.  
May altar set up and flowering plants ordered.  
Good Shepherd Sunday advertised and display boards updated.  
Project Zambia Annual Coffee morning held in St Brigid's parish.  
Year 8 trip to Callan pupils chosen.  
Mass of Commissioning and family gathering for Project Zambia (volunteers and friends).

**Development Plans for 2019 – 2020:**

Similar activities for all three terms and further development of the Edmund Rice ethos in partnership with the ERST Trustees and the Diocesan advisor.

**Overall Comment:**

The School Chaplain is a very rewarding role within the school.  
The Chaplain engages with every member of the school community and is involved in all events and occasions. Our pupils are always open and very willing to help out with planning and taking part in religious and spiritual events organised by and for them and are always ready to volunteer for charity groups and events when required.  
This year, as in other years we have had many happy events to celebrate tempered with a number of sad and tragic situations where support was important to staff and pupils.  
I am as always, overwhelmed by the generosity of all in our school community towards those in need and I am very indebted to our staff and senior leaders for all the help and support I receive on a daily basis. Without their support and encouragement, I would be unable to carry out my role as chaplain.  
I also wish to thank parents for their generous response to our numerous appeals for donations to various charities throughout the year.



## **Activity: Learning Tutor (Miss G McKeever)**

### **Highlights 2018-2019:**

- Taught Further Maths to a year 12 class – this was a new specification and the new textbook was only issued in January 2019 so I had to create resources to teach new elements of the course.
- Taught a small class of year 12 pupils who had not yet passed their maths exams from year 11. Their results will only be known in August 2019. It was made more difficult by the switch over to a new specification which resulted in some pupils working on the legacy specification and others working on the new one.
- Worked with various year 12 pupils who had not yet passed GCSE as well as those who needed to enhance grades, with 100% pass rate from A\* to C to date. Other results will not be known until August 2019. Some of the pupils had to start over because of the change in specification.
- Provided learning support to 2 Year 11 classes doing GCSE Maths.
- Provided learning support to year 10 class doing GCSE Maths.
- Provided learning support to year 8 – 10 pupils (non-exam) withdrawn from HE and PE.
- Created resources relevant to the groups supported.

### **Development Plans for 2019 – 2020:**

- Participation in whole staff training on the interpretation of baseline data (PTE/PTM/CAT4)
- Improved use of baseline data to pre-identify Year 8 pupils with barriers to learning, inform appropriate intervention and target set
- Piloting of Intervention programme for Year 8 pupils, working in partnership with Literacy and Numeracy Co-ordinators, subject specialists and Academic Achievement Officer (action plan in SDP)
- More robust monitoring and evaluation of intervention through re-testing of pupils in PTE/PTM
- Continue to Support learning and teaching across KS3, KS4 and KS5 through the referral system

### **Overall Comment:**

2018/19 was a challenging year particularly as I had sole responsibility for a GCSE Maths class and a GCSE Further Maths class.

Whilst I will miss the teaching element of my job which evolved over the last 8 years, I am looking forward to becoming more involved with the data based support for incoming pupils that is being put in place in line with the SDP and working together with colleagues to support teaching and learning in the Maths department.





**Activity: Timetabling Co-ordinator  
(Mr D Mahon)**

**Highlights 2018-2019:**

Working with the Curriculum VP in creating a working timetable to ensure science classes are structured to meet legal requirements.

Planning for the new Transition Year 13 Group.

**Development Plans for 2019 – 2020:**

Setting a structure to allow Year 8 pupils to study two languages. Restructuring Sports Studies in Key Stage 5 to facilitate assigning to bands.

Promotion of science blocks into Year 12 to classes meet legal requirements.

**Overall Comment:**

Working towards a timetabling model to limit the adverse effect of blocks on curriculum flexibility.



## Activity: HE Co-ordinator (Mrs M Farag)

### Highlights 2018-2019:

Edmund Rice Camp cookery for all new year 8 in S24 (August 2018)  
 Open Night display (September 2018)  
 Bake sale for Macmillan cancer (September 2018)  
 LMC cookery demonstrations for year 9 classes (October 2018)  
 Exams for all pupils in carousel 1 (November 2018)  
 Vegetarian Demonstration by Vegetarian Society (November 2018)  
 Theory exam for all year 10 pupils in new food science course (December 2018)  
 Open night display (January 2019)  
 LMC cookery demonstrations for year 8 classes (February 2019)  
 Full reports to parents (February 2019)

Exams for all pupils in carousel 2 (March 2019)  
 Assembly talk for year 10 pupils on new GCSE option of Food and Nutrition (April 2019)  
 Planning for and preparation of new booklets and changes to curriculum for 2020 (May 2019)  
 Demonstration of eBooks and resources for Key stage 3 home ec (May 2019)  
 Choice of and ordering of new books for key stage 3 home ec (May 2019)  
 Stocktake and choice of equipment and appliances for 2020 (May 2019)

Exams for all pupils in carousel 3 (June 2019)  
 Final reports to parents (June 2019)

### Development Plans for 2019 – 2020:

Continue to offer up to date information in all curriculum aspects of home ec to all year groups.  
 Review and update information in pupil booklets  
 Continue to update and improve the collection of suitable cookery lessons available to all year groups.  
 Encourage pupils to develop their culinary skills outside the classroom and get involved in cookery competitions which are advertised in school  
 Invite senior pupils to take the survival cookery lessons offered after school to pupils preparing to leave for university  
 Continue to research suitable topics for year 10 classes in nutrition

### Overall Comment:

Home economics is and always has been very popular with all pupils. They prefer the practical lessons and do very well with the tasks even the weaker pupils manage most tasks without difficulty.  
 The 12-week carousel continues to work well for year 8 and 9 pupils who are offered six weeks of cookery and six weeks of theory per year within the carousel.  
 Year 10 pupils are introduced to the new “Food and Nutrition” course as a preparation for GCSE. This is taught in full classes and timetabled all year round.  
 The course is timetabled in single periods which makes practical cookery difficult so year 10 classes are offered theory lessons using ebooks and internet research to build up a bank of information which they can access for exams and personal use.  
  
 I have been using the computer room to conduct research with the year 10 classes. Examining the topics covered in class has made the work more engaging for the pupils and provides them with a set of notes which they have created for themselves on the topics studied.



### **Activity: School Events Co-ordinator (Miss C McAtamney)**

#### **Highlights 2018-2019:**

All school events went smoothly and to plan, especially A2 prize giving (as it was in Sept and there very limited time to prepare it well).

Working more closely with Principal regarding events and dealing with issues effectively and more quickly.

Staff being asked for feedback on events that is passed to the principal directly.

#### **Development Plans for 2019 – 2020:**

##### **Proposals:**

Combine GCSE/A2 prize giving as one event to maximise attendance and so that the yr13s can see progression and success modelled at yr14.

Maximise communication between SLT and myself so that the events run more smoothly and issues are resolved at consultation. Problems could be resolved at source.

Liaise with photographer to take the winners out before the event to get photos of a higher standard that parents could also access.

##### **Overall Comment:**

I feel the events run well here and I am committed to organising them efficiently and effectively as they showcase the school. I am open to improving and trialling new ways of doing things. As the person who oversees the majority of events I have invaluable insight into potential pitfalls, successes and small improvements. If I was informed of possible changes earlier, issues could be resolved before the planning of the event happened to lead to smoother running.



## Activity: Learning Tutor (Miss C Dobbin)

### Highlights 2018-2019:

#### KS3

- Provided learning support to sixty-seven KS3 pupils (Year 8=14/ Year 9=23/Year 10=30)
- Support offered on the basis of the English teachers' referrals and specific data (PTE/ARPs/free-writing and spelling scores/PEP information)
- Target-setting and reviews of progress continue to work well to help pupils focus on achievements and improvements

#### GCSE

- Provided support to two Year 13 pupils repeating their English Language GCSE (completing the new specification). Both pupils passed their first exam in January - the final grades will be given this August.
- Provided continuing learning support to twenty-five Year 12 pupils – continued revision of Unit 1 (GCSE English Language: New Specification) in preparation for January's repeat examination
- Of this number, nineteen improved their grades, some significantly:

<u>UNIT 1 GRADE (AUG. 2018)</u>	<u>UNIT 1 REPEAT GRADE (MAR. 2019)</u>	<u>NO. OF PUPILS</u>	<u>NO. OF GRADES</u>
E	D	6	1
D	C	3	1
D	C*	5	2
D	B	1	3
C	A	1	3
E	B	1	4
E	A	2	5

- Provided continuing learning support to nineteen Year 12 pupils to prepare them for the Unit 4 examination that took place in June, including further revision classes after the beginning of study leave - the final grades will be given this August
- Provided learning support to thirteen Year 11 pupils to prepare them for the Unit 1 examination that took place in May- the grades will be given this August.
- Schemes of Work and lessons reviewed and resources created for the relevant groups and relevant literacy areas – differentiated to suit individual pupils/groups
- Continued use of the English department's framework for marking, plus checklists and mark schemes (GCSE)
- Continued positive pupil response to marking and feedback – can identify where to make improvements
- Continued positive support from parents/guardians for the learning support programme – continued link with parents/guardians via report letters (termly)
- Attended relevant training on using educational research to inform professional practice, effective evaluating and improving pupils' oracy skills (Course 1)
- Attended relevant training providing information on using assistive technology to help pupils with learning difficulties and practising using this technology – Read & Write software (Courses 2 and 4)
- Attended relevant training on strategies to help pupils with dyslexia (Course 3)

**Development Plans for 2019 – 2020:**

- Participation in whole staff training on the interpretation of baseline data (PTE/PTM/CAT4)
- Improved use of baseline data to pre-identify Year 8 pupils with barriers to learning, inform appropriate intervention and target set
- Piloting of Intervention programme for Year 8 pupils, working in partnership with the Literacy Co-ordinator, subject specialists and Academic Achievement Officer (action plan in SDP)
- More robust monitoring and evaluation of intervention through re-testing of pupils in PTE
- Continue to support learning and teaching across KS3, KS4 and KS5 through the referral system

**Overall Comment:**

This year provided the positive challenge of supporting pupils with the new GCSE English Language specification and now I have a bank of lessons and resources to continue this much needed support.

The revised data-based support for incoming pupils will also be a positive challenge and I will appreciate being able to interpret data more clearly and also working collaboratively with other staff to ensure the pupils are getting the best support for them.

I greatly appreciated the training courses this year and hope to receive more relevant training in the new academic year. I would like to incorporate the assistive technology into my lessons, but obviously this is dependent on the availability of resources.



## **Activity: Editor of Simmarian Magazine (Dr M Donnelly)**

### **Highlights 2018-2019:**

#### **School events:**

Open Nights in September & January

Prize givings - A2, GCSE & KS3

Careers events

Sporting achievements especially, Danske Bank Arthur Cup (Yr 12 Gaelic), Oisín Mc Grath Shield (Yr 8 Gaelic), Danske Bank Leonard Cup (Yr 11 Hurling).

Fundraising events

Sky Sports event

Spring concert

GCSE & AS/ A2 Art exhibition

### **Development Plans for 2019 – 2020:**

To incorporate more pupil written articles which give a flavour of school life in St Mary's CBGS from a pupil's perspective.

To review the order of articles/contents to see if this can be improved.

To review the layout of the magazine. (eg it would be preferable to have the ads all together at the back of the magazine, but unfortunately the sponsors do not agree with this.)

Have a full-sized decorative page to introduce each prize giving section.

### **Overall Comment:**

To meet and liaise with the new staff appointed by John Mc Cann, our school photographer. John will still be involved with his business but will be taking a back seat from now on.

At this meeting will, I will be seeking assurances of the same high quality of work and efficacy of service at a keen price.

The quality of photos remains an issue as we do not have a good school camera and so staff rely on taking photos with their mobile phones which are not always of great quality or resolution.



**Activity: Co-ordinator of ER Induction Camp and  
Positive Behaviour AM/PM Lane Supervisor  
(Mr H McGettigan)**

**Highlights 2018-2019:**

The successful ER Camp and promoting the camp at open nights and P7 events.

Morning lane supervision along with SLT members

**Development Plans for 2019 – 2020:**

To meet with Mrs Barr on a regular basis to ensure the success of the ER Camp.

To work with all the stakeholders to ensure that all pupils get to school safely.

To meet the challenges and any problems that will arise due to of having a new school across the road.

**Overall Comment:**

The ER is one of our great selling points and has tremendous support from new year 8 parents.



**Activity: School Community Liaison Officer  
(Mr H McGettigan)**

**Highlights 2018-2019:**

Organising events including the Sky GAA day

**Development Plans for 2019 – 2020:**

To work with Gaelfast and other community groups

To source and apply from any suitable available funding especially in relation to the new sports hall

**Overall Comment:**

I will continue to work with our community partners and try to forge new links





**Activity: Alumni and School Annals Co-ordinator  
(Mr H McGettigan)**

**Highlights 2018-2019:**

Meeting with the Year Group of and helping to organise their reunion.

Developing links with a member of the alumni to secure an annual bursary for the top maths student.

Maintaining the school alumni LinkedIn page.

Organised trip for 50 IT pupils last June to Microsoft's Head Quarters in Dublin to meet a high ranking alumni who has helped us organise trips on a number of occasions.

**Development Plans for 2019 – 2020:**

1985 reunion dinner

More alumni speakers coming into school to work with various age groups

Develop the school annals from September.

Updating the charity status of St Mary's

**Overall Comment:**

Working with the alumni is vital for the future of the school.



**Activity: Co-ordinator of Election Process for Key Stage 4 Pupils  
(Mr H McGettigan)**

**Highlights 2018-2019:**

Working with Mr O'Connor to ensure the election process is a success.

Dealing with enquiries and problems with over 40 parents who required clarification on the election process throughout May and June 2019.

**Development Plans for 2019 – 2020:**

For the third year in a row we have reorganised the election process in order to better serve the needs of our pupils; this will be changed again in the interest of our pupils next year.

**Overall Comment:**

The election process continues to evolve and it's important to talk with pupils and teachers to see how new subjects are going.



## **ACTIVITY: Careers Advisor**

### **Mrs Orla Flood**

#### **Highlights 2018-2019:**

- Careers exploration event 7<sup>th</sup> February 2019. St Mary' held its third Careers exploration evening on Tuesday 12th February for pupils in Yr10, 11,12 and 13. Students along with their parents came along to school to hear professionals from a wide variety of industries talk about their career experience's. Speakers were identified from the top ten growth areas and individual guests were able to provide an insight into their particular career path. With Alumni from areas that included Pharmacy, Emergency services, Civil engineering, Mental health nursing, science and computing, students and their parents gained the opportunity to hear the experiences from the perspective of not only industry experts but as past pupils of St Mary's. Personnel from Ni Screen, College of Agricultural food & rural enterprise, Dundalk institute and the Innovation factory were able to enhance the knowledge and understanding of the different opportunities available in areas that may have not necessarily been seen as sustainable career paths. Members of the Association of Chartered accountant experts were on hand to explain various routes into the profession and student's gained the chance to speak to specialist's from the Finance, Law, Health and Social Care, Education, Sport, Aeronautical engineering and business sectors. It was a fantastic occasion enabling student's along with their parents the chance to explore career paths, dispel myths and gain a greater understanding of the range of careers available to our students.
- Support and guidance to Gifted and Talented pupils through HE+ programme, Cambridge University visit, Oxbridge application process.
- The careers department has created over 68 events (not including timetabled careers classes) providing opportunities for students to develop their self-awareness, give them the opportunity to engage in career exploration and engage in their own personal career management. This has included visits to universities in North and South of Ireland as well as England, industry experts who over the academic year have visited the school to present to the pupils, attendance at specialist careers events eg NI Skills event, in-house presentation's about UCAS, Student finance etc, mock interviews and visitors to support and advise young people on opportunities to help build their personal profile.
- Introduction of Unifrog enabling students to access information about university courses, FE courses, Apprenticeships, subject specific careers, support for UCAS applications, careers education resources. It provided an online record of career interactions that pupils in YR 13/14 engaged in enabling evidence to be collated efficiently.

#### **Development Plans for 2019 – 2020:**

- Create a St Mary's CBGS Facebook & Instagram account
- Develop Careers weeks for Yr10/12 during options period including guest speakers, careers ambassadors and possible taster subject classes.
- National careers week – March 2020 – Industry expert visits/promotion of careers throughout the week
- Career ready programme for Yr13 students- enhancement of employability skills.
- Yr13 – Work experince programme – programme for students when W/Exp is completed
- Increase STEAM promotion throughout the school year
- Rigorous monitoring of Cep delivery in YR8-12

**Overall Comment:**

- The careers department has had a successful year supporting and advising pupils within the field of careers education, information, advice and guidance. The Careers advisor has been available to provide 1-1 professional guidance for students and parents in conjunction with various activities to ensure that whilst they may not leave school with a specific career goal they will have had learning opportunities in potential future pathways, developed skills in careers research and decision-making, accessed Careers resources and begun their planning for the years beyond school.



## School Diary Summary 2018-2019

DATE	TIME	EVENT & PUPILS INVOLVED
Thu 23 Aug		<b>GCSE Results / Yr 13 processing</b>
Fri 24 Aug		<b>Yr 13 processing</b>
	1.15-3.15	Defib training
Wed 29 Aug		<b>Yr11/12 Reg &amp; Parent Induction</b>
Thu 30 Aug		<b>Yr8/10/14 Reg &amp; Yr 8 Induction</b>
Fri 31 Aug		<b>Yr13 Reg &amp; Yr 8/13 Parent Induction</b>
		<b>Yr 8 BBQ 3.15-4.30</b>
Wed 05 Sep		<b>Yr 14 Prize Giving 7PM</b>
Thu 06 Sep	All day	UU open day yr 14 students
Fri 07 Sep	All day	QUB open day yr 14 students
Mon 10 Sep	All day	Year 13 retreat at Tobar Mhuire, Crossgar 60 pupils
	P1	De La Salle Introductory talk for year 8 at assembly
	FP-P3	Lighthouse mental Health workshop 8A
	P2-8	Year 13 Induction
Tue 11 Sep		Year 13 retreat at Tobar Mhuire, Crossgar 60 pupils
	P2-4	NI Water Assemblies Years 8, 9, 10
	P1, 5-9	Year 13 Induction
	P1-3	University roadshow
Wed 12 Sep		Year 13 retreat at Tobar Mhuire, Crossgar 60 pupils
	All day	Year 13 Induction
Thu 13 Sep		<b>Open Night</b>
Mon 17 Sep	All day	Year 8 retreat 8A
	FP-P3	Lighthouse mental Health workshop 8B
Tue 18 Sep	All day	Year 8 retreat 8B
Wed 19 Sep	P3-5	LMI presentation Eye 4 education Year 12 students
Thu 20 Sep	All day	Year 8 retreat 8C
	10.30-6.30	Year 11 Hurling Tournament Abbotstown Dublin
Fri 21 Sep	All day	Year 8 retreat 8D
Mon 24 Sep	All day	Year 8 retreat 8E
	FP-P3	Lighthouse mental Health workshop 8C
	All day	Year 12 Geography fieldwork



	P3	LJMU Presentation Year 14
Tue 25 Sep	All day	Year 8 retreat 8F
	P1	DEL Year 12 Careers presentation
	P1-4	Year 8 PTE testing in IT suites
Thu 27 Sep	All day	Year 8 retreat 8G
Mon 01 Oct	FP	De La Salle introductory Talk for year 11 pupils
	FP-P3	Lighthouse mental Health workshop 8D
Tue 02 Oct	9.05-12.05	Amazing Brains YEAR 11 Drive for Results
Wed 03 Oct	9.05-12.06	Amazing Brains YEAR 11 Drive for Results
Thu 04 Oct	P3-4	Eco Club Gardening work at Ballyowen
Mon 08 Oct	All day	Year 11 retreat 11A
	FP-P3	Lighthouse mental Health workshop 8E
	All day	Rediscover Project Experience Day @ QUB Selected Yr 13
Tue 09 Oct	All day	Year 11 retreat 11B
	9.30-12.45	Year 12 5 Steps to Exam Success 86 Year 12 Students
	P7-9	Eco Club Litter pick Colin Glen Forest park
	7pm-8.30pm	GCSE Parent Power Study Skills Seminar
Wed 10 Oct	9.30-12.46	Year 12 5 Steps to Exam Success 86 Year 12 Students
Thu 11 Oct	All day	Year 11 retreat 11C
Fri 12 Oct	All day	Year 11 retreat 11D
Mon 15 Oct		<b>ARP1 Reports Released</b>
	FP-P3	Lighthouse mental Health workshop 8F
	All day	Year 11 retreat 11E
Tue 16 Oct	All day	Year 11 retreat 11F
	All day	Translink Safety Bus Year 8 pupils
	P2-5	Road Safety Roadshow (Belfast City Hall) 40 Yr14
	P1-5	Internet Safety Presentation Years 8-12
Wed 17 Oct	9.00-10.30	Year 11 Ultimate Study System - Supply & Tutorial 45 students
	10.45-12.05	Year 11 Ultimate Study System - Supply & Tutorial 45 students
	10.00-12.00	SPECIAL EFFECTS MAKE UP CLASS
Thu 18 Oct	All day	Year 11 retreat 11G
	9.00-10.30	Year 11 Ultimate Study System - Supply & Tutorial 45 students



	10.45-12.05	Year 11 Ultimate Study System - Supply & Tutorial 45 students
Fri 19 Oct		<b>Yr 11 Prize Giving</b>
	9.30-10.30	Selected yr 13s QUB Pathways Programme Presentation
		<b>UCAS Subject Teacher deadline</b>
Mon 22 Oct	All day	Year 11 retreat 11H
	FP-P3	Living Youth talk Yr 13 students
Tue 23 Oct		
	9.30-10.30	Year 8 Study Systems - Supply & Tutorial 45 STUDENTS
	10.50-11.50	Year 8 Study Systems - Supply & Tutorial 45 STUDENTS
Wed 24 Oct		<b>Deadline ARP1 Reports</b>
	P1	Barclays Online rep Year 12
	P2	Barclays CV skills Year 14
	P3	Barclay's Lifeskills Year 12
	P4	Barclay's Lifeskills Year 14
	9.30-10.30	Year 8 Study Systems - Supply & Tutorial 45 STUDENTS
	10.50-11.50	Year 8 Study Systems - Supply & Tutorial 45 STUDENTS
Thu 25 Oct	P1	Barclays Online rep Year 12
	P2	Barclays CV skills Year 14
Fri 26 Oct		<b>INSET3 ARP1 -Pupil follow-up</b>
Mon 05 Nov		<b>INSET4 Yr 9 PTM</b>
Wed 07 Nov	P1-5	Yr 11 Ni Skills event Titanic Exh centre
	8am-11am	Exams
	8am-10.45	Exams
	8am-10.46	Exams
	8am-10.47	Exams
Thu 08 Nov	8am-11am	Exams
	2.15	Year 8 Mass
Fri 09 Nov	8am-11am	Exams
	8am-10.45	Exams



	8am-10.46	Exams
	2pm	<b>Yr 13 Prize Giving</b>
Mon 12 Nov	FP-P3	Your Future' Careers Assembly Year 12
Tue 13 Nov	All day	Geography GCSE Fieldwork – Colin Glen 12L
	10-2pm	Enterprise in Action Workshop Belfast City hall selected Yr10s
Fri 16 Nov		<b>GL Familiarisation</b>
<b>Sat 17 Nov</b>		<b>GL Assessment</b>
Mon 19 Nov	All day	Geography GCSE Fieldwork – Colin Glen 12K
	10.30-11.30	12A/B Eye for education Enterprise routes
Tue 20 Nov	P7	Interview Skills Year 14
Wed 21 Nov	P7	Interview Skills Year 14
	P1-5	Chemistry at Work' exhibition, QUB 12H
	All day	A Level Spanish Film Day @ QUB
Thu 22 Nov	P7	Interview Skills Year 14
Fri 23 Nov		UCAS Form Teacher deadline
	2.00pm	Student Council Trip to SSE Ice Hockey
Mon 26 Nov	FP	Yr 13 Volunteer Now presentation
Tue 27 Nov	P1-3	Yr 10 assembly on Litter advertising
Wed 28 Nov	All day	Drama Rehearsals
Thu 29 Nov	10am-12pm	Innovation factory visit with Eye for education 12A/B
	3.30-9pm	GCSE Drama performance 7pm
Fri 30 Nov	P1-5	CCEA/DE launch of resources on Homelessness
Tue 04 Dec	43350.00	Ski Information Night for parents
Thu 06 Dec	9.00	Kainos EAYL presentation Yr 13/14
Fri 07 Dec		<b>Yr 10/12/13/14 Reports Released</b>
	1.00-3.30	<b>SJAG Homeless Dinner @2pm</b>
	All day	Yr 14 Mock Interviews
Mon 10 Dec	11am	Fruithill NH Carols
	FP-P3	Generation Innovation work experience presentation yr 13
	8.00-10.30	Year 12 Finance Exam
	8.00-10.30	Year 12 Finance Exam





	P9	Year 12 Assembly
Tue 11 Dec	10.30am	Ballyowen NH Carols
	1.30pm	Glenalina NH Carols
Wed 12 Dec		<b>C/mas Tests+12/13/14 Mocks</b>
Wed 19 Dec		C/mas Tests+
Thu 20 Dec		<b>Yr8 Grad 9.30. Yr 8 finish 11.30</b>
Fri 21 Dec		<b>INSET5 am + staff dinner</b>
		Deadline ARP2 Marks input
Fri 04 Jan		<b>INSET6</b>
Mon 07 Jan		<b>CLASS BEGINS ALL YEARS</b>
Tue 08 Jan	P3	Barclays Online rep Year 13
	12.45-2.15	Irish GCSE Listening
Wed 09 Jan	P3	Barclays Online rep Year 13
	P1-2	YR 13 Unifrog launch
	8AM-12PM	EXAMS
	8AM-12PM	EXAMS
Thu 10 Jan		<b>Deadline Yr 10/12/13/14 Reports</b>
	2.30pm	St Marys presentation Yr 14 students
	8AM-12.30	EXAMS
Fri 11 Jan	11:15–3:30	Digital Applications exam
Tue 15 Jan		<b>Deadline Yr 10/12/13/14 FT Rpts</b>
	P1-5	GAA Child Protection Course Yr 13 BTec
	P6-9	Yr 10 Assembly
Wed 16 Jan	8AM-11AM	EXAMS
Thu 17 Jan		<b>Open Night</b>
	ERLT	GCSE Drama
	10-11.30	AS MIA Mock Examination
Fri 18 Jan		<b>INSET Yr 13/14 PTM 9-12 (LUNCH 12.15-1.15)</b>



Mon 21 Jan	8AM-12.05	EXAMS
	12.30-3.35	EXAMS
	FP	Student Council Meeting
Tue 22 Jan	P1-2	Anti-Social Behaviour
Wed 23 Jan	P1-2	Year 10 Options presentation
	10-12.30	A2 MIA Mock examination
Thu 24 Jan	3.30	Preparations for year group photos
	P1-2	Sentinus employability programme Year 10
	P3-4	Sentinus employability programme Year 12
	12.30-5pm	Year 11 Leonard Cup Hurling Final @Ballymena
	6pm-9pm	Antrim GAA
Fri 25 Jan	All day	Year Group photos
	P8	Year 10 Options briefing selected subjects
Mon 28 Jan	7.30-9.00	Ski Information Night for parents
	FP	Yr 14 Belfast Met Talk
Tue 29 Jan	P1	Belfast Met Apprenticeship presentation selected Yr12 students
	P9	Pastoral Intervention Meeting
Wed 30 Jan		<b>Yr 12 Vocational Work Exp</b>
	P3-4	CAO presentation Yr 14 students
		Ski Lessons Craigavon Ski Centre Group A
	P7	Barclays work place behaviour year 13
Thu 31 Jan	P7	Barclays work place behaviour year 13
		yr 12 WBALC Careers convention
	10-11.30	GCSE Mock MIA Examination
Fri 01 Feb		<b>Yr10 Parent Options 12.30 / Yr10 PTM 1.15</b>
		<b>School day ends 12pm</b>
Tue 05 Feb		Ski Lessons Craigavon Ski Centre Group B
	P1-5	Yr 10 Bring it on presentation
Wed 06 Feb	P1-2	Year 12 pupils options presentation
Thu 07 Feb	P1-2	Barclays Money skills Year 14
Fri 08 Feb	P5-9	House trip to Omniplex Cinema 8,9,10A FTs and 3 x CA



Mon 11 Feb	P1	Belfast Hills partnership talk with Year 9
		Year 12 Certificate in Financial Education
	7pm	Career exploration evening 7pm
Fri 15 Feb		<b>INSET8 Yr 11 PTM</b>
Mon 25 Feb	FP	Pope JP II students deliver a Lenten Reflection to Year 8s
Wed 27 Feb	P1-2	Belfast City Council assembly on litter for year 8s
	8.00-10.45	GCSE EXAMINATIONS
Thu 28 Feb	8.00-10.45	GCSE EXAMINATIONS
	8.00-10.45	GCSE EXAMINATIONS
Fri 01 Mar		<b>Yr12 Parent Options 12.30 / Yr12 PTM 1.15</b>
		<b>School day ends 12pm</b>
	All day	ER Awards at Dromintine - selected 11A and SJAG pupils
Mon 04 Mar	FP	Yr 14 Student finance/ UCAS
	P5-9	GCSE Drama Rehearsals
Tue 05 Mar	P1-6	9D GIS survey of school grounds with Belfast Hills Partnership
	3.30-5pm	Head boy interviews
Wed 06 Mar	All day	Year 11 DTP Vaccination Programme 2019
	8.30-12.03	GCSE Drama Moderation
Thu 07 Mar	All day	drugs/anti-social behaviour presentations by the PSNI
<i>Sat 09 Mar</i>		<b>SKI TRIP</b>
Mon 11 Mar	P1-3	GCSE Biology Practical Exam 12C/F (49)
	P7-9	GCSE Biology Practical Exam 12G/H (51)
	FP	Science GCSE Practical overflow
Tue 12 Mar	P1-3	GCSE Biology Practical Exam 12C/F (49)
	P7-9	GCSE Biology Practical Exam 12G/H (51)
	P3	Science GCSE Practical overflow
Wed 13 Mar	P1-3	GCSE Chemistry Practical Exam 12G/H (51)
	P7-9	GCSE Chemistry Practical Exam 12C/F (49)
	P6-8	Eco Club trip to Ballyowen Housing on Glen Rd for Gardening
Thu 14 Mar		Year 8 Litter Pick



	P1-3	GCSE Physics Practical Exam 12C/F (49)
	P7-9	GCSE Physics Practical Exam 12G/H (51)
Fri 15 Mar		<b>INSET9 Yr 8 PTM</b>
<i>Sat 16 Mar</i>		<b>SKI TRIP RETURNS</b>
Tue 19 Mar	P3-4	selected year 9s to plant hedge with Belfast Hills Partnership
Wed 20 Mar	8am-11am	Year 13/14 Finance Exams
	8am-11am	Year 14 Study relocation
Thu 21 Mar	10.15-12.05	Selected Year 10s visit to Belfast Islamic Centre
	P6-9	Litter pick on Glen Road selected Year 8 pupils
Mon 25 Mar	8am-12.05	Year 13/14 Finance Exams
	8am-12.05	Year 14 Study relocation
	7pm	A-Level Drama Practical
Tue 26 Mar	All day	Oxford Cambridge Student Conf - Lisburn Civic Centre Sel Yr13s
	am	GCSE English Language Unit 2: Speaking & Listening Smmr 2019
Fri 29 Mar	8.30pm	PTA QUIZ Cancer Fund for Children & Project Zambia
Mon 01 Apr	FP	Trócaire presentation for all year 13
	FP	Lenten Talk for 9A Jim Deeds
Tue 02 Apr	P3-6	GCSE Single Award Science Practical Exam 12B/E (36)
Wed 03 Apr	P3-6	GCSE Single Award Science Practical Exam 12A/D (38)
Thu 04 Apr	P7-8	Yr 13 Queens presentation
Fri 05 Apr	All day	PSNI Presentation
Mon 08 Apr	FP	Lenten talk for all year 8 pupils
	FP	Lenten Talk for 9F Jim Deeds
Tue 09 Apr		<b>Yr 8/9/11 Reports Released</b>
	12.45-3.00	Year 11 Internet Safety presentation
	2:45 – 6pm	U-16 Ulster Water Polo INST 8 pupils Year 8-12
Wed 10 Apr	2:05 – 4:30	U-16 Ulster Water Polo BRA 8 Pupils Year 8 – 12
Thu 11 Apr	All day	GCSE PE Moderation



Fri 12 Apr		<b>C.A. INTERNAL DEADLINE</b>
	All day	Beltech event Titanic centre selected yr13 students
Mon 15 Apr	FP	Lenten Talk for 11H Jim Deeds
	FP	Yr 13 St Marys Uni presentation
Tue 16 Apr		
Wed 17 Apr	P2	Holy Week Ceremony for all year 8 pupils
	P3	Holy Week Ceremony for all year 9 pupils
	All day	GCSE French Speaking Tests
Thu 18 Apr		<b>MODERATION &amp; GCSE FOCUS DAY</b>
Fri 19 Apr		last day of term
Mon 29 Apr	FP	YR12 students Career ready programme
Tue 30 Apr	7pm	Leavers' Mass - Year 14 pupils and parents
	2.45-6pm	Under 16 Ulster Water Polo INST Belfast
Thu 02 May		<b>Deadline Yr 8/9/11 Reports</b>
	9.00-12.45	GCSE Conversation Exams
Fri 03 May	9.10-12.05	Senior Study
Tue 07 May	9.00-12.45	Conversation Exams
Wed 08 May	All day	EXAMINATIONS
Thu 09 May		<b>Deadline Yr 8/9/11 FT Reports</b>
	All day	EXAMINATIONS
	P5-8	EXAMINATIONS
Fri 10 May	All day	EXAMINATIONS
	All day	EXAMINATIONS
	2.30-3.45	EXAMINATIONS
Mon 13 May	All day	EXAMINATIONS
	AM	EXAMINATIONS
Tue 14 May	All day	EXAMINATIONS
Wed 15 May	All day	EXAMINATIONS
Thu 16 May	All day	EXAMINATIONS
	All day	EXAMINATIONS
	9.30-3.00	POLITICS DEPT BOOKING
Fri 17 May	All day	EXAMINATIONS



	P5-9	EXAMINATIONS
	9.00-10.30	A2 Irish Speaking Test
Mon 20 May	All day	EXAMINATIONS
	9.30-3.00	POLITICS DEPT BOOKING
Tue 21 May	All day	EXAMINATIONS
	P1-4	EXAMINATIONS
	P3-5	GCSE Geography revision
Wed 22 May	All day	EXAMINATIONS
	P5-9	EXAMINATIONS
Thu 23 May	All day	EXAMINATIONS
	P1-4	EXAMINATIONS
Fri 24 May	All day	EXAMINATIONS
Mon 27 May		<b>INSET10</b>
Tue 28 May	All day	EXAMINATIONS
	All day	EXAMINATIONS
	P8	U14 Water Polo Ulster League – INST Pool – 2:40 – 5:30pm
Wed 29 May	All day	EXAMINATIONS
	P1-4	EXAMINATIONS
Mon 03 Jun	All day	EXAMINATIONS
	P1-5	EXAMINATIONS
Tue 04 Jun	All day	EXAMINATIONS
	All day	EXAMINATIONS
Wed 05 Jun	All day	EXAMINATIONS
	P3-5	GCSE Geography revision
Thu 06 Jun		<b>Year 13 Parents Night UCAS 7pm (for next year UCAS)</b>
	All day	EXAMINATIONS
	P1-4	EXAMINATIONS
	All day	EXAMINATIONS
Fri 07 Jun	All day	EXAMINATIONS
	P1-4	EXAMINATIONS
Mon 10 Jun		<b>Yr 13 Work Exp</b>
	All day	EXAMINATIONS



Tue 11 Jun	P8	U14 Water Polo Ulster League – INST Pool – 2:40 – 5:30pm
Wed 12 Jun	All day	EXAMINATIONS
	P1-4	EXAMINATIONS
Thu 13 Jun	All day	EXAMINATIONS
	8am-9am	GCSE Geography revision
Fri 14 Jun	All day	EXAMINATIONS
	P1-4	EXAMINATIONS
Thu 20 Jun		<b>House Exams</b>
Mon 24 Jun	All day	Big Bang Fair @ UUJ Belfast- All day 4x Year 10 students
Thu 27 Jun		<b>House Exams End</b>
Fri 28 Jun		Year 8 finish 10am. <b>Staff meetings 10am - 3.15</b>