



ST MARY'S CHRISTIAN BROTHERS' GRAMMAR SCHOOL

GOVERNOR/PARENT REPORT

2019–2020



**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 Parent/Guardian

I am pleased to present the Annual Report of the Board of Governors for the academic year, 2019-2020. 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 challenges this year with the COVID-19 pandemic and the closures of all school on 23rd March 2019. This led to a long period of remote learning, the replacement of public examinations with predicted grades and the extensive planning for the Restart Programme with schools reopening on 17th August 2020 for the beginning of the new academic term. Throughout these difficulties I have been impressed by the hard work and dedication of the staff and the enthusiasm of the boys across the key stages. Until the school closures the students experienced a wide and varied curriculum and participated in an extensive range of extra-curricular activities. Our social media platforms record the efforts made by pupils, staff and parents to support each other when we could not be together in school.

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 continued opportunities to follow in the vision of Blessed Edmund Rice, and the Christian Brother heritage over the past academic year. We continue to 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. We have used the full range of communication methods particularly during this difficult year.

At the start of the school year we welcomed Dermot McVeigh to the PE Department, Mairead McNally as a permanent member of the Science Department and Eamon O'Neill as a permanent member of the Spanish/French departments. We also welcomed Conor Flynn as the new Head of the Irish Department. The school also wished long serving members of staff a happy, well deserved retirement, Hugh McGettigan and Mr Donal Armstrong have retired, both after many years of loyal service to St. Mary's. As a school community, we wish them well in their retirement. Mr Dermot Malone, Technology Technician moved to pastures new after a long service of twenty years to St. Mary's. A number of our classroom assistants have also left this year: Feargal McPhillips, Kevin Rock, Matthew Mallon and Mark Napier. We also said goodbye to Cathleen McCann and Margaret Morrison, members of our cleaning staff. 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 2019-2020.

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

2019-2020

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) are:

- 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 the school's performance;
- Determining school policies;
- Advising 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;
- Offering 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
Mrs Eileen Donnelly	(Co-opted)
Mr Jim Kelly	Parent Representative
Mr Adrian Smyth	Teacher Representative
Mrs Siobhan Kelly	Principal and Correspondent

TEACHING STAFF 2019 - 2020

Principal

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 T McCaughey, BA, PGCE
Mr A Austin, BA, PGCE	Mr B McComb, BA, PGCE
Mr P Brady, BSc, PGCE, PGCEd	Mrs C McComb, BA, PGCE
Mrs A Burrows, BSc, PGCE, PGCEd	Mr F Conville, BA, PGCE
Mrs J Carron, BA, PGCE	Mr C McDonnell, BSc, GTP
Mr C Clarke, BA, MSc, PGCE	Mr C McEvoy, BA, MA, PGCE
Mrs L Cleary, BSc, H.Dip.Ed	Mr H McGettigan, BA, BEd, Dip Man Studies,
Miss J Conere, BA, PGCE	M Bus Studies Admin, PQH
Miss O Convery, BSc, PGCE, MSc	Mrs M McGettigan, BEd
Ms S Crilly, BSc, PGCE	Mr S McGoldrick, BSc, PGCE
Mr P Cunningham, BSc, PGCE	Mrs C McGonagle, BA, PGCE
Miss F Donnelly, BA, PGCE	Miss L McGonagle, BA, C Ed, PGCE
Dr M Donnelly, BSc, PGCE, PhD, PGC(HE)	Mrs A McGurk, BSc, BEd
Mrs M Farag, BSc, Dip Ed, PGCE, PGCE (HE) Cert in Counselling Dip Nutrition and Health	Miss M McNally, BSc, MSc, PGCE
Mr C Flynn, BA, PGCE	Mr D McVeigh, BA, PGCE
Mrs M Gibson, Ba, PGCE	Miss J Mervyn, BA, PGCE
Mrs C Gillespie, BSc, PGCE, MSc	Mrs C Morris-Spillane BMus, PGCE, PQH
Mr P Gormley, BSc, PGCE	Mr S Moyes, BEd
Mrs L Gourley, BEd	Mrs C Mulvenna, BSc (HONS), PGCE
Mr R Graham, BSc, PGCE	Miss D Murphy, BA, PGCE
Mrs D Hamilton, BA, PGCE, PG DipEd	Mr T Murphy, BA, PGCE
Ms M Hatchell, BA, PGCE	Mr V Murphy, BEd
Mrs U Hughes, BA, PGCE	Mrs M Murray, BSc, PGCE, M Phil, Ad Dip, Prof Dev
Mr C Hynds, BA, PGCE	Mr E O'Neill, BA, PGCE
Mr S Kelly, BSc, PGCE	Mrs S O'Neill, BSc, PGCE
Mr P Lavery, BA, PGCE	Mrs C Osborne, BA, PGCE
Mr M Leydon, BSc, PGCE, PG Dip	Miss K Porter, BMus, PGCE, PG Dip
Mr P Linden, BEd, PQH	Dr K Robinson, BSc, PGCE, PhD
Mrs C Logan, BSc, PGCE	Miss S Rogan, BA, PGCE
Mrs K McAleese, BA, PGCE	Mr A Smyth, BSc, PGCE
Miss C McAtamney, BA, PGCE	Mr P Tully, BSc, PGCE
Mrs C McCabe, BA, PGCE	Mr N Ward, BSc, PGCE
Dr E McCaffrey, BSc, PGCE, PhD	Ms K Warren, BSc, PGCE
Mr C McCann, BSc, 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 A McKeown: Examinations Officer/Academic Achievement Officer
Mr N O'Sullivan: Bookstore, Canteen, Travel

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	Kerry McLarnon	Conor Kerr	Paloma Lafuente
Gemma Mallon	Paul McDonnell	Sarah McGarrigle	Courtney McKenna
Adrienne McDonnell	Feargal McPhillips	Mark Napier	Brendan Quinn
Barry Rock	Niamh Weir		

Language Assistants:

Orla McGurk (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 Denis Mahon, Mr T Hughes

Maintenance Staff:

Buildings Maintenance: Mr Tom Doherty, Mr Joe McBurney, Mr Conor Tohill
Grounds Maintenance: Mr Raymond Collins, Mr Sean Corrigan, Mr Jack McGarry
Cleaning Supervisor: Mr J McGlone
Electrician: Mr J McKeaveney

Night Security: Mr Damian Gallagher Mr Charles McDonald Mr Patrick O'Halloran

Catering Staff:

Mrs Patricia Burns	Mrs Antonio Boyle	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
Mr Francis McDonnell	Miss Roisin McKay	Mrs Teresa McMenemy	Ms Carolina Miranda
Mrs Rita Morrison	Ms Catherine Wallac		

Staffing Updates

- A number of our classroom assistants have also left this year. We thank them for their work: Mr Feargal McPhillips, Mr Kevin Rock, Mr Matthew Mallon and Mr Mark Napier
- Mr Conor Flynn took up appointment as Head of the Irish Department.
- Ms. Karen Porter took up appointment as Head of Music.
- Mr. Denis Mahon took up appointment as Physics technician.
- 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.
- A number of teaching staff applied for, and were permitted a temporary variation of contract to three/four days.
- Mr Hugh McGettigan and Mr Donal Armstrong have retired, both after many years of loyal service to St. Mary's. As a school community, we wish them well in their retirement.
- Mr Dermot Malone, Technology Technician moved to pastures new after a long service of twenty years to St. Marys.
- Mrs Cathleen McCann and Mrs Margaret Morrison, members of our cleaning staff also left us this year and we wish them well.

Staff Development and Training

- Mrs Fiona Crookes delivered training in safeguarding/child protection to all staff.
- Mr Garvan O'Connor provided training in the use of CCEA Analytics to HoDs to enable them to conduct an in-depth analysis of their recent (Summer 2019) departmental results and determine specific areas in their curriculum where pupil performance did not meet expectations.
- Amazing Brains workshop for Year 8 pupils (27/11/19) – 'Blast Off' revision skills workshop.
- Mrs Eileen Donnelly delivered training on PASS to staff and follow-up training with staff participating in the mentor programme launched in Year 8 this year. The PASS mentoring programme was launched in Year 8 for identified Year 8 pupils (19/11/19) – Use of Pass data to inform intervention strategies
- In January, past pupil, Mr Paul McVeigh presented to the Year 10, 11 and Year 12 students. Mr McVeigh is a former Northern Ireland International footballer who played for a number of Premier League teams and now uses his experiences to help motivate others. Mr McVeigh also met with the staff and on that occasion we were joined by our feeder Primary school principals for the informative and enjoyable INSET training morning.
- 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 the use of data to inform teaching and learning, across all subject areas.
- Supervision and welcome for pupils each morning was further developed. Mr Brendan McComb coordinated the recruitment of additional volunteers – Now school entrances (front and back lane) and Caffrey's development shops are supervised from 8:30am – 9am by a team of 25 staff.
- Google Classroom training was provided in June 2020 by Miss Oonagh Convery. This will be the common platform for remote learning in the new academic year for all staff and pupils.

Board of Governor Links

In November 2019 the Principal, Mrs Siobhan Kelly and the Vice Principal for Curriculum, Mr Garvan O'Connor and Mrs Eileen Donnelly (BOG) met with all Heads of Department to review their Action Plans, associated evidence and discuss areas of concern. The full BOG received a full report on these discussions.

Mrs Eileen Donnelly worked closely with the Principal and Vice-principal, (Mr Garvan O'Connor) and Mrs Amanda Barr (SLT/ SENCO) in relation to the introduction of PASS and the development of a mentor programme to support learning in Year 8.

In June 2020 the Principal, Mrs Siobhan Kelly and the Vice Principal for Pastoral Care, Mrs Fiona Crookes and Mrs Eileen Donnelly (BOG) met with all Heads of Year (Remotely via Zoom) to review their End of Year Reports, their individual targets for the current year and plans for the upcoming academic year. The BOG received a full report on these discussions at the Board meeting in June 2020.

School Policies

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

- Safeguarding and Child Protection
- GDPR Policy
- Fire Evacuation Policy
- Mobile Phone Policy
- Complaints Procedure Policy
- Faith Development Policy
- Smoking and E-Cigarette Use Policy

Staff Development and Training 2019-2020

Staff INSET day	Agenda Items
INSET 1 27/08/2019	Principal's Address Analysis of GCSE/A2 Results Safeguarding and Split Lunch Supervision Pastoral Briefings Department work on SDP
INSET 2 (27/09/2019)	WBALC Sir John Jones – Motivational Speaker Child Protection briefing New school website Pastoral meetings – Promoting Positive Behaviour AEN – Meeting with parents Oisin McConville – presentation to teaching staff
INSET 3 (25/10/2019)	Effective use of Baseline Data to Year 8 Interpreting data Year 13 and 14 PTM (Twilight 24/10/20) Departmental Follow up ARP1 Fire Safety Training
INSET 4 (04/11/2019)	Year 9 PTM Departmental work on CCEA Analytics for 2019 exam results Departmental work on Year 8 pupil profiles Departmental workshop – Pupil learning
INSET 5 (20/12/2019)	Pupil reports Staff Directed Time Budgets Fire Safety Training
SDD 1 (17/01/2020)	Motivational Speaker – Mr Paul McVeigh Departmental work – Analysis and departmental discussion for ARP2 HOD workshop on Value Added
SDD 2 (14/02/2020)	PTM and Year 10 Options Twilight (30/1/20) PTM Year 12 (Twilight 13/2/20) Departmental work
SDD 3 (16/03/2020)	Twilight (27/2/20) PTM Year 11 (Twilight 12/3/20) Preparation for remote learning. Schools closed from 23/3/20 as a result of COVID-19 pandemic
SDD 4 (18/03/2020)	Preparation for remote learning. Schools closed from 23/3/20 as a result of COVID-19 pandemic
SDD 5 (19/03/2020)	Preparation for remote learning. Schools closed from 23/3/20 as a result of COVID-19 pandemic

Financial Statement

	£	£
DENI Funding:		5,774,984
Other income:		89,470
EXPENDITURE:		
Salaries and Wages (Staff - Teaching, Administration, Ancillary, Cleaning)	5,260,467	
Redundancy	-	
Insurance	47,404	
Heat, Light and Water	121,754	
Cleaning Supplies and Protective Clothing	8,902	
Maintenance of equipment	5,201	
Maintenance of buildings & grounds	87,679	
Hire of Equipment	9,690	
Purchase of equipment	15,167	
Printing and Photocopying	31,547	
Telephone and Postage	13,248	
Advertising	6,527	
Stationery, consumable, books and materials	57,421	
Examination Fees	121,611	
Audit and accountancy fees	6,100	
Other expenses	16,948	
Transport and Field Trips	26,853	
Sports and Games	16,818	
Professional Fees	21,905	
TOTAL EXPENDITURE :	5,875,242	
Deficit 2018-19	10,788	
Surplus brought forward 2017-18	220,351	
Deficit carried forward		231,139

Curriculum, Learning and Teaching

a) Enrolment for 2019-2020

YEAR	TOTAL
Year 8	182
Year 9	177
Year 10	177
Year 11	178
Year 12	176
Year 13	150
Year 14	117
TOTAL	1157 (census date 11/10/2019)

b) August 2019 -23rd March 2020 (Lockdown)

Group	Presents	AEA	Authorised Absences	Unauthorised Absences	% Attendance
Year 8	93.5	0.2	5.9	0.4	93.7
Year 9	92.7	0.5	6.3	0.5	93.2
Year 10	92.6	0.3	6.1	1.0	92.9
Year 11	91.2	0.2	7.5	1.2	91.4
Year 12	89.5	1.1	8.3	1.2	90.5
Year 13	92.5	0.8	4.8	1.9	93.3
Year 14	90.6	1.2	6.0	2.2	91.8
TOTALS	91.9	0.6	6.5	1.1	92.4

- The attendance data for this school year remains at the same level pre-lockdown as outlined in the above table.
- This is as a result of the Department of Education issuing the directive that all attendance during lockdown should be coded “!”
- This “!” code denotes “No attendance Required” and does not increase the end of year level of attendance but freezes it at the level prior to the code being implemented. As such, this overall attendance level does not give a true reflection of where we would have finished the year without Covid-19. Had we coded the remainder of the year with “Present” our final total would have more closely matched our previous levels of attendance.
- Attendance continues to be a focus for the school development plan and will be challenging during the period of blended education next academic year.

c) Academic Arrangement

241 applicants sought admission to the school at Year 8, 175 pupils were admitted with an additional 7 SEN places.

d) 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	BTEC IT
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 Heads of English and Mathematics both participated in the production of resources and the delivery of literacy and numeracy training within the **WBALC**.

The Departmental focus this year has been on **maximising pupil learning by planning and delivering targeted lessons which cover the four key aspects for learning**. 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.

Curricular SDP Targets 2019-20

Targets for 2019-20 (**some of these targets had to be realigned given the unusual end of face to face learning in March 2020*):

(1) Effective Learning and Teaching

Assessment and Intervention

The Curriculum VP to lead and manage all aspects of the school's assessment and intervention cycle. This includes relevant staff training and support, generation of SIMs Assessment Marksheets, oversight of departmental assessments, analysis and distribution of ARP results and pupil intervention and follow up.

Maximising Pupil Learning

The Curriculum VP to lead and manage a programme working with the HoDs and their departmental staff to address the following:

1. Training HoDs on the use of the CCEA Analytics tools to identify areas of their curriculum where pupils have underperformed.
2. Expectations for effective learning audited, discussed, agreed and formulated across departments. Agree on a framework for effective learning that can be summarised as key aspects for learning.
3. Plan for lesson delivery for identified areas of the curriculum that utilise the key aspects for learning.
4. Evaluate how effective these lessons have been in relation to pupil learning.

(2) Timetabling and Options for Years 10 & 12

The Curriculum VP to lead and manage the processing of GCSE, AS and A2 examination results and to use this information to allocate relevant pupils to the appropriate curriculum pathway at the start of the academic year.

The Curriculum VP to co-ordinate Year 10 and Year 12 Options, including the communication of the process to parents and pupils, collation and analysis of subject choices, completion of annual whole school curriculum staffing audit and formulation of the new timetable for the 2020-21 academic year incorporating all staffing allocations and pupil core and optional subjects.

(3) *Coordination of the Collation, Checking and Submission of Predicted Grades (May/June 2020)

The Curriculum VP to lead and manage all aspects of the collation, checking and submission of Predicted Grades to Examination Boards for GCSE, AS and A2 awards in June 2020.

(4) *Planning for a Phased Return from August 2020 (June 2020)

The Curriculum VP to lead and manage the timetabling provision for a safe phased return for pupils and staff to face to face teaching from August 2020.

(5) *Initial Training for Remote Learning (June 2020)

The Curriculum VP to lead and manage the initial training of staff and pupils in the use of Google Classroom for Remote Learning.

Progress Made on Curricular SDP Targets 2019-20:

(1) Effective Learning and Teaching

Assessment and Intervention

- Two assessment cycles were fully and successfully completed; the first at the end of October 2019 (ARP1) and the second in January 2020 (ARP2).
- After completion of analysis and distribution of ARP1 results, the Curriculum VP worked in conjunction with Year Heads and HoDs to identify pupils who had underperformed in this first assessment cycle. Intervention and support was initiated by the pastoral team and HoDs. This included revision clinics, support lessons, individual pupil meetings and contact with parents.
- After ARP2, the Curriculum VP worked with the Academic Achievement Officer (AAO) to identify pupils who had successively failed in both ARPs, with an emphasis on pupils in examination year groups who were forecasted to not achieve 5 or 7 passes at GCSE or 3 passes at AS or A2. The AAO and the Curriculum VP held individual meetings with each of these pupils and their parents, where targets for improvement and necessary support were agreed. Monitoring of progress towards targets was completed on an ongoing basis and HoD meetings had been scheduled for March to review progress of pupils.

Maximising Pupil Learning

All pupils and staff were surveyed in relation to what constitutes an effective lesson. The Curriculum VP prepared a summary of key findings from this audit and this was presented to staff during staff INSET in June and August 2019.

- The results from the surveys were combined and summarised under four key aspects of learning: Introduction, Explanation, Consolidation and Evaluation.

- In conjunction with staff, the Curriculum VP formulated a Contract for Learning with associated posters produced and displayed in all classrooms. This Contract for Learning will be included in new HW diaries from September 2020.
- The Curriculum VP provided training in the use of CCEA Analytics to HoDs to enable them to conduct an in-depth analysis of their recent (Summer 2019) departmental results and determine specific areas in their curriculum where pupil performance did not meet expectations.
- Through the use of the CCEA Analytics tool, HoDs identified areas of their curriculum for focus. They documented when associated lessons would be taught and these were recorded in their HoD report.
- Time was set aside during INSET (4th November 2019) for HoDs to share and discuss with their departmental staff the data from CCEA Analytics. HoDs discussed methods of delivery for pre-identified sections in their SoW. HoDs also led departmental discussion covering how the four aspects of learning (i.e. ways in which learning is Introduced, Explained, Consolidated and Evaluated) would be evident across these areas.
- HoDs annotated the relevant sections from their SoW and minuted their departmental discussion. These minutes were shared with me and their plans discussed with Principal and BoG rep in annual HoD meetings.
- Calendar of lessons covering each department's identified areas of their curriculum was submitted by HoDs. This calendar was used to schedule Pupil Voice exercise and book looks starting in March 2020.

****School closed for face to face teaching in March 2020 due to the outbreak of Covid-19**.**

- Pupil Voice exercise and scheduled schedule for book looks to help evaluate the associated learning were not carried out due to the school closure and end of face to face teaching in March 2020.

(2) Timetabling and Options Year 10 & 12 (February/March 2020)

- All current Year 10 and 12 pupils have completed the options process for choosing subjects for 2020-21. All communication with parents and pupils in relations to option choices and the processing of pupil applications for options had been completed before lockdown in March 2020.
- Pupil choices have since been accommodated on the timetable for 2020-21 and parents and pupils have been informed of any changes to their initial submission.
- Classes for Year 13 pupils will be finalised after the publication of results in August 2020.
- The full timetable for 2020-21 is complete and can be reverted to when appropriate.

(3) Coordination of the Collation, Checking and Submission of Predicted Grades (June 2020)

- The various examination boards required schools to provide predicted grades and individual pupil rankings for each award for all pupils who were due to complete GCSE, Level 2 equivalent, AS, A2 and Level 3 equivalent awards in June 2020.
- HODs were asked to work in conjunction with their subject teachers to formulate and submit predicted grades along with individual rankings for each grade set. The Curriculum VP provided all HoDs and teaching staff with full instructions as to how predictions were to be made in line with guidance supplied by the exam boards. In order to make these predictions as accurate and informed as possible, The Curriculum VP also provided a range of data including ARP tracking information, unit scores from external exams, controlled assessment scores and subject performance trends for the past three years.
- All predicted grades and rankings have been collated, checked, uploaded and submitted to the relevant examination boards.
- Submitted grades will be assessed and moderated by the relevant examination board and final examination results will be published in August 2020.

(4) Planning for a Phased Return in August 2020 (June 2020)

- While awaiting full guidance from the Department of Education in relation to the exact parameters for return to school from late August 2020, the Curriculum VP worked with the ELT to put in place draft plans which could be adapted once the guidance was received. At the time of writing, full guidance has just been released to confirm social distancing of two metres for adults and one metre for pupils within school. Plans are now being adapted to take account of this.
- All work to date on pupils and staff returning to school is based on the following:
 1. Pupils and staff are accommodated in school safely – placed in appropriate rooms allowing for appropriate measures of social distancing for each pupil/staff.
 2. Regular cleaning of rooms.
 3. Pupils and staff can access and use toilet facilities safely.
 4. Pupils will be able to safely have break and lunch.
 5. Pupils and staff will have a proper induction to the school year.
- All pupils and staff will start with an induction in August. This has been designed to safely house pupils in the school and provide them with a comprehensive start to the year group, where all aspects appropriate to the school year will be addressed by the relevant staff bodies.
- Staff and pupils will be provided with appropriate support in relation to starting the year, with a particular focus on the new practices and procedures now required. This will include issues such as timetable cycles, online learning, social distancing requirements, movement around the school and break and lunch arrangements.
- Following induction, we will operate on a timetable to initially prioritise Year 12 and 14 pupils before integrating other year groups. We will have a blended format of face to face and online learning for as long as social distancing remains.
- The adapted timetable for these year groups is based on the planned full timetable for next year and classes will be taught by the teacher that they will eventually have when the full timetable begins.

(5) Initial Training for Remote Learning (June 2020)

- Just before the abrupt end to school in March, we quickly trained staff in Microsoft Teams and Google Classroom so that they were able to set up and begin the process of remote learning.
- After using the online platforms for several weeks and with the announcement that blended learning will be in place at the start of the next academic year, feedback from staff was that it would be beneficial to use one online platform only. Rationale included a number of factors such as simpler and more effective management of work distribution, collection, online lessons and communication. It would also enable one set of training materials to be produced for pupils, staff.
- Following an audit of staff, it was decided to use Google Classroom as a common platform for all staff and pupils. C2k Coordinator (Oonagh Convery) is providing training videos and materials based on staff need and staff have begun the process of setting up and populating their own online learning areas. This has been facilitated by the days now set aside for planning in June. Parents and pupils will also receive online guidance and support.

GCSE and A Level Examination Results 2016-17 to 2019-20

GCSE& A2

Performance Indicator	2016-2017		2017-2018		2018-2019		2019-2020	
	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	89	93.6	86	89.5	93	87	95	87.5
%achieving 7+ GCSEs at grades A* - C	73	86.2	75	79.8	71	77.9	86	75.2
%achieving 3+ A-Levels at grades A* - C	67.7	72.3	73.5	66.5	76.1	69.1	97.4	70.0

Year 12 GCSE Results Summary 2019-2020

% entered for:		% achieving grades A*- C in:		
7+ GCSEs	5+ GCSE	7+ GCSEs	5+ GCSEs	0 GCSEs
98.8%	99.4%	86%	95%	0%

Number of students in Year 12:

171

Number of students with a Statement of Special Educational Needs:

4

Year 12 GCSE Results by subject 2019-2020

Subject Area	A*	A	B	C*	C	D	E	F	G	U	Total	%A*-C
Art	4	7	15	3	6	0	0	0	0	0	35	100
BTEC Sport	0	0	6	0	6	0	0	0	0	0	12	100
Business and ICT	2	3	7	2	7	1	1	0	0	0	23	91.3
Business Studies	1	2	6	3	4	4	0	1	0	0	21	76.2
Cert. in Digital Apps	1	1	4	0	7	0	0	0	0	3	16	81.3
Computer Science	7	4	5	2	7	3	1	0	0	0	29	86.2
Craft	2	1	6	1	5	0	0	0	0	0	15	100
Design Technology	4	12	10	4	0	1	0	0	0	0	31	96.8
English Language	7	19	65	42	28	10	0	0	0	0	171	94.2
English Literature	2	21	46	30	19	4	1	0	0	0	123	95.9
French	5	4	11	6	1	0	0	0	0	0	27	100
Gaeilge	1	2	2	0	0	0	0	0	0	0	5	100
Geography	2	6	2	4	5	2	0	0	0	0	21	90.5
Government & Politics	9	14	9	1	5	1	0	1	0	1	41	92.7
History	7	29	24	11	23	8	0	0	0	0	102	92.2
Irish	2	6	6	0	2	0	0	0	0	0	16	100
LLW	1	24	36	30	43	8	3	0	0	0	145	92.4
Mathematics	4	40	42	35	39	4	5	2	0	0	171	93.6
Mathematics Further	8	11	4	4	2	0	0	0	0	0	29	100
MIA	2	1	6	1	5	0	0	0	0	0	15	100
Music	0	2	3	1	0	1	0	0	0	0	7	85.7
Level 2 Cert. in PSAWB	0	0	0	0	25	0	0	0	0	0	25	100
Level 2 COPE Religion	0	0	13	0	0	0	0	0	0	0	13	100
Religious Studies	3	3	3	0	2	2	0	0	0	0	13	84.6
Science Double Award	16	43	40	73	69	5	6	0	0	0	252	95.6
Science Single Award	0	2	6	21	10	4	0	0	0	0	43	90.7
Spanish	1	4	6	2	1	0	1	0	0	0	15	93.3
Sport/PE Studies	4	21	30	7	0	0	0	0	0	0	62	100
Statistics	1	14	9	0	0	0	0	0	0	0	24	100
UBELT	0	0	0	0	22	0	0	0	0	0	22	100

Year 14 A Level Results Summary 2019-2020

	Number of pupils in final year of course	% achieving 3+ grades A-C	% achieving 2+ grades A-E
A Level	115	97.4	100

Number of pupils with Statement of Special Educational Needs:

1

Year 14 A Level Results by Subject 2019-2020

Subject	A*	A	B	C	D	E	U	TOTAL	%A*-C
Applied Business	0	0	17	14	1	0	0	32	96.9
Art & Design	0	4	9	3	0	0	0	16	100
Biology	0	2	1	1	0	0	0	4	100
Business Studies	0	1	1	4	0	0	0	6	100
Chemistry	0	1	1	3	0	0	0	5	100
Computer Studies	1	4	2	3	0	0	0	10	100
D&T Product Design	0	3	8	0	0	0	0	11	100
Digital Technology	0	1	5	1	0	0	0	7	100
Drama	0	0	2	0	0	0	0	2	100
English Literature	0	1	3	3	0	0	0	7	100
Financial (Diploma)	0	6	17	9	0	0	0	32	100
French	0	0	1	0	0	0	0	1	100
Geography	0	1	1	3	0	0	0	5	100
History	1	3	6	2	1	0	0	13	92.3
Irish	1	1	1	0	0	0	0	3	100
Level 3 BTEC Sport	9	62	23	0	0	0	0	94	100
Mathematics	5	9	11	2	0	0	0	27	100
Mathematics Further	0	3	0	0	0	0	0	3	100
Media Studies	0	4	5	1	0	0	0	10	100
MIA	0	5	5	1	0	0	0	11	100
Music	0	0	1	2	0	0	0	3	100
Physics	1	3	2	1	0	0	0	7	100
Politics	0	7	13	5	0	0	0	25	100
Religious Studies	0	2	2	0	0	0	0	4	100
Spanish	0	3	2	3	1	0	0	9	88.9

Year 14 Destinations: 2019 -2020

Surname	Forename	Provider name	Course placed
Agnew	Eoin	Ulster University	Management
Aicken	Adam	Ulster University	Building Surveying
Aiken	David	Ulster University	Sport Studies with optional placement year
Austin	Fionntan	SMUCB	Education primary with History
Barr	Ryan	Gap Year	Gap year
Bellew	John	Ulster University	Finance and Investment Management
Blair	Tiarnan	Leeds Beckett University	Law
Brammell	Ciaran	Gap Year	Gap year
Brennan	David	Queen's University Belfast	Philosophy and Politics
Bunting	Daire	Ulster University	Business Analytics
Cahill	Darren	Queen's University Belfast	Physics
Caldwell	Alix	Ulster University	Business Studies
Campbell	David	Ulster University	Screen Production
Clarke	Conor	Queen's University Belfast	Economics with Finance
Collins	Caolan		Employment
Collins	Rhys	Belfast Metropolitan College	HLA Accountancy
Compston	Jack	Gap Year	Gap year
Conlon	James	Ulster University	Politics with Criminology
Conway	Caelan	Ulster University	Human Resource Management
Coogan	Declan	Queen's University Belfast	Law
Corr	Stephen	Ulster University	Finance and Investment Management
Crawford	Sean	Employment	Employment
Crossen	Ronan	Ulster University	Planning, Regeneration and Development
Cullen	Aodhan	Liverpool John Moores	Audio and Music Production
Delaney	Dara	Ulster University	Business Studies
Devlin	Michael	Queen's University Belfast	History and Politics
Donnelly	Matthew	Stranmillis University College	Health, Physical Activity and Sport
Donnelly	Caoimhin	Ulster University	Law
Dunne	Ronan	Belfast Metropolitan College	Level 5 Creative industries
Fallon	Edward	Ernst Young	Higher Level Apprenticeship
Farrelly Clarke	Thomas	Ulster University	International Travel and Tourism Management
Farren	James	Gap Year	Gap year
Fay	Conor	Ulster University	Screen Production
Ferguson	Conor	Ulster University	Construction Engineering and Management
Ferris	Aaron	Ulster University	Finance and Investment Management
Finn	Ciaran	Queen's University Belfast	History and Politics
Gibney	Nathan	PWC	Higher Level Apprenticeship
Gorman	Daragh	Ulster University	Business Studies
Hall	Liam	Ulster University	Business Economics
Harte	Ciaran	Queen's University Belfast	Spanish and Portuguese Studies

Hawkins	John	Ulster University	Business Studies with Accounting
Heatley	Matthew	Belfast Metropolitan College	Level 3 Art & design
Herdman	Lorcan	Ulster University	Communication, Advertising and Marketing
Hitchen	Michael	Ulster University	Interactive media
Holland	Padraig	Ulster University	Business Studies
Jose	Jefin	University of Nottingham	Mechanical Engineering Including an Industrial year
Kelly	David	Ulster University	Accounting (Pathways)
Lavery	Joseph		
Lear	Rhys	Queen's University Belfast	Mechanical Engineering (with a Year in Industry)
Leckey	Jay	Employment	Employment
Lockard	Christopher	SMUCB	Liberal Arts History
Maguire	Louis	Queen's University Belfast	Human Biology
Maguire	Declan	Queen's University Belfast	Criminology
Martin	Niall	Stranmillis University College	Health, Physical Activity and Sport (Foundation)
Maxwell	Adam	SMUCB	Liberal Arts PE
May	Owen	Ulster University	Sport Studies with optional placement year
Mc Kernan	Caolan	Ulster University	Sport Studies with optional placement year
McAree	Ronan	Ulster University	International Hospitality Management
McConville	Aaron	Belfast Metropolitan College	Sport
McConway	Ryan	Queen's University Belfast	Psychology
McDonald	Odhran	Ulster University	Accounting (Pathways)
McDonnell	Tiarnach	Queen's University Belfast	Mathematics
McEnhill	Michael	Ulster University	Product Design
McGeown	Michael	Liverpool John Moores University	Law and Criminal Justice
McGettigan	Paul	BMET	HLA Accountancy
McGowan	David	Liverpool John Moores University	Business with Finance
McGreevy	Anton	Ulster University	Sport Studies with optional placement year
McGuinness	Colm	Workforce	Mechanic
McIlduff	Jack	Gap Year	Gap year
McIlhatton	Gary	Ulster University	Sport Studies with optional placement year
McKee	Conor	Not placed	Not placed
McKeever	Jack	Queen's University Belfast	English and Philosophy
McKeogh	Danaan	Ulster University	Sport and Exercise Sciences with optional placement year
McKeown	Liam	Queen's University Belfast	Environmental Management

McKiernan	Niall	Liverpool John Moores University	Business with Marketing
McLavery	Sean	Studying in Japan	Studying in Japan
McLean	Andrew	Ulster University	Sport Studies with optional placement year
McManus	Daniel	Queen's University Belfast	Software Engineering with Digital Technology Partnership
McManus	Jake	Ulster University	Architecture
McShane	Eoin	Queen's University Belfast	International Relations and Spanish
Monaghan	Diarmaid	Ulster University	Communication, Advertising and Marketing
Moore	Conal	Ulster University	Music, Sound and Technology
Murray	Conor	Belfast Metropolitan College	A levels
Murray	Odhran	Queen's University Belfast	French and International Relations
Murray	Michael	Ulster University	Construction Engineering and Management
Nellis	Connor	Queen's University Belfast	Mathematics
Norney	Michael	Queen's University Belfast	Chemical Engineering
O'Connell	Shea	Queen's University Belfast	Film and Theatre Making
O'Connor	Aaron	Ulster University	Accounting and Law
O'Flaherty	Tiernan	Queen's University Belfast	Medicine
O'Halloran	Dylan	University of Manchester	Fashion Marketing
O'Neill	Jake		
O'Neill	Naill	Queen's University Belfast	Software engineering
Palen	Roche	Queen's University Belfast	Software Engineering
Parker	John	Queen's University Belfast	Economics and Accounting
Pelan	Michael	Ulster University	Business Economics
Phillips	Declan	Ulster University	Electronic Engineering
Pollock	Ethan	Ulster University	Cinematic Arts
Richmond	Jack	Employment	Employment
Ryan	Adam	Ulster University	Criminology and Criminal Justice
Scanlon Connor	Jordan	Belfast Metropolitan College	Foundation Degree in Architectural Technology.
Short	Aodan	Ulster University	Planning, Regeneration and Development
Slack	Caolan	Employment	Employment
Sloan	Gerard	Ulster University	Law with Politics
Smyth	Paul Patrick	Deloitte	Higher Level Apprenticeship
Snoddon	Dylan	Ulster University	Sport Studies with optional placement year
Szkopinski	Dawid	Ulster University	Architecture
Taranek	Filip	Ulster University	Games Design
Tate	Gerard	Queen's University Belfast	Biochemistry with Professional Studies
Toner	Aidan	Queen's University Belfast	Accounting

Tumelty	Sean Paul	Ulster University	Sport Studies with optional placement year
Villareal	Marc	Queen's University Belfast	Software Engineering
Ward	Connla	Ulster University	Business
Watson	Jay	Employment	Employment
White	Ciaran	Ulster University	Finance and Investment Management
Wickham	Carter	The University of Edinburgh	Social Policy and Politics
Wilkinson	Ryan	Ulster University	Marketing

Special Education Update

SEN Register 2019 -20

Stage 5 Statement of Educational Needs:

1	Number of pupils with Classroom Assistant hours:	32
2	Number of pupils with PLPs:	79
3	Number of Pupils on the Medical Register:	399

4 Educational Psychological support/referrals this year

New Educational Psychologist, Leah Hamill, appointed this year and did not engage with school until January 2020 as she was on maternity leave in term 1. Three pupils referred for psychology assessment. Assessments carried out on 2 pupils and one will carry over to 2020- 2021.

5 Support for other pupils (eg Dyslexia, SEBD, illness acute and chronic)

- Use of Dyslexic Portfolio as an added diagnostic alongside Lucid Exact.
- Base room arrangement in place for 8F due to 2 pupils having physical needs.
- PLPs shared via SIMS and identify reasonable adjustments/classroom strategies to support learning for identified pupils on the SEN Register.
- Individual pupil data profiles available for all Year 8 pupils and uploaded to SIMS for ease of access for subject teachers.
- PASS Mentoring scheme piloted for Year 8 pupils to address pastoral needs and attitudinal barriers.
- Whole staff training in October 2019 on interpretation of PTE, PTM and CAT4 data to inform teaching and learning.
- 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 and Year 9)
- Sarah McGarrigle completed additional training in Mental Health First Aid
- K Herron was to attend diabetes training in march but this did not take place due to Covid-19.
- All SEN team trained in safe handling, behaviour management and de-escalation strategies.
- 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 counsellors from FamilyWorks available on Wednesday and Friday mornings.
- Care Plan audit carried out with school nurse. Care plans reviewed 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 meetings took place in October and AAIS service engaged with parents to support during lockdown.
- During lockdown all classroom assistants added to relevant Google Classrooms/TEAMS/ email correspondence for their pupil. Regular contact was maintained between classroom assistants and SE pupils/parents.
- SENCO maintained weekly check-ins with vulnerable pupils and social workers for identified pupils.

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 and embark upon a bespoke intervention programme of support for targeted year 8 pupils. Learning Support Tutors continuing to provide in-class and one to one withdrawal support.

7 Annual Reviews/Transition support

- Annual Reviews completed and Transition Plans devised for pupils in Years 10-14.
- SENCO met with 2 careers officers from DFE prior to their one-to-one meetings with SEN pupils.
- Classroom Assistant reports completed in January 2020 (in AEN e-folder)
- Change of placement request submitted for 1 pupil
- Additional hours requested for 2 pupils.
- End of Year meetings conducted remotely 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 and allows parents to meet the assistant working with their child.

Pastoral Care

Parents' Meetings

- Parent- Teacher meetings were held for all year groups except Year 8 as this was due to be held on Monday 20th April and due to school closure did not take place.
- Parent Induction meetings were held for transition years- Years 8, 11, and 13.
- Additionally, a Parent Induction meeting was held for Year 12.
- Intervention meetings were held across all year groups following key Assessment Recording Points (ARPs) and following the publication of external exam results.

- 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.
- Attendance meetings were held (17th January '20) by M. Robinson and F. Crookes for pupils who were flagged as having extremely poor attendance – pupil and parents attended these.

Pastoral and Child Protection Training

- August 2019- Safeguarding and Child Protection Training was delivered to all staff.

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**-Our positive liaison with PSNI BNP Team continues with assemblies on the dangers of fireworks delivered to all pupil in KS3 & KS4 on Friday 18th October 2019. On Monday 25th November 2019 all pupils in Year 13 and Year 14 has presentation/workshops on 'on-line safety' and 'sexting', again facilitated by Mark Mc Mullan and the BNP Team. They also delivered information sessions to all year groups (11th March '20) in conjunction with Translink as a result of antisocial behaviour from young people in general on the Glider Bus.
- **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 2019-2020

APPOINTMENT	ROLE	NAME
Head Boy	Leader of School Prefect Team Embedding Irish Culture & Language	Tiernan O'Flaherty
Deputy Head Boy	KS3 & Mental Health Awareness	Carter Wickham
Deputy Head Boy	KS4 & Lunch-time clubs	Edward Fallon
Deputy Head Boy	KS5 & Fund Raising/Charity	Fionntan Austin
Senior Prefect	Numeracy Support	Jefin Jose
Senior Prefect	Literacy Support	Conor Fay
Senior Prefect	Reprographics	Aaron O'Connor

Prefect	Careers	David Kelly
Prefect	Upkeep of Senior School Study	Roche Palen Dawid Szkopinski
Prefect	Promoting Sport	Aaron Ferris
Prefect	School Environment	Declan Coogan
Additional Prefect Team Members		
Conor Clarke	Daniel McManus	
Caelan Conway	Eoin McShane	
Ciaran Harte	Conal Moore	
Rhys Lear	Michael Norney	
Ryan McConway	John Parker	
Tiernan McKenna	Filip Taranek	
Liam McKeown	Marc Villareal	

Pupil Events

Year 8 Induction and ER Camp took place again this year. We celebrated the end of the week with our family barbeque under very rainy conditions. Parents of Year 8 students were invited to attend a parental induction to support learning.

Year 9-12 Induction to the academic year began in August led by the Pastoral teams in each Key Stage. Parents of Year 12 students were invited to attend a parental induction to support learning.

Year 13 students completed a detailed **Induction Programme** into Key Stage 5 led by the Head of School and the Head of Year. Parents of Year 13 and 14 students were invited to attend a parental induction to support learning.

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.

Year 8 Graduation took place in December with the presentation of the Edmund Rice Awards across the Year group. The event was attended by Year 8 pupils, parents and the Board of Governors.

Year 13 and 14 Prize Giving took place on 18th December 2019. Past pupil, Professor Gerry McCormac was the guest speaker. The event was attended by the staff, parents and representatives of the Board of Governors, current Year 13 (receiving GCSE awards) and our Year 14 leavers (receiving awards in their final A Level 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. The winners will be rewarded for their efforts at the start of the new academic year. This has helped to promote and embed the Edmund Rice Ethos within year 8 and develop our new students understand 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

Due to the fast moving advances in technology we made a slight change to our **mobile phone policy** to include **smart watches**. Pupils, parents and staff were informed of the change.

*For Health & Safety and Child Protection reasons, Mobile Phones, Smart Watches, MP3 Players and IPODS **are not allowed to be used in school**. While our recommendation is that pupils should not bring their mobile phones etc. to school, if they choose to do so it is at their own risk. We do not accept liability for any loss or damage to these personal electronic devices. Pupils who do bring Mobile Phones, MP3 Players and IPODS into school it is on the **understanding that they are turned off and kept out of sight when on the school premises** and whilst travelling on school transport.*

As the year has progressed we have seen less and less pupils using their mobiles and less parental objection when their son's phone is confiscated.

We have further enhanced our **AM lane duty** with the addition of more staff on the Main Gate in the morning to allow the senior teacher on duty to accompany MrMcGettigan to the Caffrey shops area. This is a continuation of the initiative brought in by Mr Mc Comb. Rationale outlined below:

The main purpose of the duty is that both front and back lanes are covered at all times to ensure pupils enter school appropriately, e.g. uniform monitored and banned items confiscated. Unfortunately to date on the front lane, Hugh and the SLT have been increasingly diverted away from their post in order to monitor the shops at Caffrey's on account of the issues that we are well aware of in this area. With this in mind I am proposing that Hugh and the SLT are a presence at the shops from 8:30-9:00am every morning as a deterrent; they would continue to follow the rota that currently exists. A team of staff from outside the PLT would then be established to take over the front lane duty, this would mirror the team of volunteers that have been working well on the back lane. A number of experienced staff have been spoken to about the possibility of volunteering for this duty on a fortnightly basis and the response has been extremely positive. Staff are very aware of the continuing **mental health issues** that affect many of our pupils. Kathryn Warren has facilitated the creation of new support network which has been made available to all pupils. The rationale is outlined below:

WHAT?

An after-school group providing opportunity to support students' mental health. (Initially beginning fortnightly, hoping to move to weekly)

WHO?

Primarily targeting KS3/4 pupils with KS5 pupils volunteering as mentors. KS5 pupils will be given mentoring training.

Darren Donnelly (class of 2018) is entering his second year at QUB, studying Mental Health Nursing. He is the youngest student to have been awarded a place on this course. Darren has set up his own charity (TEAMS), recognising a need in West Belfast for greater mental health awareness and provision, in order to address the decline in mental health amongst young people. Darren has volunteered his time and growing expertise to give back something to St Mary's.

Teachers and classroom assistants who are willing to help out.

WHY?

We are all aware of the growing issues affecting our pupils, many of whom are accessing professional help and support for mental health illnesses. For many others, they are dealing with varying levels of anxiety, low self-esteem, loneliness, anger etc. However, because of the strain on many services they can often fall below the radar.

Ultimately, we want to provide our boys with strategies that will help them in moments of distress and thus build a school community at St Mary's that can and will work towards having healthy minds

HOW?

Our hope is to provide an opportunity for our students to come together in a safe group setting to deal with issues such as those aforementioned. This will be done in a variety of creative ways, i.e. group work, drama, art, sport, visiting speakers.

This initiative was rolled out during World Mental Health week (7th-11th October 2019), which also included a staff v pupils' soccer match and a sponsored spin-a-thon. To date quite a number of pupils have availed of the support and help made available by the student team.

All Year 8 pupils completed the **PASS survey** on Tuesday 8th October '19. The data has been analysed and relevant pupils selected for additional support, to be provided by key staff and classroom assistants and our AAO who have been trained by Eileen Donnelly. Parents were invited to an information meeting on the programme (designed by Amanda Barr) on Tuesday 19th November where the 12-week programme was outlined to them. The first group started their programme on Monday 25th November. Unfortunately, due to COVID 19, only one group completed their programme and have yet to be retested to analyse the benefits of the programme.

The PLT continue to work on the Action Plan for this year 'Promoting Positive Behaviour'.

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 were implemented in the new academic year and had a further revision as issues were raised.

Revised protocols for **study supervision and classroom cover supervision** were designed and prepared by ELT with input from staff. These protocols complement our positive behaviour management policy development. These protocols were implemented in the new academic year. Staff are still getting used to this new procedure and it requires further imbedding.

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 again in September 2020.

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. As a result of the review last year we have new programmes in place for all year groups. These are offered in collaboration with LLW and the Careers Department. Our Programmes for personal education include Relationships and Sexuality education and appropriate programmes were delivered by Love for Life.

Pupils also participate in a range of Induction Programmes to ensure a smooth transition for all of our pupils. Pupils also participated in 'Amazing Brains' training programmes.

Pastoral Support - post school closure due to COVID 19

Pastoral support has become even more crucial since schools closed in mid-March and it was vital that this continued. Amanda Barr and myself along with the classroom assistants continue to be in contact (by email and phone) with any boys who would fall under the umbrella term 'vulnerable'. Some of these boys are on the SEN register and/ or are known and involved with Social Services. This support has ranged from lending of devices for remote learning to arranging for food supplies to be delivered by a local support group, as well as the day to day support if and when needed. I am currently working with social services in relation to new referrals which have been made by other agencies. There have been other safeguarding issues brought to my attention by parents which I have dealt with and continue to monitor. I have fortnightly contact with Lorraine O'Neill from CPSS offering support if and when needed and also from Elaine Graig who is Head of Service. We have continued to work closely with **Familyworks Counselling** services (overseen by Amanda Barr) and kept parents updated as to how they can access this either as a new client needing support or an existing client who wishes to continue with counselling. Information received from these agencies has been posted on our website and social media platforms for parents.

Mental Health Awareness Week (18th - 24th May) was marked with the theme of kindness. This was lead primarily by Kathryn Warren. This was extremely timely given the circumstances we all find ourselves in and the challenges that we are each facing daily.

A team of our sixth form Mental Health Ambassadors along with Darren Donnelly (TEAMS) worked on both uplifting and educational content for our school Facebook page. They used two hashtags to underpin everything they were doing and to promote the message 'Apart But Together' #apartbuttogether and 'Be Kind to Your Mind' #bekindtoyourmind. Staff were encouraged to record a short video clip or take a photo which showed them being kind to their mind; walking, running, baking, reading etc, or a clip in which they reminded the boys that we are all together even though physically distant. These were posted on social media and on the website (worth watching). All of our students were emailed a PDF as a helpful resource

in being kind to their mind. This was produced by past pupils Darren Donnelly and Carl Toner. The team have continued doing Wellbeing Wednesdays on the Facebook page.

Communication between home and school

Year Heads have played a vital role in keeping in touch with their respective year groups. They have been sending online motivational assemblies and keeping in touch with parents when there was lack of engagement with regards to work expectations. They have been the main link between school and home in these challenging times, offering daily support by email and phone. They are doing a magnificent job. Any major concerns were passed up the ladder of referral as normal, to Head of School and Vice Principal (Pastoral) if warranted.

ICT Audit

As a result of the contact between school and home it became apparent that there were some issues regarding access to ICT in order to effectively carry out remote learning. I put together an audit which was sent to all parents last Thursday to ascertain the needs of the boys. This was also tied in to the DE scheme for the lending of devices according to prioritising certain year groups and criteria such as FSME. The survey results indicated there was a need for ICT support at home with additional hardware requests in particular. Mrs F. Crookes worked with Miss O. Convery completed the application for devices. Our request was granted. This provision will be extremely beneficial to students in the next academic year, with a phased return to school planned, planning for remote assemblies to support the students and build year group collegiality.

Planning for a phased return

Time was set aside to plan for the reopening of the school in the new academic year. Mrs F. Crookes led the PLT planning for Induction and the **role of the Form Teacher** which in supporting and guiding their form class through the very different procedures. The PLT teams have prepared guidance on induction messages for pupils and parents, pupil motivation in the new blended teaching/ remote teaching models, revisions to sanctions to support the pupils being in school as much as possible and working on ideas for monitoring pupil health and wellbeing as well as planning to support pupils to ensure engagement. This has been a very challenging time, but the staff have played a vital role in continuing to keep in touch with our boys and their families, endeavouring to provide the support and guidance needed at this time.

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. These close links were maintained during school closures to ensure the smooth transition of Year 7 into Year 8.

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.

1st PLACE VIDEO REPORTAGE – 11-14 – Daire Downey, Ronan Ferguson, Luke O’Neill, Thomas Brennan - St Mary’s Christian Brothers Grammar School £200

2nd PLACE VIDEO REPORTAGE 11-14 - St Mary’s Christian Brothers Grammar School (St George’s Market Single Use Plastic Investigation) £118

HONOURABLE MENTION VIDEO REPORTAGE 11-14 – Daniel O’Hare – St Mary’s CBGS

Mrs Joanne Carron & the Moving Images pupils helped to support this success. Mrs Farag and our classroom assistants assisted in the year 8 litter pick and with Eco club meetings and trips.

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. In December our Christmas dinner was hosted by the SJAG and residents from three homeless hostels were welcomed to St. Mary’s. Our work as a school promoting Edmund Rice Beyond Borders projects continued this year with a trip to Geneva by members of the group led by Mr Raymond Herron. The pupils met with other ERST schools and built further links with other Edmund Rice schools.

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.

Pope John Paul II Awards

A number of our Year 14 students participated in the Pope John Paul II programme this year, achieving the gold award: Edward Fallon, Liam McKeown, Conal Moore, Tiernan O’Flaherty, Dylan O’Halloran and Paul Smyth. We are very proud of the effort made by these students under the direction of Mrs Wright. These students had the opportunity to develop new skills and talents beyond the classroom and help others. They did, however, miss out on the presentation of their awards, because of lockdown.

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 a quiz night. We were also grateful for the support from the work of our Parents and Friends of St. Mary’s Association this year, with an excellent quiz night and the securing of a grant from the Department of Communities, for £3,500, which has been put to good use in our new AEN suite, formally the school green room. These occasions, when we pull together, to do the best for our school show the real spirit of St. Mary’s.

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.

Feeder Primary School Links

Taster days were cancelled this year as a result of school closures in March 2020. We are hopeful that a full Taster programme can run again next year.

Mrs M Lewis has designed and developed 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.

One Art student had his work exhibited at the True Colours Exhibition in the Ulster Museum. The evening was enjoyed by parents and the Art department staff.

In October the staff also had their own success, winning the Inter Firms GAA – Ulster Junior Championship on Saturday 26th October. This was a great achievement for staff, celebrated across the school community.

In April, three members of our senior hurling team, Daniel Churchill, Owen May, and Caolan Mc Kernan were awarded Ulster Schools' All-Star Awards, a wonderful achievement for the boys personally and for their coaches.

This year we launched our drive to promote positive mental health. Thanks to Miss Warren and our KS5 Prefect team we were able to raise the profile of good mental health among our young men. On World Mental Health Day on 10 October 2019 the students and staff across the school worked together to promote and support good mental health. A number of visitors joined us in the lecture theatre for a meaningful and fun presentation. I was particularly grateful to Miss Warren, Mrs Carron, Ms Porter, Mr Herron and Mr Lavery for their efforts in pulling the day together. It was also very fitting that past pupil Mr Darren Donnelly was involved in the launch and ongoing initiative to support the pupils. Staff and pupils participated in a Spin-a-thon and a pupil and staff football match. This initiative certainly reflects our ERST values, where our students are taught to be respectful, voice their opinions and to help others.

Mr. McGettigan organised a panel made up of Business and Finance Alumni and the Business and Finance students across the school attended and participated in this exciting event. Presentations were delivered by past pupils including, Mr Seamus O'Prey, Chief Executive of The Ortus Group, Mr Emmett McCorry, Global Procurement for Coca-Cola, Mr Charles Caldwell who owns and operates a number of Domino Pizza franchises across Ireland, Mr Kevin Gamble, Director of Feile an Phobail, and Mr Paul Hamill who previously worked with Kanos. Students were given the opportunity to ask questions and seek advice from these successful Alumni. The key message from the presenters was the need to work hard and get the most out of your education in St. Mary's.

On 4th December we celebrated the Christmas Carol Service in St. Teresa's Parish Church. Thanks to Ms Karen Porter, the music department and Mrs Farag. Fr. Lyons P.P. was very generous to allow St. Mary's to use the church and the sacred surroundings certainly made this a very special occasion.

During the Advent season the Music Department represented St. Mary's, giving recitals within our local community.

The music department also provided a number of lunch time recitals for the boys in the school Assembly Hall. The last one for this year was in celebration of St. Patrick's Day, just prior to the school closure.

Ryan McAnoy (13C) was awarded 'The Most Inspirational Youth in the West 2019' by the Belfast Media Group for his tireless work in the community for 'Save our Sunflower Campaign', fundraising for Leukaemia and 'Donate for Daithi', promoting organ donation. Ryan also won an Aisling Award, under the category 'Positive Belfast Award'.



In December the whole school community was deeply upset at the untimely death of Dylan Fox, Year 13. The challenge of losing one of our own pupils has been incredibly difficult for Dylan's family, friends, teachers and wider school community. He is fondly remembered by his friends, peers, teachers and the wider staff.

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.

A number of junior competitions unfortunately couldn't start before the Covid-19 lockdown. Hopefully the hard work of the **Year 8 Hurling and Gaelic teams** will pay off next year, under the direction of Mr Austin, Mr McVeigh and Mr Smyth.

Year 9 Gaelic team progressed to the quarter final of the Dalton Cup with the assistance of Mr Finnegan and Mr Ward.

This year Mr McEvoy and Mr McGoldrick were delighted with the progress made by their squad in the Rafferty Cup competition. The boys were narrowly defeated in the semi-final by the eventual competition winners, St Paul's, Bessbrook. The squad showed great spirit and determination throughout the competition.

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

Basket Ball Team: our basketball U16 team who won the Northern Ireland 'B league' title, in a very competitive final. They qualified for the All-Ireland playoffs. Pol Shallow and Padraig Webb McKeown both made the N.I. team, with Dylan Valliday and Luke Gilgunn making the squad. Ronan Heath, Year 10 represented N.I. at the All-Ireland 'Inter regional tournament'.

Water Polo: In Water Polo, Enda Mc Gurk (Year 10) was selected for both the Ulster and Ireland U14 squads and travelled to England where they came 4th in an inter-regional competition. Eoin Donnelly (Year 12) was selected for the Ireland squads at U18. He travelled to England in February and won the Inter Regional Competition. Congratulations to both students.

Senior Hurling Team: In April, three members of our senior hurling team, Daniel Churchill, Owen May, and Caolan Mc Kernan were awarded Ulster Schools' All-Star Awards, a wonderful achievement for the boys personally and for their coaches.

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 to Bormeo in Italy was cancelled as a result of COVID-19.

RESPONSIBILITY REPORTS

2019-2020

Senior Leadership Team

Siobhan Kelly - Principal

Development Plans for 2019-2020:

- Lead Year 2 of the School Development Plan (SDP), the agreed priorities as outlined in the action plans.
- Arrange for regular catch-up points throughout the year to review progress made against the identified priorities in each of our SDP action plans, gathering of associated evidence and evaluations at the end of Year 2.
- Hold regular meetings with post holders and review their plans for their areas of responsibility.
- Carry out a review of job descriptions and posts of responsibility for teaching staff and a number of support staff to align these with the changing needs of the school.
- Review the progress of Heads of Departments and other post holders against agreed targets, monitoring key developments within their responsibility areas and encourage further improvements to enhance learner provision.
- Meeting with key staff following a review of supervision duties to ensure high standards of supervision are executed in line with health and safety protocols for pupils and staff, monitor progress throughout the year, particularly in relation to enhancing behaviour management;
- Continue the review of school policies and present to the Board of Governors
- Visit classrooms to review teaching and learning and identify resource needs.
- Meet with ERST and EA regarding facilities on the school site.
- Lead the development of literature appropriate for use with our feeder primary schools, further develop Taster days for feeder Primary 6 pupils and build links with primary school principals;
- Further develop the use of the school website.
- Consult with staff and support the mental and emotional health and well-being of staff.
- Lead and manage the progress of SEP 2 School Enhancement Project
- Lead and manage the school through the changes resulting from the coronavirus, COVID-19 pandemic and subsequent lockdown situation.
- Develop skills and knowledge to be an effective Principal, with a focus on broadening my experience across the spectrum of skills required to be a leader and manager in a school setting.

Progress Made 2019-2020:

- Consultation meetings with relevant ELT and SLT took place to address the current SDP and establish the base line position for year 2 and agree a way forward.
- Meetings with Heads of Department and other post holders to discuss key developments contributing to the SDP. These meetings helped to ensure that a clear strategic SDP in place for the next two years and these agreed priorities were presented and approved by the Board of Governors and staff.
- Led INSET presentations and staff consultation in relation to the SDP and a way forward;
- Regular SLT meetings to lead and guide the SLT and staff through their Action Plans and areas of responsibility
- Training for the staff against the priorities outlined in the SDP has been provided (until March 2020): Maximising pupils' learning in the classroom, pupil baselining and support for underachieving pupils, promoting positive behaviour and promoting and embedding the Edmund Rice ethos.
- Protocols and procedures for support staff reviewed and expectations were shared with staff;
- Classroom expectations and positive behaviour management focus throughout the school was shared with staff regularly during communications and INSET. Principal guided the completion of the Draft Positive Behaviour Management Policy assisted by the PLT and wider staff.
- Range of school policies have been updated and ratified by the Board of Governors, and this will continue in 2020-2022.
- Changes to teaching and non-teaching job descriptions have been agreed with relevant staff to better meet the needs of the school.
- Reflection from visits to the classrooms has been used to plan for Year 3 of the SDP and how to further develop teaching and learning experiences for the students under the current COVID-19 restrictions.
- School Enhancement Programme – SEP2. The plans for the Sports Hall and associated facilities (with the assistance of the Department of Education) have moved to advanced planning stage.
- Literature for feeder primary schools has been designed and published;

- Taster days for Primary 6 pupils were planned for this year but were cancelled due to Covid-19, this is planned again for next year). Links with key departments and a feeder primary school did take place successfully this year.
- Visits to our Feeder Primary schools by the Principal took place in Term 1, enhancing the links with primary school colleagues. Feeder Primary School Principals were invited to join the staff of St. Mary's for part of our INSET programme on 17/1/20. A number of Principals were able to join us for past pupil, Paul McVeigh's presentation and feedback was positive.
- Feedback gathered from pupils, staff and parent voice consultations were used to inform decision making against agreed SDP targets and emerging issues related to COVID-19.
- Pupil and staff health and well-being - Meeting with the BOG, the teacher representative of BOG, the senior Prefect team and members of the pupil council took place providing opportunities in the academic calendar to support well-being: non-uniform day planning, mental health initiatives, staff Christmas celebrations, staff end term breakfast was planned again for this year, but didn't take place due to lockdown. Clear, regular communication with staff by Principal and SLT continues to support all colleagues.
- Website populated, fresh and relevant. The school website and social media platforms have been used extensively during COVID-19 to communicate key messages for pupils and parents, to signpost supports, to celebrate with Year 14 students leaving and to support good mental health during remote learning.
- Participated in relevant Principals courses available this year; Attend any courses provided by the ETI, C2K, examination bodies and NAHT related to developing skills and expertise; Participated in the Mentor Programme for new Principals provided by EA.
- Attended the ERST Congress and other meetings with Trust representatives and the Catholic Heads Association to enhance knowledge and skills to lead the staff of St Mary's building leadership networks through the ERST Schools and the Catholic Heads Association.
- Participated in all Post Primary Transfer (PPTC) meetings to ensure that the Transfer process are appropriately managed including the planning for Transfer under social distancing restrictions (2020-21).
- Reviewed evidence gathered against Year 2 of the SDP.
- All of the priorities outlined in Year 2 of the SDP have not been achieved as a result of the COVID-19 pandemic and the subsequent lockdown of schools on 23rd March 2020. The need to continue with aspects of Year 2 work will be reflected in Year 3 of the SDP.
- School was in a situation of lockdown since 23rd March 2020. At this point the focus for the Principal, our school leadership team and staff across the school was managing the transition from face –to-face teaching and learning and organising remote learning so that learning and teaching could continue for our students. This was achieved. Following a review in May 2020 improvements have been put in place to accommodate remote learning for the new academic year (2020-21) coupled with face-to –face provision in line with Executive and DE guidance.

Development Plans 2020-2021:

- To lead and manage the reopening of St. Mary's following the coronavirus COVID-19 pandemic and subsequent lockdown.
- To lead the review of the whole school Induction programmes for pupils/parents evaluating our current provision in light of the changing needs of our students, as they return from lockdown and prepare for dual provision of learning (face-to-face and remote).
- To lead and manage the work of the staff of St. Mary's in their provision for the pupils in our care; ensuring effective teaching and learning.
- To meet with our Vice Principals, Heads of School and SENCO throughout the year to monitor progress on key developments within their responsibility areas and discuss further development.
- To continue to review the school's Pastoral supports to ensure that these meet the needs of the students and fully support for all students returning (phased/ remotely) following lockdown.
- To review and monitor pupil, engagement with their learning (in-school and remote) and monitor standards of pupil behaviour throughout the year;
- To organise meetings with Heads of Departments and Curriculum Vice Principal and the Evaluation and Standards Governor consider the curricular and departmental provisions, results analysis, review of performance, and target setting during the academic year.
- To organise meetings with Year Heads and Pastoral Vice Principal and Evaluation and Standards Governor for an analysis of the pastoral provisions during the academic year;

- To review all correspondence sent to parents/ carers to ensure it is relevant, timely and useful.
- To monitor the implementation of the revised Positive Behaviour Management Policy, the revised Code of Conduct and Home School Agreement and review the impact of these changes.
- Facilitate training as required to the staff, supporting them in their roles and encouraging their development.
- Continue to develop the skills and knowledge to be an effective Principal, broadening my experience across the spectrum of skills required to be a leader and manager in a school setting.

Overall Comment:

The major challenges next year will be leading the school re-opening following the COVID-19 pandemic. Managing the transition from lockdown to a phased return. The organisation of appropriate remote learning provisions so that learning can continue for our students. Year 3 of our SDP has been amended in recognition of these priorities for 2020/21, but will require careful management and ongoing reflection. The next academic year will hold many unknowns and it will be even more important to provide reassurance and guidance to the pupils, staff and parents. This will involve supporting the physical, mental and emotional health and well-being of pupils and staff, as well as leading the development of effective approaches to a remote/blended teaching/learning programme. Our focus and priority will remain doing the best for our pupils.

Fiona Crookes – Vice Principal (Pastoral)

Development Plans for 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.

Progress Made 2019-2020:

- All staff were given a very detailed presentation on Child Safeguarding which reflected the refresher training I had received last year.
- Staff were updated on the new mobile phone policy, consulted and feedback which was received was incorporated into a reviewed policy during the year. All staff welcomed the new policy and have positively bought in to enforcing it.
- Extensive work has gone on with all staff and pupils through the Form Period and whole school pastoral meetings to the review of our positive behaviour policy. This work will continue into the first term of the new academic year.
- Opportunities have been given to staff and pupils to reflect on what they view as the best ways to reward good behaviour and academic achievement. The ideas generated from these discussions will be implemented next year.
- The Anti-Bullying Policy was reviewed in line with the advice from EA. However, the full implementation of the policy has been on hold while key stakeholders discuss the best way forward with this.
- Policies have been reviewed and updated as required. An extension has been granted for the full review of the Positive Behaviour Policy which will be ready for Halloween.

Development Plans 2020-2021:

- To complete the update of the Positive Behaviour Policy and roll out to pupils, staff and parents by Hallowe'en.
- Plan for and provide a smooth phased return to school for all pupils in light of the impact of COVID 19.
- Give staff clear guidance on the new routines and procedures expected as we return to school to a 'new norm' way of delivering education.
- All staff will receive Child Safeguarding/Child Protection training.
- Work with the Heads of School and PLT to address the emotional impact of COVID 19 on our pupils.
- Work closely with social services to ensure needs of those pupils currently engaged with this service are addressed.
- Maintain the Child Protection Register and attend relevant case conferences as appropriate.
- Oversee the monitoring of pupil engagement in the blended learning environment.
- To support the physical, mental and emotional health and well-being of pupils and staff.

Overall Comment:

This has been another very challenging year for a variety of reasons. Obviously the impact of COVID 19 has been huge on our school and has led to new ways of working, planning and managing for all. The last two months have been spent preparing for a phased return to school amid uncertainty arising from lack of clear directives from DE. We will be returning to a very different way of delivering education in August but I have no doubt that all staff, with effective leadership and reassurances around health and safety, will work to deliver the best educational experience for our pupils, in the challenging months ahead.

Garvan O'Connor – Vice Principal (Curriculum)

Targets for 2019-20 (**some of these targets had to be realigned given the unusual end of face to face learning in March 2020*):

(1) Effective Learning and Teaching

Assessment and Intervention

To lead and manage all aspects of the school's assessment and intervention cycle. This includes relevant staff training and support, generation of SIMs Assessment Marksheets, oversight of departmental assessments, analysis and distribution of ARP results and pupil intervention and follow up.

Maximising Pupil Learning

To lead and manage a programme working with the HoDs and their departmental staff to address the following:

5. Training HoDs on the use of the CCEA Analytics tools to identify areas of their curriculum where pupils have underperformed.
6. Expectations for effective learning audited, discussed, agreed and formulated across departments. Agree on a framework for effective learning that can be summarised as key aspects for learning.
7. Plan for lesson delivery for identified areas of the curriculum that utilise the key aspects for learning.
8. Evaluate how effective these lessons have been in relation to pupil learning.

(2) Timetabling and Options for Years 10 & 12

To lead and manage the processing of GCSE, AS and A2 examination results and to use this information to allocate relevant pupils to the appropriate curriculum pathway at the start of the academic year.

To co-ordinate Year 10 and Year 12 Options, including the communication of the process to parents and pupils, collation and analysis of subject choices, completion of annual whole school curriculum staffing audit and formulation of the new timetable for the 2020-21 academic year incorporating all staffing allocations and pupil core and optional subjects.

(3) *Coordination of the Collation, Checking and Submission of Predicted Grades (May/June 2020)

To lead and manage all aspects of the collation, checking and submission of Predicted Grades to Examination Boards for GCSE, AS and A2 awards in June 2020.

(4) *Planning for a Phased Return from August 2020 (June 2020)

To lead and manage the timetabling provision for a safe phased return for pupils and staff to face to face teaching from August 2020.

(5) *Initial Training for Remote Learning (June 2020)

To lead and manage the initial training of staff and pupils in the use of Google Classroom for Remote Learning.

Progress Made 2019-20:

(1) Effective Learning and Teaching

Assessment and Intervention

- Two assessment cycles were fully and successfully completed; the first at the end of October 2019 (ARP1) and the second in January 2020 (ARP2).
- After completion of analysis and distribution of ARP1 results, I worked in conjunction with Year Heads and HoDs to identify pupils who had underperformed in this first assessment cycle. Intervention and support was initiated by the pastoral team and HoDs. This included revision clinics, support lessons, individual pupil meetings and contact with parents.

- After ARP2, I worked with the Academic Achievement Officer (AAO) to identify pupils who had successively failed in both ARPs, with an emphasis on pupils in examination year groups who were forecasted to not achieve 5 or 7 passes at GCSE or 3 passes at AS or A2. The AAO and I held individual meetings with each of these pupils and their parents, where targets for improvement and necessary support were agreed. Monitoring of progress towards targets was completed on an ongoing basis and HoD meetings had been scheduled for March to review progress of pupils.

Maximising Pupil Learning

All pupils and staff were surveyed in relation to what constitutes an effective lesson. I prepared a summary of key findings from this audit and this was presented to staff during staff INSET in June and August 2019.

- The results from the surveys were combined and summarised under four key aspects of learning: Introduction, Explanation, Consolidation and Evaluation.
- In conjunction with staff, I formulated a Contract for Learning with associated posters produced and displayed in all classrooms. This Contract for Learning will be included in new HW diaries from September 2020.
- I provided training in the use of CCEA Analytics to HoDs to enable them to conduct an in-depth analysis of their recent (Summer 2019) departmental results and determine specific areas in their curriculum where pupil performance did not meet expectations.
- Through the use of the CCEA Analytics tool, HoDs identified areas of their curriculum for focus. They documented when associated lessons would be taught and these were recorded in their HoD report.
- Time was set aside during INSET (4th November 2019) for HoDs to share and discuss with their departmental staff the data from CCEA Analytics. HoDs discussed methods of delivery for pre-identified sections in their SoW. HoDs also led departmental discussion covering how the four aspects of learning (i.e. ways in which learning is Introduced, Explained, Consolidated and Evaluated) would be evident across these areas.
- HoDs annotated the relevant sections from their SoW and minuted their departmental discussion. These minutes were shared with me and their plans discussed with Principal and BoG rep in annual HoD meetings.
- Calendar of lessons covering each department's identified areas of their curriculum was submitted by HoDs. This calendar was used to schedule Pupil Voice exercise and book looks starting in March 2020.

****School closed for face to face teaching in March 2020 due to the outbreak of Covid-19****

- Pupil Voice exercise and scheduled schedule for book looks to help evaluate the associated learning were not carried out due to the school closure and end of face to face teaching in March 2020.

(2) Timetabling and Options Year 10 & 12 (February/March 2020)

- All current Year 10 and 12 pupils have completed the options process for choosing subjects for 2020-21. All communication with parents and pupils in relations to option choices and the processing of pupil applications for options had been completed before lockdown in March 2020.
- Pupil choices have since been accommodated on the timetable for 2020-21 and parents and pupils have been informed of any changes to their initial submission.
- Classes for Year 13 pupils will be finalised after the publication of results in August 2020.
- The full timetable for 2020-21 is complete and can be reverted to when appropriate.

(3) Coordination of the Collation, Checking and Submission of Predicted Grades (June 2020)

- The various examination boards required schools to provide predicted grades and individual pupil rankings for each award for all pupils who were due to complete GCSE, Level 2 equivalent, AS, A2 and Level 3 equivalent awards in June 2020.
- HODs were asked to work in conjunction with their subject teachers to formulate and submit predicted grades along with individual rankings for each grade set. I provided all HoDs and teaching staff with full instructions as to how predictions were to be made in line with guidance supplied by the exam boards. In order to make these predictions as accurate and informed as possible, I also provided a range of data including ARP tracking information, unit scores from external exams, controlled assessment scores and subject performance trends for the past three years.
- All predicted grades and rankings have been collated, checked, uploaded and submitted to the relevant examination boards.
- Submitted grades will be assessed and moderated by the relevant examination board and final examination results will be published in August 2020.

(4) Planning for a Phased Return in August 2020 (June 2020)

- While awaiting full guidance from the Department of Education in relation to the exact parameters for return to school from late August 2020, I worked with the ELT to put in place draft plans which could be adapted once the guidance was received. At the time of writing, full guidance has just been released to confirm social distancing of two metres for adults and one metre for pupils within school. Plans are now being adapted to take account of this.
- All work to date on pupils and staff returning to school is based on the following:
 6. Pupils and staff are accommodated in school safely – placed in appropriate rooms allowing for appropriate measures of social distancing for each pupil/staff.
 7. Regular cleaning of rooms.
 8. Pupils and staff can access and use toilet facilities safely.
 9. Pupils will be able to safely have break and lunch.
 10. Pupils and staff will have a proper induction to the school year.
- Considering the points above and our current school layout and capacity, as the guidance stands it appears that we can safely accommodate on any given day one full year group from each of the key stages (KS3, KS4 and KS5).
- All pupils and staff will start with an induction in August. This has been designed to safely house pupils in the school and provide them with a comprehensive start to the year group, where all aspects appropriate to the school year will be addressed by the relevant staff bodies.
- Staff and pupils will be provided with appropriate support in relation to starting the year, with a particular focus on the new practices and procedures now required. This will include issues such as timetable cycles, online learning, social distancing requirements, movement around the school and break and lunch arrangements.
- Following induction, we will operate on a timetable to initially prioritise Year 12 and 14 pupils before integrating other year groups. We will have a blended format of face to face and online learning for as long as social distancing remains.
- The adapted timetable for these year groups is based on the planned full timetable for next year and classes will be taught by the teacher that they will eventually have when the full timetable begins.

(5) Initial Training for Remote Learning (June 2020)

- Just before the abrupt end to school in March, we quickly trained staff in Microsoft Teams and Google Classroom so that they were able to set up and begin the process of remote learning.
- After using the online platforms for several weeks and with the announcement that blended learning will be in place at the start of the next academic year, feedback from staff was that it would be beneficial to use one online platform only. Rationale included a number of factors such as simpler and more effective management of work distribution, collection, online lessons and communication. It would also enable one set of training materials to be produced for pupils, staff.
- Following an audit of staff, it was decided to use Google Classroom as a common platform for all staff and pupils. C2k Coordinator (Oonagh Convery) is providing training videos and materials based on staff need and staff have begun the process of setting up and populating their own online learning areas. This has been facilitated by the days now set aside for planning in June. Parents and pupils will also receive online guidance and support.

Targets for 2020-21:

(1) To lead and coordinate the HoDs in planning, preparation and delivery of adapted Schemes of Work to prioritise the delivery of all necessary subject content for Year 12 and 14 pupils.

To plan and prepare for the delivery of subject content to Year 12 and 14 classes next year to ensure that all these pupils are adequately prepared for their GCSE and A2 examinations in the Summer 2021 series of exams.

(2) To ensure that there is adequate staff training and set up for the delivery of the curriculum using a blend of face to face teaching and online learning.

To ensure that all staff, pupils and parents are adequately prepared for the remote delivery of lesson content across all year groups using an online platform.

To ensure that pupil learning opportunities are maximised when they do not have direct access to face to face learning.

(3) To lead and manage the adaptation of the 2020-21 timetable and provision of resources for learning to ensure that all pupils and staff can engage in effective blended learning in a safe environment.

Fully plan, communicate and implement an adaptation of our current timetable to allow pupils to safely return to school in a phased format in August 2020.

This phased return must allow for appropriate social distancing throughout the school, including in classrooms, corridors and outside during break and lunchtime.

Department of Education guidelines will be adhered to throughout all planning.

To adjust the 2020-21 timetable (closely following guidance from DE) to allow for the partial to full integration of pupils back to a normal regime of study across all subjects and year groups.

Overall Comment:

2019-20 was an extremely challenging year for the entire school community, where we were all required to quickly adapt to unique and unprecedented circumstances. The 2020-21 academic year and the complex planning required for the phased return to face to face learning will equally require flexibility and adaptability. I will continue to work closely with the Principal, ELT, SLT and middle leaders to contribute to the best of my ability to all aspects of school planning and management, and ensure we provide the most effective educational service possible for our pupils in a safe and secure environment.

Amanda Barr – Senior Teacher (School Community/SENCo)

Development Plans for 2019-2020

- To upskill staff in the interpretation of data
- Improved use of baseline data for Year 8 pupils (PTE/PTM/CAT4/PASS) to identify barriers to learning, inform teaching and learning and targeted interventions. (Year 2 Action Plan in SDP)
- Enhance the sharing of data with staff through 'Individual Pupil Data Profile' accessed via SIMS.
- To enhance the role of classroom assistants through the piloting of a PASS mentoring programme for Year 8 pupils
- To enhance current learning support programmes for literacy and numeracy by devising interventions which are bespoke and targeted at the individual needs of pupils and evaluate impact through retesting in PTE/PTM.
- To support PASS mentors by providing necessary training and producing support materials (Mentor Guide for staff and Pupil PASS booklet)
- To enhance the standing of the AEN department within the school and their contribution to supporting vulnerable children. To improve current provision through the acquisition of space for a Student Support Hub (former Green Room)
- To acquire funding for the resourcing of the student support hub
- To avail of EA training on new SEND legislation and revised Code of Practice and engage in consultation on proposed PLP model.
- Address to staff on a designated INSET day on Access Arrangements Policy and SEN changes to date

Progress Made 2019-2020:

- Staff training on interpretation of data completed 24/10/2019
- PTE/PTM/CAT4 data for Year 8 analysed by LS tutors, Literacy and Numeracy Co-ordinators, SENCo and Curriculum VP to pre-identify pupils for support.
- Pupil Data Profiles produced and uploaded to SIMS for staff consultation.
- 7 classroom assistants, all SLT and ELT trained in interpreting and responding PASS data and materials produced to support mentors and mentees.
- Cycle 1 of PASS Mentoring completed (November 2019 – February 2020)
- £3,500 in funding acquired (thanks to support from PTA and R Herron) through Dept, for Communities to purchase resources for the new Student Support Hub. Rota in place to ensure pupils needing this space are supervised and supported.
- SENCo attended 2 days EA training on new SEND legislation and Code of Practice.
- Retesting of pupils in PASS/PTE/PTM did not take place due to COVID-19.
- Pupil/parent voice to inform evaluation of interventions did not take place due to COVID-19.
- Planned staff training on Access Arrangements Policy and proposed SEN changes did not take place due to COVID-19.
- EA consultation on new PLP model pushed back until Autumn 2020

Development Plans 2020-2021:

- Meet the acute needs of the school during the post-CoVID-19 restart phase – effective redeployment of classroom assistants to ensure supervision of pupils at key points during the school day
- Identify vulnerable pupils unable to return to school initially and plan to support them remotely through the assignment of a learning mentor
- Training for AEN department in Google Classroom to support SEN pupils during the blended learning phase
- Appropriate arrangements in place for vulnerable pupils/children of key workers who need to attend school for periods of time which extend guidelines.
- Continuation of PASS Mentoring programme with new Year 8 pupils
- Continued sharing of Individual Pupil Data Profiles with staff and LS Tutors to inform teaching and learning, including interventions
- Staff INSET training in Access Arrangements Policy and proposed SEN Changes

Overall Comment:

2019/20 has been another challenging year. New working relationships have been established with our two new school counsellors and a newly assigned Educational Psychologist. There have also been a number of staffing changes within the AEN team throughout the year. Access Arrangements requests for GL continue to increase year on year and we have responded to this with a systemic review of administration arrangements. Within the school itself, there continues to be an increasing number of students being flagged up for diagnostic testing which carries a considerable time demand. Also, we must now pay per candidate per test so financial demands also require consideration. We are responding to this through a dissemination event around the Access Arrangements Policy which will be delivered during an INSET day.

Meeting the growing SEBW (social, emotional, behavioural and wellbeing) demands of the pupil population has continued to be challenging but having the refurbished 'Green Room' has made a positive impact on our ability to support an increasing number of students presenting with mental health issues and anxiety disorders. Securing the funding has been a real highlight – we look forward to making that space a welcoming and nurturing one for our vulnerable pupils.

Co-ordinating and driving the actions around effective use of baseline data has been a privilege as it has allowed me to be creative in addressing academic and attitudinal barriers to learning and provided valuable insight into the learning experiences of Year 8 pupils. It is hoped this programme will recommence once the full timetable is operational and that we can complete two cycles of mentoring and carry out the all-important retesting to evaluate impact.

Once again it was a great privilege to visit feeder primary schools with pupil ambassadors from Year 8 and senior school. I welcome these opportunities to promote St Mary's.

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

Development Plans for 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

• Progress Made 2019-2020:

- Significant progress was made in implementing the Action plan for Ethos and the ER identity. Staff training was provided and opportunities for students to continue outreach work. Development opportunities provided to students including visit to ER International and the UN in Geneva
- New website was completed and launched successfully. I created and delivered training to staff, creating a team of website editors. The functionality of the website has greatly enhanced the image of the school. This has been a massive improvement and has proven crucial during the Covid-19 school closure.
- I successfully overhauled the school Daily Events Calendar which is now a live Microsoft Outlook Calendar document. I created and delivered training to all staff on contributing to this live document via their school outlook account. This calendar was successfully embedded into the school website allowing the public to see the school's daily events
- A new E-Progress File programme was researched and developed but the premature school closure delayed its roll-out.

Development Plans 2020-2021:

- E-Progress File programme to be rolled out across all key stages as per SDP
- Refreshed and enhanced pastoral programme to be provided to Years 11 and 12 allowing for remote access and home completion, reflecting the current educational situation and addressing the pastoral needs of the students engaged in blended learning
- To focus on providing academic support to students at KS4 engaged in a blended approach to learning. I will work with and support the year heads, particularly at Year 12 in bridging the learning gap which developed as a result of the prolonged absence from school-based learning this year.
- To continue the development of the new school website to enhance the image of the school

Overall Comment:

I am very pleased with the progress made this year, albeit in difficult and challenging circumstances. I am delighted with the new school website, its functionality and the team of staff trained to contribute to it.

The live Outlook calendar which is now embedded into the school website is a big addition. I am happy with the training I provided to staff, the majority of whom now contribute to the calendar regularly, making it a living document and an excellent window into school activities.

The work enhancing the ethos and ER identity within the school was as always widespread as we continue to provide opportunities to staff, pupils and the wider St Mary's family to live out the values of Edmund Rice.

I am delighted with my leadership of the PTFA which again secured funding, this time £3500 from Department of Communities to enhance the provision of AEN support within the school.

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

Development Plans for 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.

Progress Made 2019-2020:

- KS3 pastoral programmes were updated and rolled out in January 2020.
- Extensive preparation undertaken to ensure all pupils and teaching staff felt involved in the production of the positive behaviour policy. Extensive materials produced for use in form period with all year groups to engage pupils and elicit their views on values, rights and responsibilities, rewards and sanctions. Materials produced for all staff to explore their views on how positive behaviour can be promoted. Due to Covid-19, the policy will now be completed by Hallow'en 2020.
- Joint Prize Giving event ran smoothly.
- The Examinations Officer and I worked closely throughout the year to improve existing good practice and to enhance our training of Invigilators.

A draft Contingency Plan for Examinations was written. This will be finalised after appropriate discussion early in Term 1 (due to Covid-19 such discussions were unable to take place).

Due to Covid-19, the summer exam series did not run. I had to disseminate a number of documents in relation to the changes to the grading system. Teachers were informed of all relevant guidelines in a timely manner and I collated key points for staff to ensure that important information was highlighted. I worked closely with the Examinations Officer, the Curriculum VP and the Principal to ensure that centre assessment grades and rank order of pupils was completed and forwarded to the appropriate exam boards. I liaised with HoDs on behalf of the Curriculum VP regarding appropriate final checks of grades and rank order took place.

Development Plans 2020-2021:

- To work with the Pastoral VP to update and present the Positive Behaviour Policy to staff by Hallowe'en 2020.
- To work with KS3 Year Heads and the Pastoral VP to ensure the smooth induction of all KS3 pupils' phased return to school as a result of Covid-19.
- Support new Head of Year 8 throughout the year. Transition for these pupils will be more challenging than usual if current restrictions due to Covid-19 are still in place in September.
- Ongoing support extended to Year Heads in Years 9 and 10, particularly in relation to blended learning and engagement of the pupils.
- Update prospectus.
- To oversee the production of a promotional video of the school.
- To finalise the Contingency Plan for exams.
- To continue to work with the Examinations Officer to enhance good practice. As the November exam series is proceeding as planned, we will have to take account of Covid guidelines at the time to protect pupils and staff.
- To organise the GL Assessment and adapt arrangements to reflect restrictions, such as social distancing, which might be required this year.

Overall Comment:

This has been another busy year. In particular, the issues raised as a result of Covid-19 have been very challenging. The resulting impact on the summer exam series has been immense. This was difficult to manage when we were not in school. However, I am confident teachers were kept informed of all relevant updates and the Curriculum VP, Examinations Officer and I worked effectively together to ensure pupils' results were inputted correctly and forwarded to exam boards.

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

Development Plans for 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 Vice Principal 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 VP/HoS/HoY).
- To further refine the form period programme and develop a similar programme for the Year 14 cohort.

Progress Made 2019-2020:

- Successful roll out of the attendance reward programme to both Year 8 & 9. Half-termly reward certificates and break time passes were produced and awarded to the 100% attendance pupils.
- All full comment reports were switched to the staggered January and February window. All reports were posted home and made available on the school network. This was especially pertinent as we were fully compliant with reports prior to the Covid-19 pandemic and subsequent school closures.
- Interview attendance panel meetings were hosted by the Pastoral VP and SLT Attendance in November 2019 and January 2020. The final term panel meetings were not possible due to lockdown.
- The pastoral programme was made available for delivery to Year 13 students in September 2019. A further Year 14 programme was developed and put in place for delivery in January 2020.

Development Plans 2020-2021:

- To continue the **attendance reward programme** into Year 10 so that all pupils in Key Stage 3 have an opportunity to be rewarded for full attendance.
- To audit **monthly the level of attendance and absence notes** received by form teachers. This may need to follow a twin approach for the period of phased return to school with email absence notes and paper notes following post pandemic procedures.
- To ensure the implementation of **attendance interview panels** for each school term. These may need to follow a virtual meeting platform approach dependent upon health restrictions and Department of Education guidance.

Overall Comment:

The plans I have considered for next academic year focus on developing further work or initiatives introduced during the last academic year.

The Covid-19 pandemic and subsequent school lockdown hampered the level of the initiatives which, up until school closure, had been progressing well.

Next school year will provide many challenges to managing high levels of attendance and will be linked to the phased return of our pupils and blended approaches to attendance and learning.



RESPONSIBILITY REPORTS

2019-2020

HEADS OF DEPARTMENTS



Art and Design/MIA Departments - Head of Department – Mrs L McGonagle

Departmental Targets identified at September 2019	Outcome	Evidence to support statement	Whole School / Departmental Targets for 2020-2021
	<p>In KS3 Feedback is given at the end of each Unit of Work and this information is attached to their Art folders. Each Homework Assignment in sketchbooks will have written feedback. GCSE and 'A' level the feedback is on a continual basis in their sketchbooks. Written feedback is less beneficial than individual verbal/practical feedback. At KS4 and KS5 the written element is discussion and explanation as their work develops and consolidating ideas.</p> <p>In every lesson our students are given verbal appraisal with practical demonstrations in order to make improvements.</p> <p>In MIA work is discussed and written feedback given on exam questions submitted in Google Classroom.</p>	<p>There is written feedback for every pupil in their folders at KS3, folders/sketchbook GCSE and Sketchbook at 'A' level. Whilst feedback is necessary it is less effective than dialogue and demonstration.</p>	<p><u>Year 13 and 14</u> Reviewing all Schemes to agree a Programme of Blended Learning that addresses CCEA Assessment Objectives. Creating a detailed Handbook for both Years 13 and 14 that will enable pupils to continue work remotely or in class.</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>There was monitoring by HoD to ensure that all pupil course work both Art and MIA were completed to a good/ to high standard. Deadlines were set and pupils whose work was not complete were issued with constructive detentions.</p> <p>At Christmas all work was complete and up to date.</p>	<p>This would have been reflected in 100% pass at GCSE, AS and A2</p>	<p><u>Year 12 GCSE:</u> Reviewing all Schemes to agree a Programme of Blended Learning that addresses CCEA Assessment Objectives</p> <p><u>KS3:</u> Reviewing all Schemes and creating a detailed plan agreed by all members of the department to deliver effective lessons in terms of 'Base Teaching'</p> <p>I will complete the relevant training in relation to the use of Google Classroom and ensure that my department is ready for the delivery of the curriculum using a blend of face to face teaching and online learning.</p> <p><i>(The school will be using Google Classroom as a generic platform for the delivery of online learning).</i></p>



Extra-Curricular Activities	Highlights/Successes for the Year
KS3 Lunchtime Arts KS4 and 5 After School Arts KS3 Film Club KS3 Animation Club Filming for ECO Club, Mental Health Awareness, Carol Service	Conleth Mallon GCSE True Colours Eamonn Rooney 10A won a competition to design a Lego character. As a prize, Lego made up his Key Worker Character and sent it to him. Ethan Pollock BFI Academy Cinemagic discussion of short films with Q&A, KS4 and KS5 MIA

Note on scenarios for Year 12 GCSE

*There are two scenarios: (1) subjects in which Year 11 pupils were entered for Summer 2020 GCSE units and (2) subjects in which pupils normally sit all their GCSE units at the end of Year 12.

(1) The statement below from CCEA refers to subjects in which Year 11 pupils had been entered for GCSE units in Summer 2020.

Students entered for GCSE units in Summer 2020 that will lead to a GCSE grade in 2021 should not be issued with a grade. For those students, there will be two options. In 2021 they can sit the units they planned to take next year, and not the unit(s) they entered for in Summer 2020. These 2020 units will have a mark calculated using statistical predictions based on their performance in the 2021 units. As a result, an overall GCSE grade will be awarded in 2021. Alternatively, they can choose to sit all the units in Summer 2021. Whichever option a student chooses; they will be awarded the highest grade.

If a department had entered Year 11 pupils for GCSE in Summer 2020, pupils are therefore not required to sit all units at the end of Year 12. They may sit only Year 12 units and the overall result will be based on Year 12 performance only. However, pupils may sit all units (Year 11 and 12) at the end of Year 12. The school's preferred option is for pupils to sit the Year 12 units only.

(2) For subjects where pupils had not been entered for any exams in Year 11 in Summer 2020, it will be a requirement for exams in all units to be taken at the end of Year 12 (Summer 2021).



Department - Business and Finance Department Head of Department – Mrs C Gillespie			
Departmental Targets identified at September 2019	Outcome	Evidence to support statement	Whole School / Departmental Targets for 2020-2021
<p>I will complete training in the use of Examination Analytics tools to allow me to identify areas of my curriculum in which pupils have underperformed in public examinations (2019 Series).</p> <p>I will work in conjunction with my department to identify a series of lessons (a minimum of 6-8 lessons) or skills that directly relate to where the data from Analytics has indicated pupils have underperformed in examinations. <i>(These lessons/skills will relate to sections in our Scheme of Work which are taught at a particular stage in the school year).</i></p>	Achieved	<p>We have performed an analysis of our departmental examination results (2019 series) using our current exam board's online analytics tool (AQA). The analysis has shown us that there is an examination technique weakness in Unit 4 'Managing and Leading People'.</p> <p>We also identified a weakness in unit 3 which is an externally assessed piece of coursework. (pending)</p>	<p>Year 14 A2: We will adapt the current format of our Year 14 Scheme of Work so it includes necessary AS content (content that is essential as prerequisite knowledge for the Year 14 curriculum). This necessary AS content will be integrated within the relevant scheme. This may include work that was taught last year but will need to be revisited and/or work not already taught which is a prerequisite for this year.</p> <p>Ensure that the Year 14 Scheme of Work includes resources for pupils that can be readily shared via online platforms.</p>
<p>I will work in conjunction with my department to discuss and agree on what we feel are the most effective aspects of lesson delivery directly relating to the identified areas in our Scheme of Work. These will cover the four key aspects for learning, namely, introduction, explanation, consolidation/practise and evaluation of learning.</p> <p>I will ensure the detail of how the four key aspects for learning will be evident across the chosen lessons/skills will be documented by my department in a suitable format. <i>(This can be annotations on existing Scheme of Work outlining agreed methods for lesson/skill delivery).</i></p>	Achieved	<p>An extensive student examination technique booklet was produced for delivery of unit 4.</p> <p>Analysis of unit 3 results allowed the department to incorporate 'best practice' into the student booklets, allowing them to potentially earn more marks.</p>	<p>Year 12 GCSE: For Year 12 Schemes of Work falling under Category 1* (i.e. pupils sitting only Year 12 units), we will amend as per detailed for Year 14 – adapt the Year 12 Scheme of Work so that it includes any necessary Year 11 content and ensure resources are available for online learning. For Year 12 Schemes of Work where pupils are sitting all units at the end of Year 12 in Summer 2021, our scheme will need to be adapted to cover all content to ensure pupils are adequately prepared for exams in all units in Summer 2021. I will complete the relevant training in relation to the use of Google Classroom and ensure that my department is ready for the delivery of the curriculum using a blend of face to face teaching and online learning.</p>



As a department, we will deploy and evaluate the effectiveness of using these methods across lessons for the pre-identified topic(s) in our Scheme of Work. <i>(The evaluation will be focused on whether or not the deployment of the agreed methods of delivery have had a positive impact on pupil learning).</i>	Achieved	ARPs/Class Assessments/Records of HW/Module Score. Unit 4: Pupils sat January 2020 module. Results obtained in March 2020 saw an overall improvement. Unit 3: Not submitted due to Covid19.	<i>(The school will be using Google Classroom as a generic platform for the delivery of online learning).</i>
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Extra-Curricular Activities	Highlights/Successes for the Year
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. The assistance given to students doing coursework subjects cannot be underestimated. The sheer volume of marking and remarking, given the large cohort of 'weaker' learners has placed unrealistic demands on teachers.	Given the complexities of the department – the vast array of subjects on offer and the very poor access to appropriate ICT facilities, the BS department continues to see success in attracting large numbers to the department, pupil retention and exam results.

Note on scenarios for Year 12 GCSE

*There are two scenarios: (1) subjects in which Year 11 pupils were entered for Summer 2020 GCSE units and (2) subjects in which pupils normally sit all their GCSE units at the end of Year 12.

(1) The statement below from CCEA refers to subjects in which Year 11 pupils had been entered for GCSE units in Summer 2020.

(2)

Students entered for GCSE units in Summer 2020 that will lead to a GCSE grade in 2021 should not be issued with a grade. For those students, there will be two options. In 2021 they can sit the units they planned to take next year, and not the unit(s) they entered for in Summer 2020. These 2020 units will have a mark calculated using statistical predictions based on their performance in the 2021 units. As a result, an overall GCSE grade will be awarded in 2021. Alternatively, they can choose to sit all the units in Summer 2021. Whichever option a student chooses; they will be awarded the highest grade.

If a department had entered Year 11 pupils for GCSE in Summer 2020, pupils are therefore not required to sit all units at the end of Year 12. They may sit only Year 12 units and the overall result will be based on Year 12 performance only. However, pupils may sit all units (Year 11 and 12) at the end of Year 12. The school's preferred option is for pupils to sit the Year 12 units only.

(2) For subjects where pupils had not been entered for any exams in Year 11 in Summer 2020, it will be a requirement for exams in all units to be taken at the end of Year 12 (Summer 2021).



Department – Drama Head of Department: Mr Paul Lavery			
Departmental Targets identified at September 2019	Outcome	Evidence to support statement	Whole School / Departmental Targets for 2020-2021
<p>Key Stage 5 Drama students study the Edexcel/Pearson A Level syllabus. Students have traditionally underperformed in the written examination and exam analytics provided by Pearson showed specific areas where shortcomings were evident.</p> <p>In Section B, students need to apply their knowledge of texts to a practical application. Analytics showed that students were gaining grades up to 15% lower in this section. We have traditionally taught the three elements of the course- Devising, Performance and Examination as fairly discrete units. This has meant that the focus of the written examination work has taken place relatively late in the course. The knowledge and application of same needs to be embedded and tested earlier in the school year. This specifically means Year 13, so that the jump from GCSE to A Level standards is met effectively. The scheme needs to be adjusted so that the knowledge and skills required will be developed earlier in the school year.</p>	<p>The Devised work traditionally carried out in the first term was moved to Term 3</p> <p>Term 1 focussed on the development, understanding and written expression of Drama subject specific terminology and ideas. 20 lessons were dedicated to this process.</p> <p>They began by a review of the 20 most important Drama terms. Student were tasked with assessing online reviews of performances. They had to join an online Drama college forum and print out their conversations/inputs as these are not permitted on the school network. This was followed up by ongoing formative assessment. Schemes of work were adapted to reflect the needs identified in exam analytics. This took the form of a change in the annual timetable/order and elements such as those mentioned above added in. The Christmas mock exam showed much improved scripts in comparison to the previous year. They were, in fact, of a better standard than the current Year 14 students' work. On average a grade higher,</p>	<p>Adapted A Level Drama scheme of work</p> <p>Scripts of online web interactions</p> <p>Mock exam scripts/results.</p> <p>Student written work, reflecting higher quality/improved standards</p> <p>More evidence would have been available in normal circumstances.</p> <p>Pupil voice</p>	<p>Most of the current priorities identified are capable of being implemented onto online learning.</p> <p>In the short term, AS students will focus on differing priorities for in-school and online work. In-school work will follow up, review and prepare students for research, written and online work. Schemes have already been adapted to take account on face-time and online learning. I have long-running experience of Google Classroom and other apps, but will avail of the training available, as will the other members of the department. Mrs Osborne and I are developing, and will continue to develop practical ideas for new schemes at KS3 and the adaptation of present schemes/activities to fit with the likely increase of online learning post August 2020. Analysis of results in 2020 will be of limited value, so early assessment of students in the new school year will be essential.</p> <p>This assessment will be followed up with any necessary changes to the current plan of operation.</p>
Introduction: Early in Year 13, students will be introduced to subject	Many of the plans to consolidate this work was due to take place from		The issues all relate to A Level as there are currently no GCSE Drama classes.



<p>specific terminology. They will also practise shorter pieces of writing in the style required of the written exam format. These changes will be reflected in updated and adapted schemes of work.</p> <p>Explanation: Students will gain confidence early on in the year so that they are in a better position to appreciate and access knowledge related to Drama. The level of explanation will be differentiated to the varying ability and demands of the students.</p> <p>Consolidation: Students will be encouraged to access web based Drama material to further deepen their appreciation for subject specific vocabulary. They will be given scaffolded answers to create good practice and familiarity with the standards expected for A Level. The work will combine practical and written so that it can stimulate students and help them appreciate/express the connection between practical and written accounting of same.</p> <p>Practice and evaluation of learning: The quality of this written work will be evaluated and individual differentiated assistance/guidance given as necessary. Lessons will be adapted and changed as necessary depending on the quality of outcomes.</p> <p>There are no external assessments in Year 13, so evaluation will take the form of mock exams.</p>	<p>March onwards, following work on the devised piece after Christmas. This was much disrupted by the pandemic, but some progress was made in online work.</p>		<p>A focus on recruitment at KS3 will be part of the ongoing plans to re-vamp the schemes with regard to the new modus operandi.</p> <p>The plans will be adapted as necessary with regards to the possibly ever changing circumstances.</p>
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Extra-Curricular Activities	Highlights/Successes for the Year
After school lessons Mental Health Day performance Drama Club Planned trip to London did not take place due to the pandemic	The Drama Club was very popular and well attended The Open Night student performance received very wide-ranging positive feedback The AS devised play garnered top band grades for all students



English Department - Head of Department: Ms M Hatchell			
Departmental Targets identified at September 2019	Outcome	Evidence to support statement	Whole School / Departmental Targets for 2020-2021
<p>I will complete training in the use of Examination Analytics tools to allow me to identify areas of my curriculum in which pupils have underperformed in public examinations (2019 Series).</p> <p>I will work in conjunction with my department to identify a series of lessons (a minimum of 6-8 lessons) or skills that directly relate to where the data from Analytics has indicated pupils have underperformed in examinations. <i>(These lessons/skills will relate to sections in our Scheme of Work which are taught at a particular stage in the school year).</i></p>	<p>HOD training on CCEA Analytics participated in by MH. Areas for improvement identified – Reading for Meaning/Inference.</p> <p>Meeting with department to share CCEA Analytics and devise tasks/activities to address skills needed for areas that pupils underperformed in – Reading for Meaning/Inference.</p>	<p>HOD Report (2019) Minutes - November 2019 CCEA Analytics HOD Timeline</p> <p>HOD Report (2019) Minutes – November 2019 CCEA Analytics HOD Timeline Hard copy of annotated SoW provided at the time</p>	<p>Year 14 A2: We will adapt the current format of our Year 14 Scheme of Work so it includes necessary AS content (content that is essential as prerequisite knowledge for the Year 14 curriculum). This necessary AS content will be integrated within the relevant scheme. This may include work that was taught last year but will need to be revisited and/or work not already taught which is a prerequisite for this year.</p> <p>Ensure that the Year 14 Scheme of Work includes resources for pupils that can be readily shared via online platforms.</p>
<p>I will work in conjunction with my department to discuss and agree on what we feel are the most effective aspects of lesson delivery directly relating to the identified areas in our Scheme of Work. These will cover the four key aspects for learning, namely, introduction, explanation, consolidation/practise and evaluation of learning. I will ensure the detail of how the four key aspects for learning will be evident across the chosen lessons/skills will be documented by my department in a suitable format. <i>(This can be annotations on existing Scheme of Work outlining agreed methods for lesson/skill delivery)</i></p>	<p>Meeting with department to share CCEA Analytics and devise tasks/activities to address skills needed for areas that pupils underperformed in – Reading for Meaning/Inference.</p> <p>Minutes and HOD Timeline shared with the department. Teachers could then annotate their own copy of the relevant SoWs.</p> <p>A range of evaluation methods decided on by the department and SLT.</p>	<p>HOD Report (2019) Minutes – November 2019 CCEA Analytics HOD Timeline Hard copy of annotated SoW provided at the time</p> <p>Minutes – November 2019 CCEA Analytics HOD Timeline Hard copy of annotated SoW provided at the time. Minutes – November 2019, HOD Report (2019). Massive improvement from 51.6% pass rate in ARP2 to 89% pass rate in January Module. June Modules never happened. Unsure if Pupil Voice was able to be carried out by SLT.</p>	<p>Year 12 GCSE: For Year 12 Schemes of Work falling under Category 1* (i.e. pupils sitting only Year 12 units), we will amend as per detailed for Year 14 – adapt the Year 12 Scheme of Work so that it includes any necessary Year 11 content and ensure resources are available for online learning.</p> <p>For Year 12 Schemes of Work where pupils are sitting all units at the end of Year 12 in Summer 2021, our scheme will need to be adapted to cover all content to ensure pupils are adequately prepared for exams in all units in Summer 2021.</p>



As a department, we will deploy and evaluate the effectiveness of using these methods across lessons for the pre-identified topic(s) in our Scheme of Work. <i>(The evaluation will be focused on whether or not the deployment of the agreed methods of delivery have had a positive impact on pupil learning).</i>			I will complete the relevant training in relation to the use of Google Classroom and ensure that my department is ready for the delivery of the curriculum using a blend of face to face teaching and online learning <i>(The school will be using Google Classroom as a generic platform for the delivery of online learning).</i>
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Extra-Curricular Activities	Highlights/Successes for the Year
<ul style="list-style-type: none"> • Creative Writing Club (facilitated by Miss C Dobbin); • Rotary- Year 13 pupils Joseph Butler, Daniel Molloy, Christopher McConway and Bradley Bell involved in weekly preparation to take part in interviews as part of the Young Leader's Competition (facilitated by Ms M. Hatchell); • Poetry Aloud – Year 9 pupil Daniel O'Hare prepared to enter again (made it to the final last year), but after preparation was unable to attend the event (facilitated by Ms M. Hatchell); • St. Mary's CBGS Newsletter – Year 12 and 13 pupils involved in the creation of a newsletter; part of this was identifying gifted and talented pupils and mentoring them during involvement with this. 1st edition never printed due to school closure (facilitated by Ms M. Hatchell). 	<ul style="list-style-type: none"> • Rotary Competition – Joseph Butler made it to the final at Europa Hotel; • Year 12 Literature pupils involved in trip to Heaney HomePlace to take part in a lecture and exhibition tour to enhance their learning for their study of Poetry (facilitated by Mrs C. McComb, Ms S. Rogan, classroom assistants and Ms M. Hatchell); • World Book Day tokens distributed to all classes studying English; • Year 9 class entered and some pupils were successful in the Padraic Fiacc Poetry competition (facilitated by Mrs M. Murray); • Year 9 class participated in a workshop with Belfast City Council around the issue of the environment (facilitated by Miss F. Donnelly); • Book Fair organised for May, unable to go ahead due to school closure.

Note on scenarios for Year 12 GCSE: *There are two scenarios: (1) subjects in which Year 11 pupils were entered for Summer 2020 GCSE units and (2) subjects in which pupils normally sit all their GCSE units at the end of Year 12.

(1) The statement below from CCEA refers to subjects in which Year 11 pupils had been entered for GCSE units in Summer 2020.

Students entered for GCSE units in Summer 2020 that will lead to a GCSE grade in 2021 should not be issued with a grade. For those students, there will be two options. In 2021 they can sit the units they planned to take next year, and not the unit(s) they entered for in Summer 2020. These 2020 units will have a mark calculated using statistical predictions based on their performance in the 2021 units. As a result, an overall GCSE grade will be awarded in 2021. Alternatively, they can choose to sit all the units in Summer 2021. Whichever option a student chooses; they will be awarded the highest grade. If a department had entered Year 11 pupils for GCSE in Summer 2020, pupils are therefore not required to sit all units at the end of Year 12. They may sit only Year 12 units and the overall result will be based on Year 12 performance only. However, pupils may sit all units (Year 11 and 12) at the end of Year 12. The school's preferred option is for pupils to sit the Year 12 units only. (2) For subjects where pupils had not been entered for any exams in Year 11 in Summer 2020, it will be a requirement for exams in all units to be taken at the end of Year 12 (Summer 2021).



French - Head of Department: Miss C McAtamney

Departmental Targets identified at September 2019	Outcome	Evidence to support statement	Whole School / Departmental Targets for 2020-2021
<p>I will complete training in the use of Examination Analytics tools to allow me to identify areas of my curriculum in which pupils have underperformed in public examinations (2019 Series). I will work in conjunction with my department to identify a series of lessons (a minimum of 6-8 lessons) or skills that directly relate to where the data from Analytics has indicated pupils have underperformed in examinations.</p> <p><i>(These lessons/skills will relate to sections in our Scheme of Work which are taught at a particular stage in the school year).</i></p>	<ul style="list-style-type: none"> • Training completed and listening element identified. • Focus was on listening skills at GCSE and AS/ A2 as the ccea analytics showed poorer performance in that area on going throughout the year and up until the exam. • Lessons were focused on pitfalls/common mistakes/strategies eg) listening for negatives, pre-empting answers, highlighting key words in questions, underlining tenses. • Most pupils maintaining performance or improving performance in listening • Confidence increased after interventions 	<p>Past paper GCSE exam results with GOC in March.</p> <p>7 Pupils moving up from foundation to be entered at higher tier at GCSE</p> <p>5 improving from a D to a C or above in foundation tier past papers</p> <p>AS/A2 past paper results improvements. All pupils improved results eg) 6/25 to 12/25, 8/25 to 19/25, 10/25 to 17/25</p> <p>More confident approach to listening in general and lack of reluctance</p>	<p>Year 14 A2: We will adapt the current format of our Year 14 Scheme of Work so it includes necessary AS content (content that is essential as prerequisite knowledge for the Year 14 curriculum). This necessary AS content will be integrated within the relevant scheme. This may include work that was taught last year but will need to be revisited and/or work not already taught which is a prerequisite for this year. Ensure that the Year 14 Scheme of Work includes resources for pupils that can be readily shared via online platforms.</p>
<p>I will work in conjunction with my department to discuss and agree on what we feel are the most effective aspects of lesson delivery directly relating to the identified areas in our Scheme of Work. These will cover the four key aspects for learning, namely, introduction, explanation, consolidation/practise and evaluation of learning. I will ensure the detail of how the four key aspects for learning will be evident across the chosen</p>	<ul style="list-style-type: none"> • Shared good practise/ideas at Dept /faculty meetings • Lessons were implemented throughout the year • Focus was on skill and exam technique rather than content specific 	<p>Schemes updated and sections used highlighted and with SLT link and lesson delivered throughout the year</p> <p>Pupil experience in class</p> <p>Pupil books/Pupil HWs/test results</p>	<p>Year 12 GCSE: For Year 12 Schemes of Work falling under Category 1* (i.e. pupils sitting only Year 12 units), we will amend as per detailed for Year 14 – adapt the Year 12 Scheme of Work so that it includes any necessary Year 11 content and ensure resources are available for online learning.</p> <p>For Year 12 Schemes of Work where pupils are sitting all units at the end of Year 12 in Summer 2021, our scheme will need to be adapted to cover all</p>



lessons/skills will be documented by my department in a suitable format. <i>(This can be annotations on existing Scheme of Work outlining agreed methods for lesson/skill delivery).</i>	<ul style="list-style-type: none">• Lessons were integrated into schemes and schemes were highlighted	<ul style="list-style-type: none">• Evidence in schemes• Evidence in class tests and past papers• Results monitored and passed on for HOD report in March• Evidence with GOC and MR• Pupil results see above	content to ensure pupils are adequately prepared for exams in all units in Summer 2021.
As a department, we will deploy and evaluate the effectiveness of using these methods across lessons for the pre-identified topic(s) in our Scheme of Work. <i>(The evaluation will be focused on whether or not the deployment of the agreed methods of delivery have had a positive impact on pupil learning).</i>	<ul style="list-style-type: none">• Test results before and after were recorded and monitored• Pupil results were analysed for improvement after intervention• Pupil motivation/ reluctance to do listenings were monitored	<ul style="list-style-type: none">• Results were recorded and analysed for effectiveness of intervention.• Intervention was successful as pupil results were better in past paper performance	I will complete the relevant training in relation to the use of Google Classroom and ensure that my department is ready for the delivery of the curriculum using a blend of face to face teaching and online learning. <i>(The school will be using Google Classroom as a generic platform for the delivery of online learning).</i>



Geography - Head of Department: Mr M Watson

Departmental Targets identified at September 2019	Outcome	Evidence to support statement	Whole School / Departmental Targets for 2020-2021
<p>I will complete training in the use of Examination Analytics tools to allow me to identify areas of my curriculum in which pupils have underperformed in public examinations (2019 Series). I will work in conjunction with my department to identify a series of lessons (a minimum of 6-8 lessons) or skills that directly relate to where the data from Analytics has indicated pupils have underperformed in examinations.</p> <p><i>(These lessons/skills will relate to sections in our Scheme of Work which are taught at a particular stage in the school year).</i></p>	<p>We have performed an analysis of our departmental examination results (2019 series) using our current exam board's online analytics tool. The analysis has shown us that pupils are not accessing the top band 3 in case study questions. Pupils struggled to with both recall and evaluation of these questions.</p> <p>We have identified the following section(s) from our SoW and will conduct a departmental review, focusing on methods of delivery for this section of the SoW.</p> <p>Case studies:</p> <p>Paper 1 Rivers - Mississippi Coats - Lyme Regis Weather – Katrina Restless Earth – Yellowstone</p> <p>Paper 2 Population – Greece Settlement – Titanic Quarter Development – BRIC's countries - India</p>	<p>Attendance at training sessions.</p> <p>Departmental meeting minutes.</p> <p>Newly formatted case study materials for pupils in which all Case studies at GCSE have been adapted into a more concise format. Content has been reduced and scaffolding introduced.</p>	<p><u>Year 12 - GCSE</u></p> <p>We will adapt the current format of our Year 12 Scheme of work so it includes necessary AS content (content that is essential as prerequisite knowledge for the Year 14 curriculum). This necessary AS content will be integrated within the relevant scheme. This may include work that was taught last year but will need to be revisited and/or work not already taught which is a prerequisite for this year. Ensure that the Year 12 Scheme of Work includes resources for pupils that can be readily shared via online platforms.</p>
<p>I will work in conjunction with my department to discuss and agree on what we feel are the most effective aspects of lesson delivery directly relating to the identified areas in our Scheme of Work. These will cover the four key aspects for learning, namely, introduction, explanation,</p>	<p>A pupil and staff voice exercise on 'what works best to bring about effective learning' was used to agree on the best methods to deliver a lesson. Four key components were identified and are incorporated into each lesson:</p> <ul style="list-style-type: none"> Introduced to the pupils. 	<p>Amended schemes of work (in progress).</p> <p>Department meeting minutes.</p>	<p><u>Year 12 GCSE</u></p> <p>For Year 12 Schemes of Work falling under Category 1* (i.e. pupils sitting only Year 12 units), we will amend as per detailed for Year 14 – adapt the Year 12 Scheme of Work so that it includes any necessary Year 11 content and ensure resources are available for online learning.</p>



<p>consolidation/practise and evaluation of learning.</p> <p>I will ensure the detail of how the four key aspects for learning will be evident across the chosen lessons/skills will be documented by my department in a suitable format. <i>(This can be annotations on existing Scheme of Work outlining agreed methods for lesson/skill delivery).</i></p>	<ul style="list-style-type: none"> • Explained to the pupils (considering any misconceptions they may have). • Resourced to allow pupils to practice and consolidate their learning. • Evaluated to check if pupils have grasped the concepts being taught. <p>The relevant section(s) from our SoW will be annotated to highlight what teaching methods we will be using to deliver significant concepts from the SoW, covering all four key aspects of learning. Staff within the department will focus on the delivery of these for the relevant lessons.</p>		<p>For Year 12 Schemes of Work where pupils are sitting all units at the end of Year 12 in Summer 2021, our scheme will need to be adapted to cover all content to ensure pupils are adequately prepared for exams in all units in Summer 2021.</p>
<p>As a department, we will deploy and evaluate the effectiveness of using these methods across lessons for the pre-identified topic(s) in our Scheme of Work. <i>(The evaluation will be focused on whether or not the deployment of the agreed methods of delivery have had a positive impact on pupil learning).</i></p>	<p>In conjunction with my SLT link, we aimed to conduct a pupil voice exercise after the relevant sections from the SoW have been covered. This exercise was to target a sample of those pupils who were present for the relevant lessons from the section(s) selected from our SoW. The purpose of the pupil voice was to determine if the methods of delivery deployed across these lessons had a positive impact on pupil learning.</p>	<p>This task is incomplete due to school closure.</p>	<p>I will complete the relevant training in relation to the use of Google Classroom and ensure that my department is ready for the delivery of the curriculum using a blend of face to face teaching and online learning. <i>(The school will be using Google Classroom as a generic platform for the delivery of online learning).</i></p>

Extra-Curricular Activities	Highlights/Successes for the Year
<p>Eco – Club run by Mary Murray</p>	<ul style="list-style-type: none"> • NI Water - reusable water bottle project. • Belfast Hills Partnership - weeding of hedge planted last year, planted daffodil bulbs at front of school & planted fruit trees at front of school with help of Year 10s & Eco Club members. • Belfast City Council Litter Assembly for Year 8s.



	<ul style="list-style-type: none"> • Litter pick on the Glen Road with Year 8s sponsored by Belfast City Council. • Bin It Litter assembly for year 9s sponsored by Mars Wrigley Mars Wrigley • Facilitated Eco Schools Workshop on YRE competition. • Applied for Eco Schools Green Flag - awaiting news on this. • YRE Competition (Young Reporters for the Environment) - sponsored by Mars Wrigley • 2nd PLACE VIDEO REPORTAGE 11-14 - St Mary's Christian Brothers Grammar School (St George's Market Single Use Plastic Investigation) £118 • Colin Glen litter pick & work with Ballydown Court residents did not take place due to Covid! • Tree planting scheme and wilderness area created at the front of the school in conjunction with The Belfast Hills initiative.
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Note on scenarios for Year 12 GCSE

*There are two scenarios: (1) subjects in which Year 11 pupils were entered for Summer 2020 GCSE units and (2) subjects in which pupils normally sit all their GCSE units at the end of Year 12.

(1) The statement below from CCEA refers to subjects in which Year 11 pupils had been entered for GCSE units in Summer 2020.

Students entered for GCSE units in Summer 2020 that will lead to a GCSE grade in 2021 should not be issued with a grade. For those students, there will be two options. In 2021 they can sit the units they planned to take next year, and not the unit(s) they entered for in Summer 2020. These 2020 units will have a mark calculated using statistical predictions based on their performance in the 2021 units. As a result, an overall GCSE grade will be awarded in 2021. Alternatively, they can choose to sit all the units in Summer 2021. Whichever option a student chooses; they will be awarded the highest grade.

If a department had entered Year 11 pupils for GCSE in Summer 2020, pupils are therefore not required to sit all units at the end of Year 12. They may sit only Year 12 units and the overall result will be based on Year 12 performance only. However, pupils may sit all units (Year 11 and 12) at the end of Year 12. The school's preferred option is for pupils to sit the Year 12 units only.

(2) For subjects where pupils had not been entered for any exams in Year 11 in Summer 2020, it will be a requirement for exams in all units to be taken at the end of Year 12 (Summer 2021).



Government and Politics - Head of Department: Mr T Murphy

Departmental Targets identified at September 2019	Outcome	Evidence to support statement	Whole School / Departmental Targets for 2020-2021
Self-Resourcing of Year 12	It is my firm belief that the Politics department is, by any objective analysis, the most successful academic department within the school. This has consistently been the case for a significant number of years, during which time the academic portfolio of the school has simultaneously contracted.	The academic performance of our students (Years 11 and 14) and the popularity of the subject (Year 13 numbers) speak volumes in terms of empirical evidence. Empirical statistics however supportive do not tell the whole story. Politics students are generally much less academically gifted than their counterparts in the Sciences/Maths, yet last years' A level results saw 32 Politics students receive A*-C grades. This accounted for more A*-C grades than the combined total of students in the three Sciences, English and Maths. None of these students unlike our incoming Year 13s had studied the subject at KS4.	In terms of the post COVID-19 educational landscape we in the Politics department are well prepared for the advent of "blended" learning. It is our intention to populate Google classroom with our pre-existing resources and to supplement these with a bank of audio recordings for all our year groups. This will be an ongoing process and it would be my intention as HOD to focus initially on the Year 14s.
Continue to focus on literacy with in the subject with specific reference to the use of appropriate political vocabulary, a politics glossary and the Students' Course Companion.	Ongoing	Every year sees us self-resourcing our department in terms of updated differentiated handouts, updating Fronter VLE and providing our students with access to subject appropriate apps.	We will continue with our focus on literacy within the subject with continuing emphasis on the use of appropriate political concepts/ vocabulary. In terms of our learning strategies our success over the years has been built primarily on the fostering of good inter-personal relationships within the classroom. This must continue forthwith. The successful teaching of Politics requires a high degree of personal interaction both between students themselves and between students and their teacher.



			Teaching methodologies such as differentiated questioning, class debates and the formulation of super summaries are entirely dependent on such.
Updating Fronter, VLE including the use of subject appropriate apps (BBC News).			In terms of Departmental targets, on a yearly basis we in the Politics department continually update our resources as dictated by the fluid nature of our subject. This is the case every year and will remain so for 2020/21. The “importation” of such resources to Google classroom has already commenced and will be continued on our return to school for the upcoming academic year.

Extra-Curricular Activities	Highlights/Successes for the Year

This past academic year has not been without its problems for me as a HOD.

In conclusion I feel that the Politics department is well prepared for any eventualities in the upcoming academic year. Students that lack self-motivation and are not possessed with good time- management skills need effective classroom teaching. It is both my hope and recommendation that such is maximised for them when we return. Whatever educational challenges present themselves in the future myself and Mr Tully will confront them in an appropriate professional manner, fully cognisant of what is best for both the academic and pastoral wellbeing of our students.

Note on scenarios for Year 12 GCSE

*There are two scenarios: (1) subjects in which Year 11 pupils were entered for Summer 2020 GCSE units and (2) subjects in which pupils normally sit all their GCSE units at the end of Year 12.

(1) The statement below from CCEA refers to subjects in which Year 11 pupils had been entered for GCSE units in Summer 2020.



Students entered for GCSE units in Summer 2020 that will lead to a GCSE grade in 2021 should not be issued with a grade. For those students, there will be two options. In 2021 they can sit the units they planned to take next year, and not the unit(s) they entered for in Summer 2020. These 2020 units will have a mark calculated using statistical predictions based on their performance in the 2021 units. As a result, an overall GCSE grade will be awarded in 2021. Alternatively, they can choose to sit all the units in Summer 2021. Whichever option a student chooses; they will be awarded the highest grade.

If a department had entered Year 11 pupils for GCSE in Summer 2020, pupils are therefore not required to sit all units at the end of Year 12. They may sit only Year 12 units and the overall result will be based on Year 12 performance only. However, pupils may sit all units (Year 11 and 12) at the end of Year 12. The school's preferred option is for pupils to sit the Year 12 units only.

(2) For subjects where pupils had not been entered for any exams in Year 11 in Summer 2020, it will be a requirement for exams in all units to be taken at the end of Year 12 (Summer 2021).



History - Head of Department: Mrs K McAleese

Departmental Targets identified at September 2019	Outcome	Evidence to support statement	Whole School / Departmental Targets for 2020-2021
<p>I will complete training in the use of Examination Analytics tools to allow me to identify areas of my curriculum in which pupils have underperformed in public examinations (2019 Series). I will work in conjunction with my department to identify a series of lessons (a minimum of 6-8 lessons) or skills that directly relate to where the data from Analytics has indicated pupils have underperformed in examinations.</p> <p><i>(These lessons/skills will relate to sections in our Scheme of Work which are taught at a particular stage in the school year).</i></p>	<ul style="list-style-type: none"> Key areas were identified where pupils had underperformed – these included outcomes on Paper Two, issues with skill-based questions and the longer 22 mark essay at the end of Unit 2. Teaching of skills enhanced by including specific focus at the end of each topic area. Modelling of good practice, sharing of mark schemes and frequent repetition of good technique. Increased exam practice in timed conditions. Stand alone skills unit developed to be worked through following the completion of the course – unit developed but teaching of this interrupted due to closure. 	<ul style="list-style-type: none"> Support materials updated – integrated teaching of skills throughout course Stand-alone ‘Skill’ unit planned for to take place once teaching of the course was completed. Most teachers had completed course by the school closure and were embarking on skills unit Minutes of departmental meetings to illustrate discussions Updated scheme of work to reflect enhanced focus on skills 	<p>Year 14 A2: We will adapt the current format of our Year 14 Scheme of Work so it includes necessary AS content (content that is essential as prerequisite knowledge for the Year 14 curriculum). This necessary AS content will be integrated within the relevant scheme. This may include work that was taught last year but will need to be revisited and/or work not already taught which is a prerequisite for this year.</p> <p>Ensure that the Year 14 Scheme of Work includes resources for pupils that can be readily shared via online platforms.</p>
<p>I will work in conjunction with my department to discuss and agree on what we feel are the most effective aspects of lesson delivery directly relating to the identified areas in our Scheme of Work. These will cover the four key aspects for learning, namely, introduction, explanation, consolidation/practise and evaluation of learning. I will ensure the detail of how the four key aspects for learning will be evident across the chosen lessons/skills will be documented by my department in a suitable format.</p>	<ul style="list-style-type: none"> Completed – enhanced focus on what makes a good lesson Revision of appropriate lesson structure Sharing of good practice re starters, plenaries Developed shared understanding of explanation, consolidation and practise 	<ul style="list-style-type: none"> Departmental minutes Updated scheme of work which highlighted to discussion of key aspects of learning. Classroom visits of all Year 12 History teachers by principal. Pupil voice by SLT? Information forwarded to GOC to allow for this to happen. HOD report 	<p><u>Year 12 GCSE</u></p> <p>For Year 12 Schemes of Work falling under Category 1* (i.e. pupils sitting only Year 12 units), we will amend as per detailed for Year 14 – adapt the Year 12 Scheme of Work so that it includes any necessary Year 11 content and ensure resources are available for online learning.</p> <p>For Year 12 Schemes of Work where pupils are sitting all units at the end of Year 12 in Summer 2021, our scheme will need to be adapted to cover all content to ensure pupils</p>



<i>(This can be annotations on existing Scheme of Work outlining agreed methods for lesson/skill delivery).</i>			are adequately prepared for exams in all units in Summer 2021.
As a department, we will deploy and evaluate the effectiveness of using these methods across lessons for the pre-identified topic(s) in our Scheme of Work. <i>(The evaluation will be focused on whether or not the deployment of the agreed methods of delivery have had a positive impact on pupil learning).</i>	<ul style="list-style-type: none"> • Discussion around a range of teaching and learning strategies. • Agreement on some common approaches/strategies. 	<ul style="list-style-type: none"> • Departmental minutes • HOD report • Pupil voice by SLT? 	<p>I will complete the relevant training in relation to the use of Google Classroom and ensure that my department is ready for the delivery of the curriculum using a blend of face to face teaching and online learning.</p> <p><i>(The school will be using Google Classroom as a generic platform for the delivery of online learning).</i></p>

Extra-Curricular Activities	Highlights/Successes for the Year
<ul style="list-style-type: none"> • Planned for A2 trip to Dublin – sadly cancelled due to closure • Year 8 castle competition delayed due to closure 	<ul style="list-style-type: none"> • Year 8 election campaign

Note on scenarios for Year 12 GCSE

*There are two scenarios: (1) subjects in which Year 11 pupils were entered for Summer 2020 GCSE units and (2) subjects in which pupils normally sit all their GCSE units at the end of Year 12.
(1) The statement below from CCEA refers to subjects in which Year 11 pupils had been entered for GCSE units in Summer 2020.

Students entered for GCSE units in Summer 2020 that will lead to a GCSE grade in 2021 should not be issued with a grade. For those students, there will be two options. In 2021 they can sit the units they planned to take next year, and not the unit(s) they entered for in Summer 2020. These 2020 units will have a mark calculated using statistical predictions based on their performance in the 2021 units. As a result, an overall GCSE grade will be awarded in 2021. Alternatively, they can choose to sit all the units in Summer 2021. Whichever option a student chooses; they will be awarded the highest grade.

If a department had entered Year 11 pupils for GCSE in Summer 2020, pupils are therefore not required to sit all units at the end of Year 12. They may sit only Year 12 units and the overall result will be based on Year 12 performance only. However, pupils may sit all units (Year 11 and 12) at the end of Year 12. The school's preferred option is for pupils to sit the Year 12 units only.

(2) For subjects where pupils had not been entered for any exams in Year 11 in Summer 2020, it will be a requirement for exams in all units to be taken at the end of Year 12 (Summer 2021).



Irish - Head of Department: C Flynn			
Departmental Targets identified at September 2019	Outcome	Evidence to support statement	Whole School / Departmental Targets for 2020-2021
<p>I will complete training in the use of Examination Analytics tools to allow me to identify areas of my curriculum in which pupils have underperformed in public examinations (2019 Series). I will work in conjunction with my department to identify a series of lessons (a minimum of 6-8 lessons) or skills that directly relate to where the data from Analytics has indicated pupils have underperformed in examinations.</p> <p><i>(These lessons/skills will relate to sections in our Scheme of Work which are taught at a particular stage in the school year).</i></p>	<p>I had two sessions of training on CCEA analytics which I found useful for further scrutinising our exam performance in order to make reflective judgements on teaching and delivery methods.</p> <p>We identified that the writing component of GCSE Irish was where our pupils were dropping most marks. We focussed on the delivery of the Travel & Tourism topic.</p>	<p>Annotated SoW covering a series of lessons in Travel & Tourism topic provided to GOC.</p>	<p>Year 14 A2: We will adapt the current format of our Year 14 Scheme of Work so it includes necessary AS content (content that is essential as prerequisite knowledge for the Year 14 curriculum). This necessary AS content will be integrated within the relevant scheme. This may include work that was taught last year but will need to be revisited and/or work not already taught which is a prerequisite for this year.</p> <p>Ensure that the Year 14 Scheme of Work includes resources for pupils that can be readily shared via online platforms.</p>
<p>I will work in conjunction with my department to discuss and agree on what we feel are the most effective aspects of lesson delivery directly relating to the identified areas in our Scheme of Work. These will cover the four key aspects for learning, namely, introduction, explanation, consolidation/practise and evaluation of learning.</p> <p>I will ensure the detail of how the four key aspects for learning will be evident across the chosen lessons/skills will be</p>	<p>We discussed and made alterations to our SoW ensuring that effective lesson delivery based on the four areas were covered.</p> <p>Introductions, explanations, resources, teaching methods and evaluation</p>	<p>Annotated SoW covering a series of lessons in Travel & Tourism topic provided to GOC.</p>	<p>Year 12 GCSE: For Year 12 Schemes of Work falling under Category 1* (i.e. pupils sitting only Year 12 units), we will amend as per detailed for Year 14 – adapt the Year 12 Scheme of Work so that it includes any necessary Year 11 content and ensure resources are available for online learning.</p> <p>For Year 12 Schemes of Work where pupils are sitting all units at the end of Year 12 in Summer 2021, our scheme will need to be adapted to cover all content to ensure pupils are adequately</p>



documented by my department in a suitable format. <i>(This can be annotations on existing Scheme of Work outlining agreed methods for lesson/skill delivery).</i>	exercises were highlighted on the SoW and this was presented to Curriculum VP.	Annotated SoW covering a series of lessons in Travel & Tourism topic provided to GOC.	prepared for exams in all units in Summer 2021.
As a department, we will deploy and evaluate the effectiveness of using these methods across lessons for the pre-identified topic(s) in our Scheme of Work. <i>(The evaluation will be focused on whether or not the deployment of the agreed methods of delivery have had a positive impact on pupil learning).</i>	We saw some improvement, certainly within the topic of focus. Pupils had a clearer understanding of what the writing question required them to do and were encouraged to repeat this formula for all writing exercises. Progress was noted on writing tasks in other topics.	Pupil work was inspected, and marks given for writing tasks indicated improvement in GCSE writing standard. Pupil voice exercise conducted.	I will complete the relevant training in relation to the use of Google Classroom and ensure that my department is ready for the delivery of the curriculum using a blend of face to face teaching and online learning. <i>(The school will be using Google Classroom as a generic platform for the delivery of online learning).</i>

Extra-Curricular Activities	Highlights/Successes for the Year
<ul style="list-style-type: none"> Establishment of Irish language club. Year 10 Gael Linn Quiz After-school revision for Year 10 and 12. European Day of Languages breakfast. 	<ul style="list-style-type: none"> Increased uptake in GCSE Irish Increased uptake in A Level Irish.

Note on scenarios for Year 12 GCSE

*There are two scenarios: (1) subjects in which Year 11 pupils were entered for Summer 2020 GCSE units and (2) subjects in which pupils normally sit all their GCSE units at the end of Year 12.

- (1) The statement below from CCEA refers to subjects in which Year 11 pupils had been entered for GCSE units in Summer 2020.

Students entered for GCSE units in Summer 2020 that will lead to a GCSE grade in 2021 should not be issued with a grade. For those students, there will be two options. In 2021 they can sit the units they planned to take next year, and not the unit(s) they entered for in Summer 2020. These 2020 units will have a mark calculated using statistical predictions based on their performance in the 2021 units. As a result, an overall GCSE grade will be awarded in 2021. Alternatively, they can choose to sit all the units in Summer 2021. Whichever option a student chooses; they will be awarded the highest grade.

If a department had entered Year 11 pupils for GCSE in Summer 2020, pupils are therefore not required to sit all units at the end of Year 12. They may sit only Year 12 units and the overall result will be based on Year 12 performance only. However, pupils may sit all units (Year 11 and 12) at the end of Year 12. The school's preferred option is for pupils to sit the Year 12 units only.

- (2) For subjects where pupils had not been entered for any exams in Year 11 in Summer 2020, it will be a requirement for exams in all units to be taken at the end of Year 12 (Summer 2021).



LLW - Head of Department: S McGoldrick			
Departmental Targets identified at September 2019	Outcome	Evidence to support statement	Whole School / Departmental Targets for 2020-2021
<p>I will complete training in the use of Examination Analytics tools to allow me to identify areas of my curriculum in which pupils have underperformed in public examinations (2019 Series).</p> <p>I will work in conjunction with my department to identify a series of lessons (a minimum of 6-8 lessons) or skills that directly relate to where the data from Analytics has indicated pupils have underperformed in examinations.</p> <p><i>(These lessons/skills will relate to sections in our Scheme of Work which are taught at a particular stage in the school year).</i></p>			<p><u>Year 14 A2</u></p> <p>We will adapt the current format of our Year 14 Scheme of Work so it includes necessary AS content (content that is essential as prerequisite knowledge for the Year 14 curriculum). This necessary AS content will be integrated within the relevant scheme. This may include work that was taught last year but will need to be revisited and/or work not already taught which is a prerequisite for this year. Ensure that the Year 14 Scheme of Work includes resources for pupils that can be readily shared via online platforms.</p>
<p>I will work in conjunction with my department to discuss and agree on what we feel are the most effective aspects of lesson delivery directly relating to the identified areas in our Scheme of Work. These will cover the four key aspects for learning, namely, introduction, explanation, consolidation/practise and evaluation of learning. I will ensure the detail of how the four key aspects for learning will be evident across the chosen lessons/skills will be documented by my department in a suitable format.</p> <p><i>(This can be annotations on existing Scheme of Work outlining agreed methods for lesson/skill delivery).</i></p>	<p>After detailed analysis of the previous results we found that our students were underperforming in the questions that required an extended piece of writing. We then came up with a framework that would enable all to access the top band marks for each of the questions identified.</p> <p>The 4 key aspects were included in both modules for Year 11 and particular focus was placed upon the 6 mark questions in each module.</p>	<p>Updated SOW for PD and Employability.</p> <p>Pupil work although not completed for the Employability module due to the closure in March.</p> <p>PPQ and mark scheme.</p>	<p><u>Year 12 GCSE</u></p> <p>For Year 12 Schemes of Work falling under Category 1* (i.e. pupils sitting only Year 12 units), we will amend as per detailed for Year 14 – adapt the Year 12 Scheme of Work so that it includes any necessary Year 11 content and ensure resources are available for online learning.</p> <p>For Year 12 Schemes of Work where pupils are sitting all units at the end of Year 12 in Summer 2021, our scheme will need to be adapted to cover all content to ensure pupils are adequately prepared for exams in all units in Summer 2021.</p>



As a department, we will deploy and evaluate the effectiveness of using these methods across lessons for the pre-identified topic(s) in our Scheme of Work. <i>(The evaluation will be focused on whether or not the deployment of the agreed methods of delivery have had a positive impact on pupil learning).</i>	This was to be done with the results in August. The students had grasped the concepts and had improved within class, but the exams would have given us a clear indication of their understanding.	Unable to analyse this as the students will not complete the modules.	I will complete the relevant training in relation to the use of Google Classroom and ensure that my department is ready for the delivery of the curriculum using a blend of face to face teaching and online learning. <i>(The school will be using Google Classroom as a generic platform for the delivery of online learning).</i>
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Extra-Curricular Activities	Highlights/Successes for the Year

Note on scenarios for Year 12 GCSE

*There are two scenarios: (1) subjects in which Year 11 pupils were entered for Summer 2020 GCSE units and (2) subjects in which pupils normally sit all their GCSE units at the end of Year 12.

(1) The statement below from CCEA refers to subjects in which Year 11 pupils had been entered for GCSE units in Summer 2020.

Students entered for GCSE units in Summer 2020 that will lead to a GCSE grade in 2021 should not be issued with a grade. For those students, there will be two options. In 2021 they can sit the units they planned to take next year, and not the unit(s) they entered for in Summer 2020. These 2020 units will have a mark calculated using statistical predictions based on their performance in the 2021 units. As a result, an overall GCSE grade will be awarded in 2021. Alternatively, they can choose to sit all the units in Summer 2021. Whichever option a student chooses; they will be awarded the highest grade.

If a department had entered Year 11 pupils for GCSE in Summer 2020, pupils are therefore not required to sit all units at the end of Year 12. They may sit only Year 12 units and the overall result will be based on Year 12 performance only. However, pupils may sit all units (Year 11 and 12) at the end of Year 12. The school's preferred option is for pupils to sit the Year 12 units only.

(2) For subjects where pupils had not been entered for any exams in Year 11 in Summer 2020, it will be a requirement for exams in all units to be taken at the end of Year 12 (Summer 2021).



MATHEMATICS - Head of Department: *Mrs S O'Neill* and Assistant Head of Department: *Mr M Leydon*

Departmental Targets identified at September 2019	Outcome	Evidence to support statement	Whole School / Departmental Targets for 2020-2021																					
<p>I will complete training in the use of Examination Analytics tools to allow me to identify areas of my curriculum in which pupils have underperformed in public examinations (2019 Series). I will work in conjunction with my department to identify a series of lessons (a minimum of 6-8 lessons) or skills that directly relate to where the data from Analytics has indicated pupils have underperformed in examinations.</p> <p><i>(These lessons/skills will relate to sections in our Scheme of Work which are taught at a particular stage in the school year).</i></p>	SON demonstrated to the department CCEA’s Analytics, the exam board’s online analytics tool, 4 th Nov 2019. The department discussed the online resources from the summer 2019 and agreed the following topics for departmental review and a focus on methods of delivery throughout the year.	PowerPoint presentation on CCEA Analytics delivered on Tuesday 27 th August.	<p><u>Year 14 A2</u></p> <p>We will adapt the current format of our Year 14 Scheme of Work so it includes necessary AS content (content that is essential as prerequisite knowledge for the Year 14 curriculum). This necessary AS content will be integrated within the relevant scheme. This may include work that was taught last year but will need to be revisited and/or work not already taught which is a prerequisite for this year. Ensure that the Year 14 Scheme of Work includes resources for pupils that can be readily shared via online platforms.</p>																					
	<table><tr><td>Unit</td><td>Topic</td></tr><tr><td>M3</td><td>Simple Interest</td></tr><tr><td>M3</td><td>Increasing/Decreasing Percentages</td></tr><tr><td>M3</td><td>Algebraic fractions</td></tr><tr><td>M3</td><td>Gradients of lines</td></tr><tr><td>M3</td><td>Reverse Percentages</td></tr><tr><td>M6</td><td>Constructing triangles</td></tr><tr><td>M6</td><td>Probability/Relative frequency (Non-calulator)</td></tr><tr><td>M6</td><td>Metric and Imperial measures</td></tr><tr><td>M6</td><td>Best Buys/Exchange rates</td></tr></table>	Unit		Topic	M3	Simple Interest	M3	Increasing/Decreasing Percentages	M3	Algebraic fractions	M3	Gradients of lines	M3	Reverse Percentages	M6	Constructing triangles	M6	Probability/Relative frequency (Non-calulator)	M6	Metric and Imperial measures	M6	Best Buys/Exchange rates	SON & ML attended HoD Forum where the lesson delivery planning template was discussed.	
	Unit	Topic																						
	M3	Simple Interest																						
	M3	Increasing/Decreasing Percentages																						
	M3	Algebraic fractions																						
	M3	Gradients of lines																						
	M3	Reverse Percentages																						
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	M6	Probability/Relative frequency (Non-calulator)																						
M6	Metric and Imperial measures																							
M6	Best Buys/Exchange rates																							
	SON & ML attended workshop on the use of CCEA’s Analytic’s on Monday 4 th November in E15.																							
	A copy of the training materials produced for CCEA Analytics and the corresponding log sheets.																							
	Minutes of departmental meeting 4 th Nov 2019.																							
<p>I will work in conjunction with my department to discuss and agree on what we feel are the most effective aspects of lesson delivery directly relating to the identified areas in our Scheme of Work. These will cover the four key aspects for learning, namely, introduction, explanation,</p>	Department discussed methods of delivery foreach of the pre identified topics and created detailed lesson templates for each area.The template had a clear on all four key aspects for learning. Included with the HoD report (Nov 2019).	<p>Minutes of departmental meeting 4th Nov 2019.</p> <p>A copy of the Lesson Planning Delivery templates and minutes from the departmental discussion. HOD report (Nov 2019) containing detailed planning templates for; M3 - Simple Interest, M3 -</p>	<p><u>Year 12 GCSE</u></p> <p>For Year 12 Schemes of Work falling under Category 1* (i.e. pupils sitting only Year 12 units), we will amend as per detailed for Year 14 – adapt the Year 12 Scheme of Work so that it includes any necessary Year 11 content and ensure resources are available for online learning.</p>																					



<p>consolidation/practise and evaluation of learning.</p> <p>I will ensure the detail of how the four key aspects for learning will be evident across the chosen lessons/skills will be documented by my department in a suitable format. <i>(This can be annotations on existing Scheme of Work outlining agreed methods for lesson/skill delivery).</i></p>	<p>We also agreed upon a lesson delivery template for evaluation.</p> <table><tr><td>Unit -Topic and Time of Year Topic is taught</td></tr><tr><td>M3 - Simple Interest ML – Oct 10A1 & 10D3 MAM – Oct/Nov 10A2 CK – Oct/Nov 10G PLM – Nov 10A2 PG – Nov 10A3</td></tr><tr><td>M3 - Increasing/Decreasing Percentages ML– Oct 10A1 & 10D3 MAM – Oct/Nov 10A2 CK – Oct/Nov 10G PLM – Nov 10A2 PG – Nov 10A3</td></tr><tr><td>M3 - Algebraic fractions PG – Oct 10A3 ML – Nov 10D3 CK – Nov/Dec 10G MAM – Dec 10A2 PLM – Apr 10A2</td></tr></table>	Unit -Topic and Time of Year Topic is taught	M3 - Simple Interest ML – Oct 10A1 & 10D3 MAM – Oct/Nov 10A2 CK – Oct/Nov 10G PLM – Nov 10A2 PG – Nov 10A3	M3 - Increasing/Decreasing Percentages ML– Oct 10A1 & 10D3 MAM – Oct/Nov 10A2 CK – Oct/Nov 10G PLM – Nov 10A2 PG – Nov 10A3	M3 - Algebraic fractions PG – Oct 10A3 ML – Nov 10D3 CK – Nov/Dec 10G MAM – Dec 10A2 PLM – Apr 10A2	<p>Increasing/Decreasing Percentages, M3 - Algebraic fractions, M3 - Gradients of lines, M3 - Reverse Percentages, M6 - Constructing triangles, M6 - Probability/Relative frequency, M6 - Metric and Imperial measures and M6 - Best Buys/Exchange rates.</p>	<p>For Year 12 Schemes of Work where pupils are sitting all units at the end of Year 12 in Summer 2021, our scheme will need to be adapted to cover all content to ensure pupils are adequately prepared for exams in all units in Summer 2021.</p>
Unit -Topic and Time of Year Topic is taught							
M3 - Simple Interest ML – Oct 10A1 & 10D3 MAM – Oct/Nov 10A2 CK – Oct/Nov 10G PLM – Nov 10A2 PG – Nov 10A3							
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<p>As a department, we will deploy and evaluate the effectiveness of using these methods across lessons for the pre-identified topic(s) in our Scheme of Work. <i>(The evaluation will be focused on whether or not the deployment of the agreed methods of delivery have had a positive impact on pupil learning).</i></p>	<table><tr><td>M3 - Gradients of lines ML – Nov 10A1 & 10D3 PG – Dec 10A3 CK – Jan 10G PLM – Jan 10A2 MAM – Jan 10A2</td></tr><tr><td>M3 - Reverse Percentages MAM – Oct/Nov 10A2 CK – Oct/Nov 10G PLM – Nov 10A2 PG – Nov 10A3 ML – Oct 10D3</td></tr></table>	M3 - Gradients of lines ML – Nov 10A1 & 10D3 PG – Dec 10A3 CK – Jan 10G PLM – Jan 10A2 MAM – Jan 10A2	M3 - Reverse Percentages MAM – Oct/Nov 10A2 CK – Oct/Nov 10G PLM – Nov 10A2 PG – Nov 10A3 ML – Oct 10D3	<p>A copy of the Lesson Planning Delivery templates and minutes from the departmental discussion. HOD report (Nov 2019) contenting the planning templates and delivery schedules. SON & ML attended workshop on how to access and interpret the departmental examination data including subject Value Added analysis in E15 from 13.30 to 14.00 on 16th Jan 2020.</p>	<p>I will complete the relevant training in relation to the use of Google Classroom and ensure that my department is ready for the delivery of the curriculum using a blend of face to face teaching and online learning.</p> <p><i>(The school will be using Google Classroom as a generic platform for the delivery of online learning).</i></p>		
M3 - Gradients of lines ML – Nov 10A1 & 10D3 PG – Dec 10A3 CK – Jan 10G PLM – Jan 10A2 MAM – Jan 10A2							
M3 - Reverse Percentages MAM – Oct/Nov 10A2 CK – Oct/Nov 10G PLM – Nov 10A2 PG – Nov 10A3 ML – Oct 10D3							



	<p>M6 - Constructing triangles PG – Nov 12A PLM – Feb 11B & 11F SON – Dec 13X SON – Jan 11E CK – Mar 11D</p>	<p>SLT link was to conduct a pupil voice exercise. Timeframe was provide in section 4 of the HOD report (Nov 2019) to determine if the methods of delivery deployed across these lessons has had a positive impact on pupil learning.</p> <p>SLT link was to sample books from pupils who were present for the lessons.</p> <p>SON provided SK & GOC an update on GCSE results following the release of results in March 2020.</p> <p>SON provided BOG an update on Maths results 19th March 2020.</p>	
	<p>M6 - Probability/Relative frequency SON – Oct 13X PG – Dec 12A PLM – Mar 11B & 11F SON – Apr 11E CK – Apr 11D</p>		
	<p>M6 - Metric and Imperial measures PG – Dec 12A PLM – Jan 11B & 11F SON – Nov 13X SON – Jan 11E CK – Apr/May 11D</p>		
	<p>M6 - Best Buys/Exchange rates PG – Dec 12A PLM – Jan 11B & 11F SON – Oct 13X CK – Oct 11D SON – Mar 11E</p>		

Extra-Curricular Activities	Highlights/Successes for the Year
ML ran revision sessions for the Year 10s in the run up to their ARP2 exams (after school on Thursdays – 3 weeks). This information was shared with pupils in school and parents via text message and Facebook. Senior pupils from Year 13 also supported these extra support classes.	Pupils that did make the effort to attend all three sessions performed well at ARP2.
PG met with each 12A parent individually before Christmas to ensure pupils and parents were aware of what work the 12A pupils needed to do during the Christmas break.	The pupils arrived well equipped to their January exam following the Christmas.



ML organised the Junior Maths challenge to run through remote learning.	From the students that participated the top 3 students were		
	CHARLIE GILLEN	135	9A
	Arnold AKASALA	109	8E
	Caoimhín Larkin	107	8G
SON ran after school revision classes for M4 with 11G on Mondays (Oct to Jan) 3:15-4:30pm.	Attended very well by pupils.		
QUB Maths Competition 2019	Senior Maths pupils represented St Mary's at the QUB Maths Competition in Dec 2019. The Maths competition is for 13-14 pupils and the boys worked really together. A big congratulations to Rory Hunter, Mickey Dawson, Connleth Mallon and Martin McBride for taking part.		
Top performing Year 10 pupils Aug 2019	A big congratulations to our top performing Year 10 pupils of 2019! At the end of Year 10, are current Year 11 pupils sat CCEA's M2 or M3 GCSE Maths unit and the 50 pupils above scored full UMS of 143. This means the boys achieved a grade B in 45% of their full GCSE Maths. These pupils were congratulated at a weekly assembly.		
Open Night Maths Department Quiz	A big congratulations to Christian Corr from Our Lady Queen of Peace Primary School! Christian was the winner of our Open Night Maths Department Quiz and he was presented with his award in school by Bradley Bell (Year 13).		
NUMERACY TREASURE HUNT CHALLENGE during Maths Week Ireland Oct 2019	Congratulations to Daniel McGarry and Luke Keenan from 9A who won this year's Numeracy Treasure Hunt Challenge and to all who took part in the Halloween Yr8 & Yr9 Maths Treasure Hunt.		
INAUGURAL BROTHER LYNAM AWARD	<p>Two members of the class of 2019 were presented with the inaugural Br Lynam bursary with both past pupils receiving a cheque which will help them as they continue their studies.</p> <p>Br Lynam was an outstanding mathematician and taught in St Mary's during the late 1970's and throughout the 1980's.</p> <p>The Br Lynam award is being funded by a generous donation from a St Mary's alumnus. The award will be presented to the top performing A-level maths student and by chance this award is being shared this year by Finn McCann who will study medicine at Queen's and Ronan McCluskey who is going on to study maths and Spanish also at Queen's University Belfast.</p> <p>The school would like to thank the generosity of all our past pupils who continue to support the school by giving their time, advice, work experience placements and their life experiences back to St Mary's.</p>		



Note on scenarios for Year 12 GCSE

*There are two scenarios: (1) subjects in which Year 11 pupils were entered for Summer 2020 GCSE units and (2) subjects in which pupils normally sit all their GCSE units at the end of Year 12.

(1) The statement below from CCEA refers to subjects in which Year 11 pupils had been entered for GCSE units in Summer 2020.

Students entered for GCSE units in Summer 2020 that will lead to a GCSE grade in 2021 should not be issued with a grade. For those students, there will be two options. In 2021 they can sit the units they planned to take next year, and not the unit(s) they entered for in Summer 2020. These 2020 units will have a mark calculated using statistical predictions based on their performance in the 2021 units. As a result, an overall GCSE grade will be awarded in 2021. Alternatively, they can choose to sit all the units in Summer 2021. Whichever option a student chooses; they will be awarded the highest grade.

If a department had entered Year 11 pupils for GCSE in Summer 2020, pupils are therefore not required to sit all units at the end of Year 12. They may sit only Year 12 units and the overall result will be based on Year 12 performance only. However, pupils may sit all units (Year 11 and 12) at the end of Year 12. The school's preferred option is for pupils to sit the Year 12 units only.

(2) For subjects where pupils had not been entered for any exams in Year 11 in Summer 2020, it will be a requirement for exams in all units to be taken at the end of Year 12 (Summer 2021).



Media Studies - Head of Department: Mrs C McCOMB

Departmental Targets identified at September 2019	Outcome	Evidence to support statement	Whole School / Departmental Targets for 2020-2021
<p>I will complete training in the use of Examination Analytics tools to allow me to identify areas of my curriculum in which pupils have underperformed in public examinations (2019 Series). I will work in conjunction with my department to identify a series of lessons (a minimum of 6-8 lessons) or skills that directly relate to where the data from Analytics has indicated pupils have underperformed in examinations. <i>(These lessons/skills will relate to sections in our Scheme of Work which are taught at a particular stage in the school year).</i></p>	<p>HoD completed training on the use of Analytics. Areas for improvement identified – applying critical perspectives appropriately and using them to inform analysis as well as a lack of contextual knowledge and knowledge of contemporary issues and debates</p> <p>Discussion with department regarding areas identified and tasks devised to address these issues.</p>	<p>Analytics HOD Timeline</p> <p>Analytics HOD Timeline Hard copy of annotated SoW</p>	<p><u>Year 14 A2</u> We will adapt the current format of our Year 14 Scheme of Work so it includes necessary AS content (content that is essential as prerequisite knowledge for the Year 14 curriculum). This necessary AS content will be integrated within the relevant scheme. This may include work that was taught last year but will need to be revisited and/or work not already taught which is a prerequisite for this year. Ensure that the Year 14 Scheme of Work includes resources for pupils that can be readily shared via online platforms.</p>
<p>I will work in conjunction with my department to discuss and agree on what we feel are the most effective aspects of lesson delivery directly relating to the identified areas in our Scheme of Work. These will cover the four key aspects for learning, namely, introduction, explanation, consolidation/practise and evaluation of learning. I will ensure the detail of how the four key aspects for learning will be evident across the chosen lessons/skills will be documented by my department in a suitable format. <i>(This can be annotations on existing Scheme of Work outlining agreed methods for lesson/skill delivery).</i></p>	<p>Discussion with department to share Analytics and devise tasks to address skills needed for areas that pupils underperformed in – applying critical perspectives appropriately and using them to inform analysis as well as a lack of contextual knowledge and knowledge of contemporary issues and debates</p> <p>Teachers annotated their own copy of the relevant SoWs.</p>	<p>Analytics HOD Timeline Hard copy of annotated SoW</p> <p>Analytics HOD Timeline Hard copy of annotated SoW</p>	<p><u>Year 12 GCSE</u> For Year 12 Schemes of Work falling under Category 1* (i.e. pupils sitting only Year 12 units), we will amend as per detailed for Year 14 – adapt the Year 12 Scheme of Work so that it includes any necessary Year 11 content and ensure resources are available for online learning. For Year 12 Schemes of Work where pupils are sitting all units at the end of Year 12 in Summer 2021, our scheme will need to be adapted to cover all content to ensure pupils are adequately prepared for exams in all units in Summer 2021.</p>



As a department, we will deploy and evaluate the effectiveness of using these methods across lessons for the pre-identified topic(s) in our Scheme of Work. <i>(The evaluation will be focused on whether or not the deployment of the agreed methods of delivery have had a positive impact on pupil learning).</i>	A range of evaluation methods decided on by the department. Pupil performance tracked through ARPs indicates progress in line with predicted grades.	June series of examinations did not take place.	I will complete the relevant training in relation to the use of Google Classroom and ensure that my department is ready for the delivery of the curriculum using a blend of face to face teaching and online learning. <i>(The school will be using Google Classroom as a generic platform for the delivery of online learning).</i>
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Extra-Curricular Activities	Highlights/Successes for the Year
The department had discussed and planned for a whole-school digital newsletter as an extra-curricular activity run by the Media Studies department. It was hoped that we would offer this to students across the school and gauge levels of interest. We intend to pursue this next year.	Further uptake at GCSE; we now have a year 11 and year 12 GCSE Media Studies class after recruitment presentation. We intend to build on this next year.

Note on scenarios for Year 12 GCSE

*There are two scenarios: (1) subjects in which Year 11 pupils were entered for Summer 2020 GCSE units and (2) subjects in which pupils normally sit all their GCSE units at the end of Year 12.

(1) The statement below from CCEA refers to subjects in which Year 11 pupils had been entered for GCSE units in Summer 2020.

Students entered for GCSE units in Summer 2020 that will lead to a GCSE grade in 2021 should not be issued with a grade. For those students, there will be two options. In 2021 they can sit the units they planned to take next year, and not the unit(s) they entered for in Summer 2020. These 2020 units will have a mark calculated using statistical predictions based on their performance in the 2021 units. As a result, an overall GCSE grade will be awarded in 2021. Alternatively, they can choose to sit all the units in Summer 2021. Whichever option a student chooses; they will be awarded the highest grade.

If a department had entered Year 11 pupils for GCSE in Summer 2020, pupils are therefore not required to sit all units at the end of Year 12. They may sit only Year 12 units and the overall result will be based on Year 12 performance only. However, pupils may sit all units (Year 11 and 12) at the end of Year 12. The school's preferred option is for pupils to sit the Year 12 units only.

(2) For subjects where pupils had not been entered for any exams in Year 11 in Summer 2020, it will be a requirement for exams in all units to be taken at the end of Year 12 (Summer 2021).



Music - Head of Department: Ms K Porter

Departmental Targets identified at September 2019	Outcome	Evidence to support statement	Whole School / Departmental Targets for 2020-2021
<p>I will complete training in the use of Examination Analytics tools to allow me to identify areas of my curriculum in which pupils have underperformed in public examinations (2019 Series). I will work in conjunction with my department to identify a series of lessons (a minimum of 6-8 lessons) or skills that directly relate to where the data from Analytics has indicated pupils have underperformed in examinations. <i>(These lessons/skills will relate to sections in our Scheme of Work which are taught at a particular stage in the school year).</i></p>	<ul style="list-style-type: none"> Training for the use of CCEA Analytics was completed by HoD. Due to the fact CCEA analytics will not be fully rolled out in Music until 2021, the department focussed on comparative marks with grammar schools and the CCEA average in each unit. Selection of UNIT AU3- Secular Vocal Music-1600 to present day as the area of focus. 	<ul style="list-style-type: none"> A copy of the training materials produced for CCEA Analytics has been retained in the department. Annotation of SoW relating to the selected focus area retained in the department. Lesson objectives and proposed outcomes were agreed, documented and retained within the department. 	<p><u>Year 14 A2</u> We will adapt the current format of our Year 14 Scheme of Work so it includes necessary AS content (content that is essential as prerequisite knowledge for the Year 14 curriculum). This necessary AS content will be integrated within the relevant scheme. This may include work that was taught last year but will need to be revisited and/or work not already taught which is a prerequisite for this year. Ensure that the Year 14 Scheme of Work includes resources for pupils that can be readily shared via online platforms.</p>
<p>I will work in conjunction with my department to discuss and agree on what we feel are the most effective aspects of lesson delivery directly relating to the identified areas in our Scheme of Work. These will cover the four key aspects for learning, namely, introduction, explanation, consolidation/practise and evaluation of learning. I will ensure the detail of how the four key aspects for learning will be evident across the chosen lessons/skills will be documented by my department in a suitable format.</p>	<p>The department decided on planning delivery of the four key aspects as follows:</p> <ul style="list-style-type: none"> Introduction- focus on contextualising, general features of vocal style, building on listening skills and appraising and introducing effective comparison in vocal music across all periods of musical history. Explanation: referring to specific set works with reference to text and notational scores. 	<ul style="list-style-type: none"> Lesson plans were shared with relevant staff on Google drive. Assessment materials, scores, support notes and materials for class activities are stored on Google drive. 	<p>Year 12 GCSE: For Year 12 Schemes of Work falling under Category 1* (i.e. pupils sitting only Year 12 units), we will amend as per detailed for Year 14 – adapt the Year 12 Scheme of Work so that it includes any necessary Year 11 content and ensure resources are available for online learning. For Year 12 Schemes of Work where pupils are sitting all units at the end of Year 12 in Summer 2021, our scheme will need to be adapted to</p>



<p><i>(This can be annotations on existing Scheme of Work outlining agreed methods for lesson/skill delivery).</i></p>	<ul style="list-style-type: none"> • Consolidation: active learning, raise the level of pupil participation through collaborative pupil class activities such as labelling unmarked scores. • Practise and Evaluation: varying the style of assessment questions i.e. short and analytical answers and longer answers involving a more organised sense of developing an answer effectively. Help pupils identify strategies to contextualise their knowledge. 		<p>cover all content to ensure pupils are adequately prepared for exams in all units in Summer 2021.</p>
<p>As a department, we will deploy and evaluate the effectiveness of using these methods across lessons for the pre-identified topic(s) in our Scheme of Work. <i>(The evaluation will be focused on whether or not the deployment of the agreed methods of delivery have had a positive impact on pupil learning).</i></p>	<ul style="list-style-type: none"> • Regular formal assessments. • Monitoring homework response. • Informal discussion in class. • Assessing pupil ability to transfer knowledge in appraising unfamiliar music. • Assessment using sample and past papers. • Pupil voice exercise. 	<ul style="list-style-type: none"> • Study of the selected unit had begun in early March. Initial assessment of pupil learning was largely informal, based on class activities and homework response. • Formal assessment had not taken place. • Pupil voice exercise was not completed. 	<p>I will complete the relevant training in relation to the use of Google Classroom and ensure that my department is ready for the delivery of the curriculum using a blend of face to face teaching and online learning.</p> <p><i>(The school will be using Google Classroom as a generic platform for the delivery of online learning).</i></p>

Extra-Curricular Activities	Highlights/Successes for the Year
<ul style="list-style-type: none"> • Junior and Senior Traditional Group • Junior Choir • Senior, Middle school and Junior bands • Orchestra • String Ensemble • Woodwind Ensemble • DJ Club • Band workshops 	<ul style="list-style-type: none"> • Increased Music Department participation in masses and Prize Giving events • Christmas Carol Service in St. Teresa's Church • Christmas Community Visits • Year 8 Graduation • Band Showcase lunch-time performances • Traditional Group performance for St. Patrick's Day



<ul style="list-style-type: none"> • Music Technology Club 	<ul style="list-style-type: none"> • A performance of Irish Traditional music by visiting professional players followed by a talk on the Music profession • Increased uptake at GCSE and A Level Music • Consistently good results in Rock School and ABRSM examinations <u>Events cancelled due to Covid-19</u> <ul style="list-style-type: none"> • School Concert • YR8-10: Ulster Orchestra concert
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Note on scenarios for Year 12 GCSE

*There are two scenarios: (1) subjects in which Year 11 pupils were entered for Summer 2020 GCSE units and (2) subjects in which pupils normally sit all their GCSE units at the end of Year 12.

(1) The statement below from CCEA refers to subjects in which Year 11 pupils had been entered for GCSE units in Summer 2020.

Students entered for GCSE units in Summer 2020 that will lead to a GCSE grade in 2021 should not be issued with a grade. For those students, there will be two options. In 2021 they can sit the units they planned to take next year, and not the unit(s) they entered for in Summer 2020. These 2020 units will have a mark calculated using statistical predictions based on their performance in the 2021 units. As a result, an overall GCSE grade will be awarded in 2021. Alternatively, they can choose to sit all the units in Summer 2021. Whichever option a student chooses; they will be awarded the highest grade.

If a department had entered Year 11 pupils for GCSE in Summer 2020, pupils are therefore not required to sit all units at the end of Year 12. They may sit only Year 12 units and the overall result will be based on Year 12 performance only. However, pupils may sit all units (Year 11 and 12) at the end of Year 12. The school's preferred option is for pupils to sit the Year 12 units only.

(2) For subjects where pupils had not been entered for any exams in Year 11 in Summer 2020, it will be a requirement for exams in all units to be taken at the end of Year 12 (Summer 2021).



PE - Head of Department: Mr C Hynds

Departmental Targets identified at September 2019	Outcome	Evidence to support statement	Whole School / Departmental Targets for 2020-2021
<p>I will complete training in the use of Examination Analytics tools to allow me to identify areas of my curriculum in which pupils have underperformed in public examinations (2019 Series). I will work in conjunction with my department to identify a series of lessons (a minimum of 6-8 lessons) or skills that directly relate to where the data from Analytics has indicated pupils have underperformed in examinations. <i>(These lessons/skills will relate to sections in our Scheme of Work which are taught at a particular stage in the school year).</i></p>	<p>Parts of GCSE PE & BTEC Sport Spec identified as areas for development.</p> <p>Historical evidence allowed us, as a department and individual teacher, to identify individual areas of development for cohorts and teachers.</p> <p>Individualised Resources developed, dependant on Teachers preferred method of delivery.</p>	<ul style="list-style-type: none"> • Differentiated resources • PE simplified • GCSE PE Unit Booklets • Curriculum mapping (these are with GOC) • Revision sessions • 1-2-1 student/peer guidance • Use of Placement student. 	<p>Year 14 A2: We will adapt the current format of our Year 14 Scheme of Work so it includes necessary AS content (content that is essential as prerequisite knowledge for the Year 14 curriculum). This necessary AS content will be integrated within the relevant scheme. This may include work that was taught last year but will need to be revisited and/or work not already taught which is a prerequisite for this year.</p> <p>Ensure that the Year 14 Scheme of Work includes resources for pupils that can be readily shared via online platforms.</p>
<p>I will work in conjunction with my department to discuss and agree on what we feel are the most effective aspects of lesson delivery directly relating to the identified areas in our Scheme of Work. These will cover the four key aspects for learning, namely, introduction, explanation, consolidation/practise and evaluation of learning. I will ensure the detail of how the four key aspects for learning will be evident across the chosen lessons/skills will be documented by my department in a suitable format. <i>(This can be annotations on existing Scheme of Work outlining agreed methods for lesson/skill delivery).</i></p>	<p>Introduction – practical example, relating to sport</p> <p>Explanation – Use of PP, YouTube, Handout</p> <p>Consolidation – Worksheet, Mid Maps</p> <p>Evaluation – Effective Questioning, Mind Maps</p>		<p>Year 12 GCSE: For Year 12 Schemes of Work falling under Category 1* (i.e. pupils sitting only Year 12 units), we will amend as per detailed for Year 14 – adapt the Year 12 Scheme of Work so that it includes any necessary Year 11 content and ensure resources are available for online learning.</p> <p>For Year 12 Schemes of Work where pupils are sitting all units at the end of Year 12 in Summer 2021, our scheme will need to be adapted to cover all content to ensure pupils are adequately prepared for exams in all units in Summer 2021.</p>



As a department, we will deploy and evaluate the effectiveness of using these methods across lessons for the pre-identified topic(s) in our Scheme of Work. <i>(The evaluation will be focused on whether or not the deployment of the agreed methods of delivery have had a positive impact on pupil learning).</i>	Effectiveness – Past Paper Questions, End of Topic testing.		I will complete the relevant training in relation to the use of Google Classroom and ensure that my department is ready for the delivery of the curriculum using a blend of face to face teaching and online learning. <i>(The school will be using Google Classroom as a generic platform for the delivery of online learning).</i>
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Extra-Curricular Activities	Highlights/Successes for the Year
Hurling, Gaelic, Basketball, Soccer, Golf, Waterpolo, Cross Country, Rugby	<p>Hurling – Senior Mageean Cup beaten Finalists, 3 All-Star Awards, Year 12 Forresters Cup Final (Postoned Covid-19), Year 9 McNamee Finalists, Gaelic Football – Year 9 Dalton Cup Quarter Final (only team playing A Football), Basketball – U16 All Ireland Series, Soccer – Year 10, 11's NI Cup Finals (PP Covid-19), Cross Country – National Level representative, Rugby – Year 8 competed in Blitz for first time ever in school history.</p> <p>An issue I would like to highlight in regard to Extra-Curricular Sport: We are constantly being told of what high esteem Extra-Curricular Sport is held in St Marys. However, I feel that this is not the case. EC Sport has no one person to co-ordinate it. The school rely heavily on the good will and passion of the coaches taking teams within the school, to organise their own teams and compete in competitions. I feel we need to have a dedicated member of staff to take on such role and really push EC Sport. I myself, since becoming HoD PE, have been heavily involved in the coordination yet receive no time/points for this role. The BoG have to understand the importance of EC Sport and how it attracts students to the school. To continually compete at the highest level, we need more resources and time put into EC Sport. Teachers taking teams need to feel valued or I am afraid they will withdraw their time eventually. I am asking the BoG to take this into account and put a development plan in action, to allow St Marys to be at the forefront of sport, in all codes, in Ulster. I do not want the legacy that St Marys has created, not to be developed and indeed strengthen in the coming years.</p>



Note on scenarios for Year 12 GCSE

*There are two scenarios: (1) subjects in which Year 11 pupils were entered for Summer 2020 GCSE units and (2) subjects in which pupils normally sit all their GCSE units at the end of Year 12.

(1) The statement below from CCEA refers to subjects in which Year 11 pupils had been entered for GCSE units in Summer 2020.

Students entered for GCSE units in Summer 2020 that will lead to a GCSE grade in 2021 should not be issued with a grade. For those students, there will be two options. In 2021 they can sit the units they planned to take next year, and not the unit(s) they entered for in Summer 2020. These 2020 units will have a mark calculated using statistical predictions based on their performance in the 2021 units. As a result, an overall GCSE grade will be awarded in 2021. Alternatively, they can choose to sit all the units in Summer 2021. Whichever option a student chooses; they will be awarded the highest grade.

If a department had entered Year 11 pupils for GCSE in Summer 2020, pupils are therefore not required to sit all units at the end of Year 12. They may sit only Year 12 units and the overall result will be based on Year 12 performance only. However, pupils may sit all units (Year 11 and 12) at the end of Year 12. The school's preferred option is for pupils to sit the Year 12 units only.

(2) For subjects where pupils had not been entered for any exams in Year 11 in Summer 2020, it will be a requirement for exams in all units to be taken at the end of Year 12 (Summer 2021).



Religion - Head of Department: Mrs Claire Wright			
Departmental Targets identified at September 2019	Outcome	Evidence to support statement	Whole School / Departmental Targets for 2020-2021
<p>I will complete training in the use of Examination Analytics tools to allow me to identify areas of my curriculum in which pupils have underperformed in public examinations (2019 Series). I will work in conjunction with my department to identify a series of lessons (a minimum of 6-8 lessons) or skills that directly relate to where the data from Analytics has indicated pupils have underperformed in examinations.</p> <p><i>(These lessons/skills will relate to sections in our Scheme of Work which are taught at a particular stage in the school year).</i></p>	<p>CW attended analytics training and was able to determine which areas students achieved success in and which areas posed the greatest challenge for students. The Year 11 Mark's Gospel course was identified as the module which students find the most challenging.</p> <p>CW and TMC both delivered the Year 11 course and chose Unit 3: The Teaching of Jesus, as the focus unit of work. This was decided at a dept. meeting on the 4th November 2019.</p> <p>We amended the unit to make it more engaging and to address the 4 key aspects of learning.</p> <p>The end of topic test was devised to assess how well the students understood the material as a result of the lesson delivery.</p> <p>Photos of end of topic tests from both 11G and 11H were sent to GOC along with previous test scores to show progress throughout the units.</p> <p>24 out of 25 students in 11G improved in Unit 3 when compared with their previous 2 test scores. 16 out of 24 students in 11H showed improvement in performance in this unit.</p>	<p>Template completed at the CCEA Analytics training.</p> <p>Topic 3 booklet amended to reflect the series of lessons produced.</p> <p>End of topic test results for both Year 11 GCSE classes emailed to GOC in March.</p> <p>Positive feedback from students about this particular unit of work.</p>	<p><u>Year 14 A2</u></p> <p>We will adapt the current format of our Year 14 Scheme of Work so it includes necessary AS content (content that is essential as prerequisite knowledge for the Year 14 curriculum). This necessary AS content will be integrated within the relevant scheme. This may include work that was taught last year but will need to be revisited and/or work not already taught which is a prerequisite for this year.</p> <p>Ensure that the Year 14 Scheme of Work includes resources for pupils that can be readily shared via online platforms.</p>



<p>I will work in conjunction with my department to discuss and agree on what we feel are the most effective aspects of lesson delivery directly relating to the identified areas in our Scheme of Work. These will cover the four key aspects for learning, namely, introduction, explanation, consolidation/practise and evaluation of learning.</p> <p>I will ensure the detail of how the four key aspects for learning will be evident across the chosen lessons/skills will be documented by my department in a suitable format.</p> <p><i>(This can be annotations on existing Scheme of Work outlining agreed methods for lesson/skill delivery).</i></p>	<p>A dept. meeting on 4th November 2019 focused on discussing the Year 11 course and the chosen unit.</p> <p>Four areas of learning were addressed with SOW annotated accordingly to include the following;</p> <p>Introduce – Assess class understanding of the Kingdom of God (KOG) and what it is, eg. the afterlife / heaven/peace on earth / living by good values etc. Use visuals to encourage discussion eg. pictures and paintings portraying the KOG to prompt discussion.</p> <p>Explain – Go through each of Jesus’s parables individually and get students to highlight key teachings of Jesus in each one. Use to fuel discussion about the KOG and how to gain entry to it, including barriers such as wealth and greed.</p> <p>Consolidate – Various homework tasks outlined on the SOW will highlight student comprehension of the teachings. Focus should also be made in ensuring that students understand the relevance of Jesus’ teachings today eg. use the story of the rich young man to create a list of the benefits and dangers of having money; create a newspaper report outlining how society today fails to follow the greatest commandment; describe how attitudes to the Sabbath have changed over time (Sunday trading hours etc.)</p> <p>Evaluate – Students will answer 5 and 10 mark homework questions to highlight their ability to use the P.E.E chain when</p>	<p>Minutes of meeting emailed to SLT link, ML.</p> <p>Annotated scheme of work can be found in the Staff area within the RE department folder.</p> <p>Students completed a range of 5 and 10 mark questions with a combination of teacher, peer and self-assessment. Marking schemes were provided to help students to rate their own performance.</p> <p>Students completed the end of topic test and were given detailed feedback.</p> <p>Students also completed a self-evaluation sheet based on their performance in this unit.</p> <p>GOC has been provided with end of topic grades in 3 units for both 11G and 11H to highlight progress as a result of the amendments to the unit delivery.</p>	<p><u>Year 12 GCSE</u></p> <p>For Year 12 Schemes of Work falling under Category 1* (i.e. pupils sitting only Year 12 units), we will amend as per detailed for Year 14 – adapt the Year 12 Scheme of Work so that it includes any necessary Year 11 content and ensure resources are available for online learning.</p> <p>For Year 12 Schemes of Work where pupils are sitting all units at the end of Year 12 in Summer 2021, our scheme will need to be adapted to cover all content to ensure pupils are adequately prepared for exams in all units in Summer 2021.</p>
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	answering questions as well as their ability to critically evaluate. They will also complete an end of topic assessment with core and extension tasks and complete a self-evaluation form after receiving feedback		
As a department, we will deploy and evaluate the effectiveness of using these methods across lessons for the pre-identified topic(s) in our Scheme of Work. <i>(The evaluation will be focused on whether or not the deployment of the agreed methods of delivery have had a positive impact on pupil learning).</i>	TMC and CW discussed student performance in this unit and compared results with previous units. It was agreed that students responded positively to this unit as the information was broken down and presented in an engaging manner. Students liked learning about the parables of Jesus.	Verbal feedback from teachers (nothing was documented as a result of COVID-19 which happened shortly after completion of this unit)	I will complete the relevant training in relation to the use of Google Classroom and ensure that my department is ready for the delivery of the curriculum using a blend of face to face teaching and online learning. <i>(The school will be using Google Classroom as a generic platform for the delivery of online learning).</i>

Extra-Curricular Activities	Highlights/Successes for the Year
PJP II Award Belfast Islamic Centre trip Social Justice and Advocacy Group Edmund Rice project winners	<p>An additional 6 students successfully completed the PJP II Award: Tiarnan O'Flaherty, Edward Fallon, Liam McKeown, Paul Smyth, Conal Moore and Dylan O'Halloran. (Award ceremony postponed)</p> <p>Reward trip to Belfast Islamic Centre in February 2020 for 14 Year 10 students who excelled in RE Christmas test.</p> <p>Shoe box appeal and Christmas dinner for the Homeless. Winners' work advertised on school Facebook page and website. Rewards will be provided in the new academic year as the planned trip to Callan was cancelled.</p>



Note on scenarios for Year 12 GCSE

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(1) The statement below from CCEA refers to subjects in which Year 11 pupils had been entered for GCSE units in Summer 2020.

Students entered for GCSE units in Summer 2020 that will lead to a GCSE grade in 2021 should not be issued with a grade. For those students, there will be two options. In 2021 they can sit the units they planned to take next year, and not the unit(s) they entered for in Summer 2020. These 2020 units will have a mark calculated using statistical predictions based on their performance in the 2021 units. As a result, an overall GCSE grade will be awarded in 2021. Alternatively, they can choose to sit all the units in Summer 2021. Whichever option a student chooses; they will be awarded the highest grade.

If a department had entered Year 11 pupils for GCSE in Summer 2020, pupils are therefore not required to sit all units at the end of Year 12. They may sit only Year 12 units and the overall result will be based on Year 12 performance only. However, pupils may sit all units (Year 11 and 12) at the end of Year 12. The school's preferred option is for pupils to sit the Year 12 units only.

(2) For subjects where pupils had not been entered for any exams in Year 11 in Summer 2020, it will be a requirement for exams in all units to be taken at the end of Year 12 (Summer 2021).



Science -Head of Department: Mr S Kelly			
Departmental Targets identified at September 2019	Outcome	Evidence to support statement	Whole School / Departmental Targets for 2020-2021
<p>I will complete training in the use of Examination Analytics tools to allow me to identify areas of my curriculum in which pupils have underperformed in public examinations (2019 Series).</p> <p>I will work in conjunction with my department to identify a series of lessons (a minimum of 6-8 lessons) or skills that directly relate to where the data from Analytics has indicated pupils have underperformed in examinations. <i>(These lessons/skills will relate to sections in our Scheme of Work which are taught at a particular stage in the school year).</i></p>	<p>Training in CCEA analytics successful. Weak areas of Summer tests from Year 11- 14 identified and disseminated to staff to inform teaching.</p> <p>Year 12 Biology, chemistry and physics identified key areas from analytics analysis and came up with adaptations to scheme and the specific time for teaching those areas.</p>	<p>Minutes from staff meetings. Annotated SOWs to GOC</p>	<p><u>Year 14 A2</u> We will adapt the current format of our Year 14 Scheme of Work so it includes necessary AS content (content that is essential as prerequisite knowledge for the Year 14 curriculum). This necessary AS content will be integrated within the relevant scheme. This may include work that was taught last year but will need to be revisited and/or work not already taught which is a prerequisite for this year. Ensure that the Year 14 Scheme of Work includes resources for pupils that can be readily shared via online platforms.</p>
<p>I will work in conjunction with my department to discuss and agree on what we feel are the most effective aspects of lesson delivery directly relating to the identified areas in our Scheme of Work. These will cover the four key aspects for learning, namely, introduction, explanation, consolidation/practise and evaluation of learning. I will ensure the detail of how the four key aspects for learning will be evident across the chosen lessons/skills will be documented by my department in a suitable format. <i>(This can be annotations on existing Scheme of Work outlining agreed methods for lesson/skill delivery).</i></p>	<p>Discussion and agreement in each department reached and annotated on SOWs. Resources produced to assist with this in the form of new powerpoints/identification of new activities/practicals that could be used for better explanation</p>	<p>Minutes from staff meetings. SOWs annotated and sent to GOC</p>	<p><u>Year 12 GCSE</u> For Year 12 Schemes of Work falling under Category 1* (i.e. pupils sitting only Year 12 units), we will amend as per detailed for Year 14 – adapt the Year 12 Scheme of Work so that it includes any necessary Year 11 content and ensure resources are available for online learning. For Year 12 Schemes of Work where pupils are sitting all units at the end of Year 12 in Summer 2021, our scheme will need to be adapted to cover all content to ensure pupils are adequately prepared for exams in all units in Summer 2021.</p>



As a department, we will deploy and evaluate the effectiveness of using these methods across lessons for the pre-identified topic(s) in our Scheme of Work. <i>(The evaluation will be focused on whether or not the deployment of the agreed methods of delivery have had a positive impact on pupil learning).</i>	End of topic tests adapted to incorporate questions from the Summer tests to identify if there has been improvement in those specific areas identified from CCEA analytics	New End of topic tests for Year 12 area identified. Results recorded in staff area. Chemistry and physics not completed due to COVID.	I will complete the relevant training in relation to the use of Google Classroom and ensure that my department is ready for the delivery of the curriculum using a blend of face to face teaching and online learning. <i>(The school will be using Google Classroom as a generic platform for the delivery of online learning).</i>
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Extra-Curricular Activities	Highlights/Successes for the Year
<p>Primary school visits. SC went out to Holy Cross.</p> <p>Year 11 class 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>Year 9 pupils were involved in a project to grow and release Salmon into Colin Glen River.</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 continued to give great support to the staff in regards practical's and preparation. New physics technician DM has fitted in seamlessly.</p> <p>Growing Salmon project was a great success in bringing Science into the pupils local life and gave pupils a great sense of responsibility and ownership. Great maturity was shown by these pupils throughout the process and a big thank you to Belfast Hills partnership for facilitating the project.</p> <p>All the extra curricular activities were highlights in terms of the boys enjoying them but also their conduct and maturity shown when representing the school.</p> <p>Welcoming Mrs Crilly as a permanent member of the staff after her successful interview.</p>

Note on scenarios for Year 12 GCSE

*There are two scenarios: (1) subjects in which Year 11 pupils were entered for Summer 2020 GCSE units and (2) subjects in which pupils normally sit all their GCSE units at the end of Year 12.

(1) The statement below from CCEA refers to subjects in which Year 11 pupils had been entered for GCSE units in Summer 2020

Students entered for GCSE units in Summer 2020 that will lead to a GCSE grade in 2021 should not be issued with a grade. For those students, there will be two options. In 2021 they can sit the units they planned to take next year, and not the unit(s) they entered for in Summer 2020. These 2020 units will have a mark calculated using statistical predictions based on their performance in the 2021 units. As a result, an overall GCSE grade will be awarded in 2021. Alternatively, they can choose to sit all the units in Summer 2021. Whichever option a student chooses; they will be awarded the highest grade.

If a department had entered Year 11 pupils for GCSE in Summer 2020, pupils are therefore not required to sit all units at the end of Year 12. They may sit only Year 12 units and the overall result will be based on Year 12 performance only. However, pupils may sit all units (Year 11 and 12) at the end of Year 12. The school's preferred option is for pupils to sit the Year 12 units only.

(2) For subjects where pupils had not been entered for any exams in Year 11 in Summer 2020, it will be a requirement for exams in all units to be taken at the end of Year 12 (Summer 2021).



Spanish - Head of Department Miss J Mervyn			
Departmental Targets identified at September 2019	Outcome	Evidence to support statement	Whole School / Departmental Targets for 2020-2021
<p>I will complete training in the use of Examination Analytics tools to allow me to identify areas of my curriculum in which pupils have underperformed in public examinations (2019 Series). I will work in conjunction with my department to identify a series of lessons (a minimum of 6-8 lessons) or skills that directly relate to where the data from Analytics has indicated pupils have underperformed in examinations.</p> <p><i>(These lessons/skills will relate to sections in our Scheme of Work which are taught at a particular stage in the school year).</i></p>	<p>We performed an analysis of our departmental examination results (2019 series) using CCEA's online analytics tool.</p> <p>The analysis was generally inconclusive as Spanish pupils sit 4 exams, 3 of which are tiered depending on their ability so there was no clear weakness.</p> <p>We could see that they often lost marks in the section where Questions/Answers were in Spanish but perhaps this is due to attitude rather than ability i.e. laziness.</p> <p>We both decided that writing could be targeted as this will also help with their speaking – they need to write answers before they can learn them for the oral exam.</p>	<p>GCSE 2019 Results</p>	<p><u>Year 14 A2</u></p> <p>We will adapt the current format of our Year 14 Scheme of Work so it includes necessary AS content (content that is essential as prerequisite knowledge for the Year 14 curriculum). This necessary AS content will be integrated within the relevant scheme. This may include work that was taught last year but will need to be revisited and/or work not already taught which is a prerequisite for this year.</p> <p>Ensure that the Year 14 Scheme of Work includes resources for pupils that can be readily shared via online platforms.</p>
<p>I will work in conjunction with my department to discuss and agree on what we feel are the most effective aspects of lesson delivery directly relating to the identified areas in our Scheme of Work. These will cover the four key aspects for learning, namely, introduction, explanation, consolidation/practise and evaluation of learning.</p>	<p>We chose the following section(s) from our SoW and conducted a departmental review, focusing on methods of delivery for this section of the SoW.</p> <p><i>Travel and Tourism – Holidays (Writing)</i></p> <p>As is good practice within the Spanish Department, the pupils are told what they will be able to do at the end of each topic.</p>	<p><u>Methods for introducing concepts within SoW</u></p> <p>Explain the task i.e. Write a detailed description of a past/present/future holiday</p> <p><u>Methods for explaining concepts within SoW</u></p> <p>Analyse examples of A*/A/B/C answers</p> <p>Grid/Tick Box – pupils check examples to see if necessary grammar points have</p>	<p><u>Year 12 GCSE</u></p> <p>For Year 12 Schemes of Work falling under Category 1* (i.e. pupils sitting only Year 12 units), we will amend as per detailed for Year 14 – adapt the Year 12 Scheme of Work so that it includes any necessary Year 11 content and ensure resources are available for online learning.</p> <p>For Year 12 Schemes of Work where pupils are sitting all units at the end of</p>



<p>I will ensure the detail of how the four key aspects for learning will be evident across the chosen lessons/skills will be documented by my department in a suitable format.</p> <p><i>(This can be annotations on existing Scheme of Work outlining agreed methods for lesson/skill delivery).</i></p>	<p>Vocabulary & Grammar are brainstormed before each topic is taught.</p> <p>SoW for above topic was annotated to include how concepts are:</p> <ol style="list-style-type: none"> 1. Introduced to the pupils. 2. Explained to the pupils (considering any misconceptions they may have). 3. Resourced to allow pupils to practice and consolidate their learning. 4. Evaluated to check if pupils have grasped the concepts being taught. 	<p>been included (Verbs & Correct Tense/Adjectives/Time Phrases etc)</p> <p>Sentence Skeleton – pupils have parts of sentences & they add relevant vocabulary to complete them</p> <p><u>Methods to ensure pupil learning is consolidated</u></p> <p>Grid/Tick Box – pupils analyse unseen examples to see if necessary grammar points have been included</p> <p>Personal Writing – pupils adapt a sample paragraph according to their own holidays</p> <p>Past Paper Qs – where possible, pupils will answer similar tasks</p> <p><u>Methods for evaluating pupil learning</u></p> <p>Assessed hw – pupils will write a detailed account of a past/present/future holiday to include a variety of verb tenses/time phrases/opinions with justifications/connectives etc</p> <p>*to be completed end of January/beginning of February</p>	<p>Year 12 in Summer 2021, our scheme will need to be adapted to cover all content to ensure pupils are adequately prepared for exams in all units in Summer 2021.</p>
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As a department, we will deploy and evaluate the effectiveness of using these methods across lessons for the pre-identified topic(s) in our Scheme of Work. <i>(The evaluation will be focused on whether or not the deployment of the agreed methods of delivery have had a positive impact on pupil learning).</i>	Due to the sudden death of my father I was off work & therefore unable to fully evaluate the lessons taught.		I will complete the relevant training in relation to the use of Google Classroom and ensure that my department is ready for the delivery of the curriculum using a blend of face to face teaching and online learning. <i>(The school will be using Google Classroom as a generic platform for the delivery of online learning).</i>
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Extra-Curricular Activities	Highlights/Successes for the Year
N/A	N/A

Note on scenarios for Year 12 GCSE

*There are two scenarios: (1) subjects in which Year 11 pupils were entered for Summer 2020 GCSE units and (2) subjects in which pupils normally sit all their GCSE units at the end of Year 12.

(1) The statement below from CCEA refers to subjects in which Year 11 pupils had been entered for GCSE units in Summer 2020.

Students entered for GCSE units in Summer 2020 that will lead to a GCSE grade in 2021 should not be issued with a grade. For those students, there will be two options. In 2021 they can sit the units they planned to take next year, and not the unit(s) they entered for in Summer 2020. These 2020 units will have a mark calculated using statistical predictions based on their performance in the 2021 units. As a result, an overall GCSE grade will be awarded in 2021. Alternatively, they can choose to sit all the units in Summer 2021. Whichever option a student chooses; they will be awarded the highest grade.

If a department had entered Year 11 pupils for GCSE in Summer 2020, pupils are therefore not required to sit all units at the end of Year 12. They may sit only Year 12 units and the overall result will be based on Year 12 performance only. However, pupils may sit all units (Year 11 and 12) at the end of Year 12. The school's preferred option is for pupils to sit the Year 12 units only.

(2) For subjects where pupils had not been entered for any exams in Year 11 in Summer 2020, it will be a requirement for exams in all units to be taken at the end of Year 12 (Summer 2021).



Technology - Head of Department: Mr V Murphy

Departmental Targets identified at September 2019	Outcome	Evidence to support statement	Whole School / Departmental Targets for 2020-2021
<p>I will complete training in the use of Examination Analytics tools to allow me to identify areas of my curriculum in which pupils have underperformed in public examinations (2019 Series).</p> <p>I will work in conjunction with my department to identify a series of lessons (a minimum of 6-8 lessons) or skills that directly relate to where the data from Analytics has indicated pupils have underperformed in examinations. <i>(These lessons/skills will relate to sections in our Scheme of Work which are taught at a particular stage in the school year).</i></p>	<p>As the department had some of the best results in the school, analysing the units did not take place, However, I did identify a need to keep a close focus on the theory element of the course,</p> <p>These lessons were to be taught at the end of the year when controlled assessment was completed. This didn't happen due to not completing the school year</p>	GCSE and A level results 2019	<p><u>Year 14 A2</u></p> <p>We will adapt the current format of our Year 14 Scheme of Work so it includes necessary AS content (content that is essential as prerequisite knowledge for the Year 14 curriculum). This necessary AS content will be integrated within the relevant scheme. This may include work that was taught last year but will need to be revisited and/or work not already taught which is a prerequisite for this year.</p> <p>Ensure that the Year 14 Scheme of Work includes resources for pupils that can be readily shared via online platforms.</p>
<p>I will work in conjunction with my department to discuss and agree on what we feel are the most effective aspects of lesson delivery directly relating to the identified areas in our Scheme of Work. These will cover the four key aspects for learning, namely, introduction, explanation, consolidation/practise and evaluation of learning.</p> <p>I will ensure the detail of how the four key aspects for learning will be evident across the chosen lessons/skills will be documented by my department in a suitable format. <i>(This can be annotations on existing Scheme of Work outlining agreed methods for lesson/skill delivery).</i></p>	<p>As a department we discussed at a department meeting the most effective methods of lesson delivery.</p> <p>Again, we didn't have an opportunity to deliver the prepared lesson.</p>	Annotated Yr12 Schemes of work.	<p><u>Year 12 GCSE</u></p> <p>For Year 12 Schemes of Work falling under Category 1* (i.e. pupils sitting only Year 12 units), we will amend as per detailed for Year 14 – adapt the Year 12 Scheme of Work so that it includes any necessary Year 11 content and ensure resources are available for online learning.</p> <p>For Year 12 Schemes of Work where pupils are sitting all units at the end of Year 12 in Summer 2021, our scheme will need to be adapted to cover all content to ensure pupils are adequately prepared for exams in all units in Summer 2021.</p>



As a department, we will deploy and evaluate the effectiveness of using these methods across lessons for the pre-identified topic(s) in our Scheme of Work. <i>(The evaluation will be focused on whether or not the deployment of the agreed methods of delivery have had a positive impact on pupil learning).</i>	Didn't get an opportunity to deliver the lessons.		I will complete the relevant training in relation to the use of Google Classroom and ensure that my department is ready for the delivery of the curriculum using a blend of face to face teaching and online learning. <i>(The school will be using Google Classroom as a generic platform for the delivery of online learning).</i>
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Extra-Curricular Activities	Highlights/Successes for the Year
Coursework classes provided for pupils after school Monday-Friday 8am-8.55am Monday-Thursday 3.15pm-4.15pm	A2 results in August 2019. 100% Grade A-B
Coursework classes provided for pupils after school Monday-Friday 8am-8.55am Monday-Thursday 3.15pm-4.15pm	

RESPONSIBILITY REPORTS

2019-2020

Year Heads

Activity: Head of Year 8

Mr. Sean 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 ARPs 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 Brains – 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.

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 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 son'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 increasingly 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 homeworks, uniform, school diaries not signed.
- In order to try and help the year 9s 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. This was operated in conjunction with Ball wall sessions in the gym also organised by Mr Fisher
- Sports day – 29th 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 assemblies 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 ARPs 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 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 these to progress into year 10. A lot of time is spent on organisational skills throughout the year by ensuring homeworks are completed 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 their 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/H.O.D'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 G.C.S.E.

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.

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:

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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 Brendan 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 liaises with form teacher/HOS and SENCO re. pastoral barriers to learning
- HOY liaises 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 1st assessment review point based on ARP1 – Halloween exams.
- Dec/Jan 2018/19 2nd assessment review point based on ARP2 – GCSE mocks.
- April 2019 3rd 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 Brians
- West Belfast Partnership Easter School – Maths and English
- Banjaxed/Belfast City Council/PSNI – Anti-social behaviour awareness
- World Mental Health Day 10th Oct 2018 – focused Assemblies/Form Periods
- Anti-Bullying week 12th-16th 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 10th/12th 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 22nd March 2019
- Banjaxed performance in Girdwood Community Hub 9th Oct 2018– Focused on Drug abuse and paramilitary style ‘punishment beatings’
- Belfast City Council presentation regarding anti-social behaviour on 22nd 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’ 12th 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.
- 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 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 27th May 2019, FTs agreed with YH that from next year we will make contact after 1 day.

Term One

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 Two

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.

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.

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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:

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RESPONSIBILITY REPORTS

2019-2020

General

Activity: Careers Advisor (Mrs O Flood)

Highlights 2019-2020:

Nursing event

St Mary's CBGS was selected as one of the five schools across NI to take part in awareness events where school nurses introduced young people to the skills required to perform cardiopulmonary resuscitation (CPR) in the event of an out-of-hospital cardiac arrest. On Wednesday 16th October the school welcomed Professor Charlotte McArdle, NI's Chief Nursing Officer along with other nurse specialists and past pupils who have entered the Nursing profession. Pupils gained the opportunity to learn what to do in an emergency – they learned to check for normal breathing, to call 999, do chest compressions and give rescue breaths until an ambulance arrives.

Once the pupils had participated in the Restart a heart training, they were able to listen to the experiences of past pupils James, Aiden and David who all had various roles within the Nursing profession and who had taken different pathways in to the role of nursing. It was a fantastic opportunity enabling pupils to not only learn about the world of nursing, but they learned a life skill that may help save a life. Pupils got the opportunity to speak with past pupils about the various pathways they took to gain entry into nursing.

Careers Ready Programme

At the beginning of September 2019 six year 13 pupils embarked on an exciting new Careers project in Partnership with the Career Ready Programme. The one year Career Ready Employability programme, develops skills in young people that better prepares them and gives them a unique selling point when it comes to interviews. The programme involves students taking part in a series of team building/task based activities, employability skills workshops, 1:2:1 mentoring over a one year period by an industry professional, company visits and a 4-6 week paid internship/work placement. On completion of the programme, students will have increased confidence and range/depth of knowledge and experience that will stand up well to scrutiny and interrogation in interview situations. The six pupils had applied to the programme highlighting their career aspirations, their current skills and what they had wished to gain from the experience. Pupils were then matched to volunteers from companies such as Santander, HMRC, Lloyds banking and Citi bank. Students regularly met their mentor within school and the mentor was able to support the pupil. Due to COVID 19 the students were supported virtually with their mentors and could not complete in house masterclasses that had been scheduled. Two pupils had been selected to participate in a paid internship for six weeks with Citi bank but due to COVID this could not be facilitated.

National Skills day

I had initially planned to host an event in school but due to COVID 19 I decided to hold a virtual event. I asked pupils at home to identify the skills they have or have learnt during lockdown and send us either a video or a photo of them completing their skills. Pupils were given suggestions of the areas that they could demonstrate a skill from:

- Creative Skills (writing, arts, drama, dance, music)
- Tech skills (Knowing, making demonstrating)
- Sporting
- Cooking/ baking
- Other- like juggling, magic tricks, doing puzzles

A wide variety of pupils sent images of them baking, gardening, building garden furniture and showing us their sports skills. These images were displayed on the school's social media sites. Pupils were able to make the connection between skills and careers as well as learning how developing skills can be beneficial to your mental health.

Development Plans for 2020-2021:

- National careers week – March 2020 – Industry expert visits/promotion of careers throughout the week In house/virtual depending on COVID situation
- National skills day – In house/virtual depending on COVID situation
- Career ready programme for Yr13 students- enhancement of employability skills.
- Enhancement of virtual experiences-particular focus on finding experiences for Years 12 and 13
- Enhance relationships with Alumni from a wide range of sectors to for industry insights- online videos
- Promote online enrichment activities such as "IDEA" –an international programme that helps young people develop digital, enterprise and employability skills online.

Overall Comment:

Students had a wide range of opportunities provided to them at the beginning of the year. Year 14 pupils visited QUB, UUJ and St Mary's Open Day as well as being visited by the University Roadshow. Visits came from a variety of employers and agencies talking about Higher Level Apprenticeships and a number of pupils have succeeded in gaining HLA with PWC, EY and Deloitte. Year 13 pupils began their Careers education in January and many of them had gained placements for their Work Shadowing placements. Unfortunately, they had to be cancelled. Pupils have been made aware of virtual opportunities to help them build their personal profile, enhance their understanding of work and to support them in their future pathway choices, through the use of webinars and online opportunities.

The Careers advisor has been available to provide 1-1 professional guidance for students throughout the COVID-19 situation. This has enabled pupils to gain access to support and guidance about future plans in uncertain times.

Activity: School Chaplain **(Mrs M Farag)**

Highlights 2019

Prayer and reflection at beginning of each term, on all staff days, special school occasions and at prizegiving 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 preparation for year 13 and 14 pupils and encourage interest in Project Zambia across the school.

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,

Provide pastoral care for staff, pupils and parents in the event of critical illness, bereavement, newcomer arrival or other difficult situations as they arise.

Term1

Staff mass on day one to introduce the new school year.

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 in September.

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

Year 8 Mass celebrated in October.

Year 9 Mass celebrated in November.

Remembrance table set up in the front hall for November and Remembrance display board for staff and pupils to reflect and 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.

Counselling and support provided on site for close friends of Dylan Fox RIP after his sudden death.

Remembrance table and book of condolences set up for Dylan

Worked with the family, school and parish to prepare the requiem Mass for Dylan.

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

Provided ongoing support throughout the year for Dylan's family and the families of pupils with long term illness.

Christmas Carol Service planned and prepared in conjunction with our Music Dept and St Teresa's Parish Priest.

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

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.

Christmas Carol service at St Teresa's Church

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

Chaplain's address to the class of 2019 at Year 14 prizegiving.

SVP Christmas Toy appeal and Christmas Hamper appeal launched and managed with the SVP Group.

Term 2

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 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.

Prayer room opened for individual prayer 8am –9am each morning in Lent.

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

SVP group 5-week course on Social Justice for staff and pupils in SVP group organised and delivered by Niamh Mulholland for the SVP group after school in S24.

SVP cake and bun sale organised and held in school assembly hall. Proceeds in aid of SVP social justice projects and mental health charities.

Lenten talks in class groups in Years 8, 9 and 10 presented by Jim Deeds of the Living Church planned, prepared and scheduled for March but unable to be delivered due to Corona virus.

Trocaire and Project Zambia charity talks by visiting volunteers planned and organised for senior school in Years 11,12, 13 and 14 but not delivered due to corona virus.

Pope St John Paul II Award, pupils offered opportunities to work alongside Chaplain and teachers to help prepare and deliver talks and prayer services in Lent but not delivered due to corona virus.

Presentation by Queen's Chaplain to Year 14 pupils planned but not delivered.

Mass of celebration of the life of Dylan Fox RIP planned and prepared but not yet celebrated due to the pandemic.

Leaver's Mass for Year 14 planned but not delivered.

Display board updated for Holy Week theme as Holy Week approaches.

Online support during Home schooling, March – June 2020

Solemn Holy Week ceremonies and support materials made available to all pupils and staff on Wednesday of Holy Week.

Trocaire Lenten 24 hour fast advertised and set for Holy Week. Volunteers briefed

Online meetings organised for SVP and Project Zambia Groups through group emails.

Regular updates of pastoral and religious materials presented to staff and pupils online during the pandemic.

Edmund Rice Feast day celebrated on line and on school facebook on May 5th.

Support materials sent to all pupils and staff to celebrate the connection of the school with Our Lady in May.

Materials relating to Laudato Si produced and forwarded to pupils and staff to mark the 5th anniversary of the Pope's promotion of "caring for the earth".

Good Shepherd Sunday advertised and displayed online for staff and pupils.

Pentecost Sunday advertised and support materials supplied to pupils and staff online

Clonard Novena advertised to all pupils and staff online.

Development Plans for 2020-2021:

These proposals may be subject to change or cancellation according to the scientific and medical advice going forward.

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

Prayer and reflection to continue at beginning of each term, on all staff days, special school occasions and at prizegiving events.

Prayers to be offered at special assemblies and staff gatherings.

Public announcements to be prepared for delivery on days of religious significance.

Display board in front hall to be 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,

Provide pastoral care for staff, pupils and parents as required.

I have enrolled for a Queen's Course on Welcoming Newcomers which will take place in the autumn and I am hoping this will help equip me to improve the induction and pastoral care of our increasing numbers of Newcomers who can arrive at any time arrive throughout the year.

Due to the pandemic a number of events have been postponed or cancelled since last year and will have to be rescheduled where possible in the coming months as allowed.

Online versions of our usual group religious events and gatherings may be temporary solution to the social distancing dilemma.

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 for staff and pupils.

Never before have we or any other school had the experience of the challenges facing us at the moment with the pandemic.

It is new territory for us all and we are tentatively taking our first steps in planning for the new normal which will have to be set for next year. Pupils and staff have been very supportive of each other during the lockdown and most have managed well so far considering the challenges.

We will have major issues in the months ahead with physical, mental, social, emotional, and educational problems which have not yet come to light.

I am as always, overwhelmed by the generosity of all in our school community towards those in need and I am sure this coming year will be no different and we will all support each other again.

I am very indebted to our staff, senior leaders, Principal and Board of Governors 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 ongoing support and generous response to our numerous appeals for donations to various charities throughout the year.

Activity: C2K/SIMs Co-ordinator (Miss O Convery)

Highlights 2019-2020:

Staff training SIMs

- As a result of staff audit in June 2019, staff training took place in late August
- Staff training was planned and focussed on staff roles at 3 levels.
FT&ST, YH&HoD, SLT
- Training materials produced to support training
- Liaised with a number of key staff who assisted in delivering the training.
- Follow up workshops throughout September after school.
- Feedback was very positive & further training to be delivered next year.

C2K Infrastructure Changes

- Installation of Windows 10 onto school laptops and older school devices
- Installation of Neverware onto 100 machines
- These are now referred to ChromeBooks and do not have full access to C2K apps but can run web based version of Office software using One-Drive to link documents from the C2K system
- 16 PCs from S22 went to MIA & 12 PCs from S22 moved to T6(Technology) to ensure that teachers of MIA & Technology can access the full range of subject specific apps.
- S22 machines have been replaced with Neverware machines.

SIMs Parent App

- Initial investigation into the use of SIMs Parent App.
- Liaised with C2K to determine which of the SIMs parent App tools would be useful for us here St Mary's and to investigate associated costs.
- Reported to SLT on 21st November after which decision made to investigate further.
- Visited St Malachy's with GOC in January 2020 for demonstration of effectiveness
- Decision taken to install term 3 in preparation for 2020-2021.
- Preparation ongoing to support the upcoming installation which was delayed due to school closure.

School Closure Support

- Developed support materials for parents, pupils and staff to enable them to access/manage teaching and learning from home. These were published and accessible from the school website as well as the school's social media platforms.
- Developed procedures to help support parents.
- Supported parents, pupils and teachers with technical issues which arose from home schooling.
- Identified and lent out school devices where needed to support staff teaching from home. A few school devices have also been lent out to students in need.
- Collated data to identify those students in need of assistance in accessing online learning content. Applied for the 'EA School Additional Device Loan Scheme' for relevant students, initially in years 11 & 13.

Development Plans for 2020-2021:

Rollout of SIMs Parent App

- Check and complete parental contact data on SIMs
- Rollout SIMs Parent App - initially for one year group
- Train staff with regards to best practice & awareness of data available to parents.
- Develop training/support materials for parents.
- Liaise with admin staff to support implementation of SIMs Parent App
- Monitor use of SIMs Parent App & rollout to further year groups during the year.

Effective use of SIMs

- Liaise with GOC & audit staff to identify further training required to support teachers
- Focus on Office/Admin staff to enhance use of SIMs.

C2K

- Liaise with SKY/GOC/FC to manage and distribute and monitor 'EA School Additional Device Loan Scheme' devices.
- Liaise with C2K to acquire a printer solution for Neverware machines.
- Support all staff working from home with access to hardware where necessary.

Overall Comment:

- In order to implement SIMs Parent App we need to ensure that parental details are complete in terms of up to date email addresses and mobile phone numbers. OC/GOC to liaise with office staff to ensure that these details are up to date on SIMs.
- Neverware solution still has no printer access. Having queried this with C2K in June, they are still dealing with technical issues.
- With the enforced school closure from March 2020, we have been lending hardware to teachers to support them while teaching from home. These machines need to be back in classrooms for September but we will look for solutions if staff continue to have access problems in the new term.

Activity: Editor of Simmarian Magazine (Dr M Donnelly)

Highlights 2019-2020:

School events:

- Open Nights in September & January
- Prize giving- A2/AS, GCSE & KS3
- Careers events
- Fundraising events
- Christmas Carol Service
- Mental Health week & other initiatives.
- National Skills Day
- Sporting achievements – eg Mageen Cup Final (Senior Hurling), Forester's Cup semi-finals (Year 12 Hurling), Hurling All Stars, NI Cup U14 Soccer semi-finals. Some pupils also were chosen to compete in their sports at international level
- More pupil-written articles were incorporated this year to give a flavour of school life in St Mary's CBGS from a pupil's perspective.
- This year, in order to improve the presentation of the prize giving section in the magazine, I have incorporated a full-sized decorative page to introduce each prize giving section.
- The layout and articles/content of the Simmarian were reviewed this year and minimal changes have been adopted.

Development Plans for 2020 – 2021:

- To review the order of articles/contents and magazine layout to see if this can be improved.
- A cost analysis has been done by our school bursar and myself to see if the printing of the Simmarian can be made more cost effective. A request for quotations was prepared and this was due to be sent out to three different printing companies for quality and price comparisons.
- However, this had to be postponed due to the Covid-19 crisis.
- These quotes will be sent out this year in an effort to cut costs without sacrificing quality.

Overall Comment:

In June of 2019, I met our new school photographers. At this meeting, I sought assurances of the same high quality of work and efficacy of service as we had with the previous company. I also agreed the same price for the work that was to be carried out this year. This is part of a cost reviewing exercise that myself and the school bursar are undertaking and includes the quotation work that we will do this year. The quality of photographs for the prize givings has been improved tremendously due to using a professional photographer. This has made a huge difference and I am very appreciative of this.

Activity: Extra Curricular Co-ordinator (Mrs C Morris Spillane)

Highlights 2019-2020:

Rehearsals weekly on Tuesdays 8.15am-9am, sometimes twice weekly if sectionals required, Tuesday lunch time (20 minutes). Total time 1 hour- 1hour 20 minutes

Theory Classes Monday and Wednesday 8.20am-9am. Total time 1hour 20 minutes

Year 11 music students have covered grade 1 and 2 theory books.

Year 12 Theo Raykoske has completed and passed (with high merit) ABRSM Grade 5 (public exam) and can now proceed to Grade 6 practical exam.

The orchestra have taken part in the following community and school events this year;

- | | |
|-------------------------------|---------------|
| 1. Glenanlina NH | December 2019 |
| 2. Ballyowen NH | December 2019 |
| 3. Fruithill NH | December 2019 |
| 4. Carol Service St Theresa's | December 2019 |
| 5. Year 14 Prize-giving | December 2019 |

I was preparing them for the following events also;

- | | |
|-------------------|--|
| 6. Lenten Mass | April 2020 (Cancelled due to Covid 19) |
| 7. Spring Concert | April 2020 (Cancelled due to Covid 19) |
| 8. Leavers Mass | May 2020 (Cancelled due to Covid 19) |

Development Plans for 2020-2021:

- Aim to find alternative innovative ways in which to safely involve pupils in musical groups
- Continue with orchestra rehearsals (when permitted) preparing a repertoire of pieces that will include 2 religious pieces
- Provide theory classes to Year 11/12 music students and open these up to our G&T pupils at KS3 as well. Wednesday 8.30am to 9am
- Continue offering pupils one to one support with Controlled Assessment Year 11/12 Monday 8.30 am to 9am

Overall Comment:

I am not sure how this will work initially in the first term, with all aspects of school life changed due to COVID 19. I will endeavour to continue to find innovative ways around this challenge (I have already amended my teaching to overcome similar issues with regard to solo performance).

Thereafter, the main issue will be making the above development plans feasible in a safe environment, when our normal music activities resume.

Activity: Extra Curricular Facilitator (Mr T Austin)

Highlights 2019-2020:

Unfortunately, the year of sporting events was cut short that meant various Year Groups and sporting teams did not get to participate in their competitions. However, there was a huge success in that the Senior Hurling team got to the Mageean Final. Unfortunately, we lost the game in extra time. The present senior team was consistent throughout their years in St. Marys getting to various semi – finals and finals. The Year 12 Hurling team again their time was cut short as they got to the semi- final stage in Ulster with Mr Hynds.

We had a massive coaching event organised for the Easter period of this year, this involved the local community, Antrim GAA, Primary Schools, Teachers, Local Businesses, Local Hotels, UTV and BBC and Paul Donnelly from Belfast Gaels. We secured major funding for this event, it was a fully subscribed events and we also had golden tickets for certain Primary school teachers. St. Mary's was front and centre of this event and nothing like this had ever been held in Belfast before as Mr Finnegan's help was instrumental along with Mrs Kelly's support. Again, due to the lockdown this event was cancelled.

The Year 8's even though their tournament was cancelled, they had been out training early on with Ball Wall and 4G.

Three of our Mageean Cup Squad received All Star Awards from Ulster Colleges.

Development Plans for 2020-2021:

Start with the Year 8 as early as possible in the year with the help of Mr McVeigh. Making use of Ball Wall, 4G both during lunch and afterschool.

Strength and conditioning classes during lunchtime with the Year 11/12/13/14.

Revisit the major coaching initiative, which put St. Mary's front and centre of coaching.

Try and develop nutritionist plans with Year 11 and Seniors. Getting specialist people in the field to come in and talk to them.

Overall Comment:

Overall, it will be our duty to revisit key areas that didn't develop due to the early school shutdown.

It is paramount that we keep encouraging all Year Groups on improving their fitness and skills in their sporting fields.

Try to encourage students to come out in bigger numbers and more often after school.

Monitor Ulster Colleges in collaboration with other schools regarding the present situation.

Activity: HE Co-ordinator (Mrs M Farag)

Highlights 2019-2020:

Edmund Rice Camp cookery for all new year 8 in S24 (August 2019)
Open Night display (September 2019)
Bake sale for Macmillan cancer (September 2019)
LMC cookery demonstrations for year 9 classes (November 2019)
Exams for all pupils in carousel 1 (November 2019)
Vegetarian Demonstration by Vegetarian Society (November 2019)
Theory exam for all year 10 pupils in new food science course (December 2019)
Open night display (January 2020)
LMC cookery demonstrations for year 8 classes (January 2020)
Full reports to parents (February 2020)
Exams for all pupils in carousel 2 completed (March 2020)
Assembly talk for year 10 pupils on new GCSE option of Food and Nutrition (Feb 2020)
Planning for and preparation of new booklets and changes to curriculum for 2021 (June 2020)

All the following tasks were planned but not carried out due to pandemic:

Demonstration of eBooks and resources for Key stage 3 home ec (May 2020)
Choice of and ordering of new books for key stage 3 home ec (May 2020)
Stocktake and choice of equipment and appliances for 2020 (May 2020)
Exams for all pupils in carousel 3 (June 2020)
Final reports to parents (June 2020)

Due to the pandemic the third carousel and the year 10 teaching was continued remotely. Most pupils were online and completed theory lessons and cookery tasks very enthusiastically, sending their work and photos of their cookery results every week.

Development Plans for 2020– 2021:

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 online.

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.

Invite demonstrators and other relevant visitors in person or on social media as required and according to the situation with the Corona virus.

As we come out of lockdown and plan for a return to school where blended learning may be the only option. I am at present preparing lessons for delivery at school and separate topics and lessons for delivery through home schooling.

I am hoping to put lessons on google classroom for all Key stage 3 pupils between now and our return to class in September. The internet will be a valuable research tool as pupils will not be able to share books.

Practical cookery may be suspended in term 1 of 2020/2021 so demonstrations and you tube videos may be a temporary solution to practical lessons for the next term.

Our plans may need to change at short notice and so resources need to be prepared in advance where possible and available on devices at home as well as in school.

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.

During the pandemic I have had very enthusiastic responses from most pupils in the face of such unprecedented circumstances. Most boys completed all lessons, some excellent work was done and everybody made a weekly attempt at the cookery tasks much to the dismay of parents I am sure as the pupils have always been reluctant to clear up after themselves.

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: Key Stage 3 ICT Co-ordinator (Miss O Convery)

Highlights 2019-2020:

New Arrangements for KS3 ICT

- Year 10 SoW revamped due to new timetabling allocation of 2 periods per week.
- Updated Year 9 SoW to include programming elements.
- Managed and supported new ICT teacher in delivering new KS3 curriculum.
- Ensured e-safety component was embedded into KS3 curriculum.
- Organised and implemented year 8 & 10 coding clubs.

Use of Online Platforms for all staff

- Audited Staff about using a single remote learning platform.
- Liaised with GOC to establish Google Classroom as the single online learning platform for 2020-2021.
- Developed resources for the remote training of teaching staff.
- Implemented online staff training for Google Classroom.

Recruitment for GCSE/A Level ICT based subjects

- Delivered options presentation to year 10 identifying & explaining the content of 3 courses available at GCSE level.
- Liaised with GOC to investigate Post 16 courses for new academic year.
- Having evaluated the courses available, worked with GOC to agree to offer BTEC IT for incoming year 13 in September 2020.
- Delivered options presentation to year 12 identifying career opportunities available and explaining entrance requirements into all 3 courses available post 16.

Development Plans for 2020-2021:

- Liaise with HODs as they embed KS3 ICT tasks into their schemes of work to facilitate the assessment of Levels of Progression.
- Review KS3 SoW for ICT in years 8 & 9
- Liaise with incoming temporary ICT teacher to embed these new SoWs.
- Liaise with new HOD of Computing and Digital Technology to help future student recruitment.
- Review and develop new coding clubs for a range of year groups.
- Create links with local software companies & Sentinus to showcase future opportunities and assist with coding club.
- Develop and implement ICT based induction materials for year 8 students.
- Development of support materials for parents in light of possible 'blended approach' for 2020-2021.
- Further development of advanced training materials to support staff as they teach online.

Overall Comment:

- As a result of recent industrial action, there has been limited coordination and no assessment Using ICT at KS3 Levels of Progression.
- Procedures around KS3 assessments will now return to normal and the focus will now be on ensuring that tasks are embedded into as many KS3 SoWs as possible. As a result of HODs working from home over the past few months, they will have experienced a wide variety of online resources which can hopefully assist us to develop and embed ICT further into the KS3 SoWs.
- There will be 2 new members of staff teaching KS3 ICT in September in the department. I will be supporting both members as they settle into the school and deliver the KS3 curriculum. I also hope that these new members of staff can support and help develop a vibrant ICT department and assist with after school activities to help motivate students and to encourage them to consider careers in the field of ICT.

Activity: Learning Tutor (Miss C Dobbin)

Highlights 2019-2020

KS3- Year 8

I provided support to twenty-eight Year 8 pupils. I enjoyed using the revised data-based support programme for Year 8 pupils this year. The range of data available (alongside other information, such as PEP information and scores from the free writing and spelling tests) and training to interpret this data provided a much better insight into the pupils' abilities in English. It also aided in the preparation of resources suited to help the Year 8 pupils' improvement in a particular English skill.

Working collaboratively with other staff on the interpretation of this data and selecting and referring pupils who would most benefit from additional support was also a great aid in helping with my preparations.

The pupils responded well to the target-setting and reviewing process, the support offered and resources provided. Parents/guardians were informed of their child's progress via letter. Unfortunately, the unexpected closure meant that the pupils did not have the opportunity to fully achieve all their targets this academic year. It is hoped that this work can continue in the new academic year.

KS3- Years 9 and 10

I provided support to fifteen Year 9 pupils and thirteen Year 10 pupils. Support was offered on the basis of the English teachers' referrals (using the revised referral system) and use of specific data, including PTE data, previous and current ARP grades, PEP information and scores from the free writing and spelling tests conducted by the English teachers.

Schemes of work and lessons were reviewed for these year groups and resources were differentiated to suit the pupils' individual needs and abilities.

As with Year 8 pupils, the target-setting process continued to work well with the other KS3 year groups. They continued to respond well to the support provided and there was a continued positive response to the marking and feedback provided.

In conversations with parents/guardians across KS3, there is continued positive support and appreciation for the support programme.

GCSE

I provided GCSE English Language support to twenty-three pupils either completing an exam for the first time or repeating an exam in order to improve the previous grade. Of this number, fifteen pupils completed an exam in January. Eleven pupils passed, with some achieving very pleasing grades:

- From E (Aug. 2019) – C (Jan. 2020) = 1 pupil;
- From D (Aug. 2019) – C (Jan. 2020) = 2 pupils;
- From D (Aug. 2019) – C* (Jan. 2020) = 3 pupils;
- From D (Aug. 2019) – B (Jan. 2020) = 1 pupil;
- From D (Aug. 2019) – A (Jan. 2020) = 2 pupils;
- From C* (Aug. 2019) – A (Jan. 2020) = 1 pupil;
- N/A (Aug. 2019) – B (Jan. 2020) = 1 pupil

The remaining pupils were continuing further support for repeat examinations due to take place this summer. Unfortunately, this ended with the unexpected closure.

Development Plans for 2020-2021:

PHASED RETURN OF PUPILS TO SCHOOL –

Plan for home learning around Literacy Support and/or ways of supporting pupils remotely using Google Classroom and/or other resources which will help with this.

- Continued use of baseline data to pre-identify Year 8 pupils with barriers to learning- inform appropriate intervention and target set;
- Continuation of the Intervention programme for Year 8 pupils, working in partnership with the Literacy Co-ordinator, subject specialists and the Academic Achievement Officer;
- Continued 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:

Working with the revised data-based support programme was a positive experience and has helped to continue enhancing my practice of delivering effective support to KS3 pupils. It is hoped that the pupils continue to benefit from this revised programme.

The phased return of pupils at the beginning of the new academic year may require a more blended approach to the support offered. Planning for home learning will present a positive challenge and I will be keen to see how well pupils engage with this new way of offering support. It is hoped that online resources that may be used to offer support will prove beneficial to the pupils as well as support and resources provided in Literacy Support lessons in school.

Activity: Learning Tutor (Miss G McKeever)

Highlights 2019-2020

The exam results for the Further Maths class which I taught the previous year were very encouraging. There was 100% pass with 2 A* and 4 A grades.

The two Year 8 classes that I worked with showed great improvement over the first term and the support programme was a great success. I was able to support several pupils in the class setting working with the teachers to ensure that classwork was understood and that homework was being completed to the set standard. One of the classes was made up of pupils from various Bunscoil Eanna which allowed me to dust off my O Level Irish skills.

I continued to support year 10 and year 12 pupils including pupils who do not have English as a home language. This involved accessing dual language resources in Arabic and in Farsi – this was challenging for the pupils, e.g. we use more than 8 different words to mean ADD.

I also worked on the stats produced by GL for the PTM/PTE/CAT/PASS assessments. This involved both analysing and interpreting the data for senior leadership, heads of department, year heads, form teachers and subject teachers, all of whom had different criteria for the reports. This was for years 8 – 11 and including creating historical comparisons per pupil and year group.

Development Plans for 2020-2021:

- Continue the year 8 intervention programme for new year 8 pupils and for those identified pupils in Year 9.
- Support of year 11 and 12 pupils to ensure that they are able to fully access the curriculum and engage with remote learning with the aim of being exam ready by May/June 2021. This may also extend to year 14 pupils.
- More robust monitoring and evaluation of intervention through re-testing of pupils in PTE/PTM/CAT/PASS
- Continue to Support learning and teaching across KS3, KS4 and KS5 through the referral system

Overall Comment:

The coming year will be a challenging one for all involved in education. I look forward to working closely with teaching staff to enable our pupils make the best of their opportunities so that they are able to achieve success in the forthcoming school year.

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

Highlights 2019-2020:

- All school events were successful and to plan (that were able to go ahead).
- Being consulted in events and feeding into the planning and preparation. This made the preparation easier and more effective.

Development Plans for 2020-2021:

- Continue to liaise with Principal/Bursar and SLT for the events moving forward especially at this time of uncertainty.
- Research the addition of cups to the prize giving.
- Continue to prepare in partnership for events with SLT / Bursar and Principal.
- Liaise with Principal/Bursar/SLT regarding any changes being made to catering and refreshments offered to guests/parents.
- Putting in place any changes to the events that will improve them overall.

Overall Comment:

- Not all events were completed last year and that will need to be reviewed going forward.
- Overall the events that took place were successful and any improvements will be undertaken this year to ensure that the school and pupil achievements are showcased effectively.

Activity: Timetabling Co-ordinator
(Mrs D Mahon)

Highlights 2019-2020:

Working with the Curriculum VP in very difficult circumstances of remote access sites to formulate a working timetable model. Creating two other models as to how to pupils could access the school and the curriculum in September 2020.

Development Plans for 2020-2021:

Setting a structure to allow Year 9 pupils to study two languages. Restructuring Sports Studies in Key Stage 5 to facilitate Sport Enrichment Classes

Overall Comment:

The increasing use of Blocks (classes timetabled at the same time) is causing huge inflexibility and locks in the timetable. The growth of part time teachers involved in GCSE and A Level subjects are causing increased pressure on the timetable and preventing providing pupils with a balanced curriculum (e.g. Maths twice a day as opposed to once a day spread over the week).

School Diary Summary 2019-2020

DATE	EVENT and PUPIL INVOLVED
28 August	Year 9/11/12 Registration and Year 11/12 Parent Induction
29 August	Year 8/10.14 Registration and Year 8 Induction
30 August	Year 13 Registration and Year 8/13 Parent Induction Year 8 Family BBQ
5 September	QUB Open Day – Year 14 NI Water – Year 8
6 September	UU Open Day – Year 14
9 September	Retreat (Tobar Mhuire) – Year 13 Year 13 Induction
10 September	Retreat (Tobar Mhuire) – Year 13 Year 13 Induction
11 September	Retreat (Tobar Mhuire) – Year 13 Year 13 Induction
13 September	Employability Talk – Year 10
16 September	Retreat (De La Salle Centre) – Year 8A
17 September	Retreat (De La Salle Centre) – Year 8B Belfast Hills Partnership – Selected Year 10s
19 September	Retreat (De La Salle Centre) – Year 8C
20 September	Retreat (De La Salle Centre) – Year 8D Entrepreneur Bank (Danske Bank) – Year 12
23 September	Retreat (De La Salle Centre) – Year 8E Careers DEL – Year 12
24 September	Retreat (De La Salle Centre) – Year 8G
25 September	University Roadshow – Year 14
26 September	Retreat (De La Salle Centre) – Year 8F Open Night
30 September	Youth Alpha and Pope John Paul II Award Presentation – Year 13
3 October	John Moore University Talk
7 October	Belfast Hills – Year 10
9 October	Student Council Meeting
16 October	Restart Heart Programme
17 October	Law Symposium (Law Society Building) – Selected Year 13
18 October	Fireworks Presentation Year 11 Prize Giving
21 October	QUB Pathway – Year 13
24 October	Parent Teacher Meeting – Year 13 and 14
4 October	Parent Teacher Meeting – Year 9
5 October	Love for Life Presentations – Year 9, 11 and 13
6 October	Career Interviews – Year 12
7 October	Belfast Hills – Eco Club Senior Maths Challenge PASS Training
8 October	Cinemagic
11 October	Career Interviews – Year 12 Gideon Bible Distribution – Year 8 Student Council Meeting
12 October	Smashed Alcohol Awareness Talk – Year 9

DATE	EVENT and PUPIL INVOLVED
	Social Justice Advocacy Group Meeting
14 October	Mental Health Seminar
18 October	FP Deloitte – Year 14 Career Interviews – Year 12
19 October	Health Appraisal – Year 8 QUB Chemistry at Work
20 October	Geography and Biology Fieldwork (Murlough) NI Skills Event – Year 11 Health Appraisal – Year 8
25 October	Internet Safety Talks/Workshops – Year 13 and 14 Career Interviews – Year 12
26 October	Bin It UU Talented Athlete Presentation – Year 14
27 October	Amazing Brains “Blast Off”
28 October	Collection for the Homeless – Kennedy Centre
29 October	Trip to Ice Hockey – Student Council
2 December	Career Interviews – Year 12 Zambian Immersion Meeting
4 December	Business Event Carol Service – St Teresa’s Church
5 December	Homelessness Awareness Week Q&A – Artcetera Belfast City Centre
6 December	Mock Interviews SMUCB – Year 14 Orchestra Community Visit
9 December	Career Interviews – Year 12 Orchestra Community Visit
10 December	Career Ready Programme Orchestra Community Visit
12 December	Christmas Tests – Year 8, 9, 10 and 11 Mock Exams – Year 12, 13 and 14
13 December	Christmas Tests – Year 8, 9, 10 and 11 Mock Exams – Year 12, 13 and 14
16 December	Christmas Tests – Year 8, 9, 10 and 11 Mock Exams – Year 12, 13 and 14
17 December	Christmas Tests – Year 8, 9, 10 and 11 Mock Exams – Year 12, 13 and 14
18 December	Christmas Tests – Year 8, 9, 10 and 11 Mock Exams – Year 12, 13 and 14 Prizegiving – Year 13 and 14
19 December	Graduation – Year 8
6 January	Career Interviews – Year 12
7 January	Sentinus Event – Year 10 Sentinus Talk – Year 12
8 January	Career Ready Programme – Selected Year 13
10 January	Child Protection Training – Year 14 BTEC
13 January	Career Interviews – Year 12
14 January	Motivational Speaker – Year 10, 11 and 12
20 January	Career Interviews – Year 12
21 January	ER Youth Ambassador Visit to ER and UN - Geneva Ski Lessons – Craigavon

DATE	EVENT and PUPIL INVOLVED
	Presentation - Belfast Metropolitan College YRE Teachers Workshop
22 January	ER Youth Ambassador Visit to ER and UN - Geneva
23 January	ER Youth Ambassador Visit to ER and UN – Geneva Tree Planting – Front of School
24 January	Options Presentation – Year 10
27 January	Career Interviews – Year 12 Alter Ego Theatre Company
28 January	HE+ Launch – Methodist College
29 January	Computing Presentation – Abertay University Presentation – Dundalk IT
30 January	Careers Convention – St Rose’s Dominican College
31 January	French Presentation
3 February	Career Interviews – Year 12 Damian Gorman in Conversation with Judith Hill
5 February	Work Experience – Year 12A and Year 12B
6 February	Work Experience – Year 12A and Year 12B Intermediate Maths Challenge – Year 11 and 12
7 February	Work Experience – Year 12A and Year 12B
10 February	Career Interviews – Year 12 Option Talk – Year 12
11 February	Study Skills – Year 13
17 February	Career Interviews – Year 12
24 February	Career Interviews – Year 12
2 March	Career Interviews – Year 12
3 March	Litter Assembly – Year 8
9 March	Career Interviews – Year 12
11 March	Translink/PSNI Presentations – All Year Groups
16 March	Career Interviews – Year 12
23 March	Career Interviews – Year 12 QUB Presentation – Year 13
25 March	Career Ready Programme – Selected Year 13
6 April	Career Interviews – Year 12
13 April	Career Interviews – Year 12
20 April	Career Interviews – Year 12 Edmund Rice Awards
27 April	Career Interviews – Year 12
30 April	Junior Maths Challenge – Year 8/9
4 April	Career Interviews – Year 12
11 April	Ulster Wildlife Presentation – Year 8/9
8 June	Work Experience – Year 13
9 June	Work Experience – Year 13
10 June	Work Experience – Year 13
11 June	Work Experience – Year 13
12 June	Work Experience – Year 13