



St. Mary's Christian Brothers' Grammar School



REPORT of the BOARD of GOVERNORS



**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

Contents

Letter from Principal	4
Introduction	5
Staff	8
Finance.....	15
Curriculum, Learning and Teaching	16
Year 14 Destinations	19
Special Education Update.....	23
Pastoral Care.....	27
Responsibility Reports:	
Senior Leadership Team.....	38
Head of Departments	59
Year Heads	133
General.....	156
School Diary Summary	

Dear Parent/Guardian

I am pleased to present the Annual Report of the Board of Governors for the academic year, 2021-2022. 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 includes an outline 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 continued to experience challenges in relation to COVID-19, with Omicron and its ever changing variances causing staff and pupil absence and obvious disruptions to learning. However, we were delighted to see increasing normality as the school year progressed. This year saw a return to public examinations, the first since March 2019 and we have been delighted with the results achieved by our students. Throughout the year, during classroom visits, I have been impressed by the hard work and dedication of the staff and the enthusiasm of the boys across the key stages.

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 summarises the many activities that were undertaken by pupils and staff together. This year our new Year 8 students participated fully in the Edmund Rice Camp and extra-curricular activities and clubs and societies gradually began to open up across the school. This year the students organised many fund raising activities to help others. The school focussed on assisting the people of Ukraine and they were also remembered in our prayers during Lent, Holy week and at the Leavers' Mass celebrated at the end of term by Fr. Lyons P.P.

We continue to keep our parents, past students 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. This year saw the introduction of the SIMs App and the use of School Cloud to host our Parent Teacher meetings. We have used the full range of communication methods to keep our parents fully involved in their son's education.

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

I hope that you enjoy reading about progress and achievements in St. Mary's during 2021-2022.

Yours sincerely

Siobhan Kelly

Correspondent to the Board of Governors

St Mary's Christian Brothers' Grammar School

ANNUAL REPORT OF THE BOARD OF GOVERNORS

2021-2022

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

Dec 2018- Dec. 2021

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)
Professor Eamonn McCartan	(Co-opted)
Mrs Margaret McCrory	(Co-opted)
Mr Jim Kelly	Parent Representative
Mr Adrian Smyth	Teacher Representative
Mrs Siobhan Kelly	Principal and Correspondent

29 Dec 2021 – 29 Dec 2025

Mr Sean Mahon	Trustee Representative (Chairperson)
Rev Brother P Carlin	Trustee Representative (Vice-Chairperson)
Ms Sinead Larkin	Trustee Representative
Professor Eamonn McCartan	Trustee Representative
Mrs Eileen Donnelly	DE Representative
Mrs Margaret McCrory	DE Representative
Mrs Sarah O’Reilly	DE Representative
Mrs Michelle Williamson	Parent Representative
Mr Adrian Smyth	Teacher Representative
Mrs Siobhan Kelly	Principal and Correspondent

Role of Governors

The Effective Practice and Self-Evaluation (ISEF) Governance evaluation was carried out following each meeting of the Board of Governors as part of their corporate governance role.

During Board meetings the Principal (Vice Principals and Senior staff as appropriate) presented summary reports on the progress made against the SDP action plan targets and the current agenda items. During their meetings the Governors monitored and reviewed the financial statements, made decisions on school refurbishment spends, reviewed staff and student attendance, oversaw curricular planning, reviewed academic results and ratified appointments for staff vacancies made by the appointments sub-committees. The Board of Governors also ratified all policy changes and approved new policy documents as appropriate.

The Board of Governors also planned and assessed the PRSD objectives for the Principal, Vice Principals and the Director of Corporate Services.

TEACHING STAFF 2021 - 2022

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 Caring Community)

Mrs A Barr, BA PGCE

Senior Teacher (in charge of Senior School)

Mr M Robinson PGCE, Bed, Cert Prof Dev

Mr A Austin, BA, PGCE	Dr E McCaffrey, BSc, PGCE, PhD
Mr D Boyle, BSc, PGCE, M ED	Mrs C McComb, BA, PGCE
Mr P Boyle, B Eng, PGCE	Mr F McConville, BA, PGCE
Mr P Brady, BSc, PGCE, PGCEd	Mr C McDonnell, BSc, GTP
Mrs A Burrows, BSc, PGCE, PGCEd	Mr C McEvoy, BA, MA, PGCE
Mrs J Carron, BA, PGCE	Mr S McGoldrick, BSc, PGCE
Mr Matthew Cassidy, BA, PGCE	Mrs C McGonagle, BA, PGCE
Mrs L Cleary, BSc, H.Dip.Ed	Miss L McGonagle, BA, C Ed, PGCE
Mr C Clarke, BA, MSc, PGCE	Miss Naomi McGuinness BSc, PGCE
Ms S Crilly, BSc, PGCE	Mr John McGuire BSc, PGCE
Mr P Cunningham, BSc, PGCE	Mrs A McGurk, BSc, BEd
Dr M Donnelly, BSc, PGCE, PhD, PGC(HE)	Miss J McKenna, BSc, PGCE
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	Mr S Moyes, BEd
Mr P Gormley, BSc, PGCE	Miss D Murphy, BA, PGCE
Mrs L Gourley, BEd	Mr T Murphy, BA, PGCE
Mr R Graham, BSc, PGCE	Mr V Murphy, BEd
Mr D Guiney, BA, PGCE	Mrs M Murray, BSc, PGCE, M Phil, Ad Dip, Prof Dev
Mrs D Hamilton, BA, PGCE, PG DipEd	Mr E O'Neill, BA, PGCE
Ms M Hatchell, BA, PGCE (Career break)	Mrs S O'Neill, BSc, PGCE
Mr M Hanna, PGCE	Mrs C Osborne, BA, PGCE
Mrs U Hughes, BA, PGCE	Miss K Porter, BMus, PGCE, PG Dip
Mr C Hynds, BA, PGCE	

Mr S Kelly, BSc, PGCE	Dr K Robinson, BSc, PGCE, PhD
Mr P Lavery, BA, PGCE	Miss S Rogan, BA, PGCE
Mr M Leydon, BSc, PGCE, PG Dip	Mrs Catherine Rushe, BA, PGCE
Mr P Linden, BEd, PQH	Dr AG Scullion BA, MPhil, PhD, PGCE
Mrs C Logan, BSc, PGCE (Career break)	Mr M Smith, PGCE
Mrs K McAleese, BA, PGCE	Mr A Smyth, BSc, PGCE
Miss C McAtamney, BA, PGCE	Mr N Ward, BSc, PGCE
Mrs C McCabe, BA, PGCE	Ms K Warren, BSc, PGCE
Mr C McCann, BSc, PGCE	Mr M Watson, BSSc, PGCE
Mr T McCaughey, BA, PGCE	Mrs C Wright, BEd
Mr Thomas Morgan, PGCE	

SUPPORT STAFF

Director of Corporate Services: Mr D Finnegan

Office Staff: Mrs A Chivers: Principal's PA
Mrs M McGurk: Receptionist
Miss A McKeown: Examinations Officer/Academic Achievement Officer
Miss M Morris: Assistant Bursar
Mr N O'Sullivan: Bookstore, Canteen, Travel

Careers Advisor: Mrs L O'Connor

Classroom Assistants:

Andrea Baker	Amy Best	Paula Brennan	Lisa Campbell
Karen Gibney	Kevin Herron	Cathy Ireland	Luke Kelly
Pearce Kelly	Conor Kerr	Paloma Lafuente	Eoghan Rua Lambert
Paul McClean	Adrienne McDonnell	Paul McDonnell	Sarah McGarrigle
Niamh McQuaid	Hannah O'Neill	Aisling Power	Brendan Quinn
Katie Ramsbottom	Ciaran Reilly	Anthony Shortt	Niamh Weir

Language Assistants:

Claire Josserand (French) Aledo Martinez (Spanish)

Maths Support: Mrs Mary McGettigan**Literacy Support:** Miss Cherie Dobbin**Study Supervisor:** Mr J McGreevy, Mrs Geraldine Cahill, Mrs Gerlyn Curran
Mrs Barbara Murchan**Art Technician:** Mr John Craig**IT Technician:** Mr Stephen Smart**Reprographics Technician:** Mr Terry O'Neill**Technology Technician:****Science Technicians:** Ms Truly Thompson, Mr Denis Mahon, Mr T Hughes**Music Tutors:**

Carl Fitzpatrick Daire Howell Brendan Kerr

Aidan McIlduff Cormac Neeson Iggy Ward Barbara White

Maintenance Staff:**Buildings Maintenance:** Mr Tom Doherty, Mr Joe McBurney, Mr Conor Tohill**Grounds Maintenance:** Mr Raymond Collins, Mr Sean Corrigan,

Mr Jim McGlone. Mr Pdraig Hughes

Electrician: Mr J McKeaveney**Night Security:** Mr Brian McCloskey Mr Charles McDonald Mr Patrick O'Halloran**Catering Staff:**

Mrs Antonio Boyle Mrs Sharon Cunningham Mr Stephen Dinan

Mrs Teresa Hope Mrs Martina Lee

Mrs Caroline Nolan Miss Yu Chun Yu

Cleaning Staff:

Mrs Loreen Bowman Mrs Brenda Cowan Ms Fiona Donaghy Miss Collette Fox

Mr Damian Gallagher Mrs Cathleen McCann

Mr Francis McDonnell Miss Roisin McKay Mrs Teresa McMenemy Ms Carolina Miranda

Mrs Rita Morrison Miss Cathy Ireland

Staffing Updates

We have Four new members of staff appointed for September 2022

Jessica McKenna – Digital Technology Department

Danny Shaw - Maths, Science and ICT departments

Catherine Rushe – English Department

Matthew Cassidy is with us for another year in the English Department covering for Maria Hatchell who is on a career break.

Kathryn Warren will continue in her role as Acting HOD for the English Department.

Mr Patrick Boyle is with us for another year in the Maths Department covering for Clare Logan who is on a career break.

Posts of Responsibility:

In September 2022 Oonagh Convery and Brendan McComb will join the Senior Leadership Team and also Cahal McEvoy will become a permanent member of the PLT team as Head of Year 8.

Supporting learning in September 2022 will be Matt Hanna and Mary McGettigan (Maths).

We also have a number of classrooms assistants who are now permanent staff members from Sept. 2022 - Paloma Lafuente, Brendan Quinn, Conor Kerr and Luke Kelly.

Staff Leaving:

The school wished long serving members of support staff a happy, well deserved retirement:

Mr. Gerry Vernon and Mrs Gerlyn Curran (Study Supervisors);

Ms Geraldine McKeever (Numeracy support);

Mr Jack McGarry (Caretaker);

Mrs Rosemary Burns and Mrs Patricia Burns (Catering staff);

Ms Nicola Foy, Peripatetic Music teacher;

Mr Conor McGrattan (Technology Technician).

A number of our classroom assistants are also leaving this year:

Miss Amy Best, Mr Kevin Holland, Mr Eamon Hill, Mr Jordan McComb, Mr Adam McKenna and Mr Pearse O'Neill.

Cleaning staff leaving:

Ms Catriona Wallace and Ms Deimante Zvilaitien.

Staff Development and Training

- Mrs Fiona Crookes delivered training in safeguarding/child protection to all staff.
- A large group of staff received First Aid training. These staff work on rotation in school assisting with first aid support if required.
- All staff completed the EA remote training on Fire Risk Management.
- Staff completed Restorative Justice training.
- The full pastoral team completed additional Restorative justice training and also attended The Restorative Us Café discussions throughout the year.
- Enhanced Google Classroom training was provided in 2021-22 by Miss Oonagh Convery. This continued to be the platform of choice for remote learning during periods of self-isolation for the students.
- Staff training and guidance on Covid-19 protocols in place during 2021-2022.
- Staff received training on the use of School Cloud Parent Teacher Meetings software to allow PTMs to be successfully held remotely this year.
- Staff training on the use of visualisers was provided with all staff given the opportunity to have this resource in their classroom.
- The Pastoral Leadership team received training from Miss Oonagh Convery on the use of Sims Behaviour Management module.
- The Sims Parent App was launched as a communication method to assist parents by Mr O'Connor and Miss Convery.
- Mrs Crookes launched the Safer Schools NI App in school.
- Two additional senior teachers completed safe guarding training to extend the safeguarding team from four to six members.
- Staff and pupils completed practice Fire drills throughout the year in line with the Fire Evacuation Policy.
- Truancy call was launched and staff training was provided to encourage punctuality in each form class and to aid home/school communication.
- Directed time (DT) was used by staff to populate Google Classrooms for the students and review study skills. A number of departmental and pastoral meetings were held throughout the year during DT to update staff on public examination procedure; review Assessment Recording Points (ARPs); carry out book looks and controlled assessment audits; prepare options materials and discuss pastoral protocols.
- The Staff Well-being Committee met throughout Term 2 to plan for the very successful staff well-being day on Thursday 14th April 2022.
- The Curriculum working party met throughout Term 2 to review the current Year 8 curriculum and make suitable amendments for the Year 8 intake (2022-23).
- Heads of Department met with The Principal and Vice Principal to review their HOD Report.
- Staff attended a range of Special Needs information training sessions including the revised Special Education Framework, Dyslexia, Autism and on line training for staff on the SEN Provision Map.

School Policies

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

Policy Name	Date Updated
Access Arrangements	Sept-21
Freedom of Information Policy	April-22
Safeguarding and Child Protection Policy	Oct-21

Staff Development and Training 2021-2022

Staff INSET day	Agenda Items
INSET 1 23/08/2021	Principal's Address Analysis of GCSE/A2 Results Child Safeguarding, Pastoral Briefings and Lunch Supervision Break and lunch zones for students and staff Pastoral Briefings for Year groups Curriculum and SDP Year 8 Data School Mass
INSET 2 (31/08/2021)	Overview of Areas for Attention in SDP Departmental Action Plans for 2021-22/PRSD Year 14 Careers meeting Whole staff training on Google Classroom Staff wellbeing- Staff walk (Divis Mountain walk/run).
INSET 3 (22/10/2021)	Assessment Pathway and Resources for Assessment Departments review SOW and examination resources. Teachers use of the Outlook Daily Diary of Events Fire Drill evaluation Addressing Bullying in Schools Act, responsibilities for schools Anti-Bullying Policy Specific aspects of AEN training

	Directed time budgets
INSET 4 (03/11/2021)	Year 9 Parent Teacher Meeting (School Cloud) Departmental work – Google Classroom Completion of HOD Reports
INSET 5 (14/01/2022)	Principal’s Briefing (Remote Zoom) Use of Visualisers in the classroom Pastoral staff training using the ladder of referral Analysis and discussion for ARP2 (Departments) Remote Learning Preparation – Google Classroom
SDD 1 (15/03/2022)	Autism Tier 1 training for all teaching staff and Classroom Assistants Completion of ARP2 comments for subject and form teacher reports Year 8, 9 and 11 only. Work on Google classroom (for staff who do not teach Year 8, 9 or 11 classes) HOD Meeting Departmental meeting - Book Look for chosen Year group. Curriculum Working group meeting Training workshop for staff on the use of visualisers.
SDD 2 (18/03/2022) (Twilights on 27/01/22 and 24/02/22)	Departmental work – producing work for pupils placed on detention – relevant to all Key Stages. SEN Provision Map (online training for all teaching staff) Review of SEN Map and feedback from staff Departmental meetings – Interim review and evaluation of current Departmental Action Plans – Interim evaluation of HOD Report referencing first hand evidence taken from book looks. Departmental preparation for ARP3 Assessments Year Head completion of EWO audit (YHs and MR).
SDD 3 (30/03/2022) (Twilights on 14/3/22 and 7/4/22)	Departmental work – CCEA 2021 Examination materials, Adaptation of CCEA examination materials. Completion of Departmental Assessment Grids Revision clinics for exam classes. SIMs training for the PLT. Departmental work – actions for intervention and support ARP3 (coordinated by the HODs).
SDD 4 (14/04/22)	Staff well-being day off site. Activities in the morning followed by staff dinner at 2.00-4.00pm. Full school community event.
SDD 5 (27/05/22)	School Development Year 2 planning New Year 8 intake CAT4 completion on site.

FINANCIAL REPORT: 2021/22

	£	£
DENI Funding:		6,934,070
Other income:		54,953
EXPENDITURE:		
Salaries and Wages (Staff - Teaching, Administration, Ancillary, Cleaning)	5,943,802	
Redundancy		
Insurance	50,939	
Heat, Light and Water	129,592	
Cleaning Supplies and Protective Clothing	9,577	
Maintenance & hire of equipment	21,914	
Maintenance of buildings & grounds	189,986	
Purchase of equipment	47,319	
Printing and Photocopying	60,411	
Telephone and Postage	13,601	
Advertising	3,464	
Stationery, consumable, books and materials	25,461	
Examination Fees	89,533	
Audit and accountancy fees	6,100	
Other expenses	22,705	
Transport and Field Trips	28,392	
Sports and Games	26,516	
Professional Fees	21,630	
TOTAL EXPENDITURE :	6,690,942	
Surplus 21/22	298,081	
Deficit brought forward 2020-21	-111,614	
Surplus carried forward		186,467

Curriculum, Learning and Teaching

a) Enrolment for 2021-2022

YEAR	TOTAL
Year 8	182
Year 9	185
Year 10	184
Year 11	179
Year 12	179
Year 13	151
Year 14	134
TOTAL	1194

b) Academic Arrangement

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

c) Academic Curriculum

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

Attendance

Current Academic Year: August 2021 – June 2022 (to 5th June when report was compiled)

Group	Presents	AEA	% Attend
Year 08	89.5	4.6	94.1
Year 09	88.1	4.0	92.2
Year 10	87.5	4.3	91.7
Year 11	89.0	2.9	91.8
Year 12	78.9	12.7	91.6
Year 13	79.9	10.8	90.7
Year 14	82.0	8.3	90.3
Totals	85.2	6.6	91.9

*****AEA – Approved Educational Activity including Covid coding of attendance*****

Covid continues to have an impact on attendance as does parental decisions to keep pupils at home with covid like symptoms. Pre-covid we would have previously had pupils attend with colds/flu etc. but parents are concerned, despite the use of lateral flow tests.

- Education & Welfare officers continue with industrial action and they are working only in their capacity to support open and new pupil cases but are not currently engaging in other support to schools, engagement clinics with parents & pupils etc.

- The EWO team has identified that school attendance figures are down dramatically across all schools as the impact of Covid continues to skew the attendance figures of all schools.
- Despite no further lockdown this academic year, pupil attendance has again proved difficult but the majority of parents were more aware of the need to ensure their sons attended as much as possible. Parents were cautious about sending their sons to school with any flu-like symptoms, even when the Covid lateral flow tests were negative.
- Heads of Year each identified their attendance concerns as part of their annual reports.
- Senior School figures are down as a result of a number of mental health and anxiety issues for five pupils. Parents have been keen not to have their sons removed from school despite their inability to attend on a regular basis. Pastorally, we continue to support these pupils as best we can but there are a number who have been identified as not returning at the end of this academic year (no transition to Yr 14) or others who will need to attend for attendance interviews on results day.
- The reward system for Key Stage three students who have achieved 100% attendance each half term has continued very successfully this year. All 100% attendance pupils in Year 8, Year 9 and Year 10 received an attendance certificate upon their return to school after Halloween, Christmas, February mid-term and post-Easter holidays. The 100% attendance students in the highest attending class in each year group continue to receive a break time tuck shop pass. The 100% attendees for the whole school year will be recognised upon their return to school in August with a reward at assembly.
- Our students have their attendance registered by Form Teachers at 9am each morning. Students who are absent are recorded with code “N” (no reason yet established for the absence) unless a parent/guardian has confirmed, in advance, the nature of an absence or if this is a subsequent day of absence already identified by the parent. Any student who arrives after 9am until 10.30am must go the lunch room for late sign in.
- If a student arrives after 10.30am they must register directly with the office staff. Their attendance record is then updated on SIMS as “Late” by the office staff. This school year we introduced the SIMS Truancy Call. If a pupil has not arrived at school by 10am and thus, has not already been recorded as present or late, Noel O’Sullivan will trigger the truancy module on SIMS which sends an alert text message to parents of absent pupils indicating that their son is absent and we have yet to establish the reason for this. It is evident that the use of the Truancy Call has ensured a greater number of parents informing us of all absences and we can more readily identify those who may be truanting etc. This has proven very successful and has bedded in very well with the majority of parents making more pro-active contact with less need for follow-up about absences.
- Monthly attendance data continues to be sent to all Form Teachers to ensure they are following up on attendance issues. EWS Industrial action has limited the number of EWO audits this year but audits are still prepared by SLT and discussed with the EWO team when they have been available. The

biggest issue this year has been the number of cases being opened by EWS. A large percentage of the referrals have been put on monitoring but it is hoped that those parents who receive a letter from the Education & Welfare Service are encouraged enough to address the attendance problems and have their sons reengage on a more regular basis with school attendance.

YEAR 14 DESTINATIONS 2021-22

Forename	Surname	Provider Name/Pathway	Course Placed
Eoin	Barnes	Manchester Metropolitan University	Integrated Health and Social Care
Conor	Boyle	Queen's University Belfast	Economics and Accounting
James	Boyle	Employment	
Jack	Bradley	Ulster University	Business Economics
Maksymilian	Brandt	Ulster University	Sociology with Criminology
Ryan	Brennan	Year out	
Patrick	Burns	Ulster University	Politics & International Studies
Niall	Burroughs	Liverpool John Moores University	Accounting and Finance
Brandon	Caldwell	Higher Level Apprenticeship	Supply Chain Logistics
Sean	Carlisle	Ulster University	Sport and Exercise Sciences
Adam	Carpendale	University of Stirling	Politics
Glenn	Cash	Liverpool John Moores University	Business with Finance
Sharon	Chungath	Queen's University Belfast	Architecture
Adam	Churchill	Ulster University	Business Studies
Diarmuid	Clenaghan	Queen's University Belfast	Business Economics
Nathan	Connolly	Ulster University	Law
Darragh	Conway	Stranmillis University College	BEd Post-Primary Teaching (Business and Enterprise)
Declan	Corbett	Queen's University Belfast	Accounting
Nathan	Corbett	Ulster University	Finance and Investment Management
Paul	Cunningham	Queen's University Belfast	Applied Mathematics and Physics
Tiarnan	Curley	Queen's University Belfast	Politics
Aaron	Curran	Belfast Metropolitan College	Food and Beverage Services
Jack	Curran	Queen's University Belfast	Geography
Michael	Delaney	Queen's University Belfast	History and Politics
Tiarnan	Devine	Ulster University	Business Studies with Computing
Joseph	Diamond	Ulster University	Computing Science
Laurence	Donaghy	Ulster University	Screen Production
Keelin	Downey	Queen's University Belfast	Software Engineering with PwC Digital Technology Partnership

Eoin	Doyle	Ulster University	English and History
Caoimhín	Duffy	Employment	
Emorej	Enginco	University of Dundee	Architecture
Niall	Fallon	Ulster University	Computing Science
Cael	Farrelly	Ulster University	Business Studies
Odhran	Feeney	Queen's University Belfast	Nursing (Mental Health)
Michael	Fox	University of Liverpool	Business Management
Odhran	Fox-Turley	Newcastle University	Medicine and Surgery
Luke	Gilgunn	Ulster University	Journalism
Andrei	Givero	University of St Andrews	Medicine
Odhran	Gorman	Employment	
Ronan	Greene	Ulster University	Sport, Physical Activity and Health
Conor	Hagans	Unknown	
Caolan	Hammond	Year 15	
Conor	Hand	Ulster University	Quantity Surveying and Commercial Management
Conall	Hanna	Ulster University	Accounting and Law
Patrick	Harley-Moyes	Ulster University	Accounting
James	Harte	Queen's University Belfast	Criminology
Caolan	Headley	Ulster University	Architecture
Gerard	Heath	Unknown	
Barry	Hegarty	Year out	
John	Hickland	Ulster University	Economics
Conor	Hill	Queen's University Belfast	Psychology
Micéal	Howell	Unknown	
Niall	Hughes	Belfast Metropolitan College	Repeating A levels
Stefan	Hughes	Belfast Metropolitan College	Electrical Apprenticeship
Aiden	Irvine	Ulster University	Management
Caolan	Johnston	Liverpool John Moores University	Sport Business
David	Johnston	Employment	
Beffin	Jose	Queen's University Belfast	Mechanical Engineering
Dara	Kavanagh	Ulster University	History with Education
Patrick	Keenan	Ulster University	Business Studies
Keelan	Kelly-Mulligan	Ulster University	Software Engineering
Padraig	Kennedy	Ulster University	Business Studies
Martin	Kyles	Queen's University Belfast	Computer Science
Thomas	Lagan	Year out	
James	Lawlor	Ulster University	Biomedical Engineering
Matthew	Lawlor	Ulster University	Business Studies

Ryan	Lennon	Ulster University	Language and Linguistics
Aidan	Linton	Ulster University	Sport and Exercise Sciences
Luke	Loughlin	Ulster University	Accounting
Sam	Lynas	Ulster University	Accounting
Michael	Maguire	Ulster University	Computing Science
Michael	Mallon	Queen's University Belfast	Geography with French
Paul	Mallon	Year out	
Lee	McAllister	Ulster University	Management
Eoin	McBriarty	Ulster University	Finance and Investment Management
Joshua	McBride	Queen's University Belfast	Software Engineering
Ruairi	McBride	University of Liverpool	International Relations and French
Ben	McCauley	Ulster University	Computing Science
Billy	McCorry	Year out	
Conor	McCorry	Belfast Metropolitan College	HND in Sport and Exercise Science
Niall	McCullough	Queen's University Belfast	Computer Science
Nathan	McCusker	Ulster University	Computer Science (2023 entry)
Lee	McDonald	Liverpool John Moores University	Criminal Justice
Jake	McGarry	Higher Level Apprenticeship	IT
Niall	McGarry	Ulster University	Accounting
Ross	McGrattan	Belfast Metropolitan College	Level 3 in Music Production
Daniel	McGreevy	Belfast Metropolitan College	Electrical Apprenticeship
Anthony	McHugh	Unknown	
Ryan	McIlduff	Unknown	
Liam	McKenna	Queen's University Belfast	History
Joe	McMahon	Liverpool John Moores University	Accounting and Finance
Jude	McMahon	Ulster University	Building Surveying
Ethan	McNerlin	Belfast Metropolitan College	Level 5 in Game Development
John-Paul	McQuillan	Ulster University	Software Engineering
Ruairi	McSparron	Queen's University Belfast	History and Politics
Fionn	Mervyn	Belfast Metropolitan College	Joinery Apprenticeship
Eoin	Millar	Ulster University	Law with Politics and International Studies
Joseph	Milliken	Employment	
Juan Pablo	Miralles	Queen's University Belfast	French and Spanish
Odhran	Morris	Queen's University Belfast	Music and Audio Production
Conor	Mulhern	Queen's University Belfast	Pharmacy
Odhran	Mullan	Year 15	
Jude	Munroe	Year out	

Niall	Murray	Unknown	
John	Neale	Employment	
Marcus	Norney	Queen's University Belfast	Pharmaceutical Biotechnology
Cormac	O'Halloran	Year out	
Conor	O'Hara	Ulster University	Business Economics
Jake	O'Rawe	Ulster University	Business Studies
Joel	Panikulangara	De Montfort University	Pharmacy
Tomas	Park	Belfast Metropolitan College	Foundation Degree in Marketing
Fionnbharr	Quigg	Belfast Metropolitan College	Electrical Apprenticeship
Conor	Quinn	Ulster University	Screen Production
Eoin	Quinn	St Mary's University College	Post-Primary Teaching (Religious Studies)
Theo	Raykoske	Ulster University	Screen Production
Diarmaid	Rogan	Ulster University	Business Studies
Conal	Rosbotham	Unknown	
Conor	Sackesen	Higher Level Apprenticeship	Accounting
Praveen	Saji	Ulster University	Nursing (Adult)
Aidan	Sansome	Queen's University Belfast	Music and Audio Production
Nathan	Savage	Unknown	
Cian	Shannon	Queen's University Belfast	Computer Science
Pearce	Short	Queen's University Belfast	Economics with Finance
James	Sloan	Ulster University	Business Studies
Jack	Teer	Ulster University	Sport and Exercise Sciences
Ryan	Teggart	Ulster University	Sport and Exercise Sciences
Corbhin	Vallely	Ulster University	Biomedical Engineering
Dillon	Valliday	Liverpool John Moores University	Accounting and Finance
Darragh	Walker	Queen's University Belfast	Economics with Finance
Ben	Wallace	Liverpool John Moores University	Accounting and Finance
James	Walsh	Employment	
Adam	Williamson	University of Ulster	Degree in Mechatronics
Dubhaltach	Wilson	Ulster University	Law

Special Education Update

SEN Register 2021 -22

Stage 5 Statement of Educational Needs:

1 Number of pupils with Classroom Assistant hours:

42

Year 8	6
Year 9	8
Year 10	7
Year 11	4
Year 12	5
Year 13	8
Year 14*	4 (+1)

*1 pupil in Year 14 is statemented but does not claim classroom assistant hours.

2. Number of pupils with PLPs:

87

3 Number of Pupils on the Medical Register:

568

4 Educational Psychological support/referrals this year

New educational psychologist, Aine Fitzpatrick was assigned to St Mary's CBGS this academic year. 4 pupils were referred for statutory assessment and received Statements of Special Educational Need with additional adult assistance:

- 2 pupils in Year 9
- 2 pupils in Year 10

One parental request for statutory assessment was applied for – pupil is repeating Year 12- request was declined by EA.

February 2022: Consultation meeting with Educational Psychologist identified priority pupils for assessment – agreed to prioritise Year 9 pupil.

Correspondence received from EA on 22/03/2022 to inform Principal that EA Psychology Service is unable to meet demand and deliver on number of referrals/ assessments delivered in previous years. With the full support of the school, the parent of the Year 9 pupil proceeded to submit a parental request for statutory assessment. School advices sent to EA May 2022.

Two further parental requests have been submitted by Year 9 parents – awaiting documentation from EA.

5 Support for other pupils (e.g. Dyslexia, SEBD, illness acute and chronic)

- Continued use of Dyslexia Portfolio as an added diagnostic alongside Lucid Exact. Woodcock Johnstone IV assessments also introduced this year.
- SPARCS testing administered to all Year 11 pupils – this was introduced in response to a change in JCQ regulations for exam access arrangements stipulating a need for two test scores relating to speed of working to support applications for extra time in examinations.
- Four Year 9 pupils placed on behaviour plans this academic year.
- Referrals for REACH Programme submitted for 2 pupils – 1 in Year 9 and 1 in Year 10.
- Four pupils subject to individual risk assessments this academic year.
- 21 safeguarding responses this academic year.
- 3 emergency referrals made to West Belfast Wellbeing in response to acute mental health challenges.
- 4 UNOCINI referrals made by A Barr in role as DDT.
- 5 LAC Meetings attended by A Barr this academic year in role as LSC/ DDT.
- Therapeutic support provided by Miss Sarah McGarrigle who is registered with the Health and Care Professions Council (HCPC)
- Consultation Meeting with Tracey Bassett, EA Behaviour Support Service (May 2022) to discuss referral process and staff training needs for Year 2 of SDP.
- Toilet Passes issued to all diabetic pupils and those with kidney/bowel complaints.
- Red allergy passes issued to all pupils with allergies/anaphylaxis.
- Face mask exemption passes issued to identified pupils upon receipt of communication from parents – expired April 2022.
- Base room arrangement in place for 10F due to 2 pupils having physical needs.

- PLPs identify reasonable adjustments/classroom strategies to support learning for identified pupils on the SEN Register.
 - Individual pupil data profiles available for all Year 8 and 9 pupils.
 - PASS Mentoring scheme commenced in January 2022 for 21 Year 8 pupils. 5 new PASS Mentors trained from the AEN Dept.
 - ASD Tier 1 training completed by teaching staff and AEN Dept in January 2022
 - ASD Tier 2 Training commenced by teaching staff and AEN Dept. in May 2022
 - Aisling Power enrolled in Level 3 ADHD Training delivered via SERC. 5 other members of the AEN Team applied but were placed on the reserve list.
 - All classroom assistants completed Microsoft Dyslexia Training.
 - All classroom assistants completed training in Microsoft Immersive Reader.
 - All classroom assistants completed training in Retrieval Practice and effective study skills.
 - All classroom assistants completed training in Effective Use of the CA to support learning.
 - All classroom assistants completed Mental Health First Aid Training.
 - A Barr completed 2 days ASIST Suicide Awareness Training delivered in Westcourt Centre, Barrack Street
 - Student Support Hub (Green Room) continues to provide a supervised safe place for vulnerable pupils during the school day.
 - 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.
 - ER Break and Lunch Club operates daily and provides a safe, supervised space for vulnerable pupils.
-
- School counsellor from FamilyWorks available on Tuesday and Wednesday mornings.
 - Care Plan audit carried out with school nurse. Care plans reviewed for pupils with diabetes, epilepsy, anaphylaxis and cystic fibrosis.
 - On-going one to one support from the SENCO when required.
 - Continued support from ASIS. In school support delivered to 2 Year 8 pupils, 2 Year 9 pupils and 3 Year 14 pupils.
 - Collaboration with Autism NI Support Worker to assist Year 12 pupil.
 - Financial support provided to one Year 13 pupil and also provided furniture to help with study at home.
 - Statemented pupils invited to attend school post-study leave to benefit from guided revision with their CA.
 - May 2022: CAs assigned to pupils in Years 12-14 have been directed into classes in Years 8 -11 to provide additional academic and pastoral support to identified pupils/students and to gather additional evidence to support possible referrals next school year.
 - SENCO/LSC support is available to all pupils at the point of need.

6 Literacy and Numeracy Support

Learning Support Tutor for Numeracy was on long term absence and resigned her post in February 2022. M. McGettigan has been appointed to work 3 days per week.

We have continued to make more effective use of PTE/PTM/CAT4 data to identify pupils requiring support and the target areas for intervention. Teacher and LSC referrals are also used to identify pupils requiring support.

Progress reports communicated to parents on a termly basis by C Dobbin.

Staff receive weekly email from C Dobbin to communicate when pupils will be attending learning support. Maths support is delivered during timetabled maths lessons or non-exam subjects.

	Literacy Support delivered	Numeracy Support delivered
Year 8	52 pupils	6
Year 9	15 pupils	3
Year 10	9 pupils	23
Year 11	2 pupils	3
Year 12	12 pupils	6
Year 13	1 pupil (repeating GCSE)	
Year 14	0	

7 Annual Reviews/Transition support

- Annual Reviews for all Statemented pupils completed – a combination of face to face and virtual meetings with parents.
- Transition Plans for pupils in Years 10-14 have been finalised and submitted to EA.
- LSC communicated with L O’Connor and careers officers from DFE prior to their meetings with SEN pupils.
- Classroom Assistant reports completed in December 2021 and June 2022.
- End of Year meetings conducted with all members of the AEN team to evaluate work achieved and plan for next academic year.
- AEN Coffee Meeting with COP5 parents was suspended in term 1 – classroom assistants made contact with all parents via email or telephone.
- Consultations for SEN applications into Year 8 for September 2022 completed on behalf of the school and returned to EA

8 Examination Access Arrangements

- Examinations Access Arrangements Policy updated September 2021 to reflect revised JCQ regulations relating to extra time and supervised rest breaks.
- Kevin Herron and Karen Gibney are completing Level 7 Assessor Training delivered by Eirim – this will be completed in June 2022 and means they will be qualified to assist with diagnostic testing and applications for exam access arrangements.

- JCQ Centre Inspection successfully completed in May 2022.

Pastoral Care

Covid 19

During 2021-2022 we continued to manage Covid-19 and implement and follow all guidance provided by DENI, EA and PHA. The school has a full risk assessment in place during the pandemic.

Throughout the year we have managed the reporting of suspected and confirmed cases of Covid 19 in staff and pupils. Parents seeking advice have been supported in line with the guidance in relation to isolating, testing and returning to school.

Working in partnership with parents

As a school, we recognise the importance of developing strong partnerships with the parents/guardians of our pupils as we work together to support pupils' learning and involvement in school life. Detailed information is sent to parents at beginning of each school year outlining our ethos and approach, setting out clearly the procedures we follow and asking for their continued support. We continually stress to parents the importance of our working in close partnership with them. Parents are provided with information on Child Protection / safeguarding procedures, the Ladder of Referral and the Complaints procedure.

This year we continued to engage parents through:

- Detailed Induction literature;
- Remote Parent Teacher Meetings using School Cloud;
- Home/School Agreement;
- The use of the text message system;
- The launch of the Sims Parent App
- School website, Facebook page and Twitter.

Our clearly structured Ladder of Referral within the Pastoral Leadership Team allows pupils, parents and staff to be fully aware of procedures and an ascending order of gravity of offence and sanction. A suite of policies has been produced to strengthen the partnership between home and school including the recent, 'Parental Code of Conduct Policy' to ensure safe working practices for our staff when interacting with parents.

Parent Teacher Meetings

Parent- Teacher meetings were hosted remotely this year using the School Cloud platform. Parents welcomed this new on-line communication method. Parents were also encouraged to contact staff regularly using C2k emailing and this worked very well. We were still able to invite individual parents into school for meeting to support their son(s).

Induction

All year groups had a phased return to school the week beginning 23rd August 2021. Year groups had their initial induction in the assembly hall allowing for social distancing. Here they received a welcome briefing from the Principal, Head of School and the Year Head. They were then brought to their base room where they received a very detailed induction session with their respective Form Teacher. This induction information was forwarded to parents in lieu of Parental Induction programmes which could not be facilitated under the covid guidelines.

All classes were returned to subject based rooms this year in line with DE guidance.

Parent Induction meetings were postponed because of the restrictions. Instead we revised the literature provided to parents and produced information booklets containing important details for parents with students in all year groups. Support induction booklets were produced for student induction as is normal practice and students completed their induction into the new academic year smoothly.

Break and Lunch

This year we made adjustments to the supervision at both break and lunch with more staff on duty to support students.

Pupils

Year group assemblies returned this year. Form Teachers and Year Heads also used Form Class and Year Group rooms in Goggle Classroom to facilitate online pastoral messages with the whole class/year group. We also continued with the form period on a Monday which allowed for time to deliver pastoral messages and reminders to classes.

Our senior charcoal blazer is now being worn in both Year 13 and Year 14. A new outdoor coat for Year 8-12 and Year 13-14 will be available for the next academic year.

Supporting Learning

In St. Mary's we are committed to meeting the individual learning needs of all pupils. We recognise the relationship between strong pastoral support and academic achievement, therefore we value the working partnerships which exist within the school and those established with parents and external agencies. Data tracking is used by classroom teachers to inform learning and to plan for the delivery of differentiated learning opportunities which enable pupils to target set, progress and realise their full potential.

Under the direction of the Personalised Learning Co-ordinator/SENCo. an experienced team of classroom assistants and specialist Literacy and Numeracy Support Tutors, offer support and intervention for pupils, including those with additional educational needs.

In St Mary's we strive to meet the needs of all pupils by:

- Developing partnerships with feeder primary schools to gather the appropriate information required to support pupils and ensure a smooth transition to post-primary;
- Providing individual literacy and numeracy support delivered by specialist staff;
- Developing positive working relationships with external agencies and accessing of their support where available;
- Offering an in-school counselling service delivered by experienced staff from FamilyWorks;
- Having high expectations for all pupils;
- Recognising and celebrating the achievements of pupils through Year Group assemblies, when possible this year, and our established House System;
- Valuing the voice of pupils and engaging in regular consultation, especially through the Student Council forum;
- Providing staff with opportunities for continued professional development which ensures we best meet the needs of all pupils;
- Providing a safe, supportive and nurturing environment for the entire school community.

Lesson Monitor

Lesson Monitor is 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 on the day they occur at form class level and then monitored via the Ladder of Referral. Parents are fully informed when concerns arise. This is done in partnership with the HOY and HOS and the Pastoral Leadership Team. Lesson Monitor is also used to celebrate successes in learning this is a useful motivational tool.

Student Leadership Team

Year14 students applied for positions of responsibility to support the school community, represent the school on occasions and specially to support our younger pupils. Regular contact is maintained with our Prefects team by their Head of Year. In the third term we held interviews for the **Student Leadership**

Team. The boys showed a great loyalty to the school and a willingness to make a valuable contribution in the new academic year.

Pastoral Rewards

A range of rewards were introduced into Key Stage 3 to encourage good behaviour, engagement in learning and to reward excellent attendance. These are embraced with enthusiasm among the students.

Welcome Lane Supervision

We have further enhanced our **AM lane duty** with the addition of more staff on the Main Gate and back entrance. The senior teacher on duty accompanies Mr McDonald to the Caffrey shops area. This is a continuation of the initiative brought in by Mr Mc Comb. Mr McDonald and the SLT are a presence at the shops from 8:30-9:00am every morning monitoring behaviour and welcoming students before school begins.

Homework Diary

Homework Diaries are used to reinforce guidelines and procedures to encourage our pupils to engage with their own pastoral needs and learning. The Homework Diary was again updated this year to meet the needs of our pupils.

Pastoral Leadership Weekly Meetings

Regular focus on particular issues by all members of the Pastoral Leadership Team at weekly meetings chaired by the Vice Principal (Pastoral) e.g.

- (a) Covid-19 guidelines and their implementation in school
- (b) student well-being
- (c) how pupils address and interact with all members of staff
- (d) behaviour while moving around the school.
- (e) how pupils address and interact with each other.
- (f) entering a room politely and addressing the teacher appropriately when delivering a message.
- (g) Uniform and haircut rules
- (h) Mobile phone rules
- (i) Use of the new Bullying Proforma
- (j) Sims Behaviour Management training

Pupil Logs

Use of Pupil Logs where necessary as an encouragement to pupils to improve behaviour by focusing on personalised targets.

Personal, Social Education Programmes

The revised and updated Personal and Social Education Programmes encourage the growth of a positive self-image, self-discipline and healthy living among our pupils. In line with our Mission Statement, and our Edmund Rice ethos we strive towards following the five core values outlined in the Edmund Rice Charter. In a normal year we include a range of community and motivational speakers for each Key Stage, these have gradually returned in line with a relaxation in Covid-19 restrictions. The welcoming of speakers on site has been particularly beneficial for our senior students as they consider career pathways. Our Programmes for personal education include Relationships and Sexuality education supported by the Love for Life team continued this year.

Option presentations to Year 10 and 12 students and parents

- Student presentations and support literature was provided. This ensured the students and their parents were fully informed regarding option choices. Individual 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. These were supported by the teacher with responsibility as Coordinator of the Options process.
- 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.
- The Heads of Department and form teachers (year 10 and Year 12) were fully involved in supporting the students to make the correct choices.

Attendance

- Attendance meetings were held for pupils who were flagged as having extremely poor attendance. EWO support to individual pupils was restricted due to EA Educational Welfare industrial action.

Pastoral and Child Protection Training

August 2021- Safeguarding and Child Protection Training was delivered to all staff. The Designated Teacher for Child Protection attended refresher training on 27/01/2022. The Deputy Designated Teacher (A. Barr) attended the EA update training on 2nd December 2020. Safeguarding Governor Mrs Eileen Donnelly (20/09/21) was appointed on the Board following the resignation of the previous Safeguarding Governor in June 2021. The school appointed two new DDTCP, Mrs Michaela Lewis and Mr Raymond Herron. They both completed a two-day training programme finishing on 28/01/22.

The House System

The House System encourages pupils to work together as a team to earn points for positive behaviour and high-quality work in the classroom. Pupils are recognised for their extra-curricular contribution, attendance and punctuality. Grounded in the values of Edmund Rice, pupils develop a sense of belonging and responsibility. The winning house receives prizes each half-term. House names are based on rivers of Ireland. Pupils continued to be recognised for their hard work this year.

Whole School Student Council

Pupil voice is very important to St Mary's and pupils are encouraged to have their say in school matters that are important to them. The Whole School Student Council has representatives from each Year Group. Each class has a council representative and every opinion is heard. Through the Whole School Council, every pupil can have a say in the school matters that are important to him. Members of the council wear a green tie to denote their membership of the council. During periods of face-to-face learning we have been able to engage the students from the student council in aspects of decision making in line with the school development plan.

External Links

- **Education Welfare Service-** continued to have meetings with EWO throughout the year (reduced this year as a result of EA staff strike action), A number of EWO referrals were made for students whose attendance was consistently falling below 85%. A few pupils required additional support as school refusers. Attendance this year has been impacted with many students self-isolating, others track and traced and some absence caused by anxiety due to family illness and parents choosing to keep their son at home to help protect vulnerable family members, especially as we approached holiday periods.

Safeguarding and Child Protection

- Whole staff Safeguarding training was facilitated by Mrs Crookes on 23rd August 2021.
- All peripatetic music tutors received a Child Safeguarding briefing on Thursday 6th September 2021.
- All cleaning staff received a Child Safeguarding briefing on Monday 6th September 2021
- Further mop-up sessions with auxiliary staff will be completed by end of September 2021.
- **Gateway Team-** Child Protection Referrals. During this year, even with lockdown we have continued to avail of the support and guidance provided by the EA Safeguarding Team and we have also made contact with the Gateway team. During each Board of Governor meeting the Board has been kept fully informed of the number of pupils who are on the Child Protection Register. The Child Protection Policy has an additional addendum added this year to reflect remote learning and the protocols staff should follow using platforms such as Google Classroom.

E Safety

- E Safety was a particularly important during the current pandemic, when staff and students were working remotely from time to time. The Acceptable Use of ICT Policy and E-Safety policy were reviewed with staff and this has been used to tailor training as well as revise staff and pupil contracts in relation to the use of IT in school and remotely when communicating with students and parents. Staff received additional guidance on the use of passwords and the need for appropriate online security. This guidance is available in an appendix in the policy document. The Personal Development Programmes were revised during this SDP cycle and the programmes in KS4 and KS5 addresses E Safety. Copies of the acceptable use of ICT Policy has been provided to parents and students explaining acceptable activities. Where a student uses his own device in school, parents have signed the appropriate contract. The school has been given the C2K laptops following the lending programme (2019-2020). Staff have received continued training on the use of Google Classroom and are supported by technician/ICT coordinator/VP Curriculum. The school website also included an area dedicated to ICT to assist and guide students and parents on appropriate use of ICT.

PSNI Community Support

- **PSNI-**Our positive liaison with PSNI BNP Team continued this year with remote information and guidance shared with the pupils and their families regarding the dangers of fireworks, 'on-line safety' and 'sexting' Guidance was also shared with students and families in relation to behaviour on school buses supported by Translink.

Counselling Services

- **Family Works Counsellor** continued to provide counselling weekly for a number of students throughout the year. During periods when the pupils were working off-site the sessions were delivered remotely.

School Nurse Health Checks

The school nursing team has been able to support pupils on health, vaccinations and emotional issues. Some of this work was completed in school and in the local health centre. The school also hosted the Covid-19 vaccination programme for students.

Hospital Schools

We have been fully supported by Hospital Schools to help integrate pupils who are educated other than at school.

Public Transport

- **Safety Bus** - The Year 8 pupils were able to avail of the annual visit from the Safety Bus. All Year 8 pupils participate in a Safety Bus presentation by Kevin Wallace (Translink) to encourage personal safety and good behaviour while using public transport. Mr Wallace visited the school and supported the school in encouraging appropriate and safe behaviour when travelling on public transport. Advice this year also included following the guidance on wearing face masks.

Community Links

We have established and maintained strong links between the school and the community through our St. Vincent de Paul group and Social Justice Advocacy Group. We take every opportunity to contribute to the life of our local community and support many charities linked with homelessness. We have established close links with our local contributory primary schools through sport and Taster Days (paused this year). 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. We are supported by the Edmund Rice Trust. Highlights this year included our Christmas food collections, hampers, collections for the local food bank and also additional collections for Ukraine in Term 2 and 3.

Catholic Caring Appeal and St Vincent de Paul

Students and staff made generous contributions to the Catholic Caring Appeal and St. Vincent de Paul collections this year. A cheque was presented to both organisations to support families locally.

Zambia Immersion Project

St. Mary's CBGS Zambia Immersion Project is part of the Christian Brothers' Developing World Immersion Programme through which people from Ireland go to the Third World to live, work and be with some of the most marginalized and most deprived communities in the world and to be transformed by our experience. Through the school's Immersion Programme, we are encouraged to go to the margins, to listen to the stories of the people suffering from injustice and to work with them to transform their world.

Since 2003 groups of pupils and members of staff from St. Mary's have been travelling on behalf of the school community help and further develop communities in Zambia. To date almost 250 members of our community have gone to Zambia to work in a number of villages and slums in and around Lusaka, as well as supporting community projects in remote places such as Old Kabweza and Mapepe.

Our projects include:

- Orphanages;
- Schools;
- Young women's shelters;
- Income-generating programmes;
- Construction and agriculture;
- Working with HIV/AIDS sufferers.

The pupils and staff who are selected to go to Zambia are representatives of and ambassadors for the school. This is the culmination of years of interest, dedication and formation involving many throughout the school community.

In addition to raising awareness about injustice and poverty the St. Mary's Immersion Project also enables the volunteers to form real, meaningful relationships with the people in Zambia. Above all, Project Zambia has given St. Mary's a real sense of connection with communities in the Developing World and a deep sense of empathy with "those in need". It also empowers us to highlight issues such as racism, exclusion, poverty, homelessness, HIV/AIDS and discrimination in a most meaningful and practical way.

In 2021-2022 it was not possible to travel to Zambia, we focussed on fundraising and sending financial help to support improvements to the Home of Hope and provide educational opportunities for the pupils.

Emotional well-being and mental health

Staff

- In 2021-22 the staff participated in a staff walk on 23rd August;
- Staff attended the ER barbeque as a school community on 27th August;
- We hosted a Staff Well-Being Day on 14th April 2022. The Staff Well-being committee planned a wide range of activities for the day and a staff meal at the end of a very enjoyable day. Staff thoroughly enjoyed the day at the end of term two. The events were possible as a result of DE Well-being funding and also a contribution from the ERST Trustees.

- Staff holidays were rearranged to allow for an additional break at St Patrick’s Day.

Pupils

- Baseline data for Year 8 pupils achieved through the PASS survey, carried out with all Year 8 pupils. After analysing the results from this, selected pupils completed the Motivational Mentoring Programme.
- Year 12 pupils were selected for the same programme to assist them with focussing on learning.
- Students completed their full Induction programmes and Year 8 completed an exciting ER Camp in August 2021.
- The Year 8, Year 9 and Year 14 celebrated Year Group Masses.
- The Carol Service and Edmund Rice Awards took place in December 2021.
- The Senior Prize giving took place on 14/12/21.
- The House System Awards trips took place this year. These included a visit to Colin Glen Activity Centre and a cinema trip.
- The lunch time activities were extended for pupils to include hand ball. This was managed and organised by Mr. C. Flynn.
- The full extra-curricular and sporting opportunities including inter-school competitions took place this year.

External Links

Student Leadership Team 2021-2022 – Roles to be confirmed

APPOINTMENT	ROLE	NAME
Head Boy	Leader of the School Prefect Team/Lunch Club	Patrick Harley-Moyes
Deputy Head Boy	KS3 & Mental Health	Eoin Millar
Deputy Head Boy	KS4 & Mental Health	Joel Panikulangara
Deputy Head Boy	KS5 & Mental Health	Aidan Sansome
Senior Prefect	Careers	Nathan Connolly
Senior Prefect	AEN	Darragh Conway

Senior Prefect	Chaplaincy	Laurence Donaghy
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Eco Club 2021/22

This year has been about rebuilding partnerships and focusing on the outdoors. In September Pat McAuley from NI Water returned to the school and gave a presentation to the Eco Club members on the benefits of the reusable water bottle. The boys then visited each year 8 class and delivered the presentation. This was a great boost to their confidence and allowed them to take greater ownership of the reusable water bottle scheme. Pat also donated a water butt to the school for use in the growing area.

In January the boys visited the year 8 again, this time to educate them on recycling in our school and the importance of tackling climate change. The pupils also took part in the RSPB Big Birdwatch. The partnership with the RSPB is a new one this year. The boys have enjoyed getting outdoors and learning more about the habitats on our school grounds. They are working towards completing their Wild Challenge Bronze award with the RSPB. This is a scheme aimed at educating young people on the issues facing our wildlife and giving them means to help wildlife.

The raised beds that were put in place by Belfast Hills pre the first lockdown were weeded out by the caretakers and have had strawberries and wild flowers planted in them by the Eco Club. The aim is to designate the area as a wild garden designed to create homes for insects, invertebrates and birds. This means there is less need for maintenance over the summer months.

John Gallagher from Belfast City Council returned in March to deliver his ever popular talk on litter in Belfast. We held assemblies with years 8 & 9. Year 9 volunteers then completed a litter pick on the Glen Road. The pupils always enjoy this and get a great sense of accomplishment out of it.

Competitions have proved less popular with the current members of the Eco Club.

Next year we hope to develop more homes for creatures on the school grounds. We also hope to look at the issue of reusable water bottles in key stage 4 & 5, trying to get a metal type bottle for them.

REPONSIBILITY REPORTS

2021-2022

Senior Leadership Team

Siobhan Kelly - Principal

Development Plans for 2021-22:

- To lead and manage the school through a new three-year school development plan cycle, beginning with year 1 2021-2022;
- To lead and manage the reopening of St. Mary's following the coronavirus COVID-19 pandemic and the disruption to education during the last two academic years;
- 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 review the provision in KS3 (in the absence of GL entrance assessments for Year 8 cohorts in 2021 -2022 and 2022- 2023) and ensure it meets the needs of changing cohorts of students;
- Review of the curriculum/ timetable in Key stage 3, to ensure it meets the needs of a changing cohort, and provides opportunities for progression for the students;
- To review the climate in the classroom ensuring it is child-centred and the students have good learning experiences;
- To ensure students in Key Stage 4 and 5 are prepared for public examinations following two cycles of alternative arrangements;
- To monitor and review the standards of attainment and student progression in line with or exceeding CAT4 data predictors;
- To ensure the Special Educational Needs provision is reviewed and support is offered in line with the SEND legislation;
- 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 meet with the Heads of Departments and Curriculum Vice Principal to carry out an analysis of results, review of performance, and target setting during the academic year;

- To ensure the School Induction programmes are reviewed and updated for pupils/parents post Covid-19, evaluating our current provision in light of the changing needs of our students returning to hopefully a more settled period of education;
- Review the roll out of the expected rules, routines and standards by implementing the revised Positive Behaviour Management Policy, the revised Code of Conduct with students who have had two disrupted years. Review the progress towards embedding the rules and routines among the student body.
- To continue to review the school's Pastoral supports to ensure that these meet the needs of the student well-being following the disruption caused by the pandemic;
- To review extra-curricular and lunch time provision, enhancing the opportunities to develop the students' wider skills and capabilities in line with our ERST ethos and tradition;
- To review correspondence sent to parents/ carers to ensure it is relevant, timely and useful;
- To enhance the displays of art work on corridors with key messages to engage the students and enhance the school environment;
- To manage the Transfer process without GL assessment grades 2021-2022 by reviewing the admissions criteria with the Board of Governors and ensuring the smooth transition from Year 7 to Year 8;
- Engagement with DE/EA to ensure effective health and safety is in place for pupils and staff in the aftermath of COVID-19. Review and update the school risk assessment and individual risk assessments to ensure the health and safety of the school community in line with guidance;
- Continue to work with DE personnel to progress with 'School Enhancement Programmer Second Call - Second Tranche' in the provision of our new Sports hall, within the £4 million budget provided;
- To monitor the efficient and effective financial management of the school within the DENI school budget to meet the current SDP targets post Covid-19 (BOG sub-committee finance meetings);
- To ensure the provision of effective professional development for teachers, classroom assistants and support staff in line with key action plan targets, further developing leadership by exploring innovative in-house ways for middle leadership to be increasingly involved in leadership roles at a senior level;

Progress Made 2021-2022:

- We have begun our new SDP (2021-2024) and agreed and implemented action plans during Year 1 (2021-222). Each of these are led by a senior leader and progress against the targets has been monitored carefully at key points throughout this academic year;
- St. Mary's opened for all students on 24.08.21 with an induction programme and Year 8 ER Camp. In line with Covid-19 management guidance we were not able to invite parents to join us on site this year, therefore additional literature was prepared to ensure parents and guardians were fully informed and all staff were invited to the ER BBQ instead of parents and families;
- To aid communication with home this year we introduced online Parent Teacher Meetings using School Cloud and used this successfully for Year 8-14 Parent Teacher Meetings.

- I was able to carry out a classroom visit to all teaching colleagues during Term 2 - 74 classrooms were visited, reviewing lessons in all year groups. I prepared a detailed report on findings (including aspects of Learning and Teaching and a review of the climate in the classrooms). The report was presented to SLT at the beginning of Term 3 and will be used with staff in Year 2 of our SDP to inform Learning and Teaching targets for our Action plans, particularly at departmental level;
- A review the provision for Year 8 cohorts in 2021 -2022 and 2022- 2023 has been carried out with changes made to better meet the needs of these cohorts. The Year 8 curriculum working group met in Term 1 and Term 2 to consider provision for the Year 8s in September 2022. Changes to the curriculum (subjects) and pastoral supports have been made to meet the needs of the Year 8 cohort joining us in September 2022;
- I attended the monthly CCEA Principals meetings and we used the updates and discussions to inform practice in St. Mary's. Heads of Department were fully informed regarding the changes to public examinations as they were announced. Students in Key Stage 4 and 5 are fully prepared for public examinations following two cycles of alternative arrangements. Information was disseminated during assemblies and form period when prepared PowerPoint presentations were shared with the students. Letters to parents and guardians by the Principal and information available on the school website was used to further inform students and parents in advance of the public examinations;
- We have monitored and reviewed the standards of attainment and student progression and monitored this data carefully to ensure progress is in line with or exceeding CAT4 data predictors The majority of students have shown progression and improvement;
- The Special Educational Needs provision in school has been reviewed in line with the SEND legislation; This year the LSC has led staff through a range of training to assist them when supporting students with additional needs. As a result, feedback and evaluations indicate that there is enhanced understanding of the SEND legislation and ways to assist learners with dyslexia and autism.
- To enhance provision and supports for our students I have met with Vice Principals, Heads of School and SENCO (LSC) throughout the year to monitor progress on key developments within their responsibility areas and ensure progression against targets included in the SDP for Year 1. In June the LSC presented to the Board of Governors regarding aspects of SEN provision and the progress made against our targets.
- I have met with the Heads of Departments and Curriculum Vice Principal during Term 1 to carry out an analysis of results, review performance, and set targets for this academic year;
- The School Induction programmes were reviewed and updated for pupils /parents returning to school for September and took account of the changing Covid-19 guidelines for school;
- The expected rules, routines and protocols for good behaviour among our students were revised in line with the Positive Behaviour Management Policy. Staff have used the Form teacher checklist to ensure the students are engaged and ready for each school day. Directed time Pastoral meeting time (1hour X 4) this year has been used to review how we promote positive behaviour and achievements and how staff use the Form Teacher checklists. The Code of Conduct and Home School Agreement have been updated for introduction in September 2022.

- The Sims Parent App and Truancy Call have been introduced this year to aid communication with parents and guardians. Correspondence sent to parents / carers was reviewed to ensure it is relevant and timely. This included increased frequency of text messages to parents and communication with parents to encourage them to download the Sims App;
- Pastoral supports for students returning to school following the disruption caused by the pandemic have included additional in house counselling support and art therapy support. The GL PASS data has been gathered to identify pupils in Year 8 and to a smaller extent in Year 12 who require additional support. Our trained classroom assistants have helped to deliver the intervention programme and careful analysis of the baseline and post intervention data has been carried out to inform future practice. Results indicate that the programme has been beneficial.
- The Art department have assisted with the enhancement of the displays throughout the school building, this has included corridor displays in their department and the main building. In addition, the Heads of Year regularly update and refresh their Year group notice boards and reference these to the students during assemblies;
- The admissions criteria and transfer process for September 2022 was managed without GL assessment grades included in the admissions criteria, this ensured the smooth transition from Year 7 to Year 8; There were seven appeals in June 2021 but none were upheld;
- Engagement with DE/EA took place to ensure effective health and safety was in place for pupils and staff as we continued to navigate through a number of variants of Covid-19 during 22-23. The school risk assessment and individual risk assessments were updated to ensure the health and safety of the school community in line with guidance;
- We are continuing to work with DE personnel to progress with 'School Enhancement Programme Second Call - Second Tranche' in the provision of our new Sports hall, within the £4 million budget provided. While progress has been difficult, planning meeting continue to make progress towards our goal. The Stage 1 report has reached the final review stage and ready to be passed to the Department of Education for approval;
- The school budget has been used to meet the current SDP targets (BOG sub-committee finance meetings) The financial statement can be found in the Board of Governors Report. As a result, individual budgets for Departments were passed to the HODs in June 2022;
- A wide range of effective professional development has been provided for teachers, classroom assistants and support staff in line with key action plan and targets for Year 1 of the SDP; This year has seen two middle managers appointed to SLT (starting Sept. 2022), and one member of staff appointed to middle management as a HOY and one member of staff continues in the role of Acting HOD in line with our targets to increasingly involve staff in leadership roles;

Targets for 2022-23:

- To lead and manage the school through year two of the school development plan cycle 2022-2023;
- To review the progress made by Year 8 joining us in September 2022 without GL entrance assessments, and monitor the impact of the implementation of additional pastoral and curricular supports to some Year 8 classes (8D, 8E and 8F) in order to better meet their needs;

- To ensure the pupil and parent Induction programmes are reviewed and updated as we welcome parents back to meetings in school;
- To build on the findings from the Principal's classroom visits during 2021-22 to inform and enhance effective teaching and learning and ensure we are providing appropriately for the pupils in our care;
- To monitor and review the standards of attainment and student progression, both in-house and in public examinations and benchmark against CAT4 data predictors and other grammar school data;
- To ensure the Special Educational Needs provision and roll out continues in line with the SEND legislation;
- 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 meet with Heads of Departments and Curriculum Vice Principal and a BOG representative to carry out an analysis of results, review of performance, and target setting during the academic year;
- Review the continued roll out of Restorative Justice in line with the Positive Behaviour Management Policy supported by the Senior teacher with responsibility for this initiative;
- To host review 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 host review meetings with Heads of Department and Curriculum Vice Principal and Evaluation and Standards Governor for an analysis of the curricular provisions during the academic year;
- To enhance the school environment in line with budget constraints in collaboration with the Head of Cooperate services to meet the needs of our students and staff;
- To manage the reintroduction of the GL assessment in November 2022 supported by key members of staff.
- To review the admissions criteria (including GL assessments in 2023-24) with the Board of Governors and ensuring the smooth transition from Year 7 to Year 8 for September 2023;
- Continue to work with DE personnel to progress with 'School Enhancement Programme Second Call - Second Tranche' in the provision of our new Sports hall, within the £4 million budget provided;
- To monitor the efficient and effective financial management of the school within the DENI school budget to meet the current SDP targets (BOG sub-committee finance meetings);
- To ensure the provision of effective professional development for teachers, classroom assistants and support staff in line with key action plan targets, further developing leadership at all levels among staff;
- To further develop the PTFA contributions to St. Mary's supported by the Senior teacher with responsibility for this initiative.

Overall Comment:

The year continued to present challenges albeit a more normal year than the previous two-year period. Progress has been made against Year 1 targets in our current SDP thanks to the hard work and dedication of the SLT, teachers and support staff of St. Mary's. Next year will hopefully see a more settled period of face-to-face learning following the COVID-19 pandemic. This year has seen some changes to the senior and middle management membership and this presents further opportunities for staff development, change and innovation in the coming academic year. In September we welcome our Year 8 students who are transitioning to St. Mary's. A proportion of the new Year 8 students join our school community without GL assessment grades. All of our new Simmarians will receive excellent pastoral and academic support from our staff ensuring the students realise their full potential. This year saw a return to public examinations, extra-curricular activities and sport as well as inter-school competitions. We intend to build on this next year.

This has been another challenging but successful year for St. Mary's. Next year we will use our experiences and knowledge to further enhance the future educational, pastoral, spiritual and extra-curricular provision for the young people we serve.

Fiona Crookes – Vice Principal (Pastoral)**Development Plans for 2021 - 2022:**

- All staff will receive Child Safeguarding/Child Protection training.
- To oversee the smooth induction of all Year groups, while being mindful of the continuing mitigating circumstances due to Covid.
- To continue the roll out the Positive Behaviour Policy to all pupils and staff, which was put on hold due to the school closure after Christmas 2020.
- To oversee the newly refined arrangements for break and lunch.
- To lead and support the PLT through the pastoral elements of the new School Development Plan.
- To implement the requirements of the Anti-Bullying legislation as it becomes law in September 2021.
- To continue to work with the pastoral leaders in the WBALC to secure better provision for pupils presenting with mental health issues.
- To support the physical, mental and emotional health and well-being of pupils and staff.

Progress Made 2021-2022:**Safeguarding**

- Whole staff Safeguarding training was facilitated by Mrs Crookes on Monday 23rd August 2021.

- All peripatetic music tutors received a Child Safeguarding briefing on Friday 27th August 2021.
- All cleaning staff received a Child Safeguarding briefing on Wednesday 8th September 2021.
- All canteen staff received a Child Safeguarding briefing on Tuesday 14th December 2021.
- The Safeguarding and Child Protection policy was reviewed and updated to include an Addendum in relation to Covid 19.
- Two additional members of the safeguarding team attended training and are a welcome addition to the safeguarding team in St. Mary's. They are Mrs Michaela Lewis and Mr Raymond Herron.
- **Notes of Concern** raised by staff have been acted upon, monitored and where necessary a UNOCINI referral made.
- Attended appropriate review meetings for LAC pupils, mostly by zoom.
- The ETI Pro-forma on Safeguarding was completed for the academic year 2021-2022 with Mrs Siobhan Kelly.

Induction

- This year saw a return to near normal induction programmes for all pupils. All year groups had Induction sessions in school from Tuesday 24th Sept – Friday 27th Sept '21. They received a welcome briefing from the Principal, Head of School and the Year Head. They were then brought to their form room where they received a very detailed induction session with their respective Form Teacher. Our new Year 8 pupils had a very comprehensive induction over 3 days. This included a very well structured Edmund Rice Camp organised by Mr Chris Mc Donnell. This culminated in our annual BBQ, which was open to all year 8 pupils and all staff. It was a great afternoon enjoyed by all.
- Unfortunately, were still not in a position to welcome parents in for their induction as Covid rules advised against this. Parental Induction programmes were sent to all parents.
- We also saw a return to pupils travelling to their subject teachers' classrooms, a move away from the base room scenario we introduced during Covid restrictions last academic year. This has had a very positive impact both on pupil and staff well-being.

Positive Behaviour

- Staff continue to roll out our Positive Behaviour Policy. All Form Teachers/Subject Teachers received check lists to be used during registration/class time to achieve consistency in the application of our policy and to aim for the same high expectations across the school. A3 posters were supplied for all classrooms as a daily reminder for all pupils of the need to arrive on time for class, be prepared for each lesson, work hard, follow instructions, raise your hand to attract the teacher's attention and to treat everyone and everything with respect. Our core values of **Equality**, **Respect** and **Trust** are clearly visible in every room and on banners in the school colours on the school lane.

- We welcomed a return to normal arrangements for break and lunch. This was further enhanced with the introduction of an additional supervisor and dividing the yard areas in to four sections. Lunchtime supervision was enhanced by, where possible, facilitating the relevant Year Head to be on duty with their respective year group.
- This year saw the introduction of Tuesday detention. This is facilitated by the PLT and SLT and runs from 3:15 until 4:30. The pupils are set specific subject related work to do during this time. We also continued our Friday and Saturday detentions.
- All parents, staff and pupils were given notice of the introduction of **Truancy Call**, a service which notifies parents if their son has not arrived to school by 10:30 in the morning.
- Training was provided for all Year Heads in the recording of Bullying incidents on Sims, in line with the requirements under the new law which came into effect in September 2021.
- All members of the PLT are undergoing and completing online training on the use of **Restorative Practices**, facilitated by Michelle Stowe.

Emotional Well-Being & Mental Health

Pupils

- We welcomed the prospect of being once again able to hold assemblies for all year groups. These created opportunities where a variety of material was presented to all year groups on a variety of topics including firework safety, World Mental Health Day, Anti-Bullying Week, Safer Internet Day and One Punch Dangers amongst others.
- Assemblies were held celebrating success in ARP results, 100% attendance and student of the Month.
- Pupils involved in Restorative Practices to help them understand the impact of their actions. Promotion of positive relationships between pupils and with staff/pupils/parents.

Staff

- Staff are regularly notified of a variety of programmes which address their mental health and wellbeing. These included the EA HealthWell Programme, ANIBody workshop on 'Managing Anxiety and Nurturing Wellbeing during Challenging Times and Wellness workshops offered by Edmund Rice England.
- We started the year with a walk/run/cycle up Divis Mountain, an option which was taken up by a majority of staff.
- The 14th April 2022 saw an entire day devoted to Staff Wellbeing. This was a resounding success. Staff participated in activities including painting, archery, canoeing, mountain biking, zip lining amongst others. The day finished with a staff dinner in the Devenish complex. I have conducted a staff survey on the day and plan to use the feedback in my planning for next year.

General

- Safer Schools app was rolled out to all staff, parents and pupils.

- Continue to meet with the Pastoral Vice-Principals in the WBALC as we strive to look for ways to support each other, our pupils, parents and staff in an ever challenging environment especially in the area of mental health.

Development Plans 2022-2023:

- All staff will receive Child Safeguarding/Child Protection training at the start of the academic year (August 2022).
- To oversee the smooth induction of all pupils and a return to parental inductions in August.
- To lead and support the PLT through the roll-out of Year 2 Pastoral Action Plans of the SDP, in particular the embedding of expected rules and routines among all pupils.
- To oversee the pastoral programme delivered to all pupils during Form Period in particular to our new Year 8 pupils.
- To oversee the roll-out, training and implementation of the Behaviour Management module on Sims, to ensure consistency in the recording of all information on all pupils in one central area.
- To implement new changes brought about by Nistr in the sourcing and securing of substitute teachers.
- To monitor the use and effectiveness of Restorative Practices across the school.
- To continue to work closely with the Pastoral Vice-Principals on the WBALC as we source projects which will support our pupils/parents who face challenges and find it difficult to get the appropriate help when needed.
- To continue to seek creative ways to support the physical, mental and emotional health and well-being of pupils and staff.

Overall Comment:

The 2021-2022 academic year has been another very challenging year for the whole school community. I feel we have responded positively to all the challenges we faced and that we did our best to provide a safe environment for staff and pupils. I look forward to a more positive start to the new academic year 2022-2023 and hope for a return to a pre-Covid atmosphere, where we can work together with the main aim of providing the best possible outcomes for all our pupils both pastorally and academically.

Garvan O'Connor – Vice Principal (Curriculum)

Targets for 2021-22:

Tailored Academic Support for Year 8 Pupils

- Complete testing of Year 8 in PTE/PTM/PASS/CAT4.
- Generation/distribution of individual pupil data profiles.
- Identification of pupils underachieving in Literacy and Numeracy through combination report (PTE/PTM/CAT4).
- Year 8 subject teachers will target specific pupil needs in Literacy and Numeracy through informed lesson planning and delivery.
- Deliver a PASS mentoring programme which is targeted at pupil addressing wellbeing/attitudinal need in order to complement academic support and raise standards in PTE/PTM.

Provision of effective feedback and appropriate levels of homework

- Ensure feedback provided to each pupil which references that pupil's progress in relation to agreed Learning Outcomes for a chosen year group.

- Enable departments to decide on and implement the best pathway for assessment in their subject area(s) at KS4 and KS5.
- Emphasis placed on examination performance for the chosen assessment pathway.
- Work with HoDs to review and implement departmental homework policy for all year groups to ensure there is clarity for parents, pupils and staff on the expectations associated with the frequency and nature of homework.

Planning for the delivery of subject content to reflect reduced examination requirements

- Enable HoDs to make adjustments to teaching schedules in Year 12 (GCSE) and Year 14 (A2) for CCEA specifications.
- These adjustments are necessary as a result of changes to the arrangements for assessments announced in May 2021.
- In the majority of GCSE and GCE qualifications, CCEA has defined one unit of assessment which may be omitted for candidates completing the qualification in Summer 2022.

Ensuring gaps in pupil subject knowledge are quickly identified and addressed

- Work with HoDs and subject teachers in identifying gaps in pupil subject knowledge as a result of disruptions during the pandemic. Ensure prerequisite subject knowledge that is required for new material taught this academic year is identified and where necessary taught in class

Progress Made against 2021-22 Targets:

Tailored Academic Support for Year 8 Pupils

A number of pupils across KS3 were targeted for Literacy support with our LS Tutor Miss Dobbin. Twelve pupils have now completed their support programme while another sixty-one are still involved in receiving literacy support. All twelve pupils who have completed the literacy support programme have sustained their SAS in PTE. This was evident in the retesting of pupils in PTE in May 2022. Results for Year 9 and 10 pupils who have finished the programme demonstrate an increase in overall stanine and these pupils are now working as expected or above expected when we compare their PTE combination report with their CAT4 verbal.

All KS3 pupils will be tested in PTE and PTM in June 2022. This will enable us to measure progress for pupils who are still completing the programmes.

While the Numeracy support did not get fully started until the second term (January 2022) we have had 41 pupils across KS3 and KS4 receiving numeracy support. All the KS3 pupils will be tested in PTM in June 2022. This will enable us to measure progress for pupils who have completed the support programme. We will look at a comparison of CAT4 and examination outcomes for KS4 pupils to ascertain if any progress was made.

All pupils selected for the PASS mentoring programme have completed this. We have retested these pupils in PASS at the end of the programme. An average PASS score was calculated for each of the

nine pass factors before and after the programme and the results demonstrated a significant increase in scores across 7 of the 9 pass factors with the largest increase in pupil feelings about school.

Provision of effective feedback and appropriate levels of homework

A third and final book look was carried out by the Curriculum VP in May 2022. This was a vertical model for evaluation and layered the previous two book looks conducted by departments. Evidence findings from the book look showed that the vast majority of sampled work contained effective feedback to pupils, showing them how to improve certain aspects of their work. These samples were random and chosen from the target year group(s) as indicated in departmental policies.

In the vast majority of samples there was limited evidence that pupils had acted on the feedback provided to bring about improvements in future work. This will be a focus in year 2 of the SDP along with the broadening of the application of marking policies to include additional year groups.

Planning for the delivery of subject content to reflect reduced examination requirements

Assessment plans for GCSE, AS and A2 are finalised and submitted.

Departmental staff are continuing to deliver their agreed assessment plans, most of which include the delivery of the reduced unit requirements for GCSE/AS/A2 examinations.

Final GCSE/AS/A2 results will be published in August 2022 and at this point we will be able to determine if the set academic success criteria have been met.

Over seventy lessons were observed by the Principal over a three-month period. A personalised feedback report was provided to each member of staff following their observation. The vast majority of lessons were deemed very good or excellent. In the case where there were particular issues with pupil learning these were addressed with individual staff and in a small minority of cases a follow-up lesson observation was conducted.

The findings from the observations are being categorised at department level and HoDs will use this information to baseline the provision of learning and teaching in their departments with a view to improving any AFAs in year 2 of the SDP.

Ensuring gaps in pupil subject knowledge are quickly identified and addressed

All teaching of necessary prerequisite lesson content that was not covered during the 2020-21 academic year is ongoing. This material is covered in class when necessary as new subject content is introduced.

Overall the ARP2 results for exam classes were strong with individual issues addressed with the HoD by GOC and SKY. ARP3 results reflected an increase in performance where there were areas of concern in ARP2.

Final GCSE/AS/A2 results will be published in August 2022 and at this point we will be able to determine if the set academic success criteria have been met.

Targets for 2022-23:

To successfully launch the new SDP with staff to include the following curricular targets:

1. Appropriate Curriculum Provision for DEF classes – New Year 8 2022 and 2023.
2. Improving outcomes for pupils in examinations – preparation for public examinations for pupils for June 2023.
3. Challenging pupil learning – effective classroom practice/high expectations/effective use of assessment and support especially in Literacy and Numeracy.
4. Curricular based work focusing on enhancing learning and teaching stemming from the baseline report on classroom visits conducted across a series of lessons from February to May 2022.
5. Feedback provided to each pupil which references that pupil’s progress in relation to agreed Learning Outcomes across all Key Stages.

Develop Year 8 and 9 pupils’ competencies across a number of core skills that are essential for success both from an academic perspective and in the working world: listening, speaking, problem solving, creativity, staying positive, aiming high, leadership and team work. We have been fortunate to secure funding from the Skills Builder Partnership to provide staff with CPD in the baselining of pupil skills and delivery of short lessons that address pupil shortcomings across these core skills.

Overall Comment:

The 2021-22 academic year was another very challenging year for all the entire school community. I will continue to work closely with the Principal, ELT, SLT and middle leaders allowing me to contribute to all aspects of school planning to ensure we provide the best possible educational service for our pupils in a positive learning environment.

Amanda Barr – Senior Teacher (School Community/SENCo)

Development Plans for 2021-2022

- Staff Audit of SEN provision (June 2021)
- Whole Staff Training on SEND ACT (2016)
- Implementation of Personalised Learning Plans (PLPs)
- Whole Staff consultation on whole school SEN provision map.
- Production of whole school SEN provision map.
- Specific Training for staff on SEN needs
- Continuation of PASS Mentoring Programme

Progress Made 2021-2022:

In June 2021 58.5% of teaching staff indicated they lacked confidence in understanding the SEN Code of Practice. (Staff Survey June 2021) in June 2022 55.8% of staff report they feel confident or very confident in understanding the SEN Code of Practice. 39.5% reported they feel slightly confident. (Staff survey June 2022)

100% of staff reported they understand the distinction between Special Educational Needs (SEN) and Additional Educational Needs (AEN) (Staff survey March 2022)

78% of staff reported the Dyslexia Training had enhanced their understanding of difficulties experienced by dyslexic learners.

78% of staff reported the dyslexia training had provided them with useful strategies to support SEN learners.

84.4% of staff reported that the dyslexia training had prompted them to reflect on enhancing the learning environment to support dyslexic learners. (Staff evaluation survey October 2021)

62.8% of staff report they feel confident or very confident in identifying and implementing reasonable adjustments to support learners at all stages of the Code of Practice.

27.9% report feeling slightly confident. (Staff survey June 2022)

100% of staff agreed that the Whole School Provision Map accurately reflects the supports offered to learners in St Mary's at pre-code and Stages 1 – 3 of the Code of Practice. (survey March 2022)

61 teaching staff have completed Tier 1 ASD training and modules 1 and 2 of Tier 2 training.

Classroom assistants have also completed training in: Microsoft Dyslexia Training; Microsoft Immersive Reader; Retrieval practice and study skills; ASD Tier 1 and 2 and Mental Health Awareness training.

Two classroom assistants are completing Level 7 specialist assessor accreditation with Eirim to assist with examination access arrangements.

The roll out of PLPs will carry over to 2022/23 due to delays in EA delivering training to learning Support Co-ordinators.

Development Plans 2021-2022:

- PLP Training
- Continued training for staff to support SEN learners.
- Enhancing the role of the classroom assistant and establishment of SEN Ambassadors working group.
- Continued delivery of PASS Mentoring with enhanced pastoral support for Year 8 pupils (8 D, E and F classes)
- Dissemination of SEN documentation via SIMS.

Overall Comment:

It has been another challenging year, returning to normal school post-pandemic has required us to provide increased support to a number of our more vulnerable students. A number of staffing changes throughout the year added to the challenges but as always, teamwork triumphed. Good progress has been made in consulting with staff and delivering training to enhance SEN provision across the school. I wish to give credit to the incredible team of classroom assistants who work incredibly hard and make such a valuable contribution to school life. I also wish to thank the Board of Governors for giving me the opportunity to attend a recent meeting and present on SEN provision in St Mary's, your time and support is much appreciated.

Michaela Lewis – Senior Teacher (Head of KS3) Year 8-10**Development Plans 2021-2022:**

- To oversee the Appeals process in August and September as a result of the changes to external examinations in Summer 2021 and to support the Examinations Officer.
- To work with the Pastoral VP as we launch the Positive Behaviour Policy formally to the school at the beginning of the academic year.
- To support the new Head of Year 8 to ensure the smooth transition of the incoming year group, particularly as a result of the effects of Covid on their final year in Primary School.
- To support the Heads of Years 9 and 10 as their year groups move forward after 2 very challenging academic years as a result of Covid-19.
- To work with the Examinations Officer to plan for the return to external exams including the movement of the January series to November/December 2021. Covid-19 restrictions may remain an issue and we need to ensure the safety of pupils and staff by following all appropriate guidelines.
- To update the prospectus.

- To work with the Pastoral VP and the Pastoral Team to implement the pastoral elements in the new School Development Plan.
- To work with the Principal and Curriculum VP to plan for the incoming Year 8 cohort in 2022 as a result of the decision made by BoG to not use academic selection for that cohort.
- To support the Events Co-ordinator as we plan for Prize Giving.

Progress Made 2021-2022:

- The exam results days were brought forward to 10th and 12th August 2021. The Exam Appeals process was different to previous years as a result of changes to external examinations and required considerable work as these had to be dealt with by the school rather than Awarding Bodies. These appeals were carried out in line with our Centre Assessed Grades Policy (Summer 2021) and our Post Results Service (Summer 2021). I had to conduct internal reviews after collating all the evidence required to investigate each candidate's initial appeal about Centre Assessed Grades and provide written responses to the candidates. Further collation of evidence and submission of a report to CCEA, including all evidence of the candidate's work, on behalf of candidates was needed if candidates decided to appeal the Centre Review. Candidates then had to be informed in writing of the result of the appeal to CCEA. This process continued for the week 16th August - 20th August.
- Induction arrangements went smoothly. The ER Camp was a success.
- Relevant Induction materials were shared with parents as we were unable to hold Parent-Induction meetings due to Covid-19.
- Positive Behaviour Policy was relaunched to staff, including the checklists for Form Teachers and Class Teachers.
- Worked with the Pastoral VP and other pastoral leaders to implement the pastoral elements of the new school development plan.
- I have participated in the Restorative Justice Training provided for the PLT and have completed the associated course 'Restorative Me: Connect, Reflect and Model', an online self-paced CPD programme.
- Restorative practices have been used by me and the KS3 Year Heads throughout this academic year, such as restorative meetings between pupils to resolve issues more effectively.
- A focus on rewards was rolled out at KS3. Year Heads held regular assemblies and more formal celebration of pupils' achievements became embedded across the Key Stage.
- New arrangements for detention were presented to staff and also to pupils during the Induction days. Detention is to be viewed as a serious sanction.
- Ongoing support for all KS3 Year Heads.
- I have actively supported the acting Head of Year 8 since his appointment in January. I collated the materials for detention from departments and made these available for those members of PLT supervising DT each week. This material was reviewed and then further materials gathered from departments later in the academic year. A cabinet was provided to store all the materials in the Library Study. Reviews of the changes to detention were undertaken (PLT and Pupil voice exercises) indicate that Pastoral leaders feel the detention is more effective and that they are setting fewer detentions. They also felt the detention materials helped ensure the sanction was more effective. Pupil voice exercises revealed that pupils also found detention to be more effective as a sanction.
- The School Prospectus was revamped. New photographs were included and the prospectus was available from January 2022.
- Open Nights were unable to proceed as usual due to Covid-19. New promotional videos were produced and uploaded to the school's website and social media accounts.

- Supported the Events Co-ordinator in the organisation of Prize Giving at each Key Stage.
- I completed 'Child Protection and Safeguarding in Schools Training in January 2022 and am now one of the Deputy Designated Teachers.
- External examinations recommenced. This has required close work with the Examinations Officer to plan for the successful running of these. Changes to the usual November series resulted in a much larger number of exams taking place at that time. External examinations took place in November, December, January, February, March, April, May and June.
- Formal training sessions for invigilators were held throughout the year. We required a number of new invigilators for the summer series in particular and had an increased number of students with access arrangements.
- Materials to outline exam protocols were provided throughout the year for Form Teachers to discuss with pupils, particularly as some pupils had not sat external examinations for a number of years as a result of Covid-19. These outlined protocols for behaviour in an examination centre and what constitutes malpractice.
- The Head of KS5 and I worked with Senior Prefects to pilot mentoring support for Year 8 form classes in liaison with the Head of Year 8. The Year 8 pupil voice exercise indicated that many of these pupils felt that the class prefect was a useful and helpful resource.
- Academic monitoring of KS3 pupils in liaison with Year Heads.
- Staff Handbook has been updated for 2022-23.
- Homework diaries have been updated for 2022-23.
- KS3 end of year celebration days have been introduced.
- Working with the Curriculum VP and SENCo and collating information provided by Primary Schools on the incoming Year 8 pupils to ensure we are planning effectively for the new intake for September 2022.

Development Plans 2022-2023:

- Cohesive approach to rewards at KS3 to be adopted next year to ensure consistency of approach as we celebrate pupils' achievements and progress and to encourage pupils to aspire to achieve their potential.
- Preparation for the return to the normal examination process. All modules will be mandatory next year which will mean more examinations across the year. I will be working closely with the Examinations Officer to review our existing practices and plan carefully for the return to full examinations.
- Continue to work with the Pastoral VP and other pastoral leaders to drive our Positive Behaviour Policy across the school and the associated action plans in the school development plan.
- Working closely with Year Head for Year 8 to ensure the smooth transition of Year 8 pupils.
- Preparation for GL (Transfer 2023) as we return to the use of academic selection. Training of invigilators will take place before the November assessments.
- Working closely with the events co-ordinator as we return to in person Open Nights and other events.
- Planning for Induction meetings with parents.
- Ongoing support of the Year Heads.
- Updating of photographs for promotional materials.

Overall Comment

It has been a much more positive year with the return to face-to-face learning and teaching and the eventual removal of all Covid-19 restrictions for pupils and staff. Getting pupils back in school full time, without interruption, has helped us to re-establish routines with the pupils and has meant we have been able to offer more focused support to pupils in KS3. The implementation of restorative practices worked very well at KS3 and the KS3 team will continue to build on the good practice carried out this year.

The return to formal external examinations has been welcomed. KS4 and Year 13 pupils had not sat any external exams prior to this year and Year 14 pupils last sat external exams when they were in Year 11. The regular reminders about exam protocols throughout the year worked well to ensure pupils understood expectations.

The 'Restorative Me' online training course was really useful CPD and I look forward to continuing to use the strategies next year.

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

Development Plans 2021-2022:

- I look forward to finalising the full implementation of the E-Progress File programme and the new Pastoral programme at KS4 in a hopefully uninterrupted school year.
- The new School Development Plan will undoubtedly shape my development plans for 2021-2022, ensuring they meet the current and long-term needs of the school.
- I have discussed with the Principal and Pastoral VP a proposed ‘restorative’ approach in supporting the positive behaviour policy and have researched available training for this. This approach is aimed at supporting positive pupil behaviour and reducing sanctions.
- I intend to review the structure of the Student Council in composition and remit to enhance the student voice and contribution to the school.

Progress Made 2021-2022:

- Working closely with the new Careers Advisor Mrs O’Connor, modifications to the careers programmes had little impact upon the E-Progress file provision which is fully delivered through the careers and pastoral programmes.
- The KS4 Pastoral Programme was significantly enhanced with new lessons covering some difficult topics pertinent to students at KS4. One lesson on ‘One-Punch Attacks’ was rolled out to the whole school.
- I introduced the concept of ‘Restorative Practices’ to our Pastoral team which complements our Positive Behaviour Policy. Funding was secured and CPD provided for the Pastoral Leadership team, with a self-taught online course providing a certificate as Restorative Practitioners.
- The Student Council structure was streamlined while remaining representative of the entire student body.

Development Plans 2022-2023:

- The development of Restorative Practices as part of our approach to Positive Behaviour will be a key focus. I have identified 3 areas in the SPD for development, providing training for all staff, developing student awareness and participation, and enhancing the school environment to highlight the core value of restorative practices and thinking.
- The Student House System will be developed to allow for more recognition of student contribution outside of the winning houses. This will assist Year Head Rewards at KS3
- Student Council will self-evaluate allowing students to shape how they would like to see their Council function and contribute to school life.

Overall Comment:

I am happy with progress made 2021-2022. The Pastoral Programme at KS4 provides excellent content and is evolving to meet the needs of our Year 11 and 12 students. Lessons were created to address specific issues which in the past have been avoided.

I am extremely satisfied with how the Restorative Practices initiative has been received by both staff and pupils and look forward to enhancing this initiative and fully embedding it into our school approach to positive behaviour promotion.

I look forward to continuing to support the academic needs of our students as they proceed down their GCSE journey post-Covid.

Mark Robinson – Senior Teacher (Head of KS 5Year 13-14)

Development Plans for 2021-2022:

- Introduction of robust support for newly qualified teachers
- Further development of the role of the Pupil Senior School Leadership Team
- Liaison with the Pastoral VP and KS3 & KS4 Heads of School to support Pupil Induction - Mental Health & Study Skills support etc

Progress Made 2021-2022:

- Support and initiatives from EA for newly qualified teachers were limited this academic year and face-to-face meetings for newly qualified teachers were not enacted. Our team of newly qualified staff members are always met for a brief induction and support on the first day of the school term. This allows them an opportunity to receive their timetable and be made aware of the protocols and procedures of the first few days of term. They are then brought to their respective departments. All new staff were given my email and phone number so that, despite limited opportunities for face to face meetings, they were able to make contact with me. This was especially useful in the beginning few months of term as they settled in to post. Sometimes new colleagues are keen to seek support but do not wish to overwhelm or bombard their Head of Department & Head of Year with queries. I was able to address much of this via text and email. ERST ethos and teaching & behaviour support materials were made available by MR in-house via the staff network portal. All NQTs were registered with EA and selected some online course they wished to complete. Guidance and support for our Induction/Early Professional Development was made available by MR. In-house face-to-face meetings were also not possible for much of the year but I kept in regular contact, sent resources and guidance and ensured that new staff were visited regularly by myself and had a departmental buddy to support their transition. Guidance on school procedures etc is also available via the Staff Handbook (updated annually by MDL). I would hope that half-termly meetings can resume on a face-to-face basis next year for all NQTs.
- The pilot of Yr 13 prefects proved quite successful in some areas and is further evaluated throughout the year in the School Development Plan reports. A Yr 8 pupil voice exercise identified that a high number of Year 8 pupils felt that the class prefect was a useful and helpful resource. The introduction of Yr 13 prefects also created an atmosphere of engagement and involvement by a number of senior students who would traditionally wait until year 14 and Senior Prefect interviews to offer help and support to the school. These students will make up the senior team as Yr 14 prefects.

- External agencies were unavailable to support the induction and well-being of our pupils on site this academic year. We were able to have form teachers deliver the pastoral programme which addresses physical and emotional well-being but I would hope that some the external agencies will be able to offer and visit next academic year for pupil engagement. Study Skills were delivered by me at Yr 13 & Yr14 assemblies as again, there was no availability of external agency visits.

Development Plans 2022-2023:

Not Applicable

Overall Comment:

I am certain the Miss Convery will make an outstanding contribution to the above areas and in her new role as a member of the Senior Leadership Team. I have assured her of my continuing support and guidance should she wish to avail of it.



RESPONSIBILITY REPORTS

2021-2022

HEADS OF DEPARTMENTS



Department Name: Art and Design		Head of Department: Miss McGonagle	
Departmental Targets identified at September 2021	Outcome	Evidence to support statement	Whole School / Departmental Targets for 2022-2023
<p>Feedback provided to each pupil which references that pupil's progress in relation to agreed Learning Outcomes for a chosen year group.</p> <p>Review and implementation of departmental homework policy for all year groups to ensure there is clarity for parents, pupils and staff on the expectations associated with the frequency and nature of homework.</p>	<p>As a department we had agreed to give written feedback to our Year 8 pupils using the platform Google Classroom. Pupils to photograph and upload assignments. Marking and constructive feedback given.</p>	<p>All Departmental members used Google Classroom to give written feedback. I provided access to samples of marked work on GC. All pupil work was marked in accordance with departmental policy and pupils were provided with feedback outlining how technique could be improved for future pieces.</p> <p>It is important to state that for Art and Design, practical demonstrations with one to one assistance is given throughout the process in order for pupils to make improvements. I believe that this is much more relevant and effective for our subject.</p>	<p>Feedback provided to each pupil which references that pupil's progress in relation to agreed Learning Outcomes across all Key Stages.</p>



<p>Adjustments made to teaching schedules in Year 12 (GCSE) and Year 14 (A2) for CCEA specifications.</p> <p>These adjustments are necessary as a result of changes to the arrangements for assessments announced in May 2021.</p> <p>In the majority of GCSE and GCE qualifications, CCEA has defined one unit of assessment which may be omitted for candidates completing the qualification in Summer 2022.</p> <p>This unit omission is optional, and the unit will still be available for any candidates wishing to be assessed in all units.</p> <p>Departments are to decide on and implement the best pathway for assessment in your subject area(s) at KS4 and KS5.</p> <p>Emphasis placed on examination performance for the chosen assessment pathway.</p>	<p>In Art and Design and MIA there were minimal changes to the Specification.</p> <p>GCSE Art and Design, the ESA was omitted, however, Component A part B was given a theme similar to the ESA.</p> <p>GCSE MIA Components 1 and 3 there were no changes. These components are content heavy and a good grounding for post-16.</p> <p>AS Art and Design the Thematic Outcome was omitted – meaning no outcome. Development and planning for this was necessary and essential.</p> <p>A2 Art and Design only the planning pages were omitted, which had to be completed in order to create an outcome.</p>	<p>In Art and Design and MIA there were minimal changes therefore, the full content had to be taught.</p> <p>Evidence is in the work submitted for assessment.</p>	<p>Curricular based work focusing on enhancing learning and teaching stemming from the baseline report on classroom visits conducted across a series of lessons from February to May 2022.</p>



<p>Identifying gaps in pupil subject knowledge as a result of disruptions during the pandemic. Ensure prerequisite subject knowledge that is required for new material taught this academic year is identified and where necessary taught in class.</p>	<p>No gaps in knowledge, however, I believe that there is a gap in the pupil maturity and understanding of context, techniques and processes for both Art and Design and MIA.</p>	<p>Evidence is in the visual work submitted for GCSE, AS and A2 examinations.</p> <p>Art and Design and MIA the work is all individual, with teacher/pupil discussion and demonstrations/ assistance given.</p>	
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Department Name: Computer Science		Head of Department: Mr John McGuire			Whole School / Departmental Targets for 2022-2023										
Departmental Targets identified at September 2021	Outcome	Evidence to support statement													
<p>Feedback provided to each pupil which references that pupil's progress in relation to agreed Learning Outcomes for a chosen year group.</p> <p>Review and implementation of departmental homework policy for all year groups to ensure there is clarity for parents, pupils and staff on the expectations associated with the frequency and nature of homework.</p>	<p>Departmental meetings took place to identify the target audience. The target group involved exam classes at KS5.</p> <p>The group was split into 2 classes and taught by 2 different teachers. This allowed the dept to ensure consistency of teaching and learning as well as feedback to students.</p>	<p><i>Outcomes of the book scoops are below..... Feedback</i></p> <p>The following was feedback to the dept after a whole school book scoop.</p> <table border="1"> <thead> <tr> <th>Department</th> <th>Focus Year Group(s)</th> <th>Sample Size</th> <th>Summary of Findings</th> <th>Recommended AFA</th> </tr> </thead> <tbody> <tr> <td>Computing/IT</td> <td>Year 13 BTEC IT</td> <td>Sampled folders of pupil work to include PPQs</td> <td>Extremely detailed feedback provided to the pupils in line with departmental policy highlighting errors in their work</td> <td>Limited evidence from sample that pupils had utilised the feedback provided by staff to improve their work and</td> </tr> </tbody> </table>			Department	Focus Year Group(s)	Sample Size	Summary of Findings	Recommended AFA	Computing/IT	Year 13 BTEC IT	Sampled folders of pupil work to include PPQs	Extremely detailed feedback provided to the pupils in line with departmental policy highlighting errors in their work	Limited evidence from sample that pupils had utilised the feedback provided by staff to improve their work and	<p>Feedback provided to each pupil which references that pupil's progress in relation to agreed Learning Outcomes across all Key Stages.</p>
Department	Focus Year Group(s)	Sample Size	Summary of Findings	Recommended AFA											
Computing/IT	Year 13 BTEC IT	Sampled folders of pupil work to include PPQs	Extremely detailed feedback provided to the pupils in line with departmental policy highlighting errors in their work	Limited evidence from sample that pupils had utilised the feedback provided by staff to improve their work and											



<p>Homework policy was drawn up in line with each Key Stage.</p> <table border="1"> <thead> <tr> <th>Key Stage</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>KS4</td> <td>Once a week (30mins - 1hour) During coursework periods homework may not be given</td> </tr> <tr> <td>KS5</td> <td>2-3 a week (2 hours each)</td> </tr> </tbody> </table> <p>Homework policy was adhered to during coursework periods by observing google classroom posts.</p> <p>During theory lessons this was less evident however policy was implemented.</p>	Key Stage	Frequency	KS4	Once a week (30mins - 1hour) During coursework periods homework may not be given	KS5	2-3 a week (2 hours each)				and how these could be improved.	correct errors made.	
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<p>Adjustments made to teaching schedules in Year 12 (GCSE) and Year 14 (A2) for CCEA specifications.</p> <p>These adjustments are necessary as a result of changes to the arrangements for assessments announced in May 2021.</p> <p>In the majority of GCSE and GCE qualifications, CCEA has defined one unit of assessment which may be omitted for candidates completing the qualification in Summer 2022.</p> <p>This unit omission is optional, and the unit will still be available for any candidates</p>	<p>We already knew the units that would be omitted for the Digital Technology CCEA courses at GCSE and A'Level. These units would have taken place the previous year so ideally we were able to follow the usual SOW for year 11,12,13,14.</p> <p>The GCE DT coursework unit was slimmed down.</p> <p>We noticed that to complete the coursework element to a high Standard at GCSE (year 12) and GCE (year 14), practical/coursework time was lost to teaching and learning theory knowledge so students were able to apply these skills to their coursework. These skills were introduced the previous year however students were still very weak. This may be because of the blended learning experience.</p>	<p>Assessment Plans</p> <p>Year 14 Digital Technology GCE SOW</p> <p>BTEC IT Assessment Plan</p> <p>OCN IT Assessment plan</p>	<p>Curricular based work focusing on enhancing learning and teaching stemming from the baseline report on classroom visits conducted across a series of lessons from February to May 2022.</p>
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<p>wishing to be assessed in all units.</p> <p>Departments are to decide on and implement the best pathway for assessment in your subject area(s) at KS4 and KS5.</p> <p>Emphasis placed on examination performance for the chosen assessment pathway.</p>	<p>The coursework element was also worth a higher than usual percentage so more time spent on coursework was necessary.</p> <p>Students doing OCR Computing at GCSE and A'level theory/exams were given a directed (slim-downed version) of the SOW. However this was only distributed late in the year (Easter) so amendments were only undertaken during the revision period of the academic year.</p> <p>OCN IT SOW was unchanged.</p> <p>BTEC IT Cert, year 14 - Unit 5 omitted and so time was given to concentrate on Unit 1 and 3.</p>		
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<p>Identifying gaps in pupil subject knowledge as a result of disruptions during the pandemic. Ensure prerequisite subject knowledge that is required for new material taught this academic year is identified and where necessary taught in class.</p>	<p>As the SoW was to be followed as normal at KS3 and KS4 an initial analysis was not necessary.</p> <p>Analysis was undertaken at various points through-out the year to indentify individual student(s) lack of subject knowledge.</p> <p>Discrepancies identified gaps in knowledge. A plan was set to bridge the gap. These were then addressed in lessons or given as additional tasks for homework or after school intervention lessons.</p> <p>The students were then assessed to ensure understanding...</p>	<p>An example of analysis taken after ARP2</p>	
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Extra-Curricular Activities	Highlights/Successes for the Year
<p>A coding club was started during the first term with a focus on year 8 and 10 for recruitment purposes.</p> <p>Students were taught programming skills using a variety of platforms, Minecraft, Scratch and Python</p>	<ul style="list-style-type: none">- First year of OCRGCSE Computer Science and BTEC Double Award IT Level 3.- Strong uptake of students choosing KS4 subjects in the dept.



Department Name: Business and Finance		Head of Department: Mrs C Gillespie	
Departmental Targets identified at September 2021	Outcome	Evidence to support statement	Whole School / Departmental Targets for 2022-2023
<p>Feedback provided to each pupil which references that pupil's progress in relation to agreed Learning Outcomes for a chosen year group.</p> <p>Review and implementation of departmental homework policy for all year groups to ensure there is clarity for parents, pupils and staff on the expectations associated with the frequency and nature of homework.</p>	<p><i>Target was met.</i></p> <p><i>Homework policy updated and implemented across the department</i></p> <p><i>Parents made aware of departmental policy</i></p>	<p>Homework policy</p> <p>Feedback is in line with homework policy</p> <p>Book scoops: minutes submitted WRT these</p> <p>Focus on feedback given to LIBF finance qualification on back of training from LIBF. Examination technique document developed</p>	<p>Feedback provided to each pupil which references that pupil's progress in relation to agreed Learning Outcomes across all Key Stages.</p>
<p>Adjustments made to teaching schedules in Year 12 (GCSE) and Year 14 (A2) for CCEA specifications.</p> <p>These adjustments are necessary as a result of changes to the arrangements for assessments announced in May 2021.</p> <p>In the majority of GCSE and GCE qualifications, CCEA has defined one unit of assessment which may be omitted for</p>	<p><i>Target met:</i></p> <p><i>CCEA AS/A2/GCSE – one unit omitted</i></p> <p><i>AQA – no omission nor reduction in content.</i></p>	<p>Full implementation of LIBF/AQA curriculum.</p> <p>Partial delivery of CCEA A2/As/GCSE specifications.</p>	<p>Curricular based work focusing on enhancing learning and teaching stemming from the baseline report on classroom visits conducted across a series of lessons from February to May 2022.</p>



<p>candidates completing the qualification in Summer 2022.</p> <p>This unit omission is optional, and the unit will still be available for any candidates wishing to be assessed in all units.</p> <p>Departments are to decide on and implement the best pathway for assessment in your subject area(s) at KS4 and KS5.</p> <p>Emphasis placed on examination performance for the chosen assessment pathway.</p>	<p><i>LIBF – no omission, some guidance on topics</i></p>		
<p>Identifying gaps in pupil subject knowledge as a result of disruptions during the pandemic. Ensure prerequisite subject knowledge that is required for new material taught this academic year is identified and where necessary taught in class.</p>	<p><i>Target met: No specific gaps in terms of prerequisite knowledge for A2/GCSE, however there were significant gaps in examination technique/skills</i></p>	<p>‘Skills development’ document developed and substantial time given to focussing on exam skills.</p>	



Extra-Curricular Activities	Highlights/Successes for the Year
N/A	May 2022 Diploma in Financial Studiers (A2) – 100% A* - C



Department Name: Drama		Head of Department: Mr P Lavery	
Departmental Targets identified at September 2021	Outcome	Evidence to support statement	Whole School / Departmental Targets for 2022-2023
<p><u>Departmental action to meet the learning needs of new Year 8 pupils from August 2021</u></p> <ul style="list-style-type: none"> • Complete training on the use of pupil data for new Year 8 pupils. • Using baseline data to effectively plan, resource and deliver lesson content for new year 8 pupils. • Evaluate progress of Year 8 pupil learning against relevant benchmarks. • Larger range of schemes/units to allow for potentially more academically weak students 	<p>New units and ideas were employed in Year 8 classes</p> <p>Units were chosen for individual classes based on the data presented at the start of the year.</p> <p>The new units had more success in some classes than in others.</p> <p>The observation of myself and other Year 8 Drama teachers was that students were more capable than we had anticipated.</p> <p>The biggest challenge was that a limited number of individual students were reluctant to perform in front of classmates</p>	<p>Grades and the standards of assessed work in Year 8 were both high</p> <p>Many Year 8 students were involved dramatic performances in the school film</p> <p>Units were chosen on the basis of data and some planned units were altered and changed to suit individual class requirements</p>	<p>The main issue in Drama is the lack of students coming through to KS4 and KS5.</p> <p>An emphasis in the encouragement of more able/ enthusiastic students through a Junior Drama Club</p> <p>Drama schemes need to be re-vamped to take consideration of the needs of more self-conscious/ reticent students.</p> <p>The choice of schemes for individual classes will be determined through a short evaluation unit in September.</p> <p>The Year 8 Plays will be performed in front of an audience of parents/relatives</p>



<p><u>Departmental action to manage the changes to assessment requirements at KS4 and KS5.</u></p> <ul style="list-style-type: none"> • There is no KS5 Drama class • GCSE Students (Year 11 only) started their course in September 2021 and all of the content was posted on Google Classroom • GC continued to be heavily used, regardless of adaptations, as it a useful organisational, communicative and learning tool • Strongest focus was on written work at least initially, as this is certain to be required • Practical/performance work was incorporated and recorded as necessary, depending on shifting requirements 	<p>All 3 targets were successfully met</p> <p>Drama work was posted on Google Classroom and carried out by Year 11 students</p> <p>There was a strong emphasis, driven by Catherine Osborne, on improving Drama vocabulary and the standards of written work for Year 11.</p> <p>The final Year 11 devised performance has just been completed to a very high standard</p>	<p>Mr O'Connor's book look found that the written work was of a high standard</p> <p>Assessment of written work by Mrs Osborne was detailed and helpful</p> <p>The Year 11 Devised performance was completed to exacting standards</p> <p>There is no external written examination in Year 11</p>	<p>I will be teaching the Year 12 Drama class from September 2022</p> <p>Google Classroom will be scaled down but still used to record and store work.</p> <p>The Year 12 class will be taken on several live performance trips.</p> <p>Emphasis will remain on high written/subject specific vocabulary standards</p> <p>Students will be offered more design/lighting/ costume assessment options for practical performance work</p>



<p><u>Departmental action to focus on the planning and delivery of lessons to cater for lost learning across all year groups.</u></p> <ul style="list-style-type: none"> • Testing at the start of the year to ascertain student knowledge and ability. • Review pupil abilities in class, prior to the delivery of a topic, to assess gaps in pupil understanding that would be consider necessary prerequisite knowledge. • Possibility of a foundation month to cement basis subject knowledge and vocabulary. 	<p>We did not utilise the foundation month for Year 11, as the students were strong and motivated</p> <p>The Foundation month for Year 8 classes helped to determine class ability in addition to baseline data</p> <p>We have been able to incorporate more advanced levels of lessons for Year 11 students commensurate with their high ability</p>	<p>Year 8 classes were overall more successful than anticipated.</p> <p>Schemes of Work are currently being updated to take into consideration the changing need and abilities of students and to make more allowance for reticent students</p> <p>The majority of the changes will be at KS3</p>	<p>The Foundation month for Year 8 classes was very useful and will be continued in September</p>
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Extra-Curricular Activities	Highlights/Successes for the Year
<p>A KS3 Drama Club was agreed upon but did not happen. A large number of Drama students were involved in the school film.</p>	<p>Year 8 Drama classes show great promise. The Year 11 GCSE class was successful in both written and practical work this year.</p>



Department Name: English		Head of Department: Miss K Warren	
Departmental Targets identified at September 2021	Outcome	Evidence to support statement	Whole School / Departmental Targets for 2022-2023
<p>Feedback provided to each pupil which references that pupil's progress in relation to agreed Learning Outcomes for a chosen year group.</p> <p>Review and implementation of departmental homework policy for all year groups to ensure there is clarity for parents, pupils and staff on the expectations associated with the frequency and nature of homework.</p>	<p>Year 11 GCSE English Language feedback now has a consistent approach across the department. Underlining of creditworthy material has been applied in line with CCEA guidelines. Feedback is initialled and dated by teachers and seeks to be meaningful, motivational and manageable.</p> <p>Homework policy has been disseminated to parents and this is then referred to in any follow up with parents and pupils regarding any missed or incomplete homework.</p>	<p>Departmental book looks recorded in agreed format.</p> <p>Summary from VP Book Scoop "Extremely detailed feedback provided for each pupil and a specific technique for marking which included underlining aspects of the work highlighting where marks were gained against the corresponding mark scheme. It was evident that pupils had read the feedback and had self-corrected work."</p> <p>Pupil voice questionnaire was completed by Year 11 GCSE English Language students (see attached appendix for overview of results)</p>	<p>Feedback provided to each pupil which references that pupil's progress in relation to agreed Learning Outcomes across all Key Stages.</p>



<p>Adjustments made to teaching schedules in Year 12 (GCSE) and Year 14 (A2) for CCEA specifications.</p> <p>These adjustments are necessary as a result of changes to the arrangements for assessments announced in May 2021.</p> <p>In the majority of GCSE and GCE qualifications, CCEA has defined one unit of assessment which may be omitted for candidates completing the qualification in Summer 2022.</p> <p>This unit omission is optional, and the unit will still be available for any candidates wishing to be assessed in all units.</p> <p>Departments are to decide on and implement the best pathway for assessment in your subject area(s) at KS4 and KS5.</p>	<p>All Year 12 GCSE English Language students sat Unit 1 module in November 2021. Students then worked on Unit 2 Speaking and Listening until February 2022 and then progressed to Unit 4 until May. All students will sit Unit 4 module in June 2022.</p> <p>Team teaching at Year 13 allowed for M.Lewis to focus on Drama ‘A Streetcar Named Desire’ and A.Barr to focus on Poetry Anthology.</p> <p>Team teaching at Year 14 allowed for K.Warren to focus on Coursework and A.Barr to focus on ‘Othello’ exam unit.</p>	<p>Unit 1 module results were pleasing with 86.6% achieving A*-C providing a good foundation for following modules.</p> <p>SoW and ARPs were adapted to meet these teaching schedules ensuring students were prepared and assessed on relevant units at appropriate times during the year.</p>	<p>Curricular based work focusing on enhancing learning and teaching stemming from the baseline report on classroom visits conducted across a series of lessons from February to May 2022.</p>



<p>Emphasis placed on examination performance for the chosen assessment pathway.</p>			
<p>Identifying gaps in pupil subject knowledge as a result of disruptions during the pandemic. Ensure prerequisite subject knowledge that is required for new material taught this academic year is identified and where necessary taught in class.</p>	<p>Year 8 were our focus for this particular target. Using PTE data for Year 8s, pupils were identified early on for targeted Literacy Support with C.Dobbin. Class teachers were kept updated on progress made or further areas for work.</p>	<p>Literacy progress reports and ARP scores for identified Year 8 students.</p>	



Extra-Curricular Activities	Highlights/Successes for the Year
<p>Student Newspaper led by M.Cassidy involving pupils from Years 8-14. Newspaper once per term published digitally on school website and Facebook page.</p> <p>Creative Writing Club led by C.Dobbin for KS3 pupils at lunchtime.</p> <p>Year 8 and 9 quizzes and competitions on Google Classroom linked to Bookbuzz novels.</p>	<p>Pleasing Unit 1 module results in November 2021.</p> <p>The department took part in two Speaking and Listening moderations from CCEA this year. Both moderators commented on the excellent discussion skills of the students.</p> <p>A number of Year 9 students had their work published in the Young Writers competition ‘Twisted Tales.’</p> <p>World Book Day was celebrated throughout the school community on 3rd March with a successful Drop Everything and Read initiative.</p>

Appendix – Summary of Year 11 Pupil Voice Questionnaire

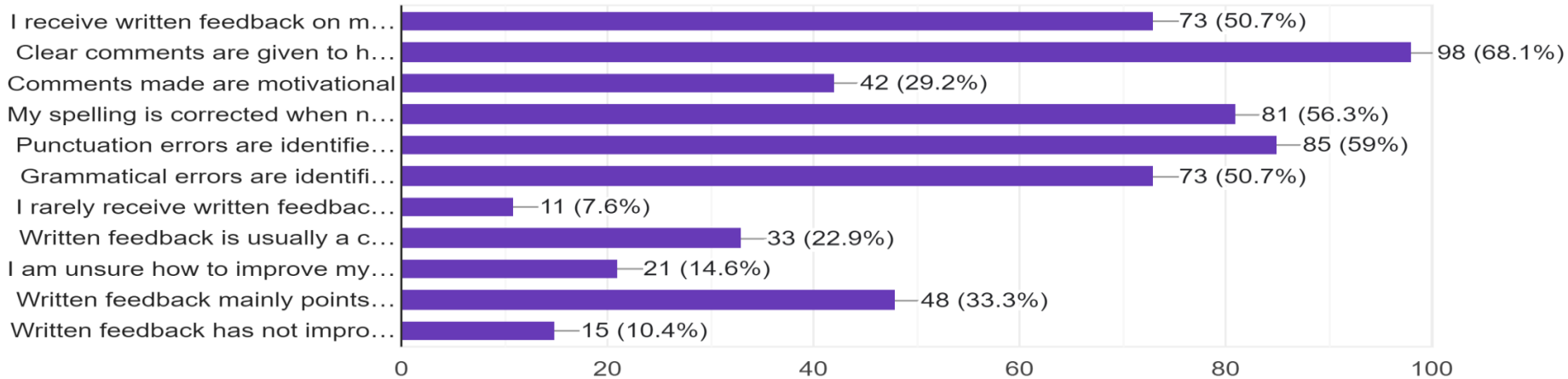
Context: Pupils were anonymously surveyed regarding their experience of marking and feedback during their Year 11 GCSE English Language studies. 144/179 students responded.

1. 31.3% of pupils found their teacher’s marking extremely helpful
35.4% of pupils found their teacher’s marking very helpful
26.4% of pupils found their teacher’s marking quite helpful
6.9% of pupils found their teacher’s marking not very helpful
2. 88.9% of pupils know that their teacher underlines the parts of their work that are worth marks.



Choose from the statements below which best describes your experience this year. (You can choose as many as you like)

144 responses



- 3. 15.4% of pupils found whole class feedback extremely helpful
32.2% of pupils found whole class feedback very helpful
41.3% of pupils found whole class feedback quite helpful
8.4% of pupils found whole class feedback not very helpful
2.8% of pupils found whole class feedback not helpful at all

- 4. 30% of pupils received verbal feedback on their work in most lessons
23.6% of pupils received verbal feedback on their work at least once a week
35% of pupils received verbal feedback on their work occasionally
9.3% of pupils rarely received verbal feedback on their work
2.1% of pupils never received verbal feedback on their work



5. 28.5% of pupils found verbal feedback extremely helpful
38.2% of pupils found verbal feedback very helpful
27.1% of pupils found verbal feedback quite helpful
4.9% of pupils found verbal feedback not very helpful
1.4% of pupils found verbal feedback not helpful at all

6. 91.6% of pupils prefer both grade/mark and comments
5.6% of pupils prefer a grade/mark with no comments
2.8% of pupils prefer comments with no grade/mark

7. 12.5% of pupils spend a lot of time reading feedback and using it to improve their next piece of work
59.7% of pupils spend some time reading feedback and using it to improve their next piece of work
23.6% of pupils spend a little time reading feedback and using it to improve their next piece of work
4.2% of pupils spend no time reading feedback and using it to improve their next piece of work

8. 82.5% of pupils found examples of what a good answer looks like helped them improve
56.6% of pupils found that a lesson after a marked piece of work which focuses on common mistakes helped them improve
52.4% of pupils found that written comments from their teachers helped them improve
42.7% of pupils found that talking it through with their teacher individually helped them improve
25.9% of pupils found whole class feedback helped them improve
24.5% of pupils found sharing answers with their classmates helped them improve



Department Name: French Head of Department: Ms C McAtamney			
Departmental Targets identified at September 2021	Outcome	Evidence to support statement	Whole School / Departmental Targets for 2022-2023
<p>Feedback provided to each pupil which references that pupil's progress in relation to agreed Learning Outcomes for a chosen year group.</p> <p>Review and implementation of departmental homework policy for all year groups to ensure there is clarity for parents, pupils and staff on the expectations associated with the frequency and nature of homework.</p>	<p>Feedback was given in line with the departmental policies.</p> <p>Positive points and an area to improve referring to the success criteria.</p> <p>Pupils interact with the feedback to correct their own work.</p>	<p><i>Copies of several pieces of work from the whole department have been sent to VP showing success criteria, feedback, marking policy & pupil corrections.</i></p>	<p>Feedback provided to each pupil which references that pupil's progress in relation to agreed Learning Outcomes across all Key Stages.</p>
<p>Adjustments made to teaching schedules in Year 12 (GCSE) and Year 14 (A2) for CCEA specifications.</p> <p>These adjustments are necessary as a result of changes to the arrangements for assessments announced in May 2021.</p>	<p>No omissions were made as the speaking test is a vital element of the language process and generally the unit that pupils score well in, so removing it would disadvantage them. Pupils agreed.</p>	<p>Speaking tests are complete and the teaching was completed in time as well as all the other units.</p> <p>GCSE/AS/A2 CCEA exams will be completed.</p>	<p>Curricular based work focusing on enhancing learning and teaching stemming from the baseline report on classroom visits conducted across a series of lessons from February to May 2022.</p>



<p>In the majority of GCSE and GCE qualifications, CCEA has defined one unit of assessment which may be omitted for candidates completing the qualification in Summer 2022.</p> <p>This unit omission is optional, and the unit will still be available for any candidates wishing to be assessed in all units.</p> <p>Departments are to decide on and implement the best pathway for assessment in your subject area(s) at KS4 and KS5.</p> <p>Emphasis placed on examination performance for the chosen assessment pathway.</p>	<p>Revision has been important and has been integrated through the teaching and the revision of the speaking has helped with the writing and vocab retention.</p>	<p>Schemes were altered as the speaking element was still included to include revision of previous vocab. Preparation for the speaking test covers all topics and helps to revise for the writing too. Keeping the speaking test allowed for all topics to be revised.</p>	
<p>Identifying gaps in pupil subject knowledge as a result of disruptions during the pandemic. Ensure prerequisite subject knowledge that is required for new material taught this academic year is identified and where necessary taught in class.</p>	<p>Assessments, class tests and past papers were used to identify gaps in vocab areas. These areas were then covered again in class with a retest.</p>	<p>ARPs, past paper results & class test results were recorded. Revision speaking was carried out in the AM before reg & during reg & break times at times during the year. The teaching of new content was finished early in the year (Feb) which allowed for revision with past papers as outlined in the schemes.</p>	



Extra-Curricular Activities		Highlights/Successes for the Year	
Francofest with QUB, Revision time for exam pupils AM and break time, French club with Yr8s, continental breakfast for European Day of Languages and a speaker from QUB to speak to the exam classes and future career progression.		Pupils entered for Francofest online, start of French club, & speaker encouraging language uptake for the coming years.	



Department Name: Geography		Head of Department: Mr M. Watson	
Departmental Targets identified at September 2021	Outcome	Evidence to support statement	Whole School / Departmental Targets for 2022-2023
<p>Feedback provided to each pupil which references that pupil's progress in relation to agreed Learning Outcomes for a chosen year group.</p> <p>Review and implementation of departmental homework policy for all year groups to ensure there is clarity for parents, pupils and staff on the expectations associated with the frequency and nature of homework.</p>	<p>The target was successfully met. The focus on KS4.</p> <p>Past paper questions and exams were used to provide feedback and to reinforce exam technique and knowledge.</p>	<p>Feedback was evident in exam papers and homework collected from students.</p> <p>Good practice was shared amongst staff and departmental meetings.</p>	<p>Feedback provided to each pupil which references that pupil's progress in relation to agreed Learning Outcomes across all Key Stages.</p>
<p>Adjustments made to teaching schedules in Year 12 (GCSE) and Year 14 (A2) for CCEA specifications.</p> <p>These adjustments are necessary as a result of changes to the arrangements for assessments announced in May 2021.</p>	<p>The target was successfully met at KS4 and KS5.</p> <p>Resources including pupil booklets, PowerPoints and revision materials were adapted for adjustments made by the exam boards.</p>	<p>Programme of study was adapted.</p> <p>New materials produced to reflect the changes.</p> <p>Assessment materials adapted to reflect changes.</p>	<p>Curricular based work focusing on enhancing learning and teaching stemming from the baseline report on classroom visits conducted across a series of lessons from February to May 2022.</p>



<p>In the majority of GCSE and GCE qualifications, CCEA has defined one unit of assessment which may be omitted for candidates completing the qualification in Summer 2022.</p> <p>This unit omission is optional, and the unit will still be available for any candidates wishing to be assessed in all units.</p> <p>Departments are to decide on and implement the best pathway for assessment in your subject area(s) at KS4 and KS5.</p> <p>Emphasis placed on examination performance for the chosen assessment pathway.</p>	<p>Paper 3 was omitted at GCSE, AS and A2.</p>		
<p>Identifying gaps in pupil subject knowledge as a result of disruptions during the pandemic. Ensure prerequisite subject knowledge that is required for new material taught this academic year is identified and where necessary taught in class.</p>			



Extra-Curricular Activities	Highlights/Successes for the Year
Belfast Hills Partnership – Year 8 orienteering exercises to Cave Hill Eco- Club	Eco –Club completed the Big School Bird Watch Eco – Club litter pick on the Glen Road Eco – Club continued partnership with Belfast Hill working on the wild garden and tree planting



Department Name: Politics		Head of Department: Mr Tom Murphy	
Departmental Targets identified at September 2021	Outcome	Evidence to support statement	Whole School / Departmental Targets for 2022-2023
<p>Feedback provided to each pupil which references that pupil's progress in relation to agreed Learning Outcomes for a chosen year group.</p> <p>Review and implementation of departmental homework policy for all year groups to ensure there is clarity for parents, pupils and staff on the expectations associated with the frequency and nature of homework.</p>	<p>A number of sets of Politics notebooks had been examined by myself and Mr. Tully during a number of departmental meetings.</p> <p>The year groups involved were Years 13 & 14 and included a top, middle and bottom band.</p> <p>All books examined had highlighted key political terms as required and also completed requisite corrections. Furthermore, all books examined included a political glossary of keywords at the back in compliance with assessment objective one.</p> <p>In terms of feedback, all students who completed ARP assignments were given both</p>	<p>Minutes from departmental meetings.</p> <p>Feedback evident in pupil note books.</p>	<p>Feedback provided to each pupil which references that pupil's progress in relation to agreed Learning Outcomes across all Key Stages.</p>



	<p>oral and written feedback on their performance. Areas for improvement were identified and targets set for the next assessment cycle.</p> <p>Both departmental members used CCEA past paper questions to best replicate the external examinations that our students will face in the Summer of 2022.</p> <p>It would be normal practice within the Politics department to give verbal feedback to students on a daily basis.</p> <p>As HOD I have made a point of contacting numerous students individually via e-mail, as well as various parents by telephone, with a view to praising students and informing their parents of their son's significant progress of late.</p>		
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<p>Adjustments made to teaching schedules in Year 12 (GCSE) and Year 14 (A2) for CCEA specifications.</p> <p>These adjustments are necessary as a result of changes to the arrangements for assessments announced in May 2021.</p> <p>In the majority of GCSE and GCE qualifications, CCEA has defined one unit of assessment which may be omitted for candidates completing the qualification in Summer 2022.</p> <p>This unit omission is optional, and the unit will still be available for any candidates wishing to be assessed in all units.</p> <p>Departments are to decide on and implement the best pathway for assessment in your subject area(s) at KS4 and KS5.</p> <p>Emphasis placed on examination performance for the chosen assessment pathway.</p>	<p>The target was successfully met at KS4 and KS5.</p> <p>The current teaching schedule was adjusted to concentrate more on the delivery of the mandatory assessment units at KS4 and KS5.</p>	<p>Teaching schedule for GHCSE, AS and A2 Politics was adapted.</p> <p>Assessment materials adapted to reflect changes and there was an emphasis on exam preparation for the mandatory assessment units.</p>	<p>Curricular based work focusing on enhancing learning and teaching stemming from the baseline report on classroom visits conducted across a series of lessons from February to May 2022.</p>
<p>Identifying gaps in pupil subject knowledge as a result of disruptions during the pandemic. Ensure prerequisite subject knowledge that is required for new material taught this academic</p>	<p>The department revisited content covered with the Year 11 cohort in 2021-22 to ensure any perquisite</p>	<p>Made adaptations to existing schemes of work to include coverage of prerequisite material necessary for progression at Year 12 and Year 14</p>	



year is identified and where necessary taught in class.	knowledge for Year 12 GCSE was understood. The same was conducted with Year 14 pupils.		
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Extra-Curricular Activities	Highlights/Successes for the Year
	<p>We are very proud of the examination results achieved by pupils studying in the Politics department.</p> <p>A summary of the results:</p> <ul style="list-style-type: none">• GCSE 93% A*-C• AS 95% A*-C• A2 86% A*-C



Department Name: IRISH		Head of Department: Mr C FLYNN	
Departmental Targets identified at September 2021	Outcome	Evidence to support statement	Whole School / Departmental Targets for 2022-2023
<p>Feedback provided to each pupil which references that pupil's progress in relation to agreed Learning Outcomes for a chosen year group.</p> <p>Review and implementation of departmental homework policy for all year groups to ensure there is clarity for parents, pupils and staff on the expectations associated with the frequency and nature of homework.</p>	<p>Feedback in line with departmental policy was given and targets were met. Reflecting, at the midway point, it was noted that more emphasis was needed on work presentation and that teachers would highlight this with pupils. Improvements were noted in this area by the end of the year.</p>	<p>Minutes of departmental meetings on homework and feedback.</p> <p>Homework and feedback policies.</p> <p>Books were presented from top, middle and bottom pupils and discussed at departmental meetings.</p> <p>Photographs taken of pupil work and feedback given on it. Kept on file.</p>	<p>Feedback provided to each pupil which references that pupil's progress in relation to agreed Learning Outcomes across all Key Stages.</p>



<p>Adjustments made to teaching schedules in Year 12 (GCSE) and Year 14 (A2) for CCEA specifications.</p> <p>These adjustments are necessary as a result of changes to the arrangements for assessments announced in May 2021.</p> <p>In the majority of GCSE and GCE qualifications, CCEA has defined one unit of assessment which may be omitted for candidates completing the qualification in Summer 2022.</p> <p>This unit omission is optional, and the unit will still be available for any candidates wishing to be assessed in all units.</p> <p>Departments are to decide on and implement the best pathway for assessment in your subject area(s) at KS4 and KS5.</p> <p>Emphasis placed on examination performance for the chosen assessment pathway.</p>	<p>There were no changes to Irish GCSE and A Level specifications for the 2022 examination series.</p> <p>There was an optional omission of the Speaking assessment but as a department we decided that all pupils would complete all modules as an opportunity to boost marks.</p> <p>SoW was therefore not adjusted but some timings were amended in order to revise some of the topics covered in home learning byt the GCSE class. This was also helped by the weekly revision classes provided at GCSE.</p>	<p>Pupils were confident that they were able to maximise their marks having done the Speaking exam.</p> <p>SoW</p> <p>ARP and class test results</p>	<p>Curricular based work focusing on enhancing learning and teaching stemming from the baseline report on classroom visits conducted across a series of lessons from February to May 2022.</p>
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Identifying gaps in pupil subject knowledge as a result of disruptions during the pandemic. Ensure prerequisite subject knowledge that is required for new material taught this academic year is identified and where necessary taught in class.	Assessment for learning strategies were used regularly to ensure that pupils had prerequisite knowledge for each topic. Extensive use of Google Classroom as a tool to allow pupils to access all necessary materials	Progress made in ARPs. Well populated Google Classroom and evidence of pupils accessing materials and interacting through that platform.	
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Extra-Curricular Activities	Highlights/Successes for the Year
Please provide details of any extra-curricular activities/enrichment that your department is involved in. Silver Fáinne awards.	Examples can include examination results, success in competitions etc. Two new members of staff in Year 8.



Gaeltacht	Increased numbers in Year 9.
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Department Name: LLW		Head of Department: Mr S McGoldrick	
Departmental Targets identified at September 2021	Outcome	Evidence to support statement	Whole School / Departmental Targets for 2022-2023
<p>Feedback provided to each pupil which references that pupil's progress in relation to agreed Learning Outcomes for a chosen year group.</p> <p>Review and implementation of departmental homework policy for all year groups to ensure there is clarity for parents, pupils and staff on the expectations associated with the frequency and nature of homework.</p>	<p><i>Detailed marking was evident although it was pointed out that greater evidence of student work after the advice was required.</i></p>	<p><i>Books were provided from a range of Year 11 students.</i></p> <p><i>(Outcome from book scoops)</i></p>	<p>Feedback provided to each pupil which references that pupil's progress in relation to agreed Learning Outcomes across all Key Stages.</p>
<p>Adjustments made to teaching schedules in Year 12 (GCSE) and Year 14 (A2) for CCEA specifications.</p> <p>These adjustments are necessary as a result of changes to the arrangements for assessments announced in May 2021.</p> <p>In the majority of GCSE and GCE qualifications, CCEA has defined one unit of assessment which may be omitted for</p>	<p><i>The target was met although in this subject the CA task was removed and the rest of the course, namely the three modules, remained with no change.</i></p>	<p>SOW remained as it was previously although the timings relating to the teaching of each module were changed. The students completed mock examinations in all three units for the first time in the school. This was deemed necessary because the students had no exam experience, and this was done in the exam hall under</p>	<p>Curricular based work focusing on enhancing learning and teaching stemming from the baseline report on classroom visits conducted across a series of lessons from February to May 2022.</p>



<p>candidates completing the qualification in Summer 2022.</p> <p>This unit omission is optional, and the unit will still be available for any candidates wishing to be assessed in all units.</p> <p>Departments are to decide on and implement the best pathway for assessment in your subject area(s) at KS4 and KS5.</p> <p>Emphasis placed on examination performance for the chosen assessment pathway.</p>		<p>strict exam conditions. This enabled teachers to view pupil progress and check if the adjustments to the teaching were adequate.</p>	
<p>Identifying gaps in pupil subject knowledge as a result of disruptions during the pandemic. Ensure prerequisite subject knowledge that is required for new material taught this academic year is identified and where necessary taught in class.</p>	<p>The previous year meant that the Employability unit had to be re-taught and provision for the teaching of Personal Development was included towards the end of Year 12(1st taught Sept of Year 11).</p>	<p>All three modules were taught, and all aspects of the course were covered. A formal mock and in-class tests were used to ensure any gaps had been filled.</p>	



Department Name: Maths Head of Department: Mrs S O'Neill			
Departmental Targets identified at September 2021	Outcome	Evidence to support statement	Whole School / Departmental Targets for 2022-2023
<p>Feedback provided to each pupil which references that pupil's progress in relation to agreed Learning Outcomes for a chosen year group.</p> <p>Review and implementation of departmental homework policy for all year groups to ensure there is clarity for parents, pupils and staff on the expectations associated with the frequency and nature of homework.</p>	<p>Target met.</p> <p>Department agreed to use Year 9 as the focus group and identified the key learning outcomes that feedback will be provided against (21st Sept).</p> <p>Departmental meeting (21st Oct): Updated Departmental Marking Policy (Sept 2021) – SON discussed the recent changes to the Departmental Marking Policy, taking time to go over the new table on the first page.</p> <p>Year 9 Book Look Term 1 (9th Nov): The first two weeks of September 2021, all Year 9 teachers delivered the M1 Handling Data material in class and the department selected and agreed that the following 4 MyMaths tasks would best assess</p>	<p>Departmental meeting minutes (21st Sept) to discuss homework and feedback policies. Feedback policy sent to GOC by 1st Oct.</p> <p>Departmental meeting minutes (21st Oct)</p> <p>Year 9 Book Look Term 1: Departmental meeting minutes (9th Nov). One pupil from each Year 9 class was selected at random on MyMaths. Feedback discussed within department and screenshot of evidence taken. A few homework's were identified</p>	<p>Feedback provided to each pupil which references that pupil's progress in relation to agreed Learning Outcomes across all Key Stages.</p>



	<p>pupils understanding of this material; <u>Introducing data</u>, <u>Frequency trees</u>, <u>Mean and mode</u> and <u>Reading Pie Charts</u>. Aspects of these were also included in the <u>Year 9 ARP 1</u> assessment.</p> <p>Year 9 Book Look Term 2 (24th Feb): Year 9 teachers shared samples of pupils' work on Percentages. Feedback discussed within department and SON took photographs as evidence. ML showed the department his use of online marking via Google Classroom.</p> <p>Departmental meeting (14th Mar): Department reviewed first-hand evidence of marking from the departmental minutes dated 9/11/21 and 24/2/22. Department discussed which pieces of work would be good practice. SON asked department to think about exemplar work to be held by SON for reference in a good practice folder and she asked each Year 9 teacher to send two pieces of this evidence (photographs) via email, and any other work that would be</p>	<p>that need to be followed up with phone calls home.</p> <p>Year 9 Book Look Term 2: SON recorded first hand evidence of Year 9 Book Look (Percentages) with photographs and included them in the departmental meeting minutes (24th Feb).</p> <p>Departmental meeting minutes (14th Mar): Year 9 teachers to use the second question and the last question from the Year 9 ARP 3 for providing pupils with written feedback on Straight Line graphs. Photographs of this work was emailed to SON.</p> <p>Year 9 teachers to send two pieces of evidence of good practice (i.e. photographs) via email to SON and any other work that would be appropriate.</p>	
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	<p>appropriate. Year 9 teachers agreed to use two questions from the Year 9 ARP 3 for providing pupils with written feedback on Straight Line graphs (2nd and last question on the ARP 3 assessment). Department discussed using a generic homework to provide feedback for areas of circles.</p>	<p>SON created folder of first-hand evidence and of Good Practice.</p>	
<p>Adjustments made to teaching schedules in Year 12 (GCSE) and Year 14 (A2) for CCEA specifications.</p> <p>These adjustments are necessary as a result of changes to the arrangements for assessments announced in May 2021.</p> <p>In the majority of GCSE and GCE qualifications, CCEA has defined one unit of assessment which may be omitted for candidates completing the qualification in Summer 2022.</p> <p>This unit omission is optional, and the unit will still be available for any candidates wishing to be assessed in all units.</p>	<p>Target met.</p> <p>Departmental work (24th August): Department agreed on the best pathway for assessment at KS4 and KS5.</p> <p>Departmental meeting (21st Oct): Departmental action to manage the changes to assessment requirements at S4 and KS5 – SON went through the agreed pathways for KS3, KS4 and KS5. Attention was drawn to agreed omitted exams.</p>	<p>Departmental work (24th August): Agreed <u>Departmental Assessment Pathway 2021-22</u> sent to GOC.</p> <p>Departmental meeting minutes (21st Oct) Assessment Arrangements for CCEA Qualifications 2021/22 were discussed and agreed.</p> <p>Nov and Summer mark-sheets set up and exams entries completed.</p>	<p>Curricular based work focusing on enhancing learning and teaching stemming from the baseline report on classroom visits conducted across a series of lessons from February to May 2022.</p>



<p>Departments are to decide on and implement the best pathway for assessment in your subject area(s) at KS4 and KS5.</p> <p>Emphasis placed on examination performance for the chosen assessment pathway.</p>	<ul style="list-style-type: none">• There will be no unit omissions from GCSE Maths. Examination aids will be provided.• GCSE Statistics candidates are permitted the option of completing the examination for Unit 1 and a controlled assessment task for Unit 2, as an alternative to the Unit 2 examination - pupils will be entered for both Unit 1 & Unit 2 in Summer 2022.• GCSE Further maths, Defined Unit/ Component for Omission Summer 2022 One from Unit 2 or 3 or 4. Enter GCSE FM pupils for both Unit 1 (Pure) & Unit 3 (Statistics) in Summer 2022.• AS Maths, Defined Unit/ Component for Omission Summer 2022 - Unit 2. Pupils will complete both units.• A2 Maths, Defined Unit/ Component for Omission		
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	<p>Summer 2022 - Unit 2. Pupils will complete Unit 1 ONLY.</p> <ul style="list-style-type: none"> • A2 Further Maths, Defined Unit/ Component for Omission Summer 2022 - Unit 2. Pupils will complete Unit 1 ONLY. 		
<p>Identifying gaps in pupil subject knowledge as a result of disruptions during the pandemic. Ensure prerequisite subject knowledge that is required for new material taught this academic year is identified and where necessary taught in class.</p>	<p>Target met.</p> <p>Departmental work (24th August): Department agreed on the best pathway for assessment at KS4 and KS5.</p> <p>KS3</p> <p>Year 8 - Continue with delivery of M1 as usual</p> <p>Year 9 Begin Year 9 with missed M1 Handling Data work from Year 8. Use the first two weeks of Sept to cover missed work on M1 Handling Data work FROM Year 8 and then continue with delivery</p>	<p>Departmental work (24th August): Agreed <u>Departmental Assessment Pathway 2021-22</u> sent to GOC.</p> <p>The first two weeks of September 2021, all Year 9 teachers delivered the M1 Handling Data material in class</p>	



	<p>of M2 work. Use common MyMaths tasks/Google Form Quiz to assess pupil understanding of M1 Handling Data during Sept 2021.</p> <p>Year 10 Prepare pupils for external CCEA exams at the end of Year 10 (M2/M3). Continue with delivery of M2/M3 as usual, depending on class streaming.</p> <p style="text-align: center;">GCSE Maths</p> <p>There will be no unit omissions from GCSE Maths. Examination aids will be provided. All Year 11 classes to sit unit exam (M2/M3) on Wednesday 1st Dec. All classes to sit completion exam (M5/M6) with cash-in at the end of Year 11. (*11G & 11H will sit both M4 and M8 with cash-in at the end of Year 11). Year 12 pupils have no previous exam unit scores. 12A-12F GCSE Maths classes to sit unit and completion exams with cash-in on Monday 29th Nov 2021. Results released and reviewed on Thursday 10</p>	<p>and the department selected and agreed that the following 4 MyMaths tasks would best assess pupils understanding of this material; <u>Introducing data</u>, <u>Frequency trees</u>, <u>Mean and mode</u> and <u>Reading Pie Charts</u>. Aspects of these were also included in the <u>Year 9 ARP 1</u> assessment.</p>	
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	<p>February 2022. All pupils in 12A – 12F to be entered for exams in summer 2022 to enhance overall grade.</p> <p style="text-align: center;">GCSE Statistics</p> <p>Begin delivery of GCSE Statistic course – no missed prerequisite knowledge</p> <p style="text-align: center;">GCSE Further Maths</p> <p>Begin delivery of GCSE Further Maths course (Unit 1 and 3) – no missed prerequisite knowledge.</p> <p style="text-align: center;">AS Maths</p> <p>Begin delivery of AS Maths course - Aim to cover the full specification (Unit 1 and 2).</p> <p>A2 MathsBegin delivery of A2 Further Maths Unit 1 – no missed prerequisite knowledge.</p> <p style="text-align: center;">A2 Further Maths</p>		
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	Begin delivery of A2 Further Maths Unit 1 – no missed prerequisite knowledge.		
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Extra-Curricular Activities	Highlights/Successes for the Year
<p>Transition into Year 8 Maths: Gold, Silver and Bronze Certificates were awarded to our Year 8's for completing all their MyMaths summer learning work. They had been allocated ten 'transition' tasks to complete over the summer on the <i>mymaths.co.uk</i> website to help bridge the learning between P7 and Year 8. Prizes were also given out to the top performing pupils in each Year 8 Maths class.</p> <p>Michael Smith continued in his role in the Engage Programme and was able to support KS4 pupils.</p> <p>Our Year 8 pupils participated in the Numeracy Treasure Hunt for Maths Week Ireland in November 2021.</p> <p>Continued commitment from departmental members to provide afterschool revision sessions.</p>	<p>This year Bradley Bell (14G) was the well-deserving recipient of the Br Lynam bursary receiving a cheque for £1000 which will help him continue his studies.</p> <p>All Year 11 and 12 pupils availed of a GCSE Mock exam in Oct 2021, before the Halloween break, ahead of their Nov GCSE exams. This was a successful event as exam protocols were explained and helped prepare the pupils for their first GCSE exams.</p> <p>CCEA's November series of exams:</p> <ul style="list-style-type: none"> • These external exams are normally sat in January, however given the knock-on effect of the pandemic CCEA moved these exams earlier this year to November. The timing of this exams was welcomed within the maths department as we found the pupils to be more focus and engaged on revision; and their revision was broken with Christmas exams and the Christmas break. • Attendance for the Nov GCSE exams was very good. Only 3 Year 11s and 7 Year 12 pupils missed the Nov GCSE exams due to self-isolation etc. • The November exam results were particularly strong e.g. <u>86 Year 11 pupils receiving full UMS marks in the M3 unit (48%). 156 of our Year 11 pupils (178 in total) achieved a grade C or better (87.6%).</u> Out of or 124 Year 12



Mary McGettigan joined the department in January (two days per week) to offer extra support to KS3 and KS4 pupils. In March, this provision increased to 3 days per week.

The maths department ran two very well attended **Revision Clinics** during the INSET Days, Wednesday 30th March (9:00 – 15:15) and Thursday 7th April 2022 (15:30 – 16:30).

Planning for 2022/23:

- All Year 10 classes next year (starting Sept 2022) will now be allocated **6 periods of maths per week**. This is an increase of one class per week and will help prepare the Year 10s for their GCSE maths exam (M2 or M3) at the end of KS3.
- The Year 8 E/D/F split next year (starting Sept 2022) will received two extra periods per week to for the maths department to deliver **Numeracy enrichment** classes.

pupils sitting a full GCSE maths for the first time, 93 of them achieved a grade C or better (75%), bringing our overall percentage A*-C for Year 12s to 81% in February 2022.

Claire McCabe was nominated for the 10th Annual Blackboard Awards 2022. She was also presented with the Cirdan award for STEM Teaching Ambassador in March 2022.

CCEA's Summer series of exams – the maths department were able to enter Year 10s for their M2/M3 exam at the end of KS3 for the first time in two years. We were also able to cash-in our Year 11s at the end of Year 11 for the first time in two years.

We have secured **two AS Maths classes** timetabled for Sept 2022.



Department Name: Media		Head of Department: Mrs C McComb	
Departmental Targets identified at September 2021	Outcome	Evidence to support statement	Whole School / Departmental Targets for 2022-2023
<p>Feedback provided to each pupil which references that pupil's progress in relation to agreed Learning Outcomes for a chosen year group.</p> <p>Review and implementation of departmental homework policy for all year groups to ensure there is clarity for parents, pupils and staff on the expectations associated with the frequency and nature of homework.</p>	<p>Through departmental discussion, we negotiated a written feedback policy determining the nature and frequency of written feedback, including homework, over the course of a term and piloted the application of its use in year 11.</p> <p>Errors in punctuation, spelling and grammar are corrected in accordance with the literacy marking framework for the key topic(s). We sought, where possible, to check all other pupil work by dating, and signing work during lessons.</p> <p>My department fully implements its homework policy to ensure that appropriate homework is issued to pupils on a regular basis. Parents fully informed about expectations relating to homework.</p>	<p>Feedback on departmental book look indicated that work was marked and feedback given on the agreed key learning objectives but not all pupils had acted on the feedback given. The department has begun to create D.I.R.T. (Direct Improvement and Reflection Time) booklets for key assessments as an Assessment for Learning tool that will encourage pupils to take ownership of their work</p>	<p>Feedback provided to each pupil which references that pupil's progress in relation to agreed Learning Outcomes across all Key Stages.</p>



	<p>The feedback issued to pupils was provided for key learning objectives that were identified in advance by the department for each topic.</p>		
<p>Adjustments made to teaching schedules in Year 12 (GCSE) and Year 14 (A2) for CCEA specifications.</p> <p>These adjustments are necessary as a result of changes to the arrangements for assessments announced in May 2021.</p> <p>In the majority of GCSE and GCE qualifications, CCEA has defined one unit of assessment which may be omitted for candidates completing the qualification in Summer 2022.</p> <p>This unit omission is optional, and the unit will still be available for any candidates wishing to be assessed in all units. Departments are to decide on and implement the best pathway for assessment in your subject area(s) at KS4 and KS5.</p>	<p>There was a reduction in the course content at about GCSE (EDUQAS) and A-Level (WJEC).</p> <p>It was announced in December 2021 that there would be a reduction in the units being assessed at GCSE, however these changes were not communicated to schools until the middle of February 2022. This decision meant that valuable time had been wasted in the first term teaching content that was rendered obsolete. Booster sessions and revision classes were taught to mitigate against these circumstances.</p>	<p>Schemes of work for GCSE and A-Level</p> <p>Amended teaching resources</p> <p>Communication with parents regarding changes to specifications</p> <p>Revision booklets revised</p>	<p>Curricular based work focusing on enhancing learning and teaching stemming from the baseline report on classroom visits conducted across a series of lessons from February to May 2022.</p>



<p>Emphasis placed on examination performance for the chosen assessment pathway.</p>	<p>Revision booklets were revised and refined to reflect the amended specification.</p> <p>Schemes of work were amended accordingly to focus on the identified aspects of the course.</p>		
<p>Identifying gaps in pupil subject knowledge as a result of disruptions during the pandemic. Ensure prerequisite subject knowledge that is required for new material taught this academic year is identified and where necessary taught in class.</p>	<p>We revisited content covered with year 12s during lockdown when they returned to school in April 2021.</p> <p>Creation of retrieval packs and these were used to inform homework tasks.</p>	<p>Made adaptations to existing schemes of work to include coverage of prerequisite material necessary for progression at year 12.</p> <p>Retrieval packs</p> <p>Homework tasks</p>	

<p>Extra-Curricular Activities</p>	<p>Highlights/Successes for the Year</p>
<p>KS3 Halloween competition in the use of stop-motion animation.</p>	<p>Development of pupil booklets to facilitate new set texts and revision booklets produced.</p> <p>Use of visualisers in class to demonstrate annotation of texts has proven to be very effective and videos were recorded via Loom demonstrating the skill of annotation with the visualiser.</p> <p>Investment in equipment such as tripods and lighting.</p>



	<p>Departmental members participated in a number of subject specific webinars on the teaching of Media Studies and course content at GCSE and A-Level.</p>
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Department Name: Music		Head of Department: Miss K Porter	
Departmental Targets identified at September 2021	Outcome	Evidence to support statement	Whole School / Departmental Targets for 2022-2023
<p>Feedback provided to each pupil which references that pupil's progress in relation to agreed Learning Outcomes for a chosen year group.</p> <p>Review and implementation of departmental homework policy for all year groups to ensure there is clarity for parents, pupils and staff on the expectations associated with the frequency and nature of homework.</p>	<p>Individual feedback has been given regularly to pupils verbally on a lesson-to-lesson basis (as would be the main method of feeding back to pupils in Music as a largely practical subject). Written feedback has been enhanced using a new feedback format that gives opportunity to measure progress and feed back to pupils regularly as they progress through an extended task over a number of lessons.</p> <p>The homework policy has been successfully implemented and gives flexibility to individual teachers in light of the aims of developing skills in all three components of the Music curriculum; listening, composing and performing.</p>	<p>Pupils receive ongoing verbal feedback and, using a new feedback format, there is evidence in work booklets of pupils receiving regular updates on meeting targets and updating targets. The success criteria are clear and identifiable throughout the learning process. Staff uploaded examples of feedback onto a shared google drive and we discussed standardising our feedback during department meetings on a termly basis.</p> <p>Completion of a range of homework tasks are evident in booklets and on Google Classroom. Evidence of performance practice at home is monitored entirely by individual teachers and pupils receive verbal feedback in class.</p>	<p>Feedback provided to each pupil which references that pupil's progress in relation to agreed Learning Outcomes across all Key Stages.</p>



<p>Adjustments made to teaching schedules in Year 12 (GCSE) and Year 14 (A2) for CCEA specifications.</p> <p>These adjustments are necessary as a result of changes to the arrangements for assessments announced in May 2021.</p> <p>In the majority of GCSE and GCE qualifications, CCEA has defined one unit of assessment which may be omitted for candidates completing the qualification in Summer 2022.</p> <p>This unit omission is optional, and the unit will still be available for any candidates wishing to be assessed in all units.</p> <p>Departments are to decide on and implement the best pathway for assessment in your subject area(s) at KS4 and KS5.</p>	<p>With regard to GCSE, all units have been included for 2022. CCEA reduced the workload for performance and composition units.</p> <p>With regards to A2 Music, the only optional omission was for the composition unit. All candidates had previously performed strongly at AS level in this unit. The decision was made that it was in the best interests of all the candidates to retain composition and deliver the A2 course in full.</p>	<p>All components of the GCSE course have been delivered in line with course requirements for 2022 with no modification to the SoW.</p> <p>At A2 level no modifications were made to the SoW as the course was delivered in full with the same weighting for each unit as previous years.</p>	<p>Curricular based work focusing on enhancing learning and teaching stemming from the baseline report on classroom visits conducted across a series of lessons from February to May 2022.</p>



<p>Emphasis placed on examination performance for the chosen assessment pathway.</p>			
<p>Identifying gaps in pupil subject knowledge as a result of disruptions during the pandemic. Ensure prerequisite subject knowledge that is required for new material taught this academic year is identified and where necessary taught in class.</p>	<p>At GCSE and A2 level the challenges of the listening and appraising unit were recognised. Additional scaffolding listening tasks and analysis questions were adopted to improve pupil listening skills and broaden knowledge of musical styles.</p>	<p>As no modifications were applicable for the GCSE and A2 Music SoW, staff focussed attention on sharing and creating additional resources using Google Classroom. This included Google Slides flash cards for all areas of study and quiz revision tasks enabling teachers to monitor progress during study leave.</p>	



Extra-Curricular Activities	Highlights/Successes for the Year
<p>Extra-Curricular delivery has still been curtailed to an extent this year due to the pandemic. Choir rehearsals had to be socially distanced and not at full capacity. However, the orchestra, rock groups and the traditional group had regular weekly rehearsals. A lunch-time music technology club was created in the spring term. All instrumental lessons continued following covid guidelines.</p>	<ul style="list-style-type: none">• All candidates who entered Rock School and ABRSM exams achieved pass, merit or distinction.• The creation of the Christmas Music Department video involving the orchestra, solo singers, YR8 and 9 choir, rock group and the traditional group gained a very positive response both within the school community and further afield.• The delivery of music technology has been expanded to include KS3. The department now has two fully equipped classrooms with 10 apple macs and attached keyboards in each room.



Department Name: PE		Head of Department: Mr C. Hynds	
Departmental Targets identified at September 2021	Outcome	Evidence to support statement	Whole School / Departmental Targets for 2022-2023
<p>Feedback provided to each pupil which references that pupil's progress in relation to agreed Learning Outcomes for a chosen year group.</p> <p>Review and implementation of departmental homework policy for all year groups to ensure there is clarity for parents, pupils and staff on the expectations associated with the frequency and nature of homework.</p>	<p>In BTEC Sport 14 we conduct Internal Verification, in accordance to Pearson guidelines.</p> <p>Verbal feedback and formative feedback given during and after assignment task, to allow for pupils to amend written work.</p> <p>Feedback and progress in relation to set Assessment criteria of that particular unit of work.</p> <p>This is supplemented by External Verification/Moderation at the end of every academic year. A written report is given to Dept. from External Verifier and used to amend practices in next academic year.</p> <p>Homework Policy has been effective with each year group, with all stakeholders knowing expectations of this policy. As a Dept. we will review and if</p>	<p>Feedback policy has been implemented for BTEC Sport.</p> <p>A successful External Verification process highlights this.</p> <p>Written EV Report.</p> <p>Comments from BTEC External Verifier:</p> <p>'The Internal Verifier has provided good feedback to the Assessor, highlighting good practice.'</p> <p>'The assessment decisions are accurate, and all work has been appropriately authenticated.'</p>	<p>Feedback provided to each pupil which references that pupil's progress in relation to agreed Learning Outcomes across all Key Stages.</p>



	<p>needed amend this policy, when we feel necessary.</p>	<p>‘Work is well annotated and comprehensive feedback has been provided. Well done.’</p>	
<p>Adjustments made to teaching schedules in Year 12 (GCSE) and Year 14 (A2) for CCEA specifications.</p> <p>These adjustments are necessary as a result of changes to the arrangements for assessments announced in May 2021.</p> <p>In the majority of GCSE and GCE qualifications, CCEA has defined one unit of assessment which may be omitted for candidates completing the qualification in Summer 2022.</p> <p>This unit omission is optional, and the unit will still be available for any candidates wishing to be assessed in all units.</p> <p>Departments are to decide on and implement the best pathway for assessment in your subject area(s) at KS4 and KS5.</p>	<p>Initially, we adapted our Year 11, 12 and 14 SoWs/Assessment plans in August/September 2021 to include content that was essential as a prerequisite for further learning but was missed from Year 11 and 13 teaching.</p> <p>We adjusted not only the subject content to include necessary GCSE material but also the timing of the delivery of subject content.</p> <p>GCSE Sports Studies: As a Dept. we chose to omit a unit (Component 2)</p>	<p>BTEC Sport: As we used Z/U Tag for the last academic year, we also had an option of ‘Streamlining’ units for this academic year. We felt this was not needed and delivered Year 2 of the course, as per the course specification.</p> <p>As a Dept. we chose to omit a unit (Component2)</p> <p>Revision material was reviewed, analysed and produced for Component 1.</p>	<p>Curricular based work focusing on enhancing learning and teaching stemming from the baseline report on classroom visits conducted across a series of lessons from February to May 2022.</p>



<p>Emphasis placed on examination performance for the chosen assessment pathway.</p>		<p>As per CCEA Guidance, we covered all content of the spec.</p>	
<p>Identifying gaps in pupil subject knowledge as a result of disruptions during the pandemic. Ensure prerequisite subject knowledge that is required for new material taught this academic year is identified and where necessary taught in class.</p>	<p>Through testing, feedback and through teacher experience, we identified gaps in pupil knowledge. From these findings we identified strategies to combat this.</p>	<p>Adaptations made to existing to SoW to include the coverage of prerequisite material that was necessary for progression in 2021-22 academic year.</p> <p>Teaching and Revision Materials were reviewed and evaluated, then produced to cover spec and ensure all subject knowledge was covered.</p> <p>Use of PGCE Student teacher to conduct revision Clinics.</p>	
<p>Department members involved in numerous extra-curricular teams through the year.</p>	<p>Year 8 Hurlers – Ulster Schools Winners.</p>		



<p><u>Year 12 GCSE</u></p> <p>For Year 12 Schemes of Work where pupils are 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>			<p><u>Departmental action to manage the changes to assessment requirements at KS4 and KS5.</u></p> <ul style="list-style-type: none">• Decide on the best pathway for assessment in your subject area(s) at KS4 and KS5.• Adapt as necessary the KS4 and KS5 teaching schedules to ensure that there is adequate focus on coverage of units being examined along with necessary prerequisite material for non-examined units to permit successful pupil progression in 2022-23 where all units will be examined.• Review and adapt as necessary the KS4 and KS5 SoW to include enhanced resourcing for public examination preparation. Pupils will have no or limited examination experience over the last two years.
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Department members involved in numerous extra-curricular teams through the year.	Year 8 Hurlers – Ulster Schools Winners.
Extra-Curricular Activities	Highlights/Successes for the Year
Department members involved in numerous extra-curricular teams through the year. These have been recorded in the quarterly school Ethos reports to the Board of Governors.	Year 8 Hurlers – Ulster Schools Winners.



Department Name: Religion		Head of Department: Mrs Claire Wright	
Departmental Targets identified at September 2021	Outcome	Evidence to support statement	Whole School / Departmental Targets for 2022-2023
<p>Feedback provided to each pupil which references that pupil's progress in relation to agreed Learning Outcomes for a chosen year group.</p> <p>Review and implementation of departmental homework policy for all year groups to ensure there is clarity for parents, pupils and staff on the expectations associated with the frequency and nature of homework</p>	<p>We chose to focus on Key Stage 4 for this target (both year groups). Key learning outcomes were identified and we agreed to focus on the feedback provided in A.O.2 tasks (critical evaluation). This target has been achieved, with a noticeable improvement in the students' ability to complete 10-mark evaluation tasks as a result of constructive feedback from teachers and clear direction as to how they can improve performance in these tasks.</p> <p>We reviewed our departmental policies for homework, marking and feedback to ensure clarity and consistency in our approach</p> <p>The feedback from book looks indicate that most pupils are meeting the standard set for the key learning objectives for the chosen year group and evidence suggests that pupils are acting on</p>	<p>Completed book/work sharing forms from all Key Stage 4 teachers. This took place twice in the academic year and evidence has been scanned and shared with GOC previously.</p> <p>The guidance and feedback given to Year 12 students regarding the completion of 10-mark evaluation tasks proved extremely beneficial, as evidenced in the Year 12 controlled assessment results which replaced the unit omitted due to Covid (Marks's Gospel). The students achieved great success in this task and this bodes well for their GCSE exam (Christian Ethics) in May.</p>	<p>Feedback provided to each pupil which references that pupil's progress in relation to agreed Learning Outcomes across all Key Stages.</p>



	<p>feedback provided to improve their work. The book looks certainly highlight that all teachers in the RE department are thorough in their approach to marking for improvement at Key Stage 4.</p> <p>The RE department fully implements its homework policy to ensure that appropriate homework is issued to pupils on a regular basis at all key stages. <i>Parents have been informed about expectations relating to homework.</i></p>	<p>Departmental homework policy has been agreed and shared with parents and SLT line managers.</p> <p>Minutes of meetings</p>	
<p>Adjustments made to teaching schedules in Year 12 (GCSE) and Year 14 (A2) for CCEA specifications.</p> <p>These adjustments are necessary as a result of changes to the arrangements for assessments announced in May 2021.</p> <p>In the majority of GCSE and GCE qualifications, CCEA has defined one unit of assessment which may be omitted for</p>	<p>The pandemic has presented a number of challenges including: increased student absences and; the need for a greater focus on developing writing skills in addition to delivering content.</p> <p>At GCSE level, CCEA permitted the omission of one unit from examination, with controlled assessment replacing this omitted unit (Mark's Gospel). Two weeks</p>	<p>Due to the omission of one unit, we did not need to amend the Year 12 SoW as we had sufficient time to cover the course.</p> <p>Once the controlled assessment tasks were released, MR and I had a meeting to discuss the mark scheme and any queries regarding the assessment strategy.</p>	<p>Curricular based work focusing on enhancing learning and teaching stemming from the baseline report on classroom visits conducted across a series of lessons from February to May 2022.</p>



<p>candidates completing the qualification in Summer 2022.</p> <p>This unit omission is optional, and the unit will still be available for any candidates wishing to be assessed in all units.</p> <p>Departments are to decide on and implement the best pathway for assessment in your subject area(s) at KS4 and KS5.</p> <p>Emphasis placed on examination performance for the chosen assessment pathway.</p>	<p>were set aside to prepare for the controlled assessment task. We chose to omit the Mark's Gospel unit from examination as students tend to engage and perform better in the Ethics unit.</p> <p>At A2 level, CCEA permitted the omission of one unit from examination. We omitted the Celtic Church unit. The students are fully prepared to sit the Themes in the Synoptic Gospels unit in June. This choice was based on historical results as students tend to perform better in the Themes in the Synoptic Gospels unit.</p>	<p>MR and I moderated the top, middle and bottom controlled assessment tasks from each of our GCSE classes. Our marks were undisputed and details of the moderation process have been attached to this document.</p> <p>MR and I (CW), regularly met to discuss both pupil attainment in GCSE end of unit tests as well as the progression of the course. We followed the same pattern of delivery and the same timeframe for the completion of each unit. We shared pupil responses to ensure consistency in our approach to marks.</p>	
<p>Identifying gaps in pupil subject knowledge as a result of disruptions during the pandemic. Ensure prerequisite subject knowledge that is required for new material taught this academic year is identified and where necessary taught in class.</p>	<p>There were no issues regarding gaps in knowledge as the GCSE and A Level units are standalone and require no previous knowledge. We did notice, however, that students struggled with exam technique and so we</p>	<p>GCSE end of topic tests highlighted which students were/weren't following the guidance suggested by the class teacher re. technique. Structured feedback provided to students in addition to self-evaluation forms also verified the extent to which these skills had developed.</p>	



	set aside class time to discuss model answers and writing strategies.	The feedback on all A-level essays was extensive and constructive.	
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Extra-Curricular Activities	Highlights/Successes for the Year
Social Justice Advocacy Group SVP Edmund Rice International Zoom meetings	All Year 12 students passed the controlled assessment task A significant amount of charitable work has been carried out by the department Chaplaincy work in progress to create a revised model in West Belfast schools



Department Name: Science		Head of Department: Mr S. Kelly	
Departmental Targets identified at September 2021	Outcome	Evidence to support statement	Whole School / Departmental Targets for 2022-2023
<p>Feedback provided to each pupil which references that pupil's progress in relation to agreed Learning Outcomes for a chosen year group.</p> <p>Review and implementation of departmental homework policy for all year groups to ensure there is clarity for parents, pupils and staff on the expectations associated with the frequency and nature of homework.</p>	<p>We partially met the target in that a number of the tasks were completed with feedback provided and pupil corrections noted. We did not get time to complete all the feedback tasks due to time constraints of getting the course finished.</p> <p>This was agreed upon and the target has been met and detailed in our departmental homework policy.</p>	<p>We used departmental time to complete book scoops to compare our progress with the method of feedback</p> <p>Departmental minutes note the discussion and the final policy agreed upon within the department</p>	<p>Feedback provided to each pupil which references that pupil's progress in relation to agreed Learning Outcomes across all Key Stages.</p>



<p>Adjustments made to teaching schedules in Year 12 (GCSE) and Year 14 (A2) for CCEA specifications.</p> <p>These adjustments are necessary as a result of changes to the arrangements for assessments announced in May 2021.</p> <p>In the majority of GCSE and GCE qualifications, CCEA has defined one unit of assessment which may be omitted for candidates completing the qualification in Summer 2022.</p> <p>This unit omission is optional, and the unit will still be available for any candidates wishing to be assessed in all units.</p> <p>Departments are to decide on and implement the best pathway for assessment in your subject area(s) at KS4 and KS5.</p> <p>Emphasis placed on examination performance for the chosen assessment pathway.</p>	<p>For all exam classes we omitted the practical element.</p> <p>Course content was readjusted to follow the specification order.</p> <p>Year 12s were put in for their Year 11 module in November and the first month of the school term was used to finish course content and prepare for those exams.</p> <p>For Year 12 topics to ensure all pre requisite knowledge was covered we began each topic at key stage 3 level to ascertain pupils' understanding of the concepts.</p> <p>For Year 14 specifications were examined to find any areas of crossover. This was not a major issue due to a lot being new content. Any areas of crossover where taught during the point it crossed over in the specification.</p>	<p>During departmental meetings we came to an agreement in terms of the order of the content covered.</p> <p>For Year 12 Science we agreed to use November as opposed to February or the Summer of 2022 for completing the Year 11 modules. The reasoning was to allow them to be examined at a time close to the content being taught and also to allow time for repeating if necessary in the February or Summer window.</p> <p>Schemes of work were examined and areas of pre requisite knowledge annotated and order of the scheme of work adjusted.</p>	<p>Curricular based work focusing on enhancing learning and teaching stemming from the baseline report on classroom visits conducted across a series of lessons from February to May 2022.</p>
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Identifying gaps in pupil subject knowledge as a result of disruptions during the pandemic. Ensure prerequisite subject knowledge that is required for new material taught this academic year is identified and where necessary taught in class.			
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Extra-Curricular Activities	Highlights/Successes for the Year
<p>Key stage 3 booster classes provided for Year 8-10 pupils identified as struggling in Science.</p> <p>10S4 took part in a rocket launch on the grass pitches</p> <p>Mrs Crilly was involved in bringing science to pupils in a primary school visit</p>	<p>The November modules for the Year 12s in Double Award and Single award were a great success, with the addition of the repeats in February we had a very high pass rate.</p> <p>The Year 11 Single Award class also had a very positive set of results in their first GCSE Science module in November which was a great boost to their confidence.</p> <p>I have to commend my staff for the amount of work they have done this year in terms of covering departmental absences, production of resources on Google Drive and commitment to ensuring pupils have the best chance of success in Science. This is not unexpected from my staff but given the conditions they have been under I want to have it on record how proud I am of their efforts over the academic Year.</p>



Department Name: Technology & Design Head of Department: Mr V Murphy			
Departmental Targets identified at September 2021	Outcome	Evidence to support statement	Whole School / Departmental Targets for 2022-2023
<p>Feedback provided to each pupil which references that pupil's progress in relation to agreed Learning Outcomes for a chosen year group.</p> <p>Review and implementation of departmental homework policy for all year groups to ensure there is clarity for parents, pupils and staff on the expectations associated with the frequency and nature of homework.</p>	<p>Rotation of top, middle and bottom Yr12 coursework folders. Coursework marked individually by teachers. Mark sheets filled in and internal standardization. Feedback provided for pupils.</p> <p>Very useful exercise to ensure pupils across both classes were completing the controlled assessment to same standard.</p>	<p>Copies of departmental feedback polices.</p> <p>Minutes from departmental book sharing.</p> <p>Copies of pupil feedback sheets evidencing pupil follow up on feedback provided.</p>	<p>Feedback provided to each pupil which references that pupil's progress in relation to agreed Learning Outcomes across all Key Stages.</p>



	<p>Pupils work did improve but was in conjunction with other measures from the Year Head</p> <p>Some pupils didn't read or action the written feedback (March 2022)</p>		
<p>Adjustments made to teaching schedules in Year 12 (GCSE) and Year 14 (A2) for CCEA specifications.</p> <p>These adjustments are necessary as a result of changes to the arrangements for assessments announced in May 2021.</p> <p>In the majority of GCSE and GCE qualifications, CCEA has defined one unit of assessment which may be omitted for candidates completing the qualification in Summer 2022.</p> <p>This unit omission is optional, and the unit will still be available for any candidates wishing to be assessed in all units.</p>	<p>As we study English exam boards OCR for Year 12 and Edexcel for Year 14, there was very little change. Pupils had to complete 2 units as normal but there was a reduced content to both units.</p> <p>A renewed focus on all pupils completing the controlled assessment as quickly as possible to allow time for revision of theory at the end of the year Pupils who have not completed the required work or pupils who have completed poor quality work have been detained after school.</p>	<p>Production of revision booklet for Yr12 pupils with the reduced course content.</p> <p>Completion of controlled assessment.</p>	<p>Curricular based work focusing on enhancing learning and teaching stemming from the baseline report on classroom visits conducted across a series of lessons from February to May 2022.</p>



<p>Departments are to decide on and implement the best pathway for assessment in your subject area(s) at KS4 and KS5.</p> <p>Emphasis placed on examination performance for the chosen assessment pathway.</p>			
<p>Identifying gaps in pupil subject knowledge as a result of disruptions during the pandemic. Ensure prerequisite subject knowledge that is required for new material taught this academic year is identified and where necessary taught in class.</p>	<p>Theory element was covered with all pupils on completion of controlled assessment.</p> <p>Yr12 & 14 Pupils were provided with revision booklets and pasts paper booklets to assist with exam preparation.</p>	<p>Revision Booklets</p> <p>Past Paper Booklets</p>	

<p>Extra-Curricular Activities</p>	<p>Highlights/Successes for the Year</p>
<p>Controlled Assessment catch up classes held once a week after school.</p> <p>Planning for the Launch of Technology Club next year.</p>	



Department Name: SPANISH		Head of Department: Miss J Mervyn	
Departmental Targets identified at September 2021	Outcome	Evidence to support statement	Whole School / Departmental Targets for 2022-2023
<p>Feedback provided to each pupil which references that pupil's progress in relation to agreed Learning Outcomes for a chosen year group.</p> <p>Review and implementation of departmental homework policy for all year groups to ensure there is clarity for parents, pupils and staff on the expectations associated with the frequency and nature of homework.</p>	<p>Feedback was provided to each pupil.</p> <p>Focused only on how the pupil's work matched the agreed key learning objectives for the topic(s).</p> <p>Errors in punctuation, spelling and grammar corrected in accordance with the literacy marking framework for the key topic(s).</p>	<p>Top, middle and bottom examples were brought to meetings from focus Year Group.</p> <p>Agreed if lesson outcomes were met by pupils – always focusing on the learning – and determined what needed to improve.</p> <p>Photocopies of exemplar work held for reference in a good practice file.</p> <p>Copies of departmental feedback policies.</p>	<p>Feedback provided to each pupil which references that pupil's progress in relation to agreed Learning Outcomes across all Key Stages.</p>



		<p>Minutes from departmental book sharing.</p>	
<p>Adjustments made to teaching schedules in Year 12 (GCSE) and Year 14 (A2) for CCEA specifications.</p> <p>These adjustments are necessary as a result of changes to the arrangements for assessments announced in May 2021.</p> <p>In the majority of GCSE and GCE qualifications, CCEA has defined one unit of assessment which may be omitted for candidates completing the qualification in Summer 2022.</p> <p>This unit omission is optional, and the unit will still be available for any candidates wishing to be assessed in all units.</p> <p>Departments are to decide on and implement the best pathway for assessment in your subject area(s) at KS4 and KS5.</p>	<p>The only adjustment offered to GCSE & A Level Spanish was the omission of the Speaking unit.</p> <p>As this was optional this year we decided to keep it as we felt that it would allow the pupils to gain extra marks etc.</p> <p>We also believed that as Spanish is about communication then it was essential that the pupils could show that they are skilled in this unit.</p> <p>All pupils sat the Speaking unit.</p> <p>GCSE pupils did the exam with Mr E O'Neill.</p>	<p>GCSE/AS/A2 results in August 2022 will show if we made the right decision.</p> <p>Twice a week conversation classes with Spanish assistant.</p> <p>SoWs Past Papers Conversation Question Bklets</p>	<p>Curricular based work focusing on enhancing learning and teaching stemming from the baseline report on classroom visits conducted across a series of lessons from February to May 2022.</p>



<p>Emphasis placed on examination performance for the chosen assessment pathway.</p>	<p>AS & A2 pupils did the exam with an external examiner.</p> <p>SoW did not need adjusted. However, EON had to alter GCSE scheme on a regular basis to meet exams deadlines i.e. spend less time than planned on certain topics to ensure everything was covered. This was mainly due to pupils missing class due to modules for other subjects or changes to calendar etc.</p>		
<p>Identifying gaps in pupil subject knowledge as a result of disruptions during the pandemic. Ensure prerequisite subject knowledge that is required for new material taught this academic year is identified and where necessary taught in class.</p>	<p>Due to extensive use of Google Classroom & Google Meet during the pandemic from March 2020, no Spanish pupil should have gaps in knowledge unless he has failed to access the work.</p> <p>Due to the usefulness of GC we continue to use it for:</p> <ul style="list-style-type: none"> • Uploading vocabulary & grammar notes within unit folders for each class/year group 	<p>SoW</p> <p>Google Classroom</p> <p>Unit Folders</p> <p>¡Así! 1 & 2 CDs</p> <p>Youtube</p> <p>Past Paper Folders</p> <p>Blooket</p> <p>¡Así! 1 & 2 textbooks</p> <p>Links to relevant news articles</p> <p>Grammar Notes Folder</p> <p>Revision Folders</p>	



	<ul style="list-style-type: none">• Posting work for absent pupils• Making announcements• Uploading CD Tracks/relevant Youtube videos• Past Paper practice for relevant year groups• Conversation classes with the Spanish assistant• Playing online games eg. Blooket• Uploading scanned copies of Textbooks		
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Extra-Curricular Activities	Highlights/Successes for the Year
Monday after school class with Yr12s for enrichment and revision purposes Easter School for both GCSE & A Level	Paul Tully has become a “new” member of the department GCSE numbers for Sept 2022

RESPONSIBILITY REPORTS

2021-2022

Year Heads

Activity: Head of Year 8

Name: Mr C McEvoy

Attendance/Punctuality:

Attendance

- Regularly liaised with form teachers and Mark Robinson to discuss attendance concerns
- Attendance audits completed in consultation with form teachers and Mark Robinson
- Letter sent home to highlight attendance concerns to students under 85%
- Follow-up phone calls with parents if no improvement
- Attendance was addressed in meetings with some parents
- Awards presented at assemblies to students with 100% attendance in a school term

Punctuality

- Spoke about importance of punctuality at assemblies
- Met with students who had poor punctuality in February

Detentions/Sanctions/Parental contact for students that were late regularly

Academic Monitoring ARP

- I have been involved in the analysis of Assessment Recording Point 2 (Jan 22) and Assessment Recording Point 3 (April 22)
- Importance of performing well in exams and how to revise addressed at assembly
- Form class visits to give advice on revision
- Liaised with FTs and HOS and identified pastoral issues that may affect performance
- Liaised with subject teachers to address students with poor approach to work/behavioural issue
- **Outcomes:**
- Dec 21-Jan 22 – ARP2 took place and data analysed
- I identified the top 10 performing students and sent a letter of commendation home
- Curriculum VP and Academic Achievement Officer met 17 students
- I met 15 students and showed them how to revise effectively
- I sent a letter home to parents with a blank revision timetable so they could monitor revision
- Regularly checked the revision timetable to ensure revision was taking place
- Mar 22-Apr 22 – ARP3 took place and data analysed
- Spoke to students failing a number of subjects
- HOS, Curriculum VP and Academic Achievement Officer met with students that performed poorly in ARP3 and targets set
- June 22 – Awaiting completion of ARP4
-

Evidence:

- Letters of commendation for top 10 performing students

- Letter to parents of underperforming students
- 10 of the 15 students identified after ARP2 improved their performance at ARP3
- Academic underachievement addressed in meetings with parents
- Started resilience training with students who had behavioural/organisational issues to help improve approach to school/studies
- HOY logs to address lack of organisation/effort in lessons

Issues specific to your Year Group:

- Pupils out of routine of daily learning.
- Emotional impact of lockdown and abrupt end to primary school.
- Implications of how post-lockdown school life would impact on pupils (clubs, activities, interaction with peer group at break/lunch).
- Heightened anxiety about starting new school.
- AEN students.
- Confidence, behaviour, interaction and academic motivation may all be different from how the child was before

Personal Target:

- My Personal Target for Year 8 was Health and Well-Being and to tackle the challenges facing the Year 8 Pastoral team in guiding the new cohort through this current year.
- These challenges have manifested in various ways:

Truancy

Disengagement

Anxiety

Poor attendance/refusal to attend school

Increased numbers seeking counselling

Lack of connection with peers

Lack of motivation and poor work ethic

Challenging behaviour with no history of this prior to Year 8

Parents keeping child at home for prolonged periods citing mental health issues as reason

Activity: Head of Year 9
Name: Ms Daghra Murphy

Attendance/Punctuality:

Attendance/Punctuality has been reinforced at Assemblies and through Form Tutors on a consistent basis.

Pupils causing concern have been identified and improvement strategies implemented. Pupils with patterns of casual absences have been identified.

Work in this area has included continued form tutor intervention with the pupil, contact with parents, HOY meeting with pupils, HOY contact with parents.

Main issues include anxiety, disengagement, casual absences and mental health issues.

100% Attendance for Term 1 and again for Term 2 recognised and celebrated in Assembly. Certificates and Tuck Shop Passes.

Academic Monitoring ARP

Analysis of ARP results. Follow-up meeting with highlighted group of students.

ARP underachievement letter sent home for highlighted group.

Target-setting form completed by students and parents.

Additional follow-up - meeting with student, HOY/FT contact with parents.

Top Achiever and Best Effort awards at end of Term. Assembly and commendation letters home.

Liaising with Form Tutors/ Reviewing Lesson Monitor and follow up with students

Outcomes: Awaiting ARP 4 results for comparative analysis

Evidence:

HOY Commendation letters sent home

ARP Letters of concern sent home

Assemblies

Parental/pupil meetings

Issues specific to your Year Group:

Year 9 pupil experience of school life very different to Year 8 (Base teaching and remote learning).

Poor attendance

Lack of motivation

Disengagement

Truancy from lessons

Underachievement in ARPs

Challenging behaviour

Mental health issues

Increased numbers seeking counselling

Lack of resilience

Personal Target: Health and Well-Being

Supporting and challenging the students to meet expectations set in terms of positive attitude to work and behaviour.

Term 1

‘2 Week Challenge’ introduced for Year group – Winning class recognised in Assembly and rewards included a range of activities – Football/Basketball session/Movie.

Term 2 and 3

In term 2 ‘Positive Log Book’ was introduced for each form class.

Weekly class challenges set. Form Tutor chooses the target/focus for the week. The individual winner is rewarded – Tuck shop pass for the student with the most nominations from subject teachers. Contact home.

Form Tutors feed names back to HOY. Individual winners recognised in Assembly/HOY liaising with individual student/form class to encourage engagement and recognise achievements.

HOY reward for form class with most nominations throughout the month to increase engagement/participation within each class.

Development Plans for 2022 – 2023:

Continue to work on promoting positive attitude to work and behaviour, developing stronger work ethic to yield progress within key assessment points in Year 10.

Continue to engender a sense of belonging and promoting a strong relationship within the form class and within the Year group.

Activity: Head of Year 10
Name: Mr Brendan McComb

Attendance/Punctuality:

Baseline:

2020-21 - 92.4% attendance (Year 9)

Target:

2021-22 – To get closer to 95% in line with the grammar school average.

Actions:

- Form teachers to send letters to parents of pupils with attendance below 95%
- Phone calls with parents of pupils with attendance that drops below 90%
- Completion of monthly attendance audit explaining pupil absences
- Copies of letters 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 providing absence notes and detention arranged
- After school detention/ Saturday detentions/ suspension and parental interview for persistent lateness
- Introduction of 'Truancy Call' has reduced occasions of pupils being truant
- Meeting with MR (Senior teacher in charge of attendance), Mrs McAuley's Mum, EWO Officer and BMC
- All teachers of Year 10 pupils regularly updated regarding any issues relating to pupil absences
- Teachers encouraged to supply work for absent pupils via Google Classroom
- Student of the month awards (excellent attendance and punctuality part of criteria for award)
- 100% attendance termly awards

Monitoring:

- Half termly attendance audits completed by Head of Year for MR
- Monthly student of the month awards established – Form teachers, subject teachers and SLT involved in process
- End of term 100% attendance presentations
- Four EWO referrals were made, Letter sent by form teachers and HoY for pupils with attendance below 95%/90%
- Meetings with parents of pupils with attendance that drops below 85%
- Year group pastoral meetings and PLT meetings 'Truancy Call' teething problems addressed

Evidence:

- Currently **Year 10 attendance is 91.5%** (adversely effected by COVID-19)
- Pastoral meeting minutes

- SIMS
- Monthly Year 10 pastoral report
- **140 Student of the Month Awards Certificates and tuck shop passes** presented to Year 10 pupils at assemblies
- **21 100% Attendance Certificates and Tuck Shop passes** presented at assemblies

Academic Monitoring ARP:

Baseline:

2020-21 – 40/185 – 22% of cohort failed or absent in 3 or more ARP 4 exams (Year 9)

Target

2021-22 – Reduce the number of pupils failing or absent in 3 or more ARP exams (Year 10)

Actions

Completion of x4 ARP's (October 2021, December 2021, April 2022 and Jun 2022)

- Data shared with form teachers
- Academic Intervention meeting with under-achieving pupils
- Letters posted home
- Pro forma shared with and signed by parent and pupil – returned to HOY
- HOY interviews for those failing 3 or more subjects
- Targets set and reviewed
- HOY liaises with form teacher/HOS and SENCO re. pastoral barriers to learning
- Pastoral/academic intervention meetings with HOY, pupils and parents
- Collaboration with subject teachers, literacy and numeracy support tutors – support and guidance provided
- Form teacher to interview any pupils failing or absent in 1 or 2 ARP exams

Monitoring

- Nov 2021 1st assessment review point based on ARP1 – Halloween assessment – **26 pupils failing/absent in 3 or more subjects**
- Jan 2022 2nd assessment review point based on ARP2 – Christmas assessment – **29 pupils failing/absent in 3 or more subjects**
- April 2022 3rd assessment review point based on ARP3 – Easter assessment – **20 pupils failing/absent in 3 or more subjects**
- June 2022 4th assessment review point based on ARP4 – Summer assessment – **Awaiting results**
- Information used to inform intervention – progress reports, HOY log, parental interviews, AEN assessment/diagnostic testing and diagnosis, numeracy and literacy support

- Complex pastoral issues that emerge after parental dialogue following underachievement – Information shared with relevant staff
- Pupils failing 3 or more subjects met with HOY – HOY intervention:
 - (i) Letter sent to parents,
 - (ii) Academic underachievement pro forma completed by parents and pupils and returned to HOY, this pro forma informed HOY interview with pupil.
 - (iii) Targets set and reviewed
 - (iv) Phone calls with parents and collaboration with external agencies – on-going support provided

Evidence:

There has been a reduction from the baseline position ARP4 2020-21 40/185 (22%) of pupils failing or absent in 3 or more ARP exams in all 3 ARP's to date in 2021-22

- **ARP1 Oct 2021 reduction of 14/185 (8%)**
- **ARP2 Dec 2021 reduction of 11/185 (6%)**
- **ARP3 Apr 2022 reduction of 20/185 (11%)**
- **ARP4 Jun 2022 Awaiting results**

Issues specific to your Year Group:

Baseline:

Informed through evidence in monthly pastoral reports and annual calendar of events

Target:

To improve behaviour and meet pastoral needs of year group

Actions/Monitoring/Evidence:

Themed assemblies throughout the year (2021-22)

- Firework safety (Oct 2021)
- World Mental Health Day – (Oct 2021)
- Anti-Bullying week – ‘One kind Word’ theme (Nov 2021)
- Advent/Remembering our dead (Nov 2021)
- Year 11 Options (Feb 2022)
- Safer Internet Day (Feb 2022)
- One Punch Syndrome (Feb 2022)
- International Women’s Day – Inclusion and pupil attitude towards female staff (Mar 2022)
- Lent (Mar 2022)
- Irish Silver Fáinne presentations (May 2022)
- Student of the month awards (x10 Award ceremonies throughout the year)
- Celebrating extra curricular involvement (Throughout year – Supporters’ bus arranged for Year 10 Belfast Cup final for pupils that received a Student of the Month Awards May 2022)

- Focus on Respect, Trust and Equality (Throughout year)

Review of Sanctions (2021-22)

- New arrangements for Tuesday detentions – HoY/SLT supervision – Meaningful work provided
- Reduction in number of detention set in Year 10 (SIMS and Monthly Pastoral Rports)
- Individuals placed on Form Teacher Log – (Targets set and reviewed - Parental interviews)
- 10C and 10B placed on Head of Year log – Log reviewed by HOY daily inappropriate behaviour resulted in break and lunch exclusion on the following day
- Increased monitoring of break and lunch behaviour by HoY – Break and lunch exclusion for inappropriate behaviour
- North Belfast bus – Inappropriate behaviours resulted in lengthy bans – Collaboration with bus company and bursar – Electronic payment system also lead to improvements – (Bus CCTV footage)
- Completion of Restorative Justice training with Connect RP (2022) – Reduction in sanctions – Improved relationships parents/pupils/staff

Year 11 Options Process (2022)

- Liaised with GOC and FMC in relation to options process (Feb 2022)
- Themed assemblies delivered (Feb 2022)
- Provisional Year 11 form classes created with (ARP results and Monthly Pastoral Reports – Apr 2022)
- Year 10 form teachers briefed and input for Year 11 form classes (Jan/Apr 2022)

Mental Health Focus

- Following lockdown this is a major area for attention – Counselling referrals (2020-21)
- Liaised with SENCO to provide counselling
- Referred parents to GP’s and external mental health services (PIPS, Imagine If, etc)
- Conal McVeigh 10E – REACH services EA – Resilience Education Assisting Change to Happen) (Mar 2022)
- Report produced for LAC Review – Looked After Child –Communication with parents and staff updates (Monthly Pastoral Reports)

Personal Target:

- Celebrating Pupil Success - Establishment of Year 10 Student of the Month Awards – Involving SLT, HoY, form teacher and subject teacher in process (The model is being rolled out across KS3 2022-23)
- Completion of final year of MSC in Educational Leadership at QUB (Part funded by St. Mary’s):
 - (i) Module *Social Justice and Inclusion* – 90% Pass with distinction
 - (ii) Currently completing Dissertation - *What is the mind-set of middle management towards the concept of leadership and how has this been developed, shaped and affected by experiences? A case study of an urban grammar school in Northern Ireland.* (Completion Sep 2022)
- Continuation of the running of the now well established AM lane duty rota setup 3 years ago during the completion of the SLP (Education Authority)

- Completion of ETI Empowering Improvement Training - ‘Stepping forward together capacity building project’ – ‘Self-Evaluation Leading to Whole School Improvement’ and ‘Leading Effective Action Planning’
 - Promotion to SLT – Senior Teacher Whole School Evaluation and Quality Assurance
 - Move from KS3/4 Head of Year cycle to KS5 HoY cycle
- Establish an end of Year celebration day for KS3 pupils – Including ARP4 Awards

Development Plans for 2021 – 2022:

- Lead Evaluation and Action Planning process at a whole school level
- Celebrating Pupil Success – Develop ARP awards process for KS5 pupils
- Completion of Pupil Voice Survey across the school to inform pastoral evaluation and action planning specific to Sanctions and Celebrating Pupils Achievement (Y8-11 Jun 2022 and Y13 and 14 Aug/Sep 2022)
- Develop enrichment opportunities for KS5 pupils – Resilience/Well-being/Independent learning

Improve behaviour and engagement in the 6th form study

Activity: Head of Year 11

Mr Sean Moyes

Attendance/Punctuality:

The target for 2021/2022 is to meet the Grammar school average of 95%. At present the figure is 92%. This is below the grammar school average. A small number of pupils have pastoral issues that restrict school attendance. Some pupils have now started to display signs of school refusal. Other pupils are now taking casual days of absence, which are being supported by parents. 3 pupils have long term health issues which has greatly reduced their attendance. One repeating student has not attended school all year. Another issue is unapproved holidays with a number of parents taking children out of school.

In order to try and achieve this, I have:

At the end of Year 10, I met phoned the parents of pupils who had attendance of less than 85%, information provided by MR. During these calls parents agreed that attendance needed to improve. I have continued to contact the parents of pupils with long term health issues and low attendance rates. I have stressed the importance of good attendance in their GCSE years and explained the potential impact that low attendance may have on GCSE exam performance.

- Through the year I provided data to form teachers of their own form class attendance.
- Asked form teachers to speak with pupils with attendance issues.
- Spoke at assemblies on a regular basis about the importance of attendance.
- Collating emails and information from FT's for school attendance audit.
- Collating emails and information from FT's 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.
- In case of prolonged absence phoning parents to monitor situation and organising work home.
- Detentions for persistent lateness in line with school policy. Kevin Herron is a continued help in running these reports and setting detentions.
- At all times I have sought advice and included my HOS, RH, to ensure effective decision making within school guidelines.

Punctuality is an ongoing issue. The detention route does not seem to deter persistent offenders. I believe that this is an area where we need to look at a fresh approach.

Academic Monitoring ARP

- To date 3 ARP's have been completed and one GCSE Maths module

- Academic progress was discussed at assemblies in the run up to ARP 1 and 2 to focus the students on the importance of study. FT were asked to go through revision techniques in run up to ARP2. Booklets supplied by RH.
- Academic progress has been discussed at assembly after each set of results.
- The importance of academic progress has been highlighted to the year group as they are sitting a series of GCSE exams in year 11.

Outcomes:

- After ARP 2 form teachers were asked to interview pupils failing 2 subjects. They were provided with individual class lists.
- Letters posted home to students failing 3 or more tests, a majority of parents followed up.
- GOC to follow up with those failing 4 or more.
- Follow up meetings and phone calls were organised with some parents to help develop study strategies for pupils.

Evidence:

- The year group achieved a very positive set of GCSE module results in Maths. A majority of students achieved the maximum grade they could.
- If pastoral or medical issues have been identified that restrict learning, the information has been shared with FT and relevant subject teachers to develop strategies relevant to that pupil. Also liaised with parents and AMB to help identify students with counselling needs. These needs were prioritised and the relevant students were either given internal counselling via Sarah McGarrigle or External Counselling Agency, Family Works. I have also organised special consideration for a large number of pupils as they sit their GCSE exams.
- I have liaised with HODs and individual teachers regarding students who were struggling. Plans have been developed to help students improve their performance.
- After ARP 2 I sent a congratulation letter home to our Highest achieving students in each form class on official headed paper. This was important as each class has a different level of ability – important to acknowledge the best in each class. A majority of the parents contacted me to thank me for this positive message.

Issues specific to your Year Group/Personal Targets

- Academic Review after ARP 4 will be difficult as pupils are not being assessed in subjects in which they are sitting a GCSE exam. A lot of students will sit 2/3 exams or less in this ARP– some will have none. It is essential that a major follow and re-sit audit is carried out at the start of Year 12 once the official exams results are in.
- At this stage under achieving will be identified. Intervention strategies will have to be established. Re-sit options will have to be planned.

- Seek ways in which HOY can support pupils and maximise their learning experiences. Consulting with HOD's, subject teachers and parents will be vital as pupils may have to plan for resits in order to improve grades/achieve full potential.
- Communicate and instil these expectations in the pupils and their parents in my year group when they return to Year 12. Highlight the importance of the ARP 1 and 2 as performing well in these exams will help set the foundations for GCSE performance in the summer.

Personal Target:

- Use assemblies and notice board to promote year group success.
- I need to improve my use of the social media platforms this year.
- Develop a reward system for KS4.
- Use Sims to monitor the behaviour, work rate and attitude of the year group. Students who are generating multiple red flags will be identified, and intervention strategies put in place.
- Continue with themed assemblies over the year. The aim of these assemblies will be to encourage students to understand that as young adults they are becoming more responsible in society and that their actions can have a positive impact. They will focus the importance of determination and hard work and how these could bring success.
- The use of assemblies to promote participation in school based activities. This has been a constant drive and the number of pupils participating is increasing.
- Develop the use of Restorative Justice Practices.

Development Plans for 2022 – 2023:

- I will investigate the potential to develop on line individual revision resources for the boys as this will help develop skills in preparation for GCSE studies. Try to use Google classroom, and will also be available to parents as a resource.

Effective use of Assessment Data

- The pupils will be sitting GCSE modules and making A level choices in year 12. It is important that data is used effectively to ensure pupils take the correct pathway in KS5 to help reach their full potential. Liaise with GOC and FMC.
- Make effective use of the assessment data and GCSE module results to target set and inform specific intervention programmes to support pupils with identified academic and/or pastoral difficulties in my year group.
- Use the data to help students/Parents in their Subject Choice Process in Year 12. This will require liaising with the Careers department. Pupils need to start planning for their A Level, degree and further education choices. Important to provide relevant careers guidance.
- Identify potential school leavers at the end of KS4 – work with GOC and LOC to provide alternative pathway guidance for these pupils.

- Will work with HOS, RH, to monitor academic progress outside of ARPs. This will be essential in year 12. Will involve regular updates with HODs and subject teachers.
- I will support RH in his coursework audits and clinics to ensure pupils maximise their marks from non-exam assessments.

Promoting Positive Pupil Behaviour:

- To continue promote positive pupil behaviour in my year group.
- To promote success in the year group via notice board and social media.
- To promote our School values with the year group throughout the academic year via assemblies.
- To support Form teachers with their classes to create common agreed school values, rights and responsibilities which are shared throughout the year group.
- I will continue to liaise with HOS, RH, in dealing with discipline matters to ensure that I operate within school guidelines.

To raise levels of Pupil Attendance

- Working to raise the attendance levels of our students in line with the Grammar School average of 95%. This will involve working with Form teachers/parents and EWO.
- Low attenders will be targeted and monitored in year 12 – focus will be on GCSE performance. This will require liaising with form teachers and parents.
- I aim to support pupils who have pastoral and health issues which make it difficult to attend school. This will include liaising with form teacher, subject teachers and parents to ensure the pupils fulfil their academic potential.
- As Covid subsides I will re-introduce the attendance scheme, rewarding pupils with full attendance. The reward will have to be discussed and agreed at PLT/SLT.

To promote the Edmund Rice Ethos within the school

- Promoting and embedding the Edmund Rice Ethos within my year group by including themes in assemblies – I will liaise with the newly appointed Project leader in this area.

General

I aim to try and organise a number of guest speakers as Covid restrictions ease. These speakers will be relevant to their needs as they are KS4. I hope to find resources/workshops on areas such as:

1. Revision- liaise with GOC – (curriculum VP).
2. Relationships – respect for women
3. Drug/alcohol awareness.
4. Careers – liaise with LOC.
5. Employment skills.

Activity: Head of Year Twelve

Name: Mr Tony Austin

Attendance/Punctuality:

- A close partnership with Mark Robinson, the EWO and Form Teachers was essential to ensure that certain pupils were flagged and with Form Teachers closely watching things and keeping me informed of any pupils displaying absent patterns. This was particularly evident in my dealings with students who were off site and with the liaising with medical professionals and dealing with CAMHS.
- Form Teachers contacted home occasionally via phone and letters to point out to parents certain pupil's low attendance. Due to covid we had to work closely with parents and emphasise the importance of the pupils being in school.
- Constantly in contact with form teachers in relation to pupils being active and logged in, for the A.M registrations when the pupils were in home school learning environment.
- Punctuality for Year 12's was constantly monitored by both myself and Form Teachers, over the course of the year.

Up until June the EWO and I have been liaising closely with three specific pupils who seemed at that stage to be making little or no progress. This is still an ongoing issue that has not been resolved. This continues to be an open case with these pupils. Myself and Mr Robinson have been fully supportive and carried duties with due diligence with meetings set-up in school. These meetings went ahead in some instances and in other cases they were cancelled due to EWS industrial action.

Academic Monitoring ARP

- Following on from Year 11, we set the bar early on of a high standard expectation. This was firstly to set the pupils on the right track for GCSE preparation throughout 2022, with the first sitting of exams after COVID.
- Throughout the year, there was close work between Form Teachers, HODs and Classroom Assistants to support all pupils and ensuring pastoral support. Often this was challenging due to covid and online learning.
- Year 12 again brought the same challenging situations. Parents/Guardians over the year were seeking help concerning their son's academic work, their progress at GCSE and their lack of effort in school and at home. This was dealt with quick action and on a number of occasions through emails, phone calls home and with students being brought in to work with CAs or offered the opportunities to come in.
- Lunchtimes proved an issue on a number of occasions with Year 12, this led to a number of pupils having to be withdrawn from class in the afternoon to deal with issues or having to withdraw them from lunch and for them to take their lunch with me. Lack of facilities and lack of supervision is a major ongoing problem that needs to be looked at strongly and addressed. It is important to be proactive and not reactive to deal with these issues.
- After the completion of ARPs, a traffic light system was used to identify students who were underperforming in subjects. Any student identified interviewed by myself was asked why they were underachieving and how they planned to improve upon these results. These students set targets for themselves and I reviewed every 3 weeks. Any pupil that was struggling was offered extra support and help for the next set of ARPs.

- Due to covid was unable to offer the incentive throughout the year that pupils could use the weights room at lunchtime if I was available. It was intended to offer this to students who had preformed highly in exams and moderated their behaviour. I plan to incorporate this in the next academic year.

Outcomes:

- Excellent GCSE results achieved by year 12, 2021-2022 (91% A*-C)
- Throughout the year group, the overall behaviour as a whole had settled dramatically by April with the exception of only a few.

Evidence:

- There was a clear decrease in the number of detentions as a whole, this including those on a Tuesday, Friday and Saturday.

Issues specific to Year 12:

- There were a number of issues that persisted throughout the year for Year 12. The most difficult issue being challenging parents.
- Lack of resources.
- Lunchtime behaviour.
- Pupils defying sanctions.
- Same pupils appearing on lesson monitor repeatedly.
- Sanctions becoming meaningless for certain pupils who continued to disobey the rules.
- Mental Health and pastoral issues.

Development Plans for 2022 – 2023:

- This will be a challenge as I will look after year 11 in 2022 -23. I feel I have a great relationship with both Year 11 and 12 which provides an excellent foundation of my new role.
- Mental Health support and guidance (P.H.A – Public Health Agency and Falls Community Council – Fra Stone)
- Build resilience – Speakers and podcasts.
- Organisational skills for home study.
- Physical challenges for the Year Group. Continuing to promote a healthy lifestyle and Mental Health.
- Study skills, building this around the new style of learning that that will take place.
- Quizzes online for subjects.
- Drug and Alcohol discussions and talks.
- Audits of pupil needs; mental, physical and social.
- Continuing to build our excellent parental partnership.

- Tutorials for Year Heads regarding work and attendance. This would allow struggling pupils to be identified and supported.
- Career talks regarding pathways post GCSE.
- Working to raise the attendance levels in the overall year group and closely monitoring certain pupils to make this inline with the Grammar School average of 95%.
- Quick intervention with any pupil in terms of pastoral and/or academic issues in the year group to assist them in any way I can, always with the aim of helping the pupil to succeed in St. Mary's but also to support of their well-being.
- Ensuring that the pupils are at the heart of St. Mary's and everything it offers. Always promoting the Edmund Rice Ethos within the new Year 11 group.
- After school Weights Club (Supervised/ Overseen by myself and voluntary staff)- Aimed at improving mental/physical health. (1/2 days per-week)

Activity: Head of Year 13

Name: Dr K Robinson

Attendance/Punctuality:

- From the start of the School year, I have been engaging with pupils and liaising with their parents/guardians in relation to poor attendance and punctuality. This has been vitally important given time missed during Covid isolations, particularly before Christmas. In addition, there are a number of students with mental health issues, with prolonged periods of absence.

Year 13	AEA	Unauthorised Absences	% Attendance
1/8/21-22/5/22	6.9	3.6	90.1

Evidence

- Monthly pastoral reports to Mr Robinson and Mrs Crookes.

Academic Monitoring ARP

Number of students	ARP1 Nov 2021	ARP2 Jan 2022	ARP3 Apr 2022
Failing one subject/absent	39	13	34

Failing two subjects/absent	9	26	13
Failing three subjects/absent	2	7	1

Outcomes:

- Nov 2021 ARP1: I spoke with all those students underachieving in one or two subjects at an assembly and they completed the Monitoring Pro Forma and identified areas for improvement for their ARP2 exams. I sent letters to parents/guardians informing them of the underachievement. Three pupils put on Senior School Contract after parental interviews.
- Jan 2022 ARP2: 26 students had failed 2 subjects or had not attended to do the exams. I sent the standard ARP2 letter to all parents/guardians of those underachieving and MR and I addressed the pupils at assembly. Of these 26 students, 3 subsequently left St. Mary's and 6 have ongoing mental health issues/AEN. Two further pupils signed Senior School Contract after parental interviews.
- April 2022 ARP3: Large reduction in numbers failing to secure A-C grades in 2/3 subjects. FTs continuing to go over revision strategies included in the Yr13 PHSE booklet during Form Periods.

Evidence:

- Results from ARPs 1, 2 & 3.
- Monthly Pastoral reports.
- Parental signatures on Senior School Contracts following interviews with pupil and parent/guardian with MR (HoS) and KR.

Issues specific to your Year Group:

- Poor work ethic and attendance/punctuality having been absent during lockdowns and further isolation periods. Current Year 13 pupils have no experience of sitting public exams.
- New study supervisor.

Personal Target:

- Work with pupils and parents/guardians to ensure pupils achieve full potential in exams – many still have mind-set they will not have to do exams and will be given predicted grades.
- Ensure uptake of virtual work experience is high for the Year Group. DENI have not recommended actual work experience given Covid concerns, but given competition for University places, pupils need to promote themselves with UCAS applications.
- Making Senior Study more welcoming and conducive to study. Worked with Art Dept. to provide pupil work for walls and with Mrs O'Connor to get up-to-date University/Career/Work experience material for displays. Old cubicles removed and new work benches put in. Several new computers installed and more to be put in before Sept 2023.

Development Plans for 2022 – 2023:

- To continue to raise standards in Senior School, with regards to attendance, punctuality, behaviour and work ethic, as pupils progress to Year 14.
- To ensure UCAS/CAO applications are all completed in line with internal deadlines.
- Enhance Prefect/Head Boy roles throughout the School, particularly with new Yr8 pupils.
- Address the increasing issue of poor mental health/anxiety affecting attendance – Invite Aware (Defeat Depression) into School as Yr13 students did not have sessions with them due to Covid restrictions during their Induction to Senior School.
- Introduce “Rewards” system within KS5, in line with other Key Stages across the School. This will hopefully provide recognition of students’ work/progress and encourage the raising of standards within Form Classes.

Activity: Head of Year 14

Name: Miss Oonagh Convery

Academic Monitoring ARP

Year 14 Statistics Last 4 Years

2018-2019: 89.7%

2019-2020: 91.8%

2020-2021: 94.6

2021-2022: 90.5%

2020-2021 (Until 9th June 2022): 90.5%

While this is below the expected attendance for a year 14 group, again the pandemic has meant that there were a number of absences and periods of isolation. The year 14 figures have also been adversely affected by mental health concerns.

Students below 80% Attendance:

This list is much more extensive than normal and all students on this list have experienced health issues leading to extended periods of absence. However, the attendance policy has been fully implemented by the pastoral team who have been consistent and liaised regularly with parents from the first day of absence if parents had not been in touch in advance

3 students left during year 14 due to severe mental health issues. Despite numerous interventions, meetings with parents and students, and support mechanisms being put in place, those students felt that they were not well enough to continue through to their examinations.

Punctuality Procedures:

- Punctuality policy dealing with cumulative figures was again fully implemented.
- FTs identified students with punctuality issues and appropriate sanctions have been applied.
- Sanctions seem to have had the desired effect and an improvement in time-keeping. A few persistent offenders dealt mostly with by FTs liaising with parents but 4 students have completed Saturday detentions.
- No students have been suspended due to punctuality.

Assembly used to praise and congratulate those with excellent attendance and punctuality.

Academic Monitoring ARP

ARP 1

The normal process of monitoring students after ARP1 resumed this year.

However, 34 students were identified as failing at least one subject and processed as below:

- All of these students were interviewed by FT / YH.
- Target setting documents discussed and completed with YH & letters sent to parents.

- YH liaised with HoDs and support was put in place where relevant.
- These students were also closely monitored throughout lockdown by FT/YH.

ARP 2

- These resulted in 43 failing 1 subject but there were also 22 students who were failing 2 or more subjects.
- YH again worked with those failing one subject. Target setting was completed and previous targets evaluated. OC liaised with relevant HODs to establish support for individual students. Study supervisor was also asked to monitor those students causing concern and often fed back to OC as a result of which OC interviewed student updated parents where appropriate.
- GOC & MR met with those students failing 2 or more subjects and liaised with parents.
- FTs were involved throughout the ARPs analysis and use form period time to discuss results individually with those students causing concern to offer support and establish if there are any pastoral issues where we can offer support

Outcomes:

- Intervention from ST/FT/YH/HoS as well as parental contact and target setting by students.
- All of those students whose grades are lower than average have been directed to our Careers Officer for support and to establish back-up plans to help them acquire further education employment opportunities for the next academic year.
- A number of students have left St Mary's since the beginning of year 14 to take up alternative opportunities.

Evidence:

- ARP 3 results were presented at the end of March and show a reduction on those showing concern down from 65 to 30.

A Level results in August 2022 were excellent.

Issues specific to your Year Group/ Personal Targets:

- Year 14 induction materials have been enhanced for use by FTs to ensure consistency in approach for all students with regards to our expectations for conduct and academic progress.
- Resources have been developed as part of the pastoral programme, aimed at supporting students' mental health & resilience as part of their pastoral development.
- Pastoral team works consistently with study supervisor to identify difficulties and barriers to learning so that we are able to offer further support both pastorally and academically.
- Support has been given to the careers officer and careers teachers by the pastoral team and study supervisors to help students complete successful UCAS applications.
- Regular year group assemblies took place again this year. Consistent messages and enrichment opportunities were disseminated as well as our expectations for achievement and conduct. We continued to use the year 14 Pastoral Google classroom throughout the year to distribute helpful information to support students.
- Student leadership team have been allocated roles, some in general school administration areas and some as departmental mentors. OC met with the team regularly and liaised with key personnel to allocate roles and monitor participation.

- OC has worked consistently study supervisor to develop the study hall as a calm, well-resourced facility conducive to effective studying. Library resources have been enhanced and notice boards regularly updated with relevant pastoral support, careers opportunities and organisational tools.

Personal Target:

OC is Moving on to HOS role.

Development Plans for 2022 – 2023:

OC to work with BMC to support his move into the senior focussing initially on the following targets:

- Development of a thorough induction programme for September 2022.
- Improvement in attendance and punctuality;
- Promotion of positive behaviour;
- Development of students to become independent & resilient learners;
- Implementing meaningful ways to celebrate achievement;
- Further development of the student leadership team
- Development of enrichment opportunities for year 13 students.

RESPONSIBILTY REPORTS

2021-2022

General

Careers Education, Information, Advice and Guidance

(Mrs Lindsay O'Connor)

Highlights:

Careers Education Programmes

All Careers Education Programmes were reviewed and updated for delivery this year. The programmes were condensed to remove less relevant material and ensure each programme follows a logical sequence. Some additional material was added where needed, including some additional information in relation to Year 10 and 12 Options. The Year 13 and 14 programmes were substantially amended, with new lessons added which incorporate PowerPoints to aid delivery of content by Careers teachers.

An evaluation of the amended programmes has been completed with both students and staff. Further adjustments will be made in advance of the new academic year.

University talks

Continuing restrictions for the majority of the school year meant that we were unable to facilitate visits by senior students to the usual open days for the local universities.

Fortunately, we were, however, able to return to welcoming university representatives to deliver talks in school for our Year 14 students. Queen's University Belfast, Ulster University, Liverpool John Moores University and the University of Stirling all visited and provided useful information for our students to assist them in their UCAS decision-making process.

The Schools Liaison Officer from Corpus Christi College, Cambridge, visited school to speak to twenty of our top performing students from Year 12 and Year 13. He is keen to work with our students from a younger age to encourage them to consider Cambridge as a possible option for the future.

Through the Careers Google Classroom, students were provided with details of university virtual open days and talks and were encouraged to attend these. In all, approximately 120 Year 14 students were supported through the UCAS application process.

Other Career Talks

The provision of in-person talks continued to be affected through most of the academic year by continuing restrictions, but we were able to hold a small number of careers talks in school supplemented with some virtual talks.

In-person talks included the following:

- Michael Kelly, past pupil and retired Architect, met with Year 14 Art students.
- The Apprenticeship Manager from South Eastern Regional College spoke to Year 14 students about Higher Level Apprenticeships and available opportunities.
- A representative from People 1st training organisation presented to Year 12 students on vocational pathways.

Meanwhile, we streamed several virtual talks:

- Daniel McManus, past pupil and PwC Flying Start Technology Degree Apprentice, spoke to Year 13 and 14 Computing students by Zoom about his

experiences on the programme and provided useful information on the application process.

- Relevant senior students attended talks on potential career pathways and opportunities with Kainos, PwC, Almac, Pinsent Masons and the Rare Disease Partnership talks.
- Virtual sessions in Nursing, Medicine, Speech and Language Therapy and Physiotherapy were attended by Year 13 students hoping to apply to these areas next year.

In addition, a wide range of virtual talks and other events running outside school hours were promoted to students through Careers Google Classrooms.

Careers Visits

Understandably, there were very few opportunities for careers visits by students for most of the year. As we began to move beyond restrictions further on in the academic year, we were able to participate in two visits in the Spring term.

Year 12 students considering a vocational pathway attended the Workforce Training Organisation Open Day. They received a tour of the Workforce facilities on the Springfield Road and heard about the opportunities available for school leavers hoping to embark on vocational training programmes.

Three Year 13 students attended a ‘Civilisation Belfast’ event organised by the QUB Civil School of Engineering. The day involved a walking tour of buildings and infrastructure in Belfast City Centre with a talk at each point of interest from QUB lecturers as well as engineers involved in these projects.

Both events were very useful and engaging for the students and we hope that there will be opportunities for further trips next year as we move beyond restrictions.

QUB Pathway Programme

The Pathway Programme is a widening participation initiative which aims to provide students in Year 13 who meet certain academic and social mobility eligibility criteria with an equal opportunity to participate in Higher Education through support in study and academic skills, university applications and confidence building activities.

This year, Andrei Givero (Medicine, Dentistry and Biomedical Science (MDBS) pathway) and Odhran Mullan (Engineering pathway) from Year 14 successfully completed their Pathway programmes, which they began early in 2021. Eligible Year 13s were encouraged to apply for the new 2022 programme and were supported in their applications, with a record seven students being successful in being awarded places in Arts, Humanities and Social Sciences, Business (3 students), Computer Studies and MDBS pathways (2 students).

Barclays LifeSkills

We were able to once again welcome back Business in the Community to deliver five Barclays LifeSkills sessions to 12A and 12B, focusing on the key aspects of CVs and interviews. These classes were selected as many of the students are hoping to move on to vocational pathways or employment next year. The sessions were useful in preparing these students for some of the recruitment processes they are likely to undergo.

Year 12 Careers Interviews

We are required to organise a one to one interview for each Year 12 student with a Careers Advisor from the NI Careers Service. This year, students were interviewed online through a video link facilitated in school, with all interviews completed by early April.

Virtual Work Experience

The EA restrictions on block release of students for work experience remained in place throughout this academic year. Year 13 students were therefore asked to instead complete a virtual work experience programme. A very small number of students have been able to source physical work experience through personal contacts.

Virtual work experience and insight programmes completed by Year 13 students included the Kainos Coding programme, Construction NI Boot Camp, Seagate Engineering in Focus, Deloitte Career Shapers, PwC New World, New Skills, Almac STEM, Ulster University Embracing Talent Employability programme, Liberty IT data science and EY Business Academy.

Three students also took part in the five-day Generation Innovation programme (in-person) funded by the Department for the Economy, working with students from other schools in teams to come up with solutions for leading local companies.

Virtual work experience has opened up excellent opportunities for students to engage with leading employers and learn more about their preferred career area first hand, while also providing evidence of quality research for their UCAS personal statements and/or other applications.

Careers Exploration Week

The first St Mary's Careers Exploration Week was held at the end of June just after the in-house exams for Year 8 to 11 students. The aim of the week was to encourage students to begin to think about future career possibilities and guide them in their research. The main features of the week were:

- Dedicated time for each form class in a computer suite to complete focused and guided career research.
- A Careers Competition where students presented key information about their dream career in a medium of their choice.
- Talks from several past students with the aim of encouraging students to aim high, while also showing that career paths are not linear and often include some challenges and changes of direction along the way. Careers covered included engineering, tourism/marketing, IT, sport science and medicine.

- Year 9 students attended Bring IT On Workshops highlighting the growth of IT/Computing careers.

Students enjoyed this week and participated well in the activities. Hearing from past pupils about their career paths was particularly valuable.

Alumni Links

We have begun to develop a database of alumni links and now have more than 50 past pupils who have expressly indicated their willingness to assist with our careers programmes in some way – delivering careers talks, providing information on their career pathway for use in careers classes, assisting with mock interviews, hosting work experience and/or mentoring students.

This input will be invaluable for students and will be a central part of the careers programme moving forwards.

Development Plans for 2022-2023:

- Audit of delivery of subject-specific career content and classroom displays across all departments in school. Devise a plan with Curriculum VP for development of these areas as a key aspect of career-related learning.
- Establish a Careers Hub with allocated drop-in times for each year group during lunchtimes and after school on a rota basis to extend access to the Careers Room and Careers Advisor for younger students. Increased IT facilities in the Careers Hub will also enhance individual and small group support for senior students during study periods in relation to UCAS and other application processes.
- Continue to build database of alumni contacts and extend requests for assistance with aspects of the careers programmes to the wider school community, including parents. Develop a plan of how best to utilise the input from alumni and other contacts to provide students of all ages with work and career insights.
- Expand communication and promotion of Careers events, news and information through development of Careers page on website, increasing social media presence and use of new Parent App.
- Evaluation of Careers Exploration Week with a view to further development for 2023.
- Support the Curriculum VP with the introduction of the pilot Skills Builder Accelerator programme for our new Year 8 and 9 students.
- Introduction of a Work Experience Policy and Procedure incorporating revised EA guidance and documentation as we reintroduce full work experience for selected Year 12 students and all Year 13 students.

Overall Comment:

Almost all aspects of careers provision this year have continued to be impacted in some way by continued restrictions. However, as the first section of this report has shown, we have been able to continue to be flexible and adapt as needed to ensure that students have had access to the education, information and guidance necessary to develop career ideas and make well-informed choices. This is particularly relevant for those students at key transition points.

Face to face careers advice, guidance and support from me as Careers Advisor has been available for students throughout the academic year, and this was widely utilised by Year 13 and 14 students.

All Year 14 students were offered a mock interview and I completed more than 60 1:1 interviews, some as part of the BTEC Sports course and others with students who were undergoing interviews as part of their applications.

Some Year 10 and 12 students also accessed one to one support when making decisions about their options for the new academic year. Parental advice and support was fully available on request and was provided by email and telephone, with recorded presentations on Careers considerations provided to Year 10 and 12 parents as part of the Options processes and a UCAS and post-18 Options recorded presentation provided for Year 13 parents at the beginning of June.

Next year, I hope to be able to continue to develop the foundations that have been put in place this year, which was my first full year in post, and make steps towards building a fully coherent and comprehensive careers programme. The overall aim is to ensure that each student is provided with the best preparation possible to make the most appropriate choice for him that will enable success in his future progression through learning and work.

Activity: School Chaplain

(Mrs M Farag)

Highlights 2021-2022

All Year Round

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

Public announcements prepared for delivery on days of religious significance

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

Help with our school chapter of Youth SVP for West Belfast. Open to year 13 and 14 pupils

Help with charity and other school events where the Chaplain`s assistance would be beneficial.

Maintain contact with our Project Zambia beneficiaries and send money and greetings from time to time.

Be available to staff and pupils during the year to celebrate happy events and support them in sad events and at times of bereavement.

Term 1

Staff Mass to mark the beginning of the new school year.

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

Year 8 Barbecue.

Macmillan cancer cake sale held in S24.

Year 8 Mass to mark the beginning of a new school for all new entrants in Year 8.

Retreats for years 8 and 11 planned, prepared and organized and pupils prepared in advance.

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

November dead lists 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.

Year 9 Mass to celebrate a new school year and mark the beginning of the season of Advent.

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

Counselling and support provided on site for pupils affected by the pandemic and related bereavement.

Support secured from the local parish priest for staff, parents and pupils in the school community as required.

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

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

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

Term 2

Catholic Schools week advertised, and assembly materials distributed. All staff invited to take part Catholic school's week celebrated with display of materials and distribution of materials for use in lessons. Daily themes for Catholic school's week announced daily.

Prayer cards are 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 with pancakes for all cookery classes

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

Lenten Prayer and Reflection on Zoom offered every Thursday in Lent.

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

Lenten talks in class groups in year 8.9 and 10.

Trócaire and Project Zambia charity talks by visiting volunteers.

Pupils from all year groups offered opportunities to work alongside the Chaplain and teachers to help prepare and deliver talks and prayer services in Lent and at other times.

Meetings attended to discuss set up of new Chaplaincy teams and working groups.

A team of 5 staff volunteers gathered and agreed to initiate a new chaplaincy team in the school.

Display board updated for Holy Week theme as Holy Week approaches. Solemn Holy Week ceremonies are made available to all classes in year 8, 9 and 10 on Wednesday of Holy Week.

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

Term 3

Display board prepared to reflect the season of Easter

Leavers Mass prepared and organised

Final meetings organised for SVP.

Edmund Rice Feast Day celebrated on May 5th and year 8 projects displayed in RE Dept

May altar set up and flowering plants ordered

Good Shepherd Sunday advertised, and display boards updated

Development Plans for 2022-2023:

It will be important to work to reinstate all the traditional religious feasts and events which we have been unable to celebrate during the pandemic.

We will have to consider carefully, restarting the immersion programme with Project Zambia or another similar outreach project for Senior pupils.

We will need to work to refresh the memory of all pupils in how to attend mass and show reverence when receiving Holy Communion again.

We will be working with the Diocesan Advisor to set up and work with the New Chaplaincy Team in term 1 of the new school year.

Overall Comment:

The school Chaplain is an extremely 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 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 several sad and tragic situations where support was important for staff and pupils.

The pandemic has required us to change some of our usual traditions and has created difficulties for staff and pupils alike.

I am as always, overwhelmed by the generosity of all in our school community towards those in need and I am very indebted to our staff and senior leaders for all the help and support I receive daily. Without their support and encouragement, I would be unable to carry out my role as Chaplain.

Activity: C2K/SIMs Co-ordinator

(Miss O Convery)

Highlights 2021-2022:

SIMs Parent App

Parent App has been rolled out to the parents of students in all year groups:

- Training and support material was developed and distributed to parents.
- OC liaised with office staff to check and correct parental contact data on SIMs.
- OC liaised with office staff to implement smooth and successful support structures for parents experiencing technical issues.
- OC liaised with MR to prepare and distribute reports to KS3 parents through Parent App.
- OC worked with GOC to prepare and issue information documents and messages to parents.

SIMs

- Support provided to all users of SIMs from administration staff and teaching staff to timetabling staff.
- Training materials have been distributed to support all staff where needed.
- Support provided to office staff to allow them to avail of training as offered by C2K.
- Routine SIMs maintenance has been carried out.
End of Year procedures/ DENI returns/ Calendar Management have all been completed smoothly.

C2K

- EA devices have been distributed to students where a need has been identified by pastoral/curricular staff.
- Cabling has been enhanced in a number of areas of the school (ER Study Hall, E Block Study Hall & SS2) to ensure enhanced provision in these areas.
- We have received 73 new Microsoft Surface Pro 7+ devices to replace our current laptop stock.
 - These devices have been integrated with current C2K systems.
 - Training materials have been distributed to all teachers and face to face help has been given to a number of staff experiencing initial difficulties.
 - Network and interactive whiteboard board connectivity devices have been sourced and purchased.
 - All devices have been catalogued and attached securely to desks in various classrooms.
 - Old laptops have all been collected ready for collection and safe disposal by C2K agents.
- With the assistance of Mr S Smart and C2K advisers, maintained the C2K infrastructure and resources on a day to day basis.

School Cloud

- Liaised with SKY to investigate the use of School Cloud to facilitate virtual parent teacher meetings due to social distancing requirements.
- Liaised with C2K to prepare and integrate SIMs data with the School Cloud systems.

- Liaised with GOC to set up variety of virtual PT meetings.
- Developed training materials for parents and managed parental queries for the first meetings.
- Developed training materials for teachers and implemented training sessions on 5th October.
- Audited the use of School Cloud after the first meetings and fed back to Principal.
- Liaised with CMA to hand over the managing of School Cloud for future meetings

Development Plans for 2022-2023:

SIMS Parent App

- Reinforce the use of Parent App as the main method of communication between school and parents in 2022-2023.
- Roll out Parent App to incoming year 8 and other new students.
- Offer further support to reluctant parents to ensure that we have at least 95% uptake.
- Train relevant staff to allow HODs/YHs/SLT to be able to send messages/documents to parents in a timely and cost-effective manner.
- Facilitate the electronic distribution of school reports to all year groups.
- Liaise with the pastoral team to plan for the rollout of behavioural information to parents.
- Liaise with all teaching staff to ensure that they are aware of the role of Parent App and the data available to parents through this App.

SIMs

- Enhance the use of 'Behaviour Management' throughout the school to allow effective reports to be easily accessible to relevant staff.
- Work with the pastoral team to establish clear expectations and procedures for recording behaviour, sanctions and follow ups.
- Tidy up all 'look-up options' in the behaviour management module.
- Establish when to attach 'linked document' evidence to behaviour records.
- Establish a clear use for Lesson Monitor 'Red Flags'.
- Design reports which will provide collated and easily accessible behaviour information.
- Develop training resources for the pastoral team which are appropriate to their role(FT/YH/HoS).
- Work with GOC to plan and implement training schedules to ensure consistent use of Behaviour Management moving forward.
- Audit administration & teaching staff to check if training/support is needed to ensure the effective use of SIMs data.
- Develop training materials and offer training sessions to support staff where identified. This training will be appropriate to roles in school such as HoDs, YHs, SLT
- Routine SIMs maintenance as per standard procedures.

C2K

- Effectively utilise the overstock of EA ChromeBook laptops for teaching and learning:
 - Identify 2/3 pilot departments;

- Purchase trolleys to distribute to selected departments;
 - Offer guidance on the use and maintenance of Chromebooks;
 - Liaise with Mr Smart with regards to the upkeep of trolleys;
 - Evaluate the use of these devices in pilot departments at the end of term 1;
 - Possible further rollout if these devices prove successful.
- Liaise with C2K and keep up to date with any developments/adaptations to C2K provision ensuring that all staff are also kept informed of these changes and are confident using the tools available to support teaching and learning.
 - Liaise with Mr S Smart and C2K advisers to maintain the C2K infrastructure and resources on a day to day basis.
 - Liaise with Mr S Smart and C2K teams to keep up to date with developments and disseminate key developments to relevant staff in a timely manner.

Activity: Whole School Literacy

Miss K Warren

Highlights 2021-2022:

- Each Year 8 and Year 9 pupil was gifted with a suitable novel. Competitions ran throughout the second term in relation to the novels with good uptake from both year groups.
- Year 8 Word of the Week - displayed in English Classrooms and students encouraged to use new vocabulary throughout the school day.
- World Book Day – All KS3 classes took part in Drop Everything And Read twice during World Book Day.

Development Plans for 2022-2023:

- In line with SDP Curriculum focus on Feedback, all teachers reminded of the marking framework used for literacy across the Curriculum. HoDs encouraged to find time in SOW for pupils to correct and act on feedback given in relation to literacy.
- Continue work on key vocabulary. Liaise with 2/3 HoDs to compile banks of key words for their subject. Quiz KS3 and KS4 students on these at different times of the year.
- Work with Classroom Assistants who will be providing additional support to Year 8 students across literacy based subjects.

Overall Comment: Last year was largely focused on promoting reading for pleasure and emphasising the benefits of reading across the Curriculum. With a new Year 8 intake that have significant literacy difficulties, the focus will primarily be on establishing and sharing good practice across subjects which results in enhanced literacy levels for pupils.

ACTIVITY: NUMERACY

Mr M Leydon

Highlights 2021-2022:

Year 8: A2 Mathematics students organised the Annual Numeracy Treasure Hunt during Maths Week Ireland in October. Year 8 pupils were challenged and exposed to different aspects of mathematical thinking.

It was with regret that we did not enter any Year 8 students for the UKMT Junior Mathematics challenges this year due to COVID restriction.

Year 9: Students receive a learning support lesson on their timetable that was allocated to the development of literacy and numeracy. Numeracy took place in term 2 and lasted until Easter. The focus of the LS Numeracy programme was to look at the lessons set out by Martin Lewis in preparing students with some important financial capabilities:

- Wages and Salaries
- Bank accounts and Interest Rates.
- Domestic Bills
- Borrowing and Loans
- Budgeting

It too was with regret that we did not enter any Year 9 students for the UKMT Junior Mathematics challenges this year due to COVID restriction.

Year 10: Students receive a learning support lesson on their timetable that was allocated to the development of literacy and numeracy. Numeracy took place in term 1 lasting until Christmas and also again in Term 3. The focus of the LS Numeracy programme was to look at the lessons set out by Martin Lewis in preparing students with some important financial capabilities extending what would have been covered in year 9:

- Wages and Overtime rates
- Salaries and tax allowances
- Bank accounts and loans with simple interest and compound interest
- Mortgages
- Credit Cards and Debt
- Budgeting

Activity: Editor of Simmarian Magazine

(Dr M Donnelly)

Highlights 2021-2022:

School events:

1. ER Camp and induction for Year 8 pupils.
2. Prize givings – Senior (A2/AS/GCSE) & KS3.
2. Fundraising events.
3. Blackboard Teachers award nomination.
4. Edmund Rice Day.
5. Re-commencement of several sporting competitions and events, post- pandemic.
6. Pupil-written articles continue to be incorporated to give a flavour of school life in St Mary's CBGS from a pupil's perspective.
7. Staff vs Pupils charity soccer match.
8. Individual photos for YR8, 14 and staff, with a significant number of staff having their photos updated.
9. Class photos for Yrs 9-13.
10. Year Group photos for Yrs 8-14

Development Plans for 2022 – 2023:

1. To continue to review the order of articles/contents and magazine layout to see if this can be improved in any way.
2. To investigate the idea of a KS3 puzzle/corner page and incorporate this.

Overall Comment:

Although, the school slowly returned to normal over the course of the year, it was post-Easter before mask wearing and social distancing became optional for both staff and pupils. Understandably, there were still concerns engaging in after-school clubs and many of the extra-curricular activities that would usually be run by departments. Several of the annual trips eg the ski trip and competitions that would usually run were either cancelled or not resumed. Therefore, whilst the content has increased from last year, the breadth of departmental representation may not have.

Dr M Donnelly

Activity: Learning Tutor
(Miss C Dobbin)

Highlights 2021-2022:

KS3

- I provided support to fifty-two Year 8 pupils, fifteen Year 9 pupils and nine Year 10 pupils.
- The majority of this year's pupils were selected to attend Literacy Support this academic year through the Intervention Programme (Year 8) or established referral system (Years 9 and 10).
- The biggest, yet positive challenge this academic year continued to be supporting the learning needs of those whose education and progress would have been hindered because of school closures due to the COVID-19 pandemic. This was particularly highlighted through the PTE data received on the levels of progress of the Year 8 pupils. A high number of Year 8 pupils required support based on this data. Mostly, the data results correlated with the pupils' abilities in English.
- All pupils continued to respond well to the target-setting process, reviewing process, the support offered and resources provided. Parents/guardians continue to be informed of their child's progress via a report letter. Extra resources have been provided on Google Classroom for home revision.

GCSE

- I provided support to twelve Year 12 pupils and one Year 13 pupil repeating GCSE English Language.
- Most pupils engaged well with the support provided, with a few pupils needing more encouragement to have confidence in their abilities to succeed in the examination. This required taking time to further adapt resources to engage them in lessons, which seemed to work well. The final results will be given in the summer.
- It has been a positive challenge to support those pupils repeating the GCSE English Language examinations. As with some of the KS3 pupils, their education also became hindered due to the past school closures. It was greatly challenging for them as this would have their first opportunity to sit formal GCSE examinations in English Language. Both pupils who are repeating have engaged well with the support and the resources provided. Efforts have been made not only from me as English Support tutor, but from the English department and the Learning Support Co-Ordinator to ensure that these pupils have the best possible chance of success this time. It is my hope that these pupils will be successful.
- I continue to be very grateful for the help and support of my colleagues in the English department. I would like to thank Mr. Dominic Lynch and Miss Megan Husband for their work as part of the Engage programme and in helping to support the learning needs of some of the KS3 pupils.

Training:

CPD short course, 'Working with Newcomer Pupils in Post-Primary Schools: Part 2' provided by Queen's University, Belfast - I will receive accreditation for this course in the summer;

EA Intercultural Education Service Good Practice Event (online course);

AEN training – Dyslexia Awareness (INSET);

AAIS - Tier 1 ASD Awareness training (post-primary);

AAIS – Tier 2 ASD Awareness training (post-primary – Modules 1 and 2).

Development Plans for 2022-2023:

- 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 and subject specialists;
- 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;
- Enhance support for newcomer pupils and implementation of the Common European Framework of Reference for Languages (CEFR).

Overall Comment:

This year presented the positive challenge of helping new and previous pupils to recap and continue to improve in their literacy skills. I hope to continue with the revised Intervention Programme and that the pupils continue to benefit from the support provided.

I will continue to use Google Classroom as a useful resource for providing notes and home revision tasks. I hope to continue supporting any pupils preparing for English Language examinations in the new academic year.

Activity: Learning Tutor
(Mr Michael Smith)

Highlights 2021-2022:

The modular exam results for the Year 12 classes which I have been working with (internally and externally) were positive, ensuring that some students were able to secure a pass grade following the November cycle. 'Pupil A' progressed from a grade D to a pass grade C.

Some students have been able to advance to the next module in pursuit of a higher grade, while those students resitting the module have shown positive progression, with some thriving, in their smaller focus groups.

The Year 8 class that I worked with this year have shown some promising improvements throughout, with students relishing the availability of extra internal support. Working within the classroom, I have been able to support, and assist, both teacher and students. My presence allowed for additional explanation of complex content and an alternative approach to interpreting and understanding more abstract concepts. Students regularly displayed an appreciation for the diverse and varying strategies for teaching and learning, with some students successfully overcoming their personal learning barriers.

Working with Year 10 and Year 11 exam students, the support programme and the additional support provided have helped to instil a positive work ethic and strong focus on student attainment and achievement, bridging the academic gap between students that had been stretched and hindered by the Covid pandemic.

Within varying capacities throughout the year, I have worked directly with 60 students across KS4 and 52 students across KS3

Development Plans for 2022-2023:

- Establish a year 8 intervention programme capable of combatting the detrimental effect of the Covid pandemic on incoming students
- Support year 10, 11 and 12 students, virtually and in person, to ensure that they receive a high standard of education, with full access to the curriculum, in preparation for upcoming state exams

- Liaise with colleagues via the referral system to support teaching and learning across all key stages by identification and resolution

Overall Comment:

It has been a difficult year for students and teachers alike, attempting to maintain progress and momentum in the face of a health pandemic which has disrupted academic routine on a national and personal scale. However, many students have not allowed this adversity to become a barrier to their learning. This, in part, has been due to the availability and success of the support programme, which has witnessed evidence of academic progression, as well as personal growth, amongst those students who have interacted with the programme.

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

Highlights 2021-2022:

Working with the Curriculum VP to formulate a working timetable model. Restructuring the students' curriculum Form Period.

Development Plans for 2022-2023:

Setting a structure to allow Year 10 pupils continue their language study. Providing the facilities necessary for the provision Enrichment Classes for Key Stage 5 students. Investigating the possible restructuring Key Stage 3 and 4 to prevent fragmentation of classes experiences.

Overall Comment:

I have been able to assist with many time table changes throughout the year ensuring the students received a smooth delivery of the curriculum. The normal challenges of time tabling remains. Teachers willing to teach subjects other than their own area of expertise has ensured ease in timetabling and is greatly welcomed and helps immensely in the formation of a broad and balanced curriculum model.

Activity: School Events Co-ordinator

(Miss C McAtamney)

Highlights 2021-2022:

- Some events returned to a relatively normal state like the prize givings with parents invited.
- New cups were sourced, ordered, engraved and collected for GCSE.
- School events were modified, successful and to plan (that were able to go ahead). Training was undertaken to move the PTM online to SchoolCloud which required a lot of technical support.
- Continuing to be consulted in events and feeding into the planning and preparation. This made the preparation easier and more effective.

Development Plans for 2022-2023:

- Continue to liaise with Principal/Bursar and SLT for the events moving forward especially at this time of uncertainty.
- 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.
- Put in place any changes to the events that will improve them overall.
- Put any Covid safety changes in place that are required/or revert to events pre-covid.

Overall Comment:

- A number of school events were still affected by Covid this year.
- 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.