



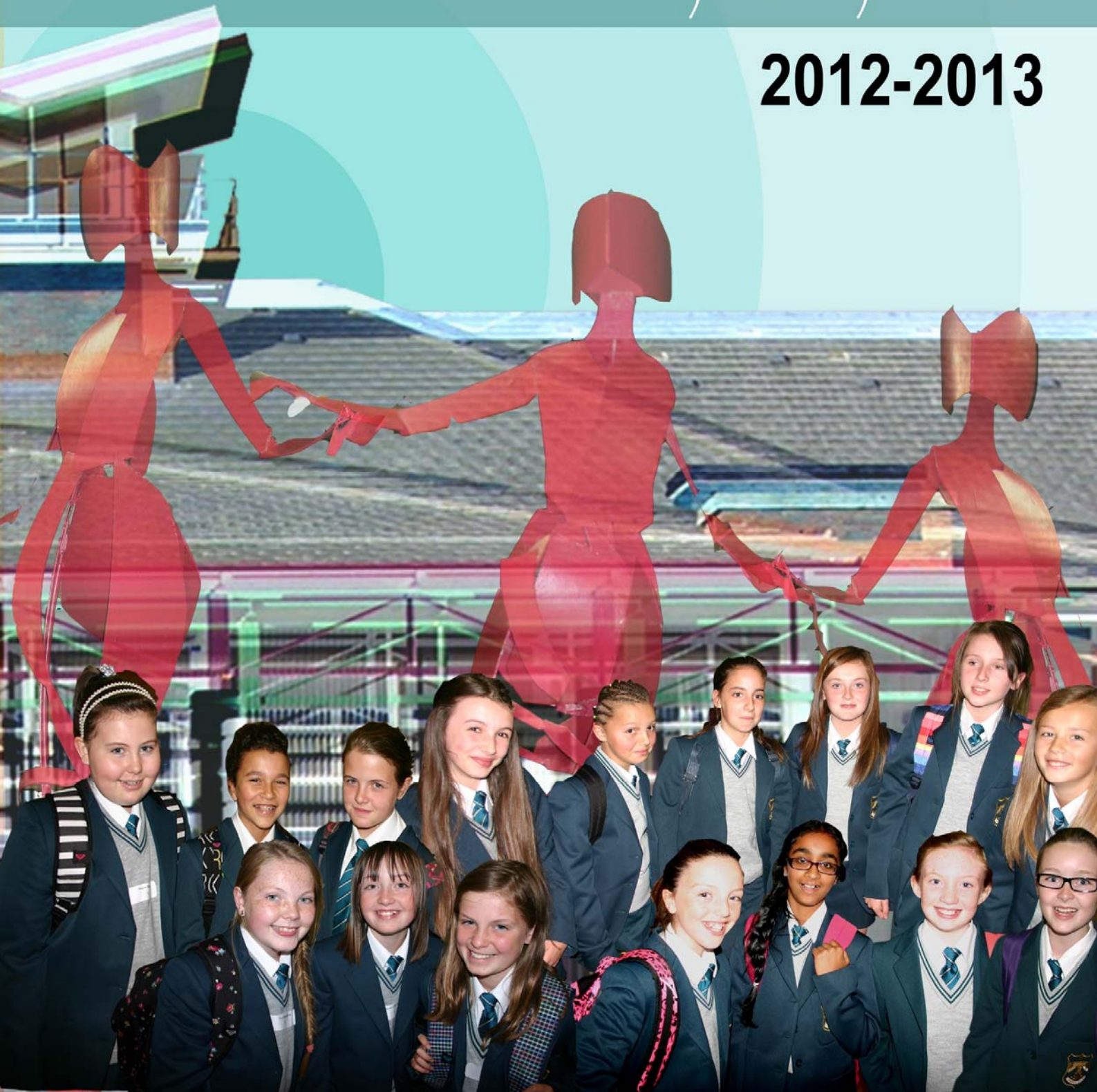
Thornhill College

SPECIALIST SCHOOL IN MATHEMATICS & PHYSICS

BOARD OF GOVERNORS

annual report to parents

2012-2013



CONTENTS

	Page
Foreword	2
Vision Statement	3
Membership of the Board of Governors	4
Staffing	5
Financial Report	5
Faith Development	6
Curriculum	7
Pastoral	9
Learning for Life and Work	13
The Extended School	15
Pupil Achievements	16
Public Examinations by Results	18
Extra Curricular Achievements	20
School Prayer	22

FOREWORD

In 2012-2013 Thornhill College celebrated the 80th Anniversary of its founding by the Sisters of Mercy. Many of the events of the year reflected this celebration but I single out for special mention the anniversary concert in the Millennium Forum. Enjoying the talent of our present and past pupils in music, drama and choral verse, in both English and Irish, was a wonderful experience for the community that is Thornhill College.

While this report gives only a brief glimpse of the school's activities and the educational experience of the girls, it does afford the opportunity for sharing information and enhancing our communication with parents and guardians. As Governors we welcome that opportunity.

The academic year 2012-2013 was a most rewarding year for students and staff in Thornhill College. The careful attention, support and challenge given to the academic, spiritual, social and personal development of each student has resulted in high academic success, achieved within a happy and fulfilling environment. In Year 12 98% of GCSE students achieved at least 7 A*-C grades (including Maths and English) and 90% of students achieved at least 3 A*-C grades at A level, ensuring they were placed in universities and higher education colleges of their choice. Some girls were recognised as the highest achievers in NI and have been awarded bursaries and scholarships as they take up their university courses.

In addition there were tremendous achievements on the sporting fields, on the stage, in art and in music. The Homework Club and the Extended Schools Programmes continue to thrive and this year we were pleased to host the Diocesan Year of Faith Conference.

I take this opportunity to thank you, our parents and guardians, for your support, to thank our teachers for their dedication and professionalism, and to thank our support staff for our smoothly running systems. With confidence, I assure you that Thornhill College strives to meet the challenge of educating its young people to achieve their potential and make positive contributions to the wider society.

John MacCrossan
Chairman of the Board of Governors

December 2013



VISION STATEMENT

Educating concerned, informed, adaptable members of the world community.

AIMS FOR STUDENTS

Thornhill College, a Catholic Grammar School in the tradition of the Sisters of Mercy, promotes high achievement and learning for life. It aims to develop in its students:

- a real awareness of their dignity as children of God and a caring Christian approach to life
- high self esteem - respecting and valuing themselves and others
- high standards of achievement in all areas of the curriculum
- lively enquiring minds and a spirit of curiosity
- the ability to be self motivated
- the ability to communicate effectively using a variety of media
- the ability to work both independently and collaboratively
- flexibility and adaptability in the world of work
- understanding of their responsibility towards the environment
- an appreciation of their cultural identity and of the diversity and interdependence of all people within
- the World Community

MISSION FOR THE SCHOOL

In an atmosphere where staff feel valued and supported, we believe each student will achieve these aims through high quality provision of:

- respect and support within the School Community
- a rich and varied experience of Catholic faith and life
- a broad and challenging curriculum
- a stimulating learning environment
- an innovative approach to teaching and learning
- support, challenge and encouragement to succeed
- an up to date range of learning resources
- active partnerships between school, home and community
- an enriching programme of extra-curricular activities and visits
- an acknowledgement of achievements
- an active preparation for the world of work

BOARD OF GOVERNORS

Chairman:	Mr John MacCrossan	
Secretary:	Ms Marguerite Hamilton	
Trustee Representatives:	Rev Father Colum Clerkin	2013
	Mrs Elizabeth McCloskey	2013
	Mrs Siobhan Porter	2013
DENI Representatives:	Mr Paul Diamond	2013
	Mr Shaun McAteer	2013
	Mr Cormac McKeone	2013
Teacher Representative:	Mr Brian Douglas	2013
Parent Representative:	Mrs Karen Boyd	2013
Principal:	Ms Marguerite Hamilton	(non voting member)

NOTE: Each Governor's name is followed by the date on which his/her term of office expires.

MAIN RESPONSIBILITIES OF GOVERNORS

The Governors are ultimately responsible for the overall management of the school.

Some of the responsibilities include:

1. Management of the school budget.
2. The overview of the curriculum.
3. Selection of staff and other personnel responsibilities.
4. Admission policy.
5. School maintenance.
6. Implementation of new legislation.
7. Fostering links with the local community and pursuing the objectives of mutual understanding.

STAFFING

Staffing is largely dependent upon the number of students enrolled at the school. The number admitted into Year 8 was 200, and the overall enrolment number was 1410.

STAFFING COMPLEMENT

TEACHING STAFF:

Principal and 81 full-time equivalent teachers, 1 part-time teacher, 3 foreign language teaching assistants and 3 classroom assistants. Job-share arrangements included 2 teachers in 1 department - Physical Education.

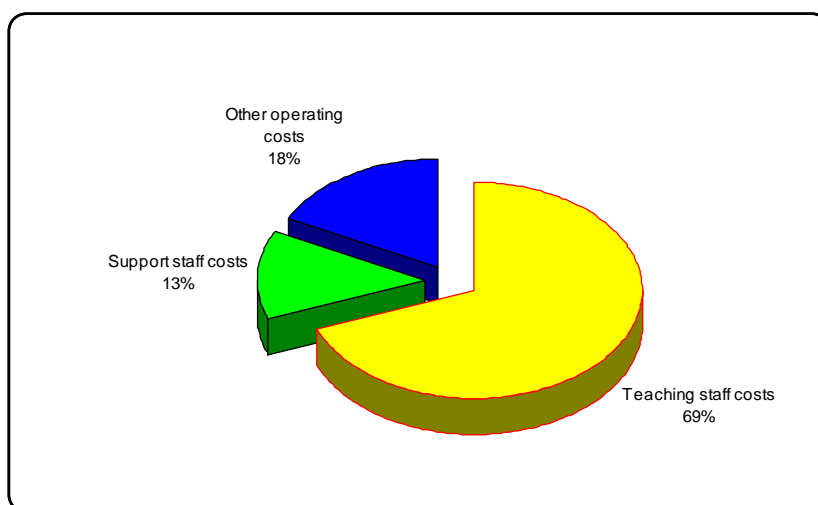
SUPPORT STAFF:

9 Administrative and Clerical, 1 Librarian, 9 Technicians, 1 Sixth Form Supervisor, 2 Music Tutors, 1 Learning Support Co-ordinator, 4 Caretakers and General Staff, 8 Supervisory Assistants, 18 Canteen Staff.

FINANCIAL REPORT

As a voluntary grammar school, the Board of Governors has overall responsibility for the management of the school budget. Department of Education funding is based on a formula which applies to all schools. The main elements in the formula are the age and number of pupils attending the school. Other factors taken into account include social deprivation (based on the number of pupils receiving free school meals), the premises, grounds and detached sports facilities. Under the system schools are permitted to carry forward an operating surplus or deficit, where necessary, in accordance with the longer term financial strategy of the school.

Income	RECURRENT EXPENDITURE		
	2012/13	Expenditure	
	£	£	
Dept. of Education Grants	6,502,482	Teaching Staff Costs	4,516,213
Income from Other Sources	192,393	Support Staff Costs	866,684
		Total operating costs	1,150,762
Surplus	-161,216		
Total Income	<u>6,533,659</u>	Total Expenditure	<u>6,533,659</u>



FAITH DEVELOPMENT

The Religious Education programme in Thornhill College combines a high achieving academic curriculum with a strong programme of Spiritual and Faith Development. Faith Development involves supporting students in the process of recognising, articulating and reflecting on the experience of God in their lives. There are numerous opportunities in every year group for such Faith Development.

LITURGY

The promotion of collaborative liturgy which reflects the Church calendar and includes the whole school community is a primary focus in supporting Faith Development. To this end as we are celebrating the Year of Faith, there was a concerted effort by the RE Department to develop additional opportunities for spiritual growth. In 2012/13 we have shared end of year Masses (Years 10/12/14), Ash Wednesday Services, Lenten Reflections and Masses, Easter Liturgies, Staff Prayer Services, start of term School Masses, Year 8 Service of Light, November Remembrance Services and whole school Book of Remembrance, a whole school Penitential Service, Advent Masses and Christmas Liturgies. Students take an active part in all school Liturgies and enrich such services with their example of faith and personal gifts. Many girls also ably assisted the school community in hosting the Derry Diocesan Conference for the Year of Faith (The Door is Open).

We continue to enjoy permission for the Reservation of the Blessed Sacrament in the School Oratory. This is a most important and respected aspect of the school's Catholic ethos. The Blessed Sacrament is visited by students and staff members who welcome the daily opportunity for peaceful reflection and tranquil meditation in the School Oratory. As part of the Year of Faith, we had weekly opportunities for Exposition of the Blessed Sacrament. This experience has provided great spiritual nourishment for both students and staff.

The following is a summary of other opportunities for Faith Development:

RETREATS	YR 14 LITURGY PREFECTS/IOSAS PRAYER CENTRE YEAR 14 COLUMBA HOUSE LENTEN STATIONS
VISITS	YEAR 9 METHODIST/PRESBYTERIAN CHURCH VISITS YEAR 9 TRIP TO MERCY HOUSE BAGGOT STREET DUBLIN YEAR 12 LIFE CONFERENCE MILLENNIUM FORUM GIDEONS YEAR 8
SCHOOL BASED VISITS	RSE LOVE FOR LIFE YEARS 8/11 SISTERS OF MERCY PRAYER SERVICE/GOOD CUP OF TEA DAY
POPE JOHN PAUL AWARD	YEAR 13 – 90 STUDENTS YEAR 14 – 57 STUDENTS
FAITH FRIENDS	CURRENTLY 3 SCHOOLS WORKING WITH YEAR 13 STUDENTS: HOLLYBUSH/BUNSCOIL CHOLMCILLE/CULMORE

CURRICULUM

Throughout 2012-2013 changes in the curriculum and teaching continued to be addressed on a whole school basis as the emphasis continued to focus on quality, informed teaching, enriched learning and the provision of a curriculum centred on learning outcomes and the reflective classroom. The Heads of Department forum provided opportunity for significant Capacity Building, Staff Development and Dissemination of Good Practice as they worked collaboratively to ensure a consistent, coherent quality classroom experience, to embed curricular developments, assessment and the skills infused curriculum into good classroom practice and to develop effective Monitoring, Evaluation and Review strategies.

Heads of Department continued to lead staff in planning and development for the teaching and evaluation of the Northern Ireland Statutory Curriculum and Assessment Proposals. At KS3 teachers focused on providing opportunities in the classroom for the acquisition and development of the Cross Curricular Skills of Literacy, Numeracy and Using ICT and the Thinking Skills and Personal Capabilities. They concentrated on embedding teaching and learning strategies for the delivery of a skills-based curriculum into classroom practice and planned, prepared for and implemented the Assessment of the Cross Curricular Skills. English and Mathematics teachers concentrated on the entrenching of the arrangements for the Assessment of the Cross Curricular Skills of Communication and Using Maths into Schemes of Work and effective classroom practice. They completed the statutory assessments, disseminated good practice and continued to monitor, evaluate and review assessment arrangements. Significant work and planning continued for the development of cross curricular assessment tasks for KS3 Using ICT. We participated in the CCEA KS3 ICT Accreditation Scheme. Led by the ICT Committee, ongoing Staff Development has been organized and continues to up skill all teachers in preparation for the mandatory end of Key Stage 3 Using ICT Assessment which has been postponed until 2015. Departments continue to work collaboratively to identify and develop a range of common cross curricular themes so students can experience cross curricular connected learning experiences. All Year 9 pupils have completed assessment tasks in Science, Maths, RE, HE, Geography and Languages. Year 8 lead-in tasks have been developed and delivered in Maths, Science and RE. A revised Year 10 ICT programme has been developed which includes portfolio building skills and innovative applications of ICT. Teachers have also collaboratively identified opportunities to develop, embed and assess cross curricular skills and Thinking Skills and Personal Capabilities such as Decision Making and being Creative. Learning for Life and Work is delivered through Personal Development, Citizenship, Home Economics, and Employability. At KS4 Departments worked on the implementation of the Revised GCSE Specifications and Controlled Assessment arrangements, developing them into effective classroom practice and intervention to ensure the best possible learning experience and achievement for each pupil. At Key Stages 4 and 5 we continued to make provision for the delivery of the Entitlement Curriculum in a way that is meaningful, relevant and tailored to the individual strengths and needs of our pupils. We currently offer our pupils the amended (phased) statutory requirement of Applied and General GCSEs and A' Levels. In 2012-2013 the school offered 25 courses of study at KS4 (9 Applied Courses and 16 General Courses) and 31 courses of study at KS5 (14 Applied Courses and 17 General Courses).

Significant staff development and dissemination of good practice in the use of all available Benchmarking and other relevant data to enrich the pupils' curricular experience and achievement, to inform teaching and enhance learning continues to result in its increasingly focused application as it informs departmental and classroom intervention and target setting.

Considerable development was completed in the area of Community Relations Equality and Diversity as Heads of Department evaluated the current position. Priorities were identified and work is ongoing on the development of adaptable, flexible Teaching and Learning strategies that respond to diversity within the classroom as an integral part of the wider programme of learning.

Heads of Department and Heads of Year continued to develop and implement revised reporting arrangements that reflect statutory requirements of the NI Curriculum and Assessment Proposals and that ensure the reports articulate pupil experience and achievement meaningfully and facilitate engagement and relevant communication between parents and teachers and that parents have full understanding of their daughters' progress and achievement.

Led by the Head of Careers, Heads of Department evaluated and assessed current departmental opportunities to contribute to relevant, effective whole school CEIAG provision and initiated departmental CEIAG Mapping which will identify future priorities and growth.

Heads of Department continue to monitor and evaluate Programmes of Study and Schemes of Work to ensure more structured, articulated inclusion of opportunities for the acquisition and development of the Cross Curricular Skills and the Thinking Skills and Personal Capabilities. Schemes of Work have been significantly evaluated and reviewed to take cognisance of the impact of the revised skills infused curriculum in the classroom and the pupils' learning. There is an appropriate focus on learning and skills development at Key Stage 3 and we continue to monitor the continuity and progression of such learning into Key Stages 4 and 5 where there is a concurrent focus on subject content for examination requirements and achievement. Teachers report that the skills are making an impact at GCSE and at A' Level where we see evidence of the ability to, for example, manage information, work independently and as part of a group. Monitoring and Evaluation of classroom intervention is ongoing and increasingly embedded in departmental structures and practice – eg Departmental Meetings, Departmental Moderation, Common Assessments, Use of Benchmarking and other Data, Module results, Learning outcomes.

We forge and craft all Curriculum Development and consequently our ensuing planning, classroom practice, our teaching and the pupils' learning in the context and dynamics of Self Evaluation leading to sustained Whole School Improvement, ensuring, through continuous Monitoring, Evaluation and Review, that the Curriculum is tailored to the pupils' strengths and needs and facilitates optimum Learning Outcomes and achievement in relevant, useful and high level qualifications.

CURRICULUM

The academic curriculum of a pupil was a compilation from the following list of subjects offered by the school

SUBJECT	Key Stage 3	GCSE	AS-LEVEL	A-LEVEL
Additional Maths		*		
Art and Design (A)	#	*	*	*
Applied Business Double Award (A)			x	x
Applied Health & Social Care Double Award (A)			*	*
Applied ICT (A)			x	x
Applied Science Double Award (A)			*	*
Biology		*	*	*
Business Studies (GCSE A)		*	*	*
Chemistry		*	*	*
Child Development(A)		*		
Citizenship	#	#		
Philosophy			*	
Design and Technology (A)	#	*	x	x
Employability	#	#	#	#
English	cc	*		
English Literature		*	*	*
French	#	*	*	*
Further Mathematics			*	
Geography	#	*	*	*
Government and Politics			*	*
History	#	*	*	*
Home Economics (A)	#	*	x	x
ICT (A)	cc	*	*	*
Irish	#	*	*	*
Mathematics	cc	*	*	*
Moving Image Art (A)			x	x
Music (A)	#	*	*	*
Performing Arts (A)		*		
Personal Development	#	#	#	#
Physical Education (A)	#	# *	# x	# x
Physics		*	*	*
Psychology			*	*
Religious Studies	#	*	*	*
Science	#	*		
Spanish	#	*	*	*
Statistics		*	x	x
Theatre Studies/Drama (A)	#	*	*	*

not examined by public examination
x course offered, no uptake

* examined by public examination
A Applied Subject cc internally assessed, externally moderated

PASTORAL CARE

Pastoral Care has as its core priority the well being of each individual student. We achieve this in an atmosphere of respect, trust and open communication among students, staff, parents and the wider community. We work to promote a caring and orderly environment which meets pupils' needs and recognises their unique gifts, talents and challenges.

The structure of the pastoral system within the school is clearly identifiable and involves every member of staff. Special responsibilities are held by the Vice-Principals, Senior Teachers, Heads of School, Year Heads and Form Teachers.

KEY STAGE 3

The Personal Development programme has provided a vehicle for the delivery of the new curriculum. The Junior school programme aims to promote and develop Emotional Intelligence (EI) in the students. This holistic development of students is of paramount priority. In school this involves providing learning opportunities to instil values, attitudes and skills in addition to the acquisition of knowledge.

We in Thornhill have developed a personalised approach around the concept of the ten themes of "In Sync" which reflects the school's ethos. The delivery of the programme by form teachers is evaluated rigorously and supplemented with additional resources, other school initiatives and input from external agencies.

In addition to the pastoral programme junior students are also encouraged to take an active part in a variety of activities i.e. extra-curricular, celebrating successes through Year group prize-giving ceremonies, support from intervention agencies where appropriate, Young Enterprise programmes, whole class and individual fund raising, School Council, Sports Day, Science Fair, Anti-Bullying week, school trips and outings, competitions, Drama performances, Revision booklets and socials organised by the Parents' Association.

The junior prefect team play a central role in supporting both staff and pupils and provide excellent leadership. Year 8 students experience a comprehensive induction programme culminating in the Service of Light which provides a solid foundation for their school life.

	Year 8	Year 9	Year 10
Settling in	Induction – information on school life and procedures/ dealing with anxiety/ being prepared.	Exploring Friendships. Circle time.	Self report worksheet to log achievements to date. Skills development.
Learning about Learning	How do I learn best? The "Learning Cycle" Developing self esteem.	Examining learning styles -visual, auditory and kinaesthetic	Encouraging positive attitude and motivation to learning. Effective study habits.
Target Setting	How am I getting on? Self contracts. Self report sheet.	Short and long term goals. SMART targets.	Setting individual and collective goals to affect positive personal and academic change.
Health and the Whole Person	Getting to know yourself better. Positive things and areas for improvement.	Healthy diet / Importance of fitness / Positive health habits / Vaccinations.	Healthy Choices
Feelings and Emotions	Exploring and expressing emotions Relationships and sexuality	Verbalising feelings. Expressing emotions. Dealing with feelings.	Consequences of negative and positive judgements/ staying in control/ positive thinking.
Managing Influences and Making Decisions	What influences me most? Situations you find yourself in. Going against the crowd. Decision making worksheet.	Peer pressure. Taking responsibility. Action planning. Developing willpower.	Impact of internal and external influences. Creative and critical thinking in decision making.
Self Concept	Examining the uniqueness of each individual. My life journey.	Liking oneself. Awareness of influences. Self esteem.	Friendship and self-esteem.
Preparation for Exams	Why/What/How of effective revision. Planning for success.	Study habits developed. How to do the best in exams. Academic record.	Examining personal motivation, organisation and planning. Effective use of resources and memory training.
Managing Change	Exploring feelings. Making new friends. Developing a class spirit. Choosing a form prefect.	Key stages when change happens; coping with change/ understanding loss and grief.	GCSE subject choices.
Careers	Young Enterprise	Employability	GCSE subject choices. Requirements for career and life choices.

	Year 8	Year 9	Year 10
Morals, Values and beliefs	What I value most. What shapes our behaviour. How to make moral choices.	Importance of laws. Developing a moral code. Dealing with moral dilemmas.	Role plays of different scenarios. How to act with integrity.
Safety and Managing Risk	Why the need for rules? Personal reflection on risk taking.	Frameworks for assessing and managing risks. Dangers at home and school.	Emotional safety. Bullying and physical violence. Signs of different types of abuse and dealing with abuse.
Pupil Progress File	Academic Record. How am I getting on? Personal Achievement record.	Looking to the future. Assessing personal qualities. Self Report sheet.	Academic Record. Personal Achievement Record. Personal Statement.
Cyber safety	Talk from external agency.	Advances in technologies and their positive and negative impact.	Talk from external agency.
Drugs and Alcohol	Table of drugs and their effects. Alcohol and peer pressure.	How alcohol affects the body. Impact of smoking. Effects of misuse.	Exploring consequences of drug abuse and addiction on self and others. Types of drugs and how they work.

Mrs. A O'Neill
Head of Junior School

KEY STAGE 4

The main aim of the Pastoral programme during the first term of **Year 11** is to facilitate the effective transition of all students from Junior to Middle school. The focus of the **Personal Development** module is to provide opportunities for students to develop strong relationships with their new classmates and teachers. As part of this programme, students have an activity and information day in early October entitled "From Junior School to GCSE". This involves the students participating in a number of fun activities designed to build good relations within each form class. They then set targets for this first year of their GCSE programme and concentrate on developing those skills nurtured during Years 8 to 10 with regard to study and learning. The key elements of the programme are as follows:

Unit 1: Induction into Year 11	<ul style="list-style-type: none"> ▪ Transition into Year 11/GCSE studies ▪ Settling into new form class/subject groupings ▪ Setting academic and personal targets for Year 11
Unit 2: Study and Life Skills	<ul style="list-style-type: none"> ▪ Getting Organised ▪ Skills for Learning ▪ Skills for Life
Unit 3: Personal Relationships	<ul style="list-style-type: none"> ▪ The 3 'R's of Relationships ▪ What makes a good friend? ▪ Relationships with Parents
Unit 4: Alcohol Awareness	<ul style="list-style-type: none"> ▪ Alcohol Quiz/Effects of Alcohol ▪ Attitudes to Alcohol ▪ Making decisions and choices ▪ Sensible drinking messages
Unit 5: Self Esteem/ Positive Thinking	<ul style="list-style-type: none"> ▪ What is self esteem? ▪ The importance of positive thinking
Unit 6: Preparing for Christmas/Exams	<ul style="list-style-type: none"> ▪ Preparation for Christmas ▪ Revision techniques

During Terms 2 and 3, students follow programmes in Citizenship and Employability. At the end of Term 3, they carry out, in consultation with their Form Teachers, a review of their progress during Year 11. They also compile a record of extra-curricular activities, both in school and outside.

In **Year 12**, the key aim is to ensure that every student achieves her potential at GCSE in order that she has the widest possible choice for A Level and beyond. To that end, **Careers** and **Target Setting** are two key elements of the pastoral programme. The **Personal Development** programme also continues to ensure the holistic development of every student. Details of the programme are:

Term 1

Term 2

<p>Unit 1: Careers/Employability/Target Setting (1)</p>	<ul style="list-style-type: none"> • Introduction to Careers Planning • Review of Personal Skills and Qualities • Discussion of Job Families • ICT Suite-Job Searches • Getting Connected Survey • Setting targets for GCSE (in consultation with subject teachers) • Interviews with Form Teacher 	<p>Unit 5: Careers/Employability (2)</p>	<ul style="list-style-type: none"> • Post-16 options • AS subject choices-booklet • Discussions with Form and Subject Teachers, Parents, Mentors, Careers Teachers • Completion of Personal Career Plan • Choice of AS Subjects
<p>Unit 2: Personal Safety</p>	<ul style="list-style-type: none"> • Having Fun/Staying safe 	<p>Unit 6: Drug Awareness</p>	<ul style="list-style-type: none"> • Who am I? • Which are the most dangerous drugs? • The effects of ecstasy/A plea for help • Creating an effective Drugs Education Campaign
<p>Unit 3: Coping with Stress</p>	<ul style="list-style-type: none"> • Causes, effects and warning signs of stress • Looking after yourself: techniques to manage or prevent over stress 	<p>Unit 7: Final Preparations for GCSE exams</p>	<ul style="list-style-type: none"> • Success in exam • Learning to cope with exams • Exam nerves-don't panic!
<p>Unit 4: Preparation for mock GCSE exams</p>	<ul style="list-style-type: none"> • Self-assessment- review of progress during first term-how am I doing? Am I on track? • Characteristics of a successful learner • Revision strategies: tips and skills 		

In October all Year 12 students took part in a Target Setting/Careers Day. One of the talks was given by Ms Grace Meehan from QUB who explained the importance which universities place on GCSE grades as well as giving the students an insight into life and study at Queen's. A workshop on "The Experience of Work" was also provided by Mr Pat Jamison from Sentinus. In December Young Enterprise will provide a workshop on "Success Skills". This will help students develop further the skills essential for exam success. For maximum effect, this is scheduled for late in first term, before the mock GCSE exams.

Students and their parents are invited into school in February, when the options available for A Level study and the admissions criteria for entry to the Sixth Form in Thornhill College are explained. The Careers Service also provides advice to students at this time.

Mrs C Mallon
Head of Middle School

KEY STAGE 5

Year 13

The main aim of the Pastoral programme during the initial stage of year 13 is induction of students into Senior school and to assist them with the transition from GCSE study to the demands of A-Level study. Induction is also pertinent as we aim to integrate students from other schools into the sixth form and ensure that their transition is smooth. During terms two and three, preparation for January modules, target setting after module results have been published and focus on emotional wellbeing form the outline of the programme. Specific details of the programme are:

Term 1 Unit 1	Induction and form teacher/student interviews
Unit 2	Study skills
Term 2 Unit 3	January modules / Prefect elections
Unit 4	Emotional Health / Review of Results & Target Setting
Unit 5	Exam Preparation

External agencies involved with year 13 included REACH Across who led a very successful day. REACH also led a cross community Prefect training course for the senior prefect team which also involved prefects from other schools. The PSNI and DIVERT gave a talk to students about the dangers of alcohol and drug abuse including specific information on 'legal highs'.

Year 14

In a relatively short year which commences for year 14 after work experience and ends in mid May, the focus of the Pastoral programme using data from AS results to mentor students and set targets so that they can achieve their potential at A2 level. Details of the programme are:

Term 1: Unit 1	Student Finance & Form teacher / student interviews
Unit 2	Interview skills
Term 2: Unit 3	January modules
Unit 4	Alcohol Awareness / Review of Results & Target Setting
Unit 5	Lenten Retreat / End of Year Prayer Book

External agencies were invited into school to enhance the experience of the students. For example, members from AA spoke to the students about the dangers of alcohol abuse. Students also visited Columba House for a Lenten Retreat. A representative from QUB spoke to the students about student finance and staff from the WE&LB visited the school to support students with their applications for student finance.

Within the senior school, the use of learning agreements are an integral component of the pastoral programme which involves the bi-monthly review of each individual student's progress by form teachers and intervention, when necessary, by form teacher, head of year and head of school.

Mr D Mc Cay
Head of Senior School

LEARNING FOR LIFE AND WORK

Learning for Life and Work (LLW), as part of the Key Stage 3 and Key Stage 4 curriculum, aims to help pupils develop the knowledge, skills, values and capabilities necessary for independent thinking, informed decision making and responsible action.

In Thornhill, Learning for Life and Work is delivered through the form class programme, whole school events and contributions from the areas of learning. The core areas which contribute to LLW at KS3 are Personal Development, Home Economics, Citizenship and Employability. At KS4 the areas are Personal Development, Citizenship and Employability.

A crucial element in delivering Employability involves the links which have developed between the College and Young Enterprise and Sentinus.

Science and the World of Work

Two teams of pupils from the Physics department completed the Sentinus Engineering Education Scheme and received Gold Crest Awards. The pupils worked with an engineer from the Intelligent Systems department of the University of Ulster to complete a 'real world' engineering problem. The project involved research and development of a Web Based Remote Temperature Monitoring System.

The science department has established other links with outside agencies that provide pupils with an opportunity to experience the workings of these agencies. These include the Lough's Agency, Coolkeeragh Power Station and the Public Health Agency.

Dr. D. McLaughlin
Head of Science

Technology & Design and the World of Work

Currently the Technology and Design Department at Thornhill College is making connections with the World of Work through a number of different approaches at Key Stage 3. The various activities are outlined below.

The Department is currently piloting CEIAG at Year 8 as an introduction to transferable skills, knowledge and understanding from the classroom to the World of Work. All projects delivered in the Department across Key Stage 3 have skills and knowledge linked to careers and professions with an emphasis on transferable skills to the World of Work for example Engineering, Surgery, Dentistry. Year 10 pupils study a virtual design Manufacture and Market Unit with immediate feedback on the products sales success. This gives them an insight into the World of Work and its commercial reality. The department continues to develop a series of local industrial links which are intended to include visits and projects linked with local companies Invista, E&I Engineering and Seagate.

Mr. M. McNicholl
Head of Technology and Design

Home Economics

In Thornhill College Home Economics is delivered to all Key Stage 3 pupils. It is also offered at GCSE and includes Child Development. Many of our students go on to study Applied Health and Social Care at GCE level. A cookery module is also offered as part of the sixth form Enrichment Programme.

Home Economics provides pupils with the opportunity to learn about diet, nutrition and health in a practical context through the preparation of food and the planning of meals. Students also study aspects of Home and Family Life to raise awareness of the roles and responsibilities they will undertake as young adults.

Preparation for Independent Living features strongly in the delivery of the subject and pupils are challenged to manage resources effectively to ensure they become discerning consumers. Home Economics offers natural opportunities for the development of Skills and Capabilities.

An after school cookery club has been established this year specifically for year 10 students and is financed through the Extended Schools' budget.

Mrs. J. Fiorentini
Head of Home Economics

Citizenship

Citizenship is currently taught in Years 8, 9, 10, and 11 by Form Teachers through one 35 minute Form Period as part of the delivery of Learning for Life and Work. The time allocation in each year group varies but in Years 8 and 9 it accounts for one third of the allotted form periods throughout the year, with the remaining two thirds distributed between PHSE and Employability.

In Citizenship students participate in a number of extra-curricular activities which include the Student Council in Years 9, 10, 11 and 12. The Student Council representatives for Years 9, 10 and 11 were formally elected by the student body in October 2012. Last year the Years 9, 10 and 11 Student Councils invited the NI Children's Commissioner, Mrs Patricia Lewsley Mooney, to address the Junior School in Thornhill College. An invite was also extended to representatives of Student Councils from other schools. The current Year 10 Council is engaged in the Prejudice Face On project, facilitated by the Peace and Reconciliation group. A highlight of last year was the political "Speed Dating" event when we hosted local politicians and students from other schools.

Mr. J. Parlour
Citizenship Co-ordinator

THE EXTENDED SCHOOL

The concept of the Extended School has become part of government policy in an attempt to provide a holistic environment for young people to learn and to develop skills that will enhance their life chances. This school operates in the Outer North Neighbourhood Renewal Area and, due to recognition by Government highlighting the wide range of issues dealing with social deprivation in this geographical area, the Department of Education continues to fund this important scheme. The Extended School Scheme has also allowed for closer co-operation between this school and its neighbouring educational establishments and community groups. Thornhill College has been the 'lead school' for the main cluster of schools in the area, working closely with the local community group, the Greater Shantallow Area Partnership (GSAP). Thornhill College has worked as part of a team with 7 other schools in this area - St. Brigid's College, St. Columb's College, Galliagh Nursery, St. Thérèse's Primary School, St. Paul's Primary School, Culmore Primary School and Hollybush Primary School. This cluster also works closely with the Western Education and Library Board (WELB), and membership also includes the local office of the Department for Social Development (DSD). Additional funding from DENI (£10000) was secured in December 2012 for the development of the Irish Language across the area, allowing extra funding of classes and associated activities for the schools and community groups in the area.

HOMEWORK CLUB

The Homework Club is the collective name for the activities that take place before and after school each day. This is mainly on the first three days of the week - Monday to Wednesday, but there are also sporting activities after school on Thursday and Friday. The core of the Homework Club is the availability of the ICT facilities and the Library, the former also being available from 8.30 in the mornings, with substantial up-take for this. This additional time has also allowed for extra/revision classes in curriculum subjects such as Maths, Science and English to take place along with other extra-curricular activities ranging from Drama, School Choirs, Orchestra, Cross-Country, Science Club, Technology & Engineering Club, Netball, Soccer and Gaelic Coaching, Language Clubs, Debating, Film Club, French Club, Calligraphy, Basketball, Hockey, Athletics, Ceili Dancing, Traditional Music, with practices for competitions such as the Mock Bar Trials, Debating, Scribblers, etc. The vast majority of these Clubs and Societies are run by members of the teaching and support staff in the school, who freely give up their time. Transport provision at the end of the day has always been core to the Homework Club, with the school responsible for the movement of almost 500 students at 5pm on most afternoons. On average, six buses leave for various locations in the city and suburbs. While students are encouraged to arrange their own transport from school at 5pm, many rely on buses provided to cover three key routes: Carnhill/Shantallow/Creggan areas, Foyle Street Bus Depot, Waterside/Prehen area/Strathfoyle & Eglinton.

EXTENDED SCHOOL IN THE COMMUNITY

Following consultation with parents, some of their preferences were catered for with the provision of a wider range of night courses for both parents and adults in the local community.

The following courses were offered during the course of the year: Healthy Cooking, Basic Cookery, Beginner and Intermediate Irish and a Knitting/Crochet class. These proved popular with parents and other adults from the catchment area and beyond.

Due to the school remaining open for these night classes, other local community groups have been able to avail of the sporting and accommodation facilities on the premises, to run a series of training and artistic sessions.

SUMMER SCHOOL

Thornhill organised and ran its tenth annual Summer School on 1st/2nd July. Numbers have increased every year. 170 prospective Year 8 students attended the summer school. Activities began at 10.00 am and concluded at 3.30 pm each day. Students were split into eight groups with each group being given a 'house' name associated with local places. Due to the uptake this year, each group spent three sessions per day - a morning and two afternoon sessions - on a different fun activity such as Sport, Science, Calligraphy, Treasure Hunt, Dance, Drama, Cookery and Creative Thinking. Lunch was provided by canteen staff at mid-day.

This important event in the school year has a dramatic effect of settling the new intake when they arrive in September to begin their academic career in Thornhill College.

The Summer Scheme is now well established as a traditional part of the Thornhill experience.

PUPIL ACHIEVEMENTS 2013

TOP CANDIDATES IN NORTHERN IRELAND IN CEA EXAMINATIONS

GCSE Level

Niamh Mulholland - Top Achieving Candidates in N. Ireland (Maximum Marks)
in GCSE Art and Design

Katherine Fahy - 1st Place in N. Ireland GCSE History

Marie O'Neill - Joint 2nd Place in N. Ireland GCSE Irish

Michelle McKeever - Joint 3rd Place in N. Ireland GCSE Irish

GCE Level

Amy Callaghan - 3rd Place in N. Ireland GCE Geography

Sophie O'Donnell - Joint 3rd Place in N. Ireland GCE Music

PUBLIC EXAMINATIONS BY RESULTS 2013

In Key Stage 3 we are using the new Levels of Progression.

Assessment Outcomes Key Stage 3, 2013

2013 Levels of Progression			
Levels		6+	7
% of pupils	Communication	88.8	46.3
	Using Maths	97.1	75

PUBLIC EXAMINATIONS BY RESULTS 2013

Results Subject/Grade Analysis: Summer Exams 2013																	
Year 12 GCSE																	
Subject	Entries	-	A*	A	B	C	D	E	F	G	U	X	A*-A	A*-C	A*-G	Average Points	
			16	14	12	10	8	6	4	2	0	0	0				
Art & Design(3510)	27	No.	4	14	5	4	0	0	0	0	0	0	0	18	27	27	13.3
		%	14.8	51.9	18.5	14.8	0	0	0	0	0	0	0	66.7	100	100	
Biology(1010)	23	No.	4	17	2	0	0	0	0	0	0	0	0	21	23	23	14.2
		%	17.4	73.9	8.7	0	0	0	0	0	0	0	0	91.3	100	100	
Business Studies(3210)	17	No.	4	7	6	0	0	0	0	0	0	0	0	11	17	17	13.8
		%	23.5	41.2	35.3	0	0	0	0	0	0	0	0	64.7	100	100	
Chemistry(1110)	23	No.	2	14	5	2	0	0	0	0	0	0	0	16	23	23	13.4
		%	8.7	60.9	21.7	8.7	0	0	0	0	0	0	0	69.6	100	100	
D&T Resistant Materials(9040)	13	No.	1	1	6	3	1	1	0	0	0	0	0	2	11	13	11.2
		%	7.7	7.7	46.2	23.1	7.7	7.7	0	0	0	0	0	15.4	84.6	100	
Drama(5210)	24	No.	5	6	5	7	1	0	0	0	0	0	0	11	23	24	12.6
		%	20.8	25	20.8	29.2	4.2	0	0	0	0	0	0	45.8	95.8	100	
Engineering	12	No.	12	0	0	0	0	0	0	0	0	0	0	12	12	12	16.0
		%	100	0	0	0	0	0	0	0	0	0	0	100	100	100	
English Language(5030)	199	No.	15	76	93	15	0	0	0	0	0	0	0	91	199	199	12.9
		%	7.5	38.2	46.7	7.5	0	0	0	0	0	0	0	45.7	100	100	
English Literature(5110)	199	No.	24	63	90	21	1	0	0	0	0	0	0	87	198	199	12.9
		%	12.1	31.7	45.2	10.6	0.5	0	0	0	0	0	0	43.7	99.5	100	
French(5650)	76	No.	11	20	24	17	4	0	0	0	0	0	0	31	72	76	12.4
		%	14.5	26.3	31.6	22.4	5.3	0	0	0	0	0	0	40.8	94.7	100	
Geography(3910)	71	No.	11	30	22	4	4	0	0	0	0	0	0	41	67	71	13.1
		%	15.5	42.3	31.0	5.6	5.6	0	0	0	0	0	0	57.7	94.4	100	
History(4010)	73	No.	26	31	14	2	0	0	0	0	0	0	0	57	73	73	14.2
		%	35.6	42.5	19.2	2.7	0	0	0	0	0	0	0	78.1	100	100	
Home Economics: Child Devt(3330)	57	No.	21	23	13	0	0	0	0	0	0	0	0	44	57	57	14.3
		%	36.8	40.4	22.8	0	0	0	0	0	0	0	0	77.2	100	100	
Information Technology(2650)	40	No.	29	8	3	0	0	0	0	0	0	0	0	37	40	40	15.3
		%	72.5	20.0	7.5	0	0	0	0	0	0	0	0	92.5	100	100	
Irish(5550)	64	No.	29	26	9	0	0	0	0	0	0	0	0	55	64	64	14.6
		%	45.3	40.6	14.1	0	0	0	0	0	0	0	0	85.9	100	100	
Mathematics Additional(2340)	52	No.	6	9	17	12	3	1	0	0	3	1	15	44	48	11.1	
		%	11.5	17.3	32.7	23.1	5.8	1.9	0	0	5.8	1.9	28.8	84.6	92.3		
Mathematics(2210)	199	No.	22	82	72	20	3	0	0	0	0	0	0	104	196	199	13.0
		%	11.1	41.2	36.2	10.1	1.5	0	0	0	0	0	0	52.3	98.5	100	
Music(7010)	50	No.	5	28	14	3	0	0	0	0	0	0	0	33	50	50	13.4
		%	10	56	28	6	0	0	0	0	0	0	0	66	100	100	
Physics(1210)	23	No.	4	12	6	1	0	0	0	0	0	0	0	16	23	23	13.7
		%	17.4	52.2	26.1	4.3	0	0	0	0	0	0	0	69.6	100	100	
Religious Studies(4610)	199	No.	39	79	57	18	5	1	0	0	0	0	0	118	193	199	13.3
		%	19.6	39.7	28.6	9	2.5	0.5	0	0	0	0	0	59.3	97.0	100	
Science Double Award(1370)	352	No.	54	153	106	36	3	0	0	0	0	0	0	207	349	352	13.2
		%	15.3	43.5	30.1	10.2	0.9	0	0	0	0	0	0	58.8	99.1	100	
Spanish(5750)	66	No.	16	14	19	15	2	0	0	0	0	0	0	30	64	66	12.8
		%	24.2	21.2	28.8	22.7	3	0	0	0	0	0	0	45.5	97.0	100	
Sport/PE Studies(7210)	15	No.	4	5	6	0	0	0	0	0	0	0	0	9	15	15	13.7
		%	26.7	33.3	40	0	0	0	0	0	0	0	0	60	100	100	
Statistics(2510)	35	No.	3	16	13	3	0	0	0	0	0	0	0	19	35	35	13.1
		%	8.6	45.7	37.1	8.6	0	0	0	0	0	0	0	54.3	100.0	100.0	
Total	1909	No.	351	734	607	183	27	3	0	0	3	1	1085	1875	1905	13.2	
		%	18.4	38.4	31.8	9.6	1.4	0.2	0	0	0.2	0.1	56.8	98.2	99.8		

Number of pupils in Year 12 = 199

Overall

Number of GCSEs taken = 1909

Number of GCSEs passed A*-A = 1085 % passed A*-A = 56.8 %

Number of GCSEs passed A*-C = 1875 % passed A*-C = 98.2 %

Number of GCSEs passed A*-G = 1905 % passed A*-G = 99.8 %

PUBLIC EXAMINATIONS BY RESULTS 2013

Results Subject/Grade Analysis: Summer Exams 2013														
Year 14 A Level														
Subject	Entries	-	A*	A	B	C	D	E	U	A*A	A*-B	A*-C	A*-E	Average Score
			12	10	8	6	4	2	0					
Art & Design(3510)	8	No	3	0	4	1	0	0	0	3	7	8	8	9.3
		%	37.5	0	50	12.5	0	0	0	37.5	87.5	100	100	
Biology(1010)	62	No	10	24	14	8	6	0	0	34	48	56	62	8.8
		%	16.1	38.7	22.6	12.9	9.7	0	0	54.8	77.4	90.3	100	
Business Studies(3210)	13	No	0	2	6	3	2	0	0	2	8	11	13	7.2
		%	0	15.4	46.2	23.1	15.4	0	0	15.4	61.5	84.6	100	
Chemistry(1110)	30	No	4	14	8	3	1	0	0	18	26	29	30	9.1
		%	13.3	46.7	26.7	10	3.3	0	0	60	86.7	96.7	100	
Drama(5210)	18	No	0	4	8	5	1	0	0	4	12	17	18	7.7
		%	0	22.2	44.4	27.8	5.6	0	0	22.2	66.7	94.4	100	
English Literature(5110)	47	No	4	12	16	9	6	0	0	16	32	41	47	8.0
		%	8.5	25.5	34	19.1	12.8	0	0	34.0	68.1	87.2	100	
French(5650)	11	No	0	3	3	4	1	0	0	3	6	10	11	7.5
		%	0	27.3	27.3	36.4	9.1	0	0	27.3	54.5	90.9	100	
Geography(3910)	28	No	7	12	3	5	1	0	0	19	22	27	28	9.4
		%	25.0	42.9	10.7	17.9	3.6	0	0	67.9	78.6	96.4	100	
Health & Social Care(0003)	64	No	3	7	31	19	3	1	0	10	41	60	64	7.5
		%	4.7	10.9	48.4	29.7	4.7	1.6	0	15.6	64.1	93.8	100	
History(4010)	44	No	4	17	16	6	1	0	0	21	37	43	44	8.8
		%	9.1	38.6	36.4	13.6	2.3	0	0	47.7	84.1	97.7	100	
Information Technology(2650)	24	No	0	4	10	8	2	0	0	4	14	22	24	7.3
		%	0	16.7	41.7	33.3	8.3	0	0	16.7	58.3	91.7	100	
Irish(5550)	9	No	2	6	1	0	0	0	0	8	9	9	9	10.2
		%	22.2	66.7	11.1	0	0	0	0	88.9	100	100	100	
Mathematics(2210)	53	No	3	11	16	12	5	1	5	14	30	42	48	6.9
		%	5.7	20.8	30.2	22.6	9.4	1.9	9.4	26.4	56.6	79.2	90.6	
Music(7010)	12	No	1	4	3	2	1	1	0	5	8	10	12	7.8
		%	8.3	33.3	25	16.7	8.3	8.3	0	41.7	66.7	83.3	100	
Physics(1210)	9	No	2	1	4	1	1	0	0	3	7	8	9	8.4
		%	22.2	11.1	44.4	11.1	11.1	0	0	33.3	77.8	88.9	100	
Politics(4830)	14	No	0	1	6	4	1	2	0	1	7	11	14	6.4
		%	0	7.1	42.9	28.6	7.1	14.3	0	7.1	50	78.6	100	
Psychology(4850)	49	No	0	8	13	15	7	4	2	8	21	36	47	6.3
		%	0	16.3	26.5	30.6	14.3	8.2	4.1	16.3	42.9	73.5	95.9	
Religious Studies(4610)	73	No	3	23	27	17	1	1	1	26	53	70	72	8.1
		%	4.1	31.5	37	23.3	1.4	1.4	1.4	35.6	72.6	95.9	98.6	
Science (Voc)(0008)	16	No	1	6	3	2	3	1	0	7	10	12	16	7.6
		%	6.3	37.5	18.8	12.5	18.8	6.3	0	43.8	62.5	75	100	
Spanish(5750)	15	No	1	3	8	2	1	0	0	4	12	14	15	8.1
		%	6.7	20	53.3	13.3	6.7	0	0	26.7	80	93.3	100	
Totals	599	No	48	162	200	126	44	11	8	210	410	536	591	7.9
		%	8.0	27.0	33.4	21.0	7.3	1.8	1.3	35.1	68.4	89.5	98.7	

Number of pupils in Year 14 = 192

Overall

Number of A Levels/ Applied taken = 599

Number passed A*A	=	210	% Pass A*A	=	35.1
Number passed A*-B	=	410	% Pass A*-B	=	68.4
Number passed A*-C	=	536	% Pass A*-C	=	89.5
Number passed A*-E	=	591	% Pass A*-E	=	98.7

OVERALL RESULTS

YEAR 12

% Entered for		% Achieving grades A* - C	
7 or more subjects	5 or more subjects	7 or more	5 or more
100%	100%	98.5%	100%

A-LEVEL/APPLIED

Number of Pupils in final year of A level course	% achieving	
	3+ A Levels at grades A*-C or equivalent	2+ A Levels at grades A*-E or equivalent
191	90%	100%

OTHER EXAMINATIONS

**GCSE - Other Year Groups
2013**

Awarding Body	Qualification	Entries	Result	%achieving qualification
---------------	---------------	---------	--------	--------------------------

Year 8

CCEA	Irish	5	A*=1 A=4	100%
------	-------	---	----------	------

Year 13

CCEA	Maths	1	A=1	100%
------	-------	---	-----	------

BTEC - First Certificate in Engineering (Electronics)

Year 11

Edexcel	Engineering	6	A*A*=6	100%
---------	-------------	---	--------	------

**AS-Level - Other Year Groups
2013**

Awarding Body	Qualification	Entries	Result	% Achieving Qualification
---------------	---------------	---------	--------	---------------------------

Year 10

CCEA	Irish	5	A=3 C=2	100%
------	-------	---	---------	------

SCHOOL LEAVERS' DESTINATIONS (FROM YEARS 12, 13 & 14)

No. of Leavers 2012/13	Higher Education	Further Education	Another School	Employment	Other
	216	158 73.14%	46 21.30%	7 3.24%	4 1.85%

ADDITIONAL INFORMATION

81.86% of students leaving after 'A' Level (Year 14) have gone on to Higher Education.

ANNUAL ATTENDANCE RATE (ALL STUDENTS) %

Total days attended by all students on roll as % of total possible days of attendance 95.3%

EXTRA CURRICULAR ACHIEVEMENTS

The students have participated in a wide range of academic, cultural, spiritual, social and sporting activities at local, provincial and national level. The many awards which they have won is evidence of the variety of talents among our students.

ART

- Mental Health Competition - Joint 1st Place - Eimear Johnson and Chloe Browne.
- Specialist Crafts Art Competition– Hannah Vail was a Semi-finalist and had her artwork published in the 2013 catalogue.
- CCEA True Colours Exhibition – Sofie Kirk (GCSE) and Hannah Vail (A level) had their work selected to exhibit.

ENTERPRISE

- First Trust School Bank Challenge - 1st Place - Infinity Bank run by Year 11 Students

CERTIFICATE OF PERSONAL EFFECTIVENESS

- 13 Year 13 Students achieved a Level 3 Certificate in Personal Effectiveness, worth 70 UCAS points.

DEBATING & PUBLIC SPEAKING AWARD

- Soroptimist Public Speaking Competition – Winner – Niamh Muholland (Year 12)
- Rotary Youth Leadership Competition - District Final Winner – Riognach Kavanagh (Year 14)
- Environmental Youth Speak Public Speaking Competition – North West Heat Winner – Emir McCloskey
- Foyle District Road Safety Public Speaking Competition – Senior Category Winner – Clionagh Logue (Year 13)
- Foyle District Road Safety Public Speaking Competition – Intermediate Category Winner – Niamh Fielding (Year 13)
- European Youth Parliament Debating Competition – Winners – Thornhill College Senior Debating Team

DRAMA

Feis Dhoire Cholmcille

- Mime - 1st Place
- Choral Verse – 1st Place
- Group Drama – 2nd Place

IRISH

- Individual Conversation in Irish (Feis Dhoire Cholmcille) - 1st prize in six age categories – Winners were Aoife Nic Cearain, Eirinn Clifford, Eirinn Gillen, Taylor Jones, Maire Ni Neill and Kerry-Louise Friel
- Irish Drama - 1st Place Derry Journal Cup – 8C (Feis Dhoire Cholmcille)
- Choral Verse - 1st Place & Marie Ivory Cup – 8E (Feis Dhoire Cholmcille)
- Irish Verse - 1st Place - Sanchia Murray Year 8 (Feis Dhoire Cholmcille)
- Six Gaeltacht Bursaries Awarded through Feis Dhoire Cholmcille
- Irish Language Public Speaking and Sciath Nic Lochlainn – Daire Ni Chanain (Year 13)
- 101 Year 10 pupils were awarded their Silver fainne
- 1 Gael Linn Full Gaeltacht Scholarship was awarded
- 2 Gaeltacht Scholarships awarded through Ashbourne Shield/Sciath Mhic Giolla Bhríde

DUKE OF EDINBURGH AWARD

- 21 students achieved the Bronze Award
- 20 students achieved the Silver Award

POLITICS

- Nikita Harkin Year 14 was elected as the Foyle Constituency Representative in the UK Youth Parliament elections

RELIGIOUS EDUCATION

78 Students achieved their Pope John Paul II Award

SCIENCE AND TECHNOLOGY AWARDS

Board of Governors Report 2012/13

- 8 Year 13 pupils were awarded Gold Crest Awards from the British Science Association.
- Nuffield Science Bursaries were awarded to Aimee McCullagh and Bethan Warby Year 13
- Toyota STEM Challenge –1st Place in Ireland Regional, 5th place in UK National Competition
- Year 12 students Niamh Mulholland and Amy McGlinchey received Highly Commended Project and Display Awards at the BT Young Scientist & Technology Exhibition at the RDS, Dublin
- Fellowes Ltd Banker Box Competition – 1st Place
- Bombardier Flight Experience Competition- Thornhill teams were Highly Commended
- Lego League Competition – Thornhill Team won 'Best Team Spirit' Award
- Salter's Festival of Chemistry University Challenge – Thornhill team won 2nd Place

SPORTS

- District Schools Mini Cross-Country Silver Medalists - Mary Cait Byrne, Sarah Kelly, Jade McLaughlin, Nicole Hamill-Gormley, Michaela Doherty, Eimear Stewart, Niamh Dahill
- District Schools Minor Cross-Country Bronze Medalists - Clodagh Lavery, Ella Rose Sainsbury, Jessica O'Hare, Niamh MacFarland, Lia Paitry
- District Cross Country Individual Bronze Medalist, 4th at Ulster Final, 15th at Irish Final - Clodagh Lavery
- District Schools Junior Cross-Country Bronze Medalists - Leah Casey, Meabh Cassidy, Kerri McCallion, Niamh Carlin
- District Schools Intermediate Cross-Country Champions – 1st Place – Year 11 & 12 Team
- Ulster Schools Intermediate Cross-Country Final – 4th Place - Year 11& 12 Team
- Aoife Lavery - District Schools Cross-Country Champion, 4th Ulster Final, 16th Irish Final
- Year 8 Relay Team - District Schools Minor Relay, Silver Medalists
- Mary Cait Byrne - District Schools 800m, Silver Medalist
- Niamh Dahill - District Schools Long Jump, Bronze Medalist
- Year 9 U14 Team - Derry Champions, District Champions, Ulster Silver Medalists
- Year 10 Relay Team - District Schools Junior Relay, Silver Medalists
- Charlene Duffy - District Schools Junior 100m, Bronze Medalist
- Aoife O'Hare - District Schools Junior 75m Hurdles, Bronze Medalist
- Aoife Lavery - District Schools Inter 800m champion, Ulster Schools Intermediate 800m Silver Medalist, Irish Finalist
- Senior Relay Team - Ulster Schools Senior Relay Silver Medalists, 4th at Irish Final
- Roisin Lavery - District & Ulster Schools Senior Long Jump, Silver Medalist
- Megan Devine - District & Ulster Schools Senior 200m Champion, District Schools Senior 100m Champion, Ulster Schools Senior 100m Silver Medalist

CREDIT UNION YOUTH AWARDS

- Roisin Niamh O'Kane (Year 13) Young Carer's Award Runner Up
- Nikita Harkin (Year 13) Leadership Award Runner Up
- Bronach Crabtree (Year 13) Sports Award Runner Up
- Roisin Lavery (Year 13) Sportsmanship Award Winner

UNIVERSITY ENTRANCE AWARDS

In September 2012 -

- Deirdre McAteer (Class of 2012) was awarded the Trinity College Dublin Entrance Award
- Grainne Baker (Class of 2012) was awarded the JP McManus Scholarship which runs for the duration of her degree course.



SCHOOL PRAYER

Lord, we give you praise and thanks at the beginning of this day for all the blessings we have received in our lives. Lead us to live fully in the present moment and enjoy all that is good around us. Help us to live our school motto “Thy Kingdom Come,” and because you are with us, let us see you in all those we meet today.

We ask you to bless anyone in our community who is worried or in need of help. Teach us to show your concern and care for others.

Our Lady of Mercy, pray for us.

Amen.